

Good Job, Ben and Lucy!



1 001 Listen and say the words. Then check with a friend.

- 1** Ferris wheel
- 2** roller coaster
- 3** carousel
- 4** bumper cars
- 5** band
- 6** mayor
- 7** microphone
- 8** journalist
- 9** photographer

2 002 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 is an amusement park ride.

You speak into my secret word.

Carousel!

Microphone!

4 At Town Events

Learning outcomes:

- to talk about town events
- to introduce/reintroduce the characters and the context of the story

New language: *Ferris wheel, roller coaster, carousel, mayor, bumper cars, microphone, band, photographer, journalist, good job, try out*

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

**Critical thinking (WB):**

Solves simple puzzles (e.g., word puzzles)

**Cognitive control functions:**

Working memory

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 event 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 *Good job.*

1 **001** **SB p4** **Listen and say the words. Then check with a friend.**

Aim: to present town event 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 pointing 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.

For script, see SB p4.

2 **002** **SB p4** **Listen and answer.**

Aim: to practice 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.

For script, see TB p119.

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 roller coaster, the Ferris wheel, and the carousel.

3 **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 and try to remember the words.
- Check using open pairs.

1 **WB p4** **Look at the photos and letters. Write the words.**

Aim: to practice writing the new vocabulary

Key: 2 journalist, 3 microphone, 4 band, 5 bumper cars, 6 roller coaster, 7 Ferris wheel, 8 carousel, 9 mayor

2 **WB p4** **Read and write the words.**

Aim: to give further practice with understanding definitions

Key: 2 mayor, 3 photographer, 4 Ferris wheel, bumper cars, roller coaster, carousel

3 **WB p4** **What is your favorite amusement park ride?**

Aim: to personalize the topic

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the Secret Word game from SB Activity 3 again 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.

0

Learning outcomes:

- to present and practice simple present questions
- to ask about personal information

Recycled language: adjectives, time, free-time activities, town events

Creative thinking:
 Participates in investigative, exploratory, open-ended tasks

Cognitive control functions:
 Cognitive flexibility

Flashcards: 1–9 (at town events)

Warm-up

Aim: to review town event vocabulary

- 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.
- Have them find the matching flashcard and attach it next to the word.
- Repeat with other pairs.

Presentation

Aim: to present simple present questions

- Elicit the question *Do you like going on adventures?*
- Students ask and answer around the class.
- Ask *Does (student name) like going on adventures?* and have students practice 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*.
- Elicit from students what they notice about the questions and the answers (*do/does*).

1  **003** **SB p5** **Listen and circle.**

Aim: to practice simple present questions and short answers

- Students look at the picture in their Student's Book.
- Elicit what they can see (a journalist is asking Ben some questions).
- Students individually predict Ben's answers and then compare ideas in pairs.
- Play the recording. Students check their predictions.

For script, see TB p119.

Key: 1 a, 2 b, 3 a, 4 b, 5 a, 6 a

2 **SB p5** **Put the words in order. Say the sentences.**

Aim: to focus students on grammatical form

- Elicit the first sentence from the class and write it on the board.
- Students order the other sentences in pairs. Check with the class.


Key: 1 Do you like reading books?
 2 What do you want to read next?
 3 Does Ben want to be famous?
 4 Is Ben your best friend?

3  **004** **SB p5** **Watch, listen, and say.**

Aim: to focus students on grammatical form

- Point to the picture and say *This is Gina. Who is she talking to?* (A journalist/reporter)
- Play the *Greg the Gecko* video. Students follow the rap. Pause and repeat each question and answer with the class.
- Focus attention on the examples in the Language Focus box. Read the questions aloud and stress the words in bold.
- Play the recording. Students join in with the rap.

For script, see SB p5.

4  **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 asking questions.

1 **WB p5** **Match the questions and answers.**

Aim: to review question forms

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

2 **WB p5** **Complete the questions.**

Aim: to give further practice with the new language

Key: 2 Where, 3 Do, 4 Is, 5 Does, 6 What, 7 How, 8 Do

3 **WB p5** **Answer the questions in Activity 2 about you.**

Aim: to enable students to personalize the language

Ending the lesson

Aim: to practice key language from the lesson

- Say sentences about characters from the lesson.
- 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.

5 TB

1 003 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 Put the words in order. Say the sentences.

- you reading like books? Do
- next? you want read What do to
- Ben want to famous? be Does
- friend? your Is best Ben



3 004 Watch, listen, and say.

Language Focus

Do you **like** going to the gecko school? Where **do** you **live**? **Is** your life exciting?
 Does your brother Greg **like** climbing things? What **do** you **like**? **Are** you famous?

4 Interview a friend. Find out four new things.

- Do you want to be famous?
- What color are the walls in your room?
- What time do you ... ?
- What's your favorite ... ?

1 005 Listen and check . Then sing the song.

The Explorers.
Here they come.
Lucy and Ben. Adventure and fun.
The Explorers.
Here they are.
Ben and Lucy. Action stars.

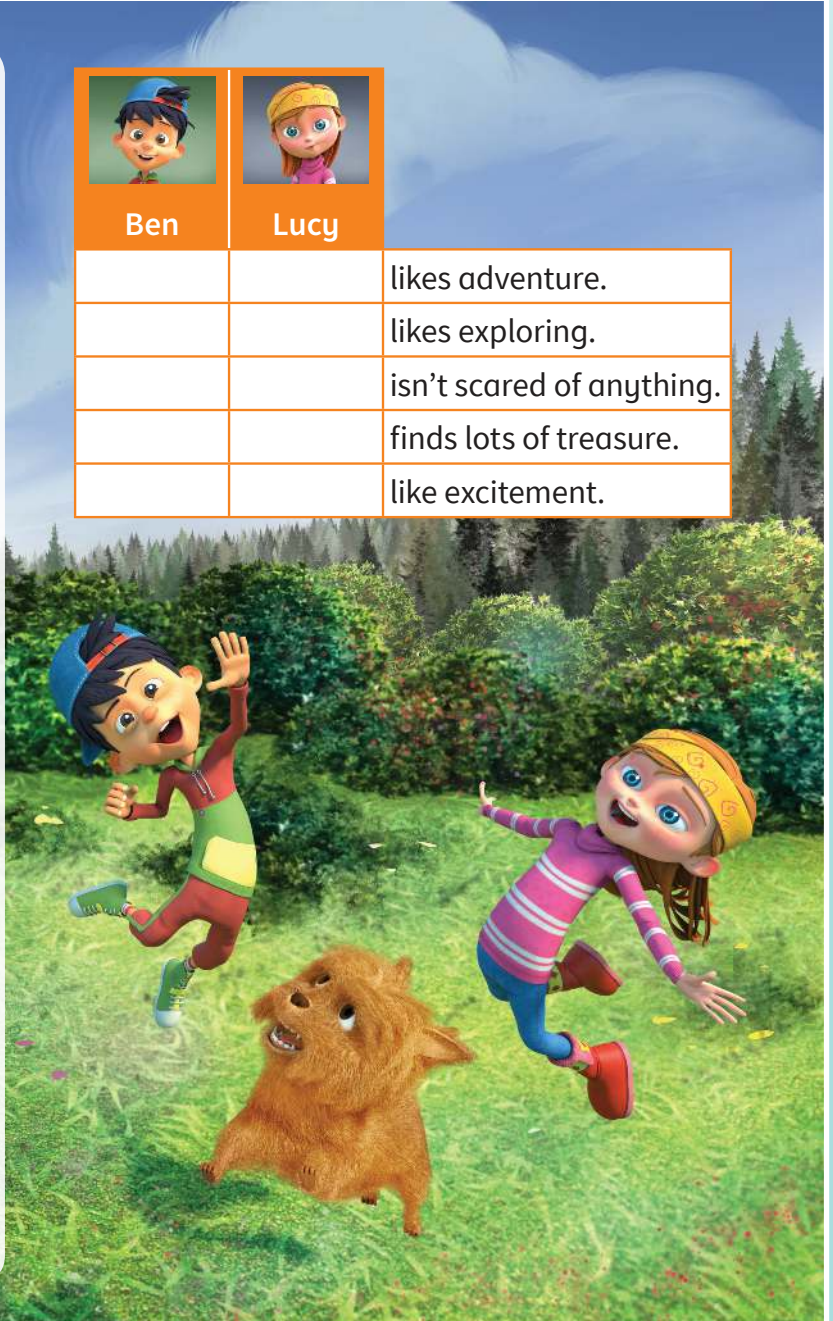
Does Ben like adventure?
 Yes, he does.
 He loves exploring things,
 Just like us.

The Explorers ...
 Is Lucy scared of anything?
 No, she's not.
 Does she find much treasure?
 Yes, a lot.

The Explorers ...
 Do they like excitement?
 Yes, they do.
 Here's their next adventure.
 You can join in too!

The Explorers ...

|  |  | |
|---|--|---------------------------|
| Ben | Lucy | |
| | | likes adventure. |
| | | likes exploring. |
| | | isn't scared of anything. |
| | | finds lots of treasure. |
| | | like excitement. |



2 What do you like or love doing? Tell a friend.

I like having fun with my friends.

I love walking in the mountains.

6 Singing for Pleasure

Learning outcomes:

- to consolidate simple present question forms
- to sing a song with the class

New language: *excitement, explore, just like (us), anything*

Recycled language:

language about the characters

**Critical thinking (WB):**

Sorts and classifies objects and activities according to key features

**Cognitive control functions (WB):** Working memory**Warm-up**

Aim: to review information about Ben and Lucy

- Call out ten pieces of information about Ben and Lucy from the previous lesson, e.g., *likes blue*.
- Students write *L* or *B* in their notebooks.
- Students compare all their answers in pairs.
- Call out the information again for students to check/discuss their answers.
- Elicit the correct answers from the class.

1



SB p6

Listen and check . **Then sing the song.**

Aim: to give students practice with prediction and to sing a song for pleasure

- Elicit what and who students can see in the picture in their Student's Book (Lucy, Ben, and Buster).
- Students cover the lyrics of the song and try to predict answers about Lucy and Ben. They make check marks in pencil.
- Students uncover the song.

- Play the audio (005). Students listen and check.
- Check with the class. Focus students on the two short ways of saying the negative (*she's not / she isn't*) and tell them that they mean the same.

For song, lyrics see SB p6.

Key: ✓ Ben likes adventure. Ben likes exploring. Lucy isn't scared of anything. Lucy finds lots of treasure. Ben and Lucy like excitement.

Practice

- Play the audio again. Students follow the song in their Student's Books.
- Play the audio 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 video or audio (006).
- Play the song video for students to sing in four groups.

2

SB p6

What do you like or love doing? Tell a friend.

Aim: to enable students to personalize the language

- Check students know what to do.
- Brainstorm some ideas with the class if necessary.
- Students work in pairs and take turns to tell each other something they like or love doing.
- Pairs report to the class about one thing their partner likes or loves doing.

1



WB p6

Remember the song. Write the words in order.

Aim: to activate memory skills and raise awareness of rhyme

Key: Here they come.

Lucy and Ben. Adventure and fun. The Explorers. Here they are. Ben and Lucy. Action stars.

2



WB p6

Is it Ben or Lucy in the song? Write the sentences in the correct box.

Aim: to give practice with writing the simple present first person singular

Key: Ben: I like adventure. I love exploring things. Lucy: I find the treasure. I'm not scared of anything.

3

WB p6

Answer the questions and check your answers.

Aim: to personalize the language

Ending the lesson

Aim: to review language from the lesson

- Play the karaoke version of the song.
- Students take turns singing the song in groups.

Extension activity

Aim: to personalize the language

- Students write the information about themselves and their friend from SB Activity 2 in their notebooks.


0

Learning outcomes:

- to ask about events and actions in the past
- to review information about the story

New language: *brave, castle, code, clue, "bad guys", shocked, guess*

Recycled language: language from the story, verbs

 **Critical thinking:** Solves simple puzzles (e.g., word puzzles)

Warm-up


Aim: to review simple past forms

- Write 12 known verbs on the board, e.g., *start, want, find, help, see, go, have*.
- Make circles with seven students. Everyone claps twice. Say a simple verb form, e.g., *start*. Everyone claps twice and the student to the left says the simple past form, e.g., *started*. Continue like this.

Presentation

Aim: to present simple past questions and short answers

- Say *Ben and Lucy found a statue*.
- Elicit the question *Did Lucy and Ben find a statue?*
- Prompt another question, e.g., *Ben / spoke / mayor. (Did Ben speak to the mayor?)*
- Prompt/supply the short answers.
- Write the question and short answers on the board. Underline *Did/speak* using a color.

1  007 **SB p7** **Complete the interview. Listen and check.**

Aim: to practice simple past questions

- Students look at the picture in their Student's Book.

- Elicit what they can see (a journalist is talking to Lucy).
- Students work individually. They quickly read the interview and try to fill in the gaps.
- They compare answers in pairs.
- Play the recording. Students check their predictions.
- Students work in pairs and role-play the interview.

For script, see TB p119.

Key: 1 statue, 2 clues, 3 door, 4 castle, 5 librarian, 6 school

2 **SB p7** **Where do the words go? Say the sentences.**

- Demonstrate the activity. Read the first example and ask *Which word is missing?*
- Elicit the question from the class. Write it on the board. (*Was it dangerous?*)
- Students say the sentences in pairs. Check with the class.

Key: 1 Was it dangerous? 2 What was in the book? 3 Were you scared? 4 How did you find the statue? 5 Did they want the book?

3   008 **SB p7** **Watch, listen, and say.**

Aim: to focus students on grammatical form



- Play the *Greg the Gecko* video. Ask *What are Greg and Gina talking about?* (Greg's vacation)
- Play the video again and pause after each question and answer. Students repeat. Ask questions. *How did Greg get there?*, etc.
- Draw attention to the words in bold in the questions in the Language Focus box.
- Play the audio. Students join in. One half of the class says the questions, the other half answers.

For script, see SB p7.

4  **SB p7** **Play the Guessing game.**

Aim: to give students further practice with simple past questions

- In pairs, students play the game. Student A thinks of something he/she did on his/her vacation and writes it secretly in their notebook. Student B guesses.

1  001 **WB p7** **What did Emma do at the party? Listen and check** .

Aim: to practice listening skills

Key: Check  1, 4, and 8

For script, see TB p119.

2 **WB p7** **Complete the questions.**

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

Key: 2 Was, 3 Did, 4 Was, 5 Did, 6 Were

3 **WB p7** **Write questions for the answers.**

Aim: to consolidate question forms

Key: 2 What did you watch? 3 Was it a good movie? 4 Did you watch the soccer game?

4 **WB p7** **Answer the questions for you.**

Aim: to personalize the language

Ending the lesson

Aim: to review the story from the lesson

- Say a statement about the story, e.g., *Horax was a journalist*.
- Students call out *True* or *False* and correct the false statements.

Extension activity

Aim: to consolidate understanding

- In pairs, students ask and answer the questions from WB Activity 4.

7 TB

1 007 Complete the interview. Listen and check.

school clues castle door statue librarian



Journalist: So, Lucy, tell me about your adventure. How did you find the (1) _____?

Lucy: It all started when we found an old book in the castle.

Journalist: What was in the book?

Lucy: It had a secret code. We needed to break the code, and then we used it to read the clues.

Journalist: What did the (2) _____ do?

Lucy: They helped us find letters.

Journalist: And what did the letters do?

Lucy: We used the letters to make a word. With this word, we opened a (3) _____ in the (4) _____ and found the treasure.

Journalist: Was it dangerous?

Lucy: Yes, it was. There were two “bad guys”: a man named Horax and a woman named Zelda.

Journalist: Did they want the book?

Lucy: Yes, they wanted the book to find the treasure. They wanted to keep it, and we found out later that Horax was our school (5) _____, Mr. Williams. We were shocked.

Journalist: Oh, no! Does he still work at your (6) _____?

Lucy: No, he doesn't. We don't know where he is now.



2 Where do the words go? Say the sentences.

what did was did were

1 it dangerous?

3 you scared?

5 they want the book?

2 was in the book?

4 How you find the statue?

3 008 Watch, listen, and say.

Language Focus

Did you **have** a lot of fun? **Were** you happy, my dear brother?

How **did** you **get** there? What **was** there?

Was that dangerous?



4 Play the Guessing game.

Guess what I did on vacation.

Did you play a lot of sports?

No, I didn't.

Did you go to the beach a lot?

The Map



1 009 Where can you see the diamond symbol?



1

Mr. Davidson: Mmm, it really is a beautiful statue. It's very, very old.
Lucy: We had an amazing adventure to find it.
Ben: It was exciting and really dangerous too.



2

Mr. Davidson: This symbol here. I know this ...
Lucy: What is it?
Mr. Davidson: That's it! Now I remember. Wait here a minute.



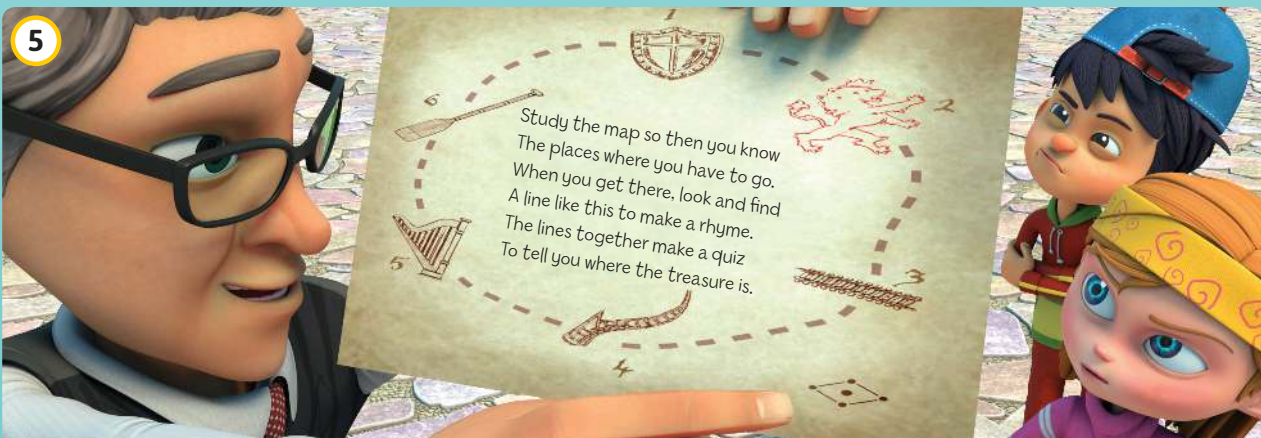
3

Ben: Very strange. What does he remember?
Lucy: And where did he go? Into the museum?
Ben: I think so. But what's that symbol?



4

Mr. Davidson: Here you go. Look at this.
Lucy: What is it?
Mr. Davidson: A map from the museum.



5

Mr. Davidson: Look closely. What can you see?


8 Reading for Pleasure

Learning outcomes:

- to listen to and read a picture story
- to role-play a story

New language: *map, amazing, symbol, closely*

Recycled language: characters and language from the story, town events

 **Critical thinking (WB):** Makes predictions and estimations from given information

 **Cognitive control functions (WB):** Cognitive flexibility

Warm-up

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

- Write *Ben, Lucy, and Buster* (the dog) on the board.
- Elicit what students remember about them from this unit.
- Give prompts if necessary, e.g., *met the mayor and Mr. Davidson from the museum, gave the golden statue to Mr. Davidson for the museum, did an interview with a journalist.*

The Map

1

009



SB pp8-9

Where can you see the diamond symbol?

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit who the friends are talking to in Frame 1 (Mr. Davidson).
- Pre-teach *symbol, diamond, map*.

- Play the recording. Students listen for what Mr. Davidson brings to show them (a map) and what they can find with it (an old English king's treasure).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.
- Elicit who was watching the children and saw the treasure map (Horax).

For script, see SB pp8–9.

Practice

Aim: to check understanding of the story

- Play the whole *Explorers* video. Then play the video again, pausing to check comprehension.
- Check understanding of the last words (*before they do*) and supply the full sentence if necessary (*before they find the treasure*).
- Play the video again from start to finish. Ask *Where can you see the diamond symbol?*

Key: Frame 2

1

WB p8

Read the story *The Map* again. Then put the sentences in order.

Aim: to check comprehension

Key: 5, (1), 3, 2, 6, 4

2

WB p8

Read and write the words.

Aim: to check understanding of the story and to practice rhyme

Key: 2 go, 3 find, 4 rhyme, 5 quiz, 6 is

3



WB p8

The pictures on the map tell Ben and Lucy where to look. Look, guess, and write sentences. Use words from the box.

Aim: to review vocabulary

Key (possible answers): 2 They have to find a restaurant. 3 They have to find a station. 4 They have to find a statue. 5 They have to find a concert hall. 6 They have to find a lake.

Note: There are no “right” answers for this exercise. Encourage your students to think creatively.

Ending the lesson

Aim: to practice the story

- Put students into groups of five.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in character.
- Students practice the role play in their groups.
- Volunteer groups role-play the story for the class.

Extension activity

Aim: to review ideas and concepts from the story

- Students draw a map of the area around their school or around their homes.
- They label at least six places on the map, e.g., *store, bus stop*.
- Students copy their maps onto paper, color them, and display them around the classroom.