

Back to School

1 001 Listen and say the words. Check with your partner.

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

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 ...



2 002 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.

4 Outside at School

Is that a ... ?

Learning outcomes:

- to learn about the characters and context of the story
- to learn and use vocabulary for outside at school

New language: *basketball hoop, soccer field, running track, gym, trash can, tennis court, bike rack, railing, net, school bell, gym, playground, Neither do I., adventure, time travel*

 **Cognitive control functions:** Working memory

Digital flashcards: 1–10 (outside at school)

Warm-up

Aim: to introduce a 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, how they set off on their adventures (an explosion in the science class), some of the places they visited, and how they traveled each time (through a yellow gate).

Presentation

Aim: to present vocabulary for outside at school

- Use the flashcards to present the new vocabulary.
- Say each item for students to repeat.
- Read the text at the top of the Student's Book page aloud while students follow.

1 001 SB p4 Listen and say the words. Check with your partner.

Aim: to practice new vocabulary

- Students look at the picture. Elicit where the friends are and what students think is happening in the picture.
- Play the recording. Students listen and repeat.

For script, see SB p4.

- Play the recording again. Students practice in groups.
- They take turns pointing to the numbered items in the picture and saying what each one is. They do this in random number order.

2 002 SB p4 Read, listen, and answer the questions.

Aim: to practice listening for specific information

- Read through the questions with the class. Check understanding.
- Play the recording. Students listen to find the answers.

For script, see TB p119.

- They compare answers in pairs.
- Check with the class.

Key: 1 That they'd been away for a long time, but nobody seems 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 practice the new vocabulary

- Start to draw one of the vocabulary items on the board, e.g., a trash can.
- Students guess what it is.
- In pairs, students take turns drawing a vocabulary item and guessing.

1 WB p4 Match 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 railing, 3 tennis court, 4 basketball hoop, 5 (tennis) net, 6 (school) bell, 7 trash can, 8 soccer field, 9 gym

3 WB p4 Complete the dialogue 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 ten 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.*

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Learning outcomes:

- to review present perfect with *already/yet*
- to review outside at school vocabulary
- to talk about experiences

Recycled language: countries**Creative thinking:**

Participates in investigative, exploratory, open-ended tasks

Warm-up

Aim: to review outside at school vocabulary

- Write the ten new words in scrambled letter order on the board.
- Ask pairs of students to come to the board to write each of the items and draw a picture.

1 003 **SB p5** **How much do you remember about the Time Travelers? Do the quiz. Write t (true) or f (false). Listen and check.**

Aim: to practice listening for specific information and establish context for present perfect with *already/yet*

- Elicit the names of the main characters (Alex, Phoebe, Patrick).
- Play the recording. They check and complete their answers.

For script, see TB p119.

- 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 **SB p5** **Complete the sentences with *yet* or *already*.**

Aim: to present and practice the present perfect with *already/yet*

- Read the four sentences. Point out that the sentences are correct as they are, but we can add one of the two adverbs to each one.

- Elicit the rules for using the adverbs (we use *already* in statements; we use *yet* in negative sentences and questions), and their correct position (*already* before the main verb; *yet* at the end of the sentence).

Key: 1 He's already had breakfast.
 2 He hasn't had breakfast yet.
 3 They've already seen the movie.
 4 They haven't seen the movie yet.

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

Aim: to focus students on grammatical form

- Play the *Leo the Leopard* video. Students watch and listen, then watch and read.

For script, see SB p5.

- Students turn to the Language Focus section on p118 of the Student's Book.
- Work through the other examples with the class.
- Play the audio. Students follow in their Student's Book and join in.
- Students practice the sentences in pairs, taking turns saying each line and doing actions.

4 **SB p5** **What other things can you remember? Who can make the longest list?**

Aim: to consolidate grammar

- Refer students back to the quiz in Activity 1, or play the recording again to remind them of the things the friends have done.
- Students write lists in two minutes. They can write sentences that were not in the quiz.
- Elicit from students how many sentences they wrote.
- In pairs, students check each other's work.

1 **WB p5** **Complete with *yet* or *already*.**

Aim: to practice the present perfect with *already/yet*

Key: 1 yet, 2 already

2 **WB p5** **Match the sentences from the box with the pictures.**

Aim: to review the present perfect with *already/yet*

Key: 2 He hasn't found the answer yet. 3 She hasn't bought her bike yet. 4 He's already found the answer. 5 They've already finished their tree house. 6 She already has her new bike.

3 **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 I haven't met his girlfriend yet. 4 We've already seen that movie.

4 **WB p5** **Write questions.**

Aim: to practice question forms

Key: 2 Have you bought my present yet? 3 Have they walked the dog yet? 4 Has she repaired her bike 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?* and give true answers.

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.

5 TB

1  **003** How much do you remember about the Time Travelers?
 Do 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 pocketknife.
- 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.





2 Complete the sentences with *yet* or *already*.

- 1 He's had breakfast. 3 They've seen the movie.
- 2 He hasn't had breakfast. 4 They haven't seen the movie.

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

Language Focus

Hi there, my name's Leo.	Yes, I know you're Leo.
Come in and have some fun.	Because you are my son.
Have you had some food yet ?	And we have already met .
Are you with someone?	Leo, I'm your mom!



4  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 underground.

They haven't seen a dinosaur yet.

1 005 Listen and number the people and the places. Then sing the song.

- | | | | |
|--|--------------------------|---|--------------------------|
| a a rainforest | <input type="checkbox"/> | d a mysterious ship | <input type="checkbox"/> |
| b robbers, cowboys, and the sheriff | <input type="checkbox"/> | e a restaurant at the edge of the universe | <input type="checkbox"/> |
| c a 1950s music star | <input type="checkbox"/> | f a town in ancient Italy | <input type="checkbox"/> |

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 rainforest,
 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.



Phonics

2 007 Listen and say the dialogue.



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 Pleasure; Phonics Focus: Spelling Patterns

Learning outcomes:

- to join in with a song
- to practice spelling words with long vowel sounds

Recycled language: simple past and simple present, *rainforest, cowboys, sheriff, mysterious, restaurant, universe, ancient*

 **Cognitive control functions (WB):** Working memory

Warm-up

Aim: to review the Time Travelers story

- Elicit the names of the main characters, and what happened in the first episode. Elicit also what experiences they had had previously.

1 005 **SB p6** Listen and number the people and the places. Then sing the song.

Aim: to sing a song with the class

- Elicit what students think is happening in the picture.
- Read the people and places, and check understanding of vocabulary.
- Students cover the lyrics of the song. Play the recording. Students listen for and number the people and places in the order that they hear them.

For script, see SB p6.

- Play the recording again if necessary. Students uncover the lyrics and check their answers.

Key: 1 f, 2 b, 3 d, 4 c, 5 e, 6 a

- Play the song again, pausing after each verse for students to repeat. Then play the song video.
- Use the karaoke version of the audio or video (006) for students to sing in groups (one verse per group).

2 007 **SB p6** Listen and say the dialogue.

Aim: to show different spellings for long vowel sounds

- Remind students that many sounds can be spelled in different ways.
- Play the recording. Students listen, read, and repeat.

For script, see SB p6.

- Divide the class so that one half is Patrick and the other Phoebe. The class says the dialogue twice, exchanging roles. Students practice in pairs.

1 001 **WB p6** Do you remember? Read, listen, and complete the song with the words from the box.

Aim: to activate memory skills

For script, see SB p6.

Key: 2 lost, 3 talked, 4 walked, 5 Have, 6 along, 7 where, 8 time, 9 cross, 10 fast, 11 past, 12 future

2 002 **WB p6** Listen and say the words.

Aim: to show different spellings of the /eɪ/sound as in *rain, day, cake*

For script, see WB p6.

3 **WB p6** Say the words from the box and write them in the correct sound column.

Aim: to practice identifying 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

4 003 **WB p6** Listen, check, and say the words.

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

For script, see WB p6.

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 (/oʊ/ as in *boat* or /aʊ/ as in *sound*).
- Do the same with *ea* words: *head, bread, treasure; team, please, sea; great, break, steak* (/e/ as in *bed*; /i/ as in *see*; /eɪ/ as in *day*).

Extension activity

Aim: to activate students' imagination

- 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?*

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Learning outcomes:

- to review *that/who/where*
- to practice reading for specific information
- to practice giving further information about people, places, and things

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

Recycled language: *that/who/where*

Warm-up

Aim: to review *that/who/where*

- Write the following prompts on the board: *A rainforest 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 dialogue and answer the questions.

Aim: to review the context for using *that/who/where*

- Focus attention on the pictures. Elicit who's in each picture and what's happening.
- Read the questions aloud. Check understanding of *episode* and *character*.
- Check students understand what to do.
- Students work individually. They read the dialogue and find answers to the four questions.
- They compare answers in pairs, rereading the text as necessary to check.
- Check with the class.

Key: 1 the rainforest episode, 2 the episode when they met Elvis, 3 Phoebe, 4 Patrick

2 SB p7 Complete the sentences with that, who, or where.

Aim: to practice using *that/who/where*

- Students cover the dialogue in Activity 1 and complete the sentences.
- They compare answers in pairs.
- Check with the class. Elicit when we use *who* (for people), *that* (for things), and *where* (for places).

Key: 1 that, 2 who, 3 where

3 SB p7 Watch, listen, and say.

Aim: to focus students on grammatical form

- Play the *Leo the Leopard* video. Students watch and listen, then watch and read.

For script, see SB p7.

- Students turn to the Language Focus section on p118 of the Student's Book.
- Work through the other examples with the class.
- Play the audio. Students follow in their Student's Book and join in.
- Students practice the sentences in pairs.

4 SB p7 Complete the sentences. Compare with your partner.

Aim: to apply what students learned about using *that/who/where* and to practice talking about experiences

- Students look back at previous pages in the unit if necessary to remind them of details in the story. They complete the sentences.
- They compare answers in pairs. Did they give similar or different answers? If different, are both answers correct?
- Check with the class. Remind students of the rule for when we use *that/who/where*.

1 WB p7 Complete with that, who, or where.

Aim: to review using *that/who/where*

Key: 2 that, 3 where, 4 where

2 WB p7 Look at the pictures. Write the words to complete the sentences.

Aim: to practice defining words using *that/who/where*

Key: 2 test tube, 3 gloves, 4 shelf, 5 Goggles, 6 bell

3 WB p7 Complete the sentences with that, who, or where.

Aim: to practice using *that/who/where*

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

4 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 practice language from the lesson

- In pairs, students practice acting out the dialogue from SB Activity 1.
- Ask a few volunteer pairs to perform their dialogue for the class. The class check for mistakes or omissions.

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 dialogue 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 rainforest.
Pepe Was that the place where they had to jump off the waterfall?
Ana Yes, that's right. What was your favorite?
Pepe I liked the episode when they met Elvis.
Ana That was good, too.
Pepe I also liked 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 Ah 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 Complete the sentences with *that*, *who*, or *where*.

- 1 The *Mary Celeste* is the ship _____ disappeared.
- 2 Phoebe is the one _____ always knows where they are.
- 3 The rainforest is the place _____ they jumped off the waterfall.

3 008 Watch, listen, and say.

Language Focus

My name's Leo, and I'm a leopard.	This is the jungle where I rule.
I'm the leopard who likes to rap.	This is the jungle where I'm king.
These are the words that I rap.	King of the jungle, king of cool,
I'll keep rapping while you clap.	You keep clapping while I sing.



4 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 pocketknife is the present that _____.

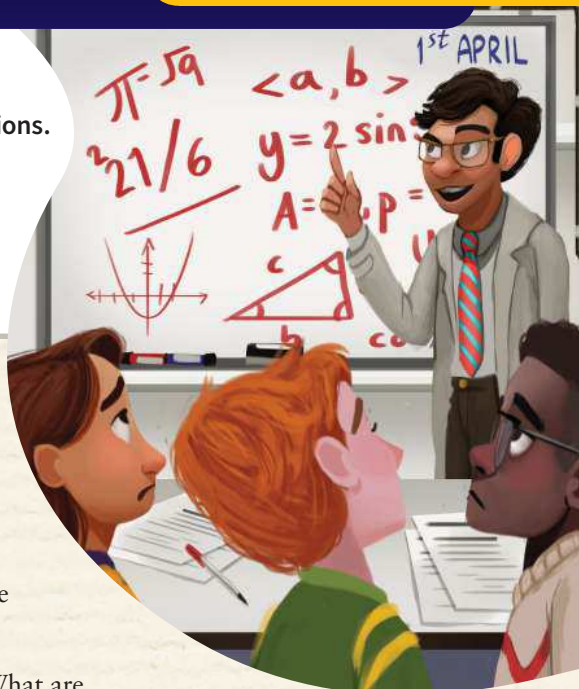
BACK IN TIME AGAIN



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

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

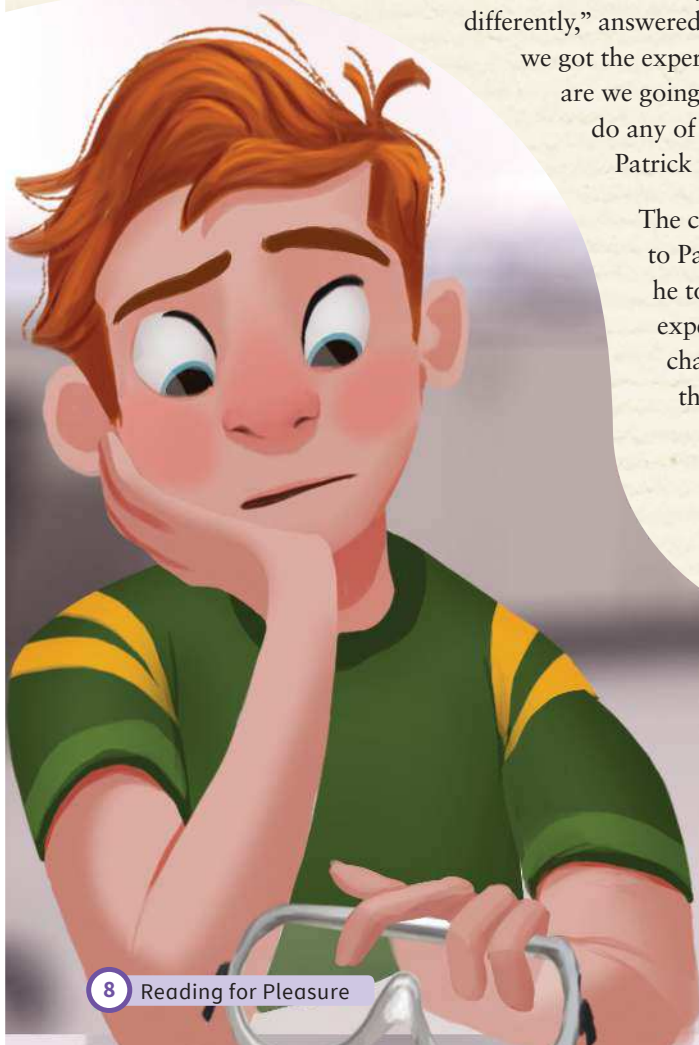
2  **009** Read and listen to the story to check your answers.



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 1st. 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.”





Learning outcomes:

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

 **Critical thinking (WB):** Identifies missing key vocabulary and events from short narrative summaries, Explains why things happened (e.g., cause and effect)

 **Cognitive control functions (WB):** Working memory

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, science class.*


Back in Time Again



1 **SB pp8-9** Go through the story quickly and find the answers to the questions.

Aim: to practice skimming and scanning

- Ask students to look at the pictures and say what they think is happening.
- 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. Don't check answers at this stage.

2  **009** **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 read and listen to check their answers.

For script, see SB pp8-9.



- 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.

- Check understanding of the story. Use prompt questions if necessary, e.g., *What class were they in? (A science class.) What was the date? (April 1.) What did the friends 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 walked into it.)*

Stronger students: Students answer the comprehension questions from memory.

Extra support: Dictate the questions. Then allow students to find and underline the information in the story. Elicit their answers.

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  **WB p8** Choose the best answer for each question.

Aim: to review the story

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 dialogue 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 dialogue.
- Pairs take turns role-playing their dialogues for the class.
- Vote on the best one.