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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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Map of the course

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

Song: The Time Travellers Phonics: Rhyming words

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

In the rai	nforest (pages 22-33)			1	
Vocabulary Rainforest life: creeper. beok, toucon, sloth, branch, anoconda, pool, joguar, anteater	Grammar one hundred – five millian Yau have to wear a shirt. Do I have ta bring any foad? You dan't have to bring any faad.	Story and value The present Respecting other cultures	Skills Listening, writing and speaking Reading and speaking	Thinking skills Scanning a text for time references Applying world knowledge	English for school Environmental studies: The rainforest Project: Find out more abaut rainforests.
Functional la	Inguage dialogue	> C	reativity	· Revisio	n: My portfolio



8 The rock '	n' roll show (pages 34-45)				
Vocabulary At a rock concert: spotlight. badyguards, fans, electric guitar, bass guitar, backing singers, dancer, drum kit, stage	Grammar I'm going to see the Suzy Slick show. Are you going ta buy the new Suzy Slick olbum? It's five past five.	Story Elvis	Skills and value Listening and speaking Reading Not giving up	Thinking skills Applying linguistic knowledge Identifying patterns	English for school Music: Rhythm Project: Music and my learning.
Song: Come ro	ck with me Phonics: rock o taurant (pages 46–57)	er roll	Communication	n Revision	1: My portfolio
Vocabulary	Grammar	Story	Skills	Thinking skills	English for school and value
In o restaurant: waiter, biscuits, salt, pepper, nopkin, chopsticks, fork, spoon, knife	The 2nd (second) of May is a Tuesday. If you put honey in yaur tea, it becomes sweet.	The birthday meal	Reading and speaking Writing ond listening 🕰	Lagical thinking Putting a monetary value on	Biology: Healthy food Eating healthily Project: What I eat in o week.
ion, spoon, kine				things Categorising	eut n'o week.

Vest (pages 58–69)				
Grammar The saddle's made of leather. It's used for riding horses. The baby's hat. The babies' hats.	Story The bank rabbery	Skills and value Reading Listening, writing and speaking Understanding and learning about other cultures	Thinking skills Showing an understanding of character and situation	English for schoo Geography: Gold Project: Moke a traphy.
	e P	Communicatio	n Revision	: My portfolio
n town consonants		1 111 ×		
(pages 70-81)				
Grommar You shouldn't go out without a hat. You should always be careful when crossing the raad. Could I try on that T-shirt over there? Do you mind if I clase the door?	Story and volue Lost in the city Showing interest in the wider world	Skills Listening, reading and writing (Listening, speaking and writing (Listening)	Thinking skills Orientation in space	English for schoo Geography: Towr planning Project: Plan o town.
inguage dialogue	7	Creativity	Revision	Ny portfolio
teller (pages 82-93)	4			
Grammar I'll ask my sister to give us a bracelet. She's just cut her finger.	Story Helping Shakespeore	Skills and value Listening, reading and speaking Reading Being hanest	Thinking skills Applying knowledge Creative thinking	English for schoo Literoture: Poetry Project: Write poetry.
	The saddle's made of leather. It's used for riding horses. The baby's hat. The babies' hats. Phonics: double consonants (pages 70–81) Grommar You shouldn't go out without a hat. You shouldn't go out without a hat. You should always be careful when crossing the raad. Could I try on that T-shirt over there? Do you mind if I clase the door? mguage dialogue teller (pages 82–93) Grammar I'll ask my sister to give us a bracelet.	GrammarStoryThe saddle's made of leather.The bank robberyIt's used for riding horses. The baby's hat. The babies' hats.The bank robberyInestPhonics: double consonants*I (pages 70-81)Story and volueGrammarStory and volueYou shouldn't go out without a hat. You should always be careful when crossing the raad. Could I try on that T-shirt over there? Do you mind if I clase the door?StoryInguage dialogueStoryteller (pages 82-93)StoryGrammarStoryI'll ask my sister to give us a bracelet.Helping Shakespeore	GrammarStorySkills and valueThe saddle's made of leother.The bank robberyReading Listening, writing and speaking I understanding and learning about other culturesThe babies' hats.Phonics: double consonantsReading Listening, writing and speaking I understanding and learning about other culturesInest nownPhonics: double consonantsCommunication speaking I understanding and learning about other culturesI (pages 70-81)Story and volueSkillsGrammar You shouldn't go out without a hat. You should always be careful when crossing the raad. Could I try on that T-shirt over there?Story and volueSkills Listening, reading and writing I Listening, speaking ond writing I Listening, speaking ond speaking I	GrammarStorySkills and valueThinking skillsThe saddle's made of leather.The bank rabberyReading Listening, writing and speaking for character and learning about other culturesThinking skillsThe baby's hat.The bank rabberyReading Listening, writing and speaking for character and learning about other culturesShowing an understanding of character and situationInest n townPhonics: double consonantsCommunicationRevision adlearning about other culturesI (pages 70-81)Story and vous houldn't go out without a hat. You should always be careful when crossing the raad. Could 1 try on that T-shirt over there?Story and vous mind if I clase the door?SkillsThinking skillsDo you mind if I clase the door?Story Helping ShakespeoreStory Skills and value Listening, reading and writing @@Revision histing creativityThinking skillsI'll ask my sister to give us a bracelet.Story ShakespeoreSkills and value Listening, reading and writing @@Thinking skillsI'll ask my sister to give us a bracelet.Story ShakespeoreSkills and value Listening, reading and speaking @@Thinking skills

	f the future (pages 94-1	· · · · · · · · · · · · · · · · · · ·	CL'II.	This bis solution	English for school
Vocabulary Jobs: businessman, cleaner, engineer, dentist, engineer, dentist, susinesswoman, artist, farmer, mechanic, computer programmer	Grammar If you're tired, it'll do your homework. Let's go to the museum. But, what if it's closed?	Story and value The trouble with Orange- head XR-97 Helping people	Skills Speaking, listening, reading on d writing Speaking, reading and writing	Thinking skills Lateral thinking Applying world knowledge	Maths: Fractions Project: My weekend in fractions.
^r Functional la	inguage dialogue	· · · · · · · · · · · · · · · · · · ·	Creativity	[*] Revision	: My portfolio
() Mystery c	it sea (pages 106-117)				
Vocabulary On board: sail, mast. captain, lifeboat, porthole, cabin, borometer, rat, sailar	Grammar I've already done my Maths homework. He hasn't visited Argentina yet. Have you tidied your room	Story The Mary Celeste	Skills Reading and speaking Listening and writing	Thinking skills Imaginative interpretation of a text Applying world knowledge	English for school and value Geography: Oceans and seas Learning about the environment Project: Research

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 faundations, expanding young minds, kindling the imagination and fostering positive values, Super Minds encourages students to become smarter as they develop in the widest educational sense.

A flexible approach

Super Minds offers maximum flexibility:

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

Building solid foundations

Super Minds 5 is appropriate far students who have had faur years of reading and writing in English. The solid language syllabus is carefully structured to cater for those preparing for the YLE exams, with the YLE Flyers syllabus focused on in this level.

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

Alongside receptive skills work, *Super Minds 5* builds on the students' increasing fluency in both speaking and writing. Functional language dialogues provide students with a bank of useful phrases, and specific speaking tasks at the end of each unit develop role play and presentation skills. The **My portfolio** feature and its accompanying practice section in the Workbook provide opportunities for students to write a range of text types.

Expanding young minds

Super Minds begins from the premise that the students are not just language learners but explarers in every aspect of their educational development. The course enables students to become smort in three ways:

- The development of thinking skills underpins the course methodology and is clearly signposted in purposeful activities. These thinking skills are the building blocks af learning and the activities keep in step with the students' increasing maturity through the course.
- Wider thinking through the opplication of knowledge is encouraged by content and language integrated learning (CLIL), with topic-bosed material clearly linked with subjects across the curriculum.
- Games and other activities in pairs, groups ar as a whole class are designed to improve students' memory and concentration skills.

In Super Minds 5, specific activities develop a range of skills from the visual skills of identifying patterns to thinking skills such as sequencing and logical, lateral and creative thinking.

Kindling the imagination

At the beginning of Super Minds 5, we meet three friends, Alex. Phaebe and Patrick, in their Science lesson. After on accident that causes an explosion in the lab, they go through a mysterious gate and begin a series of



adventures, travelling in time and space. The different places that they visit, and the moments in history that they witness, provide the setting for each unit and the gate reoppears magically at the end of each episode to take the Time Travellers on to their next adventure.

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

Fostering positive values

Super Minds 5 uses the Time Travellers stories and other reading texts as a vehicle for the illustration and discussion of values. The students are encouraged through discussion and specific Warkbook activities to think about the deeper meaning of the stories, such as helping peaple in danger, being honest and showing interest in the wider world.

Super Minds 5 components

The Student's Book contains:

- An introductory The Science lesson unit (6 pages)
- 9 core units (12 pages) with an easyta-use single-page lessan format rounding aff with revision
- A Grammar facus 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 presents core vocabulary
- A game to proctise the core vocabulary
- 2 grommor lessons with varied presentation and practice activities including targeted oral production of the new language in a Grammar focus feature
- A song with phonics or functional language dialague
- A story featuring the Time Travellers, aften providing historical or cultural background

- Think Activities to develop o range of thinking skills
- 2 topic-based Skills lessons combining work on Reading. Listening, Speaking and Writing
- Learn and think Cross-curricular English for school lessons, broadening the unit topic in the context of other school subjects, encouraging the students to learn and then apply knowledge, and offering an accessible follow-up project
- A Communication or Creativity lesson featuring either:



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

Interactive DVD-ROM

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

- Interactive games and activities
- CLIL documentaries facusing on Science and Arts
- The Student's Baok songs with karaoke versions for the students to record and play back their own voice
- Videoke activities featuring functional longuage dialogues. These are real-life clips, with the aption for students to record themselves speaking.



Workbook

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

 Vocabulary puzzles, written grammar practice at sentence level and reading, writing, listening ond speaking activities





Topped min, sine told sine was called Cellio It was her birthday and the asked Ben to celebrate if with her. They dimbed mide her spaceship. There was a cinema stream and a table with barvets fre crean. Ben gave the altern is building cards. She such they we really cool. They watched an exclude the bard to a create. It was an excellent party!

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- A Phonics tip on specific sounds and spelling patterns
- A values activity for each unit drawn from the message in the Time Travellers stories or other reading texts
- 2 revision pages for each unit with vocabulary work, grommar puzzles that guide the students to construct sentences using the two structures presented in the unit and a writing activity alternating between guided picture composition and a situation prompting an emoil, a dialague or other personal response



- My partfolio writing practice, a writing skills section which can feed into or extend the My partfolio feature at the end of each unit in the Student's Book
- A useful reference list giving the base, past ond past porticiple forms of all irregular verbs that the students meet in Super Minds 5, even though they ore not expected to know and use all these verbs in the simple past or present perfect

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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



- Cancise and clear instructions together with answers for all the Student's Book and Workbook activities
- Additional lesson stages in coloured boxes:
 Warm-up: ideas for beginning the lesson, recycling language or presenting new language
 Ending the lesson: simple ideas that ore flexible in the time available to bring the lesson to o close, requiring no presentation or extra materials
 Extension activities: aptianal activities far extending the facus of the lesson, far which any additional materials are listed as aptianal in the Aims box

The **Tapescript** for listening activities in both the Student's Boak and the Workbaak is on pages 118–125 of the Teacher's Baok.

Answers for the preparatory activities in the **My portfolio writing proctice** section of the Workbook are on page 126 of the Teacher's Book.

Class CDs

The 4 Closs CDs cantain all the recorded moterial 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 af the recorded material for the listening tests, this component contains the following flexible photocopiable resources for **each unit**:

- Three warksheets to reinforce the core vocabulary and structures, without intraducing unfamiliar language
- One cross-curricular extension warksheet
- Teaching nates with suggestions for exploitation and optional follow-up activities
- An End-of-unit progress test evaluating the core vocabulary and structures with reading, writing and listening activities

Tour of a unit

Super Minds 5 begins with an introductory six-page The Science lesson unit in both the Student's Book and the Warkbook. This introduces Alex, Phoebe and Patrick (the Time Travellers) and revises the simple post and simple past questions.

There are then nine main units, each with twelve lessons. Each page in the Student's Book constitutes a lesson, tagether with its corresponding Workbook page.

The moterial is structured in a flexible way to make it suitable for different teaching situations:

- Lessons 1–6 present and practise new core language, os well as including a song or functional longuage dialogue and an episode of the an-going story with its follow-up activities.
- Lessons 7–12 focus on skills work and the use af English for school, together with creativity. communication and revision.

Closses 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 vocabulory and grommor syllobus.

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 moterial by using the worksheets in the Teacher's Resource Book and the **My portfolio writing practice** section in the Workbook.

Lesson 1

Jocabulary presentation

The core vocabulary of the unit is presented and contextualised in a colourful illustration which also acts as on 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 wards on the left as they test each other using the numbered items in the picture.
- The students read and listen to on introductory text which presents the context of the unit, giving historical or cultural background where relevant. They then hear a diologue in which the Time Travellers react to their new surroundings, using some of the target vocabulary. This is followed by a short camprehension octivity.
- Having now heard some of the vocabulary in context, the students practise it further in a game.
- The Workbook offers a wide voriety of practice activities, most of which are suitable for homework.

Lesson 2

Grammar 1

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

- The students read and listen to presentation texts before doing an activity which demonstrates understanding of the new form.
- Growned focus There is then a specific anal focus on the new language which can be used far presentation and discussion.
- This is followed by a practice octivity or game.
- The practice activities in the Workbook focus an written production at sentence level, sametimes including personolisatian.

Lesson 3

Song, phonics and functional languages

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

Song

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

Functional language dialogue

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

Lesson 4

Grammar 2

Lesson 4 introduces the second grammar point for the unit.

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

Lesson 5



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

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

Lesson 6

Story follow-up and values

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

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

Lessons 7 ond 8

Skills work

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

- Some units also include a volues focus in both the Student's Book and the Warkbook.
- The reading texts in these skills activities include a range of authentic text types, with a topic-based story in Units 3 and 7.

The varied activities include:

- Thinking skills work
- Regular tasks in the style of the YLE tests in the Workbook as a gentle introduction to the exam
- Opportunities to personalise language or to use it imaginatively

Lessons 9 and 10

Learn and think English for school

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

- The first lesson usually introduces the topic and presents words which the students use actively but which are not core vocabulary.
- The second English for school lesson pravides 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 develop fluency in both communication skills and imaginative expression.



New in Super Minds 5, the Time to present feature supports students as they take their first steps in giving o formal presentation to the class.

- Students first listen to a student presentation as a model while they complete a short while-listening task.
- There is then step-by-step guidance for them ta prepare a presentation, individually, in pairs or in groups.
- A Tips for presenters box provides useful hints such as laoking up and nat reading out your text, projecting your voice and proctising to avoid hesitation and unnecessary filter language.





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

Lesson 12



Revision

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

- The students are encauraged in Unit 1 to make a partfolio to keep their work fram these pages.
- In each unit there ore guided activities, including writing sub-skills such as using speech marks and the use of adjectives and connectars, working with model texts. These then suppart the students in writing a short piece of personalised text or research, which they keep in their portfolio.
- A Tips for writers box provides useful hints about the facus of each writing task, such as the use of adjectives or the correct tense, taking notes and
- using a logicol structure.
 The second of two Revision pages in the Warkbook rounds up the unit with vocabulary puzzles and alternating

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picture composition and first-person writing tasks such as diary entries, emails and invitations.

For use alongside or ofter the Student's Book work in this lesson, there is the My portfolio writing practice section at the back of the Workbaok. This builds on the writing advice given in the Student's Boak and provides an apportunity for a different piece of wark on the unit topic.

Write a story

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Teaching with Super Minds 5

Developing fluency

Hundling speaking activities

Super Minds 5 is carefully structured to include regular apportunities far students to practise speaking. The course develops fluency through playing games in pairs, octing out in poirs or groups and presenting formally, individually, in pairs or in groups. Class presentations will be discussed in more detoil in this section, but the following general suggestions are applicable to other speaking activities.

Monitoring speaking activities

- While the students ore working, walk around the closs 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 noming 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 stoge after ony speaking activity to give the task purpose and ta ensure that the students stay focused. Congratulate the students for working independently and focus on any errors that you nated. Then ask os many students os possible to report back.

- Where an activity requires more everyday communication such as talking about personal preferences, this feedback can just be a shaw af hands, but remember to phrase the question so that students are responding about what their portner hos said, not their own preference.
- With more imoginotive tasks, you can invite students to give their ideas and vate as a class an the funniest or strangest idea.

Playing games in pairs

All new vocobulary and grammar in *Super Minds 5* is consolidated with a speaking gome, making oral work a natural port of the learning process. While earlier levels of the course worked more often with whole-class games, students at this level naw have the maturity to work in pairs for these games most of the time. This gives them greater independence and, of course, allaws more students to proctise at the same time. Suggestions for making the most of these games:

- The model in the book is an essential tool for setting up the activity, but bear in mind that most students olso need to see an exomple of what language they should change when they come to da the activity themselves. It is therefore best to model the activity once more yourself using slightly different language with a stranger 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 wark together in these vocabulory and grammar games as this will usually be easy enough for them to manage.
- Allow students with a wider vacabulary to bring in other language, as long as they are not testing a partner unfairly.

Acting out in pairs

The **Act out** feature in Lessan 11 of *Super Minds 5* combines the new vocabulary and structures of the unit in an extended role play which is specifically designed to develop fluency.

Suggestians for making the most of this feature:

- If you have an add number of children in the class, you may need to help a group of three students to divide up one of the rales.
- Once the pairs are established, invite the students to chaose their roles. Ask all Student As to raise their hands, then Student Bs, and, as a final check, ask anyone who is unsure to raise their hand. This ensures that everyone is ready to start together.
- You may want to fill aut the Useful language section examples with the closs 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 o 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 con perform for the class will depend very much on your class size, but you could keep a record of who has acted out for the class and ensure that everyone has a chance during the year.
- If you ask pairs to perform for the closs, use one or two key questions from the **Useful language** box to set the rest of the closs a listening task, which will give them a reason to listen.

xiv

Class presentations

Why do presentations?

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

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

Time to present

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

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

Assessing oral-aural work

On-going observation

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

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

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

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

Evaluating presentations

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

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

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

Formal testing

There is a listening element to the tests in the Super Minds Teocher's Resource Book and you could also consider using the YLE listening and speaking activities on the skills pages of the Workbook os a more formal means of assessment. These ore indicated both in the Teacher's Book Map of the course and on the relevant page of teaching notes.

Developing writing skills

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

Supported practice

Sentence level

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

Paragraph level

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

- Sometimes students work with a parallel text, such as the diary entry on Workbook page 53 or the futuristic invention an Workbook page 99. Weoker students can be encouraged to copy this very closely, just changing some of the words in each sentence, whereas stranger students only need the porallel text as a springboard far ideas.
- The guided picture composition activities in alternate units of the Workbook provide pictures for ideas and a few words to help students to begin writing about each picture.
- The first-person tasks in alternate units of the Workbook are more task-based and provide a list of points to include.
- My portfolio In the My portfolio feature, students are introduced to writing sub-skills such as speech marks and the use of adjectives and connectors to make their work more

interesting to read. Their work is supported with a **Tips** for writers box to guide them with each portfalio task.

The **My portfolio writing practice** feature builds on the tips in the Student's Book and presents a further model and practice activities guiding students to praduce a range of text types.

• A Check your writing feature uses simple questions referring bock to the writing tips at the top of the page to help students to assess their wark.

Drafting and rewriting

Starting a portfolio

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

The rough draft

On each portfolia page, the students first work an preparatory tasks. Ask them to use their ordinory exercise books and then to continue in the same place as they droft the text for the final task.

While the students are working on a rough draft, you can take the opportunity to carrect their work in a private and individual way:

- Praise on aspect of the work (the picture, the handwriting, the ideas, the use of new words).
- If there are serious problems with the writing, ask the student to read you their work, to canfirm whether the student has understoad the task.
- Write problem wards carrectly (or point to them in the Student's Boak or Workbaok) for the student to copy.

The students can then copy the work out neatly far sticking into their portfolia together with any pictures that they have drawn. Discuss the finished work with the students, praising any improvements made between their draft and final versions.

Using My partfalle writing practice

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

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

Assessing written work

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

ind a consument

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

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

Copies the model with some errors Accurately capies the model Extends the model slightly Writes fluently for the level

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

or out ing writing

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

To encaurage oll students to fulfil their patential as writers, it is important to evaluate different aspects of the writing process and for students to understand your criterio. If passible in your teaching situation, you can ovoid marks ar numbers altogether and use a series of phrases instead, combining a comment appropriate to the different types of writing tasks with a language assessment, as suggested opposite.

Creative writing

Excellent work: Lots of great ideas! Above overage work: Some nice ideas! Average work: Any more ideas? Below average work: You need more ideas.

Task-based writing

Excellent work: Great (email)! You included everything! Above average work: Good, but what didn't you include?

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

Below average work: Yaur (emoil) didn't answer/include oll the questions/points.

Factual writing

Excellent work: Great information!

Above average wark: Interesting information!

Average work: Can you find out ony more?

Below average work: You need more information.

Language assessment

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

Excellent work: Fantastic writing! Very few mistakes!

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

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

Improving wark: Your writing is better, but check ...

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

Overall evoluation

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

to maltesting

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

مرجع زبان ايرانيان

The Science lesson

Almer

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

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

levels of Super Minds

Materials: CD

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

Warm-up

Aim: to introduce the story

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

Presentation

Aim: to present vocabulary for science experiments

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

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

Aim: to practise new vocabulary

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

2 B p4 Read, listen and answer the questions.

Aim: to practise listening

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

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

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

Aim: to give students practice with the new vocabulary

- Demonstrate the game with the class. Start to draw one of the vocabulary items on the board, e.g. a test tube. Draw it slowly.
- Students guess what it is.
- Students do the octivity in pairs. They take turns to draw one of the new vocobulary items and to guess what it is.
- Monitor pairs as they do the activity.
- Check with open poirs, using the board.
- WB p4 Look and write the words.

Aim: to practise writing the new vocabulary

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

2 WB P4 Read and complete the text.

Aim: to give further practice with the new vocabulary

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

Ending the lesson

Aim: to review vocabulory from the lesson

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

Extension activity

Aim: to consolidate vocabulary from the lesson

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

Aimis

- to review past simple
- to review subject vocabulary

equipment

Motorists: CD

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

Warm-up

Aim: to review science vocabulary

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

0

SB p5 Read the clues and tick (✓) the subjects.

Aim: to review past simple positive and negative forms

Thinking skill: problem solving

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

Key:

	Music	History	Science
Alex		1	
Patrick	1	1	1
Phoebe		1	1

2 58 p5 Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students turn to the Grammar focus section on page 118 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in poirs.
- Key: 1 had, 2 got, 3 studied, 4 helped. 5 was. 6 didn't watch, was

Imagine that yesterday was your perfect day. Describe it to your partner.

Aim: to consolidate grammatical form

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

9

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

Aim: to review regular and irregular past simple forms

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

WB p5 Look at the pictures. Write the story.

Aim: to give further practice with past simple

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

WB p5 Write a story about o dream you had.

Aim: to enable students to personalise the language

Ending the lesson

Aim: to practise key language from the lesson

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

Extension activity

Aim: to consolidate past simple

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

- to sing a song with the class
- to show how rhyme can help students pronounce words which have the same sounds but different spellings
- lost in time, Time Traveller, patient, mate, till
- past simple
- Marken relation CD

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

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

Warm-up

Aim: to review information about Phaebe, Alex and Patrick

- Write Ph____, Al__ and P____ on the board. Elicit the characters' names and what they were doing in the first lesson of the unit (they were in school doing a science experiment).
- Elicit the equipment they were using.

SB p6 Listen and write the names. Then sing the song.

Aim: to sing a song with the closs

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

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

2 5B p6 Listen and say the dialogue.

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

Intonation: expressing amazement and agreement

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



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

Aim: to activate memory skills and raise awareness of rhyme

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



Aim: to give students practice with rhyming words

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

1 WB p6 Match the rhyming words.

Aim: to identify the some sounds in words through rhyme

(CD1) W8 p6 Listen, check and say the words.

Aim: to practise saying rhyming words Key: 2 d, 3 b, 4 j, 5 a, 6 h, 7 i, 8 e, 9 f, 10 g

Ending the lesson

Aim: to review and extend rhyming words work

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

Extension activity

Aim: to activate students' imaginations

 Ask students Would you like to travel in time? Would you like to visit the post or the future? Why?

- to review past simple questions
- to practise speaking

normal, nothing special, Guess what?

verbs

CD

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

Warm-up

Aim: to review past simple forms

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

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

Aim: to practise past simple questions

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

Key: 1 b. 2 c. 3 a

2 10 SB p7 Listen and say the questions.

Aim: to focus students on grammatical form

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

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



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

Aim: to give students further practice with past simple questions

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

WB p7 Match the questions with the answers.

Aim: to practise past simple questions and answers Key: 2 o, 3 f, 4 b, 5 q, 6 d, 7 c

WB p7 Make questions.

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

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

IWB p7 Read and write the questions.

Aim: to give further practice with past simple questions

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

Ending the lesson

Aim: to review vacabulary from the lesson

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

Extension activity

Aim: to consolidate understanding

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

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

impressed, brick, flash, in a flash characters and language fram the story, science equipment

CD

Your students will be able to listen to and read a story. Your students will be able to role play a story.

Warm-up

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

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

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

Aim: to encourage prediction skills

 Have students look at the pictures and elicit what they can see.

- · Pre-teach brick.
- Create a mind map on the board of the words they call out.
- In the centre of the mind mop write The explosion.
- Tell students to close their backs.
- In pairs, they try to tell each other a story using the words on the board.

5B pp8-9 Read ond listen to the story to find out if it is similar to or different from your story.

Aim: to present a story and to develop reading skills

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

Practice

Aim: to check understanding of the story

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

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



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

Aim: to check comprehension

Thinking skill: logical sequencing

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

WB p8 Complete the sentences with the children's names.

Aim: to check understanding of the story

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



WB p8 Complete the instructions and the answers to the questions.

Aim: to review vocabulary from the story

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



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

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

Ending the lesson

Aim: to practise the story

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

Extension activity

Aim: to review ideas and concepts for doing experiments

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

- talk about the detail of the story
- practise fallowing instructions

values

welled logation of language from the story CD

Your students will be able to interpret deeper meaning from a story. following instructions carefully

Warm-up

Aim: to review the story

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

E) SB p9 Read and answer the questions.

Aim: to focus students on the detail of the story

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

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

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

Aim: to review language of instruction

- Read out the instructions for students and check they know what to do.
- Students re-read the stary to check what equipment is needed.
- They compare their onswers in pairs.
- Check with the class.
- Key: 1 2nd, 2 1st, 3 3rd, 4 3rd, 5 2nd, 6 3rd, 7 1st, 8 3rd, 9 2nd

WB p9 Complete the chemistry sums and colour the test tubes.

Aim: to give students further practice with colour blending

Thinking skill: combining maths skills with a knowledge of colours

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



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

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

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



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

Aim: to practise instructions

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

Ending the lesson

Aim: to review calour blending

 Students take turns around the closs to call out colaur sums far their classmates to answer.

Extension activity

Aim: to review key vocabulary from the unit

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

1 Disasteri

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

columns, fountoin, theatre, smoke, volcano, temple, columns, fountoin, theatre, horse and cart, servant, statue, vase, running water, marketplace, shopkeeper

language from previous unit and levels of Super Minds

Interfactor (CD

able to talk about disasters.

Warm-up

Aim: to introduce the context of disasters

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

Presentation

Aim: to present vocabulary for disasters

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

USB p10 Listen and say the wards. Check with your partner.

Aim: to practise new vocabulary

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

2^{CD1} 35B p10 Read, listen and complete the sentences.

Aim: to practise listening

Read the statements aloud with the class.

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

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

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

Aim: to give students practice with the new vocabulary

- Demonstrate the gome with the class. Mime ane of the vocabulary items, or show the shape using your hands.
- Students guess what it is, e.g. vose.
- Students take turns to mime the new vocabulary items, or show the shape using their honds, and to guess whot it is.



Aim: to practise writing the new vocabulary

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



WB p10 Do the crossword.

Aim: to give further practice with the new vocobulary

- Key: Across: 7 volcano, 8 vase, 9 fountain; Down: 1 servonts, 2 smoke, 3 theatre, 4 column, 5 cart, 6 temple
- WB p10 Complete with the verbs from the box.

Aim: to check comprehension

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

Ending the lesson

Aim: to review vocabulary from the lesson

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

Extension activity

Aim: to consolidate vocabulary from the lessan

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



Aine

- to review past continuous
- to give students speaking practice

New language: shake (v)

regaled languages disasters, past simple

Moteriols: CD

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

Warm-up

Aim: to review disaster vocabulary

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

SB p11 Read the newspoper text and write the names under the pictures. There is one extra picture.

Aim: to review past continuous

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

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

2 5B p11 Listen and say the sentences.

Aim: to focus students on grammatical form

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

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

SB p11 Ask and answer.

Aim: to consolidate grammatical form

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

WB p11 Play the game.

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

WB pt1 Write what the family was doing when there was an earthquake.

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

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

3

WB p11 What were you doing at the weekend? Write sentences obout you.

Aim: to enable students to personalise the language

Ending the lesson

Aim: to practise key language from the lesson

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

Extension activity

Aim: to consolidate the past continuous

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

مرجع زبان ايرانيان

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

punk, scruffy, torn, safety pins,

cute, cape

past continuous

CD, poster paper

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

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

Warm-up

Aim: to review disaster vocabulary

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

158 p12 Listen and correct the mistakes. Then sing the song.

Aim: to sing a song with the class

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

Key: 1 sleeping working, 2 vase statue, 3 shop house,

4 angry scared, 5 city forest, 6 clouds sky, 7 rain fire, 8 happy scored

2 17 SB p12 Listen and say the dialogue.

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

Intonation: giving compliments

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

T12



WB p12 Remember the song. Look and write the sentences.

Aim: to activate memory skills and review past continuous

Key: 2 fell in the fountain, 3 ran inside the house.

4 feeling pretty scared, 5 was walking in the forest,6 up at the sky, 7 fire in the clouds, 8 blew



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

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

WB p12 Complete the sentences.

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

- Students read the words in the box aloud to hear the long vowel sounds before completing the sentences.
- **Key: 2** time, nine, 3 smoke, 4 lake, 5 inside, 6 safe, 7 tube

(Cp) WB p12 Listen, check and say the sentences.

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

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

Ending the lesson

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

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

Extension activity

Aim: to activate students' imaginations

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

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Aim

- to present and practise two simultaneous actions with the past continuous
- to practise speaking
- New Isona user accidentally, while

Recycled Impurget verbs

Meterials CD

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

Warm-up

Aim: to review the past continuous

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

Presentation

Aim: to present two simultaneous actions with the past continuous

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

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

Aim: to practise two simultaneous actions with the post continuous

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

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

28 p13 Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 119 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.
- **Key:** 1 watching, 2 was talking, 3 were listening, 4 was helping, 5 was studying
- SB p13 Play the wishidishing game with a partner. Say a sentence. Your partner has to guess.

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

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



Aim: to practise past continuous simultaneous actions Key: 2 e, 3 a, 4 b, 5 d, 6 f

WB p13 Look and write the sentences about John and Ava.

Aim: to give further practice with the past continuous

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

WB p13 Complete the sentences with your own ideos.

Aim: to give further practice with past continuous simultaneous actions

Ending the lesson

- Aim: to review vocabulary from the lesson
- Play the wishidishing game with the class.

Extension activity

Aim: to consolidate understanding

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

- to present a story
- to develop reading skills

in the second se characters and language fram the story, disasters CD

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

Your students will be able to role play a story.

Warm-up

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

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

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

Aim: to encourage skimming and scanning skills

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

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

Aim: to present a story and to develop reading skills

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

Key: a In Pompeii, b 79 AD

Practice

Aim: to check understanding of the story

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

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



Think) WB p14 Remember the story. Put the pictures in order.

Aim: to check comprehension

Key: 5, 4, 3, 2, 1



🔁 🕅 WB p14 Read and write the words. Use the words from the box. There are four extra words.

Aim: to check understanding of the story

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



WB p14 Correct the sentences.

Aim: to review the story

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

Ending the lesson

Aim: to practise the story

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

Extension activity

Aim: to review ideas and concepts from the story

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

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



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

interpreting the values in a story language from the story CD

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

helping people in danger

Warm-up

Aim: to review the story

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

SB p15 Put the sentences in the correct order.

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

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

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

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

Aim: to review the story

Thinking skill: understanding text coherence

- Read out the instructions for students.
- Students re-read the story and find words to replace the underlined ones.
- They compare their onswers in pairs.
- Key: 1 Animals, 2 The children, 3 the people, 4 The children



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

Aim: to stimulate students' creativity

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



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

Aim: to give students practice with sequencing

Thinking skill: exploring time

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

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

Aim: to practise matching text and pictures Keu: Picture o

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

Aim: to practise writing skills



WB p15 Whot con we learn from the text on page 14 in the Student's Book? Colour the words.

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

Key: Help people in danger.

Ending the lesson

Aim: to stimulate students' personal reactions to a story

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

Extension activity

Aim: to discuss the value of helping people in danger

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

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

- to practise reading skills
- to practise speaking skills
- reading for specific information
- narrating a series of events

disaster smart, flood, hurricane, avalanche, earthquake, cause (v), warn, forest fire

disasters, language from the unit

poster paper, pens

Your students will be able to read for specific information.

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

Warm-up

Aim: to activate vocabulary

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

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

Aim: to practise scanning and skimming skills

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

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

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

Aim: to practise narrating a series of events

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



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

Aim: to review vocabulary

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

WB p16 Read the text about natural disasters in the Student's Book agoin. Choose the correct answers.

Aim: to practise comprehension skills

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



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

Aim: to practise research and note-taking skills

Ending the lesson

Aim: to review the content of the lesson

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

Extension activity

Aim: to consolidate understanding

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



210012

to practise listening skills to practise writing skills

-13

listening for specific information

writing about a disaster

organisation, Red Cross, Red Crescent, medical

unit, disasters

CD, computer access, paper and glue (optional)

Your students will be able to listen for detail.

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

Warm-up

Aim: to review disasters

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

122 SB p17 Listen to a rodio show about a natural disaster and answer the questions.

Aim: to give students practice in listening for specific information

- Focus students on the pictures in the Student's Book.
- Ask the class if they know the name of this disaster.
- Pre-teach and write the following on the board: Hurricane Katrina, Red Cross, Red Crescent, New Orleans.
- Have students silently read the sentence halves and try to match them.
- They compare and discuss answers in pairs.
- Play the recording. Students listen to check.
- Play the recording again if necessary.
- Check with the class.
- Key: 1 In 2005. 2 Everything their families, their neighbours, their homes, their cars and their jabs. 3 Food, water, a place to stay and medical help. 4 Almost 2.000 people.

2 SB p17 Listen again and match the sentence halves.

Aim: to give students practice in listening for detail

 Play the recording. Students compore their onswers in pairs.

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

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

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

Aim: to practise writing a series of events

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



Aim: to practise listening skills

Key: Mr Roberts – the fireman with the hose, pouring water on the flames

Dovid – the boy with the bike, on the other side of the road

Mr Richards – the fireman holding his helmet, taller than the other fireman

William - the shorter fireman

Harry – the boy, fallen down and hurt his knee Helen – the girl helping Harry, with dark hair

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

Aim: to practise reading skills

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

Ending the lesson

Aim: to encourage students' personal responses

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

Extension activity

Aim: to encourage personalisation and creativity

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

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Aime

to integrate other areas of the curriculum through English: Geography

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

disasters

reference books or the Internet

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

Warm-up

Aim: to introduce the topic of Geography and volcanoes

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

1 5B p18 Look at the photos. Which of them shows a volcano? What do volcanoes look like?

Aim: to extend students' understanding of volcanoes

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

SB p18 Read the orticle to find out how volcanoes erupt. Write the words in the picture.

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

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

Check understanding of vocabulary.

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



Aim: to activate previous knowledge Key: 2 g, 3 d, 4 a, 5 f, 6 c, 7 h, 8 b

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

Aim: to activate students' knowledge and experience Key: 2 hill, 3 crater, 4 mountain

WB p18 Put the phrases and sentences in order.

Aim: to consolidate understanding of the topic

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

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

Ending the lesson

Aim: to review what students have learnt in the lesson

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

Extension activity

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

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

T18



to extend the focus on Geography through English

to enable students to complete a project:

cardboard, cone, sticky tope, crumpled, baking soda, detergent, vinegar

environment

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

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

Your students will be able to complete a project.

Warm-up

Aim: to review volcanoes

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

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

Aim: to enable students to follow instructions

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

Key: 2, 1, 4, 3

2 SB p19 Now make your volcano erupt.

Aim: to give students further practice in following instructions

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

WB p19 Read and write the questions.

Aim: to give students further practice with reading skills

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

Ending the lesson

Aim: to review what students have learnt in the lesson

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

Extension activity

Aim: to develop writing and reflective skills

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



Ame

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

language: tornado, mudslide, tsunami

a longuouse language from the unit

CD, materials for the mini talk

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

Warm-up

Aim: to review vocabulary for disasters

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

SB p20 Listen to a group presentation about a tornodo. Put the pictures in order.

Aim: to provide a model for the mini presentations

- Elicit what students con see in the photos.
- Play the recording. Students listen to order the photos.
- Students compare their answers in pairs.
- Key (from left to right): 2, 1, 3

2 25 SB p20 Listen again and answer the questions.

Aim: to give students practice with listening for specific information

- Play the recording again. Students listen to answer the questions.
- Elicit and discuss with students why the listening is o useful model for their presentations.
- Read the Tips for presenters through with the closs.
- Key: 1 It is a very strong wind which goes round and raund very fast. 2 A tornado hit on 22nd May 2011.

Preparing for and delivering mini presentations

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

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

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

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

Aim: to review past continuous with while

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



WB p20 Drow lines and complete the sentences with the words from the box.

Aim: to review sentence structure

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

WB p20 Complete the sentences with your own ideos.

Aim: to personalise the topic

Ending the lesson

Aim: to review language from the unit

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

Extension activity

Aim: to develop reflective skills

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

T20



to consolidate language from the unit Decident language from the unit, portfolio, profile

Makerial Students' portfolios

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

Warm-up

Aim: to introduce the topic of portfolios

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

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

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

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

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

Aim: to give students practice reading and filling in forms

- Focus students on the form. Read through the questions with the class.
- Students answer the questions orally in pairs.
- Check with the class.
- Key: 1 Antulio, 2 Martinez, 3 5 August 2002.
 - 4 1702, Calle San Jose, Buena Vista, Mexico, 37604,
 - 5 Mexico, 6 speedy@mail.mex

ISB p21 In pairs, ask and answer questions. Then make a farm for your partner. Check their answers.

Aim: to give students further practice with form filling

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

WB p21 Find and write the words.

Aim: to practise spelling

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

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

Aim: to review disaster vocabulary

Key: 2 smoke, 3 ovalanche, 4 magma, 5 servants, 6 hurricone

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

Aim: to practise writing skills

Key (sample answer): Mr Wilson was cooking steaks an the barbecue and playing with the dog. The dog ran into the house and he knacked the barbecue. When Mr Wilson's neighbaur laoked aver the fence, he saw the grass was on fire. The fire brigade orrived and they put aut the fire.

Ending the lesson

Aim: to enable students to express their preferences

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

Extension activity

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

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

2 In the ruinforest

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

rainforest, creeper, beak, toucan, slath, branch, anaconda, pool, jaguar, anteater

language from previous units and levels of Super Minds

CD

Your students will be able to talk about the rainforest.

Warm-up

Aim: to introduce the context of rainforests

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

Presentation

Aim: to present vocabulary for rainforests

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

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

Aim: to proctise new vacabulary

Students look at the numbered words in the picture.

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

2601 SB p22 Read, listen and answer the questions.

Aim: to practise listening

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

- Ploy the recording again. Check with the class.
- Key: 1 An anaconda, a jaquar, a sloth, o toucan ond o frog. 2 Tigers have stripes. Jaguars have spots. 3 Leaves. 4 Because it's poisonous.
- SB p22 Choose a word. Describe it for your partner to quess.

Aim: to give students practice with the new vocabulary

- Demonstrate the game with the class. Describe one of the vocabulary items without naming it. e.g. It's an animal that moves very slowly. It lives in trees and it eats leaves. (Sloth.)
- Students guess what it is.
- Students do the activity in poirs. They take turns to describe one of the new vocabulary items and to guess what it is.
- Monitor pairs as they do the activity.
- Check with open pairs.
 - WB p22 Find eight countries in the word search. Write them on the map. Look + and +.

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

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



WE p22 Now find five jungle words in the word seorch in Activity 1. Write the words.

Aim: to give further practice with the new vocabulary Key: 2 branch, 3 creeper, 4 slath, 5 beaks

B) WB p22 Write the words in the correct column.

Aim: to practise classification skills

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

Ending the lesson

Aim: to review vocabulary from the lesson

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

Extension activity

Aim: to consolidate vocabulary from the lesson

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

T22


filme.

to present and practise numbers 100 to 5,000,000

to give students speaking practice

no squito

rainforest

Monte - el CD

Your students will be able to say large numbers.

Warm-up

Aim: to review rainforest vocabulary

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

Presentation

Aim: to present lorge numbers

- Write some large numbers on the board, e.g. 25.000, 130,000, 250.000.
- Ask students to tell you how they think you say them.
- Show students how to break the numbers down for saying them aloud and when to use and.
- Write some other large numbers on the board.
- Students practise soying them in pairs.

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

Aim: to practise large numbers

- Elicit what students can see in the photo.
- Students work individually. They read the text and match the numbers with the correct category.
- Students campare ideos in poirs.

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

2 29 SB p23 Listen and say the numbers.

Aim: to focus students on grammatical form

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

Key: 1 thirteen thousand. 2 12,000.000. 3 four thousand, 4 nine hundred thousand, 5 70,000

SB p23 Work with a partner. Write and say.

Aim: to consolidate numbers

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

1 WB p23 Listen and circle.

Aim: to give students listening practice with the numbers

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

2 WB p23 Write the words.

Aim: to give students further writing practice with the numbers

Key: 2 five thousand six hundred and forty. 3 fifteen thousand six hundred and forty-eight, 4 seventy-nine thousand four hundred, 5 ane hundred and eightyone thousand nine hundred and seventy-nine. 6 two million one hundred and eighty thousand four hundred and thirty-two. 7 four million three hundred and sixty thousand



WB p23 Read. Which continent has the longest rivers in total?

Aim: to give students practice with combining numbers

Thinking skill: logical-mathematical

Key: America with 17,500 km of river.

Ending the lesson

Aim: to practise key language from the lesson

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

Extension activity

Aim: to consolidate numbers

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

ADDES

- to practise communication
- to contrast the unvoiced ch and voiced j sounds
 - I leave jungle, loads of
- CD, DVD-ROM

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

Your students will recognise the difference between the unvoiced ch /tj/ and the voiced j /tʒ/ phonemes. They will recognise alternative spellings of the j phoneme (g, ge and dge) and ch phoneme (tch).

Warm-up

Aim: to review rainforest vocabulary

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

SB p24 Look at the pictures and answer the question.

Aim: to give students practice with reoding and making predictions

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

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

(1) SB p24 Read and listen to the dialogue to check your answer.

Aim: to practise reading and listening for specific information

- Facus students on the dialogue and tell them to listen ond read carefully to find the answers.
- Play the recording. Students compore their onswers.
- Check with the class. Check understanding of vocabulary, e.g. loods of.
- Play the DVD-ROM.
- Students practise the dialogue in open pairs.
- **Key:** She has to find her mum. She has to ask other animals for help. She has to be careful of jaguars. She has to find bananas to eot.

3 SB p24 Work in pairs.

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

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

1) WB p24 Read and complete the dialogue.

Aim: to practise functional language

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

2 32 WB p24 Listen and say the words.

Aim: to practise the ch and j sounds

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



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

- Students check their answers, read and repeat.
- They say the sentences with their partner.
- **Key: 2** bridge, 3 giraffe, 4 watch, 5 jam, 6 longuage, 7 fridge, 8 children, 9 jumper, 10 dongerous

4 33 WB p24 Listen, check and say the sentences.

Aim: to identify and practise voiced and unvoiced consonants

Ending the lesson

Aim: to review and extend voiced and unvoiced consonant work

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

Extension activity

Aim: to give students further speaking practice

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

T24



to review have to and had to

to practise speaking

New long bage: tour, provide

Recycled Hanguege: rainforest

Motorials: CD

able to talk about past and present obligation.

Warm-up

Aim: to review rainforest vocabulary

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

5B p25 Listen and read the dialogue. Then tick (/) the correct pictures.

Aim: to practise listening and reading for specific information

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

Key 🗸 walking boots and long-sleeved shirt

2^{CD1} 35 SB p25 Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the sentences and the question in pairs.
- Students turn to the Grammar facus section on page 120 of the Student's Book.
- Work through the other examples with the closs.
- Students complete the exercise individually and then check in pairs.
- Key: 1 You have to go to bed before nine. 2 You dan't have to get up befare eight. 3 Do we have to do o lot of homework? 4 Do I have to phone you? 5 Do I have to bring ony food? 6 You don't have to come with us.

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

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

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

WB p25 Look at the pictures and write the sentences.

Aim: to give students further practice with had to

Key: 2 we had to put up the tent. 3 We had to dry them.

- 4 we had to collect the wood. 5 we had to make a fire.
- 6 had to cook lunch, 7 we had to wash the dishes.
- 8 we had to brush our teeth



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

Aim: to give students further writing practice with had to

Ending the lesson

Aim: to review grammar from the lesson

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

Extension activity

Aim: to consolidate understanding

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

11112

- to present a story
- to develop reading skills

nearby, penknife, creeper

characters and language from the story, rainforest

Mode right CD

Your students will be able to listen to and read a story. Your students will be able to do a role play.

Warm-up

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

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

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

Aim: to encourage prediction skills

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

2 36 SB pp26–27 Read and listen to the story to check your answers.

Aim: to present a story and to develop reading skills

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

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

Practice

Aim: to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. Why did the friends look for a village? (Because they were hungry.) Why did they climb a tree? (Because they thought they heard a jaguar.) What was the man holding? (A spear.) What present did Alex give to the man? Why? (A penknife because he wos the chief so they had to give him a present.)
- 1 WB p26 Remember the story. Put the lines in order to make the story.

Aim: to check comprehension

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

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

Aim: to check understanding of the story

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

WB p26 How did the children feel?

Aim: to encourage students to reflect on emotions

Thinking skill: showing empathy

Ending the lesson

Aim: to practise the story

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

Extension activity

Aim: to review ideas and concepts from the story

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



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

CD

Your students will be able to interpret deeper meaning from a story. respecting other cultures

Warm-up

Aim: to review the story

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

SB p27 Read and tick (/) the correct name.

Aim: to focus students on key events in the story

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

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

SB p27 Read the story again and answer the question.

Aim: to review the story

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

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

Key: 2 hours and 15 minutes



WB p27 Look and read. Match the text with the pictures.

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

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



Aim: to enable students to reflect on their own culture

Ending the lesson

Aim: to stimulate students' personal reactions to a story

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

Extension activity

Aim: to discuss the value of respecting other cultures

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

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

- to practise listening skills
- to practise writing skills
- to practise speaking skills
- listening for specific information writing a description
- taking part in a discussion

trading card, creature, aggressive, buffalo, despite, King Cobra rainforest, animals, language from the unit

CD, reference materials, the Internet Your students will be able to listen for specific information.

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

Warm-up

Aim: to activate vocabulary

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

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

Aim: to practise listening for specific information

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

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

5B p28 Listen again ond answer the questions.

Aim: to practise listening for detail

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

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

5B p28 Use the trading card to write a short text about the King Cobra.

Aim: to practise writing a description

- Focus students on the King Cobra card. Elicit information about the animal by asking questions, e.g. Where does it live? and having students reply in sentences.
- Monitor students as they are working.
- They write a first draft of their text and then swap with a partner.
- Partners check each other's work.
- Students write a final draft of their texts.
- Key (sample answer): The King Cobra is from India and South-East Asia. The biggest snakes are six and a half metres long. It eats rats and other snakes. It can live for twenty years. The King Cobra can kill a human with one bite.

4 SB p28 Discuss in pairs.

Aim: to give students speaking and discussion practice

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

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

Aim: to review vocabulary

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

Ending the lesson

Aim: to review the content of the lesson

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

Extension activity

Aim: to consolidate understanding

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

T28

Almsz

- to practise reading skills
- to practise speaking skills

Stille

reading for specific information oral presentations in groups

free of, disease

language: language from the unit,

rainforest

Moderials: CD

oble to read for specific information.

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

Warm-up

Aim: to encourage prediction skills

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

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

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

- Focus students on the photo in the Student's Book. Elicit what they can see.
- Read the questions with the class and check understanding.
- Check students know what to do. They read silently and find the information to answer the questions.
- Students compare and discuss answers in pairs.
- Check with the class. Have students justify their answers with reference to the text.
- **Key:** 1 Yes, because they have no contact with the rest of the world. 2 No, they were scored. 3 No, they were looking for this tribe. 4 Yes, because they wanted to take photos and show the world how important it is to protect the land.

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

Aim: to give students practice in talking about their opinions

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

In groups, present your ideas to the rest of the class.

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

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

1 😡 🕅 WB p29 Listen. Colour, drow ond write. 🕨

Aim: to practise listening skills

Ending the lesson

Aim: to encourage students' personal responses

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

Extension activity

Aim: to encourage personalisation and creativity

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

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

ensures lung, oxygen, store (v), logging rainforest

CD, computers and printers, poster paper and colours

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

Warm-up

Aim: to introduce the topic of Environmental studies and rainforests

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

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

Aim: to activate students' understanding and prior knowledge

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

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

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

Aim: to extend students' understanding of the tapic

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

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

Key: Problem 1: logging, Problem 2: farming

W8 p30 Read the text on page 30 in the Student's Book again. Why ore rainforests important? Which of the reasons does it talk about?

Aim: to practise reading for detail

Key: / 2, 5, 6



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

Aim: to practise speaking skills

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



Think) WB p30 Which rainforest slogan do you think is best? Why do you think so?

Aim: to consolidate understanding of the topic

Thinking skill: making chaices based on knowledge and opinion

Ending the lesson

Aim: to review what students have learnt in the lesson

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

Extension activity

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

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



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

Environmental studies

and rainforests

the Internet, reference materials, poster paper

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

Your students will be able to complete a project.

taking care of the environment

Warm-up

Aim: to review rainforests

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

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

Aim: to activate students' understanding

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

Key: 1 North America, 2 Europe, 3 Asia, 4 Africo. 5 South America, 6 Australasio, 7 Antorctico

> \$8 p31 Find out more about rainforests.

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

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

SB p31 Now present your findings to the class.

Aim: to give students practice in making group presentations

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

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

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

Aim: to give students further practice with reading skills

Key: 2 expensive, 3 quolity, 4 farming, 5 meot

WB p31 Do some research. Tick (/) the countries which have rainforests in them.

Aim: to give students practice in research skills

- Key: Australia, Madagoscar, New Zealand, Colombia, (Brazil), Indonesia

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

Aim: to give students further practice in research skills

4) WB p31 Read the advert. Underline four mistakes.

Aim: to give students practice in reading for detail Key: 2,000, 30,000, polar bear

Ending the lesson

Aim: to review what students have learnt in the lesson

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

Extension activity

Aim: to develop writing and reflective skills

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

to consolidate longuage from the unit

to develop interactive speaking skills

the longuage exotic, tank, depend on

the sheled lenguage from the unit,

animals

Materials: CD

able to plan and act out a short dialogue.

Warm-up

Aim: to review animals

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

SB p32 Work in pairs. Choose a role card.

Aim: to prepare and plan for a role play

- Tell students they are going to act out a short dialogue between o customer and the owner of a pet shop.
- Read through the information on the role cards with the class.
- Check they understand the vocabulary, e.g. tank, and that they know what to do.
- In their pairs, students each choose their role card.
- Elicit full examples of the useful language, e.g. 1'd like to buy a spider, please.
- Make sure pairs know what to do and what longuage they need to use.
- Pairs compase a short role play. Monitor each pair and help os necessary.
- Students proctise their role plays so that they con perform them without reading the text.

2) SB p32 Act out your dialogue.

Aim: to practise interactive speaking skills

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

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

Aim: to review language from the unit

Key: 2 million people, 3 hundred and eighty, 4 have to. 5 doesn't have, 6 you have WB p32 There is a word missing from these sentences. Write each sentence with a word from the box in the correct place.

Aim: to review sentence structure

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

3 WB p32 Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review spelling of rainforest vocabulary

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

Extension activity

Aim: to develop reflective skills

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

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

traffic

cycled language: language from the unit students' portfolios

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

Your students will be able to use adjectives in writing.

Warm-up

Aim: to review the topic of portfolios

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

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

Aim: to raise awareness of headers in writing

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

Key: My place

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

Aim: to facus students on adjectives in writing

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

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

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

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

- Pairs swap writing with another pair and give each ather feedback.
- SB p33 Write an email to answer Tim. Use adjectives to describe your home.

Aim: to practise writing skills

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

WB p33 Find and write the words.

Aim: to practise spelling

Key: anaconda. creeper, branch, logging, toucan



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

Aim: to review rainforest vacabulary

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



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

Aim: to practise writing skills

Ending the lesson

Aim: to enable students to express their preferences

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

Extension activity

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

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



3 The reck 'n' roll show

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

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

language from previous units and levels of Super Minds

take bernalist CD

Your students will be able to talk about a rack concert.

Warm-up

Aim: to introduce the topic of a rock concert

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

Presentation

Aim: to present vocabulary for a rock concert

Read the text of the top of the page with the class.

- Use the picture in the Student's Book to further set the context and to present the vocabulary.
- Say each word for students to repeat.
- Elicit what students think is hoppening in the picture.
- Elicit where the three friends were befare this (the rainforest) and how they got to the rainforest (through the gate in the air).

(100) SB p34 Listen and say the words. Check with your partner.

Aim: to practise new vocabulary

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

SB p34 Read, listen and complete the sentences.

Aim: to practise listening

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

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

Key: 1 1950s, 2 grondmother, 3 modern pop music, 4 Patrick, Phoebe

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

Aim: to give students practice with classifying the new vocabulary

- Demonstrate the activity with the class by eliciting one word for each category.
- Students do the activity in pairs.
- Monitor pairs os they do the activity.
- Check with the class. Write the onswers on the board.
- **Key:** places: stage: people: fans, backing singers, dancer, bodyguards; abjects: electric guitar, bass guitar, drum kit, spatlight, plus students' own answers

WB p34 Look and write the name.

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

Key: 2 backing singers, 3 doncers, 4 bodyguard, 5 bass guitar, 6 drum kit. 7 fons



Aim: to give further practice with the new vocabulary

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



Aim: to review common phrases

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

Ending the lesson

Aim: to review vocabulary from the lesson

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

Extension activity

Aim: to consolidate vocabulary from the lesson

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

T34



to review going to for plans to give students speaking practice album, record (v) a rock concert CD

Your students will be able to talk about plans using going to.

Warm-up

Aim: to review rock concert vocabulary

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

Presentation

Aim: to review going to

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

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

Aim: to proctise listening for specific information

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

Key: 1 October, 2 April, 3 May

2 09 58 p35 Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammor focus section on page 121 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually.
- Key: 1 They're not going to come to school today. 2 I'm going to read this book over the weekend. 3 She's not going to make pizza. 4 They're going to play table tennis. 5 We're not going to wotch the match.

\$8 p35 Play the pop stars game. Ask and answer questions.

Aim: to give students practice with using going to

- Demonstrate the activity for the class using open pairs.
- Students work in pairs. They take turns to ask and answer questions.
- Check the activity using open pairs.
 - WB p35 Make questions from an interview with a rock star.

Aim: to give students practice with question formation

- Key: 2 When is it going to come out? 3 Are you going to give a concert in London? 4 Are you going to have a holiday after the concert? 5 Where are you going to spend your holidays? 6 Who are you going to take with you?
- WB p35 Whot are they going to do ot the weekend? Look and write sentences.

Aim: to give students further writing practice with going to

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

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

Aim: to give students practice with writing about future plans

Ending the lesson

Aim: to practise key language from the lesson

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

Extension activity

Aim: to reflect on their and others' work

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

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

a rock concert, going to

CD, poster paper

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

Your students will be able to identify words with different spellings of the long oa /au/ vawel phoneme.

Warm-up

Aim: to review rock concert vocobulary

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

1 B p36 Listen and write the missing words. Then sing the song.

Aim: to sing a song with the class

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

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

12 SB p36 Listen and say the dialogue.

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

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

- Remind students that words con sometimes have the some spelling for different sounds. Write Rock 'n' roll on the board os the example.
- Ploy the recording. Students listen, read and repeat.
- Divide the class so that one half is Rase and the other Tom. The class says the diologue twice. exchanging roles.
- Students practise the dialogue in poirs.



13 W8 p36 Listen to the song again and draw the lines to link the words that rhyme. Write the groups of words.

Aim: to practise rhyming words

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

2 WB p36 Listen and say the words.

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

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

WB p36 Write the words in the sock or the coat.

Aim: to identify words containing the o and oa sounds

- Students soy the words and write them in the correct column.
- Key: sock: drop, hot dog, long, lost, bottle, sorry, forest; coat: won't, old, glow, cold, ago, explosion

WB p36 Listen, check and say the words.

Aim: to say words containing the o and oa sounds

Ending the lesson

Aim: to review and extend long and short vowel work

- Write the following words in rondom order on the board: short o sound: top, copy, drop, exotic, sloth, clock, stop, strong; long og sound: grow, cone, gogl. home, sofa, open, smoke, over.
- Students write the words in columns under sack and coot.

Extension activity

Aim: to activate students' imaginations

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



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

New longuese: lazy, bacon, blog, relax

a rock concert

Materials: CD

able to tell the time.

Warm-up

Aim: to review meals and food

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

Presentation

Aim: to present ways of telling the time

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

1 SB p37 Read and motch the pictures with the clocks.

Aim: to practise telling the time

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

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

2 5B p37 Listen ond say the times.

- Ploy the recording. Students listen and repeat in chorus.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 121 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise. Then check in pairs.
- Key: 1 twenty past four, 2 ten past four, 3 ten to ten, 4 five past four

SB p37 Play the time game.

Aim: to give students further practice with telling the time

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

WB p37 Write the times.

Aim: to give students further practice with telling the time

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

2 WB p37 Draw the times.

Aim: to give students further practice with interpreting times

1 WB p37 Look and write about Harry's doy.

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

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

Ending the lesson

Aim: to review grammar from the lesson

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

Extension activity

Aim: to consolidate understanding of time

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

- to present a story
- to develop reading skills

dressing room, wig, peace and quiet, milkshake

characters and language from the story, a rock concert

Moderiale: CD

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

Your students will be able to do a role play.

Warm-up

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

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

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

Aim: to encourage skimming and scanning

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

SB pp38-39 Read and listen to the story to check your answers.

Aim: to present a story and to develop reading skills

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

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

Practice

Aim: to check understanding of the story

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



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

Aim: to check comprehension

Thinking skill: recalling information

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



2 WB p3B Read the summary and underline seven mistakes.

Aim: to practise reading for detail

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



WB p38 Read and choose the best answer.

Aim: to enable students to practise making inferences

Thinking skill: inference

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

Ending the lesson

Aim: to practise the story

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

Extension activity

Aim: to stimulate students' creativity

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

T38

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

language from the story

CD

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

Warm-up

Aim: to review the story

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

SB p39 Correct the mistakes in the sentences.

Aim: to focus students on key events in the story

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

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

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

Aim: to activate world knowledge

Thinking skill: opplying linguistic and logical knowledge

- Focus students on the activity instructions and check they know what to do.
- In pairs, they try to camplete the names of the songs using the words in the bax.
- Check with the closs.
- **Key:** It's a wonderful world. Hat dag, Let's be friends, Blue moon, Don't leave me now



Think [WB p39] Read and draw the times on the clocks.

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

Thinking skill: working out times

Key: 2 twenty-five post eleven. 3 a quarter past seven.

4 eight o'clock, 5 twenty-five to ten. 6 ten o'clock.7 twenty past eleven



Aim: to give students further practice with forming questions

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

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

Aim: to encourage students' creativity

Ending the lesson

Aim: to stimulate students' personal reactions to a story

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

Extension activity

Aim: to review ideas and concepts from the story

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

- to practise listening skills
- to practise speaking skills

listening for specific information giving a short monologue

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

Net of all concert Met of all CD

Your students will be able to listen for specific information. Your students will be able to deliver a short

monologue on a known topic.

Warm-up

Aim: to activate vocabulary

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

18 SB p40 Listen and choose the correct words.

Aim: to practise listening for specific information

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

Key: 1 Cadillac, 2 Swing skirt, 3 Jukebox

2 58 p40 Listen again and answer the questions.

Aim: to practise listening for detail

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

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

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

Aim: to enable students to practise giving a short monologue

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

1 W8 p40 Put the dialogue in order.

Aim: to review functional language

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

WB P40 Read the email and write the missing words. Write one word on each line.

Aim: to enable students to practise reading and writing skills

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

Ending the lesson

Aim: to review the content of the lesson

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

Extension activity

Aim: to consolidate understanding

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

T40

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

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

interpreting values in a story dream come true, controct, make something happen

longuage from the unit CD

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

not giving up

Warm-up

Aim: to review longuage of description

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

SB p41 Look at the pictures and answer the questions.

Aim: to give students practice in skimming and scanning

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

SB p41 Read, listen and check your answers.

Aim: to develop reading skills

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

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

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

SB p41 Match the sentence halves to make the summary.

Aim: to give students practice in summarising a story

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

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

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

Aim: to give students practice with a gap-filling task Key: 2 join, 3 laud, 4 arranged, 5 true, 6 well

lues) | WB p41 What can we learn from Misha's story? Colour the words.

Aim: to focus students on the value of not giving up Key: Don't give up (an) your dreams.



Aim: to give students practice in writing adverts

Ending the lesson

Aim: to stimulate students' personal reactions to a story

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

Extension activity

Aim: to discuss the value of not giving up

- Focus on examples in the story where Misha didn't give up (Mike told her she didn't play loud enough. Katia said she didn't loak right. But she didn't give up doing what she loved and was good at. In the end she was lucky.).
- Elicit from students why this value is important and elicit examples from the students of when they haven't given up.

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

Almat

to integrate other areas of the curriculum through English: Music

New longuages rhythm

units of Super Minds Level 5

Meterials: CD

Your students will be able to use known language to talk about Music in English.

Warm-up

Aim: to introduce the topic of Music and rhythm

- Tell students to listen.
- Clap a simple rhythm for students.
- Clap it again. Students join in.
- Tell students that we call this a *rhythm* and that they are going to learn more about music and rhythm today.

(12) SB p42 Listen, read and find out what you need to make rhythm. Number the sounds.

Aim: to activate students' understanding and prior knowledge

- Elicit what students can see in the three photos.
- Read the activity instructions with the class. Encourage them to predict the answers.
- Play the recording. Students read and listen to check their predictions and to find the answers.
- Check with the closs. Check understanding of vocabulary.
- Have students read the text aloud around the closs and discuss the ideas.
- **Key:** 1 Sound of a horse galloping, 2 Someone dribbling a basketball rhythmically, 3 Someone clopping their honds rhythmically



Aim: to extend students' understanding of the topic

Thinking skill: identifying patterns

- Ploy the recording. Make sure students listen the first time and don't join in.
- They compare answers in pairs.
- Play the recording again and check with the class.
- Play the recording a third time for students to clap together after they have listened.

Key: 2, 3, 1



Aim: to give students further practice with identifying rhythm

- Focus students on the picture and on the speech bubble.
- Ask a student to say it.
- As a class, discuss which rhythm it is. If necessary, play the recording for Activity 2 again.

Key: Rhythm 3

SB p42 Make each of the three rhythms using the two words snake (X) and monkey (xx).

Aim: to give students practice in producing rhythms

- Make three groups. Students follow the instructions.
- Groups clap their rhythms to the class.
- Elicit feedback from other groups.
- WB p42 Read and complete the text with the words from the box.

Aim: to further extend students' understanding of the topic

Key: 2 clap, 3 silences, 4 quieter, 5 shorter, 6 use

2 23 WB p42 Listen and match.

Aim: to give students further proctice in identifying rhythms

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

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prampt on the board: Today I've learnt about:
- Elicit from students what they learnt today, e.g. rhythm, how rhythm is all around us and how sounds and silences come together to make rhythms.
- Write it on the board. Students copy it into their notebooks.

Extension activity

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

- In groups of four, students create another rhythm (not the same as the anes from the SB).
- Groups perform their rhythms for the class. They can clap them or tap pencils quietly on their tables.

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

crotchet, quaver, beat Music and rhythm

CD. 2 x 80-word texts from the Student's Book for each student, a CD of music by Mozart

Your students will be able to talk about Music in English.

Your students will be able to complete a project.

Warm-up

Aim: to review Music

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

5B p43 Read the text. Write the correct words under the music notes and complete the sentence.

Aim: to extend students' understanding of rhythm in music

- Have a student read the text aloud. Find out who plays an instrument in the classroom and what they can tell the class about crotchets and quavers.
- Students complete the text individually.
- They compare answers in pairs. Check with the class.

Key: one crotchet, two quavers; two quavers



SB p43 Try clapping each of these rhythms. Then listen and check.

Aim: to give students practice with rhythm

- In pairs, students practise clapping the rhythms of the crotchets and quavers.
- If it helps, count out the time for the class as they do it: 1, 2, 3, 4, to show them they need to squeeze two quavers into one beat.
- Play the recording for students to listen and check.
- Clap the rhythms as a class.
- Read the smart fact with the class.

SB p43 Use the words snake and monkey to say each of the rhythms in Activity 2.

Aim: to consolidate practice of rhythm

- Check students know what to da.
- Pairs say the rhythms using these words.
- Ask different pairs to say the rhythms to the class and ask for students' feedback.

roject) SB p43 Music and my learning.

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

- Set out a time scale for students to do the project.
- Tell students that today they are going to do Doy 1.
- Choose two texts from the book. Tell half the class to focus on one text and half the class to focus on another.
- Play the Mozart CD while students study their texts.
- Do some Workbook activities for 30 minutes.
- Put students into pairs. Each student in a pair should have studied a different text. They test each other.
- On a different day, follow the same procedure in Day 2.

1 WB p43 Read the poems. Then listen and say which poem it is.

Aim: to give students further practice with listening to rhythm

Key: Lunch

WB p43 Now try to clap the other three poems.

Aim: to give students practice in clapping rhythms

3) WB p43 Write your own poem about music. Ask your classmates to clap it.

Aim: to give students further practice in writing rhythmic poems

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've ...
- Elicit from students what they learnt today, e.g. learnt more about rhythm and what crotchets and quavers are, and I've started a project about learning and Music.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

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

to consolidate language from the unit to promote student-student co-operation language from the unit CD, materials for the mini talk

Your students will be able to prepare and present a mini talk.

Warm-up

Aim: to review vocabulory for rock concerts

- · Give students one minute to write all the words about rock music that they have learnt in the unit.
- Students then compare their lists in pairs to see how many different words they have overall.
- Put pairs together. They check their lists in the same way.
- Elicit all the music words from the different groups.

1 26 SB p44 Listen to Jasmine talking about her favourite singer and make notes.

Aim: to provide a madel for the mini presentations

- Elicit what students can see in the picture.
- Play the recording. Students listen and take notes.
- Students compore their notes in pairs.
- Play the recording again.
- Discuss and compare their notes as a class.
- Elicit and discuss with students why the listening is a useful model for their presentations.
- Read through the Tips for presenters with the class.

Preparing for and delivering mini presentations

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

- Focus students on Find out about it. Give a time limit.
- Read the bullet points and check vocabulary.
- Monitor individual students as they do their research to find a musician to focus on.
- Focus students on Prepare it. Give them a time limit.
- Read the bullet points through with the closs. Check vocabulary.
- Make sure students follow each step in sequence.
- Focus students on Present it. Give them a time limit. This may happen over more than one lesson.
- Set a listening task for the students who are listening to keep them focused, e.g. write down one fact about the musician that you didn't already know.

- Re-read the Tips for presenters through with the class.
- Remind students to look at the notes they made, after their last presentation, on what they wonted to improve this time.
- Individual students take turns to do their mini presentations.
- After each presentation, go around the closs to get feedback on the listening task.



WB p44 Make three sentences with the phrases in the diamond. Use three different phrases in each sentence.

Aim: to review going to

Key: at five past nine. Are you going to came to the birthday party? My sister is going to buy a new camera.



2) WB p44 Draw lines and complete the sentences with the words from the box.

Aim: to review sentence structure

Key: 2 We're going to buy Susie a nice birthday present.

3 The lessons at my school start at twenty past eight. 4 They're going to move ta New York soon. 5 Is Harry going to play in your team? 6 I think we need to go it's ten past seven.

WB p44 Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review language from the unit

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

Extension activity

Aim: to develop reflective skills

- Give students your feedback on their mini presentations. Make general points.
- In groups of four, students discuss how they think their own presentations went and what they will do next time to improve them.
- Each student writes these improvement points in their notebook so that they can refer to them before the next mini presentation.



Aims

- to consolidate language from the unit
- to raise owareness of connectors in writing

Recycled language: language from the unit

Makenial students' portfolios, envelopes

able to use language from the unit to make a section for their portfolios.

Your students will be able to use connectors in writing.

Warm-up

Aim: to review the topic of portfolios

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

SB p45 Read Jeremy's diary and put the paragraphs in the right order.

Aim: to raise awareness of connectors in writing

- Focus students on the picture. Elicit what they can see.
- Read the activity instructions and check students know what to da.
- They read the diary entry silently and sequence the paragraphs.
- They compare answers in pairs.
- Check and discuss answers as a class.

Key: 3, 5, 1, 4, 2

SB p45 Add these words to make Kylie's diary better.

Aim: to focus students on connectors in writing

- Read the activity instructions and check students understand what to do.
- In pairs, they work through the text and decide where to put the connectors.
- Elicit feedback from the students.
- Read or display the correct text to the class.
- **Key:** Grandma and Grandpa came to visit me and my sister last Sunday. First, we went to the fun park in Blackhill. Grandma went on the ghost train with us. That was fontastic. Then we walked to a very nice restaurant and had lunch there. I had chicken and chips, and my sister had a burger. Finally, we went to the town hall. There was a concert with Give It All. They are a new band from Liverpool. The concert was great. We were very tired and went home stroight away. We went to bed at eight o'clock.

SB p45 Think obout something you did last weekend.

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

- Students carry out points a-c and read Tips for writers.
- Return the texts to students after three days.
- Students think about how they can improve them.
- They give each other feedbock in poirs.
- Students write a final draft for their portfolios.
- Students turn to the My portfolio writing practice section on page 120 of the Workbook. Work through the exercises.

WB p45 Find and write the words.

Aim: to practise spelling

- **Key: 2** bodyguards, 3 rhythm, 4 speakers, 5 spatlights. 6 crotchet
- WB p45 Complete the sentences with the words from Activity 1.

Aim: to review concert vocobulary

- Key: 2 speakers. 3 bodyguards. 4 rhythm. 5 spotlights. 6 crotchet
- E

WB p45 Look ot the pictures and write the story. Use the ideas to help you write about each picture.

Aim: to practise writing skills

Key (possible answer): she practised in her room, to a concert, but there was no guitarist, and said 'Sarry, we can't play without our guitarist.', played her guitar. The show was great.

Ending the lesson

Aim: to enable students to express their preferences

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

Extension activity

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

- Put students into groups of four.
- They look through each page of Unit 3, at their vocabulory books and at their portfolios and discuss what they have learnt in this unit.
- Encourage students to talk about what they have learnt and are good at, as well as what they need to imprave.

Space restaurant

- to present and practise restaurant vocabulary
- to give students listening practice

space, waiter, biscuits, salt. pepper, napkin, chopsticks, fork, spoon, knife, serve, meal, edge, universe, pills, midnight, backwards

language from previous units and levels of Super Minds

CD CD

Your students will be able to talk about eating in a restaurant.

Warm-up

Aim: to introduce the topic of food and restaurants

- Elicit what food students like and write some of their suggestions on the board.
- Elicit if they ever go to restaurants and what they like to eat there.

Presentation

Aim: to present restaurant vocabulary

- Read the text at the top of the page with the class. Check understanding.
- Use the picture in the Student's Boak to further set the context and to present the vocabulary.
- Soy each ward for students to repeat.
- Check students understand the meanings of all the words.
- Elicit what students think is happening in the picture.
- Elicit where the three friends were before this (an Elvis) rock concert) and how they left there (through the yellow gate in the hotel).

58 p46 Listen and say the words. Check with your partner.

Aim: to practise new vocabulary

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

SB p46 Read, listen and answer the questions.

Aim: to practise listening

- Read the questions aloud with the class.
- Check understanding. Encourage students to try to predict the onswers.
- Play the recording. Students listen to find the answers.
- They check in pairs.
- Play the recording again. Check with the class.
- Key: 1 From midnight to six o'clock in the evening.
 - 2 Time goes backwards. 3 22nd March 3002.
 - 4 A thousand years old.
- SB p46 Choose words and play the odd-oneout game with your partner.

Aim: to give students practice with the new vocabulary

- Demonstrate the activity with the class using open pairs.
- Help students with the language for giving reasons. Write some prompts on the board.
- Students then do the activity in closed pairs.
- Monitor pairs as they do the activity.
- Elicit some examples from different pairs.

WB p46 Look and write the words.

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

Key: 2 fork, 3 spaon, 4 nopkin, 5 chopsticks, 6 solt, 7 pepper, 8 biscuits, 9 waiter

W8 p46 Read and write the words from Activity 1.

Aim: to give further proctice with the new vacabulary

Key: 2 napkin, 3 fork. 4 salt, 5 chopsticks. 6 spoon. 7 waiter

Ending the lesson

Aim: to review vocabulary from the lesson

- Ploy the game again from SB Activity 3.
- Play in open pairs with books closed.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the nine new vocabulary items in their vocabulary books.
- For each item, they draw a picture and write a short definition, e.g. You can put pepper on your food. It makes it spicy. I don't like pepper.



- to present and practise ordinal numbers to give students speaking practice
- New Janesladet no way

days of the week, months

CD

Your students will be able to talk about dates using ordinal numbers.

Warm-up

Aim: to review days and months

- Write the days of the week in scrambled letter order on the boord. Don't tell students what the set is.
- Students work in pairs to unscramble the words.
- Pairs come to the board and write each day.
- Elicit when some students' birthdays are. Students reply, e.q. In June.

Presentation

Aim: to present ordinal numbers

- Write Phoebe's birthday on the board: 22 March.
- Elicit from students how we say this (the twenty-second) of March). Tell students we can also write 22nd March.
- Write this under the date in brackets. Make it clear which we usually write and which we usually say.
- Elicit students' birthdays. The class repeat.

58 p47 Read the email and answer the questions.

Aim: to practise reading for specific information

- Elicit what students can see for Activity 1 (an email). Ask who wrote the email (Saroh) and who she wrote to (Megan).
- Students do the activity individually.
- Key: 1 Sarah has a problem. 2 On the 3rd of April. 3 Because she is going away with her porents for the weekend (to visit her grandma in Bristol). 4 The 25th of March or the 8th of April.

2 19 SB p47 Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat.
- Students take turns to practise all the sentences in pairs.
- Students turn to the Grammar focus section on page 122 of the Student's Book.
- Work through the ather examples with the class.
- Students complete the exercise and check in pairs.
- Key: 2 1st (first) of December, 3 the 31st (thirty-first) of January, 4 the 13th (thirteenth) of February, 5 the 2nd (second) of October



3 (Think) SB p47 Work with a partner. Ask and answer.

Aim: to give students practice with ordinal numbers

Thinking skill: logical-mathematical thinking

- Students take turns to ask and answer questions.
 - SB p47 Think of three questions to ask your partner.

Aim: to give further practice with ordinal numbers

- Brainstorm some questions. Students ask and answer.
- WB p47 Write the days for the dates marked with a tick (/).

Aim: to give students practice with ordinal numbers

Key: 2 The 2nd of Octaber is a Sunday. 3 The 6th of October is a Thursday. 4 The 11th of October is a Tuesday. 5 The 12th of October is o Wednesday.

Think) WB p47 Read and work it out.

Aim: to give students practice with logical thinking

Thinking skills: logical-mathemotical thinking Key: Thursday 23rd of June

1 WB p47 Reod about Miguel. Look at his diary and write sentences.

Aim: to give practice with writing ordinol numbers

Key: 2 He is going to eot in a new Turkish restaurant an the 5th of September. It's a Wednesday. 3 He is going to eat in a new Egyptian restaurant on the 8th of September. It's a Saturday. 4 He is going to eat in a new Brazilian restaurant on the 13th of September. It's a Thursday. 5 He is going to eat in a new Italian restaurant on the 14th of September. It's a Friday. 6 He is going to eat in a new Mexican restaurant on the 22nd of September. It's a Saturday.

Ending the lesson

Aim: to practise key language from the lesson

 Students ask and answer in apen pairs using questions from SB Activity 4.

Extension activity

- Aim: to review language from the lesson
- Students work individually and write an email reply. to Sarah in the role of Megan from SB Activity 1

- to practise communication
- to show that the letter c is sometimes pronounced with the s sound

celebrate, brilliant, excellent S DE LANCE

CD, DVD-ROM

under competences: Your students will be oble to create and act out dialogues in pairs.

Your students will understand that a letter c has the s phoneme before an i or an e.

Warm-up

Aim: to review ordinal numbers

- Ask questions quickly around the closs. They should require students to use an ordinal number in their response, e.g. When's your mum's birthday? What's the date tomorrow? What's the last day of June?
- Repeat some questions, but ask students at random to keep them on their toes.

SB p48 Look at the photos and answer the questions.

Aim: to give students practice with reading and making predictions

- Elicit what students can see in the pictures (two boys talking) and how they look (excited, then upset).
- Discuss with the class their ideas for what they are tolking about ond where they ore.

2 3d SB p48 Read and listen to the diologue to check your answers. Complete with the missing numbers from the box.

Aim: to practise reading and listening for specific information

- Focus students on the dialogue and tell them to listen and read carefully to check the answers.
- Play the recording. Students compare their answers in pairs.
- Check with the class. Check understanding of vocabulary.
- Play the recording again for students to listen for and check the numbers.
- Play the DVD-ROM.
- Students proctise the dialogue once or twice in open pairs.

Key: 1 29th, 2 22nd, 3 5th

SB p48 Work in pairs.

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

- Students proctise the diologue from Activity 2 in pairs.
- Brainstorm ideas for the birthday, using the prompt questions. Write some notes on the board.
- Focus students on What to say. Read the section out.
- They write their own dialogues in poirs.
- Pairs practise and rehearse their dialogues.
- Poirs perform their diologues for the class.

1) WB p48 Match the dialogue.

Aim: to practise functional language

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

2 WB p48 Read and complete the dialogue with the words from the box.

Aim: to focus students on functional language

Key: 2 meet, 3 food, 4 want, 5 more, 6 next, 7 get. 8 for. 9 number

BC02 31 WB p48 Listen and say the words.

Aim: to identify when a c spelling gives the s sound

 Point out that when the letter c is followed by the letter e, i or y it has the s sound, for example, cents, city and bicycle.

W8 p48 Circle the c letters with a s sound.

Aim: to identify when the letter c has the s sound

WB p48 Listen, check and say the words.

Aim: to practise saying the s sound spelt with the letter c

Key: city, Celia, celebrate, spaceship, cinema, ice, exciting, circles, excellent

Ending the lesson

Aim: to review and extend c/s pronunciation

 In teams, students look through the Student's Book to find examples of words where the letter c has the s sound.

Extension activity

- Aim: to give students further speaking practice
- Pairs swap dialogues from SB Activity 3.
- Pairs perform their new dialogues for the other pair.



- to present and practise zero conditional
- to practise speaking

professor, laboratory, broccoli, pour, freezer, become, turn to

food, colours

CD

Your students will be able to use the zero conditional.

Warm-up

Aim: to review restaurant vocabulary

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

Presentation

Aim: to present zero conditional

- Give instructions to a student, e.g. Please open the door.
- Elicit how the student did it. e.g. I turned the handle.
- Write on the boord If you turn the handle, the doar opens.
- Tell students we use this structure for o fact.
- Write more prampts on the board for students to make sentences, e.g. If stop talking / quiet. If heat water / boils. If turn key / car start.
- Write each sentence on the board as students give it to you. Drow their attention to the comma and to the present simple in the sentences.
- Tell students that in these sentences If is similar to When.

1) SB p49 Read and correct the sentences below.

Aim: to practise zero conditional

- Elicit who students can see in the picture (a mad professor) and where he is (in a lab/laboratory).
- They read the text silently and correct the mistakes in the sentences.
- Elicit the if sentences from the text.
- Key: 1 Poppy Beanie is a reporter. 2 Professor McKarrat showed her what food would look like in the future. 3 If you put water on the green pill, you get broccoli with fish. 4 If you put water on the pink pill, you get tomatoes with beef.

58 p49 Listen and say the sentences.

- Play the recording. Students listen and repeat in chorus.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 122 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise ond check in poirs.
- Key: 1 don't get, 2 boils, 3 melts, 4 doesn't get. 5 runs out



5) SB p49 Play the food game with a partner. Imagine that you have pills of six different colours. Tell your partner what food you get.

Aim: to give students further practice with the zero conditional

 Students play the game in pairs, taking turns to soy what food they get if they mix one with another.



Aim: to give students further practice with the zero conditional

Key: 2 c. 3 a. 4 b

WB p49 Read and write the words in the correct form.

Aim: to give students further writing practice with zero conditional

Key: 2 are. am, 3 is, go, 4 roins, toke. 5 want. talk. 6 need, go. 7 wont, need, 8 are, talk



Aim: to activate students' knowledge

Key (possible onswers): 2 you get the emergency services, 3 it goes hard, 4 it boils, 5 feel sick / get fat, 6 goes brown / dies

Ending the lesson

Aim: to review grammor from the lesson

- Call out the prompts from WB Activity 3, e.g. If you eat too much chocolate, ...
- Elicit different ways of completing the sentence from oround the class. Make sure students have their books closed.
- Repeat with other sentence stems from this activity.

Extension activity

Aim: to consolidate the zero conditional

 Individually, students write the sentences they used for SB Activity 3 in their notebooks.

to present a story

to develop reading skills

starter, lid, spaceship, scratch, steam

characters and language from the story, restaurant vocabulary

CD

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

Your students will be able to do a role play.

Warm-up

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

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

58 pp50-51 Look at the pictures. Where can you see these things?

Aim: to encourage prediction and to set the context for the story

- Check understanding of steam.
- Students look at the pictures in pairs and find the four sets of things.
- Elicit answers from the closs.

SB pp50-51 Go through the text quickly. Why does the robot want the children to do the washing up? Listen and check your answer.

Aim: to present a story and to develop reading skills

- Tell students to read quickly and silently to find the answer. Set a time limit, e.g. two minutes.
- Students compare their answers in pairs.
- Play the recording. Students read and listen to check their answer.
- Check with the class.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the stary (the children saw the gate just in time) and where the gate was (on the way into the kitchen).
- Key: Because they don't have any galdstars to pay for their meal.

Practice

Aim: to check understanding of the story

Check understanding of the story. Use prompt questions if necessary, e.g. What was the starter? (Orange soup with fish and pepper.) What did they eat it with? (Chopsticks.) What was the secand course? (Beef, carrots, broccoli and crocodile.) Did they eat it? (No, they ate the steam.) What was the dessert? (A chocolate and ice cream spaceship for Phoebe's birthdoy.)

WB p50 Remember the story. Read ond complete the summary of the story.

Aim: to check comprehension

Key: 2 hard, 3 waiter, 4 balls, 5 steam, 6 quickly, 7 birthday, 8 spaceship, 9 chocolate, 10 ice cream, 11 money, 12 kitchen, 13 wash, 14 gate

WB p50 Read and complete the menu.

Aim: to practise reading and writing skills

Key: 1 soup. 2 pepper. 3 carrots. 4 crocodile. 5 chocolate. 6 ice cream. 7 20.000



F) WB p50 Find the answers to the clues in the word search. Look → and ↓.

Aim: to give students further practice with vocabulary from the story

Key: 2 fish. 3 chopsticks, 4 pots. 5 candles. 6 goldstors, 7 bill, 8 chocolate

Ending the lesson

Aim: to practise the story

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

Extension activity

Aim: to stimulate students' creativity

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

- to practise reading for specific information to identify key events in a story
- to sycled language from the story tateriale: CD

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

Warm-up

Aim: to review the story

• Ask questions about the story, e.g. Where were the three friends? (At a space restaurant.) How many courses did they eat? (Three.) How much did the meal cost? (60,000 goldstors.) Did they pay? (No, they didn't.)

SB p51 Read and answer the questions.

Aim: to focus students on key events in the story

- Play the recording of the story again. Students listen and/or follow it in their Student's Books.
- Make sure students know what to do.
- They read the questions and find the answers in the text.
- They compare their answers in pairs.
- Check with the class.
- Key: 1 Orange soup with fish and pepper. 2 With chopsticks. 3 Beef, carrats, broccoli and crocodile.
 - 4 A chocolate spaceship filled with ice cream.
 - 5 Goldstars. 6 They had to work in the kitchen for a week.

SB p51 Read and match the prices with the objects.

Aim: to practise mathematical skills

Thinking skill: putting a monetary value on things

- Focus students on the activity and elicit what they can see in the pictures.
- Ask a student to read the if sentence aloud.
- Check students understand and know what to do.
- They discuss answers in pairs and agree about prices for each of the faur things.
- Elicit answers from pairs.



1 Think WB p51 Think of three ways for the children to pay the restaurant for their meal. Write the sentences.

Aim: to give students practice with creative thinking

Thinking skill: creative thinking



Aim: to give students practice with paying close attention to visual images

Key: (In picture A, the man is wearing a napkin.)

- In picture B, he is wearing a jumper.
- In picture A, there is a fork on the table.
- In picture B, there isn't.
- In picture A. S and P are written on the salt and
- pepper shakers. In picture B. they aren't.
- In picture A, the tableclath has got squares on.
- In picture B, it has got spats.
- In picture A, the man has got a spoon in his left hand. In picture B, he hasn't.



Think WB p51 Put the sentences in order to make a story.

Aim: to practise sequencing

Thinking skill: temporal sequencing

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

Ending the lesson

Aim: to stimulate students' personal reactions to a story

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

Extension activity

Aim: to review ideas and cancepts from the story

- Put students into groups of four.
- Each group creates a menu for the space restaurant. They think of three courses and the prices.
- Groups write menus on poper and illustrate them.
- . Groups swap menus with other groups and role play a restaurant situation using the new menu.

مرجع زبان ايرانيان

- to practise reading skills
- to practise speaking skills
- reading for specific information
- giving a short monologue

sweets, chewing gum, blueberry pie, lose, flavour, lick, invisible, sugar-coated, fudge, get rid of, bully (n)

- Recycled language: food
- Materials: CD

Your students will be able to read for specific information.

Your students will be able to give their opinions in a discussion.

Warm-up

Aim: to activate vocabulary

- Write Food in a circle on the board.
- Elicit all the unusual foods that students can think of, e.g. balls of soup.
- Write them on the board.

SB p52 Read the blog and match the pictures with the paragraphs.

Aim: to practise reading for specific information

- Focus the students on the six pictures. Elicit what they can see and check understanding of vocabulary.
 Pre-teach key words for the lesson, using the pictures if students don't knaw them.
- Check students know what to do.
- Students read and number the pictures occording to the paragraphs.
- They compare answers in pairs. Remind them to re-read sections of the text to check.
- Check with the class.
- Find out if any students have read this book or seen the film.

Key (from left to right): 3, 1, 4, 5, 2, 6

2 SB p52 Discuss in small groups.

Aim: to practise speaking skills

- Read the three questions through with the class.
- Put students into groups of four.
- In their groups, students take turns to discuss each question. Remind them to give reasons for their choices.
- Manage the activity by telling students when to move on to discuss the next point.
- Monitor groups as they are warking.
- Open the discussion to the whole class.



Aim: to practise listening skills

Key: David – the waiter, Robert – reading the poper, Betty – ice cream in her hand, Katy – Betty's mum, Helen and Harry – couple

Ending the lesson

Aim: to review the content of the lesson

 Elicit which was each student's favourite sweet from the Student's Boak reading text.

Extension activity

Aim: to consolidate vocabulary

- Students write answers to the discussion questions from SB Activity 2.
- They can use the notes from the original discussion or they can write other ideas if they have changed their minds during the lesson.

to practise writing skills to practise listening skills

writing a recipe

listening for specific information

jelly sweets, tablespoon, quarter, blade af grass. stir, recipe, scoop, straw, straight from

language from the unit

CD, poster paper

Your students will be oble to read for specific information.

Your students will be able to write a recipe.

Warm-up

Aim: to review key language

- With Student's Books closed, elicit from the closs what the sweets were at the Willy Wonka Factory in the previous lesson.
- Provide prompts if students can't remember all the details.

SB p53 Write the words under the pictures.

Aim: to give students practice in matching words with pictures

- Focus students on the pictures ond the words.
- Check they know what to do.
- They match the words with the pictures and then check in pairs.
- Check with the class and check understanding and pronunciation of the new words: scoop and straw.
- Key: an ice cream glass, a strow, an ice cream scaop, a pan

2 36 SB p53 Listen and write the missing numbers.

Aim: to give students practice in listening for specific information

- Tell students they are going to listen to the ingredients for the hot chocolate Swudge drink.
- Elicit what they can see in the pictures ond check understanding of vocabulary.
- Play the recording. Students listen and write the missing numbers.
- Check with the closs.
- Play the recarding again. Students listen to check.
- Check with the class.

Key: 1 1, 2 1, 3 85, 4 150, 5 4, 6 2

3 37 SB p53 Listen and put the steps in order.

Aim: to give students practice in sequencing informotion

- Play the recording. Students compare their answers in pairs.
- Play the recording agoin. Check with the class.

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

SB p53 Work in pairs. Think of something you would like to invent.

Aim: to practise writing skills

In pairs, students write the recipe for their sweets.

SB p53 Present your invention to the class.

Aim: to practise speaking and presentation skills

- Pairs display their paster and talk about it.
- Students choose the most original recipe.

W8 p53 Look at the pictures and tell the story.

Aim: to give students practice with telling a story fram pictures

Key (sample answer): It is Mary's birthday and she is having a party with her friends. It is a quarter past two and they are eating lots of lovely faod. At half past two Mary blows out the candles on her birthday cake. Everyone has a piece of cake. It is delicious. Then the friends go out to play in the park. At twenty-five past four. Mary's brother comes home and sees the cake on the table. He is hungry and eats the rest of the cake. When Mary and her friends came back, they are very anary.

WB p53 Correct the sentences. Write the correct word.

Aim: to give students practice with vocabulary

Key: 2 sweet, 3 Taste, 4 flavour, 5 licking, 6 invent. 7 dessert

Ending the lesson

Aim: to stimulate students' personal reactions to a story

 Ask the students which their favourite recipe from SB Activity 5 was and why.

Extension activity

Aim: to enable students to share recipes

- Tell students to bring in a recipe from home.
- Students write their recipes in simple English and illustrate them.

to integrate other areas of the curriculum through English: Biology

values

alive, fit (adj), repair, damage, bones, muscles, energy, digestian, dairy products, proteins, grains

language from previous units of Super Minds Level 5

Your students will be able to use known language to talk about Biology in English.

eating healthily

Warm-up

Aim: to introduce the topic of Biology and healthy eating

- On the board write Healthy food.
- Ask students to give examples of healthy food.
- Accept all their ideas and develop a word map.
- At the end of the lesson, students can look at the word map again and decide if they were right.

1 SB p54 Look at the photos. Which child is healthier? Why do you think this?

Aim: to activate students' understanding and prior knowledge

- Elicit what students can see in the photos for Activity 1.
- Students discuss in pairs before the class discussion.

SB p54 Read the text. Think of a short title for it.

Aim: to extend students' understanding of the topic

- Read the text aloud around the class. Check understanding of vocabulary.
- In pairs, students discuss possible titles.
- Elicit ideas for titles from different pairs.

(1) 5B p54 Read and listen to the text. Look at the picture and think about what you eat.

Aim: to give students further practice with the topic of healthy eating

- Focus students on the picture and elicit what they can see in the five parts of the wheel.
- Students read the text and match the descriptions with the five parts of the wheel.
- Check with the class.
- In groups of four, students talk about what they eat during a day.

- They match the foods with the ports of the wheel. Anything they can't match they write on o piece of paper.
- Elicit the foods each group have written on paper and discuss what kinds of food they are and how healthy they are.

W8 p54 Write the words in the correct column.

Aim: to give students practice with classifying foods

Key: meat: pork, beef, turkey, chicken; fruit: pineapples, mangoes, apples, bananas, gropes, oronges, pears, plums; vegetables: potatoes, spinach, peas, beans, peppers, carrots, onions: dairy products: milk, cream, cheese, yoghurt, butter



WB p54: What can we learn from the text on page 54 in the Student's Book? Colour the words.

Aim: to focus students on the value of healthy eating Key: Eat lots of fruit and vegetables to keep healthy.



WB p54 What food do the children like?

Aim: to give students practice with logicalmathematical thinking

Thinking skill: logical-mathematical thinking Key: 2 chicken, 3 potatoes, 4 chicken, 5 rice, fish

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the fallowing prompt on the board: Today I've learnt about:
- Elicit from students what they learnt about today, e.g. food graups, what foads go into each group and which foods ore healthier than others.
- Write it on the board. Students copy it into their notebooks.
- At the end of the lesson, students can look again at the word map from the warm-up and allocate the food to the five groups.

Extension activity

Aim: to discuss the value of healthy eating

 Focus on the five food groups and examples of foods from each group. Elicit how each of these food groups helps our bodies.

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

T54



to extend the focus on Biology through English to enable students to complete a project topic of Biology and healthy eating

Your students will be able to talk about Biology in English.

Your students will be able to complete a project.

Warm-up

Aim: to review Biology and healthy eating

 With Student's Books closed, give students two minutes to note down things they learnt about Biology and healthy eating in the previous lesson.

> SB p55 Read these food words. Name the food groups.

Aim: to extend students' understanding of food groups

Thinking skill: identifying

- Focus students on Activity 1. Elicit the food words.
- In pairs, students talk about each type of food.
- Check and discuss os a class.
- **Key:** a fruit, b vegetables, c proteins, d grains, e doiry products

SB p55 Match some of the words with the pictures.

Aim: to give students further practice with grouping foods

Students match the words with the pictures in pairs.

Pairs check with other pairs. Check with the class.

Key: 1 manga, 2 onions, 3 turkey, 4 corn, 5 cream



SB p55 Write two other foods that you could add to each category.

Aim: to enable students to activate world knowledge

Thinking skill: categorising

- Check students know what to do.
- They add other foods individually and then check in pairs.
- Elicit and check as a class.

(Incl.) SB p55 What I eat in a week.

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

Thinking skill: analysing

Set out a time scale for students to do the project.

- Brainstorm foods that the students eat during a normal week and help them categorise them.
- Each student then makes a chart and keeps a record of all the things they eat each doy of the week.
- At the end of the week, students add up the points for each category. Each item of food is one point.

WB p55 Read and write t (true) or f (false).

Aim: to give students further practice with food groups Key: 2 f, 3 t, 4 t, 5 f, 6 t

WB p⁵⁵ Look at the three lunchboxes and tick (/) the one which is the best for your health.

Aim: to give students practice with identifying healthy food

Key: Lunchbox 2

Draw the food in your lunchbox and write what's in it.

Aim: to give students further practice with identifying healthy foods

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've ...
- Elicit from students what they learnt today, e.g. learnt more about healthy food and food groups and I've started a project about the foods I eat.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

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

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

New longwage: guest

restaurant vocabulary

Meterials CD

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

Warm-up

Aim: to review restaurant vocabulary

- Write the nine restaurant words from the lesson on the board in scrambled letter order.
- Students unscramble them in pairs and then come to the board in turn and write them correctly.

SB p56 Work in pairs. Choose a role card.

Aim: to prepore and plan for a role play

- Tell students they are going to act out a short dialague between a customer and a waiter or waitress.
- Read through the information on the role cards with the closs.
- Check they understand the vocabulary and that they know what to do.
- In their pairs, students each choose their role card.
- Elicit full examples of the useful language, e.g. Have you got a table for three, please?
- Make sure poirs know what to do and what language they need to use.
- Poirs compose a short role play. Monitor each pair and help as necessory.
- Students practise their role plays so that they can perform them without reading the text.
- Remind students to refer to their improvement points from the last role play.

SB p56 Act out your dialogue.

Aim: to practise interactive speaking skills

- Pairs take turns to perform their short role plays for the class.
- The class decides which of the role plays is the best / the funniest.

WB p56 Choose six words or phrases to complete the sentences.

Aim: to review language from the unit

Key: 2 If you put, 3 breaks, 4 21st of, 5 eot too much, 6 15th



WB p56 There is a word missing from these sentences. Write each sentence with a word from the box in the correct place.

Aim: to review sentence structure

Key: 2 If you pour hot water on ice, it melts. 3 If it rains, you don't need to water the garden. 4 If everybody speaks at the same time. I con't understand anyone.
5 If plants have no light, they can't grow. 6 If it's very cold, some animals sleep all winter.



Aim: to personalise the topic

Ending the lesson

Aim: to review functional language from the lesson

 Have two or three volunteer pairs perform their role plays from the lesson again.

Extension activity

Aim: to develop reflective skills

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



to consolidate language from the unit to raise awareness of writing recipes blender, cinnamon, peel, core language from the unit

students' portfolios

Your students will be able to use language from the unit to make a section far their portfolios.

Your students will be able to write a recipe.

Warm-up

Aim: to review the topic of portfolios

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

SB p57 Read the recipe.

Aim: to raise aworeness of writing a set of instructions

- Focus students on the pictures and the layout. Elicit that it is a recipe.
- Read the activity instructions and check students know what to do.
- Read through the recipe with the class and check understanding of vocabulary, e.g. blender, cinnamon, peel, core.
- Students do Part a of the activity and check in pairs.
- Then they do Part b and write the numbers. They compare answers in pairs again.
- Check with the class.

Key: a 1 Ingredients, 2 Things you need, 3 How you make it, b 2, 4, 1, 3

SB p57 Circle the verbs in 'How to make it' and write them under the pictures.

Aim: to focus students on key language in a set of instructions

- Read the activity instructions and check students understand what to do.
- In pairs, they work through the text and find the verb for each picture.
- Elicit feedbock from the students.
- Key: 1 peel, 2 stir, 3 blend, 4 cut, 5 pour

SB p57 Write your own recipe. Include information about Ingredients, Things you need, Preparation time and How to make it. Find a good name for your recipe.

Aim: to give students practice with writing a recipe

- Brainstorm ideas if necessary. Tell students that their recipe can be very simple, e.g. a sandwich, a fruit solad.
- Students work individually. They make notes under the four headings.
- Read through and discuss the Tips for writers.
- Students write the first draft of their recipes.
- They swap recipes in pairs and give feedback.
- Students write a final draft of their recipes for their portfolios.
- They turn to the My portfolio writing practice section on page 121 of the Workbook.
- Wark through the exercises with the class.

1) WB p57 Find and write the words.

Aim: to practise spelling

Key: chopsticks, waiter, napkin, birthday, proteins



WB p57 Complete the sentences with the words from Activity 1.

Aim: to review restourant vocabulary

Key: 2 chopsticks, 3 waiter, 4 Proteins, 5 napkin

IWB p57 Imagine it's a week before your birthday. Write an invitation to your friends for your party.

Aim: to practise writing skills

Ending the lesson

Aim: to enable students to express their preferences

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

Extension activity

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

- Put students into groups of four.
- They look through each page of Unit 4, at their vocabulary books and at their portfolios and discuss what they have learnt in this unit.
- Encourage students to tolk about what they have learnt and are good at, as well as what they need to improve.

5 The Wild West

Alms

to present and practise Wild West vocabulary to give students listening practice

wagon, handcuffs, barrel, pistol, saddle, rope, holster

units and levels of Super Minds

Moberials: CD

Your students will be able to talk about the Wild West.

Warm-up

Aim: to introduce the topic of the Wild West

- Write The Wild West on the board.
- Elicit what students understand by this. If they don't know, add other words or people they might know, e.g. cowbays, Sioux Indians, Buffala Bill, Billy the Kid.
- Elicit if the Wild West is now or was in the past (the past).

Presentation

Aim: to present Wild West vocabulary

- Read the text at the top of the page with the class. Check understanding.
- Use the picture in the Student's Book to further set the context ond to present the vocabulary.
- Say each word for students to repeat.
- Check students understand the meanings of all the words.
- Elicit what students think is happening in the picture.
- Elicit where the three friends were before this (in a space restaurant in the future) and how they left there (through the gate on the way into the kitchen).

158 p58 Listen and say the words. Check with your partner.

Aim: to proctise 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 ogain. Students repeat in small groups.
- Students practise the new words in pairs.
- They take turns to point to the numbered items in the picture ond say whot each one is. They do this in random number order.

2 40 SB p58 Read, listen and complete the sentences.

Aim: to practise listening

- Read the sentence parts aloud with the class.
- Check understanding. Encourage students to try to predict the answers.
- Play the recording. Students listen to find the answers.
- They check in pairs.
- Ploy the recording again. Check with the class. Check understanding of *holster*.
- Key: 1 cowboy films, 2 robbers, 3 badge, pistol, 4 scared

SB p58 Choose a word. Describe it for your partner to guess.

Aim: to give students practice with the new vocabulary

- Demonstrate the activity with the closs using open poirs.
- Help students with the longuage for definitions. Write some prompts on the boord.
- Students then do the activity in closed pairs.
- Monitor pairs as they do the activity.
- Elicit some examples from different poirs.

1 WB p58 Find eight words in the word search. Write them on the picture. Look → and ↓.

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

Key: 1 jail, 3 saddle, 4 rope, 5 robbers, 6 pistol. 7 barrel, 8 handcuffs

2 W8 p58 Motch the sentences.

Aim: to give practice with sentence structure Keu: 2 b. 3 a. 4 f. 5 c. 6 d

key. 2 D. 3 U. 4 1, 3 C. 6 U

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the gome again from SB Activity 3.
- Play in open pairs with books closed.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the nine new vocobulary items in their vocabulary books.
- For each item, they draw a picture and write a short definition, e.g. When you put a saddle on a horse, the horse is easier to ride.

T58
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Aims

to present and practise made of, used for to give students speaking practice

robber, wood

CD materials, clothing

able to talk about what things are made of and used for.

Warm-up

Aim: to review materials

- Point to a piece of clothing o student is wearing. Ask, e.g. Is this cotton?
- If students reply in L1, supply the word in English.
- Tell students that cotton is a material.
- Write material on the board.
- Brainstarm ather materials with the class. Provide prompts as necessary.

Presentation

Aim: to present made af, used far

- Use one of the examples from the warm-up and write,
 e.g. (Name)'s shirt is made of cotton, on one side of the board. Underline made of.
- Elicit other sentences with the materials from the warmup, e.g. A sweater is made of wool.
- Ask students what other moterials the clothes they ore wearing ore made of. Elicit sentences.
- Draw a line down the centre of the boord. Hold up a pen. Ask What do we do with this? Students answer, e.g. We write with it. Write on the other side of the board A pen is used for writing. Underline <u>used for writing</u>.
- Elicit other sentences by holding up things in the classroom.

1 SB p59 Match the sentences with the pictures.

Aim: to practise reading for specific information

- Elicit what students can see in the pictures.
- Read the activity instructions and check they know what to do.
- Students do the activity individually and write the sentence numbers next to the pictures.
- Students compare answers in pairs, re-reading parts of the text as necessary.
- Check with the class. Elicit full sentences for each answer.

Key: boots: 3, 6; wagon: 1, 8; scarf: 2, 4; bottles: 5, 7

2 02 DSB p59 Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students toke turns to practise all the sentences in pairs.
- Students turn to the Grammar focus section on page 123 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.
- Key: 1 The pencil case is made of cotton. 2 My shoes are made of cow leather. 3 These blankets are used for covering the pointings. 4 These notebooks are used for drawing pictures. 5 Gold is used for making jewellery.

3) SB p59 Play the guessing game.

Aim: to give students practice with *made* of and used for

 Students work in pairs. They take turns to ask and answer questions.

1 WB p59 Look and write the sentences.

Aim: to give students practice with made of

Key: 2 It's made of wood. 3 They're made of metal.

4 It's made of glass. 5 They're made af leather. 6 It's made of cotton.



W8 p59 Look and write the sentences.

Aim: to give students practice with used for

Key: 3 It's used for cooking. 4 They're used for cutting.5 It's used far making coffee. 6 They're used for painting.

3 WB p59 Draw three objects. What are they made of and what are they used for?

Aim: to give students further practice with made of and used for

Ending the lesson

Aim: to proctise key language from the lesson

 Play the guessing game again from SB Activity 3 as a class.

Extension activity

Aim: to review language from the lesson

- Put students into groups of four.
- In groups, students take turns to read out their definitions from WB Activity 3 but they don't say what the object is or show their friends the pictures.
- The other students try to guess the object.

- to sing a sang with the class
- to show how doubled consonants keep the vawel sound short (e.g. saddle, barrel)

silver. meanest, stagecoach welled landwage: Wild West, past simple de la cD

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

Your students will recognise that doubled consonants will keep the previous vowel sound short. (Note that consonants c, k, v and x are not doubled.)

Warm-up

Aim: to review Wild West vocabulary

- Write The Wild West on the board and draw a circle around it.
- With books closed, elicit the Wild West vocabulary from the unit as you create a mind map.

1 B p60 Listen and write the missing words. Then sing the song.

Aim: to sing a song with the closs

 Focus students on the song and tell them they are going to hear a song about Billie Liar, the robber.

- Pre-teach stagecoach.
- Play the recording. Students listen and complete the verses.
- Students check in pairs. Check with the class.
- Play the recording agoin, pousing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Use the karaoke version of the song for students to sing in groups.
- Key: 1 gun, 2 brown, 3 street, 4 barrels, 5 banks, 6 house. 7 stagecoach, 8 mistake, 9 white, 10 sheriff, 11 bors

58 p60 Listen and soy the dialogue.

Aim: to present and practise saying words with doubled consonants

Intonation: expressing fear (Eddie) and calming someone down (Jenny)

- Show students haw words with doubled consonants hove a short vowel sound before the doubled letter (e.g. letter, fatter, middle).
- Students find words with this pattern in the sang (e.g. Billie, sitting, robber, grabbed).

- Play the recording. Students listen, read and repeat.
- Divide the class: one half is Eddie and the other Jenny. The closs says the dialogue twice, exchanging roles.
- Students practise the dialogue in pairs.



WB p60 Listen to the song ogain and complete the sentences.

Aim: to practise memorisation

Key: 2 the meanest robber in town, 3 a lot of banks. 4 robbed a stagecaach, 5 behind bars / in jail



Aim: to show how doubling a consonant makes the previous vowel sound short



Aim: to write words from the Student's Book which follow the pattern

Explain that students must olways double the consanant (e.q. swim con't be swam, it must be swimming).

Key: 2 shopping f. 3 stopped e. 4 swimming a. 5 clapped b, 6 running c

Word watch: This section highlights exceptions to the spelling rule, in this case words where short consonants aren't doubled even though the vowel sound is short.

(Cos) WB p60 Listen, check and say the sentences.

Aim: to give students listening and speaking proctice

Ending the lesson

Aim: to review and extend double consonant work

- Put the words below on the board.
- In teams ar pairs, students decide which words need to be corrected (use speling (spelling) as the example): stepped (\checkmark), stoped (stopped), writting (writing), livving (living), giving (√), swiming (swimming), horse ridding (riding), bottle (1), jumpping, camping (\checkmark) .

Extension activity

Aim: to activate students' imaginations

- In groups, students write a new verse for the song.
- Students either perform their new songs for the class or write them on paster paper and illustrate them.

-

- to present and practise the possessive apostrophe
- to practise writing

Wild West, colours, clothes,

made of

CD

Your students will be able to use the possessive apostrophe.

Warm-up

Aim: to review made of and used for

- Point to different clothes your students are wearing and elicit sentences with made of.
- Do the same with objects and elicit sentences with used for.

Presentation

Aim: to present the possessive apostrophe

- Write a sentence from the warm-up to demonstrate use of the possessive apostrophe, e.g. (Name)'s shoes are made of leother.
- Use a different colour for the apostraphe and elicit what it is and what it daes.
- Repeat with another sentence in the plural, e.g. The girls' shirts are blue.
- Mark this apostrophe with the same colour and elicit what it does here.
- Elicit/give other examples.

SB p61 Follow the lines and write t (true) or f (false).

Aim: to practise the possessive apostrophe

- Elicit who students can see in some of the pictures.
- Read the activity instructions and check students know what to do.
- They read the sentences silently, follow the lines and write true or false.
- They compare answers in pairs, re-reading parts of the text as necessory.
- Check with the class. Elicit correct sentences for the false anes.

Key: 1 t. 2 t. 3 f. 4 f. 5 f. 6 f

2 09 SB p61 Listen and say the sentences.

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 123 of the Student's Book.
- Work through the other examples with the class.

• Students complete the exercise individually and then check in pairs.

Key (from left to right): 6, 1, 2, 4, 3, 5

SB p61 Look at the picture on page 58 and write sentences. How many sentences can you write in three minutes?

Aim: to give students further practice with the possessive apostrophe

- Students work individually for three minutes.
- Students check each other's sentences.



Aim: to give students further practice with the possessive apostrophe

Key: 2 sheriffs', 3 cowboys', 4 John's, 5 robbers', 6 sister's

2) WB p61 Rewrite the sentences.

Aim: to give students further writing practice with the possessive apostrophe

Key: 2 Jack's bike is broken. **3** Mary's cat is called Snawshoe. **4** The children's fovourite cord gome is called Uno. **5** *Wizard Race* is my friends' fovourite computer game. **6** The water in my grandparents' swimming pool is very cold.

WB p61 Write sentences about the cars.

Aim: to stimulate students' creativity

Key: 2 Dad's cor is old. 3 My grandparents' car is big.

4 Uncle Fred's car is fast. 5 Aunt Sue's car is small. 6 Jeff's car is old.

Ending the lesson

Aim: to review grammar from the lesson

 Elicit the sentences students wrote for WB Activity 3. One student says a sentence and another student tries to write it correctly on the board.

Extension activity

Aim: to consolidate the possessive apostrophe

- Students take out their notebooks where they wrote the sentences in SB Activity 3.
- In groups of four, they compare what they wrote.
- They read four sentences. If another student has the same sentence, they shout Snop!
- At the end of the activity, the students odd up how mony different sentences they have as a group. The group with the most sentences is the winner.

Alms

- to present a story
- to develop reading skills
- New language: strap

from the story, Wild West

Modernals: CD

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

Your students will be able to do a rale play.

Warm-up

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

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

SB pp62-63 Go through the text quickly and find answers to the questions.

Aim: to encourage prediction and to set the context for the story

- Read the activity instructions with the class. Check they know what to do.
- Students read quickly and silently to find the answers. They compare answers in pairs.

2 58 pp62-63 Read and listen to the story to check your answers.

Aim: to present a story and to develop reading skills

- Play the recording. Students read and listen to check their answers.
- Check with the closs.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (the children helped the sheriff capture the robbers) and where the gate was (near the jail door).
- Key: 1 The Dalton brothers. 2 He gives each of them a badge.

Practice

Aim: to check understanding of the story

• Check understanding of the stary. Use prompt questians if necessary, e.g. What did the men have on their mouths? (Scarves.) What were the men going to do? (Rob the bank.) Who were they? (The Dalton brothers.) What was Phoebe's plan? (To tie the horses' legs together.) What happened when the robbers came out of the bank? (They cut the rope and rode away.)



WB p62 Remember the story. Read the summary and write the missing letters.

Aim: to check comprehension

Key: 2 children, 3 Dalton, 4 plan, 5 robbery, 6 straps, 7 brothers, 8 rope, 9 knife, 10 sheriff, 11 handcuffs

WB p62 Write the missing letters under the picture in Activity 1 to find the famous bank robber from the Wild West.

Aim: to practise spelling and to activate world knowledge

Key: Billy the Kid

3) WB p62 Match the sentences.

Aim: to review events in the story

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



WB p62 Who do these things belong to? Write noun phrases.

Aim: to review the possessive apostrophe

Key: 2 Patrick's penknife, 3 The Daltons' knife, 4 The sheriff's handcuffs, 5 The children's badges

Ending the lesson

Aim: to practise the story

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

Extension activity

Aim: to stimulate students' creativity

- Put students into pairs.
- Tell students to imagine that the sheriff made a speech the next day to the townspeople.
- Pairs create a short speech as the sheriff and perform it for the class.

T62



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

courageous

language from the story

CD

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

Warm-up

Aim: to review the story

 Ask questions about the story, e.g. Where were the three friends? (In the Wild West.) What did they see the robbers doing? (Robbing a bank.) How did they catch them? (They cut the straps on their saddles.) What did the sheriff give them all? (Badges.)

5B p63 Choose the correct answers.

Aim: to focus students on key events in the story

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

Key: 1 b. 2 a. 3 b. 4 c

SB p63 Who do you think says these things? Where and when do they say them?

Aim: to focus students on the characters in the story

Thinking skill: showing on understanding of character and situation

- Focus students on the octivity and elicit what they hove to do.
- Ask students to read the five speech bubbles aloud.
- Check they understand and know what to do.
- They discuss their ideas in pairs.
- Elicit answers from pairs.
- Key (possible answers): 1 The Daltan brothers, 2 Patrick. 3 Phoebe and Potrick, 4 The Dalton brothers,
 - 5 The sheriff



Think) WB p63 Read about the Dalton brothers and complete the table.

Aim: to give students practice with logical thinking

Thinking skill: logical thinking

Key:

	Tim	Jim	Slim
Age	(35)	32	27
Height	1.75m	2m	1.5m
Horse's name	Trigger	Pistol	Saddle
Banks robbed	12	9	8

2 WB p63 Read Phoebe's diary and complete. Use Activity 1 to help you.

Aim: to give students practice with gap filling

Key: 2 scarves, 3 robbery, 4 hurry up, 5 Jim, 6 knife. 7 Soddle, 8 boys', 9 sheriff, 10 Slim



Think) WB p63 Write a short diary entry for Alex or Patrick about the day.

Aim: to proctise writing skills

Thinking skill: thinking about different perspectives

Ending the lesson

Aim: to stimulate students' personal reactions to a story

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

Extension activity

Aim: to review ideas and concepts from the story

- Put students into groups of four.
- Students in each group take turns to read their diary entries aloud to the others in their group.
- Students give each other feedback and decide which diary entry they like best.
- If they want, they can create a combination of their diaries to make a new entry.

to practise reading skills to practise speaking skills

reading for specific information

taking part in a group discussion

European, soon, reservations, history, traditions, teepee, Sioux, bison, typical past simple narrative

fate relie CD

Your students will be able to read for specific information. Your students will be able to take port in a group

Warm-up

discussion.

Aim: to activate vocabulary

- Write The Wild West in a circle on the board.
- Elicit all the words that students know about the topic (from Lesson 1).
- Elicit what else they know about the Wild West.
- If they don't give the information, ask them what they know about the American Indians or First Nation People.
- Tell the students they are going to read about them in this and the next lesson.

\$58 p64 Read the webpage and match the words with the definitions.

Aim: to practise skimming and scanning skills

- Focus the students on the webpage text and pictures.
- Elicit what they can see in the pictures and what the title of the text is.
- Focus students on the motching task at the top of the page. Check they know what to do.
- Students read to find the information. Set a time limit. e.g. two minutes, to encourage students to use the appropriate reading skills.
- They compare answers in pairs. Remind them to re-read sections of the text to check.
- Check with the class. Check understanding af vocobulary in the task.

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

SB p64 Read the webpage again and discuss the questions.

Aim: to practise speaking skills

- Read the five questions through with the class.
- Put students into groups of four.
- In their groups, students take turns to discuss each question. Remind them that they will need to re-read parts of the text and that they should give reasons for their choices.
- Manage the activity by telling students when to move an to discuss the next question.
- Monitor groups as they are working.
- Open the discussion to the whole class.



Aim: to practise listening skills

Key: 2 cinema, 3 Fridays, 4 10 a.m., 5 Henderson, 6 0126 5445 636



2) WB p64 Look, read and write the missing letters.

Aim: to give students further practice with vocabulory Key: 2 Sioux tribe, 3 Bison, are, 4 reservation

Ending the lesson

Aim: to review the content of the lesson

- Elicit the information from the text in SB Activity 1 as a timeline.
- Draw a line on the board. At one end write 1492 and at the other end Now.
- Ask students to come and put key events as described in the text onto the timeline.

Extension activity

Aim: to consolidate vocabulary

- Students write answers to the discussion questions fram SB Activity 2.
- They can use the notes from the original discussion.

to practise listening skills to practise writing skills to practise speaking skills international statutes values

listening for specific information writing a short description giving an oral description

Minnesota, Massachusetts, Connecticut, Manhattan, Michigan, Iowa, Kansas, Oklahoma, Mississippi, Ohio, opera house, state

to sucled to managed language from the unit CD

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

Your students will be able to write a short description.

Your students will be oble to give a short oral description.

understanding and learning about other cultures

Warm-up

Aim: to review key language

- With Student's Books closed, elicit what the students remember from the previous lesson.
- Provide them with prompts, e.g. What's the name of a typical American Indian house?

12 58 p65 Listen ond complete the place names.

Aim: to give students practice in listening for specific information

- Focus students on the map. Elicit what it is (the United States of Americo).
- Ask students what, e.g. Minnesota, is (the name of a place in the USA).
- Have students read the other place names aloud, or read them for the class.
- Check they know what to do.
- Play the recording. Students listen and write the missing words.
- They compare onswers in pairs. Play the recording again.
- Check with the class.
- Key: 1 sky, 2 hill, 3 river, 4 lake, 5 beautiful, 6 lorge island, 7 wind, 8 river, 9 red people, 10 fother



SB p65 Think of five places you both know. How could American Indians describe these places?

Aim: to give students practice in writing a short description

- Tell students they are going to write place descriptions similar to the ones in Activity 1.
- Demonstrate the activity using a place name all your students know. Elicit a short description of it.
- Students do the tosk individually. Go around and help.
- Students write the place names and the descriptions in their notebooks.

SB p65 Read your place names for your partner to guess.

Aim: to give students practice in giving shart oral descriptions

- Put students into groups of four.
- Students take turns to say their descriptions for the others in the group to guess.



WB p65 Read and write the names by the correct person.

Aim: to focus students on the value of understanding and learning about other cultures

Key: 2 Trevor, 3 James, 4 Ana, 5 Lucy



hink) WB p65 Look at the picture of Beth's friends. Write a translation for each one.

Aim: to give students further practice in writing a short description

Thinking skill: thinking creatively



WB p65 Write translations of the names of people in your family.

Aim: to stimulate students' creativity

Thinking skill: thinking creatively

Ending the lesson

Aim: to review language from the lesson

- Elicit other descriptions of place names you didn't have time for in the feedback for SB Activity 3.
- The class try to guess the place names.

Extension activity

Aim: to enable students to share information

 In groups, students take turns to tell the other students one description of a member of their family.

to integrate other areas of the curriculum through English: Geography

gold, valuable, precious, nugget, stream, deep, dig, rare, mine (n)

language from previous units of Super Minds Level 5

CD, reference books, the Internet

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

Warm-up

Aim: to introduce the topic of Geography and gold

- On the board, write gold as an anagram. e.g. odgl.
- Tell students that this is a special metal. Ask them to guess/unscromble what it is.
- Elicit what they know about gold, e.g. its colour. its cost, examples of things made from gold.
- Tell students they are going to learn more about gold in this ond the next lesson.

SB p66 Write t (true) or f (false).

Aim: to activate students' understanding and prior knowledge

- Focus students on the illustration for Activity 1, Elicit what they can see.
- Read the six sentences through with the class. Have students read them aloud.
- Check students know what to do. In pairs, they decide which are true and which false. They write t or f for each one in pencil.
- Read the second part of the activity instruction to the class.
- They turn their books upside down to check.
- Discuss answers with the closs. Elicit which statements surprised them most and why.

[13] SB p66 Read, listen and find two reasons why gold is so valuable.

Aim: to extend students' understanding of the topic

- Read the activity instructions with the closs. Check understanding of valuable.
- Elicit their predictions as to why gold is valuable before they read.
- Students read the text individually and silently and underline or highlight the key information.
- Students compare their answers in pairs.

- Elicit answers from the class. Check understanding of vocobulary.
- Key: Because it is difficult to find / get out of the earth. Because it is very rare.



WB p66 Read and choose the best title for the story. Tell your partner why you chose that title.

Aim: to give students practice with reading for gist

Key: The start of something big



WB p66 Read again and answer.

Aim: to give students practice with reading for detail

- Key: 2 Men who wanted to be rich and who were looking for adventure. 3 No, they weren't. 4 For jewellery ond making coins.

B) WB p66 Read the text on page 66 in the Student's Book again. Write t (true), f (false) or ds (doesn't say).

Aim: to give students practice with reading for detoil Key: 2 t. 3 t. 4 f. 5 ds

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've learnt about:
- Elicit from students what they learnt about today. e.g. gold, where it comes from and why it's so valuoble and expensive.
- Write it on the board. Students copy it into their natebooks.

Extension activity

Aim: to enable students to extend their understanding of the topic

- In groups of four, students find out more information about gold, e.g. where else it is found and famous objects mode of gald, such as the death mask of Tutankhomun.
- They do their research using reference books and/or the Internet.
- Groups take turns to present their findings to the class.

T66

to extend the focus on Geography through English

to enable students to complete a project

electronics, conduct (v), foam, masking tape, pipe cleaners, trophy

topic of Geography and gold

foam or cardboard coffee cups, small squore boxes, masking tape, pipe cleaners, gold craft paint, scissors, paintbrush, craft glue

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

Your students will be able to complete a project.

Warm-up

Aim: to review Geography and gold

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

SB p67 Look, read and answer the questions. Think of other things that gold is used for.

Aim: to extend students' understanding of gold

- Focus students on the pictures in Activity 1. Elicit what they can see.
- Read the questions aloud with the class.
- Students read the text silently to find the answer to question 1.
- They compare answers in poirs. They discuss their ideas for question 2.
- Check the answer to question 1 with the class. Discuss ideas for question 2.
- Have students take turns reading the text aloud around the closs.
- Check understanding of vocabulary.
- Key: 1 Money, jewellery and electronics. 2 Silver (jewellery, money), plotinum (laboratory tools, jewellery)

SB p67 Moke a trophy.

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

- Read the project through with the class. Check understanding of trophy. Elicit examples of what people get trophies for and nomes of people/teams they know who have received trophies.
- Check students understond what they need (hold up realia as you read this section out) and how to make the trophy.

- Set out all the materials on a table.
- Tell students how long they have to complete the project.
- Students work individually. They come to the table to collect materials, e.g. scissors, when they need them and return them when they have finished.
- Go around the class and monitor students as they are working an the project to check they are doing it correctly.
- As students finish, they write their names on their trophies and set them aside to dry.
- Focus students an point 8. They decide who to give their trophy to and why.
- WB p67 Read the text on page 67 in the Student's Book again. Write the words.

Aim: to give students further practice with vocabulary Key: 1 expensive, 2 soft. 3 conducts

WB p67 Complete the sentences.

Aim: to give students further practice with the topic

Key: 1 money, 2 moke jewellery, 3 electronics / computers, 4 make trophies



WB p67 Write a short text to say who the trophy is for.

Aim: to give students further practice with writing skills

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've ...
- Elicit from students what they learnt today, e.g. learnt more about what gold is used for and I have made a trophy and given it to (name) because ...
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

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

Aims

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

Model and CD, materials for the mini presentation

able to prepare and present a mini presentation.

Warm-up

Aim: to review vocabulary for the Wild West

- Give students one minute to write all the words about the Wild West that they have learnt.
- Students then compare their lists.

SB p68 Look at the paster and listen to the presentation. Make a note of three differences you hear.

Aim: to provide a model for the mini presentations

- Focus students on the photo ond elicit who they can see (a robber/cowgirl). Check students understand whot a Wanted poster is.
- Give students time to study the information about Betty.
- Play the recording. Students listen for three differences. Remind them to look for the differences in the poster.
- Students compare their onswers in poirs.
- Play the recording again. Discuss the differences as a class.
- Elicit and discuss with students why the listening is a useful model for their presentations.
- Read the Tips for presenters through with the class.

Key: 23 years ald, 1.80 metres tall, Brown eyes

Preparing for and delivering mini presentations

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

- Focus students on Think about it. Give them a time limit.
- Read the bullet points through with the class. Check vocabulary.
- · Focus students on Prepare it. Give them a time limit.
- Read the bullet points through with the class.
- Monitor individuals as they prepare their presentations.
- Focus students on *Present it*. Give them a time limit. This may happen over more than one lesson.
- Set a listening task for the students who are listening to keep them focused, e.g. write down two facts about the person on the Wonted poster.
- Re-read the Tips for presenters through with the class.

- Remind students to look at the notes they made after their last presentation on what they wanted to improve this time.
- Individual students take turns to do their mini presentations.
- After each presentation, go around the class to get feedback an the listening task.

WB p68 Make three sentences with the phrases in the diamond. Use three different phrases in each sentence.

Aim: to review language from the unit

Key: My mum's favourite pen is made of silver. The sheriff's badge isn't mode of plastic. The robbers' horses are outside the bonk.

2 WB p68 Draw lines and complete the sentences with the words from the box.

Aim: to review sentence structure

Key: 2 Hondcuffs are used for orresting people.
3 Big mochines are used to dig out the gold from the eorth. 4 My porents' hobby is cooking. 5 Our teocher's dog is colled Rex. 6 Gold is used to make trophies.

I WB p68 Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review language from the unit

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

Extension activity

Aim: to develop reflective skills

- Give students your feedback on their mini presentations. Make general points.
- In groups of four, students discuss how they think their own presentations went and what they will do next time to improve them.
- Each student writes these improvement points in their notebook so that they can refer to them before the next mini presentation.

T68



to consolidate language from the unit to raise awareness of direct speech in a narrative

language from the unit students' portfolios

character

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

Your students will be able to write a story.

Warm-up

Aim: to review the topic of portfolios

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

SB p69 Complete the story with the correct sentences.

Aim: to raise awareness of direct speech in a narrative

- Focus students on the text and the picture.
- Elicit that it is a story. Students read and complete it with the four sentences.
- They compare and discuss answers in pairs.
- Check with the closs. Ask students why they put the sentences where they did.
- Elicit what we call the four sentences (direct speech) and why it mokes a story mare interesting.
- Hove students read the story aloud around the class with the direct speech inserted.

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

SB p69 Choose the best title for the story.

Aim: to focus students on the role of the title in a story

- In pairs, students choose the best title.
- Elicit and discuss their ideas and reasons.

Key: Bad luck for Hank Knife

SB p69 Look at the questions and write a story with the title 'Boris's last robbery'.

Aim: to give students practice with writing a story

- Tell students that their story can be quite short and simple, but that they must include direct speech (what people actually said).
- Students work individually. They make notes using the three questions.
- Read through and discuss the Tips for writers.
- Students write the first draft of their stories.

- Students swap stories in pairs and give feedback.
- Students write a final draft for their portfolios.
- Students turn to the My partfolio writing practice section on page 122 of the Workbook.
- Work through the exercises with the class.

SB p69 In pairs, read your stories. How are they different?

Aim: to give students practice with reading and discussion



Aim: to practise spelling

Key: 2 handcuffs, 3 saddle, 4 trophy, 5 jewellery, 6 wagon

IWB p69 Complete the sentences with the words from Activity 1.

Aim: to review Wild West vocabulary

Key: 2 saddle, 3 handcuffs, 4 trophy, 5 wagon, 6 jewellery

WB p69 Look at the pictures and write the story. Use the ideas to help you write about each picture.

Aim: to practise writing skills

Key (sample answer):

It was a sunny day in Sondstone. A robber with a scorf ran inta a bonk.

Tim ond Julia had an idea.

They stood outside the bank and held a rope ocross the door.

Five minutes later, when the robber come out of the bonk, he tripped over the rope.

Sheriff Hardy arrived and put handcuffs on the robber.

Ending the lesson

Aim: to enable students to express their preferences

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

Extension activity

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

- Put students into groups of four.
- They look through each page of Unit 5, at their vocabulary books and at their portfolios and discuss what they have learnt in this unit.
- Encourage students to talk about what they have learnt and are good at, as well as what they need to improve.

6 In Istanbu

- to present and practise souvenir vocabulary
- to give students listening practice

ensured flag, sunglasses, earrings, carpet, basket, rings, cup and saucer, cushion, plate, soap. comb, combination, lifestyle, I bet, tourist, spectacular, capital

language from previous units and levels of Super Minds

CD

Your students will be able to talk about souvenirs.

Warm-up

Aim: to introduce the topic of souvenirs

- Elicit where some of the students went on their last holidays.
- Ask if they brought back any presents for their family or friends or for themselves to help them remember the place.
- Elicit what these presents were.
- Tell students these things are called souvenirs. Write it on the board.
- Ask students what souvenirs tourists take home from their country.

Presentation

Aim: to present souvenir vocabulary

- Read the text at the top of the page with the class.
- Find out if any students have been to Istanbul. Show them where it is on a map.
- Use the picture in the Student's Book to further set the context and to present the vocobulary.
- Say each word for students to repeat.
- Elicit what students think is hoppening in the picture.
- Elicit where the three friends were before this (with the sheriff in the Wild West) and how they left there (through the gate near the joil door).

(15) SB p70 Listen and say the words. Check with your partner.

Aim: to practise new vocabulary

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



SB p70 Read, listen and answer the questions.

Aim: to practise listening

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

Key: 1 He wants to buy a few oranges because he's hot. 2 Because they're made of soap. 3 In a market in Istonbul. 4 It says 'I love Istanbul' on the combs.

SB p70 Choose a word. Draw it for your partner to guess. Can you think of any other things you can buy?

Aim: to give students practice with the new vocabulary

Students do the octivity in poirs.

12) WB p70 Listen and tick (/) the correct word.

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

Key: 2 cushion, 3 earrings, 4 basket, 5 cup and saucer, 6 comb, 7 sunglasses, 8 carpet

 WB p70 Read and write the words from Activity 1.

Aim: to give practice with using the new vocabulary in context

Key: 2 cup ond saucer, 3 carpet, 4 soap. 5 cushion. 6 sunglasses, 7 earrings, 8 comb



1 WB p70 Read and complete the text with the words from the box.

Aim: to give students practice with gap filling

Key: 2 most, 3 world, 4 Asio, 5 seo, 6 river, 7 bridge, 8 because, 9 Capital

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the game again from SB Activity 3.
- Play in open pairs with books clased.
- Students con odd other souvenirs from the worm-up or the discussion at the end of SB Activity 3.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the eleven new vocabulary items in their vocabulary books.
- For each item, they draw a picture and write a short definition, e.g. You can carry shopping in a basket or use it to take things to the beach.

T70



- to present and practise should / shouldn't
- to give students speaking practice

New Isonauda comfortable, to get lost, without Recycled Ian energy souvenir vocabulary

CD

Your students will be able to give advice using should and shouldn't.

Warm-up

Aim: to review souvenirs

- Write Souvenirs on the board and draw a circle around it.
- Elicit the souvenir vocobulary from the unit and the spelling as you write the words to create a mind map.
- Moke sure students have their books closed.
- Elicit which city the children arrived in (Istanbul).

Presentation

Aim: to present should / shouldn't

- Tell students they are going to give people some advice.
- Write prompts on the board, e.g. 1 It's raining. 2 It's cold.
- Point to each sentence and give examples of advice using should/shouldn't, e.g. 1 You should wear a roincoat. He shouldn't go out if he feels ill. 2 You should wear a sweater. You shouldn't go out without a coat.
- Say the sentences. Students repeat them as a closs and in groups before you write them on the board.
- When you write the sentences on the board, underline, e.g. You should wear a raincoat. He shouldn't go out if he feels ill. Remind students that we use this structure with the infinitive without to and there is no s in the third person singular.
- Elicit other examples of should / shouldn't from students.

SB p71 Read the text from a website for taurists. Then cover it up and camplete the sentences.

Aim: to practise reading for specific information

- Elicit what kind of text the students can see in the book (o website).
- Students cover the sentences on the left. Read the text oloud with students around the class.
- Students then cover the text and write the words in the gaps in the sentences.
- Students compare answers in pairs, re-reading parts of the text as necessary.

Key: 1 wear, 2 write, 3 speak, 4 take, 5 take

2 5B p71 Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise all the sentences in pairs.
- Students turn to the Grammar focus section on page 124 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.
- Key: 1 should, 2 should, 3 shouldn't, 4 should, 5 should

SB p71 Make some fun rules for your clossroom.

Aim: to give students practice with should / shouldn't

Students work in poirs. They take turns to ask and answer questions.

WB p71 Match the sentences.

Aim: to give students practice with should / shouldn't Key: 2 g, 3 o, 4 h, 5 c, 6 d, 7 b, 8 f

2) WB p71 Write sentences using shouldn't or should.

Aim: to give students practice with should / shouldn't

Key (possible answers): 2 They shouldn't go swimming, 3 She should wear a raincoat, 4 He should go to bed earlier, 5 She should wear her helmet, 6 They should help the lody

Ending the lesson

Aim: to practise key language from the lesson

- Play the classroom rules game again from SB Activity 3 as o class.
- Each pair thinks of one new fun rule.
- Elicit all the rules fram the pairs.
- Decide as a closs which is the most fun / silliest.

Extension activity

Aim: to review language from the lesson

- Put students into groups of four.
- Each group thinks of four good rules they want for the classroom.
- Make groups of eight (from two groups of four). They read each other's rules and then decide on the best six rules from their list of eight.
- Each group writes their six rules on a poster and displays it on the wall.
- As a class, choose the best six rules from the posters.

- to practise communication
- to show different spellings of the ch and sh sounds

definitely, disagree, agree, miss

souvenirs, presents

CD, DVD-ROM

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

Your students will recognise that the sh phoneme is sometimes spelt with the letters s (sure), ch (machine) and t (station) while the ch phoneme is sometimes spelt with a t (statue).

Warm-up

Aim: to review souvenirs and presents

- Elicit from students what presents they buy for members of their family.
- Say a family member, e.g. little brother. Students put their hands up and suggest ideas for presents.
- Repeat for, e.g. aunt, mum, dad, uncle, big sister, big brother.

58 p72 Look at the photo and answer the questions.

Aim: to give students practice with reading and making predictions

- Elicit what students can see in the picture (two girls) talking) and where they are (in a jewellery shop).
- Discuss the two questions and elicit predictions.

5 SB p72 Read and listen to the dialogue to check your answers.

Aim: to proctise reading and listening for specific information

- Play the recording. Students compare their answers.
- Check with the class. Play the recording again.
- Check understanding of vocabulary and discuss the situation.
- Play the DVD-ROM.
- Students practise the dialogue in open pairs.

Key: 1 A present. 2 Their teacher.

SB p72 Work in pairs.

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

- Students practise the dialogue fram Activity 2 in pairs.
- Broinstorm ideas for presents using the prompts. Write some notes on the board.

- Focus students on What to say. Read the section out.
- They write their own dialogues in pairs.
- Pairs practise and rehearse their dialogues.
- Pairs perform their dialogues for the closs.

1 WB p72 Look at the pictures and talk in pairs.

Aim: to practise functional language



[2] WB p72 Two girls are looking for a present for a friend. Write a dialogue.

Aim: to give students practice with writing dialogues

Key (sample answer):

- 2 I'm not so sure.
- 1 Look at that necklace. It's perfect.
- 2 I don't agree. I think we should get the earrings.
- 1 How much are the earrings?
- 2 They're £95.
- 1 What! That's tao expensive!
- 2 I agree. Let's get the necklace, then.

(1) WB p72 Listen and say the words.

Aim: to show how sh and ch sounds can be spelt in different ways



WB p72 Read. Write the underlined words in

Aim: to identify words with different spellings of the sh and ch sounds

5 21 WB p72 Listen, check and say the words.

Aim: to give students listening and speaking practice

Key: sh saunds: station. machine, sugar, sure, special; ch sounds: teacher, cheaper, church, which, statues, such

Ending the lesson

Aim: to review and extend sh and ch spelling and pronunciation work

- Write the following words on the board in random order: picture, adventure, future, mixture, creature; station, celebrotion, creation, pollution, instructions.
- Students say the ch sound in -ture and the sh sound in -tion word endings.

Extension activity

Aim: to give students further speaking practice

- Pairs swap dialogues from SB Activity 3.
- Pairs perform their new dialogues for the other pair.



- to present and practise Could I ... ? / Do you mind if I ... ? for requests and permission seeking
- to practise speaking skills

Could I ... ? (for requests), Do you mind if I ... ?, not at all, of course

souvenir vocabulary, clothes

lere fields CD

Your students will be able to use Could I ... ? / Do you mind if I ... ? for requests and permission seeking.

Warm-up

Aim: to review functional language

- Write Mia, Olivia and Miss Saunders on the board and elicit what the dialogue in the previous lesson was about.
- Elicit examples of language used, e.g. I'm not so sure. I think we should get the ring.

Presentation

Aim: to present Could I ... ? / Do you mind if I ... ? for requests and permission seeking

- Write on the board: 1 Could you show me your exercise book. please? 2 Could I barrow your pencil. please? 3 Do you mind if I open the window?
- Ask the guestion to different students each time. Check they understand by their response.
- Write on the board: 1 Of course. 2 Of course. 3 Not at all.
- Proctise in open pairs around the class.

SB p73 Read and listen to the dialogues. Match them with the pictures.

Aim: to practise Could I ... ? / Do you mind if I ... ? for requests and permission seeking

- Elicit who students can see in some of the pictures and what they are doing.
- Play the recording. They read, listen and match the pictures with the diologues.
- They compare answers in pairs.
- Play the recording again.
- Check with the class.

Key: 4, 3, 2, 1

SB p73 Listen and say the questions and answers.

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

- Students turn to the Grammar focus section on page 124 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise and check in pairs.
- Key: 1 Could you show me the way to the stadium? 2 Do you mind if I use your mobile phone? 3 Could you tell me where the station is? 4 Could I talk to you for five minutes? 5 Could I have another cup of tea, please? 6 Do you mind if I come back tomorrow?

SB p73 Play tourist and shop assistant in a souvenir shop. Then swap roles.

Aim: to give students further practice with the new language

- Students work in pairs, using ideos from Activity 1.
- Some poirs role play their dialogues for the class.

WB p73 Put the dialogue in the correct order.

Aim: to give further practice with the new language Key: 7.9, 3, 5, (1), 6, 8, 2, 4

WB p73 Make questions.

Aim: to give further writing practice with the new language

Key: 2 Could I have a look at that book over there. please? 3 Could you tell me how to get to the post office, please? 4 Could you explain the Moths homework to me. please? 5 Could you shaw me your new phone. please? 6 Could you tell me the time, please?

WB p73 Write questions. Use the words from the box.

Aim: to stimulate students' creativity

Key (possible answers): 2 Could you switch it off?

- 3 Do you mind if I cut it? 4 Could I try them on, please?
- 5 Could I sit here, please? / Do you mind if I sit here?
- 6 Could you close the window, please?

Ending the lesson

Aim: to review grammar from the lesson

- Elicit the questions students wrote for WB Activity 3.
- One student says a question and another student tries to write it correctly on the board.

Extension activity

Aim: to consolidate the new language from the lesson

 In their notebooks, students write the dialogue they performed with their partner in SB Activity 3.

- to present a story
- to develop reading skills

guidebook, underground, platform, escalator

ten success characters and language from the story, souvenir vocabulary Macchinels: CD

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

Your students will be able to do a role play.

Warm-up

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

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

SB pp74-75 Look at the pictures. What do you think happens to Phoebe in the story?

Aim: to encourage prediction and to set the context for the story

- Read the activity instructions with the class. Check they know what to do.
- Elicit students' predictions about Phoebe from the pictures.
- Make notes of their ideas on the board.

SB pp74-75 Reod and listen to the story to check your onswers.

Aim: to present a story and to develop reading skills

- Play the recarding. Students read and listen to check their answers.
- Check with the class.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (Phoebe) was on the platform, but there wasn't time for her to go and see the sights) and where the gate was (near the escalator).
- Key: The underground train doors close before she gets on. She woits six hours for the boys on the platform.

Practice

Aim: to check understanding of the story

Check understanding of the story. Use prompt guestions if necessary, e.a. What did Phoebe buy at the tourist office? (A guidebook.) Who got on the train? (Alex and Patrick.) Why didn't Phoebe get on? (Because the station was full of people and she wasn't fost enough.) What did Alex ond Potrick do? (They went sightseeing.) Why? (They thought Phoebe would get on the next train and go to the sights they planned to see.)

WB p74 Write the names of the places under the photos.

Aim: to activate world knowledge

Key: 1 a masque, 2 a bridge, 3 a market



WB p74 Remember the story. Read the summary. Write the sentence numbers in the boxes.

Aim: to check comprehension

Key: (3), 2, 4, 1



Aim: to review events in the story

Key: 2 Alex or Patrick, 3 Phoebe, 4 Alex, 5 Alex or Patrick, 6 Ali, 7 Phoebe, 8 Ali

Ending the lesson

Aim: to proctise the story

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

Extension activity

Aim: to stimulate students' creativity

- Put students into pairs.
- Tell students to imagine what Ali told his class and his teacher when he went to school the next day.
- Pairs create a short speech as Ali and perform it for the class.

Aireste

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

Thinking states focusing on values in a story Included to a story Included CD

Your students will be able to interpret deeper meaning from a story. showing interest in the wider world

Warm-up

Aim: to review the story

 Ask questions about the story, e.g. Where were the three friends? (In Istanbul.) What hoppened to Phoebe? (She missed the train.) Who did Alex and Patrick meet? (A Turkish boy called Ali.) What did he tell them to do? (Go back to the station to find Phoebe.)

3 SB p75 Correct the mistakes in the sentences.

Aim: to focus students on key events in the story

- Play the recording of the story again. Students listen ond/or follow it in their Student's Books.
- Make sure students know what to do.
- They read the sentences and correct the mistakes. Remind them to loak back ot the text to check.
- They compore their answers in pairs.
- Check with the class.
- **Key:** 1 Phoebe, Alex and Patrick looked at a book with same photos of Istanbul. 2 They decided to travel around the city by underground. 3 Alex and Patrick went to see some sights. They wanted to find Phoebe, their friend. 4 They went back to Taksim with a Turkish boy. 5 When they arrived in Taksim, they found Phoebe. 6 Ali wanted to show Phoebe the city the next doy, but she couldn't stay.

SB p75 Look at the picture and answer the questions with the phrases in the box.

Aim: to give students practice with prepositions

Thinking skill: orientation in space

- Focus students on the activity and elicit what they have to do. Review understanding of the prepositions.
- Briefly demonstrate the activity with the class.
- Students work in pairs. They take turns to answer the questions.
- Elicit answers from pairs.

Key: The hotel is to the right of the boys. The factory is behind the boys. The souvenir shop is to the left of the boys. The fire station is in front of the boys.

The hotel is behind the boys. The foctory is to the left of the boys. The souvenir shop is in front of the boys. The fire stotion is to the right of the boys.



WB p75 Look at the photos of famous places. Write a sentence about each one.

Aim: to focus on the value of showing interest in the wider world

WB p75 Read the postcards. Which of the places in Activity 1 are Allan and Amy visiting?

Aim: to give students practice with reading for specific information

Key: 1 The Iguacu Falls, 2 The Taj Mahal

Ending the lesson

Aim: to stimulate students' personal reactions to a story

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

Extension activity

Aim: to discuss the volue of showing interest in the wider world

- Focus on examples in the story where the children took on interest in the wider world (they wanted to go sightseeing).
- Elicit from students why this value is important and elicit examples from the students of when they have taken an interest in the wider world.

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

- to practise listening skills
- to practise reading skills
- to practise writing skills
- listening for specific information
- reading for detail
- writing a list

trainers, relax, series, horizontal,

vertical

present simple, personal

objects

Your students will be able to listen for specific information. Your students will be able to read for detail. Your students will be able to write a list.

Warm-up

Aim: to activate vocabulary

CD

- Tell students to imagine they are going to put all their favourite things they use every day in one bag.
- Elicit what they put in there. Give one example to give them the right idea, e.g. a mobile phone.

(125) SB p76 Match the flags with the countries. Listen and check.

Aim: to activate world knowledge

- Focus the students on the flags.
- Check they know what to do. Pre-teach / check understanding of *horizantal* and *vertical*.
- In pairs, they try to match the flags with the countries.
- Play the recording. Students check their predictions.
- Check with the class.

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

2 58 p76 Read about what things these countries make.

Aim: to practise skimming and scanning

- Read the instructions with the class. Check students know what to do: they read the text quickly to find the information obout the countries.
- They can underline the information in the text.
- Students read silently to find the information and then compare answers in pairs.
- Check with the closs.

- **Key:** Indonesia: trainers, Mexico and India: jeans and T-shirt, Finland: mobile phone, China: computer, Germany: car, Japan: TV, Fronce: film, USA: TV (police) series
- SB p76 Read again and choose the best title for it. Write it above the text. (19)

Aim: to practise reading for detail

- Read the text again with the class. Students take turns to read it aloud oround the class.
- Students choose the best title individually and then compare their ideas in pairs.
- Elicit and discuss as a class.

Key: The world in your room

SB p76 Work in pairs. Make a list of the things in your home that are made in your country.

Aim: to activate students' world knowledge

- Tell students it is all right to guess. They can then check the information before the next lesson.
- They make their lists in pairs.

5 [SB p76] Write your ideas on the board and make a class list.

Aim: to enable students to share and consolidate information

- Pairs take turns to come to the board and write the things from their lists.
- They only write the new things.
- Tell students to check this information at home before the next lesson.

1203 WB p76 Listen and look. What did each person in Mrs Salt's family buy in the souvenir shap? (1)

Aim: to practise listening skills

Key: Doisy b. Anno o. John c. Katy g

Ending the lesson

Aim: to review the content of the lesson

- With books closed, elicit what students remember from the text in SB Activity 2.
- Elicit at least one other thing each of these countries makes/exports.

Extension activity

Aim: to consolidate vocabulary

- Students choose one of the situations from WB Activity 1.
- They write a short dialogue in their notebooks.



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

listening for specific information taking part in a discussion writing a short text about food for a website further, cocoa bean

language from the unit

CD

Your students will be

able to listen for specific information.

Your students will be able to take port in an oral discussion.

Your students will be able to write a short text about food for a website.

Warm-up

Aim: to review key language

• With Student's Books closed, elicit what the students remember from the previous lesson, e.g. Where was the mobile phone made?

(CD3 27) SB p77 Listen and draw lines from the countries to the food.

Aim: to give students practice in listening for specific information

- Focus students on the picture of the foods and elicit each one.
- In pairs, students predict which countries they think the food comes from.
- Ploy the recording. Students listen for the answers and check their predictions.
- Key: (oranges in) juice The USA. (meat in) hamburger – Argentina, tomotoes – Spain, (cocoa beans to make) chocolate – Nigeria, apple – Sauth Africa

SB p77 How many kilometres has the food travelled? Listen again and write the numbers in the boxes. What is the total?

Aim: to give students practice in listening for detail

- Check understanding of the concept of 'food kilometres'.
- Play the recording. Students listen for the numbers. They compore their onswers in poirs.
- Play the recording again. Check with the class.
- Key: The USA: 8,000, Spain: 1,600, Nigeria: 5,000, South Africa: 9,000, Argentina: 11,000, Total: 34,600 km

SB p77 Discuss the questions in small groups.

Aim: ta give students practice in taking part in a discussion

- Put students into groups of four.
- Students take turns to give their ideas and opinions about each question.
- Elicit students' ideas and discuss all three questions as o closs.

SB p77 Find out where all the food for your breakfast comes from and how far it has to travel. Write a short text.

Aim: to practise writing a short text

- Brainstorm what students have for breakfast. Create a word map on the board.
- Provide students with occess to the Internet so that they can find out where the food comes from and how far it has travelled.
- Read the model text through with the class. Remind students to use this model to help them write their texts.
- Students write the first draft of their texts.
- Students swop drafts in pairs and give feedback.
- Students write o final draft in their notebooks.

WB p77 Work with a partner. Ask and answer.

Aim: to give students practice with questions and answers

2 WB p77 Read the conversation and choose the best answer. Write a letter (A–H) for eoch answer. You do not need to use all the letters.

Aim: to give students further practice in reading for detail

Key: (G), H, A, C, E

Ending the lesson

Aim: to review language from the lesson

 Elicit any other foods students know of that come from the five countries in SB Activity 1.

Extension activity

Aim: to enable students to share information

- In groups, students take turns to read their texts which they wrote far SB Activity 4.
- They find out if some of the things they have are the same but come from different countries.

to integrate other areas of the curriculum through English: Geography

values

town planning, block of flats

language from previous units of Super Minds Level 5

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

civic responsibility

Warm-up

Aim: to introduce the topic of Geography and town planning

- Elicit what facilities there are in the students' town.
- Create a word map on the board with the norne of their town in the centre.
- Tell students they are going to learn more about how towns are planned in this and the next lesson.

1 25 5B p78 Imagine you are planning a new town. What kinds of things do you need to think about? Read and listen to the text and check your ideas.

Aim: to activate students' understanding and prior knowledge

- Focus students on the ideas from the warm-up.
- Students discuss their ideas in pairs.
- They read the text in their pairs to check their ideas.

Key: You need to think obout: where people live, how people get to work, how big the roads need to be, where people will park, places where people can have fun, where to put shops, supermarkets, schools, libraries and hospitals, what kinds of jobs people can do.

SB p78 We need lots of different places in a town and we need lots of people to work in those places. Where do these people work? Create a table.

Aim: to extend students' understanding of the topic

- Elicit what jobs they can see in the pictures.
- They create a table in pairs. Tell them that some jabs can be done in more than one place.
- Key: Sports centre: sports coach. Restaurant: cook. woitress. Hospital: cook. nurse, doctor. Troin station: train driver. Schaol: cook, teacher. Shop: sales assistant.



3) SB p7B How many more different places in a town can you think of?

Aim: to activate students' knowledge of the world

- Elicit what other places students can think of.
- Elicit jobs people do in those places. Are they the same as the jobs on the list or are they different?



WB p78 Look and write the words.

Aim: to give students practice with topic vocabulary Key: 2 hospital, 3 car park, 4 block of flats, 5 station



alues) WB p78 What makes a town planner's jab important? Colour one brick in each column to make a sentence.

Aim: to focus students an the value of civic responsibility

Key: Town planners make sure that people in a town like living there.



WB p78 Read and choose one word to complete the sentences.

Aim: to review key aspects of the topic

Key: 2 question, 3 park, 4 have fun, 5 places, 6 for

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've learnt about:
- Elicit from students what they learnt about today. e.g. town planning, the things town planners have to think about and the jobs people do in the different places in a town.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to extend their understanding of the topic

- In pairs, students create another table of places and jobs, like the one in SB Activity 2, using the ideas that were discussed in SB Activity 3.
- Each student completes the table in their notebook.

AUDDAT.

- to extend the focus on Geography through English
- to enable students to complete a project language colour code, improve, location Geography and town planning
- poster paper, colours

Your students will be able to talk about Geography in English. Your students will be able to complete a project.

Warm-up

Aim: to review Geography and town planning

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

SB p79 Town planners think about what places towns need and the best location for them. What places do you think are important for these people? Choose three places for each person.

Aim: to extend students' understanding of town planning

- Focus students on the pictures in Activity 1. Elicit who they are.
- Demonstrate the activity by eliciting one place for each person and the reasons for the students' choice.
- Students work in pairs and think of three places for each person. They con repeat some places if they think they are important for another person.
- Pairs compare answers with other poirs.
- Elicit and discuss as a class.

SB p79 What four places are the most important for you in your town/area?

Aim: to enable students to respond individually to the topic

- Read the activity instructions with the class.
- Tell students to think for a minute and then to write the four places. They do this individually.
- Tell them that they don't have to agree with the other students.
- Elicit some ideas from different students.



3) (Project) SB p79 Plan a town.

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

- Draw a simple map on the board.
- Put students into pairs.
- Tell students how long they have to complete the project.
- Pairs write notes for questions 3 and 4.
- Pairs display their colour-coded maps around the walls.
- Each pair briefly presents their map and shares their ideas for questions 3 and 4.

1) (Think) WB p79 Work with a partner. Read and write positive ond negative sentences.

Aim: to give students further practice with the language of the topic

Thinking skills: thinking about cause and effect. creative thinking



WB p79 Where do these people work most of the time? Write the jobs in the right places.

Aim: to give students further practice with the topic

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've ...
- Elicit from students what they learnt today, e.g. learnt more about town planning, I've thought about the places that are important for different people and I've planned a town.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

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

مرجع زبان ايرانيان

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

language from the unit, clothes vocabulary

date in telle CD

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

Warm-up

Aim: to review clothes vocabulary

- Students work in pairs. They stand back to back and, without looking, take turns to say what their friend is wearing, including the colours.
- Students then turn to face their partner to see what they got right and what they couldn't remember.

SB p80 Work in pairs. Choose a role card.

Aim: to prepare and plan for a role play

- Tell students they are going to act out a shart dialogue between a customer and a shop assistant.
- Read through the information on the role cards with the class.
- Check they understand the vocabulary and that they know what to do.
- In their pairs, students each choose their role card.
- Elicit full examples of the Useful language, e.g. I'm looking for some trainers.
- Make sure pairs know what to do and what longuage they need to use.
- Pairs compose a short role play. Monitor each pair and help as necessary.
- Students practise their role plays so that they can perform them without reading the text.
- Remind students to refer to their improvement points from the last role play.

SB p80 Act out your dialogue.

Aim: to practise interactive speaking skills

- Poirs take turns to perform their rale plays for the class.
- The class decides which of the role plays is the best.

WB p80 Choose six words or phrases to complete the sentences.

Aim: to review language from the unit

Key: 2 Yau shouldn't, 3 you mind, 4 Could you, 5 Could I. 6 mind



2 WB p80 There is a word missing from these sentences. Write each sentence with a word from the box in the correct place.

Aim: to review sentence structure

Key: 2 Do you mind if I use your sunglasses?

3 You shouldn't worry that you forgot your cap. Use one of mine. 4 Make sure that you bring a coat. It's cold at the moment. 5 Could you come over and help me for a moment, please? 6 You should try to remember these words. They are very useful.

3) WB p80 Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review language from the unit

 Have two or three volunteer pairs perform their role plays from the lesson agoin.

Extension activity

Aim: to develop reflective skills

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

- to consolidate language from the unit
- to raise awareness of planning when writing

New Innew one unfair, tip, leaflet

Received kine water language from the unit students' portfolios

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

Your students will be able to plan and write a leaflet.

Warm-up

Aim: to review the topic of portfolios

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

58 p81 Gavin is a new member of the basketball team. The trainer has written up some rules for him. Write should or shouldn't.

Aim: to review language from the unit

- Focus students on the text ond the picture. Check students understand that these are tips of a team member.
- Read the activity instructions and check students know what to do.
- Students read the tips individually and complete them with should or shouldn't.
- They compare and discuss answers in pairs.
- Check with the class.

Key: 1 should, 2 should, 3 shouldn't, 4 shouldn't

SB p81 Add the missing word to each tip.

Aim: to further focus students on language from the unit

- Read the activity instructions and check students understand what to do.
- Individually, they complete the tips and then compare answers in pairs.
- Elicit and check as a class.

Key: should, shouldn't, should, shouldn't

SB p81 Write a leaflet giving advice to a visitor to your town.

Aim: to give students practice with writing a leaflet from nates

Read through the activity instructions with the closs and check students know what to do.

- Brainstorm ideas if necessary. Tell students that their leaflets can be quite short and simple, but that they must include negative and positive advice.
- Read through and discuss the Tips for writers with the class.
- Students work individually. They make notes using Tips for writers as a quide.
- Go around the class to check. Help as appropriate.
- Students write the first draft of their leaflets.
- Students swop leoflets in pairs and give each other feedback.
- Students write a final draft of their leaflets for their portfolios.
- Students turn to the My portfolio writing proctice section on page 123 of the Workbook.
- Work through the exercises with the class.



WB p81 Find and write the words.

Aim: to practise spelling

Key: shouted, present, people, building, basket

WB p81 Complete the sentences with the words from Activity 1.

Aim: to review unit vocabulary

Key: 2 shouted. 3 carpet. 4 people. 5 basket. 6 building

WB p81 Your friends don't know what to do for their holiday. Write an email to give them advice.

Aim: to practise writing skills

Ending the lesson

Aim: to enable students to express their preferences

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

Extension activity

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

- Put students into groups of four.
- They look through each page of Unit 6, at their vocabulary books and at their portfolios and discuss what they have learnt in this unit.
- Encourage students to talk about what they have learnt and are good at, as well as what they need to improve.

7 The story toller

- to present and practise play and theatre vocabulary
- to give students listening practice

oudience, candles, mask, lute, actor, wig, costume, tights, theatre, William Shakespeare, Romeo and Juliet, enemy

language from previous units and levels of Super Minds

CD

Your students will be able to talk about plays and the theatre.

Warm-up

Aim: to introduce the topic of plays and the theatre

- Elicit if any students act in drama groups ond/or like to go to the theatre with their families.
- Find out what plays and playwrights they know the names of from their country or from other countries.

Presentation

Aim: to present play and theatre vocabulary

- Read the text at the top of the page with the class.
- Find out if any students have heard of William Shokespeare and seen any of his plays.
- Use the picture in the Student's Book to further set the context and to present the vocabulary.
- Say each word for students to repeat.
- Elicit what students think is hoppening in the picture.
- Elicit where the three friends were before this (in Istonbul) and how they left there (through the gate near the escalator).

SB p82 Listen and say the words. Check with your partner.

Aim: to practise new vocabulary

Students look at the numbered items in the picture.

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

SB p82 Read, listen and complete the sentences.

Aim: to practise listening

Encourage students to try to predict the sentences.

- Play the recording. Students listen to find the answers.
- They check in pairs.
- Key: 1 wonderful, 2 Shakespeare, Theatre, 3 don't like, 4 Romeo and Juliet

3 SB p82 Choose a word. Describe it for your partner to guess.

Aim: to give students practice with the new vocabulary

Students do the activity in pairs.



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

Key: 2 wig, 3 dresses, 4 tights, 5 mask, 6 audience

WB p82 Use a verb from box A and a noun from box B to complete the sentences.

Aim: to give practice with using the new vocabulary in context

Key: 2 wear, mask, 3 be, octor, 4 Audiences, stand up, 5 mokes, costumes, 6 gets, tights



WB p82 Write the words in the correct column.

Aim: to give students practice with categorising vocobulary

Key:

Things to wear	People	Buildings
costume	sheriff	jail
tights	robber	tourist office
necklace	waiter	museum
wig	cowboy	underground station
mask	vet	bridge
	train driver	theatre

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the game again from SB Activity 3.
- Students can add other words which relate to plays.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the eight new vocabulary items in their vocabulary books.
- For each item, they draw a picture and write a short definition, e.g. You can play a lute. It's a kind of musical instrument.



to present and practise will for offers and promises

to give students speaking practice

sword, blonde, bracelet w lanevoci

we will a language plays and the theatre CD

Your students will be able to make offers and promises using will.

Warm-up

Aim: to review play and theatre vocabulary

- Write Plays and the theatre on the board and drow a circle around it.
- Elicit the vocabulary from the previous lesson and the spelling as you create a mind map.
- With books closed, elicit where the children were (In the Globe Theatre in London in the past).

Presentation

Aim: to present will

- Tell students they are going to make some offers and promises.
- Write prompts on the board, e.g. 1 This homework is difficult. 2 I can't find my mobile phane.
- Point and give examples of offers and promises using will, e.g. 1 My sister'll help you. 2 I'll lend you mine.
- Say the sentences. Students repeat them as a class and in groups before you write them on the board.
- When you write the sentences on the board, underline e.g. 1 My sister'll (will) help you. 2 I'll (will) lend you mine. Remind students that we use this structure with the infinitive without to, we say 'll not the full will, but we write will and that there is no s in the third person singular.
- Elicit other examples of will/'ll sentences from students.

SB p83 Read and listen to the dialogue. Who brings each item? Write the names below the items.

Aim: to practise reading for specific information

- Elicit what students can see in the pictures. Check understanding of blonde, sword and bracelet.
- Play the recording. Students listen and read to find the names of the people.
- Students compare answers. Ploy the recording again.
- Check with the closs. Elicit full sentences for each answer, e.g. Doisy'll bring the blonde wig.

Key: 1 Daisy. 2 Harry, 3 Adam, 4 Adam, 5 Paul, 6 Lily

SB p83 Listen and say the sentences.

Aim: to focus students on grammatical form

- Ploy the recording. Students listen and repeat in chorus, Repeat.
- Students take turns to practise all the sentences in pairs.
- Students turn to the Grammor focus section on page 125 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 'll make, 2 'll get, 3 'll hove, 4 'll phone, 5 'll wake

3 58 p83 Work with your partner. How can you help them? Then swap roles.

Aim: to give students practice with 'll

- Student A chooses one of the six utterances and says what it is. Student B tries to give a meaningful answer using 'll.
- In pairs, they take turns to choose and answer.

WB p83 Match the sentences.

Aim: to give students proctice with 'll

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



WB p83 Look and write sentences.

Aim: to give students practice with 'll

Key (possible answers): 2 I'll make you some dinner. 3 I'll help you. 4 I'll toke you in the car. 5 I'll buy it. 6 I'll help you mend it.



WB p83 Your mum asks you to help in the house. Write four things you'll do.

Aim: to give students writing practice with 'll

Ending the lesson

Aim: to practise key language from the lesson

- Play the game again from SB Activity 3 as a closs.
- Elicit some more situations to add to the six.
- Play the game in open pairs.

Extension activity

Aim: to review language from the lesson

- Put students into groups of four.
- They take turns to read out / say the four things they'll do in the house to help their mum and dad.
- If a student says something that another student has on his/her list, the student soys Snap!
- Make a class list on the board.

- to sing a song with the class
- to show that the letter e at the end of a word is sometimes silent

parrot, camic, duet

plays and the theatre, 'll for promises

CD CD

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

Your students will be able to identify and say words where the e at the end of the word is silent (e.g. house and people, as opposed to make and home, where the final e shows that the vowel sound in the word is long).

Warm-up

Aim: to review play and theatre vocabulary

- Write Plays and the theatre on the boord and draw a circle around it.
- With books closed, elicit the vocabulary from the unit as you create a mind map.

1 38 p84 Listen and correct the mistakes. Then sing the song.

Aim: to sing a song with the class

- Play the recording. Students listen and correct.
- Students check in pairs. Check with the class.
- Play the recording again, pausing after each verse for students to repeat.
- Students learn the song as a class.
- Use the karaoke version for students to sing in groups.

Key: 1 necklace, 2 cat, 3 poem, 4 rocket, 5 theatre, 6 zoo

SB p84 Listen and say the dialogue.

Aim: to identify the silent e at the end of some words

Intonation: making suggestions (Olive) and expressing doubt (George)

- Point aut that the letter e at the end of a word is aften silent (words in the song and follow-up activity that follow this pottern ore neckloce, promise, theatre, people). Contrast this to the final e which makes the previous vowel sound long (e.g. make, scene, time, nose and rule).
- Play the recording. Students listen, read and repeat.
- Divide the class so that one half is Olive and the other George. The class says the dialogue twice.
- Students practise the diologue in pairs.



WB p84 Listen to the song again and correct the sentences.

Aim: to practise memorisation

Key: 2 cat, 3 a poem, 4 sing, 5 rocket. 6 theatre



2) WB pB4 Write the rhyming poirs. Find one more rhyme for each pair.

Aim: to give students practice with rhyming words

Key (with possible answers): 2 hat / cat, mat, 3 things / rings. sings, 4 all / small, fall,

5 buy / fly. cry. 6 take / make, cake

B 38 WB p84 Listen and say the words.

Aim: to show how a final e can be silent



WB p84 Complete the words with the endings from the box. Match the sentences with the pictures.

Aim: to spell ond say words which end in a silent e

Key: 1 house 2 audience / theatre c, 3 candle / table f. 4 necklace / purple a. 5 blande / middle b. 6 people / village e

6 19 WB p84 Listen, check and say the sentences.

Aim: to give students listening and speaking practice

Ending the lesson

Aim: to review the silent letter e at the end of words

- Tell students that words with an e at the end are often pronounced with a long vowel sound (e.g. cake, bike, pole), but not always (e.g. the ou in house has the long vowel sound, and the e isn't necessory).
- Put students in teams and dictate these words for them to write: mouse, harse, have, give, promise, please, theatre, people, sentence, blonde.
- Teams exchange papers and correct each other's.

Extension activity

Aim: to activate students' imaginations

- In groups, students write a new verse for the song using the rhyming words from WB Activity 2 to help them.
- They practise their new song in their groups.
- Students either perform their songs for the class or write them on poster paper.





- to present and practise present perfect with just to practise speaking skills
- New languages just, fright
- using language stage and the theatre

Malarials: CD

Your students will be able to use the present perfect with just.

Warm-up

Aim: to activate vocabulary

- Write Good news and Bad news on the board.
- Elicit some examples from students. Encourage them to be funny and not to take it too seriously.
- Write the best ideas on the board.

Presentation

Aim: to present the present perfect with just

- Drow a picture of o wig on the board.
- Stand back from the board. Elicit what it is (o wig). Soy I've just drown a wig. Prompt students to say You've just drawn a wig.
- Invite a student to come and draw something on the boord.
- When the student hos finished, he/she stands back from the boord. The class say what it is and the student says, e.g. I've just drawn o cat. The class say You've just drawn a cat.
- Repeat with other actions, e.g. opening the door / window, picking up o book.
- Write one example sentence on the board. Underline the present perfect ond just.
- Elicit the tense (present perfect) and ask concept questions to check understanding, e.g. Is the action finished? (Yes) When did it finish? (Very recently).

\$8 p85 What are the actors doing? Match the pictures with the sentences.

Aim: to practise the present perfect with just

- Elicit who students can see (a clown).
- Tell the class the clowns have just done some things. Make sure they notice that some of the clawns are male and some female.
- Students read the sentences and motch. They compare answers in pairs.
- Check with the class.

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

SB p85 Listen and say the sentences.

- Play the recording. Students listen and repeat.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 125 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 's just got, 2 've just hurt, 3 've just got, 4 've just phoned, 5 've just found, 6 've just had

SB p85 Play the game. Mime and say.

Aim: to give students further practice with the new language

- Mime an action. Elicit what you have just done.
- Students do the activity in pairs.
- Some pairs mime for the class to say the sentences.

WB p85 Match the sentences.

Aim: to give students further proctice with the new language

Key: 2 a. 3 f. 4 b. 5 c. 6 d



WB p85 Read and complete the sentences.

Aim: to give students further writing proctice with the new language

Key: 2 've, heard, 3 's, read, 4 has, gat up, 5 's, cut. 6 has, said, 7 've, dropped. 8 's, left

E) WB p85 Look and write sentences.

Aim: to stimulate students' creativity

Key (possible answers): 2 The plane has just landed. 3 He's just opened his present. 4 They've just had o porty. 5 He's just finished his breakfast. 6 He's just cought o fish.

Ending the lesson

Aim: to review grammar from the lesson

- Elicit the sentences students wrote for WB Activity 3.
- One student says a sentence and another student tries to write it correctly on the board.

Extension activity

Aim: to consolidate the new language

- Play the mime game from SB Activity 3 again.
- Invite ten students to the front. Each one takes a turn to mime an action.
- When each has finished, the students in the class write down what the student has just done.

0.4min#

- to present a story
- to develop reading skills
- Mex language: trip (v)

characters and language from the story, plays and the theotre CD

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

Your students will be able to do a role play.

Warm-up

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

- Write Phoebe, Alex and Patrick on the board.
- Elicit what students remember about them from this and the previous units.
- Give prompts if necessary, e.g. science lab, experiments. Mr Davis, the gate, Pompeii (the past), rainforest (the present), o rock concert (the past), space restaurant (the future), the Wild West (the past), Istanbul (the present), London's Globe Theatre (the post).

SB pp86-87 Go through the text quickly and find answers to the questions.

Aim: to encourage skimming and sconning skills

- Read the activity instructions with the class. Check they know what to do.
- Give the students o time limit, e.g. two minutes. Remind them they only have to find the answers to the two questions.

2 (02) SB pp86-87 Read and listen to the story to check your answers.

Aim: to present a story and to develop reading skills

- Play the recording. Students read and listen to check their answers.
- Check with the class.
- Ploy the recording again. Students read and listen.
- Elicit what happened at the end of the story (Phoebe suggested a different ending for the play, Shakespeare wrote a new ending and the audience liked it) and where the gate was (near the stage).
- Key: a They think he should make it a sad ending, not a happy one. / They think he should rewrite the ending so that they both die. b They like it very much.

Practice

Aim: to check understanding of the story

Check understanding of the story. Use prompt questions if necessary, e.g. Why was Shakespeare sitting on a big box, looking sad? (Because the audience didn't like his play.) Haw did he know? (They shouted and threw eggs and vegetables.) Why did the two men come in with big sticks? (Because they wanted their money back.) What did the children suggest? (That Shakespeare rewrite the ending.) What was the name of the play? (Romeo and Juliet.)

WB p86 Remember the story. Match the sentences to make the summary.

Aim: to review the story

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



Aim: to check comprehension

Thinking skill: evaluating

Key: 1 A, 2 C, 3 B, 4 C, 5 A

I WB p86 How do these items appear in the story? Write sentences.

Aim: to review events in the story

Key: 2 The audience throws eggs and vegetables onto the stage. 3 The actors are wearing tights. 4 Shakespeare gives the friends free tickets for the play.

Ending the lesson

Aim: to practise the story

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

Extension activity

Aim: to stimulate students' creativity

- Put students into pairs.
- Tell students to imagine what Shakespeare told one of his friends the next day about why he changed the end of his play.
- Pairs take turns to role play Shakespeare talking to his friend to the rest of the closs.



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

level language electric lights, roof

language from the story

CD: Internet or reference books (optional)

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

Warm-up

Aim: to review the story

 Ask questions about the story, e.g. Where were the three friends? (In London, in the Globe Theatre.) What did the audience think of Romeo and Juliet? (They didn't like the ending.) What did the friends suggest? (That Shakespeare change the happy ending to a sad one.)

SB p87 Put the sentences in order.

Aim: to focus students on key events in the story

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

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

SB p87 Match the differences between Shakespeare's Globe and theatres now. Can you think of another difference?

Aim: to give students practice with applying what they know

Thinking skill: opplying knowledge

- Focus students on the activity and elicit what they have ta do.
- Do the first one as a class to demonstrate the activity.
- Students work in pairs. They match the other differences and think of one more example.
- Elicit answers from pairs.

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



1 (Think) W8 p87 How many words can you make from the word SHAKESPEARE?

Aim: to give students practice with forming words

Thinking skill: forming words

Key (possible answers): pear, speak, she, hear

2 WB p87 Read the dialogue and use it to complete the ticket.

Aim: to give students practice with reading for specific information

Key: 2 King Lear, 3 8th June, 4 8 p.m., 5 B24, 6 12

WB p87 Complete the ticket with your own ideas and talk in pairs. Use Activity 2 to help you.

Aim: to give students practice with taking part in a dialogue

Ending the lesson

Aim: to stimulate students' personal reactions to a story

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

Extension activity

Aim: to give students practice with research skills

- Students work in groups of four.
- Using the Internet or reference books, groups find out the names of four other plays that Shakespeare wrote.
- They also find out the names of famous playwrights. from their country and nomes of some of their plays.
- Groups take turns to present their information to the class.



Alight

- to practise listening skills
- to practise reading skills
- to practise speaking skills
- listening for specific information
- reading for detail
- oral retelling of a story

cover cover

present simple

Minteriols CD

Your students will be able to listen for specific information. Your students will be able to read for detail. Your students will be able to retell a story.

Warm-up

Aim: to activate vocabulary

 Elicit what students remember about Shakespeare and his plays from the previous lessan.

SB p88 Look at the book covers. Work with your partner and guess why the books are very special.

Aim: to activate world knowledge and encourage prediction

- Elicit what students can see on the book covers.
- Students discuss why they think each one is special.
- Elicit ideas, but don't give any answers.

(b) 58 p88 Listen and check your onswers. Why are these books special?

Aim: to listen for specific information

- Play the recording. Students listen and check.
- They compare their answers in pairs.
- Play the recording again. Check with the class.
- **Key:** Gadsby is special because none of the words in the book use the letter *e. Birds of America* is special because in 2010 a copy of this book sold for £7.3 million. *Grimms' Fairy Tales* are special because they are the most famous collection of fairy tales. *The Very Hungry Caterpillar* is special because it is one of the United Kingdom's best-loved books.

SB p88 Listen again and answer the questions.

Aim: to practise listening for detail

 Play the recording. Students write the numbers and compare their answers in poirs.

- Play the recording again. Check with the class.
- Key: 1 50.110, 2 435, 3 £7.3 million, 4 1812, 5 50

SB p88 Read about 50-word stories and think about the questions.

Aim: to enable students to practise reading skills

- Students take turns to read about the 50-word stories aloud around the class.
- Students read the story aloud oround the class.
- Students discuss in pairs which five words they could cut or how they could change the story.
- Elicit and discuss their suggestions as a class.



(INTRODUCED AND ADDRESS OF A STORY OF A STOR

Aim: to stimulate students' creativity

Thinking skill: creative thinking

- Brainstorm titles of stories students know well.
- Students work individually. They make notes and then try to write the story in 50 words.
- Read the model text through with the class again.
- Students write the first droft of their texts.
- Students swap drafts in pairs and give feedback.
- Students write a final draft in their notebooks.

WB p88 Read the text. Choase the right words and write them on the lines.

Aim: to practise reading skills

Key: 2 can. 3 need. 4 af. 5 most. 6 than. 7 over. 8 some, 9 holds, 10 stolen

Ending the lesson

Aim: to review the content of the lesson

 With books closed, elicit what information students remember from 5B Activity 2 and Activity 3.

Extension activity

Aim: to encourage cooperation and peer appreciation

- Put students into groups of four. Make sure the members of the groups choose different stories to summarise for SB Activity 5.
- Students take turns to read their story summaries.
- They discuss which they think is the best and why.

T88



to practise reading skills

reading for specific information

values

stable (n), stroke (v), smelly

language from the unit

Your students will be

able to read for specific information.

being honest

Warm-up

Aim: to review key language

- With Student's Books closed, elicit what the students remember from the previous lesson.
- Provide them with prompts, e.g. How much did Birds of America sell for?

1 SB p89 Look at the pictures and answer the questions.

Aim: to give students practice in prediction skills

- Focus students on the pictures and on the two questions.
- In pairs, students predict answers to the questions.
- Elicit and discuss their ideos.

2 05 SB p89 Read, listen and check your answers.

Aim: to give students practice in reading for specific information

- Students read the text quickly to find/check the answers to the questions in Activity 1.
- They campare answers in poirs. Check with the class.
- Have students read the text aloud around the class. Check understanding of vocabulary.
- Key: 1 They are looking for a bed for the night. 2 He wants to sell it.

SB p89 Motch the sentence halves to make the summary.

Aim: to give students practice in reading for detail

- Read the activity instructions with the class. Check students know what to do.
- Students match the sentence halves individually. Remind them to look back at the text as necessary.
- Students compore answers in pairs.
- Check with the class.

Key: 1 g, 2 c, 3 i, 4 a, 5 h, 6 f, 7 d, 8 b, 9 e



WB p89 Read the story on page 89 in the Student's Book again. Circle the words to make the moral of the story.

Aim: to focus students on the value of being honest Key: It's always best to be honest.



Aim: to give students practice with definitions and with spelling

Key: 2 market, 3 steal, 4 servant, 5 stroke, 6 bark Trevor



WB p89 Look at the pictures to help you write the end of the story.

Aim: to enable students to practise writing a story

Key (sample answer): The third man went down on his knees and asked Morlowe to forgive him. 'Take me to the cow and I'll forgive you,' the farmer said. Marlowe followed the man into the forest. The man pointed to the cow and said, 'There's your cow, kind sir. We didn't hurt her.'

"Now you have to do something for me," soid Marlowe, "as punishment for stealing my cow. This is a potato field. You have to dig up all the potatoes by hand." The man dug the field for a whole week while Marlowe watched him. 'I'll always be honest in the future,' the man said to himself.

Ending the lesson

Aim: to review the story

- Elicit the main points of the story from the class.
- Elicit what the students' favourite part of the story was.

Extension activity

Aim: to discuss the value of being honest

- Focus on examples in the story where people were honest and dishonest.
- Elicit from students why this value is important and elicit examples from the students of when they have been honest (and perhaps dishonest!).

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

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

poetry, adventure, cough, bump into, elbow, hammock, wound (v), bathtub, mushy, ruined, buried, confetti

language from previous units of Super Minds Level 5

CD

Your students will be able to use known language to talk about Literature in English.

Warm-up

Aim: to introduce the topic of Literature and poetry

- Write Poetry and Poems on the board.
- Ask students what poems they know. One ar two of the students can recite short anes if they can remember them.
- Elicit what students know about poems (they usually rhyme, they are written in lines, they can be shart or long, etc.).
- Tell students they are going to learn more about poetry in this and the next lesson.

SB p90 Read the text below and find out about poetry.

Aim: to activate students' understanding and prior knowledge

- Read the activity instructions and check students know what to do.
- Tell them to read and find at least two things they didn't know before.
- Students read individually and silently.
- Elicit answers from the class.
- Have students take it in turns to read the text aloud. oround the closs.
- Ask if this is a poem (No). Ask students how they know.

SB p90 Read the three poems. Say which you like best and why.

Aim: to extend students' understanding of the topic

- Read the activity instructions with the class. Check students know what to do.
- Pre-teach cough and its pronunciation.
- They read the first two poems individually and silently.
- Have two student volunteers read these to the class.
- Read the third poem aloud for the class to listen. Check understanding of the vocabulary.

- Put students into pairs. They talk about which they like best and why.
- They take turns to read the poems to their portner.
- Elicit and discuss preferences as a class.
 - WB p90 Read the poems on page 90 in the Student's Book again. Answer the questions.

Aim: to give students further practice with reading

Key: 2 Take the feathers off the chicken first. 3 Because they are looking at someone famous. 4 They bump into things. 5 It's covered in spaghetti. 6 He soid 'Throw confetti' and the guests heard 'Throw spaghetti'.

2) WB p90 Read the poems again and complete the table.

Aim: to focus students on aspects of poetry

Key:

	Does it rhyme?	Number of lines?
My Mather Makes Me Chicken	Yes	4
Fame	No	7
Spaghetti	Yes	11

WB p90 Read and complete the poem with the words from the box.

Aim: to give students practice with rhyme in a poem Key: 2 meot, 3 dish, 4 rice, 5 door, 6 score

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've learnt about:
- Elicit from students what they learnt about today. e.g. the history of poetry and how some poems rhyme and some don't. I've read four new poems in the lesson taday.
- Write it an the board. Students copy it into their notebooks.

Extension activitu

Aim: to enable students to extend their understanding of the topic

- In pairs or individually, students rehearse one of the poems from today's lesson.
- They then perform it for the class.



Aimst

to extend the focus on Literature through English

to enable students to complete a project

Num ten au age: by heart, acrostic

Received to non-see Literature and poetry

Makerike is poster paper for the project

Your students will be able to talk about Literature in English.

Your students will be able to complete a project.

Warm-up

Aim: to review Literature and poetry

- With Student's Books closed, elicit from students what they can remember about poetry from the previous lesson.
- Ask if any students can remember the paems. If they can, they try to recite them for the class.

Discuss in groups.

Aim: to extend students' understanding of poetry

- Focus students on Activity 1. Check they know what to do. Check/pre-teach by heart.
- Moke groups of four.

2

- Students discuss each of the questions in their groups.
- Elicit and discuss answers as a class.
- If any students know any poems by heart, ask them to recite them even if they are in L1.

SB p91 Write poetry.

Aim: to enable students to follow instructions and use a model to complete a project

- Have students take turns to read each poem aloud. Check understanding and elicit if they like the poem.
- Discuss each 'What to do' section before moving on to the next poem.
- Elicit from the students which type of poem they are going to write for the project.
- Moke suggestions / give advice if students ore finding it difficult to decide.

SB p91 Choose a kind of poem and write one.

Aim: to give students writing practice

- Tell students how long they have to complete the project.
- Go around the class ond help students.
- Students write a final draft of their poems on paper ready for display. If time, they con illustrate them.



SB p91 Stick your poems on the wall in your classroom. Read as many poems as possible. Talk about the poems you like.

Aim: to enable students to talk about preferences

- Students display their poems on the wall.
- Students get up and walk around the room, taking time to read their friends' poems.
- They write in their notebooks which poems they like best and why.
- Elicit from students which poems they liked best and why.

WB p91 Write words that rhyme.

Aim: to give students further practice with rhyming words

Key (possible answers): 2 new, few, blue, 3 bean, seen, clean, 4 grey, say, play, 5 tin, bin, pin, 6 cat, bat, fat

WB p91 Write a poem. Choose a tapic or use your own idea.

Aim: to give students further practice with the topic

WB p91 Choose a kind of poem from page 91 in the Student's Book and write it. Draw a picture to go with it.

Aim: to give students further writing practice

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've ...
- Elicit from students what they learnt today, e.g. learnt more about poetry and I've written a paem and read my friends' poems.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

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

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

language from the unit CD, poster paper for the mini presentation

Your students will be able to prepare and present a class survey.

Warm-up

Aim: to review vocabulary for books and writers

- Write Favourite books and Favourite writers on the board. Brainstorm names far each.
- Ask students to tell the class why they like the books / the writers.

5B p92 Listen to the presentation on books and look at the bar chart. Find two differences.

Aim: to provide a model for the presentations

- Focus students on the bar chart and check they understand how it works.
- Play the recording. Students listen for two differences between what they hear and what is on the bar chart.
- Students compare their answers in pairs.
- Play the recording again. Discuss the differences as a class.
- Elicit and discuss with students why the listening is a useful model for their presentations.
- Read through the Tips for presenters with the class.
- Key: Recarding: We asked 25 students how many books they read last year. / Bar chart: We asked 19 students how many books they read last year. Recording: Seven students read two books. / Bar chart: Eight students read two books.

Preparing for and delivering mini presentations

Aim: to collaborate with other students and to give o mini presentation

- Focus students on Think about it. Give them a time limit.
- Monitor students as they gather the information.
- Focus students on Prepare it. Give them a time limit.
- Monitor individuals as they prepare their questionnaires.
- Focus students on Present it. Give them a time limit. This may happen over more than one lesson.
- Set a listening task for the students who are listening. e.g. write down the onswers to two questions.

- Re-read the Tips for presenters through with the class.
- Remind students to look at the notes they made after their last presentation on what they wanted to improve.
- Individual students present their bar charts.
- After each presentation, go around the class to get feedback on the listening task.

SB p92 Match the sentence halves. Listen again and check.

Aim: to give students practice with language for presentations

- Students match the sentence halves.
- Play the recording and check with the class.

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



WB p92 Make three sentences with the phrases in the diamond. Use three different phrases in eoch sentence.

Aim: to review language from the unit

Key: has just won a match against class 5C. We'll ask Mum if we can have a party on Soturday. I will help you with your homework.



WB p92 Draw lines and complete the sentences with the words from the box.

Aim: to review sentence structure

Key: 2 I'll tell Dylan that the party is on Saturday. 3 Mum has just bought a new car. 4 I've just eaten a mango which tasted wonderful. 5 My sisters have just come back from Landon. 6 We'll bring some cheese sandwiches to the party.

WB p92 Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

- Aim: to review language from the unit
- Elicit some of the sentences different students wrote for WB Activity 3.

Extension activity

Aim: to develop reflective skills

- Give students your feedback on their mini presentations. Make general points.
- In groups of four, students discuss how they think their own presentations went and what they will do next time to improve them.
- Each student writes these improvement points in their natebook so that they can refer to them before the next mini presentation.



- to consolidate language from the unit
- to raise awareness of writing a biography using time phrases

new longuager biogrophy, successful, company, retire

Recycled ten success language from the unit

Your students will be able to use language from the unit to make a section for their portfolias.

Your students will be able to plan and write a short biography using time phrases.

Warm-up

Aim: to review the topic of portfolios

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

SB p93 Complete the biogrophy of William Shakespeare with the phrases from the box.

Aim: to review language from the unit

- Tell students this is a short biography of William Shokespeare. Check understanding of biography.
- Students complete the text with the time phrases.
- Key: 1 He was born in, 2 at the age of 18, 3 Between 1585 and 1592, 4 In 1598, 5 he spent the rest of his life, 6 He died in 1616

2 SB p93 Answer the questions.

Aim: to check comprehension

- Individually, students onswer the questions and then compare answers in pairs. Check as a class.
- Key: 1 Six, 2 In 1682. 3 She was 26. 4 He was 46.

SB p93 Complete the sentences so that they are true about you.

Aim: to give students practice with writing notes

- Read the prompts through with the class and demonstrate the activity with on imaginary student.
- Students complete the information about themselves.

SB p93 Research a person you like and write a short biography for them. Use time phrases.

Aim: to give students practice with writing a short biography.

Read through and discuss the Tips for writers.

- Students make notes.
- Students write the first draft of their biographies.
- They swap biographies in pairs and give feedback.
- Students write a final draft for their portfolios.
- Students turn to the My portfolio writing practice section on page 124 of the Workboak.
- Work through the exercises with the class.

WB p93 Find and write the words.

Aim: to practise spelling

Key: 2 stable, 3 stroke, 4 mask, 5 audience, 6 candles

2 [WB p93] Complete the sentences with the words from Activity 1.

Aim: to review unit vocabulary

Key: 2 mask, 3 audience, 4 stroke, 5 candles, 6 stable

I WB p93 Look at the pictures and write the story. Use the ideas to help you write about each picture.

Aim: to practise writing skills

Key (sample answer): It was at the end of the school year. We were all sitting in the playground and we were waiting for the school play to start. Finally the actors come out and the play started. It was *Romeo and Juliet*. Romeo was kneeling in front of Juliet when the sky turned really black. Only a shart time later it started to rain really hard. All the octars and the audience ran inta the school to escape from the rain. We never sow the end of the play.

Ending the lesson

Aim: to enable students to express their preferences

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

Extension activity

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

- Put students into groups of four.
- They look through each page of Unit 7, at their vocabulary books and at their portfolios and discuss what they have learnt in this unit.
- Encourage students to talk about what they have learnt and are good at, as well as what they need to improve.

Museum of the Future

- to present and practise job vocabulary
- to give students listening proctice

businessman, cleaner, engineer, dentist, businesswoman, artist, farmer, mechanic, computer programmer, visitor, woxwork, model, secretary, exist

language from previous units and levels of Super Minds

Materials CD

Your students will be able to talk about jobs.

Warm-up

Aim: to introduce the topic of jobs

- Write Jobs on the board and elicit jobs students remember.
- Elicit what jobs their parents, uncles and aunts do.

Presentation

Aim: to present job vocabulary

- Read the text of the top of the page with the class. Check understanding.
- Use the picture in the Student's Book to further set the cantext and to present the vocabulary.
- Say each word for students to repeat.
- Check students understand the meanings of all the words.
- Elicit what students think is happening in the picture.
- Elicit where the three friends were before this (in Shokespeare's time) and how they left there (through the gate near the stage).

1 SB p94 Listen and say the words. Check with your partner.

Aim: to practise new vacabulary

- 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 ogain. Students repeat in small groups.
- Students proctise the new words in pairs.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in rondom number order.

5B p94 Read, listen and answer the questions.

Aim: to practise listening

- Read the questions aloud with the class.
- Check understanding. Encourage students to try to predict/remember the answers.
- Play the recording. Students listen to find the answers.
- They check in pairs.
- Play the recording again. Check with the class.
- Key: 1 He was a computer programmer. 2 Because it is a museum of people doing normal jobs. 3 2531. 4 Robots do everything. These jobs don't exist ony more.
- SB p94 Choose a word. Describe it for your

partner to guess.

Aim: to give students practice with the new vocabulary

- Demonstrate the octivity with the class, using the example in open pairs.
- Students then do the activity in closed pairs.
- Monitor pairs as they do the activity.
- Elicit some examples from different pairs.

WB p94 Look and write the words.

Aim: to practise writing the new vacabulary

Key: 2 businessmon, 3 businesswomon, 4 engineer, 5 mechanic, 6 cleaner, 7 dentist, 8 farmer

2 WB p94 Read and write the words from Activity 1.

Aim: to give practice with using the new vocabulary in context

Key: 2 mechanic, 3 farmer, 4 engineer.

5 businesswoman, 6 cleaner, 7 dentist, 8 businessman

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the game again from SB Activity 3.
- Play in open pairs with books closed.
- Students can add other job words from the warm-up.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the nine new vocabulary items in their vocobulary books.
- For each item, they draw a picture and write a short definition, e.g. An ortist paints or draws pictures.


Alma

- to present and practise if clauses
- to give students speaking practice

the success ten success job vocabulary, in a mess

card of s CD

able to use *if* clauses.

Warm-up

Aim: to review job vocabulary

- Mime one of the jobs from the previous lesson.
- Students try to guess. The first one to guess comes to the front to mime another job.
- Repeat four or five more times.

Presentation

Aim: to present if clauses

- Ask students, e.g. Are you hot/cold? Say If you're hot/ cold, I'll open/close the window.
- Repeat the if sentence and have students repeat it.
- Write the if sentence on the boord, e.g. <u>If you're</u> hot/ cold, <u>I'll open/close</u> the window.
- Drow students' attention to the tenses in each clause.
- Give the class onother exomple, e.g. If it rains this ofternoon, I'll go home on the bus.
- Hove the class repeat after you and then write it on the board, e.g. If it rains this afternaon, I'll go home on the bus.
- Cover the second port of the sentence and elicit other possible endings fram the class.

Use p95 Listen to the advert. Colour the buttons.

Aim: to practise reading for specific information

- Elicit what students can see in the picture.
- Read the activity instructions and check students know what to do.
- Ploy the recording of the advert to the class.
- Students do the activity individually and then compare answers in pairs.
- Check with the class.
- **Key:** If your room is in a mess, I'll tidy up arange button If you're thirsty, I'll make you a nice cup of hot chocolate
 - green button
 - If you want to have fun. I'll sing you o song blue button

If you're tired, I'll do your homework - red button

2 SB p95 Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students toke turns to practise all the sentences in pairs.
- Students turn to the Grammar focus section on page 126 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually ond then check in pairs.

Key: 1 'll get, 2 won't forget, 3 shines, 4 'll break, 5 hears

3) SB p95 Play the robot game with a partner.

Aim: to give students practice with if clauses

- Student A (the robot) says three sentences, e.g. If you're hungry, I'll moke you a sandwich. If you're tired, I'll... If you're bored, I'll...
- Student B mimes one of the actions. e.g. pretends to be hungry. Student A (as the robot) mimes moking and then giving Student B a sandwich.
- Students work in pairs. They take turns to say three sentences and mime.



Aim: to give students practice with if clauses

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

2) WB p95 Read and write the words. Use will.

Aim: to give students practice with if clauses

Key: 2 I'll find, **3** I'll play, **4** I'll repair, **5** I'll look it up, **6** I'll tidy, **7** I'll put up, **8** I'll carry



WB p95 Read the paem and then write your own.

Aim: to give students writing practice with if clauses

Ending the lesson

Aim: to practise key language from the lesson

Play the gome ogain from SB Activity 3 as a closs.

Extension activity

Aim: to review language from the lesson

- In groups, students read out their poems.
- If a student says something that another student has written, the other student says Snap!
- At the end, students add up how many different things they have as a group.
- Elicit at least one poem from each group.

- to proctise communication
- to present the voiced and unvoiced sounds for th (the, thing)

revision, real life jobs, if clauses

CD. DVD-ROM

Your students will be able to create and act out diologues in pairs.

Your students will be able to identify and say words which contain th in its unvoiced /0/ and voiced /0/ forms. Note: With can be pronounced both ways: /wid/ or /wie/.

Warm-up

Aim: to review jobs

- Write Jobs on the board and elicit the jobs from the unit.
- Say, e.g. I want to be a farmer. What do I need to be good at?
- Elicit students' ideas.
- Do the same for the other jobs.

SB p96 Look ot the photo and answer the question.

Aim: to give students practice with reading and with making predictions

- Elicit what students can see in the pictures (three students) and where they are (in the kitchen of a house).
- Discuss the question with the class. Elicit their predictions for the diologue.

2 12 SB p96 Read and listen to the dialogue to check your answer.

Aim: to proctise reading and listening for specific informotion

- Play the recording. Students compare their onswers.
- Check with the class. Play the recording agoin.
- Check understanding of vocabulary and discuss the situation.
- Play the DVD-ROM.
- Students proctise the dialogue in open pairs.

Key: They are talking about why they need to do their Maths revision.

SB p96 Work in pairs.

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

Students practise the dialogue from Activity 2 in poirs.

- Brainstorm ideas for presents, using the prompt questions. Write some notes on the board.
- Focus students on What to say. Read the section out.
- Students write their own dialogues in pairs, using Activity 2 as a model.
- Pairs practise and rehearse their dialogues.
- Pairs perform their dialogues for the closs.

1) WB p96 Put the dialogue in the correct order.

Aim: to practise functional language

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

2 WB p96 Use the words in the box to write sentences.

Aim: to give students further practice with if clauses

Key: 2 You'll never be an explarer if you don't know any Geography. 3 You'll never be a doctor if you don't know any Biology. 4 You'll never be a tour quide if you don't know any languages.



E 13 WB p96 Listen and say the words.

Aim: to show how th can be voiced or unvoiced



WB p96 Read. Write the underlined words in the table.

Aim: to practise saying the two pronunciations of th

1 WB p96 Listen, check and say the words.

Aim: to give students listening and speaking practice

Key: they: leather, mother, clothes, they, the, that, brothers, there, together; think: birthday. Thursday. theatre, three, thought, thing

Ending the lesson

Aim: to provide more practice of the two pronunciations of th

- Write the following words in rondom order on the board: /e/ Maths, thirty, thousand, Earth, worth, thirsty, healthy; /ð/ these, there, brother, other, weather, feather, together.
- In teams, students put the words in two columns.
- Check as a closs.

Extension activity

Aim: to give students further speaking practice

- Pairs swap dialogues from SB Activity 3.
- Pairs perform their new dialogues for the other pair.

to present and practise What if ...? to practise speaking skills

tecucied land actions, weather

CD

Your students will be able to talk about situations using What if ...?

Warm-up

Aim: to activate vocabulary

- Write The weekend on the board.
- Elicit about six typical weekend activities from students, e.g. playing basketball, swimming, going to the park.
- Write them on the board.

Presentation

Aim: to present What if ... ?

- Point to one of the activities on the board and make a suggestion using Let's, e.g. Let's go to the park on Saturday. A student responds.
- Have a student make another suggestion using one of the other activities. Respond with, e.g. That's a good idea but what if it rains I is cold?
- Prompt one of the students to reply, e.g. We can go inside,
- Write Whot if it roins? on the boord. Students repeat.
- Prompt students to suggest using Let's and reply with What if ... ? for the other activities on the board.

15 SB p97 Read and listen to the dialogue. What will Pete do on Sunday?

Aim: to practise What if ... ?

- Elicit who students con see in the picture (two boys).
- Read the activity instructions and check students know what to da.
- Ploy the recording. Students listen for the onswer.
- They compare answers in pairs.
- Check with the closs.

Key: If it's sunny, he'll build a tree house.

2 5B p97 Listen and say the dialogues.

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students toke turns to practise the dialogues in pairs.
- Students turn to the Grammar focus section on page 126 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 A: Let's eat these apples. B: But what if they are not good? A: Then we'll eat some bonanas. 2 A: Let's buy that car. B: But what if it's too expensive? A: Then we'll buy a motorbike.



SB p97 Read the examples and play the But what if ... ? game.

Aim: to give students further practice with the new language

- The aim is to see who can make the longest chains.
- Students continue as long as they can without repetition.

1 WB p97 Read and complete the dialogue with the words from the box.

Aim: to give students further practice with the new language

Key: 2 what, 3 visit, 4 home, 5 'll, 6 food, 7 be



W8 p97 Write questions. Use a different verb for each question.

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

Key (possible answers): 2 will you do if there is a fire? 3 What will you do if there is a lian? 4 What will you do if it rains? 5 What will you do if a monkey takes your map? 6 What will you do if you find a village?

3 W8 p97 Think about what you would do and write the answers.

Aim: to stimulate students' creativity

Ending the lesson

Aim: to review grommar from the lesson

- Elicit the sentences students wrote for WB Activity 3.
- One student says a sentence ond another student tries to write it correctly on the board.

Extension activity

Aim: to consolidate the new language fram the lesson

- Play the chain game from SB Activity 3 again.
- Moke two teams.
- Give the teams a time limit, e.g. one minute. They see how many turns they can do in the time, without repetition.
- The team with the largest number of correct turns is the winner.

Aliman

- to present a story
- to develop reading skills
- submarine, destroy, hide

characters and langucige from the story, job vocabulary

Materials CD

Your students will be able to listen to and read a story. Your students will be able to do a role play.

Warm-up

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

- Write Phoebe, Alex and Patrick on the board.
- Elicit what students remember about them from this and the previous units.
- Give prompts if necessary, e.g. science lab, experiments, Mr Davis, the gate, Pompeii (the past), rainforest (the present), a rock concert (the past), space restauront (the future), the Wild West (the past), Istanbul (the present), London's Glabe Theatre (the past), The Museum of the Future (2531).

SB pp98-99 Work in pairs. Look ot the pictures and the title of the story.

Aim: to encourage prediction skills

- Read the activity instructions with the class. Check they know what to do.
- Students cover the text with paper.
- Give the students a time limit, e.g. two minutes, for the brainstorming.
- Elicit staries from different pairs using their words.

5B pp98–99 Read and listen to the story to find out if it is similar to or different from your story.

Aim: to present a story and to develop reading skills

- Ploy the recording. Students read and listen to check how similar the story is to theirs.
- Discuss with the class.
- Play the recording agoin. Students read and listen.
- Elicit what happened at the end of the story (The children helped Don escape from the submarine and he destroyed Orangehead XR-97) and where the gate was (in the computer room).

Practice

Aim: to check understanding of the story

 Check understanding of the story. Use prompt questions if necessary, e.g. What was the sign on the daar? (Don't enter.) Who decided to go in? (Patrick.) Who was in there? (A robot who wonted to be master of the world.) Where was the computer programmer? (Locked in the submarine.) What did the children do? (They got him aut.) Whot happened to Orangehead? (He exploded.)

0

WB p98 Remember the story. Who hides in or on these vehicles? Write names. There is one extra picture.

Aim: to review the story

Key: 2 Patrick and Alex, 3 Extra picture, 4 Phoebe

WB p98 Complete the summary with the missing letters. Each letter of the alphabet is missing once. Tick (1) each letter when you use it in the grid below.

Aim: to check comprehension

Key: omazing, motorbikes, enter, decides, follow, robot, taking, world. Suddenly, hear, colling, help, submarine, box, job, program, dangerous, only, exactly, robots, recharging, computer, Don, quickly, saved



W8 p98 Write questions for these answers.

Aim: to review events in the story

Key (possible answers): 2 What does the sign say?
3 Where does Patrick find the box af tools? 4 What is Don's job? 5 What time do Don and the children go to the computer room?

Ending the lesson

Aim: to practise the story

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

Extension activity

Aim: to stimulate students' creativity

- Put students into pairs.
- Tell students to imagine what Don tald one of his friends the next day about why he destroyed Orangehead and who helped him.
- Pairs take turns to role play Don talking to his friend to the rest of the class.

21003

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

Thinking skills: focusing on values in a story New lenguade look like

Recycled language: language from the story Materials: CD

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

helping people

Warm-up

Aim: to review the story

 Ask questions about the story, e.g. Where were the three friends? (In a museum of the future.) What did the robot want to do? (Take over the warld.) How did the friends help Don destroy him? (They got Don out of the submarine.)

SB p99 Complete the sentences. You can use 1. 2. 3 or 4 words.

Aim: to focus students on key events in the story

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

Key (possible answers): 1 they went in, 2 with an orange head / at the computer, 3 in a submarine, 4 that he was dongerous. 5 shut down, 6 destroy Orangehead XR-97

Think

SB p99 Work in groups. Read and answer.

Aim: to give students practice with thinking laterally

Thinking skill: lateral thinking

- Focus students on the activity and elicit what they have to do.
- Put students into groups of faur.
- They read the two problems and discuss passible answers.
- Go oround the groups and prompt their thinking as appropriate.
- Elicit and discuss answers from pairs.

Key: 1 Because the two fathers are a grandfather, his san, and father's san. They are three people, but there are two fathers (the grandfather and the father), and two sons (the father and the son). 2 Because he named the robot 'Sunday'.



Think) WB p99 Match the exhibits with the rooms in the museum from 2531AD. Then write four more items.

Aim: to give students practice with categorising vocabulary

Thinking skill: categorising

Key: transport: a scooter, school: a whiteboard, furniture: a sofa, gadgets: a mobile phone



Values WB p99 Whot con we learn from the text on page 98 of the Student's Book? Colour the words.

Aim: to focus students on the value of helping people Key: Try to help your friends

3 WB p99 Choose one of the items from Activity 1. Imagine what it will look like in the year 2531AD. Draw a picture and write about it.

Aim: to enable students to apply world knowledge and write from a model

Ending the lesson

Aim: to stimulate students' personal reactions to a story

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

Extension activity

Aim: to discuss the value of helping people

- Focus on examples in the story where the children helped people (they got Don out of the submarine).
- Elicit from students why this value is important and elicit examples from the students of when they have helped people.

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

A 44.5

- to practise speaking skills
- to practise listening skills
- to practise reading skills
- to practise writing skills
- taking part in a discussion
- listening for specific information
- reading for detail
- writing a description of a job

detective, tester, ostrich, babysitter, golf, diver

eyeled longueses present simple CD

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

Your students will be oble to listen for specific information.

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

Warm-up

Aim: to activate vocabulary

- Write Jobs on the board.
- Brainstorm the jobs students know.
- Tell students that today they are going to read and talk about some unusual jobs.

SB p100 Discuss in poirs.

Aim: to activate world knowledge and encourage prediction

- Focus the students on the pictures. Elicit what they can see and check understanding of vocabulary.
- Students discuss in pairs which one they think is not real and what people do for these jabs.
- Elicit ideas but dan't give any answers.

2 18 SB p100 Listen and check your answers.

Aim: to listen for specific information

- Play the recording. Students listen and check.
- They compare their answers in pairs.

100

- Play the recording agoin. Check as a class.
- Key: Elephant dancer is not real. A pet food tester tastes cat and dog food. A fruit cleaner makes oranges and lemans bright colours. A pet detective looks for missing animals. An ostrich babysitter sits with ostriches and makes sure they don't fight or eat the eggs. A golf ball diver dives into lokes and collects golf balls.

3 5B p100 Listen again. Write t (true) or f (false). Correct the false ones.

Aim: to practise listening for detail

- Play the recording. Students correct the false sentences and compare their answers in pairs.
- Play the recording again. Check with the class.
- Key: 1 F Pet food testers never eat the food completely.
 - 2 F They clean the fruit before it goes to supermarkets. 3 T 4 F It's a pretty easy job. 5 F They resell them in the golf shops.

SB p100 Work in pairs. Think of (or make up) an unusual job. Think of what the job involves and give the job a name.

Aim: to stimulate students' creativity

- Pairs make notes about their unusual job.
- 5) SB p100 Tell the class about your unusual job and decide which is the best one.

Aim: to enable students to practise oral presentation skills

- Pairs take turns to present their job in one minute.
- The students make notes as they listen. Write the job on the board at the beginning of each presentation.
- Take a class vote for the best idea.
- 6) SB p100 Write a short text about your unusual job.

Aim: to give students practice with writing a short text

- Students use their notes from Activity 4 to write a first draft.
- Pairs swap texts and give each other feedback.
- Students write a final draft in their notebooks.

1 2004 WB p100 Listen and tick (1) the box.

Aim: to practise listening for specific information Key: 2 b. 3 c. 4 b. 5 a

Ending the lesson

Aim: to review the content of the lesson

 With baaks closed, elicit what information students remember about the jobs from SB Activity 1.

Extension activity

Aim: to encourage cooperation and peer appreciation

- Put students into groups of four.
- Students take turns to read their job descriptions.
- They discuss which they think is the best and why.



to practise speaking skills to practise reading skills to practise writing skills

taking part in a discussion reading for specific information completing a text

focusing on the values in a story firefighter, brave language from the unit Your students will be

able to take part in a discussion.

Your students will be able to read for specific information.

Your students will be able to complete a text.

accepting other people's suggestions

Warm-up

Aim: to review key language

 With Student's Books closed, elicit what jobs students can remember from the previous lesson.

SB p101 Discuss in pairs.

Aim: to give students practice in discussing their opinions

- Elicit who is in the photo (a firefighter).
- In pairs, students discuss the questions.

SB p101 Read the interview with a firefighter. Does she like her job?

Aim: to give students practice in skimming and scanning

Students read the text quickly to find out if she likes her job.

They compare answers in pairs. Check with the class. Key: Yes

SB p101 Read again and match the questions with the answers. There is one extra question.

Aim: to give students practice in reading for detail

- Students work individually and place the questions in the right place in the interview.
- They compare answers in poirs. Check with the class.

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



SB p101 Think of three more jobs. Are they usually done by men or women? What do you think about that?

Aim: to encourage students to apply world knowledge and to give opinions

- Students work in groups. They think of three jobs and discuss who usually does them and what they think about that.
- Open the discussion to the class.

WB p101 Work with a partner. One of you uses picture A, the other one looks at picture B. Don't look at each other's pictures. Talk about the picture and find the differences.

Aim: to practise paying close attention

Key: In picture A on old man is reading a magazine. In picture B he is listening to music. In picture A there is a dog behind a tree. In picture B the dag is standing next to the tree. In picture A four boys are playing football. In picture B four boys are playing volleyball. In picture A there is a boat in the pand. In picture B there are two boats in the pond. In picture A there is a plane in the sky. In picture B there is a helicopter in the sky.



WB p101 Complete the story with five words from the box.

Aim: to focus on the value of accepting other people's suggestions

Key: 2 rain. 3 great. 4 opened. 5 behind



3 WB p101 Now choose the best name for the story. Tick (✓) one box.

Aim: to enable students to practise reading skills Key: The birthdoy present

Ending the lesson

Aim: to review the story

Elicit the main points of the story in WB Activity 2.

Extension activity

Aim: to discuss the value of accepting other people's suggestions

- Focus on the point in the story where the boy didn't accept his friends' suggestions and what happened.
- Elicit from students examples of when they have accepted friends' suggestions and it has been helpful.

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

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Aims

to integrate other areas of the curriculum through English: Maths

third, quarter

units of Super Minds Level 5

Your students will be able to use known languoge to talk about Maths in English.

Warm-up

Aim: to introduce the topic of Maths and fractions

- Write a fraction on the board, e.g. ¾. Ask students what this is (a fraction) and what subject they use it in (Maths).
- Find out whose favourite subject is Maths.
- Tell students they are going to learn to talk about Maths in English.

SB p102 Read the ticket and choose the correct answers.

Aim: to activate students' understanding and prior knowledge

- Focus students on the information about the Museum of History. Read it through with the class.
- Read the activity instructions and check students know what to do.
- They answer the two questions individually and then check in pairs.
- Elicit answers from the class.
- Key: 1 c, 2 a

I SB p102 Read the sentences and write the fractions.

Aim: to extend students' understanding of the topic

- Read the activity instructions with the class. Check students know what to do.
- Pre-teach / check understanding of holf, third, quarter, fifth.
- They write the fractions individually and then compare what they have written in pairs.
- Check with the class by osking students to come and write the answers on the board.

Key: 1 1/2. 2 1/3. 3 1/4. 4 1/5

SB p102 Look at the pictures. Write the words and then the numbers.

Aim: to give students further practice with reading and writing about Maths in English

- Focus students an the pictures and on the wards in the box. Elicit whot these words mean and their pronunciatian.
- Students do the tosk individually and then check in pairs.
- Check with the closs by asking students to come and write the answers on the board.

Key: 1 ninths 1/9, 2 sixths 1/6, 3 tenths 1/10, 4 sevenths 1/7

1 WB p102 Write the fractions.

Aim: to give students further practice with fractions

Key: b five eighths, c a holf, d two quarters, e three sixths, f five sixths, g faur ninths, h one sixth, i two halves, j three eighths, k two fifths, l two quarters

WB p102 Read and think. Write the answers.

Aim: to give students practice with numerical calculations

Thinking skills: numerical calculations, understanding fractions

Key: 2 nine, 3 twenty, 4 four, 5 twelve, 6 six

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've learnt about:
- Elicit from students what they learnt about today, e.g. Maths and how to talk about fractions in English.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to extend their understanding of the topic

 In pairs or individually, students write ar draw problems as in WB Activities 1 and 2 far other students to solve.

T102



to extend the focus on Maths through English to enable students to complete a project spend (time)

Maths and fractions

a charts paper to make pie charts

Your students will be able to talk about Maths in English.

Your students will be able to complete a project.

Warm-up

Aim: to review Maths and fractions

- With Student's Books closed, write some fractions, e.g. ¾, on the board. Ask students how we say them in English.
- Draw some shapes and colour in part of them (as in SB Activity 1) and ask students to tell you how much of the figure is coloured in.

SB p103 Read and colour.

Aim: to extend students' understanding of fractions

- Students do the task individually and then check in pairs.
- Elicit and discuss answers as a class. Invite students to come to the board and draw and shade in the figures.

Isok at the coins and discuss in pairs.

Aim: to encourage students to apply their understanding

Thinking skill: applying world knowledge

- Focus students an the three questions. They discuss them in pairs.
- Open the discussion to the class. Demonstrate the answers using shapes to show how some fractions represent the same thing.
- Key: 1 They are the same. 2 One quarter. 3 seven eighths, two thirds, twa quarters / five tenths, two ninths

B 58 p103 Read, write the prices and onswer the questions.

Aim: to give students proctice with reading skills

- Have students read 1) and 2) aloud around the closs.
- Students write the answers to the three questions.
- They compare answers in pairs. Check with the class.
- Key: 1 £2. 2 £6. 3 They spent the some amount (both £6).

SB p103 My weekend in fractions.

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

- Draw a pie chart on the board and show how they might divide and colour it.
- Brainstorm weekend activities and create a word map.
- Each student chooses a maximum of eight weekend activities and decides how much time they spend doing them.
- Students create their pie charts.
- Students display and compare their charts.
- Elicit and discuss the different activities as a class.



WB p103 Read, think and complete the tables.

Aim: to give students further practice with Maths

Thinking skills: numerical calculations, understanding fractians

Key: Rick: 4, Barbara: 2, Kylie: 2; Pears: 14, Peaches: 6, Plums: 4, Bananas: 4

2) WB p103 Read and colour the sections.

Aim: to give students further practice with the topic

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've ...
- Elicit from students what they learnt todoy, e.g. learnt more about fractions and I have completed a project about my weekend.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

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

Alman

- to consolidate language from the unit
- to develop interactive speaking skills
- New language: exhibition, queue

language from the unit, transport vocabulary

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

Warm-up

Aim: to review museum vocabulary

- Write Museum an the board.
- Elicit from students all the words they can think of connected to this topic, e.g. *exhibition, ticket office, ticket, café.*
- Write them on the board to create a word map.

1 SB p104 Work in pairs. Choose a role card.

Aim: to prepore and plan for a role play

- Tell students they are going to act aut a short phone dialogue between someone who wants to visit the museum and the person at the museum information desk.
- Read through the information on the role cards with the class.
- Check they understand the vocabulary and that they know what to do.
- In their pairs, students each choose their role card.
- Elicit full examples af the useful language, e.g. Is the exhibition still on? How much are the tickets at weekends?
- Make sure pairs know what to do ond what longuage they need to use.
- Pairs compose a short rale play. Monitor each pair and help as necessary.
- Students practise their role plays so that they can perform them without reading the text.
- Remind students to refer to their improvement points from the last role play.

2 SB p104 Act out your dialogue.

Aim: to practise interactive speaking skills

- Pairs take turns to perform their short dialogues for the closs.
- The class decides which of the dialogues is the best.



WB p104 Choose six words or phrases to complete the sentences.

Aim: to review language from the unit

Key: 2 father says, 3 will, 4 will she do, 5 if Jane, 6 don't do

2 WB p104 There is a word missing from these sentences. Write each sentence with a word from the box in the correct place.

Aim: to review sentence structure

Key: 2 If she's bored, the robot will play the piano for her. 3 What will you say if he asks us obout the party?
4 If it rains tomorrow, we will stay at home. 5 If we

- win the match on Saturday, we will have a big party. 6 What will you do if your computer stops working?
- (3) WB p104 Complete the sentences with your

own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review functional longuage from the lesson

 Have two or three volunteer pairs perform their dialagues from the lessan agoin.

Extension activity

Aim: to develop reflective skills

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

(T104)



to consolidate language from the unit to raise awareness of writing an advertisement *universe, in trouble, fancy* language from the unit students' portfolios

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

Your students will be able to plan and write a short advertisement.

Warm-up

Aim: to review the topic of portfolios

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

SB p105 Read this advertisement for a robot and answer the questions below.

Aim: to review language from the unit

- · Focus students on the text.
- Elicit what type of text it is (an advert) and what it is for (a robot).
- Focus students on the questions and read them through as a class.
- Students read the text individually and silently and onswer the questions. They compare answers in pairs.
- Read the text through as a class ond check the answers to the questions.
- Check understanding of vocabulary.
- Key: 1 Because it's the most exciting robot in the universe.
 2 It will make you happy. 3 It will help you. 4 It will bring an umbrella for you.

2 SB p105 Imagine you are a scientist and are going to build a fancy robot. Write an advertisement for your robot.

Aim: to give students practice writing an advert

- Read through the activity instructions with the class and check students know what to do.
- Check understanding af fancy.
- Brainstarm ideas for things the rabot will do, if necessary.
- Read through and discuss the Tips for writers with the class.
- Students work individually. They make notes using Tips for writers as a guide.

- Go around the class to check. Help as appropriate.
- Students write the first draft of their advertisements.
- Students swap advertisements in pairs and give each other feedback.
- Students write a final draft of their advertisements for their portfolios.
- Students turn to the My portfolio writing practice section on page 125 of the Workbook.
- Work through the exercises with the class.

1 WB p105 Find and write the words.

Aim: to practise spelling

Key: dentist, engineer, firefighter, fractions, farmer

WB p105 Complete the sentences with the words from Activity 1.

Aim: to review unit vocabulary

Key: 2 dentist, 3 engineer, 4 former, 5 firefighter, 6 fractions

Imagine that you and your friend went for a drive with your robot. Write what happened.

Aim: to practise writing skills

Ending the lesson

Aim: to enable students to express their preferences

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

Extension activity

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

- Put students into groups of four.
- They look through each page of Unit 8. at their vocabulary books and ot their portfolios and discuss what they have learnt in this unit.
- Encourage students to talk about what they have learnt and are good at, as well as what they need to improve.

9 Mystery at sea

Aims

- to present and practise ship vocabulary
- to give students listening practice

New Janeu oger sail, mast, captain, lifeboat, porthole, cabin, barameter, rat, sailor, mystery, seasick, century

units and levels of Super Minds

Materials: CD

able to talk about ships and the sea.

Warm-up

Aim: to introduce the topic of ships and the sea

- Draw a picture of a ship on the board. Elicit what it is.
- Ask if any students have been on a ship.
- Find out where they went ond if they liked it.
- If no students have been on a ship, ask if they would like to and what they would like about it.

Presentation

Aim: to present ship vocabulary

- Read the text of the tap of the page with the closs. Check understanding.
- Use the picture in the Student's Book to further set the context and to present the vocobulary.
- Say each word far students to repeat.
- Check students understand the meanings of all the words.
- Elicit what students think is happening in the picture.
- Elicit where the three friends were before this (in o museum of the future) and how they left there (through the gate in the computer room).

SB p106 Listen and say the words. Check with your partner.

Aim: to practise new vocabulory

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

SB p106 Read, listen and complete the sentences.

Aim: to practise listening

- Read the sentence stems aloud with the closs.
- Check understanding. Encourage students to try to predict/remember how to complete the sentences.
- Play the recording. Students listen to find the answers.
- They check in pairs.
- Play the recording again. Check with the class.
- Key: 1 older, 2 captoin, mast, 3 hide, 4 cabin, porthole

3 SB p106 Choose a word. Describe it far your partner to guess.

Aim: to give students practice with the new vocabulary

- Demonstrate the activity with the class, using open pairs.
- Student A gives a definition of a word but doesn't say the word.
- Students then do the activity in closed pairs.
- Monitor poirs as they do the activity.
- Elicit some examples from different pairs.



WB p106 Read the sentences. Do the puzzle.

Aim: to practise writing the new vocabulary

Key: Across: 4 captain, 6 borameter, 8 rat, 9 soil; Down: 1 lifeboat, 3 cabin, 5 porthole, 7 mast



2 WB p106 Look at the picture. How many objects are there?

Aim: to give practice with using the new vocabulary in context

Key: 2 six, 3 five, 4 three, 5 eight, 6 one, 7 three

Ending the lesson

Aim: to review vocobulary from the lesson

- Play the game again from SB Activity 3.
- Play in open pairs with books closed.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the nine new vocabulary items in their vocabulary books.
- For each item, they draw a picture and write a short definition, e.g. A porthole is the window in a ship. It is round.

(T106)

Almis:

- to present the present perfect with already and yet
- to give students speaking practice

New language: crozy

Recycled language: ship vocabulary, countries

Makenials: CD, world map, coins

be able to use the present perfect with *already* and yet.

Warm-up

Aim: to review countries

- Use the map of the world to elicit the names of different countries.
- Write about ten countries on the board.

Presentation

Aim: to present the present perfect with already and yet

- Say the countries from the worm-up one by one. Ask students to put up their hands if they have been there.
- Say to a student who has not put up his/her hand, e.g. (Name), you haven't visited France yet. Say to a student who has put up his/her hand, e.g. (Name), you've already been to France.
- Write the two sentences on the board. Underline already and yet.
- Ask students which sentence tells them something has happened (*already*), and which one tells them it hasn't happened, but could do soon (yet).
- Focus students on the position of the two words.

SB p107 Read Poul's webpage. Tick (/) or cross (X) the flags of the places he has visited.

Aim: to practise reading for specific information

- Elicit haw many flags students recognise.
- Students read the text and mark the flags.
- They compore answers in pairs.

Key: ✓ 1 USA, 2 Mexico, 4 Brazil, 5 Chile, 7 Spain. 8 UK, 11 China, 12 India

2 3 SB p107 Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in charus.
- Students take turns to practise all the sentences in pairs.
- Students turn to the Grammar focus section on page 127 of the Student's Boak.
- Work through the other examples with the class.
- Students complete the exercise individually.

Key: 1 She hasn't been to London yet. 2 They've already found the money. 3 I haven't tald you yet. 4 We've already read all the books. 5 You haven't done the shopping yet.

3) SB p107 Play the coin tossing game.

Aim: to give students practice with the new language

- Decide with the class which side of the coin is already and which side is yet.
- Demonstrate the octivity. Toss the coin so it londs on the squares.
- Depending on which side the coin lands, a student says a sentence, e.g. I haven't done my homework yet. / I've already done my homewark.
- Students ploy the game in pairs.

1 2 WB p107 Listen and circle.

Aim: to give students practice with past participles

Key: 2 been, 3 opened, 4 talk, 5 done, 6 walked

WB p107 Read and write the words. Use already and the present perfect form of the verbs from the box.

Aim: to give practice with present perfect with already

Key: 2 has already opened. 3 have already dane.
4 have already hod. 5 have already seen. 6 has already listened. 7 has already talked. 8 has already been

I WB p107 It's Don's birthday. Write sentences about the things he has already done or hosn't done yet.

Aim: to give students writing practice with present perfect with *already* and *yet*

Key: 2 He has already read all his birthday cards. 3 He has already opened his birthday presents. 4 He hasn't tidied away all the paper yet. 5 He hasn't played his new game yet. 6 He has already talked an the phone to his best friend.

WB p107 Read the poem. Write your own.

Aim: to give students practice with writing skills

Ending the lesson

Aim: to practise key language from the lesson

Play the game again from SB Activity 3 as a class.

Extension activity

Aim: to review language from the lesson

- In groups, students read out their paems.
- If a student says samething that another student has written, the other student says Snap!

410055

- to sing a song with the class
- to present different spellings of the /u/ phoneme, as in book, would and put

tin whistle

past simple

Materials: CD

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

Your students will be able to identify and say words containing the /o/ sound, controsting it with words with the /u:/ sound.

Warm-up

Aim: to review ship vocabulary

- Write Ships and the sea on the board and draw a circle around it.
- Elicit the vocabulary from the unit os you create a mind map.
- Make sure students have their books closed.

1 SB p108 Listen and write the rhyming words. Then sing the song.

Aim: to sing a song with the class

- Play the recording. Students listen and write the words in the song.
- Students check in pairs. Check with the class.
- Play the recording again, pousing ofter each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Use the karaoke version of the song for students to sing in groups.
- Key: 1 ride, 2 side, 3 in, 4 swim. 5 see, 6 me, 7 sails, 8 whale, 9 sea, 10 me

2 58 p108 Listen and say the dialogue.

Aim: to identify and say words with the /o/ sound in *look, put* and *should*

Intonation: tactful criticism (Woody) and disagreement (Cookie)

- Remind students that words con have different spellings for the same sound. Write <u>look</u>, <u>put</u> and <u>should</u> an the boord as examples.
- Play the recording. Students listen, read and repeat.

- Divide the class so that one half is Woody and the other half Cookie. The class says the dialogue twice, exchanging roles.
- Students practise the dialogue in pairs.
- WB p108 Remember the song. Complete the words from the song to find where Grandma was.

Aim: to practise memorisation

Key: telescope, Grandma, fish, front, ogain, captain, anchor, whale, boat, sail, rubbed, drop, sea Feeding the birds

2 WB p10B Listen and write the numbers.

Aim: to give students practice with listening skills **Key** (from left to right): 6, (1), 7, 2, 5, 3, 4

3 29 WB p108 Listen and say the words.

Aim: to show the long ond short sounds of oa

WB p108 Write the words in the columns.

Aim: to practise the different sounds in *foot* and *boot* and identify some different spellings

Key: foot: should, woman, pull, wood, would, stood, took: boot: rule, saup, choose, glue, pool, school, blew

5 30 W8 p108 Listen, check and say the words.

Aim: to give students listening and speaking practice

Ending the lesson

Aim: to review and extend /u/ and /u:/ vowel work

- Write the following longer-sylloble words in random order on the board: /u/ sound: football, colourful, womon, bookshelf, shouldn't; /u:/ sounds: chewing gum, toothpaste, computer, newspaper, fruit juice.
- In poirs, students decide which words have the /o/ and which the /u:/ sounds, writing them in separate columns headed foot and boot.

Extension activity

Aim: to activate students' imaginations

- In groups, students write a new verse for the song, using the rhyming words from SB Activity 1 to help them.
- They practise their new song in their groups.
- Students either perform their songs for the class ar write them on poster paper.



to present and practise present perfect questions with yet

to practise speaking skills

New Jon chieses sweep

Recycles lange ega actions

Marker field: CD

able to ask questions using the present perfect with yet.

Warm-up

Aim: to activate vocabulary

- Write School days on the board.
- Elicit about six typical activities students do on school days, e.g. do homewark, walk the dog, get the shopping, help in the house.
- Write them on the board.

Presentation

Aim: to present present perfect questions with yet

- Point to one of the activities on the board and ask a question, e.g. Have you wolked the dog yet today? A student responds Yes, I have / No, I haven't.
- Have a student ask another question of another student, using one of the activities on the board.
- Continue the activity using open poirs.

1 SB p109 Listen. Complete the dialogues with the words from the box. Match the dialogues to the pictures.

Aim: to practise present perfect questions with yet

- Elicit who students can see in the small pictures (a sailor and a captain).
- Play the recording. Students listen and number the pictures.
- **Key:** 1 cabin. 2 dinner, soup. 3 parrot, bath, 4 kitchen, dishes

2 SB p109 Listen and say the questions and answers.

- Play the recording. Students listen and repeat.
- Students take turns to practise the dialogues in pairs.
- Students turn to the Grammar focus section on page 127 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise and check in pairs.
- **Key:** 1 cleaned, I've already done it, 2 eaten, I haven't eaten/done it yet. 3 done, I've already done it, 4 tidied, I haven't done it yet

SB p109 Play the housework game. Find out what your partner has or hasn't done this week.

Aim: to give students further practice with the new language

Students do the activity in pairs.



1) WB p109 Make sentences and questions.

Aim: to give students further practice with the new language

Key: 2 I have already tried out Mia's new bike. 3 Have you seen the new *Treasure Island* film yet? 4 I have already tidied my room.



WB p109 Read and write the answers.

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

Key: 2 No, I haven't been to New York yet, but I have already been to Los Angeles. 3 No, I haven't fed the cat yet, but I have already tidied my bedroom. 4 No, I haven't done my Maths homework yet, but I have already done my English homework. 5 No, the Bensans haven't sold their house yet, but they have already sold their cor.

B) WB p109 Look and write.

Aim: to extend students' understanding of the new language

Key: 2 The Dalphin has already got home, but The Shark hasn't got home yet. **3** She has already sent her email, but he hasn't sent his email yet. **4** He has already opened his present, but she hasn't opened her present yet. **5** She's already seen some fish, but she hasn't seen a whale yet.

Ending the lesson

Aim: to review grammar from the lesson

 In pairs, students ask and answer about jobs around the house using yet.

Extension activity

Aim: to consolidate the new language

 Students write in their notebooks the jobs around the house they have already done this week and the things they haven't done yet.

Aims:

- to present a story
- to develop reading skills
- New languages lock (v), incredible, journey

characters and language from the story, ship vocabulary

Misterials: CD

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

Your students will be able to do a role play.

Warm-up

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

- Write Phoebe, Alex and Patrick on the board.
- Elicit what students remember about them fram this and the previous units.
- Give prompts if necessary, e.g. science lab. experiments, Mr Davis, the gate, Pompeji (the past), rainforest (the present), a rock concert (the past), space restaurant (the future), the Wild West (the post), Istanbul (the present), London's Globe Theatre (the post), The Museum of the Future (2531), The Mary Celeste (the past).

SB pp110-111 Go through the text quickly and find answers to the questions.

Aim: to give students practice with skimming and scanning

- Read the activity instructions and the two questions with the class. Check they know what to do.
- Give the students a time limit, e.g. two minutes, for reading the text quickly and finding the answers.
- Students compare their answers in pairs.

SB pp110-111 Read and listen to the story to check your onswers.

Aim: to present a story and to develop reading skills

- Play the recording. Students read and listen to check their onswers.
- Discuss with the class.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (The children stepped through the yellow gate and arrived back in their playground before the Science lesson) and where the gate was (on the ship).

Practice

Aim: to check understanding of the story

. Check understanding of the story. Use prompt questions if necessary, e.g. Where did the children hide? (In a lifeboat.) Who found them? (The sailors.) What did they find in the coptain's cabin? (His diary.) What did Patrick see out of the porthole? (A green gate.) Who walked into the green gate and disappeared? (One of the sailars.) Who remembered the true story of the Mary Celeste? (Alex.)



WB p110 Remember the story. Look at the pictures and complete the text.

Aim: to review the story

Key: 2 sailors, 3 captain, 4 cabin, 5 diary, 6 porthole, 7 table, 8 playground

WB p110 Read the text in Activity 1 again. Who (or what) do the underlined words refer to?

Aim: to check comprehension

Key: 2 the captain, 3 The diary, 4 Alex and Phaebe. 5 the green lights, 6 the ship, 7 the yellow gate.

- 8 Alex. Phoebe and Patrick



Aim: to review events in the story

Key: 2 Because Patrick sneezes. 3 They read the captain's diary. 4 Because he can see a green light. 5 Because the sailors disappeared when they walked into them.

6 Because they arrive before the Science lesson.

Ending the lesson

Aim: to practise the story

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

Extension activity

Aim: to stimulate students' creativity

- Put students into threes.
- Tell students to imagine what Alex, Phaebe and Patrick decide to tell their friends when they get back to school.
- Threes take turns to role play the three friends discussing what to tell their friends.



to practise reading for specific information to identify key events in a story New longuages the wrong way, UFO, alien icled tanguage: language from the story to be shall CD Your students will be

able to interpret deeper meaning from a story.

Warm-up

Aim: to review the story

 Ask questions about the story, e.q. Where were the three friends? (On a ship.) What did they find? (The captain's diory.) What did Patrick see out of the porthole? (A green light.) Did the friends walk into the green light? (No, they went into the yellow light.)

3) SB p111 Match the sentence halves to make the summary.

Aim: to focus students on key events in the story

- Play the recording of the story again. Students listen and/or follow it in their Student's Books.
- Make sure students know what to do.
- They motch the sentence halves. Remind them to look back at the text to check.
- They compare their onswers in pairs.
- Check with the closs.

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

SB p111 Read and add another onswer for each question. Then choose the best answer.

Aim: to give students proctice with imagination

Thinking skill: imaginative interpretation of a text

- Focus students an the activity and elicit what they have to do.
- Do the first one as an example. Elicit possibilities from the students.
- Students odd another possible answer for each one.
- They swap Student's Books and then choose the best answer in their partner's book.
- They swap books back again and share ideas on which explanations they like best.
- Discuss students' ideas as a class.

1 WB p111 Read the captain's diary and write the words.

Aim: to give students practice with gap filling

Key: 2 couldn't, 3 ship, 4 were, 5 smoke, 6 at, 7 explosion, 8 morning, 9 ship



(IMMA) WB p111 Imagine you are the captain. Write a message in a bottle.

Aim: to stimulate students' creativity

Thinking skill: creative thinking

WB p111 What places/times would you like the children to visit? Write a list.

Aim: to enable students to apply world knowledge and to give opinions

Ending the lesson

Aim: to stimulate students' personal reactions to a story

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

Extension activity

Aim: to discuss and share ideas

- Put students into groups of four.
- They talk about the list of places they wrote far WB Activity 3. For each place, they give reasons why they would like the children to visit it.
- The group of four then chaose the four best ideas in their group.
- Elicit these four ideas from each group and discuss as a class.



- to practise speaking skills
- to practise reading skills
- Skills
- reading for specific information
- taking part in a discussion

truth, weird, Bermuda Triangle, Florida, Bermuda, Puerto Rico, disappear, mysterious, cause (v), whirlpool, on board

Resulted know and present simple

Your students will be able to read for specific information.

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

Warm-up

Aim: to activate vocabulary

- Write Mary Celeste on the board.
- Brainstorm what students remember about the story of the ship and what happened to the crew.
- Elicit if they know of any other mysteries like this.

SB p112 Read the orticle and match the questions from the box with the answers.

Aim: to activate world knowledge and practise reading skills

- Focus the students an the pictures. Elicit what they can see and check understanding of vocabulary.
- Read the octivity instructions with the class and check they know what to do.
- Read the orticle aloud around the class. Discuss each section to check understanding.
- In pairs, students decide where each question goes.
- Check os a class.
- **Key:** 1 What is it? 2 Where is it? 3 What has happened there? 4 So what's the truth?

2) 58 p112 Read again and correct the sentences.

Aim: to read for detail

- Read the questions with the class and check students know what to do.
- Students re-read the text silently to correct the sentences.
- They compare their answers in pairs.
- Check and discuss os a closs.
- Key: 1 The Bermuda Triangle is in the Atlantic Ocean.
 2 Ships and planes disappear in the area. 3 The US Cyclaps was a ship. 4 In 1945, a group of fighter planes.

disappeared in the area. 5 A lot of ships sail in the area. 6 The weather is not olways good in the area.

3 SB p112 Discuss in pairs. What do you think?

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

- Check students understand what to do. Elicit complete sentences using the prompts.
- Put students into pairs.
- Monitor the pairs and prompt their discussions if necessary.
- Open the discussion to the whole class.
- Try to include as many students os you can in this apen discussion.

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WB p112 Look and read. Write words to complete the sentences about the story.

Aim: to practise reading for specific information

Key: 2 was ten. 3 one brother, 4 60 people, 5 broke, 6 get into the lifeboat, 7 saved, 8 presents

Ending the lesson

Aim: to review the content of the lesson

- With books closed, elicit what information students remember about the story in the WB.
- Ask Do you think Grace was brave? Would you do the some thing?

Extension activity

Aim: to give students practice in writing about their apinians

- Students write a short text giving their opinions about the Bermuda Triangle. They use points from the discussion in SB Activity 3.
- Poirs swap texts and give each other feedback.
- Students then write a final draft of their own texts.





to practise listening skills to practise writing skills

listening for specific information writing about a picture

manster, Kraken, octopus

Recycled language: language from the unit Materials: CD

able to listen for specific information. Your students will be able to write a short text about a picture.

Warm-up

Aim: to review key language

 With Student's Books closed, elicit what students can remember about the mysteries from the previous lesson.

SB p113 Listen to the radio show Mysteries of the Deep and write the names of the creatures under the pictures.

Aim: to give students practice in listening for specific information

- Focus students on the pictures and elicit what they can see (monsters and sea creatures). Ask if students know the names of any of them.
- Focus students on the names in the box and on the activity instructions. Check they know what to do.
- Play the recording. Students listen and label the pictures. They compare their answers in pairs.
- Play the recording again if necessary.
- Check with the class.

Key: 1 Kraken, 2 Loch Ness monster, 3 mermaids

2 35 SB p113 Listen again and write the names of the creatures next to the sentences.

Aim: to give students practice with listening for detail

- Focus students on the activity instructions.
- Check they know what to do. Read the sentences through with the class and give them time to try to predict the answers.
- Play the recording ogain. Students write the answers and check in pairs.
- Play the recording again.
- Check with the class.

Key: 1 Kraken, 2 Loch Ness monster, 3 mermaids. 4 Loch Ness monster, 5 Kraken, 6 mermaids

SB p113 Draw a picture of a sea monster. Give it a name and write a few sentences about it.

Aim: to give students practice in writing from a model

- Read the activity instructions with the class. Check students know what to do.
- Students work individually. Give a time limit for students to draw their sea monsters first.
- Students then write about their monsters. Go around the class and help with vocabulary as appropriate.



Aim: to give students practice with sentence structure Key: 2 e, 3 a, 4 b, 5 d, 6 f

WB p113 Write about the 'Jammlup' and say what it does.

Aim: to give students practice with writing a description



WB p113 Look and read. Is the diver lying?

Aim: to stimulate students to think laterally

Thinking skills: lateral thinking

Key: Yes, the diver is lying. In the year 312BC they did not know it was 'BC' yet.

Ending the lesson

Aim: to review the story

- Elicit what students remember about the three mansters and sea creatures from SB Activity 1.
- Ask them which they think is the best one and why.

Extension activity

Aim: to enable students to share ideas and give feedback

- Put students into groups of six.
- They take turns to read about the Jammlup from WB Activity 2.
- They decide which parts of each text they like best and then produce a composite text from the group.
- Each group takes turns to read out their composite text to the class.
- The class votes for the best one.

to integrate other areas of the curriculum through English: Geography

Thinking skills: values

New language: salty, border (v)

language from previous units of Super Minds Level 5

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

Volum learning about the environment

Warm-up

Aim: to introduce the topic of Geography and the oceans and seas

- Brainstorm with the class as many names of oceans and seas as they know.
- Ask them if they know how much of the Earth is covered by water.

SB p114 Read and write the names of the oceans on the map above.

Aim: to activate students' understanding and prior knowledae

- Focus students on the text. Tell them to skim the beginning of the text to find out how much of the Earth is covered by water (70%).
- Read the activity instructions with the class and check understanding.
- First students discuss in poirs and try to remember the names of the oceans and seas.
- Then they read the text to find the information and label the map.
- Poirs compare their answers with other pairs.
- Check with the class.

Key: 1 Arctic Ocean, 2 Atlantic Ocean, 3 Pocific Ocean, 4 Indian Ocean, 5 Southern Ocean

SB p114 Match the seas from the box to the map below.

Aim: to extend students' understanding of the topic

- Focus students on the map and on the activity instructions.
- Check students know what to do.
- Provide them with reference books ond/or the Internet.
- In pairs, they find out where the seas are.
- Pairs check with other pairs.
- Check with the class.

Key: 1 the Aral Sea, 2 the Caspian Sea, 3 the Sea of Azav, 4 Mediterroneon Sea, 5 the Black Sea



WB p114 Underline the mistakes and correct the sentences.

Aim: to give students further practice with the topic

Key: Oceans cover about 70% of Earth's surface. They contain more than 90% of Earth's water. There are five oceans. The smallest is the Arctic Ocean around the North Pole. The biggest is the Pacific Ocean between Asia and America. The Atlantic Ocean lies between west Africa and Europe and North and South Americo. The Indian Ocean borders east Africa, south Asia, west Austrolia and Antarctica. Finally, there is the Southern Ocean, which is around Antarctica.



Wallies) WB p114 Read and answer the questions.

Aim: to focus on the value of learning about the environment

Key: 2 It is more than twice the size of France. 3 They die slowly. 4 You shouldn't throw things made of plastic into the water.

3 WB p114 Look at the pictures. Write the stary.

Aim: to give students practice with writing a story

Key (sample answer): The bag floated down into the water where there were lots of little fish. A big hungry fish swam along. It opened its mouth to eat the little fish and ate the bag as well. The bag went into the fish's stomach and it died slowly.

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've learnt about:
- Elicit from students what they learnt about today. e.g. seas and oceans around the world, what they are called, where they ore and haw important it is to look after the environment.
- Write it on the board. Students copy it into their notebooks.

Extension activitu

Aim: to enable students to extend their understanding of the topic

- In groups of four, students take turns to read each other's stories from WB Activity 3.
- They say which stary they like best and why.



Aims:

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

New longuage: eventually, flow, evaporate, trench

Recycled lenguages topic of Geography and the seas and oceans

sheets of paper, coloured pens

able to talk about Geography in English.

Your students will be able to complete a project.

Warm-up

Aim: to review Geography and the seas and oceans

 With Student's Books closed, elicit what students remember about the seas and oceans from the previous lesson.

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SB p115 Look and read. Why are seas saltier than rivers?

Aim: to extend students' understanding of the topic

Thinking skill: applying world knowledge

- Focus students an the picture for Activity 1. Elicit what they can see.
- Read the activity instructions and question.
- Tell them to read the text quickly to find the answer.
- Students compare their answers in pairs.
- Check with the class.
- Read the smart fact with the class and check understanding.
- **Key:** Because salt travels down from the rivers into the sea.

Project) SB p115 Research a river.

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

- Read the project prompt questions and steps with the class and check they understand what to do.
- Supply students with the materials they need. Place them on a table at the frant of the class and tell them to come and get them when they need them and replace them when they have finished.
- Brainstorm/list names of rivers if appropriate.
- Set a time limit for each phase of the project and write it on the board.
- Students work individually.

- Go oround the class and check students' work. Give help or advice as appropriate.
- Students write their texts and camplete and label their maps.
- Students display their work in the classroom.



Aim: to give students further practice with the topic Key: 4, 2, 3, 1

WB p115 Use the Internet to find the answers to these river questions.

Aim: to enable students to practise research skills

Key: 1 Nile, 2 Antarctica, 3 Hudson, 4 Asia, 5 Rhine, 6 Huang He, 7 Amazon, 8 Mississippi

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've ...
- Elicit from students what they learnt about today, e.g. learnt more about oceans and seas and about evaporation and I've completed a project about a river.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

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

Alms

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

Ising using a unexplained

Recycled language: language from the unit Makenials: CD, materials for the mini presentation Your students will be able to prepare and present a small group talk.

Warm-up

Aim: to review vocabulary for mysteries

- Write Mysteries on the board.
- Broinstorm mysteries students read about.
- Elicit other ones they know and write them up.

1 36 J SB p116 Listen to Ruby, Mike and Sue talking about UFOs. Put these key words in the order you hear them.

Aim: to give students listening practice

- Play the recording. Students listen and number the key words in the order they hear them.
- Students compare their onswers in pairs.
- Play the recording again if necessary. Check with the class.

Key: 1 UFO, 2 farmer, 3 scientist, 4 little green men

2 37 SB p116 Listen again and answer the questions.

Aim: to provide a model far the presentations

- In pairs, students try to remember the onswers from the previous listening.
- Ploy the recording again.
- Students listen for the information and compare in pairs.
- Elicit and discuss with students why the listening is a useful model for their presentations.
- Read the Tips for presenters through with the class.
- Key: 1 UFOs. 2 Mike tells the story of the former who saw a bright object land and then disoppear. 3 Sue says that nobody has ever found a UFO and that there is no clear photo of a UFO.

Preparing for and delivering small-group talks

Aim: to collaborate with other students and to give a small-group talk

 Focus students on Find out about it. Give them a time limit.

- Focus students on Prepare it. Give them a time limit.
- Monitor groups as they prepare their tolks.
- Focus students on Present it. Give them a time limit. This may hoppen over more than one lesson.
- Set a listening task for the students who are listening. to keep them focused, e.g. Write down two pieces of information that reolly interested you.
- Re-read the Tips for presenters through with the closs.
- Remind students to look at the nates they made after their lost presentation on what they wanted to improve.
- Groups take turns to present their talks.
- After each presentation, go around the class to get feedback on the listening task.

WB p116 Make three sentences with the phrases in the diamond. Use three different phrases in each sentence.

Aim: to review language from the unit

Key: done the shopping yet? James has not tidied his bedroom yet. I have already read two books this week.



2 WB p116 Draw lines and complete the sentences with the words from the box.

Aim: to review sentence structure

Key: 2 Have they seen the new film yet? 3 I haven't eaten my soup yet. 4 Hove you tidied up your bedroom yet? 5 He's been to the USA, but he hasn't been to New York yet. 6 We hoven't done our homework yet.

WB p116 Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review language from the unit

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

Extension activity

Aim: to develop reflective skills

- Give students your feedback on their group talks. Moke general points.
- In groups, students discuss how they think their awn talks went and what they will do next time to improve them.
- Each student writes these improvement points in their notebook for the next presentation.



Alms

to consolidate language from the unit to raise awareness of using connectors when writing a summary

Non-Longue on accident, summary, episode, kids Recycled Isingue and language from the unit Moderals: students' portfolios

able to use language from the unit to make a section for their portfolios.

Your students will be able to plan and write a summary using connectors.

Warm-up

Aim: to review the topic of portfolios

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

SB p117 Read the summary of the first four episodes of the Time Travellers and complete with the words from the box. Use each word twice.

Aim: to review language from the story

- Elicit what type of text it is (a summary) and what it is a summary af (the Time Travellers story).
- Students read and put the words into the gaps.
- They compare answers in pairs. Check as a closs.

Key: 1 ond, 2 so, 3 but, 4 because, 5 and, 6 so, 7 because, 8 but

SB p117 Read the summary of the next three episodes. Write it again and use and, so, but and because to put together the sentence pairs thot ore marked in colour.

Aim: to give students practice using connectors

- In pairs, students decide which connectors to use.
- Students then rewrite the whole text in their notebooks, adding the connectors to the colour coded sentences.
- **Key:** The waiter tells them that the meal costs 60,000 goldstars, but the children don't have any money. He doesn't do onything because he is scored of the robbers. The sheriff arrests them and the kids disappear through the gateway. She is lost, so the boys try to find her.

2 SB p117 Write a summary of the final three episodes af the Time Trovellers. Use and, so, but and because to put sentences together.

Aim: to give students proctice in writing a summary

 Brainstorm the main events from the last three episodes of the Time Trovellers. Create a word mop on the board.

- Read through and discuss the Tips for writers.
- Students make notes.
- Students write the first draft of their summaries.
- Students swap summaries in pairs and give feedback.
- Students write a final draft far their portfalios.
- Students turn to the My portfolio writing practice section on page 126 of the Workbook.
- Work through the exercises with the class.



Aim: to practise spelling

Key: 2 acean, 3 mermaid, 4 captain, 5 porthole, 6 lifeboat



WB p117 Complete the sentences with the words from Activity 1.

Aim: to review unit vocabulory

Key: 2 captain, **3** lifeboat, **4** mermaid, **5** porthole. **6** cabin

WB p117 Look at the pictures and write the story. Use the ideas to help you write about each picture.

Aim: to practise writing skills

Key (sample answer): The weather was terrible. Ion McIver, the Captain of the *Adventure*, an old sailing boot, was really worried. The weather was getting bad and the waves were getting bigger. Suddenly one of the sailors saw that the boot was breaking. He shouted to the captain and they got the lifeboot ready. They didn't have much time to get everyone in and a few minutes later the boat sank. A few days loter they saw land and they knew they were safe.

Ending the lesson

Aim: to enable students to express their preferences

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

Extension activity

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

- Put students into groups of four.
- They look through each page of Unit 9, at their vocabulary books and at their portfolios and discuss what they have learnt in this unit.
- Encourage students to talk about what they have learnt and are good at, as well as what they need to improve.

Tapescript

The Science lesson

CD1 Track O3

Student's Book p. 4, Act 2 Patrick: Wow! What happened?

- Phoebe: I don't know. But I think you did something wrong,
- Alex: You added two spoons of blue powder. The instructions said one spoon.

Patrick: But look - it's really cool. Look at all these bubbles.

Phoebe: I don't think Mr Davis is very happy, Look, He's coming towards us.

Mr Davis: What happened here?

Patrick: Nothing, It was just a small accident.

Mr Davis: Hmm. It doesn't look like a small accident to me, Did you follow the instructions carefully?

Patrick: Yes,

- Phoebe: Maybe we did something wrong.
- Mr Davis: Well. try and be a bit more careful. please.

Alex: OK.

Mr Davis: And Patrick, why aren't you wearing your safety goggles?

Patrick: I don't know where they are. **Mr Davis:** Well, get some more from the

shelf over there. Patrick: OK,

Mr Davis: Remember - safety is very important in the Science lab. Now carry on with the other instructions. Alex: Thanks for getting us into

trouble, Patrick.

Patrick: Sorry.

Disaster!

CD1 Track 13

Student's Book p. 10, Act 2

Patrick: Wow! What happened? Where are we?

Alex: I don't know. But I think it was some kind of gate.

Patrick: What do you mean?

Alex: That light in the Science class. We went through a gate. It was a gate into ...

Phoebe: ... the past!

- Alex: That's right. We travelled through time.
- **Patrick**: So we're Time Travellers, and we must be in the past now! How do we get home?

Alex: I've no idea. But first we've got to find out where we are.

Patrick: This place is cool. Those houses are beautiful.

- Phoebe: And look at those gardens and fountains. And those statues ...
- Patrick: But where are all the cars? There are only horses and carts!
- **Phoebe:** That's because we're in the past! That's an amazing building over there the one with the columns and vases.
- Alex: It's a kind of temple.
- Patrick: So where are we?
- Phoebe: | think | know. See that mountain back there?
- Patrick: The one with the funny cloud on top?

Alex: That's not a cloud. It's smoke, And that's not a mountain, it's a volcano. Patrick: A volcano?

Patrick: A volcano:

Phoebe: That's right. In our History lesson, we learned about a Roman city called Pompeir and a volcano called Vesuvius.

Patrick: Did we?

Phoebe: Yes, This isn't good. Come on, quickly! Let's go!

CD1 Track 22

- Student's Book p. 17, Act 1
- Radio host: Good morning. I'm Ashley Standard and this is our series on organisations who help in natural disasters. Today we're talking about an organisation that has helped millions of people all over the world - the Red Cross, or the Red Crescent as it is sometimes called. Here is a report that was made during the terrible disaster in New Orleans in 2005.
- Radio reporter: We're here on the ground in New Orleans, the city that was hit by one of the most terrible natural disasters ever. Last night. Hurricane Katrina killed lots of people, and destroyed the lives and the homes of even more. People are desperate. They have lost everything - their families, their neighbours, their homes, their cars, and their jobs.
 - Many of them have nothing to eat. they have no clean water to drink. and they have no place to stay for the night. Many of them are hurt and need medical help.

Radio host: After Hurricane Katrina, the international Red Cross helped many of the people in need. and with me in the studio is Thomas Cartney, an emergency helper with the organisation. Welcome to the studio, Tom!

Tom: Thanks, Ashley.

- Radio host: Tom. you were one of the Red Cross helpers when Hurricane Katrina happened. How was that for you?
- Tom: It was unbelievable. The disaster was so big, you know, almost 2.000 people were killed. We worked for weeks down there, night and day. We hardly got any sleep ...

CD1 Track 24

Workbook p. 17, Act 1

- Boy: Oh. look. Dad. The fire's terrible.
- Dad: That's right. Look, there are
 - flames in the park now.
- **Boy:** Look. Dad. There's the fire brigade, **Dad:** That's right. There's Mr Roberts
- there. He's a very good fireman. Let's hope he can help.
- Boy: Mr Roberts? Who's that. Dad?
- Dad: He's the one with the hose. He's pouring water on the flames.
- Boy: Ah, that's Mr Roberts. Look. Dad. There's David. What's he doing there?
- Dad: David? Where is he?
- Boy: He's the boy on the bike.
- Dad: The one who is talking to a fireman?
- Boy: No. not there David is the boy on the bike. on the other side of the road. Look. Dad. There's Mr Richards. our neighbour.
- Dad: Mr Richards, Really?
- Boy: Yes. Look at those two firemen next to the fire engine. Dad. Mr Richards is holding his helmet. He's the one who is taller than the other fireman. And I think the other fireman is your friend. William.
- Dad: That's right. That's William. He's the shorter one of the two. I think they're about to help.
- Boy: Look at that. Dad. There are some people running away from the park café.
- **Dad:** Yes, it's a very dangerous situation for them. The flames are coming pretty close. Look at that boy. He's fallen down. I hope it's nothing serious.

Boy: I think he's hurt his knee. Oh. it's Harry from my class. Dad. I hope he's OK.

Dad: Yes, I hope he is, Look, there's a girl helping him.

Bou: Yeah, That's his sister, Helen,

Dad: Who's Helen? Do you mean the blonde girl next to him?

Bou: No. I mean the one on the other side, the girl with dark hair, Dad: Oh, I see,

CD1 Track 25

Student's Book p. 20, Act 1

Mark: What is a tornado? It's a very strong wind. It goes round and round very fast. Every year there are lots of tornadoes in the USA,

Amy: Here you can see a picture of a typical tornado. Tornadoes are very powerful. They destroy buildings. bridges, trees and cars. Tornadoes can kill lots of people.

Rob: On May the 22nd 2011 a tornado hit the city of Joplin in the USA. First there was a loud noise. Then the windows in the buildings broke. The tornado took off roofs and destroyed some houses completely.

Lisa: Fires also started because electric wires broke. It was a terrible disaster. More than 90 people died and many had to go to hospital.

In the rainforest

CD1 Track 28

Student's Book p. 22, Act 2

Phoebe: It worked. We escaped from Pomperi. Just in time too!

Patrick: So it's definitely a gate that sends us through time.

Phoebe: We're Time Travellers, Wow, that's amazing.

Alex: I don't feel so good. I'm a bit dizzy. Where are we now? And are we in the present, the past or the future?

Patrick: Well. we're definitely in a jungle. I think we're in India.

Alex: In India? How do you know?

Patrick: Look at that pool - there's a big cat next to it. I think it's a tiger. It's looking at the big branch near the water.

Alex: Yeah. I see it. But that isn't just a branch. It's also a snake. A big snake. **Phoube:** That snake is an anaconda. And that isn't a tiger. It's a jaguar. Tigers have stripes. Jaguars have spots like this one. I think we're in South America. in the Amazon rainforest.

Alex: Aren't you clever! So what's that animal hanging from the other branch?

Phoebe: That's a sloth.

Patrick: Are they dangerous?

Phoebe: Don't be silly. They only eat leaves!

Alex: And that bird with the colourful beak? What's that?

Phoebe: It's a toucan.

Alex: So how do you know about all these animals?

Phoebe: I've got a book on the Amazon rainforest.

Patrick: Hey, look at this beautiful frog on the leaf!

Phoebe: Don't touch that! It's poisonous.

Patrick: Thanks. I didn't know that.

Phoebe: OK, Let's get going, We have to find a way out of this place.

CD2 Track O2

Student's Book p. 28, Act 1 If you're scared of spiders then here's one eight-legged creature you won't want to meet. The goliath bird-eating spider is the largest spider in the world and is found in the jungles of northern South America. This spider is an incredible 30 centimetres across. That's the size of a small pizzal Despite its name, this spider's not really all that keen on birds. It prefers meals of frogs. small snakes, insects and lizards. The female spider can live for 25 years, but most male spiders are lucky to live for more than a year. The female likes to kill her husband after she lays her eggs!

Everyone knows the tiger, but did you know it is the biggest of the four 'big cats' - that means it's bigger than the lion, the jaguar and the leopard. A fully grown adult can be more than three metres long from head to tail. The Bengal tiger is found in India where there are only about 2,500 left in the wild! Tigers live for up to 15 years. Tigers eat everything but they really love buffalo, deer and sometimes crocodiles. They also eat humans, so this really is one killer creature to stay away from.

CD2 Track O4

Workbook p. 29, Act 1 Woman: Hello, Daniel, Would you like to colour this picture? Daniel: Yes, I would, Woman: What would you like to colour first? Daniel: The horse. Woman: There are two, Colour the one next to the tree. Daniel: OK. [1] colour it brown and white. What shall | colour next? Woman: Let's see. Can you see the children? Daniel; Yes, I can, They are playing with small animals. Woman: Right, Look at the girl with the long hair. Daniel: Shall I colour her hair red? Woman: OK. Now look at the two cars. Write 'jungle' on the bigger one. Daniel: OK, Shall I colour it? Woman: No. Colour the smaller car grey. Daniel: OK. Woman: Now look at the river. There is a boat with two men in it. Daniel: Yes, they are fishing. Woman: Colour the T-shirt of the man on the right blue. Daniel: Blue, OK, Done it. Woman: And draw a cap on the man on the left's head. Daniel: On the left, All right, A lovely cap for him. Woman: Now draw another boat in the middle of the river. Daniel: OK. Shall I draw anything else? Woman: No. No more drawing. Can you see the three people talking? Danie: Yes, I can. Woman: Colour the woman's jeans areen. Daniel: So the woman's got green leans. Woman: Yes, and colour the man's trousers brown. Daniel: Which man? Woman: The one with the glasses. Last thing now. Daniel: OK. Woman: Colour the monkey on top of the tree black. Daniel: Done it. is that all? Woman: Yes, that's it. Hope you had some fun.

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The rock 'n' roll show

CD2 Track O7 Student's Book p. 34, Act 2 Alex: We did it. We got out of the jungle.

Patrick: I told you we had to jump. Phoebe: You were right, but it was scary.

Alex: But where are we now?

- Phoebe: We're on stage at a show. Wow. this music is great! I want to dance.
- Alex: It's a bit loud. Probably because we're standing next to the speakers.
- Patrick: It's Elvis Presley! I think we're in the 1950s and out there in the spotlight is the most famous star of rock 'n' roll.

Alex: Who?

- Patrick: You don't know Elvis Presley. the king of rock and roll! One of the most famous singers of all time!
- Alex: OK. I know who he is. How do you know so much about him?
- Patrick: My grandmother's a big fan of his. She plays his music all the time.
- Alex: Well, I don't like it very much. It's a bit old-fashioned. I like modern pop music,
- Patrick: Well. you don't know anything about music then.

Phoebe: Can you two be quiet? I'm trying to enjoy this music.

Alex and Patrick: Sorry!

CD2 Track 18

Student's Book p. 40, Act 1 The Cadillac Series 62 was built in 1955. It was very popular in America. The Cadillac Series 62 was a very big car. It was almost six metres long and it was very heavy. It had a really big engine and. of course, it used lots of petrol. but people weren't worried about petrol in the 1950s. It came in lots of colours, even in pink. Young people over 16 loved to borrow their parents' Cadillac and spent hours driving around along the main roads of their towns on Saturday and Sunday evenings.

Rock 'n' roll influenced what teenagers wore in the fifties. Swing skirts became popular with girls. Girls would stand in front of a large mirror and practise swinging their skirts. When they danced rock 'n' roll, they looked spectacular in their swinging skirts. But often parents were not happy with what their daughters were wearing and most of them didn't like the music their children loved.

The jukebox was very popular in the fifties. It was a machine that played songs. It held from 50 to 120 records. This was before CDs were invented. The jukebox had lists of the titles of songs and next to each song there was a letter and a number. People selected the song they wanted to hear. They put some money into a slot and then pressed the buttons with the letters and the numbers of the song they wanted to hear.

CD2 Track 26

Student's Book p. 44. Act 1

Jasmine: My favourite singer is Jake Goodwin. I often listen to his music. I have downloaded most of his songs on my MP3 player. Jake was born in 1995. He's from Australia. He won a TV singing competition and he became famous. Now he's got lots of fans. His album 'Yesterday, Tomorrow' was a top ten hit in lots of countries. He sings and plays the electric guitar.

Jake Goodwin is really popular. He sold his first bike for 20.000 dollars. He gave the money to a home for animals. That's nice, isn't it? I really fike that. My favourite song is 'Let's get going'.

Space restaurant CD2 Track 28

- Student's Book p. 46, Act 2
- Phoebe: Well, we're not in the past any more. This looks like somewhere from the future.
- Alex: So we can travel forwards and backwards in time. That's amazing!
- **Patrick**: I think we're in some kind of a restaurant. Look. a knife and fork. a spoon. Salt and pepper.

Alex: Yeah. Hove the napkins. Let's sit. down. I'm hungry.

Phoebe: No. that's not polite. Let's wait for the waiter.

Robot: Welcome to the restaurant at the edge of the universe.

Patrick: Wow! Are we really at the edge of the universe?

Robot: Yes, that's right.

Alex: Well. I'm hungry. Are you open?

- Robot: Yes, of course, We serve meals from midnight to six o'clock in the evening.
- Phoebe: You mean from six to midnight?
- Robot: No. from midnight to six.

Patrick: I don't understand.

Robot: Well, we are at the edge of the universe and time goes backwards here.

Alex: So what's the date today? Robot: It's the 22nd of March 3002.

Phoebe: 3002?

Robot: Yes. that's right.

Phoebe: It's my birthday! I'm a thousand years old!

Patrick and Alex: Happy birthday. Phoebe.

Robot: Happy birthday.

CD2 Track 35

Workbook p. 52, Act 1 Boy: Let's see the next photo. Girl: This one is of the hotel restaurant where we had our lunch every day. Bou: So you ate outside? Girl: Yes. the weather was really good. It was a really good restaurant. Boy: So who are all these people? Girl: They're the other guests. We got to know them all really well. Bou: He's not a quest. Girl: No. that's David, the waiter. He was really fun. Boy: So who's that man reading the paper? Girl: That's Robert. He was on holiday by himself. He was nice, but he wasn't as fun as the others. He spent most of

the time reading his paper. **Bou**: And who are these two here?

Girl: That's Katy and her daughter Betty. Betty spent the whole holiday with an ice cream in her hand.

Boy: What about her dad? Was he with them?

Girl: Yes. Katy's husband is called David. Boy: Like the waiter.

Girl: Yes, like the warter. But he's not in this picture.

Boy: And this couple here?

Girl: That's Helen and her husband. What was his name? Richard. No. sorry, that was their son, Um. Harry. That's right. Helen and Harry. They were really nice.

Boy: And did they have children with them?

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Girl: Yes. a boy called Oliver and a girl called May.

CD2 Track 36

Student's Book p. 53, Act 2

To make a hot chocolate Swudge drink you will need: One bottle of chocolate sauce One bag of green jelly sweets. You know, the ones with sugar on them. 85 grams of good milk chocolate. 150 millilitres of cream Four tablespoons of sugar And two balls of chocolate-mint ice cream. It can be any ice cream, but chocolate mint is my favourite.

CD2 Track 37

Student's Book p. 53, Act 3 OK. the first thing you need to do is fill a quarter of the glass with chocolate sauce. Then take the jelly sweets and cut them into pieces. You might want to ask an adult for help here. Remember. this is your Swudge, so try and make it look like grass.

Now for the cooking bit. Again get an adult to help you. Break the chocolate into small pieces and put them in the pan. Put the pan on the cooker and start to melt the chocolate. Add the cream and sugar and mix well. Don't let it get too hot.

When you have a nice runny chocolate mixture, pour it quickly into the glass on top of the chocolate sauce. Now add the ice cream and put your Swudge around the top of the glass.

Finally, pour more chocolate sauce on top of the ice cream to make a waterfall.

Now pick up your straw and start drinking! Enjoy.

The Wild West

CD2 Track 40

Student's Book p. 58, Act 2

- Alex: So, now where are we?
- Phoebe: It looks like we're in the Wild West.
- Patrick: Coal, Cowboys, I love cowboy films.

Phoebe: Well. I'm not so sure you're going to love those three.

Patrick: Which three?

Phoebe: Those three over there, riding into town, They look like trouble.

Alex: They look like robbers. The people in the town look nervous.

Patrick: Well, I'm not. I want to take a look around.

Alex: And I think it's best to wait and see what happens.

Patrick: Don't be so silly. Look. there's the sheriff. He won't let anything bad happen.

Phoabe: How do you know he's the sheriff?

Patrick: Look at his badge. And look at the pistol he's got in his holster.

Phoebe: Well. I think he looks as scared as the other people.

Alex: I don't like this. I don't like this at all!

CD3 Track 11

- Workbook p. 64, Act 1
- Ben: Hi Sophie, Can I ask you some questions?

Sophie: Sure, How can thelp you? Ben: It's about that museum you went to the other day.

Sophie: What - The American Indian Museum?

Ben: That's the one. I'm thinking of taking Nicky and Paul.

Sophie: You should. It's great. What do you want to know about it?

Bon: Well, is it expensive?

Sophie: It's €10 for you but children under fifteen are free.

Ben: That's great. Let mejust write all this in my diary.

- Sophie: OK.
- Ben: Right. Where is it exactly?

Sophie: It's in Green Street. It's next to the cinema.

Ben: Oh, I know where you mean. That's easy to find. And when is it open?

Sophie: If I remember correctly, it's open every day except for Thursday.

Ben: So it's open Fridays to Wednesdays.

- Sophie: Umm. Yes, that's right.
- Ben: And what time does it open?
- Sophie: It opens at 10 a.m. and closes at three in the afternoon.
- Ben: Great. That's plenty of time.
- Sophie: Is there anything else?

Ben: Yes, there is, I want to know about guided tours. Is it possible to get a tour of the museum?

Sophie: Yes, we had a guide. His name was Mr Henderson and he was excellent.

Ben; Henderson. Can you spell that? **Sophie**: Sure. It's H-E-N-D-E-R-S-O-N. **Ben**: Thanks.

Sophie: There is one thing. If you want a tour, you should phone and book before you go.

Ben: Of course, You don't have the number, do you?

Sophie: Let me look in my diary. Yes. here we are. It's 0126 5445 636.

Ben: 0126 5445 636.

Sophie: That's right.

Ben: Thanks so much for your help. Sophie.

Sophie: You're welcome and have a great trip.

CD3 Track 12

Student's Book p. 65, Act 1 Before the Europeans arrived in North America there were more than 300 different languages spoken by the Native Americans. These days there are only about 150 and many of these are spoken by very few people. Many place names in America come from these original Native American languages; cities like Chicago and Manhattan and states like Ohio and Mississippi.

These place names all have special meanings. Many of them are named after features of nature. Here are some of these place names. Find them on the map and complete their meanings. For example:

Minnesota means sky water.

Massachusetts means great little hill. Connecticut means long river.

Michigan means big lake.

lowa means beautiful land.

Manhattan means large island. Kansas means people of the south

wind. Ohio means beautiful river. Oklahoma means home of the red people.

Mississippi means father of the water.

These place names show how important nature was to the Native Americans. It's a lesson we could all learn from these days.

In Istanbul

CD3 Track 16 Student's Book p. 70, Act 2 Alex: Now where are we? Phoebe: I'm not sure exactly, but it looks like we're back in the present. Patrick: Yes, we're in some kind of market.

Phoebe: Wow! Look at those beautiful cups and saucers. Hove them.

- Alex: And I bet you love the silver and the gold too.
- **Phoebe**: Yeah. some of these rings are cool. Or the gold earrings over there. They're lovely.
- Patrick: I'm hot. I think I'm going to buy a few oranges.

Alex: I don't think you'll like them too much.

Patrick: Why?

- Alex: They're made of soap. Look.
- Patrick: Really? You're right! I'd like to know where we are.

Alex: Mmm. Everything's so colourful. There's gold and silver, I guess we could be in Asia somewhere.

- Phoebe: Mmm. Not bad. The city where we are is both in Asia and in Europe.
- Alex: What! How do you know that? Phoebe: It's a fantastic city with lots
- of beautiful sights for tourists. and some spectacular bridges.
- Patrick: Stop this, please, Phoebe, Where are we?

Phoebe: We're in Istanbul.

Alex: How did you know that?

Phoebe: From reading!

- Alex: Another one of your famous books?
- **Phoebe**: No. not this time. Just look at those big combs over there. What does it say on them?

Alex and Patrick: Hove Istanbul. Phoebe: That's right!

CD3 Track 25

Student's Book p. 76, Act 1

- 1 The Indian flag has orange, white and green horizontal stripes.
- 2 The Indonesian flag has got a red stripe and a white stripe.
- 3 The Finnish flag is white with a blue cross on it.
- 4 The Chinese flag is red with some gold stars on it.
- 5 The Japanese flag is white with a red circle on it.
- 6 The American flag is red, white and blue.
- The Mexican flag has green, red and white vertical stripes.
- 8 The German flag has black, red and yellow horizontal stripes.

CD3 Track 26

Workbook p. 76, Act 1

- Interviewer: When you were in Istanbul. did you buy any souvenirs?
- Mrs Salt: Yes, there was this nice souvenir shop, not far from our hotel. We all went there. We really liked it. They had lots of souvenirs. books about Istanbul. caps. T-shirts. gold and silver and lots of other things.
- Interviewer: So what did you buy? Mrs :Salt: Well. let's start with my daughter, Daisy. She's sixteen. She loves reading. She wanted to find
- a book called The Ice Maiden. but she couldn't find it in that souvenir shop, of course. So she bought another one. It's called Sights and Sounds of Istanbul. It's got very nice photos, and a CD with some Turkish songs.
- Interviewer: And you? Did you get anything for yourself?
- Mrs Salt: Oh, yes, I love drinking tea. you know, There's very good tea in Turkey, and also good coffee. But the souvenir shop didn't have those, of course, But I saw a lovely set of cups and saucers for drinking tea. It's made of glass, and painted in beautiful colours. I bought that set.
- Interviewer: And how about your sister? She was with you too. wasn't she?
- Mrs Salt: Anna? Yes, she was, My sister Anna and her two children, John and Katu.
- Interviewer: Did your sister buy anything?
- Mrs Statt: Yes. she did. She loves shopping. and she loves gold and silver. She wanted to buy some earrings, and they had very nice ones. My sister thought they were a little bit too expensive. So at first she couldn't find what she wanted. Finally she bought herself this colourful T-shirt. It said 'Istanbul's a dream!' But I'm sure she'll go back to Istanbul soon - she says she really wants those lovely earrings. She really likes them.
- Interviewer: And what about John and Kaity?

Mrs Salt: Well. John wanted a football. but he couldn't find any in the souvenir shop. But the shop next door had one with the names of the Turkish national team on it. John was happy. And Katy - well. she loves sunglasses. She got herself a pair of pink and green ones. She thinks they're cool. Well. she's fourteen!

CD3 Track 27 Student's Book p. 77, Act 1

Freya is enjoying her favourite meal. A hamburger with a slice of tomato in it. A glass of orange juice and an apple and a bar of chocolate for later. Except for the bread for her hamburger. none of this food has come from the UK. In fact her food has come from all over the world. The oranges for her juice have come from Florida in the USA. They have made a journey of over 8.000 kilometres. Even further than this is the meat in her hamburger. This has come all the way from Argentina. more than 11.000 kilometres away. The tomatoes have made a shorter journey - just 1.600 kilometres, from Spain, The cocoa beans to make the chocolate have come from Nigeria in west Africa. That's a journey of about 5,000 kilometres.

Finally, that apple, Of course, apples grow in the UK, but because it's February there are no apples on British trees. Freya's apple has come from South Africa over 9,000 kilometres away. That's a lot of food miles for one small meal. Can you work out the total?

The story teller

CD3 Track 31

Student's Book p. 82, Act 2 Alex: What a wonderful theatre! The

- actors' costumes are great. **Phoebe**: Yes, they are. I think we're in Shakespeare's Globe Theatre.
- Alex: Shakespeare? The writer? When did he live?
- Phoebe: Well, he was born in 1564. Patrick: How do you know all these things?
- **Phoebe:** I pay attention at school. Mrs Butler told us all about him and showed us photos of Shakespeare and the Globe Theatre.

Alex: Photos? They didn't have cameras then.

Phoebe: Don't be silly. They were photos of paintings.

Alex: I remember that lesson, Can you see the man next to the stage on the left? He looks like Shakespeare.

Phoebe: Yeah, maybe it's him. He doesn't look very happy.

Patrick: The audience don't like the play, Look, the actor in tights is holding hands with the actress.

Phoebe: I think this play is Romeo and Juliet.

Patrick: Why do you think that?

Phoebe: Because he just called her Juliet and she just called him Romeo!

Alex: It's the end, People are leaving, Phoebe: That's strange. The *Romeo and* Juliet I know has a sad ending. That

was a happy ending. Patrick: Maybe that's why the

audience didn't like it. Look at Shakespeare. He's almost crying.

CD4 Track O3

Student's Book p. 88, Act 2 In 1939 Ernest Vincent Wright wrote a novel called *Gadsby*. It is about how a man called *Gadsby* helps save a town that is slowly dying. The **book** is quite long. In fact, it has 50.110 words, but the incredible thing is that none of the words in the book use the letter *e* and remember, *e* is the most used letter in the English language,

John James Audubon was a French-American naturalist and painter. He loved to paint birds. During the 1830s he produced a book with 435 beautiful paintings of birds. It was called *Birds* of *America*, In 2010 a copy of this book sold for 7.3 million pounds, making it the most expensive book in the world.

The most famous collection of fairy tales was published in Germany in 1812 by the Grimm Brothers. The collection contains well-known fairy tales such as Snow White and Rose-Red, Rumpelstiltskin and Rapunzel, Many of the fairy tales have been made into films. Eric Carle's picture book *The Very Hungry Caterpillar* is one of the United Kingdom's best-loved books. It's the story of a tiny egg that turns into a caterpillar and eats its way through different foods. It finally becomes a butterfly. The picture book was translated into over 50 languages.

CD4 Track O6 Student's Book p. 92, Act 1

Girl: We asked 25 students how many books they read last year. Here are our results. Let me explain a few things. As you can see from the bar graph, all the students read at least one book last year. That's a good thing. A total of nine students read three books. This was the highest number of students. The next highest result was for two books. Seven students read two books. Only one person read one book. The highest number of books read by a student was eight. One student read eight books. No one read four, five, six or seven books. Thank you for listening.

Museum of the future CD4 Track O9

Student's Book p. 94, Act 2 Patrick: Where are we? These are models of people doing their jobs. This place is really boring!

Phoebe: Yes, how strange. Look, there's an artist. a businessman and a businesswoman. What about the guy in the white coat? Aleic Don't you see? It's a dentist.

Patrick: Yeah. that's right. And there's a farmer, a cleaner ... What about that woman with the hat on?

Alex: Well, I guess she's an engineer. She's checking something, isn't she? Phoebe: Mmm, Yeah, That's right, And

- this guy in the blue uniform? **Patrick:** That's a mechanic.
- **Phoebe:** And there's a computer programmer. My grandpa was a computer programmer.
- Alex: Something's strange about this. This is kind of a museum. We are looking at waxworks of people doing normal jobs. Why would a museum want to show people doing normal jobs?

Phoebe: I think we're in the future. They are showing these jobs because, for the people who live here, these jobs are from the past.

Patrick: Huh? You mean in this world there are no cleaners any more? And no mechanics? No farmers? That's silly!

Alex: I'm not sure it's so silly. I think Phoebe's right. We're in the future. A future without these jobs ... I'd love to know what year this is.

Robot: This - is - the - year - two - thousand - five hundred - and thirty-one.

Patrick: 2531? I can't believe it!

Phoebe: Is it correct that we are in the year 2531, and these jobs don't exist any more?

Robot: That's - correct.

Alex: So who works on farms? Who helps people when they have a toothache?

Robot: Robots - do - everything. These - Jobs - do - not - exist - any - more! This - museum - shows - the - things - that - don't - exist - any - more.

Patrick: And who are you?

Robot: Silly - question. - I'm - a - robot.

Alex: Wow! Let's see what other things don't exist any more.

Patrick: Yes, Let's!

CD4 Track 10

Student's Book p. 95, Act 1 Robot: Hello! ('m Robix and I'm the

world's best robot. I'm not expensive. and I'm so cool I can do lots of things for you,

If you're thirsty. I'll make you a nice cup of hot chocolate. Just press the green button.

If your room is in a mess. I'll tidy up. Press the orange button.

If you want to have fun, I'll sing you a song. Press the blue button.

If you're tired, I'll do your homework. Press the red button.

If you buy me. you'll be very happy! See you soon! Bye bye!

CD4 Track 18 Student's Book p. 100, Act 2

It's time now for today's top five and this morning we've got a great one for you - the top five most unusual jobs: jobs you probably never knew existed.

At number five we have pet food tester. That's right - tasting cat and dog food. Yuck. This job involves trying out new pet food products before the animals. Testers don't eat the food completely. They just put a bit in their mouth and then spit it out and they always have a glass of water next to them.

At number four is fruit cleaner. This job involves making oranges and lemons those bright colours that people want to see in the supermarket. They do this before the fruit goes to the shops by using chemicals and hot steam.

Number three, If your cat or dog is missing then you might want to talk to someone who spends their time looking for missing animals. And that's exactly what pet detectives do. There's even a film about one - it's called Ace Ventura - Pet Detective.

At number two is the ostrich babysitter. This job is pretty easy. You just have to sit among all the birds on an ostrich farm and make sure they don't start fighting or trying to eat each other's eggs. It's usually very quiet so don't forget to take a book with you.

And the number one unusual job is ... a golf ball diver. Each year golfers hit millions of golf balls into lakes - by mistake, of course. The golf ball diver then dives down and collects them all to resell in the golf shops.

CD4 Track 20

Workbook p. 100, Act 1

- 1 What should Katy put on the table? Katy: What are you doing, Dad?
- Dad: I'm making a vegetable soup, darling.
- Garling. Katu: Cap I b

Katy: Can I help you?

Dad: Sure. Can you give me some potatoes and some carrots, and put them on the table over there, please.

Katy: And what about tomatoes, Dad? Dad: No. not today. 2 Which is William's bike?

- Man: Katy, William left his bag on his bike. Can you get me the bag, please?
- Katy: Yes, but which is his bike?
- Man: It's the one next to the tree,

Katy: This one?

- Man: No, there's a green flag on William's bike,
- 3 What subjects will Richard's class study this morning?
- Richard: Good morning, Mrs Brown.

Teacher: Hello, Richard,

Richard: What lessons have we got this morning?

- Teacher: PE and Maths.
- Richard: OK, And Biologu?

Teacher: No. that's tomorrow.

4 Where should Lucy put the notebook?

Mum: Oh. Lucy, there's one more thing for you to do.

Lucy: What's that, Mum?

- Mum: Can you help me find my notebook, please? I think it's in my bag.
- Lucy: Here it is, Mum. Under the table,
- Mum: Great.
- Lucy: Where shall I put it?
- Mum: Put it on the shelf, please.
- 5 Where has the teacher left his car keys?
- Richard: OK, Mr Roberts. Bye bye, Teacher: Oh, dear. Where are my car
- keys? Did Heave them in the library? **Richard:** Shall I go and check, Mr Roberts?
- Teacher: No, they're not in the library. I'm sure. Maybe I left them in the car.
- Richard: in your car? I can go and check.
- Teacher: No, that's not possible. I had them in the classroom. Yes, that's right. They're in the classroom. Thanks very much, Richard, Bye.

Mystery at sea

CD4 Track 22

Student's Book p. 106, Act 2

Alex: We're at sea!

- Phoebe: I hope neither of you get seasick!
- Patrick: Please don't tell me we're on the *Titanic*. I don't want any more disasters.
- Alex: Don't worry, Patrick. This ship is a lot older than the *Titanic*.

Phoebe: Yes, it's an old sail ship. I wonder where we're going. Patrick: Let's ask the captain. Look,

- that's him standing near the mast. Alex: That might not be a very good idea. How do we explain why we are on his ship?
- Phoebe: Yes, I think we should hide for a while. Let's see if these sailors are friendly first.
- Patrick: Look, over there! On the wall of the cabin.
- Phoebe: What is it?
- **Patrick**: There's a sign next to the porthole. I think it's the ship's name.
- Alex: I see it but I can't read it.
- Patrick: I think it says 'Mary' something.
- Phoebe: Mary Celeste. That's what it says.
- Patrick: That's a nice name, Does it mean anything?
- Phoebe: I haven't heard of it.
- Alex: Mary Celeste, I'm sure I know that name but I can't remember why. I'm pretty sure it's a famous ship, though.
- Patrick: So what happened to it? Alex: I'm not sure but I think we're going to find out ...

CD4 Track 24 Workbook p. 107, Act 1

- 1 Jusually visit my grandparents.
- 2 I've already been to France three times.
- 3 She hasn't opened all her presents yet.
- 4 Don't talk when I'm speaking.
- 5 We haven't done all our homework yet.
- 6 We've already walked more than 10 kilometres.

CD4 Track 34

Student's Book p. 113, Act 1

Presenter: Hello and welcome to Mysteries of the Deep. This week we are going to look at four creatures from the sea. Of course, these days we know these creatures are not real but many years ago many people believed they were.

Everyone knows what a mermaid is. Many years ago sailors told stories about how they were helped by this creature which is half woman and half fish. Christopher Columbus even said that he saw three of them on his way to discover America. A sea creature that liked to attack ships was the Kraken. This was a huge octopus that pulled ships down into the sea. These days scientists have discovered a type of giant octopus that is three and a half metres long. Was this the Kraken that ancient sailors were so scared of? Finally, the Loch Ness monster, Different to the others, this monster doesn't live in the sea. It lives in a deep lake in Scotland, Every year lots of tourists try to take photos of this long-necked creature. So far. no one has taken a photo to show that it exists. But you can find lots of photos on the Internet - they are not real. Nobody knows if it really exists or not. ...

CD4 Track 36

Student's Book p. 116, Act 1

- **Ruby:** UFOs are Unidentified Flying Objects. They are called UFOs because people have seen them but nobody could explain what they were.
- Mike: One night a farmer saw a bright object land near his farm. The farmer was on a mountain looking for a lost sheep. He found the sheep and quickly went down to the place where the bright object had landed. There was no object there. But the grass was flattened, He told his story to other people in the village, but they hadn't seen anything.
- Sue: Scientists say that the UFOs are meteors or aircraft. Nobody has ever found a UFO with little green men and women inside. And there is no clear photo of a UFO.

My portfolio writing practice key

1 Filling in a form

- 2 CAPITAL LETTERS.
 3 YYYY. 4 Underline. 5 Circle.
 6 20–30 words
- 2 Students' own answers

2 A description

- 2 who calls the restourant,
 3 which Auntie Sue always makes, 4 wha is sitting, 5 which is from all the family, 6 which plays music
- 2 Students' own answers
- 3 Students' own answers

3 Plans for a trip

- 2 get. 3 arrive, 4 are going to join, 5 are going to learn. 6 finish, 7 is going to take, 8 are going to meet, 9 are going to plant, 10 come
- 2 Students' own answers

4 An experiment

- 1 1 e. 2 d. 3 c. 4 a. 5 b
- 2 Students' own answers

5 Write a story

- 1 1 d, 2 a, 3 g, 4 b, 5 f, 6 h, 7 e, 8 c, 9 j, 10 i
- 2 2 promised, 3 whispered,
 4 offered, 5 suggested,
 6 shouted

Note: Befare students write their story in Activity 3, you may like to discuss the following questions in class to generate ideas of direct speech that they could include: What did Billie Liar shout when he was robbing banks? Did he laugh at the people? What did he say? Did people whisper when they were hiding from him? Did anyane suggest how to catch

him? Haw did the sheriff offer to help the town?

What does the sheriff promise the people at the end?

3 Students' own onswers

6 Helping a friend

- 1 1 C, 2 A, 3 B
- 2 1 Try not to, 2 Maybe you shouldn't, 3 Why not join
- 2 Why not join the school team? 3 You should talk to a teacher. 4 I'm sure you'll be OK.
- 4 Students' own answers

7 A biography

- 2 twenty he studied for a year at a college in Madrid, 3 went to work far a rich man in Italy, 4 joined the Spanish army, 5 hurt his left hand and cauldn't use it again,
 6 in prison, 7 ideos for his book,
 8 gat married, 9 he got a job in the south of Spain, 10 He wrote,
 11 he lived in Madrid, 12 wrote Port 2 for Don Quijote, 13 wrote
 - his Part 2. 14 in 1616, 15 no one knows
- 2 Students' own answers

8 An advertisement

- 1 2 f. 3 t
- 2 Students' own answers
- 3 2 cheaper, 3 Dog-walk-o-matic,4 cheapest
- 4 Students' own answers

9 A summary

- 1 g, h, i, k, m, n, o
- 22
- 3 Students' own answers
- 4 Students' own answers

Garan Holcombe



reacher's Resource Book 5

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Introduction

The Teacher's Resource Book contains phatocopiable worksheets which provide extra language practice for those teachers and students following *Super Minds* Level 5. 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 5 of the course and do not introduce any additional or unfamiliar language.

Each worksheet has accompanying teacher's notes with suggestions far exploitation in the classroom, together with suggested Optional follow-up activities.

There are three worksheets for use with the Introductory Unit: The Science lesson. In addition, there are four worksheets for each main unit in Level 5.

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.

Warksheet 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 af each unit (covered on pages nine and ten of each unit in 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. Far 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, far revision, or os an alternative octivity 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 poir, small group or closs activities. These worksheets include games, quizzes and research activities. Suggestions on how to use these worksheets are also included in the accompanying teocher's notes.

What activity types do the worksheets provide?

The worksheets provide a range of gomes, puzzles and octivities 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 oudio accompaniment.

The teacher's notes and Optional follow-up activities contain games which can be used again and again to practise different areas of language. They are described below.

The sticker game Choose words that you want to practise and write them on sticky nates. Stick these notes an students' backs and ask the students nat to tell each other the words. Students mingle, asking each other Yes/No questions to find out what the words are.

Bingo Get each student to draw a grid with six or eight cells. Revise the grammar or vocobulary that you want to practise with the class and make a list on the board. Get students to choose a word from the list to copy into each cell and adapt it in some way. For example, if you want to practise past simple verb forms, write a list of infinitives on the board, and ask the students to write three regular and three irregular verbs from the list in the past simple in the cells. Clean the board. Then read out your list of verbs in random order, but in the present simple rather than the post simple. If you call out a verb and the student has the past tense form of it in their table. they can cross off the word. The first student to cross off all their verbs correctly calls out Bingo! ond wins the game. You can play this game with any vocabulary set.

Spelling bee Divide the class into two teams. Make a list of an even number of words from a vocabulary set, e.g. the ancient world. Say a word, e.g. fountain, 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 it is 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.

The sentence memory game This game practises complex sentences. Students work in groups of four or five. If possible, they should sit in a circle. The first student starts to make the first half of a sentence, e.g. *While I was watching TV*, The next student in the circle repeats ond adds to the sentence, e.g. While Lolo was wotching TV. I was reading a book. The next student repeats the sentence and adds their own activity, e.g. While Lola was watching TV, Christian was reading a book, and I was playing faotball. The game continues in this way with students repeating and adding to the sentence. If a student connat add to the sentence or makes a mistoke, he or she drops out.

Find new words Write a long word or phrase, e.g. rainforest, on the board and osk students to work in pairs and use the letters to make new words, e.g. ran, in, for. The pair of students who find the most new words win. Ask this pair to choose another word or phrase from the unit and write it an the board for the class to ploy ogain.

Hit the word Before starting this game, write about 20 words on the board in random places. Put students into two teams. Invite the teams to come up to the front of the closs near the board. Give the first student in each team o ralled-up newspaper. Say one of the words on the board or give a definition. The first student to hit that word with their newspaper wins o point for their team. Continue until you have sold all the words. The team with the most points at the end of the game wins.

House Choose ane student to come to the front of the class and drow dashes on the board to represent o word or phrase. The other students call out letters to try to guess the word. Every correctly guessed letter is inserted above the relevant dash in the word. For every incorrect letter, drow o part of o simple house on the board.



The first student who guesses the whole word comes up to the boord and chooses the next word. If no ane guesses the word before the house is complete, the original student chooses the next word.

Double drawing Draw a line down the middle of the board. Put the class into two teams. Ask a student from each team to come to the front of the class. Show them a word. Moke sure the rest of the class do not see the word. The students at the board then each draw the word for their team to guess. Continue in this way, with different students coming to the board in turn. Teams win a point for each word they guess correctly.

Three things Put students into two groups. Write o category on the baard, e.g. *Things mode of wood*. The first group to think of three things mode of wood wins a point. Then continue the game using these

categories: things made of plastic, things made of cotton, things made of leather. The team with the most points at the end of the game wins. Bonus paints can also be won for the most surprising objects chosen.

What comes next? This gome practises spelling. You need a piece of paper screwed up into a boll. Ask the class to stand in a circle or stand at their desks or tables. Soy a word and the first letter, e.g. *engineer*, e. Throw the paper ta a student, wha has to say the next letter, i.e. n, and then throw the paper to another student. This continues until the complete word has been spelled correctly. The student who completes the word chaoses a new word and the process begins again.

Pictionary Ask a volunteer to slowly draw an object. e.g. o bass guitor, on the board. The first student to guess the word tokes the next turn. Students can also play the game in groups.

What are the end-of-unit tests?

There are two progress tests for each unit in the Level 5 Student's Book. The first test is o listening test and the second is a reading and writing test. There are two activities in each test, covering the vocobulary, and grammor presented an 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 ten ond should take about 20 to 30 minutes of closs time. The totol mark for both progress tests in a unit is, therefore, 20,

The progress tests can be used in a number of woys. 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 ond 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 opproach will help you to see what students have learnt and understood in the shart term and what they can remember in the long term. It will also give students on opportunity to revise and/or ask for help between tests in order to improve their morks.

At the bock of the book, from page 75 anwards, you will find tapescripts and answer keys to help you plan and mork the tests.
The Science lesson

Worksheet 1: In the Science lesson

Using the worksheet

- This worksheet revises science-related vocabulary: shelf, goggles, instructions, apron, explosion, bubbles, test tube, liquid, gloves, powder. It also develops the students' ability to work with onagrams.
- Students work individually or in pairs to solve the anograms, then match the words to the pictures.
- Students then read the sentences and decide whether they are true or false.
- KEY: Activity 1: 2a gaggles. 3e instructions, 4i shelf. Sc powder, 6j gloves, 7f bubbles, 8g liquid, 9b explosion, 10h apron; Activity 2: 2 f, 3 f, 4 f, 5 t, 6 t

Optional follow-up activity: Demonstrate how to play The sticker game. Write the science vocabulory on sticky notes. Stick these notes on students' backs and then tell students to mingle. Students ask Yes/No questions to different students each time to find out what the words are, e.g. Do I wear this thing? / Is this thing dangerous?

Worksheet 2: In the past

Using the worksheet

- This worksheet proctises positive and negative sentences in the past simple.
- Students work individually to complete the sentences using a verb from the box in the correct past simple form.
- Students work in pairs to say which information in Activity 1 is false. They then correct the false information. Students can use the Internet to research their answers.
- KEY: Activity 1: 2 played, 3 was. 4 lost, 5 wrote, 6 lived: Activity 2: 2 Pelé didn't play football for Argentino. He played for Brazil. 3 Charles Darwin wasn't Scottish. He was English. 4 John McEnroe didn't win two Wimbledon finals and lose three. He wan three finals and lost two. 5 William Shakespeare didn't write Oliver Twist. Charles Dickens wrote it. 6 Golileo Galilei didn't live in the 19th century. He lived in the 16th and 17th centuries.

Optional follow-up activity: Tell students to draw o grid like this in their notebooks:

Write on the board the infinitives of about 20 verbs, with four regular and 16 irregular verbs. Ask students to work alone or in pairs and choose six verbs from the list. They then write the past simple form, e.g. sang, of each verb they have chosen in a separate cell on the grid. Keep a list for yourself of the verbs that were on the board, then clean the board. Read out the infinitives, in random order, one at a time. As students hear the infinitive of one of the verbs on their grid, they put a cross through that verb. When a student ar poir have crossed off all six of their verbs, they shout *Bingo!* Ask them to call out their past simple forms. If they are all correct and match your list, they are the winners. If they have written a past simple form wrongly or crossed off a verb that you have not said, play continues.

Worksheet 3: What did you ... ?

Using the worksheet

- This worksheet practises past simple questions with *Did*. It also proctises the question words *When*, *Where*, *What* and *How*.
- Students read the questions and complete them using *Did* or a question word, then match the questions to the answers by drawing lines.
- Students order the words to form questions in the past simple. They then work in pairs to ask and answer the questions.
- KEY: Activity 1: 2d How, 3o Where, 4b What, 5f Did.
 6e When: Activity 2: 2 Where did you go? 3 How did you get there? 4 Who did you go with? 5 Whot did you do there? 6 Did you have a good time?

Optional follow-up activity: Students work in poirs. They write dawn five things they did last week. They must not show what they have written to their partner. Students then take turns to try to guess what their partner did, by asking '*Did you* ...?' questions, e.g. *Did you see your friends? Did you play computer games?* Students have two minutes to question their partner ond find out the five octivities.







i shesource book



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Worksheet 2: In the past



lose write play be invent live

- 1 Thomas Edison was a scientist. He was barn in the 19th century and died in the 20th century. He <u>invented</u> many things, including the washing machine.
- 2 Pelé was a very famous sportsman of the 20th century. He ______ faatball for Argentina and helped them to win the World Cup three times.
- 3 Charles Darwin ______ a Scottish scientist in the 19th century. He said that human beings evalved from apes.
- 4 John McEnroe is one of the most successful tennis players ever. He played in five Wimbledon finals from 1980 to 1984. He won two of them and ______ three.
- 5 William Shakespeare is one of the most famous English writers. He died in 1616. He ______ a famous story called *Oliver Twist*.
- 6 Italian scientist, Galileo Galilei ______ in the 19th century. He was one of the fathers of modern science.

Find out which information in Activity 1 is false. Correct the false sentences.



1	Thomas Edison didn't invent the washing machine. He invented the lightbulb.
2	
3	
4	
5	
6	

Grammar 1: Past simple revision)





Worksheet 3: What did you ... ?



Complete the questions with *Did*, *Where*, *What*, *When* or *How*. Then match the questions with the answers.



0

Make questions about last summer. Then ask your classmates.

- 1 do / lost / did / what / summer / you? What did you do last summer?
- 2 did / where / go / you?
- 3 there / how / you / get / did?
- 4 you / go / with / did / who?
- 5 do / there / did / you / what?
- 6 you / did / o / hove / time / good?

Grammar 2: Past simple questions revision



T139

Disaster!

Worksheet 1: Around Pompeii

Using the worksheet

- This worksheet proctises words to describe the ancient world: smake, volcana, temple, columns, fountain, theatre, horse and cart, servant, statue, vose.
- Students label the pictures. Then they find the words in the word search and check their spelling.
- Students can then make their own word search to swap with a partner.

KEY: Activity 1: 2 vase, 3 theatre, 4 fountain,

5 valcano, 6 horse and cart, 7 temple, 8 column, 9 servant, 10 statue

	t	h	е	a	t	r	e				
_	_				n						
n			-		a			t	e		
i					v		0	r	u		
a		n			r		n	a	t		
t	e	m	р	l	e		a	с	a		
n		u			5		с	d	t	e	
u		l					l	n	5		
0		0					0	a			
f		c					v	e			
								s			
								r			
			s	m	0	k	e	0			
								h			

Activity 2: Students' own answers

Optional follow-up activity: Play *Spelling bee* using the words from Activity 1 (for detailed instructions, see page 4).

Worksheet 2: What were you doing?

Using the worksheet

- This worksheet practises the past continuous.
- Pre-teach stole, prove and safe (n.). Students work alone to read the story about the stolen maney, then match the sentences to the pictures.
- Students think about the answers, then work with o
 partner to decide who stole the money.
- KEY: Activity 1: 2d, 3f, 4a, 5b, 6e: Activity 2: 1 Som was with her friends in a café. / Karl was having dinner with Eva. 2 The people who were with others and also: John is on the CCTV film at the pool. / Claire can show her cinema ticket to the police. / Lauren was talking to someone on the phone. 3 Mick.
 4 Mick probably stale the money from the bank because he can't prove what he was doing at the

time. If you look closely at the picture, there isn't a person in the bed!

Optional follow-up activity: Students work in pairs. They take turns to mime the activities from Activity 1. Their partner says what they were doing at the time of the robbery and which character they ore. e.g. You were talking to your friends in a café. You're Sam.

Worksheet 3: A day with my family

Using the worksheet

- This warksheet practises the use of the past continuous with while.
- Students look at the pictures and complete the story using the past continuous.
- Students then circle the words to complete the sentences.
- KEY: Activity 1: 2 was listening, 3 was playing, 4 was dancing, 5 were singing, 6 was cutting: Activity 2: 1 playing, 2 dancing, making, 3 washing, reading, 4 playing, eating, 5 sleeping, listening

Optional follow-up activity: Play *The Sentence memory game* using sentences in the past continuous (for detailed instructions, see pages 4 and 5).

Worksheet 4: Famous volcanoes

Using the worksheet

- This worksheet encourages students to find out about a famous volcanic eruption.
- Students work in three groups. Each group chooses a volcano and finds the answers to the questions about it. Students share what they already know and do research on the Internet or in the library to complete the My volcano column of the table. You could suggest these links to help:

http://www.geology.sdsu.edu/how_volcanoes_work/ Paricutin.html

http://education.nationalgeagraphic.com/education/ encyclopedia/volconic-cone/?ar_a=1&ar_r=3 http://news.bbc.co.uk/1/hi/sci/tech/4972522.stm http://www.history.com/this-day-in-history/krakataaerupts

Students work with a member of another group. They take turns to ask and write onswers to the questions in the My partner's volcano column.

KEY: Activity 2:

	Mount St Helens	Krakatoa	Paricutin
What country is it in?	the USA	Indonesia	Mexico
When did it erupt?	1980	1883	1943
How long did the eruption last?	6 years	4 months	9 yeors
How many people died?	57	36,417	3

Optional follow-up activity: Students work with their original group to make a short poster presentation about their volcano to show to the class.

Worksheet 1: Around Pompeii

Look and write the words. Then find them in the word search.





3

7





6



a	i	e	с	d	i	0	e	h	a	r	С
u	l	р	S	m	0	k	e	0	s	р	i
с	f	b	t	b	u	q	b	r	g	r	ι
0	0	h	У	n	j	r	0	s	n	v	m
f	9	с	s	g	r	w	v	e	j	w	f
0	k	0	k	i	l	e	0	a	z	z	q
u	a	t	е	a	р	q	l	n	s	j	0
n	b	u	ł	t	s	k	с	d	t	e	d
t	е	m	р	L	е	a	a	с	a	e	i
a	f	n	x	n	r	x	n	a	t	r	m
i	i	u	е	w	v	q	0	r	u	0	e
n	v	5	j	m	a	0	f	t	e	a	v
n	р	b	е	р	n	с	z	l	w	u	i
d	t	h	е	a	t	r	е	t	x	ι	d

8



Make a new word search.

Vocabulary: Around Pompeii





Worksheet 2: What were you doing?

Read the story and match the sentences with the pictures.

Yesterday, at 6:30 pm, someone broke into the Big City Bank and stole £10,000 from the safe. The police are questioning six people. This is what they told the police.



- 1 I was talking to my friends in a café.
- 2 I wos wotching a film at the cinema.
- 3 We were having dinner at a restourant.
- 4 I was swimming.
- 5 I was sleeping.
- 6 I was tolking on the phone.





Claire





Lauren





Karl and Eva

Answer the questions. Then talk to your partner. Who stole the money?

- 1 Who was with other people?
- 3 Who con't prove what they were doing?
- 2 Who can prove what they were doing?
- 4 Who stole the money from the bank?

(Grammar 1: Past continuous revision)



Worksheet 3: A day with my family



listen cut sing dance do play

Yesterday was a crazy day! While I ¹ <u>was doing my Maths homework</u> my friends were sending me text messages. While I was trying to multiply 36 by 89 in my head, my eldest sister ² ______ to her favourite song. How could I work in my noisy house? While my brother ³ _______ computer games and shouting. my mother ⁴ _______ in her bedroom. While my twin sisters ⁵ ______ in the garden, my father ⁶ ______ the grass. I thought, 'That's it. I've had enough!' I put my books in my bag, wolked to the park, and finished my homework there.

Read and circle the correct words.

- 1 While my cat was washing / drinking milk, my brother was buying / playing basketball.
- 2 While my sister was dancing / writing to her favourite music, my cousin was watching / making a sondwich.
- 3 While my father was washing / looking the car, my mother was reading / cooking a book.
- 4 While my dog was playing / drinking with a ball, I was eating / dancing a pizza.
- 5 While my grandfather was **sleeping** / **shopping** under a tree, my grandmother was **laughing** / **listening** to the radio.

Grammar 2: Two simultaneous actions with while





Worksheet 4: Famous volcanoes

Work in small groups. Choose a volcano.







Krakatoa



Paricutin



Write the name of the volcano and find out about it.

	My volcono	My partner's volcono
What country is it in?		
When did it erupt?		
How long did the eruption last?		
How many people died?		
Find out more facts about your volcano.		



Ask your partner about their volcano. Write the answers.

(Geography: Famous volcanoes)



In the rainforest

Worksheet 1: Life in the jungle

Using the worksheet

- This worksheet practises rainforest words: creeper, beak, toucan, sloth, branch, anaconda, pool, jaguar, anteater.
- Students work individually or in pairs and use the clues to help them find the words. Check that they know the word *syllables* and how to identify the number of syllables in a word.
- Students then read the sentences and decide whether they are true or false.
- KEY: Activity 1: 2 joguar, 3 beak, 4 pool, 5 creeper, 6 branch, 7 anoconda, 8 anteater, 9 toucan; Activity 2: 2 f Toucons con fly. 3 f Anteoters like eating ants. 4 t, 5 f Anacondas are very lorge snakes, 6 f Creepers aren't part of a tree and they don't have the same roots.

Optional follow-up activity: Demonstrate how to play Find new wards. Write the Amazon rainforest an the board. Ask students to work in pairs and use the letters to make new words, e.g. star, train. The pair of students who find the most new words win. Ask this pair to choose another word or phrase from the unit and write it on the board for the class to play again.

Worksheet 2: Numbers

Using the worksheet

- This worksheet practises large numbers.
- Students work individually or in pairs to complete the activity. Encourage them to think carefully and logically to work out the rule governing each of the number sequences.
- Students then write words for the numbers that were missing in Activity 1.
- KEY: Activity 1: 2 1,000.000, 3 5,000, 4 200,000, 5 15.000, 6 1,000,000; Activity 2: 2 one million.
 3 five thousand, 4 two hundred thousand, 5 fifteen thausand, 6 one million

Optional follow-up activity: Demonstrate how to play *Hit the number.* Before starting this game, write about 20 large numbers on the board in random places. Put students into two teams. Invite the teams to come up to the front of the class near the board. Give the first person in each team a rolled-up newspaper. Say one of the numbers on the board. The first student to hit the number with the newspaper wins o point for their team. The newspaper posses to the second person in each team. Continue until you hove said all the numbers. The team with the most points at the end of the game wins.

Worksheet 3: Crazy house rules

Using the worksheet

- This worksheet practises have to and had to.
- Students work individually or in pairs to write sentences about the aliens, Splodge and Murdle.
- They then work in small groups and write their own crazy house rules in the present tense using have ta.
 Encourage students to be imaginative.
- KEY: Activity 1: 2 Murdle had to eat a sondwich with his feet. 3 Spladge had to cut the gross with scissors.
 4 Murdle had to clean the floor with a/the dog.
 5 Splodge had to sleep under the bed. 6 Murdle had to do his homewark in/with ketchup.: Activity 2: Students' own answers

Optional follow-up activity: Students present their crazy house rules to the class. The class take a vote on which of the rules they think is the croziest.

Worksheet 4: Amazon adventure

Using the worksheet

- This worksheet practises following instructions in a game based on what might hoppen in a jungle adventure.
- Read through the phrases in the language box.
 Make sure students know how to use the phrases during the gome.
- Students work in groups of four. Give each group a board (Worksheet 4), a dice (or a spinner) and a counter (or coin) for each person. Students put their counters on Start. The first player to throw 6 starts. If students land on the bottom of a ladder, they can go to the top. If they lond on the head of a snake, they must go down to its tail. If they stop in the centre of a ladder or a snake, they can stoy where they are and woit for their next turn. Students follow the instructions on the other squares.

The first student to get to Finish is the winner.

Optional follow-up activity: Students work in groups and make their own Amozon adventure game. Monitor and help as necessary. Make copies of the board gomes and play them in class.



Worksheet 1: Life in the jungle



Write the word for something in the picture that ...



1	has five letters.	sloth
2	starts with the letter <i>j</i> .	
3	is a bird's mouth.	
4	is a small area of water.	
5	grows round a tree.	

6	ends in the letters ch.	
7	has four syllables.	
8	does what its name says.	
9	starts with the letters to.	



Read and write t(true) or f(false). Correct the false sentences.

- 1 Sloths move very quickly.
- 2 Toucans can't fly.
- 3 Anteaters do not like eating ants.
- 4 Jaguars are part of the cat family.
- 5 Anacondas are very small snakes.
- 6 Creepers are part of a tree and have the same roots.

_			
_	_		
	_	 	



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Vocabulary: Rainforest life



Write the missing numbers.

1 100	200	300	400	500
2 100	1,000	10,000	100,000	
3 5,000,000	500,000	50,000		500
4 300,000	275,000	250,000	225,000	
5 27,000	21,000		9,000	3,000
6 125,000	250,000	500,000		2,000,000

Write the missing numbers from Activity 1 in words.

1 four hundred	La
2	5
3	66



(Grammar 1: Numbers 100–5,000,000)



Worksheet 3: Crazy house rules



Read, then complete the sentences with the words from the box.

Splodge and Murdle live in a crazy hause and they have lots of crazy house rules. This is what they had to do yesterday.





2 Worksheet 4: Amazon adventure

Play the game. Use the phrases from the box.

You start. Throw the dice. It's your turn. Move your counter three spaces. Whose turn is it? Go down the snake. Go up the lodder. I've won!



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Worksheet 1: Making music

Using the worksheet

- This worksheet practises music words: spotlight, bodyguards. fans. electric guitar, boss guitar, backing singers, dancer, drum kit, stage,
- Students complete the words with the missing vowels, then motch them to the picture by writing letters in the boxes.
- Students then complete the email using words from Activity 1.
- KEY: Activity 1: 2e backing singers, 3d drum kit,
 4i bass guitar, 5a bodyguards, 6b stage, 7h fans,
 8f dancers, 9g spatlight; Activity 2: 2 stage,

3 spotlight, 4 bocking, 5 guitar, 6 fans, 7 bodyguards Optional follow-up activity: Demonstrate how to play House. Choose one student to come to the front and draw dashes on the board to represent a word from Activity 1 – one dash far eoch letter. The other students coll out letters to try to guess the word. Eoch correct letter is filled in above the appropriate dash. For every incorrect letter, draw one line of a house, and write that letter on the board. First draw the walls of the house. then the roof, then the door, as shown below.



If onother student guesses the word, they come to the board and choose the next word. If no one guesses the word before the house is complete, the original student chooses the next word.

Worksheet 2: What are they going to do?

Using the worksheet

- This worksheet proctises going to.
- Students work in pairs to match the descriptions to the speech bubbles.
- Students then work alone to write sentences about the people in Activity I.
- KEY: Activity 1: 2b, 3a, 4f, 5d, 6e: Activity 2: 2 Sue and Sam are going to see the new Spiderman film. 3 Simon's / Simon is going to read a book (that's) called Frankenstein. 4 Jae's / Jae is going to watch the new camedy (on TV). 5 Maria's / Maria is going to read a story about Ancient Rome. 6 Wendy and Wolter are going to listen to Beethoven and Bach.

Optional follow-up activity: Students organise a birthday party for a friend. They work in groups and choose music and food. Students can also decide where to have the party and what clothes to wear. Each group tells the class obout their plans, e.g. *At our porty, we're going to listen to ...*

Worksheet 3: A busy day

Using the worksheet

- This worksheet practises the time with *past* and ta the hour.
- Students read the story of Lucy's day and then work individually or in pairs to work out when Lucy does the activities.
- Students then work individually to complete the sentences with the times when they themselves do the octivities listed. Make sure that students write the times in words rother than numbers.
- KEY: Activity 1: 2 She catches the bus to school at ten past seven. 3 She gets to school at ten to eight.
 4 She has her lunch at ten past twelve. 5 She has dinner at ten to five. 6 She starts talking to her friends online at five past six.;
 Activity 2: Students' own answers

Optional fallow-up activity: Students work in pairs or small groups and take turns to ask and answer what time of day they do the things in Activity 2, e.g. *What time do you get up?*

Worksheet 4: Rap and rhythm

Using the worksheet

- This worksheet practises recognising rhythm in a basic rap. It also encourages students to be creative with longuage.
- Students read the lines of *The Summer Rop* and motch them to the rhythm potterns. Check, then proctise saying each line of the rap with the correct rhythm. Get students to click their fingers or clap to help them stoy in time.
- Discuss the winter picture with the closs. Ask them to find the four pairs of rhyming words in the box: *ald/ cold*: *lough/scarf*: *snow/go*; *fire/choir*. Students work in small groups to write their own rap about the winter, using the rhythms in Activity 1. Encourage students to use some of the rhyming words from the box to help them.
- KEY: Activity 1: 1b. 2o, 3c, 4a; Activity 2: Students' own onswers

Optional fallow-up activity: Students perform their rops for the class.

Worksheet 1: Making music



- 1 <u>electric guitar</u>
- 2 b_ck_ng s_ng_rs
- 3 dr_m k_t
- 4 b_ss g__t_r
- 5 b_dyg__rds

C



-	
-	-



Read and complete Ella's email with words from Activity 1.

Hi Yasmin,

200

We saw Missy RaRa last night. It was fantastic! There were so many musicians and '<u>dancers</u> on the '______. When it started, it was completely dark and then just one ''______ came on and there she was! Missy Ra Ra's a great singer and her ''______ singers were really good, too. Everybody knows that Missy plays the piano, but did you know that she also plays the bass ''_____? She plays it really well. There were so many people at the concert. Missy has lots of ''______ and we were all shouting! But the '' ______ didn't let us go near her. Let's meet soon and listen to Missy's new songs! Love, Ella

Vocabulary: At a rock concert)

2)





Read and match the sentences with what the people say.



- 1 Mark likes music from the 1960s. He plays the guitar.
- 2 Sue and Sam's fovourite thing is the cinema. They watch a lot of films.
 - 3 Simon enjoys reading. He likes novels about monsters and vampires.
 - 4 When he has some free time, Joe watches the TV. He loves laughing.
 - 5 Moria loves reading. She likes historical novels.
 - 6 Wendy and Wolter play the violin. They love jozz and classical music.

I'm going to read my book.
 It's called Frankenstein.
 d
 I'A

b (We're going to see the new Spiderman film.

I'm going to learn to play some old Beatles songs.

I'm going to read a story about Ancient Rome.

We're going to listen to Beethoven and Bach.

I'm going to watch the new comedy this evening. My friend says it's really funny.

2

C

7

Write sentences about the people in Activity 1.

1 Mark 's going to learn to play some old songs by the Beatles

2 Sue and Sam

3 Simon

4 Joe

5 Maria

6 Wendy and Walter

e

f

Grammar 1: Going to revision



Worksheet 3: A busy day

(3)

Read and answer the questions about Lucy's busy day.



Lucy has a very busy life! She gets up at six. Half an hour after that, she has breakfast. Forty minutes after her breakfast, she catches the bus to school. She gets to school one hour and fifty minutes after she gets up. She has her lunch four hours and twenty minutes after she gets to school. She works hard at school all day. She gets home at ten past four and does her homework. She has her dinner forty minutes after she gets home. An hour and fifteen minutes after that she starts talking to her friends online.

She has breakfast at half past six.

- 1 What time does Lucy have breakfost?
- 2 What time does she catch the bus to school?
- 3 What time does she get to school?
- 4 What time does she hove her lunch?
- 5 What time does she have dinner?
- 6 What time does she start talking to her friends online?

Complete the sentences about your busy day.

- 1 I get up at _____.
- 2 I have breakfast at _____.
- 3 I ga to school ot _____.
- 4 I have lunch at _____.
- 5 I have Maths at _____.
- 6 I hove English at _____.
- 7 I come home at _____.
- 8 I do my homework at _____.
- 9 I have dinner at _____.
- 10 I go to bed at _____

Grammar 2: Time: past and to the hour

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Worksheet 4: Rap and rhythm



Match each line of the rap with one of the three rhythms (a, b or c).



Write a rap about winter. Use the rhyming words from the box.

old snow scarf cold fire choir go laugh



The Winter Rap

Music: Rap and rhythm



Space restaurant

Worksheet 1: Eating out

Using the worksheet

- This worksheet revises restaurant vocabulary: woiter, biscuits, salt, pepper, napkin, chopsticks, fork, spaan, knife.
- Students work individually ar in pairs to solve the anagrams, then match the words to the pictures.
- Students then read and correct the sentences.
- KEY: Activity 1: 2e chopsticks, 3f pepper, 4g knife.
 5b napkin, 6i fork, 7c biscuits, 8h spoon, 9a solt: Activity 2: 2 We use a spoon to eat saup. 3 We use a fork to pick up meat and vegetables.
 - 4 We use a knife to cut our food. **5** We put solt and pepper on our food. **6** We eat biscuits cold.

Optional follow-up activity: Demonstrate how ta play the *Double drawing* game. Put students into two teams. Draw a line down the middle of the board. Ask ane student from each team to come to the front of the class. Show them one of the words from Student's Book page 46. Make sure the rest of the class do not see the word. The students at the board then draw the word for their team to guess. The first team to shout aut the correct word wins a point. Continue in this way, with different students coming to the board in turn.

Worksheet 2: First, second or third?

Using the worksheet

- This worksheet proctises ordinal numbers.
- Students work individually or in pairs to solve the puzzle. They read the clues ond then decide where each of the runners in the race finished.
- Students then answer the questions about the dates on which there are special celebrations in the year.
- KEY: Activity 1: 1 Tonya comes first in the race. 3 Holly comes third in the race. 4 Anna comes fourth in the race. 5 Sarah comes fifth in the race. 6 Claire comes last/sixth in the race.; Activity 2: 2 the 14th of February, 3 the 4th of July, 4 the 31th of October, 5 Students' own answers, 6 Students' own answers

Optional follow-up activity: Students make their own puzzle using ordinal numbers, using Activity 1 as a model to follow. Students can then swap puzzles with a portner.

Worksheet 3: If ...

Using the worksheet

- This worksheet practises the zero conditional.
- Students work olone to read the sentences and match each to one of the three pictures by writing the letters a. b or c in the boxes.
- Students then work alone or in pairs to write sentences using the zero conditional, describing what happens if it's your birthday.
- KEY: Activity 1: 2a, 3b, 4a, 5b, 6c; Activity 2: Students' own answers

Optional follow-up activity: Students work in pairs. They write the beginnings of zero conditional sentences. They then swap their sentences with a partner and complete them.

Worksheet 4: Make a healthy meal

Using the worksheet

- This worksheet practises following o recipe. It also encourages students to make and eat healthy food.
- Students match the words for the ingredients to the pictures, then list the ingredients under the correct food group. You may wish to explain that alive oil is made from the fruit of the olive tree.
- If possible, bring in the ingredients for a chicken salad, including port of a coaked roast chicken, salad, wholemeal bread, butter and alive oil. Show students how to make the chicken salad. Students then use the verbs in the box to complete the recipe. If you don't make the salad in class, students con make it at home after the lesson.

KEY: Activity 1: 2d, 3h, 4e, 5b, 6c, 7g, 8f;

Activity 2:

Protein	Vegetables	Dairy	Fruit	Grain
chicken	lettuce	butter	olive oil	bread
	cucumber		tomatoes	
			avocado	

Activity 3: 2 Chop. 3 Pour, 4 Slice, 5 Spread

Optional follow-up activity: Students write a recipe for a healthy meal with o portner. Have a class vote on which recipe students would most like to try at home. Students can then try making the meal and report back to the class in the next lesson.



Company and the

(1156)

Worksheet 2: First, second or third?

Look, read and write the girls' names. Then write sentences.



Martina finishes second. The girl running just behind Holly is called Anna.

Claire finishes behind Sarah.

Tanya finishes two places in front of Holly.

No one finishes behind Claire.

the 25" of December

Holly finishes two places in front of Sarah.

Martina comes second in the rac

Answer the questions.

- 1 What date is Christmas Day?
- 2 What date is Valentine's Day?
- 3 What date is American Independence Day?
- 4 What date is Halloween?
- 5 What date is your birthday?
- 6 What date is your best friend's birthday?

Grammar 1: Ordinal numbers

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Super Minds Teacher's Resource Book Level 5











- 1 If it's your brother's birthday, you give him a present.
- 2 If you don't eat enough. you get hungry.
- 3 If you lose the game, you feel sad.
- 4 If you eat too much, you get sick.
- 5 If you win the game, you feel hoppy.
- 6 If it's your birthday, your brother gives you a present.

Write five sentences about what happens if it's your birthday.

If it's your birthday, you can eat lots of cake.

Grammar 2: Zero conditional)



Worksheet 4: Make a healthy meal

Match the ingredients with the pictures.





Write the ingredients from Activity 1 in the correct food groups.

Protein	Vegetables	Dairy	Fruit	Grain
				-

B

Complete the recipe with the words under the pictures.



chop

pour



4

slice



spread

- 1 <u>Cut</u> the chicken into pieces on a chopping boord.
- 2 _____ your favourite fruit and vegetables and put them in your solod with some lettuce.
- 3 _____ olive oil on your salad.
- 4 _____ your wholemeal bread.
- 5 _____ butter on the bread.

Biology: Healthy eating

Worksheet 1: The cowboy days

Using the worksheet

- This worksheet practises vocabulary about the American Wild West: jail. sheriff, robbers, wagon, hondcuffs, barrel, pistol, saddle, rope.
- Students work individually or in pairs. They write the words under the pictures.
- They then read the definitions and complete the crossword. Check that students know the meaning of pull along and wrist.
- KEY: Activity 1: 2 saddle, 3 rope, 4 robber, 5 pistol, 6 handcuffs, 7 jail, 8 wagon, 9 sheriff;



Optional follow-up activity: Demonstrate how to play a Spelling bee game. Divide the class into two teams. Make a list of an even number of words from the unit. Say a word, e.g. handcuffs, and ask a student from one team to spell it out laud or write it on the board. If the spelling is carrect, the student scores two paints for their team. If it is incorrect, a volunteer from the other team can correct the spelling and score a point. Continue, alternoting between teams, until all the words have been spelt correctly.

Worksheet 2: What is it ... ?

Using the worksheet

- This worksheet practises made of and used for + -ing. It olso revises vocabulary from the first five units of the Student's Book.
- Students work individually or in pairs to complete the sentences using the words from the box.
- Students then read the descriptions and write the names of the objects.
- KEY: Activity 1: 2 metal, cooking, 3 made of, looking,
 4 used for, wood, 5 leather, used for carrying,
 6 made of wood, drawing; Activity 2: 2 glaves,
 3 vase, 4 chopsticks, 5 knife, 6 barrel

Optional follow-up activity: Demonstrate how to play the *Three things* game. Put students into two

groups. Write a category on the board, e.g. *things* made of wood. The first group to think of three things made of wood wins a point. Then continue the game using the following categories: things made of plastic, things made of cotton, things made of leather. Bonus points can also be given for the most surprising abjects chosen.

Worksheet 3: Possession

Using the worksheet

- This worksheet practises the possessive apostrophe.
- Students work individually to read and correct the sentences. Make sure that students look at the pictures to help them with this. Students can then compare their answers.
- Students work individually or in pairs to write the plural forms of the sentences.
- KEY: Activity 1: 2 Julie's scarf was a birthday present.
 3 The robbers' pistols are new. 4 The cowboy's saddle is made of leather. 5 My brother's bass guitar is ald: Activity 2: 2 The children's gomes are exciting. 3 The babies' hats are black. 4 The men's smortphones are clever. 5 The women's books are in French.
- Optional follow-up activity: Students work in pairs. They describe objects that they can see in the closs belonging to other students, but they must say things that are not true. Their partner listens corefully to the description and then corrects it, e.g. Student 1: Pablo's bag is black. Student 2: No. that's not true. Pablo's bog is white.

Worksheet 4: The Olympic Games

Using the worksheet

- This worksheet develops the theme of gold.
- Students read the text about the history of gold medals in the Olympic Games and answer the questions. Explain that a wreath is a circular band of flowers or the leaves of a plant that can be worn around the head, as in the picture.
- Students work in pairs to motch the facts to the athletes. They will need to do research on the Internet in order to complete this activity. Alternotively, this activity can be done at home.
- Students then work in small groups to research three more facts about gold medals at the Olympics and tell the class what they have discovered.
- KEY: Activity 1: 1 an olive wreath. 2 a silver medal.
 3 They did not receive a medol. 4 the 1904 games in St Louis; Activity 2: 1d. 2b, 3a, 4c

Optional follow-up activity: Students work in pairs to research information about the Olympics and find five more interesting facts.

5 Worksheet 1: The cowboy days



Look and complete the words.



Do the crossword.

Across

- 2 People sat in this and horses pulled it along.
- 3 This is a seat that people sit on when they ride a horse.
- 6 This is wooden. You can put powder or liquid in it.
- 8 This is a small gun that you hold in one hond.
- 9 This person was like a police officer in towns in the Wild West.

Down

- 1 These are metal. Police officers put them around people's wrists.
- 4 This is another word for a prison.
- 5 This is something you use to tie things tagether.
- 7 This is a person who takes things from shops and banks.

Vocabulary: Wild West



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Worksheet 2: What is it ... ?



Complete the sentences with the words from the box.

	etol leather wood wood leather		drow look cook corry pratect
--	--	--	--











- 1 These are made of <u>leather</u>. They are <u>used for protecting</u> your feet.
- 2 This is mode of ______. It's used for ______ food like spaghetti.
- 3 This is _____ gloss. It's used for _____ at your foce.
- 4 This is ______ putting things on. It's mode of
- 5 This is made of _____. It's ______things.
- 6 This is ______. It's used for ______ and writing.



Read the descriptions and write the words.

This is long and thin and made of gloss. It's used for doing experiments.	test tube
These are made of wool. They ore used for keeping your hands worm in cold weather.	
This is made of glass. It's used for holding flowers.	
These are made of wood. They are long and thin and are used for eating food.	
This is made of metal. It's used for cutting food.	
This is made of wood. It's big and round. It's used for keeping liquid or powder in.	
	for doing experiments. These are made of wool. They ore used for keeping your hands worm in cold weather. This is made of glass. It's used for holding flowers. These are made of wood. They ore long and thin and are used for eating food. This is made of metal. It's used for cutting food. This is made of wood. It's big ond round. It's used

(Grammar 1: Made of ... / Used for ...





Worksheet 3: Possession

Look, read and correct the sentences.

- 1 The sheriffs horse is beautiful. The sheriff's horse is beautiful.
- 2 Julies' scarf was a birthday present.
- 3 The robber's pistols ore new.
- 4 The cowboys' saddle is made of leather.
- 5 My brothers bass guitar is old.



Look, read and correct the sentences. Use plural forms.



- 1 The girl's dog is very funny. The girls' dogs are very funny.
- 2 The child's gome is exciting.
- 3 The baby's hat is black.
- 4 The man's phone is clever.
- 5 The woman's book is in French.

Grammar 2: Possessive apostrophes

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Super Minds Teacher's Resource Book Level 5





Worksheet 4: The Olympic Games

Read the article and answer the questions.

I n the original Olympic Games, in Ancient Greece, winners received an olive wreath. The tradition of giving medals to athletes began at the first modern Olympic Games in Athens in 1896. But did you know that athletes who finished first at those games only won silver medals? Athletes who finished second won bronze and those who finished third won nothing at all! Everything changed

at the 1904 games in St Louis in the United States, when gold, silver and bronze medals were awarded for first, second and third place.



- 1 What did winning athletes in the Olympics of Ancient Greece receive as a prize?
- 2 What medal did winning athletes receive at the 1896 Olympic Games?
- 3 What medal did athletes in third place receive at the 1896 Olympic Games?
- 4 At which Olympic Games were gald, silver and bronze first awarded?

Read and match the facts with the athletes.

⁽¹⁾At the 2008 games in Beijing, this swimmer won eight gold medals.

² At the age of 72, this athlete is the oldest person to win a gold medal. The medal was won at the 1912 Olympics in Stockholm.

This diver is the youngest athlete to win an Olympic gold medal, at the age of 13. The medal was won in 1936 in Berlin.



Marjorie Gestring



Oscar Swahn

This athlete won gold in the 100m, 200m, long jump and the 4x400m relay at the Los Angeles Olympics.





Carl Lewis

Michael Phelps History: The Olympic Games



2

3

Worksheet 1: Away from home

Using the worksheet

6

- This worksheet practises words connected to souvenirs: flag, sunglasses, earrings, carpet, basket, ring, cup and soucer, cushion, plate, soap, comb.
- Students look at the pictures and work individually or in pairs to label them. Then they find the words in the word search and check their spelling. (The wards go across, down and diagonally.)
- Students can then make their own word search to swap with a partner.
- KEY: Activity 1: 2 flag, 3 plate, 4 earrings, 5 basket, 6 comb. 7 soap, 8 ring, 9 sunglasses, 10 cushion, 11 cup and soucer



Optional follow-up activity: Students use the Internet ar the library to research some famous places in Istanbul, e.g. The Blue Mosque, The Bosphorus Bridge, The Spice Morket. Students find out where these places are, what they are famous for, and why tourists visit them. Students present what they find out about their place to another student or to the class.

Worksheet 2: Problems, problems

Using the worksheet

- This worksheet practises should and shouldn't.
- Students work individually or in pairs. They read the problems and match them to the advice.
- Students then write odvice to go with the 'droma school' problem.
- KEY: Activity 1: 1d. 2a. 3b 4c; Activity 2: Students' own answers

Optional follow-up activity: Students read their advice from Activity 2 to the class. The class vote on the best advice.

Worksheet 3: Asking

Using the worksheet

- This worksheet practises Could I, Could you show/ tell me, Do you mind if I. Of course, Not at all.
- Students work alone to complete the dialogue using the words from the box. They can then read the completed dialogue in pairs.
- Students then look at the pictures and write what the people could be saying.
- KEY: Activity 1: 2 Not, 3 Could, 4 Of, 5 mind, 6 oll, 7 you, 8 tell, 9 course; Activity 2; (possible answers; 2 Could you tell me the time, please? Yes, of course, It's half post two. 3 Do you mind if I open the window? No, not ot all. 4 Cauld I see that computer, please? Yes, of course.)

Optional follow-up activity: Ask students to wark in pairs to adapt the dialogue in Activity 1 so that they are shopping for different items. Students then practise saying their dialogues.

Worksheet 4: A new town

Using the worksheet

- This worksheet develops the theme of town planning and gives further practice of should and shouldn't. It also develops discussion and debating skills.
- Students read the ideas for how to organise a new town and discuss them in groups of four.
- Students think of four more ideas for a new town and present them to the class.

KEY: Activity 1, 2, 3: Students' own onswers Optional follow-up activity: Students discuss the new town ideos and vote on the four best suggestions. They could then design a map or model of their new town



Worksheet 1: Away from home



Look and write the words. Then find them in the word search.







g



carpet

2





8











Make a new word search.

Vocabulary: Souvenirs



Worksheet 2: Problems, problems



Penny's Problematic Problem Page



12

2.6

11

15

- 10

24

10.1

.

-

Dear Penny,

I share a bedroom with my brother. We are very different. Sharing a room with him makes me crazy. There is another room in the house that I would like to move to, but my parents say it's for visitors. What should I do?

3

Dear Penny,

I don't think my teacher likes me. She always gives me bad marks. She thinks that I'm lazy, but I'm not! I work very hard and I always do my best. What should I do?

a

I think you should tell your parents about the problem. Tell them that you really need to be quiet in your bedroom. Ask your parents to talk to your brother. Say that you need to study alone. You shouldn't get angry with your brother. He doesn't understand. Good luck!

Love, Penny

b

I think you should tell your teacher how you feel. Explain that you are not very happy. Tell your teacher how hard you work and how disappointed you are with your marks. You shouldn't worry too much. Your teacher should help you. Love, Penny

C

4

Dear Penny,

2

Dear Penny,

What should I do?

I think you should talk to your teacher. Tell him that you are unhappy. Perhaps he can give you some extra football practice. You should also talk to your friend. Tell her that you miss her. Good luck! Love, Penny

d

My little brother won't let me do my homework.

me.' I tell him that I'm busy but he doesn't listen.

Every time I sit down at my desk, he comes

I've got a problem. I don't think my friend likes me any

more. We used to have lunch together every day, but

doesn't want to eat with me. I like football but I'm not

now she's started playing football at lunchtime and

very good at it. I'm so angry. What should I do?

into my room and says, 'Come and play with

I think you should tell your parents how you feel. They should understand. You need to have some space now that you are getting older. Ask your parents why you can't move to the other room and listen carefully to what they say.

Love, Penny

Read and write some advice with should and shouldn't.

Dear Penny,

My favourite school subject is Drama. I want to be an actor. I'd love to go to drama school. But my parents don't like the idea. They want me to study medicine and be a doctor. What should I do?

(Grammar 1: Should / Shouldn't)









Read and complete the conversation with the words from the box.

mind if could not all of tell you course

Customer: Good morning. Do you mind ¹ __if__ I try on this T-shirt? Shop assistant: ² _____ at all. Customer: ³ _____ you show me the changing room, please? Shop assistant: ⁴ _____ course. Customer: Ah, this is very small. Do you ⁵ _____ if I use a bigger changing room?

Shop assistant: Not at 6 _____.

Customer: Could ⁷ _____ give me a smaller T-shirt? I think this one is too big for me.

Shop assistant: I'll get one for you.

Customer: One moment, before you go. Could you ⁸ _____ me the price of the T-shirt, please?

Shop assistant: Of ⁹ _____. That's £19.99, sir.



Look and write what the people are saying.





<u>Could you give me six apples, please?</u> Yes, of course.





(Grammar 2: Could I/you ... / Do you mind if I ...)



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Work in groups of four. Read and discuss the ideas.

There shouldn't be any cars in the town. People should travel by bus.

> There shauldn't be one big school. There should be lots of small schools.

There shouldn't be a library. There should be a computer with the Internet in every home.

There shouldn't be any houses with gardens. People should all live in blocks of flats surrounded by a big park.

Write four more ideas about a new town. Use should or shouldn't.

b

d

Present your ideas to the class.

Geography: Town planning

C

T169

The story teller

Worksheet 1: In the theatre

Using the worksheet

- This warksheet proctises vocobulary related to the theatre: audience, condles, mosk, lute, actor, wig, costume, tights.
- Students work individually or in pairs. They read the sentences, then find the people in the picture and write the letters next to the sentences.
- Students then read the clues and write the words in the baxes. The highlighted baxes spell out the name of a famous play by William Shakespeare (vertically).
- KEY: Activity 1: 2b, 3d, 4g, 5e, 6f, 7c; Activity 2: 2 tights.
 3 condle, 4 wig, 5 lute, 6 costume, 7 audience,
 8 octor. Nome of the play: King Lear

Optional follow-up activity: Shakespeare wrote three different types of play: comedies, tragedies and histories. Briefly explain the differences between them (comedies are funny and end happily, tragedies are sod and end badly, histories are based on the life of a historical figure like a king or queen). Students wark in pairs to write a brief plot for a camedy, tragedy or a history play. Students present their plot to the class.

Worksheet 2: I'll do it.

Using the worksheet

- This worksheet practises will in offers and promises.
- Students work individually and read the sentences to decide whether they are offers or promises.
- Students then read the sentences, choose which options are the offers and write them into the speech bubbles.
- KEY: Activity 1: 2 offer, 3 offer, 4 offer, 5 promise,6 promise; Activity 2: 2b, 3a, 4b

Optional follow-up activity: Students work in pairs and write six promises about school, e.g. We'll read more books in English.

Worksheet 3: Just a moment ago

Using the worksheet

- This worksheet practises has/have just + past participle.
- Students work individually or in pairs. They look at the picture and decide who has just done what. They complete the questions and write the answers.
- Students then work alone to write sentences about what they imagine members of their family have just done before dinner at six o'clack, then draw a picture to illustrate their sentences.

KEY: Activity 1: 2 pointed, Al and Andy have just painted their room. 3 drunk, Holly's/has just drunk a bottle of oronge juice. 4 dropped, Tanya's/has just dropped her bag on her foot. 5 got, Anna's/has just got a text message.; Activity 2: Students' own answers

Optional follow-up activity: Demonstrate how to ploy *Pictionary.* Ask a volunteer to imagine something they have just done and to draw it on the board. The first student to guess the action that is being drawn by asking the question. *Have you just* ... ? takes the next turn. Students can also play the game in groups.

Worksheet 4: Haiku

Using the worksheet

- Students read about Haiku.
- Students then read the example Hoiku about learning English. Ask them to talk to their partner about what the example Hoiku makes them think and feel.
- Students then work in pairs to write their own Haiku about one of the topics in the box.

Optional follow-up activity: Students perform their Haiku to the closs or in groups. The other students say what the Haiku makes them think and feel.

Worksheet 1: In the theatre





- 1 This girl is playing the lute.
- 2 This boy's wig is falling off his head.
- 3 This girl is pulling up her tights.
- 4 These people are watching the play.
- 5 This girl is wearing a mask.
- 6 This boy is holding a candle.
- 7 This boy is wearing an animal costume.

Do the puzzle and find the name of one of Shakespeare's plays.

- 1 An actor wears this on his or her foce.
- 2 An actor wears these on his or her legs.
- 3 This is used to give light.
- An actor wears this on his or her head. It is not real hair.
- 5 This is a musical instrument.
- 6 An actor wears this on his or her body.
- 7 These people watch the plays.
- 8 This person performs in a play.












Worksheet 2: I'll do it.

Read the sentences and write offer or promise.

 I'll do my homework before I wotch TV. 	promise
2 I'll help you carry those bags. They look heavy.	
3 I'll make breakfast. You're tired and need to sleep.	
4 I'll close the door for you.	
5 I'll keep your secret, don't worry.	
6 I'll stop eating chocolate every day. I'll eat fruit instead.	



(Grammar 1: Will for offers and promises)







Complete the questions. Then look and write the answers.

- 1 Who's just <u>eaten</u> (eat) some chocolate? Robert has just eaten some chocolate.
- 2 Who's just _____ (paint) their room?
- 3 Who's just _____ (drink) a bottle of juice?
- 4 Wha's just _____ (drop) her bag on her foot?
- 5 Who's just _____ (get) a text message?

It is six o'clock in your house. It's time for dinner. Write about what the people in your family have just done. Draw a picture.

> <u>It's dinner time and we are all</u> <u>coming to the table. I've just</u> <u>finished my homework. My</u>

Present perfect with just)







Read about Haiku.



A Haiku is a special type of poem from Japan. It has three lines. The first and third lines always have five syllables and the second line always has seven. Haiku are often quiet poems which make people think about the meaning of something.



Read the Haiku. What does it make you think and feel?

A Haiku for English students

Learning English, oh Verbs and nouns and adjectives Why's the past simple?



Write a Haiku about one of the topics from the box.

music family friends school



PHOTOCOPIABLE

Literature: Poetry

Museum of the future

Worksheet 1: Jobs

Using the worksheet

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- This worksheet revises jobs vocobulory: businessman, cleoner, engineer, dentist, businesswomon, artist, farmer, mechanic, computer programmer.
- Students work individually or in pairs to match the jabs to the descriptions.
- Students then order the sentences and decide whether they are true or false.
- KEY: Activity 1: 2 businesswoman, 3 computer programmer, 4 artist, 5 engineer; Activity 2: 2 An engineer works with machines. t, 3 A dentist looks after people's teeth. t, 4 A farmer works in a school. f, 5 A mechanic repairs cars. t, 6 A cleoner builds bridges. f

Optional follow-up activity: To proctise the spelling of these long words, play *What comes next*? You need a piece of paper screwed up into a ball. If possible, get the class to stand in a circle. If not, they can stand at their desks or tables. Say one of the words from Student's Book page 94 and the first letter, e.g. *engineer* e. Throw the paper to a student, who has to say the next letter, *n*, and then throw the paper to another student. This continues until the complete word has been spelled correctly. The student who completes the word then chooses a new word and the process begins again.

Worksheet 2: Promises

Using the worksheet

- This worksheet practises If you ..., I'll ... when making promises.
- Students work individually or in pairs to match the sentence halves.
- Students then look at the pictures and use the words in the box to complete the fairy godmother's promises.
- KEY: Activity 1: 2d. 3e. 4a. 5f. 6c: Activity 2: 2 lose, find, 3 feel, make, 4 get, clean, 5 want, fly

Optional follow-up activity: Students work in pairs ond think of four promises that they would like their fairy godmother to make.

Worksheet 3: What if ... ?

Using the worksheet

- This warksheet practises What if and first conditional questions.
- Students work individually or in pairs to read the story about Dylon and complete it with the words from the box.
- Students then work alone to write their own answers to the questions.

KEY: Activity 1: 2 What, 3 do, 4 stop, 5 worry, 6 pass; Activity 2: Students' own answers

Optional follow-up activity: Students work in pairs to ask and answer the questions from Activity 2.

Worksheet 4: Fractionally

Using the worksheet

- This worksheet practises fractions in the context of a game.
- Students work in groups. Give each group a board (Worksheet 4), dice (or a spinner) and a counter (or cain) for each person. Students put their counters on Start. The first player to throw a 6 starts. Students follow the instructions on the squares as they land on them.
- The first student to get to Finish is the winner.
- KEY: Activity 1: 2 ³/₄, 3 (), 4 ⁵/₈, 5 ¹/₄, 6 five eighths, 7 25, 10 (), 12 60, 15 one fifth, 17 one quorter, 19 ²/₄, 20 ²/₄, 22 eight pictor at 150, 26 ¹/₄

18 ²/₅, 20 ⁷/₉, 22 eight ninths, 23 <u>1111</u>, 25 150, 26 ¹/₉ Optional follow-up activity: Students work in groups and make their own maths game. Monitor and help as necessary. Make copies of the board games and play them in class.

Worksheet 1: Jobs



Read the descriptions and match them with the jobs.

artist businesswoman businessman computer programmer engineer





1 Alan Turing was English. He helped invent computer science and artificial intelligence. His idea of the 'Turing Machine' was the beginning of our modern age of computers.

computer programmer

4 Michelangelo Merisi da Caravaggio was Italian. He was born in the 16th century and died in the 17th century. His paintings are famous for their use of light and dark.



- 2 Anita Roddick was English. She died in 2007 at the age of 64. She started the natural cosmetics company, The Body Shop. It became very successful. There are Body Shop shops all over the world.
- 5 Isambard Kingdom Brunel was English. He lived in the 19th century. He designed and built bridges and the first railway in the UK.

Ł





3 Steve Jobs was from San Francisco in the USA. He died in 2011 at the age of 56. He was one of the most important people in the computer industry. His company designed the iPhone, the iPad and the iPod. He made millions of dollars.

Make sentences. Then write t(true) or f(false).

1 an / works / businesswornan / office / a / in

A businesswoman works

in an office.

2 with / engineer / machines / an / works

3	teeth / after / people's / dentist /
	looks / a

4 f	armer /	a/a/	works /	school / in

- 5 cars / a / repairs / mechanic
- 6 builds / cleaner / a / bridges

Vocabulary: Jobs





Worksheet 2: Promises

Look and match.

- 1 If you study hard.
- 2 If you think Maths is difficult,
- 3 If you're sad at school,
- 4 If you learn French,
- 5 If you eat all your vegetables at lunch,
- 6 If you forget your books.
- a I'll take you to Paris to practise.
- b I'll buy you a new bike far your birthday.
- c I'll bring them to you at school.
- d I'll help you.
- e I'll make you laugh at hame.
- f I'll give you a biscuit after school.

What is the fairy godmother saying? Complete the sentences with the words from the box.

repair fly lose feel break make get clean find want





If you <u>break</u> your



If you _____ your favourite socks, I'll them.



If you _____ your T-shirt dirty, I'll it.



If you _____ hungry. I'll _____ a cheese sandwich for you.



If you _____ to go on holiday, I'll _ you to a tropical island.

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Grammar 1: If clauses

Worksheet 3: What if ... ?



Read and complete the story with the words from the box.

do what stop poss worry will

Dylan likes worrying. He worries about everything. At the moment, for example, he is worrying about his Moths homework. 'What '<u>will</u> I do if I can't do this homework?' Dylan asks his mum. 'Then Dad will help you,' says Dylan's mum. 'You'll be OK.'

Dylan is also worrying about his new guitar. "² _____ if I drop it?" Dylan says. 'Then we'll fix it,' says Dylan's dad. 'You'll be OK.'

'What will we ³ _____ if it rains tomorrow?' says Dylan to his friend, Bryan. 'Then we'll play foatball on the computer.' says Bryan.

Most people in Dylan's life understand that Dylan can't stop worrying. But not Donny. Donny is Dylan's brother. Donny doesn't worry about anything. 'What if you ⁴ _____ worrying about Maths and guitars?' Donny says to Dylan.

'Stop worrying?' says Dylan. 'If I stop worrying about Maths and guitars, I'll ⁵ _____ about something else. I've got a History exam tomorrow. What if I don't ⁶ _____ it, Donny? What then?' Donny shakes his head and walks away. Dylan doesn't mind. Donny doesn't understand that Dylan likes worrying. Warrying makes Dylan happy.

Answer the questions with your own ideas.

- 1 What will you do if your computer breaks? If my computer breaks, I'll
- 2 What will you do if it rains on your holiday this summer?
- 3 What will you do if you lose your mobile phone?
- 4 What will you do if you get 5% in your next English exam?
- 5 What will you do if your teacher gives you a lot of homework today?
- 6 What will you do if someone gives you food that you don't like?









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PHOTOCOPIABLE

(Grammar 2: What if ... ?)





Play the game.



Maths: Fractions

Worksheet 1: On board ship

Using the worksheet

- This worksheet revises vocabulary connected to ships: sail, mast, captain, lifeboat, porthale, cabin, barometer, rat, sailor.
- Students work individually or in pairs to name the items in the picture.
- Students write the names of the items that are missing from the picture.
- KEY: Activity 1: There are nine things to be identified: mast, lifeboat, borometer, soil, rot, sailor, coptain, cabin, porthole; Activity 2: 2 the captain, 3 the lifeboat, 4 the mast, 5 the sails,
 - 6 the barometer, 7 the cabin, 8 the sailor. 9 the porthole

Optional follow-up activity: Demonstrate how to play *Pictionary*. Ask a volunteer to slowly draw one of the words related to ships on the board. The first student to guess the word that is being drawn takes the next turn. Students con also play the game in groups.

Worksheet 2: Been there, done that

Using the worksheet

- This worksheet practises the present perfect with already, yet, been, done and other past participles.
- Students work alone. They read the list of experiences and tick the ones that they have already had.
- Students then write six sentences about experiences that they haven't had yet.
- Finally, they work in groups of four and swap their experiences.

KEY: Activity 1, 2: Students' own answers

Optional follow-up activity: Students work in pairs and tell each other about experiences that members of their family or friends have had, e.g. *My father has been to Africa: My sisters have seen Lody Gaga in concert.*

Worksheet 3: I've done it all, my darling.

Using the worksheet

- This worksheet practises present perfect questions and answers with yet and already.
- Students read the interview and circle the correct words.
- Students then complete the sentences about Angelica Lolly.
- KEY: Activity 1: 2 already. 3 chosen, 4 yet, 5 been,
 6 made, 7 already; Activity 2: 2 hasn't chosen, yet,
 3 's/has already been, 4 's/has already bought,
 5 's/has already made, 6 hasn't made, yet
- Optional fallow-up activity: Students write their own interviews with a superstar, using the interview in Activity 1 to help them. Students then act out their interviews in front of the class.

Worksheet 4: Ocean life quiz

Using the worksheet

- This worksheet facuses on information about life in the oceons.
- Read the questions with the class, check understanding and help with new vocabulary.
- Students work in groups. Give them ten minutes to answer the questions without looking at the Internet, to see what they know. Then give students ten minutes to look on the Internet for the answers to the remaining questions. If you don't have access to the Internet, write the onswers on the boord in a random order after the ten minutes has possed and ask students to try to match the questions to the answers. Alternotively, this research can be set for homework. Check answers with the class.
- Students write five or six questions, then swop their quizzes with another team. Go through the answers with the whole class.
- KEY: Activity 1: 1 blue whole, 2 whale shark, 3 onimal.
 4 sailfish (others are marlin, and peto or wahoo),
 5 they range from 250–916 kg. 6 Giant Pacific octopus live for about four years, but die saon ofter their babies hatch from eggs. 7 water, 8 more than 20, 9 no, because they don't have gills, scales or fins, 10 North Atlantic and North Pacific (i.e. in colder climates near the Arctic);
 Activity 2: Students' own answers

Optional follow-up activity: Do the students' ocean life quizzes with the whole class.







What's missing? Look and write the words.





6 _____ 7 _____ 8 _____ 9 _____

(Vocabulary: On board)



Worksheet 2: Been there, done that



Write six sentences about things you would like to do but haven't done yet.

I haven't visited the pyramids in Egypt yet.



Work in groups of four. Talk about what you have/haven't done.

Grammar 1: Present perfect with already and yet)





Worksheet 3: I've done it all, my darling.

Read the interview and circle the correct words.



Angelica Lolly: Right. Let's make this quick. I'm meeting Chad Witt for cocktails ot midday. So what do you want to know about my life?

New York Times journalist: Angelica, ¹ (have / has you finished your new film yet? Angelica Lolly: Yes, I've ² already / yet finished it. Don't you read *Empire* magazine? Times journalist: Um ... OK. Have you ³ chose / chosen your next film? Angelica Lolly: No, I haven't done that ⁴ already / yet. I'm going on holidoy with

Chad first.

Le Monde journalist: Last year you said you wanted to go on haliday to France. Have you ⁵ done / been to France yet?

Angelica Lolly: Of course I've already been to France! I've just bought another flat in Paris.

El País journalist: Miss Lolly. You said you wanted to make films in other countries. Have you ⁶ made / seen a film in Spain yet?

Angelica: No, I haven't. But I've ⁷ yet / already made many films in Italy. Who knows? Maybe one day I'll make a film with my great friends Javier and Penelope in Madrid. Right. I haven't got any more time for this. Goodbye, my dorlings!

Complete the sentences about Angelica Lolly. Use already and yet.

4 She

1	She has already finishe	ed
	her new film.	
2	She	her
	next film	

3 She _____ to France.

	5110	
	a flat in Paris.	
5	She	
	many films in Italy.	
6	She	a film
	in Spain	

Grammor 2: Have you ... yet?





Worksheet 4: Ocean life quiz



Ocean Life quiz



jellyfish



octopus



dolphin



sea turtle



- 3 Is coral a plant or an animal?
- 4 Name one of the fastest fish in the ocean.
- 5 How big is the biggest sea turtle?
- 6 Which type of octopus lives the longest?
- 7 What makes 95% of a jellyfish?
- 8 How many different kinds of dolphin are there?
- 9 Are starfish fish?
- 10 Where do walruses live?





coral

starfish

walrus

sailfish





Now write your own ocean life quiz.

Geography: Oceans and seas





Progress test 1: Listening

Name



^{CD}₂ Listen and circle.



2

Listen and write yes or no.



no

- 1 Holly played tennis.
- 2 Tanyo made explosions at a science camp.
- 3 Nick went swimming every day.

- 4 Anna stayed with her aunt.
- 5 David met lots of new friends.
- 6 Robert worked with o doctor.

The Science lesson

Progress test 2: Reading and writing

Name



Look and read. Choose the correct words and write them on the lines. You do not need to use all the words.

> powder instructions an explosion liquid goggles o shelf bubbles gloves o test tube an apron

- 1 Water is an example of this.
- 2 This can come in lots of different colours. It looks like flour.
- 3 This is what can happen if a science experiment goes wrang.
- 4 You can keep your books on this at home or at school.
- 5 You read these to help you do something, like an experiment.
- 6 You put these special glasses on your eyes in a Science class.

Read and complete the blog.









Hi, internet friends!! I know you all want to know about my holiday. ¹ <u>Where</u> did I go? I went to the most exciting place on the planet: New York! ² ______ did I get there? I took a boat. I travelled for a week! ³ ______ did I do? Well, let me tell you. I did everything. I went to see the Yankees play baseball, I climbed to the top of the Empire State Building, and I saw the Statue of Liberty. ⁴ ______ I have a great time? Of course!

So you all want to know the answer to this question: ⁵ _____ did I go to New York? Well, I've got some news. We're going to move there next year. My mum's got a new job at Columbia University and we went to find a house. ⁶ _____ we find one? Yes! I can't wait to live there.

hquid



Name



CD Listen and number.





CD Listen and complete the conversation.

- Eva: I called you yesterday, William. Why didn't you answer the phone?
 William: I was doing something.
- 2 Eva: Whot _____? William: I was reading about the volcanic explosion in Pompeii. It's so interesting.

3 Eva: Reolly? What _____

at the time of the

disoster?

William: They were busy with their work and their families. Nobody knew about the volcano.

Eva: Nobody knew about it? That's incredible.
 William: So ______

yesterday, Eva? Why did you coll me?



- 5 Eva: I ______ about our History test next week. William: Oh, yes. Sorry. Did you want me to help you?
- 6 Eva: That's OK. I decided to study Geography instead.

_____ on the project about Mexico all day.

William: Perhaps you can help me, then!



I

Progress test 2: Reading and writing

Name



Read the story. Choose a word from the box. Write the correct word next to numbers 2-6.

servants -cart theatre vase smoke columns

My uncle Bill likes inventing things. Last year he invented a time machine. It's very easy to use. We went all the way back to Ancient Greece. We travelled the city on a horse and <u>cart</u>. We saw <u>2</u> washing the feet of their rich Greek owners. We saw <u>3</u> coming out of a volcano. We went to the <u>4</u> in the evenings and watched fomaus plays. We saw people building the tall <u>5</u> of the Acropolis. They hold up the roof. I bought a beautiful <u>6</u> . When we come back, I gave it to Mum to put flowers in. She thinks I bought it at the market in our town!



Read, choose and write the correct words.



I have lots of pets and they are very intelligent. Last weekend they did some incredible things. On Saturday morning, while I '<u>was</u> watching TV, my cat was singing a song. On Saturday afternoan, ² _____ I was playing my new computer game, my dog was making a sandwich. On Saturday evening, while I was ³ _____ some chocolate, my rabbit was reading the newspaper. On Sunday morning, while we ⁴ _____ all working in the garden, my fish was learning Russian.

Oh, I didn't tell you about Sunday afternoon. While my brother ⁵ _____ studying for his Geography test, my bird was talking about the capital cities of the world. And one more thing. On Sunday evening, while my sisters ⁶ _____ dancing to music, my snake was reading a book. My friends don't believe me, but the next time my pets do incredible things, I'm going to ask my frag to take photographs.

1	am	were	-WOS-	4	was	were	are	
2	while	where	why	5	is	was	were	
3	ate	eat	eating	6	were	was	is	



PHOTOCOPIABLE



Name



^{CD}₆ Listen and tick (✓) or cross (✗).







2

^{CD}₇ Listen and circle.

- 1 The green anaconda can grow to 237 / 227 kilograms.
- 2 3 million / 30 million people live in the Amazon region.
- 3 Anteaters eat 35,000 / 350,000 ants every day.
- 4 There are more than 20 million / 1 million different animal species in the Amazon rainforest.
- 5 Sloths can turn their heads 360 / 36 degrees.
- 6 People were living in the Amazon rainforest **10,000** / **100,000** years ago.





You do not need to use all the letters.

- A Only when they're clean.
- B Yes. I have to do that after every meal.
- C Everything! I don't have time to do what I want.
- D Yes. Every day. Mum says it's always untidy.
- E Yes, I do. I go with Dad to the supermarket an Wednesdays and Saturdays.
- F Of course, I do! I have to do lots of things.
- G Yes, we do. We put them in a box next to the front door.
- 1 Robert: Do you have to help at home. David?

David: G

T190

- 2 Robert: What do you have to do? David: ____
- 3 Robert: Do you have to clean your room? David:

- 4 Robert: Whot about the dishes? Do you have to wash them?

David:

5 Robert: Do you have to go shopping?

David:

6 Robert: And do you have to toke your shoes off in the house?

David:

Super Minds Teacher's Resource Book Level 5

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PHOTOCOPIABLE





Progress test 2: Reading and writing

Name



Look and circle the correct word.







bodyguard / dancer



bass guitar / drum kit



fan / backing singer



spotlight / electric guitor



fan / bodyguord

0

Read the story and write the times (1-6) in words.





Every day, I like to know when I'm going to do things. I am very organised. Today I got up at <u>ten past five</u> and went for a long run. Then I hod my breakfast at <u>2</u>_______. I worked all morning and then I had my lunch at <u>3</u>______. At <u>4</u>______ I drank my afternoan cup af tea and ate one biscuit. Only one! I stopped working at <u>5</u>______ and at <u>6</u>_______ I had o salad and watched my favourite TV programme. My day was exactly as I planned it!





Listen and write yes or no.



- 1 Emma's birthday is on the 21st of January.
- 2 Joshua's birthday is on the 30th of Morch.
- 3 Mary's birthday is on the 12th of June.
- 4 John's birthday is on the 19th of September.
- 5 Helen's birthday is on the 11th of November.
- 6 Ben's birthday is on the 3rd of December.

T193

no

Progress test 2: Reading and writing

Name



Read the story. Choose a word from the box. Write the correct word next to numbers 2-6.



pepper waiter chopsticks spoon salt knife

Last Soturday I went to a Chinese restaurant with my mum and dad. It was my 12th birthday. The food was great but there was a problem. I couldn't eat it. I couldn't use the <u>chopsticks</u>. I asked the <u>chopsticks</u> for a <u>and</u> fork. He wasn't very happy.

Then everything went wrong. I put sugar on my rice and too much black

⁴ ______ on my chicken. It was really hot! Then I put

⁵ ______ in my tea because it was white like the sugar! I think my

parents were angry but, because it was my birthday, they smiled and said, 'Let's ga home, Alex.'

At home, Mum gave me ice cream. I ote it slowly with a small ⁶ ______. Dod says that for my birthday next year we'll stay at home.

Make sentences.

1	If you go to bed late,	C	a you pass your exams.
2	If the sun shines,		b your stomach hurts and you feel ill.
3	If you lie in the sun oll day,		c you get block circles under your eye
4	If you work hard.		d your eyes hurt.
5	If you eot too much chocolate.		e you go red.
6	If you look at a computer all day,		f people go out to the park.

PHOTOCOPIABLE



Listen and circle the correct word.



- 1 Robert's lamp is made of metal / plastic.
- 2 Robert's bookcase is made of wood from China / Kenya.
- 3 Robert's armchair is made of leather / cotton.
- 4 Robert's mirror is used for seeing your favourite animal / pet.
- 5 Robert's guitar is made of wood / glass.
- 6 Robert's cup is used for putting pencils / pens in.



Read, choose and write the correct words.



Paul, we have to leave in ten minutes and I can't find anything! Can you see the '<u>babies'</u> hats? What about ²_____ guitar? I can't see it anywhere. It's snowing today. Where are the ³_____ scarves? Oh, and where are ⁴_____ books? He must have his books. And we have to give back that DVD to my friends. Where's my ⁵____ DVD? And where are your ⁶_____ flowers?

1	baby's	babies'	babie's	4 Jack's	Jacks'	Jack
2	Fred	Fred's	Freds'	5 friend's	friends'	friends
3	children's	children	childrens'	6 mothers'	mother	mother's



PHOTOCOPIABLE



- 1 Liam shauld go to History Club. f
- 2 Liam should do his hamework.
- 3 Liam should play faotball every day.
- 4 Liam shouldn't eat salad sandwiches.
- 5 Liam should go to the park an Wednesdays.
- 6 Liom should talk to the teachers.





Progress test 2: Reading and writing

Name _



Look and read. Choose the correct words and write them on the lines. You do not need to use all the words.

> rings a comb a flag a carpet soop sunglasses plotes a cup and saucer earrings a basket cushions

- 1 We wear these on aur fingers.
- 2 We use this to make our hair look nice.
- 3 Every country in the world has one of these.
- 4 We put one of these on the floor in the sitting room.
- 5 We use this to wash ourselves.
- 6 We wear these so that we don't hurt our eyes in the sun.

Read the conversation and choose the best answer. You do not need to use all the letters.

- A Could you tell me where the children's books are, please?
- B Could you tell me the price?
- C Of course.
- D Yes, could I see that one there?
- E Not at all.
- F Do you mind if I try this on?
- G Could I close the door?
- H Do you mind if I read a few pages?
- 1 Shop assistant: Good morning. Can I help you with anything? Ed: A___
- 2 Shop assistant: Yes, they're here. Would you like to look at one? Ed:
- 3 Shop assistant: This one? Yes. Here you are.

Ed: _____. I want to see if it's OK for my doughter.



4 Shop assistant: Do I mind? _____. Read as much as you like.

Ed: I think it's a bit young for her. Could you show me the books about music?

5 Shop assistant: Yes. We have lots of books obout rock and pop.

Ed: Right, thonks. This one looks perfect. _____

6 Shop assistant: _____. It's £12.99.
 Ed: Thanks. I'll take it.

T198

rings

Progress test 1: Listening

Name





^{CD}₁₇ Listen and complete the conversation.

- 1 Ethan: I'm thirsty, Mum. Mum: OK, Ethan. <u>I'll get</u> you a drink.
- 2 Ethan: I'm hungry, too.
 Mum: Right. _____ you a sandwich.
- 3 Ethon: I'm bored.

Mum: _____ you a game to play.

4 Mum: Ethan?

Ethan: Yes, Mum.

Mum: I'm tired.

Ethan: Oh, _____ my drink, then.

5 Mum: I think I need to sit down. Ethan: OK. _____ my sandwich. 6 Mum: And Ethan?

Ethan: Yes, Mum?

Mum: Before you play a computer game ...

Ethon: Yes. Mum. I know. _____ my homework!







What have the family just done? Complete the sentences with the verbs in the box.

eat- pass buy start decide get

- 1 I ve just eaten lots of chocolate. Do you think I eat too much?
- 2 My brothers ______ studying at Edinburgh University. They think it's great.
- 3 My little sister ______ her first French exam in high school. She got 93%.
- 4 My mother ______ a new job in London. She's going to start next week.
- 5 My father ______ a new car. He says it was cheap but Mum says it wasn't!
- 6 My mum and dad _____ to go on holiday. They're going to take us to Australio next summer!



Progress test 1: Listening

Name



Listen and draw lines.



Anna

David

Daniel

1 mars

T201



Listen and write yes or no.



1 If you're thirsty, Jim will make you a cup of tea.

2 If you're hungry, Jim will make you an egg sondwich.

- 3 If you want to go swimming in the afternoon, Jim will open the pool.
- 4 If you wont to listen to music, Jim will play you lots of songs.
- 5 If you want pasta, Jim will make it for you.
- 6 If you want a quiet room, Jim will give you one.

Progress test 2: Reading and writing

Name_



Read, then complete the words. The first letter is given to you.

- 1 My father is an e <u>real and e e e</u> . He designs roads and bridges.
- I went to see my d _____ yesterday. He told me that my teeth are OK.
- My grandparents are f ______. They've got cows, chickens and pigs.
- My brother knows everything about cars. He wonts to be a m _____.
- 5 I got my first laptop last year. Now I want to be a c _____
 P _____
- 6 Dalí and Van Gogh are my favourite a ______ . I lave their paintings!

Read the conversation and choose the best answer. You do not need to use all the letters.

- A Then we'll go for a walk.
- B We'll watch a different one.
- C Oh, Robert! Stop it! We'll go swimming in the rain.
- We can watch a DVD.
- E Let's do aur homework on Monday.
- We'll stay at home and play some games.
- G Then it'll be a sunny day.
- H We'll think of samething else.
- 1 Robert: I want to go swimming. But what will we do if it rains?

Anna: 上

2 Robert: But what if there aren't any in the cupboard?

Anna:

Robert: But what if we don't think af anything?

Anna:

T202



4 Robert: But what if the film is terrible?

Anna:

5 Robert: But what if we can't find a different ane?

Anna:

6 Robert: But what if it rains? Anna: _____

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9 Progress test 1: Listening

Name



^{CD}₂₀ Listen and circle.





^{CD}₂₁ Listen and complete the sentences.



1 Jacob 's already been to	New Zealand.
2 Nick	tennis competitions!
3 Ella	yet.
4 Holly	
5 Tom	yet.
6 You	for two years.



Super Minds Teacher's Resource Book Level 5

Progress test 2: Reading and writing

Name



Look and read. Choose the correct words and write them on the lines. You do not need to use all the words.

> portholes soilors a lifeboot a barometer a most rats sails the captain a cabin

- 1 The captain of a ship uses this to understand the weather.
- 2 If something hoppens to our ship, we can go home in one of these.
- 3 These people work on ships.
- 4 This is where people sleep on a ship.
- 5 These are the round windows on a ship.
- 6 These are small animals which live an ships.

Complete the conversation with the phrases from the box.

Have you done Have you written Not yet. haven't Yes, I have. I've already done





Daisy: Thanks! Have you studied for the Geography test yet?

Daisy: No. ⁶ _____ How will we do everything. Sam?

Super Minds Teacher's Resource Book Level 5

PHOTOCOPIABLE

a barometer

Progress tests

Introduction to the progress tests

There are two progress tests far each of the ten units in the Level 5 Student's Book. The first test is a listening test. The second test is a reading and writing test. There are two activities in each test. These activities cover the vocabulory and grammar presented on the first, second and fourth pages of each unit in the Student's Baok and Warkbook. The first activity in each test usually covers vocabulary, and the second activity covers grammar.

There are five questions and an example in each octivity of the progress tests. Each test is marked out of ten and should take 20 to 30 minutes of class time. The total mark for both progress tests in the unit is, therefore, 20.

The progress tests can be used in a number of woys. You might choose to do them both together at the end of a unit. Or you might choose to do the first of the two progress tests once students have completed the first half of each unit of the Student's Book and Workbook, and then save the other test until students have completed the entire unit. Alternatively, you might choose to do one of the two tests at the end of each unit and then save the other test until the end of term. This staged approach will help you ta see what students have learnt and understood in the short term and whot 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.

The Science lesson Progress test 1: Listening

Listen and circle. 2

TAPESCRIPT 1 apron. 2 test tube, 3 shelf. 4 gloves. 5 goggles. 6 bubbles

KEY: 2b, 3a, 4b, 5o, 6b

Listen ond write yes or no. ^{CD} 3,

TAPESCRIPT

 Dad: Was it good to go back to school today? Girl: Yes, it was great, Dad! Dad: Did you see everyone? Girl: I saw Holly, Tonyo and Nick, of course. Oh, and I saw Anna and Dovid and Robert, too. Dad: What did Holly do an her summer holiday? Girl: Holly played volleyball a lot, but she didn't play tennis this year.
 Dad: What did Tanya da?

2 Dad: What did Tanya da?
 Girl: Tanya had a great holiday. She went to a science camp.
 Dad: Wow! Did she make any explosions?

Girl: No, she didn't! That's dangerous, Dad. But she did lots of really interesting experiments.

- 3 Dad: What about Nick? Did he go on holiday to the USA again?
 - Girl: No, he stayed at home.

Dad: What did he do? Girl: You know Nick, Dod. He went to the poal every day. He loves swimming.

- 4 Dad: What about Anna?
 Girl: Anno went to Scatland.
 Dad: To Scotland?
 Girl: Yes, she went to stoy with her grandma.
 Dad: I thought her grandma lived in Ireland.
 Girl: No, Dad! Anna's aunt lives in Ireland.
- 5 Dad: What did David do?
 Girl: David had the best holiday.
 Dad: Why? What did he do?
 Girl: He spent two weeks on the beach!
 Dad: Did he meet any new friends?
 Girl: Lots! He emails them every day.
- 6 Girl: Let me tell you about Robert's holiday.
 Dad: OK.
 Girl: He went to work with his mum.
 Dad: Really? Is she a dentist?
 Girl: No, she's a doctor. His dad's a dentist.
 Dod: Oh, yes. That's right. So what did he do?
 Girl: He helped in the hospital. He wants to be a doctor now.

KEY: 2 no, 3 yes, 4 no, 5 yes, 6 yes

The Science lesson

Progress test 2: Reading and writing

- Look and read. Choose the correct words and write them on the lines. You do not need to use oll the words.
- KEY: 2 powder. 3 an explasion. 4 a shelf, 5 instructions, 6 goggles

Read and complete the blog.

KEY: 2 How, 3 What, 4 Did, 5 Why. 6 Did

Unit 1 Progress test 1: Listening

🚺 Listen ond number. 🕻

TAPESCRIPT

1 fountain, 2 statue, 3 column, 4 volcana, 5 vase, 6 temple

KEY: 04, c5, d2, e6, f3

Listen and complete the conversation. ^{CD} 5

TAPESCRIPT

- 1 Girl: I colled you yesterday. William. Why didn't you onswer the phone?
- Boy: I was doing something.2 Girl: What were you doing?
- Boy: I was reading about the volcanic explosion in Pompeii. It's so interesting.
- Girl: Really? What were the people doing at the time of the disaster?
 Boy: They were busy with their work and their

families. Nobady knew about the volcano.

- 4 Girl: Nobody knew about it? That's incredible. Boy: So what were you doing yesterday, Eva? Why did you call me?
- 5 Girl: I was thinking about our History test next week.
- Boy: Oh, yes. Sarry. Did you want me to help you? 6 Girl: That's OK. I decided to study Geography
- instead. I was working on the project about Mexico all day.

Boy: Perhaps you can help me, then!

KEY: 2 were you doing. 3 were the people doing. 4 what were you doing, 5 was thinking, 6 was working

Unit 1 Progress test 2: **Reading and writing**

Read the story. Choose a word from the box. Write the correct word next to numbers 2-6.

KEY: 2 servants. 3 smoke, 4 theatre, 5 columns, 6 vase

Read, choose and write the correct words.

KEY: 2 while, 3 eating, 4 were, 5 was, 6 were

Unit 2 Progress test 1: Listening

Listen and tick (/) or cross (X).

TAPESCRIPT 1 branch, 2 beak, 3 anaconda, 4 sloth. 5 pool. 6 jaguar

KEY: 2 J. 3 J. 4 J. 5 X. 6 X

Listen and circle. ^{CD}/₇

TAPESCRIPT

1 Nick: Hi, Anna.

Anna: Hi, Nick.

Nick: I'm doing a nature quiz. Can you help me? Anna: Of course! Nick: How big can the green anoconda grow? Anna: I know that. It's 227 kilograms.

Nick: Yes, you're right.

2 Nick: What about this ane? How many people live in the Amazon region? Is it three million? Anna: No. it's 30 million. Nick: Oh, yes. You're right agoin.

3 Nick: How mony ants do anteaters eat every day? I put 350,000, Anna: It's 35,000, Nick.

Nick: Oh. yes. You're right.

- 4 Nick: OK. I don't know this one. How many animal species are there in the Amazan rainfarest? I think it's more than one million.
- Anna: It isn't one million. It's more than 20 million! 5 Nick: Do you know how far sloths can turn their
- heads? Is it 36 degrees or 360 degrees? Anna: It's 360. Nick: Yes, right again!

- 6 Nick: OK. Last one. Were people living in the Amozon rainforest 100,000 years ago? Anna: No. it was 10.000 years ago. Nick: How do you know all the answers to the guiz, Anna? Anna: Oh. my class did it yesterday.
- KEY: 2 30 million, 3 35,000, 4 20 million, 5 360. 6 10.000

Unit 2 Progress test 2: **Reading and writing**

Look and write the words.

KEY: 2 jaguar, 3 poal, 4 anteater, 5 toucan, 6 creeper

Read the conversation and choose the best answer. You do not need to use all the letters.

KEY: 2C, 3D, 4B, 5E, 6G

Unit 3 Progress test 1: Listening

Listen and draw lines. CD

TAPESCRIPT

- 1 Boy: Did yau see the band at school yesterdoy? Girl: Yes, I did. I'm a fan! Fred is really good on the electric guitar. Boy: Yes. he is.
- 2 Boy: What did you think of Kim? Girl: Whot was she playing? Boy: The bass quitar. Girl: Oh. yes. She plays very well.
- 3 Boy: Who was the backing singer? I don't know him. Girl: Oh, that's Peter. He's Fred's brother. He goes to a different school and he loves singing.
- 4 Boy: Did you see Solly's new drum kit? Girl: Yes. she got those drums for her birthday. They looked good in the spotlight.
- 5 Boy: Who was the bodyquord? Girl: That's Michael. He's my big brother. Boy: It was good that he stopped those girls climbing on the stage. Girl: Yeah.
- 6 Bay: I think Grace should be a doncer when she leaves school.

Girl: I know. She's so good at doncing. She was the queen of the stoge!

KEY: Lines should be drown between 2 Kim ond the girl playing bass quitar an the right. 3 Peter and boy singing on the right of the stage. 4 Sally and the girl playing the drums, 5 Michael and the bodyguard, 6 Grace and the girl dancing on the stage.

2 Listen and write the letters to answer the questions.

TAPESCRIPT

1 Boy: What do you wont to do in the future, Lucy? Are you going to be a dancer?

Girl: I know exactly what I'm going to do. I'm going to be a doctor.

- 2 Bay: Really? Where are you going to work? In a big hospital?
- Girl: I'm going to go ond work in Africa. Boy: Wow! That sounds fantastic.
- 3 Girl: What about yau, Mark? What are you going to be?
 - Boy: I don't know, Lucy. I've got a lot of ideas. Girl: Are you going to be a footballer? Boy: I don't think so. I think I'm going to be a scientist.
- Boy: My brother knows what he's going to do. He's not going to work in an office.
 Girl: So how is he going to moke money?
 Boy: He's going to be a singer. He's going to travel round the world.
- 5 Girl: But your brother can't sing.
 Boy: My dod's going to teach him.
 Girl: Con your dad sing. then?
 Boy: Not very well.
 Girl: Oh, dear.
- 6 Boy: Yes, well. Let's go and have some lunch. Shall we go to the cofé?

Girl: No. Came to my house. My mum's going to cook fish and chips for lunch today. Boy: Great!

KEY: 2c. 3g. 4d. 5e. 6f

Unit 3 Progress test 2: Reading and writing

Look and circle the correct word.

KEY: 2 bodyguard, 3 drum kit, 4 backing singer, 5 spotlight, 6 fan

Read the story and write the times (1–6) in words.

KEY: 2 ten to seven / six fifty. 3 five post two. 4 five to four / three fifty-five, 5 ten post six, 6 holf post seven / seven thirty

Unit 4 Progress test 1: Listening

Listen and number. ^{CD} 10

TAPESCRIPT

1 napkin. 2 spoon. 3 fork, 4 chopsticks, 5 knife, 6 biscuits

KEY: a4. b5, c1, d2, e6, f3

Listen and write yes or no. 11

TAPESCRIPT

1 Man: I forgot so many birthdays and special days lost year that I decided to buy a diary. Can you help me complete it?

Woman: Of course.

Man: Now, I know yaur birthday. Emma. It's on the 21" af Jonuary.

Woman: No. it's not, Ben. It's on the 25th of January. Man: Oh. sorry.

- 2 Man: When's your brother's birthdoy?
 Woman: Oh. Ben. Jashua's your best friend. Don't you know the date?
 Man: Um, it's on the 13th of March, I think.
 Woman: No. it's not. It's on the 30th of March.
- 3 Man: Now, I can't remember when my mum's birthday is.
 Woman: Well, I know, Mary's birthday is on the same day as my dad's.
 Man: When's that? Is it on the 20th of June?
 Woman: No, Ben. It's on the 12th of June.
- 4 Man: OK. My dad. Do you know when his birthday is?
 Woman: Of course I do. John's birthday is on the

9th of September. Man: It's not on the 19th of September? Woman: No. Ben. It's not.

- 5 Man: Right, now what about Helen?
 Woman: Your sister?
 Man: Yes. When's her birthday? It's in November, I think. Is it on the 11th?
 Woman: No, it's on the 21st.
- 6 Man: I've got one more question, Emma.
 Woman: Go on.
 Man: Um, when is my birthdoy? I know it's in December. Is it on the 4th?
 Woman: No, it's not on the 4th. Ben. It's on the 3rd!
 Man: Thanks, Emma.
- KEY: 2 yes, 3 yes, 4 no, 5 no. 6 yes

Unit 4 Progress test 2: Reading and writing

- Read the story. Choose a word from the box. Write the correct word next to numbers 2–6.
- KEY: 2 waiter. 3 knife, 4 pepper, 5 salt, 6 spoon
- Make sentences.

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

Unit 5 Progress test 1: Listening



TAPESCRIPT

1 pistol, 2 handcuffs, 3 saddle, 4 rabbers, 5 joil, 6 wagon

KEY: 2 J. 3 J. 4 X. 5 X. 6 J

Elisten and circle the correct word. Clipse in the correct word.

TAPESCRIPT

- Holly: You've got on interesting bedroom, Robert.
 Robert: Thanks,
 Holly: I like this lomp. What's it made of? Is it plostic?
 Robert: Oh, that's my grandfather's old lomp. It's made of metal.
- 2 Holly: And this bookcase is beautiful. Robert: It's made of wood.

Holly: Is it from Africa?

- Robert: No. It's from China. I think it's beautiful, too. 3 Holly: What about your armchair? Is that made of wood and leather? Robert: No. it's made only of cotton. Holly: Cotton! But how can you sit in it?
- Robert: Aha! That's a secret. 4 Holly: And what's this used far? Robert: That's a very clever mirror. Laak into it.

Holly: Oh! I can see a dolphin. They're my fovourite animols.

Robert: Yes! You can see your favourite wild animal in that mirror.

Holly: Con I see my pets in there, too? Robert: No. You have to use a different mirror for that.

5 Holly: Oh. and look! I know this is a guitar. But it's nat made of wood. Robert: No. Wood's boring. It's made of glass.

Holly: Wow!

6 Holly: Con I have a cup of teo in this cup, please? Robert: No. Holly. You can't. Holly: Why not?

Robert: That cup is used for putting pencils in.

- Holly: Do you put pens in it, too?
- Robert: Na. I dan't. Only pencils.
- Holly: Robert, your bedroom isn't just interesting. It's a bit strange!
- KEY: 2 China, 3 cotton, 4 favourite onimal, 5 glass, 6 pencils

Unit 5 Progress test 2: **Reading and writing**

Look and write the words.

KEY: 2 sheriff, 3 barrel, 4 saddle, 5 jail, 6 robbers

Read, choose and write the correct words.

KEY: 2 Fred's, 3 children's, 4 Jack's, 5 friends', 6 mother's

Unit 6 Progress test 1: Listening



What did the people in Som's family buy on holiday? Listen and write a letter in each box. 14

TAPESCRIPT

 Woman: Hi, Sam. Did you have a good holiday in Turkey?

Boy: Yes, thank you, Miss Brown. We had a great time. I lave Istonbul.

Woman: Did you buy anything?

Bay: Lots of things! There are great markets in Istanbul. I wanted a carpet, but it was very expensive. So I got a cushion for my bed.

2 Woman: What about your sister, Mia? Boy: Mio wanted to buy everything! She really liked the boskets and the flags, but she decided to buy some new sunglasses. It was sa sunny there.

- 3 Woman: Did your parents get anything in the market? Boy: Yes. Mum looked at the rings, but she cauldn't find any that she liked. So she gat some beautiful earrings. She was very happy with them.
- 4 Boy: Dad loved the market, too. He was looking far a Turkish flog, but he decided to buy a new cup and soucer to have teo in his office.
- 5 Woman: And did you go an holiday with your grandporents? Boy: Yes. My grandma laved the market. She really liked the soap but she bought a new bosket because the one she has is very old now.
- 6 Womon: And whot about your grandpo? Boy: Oh, he had a great time. Grandpa bought a plate. He says he's going to have his dinner on it every doy!
- KEY: 2 Mia h. 3 Mum a, 4 Dad f. 5 Grandmo d, 6 Grandpa c

Read, then listen to Nick's school rules. Write t (true) or f (false).

TAPESCRIPT

1 Nick: Hello, My name's Nick, Welcome to your new school, Liam. Let me tell you my school rules. Liam: OK.

Nick: Right, Rule 1: you shouldn't go to Mr Johnson's History Club.

Liam: But I love History.

Nick: No. Liom. You shouldn't go. Mr Johnson is very boring.

- 2 Nick: Are you ready for rule 2?
- Liam: Yes.

Nick: You shouldn't do your homework.

Liom: Well, I olwoys do my homework, so I dan't know obaut that.

Nick: But that's rule 2. We don't do aur homewark here, Liam.

- 3 Nick: Right. Rule 3. You should play football every day. Liam: But I'm not interested in football. Nick: What do you mean? Every boy likes football. Liom: Well, I don't. Nick: Well that's rule 3, Liom.
- 4 Liam: You're not making this easy, Nick. Nick: Well, let me tell you rule 4. You'll like this one. Liam: OK. Nick: You shouldn't have salad sandwiches for lunch. Liam: But I love solad sondwiches. Nick: Nobody loves salod sandwiches in this school, Liom.
- 5 Nick: Rule 5. You shouldn't go to school on Wednesdays. Liam: What?

Nick: We all go to the park on Wednesdays. Liam: But I need to study, Nick,

- 6 Nick: The last one. Rule 6.
 - Liom: What is it?

Nick: You shouldn't talk to the teachers.

Liam: Nick, I don't think I like your rules.

- Nick: But they are my rules for this school.
- Liam: Well, thanks but, if they're your rules, I'll think of my own!
- KEY: 2f, 3t, 4t, 5t, 6f

Unit 6 Progress test 2: Reading and writing

Look and read. Choose the correct words and write them on the lines. You do not need to use all the words.

KEY: 2 a comb, 3 a flag, 4 a carpet, 5 soap, 6 sunglasses

Read the conversation and choose the best answer. You do not need to use all the letters.

KEY: 2D, 3H, 4E, 5B, 6C

Unit 7 Progress test 1: Listening

Listen and number. ^{CD} 16

TAPESCRIPT 1 mask, 2 audience, 3 actor, 4 wig, 5 candles, 6 lute KEY: b4, c5, d6, e2, f3

Elisten and complete the complete Clinical Cl

the conversation. CD 17

TAPESCRIPT

- Boy: I'm thirsty, Mum.
 Mum: OK, Ethan, I'll get you a drink.
 Boy: I'm hungry, too.
- Mum: Right. I'll make you a sandwich. 3 Bay: I'm bored.
- Mum: I'll find yau o game to play. 4 Mum: Ethan?
- Boy: Yes, Mum. Mum: I'm tired.
- Boy: Oh, I'll get my drink, then.Mum: I think I need to sit down.
- Boy: OK. I'll make my sandwich.

6 Mum: And Ethan?
 80y: Yes, Mum?
 Mum: Before you play a computer game ...
 Boy: Yes, Mum. I know. I'll do my homework!

KEY: 2 I'll make, 3 I'll find, 4 I'll get, 5 I'll make, 6 I'll da

Unit 7 Progress test 2: Reading and writing

Read the email. Choose a word from

the box. Write the correct word next to numbers 2–6.

KEY: 2 tights, 3 wig, 4 costume, 5 lute, 6 audience

What hove the family just done? Complete the sentences with the verbs in the box.

KEY: 2 've/have (just) started, 3 's/hos (just) passed,
4 's/has (just) got, 5 's/has (just) baught, 6 've/have (just) decided

Unit 8 Progress test 1: Listening

Listen and draw lines. CD

TAPESCRIPT

- Holly: Did you do the lesson about jobs with Miss Wilson yesterday. Robert?
 Robert: Yes, I did. Guess what Nick wants to be.
 Holly: A tennis player?
 Robert: No, a mechanic.
- 2 Holly: What about Daniel?
 Robert: He used to want to be a dentist. But now he wants to be a farmer.
 Holly: Really?
 Robert: Yes! He loves animals.
- 3 Holly: Does Anna still want to be a businesswomon? Robert: No, she doesn't like that idea now. She wants to be an artist.

Holly: Well, she's very good at drawing.

Holly: I talked to Tanya this morning. She said she wants to be a computer programmer.
 Robert: Yes, that's right. Two years aga she wanted to be a cleaner!
 Holly: A cleaner?

Robert: Yes, Tanya likes things to be very clean. But she's very good at Maths tao, so she wants to do something with that.

- 5 Holly: What about David? Robert: Well, David wants to be a businessman. Holly: Really? But he's not very good at Moths. Robert: But he says he has lots of good ideas for things to sell.
- 6 Holly: What about Lucy?
 Robert: She wants to be an engineer. She laves bridges.

Holly: Well, that's a good job. Do you knaw what you want to do. Robert? Rabert: No, I don't. Da you?

KEY: Lines should be drawn between 2 Daniel and the farmer, 3 Anna and the artist. 4 Tanya and the computer programmer. 5 David and the businessman. 6 Lucy and the engineer

Listen and write yes or no. ^{CD} 19

TAPESCRIPT

- Man: Hello, welcome to the Do Nothing Hotel. I'm Jim. Woman: Thank you. Con I have a room for two nights, pleose? Mon: Of course. Are you thirsty? Woman: Yes, a little. Mon: Well, if you're thirsty, I'll make you a cup of teo. But not coffee. We don't like coffee in the Da Nathing Hotel.
- 2 Man: Are you hungry?
 Woman: Yes, I om.
 Man: If you're hungry, I'll make you a cheese sandwich. But only cheese. We haven't got anything else to put in the sandwiches.
- 3 Man: Do you like swimming? Woman: Yes, I do. I usually go swimming every morning.

Man: If you want to swim, I'll open the swimming pool, But I can anly open it in the afternoons.

- 4 Man: What about music? Da you like that?
 Womon: Yes, I do.
 Man: If you like music. I'll play you a song on my
- guitar. But I only know one song, I'm sorry.
 5 Man: What about dinner? What would you like?
 Woman: Oh, I'll have a pizza, please.
 Man: We haven't got pizza. If you want pasta, I'll make it for you.
- 6 Man: Great. Well, that's everything. Oh, what kind af room do you want?
 Woman: A quiet one, please.
 Man: We haven't got any quiet rooms. But if you want a loud room, I'll give you one.

KEY: 2 no, 3 yes. 4 no, 5 yes. 6 no

Unit 8 Progress test 2: Reading and writing

Reod, then complete the words. The first letter is given to you.

KEY: 2 dentist, 3 farmers, 4 mechanic, 5 computer programmer, 6 artists

Read the conversation and choose the best answer. You do not need to use all the letters.

KEY: 2H. 3D. 48. 5A. 6C

Unit 9 Progress test 1: Listening

Listen and circle. 20

TAPESCRIPT 1 coptain, 2 lifeboat, 3 rot, 4 sail, 5 porthole. 6 most

KEY: 2a, 3o, 4b, 5a, 6b

Listen and complete the sentences. ^{CD}₂₁

TAPESCRIPT

210

- Girl: Everyone in our class has done a lot of things.
 Boy: I knaw. Jacab's olready been to New Zealand and he's only 11.
- 2 Girl: And what about Nick? Boy: Yes! He only storted playing tennis lost year and he's already won five tennis competitions!
- Girl: Ello's having lessans but she hasn't learnt to play the piano yet.
 Boy: That's true. But she's already learnt to play the guitar, the saxophone and the drums!
- 4 Girl: Holly's already written a book! Boy: I can't believe it. I read it last week. It's great!
- 5 Girl: What about Tom? He's going round the world with his parents.

Boy: I know. I got on email from his yesterday. He's already visited New York, Paris and Moscow. But he hasn't been to Madrid yet.

6 Girl: What obout you? Boy: Me? I haven't done anything. Girl: Yes, you have David. You've already been my best friend for two years!

KEY: 2 's/hos already won five, 3 hasn't learnt/learned to play the piano, 4 's/has already written. 5 hasn't been to Madrid, 6 've/have already been my best friend

Unit 9 Progress test 2: Reading and writing

Look and read. Choose the correct words and write them on the lines. You do not need to use oll the words.

KEY: 2 a lifeboat, 3 sailors. 4 a cabin. 5 portholes. 6 rats

Complete the conversation with the phrases from the box.

KEY: 2 haven't, 3 I've already done, 4 Yes. I have.5 Have you written, 6 Not yet.

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