

Well done, Ben and Lucy!

1 CD1 02

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

- 1 big wheel
- 2 rollercoaster
- 3 roundabout
- 4 mayor
- 5 dodgem cars
- 6 microphone
- 7 band
- 8 photographer
- 9 journalist



2 CD1 03

Listen and answer.

- 1 Where are Ben and Lucy?
- 2 Why are they there?
- 3 Who wants to talk to Ben and Lucy?
- 4 What does Lucy want to do first?

3 Play the secret word game.

My secret word works for a newspaper.

A journalist!

You speak into my secret word.

A microphone!

4 At town events

Aims:

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

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

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

Materials: CD

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

Warm-up

Aim: to review the story

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

Presentation

Aim: to present town event vocabulary

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

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

Aim: to practise new vocabulary

- Students look at the words and items in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words so that they cannot see them.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.
- Students uncover the list of words to check.



SB p4 Listen and answer.

Aim: to practise listening

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

CD1 Track 03

For tapescript see TB page 118.

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



SB p4 Play the secret word game.

Aim: to give students practice with the new vocabulary

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



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

Aim: to practise writing the new vocabulary

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



WB p4 Read and write the words.

Aim: to give further practice with understanding definitions

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

Ending the lesson

Aim: to review vocabulary from the lesson

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

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the nine new vocabulary items in their vocabulary books. They write short definitions.

Aims:

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

New language: *brave***Recycled language:** adjectives, time, free time activities, town events**Materials:** CD**Language competences:** Your students will be able to ask about personal information.**Warm-up****Aim:** to review town events

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

Presentation**Aim:** to present simple present questions

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

**SB p5** Listen and circle.**Aim:** to practise simple present questions and short answers, and to review other question forms

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

CD1 Track 04

For tapescript see TB page 118.

Key: 1 a, 2 b, 3 a, 4 b, 5 a, 6 a**SB p5** Listen and say.**Aim:** to focus students on grammatical form

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

Key: 1 Are, 2 Does, 3 do, 4 Does, 5 Is**SB p5** Interview a friend. Find out four new things.**Aim:** to consolidate grammatical form

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

**WB p5** Match the questions with the answers.**Aim:** to review question forms**Key:** 2 d, 3 f, 4 h, 5 b, 6 c, 7 e, 8 a**WB p5** Read and complete the questions.**Aim:** to give further practice with the new language**Key:** 2 Where, 3 Have, 4 Is, 5 Has, 6 What, 7 How, 8 Do**WB p5** Answer the questions from Activity 2 about yourself.**Aim:** to enable students to personalise the language**Ending the lesson****Aim:** to practise key language from the lesson

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

Extension activity**Aim:** to consolidate information

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

1CD104

Listen and circle.



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|---------------------------------------------|---------------------------|--------------------|
| 1 Do you like going on adventures? | a Yes, I love it. | b No, I hate it. |
| 2 Do you want to be famous? | a Yes, I do. | b No, I don't. |
| 3 What do you want to be when you're older? | a An explorer. | b A librarian. |
| 4 What do you like doing in your free time? | a Playing computer games. | b Reading books. |
| 5 Is Lucy your best friend? | a Yes, she is. | b No, she isn't. |
| 6 Does Lucy like Buster? | a Yes, she does. | b No, she doesn't. |

2CD105

Grammar focus

Listen and say.

Do you like going to school?
Where do you live?

Does Lucy like reading books?
When do you start school?

Are you brave?
Is your life exciting?



3

Interview a friend. Find out four new things.

Do you want to be famous?

What colour are the walls in your room?

What time do you ... ?

What's your favourite ... ?