

CAMBRIDGE

www.irLanguage.com

مرجع آموزش زبان ایرانیان
www.irLanguage.com

Super Minds

Teacher's Book + Resource Book 6

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

مرجع زبان ایرانیان



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

Super Minds

Teacher's Book 6



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












Contents

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

Introduction

<i>About Super Minds</i>	viii
<i>Super Minds 6 components</i>	ix
Tour of a unit	xi
<i>Teaching with Super Minds 6</i>	
Developing fluency	xiv
Assessing oral–aural work	xv
Developing writing skills	xvi
Assessing written work	xvii

Teaching notes


 Back to school	T4
 The treasure	T10
 Future transport	T22
 Ancient Egypt	T34
 Olympic sports	T46
 In London	T58
 Crazy inventions	T70
 This is Houston	T82
 A cold place	T94
 The Jurassic Age	T106
Tapescript	T118
My portfolio writing practice key	T127
 Teacher's Resource Book 6	T131

Map of the course


Back to school (pages 4–9)

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

1 The treasure (pages 10–21)

Vocabulary	Grammar	Story and values	Skills	Thinking skills	English for school
Pirates: palm tree, spade, hook, hammock, eye-patch, treasure chest, coins, key, hale, binoculars	I've been interested in music since I was ten. He's known his friend Charlie for six years. How long have you had your new laptop?	The pirates' treasure Being honest	Reading  Listening, speaking and writing	Hypothesising	Literature: Treasure Island Project: Write three texts about your favourite book.
Song: Get on board! Phonics: -sure and -ture Communication Revision: My portfolio					

2 Future transport (pages 22–33)

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

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

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

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

6 Crazy inventions (pages 70–81)

Vocabulary	Grammar	Story	Skills and values	Thinking skills	English for school
Tools and machines: spanner, switch, lever, button, drill, screwdriver, workbench, hammer, nails, saw, paint pot, paintbrush	<i>too many / not enough</i> <i>Can you tell me what this machine is? / ... lever does? / ... switch is for?</i>	<i>Professor Potts</i>	Reading and speaking 13 Speaking, listening and writing KEY The benefits of technology	Logical thinking Evaluating	Physics: Levers Project: Do experiments with levers.
➤ Functional language dialogue		➤ Creativity		➤ Revision: My portfolio	

7 This is Houston (pages 82–93)

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

8 A cold place (pages 94–105)

Vocabulary	Grammar	Story and values	Skills	Thinking skills	English for school
In the Arctic: northern lights, iceberg, seal, seal pup, ice flae, polar bear, polar bear cub, sledge, mittens, igloo	<i>It isn't warm here, is it?</i> <i>The ice may / might melt.</i> <i>Polar bears may not / might not find enough food.</i>	<i>Rescuing the seal pups</i> Caring for the environment	Speaking and listening KEY Reading, speaking and writing KEY	Mathematical thinking Evaluating Sequencing	Environmental studies: Glaciers Project: Find out how much of our planet is covered by glaciers.
➤ Functional language dialogue		➤ Creativity		➤ Revision: My portfolio	

9 The Jurassic Age (pages 106–117)

Vocabulary	Grammar	Story	Skills and values	Thinking skills	English for school
Natural features: sunrise, horizon, valley, pond, grassland, stream, bush, swamp, log	<i>If I saw a dinosaur, I'd run away.</i> <i>If I had ... , If I went ... ,</i> <i>If I were ... ,</i> <i>What would you do if you met an alien?</i>	<i>The chase</i>	Reading KEY Listening, reading and writing Taking an interest in nature	Making visual connections Visualising spelling Understanding textual cohesion	Biology: Fossils Project: Make your own 'fossil'.
➤ Song: I'd like to be ...		➤ Phonics: /ɔ:/		➤ Communication ➤ Revision: My portfolio	

Introduction

About *Super Minds*

What is *Super Minds*?

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

A flexible approach

Super Minds offers maximum flexibility:

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

Building solid foundations

Super Minds 6 is appropriate for students who have had five years of reading and writing in English. The syllabus is carefully structured to take students through Flyers, the last level of the YLE exams, and to introduce some of the structures from the Preliminary English Test (PET) for Schools syllabus. There are also practice tasks for the Key English Test (KET) for Schools.

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

Alongside receptive skills work, *Super Minds 6* builds on the students' increasing fluency in both speaking and writing. Functional language dialogues provide students with a bank of useful phrases and specific speaking tasks at the end of each unit develop role play and presentation skills. The **My portfolio** feature and its accompanying practice section in the Workbook provide opportunities for students to write a range of text types.

Expanding young minds

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

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

In *Super Minds 6*, specific activities develop a range of skills from mathematical skills to thinking skills such as hypothesising and inferencing meaning.

Kindling the imagination

Super Minds 6 begins with a continuation of the storyline from *Super Minds 5*, where the three Time Travellers, Alex, Phoebe and Patrick, have arrived back in the school playground, but it is just before the same Science lesson starts. Phoebe and Alex don't let



Patrick do the experiments this time, but he fiddles with his goggles and causes another explosion. The gate appears and they once again begin their adventures, travelling in time and space, visiting different places and periods in history.

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

Fostering positive values

Super Minds 6 uses the Time Travellers stories and other reading texts as a vehicle for the illustration and discussion of values. The students are encouraged through discussion and specific Workbook activities to think about the deeper meaning of the stories, such as listening carefully, thinking of others and caring for the environment.

irLanguage.com

Super Minds 6 components

The Student's Book contains:

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



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



Time to present an individual, pair or group presentation for the class or:



Act out a topic-based role play in pairs

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

Grammar focus

Back to school

Present perfect with already / yet revision

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

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

Verbs which are regular in the simple past have regular past participles, which look the same as the verbs in the simple past. Other past participles are irregular. You need to learn these. There is a list of irregular verbs on page 127 of the Workbook.

- 1 Complete the sentences with the past participle of the verbs in brackets.

- Tom has already his homework. (do)
- She hasn't up yet! (get)
- They haven't that museum yet. (visit)
- We've already some souvenirs. (buy)



Each unit offers:

- An opening scene in contemporary and attractive 3D artwork which presents core vocabulary
- A game to practise the core vocabulary
- 2 grammar lessons with varied presentation and practice activities including targeted oral production of the new language in a Grammar focus feature
- A song with phonics or a functional language dialogue
- A story featuring the Time Travellers, often providing historical or cultural background

Interactive DVD-ROM

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

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



Look at the pictures and talk about what you think happens.
Read and listen to the story in English.

The Great Fire

The Great Fire of London was a terrible event. It started on September 2nd, 1666, in a small shop called Pudding Lane. The fire spread very quickly and burned for three days. It destroyed most of the city of London, including the old St. Paul's Cathedral. The fire was caused by a boy who was playing with a match. The fire spread so fast that it was impossible to stop it. The king and his family escaped, but many people died and many homes were destroyed. The city was rebuilt after the fire, but it was never the same as before.

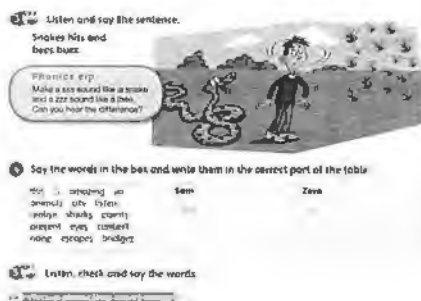


مرجع زبان ایرانیان

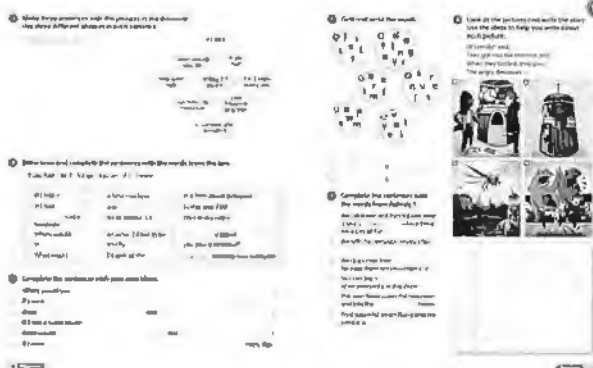
Workbook

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

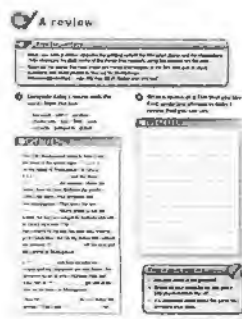
- Vocabulary puzzles, written grammar practice at sentence level and reading, writing, listening and speaking activities



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



- **My portfolio writing practice**, a writing skills section which can feed into or extend the **My portfolio** feature at the end of each unit in the Student's Book.
- A useful reference list giving the base, past and past participle forms of all irregular verbs that the students meet in *Super Minds 6*, even though they are not expected to know and use all these verbs in the simple past or present perfect



Teacher's Book

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

- An Aims box with detailed lesson aims, new and recycled language, any necessary or optional materials and the language competences that the students will achieve
- Concise and clear instructions together with answers for all the Student's Book and Workbook activities
- Additional lesson stages in coloured boxes:
Warm-up: ideas for beginning the lesson, recycling language or presenting new language
Ending the lesson: simple ideas that are flexible in the time available to bring the lesson to a close, requiring no presentation or extra materials
Extension activities: optional activities for extending the focus of the lesson, for which any additional materials are listed as optional in the Aims box

The **Tapescript** for listening activities in both the Student's Book and the Workbook is on pages 118–126 of the Teacher's Book.

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

Class CDs

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

Classware CD-ROM

This whiteboard software features:

- The Student's Book pages
- The audio material

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

Teacher's Resource Book (with CD)

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

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



Tour of a unit

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

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

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

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

Classes with **fewer than 5 hours** of English per week therefore have the option to miss out some or all of Lessons 7–12, whilst still covering the vocabulary and grammar syllabus.

Using all the material in the Student's Book and Workbook provides enough material for classes with **up to 10 hours** per week.

Classes with **more than 10 hours** per week can extend the material by using the worksheets in the Teacher's Resource Book and the **My portfolio writing practice** section in the Workbook.

Lesson 1

Vocabulary presentation


The core vocabulary of the unit is presented and contextualised in a colourful illustration which also acts as an introductory scene-setting frame for the episode of the story later in the unit.

- The students listen and find the new vocabulary in the picture. They then cover the list of new words on the left as they test each other using the numbered items in the picture.
- The students read and listen to an introductory text which presents the context of the unit, giving historical or cultural background where relevant. They then hear a dialogue in which the Time Travellers react to their new surroundings, using some of the target vocabulary. This is followed by a short comprehension activity.
- Having now heard some of the vocabulary in context, the students practise it further in a game.
- The Workbook offers a wide variety of practice activities, most of which are suitable for homework.

Lesson 2

Grammar 1

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

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

Lesson 3

Song, phonics and functional language

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

Song

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

Functional language dialogue

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

Lesson 4

Grammar 2

Lesson 4 introduces the second grammar point for the unit.

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

Lesson 5

The Time Travellers Story

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

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

Lesson 6

Story follow-up and values

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

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

Lessons 7 and 8

Skills work

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

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

Lessons 9 and 10

Learn and think English for school

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

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



- The 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.



Time to present Class presentation

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

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



A Tips

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



Act out Role play

- In pairs, the students choose roles and read the corresponding role card.
- A **Useful language** section provides plenty of support for the students to plan their dialogue with appropriate question and answer structures.
- They practise their dialogue and then perform it for the class as time allows.
- The first of two Revision pages in the Workbook rounds up the unit grammar with puzzles and a writing task allowing students to create sentences using the unit grammar with their own ideas.



Lesson 12



My portfolio Revision

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

- The students are encouraged in Unit 1 to make a portfolio to keep their work from these pages.
- In each unit there are guided activities, including writing sub-skills such as using adjectives and direct speech, working with model texts. These then support 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 focus of each writing task, such as writing safely on the Internet and using the present tense to tell a story.



For use

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

A post on a forum



Teaching with *Super Minds 6*

Developing fluency

Handling speaking activities

Super Minds 6 is carefully structured to include regular opportunities for students to practise speaking. The course develops fluency through playing games in pairs, acting out in pairs or groups and presenting formally either individually, in pairs or in groups. Class presentations will be discussed in more detail in this section, but the following general suggestions are applicable to other speaking activities.

Monitoring speaking activities

- While the students are working, walk around the class listening with interest, but try not to interrupt the students. If you hear minor errors, you can note them discreetly on a piece of paper and mention them in the feedback stage without naming the students.
- If you hear a lot of students making the same error, a quick solution is to stop the task briefly, draw students' attention to the problem and ask everyone to repeat the word or structure correctly before carrying on.

Feedback after speaking activities

Allow appropriate time for a feedback stage after any speaking activity to give the task purpose and to ensure that the students stay focused. Congratulate the students for working independently and focus on any errors that you noted. Then ask as many students as possible to report back.

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

Playing games in pairs

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

Suggestions for making the most of these games:

- The model in the book is an essential tool for setting up the activity, but bear in mind that most students also need to see an example of what language they need to change when they come to do the activity themselves. It is therefore best to model the activity once more yourself using slightly different language with a stronger student, or to ask two confident students to make up a new example.
- Depending on the task, give clear instructions before the students start about whether they are to take it in turns or whether you will signal to the class when it's time to change roles.
- If you have an odd number of children in the class, ask a group of three to work together in these vocabulary and grammar games as this will usually be easy enough for them to manage.
- Allow students with a wider vocabulary to bring in other language, as long as they are not testing a partner unfairly.

Acting out in pairs

The **Act out** feature in Lesson 11 of *Super Minds 6* combines the new vocabulary and structures of the unit in an extended role play which is specifically designed to develop fluency.

Suggestions for making the most of this feature:

- If you have an odd number of children in the class, you may need to help a group of three students to divide up one of the roles.
- Once the pairs are established, invite the students to choose their roles. Ask all Student As to raise their hands, then Student Bs, and as a final check, ask anyone who is unsure to raise their hand. This ensures that everyone is ready to start together.
- You may want to fill out the **Useful language** section examples with the class to make full sentences. However, it is important to make it clear that these are only examples and that the students are free to use any relevant language.
- Set the students a time limit to practise their role play. You may also like to establish a signal that you will use if the noise level becomes too high.
- Whether everyone can perform for the class will depend very much on your class size, but you could keep a record of who has acted out for the class and ensure that everyone has a chance during the year.
- If you ask pairs to perform for the class, use one or two key questions from the **Useful language** box to set the rest of the class a listening task, which will give them a reason to listen.

Class presentations

Why do presentations?

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

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

Time to present

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

- It isn't necessary in most cases for the students to have worked with the skills and English for school pages before they start work on their presentations. They will have studied the unit grammar and vocabulary earlier in the unit and the *Time Travellers* story presents the unit context very clearly. A personalised presentation such as the show and tell in Unit 1, research-based presentations such as the ancient civilisation or city in Units 3 and 5 and the television survey in Unit 7 could all begin earlier in the unit.
- When there is a short time left at the end of a lesson, you could use the **Time to present** listening activity to introduce the task. If you want the students to prepare their presentation at home, remember that you will need to allow enough time after the listening activity to establish pairs and groups as necessary.
- Students can do some or all of their planning for homework. You can either take in a draft of their work or go round making suggestions in another lesson.
- It is best not to spend a whole lesson on performance as the students' attention will start to wander. Three or four short presentations at a time is probably enough to show a variety of styles and sub-topics for discussion once all the students have finished.
- There may not be time for everyone to give their presentation to the class. If this is the case, assess all the students on their preparation and visuals, but aim for everyone to give at least two presentations over the course of the year so that they and you can compare their performances.

Assessing oral–aural work

On-going observation

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

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

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

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

Evaluating presentations

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

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

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

Formal testing

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

Developing writing skills

Writing is often considered the most difficult skill, which is why it is thoroughly supported in *Super Minds 6* with more controlled activities and models leading to the students' more extended output.

Supported practice


Sentence level


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

Paragraph level

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

- Sometimes students work with a parallel text, such as the description of a painting on Workbook page 67 or the mountain on Workbook page 103. Weaker students can be encouraged to copy this very closely, just changing some of the words in each sentence, whereas stronger students only need the parallel text as a springboard for ideas.
- The guided picture composition activities in alternate units of the Workbook provide pictures for ideas and a few words to help students to begin writing about each picture.
- The first-person tasks in alternate units of the Workbook are more task-based and provide a list of points to include.

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

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

Drafting and rewriting

Starting a portfolio

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

The rough draft

On each portfolio page, the students first work on preparatory tasks. Ask them to use their ordinary exercise books and then to continue in the same place as they draft the text for the final task.

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

- Praise an aspect of the work (the picture, the handwriting, the ideas, the use of new words).
- If there are serious problems with the writing, ask the student to read you their work, to confirm whether the student has understood the task.
- Write problem words correctly (or point to them in the Student's Book or Workbook) for the student to copy.

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

Using My portfolio writing practice

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

- When there is a short time left at the end of a lesson, you could look at the Workbook **Tips for writers** with the class and make sure that everyone understands the advice. Point out to students that the **Check your writing** feature refers back to the tips, so it is important that they understand them.
- Students can do the preparatory tasks for homework. For the answers, see page 127.
- It is best if students produce a rough draft before they write the finished piece (as outlined above), so allow a short time in class to set deadlines for any homework.
- You may like to encourage students to use the **Check your writing** feature in pencil first to assess their rough draft so that their self-evaluation of the final text can be as positive as possible.
- When planning your class time, bear in mind that some tasks invite the students to swap books with a partner to assess or compare their work.

Assessing written work

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

Initial assessment

If you haven't taught the class before, it is important to have a clear benchmark for plotting each student's progress during the year. You may like to use the first portfolio task at the end of Unit 1 in *Super Minds 6* to carry out an initial assessment as suggested below.

- The portfolio begins with a personalised profile. Full teaching notes for this are given on page 21, including a list of suggested headings that the students can use. These are similar to the ones in *Super Minds 5*, but there is also a suggestion for how to encourage the use of the present perfect.
- Use this piece of work to record the accuracy of each student's spelling (and capital letters where relevant), their use of tenses, other grammar and writing features such as connectors and punctuation. Then record your initial impression of each student:
Has problems with writing: makes basic mistakes
Spelling generally fine but basic grammar mistakes
Basics are fine, but more complex grammar is a problem
Writes accurately in short sentences
Writes fluently for the level, connecting ideas

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

Evaluating writing

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

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

Creative writing

Excellent work: *Lots of great ideas!*

Above average work: *Some nice ideas!*

Average work: *Any more ideas?*

Below average work: *You need more ideas.*

Task-based writing

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

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

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

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

Factual writing

Excellent work: *Great information!*

Above average work: *Interesting information!*

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

Below average work: *You need more information.*

Language assessment

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

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

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

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

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

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

Overall evaluation

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

Formal testing

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

Back to school

Aims:

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

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

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

Materials: CD

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

Warm-up

Aim: to introduce/review the story

- For students who haven't studied *Super Minds Level 5*, ask them to scan the text at the top of the page and to tell you the names of the characters (Alex, Phoebe, Patrick).
- Elicit what kind of adventures they had (time-travelling). Ask students what they think this means.
- For students who have studied *Super Minds Level 5*, elicit: the names of the characters (Alex, Patrick and Phoebe), how they set off on their adventures (an explosion in the Science lesson) and some of the places they visited: Pompeii (the past), a rainforest (the present), an Elvis rock concert (the past), a space restaurant (the future), the Wild West (the past), Istanbul (the present), London's Globe Theatre (the past), The Museum of the Future (2531), the *Mary Celeste* (the past), and how they travelled each time (through a yellow gate).

Presentation

Aim: to present vocabulary for outside at school

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

1 ^{CD 02} **SB p4** Listen and say the words. Check with your partner.

Aim: to practise new vocabulary

- Students look at the numbered items in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in groups.

- Students practise the new words in pairs.
- They take turns to point to the numbered items in the picture and say what each one is.

2 ^{CD 03} **SB p4** Read, listen and answer the questions.

Aim: to practise listening

- 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. Check with the class.

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

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

Aim: to give students practice with the new vocabulary

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

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

Aim: to practise writing the new vocabulary

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

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

Aim: to give further practice with the new vocabulary

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

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

Aim: to review the story

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

Ending the lesson

Aim: to review vocabulary from the lesson

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

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the nine new vocabulary items in their vocabulary books.
- For each item, they draw a picture and write a short definition, e.g. *We put rubbish in the litter bin.*

Aims:

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

Recycled language: countries, story from *Super Minds Level 5*

Materials: CD

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

Warm-up

Aim: to review outside at school vocabulary

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

- 1 ^{CD 04} **SB p5** How much do you remember about the Time Travellers? Do the quiz. Write *t* (true) or *f* (false). Listen and check.

Aim: to give students practice with listening for specific information

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

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

- 2 ^{CD 05} **SB p5** Listen and say the sentences.

Aim: to focus students on grammatical form

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

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

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

Aim: to consolidate grammatical form

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

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

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

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

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

- 2 **WB p5** Make sentences.

Aim: to give further practice with present perfect with *already* / *yet*

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

- 3 **WB p5** Write questions.

Aim: to give students practice with question forms

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

Ending the lesson

Aim: to practise key language from the lesson

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

Extension activity

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

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

Aims:

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

New language: on board

Recycled language: simple past and present perfect

Materials: CD

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

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

Warm-up

Aim: to review information about Phoebe, Alex and Patrick

- Write *Ph* ____, *Al* ____, and *P* ____ on the board. Elicit the characters' names and what they were doing in the first lesson of the unit. (They arrived back in school, but everything seemed a little strange. They are Time Travellers.)

1 CD 06 07

SB p6 Listen and number the people and the places. Then sing the song.

Aim: to sing a song with the class

- Elicit what and who students can see in the picture in their Student's Book (Alex, Patrick and Phoebe).
- Focus students on the task at the top of the page.
- Students cover the lyrics of the song.
- Play the recording. Students listen for and number the people and places in sequence as they hear them.
- Students check in pairs. Check with the class.
- Students uncover the lyrics of the song.
- Play the recording. Students follow the song in their Student's Books.
- Play the recording again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Use the karaoke version of the song, if appropriate, for students to sing in groups.

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

2 CD 08 08

SB p6 Listen and say the dialogue.

Aim: to show different spellings for long vowel sounds

Intonation: expressing disagreement and using high tones with extreme adjectives

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

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

1

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

Aim: to activate memory skills

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

2 CD 09 09

WB p6 Listen and say the words.

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

3

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

Aim: to practise identifying sound-spelling patterns

4 CD 10 10

WB p6 Listen, check and say the words.

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

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

Ending the lesson

Aim: to review and extend the concept of spelling patterns

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

Extension activity

Aim: to activate students' imaginations

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

Aims:

- to review *which / who / where*
- to practise reading skills

New language: *waterfall, captain, sailor, character, episode*

Recycled language: *which / who / where*

Materials: CD

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

Warm-up

Aim: to review *which / who / where*

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

- 1 **SB p7** Read the dialogue and answer the questions.

Aim: to practise *which / who / where*

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

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

- 2 **CD 11 SB p7** Listen and say the sentences.

Aim: to focus students on grammatical form

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

Key: 1 who, 2 which, 3 who, 4 where, 5 which, 6 where

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

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

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

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

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

Aim: to review vocabulary

Key: 2 A test tube, 3 gloves, 4 shelf, 5 Goggles, 6 bell

- 2 **WB p7** Complete the sentences with *which, who* or *where*.

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

Key: 2 who, 3 which, 4 where, 5 who, 6 which, 7 where, 8 which

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

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

Ending the lesson

Aim: to review vocabulary from the lesson

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

Extension activity

Aim: to consolidate understanding

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

Aims:

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

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

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

Materials: CD

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

Your students will be able to role play a story.

Warm-up

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

- Write *Phoebe, Alex and Patrick* on the board.
- Elicit what students remember about them from this unit.
- Give prompts if necessary, e.g. *Time Travellers, school seems strange, Science lesson.*

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

Aim: to give students practice with skimming and scanning

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

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

Aim: to present a story and to develop reading skills

- Play the recording. Students listen and read to check their answers.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (the children stepped into a kind of gate and disappeared).

Key: 1 Last time Patrick knocked the water over.

2 Patrick's goggles fly into the air and knock over a jar of blue powder.

Practice

Aim: to check understanding of the story

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

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

Aim: to check comprehension

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

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

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

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

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

Aim: to review the story

Thinking skills: inferencing

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

Ending the lesson

Aim: to practise the story

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

Extension activity

Aim: to stimulate students' creativity

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

Aims:

- to talk about the detail of the story
- to review language from the unit

Thinking skills: focusing on values in a story

Recycled language: language from the story

Materials: CD

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

Value: thinking about what you're doing

Warm-up

Aim: to review the story

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

3 SB p9 Answer the questions.

Aim: to focus students on the detail of the story

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

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

4 Think! SB p9 Who do you think says these things?

Aim: to review students' understanding of the story

Thinking skills: understanding character and situations

- Read out the instructions for students and check they know what to do.
- Students re-read the story and think about who might say these things.
- They compare their answers in pairs.
- Check with the class.

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

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

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

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

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

Aim: to give students practice with interpreting pictures

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

3 The blue powder has already started to fall.

4 The children have not walked into the light yet.

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

Aim: to give students practice in cause and effect

Thinking skill: cause and effect

Ending the lesson

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

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

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

Extension activity

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

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

1 The treasure

Aims:

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

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

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

Materials: CD

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

Warm-up

Aim: to introduce the context of pirates

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

Presentation

Aim: to present vocabulary for pirates

- Read the text at the top of the page with the class. Elicit which things they have already talked about in the warm-up. Check understanding.
- Use the picture in the Student's Book to further set the context of pirates and to present the vocabulary.
- Say each word for students to repeat.
- Check students understand the meanings of all the words.
- Elicit what students think is happening in the picture.

1 ^{CD 13}

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

Aim: to practise new vocabulary

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

2 ^{CD 14}

SB p10 Read, listen and complete the sentences.

Aim: to practise listening

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

Key: 1 gold coins, 2 going to bury, 3 hook, sword, 4 dig up

3

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

Aim: to give students practice with the new vocabulary

- Demonstrate the game with the class. Mime one of the vocabulary items, e.g. *binoculars*.
- Students guess what it is.
- In pairs, students mime and guess.
- Check with open pairs.

1

WB p10 Look at the pictures. Complete the words.

Aim: to practise writing the new vocabulary

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

2

WB p10 Complete the crossword.

Aim: to give further practice with the new vocabulary

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

3

WB p10 Complete the sentences with the words from the box.

Aim: to check comprehension

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

Ending the lesson

Aim: to review vocabulary from the lesson

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

Extension activity

Aim: to consolidate vocabulary from the lesson

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

Aims:

- to present and practise the present perfect with *for* and *since*
- to give students writing practice

Recycled language: pirates, present perfect

Materials: CD

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

Warm-up

Aim: to review pirate vocabulary

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

Presentation

Aim: to present the present perfect with *for* and *since*

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

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

Aim: to practise the present perfect with *for* and *since*

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

Key: 1 b, 2 c, 3 a

- 2 **CD 15** **SB p11** Listen and say the sentences.

Aim: to focus students on grammatical form

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

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

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

Aim: to consolidate grammatical form

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

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

Aim: to give students further practice with *for* and *since*

Key: *for:* six years, three hours, twenty minutes, five months, a day, a long time, eight weeks, thirty seconds;
since: March, Tuesday, 2012, the sixteenth century, last week, yesterday, my birthday

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

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

Key: 2 since, 3 for, 4 since, 5 since, 6 for

- 3 **WB p11** Write five sentences that are true for you with the verbs from the box.

Aim: to enable students to personalise the language

Ending the lesson

Aim: to practise key language from the lesson

- Elicit statements from WB Activity 3. Students make some sentences true and some false.
- The other students guess the true and false sentences.

Extension activity

Aim: to consolidate the present perfect

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

Aims:

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

New language: *wooden leg*

Recycled language: simple past, present perfect

Materials: CD

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

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

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

Warm-up

Aim: to review pirate vocabulary

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

- 1 ^{CD1} 16 ^{WB p12} Listen and answer the questions. Then sing the song.

Aim: to sing a song with the class

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

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

- 2 ^{CD1} 18 ^{WB p12} Listen and say the dialogue.

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

Intonation: expressing agreement and happiness

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

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

- 1 ^{WB p12} Remember the song. Complete the verbs and match the sentence halves.

Aim: to activate memory skills

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

- 2 ^{WB p12} Correct the sentences.

Aim: to review the content of the song

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

- 3 ^{CD1} 19 ^{WB p12} Listen and say the words.

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

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

- 4 ^{WB p12} Complete the sentences with the words from the box. Match them with the pictures.

Aim: to revise vocabulary using the target sounds

- 5 ^{CD1} 20 ^{WB p12} Listen, check and say the sentences.

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

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

Ending the lesson

Aim: to extend knowledge of the 'zh' sound

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

Extension activity

Aim: to activate students' imaginations

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

Aims:

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

New language: *well-known, metal detector*

Recycled language: present perfect

Materials: CD

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

Warm-up


Aim: to review vocabulary

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

Presentation

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


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

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

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

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

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

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

Aim: to focus students on grammatical form


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

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

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


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

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

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


Aim: to review the new language

Note: This is a homework task.

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

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

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

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

Aim: to give students listening and writing practice

Ending the lesson

Aim: to review vocabulary from the lesson

- Students perform the dialogue from SB Activity 1.

Extension activity

Aim: to encourage cooperation and peer appreciation

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

Aims:

- to present a story
- to develop reading skills

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

Recycled language: characters and language from the story, pirates

Materials: CD

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

Your students will be able to do a role play.

Warm-up

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

- Write *Phoebe, Alex and Patrick* on the board.
- Elicit what students remember about them from this unit.
- Give prompts if necessary, e.g. *Time Travellers, school seems strange, Science lesson, pirates (the past)*.

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

Aim: to give students practice with prediction skills

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

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

Aim: to present a story and to develop reading skills

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

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

Practice

Aim: to check understanding of the story

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

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

Aim: to check memory skills

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

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

Aim: to check understanding of the story

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

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

Aim: to review the story

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

Ending the lesson

Aim: to practise the story

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

Extension activity

Aim: to stimulate students' creativity

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

Aims:

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

Thinking skills: focusing on values in a story

Recycled language: language from the story

Materials: CD

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

Value: being honest

Warm-up

Aim: to review the story

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

3 **SB p15** Match the sentence halves.

Aim: to focus students on the detail of the story

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

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

4 **Think!** **SB p15** Read the story again. Think of answers to the questions.

Aim: to encourage students to make hypotheses

Thinking skills: hypothesising

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

1 **Think!** **WB p15** Write the events from the box next to the times when they happen.

Aim: to give students practice with sequencing

Thinking skills: time sequencing

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

2 **Think!** **WB p15** Read and complete the time phrases. Use the information from Activity 1.

Aim: to give students practice with calculating time

Thinking skills: calculating time

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

3 **Values** **WB p15** Imagine that the families don't come to the island. What should the children do with the treasure? Write *b* (best), *o* (OK) and *w* (worst) next to the three ideas. Think of two more good ideas.

Aim: to focus on the value of being honest

Ending the lesson

Aim: to stimulate students' personal reactions to a story

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

Extension activity

Aim: to discuss the value of being honest

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

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

Aims:

- to practise reading skills

Skills:

- reading for specific information

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

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

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

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

Warm-up

Aim: to activate vocabulary

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

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

Aim: to practise reading for specific information

- Focus the students on the pictures to consolidate understanding.
- Check understanding of *helmet*.
- Read the activity instructions and check students know what to do.
- Have students read the true/false statements aloud around the class.
- Encourage them to predict the answers with the text covered.
- Students compare answers in pairs.
- Check and discuss with the class. Have students correct the false statements.
- Find out which answers they predicted correctly.
- Refer back to the discussion in the warm-up. Did anyone suggest helmets or Roman artefacts?
- Check understanding of vocabulary.

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

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

Aim: to give students further practice with reading skills

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

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

Aim: to practise comprehension skills

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

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

Aim: to practise text sequencing

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

Ending the lesson

Aim: to review the content of the lesson

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

Extension activity

Aim: to consolidate understanding

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

Aims:

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

Skills:

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

New language: *valuable, tractor, tool shed*

Recycled language: language from the unit

Materials: CD

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


Your students will be able to act out an interview.

Your students will be able to write a story.

Warm-up

Aim: to review the topic

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

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

Aim: to give students practice in listening for specific information

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

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

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

Aim: to give students speaking practice

- Students work in pairs and discuss the questions.

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

Aim: to give students practice in role playing an interview

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

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

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

Aim: to give students practice in writing a story

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


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

Aim: to practise speaking skills

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

Aim: to focus students on the value of being honest

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

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

Aim: to give students practice with functional language

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

Ending the lesson

Aim: to encourage students' personal responses

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

Extension activity

Aim: to encourage personalisation and creativity

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

Aims:

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

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

Recycled language: pirates

Materials: CD, reference books and the Internet

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

Warm-up

Aim: to introduce the topic of Literature and pirates

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

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

Aim: to extend students' understanding of pirates

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

- 2 **CD 1 25 SB p18** Read and listen to the beginning of *Treasure Island* by Robert Louis Stevenson. Answer the questions.

Aim: to extend students' understanding of pirates in Literature

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

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

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

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

Aim: to activate previous knowledge

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

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

Aim: to activate students' knowledge and experience

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

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt about today, e.g. *the book which Robert Louis Stevenson wrote called Treasure Island and read the beginning of the story.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

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

- Students work in groups of four.
- They use reference books and/or the Internet to find out more about *Treasure Island*, e.g. when the book was written, who the I is in the story, what films have been made of the story and when.
- They prepare a poster or pictures for an oral presentation.
- Groups take turns to present their information to the other groups in the class.

Aims:

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

New language: blurb, review, biography, legendary, recommend, best seller, hero, face (v)

Recycled language: Literature

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

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

Your students will be able to complete a project.

Warm-up

Aim: to review Literature and *Treasure Island*

- Write *Treasure Island* on the board and elicit what students remember about the book from the previous lesson.

- 1** **SB p19** Read the definitions of different types of writing. Are the words similar in your language?

Aim: to extend students' understanding of the topic

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

- 2** **SB p19** Read the three texts about *Treasure Island*.

Aim: to give students practice with reading skills

- Give a time limit for their reading, e.g. one minute.
- Students read the texts silently and quickly to find the information they need to answer the question.
- They compare answers in pairs.
- Check and discuss with the class.

Key: a 2, b 1, c 3

- 3** **SB p19** Read the texts again and answer the questions.

Aim: to give students practice with reading for detail

- Read the questions aloud around the class and check understanding.
- Students read the texts again and find the answers.
- They compare answers in pairs. Check with the class.
- Have students take turns to read the texts aloud.

Key: 1 Jim Hawkins, 2 Enemies and wild animals, 3 The story, 4 The descriptions and the beginning, 5 From the map of an imaginary island he drew for the son of a friend, 6 The Sea-Cook

- 4** **Project** **SB p19** Write three texts about your favourite book.

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

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

- 1** **WB p19** Correct the sentences.

Aim: to give students further practice with reading skills

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

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

Aim: to practise writing skills

Ending the lesson

Aim: to review what students have learnt in the lesson

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

Extension activity

Aim: to develop writing and reflective skills

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

Aims:

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

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

Recycled language: language from the unit


Materials: CD, materials for the mini talk

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

Warm-up

Aim: to review vocabulary for treasure

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

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

Aim: to provide a model for the mini presentations

- Elicit what students can see in the pictures.
- Ask them if they think they are treasure.
- Read the activity instructions through with the class.
- Read the four questions aloud with the class and check students know what to do.
- Play the recording. Students listen to find the answers.
- Students compare their answers in pairs.
- Play the recording again. Check with the class.
- Elicit and discuss with students why the listening is a useful model for their presentations.
- Read the *Tips for presenters* through with the class.


Key: 1 The two paintings, 2 Last summer, 3 Snakes in the desert, 4 On the wall in the living room of his house

Preparing for and delivering mini presentations

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


- Focus students on *Think about it*. Give them a time limit.
- Read the bullet points through with the class. Check vocabulary.
- Monitor and give advice as appropriate to students as they decide what their treasure is.
- Focus students on *Prepare it*. Give them a time limit.
- Read the bullet points through. Check vocabulary.
- Monitor individuals as they prepare their presentations.

- Focus students on *Present it*. Give them a time limit. This may happen over more than one lesson.
- Set a listening task for the students who are listening, e.g. *Write down what the treasure is and why it is important*.
- Re-read the *Tips for presenters* through with the class.
- Individual students do their mini presentations.
- Get feedback on the listening task.

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


Aim: to review the present perfect with *for* and *since*

Key: I've known Jim for 6 years. I've had this bike since July. How long have you lived here?

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

Aim: to review sentence structure

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

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

Aim: to personalise the topic

Ending the lesson

Aim: to review language from the unit

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

Extension activity

Aim: to develop reflective skills

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

Aims:

- to consolidate language from the unit
- to raise awareness of how to write a blog

Recycled language: language from the unit, portfolio, profile, blog

Materials: students' portfolios

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

Warm-up

Aim: to introduce the topic of portfolios

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

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

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

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

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

Aim: to give students practice with reading

- Elicit who the two people are in the photos.
- Check understanding of *blog*.
- Students read the texts quickly to find who wrote them.
- They compare ideas in pairs. Check with the class.

Key: 1st blog: Katie, because she looks happy in the photo, 2nd blog: James, because he looks bored

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

Aim: to give further practice with reading for detail

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

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

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

Aim: to give students practice in writing a blog

- Read through and discuss the *Tips for writers* with the class. Discuss the reasons for students not giving their full names or real addresses, etc. (internet security).
- Students make notes using *Tips for writers* as a guide.
- Students write the first draft of their blogs.
- Students swap blogs and give each other feedback.
- Students write a final draft of their blogs.

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

Aim: to practise spelling

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

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

Aim: to review unit vocabulary

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

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

Aim: to practise writing skills

Ending the lesson

Aim: to enable students to express their preferences

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

Extension activity

Aim: to discuss what they have learnt

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

2 Future transport

Aims:

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

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

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

Materials: CD

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

Warm-up

Aim: to introduce the context of future transport

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

Presentation

Aim: to present vocabulary for future transport

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

1 ^{CD 1}₂₇ **SB p22** Listen and say the words. Check with your partner.

Aim: to practise new vocabulary

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

2 ^{CD 1}₂₈ **SB p22** Read, listen and answer the questions.

Aim: to practise listening

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

Key: 1 There's a monorail and it's full of people. 2 He'd love to do it. 3 They decide to hire a jet pack for a day. 4 It makes you go up.

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

Aim: to give students practice with the new vocabulary

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

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

Aim: to practise the new vocabulary

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

2 **WB p22** Complete the table.

Aim: to give further practice with the new vocabulary

Key:

Transport gadgets

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

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

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

Gadgets that make energy: wind turbine, solar panel

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

Aim: to check comprehension

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

Ending the lesson

Aim: to review vocabulary from the lesson

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

Extension activity

Aim: to consolidate vocabulary from the lesson

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

irLanguage.com

Aims:

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

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

Recycled language: future transport

Materials: CD

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

Warm-up

Aim: to review future transport vocabulary

- Write the 12 new items in scrambled letter order on the board.
- Ask a pair of students to come to the board to write one of the items correctly and draw a picture of it.

Presentation

Aim: to present *need to*

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

- 1** **SB p23** Read the adverts and complete the sentences.

Aim: to practise *need to*

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

Key: 1 microlight, 2 jet pack, 3 parachute, 4 floating skateboard

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

Aim: to focus students on grammatical form

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

Key: 1 don't need to, 2 need to, 3 need to, 4 don't need to, 5 need to

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

Aim: to consolidate grammatical form

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

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

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

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

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

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

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

- 3** **WB p23** Write a sentence for each picture.

Aim: to give students additional practice with the new language

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

Ending the lesson

Aim: to practise key language from the lesson

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

Extension activity

Aim: to consolidate the new language

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

Aims:

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

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

Materials: CD, DVD-ROM

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

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

Warm-up

Aim: to review future transport vocabulary

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

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

Aim: to give students practice with making predictions

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

- 2 **CD 1 30 SB p24** Read and listen to the dialogue to check your ideas.

Aim: to practise reading and listening for specific information

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

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

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

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

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

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

Aim: to practise functional language

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

- 2 **CD 1 31 WB p24** Listen and say the words.

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

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

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

Aim: to revise vocabulary using the target sounds

- 4 **CD 1 32 WB p24** Listen, check and say the sentences.

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

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

Ending the lesson

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

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

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

Extension activity

Aim: to give students further speaking practice

- Pairs swap dialogues from SB Activity 3.
- Pairs perform their new dialogues for the other pair.

Aims:

- to present and practise *will / won't*
- to practise reading skills

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

Recycled language: future transport

Materials: CD

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

Warm-up

Aim: to review vocabulary

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

Presentation

Aim: to present *will / won't*

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

- 1** **SB p25** Read Jake's post on a forum. Then tick (✓) the true sentences. Correct the others with ideas from his post.

Aim: to practise *will / won't*

- Students look at the picture and the text in their Student's Book.
- Elicit what they can see (a post on a forum). Check understanding of *past, forum, thread*.
- Students work individually. They read the dialogue, tick the true sentences and correct the others.
- They compare answers in pairs, re-reading the text as necessary to check.
- Check with the class.

Key: 1 ✓, 2 People will move around without polluting the air. 3 Transport will be a lot safer. 4 ✓, 5 Computers will drive cars of the future. 6 ✓

- 2** **CD 33** **SB p25** Listen and say the sentences.

Aim: to focus students on grammatical form

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

Key: 1 'll/will, 2 'll/will, 3 won't, 4 'll/will, 5 won't

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

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

- Have students read aloud all the dialogue prompts, making each one into a full sentence.
- In pairs, students decide who is Jake and who is Jake's friend. They write notes before they start.
- Students sit back-to-back and act out their dialogues.

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

Aim: to review the new language

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

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

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

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

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

Aim: to give students writing practice

Ending the lesson

Aim: to review vocabulary from the lesson

- Some pairs perform their dialogues from SB Activity 3.

Extension activity

Aim: to consolidate understanding

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

Aims:

- to present a story
- to develop reading skills

New language: stall (n)

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

Materials: CD

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

Your students will be able to do a role play.

Warm-up

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

- Write *Phoebe*, *Alex* and *Patrick* on the board.
- Elicit what students remember about them from this unit.
- Give prompts if necessary, e.g. *Time Travellers*, *school seems strange*, *Science lesson*, *pirates (the past)*, *a park in a city (the future)*.

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

Aim: to give students practice with skimming and scanning

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

- 2 **CD 1** **SB pp26–27** Read and listen to the story to check your answers.

Aim: to present a story and to develop reading skills

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

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

Practice

Aim: to check understanding of the story

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

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

Aim: to check memory skills

Thinking skills: sequencing

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

- 2 **WB p26** Complete the table.

Aim: to check understanding of the story

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

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

Aim: to practise reading skills

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

Ending the lesson

Aim: to practise the story

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

Extension activity

Aim: to stimulate students' creativity

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

Aims:

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

Recycled language: Maths and shapes

Materials: sheets of paper, rulers, pencils, scissors, tape

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

Your students will be able to complete a project.

Warm-up

Aim: to review Maths and shapes

- Draw one of the shapes from the previous lesson, e.g. a cube, on the board.
- Elicit what it is, how many sides it has got and if it is 2D or 3D.
- Elicit other shapes and have students come to the board and draw them. Elicit similar information about sides and dimensions.

- 1** **SB p43** Look around your classroom. How many 3D shapes can you find?

Aim: to extend students' understanding of the topic

- Put students into pairs.
- Give a time limit, e.g. two minutes, for students to find the shapes. Encourage one of each pair to get up and look around the room.
- Elicit the objects and the shapes from different pairs around the room.

- 2** **SB p43** Look at the photos of famous buildings. What 3D shapes can you see?

Aim: to give students practice with identifying shapes

- Find out if students know any of the buildings in the photos by name.
- In pairs, students look at each photo and try to identify the shape(s).
- Elicit and discuss as a class.

Key: 1 cylinders, rectangles, 2 cylinders, 3 square-based pyramid, 4 cuboids

- 3** **Project SB p43** Make a paper pyramid.

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

- Focus students on the pictures and elicit what they are going to make (a pyramid).
- Read through the materials they need, holding each material up in turn.
- Make a paper pyramid of your own as the class reads through the instructions.

- Lay out all the materials on a table.
- Students work individually. They come to the table to collect materials as they need them.
- Go around the class and help as necessary.
- Students compare their pyramids at the end of the activity.

- 1** **Think! WB p43** Read the descriptions and answer the questions.

Aim: to give students further practice with identifying shapes

Thinking skill: visualising shapes

Key: 1 8; 2 cylinder, 2; 3 square-based pyramid, 3

- 2** **WB p43** Look at the picture and complete the description.

Aim: to give students writing practice

Key: one cuboid, eight cylinders, two square-based pyramids

- 3** **WB p43** Draw a house using 2D shapes and write a description of it.

Aim: to stimulate students' creativity

Note: A regular pentagon/hexagon/octagon has equal sides, but any five-sided shape is a pentagon, etc.

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they learnt today, e.g. *learnt more about shapes, identified shapes in famous buildings and made a paper pyramid for my project.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

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

Aims:

- to practise reading skills
- to practise speaking skills

Skills:

- reading for specific information
- taking part in a discussion

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

Recycled language: language from the unit, superlative adjectives

Materials: CD

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

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

Warm-up

Aim: to activate vocabulary

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

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

Aim: to give students practice with prediction

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

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

Aim: to give students practice with reading skills

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

Key: They are all ways of getting around Bangkok.

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

Aim: to give students practice with reading for detail

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

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

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

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

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

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

Aim: to give students practice with listening skills

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

Ending the lesson

Aim: to review the content of the lesson

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

Extension activity

Aim: to consolidate understanding

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

Aims:

- to consolidate language from the unit
- to raise awareness of how to write an invitation

New language: *invitation, by post, costume, theme, hot dog*

Recycled language: language from the unit, fancy dress

Materials: students' portfolios

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

Warm-up

Aim: to review the topic of portfolios

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

- 1 **SB p45** Natalie sent invitations by post inviting friends to her fancy dress party. Jayden and Emily didn't come. Say why you think they didn't come.

Aim: to give students practice with giving opinions

- Check understanding of *invitation, by post*.
- Ask students to read the examples aloud and then elicit more ideas from around the class using the model as to why the two friends didn't come.

- 2 **SB p45** Natalie is very creative, so she made all the invitations different. Read the invitations which she sent to Jayden and Emily. Find the problem in each one.

Aim: to give students practice with reading for detail

- Students read the two invitations silently and discuss with a partner what the problem is in each one.
- Elicit and discuss as a class. Give students clues if they haven't found the problem in each invitation. They can also read the *Tips for writers* if they need further help.
- Brainstorm the information we have to put in an invitation and write it on the board, e.g. *time, date, address, type of party, clothes*.

Key: Jayden: There's no date. Emily: It isn't signed and there's no address.

- 3 **SB p45** Imagine that you are going to have a fancy dress party.

Aim: to give students practice in writing an invitation

- Read through and discuss the *Tips for writers*.
- Students make notes using *Tips for writers* as a guide.

- Students write a first draft of their invitations.
- Go around and check their work.
- Students swap invitations and give each other feedback.
- Students write a final draft of their invitations.
- Students turn to the My portfolio writing practice section on page 120 of the Workbook.
- Work through the exercises with the class.

Practice

Aim: to give students practice with answering an invitation

- Students swap invitations with a new partner before they stick them in their portfolios and write a short answer to their partner, accepting or rejecting the invitation.

- 1 **WB p45** Find and write the words.

Aim: to practise spelling

Key: 2 pharaoh, 3 prism, 4 slave, 5 cuboid, 6 chariot

- 2 **WB p45** Complete the sentences with the words from Activity 1.

Aim: to review unit vocabulary

Key: 2 prism, 3 rock, 4 slave, 5 chariot, 6 cuboid

- 3 **WB p45** Look at the pictures and write the story. Use the ideas to help you write about each picture.

Aim: to practise writing skills

Ending the lesson

Aim: to enable students to express their preferences

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

Extension activity

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

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

Aims:

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

Thinking skills: focusing on values in a text

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

Recycled language: transport

Materials: CD

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

Value: road safety

Warm-up

Aim: to introduce the topic of History and cars

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

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

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

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

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

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

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

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

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

Aim: to consolidate understanding of vocabulary

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

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

Aim: to give students practice with reading skills

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

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

Aim: to focus on the value of road safety

Key: 2 c, 3 a, 4 b

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt today, e.g. *what the first cars looked like, when the first speed limit came in, when the first person died on the road and the name of the biggest motor company.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to discuss the value of road safety

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

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

Aims:

- to present and practise *could* for possibility
- to give students speaking practice

New language: *keen on, to be honest*

Recycled language: the Olympics

Materials: CD

Language competences: Your students will be able to talk about possibility using *could*.

Warm-up

Aim: to review Olympics 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 it.

Presentation

Aim: to present *could* for possibility

- Point to one of the sports on the board, which students don't do at school. Say, e.g. *We could teach archery at school. What do you think?*
- Make the suggestion using another sport and write the sentence on the board, e.g. *We could teach fencing.*
- Underline *could* and ask some concept questions, e.g. *Do we teach fencing at the moment?* (No) *Is it possible to teach fencing at the school?* (Yes) *Is it a plan to teach fencing at the school?* (No).

- 1 Think!** **SB p47** Jodie and Kyle are at the Olympic Games. They are discussing which events to watch. Complete the programme with the missing times.

Aim: to practise *could*

Thinking skill: Moths

- Students work individually. They read the conversation and complete the programme with the missing times.
- Students compare answers in pairs. Check with the class.

Key: 1 08:50, 2 10:20, 3 10:30

- 2** **CD 15** **SB p47** Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 122 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 could go, 2 could help, 3 could try, 4 could see, 5 could ask, 6 could put

- 3** **SB p47** Work in pairs. Write a sports programme for the day.

Aim: to practise vocabulary and times

- In pairs, students write a programme for the day.

- 4** **SB p47** Swap programmes with another pair. Decide what to do for the day.

Aim: to consolidate grammatical form

- Demonstrate the activity for the class, using the prompts.
- Pairs swap programmes.
- Students work in pairs and discuss the new programmes.

- 1** **WB p47** Make sentences.

Aim: to give students further practice with *could*

Key: 1 I could go and watch the fencing. 2 You could buy Mia a DVD for her birthday. 3 They could watch the film about Tutankhamun tonight. 4 We could put your bed next to the window.

- 2** **WB p47** Complete the dialogues using *could*.

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

Key: We could go to the zoo. We could row.
We could listen to music. We could play football.
We could make a cake.

- 3** **WB p47** Complete the dialogue with the words from the box.

Aim: to give students additional practice with the new language

Key: 2 starts, 3 could, 4 interested, 5 could, 6 hurdles, 7 will, 8 could, 9 sounds, 10 Let's

Ending the lesson

Aim: to practise key language from the lesson

- Elicit from students what they could do this evening.

Extension activity

Aim: to consolidate the new language

- Students swap programmes again from SB Activity 4.
- Pairs write a dialogue using SB Activity 1 or WB Activity 3 as a model.

Aims:

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

New language: deposit

Recycled language: language from the unit, transport

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

Warm-up

Aim: to review future transport

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

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

Aim: to prepare and plan for a role play

- Tell students they are going to act out a short dialogue between a customer and the owner of the jet pack hire.
- Read through the information on the role cards with the class.
- Check they understand the vocabulary, e.g. *deposit*, and that they know what to do.
- In their pairs, students each choose their role card.
- Elicit full examples of the useful language, e.g. *How much is it to hire a jet pack for an hour, please?*
- Make sure pairs know what to do and what language they need to use.
- Pairs compose a short role play. Monitor each pair and help as necessary.
- Students practise their plays so that they can perform them without reading the text.

2 SB p32 Act out your dialogue.

Aim: to practise interactive speaking skills

- Pairs take turns to perform their short role plays for the class.
- The class decides which of the jet pack companies is the best to hire from.

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

Aim: to review language from the unit

Key: 2 won't ride, 3 will be, 4 need to wear, 5 don't need to, 6 to be

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

Aim: to review sentence structure

Key: 2 You need to take a passport to travel to another country. 3 Don't worry. The exam won't be difficult. 4 Everyone will use solar panels for energy one day. 5 You don't need to say sorry. It wasn't your fault. 6 I want a new computer. I need to talk to Dad.

3 WB p32 Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review spelling of future transport vocabulary

- Students close their books.
- Write the future transport vocabulary from the first lesson of the unit in scrambled letter order on the board.
- Students write the words correctly in their notebooks.
- Check by having students spell each one aloud.

Extension activity

Aim: to develop reflective skills

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

Aims:

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

Thinking skills: focusing on values in a story

Recycled language: language from the story

Materials: CD

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

Value: listening carefully

Warm-up

Aim: to review the story

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

3 **SB p27** Answer the questions.

Aim: to focus students on the detail of the story

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

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

4 **Think!** **SB p27** Work in pairs. What do we learn about the characters?

Aim: to encourage students to infer meaning

Thinking skills: inferencing meaning

- Read out the activity instructions for students and check they know what to do.
- In pairs, students read the three questions and discuss their answers.
- Elicit ideas and discuss possible answers with the class.

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

1 **Think!** **WB p27** Read the sentences.

Complete the information on the sign.

Aim: to give students practice with logical-mathematical thinking

Thinking skills: logical thinking

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

2 **Values** **WB p27** Look at the pictures. Complete the sentences.

Aim: to focus on the value of listening carefully

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

3 **Values** **WB p27** Write about two more situations when you need to listen carefully.

Aim: to focus on the value of listening carefully

Ending the lesson

Aim: to stimulate students' personal reactions to a story

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

Extension activity

Aim: to discuss the value of listening carefully

- Focus on the part in the story when Patrick was in trouble. Elicit why this was (because he didn't listen carefully).
- Elicit from students why this value is important and elicit some of the examples students wrote for WB Activity 3 as well as other examples they can think of.

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

3 Ancient Egypt

Aims:

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

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

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

Materials: CD

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

Warm-up

Aim: to introduce the context of Ancient Egypt

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

Presentation

Aim: to present vocabulary for Ancient Egypt

- Read the text at the top of the page with the class and have them look at the picture.
- Elicit which things they have already talked about in the warm-up. Check understanding of vocabulary.
- Use the picture in the Student's Book to further set the context of Ancient Egypt and to present the vocabulary.
- Say each word for students to repeat.
- Check students understand the meanings of all the words.
- Elicit what students think is happening in the picture.

1 ^{CD2 02} **SB p34** Listen and say the words. Check with your partner.

Aim: to practise new vocabulary

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

2 ^{CD2 03} **SB p34** Read, listen and complete the sentences.

Aim: to practise listening

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

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

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

Aim: to give students practice with the new vocabulary

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

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

Aim: to practise the new vocabulary

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

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

Aim: to give further practice with the new vocabulary

Key: 2 tomb, 3 mummy, 4 hieroglyphics

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

Aim: to check comprehension

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

Ending the lesson

Aim: to review vocabulary from the lesson

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

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the nine new vocabulary items in their vocabulary books.
- For each item, they draw a picture and write a short definition, e.g. *A chariot was like a car pulled by two horses.*

Aims:

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

Skills:

- listening for specific information
- taking part in a class discussion
- writing a short text

New language: gondola, becak, pedicab, canal, pole

Recycled language: language from the unit

Materials: CD

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

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

Your students will be able to write a story.

Warm-up

Aim: to review the topic

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

1 CD1
36

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

Aim: to give students practice in listening for specific information

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

Key: 1 becak, 2 pedicab, 3 gondola

2

SB p29 Work in pairs. Discuss the questions.

Aim: to give students speaking practice

- Students work in pairs and discuss the questions.

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

3 CD1
37

SB p29 Listen again and answer the questions.

Aim: to give students practice in listening for detail

- Students read through the questions and see if they can remember the answers from the first listening.

- Play the recording again. Students note their answers.
- Check with the class.

Key: 1 They are quite expensive. 2 It's much quicker.

3 The drivers work hard and often have to shout when there are people or cows in their way.

4

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

Aim: to give students speaking practice

- Put students into pairs. Give students a time limit for each part of the activity and tell them when to move on to the next step. Monitor pairs as they are working.
- For d, put four pairs together to make groups of eight. The groups compare their information and agree on one list from most popular to least popular.
- Elicit these lists from each group. Agree a class list of ten types of transport from most to least popular.

5

SB p29 Write a short text about your favourite type of transport. Answer the questions.

Aim: to give students practice in writing a short text

- Students write notes first and plan their writing.
- Students write a first draft. Remind them to use parts of the text on SB page 28 as a model.
- Students swap their first draft with a partner.
- The partner gives feedback on a) the content and b) the writing (grammar, vocabulary, etc.).
- Students write a final draft.

1

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

Aim: to practise speaking skills

2

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

Aim: to give students practice with reading skills

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

Ending the lesson

Aim: to encourage students' personal responses

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

Extension activity

Aim: to encourage personalisation and creativity

- Students type their texts from SB Activity 5 on the computer.
- They either print them out or create an online book.

Aims:

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

New language: *slam, folk music*

Recycled language: simple past, Ancient Egypt

Materials: CD

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

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

Warm-up

Aim: to review Ancient Egypt vocabulary

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

- 1 ^{CD2 06 07} **SB p36** Listen and tick (✓) the words that you hear. Then sing the song.

Aim: to sing a song with the class

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

Key: mummy, Pharaoh, tomb

- 2 ^{CD2 08 09} **SB p36** Listen and say the dialogue.

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

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

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

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

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

Aim: to activate memory skills

Thinking skill: sequencing

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

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

Aim: to stimulate students' imaginations

- 3 ^{CD2 09 10} **WB p36** Listen and say the words.

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

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

Aim: to revise vocabulary using the target sounds

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

- 5 ^{CD2 10 11} **WB p36** Listen, check and say the words.

Aim: to practise simple past /t/, /d/, /ɪd/ endings

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

Ending the lesson

Aim: to review regular past tense endings

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

Extension activity

Aim: to activate students' imaginations

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

Aims:

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

Recycled language: topic of History

Materials: the Internet and reference books

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

Your students will be able to complete a project.

Warm-up

Aim: to review the history of cars

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

- 1 **SB p31** Write two questions about the information to ask your partner.

Aim: to extend students' understanding of the topic

- Have students read the timeline information from pages 30 and 31 aloud around the class.
- Focus students on the activity instructions and check understanding.
- Elicit one or two questions to demonstrate the activity.
- Students write their questions individually and then take turns to ask their partner.
- Check using open pairs.

- 2 **Think!** **SB p31** Work in pairs. Imagine that you can add an event to the timeline. Discuss and decide which of these is the most important.

Aim: to give students practice with reading skills

Thinking skills: evaluating

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

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

Aim: to enable students to complete a project

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

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

Aim: to give further practice with reading skills

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

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

Aim: to give students practice in reading for detail

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

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

Aim: to stimulate students' creativity

Ending the lesson

Aim: to review what students have learnt in the lesson

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

Extension activity

Aim: to develop writing and reflective skills

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

Aims:

- to present a story
- to develop reading skills

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

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

Materials: CD

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

Your students will be able to do a role play.

Warm-up

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

- Write *Phoebe, Alex and Patrick* on the board.
- Elicit what students remember about them from this unit. Give prompts, e.g. *Time Travellers, school seems strange, Science lesson, pirates (the past), a park in a city (the future), Ancient Egypt (the past).*

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

Aim: to give students practice with vocabulary

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

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

Aim: to present a story and to develop reading skills

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

Practice

Aim: to check understanding of the story

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

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

Aim: to check memory skills

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

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

Aim: to practise reading skills

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

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

Aim: to practise reading skills

Thinking skill: inferencing

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

Ending the lesson

Aim: to practise the story

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

Extension activity

Aim: to stimulate students' creativity

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

Aims:

- to consolidate language from the unit
- to raise awareness of how to write a questionnaire

Recycled language: language from the unit, questionnaire, brain, download (v)

Materials: students' portfolios

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

Warm-up

Aim: to review the topic of portfolios

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

- 1 **SB p33** Work in pairs. Ask and answer the questions in the questionnaire. Tick (✓) your partner's answers, not your own.

Aim: to give students practice with reading and completing a questionnaire

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

- 2 **SB p33** Work with a different partner. Tell them what you have found out.

Aim: to give students practice with speaking

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

- 3 **SB p33** Write a questionnaire about 'Life in the future'.

Aim: to give practice in writing a questionnaire

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

- Students write two final versions of their questionnaires.
- Students stick one version of their questionnaires in their portfolios.
- Students turn to the My portfolio writing practice section on page 119 of the Workbook.
- Work through the exercises with the class.

- 4 **SB p33** Swap questionnaires and answer your partner's.

Aim: to give practice with answering a questionnaire

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

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

Aim: to practise spelling

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

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

Aim: to review unit vocabulary

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

- 3 **WB p33** Write about school life in 2100. Think about the points below.

Aim: to practise writing skills

Ending the lesson

Aim: to enable students to express their preferences

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

Extension activity

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

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

Aims:

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

Skills:

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

Thinking skills: focusing on values

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

Recycled language: language from the unit

Materials: CD

Language competences: Your students will be able to take part in a discussion.
Your students will be able to read for specific information.

Your students will be able to listen for specific information.

Value: respecting differences

Warm-up

Aim: to activate vocabulary

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

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

Aim: to give students practice with oral description

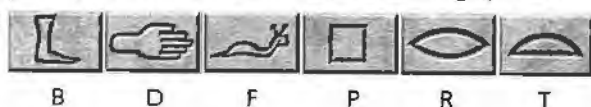
- Elicit what the photos are (symbols).
- In pairs, students describe what they can see.

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

Aim: to give students practice with reading skills

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

Key:



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

Aim: to give students practice with discussing ideas in groups

- In groups, students discuss each question in turn.

- Talk through the six pictures, eliciting from students what the people in the pictures are doing. Pre-teach/ check vocabulary, e.g. *palm, index finger, thumb, fist*.

Note: This language is called 'sign language' and it is used by people who are deaf.

- 4 **CD 13 SB p40** Match the signs with the words from the box. Listen and check.

Aim: to enable students to activate world knowledge

- Students try to match the signs with the words. They discuss their ideas in pairs.
- Play the recording. Students listen and check.
- Ask if any of the students know sign language or have a family member or friend who knows and uses it.

Key: 1 cry, 2 like, 3 tall, 4 cold, 5 thank you, 6 stop

- 5 **SB p40** Work in pairs. Take it in turns to make the signs and say the words.

Aim: to give students practice with signing

- Practise the signs first as a class to make sure students know how to do them correctly.
- Say a word and students do the sign.
- Do a sign and elicit from students what word it is.
- Students practise in pairs.

- 1 **WB p40** Read the article about Tutankhamun. Choose the best word (A, B or C) for each space. **KEY**

Aim: to give students practice with reading skills

Key: 2 B, 3 C, 4 A, 5 B, 6 A, 7 C, 8 C

- 2 **Values WB p40** Read the text and choose the correct words.

Aim: to focus students on the value of respecting differences

Key: 2 communicate, 3 second, 4 helps people

Ending the lesson

Aim: to review the content of the lesson

- With Student's Books closed, students try to remember the missing symbols in SB Activity 2.

Extension activity

Aim: to discuss the value of respecting differences

- Focus on the value of respecting differences.
- Talk about examples of physical differences, e.g. people who are blind, people who find learning difficult, people who are in wheelchairs.

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

Aims:

- to present and practise the past passive
- to give students speaking practice

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

Recycled language: Ancient Egypt

Materials: CD, poster paper

Language competences: Your students will be able to talk about processes in the past using the past passive.

Warm-up

Aim: to review Ancient Egypt vocabulary

- Write the nine new items in scrambled letter order on the board.
- Ask a pair of students to come to the board and write one of the items correctly and draw a picture.

Presentation

Aim: to present the past passive

- Write this sentence on the board in scrambled word order for students to arrange correctly: *The Pyramids of Giza were built more than four thousand years ago.*
- Elicit the correct sentence from students, write it on the board and underline *were built*.
- Tell students that this is the past passive. Elicit how it is formed (past of to be + past participle).
- Tell students that we use this tense mostly in writing and when we want to stress the object/outcome (e.g. *pyramid*) rather than the action.

- 1** ^{CD2}₀₄ **SB p35** Read the magazine article and complete the sentences with the verb forms from the box. Listen and check.

Aim: to practise the past passive

- Students work individually. They read the texts and complete the sentences using the words from the box.
- Students compare answers in pairs. Check with the class.

Key: 1 were cut, 2 were put, 3 were taken off, 4 were pulled

- 2** ^{CD2}₀₅ **SB p35** Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Students take turns to practise all the sentences in pairs.
- Students turn to the Grammar focus section on page 121 of the Student's Book.
- Remind students that regular verbs have regular past participles.

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

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

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

Aim: to consolidate grammatical form

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

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

Aim: to give students further practice with the past passive

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

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

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

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

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

Aim: to give students additional practice with the new language

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

Ending the lesson

Aim: to practise key language from the lesson

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

Extension activity

Aim: to consolidate the new language

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

Aims:

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

New language: *dimension, rectangle, length, width, depth, 2D, 3D, cuboid, volume, cylinder, hexagon, prism, cone, corner, edge, side*

Recycled language: shapes

Materials: CD

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

Warm-up

Aim: to introduce the topic of Maths and shapes

- Draw a circle on the board and elicit the shape.
- Elicit other shapes students know.
- Tell students the topic of today's lesson is shapes.

- 1 **SB p42** What shapes can you see? Are the words similar in your language?

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

- In pairs, students try to identify the shapes.
- Elicit what different pairs can see.
- Discuss what the shapes are called in L1.
- Check understanding of 2D and 3D.

Key: pentagon, square, hexagon, rectangle, circle, triangle

- 2 **SB p42** Read about 3D shapes. Then look at the shapes below. Are they 2D or 3D? Copy and colour them green or red.

Aim: to extend students' understanding of Maths and shapes

- Read the activity instructions with the class. Check understanding of *dimension, rectangle, length, width, depth, 2D, 3D, cube, volume, cylinder, hexagon, prism*.
- Read the text aloud around the class. Stop frequently to check understanding of language and concept.
- Students discuss with their partner what colour they are going to colour the shapes. Then they copy them into their notebooks and colour them.
- Review colours for the different shapes with the class.

Key: cylinder: 3D, square: 2D, hexagon: 2D, square-based pyramid: 3D, circle: 2D, triangular prism: 3D

- 3 **SB p42** Look at the pictures and complete the table.

Aim: to extend students' understanding of the topic

- Check understanding of *cone, cuboid, corner, edge, side*.
- Students do the activity and compare in pairs.

- 4 **CD 15 SB p42** Listen and say the shapes. Check your answers.

Aim: to give students practice with saying the shapes

- Play the recording. Students listen and repeat, then check their answers.

Note: 'Sides' are sometimes called 'faces'.

Key: cube: 12 edges, 6 sides; cylinder: 0 corners, 2 edges, 3 sides; cuboid: 8 corners, 12 edges, 6 sides; triangular prism: 6 corners, 9 edges, 5 sides; square-based pyramid: 5 corners, 8 edges, 5 sides

- 1 **WB p42** Write the names of the shapes under the pictures.

Aim: to give students practice with naming shapes

Key: 2 hexagon, 3 cone, 4 triangle, 5 cube, 6 circle

- 2 **WB p42** How many dimensions have each of these shapes got? Write 2 or 3.

Aim: to consolidate understanding of shapes

Key: 2 2, 3 3, 4 2, 5 3, 6 2, 7 3, 8 3, 9 2, 10 3, 11 2, 12 2

- 3 **WB p42** Think of objects which are these shapes. Draw them and write the words.

Aim: to activate world knowledge

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt about today, e.g. *shapes, what they are called, which ones are 2D and which are 3D and how to draw them*.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to extend students' understanding of the topic

- In groups, students compare their ideas for WB Activity 3 (the shape objects) and think of at least two more examples for each shape.

Aims:

- to present and practise *a lot / lots of / a few / a little*
- to practise reading skills

New language: *fancy dress, bandage, umbrella*

Recycled language: Ancient Egypt

Materials: CD

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

Warm-up

Aim: to review vocabulary

- Sing the song from the previous lesson again.

Presentation

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

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

- 1 **SB p37** Read the email. Then tick (✓) the true sentences. Correct the others.

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

- Elicit what students can see (an email). Check understanding of *fancy dress, bandage*.
- Students work individually. They read the dialogue, tick the true sentences and correct the others.
- They compare answers in pairs. Check with the class.

Key: 1 ✓, 2 The bandages weren't expensive. 3 It took a long time to put on the mummy costume. 4 ✓

- 2 **CD 11** **SB p37** 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 121 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise and check in pairs.

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

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

Aim: to give students further practice with *a lot, lots of, a few, a little*

- Students do the activity in pairs, taking turns to close their eyes, point and say.

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

Aim: to review the new language

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

- 2 **WB p37** Complete the sentences and match them with the pictures.

Aim: to give further practice with the new language

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

- 3 **WB p37** Look at the pictures and write sentences.

Aim: to give students writing practice

Key: 2 There are a few frogs in the pool. 3 There is a little water in the vase. 4 There is a lot of / lots of water in the vase.

Ending the lesson

Aim: to review vocabulary from the lesson

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

Extension activity

Aim: to encourage cooperation

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

Aims:

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

New language: *civilisation, Vikings, continent, attack*

Recycled language: language from the unit

Materials: CD, materials for the mini talk

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

Warm-up

Aim: to review vocabulary for Ancient Egypt

- Write *Ancient Egypt* on the board.
- Brainstorm all the words students can think of which go with this topic and create a word map.
- Use the word map to pre-teach the ancient civilisations. Elicit the names of any ancient civilisations students know.

1 CD2
16

SB p44 Listen to Ellie's presentation about the Vikings and answer the questions.

Aim: to provide a model for the mini presentations

- Focus students on the pictures and elicit what they can see. Elicit anything the class knows about the Vikings.
- Read the five questions aloud with the class.
- Play the recording. Students listen to find the answers.
- Students compare their answers in pairs.
- Play the recording again. Check with the class.
- Elicit and discuss with students why the listening is a useful model for their presentations.
- Read the *Tips for presenters* through with the class.

Key: 1 She's read two books about the Vikings recently.
2 Europe. 3 In about 400 AD. 4 A longship. 5 Because she's not sure the Vikings wore helmets like this when they were fighting. Historians think perhaps they wore them for special festivals.

Preparing for and delivering mini presentations

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

- Focus students on *Find out about it*. Give them a time limit.
- Read the bullet points through. Check vocabulary.
- Tell students they can also focus on one of the civilisations from the warm-up if they want.
- Monitor and give advice to students as appropriate as they research information about their civilisation.

- Focus students on *Prepare it*. Give them a time limit.
- Read the bullet points through. Check vocabulary.
- Monitor individuals as they prepare their presentations.
- Remind students to focus on the improvement points they wrote in their notebooks after the last mini presentations.
- Focus students on *Present it*. Give them a time limit. This may happen over more than one lesson.
- Set a listening task for the students who are listening to keep them focused, e.g. write down two facts about the civilisation that you didn't already know.
- Re-read the *Tips for presenters* through with the class.
- Students do their mini presentations.
- Get feedback on the listening task.

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

Aim: to review structures from the unit

Key: We were chased by a dog. There was a little snow on the mountains. There were lots of my friends at the party.

2 **WB p44** Draw lines and complete the sentences with the phrases from the box.

Aim: to review sentence structure

Key: 2 The pyramids were built by the Ancient Egyptians.
3 I've got lots of games for my computer. 4 She got a few questions wrong on the test. 5 We've got a little time before the train leaves. 6 My computer was broken by my little brother.

3 **WB p44** Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review language from the unit

- Elicit sentences students wrote for WB Activity 3.

Extension activity

Aim: to develop reflective skills

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

Aim:

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

Recycled language: language from the story

Materials: CD

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

Warm-up

Aim: to review the story

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

3 **SB p39** Complete the sentences.

Aim: to focus students on the detail of the story

- Play the recording of the story again. Students listen and/or follow it in their Student's Books.
- Make sure students know what to do.
- They read and complete the sentences, looking back at the text as necessary.
- They compare their answers in pairs.
- Check with the class.

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

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

Aim: to encourage students to apply logical-mathematical thinking

Thinking skills: working out codes

- Read out the activity instructions for students and check they know what to do.
- In pairs, students work out the hieroglyphs to decide what it says.
- Check with the class.

Key: Keep out. Alex was right.

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

Aim: to give students further practice with working out codes

Thinking skill: using codes

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

Key: 1 pet, 2 toe

1 **Think!** **WB p39** This sign in hieroglyphs tells the children how to escape from the tomb. What do you think it says?

Aim: to give students practice with paying close attention

Thinking skills: paying attention to visual details

Key: c This way

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

Aim: to give further practice with reading and vocabulary

Key: 2 chariot, 3 Sphinx, 4 tomb

3 **WB p39** Choose a country where you or the Time Travellers have been or where you'd like to visit on holiday. Write a short advert for it.

Aim: to practise writing skills

Ending the lesson

Aim: to stimulate students' personal reactions to a story

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

Extension activity

Aim: to encourage cooperation and peer appreciation

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

4 Olympic sports

Aims:

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

New language: *Olympics, long jump, gymnastics, rowing, archery, high jump, wrestling, hurdles, weightlifting, fencing, boxing, event, create, friendship, nation, athlete, compete, typical*

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

Materials: CD

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

Warm-up

Aim: to introduce the context of the Olympics

- Draw the Olympic rings on the board, using the right colours if possible.
- Elicit / tell students what they represent, a) in general (the Olympics), b) specifically (the five continents where athletes come from: Africa, America, Asia, Australia, Europe).
- Elicit what Olympic sports students know.

Presentation

Aim: to present vocabulary for the Olympics

- Read the text at the top of the page with the class and have them look at the picture.
- Elicit which things they have already talked about in the warm-up. Check understanding of vocabulary.
- Use the picture in the Student's Book to further set the context of the Olympics and to present the vocabulary.
- Say each word for students to repeat.
- Check students understand the meanings of all the words.
- Elicit what students think is happening in the picture.

1 ^{CD2}₁₇

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

Aim: to practise new vocabulary

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

2 ^{CD2}₁₈

SB p46 Read, listen and answer the questions.

Aim: to practise listening

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

Key: 1 Patrick: boxing, wrestling; Phoebe: volleyball; Alex: archery, fencing, weightlifting, rowing 2 He suggests going to see different things. 3 Because it's boring to do that when they're friends. 4 To go together to see volleyball, then rowing and finally wrestling.

3

SB p46 Choose a word. Mime it for your partner to guess.

Aim: to give students practice with the new vocabulary

- Mime one of the sports for the class to guess.
- Students take turns to mime and guess the sports.

1

WB p46 Complete the sports words.

Aim: to practise the new vocabulary

Key: 2 gymnastics, 3 long jump, 4 wrestling, 5 high jump, 6 weightlifting, 7 fencing, 8 rowing, 9 hurdles, 10 archery

2

WB p46 Write the words from Activity 1 under the pictures.

Aim: to give further practice with the new vocabulary

Key: 2 long jump, 3 rowing, 4 weightlifting, 5 gymnastics, 6 archery, 7 wrestling, 8 boxing, 9 hurdles, 10 high jump

3

WB p46 Year 6 tried different sports for the first time. Which sport from Activity 2 is each student writing about?

Aim: to check comprehension

Key: 2 archery, 3 fencing, 4 weightlifting, 5 hurdles, 6 rowing

Ending the lesson

Aim: to review vocabulary from the lesson

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

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the ten new vocabulary items in their vocabulary books.
- For each item, they draw a picture and write a short definition, e.g. *This sport is called hurdles. The athletes run a race and jump over small jumps.*

Aims:

- to practise reading skills

Skills:

- reading for specific information
- reading for detail

New language: *recognise, jealous, mean (adj), hippo*

Recycled language: language from the unit

Materials: CD, the Internet, reference books

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

Warm-up

Aim: to review the topic

- Write *Ancient Egypt* on the board and draw a circle around it.
- Brainstorm with students what they have learnt so far in this unit about Ancient Egypt.
- Write words and phrases to make a word map.

- 1** **SB p41** Look at the pictures. What do you think the story is about?

Aim: to give students practice with prediction

- Focus students on the pictures and quickly elicit their ideas for this story without reading it.

- 2** **CD 14** **SB p41** Read and listen to the story to check your answers.

Aim: to give students practice in reading and listening to confirm predictions

- Play the recording. Students read and listen to check their predictions.
- Students discuss in pairs.
- Check and discuss as a class. Check understanding of vocabulary.
- Elicit which story this reminds them of (*Cinderella*).

- 3** **SB p41** In which part of the story do these things happen? Write the numbers.

Aim: to give students practice in reading for detail

- Read through the five statements with the class and check understanding.
- Students re-read the text silently to find where the information is in the story.
- They compare answers in pairs.
- Check with the class.

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

- 4** **Think!** **SB p41** Work in pairs. Who do you think was invited to the wedding? Why?

Aim: to give students speaking practice

Thinking skill: reasoning

- In their pairs, students talk about the people and the animals.
- Tell them to think of reasons why each one was / was not invited.
- Elicit and discuss ideas as a class.

Key (possible answers): The old man, the bird and the hippo were invited to the wedding because they had all been kind to Rhodopis. The other servants were unkind to her so they were not invited.

- 1** **Think!** **WB p41** Read the story on Student's Book page 41 again. Complete the table.

Aim: to practise reading skills

Thinking skill: inferencing

Key: 3 the old man, 4 Rhodopis, 5 one of the other girls, 6 Rhodopis, 7 Rhodopis, 8 the birds and the hippo, 9 Rhodopis, 10 the hippo, 11 Rhodopis, 12 the bird, 13 the Pharaoh, 14 the captain of the royal boat, 15 the Pharaoh, 16 Rhodopis

- 2** **WB p41** Read the clues and complete the puzzle.

Aim: to give students practice with reading and writing skills

Key: 2 Memphis, 3 messenger, 4 bird, 5 river, 6 throne, 7 Egypt, 8 golden, 9 jealous, 10 servant

- 3** **WB p41** Read and answer the questions.

Aim: to give students further practice with reading skills

Key: Cinderella

Ending the lesson

Aim: to encourage students' personal responses

- Elicit in what ways the story in the Student's Book is different from similar stories, e.g. *Cinderella*.

Extension activity

Aim: to encourage personalisation and creativity

- Students do research on the Internet or in reference books and find another story from Ancient Egypt.
- They retell the story in groups, each taking a turn.
- Groups take turns to tell their stories to the class.
- The class votes for the story they like best.

Aims:

- to practise communication
- to show the four pronunciations of the letter *y*

New language: *after-school club*

Recycled language: sports

Materials: CD, DVD-ROM

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

Phonics focus: Your students will see that a letter *y* can be pronounced as in *yes*, a long *ee* as in *funny* or *fly* and *i* as in *symbol*.

Warm-up

Aim: to review Olympic sports vocabulary

- Write *Olympic sports* on the board and draw a circle around it.
- Elicit the Olympic sports vocabulary from the previous lessons. Create a mind map.

- 1 **SB p48** Look at the photo and answer the questions.

Aim: to give students practice with making predictions

- Elicit who students can see in the photo and where the photo is (two students looking at a school notice board).
- Read the two questions aloud with the class and elicit who the two people are (Olivia and Charlie).
- Students cover the text and make their predictions.

- 2 **CD 20** **SB p48** Read and listen to the dialogue to check your ideas.

Aim: to practise reading and listening for specific information

- Focus students on the dialogue and tell them to listen and read carefully to find the answers.
- Play the recording. Students compare answers in pairs.
- Check with the class. Check vocabulary.
- Play the DVD-ROM.
- Students practise the dialogue in open pairs.

Key: 1 They are at school, talking about the sports clubs on the notice board. 2 Olivia is more interested in sport. Charlie doesn't want to do any of the sports she suggests.

- 3 **SB p48** Work in pairs.

Aim: to create and practise dialogues

- Students practise the dialogue from Activity 2 in pairs.
- Brainstorm ideas for the dialogue, e.g. other sports and why students like or don't like them. Write notes.
- Read the *What to say* section with the class.
- Students write their own dialogues in pairs, using Activity 2 as a model.
- Pairs practise and perform their dialogues for the class.

- 1 **WB p48** Complete the dialogue with the phrases from the box.

Aim: to practise functional language

Key: 2 don't think so, 3 That's not such a good idea, 4 Why not, 5 Sorry, but

- 2 **CD 21** **WB p48** Listen and say the words.

Aim: to show the four pronunciations of the letter *y*

- 3 **WB p48** Read the text. Say the words with on underlined *y* and write them in the correct sound column.

Aim: to revise vocabulary using the target sounds

- 4 **CD 22** **WB p48** Listen, check and say the words.

Aim: to practise the four pronunciations of the letter *y*

Key:

yes	try	funny	symbol
(young)	(my)	(Jenny)	(Sylvia)
yesterday	cycled	city	gymnasts
yellow	flying	slowly	Olympics
yoghurt	sky	money	gym
yet	Why	really	pyramid

Ending the lesson

Aim: to review and extend the letter *y* sounds work

- In teams, students make a table with four columns as in the Workbook.
- Teams look through the Student's Book to find words containing the letter *y*, writing them in the columns.

Note: In *bicycle* the *y* is the short *i* sound, but in *unicycle* it is the long *ie* sound (see Unit 2).

Extension activity

Aim: to give students further speaking practice

- Pairs swap dialogues from SB Activity 3.
- Pairs perform their new dialogues for the other pair.

Aims:

- to present and practise the present continuous for future use
- to practise reading skills

New language: *organiser, rest, interview, Champions League, train (v)*

Recycled language: days of the week, activities

Materials: CD

Language competences: Your students will be able to talk about future arrangements using the present continuous.

Warm-up

Aim: to review vocabulary

- Elicit the name of a famous sportsperson.
- Ask them what he/she does before a famous event, e.g. practises, eats healthy food, has a good sleep.

Presentation

Aim: to present the present continuous for future use

- Tell students something you are doing next weekend.
- Write the sentence on the board, e.g. *I'm playing tennis at 2 p.m. on Saturday afternoon.*
- Underline the verb form and elicit what it is (present continuous).
- Ask students when this is happening (in the future), if it is an idea or an arrangement (arrangement) and how they know (there is a time and a day).
- Tell students that we can use the present continuous to talk about future arrangements.
- Ask the class if they have any arrangements for the next few days, e.g. after-school activities. Elicit sentences.

- 1** **SB p49** Look at the footballer Ricky Oswaldo's organiser. Read the sentences and write *t* (true) or *f* (false).

Aim: to practise the present continuous for future use

- Elicit what students can see in the picture (an organiser). Check understanding of *Champions League, rest*.
- Students read the organiser and write *t* or *f*.
- They compare answers in pairs. Check with the class.

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

- 2** **CD 28** **SB p49** Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 122 of the Student's Book.

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

Key: 1 is training, 2 am leaving, 3 are playing, 4 is giving, 5 are flying, 6 is coming back

- 3** **SB p49** Work in pairs. Each of you chooses a famous sportsperson. Write your diary for a week. Then interview each other.

Aim: to give students further practice with the present continuous for future use

- Demonstrate the activity by drawing an outline diary on the board and filling in some information.
- Students individually complete their diaries.
- Students do the next part of the activity in pairs, taking turns to interview each other.

- 1** **WB p49** Complete the sentences with the present continuous of the verbs in brackets.

Aim: to review the new language

Key: 2 is meeting, 3 is going, 4 is playing, 5 is staying, 6 is flying, 7 is doing

- 2** **WB p49** Write about the week of Heile Dejene, an Ethiopian marathon runner.

Aim: to give further practice with the new language

Key: On Tuesday afternoon she's meeting her trainer. On Wednesday afternoon she's running 30 kilometres. On Thursday afternoon she's running 42 kilometres. On Friday morning she's having a TV interview. On Friday afternoon she's visiting a museum. On Saturday morning she's seeing a doctor. On Saturday afternoon she's resting. On Sunday she's running a marathon.

- 3** **WB p49** Write four sentences about your plans for the weekend.

Aim: to give students writing practice

Ending the lesson

Aim: to review vocabulary from the lesson

- Play a version of the game from SB Activity 3.
- Play in open pairs. Students take turns to ask questions of other students in the class.

Extension activity

Aim: to encourage cooperation

- In groups of four, students take turns to read and check their sentences from WB Activity 3.
- Students in the group find out if any of their planned activities are the same.
- Students take turns in their groups to ask each other to join them for one of their planned activities.

Aims:

- to present a story
- to develop reading skills

New language: stadium, front row, atmosphere, black eye, period, awesome, complain, enthusiastically, cheer, sore foot, soaking wet

Recycled language: characters and language from the story, the Olympics

Materials: CD

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

Your students will be able to do a role play.

Warm-up

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

- Write *Phoebe*, *Alex* and *Patrick* on the board.
- Elicit what students remember about them from this unit.
- Give prompts if necessary, e.g. *Time Travellers*, *school seems strange*, *Science lesson*, *pirates (the past)*, *a park in a city (the future)*, *Ancient Egypt (the past)*, *the Olympics (2016)*.

- 1 SB pp50–51 Go through the text quickly and find answers to the questions.

Aim: to give students practice with skimming and scanning

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

- 2 CD 24 SB pp50–51 Read and listen to the story to check your answers.

Aim: to present a story and to develop reading skills

- Play the recording. Students listen and read to check their answers.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (the children saw the gate and were gone in a flash).

Key: 1 Phoebe, 2 Patrick, 3 Alex

Practice

Aim: to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *What was the first sport they saw?* (Volleyball.) *What happened to Phoebe?* (The ball hit her in the face.) *Where did they go next?* (To the wrestling.) *What landed on Patrick's foot?* (The tall wrestler.) *Where did they go next?* (To the rowing.) *Why did Alex fall in?* (Because he was very excited and leaned forward too much.)

- 1 WB p50 Remember the story. Complete the sentences with the correct names. Match them with the sports in the photos.

Aim: to check memory skills

Key: 1 Phoebe b, 2 Patrick c, 3 Alex a

- 2 WB p50 Put the lines in order.

Aim: to practise reading and sequencing skills

Key: 2, 7, 3, 8, 12, 1, 10, 4, 11, 6, 9, 5

- 3 WB p50 Answer the questions with *volleyball*, *wrestling* or *rowing*.

Aim: to practise reading skills

Key: 2 rowing, 3 volleyball, 4 rowing, 5 wrestling, 6 volleyball

Ending the lesson

Aim: to practise the story

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

Extension activity

Aim: to stimulate students' creativity

- Put students into threes.
- Tell students to imagine what the friends said as they walked through the gate.
- They brainstorm ideas in their threes and then write a short conversation.
- Groups take turns to read their conversations for the class.

Aims:

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

Thinking skills: focusing on values in a story

Recycled language: language from the story

Materials: CD

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

Value: the sporting spirit

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *What sports did they go and see?* (Volleyball, wrestling and rowing.) *Why did they leave the volleyball?* (Because Phoebe got hit in the face by the ball and got a black eye.) *Why did they leave the wrestling?* (Because a wrestler landed on Patrick's foot.) *Why did they leave the rowing?* (Because Alex fell into the water and got soaking wet.)

3 **SB p51** Answer the questions.

Aim: to focus students on the detail of the story

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

Key: 1 They took a bus. 2 The volley ball hit her in the face. 3 A wrestler landed on his foot. 4 Thirty-two. 5 He was excited and leaned forward too far. 6 Because one had a black eye, one had a very sore foot and the third one was soaking wet.

4 **Think!** **SB p51** Put the sentences in order.

Aim: to give students practice with sequencing

Thinking skills: sequencing

- Read out the activity instructions for students and check they know what to do.
- In pairs, students read the sentences and decide what the correct order is.
- Check with the class.

Key: 4, 5, 1, 3, 2

1 **Values** **WB p51** What can we learn from the story? Colour the words.

Aim: to focus on the value of the sporting spirit

Key: Sport helps to bring people together.

2 **Think!** **WB p51** Paulo, Cláudia and Marcelo are three Brazilian students who want to see different Olympic sports. Read and write *P* (Paulo), *C* (Cláudia) and *M* (Marcelo) next to the sports in the table.

Aim: to give students further practice with reading and vocabulary

Thinking skills: puzzle solving

Key: wrestling M, gymnastics C, long jump C, swimming P, archery M, boxing M, high jump C, diving P, football P, hurdles C, fencing M

3 **WB p51** Read the sentences and look at the timetable in Activity 2. Tick (✓) the true sentences or correct the sports.

Aim: to practise reading skills

Key: 2 ✓, 3 swimming, 4 high jump, 5 ✓, 6 fencing

4 **WB p51** Plan your perfect day at the Olympics. Choose any sports that you know in English.

Aim: to encourage creativity

Ending the lesson

Aim: to stimulate students' personal reactions to a story

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

Extension activity

Aim: to discuss the value of the sporting spirit

- Focus on the parts of the story where there were examples of the sporting spirit.
- Elicit from students why this value is important and elicit from students times when they have shown, seen or experienced the sporting spirit.

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

Aims:

- to practise reading skills
- to practise speaking skills

Skills:

- reading for specific information
- taking part in a discussion

New language: *extreme, bungee jumping, snowmobiling, take place*

Recycled language: language from the unit, sports

Materials: CD

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

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

Warm-up

Aim: to activate vocabulary

- Have a 30-second brainstorm of sports students know.
- Write one of the most dangerous and one of the least dangerous ones on the board.
- Elicit what the difference is between them (level of danger).
- Tell the class that we call these dangerous sports *extreme sports* and that they're going to read about some in this lesson.

1 **SB p52** Look at the photos in the magazine article and find these sports.

Aim: to activate known vocabulary and to encourage deduction

- Focus the students on the photos and on the six words for the sports.
- In pairs, students try to match the name of the sport with the right photo.
- Check with the class. Say the sports for students to repeat after you.
- Ask students if any of them have done any of these sports or know someone who has.

2 **SB p52** Read the article and match the questions from the box with the paragraphs.

Aim: to give students practice with reading skills

- Check students know that they read the article to find out where each of the questions goes.
- Students read the text silently and put the questions in the right places.
- Students compare answers in pairs.

- Check and discuss with the class. Elicit how students knew where to place each question.
- Check understanding of vocabulary in the article.
- Have students take turns to read the text aloud.

Key: 1 What are they? 2 What sports do they do? 3 How often is it? 4 When did it start? 5 Is it always in the USA? 6 What do you win? 7 Why should I go? 8 What if I can't go?

3 **SB p52** Work in pairs. Discuss the questions.

Aim: to give students practice with discussing ideas in pairs

- In pairs, students discuss each question in turn.
- Discuss as a whole class.

1 **CD 25** **WB p52** Listen to Maxine talking to Adam about a sports afternoon. What sport did each person do? Write a letter (A-H) next to each person. **KEY**

Aim: to give students practice with listening skills

Key: 1 B, 2 E, 3 G, 4 F, 5 C

2 **CD 26** **WB p52** Listen again and answer the questions.

Aim: to give students further practice with listening skills

Key: 2 On Monday. 3 She's not keen on sport. 4 There wasn't a trainer. 5 He couldn't find a partner. 6 Archery.

3 **WB p52** Complete the five conversations. Choose A, B or C. **KEY**

Aim: to give students practice with functional language

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

Ending the lesson

Aim: to review the content of the lesson

- With Student's Books closed, elicit what students can remember about the text in SB Activity 2.
- Take a class vote on which of the extreme sports sounds the most exciting.

Extension activity

Aim: to give students writing practice

- Individually, students write full responses to the questions in SB Activity 3.
- In groups, they read their responses aloud.

Aims:

- to practise listening skills
- to practise speaking skills

Skills:

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

New language: *sailfish, impala, cheetah*

Recycled language: language from the unit

Materials: CD

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

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

Warm-up

Aim: to review the topic

- Write *The Olympics* on the board and draw a circle around it.
- Brainstorm with students what Olympic sports they have learnt about so far in this unit.
- Write the sports to make a word map.

- 1 Think!** **SB p53** Look at the photos. Which human sport is each of these animals good at?

Aim: to give students practice with prediction

Thinking skills: using world knowledge

- Focus students on the photos and what the name of each animal is.
- Read the activity instructions with the class and check understanding.
- In pairs, students discuss their ideas for each animal.
- Elicit ideas from pairs but do not say if their ideas are right or not.

- 2** **CD2 27** **SB p53** Listen and check which Olympic gold medal each animal wins.

Aim: to give students practice with listening to confirm predictions

- Read the activity instructions with the class and check they know what to do.
- Play the recording. Students listen to check their predictions.
- Students discuss in pairs.
- Check and discuss as a class. Check understanding of vocabulary.

Key: cheetah – running, impala – hurdles, puma – high jump, kangaroo – long jump, elephant – weightlifting, sailfish – swimming

- 3** **CD2 28** **SB p53** Listen again and complete the table.

Aim: to give students practice in listening for detail

- Read through the table with the class and check understanding.
- Play the recording again. Students listen and write.
- Play the recording a third time if necessary.

Key: 1 43, 2 112, 3 2.5, 4 3.6, 5 9, 6 13, 7 200, 8 300, 9 8, 10 109

- 4** **SB p53** Work in pairs. Compare your answers.

Aim: to give students speaking practice

- Demonstrate the activity with the class.
- In pairs, students compare their answers.
- Elicit and discuss answers with the whole class.
- Draw the table on the board and elicit the numbers to check the answers for the listening.

- 5** **SB p53** Complete the sentences with eight different animals, but don't use the animals on this page.

Aim: to encourage students to make use of world knowledge

- Check students know to use different animals.
- Do the first one as an example with the class.
- Students complete the activity. Compare in pairs.
- Elicit ideas from different students around the class.

- 1** **WB p53** Work in pairs. Student A: Here is some information about a sports event. Student B: You don't know anything about the event. Ask and answer questions. **KE**

Aim: to give students practice with speaking skills

- 2** **WB p53** Read this email from your English penfriend, Jade. Write Jade an email. Answer the questions. Write 25–35 words. **KE**

Aim: to give students practice with reading and writing skills

Ending the lesson

Aim: to encourage students' personal responses

- Elicit different sentences for SB Activity 5.
- Decide as a class which are the funniest animals.

Extension activity

Aim: to encourage personalisation and creativity

- Students work individually or in pairs. They create a cartoon for one of the sentences in SB Activity 5.
- Students display their cartoons around the class.

Aims:

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

New language: *muscle, skin, layer, fibres, in order to, Latin, pectoralis major, triceps, biceps, gluteus maximus, Achilles tendon, voluntary, involuntary, beat, skeleton*

Recycled language: parts of the body

Materials: CD, reference materials

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

Warm-up

Aim: to introduce the topic of Biology and muscles

- Draw a circle on the board and write the word *Body* inside it.
- Elicit parts of the body from students and write them on the board to form a word map.
- Touch the skin on your hand. Ask what this is called and what is inside it. Find out if students know any of the names, e.g. *skin, blood, muscles*. Pre-teach *muscles*.
- Tell students the topic of today's lesson is Biology and muscles.

1 SB p54 Read and feel the muscles in your body.

Aim: to activate students' knowledge of the world

- Focus students on the pictures and check they understand that they show different muscles.
- Say the names of the muscles and have students repeat them.
- Students read the text aloud around the class.
- Check understanding of vocabulary.
- In pairs, students find and feel the muscles in their bodies.
- Check with the class using volunteers.

2 CD 29 SB p54 Listen and say the names of the muscles in English. Can you name these and any other muscles in your language?

Aim: to extend students' understanding of Biology and muscles.

- Play the recording. Students listen and repeat the names of the muscles.
- Ask if any students know the names of the muscles in their language.
- Elicit the names of any other muscles that they know, in L1 or in English.

3 Think! SB p54 Read the text. Where else in your body have you got involuntary muscles?

Aim: to extend students' understanding of the topic

Thinking skills: applying knowledge

- Pre-teach *voluntary/involuntary muscles*.
- Students read the text and discuss where else they think there are involuntary muscles in their bodies.

Key (possible answers): The lungs for breathing. The eyelids for blinking.

1 WB p54 Complete the text with the words from the box.

Aim: to consolidate students' understanding of the topic

Key: 2 work, 3 heart, 4 body, 5 skin, 6 muscles

2 WB p54 Complete the sentences and match them with the photos.

Aim: to further consolidate students' understanding of muscles

Key: 2 d throw a ball, 3 a push food down, 4 c ride a bike

3 WB p54 Complete the table with the verbs from the box and your answers from Activity 2.

Aim: to activate world knowledge

Key: Voluntary muscles: walk, jump, throw a ball, ride a bike; Involuntary muscles: blink, breathe, push food down

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt about today, e.g. *muscles, where they are, what some of them are called and the difference between voluntary and involuntary muscles*.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to extend students' understanding of the topic

- Students do research using the Internet or reference books and find out the English names of other muscles and where they are in their bodies.
- In groups they present their information to the class, using illustrations and demonstration.

Aims:

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

Recycled language: Biology and muscles

Materials: CD, squared paper for exercise diaries

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

Your students will be able to complete a project.

Warm-up

Aim: to review Biology and muscles

- Elicit the names of the muscles from the previous lesson and where they are in our bodies.
- Ask students what involuntary and voluntary muscles do.

- 1** **SB p55** Read and complete the smart facts with the words from the box.

Aim: to extend students' understanding of the topic

- Put students into pairs.
- Give a time limit, e.g. five minutes, for students to complete the smart fact.
- Pairs then check with another pair.
- Check by having students take turns to read the text aloud around the class.
- Check understanding of vocabulary.
- Ask students which fact surprised them most.

Key: 1 mouse, 2 face, 3 surprised, 4 smile, 5 biggest, 6 busiest

- 2** **SB p55** Read about the exercise that muscles need. Then work in groups. Discuss the questions.

Aim: to give reading and speaking practice

- Focus students on the activity instructions and on the photo.
- Have students take turns to read the text aloud around the class. Check understanding with the class.
- Put students into groups of four. They discuss the questions in their groups.
- Go around the class and help or prompt as appropriate.
- Discuss the questions with the whole class.
- For the last part of question 2, remind students that people in wheelchairs use their arm muscles a lot. Elicit who has seen athletes in the Paralympics, for example.

Key: 1 b Your leg muscles. c Your stomach muscles.

- 3** **Project** **SB p55** Keep an exercise diary over the next week.

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

- Read Parts a and b of the project with the class.
- Brainstorm types of exercise students do.
- Each student then makes a table and keeps a record of the exercise they do during the week, how long they did it for and what muscles they used.
- At the end of the week, students compare their diaries and discuss if they are getting enough exercise.

- 1** **WB p55** Read the smart facts on Student's Book page 55 again and answer the questions.

Aim: to give students further practice with muscles

Key: 2 More than 30, 3 15, 4 The eye muscles, 5 100,000 times a day, 6 The gluteus maximus

- 2** **CD 30** **WB p55** Listen to the dialogue and complete the sentences.

Aim: to give students listening practice

Key: 2 muscles hurt, 3 sports yesterday, 4 played computer games, 5 two packets of crisps and a chocolate bar, 6 sweets

- 3** **WB p55** Write an email to Jacob. Tell him how he could have a healthier life.

Aim: to stimulate students' creativity and to give writing practice

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write on the board: *Today I've ...*
- Elicit from students what they learnt today, e.g. *learnt more about muscles, talked about muscles with other students and started my project.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

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

Aims:

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

New language: *lucky charm, autograph*

Recycled language: language from the unit, sports

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

Warm-up

Aim: to review the Olympics

- Write *The Olympics* on the board.
- Give students one minute in their pairs to write down all the Olympic sports they can think of.
- They do this with Student's Books closed.
- Elicit the words from pairs at random. Do this orally.

1 SB p56 Work in pairs. Choose a role card.

Aim: to prepare and plan for a role play

- Tell students they are going to act out a short dialogue between a fan of a famous tennis player and the tennis player.
- Read through the information on the role cards with the class.
- Check they understand the vocabulary, e.g. *lucky charm*, and that they know what to do.
- In their pairs, students each choose their role card.
- Elicit full examples of the useful language, e.g. *Another question I wanted to ask you is how long have you played tennis?*
- Make sure pairs know what to do and what language they need to use.
- Pairs compose a short role play. Monitor each pair and help as necessary.
- Remind students to focus on the improvement points they wrote in their notebooks after the last role play.
- Students practise their role plays so that they can perform them without reading the text.

2 SB p56 Act out your dialogue.

Aim: to practise interactive speaking skills

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

1 WB p56 Choose six words or phrases to complete the sentences.

Aim: to review language from the unit

Key: 2 visiting my, 3 She could, 4 We're going, 5 having a, 6 They're flying

2 WB p56 There is a word missing from these sentences. Write each sentence with a word from the box in the correct place.

Aim: to review sentence structure

Key: 2 We could do our homework together. 3 I'm seeing Anne this afternoon. 4 Sam and Zak are playing tennis at 3 p.m. 5 They're having a party on Sunday. 6 Freya is sleeping at her friend's house tonight.

3 WB p56 Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review functional language from the lesson

- Pairs volunteer to act out their dialogues again from SB Activity 2.
- Use this activity to review the functional language from the lesson.

Extension activity

Aim: to develop reflective skills

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

Aims:

- to consolidate language from the unit
- to raise awareness of how to write an email to complain

New language: *missing, complaint, customer service, polite, racket*

Recycled language: language from the unit

Materials: students' portfolios

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

Warm-up

Aim: to review the topic of portfolios

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

- 1 **SB p57** Read the email to an online shop and answer the questions.

Aim: to give students practice with reading and answering questions.

- Check understanding of *complain*.
- Have students read the email aloud around the class.
- In pairs, students discuss answers to the two questions.
- Discuss and ask if they have ever written an email like this.

Key: 1 Ashley Simmons. She is 12 years old. She got a computer game for her birthday. Her dad's name is Dave. 2 The bronze medals were missing from the computer game when she received it.

- 2 **SB p57** An assistant at Toys4You is reading Ashley's email and making notes on a complaint form. Read the email again and complete the form.

Aim: to give students practice with reading for detail and filling in a form

- Students re-read the email and complete the form.
- They compare answers in pairs. Check with the class.

Key: 1 Ashley Simmons, 2 1 February, 3 The bronze medals were missing, 4 Send the missing medals (as soon as possible)

- 3 **SB p57** How does Ashley connect these pairs of sentences?

Aim: to raise students' awareness of connectors

- Have the students find the sentences in the email.
- Elicit why the words *so* and *but* are useful when they are writing (they join sentences and make the text flow).

Key: a *so*, b *but*

- 4 **SB p57** What words does Ashley use to make her email polite?

Aim: to raise students' awareness of politeness

- In pairs, students look for words in the email which make it more polite. Check and discuss as a class.

Key: please, Many thanks for your help

- 5 **SB p57** Read what has happened and write an email to complain.

Aim: to give practice in writing an email to complain

- Read through and discuss the *Tips for writers*.
- Students make notes using *Tips for writers* as a guide.
- Students write a first draft of their emails.
- Go around and check their work.
- Students swap emails in pairs and give feedback.
- Students write a final draft of their emails.
- Students turn to the My portfolio writing practice section on page 121 of the Workbook.
- Work through the exercises with the class.

- 1 **WB p57** Find and write the words.

Aim: to practise spelling

Key: climbing, fencing, muscles, snowboarding, hurdles

- 2 **WB p57** Complete the sentences with the words from Activity 1.

Aim: to review unit vocabulary

Key: 2 rowing, 3 snowboarding, 4 hurdles, 5 climbing, 6 muscles

- 3 **WB p57** Two friends are planning their weekend. Write a dialogue. Use the ideas to help you.

Aim: to practise writing skills

Ending the lesson

Aim: to enable students to express their preferences

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

Extension activity

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

- In groups, students look through each page of Unit 4, at their vocabulary books and at their portfolios and discuss what they have learnt in this unit.
- Students talk about what they have learnt and are good at, as well as what they need to improve.

5 In London

Aims:

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

New language: *brick, chemist's, tailor's, barber's, baker's, grocer's, butcher's, jeweller's, carpenter's, spread*

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

Materials: CD

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

Warm-up

Aim: to introduce the context of shops

- Write the names of some everyday items on the board, e.g. *bread, medicine*.
- Ask students where they can buy these things. Tell them they can't go to the supermarket.
- Elicit the names of any other shops they know.

Presentation

Aim: to present vocabulary for shops

- Read the text at the top of the page with the class and have them look at the picture.
- Elicit where the friends are (London) and if it is the present, the future or the past (the past). Check understanding of vocabulary.
- Use the picture in the Student's Book to further set the context of London of the time and to present the vocabulary.
- Say each word for students to repeat.
- Check students understand the meanings of all the words.
- Elicit what students think is happening in the picture.

1 ^{CD3}₀₂ **SB p58** Listen and say the words. Check with your partner.

Aim: to practise new vocabulary

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

2 ^{CD3}₀₃ **SB p58** Read, listen and complete the sentences.

Aim: to practise listening

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

Key: 1 tall buildings, 2 hungry, 3 baker's, 4 closed

3 **SB p58** Choose a word. Describe it for your partner to guess.

Aim: to give students practice with the new vocabulary

- Demonstrate the activity with the class.
- Students do the activity in pairs. They take turns to describe and guess the different shops.

1 **WB p58** Complete the shops and match them with the pictures.

Aim: to practise the new vocabulary

Key: 2 grocer's f, 3 butcher's a, 4 barber's h,
5 jeweller's g, 6 carpenter's c, 7 chemist's e,
8 tailor's d

2 **WB p58** Which of the shops from Activity 1 are these people in?

Aim: to give further practice with the new vocabulary

Key: 2 chemist's, 3 barber's, 4 jeweller's, 5 tailor's,
6 carpenter's, 7 grocer's, 8 baker's

3 **WB p58** Complete the email with the words from the box.

Aim: to check comprehension

Key: 2 interesting, 3 people, 4 Thames, 5 buildings,
6 built, 7 wood

Ending the lesson

Aim: to review vocabulary from the lesson

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

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the eight new vocabulary items in their vocabulary books.
- For each item, they draw a picture of what they can buy there and write a short definition, e.g. *You can buy bread at the baker's.*

Aims:

- to present and practise the present perfect with *ever / never*
- to give students speaking practice

New language: *stunt, stuntman, rescue (v), compared with*

Recycled language: activities

Materials: CD

Language competences: Your students will be able to talk about past experiences using *ever* and *never*.

Warm-up

Aim: to review the present perfect and experiences

- Write on the board the names of ten famous places/cities that you think your students will know.
- Ask students if any of them have been to them.

Presentation

Aim: to present the present perfect with *ever / never*

- Ask one of the questions from the warm-up again, but this time use *ever*.
- Prompt the response *No, I've never been to X*.
- Write the question and answer on the board. Underline *ever / never*.

- 1 **SB p59** Read the magazine interview with a stuntman. Write *t* (true), *f* (false) or *ds* (doesn't say).

Aim: to practise the present perfect with *ever / never*

- Elicit that the text is part of an interview.
- Students read the interview and write *t*, *f* or *ds*.
- Students compare answers in pairs. Check with the class.

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

- 2 **CD 04 SB p59** Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the sentences and the questions in pairs.
- Students turn to the Grammar focus section on page 123 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 have never ridden, 2 Have you ever read, 3 Has he ever made, 4 have never eaten, 5 Has she ever been / gone, 6 has never tried

- 3 **SB p59** Work in pairs. Have you ever done these things? Ask and answer.

Aim: to practise the present perfect with *ever / never*

- Remind students to check WB page 127 as some of the verbs are irregular.
- Students take turns to ask and answer in pairs.

- 1 **WB p59** Match the past participles from the box with the correct verbs.

Aim: to give students further practice with the new language

Key: 2 won, 3 ridden, 4 sung, 5 eaten, 6 driven, 7 been, 8 found, 9 slept, 10 drunk, 11 broken, 12 caught

- 2 **WB p59** Complete the dialogues.

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

Key: 2 A Have you ever seen, B I've never seen, 've seen, 3 A Have you ever eaten, B I've never eaten, 've eaten, 4 A Have you ever won, B I've never won, 've won 5 A Have you ever ridden, B I've never ridden, 've ridden 6 A Have you ever broken, B I've never broken, 've broken

- 3 **WB p59** Look at the pictures. Write questions and answers.

Aim: to give students additional practice with the new language

Key: 2 Has she ever slept in a hammock? No, she hasn't, but she's slept in a tent. 3 Has she ever driven a car? No, she hasn't, but she's driven/ridden a motorbike. 4 Has he ever caught a fish? No, he hasn't, but he's caught a boot.

Ending the lesson

Aim: to practise key language from the lesson

- Students ask and answer the questions from WB Activity 2 and Activity 3 in open pairs around the class. They give truthful answers.

Extension activity

Aim: to consolidate the new language

- Divide the class in half, A and B.
- As imagine they are film actors. In pairs, they decide what their last film was about and what they did.
- Bs prepare questions to ask them, based on the ones in SB Activity 1.
- In pairs, they role play their interviews.

Aims:

- to sing a song with the class
- to show how the letter *s* can sometimes be pronounced *z*

New language: *square* (n), *pop*, *catchy* (adj)

Recycled language: present perfect, cities and places

Materials: CD, poster paper


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

Phonics focus: Your students will be able to say the *s* and *z* sounds and recognise the *s* sound (spelt *s*, e.g. *see*, or *c*, e.g. *city*) and *z* (spelt *s*, e.g. *is*, and *z*, e.g. *zoo*).

Warm-up

Aim: to review the present perfect with *ever / never*


- Prompt students to ask and answer about places they have visited, by saying a word, e.g. *museum*.

- 1  SB p60 Listen and number the countries. Then sing the song.

Aim: to sing a song with the class

- Students cover the lyrics of the song.
- Play the recording. Students listen and number the places in the sequence they hear them.
- They compare answers in pairs. Check with the class.
- Students uncover the lyrics of the song.
- Play the recording. Students follow in their books.
- Play the recording again, pausing after each verse for students to repeat.
- Students learn the song. Practise it with the class.
- Read the 'All about music' box. Check vocabulary.
- Do the 'What I think' survey. Count the number of hands up for each option (It's great / It's OK / I don't really like it).
- Review the results, e.g. *So, most of you think pop music is great or Most of you think it's OK.*
- Use this information to decide whether or not to use the karaoke version of the song.

Key: France 2, England 1, the USA 3


- 2  SB p60 Listen and say the dialogue.

Aim: to present and practise words with *s* and *z* sounds

Intonation: high tones for extreme adjectives

- Write *house* and *nose* on the board, underlining the letter *s* as shown. Explain that the *s* sometimes has the *z* sound.
- Play the recording. Students listen, read and repeat.

- Divide the class: one half is Sam and the other Zara. The class says the dialogue twice, exchanging roles.

- 1  WB p60 Match the rhyming words. Write two more words for each rhyme.


Aim: to raise students' awareness of rhyme

Key: 1 Possible answers: hair, fair, their, where

2 zoo – do, Possible answers: two, you, too, to

3 own – home, Possible answers: phone, bone, cone, known, stone

4 street – meet, Possible answers: eat, feet, seat

- 2  WB p60 Remember the song. Write questions asking about each city. Then answer them.

Aim: to activate memory skills


Key (possible answers): 1 Have you ever been to Paris?

Have you ever seen the river below the bridges there?


2 Have you ever been to London and walked down

Oxford Street? 3 Have you ever been to New York?


Have you walked in Central Park?

- 3  WB p60 Listen and say the sentence.

Aim: to focus on the *s* and *z* spellings of the *z* sound

- 4  WB p60 Say the words in the box and write them in the correct part of the table.

Aim: to revise vocabulary using the target sounds

- 5  WB p60 Listen, check and say the words.

Aim: to practise the *s* and *z* sounds

Key: Sam: (this), so, city, listen, sharks, points, concert, escapes; Zara: (is), amazing, animals, realise, present, eyes, noise, bridges

Ending the lesson

Aim: to review pronunciation of words ending in *s*

- Put the words ending in *s* in random order on the board: the *s* sound: *shops*, *weeks*, *topics*, *plants*, *thinks*, *Maths*, *maps* and the *z* sound: *photos*, *plays*, *beaches*, *inventors*, *coins*, *bananas*, *clothes*.
- Students write the words under *s* or *z*.

Extension activity

Aim: to activate students' imaginations

- In groups, students write a new verse for the song.
- They can use one of the current verses as a model (make a few changes) or write a new verse.
- Students practise and then either perform their new songs for the class or write the new song on poster paper and illustrate it.

Aims:

- to present and practise the present perfect with simple past detail
- to practise reading skills

New language: *London Eye, big wheel, dice*

Recycled language: places

Materials: CD, dice

Language competences: Your students will be able to talk about the past using the present perfect and past simple.

Warm-up

Aim: to review vocabulary

- Write *London* on the board.
- Elicit the names of famous places in London.
- Write them on the board.

Presentation

Aim: to present the present perfect with simple past detail

- Ask a question about London using one of the place names on the board, e.g. *Have you ever been to the Tower of London?*
- When a student answers *Yes, I have*, ask *When did you go?*
- Prompt a response in the simple past, e.g. *I went there last summer.*
- Write the two questions and two answers on the board.
- Underline the tenses and elicit what they are.
- Help students notice that the first question and answer are in the present perfect because the time is not given (experience), and the second question and answer are in the simple past because they are about a specific time in the past.
- Ask two more questions using the places on the board.
- Alternatively, ask about places in their country.

- 1 **SB p61** Chloe is calling her best friend Tara, who is in London with her parents. Read the dialogue and answer the questions.

Aim: to practise the present perfect with simple past detail

- Students look at the photos and the text.
- Elicit what they can see (places in London). Check understanding of *London Eye*.
- Students read the dialogue and answer the questions.
- They compare answers in pairs. Check with the class.

Key: 1 The London Eye, London Zoo, Oxford Street, 2 Her dad, 3 He doesn't like shopping, 4 A present

2 **CD 10**

SB p61 Listen and say the questions and the answers.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the questions and answers in pairs.
- Students turn to the Grammar focus section on page 123 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1A Have you ever found, 1B Have / found, 2A Has Mum ever met, 2B has / met, 3A Have they ever done, 3B have / did, 4A Has he ever seen, 4B hasn't / saw, 5A Have they ever climbed, 5B haven't / climbed

- 3 **SB p61** Work in pairs. A makes a question. B throws the dice and answers it.

Aim: to give students further practice with the present perfect with simple past detail

- Demonstrate the activity with the class several times.
- Students play the game in pairs, taking turns to make a question and to throw the dice.

- 1 **WB p61** Match the questions with the answers.

Aim: to review the new language

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

- 2 **WB p61** Put the dialogue in order.

Aim: to give further practice with the new language

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

- 3 **WB p61** Look at the pictures and write dialogues.

Aim: to give students writing practice

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the game again from SB Activity 3.

Extension activity

Aim: to encourage cooperation

- In groups of four, students take turns to read and check their sentences from WB Activity 3.
- Students find out if any of their answers are the same.
- Students ask one more question in the simple past.

Aims:

- to present a story
- to develop reading skills

New language: *crash* (n), *countryside*, *load* (n), *furniture*, *raft*, *rock* (v), *dive* (v)

Recycled language: characters and language from the story, shops

Materials: CD

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

Your students will be able to do a role play.

Warm-up

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

- Write *Phoebe*, *Alex* and *Patrick* on the board.
- Elicit what students remember about them from this unit.
- Give prompts if necessary, e.g. *Time Travellers*, *school seems strange*, *Science lesson*, *pirates (the past)*, *a park in a city (the future)*, *Ancient Egypt (the past)*, *the Olympics (2016)*, *the Great Fire of London (1666)*.

- 1 SB pp62–63 Look at the pictures and talk about what you think happens.

Aim: to give students practice with making predictions

- Have students look at the pictures and elicit what they can see.
- Elicit ideas from students as to what they think happens in the story.
- Write notes of their ideas on the board.

- 2 CD 11 SB pp62–63 Read and listen to the story to check your answers.

Aim: to present a story and to develop reading skills

- Play the recording. Students listen and read to check their predictions against the notes on the board.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (the children saw the yellow glow around the door of Mr Fisher's house and were gone in a flash).

Practice

Aim: to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *Where and when did the fire start?* (Just after midnight in the boker's.) *Where did Mr Fisher want to go?* (To his wife's father's house in the countryside.) *What were the people putting into the*

boats? (Their things.) *Why did Patrick dive into the river?* (Because a child fell in.) *Why did Mr and Mrs Fisher unload their furniture from the cart?* (To make room for another family.) *Why didn't the friends escape with the families?* (Because they knew of another way to escape, through the gate.)

- 1 WB p62 Remember the story. Circle the form of transport which is not in the story.

Aim: to check memory skills

Key: 2

- 2 WB p62 Read the summary. Where should this information go in the summary?

Aim: to practise summarising skills

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

- 3 WB p62 Complete the puzzle. Look at the grey boxes. Find the name of the king of England at the time of the Great Fire.

Aim: to practise reading and writing skills

Key: 2 Thames, 3 raft, 4 horses, 5 bracelet, 6 furniture, 7 chest
Charles

Ending the lesson

Aim: to practise the story

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

Extension activity

Aim: to stimulate students' creativity

- Put students into pairs.
- Tell students to imagine what Mr and Mrs Fisher said as the three children walked through the gate.
- They brainstorm ideas in their pairs and then write a short conversation.
- Groups take turns to read their conversations for the class.

Aims:

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

Thinking skills: focusing on values in a story

Recycled language: language from the story

Materials: CD

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

Value: thinking of others

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were the friends? (In London.) Why were the shops all closed? (Because there was a fire.) How were people escaping the fire? (In carts and on boats.) Where were they going? (To the countryside.)*

3 **SB p63** Choose the correct answers.

Aim: to focus students on the detail of the story

- Play the recording of the story again. Students listen and/or follow it in their Student's Books.
- Make sure students know what to do.
- They read and choose the correct answers to the questions, looking back at the text as necessary.
- They compare their answers in pairs.
- Check with the class.

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

4 **Think!** **SB p63** Who is thinking these things? When or why?

Aim: to give students practice with understanding the story

Thinking skills: showing understanding of characters and situation

- Read out the activity instructions for students and check they know what to do.
- Have students read the questions aloud around the class.
- Students discuss their answers in pairs.
- Check and discuss as a class.

Key: 1 Mr Fisher, when Patrick talks about the train, 2 Mr Fisher, when he talks about his brother's family, 3 Mr Fisher, when the house falls down, 4 Patrick, when he sees the man getting onto the boat, 5 The woman, when Patrick jumps into the water, 6 The woman or one of the children who arrive at Mr Fisher's house when the cart is full

1 **Think!** **WB p63** Read about the man trying to escape from the fire. Can you help him?

Aim: to give students practice with logical-mathematical thinking

Thinking skills: logic

Key: He should first take the chicken to the other side, then he should take the fox, but he should bring the chicken back in the boat. He should leave the chicken and take the grain across and then finally he should take the chicken across.

[grain and fox]	man and chicken in boat →	[chicken]
	← man in boat	
	fox and man in boat →	[fox]
	← man and chicken in boat	
[chicken]	man and grain in boat →	[fox and grain]
	← man in boat	
	man and chicken in boat →	[all]

2 **WB p63** Look at the pictures. How could the children think of others? Complete the sentences.

Aim: to give students further practice with understanding character and situation

Key: 2 carry his bags (for him), 3 get the tin down (for her), 4 pick up his money (for him)

3 **Values** **WB p63** Tick (✓) the best thing to say for each picture in Activity 2.

Aim: to focus on the value of thinking of others

Key: 2 b, 3 a, 4 b

Ending the lesson

Aim: to stimulate students' personal reactions to a story

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

Extension activity

Aim: to discuss the value of thinking of others

- Focus on the parts of the story where the three friends were thinking of others.
- Elicit from students why this value is important and elicit from students times when they have thought of others or others have thought of them.

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

Aims:

- to practise reading skills

Skills:

- reading for specific information

New language: *castle, prison, guard, raven, walkway, glass observation pod, queue, wax*

Recycled language: language from the unit

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

Warm-up

Aim: to activate vocabulary

- Brainstorm what students know/remember about London.
- Write the names of places on the board.
- Ask students which place they would like to visit the most.

- 1 **SB p64** Read the London information page and match the sentences with the places 1–4.

Aim: to activate known vocabulary and knowledge of the world

- Focus the students on the photos and on the four headings.
- Elicit if any of the headings are the same as the places they talked about in the warm-up.
- Read the sentences aloud around the class and check understanding of vocabulary.
- Students read the text individually and match the sentences with the paragraphs.
- They check their answers in pairs.
- Check with the class. Read the text aloud with students around the class.

Key: a 4, b 2, c 3, d 1, e 2, f 4, g 1, h 3

- 1 **WB p64** Look at the photos. Complete the texts with the names of the places.

Aim: to give students practice with reading skills

Key: b British Museum 3, c Buckingham Palace 1, d British Museum 3, e Buckingham Palace 1, f Covent Garden 2, g Buckingham Palace 1, h Covent Garden 2, i British Museum 3

Ending the lesson

Aim: to review the content of the lesson

- With Student's Books closed, elicit what students can remember about the places in the Student's Book and the Workbook.

Extension activity

Aim: to give students writing practice

- In pairs, students write ten true or false statements about the places in the Student's Book and the Workbook.
- Pairs swap statements with other pairs. They answer each other's true/false statements with books closed.
- Students swap statements again and check answers.

Aims:

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

Skills:

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

New language: *dungeon, bloodiest, shark, aquarium, penguin, postcard*

Recycled language: language from the unit

Materials: CD

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

Your students will be able to read for detail.

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

Warm-up

Aim: to review the topic

- Call out the names of the places in London from the previous unit one by one.
- With Student's Books closed, students say what they can remember about each one.

1 CD3 12

SB p65 Listen to the recorded message and complete the advert.

Aim: to give students practice with listening skills

- Focus students on the advert and elicit what the name of this attraction is (The London Dungeon).
- Play the recording. Students complete the advert.
- They compare answers in pairs. Check with the class.

Key: 1 £23.50, 2 £17.50, 3 7, 4 4, 5 0315 782763

2

SB p65 Jess meets Ollie when she's on holiday in London. Read the dialogue and complete her postcard.

Aim: to give students practice with reading skills

- Check understanding of *postcard*.
- Have two students read the dialogue aloud.
- Individually, students complete the postcard.
- They compare postcards in pairs.
- Check with the class.

Key: 1 my brother, 2 feeding the sharks, 3 green sea turtles, 4 favourite animals, 5 the ice cave, 6 two days, 7 friend, 8 Ollie

3

SB p65 Work in groups. Discuss the questions.

Aim: to give students practice in group discussion

- Demonstrate the activity using the speech bubbles.
- In groups, students discuss the two questions.

1 CD3 13

WB p65 You will hear a woman asking for information about a train. Listen and complete the notes. **T65**

Aim: to give students practice with listening skills

Key: 2 Thursday, 3 9.40, 4 £34, 5 sandwiches, 6 www.traintickets.com

2

WB p65 Alison wants to go to London on Thursday. She needs to get there by 10 a.m. She phones for some information. Write a dialogue.

Aim: to give students practice with writing dialogues

Key (sample answer):

Alison: Hello, I'd like some information about trains to London, please. B: Where are you travelling from? Alison: Whitebridge. B: Is that for today? Alison: No. It's for Thursday. B: And what time do you want to travel? Alison: Well, I need to get there by 10 a.m. B: So you'll want to arrive about 9 o'clock. Alison: That sounds about right. B: OK ... if you get the 8.40, that will get you to London at about ten to nine. Alison: The 8.40 train. OK, yes, that's perfect. How much is a return ticket? B: Are you coming back on the same day? Alison: Yes. B: Are you under 16? Alison: Yes, I am. B: That'll be £15. Alison: Fine. Many thanks for your help.

3

WB p65 Read the sentences about a trip to London. Choose the best word (A, B or C) for each space. **T65**

Aim: to give students practice with grammatical structure

Key: 2 B, 3 C, 4 B, 5 C, 6 C

Ending the lesson

Aim: to encourage students' personal responses

- Elicit the five top places from SB Activity 3.
- The class agree the class's top five places.

Extension activity

Aim: to encourage personalisation and creativity

- In pairs, students take turns to read each other's dialogues from WB Activity 2.

Aims:

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

New language: *sights, modern, realism, impressionist, impressionism, style, easel, brush stroke, saint*

Recycled language: colours, London

Materials: CD, reference materials, the Internet

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

Warm-up

Aim: to introduce the topic of Art and painting

- Write the word *Art* on the board.
- Ask students if they know the names of any painters or of any paintings.
- Tell students the topic of today's lesson is Art and painters and paintings.

- 1 **SB p66** Look at the two pictures of London and answer the questions.

Aim: to activate students' knowledge of the world

- Focus students on the two paintings of London and ask them if they like them.
- Check understanding of *sights*.

- 2 **SB p66** Read and complete the texts with A, B and the artists from Activity 1.

Aim: to extend students' understanding of Art and painting

- Say the title of each text for students to repeat.
- Students read the texts silently and complete them with the artists' names. They compare in pairs.

- 3 **CD 14 SB p66** Listen and check.

Aim: to give practice listening for specific information

- Play the recording. Students listen to check.

Key: A, Nathan Walsh, B, Claude Monet

- 4 **SB p66** Read the text. Underline the information in different colours.

Aim: to extend students' understanding of the topic

- Pre-teach *easel, brush strokes, scene, saint*.
- Students read the text and underline the information.

Key: **Green:** Pierre-Auguste Renoir, Claude Monet, Edgar Degas and Camille Pissarro

Red: Paris, France

Blue: in the mid-1800s ... until the beginning of the twentieth century

Orange: outdoors, images of the world that they saw around them, scenes from the city, scenes from the countryside, real people from the streets and on farms
Yellow: They used a lot of paint and applied it with short brush strokes.

- 1 **WB p66** Look at the paintings and write *i* (impressionism) or *r* (realism).

Aim: to consolidate understanding of the topic

Key: 2 *i*, 3 *i*, 4 *r*

- 2 **WB p66** Write the phrases from the box in the correct frame.

Aim: to consolidate understanding of the topic

Key: **Realistic paintings:** show things as they really are, show a lot of detail, often look more like photographs;
Impressionist paintings: don't show a lot of detail, give a 'feeling' of the subject

- 3 **WB p66** Read the text on Student's Book page 66 again. Complete the table.

Aim: to give students practice with reading skills

Key: 1 Monet, Degas, Pissarro, 2 Images of the world around them, scenes from the countryside, 3 Kings, queens, saints, 4 Applied a lot of paint with short brush strokes, 5 Walk back and look at it from across the room

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt about, e.g. *painters and paintings, the realist and impressionist styles and the names of some famous painters.*
- Students copy it into their notebooks.

Extension activity

Aim: to enable students to extend their understanding of the topic

- In groups, students do research using the Internet or reference books and find out the names of two more impressionist and realist painters.
- They find one example of the work of each painter and write a short description of it.
- Groups organise their information on a poster and present it to the class.

Aims:

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

New language: plastic cup, cardboard, dip, wood glue

Recycled language: topic of Art and painting

Materials: cardboard, wood glue, plastic plates, plastic cups, poster paints, paintbrushes, water

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

Your students will be able to complete a project.

Warm-up

Aim: to review Art and painting

- Elicit the names of the two styles of painting from the previous lesson, what they are like and the names of some famous painters of each style.

1 Project **SB p67** Do an impressionist painting.

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

- Focus students on page 67 in the Student's Book.
- Have the class read the seven steps aloud.
- Stop after each step to check students understand exactly what they are going to do.
- Students work individually.
- Lay out all the materials for the project on a table at the front. Students come and collect what they need when they need it and replace it when they have finished. Alternatively, you can organise six to eight students around large tables and place the materials in the centre of the table for all students to use when they need them.
- Give students a time limit for each step. They don't start on the next step until you have checked their work on the current step.
- Go around the class and monitor students as they are working.
- After students have completed step 6, have students clear and clean their tables before they start the writing.
- Elicit some useful phrases for the writing task and write them on the board.
- Students write a first draft of their texts.
- They swap them with a partner and give each other feedback.
- Students then write a final version of their texts in their notebooks.
- When the paintings are dry, display them on the walls of the classroom.

- 1** **WB p67** Look at the pointing. What do you think? Circle the adjective which describes it best.

Aim: to encourage students to give their opinions

- 2** **WB p67** Read Beth's text. Underline the information in different colours.

Aim: to give students practice with reading skills

Key: Red: three penguins in a restaurant, A waiter is bringing them a large fish on a plate. Blue: I like it because it's very imaginative. Green: Surrealist artists paint realistically, but they paint crazy scenes which look like they have come from a dream.

- 3** **WB p67** Write a short text about your favourite painting from Student's Book or Workbook page 66 or choose another painting that you prefer.

Aim: to stimulate students' creativity and to give writing practice

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board:
Today I've ...
- Elicit from students what they learnt today, e.g. *learnt more about Art and painters and completed a project. I did my own impressionist painting!*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

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

Aims:

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

New language: travel agency, brochure, town guide, capital, harbour, hemisphere, mild

Recycled language: language from the unit

Materials: CD, materials for the mini talk

Language competences: Your students will be able to prepare and present in a group.

Warm-up

Aim: to review vocabulary

- Draw a circle on the board and tell students that this is the world, or point to a map/globe.
- Ask students to name one place they would each like to visit in the world and to give a reason.

1 ^{CD 3}

SB p68 Listen to Alice, Thomas and Emily talking about Sydney in Australia. What do they each talk about?

Aim: to provide a model for the group presentations

- Focus students on the pictures and elicit what they can see. Elicit the name of the place.
- Play the recording. Students listen to find what each of the three people are talking about.
- Students compare their answers in pairs.
- Play the recording again. Check with the class.
- Elicit and discuss with students why the listening is a useful model for their presentations.
- Read the *Tips for presenters* through with the class.

Key: Alice talks about the number of people who live in Sydney and the languages they speak. Thomas talks about famous sights in Sydney. Emily talks about the climate.

Preparing for and delivering group presentations

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

- Focus students on *Find out about it*. Give them a time limit.
- Read the bullet points through. Check vocabulary.
- Tell students they can also focus on any city they think they can describe in an interesting way. Possible choices are: New York, San Francisco, Mexico City, Rio de Janeiro, Buenos Aires, Bogota, Quito, Santiago, Lima, São Paulo, Paris, Moscow, Berlin, Lisbon, Madrid, Vienna, Athens, Rome, Beijing, Tokyo, Mumbai, Coiro.
- Students research information about their city.

- Focus students on *Prepare it*. Give them a time limit.
- Read the bullet points through with the class. Check vocabulary.
- Monitor individuals as they prepare their presentations.
- Make sure they follow each step in sequence.
- Remind students to focus on the improvement points they wrote in their notebooks after the last mini presentations.
- Focus students on *Present it*. Give them a time limit. This may happen over more than one lesson.
- Set a listening task for the students who are listening to keep them focused, e.g. write down two facts about the city that you didn't already know.
- Re-read the *Tips for presenters* through with the class.
- Groups take turns to do their presentations.
- Get feedback on the listening task.

1 **WB p68** Make three sentences with the phrases in the diamond. Use three different phrases in each sentence.

Aim: to review structures from the unit

Key: Have you ever been to Paris? Have you ever met a famous person? He has never flown on a plane.

2 **WB p68** Draw lines and complete the sentences with the words from the box.

Aim: to review sentence structure

Key: 2 Has she ever been to a foreign country? 3 I have never watched a football match on TV! 4 I didn't like the film on TV last night. 5 She went to Spain with her mum last year. 6 I lost my pen at school yesterday.

3 **WB p68** Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review language from the unit

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

Extension activity

Aim: to develop reflective skills

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

Aims:

- to consolidate language from the unit
- to raise awareness of how to write a postcard

New language: *greetings, souvenir, guess what?*

Recycled language: language from the unit

Materials: students' portfolios

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

Warm-up

Aim: to review the topic of portfolios

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

- 1 **SB p69** Read the postcards and answer the questions.

Aim: to give students practice with reading and answering questions

- Check understanding of *postcard* and *greetings*.
- Students read the postcards aloud around the class.
- In pairs, students discuss answers to the six questions.
- Check and discuss with the class.
- Ask students if any of them have ever written a postcard when they were on holiday. Find out who they wrote to.

Key: 1 Amy, 2 Freya and Max, 3 Freya and Max, 4 Amy, 5 Amy, 6 Amy

- 2 **SB p69** Imagine that you're on holiday in London. Think about the questions and make notes.

Aim: to give students practice with planning their writing

- Brainstorm some ideas for places students are visiting.
- Students make notes for each of the six points.
- Go around the class and help / make suggestions.

- 3 **SB p69** Write a postcard to an English-speaking friend. Think of a name and use your notes to write to him/her about your holiday.

Aim: to give students practice in writing a postcard

- Remind students to use the postcards in Activity 1 as a model.
- Read through and discuss the *Tips for writers*.
- Students plan their postcards using *Tips for writers* as a guide.
- Students write a first draft of their postcards.

- Go around and check their work.
- Students swap postcards and give each other feedback.
- Students write a final draft of their postcards.
- Students turn to the My portfolio writing practice section on page 122 of the Workbook.
- Work through the exercises with the class.

- 1 **WB p69** Find and write the words.

Aim: to practise spelling

Key: 2 impressionist, 3 butcher's, 4 baker's, 5 realism, 6 dungeon

- 2 **WB p69** Complete the sentences with the words from Activity 1.

Aim: to review unit vocabulary

Key: 2 grocer's, 3 dungeon, 4 baker's, 5 impressionist, 6 realism

- 3 **WB p69** Look at the pictures and write the story. Use the ideas to help you write about each picture.

Aim: to practise writing skills

Ending the lesson

Aim: to enable students to express their preferences

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

Extension activity

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

- In groups, students look through each page of Unit 5, at their vocabulary books and at their portfolios and discuss what they have learnt in this unit.
- Students talk about what they have learnt and are good at, as well as what they need to improve.

6 Crazy inventions

Aims:

- to present and practise vocabulary for tools and machines
- to give students listening practice

New language: *spanner, switch, lever, button, drill, screwdriver, workbench, hammer, nails, saw (n), paint pot, paintbrush, inventor, invent, however*

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

Materials: CD

Language competences: Your students will be able to talk about tools and machines.

Warm-up

Aim: to introduce the context of tools and machines

- Elicit from students what they need to use in school every day.
- Write, e.g. *pencils, crayons*, on the board and elicit other things in the set, e.g. *text books, ipods, notebooks, rulers, erasers*.
- Tell students that in this unit of *Super Minds* they are going to learn about things you need in the workshop.
- Check understanding of *workshop*.

Presentation

Aim: to present vocabulary for tools and machines

- Read the text at the top of the page with the class and have them look at the picture.
- Elicit where the friends are (in a workshop) and if it is the present, the future or the past (the future).
- Use the picture in the Student's Book to further set the context and to present the vocabulary.
- Say each word for students to repeat.
- Elicit what students think is happening in the picture.

1 ^{CD3}₁₆ **SB p70** Listen and say the words. Check with your partner.

Aim: to practise new vocabulary

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

2 ^{CD3}₁₇ **SB p70** Read, listen and answer the questions.

Aim: to practise listening

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

Key: 1 A mad professor, 2 A hammer and a few nails, 3 Friday 15th April 2130, 4 Some of his machines

3 **SB p70** Choose a word. Mime it for your partner to guess.

Aim: to give students practice with the new vocabulary

- Demonstrate the activity with the class.
- Students do the activity in pairs. They take turns to mime and guess the different things from the workshop.

1 **WB p70** Find eleven words in the wordsquare. Which word from Student's Book page 70 is missing?

Aim: to practise the new vocabulary

Key: Across: workbench, button, drill, nails, paintbrush, spanner, switch, lever; Down: hammer, saw
Missing word: paint pot

2 **WB p70** Match the words from Activity 1 with the pictures.

Aim: to give further practice with the new vocabulary

Key: 2 drill, 3 paint pot, 4 lever, 5 nails, 6 screwdriver, 7 spanner, 8 switch, 9 button, 10 hammer, 11 saw, 12 paintbrush

3 **WB p70** Choose words from Activity 2 to complete the dialogue.

Aim: to check comprehension

Key: 2 hammer, 3 nails, 4 screwdriver

Note: Accept any sensible answers for this activity.

Ending the lesson

Aim: to review vocabulary from the lesson

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

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the 12 new vocabulary items in their vocabulary books.
- For each item, they draw a picture and label it.

Aims:

- to present and practise *too many / not enough*
- to give students speaking practice

New language: *string***Recycled language:** tools and machines**Materials:** CD

Language competences: Your students will be able to talk about quantity using *too many / not enough*.

Warm-up**Aim:** to review vocabulary for tools and machines

- With books closed, brainstorm the new vocabulary from the previous lesson. Create a word map.

Presentation**Aim:** to present *too many / not enough*

- Ask six students to come to the front. Take five pencils and give one to each student. When you get to the last student, say *Oh, I haven't got enough pencils*.
- Take the pencils back from the students. Pick up several more pencils.
- Hand out the pencils again, one by one, to the six students. Hold up the pencils you have still got in your hand. Say *Oh, I've got too many pencils*.
- Write the two sentences on the board: *I haven't got enough pencils. I've got too many pencils*.
- Elicit the difference in meaning between the two.
- Remind students that with uncountable words, e.g. *milk*, the sentence would be, e.g. *I haven't got enough milk. I've got too much milk*.

- 1** **SB p71** Look at some of Professor Potts' ideas and match them with the sentences.

Aim: to practise *too many / not enough*

- Check students understand that these are some of Professor Potts' inventions.
- Students match the inventions with the sentences.

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

- 2** **CD 18 SB p71** Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 124 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise and check in pairs.

Key: 1 too many, 2 enough, 3 too many, 4 enough, 5 enough, 6 too many

- 3** **SB p71** Play *What's wrong?*

Aim: to practise *too many / not enough*

- Students take turns to make a statement and respond.

Key: 1 It's got too many eyes. That's picture 1, the doll. 2 It hasn't got enough numbers. That's picture 2, the clock. 3 It's got too many days. That's picture 3, the calendar. 5 It's got too many legs. That's picture 5, the duck. 6 It's got too many arms. That's picture 6, the octopus. 7 It's got too many wheels. That's picture 7, the car. 8 It hasn't got enough legs. That's picture 8, the spider. 9 It hasn't got enough teeth. That's picture 9, the crocodile. 10 It hasn't got enough eyes. That's picture 10, the fish. 11 It's got too many wings. That's picture 11, the bird. 12 It hasn't got enough wings. That's picture 12, the plane.

- 1** **WB p71** Choose the correct words.

Aim: to give students further practice with the new language**Key:** 2 too many, 3 too many, 4 enough, 5 too many, 6 enough

- 2** **WB p71** Complete the dialogue with *too many* and *enough*.

Aim: to give students further writing practice with the new language**Key:** 2 enough, 3 too many, 4 enough, 5 too many, 6 too many, 7 enough, 8 too many

- 3** **WB p71** Write sentences with *too many* and *enough*.

Aim: to give additional practice with the new language**Key:** 2 There are too many fish. 3 There are too many cars. 4 There isn't enough juice. 5 There are too many people. 6 There aren't enough players.**Ending the lesson****Aim:** to practise key language from the lesson

- Play the game from SB Activity 3 in open pairs.

Extension activity**Aim:** to consolidate the new language

- Put students into groups of four.
- They compare their sentences for WB Activity 3.
- For each picture they think of at least two sentences, one with *too many* and one with *enough*.
- Count up with the class how many different sentences there are for each picture.

Aims:

- to practise communication
- to practise different pronunciations of the *gh* digraph

New language: *bi-plane, camouflaged*

Recycled language: tools and machines

Materials: CD, DVD-ROM


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

Phonics focus: Your students will be able to say some common words containing the *gh* digraph.

Warm-up



Aim: to review tools and machines

- Write each word of the workshop vocabulary on the board in scrambled letter order.
- Students work in pairs with Student's Books closed.
- They work out what each word is and write it correctly.
- Elicit the spelling from students to check. They also mime each word.

- 1  SB p72 Look at the photo and answer the questions.

Aim: to give students practice with making predictions

- Elicit who students can see in the photo and where the photo is (two students in a workshop).
- Read the two questions aloud with the class and elicit who the two people are (Josh and Charlie).
- Students cover the text and predict in pairs.
- Discuss their ideas as a class.

- 2  CD 19  SB p72 Read and listen to the dialogue to check your ideas.

Aim: to practise reading and listening for specific information


- Focus students on the dialogue and tell them to listen and read carefully to find the answers.
- Play the recording. Students compare answers in pairs.
- Check with the class. Check vocabulary.
- Play the DVD-ROM.
- Students practise the dialogue in open pairs.

Key: 1 He is making a model plane. 2 He wants Charlie to make him a sandwich.

- 3  SB p72 Work in pairs.


Aim: to create and practise dialogues.

- Students practise the dialogue from Activity 2 in pairs.
- Brainstorm ideas for the dialogue, e.g. other models they could make. Write some notes on the board.
- Read the *What to say* with the class.
- Students write their own dialogues in pairs, using Activity 2 as a model.
- Pairs practise and perform their dialogues for the class.

- 1  WB p72 Read the dialogue on Student's Book page 72 again. Complete the summary.

Aim: to check comprehension

Key: 2 four, 3 wheels, 4 green, 5 brown

- 2  WB p72 Complete the dialogue with the phrases from the box.

Aim: to practise functional language



Key: 2 at the back, 3 what about, 4 reason far that, 5 enough, 6 why

- 3  CD 20  WB p72 Listen and say the words.

Aim: to practise different pronunciations of the *gh* digraph

- 4  WB p72 Match the rhyming words.

Aim: to identify words with different pronunciations of *gh*

- 5  CD 21  WB p72 Listen, check and say the words.

Aim: to practise different pronunciations of *gh*

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

Ending the lesson

Aim: to practise saying and spelling *gh* words

- Do a spelling test using the words in the Workbook.
- Students write the pairs of words.

Extension activity

Aim: to give students further speaking practice

- Pairs swap dialogues from SB Activity 3.
- Pairs perform their new dialogues for the other pair.

Aims:

- to present and practise *Can you tell me what this is / does / is for?*
- to practise reading skills

New language: control (v), top secret

Recycled language: tools and machines

Materials: CD

Language competences: Your students will be able to ask for more information, using *Can you tell me what this is / does / is for?*

Warm-up

Aim: to review vocabulary

- Remind students about Professor Patts and his 'crazy machines'.
- Elicit students' ideas for names of some more crazy machines. Write them on the board.

Presentation

Aim: to present *Can you tell me what this is / does / is for?*

- Point to one of the machine names from the warm-up and ask, e.g. *Can you tell me what this is?* Check comprehension of the question. Students answer.
- Then ask *Can you tell me what this does?* Check comprehension of the question. Students answer.
- Ask *Can you tell me what this is for?* Check comprehension of the question. Students answer.
- Write the three questions on the board.
- Ask the questions about the other machines.

- 1 **SB p73** Read the dialogue and complete the labels on the machine. What do you think the button is for?

Aim: to practise *Can you tell me what this is / does / is for?*

- Elicit what students can see (a crazy machine).
- Students read the dialogue and complete the labels on the machine. They guess what the button is for.
- They compare answers in pairs. Check with the class.

Key: 1 temperature, 2 wind machine

- 2 **CD 3 22** **SB p73** Listen and ask the questions.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the questions in pairs.
- Students turn to the Grammar focus section on page 124 of the Student's Book.

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

Key: 1 Can you tell me what this machine is for? 2 Can you tell me what this switch does? 3 Can you tell me what this button is for? 4 Can you tell me what this thing is? 5 Can you tell me what that lever does? 6 Can you tell me what this tool is for?

- 3 **SB p73** Draw a machine with buttons, levers and switches. Work in pairs and talk about your machines.

Aim: to give students further practice with *Can you tell me what this is / does / is for?*

- Use the picture to demonstrate the activity with the class.
- Each student draws a machine with buttons, levers and switches.
- In pairs, students take turns to ask and talk about their machines.

- 1 **WB p73** Make sentences.

Aim: to review the new language

Key: 2 Can you tell me what this machine is? 3 Can you tell me what this blue button is for? 4 Can you tell me what this lever does?

- 2 **WB p73** Put the dialogue in order.

Aim: to give further practice with the new language

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

- 3 **WB p73** Look at the pictures. Write questions with *is*, *does* and *is for*. Answer them with your own ideas.

Aim: to give students writing practice

Key: 2 Can you tell me what this switch does? 3 Can you tell me what this lever does? 4 Can you tell me what this button does?

Ending the lesson

Aim: to review vocabulary from the lesson

- Students write about the machines they drew for SB Activity 3: what it does and what it is for.

Extension activity

Aim: to encourage cooperation

- In groups of four, students take turns to read and compare their ideas from WB Activity 3.
- Students in the group find out if any of their answers are the same.

Aims:

- to present a story
- to develop reading skills

New language: *strange-looking, stripe, spot, tele-transporter, hairdressing*

Recycled language: characters and language from the story, tools and machines

Materials: CD

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

Your students will be able to do a role play.

Warm-up

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

- Write *Phoebe, Alex and Patrick* on the board.
- Elicit what students remember about them from this unit.
- Give prompts if necessary, e.g. *Time Travellers, school seems strange, Science lesson, pirates (the past), a park in a city (the future), Ancient Egypt (the past), the Olympics (2016), the Great Fire of London (1666), Professor Potts' workshop (2130)*.

- 1 **SB pp74-75** Go through the text quickly and find answers to the questions.

Aim: to give students practice with skimming and scanning

- Have students look at the pictures and elicit what they can see.
- Read the activity instructions with the class. Check students know what to do.
- Read the two questions and check comprehension.
- Give students a time limit, e.g. two minutes, to read the text quickly to find the answers.
- They compare answers in pairs.

- 2 **CD 3 28 SB pp74-75** Read and listen to the story to check your answers.

Aim: to present a story and to develop reading skills

- Play the recording. Students listen and read to check their answers to the questions from Activity 1.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (Patrick pulled the lever on the unfinished machine and the yellow glow from the gate appeared. The children went through and were gone in a flash).

Key: 1 Five, 2 No!

Practice

Aim: to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *What is the first machine for? (It's a painting machine.) Does it work? (No.) What is the second machine for? (It's a homework machine.) Does it work? (No.) What is the third machine for? (It's a machine to transport things.) Does it work? (No.) What is the fourth machine for? (It's a hairdressing machine.) Does Phoebe try it? (No.) What is the fifth machine for? (Professor Potts doesn't know.) Does it work? (Yes.)*

- 1 **WB p74** Remember the story. Match the sentence halves.

Aim: to check memory skills

Key: 2 c, 3 b, 4 a

- 2 **WB p74** Look at the pictures. Complete the summary with the words for five of the objects.

Aim: to practise summarising skills

Key: 2 paintbrush, 3 button, 4 spanner, 5 lever

- 3 **WB p74** Complete the sentences with the correct name.

Aim: to practise reading skills

Key: 2 Patrick, 3 Alex, 4 Professor Potts, 5 Professor Potts, 6 Phoebe

Ending the lesson

Aim: to practise the story

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

Extension activity

Aim: to stimulate students' creativity

- Put students into pairs.
- Tell students to imagine what Professor Potts tells his family about the strange children that appeared and then disappeared in his workshop.
- They brainstorm ideas in their pairs and then write a short monologue.
- Pairs take turns to read their monologues to the class.

Aims:

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

New language: fix (v)

Recycled language: language from the story

Materials: CD

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

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were the friends? (In Professor Potts' workshop.) How many machines did he show them? (Five.) Did any of them work? (Only the last one.)*
- Ask students to describe what one of the machines is for.

- 3** **SB p75** Look at the pictures and answer the questions.

Aim: to focus students on the detail of the story

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

Key: 1 It paints the cat, not the chair. 2 Some coloured lights flash on the screen, not the answer to the sum. 3 Black smoke fills the room. The bike doesn't travel to the other machine. 4 She likes her hair the way it is. 5 Patrick. 6 It opens the Time Travellers' gate.

- 4** **Think!** **SB p75** What tool does the professor need to fix these problems?

Aim: to give students practice with understanding the story

Thinking skills: logical thinking

- Read out the activity instructions for students and check they know what to do.
- Students discuss their answers in pairs.
- Check and discuss as a class.

Key: 1 A paintbrush, 2 A hammer and nails, 3 A spanner, 4 A saw

- 1** **Think!** **WB p75** Here are other wrong answers from the Homework Express. Match the answers with the questions that it was trying to answer.

Aim: to give students practice with making associations

Thinking skills: making associations

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

- 2** **WB p75** The answers from the Homework Express in Activity 1 are all wrong, of course. Write the correct answers.

Aim: to activate students' knowledge of the world

Key: 2 81, 3 Rome, 4 Wind, 5 In the sea, 6 Jupiter

- 3** **WB p75** Look at the machine's wrong answers in Activity 1. Write correct questions.

Aim: to give students practice with writing questions

Key (possible answers): b What is 12 x 6? c Where do bears live? d Which is the reddest planet in our solar system? e Who invented the telephone? f What kind of instrument is a violin?

Ending the lesson

Aim: to stimulate students' personal reactions to a story

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

Extension activity

Aim: to encourage cooperation and peer appreciation

- Put students into groups of four.
- Students read out loud and compare the questions they wrote for WB Activity 3.
- They then think of four other questions to ask the Homework Express (and they write the answers).
- Collect the questions and answers from all the groups.
- Make two teams and play a team game, using questions chosen at random.
- In their teams, students number themselves 1 to however many students there are in the team.
- Ask the questions of each team in turn by calling a number at random, e.g. Seven, and then asking the question.
- Award one point for each correct answer.
- The team with the most correct answers at the end is the winner.

Aims:

- to practise reading skills
- to practise speaking skills

Skills:

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

Thinking skills: focusing on values

New language: *hobby, landline, emergency*

Recycled language: language from the unit

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

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

Value: the benefits of technology

Warm-up

Aim: to activate vocabulary

- Write *Inventions* on the board.
- Ask students what they think the most important invention of the last 20 years is and why.

- 1 **SB p76** Work in pairs. Look at the inventions in the photos. Which two were invented around the same time? Number the photos 1–4 (1 = the earliest invention).

Aim: to activate known vocabulary and knowledge of the world

- Elicit what the invention is in each photo.
- Discuss the questions with the class and elicit their ideas. Don't give the answers.
- In pairs, students number the photos 1–4.

- 2 **SB p76** Read the webpage to check your answers.

Aim: to give students practice with reading for specific information

- Students quickly read the text to check their answers.
- They compare answers in pairs. Check with the class.

Key: The computer and mobile phones

- a 4 the computer, b 5 mobile phones, c 2 the plane, d 3 the television, e 1 the radio

- 3 **Think!** **SB p76** Work in pairs.

Aim: to give students practice in discussing their ideas in pairs

Thinking skill: evaluating

- In pairs, students think of ideas for each question.

- Elicit ideas for each point and discuss as a class.
- For question 1, stress values so that students think about technology to help rather than as entertainment, e.g. radio for emergency services, help, etc., radio/TV to raise money for emergencies, computers for dissemination of information / education or wider application of logistics in, e.g. distribution of overseas aid.
- For question 2, raise the question of the constant trend to have newer and better phones and the wastage that this causes, noise pollution from radios, people watching screens/phones and not talking or getting enough exercise / fresh air.

- 1 **Values** **WB p76** What did you discuss about inventions? Colour the words.

Aim: to focus students on the value of the benefits of technology

Key: The most important inventions help people.

- 2 **WB p76** Read the descriptions of some tools. What is the word for each one? **14**

Aim: to give students practice with spelling and with understanding definitions

Key: 2 paintbrush, 3 hammer, 4 drill, 5 switch, 6 button

- 3 **WB p76** Read the two notes about tools. Complete the order form. **15**

Aim: to give students practice with filling in forms

Key: 2 12 Green Lane, Kettle, 3 blue, 4 large, 5 £12.99, 6 15 June

Ending the lesson

Aim: to review the content of the lesson

- With Student's Books closed, elicit what students can remember about the inventions in the Student's Book.

Extension activity

Aim: to discuss the value of the benefits of technology

- Focus on the value of the benefits of technology and on the discussion they had for Activity 3 of the Student's Book.
- Elicit from students why this value is important and talk about other examples of the benefits of technology, in particular how they can benefit people of reduced mobility or those who are ill.

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

Aims:

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

Skills:

- taking part in a pair discussion
- listening for specific information
- describing an invention

New language: *useless***Recycled language:** language from the unit**Materials:** CD**Language competences:** Your students will be able to take part in a pair discussion.

Your students will be able to listen for specific information.

Your students will be able to write a description.

Warm-up**Aim:** to review the topic

- Elicit the five inventions students read about in the previous lesson and three things about them.

1 **SB p77** Work in pairs. Look at the strange inventions and try to decide what they are for.**Aim:** to give students practice with making guesses

- Elicit a few guesses from the class. *I think ... / It could be ... / Maybe ...*
- Students discuss their ideas for each one in pairs.
- Elicit and discuss as a class. Don't give the answers.

2 **CD3 24** **SB p77** Listen to a radio show about the inventions and check your ideas.**Aim:** to give students practice with listening skills

- Play the recording. Students listen to check their ideas.
- Play the recording again. Check with the class.

Key: 1 A dog translator, 2 An alarm clock that rolls away when it rings, 3 Shoe umbrellas, 4 A banana guard**3** **SB p77** Work in pairs.**Aim:** to give students practice in pair discussions

- Read through a and b with the class.
- Demonstrate the activity by asking students to explain what one of the inventions does.
- Put students into pairs for the activity.
- Go around the class to check and help.
- Elicit points for each invention from the pairs. Add them up to find out which ones the class thinks are the best and the worst inventions.

4 **SB p77** Work in pairs. Design a crazy invention.**Aim:** to give students practice with planning and writing in pairs

- Read the activity instructions and the four points aloud with the class.
- Brainstorm some typical 'problems' for the activity.
- Students plan their crazy invention in pairs.
- When students have written a draft of their text, they swap their drafts with another pair.
- Pairs check each other's work for grammar and for clarity of description.
- Pairs write a final version of their texts.
- Display the pictures and texts around the class.

5 **SB p77** Vote on the best invention in the class.**Aim:** to give students practice with making choices

- Students go around the class, reading about their classmates' inventions and looking at the pictures.
- Tell them to make notes as they go and to agree in their pair on the best one and the second best one.

Note: They cannot choose their own as the best.

- Pairs write the name of the best invention on a piece of paper. Collect the papers and announce the result.

1 **CD3 25** **WB p77** You will hear some information about a museum. Listen and complete the notes. **KEY****Aim:** to give students practice with listening skills**Key:** 2 Electric fans, 3 The world's first mobile phones, 4 of the largest torches in the world, 5 £5.99, 5 p.m.**2** **WB p77** Which notice (A-H) says this (1-6)? Write the correct letter. **KEY****Aim:** to give students practice with reading skills**Key:** 2 G, 3 F, 4 A, 5 C, 6 B**Ending the lesson****Aim:** to encourage students' personal responses

- Ask pairs what the choice of second best invention was from SB Activity 5.

Extension activity**Aim:** to promote students' decision-making and evaluation skills

- Remind students of the 'five greatest inventions of the 20th century' from SB page 76.
- They write a short text to explain which of these they think is the most important invention and why.
- In groups of four, they take turns to read their texts aloud and to discuss the reasons for their choices.

Aims:

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

New language: *log, force, pole, diagram, load, pivot*

Recycled language: language from the unit

Materials: CD, the Internet and reference books

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

Warm-up

Aim: to introduce the topic of Physics and levers

- Write an anagram of the word *lever* on the board. Ask students to tell you what the word is. Give them a clue if necessary (it's one of the things from the workshop).
- Elicit examples of things with levers and what levers do.
- Tell students the topic of today's lesson is Physics and the use of levers.

- 1 **SB p78** Read and write the names under the pictures.

Aim: to practise reading skills

- Focus students on the two illustrations and elicit what they can see.
- Pre-teach *log, force*.
- Read the activity instructions with the class.
- Have students read the two texts silently and write the correct name under each picture.
- Students discuss their answers in groups.
- Elicit and check as a class.
- Have students take turns to read the texts aloud. Check understanding of vocabulary and concepts.

Key: 1 Maria, 2 Gemma

- 2 **CD3 p26** **SB p78** Listen and read about levers. Label the diagram.

Aim: to extend students' understanding of Physics and levers

- Read the activity instructions with the class and check understanding.
- Play the recording. Students read, listen and label the diagram.
- They compare answers in pairs.
- Play the recording again.
- Check with the class. Demonstrate the use of a pivot using, e.g. a ruler and a pencil.

Key: 1 force, 2 load, 3 pivot

- 3 **SB p78** Read and complete the smart facts with the words from the box.

Aim: to extend students' understanding of the topic

- Read the activity instructions with the class and check students know what to do.
- Check understanding of the words in the box.
- Students complete the smart facts individually and then compare answers in pairs.
- Check with the class. Have a student read the smart facts aloud.
- Check and discuss the concepts presented. Elicit other animals they can think of which use levers.

Key: 1 humans, 2 animals, 3 sticks, 4 fruit

- 1 **WB p78** Choose the correct words.

Aim: to consolidate students' understanding of the topic

Key: 1 lift, force, 2 levers, 3 load, 4 pivot

- 2 **WB p78** Match the pictures with the sentences in Activity 1.

Aim: to further consolidate students' understanding of the topic

Key: b 1, c 4, d 2

- 3 **WB p78** Which of the pictures in Activity 2 show pivots? Circle the pivots.

Aim: to check students' understanding of the topic

Key: b, c and d show pivots

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt about today, e.g. *levers and pivots and how these help us lift and move heavy loads.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to extend students' understanding of the topic

- Students work in groups of four.
- They do some research using the Internet or reference books and find out two more examples of machines which use pivots.
- Groups organise their information on a poster and present it to the class.

Aims:

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

New language: *rubber, stapler, weighing scales*

Recycled language: topic of Physics and levers

Materials: rulers and rubbers

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

Your students will be able to complete a project.

Warm-up

Aim: to review Physics and levers

- Elicit what students learnt about levers and pivots in the previous lesson.
- Ask them to demonstrate the use of a pivot using classroom objects.

1 Project **SB p79** Do experiments with levers.

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

- Focus students on page 79 in the Student's Book.
- Have them look at the picture under the heading *A simple lever*.
- Read the steps with the class.
- They try out the experiment individually with a ruler and rubbers and discuss questions 1 and 2.
- Discuss answers to 1 and 2 with the class (1 It flies into the air, 2 The ruler is the lever, the rubber is the pivot).
- Read *Using a lever* with the class.
- Students try out this experiment individually.
- They compare and discuss answers in pairs.
- Check and discuss as a class (3 The book lifts up).
- Read *Using a pivot* with the class.
- Students try these experiments out in pairs and discuss what they notice.
- Check and discuss as a class (5 It lifts it a little, 6 It lifts it more).
- Read *Levers at home* with the class.
- Pre-teach *weighing scales* and *stapler*.
- They find some levers at home and report back to the class in the next lesson.

1 **WB p79** Tick (✓) the pictures where a lever is used.

Aim: to give students more practice with the topic

Key: 2 ✓, 3 ✓, 4

2 **WB p79** Ryan and Jenna are doing an experiment. Look at the pictures and answer the questions.

Aim: to encourage students to apply what they know

Key: 1 They're using a pivot and a 200 g load. Ryan's pivot is nearer the load. 2 Jenna, 3 Jenna

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board:
Today I've ...
- Elicit from students what they did today, e.g. *learnt more about Physics and levers, done some experiments in class and I am going to do some more observations at home.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

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

Aims:

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

Recycled language: language from the unit, tools and machines

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

Warm-up

Aim: to review tools and machines vocabulary

- Write *Tools and machines* on the board.
- Give students one minute in their pairs to write down all the things they can think of from the unit.
- They do this with Student's Books closed.
- Elicit the words from pairs at random. Do this orally. Write them on the board. Elicit which are tools (spanner, hammer, nails, screwdriver, saw, drill).

1 SB p80 Work in pairs. Choose a role card.

Aim: to prepare and plan for a role play

- Tell students they are going to act out a short dialogue between a person wanting to build a treehouse and someone helping to plan one.
- Read through the information on the role cards with the class.
- Check they understand the vocabulary and that they know what to do.
- In their pairs, students each choose their role card.
- Elicit full examples of the useful language, e.g. *What sort of tools do I need?*
- Make sure pairs know what to do and what language they need to use.
- Pairs compose a short role play. Monitor each pair and help as necessary.
- Remind students to focus on the improvement points they wrote in their notebooks after the last role play.
- Students practise their role plays so that they can perform them without reading the text.

2 SB p80 Act out your dialogue.

Aim: to practise interactive speaking skills

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

1 WB p80 Choose six words or phrases to complete the sentences.

Aim: to review language from the unit

Key: 2 too many, 3 this button does, 4 what this lever, 5 you tell, 6 haven't got

2 WB p80 There is a word missing from these sentences. Write each sentence with a word from the box in the correct place.

Aim: to review sentence structure

Key: 2 Can you tell me what this machine is for? 3 She's got too many posters and nowhere to put them all. 4 Can you tell me what this is? 5 I've got too many clothes. I need to give some away. 6 Can you tell me what this switch does?

3 WB p80 Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review functional language from the lesson

- Pairs volunteer to act out their dialogues again from SB Activity 2.
- Use this activity to review the functional language from the lesson.

Extension activity

Aim: to develop reflective skills

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

Aims:

- to consolidate language from the unit
- to raise awareness of how to write a story

New language: *lab, curious*

Recycled language: language from the unit

Materials: students' portfolios

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

Warm-up

Aim: to review the topic of portfolios

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

- 1** **SB p81** Read the two stories. Which one is better: Ethan's or Sophie's?

Aim: to give students practice with reading and answering questions

- Have students read the two stories aloud.
- Check understanding of vocabulary.
- In pairs, students discuss which they think is better and why. Discuss with the class.

Key: Sophie's (because it is more descriptive – it uses more adjectives).

- 2** **SB p81** Underline the adjectives which Sophie uses. Then make a list of other adjectives.

Aim: to raise students' awareness of the use of adjectives in writing

- Students underline the adjectives in pairs.
- Elicit other adjectives which they can think of.

Key: Sophie uses: strange-looking, colourful, curious, best, yellow, brown, happy, fantastic

Note: Some students may include *strawberry* which, although a noun, is used adjectivally here to qualify *ice cream*, so this is also correct.

- 3** **SB p81** How many times do the professor and Sophie speak in her story?

Aim: to raise students' awareness of the use of direct speech in a story

- Students re-read the story and discuss their answers.
- Check and discuss as a class.

Key: Five times

- 4** **SB p81** Use adjectives and direct speech to make this story better.

Aim: to give students practice with improving a story

- Have students read the story aloud around the class.
- In pairs, students add adjectives and direct speech.
- They write the improved story in their notebooks.
- Elicit the improved stories and ask for feedback.

- 5** **SB p81** Imagine that you visited the professor last night. Write your story.

Aim: to give students practice in writing a story

- Read and discuss the *Tips for writers* with the class.
- Students plan their stories and write a first draft.
- Go around and check their work.
- Students swap stories in pairs and give feedback.
- Students write a final draft of their stories.
- Students turn to the My portfolio writing practice section on page 123 of the Workbook.
- Work through the exercises with the class.

- 1** **WB p81** Find and write the words.

Aim: to practise spelling

Key: paintbrush, button, lever, hammer, pivot

- 2** **WB p81** Complete the sentences with the words from Activity 1.

Aim: to review unit vocabulary

Key: 2 invention, 3 lever, 4 pivot, 5 paintbrush, 6 hammer

- 3** **WB p81** A girl is showing her 'superbike' to a friend. Write a dialogue. Use the ideas to help you.

Aim: to practise writing skills

Ending the lesson

Aim: to enable students to express their preferences

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

Extension activity

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

- In groups, students look through each page of Unit 6, at their vocabulary books and at their portfolios and discuss what they have learnt in this unit.
- Students talk about what they have learnt and are good at, as well as what they need to improve.

7 This is Houston

Aims:

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

New language: *countdown clock, lunar module, space capsule, spacesuit, launch pad, crater, control panel, screen, headset, colleague, set foot, mankind, peace, lock someone up, security, bass, spy*

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

Materials: CD

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

Warm-up


Aim: to introduce the context of the moon landing

- Elicit from students how people can travel into space (on a rocket).
- Ask students if people have ever been to other planets or to the moon.
- Elicit what they know and write notes on the board.

Presentation


Aim: to present vocabulary for the moon landing

- Elicit where the friends are (in a control room) and if it is the present, the future or the past (the past).
- Use the picture in the Student's Book to set the context of the moon landing and to present vocabulary.
- Say each word for students to repeat.
- Check students understand the meanings of the words.
- Elicit what students think is happening in the picture.

1  **SB p82** Listen and say the words. Check with your partner.

Aim: to practise new vocabulary

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

2  **SB p82** Read, listen and complete the sentences.

Aim: to practise listening

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

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

Key: 1 control room, 2 1969, the first landing on the moon, 3 are doing there, 4 lock them up

3 **SB p82** Choose a word. Describe it for your partner to guess.

Aim: to give students practice with the new vocabulary

- Demonstrate the activity with the class, using the example.
- Elicit another example from a student in the class. The other students in the class guess which thing it is.
- Students do the activity in pairs. They take turns to describe and guess each of the vocabulary items.
- Monitor pairs as they do the activity.
- Check with open pairs.

1 **WB p82** Look at the pictures. Complete the words.

Aim: to practise the new vocabulary

Key: 2 launch pad, 3 crater, 4 headset, 5 lunar module, 6 space capsule, 7 screen, 8 spacesuit, 9 control panel

2 **WB p82** Correct one moon landing word in each sentence.

Aim: to give further practice with the new vocabulary

Key: 2 space-capsule countdown clock, 3 launch-pad headset, 4 control-panels spacesuits, 5 countdown-clock crater, 6 crater space capsule

3 **WB p82** Match the sentence halves.

Aim: to check comprehension

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

Ending the lesson

Aim: to review vocabulary from the lesson

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

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the nine new vocabulary items from the Student's Book presentation in their vocabulary books.
- For each item, they draw a picture and label it. They also write a description, using ideas from SB Activity 3.

Aims:

- to present and practise gerunds as subjects and objects
- to give students speaking practice

New language: *uncomfortable*

Recycled language: the moon landing

Materials: CD

Language competences: Your students will be able to use gerunds as subjects and objects.

Warm-up

Aim: to review vocabulary for the moon landing

- Write *The moon landing* on the board.
- Brainstorm the new vocabulary from the previous lesson to create a word map.

Presentation

Aim: to present gerunds as subjects and objects

- Write on the board *Walking in space can be fun*.
- Elicit what part of speech *Walking* is (a noun). Tell students that we can make nouns from verbs. Elicit what verb this noun is made from (*walk*) and how the verb is made into a noun (add *-ing*).
- Write some verbs on the board for students to use at the beginning of sentences as gerunds, e.g. *Do homework ...*, *Comp ...* (*Doing homework ...*).
- Write examples on the board. Underline the gerund.

- 1** **SB p83** Read and match the speech bubbles with the pictures.

Aim: to practise gerunds as subjects and objects

- Read the speech bubbles with the class.
- Students match the speech bubbles with the pictures.
- Students compare answers in pairs. Check with the class.

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

- 2** **CD 29** **SB p83** Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 125 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 Going, 2 Writing, 3 Building, 4 Sitting, 5 Playing, 6 Swimming

- 3** **SB p83** Work in groups. Discuss things that you do at school or at home. Which of these things are boring / interesting / important / fun? Do you all agree?

Aim: to practise gerunds as subjects

- Make groups of four. Students take turns to make a statement about something they do at home or at school. The others in the group respond, using, e.g. *I agree, but it's boring too* / *Definitely* / *It depends*, plus their own ideas.
- Go around the class to check and help as necessary.
- Check with the class by eliciting some sentences from the different groups.

- 1** **WB p83** Complete the sentences with the gerund of the verbs in brackets.

Aim: to give students further practice with the new language

Key: 2 Training, 3 Eating, 4 Making, 5 Sleeping, 6 Coming

- 2** **WB p83** Write sentences for the pictures.

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

Key: 2 Reading comics is, 3 Skateboarding is, 4 Climbing trees is, 5 Catching a snake is, 6 Waiting for the bus is

- 3** **WB p83** Write six sentences about yourself. Use different adjectives in each sentence and the gerund of some of the verbs from the box.

Aim: to give students additional practice with the new language

Ending the lesson

Aim: to practise key language from the lesson

- Play the game from SB Activity 3 in open pairs.

Extension activity

Aim: to consolidate the new language

- Put students into groups of four.
- They compare their sentences for WB Activity 3.
- They find out how many different sentences they have for each gerund.
- Elicit the sentences from the groups and count up with the class how many different sentences there are for each of the gerunds.

Aims:

- to sing a song with the class
- to show different spellings of the *u* sound

New language: *so far, electronic music*

Recycled language: gerunds, the moon landing

Materials: CD, poster paper


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

Phonics focus: Your students will be able to identify and say words with the *u* sound (e.g. *fun, some* and *doesn't*).

Warm-up

Aim: to review gerunds


- Write some gerunds related to the moon landing on the board, e.g. *landing, walking, eating, sleeping*.
- With Student's Books closed, ask students to give you sentences with these words as subjects.

- 1  **SB p84** Listen and answer the questions. Then sing the song.

Aim: to sing a song with the class

- Focus students on the three questions at the top of the page. Check understanding.
- Students cover the lyrics of the song.
- Play the recording. Students listen and answer the questions.
- They compare answers in pairs.
- Check with the class.
- Students uncover the lyrics of the song.
- Play the recording. Students follow the song in their Student's Books.
- Play the recording again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Focus students on the 'All about music' box. Read it with the class. Check understanding of vocabulary.
- Do the 'What I think' survey using a show of hands. Count the number of hands up for each option (It's great / It's OK / I don't really like it).
- Review the results, e.g. *So, most of you think electronic music is great or Most of you think it's OK.*
- Use this information to decide whether or not to use the karaoke version of the song.

Key: 1 An astronaut, 2 The stars coming up, 3 (Students' own ideas)

- 2  **SB p84** Listen and say the dialogue.

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

Intonation: informal questions and describing something

- Ask students to find words in the song which have the *u* sound: *us, wonderful, fun, sun, come* and *up*.


Note: The *-ful* in *wonderful* is the /l/ sound.

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

- 1 **WB p84** Remember the song. Complete the report with the words from the box.

Aim: to check students' understanding of the song


Key: 2 happy, 3 flying, 4 stars, 5 tired, 6 went, 7 didn't, 8 radio, 9 so, 10 about

- 2  **WB p84** Listen and say the words.

Aim: to practise saying words with different spellings of the *u* sound

- 3 **WB p84** Complete the sentences with the words from the box. Match them with the pictures.

Aim: to revise vocabulary using the target sounds

- 4  **WB p84** Listen, check and say the sentences.

Aim: to practise vocabulary using the target sounds

Key: 2 monkeys f, 3 doesn't b, 4 lovely o, 5 front c, 6 money d

Ending the lesson

Aim: to review words with the *u* sound

- Give a team spelling test with the following *u* sound words: *suddenly, something, colour, cousin, understand, wonderful, nothing*.
- Teams exchange papers and mark them to find a winner.

Extension activity

Aim: to activate students' imaginations

- In groups, students imagine what happens next in the song and write a new verse.
- They can use one of the current verses as a model (make a few changes) or write a new verse.
- Students practise and then either perform their new songs for the class or write the new song on poster paper and illustrate it.

Aims:

- to present and practise reported speech
- to practise reading skills

New language: grass, cornflakes, insect, broccoli

Recycled language: the moon landing

Materials: CD

Language competences: Your students will be able to use reported speech.

Warm-up

Aim: to review vocabulary

- Elicit the facts about the moon landing (the date, the names of the astronauts).
- Ask students if they think there is life on other planets. Ask them to imagine what these *aliens* look like.
- Write what they say on the board, e.g. *They are very tall with four arms and three legs.*

Presentation

Aim: to present reported speech

- Point to one of the examples from the warm-up.
- Elicit who said this. Say, e.g. *Jaachim said that the aliens were very tall with four arms and three legs.*
- Write the reported sentence on the board and underline *said* and the verb.
- Elicit if *said* is present or past (past). Point to, e.g. *were*, and ask what tense this is. Ask students what Jaachim said in his original sentence (*are*) and what tense this is (present). Draw an arrow from *said* to *were*.

- 1** **SB p85** Read the interview with an alien. The journalist lost his notes before he wrote his newspaper report. Correct five mistakes in the report.

Aim: to practise reported speech

- Students read the dialogue and the report and find the five mistakes.
- They compare answers in pairs. Check with the class.

Key: He's from Alpha 346, not Mars. He's 337 years old, not 327. His favourite food is grass with vanilla sauce, not spaghetti with vanilla sauce. He likes chocolate soup, not strawberry saup. He speaks 133 languages, not 339 languages.

- 2** **CD 35 SB p85** 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 125 of the Student's Book.

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

Key: 1 loved, 2 worked, 3 didn't visit, 4 didn't eat, 5 wanted, 6 didn't understand

- 3** **SB p85** Read the newspaper report about the interview with the alien's wife. Complete the interview.

Aim: to give further practice with reported speech

- Students complete the interview. They check in pairs.

Key: 1 How old are you? 2 I'm four hundred and twelve years old. 3 What's your name? 4 My name is Funflower.

- 4** **SB p85** Read the rest of the interview and complete the report.

Aim: to give practice with writing the new language

- Students complete the report and check in pairs.

Key: 1 was cornflakes with broccoli, 2 liked to drink, 3 spake 62

- 1** **WB p85** Complete the sentences in reported speech with the past simple of the verbs in brackets.

Aim: to review the new language

Key: 2 was, 3 spake, 4 took, 5 played, 6 lived

- 2** **WB p85** Complete the sentences with reported speech.

Aim: to give further practice with the new language

Key: 2 watched TV every night for three hours, 3 fed the cat every morning at seven, 4 played football every Saturday afternoon, 5 took the dog for a walk every evening, 6 always had a snack after school

- 3** **WB p85** Read the interview with Jezrak's friend. Complete the journalist's article.

Aim: to give students writing practice

Key: 2 robots gave the children lessons, 3 had two jobs, 4 everyone had two jobs, 5 wasn't, 6 needed to sleep

Ending the lesson

Aim: to review language from the lesson

- Call out some of the sentences from the interviews.
- Students say them using reported speech.

Extension activity

Aim: to encourage creativity

- In pairs, students use the journalist's questions from SB Activities 3 and 4 for their own interviews.
- Students then write a report of their interviews.

Aims:

- to present a story
- to develop reading skills

New language: *mission, fail, dizzy, cool, congratulations, where on earth, simulation game, confused*

Recycled language: characters and language from the story, the moon landing

Materials: CD

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

Your students will be able to do a role play.

Warm-up

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

- Write *Phoebe, Alex and Patrick* on the board.
- Elicit what students remember about them from this unit.
- Give prompts if necessary, e.g. *Time Travellers, school seems strange, Science lesson, pirates (the past), a park in a city (the future), Ancient Egypt (the past), the Olympics (2016), the Great Fire of London (1666), Professor Potts' workshop (2130), the moon landing (1969).*

- 1 **SB pp86–87** Go through the text quickly and find answers to the questions.

Aim: to give students practice with skimming and scanning

- Have students look at the pictures and elicit what they can see.
- Give students a time limit, e.g. two minutes, to read the text quickly to find the answers.
- They compare answers in pairs.

- 2 **CD 36 SB pp86–87** Read and listen to the story to check your answers.

Aim: to present a story and to develop reading skills

- Play the recording. Students listen and read to check their answers to the questions from Activity 1.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story. (Alex told the engineer that he had Moonlanding 2000 at home. The engineer didn't understand what he was talking about. Then the yellow light appeared and the children were gone in a flash.)

Key: 1 Because a spy has put something in their tea which made them fall asleep. 2 Because he knows what to do.

Practice

Aim: to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *Why did all the people fall asleep?* (Because there was something in their tea.) *Who did Phoebe say they had to help?* (Neil Armstrong.) *Who helped him?* (Alex. He sat at the control panel and gave instructions.) *How long was it before the space capsule left the moon on its way back to Earth?* (30 minutes.) *Did Neil Armstrong think that Alex had done a good job?* What did he say? (Yes. Our new colleague's really cool.) *How did Alex know what to do?* (He had a simulation game at home.) *Why didn't the engineer understand what Alex meant?* (Because there weren't any computer games like this in 1969.)

- 1 **WB p86** Remember the story. Match the sentence halves.

Aim: to check memory skills

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

- 2 **Think!** **WB p86** Who do you think says these things?

Aim: to check students' understanding of the story

Thinking skills: interpreting character and situation

Key: 2 Alex, 3 Patrick, 4 Neil Armstrong, 5 Alex, 6 One of the engineers who wakes up

- 3 **WB p86** Complete the game blurb.

Aim: to practise reading and writing skills

Key: 2 Houston, 3 moon flight simulation, 4 astronaut, 5 Neil Armstrong, 6 space, 7 capsule, 8 Earth

Ending the lesson

Aim: to practise the story

- Put students into groups of five (three children, security guard / engineer, Neil Armstrong).
- Students do their role plays, using the direct speech from the story.

Extension activity

Aim: to stimulate students' creativity

- Tell students to imagine what the engineer at the end of the story tells his colleagues about the strange children that were in the control room and who then disappeared.
- They brainstorm ideas in pairs and write a monologue.
- Pairs read their monologues to the class.

irLanguage.com

Aims:

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

Recycled language: language from the story

Materials: CD

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

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were the friends? (In the control room.) Where was Neil Armstrong? (On the moon / in the lunar module.) How did Alex know what to do? (He had Moonlanding 2000 at home.)*

3 Think! **SB p87** Put the sentences in order.

Aim: to focus students on the detail of the story

Thinking skill: sequencing

- Play the recording of the story again. Students listen.
- They read the sentences and put them in the order of the story. They look back at the text as necessary.
- They compare their answers in pairs. Check with the class.

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

4 Think! **SB p87** Play *Delete the text*. Your teacher will write this text on the board. Ask questions about the text. Your teacher will delete any words from the text that are in the answers.

Aim: to give students practice with question formation

Thinking skills: logical thinking

- Practise the game with simple sentences. Write on the board: *The astronauts land on the moon at 5 o'clock.*
- Show students how they can delete words by asking two questions: *Where did the astronauts land?* (erase the answer: *moon*). *What time did they land?* (erase the answer: *5 o'clock*).
- If this is too difficult for the class, ask the questions yourself and the students answer and then delete the words in their answer from the text. You can also write questions on cards to hand out around the class.
- Write the text from the Student's Book on the board.
- Play the game. Either students ask questions and answer them, or you ask questions and they answer, or you hand out cards with questions for students to ask and then answer.
- Each time students answer a question, delete the words they answer from your text on the board.

1 **WB p87** Read the sentences in the box. Who said these things in the story? Complete the newspaper article with reported speech.

Aim: to give students practice with reported speech

Key: 2 needed help, 3 was a computer game, 4 played it for hours, 5 was really good at it

2 Think! **WB p87** Which of the four engineers is the spy?

Aim: to give students practice with making deductions

Thinking skill: deduction

Key: The spy is number 2 because he isn't drinking any tea.

Ending the lesson

Aim: to stimulate students' personal reactions to a story

- Ask the students which their favourite part of the story was and why.
- Try to involve all the class in this discussion.

Extension activity

Aim: to give students further practice with asking questions

- Make six groups.
- Tell students they are going to play the *Delete the text* game.
- Tell three groups (A) to look at the first paragraph of the text in Activity 2 on SB page 86.
- Tell the other three groups (B) to look at the third paragraph of the text in Activity 2 on SB page 86.
- In their groups, the students think of six questions to ask, what the answers will be and what they could delete.
- Pair each A group with a B group.
- Group A starts. They ask their questions of group B. They answer the questions and students in group A put pieces of paper over the words (instead of deleting them) in the first paragraph of the text in Activity 2 on SB page 86.
- When group A have finished asking their questions, they count how many words were deleted.
- Then group B do the same. They ask their questions of group A, using the third paragraph of the text in Activity 2 on SB page 86.
- At the end, groups compare how many words were deleted from each paragraph.

Aims:

- to practise listening skills
- to practise writing skills
- to practise speaking skills

Skills:

- listening for detail
- writing a competition entry of 50 words
- interviewing

New language: space shuttle, cosmonaut, international space station

Recycled language: language from the unit

Materials: CD

Language competences: Your students will be able to listen for detail.

Your students will be able to write a text of 50 words.

Your students will be able to take part in an interview.

Warm-up

Aim: to activate vocabulary

- Write *Space travel* on the board.
- Brainstorm what students know about the topic.
- Write notes on the board.

1 CD4 02

SB p88 Listen to a radio show and complete the photo captions.

Aim: to give practice listening for specific information

- Elicit students' guesses about each of the photos.
- Read the first line of each caption with the class. Tell them that the pictures are not in the order they hear the information on the recording.
- Play the recording. Students listen and complete.
- They compare answers in pairs. Check with the class.

Key: 1 28th April 2001, 2 12th April 1981, 3 the moon, 20th July 1969, 4 12th April 1961, 5 16th June 1963

2 CD4 03

SB p88 Listen again and answer the questions.

Aim: to give students practice with listening for detail

- In pairs, students try to predict/remember the answers.
- Play the recording again. Students note their answers.
- They compare in pairs. Check with the class.

Key: 1 Two hours, 2 250,000 miles, 3 Apollo 11, 4 Because older spaceships could only make one flight into space, but each space shuttle could make up to 100 visits into space, 5 Columbia, 6 Six, 7 Twenty million US dollars, 8 One week

3

SB p88 Complete the competition entry.

Aim: to give students practice with writing skills

- Brainstorm some ideas for the writing, e.g. *exciting, seeing the Earth from space, being away from school.*
- Individually, students make notes for their text.
- They write a first draft in less than 50 words.
- Students swap with a partner and give feedback.
- Students write a final draft of their competition entry.


4

SB p88 Work in small groups. Interview each other for the competition in Activity 3. Decide who wins the trip from your group.

Aim: to give students practice with speaking skills

- Elicit and write up some questions, e.g. *Why do you want to go into space? What do you want to do there? What will you do when you get back to share your experience?*
- In groups, students take turns to interview each member of their group, using the questions on the board.
- In their groups, they decide who is the winner.
- Elicit the winners from each group. Ask the members of each group to say why they chose that person.

1

WB p88 Complete the email. Write one word for each space. 

Aim: to give students practice with reading and writing skills

Key: 2 came / travelled, 3 ago, 4 are, 5 but, 6 with, 7 paid, 8 going, 9 that, 10 take

2

WB p88 Complete the conversation between the interviewer and the space tourist. Choose the correct letter (A-H). **KEY**

Aim: to give students practice with matching questions and answers

- Tell students that they only use six of the responses given.

Key: 2 H, 3 A, 4 F, 5 B, 6 G

Ending the lesson

Aim: to review the content of the lesson

- Elicit what students can remember about the space adventurers from the Student's Book recording.

Extension activity

Aim: to practise writing skills

- Students imagine they are one of the people in the photos in SB Activity 1.
- They write an email (or a letter) to their family, using WB Activity 1 as a model.

Aims:

- to practise reading skills

Skills:

- reading for specific information
- reading for detail

Thinking skills: focusing on values

New language: *male, female, constant contact, speaker, microphone, translate, apologise, on behalf of, share (v), friendship, forever*

Recycled language: language from the unit

Materials: CD

Language competences: Your students will be able to read for specific information.

Your students will be able to read for detail.

Value: admitting mistakes

Warm-up

Aim: to review the topic

- Elicit the five space flights students heard about in the Student's Book in the previous lesson.
- With Student's Books closed, ask students to try to tell you what the people did and when they did it.

- 1 Think!** SB p89 Look quickly at the pictures and the story headings. What do you think happens?

Aim: to give students practice with making guesses

Thinking skills: hypothesising

- Give students one minute to do the task in pairs. Students then close their Student's Books.
- Elicit ideas from pairs about what they think happens.

- 2 CD 04** SB p89 Read and listen to the story to check your answers.

Aim: to give students practice with reading and listening skills

- Play the recording. Students read and listen to check.
- Play the recording again. Students read and listen for the answers.
- They compare answers in pairs. Check with the class.

Key: 1 They could hear noises over the speakers. 2 800 years, 3 Pluto, 4 The chief spoke into a special microphone which translated the language. 5 A golden statue of two monkeys, 6 Because people used to do terrible things to animals, such as send them into space.

- 3 Think!** SB p89 Work in pairs. Discuss the questions.

Aim: to give students practice in pair discussions

Thinking skills: creative thinking

- In pairs, they discuss their ideas for the two questions.
- Elicit and discuss pairs' ideas as a class.

- 1 Think!** WB p89 Put Commander Cormack's thoughts in order.

Aim: to give practice with ordering information

Thinking skills: text interpretation

Key: 4, 5, 2, 1, 3

- 2 Values** WB p89 What can we learn from the story? Colour the words.

Aim: to focus on the value of admitting mistakes

Key: Knowing when to say sorry is important.

- 3** WB p89 Look at the pictures and write the story.

Aim: to give students practice with writing skills

Key (sample answer): Commander Cormack and one of the monkeys from Pluto got into the spacecraft. With a whoosh the spacecraft took off. Suddenly there was an explosion in one of the engines. The spacecraft came to a stop. 'Oh, dear,' said Commander Cormack. 'What are we going to do now?' 'I can help,' said one of the monkeys from Pluto. Commander Cormack gave the monkey a spacesuit. The monkey went outside the spacecraft and mended the engine. The spacecraft was able to continue on its journey. When they reached Earth, the monkey was given a medal for its bravery.

Ending the lesson

Aim: to encourage students' personal responses

- Ask students what they liked about the story in the SB.
- Elicit if they think people have done bad things to animals in the past and if they still do them now.

Extension activity

Aim: to discuss the value of admitting mistakes

- Focus on the value of admitting mistakes and elicit where in the story this happens (at the end).
- Elicit from students why this value is important and if it is difficult or not.
- Elicit from students examples of when they have admitted mistakes, or when someone else has.

Note: Some of this discussion may need to take place in L1.

Aims:

- to integrate other areas of the curriculum through English: Physics

New language: orbit (n, v), gravity, axis

Recycled language: language from the unit


Materials: CD, reference materials / the Internet, poster paper

Language competences: Your students will be able to use known language to talk about Physics in English.

Warm-up


Aim: to introduce the topic of Physics and the moon

- Write *The moon* on the board. Ask students what they know about the moon.
- Focus on the facts.
- Tell students the topic of today's lesson is Physics and the moon.

- 1  **SB p90** How much do you know about the moon? Write your guesses in the first box: t (true) or f (false).

Aim: to practise reading and prediction skills


- Focus students on the seven statements and on the task.
- Read through the seven statements with the class and check understanding. Pre-teach *axis*.
- Students make their initial guesses individually and write in the first column.
- Elicit students' guesses for each statement. Tell them not to change anything at this stage.
- Students compare their guesses in pairs, but tell them not to change anything. Give positive feedback to everyone.

- 2  **SB p90** Listen and check. How many points did you score?

Aim: to extend students' understanding of Physics and the moon

- Read the activity instructions with the class and check understanding.
- Play the recording. Students listen to check their predictions. They write the correct answer in the second column using *t* or *f*.
- They compare answers in pairs. Students add up their points.
- Check with the class.
- Find out how many students got seven points, six points, five points, etc.


Key: 1 f, 2 t, 3 f, 4 f, 5 f, 6 t, 7 f

- 3  **SB p90** Listen again and complete the facts about the moon.

Aim: to extend students' understanding of the topic



- Check understanding of the words in the *Moon facts* box.
- Play the recording again.
- Students complete the missing information.
- They compare answers in pairs. Check with the class.

Key: 1 27, 2 7, 3 43, 4 11.6, 5 4.5, 6 384,400, 7 130

- 1  **WB p90** Complete the text with the times and the distances from the box.

Aim: to consolidate understanding of the topic

Key: 2 27 days, 3 384,400 km, 4 13 hours, 5 130 days, 6 120 km/h

- 2  **Think!**  **WB p90** Listen to the interview. Complete the boy's notes and work out his answer.

Aim: to give practice with mathematical thinking

Thinking skills: Maths

Key: Mercury 0, Venus 0, Earth 1, Mars 2, Jupiter 63, Saturn 62, Uranus 27, Neptune 13, Pluto 3 171 moons

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt:*
- Elicit from students what they learnt today, e.g. *lots of facts about the moon*.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to extend students' understanding of the topic

- Elicit/supply the names of the other planets in the solar system.
- Students work in groups of four.
- Each group chooses a different planet. They do some research using the Internet or reference books and find out similar facts to those they learnt about the moon in this lesson.
- Groups organise their information on poster paper, using the 'Moon facts' layout in SB Activity 3 as a model.
- Groups take turns to present their information to the class.

Aims:

- to extend the focus on Physics through English
- to enable students to complete a project

New language: *phase, reflect (v), crescent, shrink (v), waxing, waning, gibbous moon, hemisphere, foam ball*

Recycled language: topic of Physics and the moon

Materials: CD, foam balls, a lamp which you can move, pencils

Language competences: Your students will be able to talk about Physics in English.

Your students will be able to complete a project.

Warm-up

Aim: to review Physics and the moon

- Elicit what students learnt about the moon in the previous lesson.

- 1 **SB p91** Read and draw the missing moons in the diagram.

Aim: to further extend students' understanding of the topic

- Focus students on the pictures and on the text. Check understanding of *phases*.
- Read the text through with students around the class and check understanding of vocabulary.
- Students work individually and decide which number moon to draw where.
- They compare answers in pairs. Check with the class.

Key (from left to right): 3, 4, 1, 2

- 2 **SB p91** In which hemisphere do you live? Look at the moon tonight. Draw the shape that it will be in two weeks' time.

Aim: to enable students to apply what they have learnt

- Elicit which hemisphere they are in.
- Give them several days to do the task.

- 3 **Project SB p91** Make your own moon phases.

Aim: to enable students to follow instructions to complete a project

- Focus students on page 91 in the Student's Book.
- Read through what they will need for the project and hold up the items in turn. Point to the lamp and tell them which dark room they will use.
- Read through the steps with the class, demonstrating step 1 using materials.

- Students do the project individually. Give each student a foam ball and a pencil.
- Make sure each student has an opportunity to do steps 3–5, using the 'moon' they have made.

- 1 **WB p91** Match the words with the definitions.

Aim: to give students more practice with the topic

Key: 2 e, 3 a, 4 f, 5 d, 6 b

- 2 **WB p91** Label the phases of the moon in the northern hemisphere with the phrases from the box.

Aim: to enable students to apply what they know

Key: 2 crescent moon (waxing), 3 half moon (1st quarter), 4 gibbous moon (waxing), 5 full moon, 6 gibbous moon (waning), 7 half moon (last quarter), 8 crescent moon (waning)

- 3 **Think! WB p91** Choose the correct words.

Aim: to give students practice with reading skills

Thinking skill: Applying knowledge of the world

- 4 **CD 08 WB p91** Listen and check your answers. Say the poem.

Aim: to give students practice with listening

Key: 2 up, 3 above, 4 yellow, 5 pulled, 6 stood up, 7 three

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write on the board: *Today I've ...*
- Elicit from students what they learnt today, e.g. *learnt more about Physics and the moon, what the different phases of the moon are called and done an experiment where I made my own moon phases.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Elicit from students what they liked and what they would change if they did the project again.
- Individually, students make notes on what they did, the sequence they did it in, what they liked and what they would change.
- Students then each write a report using their notes.

Aims:

- to consolidate language from the unit
- to promote student-student cooperation

New language: documentaries, cartoons, reality TV shows, the news, comedies, police dramas, soaps, game shows, per day, bar chart

Recycled language: language from the unit


Materials: CD, materials for the mini presentation

Language competences: Your students will be able to prepare and present in a group.

Warm-up

Aim: to review and present vocabulary

- Draw a circle on the board and write *TV* in it.
- Elicit what this stands for (television) and ask students what kinds of programmes there are on TV which they like to watch, e.g. *films, cartoons*.
- Create a word map on the board.

- 1  **CD4 09** **SB p92** Listen to a discussion and number the types of TV programmes.

Aim: to provide a model for the group presentations

- Focus students on the types of TV programmes and ask them which ones are already on the word map.
- Focus on the other types of programmes and elicit what they are by giving examples of actual programmes.
- Play the recording. Students listen and number the TV programmes in the order they are mentioned.
- Students compare their answers in pairs.
- Play the recording again. Check with the class.
- Elicit and discuss with students why the listening is a useful model for their presentations.
- Read the *Tips for presenters* through with the class.

Key: 10 films, 9 documentaries, 5 cartoons, 1 reality TV shows, 4 sports programmes, 6 comedies, 7 the news, 3 police dramas, 2 soaps, 8 game shows

Preparing for and delivering group presentations

Aim: to follow a set of instructions and to collaborate with other students

- Focus students on *Think about it*. Give them a time limit.
- Read the bullet point questions through with the class. Check vocabulary.
- Each student thinks about how they are going to answer each of the questions.

- Focus students on *Prepare it*. Give them a time limit.
- Read the bullet points through. Check vocabulary.
- Make eight groups and assign a question to each group.
- Groups go around the rest of the class, ask their question and note the answers.
- Students focus on the improvement points they wrote in their notebooks after the last mini presentations.
- Focus students on *Present it*.
- Talk through the bar chart with the class.
- Tell the class how the presentations will be organised. This may happen over more than one lesson.
- Set a listening task for the students who are listening to keep them focused, e.g. write down one piece of information from each bar chart.
- Re-read the *Tips for presenters* through with the class.
- Groups do their presentations using their bar charts.
- Get feedback on the listening task.

- 1 **WB p92** Make three sentences with the phrases in the diamond. Use three different phrases in each sentence.

Aim: to review structures from the unit

Key: Looking at Earth from space is fantastic. I said to the alien that I only spoke two languages. The alien said that he ate carrot ice cream for breakfast.

- 2 **WB p92** Draw lines and complete the sentences with the words from the box.

Aim: to review sentence structure

Key: 2 Flying to the moon is exciting. 3 The alien said that she flew around on a jet pack on her planet.
4 I said that my dad drove an old car. 5 Putting on a spacesuit needs practice. 6 Reading about dinosaurs is very interesting.

- 3 **WB p92** Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review language from the unit

- Elicit sentences students wrote for WB Activity 3.

Extension activity

Aim: to develop reflective skills

- Give general feedback on the presentations.
- Students discuss how their presentations went and what they will do next time to improve them.
- Each student writes these improvement points in their notebook to refer to next time.

Aims:

- to consolidate language from the unit
- to raise awareness of how to write a post on a discussion forum

New language: *post, discussion forum, awful, author, thread*

Recycled language: language from the unit

Materials: students' portfolios

Language competences: Your students will be able to use language from the unit to make a section for their portfolios.

Warm-up

Aim: to review the topic of portfolios

- Elicit what students did in their portfolios for the previous unit.
- Students look at each other's portfolios and compare their work.

- 1** **SB p93** Read the posts on a discussion forum. Do the writers all agree?

Aim: to give students practice with reading posts

- Focus students on the posts. Ask where we find this kind of writing (on the Internet).
- Elicit what the topic is (Animals in space). Check understanding of *thread*.
- Have students read out the four posts and check understanding.
- Ask who wrote each one and how they know.
- In pairs, students discuss if all the writers agree.
- Check and discuss with the class.

Key: Yes. They are all against animals in space.

- 2** **SB p93** Here are ideas from other posts on the forum. Match the sentence halves.

Aim: to raise students' awareness of the language to express opinions

- Students match the sentence halves individually and then compare answers in pairs.
- Check with the class. Check understanding of vocabulary.
- Elicit more sentences for each of the prompts 1, 2, 3, 4 to give students practice for their writing.

Key: 1 c, 2 d, 3 b, 4 a

- 3** **SB p93** Write posts for these discussion threads on 'Speak out'. Say what you think.

Aim: to give students practice in writing posts on a discussion forum

- Elicit some ideas for what they could write using the sentence stems from Activity 1.
- Read through and discuss the *Tips for writers*.
- Students plan their posts using *Tips for writers* as a guide.
- Students write a first draft of their posts.
- Go around and check their work.
- Students swap posts in pairs and give feedback.
- Students write a final draft of their posts.
- Students turn to the My portfolio writing practice section on page 124 of the Workbook.
- Work through the exercises with the class.

- 1** **WB p93** Find and write the words.

Aim: to practise spelling

Key: 2 screen, 3 gravity, 4 headset, 5 orbit, 6 waning

- 2** **WB p93** Complete the sentences with the words from Activity 1.

Aim: to review unit vocabulary

Key: 2 crater, 3 headset, 4 waning, 5 Gravity, 6 orbit

- 3** **WB p93** Look at the pictures and write the story. Use the ideas to help you write about each picture.

Aim: to practise writing skills

Ending the lesson

Aim: to enable students to express their preferences

- Ask students what their favourite song, game or activity is from the unit.
- Do the song, game or activity again with the class.

Extension activity

Aim: to enable students to discuss and share what they have learnt

- In groups, students look through each page of Unit 7, at their vocabulary books and at their portfolios and discuss what they have learnt in this unit.
- Students talk about what they have learnt and are good at, as well as what they need to improve.

8 A cold place

Aims:

- to present and practise vocabulary for cold places
- to give students listening practice

New language: *northern lights, iceberg, seal, seal pup, ice floe, polar bear, polar bear cub, sledge, mittens, igloo, North Pole, rise, flame, dragon, midnight, freezing*

Recycled language: language from the previous unit and levels of *Super Minds*

Materials: CD

Language Competences: Your students will be able to talk about cold places.

Warm-up

Aim: to introduce the context of cold places

- Elicit from students where the coldest places on the planet are (North and South Poles).
- Elicit from students what animals and people live there (South Pole: penguins and seals, North Pole: polar bears, foxes, reindeer and people).

Presentation

Aim: to present vocabulary for cold places

- Read the text at the top of the page with the class and have them look at the picture.
- Elicit where the friends are (at the North Pole) and if it is the present, the future or the past (we don't know). Check understanding of vocabulary.
- Use the picture in the Student's Book to further set the context of cold places and to present the vocabulary.
- Say each word for students to repeat.
- Check students understand the meanings of all the words.
- Elicit what students think is happening in the picture.

1 ^{CD 4}₁₀ **SB p94** Listen and say the words. Check with your partner.

Aim: to practise new vocabulary

- Students look at the numbered words and items in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students practise the new words in pairs.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.

2 ^{CD 4}₁₁ **SB p94** Read, listen and answer the questions.

Aim: to practise listening

- Encourage students to try to predict the answers.
- Play the recording. Students listen to find the answers.
- They check in pairs. Check with the class.

Key: 1 On the sledge. 2 They are building an igloo.
3 Phoebe. 4 A polar bear with her cub.

3 **SB p94** Choose a word for your partner to spell.

Aim: to give students practice with the new vocabulary

- Say one of the words for students to spell.
- Students take turns to say one of the words and to spell it.

1 **WB p94** Complete the words with the letters from the igloo.

Aim: to practise the new vocabulary

Key: 2 seal, 3 mittens, 4 iceberg, 5 sledge, 6 polar bear, 7 northern lights, 8 ice floe, 9 polar bear cub, 10 seal pup

2 **WB p94** Match the clues with the words from Activity 1.

Aim: to give further practice with the new vocabulary

Key: b 6, c 2, d 5, e 9, f 1, g 10, h 3, i 8, j 7

3 **WB p94** Look at the pictures. Then choose words from Activity 1 to complete the story. You don't need to use all the words and you can use some more than once.

Aim: to check textual cohesion and sequencing

Note: We usually say *paddle a kayak*, rather than *row a kayak*.

Key: 2 ice floe, 3 polar bear, 4 ice floe, 5 seal, 6 polar bear, 7 polar bear, 8 sledge

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the game again from SB Activity 3.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the ten new vocabulary items from the Student's Book presentation in their vocabulary books.
- For each item, they draw a picture and label it. They also write a description, e.g. *A seal is a mammal which lives on land and in the sea.*

Aims:

- to present and practise question tags with *be*
- to give students speaking practice

Recycled language: cold places

Material: CD

Language Competence: Your students will be able to use question tags with *be*.

Warm-up

Aim: to review vocabulary for cold places

- Write *Cold places* on the board.
- Brainstorm the new vocabulary from the previous lesson. Create a word map.

Presentation

Aim: to present question tags with *be*

- Write, e.g. *It is warm today, isn't it?* on the board.
- Point to the question mark and elicit that this is a question.
- Elicit another way of asking this question (*Is it warm today?*).
- Underline *isn't it?* and tell students that we call this a question tag and that we can add it to the end of some sentences to make them questions.
- Elicit what the verb is (*be*). Circle *is* in the statement and *isn't* in the tag. Make sure students notice that they are not the same (one is negative and one is positive).
- Draw an arrow to connect the first word in the sentence (*It*) to the last (*it*).
- Tell students that we repeat the same pronoun in the question tag.
- Write other statements on the board. Write the tags, e.g. *They aren't at school today, _____?* *You are older than your brother, _____?* *She isn't seven, _____?*
- Say them for students to repeat after you. Use rising intonation (like question intonation) for the tags.

- 1 **SB p95** Read the dialogue and answer the questions.

Aim: to practise question tags with *be*

- Students answer the questions individually and compare answers in pairs. Check with the class.

Key: 1 To the Arctic. 2 At the South Pole. 3 To feed.

- 2 **CD 4** **SB p95** Listen and say the sentences with question tags.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.

- Students take turns to practise the sentences with question tags in pairs.
- Students turn to the Grammar focus section on page 126 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 isn't it? 2 aren't they? 3 are they? 4 is it? 5 aren't they? 6 isn't it?

- 3 **SB p95** Work in pairs. Take it in turns to guess and answer about your favourite TV programme, food, game, animals or other ideas.

Aim: to practise question tags

- Students ask and answer about the other topics in pairs.

- 1 **WB p95** Choose the correct question tags.

Aim: to give students further practice with the new language

Key: 2 aren't they? 3 is it? 4 aren't they? 5 isn't it? 6 are they?

- 2 **WB p95** Complete the dialogue with the phrases from the box.

Aim: to give students further writing practice with the new language.

Key: 2 isn't it, 3 isn't it, 4 are they, 5 are they, 6 isn't it, 7 aren't they, 8 is it

- 3 **WB p95** Complete the sentences with question tags.

Aim: to give students additional practice with the new language

Key: 2 are you, 3 aren't they, 4 is it, 5 isn't she, 6 aren't you

Ending the lesson

Aim: to practise key language from the lesson

- Play the game from SB Activity 3 in open pairs.

Extension activity

Aim: to consolidate the new language

- Students write ten sentences from SB Activity 3 in their notebooks.
- They swap notebooks with their partner to check that they have used the question tags correctly.

Aims:

- to practise communication
- to present and practise word stress in two- and three-syllable words

New language: *remind, overnight*

Recycled language: things for cold places

Materials: CD, DVD-ROM

Language competences: Your students will be able to create and act out dialogues in pairs.

Phonics focus: Your students will be able to identify and correctly stress the schwa /ə/ in some two- and three-syllable words.

Warm-up

Aim: to review vocabulary for cold places

- Write each item of the cold places vocabulary on the board in scrambled letter order.
- Students work in pairs with Student's Books closed.
- They work out what each item is and write it correctly.
- Elicit the spelling from students to check.

- 1 **SB p96** Look at the photos. What plans have Olivia and Mia got for today?

Aim: to give students practice with making predictions

- Elicit who students can see in the pictures (two girls, Olivia and Mia) and what they are doing (talking on the phone).
- Read the question aloud with the class.
- Students cover the text and make their predictions in pairs.
- Discuss their ideas as a class.

- 2 **CD 13 SB p96** Read and listen to the dialogue to check your answers.

Aim: to practise reading and listening for specific information

- Focus students on the dialogue and tell them to listen and read carefully to find the answers.
- Play the recording. Students compare their answers in pairs.
- Check with the class. Check understanding of vocabulary.
- Play the DVD-ROM.
- Students practise the dialogue once or twice in open pairs.

Key: They are planning to go sledging.

- 3 **SB p96** Work in pairs.

Aim: to enable students to create and practise their own dialogues

- Students practise the dialogue from Activity 2 in pairs.
- Brainstorm ideas for the dialogue, e.g. *playing tennis, going swimming, sleeping in a tent*. Write some notes on the board.
- Read the *What to say* with the class.
- Students write their own dialogues in pairs, using Activity 2 as a model.
- Pairs practise and perform their dialogues for the class.

- 1 **WB p96** Complete the dialogue with the phrases from the box.

Aim: to check comprehension of functional language

Key: 2 isn't it, 3 Can I just check something, 4 Did you say, 5 aren't you

- 2 **CD 14 WB p96** Listen and say the words.

Aim: to identify the way stress changes in two- and three-syllable words

- 3 **WB p96** Say the words in the box and write them in the correct syllable stress column.

Aim: to practise syllable stress and the schwa phoneme /ə/

- 4 **CD 15 WB p96** Listen, check and say the words.

Aim: to practise saying words with the correct stress

Key: weather: mittens, problem, finished; today: because, remind, depends; holiday: grandparents, animal, suddenly; computer: forgotten, tomorrow, decided

Ending the lesson

Aim: to help students identify word stress

- Explain that you can often decide what is the correct stress by trying all the possible stress combinations.
- Use these words as examples: *window* (say as *window* and *win-dow*), *student*, *complete*, *machine*.
- Use these three-syllable words as examples, asking students to try saying all the possible combinations of stress: *suddenly*, *adventure*, *amazing*.

Extension activity

Aim: to give students further speaking practice

- Pairs swap dialogues from SB Activity 3.
- Pairs perform their new dialogues for the other pair.

Aims:

- to present and practise *may / might* for possibility
- to practise reading skills

New language: *climate, region, species, rare, politician*

Recycled language: cold places

Materials: CD, magazines with pictures

Language competences: Your students will be able to use *may / might* to express possibility.

Warm-up

Aim: to review vocabulary

- Write *North Pole* and *South Pole* on the board.
- Elicit what students remember/know about the different regions and the animals that live there.

Presentation

Aim: to present *may / might* for possibility

- Elicit what the weather is like today, e.g. *It's raining/sunny/cloudy.*
- Elicit from students what the weather will be like tomorrow, e.g. *It'll rain / be sunny.*
- Ask *Are you sure?*
- Tell them when we want to express possibility, we say, e.g. *It may / might rain. It may / might be sunny.* Tell students that *may* and *might* have the same meaning.
- Have students notice that there is *no to* before the verb (*It might rain*, not *It might to rain*).

- 1 **SB p97** Read the magazine interview with a scientist and complete it with the questions from the box.

Aim: to practise *may / might* for possibility

- Elicit what students can see in the picture (a polar bear) and where it lives (the North Pole).
- Students read the dialogue and complete it.
- They compare answers in pairs. Check with the class.
- Check understanding of: *climate, region, species, rare.*

Key: 1 Is that right? 2 What does it mean for the animals? 3 What can we do about this?

- 2 **CD 16 SB p97** Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 126 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise and check in pairs.

Key: 1 We may go to a concert tomorrow. 2 I might travel to Paris in August. 3 They might fly to the moon next year. 4 Jane may come to the party on Saturday. 5 We might visit our grandparents at the weekend.

- 3 **SB p97** Work in groups. Play the game.

Aim: to give further practice with the new language

- Students work in pairs and take turns to talk about the pictures using *may / might*. Check with the class.

- 1 **Think! WB p97** Put the lines in order.

Aim: to practise sequencing

Thinking skills: textual cohesion and sequencing

Key: 3, 7, 4, 1, 6, 2, 5

- 2 **WB p97** Rewrite the sentences with *may*.

Aim: to give further practice with the new language

Key: 2 Mum may buy a new car. 3 Jack may be angry. 4 Ella may not eat spinach. 5 It may be very cold tomorrow. 6 Peter may not want to go.

- 3 **WB p97** Look at the pictures where Jack is dreaming about the future. Write sentences with *may* or *might* and the verbs from the box.

Aim: to give students writing practice

Key: 2 Our team might / may win the Under-12 final. 3 We might / may all get a medal. 4 There might / may be a party. 5 Jess might / may see me at the party. 6 Jess might / may invite me to dance.

Ending the lesson

Aim: to review language from the lesson

- Read the first part of a sentence with *may / might* from the interview in the Student's Book, e.g. *Some scientists think that the Arctic ...* Students finish the sentence.

Extension activity

Aim: to encourage creativity

- Hand out the magazines to pairs of students.
- Pairs cut out a small part of some pictures so that it is difficult to see what the pictures are.
- Each pair sticks four pictures on a piece of paper.
- Students swap pictures with another pair and use the language from SB Activity 3 to talk about them.
- Pairs then make groups of four.
- One pair tells the other pair what they think the pictures are. The first pair then tells them what the images actually are.

Aims:

- to present a story
- to develop reading skills

New language: *know-it-all, ski-doo, spade, lower (v), exclaim, radio (v)*

Recycled language: characters and language from the story, cold places

Materials: CD

Language competences: Your students will be able to listen to and read a story.

Your students will be able to do a role play.

Warm-up

Aim: to review the characters and the context of the story

- Write *Phoebe, Alex and Patrick* on the board.
- Elicit what students remember about them from this unit.
- Give prompts if necessary, e.g. *Time Travellers, school seems strange, Science lesson, pirates (the past), a park in a city (the future), Ancient Egypt (the past), the Olympics (2016), the Great Fire of London (1666), Professor Potts' workshop (2130), the moon landing (1969), the North Pole (present).*

- 1 **SB pp98-99** Go through the text quickly and find answers to the questions.

Aim: to give students practice with skimming and scanning

- Have students look at the pictures and elicit what they can see.
- Read the two questions and check comprehension.
- Give students a time limit, e.g. two minutes, to read the text quickly to find the answers.
- They compare answers in pairs.

- 2 **CD 17 SB pp98-99** Read and listen to the story to check your answers.

Aim: to present a story and to develop reading skills

- Play the recording. Students listen and read to check their answers to the questions from Activity 1.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story. (The children identified the two men from photos. Then they walked to the beach. They didn't see any seals but they saw a hole in the ice with a glowing yellow light. They jumped into the hole and were gone in a flash.)

Key: 1 Because she has seen a documentary about Canadian seals. 2 They want to kill the seal pups for their fur.

Practice

Aim: to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *Where were the three friends?* (Near the sea/beach.) *Who knew most about the seals?* (Phoebe.) *What were the men driving?* (A ski-doo.) *Did they see the children?* (No.) *What did they want?* (To kill the seal pups for their fur.) *Are they allowed to do that?* (No.) *What did the children do to the men?* (They pushed them out to sea on the ice floe.) *Did the men escape?* (Yes, but the children identified their photos in the police station.)

- 1 **WB p98** Remember the story. Choose the correct answers.

Aim: to check memory skills

Key: 2 whitecoat, 3 ski-doo, 4 More than one person

- 2 **WB p98** Complete the summary with the missing letters. Each letter of the alphabet is missing once. Tick (✓) each letter when you use it in the grid below.

Aim: to check students' understanding of the story

Key: whitecoats, protected, noise, carrying, sticks, kill, jump, push, spades, floe, late, far, beach, because, water, freezing, helicopter, wave, pilot, radios, police, station, quickly, gate, middle

- 3 **WB p98** Choose the best end for each sentence.

Aim: to practise sentence cohesion

Key: 2 b, 3 a, 4 c

Ending the lesson

Aim: to practise the story

- Put students into groups of five (three children, helicopter pilot, police officer).
- In character, they read through the story silently and find which dialogue is theirs.
- Students do their role plays, using the direct speech from the story.

Extension activity

Aim: to stimulate students' creativity

- Tell students to imagine what the police officer at the end of the story tells his colleagues about the strange children that identified the two men from photos and who then disappeared.
- They brainstorm ideas in pairs and write a monologue.

Aims:

- to practise reading for specific information
- to identify key events in a story

Values: caring for the environment

New language: *area, colony*

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Value: caring for the environment

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were the friends? (At the North Pole.) Who did they see on a ski-doo? (Two men.) What did the men want to do? (Kill the seal pups for their fur.)*

- 3** **SB p99** Complete the sentences. You can use 1, 2, 3 or 4 words.

Aim: to focus students on the detail of the story

- Play the recording of the story again. Students listen and/or follow it in their Student's Books.
- Make sure students know what to do.
- They read the sentence stems individually and complete them with 1, 2, 3 or 4 words. They look back at the text as necessary.
- They compare their answers in pairs.
- Check with the class.

Key (possible answers): 1 on an ice flae, 2 four or five weeks, 3 seals in Canada, 4 lucky, 5 some photos, 6 into the hole

- 4** **Think!** **SB p99** Read and do the puzzle.

Aim: to give students practice with logical-mathematical skills

Thinking skills: Maths

- Read the puzzle aloud with the class. Check understanding of *area* and *colony*.
- Students do the puzzle individually and then check their answers in groups of three.
- Check with the class. Have a student who was able to do the puzzle explain how they got the answer.

Key: The first pair arrived in 2006. How many there are now depends on the year your students are studying the book. In 2014: 512; in 2015 double this number: 1,024; in 2016 double the number again: 2,048, etc.

- 1** **WB p99** Use the picture of the men on Student's Book page 98 to complete the dialogue.

Aim: to give students practice with descriptions

Key: 2 hair, 3 beard, 4 blue, 5 blonde, 6 glasses, 7 scar, 8 green

- 2** **WB p99** Read the article and write *t* (true) or *f* (false).

Aim: to give students practice with reading skills

Key: 2 *f*, 3 *t*, 4 *t*, 5 *f*, 6 *t*

- 3** **WB p99** What can we learn from the story? Colour the words.

Aim: to focus on the value of caring for the environment

Key: We must protect wild animals.

Ending the lesson

Aim: to stimulate students' personal reactions to a story

- Ask the students which their favourite part of the story was and why.
- Try to involve all the class in this discussion.

Extension activity

Aim: to discuss the value of caring for the environment

- Focus on the part of the story where the children tried to care for the environment and where there was a threat to the environment (the men coming to kill the seal pups for their fur).
- Elicit from students why this value is important and elicit what other examples of caring for the environment they can think of. Encourage students to think of small things, e.g. not throwing litter onto the street or into the countryside, as well as big things, e.g. saving water.

Note: Some of this discussion may need to take place in L1.

Aims:

- to practise speaking skills
- to practise listening skills

Skills:

- taking part in a class discussion
- listening for specific information

New language: *similarities and differences*

Recycled language: language from the unit

Materials: CD

Language competences: Your students will be able to take part in a class discussion.

Your students will be able to listen for specific information.

Warm-up

Aim: to activate vocabulary

- Write *Cold places* on the board.
- Elicit the vocabulary from the first lesson of this unit. Write the first letter of each word to help students remember.
- They do this activity with their Student's Books closed.
- Elicit the spelling of the words and write them on the board.

- 1** **SB p100** Work in pairs. What differences between the Arctic and the Antarctic do you know?

Aim: to activate students' understanding of the topic

- Do an example with the class, using the prompts.
- In pairs, students discuss their ideas. Remind them to use some of the words on the board, e.g. *polar bear, seal*.

- 2** **CD 4** **SB p100** Listen to a radio show to check your ideas.

Aim: to give students practice with listening for detail

- Make sure students are ready to listen.
- Play the recording. Students listen to check their answers. They compare their ideas in pairs.
- Play the recording again.
- Check with the class. Check understanding of vocabulary.
- Find out how many each pair got right in Activity 1.

Key (possible answers): Arctic (North Pole): an ocean, people live there, there are trees and polar bears, there aren't any penguins.

Antarctic (South Pole): a continent, only scientists doing research live there, there are no trees and no polar bears, there are penguins.

- 3** **SB p100** Write *Arctic* or *Antarctic* under the photos.

Aim: to check students' understanding of the topic

- Students do the activity and compare in pairs.
- Check with the class.

Key: 1 Arctic, 2 Antarctic, 3 Arctic, 4 Antarctic, 5 Arctic, 6 Arctic

- 4** **Think!** **SB p100** Work in pairs. Imagine that you are going on an expedition to the South Pole. Make a list of the five most important things that you will need.

Aim: to give students practice with speaking skills

Thinking skills: hypothesising, applying knowledge of the world

- Brainstorm ideas of things they might need to take, e.g. *warm clothes, food, sledge, dogs, radio, tent, sleeping bag*. Write these on the board.
- Demonstrate the activity with the class, using the prompts, e.g. *We'll definitely need to take a sledge. I think we should take a radio.*
- In pairs, students discuss what they need and decide on five items. They write the five items in a list.

- 5** **SB p100** Discuss with the rest of the class. Agree on a class list.

Aim: to give students practice with persuasion and agreement

- Make groups of six from three pairs. As a group, they agree on five items to take, from their list of 15.
- Each group explains why they chose their five items.
- Finally have the class vote and agree on five items.

- 1** **WB p100** Read the story about a hiker and his dog. Write *t* (true), *f* (false) or *ds* (doesn't say).

Aim: to give students practice with reading skills

Key: 2 ds, 3 ds, 4 t, 5 f, 6 t, 7 f, 8 t

Ending the lesson

Aim: to review the content of the lesson

- Elicit what students can remember about the story of the hiker and his dog from the Workbook.

Extension activity

Aim: to practise writing skills

- Students imagine they are going on a trip to the North Pole. They make a list of the five most important things they need and the reason for each one.

Aims:

- to practise reading skills
- to practise speaking skills
- to practise writing skills

Skills:

- reading for specific information
- taking part in a pair discussion
- writing about a hero

New language: *hero, heroine, officer, Navy, exhaustion, tragic, brave*

Recycled language: language from the unit

Materials: CD, reference materials and the Internet, poster paper

Language competences: Your students will be able to read for specific information.

Your students will be able to take part in a pair discussion.

Your students will be able to write about their hero.

Warm-up

Aim: to review the topic

- Brainstorm the differences between the Arctic and Antarctic and write them on the board.
- Ask students if they know the names of any famous explorers of the Arctic or Antarctic.

- 1** **SB p101** Read the magazine article. Did Scott's dream come true?

Aim: to give practice with skimming and scanning

- Elicit what the men are doing in the pictures and where they are (travelling on skis in the Antarctic).
- Check understanding of *dream come true*.
- Read the first paragraph aloud and elicit what Scott's dream was (to be the first man to go to the South Pole).
- Students read the rest of the text quickly to find if his dream came true.
- Students compare answers in pairs. Check with the class.

Key: No. The Norwegians reached the South Pole before him.

- 2** **Think!** **SB p101** Put the sentences in order.

Aim: to give practice with sequencing events in a story

Thinking skills: sequencing

- Students read the sentences silently, look back at the text and put them in the correct order.
- Students compare in pairs. Check with the class.

Key: 3, 1, 6, 5, 8, 7, 2, 4

- 3** **SB p101** Work in pairs. Read and discuss the questions.

Aim: to give students practice in pair discussions

- Check understanding of *hero* and *heroine*.
- Brainstorm one or two heroes/heroines with the class.
- In pairs, students discuss and write notes on the first question and then make a list of heroes/heroines, what they did and why they are special.
- Elicit heroes/heroines from different pairs and the reasons for their choices. Write the names on the board.

- 4** **SB p101** Choose a hero and write about him/her.

Aim: to give students practice with writing skills

- Have a student read the writing aloud.
- Students write a first draft and then swap with their partner. Students check each other's work.
- Students then write a final draft of their text.

- 1** **CD 15** **WB p101** Listen to Emma talking to James about buying a present for her brother. Tick (✓) A, B or C. **KEY**

Aim: to give students practice with listening for specific information

Key: 2 C, 3 B, 4 A, 5 B, 6 A

- 2** **WB p101** Work in pairs. Student A: Here is some information about a winter sports shop. Student B: You don't know anything about the shop. Ask and answer questions. **KEY**

Aim: to give students practice with speaking skills

Ending the lesson

Aim: to encourage students' personal responses

- Ask students what they liked about the story and why, and elicit examples of the bravery of the men.

Extension activity

Aim: to enable students to develop their research skills

- In groups, students find out about a present-day explorer who has travelled to the North or South Pole.
- They find out when the person went, how long the journey took and what the expedition was.
- Students create a poster about the person and their trip. They write short texts and use photos.
- Groups present their information to the class.

Aims:

- to integrate other areas of the curriculum through English: Environmental studies

New language: glacier, surface, valley, continental, ice sheet, snowfall, snowflake, billion, weight, press (v), farm (v), football pitch

Recycled language: language from the unit

Materials: reference materials and the Internet

Language competences: Your students will be able to use known language to talk about Environmental studies in English.

Warm-up

Aim: to introduce the topic of Environmental studies and glaciers

- Write *Cold places* on the board. Elicit the words from the first lesson.
- Tell students that there are rivers of ice at the North and South Poles. Ask them if they know what these are called in their L1.
- Tell students the topic of today's lesson is Environmental studies and glaciers.

1 SB p102 Can you answer any of these questions?

Aim: to activate students' prior knowledge of the topic

- Focus students on the five questions and ask students to take turns to read them aloud.
- In pairs, students discuss which answers they know.
- Elicit possible answers to each question with the class. Elicit students' ideas, but do not give the answer to any of the questions.

2 SB p102 Texts a-e answer the questions in Activity 1. Read and match the answers with the questions.

Aim: to give students practice with reading skills

- Read the activity instructions with the class and check understanding.
- Tell students to read the texts quickly and to match the questions with each text.
- Students do the task individually and then compare answers in pairs.
- Check with the class.
- Students take turns to read the texts aloud. Check understanding of concepts and vocabulary at the end of each text.

Key: 1 e, 2 c, 3 b, 4 d, 5 a

1 WB p102 Look at the pictures and write the words.

Aim: to consolidate students' understanding of vocabulary

Key: 2 valley, 3 snowflake, 4 North Pole, 5 South Pole

2 WB p102 Read the text on Student's Book page 102 again. Complete the sentences.

Aim: to consolidate students' understanding of the topic

Key: 2 high mountains, 3 continental glaciers, sheets, 4 10%, 5 move, 6 icebergs

3 WB p102 Match the sentence halves.

Aim: to give students practice with sentence cohesion

Key: 2 a, 3 d, 4 f, 5 b, 6 c

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt today, e.g. glaciers, what they are, where they are found, how they are made and how they move.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to extend students' understanding of the topic

- Students work in groups of four.
- Each group uses the Internet or reference books to find out about one particular glacier. They find out where it is, its size and other facts about it.
- Groups find out about different glaciers.
- Students organise the information into a short talk, which they illustrate with pictures and/or diagrams on the board.
- Groups take turns to present their talks about different glaciers.
- At the end of the presentations, ask the class which was the biggest glacier and which continents the glaciers were on that the groups talked about.

Aims:

- to extend the focus on Environmental studies through English
- to enable students to complete a project

New language: ice age, percentage, drown

Recycled language: Environmental science and glaciers

Materials: CD, materials for the project: maps, coloured pencils


Language competences: Your students will be able to talk about Environmental science in English.

Your students will be able to complete a project.

Warm-up

Aim: to review Environmental science and glaciers

- Write *Glaciers* on the board in a circle.
- Elicit what students learnt about glaciers in the previous lesson.
- Create a word map with this information.

- 1  **SB p103** Listen and correct the mistake in each sentence.

Aim: to review students' understanding of the topic

- Play the recording. Pause after each one for students to correct the mistakes with their partner, using the prompts.
- Play the recording again. Stop after each one and elicit the correction from one of the pairs or from the class.

Key: 1 Glaciers move about 7 metres every week. 2 Continental glaciers become icebergs. 3 Continental glaciers are found around the poles. 4 Glaciers are made of snowflakes. 5 Glaciers are getting smaller.

- 2 **SB p103** Read and complete the smart facts with the words from the box.

Aim: to enable students to apply what they have learnt

- Check understanding of *drown*.
- Students complete the smart facts individually and then compare their answers in pairs. Check with the class.
- Ask students which fact they find the most interesting/surprising/worrying.

Key: 1 above, 2 ship, 3 water, 4 melt, 5 cities

- 3 **Project** **SB p103** Find out how much of our planet is covered by glaciers.

Aim: to enable students to complete a project

- Read through what they need to do for the project. Elicit from students where they are going to find a map which shows the glaciers (the Internet / reference books).

- Students work in pairs or groups of three.
- First they find out what percentage of the Earth was covered by glaciers 20,000 years ago.
- Then they find a map on the Internet or in a reference book which shows where glaciers are today.
- They fill in the map in their Student's Books.

Key: 1 28 per cent

- 1 **WB p103** Read the webpage. Write questions for the answers.

Aim: to give more practice with writing questions

Key: 2 Why are most of the glaciers in South America melting very quickly? 3 Where is Perito Moreno? 4 What have scientific experts said about the ice mass of the glacier? 5 What stops the glacier from melting in the summer?

- 2 **WB p103** Read Pedro's text. Underline the information in different colours.

Aim: to give students practice in reading skills

Key: Red: Mexico City, Blue: Orizaba / Stor mountain, Green: more than 5,600 metres, Orange: It has got a glacier on top but it is also a dormant volcano.

- 3 **WB p103** Research and write about another mountain.

Aim: to give students practice with writing skills

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write on the board: *Today I've learnt ...*
- Elicit from students what they learnt today, e.g. *more about Environmental studies and glaciers, how much of the Earth's surface was covered by glaciers during the last ice age and how much of the Earth's surface is covered by glaciers now.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Elicit from students what they liked and what they would change if they did the project again.
- Individually, students make notes on what they did, the sequence they did it in, what they liked and what they would change.
- Students then each write a report using their notes.

Aims:

- to consolidate language from the unit
- to develop interactive speaking skills

Recycled language: language from the unit, holidays and travel

Language competences: Your students will be able to plan and act out a short dialogue.

Warm-up

Aim: to review *may / might*

- Tell students to think about next weekend and what they would like to do.
- Give a few examples, e.g. *I may go to the cinema. I might go and visit my aunt.*
- Remind students that these are possibilities and not definite plans.
- Go around the class, eliciting possible ideas from students for the weekend.

1 SB p104 Work in pairs. Choose a role card.

Aim: to prepare and plan for a role play

- Tell students they are going to act out a short dialogue between a person wanting to go on holiday and a friend interested in their holiday plans.
- Read through the role cards with the class.
- In their pairs, students each choose their role card.
- Elicit full examples of the useful language, e.g. *How are you going to get there? We might go by train.*
- Make sure pairs know what to do and what language they need to use.
- Pairs compose a short role play. Monitor each pair and help as necessary.
- Remind students to focus on the improvement points they wrote in their notebooks after the last role play.
- Students practise their role plays so that they can perform them without reading the text.

2 SB p104 Act out your dialogue.

Aim: to practise interactive speaking skills

- Pairs take turns to perform their short role plays for the class.

1 WB p104 Choose six words or phrases to complete the sentences.

Aim: to review language from the unit

Key: 2 might become, 3 aren't, 4 might not, 5 are, 6 isn't

2 WB p104 There is a word missing from these sentences. Write each sentence with a word from the box in the correct place.

Aim: to review sentence structure

Key: 2 He might have to wait a long time, so he's taken a book. 3 Your friends are hungry, aren't they? 4 We may find your key in the garden, so let's look there. 5 Tomorrow is Saturday, isn't it? 6 When the climate changes, the summers might get longer.

3 WB p104 Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review functional language from the lesson

- Pairs volunteer to act out their dialogues again from SB Activity 2.
- Use this activity to review the functional language from the lesson.

Extension activity

Aim: to develop reflective skills

- Give students your feedback on the role plays. Make general points and don't identify which group you are referring to.
- In their role-play pairs, students discuss how they think their role plays went and what they will do next time to improve them.
- Each student writes these improvement points in their notebook so that they can refer to them before the next role play.

Aims:

- to consolidate language from the unit
- to raise awareness of how to write a review

New language: *sponge, crazy, recommend, mammoth, sabre tooth tiger, sloth, review, series*

Recycled language: language from the unit

Materials: students' portfolios

Language competences: Your students will be able to use language from the unit to make a section for their portfolios.

Warm-up

Aim: to review the topic of portfolios

- Elicit what students did in their portfolios for the previous unit.
- Students look at each other's portfolios and compare their work.

- 1** **SB p105** Read the reviews and answer the questions.

Aim: to give students practice with reading reviews

- Focus students on the reviews. Elicit what the two programmes are called (*SpongeBob* and *Ice Age*).
- Read the two questions with the class and check understanding of *recommend*.
- Students read the two texts silently and find the answers to the questions. They compare their answers in pairs.
- Check with the class.
- Have students take turns to read the texts aloud around the class. Check understanding of vocabulary.

Key: 1 *Ice Age* is a film (I saw it at the cinema first). *SpongeBob* is on TV (I watch it every week). 2 Yes, they both like them.

- 2** **SB p105** Write a review of a TV series or a film. Look at the reviews in Activity 1 to help you. Make sure that you include the points below.

Aim: to give students practice in writing reviews

- Read through the activity instructions with the class and check students know what to do.
- Check understanding of vocabulary and elicit some ideas for films or TV series they could write about.
- Read through and discuss the *Tips for writers* with the class.
- Students work individually. They plan their reviews using the bullet points and the *Tips for writers* as a guide.
- Go around the class to check at each stage and help as appropriate.
- Students write a first draft of their reviews.
- Go around and check their work.

- Students swap reviews in pairs and give each other feedback.
- Students write a final draft of their reviews for their portfolios.
- Students turn to the My portfolio writing practice section on page 125 of the Workbook.
- Work through the exercises with the class.

- 1** **WB p105** Find and write the words.

Aim: to practise spelling

Key: iceberg, Antarctic, igloo, glacier, mittens

- 2** **WB p105** Complete the sentences with the words from Activity 1.

Aim: to review unit vocabulary

Key: 2 Arctic, 3 glacier, 4 Antarctic, 5 igloo, 6 mittens

- 3** **WB p105** Choose an environmental problem. Write a letter for a newspaper. Answer these questions in your letter.

Aim: to practise writing skills

Ending the lesson

Aim: to enable students to express their preferences

- Ask students what their favourite song, game or activity is from the unit.
- Do the song, game or activity again with the class.

Extension activity

Aim: to enable students to discuss and share what they have learnt

- Put students into groups of four.
- They look through each page of Unit 8, at their vocabulary books and at their portfolios and discuss what they have learnt in this unit.
- Encourage students to talk about what they have learnt and are good at, as well as what they need to improve.

9 The Jurassic Age

Aims:

- to present and practise vocabulary for dinosaurs
- to give students listening practice

New language: *Jurassic Age, sunrise, horizon, valley, pond, grassland, stream, bush, swamp, log, meadow, dinosaur, lizard, die out*

Recycled language: language from the previous units and levels of *Super Minds*

Materials: CD

Language competences: Your students will be able to talk about dinosaurs.

Warm-up

Aim: to introduce the context of dinosaurs

- Elicit from students what they know about dinosaurs: where they lived, when they lived, what they looked like, what happened to them.
- Write some notes on the board.

Presentation

Aim: to present vocabulary for dinosaurs

- Read the text at the top of the page with the class and have them look at the picture.
- Elicit where the friends are (in the Jurassic Age) and if it is the present, the future or the past (65 million years ago). Check understanding of vocabulary.
- Use the picture in the Student's Book to further set the context of dinosaurs and to present the vocabulary.
- Say each word for students to repeat.
- Check students understand the meanings of all the words.
- Elicit what students think is happening in the picture.

1 CD4 21

SB p106 Listen and say the words. Check with your partner.

Aim: to practise new vocabulary

- Students look at the numbered words and items in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students practise the new words in pairs.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.

2 CD4 22

SB p106 Read, listen and complete the sentences.

Aim: to practise listening

- Encourage students to try to predict the answers.
- Play the recording. Students listen to find the answers.
- They check in pairs. Check with the class.

Key: 1 future, 2 she can see a dinosaur, 3 go and explore, 4 rocks

3

SB p106 Choose a word. Describe it for your partner to guess.

Aim: to give students practice with the new vocabulary

- Describe one of the words for the class to guess.
- Students do the activity in pairs. They take turns to describe one of the words and to guess it.

1

WB p106 Complete the crossword.

Aim: to practise the new vocabulary

Key: Across: 6 grassland, 7 log, 8 stream;
Down: 1 valley, 2 horizon, 3 bush, 4 sunrise, 5 pond

2

Think! **WB p106** Write the words from Activity 1. Add other words that you know.

Aim: to give further practice with the new vocabulary

Thinking skills: classifying

Key: 1 stream, swamp (river, sea, ocean, lake, island, pool); 2 bush, grassland, log (forest, flower, grass, vegetables); 3 shadow, sunrise (northern lights, lightning, cloud, sun)

3

WB p106 Complete the dialogue with the words from the box.

Aim: to give students practice with gap filling

Key: 2 swamp, 3 future, 4 past, 5 horizon, 6 dinosaur, 7 joking, 8 pond

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the game again from SB Activity 3.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the ten new vocabulary items from the Student's Book presentation in their vocabulary books.
- For each item, they draw a picture and label it. They also write a description, e.g. *A pond is a small lake or pool.*

Aims:

- to present and practise the 2nd conditional
- to give students speaking practice

New language: *triceratops, T-rex, time machine*

Recycled language: *dinosaurs*

Materials: CD

Language competences: Your students will be able to talk about hypotheses using the 2nd conditional.

Warm-up

Aim: to review vocabulary for dinosaurs and the Jurassic Age

- Write *The Jurassic Age* on the board.
- Brainstorm the new vocabulary from the previous lesson. Create a word map.

Presentation

Aim: to present the 2nd conditional

- Ask students *Do dinosaurs exist? Is it possible to see one today?* (No.)
- Say *I want you to imagine that you can see a dinosaur, like the children in the story. What would you do?*
- Elicit their responses and write them on the board, e.g.
I'd take a photo.
I'd run away.
I'd phone my friend.
- Elicit what the 'd stands for (*would*).
- Write *If I saw a dinosaur*, above the column.
- Prompt students to read the three complete sentences, e.g. *If I saw a dinosaur, I'd run away.*
- Ask concept questions, e.g. *Is it possible to see a dinosaur?* (No.) *Could it happen?* (No.) *So this is imaginary. Are we imagining a time in the present, the past or the future?* (The present and the future.)
- Explain that the past simple is used here because the situation is unreal, not because it is in the past.

- 1 SB p107 Match the sentence halves. Number the pictures to match the sentences.

Aim: to practise the 2nd conditional

- Students do the task individually and compare in pairs.
- Focus students on *If I were ...* Tell them this is the form we usually use for the first person *I* in the 2nd conditional. (*If I was* is also possible.)

Key: 1 c z, 2 d x, 3 a w, 4 b y

- 2 CD 23 SB p107 Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.

- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 127 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 hod, 2 sow, 3 met, 4 were, 5 went

- 3 SB p107 Play *Guess who wrote it*.

Aim: to practise the 2nd conditional

- The students each draw a picture of an imaginary situation (it doesn't have to refer to the past).
- They then each write a sentence using the one in the Student's Book as a model: *If I had a time machine, I'd ...*
- Collect the pictures and texts and display them around the walls of the classroom.
- Students go around and guess who wrote which one.

- 1 WB p107 Match the sentences from the box with the pictures.

Aim: to give students further practice with the new language

Key: 2 If I had an amazing new mountain bike, I'd ride around all day. 3 If I went to my best friend's house, I'd show him my bike. 4 If I saw girls from our class, I'd wave.

- 2 WB p107 Complete the sentences with the correct form of the verbs in brackets.

Aim: to give students further writing practice with the new language

Key: 2 went, 3 had, 4 saw, 5 were

- 3 WB p107 Look at the pictures and write sentences with *If I*.

Aim: to give additional practice with the new language

Ending the lesson

Aim: to practise key language from the lesson

- Elicit the sentences from SB Activity 1.
- Then have students complete each of the sentences orally with their own ideas (*I'd ...*).

Extension activity

Aim: to consolidate the new language

- Put students into groups of four.
- They compare their sentences for WB Activity 3.
- In their groups, they write four more sentences with *If I* about things they would like to do.

Aims:

- to sing a song with the class
- to review different spellings of the *or* phoneme and sentence stress

New language: *hang out, poke, horn, mess about, pointy, claw, creep up, roar, pterosaur, rap*

Recycled language: 2nd conditional, dinosaurs

Materials: CD, poster paper


Language competences: Your students will be able to join in with a song.

Phonics focus: Your students will be able to say the *or* phoneme in different words and use rise-fall intonation when asking questions with two options (e.g. *Do you prefer apples or bananas?*).

Warm-up

Aim: to review the 2nd conditional

- Ask some of the students to tell the class the 2nd conditionals they wrote for SB Activity 3 on page 107.

1  **SB p108** Listen and answer the questions. Then sing the song.

Aim: to sing a song with the class


- Focus students on the two questions at the top of the page. Check understanding.
- Students cover the lyrics of the song.
- Play the recording. Students listen and answer.
- They compare answers in pairs. Check with the class.
- Students uncover the lyrics of the song. Check understanding of vocabulary: *hang out, poke, horn, mess about, pointy, claw, creep up, roar, pterosaur*.
- Play the recording. Students follow the song in their Student's Books.
- Play the recording again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Focus students on the 'All about music' box. Read it with the class. Check understanding of vocabulary.
- Do the 'What I think' survey using a show of hands. Count the number of hands up for each option (It's great / It's OK / I don't really like it).
- Review the results, e.g. *So, most of you think rap is great or Most of you think it's OK.*
- Use this information to decide whether or not to use the karaoke version of the song.

Key: 1 horns, claws, wings, 2 (Students' own answers)

2  **SB p108** Listen and say the dialogue.

Aim: to review different spellings of the *or* phoneme and practise intonation

- Remind students that words can have different spellings for the *or* sound. Write *dinosaur* and *roar* on the board as examples.
- Play the recording. Students listen, read and repeat.
- Divide the class so that one half is Paul and the other Flora. The class says the dialogue twice, exchanging roles.
- Students practise the dialogue in pairs.


1  **WB p108** Match the song phrases with the definitions. Match them with the pictures.

Aim: to check students' understanding of the song


Key: 2 dw, 3 az, 4 by

2  **WB p108** Listen and say the words.

Aim: to identify and say words with the *or* phoneme

3  **WB p108** Complete the sentences with the words from the box. Match them with the pictures.

Aim: to say and spell words with the *or* phoneme and practise rise-fall intonation

4  **WB p108** Listen and check. Ask and answer with a partner.

Aim: to practise rise-fall intonation

Key: 2 dinosaurs c, 3 autumn f, 4 small e, 5 wolking d, 6 staries a

Ending the lesson

Aim: to review the song

- Sing the song again with the class.
- Make six groups. Each group takes a turn to sing one of the verses.

Extension activity

Aim: to activate students' imaginations

- Brainstorm the names of other dinosaurs.
- Groups write a new verse about another dinosaur.
- They can use one of the current verses as a model (make a few changes) or write a new verse.
- Students practise and then either perform their new songs for the class or write the new song on poster paper and illustrate it.

Aims:

- to present and practise 2nd conditional questions
- to practise speaking skills

New language: *nature park, country*

Recycled language: *town and country*

Materials: CD

Language competences: Your students will be able to ask questions using the 2nd conditional.

Warm-up

Aim: to review vocabulary

- Write *Town* and *Country* on the board.
- Brainstorm what these two places mean to students, e.g. *tall buildings, fields, animals, shopping centres*.
- Create word maps around each one.

Presentation

Aim: to present 2nd conditional questions

- Elicit lines 1 and 3 of the song from the previous lesson and write them on the board: *If I were a dinosaur, I'd mess about with my friends.*
- Ask around the class: *What would you do if you were a dinosaur?*
- Students answer, e.g. *If I were a dinosaur, I'd sleep all day.*
- Ask students what your question was and write it on the board.

1 **SB p109** Choose the best answers for you.

Aim: to practise 2nd conditional questions

- Elicit what students can see in the pictures (town and country) and ask a student to read the question aloud.
- Tell the class that this is a questionnaire.
- Students do the questionnaire individually and record their answers.
- They compare answers in pairs.
- Check with the class. Have students read each question with its two options aloud.
- Students read the key aloud.
- Then ask students whether they have more A answers or more B answers.

2 **CD 29** **SB p109** Listen and say the questions and the answers.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the questions and the answers in pairs.

- Students turn to the Grammar focus section on page 127 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 d, 2 c, 3 a, 4 e, 5 b

3 **SB p109** Work in pairs. What would or wouldn't you do if you met or saw these people and things? Ask and answer.

Aim: to give students further practice with the new language

- Demonstrate the activity using one of the pictures, e.g. *If I met Beyoncé, I'd ask her for her autograph.*
- Students work in pairs and take turns to ask and answer about the pictures.
- Check with the class, using open pairs.

1 **WB p109** Match the questions with the answers.

Aim: to review the new language

Key: 2 e, 3 d, 4 b, 5 c, 6 a

2 **WB p109** What would Paul do if ... ? Write questions and match the answers with the questions.

Aim: to give further practice with the new language

Key: 2 What would Paul do if he went to New York? a
3 What would Paul do if he saw a cat in a tree? d
4 What would Paul do if he met the British queen? f
5 What would Paul do if he went to Rio de Janeiro? b
6 What would Paul do if he had a new skateboard? e

Ending the lesson

Aim: to review language from the lesson

- Review questions and answers from SB Activity 3.
- Students ask and answer in open pairs.

Extension activity

Aim: to encourage creativity

- Write these sentence prompts on the board:
What would you do
– *if you saw a monster?*
– *if you met an alien?*
– *if you had a lot of money?*
– *if you saw a house on fire?*
– *if you found a lot of money in the street?*
- Students write answers in their notebooks.

Aims:

- to present a story
- to develop reading skills

New language: *herbivore, velociraptor, shadow, beak*

Recycled language: characters and language from the story, dinosaurs

Materials: CD

Language competences: Your students will be able to listen to and read a story.

Your students will be able to do a role play.

Warm-up

Aim: to review the characters and the context of the story

- Write *Phoebe, Alex and Patrick* on the board.
- Elicit what students remember about them from this unit.
- Give prompts if necessary, e.g. *Time Travellers, school seems strange, Science lesson, pirates (the past), a park in a city (the future), Ancient Egypt (the past), the Olympics (2016), the Great Fire of London (1666), Professor Potts' workshop (2130), the moon landing (1969), the North Pole (the present), the Jurassic Age (65 million years ago).*

- 1 **SB pp110–111** Look at the pictures. Do you know the names of any of these dinosaurs?

Aim: to activate students' knowledge of the world

- Have students look at the pictures and elicit what they can see.
- Find out if any students can name any of the dinosaurs.
- Don't confirm their answers at this stage.

- 2 **CD 4 30 SB pp110–111** Read and listen to the story to check your answers.

Aim: to present a story and to develop reading skills

- Play the recording. Students listen and read to check their answers to Activity 1.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story. (The pterosaur took them to its nest to feed its babies. At the last minute a yellow light appeared and the children were gone in a flash. They landed back in their classroom, only a few seconds after they left.)

Key: triceratops, T-rex, pterosaur

Practice

Aim: to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *Where were the three friends?* (In the jungle.) *What did they see first?* (A triceratops.) *What did it eat?* (Plants. It was a herbivore.) *What was the name of the small dinosaurs?* (Velociraptors.) *Did they look friendly?* (No.) *Why did the children run?* (Because a T-rex appeared.) *What did the pterosaur do?* (It picked the children up in its beak.)

- 1 **WB p110** Match the dinosaur names from the box with the pictures.

Aim: to check vocabulary

Key: 2 T-rex, 3 pterosaur, 4 velociraptor

- 2 **WB p110** Remember the story. Read the summary and complete the words.

Aim: to check students' understanding of the story

Key: 2 scare, 3 group, 4 worry, 5 mouth, 6 teeth, 7 circle, 8 head, 9 danger, 10 dinosaur, 11 beak, 12 nest, 13 hungry, 14 classroom

- 3 **WB p110** Answer the questions.

Aim: to review the story

Key: 2 Because it's a herbivore. 3 They are making a circle around Alex. 4 It roars. 5 'Are you three OK?' 6 He finds an old bracelet.

Ending the lesson

Aim: to practise the story

- Put students into groups of four (three children and Mr Davis). Students decide which of the characters they are.
- In character, they read through the story silently and find which dialogue is theirs.
- Students do their role plays, using the direct speech from the story.
- If time, they change roles.
- Volunteer groups do their role plays for the class.

Extension activity

Aim: to stimulate students' creativity

- Put students into groups of three.
- Tell students to imagine what the three friends say to each other about their adventures after the lesson.
- They brainstorm ideas in their threes and write notes for a conversation.
- Threes take turns to role play their conversations to the class.

Aims:

- to practise reading for specific information
- to identify key events in a story

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were the friends? (In the jungle in the Jurassic Age.) How many different kinds of dinosaur did they see? (Four.) What was about to happen to them when they saw the gate? (The babies were going to eat them!)*

- 3** **SB p111** Use the pictures to help you complete the sentences.

Aim: to focus students on the detail of the story

- Play the recording of the story again. Students listen and/or follow it in their Student's Books.
- Make sure students know what to do.
- They use the pictures to help them complete the sentences. They look back at the text as necessary.
- They compare their answers in pairs.
- Check with the class.

Key: 1 bushes. 2 Alex. 3 a velociraptor. 4 a pterosaur. 5 the explosion. 6 a bracelet.

- 4** **Think!** **SB p111** Help the Time Travellers remember what happened. Where are these things from?

Aim: to review the story

Thinking skills: making visual connections

- Focus students on the activity instructions. Check they understand that this is a review of the whole of the story in the Student's Book.
- In pairs, students look at the pictures and talk about them using *I think...*
- Elicit and discuss as a class.

Key: 1 A coin from pirates. 2 A hieroglyph from Ancient Egypt. 3 A programme from the Rio Olympics. 4 A spanner from Professor Potts' workshop. 5 A mug of tea from the Houston control room. 6 A jet pack from the future

- 1** **WB p111** How much do you remember about the Time Travellers' adventures? Do the quiz.

Aim: to enable students to review the events in the story

Key: 1 b, 2 c, 3 a, 4 a, 5 c, 6 b, 7 c, 8 a, 9 c, 10 b

Ending the lesson

Aim: to stimulate students' personal reactions to a story

- Ask the students which their favourite part of the story was and why.
- Try to involve all the class in this discussion.

Extension activity

Aim: to stimulate creativity

- Brainstorm ideas for other possible adventures for the Time Travellers.
- Either, students work individually. They write another (short) episode of the story. Go around the class and help as appropriate. They swap drafts of their story with a partner. Students check each other's work. Students then write a final draft of the episode of their stories.
- Or, students work in groups of four. They write another episode of the story as a play with characters (the three friends and a character they meet). They write the dialogue and the stage directions / narrative. Go around the class and help as appropriate. Groups rehearse their plays and then perform them for the class. Video record the performances and play them back to the class.

Aims:

- to practise reading skills
- to practise speaking skills

Skills:

- reading for detail
- taking part in a pair discussion

New language: *wildlife, dragonflies, like (prep), mallard, tadpole, newt, larva, kingfisher, heron, patiently, water vole, for a while, water boatmen, upside-down, stickleback, spike, scale*

Recycled language: language from the unit

Materials: dictionaries

Language competences: Your students will be able to read for detail.

Your students will be able to take part in a pair discussion.

Value: taking an interest in nature

Warm-up

Aim: to activate vocabulary

- Write *Animals and birds* in a circle on the board.
- Ask students what they know about animals and birds that live around them, in the park, around the school or in the garden.
- Elicit the names of some of these animals in L1.
- Tell students that today they are going to read about some of the animals and birds that live around ponds in the UK.

- 1** **SB p112** Look at the photos around the pond. Read the magazine article and match the photos with the paragraphs.

Aim: to practise reading skills

- Focus students on the picture of the pond. Elicit that there are plants growing around the pond. Ask if it is fresh or salty water (fresh water).
- Students read the introductory text aloud around the class. Check understanding of vocabulary and elicit which is the picture of a dragonfly (3).
- Elicit what students can see in the other pictures. Don't give the names of the creatures if students don't know them (they will find the names later in the reading). Accept, e.g. *duck* for 5, *small mammal* for 7.
- Tell students to read the article silently and to match the photos with the paragraphs. Remind them to look for key words, e.g. *bird, fish*, to help them with their match.
- Students compare their answers in pairs.

- Check with the class. Students take turns to read the paragraphs aloud. Check pronunciation.

Key: a 5, b 2, c 1, d 8, e 7, f 3, g 6, h 4

- 2** **SB p112** Work in pairs. Make a list of pond animals which you might find in your country. Describe them for your classmates to guess.

Aim: to give students practice with speaking skills

- Pairs make their lists, using the ideas from the warm-up.
- Provide students with dictionaries so that they can find the names of the animals in English.
- Each pair then chooses about four animals and writes a short description of them. Remind the pairs not to mention the animal's name in the description.
- Pairs describe a pond animal for students to guess.

- 1** **WB p112** Complete the cards with the animal names and the star facts from the box.

Aim: to consolidate understanding of the topic

Key: 2 Kingfisher, Blue feathers, 3 Dragonfly, Four wings, 4 Water vole, Homes in holes, 5 Water boatman, Swim backstroke, 6 Mallard, Green head 7 Stickleback, Spiky back, 8 Heron, Long legs

- 2** **WB p112** Read the texts on Student's Book page 112 again. Which animal is it?

Aim: to give further practice with reading skills

Key: 2 heron, 3 newt, 4 dragonfly, 5 mallard, 6 water boatman / backswimmer, 7 water vole, 8 kingfisher

- 3** **Values** **WB p112** What can we learn about the world? Colour the words.

Aim: to focus on the value of taking an interest in nature

Key: The world around us is wonderful.

Ending the lesson

Aim: to review the content of the lesson

- With Student's Books closed, elicit what students can remember about the pond animals.

Extension activity

Aim: to discuss the value of taking an interest in nature

- Elicit why taking an interest in nature is important.
- Find out how many students are regularly involved in activities which take them into the natural world, e.g. hiking, walking, collecting things, fishing, camping, birdwatching, taking photographs.

Note: Some of this discussion may need to take place in L1.

Aims:

- to practise listening skills
- to practise reading skills
- to practise writing skills

Skills:

- listening for specific information
- reading for detail
- writing a riddle

New language: *riddle, answerphone, club, wellington boots, waterproof coat, packed lunch, binoculars, net*

Recycled language: language from the unit

Materials: CD

Language competences: Your students will be able to listen for specific information.

Your students will be able to read for detail.

Your students will be able to write a riddle.

Warm-up

Aim: to review the topic

- Elicit the names of the pond animals from SB page 112 and write them on the board.
- With books closed, ask students what they remember about each of the animals.

- 1** ^{CD4}₃₁ **SB p113** Holly is a member of her local nature club. Listen to an answerphone message and tick (✓) the things that she needs to take on her pond trip.

Aim: to give students practice with listening for specific information

- Focus students on the pictures for Activity 1. Elicit/pre-teach what each one is.
- Play the recording. Students listen and tick.
- They compare answers in pairs. Check with the class.

Key: 1 ✓ 4 ✓ 6 ✓ 7 ✓

- 2** ^{CD4}₃₂ **SB p113** Listen again and answer the questions.

Aim: to give students further practice with listening

- In pairs, students try to remember answers from the previous listening.
- Play the recording. Students listen for the answers.
- They compare answers in pairs. Check with the class.

Key: 1 9 o'clock, 2 In the school car park, 3 3 o'clock, 4 279453, 5 £5

- 3** **SB p113** Read the riddles and guess the answers.

Aim: to give students practice with reading skills

- Read each riddle aloud for the class and check understanding of *riddle*.
- Students discuss the riddles in pairs and guess.
- Make groups of four from two pairs for students to compare their guesses. Elicit and discuss as a class.

Key: A heron, A frog, A water vole

- 4** **SB p113** Choose an animal and write a riddle for your classmates to guess.

Aim: to give students practice with writing skills

- Re-read the riddles with the class and focus on what the animal looks like, what it does, etc.
- Make sure students notice that the last line is *What am I?* and that the animal's name isn't mentioned.
- Brainstorm some possible animals they could use.
- Students work individually and write their riddles.
- Students read out their riddles for the class to guess.

- 1** **WB p113** Read the sentences about Holly's trip with the nature club. Choose the best word (A, B or C) for each space. **KEY**

Aim: to give students practice with reading for specific information

Key: 2 A, 3 A, 4 C, 5 B, 6 C

- 2** **WB p113** Holly's dad asked her about the trip. Put the dialogue in order.

Aim: to give students practice with sequencing

Key: 3, 1, 7, 9, 5, 8, 10, 6, 4, 2

- 3** **WB p113** Write about an animal that you can find in ponds where you live. Find a photo or draw a picture of it.

Aim: to give students practice with writing skills

Ending the lesson

Aim: to review language from the lesson

- Display the riddles around the class.
- Have students go round the class and choose the riddles they think are the best. Elicit their reasons.

Extension activity

Aim: to encourage cooperation and appreciation

- In groups, students silently read each other's descriptions of a pond animal from WB Activity 3.
- Each student gives a) one positive piece of feedback and b) one suggestion for improvement.

Aims:

- to integrate other areas of the curriculum through English: Biology

New language: fossil, remains (n), shell, footprint, form (v), bug, rot (v), landscape, palaeontologist

Recycled language: language from the unit

Materials: reference books, the Internet, poster paper

Language competences: Your students will be able to use known language to talk about Biology in English.

Warm-up

Aim: to introduce the topic of Biology and fossils

- Write *Dinosaurs* on the board.
- Ask students how we know that dinosaurs lived on the Earth in the past.
- Write the word *Fossil* on the board. Find out if any students have ever found or collect fossils.
- Tell students the topic of today's lesson is Biology and fossils.

- 1 **SB p114** Read about fossils. Which photo doesn't show a fossil?

Aim: to activate students' knowledge of the topic

- Focus students on the five photos and on the text for Activity 1.
- Read the text aloud around the class. Check understanding of vocabulary.
- Read the activity instructions aloud with the class.
- In pairs, students discuss which photo does not show a fossil.
- Elicit what the other photos show.

Key: c

- 2 **SB p114** Read about how fossils are formed. What do we call scientists who look for fossils?

Aim: to give students practice with reading skills

- Read the activity instructions with the class and check understanding.
- Tell students to read the text quickly and to find the name of the scientists who look for fossils.
- Students compare answers in pairs. Check with the class.
- Read the text aloud around the class, pausing frequently to check understanding and to discuss the concepts.

Key: Palaeontologists

- 3 **Think!** **SB p114** How many words can you make from the answer to Activity 2?

Aim: to give students practice with spelling

Thinking skills: visualising spelling

- Students work in pairs to write as many words as they can within a time limit.
- Elicit the words from pairs and write them on the board.
- The pair with the most correctly spelt words wins.

Key (possible answers): pool, step, log, list, plan, slip, stone, one

- 1 **WB p114** Read the article and write *t* (true), *f* (false) or *ds* (doesn't say).

Aim: to give students practice with reading skills

Key: 2 *f*, 3 *t*, 4 *ds*, 5 *f*, 6 *t*

- 2 **WB p114** Read the text on Student's Book page 114 again. Put the sentences in order.

Aim: to give students practice with sequencing

Key: 8, 2, 5, 3, 7, 1, 4, 6

- 3 **Think!** **WB p114** Look at the dinosaur exhibits and complete the signs. Use the story on Student's Book pages 110–111 to help you.

Aim: to review vocabulary

Thinking skill: visualising spelling

Key: 2 T-rex, arms, 3 velociraptor, tail, 4 pterosaur, wings

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt about today, e.g. *fossils, what they are, how they are formed and the name of scientists who study them.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to extend students' understanding of the topic

- In groups, students use the Internet or reference books to find out more about fossils. They find a picture of a fossil and also find a picture of what scientists think the animal looked like.
- They organise their information on posters.
- Display the posters around the class.

Aims:

- to extend the focus on Biology through English
- to enable students to complete a project

New language: squid, cuttlefish, ammonite, tentacles, coiled shells, crab, mosasaur, relative, spiral

Recycled language: Biology and fossils

Materials: CD, plasticine, paper or plastic cups, plaster of paris, objects to fossilise, scissors

Language competences: Your students will be able to talk about Biology in English.

Your students will be able to complete a project.

Warm-up

Aim: to review Biology and fossils

- Write *Fossils* on the board in a circle.
- Elicit what students learnt about fossils in the previous lesson.
- Create a word map with this information.

1 Think! SB p115 Read the text. Where should this information go?

Aim: to give students practice with reading skills

Thinking skill: understanding textual cohesion

- Focus students on the text and on the picture. Find out if any students have seen this type of fossil before.
- Pre-teach / check understanding of *squid, cuttlefish, ammonite, tentacles, coiled shells, crab, relative, spiral*.
- Read the sentence halves a-f with the class.
- Students read the text silently and try to put the sentence halves in the correct places.
- They compare answers in pairs. Check with the class.

2 CD 33 SB p115 Listen and check.

Aim: to give students practice with listening skills

- Play the recording. Students compare answers in pairs.
- Check with the class.
- Students read the text aloud.
- Check understanding of the concepts in the text.

Key: a 4, b 1, c 5, d 3, e 6, f 2

3 Project SB p115 Make your own 'fossil'.

Aim: to enable students to complete a project

- Read through what they need for the project. Hold up the things in turn as you read them out.
- Have the class read the five steps aloud.
- Stop after each step to check students understand exactly what they are going to do.
- Lay out all the materials for the project on a table at the

front. Students come and collect what they need when they need it and replace it when they have finished.

- Remind students that they need to be very careful when they use the plaster of paris and to tell you when they are ready to do this and that you will help them.
- Give students a time limit for each step. They don't start on the next step until you have checked their work.
- Students display their finished 'fossils' in the classroom.

1 Think! WB p115 Read Ryan's email. What mistake has he made? How do you know?

Aim: to give students more practice with reading skills

Thinking skills: logical deduction

Key: He said he found a living ammonite, but they died out about 65 million years ago.

2 WB p115 Read the text on Student's Book page 115 again and complete the card.

Aim: to give practice in reading and writing skills

Key: 2½ cm to 3 m, They looked like coiled shells with long tentacles. Fish and crabs, Large sea lizards, Octopus, squid and cuttlefish

3 WB p115 Find words in the ammonite to complete the sentences.

Aim: to give students practice with writing skills

Key: 2 mosasaur, 3 coiled, 4 jaw, 5 cuttlefish, 6 tentacles, 7 spine, 8 loose

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write on the board: *Today I've ...*
- Elicit from students what they learnt today, e.g. *learnt more about Biology and fossils, and about ammonites which lived 65 million years ago, and I've made my own fossil.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Elicit from students what they liked and what they would change if they did the project again.
- Individually, students make notes on what they did, the sequence they did it in, what they liked and what they would change.
- Students then each write a report using their notes.

Aims:

- to consolidate language from the unit
- to promote student-student cooperation

Recycled language: language from the unit


Materials: CD, poster paper, coloured pencils

Language competences: Your students will be able to prepare and give a poster presentation in pairs.

Warm-up

Aim: to review and present vocabulary

- Draw a circle on the board and write *Dinosaurs* in the middle.
- Write the first letters of the ten words from Activity 1 on SB page 106.
- Students give you and spell out the words.
- Elicit the names of dinosaurs students know, including those they have learnt in this unit.

- 1**  **SB p116** Listen to Luke's presentation and find the mistakes in the bullet points on his poster.

Aim: to provide a model for the poster presentations

- Focus students on the poster and have students read the information aloud.
- Play the recording. Students listen and find Luke's mistakes.
- Students compare their answers in pairs.
- Play the recording again. Check with the class.
- Elicit and discuss with students why the listening is a useful model for their presentations.
- Read the *Tips for presenters* through with the class.

Key: This dinosaur lived 85–65 million years ago. We don't know what colour it was. It was about 13 metres long. It was about 5 metres high. It could run at about 30 km/hour. It weighed about 7,000 kilos. It ate meat. Most fossils are found in the United States.

Preparing for and delivering poster presentations

Aim: to follow a set of instructions and to collaborate with other students

- Focus students on *Find out about it*. Give them a time limit.
- Read the bullet points through. Check vocabulary.
- In pairs, students choose a dinosaur and find out all the bullet point information about it.

- Focus students on *Prepare it*. Give them a time limit.
- Read the bullet points through. Check vocabulary.
- Give students the materials they need for their presentations, e.g. poster paper and coloured pencils.
- Students prepare their posters in their pairs.
- Students focus on the improvement points they wrote in their notebooks after the last mini presentations.
- Focus students on *Present it*.
- Tell the class how the poster presentations will be organised. This may happen over more than one lesson.
- Set a listening task for the students who are listening, e.g. write down one piece of information about each dinosaur that you didn't know before.
- Re-read the *Tips for presenters* through with the class.
- Pairs take turns to do their poster presentations.
- Get feedback on the listening task.

- 1** **WB p116** Make three sentences with the phrases in the diamond. Use three different phrases in each sentence.

Aim: to review structures from the unit

Key: What would you do if you met your favourite pop star? If I had a dog, I'd take it for a walk every day. If my sister had a camera, she wouldn't use mine all the time.

- 2** **WB p116** Draw lines and complete the sentences with the words from the box.

Aim: to review sentence structure

Key: 2 If I had a time machine, I'd go to the year 2166. 3 If I had a telescope, I'd look at the stars every night. 4 Where would you fly if you had a plane? 5 If I were an actor, I'd like to be in a film about dinosaurs. 6 What would you do if you saw a dinosaur?

- 3** **WB p116** Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review language from the unit

- Elicit sentences students wrote for WB Activity 3.

Extension activity

Aim: to develop reflective skills

- Give students feedback on the presentations.
- Students discuss how their presentations went and what they will do another time to improve them.
- Each student writes these improvement points in their notebook for next time.

Aims:

- to consolidate language from the unit
- to raise awareness of how to write an acrostic poem

New language: *acrostic*

Recycled language: language from the unit

Materials: students' portfolios

Language competences: Your students will be able to use language from the unit to make a section for their portfolios.

Warm-up

Aim: to review the topic of portfolios

- Elicit what students did in their portfolios for the previous unit.
- Students look at each other's portfolios and compare their work.

- 1** **SB p117** Read these poems, which are called acrostics. What is an acrostic?

Aim: to introduce the form of acrostics

- Focus students on the poems.
- Students read each one aloud. Have them pause at the end of each line.
- Read the activity instructions with the class and elicit what they think an acrostic is. If they don't know, draw their attention to the first letter in bold at the beginning of each line and ask what they spell from top to bottom (friends / dinosaurs).
- Elicit from students what each of the poems is about (the topic of the acrostic word).

Key: An acrostic is a poem which makes a word with the first letter of every line.

- 2** **SB p117** Work in groups. Create ideas for an acrostic poem.

Aim: to give students practice in planning acrostics

- Brainstorm some more words that would make good acrostics. Remind students to use concrete, short words.
- Students work in groups. They follow the steps and plan an acrostic together.

- 3** **SB p117** Choose ideas and plan your own acrostic. Show your plan to your teacher to help you.

Aim: to give individual students practice in planning an acrostic

- Students each choose their own word and plan their acrostic, using d in Activity 2 as a model.

- 4** **SB p117** Write your acrostic out neatly, using colours if you want. You can add a picture too.

Aim: to give students practice in writing acrostics

- Read through and discuss the *Tips for writers*.
- Students write their acrostics on paper using colours.
- Go around and check their work. Remind students that the acrostics don't need to be grammatical and they don't need to rhyme.
- Students add a picture to their acrostic if they want. They put the acrostics in their portfolios.
- Students turn to the My portfolio writing practice section on page 126 of the Workbook.
- Work through the exercises with the class.

- 1** **WB p117** Find and write the words.

Aim: to practise spelling

Key: 2 dragonfly, 3 stream, 4 sunrise, 5 swamp, 6 valley

- 2** **WB p117** Complete the sentences with the words from Activity 1.

Aim: to review unit vocabulary

Key: 2 sunrise, 3 swamp, 4 fossil, 5 valley, 6 dragonfly

- 3** **WB p117** Look at the pictures and write the story. Use the ideas to help you write about each picture.

Aim: to practise writing skills

Ending the lesson

Aim: to enable students to express their preferences

- Ask students what their favourite song, game or activity is from the unit.
- Do the song, game or activity again with the class.

Extension activity

Aim: to enable students to discuss and share what they have learnt

- In groups, students look through each page of Unit 9, at their vocabulary books and at their portfolios and discuss what they have learnt in this unit.
- Students talk about what they have learnt and are good at, as well as what they need to improve.

Tapescript

Back to school

CD1 Track 03

Student's Book p. 4, Act 2

Alex: So we're really back. No more time-travelling adventures.

Patrick: Yes, this is definitely our school. It's the same old playground, football pitches, tennis courts ...

Phoebe: And the same old people.

Alex: Yes, it was strange.

Patrick: What do you mean?

Alex: Well, we've been away for ages. Didn't anybody notice we weren't here?

Phoebe: You're right. It's like nothing ever happened.

Patrick: Maybe it was a dream.

Alex: What, we all had the same dream? Don't be silly.

Phoebe: Something isn't right. But I don't know what.

Phoebe: That's the bell. Lunchtime's over.

Patrick: So what lesson have we got now?

Alex: I've no idea. I don't even know what day it is.

Phoebe: Neither do I. Look, there's Sam. Let's ask her.

Phoebe: Hi, Sam. What day is it today?

Sam: It's Tuesday. Don't you know that?

Alex: So we've got Science with Mr Davis now.

Sam: Yes, that's right. We always have Science on Tuesdays after lunch.

Phoebe: Of course.

Sam: You guys are strange!

CD1 Track 04

Student's Book p. 5, Act 1

Girl: OK, let's look at this quiz. We have to try and remember the story from last year.

Boy: The Time Travellers story?

Girl: Yes, that's right. It's a true or false quiz. Number 1 ... 'They've already been to Turkey.' Is that true? Have they been to Turkey yet?

Boy: Yes, they have. Don't you remember learning about Istanbul?

Girl: Oh yes, of course - the only city on two continents. OK, so number 1 is true. Number 2 ... China? I don't remember anything about China.

Boy: No, they haven't been to China yet. Number 2's false. And what's number 3? Oh, dinner in space!

Yes, definitely. That's true; they've already had dinner in space.

Girl: Yes, they have and it was really funny. ... Huh? What's this about Patrick in number 4? Has he given someone a penknife? I don't think that's true.

Boy: Yes, he has. It's true. I remember that. It was in the rainforest. He gave the chief a penknife as a present.

Girl: Did he? OK. What about the next one? Australia?

Boy: No, there wasn't anything about Australia, so number 5 is true; they haven't been to Australia yet. Now, number 6 ... the USA.

Girl: Yes, they've already been to the USA. Twice actually. They went back to when there were sheriffs and cowboys and they saw the Elvis concert as well. Number 6 is false.

Boy: And they met Elvis after the concert, so number 7 is false.

Girl: False? Oh yes, because it says 'They haven't met a famous person yet' so you're right, number 7 is false. They met Elvis ... and Shakespeare.

Boy: And this last one? 'Phoebe hasn't bought a city guidebook yet.'

Girl: Well, that's definitely false! She bought one in Turkey ...

Boy: ... Yeah and I think she needed one because she got lost!

Girl: No, she did not! She did not get lost! She had to wait for the boys at the underground station because they went without her.

Boy: Yeah, OK. Well, I think we did quite well on this quiz anyway.

Girl: Yes, between us we remembered everything.

The treasure

CD1 Track 14

Student's Book p. 10, Act 2

Alex: Didn't I say, 'What will happen if we go into the yellow light?' Now look!

Phoebe: Shhh! Yes, look ... pirates!

Patrick: What are they doing, Alex?

Alex: The pirates have just found a treasure chest. I'm not sure, but I think there are gold coins in it.

Patrick: Let me have a look. Pass me the binoculars, Alex.

Alex: Here you are.

Patrick: Alex, you're wrong. The pirates haven't just found a treasure chest. The one with the eye-patch and the

one with the beard have got spades. They're digging a hole to bury the treasure chest. They're going to bury it next to the palm tree.

Phoebe: Let me have the binoculars, please.

Patrick: Here you are.

Phoebe: The treasure chest is in the hole now and they're covering it with sand. The man who's got the hook is talking to the others. I think he's the captain. He's got a big sword.

Alex: Can you see a ship anywhere, Phoebe?

Phoebe: Yes, I think there's one behind the trees.

Alex: What are we going to do?

Patrick: Let's wait for them to leave and then dig up the treasure.

Phoebe: What if they come back?

Alex: Yes, what if they come back?

Patrick: Are you two scared?

Phoebe: Maybe, but at least we aren't stupid.

CD1 Track 24

Student's Book p. 17, Act 1

Radio host: Good morning and welcome to *Lucky Finds*. I'm Andrew Booker. Today our guest is Marion Vincent. Marion, you found a very valuable Roman bracelet. Can you tell our listeners how that happened, please?

Guest: Of course. Well, I was on our tractor in the fields and I used the mirror to look behind me and there was this, well, circle of metal. I thought it was from the tractor, so I stopped and got off. I picked it up and then I looked at the tractor, but I couldn't see that there was anything missing.

Radio host: So this metal ring looked to you like something from the tractor?

Guest: Well, it was very dirty, so I really didn't know what it was.

Radio host: So what happened then?

Guest: Well, I finished my job and put this thing on the seat of the tractor. The next time my husband took the tractor out, he saw the metal object and put it in the shed where the tools are.

Radio host: So it was lying in the shed for some time, right?

Guest: Yes, and then one day my daughter saw it.

Radio host: How old is your daughter?

Guest: She's 14. She asked me if she could have it and I said yes. She cleaned it and then showed it to me. It looked like a very nice bracelet, but I never thought that it was pure gold.

Radio host: I see. So how did you find out?

Guest: Well, she wore it to a school party. One of the teachers saw it and she became curious. She asked Ruby if she could borrow it for a day. The teacher showed it to an expert and he showed it to other experts at the museum. They all agreed that it was a Roman bracelet and that it was very valuable. The museum bought it and we got half of the money that they paid.

Radio host: How did your daughter feel?

Guest: Well, she was sorry that she didn't have the bracelet any more, but she bought some lovely things for herself with the money that we got ... nice, new clothes ... and she needed a new laptop ... oh, and of course she bought a bracelet.

Radio host: But not a Roman one!

Guest: No, unfortunately not! But it's a nice reminder.

CD1 Track 26

Student's Book p. 20, Act 1

Daniel: My treasure for the 'Show and Tell' today is these paintings. My brother Christopher and I painted them last year when we were doing an Art course in the summer holidays. You can see that they both show a snake in the desert. We haven't been to the desert, but we've seen pictures and that's why we chose the red, orange and yellow.

On our Art course, the teacher showed us lots of paintings by Aborigines - the first people who came to Australia - so we tried to use that style and I think our paintings are a *little* bit like Aboriginal art. My mum put both our paintings in this frame and at home it's on the wall in the living room. When we have visitors, she always tells them that we painted these pictures, but we don't really like that ...!

Future transport

CD1 Track 28

Student's Book p. 22, Act 2

Patrick: Wow! Where are we?

Phoebe: We must be in the future.

Alex: Yeah, I think you're right. It seems like we're in a park in a big city somewhere.

Patrick: How do you know it's a big city?

Phoebe: Well, look at the monorail. It's full of people. They must be going somewhere.

Patrick: These people have cool ways of getting around. Look! There's someone on a unicycle! That seems fun.

Phoebe: And that kid on the floating skateboard over there!

Patrick: Hey, and look up there! Someone's flying a microlight. And are those ...? Yes, it's powered by solar panels! Amazing! I'd love to do that!

Phoebe: Yeah, me too, but I don't think I could.

Patrick: Why not? It looks easy.

Alex: No, it doesn't and I'm sure it's dangerous too if you don't know how to do it.

Patrick: Oh, I don't think so. But, hey, look! You can hire jet packs for a day. Let's do that, guys. Come on!

Jet pack hire man: Hello. Would you like to hire a jet pack?

Patrick: Yes, we would.

Alex: Is it difficult?

Jet pack hire man: Well, not really, but you need to wear a helmet. Here you are - three helmets.

All three: Thanks.

Jet pack hire man: Do you know how to fly a jet pack?

Patrick: Sure.

Jet pack hire man: OK, here you go then.

Patrick: See you, guys!

Phoebe: Erm, I think I'd like a quick lesson.

Alex: Me too.

Jet pack hire man: OK, but it's not difficult. Here are the instructions, so you can read them carefully. For instance, if you press the yellow button, you go up. If you press the blue button, you come down, it's that easy.

Phoebe: OK.

Jet pack hire man: But there's one

thing you mustn't forget. It's very important. If you press the yellow and the ...

CD1 Track 35

Workbook p. 28, Act 1

1 Where did Brenda's family go on holiday last year?

Man: So, tell me about your holiday last year. Did you go to Italy again?

Brenda: No, we didn't. We wanted to, but then my uncle and my aunt decided to come with us and they wanted to see a different country.

Man: So where did you go?

Brenda: Well, my parents wanted to go to Spain, but my aunt and I wanted to go to Turkey, so we had a long discussion and in the end we went to Turkey. I think we're going to Spain this year.

2 How many postcards did the man buy?

Man: How much for these postcards, please?

Assistant: Just a moment. I need to count them. Two, four, six, eight, ten, 12, 14. You've got 14, yes?

Man: That's right.

Assistant: Do you want anything else?

Man: Er, no, thanks. Just the postcards.

Assistant: That'll be £7, please.

3 What time does Sue's piano lesson start?

Dad: Sue, you need to go. It's time for your piano lesson.

Sue: I know, Dad, but there's lots of time yet.

Dad: Well, I'm not sure that there is. You need to hurry up.

Sue: Why? What's the time now?

Dad: Ten past three.

Sue: Dad, I've got another half an hour before the lesson starts!

4 How far is Jane's nearest train station?

Man: How far is the nearest train station?

Jane: Are you going on the express train?

Man: Yes, I am.

Jane: Then you should take a taxi to Linton. It's about four kilometres away.

Man: Four kilometres? Is there nothing nearer?

Jane: Well, yes, there's a station only one kilometre away, which is my nearest, but the express trains don't stop there.

5 What will the weather be like?

Woman: I hope you have a nice holiday with lots of sunshine.

Man: Yes. I hope so too, but it isn't looking good. I listened to the weather report this morning and the forecast is bad.

Woman: Is it going to be cold?

Man: Well, it won't snow, but they say that there'll be a lot of rain.

CD1 Track 36

Student's Book p. 29, Act 1

Girl: Last year, my parents took me to Venice in Italy for a week. It's an amazing city. I don't know if you know, but there aren't many roads in Venice. Instead of roads there are canals, so you don't see many cars, but you see loads of boats. The most typical boat is the gondola. It's a long flat boat that you sit in while a man stands behind you and pushes the boat with a long pole. You tell him where you want to go and he takes you there – just like a taxi – although they are quite expensive. Anyway, it's a great experience and if you ever go to Venice, you must try it!

Boy: I lived in Surabaya in Indonesia for a year because my dad had a job out there. It's a great place and I had a wonderful time. One of the things I liked most was getting about in a becak. A becak is a kind of bicycle that takes people around the city, a sort of bicycle taxi. One or two people can sit in the front and then the driver cycles you from behind. It's a brilliant way of seeing the city and it's much quicker than taking a taxi because the becaks can go anywhere and get in between the cars. They're really cool!

Girl: When we were in India on holiday, I saw this really strange type of transport. It's called a pedicab. People sit on a seat, which is on two wheels, and the seat is attached to a bike, which a man rides. You find pedicabs mostly in smaller streets where cars and lorries aren't allowed to go. The riders work hard and often they have to shout when there are people or even cows in their way!

Ancient Egypt

CD2 Track 03

Student's Book p. 34, Act 2

Alex: Look! We're in Egypt!

Patrick: The pyramids ... and the Sphinx!

Phoebe: I can't believe it! I've always wanted to see the pyramids.

Alex: Who's that man on the chariot?

Phoebe: He's the Pharaoh. He's a kind of king.

Alex: And look at all those slaves! That looks like very hard work.

Patrick: Yes. I hope they don't find us. I don't want to be pulling giant blocks of rock.

Phoebe: Hmm ... I don't think the Pharaoh looks after the slaves very well. I'd love to go inside and see if we can find the tomb.

Patrick: Let's do it! Let's go!

Alex: Don't you think it's a bit dangerous?

Patrick: We'll be very quiet. They won't see us.

Alex: I'm not sure it's a good idea. What do you think, Phoebe?

Phoebe: I think we have to go. We can't miss this chance.

Alex: OK then. But let's be careful.

CD2 Track 04

Student's Book p. 35, Act 1

Here is how the Pyramids of Giza were built. They were made from big blocks of rock.

First, they had to find ways of taking the big blocks to Giza. Here's how they did it:

The blocks were cut from the sides of mountains.

Then the blocks were put onto boats and taken to Giza.

The blocks were taken off the boats and put onto special sledges.

The sledges were pulled by horses and slaves.

Archaeologists know how the blocks of rock were brought to Giza, but there is still one big mystery. How were they put on top of each other?

CD2 Track 13

Student's Book p. 40, Act 4

To make the sign for *like*, show the palm of your hand and then make a circle with your thumb and second finger.

To make the sign for *stop*, use your right hand to chop down into your open left hand.

To make the sign for *cry*, put your index fingers, that's your pointing first fingers, under your eyes and move your fingers up and down your face a few times.

To make the sign for *tail*, move the index finger on your right hand up and down your open left hand.

To make the sign for *cold*, make a fist with each hand – like a ball – hold your hands in front of you and shake them.

To make the sign for *thank you*, put the fingers of one hand to your mouth and then move them away from your mouth towards the person that you want to thank.

CD2 Track 15

Student's Book p. 42, Act 4

Cone

A cone has no corners, one edge and two sides.

Cube

A cube has eight corners, 12 edges and six sides.

Cylinder

A cylinder has no corners, two edges and three sides.

Cuboid

A cuboid has eight corners, 12 edges and six sides.

Triangular prism

A triangular prism has six corners, nine edges and five sides.

Square-based pyramid

A square-based pyramid has five corners, eight edges and five sides.

CD2 Track 16

Student's Book p. 44, Act 1

Ellie: For my talk about an ancient civilisation, I've prepared a presentation about the Vikings. I've read two books recently and I got really interested. One book is called *The Sea of Trolls* and the other one is *Wolf Cry*. They're both thrilling books. The Vikings were people from Scandinavia in Northern Europe. The countries in this area are now called Denmark, Norway and Sweden ...

... as you can see on the map. In about the year 400, they started to sail across the sea in their fast boats. Historians use a special word

for the Viking boat which you can see here.

It's called a longship and you write it as one word - longship. The Vikings attacked towns and villages on the coasts of Britain, France and Italy.

Some people say that America was discovered by the Vikings because a few of them even sailed to America 500 years before Christopher Columbus arrived.

In films and on TV, we often see the Vikings in helmets with horns. ... like this picture, but I've drawn a question mark because historians don't think that they wore helmets like this when they were fighting. They think perhaps they wore them for festivals and other special occasions.

Olympic sports

CD2 Track 18

Student's Book p. 46, Act 2

Alex: So where are we now?

Patrick: I don't know, but it's a beautiful place, that's for sure!

Phoebe: It's Rio de Janeiro in Brazil, and we're here during the Olympics!

Alex: Wow! So maybe we can go and see some of the events.

Patrick: Sure. You know what? I'd love to see the boxing or the wrestling.

Phoebe: That's typical of you, Patrick. Boxing and wrestling.

Alex: What would you like to see, Phoebe?

Phoebe: A volleyball game. I love ball games. And you, Alex?

Alex: Well, let me see. Archery? Fencing? Weightlifting? It's so difficult, isn't it? Ah, I know. I'd like to see the rowing competition.

Patrick: OK, so we're going to see different things - Phoebe, you go and see your volleyball. Alex can go and watch the rowing, and I think I'll go to the wrestling.

Phoebe: Oh, come on, that's boring! We're friends!

Alex: That's right. We should go and see something together.

Patrick: OK. So, volleyball first, then wrestling, and finally the rowing.

Alex: Yep. Sounds good to me.

Phoebe: Right, let's go!

CD2 Track 25

Workbook p. 52, Act 1

Maxine: Hi, Adam. My brother told me you like sports. Did you go to the sports afternoon on Monday?

Adam: Yes. I went with some friends and it was great fun. Why didn't you go?

Maxine: I'm not so keen on sports. So what sports did you do?

Adam: Well, I tried something new. I had a rowing lesson. It was great.

Maxine: Wow, rowing! That sounds exciting.

Adam: Yes, I wanted to try fencing first, but there wasn't a trainer to show me how to do it, so I went for the rowing and I really liked it.

Maxine: What did the others do?

Adam: Well, James tried boxing for the first time and he was really excited about it. He said it was great fun.

Maxine: I don't like boxing at all.

Adam: How about gymnastics? Ellie tried gymnastics, and she loved it.

Maxine: Did anybody play tennis?

Adam: No. Justin wanted to play, but he couldn't find a partner, so he tried weightlifting. He said it was great.

Maxine: Wow!

Adam: Guess what I want to try next week.

Maxine: Hmm, no idea! Tell me.

Adam: Archery. Stacey tried it and she felt like Robin Hood!

CD2 Track 27

Student's Book p. 53, Act 2

Imagine we invited animals to take part in the Olympic Games. How would we do? We'd probably beat them at team sports, like football, but when it comes to running, jumping, weightlifting and swimming, we wouldn't have a chance.

For example, to win the 100 m. Olympic runners need to run at about 43 km/h. The cheetah runs nearly three times this speed at 112 km/h. Gold medal to the cheetah!

And when it comes to the hurdles, the impala leaves the human far behind. The impala is nearly as fast as a cheetah, but it can easily jump 3 m into the air as it runs.

In the high jump, the best humans can jump about 2.5 m. The puma wins this gold medal for the animals with a jump of 3.6 m.

What about the long jump? Humans can jump around 9 m. This is far behind the kangaroo, which can jump nearly 13 m. Gold medal to the animal kingdom of Australia!

In weightlifting the gold medal goes to the elephant, which can lift up to 300 kg, and that's with its trunk! The best humans can lift is about 200 kg.

However, the sport where the difference is the greatest is swimming. In the pool the fastest humans swim at 8 km/h. Compare this with the gold-medal-winning sailfish, which swims at a speed of 109 km/h. That's over 13 times faster!

CD2 Track 30

Workbook p. 55, Act 2

Girl: Hi, Jacob. How are things?

Jacob: Not so good. I feel very tired this morning. My muscles hurt.

Girl: You sound tired. Did you do a lot of sports yesterday?

Jacob: Sports? No way. I've got no time for sports.

Girl: What did you do in your free time yesterday?

Jacob: After school? I played computer games.

Girl: When did you go to bed?

Jacob: At about 11.

Girl: And what did you eat, I mean, snacks and things?

Jacob: I had two packets of crisps and a chocolate bar.

Girl: Do you eat lots of sweets?

Jacob: Sure, I love them.

Girl: Hmm, well, I've got to go to basketball practice now, but I'm going to write you an email.

Jacob: What about?

Girl: Wait and see.

In London

CD3 Track 03

Student's Book p. 58, Act 2

Alex: Those shops look nice. Where are we?

Phoebe: I think we're in London.

Patrick: London? Where are all the tall buildings, you know, the flats and offices?

Phoebe: There aren't any. We're somewhere in the past. Look at the houses. They're all made of wood. And the shops have all got those nice signs.

Alex: Are they open? I'm hungry.
Patrick: Let's check if the baker's is open.
Phoebe: No, it's closed.
Alex: What's that sign over there?
Patrick: I think it's a tailor's.
Alex: There's a butcher's over there too. I think they're open.
Phoebe: No, that's closed too. How about the grocer's?
Patrick: That's closed as well. And look, the chemist's is closed too.
Alex: Why are they all closed? Let's find someone and ask.
Patrick: Excuse me, why are all the shops closed?
Man: There's a big fire near London Bridge and it's spreading. Look at the smoke over there.
Phoebe: Oh no! We're in the Great Fire of London.
Man: The what? Well, anyway, everyone's getting out of the city. You must get away too. Come with me. By the way, I'm Mr Fisher. I'm a barber.

CD3 Track 12

Student's Book p. 65, Act 1

Welcome to the LondonTours.rUs info line. This is a recorded message about our London Dungeon tour. This is one of London's most popular tourist attractions and we suggest you book tickets before you come to save time waiting in the queue.

Adult tickets including the bus cost £23.50 and children from ages four to 15 pay £17.50.

These tours run seven days a week and you can catch a bus at one of four pick-up points in the city. For more information, please call 0315 782763.

CD3 Track 13

Workbook p. 65, Act 1

Woman: Hello, I'd like some information about trains from Whitebridge to London, please.

Man: Is that for today?

Woman: No, it's for Thursday.

Man: And what time do you want to travel?

Woman: Well, I'm going to an exhibition at the Tower of London and I need to get there by midday.

Man: So you'll want to arrive about 11 o'clock.

Woman: That sounds about right.

Man: OK ... if you get the 9.40, that will get you to London at about ten to 11.

Woman: The 9.40 train, OK, yes, that's perfect. How much is a return ticket?

Man: Are you coming back on the same day?

Woman: Yes.

Man: That'll be £34.

Woman: Fine. Can I get a snack on the train?

Man: Yes, you can buy drinks and sandwiches on the train.

Woman: One more thing, please. Can I buy the ticket at the station?

Man: Well, you can, or you can buy online before you travel. It's often cheaper.

Woman: Really? What's the website?

Man: Just go to www.traintickets.com. Traintickets: that's one word, OK?

Woman: Yes, so it's ... www.traintickets.com.

Man: That's it.

Woman: Great. Many thanks for your help.

CD3 Track 14

Student's Book p. 66, Act 3

Realism

Realism is a style of painting that shows things as they are in real life. The paintings often look like photographs. Picture A by Nathan Walsh is an example of a realistic painting.

Impressionism

Impressionist paintings look like they were painted by an artist who just took one quick look at the subject and painted the 'feeling' that he or she had. Although a lot of work goes into these paintings, they don't contain a lot of details. Picture B by Claude Monet is an example of impressionism.

CD3 Track 15

Student's Book p. 68, Act 1

Teacher: OK, now it's this group's turn.

Alice, you're speaking first. I think and then Thomas and then Emily? Is that right?

Alice: Yes, that's right.

Teacher: Great. Now, is everyone listening? Put all your pens down. OK, Alice, over to you.

Alice: Sydney is the biggest city in Australia, but it isn't the capital. The capital is Canberra. There are

about four million people in Sydney. The main languages spoken are English, of course, and then Chinese, Italian and Arabic because of the many people who have moved to live there.

Thomas: The most famous sight in Sydney is the opera house. Sydney Opera House is right on the harbour, so that's why it looks like a very big ship with lots of sails. People who visit Sydney also like to climb the harbour bridge, from where you have a wonderful view of the harbour.

Emily: Australia is in the southern hemisphere, so when it's winter in Europe, it's summer in Sydney. The winters are mild and the summers are warm. Sydney has some great beaches and at the weekends, in summer, the beaches are always full of people.

Crazy inventions

CD3 Track 17

Student's Book p. 70, Act 2

Alex: Wow! This place is strange. Look, it's full of amazing machines.

Patrick: Are we in the future again?

Phoebe: I'm not sure. Maybe we could ask that man over there.

Alex: The man at that workbench? He looks quite busy.

Patrick: He looks like a mad professor to me.

Phoebe: Well, he certainly looks like a professor. Let's go over to his workbench and talk to him.

Patrick: Erm, excuse me.

Professor: Just a minute. Just a minute, I've nearly finished. Pass me that hammer, please, and a few nails.

Alex: Here you are.

Professor: Thank you, ... Now one quick turn of the screwdriver and that's it! ... Oh dear! That wasn't supposed to happen. Now then, how can I help you?

Phoebe: Erm, we wanted to know what date it is today.

Professor: The date? Today is Friday 15th April.

Phoebe: And what year is it?

Professor: What year? Well, it's 2130. Everyone knows that!

Patrick: Well, we don't, but that's because we're from the past.

Professor: You children are crazier than

me! Now, come on. Let me show you some of my machines.

CD3 Track 24

Student's Book p. 77, Act 2

Radio presenter: Welcome to *Our world today*. I'm John Manning and if you remember, on the show last week, I invited you to write in and tell us about strange inventions. We've received hundreds of emails and texts, with links to some amazing photos on the Internet, and I've chosen four of my favourites.

Number 1 was sent in by Nigel in Kent. He found a story online about a dog translator. Have you ever wondered what your dog is trying to say to you? Well, with this gadget you can find out. There are two parts to this wonderful invention: a microphone and a mini-computer. You put the microphone around your dog's neck and when he makes a noise, the mini-computer translates it for you. Of course, it doesn't tell you what the dog is saying and you won't hear any words because dogs can't talk! But the translator will tell you if your dog is happy, sad, hungry or angry. Thanks for that one, Nigel.

Now, the second invention on my list. If you find it hard to get up in the morning, you probably already have an alarm clock, but the problem with normal alarm clocks is that you can turn them off and go back to sleep. Number 2 on my list came from Jo in Reading, who emailed the programme to tell us about an amazing alarm clock that runs, well, rolls, away from you as it rings. To turn this alarm clock off, you have to get out of bed and catch it first. Brilliant idea! Well done to Jo for finding that one.

Number 3 comes from Rachel in Manchester. Rachel's a party girl and she loves buying new shoes, so she told us that she was amazed to find this invention: shoe umbrellas. Imagine, you're going to a party and you want to wear your best new shoes ... but it's raining outside and you don't want to get them wet. Don't worry, says Rachel, you can now buy mini shoe umbrellas, put

them on your shoes and you can get to that party with your shoes all nice and dry.

We just have time for one more. Number 4 was sent in by James in London. Do you find one banana too much to eat in one go? Or is it black and soft because you've dropped a book on it in your bag? If either answer is 'yes', then you need a banana guard. You can eat half of your banana and put the rest back in this case and your banana stays nice and fresh until you want to eat the rest. It's also the perfect way to carry your banana around - no more black bananas! And it's thanks to James in London for telling us about that one.

And indeed, thank you to all our listeners who wrote in ...

CD3 Track 25

Workbook p. 77, Act 1

Museum guide: Good afternoon, everyone, and welcome to the Great Inventions Museum. Before you have a look around the museum, I'd like to tell you about some of the things you can see. Downstairs in the Red Room, over there, we have a large collection of old typewriters. Some are more than 100 years old. Downstairs on the left, in the Green Room, we have a collection of electric fans from all over Europe. There are some amazing examples. Upstairs, in the Left Gallery, we have a room full of the world's first mobile phones. You'll be amazed at how much these have changed since the late 1970s when they first appeared. In the Right Gallery, also upstairs, we have the largest collection of torches in the world. We have more than 300. Some of these are more than 120 years old.

If you want to find out more about any of the exhibits, you can buy a copy of our guidebook. It's £5.99 and you can buy it in the Gift Shop by the café.

Finally, I would like to remind you that the museum closes at 5 p.m. I hope you enjoy your visit.

CD3 Track 26

Student's Book p. 78, Act 2

What is a lever?

Gemma is using a lever. It is a kind of machine and it makes work easier to do. When we use a lever, we don't need as much force to do the work.

How does a lever work?

When we apply a force to a lever, it helps us move a load more easily. In the picture in Activity 1, Gemma is applying the force by pushing down on the pole. The load that she wants to move is the log. The lever needs a pivot to work. The lever turns on the pivot. Gemma is using a rock as the pivot for her lever.

This is Houston

CD3 Track 28

Student's Book p. 82, Act 2

Alex: This place is cool. Where are we? In some kind of control room?

Patrick: I think these guys with the headsets are computer programmers. They're watching TV. Look at the size of their television!

Phoebe: They aren't watching TV. Do you know where we are? Look at the big screen.

Alex: No! It can't be! This is the first landing on the moon!

Patrick: Really?

Phoebe: Definitely. We're in Houston, Texas, in 1969. We're in the control room for the first flight to the moon. There's the countdown clock for the lift-off from Earth ... and look at the big screen over there. Can you see the lunar module and the two astronauts? They've just landed on the moon!

Patrick: So ... that photo on the wall, with the rocket on the launch pad ... is that the rocket from the first moon landing? I'm sure I've seen that photo before.

Phoebe: Yes, it's the Saturn V rocket which took them to the moon. That photo was only taken four days ago! And now they've landed on the moon!

Alex: Wow!

Engineer: What are you doing here?

Patrick: Erm ... erm ... we're ... we're from the future.

Engineer: Yeah, right. And I'm an Egyptian pharaoh.

Phoebe: I'm sorry. We came in here ...
erm ... can we please stay here and
watch?

Alex: It's so exciting.

Engineer: I'm sorry, we can't have you
here. We're gonna have to lock you
up. Security!

Security guy: What is it, boss?

Engineer: These kids can't be in here.
Lock them up. They could be spies
from another country. Who knows?
This room is top secret. Take them
away!

CD4 Track 02

Student's Book p. 88, Act 1

Radio presenter: In this week's *Travel
through time*, we'll look at space
flights. Humans have already been
in space many times, but in this
programme, we're going to focus
on probably the five most famous
space flights.

All through the 1950s, the Russians
and Americans were trying to be
the first country to send a man into
space. The Russians won 'the race
into space' when Russian cosmonaut
Yuri Gagarin became the first
man in space on 12th April 1961.
His spacecraft Vostok 1 spent two
hours in space and made one orbit
of Earth. Two years later, Russian
cosmonaut Valentina Tereshkova
became the first woman in space
when she took off as the pilot of
Vostok 6 on 16th June 1963.

The Russians were the first into
space, but the Americans were
the first to put a man on the
moon. The spacecraft Apollo 11
took Neil Armstrong on a journey
of 250,000 miles, in which he
famously took 'one small step' and
became the first man to walk on
the moon on 20th July 1969.

Space flights are very expensive.
Until 1981, all spaceships could only
make one flight into space and then
they had to build a new one. That
all changed when a space shuttle
called Columbia made its first flight
into space on 12th April 1981. Six
space shuttles were made and each
one could make up to 100 visits into
space. The last shuttle flew on 21st
July 2011.

An American millionaire called Dennis
Tito became the first space tourist
on 28th April 2001 after he paid
\$20 million for a trip into space.
He was away from Earth for a week
and spent most of the time in the
international space station. He had
to train for 900 hours before he
could go.
In next week's programme, you can
find out all about ...

CD4 Track 05

Student's Book p. 90, Act 2

1

This is false. The moon takes 27 days,
seven hours, 43 minutes and 11.6
seconds to orbit Earth. Were you
right? Give yourself a point.

2

This is true. The moon doesn't turn
on its axis. That's why we always see
the same side of the moon. Were you
right? Give yourself a point.

3

This is false. The moon has no light of
its own. We can only see the moon
because it's like a big mirror and it
reflects the light from the sun. Were
you right? Give yourself a point.

4

This is false. The moon is 4.5 billion
years old. Most people believe that it is
slightly younger than Earth, although
no one is sure how it was created. Were
you right? Give yourself a point.

5

This is false. The moon is much closer
than this. It's 384,400 km from Earth.
Were you right? Give yourself a point.

6

This is true. It takes a rocket about
13 hours to reach the moon. Imagine
you're driving on a road from Earth to
the moon. You'll need about 130 days
to reach the moon by car. That's if you
travelled at about 120 km/h without
stopping! Were you right? Give yourself
a point.

7

This is false. There is a little gravity on
the surface of the moon, but it is very,
very weak. That's why astronauts have
to wear heavy weights on their boots.
Were you right? Give yourself a point.
Seven out of seven? You're nearly
ready to work at NASA!

CD4 Track 07

Workbook p. 90, Act 2

Boy: So how many moons are there in
the solar system?

Astronomer: Well, let me tell you about
each planet and you can do the
maths.

Boy: OK.

Astronomer: Now, can you tell me
which planet is closest to the sun?

Boy: That's easy. It's Mercury.

Astronomer: That's right. Well, Mercury
hasn't got a moon.

Boy: Is it the only planet without a
moon?

Astronomer: No, there are two planets
with no moons and they're the two
nearest the sun: Mercury and Venus.
After that, we have Earth, which as
you know has got one moon, and
then we have Mars, which has got
two: Phobos and Deimos.

Boy: OK. And what about the other
planets?

Astronomer: Well, now we come to the
big planets, the ones with lots of
moons.

Boy: Like Saturn and Jupiter?

Astronomer: Exactly. Now, we think
Jupiter has got the most moons:
63. I won't tell you all their names
because listing them takes a long
time!

Boy: And what about Saturn?

Astronomer: Well, how many did I say
for Jupiter?

Boy: Erm, 63.

Astronomer: That's right. Now, take
away one ... and that's the number
we think for Saturn. Are you writing
all this down? So, Saturn and Jupiter
really are the 'moon' kings.

Boy: So, if it's 63 for Jupiter ... and I
take away one for Saturn ... got it!
And after those two?

Astronomer: Well, then we have Uranus
with 27 moons and Neptune with 13.

Boy: Uranus 27 ... Neptune 13. And what
about Pluto?

Astronomer: Hmm, that's an
interesting question.

Boy: Why?

Astronomer: Well, these days,
scientists no longer consider Pluto
to be a planet. It's what we call a
dwarf planet.

Boy: But has it got any moons?

Astronomer: Yes, it has three and since
your question was 'How many moons

are there in the solar system?'. I think we can count them. So let's say three for Pluto. Now then, have you got your answer?

Boy: Just a minute, please! I need to add up the numbers.

CD4 Track 09

Student's Book p. 92, Act 1

Zak: What's your favourite programme, Clover?

Clover: I've got lots of favourites - reality TV shows mostly. I love them! And I like soaps too.

Zak: Soaps are rubbish! Police dramas are much better. My dad watches lots of them. And of course all the sports programmes.

Clover: Hmm. I don't like sport. It's not fair - there are lots of sports programmes at weekends and I can't watch my programmes!

Zak: So what I do is this: I get up earlier than Mum and Dad and I put the TV on. It's usually cartoons.

Clover: Cartoons? Zak, they're for little kids!

Zak: Not all of them! Anyway, I don't really watch them because I usually play computer games at the same time!

Clover: That's stupid! If you aren't watching, turn it off! Some of the comedies that my parents watch are quite funny, but I don't understand some of them.

Zak: Yeah, I know what you mean. My parents don't watch the news very often, but they love this game show where they ask questions about the news. And sometimes it's an old programme, so the news is *old*. That's *really* strange.

Clover: Do any of your parents watch documentaries?

Zak: Oh yeah ... boring!

Clover: Not all of them. Some of the animal documentaries are great.

Zak: And what about films?

Clover: In my family, we don't watch many films at weekends, but at Christmas we sometimes sit down and watch films together.

Zak: Oh yeah - my dad loves all the James Bond stuff.

Clover: And mine! And we've seen all the *Ice Age* films.

Zak: What about *Madagascar*?

Clover: Brilliant! And we like the Harry Potter films too.

A cold place

CD4 Track 11

Student's Book p. 94, Act 2

Patrick: I love this place. It's such fun. And the northern lights are amazing.

Phoebe: Yes, but I'm happy we found these clothes. It's freezing!

Patrick: Where are my mittens, Alex?

Alex: Over there, on the sledge. Shall we finish the igloo?

Patrick: Yes, why not?

Alex: What do you think of our igloo, Phoebe?

Phoebe: It's great. Shall I help you to finish it?

Patrick: No, it's nearly done now. Anyway, is that a snowman that you started? He hasn't got a head!

Phoebe: Oh yeah! You're right! I'll finish him, ...

Phoebe: There he is! Do you like him?

Alex: Yeah, he's great.

Patrick: And now the igloo's finished too. What do you think, Phoebe?

Phoebe: Just a moment.

Patrick: What are you looking at?

Phoebe: There's a polar bear out there with a cub.

Alex: Let me have the binoculars a minute.

Phoebe: Here you are.

Alex: And over here there are some seals on the ice. They've got cubs. They're so cute!

Phoebe: They're not cubs, they're pups. Don't you know anything? But hey, come on. Let's go and see them.

Alex: Hang on ... they're moving ... oh, it's the adults. They've just disappeared into the water.

All three: Oh!

CD4 Track 18

Student's Book p. 100, Act 2

Radio presenter: Why don't polar bears eat penguins? Let's look at the difference between the Arctic and the Antarctic.

The first thing you need to know is that the Arctic is in the north, which is why it's also called the North Pole, and the Antarctic is in the south, which is why it's called the South Pole. That's the easy part.

So how are these two places similar and how are they different?

Well, they both have snow, ice and icebergs and they are both very cold, but there are some important differences. Maybe the most important difference is that the Antarctic, or Antarctica as we also say, is a continent. The Arctic, however, is an ocean, with parts of other countries in it, for example, Canada, Sweden and Denmark. There are people living in the Arctic, but the only people living in the Antarctic are scientists doing research.

There are also similarities and differences between the plant and animal life that you can find in both places. You won't find trees in the Antarctic because they only grow in the Arctic, but many animals are found in both: whales, seals and birds, for example. However, there are some animals that only make their home in one of them. Perhaps the two best known are the polar bear, which lives in the Arctic, and the penguin, which is only found in the Antarctic. And that's why polar bears don't eat penguins!

CD4 Track 19

Workbook p. 101, Act 1

James: Hi, Emma. Where are you going?

Emma: I'm going to the shopping centre. It's my brother's birthday tomorrow and I'm looking for a present for him.

James: Does he like reading?

Emma: Well, yes, he does actually. Especially detective stories.

James: I've just read a very good detective story. Maybe your brother would like it.

Emma: What's it called?

James: *The Polar Kids*.

Emma: That's a strange title. What's it all about?

James: It's about two children who live with their aunt, but they run away and go and live at the North Pole, where they end up solving a mystery.

Emma: Sounds interesting. My brother will be 11. Do you think he'd like it?

James: Well, I did, so yeah, I think so. Why not?

Emma: Where did you buy it? There

isn't really a good bookshop in the shopping centre.

James: I got it at Willow's Bookshop.

Emma: Where's that?

James: Do you know the bridge at the end of River Road?

Emma: Yes, sure.

James: Well, go across the bridge and then you're in Park Lane, where you turn right. The shop is at the end of Park Lane.

Emma: Great. I'll go there straight away. How much was it?

James: 12 pounds.

Emma: OK, thanks, James.

James: You're welcome. Hope he likes it.

CD4 Track 20

Student's Book p. 103, Act 1

1

Glaciers move about ten metres every week.

2

Valley glaciers become icebergs.

3

Valley glaciers are found around the poles.

4

Glaciers are made of frozen river water.

5

Glaciers are getting larger.

The Jurassic Age

CD4 Track 22

Student's Book p. 106, Act 2

Alex: Wow, this place is strange. Any idea where we are?

Patrick: Look at that muddy swamp. I've never seen anywhere like it. I think we're in the future.

Phoebe: No. I think we're in the past. I think we're in a time before people walked on Earth.

Patrick: Why do you think that?

Phoebe: Well, if you look over there on the horizon, I think there's a dinosaur.

Alex: A dinosaur! You're joking.

Patrick: She isn't. Look over there by the pond. There are some dinosaurs feeding.

Phoebe: This is so cool! I've always wanted to see dinosaurs.

Alex: But isn't it a bit dangerous?

Patrick: No. Let's go and explore. We don't know how long we've got here.

Phoebe: I think we should wait behind these rocks for a while. Let's just check to see if there's any danger.

Alex: What was that?

Phoebe: I don't know, but come on, let's get behind these rocks. We should definitely hide.

CD4 Track 31

Student's Book p. 113, Act 1

Chris: Hello, this is a message for Holly Webb. It's Chris Small from the nature club speaking. It's about the pond trip tomorrow. As you know, we're meeting at nine o'clock in the school car park. Make sure you wear some wellington boots and bring a waterproof coat as the weather doesn't look great for tomorrow. Erm, what else? Oh yes, if you've got some binoculars, please bring them. You never know, we might see a kingfisher if we're lucky. You don't need to bring any food or drink as we'll take packed lunches for everyone. Tell your mum or dad to pick you up at the school car park at about three o'clock. That's when we should be back. I think that's everything. Erm, if you've got any questions, call me on 279453. That's 279453. OK? Oh, I almost forgot. The cost of the trip is £5 and you should bring the money with you. OK? Thanks. There's also a Nature Information Centre near the pond where you can buy postcards and DVDs if you want. That really is everything! See you tomorrow!

CD4 Track 34

Student's Book p. 116, Act 1

Luke: The Tyrannosaurus rex lived 85-65 million years ago. We don't know what colour it was because scientists can't be sure. It was about 13 metres long - that's longer than two large cars in a line! - and five metres high. The Tyrannosaurus rex could run quite fast, but scientists don't think that it ran more than 30 km per hour. That's not bad when you think that it weighed 7,000 kilos! It was a meat-eating dinosaur, so that means that it ate other dinosaurs. Most Tyrannosaurus rex fossils are found in the United States.

My portfolio writing practice key

1 A blog entry

- 1 2 X, 3 ✓, 4 X, 5 ✓, 6 X
2 2 did, 3 listening, 4 play, 5 given
3 Students' own answers

2 A questionnaire

- 1 a 2, b 3, d 5, e 3
2 2 you bought, 3 you buy, 4 the best (+ students' own answers)
3 Students' own answers

3 Addresses

- 1 2 3 Parrot Avenue, 3 Treasure Town, 4 MY SH1P, 5 JAMAICA, 6 Pharaoh Tutankhamun, 7 1 Pyramid Street, 8 Giza, 9 MUM MY1, 10 EGYPT
2 Students' own answers
3 Students' own answers
Note: It is important that students remember to include the country. They can write *ENGLAND* or *UK* or they could use their own language.

4 An email to complain

- 1 1 hasn't, 2 when, 3 polite
2 1 return them, 2 a refund, 3 faulty items
3 a 3, b 1, c 2
4 Students' own answers

5 A postcard

- 1 2 ☺, 3 ☹, 4 ☺
2 1 Wednesday, 2 Thursday, 3 two weeks
3 Students' own answers

6 A story

- 1 2 story, 3 button, 4 quietly, 5 French, 6 doesn't exclaimed, asked, replied, boasted, explained, promised, said, answered, whispered, repeated, laughed, sighed
Note: *Said he*, etc. is found in poetry and other literary styles.
2 2 boasted, 3 promised, 4 sighed, 5 replied, 6 laughed
3 Students' own answers

7 A post on a forum

- 1 1 Wonder1 and Kencan, 2 Lizard and Geddit, 3 Digger's
2 2 In my opinion, helping people on Earth is more important. 3 If you ask me, sending rockets into space is a waste of money.
3 Students' own answers

8 A review

- 1 2 cartoon, 3 characters, 4 because, 5 penguins, 6 fall, 7 love, 8 can't, 9 outside, 10 find
2 Students' own answers

9 Limericks

- 1 1 was, waman, Sue, 2 had, day, zoo, 3 hippos, bats, 4 lots, cats, 5 fed, elephants, too
2 1 toucans, rhinos, 2 kangaroos, anacondas
3 Students' own answers
4 (1), 2, 5; 3, 4
5 2 cakes, 3 coffee, 4 chicken
6 There was a young schoolboy called Lee
Wha went for a swim in the sea.
He saw dolphins and whales
And lots of big snails
And he gat home at three fifteen.
7 Students' own answers



Garan Holcombe

Super Minds

Teacher's Resource Book 6



CAMBRIDGE
UNIVERSITY PRESS

Contents

Introduction	T134
Teacher's notes and worksheets	
Back to school	T136
Unit 1 The treasure	T140
Unit 2 Future transport	T145
Unit 3 Ancient Egypt	T150
Unit 4 Olympic sports	T155
Unit 5 In London	T160
Unit 6 Crazy inventions	T165
Unit 7 This is Houston	T170
Unit 8 A cold place	T175
Unit 9 The Jurassic Age	T180
Tests Back to school	T185
Tests Unit 1	T187
Tests Unit 2	T189
Tests Unit 3	T191
Tests Unit 4	T193
Tests Unit 5	T195
Tests Unit 6	T197
Tests Unit 7	T199
Tests Unit 8	T201
Tests Unit 9	T203
Test tapescripts and answer keys	T205

Introduction

The Teacher's Resource Book contains photocopiable worksheets which provide extra language practice for those teachers and students following *Super Minds* Level 6. 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 6 of the course and do not introduce any additional or unfamiliar language.

Each worksheet has accompanying teacher's notes with suggestions for exploitation in the classroom, together with suggested Optional follow-up activities.

There are three worksheets for use with the Introductory Unit: Back to school. In addition, there are four worksheets for each main unit in Level 6.

Worksheet 1: This worksheet focuses on the key vocabulary presented on the opening page of each unit in the Student's Book. The vocabulary area is identified at the foot of the worksheet and the items listed at the start of the teacher's notes.

Worksheet 2: This worksheet focuses on the language presented and practised in the first grammar lesson of each unit (on the second page of each unit in the Student's Book). The grammar focus is explained at the start of the teacher's notes.

Worksheet 3: This worksheet focuses on the language presented and practised in the second grammar lesson of each unit (on the fourth page of each unit in the Student's Book). Once again, the grammar focus is explained at the start of the teacher's notes.

Worksheet 4: This worksheet is based on the CLIL focus of each unit (covered on pages nine and ten of each unit 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. For individual work, the worksheets could be used by those students who finish class activities more quickly than others. Alternatively, they can be set for homework. For pair or class activities, the worksheets can be used when additional practice is necessary, for revision, or as an alternative activity when there is a gap or change in your usual lesson routine. Suggestions on how to use the worksheets in different ways are included in the accompanying teacher's notes. You may find it useful to keep

a record of the worksheets each student has completed.

- **The fourth worksheet in each unit** (the CLIL worksheet) is intended to be used communicatively, for pair, small group or class activities. These worksheets include games, quizzes and research activities. Suggestions on how to use these worksheets are also included in the accompanying teacher's notes.

What activity types do the worksheets provide?

The worksheets provide a range of games, puzzles and activities which require the students to read and write words, phrases, sentences and questions. They also provide a range of matching activities.

All the activities on the worksheets (apart from the progress tests) are designed to be used without an audio accompaniment.

The teacher's notes and Optional follow-up activities contain games which can be used again and again to practise different areas of language. They are described below.

Spelling bee Divide the class into two teams. Make a list of an even number of words from a vocabulary set, e.g. outside at school. Say a word, e.g. *litter bin*, 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.

Expanding sentences Write the beginning of a sentence on the board, e.g. *I haven't ...* Students work in teams. Tell them that they have to add one or more words to the sentence. One member of each team comes to the board in turn to add words to the sentence, e.g.

I haven't

I haven't seen

I haven't seen that film

I haven't seen that film yet.

They get a point if the word or words they add are correct.

Musical chairs Make some space in the classroom. Arrange the chairs so there is one for each student, back-to-back. Play some music. Students walk/dance around the chairs. Take one chair away and then stop the music. Students run to sit on a chair. The student who is left standing has to say a sentence in a particular tense (for example, in the present perfect with *for* or *since*, e.g. *I've known my best friend for five years*). If they make a correct sentence, they can continue with the game. If they make a mistake, they are out. The game continues.

Pictionary Ask a volunteer to slowly draw an object, e.g. an Egyptian chariot, on the board. The first student to guess the word takes the next turn. Students can also play the game in groups.

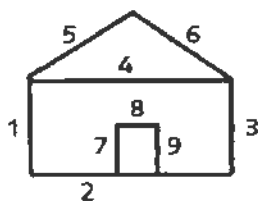
The sticker game Choose words that you want to practise and write them on sticky notes. Stick these notes on students' backs and ask the students not to tell each other the words. Students mingle, asking each other Yes/No questions to find out what the words are, e.g. *Can I see animals here? Can you swim here?*

Binga Get each student to draw a grid with six or eight cells. Revise the grammar or vocabulary that you want to practise with the class and make a list on the board. Students choose a different item from the list to go in each cell of their grid. Make it more challenging by making the words in the cells slightly different from those that you call out in some way. For example, if you want to practise past participle verb forms, ask the students to write three or four regular and three or four irregular infinitives from the verbs you have revised in the cells on their grid. Then read out a list of regular and irregular past participle verb forms, rather than the infinitive. If you call out a past participle and the student has the infinitive form of it in their table, they can cross off the word. The first student to cross off all their verbs correctly calls out *Binga!* and wins the game.

What's it for? Put students into small teams. Say the name of an object, e.g. *a chair, a button, a paintbrush*. Students then have one minute in their teams to think of all the things that the object can be used for. Teams win a point for each idea. When students have run out of ideas, the game begins again with a different object. The team with the most points wins the game.

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 class near the board. Give the first student in each team a rolled-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 a point for their team. Continue until you have said all the words. The team with the most points at the end of the game wins.

House Choose one student to come to the front of the class and draw dashes on the board to represent the number of letters in a 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, draw a part of a simple house on the board.



The first student who guesses the whole word comes up to the board and chooses the next word. If no one guesses the word before the house is complete, the original student chooses the next word.

Find new words Write a long word or phrase, e.g. *impressionism*, on the board and ask students to work in pairs and use the letters to make new words, e.g. *press, son, mine*. 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.

The second conditional game Students work in groups of four. They can either sit or stand in a circle. One student starts the game by asking a question in the second conditional, e.g. *If you were a sports star, who would you be?* The next student in the circle answers the first student's question and then asks the next student in the circle a new question, e.g. *If I were a sports star, I would be Lionel Messi. If you could live anywhere, where would you live?* If a student can't think of a question or can't answer a question, they drop out of the game. The winner is the student who is left in at the end of the game.

What are the end-of-unit tests?

There are two progress tests for each unit in the Level 6 Student's Book. The first test is a listening test and the second is a reading and writing test. There are two activities in each test, covering the vocabulary and grammar presented on the first, second and fourth pages of each unit in the Student's Book. The first activity in each test usually covers vocabulary, and the second covers grammar. In each unit of the progress tests, at least one of the questions follows the style of the Cambridge ESOL KEY exam.

There are five questions and an example in each of the two activities, which means that each test is marked out of ten and should take about 20 to 30 minutes of class time. The total mark for both progress tests in a unit is, therefore, 20.

The progress tests can be used in a number of ways. You might choose to do one of the two progress tests once students have completed the first half of each unit in the Student's Book, and then save the other progress test until students have completed the entire unit. Alternatively, you might choose to do one of the two progress tests at the end of each unit and then save the other progress test until the end of term. This staged approach will help you to see what students have learnt and understood in the short term and what they can remember in the long term. It will also give students an opportunity to revise and/or ask for help between tests in order to improve their marks.

At the back of the book, from page 75 onwards, you will find tapescripts and answer keys to help you plan and mark the tests.

Back to school

Worksheet 1: In the playground

Using the worksheet

- This worksheet revises vocabulary connected to things outside at school: *basketball hoop, tennis court, net, football pitch, railings, running track, bike rack, litter bin, school bell*.
- Students work individually or in pairs to complete the words with the missing vowels, then match them with the pictures.
- Students then read the definitions and circle the correct word. Get them to compare their ideas with another pair before checking the answers with the whole class.

KEY: Activity 1: 2e basketball hoop, 3b railings, 4c school bell, 5a bike rack, 6i litter bin, 7f net, 8g running track, 9h football pitch;
Activity 2: 2 basketball hoop, 3 litter bin, 4 school bell, 5 bike rack, 6 football pitch

Optional follow-up activity: Demonstrate how to play *Spelling bee*. Divide the class into two teams. Make a list of an even number of vocabulary items from the unit. Say one of the items, e.g. *litter bin*, and ask a student from one team to spell it out loud or write it on the board. If the spelling is correct, the student scores two points for their team. If they are incorrect, a volunteer from the other team can correct the spelling and score a point. Continue, alternating between teams, until all the words have been spelt correctly.

Worksheet 2: We've already done it!

Using the worksheet

- This worksheet practises the present perfect with *already* and *yet*.
- Students work individually or in pairs to complete what Jack is saying by choosing the appropriate auxiliary verb from the box and writing the past participle of the verb in brackets in the gaps. Advise students that they need to read the sentences first, looking especially at the use of *already* and *yet*, to decide which auxiliary verb to use.
- Students then look at the pictures and decide if the sentences are true or false.

KEY: Activity 1: 3 haven't, 4 done, 5 've, 6 tidied, 7 's, 8 washed, 9 hasn't, 10 cleaned, 11 've, 12 cleaned, 13 's, 14 made, 15 've, 16 cut;
Activity 2: 2 t, 3 t, 4 t, 5 f, 6 f

Optional follow-up activity: Demonstrate how to play *Expanding sentences*. Write the beginning of a sentence in the present perfect on the board, e.g. *I haven't ...*. Students work in teams. One member of each team comes to the board in turn to add words to the sentence, e.g.

I haven't

I haven't seen

I haven't seen that film

I haven't seen that film yet.

Teams get a point if the word or words they add to the sentence are correct.

Worksheet 3: which, where, who

Using the worksheet

- This worksheet practises the relative pronouns *which, where* and *who*.
- Students work individually or in pairs to read the sentences and circle the correct relative pronoun.
- Students then work alone to rewrite the sentences in Activity 1 so that they are true for them.

KEY: Activity 1: 2 where, 3 who, 4 which, 5 which, 6 who;

Activity 2: Students' own answers

Optional follow-up activity: Students compare their sentences from Activity 2 and explain the reasons for their choices.

Worksheet 1: In the playground

1 Complete the words. Then match them with the pictures.

1 tennis court

d

2 b_sk_tb_ll h__p

3 r__l_ngs

4 sch__l b_ll

5 b_k_ r_ck

6 l_tt_r b_n

7 n_t

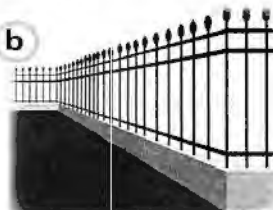
8 r_nn_ng tr_ck

9 f__tb_ll p_tch

a



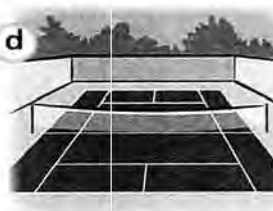
b



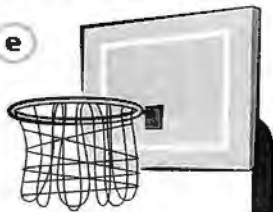
c



d



e



f



g



h



i



2 Read and circle the correct words.

1 You need this when you're playing tennis.

railings / net

2 You throw something through this.

running track / basketball haop

3 You put rubbish, like old paper ond plastic, in this.

bike rack / litter bin

4 When this rings, you have to leave the playground.

school bell / net

5 You leave your bicycle here.

bike rack / running track

6 You play a sport with a big ball on this.

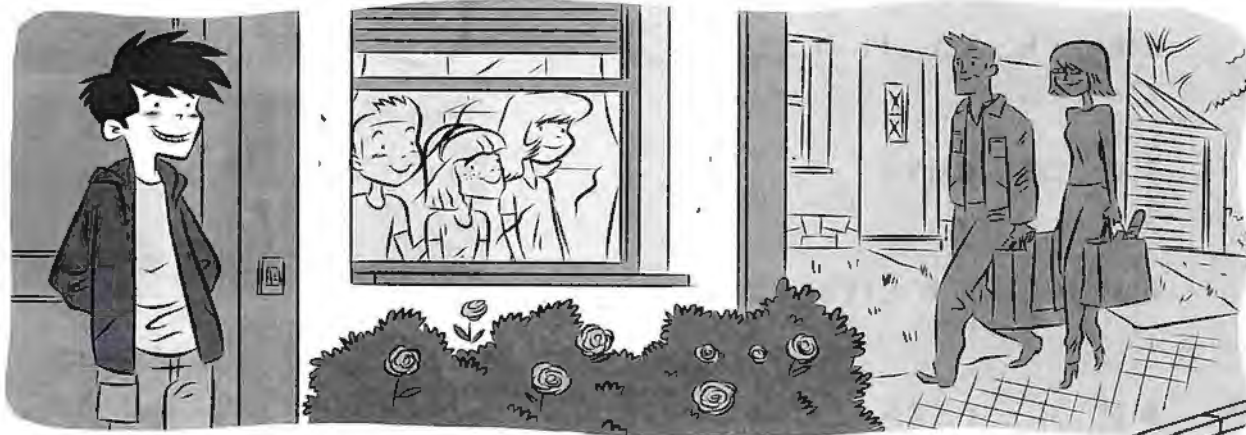
tennis court / football pitch

Vocabulary: Outside at school

Worksheet 2: We've already done it!

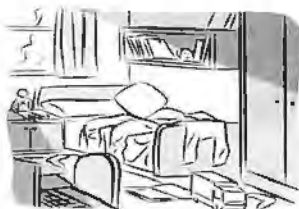
- 1 Complete what Jack is saying. Use the words and letters from the box and the correct forms of the verbs in brackets.

's haven't 've 've 's hasn't 've 've



Hi, Mum! Hi, Dad! We ¹ 've already ² done (do) so much! I ³ _____
⁴ _____ (do) my homework yet, but ⁵ I _____ already ⁶ _____ (tidy) my
 room. Ricky ⁷ _____ already ⁸ _____ (wash) the dishes. Sophie ⁹ _____
¹⁰ _____ (clean) the living room yet, but Emma and Sophie ¹¹ _____ already
¹² _____ (clean) the kitchen. Ricky ¹³ _____ already ¹⁴ _____ (make) our
 sandwiches for lunch. Oh, and I ¹⁵ _____ already ¹⁶ _____ (cut) the grass!
 But don't come in now. Why don't you go out for a coffee for an hour? Then
 we can finish everything!

- 2 Is Jack telling the truth? Look and write *t* (true) or *f* (false).



Jack's room



the kitchen



the living room



the garden

- 1 Jack's already tidied his room.
- 2 Ricky's already washed the dishes.
- 3 Sophie hasn't cleaned the living room yet.
- 4 Emma and Sophie have already cleaned the kitchen.
- 5 Ricky's already made sandwiches for lunch.
- 6 Jack's already cut the grass.

f

Grammar 1: Present perfect with *already* / *yet* revision

Worksheet 3: *which, where, who*

1 Read and circle the correct words.



- 1 Tennis is the sport **which** / **who** I like the best.
- 2 My bedroom is the place **where** / **which** I listen to music.
- 3 Robbie Williams is the singer **who** / **which** I would like to see in concert.
- 4 My tablet is the thing **where** / **which** I like the best.
- 5 Paris is the city **who** / **which** I most want to visit.
- 6 My father is the person in our family **where** / **who** does the washing up.

2 Write the sentences from Activity 1 so they are true for you.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

1

The treasure

Worksheet 1: Pirates

Using the worksheet

- This worksheet practises vocabulary related to pirates: *palm tree, spade, hook, hammock, eye-patch, treasure chest, coins, key, hole, binoculars*.
- Students work individually or in pairs. They read the sentences, 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 boxes. The shaded boxes spell out the name of a famous pirate (vertically).

KEY: Activity 1: 2c, 3d, 4e, 5b, 6f;

Activity 2: 2 key, 3 binoculars, 4 treasure, 5 eye-patch, 6 hammock, 7 hole, 8 palm tree, 9 gold, 10 spade, 11 coins;

Name of the pirate: Henry Morgan

Background information

Henry Morgan was a Welsh pirate of the 17th century. He fought for Britain against Spain and became Lieutenant Governor of Jamaica in 1674.

Optional follow-up activity: Students use the Internet or the library to research facts about Henry Morgan to present to the class.

Worksheet 2: Is it *for* or *since*?

Using the worksheet

- This worksheet practises the present perfect with *for* and *since*.
- Students work individually or in pairs to write the past participle forms of the verbs.
- Students then complete the story with the verbs from Activity 1, before deciding if the sentences in italics are correct or incorrect. Students then correct the mistakes.

KEY: Activity 1: 2 known, 3 liked, 4 lived, 5 spoken, 6 had;

Activity 2: 2 liked / I've liked English since I was a young man, 3 had / correct, 4 known / I've known him for six months, 5 lived / He's lived in Italy since 2010, 6 spoken / correct

Optional follow-up activity: Make some space in the classroom and demonstrate how to play *Musical chairs*. Arrange the chairs so there is one for each student, back-to-back. Play some music. Students walk/dance around the chairs. Take one chair away and then stop the music. Students run to sit on a chair. The one who is left standing has to say a sentence in the present perfect with *for* or *since*, e.g. *I've known my best friend for five years*. If they make a correct sentence, they can continue with the game. If they make a mistake, they are out. The game continues.

Worksheet 3: A long, long time

Using the worksheet

- This worksheet practises present perfect questions with *how long*.
- Students work individually or in pairs to order the words in the questions.
- Students then work in pairs to match the questions with the answers in the interview.

KEY: Activity 1: 2 How long have you had your parrot? 3 How long have you used a hammock? 4 How long have you been captain of this ship? 5 How long have you lived on this ship? 6 How long have you had your eye-patch?

Activity 2: b6, c5, d4, e2, f3

Optional follow-up activity: Students work in pairs and practise reading out the completed dialogue. They read the dialogue twice so that they play both parts.

Worksheet 4: Pirate story

Using the worksheet

- This worksheet encourages students to be creative and make their own pirate story.
- Ask students to look at the items and help with any new vocabulary. Students work in groups of three and choose from the options in order to create their own pirate story.
- Students work together to plan and write their story. Monitor and help as necessary.

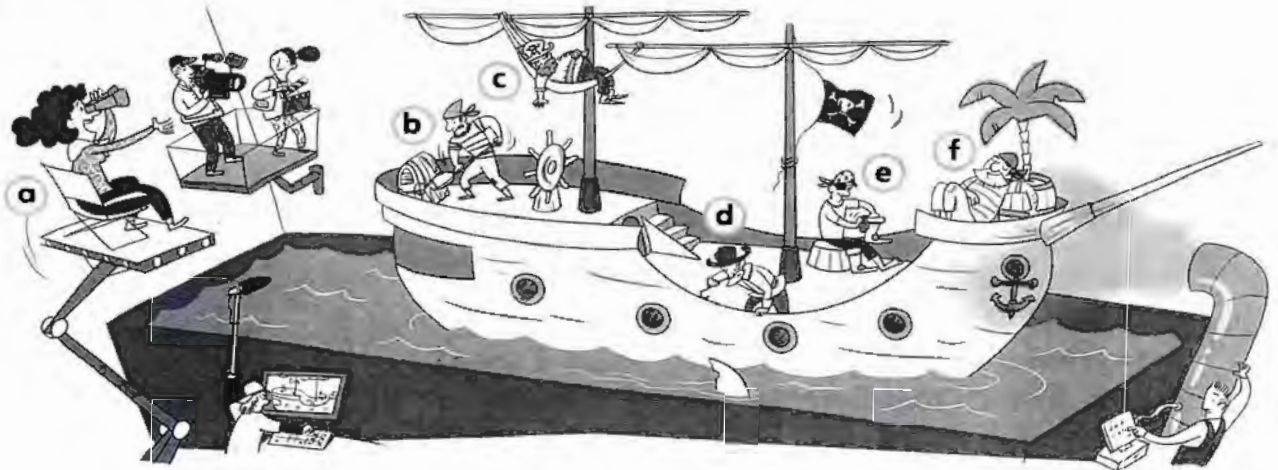
KEY: Students' own answers

Optional follow-up activity: Students write out and decorate the stories, then pin them up on the classroom wall. The class vote on their favourite story.

1

Worksheet 1: Pirates

1 Match the sentences with the people in the picture.

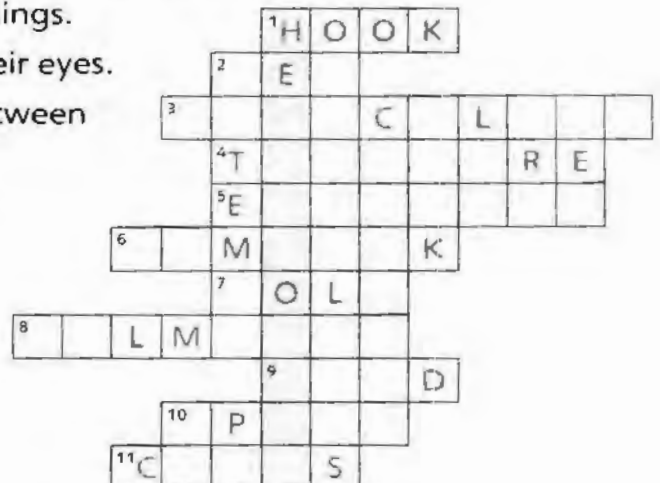


- 1 This is the person who is looking through binoculars.
- 2 This is the person who is sleeping in the hammock.
- 3 This is the person who has a hook.
- 4 This is the person who has an eye-patch.
- 5 This is the person who is trying to open the treasure chest with a spode.
- 6 This is the person who is sitting under a palm tree.

a

2 Do the puzzle and find the name of a famous pirate.

- 1 A piece of metal which pirates used if they lost a hand.
- 2 You sometimes need this to open a door or treasure chest.
- 3 You look through these to see things which are far away.
- 4 Jewels, money and other expensive things.
- 5 Pirates often wore this over one of their eyes.
- 6 A seat or bed which you can hang between two trees.
- 7 You make this in the ground to hide treasure.
- 8 You find this tree in hot countries.
- 9 This metal costs more than silver.
- 10 A tool used for digging.
- 11 Metal money.



Vocabulary: Pirates

1

Worksheet 2: Is it *for* or *since*?

1 Write the past participles.

- | | | | | | |
|--------|-------------|--------|-------|---------|-------|
| 1 be | <u>been</u> | 3 like | _____ | 5 speak | _____ |
| 2 know | _____ | 4 live | _____ | 6 have | _____ |

2 Read and complete with the verbs from Activity 1. Then correct the sentences *in italics* that you think are incorrect.

Hello! My name's Stefano and I'm from Milano in Italy. I like learning languages. ¹ I've been *interested in languages for many years.* I speak Italian, French and German. Now, I'm trying to learn English. ² I've _____ *English for I was a young man.* In fact, I love it. But I'm always making mistakes with the words 'for' and 'since'. ³ I've _____ *problems with these words for a long time!*

At the moment, I'm having lessons in Roma with an English teacher called Michael. I met him last year, so ⁴ I've _____ *him since six months.* He's a very good teacher. ⁵ He's _____ *in Italy for 2010.* He loves it here! He comes from England, but he speaks very good Italian. His mother is from Italy so ⁶ he's _____ *the language since he was a little boy.*

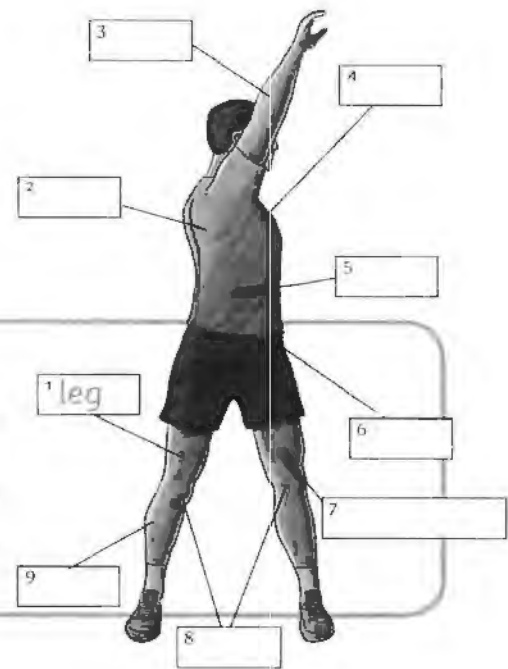
Right, you must excuse me. I have to do some work. We're practising the present perfect at the moment. Ciao!



- 1 correct
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

- 1 Look at the picture of the athlete and write the words.

leg calf knees side arm
chest back quadriceps hip



Did you know?

It is very important to warm up and cool down the muscles before and after you do exercise. A warm-up gets the body ready to move. If you don't warm up properly, you might injure yourself. A cool-down stops the muscles from feeling stiff. If you feel stiff, it means that it hurts to move. You usually feel a little stiff the day after exercise. But if you don't cool down properly, you will feel even worse!

- 2 Look and complete the instructions.



lean



lift



lie



bend



reach



stretch

Warming up

• Side stretch

Stand with your legs straight. Put your left hand on your hip. ¹ Bend over to the side and ² _____ over your head with your right arm. Repeat on the other side.



• Quadriceps stretch

Stand on your right leg. ³ _____ against a wall for balance. Hold the bottom of your left leg with your left hand. Bend and ⁴ _____ your left leg slowly up behind you as high as you can. Repeat with the other leg.



Cooling down

• Back stretch

Lie on the floor. ⁵ _____ your knees up to your chest and put your arms around them, pulling them towards you. Hold for 15 seconds.



• Knee-roll stretch

⁶ _____ on the floor. Put your arms out on both sides. Bend your knees to the left side. Repeat on the other side.

Biology: Warming up and cooling down

1

Worksheet 4: Pirate story

1 Work in groups of three. Plan a pirate story.

- a Choose and circle a pirate. Then choose a name for your pirate.



- b Choose and circle a pet for your pirate.



parrot



dog



cat



monkey

- c Choose and circle a weapon.



whip



gun



cutlass



lasso

- d Choose and circle an enemy.



Queen Eleanor



sheriff



Black Bill



sea monster

- e Choose and circle a place for your story.



dining room



rowing boat



cabin



tropical island

2 Write your pirate story. Here is an example of how to start.

Pirate Bob was not a very good pirate. He tried hard, but he never found any treasure or took any prisoners. But everything changed the day he met ...

Literature: Pirate story

1

Worksheet 3: A long, long time

1 Make questions for Captain Blue.



- | | |
|---|--|
| 1 have / been / how / a / long / pirate / you <u>How long have you been</u>
<u>a pirate?</u> | 4 of / ship / captain / you / been /
how / have / long / this _____
_____? |
| 2 had / you / long / have / parrot /
how / your _____
_____? | 5 lived / this / ship / you / how / long /
on / have _____
_____? |
| 3 how / have / hammock / you / a /
used / long _____
_____? | 6 long / your / eye-patch / you / had /
have / how _____
_____? |

2 Read and match the captain's answers with the questions in Activity 1. Write numbers.

Reporter: Good morning, Captain Blue. Thank you for talking to me today. My first question: ^a 1

Captain Blue: Oh, a very long time. I've been a pirate since I was a boy.

Reporter: ^b _____

Captain Blue: Well, I've had this since 1962. I lost my left one when a pirate hit me with his hook.

Reporter: I'm sorry to hear that.

^c _____

Captain Blue: I've lived here for 20 years. She's called Queen Bess and I love her. She sails like a dream.

Reporter: ^d _____

Captain Blue: A long, long time. I've been number one on this ship for 18 years.

Reporter: ^e _____

Captain Blue: This beautiful bird? We've been together for 16 years.

Reporter: ^f _____

Captain Blue: I've had this for 35 years. I never sleep in a bed.

Reporter: Well, thank you, Captain. Can you help me to get off the ship now, please?

Grammar 2: How long have you ... ?

Worksheet 1: Types of transport

1 Complete the words and match them with things in the picture.

1 j _ e t p _ a c k

2 m _ n _ r _ _ l

3 _ n _ c y c l _

4 s _ _ r f b _ _ _ r d

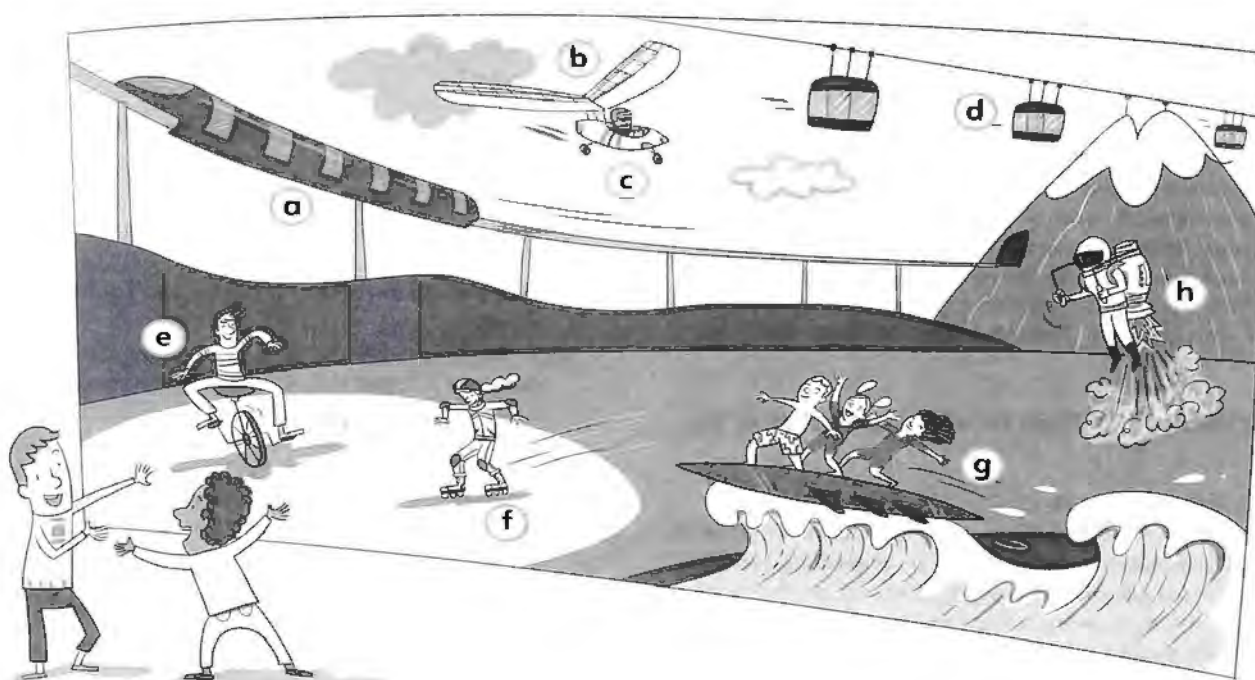
h

5 s _ _ l _ _ r p _ _ n _ _ l

6 _ n l _ _ n _ s k _ t _ s

7 m _ c r _ l _ g h t

8 c _ b l _ _ c _ _ r



2 Read and complete the conversation with words from Activity 1.

1 'What's that up there?'

'Oh, that's a jet pack. You put it on your back and you can fly!'

2 'What's this, do you think?'

'It's a _____. It takes heat from the sun to make a _____ fly.'

3 'Have you ever used _____ like those?'

'Yes. They're much better than walking!'

4 'I like this. It's a _____.'

'It's much faster than a normal train.'

5 'This is what clowns use.'

'Oh, yes. That's a _____. It's not easy to ride.'

6 'Oh! It's a _____.'

'Yes. You can go to the top of a mountain in one of these!'

7 'Look! They're travelling around the lake on a giant _____!'

Vocabulary: Travel

Worksheet 1: Types of transport

Using the worksheet

- This worksheet practises vocabulary connected to the transport of the future: *monorail, cable car, parachute, solar panel, microlight, hang-glider, jet pack, wind turbine, surfboard, floating skateboard, unicycle, inline skates*.
- Students work individually or in pairs and complete the words with the missing vowels. Then they find each item in the picture and write the corresponding letter in the box provided.
- Students then read the dialogue and complete it using the words in Activity 1.

KEY: Activity 1: 2a monorail, 3e unicycle, 4g surfboard, 5b solar panel, 6f inline skates, 7c microlight, 8d cable car;
Activity 2: 2 solar panel / microlight, 3 inline skates, 4 monorail, 5 unicycle, 6 cable car, 7 surfboard

Optional follow-up activity: Students work in pairs and make a list of the three types of transport that they like the best. They present their favourites to the class with reasons. The class then votes on the best type of transport.

Worksheet 2: This is what you need to do

Using the worksheet

- This worksheet practises *need to* and *don't need to*.
- Students work individually or in pairs to match the sentences on the left with the advice on the right.
- Students then write advice for the children in Activity 2 using *need to* and *don't need to*.

KEY: Activity 1: 2d, 3f, 4e, 5b, 6a;
Activity 2: Students' own answers

Optional follow-up activity: Students work in groups and tell each other what job they would like to do in the future. The group members give them advice using *need to* and *don't need to*. They then read out their advice to another group to see if they can guess what jobs were chosen and who chose them.

Worksheet 3: What will be, will be.

Using the worksheet

- This worksheet practises *will* and *won't* + infinitive.
- Students work individually or in pairs to complete the paragraph about the girl's future using *will* and *won't*.
- Students then read about Oliver and write predictions about his future.

KEY: Activity 1: 2 won't, 3 will, 4 will, 5 won't, 6 will;
Activity 2: Students' own answers

Optional follow-up activity: Students work in pairs and take turns to predict each other's futures using *will* and *won't*.

Worksheet 4: Formula 1 facts

Using the worksheet

- This worksheet develops the theme of cars.
- Students read the article and complete the Formula 1 fact card.
- Students then read and match the facts with the drivers.

KEY: Activity 1: 2 50°C, 3 Spa-Francorchamps in Belgium – 7,004 km, 4 under three seconds, 5 up to 3 kg, 6 the UK;
Activity 2: 2a, 3d, 4b

Optional follow-up activity: Students use the Internet to prepare a short group presentation on a Formula 1 driver, car or circuit.

1 Read and complete. Use *will* or *won't*.

Welcome to Frank's Fantastic Futures!
Come in. Sit down and relax. For just £9.99,
I¹ will tell you what will happen to you.
So, my dear, thank you for joining me. How
would you like to pay? With gold coins?

You will work in the theatre! Yes, I can see it
now. There⁶ _____ be people clapping and
calling your name. You will be an actress. A
great star! You will be famous around the
world.

Good. Now let me see.
What will your future be?
Well, my dear, I am sorry,
but you² _____ meet a tall,
dark, handsome stranger.
Your husband will be short.
Ah, but there³ _____ be
a beautiful big house by
a river. Yes, you will live in
it! And you⁴ _____ have a
very interesting job. No, you
⁵ _____ work in an office.

2 Read about Frank's next customer, Oliver. Then write what Frank says about Oliver's future.

Oliver is 12 years old. He lives with his parents and sister in a small house at the top of a hill. Oliver loves drawing. He draws cartoons and watches all the cartoons on TV. He also likes films. He goes to the cinema twice a week with his friends and reads a film magazine every month. Oliver doesn't like numbers, cheese, cleaning his room, the news or mobile phones. Oliver is happiest when he takes his dog, Skip, for a walk in the park.



Now, let me see. What will your future be?

1 Read and match.



1 I want to be a writer.

2 I want to be a doctor.

3 I want to be an actor.

4 I want to be a swimmer.

5 I want to be a TV presenter.

6 I want to be a musician.

- a You don't need to play a lot of instruments. But you need to play one very well.
- b You need to speak well and smile a lot. You don't need to go to university.
- c You don't need to do anything special. You only need to read a lot. Oh, and buy a lot of pens!
- d You need to study very hard for many years. You don't need to watch TV shows about hospitals.
- e You need to get up early in the morning to go to the pool.
- f You need to have a good memory to learn all your lines. You don't need to do exams.

2 Look, read and write advice. Use **need to** and **don't need to**.

cyclist

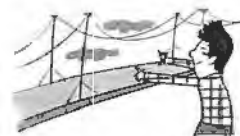
1 I want to be a cyclist.

You need to train hard and eat well.

2 I want to be a painter.

3 I want to be an engineer.

4 I want to be a film director.



engineer



painter



film director

Worksheet 1: Things in Ancient Egypt

Using the worksheet

- This worksheet practises words connected to Ancient Egypt: *pyramid, Sphinx, pharaoh, chariot, slaves, rock, hieroglyphics, tomb, mummy*.
- Students label the pictures. Then they find the words in the word search.
- Students work in pairs and make a crossword. They write definitions for the words in Activity 1. Tell students to do their crossword on a piece of paper.
- Students can then swap the empty crossword grid and their clues with another pair.

KEY: Activity 1: 2 chariot, 3 pharaoh, 4 slaves, 5 pyramid, 6 mummy, 7 Sphinx, 8 tomb, 9 hieroglyphics

							m						
r		s					u						
	o		p	y	r	a	m	i	d				
		c		h			m						
		h	k		i		y		p				
		a				n			h			s	
		r					x		a				l
		i							r			a	
	t	a	m	b					a				v
		t							o				e
h	i	e	r	o	g	l	y	p	h	i	c	s	

Activity 2: Students' own answers

Optional follow-up activity: Demonstrate how to play *Pictionary*. Ask a volunteer to slowly draw an object, e.g. a chariot, on the board. The first student to guess the word takes the next turn. Students can also play the game in groups.

Worksheet 2: Quiz time

Using the worksheet

- This worksheet practises the past passive.
- Students complete the questions with *was* or *were*.
- They read the incorrect answers to the questions and write negative sentences.
- They then match the answers in Activity 3 with the questions in Activity 1.

KEY: Activity 1: 2 *was*, 3 *were*, 4 *were*, 5 *was*, 6 *were*;
Activity 2: 2 *Romeo and Juliet* wasn't written by Steven Spielberg, 3 The pyramids weren't built in Japan, 4 The first modern Olympic Games weren't held in France, 5 The World Wide Web wasn't invented in 1932, 6 The Harry Potter books weren't written by J.R.R. Tolkien;
Activity 3: 2e, 3f, 4d, 5b, 6c

Optional follow-up activity: Students work in small groups and write their own quiz questions in the past passive. They can use the Internet to help them research their questions. Alternatively, you can set this as a homework exercise and students can bring their questions to the next class.

Worksheet 3: A lot or a little?

Using the worksheet

- This worksheet practises *a lot of*, *lots of*, *a few*, *a little*.
- Students read the story and circle the correct words.
- Students then answer the questions.

KEY: Activity 1: 2 a lot of, 3 a few, 4 A few, 5 a little, 6 lots of;
Activity 2: 2 There was a lot of / lots of water, 3 There were a few chairs, 4 There was a little grass, 5 Dad bought lots of / a lot of bottles of lemonade.

Optional follow-up activity: Put students into two teams. Write some nouns on the board, e.g. *milk, books, water, computer games*. Students put their hands up and put one of the nouns into a sentence, using *a lot of / lots of / a few / a little*. If the sentence is correct, the student wins a point for their team. If the sentence is incorrect, the other team can think of an alternative.

Worksheet 4: Shapes

Using the worksheet

- This worksheet practises the names of shapes: *circle, cone, pentagon, square-based pyramid, cube, square, cylinder, triangle, hexagon, rectangle, cuboid, triangular prism* using a game.
- Students work in groups of three. Give each group a board, dice (or a spinner) and counters. Also provide paper for students to draw on. Check that everyone knows that a *pentagon* has five sides. Students put the counters on *Start*. The first player to throw the number six starts. Students answer the questions on the segments and get a point for each correct answer.
- When all the students have got to *Finish*, the one with the most points is the winner.

KEY: Activity 1: 1 ○, 2 a cone, 3 ⬡, 4 a square-based pyramid, 5 □, 6 □, 7 a cylinder, 8 △, 9 ○, 10 □, 11 □, 12 △, 13 length and width, 14 an octagon

Optional follow-up activity: Students work in pairs to draw and name a new shape.

1 Read the information and complete the fact card.



Just how fast is Formula 1? Well, the cars can go at over 300 km/h. When you travel that fast, things get hot. In the cockpit, where the driver sits, the average temperature during a race is 50°C. The car's tyres also get very hot and are often changed several times during

a race. Mechanics can change a car's tyres in under three seconds. The heat of racing also means that Formula 1 drivers can lose up to 3 kg in weight in a Grand Prix race. Drivers travel around the world to race in the World Championship. Perhaps the most famous circuit is in Monaco,

where the race takes place on the streets of Monte Carlo. The longest circuit in Formula 1 is Spa-Francorchamps in Belgium. It is 7,004 km long. So which country has won the most Formula 1 World Championships? Well, it's the UK. Ten different British drivers have won the event.

Formula 1 Fact Card

Speed:	1	<u>over 300 km/h</u>
Cockpit temperature:	2	<u> </u>
Longest circuit:	3	<u> </u>
Time taken to change tyres:	4	<u> </u>
Weight lost by drivers:	5	<u> </u>
Country with most Formula 1 champions:	6	<u> </u>

2 Read and match the facts with the drivers.

- 1 This German driver was World Champion every year for five years and won that title seven times altogether. He drove for Ferrari for many years.
- 2 This Spanish driver won the World Championship with Renault in 2005 and 2006.
- 3 This Italian driver won the very first World Championship in 1950.
- 4 This driver was from São Paulo. He won three World Championships between 1988 and 1991.



Fernando Alonso



Ayrton Senna



Michael Schumacher



Giuseppe Farina

History: Formula 1 racing

1 Complete the questions with *was* or *were*.

► Homework quiz

- 1 When were the first modern Olympic Games held?
- 2 Who _____ *Romeo and Juliet* written by?
- 3 Where _____ the pyramids built?
- 4 Where _____ the first modern Olympic Games held?
- 5 When _____ the World Wide Web invented?
- 6 Who _____ the Harry Potter books written by?



2 All Dad's answers to the quiz in Activity 1 are wrong! Read and write negative sentences.



- 1 2004 The first modern Olympic Games weren't held in 2004.
- 2 Steven Spielberg _____
- 3 Japan _____
- 4 France _____
- 5 1932 _____
- 6 J. R. R. Tolkien _____

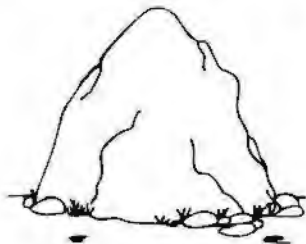
3 Match the answers with the quiz questions from Activity 1.

- | | | | |
|-----------------|--------------------------|-----------------------|--------------------------|
| a 1896 | <input type="checkbox"/> | d Greece | <input type="checkbox"/> |
| b 1989 | <input type="checkbox"/> | e William Shakespeare | <input type="checkbox"/> |
| c J. K. Rowling | <input type="checkbox"/> | f Egypt | <input type="checkbox"/> |

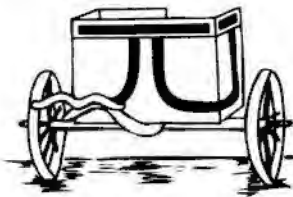
Grammar 1: Past passive

Worksheet 1: Things in Ancient Egypt

1 Look and write the words. Then find them in the word search.



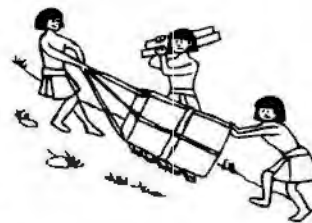
1 rock



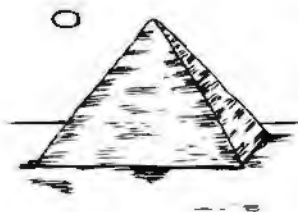
2



3



4



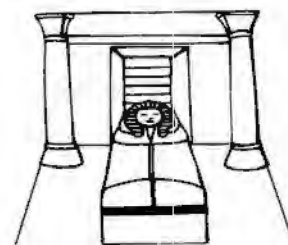
5



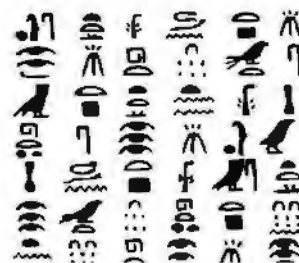
6



7

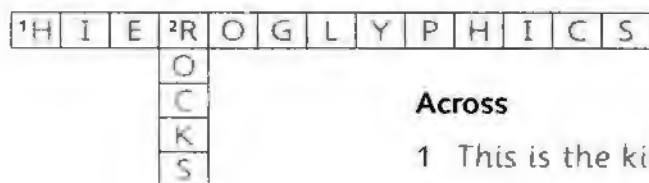


8



9

2 Make a crossword with words from Activity 1 and write the clues.



Across

1 This is the kind of writing they did in Ancient Egypt

Down

2 Mountains are made of these.

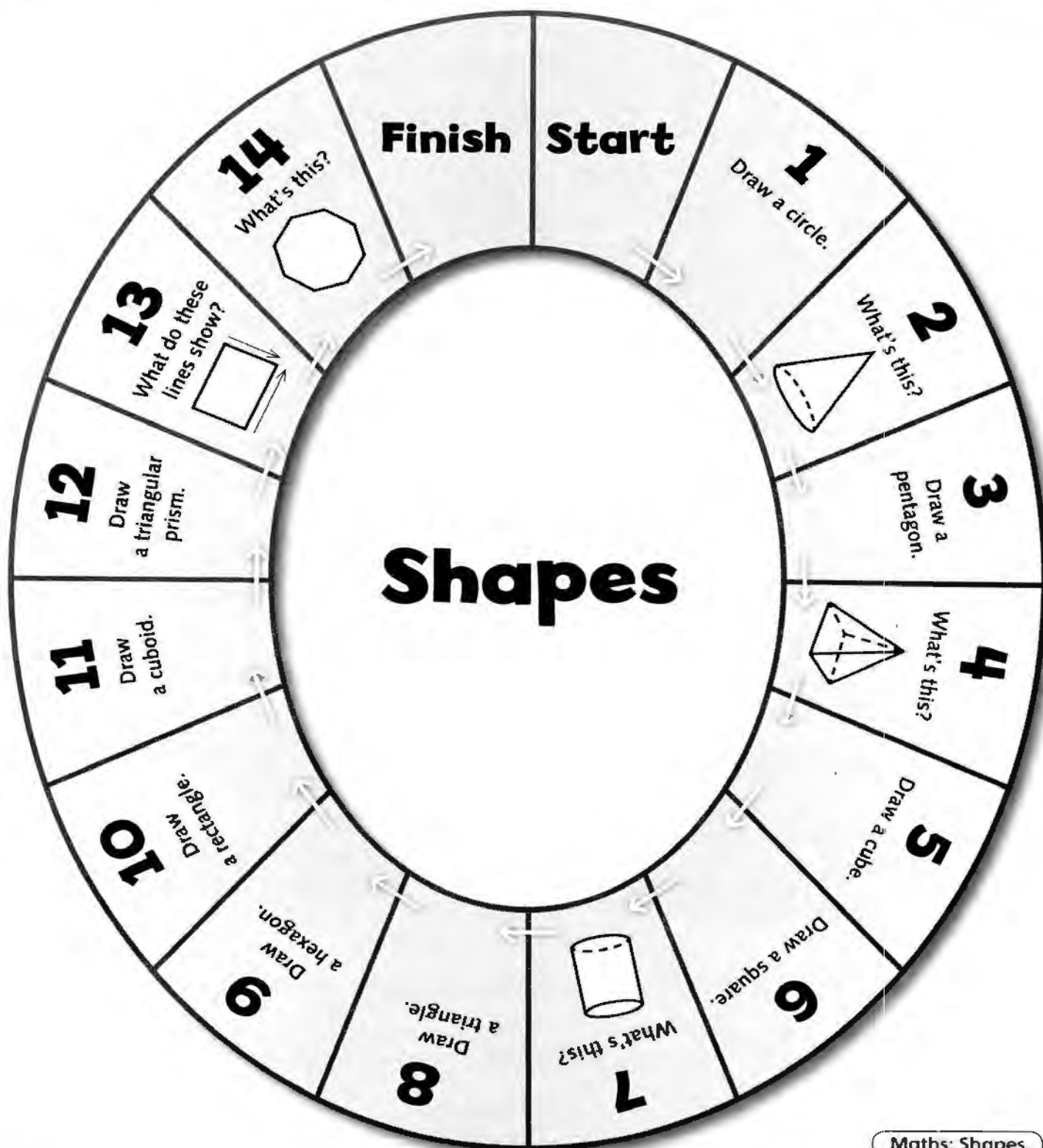
Vocabulary: In Egypt

3

Worksheet 4: Shapes

- 1 Play the game. Use the phrases from the box.

You start. Throw the dice. It's your turn. Whose turn is it? I've won!



Maths: Shapes

1 Look, read and circle the correct words.



It was my grandmother's birthday party last Sunday. It wasn't very interesting. There were ¹ **a lot of** / **a few** people in the living room, eating sandwiches. I was bored, so I went into the kitchen and looked in the fridge. There were ² **a few** / **a lot of** bottles of water. I took one, then I went into the garden. There were ³ **a few** / **lots of** flowers. I picked one and took it into the living room. 'Grandma,' I said, 'this is for you.' 'Ricky!' said Mum. 'Did you get that from Grandma's garden?' ⁴ **A few** / **Lots of** people looked at me. They weren't happy. 'That's OK,' said Grandma. 'Thank you, Ricky. Have some birthday cake.' But there was only ⁵ **a few** / **a little** cake left on the table. Then I saw Dad. He was carrying ⁶ **a few** / **lots of** boxes of cake!

2 Look at the pictures in Activity 1 and write answers. Use *lots of*, *a lot of*, *a few* or *a little*.

1 How many sandwiches were there on people's plates?

There were lots of sandwiches.

2 How much water was there in the fridge?

There was

3 How many chairs were there in Grandma's garden?

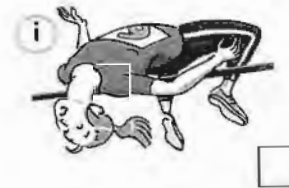
4 How much grass was there in Grandma's garden?

5 How many bottles of lemonade did Dad buy?

Worksheet 1: Olympic spirit

1 Write the words and match them with the pictures.

- 1 gonbix boxing
- 2 winrog r
- 3 sledruh h
- 4 glewgfinithit w
- 5 gefinncc f
- 6 scatysnimg g
- 7 jpongulm l j
- 8 mghjupih h j
- 9 nretlwigs w
- 10 crayrhe a



2 Read and write **t** (true) or **f** (false).

- High jumpers usually jump backwards.
- Long jumpers need to be fast runners.
- In the sport of archery, athletes jump over things.
- Athletes in the sport of wrestling need to be very strong.
- In rowing, athletes always stand up.
- In fencing, athletes wear special masks.

t

Vocabulary: Sports

Worksheet 1: Olympic spirit**Using the worksheet**

- This worksheet revises Olympic sports: *long jump, gymnastics, rowing, archery, high jump, wrestling, hurdles, weightlifting, fencing, boxing*. It also develops the students' ability to work with anagrams.
- Students work individually or in pairs to solve the anagrams, then match the words with the pictures.
- Students then read the sentences and decide whether they are true or false.

KEY: Activity 1: 2c rowing, 3g hurdles, 4e weightlifting, 5a fencing, 6f gymnastics, 7j long jump, 8i high jump, 9h wrestling, 10d archery;
Activity 2: 2 t, 3 f, 4 t, 5 f, 6 t

Optional follow-up activity: Ask students to work in pairs and do some research to find out about a famous Olympic athlete of their choice, e.g. the high jumper Jovier Sotomayor, the rower Steve Redgrave, the gymnast Nadia Comăneci. Encourage them to go to the library or do some research on the Internet and find out what country the athlete comes/came from and what he/she does or did. Students present the information to another pair or to the whole class.

Worksheet 2: What could we do?**Using the worksheet**

- This worksheet practises *could* for possibility when making suggestions.
- Students work individually or in pairs to read the story and complete it using the words in the box.
- Students then work alone to write four things that their partner could do, either by himself/herself or together.
- Students work in pairs. They have a conversation based on the suggestions they wrote in Activity 2. Point out the phrases they could use in the box.

KEY: Activity 1: 2 watch, 3 keen, 4 could, 5 go, 6 stay;

Activity 2: Students' own answers;

Activity 3: Students' own answers

Optional follow-up activity: Students work in pairs. They organise a school sports day. Each pair has to think of four suggestions, e.g. what events to have, where to hold the events, what food and drink to have, which special guests to invite. Students then share their suggestions with the class. The class decide on the best suggestions.

Worksheet 3: Busy, busy, busy**Using the worksheet**

- This worksheet practises the present continuous for future plans.
- Students read the diary, then reply to the notes, texts, messages and emails. They write present continuous sentences saying why Jenny can't be there.
- Students draw a simple week's diary, then make notes about four plans for next week. They talk about their plans with a partner, using the present continuous.

KEY: Activity 1: 2 Sorry, I'm playing tennis (with George Wells) at 7. 3 Sorry, I'm going to Paris on Friday. / Sorry, I'm going to bed (for the weekend) at 9.30. 4 Sorry, I'm flying to Paris on Friday at 1.15. 5 Sorry, I'm having breakfast (with Eric Christie) (at the Ritz Hotel) at 8.45. 6 (Don't worry.) I'm emailing you at 3.45.

Activity 2: Students' own answers

Optional follow-up activity: Ask students to make another blank diary. They each think of four things that they would like to do next week and write them in their diary. Each activity should take up one morning or one afternoon in their diary.

Students then stand up and walk around the class, making suggestions about doing things with their classmates, e.g. *What are you doing on Monday morning? Would you like to play table tennis?* When they find someone who would like to do the activity they suggest, at the time they suggest, they write that person's name in their diary. They can only do one thing in each morning or afternoon. After the activity, students report their plans back to the class, e.g. *On Monday morning, I'm playing table tennis with Marta / Marta and I are playing table tennis.*

Worksheet 4: Let's get physical**Using the worksheet**

- This worksheet introduces students to the importance of warming up and cooling down the muscles before and after exercise.
- Pre-teach/check the following vocabulary: *balance, straight, body*. Students read the introductory text about warming up and cooling down. They then label the body parts using the words in the box.
- Students look at the pictures which show different exercise words, then complete the warm-up and cool-down instructions using these words.

KEY: Activity 1: 2 back, 3 arm, 4 chest, 5 side, 6 hip, 7 quadriceps, 8 knees, 9 calf;

Activity 2: 2 reach, 3 Lean, 4 stretch, 5 lift, 6 Lie

Optional follow-up activity: Students can try out the warm-up and cool-down routines with a parent at home.

Worksheet 3: Busy, busy, busy

- 1 Jenny Johnson is a very busy woman. Look and write answers.



AUGUST		Friday 4 th
a.m.		
6:30	phone New York	
8:45	breakfast with Eric Christie at the Ritz Hotel	
10:00	give interview to Brenda Lewis at Art TV	
11:40	meet Jim Bolt for coffee	
p.m.		
1:15	plane to Paris	
3:45	email mother - birthday!	
5:00	snack	
7:00	tennis with George Wells	
9:30	bed for the weekend!	

- 1 Your hairdresser is free at 6.30 Friday morning.

Sorry. I'm phoning New York at 6.30.

- 2 Jenny,
Dinner on Friday at 7 p.m.?

- 3 **Party!!**
Friday evening at 9. Please come!

- 4 Lunchtime tennis, Friday at 1?
Liz

- 5 9 a.m. meeting in my office.
John

- 6 Don't forget me on the 4th!
Mum x x

- 2 Draw a diary. Make notes in your diary about four things you are doing next week. Then tell a partner about your plans.

Grammar 2: Present continuous (future)

1 Complete the story with the words from the box.

do keen stay could go watch



Don and Dan are best friends. They always see each other at the weekend, but they never know what to do. Every weekend, they talk about the things they could ¹ do. 'We could ² _____ the football,' Don says. 'Hmm, I'm not ³ _____, to be honest,' Dan replies. 'The football isn't very interesting at the moment. We ⁴ _____ go for a swim.' 'Good idea,' Don says, 'but I'm too tired for that. We could ⁵ _____ to the cinema.' 'Sounds good, but the film I want to see has already started,' says Don. 'Well, I don't know then,' Don says. 'We could just ⁶ _____ at home.'

2 Your partner can't think of anything to do. Write four things they could do on their own or with you.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

3 Make the suggestions from Activity 2 to your partner. Use phrases from the box.

You could ... We could ... But look ...
I'm not keen, to be honest. Not really. Good idea.

Worksheet 1: On the high street**Using the worksheet**

- This worksheet practises words for shops: *chemist's, tailor's, barber's, baker's, grocer's, butcher's, jeweller's, carpenter's*.
- Students write the words under the pictures.
- Students then match the words with the definitions.

KEY: Activity 1: 2 barber's, 3 jeweller's, 4 grocer's, 5 carpenter's, 6 butcher's, 7 tailor's, 8 baker's; Activity 2: 2a, 3d, 4g, 5c, 6e, 7h, 8b

Optional follow-up activity: Demonstrate how to play *The sticker game*. Choose words that you want to practise, e.g. the names of the shops from the worksheet, and write them on sticky notes. Stick these notes on students' backs and then tell the students not to tell each other the words. Students mingle, asking each other Yes/No questions to find out what the words are, e.g. *Can I buy bread here?*

Worksheet 2: Have you ever ... ?**Using the worksheet**

- This worksheet practises present perfect questions, statements and short answers and *ever* and *never*.
- Students choose the correct words to complete the questions. They then answer the questions for themselves.
- Students work in groups of four. Each student writes the first letters of the names of the other group members at the top of the three columns headed 'People in my group', then ask and answer about the experiences. They tick and cross as appropriate, then count the ticks to find out which experiences are the most/least common in their group. You could then ask the whole class and rank the activities.

KEY: Activity 1: 2 cooked, 3 read, 4 been, 5 seen, 6 visited, 7 played, 8 written, 9 sung, 10 been, 11 spoken, 12 acted;

Activity 2 and 3: Students' own answers

Optional follow-up activity: Play *Bingo!* Get students to draw a grid with six or nine cells. From a list that you have given them, ask students to choose the infinitives of three to five regular and three to five irregular verbs and write them in the cells. Then read out a list of the regular and irregular past participle verb forms, rather than the infinitives. If you call out a past participle and the student has the infinitive 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!* and wins the game.

Worksheet 3: What have you done?**Using the worksheet**

- This worksheet practises talking about experiences using the present perfect and past simple.
- Students read the texts and match them with the experiences.
- Students then read the paragraphs and complete them with words from the box.

KEY: Activity 1: 2d, 3e, 4b, 5a, 6c; Activity 2: 2 went, 3 had, 4 climbed, 5 watched, 6 slept, 7 ate, 8 cooked, 9 have, 10 worked, 11 studied, 12 passed

Optional follow-up activity: Students write a list of the most exciting and interesting things they have done in their lives. Then they tell a partner about the things on their list. Their partner asks them questions about their experiences.

Worksheet 4: At the art gallery**Using the worksheet**

- This worksheet develops the theme of Art introduced in the CLIL pages of the unit.
- Students read the text and answer the questions.
- Students then choose one of the four paintings they like best and write about why it is their favourite.

KEY: Activity 1: 2 a permanent exhibition, 3 Leonardo da Vinci, 4 at the Louvre Museum in Paris, France, 5 Vincenzo Peruggia, an Italian worker in the Louvre, 6 1913;

Activity 2: Students' own answers

Optional follow-up activity: Students visit a local art gallery or museum and write answers to the following questions: 1 What's the gallery/museum called? 2 When was it built? 3 Which exhibitions are on at the moment? 4 What is in the permanent exhibition? 5 What is the most famous thing in the gallery/museum? 6 Which two paintings/objects did you like? Why?

Students use their answers to the questions to help them write a short presentation on their trip. They can do their presentations in the next lesson.

1 Look and write.



chemist's



2 Read and match.

- 1 If you want some fresh bread, go there.
- 2 This is where you go for meat.
- 3 If you have a headache, they can help you there.
- 4 This is where you can get a new table.
- 5 You can buy a new jacket there.
- 6 This is where you go for sugar, coffee and tins of beans.
- 7 If you're getting married, you'll need to go there for the ring.
- 8 Is your hair too long? Perhaps you should go there!

- | | |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | a butcher's |
| <input type="checkbox"/> | b barber's |
| <input type="checkbox"/> | c tailor's |
| <input type="checkbox"/> | d chemist's |
| <input type="checkbox"/> | e grocer's |
| <input type="checkbox"/> | f baker's |
| <input type="checkbox"/> | g carpenter's |
| <input type="checkbox"/> | h jeweller's |

5

Worksheet 2: Have you ever ... ?

- 1 Read and circle the correct words. Then answer the questions for yourself. Use *Yes, I have.* / *No, I haven't* or *No, never.*

Have you ever ...?	Me	People in my group (✓ or X)		
1 eaten / eating something horrible?				
2 cooked / cook a meal?				
3 read / written a book by Roald Dahl?				
4 played / been snowboarding?				
5 done / seen the Twilight films?				
6 gone / visited a big city?				
7 playing / played tennis?				
8 wrote / written a poem?				
9 sung / sang on stage?				
10 been / gone to another country?				
11 spoke / spoken to someone in another language?				
12 acted / act in a school play?				

- 2 Work in groups of four. Ask the questions.

Which activity have the people in your group never done?
Which activities have most/all of you done?

Have you ever eaten something horrible?



Yes, I have.



Grammar 1: Present perfect with *ever* / *never*

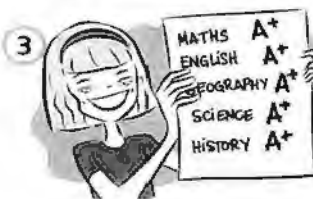
1 Read and match.

- 1 We had a great time. We saw lions, elephants, buffalo and leopards. I didn't want to go home. ☐ f
- 2 Oh, it was really good. We saw fencing, archery and weightlifting. Everyone was excited and happy. I want to go again in 2016! ☐
- 3 I couldn't believe it. I went so fast down the mountain! I had a great teacher who told me how to fall and how to stop. ☐
- 4 He was great. He was really friendly and asked me about school. I didn't know what to say. He showed me his Oscar! ☐
- 5 We did so many things! We went to Hollywood on the first day, then we went to Venice Beach and Disneyland. ☐
- 6 It was so hard. I was tired for days. My legs really hurt and I couldn't sit down! ☐



- a He's been to Los Angeles.
- b She's met a famous actor.
- c He's cycled from London to Paris.
- d She's been to the Olympic Games.
- e She's tried skiing.
- f He's been on safari in Kenya.

2 Look, read and complete with words from the box.



had ate worked watched have passed studied
~~been~~ went climbed slept cooked

- 1 Yes, I've ¹ been to New York. I ² _____ with my parents last year. We ³ _____ the best time. We ⁴ _____ the Statue of Liberty and the Empire State Building. But the best part was when we ⁵ _____ the Knicks play baseball at Madison Square Garden.
- 2 Our school went to France for a week. We ⁶ _____ in tents every night and in the morning we ⁷ _____ our breakfast on the grass outside. I was so hungry. We had to help. So, have I ⁸ _____ sausages on a barbecue? Yes, I ⁹ _____!
- 3 I ¹⁰ _____ really hard last month. I ¹¹ _____ my books and notes every night after school. I get nervous before I do exams, but I've ¹² _____ them all!

Grammar 2: Present perfect with simple past detail

Worksheet 4: At the art gallery

1 Read about a famous art gallery and answer the questions.

There is a museum or art gallery in most towns and cities. Museums and art galleries usually have permanent and temporary exhibitions. Temporary exhibitions are in the gallery for a short time, but the permanent exhibition is always in the gallery and is what the gallery is most famous for. For example, most visitors to the Louvre Museum in Paris, France, go to

see Leonardo da Vinci's *Mona Lisa*, which has been on display since 1797.

Museums and galleries have to have excellent security because sometimes paintings and other valuable objects get stolen. The *Mona Lisa* was stolen by Vincenzo Peruggia, an Italian who worked at the museum, in 1911, but was found two years later and returned to the Louvre.

1 What is a temporary exhibition?

It is an exhibition that is in a gallery or museum for a short time.

2 What do we call a group of paintings that are always in the gallery?

3 Who painted the *Mona Lisa*?

4 Where is the *Mona Lisa*?

5 Who stole the *Mona Lisa*?

6 When was the *Mona Lisa* returned to the Louvre?

2 Look at the paintings. Choose and write about your favourite one.



Abstract
expressionism



Impressionism



Cubism



Surrealism

6

Crazy inventions

Worksheet 1: Tools and machines

Using the worksheet

- This worksheet practises words for machines and tools: *spanner, switch, lever, button, drill, screwdriver, workbench, hammer, nails, saw, paint pot, paintbrush.*
- Students use the clues to help them write the words.
- Students then work individually or in pairs and write sentences to describe the picture.

KEY: Activity 1: 2 spanner, 3 saw, 4 drill, 5 workbench, 6 paintbrush, 7 button, 8 nail, 9 screwdriver, 10 pot, 11 hammer, 12 lever;

Activity 2: Students' own answers

Optional follow-up activity: Demonstrate how to play *What's it for?* Put students into small teams. Say the name of an object, e.g. *a chair, a button, a paintbrush.* Students then have one minute in their teams to think of all the things that the object can be used for. Teams win a point for each idea. When students have run out of ideas, the game begins again with a different object. The team with the most points wins the game.

Worksheet 2: Too many or not enough?

Using the worksheet

- This worksheet practises *too many* and *not enough*.
- Students work individually to write sentences about Terence Trailfinder's packing using *too many* and *not enough*, then compare their answers with a partner.
- Students then write sentences about what they have *too many* and *not enough* of at home. If you wish to do the follow-up activity, tell students not to show their sentences to their partner. If not, let students compare their sentences in pairs.

KEY: Activity 1: 2 You haven't got enough water. 3 You've got too many hats. 4 You've got too many bags. 5 You haven't got enough clothes. 6 You haven't got enough food.

Activity 2: Students' own answers

Optional follow-up activity: Students work in pairs and guess what their partner has too many or not enough of. Encourage students to discuss why they think they have too many or not enough of something.

Worksheet 3: But what is it?

Using the worksheet

- This worksheet practises *Can you tell me what this is / does / is for?*
- Students work individually or in pairs to complete the dialogue with *can, tell, is, does* and *for*.
- Students then look at the pictures and answer the questions in their own way.

KEY: Activity 1: 2 Can, 3 for, 4 does, 5 is / does, 6 tell, 7 is, 8 does;

Activity 2: (possible answers): 2 It points things.

3 It's for cooking (the dinner). 4 It writes/does your homework for you. 5 It's a cleaning/polishing/dusting machine.

Optional follow-up activity: Students work in pairs and design their own machine. They then explain what it is, does and is for to another pair.

Worksheet 4: The world of Physics

Using the worksheet

- This worksheet develops the theme of Physics.
- Students read the article and then match the words with the definitions. Let students use dictionaries to help them and be ready to demonstrate the meanings where necessary.
- Put students into three groups. Ask them to research one of the physicists and answer the questions. If you think that students will find this difficult, you could put some of the answers on the board and ask students to match the information with the scientists.
- Students present the information about their physicist to the class.

KEY: Activity 1: 2c, 3d, 4a, 5b, 6e;

Activity 3: See table below

Optional follow-up activity: Physicists do very important work. Ask students to think of other people who do important jobs, e.g. doctors, nurses, dentists, teachers, refuse collectors. Students discuss why they think the job they have chosen is important. The class can then vote on which job is the most important.

	Marie Curie	Isaac Newton	Albert Einstein
When was he/she born?	1867	1643	1879
Where was he/she born?	Warsaw, Poland	Woolsthorpe, England	Ulm, Germany
When did he/she die?	1934	1727	1955
What did he/she discover?	the chemical elements polonium and radium	<ul style="list-style-type: none"> • white light is made of the seven colours of the rainbow • there is a force called gravity which makes things fall to Earth 	<ul style="list-style-type: none"> • the Special and General Theories of Relativity • the photoelectric effect
How has he/she helped us?	Her work helped in the development of x-rays, which help doctors see inside the human body.	His work led to the science of optics and a better understanding of light and colour.	His work led to the development of nuclear power, which provides millions of people with energy and electricity.

6

Worksheet 1: Tools and machines

1 Write the word for something in the picture that ...



- 1 begins with the letter *s* and ends in *h*.
- 2 has the letters *nn* in the middle.
- 3 rhymes with 'door' and cuts wood.
- 4 ends with the letters *ll* and makes holes in things.
- 5 has nine letters in it and is like a table.
- 6 we use to paint with.
- 7 has two *ts* in the middle and is something that we press.
- 8 rhymes with 'sail' and is a thing that we put into a wall.
- 9 has three syllables and that we turn with our hands.
- 10 has three letters in it and goes after the word 'paint'.
- 11 is used for hitting things.
- 12 is something that we pull.

switch

2 Write sentences about the picture.

The inventor is cutting wood with a saw.

Vocabulary: Tools and machines

- 1 Terence Trailfinder is going to the jungle for a week. What is his wife saying? Look and write. Use *too many* and *not enough*.



1 (books) You've got too many books.

4 (bags) _____

2 (water) _____

5 (clothes) _____

3 (hats) _____

6 (food) _____

- 2 What do you have too many of and not enough of? Write sentences. Use the pictures or your own ideas.



1 _____

4 _____

2 _____

5 _____

3 _____

6 _____

Grammar 1: *too many / not enough*

6

Worksheet 3: But what is it?

1

Read and complete the conversation with *can*, *tell*, *does*, *for* or *is*.

Professor Klein: So, what do you want to know?

TV presenter: Can you tell me what this switch ¹ does ?

Professor Klein: It communicates with other planets.

TV presenter: Oh, I see. ² _____ you tell me what this machine is ³ _____ ?

Professor Klein: It's for making delicious cheese.

TV presenter: Well, that's very clever. Can you tell me what this lever ⁴ _____ ?

Professor Klein: It controls time.

TV presenter: What about this? Can you tell me what this machine ⁵ _____ ?

Professor Klein: It's a language machine. It teaches you to speak Swahili.

TV presenter: Can you ⁶ _____ me what this machine ⁷ _____ for?

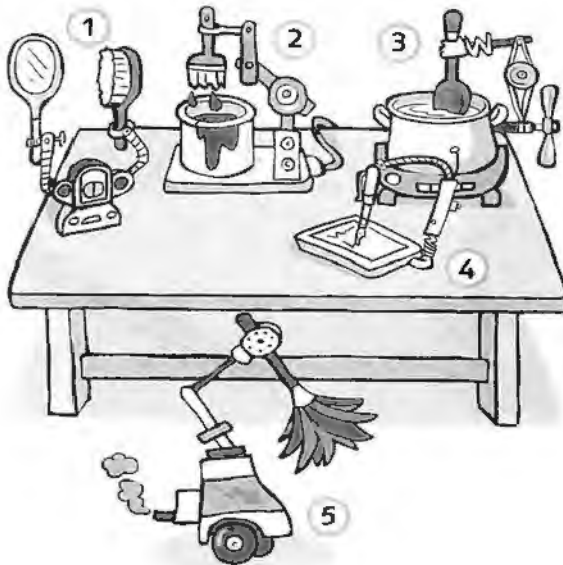
Professor Klein: It's for doing something very special. Press that button.

TV presenter: Can you tell me what the button ⁸ _____ ?

Professor Klein: It stops TV presenters from asking questions.



2

Read and write Professor Klein's answers.

1 Can you tell me what this is?

This is a hairbrushing machine.

2 Can you tell me what this machine does?

3 Can you tell me what this machine is for?

4 Can you tell me what this machine does?

5 Can you tell me what this is?

Grammar 2: *Can you tell me what this is / does / is for?*

6

Worksheet 4: The world of Physics

1 Read the article and match the words with the definitions.

The world of Physics...

The word 'physics' comes from the Greek word for 'nature'. Students of Physics try to explain 'reality'; the world that we live in. But the real world is not easy to understand.

Even many physicists do not understand it! Physicists are very intelligent people. They study energy, force, matter and motion.

The study of Physics has helped us to understand

how to use natural forces, such as electricity. This has allowed scientists and inventors to create our modern world of computers, TVs, smartphones and aeroplanes.

- | | |
|-------------|---|
| 1 energy | a anything that makes an object change its direction or shape |
| 2 physicist | b the moving of place or position |
| 3 matter | c a person who studies Physics |
| 4 force | d what things are made of |
| 5 motion | e the world that we live in |
| 6 reality | f the power things have to do work |

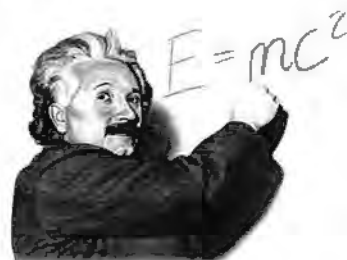
2 Choose and circle the name of a famous physicist.



Marie Curie



Isaac Newton



Albert Einstein

3 Find out about your physicist and complete the table.

	Marie Curie	Isaac Newton	Albert Einstein
When was he/she born?			
Where was he/she born?			
When did he/she die?			
What did he/she discover?			
How has he/she helped us?			

4 Present your information to the class.

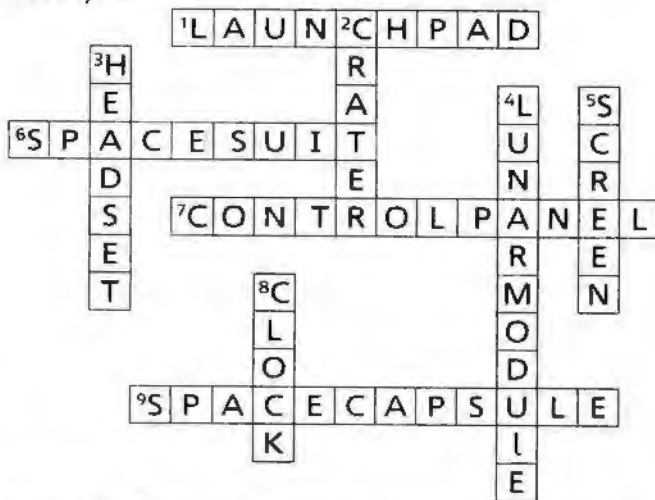
Science: Physics

Worksheet 1: We have lift-off!**Using the worksheet**

- This worksheet practises words related to the moon landing: *countdown clock, lunar module, space capsule, spacesuit, launch pad, crater, control panel, screen, headset.*
- Students work individually or in pairs to label the pictures using the words in the box.
- Students then use the pictures and clues to help them complete the crossword.

KEY: Activity 1: 2 control panel, 3 lunar module, 4 crater, 5 screen, 6 launch pad, 7 countdown clock, 8 space capsule, 9 spacesuit

Activity 2:



Optional follow-up activity: Demonstrate how to play *Hit the word*. Before starting the game, write words from this unit 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 student in each team a roll of newspaper. Say one of the words on the board or give a definition. The first student to hit that word with their newspaper wins a point for their team, then passes the newspaper to the next person in their team. Continue until you have said all the words. The team with the most points at the end of the game wins.

Worksheet 2: My life**Using the worksheet**

- This worksheet practises gerunds.
- Students work alone to write the gerund forms.
- Students then complete the notes with a gerund from Activity 1 before numbering the three things which are most important to them for their future life. They discuss their answers in small groups.

KEY: Activity 1: 2 studying, 3 learning, 4 having, 5 being, 6 getting/being, 7 travelling, 8 buying; Activity 2: b getting, c having/getting, d buying/having, e being, f learning/studying, g travelling, h studying

Optional follow-up activity: The whole class discuss which things on the list are the most important. They then vote on their top three.

Worksheet 3: Bizz Baldwin, astronaut**Using the worksheet**

- This worksheet practises reported speech.
- Students work individually or in pairs to read and order the interview with Bizz Baldwin.
- Students then read the three articles and say which is the truest report of the interview with Bizz.

KEY: Activity 1: 2g, 3d, 4f, 5b, 6h, 7c, 8e;

Activity 2: *The Washington Post* (c)

Optional follow-up activity: Students write about an imaginary journey into space. Students write about the food they ate, the clothes they wore, the people they travelled with and the places they visited. You can set this activity for homework.

Worksheet 4: A short history of NASA**Using the worksheet**

- This worksheet develops the theme of space exploration.
- Introduce NASA and the timeline which shows events in its history. Check that students understand the words in the box. Explain that Collins is the surname of an astronaut.
- Students then use the pictures on the NASA timeline and the words in the box to complete the sentences about NASA's history.
- Students work in pairs to research three more NASA facts to add to the timeline. They can look at NASA's website for their information: <http://www.nasa.gov/home/index.html>
- They then present their facts to the class.

KEY: Activity 1: 2 space, 3 astronauts, 4 doesn't, 5 13, 6 moon, 7 Challenger, 8 seconds, 9 Collins, 10 command, 11 robot, 12 Mars

Activity 2: Student's own answers

Optional follow-up activity: Put students into three groups. Give them one minute to name as many films, books and songs about space as they can. The winning team is the one with the most correct titles.

7

Worksheet 1: We have lift-off!

1 Look and write the words from the box.

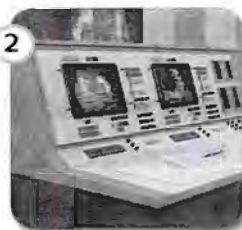
control panel spacesuit countdown clock screen headset
launch pad crater space capsule lunar module

1

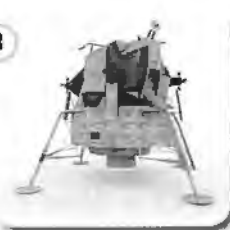


headset

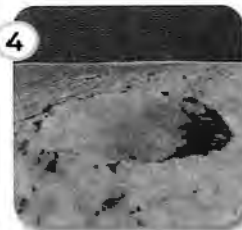
2



3



4



5



6



7



8



9



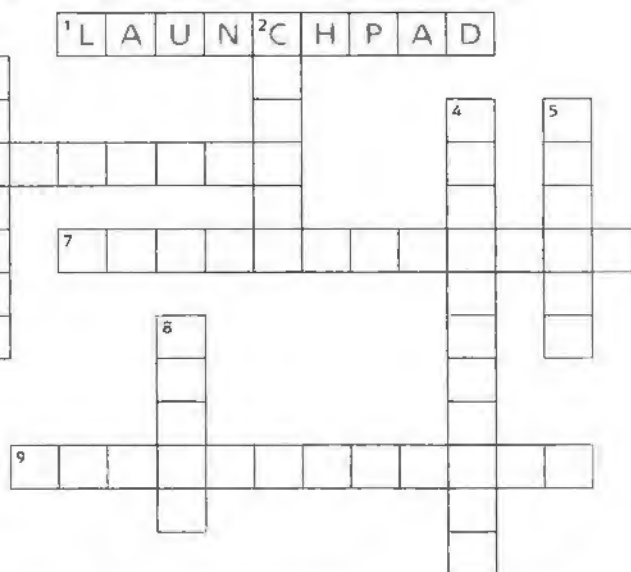
2 Read and complete the crossword with words from Activity 1.

Across

- 1 This is what a spacecraft sits on before it goes into space.
- 6 This is what astronauts wear.
- 7 This has special buttons that engineers use to control the spacecraft. (two words)
- 9 This is what astronauts travel in when they are in space. (two words)

Down

- 2 This is a big hole in the surface of a planet.
- 3 Astronauts wear this on their heads to hear and speak to Earth.
- 4 This is the small spacecraft that the astronauts used to land on the moon. (two words)



- 5 This is what the engineers look at in ground control to see the astronauts in space.
- 8 When the countdown _____ gets to 'zero', the spacecraft starts its journey into space.

Vocabulary: Moon landing

1 Write the gerunds.

- 1 make making
 2 study _____
 3 learn _____
 4 have _____

- 5 be _____
 6 get _____
 7 travel _____
 8 buy _____

2 Complete the notes with the gerunds from Activity 1.
 Then choose three things which are important to you.
 Number them 1, 2 and 3 (1 = the most important).



My future life

- a ☐ making lots of friends
 b ☐ _____ married before I am 25
 c ☐ _____ lots of money
 d ☐ _____ a big house
 e ☐ _____ healthy
 f ☐ _____ other languages
 g ☐ _____ around the world
 h ☐ _____ hard for exams

3 Work in groups. Discuss and explain your answers to Activity 2.

Learning other languages is
 my number 1 because it's fun.

I don't think that buying a big
 house is important.

Grammar 1: Gerunds

1 Put the interview in order.



- a ☐ 1 Reporter 1: Hi, Bizz. Thanks for agreeing to speak to us today.
- b ☐ Reporter 3: I'm sure it will be. How long will you be in space?
- c ☐ Reporter 2: Well, good luck with the trip. What do you enjoy most about being an astronaut?
- d ☐ Reporter 1: I'll go first. Are you looking forward to the trip?
- e ☐ Bizz: I love it all. I'm the Christopher Columbus of space – finding new worlds. OK. I have to go now. Thanks and goodbye!
- f ☐ Bizz: Of course I am. I think it will be great.
- g ☐ Bizz: You're welcome. I'm happy to answer your questions.
- h ☐ Bizz: For two years.

2 Read the three reports of the interview. Which is the most accurate?

a Bizz Baldwin is the most famous astronaut in the world. When I met him yesterday, he wasn't very happy. That is probably why he was wearing sunglasses. He said that he wasn't looking forward to going to Mars and that he didn't enjoy being an astronaut. And then he left without saying goodbye.
The Los Angeles Times

b Everyone knows Bizz Baldwin, the incredibly handsome American astronaut. He walked into the hotel, where I met him yesterday, like a true star. He was wearing a beautiful jacket and jeans. He said that he was looking forward to going to the moon and compared himself to Christopher Columbus.
The New York Times

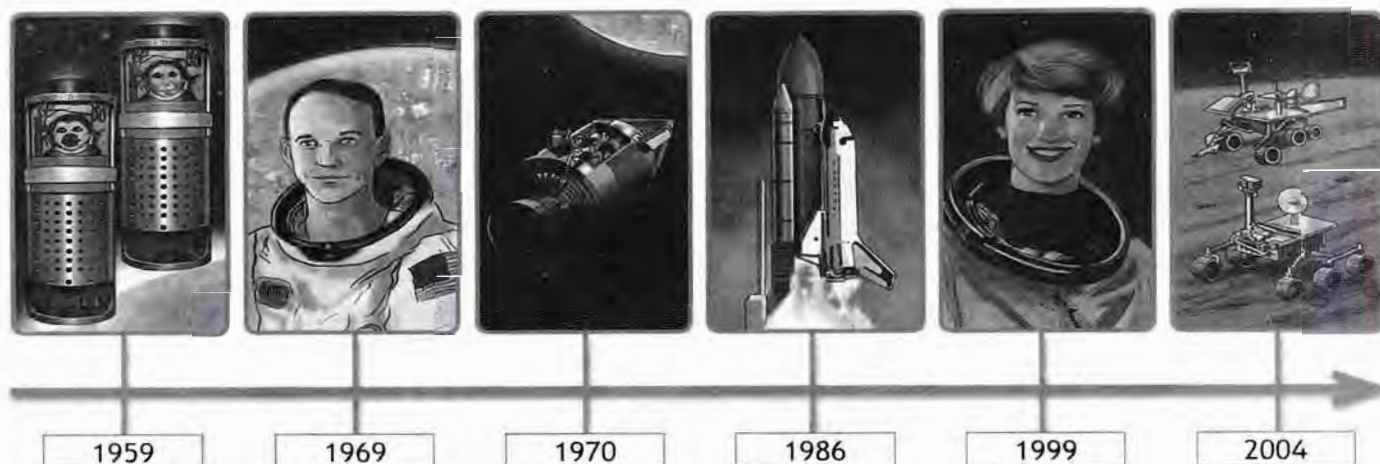
c I met Bizz Baldwin in the Beverly Hills Hotel. He said that he was looking forward to going to Mars and that he would be in space for two years. But he saved the best for last. What did he enjoy most about being an astronaut? He said he loved it all. 'I'm the Christopher Columbus of space,' he said!
The Washington Post

Grammar 2: Reported speech

7

Worksheet 4: A short history of NASA

NASA stands for National Aeronautics and Space Administration. Its head offices are in Washington DC in the United States. NASA was started in 1958 and it has had an amazing history.



1 Look at the timeline and complete. Use the words from the box.

doesn't Collins 13 robot seconds Challenger
Mars moon space command ~~monkeys~~ astronauts

- 1959 Two ¹ monkeys called Able and Baker are launched into ² _____.
- 1969 Michael Collins is the only one of three ³ _____ who go to the moon who ⁴ _____ walk on the surface.
- 1970 Apollo ⁵ _____ has problems and can't land on the ⁶ _____.
- 1986 The Space Shuttle ⁷ _____ explodes 73 ⁸ _____ after lift-off.
- 1999 Eileen ⁹ _____ is the first woman to ¹⁰ _____ a Shuttle mission into space.
- 2004 Two ¹¹ _____ exploration vehicles are landed on the planet ¹² _____.

2 Find three more NASA facts to add to the timeline.

3 Tell the class your NASA facts.

History: NASA

Worksheet 1: Arctic life

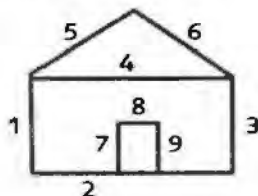
Using the worksheet

- This worksheet practises words connected to the Arctic: *northern lights, iceberg, seal, seal pup, ice floe, polar bear, polar bear cub, sledge, mittens, igloo.*
- Students work individually or in pairs to match the words with the pictures.
- Students then find eight of the words in the word search.

KEY: Activity 1: 2e, 3j, 4b, 5g, 6i, 7f, 8a, 9c, 10h;
Activity 2:

	i	i				i		
	g	c				c		
s	l	e	d	g	e	e	s	
	o	f				b	e	
p	o	l	a	r	b	e	o	r
		o				r	l	
	s	e	a	l		g	p	
							u	
m	i	t	t	e	n	s	p	

Optional follow-up activity: Play *House*. Choose one student to come to the front of the class and draw dashes on the board to represent the number of letters in a word or phrase, e.g. *iceberg*. 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, draw a part of a simple



house on the board. The first student who guesses the whole word comes up to the board and chooses the next word. If no one guesses the word before the house is complete, the original student chooses the next word.

Worksheet 2: This is a worksheet, isn't it?

Using the worksheet

- This worksheet practises question tags with *be*.
- Students read and complete the conversation (just the numbered gaps), then work out the missing word in Sophie's first question.
- Then students work alone and write five questions which check information, using question tags. Pairs take turns to ask and answer their questions.

KEY: Activity 1: 2 isn't, 3 it, 4 is, 5 It's, 6 is.

The missing word is *iceberg*:

Activity 2: Students' own answers with these question tags: 2 aren't you? 3 isn't he/she? 4 isn't it? 5 aren't you?;

Activity 3: Students' own answers

Optional follow-up activity: Students quiz each other on vocabulary in the book using question tags. Students incorrectly identify items of vocabulary by, e.g. pointing to a picture of an iceberg and saying, *This is a seal, isn't it?* Their partner must then correct them, e.g. *No, it's not. It's an iceberg.*

Worksheet 3: It might come true

Using the worksheet

- This worksheet practises *may* and *might*.
- Students read the text and use the pictures to help them complete it with *may* or *might* and the verbs in the box.
- Students then write about the future for Thomas' granddaughter, using *may* and *might*.

KEY: Activity 1: 2 may/might make, 3 may/might travel, 4 may/might work, 5 may/might meet, 6 may/might start;

Activity 2: Students' own answers

Optional follow-up activity: Students write five predictions for their own lifetime using *may* or *might*, e.g. *We might travel to Mars. / We may have robots in our houses.* Students then share their predictions. Make a list on the board. The class can vote on which predictions are most likely to happen.

Worksheet 4: Arctic adventure

Using the worksheet

- This worksheet practises Arctic vocabulary and introduces some more aspects of life in the Arctic.
- Discuss what students would need to take to the Arctic, what they might see, how they would live and what conditions would be like, including any dangers they might face. Pre-teach or check the meaning of: *penguin, sleeping bag, dark, sunburnt, snowstorm.*
- Students work in groups of three or four. Give each group a board (Worksheet 4), dice (or a spinner) and counters. Students put the counters on *Start*. The first player to throw or spin 6 starts. Students follow the instructions on the squares, replacing the pictures with the appropriate words.
- The first student to get to *Finish* is the winner.

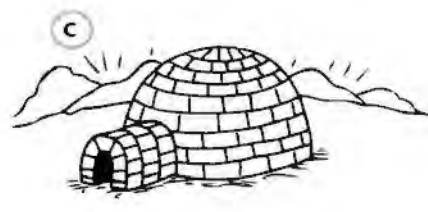
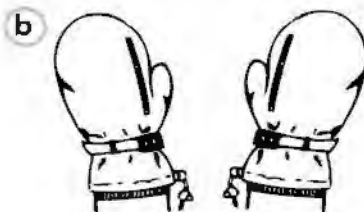
KEY: Students' own answers

Optional follow-up activity: Students work in groups and make their own adventure game, based on the theme of Ancient Egypt in Unit 3, London in Unit 5 or Space in Unit 7. Monitor and help as necessary. Make copies of the board games and play them in class.

8

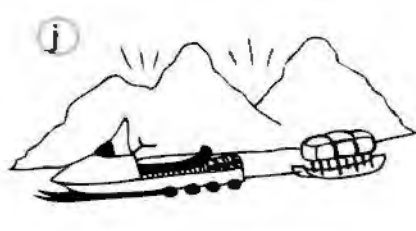
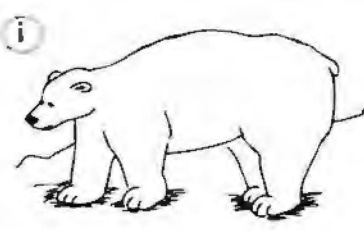
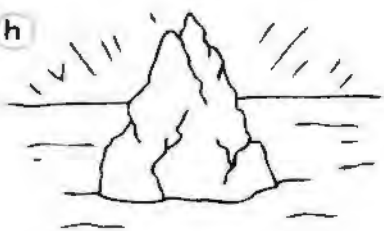
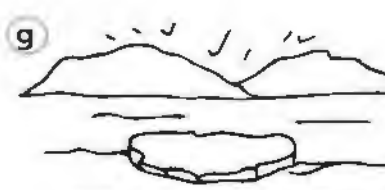
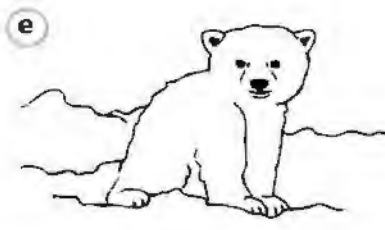
Worksheet 1: Arctic life

1 Match the words with the pictures.



- 1 seal
- 2 polar bear cub
- 3 sledge
- 4 mittens
- 5 ice flae
- 6 polar bear
- 7 seal pup
- 8 northern lights
- 9 igloo
- 10 iceberg

d



2 Find eight words from Activity 1 in the word search.

a	i	i	e	d	m	i	t	e
d	g	c	n	e	s	c	g	a
s	l	e	d	g	e	e	s	f
k	o	f	l	i	n	b	e	k
p	o	l	a	r	b	e	a	r
m	i	o	k	i	a	r	l	y
e	s	e	a	l	o	g	p	d
f	e	e	r	g	j	m	u	x
m	i	t	t	e	n	s	p	o

Vocabulary: In the Arctic

- 1 Complete the conversation between Sophie and her little brother. What's the missing word in Sophie's first question?



Sophie: Do you know what an _____ is, James?

James: It's very big. ¹ isn't it?

Sophie: Yes, that's right.

James: It's black, ² _____ it?

Sophie: No. It's white.

James: It's on the sea, isn't ³ _____ ?

Sophie: Well, yes it ⁴ _____. But a lot of it is under the sea.

James: ⁵ _____ ice, isn't it?

Sophie: Yes. Well, it's made of ice.

James: It's dangerous, isn't it?

Sophie: Yes, it ⁶ _____. It can be very dangerous for ships and boats. You're very clever, James!

- 2 Write questions using question tags.

1 Age	You're 11 years old, aren't you?	
2 Hometown	You're from _____	?
3 Family	Your brother/sister/cousin is _____	?
4 Favourite things	Your favourite food / TV programme / sport is _____	?
5 Interests	You're interested in _____	?

- 3 Work with a partner. Ask and answer your questions.

You're 11 years old, aren't you?

No, that's wrong. I'm 12.

Yes, that's right.

Worksheet 3: It might come true

1

Look, read and complete. Use *may* or *might* and the words from the box.



meet make start work ~~be~~ travel

Thomas is a dreamer. When Thomas goes for a walk he often dreams about what he might do in the future. For example, he ¹ might be a rock star. Or he ² _____ films. He ³ _____ around the world with his friends. He ⁴ _____ in a hospital and save lives. He ⁵ _____ a beautiful woman and fall in love. He ⁶ _____ a business and make lots of money. Or he might walk along, dreaming of the future.



2

It's 2075. Thomas is now a granddad! In 2100, his granddaughter will be 26. Write sentences about her future. Use *may* or *might*.



irLanguage.com

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Grammar 2: *may* / *might*

1 Play the game.

24 Your ... melts.

Go back two spaces.

25 A helicopter comes to get you.
Go forward two spaces.

26 It's 21 December and it's dark all day.
Go back four spaces.

Finish

23 Your face gets sunburnt.
Go back three spaces.

22 

21 You make a ...

Go forward one space.

20 

16 

17 There is a snowstorm.
Go back one space.

18 Your camp is attacked by a ...

Go back two spaces.

19 
You see the ...
Go forward three spaces.

15 You've got lots of warm socks.
Go forward one space.

14 You see an ... melt.

Go back three spaces.

13 

12 You catch lots of fish.
Go forward one space.

8 You melt water to drink.
Go forward one space.

9 

10 You rescue a ...

Go forward one space.

11 

7 You make a campfire to keep warm.
Go forward two spaces.

6 You dream about penguins.
Go back three spaces.

5 

4 You lose your ...

Go back one space.

Start

1 Your sleeping bag gets wet.
Go back one space.

2 You take lots of ...

Go forward one space.

3 

Environmental studies: Arctic adventure

Worksheet 1: A Jurassic garden

Using the worksheet

- This worksheet practises words for natural features: *sunrise, horizon, valley, pond, grassland, stream, bush, swamp, log*. It also gives students an opportunity to revise other vocabulary from the course.
- Students read the sentences and decide whether they are true or false.
- Students then work in pairs. Give each student in the pair a photocopy of the letter cards and ask them to colour all the letters in one colour so that they can be identified as theirs. Make sure that students use a different colour from their partner.
- Students cut out the cards. Explain that they're going to lay words down on the table so that they cross over each other and look like the words in a crossword. Students get three points for making a word from Unit 9, two points for making a word from any of the other units in the book, and one point for any other English word they know. They also get an additional point for each letter card they use to make the word.
- The first student chooses the letters to make a word and puts them down on the table. Students can use the four cards with question marks on as letters of their choice during the game. They get one, two or three points for the word itself and a point for each letter in the word.
- The next student chooses a word that has one letter in common with the first word and lays it at right angles to the first word. Play continues with students laying down words at right angles to each other and always crossing another word at one of the letters (just like a game of Scrabble®).
- The student who has the most points when as many of the letters as possible have been used wins.

KEY: Activity 1: 2 f, 3 f, 4 f, 5 t, 6 t, 7 t, 8 f, 9 t;

Activity 2: Students' own answers

Optional follow-up activity: Demonstrate how to play *Find new words*. Write a long word or phrase, e.g. *Jurassic garden*, on the board. Ask students to work in pairs and use the letters to make new words, e.g. *rug, car, dig*. The pair of students who find the most new words wins. Ask them to choose another word or phrase from any unit in the book and write it on the board for the class to play again.

Worksheet 2: If things were different ...

Using the worksheet

- This worksheet practises the second conditional.
- Students read about Tony. Then they write two or three more sentences for each prompt.
- Students work alone and complete the sentences with their own ideas.

KEY: Activity 1: Students' own answers;

Activity 2: Students' own answers

Optional follow-up activity: Students work in pairs or small groups. They compare their sentences from Activity 2, explaining the reasons for their answers.

Worksheet 3: What would you do?

Using the worksheet

- This worksheet practises the second conditional questions.
- Students complete the sentences and then answer the questions about themselves.
- Students tell the class their answers.
- Students then write six similar questions using the second conditional, then work in pairs, taking turns to ask and answer their questions.

KEY: Activity 1: 3 bought, 4 'd buy, 5 were, 6 'd be, 7 met, 8 'd say, 9 lived, 10 'd visit, 11 travelled, 12 'd travel;

Activity 2: Students' own answers

Optional follow-up activity: Demonstrate how to play *The second conditional game*. Students work in groups of four. They can sit or stand in a circle. One student starts the game by asking a question in the second conditional, e.g. *If you were a sports star, who would you be?* The next student in the circle answers the question and then asks the next student in the circle a new question, e.g. *If I were a sports star, I would be Lionel Messi. If you could live anywhere, where would you live?* If a student can't think of a question or can't answer a question, they drop out of the game. The winner is the student who is left in at the end of the game.

Worksheet 4: If dinosaurs lived again ...

Using the worksheet

- This worksheet develops the dinosaur theme and gives students an opportunity to be creative.
- Students work in small groups to create their own dinosaurs. Students must discuss the kind of dinosaur they want to create, and, at each stage, have to come to an agreement before moving on.

KEY: Students' own answers

Optional follow-up activity: Groups present their dinosaurs to the class. The class votes on the most interesting dinosaur.

1 Read and write *t* (true) or *f* (false).

- | | | | |
|---|----------|---|---|
| 1 A bush is a small plant with many branches. | <u>t</u> | 6 A stream is a small river. | — |
| 2 Ponds are bigger than lakes. | — | 7 You find a valley between two hills or mountains. | — |
| 3 You can't sit on a log. | — | 8 You don't often find cows on grassland. | — |
| 4 Swamps are dry. | — | 9 The horizon is between the earth and the sky. | — |
| 5 The sunrise comes in the morning. | — | | |

2 Play Scrabble®.

a	a	a	a	b	b	c	c	d	d	e
e	e	e	f	f	g	g	h	h	i	i
i	i	j	j	k	k	l	l	m	m	n
n	o	o	o	o	p	p	q	q	r	r
s	s	t	t	u	u	u	u	v	v	w
w	x	x	y	y	z	z	?	?	?	?

Vocabulary: Natural features

1 Read about Tony. Then complete the sentences with your own ideas.

If Tony had time, he'd paint pictures.
 If Tony painted pictures, they would be beautiful. If Tony painted beautiful pictures, people would look at them. If people looked at Tony's paintings, journalists would want to interview Tony. If journalists interviewed Tony, he would become famous. But Tony doesn't have time, so he doesn't paint pictures.



- 1 If I lived in London, I'd visit the Queen. If I visited the Queen _____
- 2 If I went to the moon, I'd meet the man in the moon. If I met the man in the moon _____
- 3 If I were a film director, I'd work in Hollywood. If I worked in Hollywood _____
- 4 If I went swimming every day, I'd be strong. If I were strong _____

2 Complete these sentences.

- 1 If I had time, _____
- 2 If I were rich, _____
- 3 If I could live anywhere in the world, _____
- 4 If I were an animal, _____
- 5 If I could have a special power, _____
- 6 If I could meet anyone in the world, _____

1 Complete the sentences with the verbs in brackets.

Answer the questions.



- 1 If Ricky ¹ went to Scotland, he ² 'd go
to see Loch Ness. (go)
Where would you go?



- 2 If Emmo ³ _____ a house, she ⁴ _____
a house near the sea. (buy)
What kind of house would you buy?



- 3 If Greg ⁵ _____ an athlete, he ⁶ _____ a long
jumper. (be)
What type of athlete would you be?



- 4 If Sophie ⁷ _____ the President of the USA, she
⁸ _____, 'Nice to meet you.' (meet, say)
What would you say?



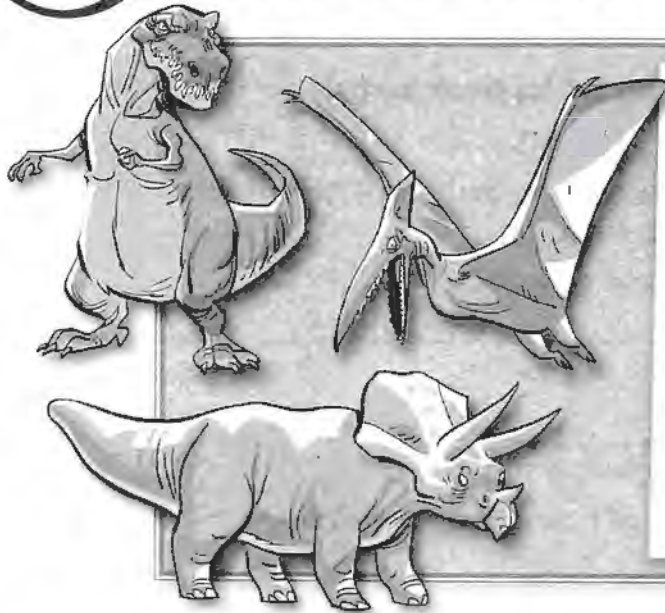
- 5 If Jack ⁹ _____ in Australia, he ¹⁰ _____
Sydney. (live, visit)
Where would you visit?



- 6 If Laura ¹¹ _____ around the world, she
¹² _____ by boat. (travel)
How would you travel around the world?

2 Write six questions using *would*. Ask your partner.

Grammar 2: 2nd conditional questions



Create a dinosaur

From past to present ...

Dinosaurs disappeared from Earth 65 million years ago, but imagine that you have the power to bring them back to life! If you could create a new dinosaur, what creature would you make?

Enter our 'Create a dinosaur' competition and tell us all about it. The best dinosaur wins a boxed set of the *Jurassic Park* films!

1 Work in groups. Create a dinosaur.

- a Choose and circle a habitat for your dinosaur.



swampland



desert



jungle

- b Choose and circle your dinosaur's physical features.



horns



a tail



long, sharp teeth



wings

- c Choose and circle your dinosaur's eating habits.

carnivore herbivore omnivore

- d Choose and circle what your dinosaur is best at.

running jumping flying

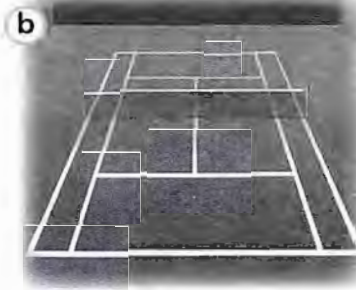
2 Choose a name for your dinosaur, describe it and draw a picture.

Biology: Create a dinosaur

Progress test 1: Listening

Name _____

1 CD 2 Listen and number.


☐

☐

☐

☐

☐

☐

2 CD 3 Listen and tick (✓) the things that Ricky has already done. Put a cross (X) for the things he hasn't done yet.


☐

☐

☒

☐

☐

☐

Name _____

- 1** Read the sentences. Choose the best word (A, B or C) for each space.



- 1 I played tennis with my brother last week. It was OK, but the _____ was too low.
☒ A net B tennis court C bike rack
- 2 We were having a great time in the playground, but then we heard the _____ and had to go back to class.
☐ A railings B litter bin C school bell
- 3 There's a _____ that goes all the way around the football pitch at our school. We have lots of races on it.
☐ A net B running track C bike rack
- 4 I'm not very good at that sport. I can't get the ball through the _____.
☐ A football pitch B basketball hoop C running track
- 5 The students at my school never put things in the _____. The teachers get angry with us.
☐ A tennis court B football pitch C litter bin
- 6 You shouldn't climb on those _____ that go around the park.
☐ A railings B bike racks C net

2 Make sentences.

- | | | |
|----------------------------------|---------------------------------------|--|
| 1 That's the town where | <input checked="" type="checkbox"/> b | a we usually go on holiday. |
| 2 He's the man who | <input type="checkbox"/> b | b I was born. It's near the sea. |
| 3 That's the computer game which | <input type="checkbox"/> c | c I want to watch. |
| 4 That's the film which | <input type="checkbox"/> d | d taught me English last year.
He's a good teacher. |
| 5 July is the month when | <input type="checkbox"/> e | e I want to play with my friends. |
| 6 She's the woman who | <input type="checkbox"/> f | f gave my sister her old silver bracelet.
It's beautiful. |

1

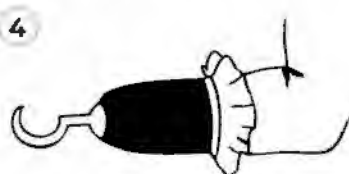
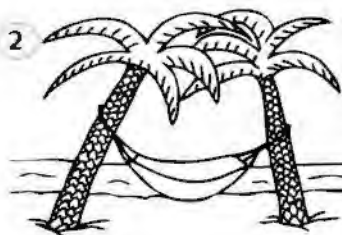
Progress test 1: Listening

Name _____

1 ^{CD} Listen and tick (✓) or cross (X).



X



2 ^{CD} Listen and write *yes* or *no*.



1 Jack's been interested in pirates for two years.

no

2 Jack's known Ricky for five years.

3 Jack's had a hammock since last spring.

4 Jack's sister has had her binoculars since she was eight.

5 Jack's known Laura since he was 11.

6 Jack's had his old coins for three years.

Name _____

1

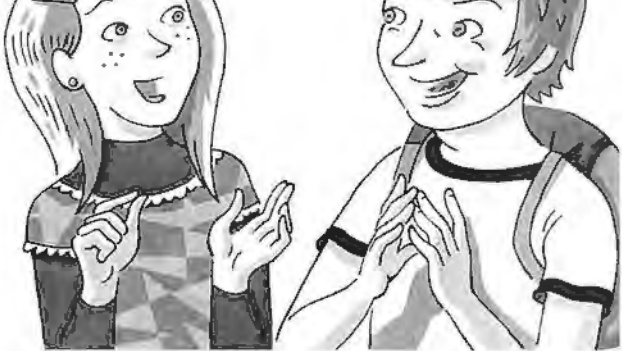
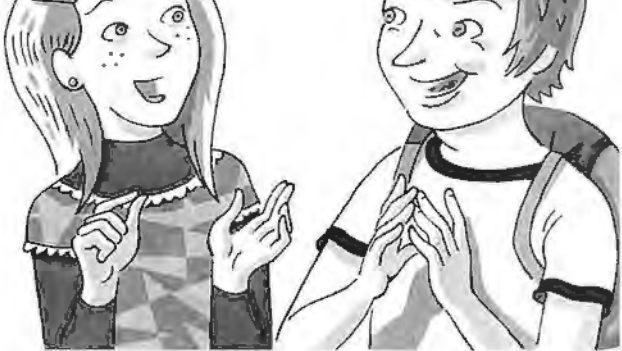
Read the descriptions and write the words.

- | | |
|--|---------------------|
| 1 You need this to open a door. | k <u>e</u> <u>y</u> |
| 2 You can sleep in this between two palm trees. | h _____ |
| 3 This is made of metal. You can use it to pull, hold or pick things up. | h _____ |
| 4 This is a special type of box that pirates put gold and jewellery in. | t _____ c _____ |
| 5 If you want to dig a hole in the ground, you need this. | s _____ |
| 6 You put these to your eyes so you can see objects in the distance. | b _____ |

2

Complete the conversations.

Choose A, B or C.

- | | |
|---|---|
| 1 How long have you known Mark?
A I saw him on Sunday.
B I don't know them.
C I've known him for two years. |  |
| 2 How long have you been interested in music?
A I've liked it for years.
B I heard the song yesterday.
C I don't play the piano. | |
| 3 How long have you lived in London?
A I don't want to go, thanks.
B I've been here for five years.
C I've liked it since last year. | |
| 4 How long have you been keen on volleyball?
A I like it.
B On Saturday.
C Since I was a boy. | |
| 5 How long have you had your guitar?
A I've had it for six months.
B Yes, I know.
C I played it yesterday. |  |
| 6 How long have you been a tennis player?
A I saw the match last night.
B I started last May.
C I had that racket for three years. | |

2

Progress test 1: Listening

Name _____

1

CD
6

Listen and circle.

1 a



b



2 a



b



3 a



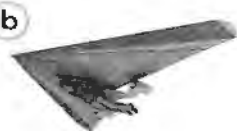
b



4 a



b



5 a



b



6 a



b



2

CD
7

Listen and complete the sentences with *needs to* or *doesn't need to*.



- 1 Emma needs to do her Spanish homework.
- 2 Emma _____ clean her desk.
- 3 Emma _____ take Orwell for a walk.
- 4 Emma _____ buy her grandma a birthday present.
- 5 Emma _____ buy some new pencils.
- 6 Emma _____ have some fun.

Name _____

1 Match the descriptions with the words.

- 1 You need one of these if you jump out of a plane.
- 2 You can travel in this to the top of a mountain.
- 3 You put these on your feet to go faster.
- 4 You use this to travel quickly over the sea.
- 5 This is what a special fast type of train travels on.
- 6 You put this on your back, press a button and fly!

- | | |
|----------------------------|-----------------|
| <input type="checkbox"/> c | a surfboard |
| <input type="checkbox"/> | b monorail |
| <input type="checkbox"/> | c parachute |
| <input type="checkbox"/> | d cable car |
| <input type="checkbox"/> | e jet pack |
| <input type="checkbox"/> | f inline skates |

2 Read and choose the best word (A, B or C) for each space.

My name is Reginald Wool and my job is making predictions. I work for the President of the United States of America and I tell him what I think ¹ _____ happen in the future. These are my ideas: I think ² _____ will be a city on the moon. But we ³ _____ live on Mars. It's too far away. We will ⁴ _____ robots in our houses, but the robots won't talk to us. We ⁵ _____ all live for a very long time. The oldest person will live to be 150 or 160 years old.

Well, they are my ideas. What do you think will ⁶ _____ ?

- | | | |
|------------|---------------|-------------|
| 1 A won't | B will | C there |
| 2 A that | B this | C there |
| 3 A will | B won't | C think |
| 4 A have | B having | C had |
| 5 A 're | B 've | C 'll |
| 6 A happen | B happens | C happening |

3

Progress test 1: Listening

Name _____

1

CD
8

Listen and draw lines.

Harry

Michael

Sue



Zoe

Vicky

Fred

2

CD
9

Listen and write **t** (true) or **f** (false).

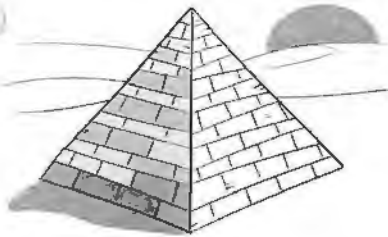
- 1 The TV was stolen. ☐
- 2 The History books were taken. ☐
- 3 The DVD player wasn't stolen. ☐
- 4 The new window wasn't broken. ☐
- 5 The guitars were taken. ☐
- 6 Some keys were found. ☐



Name _____

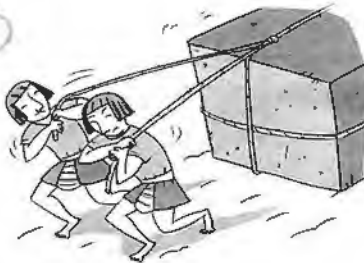
1 Look and write the words.

1



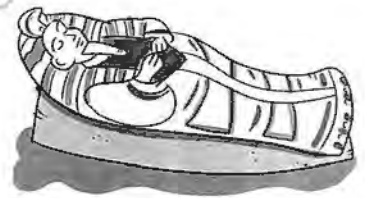
diparmy
pyramid

2



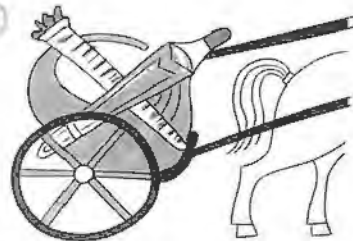
vesals

3



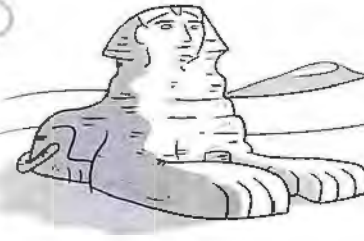
mbot

4



acirhat

5



xhpins

6



hclogirpyehis

2 Read the sentences. Choose the best word (A, B or C) for each space.

- 1 There were _____ my friends in the park.
A little **B lots of** C a lot
- 2 There was only _____ food left after my birthday party, not much. Everybody loved it!
A lots B a little C a few
- 3 There were _____ people on the train. I couldn't find a place to sit down.
A a lot of B a few C a little
- 4 I spent nearly all my birthday money on my new tennis racket, but I had _____ money to buy some chocolate.
A lots of B a few C a little
- 5 It was very cold and wet, but there were _____ people on the beach.
A a little B a lot C a few
- 6 I bought _____ books to read on my long summer holiday.
A a lot of B little C lots

4

Progress test 1: Listening

Name _____

- 1 ^{CD 10} Listen and complete the notes about a sports camp.

My Sporting Week

Katy's favourite sport: ¹ fencingCharlie's favourite sport: ² _____Easiest sport: ³ _____Hardest sport: ⁴ _____Sports watched: gymnastics and ⁵ _____Miss Thomson liked: ⁶ _____ and archery

- 2 ^{CD 11} Listen and circle.

- Ricky and Jack can't / could go to the pool.
- Ricky and Jack can't / could watch the Olympics later.
- Ricky and Jack can't / could go to the cinema.
- Ricky and Jack can't / could go shopping.
- Ricky and Jack can't / could do their homework.
- Ricky and Jack can't / could play a computer game.



4

Progress test 2: Reading and writing

Name _____

- 1 Read the email. Choose a word from the box. Write the correct word next to numbers 2-6.

weightlifting ~~high jump~~ hurdles boxing gymnastics fencing

Hi William,

Guess what? We went to the Olympics last week! It was great. I went with Mum and Tom. We saw the ¹ high jump. A British man won it. He jumped higher than himself! Dad didn't come with us. He went to watch the ² _____. One of his friends was fighting. But he didn't win.

We also saw the 110-metres ³ _____. Have you ever watched it? They jump ten times in a 110-metre race. It's not easy.

I wanted to see the ⁴ _____. It's so clever when they jump and turn in the air. But we couldn't get tickets. I also wanted to watch the ⁵ _____ because the people who do that can pick up such heavy things! But we couldn't get tickets to that, either.

The next time there's an Olympics you should come with me. We could watch the ⁶ _____. I know you like the masks that they wear.

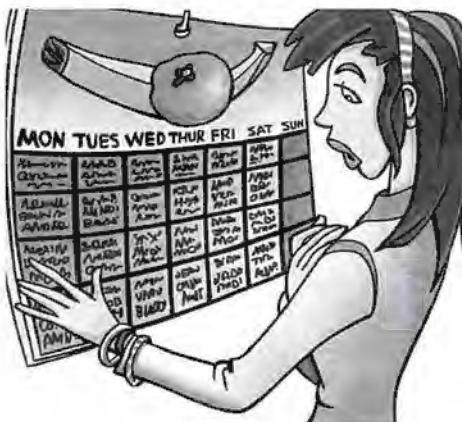
Well, I have to go now. Write to me soon.

Love,

Daisy



- 2 Read and choose the best word (A, B or C) for each space.



My family's very busy next week. On Monday I'm ¹ _____ my father. It's his birthday. On Tuesday, my husband's playing golf with his friend, Sam. Oh, no, he ² _____ playing golf. It's tennis. On Wednesday, my brother ³ _____ flying to Paris. He's got an interview there. On Thursday, my children ⁴ _____ swimming in a competition. They're in four races. Then, on Friday, I'm visiting my cousin. On Saturday all the family is ⁵ _____ dinner in a restaurant. What ⁶ _____ I doing on Sunday? Well, on Sunday I want to do nothing!

1 A meets B meet C meeting

4 A is B are C aren't

2 A not B isn't C aren't

5 A having B have C has

3 A 's B am C are

6 A are B is C am

5

Progress test 1: Listening

Name _____

1 Listen and number.



2 Listen and write t (true) or f (false).



مرجع آموزش زبان ایرانیان
www.iranlanguage.com
irLanguage.com

- 1 Frank has been to London.
- 2 Emma hasn't watched basketball on the TV.
- 3 Emma has done karate lots of times.
- 4 Isabella has written lots of poems.
- 5 Emma hasn't been to New York.
- 6 Emma has ridden a horse lots of times.

t

5

Progress test 2: Reading and writing

Name _____

- 1 Read the sentences. Choose the best word (A, B or C) for each space.

- 1 I went to the ___ this morning because I wanted him to make my new trousers shorter.
A grocer's B barber's **C** tailor's
- 2 She needed some medicine for her headache so she went to the _____.
A chemist's B carpenter's C butcher's
- 3 My hair is really long so I'm going to the ___ this afternoon.
A barber's B jeweller's C grocer's
- 4 They wanted to get a new table for Grandpa so they went to the _____.
A grocer's B carpenter's C tailor's
- 5 I'm going to the ___ to buy some meat for dinner.
A jeweller's B baker's C butcher's
- 6 We wanted some bread for breakfast so we went to the _____.
A jeweller's B baker's C tailor's



- 2 Complete the conversation about travelling. You do not need to use all the letters.

- A Winter. That wasn't a good idea!
~~B Well, I've been to a few places, Lily.~~
 C Yes, I did. But it was very cold!
 D No, I haven't. I'd like to go.
 E Yes, I have. I went there two years ago.
 F Have you been to Paris, then?
 G Yes, I have. We lived in Paris when I was a boy.
 H No, it wasn't. The weather was terrible.

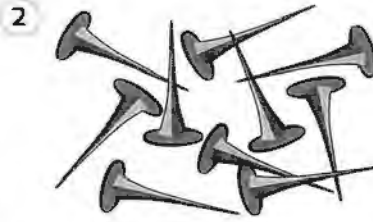
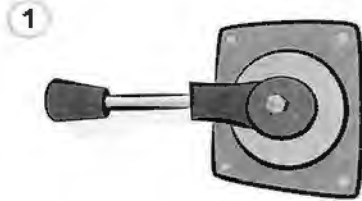


- 1 Lily: Have you been to lots of different places, Andy?
Andy: B
- 2 Lily: Have you ever been to Scotland?
Andy: _____
- 3 Lily: Did you like it?
Andy: _____
- 4 Lily: What time of year did you go?
Andy: _____
- 5 Lily: What about France? Have you ever been there?
Andy: _____
- 6 Lily: You should go to Paris. It's a great city.
Andy: _____
Lily: Yes. Lots of times. I love it.

6

Progress test 1: Listening

Name _____

1 CD 14 Listen and tick (✓) or cross (X).2 CD 15 Listen and tick (✓) *too many* or *not enough*.

too many

not enough

1 sausages



2 biscuits



3 sandwiches



4 bananas



5 pizzas



6 cakes



Name _____

1 Read the descriptions and write the words.

- 1 You use this to put nails in the wall.
- 2 This is what you put your tools on.
- 3 You use this to cut wood.
- 4 You press this to turn a light on or off.
- 5 You use this to make a hole.
- 6 You hold this in your hand when you are painting your room.

h a m m e r

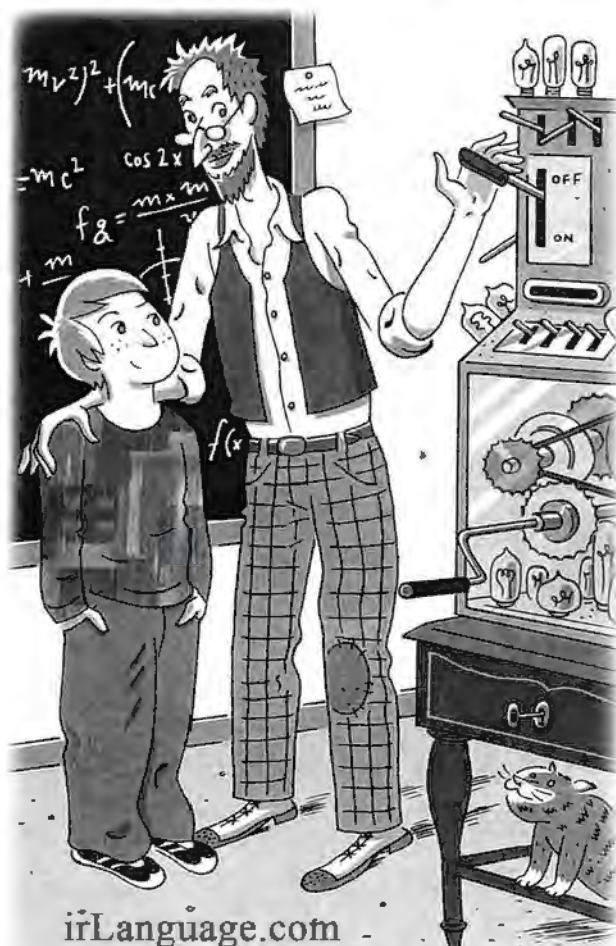
w _____

s _____

s _____

d _____

p _____

2 Read the story. Choose a word from the box. Write the correct word next to numbers 2-6.does It's ~~tell~~ makes for Can

irLanguage.com

Have you heard of the great Professor Ludovic Grand? He's a very famous and clever man. He's also my uncle. Last weekend Uncle Ludo showed me his new machine.

'Can you ¹ tell me what this machine is?' I said. We were standing at the door of Uncle Ludo's studio. 'Wait, young man. I will tell you when I'm ready.'

We walked into the studio and I saw the machine for the first time. It was very big. It had lots of levers, switches and buttons.

'² _____ you tell me what this button ³ _____?' I asked.

'Well,' said my uncle, 'it ⁴ _____ the machine work.'

'And what about this lever?' My uncle laughed. '⁵ _____ for closing the machine down.'

'That's very interesting. Uncle Ludo,' I said. 'But can you tell me what the machine is ⁶ _____?'

'Well, I don't know!' he said. 'You see, I haven't decided yet!'

7

Progress test 1: Listening

Name _____

1

CD
16

Listen and choose the best answer (A, B or C).

- 1 What was Tom's favourite thing at the Space Centre?
 (A) the space capsule B the countdown clock C the lunar module
- 2 What did Kim look at?
 A the white spacesuit B the control panel C the lunar module
- 3 What did Robert look at?
 A the control panel B the headsets C the screen
- 4 Which spacesuit did Sue like?
 A the black spacesuit B the white spacesuit with no jet pack C the white spacesuit with the jet pack
- 5 What did Peter look at in the hall?
 A the screen B the crater C the space capsule
- 6 What didn't Peter see?
 A the countdown clock B the lunar module C the launch pod

2

CD
17

Listen and circle the correct words.



مرجع آموزش زبان ایرانیان
IR.com
 irLanguage.com

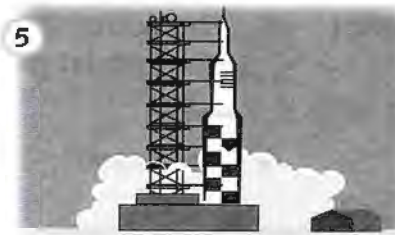
- 1 Emma thinks studying **History** / **Geography** is boring.
- 2 Emma thinks studying for a **Maths** / **English** test isn't very interesting.
- 3 Emma thinks being **with her friends** / **in her room** is boring.
- 4 Emma thinks playing **football** / **hockey** is fantastic.
- 5 Emma thinks doing Science is **difficult** / **easy**.
- 6 Emma thinks learning languages is **important** / **difficult**.

Name _____

1 Look and write the words.
 1
teadhsh
headset

 2
ctpiausse

 3
encrse

 4
errtca

 5
acunlh apd

 6
runla leomdu
2 Read the story. Choose the best word (A, B or C) for each space.

My school sent me to help an old man in our street, called Anton. 'Hello, Anton,' I ¹ _____. 'My name's Ann and I'm going to tidy your garden.'

'That's very kind of you,' said Anton. He gave me a cup of tea and some biscuits. I started working. Anton sat down and said

² _____ he was from Russia. He said that

³ _____ spoke English all the time now

because his friends didn't know Russian. He said that he ⁴ _____ happy speaking English.

I said that I ⁵ _____ to learn some Russian from him.

'I've already forgotten it. I can't help you. But there is someone who can help you,' he said. I looked up from the roses. 'Who's that?' I said. He said he ⁶ _____ a granddaughter called Dina and that she could teach me. I'm going to meet Dina tomorrow for my first lesson!

1 **A** said

B says

C say

4 **A** were

B be

C was

2 **A** so

B that

C what

5 **A** wanted

B wants

C wanting

3 **A** he

B she

C his

6 **A** have

B had

C having

8

Progress test 1: Listening

Name _____

1

CD
18

Listen and number.

a



b



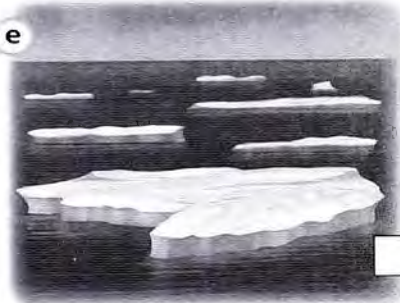
c



d



e



f



2

CD
19

Listen to the interview with Victoria. Complete the membership card.

The Arctic Explorer's Membership Card

Name: Victoria ¹ BrownAge: ² _____Family club members: Chris and ³ _____Hometown now: ⁴ _____Favourite animals: ⁵ _____ and seal pupsInterests: the northern lights and ⁶ _____

Name _____

1

Read the descriptions and write the words.

- 1 You wear these on your hands.
- 2 This is a large white animal that lives at the North Pole.
- 3 You use this to travel down a snowy hill.
- 4 You can see these colours in the sky.
- 5 This is a house made of snow.
- 6 This is a large piece of ice that moves around in the sea.

m i t t e n s

p _____ b _____

s _____

n _____ l _____

i _____

i _____

2

Complete the conversations. Choose A, B or C.

- 1 Is she going to John's party next week?
 - A She doesn't like it.
 - B Yes, I may go.
 - ☒ C She might go.
- 2 What are you doing tomorrow?
 - A I don't know. I may not do anything.
 - B It might get hotter.
 - C They may not know.
- 3 Do you think we'll live on the moon in the future?
 - A Yes, I may visit you.
 - B Yes, I think we might.
 - C No, I don't want them.
- 4 Is he going on holiday in the summer?
 - A Yes, he speaks Spanish.
 - B Yes, he might go to the park on Sunday.
 - C Yes, he might go to France.
- 5 Do you think the ice at the North Pole will melt?
 - A It might do that. Let's see.
 - B Yes, it is.
 - C OK. We may do that.
- 6 What are you doing this weekend?
 - A She may go to London.
 - B I might go to London.
 - C They might not go to London.

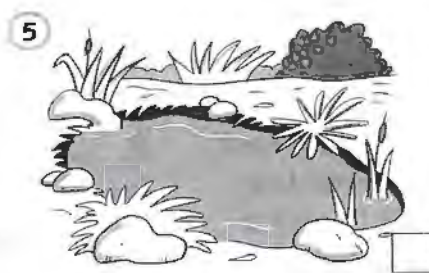
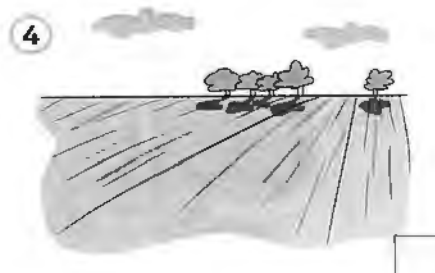



9

Progress test 1: Listening

Name _____

1  Listen and tick (✓) or cross (X).



2  Listen and write *t* (true) or *f* (false).



- 1 If Jack saw an alien, he'd run away. f
- 2 If Jack saw a dinosaur, he'd take a photo. —
- 3 If Sophie had a time machine, she'd go to Ancient Rome. —
- 4 If Jack had the money, he'd buy a plane. —
- 5 If Jack could do any job, he'd be an actor. —
- 6 If Sophie were Jack, she'd wear the colour blue. —

Name _____

1 Match the descriptions with the words.

- 1 This is what you find between two hills.
- 2 This is where the earth meets the sky.
- 3 This is a very small river.
- 4 You can make this by cutting a tree.
- 5 This is an area of very wet land.
- 6 This is an area of water. It is smaller than a lake.

- | | |
|----------------------------|-----------|
| <input type="checkbox"/> c | a log |
| <input type="checkbox"/> | b horizon |
| <input type="checkbox"/> | c valley |
| <input type="checkbox"/> | d pond |
| <input type="checkbox"/> | e stream |
| <input type="checkbox"/> | f swamp |

2 Read and choose the best word (A, B or C) for each space.

My friends like asking me questions. What would I ¹ _____ do if I won a lot of money? Where would I ² _____ if I could live anywhere? What would I say if I ³ _____ a famous person? What job ⁴ _____ I do if I could do any job?

I don't know the answers. I don't know what's going to happen to me in the future. But I know that if I had more time, I ⁵ _____ read more books. I like learning about different things.

If I had the time, I would read all day. ⁶ _____ would you do if you had the time?



- | | | |
|--------------|----------|-----------|
| 1 A I | B they | C he |
| 2 A lived | B living | C live |
| 3 A meet | B met | C meeting |
| 4 A will | B want | C would |
| 5 A won't | B 'd | C will |
| 6 A What | B Which | C When |

Introduction to the progress tests

There are two progress tests for each of the ten units in the Level 6 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 vocabulary and grammar presented on the first, second and fourth pages of each unit in the Student's Book and Workbook. The first activity in each test usually covers vocabulary and the second activity covers grammar.

There are five questions and an example in each activity on 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 ways. 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 to see what students have learnt and understood in the short term and what they can remember in the long term. It will also give students an opportunity to revise and/or ask for help between tests in order to improve their marks.

Back to school Progress test 1: Listening

1 Listen and number.

TAPESCRIPT

1 running track, 2 bike rack, 3 litter bin, 4 football pitch, 5 railings, 6 tennis court

KEY: 2c, 3e, 4f, 5a, 6b

2 Listen and tick (✓) the things that Ricky has already done. Put a cross (X) for the things he hasn't done yet.

TAPESCRIPT

- 1 **Mum:** Ricky, have you finished all your jobs yet?
Ricky: Nearly, Mum. I've been very busy.
Mum: Well, I can see you've already put the flowers in the vase.
Ricky: Yes, they look nice, don't they?
- 2 **Mum:** And have you cleaned your shoes?
Ricky: Yes, I've already done that.
- 3 **Mum:** What about your bed?
Ricky: I'm going to do that next. I haven't done it yet.
- 4 **Mum:** You haven't done your homework yet.
Ricky: Yes, I have. I've already done my History and my English homework.
- 5 **Mum:** I see. You have been busy this morning, Ricky.
Ricky: Yes, I have. I've tidied the kitchen too.
- 6 **Mum:** That's great. What about the dishes?

Ricky: Oh. I haven't washed the dishes yet.

Mum: Well, don't worry. I can do those. You've worked very hard.

KEY: a ✓, b ✓, d ✓, e X, f X

Back to school Progress test 2: Reading and writing

1 Read the sentences. Choose the best word (A, B or C) for each space.

KEY: 2C, 3B, 4B, 5C, 6A

2 Make sentences.

KEY: 2d, 3e, 4c, 5a, 6f

Unit 1 Progress test 1: Listening

1 Listen and tick (✓) or cross (X).

TAPESCRIPT

1 hale, 2 binoculars, 3 spade, 4 hook, 5 palm tree, 6 coins

KEY: 2 X, 3 ✓, 4 ✓, 5 X, 6 ✓

2 Listen and write yes or no.

TAPESCRIPT

- 1 **Miss Jones:** Would you like to be a pirate in our Christmas play, Jack?
Jack: Yes! I've been interested in pirates since I was ten.
Miss Jones: Great. So you've liked them for two years.
Jack: No, Miss Jones. I'm 13, so that's three years.
Miss Jones: Oh, yes.
- 2 **Miss Jones:** Do you know Ricky?
Jack: Yes. I've known him for five years.
Miss Jones: How many? Did you say four?
Jack: No, Miss Jones. I said five.
Miss Jones: Well, Ricky's going to be a pirate in our play, too.
Jack: That's great! He's my friend.
- 3 **Miss Jones:** Have you got a hammock, Jack? We need a hammock for the play.
Jack: Yes, I've got one. I've had it since last summer.
Miss Jones: Oh, that's good. Where did you buy it last spring?
Jack: Summer, Miss Jones. I bought it on my holidays last summer.
- 4 **Miss Jones:** Right. I've got a hook and a treasure chest. Have you got any binoculars, Jack?
Jack: Yes, I have, Miss Jones. I've had them since my ninth birthday.
Miss Jones: Did you say ninth?
Jack: Yes, that's right. My sister got some on her eighth birthday, but I got mine on my ninth birthday.

- 5 Miss Jones: Oh, do you know Laura?
 Jack: Yes, Miss Jones. Laura's in my class. We've been in the same class since we were seven.
 Miss Jones: Did you say 11?
 Jack: No, I didn't. I said seven.
- 6 Miss Jones: What about coins? We need some old coins for our play.
 Jack: I've got lots of old coins, Miss Jones.
 Miss Jones: Really?
 Jack: I've had them for two years. No, three. I got them for my tenth birthday.
- KEY: 2 yes, 3 no, 4 yes, 5 no, 6 yes

Unit 1 Progress test 2: Reading and writing


- 1 Read the descriptions and write the words.

KEY: 2 hammock, 3 hook, 4 treasure chest, 5 spade, 6 binoculars

- 2 Complete the conversations. Choose A, B or C.

KEY: 2A, 3B, 4C, 5A, 6B


Unit 2 Progress test 1: Listening

- 1 Listen and circle. 

TAPESCRIPT

1 floating skateboard, 2 microlight, 3 cable car, 4 hang-glider, 5 jet pack, 6 unicycle

KEY: 2a, 3a, 4b, 5b, 6a

- 2 Listen and complete the sentences with *needs to* or *doesn't need to*. 

TAPESCRIPT

- 1 Dad: Are you OK, Emma?
 Emma: Yes, thanks, Dad. It's just that I've got so much to do. I don't know where to start!
 Dad: What about your French homework?
 Emma: I don't need to do that today, but I do need to do my Spanish homework.
- 2 Dad: OK. What about your bed?
 Emma: Yes, I need to make my bed, but I don't need to clean my desk.
 Dad: No, that's right. You did that yesterday.
- 3 Emma: I think I need to take Orwell for a walk.
 Dad: That's OK. I'm going to take him for a walk.
 Emma: Really?
 Dad: Yes, that's fine. You've got lots to do, Emma.
- 4 Dad: Oh, you need to visit Grandma this afternoon.
 Emma: Do I? Oh, yes! It's her birthday tomorrow.
 Dad: Yes, and you need to buy her a nice present.
- 5 Dad: And do you need to buy a new pencil case?
 Emma: Oh, yes. I forgot. I've lost my old one.
 Dad: But you don't need to buy any pencils. You've got lots of them!
 Emma: Yes, Dad. That's true.

- 6 Dad: Right, Emma. That's it, I think. You don't need to do anything else.
 Emma: Yes, I do.
 Dad: What's that?
 Emma: I need to have some fun!
 Dad: Oh, yes, you do! It is Saturday today, after all.
- KEY: 2 doesn't need to, 3 doesn't need to, 4 needs to, 5 doesn't need to, 6 needs to

Unit 2 Progress test 2: Reading and writing


- 1 Match the descriptions with the words.

KEY: 2d, 3f, 4a, 5b, 6e

- 2 Read and choose the best word (A, B or C) for each space.

KEY: 2C, 3B, 4A, 5C, 6A

Unit 3 Progress test 1: Listening

- 1 Listen and draw lines. 

TAPESCRIPT

- 1 Boy: Hi. Have you finished everything for the school 'Egypt Night' yet?
 Girl: Oh, hi, Tim. Everything's going really well, but we haven't finished yet.
 Boy: Is Harry helping?
 Girl: Yes, Harry's great. He's painting hieroglyphics on the wall.
- 2 Boy: What about Fred?
 Girl: Oh, Fred's making a pyramid.
 Boy: Really? I thought he wanted to be the pharaoh.
 Girl: No, he's very happy with his pyramid. Look at all those rocks!
- 3 Boy: What's Vicky doing?
 Girl: Vicky was making a tomb, but she didn't like that.
 Boy: What's she doing now?
 Girl: She's making a mummy. You should see it. It looks brilliant!
 Boy: That's good. It's hard to make a mummy.
- 4 Boy: Is Michael working hard?
 Girl: Michael always works hard.
 Boy: What's he doing?
 Girl: His job is the chariot. No, sorry, that's wrong. He's going to be the pharaoh. He looks good in those clothes.
- 5 Boy: What about Zoe?
 Girl: Zoe's great. She's an artist.
 Boy: What's she doing?
 Girl: She made some rocks and now she's painting the Sphinx.
- 6 Boy: Is Sue here?
 Girl: Yes, Sue wanted to be a slave, but now she's going to be in the chariot.
 Boy: Really?
 Girl: Yes, but we haven't got a horse.
 Boy: Oh, dear!

KEY: Lines should be drawn between 2 Fred and the boy making a pyramid, 3 Vicky and the girl making a mummy, 4 Michael and the boy dressing up as the pharaoh, 5 Zoe and the girl painting the Sphinx, 6 Sue and the girl in the chariot.

2 Listen and write t (true) or f (false).

TAPESCRIPT

- 1 **Sophie:** Did you hear what happened at the school yesterday, Ricky?
Ricky: No, I didn't. What happened?
Sophie: People broke the windows and went in.
Ricky: Really?
Sophie: Yes, the computers were stolen. But they didn't steal the TV.
- 2 **Ricky:** What about the books?
Sophie: Lots of books were taken. The History and English books were taken, but not the Geography and Science books.
- 3 **Ricky:** Was anything else stolen?
Sophie: Yes, the DVD player was stolen. Mr Smith isn't very happy. It's his favourite machine.
Ricky: Oh, no!
- 4 **Ricky:** What about the new coloured window in the school hall?
Sophie: That was broken.
Ricky: Really?
Sophie: I know. It's terrible.
- 5 **Ricky:** What about the guitars?
Sophie: All the guitars were taken, Ricky.
Ricky: No! Really?
Sophie: Yes, but the other instruments weren't taken.
Ricky: That's good.
- 6 **Ricky:** Do the police know who did it, Sophie?
Sophie: No, they don't. But some keys were found.
Ricky: Great. Maybe that will help the police find out who did it.
Sophie: I hope so.

KEY: 2t, 3f, 4f, 5t, 6t

Unit 3 Progress test 2: Reading and writing

1 Look and write the words.

KEY: 2 slaves, 3 tomb, 4 chariot, 5 Sphinx, 6 hieroglyphics

2 Read the sentences. Choose the best word (A, B or C) for each space.

KEY: 2B, 3A, 4C, 5C, 6A

Unit 4 Progress test 1: Listening

1 Listen and complete the notes about a sports camp.

TAPESCRIPT

- 1 **Woman:** Hi, Katy. Welcome home!
Girl: Hi, Mum.
Woman: How was your week at sports camp?

Girl: It was fantastic.

Woman: That's good. What was your favourite sport?

Girl: Oh, the fencing. I loved that.

- 2 **Woman:** Did Charlie have a good time?

Girl: Oh, he loved it, Mum.

Woman: What was his favourite sport? Hurdles?

Girl: He didn't like boxing or hurdles. His favourite was weightlifting.

Woman: Wow! You have to have very strong arms to do that.

- 3 **Woman:** What was the easiest sport to do?

Girl: Lots of them were really hard. I couldn't do the high jump very well. But I was good at the long jump. That one was the easiest for me.

Woman: Well, you liked jumping across the garden when you were little.

Girl: Did I?

- 4 **Woman:** And what was the hardest?

Girl: The hardest for me was archery.

Woman: Really?

Girl: I couldn't do it, Mum. The arrows just kept falling on the ground.

Woman: Oh, dear!

- 5 **Woman:** Did you watch any sport at the camp?

Girl: You could watch famous moments from the Olympics on TV every night.

Woman: What did you watch?

Girl: I watched wrestling and gymnastics.

Woman: Do you think that wrestling's a good sport for girls?

Girl: I don't know. I don't want to try it. I don't like falling on the floor!

- 6 **Woman:** Did Miss Thomson try any sports?

Girl: Yes, she tried all of them.

Woman: What did she like?

Girl: She liked rowing. She was very good at that. She had a really fast boat.

Woman: Well, that was a great week!

KEY: 2 weightlifting, 3 long jump, 4 archery, 5 wrestling, 6 rowing

2 Listen and circle.

TAPESCRIPT

- 1 **Ricky:** What's the time, Jack?
Jack: It's 11 o'clock. What shall we do?
Ricky: We could go swimming.
Jack: We can't do that. The pool isn't open today.
- 2 **Ricky:** We could go to the park.
Jack: I'm not keen to be honest. We could watch the Olympics on TV.
Ricky: I'd like to watch the hurdles. But that's on later.
Jack: OK. Good idea.
- 3 **Jack:** But what are we going to do now?
Ricky: What about the cinema?
Jack: We can't go to the cinema.
Ricky: Why not?
Jack: We've seen all the films.
- 4 **Ricky:** What about shopping?
Jack: Shopping?
Ricky: Yes, shopping.
Jack: We can't go shopping.

Ricky: Why not?

Jack: We don't like shopping.

- 5 Ricky: Oh, what shall we do, Jack? Do you have any other ideas?

Jack: Um, well, we could do our homework.

Ricky: That's true. We've got lots to do.

- 6 Jack: I don't want to do my homework now.

Ricky: I know what we could do.

Jack: What?

Ricky: We could play my new computer game.

Jack: I didn't know you had a new computer game.

Ricky: I got it for my birthday.

Jack: Now that's a good idea!

KEY: 2 could, 3 can't, 4 can't, 5 could, 6 could

Unit 4 Progress test 2:

Reading and writing

- 1 Read the email. Choose a word from the box. Write the correct word next to numbers 2–6.

KEY: 2 boxing, 3 hurdles, 4 gymnastics, 5 weightlifting, 6 fencing

- 2 Read and choose the best word (A, B or C) for each space.

KEY: 2B, 3A, 4B, 5A, 6C

Unit 5 Progress test 1:


Listening

- 1 Listen and number. 

TAPESCRIPT

1 chemist's, 2 jeweller's, 3 barber's, 4 carpenter's, 5 grocer's, 6 tailor's

KEY: 2c, 3f, 4d, 5a, 6e

- 2 Listen and write *t* (true) or *f* (false). 

TAPESCRIPT

1 Jack: Hi, Emma. Can I ask you some questions? It's for a school project.

Emma: Yes, of course you can, Jack.

Jack: Have you ever been to London?

Emma: No, I haven't. But Frank has. Frank's my older brother.

2 Jack: Have you ever played basketball?

Emma: No, I haven't. But I've watched it on the TV.

Jack: Did you like it?

Emma: Not really.

3 Jack: What about karate? Have you ever done that?

Emma: No, but I've done judo.

Jack: What do you think of it?

Emma: I've only done it a few times. I like it.

4 Jack: OK. Have you ever written a poem?

Emma: No, I haven't. But my sister writes them all the time. Isabella is a very good poet.

5 Jack: Have you been to New York, Emma?

Emma: No. I've never been there. And I don't want to go.

Jack: Why not?

Emma: Well, I've seen it in the movies and on TV. I want to go to Kenya.

- 6 Jack: This is the last question.

Emma: OK.

Jack: Have you ever ridden a horse?

Emma: Yes, once. It was a long time ago.

Jack: Great. Thanks for answering my questions.

Emma: That's all right, Jack.

KEY: 2f, 3f, 4t, 5t, 6f

Unit 5 Progress test 2:

Reading and writing

- 1 Read the sentences. Choose the best word (A, B or C) for each space.


KEY: 2A, 3A, 4B, 5C, 6B

- 2 Complete the conversation about travelling. You do not need to use all the letters.

KEY: 2E, 3C, 4A, 5D, 6F

Unit 6 Progress test 1:


Listening

- 1 Listen and tick (✓) or cross (X). 

TAPESCRIPT

1 lever, 2 nails, 3 drill, 4 hammer, 5 paint pot, 6 saw

KEY: 2 ✓, 3 X, 4 X, 5 ✓, 6 X

- 2 Listen and tick (✓) *too many* or *not enough*. 

TAPESCRIPT

1 Sophie: Have we got everything for the party, Ricky?

Ricky: I'm not sure, Sophie. Let's look at the list.

Sophie: OK. Sausages. Have we got enough?

Ricky: We've got too many.

Sophie: Really? Are you sure?

Ricky: Yes! We've got a hundred of them!

2 Sophie: And have we got enough biscuits?

Ricky: I think we've got too many of those, too.

Sophie: Look, we haven't.

Ricky: OK. We need to buy some more biscuits.

3 Sophie: Right. Sandwiches. I don't think we've got enough.

Ricky: I'm sure we've got too many of those. Have a look in the kitchen.

Sophie: Oh, yes. You're right.

4 Sophie: And what about fruit? Have we got too much of that?

Ricky: No. We haven't got enough. We've got one banana.

5 Sophie: Now then. Pizzas, Ricky.

Ricky: Pizzas?

Sophie: What do you think? There are 15 people coming to the party and we've got 12.

Ricky: OK. I'll put them on the shopping list.

Sophie: Right.

6 Sophie: The best part: cakes!

Ricky: We've got 50 small chocolate cakes.

Sophie: 50? Let's put some away in the cupboard. We don't need so many.

Ricky: Why?

Sophie: If we eat 50 chocolate cakes, we'll all be ill!

KEY: 2 not enough, 3 too many, 4 not enough, 5 not enough, 6 too many

Unit 6 Progress test 2: Reading and writing

1 Read the descriptions and write the words.

KEY: 2 workbench, 3 saw, 4 switch, 5 drill, 6 paintbrush

2 Read the story. Choose a word from the box. Write the correct word next to numbers 2–6.

KEY: 2 Can, 3 does, 4 makes, 5 It's, 6 for

Unit 7 Progress test 1: Listening

1 Listen and choose the best answer (A, B or C).

TAPESCRIPT

1 **Woman:** Did you have a good time at the Space Centre?

Boy: Yes! It was fantastic, Mum.

Woman: Did Tom go? I know he wanted to see the lunar module.

Boy: Yes, he looked at that and the countdown clock, but only for five minutes. He loved the space capsule the most. He wanted to sit in it all day!

2 **Woman:** Was the lunar module interesting?

Boy: Well, I liked it, but Kim's already seen it.

Woman: What did she look at, then? The spacesuits?

Boy: No, she looked at the control panel. She wants to be an engineer.

3 **Woman:** Did Robert look at the control panel, too?

Boy: Robert didn't like the Space Centre very much.

Woman: Really?

Boy: No. He just looked at the headsets. The man tried to explain the information on the screens to him, but Robert wasn't interested.

4 **Woman:** Could you put the spacesuits on?

Boy: Yes, Sue tried all of them! They were different colours.

Woman: So, not only white?

Boy: That's right. Sue liked the one with a jet pack on it best. It was black.

5 **Woman:** Did you watch any videos, Peter?

Boy: No, I didn't. There was one of the space capsule on the screen in the hall, but I was looking at a photo of a crater, so I didn't see the video.

6 **Woman:** So did you see everything else?

Boy: Almost. I loved the countdown clock, and the lunar module was amazing. But I didn't see the launch pad. It's outside and it was raining. I'd love to go back and see it another time.

Woman: Well, you're on holiday from school next month. Shall we go then? I'd like to see it, too.

Boy: Yes, please!

KEY: 2B, 3B, 4A, 5B, 6C

2 Listen and circle the correct words.

TAPESCRIPT

1 **Uncle Joe:** What subjects do you like at school, Emma? Do you like Geography?

Emma: I think studying Geography's a bit boring, Uncle Joe.

Uncle Joe: Really? I liked Geography.

Emma: History's more interesting. I like that better.

2 **Uncle Joe:** It's important to study hard for everything.

Emma: I know. But some subjects are more interesting than others. Studying for an English test is more interesting than studying for a Maths test.

Uncle Joe: Is English your favourite?

Emma: It's one of my favourites.

3 **Uncle Joe:** Do you have to do homework every night, Emma?

Emma: Yes. I do it in my room after school. But it's boring.

Uncle Joe: I know. Going out with your friends is a lot more fun.

Emma: Yeah. I try and do that at the weekends.

4 **Uncle Joe:** What about doing sports? Do you play hockey at school?

Emma: Yes, we do. It's OK, but we play football too, and that's fantastic.

Uncle Joe: Do you play every day?

Emma: Yes, I do. At lunchtime.

5 **Uncle Joe:** What about Science?

Emma: I don't mind doing Science. But it's difficult.

Uncle Joe: Yes, I know. It's not easy. But I think it's a very interesting subject.

6 **Uncle Joe:** And do you enjoy languages?

Emma: Yes. Learning languages is very important.

Uncle Joe: It's very difficult.

Emma: Not really. I'm good at it. I can already speak French and German, Uncle Joe.

KEY: 2 Maths, 3 in her room, 4 football, 5 difficult, 6 important

Unit 7 Progress test 2: Reading and writing

1 Look and write the words.

KEY: 2 spacesuit, 3 screen, 4 crater, 5 launch pad, 6 lunar module

2 Read the story. Choose the best word (A, B or C) for each space.

KEY: 2B, 3A, 4C, 5A, 6B

Unit 8 Progress test 1: Listening

1 Listen and number.

TAPESCRIPT

1 iceberg, 2 seal, 3 ice floe, 4 mittens, 5 seal pup,
6 polar bear cub

KEY: 2a, 3e, 4f, 5b, 6c

2 Listen to the interview with Victoria. Complete the membership card.

TAPESCRIPT

- 1 **Woman:** Hello again, Victoria. Welcome to the Arctic Explorer's Club.
Girl: Thank you.
Woman: Now, I think I have all the information I need. But I need to check some things. You're Victoria Brown, aren't you?
Girl: That's right. You spell that B - R - O - W - N.
2 **Woman:** And you're 11 years old, aren't you?
Girl: No, that's not right. I'm 12.
Woman: OK.
3 **Woman:** Some of your family are in the club, aren't they?
Girl: Yes, that's right. My brother Chris is in the club.
Woman: Your sister is too, isn't she?
Girl: Yes. Her name's Jenny. J - E - N - N - Y.
Woman: Jenny. OK.
4 **Woman:** You're not from London, are you?
Girl: Well, I am now. I was born in Cambridge, but I've lived in London since I was one year old.
Woman: Oh, I see.
5 **Woman:** Now, then. Your favourite animals. It says on my list that your favourite arctic animals are seals and polar bears. They're lovely, aren't they?
Girl: Yes, they are. But my favourites are polar bear cubs and seal pups. I like the babies!
Woman: Yes, so do I, Victoria.
6 **Woman:** OK. This is the last one. You're not interested in building igloos, are you?
Girl: Not really. I like icebergs and the northern lights.
Woman: Thank you, Victoria. Enjoy the club!

KEY: 2 12, 3 Jenny, 4 London, 5 polar bear cubs,
6 icebergs

Unit 8 Progress test 2: Reading and writing

1 Read the descriptions and write the words.

KEY: 2 polar bear, 3 sledge, 4 northern lights,
5 igloo, 6 iceberg

2 Complete the conversations. Choose A, B or C.

KEY: 2A, 3B, 4C, 5A, 6B

Unit 9 Progress test 1: Listening

1 Listen and tick (✓) or cross (X).

TAPESCRIPT

1 bush, 2 log, 3 grassland, 4 sunrise, 5 pond,
6 swamp

KEY: 2 ✓, 3 X, 4 X, 5 ✓, 6 X

2 Listen and write t (true) or f (false).

TAPESCRIPT

- 1 **Sophie:** Jack. Look at this quiz. It's asking what you would do if different things happened. Do you want to do it?
Jack: OK, Sophie. What's the first question about?
Sophie: It says, 'Complete this sentence. 'If I saw an alien, ... ' Well, if I saw an alien, I'd run away.
Jack: Really?
Sophie: Yes, of course. They're scary.
Jack: Well, if I saw an alien, I'd say hello.
2 **Sophie:** The next one's about a dinosaur. If I saw a dinosaur, I'd take a photo.
Jack: Really? I wouldn't. I'd run away.
Sophie: Well, I know what you mean. Dinosaurs are dangerous. But a photo would be great!
3 **Sophie:** Now then. If I had a time machine ...
That's easy. If I had a time machine, I'd go to Ancient Rome.
Jack: Oh, I wouldn't. I'd go to Ancient Egypt to see the pyramids.
Sophie: That would be fantastic, but Rome's better.
4 **Sophie:** Are you ready for the next one?
Jack: OK.
Sophie: If I had lots of money ... I'd buy a plane.
Jack: Me too!
Sophie: We could fly around the world!
5 **Sophie:** The next one's about jobs. If I could do any job, I'd be ... an actor.
Jack: Really? I wouldn't want to be an actor. I don't want to be famous.
Sophie: Oh, I think it would be really good.
6 **Sophie:** And the last one. If I could only wear one colour, I'd wear ...
Jack: I don't know.
Sophie: You should say 'blue', Jack. You look good in blue.
Jack: Are you sure?
Sophie: Yes. I'd do that, if I were you. Come on. We can go into town and buy you a blue T-shirt now.
Jack: Oh. OK!

KEY: 2f, 3t, 4t, 5f, 6t

Unit 9 Progress test 2: Reading and writing

1 Match the descriptions with the words.

KEY: 2b, 3e, 4a, 5f, 6d

2 Read and choose the best word (A, B or C) for each space.

KEY: 2C, 3B, 4C, 5B, 6A

Super Minds

مرجع زبان ایرانیان

Teacher's Book +
Resource Book 6

Are you ready to
become one of the Super Minds?

This exciting seven-level course, from a highly experienced author team, enhances your students' thinking skills, improving their memory along with their English.

- 📌 Develop language creatively with activities like role play and project work
- 📌 Focus on functional language with communicative activities
- 📌 Explore social values through the stories and fascinating cross-curricular sections

This Teacher's Book includes detailed lesson aims, clear instructions and a vast array of extra activities.

FREE extra resources can be downloaded from
www.cambridge.org/elt/superminds

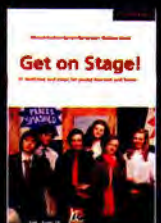
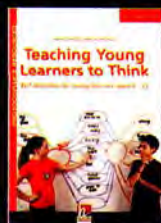
Teacher's Book

Super Minds Level	CEFR Level	Cambridge ESOL exams
Level 6	A2 – B1	Towards Preliminary for Schools
Level 5	A2	Flyers / Key for Schools
Level 4	A1	Movers
Level 3		
Level 2		
Level 1		Starters
Starter		

Teacher's Resource Book

Super Minds Level	CEFR Level	Cambridge ESOL exams
Level 6	A2 – B1	Towards Preliminary for Schools
Level 5	A2	Flyers / Key for Schools
Level 4	A1	Movers
Level 3		
Level 2		
Level 1		Starters
Starter		

Other resources you can use:



ISBN 978 1107 62518 1

ISBN 978 0521 13410 1

ISBN 978 1107 63852 5

ISBN 978 1107 63775 7

ISBN 978 0521 69134 5



CAMBRIDGE
UNIVERSITY PRESS
www.cambridge.org

مرجع آموزش زبان ایرانیان
IR
com
irLanguage.com