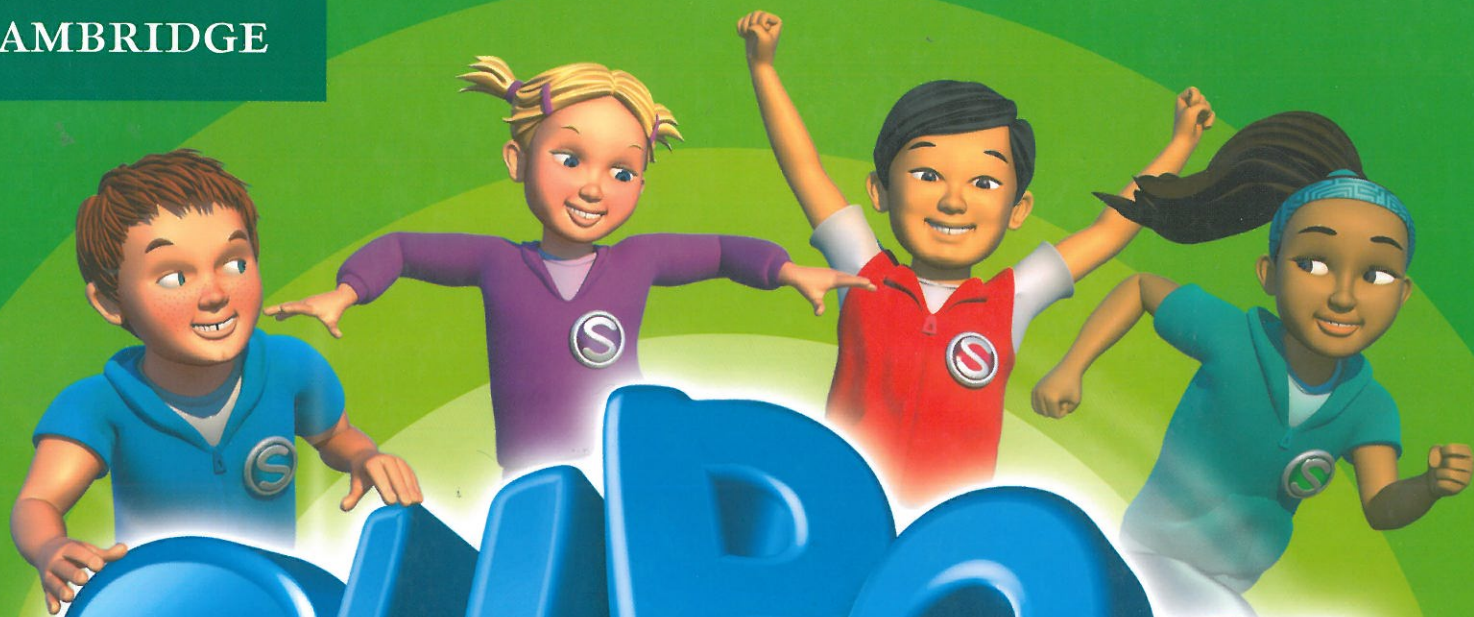


CAMBRIDGE



# SUPER Minds

**Student's Book 2**

Herbert Puchta

Günter Gerngross

Peter Lewis-Jones



CAMBRIDGE UNIVERSITY PRESS  
Cambridge, New York, Melbourne, Madrid, Cape Town,  
Singapore, São Paulo, Delhi, Tokyo, Mexico City

Cambridge University Press  
The Edinburgh Building, Cambridge CB2 8RU, UK

[www.cambridge.org](http://www.cambridge.org)  
Information on this title: [www.cambridge.org/9780521148597](http://www.cambridge.org/9780521148597)

© Cambridge University Press 2012

This publication is in copyright. Subject to statutory exception  
and to the provisions of relevant collective licensing agreements,  
no reproduction of any part may take place without the written  
permission of Cambridge University Press.

First published 2012

Printed in China by Golden Cup Printing Co. Ltd

*A catalogue record for this publication is available from the British Library*

isbn 978-0-521-14859-7 Student's Book with DVD-ROM 2  
ISBN 978-0-521-14860-3 Workbook 2  
ISBN 978-0-521-21957-0 Teacher's Book 2  
ISBN 978-1-107-68367-9 Teacher's Resource Book with Audio CD 2  
ISBN 978-1-107-67406-6 Class Audio CDs 2  
ISBN 978-0-521-21941-9 Flashcards 2  
ISBN 978-0-521-14861-0 Classware and Interactive DVD-ROM 2

Cambridge University Press has no responsibility for the persistence or  
accuracy of URLs for external or third-party internet websites referred to in  
this publication, and does not guarantee that any content on such websites is,  
or will remain, accurate or appropriate. Information regarding prices, travel  
timetables and other factual information given in this work is correct at  
the time of first printing but Cambridge University Press does not guarantee  
the accuracy of such information thereafter.

# Map of the book

## Back to school (pages 4–9)

<b>Vocabulary</b> The classroom	<b>Grammar</b> <i>There's a (car).</i> <i>There are some (balls).</i> <i>(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
▶ <b>Song:</b> 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.</i> <i>When do you (have lunch)?</i> <i>At (one) o'clock</i> <i>(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
▶ <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	<b>Grammar</b> <i>(Freddy) likes / doesn't like (spiders).</i> <i>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
▶ <b>Song:</b> The zebra likes sausages		▶ <b>Creativity</b>	▶ <b>Revision</b>		

## 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)?</i> <i>Yes, it has. / No, it hasn't.</i> <i>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
▶ <b>Song:</b> Our town's got a lot of great things		▶ <b>Creativity</b>	▶ <b>Revision</b>		

## 4 The market (pages 46–57)

<b>Vocabulary</b> Food	<b>Grammar</b> <i>Would you like a (tomato) / some (bread)?</i> <i>Are there any (pears)?</i> <i>Yes, there are.</i> <i>Is there any (bread)?</i> <i>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
▶ <b>Song:</b> Would you like some fruit?		▶ <b>Creativity</b>	▶ <b>Revision</b>		

## 5 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 (books). Whose (sock)s are these? They're (Fred)'s. Whose (hat) is this? It's (May)'s.</i>	<i>Tidy up!</i> Tidiness The letter sound oo	<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</i> Being a good loser The letter sounds a–e, ai and ay	<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 (fly)ing (a plane).</i>	<i>The bus trip</i> Being generous The letter sounds u–e, ew, ue and oe	<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</i> Including people The letter sounds o, oa and o–e	<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</i> Helping people The letter sounds z and s	<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>	

**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.

1 door

2 bookcase

3 wall

4 clock

5 window

6 board

7 cupboard

8 chair

9 floor

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 CD 1  
04

Listen, look and number the sentences.



There are some books.

There's an apple.

There's a clock.

There are some rulers.

2 CD 1  
05

Grammar  
focus

Listen and say.

There's a car.

There are some balls.



3

Play the action game.



There's / There are

5

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 ...

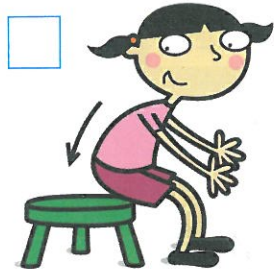
★ BINGO ★		
30	11	55
44	66	20
99	80	100



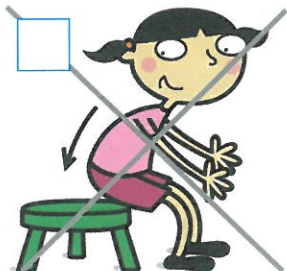
2 Choose nine numbers from the song. Make a bingo card and play the game.

**Think!**

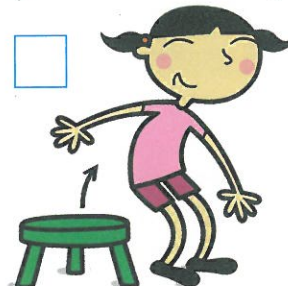
Listen and number the pictures. Then read and draw lines.



**a** Sit down.

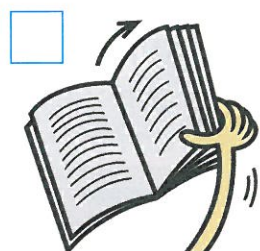


**b** Open your book.

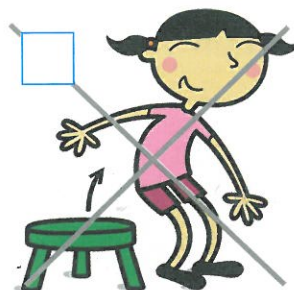


**c** Don't sit down.

**d** Don't stand up.



**e** Don't open your book.



**f** Stand up.

**Grammar focus**

Listen and say.

**Stand up.**  
**Sit down.**

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



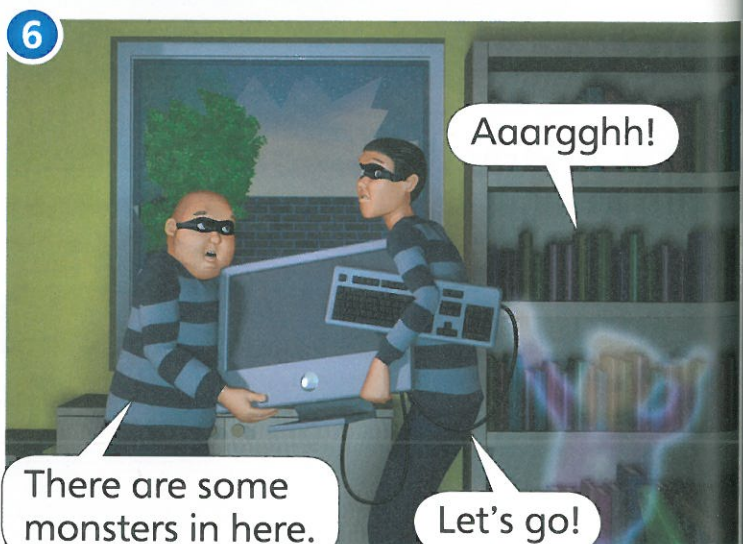
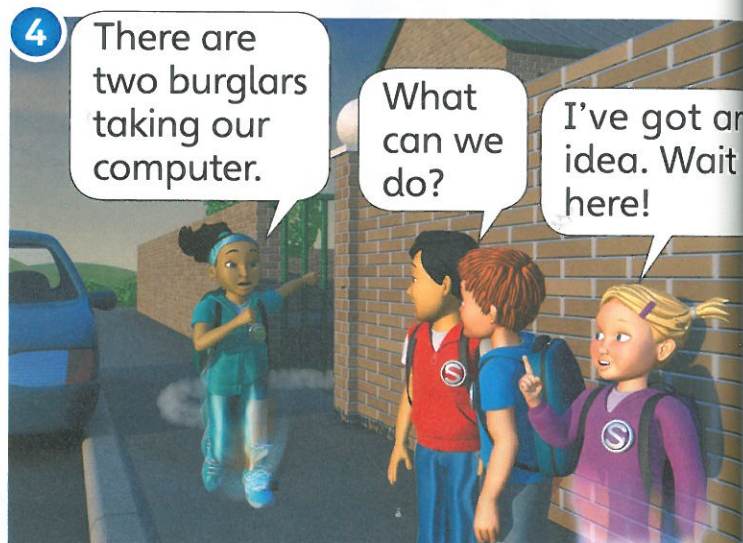
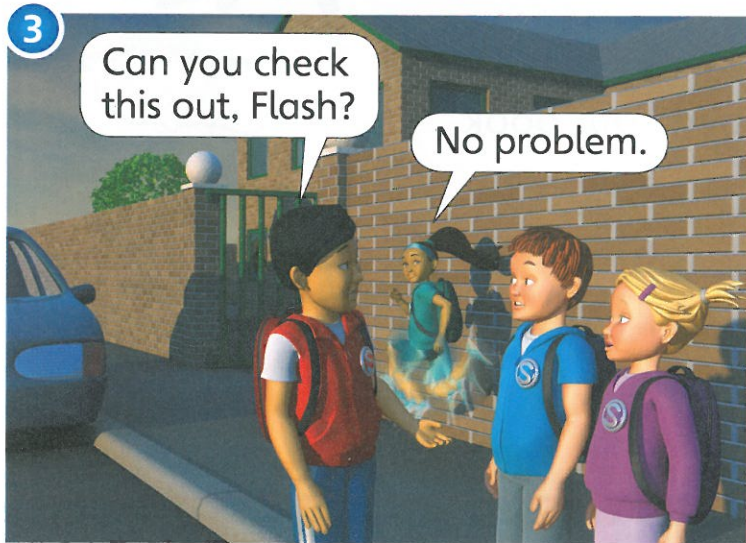
Play the listening game.

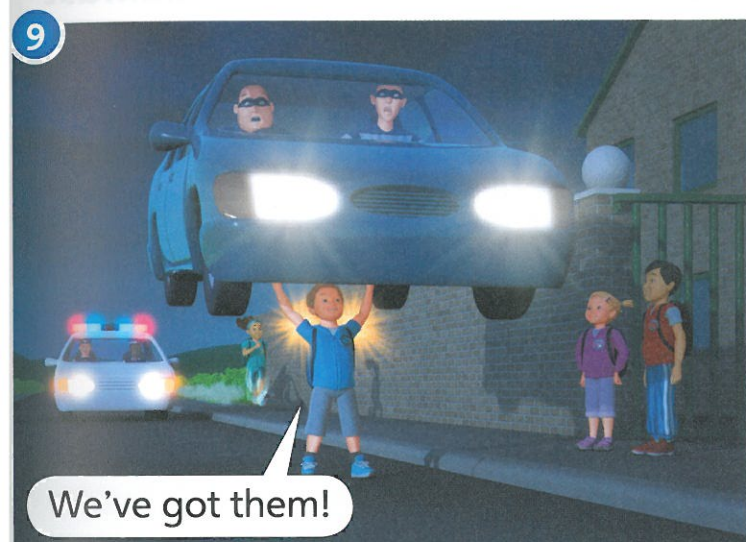






# The burglars





**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 CD 1  
13

Listen and look. Then listen and say the words.



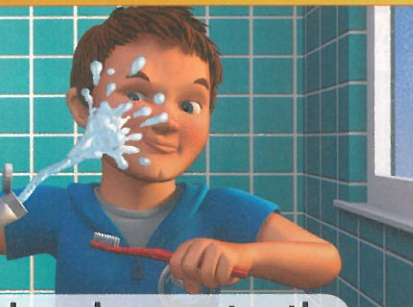
1 get up



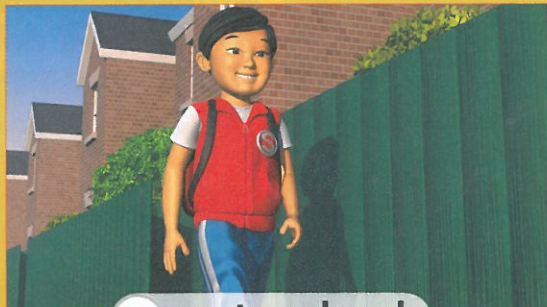
2 get dressed



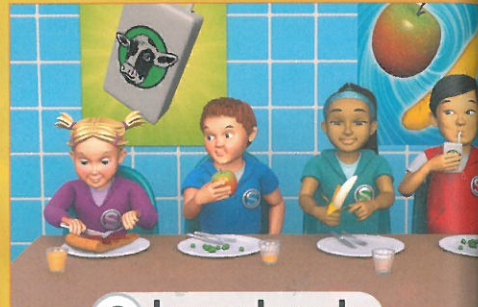
3 have breakfast



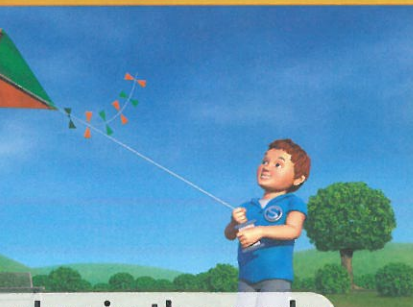
4 brush your teeth



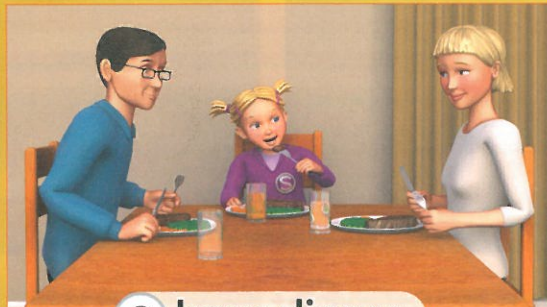
5 go to school



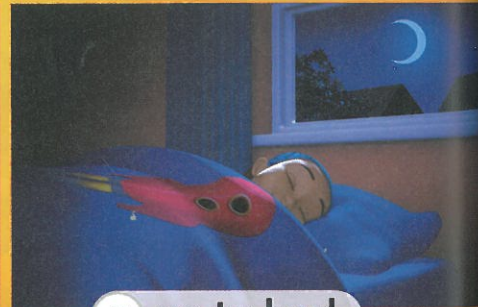
6 have lunch



7 play in the park



8 have dinner



9 go to bed

2 CD 1  
14

Listen and chant.

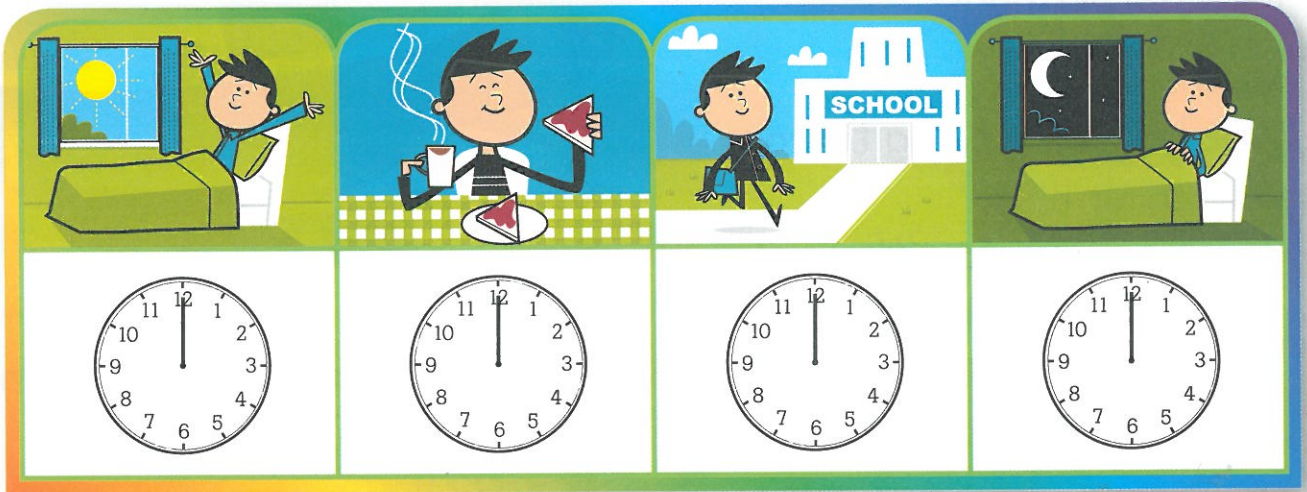
Get up early,  
Yawn, yawn, yawn.  
Have your breakfast,  
Crunch, crunch, crunch.  
Brush your teeth,  
Brush, brush, brush.

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

1 **CD 1**  
15 **Listen and colour.**



2 **CD 1**  
16 **Listen and draw the times on the clocks.**



3 **CD 1**  
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.



Listen and sing.

It's three o'clock in the afternoon!

I get dressed,  
And then I have a shower.  
And then I brush my teeth,  
For another hour.

Mr, Mr, Mr Blue,  
What a funny thing to do.  
Oh, Mr, Mr Blue,  
What can we do with you?



It's six o'clock in the morning!

I eat dinner,  
And watch TV.  
Then I have lunch,  
And drink some tea.

Mr, Mr, Mr Blue,  
What a funny thing to do.  
Oh, Mr, Mr Blue,  
What can we do with you? ...



2 Draw a picture of Mr Blue.



1 Read and number the pictures.

Benny gets up at seven o'clock. He has breakfast at eight o'clock and then he goes to school. He plays in the park at four o'clock. He has dinner with his mum and dad at six o'clock and he goes to bed at nine o'clock.



2 CD 1 20

Grammar focus

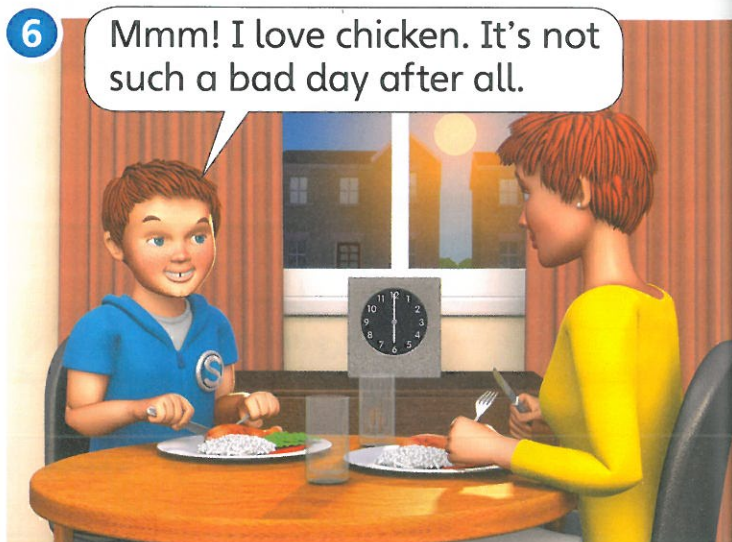
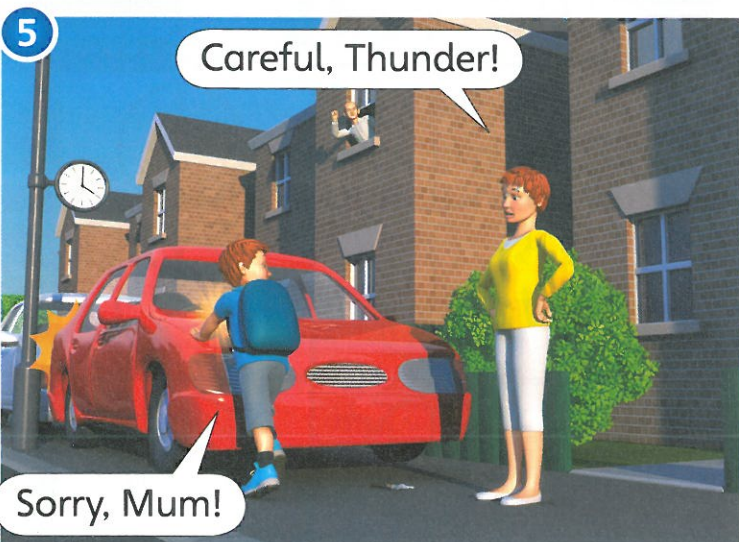
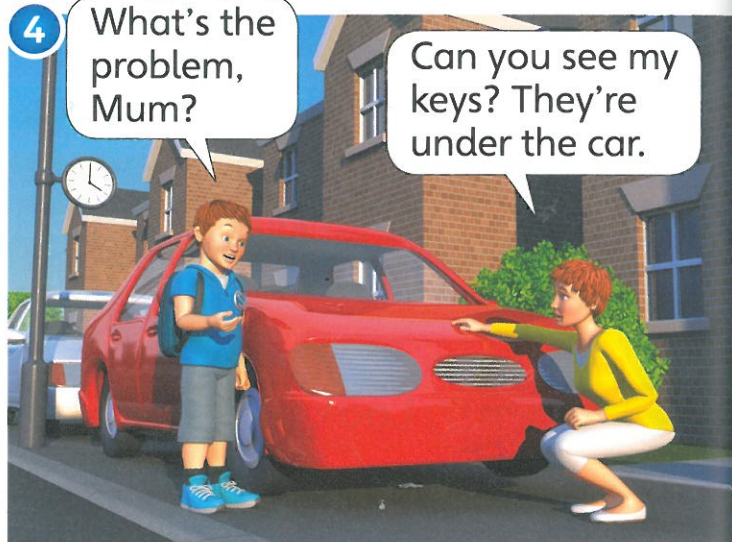
Listen and say.

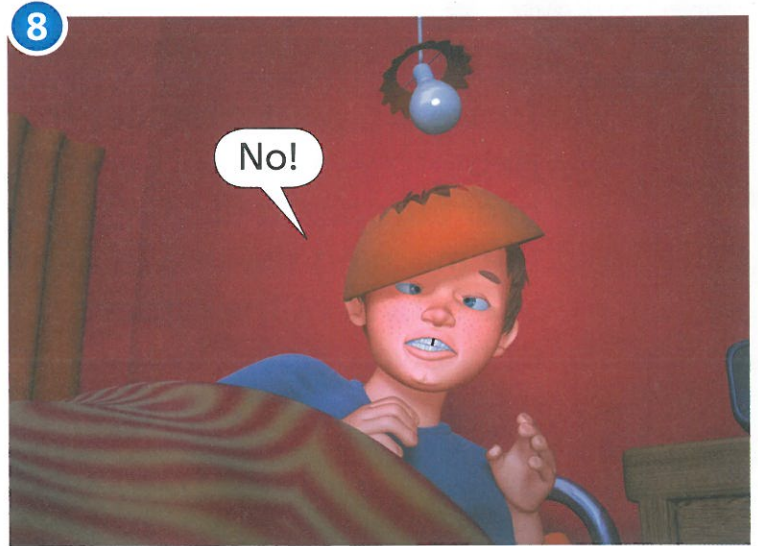
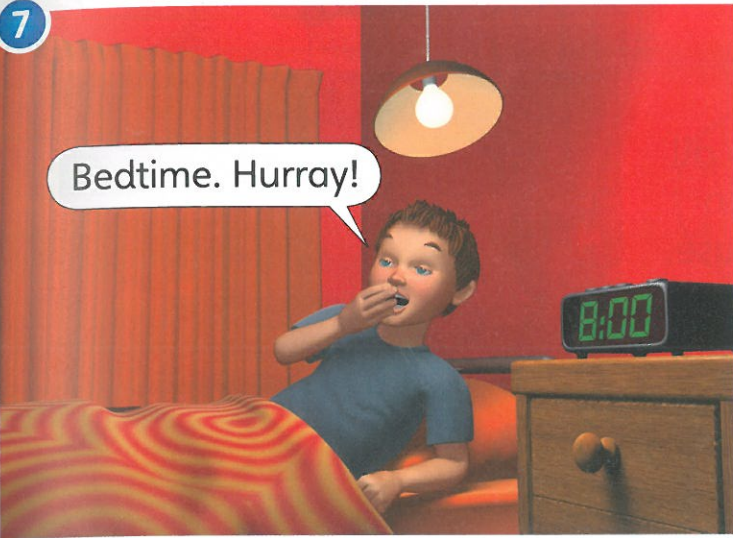
Claire gets up at eight o'clock. She goes to school at nine o'clock.



3 Think! Look and say what the children do.


# What a day!





2 What does Thunder do at these times?

- 1 seven o'clock    2 four o'clock    3 six o'clock  
4 three o'clock    5 eight o'clock

Thunder ... at seven o'clock.

3 Find who says ... Can you see my keys?



4 <sup>CD 1</sup> <sub>24</sub> Listen and say.



Eat your cheese and peas! Then brush your teeth, please.



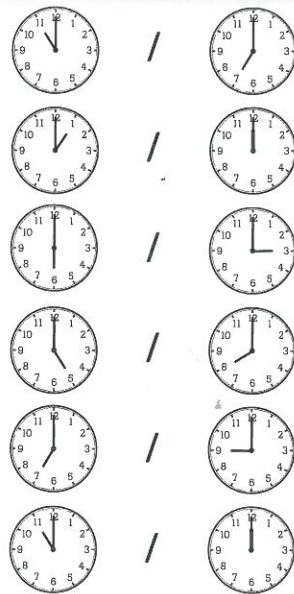


# 1 Read and circle.

Janice is a pilot. She flies from Heathrow airport in London to all over Europe. At eleven o'clock in the morning she leaves her house. She arrives at the airport at twelve o'clock. Today, her flight is to Rome. It leaves London at three o'clock and it arrives in Italy at five o'clock. At seven o'clock, the plane leaves Rome and it arrives in London at ten o'clock. Janice gets home at eleven o'clock at night. What a long day for Janice!

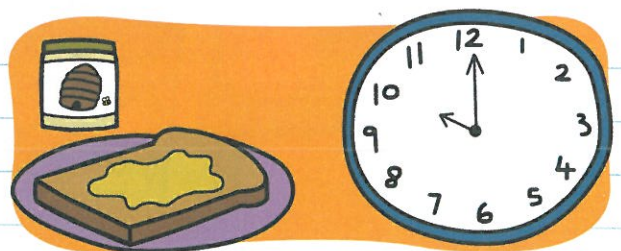


- 1 Janice leaves her house.
- 2 Janice arrives at the airport.
- 3 Her plane leaves London.
- 4 Her plane arrives in Rome.
- 5 Her plane leaves Rome.
- 6 Janice gets home.



# 2 Choose a day of the week, draw pictures and write about it.

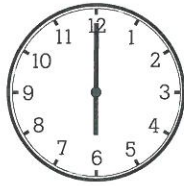
On Saturday I get up at nine o'clock and have breakfast at ten o'clock.



## Skills

1 CD 1  
28

Listen and draw lines.



2

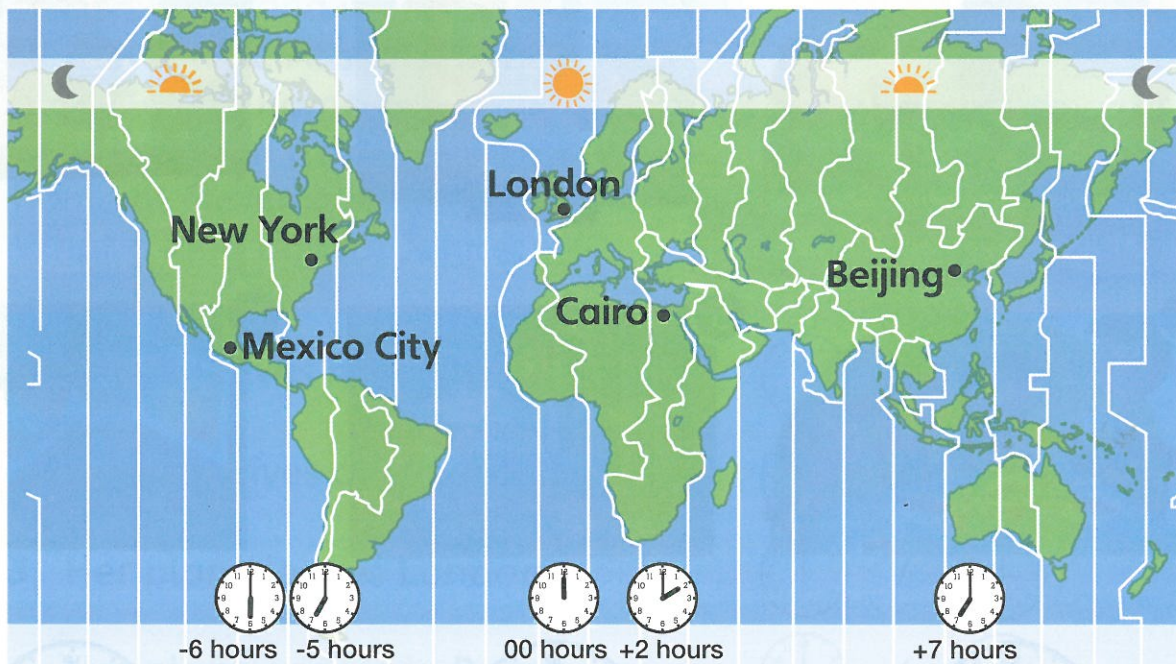
Talk about  
your day.

## TIME ZONES

1 CD 1  
29

Listen, read and look at the map.

In the world there are lots of different time zones. When it is twelve o'clock in London, in summer, it is seven o'clock in the evening in Beijing, but it is only six o'clock in the morning in Mexico City. What time is it in New York and Cairo?



2

**Think!** Read and complete.

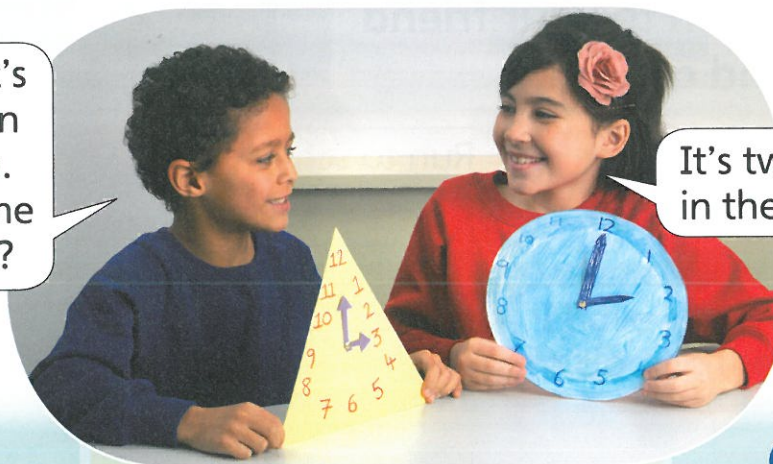
- 1 When it is one o'clock in the afternoon in London, it is \_\_\_\_\_ o'clock in the morning in New York.
- 2 When it is eleven o'clock in the morning in London, it is \_\_\_\_\_ o'clock in the afternoon in Cairo.
- 3 When it is two o'clock in the afternoon in London, it is \_\_\_\_\_ o'clock in the evening in Beijing
- 4 When it is four o'clock in the afternoon in London, it is \_\_\_\_\_ o'clock in the morning in Mexico City.

1 Project Make a clock.



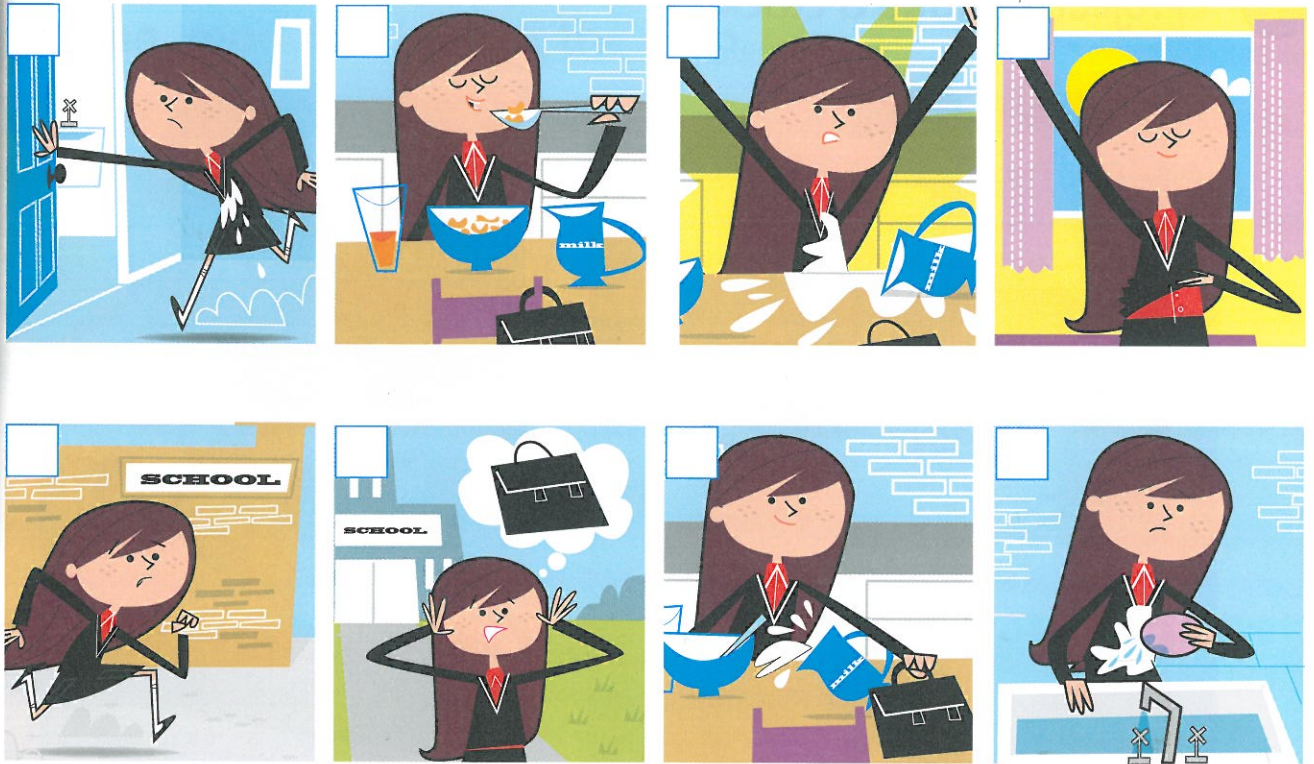
2 Play games with your clock.

In New York it's three o'clock in the afternoon. What's the time in Mexico City?



It's two o'clock in the afternoon.

Listen and act out with your teacher.  
Then listen again and number the pictures.



**2** Read and number the sentences from the story.

- |  |  |
|--|--|
| <input type="checkbox"/> Oh no! There's milk all over you. | <input type="checkbox"/> Get dressed.        |
| <input type="checkbox"/> Clean your jumper.                | <input type="checkbox"/> Get your schoolbag. |
| <input type="checkbox"/> Run into the bathroom.            | <input type="checkbox"/> Have breakfast.     |
| <input type="checkbox"/> Stop. Where's your schoolbag?     | <input type="checkbox"/> Run to school.      |

**3** Listen to your friend and act out.

Run to school.



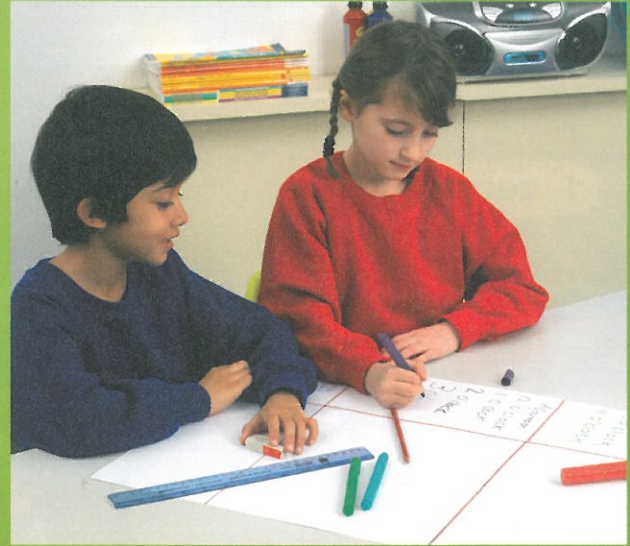
1 **Think!** Make a poster.

# My time to do things

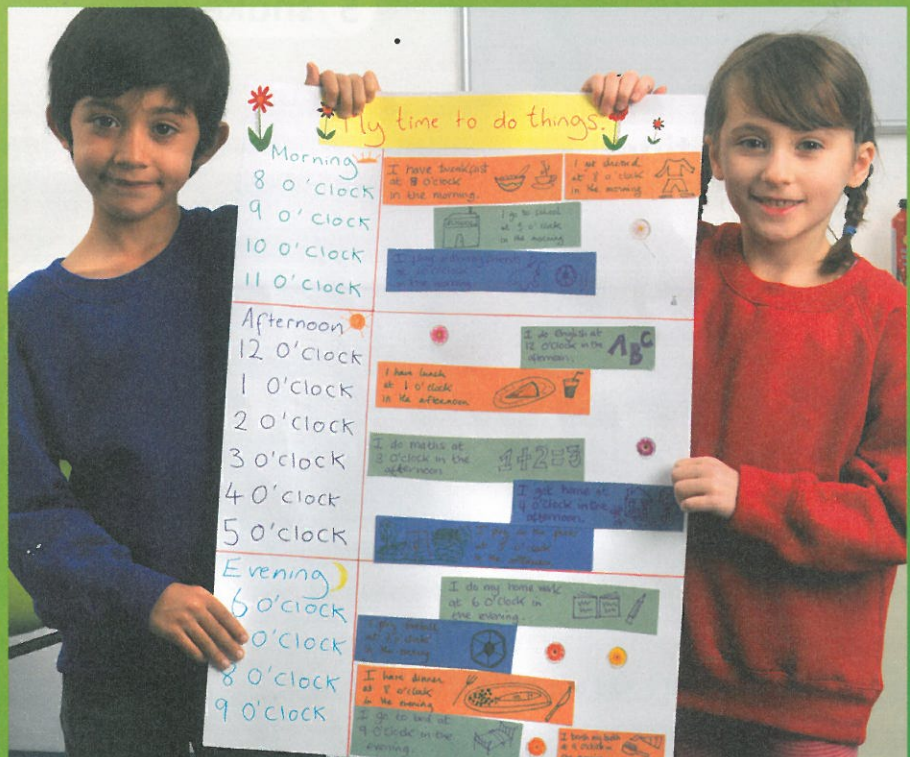
a Draw a big table on a big piece of paper.



b Write *morning*, *afternoon*, *evening* and the times on the left-hand side.



c On pieces of paper, write things you do and draw pictures. Stick your pieces of paper on the table at the times you do them.



2 Talk about when you do things.

I have lunch at one o'clock in the afternoon.

# 2

# The zoo

1 CD 1  
31

Listen and look. Then listen and say the words.

1 zebra

2 monkey

3 hippo

4 parrot

5 snake

6 bear

7 tiger

8 crocodile

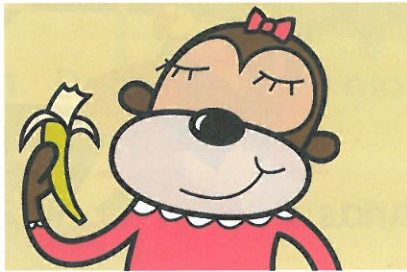
2 CD 1  
32

Listen and chant.

Come on, let's go to the zoo!  
Come on, let's go to the zoo!  
Hippo, zebra, monkey, bear,

Parrot, tiger, all are there.  
Come on, let's go to the zoo!  
It's fun for me and you.

1 Look, read and write the names.



- 1 Monica the monkey likes bananas.
- 2 Mary the monkey doesn't like cheese.
- 3 Tony the tiger likes chicken.
- 4 Tim the tiger doesn't like carrots.
- 5 Ben the bear likes apples.
- 6 Bill the bear doesn't like peas.

2

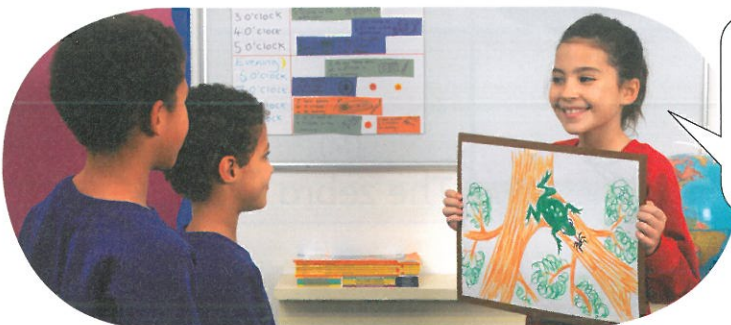
CD 1  
33Grammar  
focus

Listen and say.

Freddy likes spiders.

Freddy doesn't like  
apples.

3 Draw an animal. Tell your friends about it.



This is Freddy the frog.  
He lives in a tree and he  
eats spiders. He doesn't  
like apples.



Listen and sing.

The zebra likes sausages,  
He doesn't like peas.  
Some carrots and sausages,  
For the zebra, please.

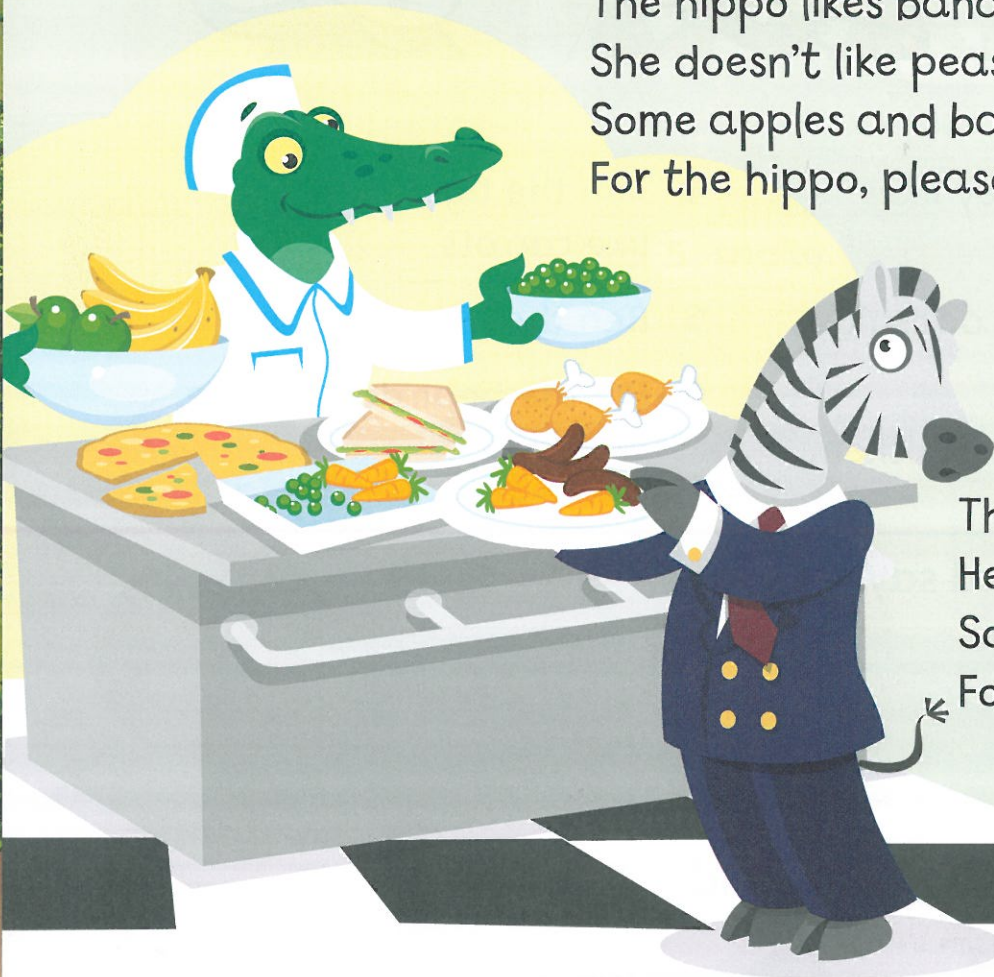
Peas, peas, lovely peas.  
Someone come and eat them,  
My lovely peas.

The hippo likes bananas,  
She doesn't like peas.  
Some apples and bananas,  
For the hippo, please.

Peas,  
peas ...

The parrot likes sandwiches,  
He doesn't like peas.  
Some pizza and sandwiches,  
For the parrot, please.

Peas, peas ...



2

Ask and answer.

What does the zebra like?

The zebra likes ...

1

Read and draw lines.



- 1 Does the baby mouse sleep a lot?
  - a No, it doesn't like swimming.
  - b Yes, it does. It sleeps all day.
- 2 Does it eat fruit?
  - c No, it doesn't. It drinks milk.
- 3 Does it play?
  - d Yes, it does. It plays with its mother.
- 4 Does it like swimming?

2 CD 1 37

Grammar focus

Listen and say.





Does Mark like bananas?  
Does Emma like bananas?

Yes, he does.  
No, she doesn't.

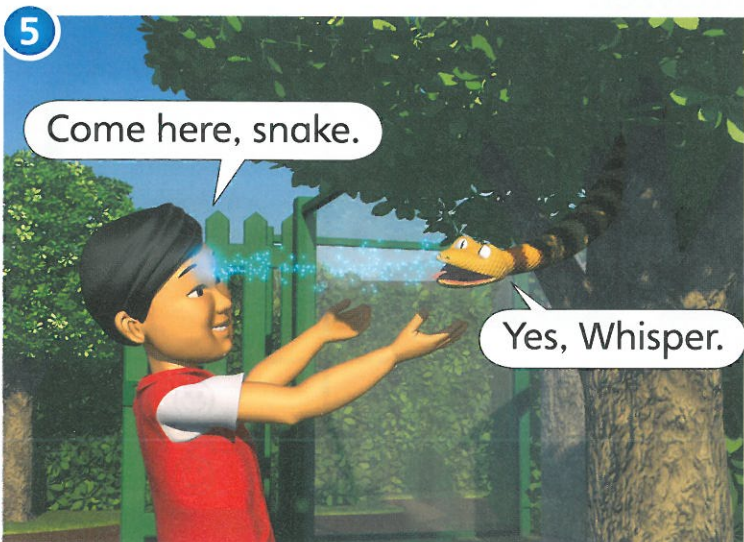
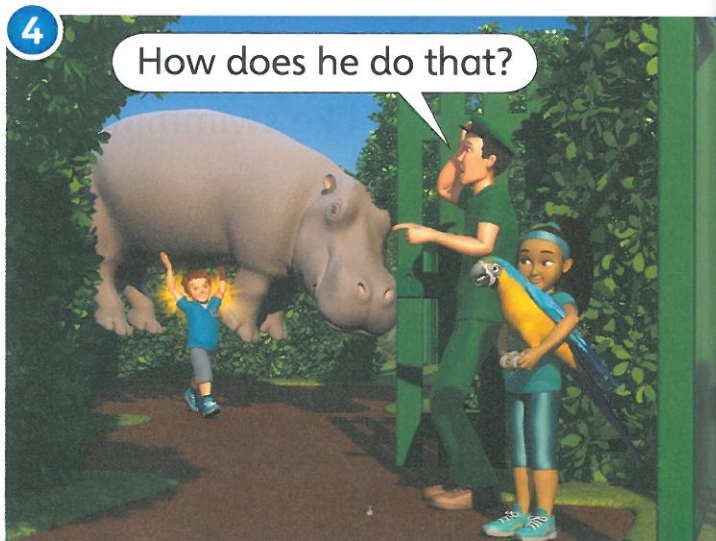
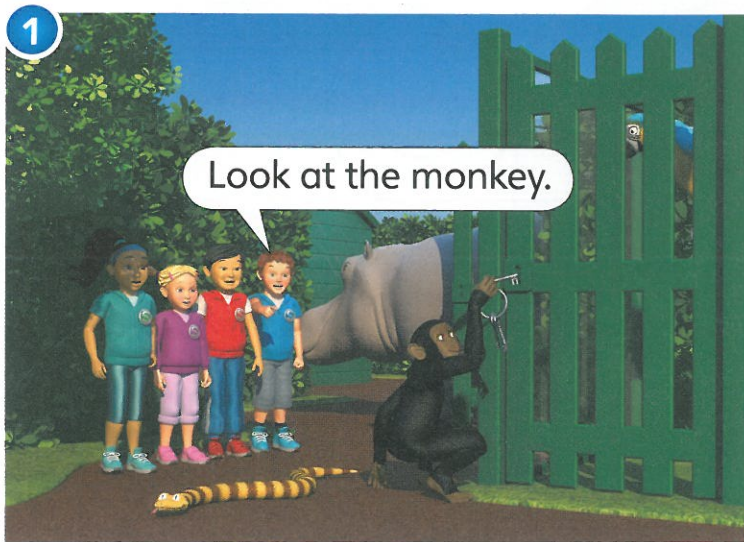


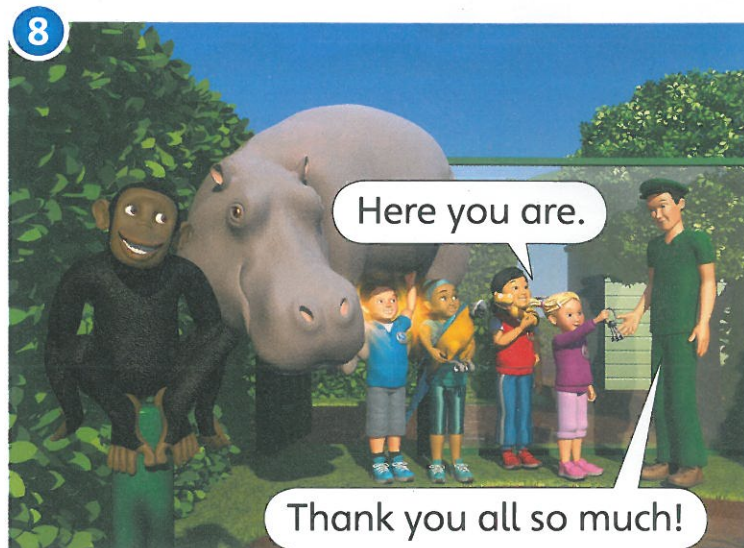
3

Look at the table. Ask and answer.

				
Mark	☺	☹	☹	☺
Emma	☹	☺	☺	☺

# The Zoo Keeper





2 Match the Super Friends with the animals.

Whisper catches the ...



3 Find who says ... My keys!



4 CD 1 40 Listen and say.



Mike flies by pies in the sky.

# Hipsway Zoo

Open 10:00 - 6:00

Come and see our animals. What's your favourite animal? Is it the lion? The elephant? The hippo? What about the crocodiles, or the snakes? We have 100 different kinds of animals. Our big bird house is famous. Come inside and see beautiful birds flying over your head. Is there something you want to know about an animal? Our zoo keepers can answer all your questions. When you're hungry, you can visit the café for lunch. We've got lots of delicious food and drink.

- |   |                                  |                              |   |                             |
|---|----------------------------------|------------------------------|---|-----------------------------|
| 1 | There are crocodiles at the zoo. | yes <input type="checkbox"/> | / | no <input type="checkbox"/> |
| 2 | You can talk to the zoo keepers. | yes <input type="checkbox"/> | / | no <input type="checkbox"/> |
| 3 | There are two cafés at the zoo.  | yes <input type="checkbox"/> | / | no <input type="checkbox"/> |
| 4 | The zoo opens at six o'clock.    | yes <input type="checkbox"/> | / | no <input type="checkbox"/> |

2 CD 1  
42

Listen and answer.

- 1 What's the parrot called?
- 2 Where's she from?
- 3 How old is she?
- 4 What's her favourite food?

1.	The parrot is called ...



3

Write about an animal. Can your friends guess what it is?

My favourite animal is very small. It likes cheese but it doesn't like cats. What is it?

skills

1

Sticker

Listen to your teacher and stick.



2

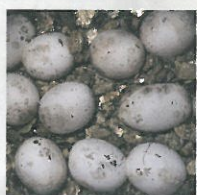
Look and say. The cheese is ...

# Animal families

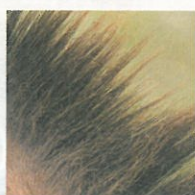
1 CD1  
44

Listen and read about animal family groups.

Every animal is part of a family group. The animals in each family group have features that make them different from other animal family groups. Here are some examples of features.



eggs



hair



feathers



scales



blood

2

Think!

Look at some groups and write the missing features.

can often fly    their babies drink milk    have six legs    lay eggs

## Mammals

- ◆ have hair
- ◆ have warm blood
- ◆ \_\_\_\_\_



mouse



bear

## Reptiles

- ◆ have scales
- ◆ have cold blood
- ◆ \_\_\_\_\_



crocodile



lizard

## Birds

- ◆ lay eggs
- ◆ have feathers
- ◆ \_\_\_\_\_



owl



duck

## Insects

- ◆ lay eggs
- ◆ have cold blood
- ◆ \_\_\_\_\_



butterfly



beetle

1

Sticker

**Think!** Look and stick in the animal family groups.

Does it lay eggs?      Can it fly?      Does it have babies?

mammals      birds

reptiles      insects

2

**Project** Make an animal family group display.





Listen and imagine. Then draw your picture.



2

Show your picture to your friends.

This is my animal. It's half bear and half mouse. It climbs trees. It's small and brown. It likes cheese and honey.

This is my animal. It's half lion and half crocodile. It's very beautiful. It's yellow and green. It likes parrots for breakfast and frogs for lunch.



# Act out at the zoo

## 1 Look, read and plan.

Is there something you want to know about an animal?  
Our zoo keepers can answer all your questions.



### HIPPO FACTSHEET

- the hippo comes from Africa
- it lives in rivers
- it eats grass
- it's very dangerous

#### Useful language

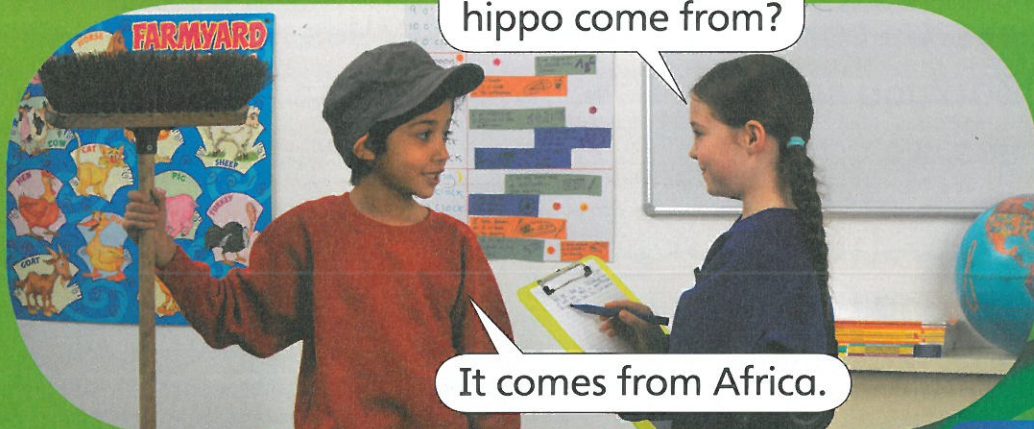
##### Child

Where does the ... come from?  
Is it dangerous?  
What does it eat?  
Can it ... ?  
Thank you.

##### Zoo keeper

It comes from ...  
Yes, it is. / No, it isn't.  
It eats ...  
Yes, it can. / No, it can't.  
You're welcome.

## 2 Act out your play.



Where does the hippo come from?

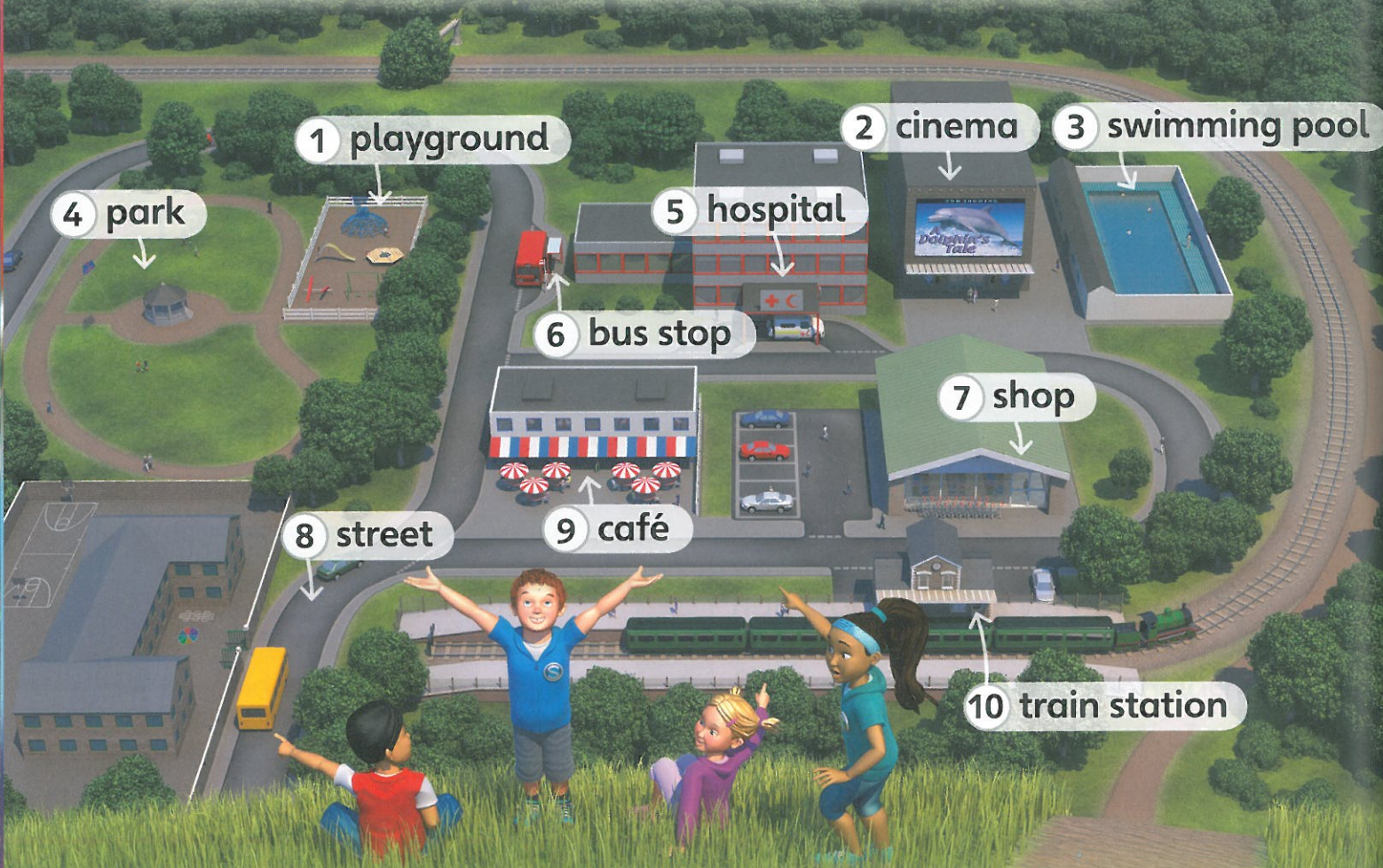
It comes from Africa.

## 3

## Where we live

1 CD2  
02

Listen and look. Then listen and say the words.

2 CD2  
03

Listen and chant.

Can you see the shop?

Yes, we can.

Can you see the bus stop?

Yes, we can.

Shop, street, park and pool.

Looking from up here,

Is really cool.

Can you see the school?

Yes, we can.

Can you see the pool?

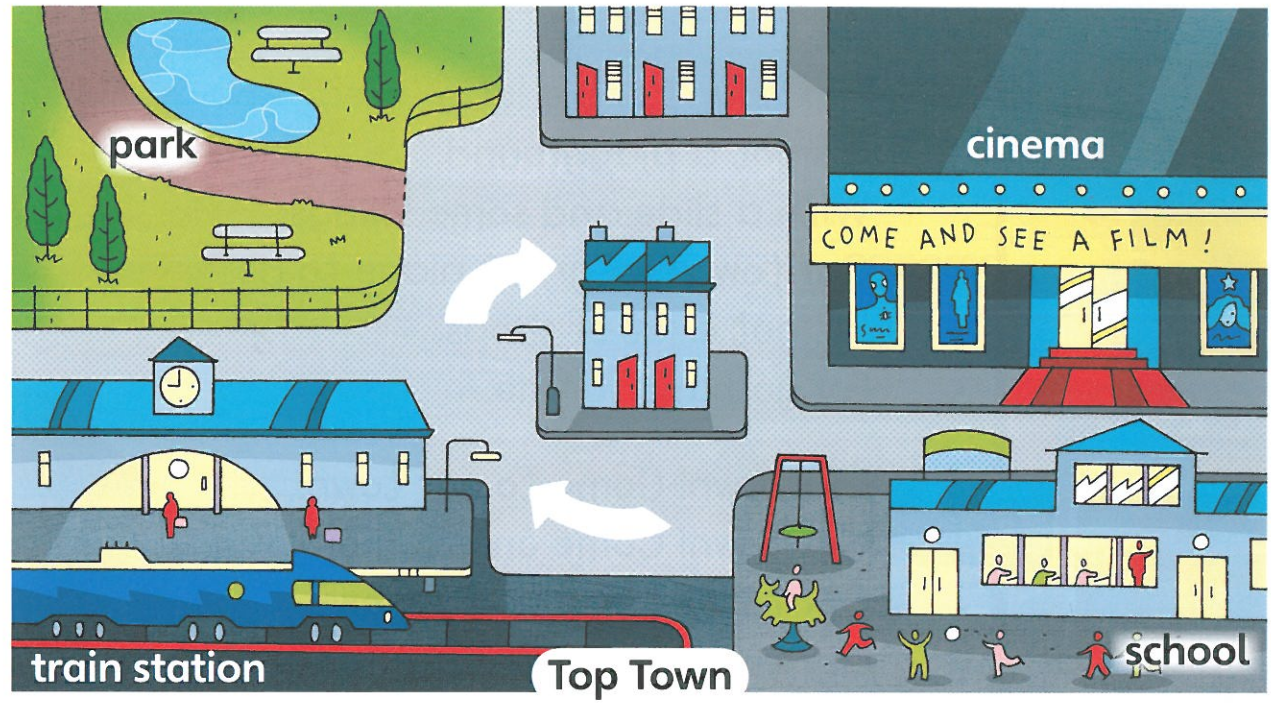
Yes, we can.

Shop, street, park and pool.

Looking from up here,

Is really cool.

1 Look at the picture. Read and circle.



- 1 Has Top Town got a cinema? Yes, it has. / No, it hasn't.
- 2 Has Top Town got a café? Yes, it has. / No, it hasn't.

2 CD2 04

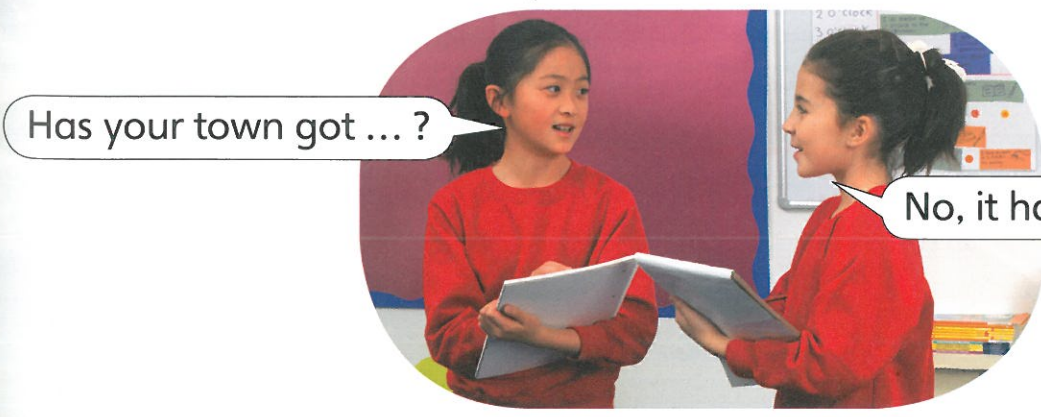
Grammar focus

Listen and say.

Has your town got a swimming pool? Yes, it has.  
 Has your town got a train station? No, it hasn't.



3 Imagine a town and write five things it has got. Then ask and answer.



Listen and sing.

Our town's got a lot of great things.  
It's got a playground,  
With a slide and some swings.  
Our town is a great place to be.  
It's got a lot of shops,  
For you and for me.

Our town! Come to our town.  
Our town! Come on, everyone.  
Our town! Come to our town.  
Our town! Come and have some fun ...

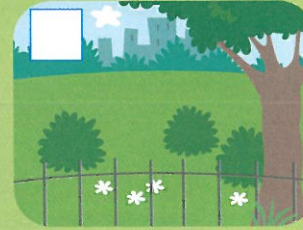
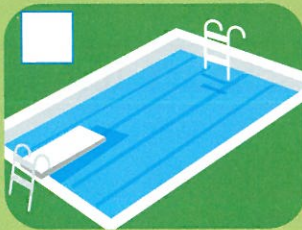
Our town is a great place to stay.  
It's got a park,  
Where we can play all day.  
Our town's got a nice swimming pool.  
Jump into the water,  
It's nice and cool.

Our town! Come to our town ...



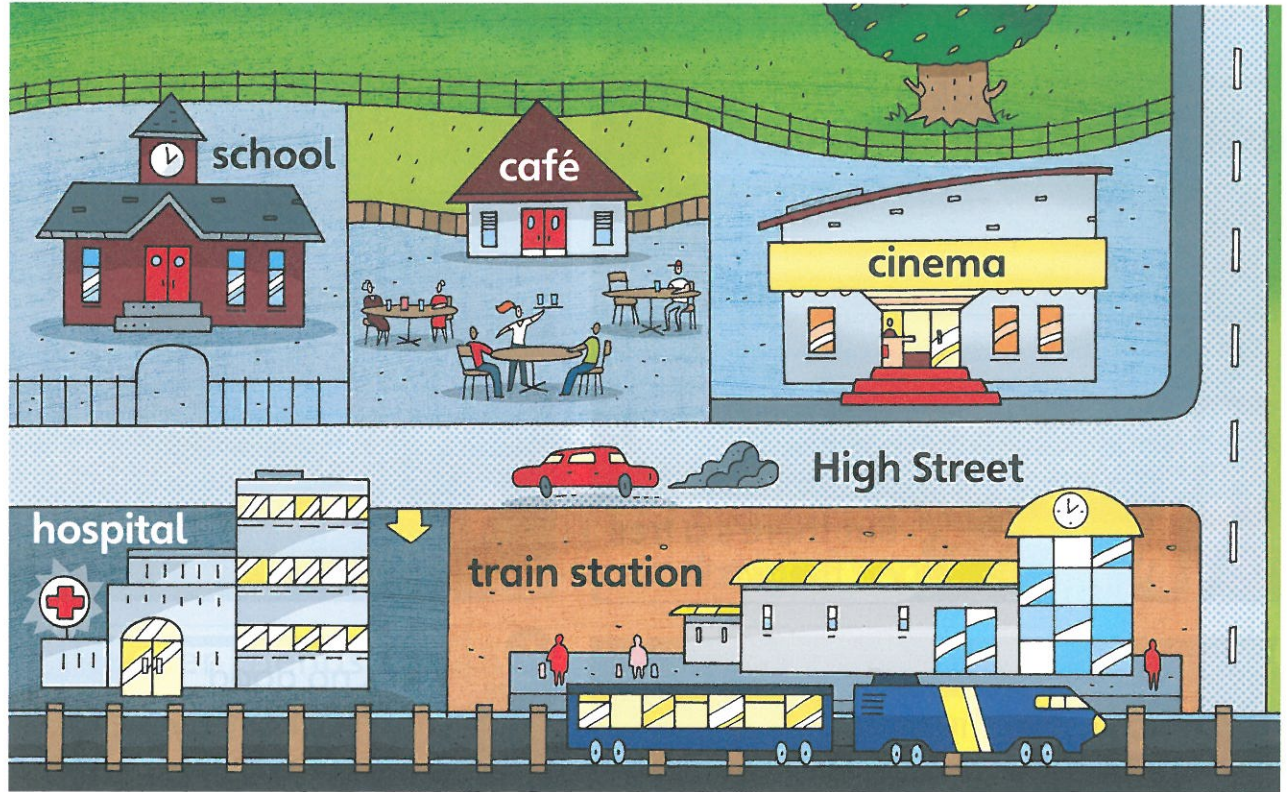
Think!

Listen again and number the pictures.



1 CD2 08

Listen and write the words.



- 1 The café is between the school and the \_\_\_\_\_ .
- 2 The car is in front of the \_\_\_\_\_ .
- 3 The hospital is next to the \_\_\_\_\_ .
- 4 The tree is behind the \_\_\_\_\_ .

2 CD2 09

Grammar focus

Listen and say.



The cinema is **between** the toy shop and Green Street.  
 The hospital is **behind** the playground.

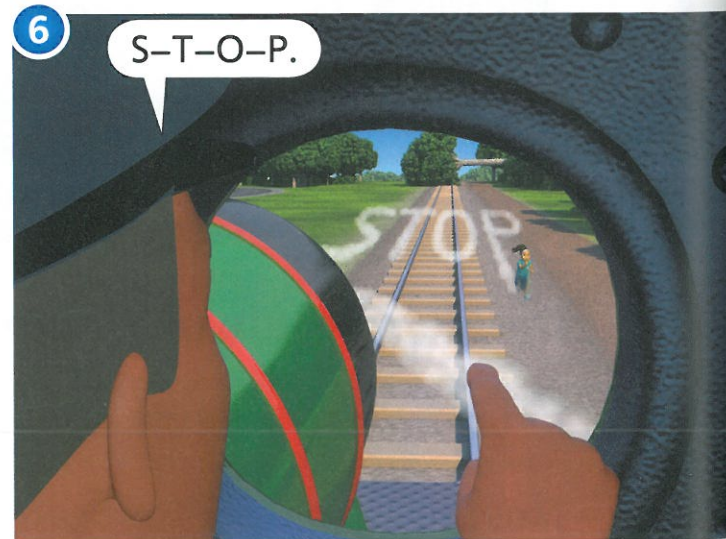
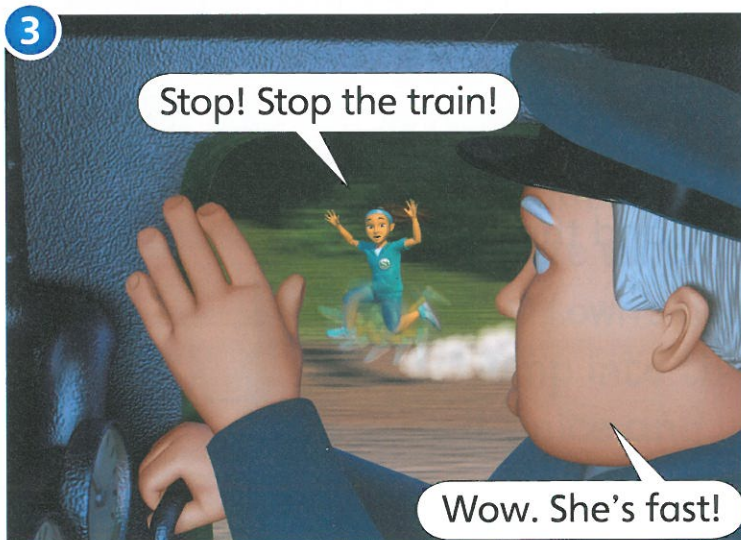
3

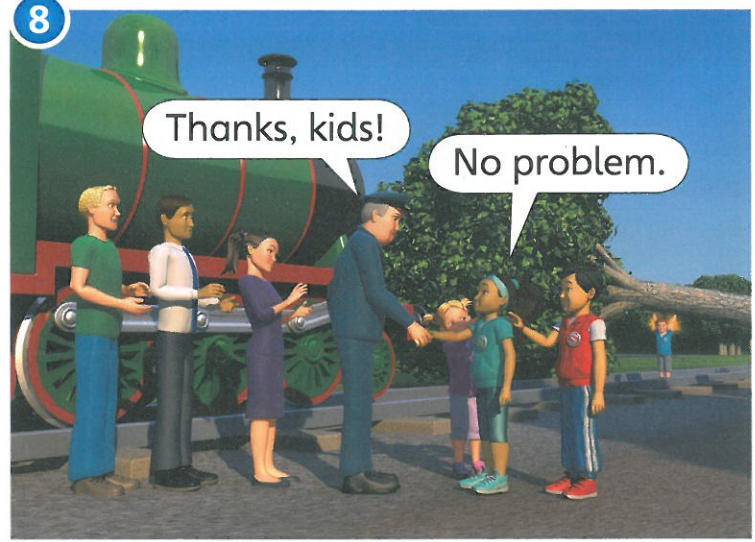
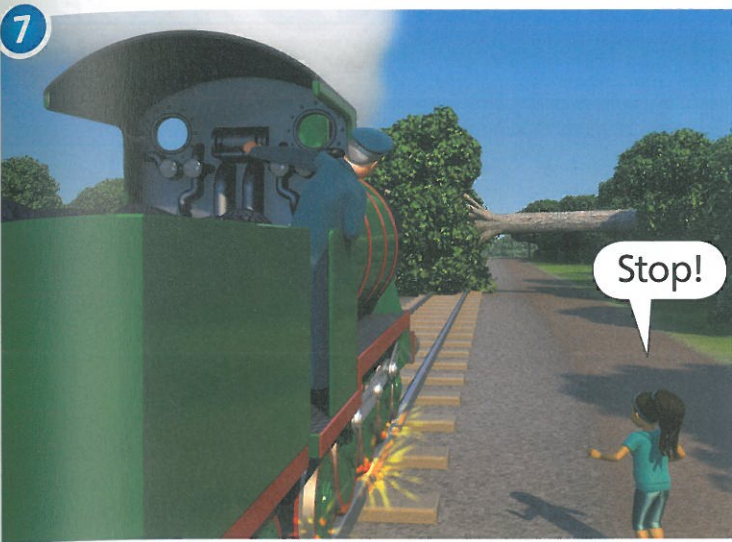
Decide where to put these places on your map.

toy shop   zoo   sweet shop   car   tree

Now tell your partner about your map.

# The tree on the track





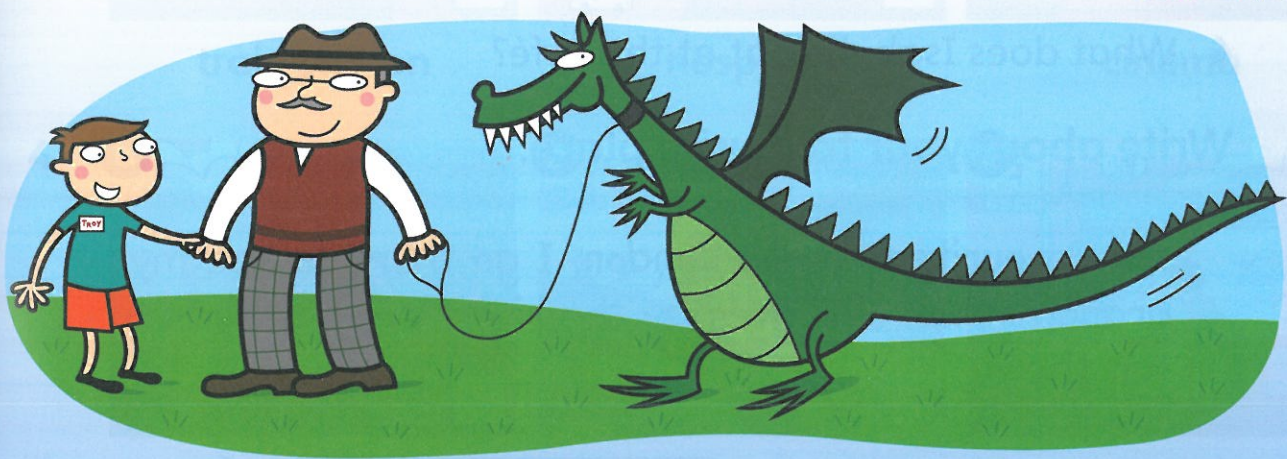
**2** Point to pictures in the story and make sentences.

The Super Friends are	on	the hill.
The driver is	in	the train.
The tree is	next to	the track.
Flash is	in front of	the station.
The train is		the town.

**3** Find who says ... But there's a tree on the track!



**4** CD2  
12 Listen and say.



Troy's grandpa's got a great big green dragon.



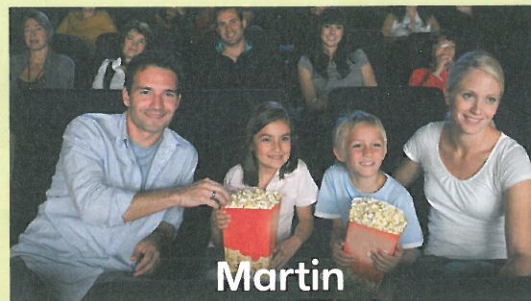


1

Read and write the names.



Isabelle



Martin

My favourite place in town is the cinema. On Saturday mornings there is a Kids' Club. They show films for children. There are three different films. My mum and dad take me every week. Sometimes we have popcorn or sweets. \_\_\_\_\_

My favourite place in town is the café. My mum takes me and my brother there on Wednesdays. We go after school for our dinner. I have pizza and chips. My brother has chicken and rice. Then we have some cake. Delicious! \_\_\_\_\_

2 Read again and answer.

- 1 How many films does the cinema show at Kids' Club?
- 2 What does Martin eat at the cinema?
- 3 Who does Isabelle go to the café with?
- 4 What does Isabelle eat at the café?

3 Write about your favourite place.

My favourite place is London. I go there to see my grandmother. She lives by the river. We have lots of fun there.

4 Now tell your friends.

My favourite place is ...



1 CD2 15

Listen and tick (✓) the box. Where are they?



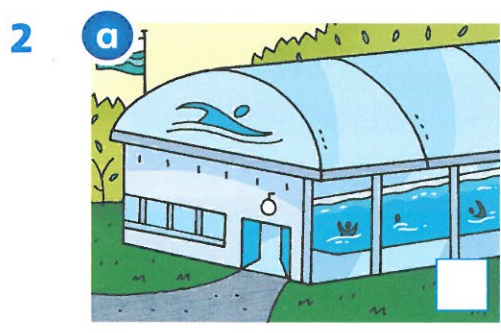
book shop



café



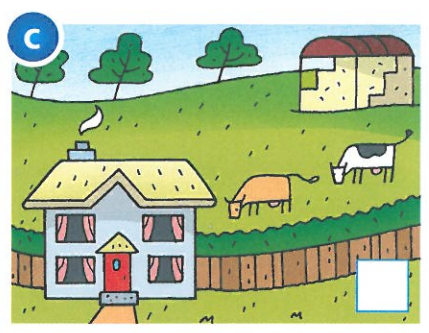
school



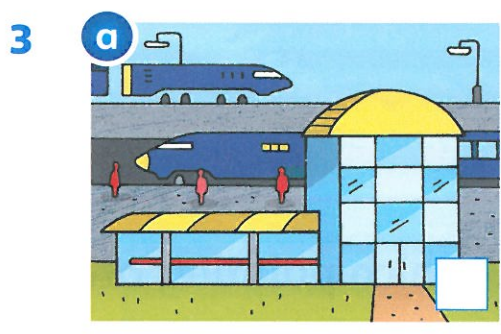
swimming pool



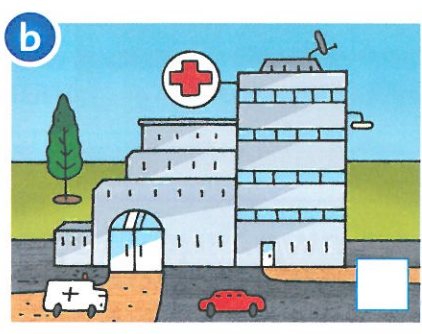
playground



farm



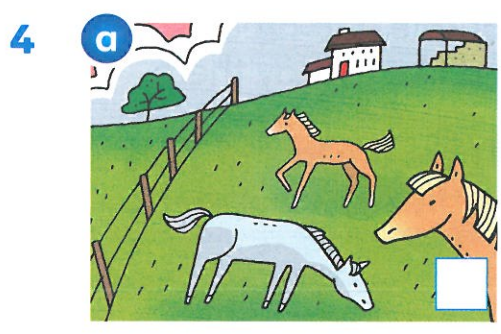
train station



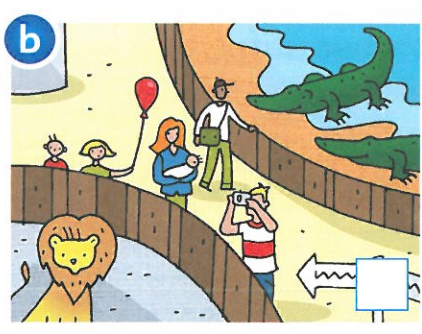
hospital



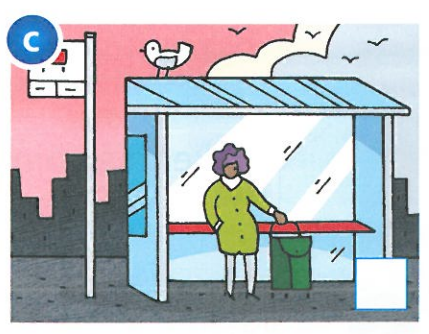
cinema



farm



zoo



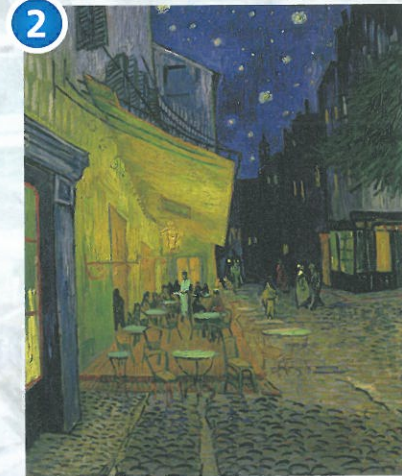
bus stop

# Towns and art

1

Look and say. What is in the paintings?

There's a lake in painting 1.



3



4



2 CD2  
16

**Think!**

Listen, read and number. Which painting are they talking about?

I like the water and the big buildings. It's beautiful.

I like the colours. Yellow, purple and green. I'd like to play there.

I like this painting because I like trains.

There are lots of stars in the sky. I like them.

3

Which painting is your favourite?

I like ... because ...

1 Where are these paintings?

Painting 1 is in a playground.



2 Where can you find paintings in your town?

There is a painting in the playground.

There are paintings in the café.

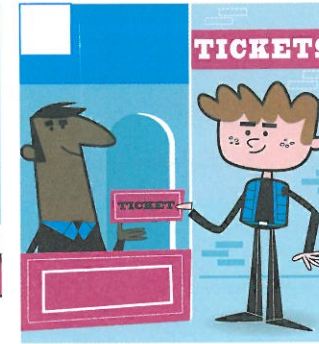
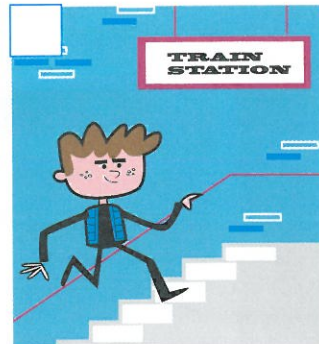
3 **Project** Make pictures of your town and create a collage.





1 CD 2 17

Listen and act out with your teacher. Then listen again and number the pictures.



2 Read and number the sentences from the story.

- Go to the café. Buy some orange juice.
- Where's your train? It's gone!
- Run to the platform.
- Buy a magazine and read it.
- Buy a ticket.
- Drink your juice.
- Look at your watch. Oh no!
- Walk up the steps to the station.

3 Listen to your friend and act out.



# Quiz time

6



- 1 Where are they?  
 a at the swimming pool    b at the bus stop  
 c at the train station

2 Top Town hasn't got a ...



- 3 The boy ... an ice cream.  
 a have got    b has got    c hasn't got

- 4 Where is the cat?  
 a between the dogs    b in front of the dogs  
 c behind the dogs

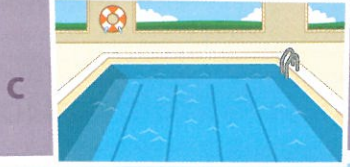


5 Who stops the train?



- 6 Circle the different sound.  
 a grey    b ugly    c great

7 Martin really likes the ...



- 8 What colour is the train in the painting on page 42?  
 a green    b red    c blue

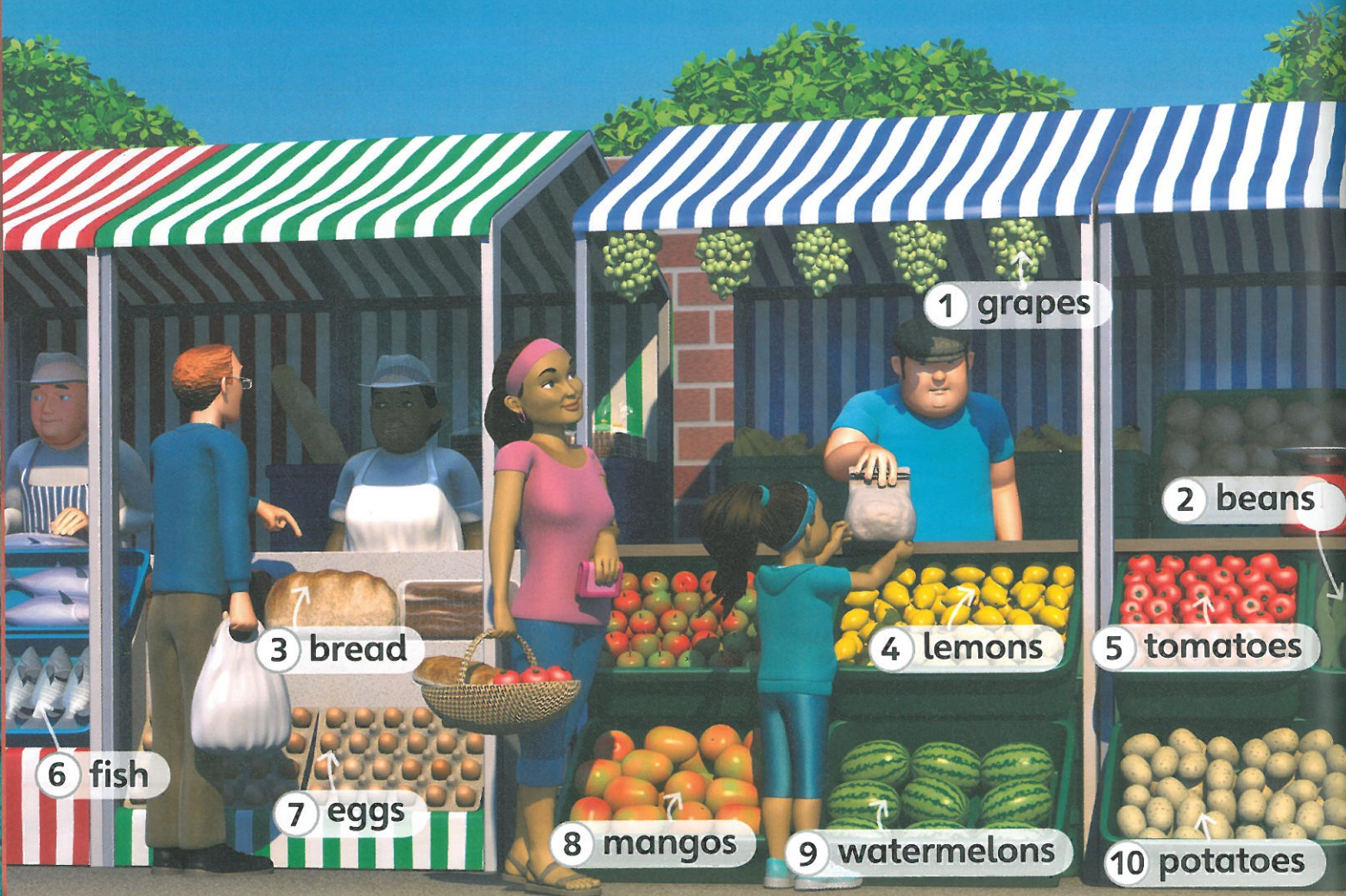


## 4

## The market

1 CD2  
18

Listen and look. Then listen and say the words.

2 CD2  
19

Listen and chant.

Apples, apples,  
 I am hungry,  
 Lemons, mangos,  
 Watermelons.  
 I am hungry,  
 Have some fruit!

Apples, apples,  
 I am thirsty,  
 Lemons, mangos,  
 Watermelons.  
 I am thirsty,  
 Have some juice!

1

Read and number the pictures.

1 Would you like an apple?

Yes, please.

2 Would you like a tomato?

No, thank you.

3 Would you like some bread?

Yes, please.

4 Would you like an egg?

No, thank you.



2 CD2 20

Grammar focus

Listen and say.

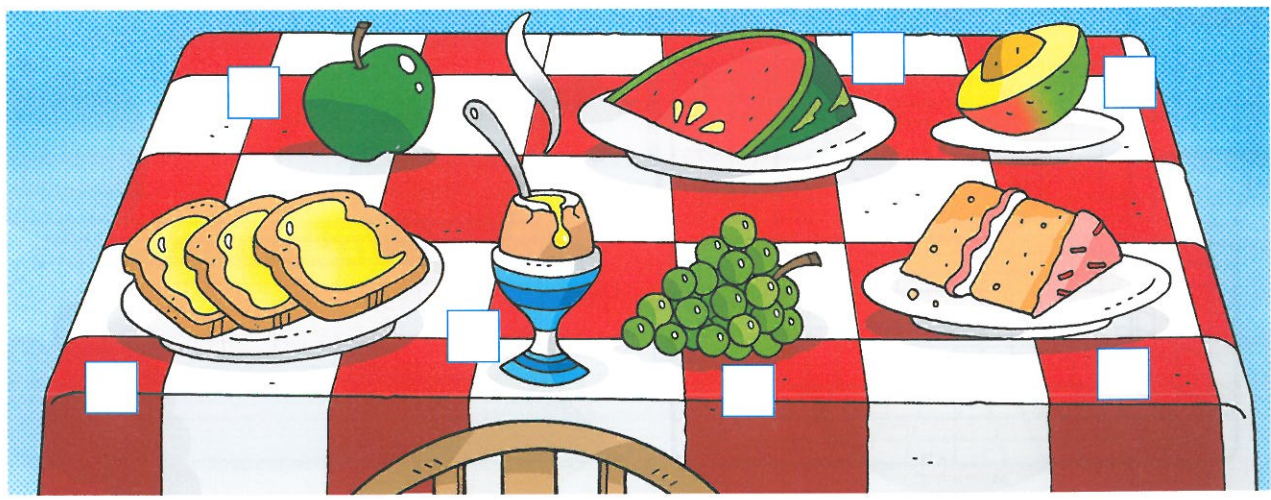
Would you like a tomato?  
Would you like some bread?

Yes, please.  
No, thank you.



3

Tick (✓) four things you would like to eat. Then ask and answer.



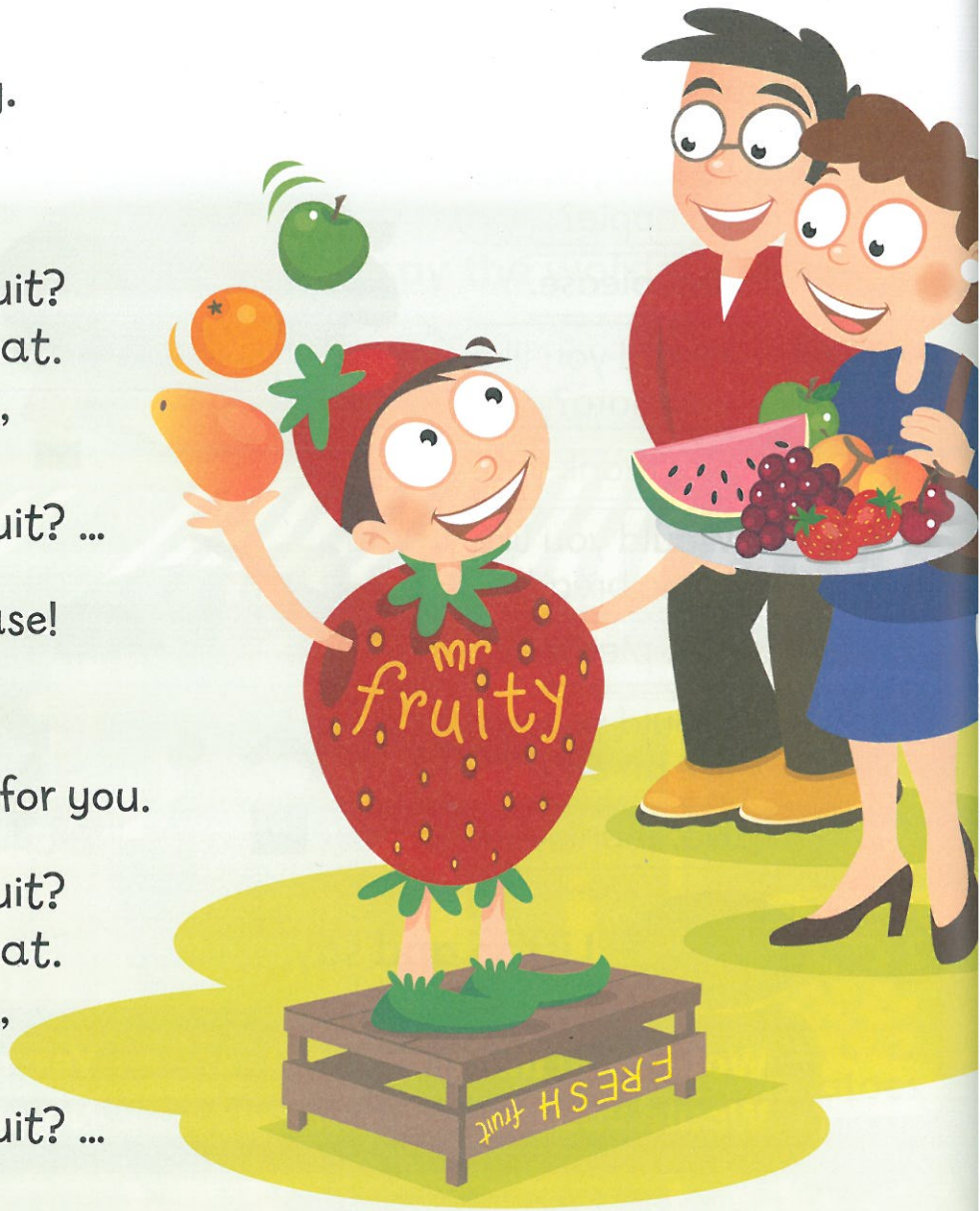


Listen and sing.

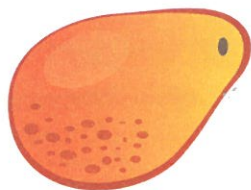
Would you like some fruit?  
 Yeah, fruit is really great.  
 Please eat lots of fruit,  
 Put it on your plate!  
 Would you like some fruit? ...

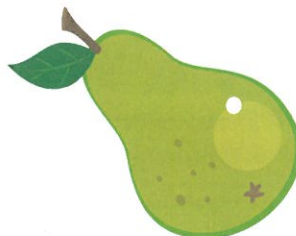
Give me a mango, please!  
 Give me an apple, too.  
 Give me some grapes,  
 And please keep some for you.

Would you like some fruit?  
 Yeah, fruit is really great.  
 Please eat lots of fruit,  
 Put it on your plate!  
 Would you like some fruit? ...



Listen again and tick (✓) the fruit that you hear in the song.

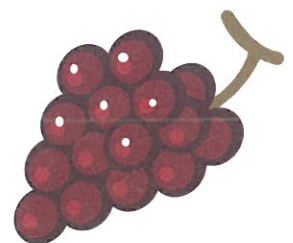












1 CD2 24

Listen and write the words.

- 1 Are there any \_\_\_\_\_ ?
- 2 Are there any \_\_\_\_\_ ?
- 3 Is there any \_\_\_\_\_ ?
- 4 There isn't any \_\_\_\_\_ .
- 5 Is there any \_\_\_\_\_ ?
- 6 There aren't any \_\_\_\_\_ .



2 CD2 25

Grammar focus

Listen and say.



Are there any pears in the fridge?

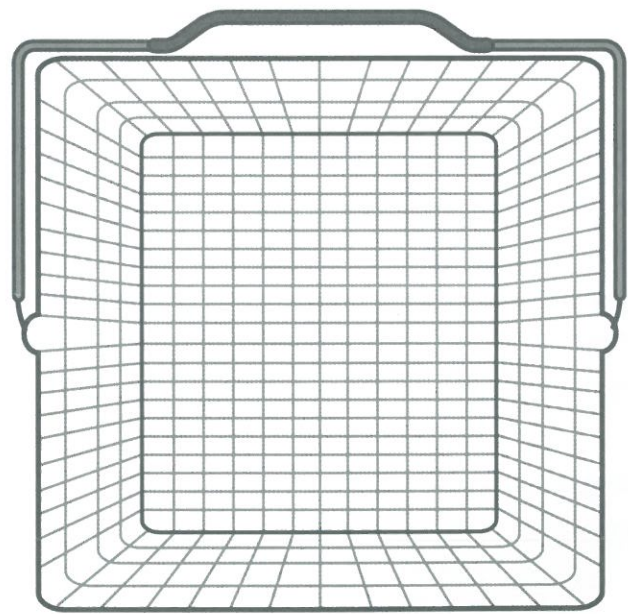
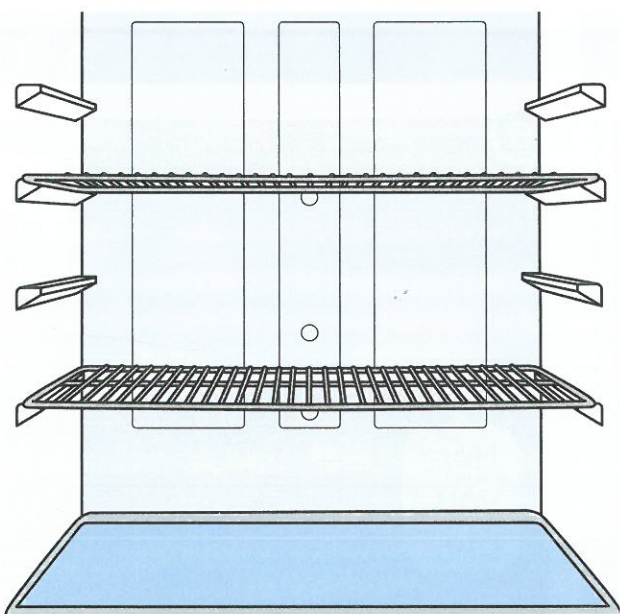
Yes, there are.  
No, there aren't any.

Is there any bread in the basket?

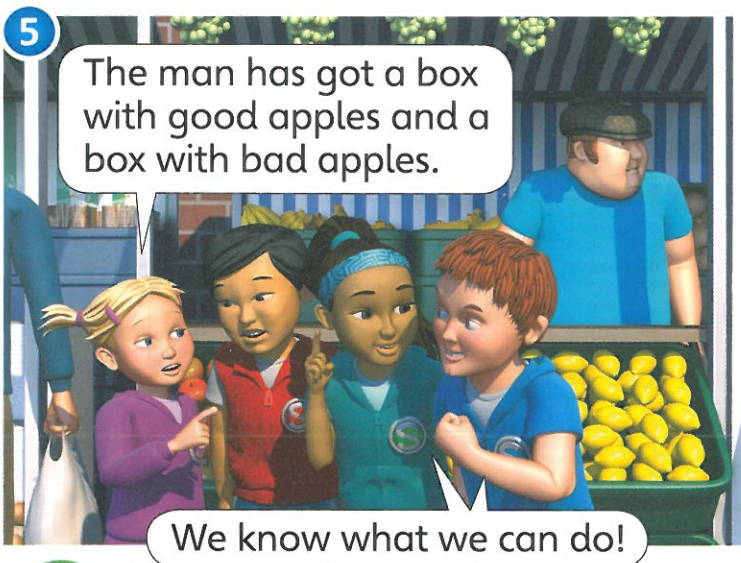
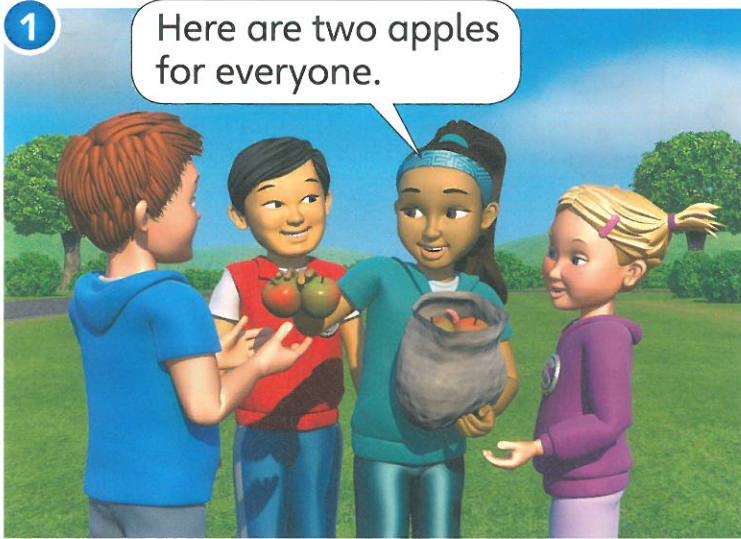
Yes, there is.  
No, there isn't any.

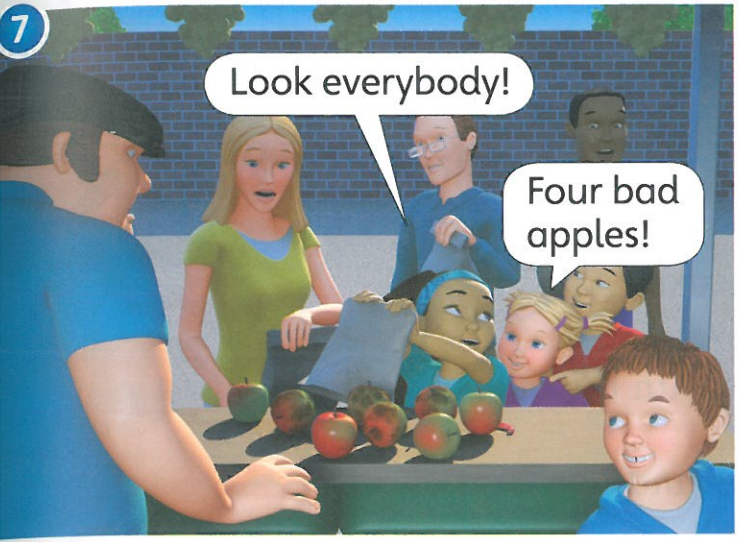
3 Sticker

Choose where to stick your food. Then ask and answer.



1 CD2 26 **S** Bad apples





**2** **Think!** Look at the picture and circle the correct sentence.

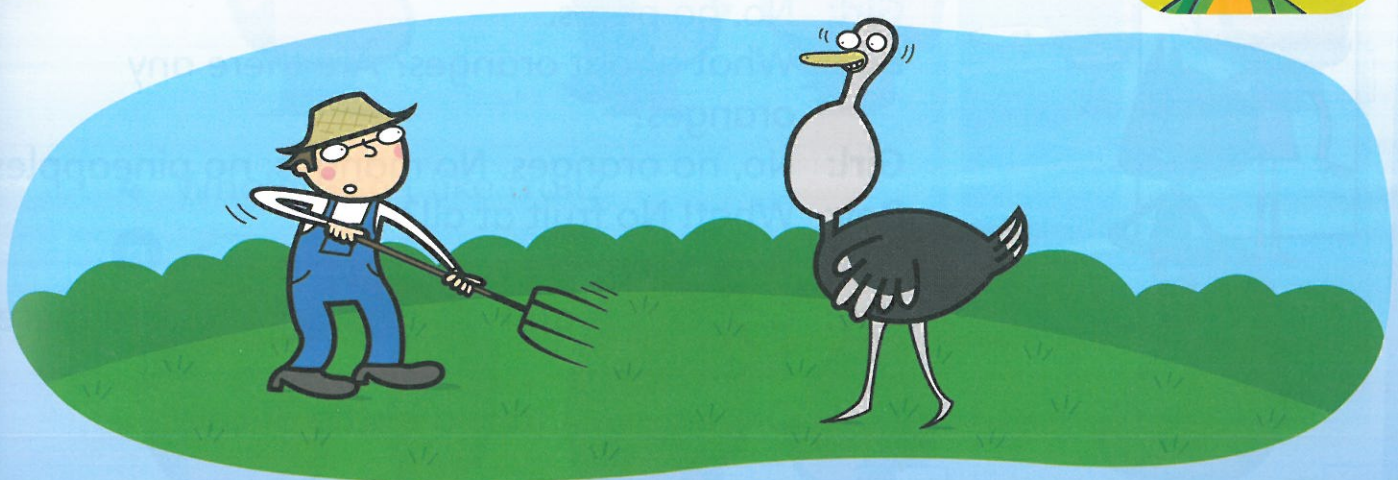


- 1 Look everybody!
- 2 Two for everyone.
- 3 Well done!
- 4 Come to the market with me.

**3** Find who says ... **What can we do?**



**4** CD2 28 Listen and say.



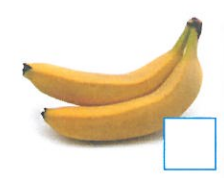
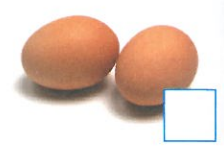
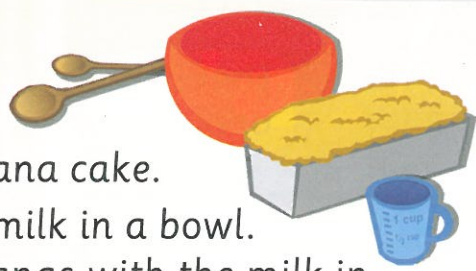
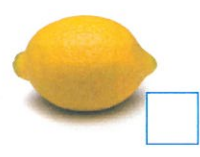
Where's the watermelon, Wally?



1

Think!

What's needed for the cake?  
Read and tick (✓) the boxes.

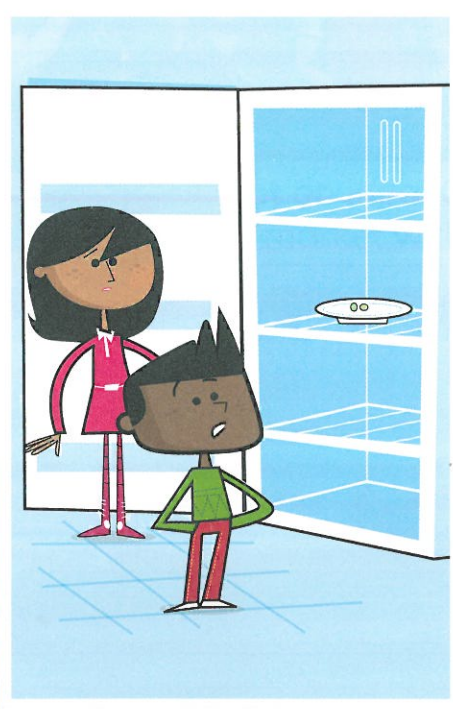


Make some banana cake.

- Put a cup of milk in a bowl.
- Mix two bananas with the milk in the bowl.
- Put a cup of sugar and two cups of flour into the bowl.
- Then put four big spoons of butter and two eggs into the bowl. Start mixing. Then put the mixture in a cake tin.
- Bake the cake in the oven for one hour. Enjoy it with your friends!

2

Act out the play.



Boy: Let's make some fruit juice for the party.  
 Girl: OK. Let's look in the fridge.  
 Boy: Are there any apples?  
 Girl: No, there aren't.  
 Boy: Are there any pears?  
 Girl: No, no pears.  
 Boy: What about oranges? Are there any oranges?  
 Girl: No, no oranges. No mangos, no pineapples.  
 Boy: What! No fruit at all?  
 Girl: Well, there are some grapes.  
 Boy: Grapes. Great! How many grapes are there?  
 Girl: Two.  
 Boy: OK. Let's just take a bottle of cola.

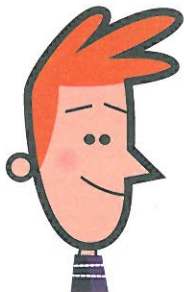
3

Write your own play and act it out.

Listen and tick (✓) the boxes.

1 Who makes breakfast on Sunday?

a




b




c

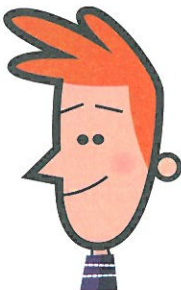



2 Who drinks milk for breakfast?

a




b




c




3 Who eats eggs and beans for breakfast?

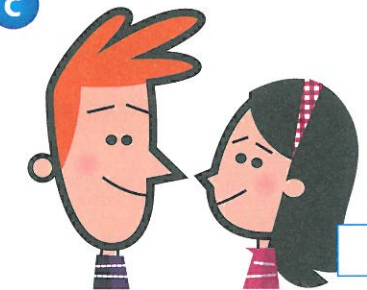
a




b




c




4 Who doesn't like fruit?

a




b




c



# Bacteria and food

**1** <sup>CD2</sup><sub>33</sub> Listen, read and number the photos.

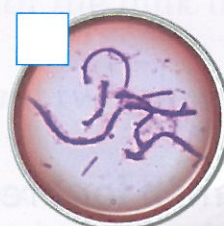
Bacteria are not animals, but they *are* living things. You can't see them because they are very, very small. There are lots of different bacteria. They have strange names! Here are some bacteria.



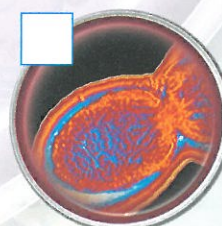
Listeria monocytogenes



E. coli



Bacillus cereus



Shigella

**2** <sup>CD2</sup><sub>34</sub> Listen, read and draw lines.

Some bacteria are very dangerous. These bacteria can live in food and make us ill. We don't want to eat these bacteria. We need to be careful with food.



**1** Clean the kitchen.

**2** Keep different foods in different places before cooking.

**3** Cook meat so it's very hot.

**4** Wash fruit and vegetables.

**5** Wash and dry your hands before you cook.

**6** Keep food cold in the fridge.



**1** **Project** **Think!** Grow some bacteria.



Take half a lemon, put it on the ground.



Now put it in a clear plastic bag with a piece of wet tissue.



Leave the bag in a warm, dark place.



After a few days, take the bag out. Look at your lemon. Never eat food with this on!

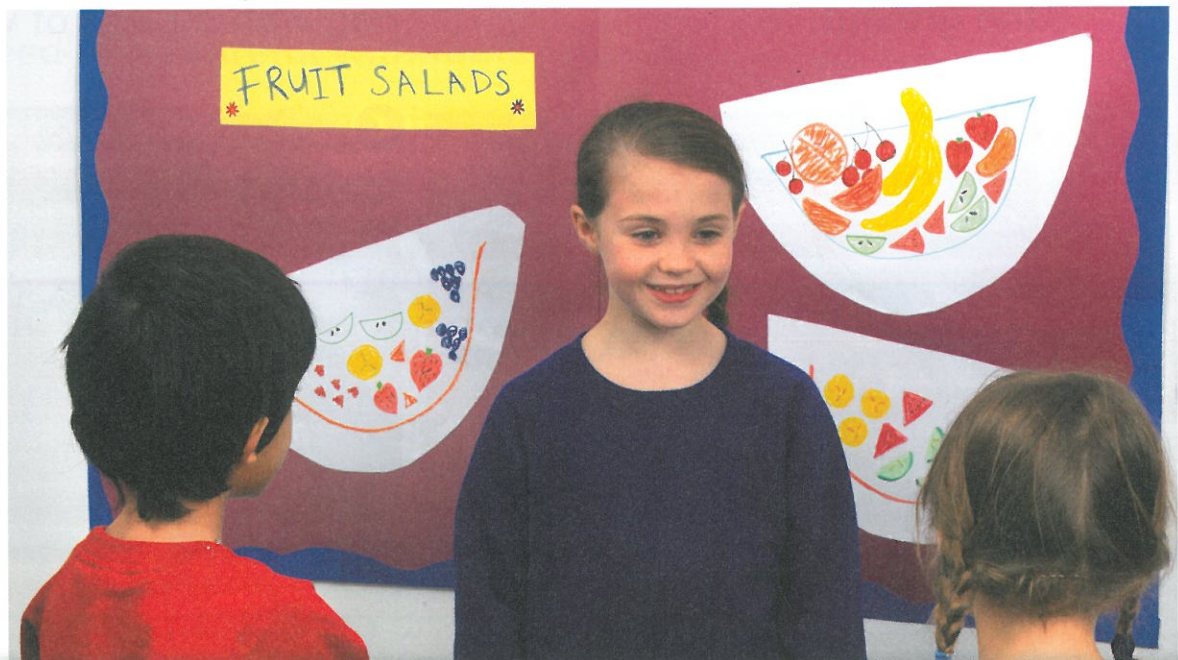


Listen and imagine. Then draw your picture.



2

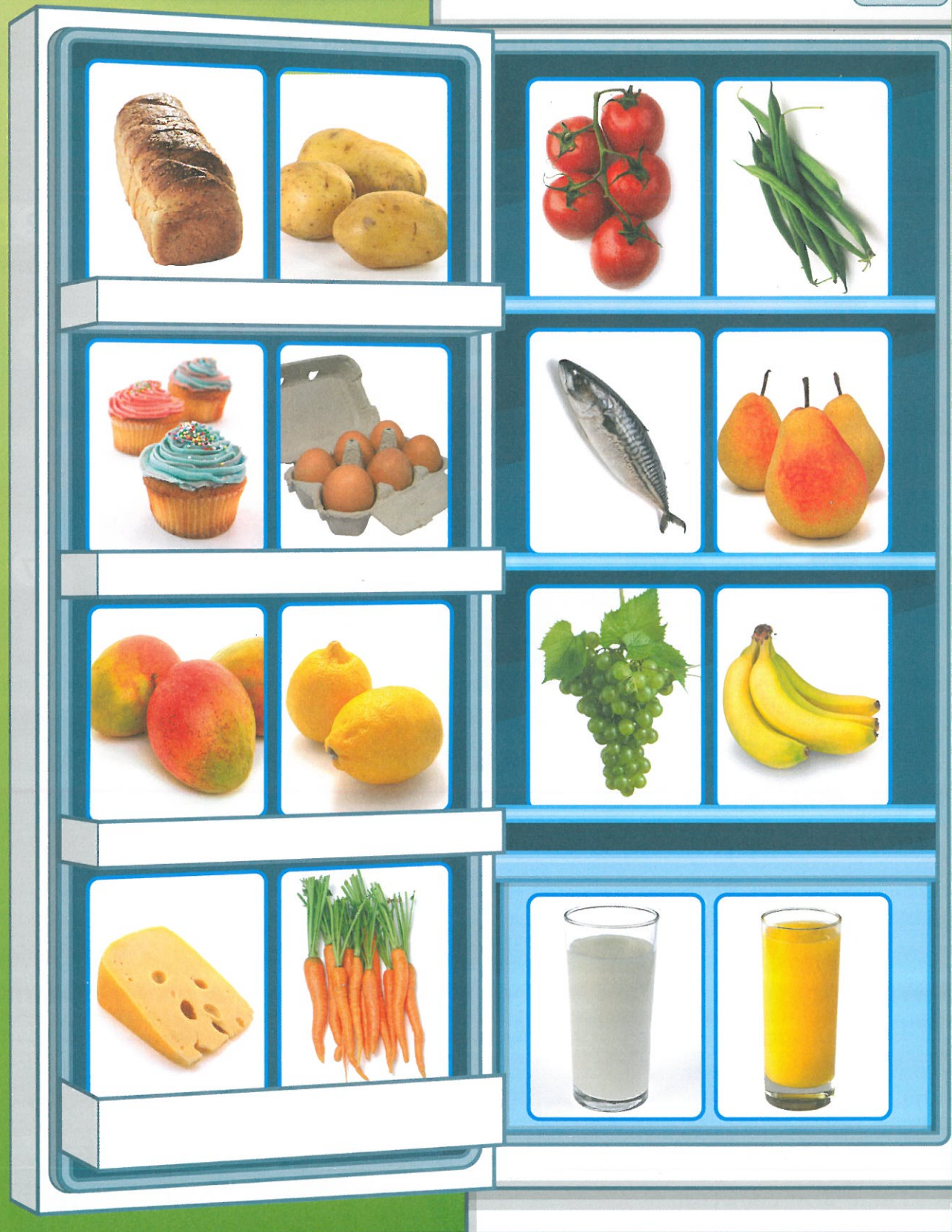
Write about your picture. Then listen to your friends and guess.



In my favourite fruit salad, there are some oranges and there are some bananas. There aren't any grapes and there aren't any mangos. Yummy!

# The food game

8



## 5

## My bedroom

1 CD2  
36

Listen and look. Then listen and say the words.

2 CD2  
37

Listen and chant.

What a mess!  
 What a mess!  
 What a mess!  
 Please tidy up your room.

There's a schoolbag on the floor,  
 The jeans are on the armchair.  
 The T-shirt's on the lamp,  
 There's a plane under the bed.

There are pencils on the mat,  
 There's a ball on the table.  
 There's a book on the wardrobe,  
 And a sock on the clock.

Your cap's on the mirror,  
 Your train's on the sofa.  
 And where's the other sock?  
 On the chair, over there!

1 CD2 38

Listen and match.



- a Do you like these yellow chairs?
- c I don't like it. I like that green lamp over there.

- b I like this blue lamp.
- d Yes, I do. And those blue chairs are nice too.

2 CD2 39

Grammar focus

Listen and say.

I like **this** book.  
I like **these** books.

I like **that** book.  
I like **those** books.



3 Talk about your classroom.



Listen and sing.

Little Timothy McKane  
Is a real pain.  
His mum is in a shop with him.  
Please stop it, stop it, Tim!

Do you like this sofa, Tim?  
No, I don't. It's awful, Mum,  
But that sofa over there,  
Is beautiful, I swear!

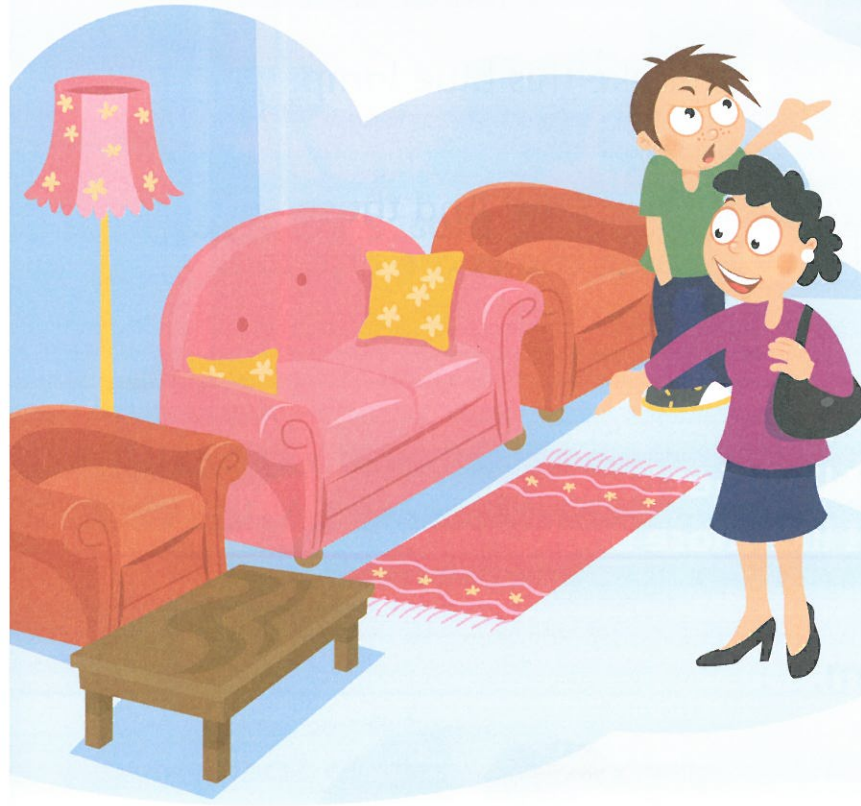


Do you like these armchairs, Tim?  
No, I don't. They're awful, Mum,  
But those armchairs over there,  
Are beautiful, beautiful, I swear!

Do you like this table, Tim?  
No, I don't. It's awful, Mum,  
But that table over there,  
Is beautiful, I swear!

Do you like this sofa, Tim? ...

Little Timothy McKane ...



2

Choose words and read out your verse.

Do you like these mirrors, Tim?  
No, I don't. They're awful, Mum,  
But those mirrors over there ...

1 CD2  
42 Listen, read and tick (✓) the boxes.



1 Whose jeans are these?  
They're  Rosie's  Nick's.

2 Whose cap is this?  
It's  Bob's  Mike's.

2 CD2  
43

**Grammar  
focus**

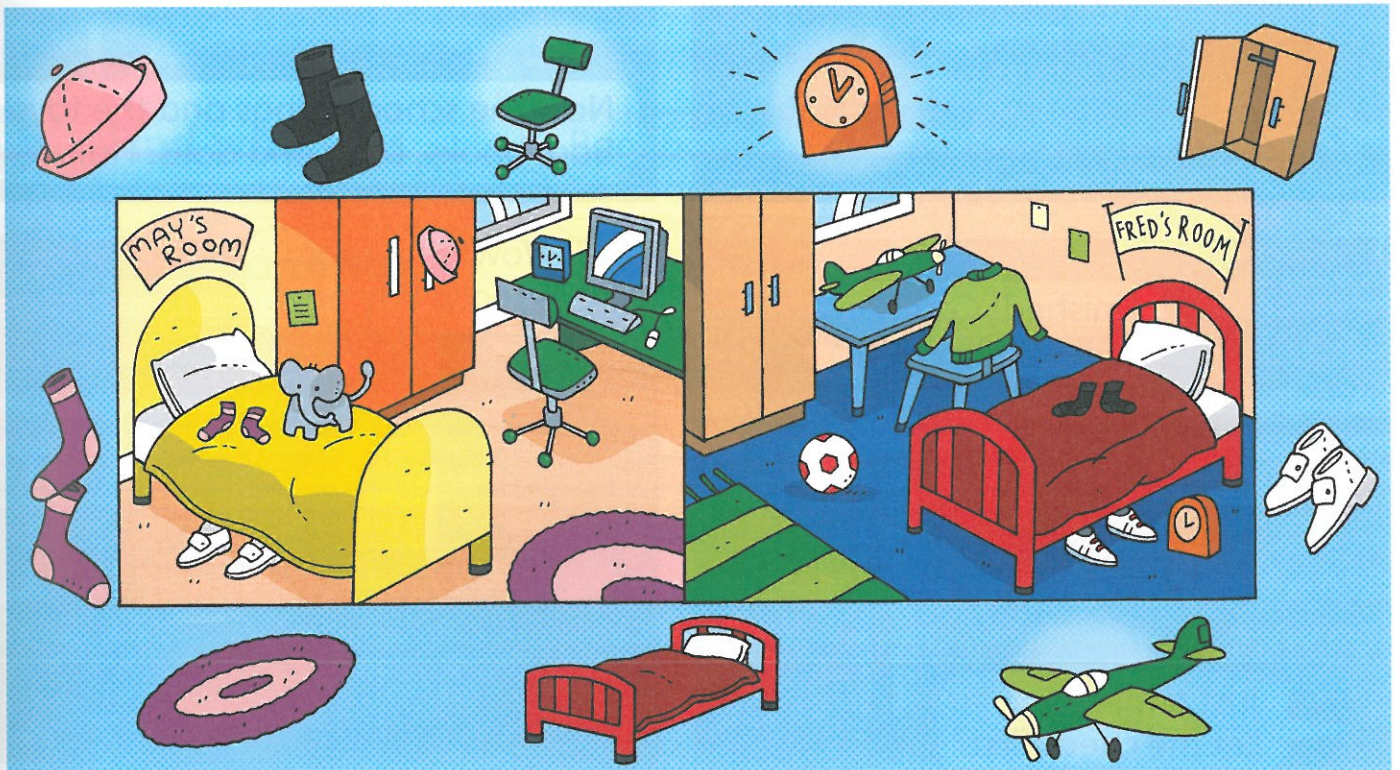
Listen and say.

Whose socks are these?  
Whose hat is this?

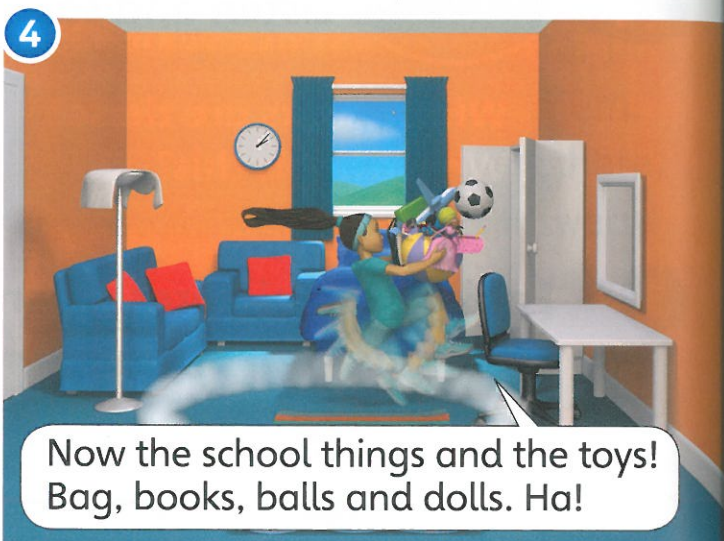
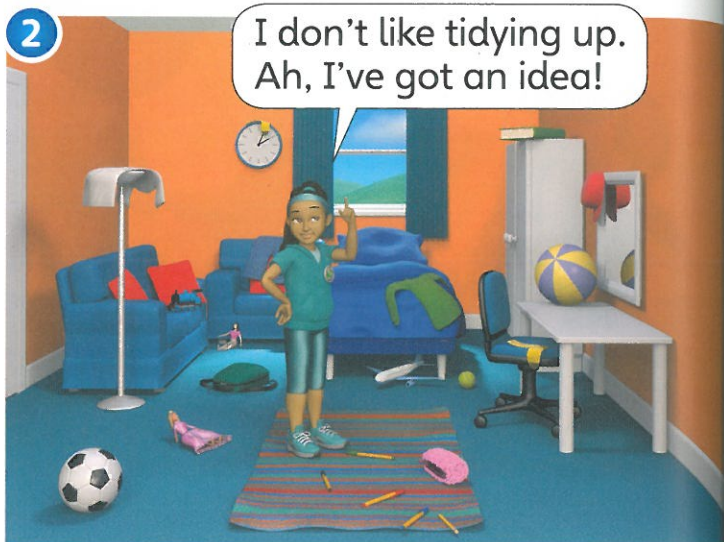
They're Fred's.  
It's May's.



3 Look at the pictures. Then ask and answer.



# Tidy up!





2 Imagine you are Whisper and Flash. Act out the phone call at the end of the story.



3 Find who says ...

Bag, books, balls and dolls.



4 CD2 46 Listen and say.



Look at the books all over the room!





1

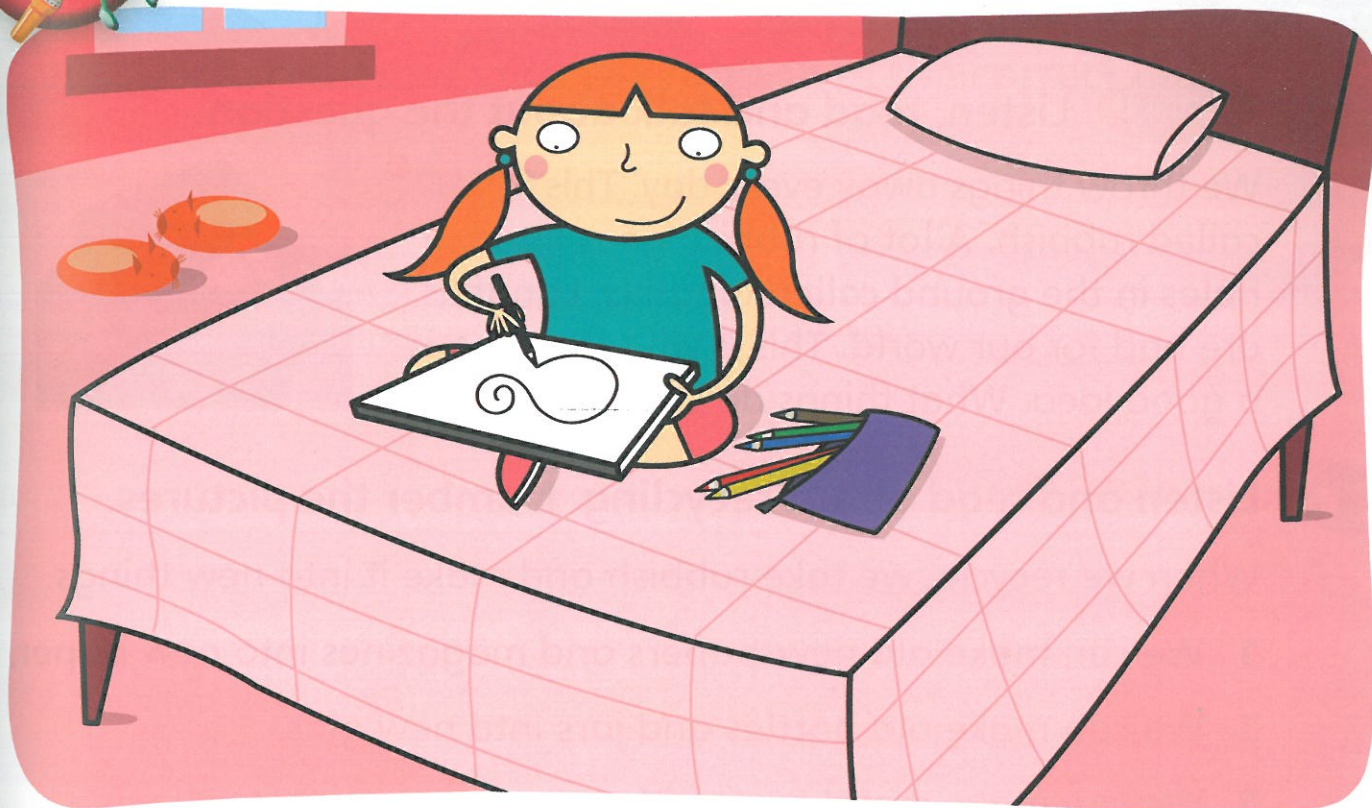
Read and write the correct words next to numbers 1–8.



table books chairs bed clock mirror bookcase wardrobe

### My room

In my room there's a big, blue (1) \_\_\_\_\_. There is a brown (2) \_\_\_\_\_ and there is a (3) \_\_\_\_\_. On it there is my computer. There is a (4) \_\_\_\_\_ on the wall. There are also two (5) \_\_\_\_\_ in my room, but there isn't a (6) \_\_\_\_\_. There is also a red (7) \_\_\_\_\_. I think there are fifteen (8) \_\_\_\_\_ in it.



- 1 Where does Claire go when she wants to think?
- 2 Where does she sit?
- 3 What does she do?
- 4 Where do you go when you want to think?
- 5 What do you do?

1. Claire goes ...

2

What do you do when you want to think? Tell your friend.



When I want to think,  
I go to my room.  
I listen to music.  
I like music.

# Recycling

1 CD2  
50

Think!

Listen, read and talk about the question.

We throw things away every day. This is called rubbish. A lot of rubbish goes into big holes in the ground called landfills. Landfills are bad for our world. This is why recycling is a good idea. What things do we throw away?



2 CD2  
51

Listen and read about recycling. Number the pictures.

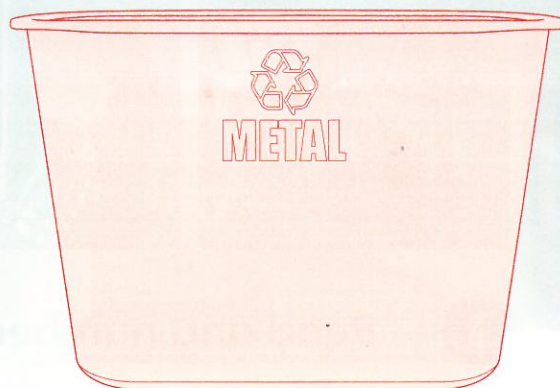
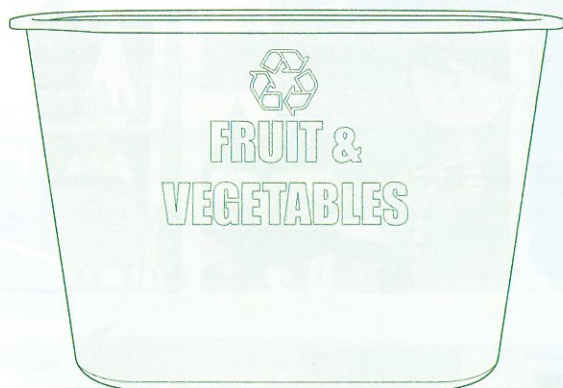
When we recycle, we take rubbish and make it into new things.

- 1 We can make old newspapers and magazines into new paper.
- 2 We can make old bottles and jars into new glass.
- 3 We can make metal from fridges into new metal.
- 4 We can make old fruit and vegetables into earth for the garden.



1  
Sticker

Look, read and stick the rubbish in the correct bins.



2 **Think!** Think of more things to put in these bins.

We can put magazines in the paper bin.

3 **Project** Make some recycling bins for your classroom.



When you throw something away, think about which bin you put it in.

Listen and act out with your teacher.  
Then listen again and number the pictures.



2

Read and number the sentences from the story.

- |  |   |
|--|---|
| <input type="checkbox"/> Look in the wardrobe.   | <input type="checkbox"/> Look under your bed. |
| <input type="checkbox"/> Oh no!                  | <input type="checkbox"/> The cat has got it.  |
| <input type="checkbox"/> Where's your hat?       | <input type="checkbox"/> It's cold outside.   |
| <input type="checkbox"/> Look out of the window. | <input type="checkbox"/> Nothing!             |

3

Listen to your friend  
and act out.

Nothing!



# Quiz time



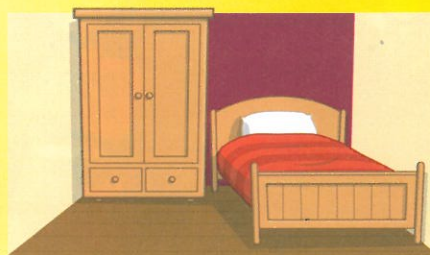
- 1 What's on the wall?  
 a a picture and a clock  
 b a mirror and a clock  
 c a mirror and a picture

- 2 Do you like ... orange clock over there?  
 a this b that c those



- 3 Tim thinks the sofa is ...  
 a beautiful. b old. c awful.

- 4 What's in the room?  
 a a bed and a desk  
 b a desk and a wardrobe  
 c a wardrobe and a bed



- 5 ... cap is this?  
 a Who b What c Whose

- 6 What does Flash leave on the lamp?  
 a a T-shirt b socks c trousers



- 7 Circle the different sound.  
 a book b doll c look

- 8 Rubbish is ... for the environment.  
 a not good b not bad c very good



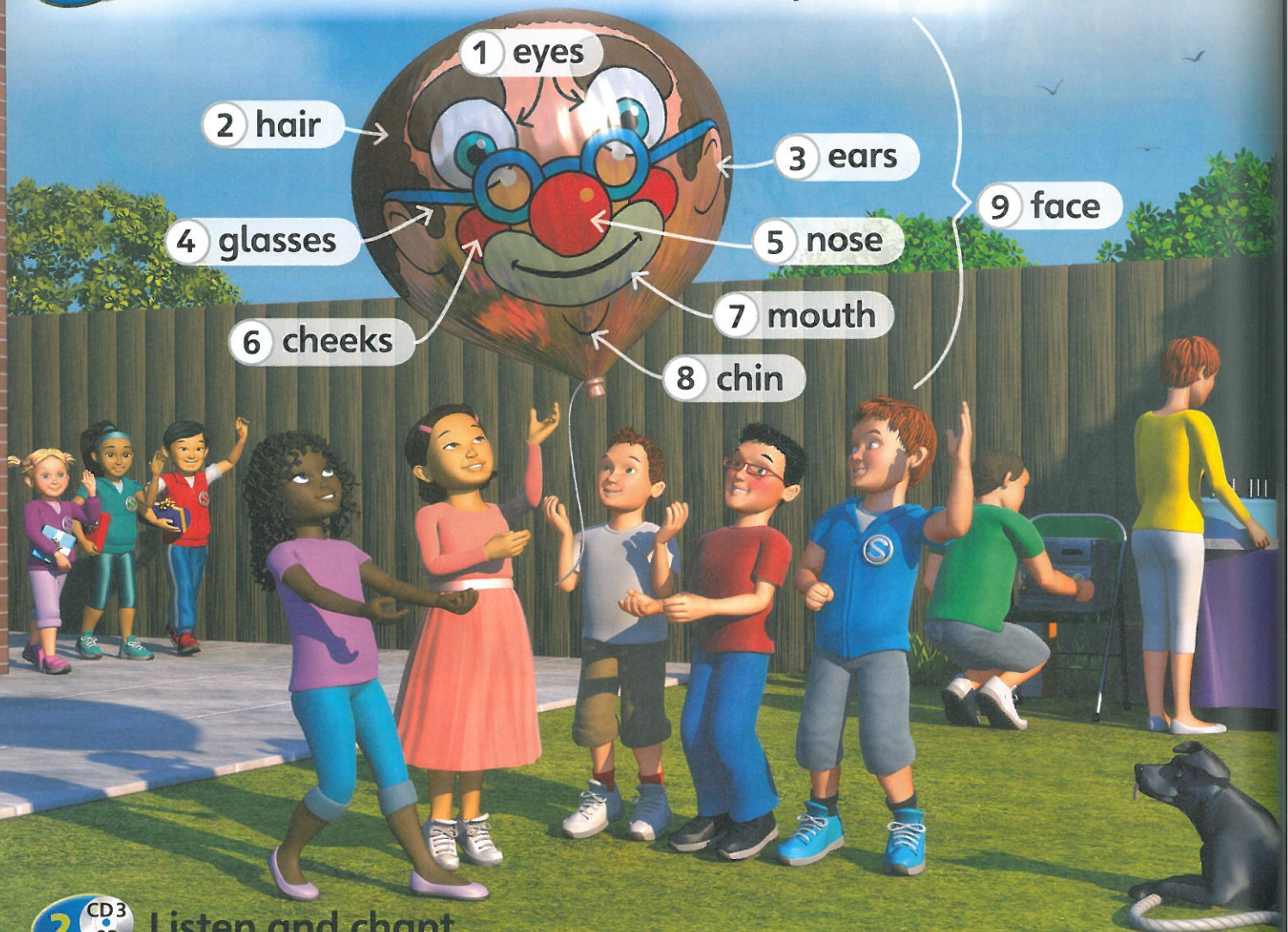
## 6

## People

1

CD3  
02

Listen and look. Then listen and say the words.



2

CD3  
03

Listen and chant.

Her hair is brown,  
It's brown, so brown.  
Her nose is small,  
It's small, so small.  
Her eyes are blue,  
They're blue, so blue.  
Do you know her name?  
I do. It's Sue.

His face is pink,  
It's pink, so pink.  
His eyes are green,  
They're green, so green.  
His hair is black,  
It's black, so black.  
Do you know his name?  
Oh, yes. It's Jack.

1 Read and write the names.



- 1 Tom has got green eyes and brown hair. He is sad.
- 2 Jim has got blue eyes and black hair. He is excited.
- 3 Sue has got blue eyes and she is wearing glasses. She is scared.
- 4 Dan has got brown eyes and brown hair. He is tired.
- 5 Sally has got brown hair and green eyes. She is wearing glasses. She is angry.
- 6 Paula has got blue eyes and brown hair. She is happy.

2

CD3  
04

Grammar  
focus

Listen and say.

Are you angry?

No, I'm not angry. I'm tired.

Are you happy?

Yes, I'm happy and I'm excited.



3

Play the mime game.

Are you ... ?







Who's that man over there,  
The man with white hair?  
The man with the guitar,  
Who sings like a star ...

That man is my grandpa,  
The best one in the world.  
He knows so many songs,  
I love to sing with him ...

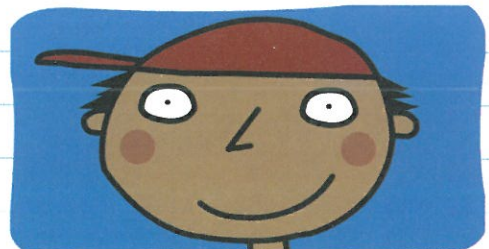
Who's that woman over there,  
The woman with grey hair?  
The woman with grey hair,  
In the rocking chair ...

That woman is my grandma,  
She's happy and she's great.  
And I'm her best friend,  
Although I'm only eight ...

2

Draw a picture of someone in your family and write about them.

That boy is my brother.  
He's friendly and he's fun ...



1 **CD3 07** Listen and chant.



The months are easy to remember:

January, February, March,  
April, May and June,  
July, August, September,  
October, November, December.  
Remember? No?

Then start again: January, February ...



2 **CD3 08** Listen, read and circle.

- 1 Ben's birthday is in June / May.
- 2 Lucy's birthday is in May / April.
- 3 Tim and Sam's birthdays are in May / July.



3 **CD3 09** **Grammar focus** Listen and say.

**Our birthdays are in May.**  
**Their birthdays are in November.**

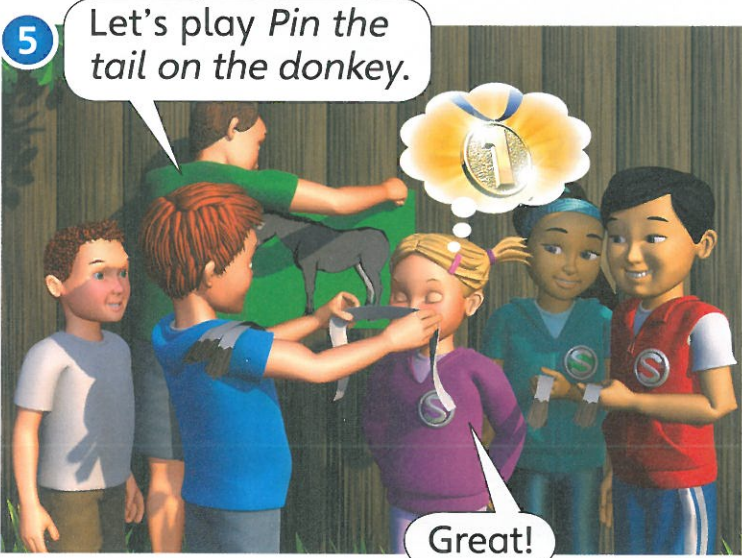


4 Find out when your friends' birthdays are. Then play the birthday game.

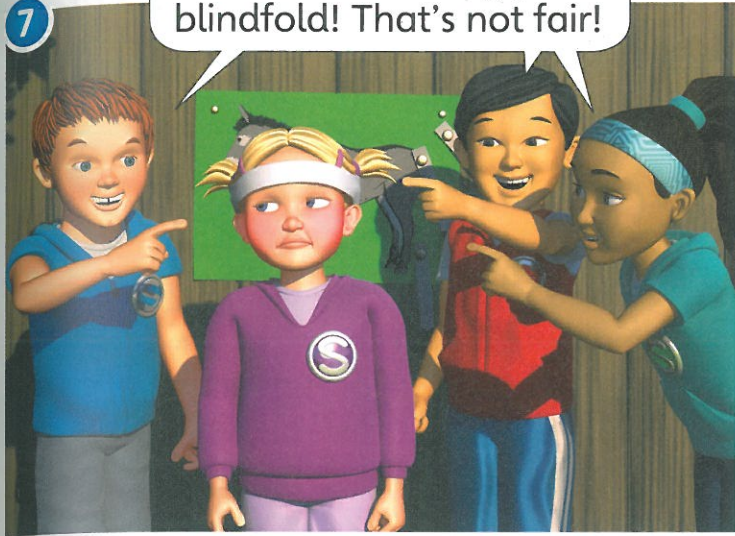




# Thunder's birthday



7 You aren't wearing your blindfold! That's not fair!



8

No medals for us today.



2

Think!

Look at the picture and circle the correct sentence.



- 1 That's not fair!
- 2 We're the winners!
- 3 Let's have a race.
- 4 Let's play.

3

Find who says ...

Let's play *Pin the tail on the donkey*.



4

CD3  
12

Listen and say.



Jane and a snake make cakes on a rainy day.

Read, think and write what's missing in each birthday invitation.

a

Dear Ben,  
 Come to my birthday party on Sunday. Please ask your sister to come, too. Can you also bring your football? I can't find mine. The birthday party is in our garden. See you on Sunday,  
 Tim



b

Dear Oliver,  
 Please come to my birthday party on Saturday. Can you bring your running shoes? We'll have a race. Mum says don't bring your dog. Sorry! The party starts at three o'clock.  
 See you on Saturday,  
 Tara

c

Dear Linda,  
 Please come to my birthday party. Can you please bring your Purple Pumpkins CDs and your High Five CD? Please ask your brother to come, too. Jamie wants to play football with him. The party is at my grandma's house - 16 Station Road. It starts at four o'clock.  
 See you there!  
 Emma

2

Write an invitation to your party.

Remember to write: where it is.  
 what day it is.  
 what time it is.





1 CD3 15

Listen and colour.



Jolly



Poppy

2

Draw a clown face and play the game.



Has your clown got ... hair?

Yes, he has.

Has your clown got ... eyes?

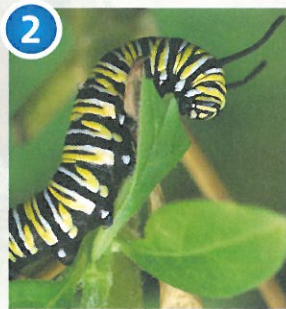
No, she hasn't.

CD3  
16

1 Listen, read and write the words.

- 1 The butterfly starts as a very small egg on a leaf. Butterfly eggs can be many shapes.
- 2 What comes from the egg? Not a butterfly, but a caterpillar! The caterpillar eats a lot of the leaves on the plants around it. It grows bigger and bigger.
- 3 When the caterpillar stops growing, it has a hard, brown skin called a chrysalis. The chrysalis hangs from a plant. Inside the chrysalis, the caterpillar is changing.
- 4 When the chrysalis opens, a butterfly comes out. After a few hours, the butterfly opens its wings and flies away.

chrysalis butterfly egg caterpillar



2 Read again and tick (✓) the boxes.

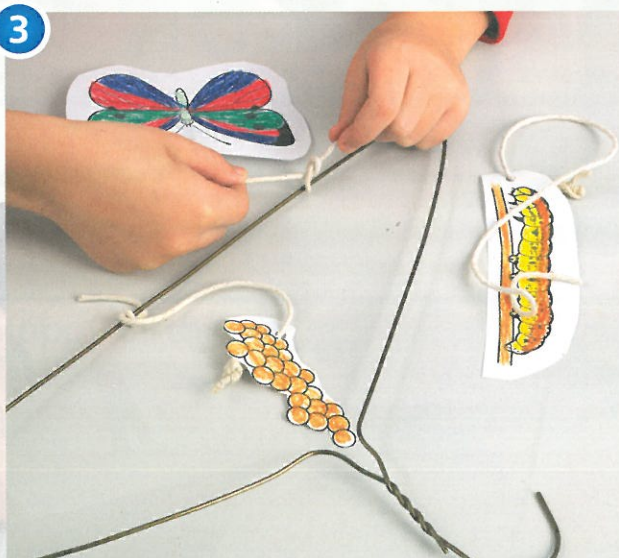
- 1 All caterpillar eggs are round.      yes  / no
- 2 The butterfly comes out of the egg.      yes  / no
- 3 Chrysalises are soft.      yes  / no
- 4 The butterfly comes out of the chrysalis.      yes  / no

**1 Think!** Write numbers to order the butterfly life cycle.

- There is a small egg on a plant.
- Now it can use its wings to move.
- The first thing it eats is the plant.
- It doesn't move. It is hard, but inside it is changing.

**2 Project** Make a mobile.

Page  
127





Listen and imagine. Then draw your picture.



2 Show your picture to your friends. Then ask and answer.

This is my birthday party. Here is a big birthday cake with seven candles on it. The children are eating ice cream and fruit salad.

These are my friends. There are lots of presents and there are balloons. My brother is wearing a crown.



# Act out a birthday party

## 1 Look, read and plan.

At birthday parties people eat their favourite foods and give presents. They have lots of fun playing games and listening to music.



### PARTY PLAN

- **Time:** 01:00 Saturday afternoon.
- **Place:** My house.
- **Food:** sandwiches, cake, ice cream, juice.
- **Games:** tug of war, three-legged race.

### Useful language

<p><b>Child 1</b> Happy Birthday!</p> <p>Thanks, the ... is very good. Let's play ... !</p>	<p><b>Child 2</b> Thanks! Thank you for your present. Have some ...</p> <p>Yes, good idea. / No, I don't like ...</p>
---	---

## 2 Act out your play.



## 7

## Off we go!

1 CD3  
18

Listen and look. Then listen and say the words.

1 helicopter

2 boat

3 lorry

4 scooter

6 skateboard

7 taxi

5 bus

8 motorbike

2 CD3  
19

Listen and chant.

Jump on a scooter.  
Jump on a bus.  
Jump on a motorbike,  
And come with us!

Jump on a plane.  
Jump on a boat.  
Jump on a skateboard,  
And off we go!

Jump in a helicopter.  
Jump in a car.  
Jump on a bike,  
Are we going far?

Jump in a taxi.  
Jump on a train.  
Jump in a lorry,  
Let's go again!

1

Match the children with the pictures. Then write the words.



I'd like to drive  
a \_\_\_\_\_.

1 Paul



I'd like to fly  
a \_\_\_\_\_.

2 Mary



I'd like to ride  
a \_\_\_\_\_.

3 Eric



I'd like to sail  
a \_\_\_\_\_.

4 Ruth



2

CD3  
20

Grammar  
focus

Listen and say.

I'd like to go to Africa by plane.  
I'd like to go to the jungle by train.



3

Talk about your dream holiday.



I'd like to go  
to the jungle  
by motorbike!

Listen and sing.

It's a big, wide world out there,  
And there's so much to see.  
I'd like to fly around the world,  
Why don't you come with me ... ?

I'd like to go to Africa,  
I'd like to see a snake.  
I'd like to take it to my house,  
And feed it bread and cake.  
It's a big, wide ...

I'd like to go to Canada,  
I'd like to see a bear.  
I'd like to take it to my house,  
And give it boots to wear.  
It's a big, wide ...

I'd like to go to Italy,  
I'd like to eat ice cream.  
I'd like to take some to my house,  
It isn't just a dream.  
It's a big, wide ...



Think!

Listen again and number the pictures.



1

Read and match.

1 What are you doing?

I'm waiting for a bus.

2 What is John doing?

He's playing with his cars.



3 What is Sally doing?

She's sailing a boat.

4 What are you doing?

I'm looking for my skateboard.

2 CD 3 25

Grammar focus

Listen and say.

What are you doing?  
Are you flying a plane?

I'm flying a plane.  
Yes, I am. / No, I'm not.



3

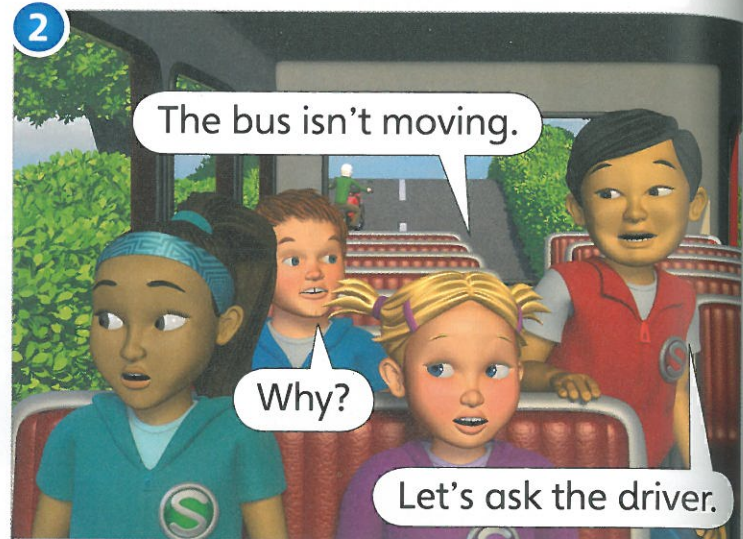
Play the mime game.

What are you doing?  
Are you ... ?



Yes, I am. / No, I'm not. I'm ...

# The bus trip





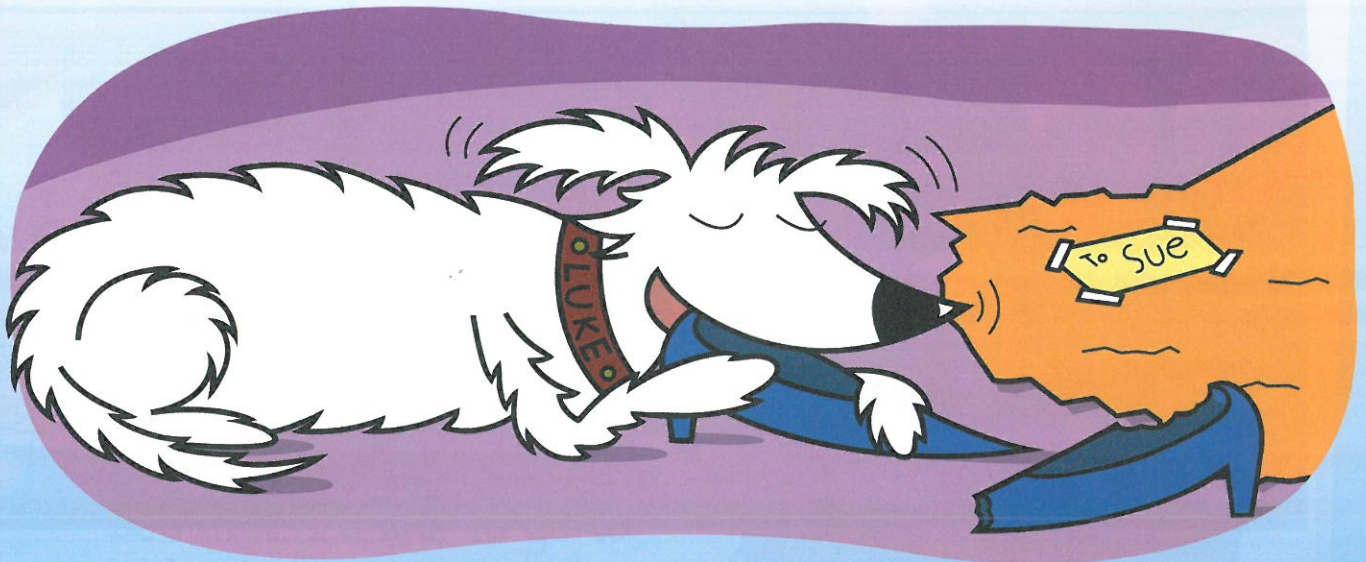
2 Look at the story and find the things. Write the numbers of the pictures.

- a plane
- a boat
- a motorbike
- a bike
- a helicopter
- a taxi

3 Find who says ... It's my turn to help you!



4 CD3  
28 Listen and say.



Luke's chewing Sue's new blue shoes!



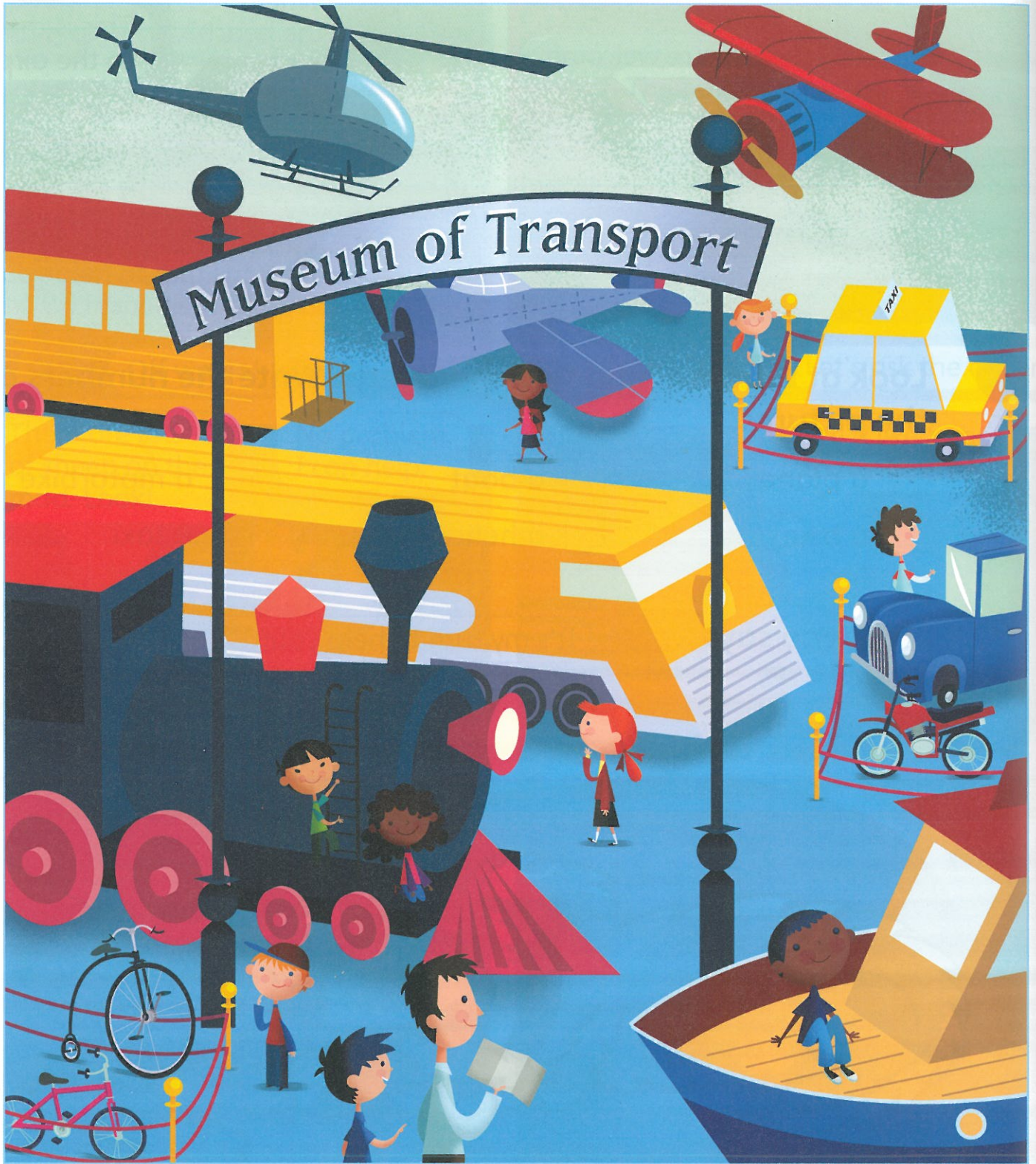


Skills

1

Sticker

Listen to your teacher and stick.



2

Look and say.

The bicycle is ...

Listen and number the pictures.

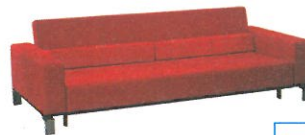
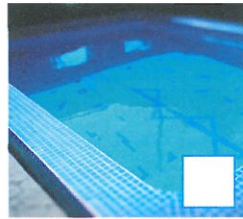
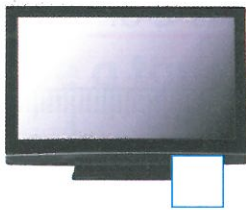


2 Read and tick (✓) the things that the car has got.

This car is amazing because it's very long. Inside there are TVs and beds and a lot of sofas for all your friends. There is even a swimming pool!

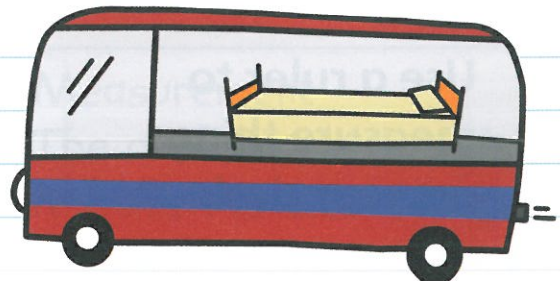


This car doesn't go on the roads very often. It is very difficult to drive. You need two drivers; one at the front and one at the back. They use this car in films or for special parties. Would you like to go for a drive in it?



3 Draw and write about an amazing car, bus, train or plane.

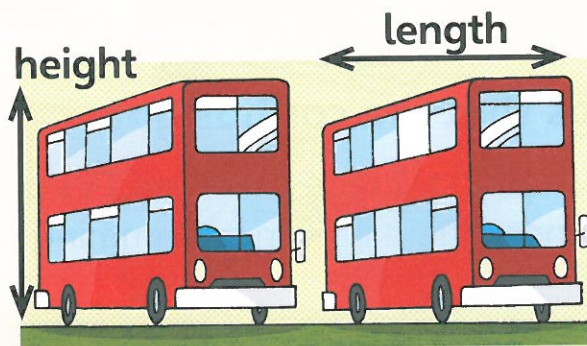
This is my bus. It's blue and red. It's very big. It's got a bed in it. I'd like to go to China in it with my dad.



# Measuring

## 1 Look and read. Write *a* or *b*.

We measure things to find out how big they are.



We can measure height and length.



height: line \_\_\_\_\_

length: line \_\_\_\_\_

## 2 Read, look and measure.

To measure small things we use centimetres (cm) and millimetres (mm). There are 10 millimetres in every centimetre. A ruler helps us to measure small things. Let's use it to measure the length of the pencils. Pencil A is 5cm long. Pencil B is 5cm and 7mm long. We write this as 5.7cm. Write the lengths for pencils C and D.



Pencil A  5cm

Pencil B  5.7cm

Pencil C 

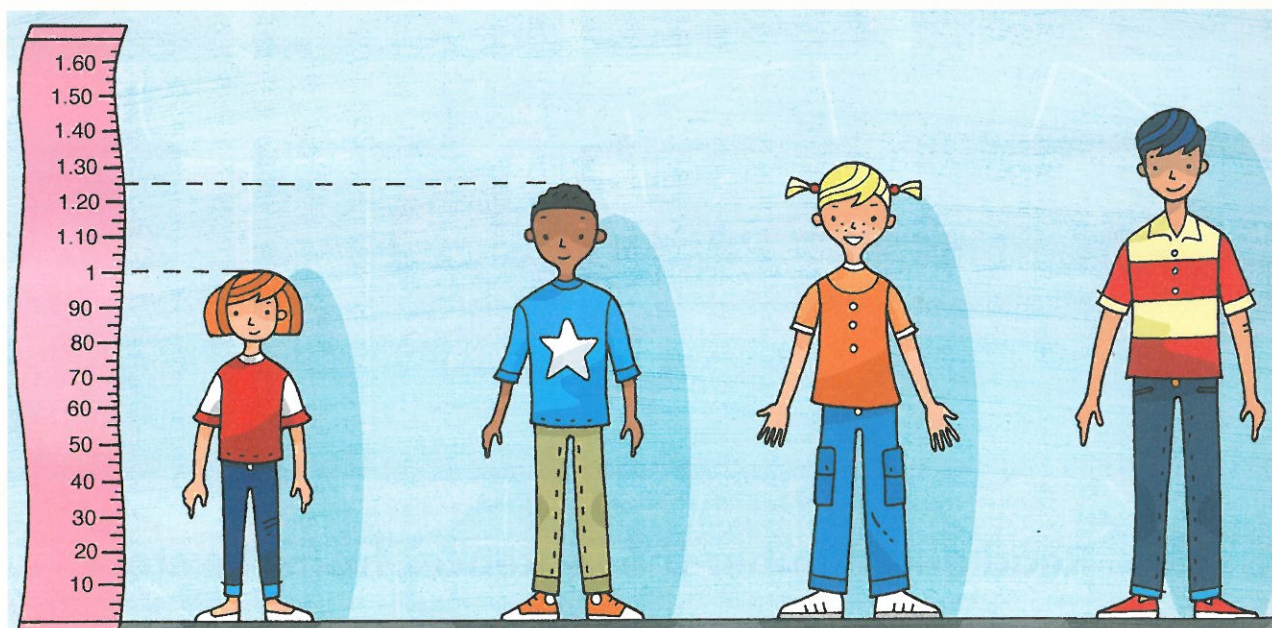
Pencil D 

## 3 Use a ruler to measure things on your desk.

My rubber is 2.5cm long.

# 1 Read, look and measure.

To measure big things we use metres (m). There are 100 centimetres in one metre. A tape measure helps us to measure big things. Let's use it to measure the children's heights. Jane is 1m tall. Ollie is 1m and 25cm tall (1.25m). How tall are Nora and Jim?



Jane 1m      Ollie 1.25m      Nora \_\_\_\_\_      Jim \_\_\_\_\_

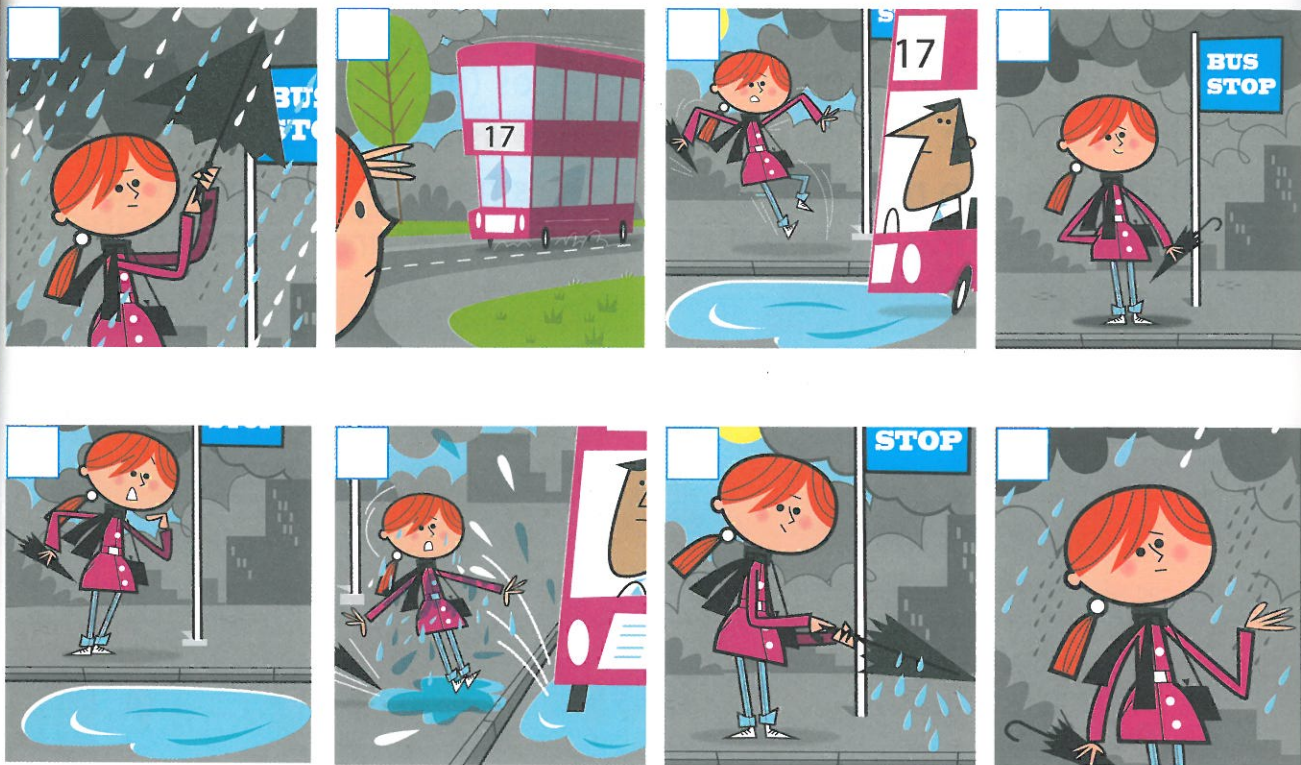
# 2 Use a tape measure to measure the height of three friends.

# 3 **Project** **Think!** Guess and measure.

- 1 Draw a table and write five things that you want to measure.
- 2 Guess the length/height and write it in your *Guess* column.
- 3 Measure and write your results.

I want to measure	Guess	Measurement
The door (height)	2m	The door is 2.10m high.
My desk (length)	1.2m	My desk is 1.23m long.

Listen and act out with your teacher.  
Then listen again and number the pictures.



2

Read and number the sentences from the story.

- |   |  |
|---|--|
| <input type="checkbox"/> Look down! There's a big puddle in front of you. | <input type="checkbox"/> Open your umbrella.     |
| <input type="checkbox"/> The rain stops. Close your umbrella.             | <input type="checkbox"/> Jump out of the way.    |
| <input type="checkbox"/> You're waiting for bus number 11.                | <input type="checkbox"/> It's starting to rain.  |
|   | <input type="checkbox"/> Too late! Splash!       |
|   | <input type="checkbox"/> Look, here comes a bus. |

3

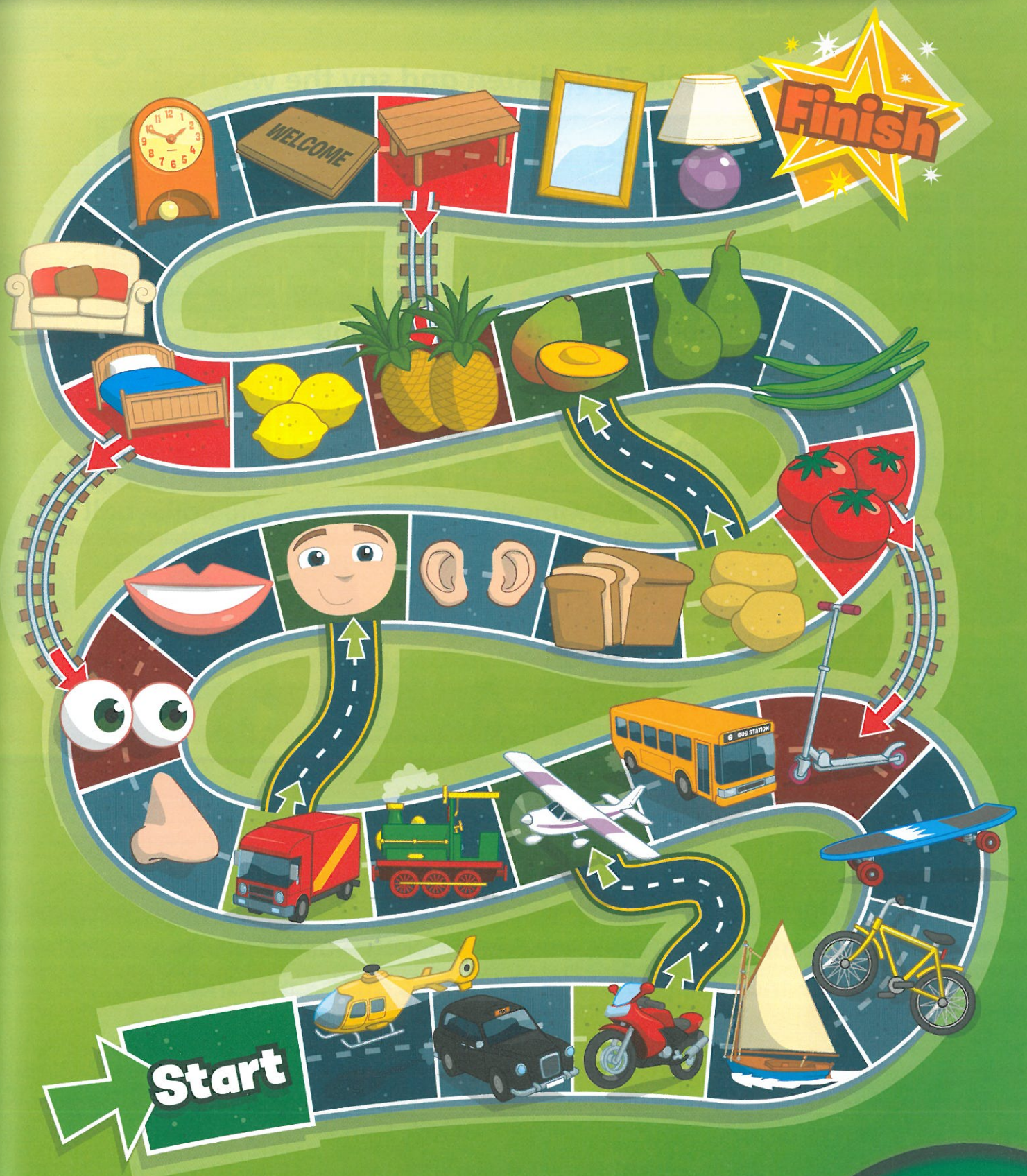
Listen to your friend and act out.

It's starting to rain.



# The roads and rail tracks game

7



## 8

## Sports club

1 CD3  
33

Listen and look. Then listen and say the words.

## Join a sports club



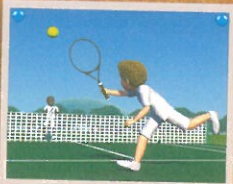
1 badminton

2 baseball

3 basketball

4 football

5 hockey



6 table tennis

7 tennis

8 swimming

9 athletics

10 volleyball

2 CD3  
34

Listen and chant.

Football, basketball,  
Lots of sport to do.  
Tennis, badminton,  
Let's do it - me and you.

Table tennis and athletics,  
That's great fun - don't forget it.  
Let's join a club today.  
Let's join a club, hurray!

Baseball and swimming,  
Lots of sport to do.  
Hockey, volleyball,  
Let's do it - me and you.

Table tennis and athletics,  
That's great fun - don't forget it.  
Let's join a club today.  
Let's join a club, hurray!

1 CD3 35

Look and draw lines from the pictures to the sentences. Then listen and number the pictures.



a

Swimming is fun.



c

Playing tennis is difficult.



b

Dancing is great.



d

Playing baseball is boring.

2 CD3 36

Grammar focus

Listen and say.

Flying a kite's difficult. Riding's great.



3 Look and draw lines. Then ask and answer.



flying

watching

listening to

reading

painting

making

riding

playing



What do you think about flying a kite?

Flying a kite's ...



Listen and sing.



Playing tennis is great fun.  
It's fun for everyone.  
So come on, everyone,  
Come and join the fun!

Flying kites is easy,  
Easy for you and me.  
So come and fly with me,  
Oh, come on, it's so easy!  
It's so easy!

Singing songs is great fun.  
It's fun for everyone.  
So come on, everyone,  
Come and join the fun!

Painting pictures is easy.  
Easy for you and me.  
So come and paint with me,  
Oh, come on, it's so easy!  
It's so easy! It's so easy!  
Come and join the fun.



2

Choose words and read out your new verse.

Playing music is great fun.
It's fun for everyone ...

1 **CD 3**  
39 Listen and number the pictures.



2 **CD 3**  
40

**Grammar focus**

Listen and say.

What sport do you like doing?

I like swimming.

I like playing football.

So do I. / Me too.

I don't.

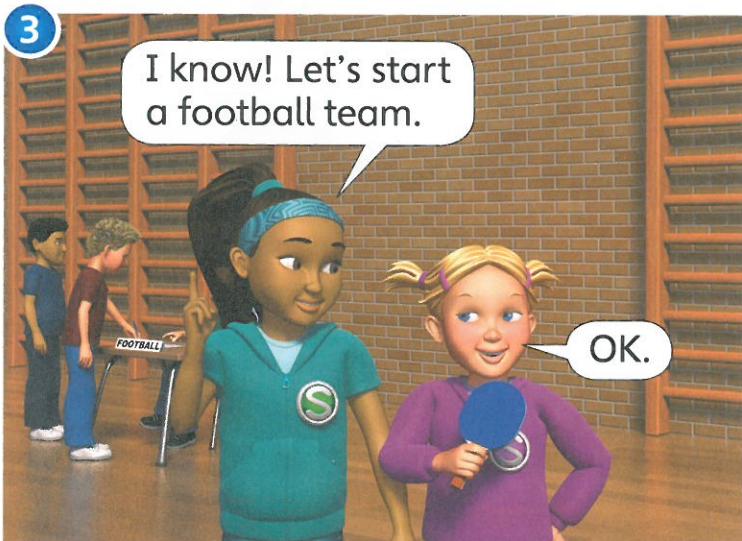


3 Ask and answer.

What sport do you like doing?

I like ...

# The football club





2 Read and tick (✓) the boxes.

- 1 The boys' football team is full.      yes  / no
- 2 Flash wants to play tennis.      yes  / no
- 3 Flash and Misty start a team.      yes  / no
- 4 The boy thinks his team is going to win.      yes  / no
- 5 Thunder scores a goal.      yes  / no

3 Find who says ... Great goal, Misty!



4 Listen and say.





A hippo and a goat with a hole in their boat.



1 CD3 45

Listen and tick (✓) the boxes.

	football		tennis		swimming		basketball		volleyball		athletics	
	😊	☹	😊	☹	😊	☹	😊	☹	😊	☹	😊	☹
 Jenny												
 Ian												

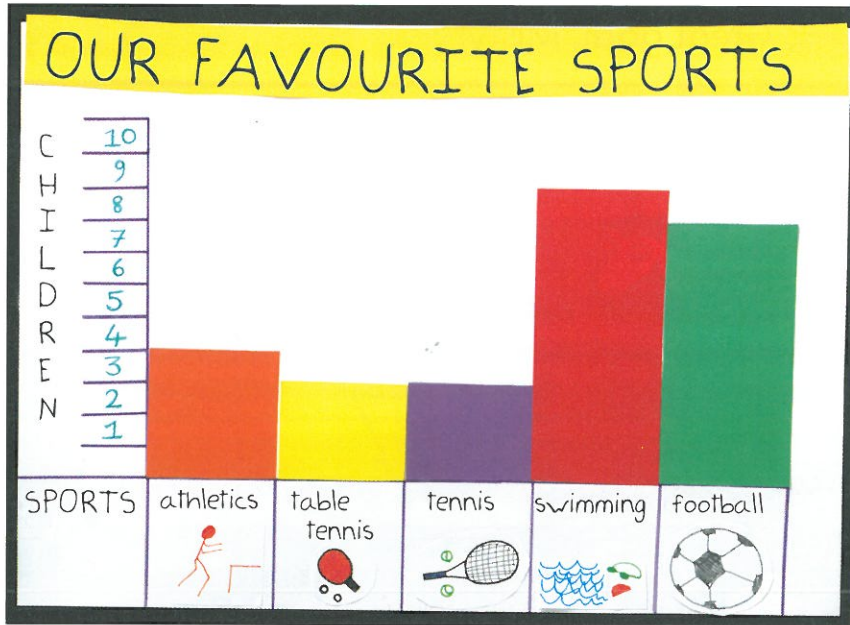
2 Ask and answer.

What's your favourite sport?

swimming # # #  
football # #

It's ...

3 Now write about your class and make a bar chart.



In our class there are 22 children.  
 8 children's favourite sport is swimming.  
 7 children's favourite sport is football.  
 3 children's favourite sport is athletics.  
 2 children's favourite sport is table tennis.  
 2 children's favourite sport is tennis.



1

Look and read. Write yes or no.



- 1 The children are in the park. \_\_\_\_\_
- 2 There are 14 children. \_\_\_\_\_
- 3 The girls are playing hockey. \_\_\_\_\_
- 4 The girls are wearing yellow T-shirts. \_\_\_\_\_
- 5 The boys are playing baseball. \_\_\_\_\_
- 6 The boy's ball is orange. \_\_\_\_\_

# Breathing

- 1** CD3  
47 Listen and read about sport and breathing.  
Write the words.

When you do sport, you often breathe a lot. When you breathe, the air moves in and out of the lungs. Put your hands on your chest and see what happens when you breathe in and breathe out.



breathing in    breathing out

- 2** **Think!** Find out how much breath there is in your lungs.



- 1** Write down how tall you are.
- 2** Take a balloon and take a deep breath.
- 3** Now blow all the air in your lungs into the balloon.
- 4** Ask a friend to tie a string around the mouth of the balloon.
- 5** Now measure around your balloon and write your result.  
Look at your friends' results. What do you notice?

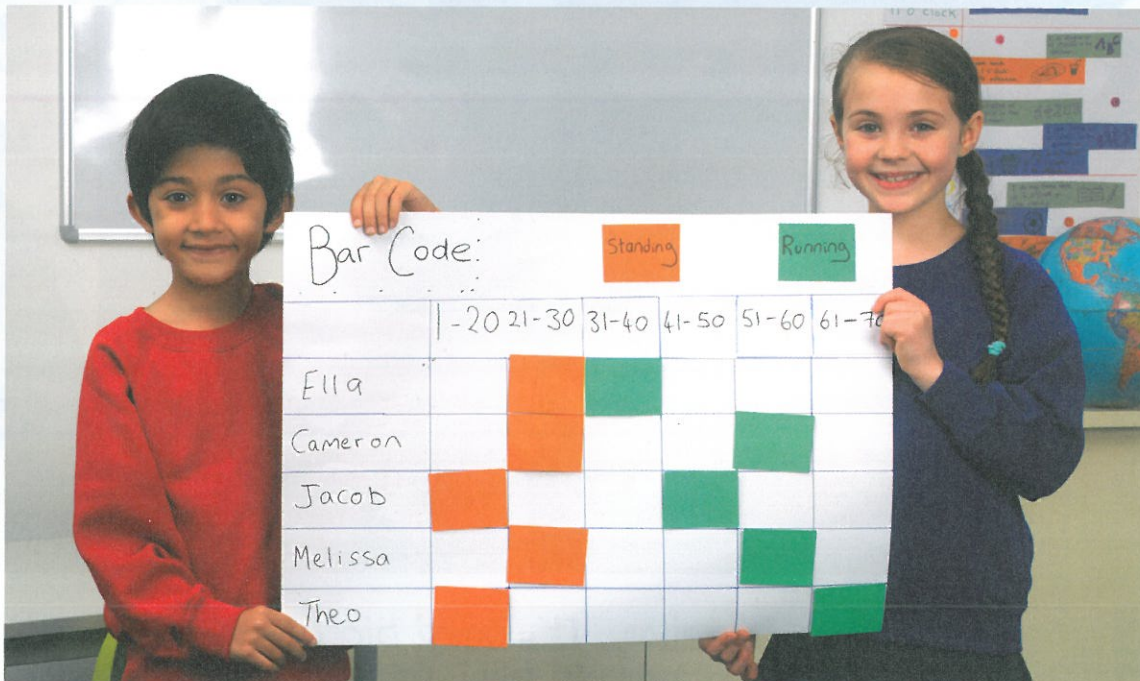
**1 Project** Find out more about breathing and sport.

When you do sport you breathe a lot because your lungs need more air.



- 1 Count how many times you breathe in one minute. Write the number.
- 2 Run on the spot for one minute.
- 3 Now count how many times you breathe for one minute after running. Write the number.
- 4 Now time your friend.

**2** Now make a bar code for your class.





Listen and imagine. Then draw your picture.



2

Write about your picture. Then listen to your friends and guess.



My trophy is yellow. It's very big and very beautiful.  
It's a trophy for tennis.

# Sports graffiti poster

**1** **Think!** Make a poster.

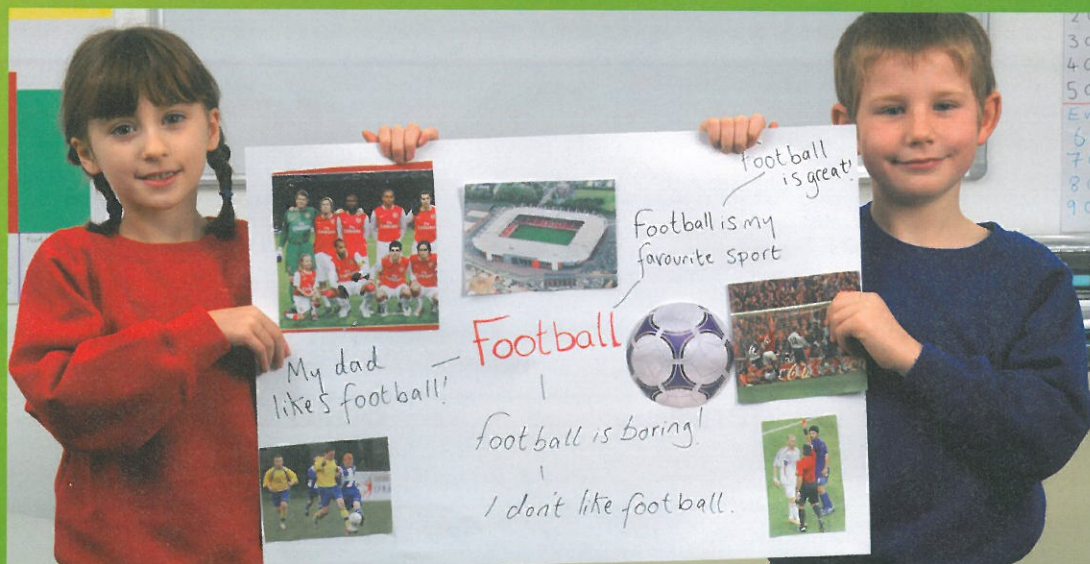
**a** Choose a sport and find pictures.



**b** Stick the pictures on a big, colourful piece of paper.



**c** Do you like the sport? Is it easy or difficult? Write on your poster.



**2** Talk about sport.

I like playing football ...

## 9

# Holiday plans

1

CD3  
49

Listen and look. Then listen and say the words.



1 visit my  
cousins



2 go hiking



3 keep a  
scrapbook



4 help in  
the garden



5 build a  
tree house



6 read a comic



7 learn to  
swim



8 go camping



9 take riding  
lessons

2

CD3  
50

Listen and chant.

Give me a **G**!

**G**o camping.

Give me an **H**!

**H**elp in the garden.

Give me a **V**!

**V**isit my cousins.

Give me a **K**!

**K**eep a scrapbook.

Give me an **L**!

**L**earn how to swim.

Give me a **B**!

**B**uild a tree house.

Give me a **G**!

**G**o hiking.

Give me an **H**!

**H**oliday! **H**oliday! **H**oliday!

1 CD3  
51

Look, read and write the names. Then listen and check.



- 1 Can I visit Grandpa tomorrow afternoon? \_\_\_\_\_
- 2 Can I build a tree house tomorrow afternoon? \_\_\_\_\_
- 3 Can I go horse riding tomorrow morning? \_\_\_\_\_
- 4 Can we have pizza at *Ruby's* tomorrow evening? \_\_\_\_\_

2 CD3  
52

**Grammar focus**

Listen and say.



Can I go horse riding tomorrow morning?  
Can we visit Grandpa and Grandma in the afternoon?

3

Ask and answer.



Listen and sing.

It's time for a holiday,  
A holiday, a holiday,  
It's time for a holiday,  
Hurray, hurray, hurray ...

Can I build a tree house,  
In my grandma's apple tree?  
I'm going to sleep and play there,  
Come on, please join me!

It's time for a holiday ...

Can I go camping,  
On a sandy beach, oh yeah?  
Can I go swimming?  
Why don't you join me there?

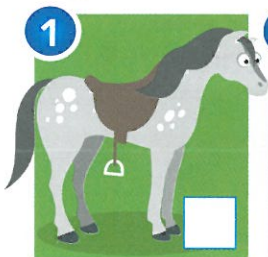
It's time for a holiday ...

Can I take riding lessons,  
With Michael, James and Lynn?  
They're my favourite cousins,  
Come on, please join in!

It's time for a holiday ...



Listen again and tick (✓) the things that you hear in the song.



Think!

Read and match. Then listen and check.

1 Does your sister eat tomatoes?

7 What does your sister like to eat?

a No, there isn't any.

2 How old is your brother?

8 Where are my pencils?

b It's Oliver.

3 Can you swim?

9 Would you like an orange?

c It's Kate.

4 Have spiders got six legs?

10 Is there any milk in the house?

d Emily's.

5 What's her name?

11 When's her birthday?

e In November.

6 What's his name?

12 Whose jumper is pink?

f Yes, I can.

g Yes, please.

h No, she doesn't.

i He's thirteen.

j Under the desk.

k Chicken with rice.

l No, they've got eight.

2 Play the question game.

Would you like an orange?

Yes, please.

1

It looks great.

Can we come up?

I'd like to build a tree house.

2

I like swimming.

Me too!

And what would you like to do, Whisper?

I'd like to learn to swim.

3

Where are you, Misty?

We can't find you.

I'm behind you!

What would you like to do, Misty?

I'd like to visit my cousins.

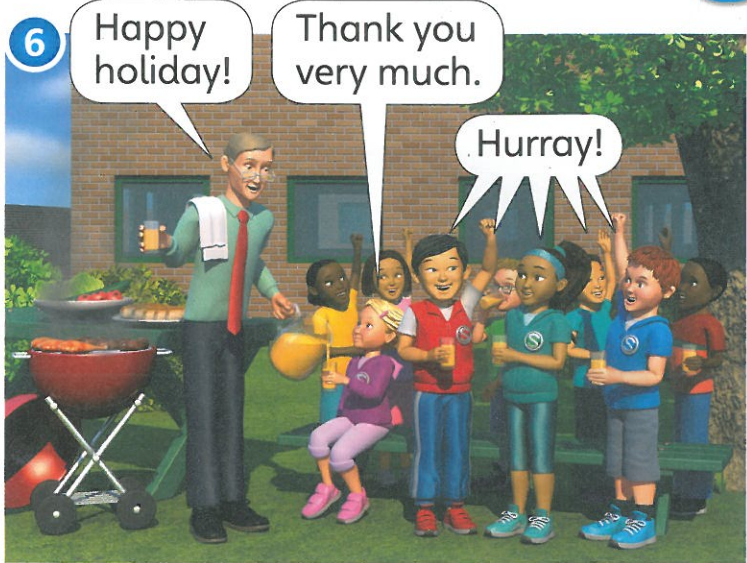
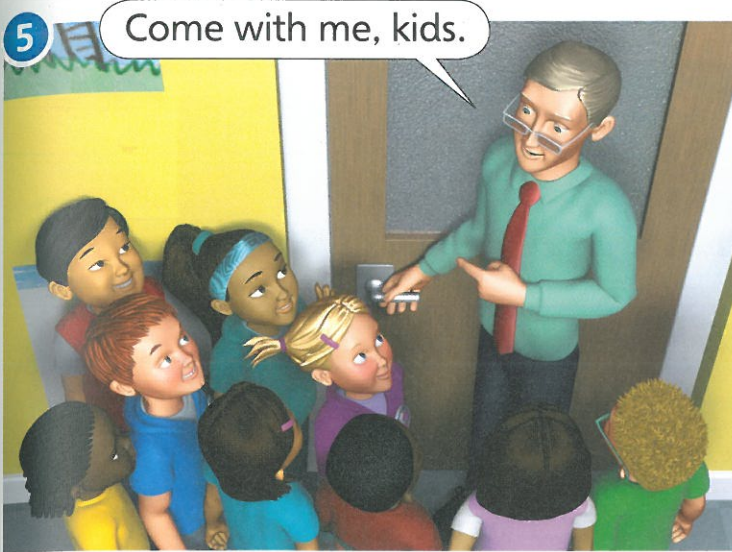
4

Can you get me the tomatoes, please?

What about you, Flash?

Here you are, Grandma.

I'd like to help my grandma in the garden.



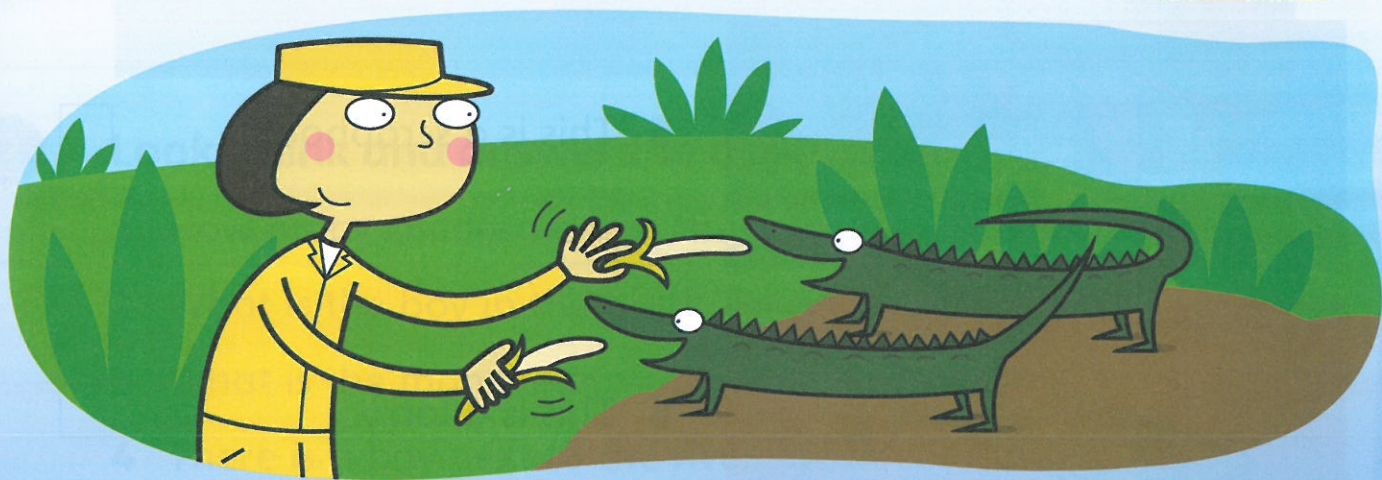
**2** Read and write who says ...

- 1 I'd like to help my grandma ... \_\_\_\_\_
- 2 I'd like to learn to swim. \_\_\_\_\_
- 3 I'd like to build a tree house. \_\_\_\_\_
- 4 I'm behind you! \_\_\_\_\_

**3** Find who says ... I'd like to visit my cousins.



**4** Listen and say.



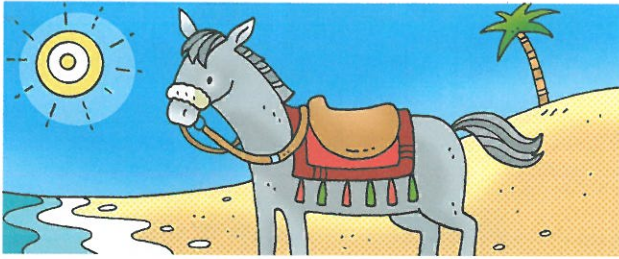
The Zoo Keeper gives the lizards bananas for dinner.



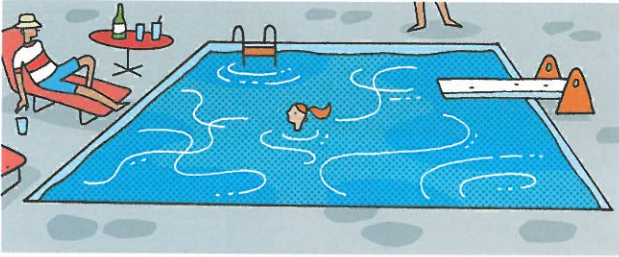


1

Look and read. Put a tick (✓) or a cross (X) in the box.



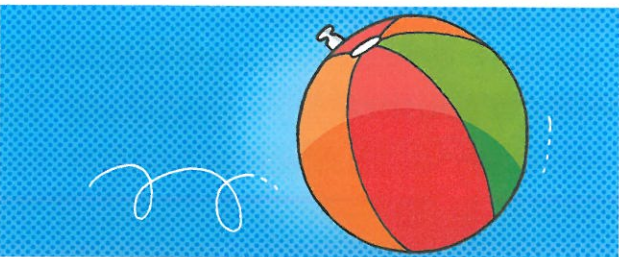
1 This is a hippo.



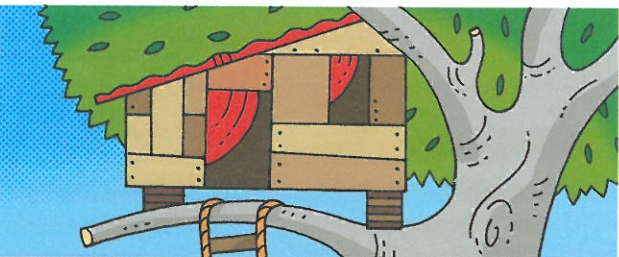
2 This is a swimming pool.



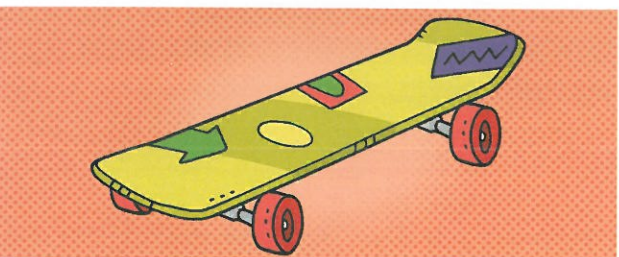
3 These are some grapes.



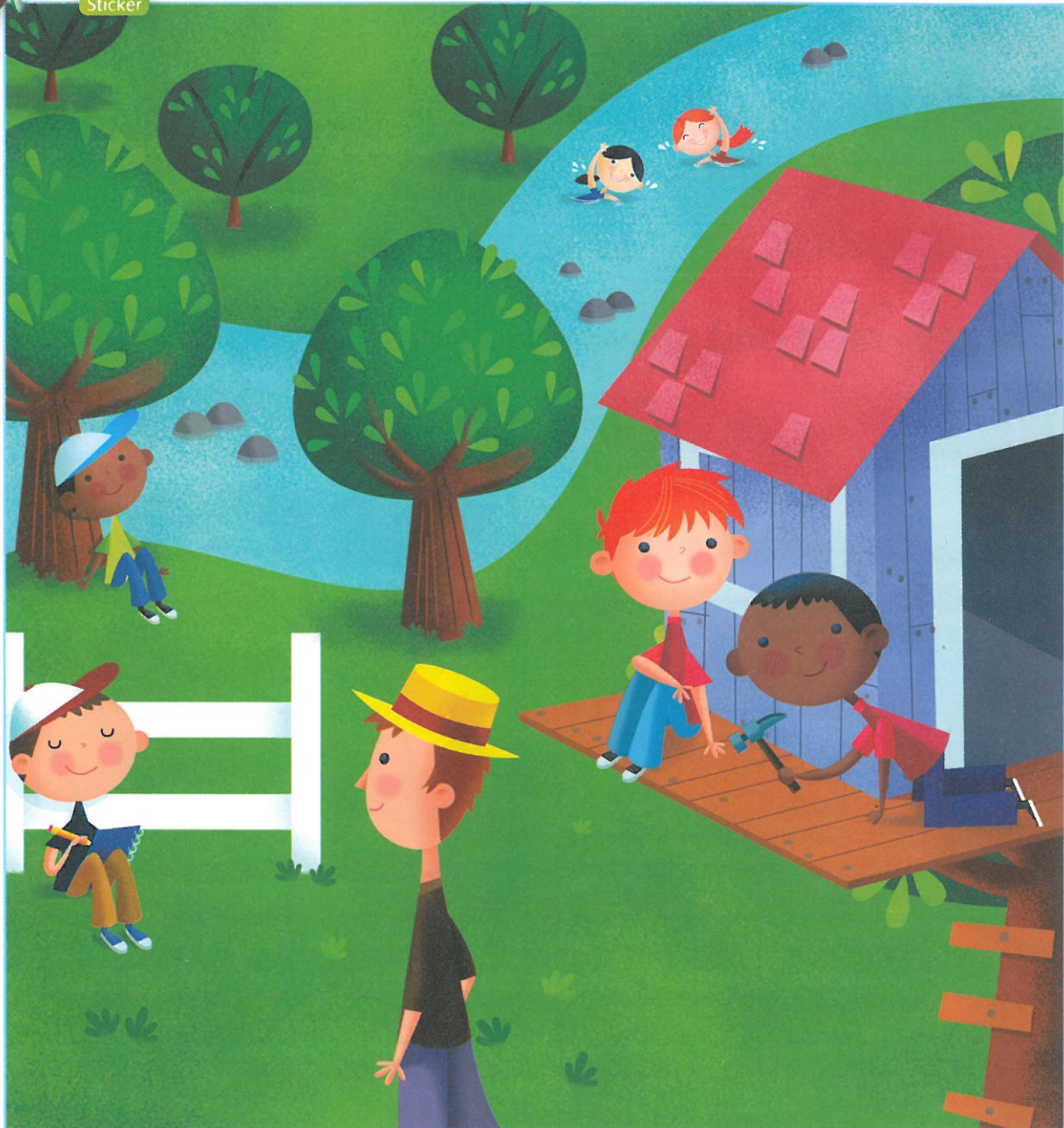
4 This is a ball.



5 This is a scrapbook.



6 This is a lorry.



**2** Look, think and answer the questions.

- 1 How many children are in the picture?
- 2 What is the boy in the black T-shirt doing?
- 3 What is the man wearing?
- 4 There is a boy next to the river. What colour is his cap?
- 5 What are the boys in red T-shirts doing?

There are ...  
in the picture.

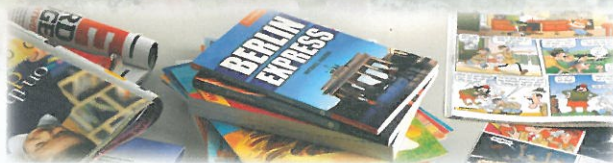
# Fairy tales

1

Read and tick (✓).

What do you read on holiday?

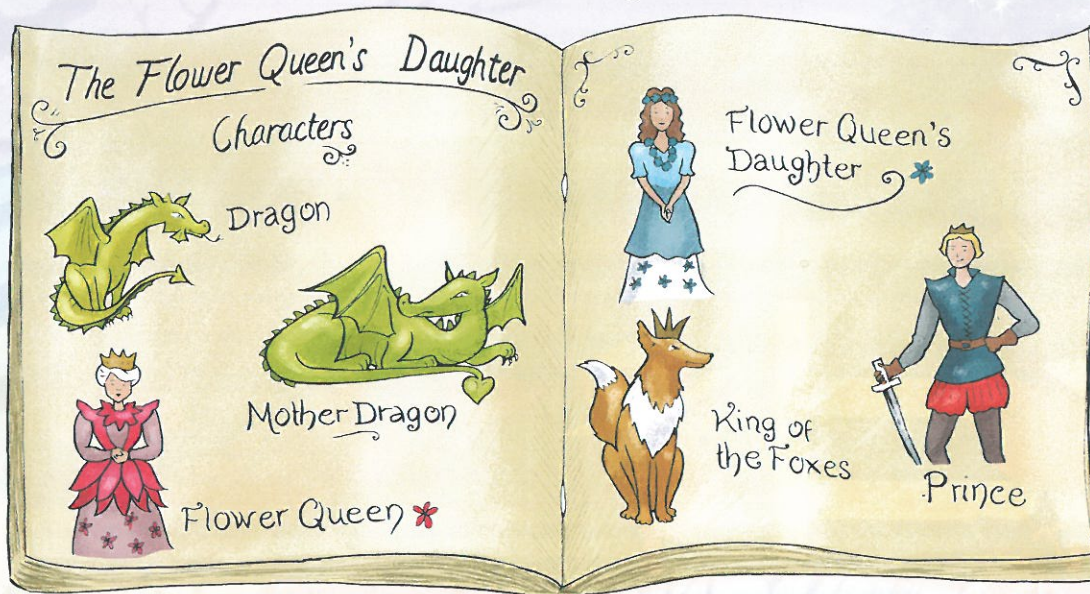
magazines     comics     story books



2

CD3  
63

Listen, read and answer the questions.



Fairy tales like *The Flower Queen's Daughter* are stories for children. They are often about characters like kings, queens, dragons, witches and animals that can talk. Two famous fairy tale writers were the Brothers Grimm from Germany. Some of their stories are *Rumpelstiltskin*, *Snow White*, *Sleeping Beauty*, *Rapunzel*, *Cinderella*, and *Hansel and Gretel*.

The American film studio Walt Disney makes films of famous fairy tales. Some of these are *Aladdin*, *The Little Mermaid* and *Pinocchio*.

- Which fairy tales do you know?
- What are they called in your country?
- Why do you think people like fairy tales?



The  
Brothers  
Grimm

1 **Think!** Read and match.

Fairy tales are often about good and bad characters. Here are the good characters from three fairy tales. Match them with the bad characters from the same fairy tales.



The three Billy Goats Gruff want to cross the bridge.



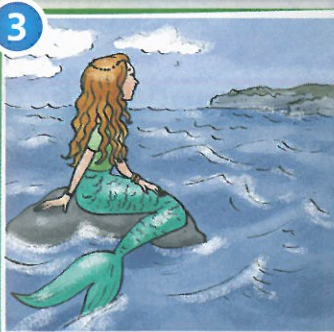
a The ugly sisters make her clean the house.



Cinderella wants to go to a party at the palace.



b The wicked witch can give her some legs.



The little mermaid wants to leave the sea and live on the land.



c There is a troll under the bridge. He is very hungry.



2 **Project** Choose your favourite fairy tale and act it out.





1 CD3  
64

Listen and act out with your teacher.  
Then listen again and number the pictures.



2 Read and number the sentences from the story.

- |  |  |
|--|--|
| <input type="checkbox"/> The cow runs away.                | <input type="checkbox"/> You are sleeping in your tent.          |
| <input type="checkbox"/> You wake up.                      | <input type="checkbox"/> There's a cow outside.                  |
| <input type="checkbox"/> Open the tent.                    | <input type="checkbox"/> Stand up and say, 'I'm a Super Friend'. |
| <input type="checkbox"/> Clap your hands and shout, 'Boo!' | <input type="checkbox"/> Listen.                                 |

3 Listen to your friend and act out.

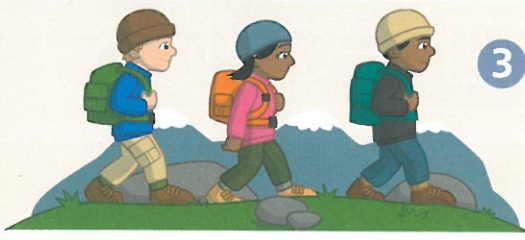


# Quiz time



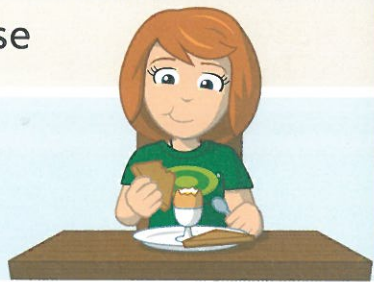
1 Would you like to go ... in the holidays?  
a camp b camping c tent

2 ... go swimming?  
a Can I b Would I c Who



3 What are they doing?  
a hiking b helping Grandma  
c building a tree house

4 What ... your mum like for breakfast?  
a is b do c does



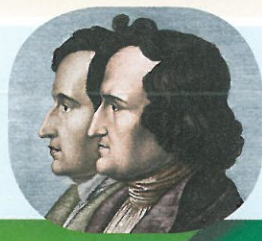
5 Thunder would like to ...  
a learn to swim.  
b learn to ride a horse.  
c build a tree house.

6 Flash would like to ...  
a learn to swim. b help her grandma.  
c visit her cousins.



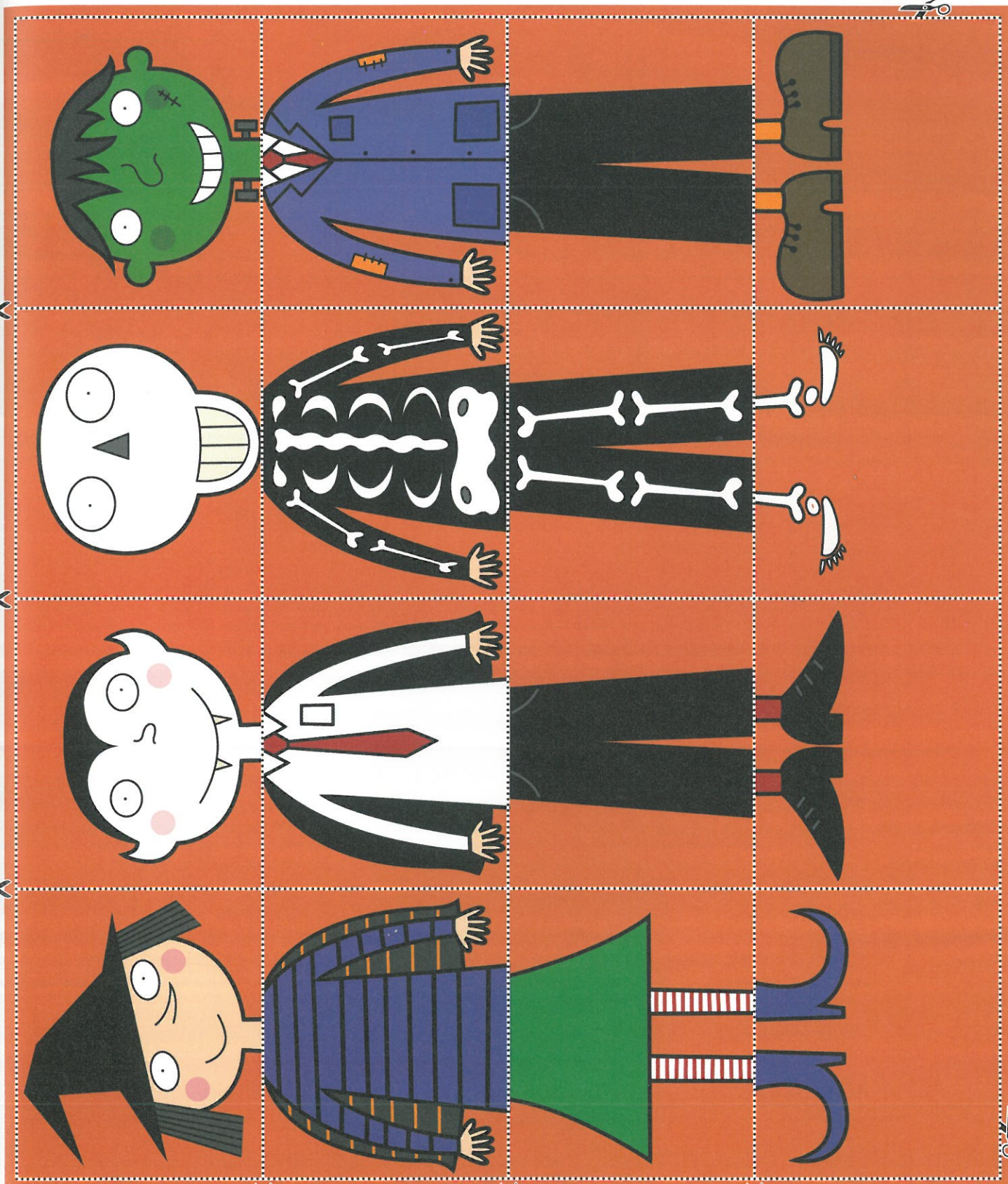
7 Circle the different sound.  
a gives b bus c zoo

8 The Brothers Grimm were from ...  
a England. b Mexico. c Germany.



# Festivals and cut-outs

# Halloween







# Christmas



**c** He goes home at five o'clock in the morning.

**f** Santa gets up at seven o'clock in the evening.

**b** He goes to bed at eight o'clock in the morning.

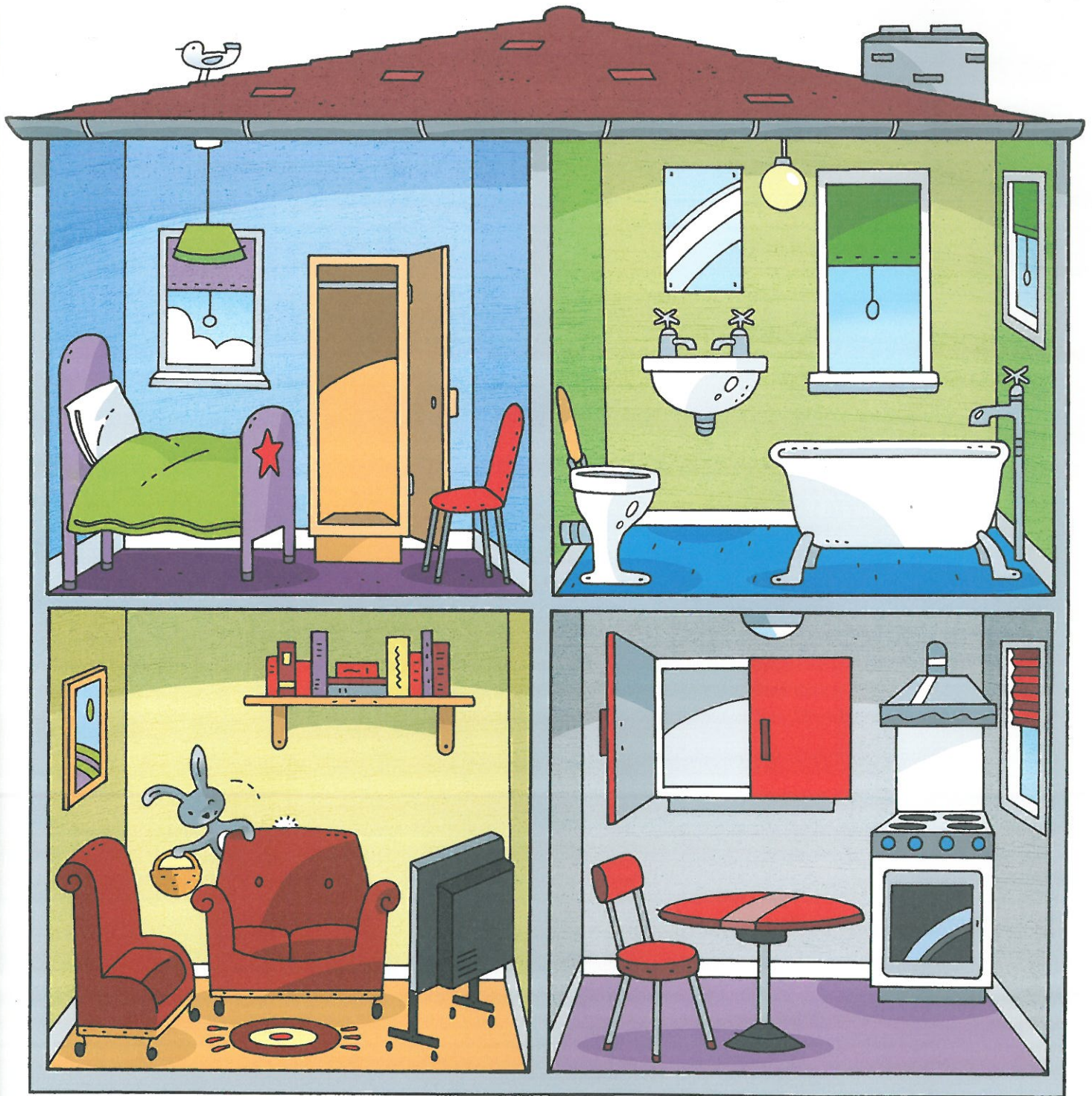
**e** He travels on his sleigh.

**a** He feeds the reindeer.

**d** He puts the presents in all the stockings.

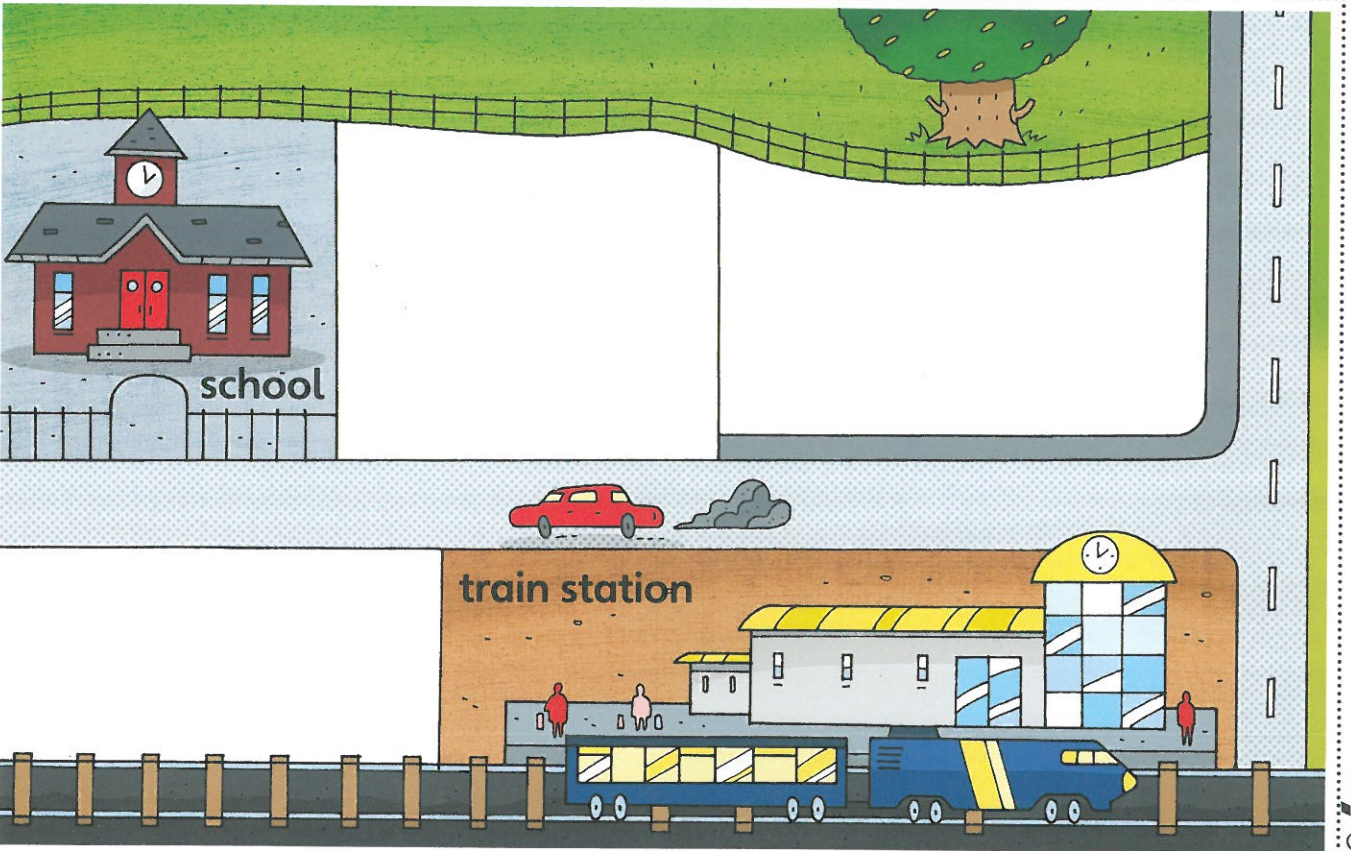
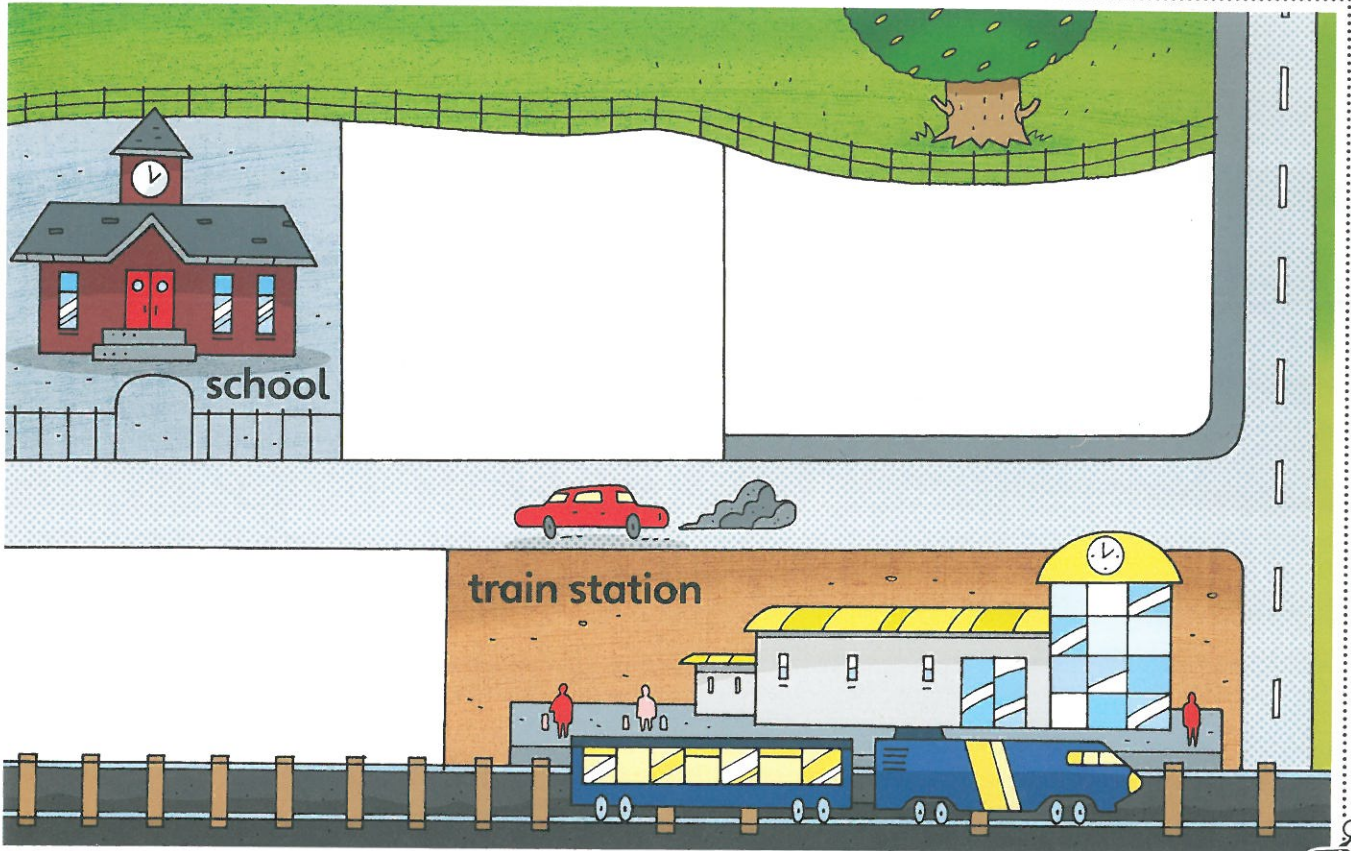
Christmas

# EASTER



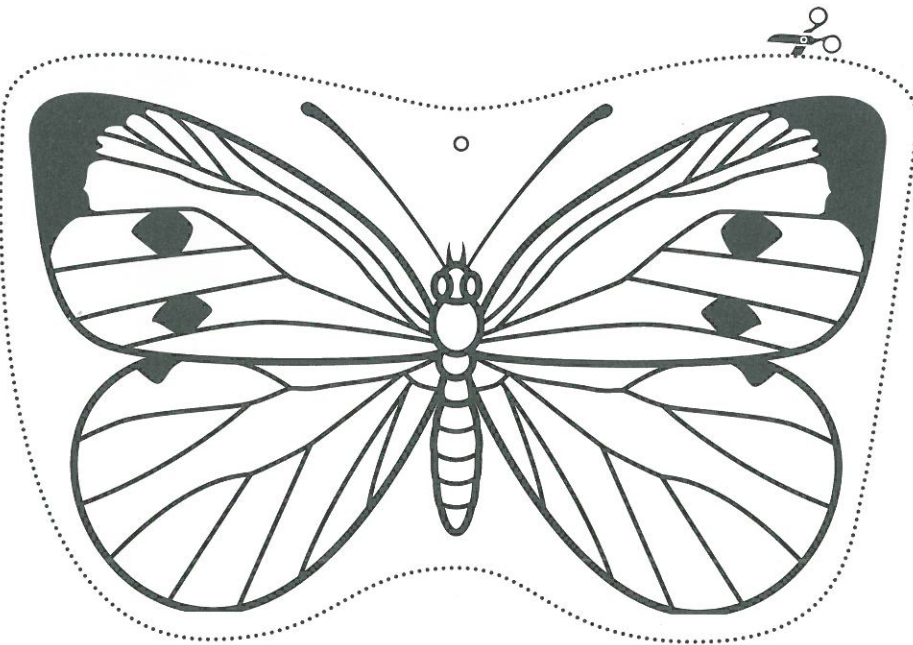
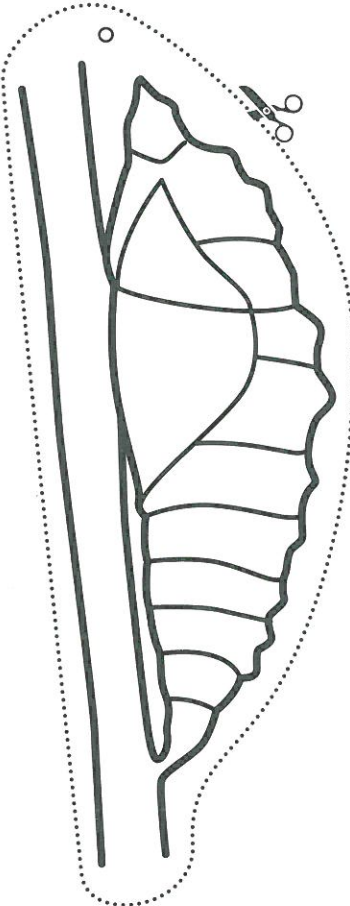
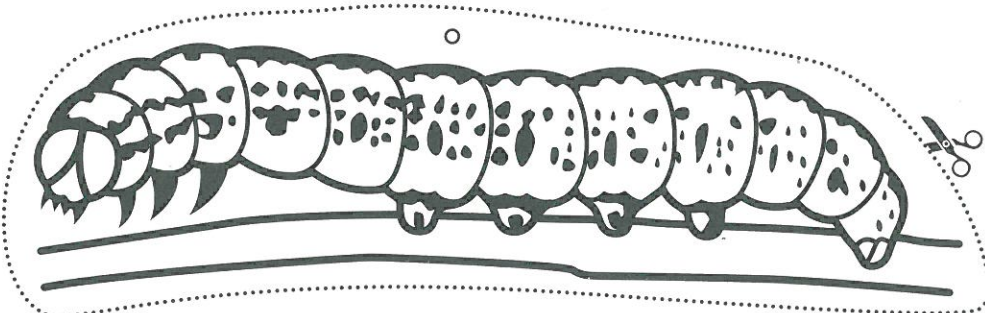
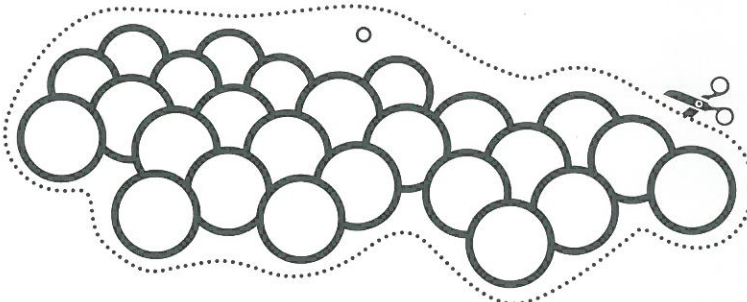
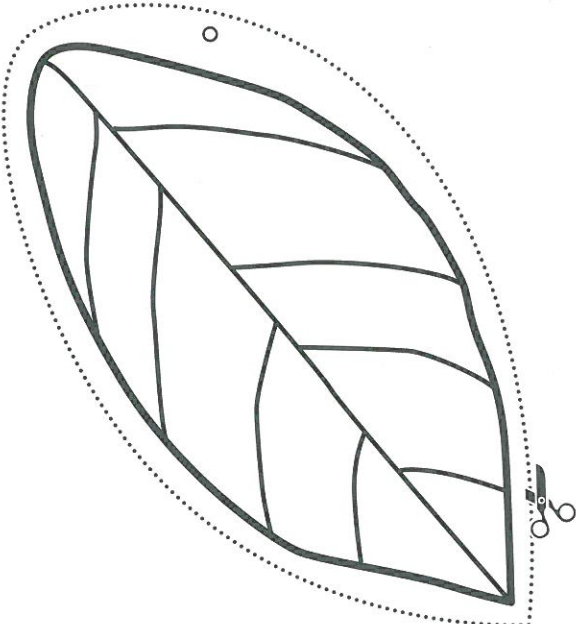


# Unit 3 Cut-out (page 37)

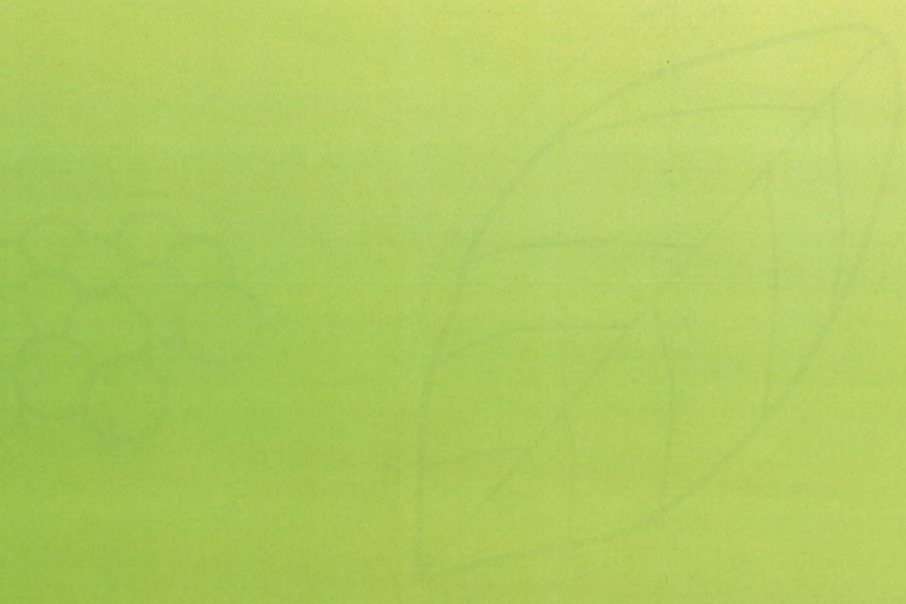


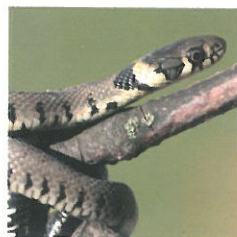


Unit 6 Cut-out (page 79)









CAMBRIDGE

DVD-ROM  
for PC  
and Mac

# Super Minds

DVD-ROM 2

Emma Szlachta

## Thanks and acknowledgements

### Authors' thanks

We would like to thank our editorial team very warmly: Aldona Gawlinski, Liane Grainger and Bridget Kelly. You have worked extremely hard and with a lot of dedication to make this course a success. It was a pleasure working with you on this project. Thank you for your commitment, and for your great sense of humour!

We would also like to thank Maria Pylas, Associate Publishing Director, for many interesting discussions and for choosing us as the author team for this project. It's been a great experience, Maria!

Finally, our thanks go to the Cambridge University Press leadership; Ron Ragsdale, David Harrison, Hanri Pieterse, Peter Phillips and Stephen Bourne. If "leadership is about creating a world that people want to belong to", you have certainly created that world at Cambridge, and we are happy to belong to it!

Herbert Puchta    Günter Gerngross    Peter Lewis-Jones

The publishers are grateful to the following contributors:

Oliver Design: concept design  
Pentacorbis: cover design, book design and page make-up  
Hilary Fletcher: picture research  
John Green and Tim Woolf, TEFL Tapes: audio recordings  
Robert Lee: song writing

Special thanks to Kay Bentley and Robert Quinn for their contribution in the development of the 'English for school' sections of the Student's Book.

Special thanks to Karen Elliott for developing the phonics material.

The publishers and authors would like to thank the following teachers and reviewers for their help in developing the course:

**Argentina:** Liliana Amado, María Silvia Caride, Gabriela Finkelstein, Susana Lagier, Gladys Ledwith, María Sol Luppi, Mónica Marinakis, Silvia Miranda, Natalia Monty, Pamela Pogré, Adriana Raffa, Viviana Rondina, Inés Salomón, Stella Maris Schulte, María Teresa de Vido de Stringa, María Marta Taurazzi

**Chile:** Sandra Durán Vega, Fernanda Tornero

**Egypt:** Nabil Ezz-el Deen, Iglal El Gamel, Ghada Farouk, Nemat Matta, Sonia Abdul Rahman, Daniel Rolph, Amy Sarkiss

**Mexico:** Claudia Mejía Escalante, Lucía García, Imelda Calderón Gómez, Laura Landa Herrera, Yeymi Ortiz Ibera, Claudia Camacho Jiménez, Rosa María Martínez Maldonado, José Antonio Martínez, Guadalupe Mejía, María Teresa Moguel, María del Rosario Limón Ortiz, María Teresa Patrón, Yara Gil Pérez, Lorena Sánchez Pérez, Ivette Portales, Yolanda Gómez Saldana, Diana Naim Suvar

**Poland:** Ewa Orłowska-Przezdziecka

**Portugal:** Niki Joseph

**Qatar:** Eilidh Hamilton

**Spain:** Arantxa Abalos, Julius Krajewski, Ángela McClenaghan, Ken O'Carroll, Noreen O'Donnell, John West, Valerie Weston

**Turkey:** Deniz Altıparmak, Lisa Broomhead, Celia Gasgil

**UK:** Lucy Frino, Pippa Mayfield, Susannah Reed, Hilary Ratcliff, Melanie Williams

### The publishers are grateful to the following illustrators:

Andy Parker; Clive Goodyer; Andrew Hennessey; David Semple; Chris Lensch (Sylvie Poggio); Bernice Lum; Anna Hancock; Marek Jagucki; Ben Hasler (NB Illustration); Red Jelly; Katy Jackson (Bright)

The publishers are grateful to the following for permission to reproduce copyright photographs and material:

Key: l = left, c = centre, r = right, t = top, b = bottom.




Alamy/©Roberto Nistri p 30 (l), /© blickwinkel p 30 (cl), /© Fotomaton p 42 (tl), /© GAUTIER Stephane/SAGAPHOTO.COM p 43 (tr), /© Sally and Richard Greenhill p 43 (cl), /© Biodisc/Visuals Unlimited p 54 (1cr), /© Louise Murray p 66 (tr), /© Adrian Muttitt p 66 (ccr), /©vario images GmbH & Co.KG p 66 (cr), /© Esa Hiltula p 66 (bl), /© Louise Murray p 69 (br), /© Ben Molyneux Travel Photography p 89 (1cl), /© D. Hurst p 95 (3tcl), /© Lebrecht Music and Arts Photo Library p 114 (br), /© Lebrecht Music and Arts Photo Library p 117 (br); Painting "Awayday" by Lewis C Bennett: www.slides2disk.co.uk p 42 (bl); The Bridgeman Art Library/Rijksmuseum Kroller-Muller, Otterlo, Netherlands, Cafe Terrace, Place du Forum, Arles, 1888 (oil on canvas) by Gogh, Vincent van (1853-90) p 42 (tr); Corbis/© Image Source p 40 (r), /© Image Source p 66 (cl); Getty Images/Stone/Smith Collection p 13 (t), /The Bridgeman Art Library/Andrew Macara p 42 (br), /Dorling Kindersley/Gary Ombler p 95 (3tc), /Dorling Kindersley/Bob Langrish p 95 (3tr); Robyn Henzel p 42 (tl); iStockphoto/Laflor p 13 (b), /Riverlim p 25 (r), /EtiAmmos p 30 (c), /manley099 p Sticker (tortoise), /ElementalImaging p Sticker (bee), /redmal p Sticker (cow), /Coldimages p Sticker (penguin), /pliny p Sticker (snake), /karandaev p Sticker (bread), /trigga p Sticker (milk), /JoeBiafore p Sticker (grapes), /befehr p Sticker (potatoes), /lmsvail99 p Sticker (tomatoes), /LauriPatterson p Sticker (cake), /samxmeg p Sticker (pears), /egal p Sticker (mangos), /Devonyu p 52 (tl), /Kangah p 52 (ucl), /kbwills p 52 (loc), /Scrambledp 52 (locr), /catellan p 52 (br), /LauriPatterson p 54 (2a), /RyersonClark p 54 (2b), /FotografiaBasica p 54 (2e), /bruit blanc p 54 (2f), /stocksnapper p 57 (tl), /befehr p 57 (tcl), /Kativ p 57 (tr), /Creativeye99 p 57 (tr), /Synergee p 57 (ucl), /icefront p 57 (ucr), /JPecha p 57 (loc), /leungchopan p 57 (loccl), /Lezh p 57 (locr), /kcline p 57 (locr), /happyfoto p 57 (bcl), /kromeshnik p 57 (br), /esp\_imaging p 66 (bcr), /m88 p Sticker (jar, bottle), /MarkAndrewPhotography p Sticker (banana skin), /sabrettep p 78 (cl), /JoeClemson p 89 (1l), /cb34inc p 89 (1cm), /upside-downdog p 89 (1cr), /SIMON p 89 (1r), /tiller84 p 89 (2c), /catnap72 p 89 (2bcl), /loops7 p 89 (2bc), /macroworld p 86 (br), /Peter Arnold Images/Ed Reschke p 78 (l), /age fotostock/Don Johnston p 78 (cr, r); Science Photo Library/A.B. Dowsett p 54 (1l), /Dr Kari Lounatmaa p 54 (1cl), /Pasieka p 54 (1r); Shutterstock Images/Provasilich p 25 (l), /Yellowajs p 25 (cl), /Ivonne Wierink p 25 (cr), p 57 (bl), /Shutter p 30 (cr), /Eduardo Rivero p Sticker (toucan), /Mircea BEZERGHEANU p Sticker (fly), /Ronnie Howard p Sticker (fox), /Ronald Summers p Sticker (cheese), /ZTS p Sticker (eggs), /Danny E Hooks p 52 (tr), /AndyTu p 52 (bl), /ZTS p 57 (uccl), /Nayashkova Olga p 57 (uccr), /Alaettin YILDIRIM p 57 (bcr), /mikelegray p Sticker (pear core), /tan4ikk p Sticker (newspaper), /prism68 p Sticker (can), /titelito p Sticker (box), /Sergey Lavrentev p 89 (2t), /Vartanov Anatoly p 89 (2bl), /Dmitry Rukhlenko p 90 (tr), /Vartanov Anatoly p 95 (3tr), /D Waljaw p 95 (3bcr).

# 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)

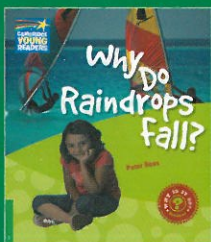


Super Minds Level	CEF Level	Cambridge ESOL exams
Level 6	A2+	Key for Schools
Level 5	A2	Flyers
Level 4	A1	Movers
Level 3		Starters
Level 2		
Level 1		
Starter		

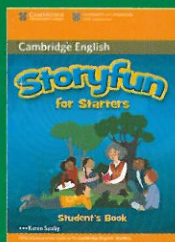
## Level 2

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

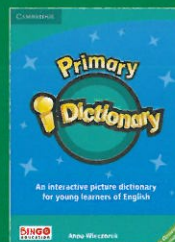
Class Audio CDs  
Flashcards  
Classware and  
Interactive DVD-ROM



ISBN 978 0521 13714 0



ISBN 978 0521 18810 4



ISBN 978 0521 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 >