

The science class

Alex, Phoebe, and Patrick are good friends. They all go to the same school. Today they are in science class. They are having problems doing an experiment. Their teacher, Mr. Davis, isn't very happy.

- 1 shelf
- 2 goggles
- 3 instructions
- 4 apron
- 5 explosion
- 6 bubbles
- 7 test tube
- 8 liquid
- 9 gloves
- 10 powder



1 CD1
02

Listen and say the words. Check with your partner.

2 CD1
03

Read, listen, and answer the questions.

- 1 How many spoonfuls of blue powder did Patrick use?
- 2 How many spoonfuls of blue powder did the instructions ask for?
- 3 What does Mr. Davis ask Patrick to put on?
- 4 What does Mr. Davis say about safety in the classroom?

3

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

4

Experiments

The science class

Aims:

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

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

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

Materials: CD

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

Warm-up


Aim: to introduce the story

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

Presentation


Aim: to present vocabulary for science experiments

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

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

Aim: to practice 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 practice the new words in pairs.
- They take turns pointing to the numbered items in the picture and saying what each one is. They do this in random number order.

2  **SB p4** Read, listen, and answer the questions.

Aim: to practice listening


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

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

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

Aim: to give students practice with the new vocabulary

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

1  **WB p4** Look and write the words.

Aim: to practice writing the new vocabulary

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

2  **WB p4** Read and complete the text.

Aim: to give further practice with the new vocabulary

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

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the drawing 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., *We wear goggles over our eyes.*

Aims:

- to review simple past
- to review subject vocabulary

Recycled language: school subjects, science equipment

Materials: CD

Language competences: Your students will be able to talk about classes they had the previous day.

Warm-up

Aim: to review science vocabulary

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

1 **Think!** **SB p5** Read the clues and check (✓) the subjects.

Aim: to review simple past affirmative and negative forms

Thinking skill: problem solving

- Students look at the information in their Student's Books.
- Students take turns reading aloud the statements.
- Check that students know what to do. They have to think about the information and check the subjects in the chart.
- Students work individually and then compare ideas in pairs. Check with the class.

Key:

	Music	History	Science
Alex		✓	
Patrick	✓	✓	✓
Phoebe		✓	✓

2 **CD 04** **SB p5** Listen and say the sentences.

Aim: to focus students on grammatical form

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

Key: 1 had, 2 got, 3 studied, 4 helped, 5 was, 6 didn't watch, was

3 **SB p5** Imagine that yesterday was your perfect day. Describe it to your partner.

Aim: to consolidate grammatical form

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

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

Aim: to review regular and irregular simple past forms

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

2 **WB p5** Look at the pictures. Write the story.

Aim: to give further practice with simple past

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

3 **WB p5** Write a story about a dream you had.

Aim: to enable students to personalize the language

Ending the lesson

Aim: to practice key language from the lesson

- Elicit statements from students about classes they had the day before. Students use the ideas from SB Activity 3 as a model, but they include untrue statements for the other students to listen for.
- Remind students to talk about the real classes they have in their school.

Extension activity

Aim: to consolidate simple past

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

1 **Think!** Read the clues and check (✓) the subjects.

Alex, Patrick, and Phoebe are sometimes in different classes. What classes did they have yesterday afternoon?

Phoebe only had two classes.

Alex, Phoebe, and Patrick watched a movie.

Phoebe didn't sing a song and didn't listen to any music.

	Music	History	Science
Alex			
Patrick			
Phoebe			

The movie was about life in Ancient Rome.

Patrick loved all three subjects.

Alex only had one subject.

2 CD1 04

Grammar focus

Listen and say the sentences.

One of the children **had** three subjects.
Nobody **had** a test.
Alex, Phoebe, and Patrick **watched** a movie.
Phoebe **didn't have** music.
Patrick **loved** all three subjects.



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



Yesterday was great. I got up at ten o'clock. I ate a candy bar for breakfast, and I watched three Spiderman movies on TV. Then I ...



1 Listen and write the names. Then sing the song.

- 1** This person is not very patient. _____
- 2** This person went after Phoebe. _____
- 3** This person is Phoebe's best friend. _____
- 4** This person is never early. _____
- 5** These people can go to the past and the future. _____

Phoebe was the first one,
She didn't want to wait.
Now she's lost in time because
She stepped into that gate.

Alex followed Phoebe
Because best friends don't wait.
Now he's lost in time because
He stepped into that gate.

Patrick was the last one,
But then, he's always late.
Now he's lost in time because
He stepped into that gate.

The Time Travelers,
They're lost in time,
They'll never come back
If they cross that line.

The Time Travelers,
Traveling so fast,
The past is the present,
And the future is the past.



2 Listen and say the dialog.



Sue Do you want to go
through the gate, too?
Ben Let's follow the friends
till the story ends!



6 Phonics focus: rhyming words

Aims:

- to sing a song with the class
- to show how rhyme can help students pronounce words that have the same sounds, but different spellings

New language: *lost in time, Time Traveler, patient, till*

Recycled language: simple past

Materials: CD

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

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

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 were in school doing a science experiment).
- Elicit the equipment they were using.

1 ^{CD1 05 06} **SB p6** Listen and write the names. Then sing the song.

Aim: to sing a song with the class

- Elicit who students can see in the picture in their Student's Books (Phoebe, Alex, and Patrick).
- Focus students on the task at the top of the page. Read the statements aloud around the class. Check understanding of *went after*.
- Students cover the lyrics of the song.
- Play the recording. Students listen for and write the names.
- Students check in pairs.
- Play the recording again if necessary. 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 learned the song, practice it with the whole class.
- Use the karaoke version of the song for students to sing in groups.

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

2 ^{CD1 07} **SB p6** Listen and say the dialog.

Aim: to practice saying words that rhyme, but are spelled differently

Intonation: expressing amazement and agreement

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

1 ^{WB p6} Remember the song. Read and complete the song with the words from the box.

Aim: to activate memory skills and raise awareness of rhyme

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

2 ^{CD1 08} **WB p6** Listen and say the words.

Aim: to give students practice with rhyming words

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

3 ^{WB p6} Match the rhyming words.

Aim: to identify the same sounds in words through rhyme

4 ^{CD1 09} **WB p6** Listen, check, and say the words.

Aim: to practice saying rhyming words

Key: 2 d, 3 b, 4 j, 5 a, 6 h, 7 i, 8 e, 9 f, 10 g

Ending the lesson

Aim: to review and extend rhyming words work

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

Extension activity

Aim: to activate students' imaginations

- Ask students *Would you like to travel in time? Would you like to visit the past or the future? Why?*

Aims:

- to review simple past questions
- to practice speaking

New language: *normal, nothing special, Guess what?*

Recycled language: verbs


Materials: CD

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

Warm-up

Aim: to review simple past forms

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

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

Aim: to practice simple past questions

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


Key: 1 b, 2 c, 3 a

2  **CD 10**  **SB p7** Listen and say the questions.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat.
- Check that students are using the correct intonation.
- Students take turns practicing all the questions 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 study, 2 Was, 3 Were, 4 Did, 5 How did, 6 were

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

Aim: to give students further practice with simple past questions

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

1  **WB p7** Match the questions with the answers.

Aim: to practice simple past questions and answers

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

2  **WB p7** Make questions.

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

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

3  **WB p7** Read and write the questions.

Aim: to give further practice with simple past questions

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

Ending the lesson

Aim: to review vocabulary from the lesson

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

Extension activity

Aim: to consolidate understanding

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

1 Read and choose the correct face for each of the children.

1

a



b



c



2

a



b



c



3

a



b



c



Mom Did you have a good day at school today, Alex?

Alex It was OK.

Mom Just OK?

Alex Yes. It was just a normal day. Nothing special.

Dad How was school today, Patrick?

Patrick It was the worst day ever.

Dad Why was it so bad?

Patrick Our soccer team lost 6–0, and I was the goalkeeper.

Mom What did you do at school today, Phoebe?

Phoebe We talked about the geography project, and guess what?

Mom What?

Phoebe I'm doing a project on Mexico! I'm so excited.

2 CD 1 10

Grammar focus

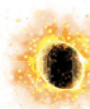
Listen and say the questions.

What did you do at school today?
Did you have a good time?
How was school today?
Why was it a bad day?




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





The Time Travelers

- 1 **Work in pairs. Look at the pictures and the title of the story.**
 - a Write down words that come to your mind.
 - b Try and make a story out of the words.
- 2  **Read and listen to the story to find out if it is similar to or different from your story.**

THE EXPLOSION

Alex read aloud the instructions for the next experiment. “Add one spoonful of yellow powder to the blue liquid,” he read. Phoebe followed the instruction. “It’s turned green!” she said. Patrick was not very impressed. “Yellow and blue make green,” he said. “Everyone knows that!” “Wait!” said Alex. “There are more instructions. Now take some of the liquid and drop it on the brick.” Phoebe did this, and the brick turned purple. “Wow!” she said. “That’s amazing!” “It’s boring,” said Patrick. “Can we do the next experiment?”



For the next experiment, Patrick read, and Alex followed his instructions. He put two spoonfuls of white powder and one spoonful of red powder into a test tube. Then he added some pink liquid. It quickly turned orange. “Now pour some of the orange liquid onto the brick,” said Patrick. Alex did this, and amazingly the brick started to get bigger. “Wow!” said Alex. “That’s fantastic!” Mr. Davis came to look at their experiment. “Good work,” he said, “but don’t forget to read the instructions carefully for your next experiment.” “That wasn’t very interesting,” said Patrick. “Let’s do the next one.”

“OK, it’s your turn to do it,” said Phoebe. She read the instructions. “OK, we need some blue powder, some green powder, some orange powder, and some green liquid.” While Patrick was getting all the things together, he knocked over a small cup of water. The water went all over the instructions. “Careful, Patrick!” said Phoebe. “Oh, no! There’s water on the instructions now, and I can’t read a thing.” “Let’s ask Mr. Davis for some more instructions,” said Alex. “Don’t be silly,” said Patrick. “I have everything here. We just need to mix it together and put it on the brick.”



Aims:

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

New language: *impressed, brick, flash, in a flash*

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., *science lab, experiments, Mr. Davis.*

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

Aim: to encourage prediction skills

- Have students look at the pictures and elicit what they can see.
- Pre-teach *brick*.
- Create a mind map on the board of the words they call out.
- In the center of the mind map write *The explosion*.
- Tell students to close their books.
- In pairs, they try to tell each other a story using the words on the board.

- 2 **CD1 11 SB pp8–9** Read and listen to the story to find out if it is similar to or different from your story.

Aim: to present a story and to develop reading skills

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

Practice

Aim: to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g., *What powder did they need for the first experiment?* (One spoonful of yellow powder.)

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

- 1 **Think!** **WB p8** Remember the story. Put the story in order.

Aim: to check comprehension

Thinking skill: logical sequencing

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

- 2 **WB p8** Complete the sentences with the children's names.

Aim: to check understanding of the story

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

- 3 **WB p8** Complete the instructions and the answers to the questions.

Aim: to review vocabulary from the story

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

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

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

Ending the lesson

Aim: to practice 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 dialog is theirs.
- Students do their role plays, using the direct speech from the story.
- If time, they change roles.
- Volunteer groups do their role plays for the class.

Extension activity

Aim: to review ideas and concepts for doing experiments

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