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Excerpt
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Back to school

Alex, Phoebe, and Patrick are back from their time-traveling adventures. It's lunchtime, and they are in the school playground waiting for the bell to ring. They're happy to be back, but they have a strange feeling that something is wrong ...



- 1 basketball hoop
- 2 tennis court
- 3 net
- 4 soccer field
- 5 railings
- 6 running track
- 7 bike rack
- 8 trash can
- 9 school bell

1 CD1 02 Listen and say the words. Check with your partner.

2 CD1 03 Read, listen, and answer the questions.

- 1 What does Alex think is strange?
- 2 How does Patrick explain their adventures?
- 3 What day is it?
- 4 What class do they have next?

3 Choose a word. Draw it for your partner to guess. Is that a ... ?

4 Outside at school

Back to school

Aims:

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

New language: *basketball hoop, tennis court, (tennis) net, soccer field, railings, running track, bike rack, trash can, 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-traveling). 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 class), and some of the places they visited: Pompeii (the past), a rain forest (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 traveled 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 that students understand 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 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 practice the new words in pairs.
- They take turns pointing to the numbered items in the picture and saying what each one is.

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

Aim: to practice listening

- Students 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 trash can.
- Students guess what it is.
- Students take turns drawing a vocabulary item and guessing what it is.

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

Aim: to practice 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 trash can, 8 soccer field, 9 running track

3 **WB p4** Complete the dialog 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 trash in the trash can.*

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 CD1 04 **SB p5** How much do you remember about the Time Travelers? Take 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 Phoebe).
- 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 *f*, 7 *f*, 8 *f*

2 CD1 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 practice 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 *gotten*, 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.
- 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 gotten her new bike yet. 4 He's already found the answer. 5 They've already finished their tree house. 6 She has already gotten 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 movie. 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 practice 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 asking and answering. They write a check mark (✓) or an *x*.
- Students write about their partner in their notebook.



How much do you remember about the Time Travelers?
Take the quiz. Write *t* (true) or *f* (false). Listen and check.

- 1 They've already been to Turkey.
- 2 They've already been to China.
- 3 They've already had dinner in space.
- 4 Patrick has already given someone a penknife.
- 5 They haven't been to Australia yet.
- 6 They haven't been to the U.S.A. yet.
- 7 They haven't met a famous person yet.
- 8 Phoebe hasn't bought a city guidebook yet.



Grammar focus

Listen and say the sentences.

Patrick **has already had** an accident in the lab.
Has Phoebe **seen** the Bosphorus Bridge **yet**? No, she **hasn't**.
They **have already had** some adventures.
They **haven't met** an alien **yet**.



What other things can you remember? Who can make the longest list?

- What have the Time Travelers already done?
- What haven't the Time Travelers done yet?

They've already traveled on the Turkish subway.
They haven't seen a dinosaur yet.



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

- a

☐

a rain forest
- b

☐

robbers, cowboys, and the sheriff
- c

☐

a 1950s music star
- d

☐

a mysterious ship
- e

☐

a restaurant at the edge of the universe
- f

☐

a town in Ancient Italy

They've already been to Pompeii
And seen fights in the old Wild West,
And they've been lost at sea
On board the *Mary Celeste*.

They've already talked to Elvis
And had some cake in space.
They've walked in the rain forest –
A really amazing place!

Have they been to Africa?
Will they go there? Yes or no?
Come along and let's find out
The places where they'll go.

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.



Listen and say the dialog.



- Patrick

It's nice to follow the light through time.
- Phoebe

Nice? It's exciting!
- Patrick

And the cake in space was tasty.
- Phoebe

Tasty? It was amazing!



6 Singing for fun; phonics focus: spelling patterns

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 Travelers.)

1 CD1 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 Books (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 learned the song, practice 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 CD1 08

SB p6 Listen and say the dialog.

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 spelled 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 dialog twice, exchanging roles. Students practice 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 CD1 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 practice identifying sound-spelling patterns

4 CD1 10

WB p6 Listen, check, and say the words.

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

Key: say: 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 *that/who/where*
- to practice reading skills

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

Recycled language: *that/who/where*

Materials: CD

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

Warm-up

Aim: to review *that/who/where*

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

1 **SB p7** Read the dialog and answer the questions.

Aim: to practice *that/who/where*

- Students look at the pictures in their Student's Books.
- Elicit what they can see in the picture (students discussing material from a book).
- Read the questions aloud with the class and check understanding.
- Check that students understand what to do.
- Students work individually. They read the dialog 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 rain forest 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 practicing 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 that, 3 who, 4 where, 5 that, 6 where

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

Aim: to give students further practice with *that/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 Travelers step into at the end of an adventure. 4 is always late. 5 the volcano erupts. 6 Alex gives to the chief in the rain forest.

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 *that, who, or where*.

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

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

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

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

Ending the lesson

Aim: to review vocabulary from the lesson

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

Extension activity

Aim: to consolidate understanding

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

1 Read the dialog and answer the questions.

Pepe Did you enjoy the Time Travelers story in *Super Minds 5*?

Ana Yes, I did. My favorite episode was the one in the rain forest.

Pepe Was that the place where they had to jump off the waterfall?

Ana Yes, that's right. What was your favorite?

Pepe I like the episode when they met Elvis.

Ana That was good, too.

Pepe I also like the one about the *Mary Celeste*.

Ana The ship that disappeared?

Pepe Well, the ship didn't disappear. The captain and the sailors disappeared.

Ana Oh, yes, that's right. Who's your favorite character?

Pepe I like Patrick, the boy who always wants to do brave things.

Ana I like Phoebe because she's the one who always knows where they are.

Pepe Do you think they're going to do more time travel in this book?

Ana I hope they do.



- 1

What was Ana's favorite episode?
- 2

What was Pepe's favorite episode?
- 3

Who was Ana's favorite character?
- 4

Who was Pepe's favorite character?

2

CD 1
11

Grammar focus

Listen and say the sentences.

The *Mary Celeste* is the ship **that** disappeared.
Phoebe is the one **who** always knows where they are.
The rain forest is the place **where** they jumped off the waterfall.



3 Complete the sentences. Compare with your partner.

- 1

Istanbul is the city where _____.
- 2

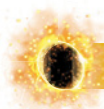
Alex is the Time Traveler who _____.
- 3

The gate is the thing that _____.
- 4

Patrick is the one who _____.
- 5

Pompeii is the place where _____.
- 6

A penknife is the present that _____.



The Time Travelers

1 Go through the text quickly and find the answers to the questions.

- 1 Why did the experiment go wrong last time?
- 2 What causes an accident this time?



2 Read and listen to the story to check your answers.

Back in time again

The children went into the class, and they sat down. “Why did we have to come back in time for a science class?” complained Patrick. “I don’t like science.” Mr. Davis, the science teacher, walked in and started to explain, “Today, we’re going to do some experiments with liquids and powders, and I want you to follow my instructions very carefully.” Alex and Phoebe looked at each other. “This is strange,” said Alex. “Yes,” Phoebe agreed, “and look at the date. It’s April 1. That’s the same day that we started our time-traveling!”

Mr. Davis told the children to put on their aprons and safety goggles. “What are we going to do?” said Alex. “I’m worried that it’s all going to happen again. We’re going to have an accident, and the yellow light is going to appear.” “Not if we do things differently,” answered Phoebe. “Last time Patrick knocked the water over, so we got the experiment all wrong. We can’t let that happen again.” “How are we going to stop it?” asked Patrick. “Easy! You’re not going to do any of the experiments!” answered Phoebe. “That’s not fair!” Patrick protested. “It’s boring doing nothing!”

The children went back to their desks. “Sit there,” Phoebe said to Patrick, “and don’t touch anything!” Patrick sat down, and he took off his goggles. Alex and Phoebe started doing the experiments. They did the experiment that made the brick change color, and then they did the next one, which made the brick get bigger. “OK. Time for the last experiment,” said Alex. “Let’s read the instructions very carefully.”



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 Travelers, school seems strange, science class.*

- 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 class were they in?* (Science class.) *What was the date?* (April 1st.) *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 *that, who, or where*.

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

Key: 2 who, 3 that, 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 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 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 dialog.
- Pairs take turns role-playing their dialogs for the class.