

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*.

1 ^{CD 1}₀₄ Listen and circle.



- | | | |
|--|----------------------------------|---------------------------|
| 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. |

2 ^{CD 1}₀₅



Listen and say.



Do you like going to school?

Does Lucy like reading books?

Are you brave?

Where do you live?

When do you start school?

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 ... ?