

CAMBRIDGE



# **Super Minds**

## **Teacher's Book 6**

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



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# Map of the course

## Back to school (pages 4–9)

| Vocabulary  | Grammar  | Story and values  | Thinking skills                             |
|---|--|---|---|
| Outside at school:<br>basketball hoop,<br>tennis court, net,<br>football pitch,<br>railings, running<br>track, bike rack,<br>litter bin, school<br>bell | Patrick has already had an<br>accident in the lab.<br>Has Phoebe seen the Bosphorus<br>Bridge yet?<br>They haven't met an alien yet.<br>which / who / where revision | Back in time<br>again<br>Thinking<br>about what<br>you're doing | Understanding<br>character and<br>situation |

► **Song:** The Time Travellers ► **Phonics:** Spelling patterns

## 1 The treasure (pages 10–21)

| Vocabulary   | Grammar   | Story and values                         | Skills  | Thinking skills | English for school   |
|--|---|--|---|-----------------|--|
| Pirates:<br>palm tree, spade,<br>hook, hammock,<br>eye-patch, treasure<br>chest, coins, key,<br>hole, binoculars | I've been interested in music<br>since I was ten.<br>He's known his friend Charlie<br>for six years.<br>How long have you had your<br>new laptop? | The pirates'<br>treasure<br>Being honest | Reading <b>KEY</b><br>Listening,<br>speaking and<br>writing | Hypothesising   | <b>Literature:</b><br>Treasure Island<br><b>Project:</b> Write<br>three texts about<br>your favourite<br>book. |

► **Song:** Get on board! ► **Phonics:** -sure and -ture ► **Communication** ► **Revision:** My portfolio

## 2 Future transport (pages 22–33)

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

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



| In London (pages 58-69) |  |                         |                |                                 |                  |
|-------------------------|--|-------------------------|----------------|---------------------------------|------------------|
| Vocabulary              | Shops, chemist's, tailor's, grocer's, baker's, jeweller's, carpenter's   | Song: Have you ... ?    |                |                                 |                  |
|                         |  | Phonics: s and z sounds |                |                                 |                  |
| Grammar                 | Have you ever seen a big fire? Yes, I have. / No, I haven't. She has never made a film. / She's never made a film. Have you ever been to Mexico? No, I haven't, but my cousins went there last year. | Story and values        | The Great Fire | Thinking of others              | Story and values |
| Skills                  | Reading and Listening, speaking  | KEY                     | KEY            | Reading and listening, speaking | Skills           |
| Thinking skills         | Understanding character and situation  | Communication           |                |                                 |                  |
| English for school      | Art: Impressionism   | Revision: My portfolio  |                |                                 |                  |
|                         | Project: Do an impressionist painting.   |                         |                |                                 |                  |

| Olympic sports (pages 46-57) |  |                              |                  |                                    |                  |
|------------------------------|--|------------------------------|------------------|------------------------------------|------------------|
| Vocabulary                   | Sports, long jump, gymnastics, rowing, archery, high jump, wrestling, hurdles, weightlifting, fencing, boxing            | Functional language dialogue |                  |                                    |                  |
|                              |  | Creativity                   |                  |                                    |                  |
| Grammar                      | We could go and see the long jump. I'm visiting my grandparents on Sunday. My dad's coming back from New York on Monday. | Story and values             | Not the best day | The sporting spirit                | Story and values |
| Skills                       | Reading and speaking and listening and speaking  | KEY                          | KEY              | Reading and listening and speaking | Skills           |
| Thinking skills              | Mathematical skills  | Revision: My portfolio       |                  |                                    |                  |
| English for school           | Biology: Muscles   |                              |                  |                                    |                  |
|                              | Project: Keep an exercise diary over the next week.  |                              |                  |                                    |                  |

| Ancient Egypt (pages 34-45) |  |                        |                  |   |                   |
|-----------------------------|--|------------------------|------------------|---|-------------------|
| Vocabulary                  | In Egypt, pyramid, sphinx, chariot, stones, rock, mummies, pyramids, tomb, mummy   | Song: In old Cairo     |                  |   |                   |
|                             |  | Phonics: -ed endings   |                  |   |                   |
| Grammar                     | The pyramids were built by slaves. The slaves weren't paid any money. How was it done? a lot of / lots of / a few / a little | Story                  | The mummy's tomb |   | Story             |
| Skills and values           | Speaking, reading and listening, respecting differences  | KEY                    | KEY              | Speaking, reading and listening, respecting differences | Skills and values |
| Thinking skills             | Paying attention to visual details   | Communication          |                  |   |                   |
| English for school          | Maths: 3D shapes   | Revision: My portfolio |                  |   |                   |
|                             | Project: Make a paper pyramid.   |                        |                  |   |                   |



# Map of the course

## 6 Crazy inventions (pages 70–81)

| Vocabulary   | Grammar   | Story                  | Skills and values   | Thinking skills                 | English for school   |
|--|---|------------------------|---|---------------------------------|--|
| Tools and machines:<br><i>spanner, switch, lever, button, drill, screwdriver, workbench, hammer, nails, saw, paint pot, paintbrush</i> | <i>too many / not enough</i><br><i>Can you tell me what this machine is? / ... lever does? / ... switch is for?</i> | <i>Professor Potts</i> | Reading and speaking <b>KEY</b><br>Speaking, listening and writing <b>KEY</b><br>The benefits of technology | Logical thinking<br>Evaluating  | <b>Physics:</b><br>Levers<br><b>Project:</b> Do experiments with levers. |
| ➤ <b>Functional language dialogue</b>  |   | ➤ <b>Creativity</b>    |   | ➤ <b>Revision:</b> My portfolio |  |

## 7 This is Houston (pages 82–93)

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



| The Jurassic Age (pages 106–117) |  |                 |  |                    |  |
|----------------------------------|--|-----------------|--|--------------------|--|
| Vocabulary                       | Natural features:<br>summit, horizon,<br>valley, pond,<br>grassland, stream,<br>dust, swamp, log | Grammar         | If I saw a dinosaur, I'd run<br>away.<br>If I had ..., If I went ...,<br>If I were ...,<br>What would you do if you<br>met an alien? | Story              | The chase  |
| Skills and values                | Reading (KEY)<br>Listening,<br>reading and<br>writing<br>Taking an<br>interest in<br>nature      | Thinking skills | Making visual<br>connections<br>Visualising<br>spelling<br>Understanding<br>textual<br>cohesion                                      | English for school | Project: Make<br>fossils<br>Biology:<br>your own 'fossil': |
| Revision: My portfolio           |  |                 |  |                    |  |
| Communication                    |  |                 |  |                    |  |
| Revision: My portfolio           |  |                 |  |                    |  |

| A cold place (pages 94–105)  |   |                 |   |                    |  |
|------------------------------|---|-----------------|---|--------------------|--|
| Vocabulary                   | In the Arctic:<br>northern lights,<br>iceberg, seal,<br>ice pup, ice floe,<br>polar bear, polar<br>bear cub, sledge,<br>mitten, igloo | Grammar         | It isn't warm here, is it?<br>The ice may / might melt.<br>Polar bears may not / might<br>not find enough food. | Story and values   | Rescuing the<br>seal pups<br>Caring for the<br>environment   |
| Skills                       | Speaking and<br>listening (KEY)<br>Reading,<br>speaking and<br>writing (KEY)  | Thinking skills | Mathematical<br>thinking<br>Evaluating<br>Sequencing  | English for school | Environmental<br>studies:<br>Glaciers<br>Project: Find out<br>how much of our<br>planet is covered<br>by glaciers. |
| Revision: My portfolio       |   |                 |   |                    |  |
| Functional language dialogue |   |                 |   |                    |  |
| Creativity                   |   |                 |   |                    |  |
| 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 in the Starter level, whereas some schools may prefer to begin with *Super Minds 1*. This re-introduces all the language from the Starter level in different contexts, developing all four skills.
- All seven levels of *Super Minds* have been specifically researched to cater 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 6* is appropriate for students who have had five years of reading and writing in English. The syllabus is carefully structured to take students through Flyers, the last level of the YLE exams, and to introduce some of the structures from the Preliminary English Test (PET) for Schools syllabus. There are also practice tasks for the Key English Test (KET) for Schools.

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

Alongside receptive skills work, *Super Minds 6* builds on the students' increasing fluency in both speaking and writing. Functional language 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 6*, specific activities develop a range of skills from mathematical skills to thinking skills such as hypothesising and inferencing meaning.

### Kindling the imagination

*Super Minds 6* begins with a continuation of the storyline from *Super Minds 5*, where the three Time Travellers, Alex, Phoebe and Patrick, have arrived back in the school playground, but it is just before the same Science lesson starts. Phoebe and Alex don't let Patrick do the experiments this time, but he fiddles with his goggles and causes another explosion. The gate appears and they once again begin their adventures, travelling in time and space, visiting different places and periods in history.

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

### Fostering positive values

*Super Minds 6* uses the Time 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 listening carefully, thinking of others and caring for the environment.

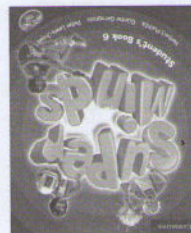




# Super Minds 6 components

The Student's Book contains:

- An introductory *Back to school* unit (6 pages)
- 9 core units (12 pages) with an easy-to-use single-page lesson format
- A Grammar focus section which provides an opportunity for language presentation and written practice



- **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:
  - an individual, pair or group presentation for the class or:

Time to present

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

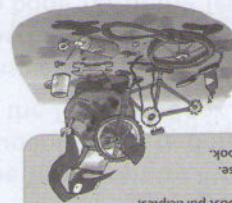
## Interactive DVD-ROM

- This complementary component is included with the Student's Book, for students to use at home or in school computer rooms, and with the Classroom 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.

- An opening scene in contemporary and attractive 3D artwork which 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 a functional language dialogue
- A story featuring the Time Travellers, often providing historical or cultural background

## Each unit offers:

- 1 Complete the sentences with the past participle of the verbs in brackets.
- 2 Tom has already \_\_\_\_\_ his homework. (do)
- 3 She hasn't \_\_\_\_\_ up yet! (get)
- 4 They haven't \_\_\_\_\_ that museum yet. (visit)
- 5 We've already \_\_\_\_\_ some souvenirs. (buy)



There is a list of irregular verbs on page 127 of the Workbook. Other past participles are irregular. You need to learn these.

Verbs which are regular in the simple past have 'regular' past participles, which look the same as the verbs in the simple past.

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

They have (They've) already used it.  
She has (She's) already seen this film.  
We have (We've) already made a cake.  
He has (He's) already washed the car.  
You have (You've) already met him.  
I have (I've) already tidied my room.

## Back to school

Present perfect with already / yet revision

language presentation and written practice

provides an opportunity for

A Grammar focus section which

rounding off with revision

to-use single-page lesson format

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An introductory *Back to school* unit

The Student's Book contains:



This reinforces the core vocabulary and grammar and consolidates the students' skills development by offering:

- 
- CAMBRIDGE
- # super minds
- Workbook 6
- New Level 6: English Grammar Active Learning

 Listen, check and say the words.

- [illegible]

- [illegible]

This Teacher's Book is interleaved with the Student's Book pages. Each page of teaching notes features:

- 
- CAMBRIDGE
- # super minds
- Teacher's Book 6
- Michelle Williams with Richard Phillips, Gladiol Cargnelli & Helen Garton-Smith

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

The 4 Class CDs contain all the recorded material for the Student's Book and Workbook, including the songs, karaoke versions and stories.

This whiteboard software features:

- It is also packaged together with the Interactive DVD-ROM, which provides interactive activities and games for classroom use.

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* 6 begins with an introductory 6-page *In the Science lesson* unit in both the Student's Book and the Workbook. This looks back at Alex, Phoebe and Patrick's adventures in *Super Minds* 5 and revises the present perfect and relative pronouns.
- 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.

## 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.

## 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.

## Lesson 3

- The vocabulary and usually the first grammar point of the unit are combined either in a song or a dialogue.
- Song, phonics and functional language**
- 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.

## Grammar 1

## Lesson 2



## Lesson 4

### Grammar 2

Lesson 4 introduces the second grammar point for the unit.

The range of presentation and practice activities is similar to Lesson 2, including **Grammar focus**.

## Lesson 5

### The Time Travellers Story

This lesson features an episode of the Time Travellers story, following on from the opening scene and dialogue in Lesson 1. The stories are extended narratives read by a narrator with characters acting out the direct speech. The story text features examples of the grammar and vocabulary of the unit, but the main purpose of the Time Travellers story is to encourage students to engage with longer texts that contribute to their understanding of the unit topic.

- The teaching notes first suggest eliciting what the students remember about the characters' time-travelling adventures so far.
- The students then do a short scanning or skim-reading task.
- They read and listen to the story and check their answers to the pre-reading task.
- The students then turn to varied practice activities in the Workbook. These include:
  - **Think!** Thinking activities, working on skills such as inferencing or logical thinking
  - Activities summarising events in the story
- The **Ending the lesson** activity in Lesson 5 is a role play in which the students use the direct speech from the story to re-create the time-travelling adventure.

## Lesson 6

### Story follow-up and values

Lesson 6 exploits the story in more depth and, in some units, offers an opportunity for the discussion of values.

- Follow-up comprehension activities in the Student's Book remind the students of the story.
- **Values** Where relevant, the teaching notes guide a discussion of the deeper meaning of the story and there is a specific task in the Workbook which draws out this message.
- There are also further practice activities in the Workbook, including imaginative tasks springboarding from the situation in the story.

## Lessons 7 and 8

### Skills work

These two lessons offer topic-based activities developing all four skills, with the particular skills focus clearly identified at the foot of each page.

- **Values** Some units also include a values focus in both the Student's Book and the Workbook.
- The reading texts in these skills activities include a range of authentic text types, with a topic-based story in Units 3 and 7.
- The varied activities include:
  - **Think!** Thinking skills work
  - Regular tasks in the style of the Key English Test (KET) for Schools tests in the Workbook as a gentle introduction to the exam
  - Opportunities to personalise language or to use it imaginatively

## Lessons 9 and 10

### Learn and think English for school

These two lessons introduce a topic from another area of the primary school curriculum which is related to the overall unit topic. They are designed to encourage the students to learn about other subjects through English and then to demonstrate and apply that knowledge in follow-up tasks including a project.

- The first lesson usually introduces the topic and presents words which the students use actively but which are not core vocabulary.
- The second English for school lesson provides opportunities for the students to apply their knowledge from the previous lesson, developing their thinking skills.
- A creative or simple research project to be done either in groups, pairs or individually rounds off the work on the topic.

The worksheet 'The moon' contains several sections:

- Learn and think:** A table for 'Moon facts' with columns for 'My answer', 'Correct answer', and 'Points'.
- Read and draw the missing moons in the diagram:** A diagram showing the phases of the moon from New Moon to Full Moon, with some phases missing for the student to draw.
- Make your own moon phases:** Instructions for creating moon phases using a ball and a lamp, with a drawing area for the student to show their work.

- The corresponding pages in the Workbook consolidate the work on the topic through a wide variety of activities.



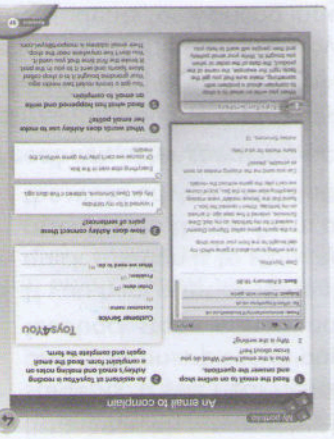
# Lesson 12

## My portfolio Revision

The last lesson rounds up the topic and language of the unit and develops writing skills.

- The students are encouraged in Unit 1 to make a portfolio to keep their work from these pages.
- In each unit there are guided activities, including writing sub-skills such as using adjectives and direct speech, working in writing a short piece of personalised text or research, which they keep in their portfolio.

### A Tips for



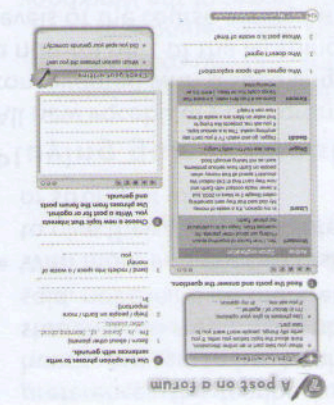
writers box provides useful hints about the focus of each writing task, such as writing safely on the Internet and using the present tense to tell a story.

- The second of two Revision pages in the Workbook rounds up the unit with vocabulary puzzles and alternating first-person writing tasks such as diary entries, emails and invitations.



### For use

Student's Book work in this lesson, there is the My portfolio writing practice section at the back of the Workbook. This builds on the writing advice given in the Student's Book and provides an opportunity for a different piece of work on the unit topic.



Communication and creativity

The lesson brings together the topic and language of the unit in creative ways to develop fluency in both communication skills and imaginative expression.

### Time to present Class presentation

The Time to present feature supports students as they practise giving a formal presentation to the class.

- Students first listen to a student presentation as a model while they complete a short while-listening task.
- There is then step-by-step guidance for them to prepare a presentation, either individually, in pairs or in groups.

### A Tips



for presenters box provides useful hints such as looking up and not reading out your text, projecting your voice and practising to avoid hesitation and unnecessary filler language.



### Act out Role play

In pairs, the students choose roles and read the corresponding role card.

### A Useful language

section provides plenty of support for the students to plan their dialogue with appropriate question and answer structures.

- They practise their dialogue and then perform it for the class as time allows.
- The first of two Revision pages in the Workbook rounds up the unit grammar with puzzles and a writing task allowing students to create sentences using the unit grammar with their own ideas.





# Teaching with *Super Minds 6*

## Developing fluency

### Handling speaking activities

*Super Minds 6* 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 either 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 6* is consolidated with a speaking game, making oral work a natural part of the learning process. While earlier levels of the course worked more often with whole-class games, students at this level now have the maturity to work in pairs for these games most of the time. This gives them greater independence and, of course, allows more students to practise at the same time.

Suggestions for making the most of these games:

- The model in the book is an essential tool for setting up the activity, but bear in mind that most students also need to see an example of what language they need to change when they come to do the activity themselves. It is therefore best to model the activity once more yourself using slightly different language with a stronger student, or to ask two confident students to make up a new example.
- Depending on the task, give clear instructions before the students start about whether they are to take it in turns or whether you will signal to the class when it's time to change roles.
- If you have an odd number of children in the class, ask a group of three to work together in these vocabulary and grammar games as this will usually be easy enough for them to manage.
- 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 6* 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.



## 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:

- the quality of their research
- the accuracy of written language in the first draft or on the improvement between the first and final drafts
- their presentation skills, both individually and as a group where relevant, drawing on the **Tips for presenters** and giving comments such as:  
*Well done! You asked the audience for questions / moved and pointed to your photos / drew a great poster.*
- their 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 Key English Test 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.

## 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 most 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. A personalised presentation such as the show and tell in Unit 1, research-based presentations such as the ancient civilisation or city in Units 3 and 5 and the television 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 is 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.



## Developing writing skills

Writing is often considered the most difficult skill, which is why it is thoroughly supported in *Super Minds 6* 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 description of a painting on Workbook page 67 or the mountain on Workbook page 103. 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 the use of adjectives and direct speech. 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 127.
- 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 6* to carry out an initial assessment as suggested below.

- The portfolio begins with a personalised profile. Full teaching notes for this are given on page 21, including a list of suggested headings that the students can use. These are similar to the ones in *Super Minds 5*, but there is also a suggestion for how to encourage the use of the present perfect.

- Use this piece of work to record the accuracy of each student's spelling (and capital letters where relevant), their use of tenses, other grammar and writing features such as connectors and punctuation. Then record your initial impression of each student: *Has problems with writing: makes basic mistakes* *Spelling generally fine but basic grammar mistakes* *Basics are fine, but more complex grammar is a problem* *Writes accurately in short sentences* *Writes fluently for the level, connecting ideas*

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. This is 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 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 Key English Test 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.



## Back to school

### Aims:

- to present and practise vocabulary for outside at school
- to introduce the characters and the story

**New language:** basketball hoop, tennis court, (tennis) net, football pitch, railings, running track, bike rack, litter bin, school bell, playground, neither do I, adventure, time travel

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

**Materials:** CD

**Language competences:** Your students will be able to talk about outside at school.

## Warm-up


**Aim:** to introduce/review the story

- For students who haven't studied *Super Minds Level 5*, ask them to scan the text at the top of the page and to tell you the names of the characters (Alex, Phoebe, Patrick).
- Elicit what kind of adventures they had (time-travelling). Ask students what they think this means.
- For students who have studied *Super Minds Level 5*, elicit: the names of the characters (Alex, Patrick and Phoebe), how they set off on their adventures (an explosion in the Science lesson) and some of the places they visited: Pompeii (the past), a rainforest (the present), an Elvis rock concert (the past), a 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), and how they travelled each time (through a yellow gate).

## Presentation

**Aim:** to present vocabulary for outside at school


- 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 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 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 p4** Read, listen and answer the questions.

**Aim:** to practise listening

- Students try to predict answers to the questions.
- Play the recording. Students listen to find the answers.
- They check all their answers in pairs. Check with the class.

**Key:** 1 That they'd been away for ages but nobody seemed to have noticed. 2 That maybe it was a dream. 3 It's Tuesday. 4 Science with Mr Davis.

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

**Aim:** to give students practice with the new vocabulary

- Start to draw one of the vocabulary items on the board, e.g. a litter bin.
- Students guess what it is.
- Students take turns to draw a vocabulary item and guess.

- 1 **WB p4** Match the two halves of the words.

**Aim:** to practise writing the new vocabulary

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

- 2 **WB p4** Look at the pictures. Write the words.

**Aim:** to give further practice with the new vocabulary

**Key:** 2 railings, 3 tennis court, 4 basketball hoop, 5 tennis net, 6 school bell, 7 litter bin, 8 football pitch, 9 running track

- 3 **WB p4** Complete the dialogue with the words from the box.

**Aim:** to review the story

**Key:** 2 know, 3 ask, 4 day, 5 Tuesday, 6 Science, 7 always, 8 strange

## Ending the lesson

**Aim:** to review vocabulary from the lesson

- Play the drawing game again from SB Activity 3 to review the new vocabulary.

## 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. *We put rubbish in the litter bin.*



- If your students didn't study *Super Minds* Level 5, write on the board: *What things have you already done today? What things haven't you done yet?* Elicit and write on the board, e.g. *I've already had breakfast. I haven't done my homework yet.*
- Students write lists in two minutes.
- Elicit from students how many sentences they have got.
- In pairs, students check each other's work.
- Students report on their partner.

**1** **WB p5** Match the sentences from the box with the pictures.

**Aim:** to review present perfect with *already / yet*

- Key: 2** He hasn't found the answer yet. 3 She hasn't got her new bike yet. 4 He's already found the answer. 5 They've already finished their treehouse. 6 She's already got her new bike.

**2** **WB p5** Make sentences.

**Aim:** to give further practice with present perfect with

*already / yet*

- Key: 2** Linda hasn't been to Brazil yet. 3 You've already asked that question. 4 I haven't met his girlfriend yet. 5 We've already seen that film. 6 John hasn't done his homework yet.

**3** **WB p5** Write questions.

**Aim:** to give students practice with question forms

- Key: 2** Have you repaired your bike yet? 3 Have they walked the dog yet? 4 Have you tried my cake yet? 5 Have they done their homework yet? 6 Have you bought my present yet?

## Ending the lesson

**Aim:** to practise key language from the lesson

- In open pairs, students ask questions about today using *yet*, e.g. *Have you made your bed yet?*
- Students answer, e.g. *Yes, I've already made my bed. / No, I haven't made my bed yet.*

## Extension activity

**Aim:** to consolidate present perfect with

*already / yet*

- Students each write eight questions to ask their partner about today.
- They work in pairs and take turns to ask and answer. They write a tick (✓) or a cross (X).
- Students write about their partner in their notebook.

**Aims:**

- to review present perfect with *already / yet*
- to review outside at school vocabulary

**Recycled language:** countries, story from

*Super Minds* Level 5

**Materials:** CD

**Language competences:** Your students will be able to talk about experiences using *already*

and *yet*.

## Warm-up

**Aim:** to review outside at school vocabulary

- Write the nine 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.
- Repeat with other pairs and other words.

**1** **SB p5** How much do you remember about the Time Travellers? Do the quiz. Write *t* (true) or *f* (false). Listen and check.

**Aim:** to give students practice with listening for

specific information

- If your students studied *Super Minds* Level 5, elicit who the people in the pictures are.
- If your students didn't study *Super Minds* Level 5, focus them on the pictures and tell them who they are (Alex, Patrick and Phoebe).
- Play the recording. They compare their answers.
- Play the recording again. Check with the class.

**Key:** 1 *t*, 2 *f*, 3 *t*, 4 *t*, 5 *t*, 6 *t*, 7 *f*, 8 *f*

**2** **SB p5** Listen and say the sentences.

**Aim:** to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Students complete the questions and check in pairs.
- Students practise the sentences 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.

- They complete the exercise and check in pairs.

**Key:** 1 done, 2 got, 3 visited, 4 bought, 5 brushed, 6 given

**3** **SB p5** What other things can you remember? Who can make the longest list?

**Aim:** to consolidate grammatical form

- If your students studied *Super Minds* Level 5, read the questions and the examples through with the class.



### Aims:

- to sing a song with the class
- to show different spellings for long vowel sounds

**New language:** on board

**Recycled language:** simple past and present perfect

**Materials:** CD

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

**Phonics focus:** Your students will be able to look for spelling patterns to help them pronounce words correctly (e.g. *time* / *light*, *rain* / *plane*).

### 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 arrived back in school, but everything seemed a little strange. They are Time Travellers.)

1 CD1 06 07

**SB p6** Listen and number the people and the places. 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 (Alex, Patrick and Phoebe).
- Focus students on the task at the top of the page.
- Students cover the lyrics of the song.
- Play the recording. Students listen for and number the people and places in sequence as they hear them.
- Students check in pairs. 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, if appropriate, for students to sing in groups.

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

2 CD1 08

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

**Aim:** to show different spellings for long vowel sounds

**Intonation:** expressing disagreement and using high tones with extreme adjectives

- Remind students that many sounds can be spelt in different ways.

- Play the recording. Students listen, read and repeat.
- Divide the class so that one half is Patrick and the other Phoebe. The class says the dialogue twice, exchanging roles. Students practise in pairs.

1 **WB p6** Remember the song. Complete it with the words from the box.

**Aim:** to activate memory skills

**Key:** 2 lost, 3 talked, 4 walked, 5 Have, 6 along, 7 where, 8 time, 9 cross, 10 fast, 11 past, 12 future

2 CD1 09

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

**Aim:** to show different spellings of the *ai* sound

3

**WB p6** Say the words from the box and write them in the correct sound column.

**Aim:** to practise identifying sound-spelling patterns

4 CD1 10

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

**Aim:** to practise the pronunciation of sound-spelling patterns.

**Key:** say: table, place; see: piece, key; my: right, time, flies; know: boat, hole, gold; too: new, use, blue; bird: learn, person, surf

### Ending the lesson

**Aim:** to review and extend the concept of spelling patterns

- Sometimes a spelling pattern can have more than one possible pronunciation. Write the following words in random order on the board: *bowl*, *follow*, *show*; *town*, *flower*, *now*.
- Students identify the two sounds (*oa* as in *boat* or *ou* as in *sound*).
- Do the same with *ea* words: *head*, *bread*, *treasure*; *team*, *please*, *sea*; *great*, *break*, *steak* (*e* as in *bed*; *ee* as in *see*; *ay* as in *day*).

### Extension activity

**Aim:** to activate students' imaginations

- Brainstorm what students think happens when the friends 'go through the gate the next time'.
- Ask questions, e.g. *What is on the other side? Can they come back?*
- Students discuss their ideas in groups.
- Elicit ideas from the different groups.
- Ask students *Would you like to travel in time? Would you like to visit the past or the future? Why?*



**3** **SB p7** Complete the sentences. Compare with your partner.

**Aim:** to give students further practice with which / who / where

- Demonstrate the activity for the class, reminding students of the warm-up activity.
- Students complete the sentences individually.
- They compare their answers in pairs.
- Check with the class, eliciting sentences from different pairs.

**Key (possible answers):** 1 Patrick and Alex lost Phoebe. 2 is Phoebe's best friend. 3 The Time Travellers step into at the end of an adventure. 4 is always late. 5 the volcano erupts. 6 Alex gives to the chief in the rainforest.

**1** **WB p7** Look at the pictures. Write the words to complete the sentences.

**Aim:** to review vocabulary

**Key:** 2 A test tube, 3 gloves, 4 shelf, 5 Goggles, 6 bell  
**2** **WB p7** Complete the sentences with which, who or where.

**Aim:** to give further practice with which / who / where  
**Key:** 2 who, 3 which, 4 where, 5 who, 6 which, 7 where, 8 which

**3** **WB p7** Complete the sentences so that they are true for you.

**Aim:** to give further practice with which / who / where

### Ending the lesson

**Aim:** to review vocabulary from the lesson

- In open pairs, students perform the dialogue from SB Activity 1.
- Repeat with several pairs.

### Extension activity

**Aim:** to consolidate understanding

- Put students into groups of four.
- They take turns to read each sentence from WB Activity 3 and discuss their different answers for each one.
- Elicit information from different groups about their different answers and discuss as a class.

to review which / who / where

to practise reading skills

New language: waterfall, captain, sailor,

character episode

Targeted language: which / who / where

Automatic CD

**Language competences:** Your students will be able to give further information about people, places and things using which / who / where.

### Warm-up

**Aim:** to review which / who / where

- Write the following prompts on the board: A rainforest is a place where ... (Name of your school) is the school which ... Elvis is a singer who ...
- Elicit from the class different ways of completing these sentences.
- Do the activity orally.

**3** **SB p7** Read the dialogue and answer the questions.

**Aim:** to practise which / who / where

- Students look at the pictures in their Student's Book.
- Elicit what they can see in the photo (students discussing material from a book).
- Read the questions aloud with the class and check understanding.
- Check students understand what to do.
- Students work individually. They read the dialogue and find answers to the four questions.
- They compare answers in pairs, re-reading the text as necessary to check.
- Check with the class.

**Key:** 1 The rainforest episode, 2 The episode when they met Elvis, 3 Phoebe, 4 Patrick

**2** **SB p7** 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 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 who, 2 which, 3 who, 4 where, 5 which, 6 where



### Aims:

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

**New language:** *accident, mixture, powder, liquid, stop fiddling, jar, glow, brick*

**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. *Time Travellers, school seems strange, Science lesson.*

- 1 **SB pp8-9** Go through the text quickly and find the answers to the questions.

**Aim:** to give students practice with skimming and scanning

- Have students look at the pictures and elicit what they can see.
- Read the two questions with the class and check understanding.
- Set a time limit, e.g. two minutes.
- Students read the text quickly to find the answers.
- They compare their ideas in pairs.

- 2 **CD 12 SB pp8-9** Read and listen to the story to check your answers.

**Aim:** to present a story and to develop reading skills

- Play the recording. Students listen and read to check their answers.
- 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).

**Key:** 1 Last time Patrick knocked the water over.  
2 Patrick's goggles fly into the air and knock over a jar of blue powder.

### Practice

**Aim:** to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *What lesson were they in?* (A Science lesson.) *What was the date?* (1st April.) *What did the children decide to do?* (Patrick wasn't going to do any of the experiments.) *What happened?* (It was all fine until Patrick started fiddling with his safety goggles. They flew out of his hand and knocked over some blue powder.) *What happened then?* (The yellow light appeared and the children went through the gate.)

- 1 **WB p8** Remember the story. Choose five adjectives from the box to complete the summary.

**Aim:** to check comprehension

**Key:** 2 worried, 3 careful, 4 bored, 5 sorry

- 2 **WB p8** Complete the sentences with *which, who* or *where*.

**Aim:** to check understanding of the story and review relative pronouns

**Key:** 2 who, 3 which, 4 where, 5 who, 6 where

- 3 **Think! WB p8** Choose the best answer for each question.

**Aim:** to review the story

**Thinking skills:** inferencing

**Key:** 2 a, 3 a, 4 a, 5 a, 6 b

### 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 stimulate students' creativity

- Put students into pairs.
- Tell students to imagine what Mr Davis tells one of the other teachers about what happened in his Science class.
- They write a short dialogue.
- Pairs take turns to role play their dialogues for the class.



**1 Values** WB p9 What can we learn from the story? Tick (✓).

**Aim:** to focus on the value of thinking about what you're doing

**Key:** Don't fiddle with things because you can cause accidents.

**2 WB p9** Write a true sentence for each picture from the story with the words from the box.

**Aim:** to give students practice with interpreting pictures

**Key:** 2 Patrick has not knocked the powder over yet.

3 The blue powder has already started to fall.  
4 The children have not walked into the light yet.

**3 Think!** WB p9 Read and think about the situations. What do you think will happen? Complete the table with two ideas about each situation.

**Aim:** to give students practice in cause and effect

**Thinking skill:** cause and effect

### Ending the lesson

**Aim:** to discuss the value of thinking about what you are doing

• Focus on what happened in the story when Patrick wasn't thinking about what he was doing (the goggles flew out of his hand and caused an accident).  
• Elicit from students why this value is important and elicit examples from the students of when something has happened when they weren't thinking about what they were doing.

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

### 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 the Introductory Unit 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.

### Warm-up

**Aim:** to review the story

- Ask questions about the story, e.g. Who didn't take part in the experiment? (Patrick.) Why? (Because he caused the accident last time.) Who caused the accident this time? (Patrick.) What happened when the experiment went wrong this time? (The yellow light appeared again.)

**3 158 p9** 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 Patrick, 2 1st April, 3 Aprons and safety goggles, 4 Patrick, 5 The big jar of blue powder, 6 Into the yellow light

**4 Think!** 158 p9

Who do you think says these things?

**Aim:** to review students' understanding of the story

**Thinking skills:** understanding character and

situations

• Read out the instructions for students and check they know what to do.

• Students re-read the story and think about who might say these things.

• They compare their answers in pairs.

• Check with the class.

**Key:** 1 Mr Davis, 2 Patrick, 3 Mr Davis, 4 Phoebe, 5 Alex, 6 Patrick



## 1 The treasure

### Aims:

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

**New language:** *pirate, palm tree, spade, hook, hammock, eye-patch, treasure chest, coins, key, hole, binoculars, rob, steal, weapon, anchor, bury*

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

**Materials:** CD

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

### Warm-up


**Aim:** to introduce the context of pirates

- Draw a skull and crossbones and write *Pirates* on the board.
- Elicit what students know about pirates and the names of any famous pirates.
- Elicit where we find pirates (on the sea) and what they do (steal from other ships).

### Presentation


**Aim:** to present vocabulary for pirates

- Read the text at the top of the page with the class. Elicit which things they have already talked about in the warm-up. Check understanding.
- Use the picture in the Student's Book to further set the context of pirates 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.

- 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 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 p10** Read, listen and complete the sentences.

**Aim:** to practise listening

- Read the statements aloud with the class.
- Students try to predict 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 gold coins, 2 going to bury, 3 hook, sword, 4 dig up

- 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, e.g. *binoculars*.
- Students guess what it is.
- In pairs, students mime and guess.
- Check with open pairs.

- 1 **WB p10** Look at the pictures. Complete the words.

**Aim:** to practise writing the new vocabulary

**Key:** 2 eye-patch, 3 binoculars, 4 palm tree, 5 hammock, 6 hole, 7 coins, 8 hook, 9 key, 10 spade

- 2 **WB p10** Complete the crossword.

**Aim:** to give further practice with the new vocabulary

**Key:** Across: 4 treasure chest, 6 hole, 8 palm tree, 9 hook, 10 spade  
Down: 2 coins, 3 hammock, 5 key, 7 eye-patch

- 3 **WB p10** Complete the sentences with the words from the box.

**Aim:** to check comprehension

**Key:** 2 wear, 3 pass, 4 bury, 5 find, 6 put

### 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.

### 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 dig holes with a spade.*



**2** **SB p11** 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 119 of the Student's Book.
  - Work through the other examples with the class.
  - Students complete the exercise and check in pairs.
- Key:** 1 for, 2 since, 3 since, 4 for, 5 for, 6 since

**3** **SB p11** Play the for and since game.

- Aim:** to consolidate grammatical form
- Call out words or phrases, e.g. 2013, March, Sunday, three weeks, five months.
  - The students hold up the correct word FOR or SINCE written on paper in big letters.

**1** **WB p11** Complete the table with the phrases from the box.

- Aim:** to give students further practice with for and since
- Key:** for: six years, three hours, twenty minutes, five months, a day, a long time, eight weeks, thirty seconds; since: March, Tuesday, 2012, the sixteenth century, last week, yesterday, my birthday

**2** **WB p11** Complete the sentences with for or since.

**Aim:** to give students further writing practice with the new language

- Key:** 2 since, 3 for, 4 since, 5 since, 6 for
- 3** **WB p11** Write five sentences that are true for you with the verbs from the box.

**Aim:** to enable students to personalise the language

### Ending the lesson

- Aim:** to practise key language from the lesson
- Elicit statements from WB Activity 3. Students make some sentences true and some false.
  - The other students guess the true and false sentences.

### Extension activity

- Aim:** to consolidate the present perfect
- Students work in groups of eight.
  - Students read out their sentences from WB Activity 3. If another student has written the same, he/she calls out *Snap!*
  - The group add up their different sentences.

**Key:** 1 b, 2 c, 3 a

six months.

- Aim:** to practise the present perfect with for and since
- Students look at the photos in their Student's Book. Elicit what they can see.
  - Focus students on the activity instructions. Check they know what to do.
  - Students work individually. They read the texts and match the names with the jobs.
  - Students compare ideas in pairs, re-reading parts of the text as necessary.
  - Check with the class. Elicit sentences using the present perfect with for or since, e.g. *Bruce Stevens is a film director. He has been in the Caribbean for more than six months.*

**1** **SB p11** Read the magazine article and match the names with the jobs.

- Aim:** to present the present perfect with for and since
- Give students some information about yourself, e.g. *I live in a flat. I have lived in my flat for three years.*
  - Elicit from students when you moved to the flat (three years ago), e.g. 2010.
  - Write the sentence *I have lived in my flat for three years.* Underneath it write the same sentence using since, e.g. *I have lived in my flat since 2010.*
  - Check students understand that this is the same information. Elicit that one is a period of time (for) and one is a date when the period began (since).
  - Elicit similar information from students. Prompt sentences with for and since.

### Presentation

#### Warm-up

- Aim:** to review pirate 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.

**Language competences:** Your students will be able to use the present perfect with for and since.

**Materials:** CD

- Recycled language:** pirates, present perfect
- to give students writing practice
  - for and since
  - to present and practise the present perfect with



### Aims:

- to sing a song with the class
- to identify the pronunciation of *-ure* endings, e.g. *treasure*, *future*

**New language:** *wooden leg*

**Recycled language:** simple past, present perfect

**Materials:** CD

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


**Phonics focus:** Your students will recognise that *-ure* endings in words are unstressed and therefore pronounced /tʃə/ and /ʒə/.

**Note:** In phonics, the /ʒ/ phoneme is represented as 'zh' because it is the voiced equivalent of 'sh'.

## Warm-up

**Aim:** to review pirate vocabulary


- Mime one of the pirate vocabulary items.
- The student who guesses correctly comes to the front to mime one of the others. Continue.

- 1  **SB p12** Listen and answer the questions. Then sing the song.

**Aim:** to sing a song with the class

- Read the questions aloud around the class. Check understanding of vocabulary.
- Students cover the lyrics of the song.
- Play the recording. Students listen for the information and compare answers in pairs.
- Play the recording again. Check with the class.
- Students uncover the lyrics of the song.
- Play the recording. Students follow in their books.
- Students sing the song. Practise it with the class.
- Read the 'All about music' box. Check vocabulary.
- Do the 'What I think' survey. Count hands up for each option (It's great / It's OK / I don't really like it).
- Review the results, e.g. *So, most of you think Reggae is great* or *Most of you don't really like Reggae*.
- Use this information to decide whether or not to use the karaoke version of the song.

**Key:** 1 A parrot called Polly. 2 A wooden leg. 3 Spanish, French and Portuguese.


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

**Aim:** to identify the pronunciation of *-ure* endings, e.g. *treasure*, *future*

**Intonation:** expressing agreement and happiness

- Ask students how many syllables there are in *treasure* and *future* (two). The last syllable is unstressed.

- Play the recording. Students listen, read and repeat.
- Divide the class so that one half is Woody and the other Polly. The class says the dialogue twice, exchanging roles. Students practise in pairs.

- 1  **WB p12** Remember the song. Complete the verbs and match the sentence halves.


**Aim:** to activate memory skills

**Key:** 2 looked a, 3 robbed d, 4 found b, 5 learnt c, 6 known e

- 2  **WB p12** Correct the sentences.


**Aim:** to review the content of the song

**Key:** 2 The pirates are in the Caribbean. 3 He speaks Spanish, French and Portuguese. 4 He's looked for gold and silver. 5 He's found a lot of treasure on islands far and near.


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

**Aim:** to practise the pronunciation of *-sure* and *-ture*

- Students put their fingers on their throat and say the *sh* and *zh* sounds. They will only feel a vibration when they say the voiced *zh*. Explain that this is spelt with an *s*.

- 4  **WB p12** Complete the sentences with the words from the box. Match them with the pictures.

**Aim:** to revise vocabulary using the target sounds

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

**Aim:** to practise the pronunciation of *-sure* and *-ture*

**Key:** 2 a future, 3 f treasure, 4 e picture, 5 b adventure, 6 c measure

## Ending the lesson

**Aim:** to extend knowledge of the 'zh' sound

- The 'zh' sound is in *treasure*, *pleasure* and *usual* (and in *explosion* and *decision*, in the next unit).
- Students write about things they usually do.
- Students read out their sentences to the class.

## Extension activity

**Aim:** to activate students' imaginations

- In groups, students write a new verse for the song.
- They practise their new song in their groups.
- Students then either perform their new songs for the class or write the new song and illustrate it.



**Key:** 1 How long has Dad worked there? 2 How long have we been here? 3 How long has she lived in Mexico? 4 How long have you had your phone? 5 How long has she used a computer?

**3** **SB p13** Write a list of four objects which you have. Look at the pictures or use your own ideas. Then show your partner your list. Ask

and answer.

**Aim:** to give students further practice with *How long have you ... ?*

- Students write their lists individually.
- Demonstrate the activity for the class using open pairs.
- Students work in pairs, taking turns to ask and answer.
- Check with the class, eliciting questions and answers.

**1** **WB p13** Ask people in your family about their favourite things. Write three sentences.

**Aim:** to review the new language

**Note:** This is a homework task.

**2** **WB p13** Look at the pictures. Write questions and answers.

**Aim:** to give further practice with *How long have you ... ?* and responses

**Key:** 2 How long have the Robinsons had their dog? They have had it for five years. 3 How long has Charlie had his computer game? He has had it for two weeks. 4 How long have the Carricks lived in Boswell Street? They have lived there since 2002.

**3** **WB p13** Read and listen to the poem. Write your own poem.

**Aim:** to give students listening and writing practice

## Ending the lesson

**Aim:** to review vocabulary from the lesson

- Students perform the dialogue from SB Activity 1.

## Extension activity

**Aim:** to encourage cooperation and peer appreciation

- In groups of four, students take turns to read their poems from WB Activity 3.
- They give each other feedback and discuss which they think is the best and why.

**Aims:**

- to present and practise *How long have you ... ?*

- to practise reading skills

**New language:** well-known, metal detector

**Recycled language:** present perfect

**Materials:** CD

**Language competences:** Your students will be able to ask and answer questions beginning *How long have you ... ?*

## Warm-up

**Aim:** to review vocabulary

- Write *Hobbies* on the board.
- Brainstorm hobbies that students have.
- Add other ideas of your own. Create a mind map.

## Presentation

**Aim:** to present *How long have you ... ?*

- Point to one of the hobbies, e.g. *stamp collecting*. Ask the student who said it, e.g. *Do you collect stamps?* When the student answers Yes, ask *How long have you collected stamps?*
- The student replies. Prompt for / *since* as appropriate.
- Use the other hobbies to ask questions of other students.
- Continue to practise in open pairs.

**1** **SB p13** Read the magazine interview and correct the sentences.

**Aim:** to practise *How long have you ... ?*

- Edit what they can see in the picture. Check understanding of *metal detector*.
- Read the three questions aloud with the class.
- Students read the dialogue and correct the sentences.
- They compare answers in pairs. Check with the class.

**Key:** 1 The machine in the photo is six months old. 2 Carlos has two children. 3 It was a birthday present. / His son and his daughter bought it for him.

**2** **SB p13** Listen and say the questions and the answers.

**Aim:** to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise all the questions and answers 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.



### Aims:

- to present a story
- to develop reading skills

**New language:** *flag, coconut, lock, fetch, sneeze*

**Recycled language:** characters and language from the story, pirates

**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 unit.
- Give prompts if necessary, e.g. *Time Travellers, school seems strange, Science lesson, pirates (the past)*.

- 1 **SB pp14-15** Look at the pictures. What do you think the children do with the treasure that they found earlier?

**Aim:** to give students practice with prediction skills

- Have students look at the pictures and elicit what they can see.
- Read the question with the class and check understanding.
- Students cover the text.
- Brainstorm their ideas and write them on the board in note form.

- 2 **CD 1 23 SB pp14-15** Read and listen to the story to check your answer.

**Aim:** to present a story and to develop reading skills

- Play the recording. Students listen and read to check their predictions.
- Use the phrases on the board to discuss how close their predictions were.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (the children hid from the pirates in the hole and the gate was there).

**Key:** They give it back to the people who the pirates stole it from.

### Practice

**Aim:** to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *What did the children have to drink?* (Coconut milk.) *What was in the treasure chest?* (Gold coins.) *Whose money was it?* (It belonged to people on their way to settle in America.) *What did the children do with the treasure?* (They gave it back to the settlers.) *How did the pirates know where they were hiding?* (Alex sneezed.)

- 1 **WB p14** Remember the story. Put these objects from the text in order.

**Aim:** to check memory skills

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

- 2 **WB p14** Read the summary and correct six mistakes.

**Aim:** to check understanding of the story

**Key:** they look to the south north, After three two hours, five three pirates and their prisoner arrive, Patrick Alex sneezes, they threaten to throw the children into the sea hole

- 3 **WB p14** Match the questions with the answers.

**Aim:** to review the story

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

### 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 stimulate students' creativity

- Put students into groups of four.
- Tell students to imagine what the pirates said to each other when the children disappeared.
- They write a short dialogue.
- Groups take turns to role play their dialogues for the class.



**1** Write the events from the box next to the times when they happen.

**Think!**

WB p15

**Aim:** to give students practice with sequencing

**Thinking skills:** time sequencing

**Key:** 9 a.m. – The children watch the pirates burying the treasure. 10 a.m. – The pirates finish and leave the island. 11 a.m. – The children start digging for the treasure. 1 p.m. – The children find the treasure. 1.30 p.m. – The children welcome the families to the island. 3.30 p.m. – The children say goodbye to the families. 8 p.m. – The children go to sleep. Midnight – The children hear shouting. 12.15 a.m. – The children jump into the hole.

**Think!**

WB p15

**2** Read and complete the time phrases. Use the information from Activity 1.

**Aim:** to give students practice with calculating time

**Thinking skills:** calculating time

**Key:** 2 for one hour and 25 minutes, since 10 a.m., 3 for 15 minutes, since 1 p.m., 4 for one hour and 35 minutes, since 1.30 p.m., 5 for 11 hours, since 8.45 a.m., 6 for three hours and 55 minutes, since 8 p.m.

**Values**

WB p15

**3** Imagine that the families don't come to the island. What should the children do with the treasure? Write b (best), o (OK) and w (worst) next to the three ideas. Think of two more good ideas.

**Aim:** to focus on the value of being honest

## 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 being honest

- Focus on the part in the story when the children were honest (they gave the treasure back to the people).
- Elicit from students why this value is important and elicit examples from the students of when they have been honest or someone has been honest with property of theirs.

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

## Warm-up

**Aim:** to review the story

- Ask questions about the story, e.g. What did they have to drink? (Coconut milk.) What did they have to eat? (Bananas.) Who did they give the treasure to? (People going to America to form: it was their money anyway. The pirates stole it from them.) Where were the children when the gate appeared? (at the hole.)

**3** Match the sentence halves.

**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 match the sentence halves.
- They compare their answers in pairs.
- Check with the class.

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

**4** **Think!**

SB p15

Read the story again. Think of answers to the questions.

**Aim:** to encourage students to make hypotheses

**Thinking skills:** hypothesising

- Read out the instructions for students and check they know what to do.
- In pairs, students discuss possible answers to the questions, referring back to the text as necessary.
- Elicit ideas and discuss possible answers with the class.



**Aims:**

- to practise reading skills

**Skills:**

- reading for specific information

**New language:** *helmet, copper, experts, rare, curly hair, eagle, military parade*

**Recycled language:** language from the unit, *metal detector*

**Materials:** poster paper, pens, reference books, the Internet

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

**Warm-up**

**Aim:** to activate vocabulary

- Elicit what Carlos Santana's hobby is (metal detecting).
- Ask students what kinds of objects they think people find with metal detectors.
- Write their ideas on the board.
- Find out if anyone in the class has used a metal detector.

- 1 **WB p16** Read the newspaper article. Write *t* (true), *f* (false) or *ds* (doesn't say).

**Aim:** to practise reading for specific information

- Focus the students on the pictures to consolidate understanding.
- Check understanding of *helmet*.
- 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.
- Students compare answers in pairs.
- Check and discuss with the class. Have students correct the false statements.
- Find out which answers they predicted correctly.
- Refer back to the discussion in the warm-up. Did anyone suggest helmets or Roman artefacts?
- Check understanding of vocabulary.

**Key:** 1 ds, 2 ds, 3 f, 4 t, 5 ds, 6 f

- 1 **WB p16** Read the text on Student's Book page 16 again. Complete the questions.

**Aim:** to give students further practice with reading skills

**Key:** 2 Who, 3 Why, 4 What, 5 When, 6 How much

- 2 **WB p16** Match the questions from Activity 1 with the answers.

**Aim:** to practise comprehension skills

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

- 3 **WB p16** Put the dialogue in order.

**Aim:** to practise text sequencing

**Key:** 3, 5, 7, 11, 1, 9, 6, 4, 8, 10, 2

**Ending the lesson**

**Aim:** to review the content of the lesson

- With Student's Books closed, elicit what students can remember about the text in Activity 1.
- In pairs, they write as many things as they can remember in one minute.
- Elicit ideas from pairs.
- The pair with the most correct things on their list is the winner.

**Extension activity**

**Aim:** to consolidate understanding

- Students work in groups of four.
- Each group creates a poster entitled *A famous find*.
- They use reference books or the Internet to find out about another famous find with a metal detector.
- They write the main points on their poster and illustrate it with photos or drawings.
- Monitor the groups as they are planning their posters and advise as necessary.
- Groups display their posters around the class.



### Extension activity

- Aim: to encourage personalisation and creativity
- Students type their texts from SB Activity 4 on the computer.
- They either print them out and make a book of their texts or create an online book of their texts which other classes in the school can access.

### Ending the lesson

- Aim: to encourage students' personal responses
- Elicit what students remember about Mrs Vincent's find from the lesson.
- Ask students if they would have done the same as she and her daughter did.

Key: 2 C, 3 B, 4 A, 5 C

Aim: to give students practice with functional language

3 WB p17 Complete the five conversations. Choose A, B or C. KEY

Key: You should always report the find and take it to a museum.

2 Values WB p17 What should you do when you find something? Colour a word in each column to make a sentence.

Aim: to practise speaking skills

1 WB p17 Work with a partner. Choose a role card and act out a conversation.

- Students write a final draft.
- The partner gives feedback on a) the content and b) the writing (grammar, vocabulary).
- Students write a first draft. They swap with a partner.
- They write notes first and plan their writing.
- Students work individually.
- and to use this text as a model.
- Tell students they are going to write about their 'find'
- Have students read the story in Activity 4 aloud.

4 SB p17 Write a story about your find in Activity 2.

- Pairs practise their interviews.
- Monitor pairs as they are working.

Aim: to give students practice in listening for specific information

5 SB p17 Listen to a radio show about people finding valuable objects and choose the correct answers.

- Write metal detector in scrambled letter order on the board.
- Students unscramble it and write it correctly.
- Review other things which have been found with metal detectors.

### Warm-up

Aim: to review the topic

Language competences: Your students will be able to act out an interview. Your students will be able to write a story.

Materials: CD

Key language: valuable, tractor, tool shed

- writing a story
- taking part in an interview
- listening for specific information

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

Aim: to give students practice in role playing an interview

3 SB p17 Act out an interview between the person who found the object and a radio presenter. Use your ideas from Activity 2.

Aim: to give students speaking practice

2 SB p17 Work in pairs. One of you has found an object with your metal detector. Discuss the questions.

- Read through the questions and possible answers with the class. Check understanding of vocabulary.
- Play the recording. Students listen to find the answers.
- Play the recording again. Check with the class.

Key: 1 a, 2 a, 3 b, 4 c, 5 a, 6 c, 7 b, 8 a

- Students assign roles in their pairs.
- Remind students to use the first person I.



### Aims:

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

**New language:** *inn, seaman, drag, nut-brown, pigtail, toss*

**Recycled language:** pirates

**Materials:** CD, reference books and the Internet

**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 pirates

- Write the words from the first lesson of this unit on the board in scrambled letter order.
- Pairs unscramble the words. Elicit what the words are and what the topic is (pirates).
- Tell students the topic of today's lesson is pirates in Literature.

- 1 **SB p18** Do you know the names of any famous pirates? What do you know about them?

**Aim:** to extend students' understanding of pirates

- Focus students on the activity instructions and on the photos.
- Put students into groups of four to discuss and share their ideas.
- Discuss as a class and elicit what they know.
- Write names of pirates and information about them in note form on the board.

- 2 **CD1 25 SB p18** Read and listen to the beginning of *Treasure Island* by Robert Louis Stevenson. Answer the questions.

**Aim:** to extend students' understanding of pirates in Literature

- Read the activity instructions with the class. Find out if any of them have heard of this book. If they have, briefly elicit what they know.
- Focus students on the questions and read aloud around the class.
- Check students know what to do. Tell them you will discuss vocabulary at the end.
- Students read the text individually and silently and answer the questions.
- They compare answers in pairs, checking back in the text as necessary.
- Check with the class.

- Check understanding of vocabulary. Have students try to guess what words mean before you give any explanations.

**Key:** 1 my, I, 2 a, 3 rich, he tossed down some gold pieces, 4 somewhere where you can have a room and meals, he paid for his room and meals

- 1 **WB p18** Match the pictures with the words and phrases.

**Aim:** to activate previous knowledge

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

- 2 **WB p18** Read the book forum and answer the questions.

**Aim:** to activate students' knowledge and experience

**Key:** 2 Different: Tom hasn't finished reading it yet. Michael's already finished it. Same: Ben Gunn is their favourite character. 3 Cathy. 4 They are both reading it at school and they can't wait to see what happens. 5 Michael. He likes them both the same. 6 Cindy, Tom and Michael.

### 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 book which Robert Louis Stevenson wrote called Treasure Island and read the beginning of the story.*
- 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 out more about *Treasure Island*, e.g. when the book was written, who the *I* is in the story, what films have been made of the story and when.
- They prepare a poster or pictures for an oral presentation.
- Groups take turns to present their information to the other groups in the class.



## 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.

## Ending the lesson

**Aim:** to review what students have learnt in the

- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they learnt today, e.g. *learnt more about Treasure Island, about blurs, reviews and biographies and written all three.*
- Write it on the board. Students copy it into their notebooks.

**Aim:** to practise writing skills

- 2** **WB p19** Write a story about a pirate. Use these ideas to help you or your own ideas.

Robert Louis Stevenson really famous.

**Step 2:** No, he got the idea when he drew a map for a friend's son. 3 No, he wrote a story in several episodes called *The Sea-Cook* for a magazine. 4 No, the story was not very successful. 5 No, he published a book with the title *Treasure Island*. 6 No, *Treasure Island* made

## reading skills

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

- 1 **WB p19** **Correct the sentences.**
  - Brainstorm favourite books. Write them on the board.
  - Have students read the three points.
  - Students decide on their books and do any research that they need to do for the three text types.
  - They make notes for each one.
  - Students write a first draft of each piece of writing.
  - They swap drafts with a partner and give feedback.
  - Students write a final version.
  - Students write the title of their book large on a piece of paper and stick this and the three texts on the wall.

**Aim:** to enable students to follow instructions to produce written texts

**favourite book.**

Project 4 SB p19 Write three texts about your

## Island.

5B p19 Read the three texts about *Treasure*

- Move students take turns to read the definitions aloud.
- Check understanding and discuss if they think the words are similar or not in their own language.
- Elicit what the words are in L1.

Read the definitions of different

types of writing. Are the words similar in your language?

## dn-ELUC-IV

to review Literature and Treasure Island

• Write *Treasure Island* on the board and elicit what students remember about the book from the

previous lesson.

Legend: recommend, best seller, hero, face (v)  
Accepted language: literature

to enable students to complete a project

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to extend the focus on literature

**Language competences:** Your students will be able to talk about literature in English. Your students will be able to complete a project.

several different graded readers or simple fiction and non-fiction titles

Assigned language: Literature

legendary, recommend, best seller, hero, face (v)

Keywords: blur, review, biography

enable students to complete a project

...the focus on literature

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### Aims:

- to consolidate language from the unit
- to promote student-student cooperation

**New language:** *show (v), hang, desert, Aborigines*

**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 treasure

- Write *Treasure* on the board.
- Brainstorm all the words students can think of which go with this word.
- Create a word map, e.g. *valuable, gold, pirates, metal detector, Romans*.

1 CD1 26

**SB p20** Treasure is something special to you. It doesn't have to be gold coins. Listen to Daniel talking about the paintings that he and his brother Christopher did on an art course and answer the questions.

**Aim:** to provide a model for the mini presentations

- Elicit what students can see in the pictures.
- Ask them if they think they are treasure.
- Read the activity instructions through with the class.
- Read the four questions aloud with the class and check students know what to do.
- Play the recording. Students listen to find the answers.
- Students compare their answers in pairs.
- Play the recording again. Check with the 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:** 1 The two paintings, 2 Last summer, 3 Snakes in the desert, 4 On the wall in the living room of his house

### 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.
- Monitor and give advice as appropriate to students as they decide what their treasure is.
- Focus students on *Prepare it*. Give them a time limit.
- Read the bullet points through. Check vocabulary.
- 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, e.g. *Write down what the treasure is and why it is important*.
- Re-read the *Tips for presenters* through with the class.
- Individual students do their mini presentations.
- 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 the present perfect with *for* and *since*  
**Key:** I've known Jim for 6 years. I've had this bike since July. How long have you lived here?

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

**Aim:** to review sentence structure

**Key:** 2 I've had my dog since I was six. 3 My mum has worked at the hospital since 1998. 4 Tom hasn't seen Sue for six months. 5 How long have you known Mr Lester? 6 How long has Mary lived in your street?

**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 and don't identify which student you are referring to.
- In groups of four, students discuss how they think their 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.



**Key:** 1 He's bored. 2 For three months. 3 He's watched twelve films, he's read six books, he's written a lot of emails and he's listened to hundreds of songs. 4 Her uncle gave it to her. 5 He's been in her class for three months but she doesn't know him very well. 6 She likes him.

**4** **SB p21** Write a blog entry about today. You can invent the information if you want.

**Aim:** to give students practice in writing a blog

• Read through and discuss the *Tips for writers* with the class. Discuss the reasons for students not giving their full names or real addresses, etc. (internet security).

• Students make notes using *Tips for writers* as a guide.

• Students write the first draft of their blogs.

• Students swap blogs and give each other feedback.

• Students write a final draft of their blogs.

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

**Aim:** to practise spelling

**Key:** 2 hammock, 3 review, 4 spade, 5 coins, 6 biography

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

**Aim:** to review unit vocabulary

**Key:** 2 review, 3 coins, 4 binoculars, 5 biography, 6 spade

**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

## 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 discuss what they have learnt

- In groups, students look through each page of Unit 1, at their vocabulary books and at their portfolio and discuss what they have learnt in this unit.

## Warm-up

**Aim:** to introduce the topic of portfolios

- Write Portfolio on the board and elicit if students know what one is and if any students keep one.
- Tell students they are going to start a portfolio (a record of their work) for *Super Minds* Level 6.

**1** **SB p21** Start a new portfolio for this year. Write your profile.

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

- Elicit what students are going to write and write the headers on the board: Name, Class, What my friends like about me, What I did in my holidays, My favourite topics, What I like best about my English lessons.
- Students write a first draft in their notebooks.
- Students turn to the My portfolio writing practice section on page 118 of the Workbook.
- Work through the exercises with the class.
- Students copy their profile information neatly onto paper, taking into account their new writing skills.
- Hand out the folders to students for their portfolios.
- Students put the profile in their portfolio.

**2** **SB p21** Look at the photos and read the two blog entries. Who wrote them: Katie or James?

How do you know?

**Aim:** to give students practice with reading

- Elicit who the two people are in the photos.
- Check understanding of *blog*.
- Students read the texts quickly to find who wrote them.
- They compare ideas in pairs. Check with the class.
- Key:** 1st blog: Katie, because she looks happy in the photo, 2nd blog: James, because he looks bored

**3** **SB p21** Read the entries again and answer the questions.

**Aim:** to give further practice with reading for detail

- Students read the questions and find the answers.
- Students compare answers in pairs. Check with the class.



## 2 Future transport

### Aims:

- to present and practise vocabulary for future transport
- to give students listening practice

**New language:** *transport, free time, monorail, cable car, parachute, solar panel, microlight, hang-glider, jet pack, wind turbine, surfboard, floating skateboard, unicycle, inline skates, hire*

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

**Materials:** CD

**Language competences:** Your students will be able to talk about future transport.

### Warm-up

**Aim:** to introduce the context of future transport

- Elicit how students come to school in the mornings, e.g. *on foot, by car, by bike*.
- Elicit other forms of transport.
- Ask students what transport they think we will use in the future. Write ideas on the board.

### Presentation

**Aim:** to present vocabulary for future transport

- Read the text at the top of the page with the class and have them look at the picture.
- Elicit which things they have already talked about in the warm-up. Check understanding.
- Say each word for students to repeat.
- Elicit what students think is happening in the picture.

1 CD1  
27

**SB p22** 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 take turns to point to the numbered items in the picture and say what each one is.

2 CD1  
28

**SB p22** 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 There's a monorail and it's full of people. 2 He'd love to do it. 3 They decide to hire a jet pack for a day. 4 It makes you go up.

3 **SB p22** Choose a word. Describe it for your partner to guess, but you mustn't use the words *fly* or *transport*.

**Aim:** to give students practice with the new vocabulary

- Demonstrate the game with the class. Say, e.g. *It looks like a train, but it travels up in the air on rails*.
- Students guess what it is (monorail).
- Students do the activity in pairs. They take turns to give definitions and to guess what the transport is.

1 **WB p22** Find eight travel words. Draw lines to the eight correct pictures.

**Aim:** to practise the new vocabulary

**Key:** 2 parachute, 5 surfboard, 6 monorail, 7 microlight, 8 unicycle, 10 cable car

2 **WB p22** Complete the table.

**Aim:** to give further practice with the new vocabulary  
**Key:**

Transport gadgets

for one person in the air: jet pack, parachute, hang-glider

for one person on the ground or water: inline skates, surfboard, unicycle

for more than one person: monorail, cable car, microlight

Gadgets that make energy: wind turbine, solar panel

3 **WB p22** Complete the sentences with the words from the box.

**Aim:** to check comprehension

**Key:** 2 jet pack, 3 parachute, 4 monorail, 5 cable car, 6 surfboard

### Ending the lesson

**Aim:** to review vocabulary from the lesson

- Play the guessing game again from SB Activity 3.
- When students give the word, ask them to spell it.

### Extension activity

**Aim:** to consolidate vocabulary from the lesson

- Students write the 12 new vocabulary items in their vocabulary books.
- They draw pictures and write definitions, e.g. *You can travel up a mountain on a cable car*.



### 3 SB p23 Work in pairs. Make a funny TV advert.

#### Aim: to consolidate grammatical form

- Students work in pairs and think of a funny advert.
- Pairs write their adverts large on paper with an appropriate heading.
- Pairs hold up and say their advert for the class.

### 1 WB p23 Look at the adverts. What do you need to bring for each expedition?

#### Aim: to give students further practice with need to

- Key: 1** For the walking safari, you need to bring a hat, binoculars, walking boots and a water bottle. **2** For the cave trip, you need to bring a helmet, a torch, gloves and rope.

### 2 WB p23 Complete the sentences with need to or don't need to.

#### Aim: to give students further writing practice with the new language

- Key: 2** don't need to, 3 don't need to, 4 need to, 5 don't need to, 6 need to, 7 need to, 8 need to.

### 3 WB p23 Write a sentence for each picture.

#### Aim: to give students additional practice with the new language

- Key: 2** It's OK, Grandpa. You don't need to collect firewood. We'll do it for you. **3** It's OK, Grandpa. You don't need to make a fire. I'll do it for you. **4** It's OK, Grandpa. You don't need to cook a meal. I'll do it for you.

### Ending the lesson

- With Student's Books closed, elicit what students remember about the adverts in SB Activity 1.
- Say each means of transport and elicit sentences with need to / don't need to.

### Extension activity

#### Aim: to consolidate the new language

- Students work in groups of four.
- Allocate one of the other means of future transport (not those used for SB Activity 1) to each group.
- Make sure no groups focus on the same transport.
- Groups write a short text using SB Activity 1 as a model. They should include at least two uses of need to and two of don't need to in their texts.

### Presentation

#### Aim: to present need to

- Focus students on the unicycle. Elicit what equipment people need to use it, e.g. a helmet, a jacket. Say, e.g. You need to wear a helmet to ride a unicycle, but you don't need to wear a helmet to travel on the monorail.
- Write the sentence on the board and underline need to and don't need to.
- Elicit the meaning (necessary / not necessary).
- Elicit other ideas about the other means of transport, e.g. You don't need to wear special shoes to fly a hang-glider, but you need to wear warm clothes.

### 1 SB p23 Read the adverts and complete the sentences.

#### Aim: to practise need to

- Students read the texts and complete the sentences.
- Students compare ideas in pairs. Check with the class.

### 2 SB p23 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 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** don't need to, 2 need to, 3 need to, 4 don't need to, 5 need to

### Warm-up

#### Aim: to review future transport vocabulary

- Write the 12 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 draw a picture of it.

#### Language competences: Your students will be able to talk about necessity using need to.

#### Materials: CD

#### Recycled language: future transport

#### New language: acrobat, land (v), formula one

- to give students writing practice
- to present and practise need to

#### Aims:



### Aims:

- to practise communication
- to present and practise the pronunciation of *-ion* endings

**New language:** *knee pads, safe* (adj), *professional, loads of, rude*

**Materials:** CD, DVD-ROM

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

**Phonics focus:** Your students will identify and say the schwa /ə/ in /ʃən/ and /zən/ endings.

### Warm-up

**Aim:** to review future transport vocabulary

- Write *Future transport* on the board and draw a circle around it.
- Elicit the transport vocabulary from the previous lessons and elicit the spelling as you write the words to create a mind map.
- Make sure students have their books closed.

- 1 **SB p24** Look at the photo and answer the questions.

**Aim:** to give students practice with making predictions

- Elicit who students can see in the picture and where the people are (two people chatting in the street).
- Read the two questions aloud with the class and elicit who the two people are (Josh and Mia).
- Students cover the text and make their predictions in pairs.
- Discuss their ideas as a class and, for question 2, why they think so, e.g. facial expressions.

- 2 **CD1 30 SB p24** Read and listen to the dialogue to check your ideas.

**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 in pairs.
- Check with the class. Check understanding of vocabulary, e.g. *loads of*.
- Play the DVD-ROM.
- Students practise the dialogue one or two times in open pairs.

**Key:** 1 Skateboarding. 2 He thinks it's dangerous and that she's silly not to wear a helmet and knee pads.

- 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 dialogue, e.g. hobbies. Write some notes on the board.
- Read the *What to say* with the class.
- Students write their own dialogues in pairs, using Activity 2 as a model.
- Pairs practise and then perform their dialogues.

- 1 **WB p24** Complete the dialogue with the words from the box.

**Aim:** to practise functional language

**Key:** 2 ask, 3 wearing, 4 need, 5 It's, 6 hate, 7 silly, 8 matter

- 2 **CD1 31 WB p24** Listen and say the words.

**Aim:** to show how *-sion*, *-ssion* and *-tion* endings are pronounced

- Read the Phonics tip to the class. Students press their fingers against their throat and say the *sh* and *zh* sounds (as in *television*). They will only feel a vibration when they say the voiced *zh* sound.

- 3 **WB p24** Complete the sentences with the words from the box.

**Aim:** to revise vocabulary using the target sounds

- 4 **CD1 32 WB p24** Listen, check and say the sentences.

**Aim:** to practise the *-ion* endings in words

**Key:** 2 emission, 3 television, 4 instructions, 5 revision, 6 invitation, 7 explosion, 8 pollution

### Ending the lesson

**Aim:** to practise the schwa /ə/ in unstressed endings

- Ask students to find the stressed syllables: *station*, *emission*, *revision*, *competition*, *instructions*, *television*, *pollution*, *explosion*, *invitation*, *invention*.
- As they say the words, check their pronunciation of the word endings, using /ʃən/ or /zən/.

**Note:** There are some *-sion* words with the *sh* sound, e.g. *mansion*, *dimension*: they are preceded by a letter *n*.

### 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.



**2** **SB p25** **CD1** 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 120 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise and check in pairs.

**Key:** 1 I'll will. 2 I'll will. 3 won't. 4 I'll will. 5 won't

**3** **SB p25** Work in pairs. One of you is Jake's friend, who has read the post and calls him to talk about it. The other is Jake. Act out a dialogue. Use the ideas to help you.

- Aim:** to give students further practice with *will / won't*
- Have students read aloud all the dialogue prompts, making each one into a full sentence.
  - In pairs, students decide who is Jake and who is Jake's friend. They write notes before they start.
  - Students sit back-to-back and act out their dialogues.

**1** **WB p25** Make sentences.

**Aim:** to review the new language

**Key:** 2 There won't be any cars with drivers. 3 Most of our cities will have monorails. 4 There won't be any car accidents. 5 People will eat pills in fast-food restaurants. 6 People will have more time to play.

**2** **WB p25** What will the world be like in 2050? Look at the pictures and write sentences.

**Aim:** to give further practice with *will / won't*

**Key** (possible answers): 2 There won't be cities under the sea. 3 Children will ride to school by floating skateboard. 4 Students won't have laptops and teachers won't be robots. 5 Children will ride jet packs to play basketball. 6 Cars will have solar panels.

**3** **WB p25** What do you think? What will the world be like in 2050? Write three sentences with *will / won't*.

**Aim:** to give students writing practice

### Ending the lesson

**Aim:** to review vocabulary from the lesson

- Some pairs perform their dialogues from SB Activity 3.

### Extension activity

**Aim:** to consolidate understanding

- In groups of four, students take turns to read their predictions for 2050 from WB Activity 3.

**Aims:**

• to present and practise *will / won't*

• to practise reading skills

**New language:** *pollute, emission-free, driverless, post (n), forum, thread (n)*

**Recycled language:** *future transport*

**Materials:** CD

**Language competences:** Your students will be able to make predictions using *will* and *won't*.

### Warm-up

**Aim:** to review vocabulary

- Write *Future transport* on the board.
- Elicit what transport students think there will be in the year 2030.
- Write some of their ideas on the board.

### Presentation

**Aim:** to present *will / won't*

- Point to one of the ideas on the board, e.g. *public space rockets* and to the year 2030. Say, e.g. *Public space rockets in 2030. Yes or no?* Some students put their hands up for yes, and other students put their hands up for no.
- Say, e.g. *20 of you think we will have public space rockets in 2030. 12 of you think we won't have public space rockets in 2030.*
- Write the sentences on the board and underline *will / won't*.
- Tell / elicit from students that these are predictions.
- Elicit other predictions from students using *will / won't* and the vocabulary on the board.

**1** **SB p25** Read Jake's post on a forum. Then

tick (✓) the true sentences. Correct the others with ideas from his post.

**Aim:** to practise *will / won't*

- Students look at the picture and the text in their Student's Book.
  - Elicit what they can see (a post on a forum). Check understanding of *post, forum, thread*.
  - Students work individually. They read the dialogue, tick the true sentences and correct the others.
  - They compare answers in pairs, re-reading the text as necessary to check.
  - Check with the class.
- Key:** 1 ✓, 2 People will move around without polluting the air. 3 Transport will be a lot safer. 4 ✓, 5 Computers will drive cars of the future. 6 ✓



### Aims:

- to present a story
- to develop reading skills

**New language:** stall (n)

**Recycled language:** characters and language from the story, future transport

**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 unit.
- Give prompts if necessary; e.g. *Time Travellers*, *school seems strange*, *Science lesson*, *pirates (the past)*, *a park in a city (the future)*.

- 1  SB pp26-27 Go through the text quickly and answer the questions.

**Aim:** to give students practice with skimming and scanning

- Have students look at the pictures and elicit what they can see.
- Read the two questions with the class and check understanding.
- Students read the text quickly and quietly to find answers to the two questions. Set a time limit, e.g. two minutes.
- Students compare their answers in pairs.

- 2  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 listen and read to check their answers.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (the children landed safely and the gate was nearby).

**Key:** 1 He doesn't remember how to fly his jet pack. / He falls down through the sky very fast. 2 Alex and Phoebe fly up and shout instructions to him on how to land safely.

### Practice

**Aim:** to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *Did Alex and Phoebe like flying?* (Yes, they did. They thought it was amazing.) *Where was Patrick?* (They didn't know.) *What was Phoebe worried about?* (That Patrick didn't know how to fly his jet pack because he was too impatient to listen.) *Was she right?* (Yes.) *Did they all land safely in the end?* (Yes.)

- 1  WB p26 Remember the story. Put the sentences in order.

**Aim:** to check memory skills


**Thinking skills:** sequencing

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

- 2  WB p26 Complete the table.

**Aim:** to check understanding of the story

**Key:** 3 Alex and Phoebe, 4 the people climbing looked so small, 5 Phoebe, 6 worried, 7 Patrick, 8 he had no control over his jet pack

- 3  WB p26 Complete the jet pack instructions with the correct colours from the story.

**Aim:** to practise reading skills

**Key:** 2 orange, 3 green, 4 blue, 5 yellow, 6 blue

### 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 stimulate students' creativity

- Put students into pairs.
- Tell students to imagine what the man from the jet pack hire stall said to one of his friends later that day.
- They write a short dialogue.
- Pairs take turns to role play their dialogues for the class.



Complete the information on the sign.

Read the sentences.

WB p27

1

Aim: to give students practice with logical-mathematical thinking

Thinking skills: logical thinking

Key: 1 20, 2 17, 3 (5), 4 11, 5 15, 6 13, 7 5, 8 9, 9 12, 10 11

WB p27

2

Look at the pictures. Complete the sentences.

Aim: to focus on the value of listening carefully

Key: 2 They need to listen carefully to the lifeguard before they go surfing. 3 She needs to listen carefully to the instructor. 4 They need to listen carefully to the rules before they play the board game.

WB p27

3

Write about two more situations when you need to listen carefully.

Aim: to focus on the value of listening carefully

## 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 listening carefully

Focus on the part in the story when Patrick was in trouble. Elicit why this was (because he didn't listen carefully).

Elicit from students why this value is important and elicit some of the examples students wrote for WB Activity 3 as well as other examples they can think of.

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

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: listening carefully

## Warm-up

Aim: to review the story

Ask questions about the story, e.g. Who read the jet pack instructions carefully? (Phoebe and Alex.) What did they see when they were flying? (Mountains, cable cars and the sea.) Why were they worried about Patrick? (They couldn't see him and then when they did he was falling very fast.) Did they all land safely? (Yes.) Where was the gate? (Near the jet pack hire stall.)

WB p27

3

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 read and answer the questions, looking back at the text as necessary.

They compare their answers in pairs.

Check with the class.

Key: 1 A bit nervous. 2 To the mountain. 3 He was making funny movements with his arms. 4 Four (yellow, orange, green, blue). 5 They told him what to do to land the jet pack safely. 6 No, they didn't.

Think!

4

WB p27

Aim: to encourage students to infer meaning

Thinking skills: inferring meaning

Read out the activity instructions for students and check they know what to do.

In pairs, students read the three questions and discuss their answers.

Elicit ideas and discuss possible answers with the class.

Key (possible answers): 1 Because he was excited and impatient and wanted to fly the jet pack straight away. 2 They knew it was serious. They stayed together and quickly flew as near to Patrick as they could. 3 He was shocked because he realised he had nearly died.



**Aims:**

- to practise reading skills
- to practise speaking skills

**Skills:**

- reading for specific information
- taking part in a discussion

**New language:** *tuk-tuk, recognise, handlebar, powerful, argue, skytrain, tram, electric, pollution*

**Recycled language:** language from the unit, superlative adjectives

**Materials:** CD

**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

- Elicit what transport there is in the students' city or town.
- Write the words on the board.
- Elicit from students which of these are 'clean' transport and which are polluting.

**1** **SB p28** Look at the photos. What is the connection between them?

**Aim:** to give students practice with prediction

- Focus the students on the photos. Elicit what they can see in each one.
- Elicit what they think the connection is. Write notes on the board.

**2** **SB p28** Read the magazine article and check your ideas.

**Aim:** to give students practice with reading skills

- Check students know what to do: that they read to find the connection between the three pictures.
- Students read the text silently to find the information.
- Students compare answers in pairs.
- Check and discuss with the class.
- Check understanding of vocabulary.

**Key:** They are all ways of getting around Bangkok.

**3** **SB p28** Read the article again and write t (tuk-tuk) or s (skytrain).

**Aim:** to give students practice with reading for detail

- Read the activity instructions through with the class and check students know what to do.
- In pairs, students read the statements. They then re-read the text to find the answers.
- Students compare their ideas in pairs.
- Check with the class and check understanding of vocabulary.
- Elicit if any students have travelled in a tuk-tuk or a skytrain.

**Key:** 1 t, 2 s, 3 t, 4 s, 5 s, 6 t

**4** **SB p28** Work in pairs. Discuss the questions.

**Aim:** to give students practice in taking part in a discussion

- Focus students on the activity instructions and the questions. Check understanding of vocabulary.
- In pairs, students take turns to give their opinions on each question.
- Tell pairs when it is time to move on to the next question.
- Open the discussion to the class and have students share ideas and opinions.

**1** **CD 1 35** **WB p28** Listen to five short conversations. Tick (✓) the right answer. **KEY**

**Aim:** to give students practice with listening skills

**Key:** 2 B, 3 A, 4 C, 5 C

**Ending the lesson**

**Aim:** to review the content of the lesson

- With Student's Books closed, elicit what students can remember about the text in SB Activity 2.
- In pairs, they write as many things as they can remember in one minute.
- Elicit ideas from pairs.
- The pair with the most correct things on their list is the winner.

**Extension activity**

**Aim:** to consolidate understanding

- Students work individually.
- In their notebooks they write their answers to the questions in SB Activity 4.



## Extension activity

- Aim: to encourage personalisation and creativity
- Students type their texts from SB Activity 5 on the computer.
- They either print them out or create an online book.

## Ending the lesson

- Aim: to encourage students' personal responses
- Elicit what students remember about the three types of transport from SB Activity 1.
- Ask which they would most like to go in and why.

Key: 2 C, 3 G, 4 B, 5 D, 6 F

Aim: to give students practice with reading skills

- 2 WB p29 Which notice (A-H) says this (1-6)?  
Write the correct letter. (KEY)

Aim: to practise speaking skills

- 1 WB p29 Work in pairs. Student A: Here is some information about a museum. Student B: You don't know about the museum. Ask and answer questions. (KEY)

- Aim: to give students practice in writing a short text
- Students write notes first and plan their writing.
- Students write a first draft. Remind them to use parts of the text on SB page 28 as a model.
- Students swap their first draft with a partner.
- The partner gives feedback on a) the content and b) the writing (grammar, vocabulary, etc.).
- Students write a final draft.
- 5 SB p29 Write a short text about your favourite type of transport. Answer the questions.
- Aim: to give students speaking practice
- Put students into pairs. Give students a time limit for each part of the activity and tell them when to move on to the next step. Monitor pairs as they are working.
- For d, put four pairs together to make groups of eight. The groups compare their information and agree on one list from most popular to least popular.
- Elicit these lists from each group. Agree a class list of ten types of transport from most to least popular.

- 4 SB p29 Find out the most popular and least popular types of transport in the class.

- Key: 1 They are quite expensive. 2 It's much quicker.
- 3 The drivers work hard and often have to shout when there are people or cows in their way.
- Play the recording again. Students note their answers.
- Check with the class.

- Aim: to give students practice in listening for detail
- Students read through the questions and see if they can remember the answers from the first listening.

- 3 SB p29 Listen again and answer the questions.

- Key: 1 A gondola is a boat. A man pushes the boat with a long pole. It hasn't got wheels. 2 On a pedicab, the driver cycles you from in front. On a becak, the driver cycles you from behind.
- Students work in pairs and discuss the questions.

Aim: to give students speaking practice

- 2 SB p29 Work in pairs. Discuss the questions.

Key: 1 becak, 2 pedicab, 3 gondola

- Check with the class.
- They compare answers in pairs.
- Play the recording. Students listen to find the answers.

information

Aim: to give students practice in listening for specific

- SB p29 Listen to the travel stories and write the words under the photos.

- Write Unusual transport on the board.
- Elicit what unusual means of transport students read about in the previous lesson (tuk-tuks and skytrains).
- Elicit any other unusual means of transport.

Aim: to review the topic

## Warm-up

- listening for specific information
- taking part in a class discussion
- writing a short text
- new language: gondola, becak, pedicab, canal, bicycle
- recycled language: language from the unit
- materials: CD
- language competences: Your students will be able to listen for detail.
- Your students will be able to take part in a class discussion.
- Your students will be able to write a story.



### Aims:

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

**Thinking skills:** focusing on values in a text

**New language:** *speed, flag-waving, worry, pedestrian, self-propelled, steam engine, army, cannon, carriage, speed limit, horseless, vehicles*

**Recycled language:** transport

**Materials:** CD

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

**Value:** road safety

### Warm-up

**Aim:** to introduce the topic of History and cars

- Elicit from students which type of transport is the one most used in the world today (cars).
- Ask them to guess how many years cars have been on the roads.
- Write their guesses on the board.
- Tell students the topic of today's lesson is the history of the car.

- 1 **SB p30** When do you think these events in the history of the car happened?

**Aim:** to activate students' knowledge of the world and to encourage prediction

- Focus students on the three photos and elicit what they can see.
- Read the activity instructions with the class.
- Elicit their ideas and add notes to the dates on the board.

- 2 **CD 1 38** **SB pp30-31** Read, listen and match the people, speeds and places with the facts.

**Aim:** to extend students' understanding of the history of the car .

- Focus students on the activity instructions and information and check they know what to do. Remind them to look for information in the texts at the bottom of pages 30 and 31.
- Students do the activity individually and then compare answers in pairs.
- Check with the class.
- Have students read the texts aloud around the class and discuss their reactions to each one.
- Elicit the answer to your question from the warm-up (since 1801).

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

- 1 **WB p30** Match the words from the box with the pictures.

**Aim:** to consolidate understanding of vocabulary

**Key:** 2 cart, 3 carriage, 4 engine, 5 factory

- 2 **WB p30** Read the text on Student's Book pages 30 and 31 again. Write t (true), f (false) or ds (doesn't say). **YLE**

**Aim:** to give students practice with reading skills

**Key:** 2 f, 3 t, 4 t, 5 f, 6 ds, 7 t, 8 ds

- 3 **Values** **WB p30** Match the sentences with the pictures.

**Aim:** to focus on the value of road safety

**Key:** 2 c, 3 a, 4 b

### 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 the first cars looked like, when the first speed limit came in, when the first person died on the road and the name of the biggest motor company.*
- Write it on the board. Students copy it into their notebooks.

### Extension activity

**Aim:** to discuss the value of road safety

- Focus on WB Activity 3 and tell students that this focuses on the value of road safety.
- Elicit from students why this value is important and elicit some of the examples of what students do to make sure they are safe on the road and in cars.

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



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

### Aim: to develop writing and reflective skills

### Extension activity

- Write on the board: *Today I've ...*
- Elicit from students what they learnt today, e.g. *learnt more about cars and their history and completed a project.*
- Write it on the board. Students copy it into their notebooks.

### Ending the lesson

Aim: to review what students have learnt in the lesson

Aim: to stimulate students' creativity

- 3 **WB p31** Write about your favourite car (a real car, one from a film or TV or an imaginary one).

**Key:** 2 It could talk. It explained how to fight the badies. 3 Both. 4 He could think for himself and make his own decisions. He could drive himself. 5 Film, 6 It could float on water and it could fly.

Aim: to give students practice in reading for detail

the table.

- 2 **WB p31** Read the text again and complete

**Key:** 1 Chitty Chitty Bang Bang, 2 KITT, 3 Herbie

Aim: to give further practice with reading skills

- 1 **WB p31** Read about three famous cars. Write the names of the cars under the photos.

- Students write a final version.
- They swap drafts with a partner and give feedback.
- Students write a first draft of each piece of writing.
- Students choose two more events for their timeline.
- Elicit what tense is used in the text.
- Read the description aloud. Discuss what information is in the text (the name of the invention and what it does).

Aim: to enable students to complete a project

the timeline.

- 3 **Project** **SB p31** Write and draw two more events for the year 2200.

- Repeat for the other years that pairs chose.
- some year.
- Elicit reasons from all the pairs who chose the
- on the board, e.g. 1997 – 4 pairs.
- Elicit choices from different pairs and write the choices
- Pairs discuss the information and make their choice.
- at the end of the activity.
- which is the most important and that you will ask why
- Make sure students understand that they have to decide
- Read the information aloud around the class.
- information.
- Focus students on the activity instructions and on the

Thinking skills: evaluating

Aim: to give students practice with reading skills

most important.

Discuss and decide which of these is the most important.

you can add an event to the timeline.

Work in pairs. Imagine that

- Check using open pairs.
- turns to ask their partner.
- Students write their questions individually and then take
- Elicit one or two questions to demonstrate the activity.
- understanding.
- Focus students on the activity instructions and check
- SB and 31 aloud around the class.
- Have students read the timeline information from pages

Aim: to extend students' understanding of the topic

information to ask your partner.

Write two questions about the

- Draw a line on the board.
- With Student's Books closed, elicit how much
- students can remember of the timeline from the
- previous lesson.
- Prompt them to remember dates, events, places and

Warm-up

Aim: to review the history of cars

- to extend the focus on History through English
- to enable students to complete a project
- targeted language: topic of History
- resources: the Internet and reference books
- language competences: Your students will be
- able to talk about History in English.
- Your students will be able to complete a project.



**Aims:**

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

**New language:** *deposit***Recycled language:** language from the unit, transport**Language competences:** Your students will be able to plan and act out a short dialogue.**Warm-up****Aim:** to review future transport

- Write *Future transport* on the board.
- Give students one minute in their pairs to brainstorm all the types of future transport from the unit that they can remember.
- They do this with Student's Books closed.
- Elicit the words from pairs at random. Do this orally.

**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 the jet pack hire.
- Read through the information on the role cards with the class.
- Check they understand the vocabulary, e.g. *deposit*, 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. *How much is it to hire a jet pack for an hour, 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 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 jet pack companies is the best to hire from.

**1** **WB p32** Choose six words or phrases to complete the sentences.**Aim:** to review language from the unit**Key:** 2 won't ride, 3 will be, 4 need to wear, 5 don't need to, 6 to be**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 need to take a passport to travel to another country. 3 Don't worry. The exam won't be difficult. 4 Everyone will use solar panels for energy one day. 5 You don't need to say sorry. It wasn't your fault. 6 I want a new computer. I need to talk to Dad.

**3** **WB p32** Complete the sentences with your own ideas.**Aim:** to personalise the topic**Ending the lesson****Aim:** to review spelling of future transport vocabulary

- Students close their books.
- Write the future transport vocabulary from the first lesson of the unit in scrambled letter order on the board.
- Students write the words 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.



- Students write two final versions of their questionnaires.
- Students stick one version of their questionnaires 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.

**4 SB P33** Swap questionnaires and answer your partner's.

**Aim:** to give practice with answering a questionnaire

- Students swap the second version of their questionnaires and answer their partner's.
- In their pairs, students discuss the answers they gave to their partner's questions.
- If appropriate, copy all the students' questions from their questionnaires and electronically collate them into a class quiz.

**1 WB P33** Find and write the words.

**Aim:** to practise spelling

**Key:** parachute, inline skates, monorail, engine, gondola

**2 WB P33** Complete the sentences with the words from Activity 1.

**Aim:** to review unit vocabulary

**Key:** 2 surfboard, 3 monorail, 4 parachute, 5 gondola, 6 inline skates

**3 WB P33** Write about school life in 2100. Think about the points below.

**Aim:** to practise writing skills

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

### Ending the lesson

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

### Extension activity

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

to consolidate language from the unit

to raise awareness of how to write a

questionnaire

**Targeted language:** language from the unit,

questionnaire, brain, download (v)

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 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** Work in pairs. Ask and answer the questions in the questionnaire. Tick (✓) your partner's answers, not your own.

**Aim:** to give students practice with reading and

completing a questionnaire

- Focus students on the questionnaire.
- Make sure they realise they complete it for their partner.
- Read through the questionnaire with the class.
- In pairs, students take turns to ask and answer the questions. Remind students to read each question aloud for their partner to answer.

**2 SB P33** Work with a different partner. Tell them what you have found out.

**Aim:** to give students practice with speaking

- Demonstrate the activity by asking one or two students to report pieces of information about their partner.
- Put students into different pairs. They take turns to report the information to their new partner.
- Elicit some information from students about their original partner's answers.

**3 SB P33** Write a questionnaire about 'Life in the future'.

**Aim:** to give practice in writing a questionnaire

- Brainstorm ideas and write them on the board.
- Read through and discuss the *Tips for writers*.
- Students make notes using *Tips for writers* as a guide.
- Students write a question for each topic and then write three possible answers.
- Students write a first draft of their questionnaires.
- Go around and check their work.



### 3 Ancient Egypt

#### Aims:

- to present and practise vocabulary for Ancient Egypt
- to give students listening practice

**New language:** *pyramid, Sphinx, pharaoh, slaves, chariot, rock, hieroglyphics, tomb, mummy, miss a chance, civilisation, BC (before Christ)*

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

**Materials:** CD

**Language competences:** Your students will be able to talk about Ancient Egypt.

#### Warm-up

**Aim:** to introduce the context of Ancient Egypt

- Draw on the board or show a picture of an easily recognisable symbol of Ancient Egypt, e.g. the Sphinx or a pyramid.
- Elicit what the students can see and what they know about the people who built it.
- Elicit approximately how many years ago the Ancient Egyptians lived and what BC means in, e.g. 3000 BC (before Christ).

#### Presentation

**Aim:** to present vocabulary for Ancient Egypt

- Read the text at the top of the page with the class and have them look at the picture.
- Elicit which things they have already talked about in the warm-up. Check understanding of vocabulary.
- Use the picture in the Student's Book to further set the context of Ancient Egypt 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.

1 CD2 02

**SB p34** 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 03

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

**Aim:** to practise listening

- Students try to predict how the sentences end.
- Play the recording. Students listen to find the answers.
- They check in pairs.
- Play the recording again. Check with the class.

**Key:** 1 the pyramids, 2 a kind of king, 3 go inside the pyramid, 4 dangerous

3

**SB p34** Choose a word for your partner to spell.

**Aim:** to give students practice with the new vocabulary

- Elicit what the symbols are (hieroglyphics). Tell students that sometimes these read left to right and sometimes top to bottom. For this activity, they are going left to right.
- Students do the activity in pairs. They take turns to choose words from the new vocabulary for their partner to spell in hieroglyphs.

1

**WB p34** Complete the words and match them with the pictures.

**Aim:** to practise the new vocabulary

**Key:** 2 tomb e, 3 chariot b, 4 pharaoh a, 5 hieroglyphics c, 6 pyramid g, 7 mummy f, 8 Sphinx d, 9 slaves h

2

**WB p34** Find four words in Activity 1 to match the definitions.

**Aim:** to give further practice with the new vocabulary

**Key:** 2 tomb, 3 mummy, 4 hieroglyphics

3

**WB p34** Complete the dialogue with the words from the box.

**Aim:** to check comprehension

**Key:** 2 Sphinx, 3 chariot, 4 Pharaoh, 5 king, 6 slaves, 7 blocks, 8 rock

#### Ending the lesson

**Aim:** to review vocabulary from the lesson

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

#### 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 chariot was like a car pulled by two horses.*



- Students work in groups of four.
- Give each group a simple process in the past to describe, e.g. how the school was built, the process of men going into space and landing on the moon.
- Each group writes and illustrates their process on paper.
- Groups present their processes to the class.

**Aim:** to consolidate the new language

### Extension activity

- Elicit what students remember about the construction of the Pyramids of Giza in SB Activity 1.

### Ending the lesson

**Key:** 2 The floor wasn't swept. 3 The dishes weren't washed. 4 The living room wasn't tidied.

**Aim:** to give students additional practice with the new language

**3 WB p35** Why wasn't Mum happy when she arrived home? Look at the pictures and write sentences with the past passive of the verbs from the box.

**Key:** 2 were put, 3 were pulled, 4 were made, 5 was built, 6 were moved, 7 were lifted, 8 were filled

**Aim:** to give students further writing practice with the new language

**2 WB p35** Complete the dialogue with the past passive of the verbs in brackets.

**Key:** 2 wasn't washed, 3 was built, 4 weren't posted

**Aim:** to give students further practice with the past passive

**1 WB p35** Complete the sentences with the phrases from the box.

- Check the activity using open pairs.
- Monitor pairs as they are working.
- Students work in pairs and discuss the ideas.

**Aim:** to consolidate grammatical form

**3 SB p35** How did they get the blocks of rock to the top? Discuss the ideas.

**Key:** 1 were built, 2 was cut, 3 were invented, 4 wasn't (was not) tidied, 5 were found, 6 weren't (were not) pulled

- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Remind students that regular verbs have regular past

CD of the Student's Book.

Students turn to the Grammar focus section on page

Students take turns to practise all the sentences in pairs.

Play the recording. Students listen and repeat in chorus.

**Aim:** to focus students on grammatical form

**3 SB p35** Listen and say the sentences.

1 were pulled

2 were put, 3 were taken off.

Students compare answers in pairs. Check with the class.

Students work individually. They read the texts and

complete the sentences using the words from the box.

**Aim:** to practise the past passive

from the box. Listen and check.

**3 SB p35** Read the magazine article and

complete the sentences with the verb forms

(e.g. pyramid) rather than the action.

what we want to stress the object/outcome

will students that we use this tense mostly in writing and

formed (past of to be + past participle).

will students that this is the past passive. Elicit how it is

and underline were built.

the correct sentence from students, write it on the

of four were built more than four thousand years ago.

order for students to arrange correctly: The Pyramids

write this sentence on the board in scrambled word

**Aim:** to present the past passive

### Presentation

**Aim:** to review Ancient Egypt vocabulary

write one of the items correctly and draw a picture.

Ask a pair of students to come to the board and

on the board.

Write the nine new items in scrambled letter order

**Recycled language:** Ancient Egypt

**Materials:** CD, poster paper

**Language competences:** Your students will be

able to talk about processes in the past using the

past passive.

**New language:** sledge, archaeologist, mystery.

**Aim:** to present and practise the past passive



### Aims:

- to sing a song with the class
- to present the rule for words ending in -ed (an extra syllable is only added when the last sound in the word is *t* or *d*) and show that the final *y* can change to *i* + *ed*: *try* – *tried*)

**New language:** *slam, folk music*

**Recycled language:** simple past, Ancient Egypt

**Materials:** CD


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

**Phonics focus:** Your students will be able to pronounce and spell regular past tense endings.

### Warm-up

**Aim:** to review Ancient Egypt vocabulary


- Draw or mime one of the Ancient Egypt words.
- The student who guesses correctly comes to the front to draw or mime. Continue.

- 1  **SB p36** Listen and tick (✓) the words that you hear. Then sing the song.

**Aim:** to sing a song with the class

- Read the questions aloud around the class.
- Students cover the lyrics of the song.
- Play the recording. Students listen for the words in the song. They compare answers in pairs.
- Check with the class. Explain that a *tomb* is a burial place or a stone receptacle where a body is placed.
- Students uncover the lyrics of the song.
- Play the recording. Students follow in their books.
- Students learn the song. Practise it with the class.
- Read the 'All about music' box. Check vocabulary.
- Do the 'What I think' survey. Count the number of hands up for each (It's great / It's OK / I don't really like it).
- Review the results, e.g. *So, most of you think folk is great* or *Most of you don't really like folk*.
- Use this information to decide whether or not to use the karaoke version of the song.

**Key:** mummy, Pharaoh, tomb


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

**Aim:** to present the rule for -ed word endings and to recognise that the final *y* may sometimes change to *i* + *ed*

**Intonation:** describing a bad experience (Eldrid) and expressing sympathy (Enid)

- Students find and say the -ed endings in the song (one syllable with *t* sound: *looked, stopped, talked, asked*; one syllable with *d* sound: *smiled, slammed*).


- When the final sound of the word is a *t* or *d*, we add a syllable (e.g. *started, needed*).
- Play the recording. Students listen, read and repeat.
- Divide the class so that one half is Enid and the other Eldrid. The class says the dialogue twice, exchanging roles. Students practise in pairs.

- 1  **WB p36** Remember the song. Put the sentences in order.


**Aim:** to activate memory skills

**Thinking skill:** sequencing


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

- 2  **WB p36** Imagine and write what happened half an hour later.

**Aim:** to stimulate students' imaginations


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

**Aim:** to practise simple past *t, d, id* endings

- 4  **WB p36** Change the verbs in the box to the simple past, say them and write them in the correct sound column.

**Aim:** to revise vocabulary using the target sounds

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

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

**Aim:** to practise simple past /t/, /d/, /id/ endings

**Key:** /t/: finished, stopped, missed, liked, fixed;  
/d/: agreed, tried, followed, enjoyed, prepared;  
/id/: needed, shouted, landed, decided, visited

### Ending the lesson

**Aim:** to review regular past tense endings

- Write the following words in random order on the board: *ask, walk, laugh* (*t* sound); *live, hurry, cry* (*d* sound); *hurry – hurried, cry – cried; start, sound, explode* (*id* sound).
- In pairs, students write the words in three columns.
- Students write sentences in the past tense.

### Extension activity

**Aim:** to activate students' imaginations

- In groups, students write a new verse for the song, using their ideas from WB Activity 2 to help them.



### Extension activity

- In groups of four, students take turns to read and check their sentences from WB Activity 3.
- Each group then draws two more pairs of pictures, using the ones from the Workbook as a model, and writes four more sentences.

### Ending the lesson

**Aim:** to review vocabulary from the lesson

- Play a version of the game from SB Activity 3.
- One student says what's in one of the pictures and the students say which picture it is. The student who guesses correctly chooses another picture to describe.
- Continue around the class.

**Aim:** to give students writing practice

### WB p37 Look at the pictures and write sentences.

**Key:** 2 a a lot of / lots of, 3 d a few, 4 b a little, 5 e a lot of / lots of, 6 c a few

**Aim:** to give further practice with the new language

### WB p37 Complete the sentences and match them with the pictures.

**Key:** a lot of cheese, a few pirates, a lot of tomatoes, a lot of students, a few apples, a few jars of green liquid / a little green liquid, a few bananas, a little cheese

**Aim:** to review the new language

### WB p37 Rewrite the phrases from the box with a lot of, a few or a little.

- Students do the activity in pairs, taking turns to close their eyes, point and say.
- Aim:** to give students further practice with a lot, lots of, a few, a little

### SB p37 Work in pairs. Take it in turns to close your eyes. Point to a picture, open your eyes and describe it.

**Key:** 1 There are a lot of birds in the sky, 2 I made a few mistakes in the test, 3 She ate lots of pizza at the party, 4 We had a lot of rain last autumn, 5 There are a few fish in our pond, 6 I have a little money in my pocket

**Aim:** to focus students on grammatical form

### SB p37 Listen and say the sentences.

- They compare answers in pairs. Check with the class.
- They compare answers in pairs. Check with the class.
- Students work individually. They read the dialogue, tick the true sentences and correct the others.
- 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 and check in pairs.

### SB p37 Read the email. Then tick (✓) the true sentences. Correct the others.

- Write these sentences on the board: In Ancient Egypt there were a lot of slaves. There was lots of stone. There were a few people who could read and write. Alex, Patrick and Phoebe had a little time there.
- Focus on each sentence in turn. Elicit the meaning of the underlined words. Check students understand that a lot of and lots of have the same meaning and are interchangeable, a few is used with countable nouns and a little is used with uncountable nouns.

**Aim:** to present a lot / lots of / a few / a little

### Presentation

**Warm-up**  
Aim: to review vocabulary  
Sing the song from the previous lesson again.

**Language competences:** Your students will be able to talk about quantity using a lot / lots of / a few / a little

**Targeted language:** Ancient Egypt  
New language: fancy dress, bandage, umbrella

**Targeted reading skills**

**Aim:** to present and practise a lot / lots of / a few / a little



### Aims:

- to present a story
- to develop reading skills

**New language:** *hang on, scorpion, bug, corridor, tunnel, fiddle with, blocked, glow (v), gasp (v)*

**Recycled language:** characters and language from the story, Ancient Egypt

**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 unit. Give prompts, e.g. *Time Travellers, school seems strange, Science lesson, pirates (the past), a park in a city (the future), Ancient Egypt (the past).*

- 1 **SB pp38–39** Look at the pictures and find these things.

**Aim:** to give students practice with vocabulary

- Focus students on the task and check understanding of vocabulary.
- They look at the pictures to find the three things.
- They compare answers in pairs. Check with the class.

- 2 **CD 12 SB pp38–39** Read and listen to the story.

**Aim:** to present a story and to develop reading skills

- Students close their books.
- Play the recording. Students listen. The students try telling the story from the pictures and then listen and compare the story with their version.
- Students open their books. Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (the children found all the gold and silver but the gate opened nearby and they had to leave).

### Practice

**Aim:** to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *What did the hieroglyphs say?* (Keep out.) *Did they do what it said?* (No.) *What insects did they find inside?* (Scorpions.) *Who hated bugs?* (Phoebe.) *Who pushed the button?* (Patrick.) *What did they meet inside the dark room?* (A mummy.) *What was in the small room?* (Treasure.)

- 1 **WB p38** Remember the story. What does Phoebe think about these things?

**Aim:** to check memory skills

**Key:** 1 She hates scorpions. 2 She's scared of the mummy. 3 She thinks the tomb is beautiful.

- 2 **WB p38** Who is this pharaoh? Read and complete the summary. Copy the letters that you have written into the spaces below in the same order as the summary.

**Aim:** to practise reading skills

**Key:** 2 u, 3 t, 4 a, 5 n, 6 k, 7 h, 8 a, 9 m, 10 u, 11 n  
Tutankhamun

- 3 **Think!** **WB p38** Write *t* (true), *pt* (probably true) or *f* (false).

**Aim:** to practise reading skills

**Thinking skill:** inferencing

**Key:** 2 pt (He picks one up), 3 t, 4 f, 5 pt (It only says she hears something and points – they could all see it together), 6 f

### Ending the lesson

**Aim:** to practise the story

- Put students into groups of three.
- 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 stimulate students' creativity

- Put students into pairs.
- Tell students to imagine what the mummy thought when it saw the children in strange clothes inside the pyramid.
- They brainstorm ideas in their pairs and then write a short monologue.
- Pairs take turns to read their monologues for the class.



- Put students into groups of four.
  - Students read out loud and compare the adverts they wrote for WB Activity 3.
  - They choose one of the adverts and add four more points to the advert to make the place more attractive to visit.
  - Groups take turns to read and show their new adverts.
  - The class votes for the best one.
- Aim:** to encourage cooperation and peer appreciation

### Extension activity

- Ask the students which their favourite part of the story was and why.
  - Try to involve all the class in this discussion.
- Aim:** to stimulate students' personal reactions to a story

### Ending the lesson

**Aim:** to practise writing skills

Time Travellers have been or where you'd like to visit on holiday. Write a short advert for it.

**3** **WB p39** Choose a country where you or the

**Key:** 2 chariot, 3 Sphinx, 4 tomb

**vocabulary**

**Aim:** to give further practice with reading and

of the pictures.

**2** **WB p39** Look at the pictures. Complete the holiday advert for Egypt with the words for four

**Key:** c This way

**Thinking skills:** paying attention to visual details

**attention**

**Aim:** to give students practice with paying close

tomb. What do you think it says?

**1** **WB p39** This sign in hieroglyphs tells the children how to escape from the

**Key:** 1 pet, 2 toe

- Check with the class.
- Activity 4 and then check in pairs.
- They work individually, using what they learnt from instructions and check they know what to do.
- Focus students on the codes and on the activity

**Thinking skill:** using codes

**out codes**

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

**5** **SB p39** What are these words?

- Read out the activity instructions for students and check they know what to do.
  - In pairs, students work out the hieroglyphs to decide what it says.
  - Check with the class.
  - Key:** Keep out. Alex was right.
- Thinking skills:** working out codes
- Aim:** to encourage students to apply logical-mathematical thinking

**SB p39** Look at the hieroglyphics that they saw in the doorway. Who do you think was right: Patrick or Alex?

**Key:** possible answers: 1 said he thought it was dangerous, 2 that they could see a little, 3 they were trying to escape from the insects, 4 the floor disappeared, 5 they saw the big white thing walking towards them, 6 saw all the gold and silver objects in the tomb

- Check with the class.
- They compare their answers in pairs.
- at the text as necessary.
- They read and complete the sentences, looking back
- Write sure students know what to do.
- Follow the recording of the story again. Students listen
- Focus students on the detail of the story

**SB p39** Complete the sentences.

**Warm-up**  
 Aim: to review the story  
 Use questions about the story, e.g. What did the hieroglyphs say? (Keep out.) Did they go in? (Yes.) What bugs did they see? (Scorpions.) Why did the door fall away? (Patrick pushed the button.) Did they want to leave when the gate appeared? (Not really. They were scared of the mummy, but they had found all the treasure.)

**Language competences:** Your students will be able to interpret deeper meaning from a story.  
 Interpreted language: language from the story  
 Identify key events in a story  
 Practice reading for specific information



### Aims:

- to practise speaking skills
- to practise reading skills
- to practise listening skills

### Skills:

- taking part in a discussion
- reading for specific information
- listening for specific information

**Thinking skills:** focusing on values

**New language:** *symbol, historian, snake, horn, palm, index finger, thumb, fist*

**Recycled language:** language from the unit

**Materials:** CD

**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 listen for specific information.

**Value:** respecting differences

### Warm-up

**Aim:** to activate vocabulary

- Elicit what students remember about the hieroglyphics from the previous lesson.
- Pre-teach *symbol*. Ask students what they think some of the symbols mean.

- 1 **SB p40** Work in pairs. Describe the hieroglyphics.

**Aim:** to give students practice with oral description

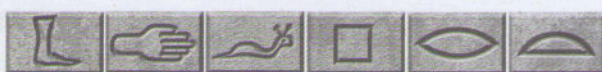
- Elicit what the photos are (symbols).
- In pairs, students describe what they can see.

- 2 **SB p40** Read the text and draw the missing symbols in the chart.

**Aim:** to give students practice with reading skills

- Students read the text silently to find the information.
- They compare answers and draw the missing symbols.

**Key:**



B D F P R T

- 3 **SB p40** Look at the pictures. Discuss the questions.

**Aim:** to give students practice with discussing ideas in groups

- In groups, students discuss each question in turn.

- Talk through the six pictures, eliciting from students what the people in the pictures are doing. Pre-teach/ check vocabulary, e.g. *palm, index finger, thumb, fist*.

**Note:** This language is called 'sign language' and it is used by people who are deaf.

- 4 **CD 13 SB p40** Match the signs with the words from the box. Listen and check.

**Aim:** to enable students to activate world knowledge

- Students try to match the signs with the words. They discuss their ideas in pairs.
- Play the recording. Students listen and check.
- Ask if any of the students know sign language or have a family member or friend who knows and uses it.

**Key:** 1 cry, 2 like, 3 tall, 4 cold, 5 thank you, 6 stop

- 5 **SB p40** Work in pairs. Take it in turns to make the signs and say the words.

**Aim:** to give students practice with signing

- Practise the signs first as a class to make sure students know how to do them correctly.
- Say a word and students do the sign.
- Do a sign and elicit from students what word it is.
- Students practise in pairs.

- 1 **WB p40** Read the article about Tutankhamun. Choose the best word (A, B or C) for each space. **KEY**

**Aim:** to give students practice with reading skills

**Key:** 2 B, 3 C, 4 A, 5 B, 6 A, 7 C, 8 C

- 2 **Values WB p40** Read the text and choose the correct words.

**Aim:** to focus students on the value of respecting differences

**Key:** 2 communicate, 3 second, 4 helps people

### Ending the lesson

**Aim:** to review the content of the lesson

- With Student's Books closed, students try to remember the missing symbols in SB Activity 2.

### Extension activity

**Aim:** to discuss the value of respecting differences

- Focus on the value of respecting differences.
- Talk about examples of physical differences, e.g. people who are blind, people who find learning difficult, people who are in wheelchairs.

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



**3** **Think!** SB p41 Work in pairs. Who do you think was invited to the wedding? Why?

**Aim:** to give students speaking practice

**Thinking skill:** reasoning

- In their pairs, students talk about the people and the animals.
- Tell them to think of reasons why each one was / was not invited.
- Elicit and discuss ideas as a class.

**Key** (possible answers): The old man, the bird and the hippo were invited to the wedding because they had all been kind to Rhodopis. The other servants were unkind to her so they were not invited.

**1** **Think!** WB p41 Read the story on Student's Book page 41 again. Complete the table.

**Aim:** to practise reading skills

**Thinking skill:** inferencing

**Key:** 3 the old man, 4 Rhodopis, 5 one of the other girls, 6 Rhodopis, 7 Rhodopis, 8 the birds and the hippo, 9 Rhodopis, 10 the hippo, 11 Rhodopis, 12 the bird, 13 the Pharaoh, 14 the captain of the royal boat, 15 the Pharaoh, 16 Rhodopis

**2** **WB p41** Read the clues and complete the puzzle.

**Aim:** to give students practice with reading and writing skills

**Key:** 2 Memphis, 3 messenger, 4 bird, 5 river, 6 throne, 7 Egypt, 8 golden, 9 jealous, 10 servant

**3** **WB p41** Read and answer the questions.

**Aim:** to give students further practice with reading skills

**Key:** Cinderella

## Ending the lesson

**Aim:** to encourage students' personal responses

- Elicit in what ways the story in the Student's Book is different from similar stories, e.g. *Cinderella*.

## Extension activity

**Aim:** to encourage personalisation and creativity

- Students do research on the Internet or in reference books and find another story from Ancient Egypt.
- They retell the story in groups, each taking a turn.
- Groups take turns to tell their stories to the class.
- The class votes for the story they like best.

**1** **SB p41** Look at the pictures. What do you think the story is about?

**Aim:** to give students practice with prediction

- Focus students on the pictures and quickly elicit their ideas for this story without reading it.

**2** **SB p41** Read and listen to the story to check your answers.

**Aim:** to give students practice in reading and listening to confirm predictions

- Play the recording. Students read and listen to check their predictions.

- Students discuss in pairs.
- Check and discuss as a class. Check understanding of vocabulary.

**3** **SB p41** In which part of the story do these things happen? Write the numbers.

**Aim:** to give students practice in reading for detail

- Read through the five statements with the class and check understanding.
- Students re-read the text silently to find where the information is in the story.

- They compare answers in pairs.
- Check with the class.

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

## Warm-up

**Aim:** to review the topic

- Write Ancient Egypt on the board and draw a circle around it.
- Brainstorm with students what they have learnt so far in this unit about Ancient Egypt.
- Write words and phrases to make a word map.

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

**Language:** recognise, jealous, mean (adj).

**Reading for specific information**

**to practise reading skills**



### Aims:

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

**New language:** *dimension, rectangle, length, width, depth, 2D, 3D, cuboid, volume, cylinder, hexagon, prism, cone, corner, edge, side*

**Recycled language:** shapes

**Materials:** CD

**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 shapes

- Draw a circle on the board and elicit the shape.
- Elicit other shapes students know.
- Tell students the topic of today's lesson is shapes.

- 1 **SB p42** What shapes can you see? Are the words similar in your language?

**Aim:** to activate students' knowledge of the world and to encourage prediction

- In pairs, students try to identify the shapes.
- Elicit what different pairs can see.
- Discuss what the shapes are called in L1.
- Check understanding of 2D and 3D.

**Key:** pentagon, square, hexagon, rectangle, circle, triangle

- 2 **SB p42** Read about 3D shapes. Then look at the shapes below. Are they 2D or 3D? Copy and colour them green or red.

**Aim:** to extend students' understanding of Maths and shapes

- Read the activity instructions with the class. Check understanding of *dimension, rectangle, length, width, depth, 2D, 3D, cube, volume, cylinder, hexagon, prism*.
- Read the text aloud around the class. Stop frequently to check understanding of language and concept.
- Students discuss with their partner what colour they are going to colour the shapes. Then they copy them into their notebooks and colour them.
- Review colours for the different shapes with the class.

**Key:** cylinder: 3D, square: 2D, hexagon: 2D, square-based pyramid: 3D, circle: 2D, triangular prism: 3D

- 3 **SB p42** Look at the pictures and complete the table.

**Aim:** to extend students' understanding of the topic

- Check understanding of *cone, cuboid, corner, edge, side*.
- Students do the activity and compare in pairs.

- 4 **CD 15 SB p42** Listen and say the shapes. Check your answers.

**Aim:** to give students practice with saying the shapes

- Play the recording. Students listen and repeat, then check their answers.

**Note:** 'Sides' are sometimes called 'faces'.

**Key:** cube: 12 edges, 6 sides; cylinder: 0 corners, 2 edges, 3 sides; cuboid: 8 corners, 12 edges, 6 sides; triangular prism: 6 corners, 9 edges, 5 sides; square-based pyramid: 5 corners, 8 edges, 5 sides

- 1 **WB p42** Write the names of the shapes under the pictures.

**Aim:** to give students practice with naming shapes

**Key:** 2 hexagon, 3 cone, 4 triangle, 5 cube, 6 circle

- 2 **WB p42** How many dimensions have each of these shapes got? Write 2 or 3.

**Aim:** to consolidate understanding of shapes

**Key:** 2 2, 3 3, 4 2, 5 3, 6 2, 7 3, 8 3, 9 2, 10 3, 11 2, 12 2

- 3 **WB p42** Think of objects which are these shapes. Draw them and write the words.

**Aim:** to activate world knowledge

### 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. *shapes, what they are called, which ones are 2D and which are 3D and how to draw them*.
- Write it on the board. Students copy it into their notebooks.

### Extension activity

**Aim:** to extend students' understanding of the topic

- In groups, students compare their ideas for WB Activity 3 (the shape objects) and think of at least two more examples for each shape.



### 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.

### 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 shapes, identified shapes in famous buildings and made a paper pyramid for my project.*
- Write it on the board. Students copy it into their notebooks.

**Aim:** to stimulate students' creativity

- 3 **WB p43** Draw a house using 2D shapes and write a description of it.

**Key:** one cuboid, eight cylinders, two square-based pyramids

**Aim:** to give students writing practice

- 2 **WB p43** Look at the picture and complete the description.

**Key:** 1 8; 2 cylinder, 2; 3 square-based pyramid, 3

**Thinking skill:** visualising shapes

**Aim:** to give students further practice with identifying shapes

- 1 **WB p43** Read the descriptions and answer the questions.

- Lay out all the materials on a table.
- Students work individually. They come to the table to collect materials as they need them.
- Go around the class and help as necessary.
- Students compare their pyramids at the end of the activity.

**WB p43** Look around your classroom. How many 3D shapes can you find?

- Put students into pairs.
- Give a time limit, e.g. two minutes, for students to find the shapes. Encourage one of each pair to get up and look around the room.
- Elicit the objects and the shapes from different pairs around the room.
- Look at the photos of famous buildings.
- What 3D shapes can you see?

**WB p43** Look at the photos of famous buildings.

- Find out if students know any of the buildings in the photos by name.
- In pairs, students look at each photo and try to identify the shape(s).
- Elicit and discuss as a class.

**Key:** 1 cylinders, rectangles, 2 cylinders, 3 square-based pyramid, 4 cuboids

**Project** **WB p43** Make a paper pyramid.

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

- Focus students on the pictures and elicit what they are going to make (a pyramid).
- Read through the materials they need, holding each material up in turn.
- Make a paper pyramid of your own as the class reads through the instructions.

### Warm-up

**Aim:** to review Maths and shapes

- Show one of the shapes from the previous lesson, e.g. a cube, on the board.
- Elicit what it is, how many sides it has got and if it is 2D or 3D.
- Elicit other shapes and have students come to the board and draw them. Elicit similar information about sides and dimensions.

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

- Materials: sheets of paper, rulers, pencils.
- Language: Maths and shapes
- Aim: to enable students to complete a project
- Focus on Maths through English



### Aims:

- to consolidate language from the unit
- to promote student–student cooperation

**New language:** *civilisation, Vikings, continent, attack*

**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 Ancient Egypt

- Write *Ancient Egypt* on the board.
- Brainstorm all the words students can think of which go with this topic and create a word map.
- Use the word map to pre-teach the ancient civilisations. Elicit the names of any ancient civilisations students know.

1  16

**SB p44** Listen to Ellie's presentation about the Vikings and answer the questions.

**Aim:** to provide a model for the mini presentations

- Focus students on the pictures and elicit what they can see. Elicit anything the class knows about the Vikings.
- Read the five questions aloud with the class.
- Play the recording. Students listen to find the answers.
- Students compare their answers in pairs.
- Play the recording again. Check with the 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:** 1 She's read two books about the Vikings recently. 2 Europe. 3 In about 400 AD. 4 A longship. 5 Because she's not sure the Vikings wore helmets like this when they were fighting. Historians think perhaps they wore them for special festivals.

## 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 them a time limit.
- Read the bullet points through. Check vocabulary.
- Tell students they can also focus on one of the civilisations from the warm-up if they want.
- Monitor and give advice to students as appropriate as they research information about their civilisation.

- Focus students on *Prepare it*. Give them a time limit.
- Read the bullet points through. Check vocabulary.
- Monitor individuals as they prepare their presentations.
- Remind students to focus on the improvement points they wrote in their notebooks after the last mini 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 civilisation that you didn't already know.
- Re-read the *Tips for presenters* through with the class.
- Students do their mini presentations.
- 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 structures from the unit

**Key:** We were chased by a dog. There was a little snow on the mountains. There were lots of my friends at the party.

2 **WB p44** Draw lines and complete the sentences with the phrases from the box.

**Aim:** to review sentence structure

**Key:** 2 The pyramids were built by the Ancient Egyptians. 3 I've got lots of games for my computer. 4 She got a few questions wrong on the test. 5 We've got a little time before the train leaves. 6 My computer was broken by my little brother.

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 sentences 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.



## Practice

**Aim:** to give students practice with answering an invitation

- Students write a first draft of their invitations.
- Go around and check their work.
- Students swap invitations and give each other feedback.
- Students write a final draft of their invitations.
- Students turn to the My portfolio writing practice section on page 120 of the Workbook.
- Work through the exercises with the class.

**1** **WB p45** Find and write the words.

**Aim:** to practise spelling

**Key:** 2 pharaoh, 3 prism, 4 slave, 5 cuboid, 6 chariot

**2** **WB p45** Complete the sentences with the words from Activity 1.

**Aim:** to review unit vocabulary

**Key:** 2 prism, 3 rock, 4 slave, 5 chariot, 6 cuboid

**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

## 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.

## Start-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** Natalie sent invitations by post

inviting friends to her fancy dress party. Jayden and Emily didn't come. Say why you think they didn't come.

**Aim:** to give students practice with giving opinions

Check understanding of invitation, by post.

- Ask students to read the examples aloud and then elicit more ideas from around the class using the model as to why the two friends didn't come.

**2** **SB p45** Natalie is very creative, so she made all the invitations different. Read the invitations which she sent to Jayden and Emily. Find the problem in each one.

**Aim:** to give students practice with reading for detail

- Students read the two invitations silently and discuss with a partner what the problem is in each one.
- Elicit and discuss as a class. Give students clues if they haven't found the problem in each invitation. They can also read the *Tips for writers* if they need further help.
- Brainstorm the information we have to put in an invitation and write it on the board, e.g. time, date, address, type of party, clothes.

**Key:** Jayden: There's no date. Emily: It isn't signed and there's no address.

**3** **SB p45** Imagine that you are going to have a fancy dress party.

**Aim:** to give students practice in writing an invitation

- Read through and discuss the *Tips for writers*.
- Students make notes using *Tips for writers* as a guide.



## 4 Olympic sports

### Aims:

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

**New language:** *Olympics, long jump, gymnastics, rowing, archery, high jump, wrestling, hurdles, weightlifting, fencing, boxing, event, create, friendship, nation, athlete, compete, typical*

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

**Materials:** CD

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

### Warm-up


**Aim:** to introduce the context of the Olympics

- Draw the Olympic rings on the board, using the right colours if possible.
- Elicit / tell students what they represent, a) in general (the Olympics), b) specifically (the five continents where athletes come from: Africa, America, Asia, Australia, Europe).
- Elicit what Olympic sports students know.

### Presentation


**Aim:** to present vocabulary for the Olympics

- Read the text at the top of the page with the class and have them look at the picture.
- Elicit which things they have already talked about in the warm-up. Check understanding of vocabulary.
- Use the picture in the Student's Book to further set the context of the Olympics 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.

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.

2  SB p46 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. Check with the class.

**Key:** 1 Patrick: boxing, wrestling; Phoebe: volleyball, archery, fencing, weightlifting, rowing 2 He suggests going to see different things. 3 Because it's boring, I do that when they're friends. 4 To go together to see volleyball, then rowing and finally wrestling.

3  SB p46 Choose a word. Mime it for your partner to guess.


**Aim:** to give students practice with the new vocabulary

- Mime one of the sports for the class to guess.
- Students take turns to mime and guess the sports.

1  WB p46 Complete the sports words.


**Aim:** to practise the new vocabulary

**Key:** 2 gymnastics, 3 long jump, 4 wrestling, 5 high jump, 6 weightlifting, 7 fencing, 8 rowing, 9 hurdles, 10 archery

2  WB p46 Write the words from Activity 1 under the pictures.

**Aim:** to give further practice with the new vocabulary

**Key:** 2 long jump, 3 rowing, 4 weightlifting, 5 gymnastics, 6 archery, 7 wrestling, 8 boxing, 9 hurdles, 10 high jump

3  WB p46 Year 6 tried different sports for the first time. Which sport from Activity 2 is each student writing about?

**Aim:** to check comprehension

**Key:** 2 archery, 3 fencing, 4 weightlifting, 5 hurdles, 6 rowing

### Ending the lesson

**Aim:** to review vocabulary from the lesson

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

### 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. *This sport is called hurdles. The athletes run a race and jump over small jumps.*



### Extension activity

- Aim: to consolidate the new language
- Students swap programmes again from SB Activity 4.
- Pairs write a dialogue using SB Activity 1 or WB Activity 3 as a model.

### Ending the lesson

- Aim: to practise key language from the lesson
- Elicit from students what they could do this evening.

**Aim:** to give students additional practice with the new language

**Key:** 2 starts, 3 could, 4 interested, 5 could, 6 hurdles, 7 will, 8 could, 9 sounds, 10 Let's

**3** **WB p47** Complete the dialogue with the words from the box.

**Key:** We could go to the zoo. We could row. We could listen to music. We could play football. We could make a cake.

**Aim:** to give students further writing practice with the new language

**2** **WB p47** Complete the dialogues using *could*.

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

**Key:** 1 I could go and watch the fencing. 2 You could buy Mia a DVD for her birthday. 3 They could watch the film about Tutankhamun tonight. 4 We could put your bed next to the window.

**1** **WB p47** Make sentences.

• Students work in pairs and discuss the new programmes.

**Aim:** to consolidate grammatical form

• Demonstrate the activity for the class, using the prompts.

**4** **SB p47** Swap programmes with another pair. Decide what to do for the day.

**Aim:** to practise vocabulary and times

• In pairs, students write a programme for the day.

**3** **SB p47** Work in pairs. Write a sports programme for the day.

**Key:** 1 could go, 2 could help, 3 could try, 4 could see, 5 could ask, 6 could put

### Thinking skill: Maths

**Aim:** to practise *could*

**SB p47** Jodie and Kyle are at the Olympic Games. They are discussing which events to watch. Complete the programme with the missing times.

**Aim:** to present *could* for possibility

• Write to one of the sports on the board, which students think they could do at school. Say, e.g. We could teach archery at school. What do you think?

• Write the suggestion using another sport and write the sentence on the board, e.g. We could teach fencing.

• Underline *could* and ask some concept questions, e.g. Do we teach fencing at the moment? (No) Is it possible to teach fencing at the school? (Yes) Is it a plan to teach fencing at the school? (No).

### Warm-up

**Aim:** to review Olympics vocabulary

• Write the ten new items in scrambled letter order on the board.

• Give a pair of students to come to the board and write one of the items correctly and draw it.

**Language competences:** Your students will be able to talk about possibility using *could*.

**Targeted language:** the Olympics

**Keep on, to be honest**

**Give students speaking practice**

**Present and practise *could* for possibility**

**SB p47** 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 122 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 08:50, 2 10:20, 3 10:30

• Students compare answers in pairs. Check with the class.

• Students work individually. They read the conversation and complete the programme with the missing times.



### Aims:

- to practise communication
- to show the four pronunciations of the letter y

**New language:** *after-school club*

**Recycled language:** sports

**Materials:** CD, DVD-ROM

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

**Phonics focus:** Your students will see that a letter y can be pronounced as in *yes*, a long ee as in *funny* or *fly* and *i* as in *symbol*.

### Warm-up

**Aim:** to review Olympic sports vocabulary

- Write *Olympic sports* on the board and draw a circle around it.
- Elicit the Olympic sports vocabulary from the previous lessons. Create a mind map.

- 1 **SB p48** Look at the photo and answer the questions.

**Aim:** to give students practice with making predictions

- Elicit who students can see in the photo and where the photo is (two students looking at a school notice board).
- Read the two questions aloud with the class and elicit who the two people are (Olivia and Charlie).
- Students cover the text and make their predictions.

- 2 **CD2 20** **SB p48** Read and listen to the dialogue to check your ideas.

**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 answers in pairs.
- Check with the class. Check vocabulary.
- Play the DVD-ROM.
- Students practise the dialogue in open pairs.

**Key:** 1 They are at school, talking about the sports clubs on the notice board. 2 Olivia is more interested in sport. Charlie doesn't want to do any of the sports she suggests.

- 3 **SB p48** Work in pairs.

**Aim:** to create and practise dialogues

- Students practise the dialogue from Activity 2 in pairs.
- Brainstorm ideas for the dialogue, e.g. other sports and why students like or don't like them. Write notes.
- Read the *What to say* section with the class.
- Students write their own dialogues in pairs, using Activity 2 as a model.
- Pairs practise and perform their dialogues for the class.

- 1 **WB p48** Complete the dialogue with the phrases from the box.

**Aim:** to practise functional language

**Key:** 2 don't think so, 3 That's not such a good idea, 4 Why not, 5 Sorry, but

- 2 **CD2 21** **WB p48** Listen and say the words.

**Aim:** to show the four pronunciations of the letter y

- 3 **WB p48** Read the text. Say the words with an underlined y and write them in the correct sound column.

**Aim:** to revise vocabulary using the target sounds

- 4 **CD2 22** **WB p48** Listen, check and say the words.

**Aim:** to practise the four pronunciations of the letter y

**Key:**

| yes       | try    | funny   | symbol   |
|-----------|--------|---------|----------|
| (young)   | (my)   | (Jenny) | (Sylvia) |
| yesterday | cycled | city    | gymnasts |
| yellow    | flying | slowly  | Olympics |
| yoghurt   | sky    | money   | gym      |
| yet       | Why    | really  | pyramid  |

### Ending the lesson

**Aim:** to review and extend the letter y sounds work

- In teams, students make a table with four columns as in the Workbook.
- Teams look through the Student's Book to find words containing the letter y, writing them in the columns.

**Note:** In *bicycle* the y is the short i sound, but in *unicycle* it is the long ie sound (see Unit 2).

### 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.



**Aim:** to encourage cooperation

- In groups of four, students take turns to read and check their sentences from WB Activity 3.
- Students in the group find out if any of their planned activities are the same.
- Students take turns in their groups to ask each other to join them for one of their planned activities.

**Aim:** to review vocabulary from the lesson

- Play a version of the game from 5B Activity 3.
- Play in open pairs. Students take turns to ask questions of other students in the class.

3 W8 p49 Write four sentences about your plans for the weekend.

**2** **WB p49** Write about the week of Haile Dejene, an Ethiopian marathon runner.

WB p49 Complete the sentences with the present continuous of the verbs in brackets.

**3** **5B p49** Work in pairs. Each of you chooses a famous sports person. Write your diary for a week. Then interview each other.

Work through the other examples with the class. Students complete the exercise and check in pairs. **Key:** 1 is training, 2 am leaving, 3 are playing, 4 is giving, 5 are flying, 6 is coming back

eg. practises, eats healthy food, has a good sleep.

## dn-GLUC-40

Language competences: Your students will be able to talk about future arrangements using the present continuous.

Underline the verb form and elicit what it is (present continuous).  
Ask students when this is happening (in the future), if it is an idea or an arrangement (arrangement) and how they know (there is a time and a day).  
Tell students that we can use the present continuous to talk about future arrangements.  
Ask the class if they have any arrangements for the next few days, e.g. after-school activities. Elicit sentences.

to present the present continuous for future use

Write the sentence on the board, e.g. I'm playing tennis at 2 pm, on Saturday afternoon.

• **Aim:** to practise the present continuous for future use

• **Exit** what students can see in the picture (an organiser).

• **Check** understanding of *Champions League*, *rest*.

• **Students** read the organiser and write *t* or *f*.

• **They** compare answers in pairs. Check with the class.

**Key:** 1 *t*, 2 *f*, 3 *f*, 4 *f*, 5 *t*, 6 *f*, 7 *t*

- 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 122 of the Student's Book.



**Aims:**

- to present a story
- to develop reading skills

**New language:** stadium, front row, atmosphere, black eye, period, awesome, complain, enthusiastically, cheer, sore foot, soaking wet

**Recycled language:** characters and language from the story, the Olympics

**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 unit.
- Give prompts if necessary, e.g. *Time Travellers*, *school seems strange*, *Science lesson*, *pirates (the past)*, *a park in a city (the future)*, *Ancient Egypt (the past)*, *the Olympics (2016)*.

- 1 **SB pp50-51** Go through the text quickly and find answers to the questions.

**Aim:** to give students practice with skimming and scanning

- Have students look at the pictures and elicit what they can see.
- Read the three questions with the class and check understanding.
- Students read the text quickly and quietly to find answers to the three questions. Set a time limit, e.g. two minutes.
- Students compare their answers in pairs.

- 2 **CD 24 SB pp50-51** Read and listen to the story to check your answers.

**Aim:** to present a story and to develop reading skills

- Play the recording. Students listen and read to check their answers.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (the children saw the gate and were gone in a flash).

**Key:** 1 Phoebe, 2 Patrick, 3 Alex

**Practice**

**Aim:** to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *What was the first sport they saw?* (Volleyball.) *What happened to Phoebe?* (The ball hit her in the face.) *Where did they go next?* (To the wrestling.) *What landed on Patrick's foot?* (The tall wrestler.) *Where did they go next?* (To the rowing.) *Why did Alex fall in?* (Because he was very excited and leaned forward too much.)

- 1 **WB p50** Remember the story. Complete the sentences with the correct names. Match them with the sports in the photos.

**Aim:** to check memory skills

**Key:** 1 Phoebe b, 2 Patrick c, 3 Alex a

- 2 **WB p50** Put the lines in order.

**Aim:** to practise reading and sequencing skills

**Key:** 2, 7, 3, 8, 12, 1, 10, 4, 11, 6, 9, 5

- 3 **WB p50** Answer the questions with *volleyball*, *wrestling* or *rowing*.

**Aim:** to practise reading skills

**Key:** 2 rowing, 3 volleyball, 4 rowing, 5 wrestling, 6 volleyball

**Ending the lesson**

**Aim:** to practise the story

- Put students into groups of three.
- 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 stimulate students' creativity

- Put students into threes.
- Tell students to imagine what the friends said as they walked through the gate.
- They brainstorm ideas in their threes and then write a short conversation.
- Groups take turns to read their conversations for the class.



**1 Values** WB p51 What can we learn from the story? Colour the words.

**Aim:** to focus on the value of the sporting spirit

**Key:** Sport helps to bring people together.

**2 Think!** WB p51 Paulo, Cláudia and Marcelo are three Brazilian students who want to see different Olympic sports. Read and write P (Paulo), C (Cláudia) and M (Marcelo) next to the sports in the table.

**Aim:** to give students further practice with reading and vocabulary

**Thinking skills:** puzzle solving

**Key:** wrestling M, gymnastics C, long jump C, swimming P, archery M, boxing M, high jump C, diving P, football P, hurdles C, fencing M

**3 WB p51** Read the sentences and look at the timetable in Activity 2. Tick (✓) the true sentences or correct the sports.

**Aim:** to practise reading skills

**Key:** 2 ✓, 3 swimming, 4 high jump, 5 ✓, 6 fencing

**4 WB p51** Plan your perfect day at the Olympics. Choose any sports that you know in English.

**Aim:** to encourage 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 discuss the value of the sporting spirit

- Focus on the parts of the story where there were examples of the sporting spirit.
- Elicit from students why this value is important and elicit from students times when they have shown, seen or experienced the sporting spirit.

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

**to practise reading for specific information**

**to identify key events in a story**

**Thinking skills:** focusing on values in a story

**Language:** language from the story

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

**Value:** the sporting spirit

### Warm-up

**Aim:** to review the story

**Key questions about the story, e.g. What sports did they go and see? (Volleyball, wrestling and rowing.) Why did they leave the volleyball? (Because they got hit in the face by the ball and got a black eye.) Why did they leave the wrestling? (Because a wrestler landed on Patrick's foot.) Why did they leave the rowing? (Because Alex fell into the water and got soaking wet.)**

**3 SB p51** Answer the questions.

**Aim:** to focus students on the detail of the story

**Key:** the recording of the story again. Students listen and/or follow it in their Student's Books.

**to make sure students know what to do.**

**to read and answer the questions, looking back at the text as necessary.**

**to compare their answers in pairs.**

**to check with the class.**

**Step 1:** They took a bus. 2 The volleyball hit her in the face. 3 A wrestler landed on his foot. 4 Thirty-two. 5 He was excited and leaned forward too far. 6 Because one had a black eye, one had a very sore foot and the third one was soaking wet.

**4 SB p51** Put the sentences in order.

**Aim:** to give students practice with sequencing

**Thinking skills:** sequencing

**to read out the activity instructions for students and check they know what to do.**

**to read out the activity instructions for students and check they know what to do.**

**to check with the class.**

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



**Aims:**

- to practise reading skills
- to practise speaking skills

**Skills:**

- reading for specific information
- taking part in a discussion

**New language:** *extreme, bungee jumping, snowmobiling, take place*

**Recycled language:** language from the unit, sports

**Materials:** CD

**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

- Have a 30-second brainstorm of sports students know.
- Write one of the most dangerous and one of the least dangerous ones on the board.
- Elicit what the difference is between them (level of danger).
- Tell the class that we call these dangerous sports *extreme sports* and that they're going to read about some in this lesson.

- 1 **SB p52** Look at the photos in the magazine article and find these sports.

**Aim:** to activate known vocabulary and to encourage deduction

- Focus the students on the photos and on the six words for the sports.
- In pairs, students try to match the name of the sport with the right photo.
- Check with the class. Say the sports for students to repeat after you.
- Ask students if any of them have done any of these sports or know someone who has.

- 2 **SB p52** Read the article and match the questions from the box with the paragraphs.

**Aim:** to give students practice with reading skills

- Check students know that they read the article to find out where each of the questions goes.
- Students read the text silently and put the questions in the right places.
- Students compare answers in pairs.

- Check and discuss with the class. Elicit how students knew where to place each question.
- Check understanding of vocabulary in the article.
- Have students take turns to read the text aloud.

**Key:** 1 What are they? 2 What sports do they do? 3 How often is it? 4 When did it start? 5 Is it always the USA? 6 What do you win? 7 Why should I go? 8 What if I can't go?

- 3 **WB p52** Work in pairs. Discuss the questions.

**Aim:** to give students practice with discussing ideas in pairs

- In pairs, students discuss each question in turn.
- Discuss as a whole class.

- 1 **CD 25** **WB p52** Listen to Maxine talking to Adam about a sports afternoon. What sport did each person do? Write a letter (A–H) next to each person. **KEY**

**Aim:** to give students practice with listening skills

**Key:** 1 B, 2 E, 3 G, 4 F, 5 C

- 2 **CD 26** **WB p52** Listen again and answer the questions.

**Aim:** to give students further practice with listening skills

**Key:** 2 On Monday. 3 She's not keen on sport. 4 There wasn't a trainer. 5 He couldn't find a partner. 6 Archery.

- 3 **WB p52** Complete the five conversations. Choose A, B or C. **KEY**

**Aim:** to give students practice with functional language

**Key:** 2 A, 3 B, 4 C, 5 B

**Ending the lesson**

**Aim:** to review the content of the lesson

- With Student's Books closed, elicit what students can remember about the text in SB Activity 2.
- Take a class vote on which of the extreme sports sounds the most exciting.

**Extension activity**

**Aim:** to give students writing practice

- Individually, students write full responses to the questions in SB Activity 3.
- In groups, they read their responses aloud.



## Extension activity

- Students display their cartoons around the class.
- Students work individually or in pairs. They create a cartoon for one of the sentences in SB Activity 5.

**Aim:** to encourage personalisation and creativity

## Ending the lesson

- Elicit different sentences for SB Activity 5.
- Decide as a class which are the funniest animals.

**Aim:** to encourage students' personal responses

writing skills

**Aim:** to give students practice with reading and

the questions. Write 25–35 words. **KEY**

penfriend, Jade. Write Jade an email. Answer

**Aim:** to give students practice with speaking skills

**1** **WB p53** Work in pairs. Student A: Here is some information about a sports event. Student B: You don't know anything about the event. Ask and answer questions. **KEY**

- Check students know to use different animals.
- Do the first one as an example with the class.
- Students complete the activity. Compare in pairs.
- Elicit ideas from different students around the class.

**Aim:** to encourage students to make use of world knowledge

on this page.

**5** **SB p53** Complete the sentences with eight different animals, but don't use the animals

- Draw the table on the board and elicit the numbers to check the answers for the listening.
- Elicit and discuss answers with the whole class.
- In pairs, students compare their answers.
- Demonstrate the activity with the class.

**Aim:** to give students speaking practice

**6** **SB p53** Work in pairs. Compare your answers.

**Key:** 1 43, 2 112, 3 2.5, 4 3.6, 5 9, 6 13, 7 200, 8 300, 9 8, 10 109

- Play the recording a third time if necessary.
- Play the recording again. Students listen and write.
- Read through the table with the class and check understanding.

**Aim:** to give students practice in listening for detail

**3** **SB p53** Listen again and complete the table.

**5** **SB p53** Listen and check which Olympic gold medal each animal wins.

**6** **SB p53** Listen and check which Olympic gold medal each animal wins.

**7** **SB p53** Listen and check which Olympic gold medal each animal wins.

**8** **SB p53** Listen and check which Olympic gold medal each animal wins.

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**99** **SB p53** Listen and check which Olympic gold medal each animal wins.

**100** **SB p53** Listen and check which Olympic gold medal each animal wins.

can

right or not.

in pairs, students discuss their ideas for each animal.

understanding.

Read the activity instructions with the class and check

each animal is.

Focus students on the photos and what the name of

**Thinking skills: using world knowledge**

**Aim:** to give students practice with prediction

good at?

**human sport is each of these animals**

**5** **SB p53** Look at the photos. Which

human sport is each of these animals

good at?

Write the sports to make a word map.

Have learnt about so far in this unit.

Discuss with students what Olympic sports they

around it.

Write the Olympics on the board and draw a circle

**Aim:** to review the topic

**Warm-up**

**Language competences:** Your students will be

able to listen for specific information.

Your students will be able to take part in a pair

work discussion.

**Language competences:** Your students will be

able to listen for specific information.

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able to listen for specific information.



### Aims:

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

**New language:** *muscle, skin, layer, fibres, in order to, Latin, pectoralis major, triceps, biceps, gluteus maximus, Achilles tendon, voluntary, involuntary, beat, skeleton*

**Recycled language:** parts of the body

**Materials:** CD, reference materials

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

### Warm-up

**Aim:** to introduce the topic of Biology and muscles

- Draw a circle on the board and write the word *Body* inside it.
- Elicit parts of the body from students and write them on the board to form a word map.
- Touch the skin on your hand. Ask what this is called and what is inside it. Find out if students know any of the names, e.g. *skin, blood, muscles*. Pre-teach *muscles*.
- Tell students the topic of today's lesson is Biology and muscles.

### 1 SB p54 Read and feel the muscles in your body.

**Aim:** to activate students' knowledge of the world

- Focus students on the pictures and check they understand that they show different muscles.
- Say the names of the muscles and have students repeat them.
- Students read the text aloud around the class.
- Check understanding of vocabulary.
- In pairs, students find and feel the muscles in their bodies.
- Check with the class using volunteers.

### 2 SB p54 Listen and say the names of the muscles in English. Can you name these and any other muscles in your language?

**Aim:** to extend students' understanding of Biology and muscles.

- Play the recording. Students listen and repeat the names of the muscles.
- Ask if any students know the names of the muscles in their language.
- Elicit the names of any other muscles that they know, in L1 or in English.

### 3 SB p54 Read the text. Where else in your body have you got involuntary muscles?

**Aim:** to extend students' understanding of the topic

**Thinking skills:** applying knowledge

- Pre-teach *voluntary/involuntary muscles*.
- Students read the text and discuss where else they think there are involuntary muscles in their bodies.

**Key** (possible answers): The lungs for breathing. The eyelids for blinking.

### 1 WB p54 Complete the text with the words from the box.

**Aim:** to consolidate students' understanding of the topic

**Key:** 2 work, 3 heart, 4 body, 5 skin, 6 muscles

### 2 WB p54 Complete the sentences and match them with the photos.

**Aim:** to further consolidate students' understanding of muscles

**Key:** 2 d throw a ball, 3 a push food down, 4 c ride a bike

### 3 WB p54 Complete the table with the verbs from the box and your answers from Activity 2.

**Aim:** to activate world knowledge

**Key:** Voluntary muscles: walk, jump, throw a ball, ride a bike; Involuntary muscles: blink, breathe, push food down

### 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. *muscles, where they are, what some of them are called and the difference between voluntary and involuntary muscles*.
- Write it on the board. Students copy it into their notebooks.

### Extension activity

**Aim:** to extend students' understanding of the topic

- Students do research using the Internet or reference books and find out the English names of other muscles and where they are in their bodies.
- In groups they present their information to the class using illustrations and demonstration.



**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.

**Aim:** to review what students have learnt in the lesson

- Write on the board: *Today I've ...*
- Elicit from students what they learnt today, e.g. *learnt more about muscles, talked about muscles with other students and started my project.*
- Write it on the board. Students copy it into their notebooks.

**Aim:** to stimulate students' creativity and to give

- 3** **WB p55** Write an email to Jacob. Tell him how he could have a healthier life.

**Key:** 2 muscles hurt, 3 sports yesterday, 4 played

- computer games, 5 two packets of crisps and a chocolate bar, 6 sweets

WB 55 Listen to the dialogue and complete

- Key:** 2 More than 30, 3 15, 4 The eye muscles, 5 100,000 times a day, 6 The gluteus maximus

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

- WB 55 Read the smart facts on Student's Book page 55 again and answer the questions.

- Read Parts a and b of the project with the class.
- Brainstorm types of exercise students do.
- Each student then makes a table and keeps a record of the exercise they do during the week, how long they did it for and what muscles they used.
- At the end of the week, students compare their diaries and discuss if they are getting enough exercise.

**Aim:** to enable students to follow instructions to

- Project 3 5B p55 Keep an exercise diary over the next week.

dp-uv-uv

- Just the names of the muscles from the previous lesson and where they are in our bodies.  
 - All students what involuntary and voluntary muscles do.

Read and complete the smart facts with the words from the box.

- Give a time limit, e.g. five minutes, for students to complete the smart fact.  
 Pairs then check with another pair.  
 Check by having students take turns to read the text aloud around the class.  
 Check understanding of vocabulary.  
 Ask students which fact surprised them most.  
 1 mouse, 2 face, 3 surprised, 4 smile, 5 biggest,

Read about the exercise that muscles need. Then work in groups. Discuss the

- the class. Check understanding with the class.

- For the last part of question 2, remind students that people in wheelchairs use their arm muscles a lot. Elicit who has seen athletes in the Paralympics, for example. **1** b Your leg muscles. c Your stomach muscles.



### Aims:

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

**New language:** *lucky charm, autograph*

**Recycled language:** language from the unit, sports

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

### Warm-up

**Aim:** to review the Olympics

- Write *The Olympics* on the board.
- Give students one minute in their pairs to write down all the Olympic sports they can think of.
- They do this with Student's Books closed.
- Elicit the words from pairs at random. Do this orally.

**1** **SB 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 fan of a famous tennis player and the tennis player.
- Read through the information on the role cards with the class.
- Check they understand the vocabulary, e.g. *lucky charm*, 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. *Another question I wanted to ask you is how long have you played tennis?*
- 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.
- Remind students to focus on the improvement points they wrote in their notebooks after the last role play.
- Students practise their role plays so that they can perform them without reading the text.

**2** **SB p56** Act out your dialogue.

**Aim:** to practise interactive speaking skills

- Pairs take turns to perform their short role plays for the class.

**1** **WB p56** Choose six words or phrases to complete the sentences.

**Aim:** to review language from the unit

**Key:** 2 visiting my, 3 She could, 4 We're going, 5 having a, 6 They're flying

**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 We could do our homework together. 3 I'm seeing Anne this afternoon. 4 Sam and Zak are playing tennis at 3 p.m. 5 They're having a party on Sunday. 6 Freya is sleeping at her friend's house tonight.

**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

- Pairs volunteer to act out their dialogues again from SB Activity 2.
- Use this activity to review the functional language from the lesson.

### 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.



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

- In groups, students look through each page of Unit 4, at their vocabulary books and at their portfolios and discuss what they have learnt in this unit.
- Students talk about what they have learnt and are good at, as well as what they need to improve.

### Extension activity

**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.

### Ending the lesson

**Aim:** to practise writing skills

**3** **WB p57** Two friends are planning their weekend. Write a dialogue. Use the ideas to help you.

**Aim:** to review unit vocabulary

**Key:** 2 rowing, 3 snowboarding, 4 hurdles, 5 climbing, 6 muscles

**2** **WB p57** Complete the sentences with the words from Activity 1.

**Aim:** to practise spelling

**Key:** climbing, fencing, muscles, snowboarding, hurdles

**1** **WB p57** Find and write the words.

- Work through the exercises with the class.
- on page 121 of the Workbook.
- Students turn to the My portfolio writing practice section
- Students write a final draft of their emails.
- Students swap emails in pairs and give feedback.
- Go around and check their work.
- Students write a first draft of their emails.
- Students make notes using *Tips for writers* as a guide.
- Read through and discuss the *Tips for writers*.

**Aim:** to give practice in writing an email to complain

email to complain.

**5** **SB p57** Read what has happened and write an

**Key:** please, Many thanks for your help

**Aim:** to raise students' awareness of politeness

- In pairs, students look for words in the email which make it more polite. Check and discuss as a class.

**4** **SB p57** What words does Ashley use to make her email polite?

**Aim:** to raise students' awareness of connectors

- Have the students find the sentences in the email.
- Elicit why the words *so* and *but* are useful when they are writing (they join sentences and make the text flow).

**Key:** a so, b but

**3** **SB p57** How does Ashley connect these pairs of sentences?

**Key:** 1 Ashley Simmons, 2 1 February, 3 The bronze medals were missing, 4 Send the missing medals (as soon as possible)

- Students re-read the email and complete the form.
- They compare answers in pairs. Check with the class.

**Aim:** to give students practice with reading for detail and filling in a form

**2** **SB p57** An assistant at Toys4You is reading Ashley's email and making notes on a complaint form. Read the email again and complete the form.

**Key:** 1 Ashley Simmons. She is 12 years old. She got a computer game for her birthday. Her dad's name is Dave. 2 The bronze medals were missing from the computer game when she received it.

**Aim:** to give students practice with reading and answering questions.

- Check students read the email aloud around the class.
- In pairs, students discuss answers to the two questions.
- Discuss and ask if they have ever written an email like this.

**Aim:** to give students practice with reading and answering the questions.

**4** **SB p57** Read the email to an online shop and answer the questions.

**Aim:** to review the topic of portfolios

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

### Warm-up

**Aim:** to consolidate language from the unit

- To raise awareness of how to write an email to complain
- New language: *missing, complaint, customer service, polite, racket*
- 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.



## 5 In London

### Aims:

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

**New language:** *brick, chemist's, tailor's, barber's, baker's, grocer's, butcher's, jeweller's, carpenter's, spread*

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

**Materials:** CD

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

### Warm-up


**Aim:** to introduce the context of shops

- Write the names of some everyday items on the board, e.g. *bread, medicine*.
- Ask students where they can buy these things. Tell them they can't go to the supermarket.
- Elicit the names of any other shops they know.

### Presentation


**Aim:** to present vocabulary for shops

- Read the text at the top of the page with the class and have them look at the picture.
- Elicit where the friends are (London) and if it is the present, the future or the past (the past). Check understanding of vocabulary.
- Use the picture in the Student's Book to further set the context of London of the time 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.

- 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  **SB p58** Read, listen and complete the sentences.

**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 tall buildings, 2 hungry, 3 baker's, 4 closed

- 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.
- Students do the activity in pairs. They take turns to describe and guess the different shops.

- 1  **WB p58** Complete the shops and match them with the pictures.


**Aim:** to practise the new vocabulary

**Key:** 2 grocer's f, 3 butcher's a, 4 barber's h, 5 jeweller's g, 6 carpenter's c, 7 chemist's e, 8 tailor's d

- 2  **WB p58** Which of the shops from Activity 1 are these people in?

**Aim:** to give further practice with the new vocabulary

**Key:** 2 chemist's, 3 barber's, 4 jeweller's, 5 tailor's, 6 carpenter's, 7 grocer's, 8 baker's

- 3  **WB p58** Complete the email with the words from the box.

**Aim:** to check comprehension

**Key:** 2 interesting, 3 people, 4 Thames, 5 buildings, 6 built, 7 wood

### Ending the lesson

**Aim:** to review vocabulary from the lesson

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

### 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 of what they can buy there and write a short definition, e.g. *You can buy bread at the baker's.*



**3** **SB p59** Work in pairs. Have you ever done these things? Ask and answer.

- Remind students to check WB page 127 as some of the verbs are irregular.
- Students take turns to ask and answer in pairs.

**1** **WB p59** Match the past participles from the box with the correct verbs.

**Aim:** to give students further practice with the new language

**Key:** 2 won, 3 ridden, 4 sung, 5 eaten, 6 driven, 7 been, 8 found, 9 slept, 10 drunk, 11 broken, 12 caught

**2** **WB p59** Complete the dialogues.

**Aim:** to give students further writing practice with the new language

**Key:** 2 A Have you ever seen, B I've never seen.

3 A Have you ever eaten, B I've never eaten.  
4 A Have you ever won, B I've never won.  
5 A Have you ever ridden, B I've never ridden.  
6 A Have you ever broken, B I've never broken.

**3** **WB p59** Look at the pictures. Write questions and answers.

**Aim:** to give students additional practice with the new language

**Key:** 2 Has she ever slept in a hammock? No, she hasn't, but she's slept in a tent. 3 Has she ever driven a car? No, she hasn't, but she's driven/ridden a motorbike.  
4 Has he ever caught a fish? No, he hasn't, but he's caught a boat.

## Ending the lesson

- **Aim:** to practise key language from the lesson
- Students ask and answer the questions from WB Activity 2 and Activity 3 in open pairs around the class. They give truthful answers.

## Extension activity

- **Aim:** to consolidate the new language
- Divide the class in half, A and B.
- As imagine they are film actors. In pairs, they decide what their last film was about and what they did.
- B prepare questions to ask them, based on the ones in SB Activity 1.
- In pairs, they role play their interviews.

## Warm-up

- Write on the board the names of ten famous personalities that you think your students will know.
- Ask students if any of them have been to them.

## Presentation

- Ask one of the questions from the warm-up again, but this time use *ever*.
- Prompt the response *No, I've never been to X*.
- Write the question and answer on the board. Underline *ever / never*.

**SB p59** Read the magazine interview with a stuntman. Write *t* (true), *f* (false) or *ds* (doesn't say).

**Aim:** to practise the present perfect with *ever / never*

- Students read the text is part of an interview.
- Students compare answers in pairs. Check with the class.
- Key: 1 t, 2 t, 3 ds, 4 f, 5 f, 6 ds

**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 the sentences and the questions 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 have never ridden, 2 Have you ever read, 3 Has he ever made, 4 have never eaten, 5 Has she ever been / gone, 6 has never tried



### Aims:

- to sing a song with the class
- to show how the letter *s* can sometimes be pronounced *z*

**New language:** *square* (n), *pop*, *catchy* (adj)

**Recycled language:** present perfect, cities and places

**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 say the *s* and *z* sounds and recognise the *s* sound (spelt *s*, e.g. *see*, or *c*, e.g. *city*) and *z* (spelt *s*, e.g. *is*, and *z*, e.g. *zoo*).

### Warm-up

**Aim:** to review the present perfect with *ever* / *never*

- Prompt students to ask and answer about places they have visited, by saying a word, e.g. *museum*.

1 CD3 05 06

**SB p60** Listen and number the countries. Then sing the song.

**Aim:** to sing a song with the class

- Students cover the lyrics of the song.
- Play the recording. Students listen and number the places in the sequence they hear them.
- They compare answers in pairs. Check with the class.
- Students uncover the lyrics of the song.
- Play the recording. Students follow in their books.
- Play the recording again, pausing after each verse for students to repeat.
- Students learn the song. Practise it with the class.
- Read the 'All about music' box. Check vocabulary.
- Do the 'What I think' survey. Count the number of hands up for each option (It's great / It's OK / I don't really like it).
- Review the results, e.g. *So, most of you think pop music is great or Most of you think it's OK.*
- Use this information to decide whether or not to use the karaoke version of the song.

**Key:** France 2, England 1, the USA 3

2 CD3 07

**SB p60** Listen and say the dialogue.

**Aim:** to present and practise words with *s* and *z* sounds

**Intonation:** high tones for extreme adjectives

- Write *house* and *nose* on the board, underlining the letter *s* as shown. Explain that the *s* sometimes has the *z* sound.
- Play the recording. Students listen, read and repeat.

- Divide the class: one half is Sam and the other Zara. The class says the dialogue twice, exchanging roles.

1 WB p60 Match the rhyming words. Write two more words for each rhyme.

**Aim:** to raise students' awareness of rhyme

**Key:** 1 Possible answers: hair, fair, their, where

2 zoo – do, Possible answers: two, you, too, to

3 own – home, Possible answers: phone, bone, cone, known, stone

4 street – meet, Possible answers: eat, feet, seat

2 WB p60 Remember the song. Write questions asking about each city. Then answer them.

**Aim:** to activate memory skills

**Key** (possible answers): 1 Have you ever been to Paris?

Have you ever seen the river below the bridges there?

2 Have you ever been to London and walked down Oxford Street?

3 Have you ever been to New York?

Have you walked in Central Park?

3 CD3 08

**WB p60** Listen and say the sentence.

**Aim:** to focus on the *s* and *z* spellings of the *z* sound

4

**WB p60** Say the words in the box and write them in the correct part of the table.

**Aim:** to revise vocabulary using the target sounds

5 CD3 09

**WB p60** Listen, check and say the words.

**Aim:** to practise the *s* and *z* sounds

**Key:** **Sam:** (this), so, city, listen, sharks, paints, concert, escapes; **Zara:** (is), amazing, animals, realise, present, eyes, noise, bridges

### Ending the lesson

**Aim:** to review pronunciation of words ending in *s*

- Put the words ending in *s* in random order on the board: the *s* sound: *shops, weeks, topics, plants, thinks, Maths, maps* and the *z* sound: *photos, plays, beaches, inventors, coins, bananas, clothes*.
- Students write the words under *s* or *z*.

### Extension activity

**Aim:** to activate students' imaginations

- In groups, students write a new verse for the song.
- They can use one of the current verses as a model (make a few changes) or write a new verse.
- Students practise and then either perform their new songs for the class or write the new song on poster paper and illustrate it.



**2 SB p61** Listen and say the questions and the answers.

- Aim:** to focus students on grammatical form
- Play the recording. Students listen and repeat in chorus.
  - Repeat.
  - Students take turns to practise the questions and answers 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:** 1A Have you ever found. 1B Have / found. 2A Has Mum ever met. 2B has / met. 3A Have they ever

done. 3B have / did. 4A Has he ever seen. 4B hasn't / saw. 5A Have they ever climbed. 5B haven't / climbed

**3 SB p61** Work in pairs. A makes a question. B throws the dice and answers it.

**Aim:** to give students further practice with the present perfect with simple past detail

- Demonstrate the activity with the class several times.
- Students play the game in pairs, taking turns to make a question and to throw the dice.

**1 WB p61** Match the questions with the answers.

**Aim:** to review the new language

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

**2 WB p61** Put the dialogue in order.

**Aim:** to give further practice with the new language

**Key:** 7, 5, 3, 1, 9, 4, 8, 6, 2

**3 WB p61** Look at the pictures and write dialogues.

**Aim:** to give students writing practice

## Ending the lesson

**Aim:** to review vocabulary from the lesson

- Play the game again from SB Activity 3.

## Extension activity

**Aim:** to encourage cooperation

- In groups of four, students take turns to read and check their sentences from WB Activity 3.
- Students find out if any of their answers are the same.
- Students ask one more question in the simple past.

and practise the present perfect with

reading skills

London Eye, big wheel, dice

language: places

CD, dice

**Language competences:** Your students will

be able to talk about the past using the present perfect and past simple.

## Warm-up

**Aim:** to review vocabulary

Write the names of famous places in London.

Write them on the board.

## Presentation

**Aim:** to present the present perfect with simple past

Ask a question about London using one of the place

names on the board, e.g. Have you ever been to the

Tower of London?

Write a student answers Yes, I have, ask When did

you go?

Write a response in the simple past, e.g. I went there

Write the two questions and two answers on the board.

Underline the tenses and elicit what they are.

Help students notice that the first question and answer

are in the present perfect because the time is not given

(experience), and the second question and answer are in

the simple past because they are about a specific time in

the past.

Ask two more questions using the places on the board.

Alternatively, ask about places in their country.

**1 SB p61** Chloe is calling her best friend Tara, who is in London with her parents. Read the

dialogue and answer the questions.

**Aim:** to practise the present perfect with simple past

detail

Students look at the photos and the text.

Elicit what they can see (places in London). Check

understanding of London Eye.

Students read the dialogue and answer the questions.

They compare answers in pairs. Check with the class.

**Key:** 1 The London Eye, London Zoo, Oxford Street.

2 Her dad. 3 He doesn't like shopping. 4 A present



### Aims:

- to present a story
- to develop reading skills

**New language:** crash (n), countryside, load (n), furniture, raft, rock (v), dive (v)

**Recycled language:** characters and language from the story, shops

**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 unit.
- Give prompts if necessary, e.g. *Time Travellers*, *school seems strange*, *Science lesson*, *pirates (the past)*, *a park in a city (the future)*, *Ancient Egypt (the past)*, *the Olympics (2016)*, *the Great Fire of London (1666)*.

- 1 SB pp62–63 Look at the pictures and talk about what you think happens.

**Aim:** to give students practice with making predictions

- Have students look at the pictures and elicit what they can see.
- Elicit ideas from students as to what they think happens in the story.
- Write notes of their ideas on the board.

- 2 CD 3 11 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 listen and read to check their predictions against the notes on the board.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (the children saw the yellow glow around the door of Mr Fisher's house and were gone in a flash).

### Practice

**Aim:** to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *Where and when did the fire start?* (Just after midnight in the baker's.) *Where did Mr Fisher want to go?* (To his wife's father's house in the countryside.) *What were the people putting into the*

*boats?* (Their things.) *Why did Patrick dive into the river?* (Because a child fell in.) *Why did Mr and Mrs Fisher unload their furniture from the cart?* (To make room for another family.) *Why didn't the friends escape with the families?* (Because they knew of another way to escape, through the gate.)

- 1 WB p62 Remember the story. Circle the form of transport which is not in the story.

**Aim:** to check memory skills

**Key:** 2

- 2 WB p62 Read the summary. Where should this information go in the summary?

**Aim:** to practise summarising skills

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

- 3 WB p62 Complete the puzzle. Look at the grey boxes. Find the name of the king of England at the time of the Great Fire.

**Aim:** to practise reading and writing skills

**Key:** 2 Thames, 3 raft, 4 horses, 5 bracelet, 6 furniture, 7 chest, Charles

### 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 stimulate students' creativity

- Put students into pairs.
- Tell students to imagine what Mr and Mrs Fisher said as the three children walked through the gate.
- They brainstorm ideas in their pairs and then write a short conversation.
- Groups take turns to read their conversations for the class.



**1** **Think!** **WB p63** Read about the man trying to escape from the fire. Can you help him?

**Aim:** to give students practice with logical-mathematical thinking

**Thinking skills:** logic

**Key:** He should first take the chicken to the other side, then he should take the fox, but he should bring the chicken back in the boat. He should leave the chicken and take the grain across and then finally he should take the chicken across.

[grain and fox] man and chicken in boat → [chicken]

→ man in boat

fox and man in boat → [fox]

→ man and chicken in boat

man and grain in boat → [fox and grain]

→ man in boat

man and chicken in boat → [all]

**2** **WB p63** Look at the pictures. How could the children think of others? Complete the sentences.

**Aim:** to give students further practice with understanding character and situation

**Key:** 2 carry his bags (for him). 3 get the tin down (for her). 4 pick up his money (for him)

**3** **Values** **WB p63** Tick (✓) the best thing to say for each picture in Activity 2.

**Aim:** to focus on the value of thinking of others

**Key:** 2 b, 3 a, 4 b

## 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 thinking of others

- Focus on the parts of the story where the three friends were thinking of others.
- Elicit from students why this value is important and elicit from students times when they have thought of others or others have thought of them.

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

**Warm-up**

Ask questions about the story, e.g. Where were the people? (In London.) Why were the shops all closed? (Because there was a fire.) How were people escaping the fire? (In carts and on boats.) Where were they going? (To the countryside.)

**SB p63** Choose the correct answers.

**Aim:** to focus students on the detail of the story

Check the recording of the story again. Students listen and follow it in their Student's Books.

Make sure students know what to do.

They read and choose the correct answers to the questions, looking back at the text as necessary.

They compare their answers in pairs.

Check with the class.

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

**SB p63** Who is thinking these things? When or why?

**Aim:** to give students practice with understanding the story

**Thinking skills:** showing understanding of characters and situation

Read out the activity instructions for students and check they know what to do.

Have students read the questions aloud around the class.

Students discuss their answers in pairs.

Check and discuss as a class.

**Key:** 1 Mr Fisher, when Patrick talks about the train, 2 Mr Fisher, when he talks about his brother's family, 3 Mr Fisher, when the house falls down, 4 Patrick, when he sees the man getting onto the boat, 5 The woman, when Patrick jumps into the water, 6 The woman or one of the children who arrive at Mr Fisher's house when the court is full



**Aims:**

- to practise reading skills

**Skills:**

- reading for specific information

**New language:** *castle, prison, guard, raven, walkway, glass observation pod, queue, wax*

**Recycled language:** language from the unit

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

**Warm-up**

**Aim:** to activate vocabulary

- Brainstorm what students know/remember about London.
- Write the names of places on the board.
- Ask students which place they would like to visit the most.

- 1 **SB p64** Read the London information page and match the sentences with the places 1–4.

**Aim:** to activate known vocabulary and knowledge of the world

- Focus the students on the photos and on the four headings.
- Elicit if any of the headings are the same as the places they talked about in the warm-up.
- Read the sentences aloud around the class and check understanding of vocabulary.
- Students read the text individually and match the sentences with the paragraphs.
- They check their answers in pairs.
- Check with the class. Read the text aloud with students around the class.

**Key:** a 4, b 2, c 3, d 1, e 2, f 4, g 1, h 3

- 1 **WB p64** Look at the photos. Complete the texts with the names of the places.

**Aim:** to give students practice with reading skills

**Key:** b British Museum 3, c Buckingham Palace 1, d British Museum 3, e Buckingham Palace 1, f Covent Garden 2, g Buckingham Palace 1, h Covent Garden 2, i British Museum 3

**Ending the lesson**

**Aim:** to review the content of the lesson

- With Student's Books closed, elicit what students can remember about the places in the Student's Book and the Workbook.

**Extension activity**

**Aim:** to give students writing practice

- In pairs, students write ten true or false statements about the places in the Student's Book and the Workbook.
- Pairs swap statements with other pairs. They answer each other's true/false statements with books closed.
- Students swap statements again and check answers.



## Extension activity

- In pairs, students take turns to read each other's dialogues from WB Activity 2.

## Ending the lesson

- Aim: to encourage students' personal responses
- Elicit the five top places from SB Activity 3.
- The class agree the class's top five places.

Key: 2 B, 3 C, 4 B, 5 C, 6 C

Aim: to give students practice with grammatical structure

each space. KEY

3 WB p65 Read the sentences about a trip to London. Choose the best word (A, B or C) for

Key (sample answer):  
 Alison: Hello, I'd like some information about trains to London, please. B: Where are you travelling from?  
 Alison: Whitebridge. B: Is that for today? Alison: No. It's for Thursday. B: And what time do you want to travel?  
 Alison: Well, I need to get there by 10 a.m. B: So you'll want to arrive about 9 o'clock. Alison: That sounds about right. B: OK ... if you get the 8.40, that will get you to London at about ten to nine. Alison: The 8.40 train. OK, yes, that's perfect. How much is a return ticket? B: Are you coming back on the same day?  
 Alison: Yes. B: Are you under 16? Alison: Yes, I am. B: That'll be £15. Alison: Fine. Many thanks for your help.

Aim: to give students practice with writing dialogues

dialogue.

2 WB p65 Alison wants to go to London on Thursday. She needs to get there by 10 a.m. She phones for some information. Write a

6 www.traintickets.com

Key: 2 Thursday, 3 9.40, 4 £34, 5 sandwiches.

Aim: to give students practice with listening skills

complete the notes. KEY

1 WB p65 You will hear a woman asking for information about a train. Listen and

- In groups, students discuss the two questions.
- Demonstrate the activity using the speech bubbles.

3 SB p65 Work in groups. Discuss the questions.

Aim: to give students practice with reading skills

1 SB p65 Jess meets Ollie when she's on holiday in London. Read the dialogue and complete her postcard.

Key: 1 £23.50, 2 £17.50, 3 7, 4 4, 5 0315 782763

Aim: to give students practice with listening skills

1 SB p65 Listen to the recorded message and complete the advert.

Aim: to review the topic

Warm-up

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

Language: language from the unit

Language: penguin, postcard

Language: dungeon, bloodiest, shark,

Language: part in a group discussion

Language: for detail

Language: for specific information

Language: speaking skills

Language: reading skills

Language: listening skills



### Aims:

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

**New language:** *sights, modern, realism, impressionist, impressionism, style, easel, brush stroke, saint*

**Recycled language:** colours, London

**Materials:** CD, reference materials, the Internet

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

### Warm-up

**Aim:** to introduce the topic of Art and painting

- Write the word *Art* on the board.
- Ask students if they know the names of any painters or of any paintings.
- Tell students the topic of today's lesson is Art and painters and paintings.

- 1 **SB p66** Look at the two pictures of London and answer the questions.

**Aim:** to activate students' knowledge of the world

- Focus students on the two paintings of London and ask them if they like them.
- Check understanding of *sights*.

- 2 **SB p66** Read and complete the texts with A, B and the artists from Activity 1.

**Aim:** to extend students' understanding of Art and painting

- Say the title of each text for students to repeat.
- Students read the texts silently and complete them with the artists' names. They compare in pairs.

- 3 **CD3 14 SB p66** Listen and check.

**Aim:** to give practice listening for specific information

- Play the recording. Students listen to check.

**Key:** A, Nathan Walsh, B, Claude Monet

- 4 **SB p66** Read the text. Underline the information in different colours.

**Aim:** to extend students' understanding of the topic

- Pre-teach *easel, brush strokes, scene, saint*.
- Students read the text and underline the information.

**Key:** Green: Pierre-Auguste Renoir, Claude Monet, Edgar Degas and Camille Pissarro

Red: Paris, France

Blue: in the mid-1800s ... until the beginning of the twentieth century

Orange: outdoors, images of the world that they saw around them, scenes from the city, scenes from the countryside, real people from the streets and on farms  
Yellow: They used a lot of paint and applied it with short brush strokes.

- 1 **WB p66** Look at the paintings and write *i* (impressionism) or *r* (realism).

**Aim:** to consolidate understanding of the topic

**Key:** 2 *i*, 3 *i*, 4 *r*

- 2 **WB p66** Write the phrases from the box in the correct frame.

**Aim:** to consolidate understanding of the topic

**Key:** Realistic paintings: show things as they really are, show a lot of detail, often look more like photographs.  
Impressionist paintings: don't show a lot of detail, give a 'feeling' of the subject

- 3 **WB p66** Read the text on Student's Book page 66 again. Complete the table.

**Aim:** to give students practice with reading skills

**Key:** 1 Monet, Degas, Pissarro, 2 Images of the world around them, scenes from the countryside, 3 Kings, queens, saints, 4 Applied a lot of paint with short brush strokes, 5 Walk back and look at it from across the room

### 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, e.g. *painters and paintings, the realist and impressionist styles and the names of some famous painters.*
- Students copy it into their notebooks.

### Extension activity

**Aim:** to enable students to extend their understanding of the topic

- In groups, students do research using the Internet or reference books and find out the names of two more impressionist and realist painters.
- They find one example of the work of each painter and write a short description of it.
- Groups organise their information on a poster and present it to the class.



**1** WB p67 Look at the painting. What do you think? Circle the adjective which describes it best.

**Aim:** to encourage students to give their opinions

**2** WB p67 Read Beth's text. Underline the information in different colours.

**Aim:** to give students practice with reading skills

**Key:** Red: three penguins in a restaurant. A waiter is bringing them a large fish on a plate. Blue: I like it because it's very imaginative. Green: Surrealist artists paint realistically, but they paint crazy scenes which look like they have come from a dream.

**3** WB p67 Write a short text about your favourite painting from Student's Book or Workbook page 66 or choose another painting that you prefer.

**Aim:** to stimulate students' creativity and to give 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 Art and painters and completed a project. I did my own impressionist painting! 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.

**5B p67** Do an impressionist painting.

**Warm-up** Elicit the names of the two styles of painting from the previous lesson, what they are like and the names of some famous painters of each style.

**Aim:** to review Art and painting

**Language competences:** Your students will be able to talk about Art in English. Your students will be able to complete a project.

**Language:** topic of Art and painting. Materials: cardboard, wood glue, plastic plates, poster paints, paintbrushes, water, plastic cups, dip.

**Aim:** to extend the focus on Art through English. To enable students to complete a project.

Give students a time limit for each step. They don't start on the next step until you have checked their work on the current step. Go around the class and monitor students as they are working. After students have completed step 6, have students clear and clean their tables before they start the writing. Elicit some useful phrases for the writing task and write them on the board. Students write a first draft of their texts. They swap them with a partner and give each other feedback. Students then write a final version of their texts in their notebooks. When the paintings are dry, display them on the walls of the classroom.



**Aims:**

- to consolidate language from the unit
- to promote student-student cooperation

**New language:** *travel agency, brochure, town guide, capital, harbour, hemisphere, mild*

**Recycled language:** language from the unit

**Materials:** CD, materials for the mini talk

**Language competences:** Your students will be able to prepare and present in a group.

**Warm-up**

**Aim:** to review vocabulary

- Draw a circle on the board and tell students that this is the world, or point to a map/globe.
- Ask students to name one place they would each like to visit in the world and to give a reason.

1 CD3 15

**SB p68** Listen to Alice, Thomas and Emily talking about Sydney in Australia. What do they each talk about?

**Aim:** to provide a model for the group presentations

- Focus students on the pictures and elicit what they can see. Elicit the name of the place.
- Play the recording. Students listen to find what each of the three people are talking about.
- Students compare their answers in pairs.
- Play the recording again. Check with the 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:** Alice talks about the number of people who live in Sydney and the languages they speak. Thomas talks about famous sights in Sydney. Emily talks about the climate.

**Preparing for and delivering group presentations**

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

- Focus students on *Find out about it*. Give them a time limit.
- Read the bullet points through. Check vocabulary.
- Tell students they can also focus on any city they think they can describe in an interesting way. Possible choices are: New York, San Francisco, Mexico City, Rio de Janeiro, Buenos Aires, Bogota, Quito, Santiago, Lima, São Paulo, Paris, Moscow, Berlin, Lisbon, Madrid, Vienna, Athens, Rome, Beijing, Tokyo, Mumbai, Cairo.
- Students research information about their city.

- Focus students on *Prepare it*. Give them a time limit.
- Read the bullet points through with the class. Check vocabulary.
- Monitor individuals as they prepare their presentations.
- Make sure they follow each step in sequence.
- Remind students to focus on the improvement points they wrote in their notebooks after the last mini 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 city that you didn't already know.
- Re-read the *Tips for presenters* through with the class.
- Groups take turns to do their presentations.
- Get feedback on the listening task.

**1** **WB p68** Make three sentences with the phrase in the diamond. Use three different phrases in each sentence.

**Aim:** to review structures from the unit

**Key:** Have you ever been to Paris? Have you ever met a famous person? He has never flown on a plane.

**2** **WB p68** Draw lines and complete the sentence with the words from the box.

**Aim:** to review sentence structure

**Key:** 2 Has she ever been to a foreign country? 3 I have never watched a football match on TV! 4 I didn't like the film on TV last night. 5 She went to Spain with her mum last year. 6 I lost my pen at school yesterday.

**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 the group presentations. Make general points.
- In their groups, students discuss how they think their 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.



- Go around and check their work.
- Students swap postcards and give each other feedback.
- Students write a final draft of their postcards.
- Students turn to the My portfolio writing practice section on page 122 of the Workbook.
- Work through the exercises with the class.

**1** WB p69 Find and write the words.

**Aim:** to practise spelling

**Key:** 2 impressionist, 3 butcher's, 4 baker's, 5 realism, 6 dungeon

**2** WB p69 Complete the sentences with the words from Activity 1.

**Aim:** to review unit vocabulary

**Key:** 2 grocer's, 3 dungeon, 4 baker's, 5 impressionist, 6 realism

**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

### Ending the lesson

- 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
- In groups, students look through each page of Unit 5, at their vocabulary books and at their portfolios and discuss what they have learnt in this unit.
- Students talk about what they have learnt and are good at, as well as what they need to improve.

**Language competence:** Your students will be able to use language from the unit to make a poster for their portfolios.

**Language:** language from the unit

**Language:** greetings, souvenir, guess what?

**Language:** awareness of how to write a postcard

**3** WB p69 Read the postcards and answer the questions.

**Aim:** to give students practice with reading and

understanding questions

- Check understanding of postcard and greetings.
- Students read the postcards aloud around the class.
- In pairs, students discuss answers to the six questions.
- Check and discuss with the class.

**2** WB p69 Imagine that you're on holiday in London. Think about the questions and make notes.

**Aim:** to give students practice with planning their writing

- Brainstorm some ideas for places students are visiting.
- Students make notes for each of the six points.
- Go around the class and help / make suggestions.

**3** WB p69 Write a postcard to an English-speaking friend. Think of a name and use your notes to write to him/her about your holiday.

**Aim:** to give students practice in writing a postcard

- Remind students to use the postcards in Activity 1 as a model.
- Read through and discuss the *Tips for writers*.
- Students plan their postcards using *Tips for writers* as a guide.
- Students write a first draft of their postcards.



## 6 Crazy inventions

### Aims:

- to present and practise vocabulary for tools and machines
- to give students listening practice

**New language:** *spanner, switch, lever, button, drill, screwdriver, workbench, hammer, nails, saw (n), paint pot, paintbrush, inventor, invent, however*

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

**Materials:** CD

**Language competences:** Your students will be able to talk about tools and machines.

### Warm-up

**Aim:** to introduce the context of tools and machines

- Elicit from students what they need to use in school every day.
- Write, e.g. *pencils, crayons*, on the board and elicit other things in the set, e.g. *text books, ipods, notebooks, rulers, erasers*.
- Tell students that in this unit of *Super Minds* they are going to learn about things you need in the workshop.
- Check understanding of *workshop*.

### Presentation

**Aim:** to present vocabulary for tools and machines

- Read the text at the top of the page with the class and have them look at the picture.
- Elicit where the friends are (in a workshop) and if it is the present, the future or the past (the future).
- 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.

1 CD3 16

**SB p70** 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.

2 CD3 17

**SB p70** 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 A mad professor, 2 A hammer and a few nails, 3 Friday 15th April 2130, 4 Some of his machines

3 **SB p70** Choose a word. Mime it for your partner to guess.

**Aim:** to give students practice with the new vocabulary

- Demonstrate the activity with the class.
- Students do the activity in pairs. They take turns to mime and guess the different things from the workshop.

1 **WB p70** Find eleven words in the wordsquare. Which word from Student's Book page 70 is missing?

**Aim:** to practise the new vocabulary

**Key:** Across: workbench, button, drill, nails, paintbrush, spanner, switch, lever; Down: hammer, saw  
Missing word: paint pot

2 **WB p70** Match the words from Activity 1 to the pictures.

**Aim:** to give further practice with the new vocabulary

**Key:** 2 drill, 3 paint pot, 4 lever, 5 nails, 6 screwdriver, 7 spanner, 8 switch, 9 button, 10 hammer, 11 saw, 12 paintbrush

3 **WB p70** Choose words from Activity 2 to complete the dialogue.

**Aim:** to check comprehension

**Key:** 2 hammer, 3 nails, 4 screwdriver

**Note:** Accept any sensible answers for this activity.

### Ending the lesson

**Aim:** to review vocabulary from the lesson

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

### Extension activity

**Aim:** to consolidate vocabulary from the lesson

- Students write the 12 new vocabulary items in their vocabulary books.
- For each item, they draw a picture and label it.



### 3 SB p71 Play What's wrong?

**Aim:** to practise *too many / not enough*

- Students take turns to make a statement and respond.
- Key:** 1 It's got too many eyes. That's picture 1, the doll. 2 It hasn't got enough numbers. That's picture 2, the clock. 3 It's got too many days. That's picture 3, the calendar. 4 It's got too many legs. That's picture 5, the duck. 5 It's got too many arms. That's picture 6, the octopus. 6 It's got too many wheels. That's picture 7, the car. 8 It hasn't got enough legs. That's picture 8, the spider. 9 It hasn't got enough teeth. That's picture 9, the crocodile. 10 It hasn't got enough eyes. That's picture 10, the fish. 11 It's got too many wings. That's picture 11, the bird. 12 It hasn't got enough wings. That's picture 12, the plane.

### 1 WB p71 Choose the correct words.

**Aim:** to give students further practice with the new language

**Key:** 2 too many, 3 too many, 4 enough, 5 too many, 6 enough

### 2 WB p71 Complete the dialogue with *too many* and *enough*.

**Aim:** to give students further writing practice with the new language

**Key:** 2 enough, 3 too many, 4 enough, 5 too many, 6 too many, 7 enough, 8 too many

### 3 WB p71 Write sentences with *too many* and *enough*.

**Aim:** to give additional practice with the new language

**Key:** 2 There are too many fish. 3 There are too many cars. 4 There isn't enough juice. 5 There are too many people. 6 There aren't enough players.

### Ending the lesson

- Aim:** to practise key language from the lesson
- Play the game from SB Activity 3 in open pairs.

### Extension activity

**Aim:** to consolidate the new language

- Put students into groups of four.
- They compare their sentences for WB Activity 3.
- For each picture they think of at least two sentences, one with *too many* and one with *enough*.
- Count up with the class how many different sentences there are for each picture.

### Warm-up

- Aim:** to review vocabulary for tools and machines
- With books closed, brainstorm the new vocabulary from the previous lesson. Create a word map.

### Presentation

**Aim:** to present *too many / not enough*

- Take five pencils and give one to each student. When you get to the last student, say *Oh, I haven't got enough pencils*.
- Take the pencils back from the students. Pick up several more pencils.
- Hand out the pencils again, one by one, to the six students. Hold up the pencils you have still got in your hand. Say *Oh, I've got too many pencils*.
- Write the two sentences on the board: *I haven't got enough pencils*. *I've got too many pencils*.
- Blot the difference in meaning between the two.
- Remind students that with uncountable words, e.g. *milk*, the sentence would be, e.g. *I haven't got enough milk*. *I've got too much milk*.

### 5B p71 Look at some of Professor Potts' ideas

and match them with the sentences.

**Aim:** to practise *too many / not enough*

- Check students understand that these are some of Professor Potts' inventions.
- Students match the inventions with the sentences.

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

### 5B p71 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 124 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise and check in pairs.
- Key:** 1 too many, 2 enough, 3 too many, 4 enough, 5 enough, 6 too many



**Aims:**

- to practise communication
- to practise different pronunciations of the *gh* digraph

**New language:** *bi-plane, camouflaged*

**Recycled language:** tools and machines

**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 say some common words containing the *gh* digraph.

**Warm-up**

**Aim:** to review tools and machines

- Write each word of the workshop vocabulary on the board in scrambled letter order.
- Students work in pairs with Student's Books closed.
- They work out what each word is and write it correctly.
- Elicit the spelling from students to check. They also mime each word.

- 1 **SB p72** Look at the photo and answer the questions.

**Aim:** to give students practice with making predictions

- Elicit who students can see in the photo and where the photo is (two students in a workshop).
- Read the two questions aloud with the class and elicit who the two people are (Josh and Charlie).
- Students cover the text and predict in pairs.
- Discuss their ideas as a class.

- 2 **CD3 19 SB p72** Read and listen to the dialogue to check your ideas.

**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 answers in pairs.
- Check with the class. Check vocabulary.
- Play the DVD-ROM.
- Students practise the dialogue in open pairs.

**Key:** 1 He is making a model plane. 2 He wants Charlie to make him a sandwich.

- 3 **SB p72** Work in pairs.

**Aim:** to create and practise dialogues.

- Students practise the dialogue from Activity 2 in pairs.
- Brainstorm ideas for the dialogue, e.g. other models they could make. Write some notes on the board.
- Read the *What to say* with the class.
- Students write their own dialogues in pairs, using Activity 2 as a model.
- Pairs practise and perform their dialogues for the class.

- 1 **WB p72** Read the dialogue on Student's Book page 72 again. Complete the summary.

**Aim:** to check comprehension

**Key:** 2 four, 3 wheels, 4 green, 5 brown

- 2 **WB p72** Complete the dialogue with the phrases from the box.

**Aim:** to practise functional language

**Key:** 2 at the back, 3 what about, 4 reason for that, 5 enough, 6 why

- 3 **CD3 20 WB p72** Listen and say the words.

**Aim:** to practise different pronunciations of the *gh* digraph

- 4 **WB p72** Match the rhyming words.

**Aim:** to identify words with different pronunciations of *gh*

- 5 **CD3 21 WB p72** Listen, check and say the words.

**Aim:** to practise different pronunciations of *gh*

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

**Ending the lesson**

**Aim:** to practise saying and spelling *gh* words

- Do a spelling test using the words in the Workbook.
- Students write the pairs of words.

**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.



## Extension activity

**Aim:** to encourage cooperation

- In groups of four, students take turns to read and compare their ideas from WB Activity 3.
- Students in the group find out if any of their answers are the same.

## Ending the lesson

**Aim:** to review vocabulary from the lesson

- Students write about the machines they drew for SB Activity 3: what it does and what it is for.

**Aim:** to give students writing practice

- Key:** 2 Can you tell me what this switch does? 3 Can you tell me what this lever does? 4 Can you tell me what this button does?

own ideas.

**3** **WB p73** Look at the pictures. Write questions with *is, does and is for*. Answer them with your own ideas.

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

**Aim:** to give further practice with the new language

**2** **WB p73** Put the dialogue in order.

- Key:** 2 Can you tell me what this machine is? 3 Can you tell me what this blue button is for? 4 Can you tell me what this lever does?

**Aim:** to review the new language

**1** **WB p73** Make sentences.

- Use the picture to demonstrate the activity with the class.
- Each student draws a machine with buttons, levers and switches.
- In pairs, students take turns to ask and talk about their machines.

**Aim:** to give students further practice with *Can you tell me what this is / does / is for?*

**3** **SB p73** Draw a machine with buttons, levers and switches. Work in pairs and talk about your machines.

- Key:** 1 Can you tell me what this machine is for? 2 Can you tell me what this switch does? 3 Can you tell me what this button is for? 4 Can you tell me what this lever does? 5 Can you tell me what that lever does? 6 Can you tell me what this tool is for?
- Work through the other examples with the class.
  - Students complete the exercise individually and then check in pairs.

## Presentation

- Remind students about Professor Potts and his 'crazy machines'.
- Elicit students' ideas for names of some more crazy machines. Write them on the board.

## Warm-up

**Aim:** to review vocabulary

- **Language competences:** Your students will be able to ask for more information, using *Can you tell me what this is / does / is for?*

**Materials:** CD

**Recycled language:** tools and machines

**New language:** control (v), top secret

• to practise reading skills

*this is / does / is for?*

• to present and practise *Can you tell me what*

- **SB p73** Listen and ask the questions.
- **Aim:** to focus students on grammatical form
- Play the recording. Students listen and repeat in chorus.
- Repeat.
- Students take turns to practise the questions in pairs.
- Students turn to the Grammar focus section on page 124 of the Student's Book.

**SB p73** Read the dialogue and complete the labels on the machine. What do you think the button is for?

- **Aim:** to practise *Can you tell me what this is / does /*
- Ask the questions about the other machines.
- Write the three questions on the board.
- Ask Can you tell me what this is for? Check comprehension of the question. Students answer.
- Then ask Can you tell me what this does? Check comprehension of the question. Students answer.
- Ask Can you tell me what this is? Check comprehension of the question. Students answer.
- Point to one of the machine names from the warm-up and ask, e.g. Can you tell me what this is? Check comprehension of the question. Students answer.

**Aim:** to present *Can you tell me what this is / does /*



### Aims:

- to present a story
- to develop reading skills

**New language:** *strange-looking, stripe, spot, tele-transporter, hairdressing*

**Recycled language:** characters and language from the story, tools and machines

**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 unit.
- Give prompts if necessary, e.g. *Time Travellers, school seems strange, Science lesson, pirates (the past), a park in a city (the future), Ancient Egypt (the past), the Olympics (2016), the Great Fire of London (1666), Professor Potts' workshop (2130).*

- 1  **SB pp74-75** Go through the text quickly and find answers to the questions.

**Aim:** to give students practice with skimming and scanning

- Have students look at the pictures and elicit what they can see.
- Read the activity instructions with the class. Check students know what to do.
- Read the two questions and check comprehension.
- Give students a time limit, e.g. two minutes, to read the text quickly to find the answers.
- They compare answers in pairs.

- 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 listen and read to check their answers to the questions from Activity 1.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (Patrick pulled the lever on the unfinished machine and the yellow glow from the gate appeared. The children went through and were gone in a flash).

**Key:** 1 Five, 2 No!

### Practice


**Aim:** to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *What is the first machine for?* (It's a painting machine.) *Does it work?* (No.) *What is the second machine for?* (It's a homework machine.) *Does it work?* (No.) *What is the third machine for?* (It's a machine to transport things.) *Does it work?* (No.) *What is the fourth machine for?* (It's a hairdressing machine.) *Does Phoebe try it?* (No.) *What is the fifth machine for?* (Professor Potts doesn't know.) *Does it work?* (Yes.)

- 1  **WB p74** Remember the story. Match the sentence halves.


**Aim:** to check memory skills

**Key:** 2 c, 3 b, 4 a

- 2  **WB p74** Look at the pictures. Complete the summary with the words for five of the objects.

**Aim:** to practise summarising skills

**Key:** 2 paintbrush, 3 button, 4 spanner, 5 lever

- 3  **WB p74** Complete the sentences with the correct name.

**Aim:** to practise reading skills

**Key:** 2 Patrick, 3 Alex, 4 Professor Potts, 5 Professor Potts, 6 Phoebe

### 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 stimulate students' creativity

- Put students into pairs.
- Tell students to imagine what Professor Potts tells his family about the strange children that appeared and then disappeared in his workshop.
- They brainstorm ideas in their pairs and then write a short monologue.
- Pairs take turns to read their monologues to the class.



**1** **Think!** **WB p75** Here are other wrong answers from the Homework Express. Match the answers with the questions that it was trying to answer.

**Aim:** to give students practice with making associations

**Thinking skills:** making associations

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

**2** **WB p75** The answers from the Homework Express in Activity 1 are all wrong, of course.

Write the correct answers.

**Aim:** to activate students' knowledge of the world

**Key:** 2 81, 3 Rome, 4 Wind, 5 In the sea, 6 Jupiter

**3** **WB p75** Look at the machine's wrong answers in Activity 1. Write correct questions.

**Aim:** to give students practice with writing questions

**Key** (possible answers): b What is 12 x 6? c Where do bears live? d Which is the reddest planet in our solar system? e Who invented the telephone? f What kind of instrument is a violin?

## 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 encourage cooperation and peer appreciation

- Put students into groups of four.
- Students read out loud and compare the questions they wrote for WB Activity 3.
- They then think of four other questions to ask the Homework Express (and they write the answers).
- Collect the questions and answers from all the groups.
- Make two teams and play a team game, using questions chosen at random.
- In their teams, students number themselves 1 to however many students there are in the team.
- Ask the questions of each team in turn by calling a number at random, e.g. Seven, and then asking the question.
- Award one point for each correct answer.
- The team with the most correct answers at the end is the winner.

**Aims:**

- to practise reading for specific information

- to identify key events in a story

**New language:** fix (v)

**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 friends? (In Professor Potts' workshop.) How many machines did he show them? (Five.) Did any of them work? (Only the last one.)*
- Ask students to describe what one of the machines is for.

**3** **SB p75** Look at the pictures 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 pictures and make notes to answer the questions. They look back at the text as necessary.
- They compare their answers in pairs.
- Check with the class.

**Key:** 1 It paints the cat, not the chair. 2 Some coloured lights flash on the screen, not the answer to the sum. 3 Black smoke fills the room. The bike doesn't travel to the other machine. 4 She likes her hair the way it is. 5 Patrick. 6 It opens the Time Travellers' gate.

**4** **Think!** **SB p75** What tool does the professor need to fix these problems?

**Aim:** to give students practice with understanding the story

**Thinking skills:** logical thinking

- Read out the activity instructions for students and check they know what to do.
- Students discuss their answers in pairs.
- Check and discuss as a class.

**Key:** 1 A paintbrush, 2 A hammer and nails, 3 A spanner, 4 A saw



**Aims:**

- to practise reading skills
- to practise speaking skills

**Skills:**

- reading for specific information
- taking part in a pair discussion

**Thinking skills:** focusing on values**New language:** *hobby, landline, emergency***Recycled language:** language from the unit**Language competences:** Your students will be able to read for specific information.

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

**Value:** the benefits of technology**Warm-up****Aim:** to activate vocabulary

- Write *Inventions* on the board.
- Ask students what they think the most important invention of the last 20 years is and why.

- 1 **SB p76** Work in pairs. Look at the inventions in the photos. Which two were invented around the same time? Number the photos 1–4 (1 = the earliest invention).

**Aim:** to activate known vocabulary and knowledge of the world

- Elicit what the invention is in each photo.
- Discuss the questions with the class and elicit their ideas. Don't give the answers.
- In pairs, students number the photos 1–4.

- 2 **SB p76** Read the webpage to check your answers.

**Aim:** to give students practice with reading for specific information

- Students quickly read the text to check their answers.
- They compare answers in pairs. Check with the class.

**Key:** The computer and mobile phones

- a 4 the computer, b 5 mobile phones, c 2 the plane, d 3 the television, e 1 the radio

- 3 **Think!** **SB p76** Work in pairs.

**Aim:** to give students practice in discussing their ideas in pairs**Thinking skill:** evaluating

- In pairs, students think of ideas for each question.

- Elicit ideas for each point and discuss as a class.
- For question 1, stress values so that students think about technology to help rather than as entertainment, e.g. radio for emergency services, help, etc., radio/TV to raise money for emergencies, computers for dissemination of information / education or wider application of logistics in, e.g. distribution of overseas aid.
- For question 2, raise the question of the constant trend to have newer and better phones and the wastage that this causes, noise pollution from radios, people watching screens/phones and not talking or getting enough exercise / fresh air.

- 1 **Values** **WB p76** What did you discuss about inventions? Colour the words.

**Aim:** to focus students on the value of the benefits of technology**Key:** The most important inventions help people.

- 2 **WB p76** Read the descriptions of some tools. What is the word for each one? **KEY**

**Aim:** to give students practice with spelling and with understanding definitions**Key:** 2 paintbrush, 3 hammer, 4 drill, 5 switch, 6 button

- 3 **WB p76** Read the two notes about tools. Complete the order form. **KEY**

**Aim:** to give students practice with filling in forms**Key:** 2 12 Green Lane, Kettle, 3 blue, 4 large, 5 £12.99, 6 15 June**Ending the lesson****Aim:** to review the content of the lesson

- With Student's Books closed, elicit what students can remember about the inventions in the Student's Book.

**Extension activity****Aim:** to discuss the value of the benefits of technology

- Focus on the value of the benefits of technology and on the discussion they had for Activity 3 of the Student's Book.
- Elicit from students why this value is important and talk about other examples of the benefits of technology, in particular how they can benefit people of reduced mobility or those who are ill.

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



## Extension activity

- Aim:** to promote students' decision-making and evaluation skills
- Remind students of the 'five greatest inventions of the 20th century' from SB page 76.
  - They write a short text to explain which of these they think is the most important invention and why.
  - In groups of four, they take turns to read their texts aloud and to discuss the reasons for their choices.

## Ending the lesson

- Aim:** to encourage students' personal responses
- Ask pairs what the choice of second best invention was from SB Activity 5.

**Aim:** to give students practice with reading skills  
**Key:** 2 G, 3 F, 4 A, 5 C, 6 B

**2** **WB p77** Which notice (A-H) says this (1-6)?  
**Write the correct letter.** **KEY**

**Key:** 2 Electric fans, 3 The world's first mobile phones, 4 of the largest torches in the world, 5 £5.99, 5 p.m.

**Aim:** to give students practice with listening skills

**1** **WB p77** You will hear some information about a museum. Listen and complete the notes. **KEY**

- Aim:** to give students practice with making choices
- Students go around the class, reading about their classmates' inventions and looking at the pictures.
  - Tell them to make notes as they go and to agree in their pair on the best one and the second best one.
  - Note: They cannot choose their own as the best.
  - Pairs write the name of the best invention on a piece of paper. Collect the papers and announce the result.

**5** **SB p77** Vote on the best invention in the class.

- Display the pictures and texts around the class.
- Pairs write a final version of their texts.
- Pairs check each other's work for grammar and for clarity of description.
- When students have written a draft of their text, they swap their drafts with another pair.
- Students plan their crazy invention in pairs.
- Brainstorm some typical 'problems' for the activity.
- Read the activity instructions and the four points aloud with the class.

**Aim:** to give students practice with planning and writing in pairs

**4** **SB p77** Work in pairs. Design a crazy invention.

- Aim:** to give students practice in pair discussions
- Read through a and b with the class.
  - Demonstrate the activity by asking students to explain what one of the inventions does.
  - Put students into pairs for the activity.
  - Go around the class to check and help.
  - Elicit points for each invention from the pairs. Add them up to find out which ones the class thinks are the best and the worst inventions.

**3** **SB p77** Work in pairs.

**Key:** 1 A dog translator, 2 An alarm clock that rolls away when it rings, 3 Shoe umbrellas, 4 A banana guard

- Aim:** to give students practice with listening skills
- Play the recording. Students listen to check their ideas.
  - Play the recording again. Check with the class.

**2** **SB p77** Listen to a radio show about the inventions and check your ideas.

- Students discuss their ideas for each one in pairs.
- Elicit and discuss as a class. Don't give the answers.
- Elicit a few guesses from the class. I think ... / It could be ... / Maybe ...

**Aim:** to give students practice with making guesses

**3** **SB p77** Work in pairs. Look at the strange inventions and try to decide what they are for.

- Elicit the five inventions students read about in the previous lesson and three things about them.

**Aim:** to review the topic

## Warm-up

Your students will be able to write a description.

information.

Your students will be able to listen for specific

able to take part in a pair discussion.

**Language competences:** Your students will be

**Materials:** CD

**Recycled language:** language from the unit

**New language:** useless

describing an invention

listening for specific information

taking part in a pair discussion

skills

to practise writing skills

to practise listening skills

to practise speaking skills



### Aims:

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

**New language:** *log, force, pole, diagram, load, pivot*

**Recycled language:** language from the unit

**Materials:** CD, the Internet and reference books

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

### Warm-up

**Aim:** to introduce the topic of Physics and levers

- Write an anagram of the word *lever* on the board. Ask students to tell you what the word is. Give them a clue if necessary (it's one of the things from the workshop).
- Elicit examples of things with levers and what levers do.
- Tell students the topic of today's lesson is Physics and the use of levers.

- 1 **SB p78** Read and write the names under the pictures.

**Aim:** to practise reading skills

- Focus students on the two illustrations and elicit what they can see.
- Pre-teach *log, force*.
- Read the activity instructions with the class.
- Have students read the two texts silently and write the correct name under each picture.
- Students discuss their answers in groups.
- Elicit and check as a class.
- Have students take turns to read the texts aloud. Check understanding of vocabulary and concepts.

**Key:** 1 Maria, 2 Gemma

- 2 **CD3 26** **SB p78** Listen and read about levers. Label the diagram.

**Aim:** to extend students' understanding of Physics and levers

- Read the activity instructions with the class and check understanding.
- Play the recording. Students read, listen and label the diagram.
- They compare answers in pairs.
- Play the recording again.
- Check with the class. Demonstrate the use of a pivot using, e.g. a ruler and a pencil.

**Key:** 1 force, 2 load, 3 pivot

- 3 **SB p78** Read and complete the smart facts with the words from the box.

**Aim:** to extend students' understanding of the topic

- Read the activity instructions with the class and check students know what to do.
- Check understanding of the words in the box.
- Students complete the smart facts individually and then compare answers in pairs.
- Check with the class. Have a student read the smart facts aloud.
- Check and discuss the concepts presented. Elicit other animals they can think of which use levers.

**Key:** 1 humans, 2 animals, 3 sticks, 4 fruit

- 1 **WB p78** Choose the correct words.

**Aim:** to consolidate students' understanding of the topic

**Key:** 1 lift, force, 2 levers, 3 load, 4 pivot

- 2 **WB p78** Match the pictures with the sentences in Activity 1.

**Aim:** to further consolidate students' understanding of the topic

**Key:** b 1, c 4, d 2

- 3 **WB p78** Which of the pictures in Activity 2 show pivots? Circle the pivots.

**Aim:** to check students' understanding of the topic

**Key:** b, c and d show pivots

### 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. *levers and pivots and how these help us lift and move heavy loads.*
- Write it on the board. Students copy it into their notebooks.

### Extension activity

**Aim:** to extend students' understanding of the topic

- Students work in groups of four.
- They do some research using the Internet or reference books and find out two more examples of machines which use pivots.
- Groups organise their information on a poster and present it to the class.



**WB p79** Ryan and Jenna are doing an experiment. Look at the pictures and answer the questions.

**Aim:** to encourage students to apply what they know  
**Key:** 1 They're using a pivot and a 200 g load. Ryan's pivot is nearer the load. 2 Jenna, 3 Jenna

### 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 did today, e.g. *learnt more about Physics and levers, done some experiments in class and I am going to do some more observations at home.*
- 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.

to extend the focus on Physics through English  
 to enable students to complete a project  
**New language:** rubber, stapler, weighing scales  
**Recycled language:** topic of Physics and levers  
**Materials:** rulers and rubbers.  
 able to talk about Physics in English.  
 Your students will be able to complete a project.

### Warm-up

**Aim:** to review Physics and levers

- Elicit what students learnt about levers and pivots in the previous lesson.
- Ask them to demonstrate the use of a pivot using classroom objects.

**Project** **SB p79** Do experiments with levers.

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

- Focus students on page 79 in the Student's Book.
- Have them look at the picture under the heading *A simple lever.*
- Read the steps with the class.
- They try out the experiment individually with a ruler and rubbers and discuss questions 1 and 2.
- Discuss answers to 1 and 2 with the class (1 It flies into the air, 2 The ruler is the lever, the rubber is the pivot).
- Read *Using a lever* with the class.
- Students try out this experiment individually.
- They compare and discuss answers in pairs.
- Check and discuss as a class (3 The book lifts up).
- Read *Using a pivot* with the class.
- Students try these experiments out in pairs and discuss what they notice.
- Check and discuss as a class (5 It lifts it a little, 6 It lifts it more).
- Read *Levers at home* with the class.
- Pre-teach *weighing scales* and *stapler*.
- They find some levers at home and report back to the class in the next lesson.

**WB p79** Tick (✓) the pictures where a lever is used.

**Aim:** to give students more practice with the topic

**Key** 2 ✓, 3 ✓, 4



### Aims:

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

**Recycled language:** language from the unit, tools and machines

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

### Warm-up

**Aim:** to review tools and machines vocabulary

- Write *Tools and machines* on the board.
- Give students one minute in their pairs to write down all the things they can think of from the unit.
- They do this with Student's Books closed.
- Elicit the words from pairs at random. Do this orally. Write them on the board. Elicit which are tools (spanner, hammer, nails, screwdriver, saw, drill).

### 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 person wanting to build a treehouse and someone helping to plan one.
- 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. *What sort of tools do I need?*
- 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.
- Remind students to focus on the improvement points they wrote in their notebooks after the last role play.
- Students practise their role plays so that they can perform them without reading the text.

### 2 SB p80 Act out your dialogue.

**Aim:** to practise interactive speaking skills

- Pairs take turns to perform their short plays for the class.

### 1 WB p80 Choose six words or phrases to complete the sentences.

**Aim:** to review language from the unit

**Key:** 2 too many, 3 this button does, 4 what this lever, 5 you tell, 6 haven't got

### 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 Can you tell me what this machine is for? 3 She's got too many posters and nowhere to put them all. 4 Can you tell me what this is? 5 I've got too many clothes. I need to give some away. 6 Can you tell me what this switch does?

### 3 WB p80 Complete the sentences with your own ideas.

**Aim:** to personalise the topic

### Ending the lesson

**Aim:** to review functional language from the lesson

- Pairs volunteer to act out their dialogues again from SB Activity 2.
- Use this activity to review the functional language from the lesson.

### 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.



### Extension activity

- Aim:** to enable students to discuss and share what they have learnt
- In groups, students look through each page of Unit 6, at their vocabulary books and at their portfolios and discuss what they have learnt in this unit.
  - Students talk about what they have learnt and are good at, as well as what they need to improve.

### 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.

**Aim:** to practise writing skills

- 3 **WB p81** A girl is showing her 'superbike' to a friend. Write a dialogue. Use the ideas to help you.

**Key:** 2 invention, 3 lever, 4 pivot, 5 paintbrush, 6 hammer

**Aim:** to review unit vocabulary

from Activity 1.

- 2 **WB p81** Complete the sentences with the words

**Key:** paintbrush, button, lever, hammer, pivot

**Aim:** to practise spelling

- 1 **WB p81** Find and write the words.

- Work through the exercises with the class.
- on page 123 of the Workbook.
- Students turn to the My portfolio writing practice section
- Students write a final draft of their stories.
- Students swap stories in pairs and give feedback.
- Go around and check their work.
- Students plan their stories and write a first draft.
- Read and discuss the *Tips for writers* with the class.

**Aim:** to give students practice in writing a story

- 5 **SB p81** Imagine that you visited the professor last night. Write your story.

- Aim:** to give students practice with improving a story
- Have students read the story aloud around the class.
  - In pairs, students add adjectives and direct speech.
  - They write the improved story in their notebooks.
  - Elicit the improved stories and ask for feedback.

- 4 **SB p81** Use adjectives and direct speech to make this story better.

- Key:** Five times
- Check and discuss as a class.
  - Students re-read the story and discuss their answers.

**Aim:** to raise students' awareness of the use of direct speech in a story

- 3 **SB p81** How many times do the professor and Sophie speak in her story?

- Key:** Sophie uses: strange-looking, colourful, curious, best, yellow, brown, happy, fantastic
- Note:** Some students may include *strawberry* which, although a noun, is used adjectivally here to qualify *ice cream*, so this is also correct.
- Students underline the adjectives in pairs.
  - Elicit other adjectives which they can think of.

**Aim:** to raise students' awareness of the use of adjectives in writing

- 2 **SB p81** Underline the adjectives which Sophie uses. Then make a list of other adjectives.

- Key:** Sophie's (because it is more descriptive – it uses more adjectives).
- In pairs, students discuss which they think is better and why. Discuss with the class.
  - Check understanding of vocabulary.
  - Have students read the two stories aloud.

**Aim:** to give students practice with reading and answering questions

- 1 **SB p81** Read the two stories. Which one is better: Ethan's or Sophie's?

- 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.

### Warm-up

- Recycled language:** lab, curious
- Materials:** students' portfolios
- Language competences:** Your students will be able to use language from the unit to make a section for their portfolios.
- To consolidate language from the unit
  - To raise awareness of how to write a story



## 7 This is Houston

### Aims:

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

**New language:** *countdown clock, lunar module, space capsule, spacesuit, launch pad, crater, control panel, screen, headset, colleague, set foot, mankind, peace, lock someone up, security, boss, spy*

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

**Materials:** CD

**Language competences:** Your students will be able to talk about the moon landing.

### Warm-up


**Aim:** to introduce the context of the moon landing

- Elicit from students how people can travel into space (on a rocket).
- Ask students if people have ever been to other planets or to the moon.
- Elicit what they know and write notes on the board.

### Presentation


**Aim:** to present vocabulary for the moon landing

- Elicit where the friends are (in a control room) and if it is the present, the future or the past (the past).
- Use the picture in the Student's Book to set the context of the moon landing and to present 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 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.


- 2  **SB p82** Read, listen and complete the sentences.

**Aim:** to practise listening

- Read the sentence stems 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 control room, 2 1969, the first landing on the moon, 3 are doing there, 4 lock them up

- 3  **SB p82** 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.
- Elicit another example from a student in the class. The other students in the class guess which thing it is.
- Students do the activity in pairs. They take turns to describe and guess each of the vocabulary items.
- Monitor pairs as they do the activity.
- Check with open pairs.

- 1  **WB p82** Look at the pictures. Complete the words.


**Aim:** to practise the new vocabulary

**Key:** 2 launch pad, 3 crater, 4 headset, 5 lunar module, 6 space capsule, 7 screen, 8 spacesuit, 9 control panel

- 2  **WB p82** Correct one moon landing word in each sentence.

**Aim:** to give further practice with the new vocabulary

**Key:** 2 space-capsule countdown clock, 3 launch-pad headset, 4 control-panels spacesuits, 5 countdown clock crater, 6 crater space capsule

- 3  **WB p82** Match the sentence halves.

**Aim:** to check comprehension

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

### Ending the lesson

**Aim:** to review vocabulary from the lesson

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

### Extension activity

**Aim:** to consolidate vocabulary from the lesson

- Students write the nine new vocabulary items from the Student's Book presentation in their vocabulary books.
- For each item, they draw a picture and label it. They also write a description, using ideas from SB Activity 3.



- 3 **SB p83** Work in groups. Discuss things that you do at school or at home. Which of these things are boring / interesting / important / fun? Do you all agree?

**Aim:** to practise gerunds as subjects

- Make groups of four. Students take turns to make a statement about something they do at home or at school. The others in the group respond, using, e.g. *I agree, but it's boring too / Definitely / It depends*, plus their own ideas.
- Go around the class to check and help as necessary.
- Check with the class by eliciting some sentences from the different groups.

- 1 **WB p83** Complete the sentences with the gerund of the verbs in brackets.

**Aim:** to give students further practice with the new language

**Key:** 2 Training, 3 Eating, 4 Making, 5 Sleeping, 6 Coming

- 2 **WB p83** Write sentences for the pictures.

**Aim:** to give students further writing practice with the new language

**Key:** 2 Reading comics is, 3 Skateboarding is, 4 Climbing trees is, 5 Catching a snake is, 6 Waiting for the bus is

- 3 **WB p83** Write six sentences about yourself. Use different adjectives in each sentence and the gerund of some of the verbs from the box.

**Aim:** to give students additional practice with the new language

### Ending the lesson

- **Aim:** to practise key language from the lesson
- Play the game from SB Activity 3 in open pairs.

### Extension activity

**Aim:** to consolidate the new language

- Put students into groups of four.
- They compare their sentences for WB Activity 3.
- They find out how many different sentences they have for each gerund.
- Elicit the sentences from the groups and count up with the class how many different sentences there are for each of the gerunds.

### Warm-up

- **Aim:** to review vocabulary for the moon landing
- Write *The moon landing* on the board.
- Brainstorm the new vocabulary from the previous lesson to create a word map.

### Presentation

- **Aim:** to present gerunds as subjects and objects
- Write on the board *Walking in space can be fun*.
- Elicit what part of speech *Walking* is (a noun). Tell students that we can make nouns from verbs. Elicit what verb this noun is made from (*walk*) and how the verb is made into a noun (add *-ing*).
- Write some verbs on the board for students to use at the beginning of sentences as gerunds, e.g. *Doing homework ... Camp ...* (Doing homework ...).
- Write examples on the board. Underline the gerund.

- 3 **SB p83** Read and match the speech bubbles with the pictures.

**Aim:** to practise gerunds as subjects and objects

- Read the speech bubbles with the class.
- Students match the speech bubbles with the pictures.
- Students compare answers in pairs. Check with the class.

- 3 **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 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.

5 Swimming

1 Going, 2 Writing, 3 Building, 4 Sitting, 5 Playing,



### Aims:

- to sing a song with the class
- to show different spellings of the *u* sound

**New language:** *so far, electronic music*

**Recycled language:** gerunds, the moon landing

**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 with the *u* sound (e.g. *fun, some* and *doesn't*).

### Warm-up

**Aim:** to review gerunds


- Write some gerunds related to the moon landing on the board, e.g. *landing, walking, eating, sleeping*.
- With Student's Books closed, ask students to give you sentences with these words as subjects.

- 1  **SB p84** Listen and answer the questions. Then sing the song.

**Aim:** to sing a song with the class

- Focus students on the three questions at the top of the page. Check understanding.
- Students cover the lyrics of the song.
- Play the recording. Students listen and answer the questions.
- They compare answers in pairs.
- 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.
- Focus students on the 'All about music' box. Read it with the class. Check understanding of vocabulary.
- Do the 'What I think' survey using a show of hands. Count the number of hands up for each option (It's great / It's OK / I don't really like it).
- Review the results, e.g. *So, most of you think electronic music is great or Most of you think it's OK.*
- Use this information to decide whether or not to use the karaoke version of the song.

**Key:** 1 An astronaut, 2 The stars coming up, 3 (Students' own ideas)

- 2  **SB p84** Listen and say the dialogue.


**Aim:** to show different spellings of the *u* sound

**Intonation:** informal questions and describing something

- Ask students to find words in the song which have the *u* sound: *us, wonderful, fun, sun, come* and *up*.


**Note:** The *-ful* in *wonderful* is the /u/ sound.

- Play the recording. Students listen, read and repeat.
- Divide the class so that one half is Mum and the other Gus. The class says the dialogue twice, exchanging roles.
- Students practise the dialogue in pairs.


- 1  **WB p84** Remember the song. Complete the report with the words from the box.

**Aim:** to check students' understanding of the song


**Key:** 2 happy, 3 flying, 4 stars, 5 tired, 6 went, 7 didn't, 8 radio, 9 so, 10 about

- 2  **WB p84** Listen and say the words.

**Aim:** to practise saying words with different spellings of the *u* sound

- 3  **WB p84** Complete the sentences with the words from the box. Match them with the pictures.

**Aim:** to revise vocabulary using the target sounds

- 4  **WB p84** Listen, check and say the sentences.

**Aim:** to practise vocabulary using the target sounds

**Key:** 2 monkeys f, 3 doesn't b, 4 lovely a, 5 front c, 6 money d

### Ending the lesson

**Aim:** to review words with the *u* sound

- Give a team spelling test with the following *u* sound words: *suddenly, something, colour, cousin, understand, wonderful, nothing*.
- Teams exchange papers and mark them to find a winner.

### Extension activity

**Aim:** to activate students' imaginations

- In groups, students imagine what happens next in the song and write a new verse.
- They can use one of the current verses as a model (make a few changes) or write a new verse.
- Students practise and then either perform their new songs for the class or write the new song on poster paper and illustrate it.



### Extension activity

- In pairs, students use the journalist's questions from SB Activities 3 and 4 for their own interviews.
- Students then write a report of their interviews.

### Ending the lesson

- Call out some of the sentences from the interviews.
- Students say them using reported speech.

### Aim: to give students writing practice

- Key:** 2 robots gave the children lessons, 3 had two jobs, 4 everyone had two jobs, 5 wasn't, 6 needed to sleep
- Aim:** to give students writing practice
- 3** **WB p85** Read the interview with Jezrak's friend. Complete the journalist's article.

- Key:** 2 watched TV every night for three hours, 3 fed the cat every morning at seven, 4 played football every Saturday afternoon, 5 took the dog for a walk every evening, 6 always had a snack after school
- Aim:** to give further practice with the new language

- 2** **WB p85** Complete the sentences with reported speech.

- Key:** 2 was, 3 spoke, 4 took, 5 played, 6 lived
- Aim:** to review the new language

- 1** **WB p85** Complete the sentences in reported speech with the past simple of the verbs in brackets.

- Key:** 1 was cornflakes with broccoli, 2 liked to drink, 3 spoke 62
- Aim:** to give practice with writing the new language

- 4** **SB p85** Read the rest of the interview and complete the report.

- Key:** 1 How old are you? 2 I'm four hundred and twelve years old. 3 What's your name? 4 My name is Funflower.

### Aim: to give further practice with reported speech

- 3** **SB p85** Read the newspaper report about the interview with the alien's wife. Complete the interview.

- Key:** 1 loved, 2 worked, 3 didn't visit, 4 didn't eat, 5 wanted, 6 didn't understand
- Work through the other examples with the class.
  - Students complete the exercise and check in pairs.

- Aim:** to focus students on grammatical form
- 2** **SB p85** Listen and say the sentences.
- Students turn to the Grammar focus section on page 125.
  - Students take turns to practise the sentences in pairs.
  - Play the recording. Students listen and repeat in chorus.

- Aim:** to practise reported speech
- Key:** He's from Alpha 346, not Mars. He's 337 years old, not 327. His favourite food is grass with vanilla sauce, not spaghetti with vanilla sauce. He likes chocolate soup, not strawberry soup. He speaks 133 languages, not 339 languages.
- They compare answers in pairs. Check with the class.
  - Students read the dialogue and the report and find the mistakes.

- Aim:** to present reported speech
- 1** **SB p85** Read the interview with an alien. The journalist lost his notes before he wrote his newspaper report. Correct five mistakes in the report.
- Draw an arrow from said to were.
  - Ask students what Joachim said in his original sentence (are) and what tense this is (present). Draw an arrow from said to were.
  - Point to one of the examples from the warm-up.
  - Say, e.g. Joachim said that the aliens were very tall with four arms and three legs.
  - Write the reported sentence on the board and underline said and the verb.
  - Ask if said is present or past (past). Point to, e.g. were, and ask what tense this is. Ask students what Joachim said in his original sentence (are) and what tense this is (present). Draw an arrow from said to were.

### Warm-up

- Aim:** to review vocabulary
- Ask students if they think there is life on other planets. Ask them to imagine what these aliens look like.
  - Write what they say on the board, e.g. They are very tall with four arms and three legs.
  - Ask the facts about the moon landing (the date, the names of the astronauts).
  - Ask students if they think there is life on other planets.
  - Ask them to imagine what these aliens look like.
  - Write what they say on the board, e.g. They are very tall with four arms and three legs.

- Language competences:** Your students will be able to use reported speech.

- Materials:** CD
- Recycled language:** the moon landing
- New language:** grass, cornflakes, insect, broccoli
- to practise reading skills
  - to present and practise reported speech



### Aims:

- to present a story
- to develop reading skills

**New language:** *mission, fail, dizzy, cool, congratulations, where on earth, simulation game, confused*

**Recycled language:** characters and language from the story, the moon landing

**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 unit.
- Give prompts if necessary, e.g. *Time Travellers; school seems strange, Science lesson, pirates (the past), a park in a city (the future), Ancient Egypt (the past), the Olympics (2016), the Great Fire of London (1666), Professor Potts' workshop (2130), the moon landing (1969).*

- 1 **SB pp86-87** Go through the text quickly and find answers to the questions.

**Aim:** to give students practice with skimming and scanning

- Have students look at the pictures and elicit what they can see.
- Give students a time limit, e.g. two minutes, to read the text quickly to find the answers.
- They compare answers in pairs.

- 2 **CD 36 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 listen and read to check their answers to the questions from Activity 1.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story. (Alex told the engineer that he had Moonlanding 2000 at home. The engineer didn't understand what he was talking about. Then the yellow light appeared and the children were gone in a flash.)

**Key:** 1 Because a spy has put something in their tea which made them fall asleep. 2 Because he knows what to do.

### Practice

**Aim:** to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *Why did all the people fall asleep?* (Because there was something in their tea.) *Who did Phoebe say they had to help?* (Neil Armstrong.) *Who helped him?* (Alex. He sat at the control panel and gave instructions.) *How long was it before the space capsule left the moon on its way back to Earth?* (30 minutes.) *Did Neil Armstrong think that Alex had done a good job?* What did he say? (Yes. Our new colleague really cool.) *How did Alex know what to do?* (He had a simulation game at home.) *Why didn't the engineer understand what Alex meant?* (Because there weren't any computer games like this in 1969.)

- 1 **WB p86** Remember the story. Match the sentence halves.

**Aim:** to check memory skills

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

- 2 **Think!** **WB p86** Who do you think says the things?

**Aim:** to check students' understanding of the story

**Thinking skills:** interpreting character and situation

**Key:** 2 Alex, 3 Patrick, 4 Neil Armstrong, 5 Alex, 6 of the engineers who wakes up

- 3 **WB p86** Complete the game blurb.

**Aim:** to practise reading and writing skills

**Key:** 2 Houston, 3 moon flight simulation, 4 astronaut, 5 Neil Armstrong, 6 space, 7 capsule, 8 Earth

### Ending the lesson

**Aim:** to practise the story

- Put students into groups of five (three children, security guard / engineer, Neil Armstrong).
- Students do their role plays, using the direct speech from the story.

### Extension activity

**Aim:** to stimulate students' creativity

- Tell students to imagine what the engineer at the end of the story tells his colleagues about the strange children that were in the control room and who then disappeared.
- They brainstorm ideas in pairs and write a monologue.
- Pairs read their monologues to the class.



1 **WB p87** Read the sentences in the box. Who

said these things in the story? Complete the

newspaper article with reported speech.

**Aim:** to give students practice with reported speech

**Key:** 2 needed help, 3 was a computer game, 4 played it for hours, 5 was really good at it

2 **Think!** **WB p87** Which of the four engineers is the spy?

**Aim:** to give students practice with making deductions

**Thinking skill:** deduction

**Key:** The spy is number 2 because he isn't drinking

any tea.

### 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 further practice with asking

questions

• Make six groups.

• Tell students they are going to play the *Delete the*

*text game*.

• Tell three groups (A) to look at the first paragraph

of the text in Activity 2 on SB page 86.

• Tell the other three groups (B) to look at the third

paragraph of the text in Activity 2 on SB page 86.

• In their groups, the students think of six questions to

ask, what the answers will be and what they could

delete.

• Pair each A group with a B group.

• Group A starts. They ask their questions of group B.

They answer the questions and students in group

A put pieces of paper over the words (instead of

deleting them) in the first paragraph of the text in

Activity 2 on SB page 86.

• When group A have finished asking their questions,

they count how many words were deleted.

• Then group B do the same. They ask their questions

of group A, using the third paragraph of the text in

Activity 2 on SB page 86.

• At the end, groups compare how many words were

deleted from each paragraph.

### Warm-up

**Aim:** to review the story

• Ask questions about the story, e.g. *Where were*

*the friends?* (In the control room.) *Where was*

*Neil Armstrong?* (On the moon / in the lunar

*module.*) *How did Alex know what to do?* (He had

Moonlanding 2000 at home.)

3 **Think!** **SB p87** Put the sentences in order.

**Aim:** to focus students on the detail of the story

**Thinking skill:** sequencing

• Play the recording of the story again. Students listen.

• They read the sentences and put them in the order of

the story. They look back at the text as necessary.

• They compare their answers in pairs. Check with the

class.

4 **Think!** **SB p87** Play *Delete the text*. Your

teacher will write this text on the

board. Ask questions about the text.

Your teacher will delete any words

from the text that are in the answers.

**Aim:** to give students practice with question formation

**Thinking skill:** logical thinking

• Practise the game with simple sentences. Write on the

board: *The astronauts land on the moon at 5 o'clock.*

Show students how they can delete words by asking

two questions: *Where did the astronauts land?* (erase

the answer: *moon*), *What time did they land?* (erase the

answer: *5 o'clock*).

• If this is too difficult for the class, ask the questions

yourself and the students answer and then delete the

words in their answer from the text. You can also write

questions on cards to hand out around the class.

• Write the text from the Student's Book on the board.

• Play the game. Either students ask questions and

answer them, or you ask questions and they answer, or

you hand out cards with questions for students to ask

and then answer.

• Each time students answer a question, delete the words

they answer from your text on the board.



### Aims:

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

### Skills:

- listening for detail
- writing a competition entry of 50 words
- interviewing

**New language:** space shuttle, cosmonaut, international space station

**Recycled language:** language from the unit

**Materials:** CD

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

Your students will be able to write a text of 50 words.

Your students will be able to take part in an interview.

### Warm-up

**Aim:** to activate vocabulary

- Write *Space travel* on the board.
- Brainstorm what students know about the topic.
- Write notes on the board.

1 CD4 02

**SB p88** Listen to a radio show and complete the photo captions.

**Aim:** to give practice listening for specific information

- Elicit students' guesses about each of the photos.
- Read the first line of each caption with the class. Tell them that the pictures are not in the order they hear the information on the recording.
- Play the recording. Students listen and complete.
- They compare answers in pairs. Check with the class.

**Key:** 1 28th April 2001, 2 12th April 1981, 3 the moon, 20th July 1969, 4 12th April 1961, 5 16th June 1963

2 CD4 03

**SB p88** Listen again and answer the questions.

**Aim:** to give students practice with listening for detail

- In pairs, students try to predict/remember the answers.
- Play the recording again. Students note their answers.
- They compare in pairs. Check with the class.

**Key:** 1 Two hours, 2 250,000 miles, 3 Apollo 11, 4 Because older spaceships could only make one flight into space, but each space shuttle could make up to 100 visits into space, 5 Columbia, 6 Six, 7 Twenty million US dollars, 8 One week

3 **SB p88** Complete the competition entry.

**Aim:** to give students practice with writing skills

- Brainstorm some ideas for the writing, e.g. *exciting, seeing the Earth from space, being away from school.*
- Individually, students make notes for their text.
- They write a first draft in less than 50 words.
- Students swap with a partner and give feedback.
- Students write a final draft of their competition entry.

4

**SB p88** Work in small groups. Interview each other for the competition in Activity 3. Decide who wins the trip from your group.

**Aim:** to give students practice with speaking skills

- Elicit and write up some questions, e.g. *Why do you want to go into space? What do you want to do there? What will you do when you get back to share your experience?*
- In groups, students take turns to interview each member of their group, using the questions on the board.
- In their groups, they decide who is the winner.
- Elicit the winners from each group. Ask the members of each group to say why they chose that person.

1

**WB p88** Complete the email. Write one word for each space. **KEY**

**Aim:** to give students practice with reading and writing skills

**Key:** 2 came / travelled, 3 ago, 4 are, 5 but, 6 with, 7 paid, 8 going, 9 that, 10 take

2

**WB p88** Complete the conversation between the interviewer and the space tourist. Choose the correct letter (A–H). **KEY**

**Aim:** to give students practice with matching questions and answers

- Tell students that they only use six of the responses given.

**Key:** 2 H, 3 A, 4 F, 5 B, 6 G

### Ending the lesson

**Aim:** to review the content of the lesson

- Elicit what students can remember about the space adventurers from the Student's Book recording.

### Extension activity

**Aim:** to practise writing skills

- Students imagine they are one of the people in the photos in SB Activity 1.
- They write an email (or a letter) to their family, using WB Activity 1 as a model.



**3** **Think!** SB p89 Work in pairs. Discuss the questions.

**Aim:** to give students practice in pair discussions

**Thinking skills:** creative thinking

- In pairs, they discuss their ideas for the two questions.
- Elicit and discuss pairs' ideas as a class.

**1** **Think!** WB p89 Put Commander Cormack's thoughts in order.

**Aim:** to give practice with ordering information

**Thinking skills:** text interpretation

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

**2** **Values** WB p89 What can we learn from the story? Colour the words.

**Aim:** to focus on the value of admitting mistakes

**Key:** Knowing when to say sorry is important.

**3** **WB p89** Look at the pictures and write the story.

**Aim:** to give students practice with writing skills

**Key (sample answer):** Commander Cormack and one of the monkeys from Pluto got into the spacecraft. With a whoosh the spacecraft took off. Suddenly there was an explosion in one of the engines. The spacecraft came to a stop. 'Oh, dear,' said Commander Cormack. 'What are we going to do now?' 'I can help,' said one of the monkeys from Pluto. Commander Cormack gave the monkey a spacesuit. The monkey went outside the spacecraft and mended the engine. The spacecraft was able to continue on its journey. When they reached Earth, the monkey was given a medal for its bravery.

### Ending the lesson

- Ask students what they liked about the story in the SB.
- Elicit if they think people have done bad things to animals in the past and if they still do them now.

### Extension activity

- Focus on the value of admitting mistakes and elicit where in the story this happens (at the end).
  - Elicit from students why this value is important and if it is difficult or not.
  - Elicit from students examples of when they have admitted mistakes, or when someone else has.
- Note:** Some of this discussion may need to take place in L1.

**Skills:**

- to practise reading skills

**Skills:**

- reading for specific information

- reading for detail

**Thinking skills:** focusing on values

**New language:** male, female, constant contact, speaker, microphone, translate, apologise, on behalf of, share (v), friendship, forever

**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 read for detail.

**Value:** admitting mistakes

### Warm-up

**Aim:** to review the topic

- Elicit the five space flights students heard about in the Student's Book in the previous lesson.
- With Student's Books closed, ask students to try to tell you what the people did and when they did it.

**Think!** SB p89 Look quickly at the pictures and the story headings. What do you think happens?

**Aim:** to give students practice with making guesses

**Thinking skills:** hypothesising

- Give students one minute to do the task in pairs.

Students then close their Student's Books.

- Elicit ideas from pairs about what they think happens.

**SB p89** Read and listen to the story to check your answers.

**Aim:** to give students practice with reading and

listening skills

- Play the recording. Students read and listen to check.
- Play the recording again. Students read and listen for the answers.

- They compare answers in pairs. Check with the class.

**Key:** 1 They could hear noises over the speakers. 2 800

years. 3 Pluto. 4 The chief spoke into a special

microphone which translated the language. 5 A golden

statue of two monkeys. 6 Because people used to do

terrible things to animals, such as send them into space.



### Aims:

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

**New language:** orbit (n, v), gravity, axis

**Recycled language:** language from the unit


**Materials:** CD, reference materials / the Internet, poster paper

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

### Warm-up


**Aim:** to introduce the topic of Physics and the moon

- Write *The moon* on the board. Ask students what they know about the moon.
- Focus on the facts.
- Tell students the topic of today's lesson is Physics and the moon.

- 1  **SB p90** How much do you know about the moon? Write your guesses in the first box: t (true) or f (false).

**Aim:** to practise reading and prediction skills

- Focus students on the seven statements and on the task.
- Read through the seven statements with the class and check understanding. Pre-teach *axis*.
- Students make their initial guesses individually and write in the first column.
- Elicit students' guesses for each statement. Tell them not to change anything at this stage.
- Students compare their guesses in pairs, but tell them not to change anything. Give positive feedback to everyone.

- 2  **SB p90** Listen and check. How many points did you score?

**Aim:** to extend students' understanding of Physics and the moon

- Read the activity instructions with the class and check understanding.
- Play the recording. Students listen to check their predictions. They write the correct answer in the second column using f or t.
- They compare answers in pairs. Students add up their points.
- Check with the class.
- Find out how many students got seven points, six points, five points, etc.

**Key:** 1 f, 2 t, 3 f, 4 f, 5 f, 6 t, 7 f

3 


**SB p90** Listen again and complete the facts about the moon.

**Aim:** to extend students' understanding of the topic

- Check understanding of the words in the *Moon facts* box.
- Play the recording again.
- Students complete the missing information.
- They compare answers in pairs. Check with the class.

**Key:** 1 27, 2 7, 3 43, 4 11.6, 5 4.5, 6 384,400, 7 130

1


 **WB p90** Complete the text with the times and the distances from the box.

**Aim:** to consolidate understanding of the topic

**Key:** 2 27 days, 3 384,400 km, 4 13 hours, 5 130 days, 6 120 km/h

2 

**Think!**

 **WB p90** Listen to the interview. Complete the boy's notes and work out his answer.

**Aim:** to give practice with mathematical thinking

**Thinking skills:** Maths

**Key:** Mercury 0, Venus 0, Earth 1, Mars 2, Jupiter 63, Saturn 62, Uranus 27, Neptune 13, Pluto 3 171 moons

### Ending the lesson

**Aim:** to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt:*
- Elicit from students what they learnt today, e.g. *lots of facts about the moon*.
- Write it on the board. Students copy it into their notebooks.

### Extension activity

**Aim:** to extend students' understanding of the topic

- Elicit/supply the names of the other planets in the solar system.
- Students work in groups of four.
- Each group chooses a different planet. They do some research using the Internet or reference books and find out similar facts to those they learnt about the moon in this lesson.
- Groups organise their information on poster paper, using the 'Moon facts' layout in SB Activity 3 as a model.
- Groups take turns to present their information to the class.



- Students do the project individually. Give each student a foam ball and a pencil.
  - Make sure each student has an opportunity to do steps 3–5, using the 'moon' they have made.
  - 1 **WB p91** Match the words with the definitions.
  - 2 **WB p91** Label the phases of the moon in the northern hemisphere with the phrases from the box.
- Aim:** to enable students to apply what they know
- Key:** 2 e, 3 a, 4 f, 5 d, 6 b

### Extension activity

- 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.
- Aim:** to develop writing and reflective skills

### Ending the lesson

- Write on the board: *Today I've ...*
  - Elicit from students what they learnt today, e.g. *different phases of the moon are called and done an experiment where I made my own moon phases.*
  - Write it on the board. Students copy it into their notebooks.
- Aim:** to review what students have learnt in the lesson

- 4 **WB p91** Listen and check your answers. Say the poem.
- Aim:** to give students practice with listening
- Key:** 2 up, 3 above, 4 yellow, 5 pulled, 6 stood up, 7 three

### Thinking skill: Applying knowledge of the world

- 3 **Think!** **WB p91** Choose the correct words.
- Aim:** to give students practice with reading skills

- Key:** 2 crescent moon (waxing), 3 half moon (1st quarter), 4 gibbous moon (waxing), 5 full moon, 6 gibbous moon (waning), 7 half moon (last quarter), 8 crescent moon (waning)

### Warm-up

- Elicit what students learnt about the moon in the previous lesson.
- Aim:** to review Physics and the moon

- Read and draw the missing moons in the diagram.
- Aim:** to further extend students' understanding of the topic

- Focus students on the pictures and on the text. Check understanding of phases.
- Aim:** to enable students to complete a project

- Read the text through with students around the class and check understanding of vocabulary.
- Aim:** to extend the focus on Physics through English

- Students work individually and decide which number moon to draw where.
- Aim:** to enable students to complete a project

- They compare answers in pairs. Check with the class.
- Aim:** to enable students to complete a project

- Read through the steps with the class, demonstrating step 1 using materials.
- Aim:** to enable students to complete a project

- Focus students on page 91 in the Student's Book.
- Aim:** to enable students to complete a project

- Read through what they will need for the project and hold up the items in turn. Point to the lamp and tell them which dark room they will use.
- Aim:** to enable students to complete a project

- Read through the steps with the class, demonstrating step 1 using materials.
- Aim:** to enable students to complete a project



### Aims:

- to consolidate language from the unit
- to promote student–student cooperation

**New language:** documentaries, cartoons, reality TV shows, the news, comedies, police dramas, soaps, game shows, per day, bar chart

**Recycled language:** language from the unit

**Materials:** CD, materials for the mini presentation

**Language competences:** Your students will be able to prepare and present in a group.

### Warm-up

**Aim:** to review and present vocabulary

- Draw a circle on the board and write TV in it.
- Elicit what this stands for (television) and ask students what kinds of programmes there are on TV which they like to watch, e.g. films, cartoons.
- Create a word map on the board.

1 CD4 09

**SB p92** Listen to a discussion and number the types of TV programmes.

**Aim:** to provide a model for the group presentations

- Focus students on the types of TV programmes and ask them which ones are already on the word map.
- Focus on the other types of programmes and elicit what they are by giving examples of actual programmes.
- Play the recording. Students listen and number the TV programmes in the order they are mentioned.
- Students compare their answers in pairs.
- Play the recording again. Check with the 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:** 10 films, 9 documentaries, 5 cartoons, 1 reality TV shows, 4 sports programmes, 6 comedies, 7 the news, 3 police dramas, 2 soaps, 8 game shows

### Preparing for and delivering group 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 point questions through with the class. Check vocabulary.
- Each student thinks about how they are going to answer each of the questions.

- Focus students on *Prepare it*. Give them a time limit.
- Read the bullet points through. Check vocabulary.
- Make eight groups and assign a question to each group.
- Groups go around the rest of the class, ask their question and note the answers.
- Students focus on the improvement points they wrote in their notebooks after the last mini presentations.

- Focus students on *Present it*.
- Talk through the bar chart with the class.
- Tell the class how the presentations will be organised. 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 piece of information from each bar chart.
- Re-read the *Tips for presenters* through with the class.
- Groups do their presentations using their bar charts.
- Get feedback on the listening task.

**1** **WB p92** Make three sentences with the phrases in the diamond. Use three different phrases in each sentence.

**Aim:** to review structures from the unit

**Key:** Looking at Earth from space is fantastic. I said to the alien that I only spoke two languages. The alien said that he ate carrot ice cream for breakfast.

**2** **WB p92** Draw lines and complete the sentences with the words from the box.

**Aim:** to review sentence structure

**Key:** 2 Flying to the moon is exciting. 3 The alien said that she flew around on a jet pack on her planet. 4 I said that my dad drove an old car. 5 Putting on a spacesuit needs practice. 6 Reading about dinosaurs is very interesting.

**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 sentences students wrote for WB Activity 3.

### Extension activity

**Aim:** to develop reflective skills

- Give general feedback on the presentations.
- Students discuss how their presentations went and what they will do next time to improve them.
- Each student writes these improvement points in their notebook to refer to next time.



**3** **SB p93** Write posts for these discussion threads on 'Speak out'. Say what you think.

- Aim:** to give students practice in writing posts on a discussion forum
- Elicit some ideas for what they could write using the sentence stems from Activity 1.
  - Read through and discuss the *Tips for writers*.
  - Students plan their posts using *Tips for writers* as a guide.
  - Students write a first draft of their posts.
  - Go around and check their work.
  - Students swap posts in pairs and give feedback.
  - Students write a final draft of their posts.
  - 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 screen, 3 gravity, 4 headset, 5 orbit, 6 waning

**2** **WB p93** Complete the sentences with the words from Activity 1.

**Aim:** to review unit vocabulary

**Key:** 2 crater, 3 headset, 4 waning, 5 Gravity, 6 orbit

**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

### 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

- In groups, students look through each page of Unit 7, at their vocabulary books and at their portfolios and discuss what they have learnt in this unit.
- Students talk about what they have learnt and are good at, as well as what they need to improve.

**Aims:**

- to consolidate language from the unit
- to raise awareness of how to write a post on a discussion forum
- New language:** post, discussion forum, awful, author, thread
- 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.

### 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** Read the posts on a discussion forum. Do the writers all agree?

**Aim:** to give students practice with reading posts

- Focus students on the posts. Ask where we find this kind of writing (on the Internet).
- Elicit what the topic is (Animals in space). Check understanding of *thread*.
- Have students read out the four posts and check understanding.
- Ask who wrote each one and how they know.
- In pairs, students discuss if all the writers agree.
- Check and discuss with the class.

**Key:** Yes. They are all against animals in space.

**2** **SB p93** Here are ideas from other posts on the forum. Match the sentence halves.

**Aim:** to raise students' awareness of the language to express opinions

- Students match the sentence halves individually and then compare answers in pairs.
- Check with the class. Check understanding of vocabulary.
- Elicit more sentences for each of the prompts 1, 2, 3, 4 to give students practice for their writing.

**Key:** 1 c, 2 d, 3 b, 4 a



## 8 A cold place

### Aims:

- to present and practise vocabulary for cold places
- to give students listening practice

**New language:** *northern lights, iceberg, seal, seal pup, ice floe, polar bear, polar bear cub, sledge, mittens, igloo, North Pole, rise, flame, dragon, midnight, freezing*

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

**Materials:** CD

**Language competences:** Your students will be able to talk about cold places.

### Warm-up


**Aim:** to introduce the context of cold places

- Elicit from students where the coldest places on the planet are (North and South Poles).
- Elicit from students what animals and people live there (South Pole: penguins and seals, North Pole: polar bears, foxes, reindeer and people).

### Presentation


**Aim:** to present vocabulary for cold places

- Read the text at the top of the page with the class and have them look at the picture.
- Elicit where the friends are (at the North Pole) and if it is the present, the future or the past (we don't know). Check understanding of vocabulary.
- Use the picture in the Student's Book to further set the context of cold places 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.

- 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


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

**Key:** 1 On the sledge. 2 They are building an igloo.  
3 Phoebe. 4 A polar bear with her cub.

- 3  **SB p94** Choose a word for your partner to spell


**Aim:** to give students practice with the new vocabulary

- Say one of the words for students to spell.
- Students take turns to say one of the words and to spell it.

- 1  **WB p94** Complete the words with the letters from the igloo.


**Aim:** to practise the new vocabulary

**Key:** 2 seal, 3 mittens, 4 iceberg, 5 sledge, 6 polar bear, 7 northern lights, 8 ice floe, 9 polar bear cub, 10 seal pup

- 2  **WB p94** Match the clues with the words from Activity 1.

**Aim:** to give further practice with the new vocabulary

**Key:** b 6, c 2, d 5, e 9, f 1, g 10, h 3, i 8, j 7

- 3  **WB p94** Look at the pictures. Then choose words from Activity 1 to complete the story. You don't need to use all the words and you can use some more than once.

**Aim:** to check textual cohesion and sequencing

**Note:** We usually say *paddle a kayak*, rather than *row a kayak*.

**Key:** 2 ice floe, 3 polar bear, 4 ice floe, 5 seal, 6 polar bear, 7 polar bear, 8 sledge

### Ending the lesson

**Aim:** to review vocabulary from the lesson

- Play the game again from SB Activity 3.

### Extension activity

**Aim:** to consolidate vocabulary from the lesson

- Students write the ten new vocabulary items from the Student's Book presentation in their vocabulary books.
- For each item, they draw a picture and label it. They also write a description, e.g. *A seal is a mammal which lives on land and in the sea.*



- Students take turns to practise the sentences with question tags 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 isn't it? 2 aren't they? 3 are they? 4 is it? 5 aren't they? 6 isn't it?

- 3 SB p95** Work in pairs. Take it in turns to guess and answer about your favourite TV programme, food, game, animals or other ideas.

**Aim:** to practise question tags

- Students ask and answer about the other topics in pairs.

- 1 WB p95** Choose the correct question tags.

**Aim:** to give students further practice with the new language

**Key:** 2 aren't they? 3 is it? 4 aren't they? 5 isn't it? 6 are they?

- 2 WB p95** Complete the dialogue with the phrases from the box.

**Aim:** to give students further writing practice with the new language.

**Key:** 2 isn't it, 3 isn't it, 4 are they, 5 are they, 6 isn't it, 7 aren't they, 8 is it

- 3 WB p95** Complete the sentences with question tags.

**Aim:** to give students additional practice with the new language

**Key:** 2 are you, 3 aren't they, 4 is it, 5 isn't she, 6 aren't you

## Ending the lesson

- Aim:** to practise key language from the lesson
- Play the game from SB Activity 3 in open pairs.

## Extension activity

- Aim:** to consolidate the new language
- Students write ten sentences from SB Activity 3 in their notebooks.
- They swap notebooks with their partner to check that they have used the question tags correctly.

## Presentation

**Aim:** to present question tags with be

- Write, e.g. *It is warm today, isn't it?* on the board.
- Point to the question mark and elicit that this is a question.

- Elicit another way of asking this question (*Is it warm today?*).

- Underline *isn't it?* and tell students that we call this a question tag and that we can add it to the end of some sentences to make them questions.

- Elicit what the verb is (*be*). Circle *is* in the statement and *isn't* in the tag. Make sure students notice that they are not the same (one is negative and one is positive).

- Draw an arrow to connect the first word in the sentence (*it*) to the last (*it*).
- Tell students that we repeat the same pronoun in the question tag.

- Write other statements on the board. Write the tags, e.g. *They aren't at school today, ? You are older than your brother, ? She isn't seven, ?*

- Say them for students to repeat after you. Use rising intonation (like question intonation) for the tags.

- 1 SB p95** Read the dialogue and answer the questions.

**Aim:** to practise question tags with be

- Students answer the questions individually and compare answers in pairs. Check with the class.

**Key:** 1 To the Arctic. 2 At the South Pole. 3 To feed.

- 2 SB p95** Listen and say the sentences with question tags.

**Aim:** to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Repeat.

## Warm-up

**Aim:** to review vocabulary for cold places

- Write *Cold places* on the board.
- Brainstorm the new vocabulary from the previous lesson. Create a word map.

**Materials:** CD

**Language competences:** Your students will be able to use question tags with be.

**Recycled language:** cold places

- to give students speaking practice
- to present and practise question tags with be



### Aims:

- to practise communication
- to present and practise word stress in two- and three-syllable words

**New language:** *remind, overnight*

**Recycled language:** things for cold places

**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 correctly stress the schwa /ə/ in some two- and three-syllable words.

### Warm-up

**Aim:** to review vocabulary for cold places

- Write each item of the cold places vocabulary on the board in scrambled letter order.
- Students work in pairs with Student's Books closed.
- They work out what each item is and write it correctly.
- Elicit the spelling from students to check.

- 1 **SB p96** Look at the photos. What plans have Olivia and Mia got for today?

**Aim:** to give students practice with making predictions

- Elicit who students can see in the pictures (two girls, Olivia and Mia) and what they are doing (talking on the phone).
- Read the question aloud with the class.
- Students cover the text and make their predictions in pairs.
- Discuss their ideas as a class.

- 2 **CD4 13 SB p96** Read and listen to the dialogue to check your answers.

**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 in pairs.
- Check with the class. Check understanding of vocabulary.
- Play the DVD-ROM.
- Students practise the dialogue once or twice in open pairs.

**Key:** They are planning to go sledging.

- 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 the dialogue, e.g. *playing tennis, going swimming, sleeping in a tent*. Write some notes on the board.
- Read the *What to say* with the class.
- Students write their own dialogues in pairs, using Activity 2 as a model.
- Pairs practise and perform their dialogues for the class.

- 1 **WB p96** Complete the dialogue with the phrases from the box.

**Aim:** to check comprehension of functional language

**Key:** 2 isn't it, 3 Can I just check something, 4 Did you say, 5 aren't you

- 2 **CD4 14 WB p96** Listen and say the words.

**Aim:** to identify the way stress changes in two- and three-syllable words

- 3 **WB p96** Say the words in the box and write them in the correct syllable stress column.

**Aim:** to practise syllable stress and the schwa phoneme /ə/

- 4 **CD4 15 WB p96** Listen, check and say the words.

**Aim:** to practise saying words with the correct stress

**Key:** weather: mittens, problem, finished; today: because, remind, depends; holiday: grandparents, animal, suddenly; computer: forgotten, tomorrow, decided

### Ending the lesson

**Aim:** to help students identify word stress

- Explain that you can often decide what is the correct stress by trying all the possible stress combinations.
- Use these words as examples: *window* (say as *window* and *window*), *student*, *complete*, *machine*.
- Use these three-syllable words as examples, asking students to try saying all the possible combinations of stress: *suddenly*, *adventure*, *amazing*.

### 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.



**Key:** 1 We may go to a concert tomorrow. 2 I might travel to Paris in August. 3 They might fly to the moon next year. 4 Jane may come to the party on Saturday. 5 We might visit our grandparents at the weekend.

**3** **SB p97** Work in groups. Play the game.

**Aim:** to give further practice with the new language

- Students work in pairs and take turns to talk about the pictures using *may / might*. Check with the class.

**1** **Think!** **WB p97** Put the lines in order.

**Aim:** to practise sequencing

**Thinking skills:** textual cohesion and sequencing

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

**2** **WB p97** Rewrite the sentences with *may*.

**Aim:** to give further practice with the new language

**Key:** 2 Mum may buy a new car. 3 Jack may be angry. 4 Ella may not eat spinach. 5 It may be very cold tomorrow. 6 Peter may not want to go.

**3** **WB p97** Look at the pictures where Jack is

dreaming about the future. Write sentences with *may* or *might* and the verbs from the box.

**Aim:** to give students writing practice

**Key:** 2 Our team might / may win the Under-12 final. 3 We might / may all get a medal. 4 There might / may be a party. 5 Jess might / may see me at the party. 6 Jess might / may invite me to dance.

## Ending the lesson

**Aim:** to review language from the lesson

- Read the first part of a sentence with *may / might* from the interview in the Student's Book, e.g. *Some scientists think that the Arctic ...* Students finish the sentence.

## Extension activity

**Aim:** to encourage creativity

- Hand out the magazines to pairs of students.
- Pairs cut out a small part of some pictures so that it is difficult to see what the pictures are.
- Each pair sticks four pictures on a piece of paper.
- Students swap pictures with another pair and use the language from SB Activity 3 to talk about them.
- Pairs then make groups of four.
- One pair tells the other pair what they think the pictures are. The first pair then tells them what the images actually are.

**Aims:**

- to present and practise *may / might* for possibility

- to practise reading skills

**New language:** *climate, region, species, rare,*

*politician*

**Recycled language:** cold places

**Materials:** CD, magazines with pictures

**Language competences:** Your students will be able to use *may / might* to express possibility.

## Warm-up

**Aim:** to review vocabulary

- Write North Pole and South Pole on the board.
- Elicit what students remember/know about the different regions and the animals that live there.

## Presentation

**Aim:** to present *may / might* for possibility

- Elicit what the weather is like today, e.g. *It's raining!*

*sunny/cloudy.*

- Elicit from students what the weather will be like tomorrow, e.g. *It'll rain / be sunny.*

- Ask Are you sure?

- Tell them when we want to express possibility, we say,

e.g. *It may / might rain. It may / might be sunny.* Tell

- students that *may* and *might* have the same meaning.

- Have students notice that there is no *to* before the verb (*It might rain*, not *It might to rain*).

**1** **SB p97** Read the magazine interview with a scientist and complete it with the questions from the box.

**Aim:** to practise *may / might* for possibility

- Elicit what students can see in the picture (a polar bear) and where it lives (the North Pole).

- Students read the dialogue and complete it.

- They compare answers in pairs. Check with the class.

- Check understanding of: *climate, region, species, rare.*

**Key:** 1 Is that right? 2 What does it mean for the

animals? 3 What can we do about this?

**2** **SB p97** 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 126 of the Student's Book.

- Work through the other examples with the class.

- Students complete the exercise and check in pairs.



### Aims:

- to present a story
- to develop reading skills

**New language:** *know-it-all, ski-doo, spade, lower (v), exclaim, radio (v)*

**Recycled language:** characters and language from the story, cold places

**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 unit.
- Give prompts if necessary, e.g. *Time Travellers, school seems strange, Science lesson, pirates (the past), a park in a city (the future), Ancient Egypt (the past), the Olympics (2016), the Great Fire of London (1666), Professor Potts' workshop (2130), the moon landing (1969), the North Pole (present).*

- 1 **SB pp98-99** Go through the text quickly and find answers to the questions.

**Aim:** to give students practice with skimming and scanning

- Have students look at the pictures and elicit what they can see.
- Read the two questions and check comprehension.
- Give students a time limit, e.g. two minutes, to read the text quickly to find the answers.
- They compare answers in pairs.

- 2 **CD 17 SB pp98-99** Read and listen to the story to check your answers.

**Aim:** to present a story and to develop reading skills

- Play the recording. Students listen and read to check their answers to the questions from Activity 1.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story. (The children identified the two men from photos. Then they walked to the beach. They didn't see any seals but they saw a hole in the ice with a glowing yellow light. They jumped into the hole and were gone in a flash.)

**Key:** 1 Because she has seen a documentary about Canadian seals. 2 They want to kill the seal pups for their fur.

### Practice

**Aim:** to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *Where were the three friends?* (Near the sea/beach.) *Who knew most about the seals?* (Phoebe.) *What were the men driving?* (A ski-doo.) *Did they see the children?* (No.) *What did they want?* (To kill the seal pups for their fur.) *Are they allowed to do that?* (No.) *What did the children do to the men?* (They pushed them out to sea on the ice floe.) *Did the men escape?* (Yes, but the children identified their photos in the police station.)

- 1 **WB p98** Remember the story. Choose the correct answers.

**Aim:** to check memory skills

**Key:** 2 whitecoat, 3 ski-doo, 4 More than one person

- 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 students' understanding of the story

**Key:** whitecoats, protected, noise, carrying, sticks, kill, jump, push, spades, floe, late, far, beach, because, water, freezing, helicopter, wave, pilot, radios, police, station, quickly, gate, middle

- 3 **WB p98** Choose the best end for each sentence.

**Aim:** to practise sentence cohesion

**Key:** 2 b, 3 a, 4 c

### Ending the lesson

**Aim:** to practise the story

- Put students into groups of five (three children, helicopter pilot, police officer).
- 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.

### Extension activity

**Aim:** to stimulate students' creativity

- Tell students to imagine what the police officer at the end of the story tells his colleagues about the strange children that identified the two men from photos and who then disappeared.
- They brainstorm ideas in pairs and write a monologue.



1 **WB p99** Use the picture of the men on Student's Book page 98 to complete the dialogue.

**Aim:** to give students practice with descriptions

**Key:** 2 hair, 3 beard, 4 blue, 5 blonde, 6 glasses, 7 scar, 8 green

2 **WB p99** Read the article and write *t* (true) or *f* (false).

**Aim:** to give students practice with reading skills

**Key:** 2 *f*, 3 *t*, 4 *t*, 5 *f*, 6 *t*

3 **WB p99** What can we learn from the story? Colour the words.

**Aim:** to focus on the value of caring for the environment

**Key:** We must protect wild animals.

### 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 caring for the environment

• Focus on the part of the story where the children tried to care for the environment and where there was a threat to the environment (the men coming to kill the seal pups for their fur).

• Elicit from students why this value is important and elicit what other examples of caring for the environment they can think of. Encourage students to think of small things, e.g. not throwing litter onto the street or into the countryside, as well as big things, e.g. saving water.

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

### Aims:

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

**Values:** caring for the environment

**New language:** area, colony

**Recycled language:** language from the story

**Materials:** CD

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

**Value:** caring for the environment

### Warm-up

**Aim:** to review the story

- Ask questions about the story, e.g. *Where were the friends? (At the North Pole.) Who did they see on a ski-doo? (Two men.) What did the men want to do? (Kill the seal pups for their fur.)*

3 **SB p99** Complete the sentences. You can use 1, 2, 3 or 4 words.

**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 read the sentence stems individually and complete them with 1, 2, 3 or 4 words. They look back at the text as necessary.

• They compare their answers in pairs.

• Check with the class.

**Key (possible answers):** 1 on an ice floe, 2 four or five weeks, 3 seals in Canada, 4 lucky, 5 some photos, 6 into the hole

4 **Think!** **SB p99** Read and do the puzzle.

**Aim:** to give students practice with logical-mathematical skills

**Thinking skills:** Maths

• Read the puzzle aloud with the class. Check understanding of *area* and *colony*.

• Students do the puzzle individually and then check their answers in groups of three.

• Check with the class. Have a student who was able to do the puzzle explain how they got the answer.

**Key:** The first pair arrived in 2006. How many there are now depends on the year your students are studying the book. In 2014: 512; in 2015 double this number: 1,024; in 2016 double the number again: 2,048, etc.



**Aims:**

- to practise speaking skills
- to practise listening skills

**Skills:**

- taking part in a class discussion
- listening for specific information

**New language:** *similarities and differences*

**Recycled language:** language from the unit

**Materials:** CD

**Language competences:** Your students will be able to take part in a class discussion.

Your students will be able to listen for specific information.

**Warm-up**

**Aim:** to activate vocabulary

- Write *Cold places* on the board.
- Elicit the vocabulary from the first lesson of this unit. Write the first letter of each word to help students remember.
- They do this activity with their Student's Books closed.
- Elicit the spelling of the words and write them on the board.

- 1** **SB p100** Work in pairs. What differences between the Arctic and the Antarctic do you know?

**Aim:** to activate students' understanding of the topic

- Do an example with the class, using the prompts.
- In pairs, students discuss their ideas. Remind them to use some of the words on the board, e.g. *polar bear, seal*.

- 2** **CD 4** **SB p100** Listen to a radio show to check your ideas.

**Aim:** to give students practice with listening for detail

- Make sure students are ready to listen.
- Play the recording. Students listen to check their answers. They compare their ideas in pairs.
- Play the recording again.
- Check with the class. Check understanding of vocabulary.
- Find out how many each pair got right in Activity 1.

**Key (possible answers):** Arctic (North Pole): an ocean, people live there, there are trees and polar bears, there aren't any penguins.  
Antarctic (South Pole): a continent, only scientists doing research live there, there are no trees and no polar bears, there are penguins.

- 3** **SB p100** Write *Arctic* or *Antarctic* under the photos.

**Aim:** to check students' understanding of the topic

- Students do the activity and compare in pairs.
- Check with the class.

**Key:** 1 Arctic, 2 Antarctic, 3 Arctic, 4 Antarctic, 5 Arctic, 6 Arctic

- 4** **Think!** **SB p100** Work in pairs. Imagine that you are going on an expedition to the South Pole. Make a list of the five most important things that you will need.

**Aim:** to give students practice with speaking skills

**Thinking skills:** hypothesising, applying knowledge of the world

- Brainstorm ideas of things they might need to take, e.g. *warm clothes, food, sledge, dogs, radio, tent, sleeping bag*. Write these on the board.
- Demonstrate the activity with the class, using the prompts, e.g. *We'll definitely need to take a sledge. I think we should take a radio.*
- In pairs, students discuss what they need and decide on five items. They write the five items in a list.

- 5** **SB p100** Discuss with the rest of the class. Agree on a class list.

**Aim:** to give students practice with persuasion and agreement

- Make groups of six from three pairs. As a group, they agree on five items to take, from their list of 15.
- Each group explains why they chose their five items.
- Finally have the class vote and agree on five items.

- 1** **WB p100** Read the story about a hiker and his dog. Write *t* (true), *f* (false) or *ds* (doesn't say). **KEY**

**Aim:** to give students practice with reading skills

**Key:** 2 ds, 3 ds, 4 t, 5 f, 6 t, 7 f, 8 t

**Ending the lesson**

**Aim:** to review the content of the lesson

- Elicit what students can remember about the story of the hiker and his dog from the Workbook.

**Extension activity**

**Aim:** to practise writing skills

- Students imagine they are going on a trip to the North Pole. They make a list of the five most important things they need and the reason for each one.



- In groups, students find out about a present-day explorer who has travelled to the North or South Pole.
- They find out when the person went, how long the journey took and what the expedition was.
- Students create a poster about the person and their trip. They write short texts and use photos.
- Groups present their information to the class.

### Extension activity

**Aim:** to enable students to develop their research skills

- Ask students what they liked about the story and why, and elicit examples of the bravery of the men.

### Ending the lesson

**Aim:** to give students practice with speaking skills

- WB p101** Work in pairs. Student A: Here is some information about a winter sports shop. Student B: You don't know anything about the shop. Ask and answer questions. **KEY**

**Key:** 2 C, 3 B, 4 A, 5 B, 6 A

**Aim:** to give students practice with listening for specific information

- CD 4** **WB p101** Listen to Emma talking to James about buying a present for her brother. Tick (✓) A, B or C. **KEY**

- Have a student read the writing aloud.
- Students write a first draft and then swap with their partner. Students check each other's work.
- Students then write a final draft of their text.

**Aim:** to give students practice with writing skills

her.

- SB p101** Choose a hero and write about him/her.
- Check understanding of *hero* and *heroine*.
  - Brainstorm one or two heroes/heroines with the class.
  - In pairs, students discuss and write notes on the first question and then make a list of heroes/heroines, what they did and why they are special.
  - Elicit heroes/heroines from different pairs and the reasons for their choices. Write the names on the board.

**Aim:** to give students practice in pair discussions

- SB p101** Work in pairs. Read and discuss the questions.

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

- Students compare in pairs. Check with the class.
- Students read the sentences silently, look back at the text and put them in the correct order.

### Thinking skills: sequencing

**Aim:** to give practice with sequencing events in a story

- Think!** **SB p101** Put the sentences in order.

before him.

**Key:** No. The Norwegians reached the South Pole

- Students compare answers in pairs. Check with the class.
- dream came true.
- Students read the rest of the text quickly to find if his dream was (to be the first man to go to the South Pole).
- Read the first paragraph aloud and elicit what Scott's Check understanding of *dream come true*.
- they are (travelling on skis in the Antarctic).
- Elicit what the men are doing in the pictures and where

**Aim:** to give practice with skimming and scanning

dream come true?

- SB p101** Read the magazine article. Did Scott's

- Brainstorm the differences between the Arctic and Antarctic and write them on the board.
- Ask students if they know the names of any famous explorers of the Arctic or Antarctic.

**Aim:** to review the topic

### Warm-up

Your students will be able to write about their hero.

discussion.

Your students will be able to take part in a pair

able to read for specific information.

**Language competences:** Your students will be

Internet, poster paper

**Materials:** CD, reference materials and the

**Recycled language:** language from the unit

*exhaustion, tragic, brave*

**New language:** *hero, heroine, officer, Navy,*

- writing about a hero
- taking part in a pair discussion
- reading for specific information

**Skills:**

- to practise writing skills
- to practise speaking skills
- to practise reading skills

**Aims:**



### Aims:

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

**New language:** glacier, surface, valley, continental, ice sheet, snowfall, snowflake, billion, weight, press (v), form (v), football pitch

**Recycled language:** language from the unit

**Materials:** reference materials and the Internet

**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 glaciers

- Write *Cold places* on the board. Elicit the words from the first lesson.
- Tell students that there are rivers of ice at the North and South Poles. Ask them if they know what these are called in their L1.
- Tell students the topic of today's lesson is Environmental studies and glaciers.

- 1 **SB p102** Can you answer any of these questions?

**Aim:** to activate students' prior knowledge of the topic

- Focus students on the five questions and ask students to take turns to read them aloud.
- In pairs, students discuss which answers they know.
- Elicit possible answers to each question with the class. Elicit students' ideas, but do not give the answer to any of the questions.

- 2 **SB p102** Texts a–e answer the questions in Activity 1. Read and match the answers with the questions.

**Aim:** to give students practice with reading skills

- Read the activity instructions with the class and check understanding.
- Tell students to read the texts quickly and to match the questions with each text.
- Students do the task individually and then compare answers in pairs.
- Check with the class.
- Students take turns to read the texts aloud. Check understanding of concepts and vocabulary at the end of each text.

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

- 1 **WB p102** Look at the pictures and write the words.

**Aim:** to consolidate students' understanding of vocabulary

**Key:** 2 valley, 3 snowflake, 4 North Pole, 5 South Pole

- 2 **WB p102** Read the text on Student's Book page 102 again. Complete the sentences.

**Aim:** to consolidate students' understanding of the topic

**Key:** 2 high mountains, 3 continental glaciers, sheets, 4 10%, 5 move, 6 icebergs

- 3 **WB p102** Match the sentence halves.

**Aim:** to give students practice with sentence cohesion

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

### 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. glaciers, what they are, where they are found, how they are made and how they move.
- Write it on the board. Students copy it into their notebooks.

### Extension activity

**Aim:** to extend students' understanding of the topic

- Students work in groups of four.
- Each group uses the Internet or reference books to find out about one particular glacier. They find out where it is, its size and other facts about it.
- Groups find out about different glaciers.
- Students organise the information into a short talk, which they illustrate with pictures and/or diagrams on the board.
- Groups take turns to present their talks about different glaciers.
- At the end of the presentations, ask the class which was the biggest glacier and which continents the glaciers were on that the groups talked about.



- 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.

### Extension activity

- Ending the lesson**
- Aim: to review what students have learnt in the lesson**
- Write on the board: *Today I've learnt ...*
  - Elicit from students what they learnt today, e.g. *more about Environmental studies and glaciers, how much of the Earth's surface was covered by glaciers during the last ice age and how much of the Earth's surface is covered by glaciers now.*
  - Write it on the board. Students copy it into their notebooks.

**Aim: to give students practice with writing skills**

- 3** **WB p103** Research and write about another mountain.

**Key:** Red: Mexico City, Blue: Orizaba / Star mountain, Green: more than 5,600 metres, Orange: It has got a glacier on top but it is also a dormant volcano.

**Aim: to give students practice in reading skills**

- 2** **WB p103** Read Pedro's text. Underline the information in different colours.

**Key: 2** Why are most of the glaciers in South America melting very quickly? 3 Where is Perito Moreno? 4 What have scientific experts said about the ice mass of the glacier? 5 What stops the glacier from melting in the summer?

**Aim: to give more practice with writing questions**

- 1** **WB p103** Read the webpage. Write questions for the answers.

**Key: 1** 28 per cent

- Students work in pairs or groups of three.
- First they find out what percentage of the Earth was covered by glaciers 20,000 years ago.
- Then they find a map on the Internet or in a reference book which shows where glaciers are today.
- They fill in the map in their Student's Books.

- Read through what they need to do for the project. Elicit from students where they are going to find a map which shows the glaciers (the Internet / reference books).

**Aim: to enable students to complete a project**

- 3** **Project** **SB p103** Find out how much of our planet is covered by glaciers.

- Key: 1** above, 2 ship, 3 water, 4 melt, 5 cities surprising/worrying.
- Check understanding of *drown*.
  - Students complete the smart facts individually and then compare their answers in pairs. Check with the class.
  - Ask students which fact they find the most interesting/surprising/worrying.

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

- 2** **SB p103** Read and complete the smart facts with the words from the box.

**Key: 1** Glaciers move about 7 metres every week. 2 Continental glaciers become icebergs. 3 Continental glaciers are found around the poles. 4 Glaciers are made of snowflakes. 5 Glaciers are getting smaller.

- Play the recording again. Stop after each one and elicit the correction from one of the pairs or from the class.
- Play the recording. Pause after each one for students to correct the mistakes with their partner, using the prompts.

**Aim: to review students' understanding of the topic**

- 1** **CD 20** **SB p103** Listen and correct the mistake in each sentence.

- Create a word map with this information.
- previous lesson.
- Elicit what students learnt about glaciers in the previous lesson.
- Write *glaciers* on the board in a circle.

**Aim: to review Environmental science and glaciers**

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

**Materials:** CD, materials for the project: maps, coloured pencils

**Recycled language:** Environmental science and glaciers

**New language:** ice age, percentage, drown

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



### Aims:

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

**Recycled language:** language from the unit, holidays and travel

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

### Warm-up

**Aim:** to review *may / might*

- Tell students to think about next weekend and what they would like to do.
- Give a few examples, e.g. *I may go to the cinema. I might go and visit my aunt.*
- Remind students that these are possibilities and not definite plans.
- Go around the class, eliciting possible ideas from students for the weekend.

1 **SB 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 dialogue between a person wanting to go on holiday and a friend interested in their holiday plans.
- Read through the role cards with the class.
- In their pairs, students each choose their role card.
- Elicit full examples of the useful language, e.g. *How are you going to get there? We might go by train.*
- 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.
- Remind students to focus on the improvement points they wrote in their notebooks after the last role play.
- Students practise their role plays so that they can perform them without reading the text.

2 **SB p104** Act out your dialogue.

**Aim:** to practise interactive speaking skills

- Pairs take turns to perform their short role plays for the class.

1 **WB p104** Choose six words or phrases to complete the sentences.

**Aim:** to review language from the unit

**Key:** 2 might become, 3 aren't, 4 might not, 5 are, 6 isn't

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 He might have to wait a long time, so he's taken a book. 3 Your friends are hungry, aren't they? 4 We may find your key in the garden, so let's look there. 5 Tomorrow is Saturday, isn't it? 6 When the climate changes, the summers might get longer.

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

- Pairs volunteer to act out their dialogues again from SB Activity 2.
- Use this activity to review the functional language from the lesson.

### 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 how to write a review
- New language:** *sponge, crazy, recommend, mammoth, sabre tooth tiger, slot, review, series*
- 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.

## 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 the reviews and answer the questions.

**Aim:** to give students practice with reading reviews

- Focus students on the reviews. Elicit what the two programmes are called (*SpongeBob* and *Ice Age*).
  - Read the two questions with the class and check understanding of *recommend*.
  - Students read the two texts silently and find the answers to the questions. They compare their answers in pairs.
  - Check with the class.
  - Have students take turns to read the texts aloud around the class. Check understanding of vocabulary.
- Key:** 1 *Ice Age* is a film (I saw it at the cinema first). *SpongeBob* is on TV (I watch it every week). 2 Yes, they both like them.

## 2

**SB p105** Write a review of a TV series or a film. Look at the reviews in Activity 1 to help you. Make sure that you include the points below.

**Aim:** to give students practice in writing reviews

- Read through the activity instructions with the class and check students know what to do.
- Check understanding of vocabulary and elicit some ideas for films or TV series they could write about.
- Read through and discuss the *Tips for writers* with the class.
- Students work individually. They plan their reviews using the bullet points and the *Tips for writers* as a guide.
- Go around the class to check at each stage and help as appropriate.
- Students write a first draft of their reviews.
- Go around and check their work.

## 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.

**Aim:** to practise writing skills

**3 WB p105** Choose an environmental problem. Write a letter for a newspaper. Answer these questions in your letter.

**Aim:** to review unit vocabulary

**Key:** 2 Arctic, 3 glacier, 4 Antarctic, 5 igloo, 6 mittens

**2 WB p105** Complete the sentences with the words from Activity 1.

**Aim:** to practise spelling  
**Key:** iceberg, Antarctic, igloo, glacier, mittens

**1 WB p105** Find and write the words.

- Students swap reviews in pairs and give each other feedback.
- Students write a final draft of their reviews 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.



## 9 The Jurassic Age

### Aims:

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

**New language:** *Jurassic Age, sunrise, horizon, valley, pond, grassland, stream, bush, swamp, log, meadow, dinosaur, lizard, die out*

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

**Materials:** CD

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

### Warm-up

**Aim:** to introduce the context of dinosaurs

- Elicit from students what they know about dinosaurs: where they lived, when they lived, what they looked like, what happened to them.
- Write some notes on the board.

### Presentation

**Aim:** to present vocabulary for dinosaurs

- Read the text at the top of the page with the class and have them look at the picture.
- Elicit where the friends are (in the Jurassic Age) and if it is the present, the future or the past (65 million years ago). Check understanding of vocabulary.
- Use the picture in the Student's Book to further set the context of dinosaurs 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.



**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

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

**Key:** 1 future, 2 she can see a dinosaur, 3 go and explore, 4 rocks



**3** **SB p106** Choose a word. Describe it for your partner to guess.

**Aim:** to give students practice with the new vocabulary

- Describe one of the words for the class to guess.
- Students do the activity in pairs. They take turns to describe one of the words and to guess it.



**1** **WB p106** Complete the crossword.

**Aim:** to practise the new vocabulary

**Key:** Across: 6 grassland, 7 log, 8 stream;  
Down: 1 valley, 2 horizon, 3 bush, 4 sunrise, 5 pond



**2** **Think!** **WB p106** Write the words from Activity 1. Add other words that you know.

**Aim:** to give further practice with the new vocabulary

**Thinking skills:** classifying

**Key:** 1 stream, swamp (river, sea, ocean, lake, island, pool); 2 bush, grassland, log (forest, flower, grass, vegetables); 3 shadow, sunrise (northern lights, lightning, cloud, sun)



**3** **WB p106** Complete the dialogue with the words from the box.

**Aim:** to give students practice with gap filling

**Key:** 2 swamp, 3 future, 4 past, 5 horizon, 6 dinosaur, 7 joking, 8 pond

### Ending the lesson

**Aim:** to review vocabulary from the lesson

- Play the game again from SB Activity 3.

### Extension activity

**Aim:** to consolidate vocabulary from the lesson

- Students write the ten new vocabulary items from the Student's Book presentation in their vocabulary books.
- For each item, they draw a picture and label it. They also write a description, e.g. *A pond is a small lake or pool.*



- Students take turns to practise the sentences in pairs. 127
- 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 and then check in pairs.

**Key:** 1 had, 2 saw, 3 met, 4 were, 5 went

**3** SB p107 Play Guess who wrote it.

**Aim:** to practise the 2nd conditional

- The students each draw a picture of an imaginary situation (it doesn't have to refer to the past).
- They then write a sentence using the one in the Student's Book as a model: *If I had a time machine, I'd ...*
- Collect the pictures and texts and display them around the walls of the classroom.
- Students go around and guess who wrote which one.

**1** WB p107 Match the sentences from the box with the pictures.

**Aim:** to give students further practice with the new language

**Key:** 2 If I had an amazing new mountain bike, I'd ride around all day. 3 If I went to my best friend's house, I'd show him my bike. 4 If I saw girls from our class, I'd wave.

**2** WB p107 Complete the sentences with the correct form of the verbs in brackets.

**Aim:** to give students further writing practice with the new language

**Key:** 2 went, 3 had, 4 saw, 5 were

**3** WB p107 Look at the pictures and write sentences with *If I*.

**Aim:** to give additional practice with the new language

**Ending the lesson**  
**Aim:** to practise key language from the lesson

- Elicit the sentences from SB Activity 1.
- Then have students complete each of the sentences orally with their own ideas (*I'd ...*).

**Extension activity**

**Aim:** to consolidate the new language

- Put students into groups of four.
- They compare their sentences for WB Activity 3.
- In their groups, they write four more sentences with *If I* about things they would like to do.

**Aims:**

- to present and practise the 2nd conditional
- to give students speaking practice
- New language:** *triceratops, T-rex, time machine*
- Recycled language:** dinosaurs
- Materials:** CD
- Language competences:** Your students will be able to talk about hypotheses using the 2nd conditional.

**Warm-up**

**Aim:** to review vocabulary for dinosaurs and the Jurassic Age

- Write *The Jurassic Age* on the board.
- Brainstorm the new vocabulary from the previous lesson. Create a word map.

**Presentation**

**Aim:** to present the 2nd conditional

- Ask students *Do dinosaurs exist? Is it possible to see one today? (No.)*
- Say *I want you to imagine that you can see a dinosaur, like the children in the story. What would you do?*
- Elicit their responses and write them on the board, e.g. *I'd take a photo.*
- *I'd run away.*
- *I'd phone my friend.*

- Elicit what the 'd stands for (*would*).

- Write *If I saw a dinosaur*, above the column.

- Prompt students to read the three complete sentences, e.g. *If I saw a dinosaur, I'd run away.*

- Ask concept questions, e.g. *Is it possible to see a dinosaur? (No.) Could it happen? (No.) So this is imaginary. Are we imagining a time in the present, the past or the future? (The present and the future.)*

- Explain that the past simple is used here because the situation is unreal, not because it is in the past.

**1** SB p107 Match the sentence halves. Number the pictures to match the sentences.

**Aim:** to practise the 2nd conditional

- Students do the task individually and compare in pairs.
- Focus students on *If I were ...*. Tell them this is the form we usually use for the first person *I* in the 2nd conditional. (*If I was* is also possible.)

**Key:** 1 c z, 2 d x, 3 a w, 4 b y

**2** SB p107 Listen and say the sentences.

**Aim:** to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.



### Aims:

- to sing a song with the class
- to review different spellings of the *or* phoneme and sentence stress

**New language:** *hang out, poke, horn, mess about, pointy, claw, creep up, roar, pterosaur, rap*

**Recycled language:** 2nd conditional, dinosaurs

**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 say the *or* phoneme in different words and use rise-fall intonation when asking questions with two options (e.g. *Do you prefer apples or bananas?*).

### Warm-up

**Aim:** to review the 2nd conditional

- Ask some of the students to tell the class the 2nd conditionals they wrote for SB Activity 3 on page 107.

- 1  **SB p108** Listen and answer the questions. Then sing the song.

**Aim:** to sing a song with the class


- Focus students on the two questions at the top of the page. Check understanding.
- Students cover the lyrics of the song.
- Play the recording. Students listen and answer.
- They compare answers in pairs. Check with the class.
- Students uncover the lyrics of the song. Check understanding of vocabulary: *hang out, poke, horn, mess about, pointy, claw, creep up, roar, pterosaur*.
- 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.
- Focus students on the 'All about music' box. Read it with the class. Check understanding of vocabulary.
- Do the 'What I think' survey using a show of hands. Count the number of hands up for each option (It's great / It's OK / I don't really like it).
- Review the results, e.g. *So, most of you think rap is great or Most of you think it's OK.*
- Use this information to decide whether or not to use the karaoke version of the song.

**Key:** 1 horns, claws, wings, 2 (Students' own answers)

- 2  **SB p108** Listen and say the dialogue.


**Aim:** to review different spellings of the *or* phoneme and practise intonation

- Remind students that words can have different spellings for the *or* sound. Write *dinosaur* and *roar* on the board as examples.
- Play the recording. Students listen, read and repeat.
- Divide the class so that one half is Paul and the other Flora. The class says the dialogue twice, exchanging roles.
- Students practise the dialogue in pairs.


- 1  **WB p108** Match the song phrases with the definitions. Match them with the pictures.

**Aim:** to check students' understanding of the song


**Key:** 2 d w, 3 a z, 4 b y

- 2  **WB p108** Listen and say the words.

**Aim:** to identify and say words with the *or* phoneme

- 3  **WB p108** Complete the sentences with the words from the box. Match them with the pictures.

**Aim:** to say and spell words with the *or* phoneme and practise rise-fall intonation

- 4  **WB p108** Listen and check. Ask and answer with a partner.

**Aim:** to practise rise-fall intonation

**Key:** 2 dinosaurs c, 3 autumn f, 4 small e, 5 walking d, 6 stories a

### Ending the lesson

**Aim:** to review the song

- Sing the song again with the class.
- Make six groups. Each group takes a turn to sing one of the verses.

### Extension activity

**Aim:** to activate students' imaginations

- Brainstorm the names of other dinosaurs.
- Groups write a new verse about another dinosaur.
- They can use one of the current verses as a model (make a few changes) or write a new verse.
- Students practise and then either perform their new songs for the class or write the new song on poster paper and illustrate it.



- Students write answers in their notebooks.
- if you found a lot of money in the street?
- if you saw a house on fire?
- if you had a lot of money?
- if you met an alien?
- if you saw a monster?
- What would you do

- Write these sentence prompts on the board:

### Aim: to encourage creativity

### Extension activity

- Students ask and answer in open pairs.
- Review questions and answers from SB Activity 3.

### Aim: to review language from the lesson

### Ending the lesson

- Aim: to give further practice with the new language**
- Key: 2** What would Paul do if he went to New York? a  
 3 What would Paul do if he saw a cat in a tree? d  
 4 What would Paul do if he met the British queen? f  
 5 What would Paul do if he went to Rio de Janeiro? b  
 6 What would Paul do if he had a new skateboard? e

- 2** **WB p109** What would Paul do if ... ? Write questions and match the answers with the questions.

### Aim: to review the new language

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

- 1** **WB p109** Match the questions with the answers.

- Check with the class, using open pairs.
- Students work in pairs and take turns to ask and answer about the pictures.
- Demonstrate the activity using one of the pictures, e.g. *If I met Beyoncé, I'd ask her for her autograph.*

### Aim: to give students further practice with the new language

things? Ask and answer.

- 3** **SB p109** Work in pairs. What would or wouldn't you do if you met or saw these people and

- Key: 1** d, 2 c, 3 a, 4 e, 5 b
- 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 and then check in pairs.

### Presentation

#### Aim: to present 2nd conditional questions

- Elicit lines 1 and 3 of the song from the previous lesson and write them on the board: *If I were a dinosaur, I'd mess about with my friends.*
- Ask around the class: *What would you do if you were a dinosaur?*
- Students answer, e.g. *If I were a dinosaur, I'd sleep all day.*
- Ask students what your question was and write it on the board.

- 1** **SB p109** Choose the best answers for you.

#### Aim: to practise 2nd conditional questions

- Elicit what students can see in the pictures (town and country) and ask a student to read the question aloud.
- Tell the class that this is a questionnaire.
- Students do the questionnaire individually and record their answers.
- They compare answers in pairs.
- Check with the class. Have students read each question with its two options aloud.
- Students read the key aloud.
- Then ask students whether they have more A answers or more B answers.

- 2** **SB p109** Listen and say the questions and the answers.

#### Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Repeat.
- Students take turns to practise the questions and the answers in pairs.

### Warm-up

#### Aim: to review vocabulary

- Write *Town and Country* on the board.
- Brainstorm what these two places mean to students, e.g. *tall buildings, fields, animals, shopping centres.*
- Create word maps around each one.

**Language competences:** Your students will be able to ask questions using the 2nd conditional.

**Materials:** CD

**Recycled language:** town and country

**New language:** nature park, country

- to practise speaking skills
- questions
- to present and practise 2nd conditional

**Aims:**



**Aims:**

- to present a story
- to develop reading skills

**New language:** *herbivore, velociraptor, shadow, beak*

**Recycled language:** characters and language from the story, dinosaurs

**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 unit.
- Give prompts if necessary, e.g. *Time Travellers, school seems strange, Science lesson, pirates (the past), a park in a city (the future), Ancient Egypt (the past), the Olympics (2016), the Great Fire of London (1666), Professor Potts' workshop (2130), the moon landing (1969), the North Pole (the present), the Jurassic Age (65 million years ago).*

- 1 **SB pp110–111** Look at the pictures. Do you know the names of any of these dinosaurs?

**Aim:** to activate students' knowledge of the world

- Have students look at the pictures and elicit what they can see.
- Find out if any students can name any of the dinosaurs.
- Don't confirm their answers at this stage.

- 2 **CD 30 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 listen and read to check their answers to Activity 1.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story. (The pterosaur took them to its nest to feed its babies. At the last minute a yellow light appeared and the children were gone in a flash. They landed back in their classroom, only a few seconds after they left.)

**Key:** triceratops, T-rex, pterosaur

**Practice**

**Aim:** to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *Where were the three friends?* (In the jungle.) *What did they see first?* (A triceratops.) *What did it eat?* (Plants. It was a herbivore.) *What was the name of the small dinosaurs?* (Velociraptors.) *Did they look friendly?* (No.) *Why did the children run?* (Because a T-rex appeared.) *What did the pterosaur do?* (It picked the children up in its beak.)

- 1 **WB p110** Match the dinosaur names from the box with the pictures.

**Aim:** to check vocabulary

**Key:** 2 T-rex, 3 pterosaur, 4 velociraptor

- 2 **WB p110** Remember the story. Read the summary and complete the words.

**Aim:** to check students' understanding of the story

**Key:** 2 scare, 3 group, 4 worry, 5 mouth, 6 teeth, 7 circle, 8 head, 9 danger, 10 dinosaur, 11 beak, 12 nest, 13 hungry, 14 classroom

- 3 **WB p110** Answer the questions.

**Aim:** to review the story

**Key:** 2 Because it's a herbivore. 3 They are making a circle around Alex. 4 It roars. 5 'Are you three OK?' 6 He finds an old bracelet.

**Ending the lesson**

**Aim:** to practise the story

- Put students into groups of four (three children and Mr Davis). 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 stimulate students' creativity

- Put students into groups of three.
- Tell students to imagine what the three friends say to each other about their adventures after the lesson.
- They brainstorm ideas in their threes and write notes for a conversation.
- Threes take turns to role play their conversations to the class.



**1** WB p111 How much do you remember about the Time Travellers' adventures? Do the quiz.

**Aim:** to enable students to review the events in

the story

**Key:** 1 b, 2 c, 3 a, 4 a, 5 c, 6 b, 7 c, 8 a, 9 c, 10 b

### 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 stimulate creativity

• Brainstorm ideas for other possible adventures for

the Time Travellers.

• Either, students work individually. They write

another (short) episode of the story. Go around the

class and help as appropriate. They swap drafts

of their story with a partner. Students check each

others work. Students then write a final draft of the

episode of their stories.

• Or, students work in groups of four. They write

another episode of the story as a play with

characters (the three friends and a character they

meet). They write the dialogue and the stage

directions / narrative. Go around the class and help

as appropriate. Groups rehearse their plays and

then perform them for the class. Video record the

performances and play them back to the class.

• 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*

*friends? (In the jungle in the Jurassic Age.) How*

*many different kinds of dinosaur did they see?*

*(Four.) What was about to happen to them when*

*they saw the gate? (The babies were going to*

*eat them!)*

**3** SB p111 Use the pictures to help you complete the sentences.

**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 use the pictures to help them complete the

sentences. They look back at the text as necessary.

• They compare their answers in pairs.

• Check with the class.

**Key:** 1 bushes. 2 Alex. 3 a velociraptor. 4 a pterosaur.

5 the explosion. 6 a bracelet.

**SB p111** Help the Time Travellers

remember what happened. Where are

these things from?

**Aim:** to review the story

**Thinking skills:** making visual connections

• Focus students on the activity instructions. Check they

understand that this is a review of the whole of the story

in the Student's Book.

• In pairs, students look at the pictures and talk about

them using *I think...*

• Elicit and discuss as a class.

**Key:** 1 A coin from pirates. 2 A hieroglyph from Ancient

Egypt. 3 A programme from the Rio Olympics. 4 A

spanner from Professor Potts' workshop. 5 A mug of

tea from the Houston control room. 6 A jet pack from

the future



**Aims:**

- to practise reading skills
- to practise speaking skills

**Skills:**

- reading for detail
- taking part in a pair discussion

**New language:** *wildlife, dragonflies, like (prep), mallard, tadpole, newt, larva, kingfisher, heron, patiently, water vole, for a while, water boatmen, upside-down, stickleback, spike, scale*

**Recycled language:** language from the unit

**Materials:** dictionaries

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

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

**Value:** taking an interest in nature

**Warm-up**

**Aim:** to activate vocabulary

- Write *Animals and birds* in a circle on the board.
- Ask students what they know about animals and birds that live around them, in the park, around the school or in the garden.
- Elicit the names of some of these animals in L1.
- Tell students that today they are going to read about some of the animals and birds that live around ponds in the UK.

- 1 **SB p112** Look at the photos around the pond. Read the magazine article and match the photos with the paragraphs.

**Aim:** to practise reading skills

- Focus students on the picture of the pond. Elicit that there are plants growing around the pond. Ask if it is fresh or salty water (fresh water).
- Students read the introductory text aloud around the class. Check understanding of vocabulary and elicit which is the picture of a dragonfly (3).
- Elicit what students can see in the other pictures. Don't give the names of the creatures if students don't know them (they will find the names later in the reading). Accept, e.g. *duck* for 5, *small mammal* for 7.
- Tell students to read the article silently and to match the photos with the paragraphs. Remind them to look for key words, e.g. *bird, fish*, to help them with their match.
- Students compare their answers in pairs.

- Check with the class. Students take turns to read the paragraphs aloud. Check pronunciation.

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

- 2 **SB p112** Work in pairs. Make a list of pond animals which you might find in your country. Describe them for your classmates to guess.

**Aim:** to give students practice with speaking skills

- Pairs make their lists, using the ideas from the warm-up.
- Provide students with dictionaries so that they can find the names of the animals in English.
- Each pair then chooses about four animals and writes a short description of them. Remind the pairs not to mention the animal's name in the description.
- Pairs describe a pond animal for students to guess.

- 1 **WB p112** Complete the cards with the animal names and the star facts from the box.

**Aim:** to consolidate understanding of the topic

**Key:** 2 Kingfisher, Blue feathers, 3 Dragonfly, Four wings, 4 Water vole, Homes in holes, 5 Water boatman, Swim backstroke, 6 Mallard, Green head 7 Stickleback, Spiky back, 8 Heron, Long legs

- 2 **WB p112** Read the texts on Student's Book page 112 again. Which animal is it?

**Aim:** to give further practice with reading skills

**Key:** 2 heron, 3 newt, 4 dragonfly, 5 mallard, 6 water boatman / backswimmer, 7 water vole, 8 kingfisher

- 3 **Values WB p112** What can we learn about the world? Colour the words.

**Aim:** to focus on the value of taking an interest in nature

**Key:** The world around us is wonderful.

**Ending the lesson**

**Aim:** to review the content of the lesson

- With Student's Books closed, elicit what students can remember about the pond animals.

**Extension activity**

**Aim:** to discuss the value of taking an interest in nature

- Elicit why taking an interest in nature is important.
- Find out how many students are regularly involved in activities which take them into the natural world, e.g. hiking, walking, collecting things, fishing, camping, birdwatching, taking photographs.

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



## Extension activity

**Aim:** to encourage cooperation and appreciation

- In groups, students silently read each other's descriptions of a pond animal from WB Activity 3.
- Each student gives a) one positive piece of feedback and b) one suggestion for improvement.

## Ending the lesson

**Aim:** to review language from the lesson

- Display the riddles around the class.
- Have students go round the class and choose the riddles they think are the best. Elicit their reasons.

**Aim:** to give students practice with writing skills

**3** **WB p113** Write about an animal that you can find in ponds where you live. Find a photo or draw a picture of it.

**Aim:** to give students practice with sequencing

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

**2** **WB p113** Holly's dad asked her about the trip. Put the dialogue in order.

**Key:** 2, A, 3, A, 4, C, 5, B, 6, C

**Aim:** to give students practice with reading for specific information

**1** **WB p113** Read the sentences about Holly's trip with the nature club. Choose the best word (A, B or C) for each space. **KEY**

- Students read out their riddles for the class to guess.
- Students work individually and write their riddles.
- Brainstorm some possible animals they could use.
- I? and that the animal's name isn't mentioned.
- Make sure students notice that the last line is *What am* animal looks like, what it does, etc.
- Re-read the riddles with the class and focus on what the

**Aim:** to give students practice with writing skills

for your classmates to guess.

**4** **SB p113** Choose an animal and write a riddle

**Key:** A heron, A frog, A water vole

- Make groups of four from two pairs for students to compare their guesses. Elicit and discuss as a class.
- Students discuss the riddles in pairs and guess.
- Read each riddle aloud for the class and check understanding of riddle.

**Aim:** to give students practice with reading skills

answers.

**3** **SB p113** Read the riddles and guess the

## Warm-up

**Aim:** to review the topic

- Elicit the names of the pond animals from SB page 112 and write them on the board.
- With books closed, ask students what they remember about each of the animals.

**1** **SB p113** Holly is a member of her local nature club. Listen to an answerphone message and tick (✓) the things that she needs to take on her pond trip.

**Aim:** to give students practice with listening for specific information

Focus students on the pictures for Activity 1.

Excl/pre-teach what each one is.

Play the recording. Students listen and tick.

They compare answers in pairs. Check with the class.

**Key:** 1 ✓ 4 ✓ 6 ✓ 7 ✓

**2** **SB p113** Listen again and answer the questions.

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

In pairs, students try to remember answers from the

previous listening.

Play the recording. Students listen for the answers.

They compare answers in pairs. Check with the class.

**Key:** 1 9 o'clock, 2 In the school car park, 3 3 o'clock,

4 279453, 5 £5

**Aims:**

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

**Skills:**

listening for specific information

reading for detail

writing a riddle

**New language:** riddle, answerphone, club, wellington boots, waterproof coat, packed lunch, binoculars, net

**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 read for detail.

Your students will be able to write a riddle.



### Aims:

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

**New language:** *fossil, remains (n), shell, footprint, form (v), bug, rot (v), landscape, palaeontologist*

**Recycled language:** language from the unit

**Materials:** reference books, the Internet, poster paper

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

### Warm-up

**Aim:** to introduce the topic of Biology and fossils

- Write *Dinosaurs* on the board.
- Ask students how we know that dinosaurs lived on the Earth in the past.
- Write the word *Fossil* on the board. Find out if any students have ever found or collect fossils.
- Tell students the topic of today's lesson is Biology and fossils.

- 1 **SB p114** Read about fossils. Which photo doesn't show a fossil?

**Aim:** to activate students' knowledge of the topic

- Focus students on the five photos and on the text for Activity 1.
- Read the text aloud around the class. Check understanding of vocabulary.
- Read the activity instructions aloud with the class.
- In pairs, students discuss which photo does not show a fossil.
- Elicit what the other photos show.

**Key:** c

- 2 **SB p114** Read about how fossils are formed. What do we call scientists who look for fossils?

**Aim:** to give students practice with reading skills

- Read the activity instructions with the class and check understanding.
- Tell students to read the text quickly and to find the name of the scientists who look for fossils.
- Students compare answers in pairs. Check with the class.
- Read the text aloud around the class, pausing frequently to check understanding and to discuss the concepts.

**Key:** Palaeontologists

- 3 **Think!** **SB p114** How many words can you make from the answer to Activity 2?

**Aim:** to give students practice with spelling

**Thinking skills:** visualising spelling

- Students work in pairs to write as many words as they can within a time limit.
- Elicit the words from pairs and write them on the board.
- The pair with the most correctly spelt words wins.

**Key** (possible answers): pool, step, log, list, plan, slip, stone, one

- 1 **WB p114** Read the article and write *t* (true), *f* (false) or *ds* (doesn't say).

**Aim:** to give students practice with reading skills

**Key:** 2 f, 3 t, 4 ds, 5 f, 6 t

- 2 **WB p114** Read the text on Student's Book page 114 again. Put the sentences in order.

**Aim:** to give students practice with sequencing

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

- 3 **Think!** **WB p114** Look at the dinosaur exhibits and complete the signs. Use the story on Student's Book pages 110–111 to help you.

**Aim:** to review vocabulary

**Thinking skill:** visualising spelling

**Key:** 2 T-rex, arms, 3 velociraptor, tail, 4 pterosaur, wings

### 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. *fossils, what they are, how they are formed and the name of scientists who study them.*
- Write it on the board. Students copy it into their notebooks.

### Extension activity

**Aim:** to extend students' understanding of the topic

- In groups, students use the Internet or reference books to find out more about fossils. They find a picture of a fossil and also find a picture of what scientists think the animal looked like.
- They organise their information on posters.
- Display the posters around the class.



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### Aims:

- to consolidate language from the unit
- to promote student–student cooperation

**Recycled language:** language from the unit

**Materials:** CD, poster paper, coloured pencils

**Language competences:** Your students will be able to prepare and give a poster presentation in pairs.

### Warm-up

**Aim:** to review and present vocabulary

- Draw a circle on the board and write *Dinosaurs* in the middle.
- Write the first letters of the ten words from Activity 1 on SB page 106.
- Students give you and spell out the words.
- Elicit the names of dinosaurs students know, including those they have learnt in this unit.

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**SB p116** Listen to Luke's presentation and find the mistakes in the bullet points on his poster.

**Aim:** to provide a model for the poster presentations

- Focus students on the poster and have students read the information aloud.
- Play the recording. Students listen and find Luke's mistakes.
- Students compare their answers in pairs.
- Play the recording again. Check with the 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:** This dinosaur lived 85–65 million years ago. We don't know what colour it was. It was about 13 metres long. It was about 5 metres high. It could run at about 30 km/hour. It weighed about 7,000 kilos. It ate meat. Most fossils are found in the United States.

### Preparing for and delivering poster presentations

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

- Focus students on *Find out about it*. Give them a time limit.
- Read the bullet points through. Check vocabulary.
- In pairs, students choose a dinosaur and find out all the bullet point information about it.

- Focus students on *Prepare it*. Give them a time limit.
- Read the bullet points through. Check vocabulary.
- Give students the materials they need for their presentations, e.g. poster paper and coloured pencils.
- Students prepare their posters in their pairs.
- Students focus on the improvement points they wrote in their notebooks after the last mini presentations.

- Focus students on *Present it*.
- Tell the class how the poster presentations will be organised. This may happen over more than one lesson.
- Set a listening task for the students who are listening, e.g. write down one piece of information about each dinosaur that you didn't know before.
- Re-read the *Tips for presenters* through with the class.
- Pairs take turns to do their poster presentations.
- 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 structures from the unit

**Key:** What would you do if you met your favourite pop star? If I had a dog, I'd take it for a walk every day. If my sister had a camera, she wouldn't use mine all the time.

**2** **WB p116** Draw lines and complete the sentences with the words from the box.

**Aim:** to review sentence structure

**Key:** 2 If I had a time machine, I'd go to the year 2166. 3 If I had a telescope, I'd look at the stars every night. 4 Where would you fly if you had a plane? 5 If I were an actor, I'd like to be in a film about dinosaurs. 6 What would you do if you saw a dinosaur?

**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 sentences students wrote for WB Activity 3.

### Extension activity

**Aim:** to develop reflective skills

- Give students feedback on the presentations.
- Students discuss how their presentations went and what they will do another time to improve them.
- Each student writes these improvement points in their notebook for next time.



## Aims:

- to consolidate language from the unit
- to raise awareness of how to write an acrostic poem

**New language:** *acrostic*

**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.

## 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 p117** Read these poems, which are called acrostics. What is an acrostic?

**Aim:** to introduce the form of acrostics

- Focus students on the poems.
- Students read each one aloud. Have them pause at the end of each line.

- Read the activity instructions with the class and elicit what they think an acrostic is. If they don't know, draw their attention to the first letter in bold at the beginning of each line and ask what they spell from top to bottom (friends / dinosaurs).
- Elicit from students what each of the poems is about (the topic of the acrostic word).

**Key:** An acrostic is a poem which makes a word with the first letter of every line.

**2** **SB p117** Work in groups. Create ideas for an acrostic poem.

**Aim:** to give students practice in planning acrostics

- Brainstorm some more words that would make good acrostics. Remind students to use concrete, short words.
- Students work in groups. They follow the steps and plan an acrostic together.

**3** **SB p117** Choose ideas and plan your own acrostic. Show your plan to your teacher to help you.

**Aim:** to give individual students practice in planning an acrostic

- Students each choose their own word and plan their acrostic, using d in Activity 2 as a model.

## 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.

**Aim:** to practise writing skills

**3** **WB p117** Look at the pictures and write the story. Use the ideas to help you write about each picture.

**Aim:** to review unit vocabulary  
**Key:** 2 sunrise, 3 swamp, 4 fossil, 5 valley, 6 dragonfly

**2** **WB p117** Complete the sentences with the words from Activity 1.

**Aim:** to practise spelling  
**Key:** 2 dragonfly, 3 stream, 4 sunrise, 5 swamp, 6 valley

**1** **WB p117** Find and write the words.

- Work through the exercises with the class.
- Students turn to the My portfolio writing practice section on page 126 of the Workbook.
- Students add a picture to their acrostic if they want. They put the acrostics in their portfolios.
- Go around and check their work. Remind students that the acrostics don't need to be grammatical and they don't need to rhyme.
- Students write their acrostics on paper using colours.
- Read through and discuss the *Tips for writers*.

**Aim:** to give students practice in writing acrostics  
**4** **SB p117** Write your acrostic out neatly, using colours if you want. You can add a picture too.

## Extension activity

- Aim:** to enable students to discuss and share what they have learnt
- In groups, students look through each page of Unit 9, at their vocabulary books and at their portfolios and discuss what they have learnt in this unit.
- Students talk about what they have learnt and are good at, as well as what they need to improve.



## Tapescript

### Back to school

#### CD1 Track 03

##### Student's Book p. 4, Act 2

**Alex:** So we're really back. No more time-travelling adventures.

**Patrick:** Yes, this is definitely our school. It's the same old playground, football pitches, tennis courts ...

**Phoebe:** And the same old people.

**Alex:** Yes, it was strange.

**Patrick:** What do you mean?

**Alex:** Well, we've been away for ages. Didn't anybody notice we weren't here?

**Phoebe:** You're right. It's like nothing ever happened.

**Patrick:** Maybe it was a dream.

**Alex:** What, we all had the same dream? Don't be silly.

**Phoebe:** Something isn't right. But I don't know what.

**Phoebe:** That's the bell. Lunchtime's over.

**Patrick:** So what lesson have we got now?

**Alex:** I've no idea. I don't even know what day it is.

**Phoebe:** Neither do I. Look, there's Sam. Let's ask her.

**Phoebe:** Hi, Sam. What day is it today?

**Sam:** It's Tuesday. Don't you know that?

**Alex:** So we've got Science with Mr Davis now.

**Sam:** Yes, that's right. We always have Science on Tuesdays after lunch.

**Phoebe:** Of course.

**Sam:** You guys are strange!

#### CD1 Track 04

##### Student's Book p. 5, Act 1

**Girl:** OK, let's look at this quiz. We have to try and remember the story from last year.

**Boy:** The Time Travellers story?

**Girl:** Yes, that's right. It's a true or false quiz. Number 1 ... 'They've already been to Turkey.' Is that true? Have they been to Turkey yet?

**Boy:** Yes, they have. Don't you remember learning about Istanbul?

**Girl:** Oh yes, of course - the only city on two continents. OK, so number 1 is true. Number 2 ... China? I don't remember anything about China.

**Boy:** No, they haven't been to China yet. Number 2's false. And what's number 3? Oh, dinner in space!

Yes, definitely. That's true: they've already had dinner in space.

**Girl:** Yes, they have and it was really funny. ... Huh? What's this about Patrick in number 4? Has he given someone a penknife? I don't think that's true.

**Boy:** Yes, he has. It's true. I remember that. It was in the rainforest. He gave the chief a penknife as a present.

**Girl:** Did he? OK. What about the next one? Australia?

**Boy:** No, there wasn't anything about Australia, so number 5 is true: they haven't been to Australia yet. Now, number 6 ... the USA.

**Girl:** Yes, they've already been to the USA. Twice actually. They went back to when there were sheriffs and cowboys and they saw the Elvis concert as well. Number 6 is false.

**Boy:** And they met Elvis after the concert, so number 7 is false.

**Girl:** False? Oh yes, because it says 'They haven't met a famous person yet' so you're right, number 7 is false. They met Elvis ... and Shakespeare.

**Boy:** And this last one? 'Phoebe hasn't bought a city guidebook yet.'

**Girl:** Well, that's definitely false! She bought one in Turkey ...

**Boy:** ... Yeah and I think she needed one because she got lost!

**Girl:** No, she did not! She did not get lost! She had to wait for the boys at the underground station because they went without her.

**Boy:** Yeah, OK. Well, I think we did quite well on this quiz anyway.

**Girl:** Yes, between us we remembered everything.

## The treasure

#### CD1 Track 14

##### Student's Book p. 10, Act 2

**Alex:** Didn't I say, 'What will happen if we go into the yellow light?' Now look!

**Phoebe:** Shhh! Yes, look ... pirates!

**Patrick:** What are they doing, Alex?

**Alex:** The pirates have just found a treasure chest. I'm not sure, but I think there are gold coins in it.

**Patrick:** Let me have a look. Pass me the binoculars, Alex.

**Alex:** Here you are.

**Patrick:** Alex, you're wrong. The pirates haven't just found a treasure chest. The one with the eye-patch and the

one with the beard have got spades. They're digging a hole to bury the treasure chest. They're going to bury it next to the palm tree.

**Phoebe:** Let me have the binoculars, please.

**Patrick:** Here you are.

**Phoebe:** The treasure chest is in the hole now and they're covering it with sand. The man who's got the hook is talking to the others. I think he's the captain. He's got a big sword.

**Alex:** Can you see a ship anywhere, Phoebe?

**Phoebe:** Yes. I think there's one behind the trees.

**Alex:** What are we going to do?

**Patrick:** Let's wait for them to leave and then dig up the treasure.

**Phoebe:** What if they come back?

**Alex:** Yes, what if they come back?

**Patrick:** Are you two scared?

**Phoebe:** Maybe, but at least we aren't stupid.

#### CD1 Track 24

##### Student's Book p. 17, Act 1

**Radio host:** Good morning and welcome to *Lucky Finds*. I'm Andrew Booker. Today our guest is Marion Vincent. Marion, you found a very valuable Roman bracelet. Can you tell our listeners how that happened, please?

**Guest:** Of course. Well, I was on our tractor in the fields and I used the mirror to look behind me and there was this, well, circle of metal. I thought it was from the tractor, so I stopped and got off. I picked it up and then I looked at the tractor, but I couldn't see that there was anything missing.

**Radio host:** So this metal ring looked to you like something from the tractor?

**Guest:** Well, it was very dirty, so I really didn't know what it was.

**Radio host:** So what happened then?

**Guest:** Well, I finished my job and put this thing on the seat of the tractor. The next time my husband took the tractor out, he saw the metal object and put it in the shed where the tools are.

**Radio host:** So it was lying in the shed for some time, right?

**Guest:** Yes, and then one day my daughter saw it.



## Future transport

### CD1 Track 28

#### Student's Book p. 22, Act 2

**Patrick:** Wow! Where are we?

**Phoebe:** We must be in the future.

**Alex:** Yeah, I think you're right. It

seems like we're in a park in a big city

somewhere.

**Patrick:** How do you know it's a big city?

**Phoebe:** Well, look at the monorail. It's

full of people. They must be going

somewhere.

**Patrick:** These people have cool ways

of getting around. Look! There's

someone on a unicycle! That seems

fun.

**Phoebe:** And that kid on the floating

skateboard over there!

**Patrick:** Hey, and look up there!

Someone's flying a microflight. And

are those ... ? Yes, it's powered by

solar panels! Amazing! I'd love to do

that!

**Phoebe:** Yeah, me too, but I don't think

I could.

**Patrick:** Why not? It looks easy.

**Alex:** No, it doesn't and I'm sure it's

dangerous too if you don't know how

to do it.

**Patrick:** Oh, I don't think so. But, hey,

look! You can hire jet packs for a day.

Let's do that, guys. Come on!

**Jet pack hire man:** Hello. Would you like

to hire a jet pack?

**Patrick:** Yes, we would.

**Alex:** Is it difficult?

**Jet pack hire man:** Well, not really, but

you need to wear a helmet. Here you

are - three helmets.

**All three:** Thanks.

**Jet pack hire man:** Do you know how to

fly a jet pack?

**Patrick:** Sure.

**Jet pack hire man:** OK, here you go

then.

**Patrick:** See you, guys!

**Phoebe:** Erm, I think I'd like a quick

lesson.

**Alex:** Me too.

**Jet pack hire man:** OK, but it's not

difficult. Here are the instructions,

so you can read them carefully. For

instance, if you press the yellow

button, you go up. If you press the

blue button, you come down. It's

that easy.

**Phoebe:** OK.

**Jet pack hire man:** But there's one

**Radio host:** How old is your daughter?

**Guest:** She's 14. She asked me if she

could have it and I said yes. She

cleaned it and then showed it to me.

It looked like a very nice bracelet,

but I never thought that it was pure

gold.

**Radio host:** I see. So how did you find

out?

**Guest:** Well, she wore it to a school

party. One of the teachers saw it

and she became curious. She asked

Ruby if she could borrow it for a day.

The teacher showed it to an expert

and he showed it to other experts

at the museum. They all agreed that

it was a Roman bracelet and that

it was very valuable. The museum

bought it and we got half of the

money that they paid.

**Radio host:** How did your daughter

feel?

**Guest:** Well, she was sorry that she

didn't have the bracelet any more,

but she bought some lovely things

for herself with the money that we

got ... nice, new clothes ... and she

needed a new laptop ... oh, and of

course she bought a bracelet.

**Radio host:** But not a Roman one!

**Guest:** No, unfortunately not! But it's a

nice reminder.

**CD1 Track 26**

**Student's Book p. 20, Act 1**

**Daniel:** My treasure for the 'Show and

tell' today is these paintings. My

brother Christopher and I painted

them last year when we were

doing an Art course in the summer

holidays. You can see that they

both show a snake in the desert.

We haven't been to the desert, but

we've seen pictures and that's why

we chose the red, orange and yellow.

On our Art course, the teacher

showed us lots of paintings by

Aborigines - the first people who

came to Australia - so we tried

to use that style and I think

our paintings are a little bit like

Aboriginal art. My mum put both

our paintings in this frame and at

home it's on the wall in the living

room. When we have visitors, she

always tells them that we painted

these pictures, but we don't really

like that ...!

thing you mustn't forget. It's very

important. If you press the yellow

and the ...

**CD1 Track 35**

**Workbook p. 28, Act 1**

**1 Where did Brenda's family go on**

**holiday last year?**

**Man:** So, tell me about your holiday last

year. Did you go to Italy again?

**Brenda:** No, we didn't. We wanted to,

but then my uncle and my aunt

decided to come with us and they

wanted to see a different country.

**Man:** So where did you go?

**Brenda:** Well, my parents wanted to go

to Spain, but my aunt and I wanted

to go to Turkey, so we had a long

discussion and in the end we went to

Turkey. I think we're going to Spain

this year.

**2 How many postcards did the man**

**buy?**

**Man:** How much for these postcards,

please?

**Assistant:** Just a moment. I need to

count them. Two, four, six, eight, ten,

12, 14. You've got 14, yes?

**Man:** That's right.

**Assistant:** Do you want anything else?

**Man:** Er, no, thanks. Just the postcards.

**3 What time does Sue's piano lesson**

**start?**

**Dad:** Sue, you need to go. It's time for

your piano lesson.

**Sue:** I know, Dad, but there's lots of

time yet.

**Dad:** Well, I'm not sure that there is.

**Sue:** Why? What's the time now?

**Dad:** Ten past three.

**Sue:** Dad, I've got another half an hour

before the lesson starts!

**4 How far is Jane's nearest train**

**station?**

**Man:** How far is the nearest train

station?

**Jane:** Are you going on the express train?

**Man:** Yes, I am.

**Jane:** Then you should take a taxi to

Linton. It's about four kilometres

away.

**Man:** Four kilometres? Is there nothing

nearer?

**Jane:** Well, yes, there's a station only

one kilometre away, which is my

nearest, but the express trains don't

stop there.



### 5 What will the weather be like?

**Woman:** I hope you have a nice holiday with lots of sunshine.

**Man:** Yes, I hope so too, but it isn't looking good. I listened to the weather report this morning and the forecast is bad.

**Woman:** Is it going to be cold?

**Man:** Well, it won't snow, but they say that there'll be a lot of rain.

### CD1 Track 36

#### Student's Book p. 29, Act 1

**Girl:** Last year, my parents took me to Venice in Italy for a week. It's an amazing city. I don't know if you know, but there aren't many roads in Venice. Instead of roads there are canals, so you don't see many cars, but you see loads of boats. The most typical boat is the gondola. It's a long flat boat that you sit in while a man stands behind you and pushes the boat with a long pole. You tell him where you want to go and he takes you there - just like a taxi - although they are quite expensive. Anyway, it's a great experience and if you ever go to Venice, you must try it!

**Boy:** I lived in Surabaya in Indonesia for a year because my dad had a job out there. It's a great place and I had a wonderful time. One of the things I liked most was getting about in a becak. A becak is a kind of bicycle that takes people around the city, a sort of bicycle taxi. One or two people can sit in the front and then the driver cycles you from behind. It's a brilliant way of seeing the city and it's much quicker than taking a taxi because the becaks can go anywhere and get in between the cars. They're really cool!

**Girl:** When we were in India on holiday, I saw this really strange type of transport. It's called a pedicab. People sit on a seat, which is on two wheels, and the seat is attached to a bike, which a man rides. You find pedicabs mostly in smaller streets where cars and lorries aren't allowed to go. The riders work hard and often they have to shout when there are people or even cows in their way!

## Ancient Egypt

### CD2 Track 03

#### Student's Book p. 34, Act 2

**Alex:** Look! We're in Egypt!

**Patrick:** The pyramids ... and the Sphinx!

**Phoebe:** I can't believe it! I've always wanted to see the pyramids.

**Alex:** Who's that man on the chariot?

**Phoebe:** He's the Pharaoh. He's a kind of king.

**Alex:** And look at all those slaves! That looks like very hard work.

**Patrick:** Yes. I hope they don't find us. I don't want to be pulling giant blocks of rock.

**Phoebe:** Hmm ... I don't think the Pharaoh looks after the slaves very well. I'd love to go inside and see if we can find the tomb.

**Patrick:** Let's do it! Let's go!

**Alex:** Don't you think it's a bit dangerous?

**Patrick:** We'll be very quiet. They won't see us.

**Alex:** I'm not sure it's a good idea. What do you think, Phoebe?

**Phoebe:** I think we have to go. We can't miss this chance.

**Alex:** OK then. But let's be careful.

### CD2 Track 04

#### Student's Book p. 35, Act 1

Here is how the Pyramids of Giza were built. They were made from big blocks of rock.

First, they had to find ways of taking the big blocks to Giza. Here's how they did it:

The blocks were cut from the sides of mountains.

Then the blocks were put onto boats and taken to Giza.

The blocks were taken off the boats and put onto special sledges.

The sledges were pulled by horses and slaves.

Archaeologists know how the blocks of rock were brought to Giza, but there is still one big mystery. How were they put on top of each other?

### CD2 Track 13

#### Student's Book p. 40, Act 4

To make the sign for *like*, show the palm of your hand and then make a circle with your thumb and second finger.

To make the sign for *stop*, use your right hand to chop down into your open left hand.

To make the sign for *cry*, put your index fingers, that's your pointing first fingers, under your eyes and move your fingers up and down your face a few times.

To make the sign for *tall*, move the index finger on your right hand up and down your open left hand.

To make the sign for *cold*, make a fist with each hand - like a ball - hold your hands in front of you and shake them.

To make the sign for *thank you*, put the fingers of one hand to your mouth and then move them away from your mouth towards the person that you want to thank.

### CD2 Track 15

#### Student's Book p. 42, Act 4

##### Cone

A cone has no corners, one edge and two sides.

##### Cube

A cube has eight corners, 12 edges and six sides.

##### Cylinder

A cylinder has no corners, two edges and three sides.

##### Cuboid

A cuboid has eight corners, 12 edges and six sides.

##### Triangular prism

A triangular prism has six corners, nine edges and five sides.

##### Square-based pyramid

A square-based pyramid has five corners, eight edges and five sides.

### CD2 Track 16

#### Student's Book p. 44, Act 1

**Ellie:** For my talk about an ancient civilisation, I've prepared a presentation about the Vikings. I've read two books recently and I got really interested. One book is called *The Sea of Trolls* and the other one is *Wolf Cry*. They're both thrilling books. The Vikings were people from Scandinavia in Northern Europe. The countries in this area are now called Denmark, Norway and Sweden ...

... as you can see on the map. In about the year 400, they started to sail across the sea in their fast boats. Historians use a special word



What about the long jump? Humans can jump around 9 m. This is far behind the kangaroo, which can jump nearly 13 m. Gold medal to the animal kingdom of Australia!

In weightlifting the gold medal goes to the elephant, which can lift up to 300 kg, and that's with its trunk! The best humans can lift is about 200 kg. However, the sport where the difference is the greatest is swimming. In the pool the fastest humans swim at 8 km/h. Compare this with the gold-medal-winning sailfish, which swims at a speed of 109 km/h. That's over 13 times faster!

### CD2 Track 30 Workbook p. 55, Act 2

**Girl:** Hi, Jacob. How are things?  
**Jacob:** Not so good. I feel very tired this morning. My muscles hurt.  
**Girl:** You sound tired. Did you do a lot of sports yesterday?

**Jacob:** Sports? No way. I've got no time for sports.  
**Girl:** What did you do in your free time yesterday?

**Jacob:** After school? I played computer games.  
**Girl:** When did you go to bed?  
**Jacob:** At about 11.  
**Girl:** And what did you eat, I mean, snacks and things?

**Jacob:** I had two packets of crisps and a chocolate bar.  
**Girl:** Do you eat lots of sweets?

**Jacob:** Sure, I love them.  
**Girl:** Hmm, well, I've got to go to basketball practice now, but I'm going to write you an email.  
**Jacob:** What about?  
**Girl:** Wait and see.

### In London CD3 Track 03 Student's Book p. 58, Act 2

**Alex:** Those shops look nice. Where are we?  
**Phoebe:** I think we're in London. Patrick: London? Where are all the tall buildings, you know, the flats and offices?  
**Phoebe:** There aren't any. We're somewhere in the past. Look at the houses. They're all made of wood. And the shops have all got those nice signs.

### CD2 Track 25 Workbook p. 52, Act 1

**Maxine:** Hi, Adam. My brother told me you like sports. Did you go to the sports afternoon on Monday?  
**Adam:** Yes, I went with some friends and it was great fun. Why didn't you go?

**Maxine:** I'm not so keen on sports. So what sports did you do?  
**Adam:** Well, I tried something new. I had a rowing lesson. It was great.

**Maxine:** Wow, rowing! That sounds exciting.  
**Adam:** Yes, I wanted to try fencing first, but there wasn't a trainer to show me how to do it, so I went for the rowing and I really liked it.

**Maxine:** What did the others do?  
**Adam:** Well, James tried boxing for the first time and he was really excited about it. He said it was great fun.

**Maxine:** I don't like boxing at all.  
**Adam:** How about gymnastics? Ellie tried gymnastics, and she loved it.

**Maxine:** Did anybody play tennis?  
**Adam:** No, Justin wanted to play, but he couldn't find a partner, so he tried weightlifting. He said it was great.

**Maxine:** Wow!  
**Adam:** Guess what I want to try next week.  
**Maxine:** Hmm, no ideal. Tell me.

**Adam:** Archery. Stacey tried it and she felt like Robin Hood!

### CD2 Track 27 Student's Book p. 53, Act 2

Imagine we've invited animals to take part in the Olympic Games. How would we do? We'd probably beat them at team sports, like football, but when it comes to running, jumping, weightlifting and swimming, we wouldn't have a chance.

For example, to win the 100 m, Olympic runners need to run at about 43 km/h. The cheetah runs nearly three times this speed at 112 km/h. Gold medal to the cheetah!

And when it comes to the hurdles, the impala leaves the human far behind. The impala is nearly as fast as a cheetah, but it can easily jump 3 m into the air as it runs.

In the high jump, the best humans can jump about 2.5 m. The puma wins this gold medal for the animals with a jump of 3.6 m.

for the Viking boat which you can see here.  
It's called a longship and you write it as one word - longship. The Vikings attacked towns and villages on the coasts of Britain, France and Italy. Some people say that America was discovered by the Vikings because a few of them even sailed to America 500 years before Christopher Columbus arrived.  
In films and on TV, we often see the Vikings in helmets with horns. - like this picture, but I've drawn a question mark because historians don't think that they wore helmets like this when they were fighting. They think perhaps they wore them for festivals and other special occasions.

### Olympic sports CD2 Track 18 Student's Book p. 46, Act 2

**Alex:** So where are we now?  
**Patrick:** I don't know, but it's a beautiful place, that's for sure!  
**Phoebe:** It's Rio de Janeiro in Brazil, and we're here during the Olympics!  
**Alex:** Wow! So maybe we can go and see some of the events.

**Patrick:** Sure. You know what? I'd love to see the boxing or the wrestling.  
**Phoebe:** That's typical of you, Patrick. Boxing and wrestling.

**Alex:** What would you like to see, Phoebe?  
**Phoebe:** A volleyball game, I love ball games. And you, Alex?

**Alex:** Well, let me see. Archery? Fencing? Weightlifting? It's so difficult, isn't it? Ah, I know, I'd like to see the rowing competition.

**Patrick:** OK, so we're going to see different things - Phoebe, you go and see your volleyball, Alex can go and watch the rowing, and I think I'll go to the wrestling.

**Phoebe:** Oh, come on, that's boring! We're friends!  
**Alex:** That's right. We should go and see something together.  
**Patrick:** OK. So, volleyball first, then wrestling, and finally the rowing.

**Alex:** Yep. Sounds good to me.  
**Phoebe:** Right, let's go!



**Alex:** Are they open? I'm hungry.  
**Patrick:** Let's check if the baker's is open.  
**Phoebe:** No, it's closed.  
**Alex:** What's that sign over there?  
**Patrick:** I think it's a tailor's.  
**Alex:** There's a butcher's over there too. I think they're open.  
**Phoebe:** No, that's closed too. How about the grocer's?  
**Patrick:** That's closed as well. And look, the chemist's is closed too.  
**Alex:** Why are they all closed? Let's find someone and ask.  
**Patrick:** Excuse me, why are all the shops closed?  
**Man:** There's a big fire near London Bridge and it's spreading. Look at the smoke over there.  
**Phoebe:** Oh no! We're in the Great Fire of London.  
**Man:** The what? Well, anyway, everyone's getting out of the city. You must get away too. Come with me. By the way, I'm Mr Fisher. I'm a barber.

### CD3 Track 12

#### Student's Book p. 65, Act 1

Welcome to the LondonTours'r'Us info line. This is a recorded message about our London Dungeon tour. This is one of London's most popular tourist attractions and we suggest you book tickets before you come to save time waiting in the queue.

Adult tickets including the bus cost £23.50 and children from ages four to 15 pay £17.50.

These tours run seven days a week and you can catch a bus at one of four pick-up points in the city. For more information, please call 0315 782763.

### CD3 Track 13

#### Workbook p. 65, Act 1

**Woman:** Hello. I'd like some information about trains from Whitebridge to London, please.

**Man:** Is that for today?

**Woman:** No. It's for Thursday.

**Man:** And what time do you want to travel?

**Woman:** Well, I'm going to an exhibition at the Tower of London and I need to get there by midday.

**Man:** So you'll want to arrive about 11 o'clock.

**Woman:** That sounds about right.

**Man:** OK ... if you get the 9.40, that will get you to London at about ten to 11.

**Woman:** The 9.40 train. OK, yes, that's perfect. How much is a return ticket?

**Man:** Are you coming back on the same day?

**Woman:** Yes.

**Man:** That'll be £34.

**Woman:** Fine. Can I get a snack on the train?

**Man:** Yes, you can buy drinks and sandwiches on the train.

**Woman:** One more thing, please. Can I buy the ticket at the station?

**Man:** Well, you can, or you can buy online before you travel. It's often cheaper.

**Woman:** Really? What's the website?

**Man:** Just go to [www.traintickets.com](http://www.traintickets.com). Traintickets: that's one word. OK?

**Woman:** Yes, so it's ... [www.traintickets.com](http://www.traintickets.com).

**Man:** That's it.

**Woman:** Great. Many thanks for your help.

### CD3 Track 14

#### Student's Book p. 66, Act 3

##### Realism

Realism is a style of painting that shows things as they are in real life. The paintings often look like photographs. Picture A by Nathan Walsh is an example of a realistic painting.

##### Impressionism

Impressionist paintings look like they were painted by an artist who just took one quick look at the subject and painted the 'feeling' that he or she had. Although a lot of work goes into these paintings, they don't contain a lot of details. Picture B by Claude Monet is an example of impressionism.

### CD3 Track 15

#### Student's Book p. 68, Act 1

**Teacher:** OK, now it's this group's turn. Alice, you're speaking first. I think and then Thomas and then Emily? Is that right?

**Alice:** Yes, that's right.

**Teacher:** Great. Now, is everyone listening? Put all your pens down. OK, Alice, over to you.

**Alice:** Sydney is the biggest city in Australia, but it isn't the capital. The capital is Canberra. There are

about four million people in Sydney. The main languages spoken are English, of course, and then Chinese, Italian and Arabic because of the many people who have moved to live there.

**Thomas:** The most famous sight in Sydney is the opera house. Sydney Opera House is right on the harbour, so that's why it looks like a very big ship with lots of sails. People who visit Sydney also like to climb the harbour bridge, from where you have a wonderful view of the harbour.

**Emily:** Australia is in the southern hemisphere, so when it's winter in Europe, it's summer in Sydney. The winters are mild and the summers are warm. Sydney has some great beaches and at the weekends, in summer, the beaches are always full of people.

## Crazy inventions

### CD3 Track 17

#### Student's Book p. 70, Act 2

**Alex:** Wow! This place is strange. Look, it's full of amazing machines.

**Patrick:** Are we in the future again?

**Phoebe:** I'm not sure. Maybe we could ask that man over there.

**Alex:** The man at that workbench? He looks quite busy.

**Patrick:** He looks like a mad professor to me.

**Phoebe:** Well, he certainly looks like a professor. Let's go over to his workbench and talk to him.

**Patrick:** Erm, excuse me.

**Professor:** Just a minute. Just a minute. I've nearly finished. Pass me that hammer, please, and a few nails.

**Alex:** Here you are.

**Professor:** Thank you. ... Now one quick turn of the screwdriver and that's it! ... Oh dear! That wasn't supposed to happen. Now then, how can I help you?

**Phoebe:** Erm, we wanted to know what date it is today.

**Professor:** The date? Today is Friday, 15th April.

**Phoebe:** And what year is it?

**Professor:** What year? Well, it's 2133. Everyone knows that!

**Patrick:** Well, we don't, but that's because we're from the past.

**Professor:** You children are crazier



**CD3 Track 26**  
**Student's Book p. 78, Act 2**  
**What is a lever?**  
 Gemma is using a lever. It is a kind of machine and it makes work easier to do. When we use a lever, we don't need as much force to do the work.

**How does a lever work?**  
 When we apply a force to a lever, it helps us move a load more easily. In the picture in Activity 1, Gemma is applying the force by pushing down on the pole. The load that she wants to move is the log. The lever needs a pivot to work. The lever turns on the pivot. Gemma is using a rock as the pivot for her lever.

## This is Houston

**CD3 Track 28**  
**Student's Book p. 82, Act 2**  
**Alex:** This place is cool. Where are we? In some kind of control room?  
**Patrick:** I think these guys with the headsets are computer programmers. They're watching TV. Look at the size of their television! Phoebe: They aren't watching TV. Do you know where we are? Look at the big screen.  
**Alex:** No! It can't be! This is the first landing on the moon!

**Patrick:** Really?  
**Phoebe:** Definitely. We're in Houston, Texas. In 1969, we're in the control room for the first flight to the moon. There's the countdown clock for the lift-off from Earth ... and look at the big screen over there. Can you see the lunar module and the two astronauts? They've just landed on the moon!

**Patrick:** So ... that photo on the wall, with the rocket on the launch pad ... is that the rocket from the first moon landing? I'm sure I've seen that photo before.  
**Phoebe:** Yes, it's the Saturn V rocket which took them to the moon. That photo was only taken four days ago! And now they've landed on the moon!  
**Alex:** Wow!

**Engineer:** What are you doing here?  
**Patrick:** Erm ... erm ... we're from the future.  
**Engineer:** Yeah, right. And I'm an Egyptian pharaoh.

them on your shoes and you can get to that party with your shoes all nice and dry.  
 We just have time for one more. Number 4 was sent in by James in London. Do you find one banana too much to eat in one go? Or is it black and soft because you've dropped a book on it in your bag? If either answer is 'yes', then you need a banana guard. You can eat half of your banana and put the rest back in this case and your banana stays nice and fresh until you want to eat the rest. It's also the perfect way to carry your banana around - no more black bananas! And it's thanks to James in London for telling us about that one.

And indeed, thank you to all our listeners who wrote in ...

## CD3 Track 25

**Workbook p. 77, Act 1**  
**Museum guide:** Good afternoon, everyone, and welcome to the Great

Inventions Museum. Before you have a look around the museum, I'd like to tell you about some of the things you can see. Downstairs in the Red Room, over there, we have a large collection of old typewriters. Some are more than 100 years old. Downstairs on the left, in the Green Room, we have a collection of electric fans from all over Europe. There are some amazing examples. Upstairs, in the Left Gallery, we have a room full of the world's first mobile phones. You'll be amazed at how much these have changed since the late 1970s when they first appeared. In the Right Gallery, also upstairs, we have the largest collection of torches in the world. We have more than 300. Some of these are more than 120 years old.

If you want to find out more about any of the exhibits, you can buy a copy of our guidebook. It's £5.99 and you can buy it in the Gift Shop by the café.  
 Finally, I would like to remind you that the museum closes at 5 p.m. I hope you enjoy your visit.

me! Now, come on. Let me show you some of my machines.

## CD3 Track 24

**Student's Book p. 77, Act 2**

**Radio presenter:** Welcome to Our world

today. I'm John Manning and if you remember, on the show last week, I invited you to write in and tell us about strange inventions. We've received hundreds of emails and texts, with links to some amazing photos on the Internet, and I've chosen four of my favourites.

Number 1 was sent in by Nigel in Kent. He found a story online about a dog translator. Have you ever wondered what your dog is trying to say to you? Well, with this gadget you can find out. There are two parts to this wonderful invention: a microphone and a mini-computer. You put the microphone around your dog's neck and when he makes a noise, the mini-computer translates it for you. Of course, it doesn't tell you what the dog is saying and you won't hear any words because dogs can't talk! But the translator will tell you if your dog is happy, sad, hungry or angry. Thanks for that one, Nigel.

Now, the second invention on my list. If you find it hard to get up in the morning, you probably already have an alarm clock, but the problem with normal alarm clocks is that you can turn them off and go back to sleep. Number 2 on my list came from Jo in Reading, who emailed the programme to tell us about an amazing alarm clock that runs, well, rolls, away from you as it rings. To turn this alarm clock off, you have to get out of bed and catch it first. Brilliant idea! Well done to Jo for finding that one.

Number 3 comes from Rachel in Manchester. Rachel's a party girl and she loves buying new shoes, so she told us that she was amazed to find this invention: shoe umbrellas. Imagine, you're going to a party and you want to wear your best new shoes ... but it's raining outside and you don't want to get them wet. Don't worry, says Rachel, you can now buy mini shoe umbrellas, put



**Phoebe:** I'm sorry. We came in here ...  
erm ... can we please stay here and  
watch?

**Alex:** It's so exciting.

**Engineer:** I'm sorry, we can't have you  
here. We're gonna have to lock you  
up. Security!

**Security guy:** What is it, boss?

**Engineer:** These kids can't be in here.  
Lock them up. They could be spies  
from another country. Who knows?  
This room is top secret. Take them  
away!

## CD4 Track O2

### Student's Book p. 88, Act 1

**Radio presenter:** In this week's *Travel  
through time*, we'll look at space  
flights. Humans have already been  
in space many times, but in this  
programme, we're going to focus  
on probably the five most famous  
space flights.

All through the 1950s, the Russians  
and Americans were trying to be  
the first country to send a man into  
space. The Russians won 'the race  
into space' when Russian cosmonaut  
Yuri Gagarin became the first  
man in space on 12th April 1961.  
His spacecraft Vostok 1 spent two  
hours in space and made one orbit  
of Earth. Two years later, Russian  
cosmonaut Valentina Tereshkova  
became the first woman in space  
when she took off as the pilot of  
Vostok 6 on 16th June 1963.

The Russians were the first into  
space, but the Americans were  
the first to put a man on the  
moon. The spacecraft Apollo 11  
took Neil Armstrong on a journey  
of 250,000 miles, in which he  
famously took 'one small step' and  
became the first man to walk on  
the moon on 20th July 1969.

Space flights are very expensive.  
Until 1981, all spaceships could only  
make one flight into space and then  
they had to build a new one. That  
all changed when a space shuttle  
called Columbia made its first flight  
into space on 12th April 1981. Six  
space shuttles were made and each  
one could make up to 100 visits into  
space. The last shuttle flew on 21st  
July 2011.

An American millionaire called Dennis  
Tito became the first space tourist  
on 28th April 2001 after he paid  
\$20 million for a trip into space.  
He was away from Earth for a week  
and spent most of the time in the  
international space station. He had  
to train for 900 hours before he  
could go.  
In next week's programme, you can  
find out all about ...

## CD4 Track O5

### Student's Book p. 90, Act 2

1

This is false. The moon takes 27 days,  
seven hours, 43 minutes and 11.6  
seconds to orbit Earth. Were you  
right? Give yourself a point.

2

This is true. The moon doesn't turn  
on its axis. That's why we always see  
the same side of the moon. Were you  
right? Give yourself a point.

3

This is false. The moon has no light of  
its own. We can only see the moon  
because it's like a big mirror and it  
reflects the light from the sun. Were  
you right? Give yourself a point.

4

This is false. The moon is 4.5 billion  
years old. Most people believe that it is  
slightly younger than Earth, although  
no one is sure how it was created. Were  
you right? Give yourself a point.

5

This is false. The moon is much closer  
than this. It's 384,400 km from Earth.  
Were you right? Give yourself a point.

6

This is true. It takes a rocket about  
13 hours to reach the moon. Imagine  
you're driving on a road from Earth to  
the moon. You'll need about 130 days  
to reach the moon by car. That's if you  
travelled at about 120 km/h without  
stopping! Were you right? Give yourself  
a point.

7

This is false. There is a little gravity on  
the surface of the moon, but it is very,  
very weak. That's why astronauts have  
to wear heavy weights on their boots.  
Were you right? Give yourself a point.  
Seven out of seven? You're nearly  
ready to work at NASA!

## CD4 Track O7

### Workbook p. 90, Act 2

**Boy:** So how many moons are there in  
the solar system?

**Astronomer:** Well, let me tell you about  
each planet and you can do the  
maths.

**Boy:** OK.

**Astronomer:** Now, can you tell me  
which planet is closest to the sun?

**Boy:** That's easy. It's Mercury.

**Astronomer:** That's right. Well, Mercury  
hasn't got a moon.

**Boy:** Is it the only planet without a  
moon?

**Astronomer:** No, there are two planets  
with no moons and they're the two  
nearest the sun: Mercury and Venus.  
After that, we have Earth, which as  
you know has got one moon, and  
then we have Mars, which has got  
two: Phobos and Deimos.

**Boy:** OK. And what about the other  
planets?

**Astronomer:** Well, now we come to the  
big planets, the ones with lots of  
moons.

**Boy:** Like Saturn and Jupiter?

**Astronomer:** Exactly. Now, we think  
Jupiter has got the most moons:  
63. I won't tell you all their names  
because listing them takes a long  
time!

**Boy:** And what about Saturn?

**Astronomer:** Well, how many did I say  
for Jupiter?

**Boy:** Erm, 63.

**Astronomer:** That's right. Now, take  
away one ... and that's the number  
we think for Saturn. Are you writing  
all this down? So, Saturn and Jupiter  
really are the 'moon' kings.

**Boy:** So, if it's 63 for Jupiter ... and I  
take away one for Saturn ... got it!  
And after those two?

**Astronomer:** Well, then we have Uranus  
with 27 moons and Neptune with 13.

**Boy:** Uranus 27 ... Neptune 13. And what  
about Pluto?

**Astronomer:** Hmm, that's an  
interesting question.

**Boy:** Why?

**Astronomer:** Well, these days,  
scientists no longer consider Pluto  
to be a planet. It's what we call a  
dwarf planet.

**Boy:** But has it got any moons?

**Astronomer:** Yes, it has three and since  
your question was 'How many moons ...



So how are these two places similar and how are they different?

Well, they both have snow, ice and icebergs and they are both very cold, but there are some important differences. Maybe the the Antarctic, or Antarctica as we also say, is a continent. The Arctic, however, is an ocean, with parts of other countries in it, for example, Canada, Sweden and Denmark. There are people living in the Arctic, but the only people living in the Antarctic are scientists doing research.

There are also similarities and differences between the plant and animal life that you can find in both places. You won't find trees in the Antarctic because they only grow in the Arctic, but many animals are found in both: whales, seals and birds, for example. However, there are some animals that only make their home in one of them. Perhaps the two best known are the polar bear, which lives in the Arctic, and the penguin, which is only found in the Antarctic. And that's why polar bears don't eat penguins!

#### CD4 Track 19

##### Workbook p. 101, Act 1

**James:** Hi, Emma. Where are you going?  
**Emma:** I'm going to the shopping centre. It's my brother's birthday tomorrow and I'm looking for a present for him.  
**James:** Does he like reading?  
**Emma:** Well, yes, he does actually. Especially detective stories.  
**James:** I've just read a very good detective story. Maybe your brother would like it.  
**Emma:** What's it called?  
**James:** *The Polar Kids*.

**Emma:** That's a strange title. What's it all about?

**James:** It's about two children who live with their aunt, but they run away and go and live at the North Pole, where they end up solving a mystery.

**Emma:** Sounds interesting. My brother will be 11. Do you think he'd like it?

**James:** Well, I did, so yeah, I think so. Why not?

**Emma:** Where did you buy it? There

**Clover:** Brilliant! And we like the Harry Potter films too.

#### A cold place

##### CD4 Track 11

##### Student's Book p. 94, Act 2

**Patrick:** I love this place. It's such fun. And the northern lights are amazing.

**Phoebe:** Yes, but I'm happy we found these clothes. It's freezing!

**Patrick:** Where are my mittens, Alex?

**Alex:** Over there, on the sledge. Shall we finish the igloo?

**Patrick:** Yes, why not?

**Alex:** What do you think of our igloo, Phoebe?

**Phoebe:** It's great. Shall I help you to finish it?

**Patrick:** No, it's nearly done now. Anyway, is that a snowman that you started? He hasn't got a head!

**Phoebe:** Oh yeah! You're right! I'll finish him, ...

**Phoebe:** There he is! Do you like him?

**Alex:** Yeah, he's great.

**Patrick:** And now the igloo's finished too. What do you think, Phoebe?

**Phoebe:** Just a moment.

**Patrick:** What are you looking at?

**Phoebe:** There's a polar bear out there with a cub.

**Alex:** Let me have the binoculars a minute.

**Phoebe:** Here you are.

**Alex:** And over here there are some seals on the ice. They've got cubs.

**Phoebe:** They're not cubs, they're pups. They're so cute!

**Phoebe:** They're not cubs, they're pups. They're so cute!

**Alex:** Hang on ... they're moving ... oh, it's the adults. They've just disappeared into the water.

**All three:** Oh!

**Radio presenter:** Why don't polar bears eat penguins? Let's look at the difference between the Arctic and the Antarctic.

The first thing you need to know is that the Arctic is in the north, which is why it's called the North Pole, and the Antarctic is in the south, which is why it's called the South Pole. That's the easy part.

are there in the solar system? I think we can count them. So let's say three for Pluto. Now then, have you got your answer?

**Boy:** Just a minute, please! I need to add up the numbers.

**CD4 Track 09**

**Student's Book p. 92, Act 1**

**Zak:** What's your favourite programme, Clover?

**Clover:** I've got lots of favourites - reality TV shows mostly. I love them! And I like soaps too.

**Zak:** Soaps are rubbish! Police dramas are much better. My dad watches lots of them. And of course all the sports programmes.

**Clover:** Hmm, I don't like sport. It's not fair - there are lots of sports programmes at weekends and I can't watch my programmes!

**Zak:** So what I do is this: I get up earlier than Mum and Dad and I put the TV on. It's usually cartoons.

**Clover:** Cartoons? Zak, they're for little kids!

**Zak:** Not all of them! Anyway, I don't really watch them because I usually play computer games at the same time!

**Clover:** That's stupid! If you aren't watching, turn it off! Some of the comedies that my parents watch are quite funny, but I don't understand some of them.

**Zak:** Yeah, I know what you mean. My parents don't watch the news very often, but they love this game show where they ask questions about the news. And sometimes it's an old programme, so the news is old. That's really strange.

**Clover:** Do any of your parents watch documentaries?

**Zak:** Oh yeah ... boring! Some of the animal documentaries are great.

**Clover:** In my family, we don't watch many films at weekends, but at Christmas we sometimes sit down and watch films together.

**Zak:** Oh yeah - my dad loves all the James Bond stuff.

**Clover:** And mine! And we've seen all the Ice Age films.

**Zak:** What about *Madagascar*?



isn't really a good bookshop in the shopping centre.

**James:** I got it at Willow's Bookshop.

**Emma:** Where's that?

**James:** Do you know the bridge at the end of River Road?

**Emma:** Yes, sure.

**James:** Well, go across the bridge and then you're in Park Lane, where you turn right. The shop is at the end of Park Lane.

**Emma:** Great, I'll go there straight away. How much was it?

**James:** 12 pounds.

**Emma:** OK, thanks, James.

**James:** You're welcome. Hope he likes it.

### CD4 Track 20

#### Student's Book p. 103, Act 1

1

Glaciers move about ten metres every week.

2

Valley glaciers become icebergs.

3

Valley glaciers are found around the poles.

4

Glaciers are made of frozen river water.

5

Glaciers are getting larger.

## The Jurassic Age

### CD4 Track 22

#### Student's Book p. 106, Act 2

**Alex:** Wow, this place is strange. Any idea where we are?

**Patrick:** Look at that muddy swamp. I've never seen anywhere like it. I think we're in the future.

**Phoebe:** No, I think we're in the past. I think we're in a time before people walked on Earth.

**Patrick:** Why do you think that?

**Phoebe:** Well, if you look over there on the horizon, I think there's a dinosaur.

**Alex:** A dinosaur! You're joking.

**Patrick:** She isn't. Look over there by the pond. There are some dinosaurs feeding.

**Phoebe:** This is so cool! I've always wanted to see dinosaurs.

**Alex:** But isn't it a bit dangerous?

**Patrick:** No. Let's go and explore. We don't know how long we've got here.

**Phoebe:** I think we should wait behind these rocks for a while. Let's just check to see if there's any danger.

**Alex:** What was that?

**Phoebe:** I don't know, but come on, let's get behind these rocks. We should definitely hide.

### CD4 Track 31

#### Student's Book p. 113, Act 1

**Chris:** Hello, this is a message for Holly Webb. It's Chris Small from the nature club speaking. It's about the pond trip tomorrow. As you know, we're meeting at nine o'clock in the school car park. Make sure you wear some wellington boots and bring a waterproof coat as the weather doesn't look great for tomorrow. Erm, what else? Oh yes. If you've got some binoculars, please bring them. You never know, we might see a kingfisher if we're lucky. You don't need to bring any food or drink as we'll take packed lunches for everyone. Tell your mum or dad to pick you up at the school car park at about three o'clock. That's when we should be back. I think that's everything. Erm, if you've got any questions, call me on 279453. That's 279453, OK? Oh, I almost forgot. The cost of the trip is £5 and you should bring the money with you, OK? Thanks. There's also a Nature Information Centre near the pond where you can buy postcards and DVDs if you want. That really is everything! See you tomorrow!

### CD4 Track 34

#### Student's Book p. 116, Act 1

**Luke:** The Tyrannosaurus rex lived 85-65 million years ago. We don't know what colour it was because scientists can't be sure. It was about 13 metres long - that's longer than two large cars in a line! - and five metres high. The Tyrannosaurus rex could run quite fast, but scientists don't think that it ran more than 30 km per hour. That's not bad when you think that it weighed 7,000 kilos! It was a meat-eating dinosaur, so that means that it ate other dinosaurs. Most Tyrannosaurus rex fossils are found in the United States.



## My portfolio writing practice key

### 1 A blog entry

- 1 2 X, 3 ✓, 4 X, 5 ✓, 6 X  
2 2 did, 3 listening, 4 play, 5 given  
3 Students' own answers

### 2 A questionnaire

- 1 a 2, b 3, d 5, e 3  
2 2 you bought, 3 you buy, 4 the best (+ students' own answers)  
3 Students' own answers

### 3 Addresses

- 1 2 3 Parrot Avenue, 3 Treasure Town, 4 MY SHIP, 5 JAMAICA, 6 Pharaoh Tutankhamun, 7 1 Pyramid Street, 8 Giza, 9 MUM MY1, 10 EGYPT  
2 Students' own answers  
3 Students' own answers

### 4 An email to complain

- Note: It is important that students remember to include the country. They can write *ENGLAND* or *UK* or they could use their own language.  
1 1 hasn't, 2 when, 3 polite, 2 1 return them, 2 a refund, 3 faulty items  
3 a 3, b 1, c 2  
4 Students' own answers

### 5 A postcard

- 1 2 ☺, 3 ☹, 4 ☺  
2 1 Wednesday, 2 Thursday, 3 two weeks  
3 Students' own answers

### 6 A story

- 1 2 story, 3 button, 4 quietly, 5 French, 6 doesn't  
exclaimed, asked, replied, boasted, explained, promised, said, answered, whispered, repeated, laughed, sighed  
Note: *Said he, etc.* is found in poetry and other literary styles.  
2 2 boasted, 3 promised, 4 sighed, 5 replied, 6 laughed  
3 Students' own answers

### 7 A post on a forum

- 1 1 Wonder1 and Kencan, 2 Lizard and Geddit, 3 Digger's  
2 2 In my opinion, helping people on Earth is more important. 3 If you ask me, sending rockets into space is a waste of money.  
3 Students' own answers

### 8 A review

- 1 2 cartoon, 3 characters, 4 because, 5 penguins, 6 fall, 7 love, 8 can't, 9 outside, 10 find  
2 Students' own answers

### 9 Limericks

- 1 1 was, woman, Sue, 2 had, day, zoo, 3 hippos, bats, 4 lots, cats, 5 fed, elephants, too  
2 1 toucans, rhinos, 2 kangaroos, 3 Students' own answers  
4 (1), 2, 5, 3, 4  
5 2 cakes, 3 coffee, 4 chicken  
6 There was a young schoolboy called Lee  
Who went for a swim in the sea.  
He saw dolphins and whales  
And lots of big snails  
And he got home at three fifteen.  
7 Students' own answers