

CAMBRIDGE



RAHNAMA  
P R E S S

@RAHNAMAPRESS  
WWW.RAHNAMAPRESS.COM



# Super Minds

**Student's Book 2**

Herbert Puchta

Günter Gerngross

Peter Lewis-Jones





# Map of the book

## Back to school (pages 4–9)

Vocabulary	Grammar	Story and value	Thinking skills
The classroom	There's a (car). There are some (balls). (Stand up). (Don't) stand up.	The burglars Helping people	<ul style="list-style-type: none"> <li>Matching text with information</li> </ul>
▶ Song: It's good to see you all again			

## 1 My day (pages 10–21)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Daily routines	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.	What a day! Offering to help The letter sounds ee and ea	<ul style="list-style-type: none"> <li>Reading and writing</li> <li>Listening and speaking</li> </ul>	<ul style="list-style-type: none"> <li>Logical-mathematical thinking</li> <li>Selecting and classifying</li> </ul>	<b>Geography:</b> Time zones
▶ Song: It's three o'clock in the afternoon		▶ Creativity		▶ Revision	

## 2 The zoo (pages 22–33)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Animals	(Freddy) likes / doesn't like (spiders). Does (Mark/Emma) like (bananas)? Yes, he/she does.	The zoo keeper Helping people The letter sounds ie and y	<ul style="list-style-type: none"> <li>Reading, listening and writing</li> <li>Speaking</li> </ul>	<ul style="list-style-type: none"> <li>Applying world knowledge</li> <li>Classifying and categorising</li> </ul>	<b>Science:</b> Animal families
▶ Song: The zebra likes sausages		▶ Creativity		▶ Revision	

## 3 Where we live (pages 34–45)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Places in a town	Has your town got a (swimming pool)? Yes, it has. / No, it hasn't. The (cinema) is between the (toy shop) and (Green Street).	The tree on the track Perseverance The letter sounds tr, gr and dr	<ul style="list-style-type: none"> <li>Reading, speaking and writing</li> <li>Listening</li> </ul>	<ul style="list-style-type: none"> <li>Comparing and sequencing</li> <li>Paying attention to visual details</li> </ul>	<b>Art:</b> Towns and art
▶ Song: Our town's got a lot of great things		▶ Creativity		▶ Revision	

## 4 The market (pages 46–57)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Food	Would you like a (tomato) / some (bread)? Are there any (pears)? Yes, there are. Is there any (bread)? No, there isn't any.	Bad apples Cheating doesn't pay The letter sounds w and wh	<ul style="list-style-type: none"> <li>Reading, speaking and writing</li> <li>Listening</li> </ul>	<ul style="list-style-type: none"> <li>Matching visual and written information</li> <li>Applying world knowledge and interpreting</li> </ul>	<b>Science:</b> Bacteria and food
▶ 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

▶ Song: Little Timothy McKane

▶ Creativity

▶ Revision

## 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

▶ Song: Who's that man over there?

▶ Creativity

▶ Revision

## 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

▶ Song: It's a big wide world out there

▶ Creativity

▶ Revision

## 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

▶ Song: Playing tennis is great fun

▶ Creativity

▶ Revision

## 8 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

▶ Song: It's time for a holiday

▶ Creativity

▶ Revision

● Festivals and cut-outs: pages 118–128

● Stickers: Centre section



# Back to school

**1** CD 1 02 Listen and look. Then listen and say the words.



**2** CD 1 03 Listen and chant.

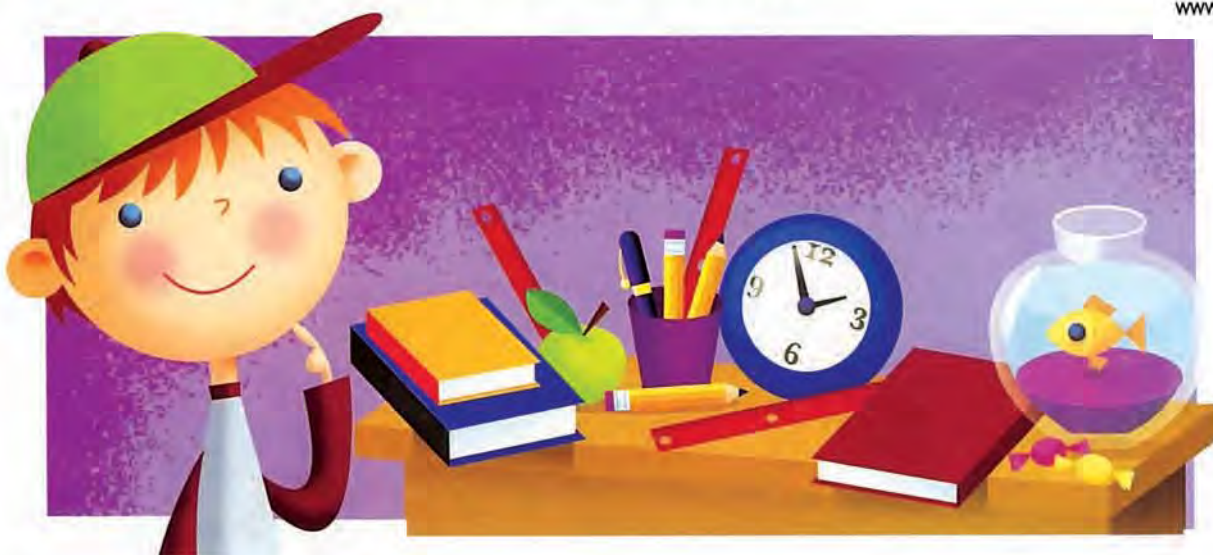
Touch the window,  
Touch the door,  
Touch the cupboard,  
Touch the floor.

Touch the bookcase,  
Touch the wall,  
Touch the board,  
And that is all!



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.**

6

**Singing for pleasure: numbers 10 to 100**



1 CD 1  
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 CD 1  
10

**Grammar focus**

Listen and say.

Stand up.  
Sit down.

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



3

Play the listening game.



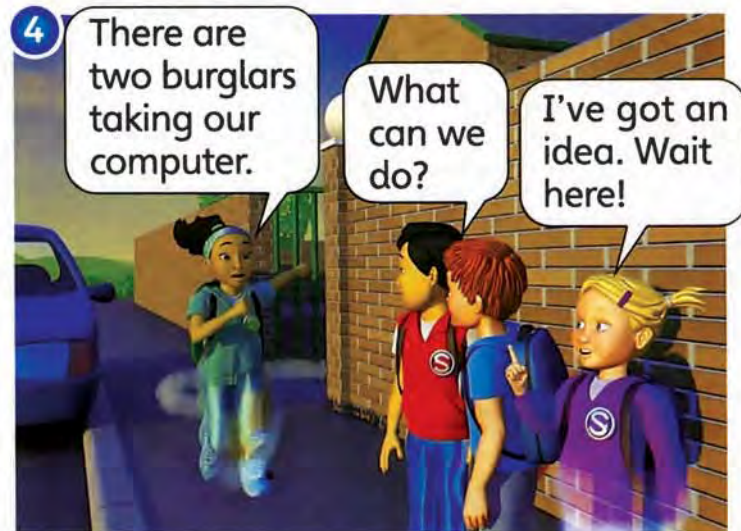
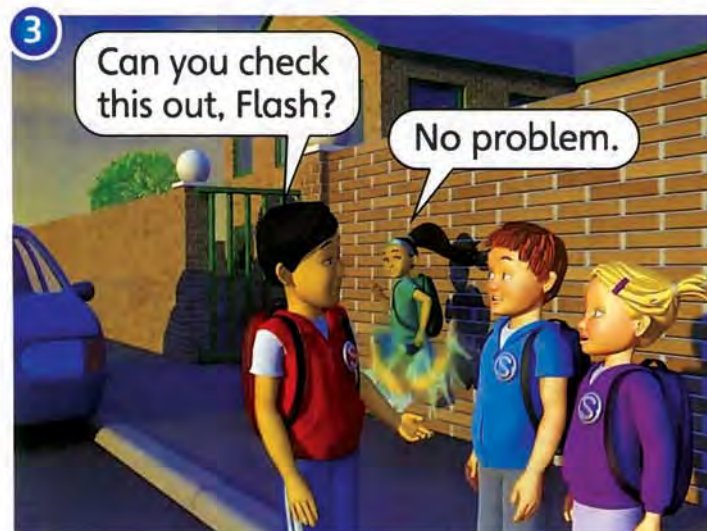
Imperatives

7

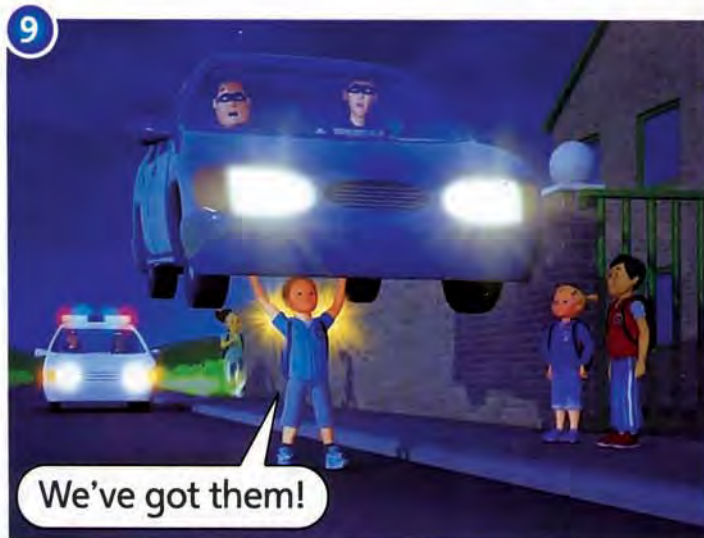




# The burglars







**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>CD 1</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>CD 1</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.

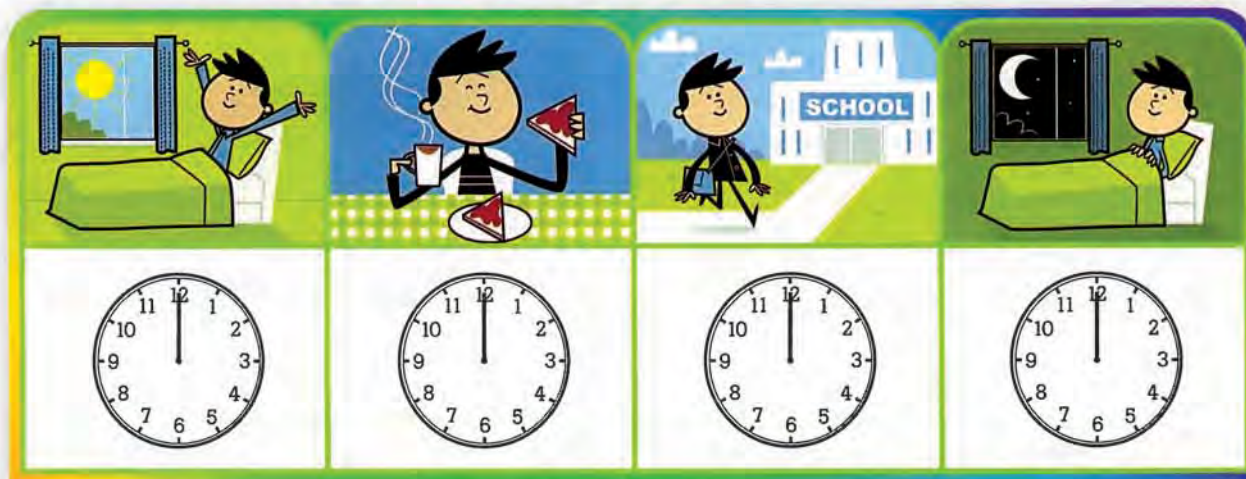
Go to school,  
Run, run, run.  
Have some lunch,  
Munch, munch, munch.  
Go out and play,  
Hip, hip, hurray!



**1** <sup>CD 1</sup>  
15 **Listen and colour.**



**2** <sup>CD 1</sup>  
16 **Listen and draw the times on the clocks.**



**3** <sup>CD 1</sup>  
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.





# Super Minds

## Student's Book 2

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 creativity with visualisation exercises and art and craft activities
-  Explore social values with lively stories
-  Encourage cross-curricular thinking with fascinating 'English for school' sections

The fabulous Student's Book DVD-ROM features animated stories, interactive games and activities, lively songs with karaoke versions, and fun activities focusing on the key vocabulary and grammar of each unit.

FREE extra resources can be downloaded from  
[www.cambridge.org/elt/superminds](http://www.cambridge.org/elt/superminds)



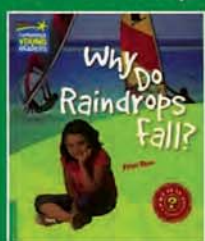
Super Minds Level	CEF Level	Cambridge ESOL exams
Level 6	A2-B1	Towards Preliminary
Level 5	A2	Flyers/Key
Level 4	A1	Movers
Level 3		
Level 2		Starters
Level 1		
Starter		

### Level 2

Student's Book with DVD-ROM  
Workbook  
Teacher's Book  
Teacher's Resource Book  
with Audio CD

Class Audio CDs  
Flashcards  
Classware and  
Interactive DVD-ROM

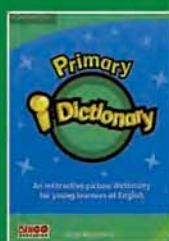
Other resources you can use:



ISBN 978 0 521 13714 0



ISBN 978 0 521 18810 4



ISBN 978 0 521 73180 5

Includes **FREE**  
stickers and  
cut outs!



**CAMBRIDGE**  
UNIVERSITY PRESS  
[www.cambridge.org](http://www.cambridge.org)

ISBN 978-0-521-14859-7



9 780521 148597 >