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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	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	Back in time again Thinking about what you're doing	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'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?	The pirates' treasure Being honest	Reading Listening, speaking and writing	Hypothesising	Literature: Treasure Island

► **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	You need / don't need to ... Cities of the future will have monorails. People won't have to work so hard.	A problem for Patrick Listening carefully	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	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	The mummy's tomb	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	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.	Not the best day The sporting spirit	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

Back to school

Alex, Phoebe and Patrick are back from their time-travelling adventures. It's lunchtime and they are in the school playground waiting for the bell to ring. They're happy to be back, but they have a strange feeling that something is wrong ...

1 basketball hoop

2 tennis court

3 net

4 football pitch

5 railings

6 running track

7 bike rack

8 litter bin

9 school bell



RING!

1 CD 1 02

Listen and say the words. Check with your partner.

2 CD 1 03

Read, listen and answer the questions.

1 What does Alex think is strange?

2 How does Patrick explain their adventures?

3 What day is it?

4 What lesson have they got next?

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

Is that a ... ?

4 Outside at school

1 CD 1
04

How much do you remember about the Time Travellers?
Do the quiz. Write *t* (true) or *f* (false). Listen and check.

- 1 They've already been to Turkey. ☐
- 2 They've already been to China. ☐
- 3 They've already had dinner in space. ☐
- 4 Patrick has already given someone a penknife. ☐
- 5 They haven't been to Australia yet. ☐
- 6 They haven't been to the USA yet. ☐
- 7 They haven't met a famous person yet. ☐
- 8 Phoebe hasn't bought a city guidebook yet. ☐



2 CD 1
05

Grammar
focus

Listen and say the sentences.

Patrick **has already had** an accident in the lab.
Has Phoebe seen the Bosphorus Bridge **yet**? No, she hasn't.
They **have already had** some adventures.
They **haven't met** an alien yet.



3

What other things can you remember? Who can make the longest list?

- What have the Time Travellers already done?
- What haven't the Time Travellers done yet?

They've already travelled on the Turkish underground.
They haven't seen a dinosaur yet.



Listen and number the people and the places. Then sing the song.

- | | | | |
|----------------------------|----------------------------------|----------------------------|--|
| a <input type="checkbox"/> | a rainforest | d <input type="checkbox"/> | a mysterious ship |
| b <input type="checkbox"/> | robbers, cowboys and the sheriff | e <input type="checkbox"/> | a restaurant at the edge of the universe |
| c <input type="checkbox"/> | a 1950s music star | f <input type="checkbox"/> | a town in Ancient Italy |

They've already been to Pompeii
And seen fights in the old Wild West
And they've been lost at sea
On board the *Mary Celeste*.

They've already talked to Elvis
And had some cake in space.
They've walked in the rainforest -
A really amazing place!

Have they been to Africa?
Will they go there? Yes or no?
Come along and let's find out
The places where they'll go.

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.



Listen and say the dialogue.



- Patrick** It's nice to follow the light through time.
Phoebe Nice? It's exciting!
Patrick And the cake in space was tasty.
Phoebe Tasty? It was amazing!



1 Read the dialogue and answer the questions.

- Pepe** Did you enjoy the Time Travellers story in *Super Minds 5*?
- Ana** Yes, I did. My favourite episode was the one in the rainforest.
- Pepe** Was that the place where they had to jump off the waterfall?
- Ana** Yes, that's right. What was your favourite?
- Pepe** I like the episode when they met Elvis.
- Ana** That was good too.
- Pepe** I also like the one about the *Mary Celeste*.
- Ana** The ship which disappeared?
- Pepe** Well, the ship didn't disappear. The captain and the sailors disappeared.
- Ana** Ah yes, that's right. Who's your favourite character?
- Pepe** I like Patrick, the boy who always wants to do brave things.
- Ana** I like Phoebe because she's the one who always knows where they are.
- Pepe** Do you think they're going to do more time travel in this book?
- Ana** I hope they do.



- | | |
|---|--|
| 1 What was Ana's favourite episode? | 2 What was Pepe's favourite episode? |
| 3 Who was Ana's favourite character? | 4 Who was Pepe's favourite character? |



Grammar focus

Listen and say the sentences.

The *Mary Celeste* is the ship **which** disappeared.
Phoebe is the one **who** always knows where they are.
The rainforest is the place **where** they jumped off the waterfall.




3 Complete the sentences. Compare with your partner.

- 1** Istanbul is the city where _____.
- 2** Alex is the Time Traveller who _____.
- 3** The gate is the thing which _____.
- 4** Patrick is the one who _____.
- 5** Pompeii is the place where _____.
- 6** A penknife is the present which _____.

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

- 1 Why did the experiment go wrong last time?
- 2 What causes an accident this time?

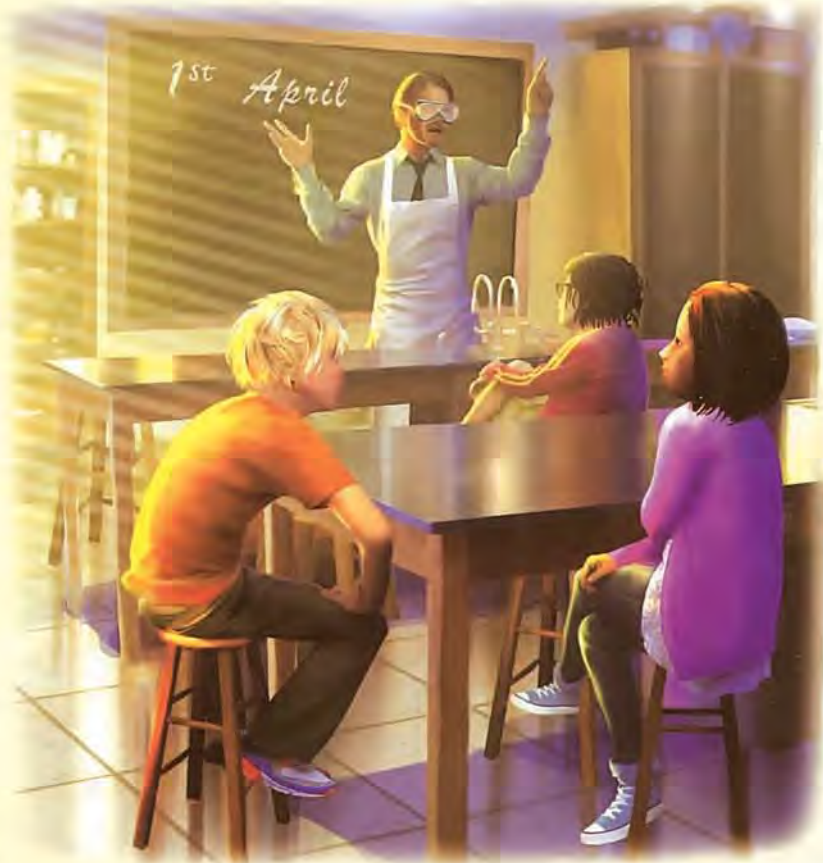
2  **CD 1**
12 Read and listen to the story to check your answers.

Back in time again

The children went into the class and they sat down. 'Why did we have to come back in time for a Science lesson?' complained Patrick. 'I don't like Science.' Mr Davis, the Science teacher, walked in and started to explain, 'Today, we're going to do some experiments with liquids and powders and I want you to follow my instructions very carefully.' Alex and Phoebe looked at each other. 'This is strange,' said Alex. 'Yes,' Phoebe agreed, 'and look at the date. It's 1st April. That's the same day that we started our time-travelling!'

Mr Davis told the children to put on their aprons and safety goggles. 'What are we going to do?' said Alex. 'I'm worried that it's all going to happen again. We're going to have an accident and the yellow light is going to appear.' 'Not if we do things differently,' answered Phoebe. 'Last time Patrick knocked the water over, so we got the experiment all wrong. We can't let that happen again.' 'How are we going to stop it?' asked Patrick. 'Easy! You're not going to do any of

The children went back to their desks. 'Sit there,' Phoebe said to Patrick, 'and don't touch anything!' Patrick sat down and he took off his goggles. Alex and Phoebe started doing the experiments. They did the experiment which made the brick change colour and then they did the next one, which made the brick get bigger. 'OK. Time for the last experiment,' said Alex. 'Let's read the instructions very carefully.'



They mixed the blue powder, the orange powder and the right amount of green powder. Then they carefully measured the green liquid and they put the mixture down on the desk.

Just then, Mr Davis came up to them. 'Everything OK?' he asked. 'Yes,' said Phoebe, 'we're fine.' 'Excellent,' said Mr Davis and then he looked at Patrick. 'Stop fiddling with your safety goggles and put them on, please.'

Patrick started to put his goggles on, but they went flying up into the air and hit the big jar of blue powder at the front of the shelf above the desk. The jar fell over and all the powder started to fall down into the mixture on the desk below. 'Oh dear ...,' said Patrick.



Suddenly there was a big explosion. 'Oh no! What have you done?' shouted Phoebe. 'I'm sorry,' answered Patrick. 'It was an accident.' At that moment, the yellow light appeared and started to glow. The children looked at each other. 'Shall we ...?' Phoebe started to say. Alex looked into the light and then back at his friends. 'What will happen if ...?' They all knew what they had to do. Together they walked into the light. They were gone in a flash!

3 Answer the questions.

- 1 Who doesn't like Science?
- 2 What's the date?
- 3 What do they put on before they do their experiment?
- 4 Who doesn't help with the experiments?
- 5 What did the goggles hit?
- 6 Where did Alex, Phoebe and Patrick go?

4 Think! Who do you think says these things?

- 1 'Go and get your aprons.'
- 2 'You always think it's my fault.'
- 3 'Please read the instructions very carefully.'
- 4 'How many spoons of orange powder do we need, Alex?'
- 5 'Can you pass me the green liquid, Phoebe?'
- 6 'Science is boring.'

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 CD 1
13

Listen and say the words. Check with your partner.

 2 CD 1
14

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 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 CD 1
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.



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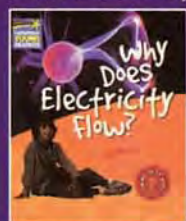
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Starter		

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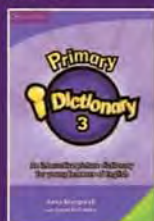
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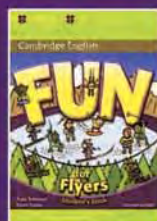
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