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Map of the course

sounds

Meet The Explorers (pages 4–9)VocabularyGrammarStory and value PhonicsRevision of numbers:I'm good at (playing football).The old book Courage Short vowel

upstairs, cellar, (climbing trees). downstairs Mike is Tom's uncle.

Song: The Explorers

0ur sch	ool (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 like listening to (music). He loves / doesn't like learning about (Science). You have to wear (school uniform).	Getting help Letter names	 Reading Johnny's story Reading for detail Listening for detail Appreciating different ways of thinking 	Decoding a puzzleSequencingProblem solving	Music: Musical instruments Project: Make some maracas
> Song: Let m	e tell you a secret		Creativity	▶ R	evision

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	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)?	Perseverance	 Listening for detail (1) Speaking to exchange information Reading and listening for specific information Writing about habits 	 Finding relevant information Logical thinking 	Science: Food chain and habitats Project: Choose a habitat and make a food chain
Song: A pic	nic		Creativity	▶ R	evision

🗿 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		Tidying up The letter sounds v and f	 Reading Arnold and the robot Reading and listening for specific information Telling a story Writing a story Learning responsibility 	 Reflecting on one's habits Sequencing Analysing data and making deductions 	Environmental Studies: Saving water Project: How much water does a dripping tap waste?
Song: What	a busy day		Creativity	R	evision

iv Map of the course

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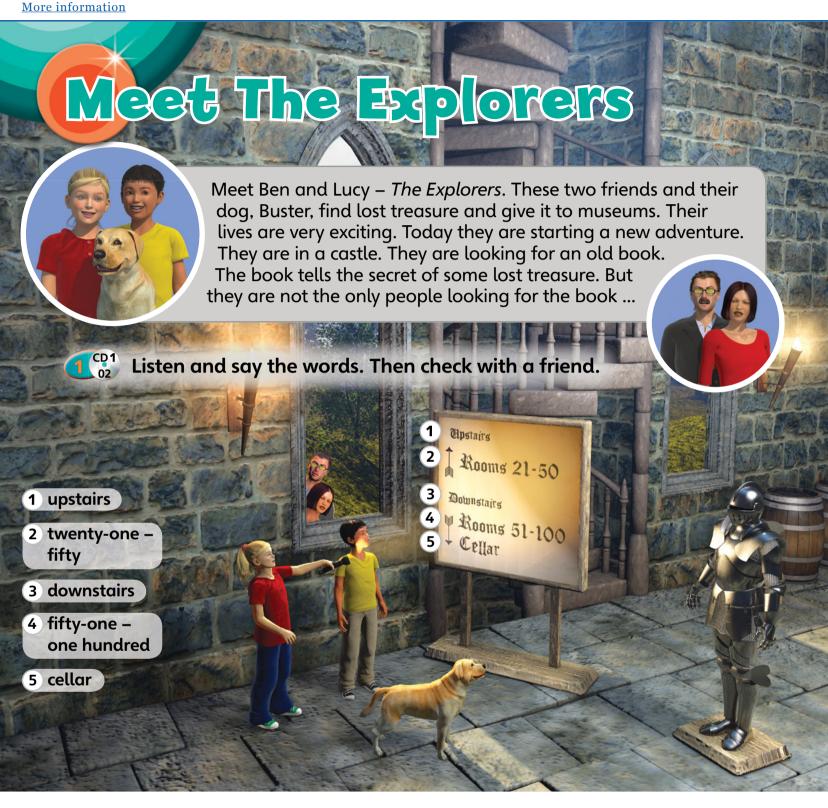
-	town (pages 46–57)	Story and value	Skills	Thinking skills	English for
Vocabulary	Grammar	Phonics	SKILLS	Thinking skills	English for school
Towns: map, bank, bus station, tower, library, market square, sports centre, supermarket	It's opposite the (park). It's near the (library). It's above the (bus station). It's below the (tower). I'm going to (the shop) to buy (some bread).	Up high Lateral thinking The sounds /aː/ and /r/	 Reading for specific information Listening for specific information Speaking to exchange information Writing a description 	 Drawing conclusions Matching Developing sense of direction Drawing analogies 	Geography: Directions Project: Make a compass
Song: Lost in	n town		Creativity	▶ Re	vision
Under t	he 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	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.	The trap The letter sounds s and sh	 Reading What Christine found Reading for specific information Listening for detail Telling a story Writing a story Caring for nature 	 Remembering details Comparing details in texts and audio with images Recognising patterns Application and transfer of knowledge 	Art and Maths: Pattern and symmetry Project: Make a symmetrical fish
Song: Fish, f	fish everywhere		Creativity	▶ Re	vision
6 Gadget	S (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	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.	The cave Being resourceful Long vowel sounds	 Comparing two pictures Writing a short text Describing a picture Listening for specific information Writing a dialogue 	 Making deductions Numerical awareness Logical and mathematical thinking 	Maths and History: Numbers Project: Think of a number sequence

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Vo cabular:	Cuama ma s::-	Ctow.	Chille and headers	Thinking a stall -	Email:ala £ - :
Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Health: doctor, nurse, cold, cough, headache, toothache, earache, stomach-ache	jump – jumped, shout – shouted, land – landed, look at – looked at, wake up – woke up, feel – felt, have – had, go – went, give – gave, say – said	At the hospital Caring for people who are ill -ed endings	 Reading Sophia saves the day Reading and listening for specific information Reading for detail Writing a story Keeping busy by helping others 	 Decoding and sequencing Spotting details in a narrative Developing story analogies 	Science: Fever Project: Make a thermomete
Song: What	a week		Creativity	▶ Rev	rision
8 Around	the world (pages 94-	105)			
Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Countries: Mexico, Spain, Argentina, Egypt, Chile, China, Turkey, Brazil, Australia, India	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.	The final letters Showing interest in other cultures The sounds /iː/ and /ɪ/	 Reading for specific information Listening for specific information Exchanging information Writing an account 	 Thinking about possible lexical relationships Imagining Visual spatial thinking, recognising shapes 	Art: Origam Project: Make an Origami butterfly
Song: All m	y friends are far away		Creativity	Rev	ision
Holiday	Plans (pages 106–117)				
Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Weather: thunderstorm, lightning, rain(y), wind(y), cloud(y), fog(gy), umbrella, raincoat, boots	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.	The treasure Changing one's perception The sound /3:r/	 Reading Holidays with Grandma Reading and listening for specific information Talking about pictures Writing about differences Changing perceptions 	PredictionLogical thinking	Geography: Seasons and hemispheres Project: Seasons around the world



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Listen, read and answer.

- What do Ben and Lucy want to find?
- Where does Lucy want to go?
- Where are they?
- Where is the cellar?
- Close your book. Play the memory game.

Where's ...

Upstairs.



Revision of numbers; upstairs / downstairs

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Aims:

- to review numbers 21–100
- to introduce the characters

New language: explorer, meet, lost treasure, museum, adventure, castle, secret, only, upstairs, downstairs, cellar

Recycled language: language from previous levels, numbers 21-100

Materials: CD

Language competences: Your students will be able to identify and use numbers 1–100.

Warm-up

Aim: to review numbers

- Write some numbers on the board, e.g. 19, 13, 7. Elicit the numbers.
- Invite a student to the front. Draw a number between 1 and 20 on his/her back with your finger. The student has three tries to guess the number.
- Students repeat the activity in pairs.

Presentation

Aim: to introduce the characters

- Students look at the pictures and text at the top of the Student's Book page 4.
- Read the text aloud. Students follow.
- Check understanding of new vocabulary.
- Tell students to look at the sign and check understanding of upstairs and downstairs.



SB p4 Listen and say the words. Then check with a friend.

Aim: to practise new vocabulary

- Students look at the numbered words and phrases in the picture.
- Play the recording. Students listen and repeat.
- Play the recording again. Students practise in pairs.



SB p4 Listen, read and answer.

Aim: to practise listening and reading

- Read the questions aloud and check understanding.
- Tell students that the answers to guestions 1, 2 and 4 are in the text and picture on the page.
- Give students time to find the answers.
- Explain that the answer to question 3 is on the CD.
- Play the recording twice. Check with the class.

CD1 Track O3

For tapescript see TB page 118.

Key: 1 An old book, 2 In a castle, 3 To the cellar, 4 Downstairs



SB p4 Close your book. Play the memory game.

Aim: to give students practice with the new vocabulary

- Ask Where's room 35? (It's upstairs.)
- Students play the same game in pairs with books closed.



WB p4 Listen and write the numbers.

Aim: to practise writing the new vocabulary **Key:** 1 30, 40, 50, 2 20, 40, 60, 80, 3 10, 30, 20, 40, 30





Think! WB p4 Look at Activity 1. Write the missing numbers.

Aim: to give further writing practice

Thinking skill: logical-mathematical

Key: 1 60, 2 100, 3 50



WB p4 Write the words.

Aim: to give further writing practice

Key: 2 thirty, 3 one hundred, 4 forty



WB p4 Write Where or What. Then think about the story and answer the questions.

Aim: to give practice forming and answering questions

Keu: 2 What / Buster, 3 What / An old book,

4 Where / To the cellar, 5 Where / Downstairs, 6 Where / **Downstairs**

Ending the lesson

Aim: to review numbers

- Write I5 numbers between 21 and 100 on the board.
- Students draw a 2 x 2 grid and write a number from the board in each square.
- Call out numbers from the board. Students cross out the ones they hear.
- The first student to cross out all four is the winner.

Extension activity

Aim: to review vocabulary from the lesson

- Ask students where different rooms are in school / at home (upstairs or downstairs).
- Students do the same in pairs.

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Aims:

- to present and practise good at + ing
- to review language for actions and activities

New language: snorkelling, doing puzzles

Recycled language: actions and activities

Materials: CD

Language competences: Your students will be able to say what they are good at / not good at.

Warm-up

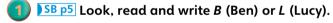
Aim: to review actions and activities

- Mime an action, e.g. jumping. Students guess, e.g. You're jumping.
- Repeat with other known actions and activities.

Presentation

Aim: to present good at / not good at

- Mime doing something well, e.g. dancing. Say I'm good at dancing.
- Mime doing something badly, e.g. jumping. Say I'm not good at jumping.
- Write the two example sentences on the board.
- Say, e.g. You're good at swimming. The whole class mime being good at swimming.
- Say, e.g. You're not good at playing the guitar. Students mime playing the guitar badly.



Aim: to practise good at / not good at

- Elicit the activities in the pictures.
- Students take turns to read out the guestions.
- They silently write the answers.
- Students compare answers in pairs. Check with the class.
- Elicit which of these activities students are good at / not good at. Students reply, e.g. I'm good at flying kites.

Key: 1 B, 2 B, 3 L, 4 B, 5 L, 6 L



SB p5 Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat. Repeat.
- Students turn to the Grammar focus section on page 118 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 flying, 2 riding, 3 cooking/making, 4 speaking, 5 doing



SB p5 Look and make sentences.

Aim: to consolidate grammatical form

Students make sentences in pairs. Check with the class.

Key: Lucy is good at playing the piano. Lucy is good at flying a kite.

Ben is good at painting. Ben is good at playing the piano. Ben isn't good at flying a kite.



WB p5 What are the children good at? Write sentences with good at or not good at.

Aim: to practise the new language

Key: 2 I'm not good at snorkelling. 3 I'm good at swimming. 4 I'm not good at jumping. 5 I'm good at snorkelling. 6 I'm good at swimming.





Think! WB p5 Look, think and draw lines.

Aim: to give further practice with the new language

Thinking skill: matching words with pictures

Key: 1 She's good at dancing. 2 He's not good at swimming. (3 He's good at playing football.) 4 She's not good at jumping high.



WB p5 Write about yourself.

Aim: to enable students to personalise the language

Ending the lesson

Aim: to practise key language from the lesson

- Say sentences about the characters, e.g. Ben is good at painting.
- If your sentence is true, students clap. If it is false, students shake their heads.

Extension activity

Aim: to give listening and speaking practice

- Students draw a simple 4 x 6 table for a survey.
- Down the side they write six activities. Along the top they write Me and the names of three friends.
- They fill in the first column with a ✓ or a X for themselves.
- Then they ask three friends, e.g. Are you good at swimming? and complete the table.



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- 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.





Listen and say.

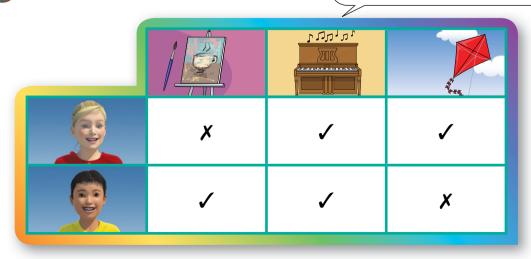
I'm **good at** play**ing** football.

I'm **good at** riding bikes.

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



Lucy isn't good at painting.



Good at + ing 5