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# SUPER MINDS

**Student's Book 3**

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# SUPER Minds

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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>
Revision of numbers	<i>I'm (not) good at (playing football). Mike is Tom's uncle.</i>	<b>Phonics</b> <i>The old book</i> Courage Short vowel sounds

▶ **Song:** The Explorers

## 1 Our school (pages 10–21)

<b>Vocabulary</b>	<b>Grammar</b>	<b>Story</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>	<b>Phonics</b> <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**

## 2 The picnic (pages 22–33)

<b>Vocabulary</b>	<b>Grammar</b>	<b>Story and value</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>	<b>Phonics</b> <i>The golden apple</i> Perseverance The sounds /t/ 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**

## 3 Daily tasks (pages 34–45)

<b>Vocabulary</b>	<b>Grammar</b>	<b>Story</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>	<b>Phonics</b> <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**

## 4 Around town (pages 46–57)

<b>Vocabulary</b>	<b>Grammar</b>	<b>Story and value</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>	<b>Phonics</b> <i>Up high</i> Lateral thinking The sounds /ɑ:/ 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	<i>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.</i>	<i>The trap The letter sounds s and sh</i>	<ul style="list-style-type: none"> <li>• Reading <i>What Christine found</i></li> <li>• Caring for nature</li> </ul>	<ul style="list-style-type: none"> <li>• Matching</li> <li>• Recognising patterns</li> <li>• Applying knowledge</li> </ul>	<b>Art and Maths:</b> Pattern and symmetry
▶ <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	<i>The (DX24) is bigger / more expensive than than the (DX32). The (Airbus A380) is the biggest (plane) in the (world).</i>	<i>The cave Being resourceful Long vowel sounds</i>	<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>	<b>Maths and History:</b> Numbers
▶ <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	<i>The plate landed on the floor. She felt awful.</i>	<i>At the hospital -ed endings</i>	<ul style="list-style-type: none"> <li>• Reading <i>Sophia saves the day</i></li> <li>• Helping others</li> </ul>	<ul style="list-style-type: none"> <li>• Decoding and sequencing</li> <li>• Developing story analogies</li> </ul>	<b>Science:</b> Fever
▶ <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	<i>We went to the (beach), but we didn't go (swimming). Did you go shopping? Yes, I did.</i>	<i>The final letters Showing interest in other cultures The sounds /i:/ and /ɪ/</i>	<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>	<b>Art:</b> Origami
▶ <b>Song:</b> All my friends are far away		▶ <b>Creativity</b>		▶ <b>Revision</b>	

**9 Holiday plans** (pages 106–117)

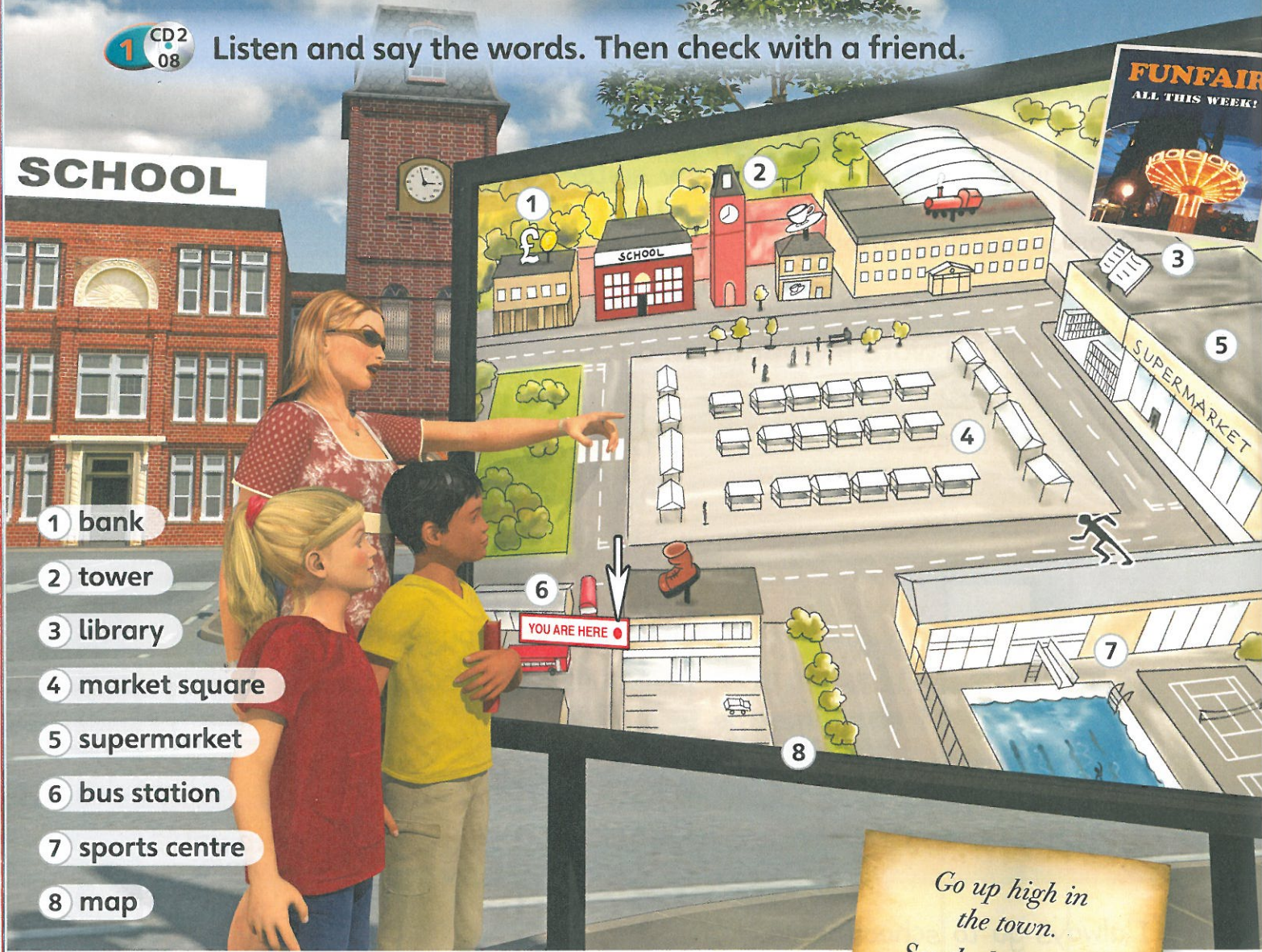
Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Weather	<i>It's (not) going to be (rainy) on (Tuesday). Are you going to (cook pizza)? Yes, I am.</i>	<i>The treasure The sound /ɜ:/</i>	<ul style="list-style-type: none"> <li>• Reading <i>Holidays with Grandma</i></li>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

# 4

# Around town

1 CD2 08

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



1 bank

2 tower

3 library

4 market square

5 supermarket

6 bus station

7 sports centre

8 map

*Go up high in the town.  
See the letter when you look down.*

2 CD2 09

Listen and answer.

1 Where do Ben and Lucy want to go?

2 Who do they ask?

3 Where is the tower?

4 What does the lady tell them to look at?

3 Look at the map. Ask and answer.

Where is the shoe shop?

It's next to the square, between the bus station and the sports centre.

1 Look, read and draw lines.



1 The school is opposite the park.

2 The clock is above the window.



3 The map is near the library.

4 The clock is below the window.



2 CD2 10

Grammar focus

Listen and say.

It's opposite the park. It's near the library.  
It's above the bus station. It's below the tower.



3 CD2 11

Think!

Look, read and write. Then listen and check your answers.



1 Hello. Can you tell me where the \_\_\_\_\_ is? The \_\_\_\_\_? It's opposite the park.

2 Can you help me? I'm looking for the \_\_\_\_\_. The \_\_\_\_\_? That's easy. It's between the café and the tower.

3 Hi! Where's the \_\_\_\_\_ please? It's between the tower and the cinema.

4 Excuse me, where's the \_\_\_\_\_? The \_\_\_\_\_? It's near the cinema and the square.



Write the words in the song. Listen and check.

Opposite the library,  
In the square,  
I'm looking for the (1) \_\_\_\_\_  
But it's not there.



Just below the (2) \_\_\_\_\_,  
Near the shop,  
My map says there's a (3) \_\_\_\_\_  
But there is not.

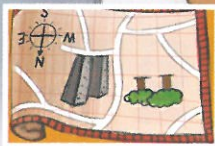


In front of the (4) \_\_\_\_\_,  
In the street,  
There's a place  
Where people always meet.



I'm waiting here,  
For Jennifer and Kate,  
But they're already  
Three hours late.

Excuse me, can you help me find my way?  
I'm getting lost everywhere I go today.  
I don't really understand this town.  
Of course you don't,  
Your (5) \_\_\_\_\_ is upside down!



Listen and sing.



Play the town game.

Close your eyes. Imagine you can see a town. There's a big library. What's near it?

Near the library there's an old school. You close your eyes. Imagine the old school. What's opposite it? What can you see there?



1 CD2  
14

Listen and number.



2 CD2  
15

Grammar  
focus

Listen and say.

I'm going to the shop to buy some bread.

I'm going to the library to get a book.

I'm going to the sports centre to play basketball.



3 Where are you going? Complete the sentences. Then act out.

- 1 I'm going to the market \_\_\_\_\_ some apples.
- 2 I'm going to the sports centre \_\_\_\_\_ swimming.
- 3 I'm going to my friend's place \_\_\_\_\_ a DVD.
- 4 I'm going to the library \_\_\_\_\_ a book.
- 5 I'm going to the supermarket \_\_\_\_\_ a T-shirt.
- 6 I'm going to my grandma's \_\_\_\_\_ in the kitchen.

to read  
to watch  
to go  
to buy  
to buy  
to help

Where are you going?



I'm going to the ... to ...  
What about you?

1 CD2  
16

The Explorers

# Up high



**Zelda:** They're going to the tower.  
**Lucy:** Let's hurry, Ben. The tower's near the market square.  
**Ben:** OK. Come on, Buster.



**Lucy:** Look, the tower's over there, near the school. The next letter's waiting for us!  
**Ben:** Wow! There's a funfair!



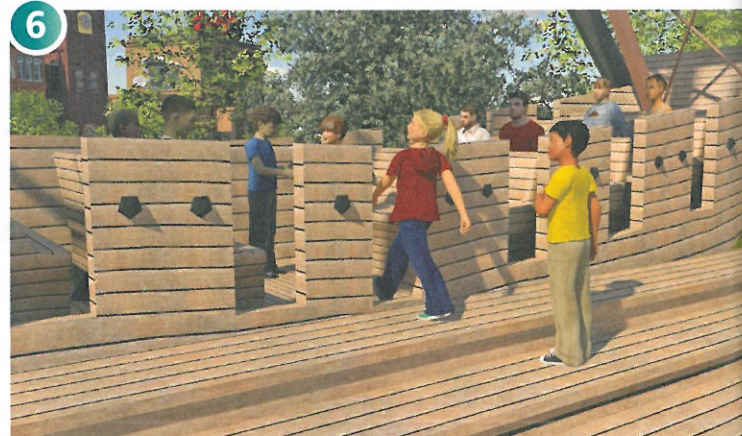
**Ben:** Let's go to the funfair.  
**Lucy:** Sorry, Ben. We're going to the tower to get the next letter. No time to play!



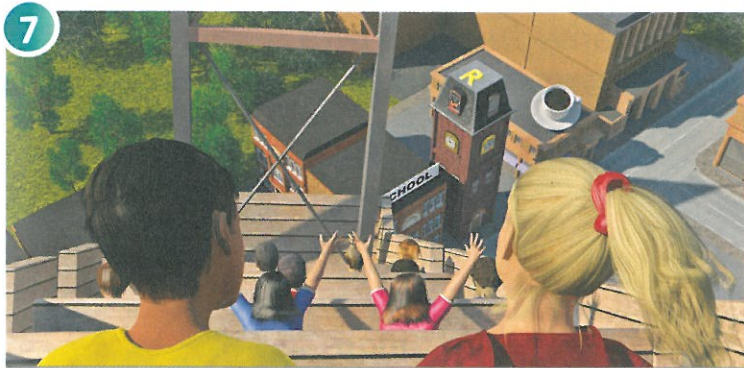
**Ben:** Come on, Lucy!  
**Lucy:** Mmm. The tower is high but ... the Pirate Ship is higher.



**Ben:** Lucy! Where are you going?  
**Lucy:** I'm going to the funfair to get the next letter!  
**Ben:** What!



**Lucy:** Let's go on the Pirate Ship. Quick!  
**Ben:** The Pirate Ship?



7  
**Ben:** We're above the tower!  
**Lucy:** Yes, we're really high now. It's scary!  
**Ben:** There's the letter. Look!  
**Lucy:** It's an R. Great!

8  
**Horax:** Oh, no!  
**Zelda:** We're in the wrong place!

**2 Think!** Read and find the pictures in the story.

- 1 Find a picture where someone is excited. What makes them excited? \_\_\_\_\_
- 2 Find a picture where someone is scared. What are they scared of? \_\_\_\_\_
- 3 Find a picture where someone is angry. What makes them angry? \_\_\_\_\_
- 4 Find a picture where someone is happy. What makes them happy? \_\_\_\_\_

**3 Find who says ...** It's an R. Great!

**4** CD2  
17 Listen and say.



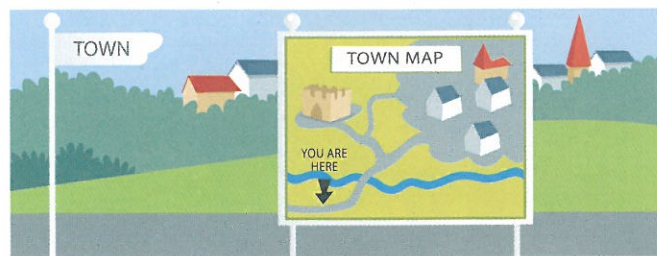
Roxy, Ron and Ray are the Triple R rock stars from Mars.



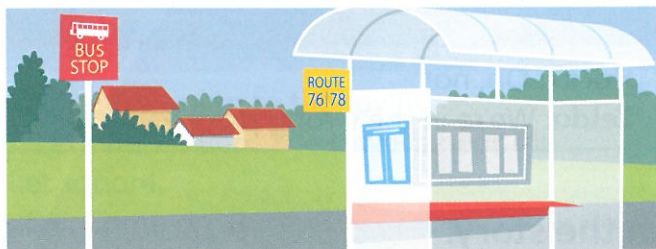
**1** Look and read. Write words.



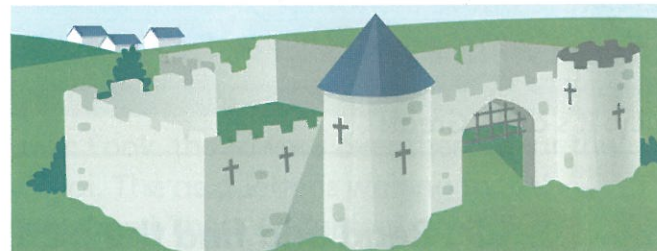
market



map



bus stop



castle



bank



sports centre



library



square

- 1 People go there to get money.
- 2 It's old, and often next to a town.
- 3 This is a place where you go to find interesting books.
- 4 It's a good place to buy fruit and vegetables.
- 5 You go there to play football, basketball and go swimming.
- 6 You need it in a town when you are new. It helps you to find places.

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**Skills**

1 CD2  
22

Listen and find out where they are going. Write M (Millie), B (Barney), C (Chuck) and A (Amanda).



Millie (M)



Barney (B)



Chuck (C)



Amanda (A)



2 Ask and answer.

Where's Millie going?

She's going to the playground.

Why?

To play on the swings.

3 Imagine a stone-age person. Write where he/she is going and why.

This is Tom. He is going to the sports centre to play baseball.





## Learn and think

# Directions

- 1 Read about directions and write the letters **S** (South), **E** (East) and **W** (West).

We use north, south, west and east to talk about directions.

- North (N) points up.
- South (S) is opposite north.
- East (E) points to the right.
- West (W) is opposite east.

- 2 Look at the map and answer.

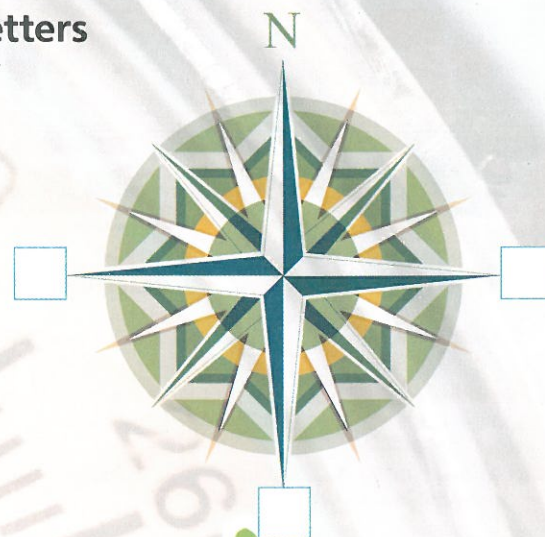
You are in Birmingham. Write a city to your:

- 1 north \_\_\_\_\_
- 2 south \_\_\_\_\_
- 3 east \_\_\_\_\_
- 4 west \_\_\_\_\_

3 CD 2  
23

**Think!**

Listen, read and write the names of the cities on the map.



**Cardiff** is south and west of Birmingham.

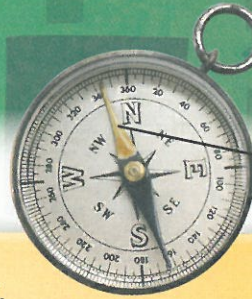
**Aberdeen** is north and east of Edinburgh.

**Manchester** is north and a bit west of Birmingham.

**Brighton** is south and west of London.

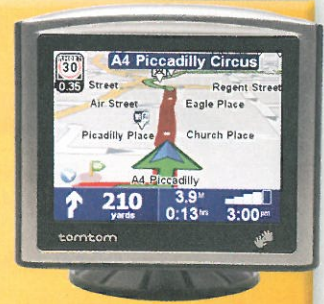


### 1 Read and answer.



pointer

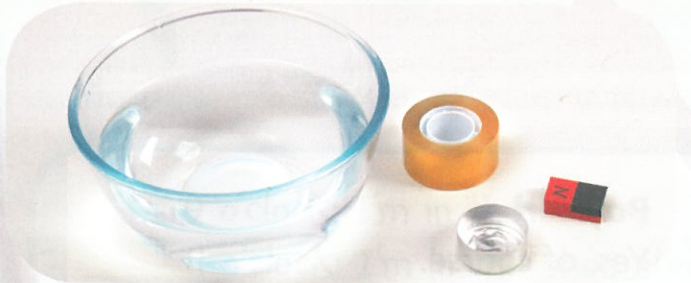
You can use a compass to find your way. Compasses have a pointer that always points north. Compasses are very important instruments for explorers and map makers to help them find where they are going. But we now use compasses less often than before. This is because there is a new gadget called a GPS. A GPS works by satellite and helps people to find their way. Lots of people in cars use GPS systems.



GPS (global positioning system)

- 1 Have you ever used a compass? Where and when?
- 2 Look at the compass in the photo. What do you think the letters NE, NW, SE and SW mean?

### 2 Project Make a compass. Use your compass to find out where things are in your classroom.



- 1 Collect the things in the picture.



- 2 Use the tape to stick the magnet into the case.



- 3 Put the case into the bowl of water.



- 4 The magnet always points north. Move the bowl about.

**Act out**

# Help a visitor in your town

1 Choose a role card. Read and plan.

## STUDENT A

You are visiting a town.  
Ask the way to one of these places:

- the bank
- the sports centre
- the castle
- the library
- the train station

Ask a boy/girl from the town.

## STUDENT B

You live in the town.  
Think about where these places are:

- the bank
- the sports centre
- the castle
- the library
- the train station

Tell the visitor where the place is.

### Useful language

#### Visitor

Excuse me. Can you help me, please?  
Where's the ... ?

Thank you. That's very kind.

#### Boy/Girl

Yes, of course.  
I'm sorry. I don't know.  
No problem! The ... is opposite /  
next to / below / between the ...  
You're welcome!

2 Act out your play.

Where's the ... ?

It's ...



my scrapbook

# Messages

1 Use the code to find out what the messages mean.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
 ୪ ୪ ଳି ୨ ୦ ୫ ଠ ଶ ଧ ଠ ଟ ଟ ୪ ୫ ୬ ୭ ୮ ୯ ୧୦ ୧୧ ୧୨ ୧୩ ୧୪ ୧୫ ୧୬ ୧୭ ୧୮ ୧୯ ୨୦

୧୩ ୪୫ ୪୬ ୦ ୧୨ ୩ ୪ ୫ ୬ ୭ ୮ ୯ ୧୦ ୧୧ ୧୨ ୧୩ ୧୪ ୧୫ ୧୬ ୧୭ ୧୮ ୧୯ ୨୦  
 ?  
 ୧୨ ୩ ୪ ୫ ୬ ୭ ୮ ୯ ୧୦ ୧୧ ୧୨ ୧୩ ୧୪ ୧୫ ୧୬ ୧୭ ୧୮ ୧୯ ୨୦  
 ୧୨ ୩ ୪ ୫ ୬ ୭ ୮ ୯ ୧୦ ୧୧ ୧୨ ୧୩ ୧୪ ୧୫ ୧୬ ୧୭ ୧୮ ୧୯ ୨୦

2 Imagine you are in a town. Write where you are at the different times.

9 o'clock: I'm in the library.	10 o'clock: I'm in the café.
11 o'clock: I'm in the shoe shop.	12 o'clock: I'm ...
2 o'clock: I'm going home.	

3 People are writing you messages. Write their messages and your answers.

9:00  
 What are you doing? Mum.

9:00 Hi, Mum.  
 I'm going to the library to get a book.