

CAMBRIDGE

# SUPER MINDS

Teacher's Resource Book 2

Garan Holcombe



CAMBRIDGE UNIVERSITY PRESS  
Cambridge, New York, Melbourne, Madrid, Cape Town,  
Singapore, São Paulo, Delhi, 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/9781107683679](http://www.cambridge.org/9781107683679)

© 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  
Reprinted 2013

Printed in Poland by Opolgraf

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

ISBN 978-1-107-68367-9 Teacher's Resource Book 2  
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 978-1-107-67406-6 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.

## Acknowledgements

**The authors and publishers are grateful to the following illustrators:**  
Ben Hasler (NB Illustration); Kay Jackson (Bright); Anna Hancock (Diggory);  
Andrew Hennessey; Bernice Lum; Clive Goodyer; David Semple; Marek Jagucki

**The publishers are grateful to the following contributors:**  
Lynne Rushton and Lucy Frino: freelance editors  
Oliver Design: concept design  
Pentacorbis: cover design, book design and page make-up

# Contents

<b>Introduction</b>	4
<b>Teacher's notes and worksheets</b>	
<b>Back to school</b>	6
<b>Unit 1 My day</b>	10
<b>Unit 2 The zoo</b>	15
<b>Unit 3 Where we live</b>	20
<b>Unit 4 The market</b>	25
<b>Unit 5 My bedroom</b>	30
<b>Unit 6 People</b>	35
<b>Unit 7 Off we go!</b>	40
<b>Unit 8 Sports club</b>	45
<b>Unit 9 Holiday plans</b>	50
Progress tests Back to school	55
Progress tests Unit 1	57
Progress tests Unit 2	59
Progress tests Unit 3	61
Progress tests Unit 4	63
Progress tests Unit 5	65
Progress tests Unit 6	67
Progress tests Unit 7	69
Progress tests Unit 8	71
Progress tests Unit 9	73
<b>Progress test teacher's notes, tapescripts and answer keys</b>	75

# Introduction

The Teacher's Resource Book contains photocopiable worksheets which provide extra language practice for those teachers and students following *Super Minds* Level 2. In addition, each of the ten Student's Book units is provided with two progress tests, one based on listening and one on reading and writing, covering the same content as the photocopiable worksheets.

## What do the photocopiable worksheets provide?

The photocopiable worksheets have been carefully designed to reinforce and provide extra practice of the work done in class. They focus on the language introduced in each unit of Level 2 of the course and do not introduce or use any additional or unfamiliar language.

Each worksheet has accompanying teacher's notes with suggestions for exploitation in the classroom, together with suggested Optional follow-up activities.

There are four worksheets for each main unit in Level 2:

**Worksheet 1:** This worksheet focuses on the key vocabulary presented on the opening page of each unit in the Student's Book. The vocabulary area is identified at the foot of the worksheet and items are listed in detail in the teacher's notes.

**Worksheet 2:** This worksheet focuses on the language presented and practised in the first grammar lesson of each unit (on the second page of each unit in the Student's Book). The target language is detailed in the teacher's notes.

**Worksheet 3:** This worksheet focuses on the language presented and practised in the second grammar lesson of each unit (on the fourth page of each unit in the Student's Book). Once again, the target language is detailed in the teacher's notes.

**Worksheet 4:** This worksheet is based around the CLIL focus of each unit (covered on pages seven and eight in each unit of the Student's Book).

In addition, there are three worksheets provided for use with the Back to school unit.

## How can the worksheets be used?

The worksheets can be used in a number of ways:

- **The first three worksheets in each unit** have been designed so that students can either work on them individually or as part of pair or class activities. For individual work, the worksheets could be used by those students who finish class activities more quickly than others. Alternatively, they can be set for homework. For pair or class activities, the worksheets can be used when additional practice is necessary, for revision or as an alternative activity

when there is a gap or change in your usual lesson routine. Suggestions on how to use the worksheets in different ways are included in the accompanying teacher's notes.

- **The fourth worksheet in each unit** (the CLIL worksheet) is intended to be used communicatively, for pair, small group or class activities. These worksheets include games and craft activities. Suggestions on how to use these worksheets are also included in the accompanying teacher's notes.

## What activity types do the worksheets provide?

The worksheets provide a range of games and puzzles and, at this level, activities which require the students to read and write words, phrases, sentences and questions.

All activities on the worksheets apart from the progress tests are designed to be used without an audio accompaniment.

The teacher's notes and Optional follow-up activities contain references to some well-known traditional games and activities. These include:

**Simon says!** This game requires students to follow instructions. Call out instructions for students to follow. If you say an instruction with *Simon says* at the beginning of it, e.g. *Simon says, stand up*, students should do as you say. Without the instruction *Simon says* at the beginning, e.g. *Stand up*, students should do nothing. If they follow an instruction wrongly, they are 'out' and have to sit down. They can also play this game in small groups.

**Bingo** This game reviews lexis. Students choose three or four words or pictures from a vocabulary group or groups, e.g. animals and colours. They write or draw the items. Call out words, or descriptions of the pictures, e.g. *a blue parrot*. When students hear you call out something that they have chosen, they cross it out. The first one to cross out all the words or pictures they have chosen calls out *Bingo!*

**I-Spy** This is an alphabet game, useful for reviewing vocabulary. Say a sentence, e.g. *I spy with my little eye something beginning with R*. Students take it in turns to look around and guess what you are thinking of, e.g. *a ruler*. The first student to guess the word correctly has the next turn. Students can play this game in pairs or small groups.

**Kim's game** This is a memory game, useful for reviewing vocabulary. Put several different objects on a desk. Ask students to name them. Students then cover their eyes while you remove one or more of the objects. They then have to say what is missing. Students can also play this game in pairs or small groups.

**Time race** This game helps students to relate what they hear to the written word. It can be played with any lexical set. Write on the board some times that students know, e.g. *three o'clock*. Put students into two teams and ask both teams to line up on either side of the board. Give the first student in each team a board pen. Say one of the times. The two students race to find and circle it. The first player to circle the correct time wins a point for their team. The game continues with the next pair of students.

**What's the time, Mr Wolf?** This stirring activity practises numbers and needs a lot of space. Choose a student to be the wolf. You are the reporter. Get the rest of the students to stand at one end of the room or playground; the wolf stands with his or her back to them at the other end. The runners all ask, *What's the time, Mr Wolf?* The wolf says the time, e.g. *It's seven o'clock*. The runners take seven steps towards the wolf. You say what the wolf does at that time, e.g. *At seven o'clock, the wolf gets up*. The game continues. When you say an eating action, e.g. *At 12 o'clock, the wolf has lunch*, the wolf turns and runs after the other students until one of them is caught. That student then becomes the wolf and the game starts again.

**Pictionary** This game reviews vocabulary. Ask a volunteer to begin drawing, e.g. an animal, on the board, slowly, line by line. The first student to guess what he/she is drawing takes the next turn. Students can also play this in small groups. The object of the game is to be the first to guess what is being drawn before the drawing is complete.

**House** This game revises vocabulary and practises spelling. It is also sometimes known as Hangman. Write on the board dashes (\_\_\_\_), one for each of the letters of a word you are thinking of. You can give the students a clue if you think they need it. Students take it in turns to guess what letters are in the word. If they guess a letter correctly, write the letter in the word. If the guess is incorrect, start to draw a house. This house should be drawn line by line for each incorrect guess. It has four straight lines for the walls, two diagonal lines for the roof and three lines for the door. If the house is complete before all the letters of the word have been guessed, you win. Students can play the game in small groups.

**Musical chairs** This is a stirring game to practise sentences. Arrange one chair for each student in two rows, back to back. Play some music. Students walk/dance around the chairs. Take one chair away, then stop the music. Students run to sit on a chair. The one who is left standing has to say a sentence with the language you are practising, e.g. *I like playing football*. If they make a correct sentence, they can continue with the game. If they make a mistake, they are out. Each time a student is out, remove one more

chair while the music is playing, so there is always one student who must make a sentence when the music stops.

**Musical statues** This game practises 'action' vocabulary and the present continuous. Blindfold a volunteer and write an action on the board, e.g. *You're playing tennis*. Students act out the action while you play some music. Stop the music. Students freeze. Clean the board and remove the blindfold. The volunteer must guess what the class are doing. If any students move during the process, they are out. The game continues with a new volunteer and a new action until only one person is left.

**Spinners** As an alternative to using dice in board games, students can make and use a spinner. The spinner is made by drawing a circle and then dividing it into six equal segments by drawing lines. Students should then cut off the 'arc' of each segment on the outside of the circle so that there is a straight edge going across the widest part of each segment. They then write the numbers one to six, one in each segment. Finally, a hole is made in the centre of the circle and a pencil pushed through. Students can then spin the pencil with their thumb and first two fingers. The number the spinner rests on each time is used to play the game.

## Using the end-of-unit progress tests

There are two progress tests for each of the ten units in the Level 2 Student's Book.

You might choose to do one of the two progress tests once students have completed the first half of each unit of the Student's Book and then save the other progress test until students have completed the entire unit. Alternatively, you might choose to do one of the two progress tests at the end of each unit and then save the other progress test until the end of term. This staged approach will help you to see what students have learnt and understood in the short term and what they can remember in the long term. It will also give students an opportunity to revise / ask for help between tests in order to improve their mark.

Introductory notes for the tests, teacher's notes, tapescripts and keys can be found at the back of the book from page 75 onwards.

# Back to school

## Worksheet 1: The classroom

### Using the worksheet

- This worksheet practises classroom vocabulary: *door, window, bookcase, wall, board, clock, cupboard, chair, floor* and revises classroom objects. It also raises awareness of vowels and consonants.
- Students can work individually or in pairs. They look at the picture of the classroom and use it to complete the missing vowels from the classroom words 2–9.
- Students then look at the classroom objects (a–f) on the desks in the classroom and write the words using the words in the box to help them.
- After checking, ask students to take turns to spell out the words on the worksheet for a partner to either say or write down the word they are spelling.

**KEY:** Activity 1: 2 clock, 3 wall, 4 board, 5 cupboard, 6 door, 7 bookcase, 8 chair, 9 floor;  
Activity 2: b pen, c pencil, d ruler, e notebook, f pencil case

**Optional follow-up activity:** Demonstrate how to play I-Spy, by saying, e.g. *I spy with my little eye something beginning with B.* (book). Students take it in turns to look around the classroom and guess the word. Students play the game in groups.

## Worksheet 2: There 's / are ...

### Using the worksheet

- This worksheet practises *There's a/an ...* and *There are some ...*
- Students can work individually or in pairs. They read the sentences carefully and complete them with the missing word.
- Students then read the sentences again and draw the missing objects on each desk.
- Ask students to read their sentences and show their pictures to another student or pair. Encourage them to try to correct their own work.

**KEY:** Activity 1: 2 are, 3 an, 4 a, 5 some, 6 rulers;  
Activity 2: Drawings of 2 some books, 3 an apple, 4 a pencil case, 5 some pencils

**Optional follow-up activity:** Demonstrate how to play Kim's Game. Put several different classroom objects on a desk. Ask students to gather round the desk and take it in turns to tell you what they can see, e.g. *There's a pencil case / There are some rubbers.* Students can also count items, e.g. *There are four notebooks.* Ask students to turn round while you remove one or more things from the desk. Elicit what's missing, e.g. *a book / some pencils.* Repeat. Then students play the game in groups.

## Worksheet 3: Imperatives

### Using the worksheet

- This worksheet practises affirmative and negative imperatives.
- Encourage students to look at the pictures in the story and elicit what is happening (the boy is training his dog). Do this in L1 if necessary.
- Students can work individually or in pairs. They complete the story by copying the imperatives into the correct speech bubble.
- Ask students to compare their work and act out the story in pairs.

**KEY:** 2 Don't sit down. Eat! 3 Don't eat. Play!  
4 Don't stand up. Sit down! 5 Don't play.  
Sit down! 6 Don't close your book. Open it!

**Optional follow-up activity:** Students create their own imperatives story to act out in pairs. Brainstorm the imperatives students know and write them on the board to get students started. Students then plan their story. Less confident students can act out their story through mime. More confident students can say the imperatives in their story. Help with new language as necessary.

# Worksheet 1: The classroom

1 What can you see in the classroom?  
Complete the words.

a e i o u

1 window

2 clock

3 woll

4 bord

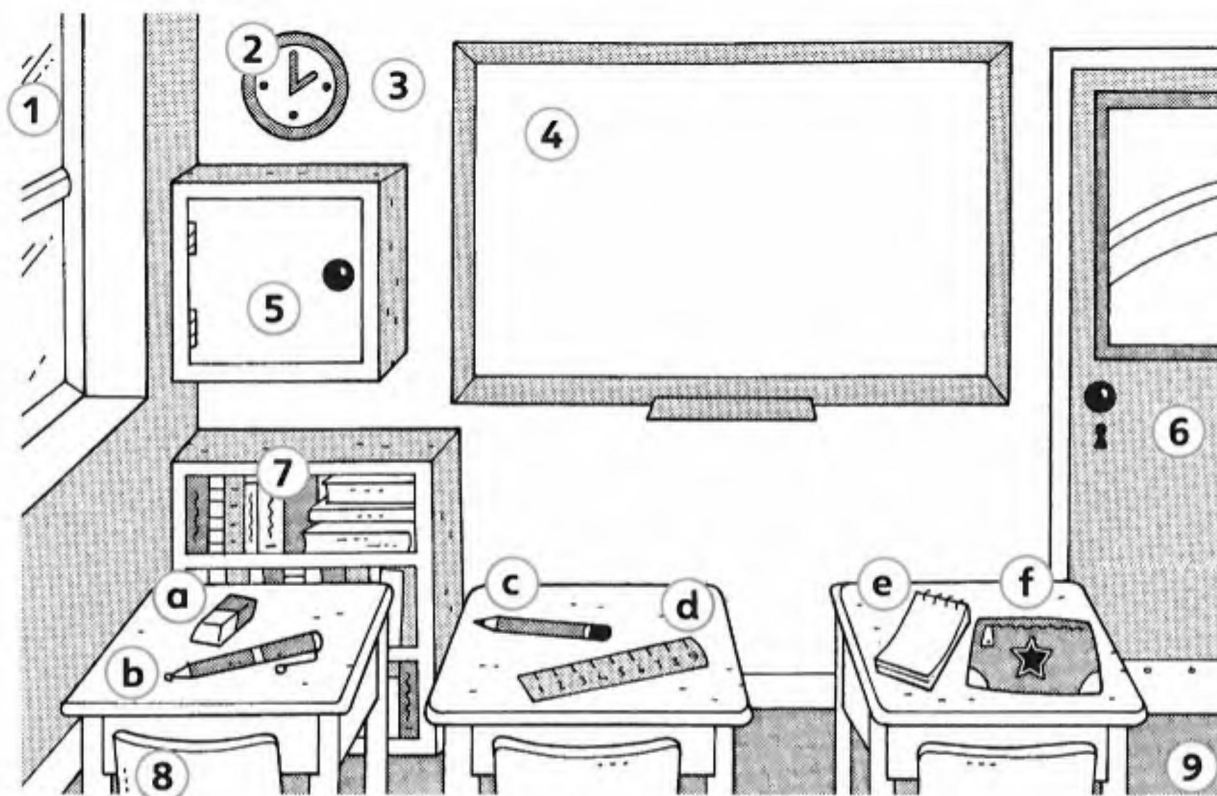
5 chest

6 door

7 bookcase

8 chair

9 floor



2 What can you see on the desks?  
Write the words.

notebook pen pencil ruler pencil case ~~rubber~~

a rubber

b \_\_\_\_\_

c \_\_\_\_\_

d \_\_\_\_\_

e \_\_\_\_\_

f \_\_\_\_\_

Vocabulary: The classroom

# Worksheet 2: There's / are ...

## 1 Read and complete the sentences.



1 There 's a pen.



2 There are some books.



3 There's an apple.



4 There's a pencil case.



5 There are some pencils.



6 There are some rulers.

## 2 Read the sentences again and draw the pictures.

Grammar 1: *There's / are ...*



# Worksheet 3: Imperatives

1 Look, read and write the sentences in the story.

Don't play. Sit down! Don't stand up. Sit down!  
~~Don't sit down. Stand up!~~  
 Don't eat. Play! Don't close your book. Open it!  
 Don't sit down. Eat!

<p>1 <u>Don't sit down. Stand up!</u></p>	<p>2 _____</p>
<p>3 _____</p>	<p>4 _____</p>
<p>5 _____</p>	<p>6 _____</p>

2 Act out the story.

Grammar 2: Imperatives

# 1 My day

## Worksheet 1: My day

### Using the worksheet

- This worksheet practises vocabulary: *get up, get dressed, have breakfast, brush your teeth, go to school, have lunch, play in the park, have dinner, go to bed.*
- Students label the pictures with the words in the boxes.
- Students then work in pairs. Student A mimes a phrase and Student B guesses. Students swap roles.

**KEY:** 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

**Optional follow-up activity:** Prepare students to write about their routine during one day. Brainstorm activities and write them on the board. Tell students to draw pictures if they can't write about some things they do, e.g. housework.

## Worksheet 2: Telling the time

### Using the worksheet

- This worksheet practises questions and answers about the time.
- Students work individually or in pairs. They use the words on the clock to complete the questions and answers.
- Students then think of two more time questions. They write true answers. Then students stand up and mingle, asking and answering their questions.
- Students say *Snap!* when another student has the same answer as their own.

**KEY:** Activity 1: 2 It's four o'clock. 3 When do you go to bed? 4 At nine o'clock; Activity 2: (Possible questions and answers: 1 What time do you go to school? At eight o'clock. 2 When do you have dinner? At six o'clock.)

**Optional follow-up activity:** Play Time race. Write the 'o'clock' times that students know on the board. Put students in two teams and ask both teams to line up on either side of the board. Give the first student in each team a board pen. Say one of the times, e.g. *ten o'clock*. The two students race to find and circle it. The first player to circle the correct time wins a point. Play continues with the next pair of students.

This game can also be played with numbers 1–20.

## Worksheet 3: Paula's day

### Using the worksheet

- This worksheet practises present simple, 3rd person.
- Students look at the pictures and read. They complete the text, using the verbs they know.

- Students read the text again and draw the correct times on the clocks.
- Ask students to work in pairs. Student A says a time, e.g. *11 o'clock*. Student B says what Paula does, e.g. *Paula plays in the park with her friends*. Students swap roles.

**KEY:** Activity 1: 2 has/eats, 3 brushes, 4 plays, 5 has/eats, 6 watches, 7 goes; Activity 2: 2 10 o'clock, 3 11 o'clock, 4 6 o'clock, 5 7 o'clock, 6 8 o'clock

**Optional follow-up activity:** Demonstrate how to play What's the time, Mr Wolf? Choose a student to be the wolf. You are the reporter. The other students are the runners. The wolf stands on one side of the room and the runners stand on the other. You stand in the middle. The runners say *What's the time, Mr Wolf?* The wolf says the time, e.g. *It's seven o'clock*. The runners take seven steps towards the wolf. You say what the wolf does at that time, e.g. *The wolf gets up*. When you say an eating action, e.g. *The wolf has breakfast/lunch/dinner*, the wolf runs after the other students until one is caught. Students swap roles.

## Worksheet 4: Cities

### Using the worksheet

- This worksheet practises finding out and asking about cities.
- Students work in four groups. Ask each group to find out the answers to the questions about one of the cities in the box. Students share what they already know, use the Internet, look at an encyclopaedia and ask you for information. Help with new language. Then students find or draw a picture of the city.
- Students work with a member of a different group. They take it in turns to ask and write the answers to the questions in 2a.

**KEY:** Activity 2a):

	Mexico City	Cairo	London	Beijing
Where?	Mexico	Egypt	United Kingdom	China
Population?	20 million	15 million	13 million	12 million
Famous building?	Palace of Fine Arts	Coptic Museum	Big Ben	Forbidden City
River?	No	Nile	Thames	Yongding

**Optional follow-up activity:** Students work in their original groups and make a short poster presentation.

# 1 Worksheet 1: My day

## 1 Look and write the words.

brush play go go have  
have have get get

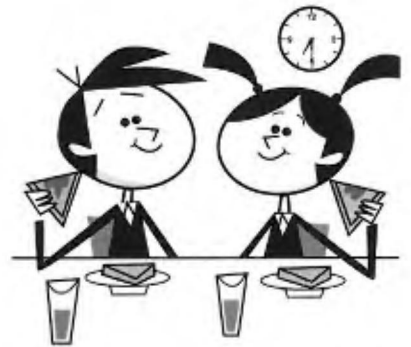
to school lunch dressed  
in the park dinner up  
your teeth to bed breakfast



1 \_\_\_\_\_ get up \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



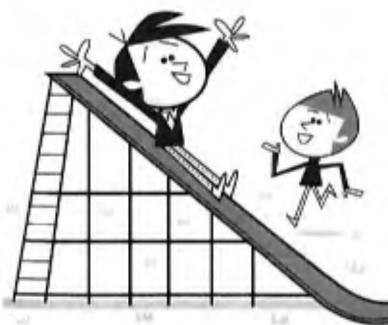
4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



9 \_\_\_\_\_

Vocabulary: Daily routines

# 1

## Worksheet 2: Telling the time

- 1 Use the words on the clock to make the questions and answers.



- 1 What \_\_\_\_\_ time is it \_\_\_\_\_ ?  
2 \_\_\_\_\_ four \_\_\_\_\_ o'clock.  
3 When \_\_\_\_\_ go \_\_\_\_\_ ?  
4 \_\_\_\_\_ o'clock.

- 2 Write two more questions and answers about the time.

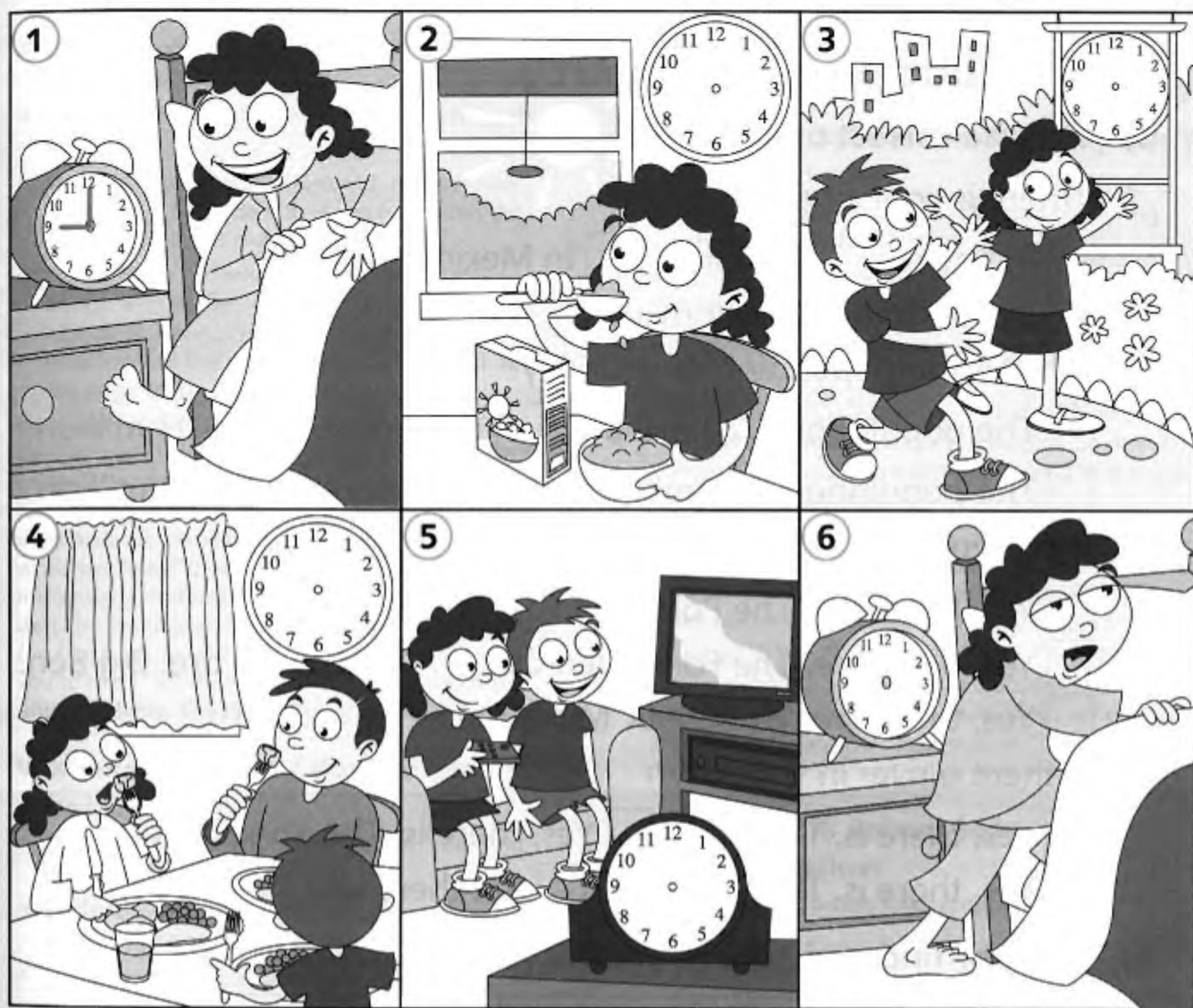
- 1 \_\_\_\_\_ ?  
\_\_\_\_\_  
2 \_\_\_\_\_ ?  
\_\_\_\_\_

Grammar 1: Telling the time

## 1

## Worksheet 3: Paula's day

## 1 Read and complete.



It's Saturday. Paula <sup>1</sup> gets up at nine o'clock. She <sup>2</sup> \_\_\_\_\_ breakfast at ten o'clock and <sup>3</sup> \_\_\_\_\_ her teeth. Paula <sup>4</sup> \_\_\_\_\_ in the park with her friends at eleven o'clock. Paula <sup>5</sup> \_\_\_\_\_ dinner with her family at six o'clock. She <sup>6</sup> \_\_\_\_\_ TV with her brother at seven o'clock and she <sup>7</sup> \_\_\_\_\_ to bed at eight o'clock.

## 2 Read again and draw the time on the clocks.

Grammar 2: Present simple, 3rd person

# 1

## Worksheet 4: Cities

### 1 Circle your city.

Mexico City London Cairo Beijing

### 2 Find out about your city.

#### a) Tick the correct answer.

1 Where is your city?

In Egypt.  In China.  In Mexico.

In the United Kingdom.

2 What is the population of your city?

The population is 20 million.  The population is 13 million.

The population is 12 million.  The population is 15 million.

3 Are there any famous buildings in your city?

Yes, there are. The Palace of Fine Arts.

Yes, there are. The Forbidden City.  Yes, there are. Big Ben.

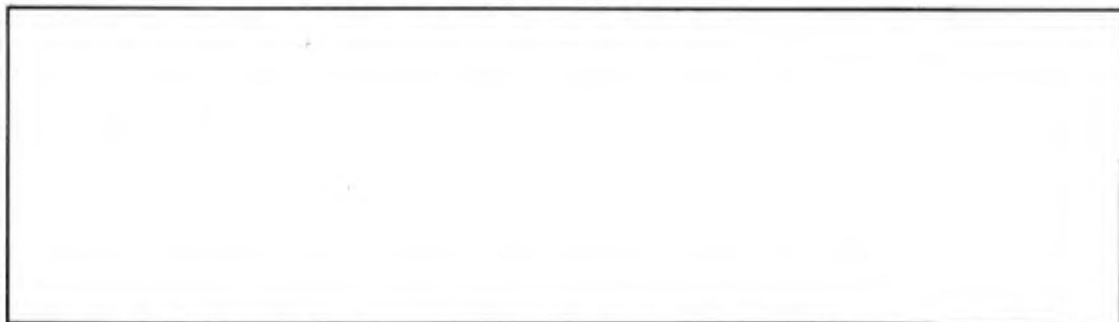
Yes, there are. The Coptic Museum.

4 Is there a river in your city?

Yes, there is. The Nile.  Yes, there is. The Yongding.

Yes, there is. The Thames.  No, there isn't.

#### b) Draw or find a picture of your city.



### 3

**Ask a partner the questions in 2a about their city. Write your partner's answers.**

Geography: Cities

**Worksheet 1: Animals****Using the worksheet**

- This worksheet practises animals: *zebra, monkey, parrot, tiger, crocodile, bear* and revises other animals.
- Students work individually or in pairs. They read the quiz and write the animals.
- Ask students to write their own quiz on animals they know.
- Students work in pairs. Student A reads his/her descriptions to Student B. Student B names the animals. Students swap roles.

**KEY:** Activity 1: 2 monkey, 3 zebra, 4 parrot, 5 bear, 6 crocodile; Activity 2: (Possible descriptions: 1 I'm grey. I've got two big ears and a big nose. (elephant), 2 I've got four legs. I like milk. I don't like dogs. (cat)

**Optional follow-up activity:** Make some space. Demonstrate the game Sleeping Animals. Students lie on the floor (or sit at their desks with their heads on folded arms). Ask students to choose an animal and dream about it while 'sleeping'. They try to stay still while you 'hunt' them by walking around, looking for movement. Students who move have to get up and describe the animal that they were dreaming of, e.g. *I'm black, white and orange.* (tiger) Then they help you to hunt. Tell them that they cannot touch the other students. The last sleeping animal is the winner.

**Worksheet 2: likes / doesn't like****Using the worksheet**

- This worksheet practises *likes / doesn't like* and revises *like / don't like*.
- Students work individually or in pairs. They match the pictures and sentences.
- Brainstorm family words. Then ask students to write sentences about themselves and their family using *like/s* and *don't/doesn't like*, e.g. *I like cats. My brother likes football.* Help with new language. Early finishers can draw pictures on the back of the worksheet to go with the sentences.
- Students work in pairs. Student A reads all his/her sentences to Student B, e.g. *My sister doesn't like dogs.* Student B listens carefully. Then Student B tells Student A what he/she can remember, e.g. *Your sister doesn't like dogs.* Student A listens and gives a point for each correctly remembered sentence. Students swap roles.

**KEY:** Activity 1: 2 e, 3 f, 4 a, 5 c, 6 d; Activity 2: (Possible answers: 1 I like bears. 2 My brother likes football. 3 My sister doesn't like dogs. 4 My dad doesn't like pizza.)

**Optional follow-up activity:** Make some space. Demonstrate the game Chinese Whispers. Students sit in a circle. Whisper a sentence with *like/s* or *don't/doesn't like* to the nearest student. He/She listens and whispers the same sentence to the next student. The game continues. The last student says the sentence aloud. See if it is the same sentence you said. Then students can play the game in smaller groups.

**Worksheet 3: Does Joe like computers?****Using the worksheet**

- This worksheet practises asking and answering questions with *does*.
- Students work individually or in pairs. They read and answer the questions.
- Students write two more questions and answers about Joe.
- Ask students to work in pairs. Student A asks Student B his/her questions about Joe. Student B answers the questions without looking at the text. Students swap roles.

**KEY:** Activity 1: 2 Yes, he does. 3 No, he doesn't. 4 No, he doesn't. 5 Yes, he does. 6 No, he doesn't. Activity 2: (Possible questions and answers: 1 Does Joe eat ice cream in the park? Yes, he does. 2 Does Joe go to bed at eight o'clock? No, he doesn't.)

**Optional follow-up activity:** Ask students to read Joe's blog again and use it to help them write a text about their family, likes and routine. They can draw pictures or find photos. Display their work.

**Worksheet 4: Animal talk****Using the worksheet**

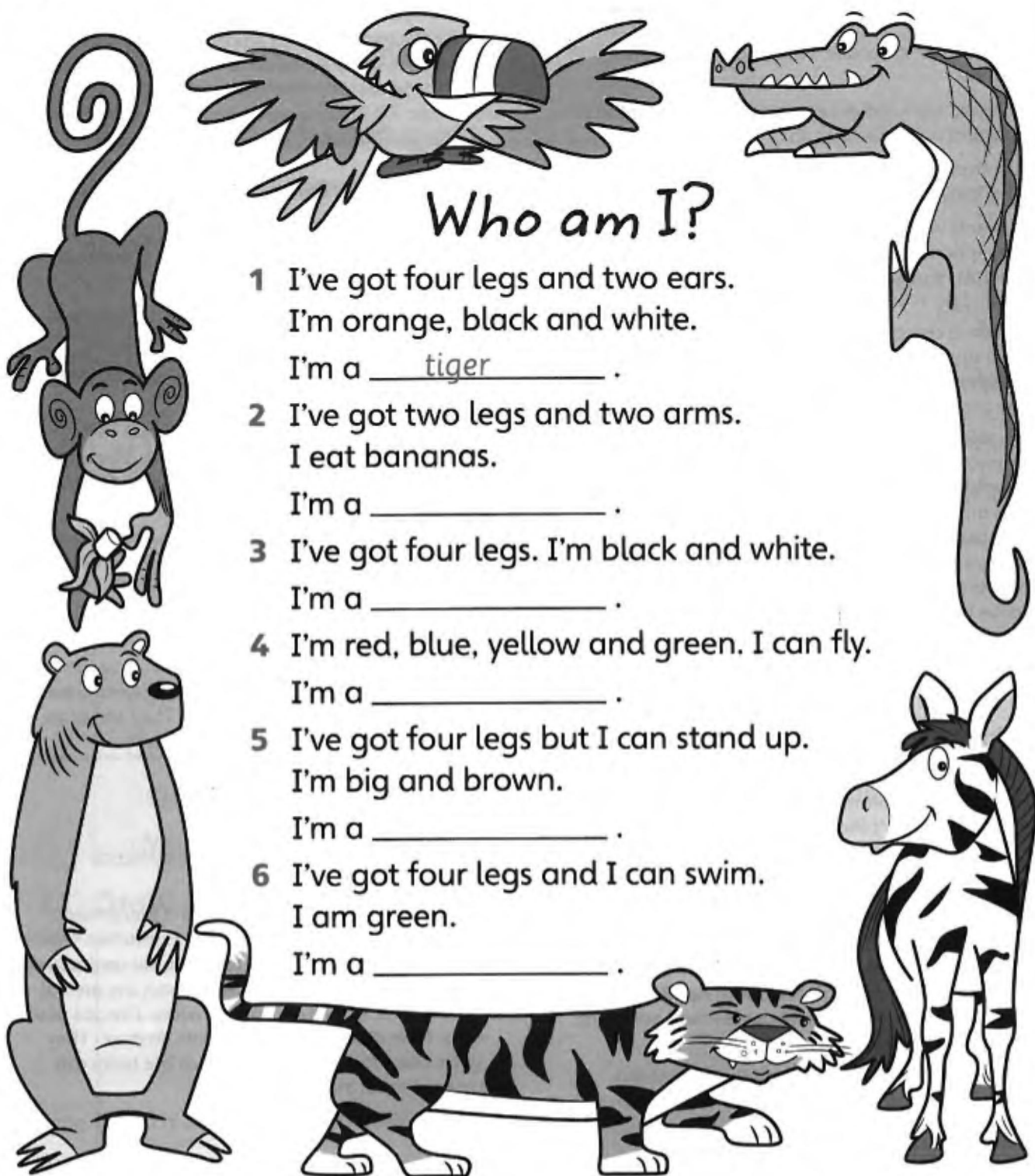
- This game practises talking about different animals.
- Cut out the cards, shuffle them and place them face down in a pile. Divide students into two teams. Each team takes it in turns to select the card at the top and make simple sentences about the animal on the card, e.g. *I'm small. I'm white. I've got pink eyes. I like cheese. I don't like cats.* (mouse) They get a point for each new sentence the team can make without stopping.
- Then students can play the game in smaller groups or pairs.

**Optional follow-up activity:** Play Animal Pictionary. Ask a volunteer to draw a picture of an animal on the board, slowly, line by line. The first student to guess the animal takes the next turn. Students can also play this in pairs. Student B tries to guess the animal before Student A finishes the picture.

## 2

## Worksheet 1: Animals

## 1 Answer the zoo animals quiz.



**Who am I?**

- I've got four legs and two ears.  
I'm orange, black and white.  
I'm a tiger.
- I've got two legs and two arms.  
I eat bananas.  
I'm a \_\_\_\_\_.
- I've got four legs. I'm black and white.  
I'm a \_\_\_\_\_.
- I'm red, blue, yellow and green. I can fly.  
I'm a \_\_\_\_\_.
- I've got four legs but I can stand up.  
I'm big and brown.  
I'm a \_\_\_\_\_.
- I've got four legs and I can swim.  
I am green.  
I'm a \_\_\_\_\_.

## 2 Make an animals quiz.

Vocabulary: Animals

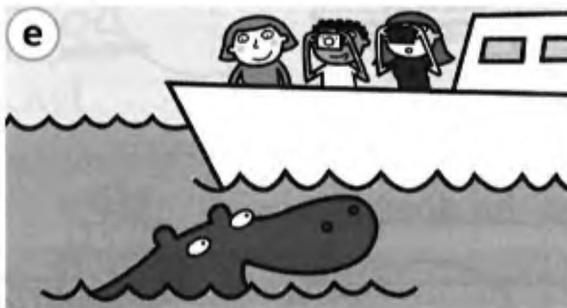


# 2

## Worksheet 2: likes / doesn't like

### 1

Look, read and write the letters.



- |                           |                          |                                |                          |
|---------------------------|--------------------------|--------------------------------|--------------------------|
| 1 Bill likes monkeys.     | <input type="checkbox"/> | 2 Anna likes hippos.           | <input type="checkbox"/> |
| 3 Paul doesn't like dogs. | <input type="checkbox"/> | 4 Claire doesn't like spiders. | <input type="checkbox"/> |
| 5 Sue likes tigers.       | <input type="checkbox"/> | 6 Tom doesn't like crocodiles. | <input type="checkbox"/> |

### 2

Write about you and your family.

- 1 I like \_\_\_\_\_.
- 2 My \_\_\_\_\_ likes \_\_\_\_\_.
- 3 \_\_\_\_\_.
- 4 \_\_\_\_\_.

Grammar 1: likes / doesn't like

## 2

# Worksheet 3: Does Joe like computers?

- 1 Read and answer **Yes, he does / No, he doesn't.**



I'm Joe. I'm ten. I like computers. This is my blog.  
 I have a brother and a sister. I like school. I play football with my friends at lunchtime.  
 I have dinner with my family. I like chicken and peas. I don't like steak and carrots.  
 I don't like Saturdays. I go swimming on Saturdays and I don't like swimming. I really like Sundays. I go to the park with my family on Sundays. We eat ice cream and fly a kite.  
 I go to bed at nine o'clock.

- 1 Does Joe like computers? Yes, he does
- 2 Does Joe have a brother? \_\_\_\_\_.
- 3 Does Joe play football with his dad at lunchtime? \_\_\_\_\_.
- 4 Does Joe like steak? \_\_\_\_\_.
- 5 Does Joe go swimming on Saturdays? \_\_\_\_\_.
- 6 Does Joe go to the zoo on Sundays? \_\_\_\_\_.

## 2 Write two more questions and answers about Joe.

- 1 \_\_\_\_\_ ?  
\_\_\_\_\_ .
- 2 \_\_\_\_\_ ?  
\_\_\_\_\_ .

Grammar 2: Questions and answers with *does*

## 2

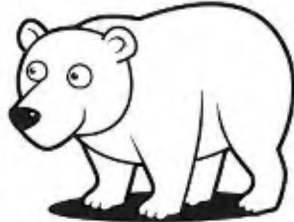
**Worksheet 4: Animal talk**

**Cut out and shuffle the cards.**

**Talk about the animals.**



mouse



bear



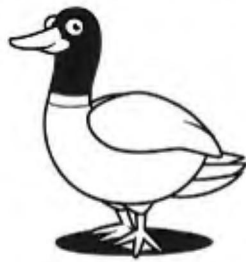
crocodile



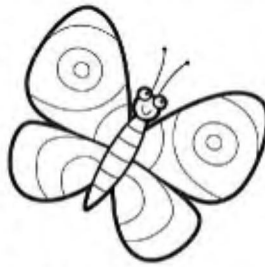
lizard



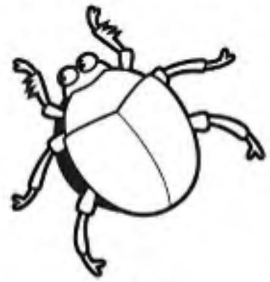
owl



duck



butterfly



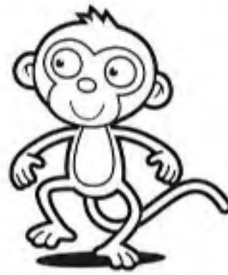
beetle



zebra



hippo



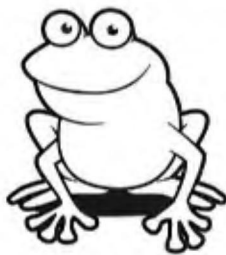
monkey



tiger



parrot



frog



cat



spider

Science: Animals

**Worksheet 1: Places in a town****Using the worksheet**

- This worksheet practises town words: *park, playground, hospital, cinema, swimming pool, bus stop, shop, zoo, school, train station, café, street.*
- Students look at the pictures and find the words in the word search. (The words go across and down.) Then they label the pictures.
- Provide students with squared paper and ask them to make their own word search. Then they swap puzzles with a partner.

**KEY:** Activity 1: 2 park, 3 playground, 4 hospital, 5 bus stop, 6 zoo, 7 school, 8 shop, 9 swimming pool, 10 train station, 11 café, 12 street

h	o	s	p	i	t	a	l	p
b	w	l	r					a
u	i	a	s	a				r
s	m	y	c	i				k
s	m	g	h	n				
t	i	r	o	s	h	o	p	
o	n	o	o	t				
p	g	u	l	a				
	p	n	s	t	r	e	e	t
z	o	o	d	i				
	o			o	c	a	f	é
	l	c	i	n	e	m	a	

Activity 2: Students' own answers.

**Optional follow-up activity:** Demonstrate how to play House. Write dashes to represent one of the town words on the board, e.g. \_\_\_\_\_ (street). Students take it in turns to guess the letters. If they guess a letter correctly, write the letter in the word. If the guess is incorrect, start to draw a house. (This house should be drawn line by line with four straight lines for the walls, two diagonal lines for the roof and three lines for the door.) The first person to guess the word takes the next turn. If the house is complete before all of the letters of the word have been guessed, you win. Students can play the game in groups.

**Worksheet 2: Has your town got a school?****Using the worksheet**

- This worksheet practises asking and answering questions with *has got* and places in a town.
- Students can work individually or in pairs. They use the picture of the town to complete the dialogue.
- Ask students to imagine what Zula is like and write questions. Students can then work in pairs and take turns to ask and answer the questions by pretending to be Zulu.

**KEY:** Activity 1: 3 Yes, it has. 4 Yes, it has. 5 No, it hasn't. 6 Yes, it has; Activity 2: (Possible questions: 2 Has Zula

got a playground? 3 Has Zula got a zoo?  
4 Has Zula got a train station?)

**Optional follow-up activity:** Students draw a picture of Zula. Then they write sentences about it, e.g. *Zula has got three playgrounds.* Display their work.

**Worksheet 3: It's next to ...****Using the worksheet**

- This worksheet practises prepositions of place and places in a town.
- Students read the sentences and draw pictures to illustrate them. Students can compare their work with a partner.
- Then students write sentences about where things are in a different town.
- Students work in pairs. Student A reads his/her sentences to Student B. Student B listens and draws. Students swap roles. Then they compare their pictures.

**KEY:** Activity 1: Students' drawings to show: 1 The café is next to the train station. 2 There's a park behind the school. 3 The cinema is between the shop and the swimming pool. 4 There's a street in front of the park; Activity 2: Students' own answers.

**Optional follow-up activity:** Demonstrate how to do a group picture dictation. Dictate a sentence for all of the students to draw, telling them to start in the centre of the page, e.g. *In our town, there's a sweet shop.* Pause while students draw. Continue with *There's a fruit shop next to the sweet shop. There's a park behind the shops.* Ask a volunteer to dictate the next sentence. The dictation continues. Students compare their drawings at the end.

**Worksheet 4: Town planning****Using the worksheet**

- This worksheet practises using *has got* and prepositions. It also gives students the opportunity to do project work together and create a piece of art.
- Students work in groups. Tell them that they are going to design a new town on an island. Ask them to list the things that their town has got. Encourage them to be creative and help with new vocabulary. Get them to use the picture frame to plan where the different things in the town should go.
- Students draw and colour or paint their town on A3 paper. Then they think of a name for their new town.

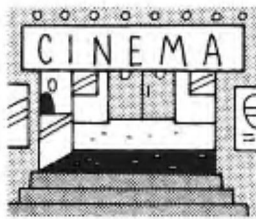
**Optional follow-up activity:** Students present their towns to the class, e.g. *In my town, there's a fish shop next to the sea.* The class vote on the town that they would most like to live in.

# 3

## Worksheet 1: Places in a town

1

Look, find and write the words.



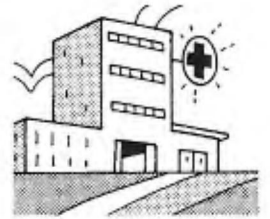
1 cinema



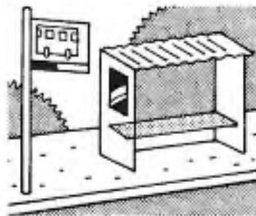
2 \_\_\_\_\_



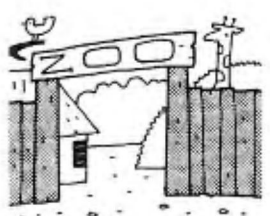
3 \_\_\_\_\_



4 \_\_\_\_\_



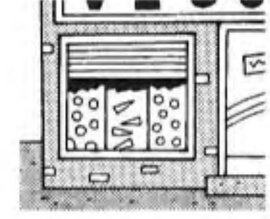
5 \_\_\_\_\_



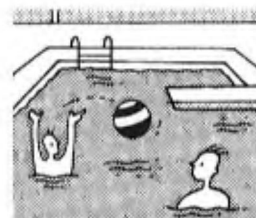
6 \_\_\_\_\_



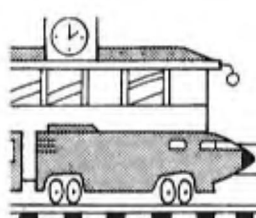
7 \_\_\_\_\_



8 \_\_\_\_\_



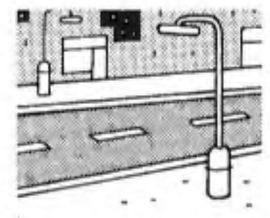
9 \_\_\_\_\_



10 \_\_\_\_\_



11 \_\_\_\_\_



12 \_\_\_\_\_

2

Make a new word search.

Vocabulary: Places in a town

# 3

## Worksheet 2: Has your town got a school?

### 1 Look and answer.



Hello! I'm Zuzu from the planet Zula.



Welcome to my town!



Thank you. Has your town got a school?



<sup>1</sup> Yes, it has.



Has it got a hospital?



<sup>2</sup> No, it hasn't.



Has it got a cinema?



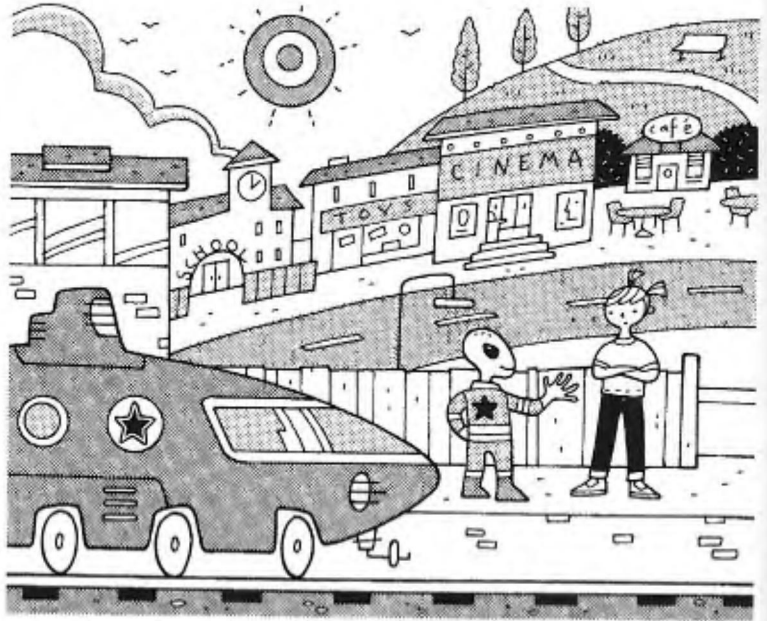
<sup>3</sup> \_\_\_\_\_



Has it got a park?



<sup>4</sup> \_\_\_\_\_



Has it got a swimming pool?



<sup>5</sup> \_\_\_\_\_



Has it got a café?



<sup>6</sup> \_\_\_\_\_

### 2 Write questions about the planet Zula.

- 1 Has Zula got a toy shop \_\_\_\_\_ ?
- 2 \_\_\_\_\_ ?
- 3 \_\_\_\_\_ ?
- 4 \_\_\_\_\_ ?

Grammar 1: Has ... got ... ?

# 3

## Worksheet 3: It's next to ...

### 1

#### Read and draw.

- 1 The café is next to the train station.



- 2 There's a park behind the school.

- 3 The cinema is between the shop and the swimming pool.

- 4 There's a street in front of the park.

### 2

#### Write about a town.

The \_\_\_\_\_ is next to the \_\_\_\_\_.

There's a \_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

**Make a new town on an island.**

- a) What has your town got?

*It's got a fish shop*


---



---



---



---

sea



- b) Plan where things are in your town.

*The fish shop is next to the sea*


---



---



---



---

- c) Plan the picture of your town.

- d) Draw and colour or paint your town on a big piece of paper.
- 
- Think of a name for your town.



**Worksheet 1: Food****Using the worksheet**

- This worksheet practises food vocabulary: *mangos, watermelons, lemons, grapes, potatoes, beans, eggs, bread, fish* and revises *apples, bananas, peas, carrots, sausages, pizza*. It also raises awareness of vowels and consonants.
- Students can work individually or in pairs. They use the picture to complete the words.
- Students look at the picture again and write down the other food they can see.
- Students work in pairs. Student A describes one of the foods, e.g. *It's a fruit. It's big and green*. Student B names the food, e.g. *watermelon*. Students swap.

**KEY:** Activity 1: 2 bread, 3 fish, 4 mangos, 5 watermelons, 6 lemons, 7 grapes, 8 beans, 9 potatoes; Activity 2: (no set order) 2 sausages, 3 apples, 4 bananas, 5 pizza, 6 carrots

**Optional follow-up activity:** Ask students to draw a two by three bingo grid and draw six of the food words on it. Slowly say the food words, e.g. *peas, mangos, potatoes, eggs ...*. Write the words down as you say them. When students hear a word from their grid, they cross it out. The first one to have six crosses says *Bingo!*

**Worksheet 2: Would you like a/an/ some ... ?****Using the worksheet**

- This worksheet practises *Would you like ... ?* and *a, an* and *some*.
- Students complete the questions.
- Ask students to choose an answer to each question and draw the missing mouths. Then they write the answers *Yes, please* or *No, thank you*.
- Students practise the dialogues in pairs.

**KEY:** 2 a banana, 3 like some cheese, 4 you/some grapes, 5 Would/like an apple?, 6 Would you/some bread? Students choose and write the answer for each question.

**Optional follow-up activity:** Ask a question, e.g. *Would you like an egg?* Then add another food, e.g. *Would you like an egg and some bread?* Ask a volunteer to repeat and add another food word, e.g. *Would you like an egg, some bread and some sausages?* See how many items students can remember in one list. Students can then play in groups.

**Worksheet 3: Is/Are there any ... ?****Using the worksheet**

- This worksheet practises *Is/Are there* questions and answers with *any*. It also raises awareness of punctuation.
- Students work in pairs. They cut out a set of word cards per pair, shuffle them and lay them face up on the desk. Students then take it in turns to place a card on the desk. Student A starts a question by choosing *Is* or *Are*. Student B continues by choosing *there*. Student A chooses *any*, and so on. When a question and answer are complete, Student B chooses the first card of a new turn. Students see how many questions and answers they can make.

**KEY:** (Possible questions and answers: *Is there any fish? Yes, there is. Are there any beans? No, there aren't.*)

**Optional follow-up activity:** Students work in pairs. Student A makes a question or answer from the cards without showing Student B. Student A writes the sentence down and then mixes up the cards and passes them to Student B, who has to put them together in the right order. Student A checks against the question/answer he/she wrote.

**Worksheet 4: Make a fruit salad.****Using the worksheet**

- This worksheet gives students the opportunity to make a healthy snack.
- Before the class, tell students that they are going to make a fruit salad and ask them to bring in a piece of fruit. Find aprons, cutting boards, peelers, blunt knives, one sharp knife and some large plastic bowls and take them to the class. Also take some extra fruit and a carton of orange juice. (If this equipment is not available, bring fruit yourself and demonstrate in class. Then ask students to do the practical activity at home with a parent.)
- In class, students work in groups. Ask them to write the list of fruit that they have got. Help with new vocabulary and spelling. Students use the pictures to help them decide what to do with the fruit and complete the chart.
- Ask students to roll up their sleeves, wash their hands, put on their apron and collect their equipment.
- Students then wash, peel and cut the fruit (carefully with the blunt knives). Help students as necessary with your sharp knife. Students put the fruit in a bowl and add some orange juice.

**Optional follow-up activity:** Groups take it in turns to show their fruit salad and list the ingredients. If you have sufficient bowls and spoons, students can then share their food.

## 4

## Worksheet 1: Food

1 What can you see at the market?  
Complete the words.

1 e g g s

2 \_ \_ e a \_

3 \_ i \_ \_

4 \_ a \_ \_ o \_

5 \_ a \_ e \_ \_ e \_ o \_ \_

6 \_ e \_ o \_ \_

7 \_ \_ a \_ e \_

8 \_ e a \_ \_

9 \_ o \_ a \_ o e \_



2 What other food can you see at the market?  
Write the words.

1 p e a s \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

Vocabulary: Food

# 4

## Worksheet 2: Would you like a/an/some ... ?


Complete the questions. Choose, draw a mouth and write your answers.

1 Would you like some peas ?



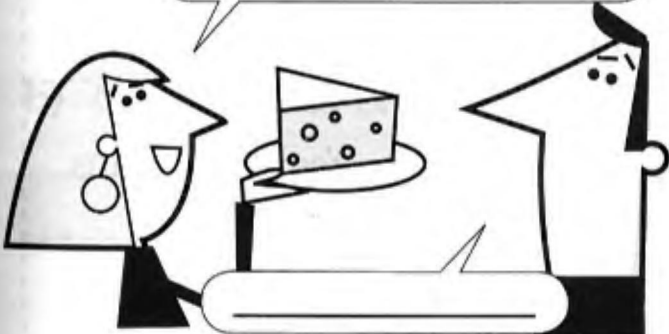
Yes, please.

2 Would you like \_\_\_\_\_ ?



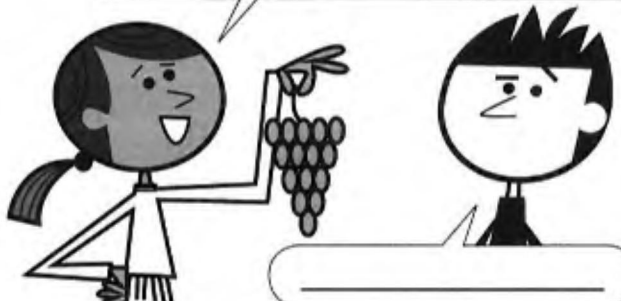
\_\_\_\_\_

3 Would you \_\_\_\_\_ ?



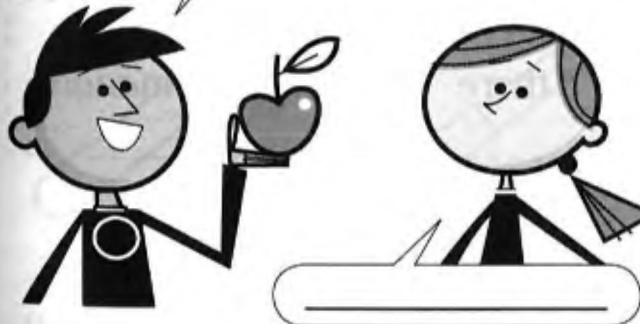
\_\_\_\_\_

4 Would \_\_\_\_\_ like \_\_\_\_\_ ?



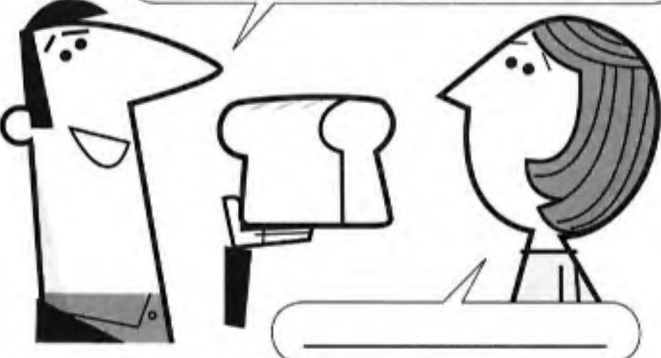
\_\_\_\_\_

5 \_\_\_\_\_ you \_\_\_\_\_ ?



\_\_\_\_\_

6 \_\_\_\_\_ like \_\_\_\_\_ ?



\_\_\_\_\_

Grammar 1: Would you like ... ?

## 4

## Worksheet 3: Is/Are there any ... ?

Cut out the cards and make questions and answers.

?	Are	Is	?	Yes	Are
there	peas	.	there	any	fish
Is	,	any	Are	.	are
are	,	any	,	any	there
Are	?	.	?	isn't	there
No	any	there	there	Yes	beans
bread	?	.	there	,	is
aren't	there	Yes	any	any	,
?	.	there	there	No	mangos
carrots	there				

Grammar 2: Is there any ... ?

# 4

## Worksheet 4: Make a fruit salad.



wash



peel



cut



pour

a) Write a list of the fruit you have got and tick what you do with them.

fruit	wash	peel	cut	pour
apple	✓	✓	✓	
banana		✓	✓	
orange juice				✓

b) Get ready to cook.



roll up your sleeves



wash your hands

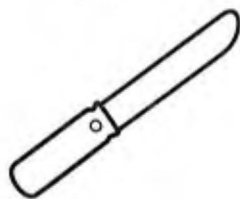


put on an apron

c) Find your equipment.



peeler



knife



cutting board



bowl

d) Make your fruit salad.

Science: Food

**Worksheet 1: My bedroom****Using the worksheet**

- This worksheet practises furniture words: *bed, wardrobe, mirror, lamp, sofa, armchair, table, mat.*
- Students label the furniture individually or in pairs.
- Ask students to draw and label their own bedroom. Help with new vocabulary.
- Students work in pairs. Student A says a sentence about his/her bedroom to Student B, e.g. *I've got a table in my bedroom.* Student B says *Snap!* if he/she has the same furniture. Then Student B says a sentence about his/her room.

**KEY:** Activity 1: 2 wardrobe, 3 mirror, 4 lamp, 5 sofa, 6 armchair, 7 table, 8 mat; Activity 2: Students' own answers.

**Optional follow-up activity:** Do a survey to find out the most common items in students' bedrooms. Write furniture items on the board. Ask, e.g. *Have you got a mirror?* Students put their hands up if the answer is yes. Write the number next to the furniture, e.g. *mirrors: 10.* Volunteers ask the remaining questions.

**Worksheet 2: this/that/these/those****Using the worksheet**

- This worksheet practises *this/that/these/those.*
- Students work individually or in pairs. They use the pictures to help them match the sentence halves.
- Ask students to write four more sentences or questions about the pictures.
- Students work in pairs. They take it in turns to point at something in the picture and say one of their sentences or questions, e.g. Student A asks *Do you like that lamp?* Student B replies *Yes, I do* or *No, I don't.* Students swap roles.

**KEY:** Activity 1: 2 a, 3 d, 4 f, 5 b, 6 c; Activity 2: (Students own answers.)

**Optional follow-up activity:** Play Musical Chairs. Arrange the chairs in two rows, back to back, so there is one chair per student. Ask students to sit on the chairs. Play some music. Students walk/dance around the chairs. Take one chair away then stop the music. Students run to sit on a chair. The one who is left standing has to say a sentence with *this, that, these* or *those*, e.g. *I like that ruler.* They should move around the classroom and point at or touch the object(s). If they make a correct sentence, they can continue with the game. If they make a mistake, they are out. Each time a student is out, remove one more chair while the music is playing, so there is always one student who must make a sentence when the music stops.

Alternatively, students stay at their desks and pass a book around until the music stops. The student

holding the book when this happens makes a sentence with *this, that, these* or *those*. If the sentence is incorrect, the student is out.

**Worksheet 3: Whose + this/that/these/those****Using the worksheet**

- This worksheet practises questions and answers with *Whose ... is this/that?* and *Whose ... are these/those? It's/They're (name)'s/mine.*
- Elicit what is happening in the pictures (the mother is angry because the house is messy when she gets home). Do this in L1 if necessary.
- Students work individually or in pairs. They complete the story by copying the words into the correct speech bubble.
- Ask students to act out the story in pairs.

**KEY:** Activity 1: 2 this, 3 mine, 4 It's, 5 that, 6 Sorry

**Optional follow-up activity:** Students make their own *Whose ... ?* story in pairs. Brainstorm some possible storylines in L1, e.g. a messy classroom and an angry teacher or a messy garden and an angry dad. Encourage students to act out their story.

**Worksheet 4: Recycling****Using the worksheet**

- This worksheet encourages students to find out about recycling in their school. It also teaches students how to take responsibility for their environment.
- Students look at the pictures of the bathroom, playground, classroom and dining room. Ask them to name these places and the rubbish in the bins. Help with new vocabulary. Students complete the sentences using the wordbank to help them.
- As a class, visit the bins in the school and make a list of the rubbish you find. Use gloves if you want to touch anything. Tell students not to touch the rubbish. When you return to the classroom, students complete Activity 2.
- Students work in groups and think about what rubbish can be recycled. Ask students to compare their answers with another group.

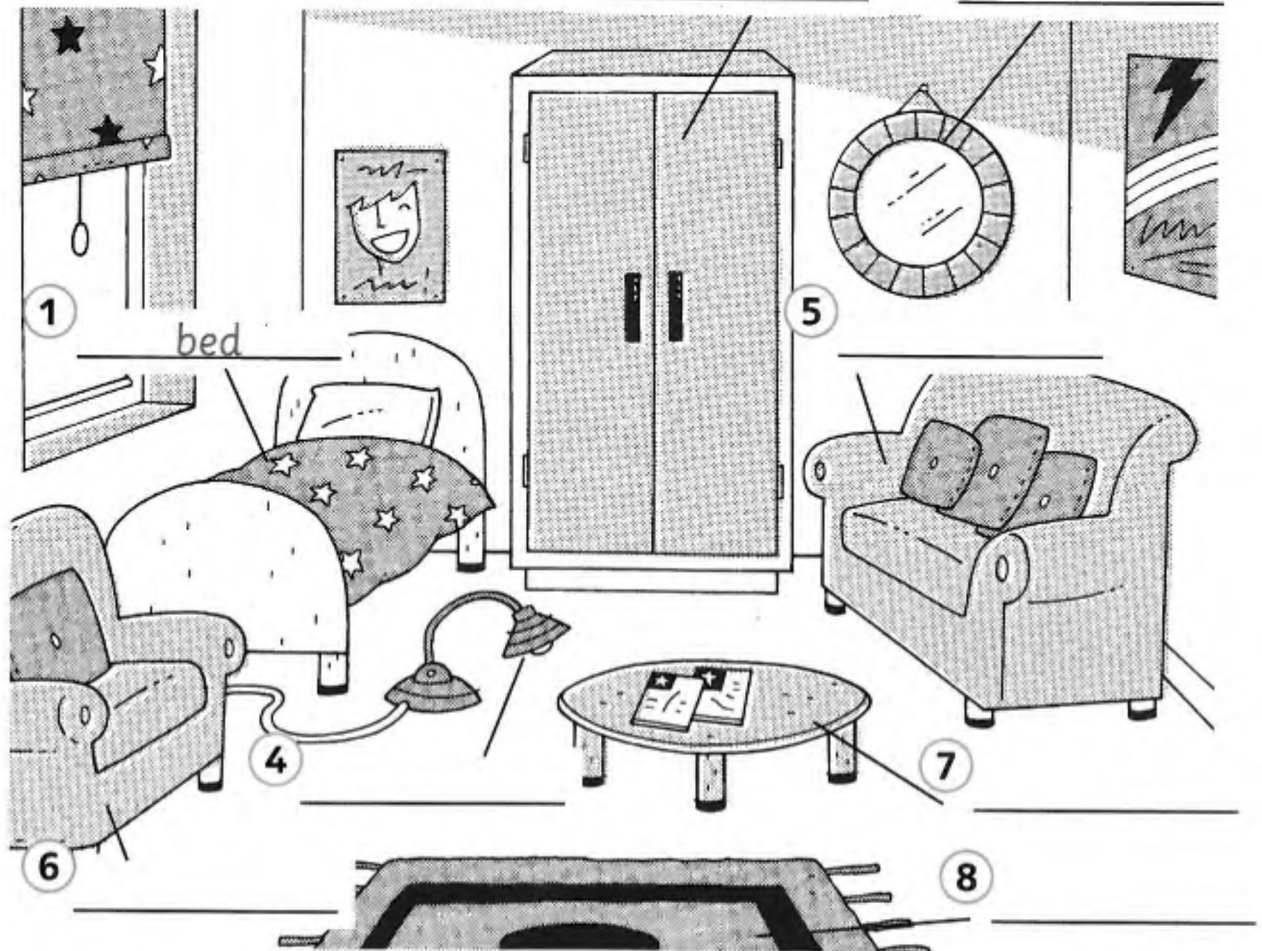
**KEY:** Activity 1: 2 fruit, 3 paper, 4 plastic bottles; Activity 2: (Possible answers: 2 We put paper and old pens in the bin in the classroom. 3 We put food in the bin in the dining room. 4 We put paper towels in the bin in the bathroom.)

**Optional follow-up activity:** Students make posters in groups with recycling rules for the school.

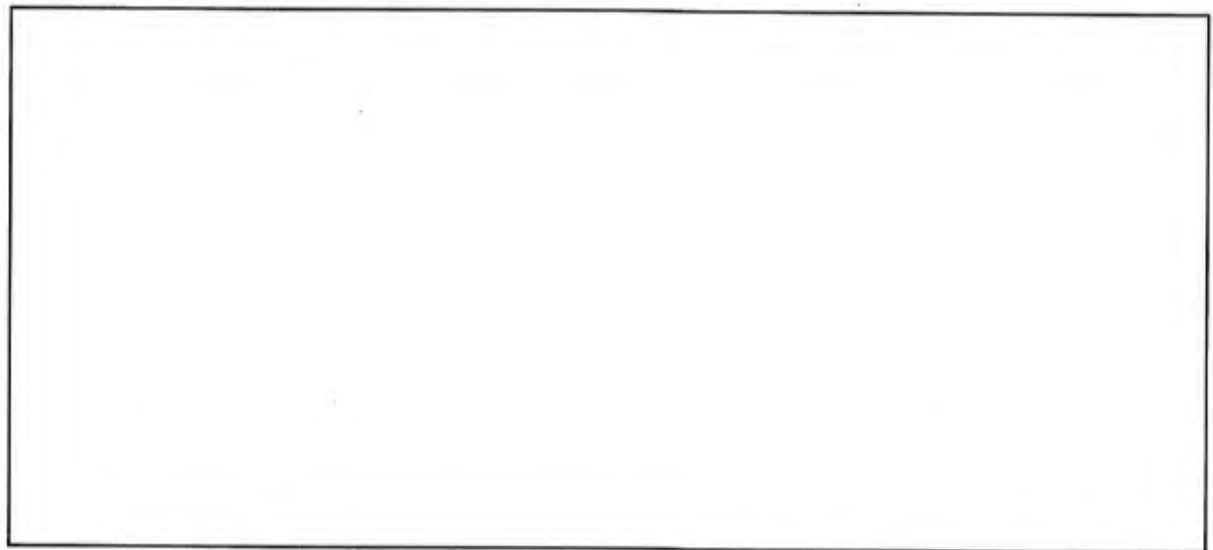
# 5

## Worksheet 1: My bedroom

1 Label the bedroom.



2 Draw and label your bedroom.

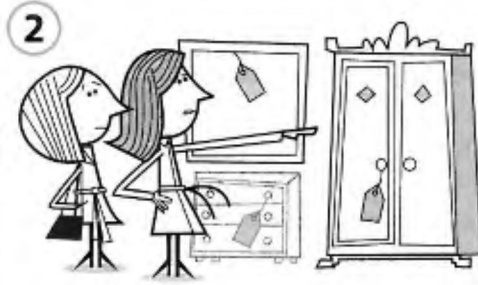
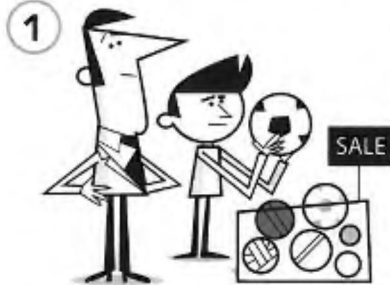


Vocabulary: Furniture

# 5

## Worksheet 2: this/that/these/those

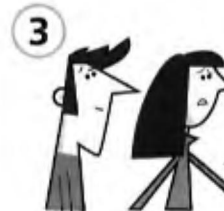
### 1 Look, read and match.



- 1 Do you like
- 2 I don't like
- 3 Do you like
- 4 I like
- 5 Do you like
- 6 I don't like

- a that wardrobe.
- b these pens?
- c these trousers.
- d those shoes?
- e this ball?
- f this doll.

### 2 Write four more questions or sentences.



1 Do you like that clock?

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

Grammar 1: *this, that, these, those*



## 5

# Worksheet 3: Whose + this/that/these/those

1

Write the words in the story.

that Whose this It's Sorry mine

1 Whose shoes are those?  
They're Sue's.

2 Whose cap is \_\_\_\_\_?  
It's Peter's.

3 Whose books are these?  
They're \_\_\_\_\_. Sorry!

4 Whose football is that?  
\_\_\_\_\_ mine.  
Sorry!

5 Whose lunch is \_\_\_\_\_?  
It's Dad's.

6 Whose coat is that?  
Whose bags are those?  
Mine. \_\_\_\_\_!

2

Act out the story.

Grammar 2: Whose ... this/that/these/those ... ?

# 5

## Worksheet 4: Recycling

### 1 Read and complete the sentences.

fruit paper towels plastic bottles paper



We put paper towels in the bin in the bathroom.



We put \_\_\_\_\_ in the bin in the playground.



We put \_\_\_\_\_ in the bin in the classroom.



We put \_\_\_\_\_ in the bin in the dining room.

### 2 Find out about your school and write.

- 1 We put plastic bottles in the bin in the playground .
- 2 \_\_\_\_\_ .
- 3 \_\_\_\_\_ .
- 4 \_\_\_\_\_ .

Science: Recycling

**Worksheet 1: The face****Using the worksheet**

- This worksheet practises face words: *hair, ears, eyes, nose, mouth, chin, cheeks, glasses* and revises body words *foot, arm, knee, toes, leg* and *hand*.
- Students can work individually or in pairs. Tell them to look at the man's face and use it to help them solve and write the anagrams.
- Students then choose four of the body words and make anagrams, writing each on a separate piece of paper.
- Students work in pairs and swap and solve the body anagrams, then label a–f in the picture.

**KEY:** Activity 1: 2 eyes, 3 glasses, 4 nose, 5 cheeks, 6 ears, 7 mouth, 8 chin; Activity 2: a arm, b hand, c knee, d leg, e foot, f toes

**Optional follow-up activity:** Play Body Pictionary. Ask volunteers to take it in turns to draw a picture of a body part from the worksheet on the board, slowly, line by line. The first student to hold up their hand and guess the body part takes the next turn.

**Worksheet 2: I'm happy today!****Using the worksheet**

- This worksheet practises *am/is/are* and adjectives.
- Students can work individually or in pairs. They look at the pictures and describe how the animals are feeling.

**KEY:** Activity 1: 2 are angry, 3 is sad, 4 is scared, 5 are excited, 6 is tired; Activity 2: Students' own answers.

- Ask students to draw a picture and write a sentence to describe how they are feeling.
- Show students how to fold the worksheet in half so that their sentence is hidden. Ask students to come to the front of the class and show their pictures. Get students to ask questions, e.g. *Are you happy?* Students respond with, e.g. *No, I'm not happy. I'm tired* or *Yes, I'm happy and I'm excited*. Students can also walk round the class, showing their pictures and asking and answering questions.

**Optional follow-up activity:** Ask students to tell you the other adjectives they know, e.g. *small, beautiful*. Check meaning and write them on the board. Make some space in the classroom. Play a miming game with the adjectives. Call out an adjective, e.g. *happy*. Students act out the adjective. The person who does the best acting calls out the next adjective.

**Worksheet 3: my/her/his/its/our/their birthday****Using the worksheet**

- This worksheet practises possessive adjectives and the names of the months.
- Students can work individually or in pairs. They look at the pictures and complete the sentences with the missing possessive adjectives.
- Ask students to help you write the months of the year on the board. Students then work individually and make a chart on the back of the worksheet and complete it with sentences about their family's birthdays. (They may need to ask about this for homework.)
- Students work in pairs and take it in turns to read their sentences aloud to each other.

**KEY:** Activity 1: 2 His, 3 Their, 4 Her, 5 Its, 6 Our; Activity 2: Students' own answers.

**Optional follow-up activity:** Do a class survey to find out the months students are born in. Ask, e.g. *Who has got a birthday in January?* Students stand up and form a line in month order.

**Worksheet 4: Butterflies****Using the worksheet**

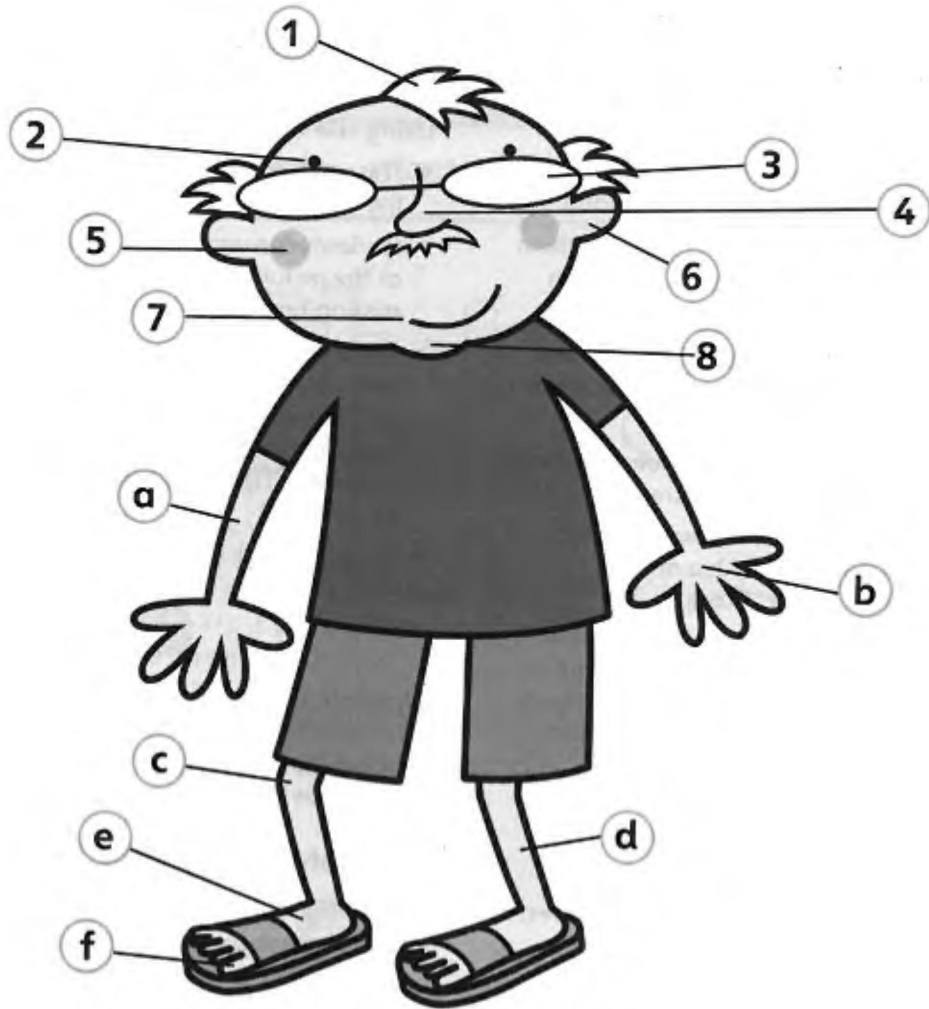
- This worksheet practises finding out and asking for information about native butterflies. It also practises writing and sharing factual information.
- Students can work individually or in pairs. They find information about the colour, habitat and diet of butterflies that live in their country. They share what they already know, look on the Internet, look at an encyclopaedia and ask you for information. Help with new language as necessary.
- Students write about the butterflies and draw pictures.
- Ask students to present their work to another student or pair. The student(s) who are listening can ask questions about the butterfly, e.g. *What is it called? What colour is it? Where does it live? What does it eat?*

**KEY:** Activity 2: (Possible answers: This is a (name) butterfly. It is (colour). It lives in (place). It eats (food).)

**Optional follow-up activity:** Make a class display of the butterflies that students have found out about. Students could take turns to pretend they are reporters on a nature programme and act out talking about one of the butterflies as if they are looking at it 'in the wild'. Encourage them to use the language on the worksheet, e.g. *This is a (name) butterfly*.

# 6

## Worksheet 1: The face



### 1 Write the face words.

- |                       |                 |                    |                 |
|-----------------------|-----------------|--------------------|-----------------|
| 1 aihr<br><u>hair</u> | 2 yees<br>_____ | 3 aslegss<br>_____ | 4 osne<br>_____ |
| 5 secekh<br>_____     | 6 sear<br>_____ | 7 tomuh<br>_____   | 8 hcni<br>_____ |

### 2 Make anagrams of the body words.

feet arm knee toes leg hand



Vocabulary: The face

## 6

## Worksheet 2: I'm happy today!

1

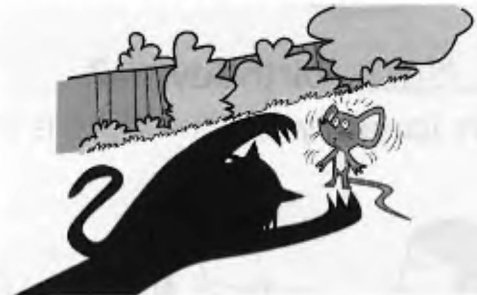
Look and write sentences.

1 The dog is happy .

2 The monkeys \_\_\_\_\_ .



3 The hippo \_\_\_\_\_ .



4 The mouse \_\_\_\_\_ .



5 The tigers \_\_\_\_\_ .



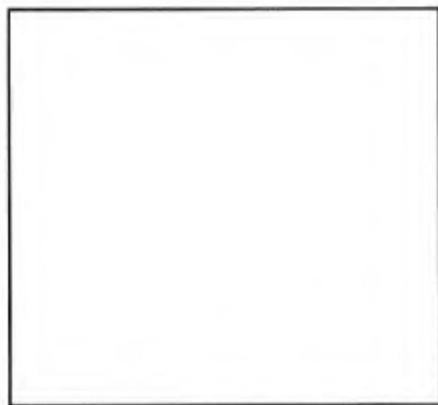
6 The cat \_\_\_\_\_ .

2

How are you today?

Draw and write.

I am \_\_\_\_\_ today!



Grammar 1: am / is / are + adjective

## 6

# Worksheet 3: my/her/his/its/our/their birthday

## 1 Write My, Her, His, Its, Our or Their.



1 My birthday is in January.



2 \_\_\_\_\_ birthday is in March.



3 \_\_\_\_\_ birthday is in October.



4 \_\_\_\_\_ birthday is in June.



5 \_\_\_\_\_ birthday is in April.



6 \_\_\_\_\_ birthday is in January.

## 2 Find out and write about your family's birthdays.

Months	Birthdays
January	My dad's birthday is in January.
February	
March	

Grammar 2: The months; possessive adjectives

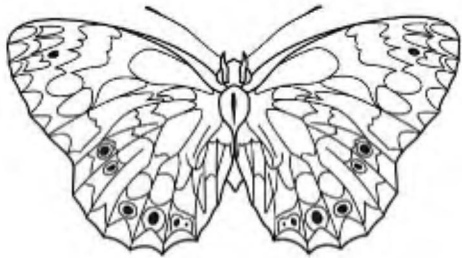
# 6

## Worksheet 4: Butterflies

1 Find out about the butterflies in your country.

- a What are they called?
- b What colours are they?
- c Where do they live?
- d What do they eat?

2 Draw and write about three butterflies.

<p>1</p>  <p><u>This is a marble white butterfly .</u> <u>It is black and white .</u> <u>It lives in tall grass .</u> <u>It eats purple flowers .</u></p>	<p>2</p> <p><u>This is a _____ .</u> <u>It is _____ .</u> <u>It lives _____ .</u> <u>It eats _____ .</u></p>
<p>3</p> <p>_____ . _____ . _____ . _____ .</p>	<p>4</p> <p>_____ . _____ . _____ . _____ .</p>

Science: Butterflies

**Worksheet 1: Transport****Using the worksheet**

- This worksheet practises transport words: *helicopter, lorry, bus, boat, scooter, skateboard, motorbike, taxi* and revises *car, plane, bike* and *go-kart*.
- Use the pictures to teach/check *street, sea, park* and *sky*. Students work individually or in pairs. They look at the large picture and write the transport words in the correct column.
- Students add other transport words to the chart, then compare their charts.

**KEY:** Activity 1: Street: bus, lorry, taxi, motorbike; Park: skateboard, scooter; Sea: boat; Sky: helicopter; Activity 2: (Possible answers: Street: car; Park: bike, go-kart; Sea: submarine; Sky: plane)

**Optional follow-up activity:** Spell out one of the transport words. Pause after each letter, e.g. *h e l i c o p t e r*. Students put up their hand when they know the word. Notice who puts up their hand first, but don't ask for the answer. Once you have finished spelling the word, you can then ask the first student to say the word and spell it. If they are right, they take the next turn.

**Worksheet 2: I'd like to ...****Using the worksheet**

- This worksheet practises *I'd like to*.
- Go through the forms of the verb to show students that they are the same, e.g. *I/You/He/She/We/They would like to + infinitive*.
- Check the meaning of *pet*. Students read and answer True or False.
- Students write four true sentences about themselves.
- Students work in small groups and read out their sentences.

**KEY:** Activity 1: 2 False, 3 True, 4 True, 5 False, 6 True; Activity 2: (Possible answers: 2 I'd like to have a swimming pool. 3 I'd like to have a pet cat. 4 I'd like to drive a lorry.)

**Optional follow-up activity:** Say *I'd* and encourage a volunteer to say *like*. Continue the sentence by saying *to* and elicit a verb from the volunteer, e.g. *drive*. Say the next word, e.g. *a* and get the volunteer to finish by saying, e.g. *car*. Say the complete sentence (*I'd like to drive a car*). Students play the game in pairs, taking turns to say a word. Make sure that they take turns starting the sentence.

**Worksheet 3: ... ing****Using the worksheet**

- This worksheet practises questions and answers with the present continuous.
- Students read and choose the correct answer.

- Students draw pictures to illustrate the text, then act out the dialogues.

**KEY:** Activity 1: 2 b, 3 b, 4 a, 5 a, 6 b; Activity 2: Drawings of 2 boy playing computer games, 3 someone doing homework, 4 two or more people watching TV, 5 two or more people cooking, 6 girl brushing teeth.

**Optional follow-up activity:** Demonstrate how to play Musical Statues. Blindfold a volunteer and write an action on the board, e.g. *You're playing tennis*. Students act out the action while you play some music. Stop the music. Students freeze. Clean the board and remove the blindfold. The volunteer must guess what the class are doing. If any students move during this process, they are out.

**Worksheet 4: A transport survey****Using the worksheet**

- This worksheet practises asking questions with *do* for a survey.
- Students work in pairs. Ask them to look at the survey and elicit all the questions they need, e.g. for *Find someone who rides a bike to school*, they will ask *Do you ride a bike to school?*
- Students then write two more questions.
- Divide the class into four groups. Students conduct the survey within their group. They write down the name of the students who answer yes to a question.

**KEY:** Activity 1: 2 Do you walk to school? 3 Do you come to school by car? 4 Do you come to school by bus? 5 Do you come to school by taxi? 6 Do you come to school by train? 7 Do you have a 15-minute journey to school? 8 Do you have a 30-minute journey to school?

**Optional follow-up activity:** For the first six questions of the survey, elicit the numbers of students who use each mode of transport from the groups and write totals on the board. Create the outline of a bar chart like the one below.

25						
20						
15						
10						
5						
0						
	bike	walk	car	bus	taxi	train

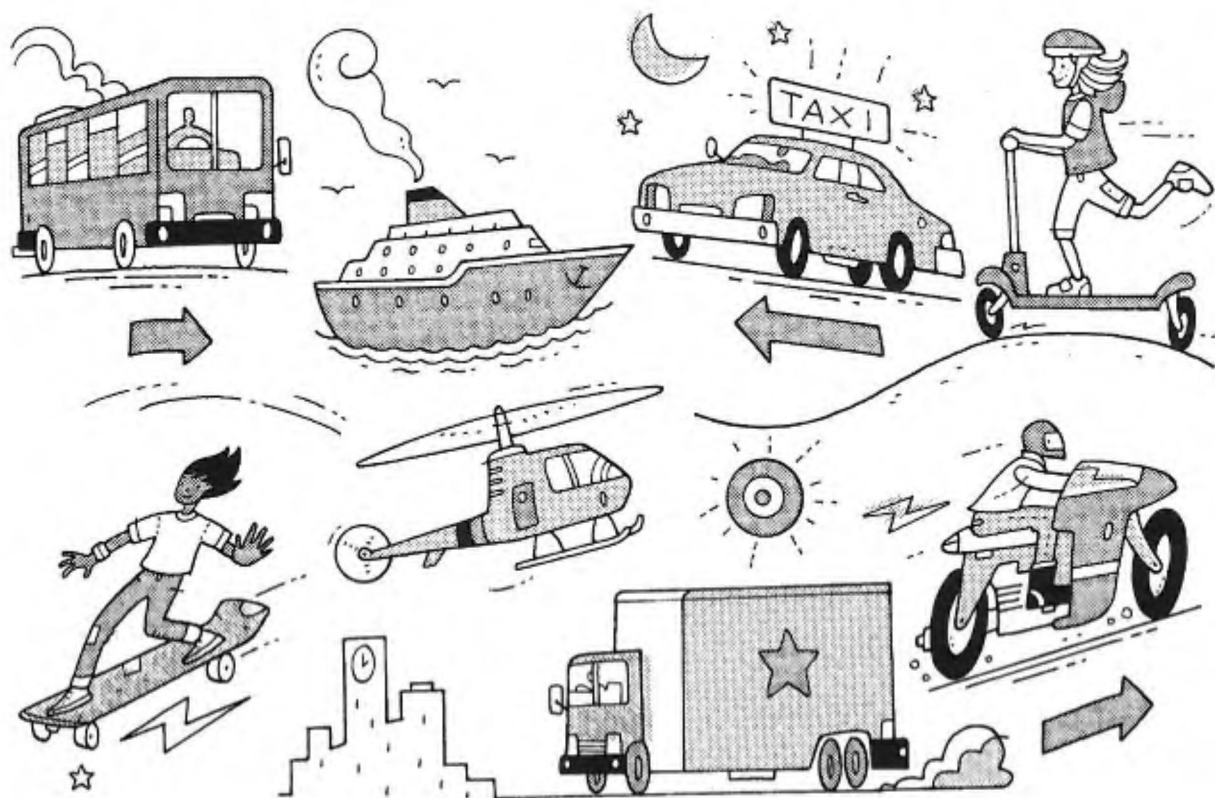
Students copy and colour in the chart to show how many students use each mode of transport to travel to school.



# 7

## Worksheet 1: Transport

1 Look and write the words in the chart.



street	park	sea	sky
bus _____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____

2 Think of more transport words to write in the chart.

Vocabulary: Transport

# 7

## Worksheet 2: I'd like to ...

### 1 Read and write True or False.

Robert		I'd like to drive a lorry and have a big house.
Joanna		I'd like to fly a helicopter and have a pet lizard.
Amy		I'd like to sail a boat and have a new computer.
Bill		I'd like to ride a motorbike and have a pet dog.
Owen		I'd like to drive a car and have a big house.
Sarah		I'd like to fly a kite and have a skateboard.
Helen		I'd like to drive a car and have a computer.
Matthew		I'd like to ride a scooter and have a swimming pool.

- 1 Robert and Owen would like to have a big house. True
- 2 Bill and Matthew would like to ride a motorbike. \_\_\_\_\_
- 3 Joanna and Bill would like a pet. \_\_\_\_\_
- 4 Sarah would like to have a skateboard. \_\_\_\_\_
- 5 Helen, Owen and Robert would like to drive a car. \_\_\_\_\_
- 6 Amy and Helen would like a computer. \_\_\_\_\_

### 2 What would you like to do? Write sentences.

- 1 I'd like to fly a helicopter \_\_\_\_\_ .
- 2 \_\_\_\_\_ .
- 3 \_\_\_\_\_ .
- 4 \_\_\_\_\_ .

Grammar 1: I'd like to

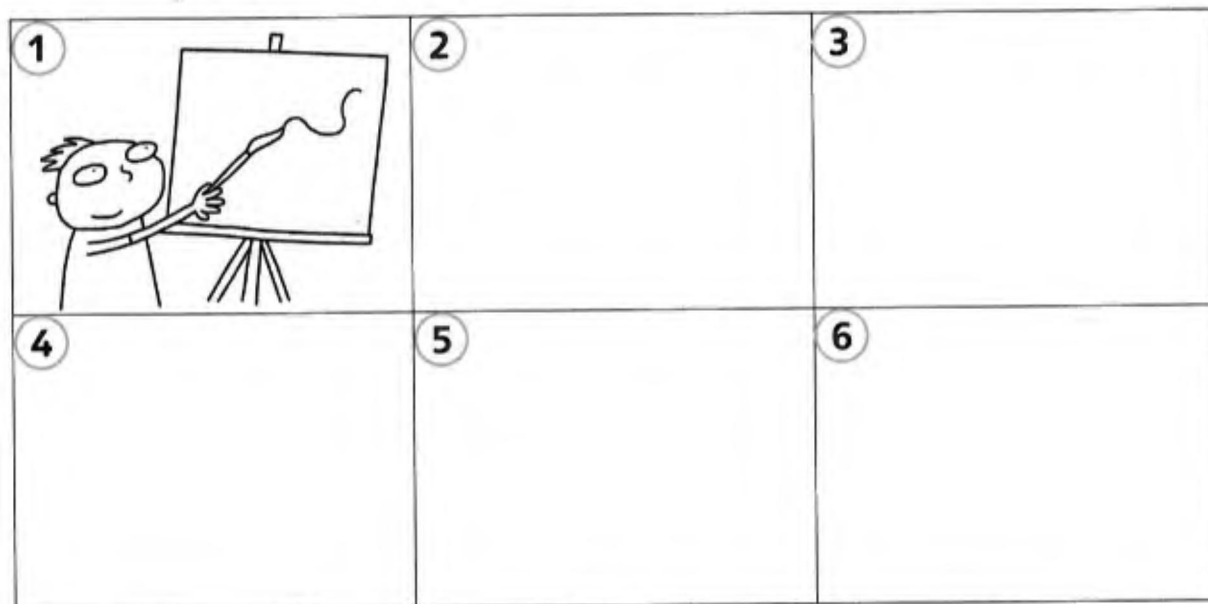
## 7

## Worksheet 3: ... ing

## 1 Read and circle the correct answer.

- 1 What are you doing?  
 a) I'm painting a picture.                      b) I painting a picture.
- 2 Is he playing computer games?  
 a) Yes, she is.                                      b) Yes, he is.
- 3 Are you doing your homework?  
 a) Yes, I am doing                                b) Yes, I am.
- 4 Are they watching TV?  
 a) Yes, they are.                                b) Yes, are they watching TV.
- 5 What are they doing?  
 a) They're cooking lunch.                    b) They're cook lunch.
- 6 Is she having a shower?  
 a) No, she is.                                      b) No, she isn't  
     She's brushing her teeth.                She's brushing her teeth.

## 2 Read again and draw pictures. Then act.



Grammar 2: Questions and answers with verb + -ing

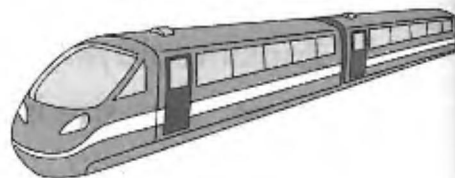
# 7

## Worksheet 4: A transport survey

1 Make questions to ask your friends.

Do you ride a bike to school?

Yes, I do.



Find someone who ...	Names
1 ... rides a bike to school.	
2 ... walks to school.	
3 ... comes to school by car.	
4 ... comes to school by bus.	
5 ... comes to school by taxi.	
6 ... comes to school by train.	
7 ... has a 15-minute journey to school.	
8 ... has a 30-minute journey to school.	
9	
10	



2 Write questions 9 and 10 of the survey.

Geography: Transport and time

**Worksheet 1: Sport****Using the worksheet**

- This worksheet practises sport words: *badminton, football, swimming, volleyball, baseball, athletics, hockey, basketball, tennis, table tennis.*
- Students work individually or in pairs. They look at the pictures and find the words in the word search. Then they label the pictures.

**KEY:** 2 football, 3 swimming, 4 volleyball, 5 baseball, 6 athletics, 7 hockey, 8 basketball, 9 tennis, 10 table tennis

b	a	d	m	i	n	t	o	n	v	
a	t								o	f
s	h	s							l	o
k	l	w	t	e	n	n	i	s	l	o
e	e	i				h			e	t
t	t	m				o			y	b
b	i	m				c			b	a
a	c	i				k			a	l
l	s	n		b	a	s	e	b	a	l
l	g					y			l	
t	a	b	l	e	t	e	n	n	i	s

**Optional follow-up activity:** Mime playing one of the sports and ask students to guess what sport you are doing. Ask a volunteer to do the next mime. The game can continue in pairs. Student A mimes playing a sport and Student B guesses. Students swap roles.

**Worksheet 2: Reading is great.****Using the worksheet**

- This worksheet practises *-ing* forms, *reading a book, riding a bike, playing football, watching TV, painting a picture, listening to music, making a sandcastle, flying a kite* and adjectives, *fun, exciting, great, boring, difficult.*
- Ask students to look at the pictures and elicit the activity in each one.
- Students work individually. They make four true and four false sentences using the *-ing* forms and adjectives in the table.
- Students work in pairs. Student A reads one of his/her sentences from Activity 1 or 2 to Student B. Student B listens and guesses whether the sentence is true or false. Students swap roles.

**KEY:** Activity 1: (Possible answers: 2 Riding a bike is fun. 3 Playing football is exciting. 4 Flying a kite is difficult.) Activity 2: (Possible answers: 2 Listening to music is exciting. 3 Making a sandcastle is difficult. 4 Watching TV is boring.)

**Optional follow-up activity:** Make some space in the classroom. Demonstrate how to play Simon says. Say, e.g. *Simon says watching TV is fun.* Students act this out. Say, e.g. *Playing hockey is difficult.* Students

should not act this out because you haven't said *Simon says*. When students make a mistake, they sit down. The winner plays Simon in the next game.

**Worksheet 3: like + -ing with So do I and I don't****Using the worksheet**

- This worksheet practises *like + -ing* with *So do I* and *I don't*.
- Students work in pairs. They cut out the cards, shuffle them and place them face down so both students have an equal pile of cards in front of them. Then they cut out the faces.
- Student A picks up a card, e.g. *swimming* and makes a sentence, e.g. *I like swimming.* Student B picks up a face and says *So do I* or *I don't* to match the sentence. Students swap roles.

**Optional follow-up activity:** Students work with the same partner to make a poster. They divide it into three columns: *We like ...*, *(name) likes ...*, *(name) doesn't like ...*, and draw pictures to illustrate their individual and common likes and dislikes. Encourage students to ask and answer questions about the poster while they work, e.g. *What do you like doing? I like ... / I don't like ...*

Students can also stick the pictures from the worksheet on the poster. Display the posters.

**Worksheet 4: Sport and breathing****Using the worksheet**

- This worksheet practises keeping a diary and encourages students to find out more about the relationship between sport and breathing.
- Students work individually or in pairs. They make a list of all of the sport and other physical activity that they usually do.
- Ask students to keep a diary of all of the sport they do for one week and ask them to remember to count their breathing for one minute as soon as they stop each sport.
- Students compare their findings with a partner.

**Optional follow-up activity:** Make some space in the classroom or go outside. Demonstrate how to cool down after sport by doing some gentle stretching exercises. Call out instructions in English as you do the exercises and encourage students to repeat, e.g. *touch the sky, touch your toes, bend to the left, bend to the right.* Students can then take it in turns to give the class an instruction. This activity can also be done carefully with students at their desks.

# 8

## Worksheet 1: Sport

Look, find and write the words.



1 badminton



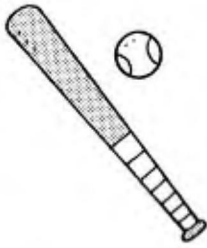
2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



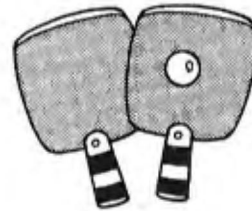
7 \_\_\_\_\_



8 \_\_\_\_\_



9 \_\_\_\_\_



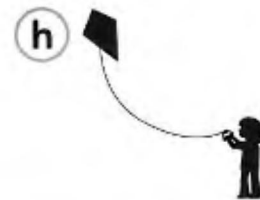
10 \_\_\_\_\_

Vocabulary: Sport

# 8

## Worksheet 2: Reading is great.

### 1 Make four true sentences.



reading riding playing watching painting listening to making flying	a bike is a sandcastle is football is TV is music is a kite is pictures a book is	fun exciting great boring difficult
--	--	---

- 1 Reading a book is great .
- 2 \_\_\_\_\_ .
- 3 \_\_\_\_\_ .
- 4 \_\_\_\_\_ .

### 2 Make four false sentences.

- 1 Painting pictures is boring .
- 2 \_\_\_\_\_ .
- 3 \_\_\_\_\_ .
- 4 \_\_\_\_\_ .

Grammar 1: -ing forms

8

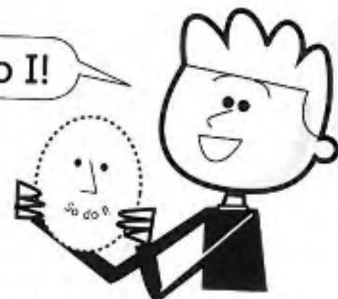
# Worksheet 3: like + -ing

## So do I / I don't

Cut out and play the game.



I like playing basketball.



So do I!

playing basketball	watching TV	doing athletics
swimming	playing volleyball	painting
playing table tennis	reading	singing
playing baseball	playing football	playing badminton



Grammar 2: like + -ing

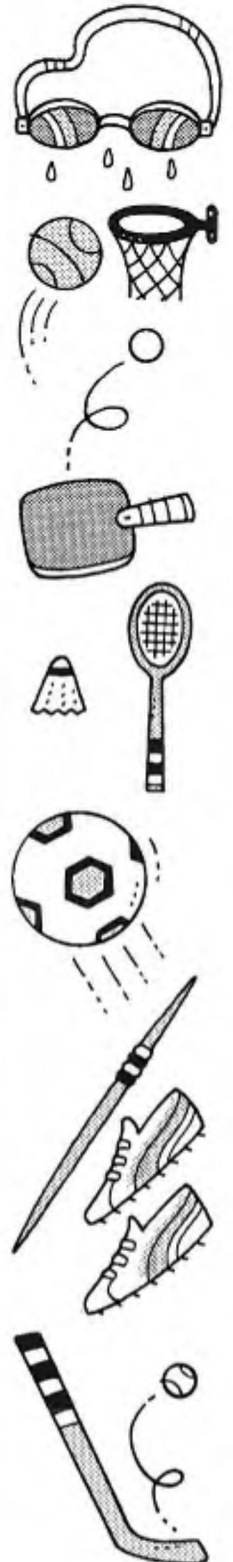


# 8

## Worksheet 4: Sport and breathing

Make a sport and breathing diary.

Day of the week	Sport	Breathing
Monday	Play football at school. Ride my bike in the park after school.	40 breaths in one minute. 35 breaths in one minute.
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		



Science: Sport and breathing

## Worksheet 1: Holiday activities

### Using the worksheet

- This worksheet practises holiday activities: *visit cousins, keep a scrapbook, help in the garden/house, build a tree house, learn to play basketball, go camping/hiking, take painting lessons.*
- Students work individually or in pairs. Tell them to cover the column on the left, look at the activities and predict the words on the left. Then they look and match the words.
- Students label the pictures with the correct holiday words.
- Ask students to work in pairs. Student A mimes an activity and Student B guesses it. Students swap roles.

**KEY:** Activity 1: 2 a or h, 3 f, 4 g, 5 d, 6 b, 7 e,

8 a or h, 9 c; Activity 2: 2 build a tree house, 3 help in the garden, 4 take painting lessons, 5 help in the house, 6 learn to play basketball, 7 go hiking, 8 visit cousins, 9 keep a scrapbook

**Optional follow-up activity:** Students work in pairs. They choose a holiday activity and brainstorm the things that they would need to do it. Students share what they already know, look on the Internet and in dictionaries and ask you for information. Help with new language. Students present their holiday activity, e.g. *My holiday activity is 'keep a scrapbook'. To keep a scrapbook you need a notebook, a pencil, a rubber, colouring pens, photographs, postcards, scissors and glue.*

## Worksheet 2: Can I ... ?

### Using the worksheet

- This game practises *can* for requests and revises vocabulary for holiday activities.
- Students work in pairs or small groups. Give each group a dice or spinner and some counters. Students put the counters on *Start*. Students take turns to throw the dice. The student with the highest score in each group starts. Students move the appropriate number of spaces. If they land on a picture with ? they ask a question using the picture, e.g. *Can I go hiking?* If they make a mistake they miss a turn. If they land on *Yes, you can!* / *No, you can't!* they move forward/back two spaces. Monitor and correct as necessary. The winner is the first student to reach *Finish*.

**Optional follow-up activity:** Ask students about the board games they play at home. Then ask them to work in groups and make their own board game to revise a unit from *Super Minds 2*. Monitor and help as necessary. Make copies of the board games and play them with the class as a revision activity.

## Worksheet 3: Asking questions

### Using the worksheet

- This worksheet revises questions and answers.
- Students work individually or in pairs. They use the prompts to write five more questions to ask a friend about their holidays. Encourage them to use the pictures to help them think of ideas for the questions.
- Students work in pairs. Student A asks Student B his/her questions and writes the answers. Students swap roles.
- Early finishers can work with a different partner and report what they found out, e.g. *Lucy likes reading on holiday.*

**KEY:** Activity 1: 2 What do you eat on holiday?

3 Would you like to go camping? 4 When do you get up? 5 Can you make sandcastles? 6 Have you got a bike? Activity 2: (Possible answers: 2 I eat fruit and ice cream. 3 Yes, please. 4 I get up at nine o'clock. 5 No, I can't. 6 Yes, I have.)

**Optional follow-up activity:** Demonstrate how to play *What's the Question?* Write the answer to a holiday question about you on the board. Ask students to think about the question that goes with your answer and put up their hands when they have got a suggestion. Students can continue the game in groups.

## Worksheet 4: Fairy tales

### Using the worksheet

- This activity encourages students to be creative and think of their own fairy tale.
- Students work individually or in pairs. They choose the characters, a place and an event. Then they write their fairy tale. Monitor and help with new language as necessary. (If time, they can cut out their fairy tale, paste it onto a larger piece of paper and illustrate it or cut out the pictures they have chosen from the worksheet.)
- Students read their fairy tales to the class.
- With weaker classes you can work together and create a fairy tale on the board for students to copy into their notebooks. It can be a combination of fairy tales that students know.

**Optional follow-up activity:** Choose a traditional fairy tale from your country to make into an end-of-term play. Create a simple script in English with the students. Students can dress up and make props for the play. Invite parents and the head teacher to see it.

# 9

## Worksheet 1: Holiday activities

### 1 Match the words.

- |         |                      |
|---------|----------------------|
| 1 help  | a hiking             |
| 2 go    | b to play basketball |
| 3 keep  | c in the house       |
| 4 build | d cousins            |
| 5 visit | e painting lessons   |
| 6 learn | f a scrapbook        |
| 7 take  | g a tree house       |
| 8 go    | h camping            |
| 9 help  | i in the garden      |

### 2 Look and write the words from Activity 1.



1 go camping



2



3



4



5



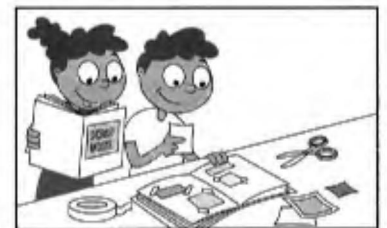
6



7



8



9

Vocabulary: Holiday and leisure activities

Play the board game.

	<p>22</p> <p>NO, YOU CAN'T!</p>	<p>21</p>	<p>20</p>
<p>16</p>	<p>17</p>	<p>18</p>	<p>19</p> <p>YES, YOU CAN!</p>
<p>15</p>	<p>14</p>	<p>13</p> <p>NO, YOU CAN'T!</p>	<p>12</p>
<p>8</p> <p>YES, YOU CAN!</p>	<p>9</p>	<p>10</p>	<p>11</p>
<p>7</p>	<p>6</p>	<p>5</p>	<p>4</p> <p>NO, YOU CAN'T!</p>
<p>Start</p>	<p>1</p>	<p>2</p> <p>YES, YOU CAN!</p>	<p>3</p>

Grammar 1: *can* for requests

# 9

## Worksheet 3: Asking questions

### 1 Write questions about the holidays.

1 Do / like / read Do you like reading on holiday ?

2 What / eat \_\_\_\_\_ ?

3 Would / like / go / camp \_\_\_\_\_ ?

4 When / get / up \_\_\_\_\_ ?

5 Can / make / sandcastles \_\_\_\_\_ ?

6 Have / got / bike \_\_\_\_\_ ?

### 2 Interview your friend and write their answers.

1 Yes, I do .

2 \_\_\_\_\_ .

3 \_\_\_\_\_ .

4 \_\_\_\_\_ .

5 \_\_\_\_\_ .

6 \_\_\_\_\_ .

# 9

## Worksheet 4: Fairy tales

**Make a fairy tale.**

a) Look, choose and circle two good characters.



a king



a queen



a wizard



a horse

b) Look, choose and circle two bad characters.



an old man



a witch



a cat



a monster

c) Look, choose and circle a place.



a house



a boat



a tree house



a castle

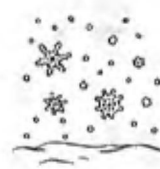
d) Look, choose and circle the story.



a fire



a storm



snow



a rainbow

e) Write your fairy tale.

---



---



---




---

Literature: Fairy tales

# Progress test 1: Listening

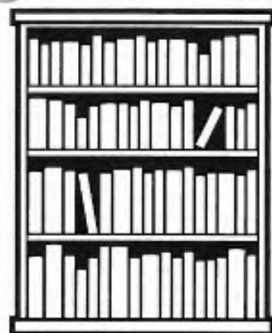
Name \_\_\_\_\_

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

1



2



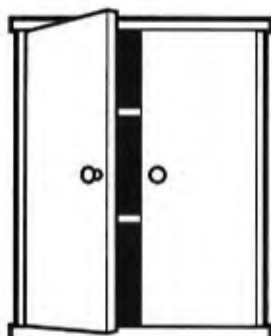
3



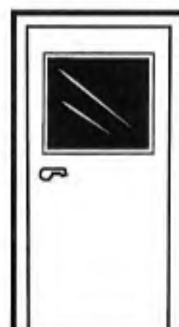
4



5



6

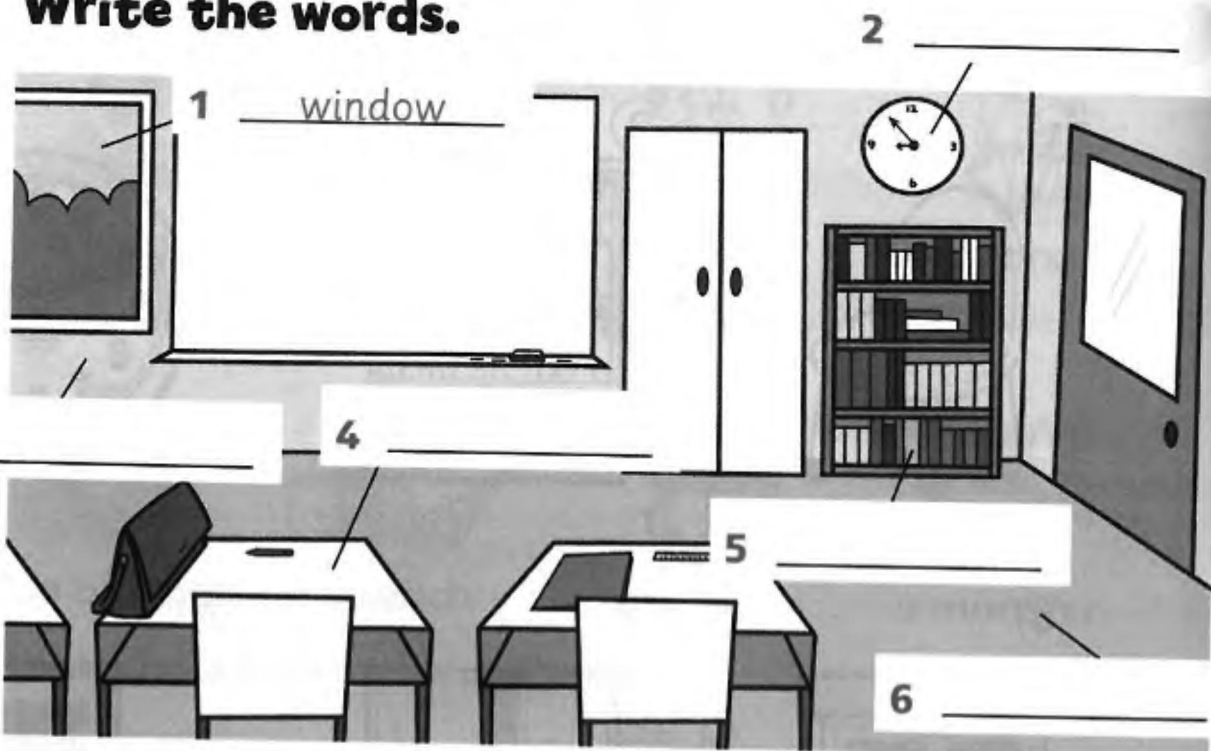


**2**  **Listen and circle.**

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

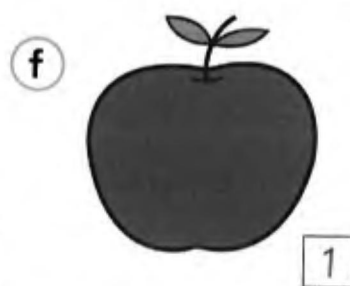
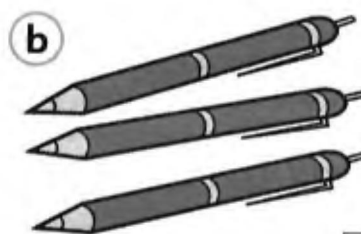
Name \_\_\_\_\_

**1 Write the words.**



**2 Read and number the pictures.**

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



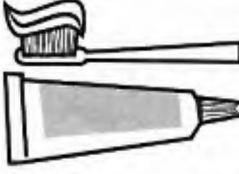





# 1


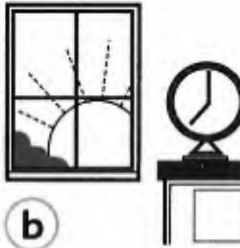
## Progress test 1: Listening


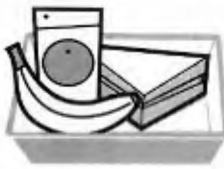
Name \_\_\_\_\_



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

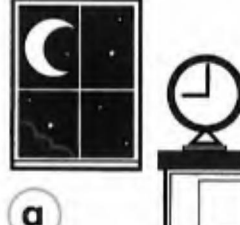

1     
 a  b

2     
 a  b

3     
 a  b

4     
 a  b

5     
 a  b

6     
 a  b

### 2 Listen and complete.

eight ~~seven~~ ten | goes to school goes to bed gets up

- 1 It's seven o'clock.
- 2 Peter \_\_\_\_\_ at 7 o'clock.
- 3 It's \_\_\_\_\_ o'clock.
- 4 Peter \_\_\_\_\_ at 8 o'clock.
- 5 It's \_\_\_\_\_ o'clock.
- 6 Peter \_\_\_\_\_ at 10 o'clock.



Name \_\_\_\_\_

## 1 Read and circle.



- |                           |                         |
|---------------------------|-------------------------|
| 1 <u>get</u> / go up      | 4 go / play in the park |
| 2 have / get breakfast    | 5 get / watch TV        |
| 3 brush / have your teeth | 6 drink / have dinner   |

## 2 Match the questions and answers.

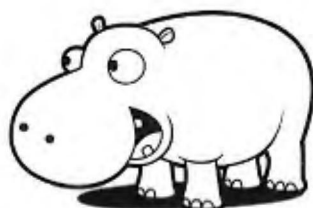
- |                              |                                       |
|------------------------------|---------------------------------------|
| 1 Is it three o'clock?       | a He goes to school at eight o'clock. |
| 2 What's the time?           | b I get dressed at seven o'clock.     |
| 3 When does he go to school? | c It's eleven o'clock.                |
| 4 When does she go to bed?   | d Yes, it is. It's three o'clock!     |
| 5 When do you get dressed?   | e No, it isn't. It's eight o'clock.   |
| 6 Is it nine o'clock?        | f She goes to bed at nine o'clock.    |

# 2

## Progress test 1: Listening

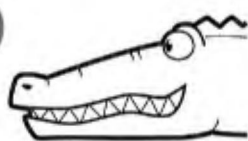
Name \_\_\_\_\_

### 1 Listen and colour.



### 2 Listen and draw 😊 or ☹️.

1



Karen

2



Gary

3



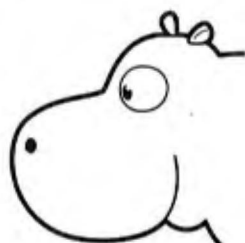
Sarah

4



Richard

5



Adam

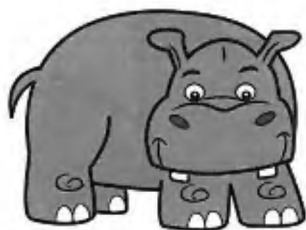
6



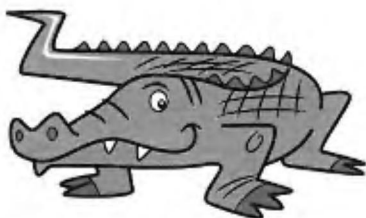
Julie

Name \_\_\_\_\_

## 1 Make words.



popih

1 hippo

roieloccd

2 \_\_\_\_\_



girte

3 \_\_\_\_\_



yekmno

4 \_\_\_\_\_



rpoatr

5 \_\_\_\_\_



abre

6 \_\_\_\_\_

## 2 Read and circle.

- 1 Does / Do you like snakes?
- 2 I don't / doesn't like spiders.
- 3 Do / Does Tom like lizards?
- 4 My cat doesn't / don't like dogs.
- 5 Do / Doesn't you like zebras?
- 6 Jane doesn't / don't like elephants.

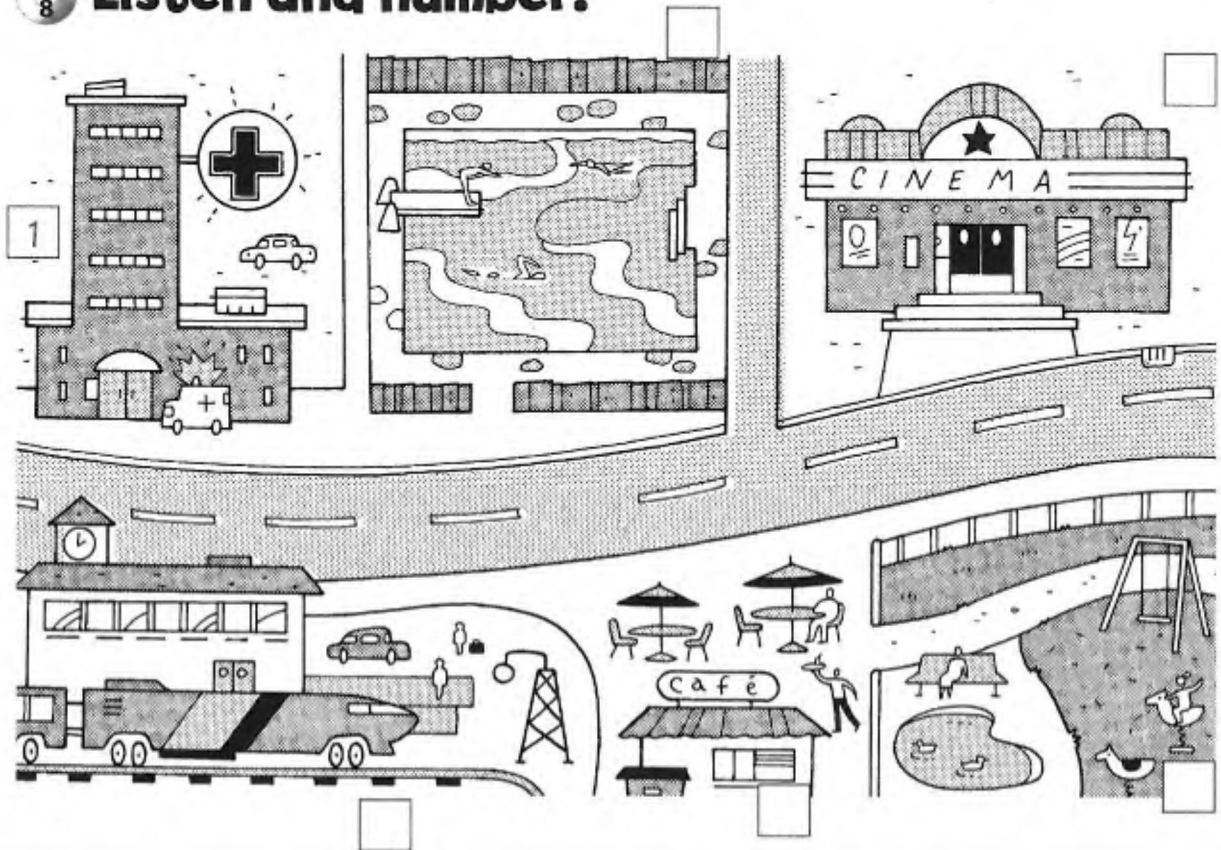


# 3

## Progress test 1: Listening

Name \_\_\_\_\_

### 1 Listen and number.



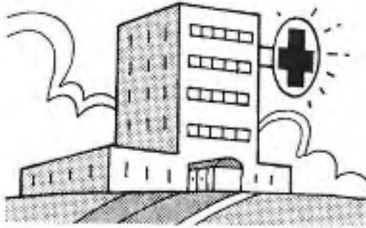
### 2 Listen and tick (✓) the correct box.



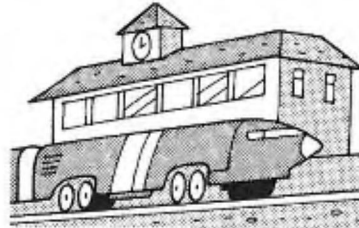
- |  |   |                             |
|--|---|-----------------------------|
| 1 The town has got a playground.                       | <input checked="" type="checkbox"/> yes | <input type="checkbox"/> no |
| 2 The town has got a cinema.                           | <input type="checkbox"/> yes            | <input type="checkbox"/> no |
| 3 The train station is next to the hospital.           | <input type="checkbox"/> yes            | <input type="checkbox"/> no |
| 4 The park is behind the school.                       | <input type="checkbox"/> yes            | <input type="checkbox"/> no |
| 5 The book shop is between the shoe shop and the café. | <input type="checkbox"/> yes            | <input type="checkbox"/> no |
| 6 The bus stop is in front of the swimming pool.       | <input type="checkbox"/> yes            | <input type="checkbox"/> no |

Name \_\_\_\_\_

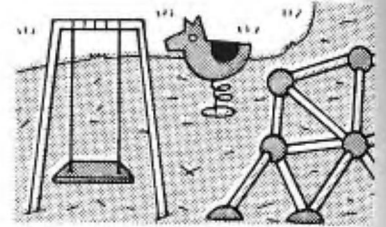
## 1 Write the words.



1 hospital



2 \_\_\_\_\_



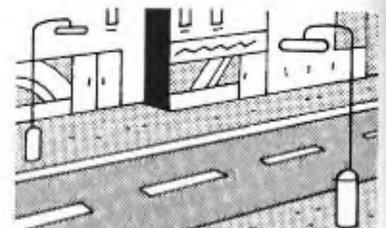
3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_

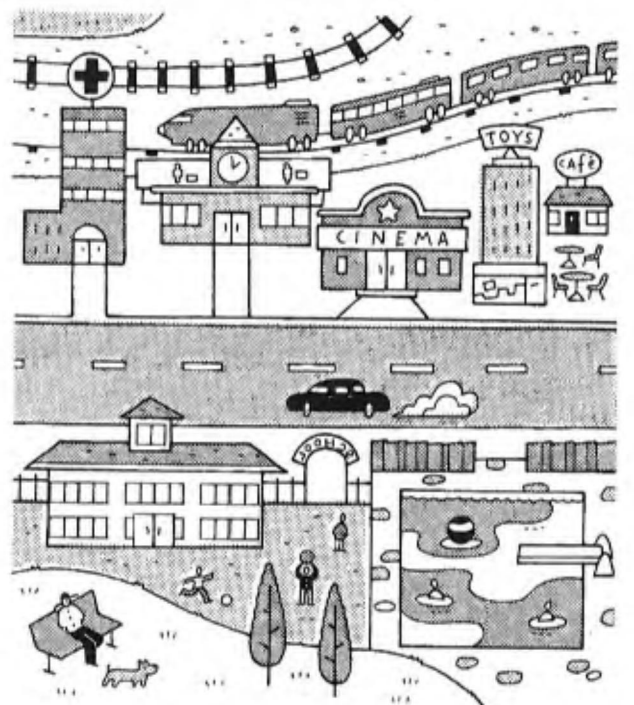


6 \_\_\_\_\_

## 2 Read, look and complete.

between behind next to | got has hasn't


- The town hasn't got a bus stop.
- The toy shop is \_\_\_\_\_ the café.
- The train station is \_\_\_\_\_ the hospital and the cinema.
- The town \_\_\_\_\_ got a swimming pool.
- The park is \_\_\_\_\_ the school.
- Has the town \_\_\_\_\_ a playground? No, it hasn't.

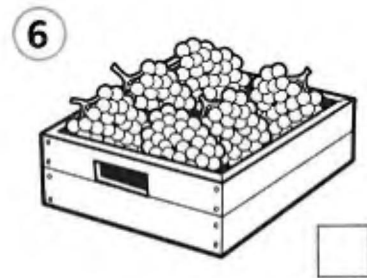
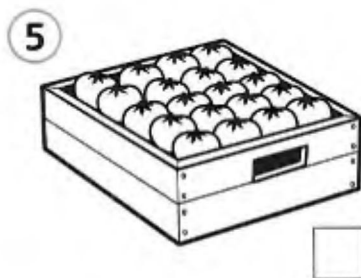
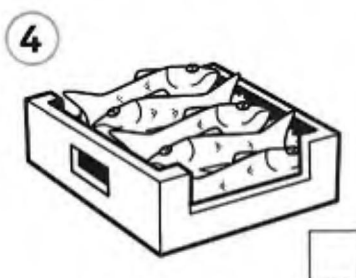
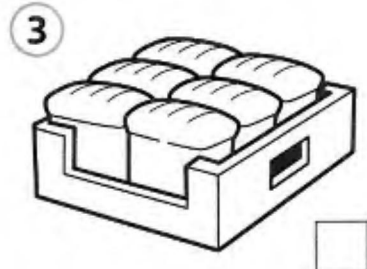
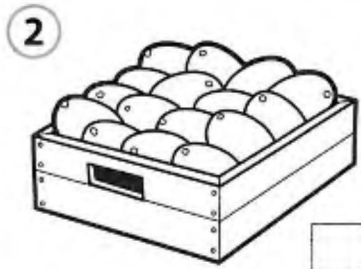
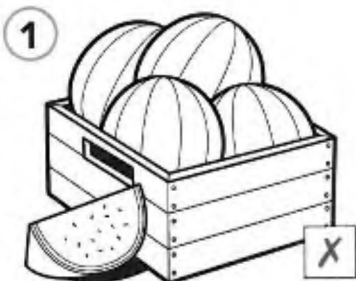


# 4

## Progress test 1: Listening

Name \_\_\_\_\_

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



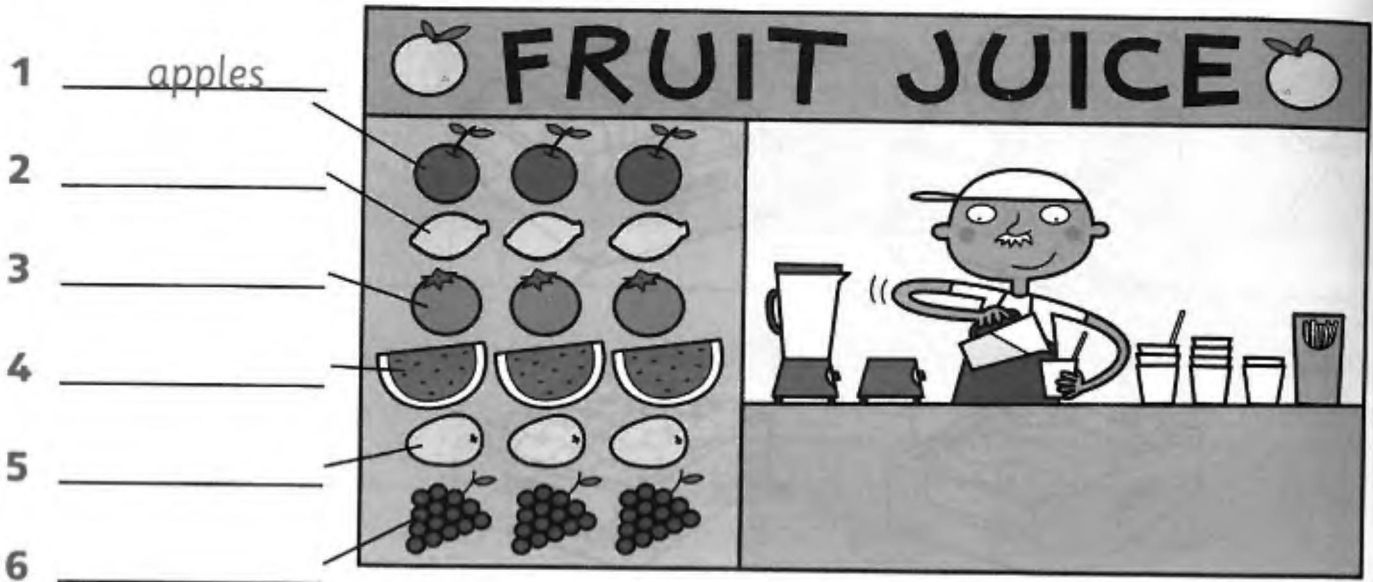
**2**  **Listen and write Y (yes) or N (no).**



- |                               |          |
|-------------------------------|----------|
| 1 Would Paul like some bread? | <u>Y</u> |
| 2 Are there any tomatoes?     | _____    |
| 3 Are there any apples?       | _____    |
| 4 Would Paul like a mango?    | _____    |
| 5 Is there any orange juice?  | _____    |
| 6 Is there any milk?          | _____    |

Name \_\_\_\_\_

## 1 Write the words.



## 2 Match the questions and answers.

- |   |   |
|---|---|
| 1 Is there any fish?                      | a No, thank you. I'm not hungry.                  |
| 2 Would you like some potatoes?           | b No, there isn't, but there is some apple juice. |
| 3 Are there any beans?                    | c No, there isn't.                                |
| 4 Would you like a banana?                | d Yes, there are some eggs.                       |
| 5 I'm thirsty. Is there any orange juice? | e No, there aren't.                               |
| 6 Are there any eggs?                     | f Yes, please. I like bananas.                    |





## 5

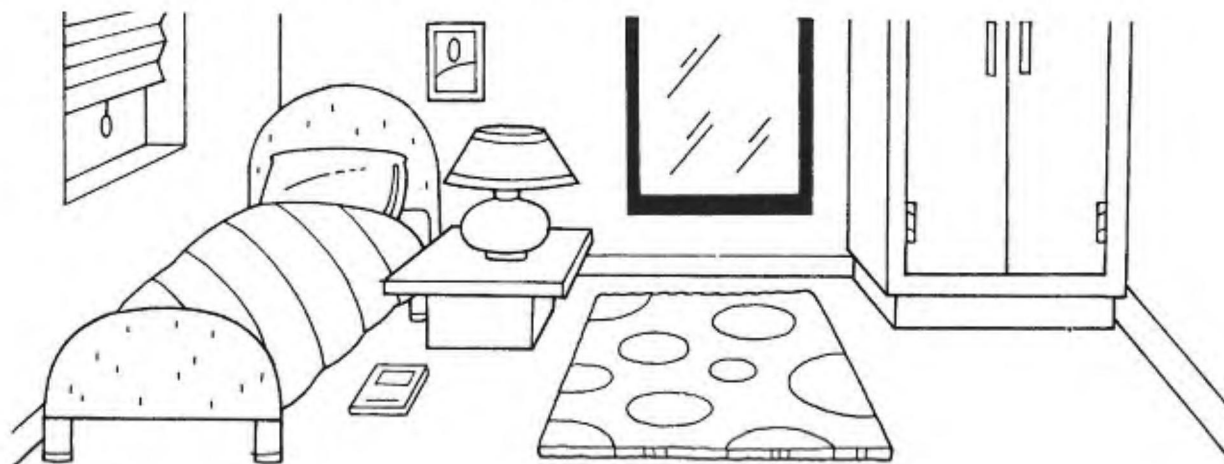
## Progress test 1: Listening

Name \_\_\_\_\_

1

CD  
12

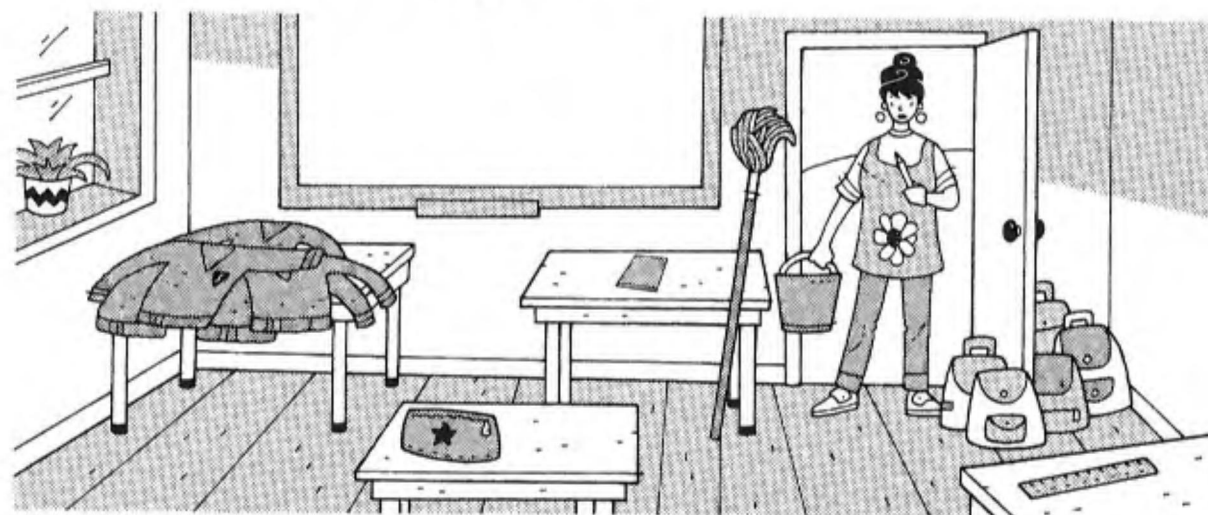
Listen and colour.



2

CD  
13

Listen and complete.

those ~~this~~ that these

Ann's Ben's

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

# 5

## Progress test 2: Reading and writing

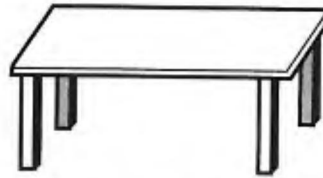
Name \_\_\_\_\_

### 1 Make words.



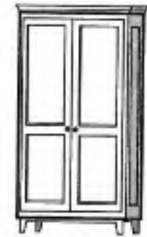
klcoc

1 clock



betal

2 \_\_\_\_\_



dawboerr

3 \_\_\_\_\_



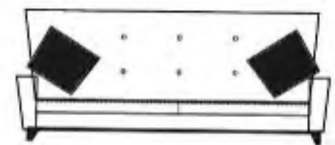
rmrior

4 \_\_\_\_\_



haramrci

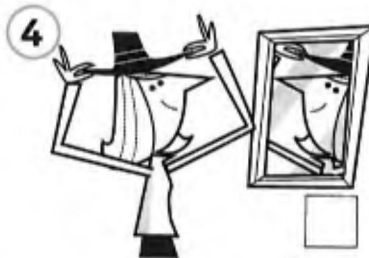
5 \_\_\_\_\_



faos

6 \_\_\_\_\_

### 2 Look, read and number.



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

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

## 6

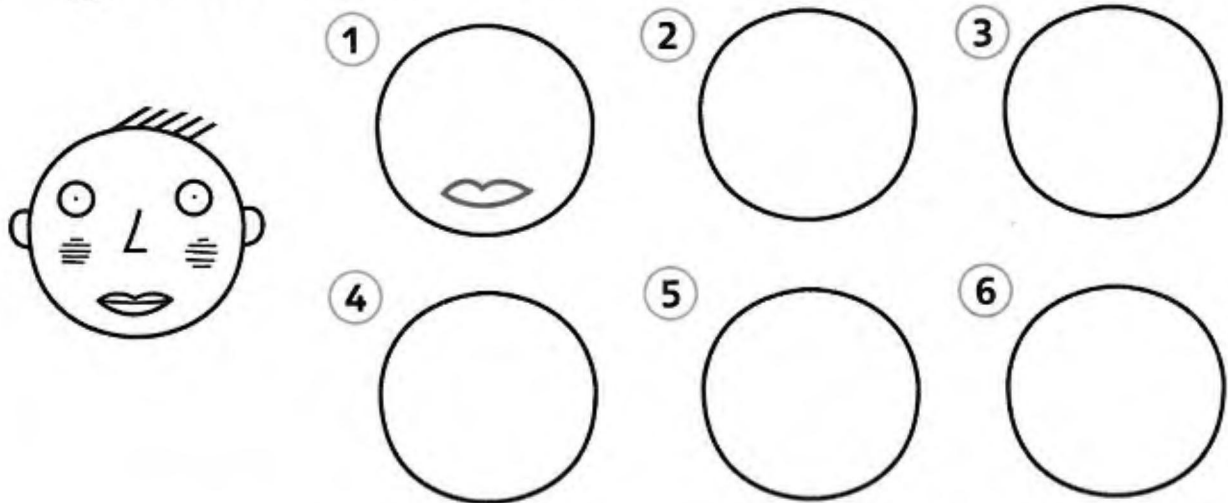
## Progress test 1: Listening

Name \_\_\_\_\_

1

CD  
14

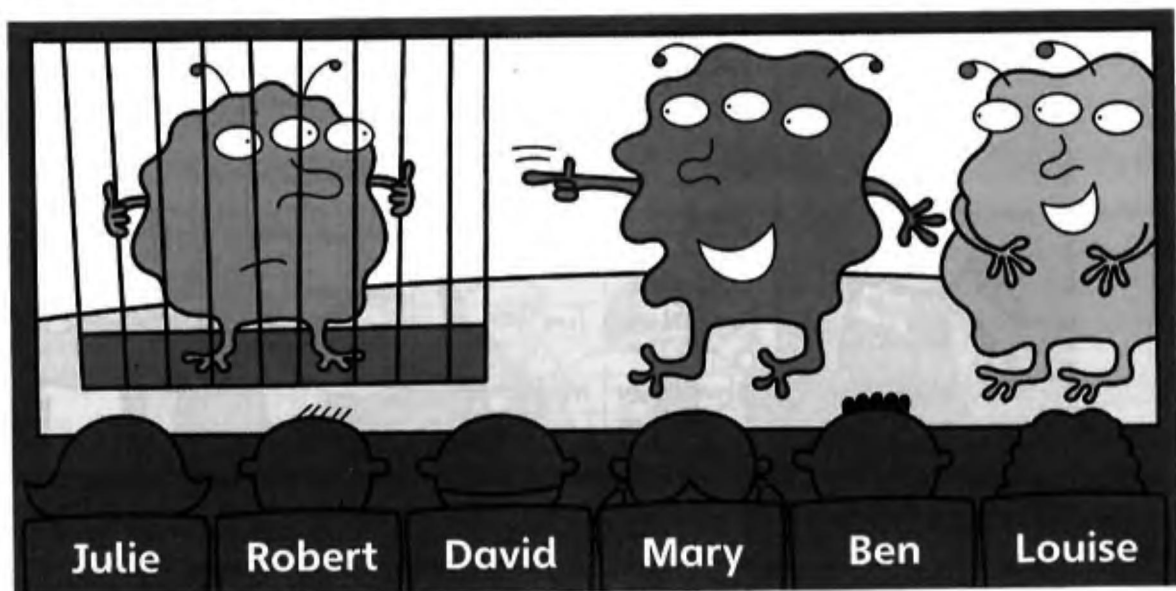
Listen and draw.



2

CD  
15

Listen and tick (✓) the correct box.



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

Name \_\_\_\_\_

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

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

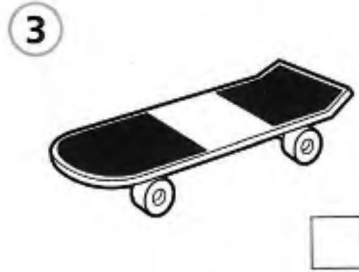
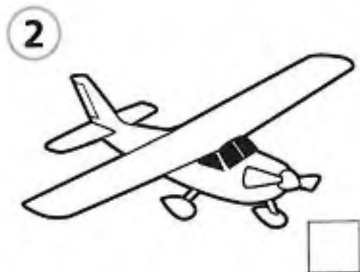


2 Read and circle.



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

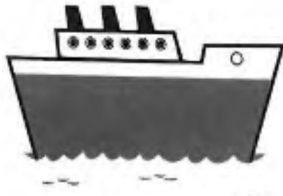
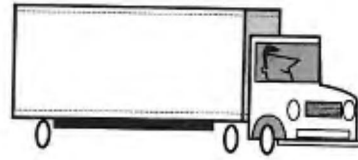
Name \_\_\_\_\_

1  Listen and tick (✓) or cross (X).2  Listen and circle.

- 1 I'd like to go to Italy / drive a lorry.
- 2 I'd like to have a cat / ride a motorbike.
- 3 I'd like to fly a helicopter / write a book.
- 4 I'd like to go to the jungle / have a zebra.
- 5 I'd like to drive a car / have a dog.
- 6 I'd like to play computer games / fly a plane.

Name \_\_\_\_\_

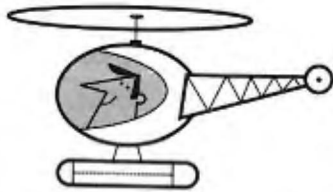
## 1 Write the words.

1 boat

2 \_\_\_\_\_



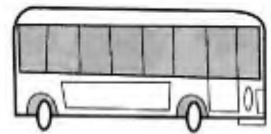
3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

## 2 Read and complete.

sleeping waiting doing | am He's isn't

1 What's he  
doing ?



2 \_\_\_\_\_  
doing his  
homework.

3 Are you  
\_\_\_\_\_  
for a bus?



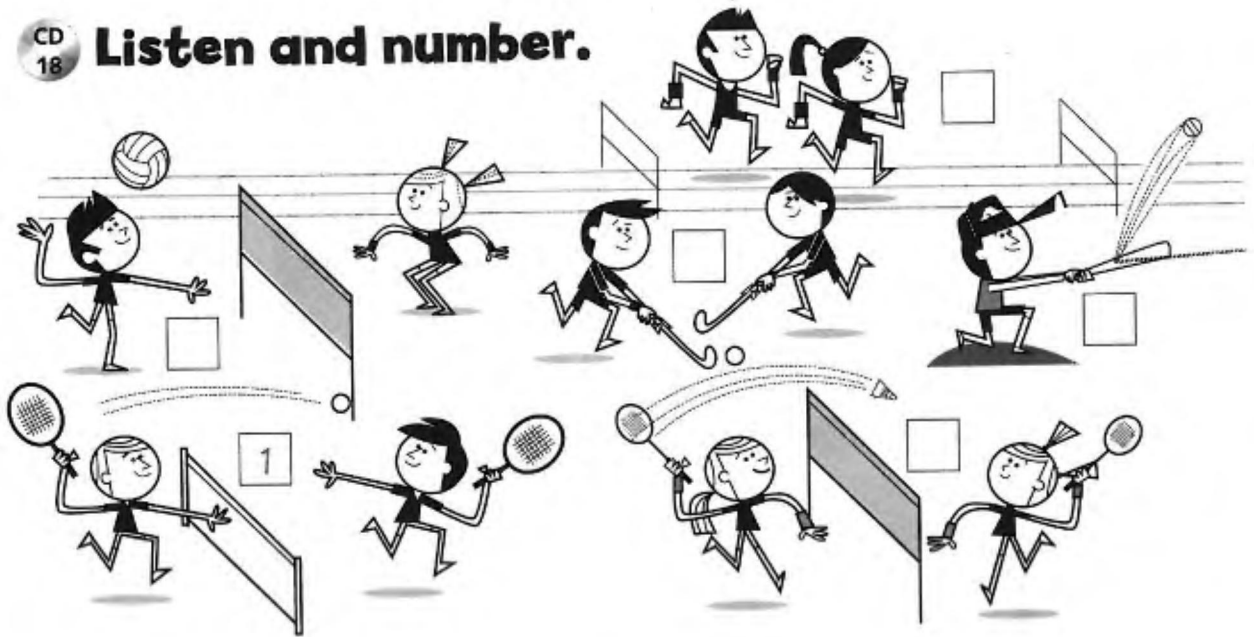
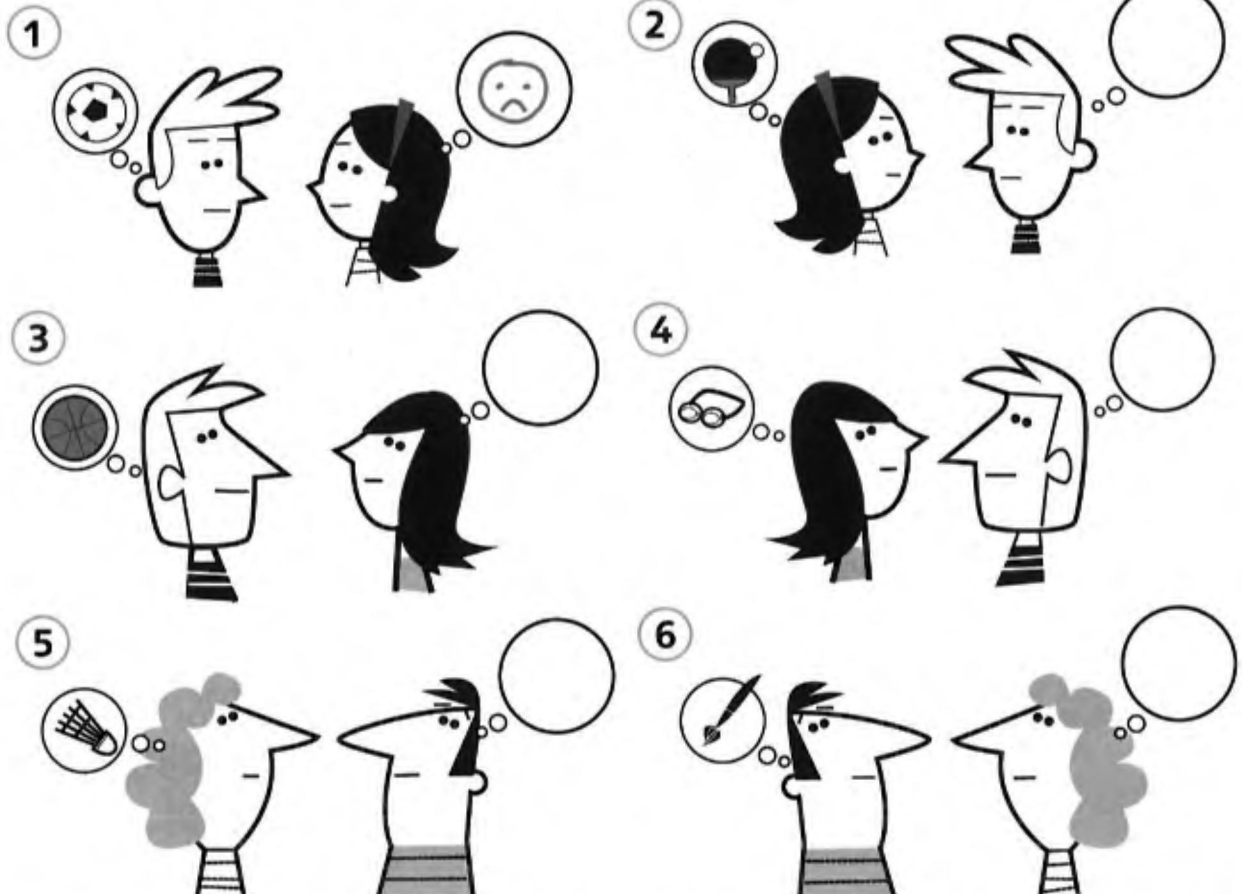
4 Yes, I  
\_\_\_\_\_.

5 Is she \_\_\_\_\_ ?



6 No, she  
\_\_\_\_\_.

Name \_\_\_\_\_

**1**  **Listen and number.**

**2**  **Listen and draw ☺ or ☹.**


Name \_\_\_\_\_

## 1 Make words.



sninte

1 tennis

mwimnsig

2 \_\_\_\_\_



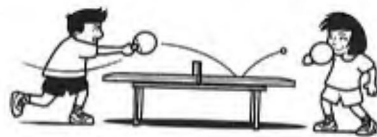
elcstahit

3 \_\_\_\_\_



ceyhok

4 \_\_\_\_\_



eltba ninset

5 \_\_\_\_\_



domnatnbi

6 \_\_\_\_\_

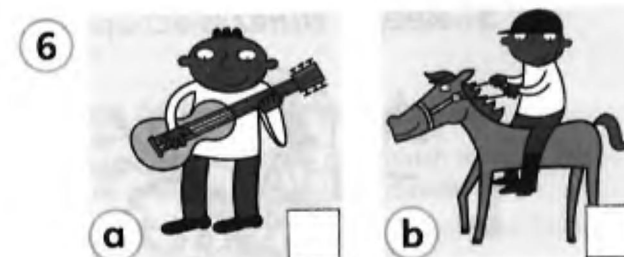
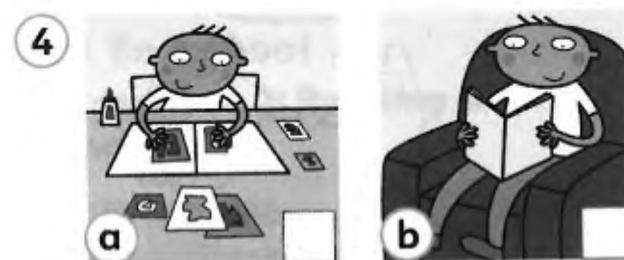
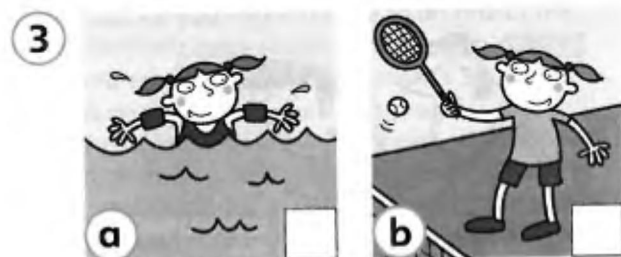
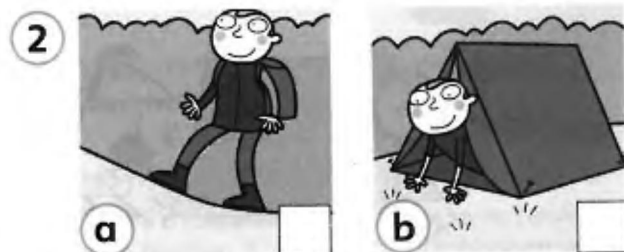
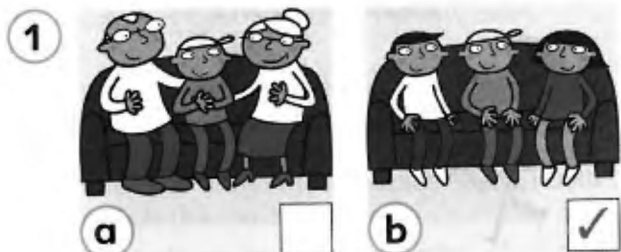
## 2 Read and match.



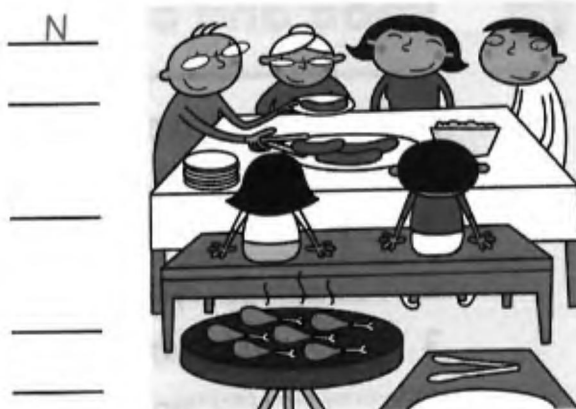
- 1 What sport do you like doing?
- 2 I like singing.
- 3 I like playing the guitar.
- 4 What do you like doing?
- 5 Do you like singing?
- 6 What do you think about reading?
- a I like playing football.
- b No, I don't.
- c So do I. Singing is fun!
- d Reading is great!
- e I don't. Playing the guitar is boring.
- f I like playing baseball. It's fun!



Name \_\_\_\_\_

**1** CD 20 Listen and tick (✓) the correct picture.

**2** CD 21 Listen and write Y (yes) or N (no).

- 1 Can Sarah watch TV? \_\_\_\_\_
- 2 Can Tom take riding lessons? \_\_\_\_\_
- 3 Can Grandma help in the garden? \_\_\_\_\_
- 4 Can Sarah and Tom visit their cousins? \_\_\_\_\_
- 5 Can Dad help in the kitchen? \_\_\_\_\_
- 6 Can Sarah and Tom have pizza for dinner? \_\_\_\_\_



Name \_\_\_\_\_

## 1 Read and circle.

1 go camping / camp

2 learn to / learn swim



3 keep / build a scrapbook



4 help in / to the garden



5 draw / build a tree house



6 take ride / riding lessons

## 2 Read and complete the questions.

Would Have ~~Where~~ Is Can Does

- 1 Where is my jacket?
- 2 \_\_\_\_\_ you ride a bike?
- 3 \_\_\_\_\_ you got a dog?
- 4 \_\_\_\_\_ your sister like spiders?
- 5 \_\_\_\_\_ you like some cake?
- 6 \_\_\_\_\_ there any orange juice?



# Progress tests

## Introduction to the progress tests

There are two progress tests for each unit. The first test is a listening test. The second test is a reading and writing test. There are two activities in each test. These activities cover the unit vocabulary and grammar seen on the first, second and fourth pages of each unit in the Student's Book and Workbook. The first activity covers vocabulary and the second activity covers grammar.

There are five questions and an example in each activity of the progress tests. Each progress test is marked out of 10. Each progress test should take 20 to 30 minutes of class time. The total mark for both progress tests in the unit is 20.

The progress tests can be used in a number of ways. You might choose to do them both together at the end of a unit. Or you might choose to do one of the two progress tests once students have completed the first half of each unit of the Student's Book and Workbook and then save the other progress test until students have completed the entire unit. Alternatively, you might choose to do one of the tests at the end of each unit and then save the other test until the end of term. This staged approach will help you to see what students have learnt and understood in the short term and what they can remember in the long term. It will also give students an opportunity to revise / ask for help between tests in order to improve their mark.

## Back to school

### Progress test 1: Listening

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

Students listen and tick the box when the word matches the picture. They put a cross in the box when it doesn't match.

#### TAPESCRIPT

- 1 chair
- 2 bookcase
- 3 door
- 4 clock
- 5 cupboard
- 6 window

KEY: 2 ✓, 3 X, 4 X, 5 ✓, 6 X

#### 2 Listen and circle.

Students listen and circle the correct option.

#### TAPESCRIPT

- 1  
Boy: Back to school!  
Girl: Yes!  
Boy: Look at the classroom!  
Girl: Wow!

Boy: There's a board!

2

Girl: And there's a computer!

3

Boy: There are some books!

4

Girl: And there's a teacher.

5

Teacher: Hello, I'm Mrs Brown. Sit down, please.

Girl and boy: Hello, Mrs Brown.

6

Teacher: Don't open your books.

KEY: 2 There's a computer, 3 There are some books, 4 There's a teacher, 5 'Sit down', 6 'Don't open your books.'

## Back to school

### Progress test 2: Reading and writing

#### 1 Write the words.

Students look at the picture and label it with the correct words.

KEY: 2 clock, 3 wall, 4 desk, 5 bookcase, 6 floor

#### 2 Read and number the pictures.

Students read the sentences and match them to the pictures by writing numbers in the boxes.

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

## Unit 1

### Progress test 1: Listening

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

Students listen and tick the correct picture.

#### TAPESCRIPT

- 1 brush your teeth
- 2 go to the park
- 3 get dressed
- 4 have breakfast
- 5 play computer games
- 6 go to bed

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

#### 2 Listen and complete.

Students listen and complete the sentences with the words or phrases from the box.

## TAPESCRIPT

1

**Man:** What's the time?

**Woman:** It's seven o'clock.

2

**Man:** Peter gets up at seven o'clock. Peter! Get up!

**Boy:** OK, Dad.

3

**Man:** What's the time?

**Woman:** It's eight o'clock.

4

**Man:** Peter goes to school at eight o'clock. Peter! Go to school!

**Boy:** OK, Dad.

5

**Man:** What's the time?

**Woman:** It's ten o'clock.

6

**Man:** Peter goes to bed at ten o'clock. Peter! Go to bed!

**Boy:** OK, Dad. Goodnight.

**KEY:** 2 gets up, 3 eight, 4 goes to school, 5 ten, 6 goes to bed

## Unit 1

### Progress test 2: Reading and writing

#### 1 Read and circle.

Students read and circle the correct word.

**KEY:** 2 have, 3 brush, 4 play, 5 watch, 6 have

#### 2 Match the questions and answers.

Students read the questions and match them to the correct answers by drawing lines.

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

## Unit 2

### Progress test 1: Listening

#### 1 Listen and colour.

Students listen and colour the animals. (As students listen, they mark each picture with the correct colour. They complete the colouring after the test.)

#### TAPESCRIPT

1 Colour the zebra black and white.

2 Colour the monkey brown.

3 Colour the hippo grey.

4 Colour the parrot yellow and blue.

5 Colour the crocodile green.

6 Colour the tiger orange and black.

**KEY:** orange and black tiger, brown monkey, green crocodile, yellow and blue parrot, grey hippo

#### 2 Listen and draw or .

Students listen and draw the correct face for the child in the picture (a happy face if he/she likes the animal and a sad face if he/she doesn't like the animal).

#### TAPESCRIPT

1

**Man:** Welcome to the zoo!

**Group:** Thank you!

**Girl:** Does Karen like crocodiles?

**Boy:** Yes, she does.

2

**Boy:** Does Gary like tigers?

**Girl:** Yes, he does.

3

**Girl:** Sarah doesn't like bears.

**Boy:** Oh! I like bears. They're my favourite animal.

4

**Boy:** Richard likes zebras.

**Girl:** And he likes horses.

5

**Girl:** What does Adam like?






**Boy:** Adam likes hippos.

6

**Boy:** Do you like parrots, Julie?

**Girl:** No, I don't. Do you?

**Boy:** Yes, I do.

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

## Unit 2

### Progress test 2: Reading and writing

#### 1 Make words.

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

**KEY:** 2 crocodile, 3 tiger, 4 monkey, 5 parrot, 6 bear

#### 2 Read and circle.

Students read and circle the correct word.

**KEY:** 2 don't, 3 Does, 4 doesn't, 5 Do, 6 doesn't

## Unit 3

### Progress test 1: Listening

#### 1 Listen and number.

Students listen and number the places.

#### TAPESCRIPT AND KEY

1 hospital

2 cinema

3 train station

4 park

5 café

6 swimming pool

**KEY:** 2 picture of cinema, 3 picture of train station, 4 picture of park, 5 picture of café, 6 picture of swimming pool

**2 Listen and tick (✓) the correct box.** CD  
9

Students read the sentences. Then they listen and tick the **yes** box when the sentence matches the dialogue and tick the **no** box when it doesn't.

**TAPESCRIPT**

1

**Girl:** Look. This is a map of my town.

**Boy:** Great! Has your town got a playground?

**Girl:** Yes, it has.

**Boy:** Good!

2

**Boy:** And has your town got a cinema?

**Girl:** Yes, it has.

3

**Girl:** Look at the map. We're at the train station.

**Boy:** And is this the hospital? It's next to the train station.

**Girl:** Yes, it is.

4

**Boy:** Has your town got a park?

**Girl:** Yes, it has. Look at the map. It's next to the school.

5

**Boy:** Has your town got a book shop?

**Girl:** Yes, it has. It's behind the café.

6

**Boy:** There's a bus stop in front of the swimming pool. Let's go swimming and then get the bus to the café.

**Girl:** OK.

**KEY:** 2 yes, 3 yes, 4 no, 5 no, 6 yes

## Unit 3

### Progress test 2: Reading and writing

**1 Write the words.**

Students look at the pictures and write the words.

**KEY:** 2 train station, 3 playground, 4 swimming pool, 5 cinema, 6 street

**2 Read, look and complete.**

Students look at the picture, read the sentences and complete the gaps with the correct words from the box.

**KEY:** 2 next to, 3 between, 4 has, 5 behind, 6 got

## Unit 4

### Progress test 1: Listening

CD  
10

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

Students listen and tick the box when the word matches the picture. They put a cross in the box when it doesn't match.

**TAPESCRIPT**

1 lemons

2 mangos

3 beans

4 fish

5 potatoes

6 grapes

**KEY:** 2 ✓, 3 X, 4 ✓, 5 X, 6 ✓

**2 Listen and write Y (yes) or N (no).** CD  
11

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

**TAPESCRIPT**

1

**Mum:** Hello, Paul.

**Paul:** Hello, Mum. I'm hungry!

**Mum:** Would you like some bread and cheese?

**Paul:** Yes, please!

2

**Paul:** Are there any tomatoes?

**Mum:** Yes, there are.

3

**Paul:** Are there any grapes?

**Mum:** No, there aren't any grapes, but there are some apples.

**Paul:** Great!

4

**Mum:** Would you like a mango?

**Paul:** No, thank you.

5

**Paul:** Is there any orange juice?

**Mum:** No, there isn't.

6

**Paul:** Is there any milk?

**Mum:** Yes, there is. Here you are.

**Paul:** Thanks, Mum!

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

## Unit 4

### Progress test 2: Reading and writing

**1 Write the words.**

Students look at the picture and label it with the correct words.

KEY: 2 lemons, 3 tomatoes, 4 watermelons,  
5 mangos, 6 grapes

## 2 Match the questions and answers.

Students read the questions and match them to the correct answers by drawing lines.

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

## Unit 5

### Progress test 1: Listening CD 12

#### 1 Listen and colour.

Students listen and colour the furniture. (As students listen, they mark each picture with the correct colour. They complete the colouring after the test.)

#### TAPESCRIPT

- 1 Colour the mirror black.
- 2 Colour the bed red and yellow.
- 3 Colour the wardrobe blue.
- 4 Colour the table brown.
- 5 Colour the lamp green.
- 6 Colour the mat orange and purple.

KEY: 2 red and yellow bed, 3 blue wardrobe,  
4 brown table, 5 green lamp, 6 orange and purple mat

#### 2 Listen and complete. CD 13

Students listen and complete the sentences with the missing words from the box.

#### TAPESCRIPT

1

Woman: What a mess! Oh! But I like this pencil.

2

Woman: Whose sweaters are those?

3

Woman: I like Ann's book.

4

Woman: Oh dear! Whose schoolbags are these?

5

Woman: I like that pencil case.

6

Woman: Ah! It's Ben's ruler.

KEY: 2 those, 3 Ann's, 4 these, 5 that, 6 Ben's

## Unit 5

### Progress test 2: Reading and writing

#### 1 Make words.

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

KEY: 2 table, 3 wardrobe, 4 mirror, 5 armchair,  
6 sofa

#### 2 Look, read and number.

Students read the sentences and match them to the pictures by writing letters in the boxes.

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

## Unit 6

### Progress test 1: Listening CD 14

#### 1 Listen and draw.

Students listen and draw the correct feature on each face, using the completed face as a model for copying.

#### TAPESCRIPT

- 1 Draw a mouth.
- 2 Draw two eyes.
- 3 Draw a nose.
- 4 Draw two ears.
- 5 Draw two cheeks.
- 6 Draw some hair.

KEY: 2 drawing of two eyes, 3 drawing of a nose,  
4 drawing of two ears, 5 drawing of two cheeks,  
6 drawing of hair

#### 2 Listen and tick (✓) the correct box. CD 15

Students read the sentences. Then they listen and put a tick in the yes box when the sentence matches the dialogue or in the no box when it doesn't.

#### TAPESCRIPT

1

Interviewer: Psst, Julie! Are you tired?

Girl 1: No, I'm not. I'm sad.

2

Interviewer: Psst, Robert! Are you excited?

Boy 1: Yes, I am!

3

Interviewer: Psst, David! Are you angry?

Boy 2: No, I'm not. I'm scared!

4

Interviewer: Psst, Mary! Are you sad?

Girl 2: Yes, I am!

5

Interviewer: Psst, Ben! Are you scared?

Boy 3: No, I'm not. I'm angry.

6

Interviewer: Psst, Louise! Are you happy?

Girl 3: No, I'm not. I'm sad.

KEY: 2 yes, 3 yes, 4 yes, 5 yes, 6 no

## Unit 6

### Progress test 2: Reading and writing

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

Students read the sentences, complete the body words and then colour the picture.

KEY: 2 glasses (yellow), 3 ears (orange),  
4 nose (blue), 5 mouth (pink), 6 face (green)

- 2 Read and circle.

Students look at the birthday chart. Then they read the sentences and circle the correct word.

KEY: 2 His, 3 Our, 4 Her, 5 Their, 6 His

## Unit 7

### Progress test 1: Listening CD 16

- 1 Listen and tick (✓) or cross (X).

Students listen and tick the box when the word matches the picture. They put a cross in the box when it doesn't match.

#### TAPESCRIPT

- 1 boat
- 2 train
- 3 scooter
- 4 motorbike
- 5 taxi
- 6 helicopter

KEY: 2 X, 3 X, 4 ✓, 5 X, 6 ✓

- 2 Listen and circle. CD  
17

Students listen and circle the correct phrase.

#### TAPESCRIPT

- 1  
**Man:** Tell me two of your dreams. ... Yes, Paul?  
**Boy 1:** I'd like to go to Italy and I'd like to drive a taxi.
- 2  
**Man:** Yes, Jane?  
**Girl 1:** I'd like to have a monkey and I'd like to ride a motorbike.
- 3  
**Man:** Yes, Robert?  
**Boy 2:** I'd like to fly a helicopter and I'd like to play football.
- 4  
**Man:** Yes, Julie?  
**Girl 2:** I'd like to go to the jungle and I'd like to have a tiger.
- 5  
**Man:** Yes, Emma?  
**Girl 3:** I'd like to drive a car and I'd like to have a frog.

6

**Man:** Yes, Sam?

**Boy 3:** I'd like to paint pictures and I'd like to fly a plane.

KEY: 2 ride a motorbike, 3 fly a helicopter, 4 go to the jungle, 5 drive a car, 6 fly a plane

## Unit 7

### Progress test 2: Reading and writing

- 1 Write the words.

Students look at the pictures and write the words.

KEY: 2 lorry, 3 skateboard, 4 helicopter,  
5 motorbike, 6 bus

- 2 Read and complete.

Students look at the pictures, read the sentences in the speech bubbles and complete the gaps with the correct words from the box.

KEY: 2 He's, 3 waiting, 4 am, 5 sleeping, 6 isn't

## Unit 8

### Progress test 1: Listening CD 18

- 1 Listen and number.

Students listen and number the picture.

#### TAPESCRIPT

- 1 tennis
- 2 baseball
- 3 hockey
- 4 volleyball
- 5 athletics
- 6 badminton

KEY: 2 boy playing baseball, 3 boys playing hockey,  
4 children playing volleyball, 5 children doing athletics (running), 6 girls playing badminton

- 2 Listen and draw 😊 or ☹️. CD  
19

Students listen and draw the correct face for the person on the right in the picture (a happy face if he/she likes the activity and a sad face if he/she doesn't like the activity).

#### TAPESCRIPT

- 1  
**Boy:** I like playing football.  
**Girl:** I don't. Football is boring.
- 2  
**Girl:** I like playing table tennis.  
**Boy:** So do I! Table tennis is fun.
- 3  
**Young man:** I like playing basketball.  
**Young woman:** Me too! But basketball is difficult.

4

**Young woman:** I like swimming.

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

5

**Woman:** I like playing badminton.

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

6

**Man:** I like painting.

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

**KEY:** 2 😊, 3 😊, 4 😊, 5 😞, 6 😞

## Unit 8

### Progress test 2: Reading and writing

#### 1 Make words.

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

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

#### 2 Read and match.

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

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

## Unit 9

### Progress test 1: Listening CD 20

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

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

##### TAPESCRIPT

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

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

#### 2 Listen and write Y (yes) or N (no). CD 21

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

##### TAPESCRIPT

1

**Girl:** Mum!

**Mum:** Yes, Sarah?

**Girl:** Can I watch TV?

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

2

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

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

3

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

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

4

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

**Girl:** Oh please, Dad!

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

5

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

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

6

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

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

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

## Unit 9

### Progress test 2: Reading and writing

#### 1 Read and circle.

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

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

#### 2 Read and complete the questions.

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

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



## Track listing

- |    |   |    |  |
|----|---|----|--|
| 1  | Introduction.                                 | 12 | Unit 5. Progress test 1. Listening. Page 65. |
| 2  | Welcome! Progress test 1. Listening. Page 55. | 13 | Unit 5. Progress test 1. Listening. Page 65. |
| 3  | Welcome! Progress test 1. Listening. Page 55. | 14 | Unit 6. Progress test 1. Listening. Page 67. |
| 4  | Unit 1. Progress test 1. Listening. Page 57.  | 15 | Unit 6. Progress test 1. Listening. Page 67. |
| 5  | Unit 1. Progress test 1. Listening. Page 57.  | 16 | Unit 7. Progress test 1. Listening. Page 69. |
| 6  | Unit 2. Progress test 1. Listening. Page 59.  | 17 | Unit 7. Progress test 1. Listening. Page 69. |
| 7  | Unit 2. Progress test 1. Listening. Page 59.  | 18 | Unit 8. Progress test 1. Listening. Page 71. |
| 8  | Unit 3. Progress test 1. Listening. Page 61.  | 19 | Unit 8. Progress test 1. Listening. Page 71. |
| 9  | Unit 3. Progress test 1. Listening. Page 61.  | 20 | Unit 9. Progress test 1. Listening. Page 73. |
| 10 | Unit 4. Progress test 1. Listening. Page 63.  | 21 | Unit 9. Progress test 1. Listening. Page 73. |
| 11 | Unit 4. Progress test 1. Listening. Page 63.  |    |  |

## Thanks and acknowledgements

The publishers are grateful to the following contributors:

Lynne Rushton and Lucy Frino: freelance editors  
Oliver Design: concept design  
Pentacorbig: cover design, book design and page make-up  
Kite Recording Studio: audio recordings

The publishers and authors are grateful to the following illustrators:

Ben Hasler (NB Illustration); Kay Jackson (Bright); Anna Hancock (Diggory); Andrew Hennessey; Bernice Lum; Clive Goodyer; David Semple; Marek Jagucki

# Super Minds

Teacher's Resource 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 schools' sections

This Teacher's Resource Book contains end of unit evaluation tests, worksheets for further vocabulary and grammar practice along with cross-curricular extension material. The Audio CD includes all the listening material needed to accompany the tests.

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

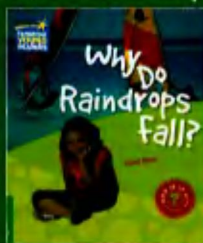
Super Minds Level	CEFR Level	Cambridge ESOL exams
Level 6	A2-B1	Towards Preliminary
Level 5	A2	Flyers / Key
Level 4	A1	Movers
Level 3		
Level 2		Starters
Level 1		
Starter		

## Level 2

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

Class Audio CDs  
Flashcards  
Classware and  
Interactive DVD-ROM

Other resources you can use:



ISBN 978 0521 13814 0



ISBN 978 0521 77941 8



ISBN 978 1107 63852 5



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

ISBN 978-1-107-68367-9



9 781107 683679 >