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1 The treasure

There were lots of pirates in the Caribbean Sea from around 1500 until the 1700s. The pirates robbed lots of ships, but they didn't always steal gold coins and jewels. Very often they stole food, water, weapons and clothing. They even stole things like soap, ropes and anchors. Sometimes they used to keep the ship which they captured and then sell it. On other occasions, they kept the ship because it was better than theirs.

1 palm tree

2 spade

3 hook

4 hammock

5 eye-patch


6 treasure chest

7 coins

8 key

9 hole

10 binoculars

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

2  Read, listen and complete the sentences.

- 1 The treasure chest is full of _____ .
- 2 The pirates are _____ the treasure.
- 3 The captain has got a _____ and a _____ .
- 4 The children plan to _____ the treasure.

3 Choose a word. Mime it for your partner to guess.

Look! Can you guess the word?

I'm not sure. Is it ... ?

10 Pirates

1 The treasure

Aims:

- to present and practise vocabulary for pirates
- to give students listening practice

New language: *pirate, palm tree, spade, hook, hammock, eye-patch, treasure chest, coins, key, hole, binoculars, rob, steal, weapon, anchor, bury*

Recycled language: language from the previous unit and levels of *Super Minds*

Materials: CD

Language competences: Your students will be able to talk about pirates.

Warm-up

Aim: to introduce the context of pirates

- Draw a skull and crossbones and write *Pirates* on the board.
- Elicit what students know about pirates and the names of any famous pirates.
- Elicit where we find pirates (on the sea) and what they do (steal from other ships).

Presentation

Aim: to present vocabulary for pirates

- Read the text at the top of the page with the class. Elicit which things they have already talked about in the warm-up. Check understanding.
- Use the picture in the Student's Book to further set the context of pirates and to present the vocabulary.
- Say each word for students to repeat.
- Check students understand the meanings of all the words.
- Elicit what students think is happening in the picture.

1 ^{CD1}₁₃ **SB p10** Listen and say the words. Check with your partner.

Aim: to practise 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 practise the new words in pairs.
- 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.

2 ^{CD1}₁₄ **SB p10** Read, listen and complete the sentences.

Aim: to practise listening

- Read the statements aloud with the class.
- Students try to predict how to complete the sentences.
- Play the recording. Students listen to find the answers.
- They check in pairs.
- Play the recording again. Check with the class.

Key: 1 gold coins, 2 going to bury, 3 hook, sword, 4 dig up

3 **SB p10** Choose a word. Mime it for your partner to guess.

Aim: to give students practice with the new vocabulary

- Demonstrate the game with the class. Mime one of the vocabulary items, e.g. *binoculars*.
- Students guess what it is.
- In pairs, students mime and guess.
- Check with open pairs.

1 **WB p10** Look at the pictures. Complete the words.

Aim: to practise writing the new vocabulary

Key: 2 eye-patch, 3 binoculars, 4 palm tree, 5 hammock, 6 hole, 7 coins, 8 hook, 9 key, 10 spade

2 **WB p10** Complete the crossword.

Aim: to give further practice with the new vocabulary

Key: Across: 4 treasure chest, 6 hole, 8 palm tree, 9 hook, 10 spade
Down: 2 coins, 3 hammock, 5 key, 7 eye-patch

3 **WB p10** Complete the sentences with the words from the box.

Aim: to check comprehension

Key: 2 wear, 3 pass, 4 bury, 5 find, 6 put

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the mime 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. *You can dig holes with a spade.*

Aims:

- to present and practise the present perfect with *for* and *since*
- to give students writing practice

Recycled language: pirates, present perfect**Materials:** CD**Language competences:** Your students will be able to use the present perfect with *for* and *since*.**Warm-up****Aim:** to review pirate vocabulary

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

Presentation**Aim:** to present the present perfect with *for* and *since*

- Give students some information about yourself, e.g. *I live in a flat. I have lived in my flat for three years.*
- Elicit from students when you moved to the flat (three years ago), e.g. 2010.
- Write the sentence *I have lived in my flat for three years.* Underneath it write the same sentence using *since*, e.g. *I have lived in my flat since 2010.*
- Check students understand that this is the same information. Elicit that one is a period of time (*for*) and one is a date when the period began (*since*).
- Elicit similar information from students. Prompt sentences with *for* and *since*.

1 **SB p11** Read the magazine article and match the names with the jobs.

Aim: to practise the present perfect with *for* and *since*

- Students look at the photos in their Student's Book. Elicit what they can see.
- Focus students on the activity instructions. Check they know what to do.
- Students work individually. They read the texts and match the names with the jobs.
- Students compare ideas in pairs, re-reading parts of the text as necessary.
- Check with the class. Elicit sentences using the present perfect with *for* or *since*, e.g. *Bruce Stevens is a film director. He has been in the Caribbean for more than six months.*

Key: 1 b, 2 c, 3 a

2 **CD 15** **SB p11** Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Students take turns to practise all the sentences in pairs.
- Students turn to the Grammar focus section on page 119 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise and check in pairs.

Key: 1 for, 2 since, 3 since, 4 for, 5 for, 6 since

3 **SB p11** Play the *for* and *since* game.

Aim: to consolidate grammatical form

- Call out words or phrases, e.g. *2013, March, Sunday, three weeks, five months.*
- The students hold up the correct word *FOR* or *SINCE* written on paper in big letters.

1 **WB p11** Complete the table with the phrases from the box.

Aim: to give students further practice with *for* and *since*

- Key:** *for:* six years, three hours, twenty minutes, five months, a day, a long time, eight weeks, thirty seconds;
since: March, Tuesday, 2012, the sixteenth century, last week, yesterday, my birthday

2 **WB p11** Complete the sentences with *for* or *since*.

Aim: to give students further writing practice with the new language**Key:** 2 since, 3 for, 4 since, 5 since, 6 for

3 **WB p11** Write five sentences that are true for you with the verbs from the box.

Aim: to enable students to personalise the language**Ending the lesson****Aim:** to practise key language from the lesson

- Elicit statements from WB Activity 3. Students make some sentences true and some false.
- The other students guess the true and false sentences.

Extension activity**Aim:** to consolidate the present perfect

- Students work in groups of eight.
- Students read out their sentences from WB Activity 3. If another student has written the same, he/she calls out *Snap!*
- The group add up their different sentences.

1 Read the magazine article and match the names with the jobs.



Film director **Bruce Stevens** has been in the Caribbean for more than six months now.



His new project is a film about the famous French pirate Jean Fleury, who robbed a Spanish ship in 1523. 'I've loved pirates since I was ten,' explains Bruce. Jack Collins is playing the part of Jean Fleury. 'I've known Jack since 2003,' Bruce tells us. 'He's a great friend and he's perfect for the part.'

- | | | | |
|---|---------------|---|-----------------|
| 1 | Bruce Stevens | a | a pirate |
| 2 | Jack Collins | b | a film director |
| 3 | Jean Fleury | c | an actor |

2 CD1 15

Grammar focus

Listen and say the sentences.

I've been interested in music since I was ten.
 He's known his friend Charlie for six years.
 They have lived in Mexico for three months.
 She has had her gold bracelet since her 11th birthday.



3 Play the *for* and *since* game.



1 CD1
16

Listen and answer the questions. Then sing the song.

- 1 What bird has the pirate got?
- 2 Has the pirate got an eye-patch, a wooden leg or a hook?
- 3 What languages does the pirate speak?

I've known my parrot Polly
 Since she was an egg.
 I've walked around for years and years
 On a wooden leg.

Pirates, pirates, pirates,
 Get on board the ship!
 It's a pirate, pirate, pirate
 Caribbean trip.

I've learned to say 'We're pirates!'
 In Spanish, French and Portuguese.
 I've robbed lots and lots of ships
 On the seven seas.

Pirates, pirates, pirates ...

I've looked for gold and silver
 For years and years and years.
 I've found a lot of treasure
 On islands far and near.

Pirates, pirates, pirates ...

All about music: Reggae

In the late 1960s, a new sound started coming from the Caribbean island of Jamaica. It was called reggae and had a very different rhythm from other music of the times. Singers such as Bob Marley and Peter Tosh brought the music to an international audience and these days reggae is popular all over the world.

What I think

- It's great.
- It's OK.
- I don't really like it.

2 CD1
18

Listen and say the dialogue.



Woody We love finding treasure ...

Polly And being in nature!

Woody Gold gives us such pleasure ...

Polly And life's an adventure!



Aims:

- to sing a song with the class
- to identify the pronunciation of *-ure* endings, e.g. *treasure*, *future*

New language: *wooden leg*

Recycled language: simple past, present perfect

Materials: CD

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

Phonics focus: Your students will recognise that *-ure* endings in words are unstressed and therefore pronounced /tʃə/ and /zə/.

Note: In phonics, the /z/ phoneme is represented as 'zh' because it is the voiced equivalent of 'sh'.

Warm-up

Aim: to review pirate vocabulary

- Mime one of the pirate vocabulary items.
- The student who guesses correctly comes to the front to mime one of the others. Continue.

1 ^{CD1}₁₆¹⁷ **SB p12** Listen and answer the questions. Then sing the song.

Aim: to sing a song with the class

- Read the questions aloud around the class. Check understanding of vocabulary.
- Students cover the lyrics of the song.
- Play the recording. Students listen for the information and compare answers in pairs.
- Play the recording again. Check with the class.
- Students uncover the lyrics of the song.
- Play the recording. Students follow in their books.
- Students sing the song. Practise it with the class.
- Read the 'All about music' box. Check vocabulary.
- Do the 'What I think' survey. Count hands up for each option (It's great / It's OK / I don't really like it).
- Review the results, e.g. *So, most of you think Reggae is great or Most of you don't really like Reggae.*
- Use this information to decide whether or not to use the karaoke version of the song.

Key: 1 A parrot called Polly. 2 A wooden leg. 3 Spanish, French and Portuguese.

2 ^{CD1}₁₈ **SB p12** Listen and say the dialogue.

Aim: to identify the pronunciation of *-ure* endings, e.g. *treasure*, *future*

Intonation: expressing agreement and happiness

- Ask students how many syllables there are in *treasure* and *future* (two). The last syllable is unstressed.

- Play the recording. Students listen, read and repeat.
- Divide the class so that one half is Woody and the other Polly. The class says the dialogue twice, exchanging roles. Students practise in pairs.

1 **WB p12** Remember the song. Complete the verbs and match the sentence halves.

Aim: to activate memory skills

Key: 2 looked a, 3 robbed d, 4 found b, 5 learnt c, 6 known e

2 **WB p12** Correct the sentences.

Aim: to review the content of the song

Key: 2 The pirates are in the Caribbean. 3 He speaks Spanish, French and Portuguese. 4 He's looked for gold and silver. 5 He's found a lot of treasure on islands far and near.

3 ^{CD1}₁₉ **WB p12** Listen and say the words.

Aim: to practise the pronunciation of *-sure* and *-ture*

- Students put their fingers on their throat and say the *sh* and *zh* sounds. They will only feel a vibration when they say the voiced *zh*. Explain that this is spelt with an *s*.

4 **WB p12** Complete the sentences with the words from the box. Match them with the pictures.

Aim: to revise vocabulary using the target sounds

5 ^{CD1}₂₀ **WB p12** Listen, check and say the sentences.

Aim: to practise the pronunciation of *-sure* and *-ture*

Key: 2 a future, 3 f treasure, 4 e picture, 5 b adventure, 6 c measure

Ending the lesson

Aim: to extend knowledge of the 'zh' sound

- The 'zh' sound is in *treasure*, *pleasure* and *usual* (and in *explosion* and *decision*, in the next unit).
- Students write about things they usually do.
- Students read out their sentences to the class.

Extension activity

Aim: to activate students' imaginations

- In groups, students write a new verse for the song.
- They practise their new song in their groups.
- Students then either perform their new songs for the class or write the new song and illustrate it.

Aims:

- to present and practise *How long have you ... ?*
- to practise reading skills

New language: *well-known, metal detector*

Recycled language: present perfect

Materials: CD

Language competences: Your students will be able to ask and answer questions beginning *How long have you ... ?*

Warm-up

Aim: to review vocabulary

- Write *Hobbies* on the board.
- Brainstorm hobbies that students have.
- Add other ideas of your own. Create a mind map.

Presentation

Aim: to present *How long have you ... ?*

- Point to one of the hobbies, e.g. *stamp collecting*. Ask the student who said it, e.g. *Do you collect stamps?* When the student answers *Yes*, ask *How long have you collected stamps?*
- The student replies. Prompt *for / since* as appropriate.
- Use the other hobbies to ask questions of other students.
- Continue to practise in open pairs.

1 **SB p13** Read the magazine interview and correct the sentences.

Aim: to practise *How long have you ... ?*

- Elicit what they can see in the picture. Check understanding of *metal detector*.
- Read the three questions aloud with the class.
- Students read the dialogue and correct the sentences.
- They compare answers in pairs. Check with the class.

Key: 1 The machine in the photo is six months old.
2 Carlos has two children. 3 It was a birthday present. / His son and his daughter bought it for him.

2 ^{CD1}₂₁ **SB p13** Listen and say the questions and the answers.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise all the questions and answers in pairs.
- Students turn to the Grammar focus section on page 119 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 How long has Dad worked there? 2 How long have we been here? 3 How long has she lived in Mexico? 4 How long have you had your phone? 5 How long has she used a computer?

3 **SB p13** Write a list of four objects which you have. Look at the pictures or use your own ideas. Then show your partner your list. Ask and answer.

Aim: to give students further practice with *How long have you ... ?*

- Students write their lists individually.
- Demonstrate the activity for the class using open pairs.
- Students work in pairs, taking turns to ask and answer.
- Check with the class, eliciting questions and answers.

1 **WB p13** Ask people in your family about their favourite things. Write three sentences.

Aim: to review the new language

Note: This is a homework task.

2 **WB p13** Look at the pictures. Write questions and answers.

Aim: to give further practice with *How long have you ... ?* and responses

Key: 2 How long have the Robinsons had their dog? They have had it for five years. 3 How long has Charlie had his computer game? He has had it for two weeks.
4 How long have the Carricks lived in Boswell Street? They have lived there since 2002.

3 ^{CD1}₂₂ **WB p13** Read and listen to the poem. Write your own poem.

Aim: to give students listening and writing practice

Ending the lesson

Aim: to review vocabulary from the lesson

- Students perform the dialogue from SB Activity 1.

Extension activity

Aim: to encourage cooperation and peer appreciation

- In groups of four, students take turns to read their poems from WB Activity 3.
- They give each other feedback and discuss which they think is the best and why.

1 Read the magazine interview and correct the sentences.

Carlos Santana is well known on the beaches of Cancún. Most days you can find him there with his metal detector. We decided to find out more.

- Q How long have you had this hobby?
- A For about nine years.
- Q Right. And for how long have you lived in Cancún?
- A Since 1990.
- Q How long have you had this metal detector?
- A Since my birthday, six months ago. My son and my daughter bought it for me.
- Q Do you always go metal-detecting on your own?
- A No, I usually go with my friend Pedro. I've known him since I was ten.



- 1 The machine in the photo is nine years old.
- 2 Carlos has one child.
- 3 Pedro bought the metal detector.

2 CD1
21

Grammar
focus

Listen and say the questions and the answers.

- | | |
|--|----------------------|
| How long have you had your new laptop? | For three weeks. |
| How long has she known Tim? | Since she was ten. |
| How long have you lived in Brazil? | For eight years. |
| How long have you been keen on swimming? | Only since February. |



3 Write a list of four objects which you have. Look at the pictures or use your own ideas. Then show your partner your list. Ask and answer.

How long have you had your rucksack, Eva?

Since Christmas.



1 Look at the pictures. What do you think the children do with the treasure that they found earlier?

2 ^{CD-1}₂₃ Read and listen to the story to check your answer.

The pirates' treasure

‘Let’s climb that hill,’ suggested Alex. ‘Maybe we can see if the pirates are still here.’ Through their binoculars, they could see the pirate ship sailing away to the south. ‘What’s that other ship with the red sails and the black flag, behind the pirate ship? I wonder who they are,’ said Phoebe. ‘Well, we’ll never know,’ answered Patrick, ‘but let’s check in the other direction. Are there any more pirates coming?’

They looked to the north, but they could only see a bigger island with a town. ‘OK, great,’ said Alex. ‘No pirates around.’

They walked back to the treasure. By now, they were thirsty, so they cracked open some coconuts and drank the milk. After that, they started to dig up the treasure chest. Two hours later, they pulled it out, opened it with the key which was in the lock and found that it was full of gold coins. ‘What are we going to do?’ asked Phoebe. ‘Well, the treasure’s ours now!’ Patrick said. ‘We didn’t steal it!’ ‘No, *we* didn’t,’ said Phoebe, ‘but those pirates did. It isn’t *ours*.’ At that moment, Patrick shouted, ‘A boat!’ Alex looked through the binoculars. ‘They aren’t pirates, I can see some children.’

The three friends ran to the beach and saw lots of families arriving on a boat. They were thirsty and tired, so Patrick gave them some coconuts.

‘Pirates have stolen our gold coins,’ one woman said. ‘We wanted to buy farms in America and now we’ve got nothing.’ She started to cry. ‘We watched the pirates hide some treasure and we dug it up,’ said Patrick. ‘Maybe it’s yours. You can have it.’



Aims:

- to present a story
- to develop reading skills

New language: *flag, coconut, lock, fetch, sneeze*

Recycled language: characters and language from the story, pirates

Materials: CD

Language competences: Your students will be able to listen to and read a story.

Your students will be able to do a role play.

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 Travellers, school seems strange, Science lesson, pirates (the past)*.

- 1 **SB pp14–15** Look at the pictures. What do you think the children do with the treasure that they found earlier?

Aim: to give students practice with prediction skills

- Have students look at the pictures and elicit what they can see.
- Read the question with the class and check understanding.
- Students cover the text.
- Brainstorm their ideas and write them on the board in note form.

- 2 ^{CD1}₂₃ **SB pp14–15** Read and listen to the story to check your answer.

Aim: to present a story and to develop reading skills

- Play the recording. Students listen and read to check their predictions.
- Use the phrases on the board to discuss how close their predictions were.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (the children hid from the pirates in the hole and the gate was there).

Key: They give it back to the people who the pirates stole it from.

Practice

Aim: to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *What did the children have to drink?* (Coconut milk.) *What was in the treasure chest?* (Gold coins.) *Whose money was it?* (It belonged to people on their way to settle in America.) *What did the children do with the treasure?* (They gave it back to the settlers.) *How did the pirates know where they were hiding?* (Alex sneezed.)

- 1 **WB p14** Remember the story. Put these objects from the text in order.

Aim: to check memory skills

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

- 2 **WB p14** Read the summary and correct six mistakes.

Aim: to check understanding of the story

Key: they look to the south north, After three two hours, five three pirates and their prisoner arrive, Patrick Alex sneezes, they threaten to throw the children into the sea hole

- 3 **WB p14** Match the questions with the answers.

Aim: to review the story

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

Ending the lesson

Aim: to practise 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 groups of four.
- Tell students to imagine what the pirates said to each other when the children disappeared.
- They write a short dialogue.
- Groups take turns to role play their dialogues for the class.