

# Well done, Ben and Lucy!

1 CD1  
02

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

- 1 big wheel
- 2 rollercoaster
- 3 roundabout
- 4 mayor
- 5 dodgem cars
- 6 microphone
- 7 band
- 8 photographer
- 9 journalist



2 CD1  
03

Listen and answer.

- 1 Where are Ben and Lucy?
- 2 Why are they there?
- 3 Who wants to talk to Ben and Lucy?
- 4 What does Lucy want to do first?

3 Play the secret word game.

My secret word works for a newspaper.

A journalist!

You speak into my secret word.

A microphone!

4 At town events

**Aims:**

- to present and practise vocabulary for town events
- to introduce/reintroduce the characters and the context of the story

**New language:** *big wheel, rollercoaster, roundabout, mayor, dodgem cars, microphone, band, photographer, journalist, well done, try out*

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

**Materials:** CD

**Language competences:** Your students will be able to talk about town events.

**Warm-up**

**Aim:** to review the story

- Write the names *Ben* and *Lucy* on the board.
- If some or all of the class studied *Super Minds Level 3*, elicit what they remember about the characters and the story.
- If the class didn't study *Super Minds Level 3*, create a word map on the board about the characters using key words, e.g. *explorers, lost treasure, give it back to museums, Buster, found a golden statue.*

**Presentation**

**Aim:** to present town event vocabulary

- Use the picture in the Student's Book to present the town vocabulary.
- Say each word for students to repeat.
- Check students understand the meanings of all the words, e.g. *mayor, journalist.*
- Elicit what students think is happening in the picture. Check understanding of *Well done.*



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

**Aim:** to practise new vocabulary

- Students look at the words and items in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words so that they cannot see them.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.
- Students uncover the list of words to check.



**SB p4** Listen and answer.

**Aim:** to practise listening

- Read the questions aloud with the class.
- Students predict answers to the questions.
- Play the recording. Students listen to find the answers.
- They check all their answers in pairs.
- Play the recording again. Check with the class.

**CD1 Track 03**

For tapescript see TB page 118.

**Key:** 1 They are at the town museum. 2 Ben and Lucy are giving the statue to the museum. 3 The journalist wants to talk to them. 4 She wants to try out the rollercoaster, the big wheel and the roundabout.



**SB p4** Play the secret word game.

**Aim:** to give students practice with the new vocabulary

- Demonstrate the game, using the examples.
- They give definitions and say *My secret word* instead of the word.
- Students play the game in groups of four.
- Students close the book flap and try to remember the words.
- Check using open pairs.



**WB p4** Look at the pictures and letters. Write the words.

**Aim:** to practise writing the new vocabulary

**Key:** 2 journalist, 3 microphone, 4 band, 5 dodgem cars, 6 rollercoaster, 7 big wheel, 8 roundabout, 9 mayor



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

**Aim:** to give further practice with understanding definitions

**Key:** 2 mayor, 3 photographer, 4 band, 5 microphone, 6 dodgem cars, rollercoaster, big wheel, roundabout

**Ending the lesson**

**Aim:** to review vocabulary from the lesson

- Play the *Super Mind* game again from SB Activity 3 to review the new vocabulary.
- When students give the word, ask them to spell it.

**Extension activity**

**Aim:** to consolidate vocabulary from the lesson

- Students write the nine new vocabulary items in their vocabulary books. They write short definitions.

**Aims:**

- to present and practise simple present questions
- to review question forms

**New language:** *brave*

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

**Materials:** CD

**Language competences:** Your students will be able to ask about personal information.

**Warm-up**

**Aim:** to review town events

- Write the nine new items with the letters in scrambled order on the board, e.g. *raymo*.
- Ask a pair of students to come to the board and write one of the items correctly.
- Repeat with other pairs and other words.

**Presentation**

**Aim:** to present simple present questions

- Say *Ben and Lucy like going on adventures*.
- Elicit the question *Do you like going on adventures?*
- Students ask and answer around the class. Prompt / supply the short answers.
- Ask *Does (student name) like going on adventures?* and have students practise this question and the short answers in the same way.
- Write both questions and all four short answers on the board. Underline *Do / Does / like* using a colour.
- Elicit from students what they notice about the questions and the answers (*do/does*).



**SB p5** Listen and circle.

**Aim:** to practise simple present questions and short answers, and to review other question forms

- Students look at the pictures in their Student's Book.
- Elicit what they can see (a journalist is asking Ben some questions).
- Students take turns to read out the questions.
- Students individually predict Ben's answers and then compare ideas in pairs.
- Play the recording. Students check their predictions.
- Play the recording again. Check with the class.
- Students work in pairs, taking turns to be the journalist. They answer about themselves.

**CD1 Track 04**

For tapescript see TB page 118.

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



**SB p5** Listen and say.

**Aim:** to focus students on grammatical form

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

**Key:** 1 Are, 2 Does, 3 do, 4 Does, 5 Is



**SB p5** Interview a friend. Find out four new things.

**Aim:** to consolidate grammatical form

- Brainstorm questions students could ask each other.
- Write the new question heads on the board, e.g. *Do you like ... ?*
- In pairs, students take turns to ask questions until they find out four new things about their friend.
- Students report back to the class at the end. They say one thing that they found out about their partner.



**WB p5** Match the questions with the answers.

**Aim:** to review question forms

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



**WB p5** Read and complete the questions.

**Aim:** to give further practice with the new language

**Key:** 2 Where, 3 Have, 4 Is, 5 Has, 6 What, 7 How, 8 Do



**WB p5** Answer the questions from Activity 2 about yourself.

**Aim:** to enable students to personalise the language

**Ending the lesson**

**Aim:** to practise key language from the lesson

- Say sentences about characters from the lesson, e.g. *Ben likes reading*.
- If it is true, students clap their hands. If it is false, students shake their heads.

**Extension activity**

**Aim:** to consolidate information

- In pairs, students draw a chart for Ben and Lucy and note down all the information they found out about them in the lesson, e.g. *best friend Ben*.



**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. |



**Listen and say.**



Do you like going to school?

Does Lucy like reading books?

Are you brave?

Where do you live?

When do you start school?

Is your life exciting?

**3 Interview a friend. Find out four new things.**

Do you want to be famous?

What colour are the walls in your room?

What time do you ... ?

What's your favourite ... ?