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# SUPER Minds

**Student's Book 3**

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# Map of the book

## 1 Meet The Explorers (pages 4–9)

Vocabulary	Grammar	Story and value Phonics
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

► **Song:** The Explorers

## 2 Our school (pages 10–21)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
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

► **Song:** Let me tell you a secret

► **Creativity**

► **Revision**

## 3 The picnic (pages 22–33)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
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 /i/ and /ai/	<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

► **Song:** A picnic

► **Creativity**

► **Revision**

## 4 Daily tasks (pages 34–45)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
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

► **Song:** What a busy day

► **Creativity**

► **Revision**

## 5 Around town (pages 46–57)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
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 /a:/ 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

► **Song:** Lost in town

► **Creativity**

► **Revision**

## 5 Under the sea (pages 58–69)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Sea creatures	Great auks were /weren't (sea birds). Their food was / wasn't (fish). Were you (in the sea), Sue? No, I wasn't. Was Tim (on the beach)? Yes, he was.	The trap The letter sounds s and sh	Reading What Christine found Caring for nature	<ul style="list-style-type: none"> <li>Matching</li> <li>Recognising patterns</li> <li>Applying knowledge</li> </ul>	Art and Maths: Pattern and symmetry
Song: Fish, fish everywhere			Creativity		Revision

## 6 Gadgets (pages 70–81)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Technology	The (DX24) is bigger / more expensive than than the (DX32). The (Airbus A380) is the biggest (plane) in the (world).	The cave Being resourceful Long vowel sounds	<ul style="list-style-type: none"> <li>Reading and speaking</li> <li>Listening and writing</li> </ul>	<ul style="list-style-type: none"> <li>Making deductions</li> <li>Numerical and logical thinking</li> </ul>	Maths and History: Numbers
Song: My bike is bigger			Creativity		Revision

## 7 In the hospital (pages 82–93)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Health	The plate landed on the floor. She felt awful.	At the hospital -ed endings	Reading Sophia saves the day Helping others	<ul style="list-style-type: none"> <li>Decoding and sequencing</li> <li>Developing story analogies</li> </ul>	Science: Fever
Song: What a week			Creativity		Revision

## 8 Around the world (pages 94–105)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Countries	We went to the (beach), but we didn't go (swimming). Did you go shopping? Yes, I did.	The final letters Showing interest in other cultures The sounds /i:/ and /ɪ/	<ul style="list-style-type: none"> <li>Listening and reading</li> <li>Speaking and writing</li> </ul>	<ul style="list-style-type: none"> <li>Making lexical links</li> <li>Imagining</li> <li>Visual thinking</li> </ul>	Art: Origami
Song: All my friends are far away			Creativity		Revision

## 9 Holiday plans (pages 106–117)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Weather	It's (not) going to be (rainy) on (Tuesday). Are you going to (cook pizza)? Yes, I am.	The treasure The sound /ʒ/	<ul style="list-style-type: none"> <li>Reading Holidays with Grandma</li> <li>Changing perceptions</li> </ul>	<ul style="list-style-type: none"> <li>Prediction</li> <li>Logical thinking</li> </ul>	Geography: Seasons and hemispheres
Song: A super holiday			Creativity		Revision

# 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 CD 1  
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 CD 1  
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.

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2 CD 1  
05

**Grammar  
focus**

Listen and say.

I'm good at playing football.  
I'm good at riding bikes.

I'm not good at climbing trees.  
I'm not good at flying kites.



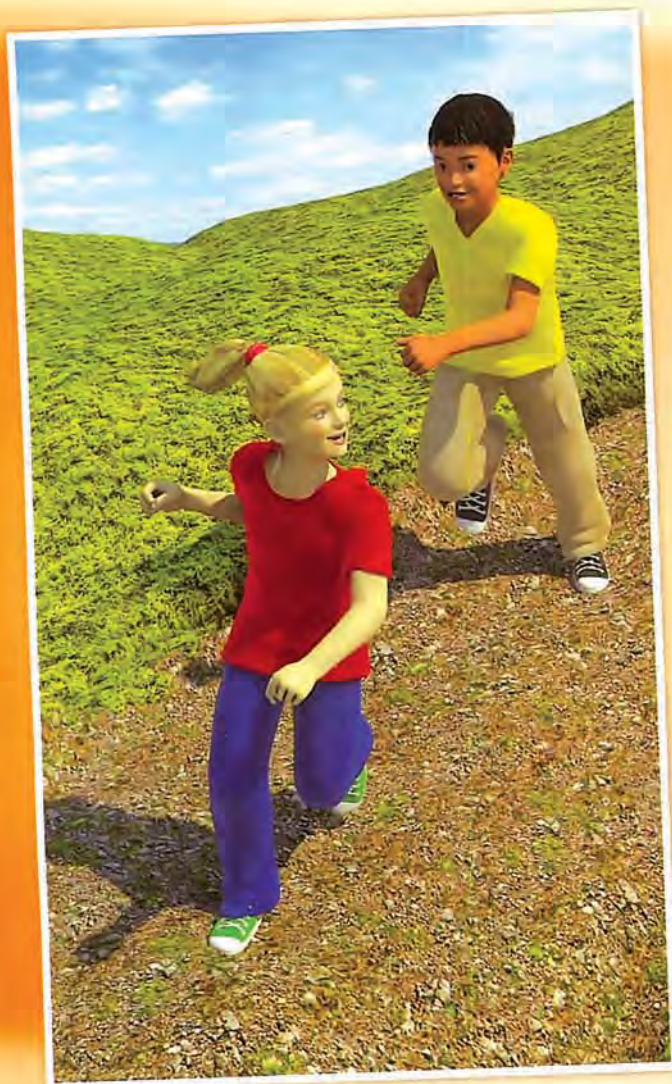
3 Look and make sentences.

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.



What are you good at? Write a verse.

I'm good at ...

And ...

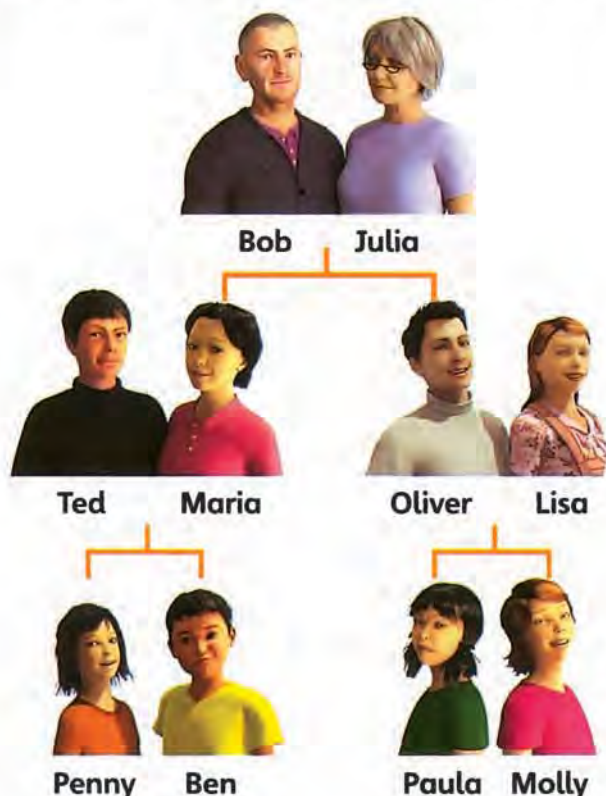
I'm an action hero,

Just like Ben and Lucy.



Singing for pleasure

**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

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.





# The old book



**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!



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



**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 Listen and say.**



Gus pats his pets a lot.

**1**

# Our school

 CD 1  
13

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

## LIBRARY

## TIMETABLE

- 1 English
- 2 Geography
- 3 Music
- 4 I.T.
- 5 History
- 6 Maths
- 7 Science
- 8 Art
- 9 P.E.

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

1. English / 2. Geography / 3. Music /  
 4. I.T. / 5. History / 6. Maths /  
 7. Science / 8. Art / 9. P.E. /  
 10. School subjects: before / after

 CD 1  
14

Listen and correct the sentences.

- 1 Ben's favourite subject is History.
- 2 Lucy understands the puzzle.
- 3 Lucy wants to ask their Maths teacher.
- 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

**1 Think!** Read and write the names.

Alf



- I like Science. I'm good at it.
- I love English. It's my favourite subject.
- I really don't like Music. I can't sing.

Julia



- I really don't like Science. I'm not good at it.
- I like English. My English teacher is nice.
- I love Music. I'm good at it.

- 1 I really don't like singing.
- 2 I like writing and listening to stories.
- 3 I love singing.
- 4 I like learning about plants and animals.
- 5 I really don't like learning about plants.

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CD 1  
15

Grammar  
focus

**Listen and say.**

I like listening to music.

He loves learning about Science.

He really doesn't like singing.



**3** Play the *like / don't like* game.

drawing  
doing sport  
listening to music  
singing

Do you like drawing?

Yes, I do.



Like / Don't like + ing

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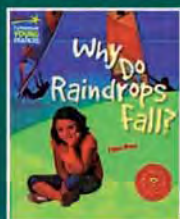
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Level 1		
Starter		

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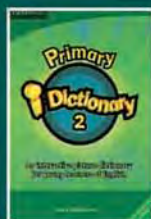
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