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# reachers Book + Resource Book Melanie Williams Williams With Herbert Puchta, Günter Gerngross, Peter Holcont

مرجع زبان ايرانيان





این مجموعه با لوگوی مرجع زبان ایرانیان به صورت نشر بر خط و حامل به ثبت رسیده است. به ثبت رسیده است. کپی بر داری از آن خلاف شرع، قانون و اخلاق است و شامل پیگیرد خواهد شد.

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## **Teaching notes**

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## Map of the course

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

Vocabulary	Grammar	Story Phonics
At town events: big wheel, rollercoaster, roundabout, mayor. dodgem cars, microphone, band, photographer, journalist	Do you like / Does Lucy like (reading books)? When do you start (school)? Are you brave? What was in (the book)? How did you find the book?	The map Rhyming words

#### Song: The Explorers

Vocabulary	Grammar	Story	Skills and value	Thinking skills	English for
Knights and queens: queen, knight, crown, heimet, necklace, bracelet, belt, shield, bow and arrow, sword	I must (wear a helmet). I mustn't (swim here). Give me / him / her / us / them (the book), please.	Phonics The knight The letter sound ow	<ul> <li>Reading and listening for specific information</li> <li>Listening for detail</li> <li>Applying what you know</li> </ul>	<ul> <li>Using one's imagination</li> <li>Paying attention to visual details</li> </ul>	school History: Discover museums Project: Make a collage for a time capsule
Song: It's mic	Inight		> Creativity	P Rev	ision
(9) The work	d around us (pages 2	2-33)	A STATE OF THE STATE	SE WERE	
Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
The countryside: mountain, forest, village, lake, island, field, river, oath	20 kilometres).	At the restaurant Silent consonants	<ul> <li>Reading for detail (1)</li> <li>Listening for specific information (2)</li> <li>Writing a description</li> <li>Making time for the family</li> </ul>	<ul> <li>Finding alternative ideas</li> <li>Time sequencing</li> <li>Sequencing pictures</li> </ul>	Art: Life in art Project: Make a My world collage
Song: Walking	g with Mum		Creativity	> Rev	ision
(B) Danger!	(pages 34-45)	ALC: NO	A State Contraction	Indian Brant	States -
Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Emergencies: fire, flood, emergency services, police car, police officer, fire engine, firefighter, ambulance, paramedic	What was she / were	The man in the car The sound /at/	<ul> <li>Reading and listening for specific information</li> <li>Writing a postcard</li> <li>Reading for detail</li> <li>Interactive speaking</li> <li>Responding to emergencies</li> </ul>	<ul> <li>Finding alternative ideas</li> <li>Developing deduction skills</li> </ul>	Human health and safety: Fire safety Project: Make an escape plan for your school
> Song: Yester	lay at half past nine		> Creativity	> Rev	ision

IWOTER	urn tickets (pages 46	-57)	and the second second	AND A DESCRIPTION OF THE PARTY	Contract in
Vocabulary	Grammar	Story Phonics	Skills		English for school and value
At the train station: station, platform, escalator, ticket office, train driver, stairs, rucksack, suitcase, a cup of coffee / tea	in (September), at (eight o'clock), on (Sunday), in the (morning)	The tunnel The sound /eə/	<ul> <li>Reading for detail (</li> <li>Listening for specific information (</li> <li>Speaking about pictures</li> </ul>	sentences • Time sequencing • Developing research skills • Judging the	Science: Forces Project: Do experiments to measure friction Using force carefully
Song: Mr Kr	nocks		Creativity	>> Revisi	on
B) Police! (	poges 5869)	A ARE WAR	and the second second	the last the state	Teller an
Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Hair and face: dark, blonde, fair, moustache, curly, beard, scar, straight	He used to (be a police officer). We had to (be really careful).	The Mysterious H The sounds /a:/ and /a:/	<ul> <li>Reading and listening for specific information</li> <li>Writing a stary</li> <li>Being honest</li> </ul>	<ul> <li>Paying attention to visual details</li> <li>Processing information</li> </ul>	Literature: Crime fiction Project: Plan a crime story
> Song: Who	are you?		> Creativity	➢ Revisi	ion
Mythice	al beasts (pages 70-81	1 1 1 1 1 1	at and the second second		Contractor
Vocabulary	Grammar	Story Phonics	Skills	Thinking skills	English for school and value
Animal bodies: tail, horn, back, scales, wing, neck, feathers, tangue	longer / more dangerous than better / worse than the biggest / heaviest / most dangerous the best / worst What does (a unicorn)	The secret door The letter sound ea	<ul> <li>Listening for specific information</li> <li>Telling a story</li> <li>Writing a story</li> <li>Reading for detail (</li> </ul>	<ul> <li>Logical thinking, categorising</li> <li>Thinking creatively</li> <li>Developing information processing skills</li> </ul>	Protection Project: Find out about an animal Appreciation nature
	look like? It looks like (a horse). but it's got (a big hom).			<ul> <li>Time sequencing</li> <li>Developing reasoning skills</li> </ul>	
Song: The n	It looks like (a horse).		Creativity	<ul> <li>Developing</li> </ul>	
The second second	It looks like (a horse). but it's got (a big horn).	2-93)	> Creativity	<ul> <li>Developing reasoning skills</li> </ul>	
The second second	It looks like (a horse). but it's got (a big horn). nost beautiful dinosaur	2–93) Story Phonics	Creativity Skills and value	<ul> <li>Developing reasoning skills</li> </ul>	
🕜 Orchest	It looks like (a horse). but it's got (a big horn). nost beautiful dinosaur tra practice (pages 8	Story	C. C. Cenetter	<ul> <li>Developing reasoning skills</li> <li>Revisi</li> <li>Thinking skills</li> <li>Summarising</li> </ul>	ion English for

Grammar	Story Phonics	Skills and value	Thinking skills	English for school
What will you be when you grow up? I'll be a (police officer). angrily. badly, beautifully, carefully, dangerously, happily, loudly, quickly, quietly, slowly	The trap Word stress and the sound /ə/	<ul> <li>Listening for detail</li> <li>Reading for detail</li> <li>Speaking about pictures</li> <li>Writing a postcard</li> <li>Writing a story</li> <li>Respecting your elders</li> </ul>	<ul> <li>Observation and deduction</li> <li>Analysing data</li> </ul>	Science: The solar system Project: Find out about moons in our solar system
ay I'll be an astronaut		> Creativity	> Revis	ion
ampsite (poges 106-	117)		State of the second	The Real Provide
Grammar	Story Phonics	Skills and value	Thinking skills	English for school
some cheese, some tomatoes, a loaf / two loaves of bread, a piece of cheese, a packet of crisps, a bottle of milk, a can of lemonade, How much cheese do we need?	The last line Unstressed words	<ul> <li>Reading and listening for specific information</li> <li>Reading for detail</li> <li>Telling a story</li> <li>Writing a story</li> <li>Listening for specific information</li> <li>Protecting wildlife</li> </ul>	<ul> <li>Identifying relevant information</li> <li>Developing visual-spatial thinking</li> <li>Applying knowledge and reference skills</li> </ul>	Geography Map reading Project: Make a map of you neighbour- hood
	What will you be when you grow up? I'll be a (police officer). angrily. badly. beautifully. carefully. dangerously. happily. loudly. quickly. quietly. slowly ay I'll be an astronaut ampsite (poges 106- Grammar some cheese, some tomatoes, a loaf / two loaves of bread, a piece of cheese, a packet of crisps, a bottle of milk. a can of lemonade, How much cheese do	What will you be when you grow up?       The trap Word stress and the sound /ə/         I'll be a (police officer). angrily. badly. beautifully. carefully. dangerously. happily. loudly. quickly. quietly. slowly       The trap Word stress and the sound /ə/         ary I'll be an astronaut       ampSite (poges 106-117)         Grammar       Story Phonics         some cheese, some tomatoes, a loaf / two loaves of bread, a piece of cheese, a packet of crisps, a bottle of milk. a can of lemonade, How much cheese do       Story Phonics	What will you be when you grow up?The trap Word stress and the sound /ə/Listening for detail Reading for detail Beautifully, carefully, dangerously, happily, loudly, quickly, quietly, slowlyThe trap Word stress and the sound /ə/Listening for detail Reading for detail Writing a bout pictures Writing a story Bespecting your eldersary I'll be an astronautCreativityampsite (poges 106-117)Story PhonicsSkills and valueGrammarStory PhonicsSkills and valuesome cheese, a loaf / two loaves of bread, a piece of cheese, a packet of crisps, a bottle of milk, a can of lemonade, How much cheese doStory PhonicsSkills and valuePhonicsThe last line Unstressed wordsWriting a story PhonicsSkills and valuePhonicsThe last line Unstressed wordsPhonics for specific information PhonicsPhonics PhonicsPhonicsThe last line Unstressed wordsPhonics PhonicsPhonics PhonicsPhonics PhonicsPhonicsThe last line Unstressed wordsPhonics PhonicsPhonics PhonicsPhonics PhonicsPhonicsPhonics PhonicsPhonics PhonicsPhonics PhonicsPhonics PhonicsPhonicsPhonics PhonicsPhonics PhonicsPhonics PhonicsPhonics PhonicsPhonicsPhonics PhonicsPhonics PhonicsPhonics PhonicsPhonics PhonicsPhonicsPhonics PhonicsPhonics PhonicsPhonics PhonicsPhonic	What will you be when you grow up?The trap Word stress and the sound /ə/Listening for detail Reading for detail Speaking about pictures Writing a postcard Writing a story Respecting your eldersObservation and deduction'I'l be a (police officer). angrily. badly. beautifully, carefully, dangerously, happily. loudly. quickly, quietly. slowly'Witing a postcard Writing a story Respecting your eldersObservation and deductionay I'll be an astronaut'V Creativity'RevisampSite (poges 106-117)Story PhonicsSkills and value'Inhiking skillsampSite (poges 106-117)'N lastressed words'Reading ond listening for specific information Reading for detail Telling a story Writing a story'Identifying relevant information Phonicssome cheese, some tomatoes, a loaf / two loaves of bread, a piece of cheese, a packet of crisps, a bottle of milk, a can of lemonade, How much cheese doStory PhonicsProtecting wildlifeProtecting wildlifeProtecting wildlife'Applying knowledge and reference skills

## Introduction

## **About Super Minds**

#### What is Super Minds?

Super Minds is a seven-level course for primary age students, with a Starter level underpinning Super Minds 1. By building solid foundations, expanding young minds, kindling the imagination and fostering positive values, Super Minds encourages students to become smarter as they develop in the widest educational sense.

#### A flexible approach

Super Minds offers maximum flexibility:

- Super Minds gives the option of an oral-aural introduction to English by using the Starter level, whereas some schools may prefer to begin with Super Minds 1. This re-introduces all the language from the Starter level in different contexts, developing all four skills.
- All seven levels of Super Minds have been specifically researched to cater for a variety of teaching situations including those with a higher than usual number of hours of English per week. The units include lessons with a core syllabus focus and additional lessons which can be used flexibly according to the time available for English. This is explained in the Tour of a unit (see pages x-xii).

#### **Building solid foundations**

Super Minds 4 is appropriate for students who have had three years of reading and writing in English. The solid language syllabus is carefully structured to cater for those preparing for the YLE exams, with the YLE Movers syllabus covered by the end of this level.

Students at this stage are just beginning to notice patterns in language. A Grammar focus section at the back of the Student's Book increases their awareness of these patterns and offers written consolidation.

Alongside development in reading and listening skills, Super Minds 4 builds on the students' early years of English by offering more extensive productive skills work in specific speaking and writing features at the end of each unit.

#### 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.
- 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 4, specific activities develop a range of skills from the visual skills of focusing on details to thinking skills such as problem solving, logical deduction, sequencing and making hypotheses,

#### Kindling the imagination

Super Minds 4 begins with a continuation of the storyline from Super Minds 3, at the museum to which Ben and Lucy have donated the statue that they found. Any students who have not studied the previous level will meet



Ben and Lucy, the Explorers, together with Ben's dog Buster, in the opening unit. The students join them in their exciting adventure as they look for the lines of a rhyme which will lead them to some treasure, trying to keep one step ahead of the 'baddies', Horax and Zelda.

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

#### **Fostering positive values**

Super Minds 4 uses the extended Story time narratives and other topics in both the Student's Book and Warkbook as a vehicle far 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 responding to emergencies, honesty and protecting wildlife.



## Super Minds 4 components

#### Student's Book



- The Student's Book contains:
- An introductory Well done. Ben and Lucy! unit (6 pages)
- 9 core units (12 pages) with an easy-to-use single-page lesson format rounding off with revision
- A Grammar focus section which provides an opportunity for language presentation and written practice

#### Each unit offers:

- An opening scene in contemporary and attractive 3D artwork which establishes the setting of the unit story and also provides a vehicle for the presentation of 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
- An engaging song with a while-listening task for further practice
- A story featuring The Explorers, leading into a phonics focus on specific sounds and spelling patterns
- Think! Activities to develop a range of thinking skills
- 2 lessons alternating between Story time narratives for extended reading and the discussion of values in Units 1, 3, 5, 7 and 9 and topic-based Skills activities in Units 2, 4, 6 and 8 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:





 A My scrapbook revision lesson leading to a piece of personalised writing that students can keep in a separate scrapbook

#### Interactive DVD-ROM

This complementary component is included with the Student's Book, for students to use at home or in school computer rooms, and with the Classware CD-ROM, for teachers to use in the classroom with a computer and a projector. Offering language reinforcement and consolidation while the students also have fun, it contains:

- Interactive games and activities
- The Student's Book stories brought to life with highquality animation
- The Student's Book songs with karaoke versions for the students to record and play back their own voice
- Videoke activities featuring real-life clips, with the option for students to record themselves speaking one or both roles







#### Workbook

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

- Vocabulary puzzles, written grammar practice at sentence level and reading, listening and writing activities
- A values activity for each unit drawn from the message in the Story time narrative or other topics from the Skills or English for School lessons
- A functions focus for each unit drawing on idiomatic language from The Explorers story

Eisten and write the missing words. Then say with a friend.



 A revision page for each unit with vocabulary categorisation and grammar puzzles that guide the students to construct sentences using the two structures presented in the unit



 A record of learning for each unit in the My Super Mind feature at the back of the book, which the students personalise by indicating their preferences, choosing new words to record and writing at sentence level

COLORIDATED What did gos (ins beat?

and provide in	- and a state of the	100	
and and a second	and designed as	-	Inter fact contains start in stall
forg Tile storer	and the local division of the local division	- Sector	

#### **Teacher's Book**

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

- An Aims box with detailed lesson aims, new and recycled language, any necessary or optional materials and the language competences that the students will achieve
- Concise and clear instructions together with answers for all the Student's Book and Workbook activities
- Additional lesson stages in coloured boxes: Warm-up: ideas for beginning the lesson, recycling language from the previous lesson or presenting new language

Ending the lesson: simple ideas that are flexible in the time available to bring the lesson to a close, requiring no presentation or extra materials

Extension activities: optional activities for extending the focus of the lesson, for which any additional materials are listed as optional in the Aims box

The Tapescript for listening activities in both the Student's Book and the Workbook is on pages 118–123 of the Teacher's Book.

#### Class CDs

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

#### Classware CD-ROM

This whiteboard software features:

- The Student's Book pages
- The audio material

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

#### Teacher's Resource Book (with CD)

As well as a CD of the recorded material for the listening tests, this component contains the following flexible photocopiable resources for each unit:

- Three worksheets to reinforce the core vocabulary and structures through extra practice, 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 4 begins with an introductory 6-page Well dane. Ben and Lucy! unit in both the Student's Book and the Workbook. This presents Ben and Lucy. The Explorers, together with revision of a range of different question forms in both the simple present and the simple past.

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 and an episode of the ongoing 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.

#### 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 then hear a dialogue which establishes the context of The Explorers episode in the unit, followed by a short comprehension activity.
- Having then heard 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 if necessary.

#### Lesson 2

#### Grammar 1

The first of two core grammar points in the unit is presented and practised in Lesson 2, in the topic-based context of the unit.

- In most cases the students hear and read short presentation texts containing the new language before doing a receptive activity such as matching or numbering.
- 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 to use the language, often in a game.
- The practice activities in the Workbook focus on written production at sentence level, sometimes including personalisation.

#### Lesson 3

#### Song

The vacabulary and usually the first grammar point of the unit are combined in a song for students to join in and sing.

- A while-listening task such as numbering pictures or completing gaps helps to focus the students as they listen to the song for the first time.
- The students join in and sing the song, using either the full version or the karaoke version, which is the next track on the CD.
- There is then a follow-up game using language from the song.
- The practice activities in the Workbook are varied and do not generally require the use of the CD. However, the students will find it motivating to listen and check their answers once they have worked on the topicbased poems in Units 4 and 5.

#### 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.

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#### Lesson 5

Story and values

This lesson features an episode of The Explorers

story, following on from the opening scene and dialogue in Lesson 1, bringing the unit context, vocabulary and structures together.

- The teaching notes first suggest eliciting what students remember about the story so far and, in particular, about the opening scene of this episode in Lesson 1.
- The students then read and listen to the story, which uses dramatic artwork and sound effects to help them follow the action.
- After discussing the story, the students turn to varied practice activities in the Workbook, These include:

Thinking activities, working on skills such as sequencing or inferring meaning

 Activities summarising events in the story, including recounting events from Horax's point of view

 The Ending the lesson activity in Lesson 5 is always a role play in groups to practise the story.

#### Lesson 6

#### Story follow-up, functions and phonics

Lesson 6 exploits the story in more depth and features a phonics focus.

- A follow-up comprehension activity in the Student's Book reminds the students of the story.
- The students practise natural idiomatic language from the story in a functions focus in the Workbook, hearing and completing two mini-dialogues with target phrases and then practising them in pairs.
- The lesson ends with a Phonics focus where students learn to recognize English sound-spelling relationships. The students first look for objects in the story which exemplify target sounds. They then practise a new sentence or rhyme featuring further examples of the sounds or spelling patterns. A memorable cartoon helps the students to associate the sentence or rhyme visually with its meaning. The Workbook brings together other known examples of the target sound and spelling pattern in a practice activity.

#### Lessons 7 and 8 Skills work

#### These two lessons offer topic-based skills work consolidating the language of the unit.

#### Story time and values



Units 1, 3, 5, 7 and 9 feature an extended **Story time** narrative, allowing students to practise working with a longer text and to develop their vocabulary.

- A range of pre-reading tasks are used to train the students in scanning a text or to present essential vocabulary.
- The students then read and listen to the story, which is also a vehicle for the discussion of values.

The follow-up tasks encompass other language skills and include:

- Thinking activities, such as finding alternative ideas, imaginative responses and empathising
- Speaking activities
- Story-writing

The Story time page in the Workbook includes:

- Comprehension activities
- A sentence construction task guiding the students to express the value demonstrated in the story





#### Skills

Units 2. 4. 6 and 8 feature topic-based activities developing all four skills, with the particular skills focus clearly identified at the foot of each page.

The varied activities include:

- Think! Thinking activities
- Tasks in the style of the YLE tests in both the Student's Book and the Workbook as a gentle introduction to the exam
- An opportunity to personalise the language or to use it imaginatively

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#### 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 vacabulary.



- The second English for school lesson provides opportunities for the students to apply the knowledge from the previous lesson, developing their thinking skills.
- A creative or simple research project, to be done in groups, pairs or individually, rounds off the work on the topic.



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

#### Lesson 11

#### **Communication and Creativity**

This lesson brings together the topic and language of the unit in creative ways to encourage fluency in both everyday communication and imaginative expression.

#### Class survey



- The students usually work first in groups, asking questions as a preparatory stage for a class survey.
- Where relevant, the results for the whole class are then pooled and the students talk or write about the survey results.
- The Workbook page features a dialogue question and answer matching activity. The students then complete or correct the information in a report of this dialogue, which acts as a model for a piece of personalised writing.



#### 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 Workbook page features a dialogue for the student to put in the correct order before listening and checking. This dialogue then acts as a model for students to write their own.



#### Lesson 12 Revision

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

- The students are encouraged in Unit I to make a scrapbook to keep their work from these pages.
- In each unit there are guided activities, including writing sub-skills such as punctuation and the use of adjectives and connectors, working with model texts. These then support the students in writing a short piece of personalised writing or research, which they keep in their scrapbook.
- The Workbook revision pages round up the unit vocabulary and grammar in puzzles.
- Students can then complete the My Super Mind feature at the back of the book, choosing their own examples of the unit language as a record of learning and discussing what they like about the unit.



## **Teaching with Super Minds 4**

#### Encouraging fluency

#### Handling speaking activities

Super Minds 4 is carefully structured to include regular opportunities for students to practise speaking. The course encourages fluency through playing games in pairs, acting out in pairs and whole class activities. These will be discussed in more detail in this section, but here are some general suggestions applicable to all 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 for the funniest or strangest idea.

#### **Playing games in pairs**

All new vocabulary and grammar in *Super Minds* 4 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 baok 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.

#### Acting out in pairs

The Act out feature in Lesson 11 of Super Minds 4 combines the new vocabulary and structures of the unit in an extended role play which is specifically designed to encourage 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.
- Make sure that students understand the objective (often the last point on the role card) and that you will be asking about this in the feedback stage.
- The teaching notes suggest inviting the class to fill out the Useful language section examples 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.
- You may also want to choose some particularly successful role plays for a show for parents (see 'Involving parents' on page xv).



#### Whole class speaking activities

Bringing together the new vocabulary and structures of the unit, the Find out feature in Lesson II is specifically designed to foster fluency through social interaction in the whole class.

In the Super Minds 4 survey activities, the students produce an oral or written report of their findings, either at group or class level, providing a satisfying outcome.

Suggestions for making the most of this feature:

- For accurate findings, a whole class survey needs a preparatory group stage so that each person only responds to each question once. Where necessary, this is clearly established in the Find out activities. Allow plenty of time for this stage.
- If the students need to move to form their groups, check whether they need any specific materials and ensure that they take these with them.
- Explain the activity once the students are sitting in their groups.
- Before students begin, ensure that roles within the groups are clearly assigned, such as taking notes, and which questions each person will ask.

#### Encouraging writing

Writing is often considered the most difficult skill for younger children, which is why it is thoroughly supported in Super Minds 4 with more controlled passive 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, giving the students clear parameters to construct sentences in a supported way.
- By the time they come to write unsupported personalised sentences in the My Super Mind feature at the back of the Workbook, they have had plenty of practice, although you can still steer weaker students to the examples in the Grammar focus boxes and encourage them to change only one or two words.

#### Paragraph level

- Passive tasks include ordering lines from a summary and underlining incorrect information.
- In the My scrapbook feature, students are also introduced to writing sub-skills such as punctuation and the use of adjectives and connectors to make their work more interesting to read.
- Students then need a clear model for their own work, whether this is factual research, such as writing about an animal, or a personalised piece of work about a favourite band or singer.

#### Drafting and rewriting



The use of a separate scrapbook provides an ideal opportunity to train students in drafting and rewriting skills. If students take pride in

personalising their scrapbook at the start of the year, it will encourage them to create neat pieces of finished work to include in it.

On each scrapbook page, the students first work on preparatory tasks. Ask them to use their ordinary exercise books and to continue in the same place as they draft the final output 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 what he/she has written. You can then check that the students have understood the task and confirm OK, great. So you love the old jewellery in the museum. Then cantinue Remember that we write it like this and write any problem words for the student to copy.
- For small mistakes, it may be enough to point to the handwritten word and then find and point to the word written correctly in the Student's Book or Workbook.

When you have seen rough drafts, the students can then copy the work out neatly for sticking into their scrapbook 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.

#### Assessment

Assessment in listening and speaking skills will largely be an on-going process of observation in whole class work. However, there is a listening element to the tests in the Super Minds Teacher's Resource Book and you could also consider using the YLE listening and speaking activities in Units 2, 4, 6 and 8 as a more formal means of assessment.

Now that the students are developing their reading and writing skills, you may wish to carry out a more formal evaluation of their written work. In addition to the YLE activities in Units 2, 4, 6 and 8, the Super Minds Teacher's Resource Book provides an end-of-unit test which evaluates the core vocabulary and structures with listening, reading and writing activities.

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#### Workbook pages 118-120

This feature, whilst

ostensibly a record of learning, can also be used for informal assessment.

A possible system would be to grade the vocabulary and sentences that students produce on this page as follows:

- Shows awareness of new vocabulary
- Writes new vocabulary accurately
- Uses vocabulary and both core structures from the unit but with some spelling errors
- Uses new vocabulary and both core structures accurately

#### Using the Super Minds songs

The songs in Super Minds 4 include a while-listening task to focus the students as they listen for the first time. For this task to be most effective, it is best only to focus on the pictures as a general lead-in to the song, resisting the temptation to explain the song lyrics from the page.

The class will find it easier to concentrate on the task if you ask students not to try and sing along the first time through. Explain that this is a listening activity but that they will be able to join in and sing the song later in the lesson.

You can help to focus purely on listening like this:

- It may sometimes be possible, as on Student's Book pages 60, 96 and 108, to ask the students to cover the lyrics while they do the first task.
- On page 108, the students could draw small food pictures and then do the listening task with their Student's Books closed.

Other listening tasks that you can do with any song while the students keep their books closed include:

- Writing key words from the song on the board for students to copy and number as they hear them
- Writing a list of random words, some that feature in the song and others that don't, on the board for students to copy and tick if they hear them

There are karaoke versions of the songs after the main recording. These are best used once the class are confident enough to sing without their books.

#### Using The Explorers stories

As each new episode unfolds, the teaching notes suggest summarising the story so far, which will be most effective if you involve the students as much as possible. The Student's Book and Workbook follow-up tasks provide an instant resource which you can use to make this interactive. To make the most of the stories:

- Establish an agreement with the class at the beginning of the year that story time is special and that there are to be no interruptions.
- Some teachers ask their students to read and prepare a text before class, but with a continuing storyline this risks weakening the dramatic impact. The students will find the episode much more exciting if they hear it for the first time acted out and with the added drama of the sound effects.
- Give students a chance to ask any questions before you play the story and ask them to put all their pens and pencils down so that there are no distractions.

#### **Involving parents**

You could consider putting on a show for parents, using the songs and stories. If you have a large class and would like more students to be involved, you could also use the **Act out** dialogues. Together with the students' scrapbooks and craft projects displayed around the room, this is a very visual demonstration of the work done during the year and is highly motivating for the students.

To involve as many students as possible in acting:

- You could have red and yellow T-shirts or a rucksack each for Ben and Lucy, a coat or glasses for Horax and a red top for Zelda, which different children could put on in order to represent the characters in different episodes.
- Other children could read summary sentences explaining the action before the characters say their lines. The Student's Book or Workbook comprehension follow-up activities often provide sentences that are suitable for this purpose.
   For example, Unit 2 Frame I could begin: Narrator Ben and Lucy show the map to Grandpa.

Lucy What a nice restaurant!

Students who are more self-conscious about performing in public can be involved in other ways:

- Writing invitations, "tickets" or programmes
- Decorating the invitations/'tickets'
- Making props for the stories or dialogues
- Greeting the parents in English and showing them to their seats, using language such as Hello. Nice to see you, Thank you for coming. Please sit here.
   Even if the parents don't speak English, they will be delighted to hear their children using it and the context makes the meaning obvious.

If you involve the whole class in different ways as above, be sure to acknowledge everyone's contribution in public so that it isn't just the actors who are clapped at the end.

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Introduction xv

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#### Aims:

- to present and practise vocabulary for town events
- to introduce/reintroduce the characters and the context of the story

New language: big wheel, rollercoaster, roundabout, mayor, dodgem cars, microphone, band, photographer, journalist, well done, try out

Recycled language: language from previous levels of Super Minds

#### Materials: CD

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

#### Warm-up

#### Aim: to review the story

- Write the names Ben and Lucy on the board.
- If some or all of the class studied Super Minds Level 3, elicit what they remember about the characters and the story.
- If the class didn't study Super Minds Level 3, create a word map on the board about the characters using key words, e.g. explorers, lost treasure, give it back to museums, Buster, found a golden statue.

#### Presentation

Aim: to present town event vocabulary

- Use the picture in the Student's Book to present the town vocabulary.
- Say each word for students to repeat.
- Check students understand the meanings of all the words. e.g. mayor, journalist.
- Elicit what students think is happening in the picture. Check understanding of Well dane.

#### SB p4 Listen and say the words. Then check with a friend.

#### Aim: to practise new vocabulary

- Students look at the 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 cover the list of new words so that they cannot see them.
- 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.
- Students uncover the list of words to check.

#### 2 158 p4 Listen and answer.

#### Aim: to practise listening

- Read the questions aloud with the class.
- Students predict answers to the questions.
- Play the recording. Students listen to find the answers.
- They check all their answers in pairs.
- Ploy the recording again. Check with the class. CD1 Track O3

#### For tapescript see T8 page 118.

Key: 1 They are at the town museum. 2 Ben and Lucy are giving the statue to the museum. 3 The journalist wants to talk to them. 4 She wants to try out the rollercoaster, the big wheel and the roundabout.

#### 158 p4 Play the secret word game.

Aim: to give students practice with the new vocabulary

- Demonstrate the game, using the examples.
- They give definitions and say My secret word instead of the word.
- Students play the game in groups of four.
- Students close the book flap and try to remember the words.
- Check using open pairs.

IWB p4 Look at the pictures and letters. Write the words.

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

Key: 2 journalist, 3 microphone, 4 band, 5 dodgem cars, 6 rollercoaster, 7 big wheel, 8 roundabout, 9 mayor

#### WB p4 Read and write the words.

Aim: to give further practice with understanding definitions

Key: 2 mayor, 3 photographer, 4 band, 5 microphone, 6 dodgem cars, rollercoaster, big wheel, roundabout

#### Ending the lesson

Aim: to review vocabulary from the lesson

- Play the Super Mind 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. They write short definitions.

T4

#### Alms:

- to present and practise simple present questions
- to review question forms

New language: brave

Recycled language: adjectives, time, free time activities, town events

#### Materials: CD

Language competences: Your students will be able to ask about personal information.

#### Warm-up

#### Aim: to review town events

- Write the nine new items with the letters in scrambled order on the board. e.g. raymo.
- Ask a pair of students to come to the board and write one of the items correctly.
- · Repeat with other pairs and other words.

#### Presentation

#### Aim: to present simple present questions

- Say Ben and Lucy like going on adventures.
- Elicit the question Do you like going on adventures?
- Students ask and answer around the class. Prompt / supply the short answers.
- Ask Does (student name) like going on adventures? and have students practise this question and the short answers in the same way.
- Write both questions and all four short answers on the board. Underline Do / Does / like using a colour.
- Elicit from students what they notice about the questions and the answers (do/does).

#### SB p5 Listen and circle.

#### Aim: to practise simple present questions and short answers, and to review other question forms

- Students look at the pictures in their Student's Book.
- Elicit what they can see (a journalist is asking Ben some questions).
- Students take turns to read out the questions.
- Students individually predict Ben's answers and then compare ideas in pairs.
- Play the recording. Students check their predictions.
- Play the recording again. Check with the class.
- Students work in pairs, taking turns to be the journalist. They answer about themselves.

#### CD1 Track O4

For tapescript see TB page 118.

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

#### SB p5 Listen and say.

#### 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 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 Are, 2 Does, 3 do, 4 Does, 5 Is

158 p5 Interview a friend. Find out four new things.

#### Aim: to consolidate grammatical form

- Brainstorm questions students could ask each other.
- Write the new question heads on the board, e.g. Do you like ... ?
- In pairs, students take turns to ask questions until they find out four new things about their friend.
- Students report back to the class at the end. They say one thing that they found out about their partner.

#### Match the questions with the answers.

#### Aim: to review question forms

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

1 W8 p5 Read and complete the questions.

Aim: to give further practice with the new language Key: 2 Where, 3 Have, 4 Is, 5 Has, 6 What, 7 How, 8 Do

W8 p5 Answer the questions from Activity 2 about yourself.

Aim: to enable students to personalise the language

#### Ending the lesson

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

- Say sentences about characters from the lesson, e.g. Ben likes reading.
- If it is true, students clap their hands. If it is false, students shake their heads.

#### **Extension activity**

#### Aim: to consolidate information

 In pairs, students draw a chart for Ben and Lucy and note down all the information they found out about them in the lesson, e.g. best friend Ben.

to consolidate simple present question forms

to sing a song with the class

New language: excitement, explore, just like (us), anything

Recycled language: language about the characters

#### Materials: CD

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

#### Warm-up

Aim: to review information about Ben and Lucy

- Call out ten pieces of information about Ben and Lucy from the previous lesson. e.g. likes blue.
- Students write L or B in their notebooks.
- Students compare all their answers in pairs.
- Call out the information again for students to check/ discuss their answers.
- Elicit the correct answers from the class.

#### USB p6 Listen and tick (/).

Aim: to give students practice with prediction and listening

- Elicit what and who students can see in the picture in their Student's Book (Lucy, Ben and Buster).
- Students cover the lyrics of the song and try to predict answers about Lucy and Ben. They make ticks in pencil.
- Students uncover the song.
- Play the recording. Students listen and check.
- Check with the class. Focus students on the two short ways of saying the negative (she's not / she isn't) and tell them that they mean the same.
- Key: Ben likes adventure. Ben likes exploring. Lucy isn't scared of anything. Lucy finds lots of treasure. Ben and Lucy like excitement.

#### 2 SB p6 Listen and sing.

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

- Play the recording. Students follow the song in their Student's Books.
- Play the recording again, pausing after each verse for students to repeat.
- Make sure students don't try to rhyme does with us.
- When students have learnt the song, practise it with the whole class.
- Use the karaoke version of the song for students to sing in four groups.

#### ISB p6 What do you like or love doing? Tell a friend.

Aim: to enable students to personalise the language

- Check students know what to do.
- Brainstorm some ideas with the class if necessary.
- Students work in pairs and take turns to tell each other something they like or love doing.
- Pairs report to the class about one thing their partner likes or loves doing.

NB p6 Remember the song. Write the words in order.

Aim: to activate memory skills and raise awareness of rhyme

Key: (The Explorers.)

Here they come.

Lucy and Ben. Adventure and fun.

The Explorers.

Here they are.

Ben and Lucy. Action stars.

WB p6 Is it Ben or Lucy in the song? Write the sentences on the T-shirts.

Aim: to give practice with writing the simple present third person singular

Key: Lucy: I find a lot of treasure. Lucy: I'm not scored of anything. Ben: I like adventure. Ben: I love exploring things.

I WB p6 Answer the questions.

Aim: to personalise the language

#### Ending the lesson

Aim: to review language from the lesson

- Play the karaoke version of the song.
- Students take turns to sing the song in groups.

#### **Extension** activity

Aim: to personalise the language

 Students write in their notebooks the information about themselves and their friend from SB Activity 3.

- to present and practise simple past questions
- to review information about the story

New language: castle, code, clue, 'baddies', shocked, guess

Recycled language: language from the story. verbs

#### Materials: CD

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

#### Warm-up

Aim: to review simple past forms

- Play a clapping game.
- Write 12 known verbs on the board, e.g. start, want, find, help, see, go, have.
- Make circles with seven students. Everyone clops twice. Say a simple verb form, e.g. start. Everyone claps twice and the student to the left says the past simple form, e.g. started. Continue like this.

#### Presentation

Aim: to present simple past questions and short answers

- Say Ben and Lucy found a statue.
- Elicit the question Did Lucy and Ben find a statue?
- Prompt another question, e.g. Ben / spoke / mayor. (Did Ben speak to the mayor?)
- Prompt / supply the short answers (No. he didn't / Yes. he dia).
- Write the question and short answers on the board. Underline Did / speak using a colour.
- Elicit from students what they notice about the questions and the answers (did).

#### 58 p7 Complete the interview. Listen and check.

#### Aim: to practise simple past questions

- Students look at the picture in their Student's Book.
- Elicit what they can see (a journalist is talking to Lucy).
- Tell the class she is asking Lucy about their adventure.
- Students work individually. They quickly read the interview and try to fill in the gaps.
- They compare answers in pairs.
- Play the recording, Students check their predictions.
- Play the recording again. Check with the class.
- Students work in pairs and role play the interview. They take turns to be Lucy and the journalist.

Key: 1 statue, 2 clues, 3 door, 4 castle, 5 librarian, 6 school

#### SB p7 Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in charus.
- Students practise the sentences in poirs.
- 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 and check in pairs.
- Key: 1 Did they win the match? 2 Was the lesson interesting? 3 Did you do your homework? 4 Where did you buy that jumper?

#### 158 p7 Play the guessing game.

Aim: to give students further practice with simple past questions

In pairs, students play the game. Student A thinks. of something he/she did in the holidays and writes it secretly in their notebook. Student B guesses.



#### 10 WB p? What did Emma do at the party? Listen and tick (/).

Aim: to practise listening skills

CD1 Track 10 For tapescript see TB page 118

- Key: 4<sup>th</sup> picture (had a big hot dog), 1<sup>th</sup> picture (went an the dodgems)
- WB p7 Read and complete the questions.

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

Key: 2 Wos. 3 Did. 4 Wos. 5 Did. 6 Were



W8 p7 Write questions for the answers.

Aim: to consolidate question forms

Key: 2 What did you watch? 3 Was it a good film? 4 Did you watch the football match? 5 Did you do your homework? 6 When did you go to bed?

#### Ending the lesson

Aim: to review the story from the lesson

- Say a statement about the story, e.g. Horax was a journalist.
- Students call out True or False and correct the false statements.

#### Extension activity

Aim: to consolidate understanding

 In pairs, students ask and answer the questions. from WB Activity 3.

- to present a picture story
- to review language from the unit

New language: map, amazing, symbol, closely, diamond

Recycled language: characters and language from the story, town events

#### Materials: CD

Language competences: Your students will be able to listen to and read a picture 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 Ben. Lucy and Buster (the dog) on the board.
- · Elicit what students remember about them from this unit.
- Give prompts if necessary, e.g. met the mayor and Mr Davidson from the museum, gave the golden statue to Mr Davidson for the museum, did an interview with a journalist.

#### SB pp8-9 The map

#### Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit who the friends are talking to in Frame 1 (Mr Davidson).
- Pre-teach symbol, diamond, map.
- Play the recording. Students listen for what Mr Davidson brings to show them (a map) and what they can find with it (an old English king's treasure).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.
- · Elicit who was watching the children and saw the treasure map (Horax).

#### Practice

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

- · Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of the events.)
- Check understanding of the last words (before they do) and supply the full sentence if necessary (before they find the treasure).



 WB p8 Remember the story. Put the sentences in order.

Aim: to check comprehension

Thinking skill: sequencing using memorised information

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

WB p8 Read and write the words.

Aim: to check understanding of the story and to proctise rhyme

Key: 2 go. 3 find, 4 myme. 5 quiz, 6 is



WB p8 The pictures on the map tell Ben and Lucy where to look. Look, guess and write sentences. Use words from the box.

Aim: to review vocabulary

Thinking skills: creative thinking, making associations

Key (possible answers): 2 They have to find a restaurant. 3 They have to find a station. 4 They have to find a statue. 5 They have to find a concert hall. 6 They have to find a lake.

Note: There are no 'right' answers for this exercise. Encourage your students to think creatively.

#### Ending the lesson

Aim: to practise the story

- Put students into groups of five.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

#### Extension activity

Aim: to review ideas and concepts from the story

- Students draw a map of the area around their school or around their homes.
- They label at least six places on the map, e.g. shop, bus stop.

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- to talk about the meaning of the story
- to review language from the story and the unit
- to show how rhyming words can help us with pronunciation

Recycled language: language from the story Materials: CD

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

Phonics focus: Your students will be able to identify rhyming words with the following sounds: ai leil, oi lail, oo luil, ie lail.

#### Warm-up

Aim: to review the story

 Ask questions about the story, e.g. Where were the friends? (Outside the museum.) What did Mr Davidson show them? (A symbol on the statue.) What did he go and get? (A map with the symbol on it.) Who was watching? (Horax.)

#### SB p9 Answer the questions.

Aim: to focus students on the content of the story

- Play the recording of the story again. Students follow 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 A symbol. 2 Into the museum. 3 A map. 4 A guiz. 5 Horax. 6 They are going to follow them and find the treasure first.

Find the train and the plane in the story.

Aim: to present rhyming words with the ai phoneme

- Read out the instruction for students, making sure they hear the ai sound correctly.
- Students find the things in the story.
- Elicit the different spellings for this sound (ai and a\_e).

Key: Train: Frame 7, Plane: Frame 7

#### Chap 158 pg Listen and say.

Aim: to practise rhyming words with oi / oy and ue / oo phonemes

- Focus students on the picture and elicit what they can see.
- Play the recording. Students silently read the caption sentence.
- Play the recording again. Students listen and repeat.
- Elicit what the rhyming words are (boys/noise, Sue/too).

- Focus students on the different spellings of the sounds.
- Repeat the caption together as a class two or three times. Students practise in pairs.



Aim: to give students further practice with rhyming words

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

WB P<sup>9</sup> Listen, say and check your answers.

Aim: to give students listening practice



W8 p9 Which one is different in each group? Read, think and circle.

Aim: to practise classification

Thinking skill: identifying similarities and differences

Note: Accept different answers if students are able to give reasons for them.

Key: 2 treasure, 3 rollercoaster, 4 had, 5 reading



W8 p9 Colour the bricks to make sentences. Write in the missing words.

Aim: to review grammatical form

Keut 2 Do your parents speak Spanish? 3 Where did you go on holiday last summer? 4 Did you watch TV yesterday? 5 What did you do at the weekend?

#### Ending the lesson

Aim: to review rhyming words

- Write one word from the pairs of rhyming words in the lesson on the board.
- · Students work in pairs. They write the other word from the lesson and try to think of at least one more with the same sound.
- Elicit and check as a class.

#### Extension activity

Aim: to review key vocabulary from the unit

- Students turn to SB page 4 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point to the numbered items in the picture and say what each one is. They do this in rondom number order. They then write the words in their notebooks.
- Students open the flap to check.

- to present and practise vocabulary for knights and queens
- to give students listening practice
- to review the present continuous

New language: queen, knight, crown, helmet, necklace, bracelet, belt, shield, bow and arrow, sword, dinosaur

Recycled language: language from the Welcome Unit, Egypt, Egyptian, skeleton

#### Materials: CD

Language competences: Your students will be able to talk about knights and queens.

#### Warm-up

Aim: to review clothes

- Write Clothes on the board. Brainstorm clothes words with the students.
- Start with clothes they are wearing and then elicit others they remember.

#### Presentation

#### Aim: to present knights and queens vocabulary

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Make sure students don't try to say the silent letters in knight and sword. Check for correct pronunciation of bow and arrow (bow n arrow).
- Elicit what students think is happening in the picture.

158 p10 Listen and say the words. Then check with a friend.

#### Aim: to practise new vocabulary

- Draw students' attention to the symbol from the map and the unit title. Discuss where Ben and Lucy are in this unit. You could refer back to the students' guess on WB page 7 Activity 3.
- 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 groups.
- Students cover the list of new words and practise them in pairs.

#### 2 Ist p10 Listen and correct the sentences.

#### Aim: to practise listening

- Read the statements aloud with the class.
- Encourage students to try to predict what the corrections might be.
- Play the recording. Students listen and correct.
- They check in pairs.
- Play the recording again. Check with the class.
   CD1 Track 15

For tapescript see TB page 118.

Key: 1 There is a shield on the map. 2 Ben is talking about the sword and the bow and arrow. 3 Lucy would like the queen's bracelet. 4 They go to the Egyptian room.

#### SB p10 Ask and answer.

Aim: to give students practice with the new vocabulary

- Check students understand the difference between wear and carry. Elicit some examples using the new words.
- Demonstrate the activity using the examples.
- Students practise asking and answering about the picture in pairs.
- They try to do the activity with the book flap closed.
- Check using open pairs.

#### WB p10 Complete the words. Then draw lines.

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

Key: 2 h helmet, 3 a shield, 4 g bow and arrow. 5 b knight, 6 d necklace, 7 i crown, 8 c belt.

9 j queen, 10 f bracelet

WB p10 Look, read and number the sentences.

Aim: to give further practice with the new vocabulary Key: b 4, c 6, d 3, e 1, f 5

#### Ending the lesson

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

- Mime one of the new words for students to guess.
- The student who guesses correctly mimes another word.
- Repeat with other students for all the words.

#### **Extension activity**

Aim: to consolidate vocabulary from the lesson

- Students write the ten new vocabulary items in their vocabulary books.
- For each item, they write a short definition, e.g. A knight wears a helmet and carries a bow and arrow.

T10

#### www.irLanguage.com

#### Alm:

 to present and practise must, mustn't for obligation and prohibition

New language: sign, lead (n), cloakroom, touch

Recycled language: knights and queens, verbs, chores and routines

#### Materials: CD

Language competences: Your students will be able to express obligation and prohibition.

#### Warm-up

#### Aim: to review knights and queens vocabulary

- Write the ten new items with the letters in scrambled order on the board.
- Ask a pair of students to come to the board and write one of the items correctly. Repeat.
- · Elicit which are the silent letters.

#### Presentation

#### Aim: to present must and mustn't

- Give/elicit one of the school rules, e.g. Is it OK to use your phone in the classroom? (No.) So we say: You mustn't use your phone in the classroom.
- Say the sentence again for students to repeat and then write it on the board. Write mustn't in a different colour.
- Give/elicit another school rule, e.g. Can you choose to do homework? (No.) So we say: You must do your homework.
- Say the sentence again for students to repeat and then write it on the board. Write must in a different colour.
- Elicit other rules with must/mustn't.

#### 58 p11 Look, read and number the sentences.

#### Aim: to practise must and mustn't

- Students look at the picture in their Student's Book. Pre-teach sign and cloakroom.
- Students work individually. They silently read the sentences and match them with the pictures.
- They compare answers in pairs.
- Check with the class. Elicit the sentences and check correct pronunciation of must and mustn't.

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

#### 2 SB p11 Listen and say.

#### 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 119 of the Student's Book.

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

Key: 1 must, 2 must, 3 mustn't, 4 must, 5 mustn't

#### 58 p11 Play the mustn't forget game.

#### Aim: to consolidate grammatical form

- Revise chores and daily routines, e.g. What do you do at home to help your mum and dad?
- Pre-teach forget.
- Demonstrate the game using the example. Mime an action, e.g. washing up. The students guess the action and you say, e.g. That's right. I mustn't forget to wash up.
- Demonstrate with another example, e.g. clean the windows.
- · In pairs, students take turns to mime and guess.
- Check using open pairs.

#### W8 p11 Write the sentences under the pictures.

#### Aim: to review must and mustn't

- Key: 2 I must do my homework. 3 I must drink more water. 4 I mustn't eat too much ice cream. 5 I must take off my shoes in the house. 6 I mustn't touch my sister's CDs.
- WB p11 Read and write must or mustn't and a word from the box.

Aim: to give further practice with the new language

- Key: 2 mustn't shout, 3 mustn't drink, 4 must keep, 5 mustn't buy. 6 mustn't use
- WB p11 What must or mustn't you do at home or at school? Write four sentences: two with must and two with mustn't.

Aim: to enable students to personalise the language

#### Ending the lesson

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

 Elicit the things the boy must and mustn't do in the museum from SB Activity 1.

#### **Extension activity**

#### Aim: to consolidate information

 In groups of four, students compare the information they wrote for WB Activity 3. They find out how many things are the same/different.

- to consolidate must and mustn't
- to sing a song with the class
- to review the present continuous

New language: midnight, vase, ground, roar, until

Recycled language: knights and queens, verbs Materials: CD

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

#### Warm-up

Aim: to review must and mustn't

- Say Must or mustn't?
- Say six actions one by one, e.g. 1 shout in the classroom.
- Students write a sentence in their notebooks using must or mustn't, e.g. I mustn't shout in the classroom.
- Students compare answers. Elicit and check.

158 p12 Listen to the song. Number the pictures.

Aim: to give students practice with listening and matching

- Elicit what and who students can see in the picture in their Student's Book. Pre-teach midnight, vase and roar.
- Students cover the tyrics of the song and try to sequence the pictures in the order of the song just by listening.
- Students uncover the song.
- Play the recording again. Students listen and check.
- Key: midnight 1, bracelet 2, crown 3, necklace 4, dinosaur 5, king 6, queen 7, statue 8, lion 9, vase 10, swords 11

2 | 58 p12 Listen and sing.

Aim: to sing a song with the class

- Play the song again, pausing after each verse for students to repeat.
- When students have learnt the song, use the karaoke version. Practise it with the whole class.
- Students sing in groups with the karaoke version.

#### 158 p12 Make word chains.

Aim: to enable students to review spelling

 Demonstrate the game. Each student writes a word chain as in the example (the next word starting with the last letter of the word before it).

- Set a time limit, e.g. two minutes. Students write as many words as they can in the time.
- The first time students play the game, they use words from the song.
- The second time, students can use words from the unit or the book, or any words.
- WB p12 What does the knight say? What mustn't he do in the museum? Look and write sentences.

#### Aim: to activate memory skills

Key: 1 I mustn't dance. 2 I mustn't fight. 3 I mustn't shout.

WB p12 Remember the song. Correct the sentences.

Aim: to give practice with memory skills

Key: 2 The necklaces are on the ground. 3 The crowns are flying around. 4 The swords are shouting. 5 The vase is on the floor. 6 The lions are roaring.

W8 p12 Describe the scene at the museum.

Aim: to give students further practice with the present continuous

Key: The king is drinking. The queen is riding a bike. The lion is playing football. The dinosaur is taking photos.

#### Ending the lesson

Aim: to review language from the lesson

- Play the karaoke version of the song.
- Students take turns to sing the song in groups.

#### **Extension** activity

Aim: to give students further practice with spelling

- Students play the game from SB Activity 3 in two teams. Teams line up at the back of the class.
- The first student in each team comes to the board and writes a word.
- He/she goes back to the rest of the team.
- Then the next student from the team comes to the board and writes a word beginning with the last letter of the word before.
- When all students in a team have written a word, stop the game. Count which team has the most correctly spelt words. That team is the winner.

T12





- to present and practise verbs with direct and indirect objects
- to review imperatives

Recycled language: verbs, nouns, object pronouns

#### Materials: CD.

Language competences: Your students will be able to use verbs with direct and indirect objects.

#### Warm-up

#### Aim: to review imperatives

- Play a game. Give a command, e.g. Stand up.
   Students stand up. Follow this with other positive or negative commands.
- Students do or don't do the action, e.g. Don't sit down. Students don't sit down.

#### Presentation

Aim: to present direct and indirect objects

- Say, e.g. (Name), give me your pencil, please. Support meaning with gestures.
- Write the command on the board, without the student's name. Say the command for students to repeat.
- Elicit another way we can say this. Write the sentence underneath: Give your pencil to me.
- Give another example, e.g. (Name), show (name) your book. Show her your book. Support meaning with gestures.
- Write the command on the board, without either of the students' names. Say the command for students to repeat.
- Elicit another way we can say this. Write the sentence underneath: Show your book to her.
- Elicit what students notice about the two versions of each command (the order of the direct and indirect objects).

## (158 p13 Complete the sentences. Listen and check.

#### Aim: to practise direct and indirect objects

- Students look at the pictures in their Student's Book.
- Check they know what to do. Remind them to use the words in the box.
- Students work individually. They read the sentences and try to fill in the gaps.
- They compare answers in pairs.
- Play the recording. Students check their answers.
- Play the recording again. Check with the class.

Key: 1 coats, 2 shield, 3 crown, 4 necklace, 5 swords

#### 20 ) SB p13 Listen and say.

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

- Play the recording. Students listen and repeat in charus. Repeat.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 119 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.
- Key: 1 Give Rex his ball. 2 Show me your picture. 3 Dad made me this skateboard. 4 Let's take Grandma some flowers. 5 Grandpa tells them great stories.

#### 158 p13 Play the Show me game.

#### Aim: to give students further practice with direct and indirect objects

- Students look at the pictures and memorise the positions.
- Then they take it in turns to close their eyes.
- Student A says, e.g. Show me the sword. Student B tries to remember where it is and puts his/her finger on it.

#### WB p13 Read and circle.

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

Key: 2 her, 3 us, 4 them, 5 her, 6 him

🕗 🕅 🕅 Change the sentences.

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

Key: 2 Don't show the letter to them. 3 Don't give any money to him. 4 Don't take them! 5 Please don't shout at us. 6 Don't give any bonanas to her.

#### Ending the lesson

#### Aim: to review the new language

- Play the Show me' game in open pairs. Use objects in the classroom, Students don't close their eyes.
- A student says a sentence, e.g. Show me the board, (name). Student B then touches the board.
- Student B then gives a command for another student to carry out. Continue like this.

#### Extension activity

#### Aim: to consolidate understanding

 Students write some of the commands from Ending the lesson in their notebooks. For each one they write an alternative, e.g. Show the board to me.

- to present a picture story
- to review language from the unit

New language: hide, brilliant, I'm glad it worked

Recycled language: characters and language from the story, knights and queens

#### Materials: CD

Language competences: Your students will be able to listen to and read a picture 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 Ben. Lucy and Buster on the board.
- Elicit what students remember about them from the Welcome Unit, and Level 3 if appropriate.
- Give prompts if necessary, e.g. Mr Davidson found a symbol on the statue. It was the same symbol as on the map. It was a diamond shape. They wanted to find the old English king's treasure. They went to the museum first.

#### (121) 158 pp14-15 The knight

#### Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in Frame 1 (in the Egyption room of the museum).
- Pre-teach hide.
- Play the recording. Students listen for who comes after them (a knight) and what they find on the knight's shield (the first line of the rhyme).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.
- Elicit who the knight really was (Horax).

#### Practice

Aim: to check understanding of the story

- Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of the events.)
- Check understanding of brilliant idea and I'm glad it worked.



Aim: to check comprehension

Key: 2 t. 3 f. 4 t. 5 f. 6 f



Aim: to check understanding of the story

Key: 2 knight, 3 children, 4 going, 5 chase, 6 queen

3 (66)

W8 p14 Draw lines and complete the sentences.

Aim: to activate students' knowledge of the world

#### Thinking skill: classifying

Key: 2 The owl is from the Nature Museum. 3 The motorbike is from the Science Museum. 4 The shield is from the History Museum. 5 The plane is from the Science Museum. 6 The knight is from the History Museum.

#### Ending the lesson

#### Aim: to practise the story

- Put students into groups of four.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

#### **Extension** activity

Aim: to review ideas and concepts from the story

- Students draw a picture of a knight in their notebooks and label it.
- Supply any other words they need, e.g. armour.

T14

- to talk about the meaning of the story
- to review language from the story and the unit
- to present the two pronunciations of the ow phoneme

New language: crowd, clown

Recycled language: language from the story Materials: CD

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

Phonics focus: Your students will be able to recognise the two pronunciations of the ow phoneme /au/ and /ou/.

#### Warm-up

Aim: to review the story

 Ask questions about the story, e.g. Where were the friends? (In the Egyptian room at the museum.) Who chased them? (A knight.) What did they find on the shield? (The first line of the rhyme.) Where were Horax and Zelda? (In the museum too.)

#### SB p15 Answer the questions.

Aim: to focus students on the content of the story

- Play the recording of the story again. Students follow 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 Lucy. 2 Ben, 3 Buster, 4 Lucy. 5 Ben, 6 Horax

#### E3 \$58 p15 Find the crown and the arrow in the story.

#### Aim: to present the two pronunciations of the ow sound

- Read out the two pronunciations of the ow sound: crown (rhymes with down) and arrow (rhymes with show).
- Students find the objects in the story.

Key: Crown: Frame 8. Arrow: Frames 2 and 3

### Con SB p15 Listen and say.

#### Aim: to practise pronunciations of ow

- Focus students on the picture and elicit what they can see.
- Play the recording. Students silently read the caption. sentence.

Note: Before hearing the Sound sentence, students will. hear the key sounds, with pauses for them to repeat.

- Play the recording again. Students listen and repeat.
- Elicit what the rhyming words are (crowd/clown, show/ window).
- Focus students on the spelling of the sounds (it is the same).
- Repeat the caption together as a class two or three times. Students practise in pairs.



WB p15 Listen and write the missing words. Then say with a friend.

Aim: to give students listening practice

Key: 1 That was close, 2 I've got an idea

WB p15 Colour the squares yellow or brown.

#### Aim: to give further practice of the two ow sounds

Key: Yellow, bow and arrow, know, window, show, snow Brown, crown, how, town, now, flower

E WB p15 Listen, say and check your answers.

Aim: to give focused listening practice

#### Ending the lesson

#### Aim: to review rhyming words

- · Write one of the words from the lesson, e.g. crowd, on the board. Elicit a word with the same ow sound.
- Elicit another word with the ow spelling but where the sound is different (show). Elicit a word with the same sound.
- Students work in pairs. They try to think of more words for each sound.
- Elicit and check as a class.

#### Extension activity

#### Aim: to encourage creativity

- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (tree, fell, birthday).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.

 to practise reading and listening skills Skills:

reading for specific information

Listening for specific information

Thinking skills: interpreting the values in a story

New language: director, gold, alarm, lock (v). report. spend the night, case

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 listen for specific information.

Value: opplying what you know

#### Warm-up

#### Aim: to encourage prediction skills

- Tell the students they are going to read a story about a museum and that it is called The secret of the Egyptian cat.
- Elicit students' predictions on what the story is about. Write key words from their guesses on the board.

#### SB p16 Read the story quickly. Who knows the secret?

#### Aim: to practise scanning and skimming skills

- · Focus the students on the Activity 1 instructions. Check students know what to do.
- Teil students to read quickly and quietly to find the answer.
- Give them a time limit, e.g. two minutes.
- Students compare answers in pairs.

#### Key: Cleo

201 58 p16 Read and listen. Check your answer.

Aim: to practise listening and reading for specific information

- Play the recording for students to listen, read and check.
- Check with the class.
- Check understanding of director, gold, alarm, lock (v). report, spend the night and case.



 WB p16 What can we learn from the story? Colour the words.

Aim: to focus students on the value of appreciating learning and history

Key: Knowing a lot can help you in your life.



Aim: to practise summarising skills

Key: 2 piece, 3 case, 4 locked, 5 daughter, 6 key, 7 checked, 8 torch



WB p16 Draw the missing symbol in Box 3.

Aim: to practise systematic thinking

Thinking skill: noticing patterns

Key:

#### Ending the lesson

#### Aim: to review the story

- Focus students on the words from the Warm-up.
- Elicit which words were in the story and if their predictions were correct.
- Elicit other key words from the story.

#### Extension activity

Aim: to discuss the value of applying what you know

- Focus on how the story shows the value of applying what you know.
- Elicit why this value is important and examples of how students do this.

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

T16

- to practise reading and listening skills
   Skills:
- reading for detail
- listening for detail
- Recycled language: language from the story

#### Materials: CD

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

Your students will be able to listen for detail.

#### Warm-up

#### Aim: to review the story and the values

- Elicit the main points of the story and what the value was.
- Ask students if they use their imagination like Cleo did.

#### SB p17 Answer the questions.

#### Aim: to give students practice in reading for detail

- Play the recording of the story again. Students follow in their Student's Books.
- Check students know what to do.
- Students work individually and then compare answers in pairs.
- Check with the class.
- Key: 1 He was the director of a museum. 2 They went to a party. 3 Because a cat ran across the street. 4 Because there was a window open. 5 He found that the gold cat was not in the glass case. 6 She opened the window.

## Think! 58 p17 Work in pairs. What do you think the cat did?

Aim: to activate students' knowledge and experience

#### Thinking skill: using one's imagination

- Check students know what to do.
- They work in pairs and think of as many ideas as they can.
- Elicit their ideas and, as a class, decide which are the best ideas.

#### 1 WB p17 Listen and draw a line from the day to the correct picture.

#### Aim: to practise listening for detail 👘

#### CD1 Track 26

For tapescript see TB page 118

Key: Tuesday – teacher and 'Egyptians' on board. Monday – children watching film, Thursday – Mum and Peter looking on the Internet, Friday – finding a book in the library. Sunday – making cakes, Saturday – playing football

#### Ending the lesson

#### Aim: to encourage students to give personal responses to the story

- Elicit from different students which part of the story they liked best.
- Ask them why.

#### **Extension** activity

#### Aim: to encourage personalisation

- Tell students to close their eyes for a moment and put their heads on their desks.
- Tell them to imagine they are the gold cat in the case. They lived in Ancient Egypt and now they are in a museum, in a glass case. The window is open and they can go outside. Where do they want to go? What can they see? How is it different from Ancient Egypt? Are they in a city or in the country?
- Students open their eyes and exchange information with a partner about what they imagined.



 to integrate other areas of the curriculum through English: History (museums)

New language: National Museum, Anthropology, Mexico, collection, gallery, exhibit, rule (v), calendar, mask, huge, treat (v), chemical, wrap, bandage, mummy

Recycled language: language from the unit

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

Value: learning from history

#### Warm-up

Aim: to introduce the topic of History

- Elicit what the story was about in the previous lesson (a cat in a museum).
- Ask students if they have visited museums, and which ones they found interesting and why.
- Tell students they are going to read about two of the world's most famous museums.

SE p18 Read about two museums. Which is the oldest thing in the text?

Aim: to extend students' understanding of History and museums

- Tell students to look quickly at the texts and find the names and cities of the two museums (The National Museum of Anthropology in Mexico City and The Egyptian Museum in Cairo).
- Elicit if any of the students have visited these museums.
- Read the activity instructions with the class. Check students know what to do.
- Students read the texts quickly and quietly to find the information.
- They check in pairs, Check with the class.

Key: The gold mask of Tutankhamun.

2 58 p18 Match the photos with the museums. Write A or B.

#### Aim: to practise close reading skills

- Check students know what to do.
- They re-read the texts quietly, but more slowly, to enable them to match the pictures with the texts.
- In pairs, they compare the words in the text which gave. them the answers.
- Check with the class.
- Check detailed understanding of the two texts and of the vocabulary.

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



#### WB p18 Read and write the words.

Aim: to give students further practice with History vocabulary

Key: 2 exhibits, 3 collection, 4 galleries



Aim: to activate students' knowledge and experience Key: We can learn a lot from history.

#### 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 what students learnt about today, e.g. two famous museums and their famous exhibits.
- 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 individually.
- They write about a visit they made to a museum and what they saw there.
- Students check each other's drafts in pairs and give at least two suggestions for improvement.
- Students then write a final version of their texts in their notebooks.



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

New language: location, culture, time capsule, collage

Recycled language: History and museums

Materials: CO, magazines, scissors, glue, poster paper, coloured pens

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

Your students will be able to complete a project.

#### Warm-up

Aim: to review History and museums

- Elicit where the two museums were in the previous lesson and what their famous exhibits are.
- Elicit other things students remember about the two museums.

#### 158 p19 Complete the table about the museums on page 18.

#### Aim: to enable students to transfer information

- Read through the phrases on the left side of the table.
- Check understanding and that they know what to do.
- Students do the activity individually and check in pairs.
- · Check with the class.

 Key: 1 The National Museum of Anthropology, 2 Mexico City, Mexica, 3 Ancient Mexican pieces, 4 Aztec, 5 the Sun Stone, the mask of the Zapotecs, 6 The Egyptian Museum, 7 Cairo, Egypt. 8 Royal Murnmy Room, 9 Egyptian, 10 the gold mask of Tutankhamun

158 p19 Work in groups. Ask and answer. Make notes.

#### Aim: to personalise the topic

- Students draw a table in their notebooks.
- Check that they know what to do. They don't fill in the table for themselves – they fill it in for the other students in their group.
- Monitor groups as they are working and help and make suggestions as appropriate.

#### SB p19 Tell the class.

Aim: to practise speaking skills

- Ask one student from each group to report back on another student, using the information from their tables.
- Repeat with a different student.

## Project 158 p19 Make a collage for a time capsule.

#### Aim: to enable students to follow instructions and to make a collage

- Talk about the project with students and make sure they understand what a time capsule is.
- Students write their lists for the time capsule first.
- · Go around checking what students have written.
- Supply each student with the materials they need.
- Monitor and help students as they make their collages.
- Students display their collages in the classroom.



I W8 p19 Archaeologists found these objects. What did people use them for? Listen and number the pictures.

Aim: to enable students to extend their knowledge and understanding

Thinking skill: developing reasoning skills

CD1 Track 27 For tapescript see TB page 118

Key: a 3 for making fire. b 4 as money. c 6 as a spear for catching animals, d (1) for catching fish. e 5 for making a tent, f 2 for making clothes

WB p19 Look, read and write the words.

Aim: to practise reading and association skills

Key: 1 big. 2 gardening / didn't. 3 know / fruit. 4 loved / Germany

#### Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Taday I've ...
- Elicit what students did today, e.g. found out which museums my friends like, told the class about them and made a time capsule collage.
- Write it on the board. Students copy it into their notebooks.

#### **Extension activity**

Aim: to develop speaking skills

- In groups or as a class, students take turns to talk about their collages.
- Each student explains why they chose their five things and how they can tell people in the future about now.

#### Alms:

- to consolidate language from the unit
- to develop interactive speaking skills
- to develop reading and writing skills

Recycled language: language from the unit, knights and queens vocabulary

Materials: (Optional: cat masks)

Language competences: Your students will be able to plan and perform a short play.

#### Warm-up

Aim: to review knights and queens vocabulary

- Students work in pairs. They use the book flap to review the words on SB page 10.
- They close the flap so that they cannot see the words.
- 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.
- Students open the flap to check.

#### \$8 p20 Choose a role card. Read and plan.

Aim: to prepare and plan for a role play

- Tell students they are going to do a short play between two cats.
- Read through the information on the role cards with the class.
- Check they know what to do.
- Elicit full examples of the Useful language.
- Make sure pairs know what language they need to use.
- Pairs compose a short play. Monitor each pair and help as necessary.
- Students practise their plays so that they can perform them without reading the text. They can wear cat masks if you have them.

#### 1 S8 p20 Act out your play.

Aim: to practise interactive speaking skills

Pairs take turns to perform their short plays for the class.

WE p20 Match the questions with the answers.

Aim: to practise interactional language

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

WH p20 Look at Activity 1. Underline the mistakes. Then write the correct sentences.

Aim: to practise reading and writing skills

Key: <u>a dog</u> - a(nother) (at, <u>doar was locked</u> - window was closed, <u>two nights later</u> - the next night IW8 p20 Imagine that a different exhibit escaped. Write what happened.

Aim: to stimulate creativity and writing skills

#### Ending the lesson

Aim: to review spelling of knights and queens vocabulary

- Write the knights and queens words with the letters in scrambled order on the board.
- Students work in pairs and write each word correctly.
- Invite different pairs to come to the board and write each word correctly.

#### Extension activity

#### Aim: to consolidate speaking skills

- In pairs, students practise the dialogue from WB Activity 1.
- The more confident students perform it for the class.



to consolidate language from the unit

New language: scrapbook, advert

Recycled language: language from the unit

Materials: museum leaflets, the Internet, a new scrapbook for each student, coloured paper, stickers, cloth, etc. for decoration

Language competences: Your students will be able to use language from the unit to make a new scrapbook and a page for their scrapbooks.

#### Warm-up

#### Aim: to introduce the topic of scrapbooks

- Write scrapbook on the board and elicit if any students keep one, or kept one last year.
- Find out what kinds of things students put in their scrapbooks.
- Tell students they are going to start a scrapbook for Super Minds Level 4.

Note: If students kept one for Super Minds Level 3, they start a new one for this level.

#### SB p21 Start a new scrapbook for this year. Write your profile.

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

- Hand out the new scrapbooks.
- Read the instructions for Activity 1 with the class.
- Monitor as students write their profile on the first page of their scrapbooks.

#### 158 p21 You are going to make an advert. Visit a museum or find out about it on the Internet. Make notes.

#### Aim: to review language for museums

- Discuss with students what they are going to do.
- Hand out museum leaflets or information about relevant internet sites.
- In pairs or small groups, students make notes about the museum in their notebooks.
- Go around the class and check the students' information and that they are making appropriate notes.
- Then tell them to write the notes in their scrapbook.

#### \$8 p21 Read the advert. What makes it boring? How could you make it better?

#### Aim: to develop students' writing skills

- Read the two questions with the class.
- They read the text silently to answer the first question.

- In pairs, they discuss answers for the second question.
- Elicit and discuss as a class.
- Key: 'Interesting' appears five times. Possible alternatives to 'interesting': old, fascinating, very attractive, lovely, wonderful

158 p21 Make your advert. How many adjectives are there in it?

#### Aim: to practise writing an advert from a model

- Check students know what to do and that they can use the text in Activity 3 as a model.
- Remind them that their texts are adverts.
- They organise their information, plan their text and then write a first draft.
- Go around the class, commenting on students' work.
- Students write a final version of their adverts in their scrapbooks.

#### W8 p21 Write the words in three groups.

#### Aim: to practise classification

Key: 1 collection, exhibits, galleries; 2 bracelet, crown. necklace: 3 helmet, shield, sword

WB p21 Look at Activity 1. Number the topics to match the groups.

#### Aim: to review word families

Key: 3 For fighting, 1 Museum words, 2 For wearing

WB p21 Look and draw lines to make sentences.

#### Aim: to review grammatical form

Key: 2 You mustn't take photos in the museum. 3 You must brush your teeth before bed. 4 The dog is thirsty. Give him some water, please.

#### Ending the lesson

Aim: to enable students to express their preferences and to evaluate what they have learnt

- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.
- Students turn to the My Super Mind self-evaluation activity on page 118 of the Workbook.
- They think about the unit and individually complete the My Super Mind section for In the museum.

#### **Extension** activity

#### Aim: to review key vocabulary from the unit

 Students turn to SB page 10 and use the book flap to review the new words from the unit.

#### Alms:

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

New language: mountain, forest, village, lake, island, field, river, path, still a bit, spy (v), your turn

Recycled language: language from the story, adjectives, village, restaurant

#### Materials: CD

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

#### Warm-up

Aim: to review countryside vocabulary

- Write Country on the board. Brainstorm words associated with the topic, e.g. cows, trees.
- Elicit if any students or members of their family live in the country. Ask them to describe it.

#### Presentation

Aim: to present countryside vocabulary

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Make sure students don't try to say the silent letter in island.
- Elicit what students think is happening in the picture, where the friends are and who they are with (Ben's grandpa).

1 SB p22 Listen and say the words. Then check with a friend.

#### 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 cover the list of new words and practise them in pairs.

#### 25 | SB p22 Listen and answer.

#### Aim: to practise listening

- Read the questions aloud with the class.
- Encourage students to try to predict what the answers might be.

- Play the recording. Students listen and answer.
- They check in pairs.
- Play the recording again. Check with the class.

CD1 Track 29

For tapescript see TB page 119

Key: 1 He's still a bit tired. 2 He's hungry. 3 They are going to a small village. 4 It will take about an hour.

Think! SB p22 Play I spy.

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

#### Thinking skill: visualising the spelling of new words

- Elicit the word Grandpa was thinking of in the recording (island).
- Check students know what to do and understand that spy means see. They play using things they can see in the picture.
- Demonstrate the game with the class.
- Students then play the game in pairs. They take turns.
- They try to do the activity with the book flap closed.
- Check using open pairs.



Aim: to practise writing the new vocabulary

Key: 2 forest, 3 island, 4 lake, 5 mountain, 6 path, 7 river, 8 village

WB p22 Read and write words from Activity 1.

Aim: to give further practice with the new vocabulary Key: 2 village, 3 path, 4 river, 5 forest

#### Ending the lesson

Aim: to review vocabulary from the lesson

- Give a definition of one of the new words for students to guess, e.g. This is a place with lots of trees (forest).
- Repeat for the other new words.

#### **Extension** activity

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

- Students write the eight new vocabulary items in their vocabulary books.
- For each item, they write a short definition, e.g. A path is a small road in the countryside. People usually walk on it.

- to present and practise connectors because, and, so, but
- to revise the simple past

New language: picnic, win

Recucied language: the countryside, action verbs, adjectives, fish

#### Materials: CD

Language competences: Your students will be able to connect ideas in a story.

#### Warm-up

#### Aim: to review countryside vocabulary

- Write the ten new items with the letters in scrambled order on the board.
- Ask a pair of students to come to the board and write one of the items correctly.
- Repeat with other pairs and other words.
- Elicit which is the silent letter.

#### Presentation

#### Aim: to present connectors

- Write the following gapped sentences on the board: I'm hungry\_ I didn't have any breakfast. I was tired I went to bed early. I sat down \_\_\_\_\_ watched I didn't the film. I wanted to buy a new T-shirt \_\_\_\_ have any money.
- Write the four connectors in a bax next to the sentences (and, but, because, so).
- Tell students to choose the right word for each sentence.
- They work in pairs. Elicit their answers.
- Ask students to give simple reasons for their answers.
- Tell students that these words are called connectors.

SB p23 Listen, read and write yes or no.

Aim: to practise connectors with the simple past .

- Students look at the picture in their Student's Book.
- Tell students they are going to listen to a girl's story.
- Play the recording.
- · Students listen and read. Then they write yes or no for each statement. They correct the no statements.

Key: 1 no. 2 yes. 3 no. 4 no

#### 158 p23 Listen and say.

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

- Play the recording. Students listen and repeat the four sentences in chorus. Repeat.
- Students take turns to practise 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 because, 2 so, 3 and, 4 but, 5 but, so, 6 so, because



Think! \$58 p23 Make sentences.

Aim: to consolidate grammatical form

#### Thinking skill: looking for alternative ideas

- Elicit ideas for sentences from different students. Remind. students that sentences must make sense.
- Students then do the activity in pairs, taking turns.
- Check using open pairs.

W8 p23 Find and write four sentences.

#### Aim: to review connectors

Key: 2 All their family loved swimming in the lake because the water was warm. 3 They walked through the fields but then it started to rain. 4 They ran to the car and their dad took them home.



#### WB p23 Join the sentences with and, but, so and because.

Aim: to give further practice with the new language

Key: 2 It started to rain, so we went home. 3 John went to the USA and he stayed in Chicago. 4 Kate liked visiting her uncle but it took two hours by car. 5 The film was boring, so we left the cinema. 6 Don't go across that old bridge because it's dangerous.

WB p23 Write four sentences about you. Use and, but, so and because.

Aim: to enable students to personalise the language

#### Ending the lesson

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

- Elicit some of the things Sophie did and didn't do on her pionic from SB Activity 1.
- Write them on the board. Students join some of the ideas with and, but, so or because.

#### **Extension** activity

#### Aim: to consolidate information

- In groups of four, students compare the information they wrote for WB Activity 3. They find out how many things are the same and how many are different.
- Elicit from groups. Students report back, e.g. (Name) likes going swimming, but he doesn't like playing football.

- to consolidate connectors
- to sing a song with the class

#### New language: mistake

Recycled language: countryside, verbs in the simple past

#### Materials: CD

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

#### Warm-up

#### Aim: to review connectors

- Write the four connectors on the board (and, but, sa, because).
- Ask students to think of a sentence about yesterday using one of these words.
- They tell their partner.
- Elicit some sentences from students.

## (CD1 )58 p24 Listen and tick (/) the correct pictures.

#### Aim: to give students practice with listening and matching

- Elicit what and who students can see in the pictures in their Student's Book.
- · Pre-teach / check understanding of mistake.
- Check students know what to do.
- Play the recording. Students listen and tick.
- They compare answers in pairs. Play the recording again.
- Check with the class. Check understanding of vocabulary.

#### Key: 2, 3, 5

#### S8 p24 Listen and sing.

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

- Play the song again, pausing after each verse for students to repeat.
- When students have learnt the song, use the karaoke version. Practise it with the whole class.
- Students sing in groups with the karaoke version.

#### 158 p24 Correct the sentences.

#### Aim: to check comprehension of the song

- Check students know what to do.
- Students re-read the song silently and correct the sentences.
- They compare answers in pairs.
- Check with the class. Elicit the correct sentences.
- Key: 1 The weather was good. 2 They walked through some villages. 3 They ate bread and cheese. 4 Mum fell into the water.

WB p24 Remember the song. Complete the lines.

#### Aim: to activate memory skills

Key: 2 sun, 3 day, 4 way, 5 trees, 6 cheese, 7 mistake, 8 lake, 9 blue, 10 Atchoo

WB p24 Complete Mum's email to her friend Sally.

Aim: to give practice with writing skills

#### Key (sample answer):

#### Dear Sally

Yesterday the children wanted to go walking with me. We got up early. It was a lovely day and we walked through some villages, singing all the time. I saw some trees. It was a good place for a picnic. We sat there and ate our bread and cheese. After lunch we walked through the fields but it was a mistake! I didn't see the path and I fell into the lake! The water was very cold and when I got out my face was blue. Now I've got a cold.

#### Ending the lesson

#### Aim: to review language from the lesson

- Play the karaoke version of the song.
- Students take turns to sing the song in groups.

#### Extension activity

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

- Students work in pairs.
- Each pair writes two more sentences about the song for their classmates to correct.
- Monitor pairs as they are working and help if necessary.
- Pairs swap sentences with other pairs for correction.
to present and practise could, couldn't

New language: without (stopping), no problem, awake

Recycled language: action verbs, comparative and superlative adjectives, dream

#### Materials: CD

Language competences: Your students will be able to use could and couldn't to talk about past ability.

## Warm-up

### Aim: to review can for ability

- Mime an action, e.g. swim.
- Elicit the word. Ask, e.g. Can you swim?
- Mime other actions, e.g. climb, run, dance, and ask. Can you ... ? of the class each time.
- Say the actions as positive or negative imperatives. e.g. Don't sit down. Students do or don't do the action, e.g. students don't sit down.

## Presentation

### Aim: to present could, couldn't for ability

- Say, e.g. (Name), you can swim now. How about when you were two years old? Could you swim then?
- Prompt/elicit the answer Yes, I could swim when I was two. / No. I couldn't swim when I was two.
- Write the guestion and both answers on the board.
- Underline could and couldn't in a colour.
- Repeat for some of the other action verbs.

## 58 p25 Listen and number the pictures.

## Aim: to practise could and couldn't

- Students look at the pictures in their Student's Book.
- Elicit what the actions in the pictures are.
- Play the recording. Students compare their answers.
- Play the recording again. Check with the class.
- Check understanding of dreaming and awake.

## CD1 Track 34

For tapescript see TB page 119

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

## SB p25 Listen and say.

## 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 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 couldn't, 2 couldn't, 3 could, 4 could, 5 could

58 p25 Tell stories about your grandpa or grandma.

Aim: to give students further practice with could. couldn't

- Demonstrate the activity for the class, using the speech bubbles as examples.
- In pairs, students take turns to say a sentence about one of their grandparents.
- Elicit sentences from different pairs to check.

## WB p25 Look at Superman and Superwoman's photo album. What could they do 40 years ago? Write sentences. Use the words from the box.

Aim: to give further practice with the new language

Key: 2 40 years ago, Superwoman could jump from a plane, 3 40 years ago, Superman could climb a tower / tall building. 4 40 years ago, Superman could lift up a car. 5 40 years ago, Superwoman could ride on a lion. 6 40 years ago, Superman could run faster than a horse. 7 40 years ago, Superwoman could run faster than a (racing) car. 8 40 years ago, Superwoman could lift up an elephant.



WB p25 What can you do now that you couldn't do when you were younger? Write sentences.

Aim: to give further writing practice with the new language

## Ending the lesson

Aim: to review the new language

- Students close their Student's Books.
- Elicit what they can remember about the grandpa's story in S8 Activity 1. What could he do in his dreams?

## **Extension** activity

## Aim: to consolidate understanding

- In aroups, students compare the sentences they wrote for WB Activity 2.
- Students report back to the class about other students in their group, e.g. (Name) could swim when he was three years ald, but I couldn't.

- to present a picture story
- to review language from the unit

New language: soup, waiter, careful, stairs

Recycled language: choracters and language from the story

## Materials: CD

Language competences: Your students will be able to listen to and read a picture 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 Ben, Lucy and Buster on the board.
- Elicit what students remember about the story in Unit 1 and the beginning of Unit 2.
- Give prompts if necessary, e.g. They went to the Egyptian room in the museum. The knight chased them. They found the first line of the rhyme on the knight's shield. They went for a walk in the country with Ben's grandpa. Ben was hungry.

## (1) ISB pp26-27 At the restaurant

## Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in Frame 1 (at a restaurant) and who is in the picture (Ben, Lucy, Ben's grandpa, the waiter and a woman). Check understanding of waiter.
- Play the recording. Students listen for what the next picture on the map is (a red lion), who has the map (Ben's grandpa), what the name of the restaurant is (The Red Lion) and what they see on the menu (the symbol and a line of the rhyme).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.

## Practice

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

- Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of the events.)
- Check understanding of the rhyme.



## WB p26 Remember the story. Read and write the words.

#### Aim: to check comprehension

Key: 2 hungry, 3 village, 4 was, 5 saw, 6 waiter, 7 pocket, 8 missing, 9 menu, 10 helped



W8 p26 Make words with the letters of restaurant.

## Aim: to practise spelling

#### Thinking skill: sorting letter sequences

Key (possible answers): eat. eats, ate, sat, runs, a, an, sun, rat, nest, star



W8 p26 Complete the waiter's diary entry.

Aim: to stimulate students' creativity

Thinking skill: narrating from another character's perspective

Key (possible answers): 2 children, 3 came to my restaurant / had soup, 4 a/the treasure map, 5 (some) bread, 6 a lion, 7 red lions at the zoo, 8 was a menu, not a map, 9 in the boy's pocket, 10 angry

## Ending the lesson

Aim: to practise the story

- Put students into groups of four.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

## **Extension activity**

#### Aim: to review ideas and concepts from the story

 Students design a menu for The Red Lion Restaurant. They work in pairs and display their menus for the class.

T26

- to talk about the meaning of the story
- to review language from the story and the unit
- to present and practise words with silent consonants

New language: consonant, rhino, rescue, sign Recycled language: language from the story Materials: CD

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

Phonics focus: Your students will be able to identify silent consonants in words.

## Warm-up

Aim: to review the story

 Ask questions about the story, e.g. Where were the friends? (In a restaurant.) What did they order? (Soup.) What did Grandpa have in his pocket? (The map.) Where did they find the next line of the rhyme? (On the menu.)



## Think! 58 p27 Put the story in order.

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

## Thinking skill: time sequencing

- Play the recording of the story again. Students follow in their Student's Books.
- Make sure students know what to do.
- They read the sentences and put them in the order of events in the story.
- They compare their answers in pairs.
- Check with the class.

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

## 58 p27 Find the sword in the story.

Aim: to present and practise words with silent consonants

- Read out the instruction for students, making sure they realise which letter is silent (w in sword).
- Students find the sword in the story.

Key: Frames 1, 2, 3, 4, 5, 6 and 7

## (1) SB p27 Listen and say.

## Aim: to practise words with silent consonants

- Focus students on the picture and elicit what they can SPP.
- Play the recording. Students silently read the caption sentence.

- Play the recording again. Students listen and repeat.
- Elicit what the silent letters are (h in rhino, w in writing, g in sign, s in island).
- Check understanding of vocabulary.
- Repeat the caption together as a class a few times.
- Students practise in pairs.



## Aim: to give students listening practice

Key: 1 What a nice, 2 There was something strange about

W8 p27 Make sentences. Then circle the silent consonants.

## Aim: to give further practice with silent consonants

Keu: 2 e. w in write, h in rhyme: 3 a, c in scientist, k and w in knows; 4 f, h in rhinos, s in island; 5 b, w in wrong, w in answer: 6 d, h in school, t in listen

WB p27 Listen, say and check your answers.

## Aim: to give focused listening practice

Note: Letters that help make vowel and diphthong sounds. such as gh in knight or w in know, are still called silent consonants because they don't make a consonant sound.

## Ending the lesson

## Aim: to review words with silent consonants

- Students work in pairs with Student's Books and Workbooks closed.
- Give them two minutes to write all the words with silent consonants from the lesson.
- They then put them in alphabetical order.
- Elicit the words from the class.

## **Extension** activity

## Aim: to encourage creativity

- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (names, house, plant, men, car, them, T-shirt, shorts, big winter coat, boots).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.

to practise reading and listening skills
 Skills:

reading for detail

listening for specific information

Thinking skills: interpreting the values in a story

New language: saw nothing but trees

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 listen for specific information.

## Warm-up

Aim: to review countryside vocabulary

- Write the eight countryside words on the board with the letters in scrambled order.
- Students come to the board in turn and write the words correctly.
- Elicit a simple definition of each one, e.g. A path is a small road you can walk on in the country.

\$58 p28 Read the story. Choose a word from the box. Write the correct word next to numbers 1-6.

Aim: to practise reading for detail

- Focus the students on the pictures and on the Activity 1 instructions. Check students know what to do.
- Make sure they realise they don't use all the words.
- Tell students to read the text silently and write the words in the gaps.
- Students compare answers in pairs.
- Check with the class. Elicit what students had to do to find the right answers (read around the gaps).
- Elicit what happens in the story.
- Key: 1 car, 2 forest, 3 apple, 4 river, 5 restaurant, 6 hour

## S8 p28 Now choose the best name for the story.

Aim: to practise reading and interpretation skills

- Students work in pairs. They discuss each title in turn and decide if it is good or not.
- In pairs, they choose the best one.
- Elicit the titles from different pairs. Students have to justify their choice.

Key: A day without food



Aim: to practise listening skills

#### CD1 Track 40

For tapescript see TB page 119

Key: 2 t. 3 f. 4 t. 5 f. 6 t

WB p28 Write the story. Use the pictures and the sentences from Activity 1 to help you.

#### Aim: to practise narrating

## Key (sample answer):

It was Kate's birthday. She invited her friend Lisa to the party. She invited two other friends too. Kate had a lovely big cake and she got great presents. She got some roller skates, a book about butterflies and a pencil case. The pencil case was her favourite present. At half past nine in the evening. Kate and her three friends got into her dad's car. He drove to the forest and then they all got out. 'We're going on a night wolk,' he said. It was dark but they could see because they all had their torches. They walked through the forest, looking for night animals. Suddenly Kate's uncle jumped out from behind a tree. The children jumped. They were scared. 'You frightened us,' said Kate. 'That was a horrible trick.' 'Sorry,' said Kate's dad. 'Let's look for some real animals in the forest now.'

WB p28 What can we learn from the story? Tick (/).

#### Aim: to practise interpretation

Key: Spending time with your friends and family is important.

## Ending the lesson

Aim: to review the story

- In groups of four, students read each other's stories from WB Activity 2.
- Elicit and discuss how similar and different the stories were.

## Extension activity

Aim: to discuss story interpretations

- Focus on WB Activity 3. Discuss each of these values in turn.
- Decide as a class which of these values are more important and which are less important.
- Elicit examples from students to back up their ideas.

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

T28

to practise listening, writing and reading skills
 Skills:

- listening for detail
- writing a description
- reading for detail

New language: hike, place, table tennis

Recycled language: countryside vocabulary Materials: CD

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

Your students will be able to write a description. Your students will be able to read for detail.

## Warm-up

Aim: to review nouns and adjectives

- Play a clapping game.
- Demonstrate the game. Stand in a circle of six students.
- Clap twice. Say a countryside word, e.g. Path. Clap twice.
- The student on your left says an adjective which they associate with the word, e.g. Small/Dark.
- Clap twice. The next student to the left around the circle says another countryside word.
- Clap twice. The next student to the left says an adjective which they associate with that word.
- Continue like this, going around the circle several times. Students cannot repeat adjectives.
- Students play the game in their own circles.

## 158 p29 Listen and write the names under the pictures.

#### Aim: to give students practice in listening for detail

- Focus students on the pictures and elicit what they can see in each one.
- Check students know what to do.
- Play the recording. Students listen and write the first letter of the name (or first two letters in the cases of Jack and Jahn) under the relevant picture.
- They compare answers in pairs.
- Play the recording again. Students write the full names.
- Check with the class.

#### CD1 Track 41

For tapescript see TB page 119

Key: 1 Mary, 2 John, 3 Vicky, 4 Jack, 5 Sally

## SB p29 Listen again and write yes or no.

### Aim: to give students further listening practice 💷

- Students read the six statements silently.
- Play the recording again. They write yes or no.
- Students compare their answers in pairs.
- Play the recording again. Check with the class.

Key: 1 yes, 2 yes, 3 no. 4 yes, 5 no. 6 yes.

## S8 p29 Write about your favourite place.

#### Aim: to practise writing skills

- Write Favourite places on the board in a circle.
- Elicit the students' favourite places. Create a word map.
- Read out the model answer in the Student's Book.
- Elicit where the information is for the three prompt questions (Where? Why? What do you do there?).
- Students write a first draft in their notebooks.
- Go around the class to support and check. Students write their final versions.
- WB p29 Look and read. Write 1, 2 or 3 words to complete the sentences about the story.

Aim: to practise reading for detail 💷

Key: 2 grandpa, 3 hide and seek. 4 ten minutes, 5 Grandpa was. 6 thirty, 7 someone snoring, 8 most comfortable bed

## Ending the lesson

#### Aim: to review question forms

- Play a version of "Hide and seek' with the class."
- One student goes out of the room.
- Hide an object, e.g. a pencil.
- The student comes back into the room.
- The student walks around the room. As he/she gets close to the object, the students say You're getting warmer. As the student gets further from the object, the students say You're getting cooler.
- The student can ask five questions to find the object.
  e.g. Is it under the bookcase?
- When the student finds the object or has asked all the questions, it is the turn of another student.

## **Extension** activity

#### Aim: to encourage personalisation

- Make groups of six.
- Students read about each other's favourite places.
- Elicit what places students wrote about.

 to integrate other areas of the curriculum through English: Art

New language: recent, nature, free time

Recycled language: language from the unit

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

- Elicit what painters or paintings students know and Eke.
- Give them some prompts if necessary.
- Ask them if they have seen any of these paintings/ painters in museums or galleries they have been to.

## Think! \$58 p30 Look at the paintings. Number them from the oldest (1) to the most recent (4).

Aim: to extend students' understanding of Art

Thinking skill: sequencing pictures chronologically

- Focus students on the four pictures in the Student's Book. Elicit what they can see in each one and discuss each one in turn, e.g. Do they like it? Have they seen it before?
- Read the activity instructions with the class and check students know what to do. Check understanding of most recent.
- Students decide their sequence individually and then discuss their ideas in pairs.
- Elicit their ideas as a class and provide students with the correct information.

Key: W 3, X 1, Y 4, Z 2

SB p30 Number the topics to match the paintings.

Aim: to practise matching and interpretation skills

- Check students know what to do.
- They do the task individually.
- In groups of four they compare, discuss and justify their PPROMPTC.
- Discuss as a whole class.

Key: Work 4, Animals 1, Nature 2, Free time 3



WB p30 Look at the paintings. Write five sentences. Use the words from the box or your own ideas.

Aim: to give students further practice with Art vocabulary

## 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 what students learnt about today, e.g. Art. discussed old and recent pictures and written my opinion of different paintings.
- 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 individually.
- They think of a picture they know and like and find a reproduction of it on the Internet. They print out a copy and write about it.
- Students display their text and pictures on the walls.



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

New language: foreground, background, dark (colours), bright (colours), realistically, sunshine, parasols, environment

Recycled language: Art and paintings

Materials: poster paper, photos, paper, coloured pens, paints, glue

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

Your students will be able to complete a project.

## Warm-up

#### Aim: to review Art and paintings

- Elicit what students remember about the paintings from the previous lesson, e.g. descriptions, artists' names, the age of the paintings.
- Elicit which painting(s) students liked best.

## \$8 p31 Read and write t (true) or f (false).

Aim: to review and extend students' understanding of paintings

- Pre-teach foreground, background, dark, bright.
- Check students realise that the descriptions are of the paintings on SB page 30.
- Read the four sentences aloud with the class and check understanding.
- Students read the text silently and answer true or false for the statements.
- They compare their answers in pairs.
- Read the text aloud around the class.
- Check answers as a class.

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

## Project | S8 p31 Make a My world collage.

Aim: to enable students to follow instructions and to make a collage

- Talk about the project with students.
- Brainstorm the topic with students first to help them with ideas.
- Students collect the materials for their collage.
- Go around the class, checking what students have chosen before they stick it on the paper.
- They create the collage and then write a short note about each part.
- Students display their collages in the classroom.

## EN DSB p31 Present your collage to the class.

### Aim: to enable students to share their work

- Read the example aloud for the class.
- Students volunteer to talk about their collages to the class using the model.
- In large classes, presentations can be done in groups.

WB p31 Read Danny's text and think. Which picture is he describing?

Aim: to give students further practice with Art vocabulary

Thinking skill: making inferences

Key: 1



WB p31 Look and imagine. What do you see? Write about the other picture from Activity 1.

Aim: to practise writing skills

Thinking skill: applying imagination

## Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've ...
- Elicit what students did today, e.g. learnt how to write about a painting, written a description of a painting and made a My world collage.
- Write it on the board. Students copy it into their notebooks.

## **Extension activity**

Aim: to develop speaking skills

- In groups or as a class, students take turns to tai about their favourite painting from SB pages 30 and 31.
- They describe it and say why they like it.

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

New language: outdoors, classmates, prefer doing, half, hang out

Recycled language: language from the unit

Materials: poster paper, note paper

Language competences: Your students will be able to complete a survey about what they do in their free time.

## Warm-up

Aim: to review activities

- Brainstorm with the class all the things they did the previous weekend.
- Write the activities on the board, e.g. ride my bike, go to the park.
- Leave the vocabulary on the board for the next activity.

58 p32 How many students in your class prefer being ... outdoors? ... in town? ... ot home?

Aim: to review language from the unit

- Focus students on the question for SB Activity 1 and check understanding of prefer and outdoors.
- Tell students that they are going to do a survey to find out this information about the class.
- Elicit examples of things students do at home, outdoors and in town. Use the words on the board from the Warm-up to start the discussion.
- Make a chart on the board, elicit how many students prefer being in these three places and write the results as in the Student's Book.

SB p32 Work in groups (outdoors, town and home). Ask about favourite activities. Make a chart.

#### Aim: to practise questions and answers

- Students make groups according to the results in Activity 1. If any groups are very large, split them into two.
- Check students know what to do.
- They ask and answer in their groups and make a chart of the activities and the number of people who like doing them.
- Hand out note paper and poster paper to each group for recording this information.
- Go around the groups, helping and checking as appropriate.

## 15B p32 Tell the class about your group.

## Aim: to practise speaking skills

- Groups take turns to talk about their results to the class.
- Tell them to think of what they are going to say first. They report about the different activities and the numbers of students who like doing them.
- Make sure all the students in the group take an active part in the presentations.

## SB p32 Write a report.

Aim: to practise report writing skills

- Read the model report through with the class.
- Focus students on the structure of the report and check understanding of vocabulary, e.g. half, hanging out.
- Students individually write a first draft of their reports. using the information from Activity 2.
- Go around the class checking and giving feedback.
- Students then write a final version of their reports in their notebooks.

## WB p32 Match the questions with the answers.

Aim: to practise questions and answers

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

IWB p32 Look at Activity 1. Underline the mistakes. Then write the correct sentences.

## Aim: to practise close reading skills

Key: listening to birds – watching birds, sleeping in the garden – helping in the garden, being <u>at home</u> – being outdoors, she watches a lot of TV – she never watches TV, she <u>never uses a computer</u> – she uses a computer every day, she <u>doesn't send</u> emails – she writes emails, too many <u>people</u> – too many cars

WB p32 Write about your free time.

Aim: to personalise the topic

## Ending the lesson

Aim: to review language from the lesson

- Play a quick hands-up game.
- Call out questions one after another, e.g. Who likes being outdoors? Students put up their hands each time.

## **Extension** activity

#### Aim: to enable students to share information

- Put students into groups of four.
- They take turns to read the text they wrote for WB Activity 3. When they read the text, they make one mistake (as in WB Activity 2).
- The other students guess what the mistake was.

T32

## Alm:

to consolidate language from the unit

Recycled language: language from the unit, scrapbook

Materials: students' scrapbooks

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

## Warm-up

## Aim: to review scrapbooks

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

## S8 p33 Read Joshua's description and answer the questions.

#### Aim: to practise reading skills

- Focus students on the text and the picture in Activity 1.
- Elicit what they can see in the picture. Tell students this boy's name is Joshua.
- Students read silently and answer the questions.
- They compare answers in pairs.
- Check and discuss answers as a class.
- Key: 1 His grandma's garden. 2 There are lots of trees and flowers and it's very quiet. 3 He listens to the birds. 4 She's very noisy so the birds fly away.

## SB p33 Underline and, because, but and so in Joshua's text.

#### Aim: to review connectors

- Students underline the words and check in pairs.
- Ask different students to read out the sentences. including the underlined words.
- Discuss how these words make the text better.

## 58 p33 Join the sentences.

#### Aim: to practise use of connectors

- Remind students to think carefully about the meaning of the sentences.
- They work individually and put the sentences together.
- They compare answers in pairs. Check with the class.
- Key: 1 I like the river because I love watching the fish in it. 2 On Sundays my mum and I often go to the forest and we have a picnic. 3 My best friend lives near a lake, so I go swimming with his family in the summer. 4 I like the park very much, but on Sundays there are too many people there.

## SB p33 Write about your favourite outdoor place. Use the words from Activity 3.

#### Aim: to practise writing a text from a model

- Check students know what to do and that they should use the connectors in their texts.
- Students use the questions as prompts.
- They write notes, organise their information, plan their text and then write a first draft.
- Go around the class. Read and comment on students' work.
- Students write a final version of their texts in their scrapbooks.



WB p33 Which one is different in each group? Look, think and circle.

Aim: to practise classification

Thinking skill: identifying similarities and differences Note: Accept different answers if students are able to give reasons for them.

Key: 2 restaurant, 3 village



WB p33 Colour the bricks to make sentences. Write in the missing words.

#### Aim: to review grammatical form

Key: 2 They were scared because they saw a snake. 3 When Grandma was young she could run really fast. 4 When I was two I couldn't write. 5 She was tired so she went to bed.

## Ending the lesson

Aim: to enable students to express their preferences and to evaluate what they have learnt

- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.
- Now students complete the My Super Mind section for The world around us on page 118 of the Workbook.

## Extension activity

#### Aim: to review key vocabulary from the unit

- Students turn to SB page 22 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point to the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

- to present and practise vocabulary for emergencies
- to give students listening practice.
- to review language for short dialogues

New language: danger, fire, flood, emergency services, police car, police officer, fire engine, firefighter, ambulance, paramedic, accident, on their way

Recycled language: language from the story Materials: CD

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

## Warm-up

Aim: to introduce the topic of emergencies

- Elicit what students do if there is a fire or someone is hurt. Elicit what number they call.
- Write Emergencies on the board.

## Presentation

Aim: to present emergencies vocabulary

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Check for correct pronunciation of flood.
- · Elicit what students think is happening in the picture and who is in the car with Ben and Lucy (Ben's grandpa).
- Remind students that they are on their way back from the restaurant.

58 p34 Listen and say the words. Then check with a friend.

#### 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 cover the list of new words and practise them in pairs.

## 1 SB p34 Listen and correct the sentences.

#### Aim: to practise listening

- Read the statements aloud with the class. Check understanding of accident.
- Encourage students to try to predict the corrections.
- Play the recording. Students listen and correct.

- They check in pairs.
- Play the recording again. Check with the class.

## CD2 Track O3

For tapescript see TB page 120

Key: 1 The children don't know Grandpa's

story. 2 Another car has an accident. 3 A man's car is on fire. 4 Ben's grandpa phones the emergency services.

58 p34 Make short dialogues. Use the words from Activity 1.

Aim: to give students practice with the new vocabulary

- Demonstrate the activity with the class.
- Tell students that 999 is the emergency number in the UK.
- Practise two or three short dialogues in open pairs.
- Students practise other short dialogues in pairs, taking turns to make the call.
- Some pairs perform their short dialogues for the class.



WB p34 Complete the words.

Aim: to practise writing the new vocabulary

Key: 2 ambulance, 3 flood, 4 police car,

5 paramedic, 6 firefighter, 7 police officer, 8 fire engine. 9 emergency services



WB p34 Complete the diagram with the words from Activity 1.

Aim: to give further practice with the new vocabulary

Key: People: paramedic, firefighter, police officer; Vehicles: ambulance, police car, fire engine; Dangers: flood



W8 p34 Read and complete the text. Use the words from Activity 2.

Aim: to consolidate understanding of the new vocabulary in context

Key: 2 fire engine, 3 firefighters, 4 fire, 5 flood,

6 ambulance, 7 paramedics, 8 police officers. 9 police car

Ending the lesson

Aim: to review vocabulary from the lesson

 Have pairs of students perform some of their dialogues from SB Activity 3.

## Extension activity

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

- Students write the nine new vocabulary items in their vocabulary books.
- For each item, they write a short definition, e.g.
  - A firefighter is a person who helps to put out a fire.

T24



to present and practise the past continuous

New language: fall out of, hurt, stretcher

Recycled language: emergencies vocabulary, verbs

#### Materials: CD

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

## Warm-up

Aim: to review emergencies vocabulary

- Write the nine new items with the letters in scrambled order on the board.
- Ask a pair of students to come to the board and write one of the items correctly.
- Repeat with other pairs and other words.

## Presentation

#### Aim: to present the past continuous

- Say, e.g. 1 came into the classroom at 9.30 today. You were sitting in your chairs. You were talking to your friends. (Student name) was drawing a picture.
- Write At 9.30 on the board and then write the past continuous sentences. Underline the past continuous using a colour.
- Check/elicit that these things were happening at 9.30 when you came into the room.
- Drow a timeline to show that the past continuous actions continued over a period of time.

Note: The past continuous and simple past are dealt with more actively in Unit 4.

Listen and check.

#### Aim: to practise the past continuous

- Students look at the pictures in their Student's Book. Elicit the injury/situation in each one (broken leg. hurt arm, on a stretcher, cut head).
- Check students know what to do and explain that they are just guessing at this stage.
- Students work individually. They silently read the sentences and match them with the pictures.
- They compare answers in pairs.
- Play the recording. Students check their ideas.
- Play the recording again and then check with the class.

## CD2 Track O4

For tapescript see TB page 120

Key: a 4, b 3, c 1, d 2

## SB p35 Listen and say.

#### 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 121 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 was, 2 was, 3 was, 4 were

### 58 p35 Complete the sentences.

#### Aim: to consolidate grammatical form

- Check students know what to do.
- Elicit a sentence for each one, e.g. When the phone rang, Ella was reading.
- Students write the sentences in their notebooks.
- Key: 1 Ella was reading. 2 Jack was doing his homework. 3 Holly was drying the dishes. 4 Charlie was sweeping the floor.

W8 p35 Write was or were.

Aim: to review the past continuous

Key: 2 was, 3 were, 4 was, 5 was, 6 were



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

Key: 2 was singing. 3 was talking on the phone, 4 were fighting, 5 was trying

## Ending the lesson

## Aim: to practise key language from the lesson

- Elicit the things the people were doing when they had their accidents from SB Activity 1.
- Elicit some other endings for the sentence stems, e.g. I was climbing a tree when my mum called me.

## Extension activity

#### Aim: to preview past continuous interrupted action

Draw a timeline;

+

I was reading a book Tite phone rung

 Students then draw four timelines for the situations in SB Activity 3.

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#### Aims:

- to consolidate the past continuous
- to sing a song with the class

New language: vanilla shake, telescope, bright, star, hall, go out

Recycled language: food. actions. adjectives Materials: CD

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

## Warm-up

Aim: to review the past continuous

- Write 7 o'clock on the board.
- · Say, e.g. At seven o'clock this morning I was eating my breakfast. (Name), how about you?
- Prompt other students to make a sentence saying what they were doing then.
- Repeat for, e.g. eight o'clock the previous evening.

## 58 p36 Listen and complete the song with was and were.

Aim: to give students listening practice

- Elicit what and who students can see in the pictures. in their Student's Book. Pre-teach/check vocabulary, e.g. telescope, star, vanilla shake.
- Students read the song and try to complete the text with was/were
- Play the recording. They listen and check.
- They compare answers in pairs.
- Play the recording again and check with the class.
- Elicit which pictures go with which verses.
- Check with the class. Check understanding of vocabulary and of what happens in the song.

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

#### 58 p36 Listen and sing.

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

- Play the song again, pausing after each verse for students to repeat.
- When students have learnt the song, use the karaoke version. Practise it with the whole class.
- Students sing in groups with the karaoke version.

## \$58 p36 Make sentences.

## Aim: to enable students to review the song

- Students cover the text and pictures with a piece of paper.
- Demonstrate the activity. Elicit one more sentence. e.g. Mum was eating a banana cake.
- Students work in pairs and say a sentence for each person.
- They look at the song and pictures to check.
- Elicit from the class. Check for use of the weak form of was.
- Key: Mum was eating a banana cake. I was looking at a big, bright star. Jonathon was playing with his new red car. Dad was fixing the lights.

WB p36 Remember the song. Look and number the objects.

Aim: to activate memory skills

Key: 2 a. 3 c. 4 d. 5 b

WB p36 Complete the sentences.

Aim: to consolidate the past continuous

Key: 2 drinking (a vanilla shake), 3 playing with his (new red) car, 4 looking at a (big, bright) star, 5 eating (a banana cake)

Will p36 What were these people doing? Imagine and write sentences.

Aim: to give students further practice with the present continuous

Thinking skill: applying imagination

## Ending the lesson

Aim: to review language from the lesson

- Play the karaoke version of the song.
- Students take turns to sing the song in groups.

## Extension activity

Aim: to give students further practice with the past continuous

- Students each choose a time yesterday evening or from the previous weekend.
- They write what the people in their family were doing then.
- Go around the class to help with vocabulary and spelling.
- Students write their sentences in their notebooks. They write the header, e.g. At 10 o'clock last Saturday morning ....

- to present and practise past continuous questions
- · to review telling the time

Recycled language: verbs, nouns

#### Materials: CD

Language competences: Your students will be able to ask questions using the past continuous.

## Warm-up

Aim: to review action verbs

- Mime an action, e.g. cooking. Students try to guess.
- The student who guesses comes up to mime.
- Repeat with other students and other action verbs.

## Presentation

#### Aim: to present past continuous questions

- Say, e.q. Yesterday at 6 o'clock I was walking my dog. (Name), what were you doing at 6 o'clock?
- The student answers, e.g. I was doing my homework.
- · Elicit the question from the class and write it on the board: What were you doing?
- Ask What was (name) doing? The class replies, e.g. She was doing her homework.
- Elicit and write the question on the board.

## SB p37 Look. read and number the dialogues. Listen and check.

#### Aim: to practise past continuous questions

- Students look at the pictures in their Student's Book.
- Students work individually. They read the sentences and match them with the pictures.
- They compare answers in pairs.
- Play the recording. Students check their answers.
- Play the recording again. Check with the class.

#### Key: a 4, b 3, c 1, d 2

## SB p37 Listen and say.

#### 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 121 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 Were, was, 2 Was, wasn't, 3 Were, were, 4 was, was 5 were, was

## 58 p37 Ask and answer about yesterday.

## Aim: to give students further practice with past continuous questions

- Demonstrate the activity for the class using open pairs.
- Students ask about 4 o'clock the day before.
- Students take turns to ask and answer in pairs.

## WB p37 Match the questions with the answers.

Aim: to give further practice with the new language Key: 2 e, 3 d, 4 f, 5 a, 6 c



## W8 p37 Look and write questions for the answers.

Aim: to give further writing practice with the new language

Key: 2 What were you doing, 3 What were Nathon and Jacob doing, 4 What was Dad doing



WB p37 Read the questions and answers. Answer the questions about yourself.

Aim: to personalise the language

## Ending the lesson

#### Aim: to review the new language

 Students ask and answer the questions from WB Activity 3 in open pairs around the class.

## Extension activity

#### Aim: to consolidate understanding

- Put students into groups of four. They all start the game with five points.
- Students have their answers with them from WB Activity 3, but they keep them secret.
- Students take turns to ask each other one of the questions, e.g. What were you doing at 8 o'clock? What was your sister doing at 6 o'clock?
- The student answers, giving either a true answer or a false answer.
- The rest of the group guesses if the answer is true or false. If they guess correctly, the student who answers loses a point. If they guess incorrectly, the student who answers gets a point.
- Play continues around the circle.

- to present a picture story
- to review language from the unit

New language: extinguisher, operator

Recycled language: characters and language from the story, emergencies, must, mustn't

#### Materials: CD

Language competences: Your students will be able to listen to and read a picture 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 Ben, Lucy, Buster and Grandpa on the board.
- Elicit what students remember about the story in Unit 2 and the beginning of Unit 3.
- Give prompts if necessary, e.g. They were in a restaurant. The waiter tried to steal the map. They found a line of the rhyme on the menu in the restaurant. They were driving home when they saw an accident.

## (10) ISB pp38-39 The man in the car

#### Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in Frame 1 (at the scene of an accident) and who/what they can see in the picture (Ben, Lucy, Ben's grandpa, a car, a mobile phone, a fire extinguisher). Pre-teach fire extinguisher.
- · Play the recording. Students listen for who speaks to the emergency services (Lucy), the name of the road (Mill Road), who gets the man out of the car (Grandpa) and why Grandpa doesn't tell his story (he's tired).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.
- Elicit what students think Grandpa means by It's him again (in Frame 7).

## Practice

## Aim: to check understanding of the story

 Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of the events.)



 (WB p38 Remember the story. Read and circle.

Aim: to check comprehension

Thinking skill: choosing between two options Keu: 2 8, 3 8, 4 A



Aim: to activate students' knowledge of the world

Thinking skill: evaluating actions for purpose

Key: b 2, c 1, d 0

## Ending the lesson

#### Aim: to practise the story

- Put students into groups of five.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

## Extension activity

## Aim: to review ideas and concepts from the story

- Discuss with students other situations when they can be useful, using WB Activity 2 as a starting point.
- Discuss with the class why d is not useful.
- Elicit situations from the class when they have been useful and helpful in an emergency.

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

T38

- to talk about the meaning of the story
- to review language from the story and the unit
- to present the pronunciation of the igh phoneme as in night

New language: tights, candlelight

Recycled language: language from the story Materials: CD

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

Phonics focus: Your students will be able to identify different ways of spelling the ie /ai/sound (igh, i\_e, y and ie).

## Warm-up

#### Aim: to review the story

 Ask questions about the story, e.g. Where were the friends? (In the car.) What did they see? (An accident.) What did Lucy do? (She phoned the emergency services.) What did Grandpa do? (He got the man out of the car.)

## SB p39 Read and make sentences.

Aim: to focus students on the content of the story

- Play the recording of the story again. Students follow in their Student's Books.
- Make sure students know what to do.
- They match the sentence halves about the story.
- They compare their answers in pairs.
- Check with the class.

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

## E 158 p39 Find the motor bike and the light in the story.

#### Aim: to present the pronunciation of i e and igh words

- Read out the instructions for students, making sure they hear the ie sound correctly in the words.
- Students find the things in the story.

Key: Bike: Frame3, Light (on ambulance): Frames4, 6and8 Note: Students may also point out the car headlights in Frame 1 and the streetlights in Frames 1, 2, 4, 5, 6, 7 and 8.

## 6 158 p39 Listen and say.

Aim: to practise saying words with the igh / i\_e sound

- Focus students on the picture and elicit what they can see.
- Play the recording. Students silently read the caption sentence.

Note: Before hearing the Sound sentence, students will hear the key sound, with pauses for them to repeat.

- Play the recording again. Students listen and repeat.
- Elicit words with alternative spellings of the ie sound (knight, bright, tights, writes, rhymes, by, candlelight).
- Focus students on the different woys of spelling the sound.
- Repeat the caption together as a class two or three times. Students practise in pairs.
- 1 W8 p39 Listen and write the missing words. Then say with a friend.

Aim: to give students listening proctice

Key: 1 Can I come with you, 2 suddenly there was this

WB p39 Complete the words.

Aim: to practise alternative spellings igh and i\_e

Key: 2 white, 3 lightning, 4 midnight, 5 firefighter, 6 kite

B WB p39 Listen, say and check your answers.

Aim: to give focused listening practice

## Ending the lesson

### Aim: to review alternative spellings ie, igh and i\_e

- Write one of the words from the lesson, e.g. knight, on the board. Elicit another word with this sound but with a different spelling.
- Students work in pairs writing words with the same sound.
- Elicit and check as a class.

## **Extension** activity

#### Aim: to encourage creativity

- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (planet, watching TV, ran, window, saw two cars, police, No, I didn't because ...).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.

to practise reading, listening and writing skills Skills:

- reading for specific information
- listening for specific information
- writing a postcard

Thinking skills: interpreting the values in a story

New language: tourist, bubble (v), rush, tsunami, react

Recycled language: language from the unit, holidays

#### Materials: CD

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

Your students will be able to listen for specific information.

Your students will be able to write a postcard.

Value: responding to emergencies

## Warm-up

Aim: to encourage prediction skills

- Tell the students they are going to read a story about an emergency on holiday.
- Elicit some of their predictions about the story and write them on the board as key words.

#### ISB pp40-41 Read the text quickly and try to find the answers.

Aim: to practise scanning and skimming skills

- Focus the students on the Activity 1 instructions and on the three questions. Check students know what to do.
- Tell students to read quickly and quietly to find the answers.
- Give them a time limit, e.g. two minutes.
- Students compare answers in pairs.

Key: 1 Tilly (Smith). 2 In Thailand. 3 Because the sea began to bubble and then rushed out.

## \$8 pp40-41 Read and listen. Check your answers.

Aim: to practise listening and reading for specific information

- Play the recording for students to listen, read and check.
- Check with the class.
- Check understanding of bubble, tsunami, rush and react.



(1) (1) W8 p40 What can we learn from the story? Colour the words.

Aim: to focus students on the value of responding to emergencies

Key: Quick thinking can help to save people.

WB p40 Answer the questions. Use your

imagination. Now use your answers to complete Tilly's postcard.

Aim: to stimulate students' imaginations

WE p40 Write another postcard from Tilly on 28 December 2004.

Aim: to practise writing skills

### Ending the lesson

Aim: to review the story

- Focus students on their predictions about the story from the Worm-up.
- Elicit which ideas were close to the story and which predictions were correct.
- Elicit other key words from the real story.

## Extension activity

Aim: to discuss the value of responding to emergencies

- Focus on how the story shows the value of knowing what to do in an emergency.
- Elicit why this value is important and examples of when students have reacted in the right way in an emergency.

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

T40

- to practise reading and speaking skills
  Skills:
- reading for detail
- interactive speaking

New language: reporter

Recycled language: language from the story

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

Your students will be able to role play an interview.

## Warm-up

Aim: to review the story and the values

- Elicit the main paints of the story and what the value was.
- Ask students what Tilly did to save the people on the beach and where she learnt about tsunamis.

Think! | SB p41 Work in pairs. How many different endings can you find for these sentences?

Aim: to give students practice in reading for detail.

#### Thinking skill: finding alternative ideas

- Play the recording of the story again. Students follow in their Student's Books.
- Students work in pairs. They re-read the story and find different endings for the sentences.
- Check and elicit their different sentence endings.
- Key (possible answers): 1 Tilly was happy in Thailand because she liked the beach. 2 Tilly was on the beach. She looked around and saw the sea bubbling. 3 When Tilly saw that the water rushed out, she was scared. 4 The other people followed Tilly and her parents. 5 Tilly saved many lives because she remembered her Geography lesson.

## S8 p41 Work in pairs. Choose a role: the reporter or Tilly. Plan and act out an interview.

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

- Check students know what they are going to do.
- Make two groups: A (reporters) and B (Tilly).
- Divide the As into groups of four. They write out the questions they are going to ask.
- Divide the Bs into groups of four. Together they summarise Tilly's story.
- Make A-B pairs. Students role play their interviews.
- More confident students can role play their interviews for the class.

## WB p41 Look and read. Choose the correct words and write them on the lines.

#### Aim: to practise matching words and definitions

Key: 2 an ice cream, 3 a snorkel, 4 a tsunami, 5 a hut, 6 a sandcastle, 7 a tourist



#### Aim: to practise writing skills

- Key: In Picture A the sandcastle is smaller (than in Picture B).
  - In Picture A there are two girls in the sea. In Picture B there are three girls in the sea.
  - In Picture A the two boys are playing volleyball. In Picture B the two boys are playing football.

In Picture A the man is reading (the newspaper). In Picture B the man is sleeping.

In Picture A the two girls have got snorkels / were snorkelling. In Picture B they haven't got snorkels / weren't snorkelling.

In Picture A there are three birds (in the sky). In Picture B there aren't any birds.

## Ending the lesson

Aim: to encourage students to give personal responses to the story

- Elicit from different students which part of the story they liked best.
- Ask them why.

## **Extension** activity

#### Aim: to practise definitions

- Students work in pairs. They choose four new words from this unit and write definitions for them on paper. They write the answers next to the definitions.
- Collect the papers from each pair.
- Make two teams, A and B, and play a game of "Tic-tac-tac".
- Draw a 3 x 3 grid on the board. The aim of the game is for one team to get a row of three noughts (A team) or three crosses (B team) in a line (diagonal, horizontal or vertical).
- Count how many students there are in each team, e.g. 15. Tell students to number themselves 1–15 at random in each team.
- Team A starts. Call out a number at random, e.g. Eight. Say one of the definitions to the student who is number eight. If he/she answers correctly, he/ she chooses where to put a nought on the grid.
- Do the same for Team B. If students don't answer correctly, play moves to the next team.

 to integrate other areas of the curriculum through English: Human health and safety

Thinking skill: interpreting the values in a story

New language: health, in case of, wardrobe, crawl

Recycled language: language from the unit, imperatives

Materials: copies of the school fire drill

Language competences: Your students will be able to use known language to talk about Human health and safety in English.

## Warm-up

Aim: to introduce the topic of Human health and safety

- Point to the fire exit sign and/or the fire extinguisher in the classroom.
- Elicit what these are for (in case of fire). Pre-teach in case of.
- Elicit what students do in the school when they hear the fire bell.

158 p42 What should you do? Read and tick (/) the correct picture.

Aim: to extend students' understanding of Human health and safety

- Tell students to look at the set of fire instructions in the Student's Book and at the pictures. Pre-teach crawl.
- Check they know what to do.
- Ask different students to read each instruction aloud. Students quietly tick the correct pictures.
- After students have read all six instructions and ticked the pictures, they compare their answers in pairs,
- Check with the class.
- Discuss each instruction in turn and elicit / tell students why it is important.

Key: 1 2" picture, 2 1" picture, 3 2" picture. 4 1" picture, 5 1" picture, 6 2" picture



WB p42 Read the story. What can we learn from it? Tick (/).

Aim: to activate students' knowledge and experience Key: Knowing what to do in a fire can save lives.

## 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 what students learnt about today, e.g. what to do in case of a fire, and read a story about Matt and Tara and how Matt saved his sister.
- Write it on the board. Students copy it into their notebooks.

## Extension activity

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

- Hand out copies of the school fire drill.
- Talk it through with the class and elicit/give the English for as many of the instructions as possible.



- to extend the focus on Human health and safety through English
- to enable students to complete a project

New language: escape, toilets, store room, staff room, assembly hall, main entrance, gymnasium, floor plan, fire drill, escape route

Recycled language: Human health and safety

Materials: large sheets of paper

Language competences: Your students will be able to talk about Human health and safety in English.

Your students will be able to complete a project.

## Warm-up

Aim: to review Human health and safety

 Elicit the six instructions about a fire from the previous lesson.

Think! 58 p43 Look at the school plan. Draw the safest escape route.

Aim: to enable students to apply what they have learnt

Thinking skill: developing deduction skills

- Focus students on the plan of the school. Pre-teach vocabulary, e.g. store room, staff room, assembly hall, main entrance, gymnasium, escape route.
- Demonstrate the activity with the students. Tell them they are in classroom 5 and the fire is in the toilets. Tell them to choose exit A. B or C or the main entrance (they should choose C). They draw the best escape route using green. Elicit why they take this route.
- Students work in pairs. They find the best routes for the other situations and draw the route in the right colour.
- Pairs check with pairs.
- Check with the class, eliciting the reasons each time.

Key: Green: C. Blue: A. Orange: main entrance

Project | 5B p43 Work in groups. Make an escape plan for your school.

Aim: to enable students to follow instructions and to make a plan

- Talk about the project with students and make sure they understand what to do.
- Students work in groups of four.
- Go around the class, checking their plans are correct. Tell them where the fire exits are.
- Groups complete their plans and draw in escape routes.
- Elicit the escape routes and decide as a class which routes are the quickest and safest.

- If you work in a large school, several escape routes may be possible.
- Sometime in the next two weeks, do a practice fire drill with the class on each of the quickest and safest routes. Review with the class which is the best and why.
- Students write their reports.

1 WB p43 Read and draw the escape routes.

Aim: to apply what they have learnt about the topic

WB p43 Draw escape plans for your house.

Aim: to enable students to personalise what they have learnt

Thinking skill: logical planning



Aim: to enable students to further apply their knowledge

## Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've ...
- Elicit what students did today, e.g. drawn escape routes on a school plan, made a plan of my school, done a fire drill, written about it and drawn escape plans from parts of my home.
- Write it on the board. Students copy it into their notebooks.

## **Extension** activity

Aim: to develop speaking skills

- In groups or as a class, students take turns to talk about their fire drills.
- They say how they can improve the instructions and where extra signs can be put up in the corridors to make sure students leave by the right routes.

- to consolidate language from the unit
- to develop interactive speaking skills
- to develop reading, listening and writing skills

#### New language: in pain

Recycled language: language from the unit. emergencies vocabulary

#### Materials: CD

Language competences: Your students will be able to plan and perform a short play.

## Warm-up

Aim: to review emergencies vocabulary

- Students work in pairs. They use the book flap to review the words on SB page 34.
- They close the flap so that they cannot see the words.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in rondom number order.
- Students open the flap to check.

## SE p44 Choose a role card. Read and plan.

Aim: to prepare and plan for a role play

- Tell students they are going to do a short play between a member of the emergency services and a member of the public.
- Read through the information on the role cards with the class.
- Check they know what to do.
- Elicit full examples of the Useful language. Tell students this is an extension of the dialogues they did on SB page 34.
- Make sure pairs know what to do and what language. they need to use.
- Pairs compose a short play. Monitor each pair and help as necessary.
- Students practise their plays so that they can perform them without reading the text.

## 2 | SB p44 Act out your play.

Aim: to practise interactive speaking skills

Pairs take turns to perform their short plays for the class.

WB p44 Put the dialogue in order. Then listen and check.

Aim: to practise interactional language and listening skills

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



WB p44 Look and write a dialogue. Use language from Activity 1.

Aim: to practise writing skills

## Ending the lesson

Aim: to review spelling of emergencies vocabulary

- Write the emergencies words with the letters in scrambled order on the board.
- Students work in pairs and write each word correctly.
- Invite different pairs to come to the board and write each word correctly.

## Extension activity

#### Aim: to consolidate speaking skills

- In pairs, students practise their dialogues from WB Activity 2.
- The more confident students perform them for the closs.

to consolidate language from the unit

New language: blood

Recycled language: language from the unit

#### Materials: scrapbooks

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

## Warm-up

#### Aim: to review scrapbooks

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

SB p45 Read Amy's stories about the same accident. <u>Underline</u> the words and sentences in Text B that are not in Text A. Which text is better? Why?

#### Aim: to practise reading skills

- Focus students on the two texts and the picture in Activity 1.
- Elicit what they can see in the picture (a boy falling off his bike).
- Check students know what to do.
- They read silently and underline words and sentences in Text B.
- They compare answers in pairs.
- Check and discuss answers as a class.
- Ask them which text they think is better / more interesting and elicit their reasons.
- Key: Text B because it has direct speech, nouns and adjectives are varied, and sentences are longer.

# 158 p45 Read Joel's story. Make it more interesting.

### Aim: to practise writing skills

- Read Joel's story with the class.
- Focus on each sentence in turn and elicit alternatives to make it more interesting to read.
- Write the improved text on the board and discuss with students how they made it more interesting.
- Key (sample answer): It was warm and sunny last weekend. 'Let's go and visit Granny and Grandpa in the country!' I said. 'What a good idea!' my mum said. When we were in the car, we saw a horrible accident. 'Wait here,' Mum said to me. She got out of the car and phoned the emergency services. They came very quickly. Luckily no one was badly hurt. We got to Granny and Grandpa's in time for lunch!

# SB p45 Now write a story about an accident. It can be a true story or you can imagine it.

#### Aim: to practise writing a text from a model

- Check students know what to do and that they should make sure their texts are interesting.
- Students use the questions at the bottom of the page as prompts.
- They write notes, organise their information, plan their text and then write a first draft.
- · Go around, commenting on students' work.
- Students write a final version in their scrapbooks.
- They draw a picture under their texts.

## WE p45 Write the words in four groups.

#### Aim: to practise classification

- Key: 1 fire, flood: 2 fire engine, police car: 3 ice cream, vanilla shake: 4 sandcastle, snorkel
- 1 W8 p45 Look at Activity 1. Number the topics to match the groups.

#### Aim: to review word families

Key: 1 Dangers, 2 Emergency services, 4 On the beach, 3 Food words

## 1 W8 p45 Look and draw lines to make sentences.

#### Aim: to review grammatical form

Key: 2 What were you doing in here this morning? 3 Was she playing the piano at 10 o'clock? 4 1 was watching TV at 3 o'clock.

## Ending the lesson

Aim: to enable students to express their preferences and to evaluate what they have learnt

- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.
- Now students complete the My Super Mind section for Danger! on page 118 of the Workbook.

## **Extension** activity

Aim: to review key vocabulary from the unit

- Students turn to S8 page 34 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point to the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

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

New language: station, platform, escalator, ticket office, train driver, stairs, rucksack, suitcase, a cup of coffee, a cup of tea, train track, London, Cambridge, Oxford, Hull, Blackhill, just kidding, return ticket, How much is it?

#### Recycled language: language from the story

#### Materials: CD

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

## Warm-up

#### Aim: to review ways of travelling

- Write Travel on the board. Brainstorm different ways of travelling, e.g. On foot, by car, on horseback, by taxi, by bike.
- Elicit which the students like best and why.

## Presentation

#### Aim: to present train station vocabulary

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word/phrase for students to repeat. Check understanding.
- Make sure students pronounce suitcase correctly.
- Elicit what students think is happening in the picture, where the friends are and where they are going.

## 158 p46 Listen and say the words. Then check with a friend.

#### Aim: to practise new vocabulary

- Students look at the numbered words/phrases and items in the picture.
- Play the recording.
- Students listen to each word/phrase and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words/phrases and practise them in pairs.

## (1) SB p46 Listen and answer.

#### Aim: to practise listening

- Read the questions aloud with the class.
- Check understanding and check students know what to do.
- Encourage students to try to predict what the answers might be.

- Play the recording, Students listen and answer.
- They check in pairs.
- Play the recording again. Check with the class.

## CD2 Track 17

For tapescript see TB page 120

Key: 1 They decide to go to Blackhill. 2 The tickets are twenty-eight pounds. 3 The train leaves at half past eleven. 4 They go to get some drinks.

## 158 p46 Play the prices game.

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

- Refer students to the prices board above the escalator in the picture in Activity 1 and check pronunciation of the cities.
- Demonstrate the game for the class.
- They study the places and the prices and then take it in turns to be the customer and the clerk in the ticket office.
- Students play the game in pairs. For each correct price given, the student gets a point.

## WB p46 Match and write the words.

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

Key: 1 station, 3 ticket office, 4 a cup of tea, 5 stairs, 6 escalator, 7 rucksack, 8 suitcase, 9 a cup of coffee, 10 train driver



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

Key: 2 station, 3 rucksack, 4 stairs, 5 suitcase, 6 escalator, 7 ticket office, 8 platform

## Ending the lesson

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

- Say one of the words from the lesson and elicit a definition from students.
- They do this with Workbooks closed.

## Extension activity

## Aim: to consolidate vocabulary from the lesson

- Students write the ten new vocabulary items in their vocabulary books.
- For each item, they write a short definition, e.g. I can buy tickets for trains or buses at the ticket office.





## Alms:

- to present and practise prepositions at, in, on
- · to revise verb tenses

Recycled language: train station vocabulary, times, days of the week, months of the year

## Materials: CD

Language competences: Your students will be able to use prepositions of time in, at, on.

## Warm-up

Aim: to review train station vocabulary

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

## Presentation

Aim: to present prepositions at. in. on

- Ask different students When's your birthday?
- Write the dates on the board using in, at and on, e.g. in April, on 21 May.
- Elicit what day students have, e.g. Maths. Write, e.g. On Monday, on the board.
- Elicit when the lesson finishes. Write, e.g. At two thirty, on the board.
- Develop a table on the board which shows which expressions are used with in, at and an.
- Add the exceptions: in the morning/afternoon/evening / at night / at Christmas.

Match the questions with the answers. Listen and check.

#### Aim: to proctise prepositions of time

- Students look at the questions and answers in their Student's Book.
- Check students know what to da.
- They try to match them and then compare their answers in pairs.
- Play the recording.
- Students listen and check.
- Check with the class. Elicit the question from one student and the answer from another.

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

## SB p47 Listen and say.

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

- Play the recording. Students listen and repeat the sentences 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.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 in, 2 at. 3 in, 4 in, 5 on

## SB p47 Play the true or false game.

#### Aim: to consolidate grammatical form

- Demonstrate the activity with the class.
- Students each write down three sentences about themselves following the examples on the page. One sentence they write is false and the others are true.
- Students play the game in groups of four.
- Each student reads their three sentences aloud. The others guess which sentence is false.

WB p47 Read and circle.

Aim: to review prepositions of time

Key: 2 at. 3 in, 4 an, 5 in, 6 in

WB p47 Write at, in or on.

Aim: to give further practice with the new language

Key: 2 at, 3 in, 4 an, 5 in, 6 in, 7 an, 8 at, 9 in, 10 in, 11 at, 12 in

WB p47 Write sentences about yourself.

Aim: to enable students to personalise the language

## Ending the lesson

Aim: to practise key language from the lesson

- Call out a word/phrase, e.g. night.
- Students repeat it with the correct preposition, e.g. At night.

## **Extension** activity

#### Aim: to consolidate information

- In groups of four, students compare the information they wrote for WB Activity 3. They find out how many things are the same and how many are different.
- Elicit from groups. Students report back about one of the other people in their group, e.g. (Name) does his homework in the morning.

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- to consolidate prepositions of time
- to review adverbs of frequency
- to sing a song with the class

New language: brick, sail, canoe, drive (n), moon

Recycled language: verbs in the simple present, days of the week

#### Materials: CD

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

## Warm-up

#### Aim: to review prepositions of time

- Write some phrases on the board, e.g. 10 o'clock, August. 2012. 2 February 2006, night, the afternoon.
- Elicit which prepositions students use with each one.

## (120 ) SB p48 Listen and complete the song.

Aim: to give students practice with listening for detail

- Elicit what students can see in the pictures in their Student's Book. Tell the class the man's name is Mr Knocks.
- Pre-teach / check understanding of brick, canoe, moon.
- Students read the song and try to fill in the prepositions.
- They compare ideas in pairs.
- Play the recording. Students listen and check.
- They compare answers again. Play the recording a second time.
- Check with the class and check understanding of vocabulary.
- Key: 1 On. 2 at, 3 On, 4 at, 5 On, 6 at, 7 On, 8 at, 9 On, 10 at, 11 On, 12 on, 13 in

## 2 58 p48 Listen and sing.

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

- Play the song again, pausing after each verse for students to repeat.
- When students have learnt the song, use the karaoke version. Practise it with the whole class.
- Students sing in groups with the karaoke version.

## 58 p48 Play the miming game.

## Aim: to check comprehension of the song

- Demonstrate the activity using open pairs.
- Students work with Student's Books closed.
- One student mimes an action from the song.
- Another tries to remember the time and says, e.g. It's two o'clock.
- Students take turns to mime and say the time in their pairs.

IWB p48 Remember the song. Correct the sentences.

#### Aim: to activate memory skills

Key: 2 On Tuesday at six he buys bricks. 3 On Wednesday at two he sails his red cance. 4 On Thursday at four he paints his garage door. 5 On Friday at five he goes out for a drive. 6 On Saturday and Sunday he sits and waits for Monday.

I WB p48 Look at the pictures. Complete the poem.

#### Aim: to practise rhyme

Key: 2 three, 3 drank, 4 box, 5 socks, 6 clocks, 7 Friday, 8 door

WB p48 Listen and check. Say the poem.

Aim: to practise listening and speaking skills

## Ending the lesson

### Aim: to review language from the lesson

- Play the karaoke version of the song.
- Students take turns to sing the song in groups.

## Extension activity

Aim: to give students further practice with comprehension

- Students work in groups of eight.
- Each group practises saying the poem from WB Activity 2, miming the actions as they say it.
- Groups take turns to perform the poem for the class.

 to present and practise the past continuous and the simple past

Recycled language: train station vocabulary. verbs

#### Materials: CD

Language competences: Your students will be able to talk about the past using the past continuous and the simple past.

## Warm-up

Aim: to review train station vocabulary

- Write the train station words on the board in scrambled letter order.
- Students come to the board in turn and write one of the items correctly.
- Elicit from the class a simple definition, e.g. You wait for the train here (platform).

## Presentation

Aim: to present the past continuous and simple past

- Say, e.g. When I came into the classroom at 2 o'clock today, what were you doing?
- Elicit answers from different students, e.g. I was sitting at my desk. I was drawing a picture. We were talking.
- Write, e.g. When I came into the classroom at 2 o'clock. (name) was sitting at his desk. (name) was drawing a picture and (name) and (name) were talking.
- Underline the past continuous using one colour and the simple past using another.
- Draw a timeline to show that simple past action interrupted the past continuous actions.

SB p49 Read and tick (/) the correct sentences.

Aim: to practise the past continuous and simple past

- Students look at the picture in their Student's Book.
- Elicit where the people are (the train station) and some of the actions.
- They silently read the sentences and tick the ones that are correct.
- Students compare their answers in pairs.
- Check with the class. Elicit the incorrect sentence (Two girls with rucksacks were waiting on the platform).

Key: 1. 3. 4. 5

## 2 58 p49 Listen and say.

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 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 was waiting, saw, 2 started, were walking, 3 was playing, arrived, 4 was tidying, found

Think! \$8 p49 Work with a friend. Think of sentences.

Aim: to give students further practice with the past continuous and simple past

Thinking skill: interpreting and completing sentences

- Demonstrate the activity using open pairs.
- Students play the game in pairs, taking turns to say a number and to complete the sentence.
- Students cannot repeat a verb.
- Elicit sentences from different pairs to check.

WB p49 Write was or were.

Aim: to give further practice with the past continuous Key: 2 were, 3 was, 4 were, 5 was, 6 was

20 WB p49 Write sentences. Use the words from the box.

Aim: to give further writing practice with the new language

Key: 2 he was riding his bike, 3 she was sitting in the garden, 4 they were building a tree house



WB p49 Write the verbs to complete the sentences.

#### Aim: to consolidate the new language

Key: 2 was doing / phoned, 3 left / were dancing, 4 was listening / called

## Ending the lesson

Aim: to review the new language

- Students close their Student's Books.
- Elicit what they can remember about the train station scene from SB Activity 1.

## Extension activity

Aim: to consolidate understanding

- In groups, students write sentences in their notebooks for SB Activity 3.
- They underline the past continuous verbs in one. colour and the simple past verbs in another, as in the Presentation.

- to present a picture story
- to review language from the unit

New language: tunnel, still, stop (n), escape, now's our chance, conductor, disappear, off you go

Recycled language: characters and language from the story

## Materials: CD

Language competences: Your students will be able to listen to and read a picture 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 Ben, Lucy and Buster on the board.
- Elicit what students remember about the story in previous units.
- Give prompts if necessary, e.g. They saw an accident. Grandpa phoned the police and helped the man out of the car. Grandpa didn't tell them his story because he was tired. Lucy and Ben went to the train station to catch a train to Blackhill.

## (122 ) \$8 pp50-51 The tunnel

#### Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in Frame 1 (on the platform) and where they are going (Blackhill). Pre-teach tunnel, conductor.
- Play the recording. Students listen for who gets onto the train with them (Horax and Zelda), what they want (the map), why Zelda and Horax get off the train (they haven't got their tickets) and what Ben sees on a poster (the line they are looking for).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.
- Elicit what students think happened to the tickets.

## Practice

Aim: to check understanding of the story

- Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of the events.)
- Check understanding of the rhyme.

# I WB p50 Remember the story. Complete the sentences.

#### Aim: to check comprehension

- Key: 2 get away from the window, 3 take the map, 4 going into a tunnel, 5 find their tickets, 6 get off the train (at the next station)
- W8 p50 Write sentences. Use the words from the box.

#### Aim: to review 's

 Key: 2 This is Horax's hat. 3 This is Lucy's rucksack.
 4 These are Horax and Zelda's tickets. 5 This is Ben and Lucy's map.

.

WB p50 What happened in the tunnel? Complete the story. Use the verbs from the box and other words.

Aim: to stimulate students' creativity

Key (possible answer): When they went through the tunnel, Ben stood up. He took the tickets out of Horax's hat and he put them in his pocket.

## Ending the lesson

## Aim: to practise the story

- Put students into groups of five.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

## **Extension activity**

Aim: to review ideas and concepts from the story

- Students work in groups of four.
- They compare their stories about what happened in the tunnel (WB Activity 3) and vote for the best one in their group.
- The student whose story is chosen in each group reads it to the class.
- The class votes for the best one.

T50 )

- to talk about the meaning of the story
- · to review language from the story and the unit
- to present the sound found in stairs, pear and there

New language: pear, bear, hairy

Recycled language: language from the story Materials: CD

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

Phonics focus: Your students will be able to identify ways of saying the *leal* sound.

## Warm-up

Aim: to review the story

 Ask questions about the story, e.g. Where were the friends? (On the train.) Who did they meet? (Horax and Zelda.) What happened in the tunnel? (Ben took Zelda and Horax's tickets.) Where did they see the rhyme? (On a poster in a station.)

## 2 Think! SB p51 Put the story in order.

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

### Thinking skill: time sequencing

- Play the recording of the story again. Students follow in their Student's Books.
- Make sure students know what to do.
- They read the sentences and put them in the order of events in the story.
- They compare their answers in pairs.
- Check with the class.

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

#### SB pS1 Find the stairs and the pear in the story.

#### Aim: to present different spellings of the air sound

- Read out the instruction for students, making sure they hear the air sound correctly.
- Students find the objects in the story.

Key: Stairs: Frame 1, Pear: Frame 2

## C 28 SB p51 Listen and say.

Aim: to practise saying words with the air sound

- Focus students on the picture and elicit what they can see.
- Play the recording. Students silently read the caption sentence.

Note: Before hearing the Sound sentence, students will hear the key sound, with pauses for them to repeat.

- Play the recording again. Students listen and repeat.
- Elicit words with the air sound (bears, stairs, chairs, hairy, everywhere).
- Focus students on the different ways of spelling the sound.
- Repeat the caption together as a class two or three times. Students practise in pairs.



WB p51 Listen and write the missing words. Then say with a friend.

Aim: to give students listening practice

Key: 1 Now's our chance, 2 Look over there



Aim: to give further practice of saying and spelling the air sound

Key: 2 hair, 3 pear, 4 stairs, 5 wearing, 6 chair

WB p51 Listen, say and check your answers.

Aim: to give focused listening practice

## Ending the lesson

Aim: to review words with different spellings of the air sound

- Write one of the words from the lesson, e.g. chair, on the board. Elicit another word with this sound but with a different spelling.
- Students work in pairs writing words with the same sound.
- Elicit and check as a class.

## Extension activity

Aim: to encourage creativity

- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (names, working, garden, crisps).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.

to practise reading and listening skills

## Skills:

- reading for detail
- listening for specific information
- Thinking skills: interpreting the values in a story
- New language: cap
- Recycled language: language from the unit. emergency vocabulary
- Materials: CD. (optional: computers and printers)

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

Your students will be able to listen for specific information.

## Warm-up

Aim: to review emergencies vocabulary

- Students close their Student's Books.
- Write Emergencies on the board.
- Elicit the emergency words and their spellings and write them as a word map.

SB p52 Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

### Aim: to practise reading for detail 💮

- Focus the students on the pictures. Elicit what they can see.
- Tell students to read the text quickly and silently and to underline all the emergency words they can find (accident, emergency services).
- They check in pairs.
- Read the Activity 1 instructions with the class and check students know what to do.
- Make sure they realise they can only write one, two or three words for their answers.
- Students read the text silently and write their answers.
- They compare answers in pairs.
- Check with the class and elicit where they found the answers. Check understanding of vocabulary.

Key: 1 his parents, 2 to buy/get, 3 go to a.

4 because, 5 was hungry, 6 gave him/Jim

WB p52 Listen and tick (/) the box.

Aim: to practise listening skills

CD2 Track 28

For tapescript see TB page 120

Key: 2 8, 3 C, 4 A, 5 C

## Ending the lesson

#### Aim: to review the story

- Elicit the main points of the story from the Student's Book. Elicit adjectives to describe the woman, e.g. kind, generaus.
- Ask students if this kind of situation has happened to them (someone has offered them something they need). Ask them to describe it to the class.

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

## **Extension** activity

Aim: to stimulate creativity

- Students work in pairs. They use the first paragraph of the story from the Student's Book and then write a different ending.
- Students write the stories on computers if possible and then print them for the class.
- Go around the pairs and help as necessary.

 to practise listening, speaking, reading and writing skills

#### Skills:

- listening for detail
- speaking about pictures

Recycled language: times, place names

Materials: CD, a map of the UK

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

Your students will be able to speak about pictures.

## Warm-up

Aim: to review times

- Students draw six circles in their notebooks.
- Say six times. Students draw them on their clocks.
- · Check with the class.

## SB p53 Listen and tick (✓) the correct time.

Aim: to give students practice in listening for detail 💷

- Focus students on the clocks. In pairs, they check that they know what all the times are.
- Check students know what to do.
- Play the recording. Students listen and choose the correct clock.
- They compare answers in pairs.
- Play the recording again.
- Check with the class.

CD2 Track 29 For tapescript see TB page 120

Key: 1 B. 2 A. 3 B. 4 A. 5 C. 6 C

SB p53 Work in pairs. Look at the pictures. Make sentences.

Aim: to give students practice with past continuous and simple past

- Demonstrate the activity for the students so they realise they need to use the past continuous and simple past.
- Each sentence begins with When I went into the park ...
- Students work in pairs. They take turns to say the sentences.
- Check with the class using open pairs.
- Key: 2 a girl was writing, 3 a girl was eating an apple, 4 a boy was walking a dog, 5 a girl was feeding the birds, 6 a girl was listening to music, 7 a girl and a boy were playing football, 8 a boy was running. 9 a girl was riding a bike, 10 a boy was skateboarding

W8 p53 Read and write the correct prices.

Aim: to practise reading and writing prices

Key: 2 £5.20, 3 £7.60, 4 £12.40, 5 £26.00, 6 £19.70

WB p53 Write sentences with o'clock, half past or quarter to / past.

#### Aim: to review times

Key: 2 The train for Newcastle leaves at holf past three. 3 The train for London leaves at quarter past seven. 4 The train for Oxford leaves at quarter past two. 5 The train for Bristol leaves at half past four. 6 The train for Hull leaves at quarter to eight.

## Ending the lesson

#### Aim: to review places

- Show students where all the places named in the lesson are on the map of the UK.
- Elicit if any students have been to these places.

## Extension activity

Aim: to consolidate use of the past continuous and simple past

 Students write sentences in their notebooks for SB Activity 2.

 to integrate other areas of the curriculum through English: Science

Thinking skills: interpreting the values in situations

New language: force, push, pull, centre, away from, towards, drop, float, gravity, space

Recycled language: language from the unit

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

## Warm-up

#### Aim: to introduce the topic of Science

- Hold up an eraser (or something light like a scarf) and let it go.
- Elicit if students know why it falls to the ground.
- Tell them that today they are going to learn about forces and gravity.
- Draw two doors on the board, one with PULL written on the handle, the other with PUSH written on the handle.
- Demonstrate the action for each one.
- Ask students to come to the front in turn and demonstrate push and pull.

## SB p54 Read and circle.

#### Aim: to extend students' understanding of forces

- Focus students on the two pictures in the Student's Book and on the text.
- Have two students read the two sentences aloud.
- Students choose the correct word and check in pairs.
- · Check with the class.
- Elicit other things we push and pull.

Key: 1 away from, 2 towards

23 ) 58 p54 Look at the pictures. Which show a 'push'? Which show a 'pull'?

#### Aim: to consolidate understanding of forces

- · Check students know what to do.
- They do the task individually.
- In groups of four, they compare, discuss and justify their answers.
- Discuss as a whole class.

Key: 1 push, 2 pull, 3 push, 4 pull

## 158 p54 Read and write the name of the force in the picture.

#### Aim: to introduce the concept of gravity

- Elicit what students can see in the picture (an apple falling from a tree).
- Ask students if they know the name of this force.
- Students read the text quickly to find the name (gravity).
- Read the text with the class, checking understanding of vocabulary and of the concept of gravity.

## Key: Grovity

## 1 WB p54 Look and write the words.

Aim: to give students further practice with forces

Key: 2 drop. 3 pull. 4 push. 5 smooth. 6 rough

2 (1) W8 p54 Read and tick (/) the correct picture.

Aim: to introduce and discuss the value of using force carefully

Key: 1 a, 2 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 what students learnt about today. e.g. Science and different forces, push and pull and gravity.
- 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 pairs.
- They think of at least two more examples of pushes and pulls.
- Make groups of six (three pairs).
- They share and discuss their ideas.

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

New language: smooth, rough, slide (n), friction, experiment, foil, sandpaper, surface

**Recycled language:** Science and forces

Materials: books, foil, classroom objects that won't roll, such as pencil sharpeners, rubbers, highlighters

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

Your students will be able to complete a project.

## Warm-up

Aim: to review Science and forces

- Call out Push! Students demonstrate pushing.
- Call out Pull! Students demonstrate pulling.
- Elicit what these are called (forces) and which other force students learnt about in the previous lesson (gravity).
- Elicit what gravity is.

158 p55 Read and write rough and smooth under the pictures.

Aim: to review and extend students' understanding of forces

- · Review smooth, rough. Pre-teach slide.
- Check students understand what to do.
- They read the text silently and decide which picture is smooth and which rough.
- They compare their answers in pairs.
- Read the text aloud around the class and check students' answers.
- Elicit what the new force is called (friction).
- Elicit examples of things in the classroom which are rough and smooth.
- Key: 1st picture: smooth, 2nd picture: rough

Project \$ 58 p55 Do experiments to measure friction.

Aim: to enable students to follow instructions and to do experiments

- Talk about the project with students and make sure they understand what to do.
- Students collect the materials they need for their experiments.
- Draw the following table on the board for students to copy. They use it to record their experiments.

## **Our friction experiments**

Surface	Height
Foil	cm
Towel	cm
Sandpaper	cm

- Check students are doing the experiments in the right sequence and recording the information.
- Students compare outcomes across groups.



Think! 58 p55 What do you notice? Read and circle.

Aim: to enable students to share their work

### Thinking skill: developing research skills

- Read the two sentences with the class.
- Students individually decide which is the correct word in each sentence.
- Remind them to use the results of their experiments to help them with the answers.
- Check and discuss as a class.

Key: earlier, later

W8 p55 Read and write the words.

Aim: to give students further practice with forces and friction vocabulary

Key: 2 stop, 3 rough, 4 smooth faster

2 100 100 ps5 Read and write 1, 2 or 3.

line and the first second in the farmer and first

Aim: to give further practice with forces and friction

Thinking skill: applying scientific knowledge Key: a 2, b 3, c 1

## Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today Tve ...
- Elicit what students did today, e.g. learnt about friction and how you go faster on smooth surfaces and more slowly on rough surfaces, and done experiments to measure friction.
- Write it on the board. Students copy it into their notebooks.

## **Extension** activity

Aim: to develop speaking skills

- In groups or as a class, students take turns to talk about the experiments they did for the project.
- They discuss which things surprised them and what other things they learnt from doing the experiments.
- Students write a report about the experiments.

- to consolidate language from the unit
- to develop interactive speaking skills
- to develop reading, listening and writing skills

#### New language: single

Recycled language: language from the unit, train station vocabulary, return

Materials: CD. (Optional: a cap. a train ticket)

Language competences: Your students will be able to plan and perform a short play.

### Warm-up

#### Aim: to review train station vocabulary

- Students work in pairs. They use the book flap to review the words on SB page 46.
- They close the flap so that they cannot see the words.
- 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.
- Students open the flap to check.

## 58 p56 Choose a role card. Read and plan.

#### Aim: to prepare and plan for a role play

- Tell students they are going to do a short play at a train station between a clerk and a passenger.
- Read through the information on the role cards with the class.
- Check they know what to do.
- Elicit full examples of the Useful language and check understanding of vocabulary, e.g. single, return.
- Make sure pairs know what to do and what language they need to use.
- Pairs compose a short play. Monitor each pair and help as necessary.
- Students practise their plays so that they can perform them without reading the text.

## SB p56 Act out your play.

#### Aim: to practise interactive speaking skills

 Pairs take turns to perform their short plays for the class. The clerk can wear a cap and hold a train ticket if you have them.

100 1 WE p56 Put the dialogue in order. Then listen and check.

Aim: to practise interactional language and listening skills

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



WB p56 Look and write a dialogue. Use language from Activity 1.

Aim: to practise writing skills

## Ending the lesson

#### Aim: to review spelling of train station vocabulary

- Write the train station words in scrambled letter order on the board.
- Students work in pairs and write each word correctly.
- Invite different pairs to come to the board and write each word correctly.

## Extension activity

#### Aim: to consolidate speaking skills

- In pairs, students practise their dialogues from WB Activity 2.
- The more confident students perform them for the class.

#### Alm:

to consolidate language from the unit

New language: notice (n), checklist, school trip, per person, meeting point, cost

Recycled language: language from the unit

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

## Warm-up

## Aim: to review scrapbooks

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

### SB p57 Read this notice from a school board. Tick (/) the checklist and underline the information.

### Aim: to practise reading skills

- Focus students on the notice and the checklist in Activity 1.
- Elicit what they are and what the topic is (a school trip).
- Read the notice and the checklist through with the class and check understanding of vocabulary, e.g. trip, per person, meeting point.
- Check students know what to do.
- They read silently, underline words and complete the task.
- They compare answers in pairs.
- Check and discuss answers as a class.

Key: Information underlined: Brighton. 2nd September, outside the station, 8.30 a.m., £7.50 per person, 5.30 p.m.

Think! \$58 p57 Read these three notices. What information is missing from each one? Use the checklist to help you.

#### Aim: to practise close reading skills

## Thinking skill: judging the value of information

- Read the activity instructions and check students understand what to do.
- They do the activity individually and then compare their answers in pairs.
- Check and discuss as a class.
- Key: School trip: where you're going to go, date, meeting time: Join us!: cost: London visit: return time

## 58 p57 Write a notice for your school board. Use the checklist to help you.

#### Aim: to practise writing a text from a model

- Brainstorm with students what kinds of notices they find on their school board.
- Check students know what to do and that they need to include all the information from their checklist in their notice.
- They plan their text and then write a first draft.
- · Go around the class. Read and comment on students' work.
- Students write a final version of their texts in their scrapbooks.



## W8 p57 Which one is different in each group? Look, think and circle.

#### Aim: to practise classification

Thinking skill: identifying similarities and differences

Note: Accept different answers if students are able to give reasons for them, e.g. suitcase for question 2.

Key: 2 pencil. 3 scooter



#### WB p57 Colour the bricks to make sentences. Write in the missing words.

#### Aim: to review grammatical form

Key: 2 My birthday party is on Saturday. 3 I was watching TV when you phoned me. 4 We're going on holiday in August for two weeks. 5 Paul was driving too fast when he had an accident.

## Ending the lesson

## Aim: to enable students to express their preferences and to evaluate what they have learnt

- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.
- Now students complete the My Super Mind section for Two return tickets on page 119 of the Workbook.

## Extension activity

#### Aim: to review key vocabulary from the unit

- Students turn to SB page 46 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point to the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

- to present and practise vocabulary for hair and face
- to give students listening practice

New language: dark, blonde, fair, moustache, curly, beard, scar, straight, criminal, stupid, policeman, mysterious, terrible, cheek

Recycled language: language from the story

#### Materials: CD

Language competences: Your students will be able to talk about hair and faces.

## Warm-up

Aim: to review parts of the body

- Play a 'Ben says' game.
- Say, e.g. Ben says touch your nose. Students touch their noses.
- Say, e.g. Point to your face. Students don't point to their faces.
- Review other known body vocabulary in the same way.

## Presentation

Aim: to present hair and face vocabulary

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Check for correct pronunciation of *beard* and make sure students know which words are nouns and which adjectives.
- Elicit what students think is happening in the picture and who the photos are of.

158 p58 Listen and say the words. Then check with a friend.

## 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 cover the list of new words and practise them in pairs.
- Elicit why the photos are of the same man (there is a small scar on his cheek).

## 259 SB p58 Listen and correct the sentences.

#### Aim: to practise listening

- Read the statements aloud with the class. Check understanding of criminal.
- Students try to predict the corrections.
- Play the recording. Students listen and correct.
- · They check in pairs.
- Play the recording again. Check with the class.
  CD2 Track 32

For tapescript see TB page 121

Key: 1 Grandpa was a policeman. 2 He chased a criminal for 20 years. 3 The criminal was very clever. 4 Grandpa doesn't know the criminal's name.

## E3 SB p58 Play the describing game.

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

- Demonstrate the activity with the class.
- Describe a student in the class using She's/He's got .... Students try to guess who it is.
- The student who guesses correctly gets a point. Students lose a point for wrong guesses.
- Students take turns to describe other classmates using the new words. They can also describe their clothes.

### W8 p58 Look, read and number the sentences.

Aim: to practise the new vocabulary

Key: a 3. b 2. c 1

1 W8 p58 Read and draw Danni's face.

Aim: to give further practice with the new vocabulary

W8 p58 Write and draw a Wanted poster.

Aim: to give students writing practice

## Ending the lesson

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

Play the describing game again from SB Activity 3.

## **Extension activity**

### Aim: to consolidate vocabulary from the lesson

- Students write the eight new vocabulary items in their vocabulary books.
- They write short example sentences, e.g. I've got dark curly hair. My dad's got a beard and a moustache.

T58

to present and practise used to

New language: uniform, teddy bear, walkie-talkie

Recycled language: hair and face vocabulary, verbs

#### Materials: CD

Language competences: Your students will be able to talk about actions and states in the past which are not true now.

## Warm-up

Aim: to review hair and face vocabulary

- · Write the eight new items with the letters in scrambled order on the board.
- Ask a pair of students to come to the board and write one of the items correctly.
- Repeat with other pairs and other words.

## Presentation

#### Aim: to present used to

- Draw a stick picture of a small toddler on the board. Say, e.g. This is me when I was a baby. I drank lots of milk when I was a baby. I don't drink milk now.
- Write on the board I drank lots of milk when I was a baby. I don't drink milk now. Put brackets around it. Underneath write I used to drink lots of milk,
- Elicit other things students did when they were little. Ask them if they are true now. If they are not, make a sentence with used to for students to repeat.
- Write all the used to sentences on the board.
- Check the concept, e.g. Is this true now? Was this true in the past?

#### SB p59 Look, read and number the sentences.

#### Aim: to practise used to

- Students look at the pictures in their Student's Book. Elicit that the police officer is Ben's grandpa many years ago.
- Students work individually. They silently read the sentences and match them with the pictures.
- They compare answers in pairs.
- Check with the class.

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

## 2 15B p59 Listen and say.

#### 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 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 Mum used to love ice cream. 2 We used to have two hamsters. 3 My sister used to have long hair. 4 My parents used to live in America. 5 Grandpa used to be a police officer.

\$58 p59 Are any of these sentences true for you? Tick (/) them. Write two more.

#### Aim: to consolidate grammatical form

- Check students know what to do.
- They read the sentences and tick the true ones.
- Go around the class as they are writing their two sentences. Help as necessary.
- Elicit some of the students' sentences and find out if other students agree.



## WB p59 Look at the pictures. Read and write t (true) or f (false).

### Aim: to review used to

Key: 2 f. 3 f. 4 t. 5 f. 6 t

W8 p59 Complete the sentences. Use the words from the box.

Aim: to give further practice with the new language

Key: 2 used to cry, 3 used to sleep. 4 used to eat. 5 used to crawl, 6 used to play



#### W8 p59 Write sentences about you.

Aim: to personalise the language

## Ending the lesson

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

- Elicit the things Ben's grandpa used to do when he was a police officer.
- Elicit other things they think he did when he was a police officer, e.g. He used to get up early.

## **Extension** activity

## Aim: to enable students to share information

- Students work in groups of four.
- They take turns to read the three sentences they wrote for WB Activity 3.
- The student reading the sentences makes a note of how many other students had the same experience.
- Ask students from different groups to report back. e.g. Three of us used to visit our grandmas when we were four.

- to consolidate used to
- to sing a song with the class

New language: hairdresser's, real, rock star, bin, chin

Recycled language: hair and face vocabulary, glasses

## Materials: CD

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

## Warm-up

## Aim: to review used to

- Write Baby on the board.
- Elicit things students used to do/have when they were babies which are not true now.
- When students give you a sentence, check by asking Is this true now? If students say it is, then remind them we can't use used to.

## 158 p60 Listen to the song. Draw how Dad's hair used to be.

Aim: to give students listening practice

- Elicit who students can see in the pictures in their Student's Book (Dad before and now).
- Pre-teach/check vocabulary, e.g. hairdresser's, real, rack star, bin.
- Check students know what to do.
- Play the recording. They draw Dad's hair in the picture 'Dad before'.
- They compare answers in pairs.
- Play the recording again and check with the class.
- Check understanding of vocabulary.

Key: Students draw long, fair, curly hair, a big, thick, dark moustache and a long black beard.

## SB p60 Listen and sing.

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

- Play the song again, pausing after each verse for students to repeat.
- When students have learnt the song, use the karaoke version. Practise it with the whole class.
- Students sing in groups with the karaoke version.

## Think! \$58 p60 Look at the pictures. How are the people different now?

Aim: to give students further practice with used to

#### Thinking skill: paying attention to visual details

- Demonstrate the activity with the students.
- Elicit descriptions of Aunt Mary. Supply students with the negative, e.g. Aunt Mary aidn't use to wear glasses.
- Students work in pairs and talk about the other people.
- Elicit sentences from pairs and check as a class.
- Key: Aunt Mary didn't use to wear glasses but now she wears glasses. Uncle John didn't use to have a moustache but now he has got a moustache. Uncle John used to have long hair but now he's got short hair. Cousin Dave didn't use to have a beard but now he has got a beard. Cousin Dave used to have dark hair but now he's got fair hair.
- WB p60 Remember the song. What did Dad use to look like? Tick (~) the correct pictures.

Aim: to activate memory skills

Key: 1 A. 2 C. 3 B



#### Aim: to consolidate used to

Key: Mum used to have long hair. Mum used to have curly hair. Mum used to have fair hair.

WB p60 Read and write the words.

Aim: to give students further practice with rhyming words

Key: 2 curly, 3 week, 4 early, 5 time, 6 anything, 7 me. 8 sing

WB p60 Listen and check. Say the poem.

Aim: listening for detail. speaking rhythmically

## Ending the lesson

#### Aim: to review language from the lesson

- Play the karaoke version of the song.
- Students take turns to sing the song in groups.

## Extension activity

Aim: to give students further practice with used to

- Students bring an old photo of their mum or dad (or another adult relation) into the class.
- They write about what the person used to look like.
- They stick the picture under the text.
- to present and practise had to
- to review adjectives

New language: police camp

Recycled language: language from the unit, can't

#### Materials: CD

Language competences: Your students will be able to talk about obligation in the past using had to.

# Warm-up

#### Aim: to review have to

- Write School rules on the board.
- Write the first one, e.g. You have to do homework thrice a week.
- Elicit other school or class rules with have to.
- Write them on the board.

# Presentation

#### Aim: to present had to

- Choose one of the school rules. Say, e.g. When I was at school, years ago, I had to do homework every day.
- Write the sentence on the board. Underline had to in a colour.
- Elicit the difference between have to and had to (now / the past).

# (1) SB p61 Listen, read and circle.

#### Aim: to practise had to

- Students look at the picture in their Student's Book.
- Read through the sentences with the class and check understanding of vocabulary.
- Students try to predict the answers before they listen.
- Play the recording. Students compare their answers in pairs.
- Play the recording again. Check with the class.

#### CD2 Track 37

#### For tapescript see TB page 121

Key: 1 there were lots of dangerous criminals, 2 he had to keep things secret, 3 week, 4 his clothes are aften dirty

# 2 15B p61 Listen and say.

### 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: 1 had to get up, 2 had to tidy, 3 had to run, 4 had to do

EN 158 p61 Look at the pictures. Ben's grandpa went to police camp for six months. What did he have to do?

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

- Demonstrate the activity for the class.
- Students work in pairs and take turns to say a sentence about each picture.
- Elicit sentences from pairs.
- Elicit ideas for other things he had to do when he was there.
- Key: 2 He had to wash the windows. 3 He had to sweep the floor. 4 He had to cook. 5 He had to feed the dog. 6 He had to take the dog for a walk.

1 W8 p61 Read and write the words.

Aim: to give further practice with the new language

Key: 2 wear, 3 learn, 4 do. 5 help



Aim: to give further writing practice with the new language

Key: 2 I had to do the washing up. 3 I had to sweep the floor. 4 I had to dry the dishes. 5 I had to cook. 6 I had to walk the dog.

# Ending the lesson

#### Aim: to review the new language

 With Student's Books closed, elicit things Ben's grandpa had to do when he was at police camp.

# **Extension activity**

#### Aim: to consolidate understanding

- Students write sentences about things they had to do when they were younger which they don't do any more.
- · Brainstorm ideas first.
- Students then write three sentences about themselves.
- In groups of four, they take turns to read their sentences.
- The student reading the sentences makes a note of how many other students had to do the same thing.
- Ask students from different groups to report back, e.g. Three of us had to go to bed at seven o'clock.

- to present a picture story
- to review language from the unit

New language: rob. jeweller, bracelet, plan, steal, Eiffel Tower, symbol, almost, connection

Recycled language: characters and language from the story, simple past

#### Materials: CD

Language competences: Your students will be able to listen to and read a picture 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 Ben, Lucy, Buster and Grandpa on the board.
- Elicit what students remember about the story in previous units.
- Give prompts if necessary, e.g. Ben, Lucy and Buster were on the train. Zelda and Horax got on. They wanted the map. The train went into a tunnel and Ben took their tickets. The conductor told them to get off the train. Grandpo used to be a police officer and he told them about a terrible criminal he chased then: The Mysterious H.

# (102 ) 58 pp62-63 The Mysterious H

#### Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit that the first six frames are Grandpa's story.
- Pre-teach / check understanding of rob. jeweller, plan and stole.
- Play the recording. Students listen for three things The Mysterious H stole (necklaces, bracelets, watches, paintings, works of art, the Queen's crown, the top of the Eiffel Tower) and why Grandpa told Ben and Lucy the story now (because the waiter's ring had the same letter H as was on The Mysterious H's notes).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.
- Elicit why students think the waiter was wearing the same ring.

# Practice

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

 Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of the events.)



WB p62 Remember the story. Complete the sentences.

#### Aim: to check comprehension

Key: 2 world, 3 papers, 4 Tower, 5 note, 6 waiter

WB p62 Remember The Mysterious H's rhyme. Write the words in order.

# Aim: to practise word order

Key: You look here. You look there. But you can't find me anywhere.

WB p62 Where did The Mysterious H steal these things from? Draw lines and write sentences.

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

Key: 2 He stole the necklace from a jeweller's shop. 3 He stole the top of the Eiffel Tower from Paris. 4 He stole the crown from the castle. 5 He stole the dinosaur skeleton from a museum.

# Ending the lesson

#### Aim: to practise the story

- Put students into groups of three.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

# **Extension activity**

#### Aim: to review ideas and concepts from the story

- Write rab and steal on the board. Around them scatter these words: a bank, a jeweller, a house, a shop, paintings, money, necklaces, a TV.
- Start word maps with one word around rob and one around steal, e.g. bank (rob) and money (steal).
- Tell students to think about the other words.
- In pairs, they decide which words go with rab (a bank, a jeweller, a house, a shop) and which with steal (paintings, money, necklaces, a TV).
- Elicit and discuss as a class.
- Elicit a correct sentence for each word.



- to talk about the meaning of the story
- · to review language from the story and the unit
- to present and contrast ar and or sounds and some alternative spellings

#### New language: cart

Recycled language: language from the story

# Materials: CD

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

Phonics focus: Your students will be able to identify ways of spelling the ar /u:/ and or /u/ sounds.

# Warm-up

#### Aim: to review the story

 Ask questions about the story, e.g. Who was The Mysterious H? (A criminal.) What did he do? (He stole things from people.) Did the police catch him? (No.) Why did Grandpa think of him now? (Because the waiter in the restaurant had a ring with an 'H' on it.)

# SB p63 Write t (true) or f (false).

Aim: to focus students on the content of the story

- Play the recording of the story again. Students follow in their Student's Books.
- Make sure students know what to do.
- They mark the sentences true or false.
- They compare their answers in pairs.
- Check with the closs.

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

#### E3 ISB p63 Find the car and the horse in the story.

#### Aim: to contrast the ar and or sounds

- Read out the instructions for students, making sure they hear the ar and or sounds correctly.
- Students find the objects in the story.
- Key: Car: Frame 1, Horse: Frame 2

# ( ) SB p63 Listen and say.

Aim: to practise ways of spelling the ar and or phonemes

- Focus students on the picture and elicit what they can see.
- Play the recording. Students silently read the caption sentence.

Note: Before hearing the Sound sentence, students will hear the key sounds, with pouses for them to repeat.

- Play the recording again. Students listen and repeat.
- Elicit words with the ar (Martha, farmer, art, cart) and or (drawing, horse) sounds.
- Focus students on the alternative spelling of or (aw) shown here.
- Repeat the caption together as a class two or three times. Students practise in pairs.
- WB p63 Listen and write the missing words. Then say with a friend.

Aim: to give students listening practice

Key: 1 You're in all the papers, 2 I almost caught it

2 WB p63 Look, read and number the sentences.

Aim: to give further practice of ar and or sounds, including alternative spellings of or (Paul, walking, saw, quarter, four)

Key: 2 a, 3 d, 4 c

WB p63 Listen, say and check your answers.

Aim: to give focused listening practice

# Ending the lesson

Aim: to review and practise saying words with the ar and or sounds

- Write two of the words from the lesson, e.g. cart. draw, on the board. Elicit another word with these sounds.
- Students work in pairs writing words with the same sounds, e.g. scar, dark, answer, force, story, floor.
- Elicit and check as a class.

# Extension activity

Aim: to encourage creativity

- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (famous, hair, It).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.

- to practise reading and listening skills Skills:
- reading for specific information
- listening for specific information

Thinking skills: interpreting the values in a story

New language: juicy, delicious, frightening, meanest, enemy, in trouble, the rest of the day, seed, grow out of, honest

Recycled language: language from the unit. fruit, superlative adjectives, simple past

#### Materials: CD

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

Your students will be able to listen for specific information.

Value: being honest

# Warm-up

#### Aim: to encourage prediction skills

- Tell the students they are going to read a story. about an orange tree.
- Elicit some of their predictions about the story and write them on the board as key words.

\$8 pp64-65 Look at the pictures. Find someone who looks: happy, scared, sad, angry.

#### Aim: to activate empathy

- Focus the students on the Activity 1 instructions.
- Check they know what to do.
- Students check their ideas in pairs.
- Discuss as a class.
- Key: happy: man and boy in first picture; scared: boy in second picture (with man); sad: boy in third picture (with dog); angry: man in second picture and in first picture on page 65

# SB pp64-65 Read and listen. Check your answers.

#### Aim: to practise listening and reading for specific information

- Play the recording for students to listen, read and check.
- Check with the class.
- Check understanding of juicy, delicious, frightening, meanest, enemy, in trouble, the rest of the day, seed and grow out of.



### WB p64 What can we learn from the story? Colour the words.

Aim: to focus students on the value of being honest Key: Don't take other people's things.



Aim: to review words from the story

Key: 2 a juicy orange, 3 my enemy, 4 a seed. 5 a shoulder, 6 a farmer

WB p64 Put the story in order.

Aim: to practise summarising skills Key: 5, (1), 8, 4, 2, 7, 3, 6

# Ending the lesson

#### Aim: to review the story

- Focus students on their predictions about the story from the Warm-up.
- Elicit which ideas were close to the story and which. predictions were correct.
- Elicit other key words from the real story.

# Extension activity

#### Aim: to discuss the value of being honest

- Focus on how the story shows the value of being honest.
- Elicit why this value is important and examples of when students have been honest themselves, even though they might have got into trouble.

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

- to practise reading and writing skills
   Skills:
- reading for detail
- writing a story

Recycled language: language from the story Language competences: Your students will be able to read for detail.

Your students will be able to write a story.

# Warm-up

#### Aim: to review the story and the values

- Elicit the main points of the story and what the value was.
- Ask students what Yatin's reward was for being honest (seeds of the orange tree).

#### SB p65 Answer the questions.

Aim: to give students practice in reading for detail

- Play the recording of the story again. Students follow it in their Student's Books.
- Check students know what to do.
- Students work individually. They re-read the story and answer the questions.
- Give early finishers additional questions: What did Yatin feel when he stale the orange? (He knew it was wrong.) Why did he take another orange? (Because the first one was delicious.) What did Gautom Kahn want Yatin to do? (Work for him for a day.)
- Check with the class.
- Key: 1 Because he was thirsty. 2 Because he was the meanest farmer and enemy of all the children. 3 He went to get the police officer. 4 Because there was a dog. 5 Some orange tree seeds. 6 He thinks about Gautam Kahn and the lesson he learnt.

#### S8 p65 Complete the story.

#### Aim: to review the story

- Check students know what to do.
- They complete the summary of the text individually and then check in pairs.
- Elicit each sentence and check as a class.
- Key: 1 orange, 2 tree, 3 farmer, 4 police officer, 5 dog, 6 police officer, 7 police station, 8 farmer, 9 work, 10 farmer, 11 seeds, 12 orange tree

# 1 W8 p65 Look at the pictures. Write the story.

#### Aim: to practise writing skills

Key (sample answer): One day a boy was in a shop. He saw some lollies and wanted to buy one. But he didn't have any money. So he put a lolly in his packet. The shop keeper caught the boy and said, 'You are a thief. I am calling the police.' When the police arrived, the boy said he was very sorry. The police officer said he couldn't take the boy to the police station. He was too young. The police officer said, 'Are you really sorry?' The boy said that he was. The shop keeper said, 'OK, you can stay and clean my shop for me.' The boy cleaned the shop and the shop keeper was very pleased. 'Here's a bag of sweets for you.' 'Thank you,' said the boy. 'I won't steal anything again.'

Note: This activity could also be done as a speaking activity. You could do oral story telling around the class and then students could write up the story for homework.

# Ending the lesson

Aim: to encourage students to give personal responses to the story

- Elicit from different students which part of the story they liked best.
- Ask them why.

# Extension activity

#### Aim: to practise definitions

- Students work in pairs. They choose four new words from this unit and write definitions for them on paper. They write the answers next to the definitions.
- Collect the papers from each pair.
- Make two teams, A and B, and play a game of 'Tic-tac-tae'.
- Draw a 3 x 3 grid on the board. The aim of the game is for one team to get a row of three noughts (A team) or three crosses (B team) in a line (diagonal, horizontal or vertical).
- Count how many students there are in each team.
   e.g. 15. Tell students to number themselves 1–15 at random in each team.
- Team A starts. Call out a number at random, e.g. Eight, Say one of the definitions to the student who is number eight. If he/she answers correctly, he/she chooses where to put a nought on the grid.
- Do the same for Team B. If students don't answer correctly, play moves to the other team.

 to integrate other areas of the curriculum through English: Literature

New language: Agatha Christie, crime writer, novel. Jane Marple, detective, elderly, marry, murderer, murder, vicarage, Sir Arthur Conan Doyle, Scottish, create, Sherlock Holmes, science fiction, historical, solve, relax, violin, Hercule Poirot, short stories

Recycled language: language from the unit

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

- Elicit what books students like to read (in English or L1).
- As they give you the names, write the genres on the board.
- Tell students that today they are going to learn more about Literature.

# Think! \$58 p66 Read and decide which of these people are real.

#### Aim: to activate students' knowledge

#### Thinking skill: processing information

- Tell students to look at the five texts and the five pictures.
- Tell them to find the names of the people. Elicit if they have heard of any of them before.
- Check understanding of the word real. Ask for examples of authors and characters from the literature of the students' own country/countries.
- They read the texts silently and find out which people are real.
- Students compare their opinions in pairs.
- Check with the class. Students read each text aloud around the class.
- Check understanding of vocabulary.
- Find out if any of the students have read books about these characters.

Key: Agatha Christie, Sir Arthur Conan Doyle

#### 1 58 p66 Work in groups. Ask and answer.

Aim: to activate students' knowledge and experience

- Students share their ideas in groups.
- Monitor the groups. Remind them to make notes of their answers.
- Elicit information from groups and discuss as a class.

# WB p66 Correct the sentences.

#### Aim: to practise close reading skills

Key: 2 She disappeared in the 1930s for 10 days.
3 Conan Doyle was 71 when he died. 4 He also wrote science fiction and historical novels. 5 Miss Marple appeared in 12 novels. 6 Sherlock Holmes' friend was called Dr Watson. 7 Sherlock Holmes used to play the violin. 8 Hercule Poirot was from Belgium.

#### 2 WB p66 Read and write the name from Activity 1.

#### Aim: to review vocabulary

Key: Conan Doyle



#### Aim: to practise writing a description

Key: He has got dark hair. It's straight. He's got a dark moustache.

(3) WB p66 Write A and B.

Aim: to practise close reading skills Keu: B, A

# 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 what students learnt about today, e.g. two British writers and their detectives, and talked about TV and film detectives I know and like.
- 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 write about a famous TV or book detective that they like.

#### Alms:

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

New language: Orient Express, noise, dead body, compartment, investigate

**Recycled language:** Literature

#### Materials: CD

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

Your students will be able to complete a project.

# Warm-up

#### Aim: to review Literature

 Elicit the writers and the detectives students learnt. about in the previous lesson.

# (1) SB p67 Listen, read and match.

#### Aim: to practise reading skills

- Tell students they are going to read and listen to the beginning of a story about Hercule Poirot.
- Pre-teach / check understanding of Orient Express, noise. dead body, compartment, investigate.
- Check students know what to do.
- Play the recording. Students read, listen and draw lines. between the words under the text.
- They compare answers in pairs.
- Play the recording again.
- Read the text with the class and check their answers.

Key: Detective - Hercule Poirot, Place - Train. Crime - Murder, Suspects - People on the train

#### SB p67 Project Plan a crime story.

#### Aim: to enable students to write a story

- Talk about the project with students and make sure they understand what to do.
- Students work individually.
- They copy the table and complete it with notes.
- Go around the class, helping as appropriate.
- Read the summary with the class. Check understanding of take place.
- Students write their stories, using the summary as a model.
- Go around the class and help students as appropriate.

#### W8 p67 Remember the story. Number the pictures.

Aim: to enable students to review the sequence of events in the story

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



WB p67 Write two cases for Sherlock Holmes. Use ideas from the box or your own ideas.

Aim: to stimulate students' imagination

# Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've ....
- Elicit what students did today, e.g. read a story about Hercule Poirot, written a detective story of my own and written two cases for Sherlock Holmes.
- Write it on the board. Students copy it into their notebooks.

# Extension activity

#### Aim: to develop speaking skills

- In groups of four, students read each other's story summaries from SB Activity 2. They choose one and write a play or a story.
- They perform this for the class.

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

New language: adventure, funny. comics, poems

Recycled language: language from the unit

Materials: poster paper

Language competences: Your students will be able to complete a survey about reading habits.

#### Warm-up

#### Aim: to review activities

- Brainstorm the books students like to read and the genres.
- Write the genres on the board, e.g. crime, science fiction, adventure.
- Leave the vocabulary on the board for the next activity.

# SE p68 Ask questions and write names.

#### Aim: to review question forms

- Focus students on Activity 1 and tell them they are going to ask their classmates about their reading habits.
- Focus students on the This person ... section of the page.
- Elicit a question for each one to make sure students remember how to form the questions, e.g. Do you read more than one book a week? Have you got a book of poems?
- Make sure students know what to do. They go around the class asking questions and writing one (different) name on each line.
- Students do the mingling activity. Monitor to check they are asking different people and are asking the full questions.

# 58 p68 Work in groups. Talk about what you found out.

#### Aim: to practise speaking skills

- Demonstrate the activity before students work in groups.
- Elicit one piece of information from a student, e.g. (Name) likes adventure stories.
- Students work in groups of four. They take turns to tell the others what they found out for each question.
- Monitor the groups to check they are exchanging information about their findings.
- Students can transfer the information they found out onto a bar chart for display. They don't write the names of the students on the chart. They just draw ticks to show numbers.

WB p68 Match the questions with the answers.

Aim: to practise questions and answers

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

WB p68 Look at Activity 1. Underline the mistakes. Then write the correct sentences.

Aim: to practise close reading skills

Key: on the sofa – in bed, more than three books – about two books, <u>science fiction</u> stories – crime stories, <u>historical novels</u> – love stories, <u>magazines</u> – her dad's newspaper

W8 p68 Write about your reading habits.

Aim: to personalise the topic

# Ending the lesson

Aim: to review language from the lesson

- Play a quick hands-up game.
- Call out questions one after another. e.g. Who likes reading in bed? Students put up their hands.

# **Extension activity**

#### Aim: to enable students to share information

- Groups take turns to talk about the results from SB Activity 2 to the class.
- Tell them to think of what they are going to say first. They report about the different activities and the numbers of students who like doing them.
- Make sure all the students in the group take an active part in the presentations.

 to consolidate language from the unit New language: book review, true friend Recycled language: language from the unit Materials: scrapbooks

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

# Warm-up

#### Aim: to review scrapbooks

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

# \$58 p69 Read the two book reviews. Which one is better? Why?

# Aim: to practise reading skills

- Focus students on the two texts.
- Pre-teach book review.
- Check students know what to do. Elicit what is meant by better (gives a clearer idea of what the book is like and about).
- Students read silently and decide which review is better. and why.
- They discuss their opinions in pairs.
- Check with the class. Ask students to read aloud parts of the reviews they thought were good.
- Key: B. Because it gives a clearer idea of the story and tells us why the reader liked it.

# \$58 p69 Use the notes to write a review.

# Aim: to practise writing skills

- Read through the notes with the class and elicit what the name of the book is (The clown) and who wrote it (Robert Wise).
- Focus students on how the information is sequenced in the Activity 1 B review.
- Students work individually and write the review.
- They swap reviews with a partner and make at least two suggestions for improvement.
- Students then write their improved review in their scrapbooks.

#### E) \$8 p69 Think of a book and make notes.

#### Aim: to practise planning a piece of writing

- Brainstorm books students have read recently.
- Help students to fill out the information chart.

- Students use the plan from Activity 2 to help them.
- They write notes and plan their texts.

#### \$58 p69 Write a review. Draw the cover. 24

# Aim: to practise writing a text from a model

- Students write a first draft of their reviews on paper.
- Go around the class, commenting on students' work.
- Students write a final version of their texts in their scrapbooks.

# W8 p69 Write the words in four groups.

# Aim: to practise classification

- Key: 1 moustache, scar, 2 dark, light, 3 short, straight, 4 orange, seed
- W8 p69 Look at Activity 1. Number the topics to match the groups.

# Aim: to review word families

Key: 2 Hair colour, 1 Face, 4 Story words, 3 Hair style



# W8 p69 Look and draw lines to make sentences.

# Aim: to review grammatical form

Key: 2 I have to tidy my bedroom now. 3 My mum used to be an actress before I was born. 4 My dad had to help his dod in the shop.

# Ending the lesson

#### Aim: to enable students to express their preferences and to evaluate what they have learnt

- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.
- Now students complete the My Super Mind section for Police! on page 119 of the Workbook.

# Extension activity

# Aim: to review key vocabulary from the unit

- Students turn to SB page 58 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point to the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

- to present and practise vocabulary for animal bodies
- to give students listening practice

New language: mythical beast, tail, horn, back, scales, wing, neck, feathers, tongue, dragon

Recycled language: language from the story

#### Materials: CD

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

# Warm-up

#### Aim: to review parts of the body

- Say known parts of the body.
- Students point to them on their bodies in turn.
- Say them guickly one after another to make the activity more fun.

# Presentation

#### Aim: to present animal bodies vocabulary

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Make sure students pronounce tongue correctly.
- Pre-teach mythical beast. Elicit what students think this beast might be called (a dragon).

158 p70 Listen and say the words. Then check with a friend.

#### 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 cover the list of new words and practise them in pairs.

# (1) SB p70 Listen and answer.

#### Aim: to practise listening

- Read the questions aloud with the class.
- Check students know what to do.
- Encourage students to try to predict the answers.
- Play the recording. Students listen and answer.
- They check in pairs.
- Play the recording again. Check with the class.

#### CD3 Track O3

For tapescript see TB page 121

Key: 1 He used to come here with his grandpa. 2 The map. 3 Because the dragon's got a horn on the map too. 4 The tongue.

# Think! \$58 p70 Play the animal game.

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

#### Thinking skills: logical thinking, categorising

- Demonstrate the game for the class.
- Students ask yes/no questions to try to find out what the animal is. They can also ask, e.g. Does it ... ? / Is it a ... ?
- Students can ask ten questions and then they have to quess.
- Play the game as a class with different students thinking. of an animal in turn.

Note: Students may not know the animal names in English. Supply the English if necessary after the class have guessed.

WB p70 Look and complete the words.

Aim: to practise writing the new vocabulary

Key: 2 tongue, 3 neck, 4 feathers, 5 wing, 6 bock. 7 toil. 8 scales

WB p70 Look, read and number the texts.

Aim: to give further practice with the new vocabulary Key: a 2, b 4, c 1

WB p70 Write about the other dragon from Activity 2.

#### Aim: to practise writing skills.

Key (sample answer): This dragon has got wings. The feathers on the wings are beautiful. They've got black and white patterns. The dragon's neck is long and it's got scales. There are also scales on its back and there are feathers on its back too. It's got two horns, a short tongue and a short tail.

### Ending the lesson

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

- Say one of the words from the lesson.
- A student points to their body and/or mimes the word, e.g. stroking their arm for feathers.

# **Extension** activity

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

- Students write the eight new vocabulary items in their vocabulary books.
- They draw a picture of a dragon and label it.



#### Alms:

- to present and practise comparative and superlative adjectives
- to revise language of description

New language: dinosaur, myth, km/h, kilo, best, worst, meat-eater, plant-eater

Recycled language: animal bodies vocabulary, adjectives

Materials: CD, Internet, reference books

Language competences: Your students will be able to compare animals.

# Warm-up

Aim: to review animal bodies vocabulary

- Write the nine new items (include dragon) with the letters in scrambled order on the board.
- Ask a pair of students to come to the board and write one of the items correctly.
- Repeat with other pairs and other words.

#### Presentation

Aim: to present comparative and superlative adjectives

- Elicit two animals students know, e.g. tiger, bear.
- Write adjectives, e.g. big, dangerous, on the board.
- Elicit comparative sentences, e.g. A bear is bigger and more dangerous than a tiger.
- Add another animal, e.g. snake, and other known adjectives, e.g. long, heavy.
- Elicit superlative sentences, e.g. The snake is the longest. The bear is the heaviest. The snake is the most dangerous.

# 158 p?1 Read and write t (true) or f (false). Then listen and check.

#### Aim: to practise comparative and superlative adjectives

- Elicit what students can see in the picture for Activity 1 (a dinosaur). Pre-teach dino and myth.
- Students look at the statements in their Student's Book.
- Read each one through with the class.
- Students work in pairs and mark the sentences true or false in pencil.
- · Play the recording.
- Students listen and check.
- Check with the class.

#### CD3 Track O4

For tapescript see TB page 121

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

# 2 5B p71 Listen and say.

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

- Play the recording. Students listen and repeat the sentences and the question in chorus. Repeat.
- Students practise the sentences in pairs.
- Students turn to the Grammar focus section on page 124.
- Work through the other examples with the class.
- Students complete the exercise and check in pairs.
- Key: 1 worse than, 2 the silliest, 3 the best, 4 older than, 5 the most exciting



#### Think! 58 p71 Work in groups. Write six sentences for an animal quiz.

Aim: to consolidate grammatical form

#### Thinking skill: thinking creatively

- Students work in groups of four and write six true/false sentences, using comparative and superlative adjectives, e.g. Cheetahs are the fastest land animals. Students must know the answers.
- Tell students they will get extra points for creative sentences other groups do not have.
- Groups read their sentences in turn. If other groups have the same sentence, each group with the sentence gets 1 point. If other groups don't have it, the group gets 3 points.
- The winning group is the one with the most creative sentences.

W8 p71 Read and write t (true) or f (false).

Aim: to review comparative and superlative adjectives Key: 2 f, 3 f, 4 t, 5 f

WB p71 Write sentences.

Aim: to give further practice with the new language

- Key: 2 Hippos are more dangerous than lions.
  3 Corncrakes are the worst singers in the world.
  - 4 Dwarf crocodiles are smaller than saltwater crocodiles.

# Ending the lesson

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

- Call out one or two animals.
- Students make a superlative or a comparative sentence.

### **Extension** activity

Aim: to develop research skills

 Students individually research one animal and write a short text using WB Activity 1 as a model.

- to consolidate comparative and superlative adjectives
- to review the simple past
- to sing a song with the class

New language: strange, million, Earth, tractor, stone, take (half an hour)

Recycled language: animal bodies vocabulary, verbs in the simple past

#### Materials: CD

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

# Warm-up

#### Aim: to review animal bodies vocabulary

- Start drawing a strange animal on the board. Stop after you have drawn, e.g. the tail. Students say Tail.
- Draw the whole of the animal to review the new vocabulary.

# 158 p72 Listen to the song. Read and circle.

Aim: to give students practice with listening for detail

- Elicit what students can see in the picture (a dinosaur with a child on its back).
- Pre-teach / check understanding of strange, million, Earth, tractor, stone.
- Students read the song and circle the words they think are correct.
- They compare ideas in pairs.
- Play the recording. Students listen and check.
- They compare answers again. Play the recording a second time.
- Check with the class. Check understanding of vocabulary.
- Key: 1 bigger, 2 longer, 3 stronger, 4 bigger, 5 strongest, 6 faster

# SB p72 Listen and sing.

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

- Play the song again, pausing after each verse for students to repeat.
- When students have learnt the song, use the karaoke version. Practise it with the whole class.
- Students sing in groups with the karaoke version.



# Think! SB p72 Write sentences for a friend to read.

#### Aim: to stimulate creativity

#### Thinking skill: information processing

- Demonstrate the activity with the class.
- Remind students to use comparative and superlative adjectives in their sentences.
- Students write three or four sentences and then swap them with their partner.
- They take turns to read their partner's sentences aloud.
- · Elicit some of the sentences from students.

1 WB p72 Remember the song. Correct the sentences.

#### Aim: to activate memory skills

Key: 2 Its head was bigger than a tractor. 3 Its neck was longer than a tree. 4 Its scales were stronger than stone. 5 Its tail was bigger than me. 6 It had the strongest wings on Earth.

# WB p72 Write adjectives to complete the sentences.

#### Aim: to practise comparatives and superlatives

- Key: 2 sharper than, 3 longer than, 4 the strongest, 5 the fastest, 6 the best
- I WB p72 Imagine a dragon or a dinosaur. Draw and write about it.

Aim: to practise writing skills

# Ending the lesson

#### Aim: to review language from the lesson

- Play the karaoke version of the song.
- Students take turns to sing the song in groups.

# **Extension activity**

#### Aim: to give students further practice with comparative and superlative adjectives

- Students work in groups of four.
- They put their texts and pictures from WB Activity 3 on the desk so that they can all see.
- They take turns to talk about their pictures using comparatives and superlatives, e.g. Your dinasaur is taller than mine. Mine has got the biggest teeth!

to present and practise looks like

New language: Pegasus, the Sphinx, mermaid, unicorn, the Phoenix, centaur, human

Recycled language: animal bodies vocabulary, animals

#### Materials: CD

Language competences: Your students will be able to give descriptions using looks like.

# Warm-up

Aim: to review animal bodies vocabulary

- Write the animal bodies vocabulary on the board in jumbled letter order.
- Students come to the board in turn and write one of the items correctly.

# Presentation

#### Aim: to present looks like

- Draw a strange mixed-up animal on the board.
- Give it a strange name, e.g. Hipposaur. Tell students that it is, e.g. half hippo and half dinosaur.
- Say, e.g. Its body looks like a dinosaur and its head looks like a hippo!
- Write the sentence on the board and underline looks like.
- Ask, e.g. Is it a dinosaur? Is it a hippo? Students answer No.
- Say, e.g. It looks like a dinosaur and it looks like a hippo. But it's really a hipposaur!

# 158 p73 Look at the beasts. Write the names under the pictures. Listen and check.

#### Aim: to practise looks like

- Students look at the pictures in their Student's Book.
- Elicit if they know the names of any of these mythical beasts. Read the names out for students to repeat.
- Read the Did you know? text with the class and check understanding of human.
- Check students know what to do.
- They try to match the pictures with the names and then compare their answers in pairs.
- Play the recording. Students compare answers again.
- Play the recording a second time and check with the class.

### CD3 Track O8

For tapescript see TB page 121

Key: 1 a centaur, 2 Pegasus, 3 the Sphinx, 4 the Phoenix, 5 a mermaid, 6 a unicorn

# 2 58 p73 Listen and say.

# 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 124 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.
- Key: 1 What do pandas look like? 2 What does the Phoenix look like? 3 What does your best friend look like?
- 15B p73 Take it in turns to close your book. Ask and answer.

#### Aim: to give students further practice with looks like

- Demonstrate the activity using open pairs and the examples.
- Students do the activity in pairs.
- Go around the pairs and check correct use of looks like.

### WB p73 Write questions for the answers. Use the words from the box.

#### Aim: to give further practice with look like

Key: 2 What does a mermaid look like? 3 What does the Phoenix look like? 4 What does Pegasus look like? 5 What does a unicorn look like? 6 What does the Sphinx look like?



WB p73 Read the dialogue. Write 1. 2. 3 or 4.

Write dialogues about the other pictures.

Aim: to give writing practice with the new language

Thinking skills: developing creative thinking skills, applying imagination

Key: 3

# Ending the lesson

Aim: to review the new language

 With books closed, elicit names and descriptions of the mythical beasts from SB Activity 1.

# **Extension** activity

#### Aim: to consolidate understanding

 In pairs, students practise some of the dialogues they wrote for WB Activity 2.

#### Alms:

- to present a picture story
- to review language from the unit

New language: trap, forever, ladder, pool, jacket, treasure chest

Recycled language: characters and language from the story

#### Materials: CD

Language competences: Your students will be able to listen to and read a picture 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 Ben, Lucy and Buster on the board.
- Elicit what students remember about the story in previous units.
- Give prompts if necessary, e.g. Ben's grandpa told them about The Mysterious H. He told them that he saw an 'H' on the waiter's ring. Ben and Lucy go to the park to look at the mythical beasts.

# (1 ) SB pp74-75 The secret door

#### Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Pre-teach / check understanding of trap, forever, ladder, pool, jacket and treasure chest.
- Play the recording. Students listen for how the friends get inside the building (through a little door), why they climb the ladder (because Horax and Zelda are there too), where the map is (in Ben's jacket), where they see the next line (on the side of the pool), what the line says (Look down and find the treasure chest).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again, Students listen and repeat.

#### Practice

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

- Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of the events.)
- Check understanding of the rhyme.

IW8 p74 Remember the story. Put the sentences in order.

Aim: to check comprehension

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

# 2 (WB p74) Read and circle.

Aim: to check deeper understanding of the story

Thinking skill: inferring meaning

Key: 1 C. 2 A. 3 B

E) (1000) WB p74 Complete Horax's diary entry.

Aim: to stimulate students' creativity

Thinking skill: narrative from another character's perspective

- Key (possible answers): 2 Ben and Lucy / the
  - children, 3 (a statue of) a dragon, 4 was on the dragon, 5 a door (in the dragon), 6 they went down some stairs, 7 closed the door, 8 came out of the dragon's mouth, 9 escaped, 10 angry

#### Ending the lesson

#### Aim: to practise the story

- Put students into groups of four.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

# **Extension** activity

#### Aim: to review ideas and concepts from the story

- Students work in groups of four.
- They compare their diary entries for Horax and choose the best one in their group.
- The student whose entry is chosen in each group reads it to the class.
- The class votes for the best one.

- to talk about the meaning of the story
- to review language from the story and the unit
- to present two pronunciations ea (e as in head and ee as in beast)

Recycled language: language from the story Materials: CD

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

Phonics focus: Your students will identify words with the ea spelling pronounced as *lcl* and *lcl*.

Note: This spelling can have other pronunciations (e.g. idea, great, bear).

# Warm-up

Aim: to review the story

 Ask questions about the story, e.g. What were the friends looking at? (The dragon.) Who did they see inside? (Horax and Zelda.) Why did they jump into the pool? (Because it was the only way out.) Where did they see the next line? (On the side of the pool.) What did it say? (Look down and find the treasure chest.)

# SB p75 Read and make sentences.

Aim: to focus students on the events in the story

- Play the recording of the story again. Students follow in their Student's Books.
- · Make sure students know what to do.
- · They read and make sentences.
- They compare their answers in pairs.
- Check with the class.

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

# S8 p75 Find the feathers on the beast in the story.

#### Aim: to contrast the ee and e sounds in these words

- Read out the instructions for students, making sure they hear the ee and e sounds in beast and feathers.
- Students find the feathers in the story.

Key: They are on the animal's neck.

# S8 p75 Listen and say.

Aim: to practise two pronunciations of words with the ea spelling

- Focus students on the picture and elicit what they can see.
- Play the recording. Students silently read the caption sentence.

Note: Before hearing the Sound sentence, students will hear the key sounds, with pauses for them to repeat.

- Play the recording again. Students listen and repeat.
- Elicit words with the ee sound (Dean, beans) and contrast them with the e sounds in Heather, treasure and feathers.
- Repeat the caption together as a class two or three times. Students practise in pairs.



WB p75 Listen and write the missing words. Then say with a friend.

Aim: to give students listening practice

Key: 1 That's our best chance, 2 We're going to get you

I WE p75 Complete the table with the words from the box.

Aim: to give practice with different ways of saying ea words

Key: beast: eat, team, beans, meat; treasure: (weather), feather, bread, head

E WB p75 Listen, say and check your answers.

Aim: to give focused listening practice

# Ending the lesson

Aim: to review how to say some words with ea spelling

- Write one of the words from the lesson, e.g. meat, on the board. Elicit another word with this sound and spelling, e.g. mean.
- · Elicit an ea word with the e sound, e.g. feather.
- Show students that some words with this spelling sound different: great and break rhyme with wait and lake while bear and wear rhyme with chair (see Unit 4 Phonics focus).

# **Extension activity**

Aim: to encourage creativity

- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (ball, tree, climb, dad's ladder).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.

to practise listening, reading and writing skills

### Skills:

- listening for specific information
- · reading for detail
- · writing a story

# New language: cellar

Recycled language: language from the unit, simple past, dinosaur, cap

# 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 story.

# Warm-up

Aim: to review animal bodies and habit vocabulary

- Students close their Student's Books.
- Ask a student to describe an imaginary animal, e.g. It looks like a lion, but it's got a giraffe's head.
- Elicit from the class where they imagine it lives, what it eats and so on to set the scene for the listening in the lesson.

# ( ) 58 p76 Listen and tick (/) the box.

Aim: to practise listening for specific information (

- Focus the students on the pictures. Elicit what they can see. Tell them the boy's name is Paul.
- Tell students to read the questions and to look at the pictures.
- Check they know what to do.
- Play the recording. Students listen and tick.
- They compare their answers in pairs.
- · Play the recording again. Check answers with the class.
- Play sections of the recording again if necessary.

CD3 Track 14

For tapescript see TB page 121

# Key: 1 B, 2 A, 3 C, 4 B, 5 C

IWB p76 Remember Paul's dinosaur book in the Student's Book. Read and write the words.

Aim: to check comprehension

Key: 2 a castle, 3 mice, 4 trees, 5 vegetables

# WB p76 Make sentences.

# Aim: to practise word order in sentences

Key: 2 The name of the book was Unicornia. 3 The unicorn lived in a fantastic forest. 4 There were lots of colourful trees. 5 The unicorn didn't eat grass or plants, 6 It only wanted to eat purple trees. 7 I liked the book very much because it was really interesting.

WB p76 Imagine that you found a book about a mythical beast. Write about it.

Aim: to practise writing skills

# Ending the lesson

#### Aim: to review the story

- Elicit the main points of the story from the Student's Book listening activity.
- Ask students if they have found a special book somewhere, or if they have a book which is really special for them.
- Volunteers tell the class.

# Extension activity

# Aim: to stimulate creativity

- Students work in groups of four.
- They swap the texts they wrote for WB Activity 3 and read each other's.
- In their groups, students choose the best mythical beast.
- Groups tell the rest of the class about it.

- to practise speaking, writing and reading skills
   Skills:
- story telling
- writing a story
- reading for detail

#### New language: hatch

Recycled language: animal bodies, simple past and past continuous

#### Language competences: Your students will be able to tell a story.

Your students will be able to write a story. Your students will be able to read for detail.

# Warm-up

#### Aim: to review past tenses

- Ask students what they did at the weekend, e.g. Where were you on Saturday afternoon? What were you doing? What did you do next?
- Ask several students to review use of narrative tenses.

SB p77 Work in pairs. Make a list of words for each picture.

#### Aim: to give students practice in preparing to tell a story

- Focus students on the pictures. Elicit general points about the story first.
- Read the activity instructions with the class.
- Start the story as a class. Elicit some words for picture 1 and write them on the board, e.g. park, play football, children, trees, egg.
- · Pre-teach hatch.
- Check students know what to do.
- In pairs, they note down vocabulary for the other pictures.
- Go around the pairs to monitor and help.

#### 158 p77 Tell the story with a friend.

#### Aim: to give students practice with telling a story

- Demonstrate the activity for the students, using the words on the board.
- Start with the sentence in the Student's Book.
- Prompt students to give you other sentences to include the words on the board.
- Remind them to make the story interesting and to use past tenses.
- Students continue their stories in pairs.
- Monitor and help as appropriate.

# E) SB p77 Now write the story.

#### Aim: to give students story-writing practice

- Students work individually.
- They write a first draft of their stories.
- They swap with their partner and check each other's work.
- Students give their partner at least three pieces of advice.
- Students then write a final version of their stories.
- Key (sample answer): One day Shelly and her friends were in the park. They were playing football. Shelly saw something under a tree. 'Look at this big egg!' she said to her friends. She picked the egg up carefully and took it home. She put it in a box next to her bed. In the morning she opened her eyes and looked at the egg. She could hear a strange noise. Suddenly the egg cracked open and a baby bird came out. Shelly looked at it closely. It didn't look like a bird. It had big feet, wings and arms. 'You look like a dragon!' Shelly said. A week later Shelly took the dragon to the park to show her friends.

# W8 p77 Read and write yes or no.

Aim: to practise reading skills 💷

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

# Ending the lesson

### Aim: to review story telling

- Elicit the oral story for picture 1 in SB Activity 2 from one pair.
- Then elicit the story for picture 2 from another pair.
- Continue for pictures 3 and 4.
- Elicit if it was a good story and, if it didn't work, what the problems were.

# **Extension** activity

#### Aim: to practise memorisation

- Students look at the picture in WB Activity 1 for 30 seconds.
- They close their books.
- In pairs, they try to remember the picture. They take turns to say something they can remember.

#### Alm:

 to integrate other areas of the curriculum through English: Science

New language: protection, predator, prey, survive, poison, weapon, speed, porcupine, spike, chemicals, dart frog, skin, poisonous

Recycled language: language from the unit

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

# Warm-up

Aim: to introduce the topic of Science

- Write Animals on the board and draw a circle around it.
- Elicit some real animals.
- Focus on the animals in turn and elicit what they eat. Develop a spidergram by drawing a line from each animal and writing. e.g. meat, grass, depending on what they eat.
- Draw circles around the meat-eaters.
- Introduce the words and concepts of predator and prey.

Think! \$58 p78 Read and look at the photo. Which animal is the predator? Which is the prey?

Aim: to extend students' understanding of key language

Thinking skill: developing information-processing skills

- Focus students on the picture in the Student's Book and on the text.
- Read the activity instructions aloud.
- Have students read the text aloud around the class.
- Students check their answers to the questions in pairs.
- Check with the class.

Key: predator: shark, prey: seal

158 p?8 How do prey animals protect themselves against predators? Read and match the titles with the paragraphs.

Aim: to consolidate understanding of protection

- Elicit which animals students can see in the pictures (antelope, moth, porcupine, frog).
- Pre-teach poison, weapon, speed. Check looks.
- Read the activity instructions with the class. Check students know what to do.
- They do the task individually.

- In groups of four, they compare and discuss their answers.
- Check and discuss as a whole class.

Key: 1 Speed, 2 Looks, 3 Weapons, 4 Poison

# W8 p78 Look and write the words.

Aim: to give students further practice with animal names

Key: 2 eagles, 3 fish, 4 lions, 5 spiders, 6 snakes, 7 seals, 8 moths

WB p78 Write the animals from Activity 1 in two groups. Can any of the animals be in both groups?

Aim: to activate students' knowledge and experience Key: predators: snakes, seals, spiders, eagles, fish, lions; prey: snakes, seals, spiders, moths, fish

1 W8 p78 Write about three of the animals.

Aim: to practise writing skills

# Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've learnt about:
- Elicit what students learnt about today, e.g. predators and prey, and how animals protect themselves with poison, looks, weapons and speed.
- 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 pairs.
- They think of at least two more examples of animals for the groups in Student's Book Activity 2.
- Make groups of six (three pairs).
- They share their ideas.
- Elicit, discuss and check as a class.

- to extend the focus on Science through English
- to enable students to complete a project
- Values: interpreting values in situations
- New language: owl. eagle, hedgehog, mice

**Recycled language:** Science and protection

Materials: poster paper, the Internet, reference books, photos from animal magazines, coloured pens

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

Your students will be able to complete a project.

Value: appreciating nature

#### Warm-up

Aim: to review Science and protection

- Write predator and prey on the board.
- Use these words to review what students learnt in the previous lesson.

Think! \$58 p79 How do these animals protect themselves?

Aim: to review and extend students' understanding of protection

#### Thinking skill: developing reasoning skills

- Check students understand what to do.
- Encourage students to look for ways of expressing the information in the text, going beyond the four key words.
- They discuss their ideas in pairs.
- Elicit and discuss as a class.
- Supply vocabulary as necessary.

Key: 1 Speed. 2 It's got a shell. It makes it difficult to eat. 3 Looks. 4 It produces chemicals from its body.

158 p79 Think of more predators and their prey. How do the prey animals protect themselves? Discuss with a friend.

#### Aim: to extend students' understanding of predators and prey

- Check students understand the activity instructions and know what to do.
- Brainstorm animals for the activity if necessary.
- They discuss their ideas in pairs.
- Elicit some ideas from each pair and discuss as a class.
- Help students if they are unsure about some of the information.

#### D Project 158 p79 Find out about an animal.

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

- Read through each section of the project.
- Put students into groups of four, Give access to reference materials.
- Students put all their information on a poster.
- They rehearse their presentations.
- Groups take turns to present their animals to the class.

#### Write five true / false questions about your animal to test the class.

#### Aim: to practise writing skills

- Students write the statements in their groups.
- Then students put up their posters around the class and place their true / false statements under the posters.
- Students mingle around the class, reading the posters and answering the statements in their notebooks.

#### WE p79 Read and write predators or prey.

Aim: to give students further practice with predators and prey vocabulary

#### Key: 2 prey. 3 predators, 4 predators, 5 prey. 6 prey. 7 predators. 8 predators, 9 predators



WB p?9 Read the dialogue. What can we learn from it? Tick (/).

#### Aim: to focus students on the value of appreciating nature

Key: We need to protect nature. Animals mustn't die out.

# Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've ...
- Elicit what students did today, e.g. learnt more about predators and prey, and found out about an animal and presented the information to the class.
- Write it on the board. Students copy it into their notebooks.

#### Extension activity

#### Aim: to develop writing skills

 Students write in their notebooks three things they learnt about animals from listening to the presentations.

- to consolidate language from the unit
- to develop interactive speaking skills
- to develop reading, listening and writing skills

New language: unusual, fur, claw, decision

Recucied language: language from the unit. animal bodies vocabulary

Materials: CD, (Optional: two phones and a cap)

Language competences: Your students will be able to plan and perform a short play.

# Warm-up

Aim: to review animal bodies vocabulary

- Students work in pairs. They use the book flap to review the words on SB page 70.
- They close the flap so that they cannot see the words.
- 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.
- Students open the flap to check.
- Pre-teach fur, claw.

#### SB p80 Choose a role card. Read and plan.

Aim: to prepare and plan for a role play

- Tell students they are going to do a short role play. between a child in the park and a zoo director.
- Read through the information on the role cards with the class.
- Check they understand the vocabulary and know what to do.
- Elicit full examples of the Useful language.
- Make sure pairs know what to do and what language they need to use.
- Pairs compose a short play. Monitor each pair and help as necessary.
- Students practise their plays so that they can perform them without reading the text.

# SB p80 Act out your play.

Aim: to practise interactive speaking skills

 Pairs take turns to perform their short plays for the class. They can use phones and a cap if you have them.

WB p80 Put the dialogue in order. Then listen and check.

Aim: to practise interactional language and listening skills

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



WB p80 Look and write a dialogue. Use language from Activity 1.

Aim: to practise writing skills

# Ending the lesson

Aim: to review spelling of animal bodies vocabulary

- Write the animal bodies words in scrambled letter order on the board. Include dragon, fur and claw.
- Students work in pairs and write each word correctly.
- Invite different pairs to come to the board and write each word correctly.

### Extension activity

Aim: to consolidate speaking skills

- In pairs, students practise their dialogues from WB Activity 2.
- The more confident students perform them for the class.



- to consolidate language from the unit
- to raise awareness of full stops and capital letters

New language: full stop, capital letter

Recycled language: language from the unit

#### Materials: scrapbooks

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

# Warm-up

#### Aim: to review scrapbooks

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

# SB p81 Read Ryan's text. Add eight full stops.

#### Aim: to practise punctuation

- Focus students on the picture and tell students that this is a unicornix and that they are going to read about it.
- They read silently and mark the full stops in pencil.
- Check and discuss answers as a class.

Key: This was the unicomix. It lived a million years ago and it was the heaviest animal in those days. It was pink and it looked like a horse. It had a big horn on its head. It also had wings with lots of beautiful feathers. They were green and gold. The unicornix could fly and it was faster than the fastest bird. It could also swim and run and it was one of the most dangerous animals in the world.

#### 158 p81 Read the text aloud to check. Pause after each full stop.

#### Aim: to practise reading aloud

- Students read the text aloud in pairs, taking turns to read sentences and to pause at each full stop.
- Read and check as a class.
- Students write the correct text in their scrapbooks.

# 58 p81 Read Tammy's text. Add capital letters and seven full stops.

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

- Elicit when students need to use capital letters.
- Check students know what to do.
- They mark the capital letters and full stops on the text in pencil.
- Then they compare answers in pairs.
- Check with the class. Elicit and write the text on the board.

Key: The minirex was the smallest dinosaur in the world. It was smaller than a mouse. It was half dinosaur and half bird and it also looked like a fish. It had horns and wings. The wings had feathers. Its tail was long and full of scales. It was the fastest animal under water.



# SB p81 Imagine and draw a mythical beast. Write about it.

# Aim: to practise writing skills

- Read through all the questions with the class.
- Remind them to use the two texts with full stops and capital letters as models.
- They plan their texts and then write a first draft.
- Go around the class and comment on students' work.
- Students write a final version of their texts in their scrapbooks.



# WB p81 Which one is different in each group? Look, think and circle.

Aim: to practise classification

Thinking skill: identifying similarities and differences Note: Accept different answers if students are able to give reasons for them.

Key: 2 seal, 3 horse, 4 bear



 W8 p81 Colour the bricks to make sentences. Write in the missing words.

#### Aim: to review grammatical form

Key: 2 You're the best sister in the world! 3 What do mermaids look like? 4 That's the ugliest dog in the world! 5 My ount is taller than my mum.

# Ending the lesson

Aim: to enable students to express their preferences and to evaluate what they have leant

- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.
- Now students complete the My Super Mind section for Mythical beasts on page 119 of the Workbook.

# Extension activity

#### Aim: to review key vocabulary from the unit

- Students turn to 5B page 70 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point to the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

#### Alms:

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

New language: orchestra, tambourine, triangle, trumpet, trombone, drums, harp, saxophone, keyboard, violin, instrument, musical, break (n)

Recycled language: language from the story Materials: CD

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

# Warm-up

Aim: to review instruments vocabulary

- Write Instruments on the board.
- Elicit instruments students know and write them on the board.
- Elicit if anyone plays an instrument and if anyone is in an orchestra.

# Presentation

Aim: to present instrument vocabulary

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Elicit where students think Ben and Lucy are.

(158 p82 Listen and say the words. Then check with a friend.

#### 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 cover the list of new words and practise them in pairs.

# 2 Ist p82 Listen and correct the sentences.

#### Aim: to practise listening

- Read the statements aloud with the class.
- Check understanding and that students know what to do.
- Encourage students to try to predict what the corrections might be.
- Pre-teach break.
- Play the recording. Students listen and correct.
- They check in pairs.
  - T82

- Play the recording again. Check with the class.
- Elicit where Ben and Lucy are (at their orchestra practice at school).

#### CD3 Track 17

For tapescript see TB page 122

Key: 1 Lucy and Ben arrive first. 2 Ben can't think of any other musical places. 3 They check five instruments. 4 They can look again in the break.

# 158 p82 Play the miming game. Ask and answer.

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

- Demonstrate the activity with the class.
- Mime playing an instrument.
- Students guess by asking questions.
- Students play the game in pairs, taking turns to mime and to guess.

WB p82 Listen and circle.

#### Aim: to practise the new vocabulary

Key: 2 trumpet, 3 drums, 4 keyboard, 5 saxophone, 6 harp, 7 triangle, 8 trombone, 9 tambourine

1 WB p82 Find the triangles and write sentences.

Aim: to give further practice with the new vocabulary and to review prepositions

Key: There's a triangle between the violins. There's a triangle on the drum. There's a triangle behind the harp. There's a triangle on the keyboard. There's a triangle behind the recorder.

# Ending the lesson

Aim: to review vocabulary from the lesson

Play the miming game again from SB Activity 3.

# 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 label it.



to present and practise possessive pronouns

Recycled language: instruments vocabulary, possessive 's, guitar, whose

### Materials: CD

Language competences: Your students will be able to talk about possession using possessive pronouns.

# Warm-up

#### Aim: to review instruments 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.
- Repeat with other pairs and other words.

# Presentation

#### Aim: to present possessive pronouns

- · Hold up a pen of yours. Say This is my pen. It's mine.
- Write It's mine. on the board. Underline or write mine in a colour.
- Take, e.g. a book, from a student and say, e.g. This is (name)'s book. It's his.
- Write It's his. on the board under It's mine. Underline or write his in a colour.
- Repeat for hers, yours, ours, theirs.
- Tell students that these are called possessive pronouns.
- Say each sentence, e.g. It's mine, for students to repeat.

#### 1 5B p83 Listen and write the names.

#### Aim: to practise possessive pronouns

- Students look at the pictures in their Student's Book. Elicit what instruments they can see and make sure they notice the numbers.
- Say the names and check students know what to do.
- Play the recording. Students listen and write the names.
- They compare answers in pairs.
- Play the recording again.
- · Check with the class.

#### CD3 Track 19

For tapescript see TB page 122

Key: 1 Tom, 2 Theo, 3 Rosy, 4 Jade, 5 Hannah

# 2 20 158 p83 Listen and say.

#### 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.

Key: 1 ours, 2 yours, 3 hers, 4 mine, 5 theirs

# E3 158 p83 Play the Whose is it? game.

#### Aim: to consolidate grammatical form

- Students play in groups. Each student puts two objects on a table.
- Students take turns to pick up an object (not their own) and ask the question.
- Students claim their objects as in the example.

# WB p83 Read and write the words.

#### Aim: to review possessive pronouns

Key: 2 his, 3 yours, 4 hers, 5 ours, 6 theirs

WB p83 Change the sentences.

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

Key: 2 hers, 3 theirs, 4 ours, 5 his, 6 yours

Note: In sentence 3, 's is only used after the second name.

W8 p81 Look and write sentences.

#### Aim: to consolidate the new language

Key: 2 It's hers. 3 It's ours. 4 It's theirs. 5 It's his.

# Ending the lesson

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

- Go around the room, picking up objects and asking students to talk about them.
- Prompt other students to make sentences, e.g. hold up one student's pen and ask another student Whose is it?

# **Extension** activity

# Aim: to enable students to personalise the new language

- Students draw pictures of four objects. One is theirs and the others belong to three of their friends.
- They write sentences about each of the objects, e.g. This blue and white bag is (name)'s. It's his.

- to consolidate possessive pronouns
- to sing a song with the class

New language: chaos, stuff, Enough's enough

Recycled language: classroom vocabulary Materials: CD

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

#### Warm-up

Aim: to review possessive pronouns

- Hand back students' books and pretend to make mistakes, i.e. hand them to the wrong students.
- Say OK. (name), this book's yours.
- Prompt the student to answer, e.g. No, it isn't mine. It's (name)'s. It's hers, not mine.
- Say Oh, sorry! And hand it to another wrong student.
- Say OK. (name), this book's yours.
- Prompt the student to answer, e.g. No. it isn't mine. It's (name)'s. It's hers, not mine.
- Say Oh. sorry! And hand it to the right student.
- Repeat with other books and other students.

# 158 p84 Listen and complete the song.

Aim: to give students listening practice

- Elicit who and what students can see in the pictures in their Student's Book.
- Pre-teach chaos, stuff and Enough's enough.
- Check students know what to do.
- Play the recording.
- They compore answers in pairs.
- Play the recording again and check with the class.
- Check understanding of vocabulary.

Key: 1 yours, 2 mine. 3 hers, 4 yours, 5 ours

### S8 p84 Listen and sing.

Aim: to sing a song with the class

- Play the song again, pausing ofter each verse for students to repeat.
- When students have learnt the song, use the karaoke version. Practise it with the whole class.
- Students sing in groups with the karaoke version.

#### \$8 p84 Write and sing your own verse.

Aim: to give students further practice with possessive pronouns

Check students know what to do.

T84

- Brainstorm one-syllable words they can use in their songs, e.g. bin, book.
- Write Whose is this pen, the silver pen? on the board.
- Tell students that if they use colours with one syllable, e.g. blue, red, green, then they need to use an object with two syllables, e.g. ruler, to make the line scan.
- Elicit a few examples.
- Students work in groups and write their own verses.
- Go around the class and help as necessary.
- Play the karaoke version of the song for students to sing their verses.

WB p84 Remember the song. Tick (/) or cross (x) and write sentences.

Aim: to activate memory skills

Key: 2 ✓ The silver pen is hers. 3 x The green rulers aren't theirs. 4 ✓ The blue rulers are theirs.

Follow the lines. Answer the questions.

Aim: to consolidate possessive pronouns

Key: 2 No. it isn't hers. It's Olivia's. 3 No. it isn't his. It's Luke's. 4 No. it isn't theirs. It's George and Ella's. 5 No. it isn't hers. It's Harry's. 6 No. it isn't his. It's Mia's.

# Ending the lesson

Aim: to review language from the lesson

- Play the karaoke version of the song.
- Students take turns to sing the song in groups, adding their own verses.

# **Extension** activity

Aim: to stimulate creativity

- Students work in pairs.
- They draw pictures of people's faces with names (or just write names) and objects and join them with lines as in WB Activity 2.
- They then swap their pictures with another pair.
- In their new pairs, they talk about the picture, moving from left to right for people and things. They use the language in WB Activity 2 as a model.



 to present and practise the relative pronouns who, which, where

Recycled language: language from the unit, instruments vocabulary

#### Materials: CD

Language competences: Your students will be able to use relative pronouns to give more information about people, objects and places.

# Warm-up

#### Aim: to review instruments vocabulary

- Write the instruments in scrambled letter order on the board.
- Students unscramble them and then put them in alphabetical order.

# Presentation

Aim: to present the relative pronouns who, which, where

- Draw a stick figure of a girl on the board.
- Write two sentences about her on the board, e.g. This is Jane. She wants to be a police officer.
- Say We can join it with 'who'. Write This is the girl who wants to be a police officer. on the board.
- Underline girl who in a colour and write person next to the sentence in the same colour.
- Repeat the procedure for which (object) and where (place). Use different colours for each pronoun.

# 158 p85 Listen and match the children with the instruments and the houses.

#### Aim: to practise relative pronouns

- Elicit what instruments students can see.
- Read the children's names aloud for the class.
- Play the recording. Students listen and match. They compare their answers in pairs.
- Play the recording again. Check with the class.
- Elicit sentences with relative pronouns.

#### CD3 Track 23

For tapescript see TB page 122

Key: Vicky – trumpet. Christina – pink house. Claire – drums. Connor – recorder, Josh – saxophone. Mark – green house

# 258 p85 Listen and say.

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

- Play the recording. Students listen and repeat in chorus.
- They take turns to practise the sentences in pairs.

- Students turn to the Grammar focus section on page 125 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 who, 2 where, 3 which, 4 who, 5 which, 6 where

# 158 p85 Look at the pictures. Follow the lines and make sentences.

Aim: to give students further practice with relative pronouns

- Demonstrate the activity for the class.
- Give/elicit full examples of each type of sentence (which, where and who).
- Students work in pairs and take turns to make sentences.
- Key: The instrument which Shona plays is the drums. The house where Harry lives is grey. Liam is the boy who plays the recorder. Anna is the girl who plays the guitar. The instrument which James plays is the trumpet. The house where Katy lives is orange.

WB p85 Read and circle.

Aim: to give further practice with the new language

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

1 WB p85 Read and write who, which or where.

Aim: to give further writing practice with the new language

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

I WB p85 Look and write four more sentences with who or which.

#### Aim: to consolidate the new language

Key (possible answers): The boy who is watching television is Tom. The drums which are under the window are Tom's. The girl who is listening to music is Lily. The violin which is on the armchair is Lily's.

# Ending the lesson

### Aim: to review the new language

- Play a clapping game. Clap twice with the class.
- Call out a name, a place or an object, e.g. Farm.
- Clap twice. Students call out where.
- Continue.

# **Extension** activity

#### Aim: to consolidate understanding

Students write sentences for SB Activity 3 in their notebooks.

- to present a picture story
- to review language from the unit

New language: concert, conductor, snack, well spotted, lighthouse, kids, junior

Recycled language: characters and language from the story, shouldn't

#### Materials: CD

Language competences: Your students will be able to listen to and read a picture 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 Ben, Lucy, Buster and Grandpa on the board.
- Elicit what students remember about the story in previous units.
- Give prompts if necessary, e.g. Ben and Lucy were inside the building with the dragon on top. They climbed the ladder and jumped into the pool. They found the line on the side of the pool. Then they went to orchestra practice. They were looking for the next line there because the next clue was a harp.

# 125 SB pp86-87 At the concert hall

#### Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Pre-teach / check understanding of concert, conductor, snack, well spotted, lighthouse, kids and junior.
- Check students understand the difference between a train conductor and the conductor of an orchestra.
- Play the recording. Students listen for what Lucy has to drink and eat (a hot chocolate and a banana), where Ben sees the next line (on the bottom of Lucy's cup), what the line is (In the lighthouse you will see) and what happens to the map (Horax takes it and then hides it in a trumpet).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.

# Practice

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

 Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of the events.) 1 WB p86 Remember the story. Read and write the words.

#### Aim: to check comprehension

- Key: 2 apple, 3 banana, 4 line, 5 cup, 6 takes, 7 to, 8 hides, 9 open, 10 starts
- 2 (100) WB p86 Read and write t (true) or f (false).

Aim: to check detailed understanding of the story

Thinking skill: making inferences

Key: 2 t. 3 f. 4 t. 5 f. 6 t

3 WB p86 Look and answer the questions.

Aim: to check understanding of the story and review possessive pronouns

Key: 2 No, it isn't hers. It's Ben's. 3 No, it isn't his. It's Lucy's. 4 No, it isn't his. It's Horax's.

#### Ending the lesson

#### Aim: to practise the story

- Put students into groups of five.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

#### Extension activity

#### Aim: to review vocabulary

- Students close their books.
- Give them one minute to write down all the food words from the story.
- They swap lists with another pair.
- Elicit the words and their spelling. Write them on the board.
- The pair with the most correctly spelt food words is the winner.

Key (possible answers): drink, snack, thirsty, hungry, orange juice, apple, hot chocolate, banana

- to talk about the meaning of the story
- to review language from the story and the unit.
- to present the or and er sounds and their alternative spellings

Recycled language: language from the story Materials: CD

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

Phonics focus: Your students will be able to say and identify ways of spelling the /s/ and /s/ sounds.

# Warm-up

2.0

#### Aim: to review the story

 Ask questions about the story, e.g. Where were Ben and Lucy? (At orchestra practice.) Where did Ben see the line? (On the bottom of Lucy's cup.) Where did Horax find the map? (In Ben's rucksack.) Where did he hide it? (In a trumpet.) What did the line say? (In the lighthouse you will see.)

Think! | SB p87 Cover the story. Complete the sentences.

Aim: to focus students on the content of the story

# Thinking skill: summarising

- Play the recording of the story again. Students follow in their Student's Books.
- Make sure students know what to do. They cover the story.
- They complete the sentences and compare their ideas in pairs.
- Check with the class.
- Key (possible answers): 1 an orchestra. 2 the drums, the trombone. 3 go for a drink and some food. 4 the line on Lucy's cup. 5 find Ben's rucksack open. 6 comes out of the trumpet.

E 158 p87 Find the girl with short curly hair in the orchestra.

Aim: to present or and er sounds and some alternative spellings

- Read out the instructions for students, making sure they hear the er (girl, curly) and or (short, orchestra) sounds.
- Students find the girl in the story.

Key: Frames I. 2, 7 and 8

# SB p87 Listen and say.

# Aim: to practise saying or and er sounds and present some alternative spellings

- Elicit what students can see in the picture.
- Play the recording. Students silently read the captions.

Note: Before hearing the Sound sentences, students will hear the key sounds, with pauses for them to repeat.

- Play the recording again. Students listen and repeat.
- Elicit words with the er (Fern, birds, Bert, words) and or (tall, short) sounds.
- Focus on the different ways of spelling the sound.
- Repeat the caption together as a class two or three times. Students practise in pairs.

W8 p87 Listen and write the missing words. Then say with a friend.

Aim: to give students listening practice

Key: 1 I'm so sorry, 2 Well spotted



WB p87 Write the words from the box in the shirt or the door.

Aim: to give further practice or and er sounds and some alternative spellings

Key: Shirt: bird, work, thirsty, curly, her, first, purple: Door: floor, call, orchestra, keyboard, horn, sword, four, talk

W8 p87 Listen, say and check your answers.

Aim: to give focused listening practice

# Ending the lesson

Aim: to review words with the or and er sounds

- Write two words from the lesson, e.g. first, call, on the board. Elicit another word with these sounds.
- Students work in pairs. Dictate these words in random order for students to write in columns: person, world, purple, circle; call, awful, board. horse.

# Extension activity

Aim: to encourage creativity

- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (plates, people).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.

- to practise reading, listening and writing skills
   Skills:
- · reading for specific information
- Listening for specific information
- · writing a story

Thinking skills: interpreting the values in a story

New language: wolf, woodpecker, deer, boar, sunset, whole wide world, invite, clap, alone

Recycled language: language from the unit. animals. narrative tenses

#### Materials: CD

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

Your students will be able to listen for specific information.

Your students will be able to write a story.

Value: enjoying being different

# Warm-up

Aim: to encourage prediction skills

- Tell the students they are going to read a story about a bear's dream.
- Elicit some of their predictions about the story and write them on the board as key words.

# Think! | SB p88 Listen. Which animal is it?

Aim: to activate knowledge of the world

# Thinking skill: reasoning

- Focus the students on the Activity 1 pictures and say the animal names for them to repeat.
- Play the recording. Students listen and decide which animals they can hear.
- They compare ideas in pairs.
- Play the recording again, Check with the class.

# CD3 Track 29

For tapescript see TB page 122

Key: 1 deer, 2 wolf, 3 boar, 4 woodpecker, 5 bear

# 2 58 p88-89 Read and listen.

Aim: to practise listening and reading for specific information

- Tell students to listen to find out if any of their predictions from the Warm-up are correct.
- Play the recording for students to listen, read and check.
- Check understanding of sunset, whole wide world, invite, clap and alone.

- Play the recording again.
- Discuss the story with the class.



Aim: to focus students on the value of enjoying being different

Key: It's sometimes important to be different from your friends.

# W8 p88 Read and write the words.

Aim: to review words from the story

Key: 2 beautiful. 3 day, 4 invite. 5 silent, 6 laughed

# WB p88 Look at the pictures. Write the story.

# Aim: to practise writing skills

Key (sample answer): One day the elephant saw a trumpet. It was the most beautiful trumpet in the world. He picked it up and started to play. From that day the elephant had a dream. He wanted to be a trumpet player. He played his trumpet in the morning. at lunchtime and in the evening. Soon he was very good. He invited his friends to a concert. They were all very excited. The elephant closed his eyes and started to play. The animals loved the music and they all started to dance. The elephant played for two hours and his friends danced for two hours. At the end, everyone clapped and clapped. The elephant was very happy.

# Ending the lesson

#### Aim: to review the stories

- Put students into groups of four.
- They read each other their stories from WB Activity 3.
- They work together to create a group story, using the best parts of each student's story.

# **Extension activity**

Aim: to discuss the value of enjoying being different

- Focus on how the story shows the value of enjoying being different.
- Elicit why this value is important and examples of when students have enjoyed being different.

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

to practise reading and speaking skills
 Skills:

reading for detail

speaking about feelings

Recycled language: language from the story

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

Your students will be able to talk about imaginary feelings.

#### Warm-up

Aim: to review the story and the values

- Elicit the main points of the story and what the value was.
- Ask students what happened to the bear in the end (he played the violin and was happy, but none of his friends came to hear him).

# 58 p89 Answer the questions.

Aim: to give students practice in reading for detail

- Play the recording of the story again. Students follow it in their Student's Books.
- Check students know what to do.
- Students work individually. They re-read the story and answer the questions.
- Check with the class.
- Key (possible answers): 1 Because he was a friendly animal and he told good stories. 2 He saw it fall off a car roof. 3 Because he wanted to become a violin player. 4 To give a concert to a big group of friends. 5 No, they didn't. 6 No, he thought the wolf was wrong.
  - Think! SB p89 Imagine you are the bear. How do you feel when the wolf talks to you after the concert?

Aim: to activate students' personal responses to the story

#### Thinking skill: empathising

- Check students understand the task.
- Elicit responses from students using the prompts.
- Students work in groups and share their ideas.
- Discuss their responses as a class.

1 N8 p89 Read the text. Choose the right words and write them on the lines.

Aim: to practise reading skills () Key: 2 were, 3 but, 4 with, 5 for, 6 run

# Ending the lesson

Aim: to encourage students to give personal responses to the story

- Elicit from different students which part of the story they liked best.
- Ask them why.

# **Extension** activity

Aim: to practise definitions

- Students work in pairs. They choose four new words from this unit and write definitions for them on paper. Remind them to use who, which and where in their definitions if they can.
- Students write the answers next to the definitions.
- Collect the papers from each pair.
- Make two teams, A and B, and play a game of 'Tic-tac-tac'.
- Draw a 3 x 3 grid on the baard. The aim of the game is for one team to get a row of three noughts (A team) or three crosses (B team) in a line (diagonal, harizontal or vertical).
- Count how many students there are in each team, e.g. 15. Tell students to number themselves 1–15 at random in each team.
- Team A starts. Call out a number at random, e.g. Eight. Say one of the definitions to the student who is number eight. If he/she onswers correctly, he/she chooses where to put a nought on the grid.
- Do the same for Team B. If students don't answer correctly, play moves to the next team.



 to integrate other areas of the curriculum through English: Science in Music

New language: sound, loud, quiet, high, low, rubber band, bang

Recycled language: language from the unit, comparative and superlative adjectives

Materials: CD, rubber bands

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

### Warm-up

Aim: to introduce the topic of Science in Music

- Elicit the names of instruments students know. Write them on the board.
- Ask students what kind of sounds the instruments make, e.g. loud, quiet, high, low.
- Elicit which instrument(s) they like to listen to best and why.

(1) S8 p90 Listen to these sounds. Answer the questions.

Aim: to extend students' understanding of instrument sounds

- Read the two questions aloud. Review what they talked about in the Warm-up.
- Play the recording. Students listen and write a number.
- Students compare their answers in pairs.
- Play the recording again and check with the class after each sound.

CD3 Track 31

For tapescript see TB page 122

Key: 1 2 is louder, 2 3 is higher

2 1SB p90 Listen again and number the photos.

Aim: to extend students' awareness of how sounds are made

- Focus students on the pictures. Pre-teoch rubber band.
- In pairs, students try to remember which sound matches which picture.
- Play the recording for them to listen and check.
   Students hear the same sounds again, but with scientific explanations.
- Students compare answers in pairs.
- Play each sound and elicit which picture it is.

CD3 Track 32 For tapescopt see TB page 122

Key: a 3, b 1, c 2, d 4

#### 1 58 p90 Look at the photos in Activity 2. Answer the questions.

Aim: to consolidate students' understanding of how sounds are made

- Elicit and discuss the answer to each question with the class.
- Play the recording for Activity 2 again if students need help with question 3.
- Discuss with students why the sounds are higher/lower/ louder/quieter.

Key: 1 d, 2 a, 3 c



Aim: to consolidate understanding

Key: 2 f. 3 t. 4 t. 5 f

Look at the pictures. Complete the sentences. Use the words from the box once or more times.

Aim: to review vocabulary

Key: 2 lower than, 3 higher than, 4 higher than, 5 the highest, 6 the lowest

Note: higher and lower are used twice.

# 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 what students learnt about today, e.g. musical sounds and why some sounds are lower and some sounds are higher.
- Write it on the board. Students copy it into their notebooks.

#### Extension activity

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

 Hand out rubber bands to pairs of students so that they can try making the sounds themselves.

- to extend the focus on Science in Music through English
- to enable students to complete a project

New language: cymbals, wind chime, metal spoon Recycled language: Science in Music

Materials: rulers or sticks, string, scissors, metal spoons

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

Your students will be able to complete a project.

# Warm-up

Aim: to review Science in Music

- Elicit what students learnt about different sounds in the previous lesson.
- Revise quiet.

Think! 58 p91 Look and think. Make true sentences with louder, quieter, higher and lower.

Aim: to extend students' understanding of sounds

#### Thinking skill: making hypotheses

- Focus students on the pictures and pre-teach cymbals.
- Read the activity instructions with the class and check they know what to do.
- Remind them to use the structure as in the example, with going to.
- Students work in groups of four and discuss each picture, making sentences using the words.
- Elicit and discuss as a class. Elicit why they think the sounds are louder, quieter, higher and lower.
- Key: The girl's cymbals are going to make a louder sound than the boy's cymbals.

The boy's cymbals are going to make a quieter sound than the girl's cymbals.

The boy's guitar is going to make a higher sound than the girl's guitar.

The girl's guitar is going to make a lower sound than the boy's guitar.

# Project 158 p91 Work in pairs or groups. Make a wind chime.

#### Aim: to enable students to complete a project

- Pre-teach wind chime. Ask students if any of them have wind chimes at home. Ask what they are made of.
- Talk about the project with students and make sure they understand what to do.
- Put students into pairs or groups of three or four.

- Groups come and collect the materials they need.
- Go around the class, helping students as appropriate. Check each stage of their wind chimes before they go on to the next stage.
- When all the wind chimes are finished, ask groups to blow their wind chimes in turn.
- Elicit if they all make the same sounds, and if they don't, elicit the reason.



### Aim: to review vocabulary

Note: Students finish the example here.

Key: high - low, loud - quiet, short - long

WB p91 What sound do these instruments make? Number the photos 1 (the lowest) to 3 (the highest).

Aim: to activate students' knowledge of the world

Key: I a (clarinet) 2, b (flute) 3, c (bassoon) 1;

- 2 a (violin) 3, b (double bass) 1, c (cello) 2;
- 3 a (trombone) 1, b (French hom) 2, c (trumpet) 3

# Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've ...
- Elicit what students did today, e.g. learnt more about different sounds, which instruments make them and made a wind chime.
- Write it on the board. Students copy it into their notebooks.

# **Extension** activity

Aim: to develop musical awareness

- Hang all the wind chimes in the classroom or outside.
- Students blow them gently and listen to the sounds they make.
- They hang the wind chimes in sequence from highest to lowest sound.

# www.irLanguage.com

- to consolidate language from the unit
- to promote student-student cooperation
- New language: would/wouldn't like

Recycled language: language from the unit Materials: poster paper

Language competences: Your students will be able to complete a survey about the music students in the class like and the instruments they play.

# Warm-up

#### Aim: to review instruments vocabulary

- Students work in pairs. They use the book flap to review the words on SB page 82.
- They close the flap so that they cannot see the words.
- 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.
- Students open the flap to check.

#### \$58 p92 Work in groups. How many students play an instrument? What instruments do they play?

Aim: to practise questions and answers

- Tell students that they are going to do a survey to find out about the music students like and what instruments they play.
- Focus students on the Activity 1 instructions. Elicit what questions they are going to ask: Do you play an instrument? What instrument(s) do you play?
- Put students into groups of eight. Check they know what to do. They draw a chart like the one in the Student's Book but without the ticks or the instrument names.
- Students each ask a question of the student on their left. They record the information as a group on their chart.
- Monitor and help as appropriate.

#### \$8 p92 Ask the students who don't play an instrument: Would you like to play an instrument? Which one?

Aim: to further practise questions and answers

- Focus students on the activity instructions and check understanding.
- Students draw another chart in their books, like the one in the Student's Book.
- In their groups, students ask the questions of those who don't play an instrument.
- They record the results.

# 58 p92 Find out about your class.

#### Aim: to practise speaking skills

- Focus students on Activity 3. Elicit the questions they are going to ask: What's your favourite singer/band/song? What's a song you really don't like?
- Students ask guestions in their groups and record the information.

58 p92 Write the results on the board. Then write a report.

#### Aim: to practise report-writing skills

- Students individually write a first draft of their reports. using the information from the board.
- Go around the class checking and giving feedback.
- Students then write a final version of their reports in their notebooks.

# WB p92 Match the questions with the answers.

Aim: to practise questions and answers

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



WB p92 Look at Activity 1. Underline the mistakes. Then write the correct sentences.

Aim: to proctise close reading skills

Key: wouldn't like to play the violin - would like to play the violin. He is from America - He is from Canada. It's called 'Someone like me' - It's called 'Someone like you', It's by Usher - It's by Adele

# W8 p92 Write about yourself and music.

Aim: to personalise the topic

# Ending the lesson

Aim: to review language from the lesson

- Play a quick hands-up game.
- Call out questions one after another, e.g. Who plays the violin? Students put up their hands each time.

# **Extension** activity

Aim: to enable students to share information

- Put students into groups of four.
- They take turns to read the text they wrote for WB Activity 3. When they read the text, they make one mistake (as in WB Activity 2).
- The other students in the group have to guess what the mistake was,







- to consolidate language from the unit
- to raise awareness of contracted forms
- New language: fall asleep, successful, MP3

Recycled language: language from the unit Materials: scrapbooks. (Optional: photos of students' favourite bands and singers)

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

# Warm-up

#### Aim: to review scrapbooks

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

# SB p93 Read Shannan's text. Look at the words in colour. Write the short forms.

Aim: to practise reading skills

- · Focus students on the text.
- Check understanding of short form. Tell students that we sometimes call these contractions.
- Make sure students realise that both short and long forms are correct grammar. Tell them that in more formal writing, e.g. reports, long forms are better.
- · Check students know what to do. Pre-teach fall asleep.
- Students read silently and write the short forms.
- They discuss their answers in pairs.
- Check with the class. Ask students to read the text aloud around the class saying the short forms.
- Ask students what they notice about the contractions for 2 and 5 (they look the same).
- Key: 1 singer's, 2 She's, 3 she's, 4 song's, 5 She's, 6 It's, 7 Laura's, 8 don't, 9 it's

# 158 p93 Write Tyler's text again. Use short forms.

#### Aim: to practise writing skills

- Pre-teach successful and MP3.
- Students work individually and rewrite the text.
- They compare texts with a partner.
- Students then write their text in their scrapbooks.
- Key: I haven't got a favourite singer, but I've got a favourite band. They're called 4by4. Nick's the drummer. Sharon and Richard play the guitar. Keith plays the trumpet. Their most successful song's 'Dancing in the sunset'. I love it because the words are really cool. The music's good too. My sister's got all their songs on MP3.

# END SE p93 Think of your favourite band or singer. Write a text using short forms. Add photos or drawings.

### Aim: to practise writing a text from a model

- Focus students on the information they need to include in their texts. Brainstorm ideas if appropriate.
- They write notes and plan their texts.
- Students write a first draft on paper.
- Go around and comment on students' work.
- Students write a final version in their scrapbooks.
- They add photos and/or drawings.

# W8 p93 Write the words in four groups.

#### Aim: to practise classification

- Key: 1 tambourine, triangle, 2 harp, violin, 3 low, loud, 4 trombone, trumpet
- WB p93 Look at Activity 1. Number the topics to match the groups.

Aim: to review word families

Key: 2 Stringed instruments, 3 Sound words, 4 Wind instruments, 1 Percussion instruments

1 WB p93 Look and draw lines to make sentences.

# Aim: to review grammatical form

Key: 2 The recorders which are on the sofa are ours.
 3 I think this ball is yours. 4 The girl who is sitting next to the tree is my sister.

# Ending the lesson

Aim: to enable students to express their preferences and to evaluate what they have learnt

- Ask students what their favourite song or game is from the unit.
- · Do the song or game again with the class.
- Now students complete the My Super Mind section for Orchestra practice on page 120 of the Workbook.

# **Extension** activity

#### Aim: to review key vocabulary from the unit

- Students turn to SB page 82 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point to the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

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

New language: planetarium, planet, rocket, UFO, star, comet, telescope, astronaut, moon, space station, something, someone

Recycled language: language from the story

#### Materials: CD

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

# Warm-up

#### Aim: to review the story

- Elicit what happened in the story in Unit 7 and what the line said (In the lighthouse you will see).
- Tell students that Ben and Lucy are in the lighthouse and it is called a *planetarium*.
- Check understanding of planetarium and elicit what people can see there.
- Ask if any students have visited a planetarium.

# Presentation

#### Aim: to present space vocabulary

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.

Note: UFO stands for Unidentified Flying Object.

# 1 SB p94 Listen and say the words. Then check with a friend.

#### 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 cover the list of new words and practise them in pairs.

# 2 3 SB p94 Listen and answer.

#### Aim: to practise listening

- · Read the questions aloud with the class.
- Check understanding and that students know what to do.
- Encourage students to try to predict what the answers might be.
- Play the recording. Students listen and answer.

- · They check in pairs.
- Play the recording again. Check with the class.
- Elicit what students notice about Ben talking to his grandpa (he talks very loudly because he knows Horax and Zelda are there).
- Tell students to check back to SB page 8. Can they find anything about the planets? (No, because it's a trick by Ben, Lucy and Grandpa.)

#### CD4 Track O3

For tapescript see TB page 123

Key: 1 His grandpa. 2 No. he's at home. 3 Are Horax and Zelda there? 4 Next to the ticket office.

# 58 p94 Describe and guess.

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

- Demonstrate the game for the class.
- Remind students to use who with someone and which with something. Students can also say, e.g. It's somewhere where ...
- Students play the game in pairs.
- I WB p54 Read the sentences. Do the puzzle. Find the secret word.

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

Key: 2 astronaut, 3 planet, 4 comet, 5 space station, 6 stars, 7 rocket, 8 UFO, 9 moon Secret word: planetarium

# 1 W8 p94 Look at Activity 1. Number the pictures.

Aim: to give further practice with the new vocabulary Key: a 9, b 8, c 7, d 3, e 4, f 6, (g 1), h 2, i 5

# Ending the lesson

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

- Say one of the words from the lesson.
- A student gives a definition as in SB Activity 3.

# **Extension activity**

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

- Students write the nine new vocabulary items in their vocabulary books.
- For each item, they write a short definition, e.g. A comet is something which flies through the sky and has got a tail.

to present and practise will for predictions

New language: ambulance driver, zoo keeper, grow up

Recycled language: space vocabulary, jobs Materials: CD

Language competences: Your students will be able to make predictions using will.

# Warm-up

#### Aim: to review job vocabulary

- Write astronaut on the board and elicit that it is a job.
- Students come to the front in turn and mime a job for the class to guess.
- Write the new jobs on the board.

# Presentation

#### Aim: to present will for predictions

- Focus students on the jobs and ask When you are an adult, when you grow up, what will you be?
- Elicit their ideas and prompt I'll be ....
- Write some example sentences on the board, e.g. When I grow up, I'll be a police officer.
- Underline I'll in a colour and write I will above in brackets. Tell students that this is the long form.
- Ask some concept questions, e.g. Are you sure about this job? Is it an idea? Are you doing the job now?

# 158 p95 Make sentences. Listen and check.

#### Aim: to practise will for predictions

- Elicit the jobs which students can see in the pictures for Activity 1.
- Pre-teach/check ambulance driver.
- Check students know what to do. Do an example first for the class.
- Students match the sentences individually and then compare answers in pairs.
- Play the recording.
- Students listen and check.
- Play the recording again.
- Check with the class.

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

# 2 SB p95 Listen and say.

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

- Play the recording. Students listen and repeat the sentences in chorus. Repeat.
- Focus students on the verb used with when (present simple and not will).
- 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 individually and then check in pairs.
- Key: 1 I'll be a teacher. 2 They'll be very happy. 3 It'll rain next week. 4 He'll be an actor. 5 We'll visit other planets.

# E3 | 58 p95 | Ask and answer.

#### Aim: to consolidate grammatical form

- Demonstrate the activity with the class.
- Students work in pairs and take turns to ask and answer.
- Alternatively, do this as a mingling activity.

#### WB p95 Follow the lines. Write the names and the sentences.

#### Aim: to review will for predictions

Key: Ana: I'll be a teacher. Lucia: I'll be a firefighter. Kyle: I'll be a conductor. Adam: I'll be a police afficer.

#### WB p95 Write five sentences about yourself.

#### Aim: to personalise the language

# Ending the lesson

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

- Call out a job, e.g. Doctor.
- A student who wants to do this as an adult puts up his/her hand and says When I grow up. I'll be a doctor because ...
- Elicit other reasons from other students.
- Repeat for other jobs.

# **Extension** activity

Aim: to share information

- Students work in groups of four. They take turns to read aloud what they wrote for WB Activity 2.
- Elicit information from the groups. Students report about another student in their group.

- to consolidate will for predictions
- to sing a song with the class

New language: far away, whizz, outer space, trail, alien

Recycled language: space vocabulary, verbs Materials: CD

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

# Warm-up

#### Aim: to review space vocabulary

- Write the space vocabulary in scrambled letter order on the board.
- Students work in pairs to unscramble them.
- In turn, pairs come to the board and write the words correctly.
- Elicit a simple definition of each word, e.g. This is a thing which ... / a person who ... / a place where ...

SB p96 Listen to the song and number the pictures.

#### Aim: to give students practice with listening for detail.

- Elicit what students can see in the pictures (a girl) in space).
- Pre-teach / check understanding of far away, whizz, outer space, trail and alien.
- Students read the song and try to number the pictures.
- They compare ideas in pairs.
- Play the recording. Students listen and check.
- They compare answers again. Play the recording a second time.
- Check with the class. Check understanding of vocabulary.

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

# SB p96 Listen and sing.

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

- Play the song again, pausing after each verse for students to repeat.
- When students have learnt the song, use the karaoke version. Practise it with the whole class.
- Students sing in groups with the karaoke version.

# 3 58 p96 Imagine you are an astronaut. What will you do?

#### Aim: to stimulate creativity and practise form

- Elicit what is happening in the pictures. Students use the pictures to help them with ideas.
- Students work in pairs and take turns to say a sentence with one idea.
- Elicit some of the sentences from students.
- Key: 1 I'll meet a friendly alien. 2 I'll walk on the moon. 3 I'll ride on a comet. 4 I'll live in a space station. 5 I'll play tennis with an alien.

W8 p96 Remember the song. Correct the sentences.

#### Aim: to activate memory skills

Key: 2 No, she'll fly to the moon in the rocket. 3 No. she'll ride on a comet and hold on to its tail. 4 No, she'll meet some aliens on Jupiter and Mars. 5 No, she'll visit all the stars.



#### 2 W8 p96 What will you do when you're an astronaut? Write sentences.

#### Aim: to practise will for prediction

Key: 2 I'll build a space station. 3 I'll fly to the moon. 4 I'll tidy up the rocket / space station.

WB p96 Imagine you meet aliens on Earth. Write four sentences.

Aim: to practise writing skills

#### Ending the lesson

#### Aim: to review language from the lesson

- Play the karaoke version of the song.
- Students take turns to sing the song in groups.

# **Extension** activity

Aim: to give students further practice with will for predictions

- Students work in groups of four.
- They put their sentences from WB Activity 3 on the desk so that they can all see.
- They read them all and choose the ten sentences they all agree on.
- Monitor the groups and help with language as appropriate, e.g. I think this is better: 'I'll talk to them.' I like this sentence. It's a good idea.
# Alma

 to present and practise regular adverbs of manner

New language: carefully, quietly, slowly, badly, quickly

Recycled language: space vocabulary. imperatives, present continuous

#### Materials: CD

Language competences: Your students will be able to use adverbs of manner.

# Warm-up

#### Aim: to review imperatives

 Give simple instructions for students to follow, e.g. Stand up. Put your right hand on your head. Turn around three times. Sit down.

# Presentation

#### Aim: to present regular adverbs of manner

- Give an instruction to a student, e.g. Open the window.
- Repeat the instruction with an adverb, e.g. Open the window slowly.
- If the student doesn't understand, mime the action.
   Say the word slowly and do the action slowly at the same time.
- Write the sentences on the board. Next to them write slow – slowly. Underline slowly in a colour.
- Repeat with other commands and other sentences, e.g. You are working carefully today.
- Point to the adjective and ask what it is called (adjective). Write this above the column of adjectives.
- Elicit/teach the word adverb and write this above the column of adverbs.
- Focus students on how the adverbs are formed from the adjectives.
- Focus students on where the adverb comes in a sentence (after the verb) and that it tells us more about the verb: it answers the question How ....?

# SB p97 Look, read and number the sentences.

#### Aim: to practise adverbs of manner

- Students look at the pictures in their Student's Book. Elicit who they can see (astronauts) and where they are (in the space station).
- Check students know what to do.
- They match the pictures with the sentences and then compare their answers in pairs.
- Check with the class. Ask a student to demonstrate the adverb in a simple action, e.g. Close the door ...

#### Key: a 4, b 1, c 3, d 2

# 2 SB p97 Listen and say.

# 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 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 quickly. 2 beautifully. 3 happily. 4 quietly. 5 dangerously

#### 58 p97 Give a friend instructions with adverbs.

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

- Demonstrate the activity using open pairs and the examples.
- Elicit other adverbs of manner. Write them on the board.
- Students do the activity in pairs.
- WB p97 Write adverbs to complete the sentences.

#### Aim: to give further practice with adverbs

Key: 2 beautifully, 3 dangerously, 4 quickly, 5 happily, 6 quietly



### WB p97 Write sentences. Make adverbs with the adjectives from the box.

Aim: to give further writing practice with the new language

Key: 2 They're playing badly. 3 She's playing drums loudly. 4 He's walking quietly. 5 She's dancing beautifully. 6 They're riding bikes dangerously.

# Ending the lesson

#### Aim: to review the new language

- Students take turns to come to the front and mime an action and an adverb.
- The students guess, e.g. You're writing slowly.

# **Extension** activity

# Aim: to consolidate understanding

 Students write what they do when they get up in the morning, using adverbs, e.g. In the morning, I get up slowly. I eat my breakfast quickly and brush my teeth carefully.

#### Aims:

- to present a picture story
- to review language from the unit

Thinking skills: interpreting the values in a story

New language: poem, trick, let us out, trouble

Recycled language: characters and language from the story. trap

# Materials: CD

Language competences: Your students will be able to listen to and read a picture 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 Ben, Lucy and Buster on the board.
- Elicit what students remember about the story in previous units.
- Give prompts if necessary, e.g. Ben and Lucy were at orchestra practice. Ben saw the next line on Lucy's cup. It said 'In the lighthouse you will see'. Ben and Lucy went to the planetarium but it was a trick for Horax and Zelda.

# SB pp98-99 The trap

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Pre-teach / check understanding of poem, let us out and trouble.
- Play the recording. Students listen for what Lucy and Ben decide to do (go for a drink), what Zelda and Horax see (a poem), where they think the treasure is (in the rocket), what the trick was (Ben and Lucy wrate the line and the poem because there isn't a planet picture on the map) and who comes to let them out (a police officer).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.

# Practice

Aim: to check understanding of the story

 Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of the events.)



w8 p98 Remember the story. Put the sentences in order.

Aim: to check comprehension

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



learn from it? Tick (/).

Aim: to focus students on the value of respecting your elders

Key: Older people can teach us things.

# Ending the lesson

# Aim: to practise the story

- · Put students into groups of five.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

# **Extension** activity

Aim: to discuss the value of respecting your elders

- Focus on WB Activity 2. Discuss the value of the story.
- Discuss the trick that Grandpa played on Horax and Zelda. Elicit if students think this was fair or nat.

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

T98

#### Aims:

- to talk about the meaning of the story
- to review language from the story and the unit
- to present the weak form of the er sound /a/ in twosyllable words

New language: surfer, snake charmer

Recycled language: language from the story. jobs

## Materials: CD

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

Phonics focus: Your students will be able to recognise and say the /ɔ/ sound at the end of words like farmer and bigger.

# Warm-up

#### Aim: to review the story

 Ask questions about the story, e.g. Where were the friends? (At the planetarium.) What did Zelda and Horax find? (A poem.) What did they do next? (They got into the rocket.) Who did Grandpa bring with him? (A police officer.) What are Ben and Lucy going to do at the end of the story? (They are going to find the last line.)

# 2 SB p99 Answer the questions.

#### Aim: to focus students on the events in the story

- Play the recording of the story again. Students follow in their Student's Books.
- They read and answer the questions.
- They compare their answers in pairs.
- Check with the class.
- Key: 1 Yes, they did. 2 On the map of the planets. 3 Lucy and Ben. 4 The treasure. 5 They are going to ask Horax and Zelda a lot of questions. 6 Students' own ideas

#### 58 p99 Find the ladder in the story.

#### Aim: to present and practise the weak er sound /s/

- Read out the instructions for students, making sure they hear the schwa /a/ sound in ladder clearly.
- Students find the ladder in the story.
- Key: Frames 2, 4, 5, 6, 7 and 8

# (10 ) SB p99 Listen and say.

#### Aim: to practise words with the weak sound /5/

- Elicit what students can see in the picture.
- Pre-teach surfer and snake charmer.
- Play the recording. Students silently read the caption sentence.

Note: Before hearing the Sound sentence, students will hear the key sounds, with pauses for them to repeat.

- Play the recording again. Students listen and repeat.
- Elicit words with the /a/ sound (surfer, charmer, dancer, farmer).
- Repeat the caption together as a class two or three times. Students practise in pairs.



100 WB p99 Listen and write the missing words. Then say with a friend.

Aim: to give students listening practice

Key: 1 Your plan worked perfectly, 2 let's look carefully



Aim: to practise saying words ending in the weak er /./ sound

Key: 2 taller, 3 driver, 4 waiter, 5 river, 6 clever, 7 farmer, 8 smaller

WB p99 Listen, say and check your answers.

Aim: to give focused listening practice

# Ending the lesson

#### Aim: to provide more practice of word stress

- Write one of the words from the lesson, e.g. surfer, on the board. Elicit another word with this sound in it, e.g. officer.
- Students work in pairs. They write five words they
  can think of that end in er and then read their list
  (e.g. clever, bigger). Check that they're stressing the
  correct syllable and their pronunciation of the /a/.

# **Extension** activity

Aim: to encourage creativity

- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (ball, astronaut, confusing, where we are, where we need to go).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.

to practise listening and reading skills

# Skills:

- listening for detail
- reading for detail

New language: flag, banner, umbrella, both. shake hands

Recycled language: language from the unit, colours

# Materials: CD

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

Your students will be able to read for detail.

# Warm-up

Aim: to review colours

- · Play 'I spy'.
- Say, e.g. I spy something in this classroom which is yellow.
- Students try to guess, e.g. Is it a bag?
- Repeat for other colours.

# 58 p100 Listen, colour and write.

# Aim: to practise listening for detail (

- Focus the students on the picture. Elicit what they can see.
- Tell them they are going to do some colouring and some writing on the picture.
- Check they know what to do.
- Play the recording. Students listen, colour and write.
- They compare their answers in pairs.
- Play the recording again. Check answers with the class.

Note: You could explain to students that it doesn't actually rain on the moon.

#### CD4 Track 13 For tapescript see TB page 123

Key: astronaut's flag = yellow, rocket = red and green, smallest alien's banner = 'MOON', smallest alien = blue, astronaut's speech bubble = 'Hello'

SB p100 Look at the picture in Activity 1 and read. Write yes or no.

Aim: to practise reading for specific information 1

- Focus students on the statements and check they know what to do.
- Pre-teach/check umbrella, both and shake hands.
- They read the statements silently and write one word on the line (yes or no).

- Students compare their answers in pairs and think again about any answers which are different from their partner's.
- Check with the class.

Key: 1 no. 2 yes, 3 no. 4 no. 5 no. 6 yes

- - WB p100 Read the text and choose the best answer. Lucas is talking to an alien.
- Aim: to practise questions and answers

Key: 2 B, 3 C, 4 B, 5 C, 6 A

# Ending the lesson

# Aim: to review the story

- Elicit what is happening in the picture in 58 Activity 1.
- Say to students Imagine you meet an alien. What will you say?
- Students respond with their ideas, e.g. T'll say hello and invite the alien to my house.

# Extension activity

# Aim: to stimulate creativity

- Students draw a picture of an alien and colour and label it.
- They write a short text about it.
- Students talk about their alien to the class.



100

- to practise speaking, writing and reading skills
   Skills:
- talking about pictures
- writing a postcard
- reading for detail
- writing a story

New language: odd one out, postcard

Recycled language: space vocabulary, simple past and past continuous

Materials: (Optional: blank postcards)

Language competences: Your students will be able to write a postcard.

Your students will be able to read for detail. Your students will be able to tell a story. Your students will be able to write a story.

# Warm-up

#### Aim: to review past tenses

- Ask students what they did on their last holiday, e.g. Where were you last summer / in July / in February? What were you doing?
- Ask several students to review use of narrative tenses.

Think! 158 p101 Talk about the pictures. Find the odd one out.

Aim: to give students practice in describing similarities and differences

#### Thinking skills: observation and deduction

- Focus students on the pictures. Check they know what to do.
- Students work in pairs and discuss the pictures.
- They agree on an odd one out in each line and why it is different.
- Elicit and discuss as a class.
- Key: 1 c The moon is below the planet. 2 b The rocket has the British flag. 3 b The comet has a short tail. / The comet's tail is shorter. 4 c The alien has three eyes.

158 p101 Read Leo's postcard. Then complete his parents' conversation.

Aim: to give students practice with reading skills

- Elicit / check understanding of postcard. Ask if students ever send postcards.
- Ask students to look at the postcard and quickly find out who wrote it (Leo) and who he wrote it to (his mum and dad).
- Focus students on the conversation. Make sure students notice that they have to write questions.

- Students read the postcard silently and try to complete the conversation in pairs.
- If necessary, do the first one as an example, reminding students to look at the sentences before and after the gap.
- Check as a class.
- Key: 1 Where is he? 2 How long was the journey? 3 Does he like the space station? 4 Is the food good? 5 When will he be home?
- ISB p101 Imagine you're on the moon. Write a postcard to your parents.

#### Aim: to give students writing practice

- Brainstorm ideas about what the moon is like to help students with ideas.
- Students work individually.
- They write a first draft of their postcards.
- They swap with their partner and check each other's work.
- Students give their partner at least three pieces of advice.
- Students then write a final version of their postcards.

# 1 W8 p101 Read the story. Number the pictures.

Aim: to practise reading skills

Key: a 2, b 4, c 3

W8 p101 Look at the pictures. Write the story.

Aim: to practise story-writing skills

Key (sample answer): One day we were walking in the mountains. Suddenly, my mum shouted. 'Look! There's an alien.' We were all very excited. The alien was frightened and ran away. We took off our heavy rucksacks and put them on some rocks. We ran after the alien. We followed it to a river. The alien jumped into the river. We walked back to the rocks to get our rucksacks, but our rucksacks weren't there. We didn't know what to do.

# Ending the lesson

#### Aim: to review story telling

- Review the story from WB Activity 1 orally.
- Ask one student to start the story with a sentence and then another to repeat the first sentence and add another. Continue like this.

# **Extension** activity

Aim: to practise memorisation

- Students look at the pictures in WB Activity 1 for 30 seconds.
- They close their books.
- In pairs, they try to remember the pictures. They take turns to say something they can remember.

 to integrate other areas of the curriculum through English: Science (the solar system)

New language: Neptune, Mercury, Venus, Jupiter, Saturn, Earth, Mars, Uranus, solar system, orbit, far. further. furthest, diameter, distance, object

Recycled language: language from the unit

#### Materials: CD

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

# Warm-up

Aim: to introduce the topic of Science: the solar system

- Write Planets on the board and draw a circle around it.
- Elicit names of the planets and write them on the board.
- Elicit any information students know about the planets.
- Tell the class that they are going to learn about the planets and the solar system in English.
- Pre-teach/check solar system.

# 1 SB p102 Listen and point to the planets.

Aim: to extend students' understanding of key concepts

- Focus students on the picture in the Student's Book and elicit what these are (planets).
- Read the activity instructions aloud and check understanding. Pre-teach orbit.
- Play the recording. Students listen and point.
- Play the recording again.
- · Elicit the names of the planets from the class, starting with the nearest to the sun.

Note: Pluto is not a planet. It is a Plutoid.

#### SB p102 Read the text. What is the sun?

#### Aim: to consolidate understanding of the solar system

- Using classroom objects, pre-teach far, further, furthest.
- Students look at the picture for Activity 1. Elicit which planet is furthest from the sun (Neptune). Read the activity instructions with the class.
- Students predict answers. Write them on the board.
- Students read the text quickly to find the answer.
- Read the text again with the class.
- Check understanding of concepts and vocabulary.

Key: A star

W8 p102 Write the names of the planets.

Aim: to give students further practice with vocabulary Key: Venus, Jupiter, Neptune, Earth, Mars, Saturn, Uranus



2 | W8 p102 Read the text on the solar system in the Student's Book again. Complete the sentences.

Aim: to practise reading skills

Key: 2 sun. 3 diameter, 4 orbit, 5 365, 6 moons

F) W8 p102 Make sentences.

Aim: to check comprehension

Keu: 2 f. 3 a. 4 e. 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 what students learnt about today, e.g. the planets, their names and information about the solar system.
- 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 draw the solar system (the planets and the sun) in their notebooks and label it.

T102

#### Aims:

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

Recycled language: topic of Science and the solar system, numbers

Materials: the Internet or reference books

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

# Warm-up

Aim: to review Science and the solar system

- Write The solar system on the board.
- Review what students remember from the previous lesson.
- Write the following numbers on the board and elicit/teach how we say them: 60.000, -123, 12, 104, 350°C.

Think! ISB p103 Look at the table. Then read and write t (true) or f (false).

Aim: to review and extend students' understanding of the solar system

#### Thinking skill: analysing data

- Look at the table with the class.
- Discuss some of the data and make sure students understand the information, e.g. minus temperatures, degrees Celsius.
- Read the statements with the class and check understanding of vocabulary.
- Students look at the table and write t or f for the statements.
- They discuss their ideas in pairs.
- Elicit and discuss as a class.
- Key: 1 f. 2 t. 3 t. 4 f. 5 t. 6 t

#### SB p103 Write four sentences to test a friend.

Aim: to extend students' understanding of the solar system

- Check students understand the activity instructions and know what to do.
- Some students might need to work in pairs to do this activity.
- They write the statements on one side of the paper and the answers on the other.
- Students swap statements with another pair and try to answer them.
- Elicit some statements and discuss as a class.



Project |SB p103 Find out about moons in our solar system.

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

- Talk about the project with students.
- Read through each section.
- Put students into groups of four. Give access to reference materials.
- Groups answer the questions and find the interesting information.
- They make detailed notes of what they find out.
- Read through the model report with the class.
- They start with the same sentence and then write the information they found out.
- Students work individually (groups use the same data) and write a draft of their reports.
- Go around the class and check their work.
- Remind students to use long forms in their reports.
- Then students write a final version of their report.

WB p103 Read the text. Write questions for the answers.

Aim: to practise reading skills and question forms

Key: 2 What's the temperature? 3 Is Saturn the coldest planet? 4 What are its rings? 5 When did Pioneer 11 visit Saturn? 6 How many moons has it got?

W8 p103 Read, draw and colour. Write the names of the three moons.

Aim: to practise reading skills

Key: Fe, Fi, Fo

# Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've ...
- Elicit what students did today, e.g. learnt more about the solar system and completed a project about moons in the solar system.
- Write it on the board. Students copy it into their notebooks.

# **Extension** activity

Aim: to develop speaking skills

- Make new groups.
- Students take turns to tell the others in their group about their project findings.
- Each student finds out one piece of new information to report back to their original project group.

#### Aims:

- to consolidate language from the unit
- to develop interactive speaking skills
- to develop reading, listening and writing skills

Recycled language: language from the unit. space vocabulary

Materials: CD, (Optional: masks of an astronaut and an alien)

Language competences: Your students will be able to plan and perform a short play.

# Warm-up

Aim: to review space vocabulary

- Students work in pairs. They use the book flap to review the words on SB page 94.
- They close the flap so that they cannot see the words.
- 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.
- Students open the flap to check.

#### SB p104 Choose a role card. Read and plan.

Aim: to prepare and plan for a role play

- Tell students they are going to do a short role play between an alien and an astronaut.
- Read through the information on the role cards with the class.
- Check they understand the vocabulary and know what to do.
- Elicit full examples of the Useful language. Elicit other questions that they can ask, e.g. What does your planet look like? How far is your planet from Earth? Why did you come here?
- Make sure pairs know what to do and what language they need to use.
- Pairs compose a short play. Monitor each pair and help as necessary.
- Students practise their plays so that they can perform them without reading the text.

#### 2 |S8 p104 | Act out your play.

Aim: to practise interactive speaking skills

 Pairs take turns to perform their short plays for the class. They can wear masks if you have them.



100 JWB p104 Put the dialogue in order. Then listen and check.

Aim: to practise interactional language and listening skills

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



W8 p104 Look and write a dialogue. Use language from Activity 1.

Aim: to practise writing skills

# Ending the lesson

Aim: to review spelling of space vocabulary

- Write the space words in scrambled letter order on the board. Include alien.
- Students work in pairs and write each word correctly.
- Invite different pairs to come to the board and write each word correctly.

# Extension activity

#### Aim: to consolidate speaking skills

- In pairs, students practise their dialogues from WB Activity 2.
- The more confident students perform them for the class.





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

New language: first, then, after that, finally. spacesuit, spaceship

Recycled language: language from the unit, diary

Materials: scrapbooks

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

# Warm-up

#### Aim: to review scrapbooks

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

10 158 p105 Read the space diary entry. Number the pictures in order.

Aim: to raise awareness of connectors in writing

- Focus students on the pictures. Elicit what they can see.
- Read the activity instructions and check students know what to do.
- They read the diary silently and sequence the pictures.
- They compare answers in pairs.
- Check and discuss answers as a class.
- Focus students on the connectors in red and how they link to the events shown in the pictures.

Key: a 3, b 1, c 4, d 2

ISB p105 Complete this diary entry with the red words from Activity 1.

# Aim: to practise connectors

- Read the activity instructions and check students understand what to do.
- They read the diary and complete it with the connectors.
- Check by asking students to read the text aloud around the class.
- Students write the full text in their scrapbooks. They write the connectors in red.
- Key: 1 First, 2 Then. 3 After that, 4 Finally

# SB p105 Copy and complete the notes about Thursday. Use your own ideas.

Aim: to give students further practice with connectors

- Check students know what to do.
- They complete the notes.
- Go around the class to check and help as necessary.

# ISB p105 Write Thursday's diary entry. Use the red words from Activity 1.

#### Aim: to practise writing skills

- Remind students to use the two texts with connectors as models.
- They plan their texts and then write a first draft.
- Students write a final version in their scrapbooks.



# WB p105 Write the words in four groups.

# Aim: to practise classification



WB p105 Look at Activity 1. Number the topics to match the groups.

# Aim: to review word families

Key: 4 Colder planets, 1 Humans in space, 3 Hotter planets, 2 The night sky



Aim: to review vocabulary

Key: Jupiter



WB p105 Colour the bricks to make sentences. Write in the missing words and letters.

Aim: to review grammatical form

Key: 2 She spoke very quietly so I couldn't hear her. 3 I'll be famous one day. 4 What will you be when you grow up? 5 Please clean the old vase carefully.

# Ending the lesson

Aim: to enable students to express their preferences and to evaluate what they have learnt

- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.
- Now students complete the My Super Mind. section for In the planetarium on page 120 of the Workbook.

# Extension activity

Aim: to review key vocabulary from the unit

- Students turn to SB page 94 and use the book flap to review the new words from the unit.
- They close the flap so they cannot see the words.
- Students take turns to point to the numbered items in the picture and say what each one is. They do this in random number order. They then write the words.
- Students open the flap to check.

#### Aims:

- to present and practise vocabulary for holiday activities
- to give students listening practice

New language: campsite, sail a boat, swing on a rope, dive into the water, row a boat, dry your clothes, make a raft, put up a tent, make a fire, collect wood, oar, hire, in prison

Recycled language: language from the story, verb tenses, must

#### Materials: CD

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

# Warm-up

Aim: to review holidays

- · Write Holidays on the board. Draw a circle around it.
- Elicit activities students like to do on their holidays.
- Write them on the board around Holidays to make a word map.

# Presentation

Aim: to present holiday activities vocabulary

- Pre-teach compsite.
- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Check pronunciation of row.
- Elicit where Ben and Lucy are (at the campsite).

ISB p106 Listen and say the words. Then check with a friend.

# Aim: to practise new vocabulary

- Students look at the numbered phrases in the picture.
- Play the recording.
- Students listen to each phrase and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new phrases and practise them in pairs.

#### 158 p106 Listen and correct the sentences.

#### Aim: to practise listening

T106

- Read the statements aloud with the class.
- Check understanding and that students know what to do.
- Encourage students to try to predict what the corrections might be.
- Pre-teach aar, hire and in prison.
- Play the recording. Students listen and correct.

- · They check in pairs.
- Play the recording again. Check with the class. CD4 Track 17

For tapescript see TB page 123

Key: 1 Lucy wants to sail a boat or make a raft. 2 They are going to hire a rowing boat. 3 Horax and Zelda aren't there. 4 Horax is the son of The Mysterious H.

# 158 p106 Play the drawing game.

Aim: to give students practice with the new vocabulary

- Review the past continuous and demonstrate the activity.
- Ask students, e.g. Where were you at 6 o'clock yesterday? What were you doing? Were you sleeping?
- Play the game as a class first. Decide a time, e.g. 6 o'clock yesterday. One student draws a picture clue on the board, e.g. oar, and then mimes what they were doing at that time, e.g. rowing. The rest of the class try to guess, e.g. Were you rowing a boat?
- Students play the game in pairs, taking turns to draw, mime and guess.

#### W8 p106 Draw lines to make holiday activities.

#### Aim: to practise the new vocabulary

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

WB p106 Look and write sentences.

Aim: to give further practice with the new vocabulary and to review the present continuous

Key: 2 She's rowing a boat. 3 He's putting up a tent. 4 She's collecting wood. 5 He's making a raft.
6 She's making a fire. 7 He's swinging on a rope. 8 She's diving into the water. 9 He's drying his clothes.

# Ending the lesson

Aim: to review vocabulary from the lesson

- Play the drawing game again from SB Activity 3.
- Play it as a class.

# Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the nine new vocabulary items plus campsite in their vocabulary books.
- They make a sentence for each one to show its meaning, e.g. A campsite is a place where there are lats of tents.



to present and practise expressions of quantity

New language: a loaf of, a can of, a piece of, a bottle of, a packet of, a carton of

Recycled language: food, countable and uncountable nouns

#### Materials: CD

Language competences: Your students will be able to talk about expressions of quantity.

# Warm-up

#### Aim: to review food vocabulary

- Play a clapping game. Make circles of six to eight students.
- Clap twice. One student says an item of food, e.g. orange.
- Clap twice. The student to his/her left says another item of food.
- The game continues around the circle. If a student cannot think of anything, they are out.
- Food items cannot be repeated.

# Presentation

Aim: to present expressions of quantity

- Draw the following on the board: a carton of milk, a bottle of juice, a loaf of bread, a piece of pizza, a packet of biscuits and a can of drink.
- Elicit what the food is, e.g. milk.
- Elicit what the container is. Prompt/give a carton of milk.
   Write it on the board.
- Do the same for the other items.
- Elicit other things students find in cartons, bottles, cans or packets and what they might have pieces of (cake, cheese).
- Tell the class we only use loaf for bread.

# SB p107 Look, read and number the sentences. Listen and check.

#### Aim: to practise expressions of quantity

- Students look at the pictures in their Student's Book. Elicit what foods they can see.
- Read the speech bubbles aloud with the class.
- Students match the speech bubbles with the pictures.
- They compare answers in pairs.
- Play the recording. Students listen and check.
- They compare answers in pairs.
- Play the recording again. Then check with the class.
- Discuss the difference in meaning between, e.g. some crisps and a packet of crisps.

Key: a 6, b 10, c 5, d 7, e 8, f 3, g 2, h 9, i 4, j 1

# 25 |SB p107 Listen and say.

## 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 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 piece, 2 packet, 3 bottle, 4 can

# 158 p107 Work in groups. Organise a picnic.

#### Aim: to consolidate grammatical form

- Demonstrate the activity first by brainstorming ideas.
- Remind students to use the prompts, e.g. Let's ... We need ... They can also say, e.g. No, I don't think that's a good idea. I don't like them. X would be better.
- Make groups of four. Students plan the food for their picnics. They write a list of what they decide. Set a limit for the food and drink, e.g. six items of food and four of drink.
- Elicit the picnic lists from each group.
- The class decides which is the nicest picnic.

#### W8 p107 Look and complete the phrases.

#### Aim: to review expressions of quantity

Key: 3 some, 4 a carton of, 5 a can of, 6 some, 7 some, 8 a loaf of

#### WB p107 Look and complete the dialogues.

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

Key: 2 bottle of lemonade. 3 some cheese. 4 piece of cake, 5 loaves of bread

# Ending the lesson

## Aim: to practise key language from the lesson

 Ask different pairs to say the dialogues from WB Activity 2. They can change the foods.

# **Extension activity**

Aim: to enable students to personalise the new language

- Students draw pictures of different foods to show the new expressions, e.g. carton, can.
- They write a sentence under each item, e.g. This is a carton of apple juice.

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#### Aims:

- to consolidate expressions of quantity
- to sing a song with the class

New language: picnic basket, a bar of

Recycled language: food vocabulary

Materials: CD (Optional: ten empty packets, empty cans, chocolate wrappers, empty crisp packets)

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

# Warm-up

Aim: to review expressions of quantity

- Call out ten items one after another, e.g. A small piece of cake, a bottle of arange juice, some cheese, ...
- Students draw them in their notebooks.
- They check in pairs.
- Check with the class and have students come and draw the items on the board.

# 158 p108 Listen to the song. Circle the food.

#### Aim: to give students listening practice

- Elicit what students can see in the little pictures around the song in their Student's Book.
- Pre-teach picnic basket and a bar of.
- Check students know what to do.
- Play the recording. They circle the small pictures of food if they hear them on the recording.
- They compare answers in pairs.
- Play the recording again and check with the class.

Key: a piece of cheese, a loaf of bread, a bottle, of juice, a packet of crisps, a bar of chocolate

#### 2 58 p108 Listen and sing.

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

- Play the song again, pausing after each verse for students to repeat.
- When students have learnt the song, use the karaoke version. Practise it with the whole class.
- Students sing in groups with the karaoke version.

# ISB p108 Draw a picture. Play the picnic basket game.

Aim: to give students further practice with expressions of quantity

- Draw a big picnic basket on the board for students to copy.
- Students each draw two picnic baskets. They secretly draw ten things in one of the baskets.

- In pairs, they take turns to ask what is in their partner's basket and draw it in their empty basket.
- When both students have said what is in the baskets, they look and check.

WB p108 Remember the song. Number the food.

Aim: to activate memory skills

Key: 3, 4, 5, 2, (1)

W8 p108 What's missing? Write sentences.

Aim: to consolidate expressions of quantity

Key: 2 The packet of crisps is missing. 3 The bottle of juice is missing. 4 The loaf of bread is missing.



(WB p108 What's the problem? Read and draw lines.

Aim: to activate knowledge of the world

#### Thinking skill: logical thinking

Key: a can of fruit – no can opener (they can't open it), some ice cream – the sun (melts it), some eggs – no saucepan (they can't cook them)

# Ending the lesson

#### Aim: to review language from the lesson

- Play the karaoke version of the song.
- Students take turns to sing the song in groups, adding their own verses.

# **Extension** activity

Aim: to practise memorisation skills

- Put on a desk at the front of the class, where students can see them, empty packets, empty cans, chocolate wrappers and empty crisp packets.
- · Elicit what they are.
- A pair of students goes out of the room. Remove one or two items.
- The students come in and say what's missing using language from the song if possible, e.g. You ate the crisps!
- Repeat with other pairs of students.



• to present and practise How much? / How many?

New language: prepare

Recycled language: language from the unit, food Materials: CD

Language competences: Your students will be able to ask about quantity using How much? / How many?

# Warm-up

# Aim: to review food

- Write Food on the board and draw a circle around it.
- Elicit different foods, e.g. potatoes, meat, and write them on the board around Food to develop a word map.
- Write the countable nouns in one colour and the uncountable nouns in another.

# Presentation

#### Aim: to present How much? / How many?

- Focus students on the word map on the board.
- Ask them to think what the colours mean.
- Remind students that we call, e.g. potatoes, countable nouns because we can count them and, e.g. meat, uncountable because we cannot count it.
- Write on the board the guestion words How much? / How many? using the colours.
- Tell students that when they say, e.g. a bar of chocolate, they use How many? because bars is countable.

# 158 p109 Listen, find and write numbers in the table.

#### Aim: to practise How much? / How many?

- Students look at the pictures in their Student's Book. Elicit what foods they can see.
- Play the recording. Students listen and write numbers.
- They compare their answers in pairs.
- Play the recording again. Check with the class.

CD4 Track 22 For tapescript see TB page 123

Key: eggs: 8, juice: 3, cheese: 2, bread: 2, crisps: 4, chocolate: 2, tomatoes: 4

# 2 158 p109 Listen and say.

# 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 127 of the Student's Book.

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

Keu: 1 many, 2 much, 3 many, 4 many, 5 many

58 p109 Take it in turns to close your book. Play the memory game.

Aim: to give students further practice with How much? and How many?

- Demonstrate the activity for the class.
- Students look at the picture in their Student's Books for one minute.
- They close their books.
- Ask some questions around the class for students to answer.
- Students play the game in pairs.

# WB p109 Write much or many, is or are.

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

- Key: 2 many / are, 3 many / are, 4 much / is, 5 much / is, 6 many / are

# WB p109 Look at the picture. Answer the questions from Activity 1.

Aim: to give further writing practice with the new language

- Key: 2 There are six eqqs. 3 There are five apples. 4 There is one carton of milk. 5 There are two loaves of bread. 6 There are three bottles of water.

# WB p109 What else is in the fridge? Write dialogues.

# Aim: to consolidate the new language

Key: How many bottles of juice are there? There is one bottle of juice. How many bananas are there? There are four bananas. How many carrots are there? There are two carrots.

# Ending the lesson

#### Aim: to review the new language

- Play a clapping game. Clap twice with the class.
- Call out a food word, e.g. crisps.
- Clap twice. Students call out How many?
- Continue like this.

# **Extension** activity

# Aim: to consolidate understanding

- Students practise their dialogues from WB Activity 3 in pairs.
- Pairs then perform them for the class.

#### Alms:

- to present a picture story
- to review language from the unit

New language: put in order, west, set (v), fit

Recycled language: characters and language from the story

#### Materials: CD

Language competences: Your students will be able to listen to and read a picture 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 Ben, Lucy, Buster and Grandpa on the board.
- Elicit what students remember about the story in previous units.
- Give prompts if necessary, e.g. Ben, Lucy and Grandpa played a trick on Horox and Zelda. They wrote the poem in the planetarium. There wasn't a planet picture on the map. The police took Horax and Zelda to the police station. Ben and Lucy went to the compsite to look for the last line of the rhyme.
- Elicit the five lines of the rhyme and write them on the board. Students can look back in their Student's Boaks: Behind the picture in the frame / Lats of stairs. Climb thirty-three! / Climb more stairs and look out west. / Look down and find the treasure chest. / In the lighthouse you will see.

# 158 pp110-111 The last line

# Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Pre-teach / check understanding of put in order, sun sets, west and fit.
- Play the recording. Students listen for where Lucy and Ben see the last line (on an aar), what the line says (There's the key to end this game), where the lighthouse is (on the beach near the campsite), what they find (a chest full of treasure), and what happens to the treasure (they give it to the museum).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.

# Practice

# Aim: to check understanding of the story

- Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of the events.)
- Elicit and add the last line to the lines on the board.

# WB p110 Remember the story. Make sentences.

Aim: to check comprehension

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

WB p110 Complete Ben and Lucy's story. Use two words from the box in each sentence.

#### Aim: to review the whole story

Key: 2 the map in the restaurant, 3 an accident in his/a car, 4 the train is in / goes into the tunnel, 5 man ... a ring, 6 trap ... in the dragon, 7 the conductor ... in the trumpet, 8 the door of the rocket. 9 the treasure in the lighthouse

Note: Trap can be used as a verb as well as a noun.

WB p110 Write the lines of the rhyme in order.

Aim: to review the story and practise rhyming words

Key: (In the lighthouse you will see) / Lots of stairs. Climb thirty-three! / Behind the picture in the frame / There's the key to end this game. / Climb more stairs and look out west. / Look down and find the treasure chest.

# Ending the lesson

# Aim: to practise the story

- Put students into groups of five.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

# **Extension** activity

Aim: to review the story

- Students work in nine groups.
- Each group focuses on one episode of the story.
- Groups write three comprehension questions about their episode. They write the answers under the questions.
- Collect the questions.
- Make four teams.
- Students give themselves random numbers in their teams, e.g. there are seven in a team and they number themselves at random 1–7.
- Call out a number, e.g. Three. Only the number 3s in the team can answer.
- Read out a question at random. The student who gives the right answer first wins a point for their team.
- Continue with another random number and another random question.

T110

# www.irLanguage.com

# Aims:

- to talk about the meaning of the story
- to review language from the story and the unit
- to present and practise unstressed words in phrases

# New language: how long

Recycled language: language from the story Materials: CD

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

Phonics focus: Your students will be able to say phrases such as <u>a</u> (cup) <u>of</u> (tea) and recognise the unstressed words a /ə/ and of /əv/.

# Warm-up

Aim: to review the story

- With books closed, elicit from the closs all six lines of the rhyme.
- · Students put it in the correct order.

# ISB p111 Answer the questions.

Aim: to focus students on the content of the story

- Play the recording of the story again. Students follow in their Student's Books.
- Make sure students know what to do.
- They answer the questions and compare answers in pairs.
- Check with the class.
- Key: 1 They hire a boat for an hour. 2 They find the last line on one of the oars. 3 The lighthouse is on the beach near the campsite. 4 They find the key behind the picture. 5 Because the sun sets in the west and the sun is setting. 6 She thinks that they are stupid.

# 158 p111 Find a cup of tea in the story.

Aim: to present and practise unstressed words

- Read out the instructions for students, making sure they hear the schwa /a/ in a and of clearly.
- Students find the cup of tea in the story.

# Key: Frame 4

# (1) SB p111 Listen and say.

Aim: to practise saying words with the weak sound /a/

- Focus students on the picture and elicit what they can see.
- Play the recording. Students silently read the caption sentences.

Note: Before hearing the Sound sentences, students will hear the key sounds, with pauses for them to repeat.

- Play the recording again. Students listen and repeat.
- Elicit which words are unstressed (A, of, a, of, the, just, and).
- Focus students on how the unstressed words sound, compared with when they are stressed.
- Repeat the caption together as a class two or three times. Students practise in pairs.

Then say with a friend.

Aim: to give students listening practice

Key: 1 it fits, 2 which way

WB p111 Look and write the words once or more times.

Aim: to give further practice with unstressed words and expressions of quantity

Key: 2 packet, 3 loaf, 4 piece, 5 can, 6 piece, 7 can, 8 packet, 9 bottle

WB p111 Listen, say and check your answers.

Aim: to give focused listening practice

# Ending the lesson

Aim: to review unstressed words in phrases

- Write two of the words from the lesson in their phrases, e.g. a cup of tea. on the lake. Elicit how we say the unstressed words.
- Students work in pairs. They try to think of other short phrases where the, and or of are unstressed.
- Elicit and check as a class.

# Extension activity

Aim: to encourage creativity

- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (nice, homble, I'm not sure, quite close).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.

- to practise reading, listening and writing skills Skills:
- reading for specific information.
- listening for specific information
- writing a story

Thinking skills: interpreting the values in a story

New language: snare, mushroom, remove, stick, poke, right, tie (v), shine, ghost, as fast as they could, won't, set (a snare)

Recycled language: language from the unit. animals, narrative tenses

#### Materials: CD

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

Your students will be able to listen for specific information.

Your students will be able to write a story.

Value: protecting wildlife

# Warm-up

Aim: to review holiday activities vocabulary

- With Student's Books closed, write Holiday activities on the board and elicit the activities from the first page of the unit.
- Tell students they are going to read a story about two children on holiday.
- They predict which activities are going to be mentioned in the story. Underline them.

Think! ISB p112 Read the story quickly and try to find the answers.

Aim: to practise skimming and scanning skills

Thinking skill: identifying relevant information

- Focus the students on the picture and elicit what they can see (young people sitting around a camp fire).
- Read the three questions with the class.
- They read quickly and quietly to find the answers.
- Give them a time limit, e.g. two minutes.
- Students compare answers in pairs.
- Key: 1 Jane, Torn, Jack and Sue. 2 They are going into the forest to pick mushrooms. 3 A rabbit.

258 p112 Read and listen. Check your answers.

Aim: to practise listening and reading for specific information

- Play the recording for students to listen, read and check.
- Check with the class.

- Discuss the story with the class.
- Check understanding of snare, mushroom, remove, stick. poke, right, tie (v), shine, ghost, as fast as they could, won't and set (a snare).
- Elicit which predictions of activities are correct from the Warm-up.



Waluss WB p112 What can we learn from the story? Colour the words.

Aim: to focus students on the value of protecting wildlife

Key: Don't do bad things to animals.

WB p112 Look at the pictures and the letters in the box. Write the words.

Aim: to review words from the story

Key: 1 mushroom, 2 snare, 3 ghost

WB p112 Look at the pictures. Write the story.

#### Aim: to practise writing skills

Key (sample answer): One day Rosy went into the forest. She had a rucksack on her back and she was carrying her digital camera. She also had a short stick. Rosy sat down in the forest. She took a carrot and some string from her rucksack and she tied the carrot onto the stick. Then she hid behind a tree and she waited. After half an hour, she saw a rabbit. It was hungry and it started to eat the carrot! Rosy took lots of photos. When she got home, she put the photos on her computer. When Rosy's friends came to her house, she showed them the photos of the rabbit and the carrot. They all laughed.

# Ending the lesson

### Aim: to review the stories

- Put students into groups of four.
- They read each other their stories from WB Activity 3.
- They decide which stories they like best.
- Elicit ideas for attracting other animals, e.g. What could students use to attract deer or birds?

# **Extension** activity

# Aim: to discuss the value of protecting wildlife

- Focus on how the SB story shows the value of protecting wildlife.
- Elicit why this value is important and examples of when students have protected wildlife.

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



- to practise reading, speaking and listening skills
   Skills:
- reading for detail
- telling a story
- listening for specific information

# New language: scare (v)

Recycled language: language from the story

# Materials: CD

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

Your students will be able to tell a story. Your students will be able to listen for specific information.

# Warm-up

Aim: to review the story and the values

- Elicit the main points of the story and what the value was.
- Leave these on the board.

# E) SB p113 Read and make sentences.

Aim: to give students practice in reading for detail

- Play the recording of the story again. Students follow it in their Student's Books.
- Students work individually. They re-read the story and match the sentence halves.
- They compare answers in pairs.
- Check with the class.
- Key: 1 e. 2 h. 3 o. 4 g. 5 b. 6 c. 7 f. 8 d

# SB p113 Look at the pictures. Use the words to tell the story.

# Aim: to practise oral story telling

- Tell students that the aim is to practise story telling and that they don't need to tell the story exactly as it is written.
- Students use the prompts on the board from the Warm-up to help them, as well as the words in the Student's Book.
- Start the story with the class.
- Then students work in groups of four and take turns to add sentences to complete the story.
- · Go around the groups and help/prompt as appropriate.

# WB p113 Listen and draw lines.

# Aim: to practise listening skills 💷

# CD4 Track 29

For tapescript see TB page 123

Key: Vicky – drying her T-shirt, Fred – making the fire, Jack – putting up the tent. Sally – diving, Jane – swimming

Note: Paul is an extra name, not mentioned in the tapescript.

# Ending the lesson

Aim: to encourage students to give personal responses to the story

- Ask students if they liked the story about the snare.
- Elicit what they liked about it / didn't like about it and why.
- Ask students if they have ever snared animals or seen an animal in a snare.

# **Extension activity**

# Aim: to practise memorisation

- Students look at the picture in WB Activity 1 for 30 seconds.
- They close their Workbooks.
- In pairs, they try to remember the picture. They take turns to say something they can remember.





 to integrate other areas of the curriculum through English: Geography

New language: compass. grid reference, cliff, ferry, cycle path, chair lift, key

Recycled language: language from the unit, countryside, compass points

# Materials: CD

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

# Warm-up

Aim: to introduce the topic of Geography

- Draw a simple compass on the board.
- Say The sun sets in the west. (Remember the story?) Which is west?
- Elicit from the class and mark west on the compass.
- Elicit/teach the other compass points (east, north, south).
- Tell students to think about what we call the point between, e.g. north and west.
- Encourage them to guess / translate from the L1. Supply north-west and mark it on the compass.
- Do the same for north-east, south-west and south-east.
- Elicit the word compass.

# 158 p114 Look, listen and point to the symbols on the map.

#### Aim: to extend students' understanding of map reading

- Focus students on the map and on the symbols.
- Check/pre-teach the vocabulary.
- Check students know what to do.
- Play the recording. Students point and they check their partner is pointing to an appropriate place.

Note: Students can point to more than one place on the map for, e.g. road.

Play the recording again and check with the class.

CD4 Track 30 For tapescript see T8 page 123

#### 2 \$58 p114 Work with a friend.

#### Aim: to extend students' awareness of grid referencing

- Focus students on the speech bubble for the activity.
- Demonstrate the activity with the class.
- Students take turns to give instructions and to point. They don't point to the small compass in the picture. They point to the island.

- Draw a rough shape of the island on the board.
- Check the activity using open pairs. One student gives an instruction and another comes and points to the appropriate part of the island on the board.



Aim: to develop students' understanding of grid referencing

Thinking skills: developing visual-spatial thinking. learning orientation on a map

- Focus students on SB Activity 3 and read the first two lines to the class.
- Write the grid reference for the compsite on the board (C3).
- Draw a square and square it up like a grid with numbers and letters.
- Show students how grid referencing works, using the square on the board.
- Students work in pairs. They either tick or correct the four grid references.
- Check as a class.
- Key: 1 /, 2 E3, 3 F2, 4 /

WB p114 Look and write the words.

Aim: to consolidate understanding

Key: 2 cycle path, 3 a chair lift, 4 cliffs

WB p114 Read the text. Look at the key and draw on the map.

Aim: to practise reading skills and grid referencing

# 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 what they learnt about today, e.g. compass points and symbols on maps, and how to understand and write grid references.
- 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 use the map in W8 Activity 2 as a model.
- They draw a simple island map, a key and a compass.
- Students can include new things in their keys.
- Students add things from their keys to their maps.
- Then they write a short, e.g. four-sentence, description of the island.

# Aims:

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

New language: scale, neighbourhood

Recycled language: Geography, places in a town

Materials: squared paper. rulers

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

Your students will be able to complete a project.

# Warm-up

# Aim: to review Geography

- Elicit what students learnt about map reading and grid referencing in the previous lesson.
- Draw a compass on the board and elicit the compass points.

#### Think! ISB p115 Read and measure on the map on page 114.

Aim: to extend students' understanding of map reading

### Thinking skill: estimating

- Pre-teach scale (noting it is different from animal scales).
- Focus students on Activity 1 and read the introduction.
- In pairs, they measure the four distances and check the measurements and the scale.

#### Key: 1 /, 2 x, 3 /, 4 x

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Think! \$58 p115 What scale would you use for these maps?

Aim: to activate students' knowledge and experience

Thinking skills: applying knowledge and reference skills learnt

- Discuss with students why it is necessary to use different scales for different maps. Give them an extreme example: the classroom / the world.
- In pairs students discuss possible scales for the four maps.
- Elicit and discuss as a class. Accept different answers as long as they are appropriate.

# Project <u>ISB p115</u> Work with a friend. Make a map of your neighbourhood.

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

- Read through each section of the project.
- Remind students that the list they write will be their key and not to make it too long – about eight items.
- Students create their symbols and keys.

- Go around the pairs to check and make suggestions.
- Tell students that they only need to estimate the distances between the things in real life.
- Give them some help if they need it.
- Hand out the squared paper.
- Tell students to think about the distances on the map and the size of the paper. This will help them decide on the scale.
- They draw the outline of their maps on the squared paper and add the grid references along each axis.
- Students add the symbols and the key and finish off their maps.
- Students display their maps.

58 p115 Present your map to the class.

Aim: to practise speaking skills

- In their pairs, students present their maps to the class.
- Remind them to use the prompts and to take turns to speak.
- In large classes, presentations can be done in groups.

W8 p115 Look at Mia's map. Read, draw. measure and answer.

Aim: to develop students' understanding of scale Key: 2 1,250 m, 3 950 m, 4 750 m, 5 550 m

Note: You could go through the example with students as follows:

10 cm + 4 cm + 5 cm = 19 cm 19 × 50 = 950

# WII p115 Read and write t (true) or f (false).

Aim: to check students' understanding of scale Key: 2 t, 3 t, 4 f, 5 f

# Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've ...
- Elicit what students did today, e.g. learnt more about grid referencing and drawn a map of my neighbourhood to scale.
- Write it on the board. Students copy it into their notebooks.

# **Extension activity**

Aim: to practise report-writing skills

Students write a report of their project.

#### Alms:

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

#### New language: abroad

Recycled language: language from the units, going to

Materials: poster paper, paints and brushes, coloured paper, material, scissors, glue

Language competences: Your students will be able to complete a survey about holiday plans.

# Warm-up

Aim: to review holiday activities vocabulary

- Students work in pairs. They use the book flap to review the phrases on SB page 106.
- They close the flap so that they cannot see the phrases.
- 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.
- Students open the flap to check.

SB p116 Make a class list of holiday plans on the board.

## Aim: to activate students' knowledge

- Tell students that they are going to do a survey to find out about holiday plans.
- Focus students on the Activity 1 examples.
- Elicit what students' holiday plans are and write each activity on the board, e.g. stay at home.
- Write each activity at the top of a column.
- Do a show of hands around the class for each one and put the appropriate number of ticks in the column.

#### SB p116 Work in groups. Choose a holiday plan. Ask and answer. Make a poster.

#### Aim: to further practise questions and answers, to develop creativity and teamwork

- Demonstrate the question part of the activity using the prompts. Elicit why students use going to (because they are talking about future plans).
- Put students into groups of four. They agree on a holiday plan, e.g. go camping.
- Check each group's work before they move on to the next step.
- In their groups, students ask and answer about what they are going to do and make notes about the answers. They don't have to say who is going to do what.
- Students design their posters, using the one in the Student's Book as a model.

# SB p116 Tell the class about your poster.

#### Aim: to practise speaking skills

- Focus students on Activity 3 and on the speech bubbles.
- Tell them to prepare statements like these about their posters.
- Groups take it in turns to talk about their posters to the class.
- At the end, the class votes for the best poster and holiday plan.

#### WB p116 Match the questions with the answers.

#### Aim: to practise questions and answers

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

WB p116 Look at Activity 1. Underline the mistakes. Then write the correct sentences.

## Aim: to practise close reading skills

Key: <u>hotel in Spain</u> – farm in Ireland, look after the <u>cows</u> – look after the dogs and the pony, she is going to France with her <u>brother</u> – she is going to France with her parents, she is going to <u>build sandcastles all day</u> – she is going to learn to surf, stay at a <u>hotel</u> – stay at a campsite

#### WB p116 Write about your holiday plans.

Aim: to personalise the topic

#### Ending the lesson

Aim: to review language from the lesson

- Play a guick hands-up game.
- Call out questions one after another, e.g. Who's going to go to the beach?
- Students put up their hands each time. They answer truthfully (not about their posters).

# Extension activity

Aim: to enable students to share information

- Put students into groups of four.
- They take turns to read the text they wrote for WB Activity 3. When they read the text, they make one mistake (as in WB Activity 2).
- The other students in the group have to guess what the mistake was.

T116



to consolidate language from the unit

New language: leaflet, fascinating, holiday camp, imaginary, prices, weekend

Recycled language: language from the unit

Materials: paper, coloured pens

Language competences: Your students will be able to use language from the unit to make a holiday leaflet for their scrapbooks.

# Warm-up

#### Aim: to review scrapbooks

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

# 1 58 p117 Read the leaflet. What do you like about this campsite?

Aim: to practise reading skills, to enable students to talk about preferences

- Focus students on the texts and pre-teach leaflet.
- Elicit the name of the campsite (Haverigg Campsite) and what it looks like in the pictures.
- Read the leaflet through as a class.
- In pairs, students discuss what they like about the campsite.
- Elicit and discuss ideas as a class.
- Encourage students to say what they like and why.
- Focus students on how the information is presented (questions and answers, use of pictures, useful and interesting information).
- Brainstorm with the class what information is included in the leaflet: where it is, how to get there, what to do there, pictures, why it's a nice place to visit, prices, etc.

# 2 SB p117 Plan a leaflet for a campsite or holiday camp.

#### Aim: to practise planning skills

- Pre-teach holiday camp and imaginary.
- Read through the activity steps with the class and check they understand what to do.
- Remind students to use the points from the brainstorm in Activity 1 and to make their leaflets as attractive and interesting as possible.
- Tell students to leave the back of the leaflet blank as this will be where they stick it into their scrapbooks.
- Monitor students as they plan and lay out their leaflets and write the drafts of their texts.

# 58 p117 Check your text.

### Aim: to practise editing skills

- Read through the three points with the class.
- Students either check their own text for these points or swap with a partner and make suggestions about their friend's text.
- Go around the class and check students' drafts.

# SB p117 Make your leaflet.

#### Aim: to practise writing skills

- Students work individually.
- They rewrite the text and assemble their leaflets.
- Display the leaflets in the classroom before students stick them into their scrapbooks.



# group? Look, think and circle.

Aim: to practise classification

Thinking skill: identifying similarities and differences Note: Accept different answers if students are able to give reasons for them.

Key: 2 ski lift, 3 eggs

2 WB p117 Look and draw lines to make sentences.

Aim: to review grammatical form

Key: 2 Would you like a packet of crisps? 3 How much milk is there in the fridge? 4 Can I have a can of lemonade, please?

# Ending the lesson

Aim: to enable students to express their preferences and to evaluate what they have learnt

- Ask students what their favourite song or game is from the book.
- Do the song or game again with the class.
- Now students complete the My Super Mind section for At the compsite on page 120 of the Workbook.

# **Extension** activity

#### Aim: to review key vocabulary from the units

- Students work in pairs.
- They choose one of the units and review the vocabulary on the first page of the unit.
- Students take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.
- Students open the flap to check.

# Tapescript

# Well done, Ben and Lucy! CD1 Track O3 Student's Book p. 4, Act 2

Mayor: Welcome to the town museum, everyone! Now, please welcome Mr Davidson from the museum. The children would like to give you the golden statue that they found.

Ben: We wanted this statue in a moseum.

Lucy: Ves. and then everyone can see it.

Mr Davidson: Thank you, 8en. Thank you, Lucy, This really is a beautiful statue. The photographer wants to take a photo and the journalist wants to talk to you later. She wants to write about your adventure in the newspaper.

Mayor: And now, it's food and drink for everyone.

Ben: Let's have some hot dogs and some orange juice.

Lucy: No. let's try out the rollercoaster. the big wheel and the roundabout first.

Ben: OK, let's do that. Come on! Lucy: Great!

CD1 Track O4

Student's Book p. 5, Act 1

Journalist: H. Ben. Can I ask you a few questions?

Ben: Sure. What do you want to know? Journalist: Do you like going on

adventures?

Ben: Yes, I do. It's amazing!

Journalist: Do you want to be famous? Ben: No. I don't. That isn't important for me.

Journalist: What do you want to be when you're older?

Berx That's easy. I want to be an explorer. Journalist: Oh! What do you like doing in your free time?

Ben: Like reading books - books about treasure and adventure.

Journalist: What about Lucy? Is she your best friend?

Ben: Ses. she is. We go everywhere together. Buster likes her tool

Journalist: Erm. Buster? Who's that? Ben: He's my dog. Lucy really likes Buster.

She thinks that he's very clever. Journalist: Ahl Does Buster help you? Ben: Oh yes! Buster's very important in

all our adventures.

# CD1 Track 10

Workbook p. 7, Act 1

Dad: H. Emma. What was the party (ke?

Emma: It was great. I loved it.

Dad: Was there a band?

Emma: 9es, there was, it was a really good band. Four girls from our school. I listened to them for a long time.

Dad: Did you dance?

Emma: No. I didn't. I don't like dancing!

Dad: Was there a barbeque? Emma: Ses, there was. And I had a big

hot dog.

Dad: So did you have a lot of fun?

Emma: Yes, I did, but I didn't go on the rollercoaster, I was too scared!

Dad: A rollercoaster. Wow! Were there dodgems too?

Emma: Yes, there were, I went on them for a long time!

# In the museum

CD1 Track 15

Student's Book p. 10, Act 2

Lucy: Do you really think the first line is in the museum?

Ben: The map shows a shield. Where do you find shields? In a museum,

Lucy: Well. I hope you're right.

Ben: Look at the sword, Lucy.

Lucy: Where is it?

Ben: The knight's carrying it. I'd really like to have it. And the bow and arrow.

Lucy: Yeah. it looks great. Ben, look at the queen. I'd like to have her bracelet.

Ben: What about the line from the rhyme? Where shall we look? I'd like to see things from Egypt. But the museum is so big.

Lucy: Let's ask someone.

Ben: Excuse me. Where are the things from Egypt?

Mar: The Egyptian room is on the second floor. It's next to the room with a dinosaur skeleton in it.

Lucy: Thank you. Let's go, Ben. Come on. Buster.

## CD1 Track 26

Workbook p. 17, Act 1

Woman: Tell me about your week, Peter. Peter: Well, on Wednesday Grandpa

took me to the museum in the city after school.

Woman: Whu?

Peter: To find some information about Egyptians and their food. Woman: Egyptians and their food?

Peter: Yes, Oh. I forgot to say that on Tuesday our teacher asked us to do projects on the Egyptians, I chose Egyptians and their food.

Woman: So are you learning about the Egyptians at school?

Peter: Yes, we started on Monday. Our teacher showed us a film at school it was really interesting.

Woman: And you spent the rest of the week looking for information?

Peter: That's right. I saw some things at the museum, but I needed more information about them so on Thursday evening Mum and Hooked on the Internet.

Woman: Did you find much?

Peter: No, not really, so on Friday I went to the school library and there I found a book all about Ancient Egyptian recipes, It's perfect!

Woman: Did you try any?

- Peter: Yes. Mum sometimes makes a cake on Sundays, so today we made some Egyptian cakes! They were OK.
- Woman: So your whole week was about Egypt?

Peter: Er. no. not all of it. I played football on Saturday.

Woman: Vesterday?

Peter: Yes, that's right, I didn't think about Egypt all day,

CD1 Track 27

Workbook p. 19, Act 1

Audio guide: Welcome to the early human gallery. The exhibits in this gallery are very old. Number 1 is very interesting. It's bone, but archaeologists think people used it for catching fish. How about number 2? These look very different from your clothes, but we think early humans made clothes from these animal skins. Number 3 was very important for early humans. They cut this type of stone and used it for making fire, Archaeologists think that number 4 is a very early form of money. Later, people put pictures of people on their coins, like we have today, but this coin is much older. And number 5? How did they use these sticks? When archaeologists looked at these sticks in the ground.

they thought that people used them for making a tent, for sleeping in or for keeping warm. They put animal skins round the sticks. And finally, number 6. Again, this was very important. Early humans needed to eat. We think they used a spear like this for catching animals, for food. The spear has a rope, or line, with it. Early humans threw the spear and this line made it easier to find.

We now move on to the Egyptian gallery ...

#### The world around us CD1 Track 29

ODI HACK Z:

Student's Book p. 22, Act 2 Lucy: It's great that your grandpa took

- us on this lovely walk. Ben: Yes, but I'm still thinking about
- the map. Lucy: Me too. This next clue is a real

puzzle.

- Grandpa: OK, kids, Are you ready?
- Ben: In a minute. Grandpa. I'm still a bit tired.

Lucy: Where are we going next?

Grandpa: We're going to follow the path down to the river and then to the lake.

Ben: Grandpa. I'm very hungry.

Buster: Woof, woof, woof!

Grandpa: Ah. Buster is also hungry. OK. Look at the field. Can you see the small village?

Ben: Yes, I can.

- Grandpa: There's a very nice restaurant there.
- Ben: Great! And how long will it take us to get there?

Grandpa: About an hour. Ben: Oh no!

- Grandpa: We can play a game as we walk. I spy with my little eye
- something with the letter 'T in it. Ben: Is it 'village'?

Grandpa: No. it isn't.

Lucy: Is it "Island?

Grandpa: Yes, it is. Well done, Lucy, Your turn.

#### CD1 Track 34 Student's Book p. 25, Act 1

Condent a book p. 20, Act 1

Grandpa: When I was a young man, 40 years ago, I could climb the highest mountains.

- Grandson: Could you really do that? Grandpa: Yeah, and I could run up mountains with a big rucksack on my back.
- Grandson: Wow! Could you run fast? Grandpa: Yes, of course, and I could
- run 20 kilometres without stopping.
- Granddaughter: You're the best. Grandpa: I could jump higher than a tree.
- Granddaughter: Fantastic!
- Grandpa: I could swim for ten hours in a cold lake - no problem.
- Grandson: That's amazing!
- Grandpa: I could swim in rivers full of dangerous fish, but ...
- Grandchildren: But what?
- Grandpa: But only when I was dreaming. I couldn't do it when I was awake!
- CD1 Track 40
- Workbook p. 28, Act 1
- Boy: HL Kate. Did you have a good time on your birthday? Sorry I couldn't be there! Did you have a big party?
- Kate: It wasn't very big, but we had lots of fun. There was my friend Lisa and then of course my sister.
- Boy: Nice presents?
- Kate: Yes, thanks, and an amazing cake! I got lots of birthday cards and great presents ... Erm ... a book about butterflies, a new pencil case and roller skates.
- Boy: Sounds excellent. So it was a good birthday?
- Kate: Ves. but my favourite present was the night walk.
- Boy: The night walk?
- Kate: Yes, Dad took us all out for a walk when it was dark. At half past nine, he drove us to the car park behind the stadium, and then we started to walk into the forest.
- Boy: Into the forest? Wasn't it scary? Kate: Well, it was a bit scary, but it was also very exciting. There was some wind, so the trees were moving and they looked like ghosts.

Boy: I'm not sure I'd like that.

- Kate: Well, the next bit was really scarg.
- Boy: Why? What happened?
- Kate: My Uncle Tom was waiting behind a tree. He jumped out and went "Boo!" We were so scared and then we really laughed. My dad told Uncle Tom about the walk and asked him to do it.
- Boy: That's brilliant! your dad's great!
- Kate: Yes, he is, Anyway, then Uncle Tom gave me a book about ghosts and he came home with us for some birthday cake. We had a really great time.
- CD1 Track 41
- Student's Book p. 29, Act 1
- Interviewer: Jack, what's your favourite place?
- Jack: My favourite place. Let me think ... I know. It's a mountain. I sometimes hike up it with my parents. I like it up there. It's a wonderful place to watch birds.
- Interviewer: Vicky, what's your favourite place?
- Vicky: Well, I don't like mountains. My favourite place is an island in Beaver Lake. We go there by boat. I love having picnics there. Sometimes my dad catches fish there too.
- Interviewer: John. what about you? What's your favourite place?
- John: It's the small village where my grandma lives. I live in a big city, but I know all the children in the village and I've got lots of friends there. We play football, table tennis and other games.
- Interviewer: Mary, what's your favourite place?
- Mary: It's our farm. I like feeding the animals. My favourite animal is my pony. I ride him every day when I have time.
- Interviewer: Sally, what's your favourite place?
- Sally: It's the big river near our village. It's a great place for swimming and we often go there. The water isn't very warm, but that's OK.

# CD2 Track O3

Student's Book p. 34, Act 2

- Ben: That was a great day, Grandpa, Grandpa: Well, I had a good time too. It's always good to see you and your friends, Ben.
- Lucy: Wow! Look at the lightning. Grandpa: Ves, the weather's awful.
- Ben: So can you tell us your story. Grandpa, please?
- Lucy: Yes, please tell us.
- Grandpa: OK ... What's that?
- Lucy: An accident! Oh no!
- Grandpa: fm calling 999. ... Hello, Emergency services: How can I help
- you? Grandpa: There's a fire in a car on Mil Road and there's a man in the car. He can't get out. Please send a fire engine and an ambulance.
- Emergency services: Right, an ambulance is on its way. And I'm sending a fire engine as quickly as possible.

# Danger!

CD2 Track O4

- Student's Book p. 35, Act 1
- Boy: I was climbing a tree at my grandma's house. I fell out of the tree and broke my leg.
- 2 Girt We were in the park. We were riding our bikes. I fell off and I hurt my arm.
- 3 Man: I was driving very fast. I wanted to get home, I didn't see the tree on the road, I couldn't walk after the accident, so they put me on a stretcher to bring me to hospital.
- 4 Girt I was with my friends. We were running around the swimming pool. The floor was wet. I fell and i hit my head.

#### Two return tickets CD2 Track 17

Student's Book p. 46, Act 2

- Ben: Well, here we are. The station. The next symbol on the map is a piece of train track, so let's look for the next ine here.
- Lucy: In the station? No. let's get on a train!
- Ben: OK! Where shall we go?
- Lucy: Hmm. 'London, Cambridge, Oxford, Hull, Blackhill, 'Yes! I've got an
- aunt; in Blackhill, Let's go there!

Ben: Right, Where's the ticket office?

- Lucy: it's over there. Let's get our tickets. Ben: And then we can get something to drink. I'm thirsty, Yes. let's have a cup of coffee.
- Lucy: Coffee? I don't like coffee,
- Ben: A cup of tea, then? Just kidding.
- Lucy: Right. First the tickets, then the
  - drinks.
- Ben: Two return tickets to Blackhill, please.
- Ticket office clerk: Two return tickets to Blackhill, OK,
- Lucy: How much is it?
- Clerk: That's £28.
- Ben: Here you are. When does the next train leave?
- Clerk: At half past eleven from platform 2.
- Ben: Thank you. Come on, Buster, we're going to get a drink and a bowl of water for you.
- Lucy: Let's take the escalator.
- Ben: Oh dear. Buster doesn't ske escalators. Sorry. Buster, but the stairs are on the other side. Come on, boy.
- CD2 Track 28
- Workbook p. 52, Act 1
- 1 Who was on the platform?
- Woman: Tell me, Max, how was your train journey?
- Max: It was really exciting.
- Woman: Oh? Tell me more!
- Max: Well, I was waiting at the platform. There was this old lady with a big suitcase. Next to her were two men and one of the men had a small suitcase.
- 2 Who was on the train?
- Woman: I see. And then did you get on the same train as the old lady?
- Max: Yes. I helped her with her sultcase. And guess what? The two men from the platform were also in our compartment.
- Woman: So there was the old lady, the two men and you.
- Max: That's right.
- 3 What happened after the tunnel?
- Woman: So ... what happened?
- Max: Well, a few minutes later there was a tunnel and after the tunnel there was only one man in the compartment, And I saw that the old lady's big suitcase wasn't there any more, so I told her.
- Woman: I can't believe it! And was the other man there?

- Max: Yes, he was,
- Woman: What about the small suitcase?
- Max: Yes, that was there too.
- 4 What happened at the station? Woman: So did someone call the police?
- Max: Yes. When I said the suitcase was missing, the man phoned the police, so at the next station the police officers were waiting for the man with the big suitcase,
- Woman: Did the old lady get her suitcase back?
- Max: Yes, One police officer took the suitcase and gave it back to the old lady on the train. The other police officer stayed on the platform with the thief.
- 5 What did the old lady do?
- Woman: Was the old lady happy?
- Max: Ves. of course. She opened her suitcase and gave both the man and me a box of chocolates!
- Woman: Fantastic! What a story!
- CD2 Track 29
- Student's Book p. 53, Act 1
- When's the next train to London, please? / At quarter to six. / Thank you. / You're welcome.
- 2 When's the next train to Cambridge, please? / At eight o'clock, / Thank you very much.
- 3 When's the next train to Hull, please? / At half past nine. / At half past five? / No. At half past nine,
- 4 When's the next train to Bristol. please? / At quarter past four. / Thank you. / you're welcome.
- 5 When's the next train to Oxford, please? / At quarter to eleven. / At quarter to eleven? / Yes. that's right.
- 6 When's the next train to Newcastle. please? / At half past seven. / Thank you very much.

# Police!

# CD2 Track 32

# Student's Book p. 58, Act 2

- Ben: So come on, Grandpa. Tell us the story. Why did you know the man in the restaurant?
- Grandpa: OK. A long, long time ago, I was a police officer.

# Ben: Yes, we know that.

Grandpa: Well, for 20 years I chased after a criminal. He was very, very clever.

Lucy: Who was he?

- Grandpa: Look at these photos. This was the man.
- Lucy: But there are three different men in these photos. Look, this man's got short hair. It's blonde and curly. And he's got a beard.
- Ben: Yes, and this man's got long hair. It's dark and curly and he's got a moustache.
- Grandpa: I know. But I promise these men are all the same. They are all photos of a man who we called 'The Mysterious H'.

Ben: But what was his real name?

- Grandpa: We didn't find out, But let me tell you more about this terrible criminal.
- Ben: Great! We want to know everything.

#### CD2 Track 37

# Student's Book p. 61, Act 1

- Ben: So. Grandpa, what was it like being a police officer?
- Grandpa: It was fun, but it was difficult too.

Ben: Why?

Grandpa: Well, we had to be really careful. We were chasing some really dangerous criminals.

Ben: Like The Mysterious H?

Grandpa: Yes, and we had to keep everything secret. I couldn't even tell your grandmother.

# Ben: Wow! Did you wear a uniform?

- Grandpa: Yes, we had to wear a uniform. And we had to wash our uniform every week. We couldn't be messy.
- Ben: Oh no. I couldn't be a police officer!

# **Mythical beasts**

# CD3 Track O3

- Student's Book p. 70, Act 2
- Lucy: What are we doing here?
- Ben: We're looking for the next symbol. Look! There's the dragon which I was thinking of. I used to come to this park with Grandpa.
- Lucy: But the next symbol is a horn. not a dragon.
- Ben: I know, but this dragon's got a horn. Look! And now look at the horn on the map, here.
- Lucy: Oh yes, it's the same one! This is the right place. Brilliant! Now, let's find the line of the rhyme.
- Ben: Hmm. Let me see. It isn't on the neck ... the back ... or the tail. No. I can't see a line here.
- Lucy: On the tongue, maybe?

Ben: Let's have a look.

# CD3 Track O4

#### Student's Book p. 71, Act 1

Quiz show host: Question number 1: The biggest dinosaur was longer than ten cars. This is ... true. It was Argentinosaurus, a dinosaur with a very long neck and was about 35-40 metres long. The biggest dinosaurs were planteaters ... because they couldn't run! Question number 2: The fastest dinosaurs could run at 60 km/h. This is true. Scientists think that these dinosaurs looked like big birds. 60 km/h is fast, but this would not be the fastest animal on land today. The cheetah is faster. It can run at more than 100 km/h.

Question 3: T-Rex, or Tyrannosaurus Rex, was one of the most dangerous dinosaurs. This is true. T-Rex had very sharp teeth and it was a meat-eater. We used to think it was the biggest meat-eater, but scientists found a bigger dinosaur in Argentina, the Giganotosaurus, that's Gi-ga-no-tosaurus.

Question 4: The heaviest dinosaur was more than 80,000 kilos. This is ... true, 80,000 kilos, or 80 tons, is more than 17 African elephants. And what was it? Argentinosaurus, of course - the biggest and heaviest dinosaur. And now the questions that you answered. You called and you gave us your answer.

Question 5: The best dinosaur film is called 'Planet of Dinosaurs'. This is ... false. Some people say that 'Planet of Dinosaurs' was a good film, but 'Jurassic Park' was better. Most people said 'Jurassic Park' is the best dinosaur film, so the answer is ... false, Question 6: The worst dinosaur film ever made was 'Legend of the Dinosaurs'. This is what many people said, so we say ... the answer's true! CD3 Track O8

# Student's Book p. 73, Act 1

- A centaur is half horse and half human. It's got the body of a horse, and the head and chest of a man.
- 2 Pegasus has got the body of a horse, but it's got wings and can fly very fast.
- 3 The Sphinx is a mythical creature that looks like a lion with a human head.
- 4 The Phoenix is a mythical bird. It's got very big wings and beautiful red and golden feathers.
- 5 A mermaid is half human and half fish. She's got the head of a woman and a fish's tail, and she's got lots of scales.
- 6 A unicorn looks like a white horse, but it's got a long horn in the middle of its head.

# CD3 Track 14

- Student's Book p. 76, Act 1
- 1 Where did Paul find the book?
- Paul: Listen. I've got a great book
- about dinosaurs. It's fantastic! Girt Did you get it from the library?
- Paul: No. I found it,
- Girt You found it? In the street?
- Paul: No. I was in the cellar and there was this box. I opened it - and there it was!
- Girt Wow! Fantastic!

#### 2 Where did the dinosaurs in the book live?

- Paul: I really loved the book. It was about dinosaurs.
- Girt Yes, You said so.
- Paul: Guess where they lived?
- Girt In a forest?
- Paut No. they didn't. It's a funny book. really. The dinosaurs didn't live in a forest.
- Girt Ah. I know. They lived under water. in a lake?
- Paut No, they didn't live under water, They lived in an old castle.

3 What did they eat? Girl: The dinosaurs lived in a castle. What kind of food did they eat there?

Pault Well, what do you think?

Girl: They ate all the trees near the castle.

Paul: No. they didn't.

Girl: Oh. really. So they ate mice and other small animals.

Paul: No, they didn't. They loved the vegetables in the garden.

# 4 What happened to the book?

Girl: So are you still reading the book? Paul: No. I'm not. I finished it on Monday.

Girt: So can you give it to me, please? Paul: No. sorry, I can't.

Girt Come on. What's that book under your bed?

Paul: It's another book. From the library.

Girt I see. Did you give it to your sister for her birthday?

Paul: No. I didn't. I took it to school, but when I came home it wasn't in my bag any more.

#### 5 What did Paul give his sister?

Girl: So you didn't give Sarah a book? Paul: No. I didn't. She doesn't like books veru much.

Girt What does she like?

Paul: She loves sports.

Girl: Ch. really, So did you give her a skateboard?

Paul: No. I didn't. Skateboards are very expensive.

Girl: So. tell me, what did you give her? Paul: I gave her a cap.

Girt: A cap?

Paul: Yes. She sometimes plays tennis, and she can wear it when she plays tennis.

Girl: That's a good idea.

# **Orchestra** practice

#### CD3 Track 17

Student's Book p. 82, Act 2

Lucy: Maybe the next line's here - at our orchestra practice. And we're the first ones here so let's have a look around.

Ben: Good idea. The map shows a harp and I can't think of any other musical places in town. Do you think it's on one of the instruments maybe?

Lucy: I don't really know. Let's check.

Ben: Let me see, it isn't on the violin, or the trumpet, or the triangle.

Lucy: And it isn't on the keyboard or the drums either.

Ben: Ah, here are the others. We must stop looking now.

Lucy: OK. We can look for the line again in the break.

Ben: Yeah, let's do that.

CD3 Track 19

Student's Book p. 83, Act 1 Tom and Theo: Hello, Mr Parker.

Mr Parker: Helio, Torn, Theo, Can I help uou?

Your

Tom: We can't find our guitars. Mr Parker: Your guitars? Hmm, Let me see, Now, Tom, is this your's?

Tom: No. Mine isn't brown, Mine's red. I think the brown guitar is Rosy's. Yes. that's hers.

Mr Parker: So that red guitar over there in the corner ... is that yours? Tom: Yes. that's mine. Thank you!

Mr Parker: And now Theo. What about this blue guitar?

Tom: Yes, that's his. Theo, that's yours, isn't it?

Theo: This one here? Oh yes. Sorry, Mr Parker!

Mr Parker: Hello, Jade, Hi, Hannah, Can I help you?

Jade: We can't find our recorders. Mr Parker: Just a moment. Are those

recorders yours?

Hannah: No, they aren't ours. You see those two girls in Year 6? The recorders in the green cases are theirs.

Jade: Ours are in blue cases.

Mr Parker: Blue cases ... Ah, I think I saw them. Yes, here you are. Let's have a look, Are these yours, girls?

Jade: Ves. that's right. Thank you. Mine is black and white and Hannah. yours is brown. yes?

Hannah: That's it. Thanks, Mr Parker. CD3 Track 23

# Student's Book p. 85, Act 1

Claire's the girl who plays the drums. Vicky's the girl who plays the trumpet. The instrument which Josh plays is the saxophone.

The instrument which Connor plays is the recorder.

The house where Mark lives is green, The house where Christina lives is pink.

# CD3 Track 29 Student's Book p. 88, Act 1

 [Sound of deer] These are deer fighting.

- 2 [Sound of wolf] This is a wolf howling
- 3 [Sound of boar] This is a boar lookin
- for food. 4 [Sound of woodpecker] This is a
- woodpecker pecking a tree. 5 [Sound of bear] This is a bear
- growling.

# CD3 Track 31

# Student's Book p. 90, Act 1

- 1 [Sound of gentle bangs on a drum]
- 2 [Sound of loud bangs on a drum]
- 3 [Sound of someone plucking a rubber band, making a high sound]

4 [Sound of someone plucking a rubber band, making a low sound]

CD3 Track 32

# Student's Book p. 90, Act 2

Sound is a form of energy. Sound with lots of energy is loud. like this. Sound with a little energy is ... ssshih ... quiet. like this. Movements in the air carry th energy. We call these 'vibrations'. [Sound of vibrations]

When these movements, or vibrations

are fast, you hear a high note.

[Sound of high vibrations]

When they are slow, you hear a low note,

[Sound of low vibrations]

 [Sound of gentle bangs on a drum] When the stick is lower, nearer the drum, you can't hit the drum with veri much energy. That makes the sound quieter.

Which photo is it?

2 [Sound of load bangs on a drum] When the stick is higher, you can hit the drum harder, with more energy, That makes the sound loader. Which photo is it?

3 [Sound of someone plucking a rubber band, making a high sound] When the rubber band is longer, it is tighter. When it is tighter, it moves or vibrates - faster. Faster vibrations make a higher note.

Which photo is it?

4 [Sound of someone plucking a rubber band, making a low sound] When the rubber band is shorter, it is looser, When it is loose, it moves - or vibrates - more slowly. Slower vibrations make a lower note. Which photo is it?

# In the planetarium CD4 Track 03

Student's Book p. 94, Act 2

Lucy: The planetarium, of coursel Good thinking, Benl

Ben: Well, it was my grandpa who had the idea, I'm going to phone him at home now to tell him that we're here. ... Hi, Grandpa, It's Ben, We're at the planetarium. I'm sure you're right about the next line.... No, Horax and Zekla aren't here. Just us, oh and an astronaut! Bye.

Lucy: Now, does the map say anything about planets?

Ben: Let me see. It says:

'Look at the planets.

Look at the stars.

Find the line which you need

In the place where you are."

Lucy: Look at the planets. Hmm.

Ben: What about on the telescope?

There's one next to the ticket office. Lucy: That's a good idea. Let's go and

#### check. CD4 Track 13 Student's Book p. 100, Act 1

1 Man: Can you see the astronaut? Boy: Yes, I can. Man: See the flag he is holding? I want you to colour that flag. Boy: What colour? Mare What colour would you like to do it? Boy: How about yellow? Man: Lovely, A yellow flag, 2 Man: Now find the rocket. Boy Got it. Marx Let's colour this two colours. Red and ... Boy Green. Man: OK, red and green. That will look good. 3 Man Look at the smallest alien, the one holding a banner, Boy: A banner? Oh, where it saus Welcome to the ... ? Man: That's right. A banner is a big message for people to read. On the banner I want you to write 'moon'. Can you do that? Boy: Sure. Now it says 'Welcome to the moon'. 4 Man: And now let's colour the smallest alien. Boy: OK. What colour? Man: Colour him blue, Boy: Not green? Man: No. Let's have a blue alien for a

change,

5 Man: OK, last one. Can you see the speech bubble? Boy: Coming from the astronaut's mouth?

Man: Yes, What shall we write in that?

Boy: What about 'Hello'?

Man: OK. 'Hello'. Write that.

Boy: Finished.

Man: Fantastic! What a lovely picture! Boy: Thank you.

# At the compsite CD4 Track 17

# Student's Book p. 106, Act 2

Ben: So here we are at the campsite. Lucy: Yes, it looks great. We can really have fun here. We can sail a boat or make a raft.

Ben: But we aren't here to have fun. First we must put up our tent. I must dry some of my clothes. Then we must find the last line from the rhyme. Where shall we look?

Lucy: The map shows an oar. Let's go to the rowing boats.

Ben: OK. Let's hire a boat and have a look around.

Lucy: I'm so happy that Horax and Zelda aren't here any more.

Ben: Yes. They can't do anything now that they are both in prison.

Lucy: And I still can't believe your grandpa's news.

Ben: Yes, Horax is the son of The Mysterious H. It's amazing

# CD4 Track 22

Student's Book p. 109, Act 1 Girt What are you doing? Mum: I'm preparing food for our camping trip. Girt Can I help you?

Mum: Ses. of course.

Girt How much bread do we need?

Mum; Two loaves, I think,

Girt And how many eggs?

Mum: Eggs? Eight. But we have to boil them first.

Girt How much cheese do we need?

Mum: Two big pieces. Girt How many tomatoes do we need?

Mum: Four, I think.

Girt What about juice? How much juice do we need?

Mum: Hmm. We need three bottles of juice,

Girt Mum, what about chocolate and crisps?

Mum: Do we need chocolate and crisps? Girl: Well ... I'd like to take some! Mum: OK. How much chocolate do we need? Girl: Erm, I think we need two bars of

chocolate! Mum: OK then. And crisps?

Girt Maybe four packets? Mum: Four packets of crisps! OK. Put.

them over there. CD4 Track 29

# Workbook p. 113, Act 1

Boy: Hey. Liam. what's that picture? Liam: It's the summer camp where i went last year.

Boy: Cool, Let's have a look, So who's that saving the boat?

Liam: That's Daisy. She's one of my best friends.

Boy: She looks good at it.

Liam: Yes, she is, Not like Vicky. Vicky wasn't very good at sailing, so she was often in the water!

Boy: Is Vicky in the picture?

Liam: Yes, she's the girl who's drying her T-shirt. She had to dry her clothes every day because she was in the water so often!

Boy: Poor Vicky!

Liam: She didn't mind. She liked Fred, our group leader, and she wanted Fred to make fires for her!

Boy: So is that Fred who's making the fire in this picture?

Liam: 9es. that's right. And look at Vicky. She's really happy, isn't she?

Boy: Hmm. very clever! And who's trying to put up their tent?

Liam: Let me see. Oh yes, that's Jack, of course. Every morning he had to put up his tent because every night it fell down!

Boy: And the girls in the water, who are they?

Liam: That's Sally diving in.

Boy: Wow! I can't dive. And who's the girl who's swimming?

Liam: I think that's Jane who's swimming. It's difficult to see, but I know Jane loves swimming so it's probably her. She spent most of the week in the water!

Boy: Like Vicky!

# CD4 Track 30

Student's Book p. 114, Act 1

Beach, campsite, chair lift, cliffs, cycle path, ferry, lighthouse, museum, road







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Introduction

The Teacher's Resource Book contains photocopiable worksheets which provide extra language practice for those teachers and students following *Super Minds* Level 4. In addition, for each of the ten Student's Book units there are two progress tests, one based on listening and one on reading and writing. They cover the same content as the photocopiable worksheets.

# What do the photocopiable worksheets provide?

The photocopiable worksheets have been carefully designed to reinforce and provide extra practice of the work done in class. They focus on the language introduced in each unit of Level 4 of the course and do not introduce or use any additional or unfamiliar language.

Each worksheet has accompanying teacher's notes with suggestions for exploitation in the classroom, together with suggested Optional follow-up activities.

There are three worksheets for use with the Introductory unit: Well done, Ben and Lucy! In addition, there are four worksheets for each main unit in Level 4.

Worksheet 1: This worksheet focuses on the key vocabulary presented on the opening page of each unit in the Student's Book. The vocabulary area is identified at the foot of the worksheet and the items listed at the start of the teacher's notes.

Worksheet 2: This worksheet focuses on the language presented and practised in the first grammar lesson of each unit (on the second page of each unit in the Student's Book). The grammar focus is explained at the start of the teacher's notes.

Worksheet 3: This worksheet focuses on the language presented and practised in the second grammar lesson of each unit (on the fourth page of each unit in the Student's Book). Once again, the grammar focus is explained at the start of the teacher's notes.

Worksheet 4: This worksheet is based on the CLIL focus of each unit (covered on pages nine and ten of each unit of the Student's Book).

# How can the worksheets be used?

The worksheets can be used in a number of ways:

The first three worksheets in each unit have been designed so that students can either work on them individually or as part of pair or class activities. For individual work, the worksheets could be used by those students who finish class activities more quickly than others. Alternatively, they can be set for homework. For pair or class activities, the worksheets can be used when additional practice is necessary, for revision, or as an alternative activity when there is a gap or change in your usual lesson routine. Suggestions on how to use the worksheets in different ways are included in the accompanying teacher's notes. You may find it useful to keep a record of the worksheets each student has completed.

 The fourth worksheet in each unit (the CLIL worksheet) is intended to be used communicatively, for pair, small group or class activities. Suggestions on how to use these worksheets are also included in the accompanying teacher's notes.

# What activity types do the worksheets provide?

The worksheets provide a range of games, puzzles and activities which require the students to read and write words, phrases, sentences and questions. They also provide a range of matching activities.

All the activities on the worksheets (apart from the Progress tests) are designed to be used without an audio accompaniment.

The Teacher's notes and Optional follow-up activities contain references to some well-known traditional games and activities, described below.

The question game Give each student a small piece of paper. Ask them to think of a question in a structure that you are currently working on and write it on their paper, e.g. *How old are you? or Do you like chocolate?* Invite a student to the board. Check their question. Get the student to write the first word of their question on the board. The other students take turns to try and guess the next word in the question. For every correctly guessed word, the guesser gets one point and the student at the board writes that word on the board. The student who guesses the final word, and so completes the sentence, gets an extra point. Students can then play the game in small groups. This game can, of course, also be played with sentences.

Hot potato Students stand in a circle. Students throw and catch a ball across the circle to some music. Stop the music. The student who has the ball when the music stops has to ask another student a correct question, using the tense you are currently practising. If either the question or answer is incorrect, the speaker is out. The game continues.

Chinese whispers Make some space in the classroom. Students sit in lines of equal length. Take the student from the front of each line and whisper a sentence to them, e.g. The path goes from the village to the forest and up the mountain. Help students to memorise the sentence. When you say Whisper!, the students say the sentence to the next person in their line as quickly and as quietly as they can. The sentence continues down

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each line until the last student hears it and writes it on the board. Compare the sentences. Are they the same as your sentence? Which team was best?

Find new words Write a long word or phrase, e.g. emergency services, on the board. Ask students to work in pairs and use the letters to make new words, e.g. rice, men, yes. The pair of students who can find the most new words wins. Ask them to choose another word or phrase from the unit of the book that you are working on and write it on the board for the class to play again.

Freeze Make some space in the classroom. Ask one student to come to the front of the class and face the board. The other students each secretly think of an activity and a mime to go with it. They then mime their action until the student at the front says Freeze! The other students must stop their mimes immediately and stay completely still in that position. The student at the board turns round and tries to guess what each student was doing, e.g. Were you playing tennis? They are only allowed one guess for each student and get a point for each correct guess.

Spelling bee Divide the class into two teams. Make a list of an equal number of words. Say a word and ask a student from one team to spell it out loud or write it on the board. If the spelling is correct, the student scores two points for their team. If they are incorrect, a volunteer from the other team can correct the spelling and score a point. Continue, alternating between teams, until all the words have been spelt correctly.

Spinners As an alternative to using dice in board games, students can make and use a spinner. The spinner is made by drawing a circle and then dividing it into six equal segments by drawing lines across it. Students should then cut off the 'arc' of each segment on the outside of the circle so that there is a straight line going across the widest part of each segment. They then write the numbers from one to six, one in each segment. Finally a hole is made in the centre of the circle and a pencil pushed through. Students can then spin the pencil with their thumb and first two fingers. The number it rests on each time is used to play the game. We recommend that, if possible, you stick the spinner onto card before the students cut it out.

Pictionary Ask a volunteer to slowly draw an object. e.g. a musical instrument, on the board. The first student to guess the instrument takes the next turn. Students can also play the game in groups. Musical chairs This game can be used to practise any language that you have taught. Arrange two lines of chairs, back to back, with one chair for each student. Play some music. Students walk/dance round the outside of the lines of chairs. Take one chair away and then stop the music. Students run to sit on a chair. The one left standing has to say a correct word, phrase or sentence using a word or prompt that you give them. If they make a mistake, they are out and another chair is taken away. If they are correct, they continue to play and the chairs stay as they are. Restart the music.

The shopping memory game Say, e.g. I'm going to the supermarket to buy a loaf of bread. Ask a volunteer to repeat your sentence and add another item to the shopping list, e.g. I'm going to the supermarket to buy a loaf of bread and a bottle of water. If a student makes a mistake, they are out. The game continues, with each student adding one more item, until there is a winner. At the beginning of the next class, ask the students to write down the shopping list to see how much they can still remember.

# What are the end-of-unit tests?

There are two progress tests for each of the ten units in the Level 4 Student's Book. The first test is a listening test and the second is a reading and writing test. There are two activities in each test, covering the vocabulary and grammar presented on the first, second and fourth pages of each unit in the Student's Book. The first activity in each test usually covers the vocabulary and the second covers grammar.

There are five questions and an example in each of the two activities, which means that each test is marked out of 10 and should take about 20 to 30 minutes of class time. The total mark for both progress tests in a unit is, therefore, 20.

The progress tests can be used in a number of ways. You might choose to do one of the two progress tests once students have completed the first half of each unit in the Student's Book and then save the other progress test until students have completed the entire unit. Alternatively, you might choose to do one of the two progress tests at the end of each unit and then save the other progress test until the end of term. This staged approach will help you to see what students have learnt and understood in the short term and what they can remember in the long term. It will also give students an opportunity to revise and/or ask for help between tests in order to improve their marks.

At the back of the book from page 75 onwards, you will find teacher's notes, tapescripts and answer keys to help you plan and mark the tests.

# Well done, Ben and Lucy!

# Worksheet 1: At town events

#### Using the worksheet

- This worksheet practises town events words: mayor, microphone, photographer, journalist, band, dodgem cars, rollercoaster, big wheel, roundabout.
- Students look at the pictures and find the words in the word search. (The words go across, down and diagonally.) Then they label the pictures.
- Students can then make their own word search to swap with a partner.
- KEY: Activity 1: 2 rollercoaster, 3 band, 4 big wheel, 5 photographer, 6 roundabout, 7 journalist, 8 microphone, 9 dodgem cars

r.	o p	h	0	e t	r	c g	o r	a	s P	h	e	r	-
r.	~	ι	1			6	0	a	4	t		r	-
d	0	d	g	e	m	c	a	r.	5			t	
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		c				У				9		0	r
	i					a				1		i	¢
m						m				b			b

Activity 2: Students' own answers

Optional follow-up activity: Tell students they are going to plan a special event for their town. Revise the language students know for making suggestions on the board. e.g. How about? / Shall we? Then elicit or write the following headings on the board: Event. Guests. Things to do. Things to eat and drink. Students work in groups to plan their event and what they are going to do to celebrate it. Help with new vocabulary. Students present their event to another group or to the whole class.

# Worksheet 2: Do you ... ?

# Using the worksheet

- This worksheet practises Wh and Yes/No questions and short answers in the simple present.
- Students unjumble the words to make questions and then match them to the pictures.

- Students write their own answers to the questions. Then they work in pairs to practise asking and answering the questions.
- KEY: Activity 1: 2d Have you got any pets? 3f Where do you live? 4c What's your favourite food? 5e Do you like singing? 6b What time do you get up on Saturdays?: Activity 2: Students' own answers. (Possible answers: 1 No. I don't. 2 Yes. I've got a dog. 3 I live in a small house in Green Street. 4 My favourite food is pizzo. 5 Yes. I do. I sing in the bath. 6 I get up at 9 o'clock.)

Optional follow-up activity: Tell students they are going to play The question game (see page 4). Give each student a small piece of paper. Ask them to think of a question in the present and write it on their paper, e.g. How old are you? Do you like chocolate? Demonstrate by inviting a student to the board. Check the question. Get the student to write the first word of their question on the board. The other students take turns to try and guess the next word in the sentence. For every correctly guessed word, the guesser gets one point and the student at the board writes that word on the board. The student who guesses the final word, and so completes the sentence, gets an extra point. Students can then play the game in small groups.

# Worksheet 3: Did you ... ?

# Using the worksheet

- This worksheet practises Wh and Yes/No questions and short answers in the simple past.
- Students read the questions and choose the correct answer.
- Students then use the verbs in the box and write six questions in the simple past to ask a partner.
- KEY: Activity 1: 2b, 3b, 4a, 5b, 6a: Activity 2: Students' own questions. (Possible questions: 2 Where did you go on Saturday? 3 Did you play football on Sunday? 4 Did you see your grandparents in the school holidays? 5 Did you watch TV last night? 6 What did you eat for breakfast this morning?)

Optional follow-up activity: Play Hot potato (see page 4). For this game you will need a small ball and some up-tempo music. Make some space in the classroom and demonstrate how to play. Students stand in a circle and throw and catch the ball across the circle to the music. Stop the music. The student who has the ball when the music stops has to ask a second student a correct question, using the simple past. If either the question or answer is wrong, the speaker is out. The game continues.

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# Worksheet 1: At town events



1

# Find and circle the words in the word search. Then write the words next to the pictures.

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a

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m













i

b

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b



Make a new word search for a partner.







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Super Minds Teacher's Resource Book Level 4



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IrLanguage com

Make question	ns and match them to t	he pictures.
· · · · · · · · · · · · · · · · · · ·	•	° J A S
e Reference		• •
1 you / Do / playing / lik	ke / tennis <u>Do you like playir</u>	ig tennis
2 you/got/any/pets	/ Have	
3 Where / you / do / live	e	
4 your / What's / food /	favourite	
5 singing / like / Do / yo	u	
6 time / get / do / What	/ you / up / Saturdays / on .	
Write your ow	n answers to the quest	ions.
1 Yes, I do. I play every	Sunday	
2		
3		
4		
5		

# Worksheet 3: Did you ... ?



1

2

# Read and circle the correct answer.

1	What did you do yesterday? I went to the cinema.	b	I go to the cinema.
2	Who did you meet? a I'm meeting my friend.	ь	I met my friend.
3	Did you play computer games? a Yes, we do.	ь	Yes, we did.
4	What did you do at the beach? a We played football.	ь	We play football.
5	What was the weather like? a It's sunny.	ь	It was sunny.
6	Did you take any photos? a No. we didn't.	ь	No. we don't.

# Write six questions. Use the words in the box. Then ask a partner.

C	go	-do-	play	see	watch	eat
ġ	What did	you do at the	weekend			
i.						
ar	nmar 2: Simp	ole past questio	ins			
РНО	DTOCOPIABL	Cambridge	University Press 201	2 Super Mind	's Teacher's Resource i	iook Level 4

si necklace, 100 sword, Activity 2. 2 mue, 5 mue. 4 False, 5 False, 6 True

Optional follow-up activity: Ask students to work in pairs and do some research to find out about a famous queen or knight of their choice, e.g. Cleopatra or King Arthur, Encourage them to go to the library or do some research on the Internet and find out where he/she lives or lived, what he/she does or did and what he/she wears or wore. Students present what they find out about their knight or queen to another pair or to the whole class.

#### Worksheet 2: Mina's busy week

#### Using the worksheet

- This worksheet practises must and mustn't.
- Students read the text and complete it by choosing the correct words from the box.
- Then students read the text again and use it to help them answer the questions. Ask students to check their work in pairs.
- KEY: Activity 1: 2 tidy, 3 must, 4 make, 5 get, 6 mustn't; Activity 2: (Possible answers: 2 She must tidy her room/it. 3 She must buy a birthday card (for her mum). 4 She must make a birthday/chocolate cake (for her mum). 5 She must get a birthday present / a bracelet / something nice (for her mum). 6 Because it's dangerous.)

Optional follow-up activity: Ask students to write a list of all of the things that they must do tomorrow, e.g. I must make my bed. Then, students work in pairs. Student A starts by reading a sentence from their list. Student B listens and says, Me too if they have the same I must ... on their list. Students continue, taking turns, and then count how many of the same sentences they share. Students can then report to another pair, e.g. We must make our beds tomorrow. What about you? on the worksheet and practise it in pairs. Encourage them to be creative and develop the dialogue, e.g. 'Where's Claire?' 'I saw her in the kitchen. Shall I call her?' 'Yes, please. Tell her the film is going to start in five minutes.' 'What film?' 'Harry Potter.' 'Great. I want to watch it too.' Students can perform their dialogues to another pair or the whole class.

#### Worksheet 4: Be a curator!

#### Using the worksheet

- This worksheet practises finding out about historical objects. Students read the text about the Rosetta Stone and answer the questions. (You could ask students to find out more about the Rosetta Stone and how it helped us to understand Egyption hieroglyphics.)
- Students work in pairs and, using the questions on the worksheet as a guide, do research on the Internet or in the library to find out about another famous exhibit. Ask them to find a picture and write about their exhibit.
- Students then play the role of curators by telling another pair about their exhibit.
- KEY: Activity 1: 1 Rosetta Stone. 2 Egypt. 3 The British Museum, 4 It helped us to understand Egyptian hieroglyphics; Activities 2 and 3: Students' own answers

Optional follow-up activity: Display the pictures and writing about the exhibits on the board. Students take turns to ask and answer questions about their exhibits.
# Worksheet 1: Knights and queens Unjumble the words, then write them under the pictures. ด (f) wob nda rarwo 1 (a) nghikt 6 helmet (b) wrdos 9 hsiedl 2 7



# 2

## Read and write True or False.

1	Queens wear crowns on their feet.	False
2	Queens wear necklaces round their necks.	
3	Knights ride horses.	
4	Queens wear bracelets on their heads	
5	Knights wear helmets on their legs.	
6	Knights hold swords in their hands.	
Voc	abulary: Knights and queens	
РН	OTOCOPIABLE © Cambridge University Press 2012 Super M	Minds Teacher's Resource Book Level 4 (T13



	GARDS 6			
- guiza		make	tidy	get
-15-		mustn't	must	do

My name is Mina. I'm a very busy girl. I think I am the busiest girl in the world. I must do so many things! Today I must ' \_\_\_\_do\_\_\_ my History homework. Then I must <sup>2</sup> \_\_\_\_\_ my room because my clothes are on the floor!

Tomorrow I <sup>3</sup> \_\_\_\_\_ buy my mum a birthday card. Then I must <sup>4</sup> \_\_\_\_\_ a chocolate cake for her. I'm going to make her a big one. For her present I must <sup>5</sup>\_\_\_\_\_ her something nice. She likes bracelets.

I've got lots of things to think about. But Dad doesn't help. 'You <sup>6</sup> run to the shops, Mina,' he says. 'It's dangerous.' Dad doesn't understand that I'm busy. I don't have time to think about all the things that I mustn't do!

## Answer the questions about Mina.

- 1 What homework must Mina do? 4 What must Mina make tomorrow? She must do her History homework .
- 2 What must Mina do to her room? 5 What must Mina get for her mum?
- 3 What must Mina buy tomorrow?
- 6 Why mustn't Mina run to the shops?

Grammar 1: must / mustn't

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# Worksheet 3: Where's Claire?

## Write the words in the questions and answers.

	it <del>her</del>	us	me	them	him
1 2	Where's Claire?		I saw	her in th	ne kitchen.
2	Did you email Mar	k?	🛛 No, I	m going to pl	none
з 🤦	Can you give book, please?	that	Yes, H	iere you are.	
4	Where's your scho	olbag?	👷 Oh, n	o! I left	at home!
5	They're hungry. Co	in you make	some lunch	for ,	please?
6	We're thirsty.	Please give	\$0	ome lemonad	e.
2	Read and circle t	he correct	word.		

- 1 This is a photo of my grandmother. I really love him /(her.)
- 2 Mum! Ben's using my computer. Can you tell her / him to stop?
- 3 I saw my cousins this morning. I told them / him to come to the cinema tonight.
- 4 Come on! Mr Jones gave them / us a lot of homework. We mustn't watch TV all night!
- 5 Can you give me / us your tennis racket? My racket is broken.
- 6 Laura is going to the café. Do you want to go with them / her, Milly?

Grammar 2: Direct and indirect objects

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# Worksheet 4: Be a curator!

Curators do a very important job. They work in museums. They look after the objects in the museum and help to show them to the public. Could you be a curator?



# Read about the Rosetta Stone.





- The Rosetta Stone is the most famous stone in the world. It is from Egypt and it's more than two thousand years old. You can see it in the British Museum in London. The Rosetta Stone is important because it helped us to understand Egyptian writing - called hieroglyphics. You can see these on the stone.
- 1 What is it called?
- 2 Where is it from?
- 3 Which museum is it in?
- 4 Why is it important?



T138

## Find out about a famous exhibit and find a picture of it.

- 1 What is it called?
- 2 Where is it from?

- 3 Which museum is it in?
- 4 Why is it important?



# Be curators! Show your exhibit and talk about it.

(History: Famous exhibits

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The world around us

#### Worksheet 1: The countryside

#### Using the worksheet

- This worksheet practises countryside words: path, mountain, lake, river, village, field, forest, island.
- Students write words for the things in the picture of the countryside.
- Students then work individually or in pairs and think of sentences to describe the picture.
- KEY: Activity 1: 2 path. 3 forest. 4 lake. 5 island. 6 field. 7 village. 8 river: Activity 2: (Possible answers: There is a path on the mountain. There is an island in the lake. There are fields next to the village.)

Optional follow-up activity: Demonstrate how to play Chinese whispers (see page 4). Students sit in lines of equal length. Take the student from the front of each line and whisper a sentence to them. e.g. The path goes from the village, to the forest and up the mountain. Help students to memorise the sentence. When you say Whisper!, the students say the sentence to the next person in their line as quickly and as quietly as they can. The game continues down each line until the last student hears it and writes it on the board. Compare the sentences. Are they the same as your sentence? Which team was best?

#### Worksheet 2: and, so, but, because

#### Using the worksheet

- This worksheet practises the simple past and connectors: and, but, so, because.
- Students circle the connectors to complete the sentences correctly. Encourage them to think carefully about the meaning of the sentences.
- Students then use connectors to write true sentences in the past about the pictures.
- KEY: Activity 1: 2 and, 3 but, 4 because, 5 so, 6 and: Activity 2: (Possible answers: 2 I had sausages for dinner but I didn't have carrots. 3 Yesterday I played computer games and I watched TV. 4 It was hot, so we went to the beach. 5 I saw my grandmother on Saturday but I didn't see my grandfather. 6 I didn't go into the field because there was a big dog there.)

Optional follow-up activity: Ask each student to write two sentences in the past about themselves using and, so, but or because on strips of paper. Put all the sentences in a box or bag. Students take turns to choose a sentence. The first students reads a sentence out to the class and then tries to guess who wrote it, e.g. Was it you. (name)? The student has three guesses. If they guess the correct name, they score a point. If they don't guess, the other students in the class put up their hands and take it in turns to guess in order to win the point. The one who guesses correctly chooses the next sentence.

#### Worksheet 3: The fantastic alien

#### Using the worksheet

- This worksheet practises could and couldn't.
- Students read the text and decide whether the sentences are True or False.
- Teach the word chess. Students then read the text about Grandmother Mary and complete it with the words from the box.
- KEY: Activity 1: 2 False, 3 False, 4 True, 5 False, 6 True: Activity 2: 2 could, 3 climbed, 4 run, 5 couldn't, 6 plays

Optional follow-up activity: Tell students that they are going to think about the things they could and couldn't do when they were younger. Write an age on the board, e.g. 5, and elicit possible sentences. e.g. When I was five. I could ride a bike but I couldn't swim. Write some more ages on the board. Students work in groups and make sentences about themselves at the different ages. Ask each student to share one sentence with the whole class at the end of the activity.

#### Worksheet 4: Landscape art

#### Using the worksheet

- This worksheet encourages students to find out about landscape artists and their art.
- Students work in three groups. Each group chooses an artist and finds the answers to the questions about him. Students share what they already know and do research on the Internet or in the library.
- Students work with a member of another group. They take turns to ask and write answers to the questions.

#### KEY: Activity 2:

	Vincent Van Gogh	John Constable	Zhong Zeduan
Born?	1853	1776	1085
Where was he from?	The Netherlands	The UK	China
Most famous painting?	Sunflowers	Dedham Vale / The Hay Wain	Along the river during Qingming festival
Painted with?	oil	oil and water colours	ink

Optional follow-up activity: Provide students with A3 paper or card, paint and paintbrushes. Ask them to paint their favourite landscape. Encourage students to describe what they are painting as they work. Display the finished paintings on the noticeboard.





# Worksheet 2: and, so, but, because

## Circle the correct word to complete the sentences.

- 1 I went to bed early and / because I was tired.
- 2 We ate chocolate cake and / so drank lemonade.
- 3 Jim really liked the adventure film because / but Tom didn't.
- 4 She was scared of the dog because / and it had big teeth.
- 5 The football game was boring, but / so we went home.
- 6 Kathy went shopping and / because visited her grandmother.



' <b>B</b>	He didn't do his Maths homework because it was difficult	+ •
		- 1
4 Andrews		
5		
6		- •

## Grammar 1: Simple past revision; connectors)

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# Worksheet 3: The fantastic alien

## Read the story, then write True or False.

Last week I read an interesting story about an alien. He could do fantastic things! He could fly like a bird. He could jump 200 kilometres into the air. He could run fast and people couldn't see him move. But there were some things that the alien couldn't do. The alien couldn't swim because he lived on a planet without the sea or swimming pools. He couldn't play the piano, he couldn't speak English and he couldn't write. I liked that story. I thought about all the things that I can do but that the alien couldn't do.

1	The alien could do fantastic things.	True	
2	He couldn't fly.	·	K F M
3	He couldn't jump.		N Kankh
4	He could run fast.		BRS
5	He could swim.		(DFQ)
6	He couldn't write.	:	- er
			/

## Read and complete the story about Grandmother Mary.

climbed	run	plays	couldn't	-young-	could )
	In wo	man, her life	er, Mary, is 75. was very diffe on a lot of sw	erent. She <sup>2</sup>	swim
AL PROVIDENCE	-~~	Constraint Barners	untains. She <sup>3</sup>		days and she

wasn't tired! She could 4 \_\_\_\_\_ very fast. Every morning she ran for 30 minutes before breakfast. She <sup>5</sup>\_\_\_\_\_ play chess because she didn't have time to learn. She was busy swimming, climbing and running. Today she \*\_\_\_\_\_ chess all the time! I play chess with my grandmother every Sunday. She always wins!

(Grammar 2: could / couldn't

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# Worksheet 4: Landscape art

# Choose a landscape artist.

Landscape artists paint rivers, trees, mountains, fields and forests. Landscape painting is a very important form of art. Many of the great artists of the past painted landscapes.







Vincent Van Gogh

John Constable

Zhang Zeduan



# Write your artist's name and find out about him.

	My artist:	My partner's artist
1 When was he born?		
2 Where was he from?		
3 What's his most famous painting?		
4 What did he paint with?		
5 Find out more facts about your artist.		



# Ask a partner about their artist. Write your partner's answers.

(Art: Landscape art)

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#### Worksheet 1: Emergencies

#### Using the worksheet

- This worksheet practises emergency words: fire, flood, emergency services, police car, police officer, fire engine, firefighter, ambulance, paramedic.
- Students choose words from the box to match to and label the pictures.
- Students then read the definitions and match them to the correct words.
- KEY: Activity 1: 2 emergency services, 3 paramedic, 4 ambulance, 5 police officer, 6 police car.
  7 fire engine, 8 firefighter, 9 fire; Activity 2: 2f, 3e, 4b, 5c, 6a

Optional follow-up activity: Demonstrate how to play Find new words (see page 5). Write emergency services on the board and ask students to work in pairs and use the letters to make new words, e.g. rice, men, yes. The pair of students who can find the most new words wins. Ask them to choose another word or phrase from the unit and write it on the board for the class to play again.

#### Worksheet 2: My birthday in the park

#### Using the worksheet

- This worksheet practises writing statements and negative sentences in the past continuous.
- Students read the text and use the picture to help them complete it.
- Students then find the mistakes in the sentences and correct them.
- KEY: Activity 1: 2 was eating, 3 was reading, 4 were playing football, 5 was drinking, 6 were fishing/ sitting: Activity 2: 2 Susie wasn't playing tennis. She was reading (a book). 3 Mum wasn't singing. She was drinking (lemonade). 4 Grandfather wasn't dancing. He was eating an ice cream / sitting / fishing next to the river. 5 Max and Sam weren't flying a kite. They were playing football. 6 Dad wasn't swimming. He was fishing / sitting next to the river.

Optional follow-up activity: Demonstrate how to play Freeze (see page 5). Make some space in the classroom. Ask one student to come to the front of the class and turn round to face the board. The other students each secretly think of an activity and a mime for it. They then mime their action until the student at the front says Freeze! The other students must stop their mimes immediately and stay completely still in that position. The student at the board turns round and tries to guess what each student was doing, e.g. Were you playing tennis? They are only allowed one guess for each student and get a point for each correct guess.

#### Worksheet 3: What were you doing?

#### Using the worksheet

- This worksheet practises past continuous questions, short answers and statements.
- Students use the words in the box to complete the questions.
- Students then match the answers to the correct questions. They can then read the questions and answers with a partner to check their work.
- KEY: Activity 1: 2 she, 3 doing, 4 playing, 5 Was, 6 they: Activity 2: b1, c5, d6, e2, f3

Optional follow-up activity: Ask What were you doing at 6 o'clock yesterday? Invite students to give suggestions. Write all the activities on the board. Do a class survey to find out the most popular activities.

#### Worksheet 4: Be safe!

#### Using the worksheet

- This worksheet asks students to think about what they should and shouldn't do in emergencies and how to look after themselves and stay safe.
- Read the questionnaire as a class, check understanding and help with new vocabulary.
   Students work in pairs. They discuss the questions and complete the questionnaire. Check answers as a class.
   Encourage students to think of the problems that some actions would cause.
- In their pairs, students think of two more health and safety questions. Elicit them and write them on the board to discuss as a class.
- KEY: Activity 1: (Possible answers: 1a and b, 2b, 3b, 4a and b, 5c, 6b and c)

Optional follow-up activity: Students work in groups. They discuss what they must do at home, at school and in the street to stay safe and healthy, e.g. You must tell your parents when you go to a friend's house. Help with language. Students then write their ten favourite rules on a piece of paper with the heading Be Safe and Healthy! Display their work on the classroom noticeboard or walls.

(1144)

# Worksheet 1: Emergencies

# Label the pictures.

3

1

l	fire	fire engine paramedic	<del>flood-</del> ambulance	police officer police car	emer firefigt	gency services nter
1		lood			3	
4			3		6	
7			8		9	
2	) Ma	atch the word	ts to the se	ntences.		
1	A polic	e officer drives t	his.——		a	fire engine
2	This is	red and hot. It c	an hurt you.		ь	firefighters
3	You ca	n take sick peop	le to hospital	in this.	c	flood
4		people help with				police car
5		ns a lot, you get	this in the str	reets and rivers	. е	ambulance
6	Firefigh	nters drive this.			f	fire

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# 3 Worksheet 2: My birthday in the park

# Read and complete. What were the family doing?



Yesterday was a beautiful day. It was my birthday. My family went for a picnic in the park. When I took this photograph, my grandmother '<u>was sleeping</u> and my grandfather '<u>was sleeping</u> chocolate ice cream. He loves it! My sister, Susie, '<u>was sleeping</u> a book. She reads every day! My brothers, Max and Sam, '<u>was sleeping</u> . They want to be famous football players when they are older. My mum '<u>s</u> lemonade and my dad and my grandfather '<u>max</u> next to the river. My dad was fishing but he never catches any fish!



## Correct the sentences.

- 1 Grandmother was eating a sandwich. Grandmother wasn't eating a sandwich. She was sleeping
- 2 Susie was playing tennis.
- 3 Mum was singing.
- 4 Grandfather was dancing.
- 5 Max and Sam were flying a kite.
- 6 Dad was swimming.

Grammar 1: Past continuous



# Worksheet 3: What were you doing?







(	Was	-were-	they	doing	playing	she
1	What	you do	ing yesterday	at 7 o'clock?		
2	Was	de	oing her hom	ework?		
3	What was he		at 6 a	'clock?	K	S. C.I
4	Was he		a video gar	ne?	1	ALL -
5	-	she plo	aying footbal			
6	Were	v	writing an em	ail?	Í	1 5007
2	) Match (	the quest	tions and a	inswers.	NG.	
a	Yes, he was.				4	
ь	I was playing	the guitar	-			nov/
c	No. she wasn	't. She doe	sn't play on	Sundays.		1111100
d	Yes, they wer	e. To their	friends in Au	stralia.		60/2
e	Yes, she was.	She was w	orking very l	hard.		
						a a a l

f He was watching a film with his friends.

Grammar 2: Past continuous questions)

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# Worksheet 4: Be safe!



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What do you know about keeping safe? Work with a partner. What are the best answers?

t	You want to go to the park after s		
	그 그는 그 이 집에서 한 것을 하는 것을 통하는 것을 얻는 것을 수 있을 것 같아요. 이 것 같아. 집에 앉아 가 다 나는 것을 하는 것 같아. 나는 것 않아. 나는 것 같아. 나는 것 같아. 나는 것 않아. 나는 것 같아. 나는 것 않아. 나는 것 같아. 나는 것 않아. 나는 않아. 나 않아. 나는 않아. 나는 않아. 나는 않아. 나는 않아. 나는	schoo	ol. What do you do?
	tell your parents where you're going	C	c don't tell your parents 🗌 📂
v	write your parents a note		5.0
١	You cross the road. What do you o	do?	
r	run quickly	C C	c walk without looking
ι	ook right and left, then walk		
1	You climb a tree. What do you do	?	
	climb quickly	c	c jump from the tree to
c	climb carefully		the ground
١	You ride your bike. What do you d	so?	10 10 10 10 10 10 10 10 10 10 10 10 10 1
V	wear a helmet	C (	c cycle quickly without
٢	ride on the footpath		a helmet
١	You've got stomach-ache. What d	lo you	u do?
e	eat some chocolate	C (	c tell your mum or dad 🗌 🔤
t	take some medicine		
1	You see a car accident. What do y	vou do	o? -{T
5	stand and watch	•	c call the emergency
r	run home		services
	0		
	With		Call Call
	With your partner think o	TTWO	o more questions.

Two return tickets

#### Worksheet 1: At the train station

#### Using the worksheet

- This worksheet practises train station words: station, platform, ticket office, suitcase, train driver, escalator, stairs, rucksack, a cup of coffee, a cup of tea.
- Students complete the words with the missing vowels, then match them to the pictures.
- Students then read and complete the sentences using the words in the box.
- KEY: Activity 1: 2b escalator, 3e a cup of tea, 4f train driver, 5a rucksack, 6d ticket office: Activity 2: 2 return, 3 cup of coffee, 4 platform, 5 suitcase, 6 stairs

Optional follow-up activity: Demonstrate how to play a Spelling bee game (see page 5). Divide the class into two teams. Make a list of an equal number of words from the unit. Say a word, e.g. escalator, and ask a student from one team to spell it out loud or write it on the board. If the spelling is correct, the student scores two points for their team. If they are incorrect, a volunteer from the other team can correct the spelling and score a point. Continue, alternating between teams, until all the words have been spelt correctly.

#### Worksheet 2: at / in / on

#### Using the worksheet

- This worksheet practises the prepositions at, in and on.
- Students use the words to make questions.
- Students then answer the questions.
- KEY: Activity 1: 2 When do you usually get up? 3 When do you usually go to the cinema? 4 Do you watch TV on Saturdays? 5 What is the weather like in April? 6 Do you do your homework on Sundays?; Activity 2: (Possible answers: I usually get up at 7 o'clock. 3 I usually go the cinema after school on Friday. 4 No. I don't. 5 It's sunny and warm. 6 Yes, I do.)

Optional follow-up activity: Students work in pairs. They take turns to say one word each to make a whole sentence, including either *in*, *on*, or *at*, e.g. Student A says *I*. Student B continues with sometimes. Student A says play. They continue until the sentence is complete, e.g. *I* sometimes play with my friends in the evening.

#### Worksheet 3: He was eating a sandwich when ... !

#### Using the worksheet

- This worksheet practises the post continuous and simple past.
- Students work in small groups. Give each group a dice or spinner (see page 5) and some counters. Each student in the group puts their counter on Start. Students take turns to throw the dice or spin the spinner. The student with the highest score in each group starts. After each throw or spin. the students move their counter the appropriate number of spaces and then have to make a sentence to describe the picture on that space and add a surprise event. e.g. (space 1) He was swimming in the sea when he saw a shark.
- If their sentence is correct, the student stays on that space. If their sentence is incorrect, they go back two spaces and wait for their next turn.

#### KEY: Students' own answers

Optional follow-up activity: Students work in pairs. They choose one of the pictures from the game on Worksheet 3 and use it to make a short news story, e.g. This morning in Florida a boy was swimming in the sea when he saw a shark. He shouted for help and swam quickly to the beach. His friends were waiting for him on the sand. They told him to look back at the sea and then the boy saw that the 'shark' was a child's boat. They all laughed. Students can report their 'news' to another pair or to the whole class.

#### Worksheet 4: Scientists

#### Using the worksheet

- This worksheet encourages students to find out about some famous scientists.
- Students use the words in the bax to complete the text about Isaac Newton. Check the answers and discuss what information we include when writing about famous people, i.e. where they are from / lived, what they are famous for and what prizes they won.
- They then work in pairs and do research to find out about another famous scientist from the past, using the questions on the worksheet as a guide. They can do research on the Internet or go to the library.
- Students write notes on their worksheet, then work with a new partner to swap information and take notes on each other's scientists. They then use the notes to write a paragraph about one of the scientists.

KEY: Activity 1: 2 born, 3 studied, 4 universe, 5 knight Optional follow-up activity: Students work with their original partner to make a short poster presentation on their scientist to show to the class.

T149





# 1 swimming / the / in / friends / go / Do / your / summer Do your friends go swimming in the summer ? 2 do / When / get / you / usually / up? ? 3 you / usually / do / When / go / the / cinema / to ? 4 you / watch / Do / on / Saturdays / TV ? 5 weather / like / What / the / is / in / April ? 6 do / homework / Do / you / your / Sundays / on ?

# Answer the questions.





1  $\sim$ --

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Play the board game.



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# Worksheet 4: Scientists





force in the \*\_\_\_\_\_ that keeps everything in its place. Without gravity we couldn't walk on the street. We would fly off into the sky! Queen Anne made Newton a <sup>5</sup> \_\_\_\_\_\_, Sir Isaac Newton, in 1705.



# Find out and make notes about another famous scientist from history.

- a What was his / her name?
- b Where did he / she live?
- c What did he / she discover, make or invent?
- d Did he / she win any prizes?

# Ask a partner about their famous scientist. Make notes.

Name of scientist	
Lived in	
Discovered / invented / made	
Prizes	



## Write about one of the scientists.

**Science: Scientists** 



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#### Using the worksheet

 This worksheet practises hair and face words: dark, fair, blonde, straight, curly, moustache, beard, scar.

Police!

- Students look at the pictures and find the words in the word search. (The words go across and down.) Then they label the pictures.
- Provide students with squared paper and ask them to make their own word search with the same words either individually or in pairs. They then swap their puzzles with a partner or another pair.
- KEY: Activity 1: 2 scar, 3 dark / straight, 4 curly, 5 moustache, 6 blonde / curly, 7 straight, 8 beard

d	a	r	k	s	b				
				t	ι		f		
				r	ο		a		
		с		a	n		i		
		u		i	d		r		
		r		g	е				
		ι		h					
		у		t					
	m	0	u	s	t	a	c	h	e
ь	е	a	r	d		s	с	a	r

#### Activity 2: Students' own answers

Optional follow-up activity: Ask students to bring in large pictures of famous people from magazines. Stick the pictures on the board. Ask questions to establish who they all are, e.g. What's his name/job? Where is he from? Then describe one of the people in the pictures. Students listen and try to guess the person from the description, e.g. He's got short blonde hair and a beard. Students continue the activity in small groups.

#### Worksheet 2: I used to ...

#### Using the worksheet

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- This worksheet practises used to + infinitive for talking about past habits.
- Students read the text and complete it using the words in the box.
- Students write sentences with used to about someone in their family.
- KEY: Activity 1: 2 be, 3 climb, 4 work, 5 take, 6 love; Activity 2: (Possible answers: 2 She used to work in a hospital. 3 She used to work six days a week. 4 Sometimes she used to work at night and sleep in the day. 5 She used to go on holiday to the mountains in the summer. 6 She used to play with my mum and uncle.)

Optional follow-up activity: Students work in small groups. They take turns to read aloud what they have written about a person in their family. The other students in the group listen. Encourage them to ask questions to find out more information about each person. Monitor and help as necessary.

#### Worksheet 3: We had to ...

#### Using the worksheet

- This worksheet practises had to to talk about past obligations.
- Ask What is a summer camp? Find out if any of your students have been to one. Ask How is the boy in the picture feeling? Elicit tired. Students match the sentence halves to find out why.
- Then students write sentences to describe what they had to do last week. Help with new vocabulary.
- KEY: Activity 1: 2d, 3e, 4a, 5f, 6b: Activity 2: (Possible answers: 2 I had to make my bed. 3 I had to wash up. 4 I had to dry the dishes. 5 I had to walk the dog. 6 I had to do my homework.)

Optional follow-up activity: With the whole class, prepare for a survey to find out what kinds of things students had to do to help at home last week. Elicit from the students questions based on their answers to Activity 2, e.g. *Did you have to clean your roam?* and write them on the board. Students each choose six questions. They make a table with 4 columns and 6 rows. They copy their chosen questions onto the rows in the first column. Then they work in groups of four and ask and answer the questions. Ask them to report to the class some of their information, e.g. *Three of us had to clean our rooms last week*.

#### Worksheet 4: Whodunnit?

#### Using the worksheet

- This worksheet encourages students to work together and be creative in order to make their own detective play. You could explain to the students that a "Whodunnit" is the popular name for a detective story. It means "Who did it?", i.e. the crime.
- Look at the choices and help with new vocabulary. Students work in groups of four and choose from the options for their own detective play. (Encourage them to use the language they know for making suggestions, e.g. How about? / Shall we?) If necessary, they can make their final decisions by voting.
- Students work together to plan and write their play. Monitor and help as necessary.

KEY: Students' own answers

Optional follow-up activity: Students stay in their groups and practise acting out their play. Then they perform it for the whole class. The class vote on their favourite play.

# Worksheet 1: Hair and face

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Find and circle the words in the word search. Then label the pictures.















d	a	r	k	s	b	e	u	t	۷
b	k	w	0	t	ι	r	(f)	y	b
a	р	q	i	r	0	р	a	r	t
x	У	c	t	a	n	У	i	w	r
v	r	u	У	i	d	t	r	e	p
q	р	r	m	g	е	x	z	a	l
r	m	l	ι	h	u	d	с	s	k
t	t	У	j	t	i	f	v	y	j
У	m	0	u	s	t	a	с	h	e
b	e	a	r	d	a	5	с	a	r

2

## Make a new word search.

Vocabulary: Hair and face

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# Worksheet 2: I used to ...



## Complete the story about Sam and her grandfather.

climb	alau	work	love	toke	he
CONTRA	picty	WOIN	tove	CONC	00

It was Saturday afternoon. Sam and her grandfather were walking through their garden. They were talking about life.

'Things change, Sam,' said Sam's grandfather. 'When I was a boy I used to '\_\_\_\_play\_\_\_\_football with my friends. We used to play every Saturday afternoon. But my old legs can't run very fast now. I can only watch football with my friends.'

'What job did you do, Grandpa?' Sam asked.

'Oh, I used to <sup>2</sup>\_\_\_\_\_\_ a firefighter. I used to <sup>3</sup>\_\_\_\_\_\_ ladders and rescue people from houses that were on fire. I used to <sup>4</sup>\_\_\_\_\_\_ very hard.'

'It sounds exciting, Grandpa!'

'It was,' said Sam's grandfather, 'Sometimes.'

They walked on up the path. It was a beautiful, quiet afternoon. 'When your father was a boy I used to

<sup>5</sup>\_\_\_\_\_ him to the swimming pool every Saturday afternoon. I taught him to swim. He used to

6\_\_\_\_\_ it.'

'What do you do on Saturday afternoons now, Grandpa?' asked Sam.

Sam's grandfather laughed. 'I go for walks with you!'





Write six used to sentences about someone in your family.

My grandmother used to be a nurse





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Detective Brown: Good morning, Miss Jones. Miss Jones: Good morning. Detective Brown: What were you doing in town yesterday at 4 pm? Miss Jones: I was buying some clothes. Detective Brown: And what did you see? . . .

Literature: Crime fiction



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# **Mythical beasts**

#### Worksheet 1: Animal bodies

#### Using the worksheet

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- This worksheet practises animal body words: horn, feathers, scales, wing, tail, tongue, back, neck.
- Students make words from the jumbled letters. then match the words to the pictures.
- Students then read the sentences and decide whether they are True or False.
- KEY: Activity 1: 2c tongue. 3e feathers, 4f wing, 5d neck, 6b tail, 7a horn, 8g scales; Activity 2: 2 False, 3 False, 4 True, 5 True, 6 True

Optional follow-up activity: Ask students to work in pairs and do some research in the library or on the Internet to find out some interesting facts about an animal of their choice. Students present what they find out about their animal to another pair or to the whole class.

# Worksheet 2: Elephants are stronger than mice.

#### Using the worksheet

- This worksheet practises comparatives and superlatives.
- Students read the sentences and circle the correct words.
- Studen s then work in pairs and make sentences about animals with the comparative or superlative forms of the words in the box. Check that students know and can write the names of the animals on the page.
- KEY: Activity 1: 2 longer necks, 3 the biggest, 4 higher than, 5 the smallest. 6 better: Activity 2: (Possible answers: 2 Crocodiles are more dangerous than kangaroos. 3 Giraffes are the tallest animals in the world. 4 Sharks can swim faster than people. 5 Crocodiles are slower than cats. 6 Puppy dogs ore weaker than adult dogs.)

Optional follow-up activity: Students work in the same pairs and check that the sentences they wrote in Activities 1 and 2 are true by doing research on the Internet or in the library. Students report back what they find out to another pair or to the whole class.

#### Worksheet 3: He / She / It looks like ...

#### Using the worksheet

- This worksheet practises He / She / It looks like to describe people and things.
- Students read the text and label the family photographs.
- Students then write about and describe their family.
- KEY: Activity 1: 2 Grandpa (Brown). 3 Debbie. 4 Clive. 5 (Aunt) Jane. 6 (Uncle) Joe

Activity 2: (Possible answers: I look like my mother. I'm short. I've got brown eyes and long brown hair: My uncle looks like my grandfather. He's got a beard; My cousin looks like my aunt. She's got short curly hair.)

Optional follow-up activity: Ask students to bring in a selection of family photographs. They work in small groups and take turns to show their photographs to the group. The group discuss who they think each person in the family looks like.

#### Worksheet 4: Mythical beasts

#### Using the worksheet

- This worksheet practises finding out about mythical beasts.
- Students work in three groups. Ask each group to find out the answers to the questions about one of the mythical beasts and find more information by doing research on the Internet or in the library.
- Students work with one member of each of the other groups. They take turns to ask and tell each other about their mythical beast, then write about one of them.

#### KEY: Activity 2:

	The Yeti	The Loch Ness Monster	Big Foot
Where does It live?	The Himalayos	Scotland	North Americo
What is its other name?	The Abominable Snowman	Nessie	Sasquatch
What does it look like?	It's big and hairy. It can be white, brown or black.	It has a very long neck.	It's big and hairy. It's brown or black.
What environment does it live in?	snowy mountains	water	forests

Activites 3 and 4: Students' own answers.

Optional follow-up activity: Ask students to make two groups. Group A believe in mythical beasts. Group B do not. Ask students to work in their groups and think of reasons to explain what they think, e.g. Group A: I believe in mythical beasts because we've got pictures of them. Group B: I don't believe in mythical beasts because we can't see them. Monitor and help with new vocabulary as necessary. The two groups come together and have a discussion as a class. Encourage students to share their opinions and listen carefully to each other.

	Write the words	. Then match th	em to the pictures.
	cabk	back	•
2	egunot	\	•
3	eearsthf	\	° v C
•	gnwi		e 💭
5	kenc		· ·
5	lati		• Se
7	norh		() e
B	selsca		`D H
2)	Read and write	True or False.	
1	Cows have got horns or	n their feet.	False
2	Elephants have got feat	thers.	
3	Dogs have got wings.		
4	Fish have got scales.		

(Vocabulary: Animal bodies

(T160)

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# Worksheet 2: Elephants are stronger than mice.

## Read and circle the correct words.

- 1 Sharks are more dangerous / the most dangerous than dolphins.
- 2 Giraffes have the longest necks / longer necks than elephants.
- 3 Whales are the biggest / bigger than animal in the world.
- 4 Kangaroos can jump the highest / higher than dogs.

2

- 5 The Sun Bear is smaller than / the smallest bear in the world.
- 6 Crocodiles are the best / better at swimming than ducks.

# Use the words in the box to compare animals.

dangerous	fast	-strong-	slow	weak	tall
1 Bears are st	ronger thai	n cats			
2					
3					
4					-•
5					
6			-	1.20	
Ro de	S	A.	ALL C	F (e	
Grammar 1: Compo	aratives and	superlatives)	140	(	
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# Worksheet 3: He / She / It looks like ...



## Read and write the names of people in the family.

Sa	lly: When are we going to Australia, Mum?
Mu	ım: In two weeks.
Sal	lly: I'm so excited! Tell me about the family. What does
	Uncle Joe look like?
Mu	ım: Uncle Joe has got curly hair!
Sal	lly: What about Aunt Jane?
Mu	ım: Aunt Jane looks like me! She's got big eyes and long
	blonde hair.
Sal	lly: And what does my cousin Clive look like?
Mu	ım: Well, Clive looks like his father. But he's got a
	moustache. And he's thinner!
Sa	lly: What about Clive's sister? What does she look like?
Mu	ım: Debbie? She's got short black hair and she likes hats.
Sa	lly: Are we going to see Grandpa Brown?
Mu	ım: Yes, we are.
Sa	lly: What does he look like?
Mu	ım: Well, Grandpa hasn't got any hair on his head now,
	but he's got a beard. And he's got a new dog.
Sa	lly: A new dog?
Mu	ım: Yes! It's called Caesar.
Sa	lly: What does it look like?
Mu	ım: It's got a big nose and long ears.
Sa	lly: I can't wait to meet Caesar!



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# Describe your family.

My brother is tall. He's got black hair. My brother looks like my father

Grammar 2: It looks like ....



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	Choose and cire	cle your mythical beast.	
	and the second s	AC	
	The Yeti	The Loch Ness Monster	Big Foot
	Find out about	your mythical beast an	d tick (√).
a W	here does it live?	34_134	
Sco	otland	North America	The Himalayas
w	hat is its other name	e?	
	e Abominable owman	Nessie	Sasquatch 🗌
W	hat does it look like	?	
	s got a very ng neck.	It's big and hairy. It can be white, brown or black.	It's big and hairy. It's brown or black
i w	here does it live?		
W	ater 🗌	snowy mountains	forests
	Find out more f	acts about your mythic	al beast.
	Ask about the one of them.	other mythical beasts a	ind write abou
	The Yeti lives		
	-		
	2		

(1163)

# **Orchestra** practice

#### Worksheet 1: Instruments

#### Using the worksheet

- This worksheet practises instrument words: trombone, drums, keyboard, trumpet, vialin, triangle, tambourine, saxophone, harp.
- Students find the numbered instruments in the picture, then write the number next to the name of each instrument.
- Check that students know the meanings of the words, blow, hit, strings, sticks, electric and shake.
   Students work in pairs. They read the definitions and circle the correct instrument. Get them to compare their ideas with another pair before checking the answers in whole class.
- KEY: Activity 1: 2 harp. 3 violin, 4 trumpet,
  5 saxophone, 6 drums, 7 triangle, 8 trombone,
  9 tambourine: Activity 2: 2 violin, 3 drums, 4 harp.
  5 keyboard, 6 tambourine

Optional follow-up activity: Demonstrate how to play Pictionary (see page 5). Ask a volunteer to slowly draw a musical instrument on the board. The first student to guess the instrument that is being drawn takes the next turn. Students can also play the game in groups.

#### Worksheet 2: Is this Tom's bag?

#### Using the worksheet

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- This worksheet practises possessive pronouns mine, yours, his, hers, ours, theirs.
- Students match the sentences.
- Then they read the questions, match them to the pictures and write a possessive pronoun to complete each answer. Get students to check their answers with a partner by reading the conversations aloud.
- KEY: Activity 1: 2f. 3a, 4c, 5e, 6d: Activity 2: 2g his, 3f hers, 4e mine, 5c yours, 6a hers, 7b theirs

Optional follow-up activity: Make some space in the classroom. Students work in groups and sit in circles on the floor. They each put four of their belongings in the centre of the circle. Then they take it in turns to return the items to their owners by asking and answering questions, e.g. Is this ruler yours? Yes, it's mine: Is this pen Jo's? Yes, it's hers.

#### Worksheet 3: My musical house

#### Using the worksheet

- This worksheet practises the relative pronouns who / which / where.
- Students look at the picture and read the text. Then they complete the text with the phrases in the bax. Get students to check their work in pairs.
- Students then read the text again and answer the questions.
- KEY: Activity 1: 2 who lives, 3 where he lives, 4 which Simon plays, 5 the man who lives, 6 which is below, 7 who plays, 8 which Mr Smith plays; Activity 2: 2 Richard's mum, 3 Richard, 4 Miss Simpson, 5 Mr Williams, 6 Sophie (Smith)

Optional follow-up activity: Brainstorm different kinds of stories with the class, e.g. *crime stories* and *fairy tales*. Help with new vocabulary as necessary. Then demonstrate how to write a chain story. Students work in pairs. Give each pair a piece of paper and ask them to write the opening line of a story on it. Set a time limit of two minutes for this. Students then give their paper to another pair. They write the next sentence of the story. Monitor and encourage students to try and use long descriptive sentences with relative pronouns when appropriate. The activity continues for seven or eight sentences. Each pair then takes it in turn to read the story they finished to the rest of the class.

#### Worksheet 4: Making music

#### Using the worksheet

- This worksheet encourages students to work together and be creative so that they can form a music band.
- Look at the items and help with new vocabulary. Students work in groups and choose from the options in order to create their own band. (Encourage them to use the language they know for making suggestions, e.g. How about? / Shall we?) If necessary, they can make their final decisions by voting.
- Students work together on the lyrics of their first song. Monitor and help as necessary.

KEY: Students' own answers

Optional follow-up activity: Students stay in their groups and sing or read out the words to their song. Then they perform it for the whole class. The class vote on their favourite song.



# 2

## Read and circle the correct word.

- 1 You blow into this instrument.
- 2 This instrument is not big and has four strings.
- 3 You play this instrument by hitting it with sticks.
- 4 You hold this instrument between your legs and play the strings with your fingers.
- 5 This instrument is sometimes electric.
- 6 You shake this instrument.

### Vocabulary: Instruments)

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(trumpet)/ triangle

violin / saxophone

keyboard / drums

trombone / harp

keyboard / triangle

harp / tambourine





# **Read and match.**

- a They're his. 1 It's Sally's computer game.
- 2 It's David and Daisy's cat. b It's hers.
- 3 They're John's pens.
- 4 They're our dogs.
- 5 It's my house.
- 6 It's your guitar.

- c They're ours.
- d It's yours.
- e It's mine.
- f It's theirs.



Match the questions to the pictures, then answer the questions.

C			
	e		
1	Are they our books?	d	Yes, they're
2	Is this Tom's bag?		Yes, it's
3	Is this Lucy's harp?		Yes, it's
4	Whose is this triangle?		Oh, it's
5	Is this my CD?		Yes, it's Your name's on it.
6	Is this Mrs Brown's tambourine?		Yes, it's
7	Are they Paul and Mike's trombones?		Yes, they're
			Grammar 1: Possessive pronouns



# Worksheet 3: My musical house

# Look at the picture. Then read and complete.

<del>where I live</del> which Mr Smith plays	which Simon plays where he lives	the man who lives which is below	who play who lives
My name's Richard. The house in the world. Mrs in flat number 46. She pl like Mrs Black to give me	Black is the woman <sup>2</sup> ays the saxophone. She	6	
practises every day beca he's older, Simon wants	use he plays in the scho to play in an orchestra. in number ·	e trumpet. He ool band. When 40. He can play he harp and the	
Miss Simpson lives there.	e drums. Sometimes, Mi	nber 38. oman iss Simpson	
The Smiths live in numbe is the keyboard. He play Sophie, can sing very we	er 36. The instrument <sup>s</sup> s classical music. The Sm	hiths' daughter	
Me? Well, I don't play a	nything. But I'm very go	od at listening!	
Read and answ	wer.		
Who plays the	4	Who lives in	

saxophone?

Mrs Black

- 2 Who doesn't like the drums?
- 3 Who doesn't play an instrument?

Grammar 2: who / which / where )

- 4 Who lives in number 38?
- 5 Who plays the harp?
- 6 Who sings?

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In the planetarium

#### Worksheet 1: Space

#### Using the worksheet

- This worksheet practises space words: planet, star, comet, moon, rocket, UFO, astronaut, space station, telescope.
- Students read and complete the space quiz questions with words from the box.
- Students then work in small groups and make their own space quiz. Encourage them to go to the library or do some research on the Internet to find space facts.
- KEY: Activity 1: 2 star, 3 space station, 4 telescope, 5 UFO, 6 astronaut, 7 comet. 8 rocket: Activity 2: (Possible questions and answers: 2 What colour is Mars? Mars is red. 3 Is Pluto a planet? No, it's a dwarf planet. 4 Which planet is called the blue planet? Earth is called the blue planet. 5 Which planet is the coldest? Neptune is the coldest planet.)

Optional follow-up activity: Students from each group take turns to come to the front of the class and ask the other groups the questions in their space quiz. Teams score a point for each correct answer.

#### Worksheet 2: What will you be when you grow up?

#### Using the worksheet

- This worksheet practises using will to predict the future.
- Students work in small groups. Give each group a board and check they know the names of all the jobs. Give each group a dice or spinner and some counters. Students put the counters on Start, then take turns to throw the dice or spin the spinner. The student with the highest score in each group starts. Students move the number of spaces on the dice or spinner each time and move to the appropriate square. The group asks, What will you be when you grow up? The student has to reply by making a sentence with the job they have landed on, e.g. 1 I'll be an explorer and I'll find a new island. If the sentence is correct, the student stays on that space. If the sentence is incorrect, they go back two spaces and wait for their next turn. The first student to get to Finish is the winner.

#### KEY: Students' own answers

Optional follow-up activity: Students work in groups and make their own board game. The items in the squares in their game should revise grammar or vocabulary from a unit or units of *Super Minds* 4. Monitor and help as necessary. Make copies of the board games and play them in class as a revision activity.

#### Worksheet 3: He runs quickly.

#### Using the worksheet

- This worksheet practises adjectives and adverbs.
- Students circle the correct word to complete the sentences.
- Students then match the sentences to the pictures.
- KEY: Activity 1: 2 carefully, 3 slowly, 4 dangerous, 5 bad, 6 quietly: Activity 2: b2, c1, d4, e3, f6

Optional follow-up activity: Make some space in the classroom to play *Musical chairs* (see page 5). Arrange two lines of chairs, back to back, with one chair for each student. Say an adverb, e.g. *beautifully*. Play some music. Students walk/dance round the outside of the lines of chairs. Take one chair away and then stop the music. Students run to sit on a chair. The one who is left standing has to say and act out a sentence with the adverb in it, e.g. *I can sing beautifully*. If they make a mistake, they are out and another chair is taken away. If they are correct, they continue to play and then restart the music for the game to continue.

#### Worksheet 4: Into space

#### Using the worksheet

- This worksheet practises finding out and talking about astronauts.
- Students work in three groups. Ask each group to find out the answers to the questions about one of the astronauts. Students share what they already know and do research on the Internet or in the library.
- Students find out two more interesting facts about their astronaut.
- Students work with one member from each of the other groups. They take turns to ask and write answers to the questions in Activity 2.

KEY: Activity 2a-c: Activity 2d: Students' own answers

	Yuri Gagarin	Neil Armstrong	Valentina Tereshkova
Born	1934	1930	1937
Was the first	man in space	man to walk on the moon	woman in space
Said	I see Earth! It is so beautiful!	That's one small step for man, one giant leop for mankind.	I achieved my childhood dream of the sky.

Optional follow-up activity: Students work in their original groups and make a short poster presentation about their astronuat.

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# B Worksheet 2: What will you be when you grow up?

Play the board game.



(Grammar 1: will)

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# Worksheet 3: He runs quickly.



# Read and circle the correct word.

- My brother runs the I00 metres and the 200 metres very quick / quickly.
   One day he'll win the gold medal in the Olympics.
- 2 Please open the milk careful / carefully. We don't want any on the floor!
- 3 James! Thomas! Walk slow / slowly to your lessons! Don't run!
- 4 Don't ride your bike between the cars. It's dangerous / dangerously.
- 5 I'm very bad / badly at Maths. I only got 40% in my last test.
- 6 Dad will hear us. Talk quiet / quietly!



# Match the sentences to the pictures.













Grammar 2: Adverbs

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8 Works	heet 4: Into spa	ce
Choose and	d circle the name of yo	our astronaut.
		C.P.
Yuri Gaga	arin Neil Armstrong	g Valentina Tereshkova
Find out a	bout your astronaut a	nd tick (√).
a When was he/sh 1930	e born? 1934 🗌	1937
b What did he/she He was the first man in space.	do? She was the first woman in space.	He was the first man to walk on the moon.
<ul> <li>What did he/she</li> <li>It's one small step</li> <li>man, one giant lear</li> </ul>	for I achieved my	I see Earth! It is so
for mankind.	e facts about your astrona	beautiful!

### Work in groups and complete the table. B

	Yuri Gagarin	Neil Armstrong	Valentina Tereshkova
Born	19	19	19
The first			
Said			
Fact 1			
Fact 2			

# Science: Into space

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# At the campsite

# Worksheet 1: Holiday activities

### Using the worksheet

- This worksheet practises holiday activity words: sail a boat, row a boat, put up a tent, collect wood, make a raft, make a fire, swing on a rope, dive into the water, dry your clothes.
- Students circle the correct words to complete the sentences.
- Students then read the story and complete it using the words in the box.
- KEY: Activity 1: 2 rowed, 3 dried, 4 collected, 5 dived into, 6 swung on: Activity 2: 2 put up, 3 mode, 4 raft, 5 sailed, 6 make, 7 dived

Optional follow-up activity: Give students a piece of paper. Tell them that they are going to draw a campsite. Dictate a sentence for the students to draw, e.g. A boy is putting up a tent next to a lake. Pause while students draw. Ask a volunteer to dictate the next sentence. The activity continues. Students compare their completed pictures with a partner.

# Worksheet 2: a bottle/can/loaf/ packet/piece of

### Using the worksheet

- This worksheet practises a bottle of / a can of / a loaf of / a packet of / a piece of.
- Students read the conversations and match them to the pictures. Get them to check their work in pairs by reading the dialogues aloud.
- Students then work in pairs and write their own shopping dialogue using the items on the shopping list. They perform their dialogues for the class.
- KEY: Activity 1: 2a. 3d. 4e. 5c: Activity 2: (Possible answer:

'Have you got any cheese?'

- 'Yes. Would you like a big piece of cheese?'
- 'Yes, please. And I'd like five packets of crisps.'
- "Would you like any drinks?"
- "Yes. Three bottles of water and a can of lemonade, please."
- 'That's £12, please.'

### 'Thank you. Goodbye!')

Optional follow-up activity: Play The shopping memory game (see page 5). Students sit in a circle. Say, e.g. I'm going to the supermarket to buy a loaf of bread. The first student repeats your sentence and adds another item to the shopping list, e.g. I'm going to the supermarket to buy a loaf of bread and a bottle of water. Play continues. If a student makes a mistake, they are out. The game continues, with each student adding another item, until there is a winner. At the beginning of the next class, ask the students how many items they can remember.

# Worksheet 3: How much? How many? Using the worksheet

- This worksheet practises How much? / How many?
- Students unjumble the words to make questions.
- Students then look at the picture and answer the questions in Activity 1.
- KEY: Activity 1: 2 How much cheese is there in the fridge? 3 How many packets of crisps are there? 4 How many bars of chocolate have you got? 5 How much bread is there in the cupboard? 6 How many cans of lemonade do you drink every day?: Activity 2: 2 There's one (big) piece of cheese. 3 There are six packets of crisps. 4 I've got six bars of chocolate. (one is in his hand) 5 There are two loaves of bread. 6 I drink five cans of lemonade every day.

Optional follow-up activity: Brainstorm the different shops you find in a typical town, e.g. *clothes shops*. Divide the class into shopkeepers and shoppers. Ask the shopkeepers to choose a shop and make a poster to display what they sell. Ask the shoppers to think of all of the things they would like to buy in those shops and make a shopping list of ten items. Students then act out a shopping role-play. The winning shopper is the student who buys and ticks off the most items from their list. The winning shopkeeper is the student who sells and ticks off the most items from their poster.

# Worksheet 4: Planning a camping trip

### Using the worksheet

- This worksheet encourages students to work together and make sensible decisions about what to take with them on a camping trip and where to put their tent.
- Look at the items and help with new vocabulary. Students work in groups and discuss the options. Encourage them to use the language they know for making suggestions, e.g. *How about? / Shall* we? Tell students to try and reach an agreement as a group and circle their choices. If necessary, they should vote on their final decisions. Students write why they have decided to pitch their tent in a particular location and the reasons why they have chosen each item.

### KEY: Students' own answers

Optional follow-up activity: Brainstorm possible events on a camping trip, e.g. bad weather, getting lost, finding treasure. In their groups, students choose one idea and prepare a role-play. Monitor and help with vocabulary as necessary. Students act out their role-plays for another group or the whole class.

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# Worksheet 1: Holiday activities

# Read and circle the correct words.

On our holiday we ...

- 1 (sailed)/ dried a boat.
- 4 dived into / collected wood.

5 made / dived into the water.

- 2 rowed / swung on a boat.
- 3 dried / put up our clothes.





Last summer, we went to a ' campsite for the weekend. On Saturday afternoon, Dad <sup>2</sup>\_\_\_\_\_ our tent. It took a long time! Dad didn't know what he was doing. Mum wanted to help but Dad wanted to do it.

On Saturday evening, we <sup>3</sup> \_\_\_\_\_ a fire and cooked sausages and potatoes.

On Sunday morning, we made a 4 \_\_\_\_\_ from old wood. We

5 on it all day! 'Next time.' Dad said, 'we'll 6\_\_\_\_\_\_ a boat!'

Then we <sup>7</sup>\_\_\_\_\_ into the water and went swimming for a long time. We had a great time but Mum says that she is going to put up the tent next time!

# Vocabulary: Holiday activities)



Make your own shopping conversation. Use the shopping list to help you.

two loaves of bread	Good morning. Can I have two loaves of bread, please?
three bottles of water	
five packets of crisps	
a big piece of cheese	
a can of lemonade	
	(Grammar 1: a bottle / can / loaf / packet / piece o

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1	many / How / bottles / water / of / there / are	
	How many bottles of water are there	
2	How / cheese / much / there / is / fridge / in / the	2
3	packets / crisps / of / many / How / there / are	
4	bars / chocolate / of / got / How / many / you / have	f
5	bread / much / there / the / How / is / cupboard / in	?
6	cans / lemonade / many / every day / of / How / drink / do / you	?
0	cans / temonade / many / every ady / of / How / annk / do / you	7

# Answer the questions for the boy in the picture.



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Grammar 2: How much? How many?)

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# Worksheet 4: Planning a camping trip



# You are going on a camping trip with your school in the countryside in the spring. Decide what you are going to take.

a Choose and circle your shoes.

b Choose and circle your coat.







hiking boots

flip flops

high heels



lace-up shoes



iacket

body warmer

c Choose and circle what you are going to eat.



fur coat



raincoat



bread and cheese

bananas and apples

cans of beans









torch and batteries

matches and candles

an electric light

wood

2)

Mark on the map where you are going to camp. Then write about your camp site and what you are going to take with you.





















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Listen and answer. Write three words.

1	Does Sally like music?	Yes, she does
2	Does she read books?	· · ·
3	Does she like playing tennis?	······································
4	Is Sarah Sally's best friend?	· · · · · · ·
5	What's her favourite film?	·
6	Does she take photographs?	

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- 2 John: tennis / you / Did / play \_\_\_\_\_ ? Anna: Yes, I played with Bill in the park.
- 3 John: get/did/to/you/How/park/the\_\_\_\_\_ Anna: We wolked there.
- 4 John: cinema / go / Did / the / you / to \_\_\_\_\_\_? Anna: Yes, I did. It was a funny film.
- 5 John: film / was / the / in / What \_\_\_\_\_ ? Anna: A polar bear and its friend.
- 6 John: play / computer / you / games / Did \_\_\_\_\_\_? Anna: Yes, I played them with my sister on Friday.

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- 1 We must / mustn't play football in the small playground.
- 2 We must / mustn't put our bikes in front of the school.
- 3 We must / mustn't wear trainers in the gym.
- 4 We must / mustn't do our homework at lunchtime.
- 5 We must / mustn't eat in the playground.
- 6 We must / mustn't put our coats in the classroom.

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2

# Progress test 2: Reading and writing

# Name

# Read, then complete the words.

- 1 We live near a big m <u>a</u> <u>u</u> n t <u>a</u> <u>i</u> n. We climb there in the summer.
- 2 There's a long p \_ t \_ from the street to our door.
- 3 Australia is a very big \_ s l \_ \_ d.
- 4 My grandfather is a farmer. He's got lots of f \_\_\_ l d s with cows in them.
- 5 There is a beautiful r \_ v \_ r in our town. You can take a boat on it.
- 6 Only four hundred people live in our v \_ l l \_ g \_ .

# Read, choose and write the correct words.



Last summer I went to the mountains with my parents ' \_\_\_\_\_ md \_\_\_ my sister. We had a great time. My parents didn't want to stay in a hotel, <sup>2</sup> \_\_\_\_\_ we stayed in a big tent. The weather was beautiful. We <sup>3</sup> \_\_\_\_\_ see a lot from the top of the mountain. There weren't any big towns there, so we <sup>4</sup> \_\_\_\_\_ go to the cinema or shops or cafés. My sister was sad about that <sup>5</sup> \_\_\_\_\_ she loves noisy places! It was very quiet on the mountain and time went very slowly. I liked it <sup>6</sup> \_\_\_\_\_ I was happy to go home and see my friends.

1	and	so	because
2	so	because	but
3	can	can't	could
4	couldn't	haven't	wasn't
5	because	and	50
6	but	so	and

T184



( T185 )





Yes, I \_\_\_\_\_.



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\_\_\_\_\_ you watching TV, Tom?

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# (no). Read, then listen. Write y (yes) or N (no).

1	Daniel's birthday is in March.	<u> </u>
2	The train leaves at 6 o'clock.	
3	Jenny started playing tennis in 2009.	
4	Paul and Mark went to the cinema on Friday.	
5	Ben saw Lucy in the morning.	
6	The party is going to be on Saturday.	

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My name is Andy and I love going to new places on the train. On Saturday, it was my birthday, so I '*was travelling /travelled* to Liverpool by train with my mum. We got to the station at quarter to 8 and the train '*left / was leaving* at 8 o'clock. When we '*arrived / was arriving* in Liverpool, I was so excited because, when Mum and I walked out of the station, a band '*were playing / played* Beatles' songs in the street. We watched them for a few minutes. Then we went to the centre of the city. We '*visited / were visiting* the museums and the shops. We had tickets to a great football match: Liverpool and Arsenal! When we arrived at the football stadium, all the people '*sang / were singing*! The match was great! It finished 2–2.

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(T189

# **Progress test 2: Reading and writing**

# Name



# Write the words.

-dark	moustache	straight	beard	scar	cu	rly)
1			2	area in	٢	hair
C C		<u>dark</u> h <b>air</b>	- AND	5. FP	Э	
	The -		A	Z		
	G	A	©			
			Э	_ hair		



T190

# Write the sentences.

When I was young ...

- 1 used / my / live / to / small / a / in / village / family my family used to live in a small village
- 2 father / my / used / work / city / the / in / to
- 3 stay / mother / to / at / had / home / my
- 4 the / I / to / get / in / had / morning / early / up
- 5 I / used / after / football / play / school / to
- 6 evening / I / had / the / homework / to / my / in / do



- 2 Lucy thinks elephants are nicer / heavier than giraffes.
- 3 Lucy thinks sharks are faster / more intelligent than dolphins.
- 4 Lucy thinks rabbits are bigger / quicker than mice.

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- 5 Lucy thinks horses are the most beautiful / the funniest animals.
- 6 Lucy thinks parrots are the best / the worst animals.

T191

# **Progress test 2: Reading and writing**

# Name



# Read and complete the words.

- 1 My dog has a very long t  $\underline{a} \perp \underline{l}$ .
- 2 Birds have f\_th\_rs.
- 3 Snakes have long t \_ n g \_ \_ s.
- 4 Horses have strong b \_ c k \_.
- 5 Unicorns have a big h \_ r n on their nose.
- 6 Giraffes have very long n \_ c k s.



# Read, choose and write the correct word.





I was walking in the park yesterday afternoon when I saw a very strange thing. I don't know what it was! It looked ' \_\_\_\_\_ like \_\_\_\_ a small bird. It had scales and wings. It was <sup>2</sup> \_\_\_\_\_ than a mouse but smaller than a cat. It had a tail. It was red. And it <sup>3</sup> \_\_\_\_\_ like something from a cartoon. When I got home, I said to my sister, "4 \_\_\_\_\_ does a dragon 5 \_\_\_\_\_ like, Holly?" She laughed and said, 'Dragons aren't real, Jim. They are mythical beasts.' Well, I don't think my sister is right. I think there are dragons and they are the 6 \_\_\_\_ interesting beasts in the world.

1 likes	-like-	liking
2 big	bigger	biggest
3 was looking	look	looked
4 Where	Which	What
5 look	looked	looking
6 more	most	much





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# Read and complete the sentences with who, which or where.

- 1 This is the house <u>where</u> John lives.
- 2 The instrument \_\_\_\_\_ Linda plays is the guitar.
- 3 Bill is the boy \_\_\_\_\_ has got dark hair.
- 4 This is the library \_\_\_\_\_ I go after school.
- 5 Claire is the girl \_\_\_\_\_ plays chess.
- 6 The sport \_\_\_\_\_ I like the most is tennis.

2



# Name







e

# Listen and tick (/) yes or no.

When they grow up.

1 2	Karl will be a tennis player.	🖌 yes	no
2	Tony will be a police officer.	🗌 yes	🗌 no
3	Rachel will be a writer.	🗌 yes	🗌 no
۹ 😨	Michael will be a doctor.	yes	🗌 no
5 🔍	Louise will be a photographer.	🗌 yes	🗌 no
٩	Susie will be an astronaut.	yes	🗌 no







# 9 Progress test 2: Reading and writing

Name

Read, then complete the words.



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# Read and complete with much or many.



Five more minutes, Robert and then we can have some lunch. OK, so how '\_\_\_\_\_\_\_ bottles of water are there? Five? Good. And how <sup>2</sup> \_\_\_\_\_\_\_ bread is there? Only three loaves? Right, I'll buy some more. Now, what about carrots? How <sup>3</sup> \_\_\_\_\_\_\_ carrots are there? Three bags? All right. Good. How <sup>4</sup> \_\_\_\_\_\_\_ cheese have we got? Five big pieces? That's excellent. What about potatoes? How <sup>5</sup> \_\_\_\_\_\_\_ potatoes are there, Robert? Four bags of potatoes. Hmm. I'll buy some more this afternoon. And the last one. How <sup>6</sup> \_\_\_\_\_\_\_ chocolate have we got? Twenty-five bars! Well, that'll be enough. All right, Robert. That's it, thank you.



# **Progress tests**

### Introduction to the progress tests

There are two progress tests for each of the ten units in the Level 4 Student's Book. The first test is a listening test and the second is a reading and writing test. There are two activities in each test, covering the vocabulary and grammar presented on the first, second and fourth pages of each unit in the Student's Book. The first activity in each test usually covers the vocabulary and the second covers grammar.

There are five questions and an example in each of the two activities, which means that each test is marked out of 10 and should take about 20 to 30 minutes of class time. The total mark for both progress tests in a unit is, therefore, 20.

The progress tests can be used in a number of ways. You might choose to do one of the two progress tests once students have completed the first half of each unit in the Student's Book and then save the other progress test until students have completed the entire unit. Alternatively, you might choose to do one of the two progress tests at the end of each unit and then save the other progress test until the end of term. This staged approach will help you to see what students have learnt and understaad in the short term and what they can remember in the long term. It will also give students an opportunity to revise and/or ask for help between tests in order to improve their marks.

# Well done, Ben and Lucy! Progress test 1: Listening

# Listen and number. CD

Students listen and number the pictures.

### TAPESCRIPT

- 1 photographer
- 2 band
- 3 big wheel
- 4 microphone
- 5 rollercoaster
- 6 dodgem car

KEY: a6, b3, c2, e4, f5

# Listen and answer. Write three words.

Students listen and answer the questions with short answers.

### TAPESCRIPT

- 1
- Boy: Can I ask you some questions, Sally? I'm doing a questionnaire for my homework.
- Girl: Of course you can, Paul.
- Boy: OK. Do you like music?
- Girl: Yes, I do. I love music.

### 2

Boy: The next question is: Do you read books? Girl: Yes, I do. I read books every day.

# з

Boy: Do you like playing tennis. Sally? Girl: No. I don't. But I sometimes watch it on TV.

Boy: What about swimming? Do you go swimming? Girl: Yes, I do. I go every Sunday morning with Sarah. Boy: Is Sarah your best friend? Girl: Yes, she is.

### 5

Boy: Do you watch films?

Girl: I love films, Paul! I watch them with my family every Saturday.

Boy: What's your favourite film?

Girl: Toy Story 3!

6

Boy: This is the last question. Do you take photographs? Girl: No. I don't. But I'd like a camera for my birthday.

KEY: 2 Yes, she does. 3 No. she doesn't. 4 Yes, she is. 5 Toy Story 3, 6 No, she doesn't.

# Well done, Ben and Lucy! Progress test 2: Reading and writing

Write the words.

Students look at the pictures, solve the anagrams and write the words.

KEY: 2 mayor. 3 rollercoaster. 4 roundabout. 5 journalist. 6 photographer

# John and Anna are talking. Write John's questions.

Students read the answers to the questions, then unjumble the words and write the questions.

KEY: 2 Did you play tennis? 3 How did you get to the park? 4 Did you go to the cinema? 5 What was in the film? 6 Did you play computer games?

# Unit 1 Progress test 1: Listening

# Listen and tick (\*) or cross (x).

Students listen and tick the box when the word matches the picture. They put a cross when it doesn't match.

- TAPESCRIPT
- 1 belt
- 2 crown
- 3 bow and arrow
- 4 helmet
- 5 sword
- 6 shield

KEY: 21.38.41.58.61



# 2 Listen and circle.

Students listen and circle the correct option.

### TAPESCRIPT

1

Girl: There are so many rules in our new school. Boy: I know! For example, we mustn't play football in the small playground.

2

Girl: We must put our bikes in front of the school. Boy: That's right. There's a car park behind the school. 3

- Girl: We mustn't wear our shoes in the gym. Boy: Yes. We must wear trainers.
- A

Girl: We mustn't do our homework at lunchtime.

Boy: Yes, we must do it after school. Lunchtime is for eating and playing.

5

Girl: We mustn't eat in the playground.

Boy: But we can drink something if we want to. 6

Girl: And we mustn't put our coats in the classroom. Boy: Lots of rules! How can we remember them all? Girl: We must learn them!

KEY: 2 must, 3 must, 4 mustn't, 5 mustn't, 6 mustn't

# Unit 1 Progress test 2: Reading and writing

# Write the words.

Students label the picture with the correct words.

KEY: 2 necklace. 3 bracelet. 4 crown, 5 knight. 6 shield

# Write the sentences.

Students read the jumbled sentences and order them.

KEY: 2 Give her the apple juice. 3 Give them the ball. 4 Don't show us the sward. 5 Buy me a computer, please. 6 Show Peter the crown.

# Unit 2 Progress test 1: Listening

Listen and circle. 6

Students listen and circle the correct picture.

# TAPESCRIPT

- 1 field
- 2 village
- 3 lake
- 4 forest
- 5 poth
- 6 mountain

KEY: 2a, 3a, 4b, 5b, 6a

# D Listen and complete the sentences.

Students listen and complete the sentences with the words from the box.

# TAPESCRIPT

# 1

Jane: Hi, Tim. How was your weekend? Tim: Hello. It was great, thanks! I went to a forest with my parents and my sister.

# 2

Jane: Wow! What did you do there?

Tim: We went for a long walk and I climbed a tree. Jane: That sounds like fun.

# 3

Jane: Did your sister climb the tree, too? Tim: No, my sister didn't climb the tree because she was scared.

# 4

Jane: Did you have a picnic?

Tim: Yes, we did! We were hungry, so we had a very big picnic!

# 5

Jane: What did you do after the picnic?

Tim: My sister took photographs of the trees but I don't like taking photos. I read a book. Then we went for another walk.

# 6

Jane: Did you watch TV when you got home?

- Tim: No, we didn't! When we got home we went to bed early because we were very tired!
- KEY: 2 and, 3 because, 4 so. 5 but. 6 because

# Unit 2 Progress test 2: Reading and writing

# Read, then complete the words.

Students read the sentences and complete the words by writing the missing letters.

KEY: 2 path. 3 island. 4 fields. 5 river. 6 village

# Read, choose and write the correct words.

Students read the text and choose words from the list to write in the spaces.

KEY: 2 so. 3 could, 4 couldn't, 5 because, 6 but

# Unit 3 Progress test 1: Listening

Listen and number. <sup>CC</sup>

Students listen and number the pictures.

# TAPESCRIPT

- 1 fire
- 2 police officer
- 3 fire engine

T200

4 police car 5 ambulance 6 firefighter

KEY: b4. c3. d6. e2. f5

### Listen and tick (1) yes or no. CD CD 90

Students read the sentences. Then they listen and tick the yes or no box according to what they hear.

### TAPESCRIPT

Man: What did you do yesterday, Alex?

Alex: I went to the cinema with my friends. Sam, Jack, Daisy, Sarah, Martin and Mike.

Man: That's a lot of friends!

Alex: Yes! We were early, so when the film started everyone was doing different things.

Man: Oh, what were they doing?

Alex: Sam was using her mobile phone. She loves her phone!

4

Man: What was Jack doing?

Alex: Jack was drinking water. He's always thirstyl

Man: What about Daisy?

Alex: Oh, Daisy was eating some popcorn. She was very noisy.

Man: Was Sarah eating popcorn too? Alex: No, she wasn't. Sarah was sleeping.

### 5

Man: What was Martin doing?

Alex: Martin was eating a sandwich. Oh no, he wasn't. He was reading a book.

Man: What about Mike? Alex: Mike was talking to Jack. Man: And what about you, Alex? Alex: I was waiting for the film to start!

KEY: 2 no. 3 no. 4 yes. 5 no. 6 yes

# Unit 3 Progress test 2: **Reading and writing**

### Circle the correct word.

Students look at the pictures and circle the correct word.

KEY: 2 flood, 3 ambulance, 4 police officer, 5 fire engine, 6 paramedic

# What was the family doing?

Students read and complete the questions and answers with was, wasn't, were, and weren't.

KEY: 2 Were, weren't; 3 Was, wasn't; 4 Were, were; 5 Were, were; 6 Were, was

# Unit 4 Progress test 1: Listening

# Listen and tick (1) the correct picture. 10

Students listen and tick the picture for what they hear.

### TAPESCRIPT

- 1 ticket office
- 2 train driver
- 3 rucksack
- 4 escalator
- 5 a cup of coffee
- 6 platform

KEY: 2b, 3a, 4b, 5b, 6a

### Read, then listen. Write Y (yes) or N (no). CD 137

Students read the questions. Then they listen and answer them by writing Y for yes or N for no.

### TAPESCRIPT

Girl: Is your birthday in October, Daniel?

Boy: No. it's not. It's in March. My brother's birthday is in October.

### 2

4

Boy: What time does the train leave, Emma? Girl: I think it leaves at 6 o'clock. No. no. at 7 o'clock. 3

Girl: When did you and your brother start playing tennis, Jenny?

Girl: My brother started in 2009 but I started in 2010.

Boy: Did we go to see that film on Saturday. Mark? Boy: Don't you remember, Paul? We went on Friday! 5

Girl: Hi, Ben. Did you see Lucy yesterday morning? Boy: She wasn't at school in the morning but I saw her in the afternoon.

Man: Can't we have the party on Friday? Woman: Sorry. We're going to have it on Saturday.

KEY: 2N, 3N, 4Y, 5N, 6Y

# Unit 4 Progress test 2: **Reading and writing**

### Write the words.

Students look at the pictures, solve the anagrams and write the words.

KEY: 2 suitcase, 3 rucksack, 4 platform, 5 station, 6 stairs

### Read and choose. Ð

Students read and circle the correct words.

KEY: 2 left, 3 arrived, 4 were playing, 5 visited. 6 were singing

T201

# Unit 5 Progress test 1: Listening

# 1 Listen and circle.

Students listen and circle the picture for the description they hear.

### TAPESCRIPT

- 1 He's got dark hair.
- 2 He's got a scar.
- 3 She's got straight hair.
- 4 He's got a beard.
- 5 He's got fair hair.
- 6 He's got curly hair and a moustache.

### KEY: 20. 3b, 4b, 5a, 6b

### Listen and number. <sup>CD</sup> 18

Students listen and number as they hear the activities.

### TAPESCRIPT

1

Man: Do you remember Saturday afternoons with the family in our house?

Woman: When we were little? Oh, yes.

Man: Robert used to sit and watch TV.

Woman: Yes, he did.

### 2

Woman: And you used to play football with Dad in the garden.

Man: Yes. I did. I loved it! I don't play football now. 3

Man: And Mary used to wash her teddy bear every Saturday.

Woman: That's right. His name was Cuddles. He was her favourite toy. He was very clean!

### 4

Woman: And Michael used to play with his rabbits.

Man: Yes. He's got rabbits now and he's 45 years old! 5

Man: What about Mum? What did she do?

Woman: She used to make cakes for us.

Man: Oh. yes. Her chocolate cakes used to be my favourite.

### 6

T202

Man: And what did you do, Sophie? Did you use to help Mum make the cakes?

Woman: No. I used to eat them!

KEY: 2 Boy playing football with father in garden, 3 girl washing teddy bear, 4 boy playing with rabbits, 5 Mum making cakes, 6 girl eating cake

# Unit 5 Progress test 2: Reading and writing

Write the words.

Students look at the pictures and label them with words from the word box. KEY: 1b beard, 2a curly, 2b moustache. 3a scar, 3b straight

# Write the sentences.

Students read the jumbled sentences and order them.

KEY: 2 my father used to work in the city. 3 my mother had to stay at home. 4 I had to get up early in the morning. 5 I used to play football after school.
6 (In the evening) I had to do my homework (in the evening).

# Unit 6 Progress test 1: Listening



Students listen and tick or cross. according to the word they hear.

### TAPESCRIPT

- 1 wing
- 2 feathers
- 3 horn
- 4 tongue
- 5 back
- 6 tail

# KEY: 2x. 3x. 4. . 5. . 6x

### 2 Listen and circle. <sup>CD</sup> 19

Students listen and circle the correct answer.

### TAPESCRIPT

1

Mum: What's your homework today, Lucy? Lucy: I've got to compare different animals. Mum: What are you going to write?

Lucy: Well. I think dogs are more dangerous than cats.

Mum: You're right, but dogs are friendlier than cats. 2

Mum: What about elephants?

Lucy: I think elephants are heavier than giraffes.

Mum: Are elephants nicer than giraffes?

# Lucy: I don't know.

Mum: And what about sharks?

Lucy: Sharks are faster than dolphins.

Mum: But dolphins are more intelligent than sharks. Lucy: Yes, they're the most intelligent animals in the sea.

# 4

Mum: What are you going to write about rabbits? Lucy: Rabbits are bigger than mice.

Mum: Yes. They're quicker too.

### 5

Mum: What do you think about horses?

Lucy: Well, horses are more beautiful than mankeys. Horses are the most beautiful animals in the world.

Mum: Oh, I like monkeys. Monkeys are the funniest animal. They've got beautiful faces too. 6

Lucy: And parrots are the best animal in the world. Mum: OK. Go upstairs and do your homework. You've got lots of ideas about animals now, Lucy.

KEY: 2 heavier. 3 faster, 4 bigger. 5 the most beautiful. 6 the best

# Unit 6 Progress test 2: Reading and writing

### Read and complete the words.

Students read the sentences and complete the words with the missing letters.

KEY: 2 feathers, 3 tongues, 4 backs, 5 horn, 6 necks

### Choose and write the correct word.

Students read the text and choose the correct words from the list to write in the spaces.

KEY: 2 bigger, 3 looked, 4 What, 5 look, 6 most

# Unit 7 Progress test 1: Listening

# 1 Listen and circle.

Students listen and circle the correct picture.

### TAPESCRIPT

- You hit this instrument with special sticks. The sticks are usually made of wood.
- 2 This instrument is like an electric piano. You play it with your fingers.
- 3 This is a very big instrument. It's got strings. You play it with your fingers.
- 4 You hold this instrument in one hand and dance!
- 5 This instrument has got strings. You play it with a special stick.
- 6 You blow air into this instrument with your mouth.
- KEY: 2b keyboard. 3a harp, 4a tambourine, 5b violin, 6b trombone



### 2 Listen and write the letters. CD 120

Students listen and match the pictures.

### TAPESCRIPT

### 1

Teacher: Did you enjoy our trip to the museum, Jack? Boy: Yes, Mrs Brown.

Teacher: Here are the class's pictures. But I can't remember who drew them. Can you help me? Boy: Yes!

Teacher: OK. Look at this one of a knight.

Boy: I think this picture is Tom's. Yes, this is his. Tom loved the knights.

### 2

Teacher: What about this one?

Boy: That's a beautiful shell.

Teacher: Whose picture is it? Is it Solly's?

Boy: Yes, it's hers. She likes drawing pictures of shells.

# 3

4

Boy: I love this picture of a dinosaur! Teacher: Me too. Do you know whose it is? Boy: Yes, it's mine!

Teacher: Whose picture is this? Sarah's and Kelly's? Boy: Yes, it's theirs. They loved the old maps.

### 5

Boy: Wow! This one of the crowns is great. Mrs Brown. Is it yours?

Teacher: Um ... yes, it is!

Boy: Did you like the crowns? It's a really good picture. Teacher: Yes, I did. Thank you.

### 6

Boy: This is a photo, not a picture.

Teacher: Do you know whose it is?

Boy: Yes, I do! It's ours! You took our photo outside the museum, Mrs Brown!

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

# Unit 7 Progress test 2: Reading and writing

# Write the words.

Students look at the pictures, solve the anagrams and write the names of the instruments.

KEY: 2 trombone, 3 violin, 4 triangle, 5 harp. 6 saxophone

# 2 Read and complete the sentences.

Students read and complete the sentences with the correct relative pronoun.

KEY: 2 which, 3 who, 4 where, 5 who, 6 which

# Unit 8 Progress test 1: Listening

### Listen and number. CD 1

Students listen and number the space items in the picture as they hear them.

### TAPESCRIPT AND KEY

- 1 comet
- 2 stors
- 3 astronaut
- 4 space station
- 5 rocket 6 planet
- planet

### Listen and tick (1) yes or no. <sup>CD</sup> 19

Students read the sentences. Then they listen and tick yes or no according to what they hear.

### TAPESCRIPT

# 1

Dad: What did you do at school today, Lisa? Lisa: Mr Wilson asked us about the future. He said, "What will you be when you grow up?"

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Dad: That's a difficult question!

Lisa: I know, but lots of people had good ideas. Karl said, 'I'll be a famous tennis player.'

Dad: Did he? I thought Karl liked football best. 2

Dad: What did Tony say? His dad's a police officer. Lisa: Yes, but Tony doesn't want to do that. Dad: What does he want to do?

Lisa: Tony said, "I want to be a firefighter."

Dad: Well, that's a good job.

### 3

Lisa: Rachel said, 'I'll be a writer and write lots of books.'

Dad: Does Rachel like writing stories?

Lisa: Yes, she does. She's very good at writing, Dad.

Dad: What about Michael?

Lisa: Michael said, 'I want to help people who are ill.' Dad: So will he be a paramedic?

Lisa: No. He said. 'I'll be a doctor.'

5

Lisa: Can you guess what Louise said?

Dad: Did she say, 'I'll be a photographer'?

Lisa: No! She said. 'I'll be a film director and win an Oscar.'

Dad: Wow!

### 6

Lisa: Susie wanted to be an astronaut last week. But this week she wants to be a teacher. She said, 'I'll be a teacher and help children to learn.'

Dad: That's nice. And what about you?

Lisa: Oh, I don't know, Dad. I'm only 10 years old!

KEY: 2 no, 3 yes, 4 yes, 5 no, 6 no

# Unit 8 Progress test 2: Reading and writing

### Write the words.

Students look at the picture and write the words.

KEY: 2 rocket. 3 moon. 4 space station. 5 comet. 6 astronaut

### Write the sentences.

Students read the jumbled sentences and order them.

KEY: 2 My friend hurt his leg badly. 3 What will you be when you grow up? 4 Close the door quietly. 5 We walk to school quickly. 6 I'll be a mayor when I grow up.

# Unit 9 Progress test 1: Listening

Listen. Tick (/) the correct picture. CD 200

Students listen and tick the correct picture.

### TAPESCRIPT

- 1 row a boat
- 2 make a raft
- 3 put up a tent 4 swing on a rope
- 5 make a fire
- 6 dry your clothes

KEY: 2a, 3b, 4a, 5b, 6b

# Listen and tick (/). <sup>CD</sup><sub>21</sub>

Students listen and tick the correct option to answer the questions.

### TAPESCRIPT

1

Boy: So, where are we going tomorrow?

Girl: We're going to the lake to sail our boat.

Boy: What do we need to take with us?

Girl: Lots of things! We need some rope to make a swing.

Boy: Great idea!

3

Boy: What about food?

Girl: I'll take a loaf of bread and a big piece of cheese. We can eat that.

4

Girl: What about something to drink?

Boy: Yes, we'll be very thirsty. I'll take two big bottles of water.

5

Girl: Is that everything?

Boy: Well, there's a shop near the lake. We can buy a cup of tea there.

Girl: Good idea.

6

Girl: We need one more thing.

Boy: What's that?

Girl: Chocolate!

Boy: Of course! Let's take a big bar of chocolate.

KEY: 2c. 3b. 4a, 5a, 6b

# Unit 9 Progress test 2: Reading and writing

# Read, then complete the words.

Students look at the pictures, read the sentences and complete the words by writing the missing letters.

KEY: 2 collect wood, 3 put up the tent, 4 sail a boat, 5 dive into the water. 6 dry your clothes

# Read and complete with much or many.

Students read the text and complete the gaps with much or many.

KEY: 2 much, 3 many, 4 much, 5 many, 6 much

T204

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