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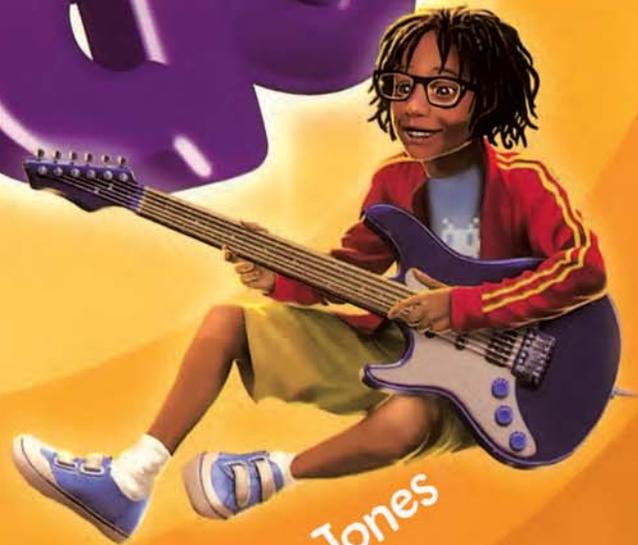
# SUPER Minds

**Student's Book 5**

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# Map of the book

## 1 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

➤ **Song:** The Time Travellers ➤ **Phonics:** Rhyming words

## 2 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

➤ **Song:** Danger! ➤ **Phonics:** final e ➤ **Communication** ➤ **Revision:** My portfolio

## 3 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

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

## 4 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

➤ **Song:** Come rock with me ➤ **Phonics:** *rock* or *roll* ➤ **Communication** ➤ **Revision:** My portfolio

## 5 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

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

**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					

# The Science lesson

Alex, Phoebe and Patrick are good friends. They all go to the same school. Today they are in a Science lesson. They are having problems doing an experiment. Their teacher, Mr Davis, isn't very happy.

- 1 shelf
- 2 goggles
- 3 instructions
- 4 apron
- 5 explosion
- 6 bubbles
- 7 test tube
- 8 liquid
- 9 gloves
- 10 powder



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

**2** Read, listen and answer the questions.

- 1 How many spoons of blue powder did Patrick use?
- 2 How many spoons of blue powder did the instructions ask for?
- 3 What does Mr Davis ask Patrick to put on?
- 4 What does Mr Davis say about safety in the classroom?

**3** Choose a word. Draw it for your partner to guess.

**4** Experiments

**1 Think!** Read the clues and tick (✓) the subjects.

Alex, Patrick and Phoebe are sometimes in different classes. What lessons did they have yesterday afternoon?

Phoebe only had two lessons.

Alex, Phoebe and Patrick watched a film.

Phoebe didn't sing a song and didn't listen to any music.

	Music	History	Science
Alex			
Patrick			
Phoebe			

The film was about life in ancient Rome.

Patrick loved all three subjects.

Alex only had one subject.

**2** CD 1  
04

**Grammar focus**

**Listen and say the sentences.**

One of the children **had** three subjects.  
Nobody **had** a test.  
Alex, Phoebe and Patrick **watched** a film.  
Phoebe **didn't have** Music.  
Patrick **loved** all three subjects.



**3** Imagine that yesterday was your perfect day. Describe it to your partner.



Yesterday was great. I got up at 10 o'clock. I ate chocolate for breakfast and I watched three Spiderman films on TV. Then I ...

1 CD 1  
05

Listen and write the names. Then sing the song.

- 1 This person is not very patient. \_\_\_\_\_
- 2 This person went after Phoebe. \_\_\_\_\_
- 3 This person is Phoebe's best friend. \_\_\_\_\_
- 4 This person is never early. \_\_\_\_\_
- 5 These people can go to the past and the future. \_\_\_\_\_

Phoebe was the first one,  
She didn't want to wait.  
Now she's lost in time because  
She stepped into that gate.

Alex followed Phoebe  
Because he's her best mate.  
Now he's lost in time because  
He stepped into that gate.

Patrick was the last one,  
But then, he's always late.  
Now he's lost in time because  
He stepped into that gate.

The Time Travellers,  
They're lost in time,  
They'll never come back  
If they cross that line.

The Time Travellers,  
Travelling so fast,  
The past is the present,  
And the future is the past.



2 CD 1  
07

Listen and say the dialogue.



**Sue** Do you want to go  
through the gate too?  
**Ben** Let's follow the friends  
till the story ends!



**1** Read and choose the correct face for each of the children.



**Mum** Did you have a good c school today, Alex?  
**Alex** It was OK.  
**Mum** Just OK?  
**Alex** Yes. It was just a normal day. Nothing special.



**Dad** How was school today, Patrick?  
**Patrick** It was the worst day ever.  
**Dad** Why was it so bad?  
**Patrick** Our football team lost 6-0 and I was the goalkeeper.



**Mum** What did you do at school today, Phoebe?  
**Phoebe** We talked about the Geography project and guess what?  
**Mum** What?  
**Phoebe** I'm doing a project on Mexico! I'm so excited.

**2** CP 1  
10

**Grammar focus**

**Listen and say the questions.**

What did you do at school today?  
 Did you have a good time?  
 How was school today?  
 Why was it a bad day?



**3** Imagine that yesterday was the worst day ever. Ask your partner about it.

What time did you get up?



I woke up at 6 o'clock. My baby sister cried so loudly.

**1** Work in pairs. Look at the pictures and the title of the story.

**a** Write down words that come to your mind.

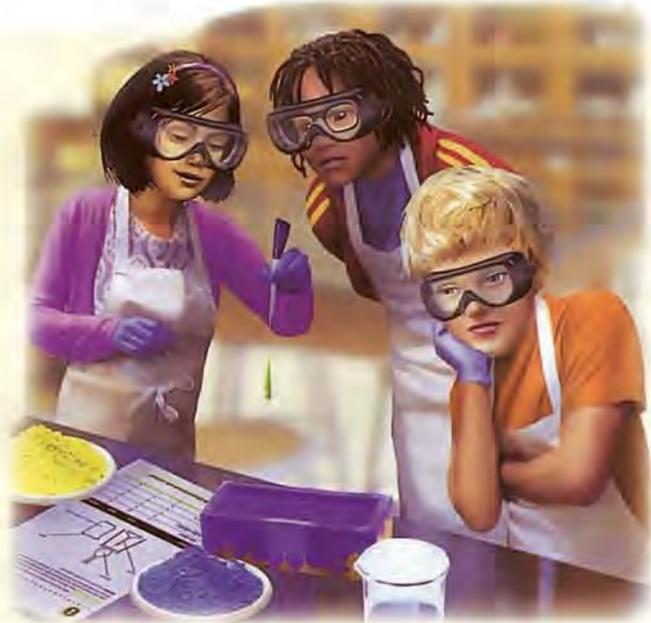
**b** Try and make a story out of the words.



**2** Read and listen to the story to find out if it is similar to or different from your story.

## THE EXPLOSION

Alex read out the instructions for the next experiment. 'Add one spoon of yellow powder to the blue liquid,' he read. Phoebe followed the instruction. 'It's turned green!' she said. Patrick was not very impressed. 'Yellow and blue make green,' he said, 'everyone knows that!' 'Wait!' said Alex. 'There are more instructions. Now take some of the liquid and drop it on the brick.' Phoebe did this and the brick turned purple. 'Wow!' she said. 'That's amazing!' 'It's boring,' said Patrick. 'Can we do the next experiment?'



For the next experiment, Patrick read and Alex followed his instructions.

He put two spoons of white powder and one spoon of red powder into a test tube. Then he added some pink liquid. It quickly turned orange. 'Now pour some of the orange liquid onto the brick,' said Patrick. Alex did this and amazingly the brick started to get bigger. 'Wow!' said Alex. 'That's fantastic!' Mr Davis came to look at their experiment. 'Good work,' he said, 'but don't forget to read the instructions carefully for your next experiment.' 'That wasn't very interesting,' said Patrick. 'Let's do the next one.'

'OK, it's your turn to do it,' said Phoebe.

She read the instructions. 'OK, we need some blue power, some green powder, some orange powder and some green liquid.' While Patrick was getting all the things together he knocked over a small cup of water. The water went all over the instructions. 'Careful Patrick!' said Phoebe. 'Oh no! There's water on the instructions now and I can't read a thing.' 'Let's ask Mr Davis for some more instructions,' said Alex. 'Don't be silly,' said Patrick. 'I've got everything here. We just need to mix it together and put it on the brick.'





'But we don't know how many s each powder we need,' said Ale worry,' said Patrick, 'let's exper Patrick poured all the blue powder into the orange and green powder. Then he added all the green liquid. Suddenly there was a big explosion and a bright red flash. 'Wow!' said Patrick. 'Now that *was* amazing. I think I added a bit too much liquid,' he laughed. Alex and Phoebe didn't think it was funny.



'What's that?' said Alex. He was pointing to a strange, glowing light. It was yellow and it looked like a kind of gate. 'It's really strange!' said Phoebe. The children walked towards the light and stepped into it. They were gone in a flash.

**3 Read and answer the questions.**

Which experiment (1, 2 or 3) ...

- |  |                                    |
|--|------------------------------------|
| 1 does Alex do?                          | 4 changes the colour of the brick? |
| 2 does Phoebe read the instructions for? | 5 makes the brick bigger?          |
| 3 makes a yellow light?                  | 6 goes wrong?                      |

**4 What do you need for each experiment? Write 1st, 2nd or 3rd next to the pictures.**

1  <input type="checkbox"/>	2  <input type="checkbox"/>	3  <input type="checkbox"/>	4  <input type="checkbox"/>	5  <input type="checkbox"/>
6  <input type="checkbox"/>	7  <input type="checkbox"/>	8  <input type="checkbox"/>	9  <input type="checkbox"/>	

# 1 Disaster!

Pompeii was a city of 20,000 people in the south of Italy 2,000 years ago. It was a very modern city. Lots of the houses had running water. There was a busy marketplace, a theatre and there were lots of shops. The shopkeepers sold things that came on big ships from different countries around the world. The city was full of beautiful works of art.



- 1 smoke
- 2 volcano
- 3 temple
- 4 columns
- 5 fountain
- 6 theatre
- 7 horse and cart
- 8 servant
- 9 statue
- 10 vase

**1** <sup>CD-1</sup><sub>12</sub> Listen and say the words. Check with your partner.

**2** <sup>CD-1</sup><sub>13</sub> Read, listen and complete the sentences.

- 1 The gate takes the children into the \_\_\_\_\_.
- 2 Phoebe likes the gardens with the \_\_\_\_\_ and the \_\_\_\_\_.
- 3 There are no cars, only \_\_\_\_\_ and \_\_\_\_\_.
- 4 The mountain is not a mountain. It's a \_\_\_\_\_.

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

Look! Can you guess the word?

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

- 1 Read the newspaper text and write the names under the pictures. There is c extra picture.

## Earthquake shakes London

At 5.37 p.m. yesterday many Londoners suddenly felt the earth shake. We talked to some of them this morning to hear their stories.

'My sons and I were playing football,' said Ken Harmer from Wimbledon. 'We didn't feel much and we weren't worried.' 'I was in the living room,' said his wife, Claire. 'I was reading – it was strange!' Their neighbour Caroline was sleeping when it happened. 'It was terrible. I was so scared!' she said. Another man, Mr Singh told us, 'When I felt the earthquake, I was standing on the balcony of our flat. It's on the 27<sup>th</sup> floor. 'I didn't know what to do so I sat down!'



2 CD 1  
14

Grammar  
focus

Listen and say the sentences.

When the earthquake happened:  
... Mr Harmer and his sons **were playing** football.  
... his wife **was reading** in the living room.  
... their neighbour **was sleeping**.



- 3 Ask and answer.

What were you doing  
yesterday at five o'clock?

I was ...

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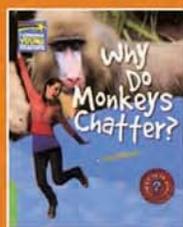
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Starter		

## Level 5

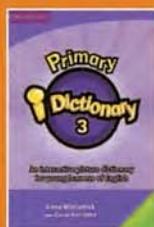
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