

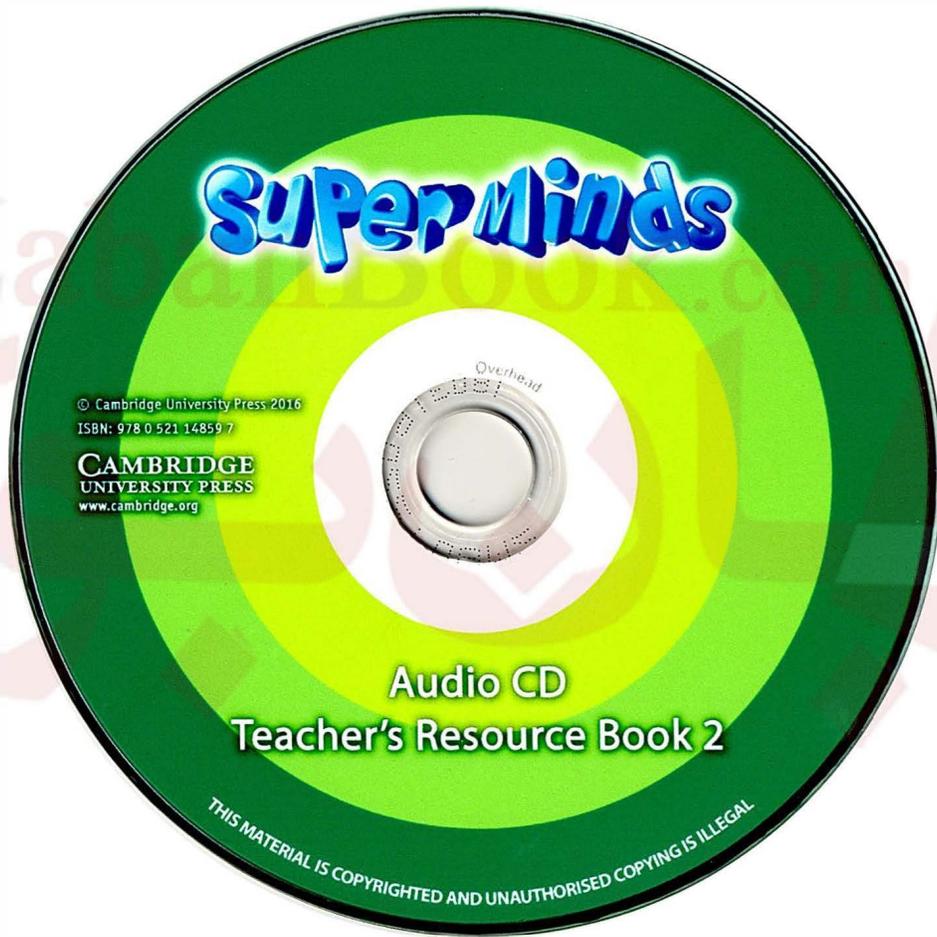
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# SUPER Minds

**Teacher's Book + Resource Book 2**  
Melanie Williams with Herbert Puchta, Günter Gerngross, Peter Lewis-Jones  
& Garan Holcombe





Melanie Williams with Herbert Puchta, Günter Gerngross & Peter Lewis-Jones

# SUPER MINDS

Teacher's Book 2



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# Map of the course

Back to school (pages 4–9)			
<b>Vocabulary</b> The classroom: <i>door, bookcase, wall, clock, window, board, cupboard, chair, floor</i>	<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
▶ <b>Song:</b> It's good to see you all again			

1 My day (pages 10–21)					
<b>Vocabulary</b> Daily routines: <i>get up, get dressed, have breakfast, brush your teeth, go to school, have lunch, play in the park, have dinner, go to bed</i>	<b>Grammar</b> <i>What's the time? It's (nine) o'clock. When do you (have breakfast)? At (seven) 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 your parents The letter sounds ee and ea	<b>Skills</b> • Reading for specific information • Writing from a model • Listening for specific information • Speaking	<b>Thinking skills</b> • Interpreting visual information • Logical-mathematical thinking • Selecting and classifying	<b>English for school</b> <b>Geography:</b> Time zones <b>Project:</b> Make a clock
▶ <b>Song:</b> It's three o'clock in the afternoon		▶ <b>Creativity</b>		▶ <b>Revision</b>	

2 The zoo (pages 22–33)					
<b>Vocabulary</b> Animals: <i>zebra, monkey, hippo, parrot, snake, bear, tiger, crocodile</i>	<b>Grammar</b> <i>(Freddy) likes / doesn't like (spiders). Does (Mark/Emma) like (bananas)? Yes, he/she does. / No, he/she doesn't.</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 for specific information • Listening for specific information • Writing a description • Speaking • Reading for detail	<b>Thinking skills</b> • Applying world knowledge • Classifying and categorising	<b>English for school</b> <b>Science:</b> Animal families <b>Project:</b> Make an animal family group display
▶ <b>Song:</b> The zebra likes sausages		▶ <b>Creativity</b>		▶ <b>Revision</b>	

# Introduction

## About Super Minds

### What is Super Minds?

*Super Minds* is a seven-level course for primary age students, with a Starter level underpinning *Super Minds 1*. By building solid foundations, expanding young minds, kindling the imagination and fostering positive values, *Super Minds* encourages students to become smarter as they develop in the widest educational sense.

### A flexible approach

*Super Minds* offers maximum flexibility:

- *Super Minds* gives the option of an oral–aural introduction to English by using the Starter level, whereas some schools may prefer to begin with *Super Minds 1*. All the language from the Starter level is re-introduced in Level 1 in different contexts, developing all four skills.
- All seven levels of *Super Minds* have been specifically researched to cater for a variety of teaching situations including those with a higher than usual number of hours of English per week. The units include lessons with a core syllabus focus and additional lessons which can be used flexibly according to the time available for English. This is explained in the **Tour of a unit** (see pages xi–xiii).

### Building solid foundations

*Super Minds 1* is appropriate for students who are ready to begin reading and writing in English and includes an early focus on the alphabet. The solid language syllabus is carefully structured to cater for those preparing for the YLE exams, with the YLE Starters syllabus covered by the end of *Super Minds 2*.

The students meet four Super Friends with engaging super powers: Whisper can talk to animals, Misty can make herself invisible and Thunder and Flash have superhuman strength and speed respectively. These powers enable them to take the students on exciting adventures through which all four language skills are practised and developed.



### Expanding young minds

*Super Minds* begins from the premise that the students are not just language learners but explorers in every aspect of their educational development. The course enables students to become smart in three ways:

- **Think!** The development of thinking skills underpins the course methodology and is clearly signposted in purposeful activities. These thinking skills are the building blocks of learning and the activities keep in step with the students' increasing maturity through the course.
- Wider thinking through the application of knowledge is encouraged by content and language integrated learning (CLIL), with topic-based material clearly linked with subjects across the curriculum.
- Games and other activities in pairs, groups or as a whole class are designed to improve students' memory and concentration skills.

In *Super Minds 1* and 2, specific activities develop a range of skills from observation to thinking skills such as memory, sequencing, categorising and deciphering codes.

### Kindling the imagination

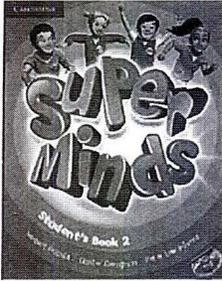
From the beginning, *Super Minds* fuels the imagination not just through the adventures of the superhero characters in school and play contexts parallel to the students' own experiences, but also through specific activities.

Rounding up the language and contexts of the unit, guided visualisation activities invite the students to relax and listen before creating the picture that they saw in their mind, and TPR (total physical response) action sequences enable them to act out a story using simple language.

### Fostering positive values

Stories are a highly valuable teaching tool and in addition to the rich linguistic input that they offer, *Super Minds* also uses stories as a vehicle for the illustration and discussion of values. The students are encouraged through discussion and specific Workbook activities to think about the deeper meaning of the stories, such as the importance of fair play, waiting your turn, helping and looking after your friends.

# Super Minds 2 components



## Student's Book

The Student's Book contains:

- An introductory *Back to school* unit (6 pages) which reintroduces the characters Whisper, Thunder, Misty and Flash, and presents or revises classroom objects, *There's / There are*, 10–100 and imperatives

- 9 core units (12 pages) with an easy-to-use single-page lesson format rounding off with revision
- Cut-outs for festivals and selected activities
- Stickers for a different activity in each unit

### Each unit offers:

- An opening scene in contemporary and attractive 3D artwork which establishes the setting of the unit story and also provides a vehicle for the presentation of core vocabulary
- A memorable chant to practise the core vocabulary
- 2 grammar lessons with varied presentation and practice activities including targeted oral production of the new language in a Grammar focus feature
- An engaging song for further language practice
- A story featuring the Super Friends characters, illustrating a different value in each unit for class discussion and leading into a phonics focus on specific sounds
- **Think!** Activities to develop a range of thinking skills
- Cross-curricular English for school lessons, broadening the unit topic in the context of other school subjects,



encouraging the students to learn and then apply knowledge, and offering an accessible follow-up project

- A **Creativity** lesson featuring either



a guided visualisation activity or



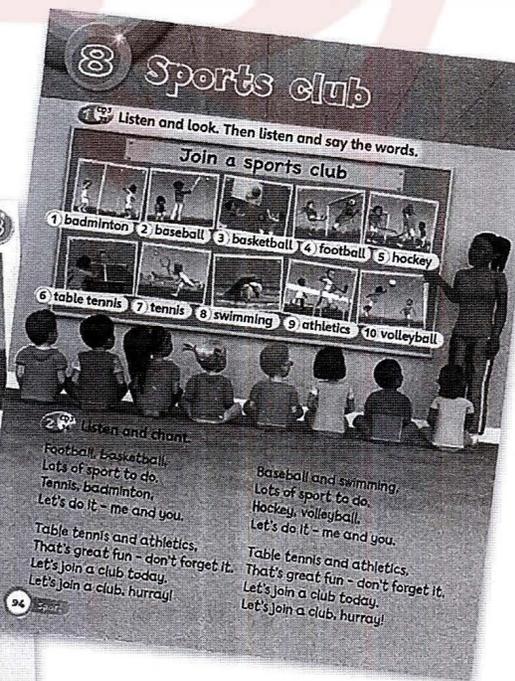
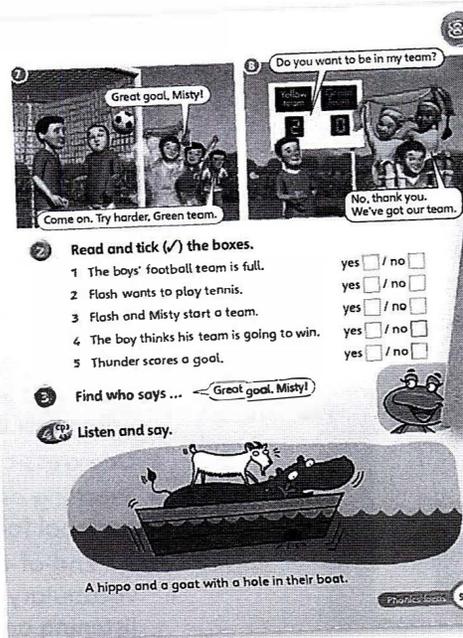
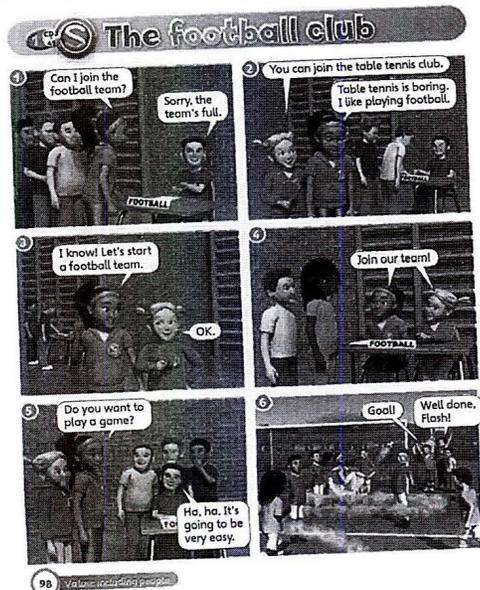
an action sequence telling a story in simple language

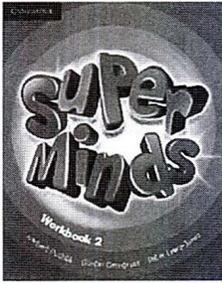
- A **Revision** lesson featuring a topic-based game, project or quiz

## Interactive DVD-ROM

This complementary component is included with the Student's Book, for students to use at home or in the school computer room, and with the Classware CD-ROM, for teachers to use in the classroom with a computer and a projector. Offering language reinforcement and consolidation while the students also have fun, it contains:

- Interactive games and activities
- The Student's Book stories brought to life with high-quality animation
- The Student's Book songs with karaoke versions for the students to record and play back their own voice
- Videoke activities featuring real-life clips, with the option for students to record themselves speaking one or both roles

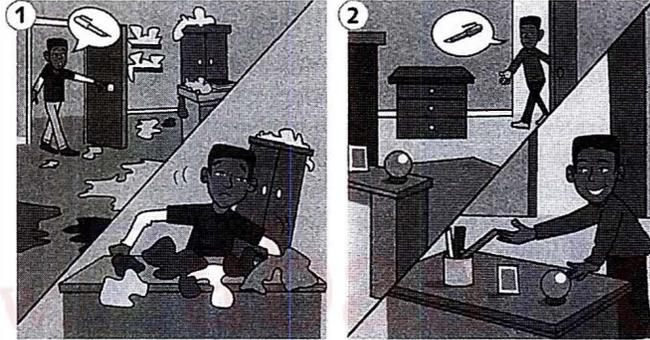




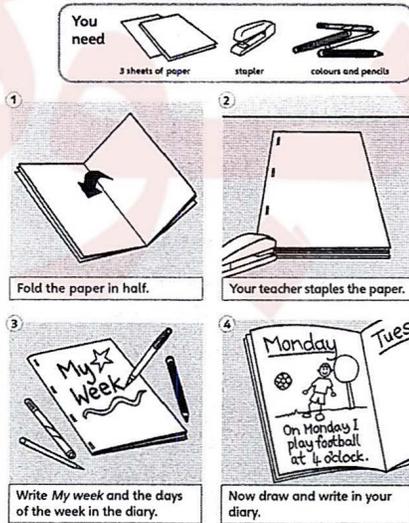
### Workbook

This reinforces the core vocabulary and grammar and consolidates the students' skills development by offering:

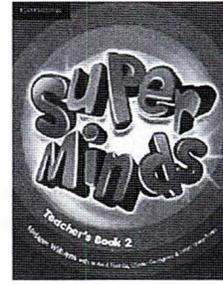
- Reading, matching and colouring puzzles, written practice at word and sentence level, listening input and opportunities for oral work
- A values activity for each unit drawn from the message in the Student's Book story



- Craft activities to extend the focus of the English for school lessons



- A record of learning in each unit which the students personalise by drawing and writing at sentence level
- A full-colour **Picture dictionary** which guides students to label the core vocabulary from each unit as an additional record of learning



### Teacher's Book

This Teacher's Book is interleaved with the Student's Book pages. Each page of teaching notes features:

- An Aims box with detailed lesson aims, new and recycled language, any necessary or optional materials and the language competences that the students will achieve
- Concise and clear instructions, tapescripts and answers for all the Student's Book and Workbook activities
- Additional lesson stages in coloured boxes:
  - Warm-up:** ideas for beginning the lesson, recycling language from the previous lesson or presenting new language
  - Ending the lesson:** simple ideas that are flexible in the time available to bring the lesson to a close, requiring no presentation or extra materials
  - Extension activities:** optional activities for extending the focus of the lesson, for which any additional materials are listed as optional in the Aims box

### Flashcards

The 103 A5 double-sided flashcards cover all the core vocabulary with the image on one side and the word in a large font on the other.

### Class CDs

The 3 Class CDs contain all the recorded material for the Student's Book and Workbook, including the chants, songs, karaoke versions and stories.

### Classware CD-ROM

This whiteboard software features:

- The Student's Book pages
- The audio material

It is also packaged together with the Interactive DVD-ROM, which provides interactive activities and games for classroom use.

### Teacher's Resource Book

This contains the following flexible photocopiable resources for **each unit**:

- Three worksheets to reinforce the core vocabulary and structures through extra practice, without introducing unfamiliar language
- One cross-curricular extension worksheet
- Teaching notes with suggestions for exploitation and optional follow-up activities
- An End-of-unit progress test evaluating the core vocabulary and structures with reading, writing and listening activities

## Tour of a unit

*Super Minds 2* begins with an introductory 6-page *Back to school* unit in both the Student's Book and the Workbook. This presents again the Super Friends characters together with classroom objects, *There's / There are*, numbers 10–100 and imperatives.

There are then nine main units, each with twelve lessons. Each page in the Student's Book constitutes a lesson, together with its corresponding Workbook page.

The material is structured in a flexible way to make it suitable for different teaching situations:

- Lessons 1–6 present and practise new core language, as well as including a chant, a song and a story with its follow-up activities.
- Lessons 7–12 focus on skills work and the use of English for school, together with creativity and revision.

Classes with **fewer than 5 hours** of English per week therefore have the option to miss out some or all of Lessons 7–12, whilst still covering the vocabulary and grammar syllabus.

Using all the material in the Student's Book and Workbook provides enough material for classes with **up to 10 hours** per week.

Classes with **more than 10 hours** per week can extend the material by using the worksheets in the Teacher's Resource Book.

### Lesson 1

#### Vocabulary presentation

The core vocabulary of the unit is presented and contextualised in a colourful illustration which also acts as an introductory scene-setting frame for the story later in the unit.

- The students first hear a line or two of dialogue from the opening of the story.
- The students listen and find the new vocabulary in the picture and then listen again, this time repeating the words.
- The new words are then practised in a simple and memorable chant.
- The Workbook offers a wide variety of practice activities, most of which are suitable for homework if necessary.

### Lesson 2

#### Grammar 1

The first of two core grammar points in the unit is presented and practised in Lesson 2, in the topic-based context of the unit.

Occasionally, these grammar lessons use the unit stickers, which are listed in the Materials section of the Aims box in the teaching notes.

- In most cases, the students first hear or read the language and give a non-linguistic response such as numbering, ticking, circling or sticking.
-  There is then a specific oral focus on the new language which can be used for presentation and discussion.
- This is followed by an opportunity to use the language, usually in a game.
- The practice activities in the Workbook begin with more receptive tasks in the early units, building to more active production at phrase and sentence level. They also sometimes include listening.

### Lesson 3

#### Song

The vocabulary and usually the first grammar point of the unit are combined in a song for students to join in and sing.

- The students first listen and read the song, using the pictures to help them, before joining in.
- There is then a follow-up comprehension activity.
- The next track on the CD after the song is always a karaoke version which you can use once the students are familiar with the song.
- The practice activities in the Workbook are varied and do not generally require the use of the CD. However, the karaoke version is very motivating for the students when there are guided opportunities for them to write their own verse of the song.

## Lesson 4

### Grammar 2

Lesson 4 introduces the second grammar point for the unit.

The range of presentation and practice activities is similar to Lesson 2, including **Grammar focus** and the occasional use of stickers.



## Lesson 5

### Story

This lesson features the main story for the unit which was introduced in Lesson 1, bringing the unit context, vocabulary and structures together. The clear and expressive illustrations invite the students to follow as they listen, and inspire them to act out the story with real emotion later in the lesson.

- The teaching notes first suggest ways of reviewing the characters and the story in the previous episode.
- The students then hear the story, which is brought off the page with clear character voices and sound effects to help them follow the action.
- After discussing the story in English and L1 where appropriate, the students turn to practice activities in the Workbook. Here they first hear lines from the story and tick the character who is speaking. There are then further follow-up activities, often designed to develop thinking skills.
- The **Ending the lesson** activity in Lesson 5 is always a role play in groups to practise the story.
- The optional **Extension activity** in Lesson 5 is always a discussion of the value in the story, relating it to examples in students' own lives.

## Lesson 6

### Story follow-up and values

Lesson 6 exploits the story in more depth and features a phonics focus

- A follow-up comprehension activity in the Student's Book reminds the students of the story.
- The teaching notes then guide a discussion in English and L1 (the student's own language) of the value illustrated in the story. The students are encouraged to think about what the characters say and do and to reflect on what is right (or wrong) about the characters' behaviour.
- The Workbook presents a similar situation to the value from the story, with two pictures illustrating positive and negative behaviour. The students circle the picture which shows the same value as the story.
- After the values discussion, the **Phonics focus** in both the Student's Book and the Workbook works on specific sounds. The students first find a sentence in the story and then practise a target phrase or sentence featuring further examples of the sound. A memorable cartoon helps the students visually associate the sentence with its meaning.



## Lessons 7 and 8

### Skills work

These two lessons offer topic-based skills work consolidating the language of the unit while developing all four language skills. The particular skills focus is clearly identified at the foot of each page.

The varied activities include:

- **Think!** Thinking activities
- Sticker activities
- Speaking activities for work in pairs, groups or as a whole class
- Tasks in the style of the Cambridge Young Learners English tests as a gentle introduction to the exam
- An opportunity to personalise the language of each unit in a drawing and writing or speaking activity

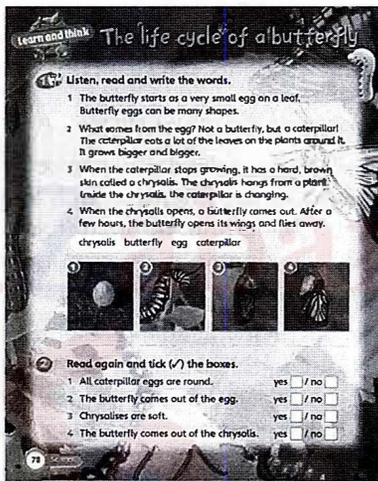
## Lessons 9 and 10

### English for school

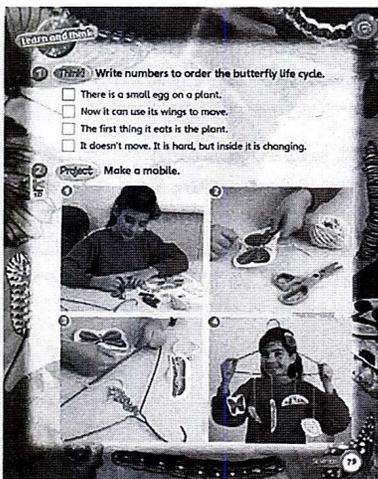
#### Learn and think

These two lessons introduce a topic from another area of the primary school curriculum which is related to the overall unit topic. They are designed to encourage the students to learn about other subjects through English and then to demonstrate and apply that knowledge in follow-up tasks including a project.

- The first lesson usually introduces the topic and presents words which the students use actively but which are not core vocabulary.



- The second English for school lesson provides opportunities for the students to apply the knowledge from the previous lesson, developing their thinking skills.
- A creative project to be done either as a whole class, or in groups or individually rounds off the work on the topic. Some of the projects use the cut-outs at the back of the Student's Book.



- The corresponding pages in the Workbook consolidate the work on the topic through a wide variety of activities.

## Lesson 11

### Creativity

This lesson brings together the topic and language of the unit in creative ways to encourage the students to use their imagination. It alternates between guided visualisation and TPR (total physical response):



#### Guided visualisation

- The students are first encouraged to put their heads on their desks, close their eyes and relax.
- They then hear a voice with soft music in the background, asking questions to fire the students' imagination and to encourage them to visualise in their mind.
- After the listening, the students draw (or make) the picture that they imagined. This activity is to encourage self-expression, so the students are encouraged to draw freely, with no sense of 'a right answer'.
- They then present their work to the class or in groups, using language from the unit.



#### TPR action sequences

- The teaching notes suggest reviewing simple instructions for the students to carry out before they listen.
- The students then hear a sequence of sentences telling a simple story, which they act out with simple language.
- To consolidate their understanding of the story, they then read and number the sentences, matching them with the pictures.
- The corresponding Lesson 11 page in the Workbook is a topic-based craft activity.

## Lesson 12

### Revision

The Student's Book Revision page in each unit features one of three different activity types:

- Poster activities consolidate the cross-curricular topic as well as the language
- Board games to be played in small groups encourage oral production of the language
- **Quiz time** pages provide revision in a fun format.

The Workbook page offers an opportunity for the students to create a record of learning and for the teacher to carry out informal assessment.

Picture dictionary activities review key vocabulary of the unit.

# Teaching with *Super Minds* 2

## Working with large classes

Working with a large group of students of this age is challenging, but *Super Minds* has been developed with these teaching situations in mind. In addition to the support in the teaching notes themselves, this section offers tips which you may find useful particularly if you are new to teaching a large class of this age group.

### Finding the right resources

Not all subjects require the students to work with two books in one lesson and establishing effective techniques for having the correct book open at the correct page can save a lot of time.

#### The right book

- The first time you use a book in a lesson, holding up your own Student's Book or Workbook is an obvious cue for the class, but in a large class you can also save time by asking the students to hold up the book as well. Anyone with the wrong book will quickly see what their classmates are doing and will be able to change books.
- To practise reading skills, you could also point to the titles *Student's Book* and *Workbook*.

#### The right page

- Write the page number on the board in figures as you say it in English.
- Again, asking students to hold their books open at the right page can be a faster way of checking that everyone is ready.

### Checking instructions

The key to classroom management is clear instruction and the larger the class, the more possibility there is that some students will become distracted and are not then sure what to do.

- If the students need to move to different desks for any reason, move them first and then explain the activity.
- If they need to take certain materials with them, support your instructions with flashcards or board drawings, e.g. *Take your pencil* (stick the *pencil* flashcard on the board) and *your book* (stick the *book* flashcard on the board) *with you*.

- You could also use the word side of the flashcards for this, to encourage the students to read.
- Remember that although the students are learning to read in English, the printed instructions are above their level, so even though examples are given for most activities in the Workbook, you will still need to focus on these and demonstrate them with your finger. Ask the class why this is the right answer as an additional comprehension check.
- There will usually be one or two students able and more than willing to explain the instructions in L1 as a final check if some students still seem unsure.

### Involving everyone

In *Super Minds*, presentation and practice activities involving the whole class are balanced with individual practice activities, allowing time for monitoring each student's progress. This combination ensures that all the students are actively involved in the lesson.

The students can also be involved in presentation stages of the lesson, by holding flashcards or demonstrating games and activities with you at the front of the class. This takes longer, but there are several benefits:

- It changes the dynamic of the classroom, which helps to keep everyone's attention.
- It provides opportunities for recycling classroom language in a meaningful way as you invite the students to stand up, come to the front, pick up a pencil, etc. The whole class can hear this language and they watch to see how their classmate responds.
- It demonstrates important values: you share your materials with the students, they play with them, look after them and give them back safely. *Please* and *Thank you* become common, natural phrases in the classroom in a way that isn't possible if the students only ever play a passive role in class.

Confident students will eagerly volunteer to come to the front in every lesson, so you may find it useful to keep a column in your notebook to mark students' names when they have been involved in this way to ensure that everyone has been asked to take part (for example, F = flashcard, A = acting out).

## Working in groups

It is well worth the effort to accustom the students to working in groups in the language classroom. With young students, it is a practical way of managing craftwork and projects. The students can share materials allocated to their group and, with your help, different tasks such as drawing, painting and cutting out can be assigned to different members of the group. This gives the students a sense of responsibility and fosters cooperation. When playing games or doing other speaking activities in a group, each student will have more chance to speak than in an activity for the whole class. If the idea of working in groups is established at a young age, it becomes a natural part of their language learning, which is then extremely beneficial as their fluency increases.

The teaching notes for songs often suggest dividing the class into groups to sing along with the karaoke version.

This can be extended into other aspects of classroom management by establishing general class groups. These groups could be fixed through the year or you could change them at regular intervals such as every term, giving you the opportunity to sort the students into different groups as you develop a picture of their individual needs and contribution in class. Using core vocabulary as the names for these groups allows frequent, natural recycling and you could ask specific groups at different times:

- to distribute art and craft materials, e.g. *Lizards, please give out the paper.*
- to take responsibility for specific tidying duties after a craft activity, e.g. *Apples, please collect the scissors. Kites, put the rubbish in the bin.*
- to come and show you their work while the rest stay at their desks, to ensure that the queue is manageable

## Effective use of L1

With young learners, it is helpful to establish an English-speaking environment as far as is possible, whilst still fostering an encouraging atmosphere where the students feel at ease and able to contribute. The more you use English, the more natural it will be for the students to copy you and to use as much as they can. Many students will also acquire a little more language passively in this way and some may surprise you by using new classroom phrases that they have heard.

However, there are times when the use of L1 is an effective tool:

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- After you have first explained and demonstrated a task in English using mime to support your instructions, there may still be some students who lack confidence. Rather than holding up the activity, it may be helpful to use limited L1 to clarify. However, it is best to avoid doing this all the time. If you always repeat instructions in L1 after first explaining in English, the students will learn to expect this and more passive students may 'switch off' until they hear the L1 instructions.
- When a student has clear emotional needs, for example if they are unhappy because a craft activity hasn't turned out as they intended, they won't have the necessary English to explain the problem and English would create a barrier. In these instances, discuss the problem in L1 first, but to move on, you could then use English to console them, to praise their work and to integrate them back into what the rest of the class are doing, e.g. *OK now? Really, your kite's great! Come and look at (name)'s kite. It's red and blue like yours.*
- Students at this stage don't have the range of English that they would need to discuss abstract issues such as values. For this reason, the teaching notes give very clear suggestions for the use of both English and L1 when working on the deeper meaning of the story in each unit. English is used wherever possible to prompt the students to use relevant key phrases from the story, but L1 is then suggested for the discussion of concepts such as not cheating, teamwork, being brave, etc.

You may find these general principles useful:

- Use English whenever you can use actions or flashcards to support the meaning.
- Use L1 to avoid a breakdown in communication or to discuss abstract issues.

## Monitoring

In any lesson, regardless of the class size, monitoring is an essential part of classroom management, to ensure that everyone's attention is on the task in hand. In the language classroom, monitoring takes on an even more important role as it provides informal opportunities for practice and more students will have an opportunity to speak if you encourage this while you are monitoring their work.

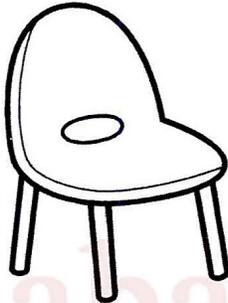
As you circulate:

- Use English to praise the students' work and to ask questions about it. Some students may be able to use a few words; others may need questions to prompt them; others may only be ready to understand and agree as you talk about their work.

Name \_\_\_\_\_

**1**  **Listen and tick (✓) or cross (X).**

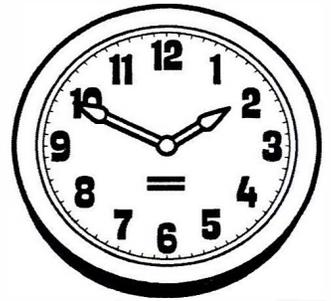
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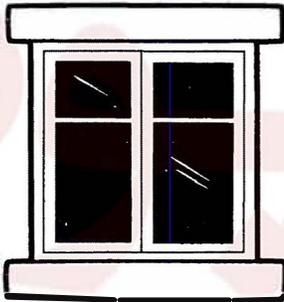

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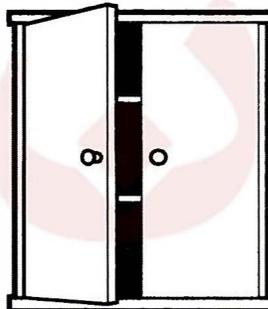

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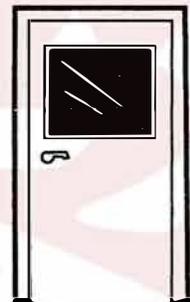

4




5




6

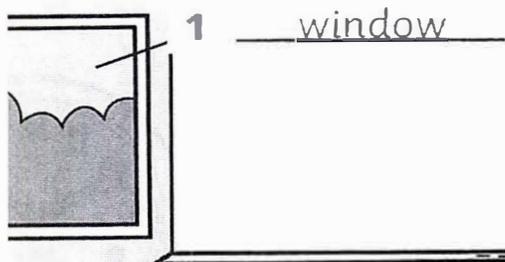



**2**  **Listen and circle.**

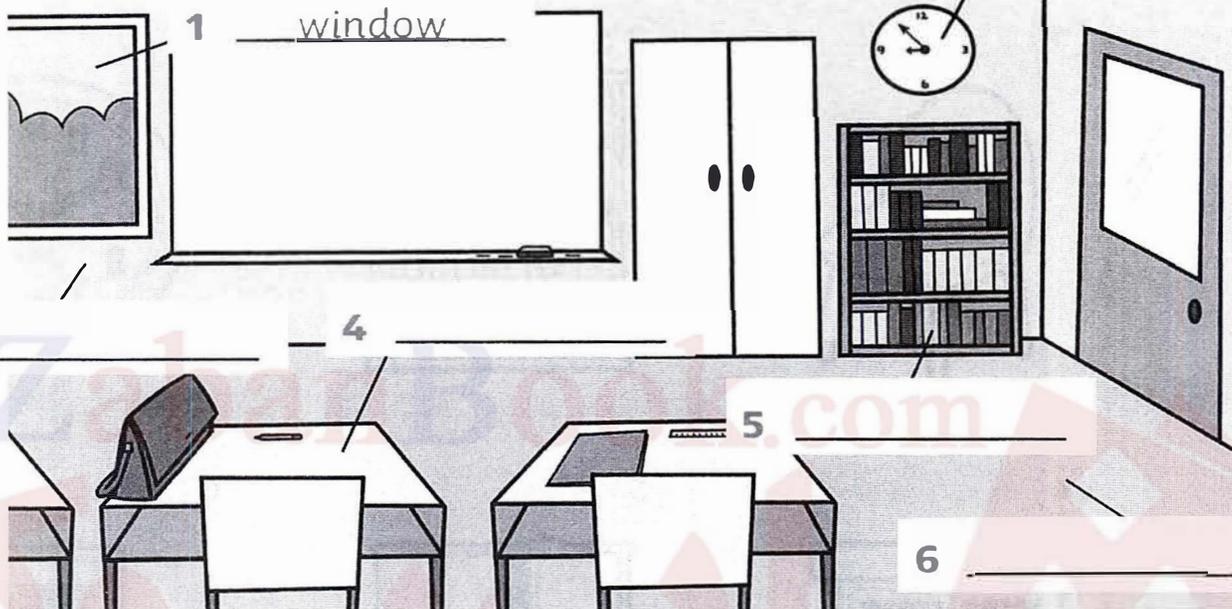
- 1 There's a board / There are some boards in the classroom.
- 2 There's a computer / There are some computers in the classroom.
- 3 There's a book / There are some books in the classroom.
- 4 There's a teacher / There are some teachers in the classroom.
- 5 The teacher says, 'Sit down.' / 'Don't sit down.'
- 6 The teacher says, 'Open your books.' / 'Don't open your books.'

Name \_\_\_\_\_

**1 Write the words.**

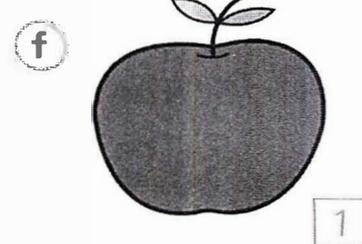
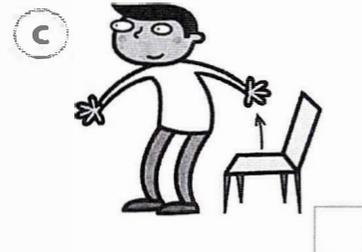
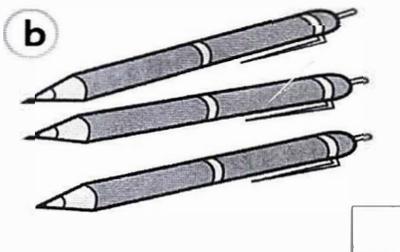
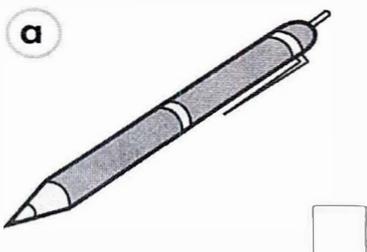


2 \_\_\_\_\_



**2 Read and number the pictures.**

- 1 There's an apple.
- 2 Stand up.
- 3 There's a pen.
- 4 Don't stand up.
- 5 There are some pens.
- 6 Open your bag.

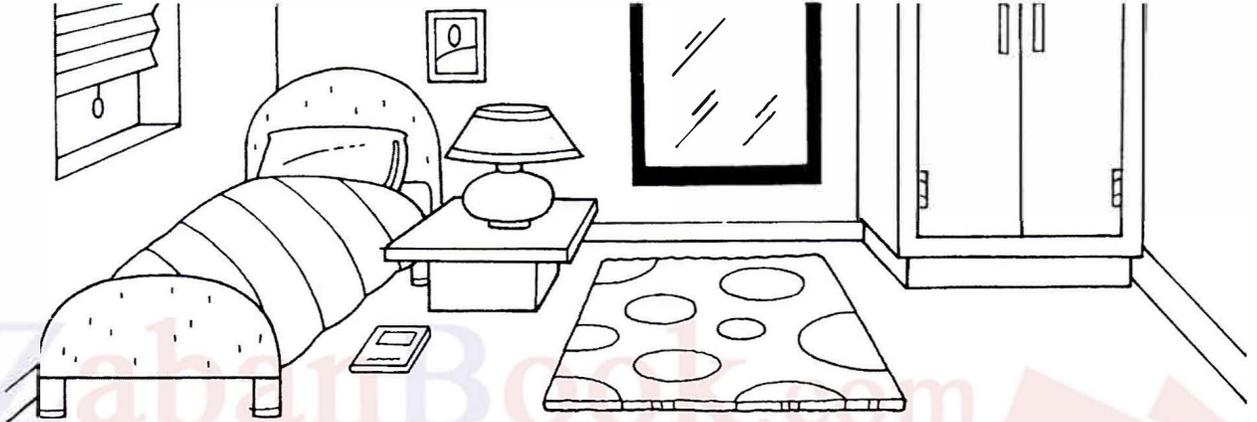


Name \_\_\_\_\_

1

CD  
12

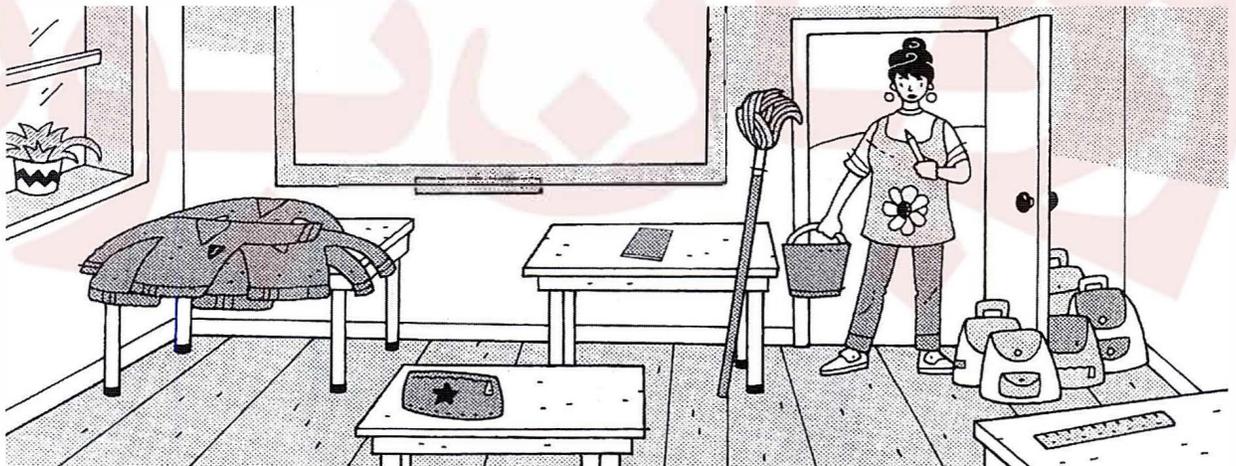
Listen and colour.



2

CD  
13

Listen and complete.

those ~~this~~ that these

Ann's Ben's

- 1 I like this pencil.
- 2 Whose sweaters are \_\_\_\_\_ ?
- 3 I like \_\_\_\_\_ book.
- 4 Whose schoolbags are \_\_\_\_\_ ?
- 5 I like \_\_\_\_\_ pencil case.
- 6 It's \_\_\_\_\_ ruler.

# 5

## Progress test 2: Reading and writing

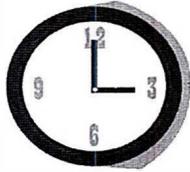
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Name \_\_\_\_\_

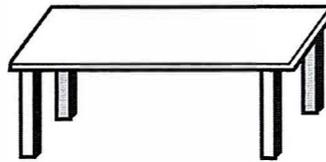
1

Make words.



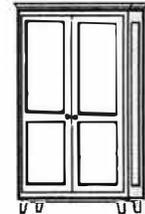
klcoc

1 clock



betal

2 \_\_\_\_\_



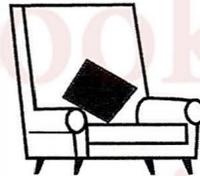
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3 \_\_\_\_\_



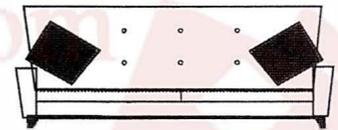
rmrior

4 \_\_\_\_\_



haramrci

5 \_\_\_\_\_

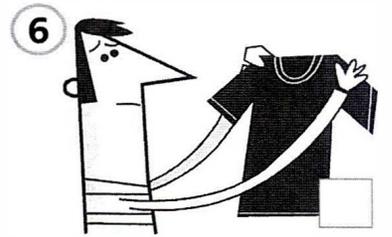
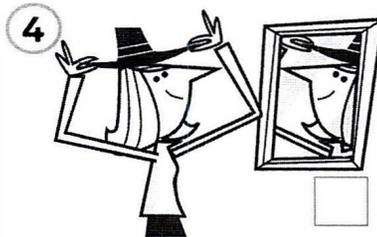
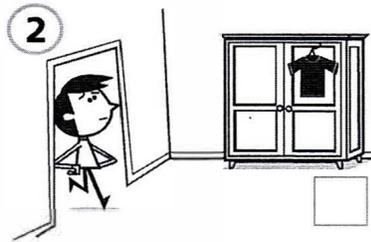
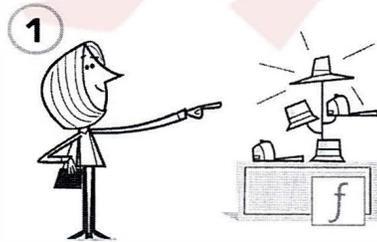


faos

6 \_\_\_\_\_

2

Look, read and number.



- a I like this hat.
- b Whose T-shirt is this?
- c Whose shoes are those?

- d Whose T-shirt is that?
- e Whose shoes are these?
- f ~~I like that hat.~~

# 6

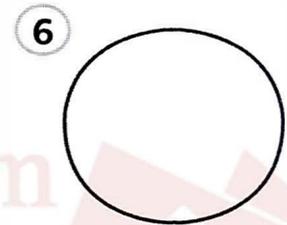
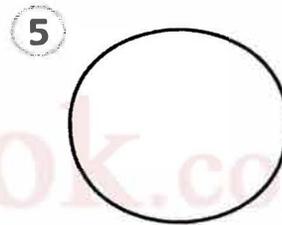
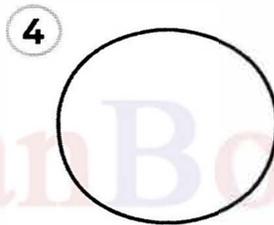
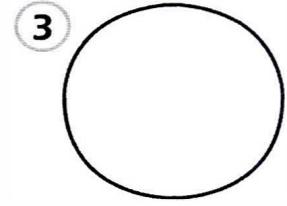
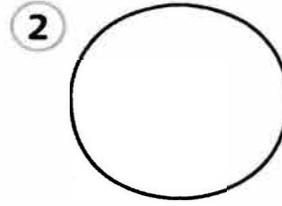
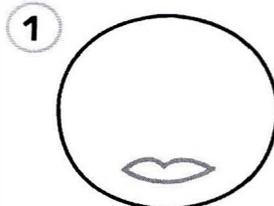
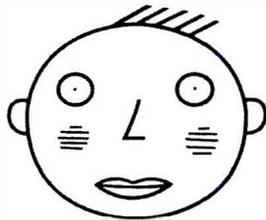
## Progress test 1: Listening

Name \_\_\_\_\_

1

CD 14

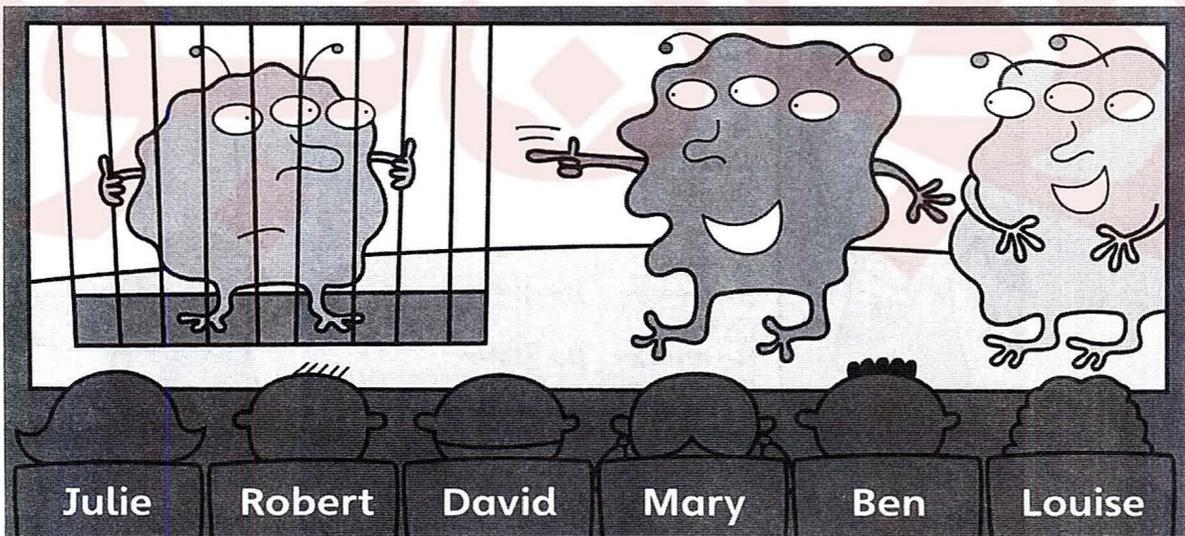
Listen and draw.



2

CD 15

Listen and tick (✓) the correct box.



- |   |                    |                              |  |
|---|--------------------|------------------------------|--|
| 1 | Julie is tired.    | <input type="checkbox"/> yes | <input checked="" type="checkbox"/> no |
| 2 | Robert is excited. | <input type="checkbox"/> yes | <input type="checkbox"/> no            |
| 3 | David is scared.   | <input type="checkbox"/> yes | <input type="checkbox"/> no            |
| 4 | Mary is sad.       | <input type="checkbox"/> yes | <input type="checkbox"/> no            |
| 5 | Ben is angry.      | <input type="checkbox"/> yes | <input type="checkbox"/> no            |
| 6 | Louise is happy.   | <input type="checkbox"/> yes | <input type="checkbox"/> no            |

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Name \_\_\_\_\_

1 Read and complete the words.  
Then colour the picture.

- 1 Zulu's eyes are black.
- 2 Zulu's \_l\_s s e \_ are yellow.
- 3 Zulu's \_\_r s are orange.
- 4 Zulu's \_o \_ is blue.
- 5 Zulu's m \_\_\_\_ is pink.
- 6 Zulu's f \_\_ is green.



2 Read and circle.



- 1 I'm Kate. *Me* / **(My)** birthday is in January.
- 2 John is my friend. *His* / *Their* birthday is in March.
- 3 We're Lucy and Joanne. *Our* / *Her* birthdays are in April.
- 4 The next birthday is Julie's. *Your* / *Her* birthday is in June.
- 5 Look! It's Jim and Ben. *Their* / *My* birthdays are in September.
- 6 Our teacher is Mr Brown. *Our* / *His* birthday is in November.

4

**Young woman:** I like swimming.

**Young man:** Me too. Swimming is great.

5

**Woman:** I like playing badminton.

**Man:** I don't. Badminton isn't fun.

6

**Man:** I like painting.

**Woman:** I don't. Painting is boring.

**KEY:** 2 😊, 3 😊, 4 😊, 5 😞, 6 😞

## Unit 8

### Progress test 2: Reading and writing

#### 1 Make words.

Students look at the pictures, solve the anagrams and write the words.

**KEY:** 2 swimming, 3 athletics, 4 hockey, 5 table tennis, 6 badminton

#### 2 Read and match.

Students read the statements/questions and match them to the correct replies by drawing lines.

**KEY:** 2 c, 3 e, 4 a, 5 b, 6 d

## Unit 9

### Progress test 1: Listening



#### 1 Listen and tick (✓) the correct picture.

Students listen and tick the correct picture from the two options.

##### TAPESCRIPT

- 1 visit cousins
- 2 go hiking
- 3 learn to swim
- 4 keep a scrapbook
- 5 help in the garden
- 6 take riding lessons

**KEY:** 2 a, 3 a, 4 a, 5 b, 6 b

#### 2 Listen and write Y (yes) or N (no).



Students read the questions. Then they listen and answer them by writing Y for yes or N for no.

##### TAPESCRIPT

1

**Girl:** Mum!

**Mum:** Yes, Sarah?

**Girl:** Can I watch TV?

**Mum:** No, you can't. Eat your lunch, please.

2

**Boy:** Dad! Can I take riding lessons?

**Dad:** No, Tom. You can take tennis lessons.

3

**Grandma:** Can I help in the garden tomorrow?

**Mum:** Yes, you can. Thanks, Grandma.

4

**Boy:** Dad! Can Sarah and I visit our cousins tomorrow?

**Girl:** Oh please, Dad!

**Dad:** Yes, you can. I can drive you there in the morning.

5

**Dad:** Can I help in the kitchen?

**Mum:** Yes, you can. Thank you.

6

**Girl:** Mum! Can Tom and I have pizza for dinner?

**Mum:** No, you can't. You can have sandwiches for dinner.

**KEY:** 2 N, 3 Y, 4 Y, 5 Y, 6 N

## Unit 9

### Progress test 2: Reading and writing

#### 1 Read and circle.

Students look at the pictures, read and circle the correct word or phrase.

**KEY:** 2 learn to, 3 keep, 4 in, 5 build, 6 riding

#### 2 Read and complete the questions.

Students read the questions and complete the gaps with the correct words from the box.

**KEY:** 2 Can, 3 Have, 4 Does, 5 Would, 6 Is

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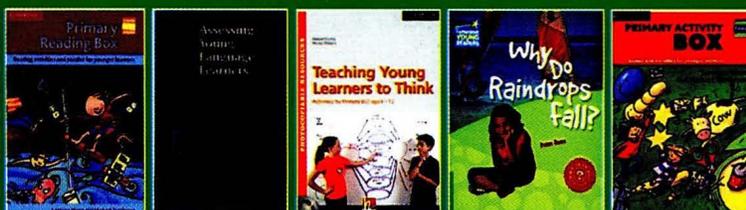
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Starter		

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