

Super Minds

Teacher'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

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
Level 6	A2 – B1	Towards Preliminary for Schools
Level 5	A2	Flyers / Key for Schools
Level 4	A1	Movers
Level 3		
Level 2		Starters
Level 1		
Starter		

Level 2

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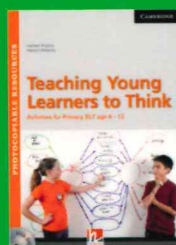
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Map of the course

Back to school (pages 4–9)

Vocabulary	Grammar	Story and value	Thinking skills
The classroom: door, bookcase, wall, clock, window, board, cupboard, chair, floor	There's a (car). There are some (balls). (Stand up). Don't (stand up).	The burglars Helping people	• Matching

▶ **Song:** It's good to see you all again

1 My day (pages 10–21)

Vocabulary	Grammar	Story and value	Skills	Thinking skills	English for school
Daily routines: get up, get dressed, have breakfast, brush your teeth, go to school, have lunch, play in the park, have dinner, go to bed	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.	What a day! Offering to help your parents The letter sounds ee and ea	• Reading for specific information • Writing from a model • Listening for specific information YLE • Speaking	• Interpreting visual information • Logical-mathematical thinking • Selecting and classifying	Geography: Time zones Project: Make a clock

▶ **Song:** It's three o'clock in the afternoon

▶ **Creativity**

▶ **Revision**

2 The zoo (pages 22–33)

Vocabulary	Grammar	Story and value	Skills	Thinking skills	English for school
Animals: zebra, monkey, hippo, parrot, snake, bear, tiger, crocodile	(Freddy) likes / doesn't like (spiders). Does (Mark/Emma) like (bananas)? Yes, he/she does. / No, he/she doesn't.	The zoo keeper Helping people The letter sounds ie and y	• Reading for specific information • Listening for specific information YLE • Writing a description • Speaking • Reading for detail YLE	• Applying world knowledge • Classifying and categorising	Science: Animal families Project: Make an animal family group display

▶ **Song:** The zebra likes sausages

▶ **Creativity**

▶ **Revision**

3 Where we live (pages 34–45)

Vocabulary	Grammar	Story and value	Skills	Thinking skills	English for school
Places in a town: playground, cinema, swimming pool, park, hospital, bus stop, shop, street, café, train station	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 (hospital) is behind the (playground).	The tree on the track Perseverance The letter sounds tr, gr and dr	• Reading for specific information • Reading for detail • Writing a description • Reading aloud • Listening for specific information YLE • Spelling YLE	• Comparing and sequencing • Paying attention to details in a picture	Art: Towns and art Project: Make pictures of your town and create a collage

▶ **Song:** Our town's got a lot of great things

▶ **Creativity**

▶ **Revision**

4 The market (pages 46–57)

Vocabulary	Grammar	Story and value	Skills	Thinking skills	English for school
Food: grapes, beans, bread, lemons, tomatoes, fish, eggs, mangos, watermelons, potatoes	Would you like a (tomato) / some (bread)? Yes, please. / No, thank you. Are there any (pears) in the (fridge)? Yes, there are. / No, there aren't any. Is there any (bread) in the (basket)? Yes, there is. / No, there isn't any.	Bad apples Cheating doesn't pay The letter sounds w and wh	• Reading for specific information (scanning) • Reading for detail YLE • Interactive speaking • Writing a conversation • Listening for specific information YLE	• Matching visual and written information • Applying world knowledge and interpreting	Science: Bacteria and food Project: Grow some bacteria

▶ **Song:** Would you like some fruit?

▶ **Creativity**

▶ **Revision**

5 My bedroom (pages 58–69)

Vocabulary	Grammar	Story and value	Skills	Thinking skills	English for school
Furniture: lamp, mirror, armchair, wardrobe, sofa, bed, table, mat	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.	Tidy up! Tidiness The letter sound oo	• Reading for specific information and identification skills YLE • Listening for specific information YLE • Speaking • Reading for detail	• Reflecting and analysing	Science: Recycling Project: Make some recycling bins for your classroom

▶ **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: eyes, hair, ears, glasses, nose, mouth, cheeks, chin, face	Are you (angry)? No, I'm not (angry). I'm (tired). / Yes, I'm (angry). Our/Their birthdays are in (May).	Thunder's birthday Being a good loser The letter sounds a_e, ai and ay	<ul style="list-style-type: none"> • Reading for specific information and identification skills • Writing from a model • Listening for specific information YLE • Speaking and listening • Reading for detail 	<ul style="list-style-type: none"> • Interpreting and giving reasons • Analysing and applying world knowledge • Sequencing and remembering 	Science: The life cycle of a butterfly Project: Make a mobile
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: helicopter, boat, lorry, scooter, bus, skateboard, taxi, motorbike	I'd like to go to (Africa) by (plane). What are you doing? I'm (fly)ing (a plane). Are you (fly)ing (a plane)? Yes, I am. / No, I'm not.	The bus trip Being generous The letter sounds u_e, ew, ue and o_e	<ul style="list-style-type: none"> • Listening for specific information YLE • Speaking • Reading for detail • Writing a description from a model 	<ul style="list-style-type: none"> • Matching auditory with visual information • Predicting and checking 	Maths: Measuring Project: Guess and measure
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: badminton, baseball, basketball, football, hockey, table tennis, tennis, swimming, athletics, volleyball	(Fly)ing (a kite)'s (difficult). What sport do you like doing? I like (swimming). So do I. / I don't.	The football club Including people The letter sounds o, oa and o_e	<ul style="list-style-type: none"> • Listening for specific information • Speaking • Writing sentences collating information • Reading for specific information YLE • Listening for detail 	<ul style="list-style-type: none"> • Comparing and evaluating • Evaluating and selecting 	Science: Breathing Project: Find out more about breathing and sport
Song: Playing tennis is great fun		Creativity		Revision	

9 Holiday plans (pages 106–117)					
Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Holidays: visit my cousins, go hiking, keep a scrapbook, help in the garden, build a tree house, read a comic, learn to swim, go camping, take riding lessons	Can I/we (go horse riding) (tomorrow morning)?	Dream holidays Helping people The letter sounds z and s	<ul style="list-style-type: none"> • Reading for specific information and following instructions YLE • Listening for specific information • Speaking 	<ul style="list-style-type: none"> • Matching • Selecting 	Literature: Fairy tales Project: Choose your favourite fairy tale and act it out
Song: It's time for a holiday		Creativity		Revision	