




# Super Minds

## Teacher's Book 3

### Are you ready to become one of the Super Minds?

This exciting seven-level course, from a highly experienced author team, enhances your students' thinking skills, improving their memory along with their English.

-  Develop language with creative activities including role play and project work
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-  Encourage cross-curricular thinking with fascinating 'English for school' sections

For ease of use, this Teacher's Book is interleaved with pages from the Student's Book. It includes detailed lesson aims, clear instructions and a vast array of extra activities.

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Super Minds Level	CEFR Level	Cambridge ESOL exams
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Level 5	A2	Flyers / Key for Schools
Level 4	A1	Movers
Level 3		
Level 2		
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Starter		

### Level 3

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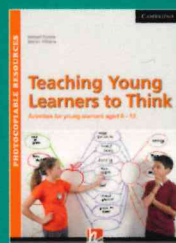
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# Super Minds

## Teacher's Book 3

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# Map of the course

## Meet The Explorers (pages 4–9)

Vocabulary	Grammar	Story and value Phonics
Revision of numbers: 21–100 upstairs, cellar, downstairs	<i>I'm good at (playing football). I'm not good at (climbing trees). Mike is Tom's uncle.</i>	<i>The old book Courage Short vowel sounds</i>

► **Song:** The Explorers

## 1 Our school (pages 10–21)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
School subjects: Art, English, Geography, Music, I.T., History, Maths, Science, P.E.	<i>I like listening to (music). He loves / doesn't like learning about (Science). You have to wear (school uniform).</i>	<i>Getting help Letter names</i>	<ul style="list-style-type: none"> <li>Reading <i>Johnny's story</i></li> <li>Reading for detail</li> <li>Listening for detail <b>YLE</b></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>Project:</b> Make some maracas

► **Song:** Let me tell you a secret

► **Creativity**

► **Revision**

## 2 The picnic (pages 22–33)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Food: apple juice, cheese, lemonade, salad, rolls, soup, vegetables, water	<i>Is there any (cheese)? There isn't any (cheese). There is some (cheese). Are there any (oranges)? There aren't any (oranges). There are some (oranges). Shall we make some (soup)? How about some (tea)?</i>	<i>The golden apple Perseverance The sounds /i/ and /aɪ/</i>	<ul style="list-style-type: none"> <li>Listening for detail <b>YLE</b></li> <li>Speaking to exchange information</li> <li>Reading and listening for specific information</li> <li>Writing about habits</li> </ul>	<ul style="list-style-type: none"> <li>Finding relevant information</li> <li>Logical thinking</li> </ul>	<b>Science:</b> Food chain and habitats <b>Project:</b> Choose a habitat and make a food chain

► **Song:** A picnic

► **Creativity**

► **Revision**

## 3 Daily tasks (pages 34–45)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Daily tasks: wash up, tidy up, sweep the floor, cook, feed the dog, dry the dishes, do the shopping, take the dog for a walk	<i>It's (eight) o'clock. It's half past (eight). It's quarter past / to (eight). Amy always / usually / sometimes / never (washes up after dinner).</i>	<i>Tidying up The letter sounds /v/ and /f/</i>	<ul style="list-style-type: none"> <li>Reading <i>Arnold and the robot</i></li> <li>Reading and listening for specific information</li> <li>Telling a story</li> <li>Writing a story</li> <li>Learning responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on one's habits</li> <li>Sequencing</li> <li>Analysing data and making deductions</li> </ul>	<b>Environmental studies:</b> Saving water <b>Project:</b> How much water does a dripping tap waste?

► **Song:** What a busy day

► **Creativity**

► **Revision**

Map of the course

## 4 Around town (pages 46–57)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Towns: map, bank, bus station, tower, library, market square, sports centre, supermarket	<i>It's opposite the (park). It's near the (library). It's above the (bus station). It's below the (tower). I'm going to (the shop) to buy (some bread).</i>	<i>Up high Lateral thinking The sounds /a:/ and /r/</i>	<ul style="list-style-type: none"> <li>Reading for specific information <b>YLE</b></li> <li>Listening for specific information <b>YLE</b></li> <li>Speaking to exchange information</li> <li>Writing a description</li> </ul>	<ul style="list-style-type: none"> <li>Drawing conclusions</li> <li>Matching</li> <li>Developing sense of direction</li> <li>Drawing analogies</li> </ul>	<b>Geography:</b> Directions <b>Project:</b> Make a compass

► **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: seahorse, dolphin, seal, shell, octopus, anchor, starfish, turtle	<i>The 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 /ʃ/</i>	<ul style="list-style-type: none"> <li>Reading <i>What Christine found</i></li> <li>Reading for specific information</li> <li>Listening for detail <b>YLE</b></li> <li>Telling a story</li> <li>Writing a story</li> <li>Caring for nature</li> </ul>	<ul style="list-style-type: none"> <li>Remembering details</li> <li>Comparing details in texts and audio with images</li> <li>Recognising patterns</li> <li>Application and transfer of knowledge</li> </ul>	<b>Art and Maths:</b> Pattern and symmetry <b>Project:</b> Make a symmetrical fish

► **Song:** Fish, fish everywhere

► **Creativity**

► **Revision**

## 6 Gadgets (pages 70–81)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Technology: games console, electric fan, walkie-talkie, electric toothbrush, CD player, torch, mobile phone, lift, laptop, mp3 player	<i>The (DX24) is bigger / more expensive than the (DX32). The (Airbus A380) is the biggest (plane) in the (world). The (Baldacchino Supreme) is the most expensive (bed) in the world.</i>	<i>The cave Being resourceful Long vowel sounds</i>	<ul style="list-style-type: none"> <li>Comparing two pictures</li> <li>Writing a short text</li> <li>Describing a picture</li> <li>Listening for specific information <b>YLE</b></li> <li>Writing a dialogue</li> <li>Reading for detail <b>YLE</b></li> </ul>	<ul style="list-style-type: none"> <li>Making deductions</li> <li>Numerical awareness</li> <li>Logical and mathematical thinking</li> </ul>	<b>Maths and History:</b> Numbers <b>Project:</b> Think of a number sequence

► **Song:** My bike is bigger

► **Creativity**

► **Revision**

Map of the course **v**



## 7 In the hospital (pages 82–93)

<b>Vocabulary</b> Health: doctor, nurse, cold, cough, headache, toothache, earache, stomach-ache	<b>Grammar</b> <i>jump – jumped, shout – shouted, land – landed, look at – looked at, wake up – woke up, feel – felt, have – had, go – went, give – gave, say – said</i>	<b>Story Phonics</b> <i>At the hospital</i> Caring for people who are ill -ed endings	<b>Skills and value</b> <ul style="list-style-type: none"><li>• Reading <i>Sophia saves the day</i></li><li>• Reading and listening for specific information</li><li>• Reading for detail <b>YLE</b></li><li>• Writing a story</li><li>• Keeping busy by helping others</li></ul>	<b>Thinking skills</b> <ul style="list-style-type: none"><li>• Decoding and sequencing</li><li>• Spotting details in a narrative</li><li>• Developing story analogies</li></ul>	<b>English for school</b> <b>Science:</b> Fever <b>Project:</b> Make a thermometer
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► **Song:** What a week

► **Creativity**

► **Revision**

## 8 Around the world (pages 94–105)

<b>Vocabulary</b> Countries: Mexico, Spain, Argentina, Egypt, Chile, China, Turkey, Brazil, Australia, India	<b>Grammar</b> <i>We went to the (beach), but we didn't go (swimming). We played basketball, but we didn't play football. Did you go shopping? Yes, I did. / No, I didn't. When did you get home? Yesterday.</i>	<b>Story and value Phonics</b> <i>The final letters</i> Showing interest in other cultures The sounds /i:/ and /ɪ/	<b>Skills</b> <ul style="list-style-type: none"><li>• Reading for specific information <b>YLE</b></li><li>• Listening for specific information <b>YLE</b></li><li>• Exchanging information</li><li>• Writing an account <b>YLE</b></li></ul>	<b>Thinking skills</b> <ul style="list-style-type: none"><li>• Thinking about possible lexical relationships</li><li>• Imagining</li><li>• Visual spatial thinking, recognising shapes</li></ul>	<b>English for school</b> <b>Art:</b> Origami <b>Project:</b> Make an Origami butterfly
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► **Song:** All my friends are far away

► **Creativity**

► **Revision**

## 9 Holiday plans (pages 106–117)

<b>Vocabulary</b> Weather: thunderstorm, lightning, rain(y), wind(y), cloud(y), fog(gy), umbrella, raincoat, boots	<b>Grammar</b> <i>I'm going to play in the garden all day. It's (not) going to be rainy on (Tuesday). Are you going to (cook pizza)? Yes, I am. / No, I don't like cooking.</i>	<b>Story Phonics</b> <i>The treasure</i> Changing one's perception The sound /ɜ:/	<b>Skills and value</b> <ul style="list-style-type: none"><li>• Reading <i>Holidays with Grandma</i></li><li>• Reading and listening for specific information</li><li>• Talking about pictures <b>YLE</b></li><li>• Writing about differences</li><li>• Changing perceptions</li></ul>	<b>Thinking skills</b> <ul style="list-style-type: none"><li>• Prediction</li><li>• Logical thinking</li></ul>	<b>English for school</b> <b>Geography:</b> Seasons and hemispheres <b>Project:</b> Seasons around the world
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► **Song:** A super holiday

► **Creativity**

► **Revision**