

SUPER Minds



Student's Book 6

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Map of the book



Back to school (pages 4–9)			
Vocabulary	Grammar	Story and values	Thinking skills
Outside at school	<i>Patrick has already had an accident in the lab. Has Phoebe seen the Bosphorus Bridge yet? They haven't met an alien yet. which / who / where revision</i>	<i>Back in time again Thinking about what you're doing</i>	Understanding character and situation
▶ Song: The Time Travellers ▶ Phonics: Spelling patterns			

1 The treasure (pages 10–21)					
Vocabulary	Grammar	Story and values	Skills	Thinking skills	English for school
Pirates	<i>I've been interested in music since I was ten. He's known his friend Charlie for six years. How long have you had your new laptop?</i>	<i>The pirates' treasure Being honest</i>	Reading Listening, speaking and writing	Hypothesising	Literature: <i>Treasure Island</i>
▶ Song: Get on board! ▶ Phonics: -sure and -ture ▶ Communication ▶ Revision: My portfolio					

2 Future transport (pages 22–33)					
Vocabulary	Grammar	Story and values	Skills	Thinking skills	English for school
Travel	<i>You need / don't need to ... Cities of the future will have monorails. People won't have to work so hard.</i>	<i>A problem for Patrick Listening carefully</i>	Reading Listening, speaking and writing	Inferencing meaning	History: The history of the car
▶ Functional language dialogue ▶ Creativity ▶ Revision: My portfolio					

3 Ancient Egypt (pages 34–45)					
Vocabulary	Grammar	Story	Skills and values	Thinking skills	English for school
In Egypt	<i>The pyramids were built by slaves. The slaves weren't paid any money. How was it done? a lot of / lots of / a few / a little</i>	<i>The mummy's tomb</i>	Speaking, reading and listening Respecting differences	Paying attention to visual details Reasoning	Maths: 3D shapes
▶ Song: In old Cairo ▶ Phonics: -ed endings ▶ Communication ▶ Revision: My portfolio					

4 Olympic sports (pages 46–57)					
Vocabulary	Grammar	Story and values	Skills	Thinking skills	English for school
Sports	<i>We could go and see the long jump. I'm visiting my grandparents on Sunday. My dad's coming back from New York on Monday.</i>	<i>Not the best day The sporting spirit</i>	Reading and speaking Listening and speaking	Mathematical thinking Sequencing Lateral thinking Applying knowledge	Biology: Muscles
▶ Functional language dialogue ▶ Creativity ▶ Revision: My portfolio					

5 In London (pages 58–69)

Vocabulary	Grammar	Story and values	Skills	Thinking skills	English for school
Shops	Have you ever seen a big fire? Yes, I have. / No, I haven't. She has never made a film. / She's never made a film. Have you ever been to Mexico? No, I haven't, but my cousins went there last year.	The Great Fire Thinking of others	Reading Listening, reading and speaking	Understanding character and situation	Art: Impressionism

▶ **Song:** Have you ... ? ▶ **Phonics:** s and z sounds ▶ **Communication** ▶ **Revision:** My portfolio

6 Crazy inventions (pages 70–81)

Vocabulary	Grammar	Story	Skills and values	Thinking skills	English for school
Tools and machines	too many / not enough Can you tell me what this machine is? / ... lever does? / ... switch is for?	Professor Potts	Reading and speaking Speaking, listening and writing The benefits of technology	Logical thinking Evaluating	Physics: Levers

▶ **Functional language dialogue** ▶ **Creativity** ▶ **Revision:** My portfolio

7 This is Houston (pages 82–93)

Vocabulary	Grammar	Story	Skills and values	Thinking skills	English for school
Moon landing	Going on a space trip is exciting. The alien said that he was from the moon.	Alex, the engineer	Listening, writing and speaking Reading Admitting mistakes	Sequencing Logical thinking Hypothesising Creative thinking	Physics: The moon

▶ **Song:** Can you hear us? ▶ **Phonics:** /ʌ/ ▶ **Communication** ▶ **Revision:** My portfolio

8 A cold place (pages 94–105)

Vocabulary	Grammar	Story and values	Skills	Thinking skills	English for school
In the Arctic	It isn't warm here, is it? The ice may / might melt. Polar bears may not / might not find enough food.	Rescuing the seal pups Caring for the environment	Speaking and listening Reading, speaking and writing	Mathematical thinking Evaluating Sequencing	Environmental studies: Glaciers

▶ **Functional language dialogue** ▶ **Creativity** ▶ **Revision:** My portfolio

9 The Jurassic Age (pages 106–117)

Vocabulary	Grammar	Story	Skills and values	Thinking skills	English for school
Natural features	If I saw a dinosaur, I'd run away. If I had ... , If I went ... , If I were ... , What would you do if you met an alien?	The chase	Reading Listening, reading and writing Taking an interest in nature	Making visual connections Visualising spelling Understanding textual cohesion	Biology: Fossils

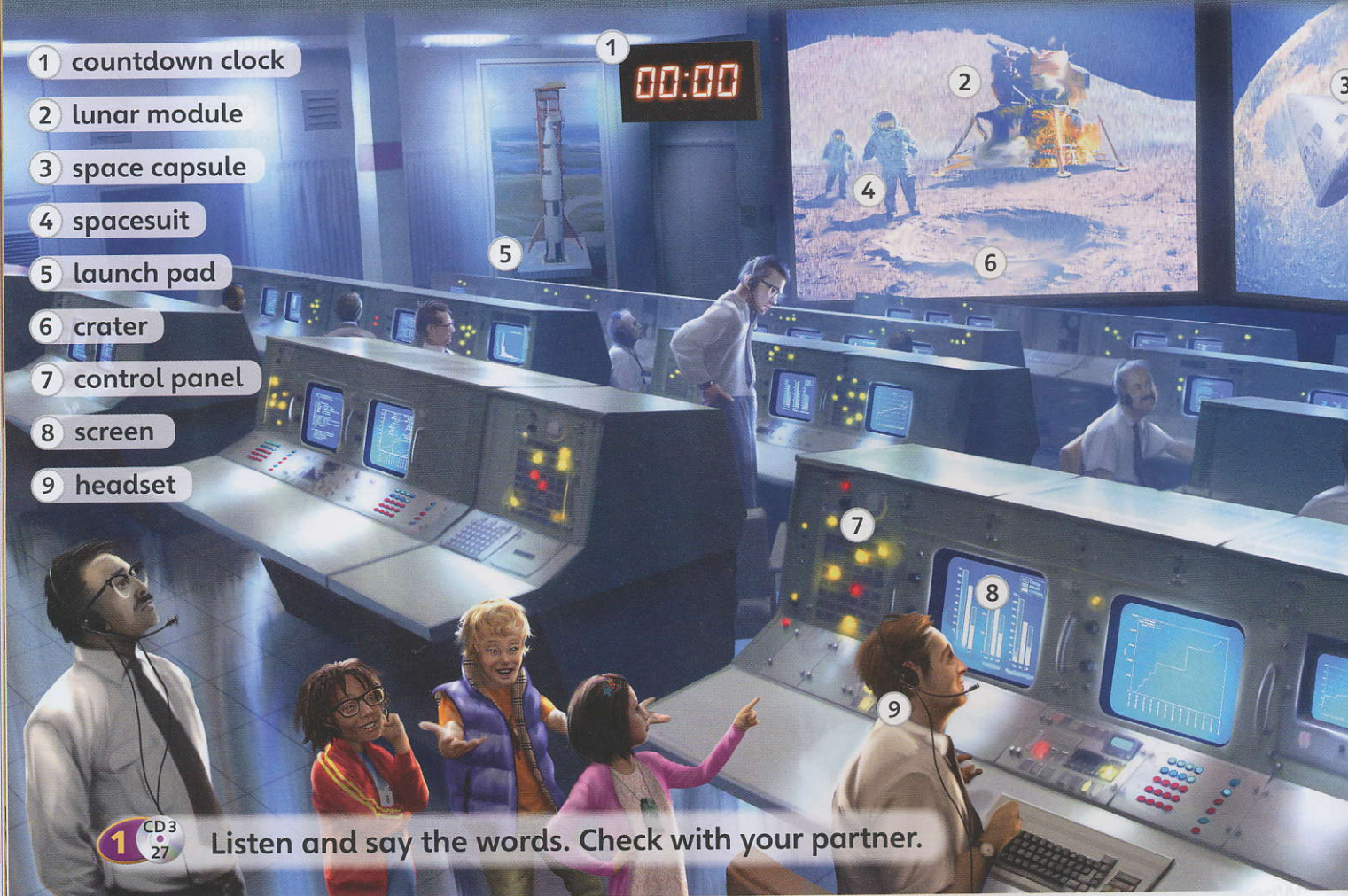
▶ **Song:** I'd like to be ... ▶ **Phonics:** /ɔ:/ ▶ **Communication** ▶ **Revision:** My portfolio

Grammar focus: pages 118–127

7

This is Houston

1969 was an exciting year in the history of space travel. American Neil Armstrong and his colleague Edwin Aldrin were the first people to land on the moon. They took photos, collected stones and left a message. It said: 'Here men from the planet Earth first set foot upon the moon July 1969, AD. We came in peace for all mankind.' Armstrong and Aldrin only stayed for two and a half hours before they left the moon again in the Eagle Lunar Module.



- 1 countdown clock
- 2 lunar module
- 3 space capsule
- 4 spacesuit
- 5 launch pad
- 6 crater
- 7 control panel
- 8 screen
- 9 headset

1 CD3
27

Listen and say the words. Check with your partner.

2 CD3
28

Read, listen and complete the sentences.

- 1 The three friends find themselves in a kind of _____.
- 2 It is the year _____ and on the screen they can see _____.
- 3 An engineer asks them what they _____.
- 4 He tells security to _____.

3

Choose a word. Describe it for your partner to guess.

You use this to listen to people talking.

I know! It's a ...

1 Read and match the speech bubbles with the pictures.

1 Floating in the air is fun.

5 Putting on a spacesuit takes longer than clothes.

2 Flying to the moon is exciting.

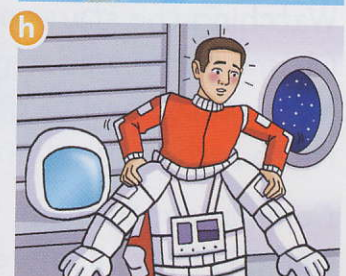
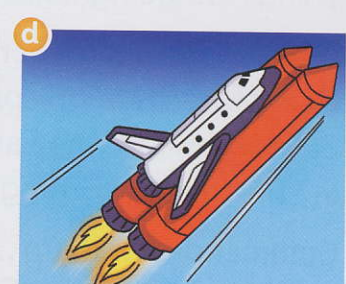
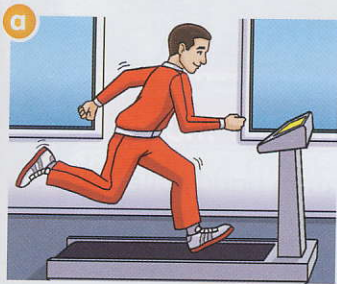
6 Sleeping in the capsule is uncomfortable.

3 Eating in the capsule needs practice.

7 Being away from your family is difficult.

4 Exercising is very important.

8 Looking at Earth from space is wonderful.

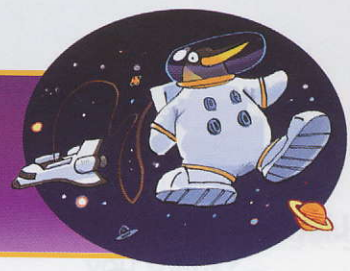


2 CD 3
29

Grammar focus

Listen and say the sentences.

Going on a space trip is exciting.
Looking at the stars is fantastic.
Landing the space capsule needs practice.



3 Work in groups. Discuss things that you do at school or at home. Which of these things are boring / interesting / important / fun? Do you all agree?

Helping at home is boring.

It depends. I don't mind cooking.

Having friends at your house is fun.

Definitely!

Studying for a test is important.

I agree, but it's boring too!

1 CD3
30

Listen and answer the questions. Then sing the song.

- 1 Is Commander Graham an astronaut or an engineer?
- 2 What can the astronaut see from the window?
- 3 What do you think happens at the end?

Commander Graham, this is Ground Control.
Can you hear us where you are?
It's Commander Graham. Hello, Ground Control.
Things are going well so far!

Looking down from here is wonderful.
Flying fast through space is fun,
So is looking at the Earth, oh yeah,
In the golden morning sun!

Commander Graham ...

Watching the stars come up is nice.
Oh, my trip is just so great!
Now I really need to go to bed.
I'm so sorry, it's getting late.

Commander Graham, this is Ground Control.
Can you hear us where you are?



All about music: Electronic music

Back in the 1970s, a German band called Kraftwerk started doing something that no other band was doing. They didn't use guitars or drums. They used electronic sounds and computers to make music. This new 'electronic' music became very popular in the 1980s and these days many bands use computers to write their music.



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

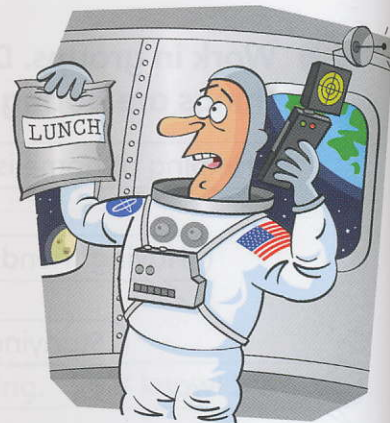


2 CD3
32

Listen and say the dialogue.



Gus Hi, Mum. It's Gus. What's up?
Mum Well, I've just had some lovely plums covered in honey for lunch. How are you, son?
Gus Um ... hungry!



84 Singing for pleasure; phonics focus: different spellings of the sound /n/

1 Read the interview with an alien. The journalist lost his notes before he wrote his newspaper report. Correct five mistakes in the report.

Journalist What's your name?
Alien I'm Zonrak.
Journalist Where are you from?
Alien I'm from the planet Alpha 346.
Journalist How old are you?
Alien I'm three hundred and thirty-seven years old.
Journalist What's your favourite food?
Alien Grass with vanilla sauce.
Journalist Really?
Alien And I like chocolate soup.
Journalist How many languages do you speak?
Alien A hundred and thirty-three.
Journalist Wow! Thank you very much!

ALIEN SEEN IN OUR TOWN

Yesterday morning I spoke to an alien who landed his space capsule in the middle of our town. The alien said that he was from Mars and that he was 327 years old. He said that his favourite food was spaghetti with vanilla sauce. He also said that he liked strawberry soup. The alien said that he spoke 339 languages!



2 CD3
35

Grammar focus

Listen and say the sentences.

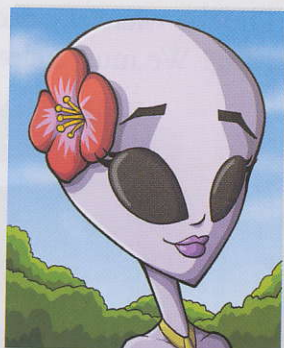
The alien said that he was from the moon.
 He said that he liked chocolate soup.



3 Read the newspaper report about the interview with the alien's wife. Complete the interview.

ALIEN'S WIFE NOW HERE TOO!

Yesterday evening our journalist spoke to the alien's wife. She said that she was 412 years old and that her name was Funflower.



4 Read the rest of the interview and complete the report.

Journalist What's your favourite food?
Alien's wife My favourite food is cornflakes with broccoli.
Journalist What do you like to drink?
Alien's wife I like insect juice.
Journalist How many languages do you speak?
Alien's wife I speak 62.

She said that her favourite food ⁽¹⁾ _____

She said that she ⁽²⁾ _____ insect juice. The alien's wife also said that she ⁽³⁾ _____ languages!

Journalist How ⁽¹⁾ _____ ?
Alien's wife I'm ⁽²⁾ _____ .
Journalist What ⁽³⁾ _____ ?
Alien's wife ⁽⁴⁾ _____ .

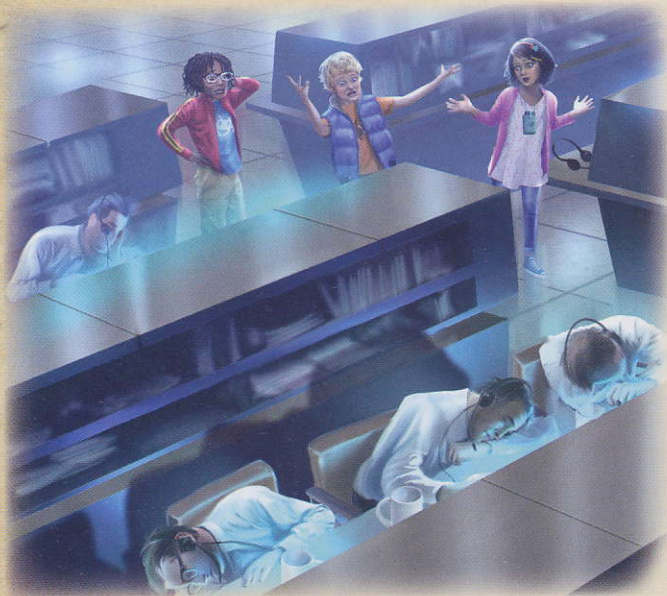
1 Go through the text quickly and find answers to the questions.

- 1 Why do you think the engineers are sleeping?
- 2 Why do you think Alex is at the control panel?

2  **CD 3**
36 Read and listen to the story to check your answers.

Alex, the engineer

The children were scared. They weren't spies, but they couldn't explain anything. 'Come with me!' said the security officer. At that moment, the engineer who was standing next to him suddenly said, 'I'm feeling ... dizzy.' He sat down and a minute later he was asleep. Then the security officer sat down and he too fell asleep.



'How strange!' Alex thought. He looked around and saw that all the engineers were sleeping at their computers and the security officers were asleep too. 'Maybe they're all tired,' Patrick said. 'Come on. Now's our chance! Let's go!' 'No,' said Alex, 'there's something strange going on!' 'I've got it!' said Phoebe. 'They were all drinking tea when they fell asleep. There was something in their tea!' 'Maybe the engineer was right,' Alex said. 'He said that this room was top secret. Perhaps there *are* spies who want the mission to fail!' 'Hello, Houston?' They suddenly heard a voice coming through the headsets that were lying on the desk. 'This is Neil speaking. Anyone there? We need your help up here!' Phoebe was very excited. 'Listen! That's Neil Armstrong! We must help him!'

A few minutes later, they were sitting at a computer wearing headsets and Alex was working at the control panel. 'Houston, we're going back to the space capsule!' 'What's your temperature?' asked Alex. '370° Celsius!' the voice replied. 'Uh-oh, that's too high,' Alex said. 'Try cooling the engines a bit!' 'Thanks, Houston. Cooling the engines right now!'

Alex was doing really well, talking to them like an engineer and giving them instructions. Half an hour later, the astronauts left the moon and were on their way to the space capsule.



'Hey, what's going on here?' asked one of the engineers, waking up. 'I'm talking to Neil Armstrong. They're on their way back to Earth!' Alex replied. 'You're ... what?' asked the engineer. 'Give me a headset!' he said angrily, so Phoebe quickly gave him hers. As the engineer put it on, he heard Neil Armstrong again. 'Everything's perfect up here. Our new colleague down there's really cool. Congratulations, Houston! Where on *Earth* did you find him?'

Alex smiled at the engineer and took off his headset. They looked around and saw that all the other engineers were sitting at their computers again. Everything looked normal.

'I'm sorry, kids. We found the spy. It was one of our own engineers. And now you've saved the day!' one of the security officers said. 'No problem. I was happy to help,' said Alex. 'But how did you know what to do?' 'I've got Moonlanding 2000 at home. I learned everything from that. I love it!' Alex replied. 'Moonlanding 2000? What's that?' the engineer asked. 'It's a computer moon flight simulation game! I'm really good at it,' Alex explained. 'I've got no idea what you're talking about, but you're good!' the engineer laughed.

The engineer was still confused when the children saw the yellow light glowing. They stepped into it. They were gone in a flash.



3 Think! Put the sentences in order.

- Neil Armstrong asked the control room for help.
- They didn't understand how Alex helped to save the mission.
- Phoebe, Alex and Patrick were in a space control room.
- The children put on headsets and Alex spoke to the astronauts.
- When the engineers woke up, they were very surprised.
- Suddenly all the people in the room fell asleep.
- Phoebe thought that there was something strange in their tea.
- His instructions helped them to return to the space capsule.

4 Think! Play *Delete the text*. Your teacher will write this text on the board. Ask questions about the text. Your teacher will delete any words from the text that are in the answers.

The three Time Travellers were in the control room in Houston. On a big screen on the wall they saw the first landing on the moon, so they were very excited. All the engineers and security officers fell asleep because there was something in their tea.

How many Time Travellers are there?

Where were ... ?

What did they ... ?



Skills

1 CD 4 02

Listen to a radio show and complete the photo captions.



1 The first space tourist:
_____th April _____



2 The first space shuttle:
_____th April _____



3 The first man on _____:
_____th July _____



4 The first man in space:
_____th April _____



5 The first woman in space:
_____th June _____

2 CD 4 03

Listen again and answer the questions.

- 1 How long did Yuri Gagarin spend in space?
- 2 How far is it from Earth to the moon?
- 3 What was the name of Neil Armstrong's spacecraft?
- 4 Why were space shuttles better than older spaceships?
- 5 What was the first space shuttle called?
- 6 How many space shuttles were made?
- 7 How much did Dennis Tito pay for his space trip?
- 8 How long did Dennis Tito spend in space?

3

Complete the competition entry.

★★★★ Houston calling! ★★★★★

Wanted: A space tourist

Do you want a free journey into space? Tell us in no more than 50 words why we should take you. The best answer wins a place on the next moon trip.

Name:

Age: Country:

I want to go into space because

.....

.....

.....

.....

4

Work in small groups. Interview each other for the competition in Activity 3. Decide who wins the trip from your group.

Skills

- 1 Think!** Look quickly at the pictures and the story headings. What do you think happens?

Part 1: LOST IN SPACE

It was 1957. At the famous US space centre, scientists were getting two monkeys ready for a space flight. The scientists chose the animals very carefully because they wanted the most intelligent monkeys. They chose a male and a female, giving them the names Leo and Rosy. They were really clever and played with the rocket engineers. Then the scientists put the monkeys into the space capsule and said goodbye.

With a whoosh, the spacecraft took off. In the control room, the scientists could hear the noises that the monkeys made over the speakers. There were no problems at first. For two and a half days, ground control had constant contact with the animals. Then, on the afternoon of the third day, they lost contact with the space capsule forever. Leo and Rosy were lost in space ...

**Part 2: THE PLANET OF THE MONKEYS**

It was 2757. The scientists of COSPACE were sitting in front of the huge screen of the control room and they were very excited. COSPACE was an international programme for the peaceful exploration of space. Today, a space capsule was going to land on Pluto for the first time.

'Control. We're 3,000 metres above the planet ... we're going down.' The scientists heard the voice of Matt Cormack, the commander of the spaceship, in their headsets.

'Two hundred ... a hundred ... forty ... Control, we've landed!'

When the astronauts opened the door of their craft, they couldn't believe what they saw. There were hundreds of 'people'. Were they people? They looked more like monkeys.

They were excited and making a lot of noise. The astronauts couldn't understand them. They were speaking a strange language.

Then one of them raised his hand. He was their chief and the others went quiet. He spoke into a special microphone which took any language in the universe and translated it into any other language.

'Welcome to our planet!' he said.

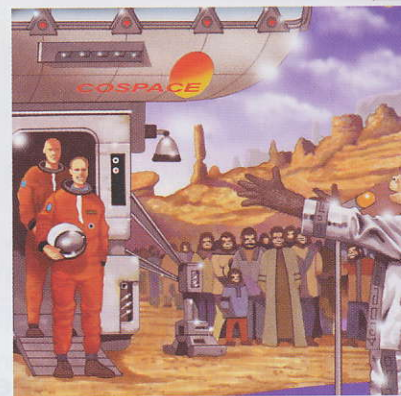
Cormack told the chief that they came in peace. He then asked him about the history of his people.

'We don't know everything,' the chief said, 'but I can take you to a place where you'll maybe find the answers!'

They went to a temple. Outside was a golden statue of two monkeys. Cormack knew immediately who they were because all astronauts on Earth knew about Leo and Rosy.

The next day Commander Cormack stood in front of a huge crowd. The microphone translated his words:

'We apologise to you on behalf of all humans. Many years ago, we did terrible things to animals, but today, animals are our friends, and we share our planet, Earth, with them. We look forward to a great friendship between us forever.'



- 2** **CD 4**
04 Read and listen to the story to check your answers.

- 1 How did the scientists check on the monkeys in space?
- 2 How many years later was the COSPACE flight?
- 3 Where was the flight going?
- 4 How did Commander Cormack understand the strange language?
- 5 What did the chief show Commander Cormack?
- 6 Why did Commander Cormack say sorry?

- 3** **Think!** Work in pairs. Discuss the questions.

- 1 What do you think the chief did next?
- 2 What do you think Commander Cormack did next?



Learn and think

The moon

1 How much do you know about the moon? Write your guesses in the first box: t (true) or f (false).

	My answer	Correct answer	Points
1 The moon orbits Earth every 30 days.			
2 The moon does not turn like Earth.			
3 The moon makes its own light.			
4 The moon is older than Earth.			
5 The moon is more than a million kilometres from Earth.			
6 It takes a rocket about 13 hours to reach the moon.			
7 There is no gravity on the moon. (If you drop something, it floats.)			

2 CD4 05 Listen and check. How many points did you score?

3 CD4 06 Listen again and complete the facts about the moon.

Moon facts

LENGTH OF MOON ORBIT:

- (1) days, (2) hours,
 (3) minutes,
 (4) seconds

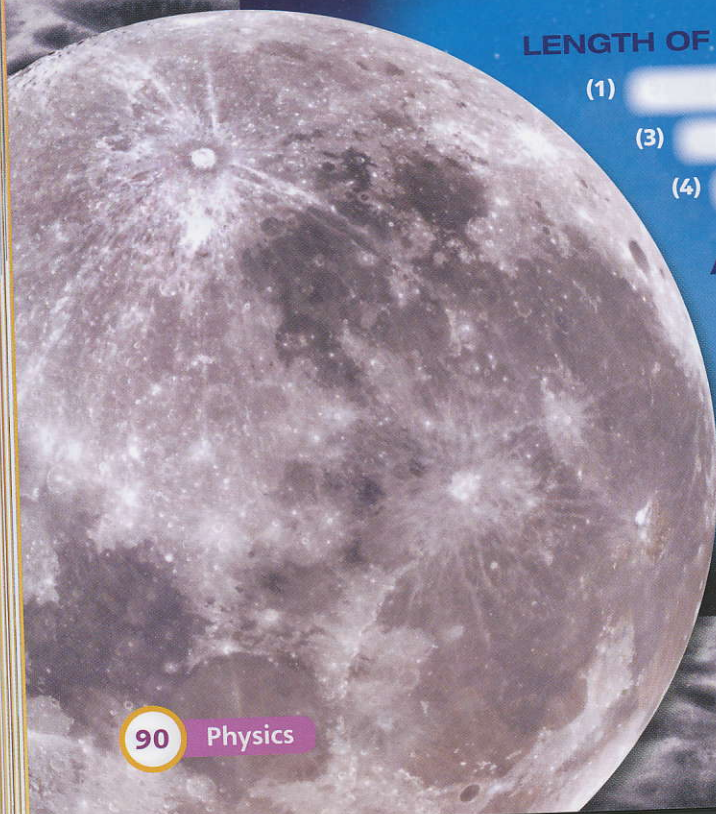
AGE: (5) billion years old

DISTANCE FROM EARTH:

(6) km

TIME YOU NEED TO DRIVE THERE:

(7) days



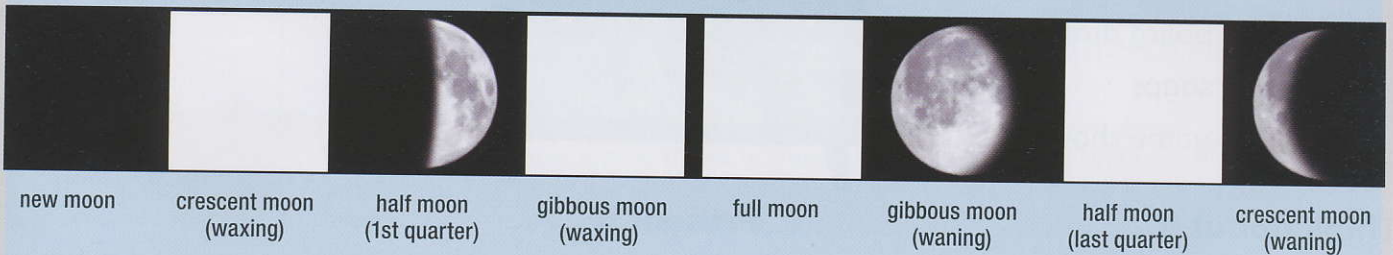
- 1 Read and draw the missing moons in the diagram.





The phases of the moon

The moon hasn't got its own light; it reflects the light from the sun. As the moon orbits Earth, the shape of the moon that we see in the sky **changes**. This is because it reflects the sunlight from different positions in its orbit.

We see it change from a thin crescent into a full circle and then watch it shrink to a thin crescent again before it disappears. As the moon gets bigger, we say it is **waxing**. As the moon gets smaller again, we say it is **waning**.



People in the northern and southern hemispheres see the moon from different directions because of the moon's orbit. The diagram shows the phases of the moon in the northern hemisphere, but in the southern hemisphere, the shape of the moon 'grows' from right to left. That means that the **waxing** crescent is on the **left**  and the **waning** crescent is on the **right** .

- 2 In which hemisphere do you live? Look at the moon tonight. Draw the shape that it will be in two weeks' time.

- 3 **Project** Make your own moon phases.

You need:

- a pencil
- a lamp
- a foam ball
- which you can move
- a dark room



- 1 Stick a pencil into a foam ball. The ball is the moon. Use the pencil as a handle to hold your 'moon'.
- 2 Make the room dark and turn on the lamp.
- 3 Put the lamp in the middle of the room at the same height as your eyes. Look towards the lamp. The lamp is the sun and you are Earth.
- 4 Hold the ball just above your head, directly between you and the light. The side of the ball that is facing you will be dark. This is the new moon.
- 5 Slowly turn round on the spot, keeping the ball above your head. Look at how the light shines on the ball. Watch the phases of your very own moon.

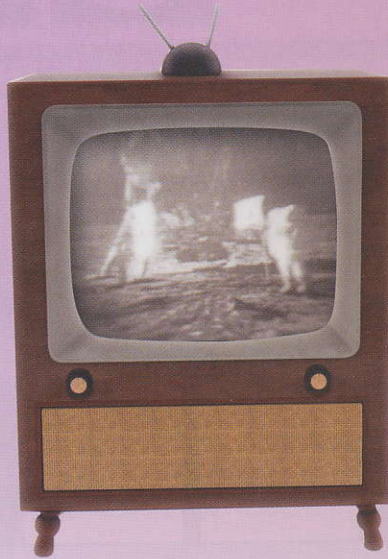


Time to present

1 CD 4
09

Listen to a discussion and number the types of TV programmes.

- films
- documentaries
- cartoons
- reality TV shows
- sports programmes
- comedies
- the news
- police dramas
- soaps
- game shows

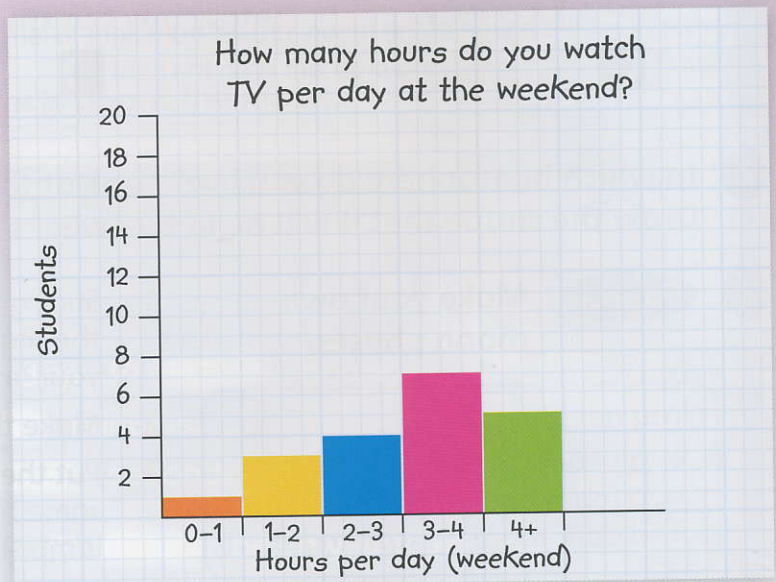


Think about it

- In class collect ideas about television programmes.
 - What is the most important event that you have ever seen on TV?
 - What is your favourite programme?
 - Is there a television programme which you don't like at all?
 - What programme do you watch every day?
 - What programme do you watch every week?
 - Have you got a TV in your bedroom?
 - How many hours do you watch TV per day Monday–Friday?
 - How many hours do you watch TV per day at the weekend?

Present it

- Work in groups. Use your notes to prepare a large bar chart like the one above.



Prepare it

- Divide into eight groups. Each group takes one question and asks everyone in the class.
- Make a note of the names to make sure that your group has only asked each person once.

- The group who asked that question shows the bar chart to the class and explains it.



Tips for presenters

Make a big bar chart and write the numbers clearly so that your classmates can see them. Colour the bars in different colours that you can say in English. Make sure that you talk about the colour when you point to the chart.

A post on a discussion forum

1 Read the posts on a discussion forum. Do the writers all agree?

SPEAK OUT *Animals in space*

Author	Thread: Animals in space
happyface	I think it's terrible that they have sent monkeys into space and that many of them have never come back. Poor animals!
Anja12	My favourite animals are cats. I felt sad when I heard about a cat in a rocket. It's horrible for a cat to be in a rocket.
onlyme	Please help to stop space travel experiments with animals. They want to live a happy life!
thethinker	All experiments with animals are wrong. Animals have rights too!

2 Here are ideas from other posts on the forum. Match the sentence halves.

- | | |
|------------------------------|---------------------------------|
| 1 Sending animals into space | a send animals into space. |
| 2 I feel sorry for | b they sent animals into space. |
| 3 I can't believe that | c is awful. |
| 4 Humans shouldn't | d those poor animals. |

3 Write posts for these discussion threads on 'Speak out'. Say what you think.

SPEAK OUT *Cutting down the rainforest*

SPEAK OUT *Testing medicine on animals*

Tips for writers

An Internet forum is for expressing your feelings. These phrases help you to say what you think and feel.

I think ... should / shouldn't ...

It's not a good idea / a good idea to ...

Please don't ...

I think it's sad (wrong / good / a great idea) when ...




I felt (sad / sorry) when I heard that ...

Super Minds

Student's Book 6

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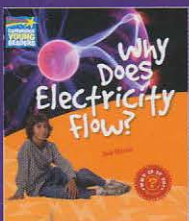
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Level 4	A1	Movers
Level 3		
Level 2	Starters	Starters
Level 1		
Starter		

Level 6

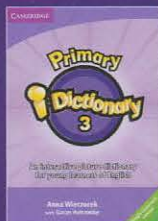
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