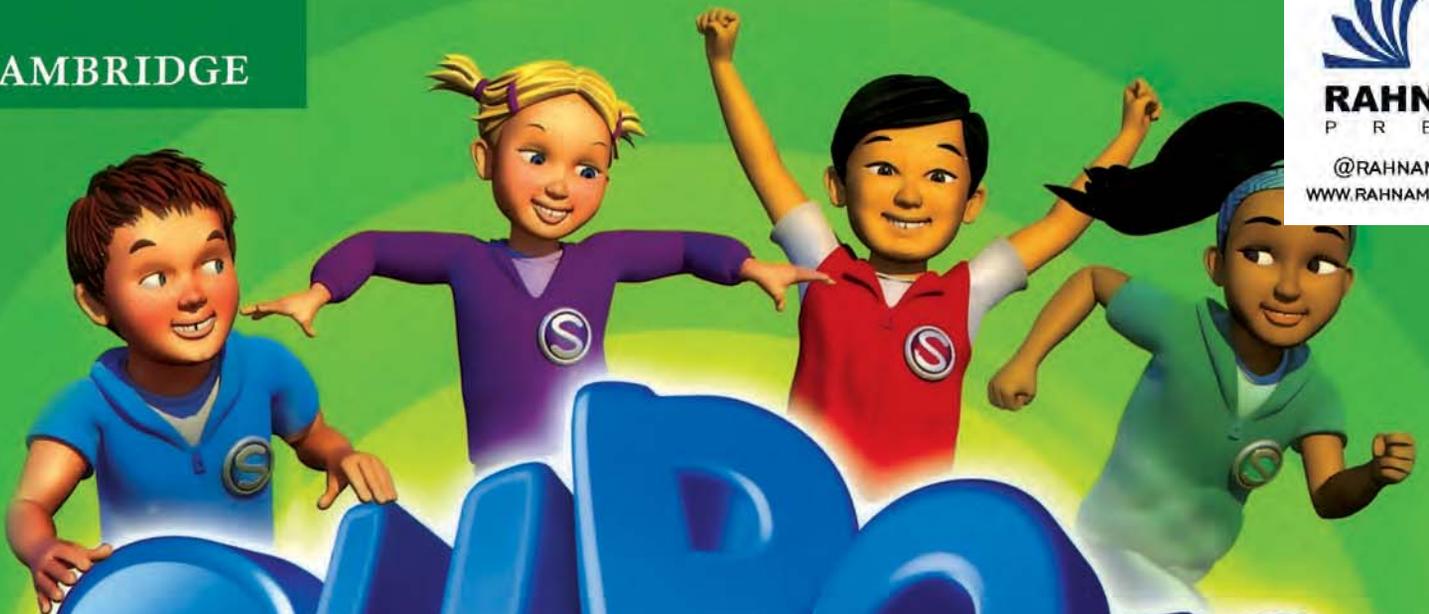


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# Super Minds

**Student's Book 2**

Herbert Puchta

Günter Gerngross

Peter Lewis-Jones



# Map of the book

## Back to school (pages 4–9)

<b>Vocabulary</b> The classroom	<b>Grammar</b> <i>There's a (car). There are some (balls). (Stand up). (Don't) stand up.</i>	<b>Story and value</b> <i>The burglars</i> Helping people	<b>Thinking skills</b> • Matching text with information
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▶ **Song:** It's good to see you all again

## 1 My day (pages 10–21)

<b>Vocabulary</b> Daily routines	<b>Grammar</b> <i>What's the time? It's (nine) o'clock. When do you (have lunch)? At (one) o'clock (Claire gets up) at (eight) o'clock.</i>	<b>Story and value</b> <b>Phonics</b> <i>What a day!</i> Offering to help The letter sounds ee and ea	<b>Skills</b> • Reading and writing • Listening and speaking	<b>Thinking skills</b> • Logical-mathematical thinking • Selecting and classifying	<b>English for school</b> <b>Geography:</b> Time zones
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▶ **Song:** It's three o'clock in the afternoon

▶ **Creativity**

▶ **Revision**

## 2 The zoo (pages 22–33)

<b>Vocabulary</b> Animals	<b>Grammar</b> <i>(Freddy) likes / doesn't like (spiders). Does (Mark/Emma) like (bananas)? Yes, he/she does.</i>	<b>Story and value</b> <b>Phonics</b> <i>The zoo keeper</i> Helping people The letter sounds ie and y	<b>Skills</b> • Reading, listening and writing • Speaking	<b>Thinking skills</b> • Applying world knowledge • Classifying and categorising	<b>English for school</b> <b>Science:</b> Animal families
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▶ **Song:** The zebra likes sausages

▶ **Creativity**

▶ **Revision**

## 3 Where we live (pages 34–45)

<b>Vocabulary</b> Places in a town	<b>Grammar</b> <i>Has your town got a (swimming pool)? Yes, it has. / No, it hasn't. The (cinema) is between the (toy shop) and (Green Street).</i>	<b>Story and value</b> <b>Phonics</b> <i>The tree on the track</i> Perseverance The letter sounds tr, gr and dr	<b>Skills</b> • Reading, speaking and writing • Listening	<b>Thinking skills</b> • Comparing and sequencing • Paying attention to visual details	<b>English for school</b> <b>Art:</b> Towns and art
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▶ **Song:** Our town's got a lot of great things

▶ **Creativity**

▶ **Revision**

## 4 The market (pages 46–57)

<b>Vocabulary</b> Food	<b>Grammar</b> <i>Would you like a (tomato) / some (bread)? Are there any (pears)? Yes, there are. Is there any (bread)? No, there isn't any.</i>	<b>Story and value</b> <b>Phonics</b> <i>Bad apples</i> Cheating doesn't pay The letter sounds w and wh	<b>Skills</b> • Reading, speaking and writing • Listening	<b>Thinking skills</b> • Matching visual and written information • Applying world knowledge and interpreting	<b>English for school</b> <b>Science:</b> Bacteria and food
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▶ **Song:** Would you like some fruit?

▶ **Creativity**

▶ **Revision**

6 My bedroom (pages 58–69)					
Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Furniture	<i>I like this/that (book). I like these/those (book)s. Whose (sock)s are these? They're (Fred)'s. Whose (hat) is this? It's (May)'s.</i>	<i>Tidy up! Tidiness The letter sound oo</i>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening, speaking and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting and analysing</li> <li>• Analysing</li> </ul>	<b>Science:</b> Recycling
▶ <b>Song:</b> Little Timothy McKane		▶ <b>Creativity</b>		▶ <b>Revision</b>	

6 People (pages 70–81)					
Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
The face	<i>Are you (angry)? No, I'm (tired). / Yes, I'm (angry). Our/Their birthdays are in (May).</i>	<i>Thunder's birthday Being a good loser The letter sounds a–e, ai and ay</i>	<ul style="list-style-type: none"> <li>• Reading and writing</li> <li>• Listening and speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting and giving reasons</li> <li>• Sequencing and remembering</li> </ul>	<b>Science:</b> The life of a butterfly
▶ <b>Song:</b> Who's that man over there?		▶ <b>Creativity</b>		▶ <b>Revision</b>	

7 Off we go! (pages 82–93)					
Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Transport	<i>I'd like to go to (Africa) by (plane). What are you doing? I'm (flying) (a plane).</i>	<i>The bus trip Being generous The letter sounds u–e, ew, ue and oe</i>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Listening, reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Matching</li> <li>• Predicting and checking</li> </ul>	<b>Maths:</b> Measuring
▶ <b>Song:</b> It's a big wide world out there		▶ <b>Creativity</b>		▶ <b>Revision</b>	

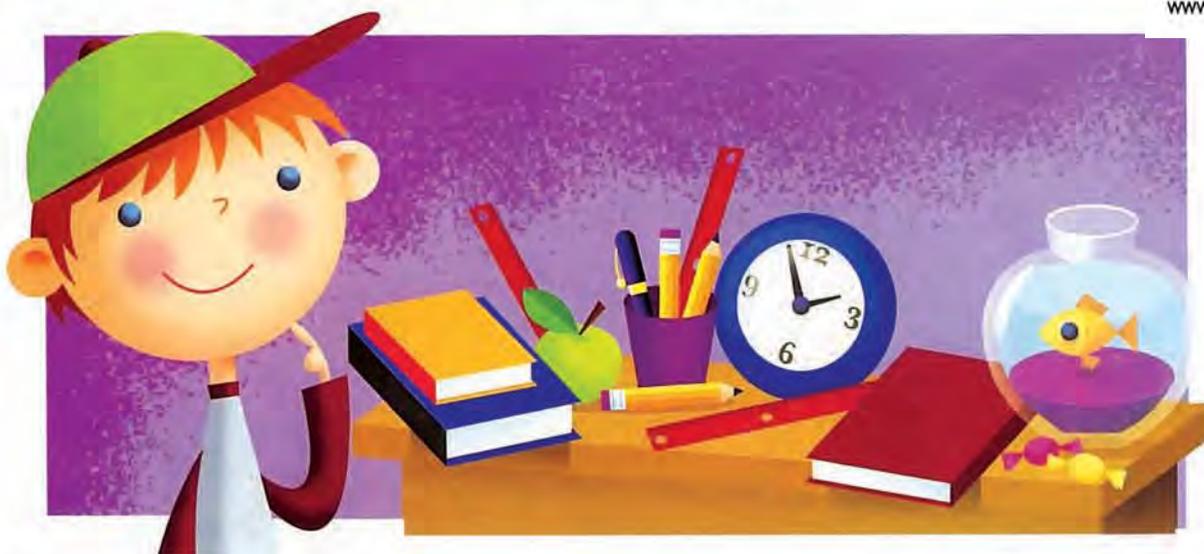
8 Sports club (pages 94–105)					
Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Sport	<i>(Flying a kite)'s difficult. What sport do you like doing? I like (swimming). So do I. / I don't.</i>	<i>The football club Including people The letter sounds o, oa and o–e</i>	<ul style="list-style-type: none"> <li>• Listening, speaking and writing</li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing and evaluating</li> <li>• Evaluating and selecting</li> </ul>	<b>Science:</b> Breathing
▶ <b>Song:</b> Playing tennis is great fun		▶ <b>Creativity</b>		▶ <b>Revision</b>	

9 Holiday plans (pages 106–117)					
Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Holidays	<i>Can I/we (go horse riding) (tomorrow morning)?</i>	<i>Dream holidays Helping people The letter sounds z and s</i>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening and speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Matching text with visual information</li> </ul>	<b>Literature:</b> Fairy tales
▶ <b>Song:</b> It's time for a holiday		▶ <b>Creativity</b>		▶ <b>Revision</b>	



1 CD1  
04

Listen, look and number the sentences.



There are some books.

There's an apple.

There's a clock.

There are some rulers.

2 CD1  
05

**Grammar focus**

Listen and say.

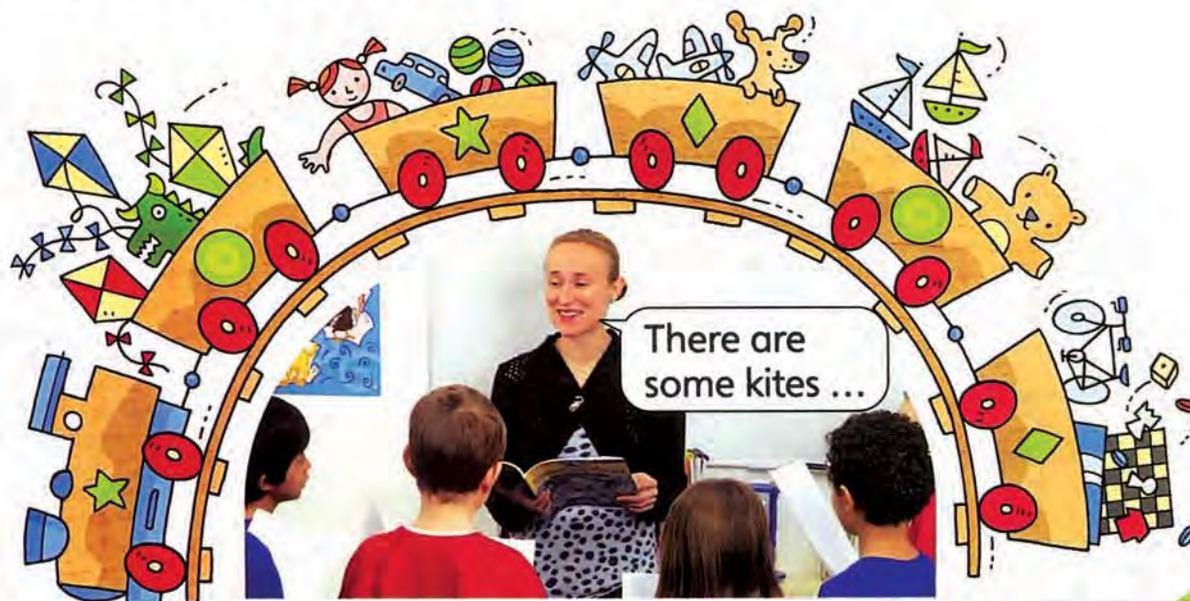
There's a car.

There are some balls.



3

Play the action game.



There's / There are

5

**1** CD1  
06 Listen and sing.

It's good to see you all again.  
Welcome back!  
Enjoy your English class again.  
Welcome back!

10, 20, 30, snap,  
40, 50, 60, tap,  
70, 80, 90, slap,  
It's good to see you all again.

11, 22, 33, snap,  
44, 55, 66, tap,  
77, 88, 99, slap,  
And now 100, clap, clap, clap!

It's good to see you all again ...

★ BINGO ★		
30	11	55
44	66	20
99	80	100

**2** Choose nine numbers from the song. Make a bingo card and play the game.

1 CD1  
09

Think!

Listen and number the pictures. Then read and draw lines.



a Sit down.



b Open your book.



c Don't sit down.



d Don't stand up.



e Don't open your book.



f Stand up.

2 CD1  
10

Grammar  
focus

Listen and say.

Stand up.  
Sit down.

Don't stand up.  
Don't sit down.

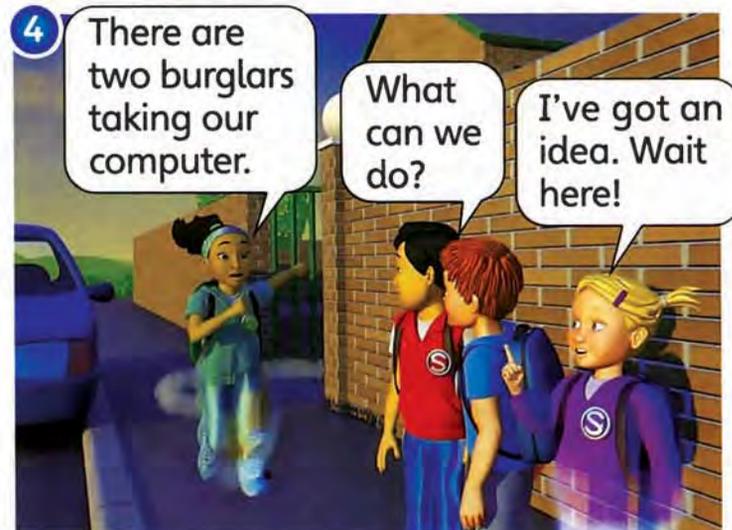
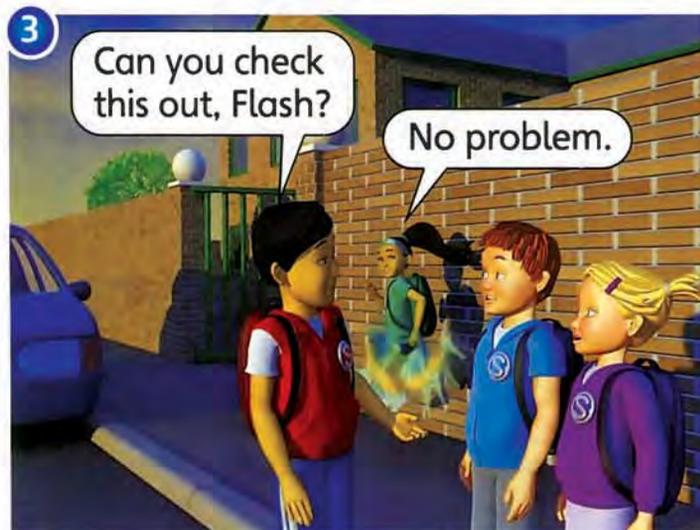
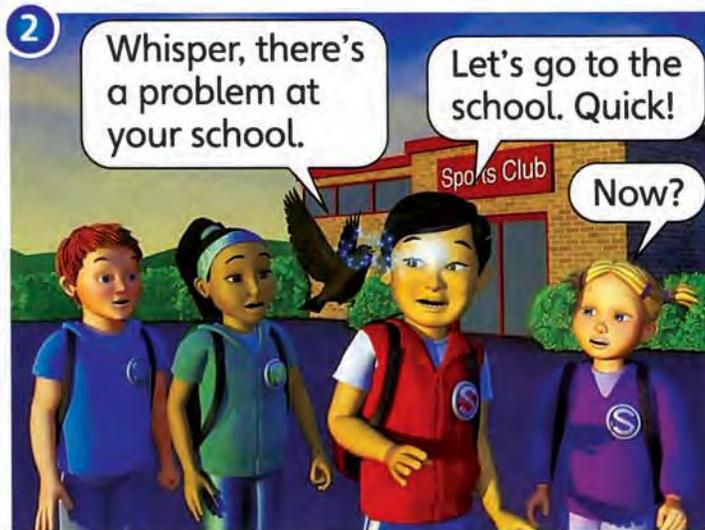


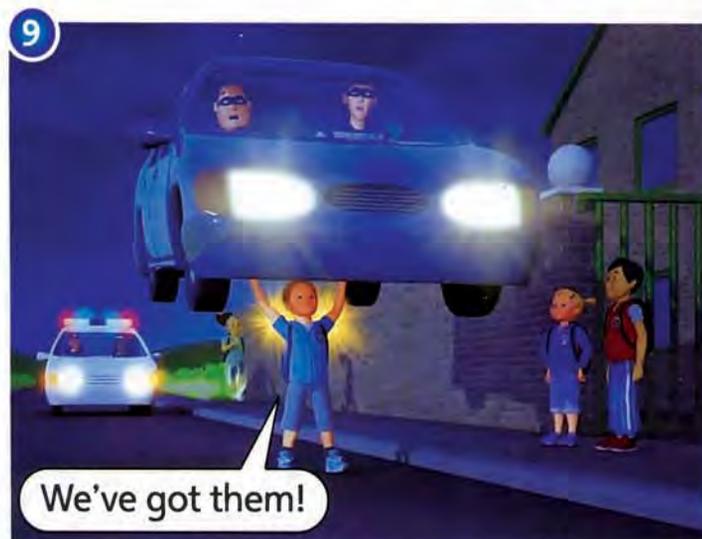
3

Play the listening game.



# The burglars





**2** Read and tick (✓) the boxes.

- |   |   |                              |   |                             |
|---|---|------------------------------|---|-----------------------------|
| 1 | There are three burglars at the school. | yes <input type="checkbox"/> | / | no <input type="checkbox"/> |
| 2 | The burglars are taking a computer.     | yes <input type="checkbox"/> | / | no <input type="checkbox"/> |
| 3 | The burglars have got two cars.         | yes <input type="checkbox"/> | / | no <input type="checkbox"/> |
| 4 | The burglars drop the computer.         | yes <input type="checkbox"/> | / | no <input type="checkbox"/> |
| 5 | The children stop the burglars.         | yes <input type="checkbox"/> | / | no <input type="checkbox"/> |

# 1 My day

**1** <sup>CD1</sup><sub>13</sub> Listen and look. Then listen and say the words.



**1** get up



**2** get dressed



**3** have breakfast



**4** brush your teeth



**5** go to school



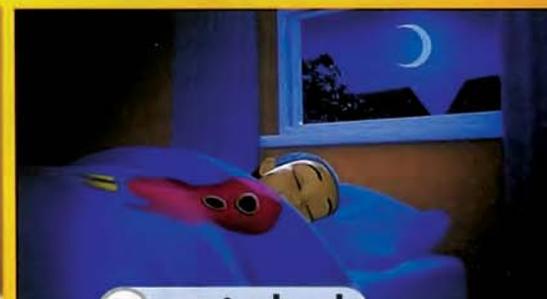
**6** have lunch



**7** play in the park



**8** have dinner



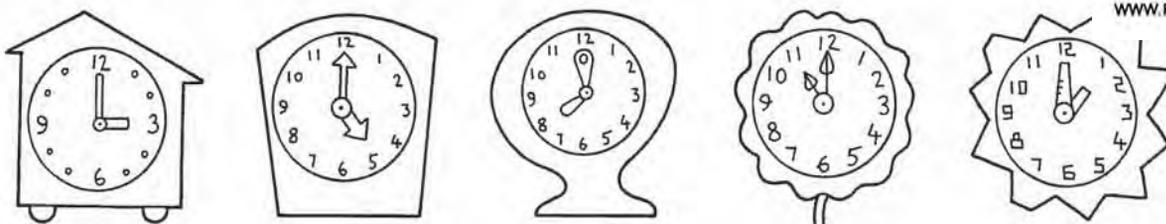
**9** go to bed

**2** <sup>CD1</sup><sub>14</sub> Listen and chant.

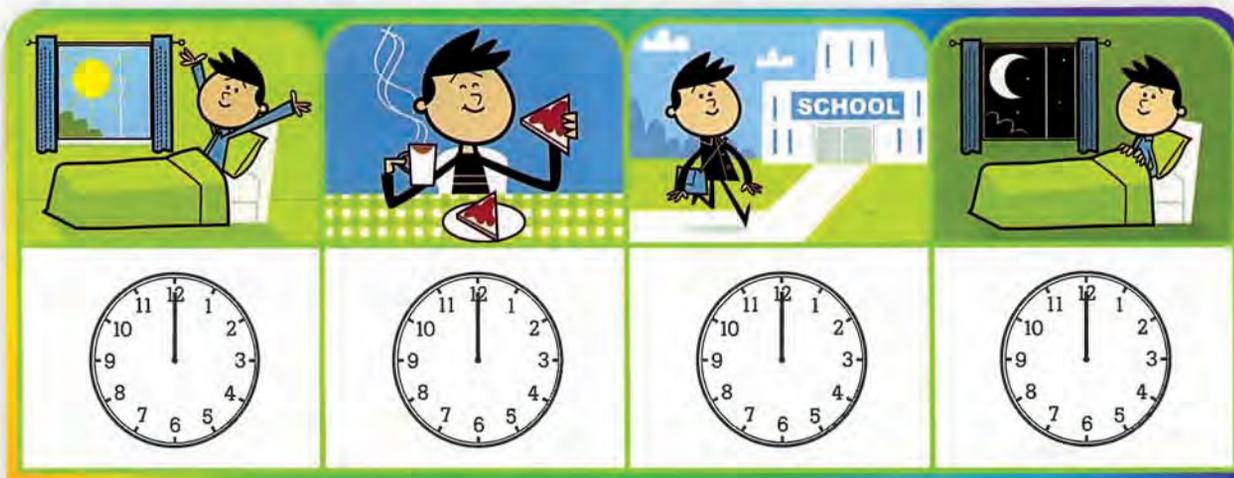
Get up early,  
Yawn, yawn, yawn.  
Have your breakfast,  
Crunch, crunch, crunch.  
Brush your teeth,  
Brush, brush, brush.

Go to school,  
Run, run, run.  
Have some lunch,  
Munch, munch, munch.  
Go out and play,  
Hip, hip, hurray!

**1** CD1  
15 Listen and colour.



**2** CD1  
16 Listen and draw the times on the clocks.



**3** CD1  
17 Grammar focus Listen and say.

What's the time?  
When do you have breakfast?

It's nine o'clock.  
At seven o'clock.



**4** Ask and answer.

When do you ... ?

At ... o'clock.





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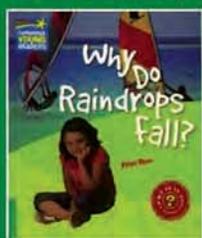
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Starter		

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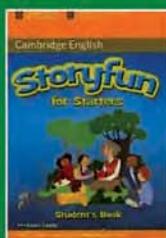
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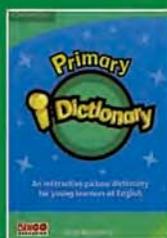
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