

Herbert Puchta Günter Gerngross Peter Lewis-Jones

# SUPER Minds

Student's Book 3



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# Map of the book

## Meet The Explorers (pages 4–9)

<b>Vocabulary</b>	<b>Grammar</b>	<b>Story and value</b> <b>Phonics</b>
Revision of numbers	<i>I'm (not) good at (playing football). Mike is Tom's uncle.</i>	<i>The old book</i> Courage Short vowel sounds
▶ <b>Song:</b> The Explorers		

## 1 Our school (pages 10–21)

<b>Vocabulary</b>	<b>Grammar</b>	<b>Story</b> <b>Phonics</b>	<b>Skills and value</b>	<b>Thinking skills</b>	<b>English for school</b>
School subjects	<i>I like listening to (music). He loves / doesn't like learning about (Science). You have to wear (school uniform).</i>	<i>Getting help</i> Letter names	<ul style="list-style-type: none"> <li>• Reading <i>Johnny's story</i></li> <li>• Appreciating different ways of thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Decoding a puzzle</li> <li>• Sequencing</li> <li>• Problem solving</li> </ul>	<b>Music:</b> Musical instruments
▶ <b>Song:</b> Let me tell you a secret			▶ <b>Creativity</b>	▶ <b>Revision</b>	

## 2 The picnic (pages 22–33)

<b>Vocabulary</b>	<b>Grammar</b>	<b>Story and value</b> <b>Phonics</b>	<b>Skills</b>	<b>Thinking skills</b>	<b>English for school</b>
Food	<i>Is there any (cheese)? There isn't any (cheese). There is some (cheese). Shall we make some (soup)? How about some (tea)?</i>	<i>The golden apple</i> Perseverance The sounds /ɪ/ and /aɪ/	<ul style="list-style-type: none"> <li>• Listening and speaking</li> <li>• Reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Finding relevant information</li> <li>• Logical thinking</li> </ul>	<b>Science:</b> Food chains and habitats
▶ <b>Song:</b> A picnic			▶ <b>Creativity</b>	▶ <b>Revision</b>	

## 3 Daily tasks (pages 34–45)

<b>Vocabulary</b>	<b>Grammar</b>	<b>Story</b> <b>Phonics</b>	<b>Skills and value</b>	<b>Thinking skills</b>	<b>English for school</b>
Daily tasks	<i>It's half past (eight). It's quarter past / to (eight). Amy always / usually / sometimes / never (washes up after dinner).</i>	<i>Tidying up</i> The letter sounds v and f	<ul style="list-style-type: none"> <li>• Reading <i>Arnold and the robot</i></li> <li>• Learning responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting on one's habits</li> <li>• Analysing and making deductions</li> </ul>	<b>Environmental studies:</b> Saving water
▶ <b>Song:</b> What a busy day			▶ <b>Creativity</b>	▶ <b>Revision</b>	

## 4 Around town (pages 46–57)

<b>Vocabulary</b>	<b>Grammar</b>	<b>Story and value</b> <b>Phonics</b>	<b>Skills</b>	<b>Thinking skills</b>	<b>English for school</b>
Towns	<i>It's opposite / above / near / below the (park). I'm going to (the shop) to buy (some bread).</i>	<i>Up high</i> Lateral thinking The sounds /ɑː/ and /r/	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening, speaking and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing conclusions</li> <li>• Matching</li> <li>• Developing sense of direction</li> </ul>	<b>Geography:</b> Directions
▶ <b>Song:</b> Lost in town			▶ <b>Creativity</b>	▶ <b>Revision</b>	

## 5 Under the sea (pages 58–69)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Sea creatures	<p><i>Great auks were /weren't (sea birds).</i></p> <p><i>Their food was / wasn't (fish).</i></p> <p><i>Were you (in the sea), Sue? No, I wasn't.</i></p> <p><i>Was Tim (on the beach)? Yes, he was.</i></p>	<p><i>The trap</i></p> <p>The letter sounds <i>s</i> and <i>sh</i></p>	<p>• Reading</p> <p><i>What Christine found</i></p> <p>• Caring for nature</p>	<p>• Matching</p> <p>• Recognising patterns</p> <p>• Applying knowledge</p>	<p><b>Art and Maths:</b></p> <p>Pattern and symmetry</p>
▶ <b>Song:</b> Fish, fish everywhere		▶ <b>Creativity</b>		▶ <b>Revision</b>	

## 6 Gadgets (pages 70–81)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Technology	<p><i>The (DX24) is bigger / more expensive than than the (DX32).</i></p> <p><i>The (Airbus A380) is the biggest (plane) in the (world).</i></p>	<p><i>The cave</i></p> <p>Being resourceful</p> <p>Long vowel sounds</p>	<p>• Reading and speaking</p> <p>• Listening and writing</p>	<p>• Making deductions</p> <p>• Numerical and logical thinking</p>	<p><b>Maths and History:</b></p> <p>Numbers</p>
▶ <b>Song:</b> My bike is bigger		▶ <b>Creativity</b>		▶ <b>Revision</b>	

## 7 In the hospital (pages 82–93)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Health	<p><i>The plate landed on the floor.</i></p> <p><i>She felt awful.</i></p>	<p><i>At the hospital</i></p> <p>-ed endings</p>	<p>• Reading</p> <p><i>Sophia saves the day</i></p> <p>• Helping others</p>	<p>• Decoding and sequencing</p> <p>• Developing story analogies</p>	<p><b>Science:</b></p> <p>Fever</p>
▶ <b>Song:</b> What a week		▶ <b>Creativity</b>		▶ <b>Revision</b>	

## 8 Around the world (pages 94–105)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Countries	<p><i>We went to the (beach), but we didn't go (swimming).</i></p> <p><i>Did you go shopping? Yes, I did.</i></p>	<p><i>The final letters</i></p> <p>Showing interest in other cultures</p> <p>The sounds /i:/ and /ɪ/</p>	<p>• Listening and reading</p> <p>• Speaking and writing</p>	<p>• Making lexical links</p> <p>• Imagining</p> <p>• Visual thinking</p>	<p><b>Art:</b></p> <p>Origami</p>
▶ <b>Song:</b> All my friends are far away		▶ <b>Creativity</b>		▶ <b>Revision</b>	

## 9 Holiday plans (pages 106–117)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Weather	<p><i>It's (not) going to be (rainy) on (Tuesday).</i></p> <p><i>Are you going to (cook pizza)? Yes, I am.</i></p>	<p><i>The treasure</i></p> <p>The sound /z:/</p>	<p>• Reading</p> <p><i>Holidays with Grandma</i></p> <p>• Changing perceptions</p>	<p>• Prediction</p> <p>• Logical thinking</p>	<p><b>Geography:</b></p> <p>Seasons and hemispheres</p>
▶ <b>Song:</b> A super holiday		▶ <b>Creativity</b>		▶ <b>Revision</b>	

# Meet The Explorers



Meet Ben and Lucy – *The Explorers*. These two friends and their dog, Buster, find lost treasure and give it to museums. Their lives are very exciting. Today they are starting a new adventure. They are in a castle. They are looking for an old book. The book tells the secret of some lost treasure. But they are not the only people looking for the book ...



1 CD1  
02

Listen and say the words. Then check with a friend.

- 1 upstairs
- 2 twenty-one – fifty
- 3 downstairs
- 4 fifty-one – one hundred
- 5 cellar

- 1 Upstairs
- 2 Rooms 21-50
- 3 Downstairs
- 4 Rooms 51-100
- 5 Cellar

2 CD1  
03

Listen, read and answer.

- 1 What do Ben and Lucy want to find?
- 2 Where are they?
- 3 Where does Lucy want to go?
- 4 Where is the cellar?

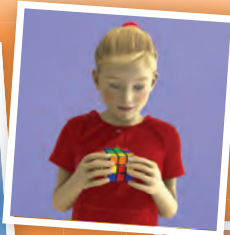
3 Close your book. Play the memory game.

Where's ...

Upstairs.

4 Revision of numbers; *upstairs / downstairs*

1 Look, read and write *B* (Ben) or *L* (Lucy).



- 1 Who am I? I'm not good at flying a kite. \_\_\_\_\_
- 2 I'm good at riding bikes. Am I Ben or Lucy? \_\_\_\_\_
- 3 I'm not good at playing the guitar. Who am I? \_\_\_\_\_
- 4 I'm very good at snorkelling. Can you guess my name? \_\_\_\_\_
- 5 I'm good at climbing trees. What's my name? \_\_\_\_\_
- 6 Who am I? I'm really good at doing puzzles. \_\_\_\_\_

2 CD 1 05

Grammar focus

Listen and say.

I'm good at playing football.

I'm not good at climbing trees.






I'm good at riding bikes.

I'm not good at flying kites.



3 Look and make sentences.

Lucy isn't good at painting.

			
	X	✓	✓
	✓	✓	X

Look and write the words in the song. Listen and check.



The Explorers.  
Here they come.

Lucy and (1) \_\_\_\_\_.

Adventure and fun.



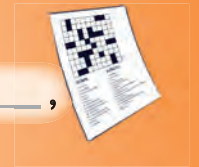
The Explorers.  
Here they are.

Ben and (2) \_\_\_\_\_.

Action stars.



She's good at doing (3) \_\_\_\_\_,  
She always finds the clues,  
And reads them very carefully,  
They tell her what to do.



The Explorers ...

He's good at riding (4) \_\_\_\_\_,

And swimming in the (5) \_\_\_\_\_.

He's an action hero,  
Just like you and me.



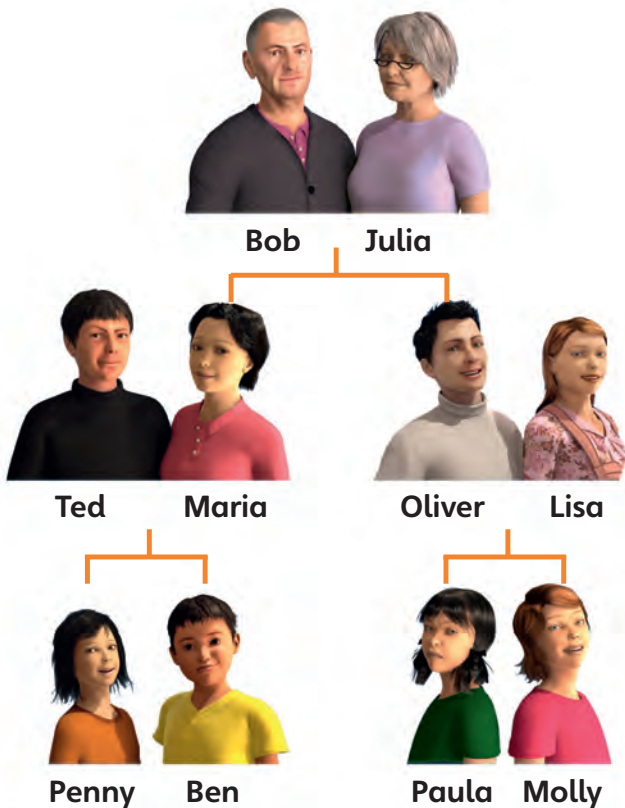
The Explorers ...

Listen and sing.

3 What are you good at? Write a verse.

I'm good at ...  
And ...  
I'm an action hero,  
Just like Ben and Lucy.

1 Look at the family tree and write the words.



Bob is Ben's *grandfather*.  
 Julia is Ben's *grandmother*.  
 Maria and Ted are Ben's *parents*.  
 Oliver is Bob's *son*.  
 Maria is Julia's *daughter*.  
 Ben is Bob's *grandson*.  
 Penny is Julia's *granddaughter*.  
 Oliver is Ben's *uncle*.  
 Lisa is Ben's *aunt*.  
 Paula and Molly are Ben's *cousins*.

- 1 Ben is Penny's \_\_\_\_\_.
- 2 Paula is Molly's \_\_\_\_\_.
- 3 Ted is Penny's \_\_\_\_\_.
- 4 Lisa is Paula's \_\_\_\_\_.

father sister mother brother

2 CD 1 08

Grammar focus

Listen and say.

Mike is Tom's **uncle**.

Tina and Clare are John's **cousins**.

Nick is Tony's **grandson**.

Nora is Sandra's **aunt**.



3 Talk about the family.





**Lucy:** What's that?  
**Ben:** I think it's a door, a secret door.  
**Lucy:** Let's open it. Buster, wait here!



**Ben:** Here's the book. It looks really old.  
**Zelda:** They've got the book, Horax! Let's get them.  
**Horax:** Wait a minute, Zelda!



**Ben:** I'm so happy we've got it.  
**Horax:** Me too! You're good at finding things that I want!  
**Ben:** Oh no! Who are they?



**Horax:** Give us the book! Tie Lucy up, Zelda.  
**Lucy:** You can't keep the book. It's ours.  
**Horax:** It's ours now! And all the treasure it brings.



**Ben:** Good dog, Buster!  
**Lucy:** Hurry up, Buster, please.  
**Ben:** Show us the way to Horax and Zelda, Buster.



**Ben:** How can we get the book back?  
**Lucy:** I've got an idea!



7



**Horax:** Stop you two!  
**Zelda:** Go away, silly dog!  
**Lucy:** Stop them, Buster!

8



**Lucy:** Run! We've got the book.  
**Ben:** Well done, Buster!

**2 Write t (true) or f (false).**

- 1 Ben and Lucy go to the cellar.
- 2 Buster finds the old book.
- 3 Horax and Zelda are good people.
- 4 Horax and Zelda want the book.
- 5 Buster is a dog.
- 6 Buster helps The Explorers to get the book back.


**3 Find who says ...**

Let's get them.

**4** CD 1  
11 Listen and say.



Gus pats his pets a lot.

# 1

# Our school

1 CD1  
13

Listen and say the words. Then check with a friend.

## LIBRARY

1 English

2 Geography

3 Music

4 I.T.

5 History

6 Maths

7 Science

8 Art

9 P.E.

## TIMETABLE

MONDAY	TUESDAY	WEDNESDAY
9.00  hello 1	9.00 $2 \times 4 = 8$ $3 \times 4 = 12$ 6	9.00 
10.30  2	10.30  7	10.30 
12.00  3	12.00  1	12.00 
13.30  4	13.30  8	13.30 
2.30  5	2.30  9	2.30 
3.30  6	3.30  7	3.30 

1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9  
 10 / 11 / 12 / 13 / 14 / 15 / 16 / 17 / 18 / 19 / 20  
 21 / 22 / 23 / 24 / 25 / 26 / 27 / 28 / 29 / 30 / 31 / 32 / 33 / 34 / 35 / 36 / 37 / 38 / 39 / 40 / 41 / 42 / 43 / 44 / 45 / 46 / 47 / 48 / 49 / 50 / 51 / 52 / 53 / 54 / 55 / 56 / 57 / 58 / 59 / 60 / 61 / 62 / 63 / 64 / 65 / 66 / 67 / 68 / 69 / 70 / 71 / 72 / 73 / 74 / 75 / 76 / 77 / 78 / 79 / 80 / 81 / 82 / 83 / 84 / 85 / 86 / 87 / 88 / 89 / 90 / 91 / 92 / 93 / 94 / 95 / 96 / 97 / 98 / 99 / 100

2 CD1  
14

Listen and correct the sentences.

1 Ben's favourite subject is History.

3 Lucy wants to ask their Maths teacher.

2 Lucy understands the puzzle.

4 Lucy doesn't like the librarian.

3 Ask and answer.

Do you like History?

Yes, I do. It's my favourite subject.

When do you have History?

On Wednesdays. Before Maths.

10 School subjects; before / after