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# SUPER Minds

Student's Book 5

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# Map of the book



## The Science lesson (pages 4–9)

Vocabulary	Grammar	Story and value	Thinking skills
Experiments	<i>Nobody had a test. Phoebe didn't have Music. Patrick loved all three subjects. What did you do at school today?</i>	<i>The explosion</i> Following instructions carefully	Problem solving
<p>➤ <b>Song:</b> The Time Travellers ➤ <b>Phonics:</b> Rhyming words</p>			

## 1 Disaster! (pages 10–21)

Vocabulary	Grammar	Story and value	Skills	Thinking skills	English for school
Around Pompeii	<i>When the earthquake happened Mr Harmer and his sons were playing football. While Mum was working in the garden, the dog was eating her socks.</i>	<i>A narrow escape</i> Helping people in danger	Reading and speaking Listening and writing	Understanding text coherence	<b>Geography:</b> Volcanoes
<p>➤ <b>Song:</b> Danger! ➤ <b>Phonics:</b> final e ➤ <b>Communication</b> ➤ <b>Revision:</b> My portfolio</p>					

## 2 In the rainforest (pages 22–33)

Vocabulary	Grammar	Story and value	Skills	Thinking skills	English for school
Rainforest life	<i>one hundred – five million</i> <i>You have to wear a shirt.</i> <i>Do I have to bring any food?</i> <i>You don't have to bring any food.</i>	<i>The present</i> Respecting other cultures	Listening, writing and speaking Reading and speaking	Scanning a text for time references Applying world knowledge	<b>Environmental studies:</b> The rainforest
<p>➤ <b>Functional language dialogue</b> ➤ <b>Creativity</b> ➤ <b>Revision:</b> My portfolio</p>					

## 3 The rock 'n' roll show (pages 34–45)

Vocabulary	Grammar	Story	Skills and value	Thinking skills	English for school
At a rock concert	<i>I'm going to see the Suzy Slick show.</i> <i>Are you going to buy the new Suzy Slick album?</i> <i>It's five past five.</i>	<i>Elvis</i>	Listening and speaking Reading Not giving up	Applying linguistic knowledge Identifying patterns	<b>Music:</b> Rhythm
<p>➤ <b>Song:</b> Come rock with me ➤ <b>Phonics:</b> <u>rock</u> or <u>roll</u> ➤ <b>Communication</b> ➤ <b>Revision:</b> My portfolio</p>					

## 4 Space restaurant (pages 46–57)

Vocabulary	Grammar	Story	Skills	Thinking skills	English for school and value
In a restaurant	<i>The 2nd (second) of May is a Tuesday.</i> <i>If you put honey in your tea, it becomes sweet.</i>	<i>The birthday meal</i>	Reading and speaking Writing and listening	Logical thinking Putting a monetary value on things Categorising	<b>Biology:</b> Healthy food Eating healthily
<p>➤ <b>Functional language dialogue</b> ➤ <b>Creativity</b> ➤ <b>Revision:</b> My portfolio</p>					

**5 The Wild West** (pages 58–69)

Vocabulary	Grammar	Story	Skills and value	Thinking skills	English for school
Wild West	<i>The saddle's made of leather. It's used for riding horses. The baby's hat. The babies' hats.</i>	<i>The bank robbery</i>	Reading Listening, writing and speaking Understanding and learning about other cultures	Showing an understanding of character and situation	<b>Geography:</b> Gold
▶ <b>Song:</b> The meanest robber in town		▶ <b>Phonics:</b> double consonants		▶ <b>Communication</b> ▶ <b>Revision:</b> My portfolio	

**6 In Istanbul** (pages 70–81)

Vocabulary	Grammar	Story and value	Skills	Thinking skills	English for school
Souvenirs	<i>You shouldn't go out without a hat. You should always be careful when crossing the road. Could I try on that T-shirt over there? Do you mind if I close the door?</i>	<i>Lost in the city Showing interest in the wider world</i>	Listening, reading and writing Listening, speaking and writing	Orientation in space	<b>Geography:</b> Town planning
▶ <b>Functional language dialogue</b>		▶ <b>Creativity</b>		▶ <b>Revision:</b> My portfolio	

**7 The story teller** (pages 82–93)

Vocabulary	Grammar	Story	Skills and value	Thinking skills	English for school
Shakespeare's Globe	<i>I'll ask my sister to give us a bracelet. She's just cut her finger.</i>	<i>Helping Shakespeare</i>	Listening, reading and speaking Reading Being honest	Applying knowledge Creative thinking	<b>Literature:</b> Poetry
▶ <b>Song:</b> You'll never buy me rings		▶ <b>Phonics:</b> silent e		▶ <b>Communication</b> ▶ <b>Revision:</b> My portfolio	

**8 Museum of the future** (pages 94–105)

Vocabulary	Grammar	Story and value	Skills	Thinking skills	English for school
Jobs	<i>If you're tired, it'll do your homework. Let's go to the museum. But, what if it's closed?</i>	<i>The trouble with Orange-head XR-97 Helping people</i>	Speaking, listening, reading and writing Speaking, reading and writing	Lateral thinking Applying world knowledge	<b>Maths:</b> Fractions
▶ <b>Functional language dialogue</b>		▶ <b>Creativity</b>		▶ <b>Revision:</b> My portfolio	

**9 Mystery at sea** (pages 106–117)

Vocabulary	Grammar	Story	Skills	Thinking skills	English for school and value
On board	<i>I've already done my Maths homework. He hasn't visited Argentina yet. Have you tidied your room yet?</i>	<i>The Mary Celeste</i>	Reading and speaking Listening and writing	Imaginative interpretation of a text Applying world knowledge	<b>Geography:</b> Oceans and seas Learning about the environment
▶ <b>Song:</b> Drop the anchor		▶ <b>Phonics:</b> look and put		▶ <b>Communication</b> ▶ <b>Revision:</b> My portfolio	

Grammar focus: pages 118–127



# 6

# In Istanbul

Istanbul is one of the world's biggest and most beautiful cities. It is the only city in the world that is built on two continents – Europe and Asia. They are divided by a bit of the sea that looks like a river: the Bosphorus Strait. Tourists love Istanbul because it offers the combination of a modern, Western lifestyle with fascinating Eastern traditions. In 2010, Istanbul was named the European Capital of Culture.



- 1 flag
- 2 sunglasses
- 3 earrings
- 4 carpet
- 5 basket
- 6 rings
- 7 cup and saucer
- 8 cushion
- 9 plate
- 10 soap
- 11 comb



**1** <sup>CD 3</sup><sub>15</sub> Listen and say the words. Check with your partner.

**2** <sup>CD 3</sup><sub>16</sub> Read, listen and answer the questions.

- 1 What does Patrick want to buy and why?
- 2 Why does Alex think that's not a good idea?
- 3 Where are the children?
- 4 How does Phoebe know where they are?

**3** Choose a word. Draw it for your partner to guess. Can you think of any other things you can buy?

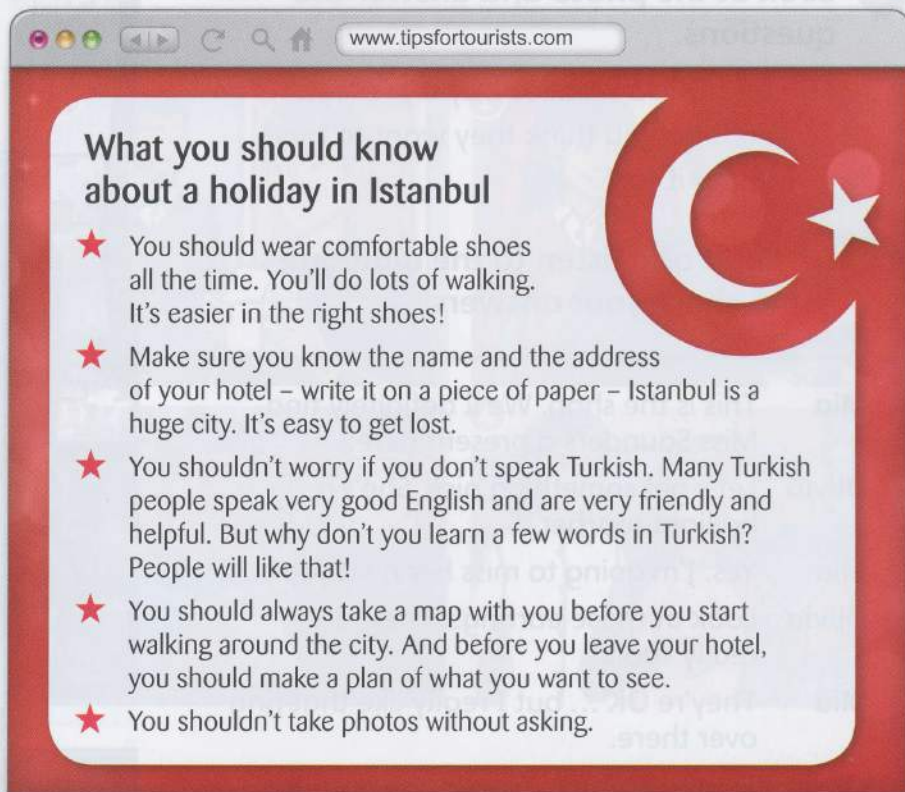
Is that a ... ?

**70** Souvenirs



**1** Read the text from a website for tourists. Then cover it up and complete the sentences.

- 1 You should \_\_\_\_\_ comfortable shoes.
- 2 You should always \_\_\_\_\_ the name and address of your hotel on a piece of paper.
- 3 You shouldn't worry if you don't \_\_\_\_\_ Turkish. Many people speak English.
- 4 You should \_\_\_\_\_ a map when you walk around the city.
- 5 You shouldn't \_\_\_\_\_ photos without asking.



**What you should know about a holiday in Istanbul**

- ★ You should wear comfortable shoes all the time. You'll do lots of walking. It's easier in the right shoes!
- ★ Make sure you know the name and the address of your hotel – write it on a piece of paper – Istanbul is a huge city. It's easy to get lost.
- ★ You shouldn't worry if you don't speak Turkish. Many Turkish people speak very good English and are very friendly and helpful. But why don't you learn a few words in Turkish? People will like that!
- ★ You should always take a map with you before you start walking around the city. And before you leave your hotel, you should make a plan of what you want to see.
- ★ You shouldn't take photos without asking.

**2** CD3  
18

**Grammar focus**

Listen and say the sentences.

In summer, you **shouldn't** go out without a hat. It can be very hot.  
There are lots of cars. You **should** always be careful when crossing the road.



**3** Make some fun rules for your classroom.

You **shouldn't** talk to the students here. They bite!



You **should** bring an umbrella. It often rains here.





## Communication

### 1 Look at the photo and answer the questions.

Mia and Olivia want to buy a present.

- What do you think they want to buy?
- Who is it for?

### 2 <sup>CD3</sup><sub>19</sub> Read and listen to the dialogue to check your answers.

- Mia** This is the shop. We'll definitely find Miss Saunders a present here.
- Olivia** Let's get something nice. She's a brilliant teacher.
- Mia** Yes. I'm going to miss her next year.
- Olivia** Look at those earrings. They're really cool.
- Mia** They're OK ... but I really like that ring over there.
- Olivia** I'm not so sure. I prefer the earrings.
- Mia** But they're not for you, they're for Miss Saunders. She'll like the ring best.
- Olivia** She'll like the earrings more.
- Mia** I don't agree, I think we should get the ring.
- Olivia** I disagree, I think we should get the earrings!
- Mia** OK, let's see how much they cost. Can you read the prices?
- Olivia** Let me see. Um, the earrings are ... £350!
- Mia** What!

- Olivia** And the ring's ... £3,000!
- Mia** OK, I think we should go to another shop!
- Olivia** I agree!
- Mia** Come on!



### 3 Work in pairs.

- Practise the dialogue.
- Imagine you want to buy someone a present. Decide on:
  - who it is for
  - why you want to buy a present
  - two things you could get
- Use your ideas to make up your own new dialogue.
- Act out your dialogue for the class.



### What to say

#### Disagreeing

They're / It's OK but ...  
I'm not so sure.  
I don't agree.  
I disagree.



1 CD 3 22

Read and listen to the dialogues. Match them with the pictures.

A Could I see that ring over there, please?  
B Of course.

A Do you mind if I open this book?  
B Not at all.

A Do you mind if I try this jacket on?  
B Not at all.

A Could I buy some stamps for these postcards, please?  
B Of course.



2 CD 3 23

Grammar focus

Listen and say the questions and answers.

Could I try on that T-shirt over there?      Of course.  
Do you mind if I close the door?              Not at all.



3 Play tourist and shop assistant in a souvenir shop. Then swap roles.



- Could you show me / tell me / give me ... ?
- Could I see / have ... ?
- Do you mind if I try this on / look at the ... ?



Could I ... ? / Do you mind if I ... ? 73



- 1 Look at the pictures. What do you think happens to Phoebe in the story?
- 2 <sup>CD3</sup><sub>24</sub> Read and listen to the story to check your answers.

## Lost in the city

Phoebe bought a little guidebook about Istanbul from the tourist office. The Time Travellers sat down to read it. 'Let's go sightseeing!' said Phoebe. She was so excited. The photos in her book were wonderful. 'This city's great!' Patrick said. 'Let's go!' They made a list of all the sights they wanted to see. 'We should go by underground,' said Phoebe. 'This city's so big, we can't walk all day.'

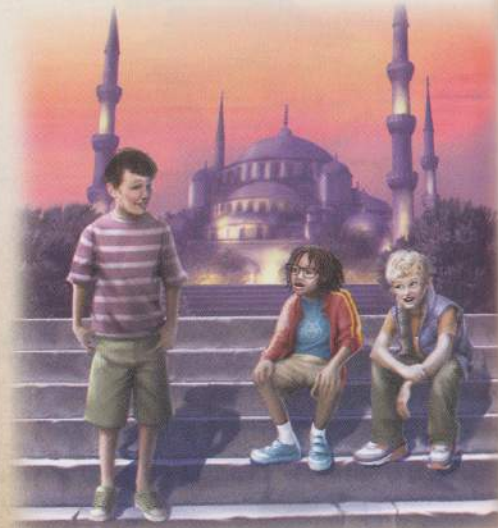


The nearest underground station was called Taksim. It was full of people and hard to move quickly. 'There's the train! Quick!' Patrick shouted. Patrick and Alex pushed through the crowd and jumped onto the train. Phoebe wasn't fast enough. The doors closed before she could get in! She didn't know what to do. 'Stop!' she shouted, but that didn't help.

Alex and Patrick talked about what to do. How would they find Phoebe in a city of more than 12 million people? 'Let's go and see all the sights we wanted to see,' Patrick said, 'Phoebe knows what they are. I'm sure we'll find her at one of them!' The boys spent six hours in Istanbul. They visited the Blue Mosque with its beautiful blue tiles. They visited the Bosphorus Bridge and the Spice Market, but they didn't find Phoebe. They were really worried.

'Can I help you?' a voice said. 'I'm Ali.' Ali was about

the same age as them, and he was very friendly. Alex and Patrick told him what had happened. 'Hm! You lost your friend at the underground station in Taksim. She's probably waiting for you there!' he said. 'Of course!' Alex and Patrick shouted. 'Let's go back to Taksim!'





Sure enough, when the three boys arrived at Taksim they found Phoebe waiting on the platform where they had last seen her.

'I'm so sorry!' Patrick said. 'It wasn't very clever that we got on the train without you!' Phoebe laughed. 'I'm so happy we're together again. So happy! But what did you do all day?' The boys told her about all the beautiful places. 'I'd love to see them too!' Phoebe said. 'We can go and see them tomorrow!' said Ali. 'That's a great idea,' said Phoebe, 'but we can't stay!' 'Why not?' asked Ali. 'Istanbul is beautiful!' 'I know,' Phoebe said sadly. She was looking up towards the escalator where there was a yellow glow.

Ali was unhappy to say goodbye. He saw his three new friends going up the escalator. They waved at him. Then they slowly moved into the light and were gone in a flash.



### 3 Correct the mistakes in the sentences.

- 1 Phoebe, Alex and Patrick looked at a book with some photos of the underground.
- 2 They decided to travel around the city by bus.
- 3 Alex and Patrick went to see some sights. They wanted to find Ali, their friend.
- 4 They went back to Taksim with a Turkish girl.
- 5 When they arrived in Taksim, they couldn't find Phoebe.
- 6 Ali wanted to show Phoebe the city the next day, but she didn't like Istanbul.

### 4 Think! Look at the picture and answer the questions with the phrases in the box.

in front of behind to the left to the right



Where is the  
• hotel? • factory? • souvenir shop? • fire station?

Alex and Patrick now turn to face the left. Now where are the buildings?





**Skills**

1 CD3 25

**1 Match the flags with the countries. Listen and check.**

- |          |             |           |
|----------|-------------|-----------|
| 1 India  | 2 Indonesia | 3 Finland |
| 4 China  | 5 Japan     | 6 USA     |
| 7 Mexico | 8 Germany   |           |



**2 Read about what things these countries make.**

Would you be surprised to learn that you have things from all over the world? Have a look around your room. Those trainers on the floor (the ones your parents are always asking you to tidy away) are made in Indonesia on the other side of the world. Your jeans and T-shirt (also a mess on the floor) come from Mexico or India, on completely opposite sides of the world.

Now find your mobile phone. You can't. Look under the bed. There it is! What does that say? 'Made in Finland' and your computer, well, that came all the way from China.

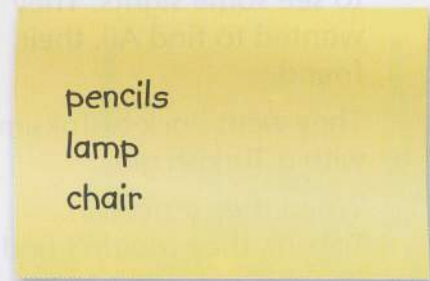
Your mum's home from work. You can hear her car stopping outside the house. That new car that she spends all Sunday cleaning was made in Germany and then put on a ship and brought all the way over here.

Your homework is done – well most of it is. You're tired and you need to relax. You lie on your bed and you decide to turn on the TV, which came all the way from Japan. There's a French film on. You're too tired to read the subtitles so you turn over and watch an American police series. Who needs to travel the world? It's all here in your home.

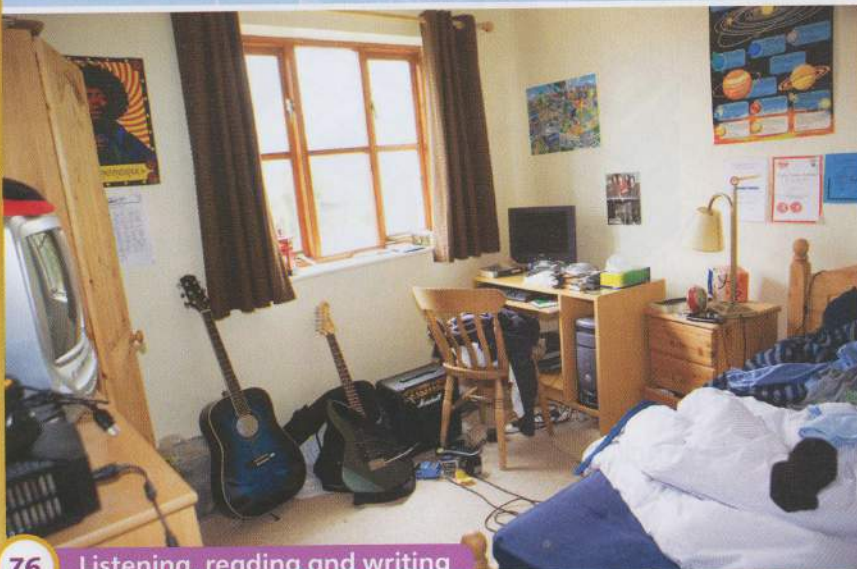
**3 Read again and choose the best title for it. Write it above the text.**

- The world in your room.
- Why is your room always such a mess?
- Made in China.

**4 Work in pairs. Make a list of the things in your home that are made in your country.**



**5 Write your ideas on the board and make a class list.**







Listen and draw lines from the countries to the food.



The USA



Spain



Nigeria



South Africa



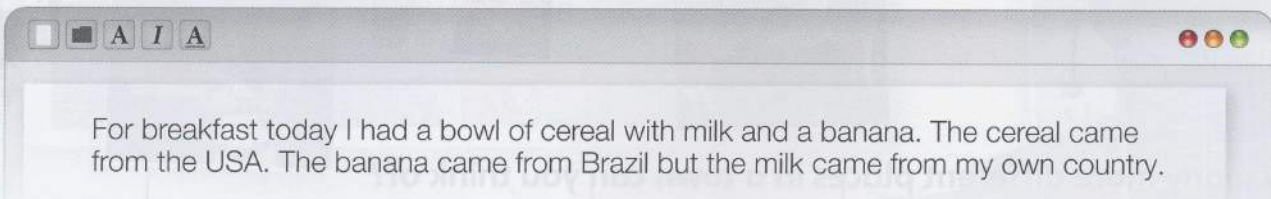
Argentina

How many kilometres has the food travelled? Listen again and write the numbers in the boxes. What is the total?

3 Discuss the questions in small groups.

- 1 What food that you eat comes from other countries?
- 2 What food that you eat definitely comes from your country?
- 3 Is it a good or a bad thing to eat food that travels a long way. Why?

4 Find out where all the food for your breakfast comes from and how far it has to travel. Write a short text.







# Town Planning

1 CD3 29

Imagine you are planning a new town. What kinds of things do you need to think about? Read and listen to the text and check your ideas.



## Town Planning

New towns must be well planned. This is the job of a town planner. A town planner helps build a great place to live.

Town planners have to think about many things. Should people live in blocks of flats or smaller buildings? How will people get to work? Should there be an underground system, buses and trains?

Town planners also have to think about cars. Where will

people park? How big do the roads need to be?

Planners make sure that different parts of the town have parks, playgrounds and swimming pools for adults and children to enjoy. They need to think about where to put shops and supermarkets and about schools, libraries and hospitals.

Town planners also have to think about what kind of jobs people can do in the new town. There

will be many jobs in stations, restaurants, schools, shops and hospitals. It's important that people can live near the places they work. As you can see, the job of a town planner is not an easy one. There are many things to think about and it is important that they get it all right so that people are happy to live in the town.



2 We need lots of different places in a town and we need lots of people to work in those places. Where do these people work? Create a table.

sports centre	restaurant	hospital	train station	school	shop



3 How many more different places in a town can you think of?





1 Town planners think about what places towns need and the best location for them. What places do you think are important for these people? Choose three places for each person.



Blank lines for writing answers to question 1.

2 What four places are the most important for you in your town/area?

The ... is the most ...

3 Project Plan a town.



- 1 Make a simple map of your town/area.
- 2 Colour code the different places – schools, hospitals and doctors, places people shop, relax, work, live, take transport from.
- 3 What do you notice about where the different places are?
- 4 Think of three changes or new places that would improve your area.







Act out

## At a clothes shop

- 1 Work in pairs.  
Choose a role card.

Student A

### You are the customer.

You want to buy some clothes. Think about the following:

- what you would like to buy
- how much the items cost
- whether they have got the item in another colour or another size
- if you can try it on
- what the item is made of



Student B

### You are a shop assistant.

You ask/tell the customer:

- what they would like to buy
- how much the items are
- if you have the item in another size and colour
- where they can try the item on
- what the item is made of

- 2 Act out your dialogue.

### Useful language

#### Student A

I'm looking for ...  
How much is/are ... ?  
Could you show me a different ... ?  
Have you got it in another ... ?  
Do you mind if I ... ? / Can I ... ?  
What is it ... ?

#### Student B

I can show you ...  
It's/They're ...  
Here we've got ...  
No problem.  
I'll check if ...  
Come this way.  
It's made of ...



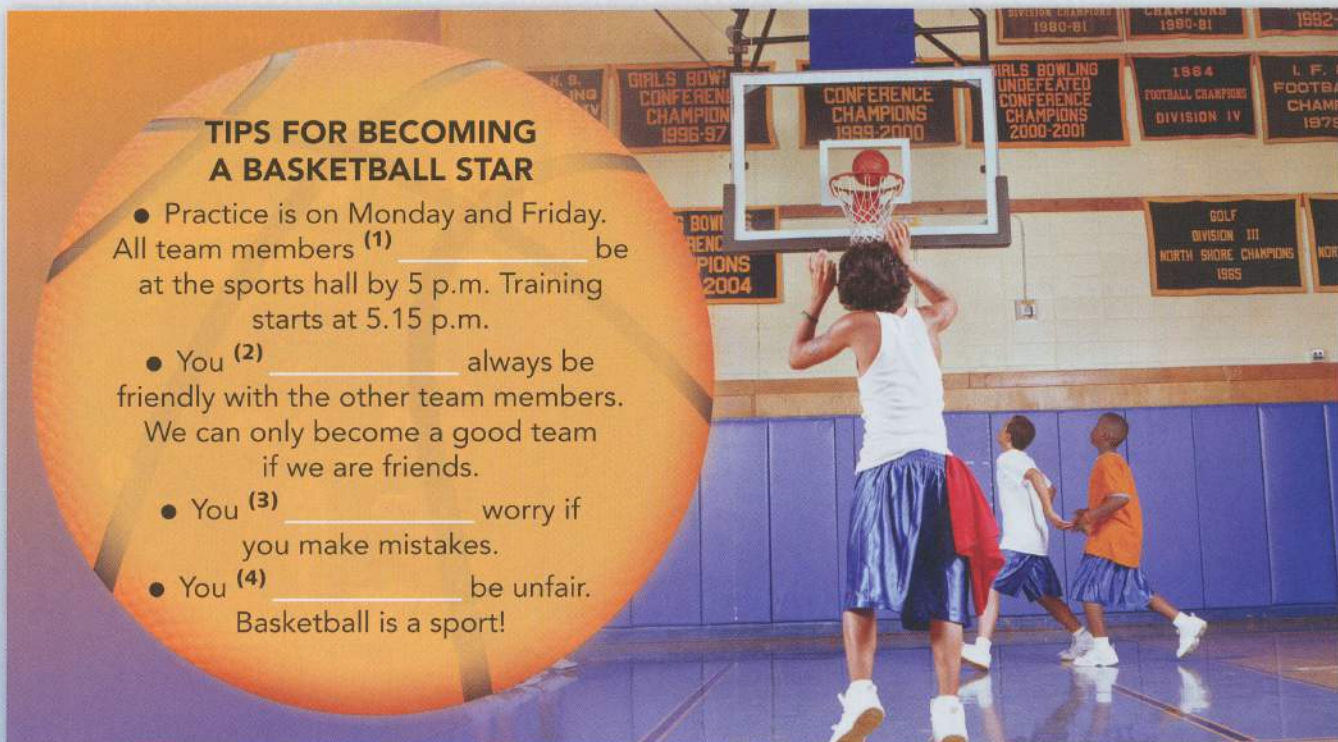


## A leaflet giving advice

- 1 Gavin is a new member of the basketball team. The trainer has written up some rules for him. Write *should* or *shouldn't*.

### TIPS FOR BECOMING A BASKETBALL STAR

- Practice is on Monday and Friday. All team members (1) \_\_\_\_\_ be at the sports hall by 5 p.m. Training starts at 5.15 p.m.
- You (2) \_\_\_\_\_ always be friendly with the other team members. We can only become a good team if we are friends.
- You (3) \_\_\_\_\_ worry if you make mistakes.
- You (4) \_\_\_\_\_ be unfair. Basketball is a sport!



- 2 Add the missing word to each tip.

You **^** always help other players if they have a problem.

When another player makes a mistake you **^** laugh.

You **^** do a lot of training.

You **^** forget that basketball is a team sport.



### Tips for writers

Before you start writing, take time to think. Make notes.

Think about:

- places they should visit.
- places they shouldn't visit.
- the weather and what clothes they should wear.
- how much money they should bring and what they should buy.
- where they should stay.
- how long they should stay.

- 3 Write a leaflet giving advice to a visitor to your town.



# Super Minds

Student's Book 5

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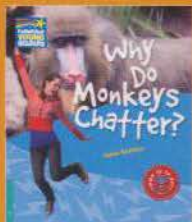
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Level 4	A1	Movers
Level 3		
Level 2		
Level 1	Starters	Starters
Starter		

## Level 5

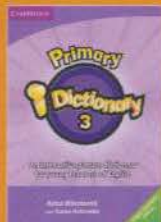
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