

Introduction

THE CONTENT OF SUPER GRAMMAR

The *Super Grammar Practice Book* provides further practice of the language introduced in the *Super Minds Student Book*. There are six pages in each unit and ten units in total. The first four pages in a unit feature the presentation and practice of grammar. The final two pages feature reading and writing tasks which put that grammar into context.

THE TEACHER'S NOTES

The following notes offer a guide to the use of the material. The notes on the Grammar pages offer additional information on the structures featured and include two speaking activities, which give students a chance to practise the grammar off the page. The notes to the Reading and Writing pages offer background information on key vocabulary, text types and subject matter, suggestions as to how to set the activities up, help with comprehension and ideas for speaking activities.

THE PARENT'S NOTES

Parent's Notes are also available. These have been created to allow parents to help their children to use the *Super Grammar Practice Book* at home. They offer more detailed help with the grammar, suggestions as to how to exploit the exercises and ideas for extra practice. The notes to the Reading and Writing pages offer background information on key vocabulary, text types and subject matter, make suggestions as to how parents might guide their children through the tasks and offer help with comprehension.

WAYS TO USE SUPER GRAMMAR

The *Super Grammar Practice Book* can be used either in class or at home. It is envisaged that teachers will use the material in the following ways:

- As an extension to work done in class on a specific grammar point.
- As support for students that need more practice.
- As homework.
- As general revision after the completion of a unit of the Student's Book.
- As an assessment of progress after the completion of a unit of the Student's Book.

USING THE SUPER GRAMMAR PAGES

The first four pages of each unit are the Super Grammar pages, which present and practise the two grammar points from the relevant unit of the Student's Book. The exercises follow a progression from simple to more difficult, often moving from a recognition of forms to free practice.

You may want to take the following general approach when using these pages: write the grammar structure on the board; elicit ideas from the students

with regard to the form and use of the structure in question; go through the information in the Super Grammar box so that students are able to check it against what they themselves have said; set each exercise in turn, setting a time limit for the completion of the exercises if you find that this helps you control the pace of the lesson; do a speaking activity as an additional means of practising the grammar.

Some of the exercises on the Super Grammar pages lend themselves more to pair or group work, while others will best be done by a student working quietly by him or herself. When putting students into groups, nominate one person in each group to be its leader, or captain, whose job it becomes to ensure that the exercise is completed on time.

Keep the students on their toes by varying your method of checking answers. You may want to do some of the following: ask a student to come to the front of the class to write the answers on the board; nominate a student to be teacher, it then being that student's job to elicit answers from the rest of the class; ask the students for the answers out of sequence, i.e. in a six-item exercise, start by asking for the answer to item 5, before moving on to 3, 6, 2, etc.

USING THE READING PAGE

The fifth page of each unit is the Reading page, which both contextualises the grammar and draws upon the vocabulary and themes of the relevant unit in the Student's Book. The Reading page features a text accompanied by a comprehension activity. Texts include postcards, emails, letters, stories, blogs, poems, adverts, factual descriptions, biographies and newspaper articles.

You could introduce the Reading page by referring to either the type of text that is used, or the subject matter of that text. Students could read the text quietly to themselves or take turns to read it out to the class. Alternatively, you could read it out to the class yourself. Depending on the type and length of a text, you could also put students into groups of three, give each member of that group a different paragraph to read, then ask the members to come back together to share what they have read.

Once students have completed the comprehension exercise and you have checked the answers to it with them, you may want to ask your own questions about particular aspects of language or theme.

USING THE WRITING PAGE

The sixth page of each unit is the Writing page. This features a pre-writing task, and a main writing task with space to write on the page.

Once students have completed the pre-writing task and you have checked the answers to it with them, focus on the type of text that students will have to produce for the main writing task.

Refer students back to the text on the Reading page as it provides a model for students to follow when writing their own text. Elicit as much as you can about the type of text that students will have to write. As writing is a complex skill, and one about which students can feel nervous and unsure, support students when they are planning their ideas and help with any vocabulary as required.

STARTER UNIT

Back to school

PAGES 4 AND 5

SUPER GRAMMAR: *There's / There are*

We use *there's / there are* to talk about what we can see, e.g. *there are lots of flowers in my garden.*

EXTENDING THE GRAMMAR

Students sometimes confuse *there's / there are* with *it or they*. We use *there's / there are* to talk about what we can see. We use *it or they* to say more about what we can see, e.g. *There's an apple on the desk. It's red and green. There are some dolls on the bed. They are big and small.*

In informal spoken and written English, we often use *there's* with plural nouns rather than *there are*, e.g. *there's some bags on the table*. However, students should avoid using *there's* in this way.

SPEAKING ACTIVITY

Students work alone to draw a picture of their bedroom. They then show their picture to a partner, who describes what he or she can see using *there's / there are*.

PAGES 6 AND 7

SUPER GRAMMAR: Imperatives

We use imperatives to give instructions to people, e.g. *Sit down*. For that reason, they are often used by parents, teachers or other people in positions of authority.

EXTENDING THE GRAMMAR

Imperatives are simple in English. We use *sit down / don't sit down* whether we are talking to one person or to five people. However, if we are giving an instruction to more than one person, we sometimes add the word *everyone* to the phrase, e.g. *Be quiet, everyone. Stand up, everyone.*

SPEAKING ACTIVITY

Students work in small groups of three or four. Students in each group take it in turns to be the captain. The captain has to give instructions to the rest of the students in their group, e.g. *stand up, open your books, put your pens in your pencil case.*

PAGE 8

READING: A poem

A NOTE ON VOCABULARY

Although poems do not have to rhyme, reading simple poems with rhymes is a good introduction to poetry in another language. Introduce your students to the idea of rhyme (words which have the same sound such as *cat, catch, hat, mat, rat* and *carrot*) and explain that rhymes in poems usually come at the end of a line. E.g. *I've got a cat, He's small and black. He can jump and swim, But he can't sing.*

A WAY TO INTRODUCE THE READING PAGE

Ask students if they know any simple poems in their language. If they do, you and the class could translate these poems into English. If you choose to do this, write the translated poem(s) on the board for students to copy into their notebooks.

UNDERSTANDING THE TEXT

Once students have read the poem and completed the comprehension exercise, ask: *What is the poem about?* (Possible answers: someone's desk; someone's untidy desk; an untidy classroom and desk.)

EXTENSION ACTIVITY

Elicit some words that rhyme (e.g. *you, new, do or me, see, bee*) and write a short rhyming poem with the class.

PAGE 9

WRITING: Write a poem about your desk

A WAY TO INTRODUCE THE WRITING PAGE

Elicit the sort of things that people usually have on their desks, e.g. *pens, books, pencils, pencil cases*. Elicit ideas for unusual or funny items (like the sausage). If possible, organise the vocabulary on the board in groups of rhyming words (*bag, rat, hat; bike, kite, spider; cheese, peas*).

HELPING STUDENTS WITH THE WRITING ACTIVITY

Explain that poems have 'rhythm' (a regular pattern of beats). Demonstrate this idea by banging the table in a regular rhythm. While you are beating the rhythm out on the table, read out the poem from the Reading page.

Encourage students to think about the rhythm of their poem. They can do this by reading out what they have written: Does it flow? Does it flow better if they put the words in a different order?

SPEAKING ACTIVITY

Write the following question on the board: *What is on your desk at school?* Students work in pairs to ask and answer the question, using *there's / there are* in their answers.

1 My day

PAGES 10 AND 11

SUPER GRAMMAR: Telling the time

We use *What's the time?* to ask someone what the time is. We answer by saying, *It's ... o'clock*, e.g. *What's the time? It's nine o'clock*. We use *What time do you ...?* to ask someone about what time they do a particular activity. E.g. *What time do you go to bed?*

EXTENDING THE GRAMMAR

O'clock is an abbreviation of *of the clock*. *Of the clock* was once used, but is no longer in use.

In informal spoken and written English, we don't always use *o'clock*, e.g. we might say *It's ten* rather than *It's ten o'clock*.

SPEAKING ACTIVITY

In pairs, students draw clocks showing particular times. They show the clocks to each other and ask: *What time is it?*

PAGES 12 AND 13

SUPER GRAMMAR: Present simple, 3rd person

We use the present simple to talk about routine actions, i.e. the things we do all the time. We use the present simple 3rd person to talk about the things other people do, e.g. *My brother plays tennis on Sunday mornings*.

EXTENDING THE GRAMMAR

Draw students' attention to the spelling changes in some common verbs in the present simple 3rd person, e.g. go – goes; do – does; fly – flies; brush – brushes.

SPEAKING ACTIVITY

Put students into pairs to talk about the daily routine of a family member or friend. Students can do this by asking each other questions, e.g. *What time does your sister get up? What does she have for breakfast? What time does she go to school? What time does she have lunch?*

PAGE 14

READING: A blog entry

A NOTE ON VOCABULARY

The word 'blog' is a combination of 'web' and 'log'. A log is a kind of record, often about a journey made by boat or plane. 'Web' is a short word for world wide web. A blog is a website or web page in which an individual keeps a

diary of events or offers commentary on subjects that interest them. The style is usually informal. Text written in the form of a blog is either called a 'post' or an 'entry'. Someone who writes a blog is called a 'blogger'.

A WAY TO INTRODUCE THE READING PAGE

Ask students to define 'blog'. If necessary, help them with a definition (a blog is a website about particular events or subjects which is updated regularly). Elicit information that is usually included in a blog post, e.g. the time, date, a title for the entry. Then ask: *Do you write a blog or read other people's blogs?*

UNDERSTANDING THE TEXT

Once students have read the blog and completed the comprehension exercise, ask: *Does Mum have a busy day? Why?* (Possible answers: She does lots of things; she works, helps the children, cooks.)

EXTENSION ACTIVITY

Encourage students to set up their own blog, or set one up together as a class, using one of the many free services available online. Students could use their blog as a diary of their language learning.

PAGE 15

WRITING: Write a blog entry about your mum or dad

A WAY TO INTRODUCE THE WRITING PAGE

Tell the class about your own daily routine, using the key vocabulary from the unit, e.g. *get up, have breakfast*, etc. Alternatively, students could ask you what time you do certain things in your day, e.g. *What time do you have dinner?*

HELPING STUDENTS WITH THE WRITING ACTIVITY

Elicit the common word we use to describe a sequence of actions (*then*, which can be seen near the beginning of Suzy's blog) and put it up on the board. You could also elicit phrases used to describe different parts of the day: *in the morning, in the afternoon, in the evening, at night*. Encourage students to use this vocabulary in their blog entry.

SPEAKING ACTIVITY

Put students into pairs. Ask them to talk about the daily routines of their parents. Students should ask questions such as: *What time does your mum get up? What time does she have lunch?* Encourage students to answer in full sentences, e.g. *She gets up at seven o'clock. She has lunch at one o'clock.*

2 The zoo

PAGES 16 AND 17

SUPER GRAMMAR: Likes / Doesn't like

We use *likes / doesn't like* to talk about other people's preferences, e.g. *Tom likes football, but he doesn't like swimming.*

EXTENDING THE GRAMMAR

Students can make more emphatic statements by using the adverb *really*, e.g. *Aldona really likes music.* They can also use the adverbial phrase *very much*, e.g. *Maria likes films very much.* *Really* is more commonly used in informal spoken and written English.

We use the gerund after the verb *like*, e.g. *Juan likes singing.* (There is one example of this in the grammar exercises: see item 4 in Exercise 3 on page 19).

SPEAKING ACTIVITY

Students work alone. They write down five sentences describing things that members of their family like or don't like. e.g. *My brother likes homework.* Two of the sentences must be false. In pairs, students take it in turns to guess which of their partner's sentences are false.

PAGES 18 AND 19

SUPER GRAMMAR: Does ... like ...?

We use *Does ... like ...?* to ask about someone's preferences, e.g. *Does your sister like chocolate?* We can also use *Does + verb* to ask about other things people do, e.g. *Does your mum work in a school?*

EXTENDING THE GRAMMAR

In informal spoken and written English we do not always use a full short answer, e.g. we often say *yes* or *yeah* (pronounced /jeə/) rather than *yes, he does* or *no*, rather than *no, she doesn't.*

SPEAKING ACTIVITY

In pairs, students ask and answer questions about what members of their respective families like, e.g. *Does your dad like peas?*

PAGE 20

READING: A web page

A NOTE ON VOCABULARY

The word 'hippopotamus' means 'river horse'. Hippos are found in Africa. They are mammals. They live for up to forty years. They are herbivores (animals that feed on plants). They spend up to two – thirds of the day in rivers and lakes.

A WAY TO INTRODUCE THE READING PAGE

Ask students some questions to get them thinking about zoos, e.g. *Do you like going to the zoo? What animals can you see at the zoo (and where do they come from)? What's your favourite zoo animal? Why?*

Tell students they are going to read an article on a web page about a hippopotamus. Elicit everything students know about the animal.

UNDERSTANDING THE TEXT

Once students have read the web page and completed the comprehension exercise, ask: *Why do hippos and other animals live in zoos?* (Possible answers: [you may need to use the students' first language at this point] to protect them from hunters in the wild; so that people can study and learn about them.)

EXTENSION ACTIVITY

Ask students to find out as much as they can about hippos. They can use the school library or the Internet to do this. Tell students to write a brief description of the animal (where it lives, its size, what it eats, how it moves, etc.) and to either draw a picture or find a photograph of it. Students either make a poster displaying the information they have found or make notes in their notebooks.

PAGE 21

WRITING: Write a web page about a tiger

A WAY TO INTRODUCE THE WRITING PAGE

Elicit everything students know about tigers. Try to elicit the following information: Tigers are big cats. They have stripes. They live in Asia. They search for food on their own at night. They are carnivores (animals that eat meat). They like water. They are endangered.

HELPING STUDENTS WITH THE WRITING ACTIVITY

The notes in Exercise 1 are a guide to help students write a basic text about a tiger. However, students can add other information to their descriptions. Encourage students to use their imagination. For example, they could write about where in India Terry lives, when Terry sleeps and whether he has a friend.

SPEAKING ACTIVITY

Students work alone. They invent an animal, give it a name, and draw a picture of it. Their partner then asks them *Yes/No* questions about this animal, e.g. *Does it live in trees? Is it big? Is it dangerous? Does it eat leaves and grass? Can it run? Does it like water?*

3 Where we live

PAGES 22 AND 23

SUPER GRAMMAR: *Has ... got ... ?*

We use *Has ... got ... ?* to talk about possessions, e.g. *Have you got a piano?* We also use it to talk about what places have. E.g. *Has your town got a cinema?*

EXTENDING THE GRAMMAR

We can also use *Do/does ... have ... ?* to talk about possessions and the things that places have, e.g. *Do you have a cat?* *Does your town have a cinema?* This is more common in American English than in British English.

SPEAKING ACTIVITY

Students work alone. They write down five questions with *has ... got ... ?* These questions could be about family members or places, e.g. *Has your sister got a computer?* *Has your town got a park?* In pairs, students take it in turns to ask and answer their questions.

PAGES 24 AND 25

SUPER GRAMMAR: Prepositions

We use prepositions to talk about where things and places are, e.g. *The theatre is next to the library.* *The books are on the shelf.* Words and phrases such as *between, behind, in front of, next to, on, in* and *under* are often called 'prepositions of place'.

EXTENDING THE GRAMMAR

Prepositions are words that usually come before a noun or pronoun. They connect that noun or pronoun to another word in the sentence, e.g. in the sentence, *The shop is near the park*, the preposition 'near' comes before the noun 'park', connecting the latter word to 'the shop'.

SPEAKING ACTIVITY

Students work alone. They draw a map of a town (this can be a part of their own town or an imaginary one). On the map, they indicate certain places, e.g. a cinema, park, playground, toy shop, library, school, train station. Students then show their map to a partner and ask a series of questions, e.g. *Where is the cinema?* *Where is the playground?* Their partner replies, using a preposition of place, e.g. *The cinema is next to the café.* *The playground is in front of the school.*

PAGE 26

READING: A letter

A WAY TO INTRODUCE THE READING PAGE

Ask students if they ever write letters, and if so, to whom, e.g. to friends in other countries (sometimes called penfriends).

UNDERSTANDING THE TEXT

Once students have read the letter and completed the comprehension exercise, ask: *Does Freddie have a busy weekend? Why?* (Possible answers: Yes, he is very busy at the weekend. He swims, goes to a café, plays football and sometimes goes to the cinema.)

EXTENSION ACTIVITY

If students do not have English-speaking penfriends, encourage them to look for one. They could either do this through their school or look online with their parents for organisations that arrange meetings between young people who would like to write to each other.

PAGE 27

WRITING: Write a letter about your favourite days and where you go in your town

A WAY TO INTRODUCE THE WRITING PAGE

Elicit examples of places in a town. Do this by describing different places using your own town as an example, e.g. *it's next to the book shop; you can play football in this place.* Write the names of the places on the board. You may want to add a competitive element to this by putting students into small groups, nominating a captain for each group, and asking captains to put their hand up each time that person's group thinks it knows the answer. Groups can be given a point for each correct answer, the winning group being the one with the most points at the end of the game.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Tell students to make notes before they begin writing. Students should know what their favourite days are and where they go in their town before they begin writing their letter to Freddie. Encourage students to make use of the grammar from the unit (*Has ... got ... ?* and prepositions). For example, they could write sentences such as: *My town has got two cinemas. I like going to the cinema next to the park. It's great! Has your town got lots of cinemas, Freddie?*

SPEAKING ACTIVITY

Students work alone. They draw a simple plan of a town. In pairs, students dictate the details of their picture to their partner, e.g. *The park is big. There's a playground in the park.* Students swap roles and when each of them has completed their picture dictation, they compare the pictures to see how accurate they were.

4 The market

PAGES 28 AND 29

SUPER GRAMMAR: *Would you like ... ?*

We use *Would you like ... ?* to ask someone if they want something. It is a more formal way of asking *Do you want ... ?* and is therefore used whenever we need to be particularly polite, e.g. either when talking to people we don't know well, or when talking to people who are older than us.

EXTENDING THE GRAMMAR

Students often confuse *Would you like ... ?* with *Do you like ... ?* You can test students' understanding of the difference between the two questions by asking individual students to respond to certain questions, e.g. *Would you like a glass of orange juice? Do you like orange juice?* Students should respond to the first question with *Yes, please* or *No, thank you*; they should respond to the second question with *Yes, I do* or *No, I don't*.

SPEAKING ACTIVITY

Students can work in pairs to role play conversations between a parent and a child, similar to the one in Exercise 2 on page 29. Students can do two conversations, taking a different role each time.

PAGES 30 AND 31

SUPER GRAMMAR: *Are there / Is there any ... ?*

We use *Are there / Is there any ... ?* to ask questions about what someone can see, e.g. *Is there any water in the fridge?*

EXTENDING THE GRAMMAR

An alternative to *Are there / Is there any ... ?* is *Have you/we got any ... ?* E.g. *Have you/we got any water in the fridge?* This is used by people who know each other very well.

SPEAKING ACTIVITY

Students can work in pairs to role play conversations similar to the one in Exercise 2 on page 31. Students can do two conversations, taking a different role each time.

PAGE 32

READING: A recipe

A NOTE ON VOCABULARY

A recipe /'resipi/ is a set of instructions for preparing a particular dish. Recipes usually include the list of ingredients in the order that they will be used. A dish is a plate of food, e.g. sausage and potatoes, or pancakes.

A WAY TO INTRODUCE THE READING PAGE

Ask one or two students to tell you the name of their favourite dish. Then ask: *Do you know the recipe for that dish?* Write *recipe* on the board and elicit its meaning. You could then ask students if they know how to make pancakes. You could also ask them what the 'pan' in 'pancakes' refers to. (Answer: a metal container used to cook food.) Point out the picture of the frying pan at the top of page 32.

UNDERSTANDING THE TEXT

Once students have read the recipe and completed the comprehension exercise, ask: *What kind of verb is used in a recipe?* Elicit the answer: imperatives. Ask: *Why are imperatives used in a recipe?* (Answer: because a recipe is a set of instructions and we use imperatives to give instructions to people.)

EXTENSION ACTIVITY

Encourage students to find a recipe in English for a dish they like. They could then try following this recipe (in English of course) at home in order to make the dish in question.

PAGE 33

WRITING: Write a recipe for baking a cake

A WAY TO INTRODUCE THE WRITING PAGE

Write the word *cake* on the board. Elicit any types of cake that students know the English expression for, e.g. *chocolate cake, carrot cake*. Point out that 'bake' means 'to cook with heat in an oven'.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Ask: *How can we write a good recipe?* (Elicit the answer: Write something that is easy to follow and which gives you all the information you need.) Tell students to think about the different steps in the recipe and how one must follow another in a logical sequence, e.g. you can't put the cake in the oven before you've mixed the ingredients together!

SPEAKING ACTIVITY

Students take it in turns to tell each other the recipe for a dish that they like. Some students may know several recipes and find this activity easy; others may not know any and therefore find it difficult. If a student doesn't know a recipe, encourage them to describe something very simple such as making toast, e.g. cut the bread, put the bread in the toaster, turn the toaster on.

5 My bedroom

PAGES 34 AND 35

SUPER GRAMMAR: *This, that, these, those*

We use *this* and *these* to talk about things that are near to us. *This* is used with a singular noun, e.g. *Do you like this room?* *These* is used with a plural noun, e.g. *Do you like these lamps?* We use *that* and *those* to talk about things that are far from us. *That* is used with a singular noun, e.g. *I like that tree.* *Those* is used with a plural noun, e.g. *I like those trees.*

EXTENDING THE GRAMMAR

This, that, these and *those* can also be used to refer to people or animals, e.g. *this dog, that boy, these girls, those cats.*

SPEAKING ACTIVITY

In pairs, students stand up, walk around the classroom, point to different things, and ask each other questions, e.g. *Do you like that bag? Do you like this cap? Do you like these pens? Do you like those books?* They can answer in the following ways: *Yes, I do; No, I don't; It's/They're OK.*

PAGES 36 AND 37

SUPER GRAMMAR: *Whose ... this / these?*

We use *Whose ... this / these?* to ask who particular objects belong to. *Whose ... this?* is used for singular objects, e.g. *Whose book is this?* *Whose ... these?* is used for plural objects, e.g. *Whose bags are these?*

EXTENDING THE GRAMMAR

A common alternative question to *Whose ... this / these?* is *Who does this/do these ... belong to?* E.g. *Who does this pencil case belong to?* Students can use these questions interchangeably.

SPEAKING ACTIVITY

In pairs, students pick up objects from the desk in front of them. They ask each other the following questions: e.g. *Whose ... is this? Whose ... are these?* They can answer in the following ways: *It's/They're yours; It's/They're mine; I don't know.* Students can also walk around the classroom and ask and answer about other people's possessions, e.g. *Whose ... is this? It's Paul's.*

PAGE 38

READING: A web page

A WAY TO INTRODUCE THE READING PAGE

Ask students to look at the pictures. Ask: *What can you see in the bedrooms?* (Possible answers: Alice's: a climbing

wall, green and blue walls; Ben's: a boat, a tree, toys.) *Which is your favourite bedroom?*

UNDERSTANDING THE TEXT

Once students have read the web page article and completed the comprehension exercise, ask: *What do Alice and Ben think about their bedrooms?* (Possible answers: They like them. Alice likes books and she's got lots of them. Ben likes climbing trees and there is a picture of a tree on the wall in his bedroom.)

EXTENSION ACTIVITY

Give students some time to go online to look for ideas for their own ideal bedroom.

PAGE 39

WRITING: Write a web page article about your bedroom

A WAY TO INTRODUCE THE WRITING PAGE

Elicit all the things usually found in children's bedrooms, e.g. *bed, desk, chair, curtains, bookcases, posters, lamps, toys, radio, computer, TV, clock.*

HELPING STUDENTS WITH THE WRITING ACTIVITY

Elicit ways of beginning the article, e.g. by saying what they feel about their bedroom, e.g. *I love my bedroom;* by saying where their bedroom is, e.g. *My bedroom is at the front of our house;* by describing their bedroom, e.g. *I'm very lucky because my bedroom is very big!*

SPEAKING ACTIVITY

In pairs, students ask and answer questions about their pictures in Exercise 2, e.g. *Is your bedroom big? What this? What are these? What's your favourite thing in your bedroom?*

6 People

PAGES 40 AND 41

SUPER GRAMMAR: *Am / Is / Are + adjective*

We use *Are + adjective* to ask someone how they are feeling, e.g. *Are you tired?* We use *I'm + adjective* to describe how we are feeling, e.g. *I'm angry.*

EXTENDING THE GRAMMAR

We also use the verb *feel* to describe how we are feeling. *I feel tired* and *I'm tired* are similar in meaning. However, we often use *feel + adjective* to describe how we are feeling at one particular moment in time. To make it more general we add *all the time* to the end of the sentence, e.g. *I feel tired all the time.*

We use *am / is / are + adjective* to talk about how we are feeling at one particular moment in time, as well as for a more general feeling.

If we think that someone isn't feeling very well, it is common to ask them the following question: *Are you all right?*

SPEAKING ACTIVITY

In pairs, students can take it in turns to mime emotions, e.g. tiredness, anger, happiness, unhappiness, excitement, fear. Their partner tries to guess the emotion. E.g. *Are you tired/angry/happy/sad/excited/scared?* Make sure that students respond to these questions with *Yes, I am* or *No, I'm not*.

PAGES 42 AND 43

SUPER GRAMMAR: The months; *our*, *their*

We use *our* and *their* to talk about what more than one person possesses. *Our* means belonging to us, whereas *their* means belonging to another group of people. We use *our* and *their* to talk about lots of different things (*our books, their cars*), including birthdays, e.g. *Our birthdays are in December, but their birthdays are in June.*

EXTENDING THE GRAMMAR

Students of English often confuse *their* with *they're* when writing. You may want to put these words on the board and ask students to tell you the difference between them. Alternatively, you could put the following gapped sentences on the board and ask students to complete them with *their* and *they're*: This is Tom and Jack. _____ happy because _____ birthday is today. (Completed sentence: *They're happy because their birthday is today.*)

SPEAKING ACTIVITY

Put students into two groups to organise the details of a birthday party. Students choose the following: the month the party is in; the day of the party; the time of the party; the colour of the balloons. A student from Group A then asks a student from Group B a question about their party, e.g. *What day is your party? What time does your party start? What colour are the balloons for your party?* The student who answers the question uses a possessive determiner, e.g. *Our party is in March.* The person from Group A then says, e.g. *Their party is in March; ours is in March too. Or Their party is in March, but ours is in November.* The activity continues in this way until all the questions have been asked. Make sure that the group that went second on the previous occasion, goes first the next time around. If there are lots of students in your class, do this activity in smaller groups rather than with the whole class.

PAGE 44

READING: An invitation

A NOTE ON VOCABULARY

An 'invitation' is a formal written or spoken request that someone does something or goes somewhere, e.g. an invitation to a birthday party, a wedding

invitation. The verb 'invite' is used in a sentence in the following way: to invite someone to do something, e.g. *I'd like to invite Katarina to my birthday party.*

A WAY TO INTRODUCE THE READING PAGE

Ask: *What information do we put on invitations to parties?* (Answer: where it is, when it is, what time it starts and finishes, what activities people will do, what food and drink there will be.)

UNDERSTANDING THE TEXT

Once students have read the invitations and completed the comprehension exercise, ask: *What is different about the parties?* (Answer: Katy's party is in the park, but Dan and Ruby's party is at Dan's house.)

EXTENSION ACTIVITY

Put students into small groups. Students think of an answer to the following question: *How can you make a fun invitation to a party?* (Possible answers: use colourful cards, draw pictures; use capital letters for some of the sentences; make a digital invitation using music and animation.) Ask each group to report their ideas to the class.

PAGE 45

WRITING: Write an invitation

A WAY TO INTRODUCE THE WRITING PAGE

Elicit vocabulary connected to birthday parties, e.g. *balloons, cake, games, food, presents, friends.*

HELPING STUDENTS WITH THE WRITING ACTIVITY

Elicit ways of beginning an invitation, e.g. *Please come to my birthday party! / I'd like to invite you to my birthday party. / I'm ten years old on Saturday.* Remind students to include all the important information (where, when and what time the party is, what activities and food there will be) and to make their invitation sound friendly.

SPEAKING ACTIVITY

Write *My favourite birthday party* on the board. In pairs, students can describe their perfect birthday party to each other, e.g. *at my party we swim, dance, and listen to my favourite music.*

7 Off we go!

PAGES 46 AND 47

SUPER GRAMMAR: *I'd like to ...*

We use *I'd like to ...* to talk about wishes, i.e. things we hope will happen one day, e.g. *I'd like to live in Canada.*

EXTENDING THE GRAMMAR

We also use the verb *want* to talk about wishes. Although *would like* and *want* can be used interchangeably, the use of *want* makes the speaker sound more assertive and confident about the expression of their wish. *Would like* can make it seem that the wish is more of a dream. *Want* makes the listener think that the speaker has a plan to make their dream come true.

SPEAKING ACTIVITY

Students work alone. They write down five sentences describing their wishes. Three of the sentences must be false. In pairs, students take it in turns to guess which of their partner's sentences are false.

PAGES 48 AND 49

SUPER GRAMMAR: verb + *ing*

We use the present continuous (verb + *ing*) to talk about actions that are happening at the moment of speaking, e.g. *What are you doing, Jack?* We also use it for things we are doing around this present moment in time, especially when the action is temporary, e.g. *I'm visiting Grandma in Italy.*

EXTENDING THE GRAMMAR

In some languages, the present simple can be used to talk about actions that are happening at the moment of speaking. In English, we must use the present continuous, e.g. we say *I'm watching a TV programme* (at the moment) not *I watch a TV programme*.

SPEAKING ACTIVITY

In pairs, students can take it in turns to mime actions, e.g. playing football, drawing a picture, making a sandwich. Their partner tries to guess the action, e.g. *Are you playing football/drawing a picture/making a sandwich?* Make sure that students respond to these questions with *Yes, I am* or *No, I'm not*.

PAGE 50

READING: A postcard

A WAY TO INTRODUCE THE READING PAGE

Write *postcard* on the board. Ask: *When do you write a postcard?* (on holiday), *Who do you write them to?* (friends, other family members), *What do you write on a postcard?* (what you are doing on holiday, an address).

UNDERSTANDING THE TEXT

Once students have read the postcards and completed the comprehension exercise, ask: *Who is at home for the holiday and who is staying in another country?* (Answers: Hugo is at home. Dan is staying with his grandmother in Italy.) You could then ask the students to say which holiday they would like and why.

EXTENSION ACTIVITY

Put students into groups and ask them to think of the best image to put on the front of a postcard from their town or country. Students report back to the class, saying why they chose their image.

PAGE 51

WRITING: Write a postcard

A WAY TO INTRODUCE THE WRITING PAGE

Put students into small groups. Set a one-minute time limit for groups to think of activities we usually do on holidays. The group which comes up with the most activities wins.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Remind students of the difference between *I like* and *I'd like to*. We use *I like ...* to talk about things we enjoy doing, e.g. *I like swimming*. We use *I'd like to ...* to talk about things we want to do one day, e.g. *I'd like to go fishing*. Elicit ways of beginning a postcard from a holiday, e.g. *I'm on holiday! Hello from* (name of particular place) *I'm writing to you from* (name of particular place).

SPEAKING ACTIVITY

Write the following on the board: *Where would you like to go on holiday? Why?* Give students a minute or so to think of their answer. In pairs, students can ask and answer the question.

8 Sports club

PAGES 52 AND 53

SUPER GRAMMAR: *ing* forms

We use verb + *ing* to talk about activities. We put the word at the beginning of the sentence, e.g. *Making pancakes is good fun*.

EXTENDING THE GRAMMAR

Running, in the sentence *running is fun*, is an example of a verb form which functions as a noun. This form, formed by adding *ing* to the end of a verb, is called the gerund. The gerund must be used at the beginning of the sentence when talking about activities, e.g. we say *running is fun* **not** *run is fun*.

SPEAKING ACTIVITY

In pairs, students take it in turns to start sentences for their partner to complete, e.g. *Doing homework is ...*, *Eating pizza is ...*, *Going on holiday is ...*

PAGES 54 AND 55

SUPER GRAMMAR: *like + ing*

We use *What ... like doing?* to ask someone what activities they enjoy doing, e.g. *What sport do you like doing?* We use *like + verb + ing* to answer the question, e.g. *I like playing volleyball.* If we agree with an answer that someone gives, we say *So do I* or *Me too.* If we disagree with an answer that someone gives, we say *I don't.*

EXTENDING THE GRAMMAR

We can also use the infinitive with *to* after *like*, e.g. we can say *I like to ride my bike.* But we **cannot** use the infinitive without *to*, e.g. we can't say *I like ride my bike.*

SPEAKING ACTIVITY

Students can work in pairs to role play conversations similar to the one in Exercise 2 on page 55. Students use the conversation as a model and change words to make their own conversation.

PAGE 56

READING: A text message

A WAY TO INTRODUCE THE READING PAGE

Point out that 'text messages' are often simply called 'texts'. Find out who students text, how often and why.

UNDERSTANDING THE TEXT

Once students have read the text messages and completed the comprehension exercise, ask: *What are the friends talking about?* (Answer: doing sports and activities, e.g. football, tennis, swimming.) You could then ask a series of specific questions, e.g. *Who doesn't like football?* (Ben.) *Whose favourite sport is football?* (Sally.) *Who is with his or her family?* (Sally.)

EXTENSION ACTIVITY

Write *LOL* on the board. Elicit or explain that it is a common abbreviation used in text messages and that it stands for 'laughing out loud'. If necessary, use students' first language to explain this. Put students into small groups and ask them to invent their own abbreviations connected to the conversation seen in the text messages on page 56, e.g. *PFN* (playing football now), *CTTP* (come to the park).

PAGE 57

WRITING: Write a text message conversation

A WAY TO INTRODUCE THE WRITING PAGE

Elicit or explain that 'chatting' refers to informal conversations had in real time online or in text messages. Ask if students like doing this with friends and how often they do it. You could also ask students what they like the most about chatting online or in texts.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Encourage students to think of the sort of chats they usually have with their friends online or in text messages. This will help them plan a conversation to write about.

SPEAKING ACTIVITY

In pairs, students can tell each other about what they wrote. They can do this by asking and answering the questions in Exercise 1 on page 57.

9 Holiday plans

PAGES 58 AND 59

SUPER GRAMMAR: *Can* for requests

We use *Can I/we + verb* to make requests, i.e. to ask someone politely for something, e.g. *Can we go to the beach on Saturday?*

EXTENDING THE GRAMMAR

It is not necessary to use the word *please* when making a request with *can*, but it can be used if the speaker wants to make their question sound even more polite, e.g. *Can we go to the cinema tonight, please?*

SPEAKING ACTIVITY

Students can work in pairs to role play conversations between a parent and a child, similar to the one in Exercise 2 on page 59. Students use the conversation as a model and change words to make their own conversation. Students can do two conversations, taking a different role each time.

PAGES 60 AND 61

SUPER GRAMMAR: Revision

The focus here is on revision of different question forms: *Do/Does, Have got, Can, Where, Whose*.

EXTENDING THE GRAMMAR

See the notes to Unit 2 (the second grammar focus), Unit 3 (the first grammar focus), Unit 5 (the second grammar focus) and Unit 9 (the first grammar focus) for additional information about the question forms revised in the second grammar focus of Unit 9.

SPEAKING ACTIVITY

Put students into small groups of three or four. Write questions on the board, but make sure that each question you write is formed incorrectly, e.g. *Do your brother like music? Can we going to the park this afternoon?* The first group to identify the mistake and correct it (each group can nominate a captain to give their group's answers) wins a point. The team with the most points at the end of the game wins.

PAGE 62

READING: A story

A NOTE ON VOCABULARY

Fairy tales (also called fairy stories) are short stories for children. They often feature imaginary creatures such as fairies, dragons and elves, as well as some element of magic. Among the most famous are those collected by the Grimm brothers, Jacob and Wilhelm, for their *Children's and Household Tales*, a collection of German stories published in 1812.

A WAY TO INTRODUCE THE READING PAGE

Ask students to define 'fairy tale'. If necessary, help them with a definition (a fairy tale is a short story for children about imaginary creatures and magic). Elicit characters that appear in fairy tales, e.g. princesses, princes, witches, fairy godmothers. You could also elicit phrases that are usually included in a fairy tale, e.g. *Once upon a time, They all lived happily ever after*.

UNDERSTANDING THE TEXT

Once students have read the story and completed the comprehension exercise, ask: *Who helps Cinderella?* (Answer: her fairy godmother.) Then elicit or explain that a fairy godmother is a character in a fairy tale who uses magical powers to help the hero or heroine.

EXTENSION ACTIVITY

Famous examples of fairy tales include *Little Red Riding Hood, The Princess and the Pea, Rapunzel, Rumpelstiltskin, The Little Mermaid* and *The Frog Prince*. Encourage students to find some of these stories to read online, in a library or at school.

PAGE 63

WRITING: Write the story of *Sleeping Beauty*

A WAY TO INTRODUCE THE WRITING PAGE

Elicit examples of fairy tales, then write *Sleeping Beauty* on the board. Before students look at the information on the Writing page, ask them what they know about this famous fairy tale.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Point out that the sentences in Exercise 1 only provide the plot of *Sleeping Beauty*. In order to write the full story, students must make some changes to the sentences so that one links to another, e.g. Sentence g in Exercise 1 starts 'Sleeping Beauty is baby' but the story in Exercise 2 begins 'When Sleeping Beauty is a baby'. Connecting sentences in this way is not an easy task. You may want to construct the story of *Sleeping Beauty* with the class as a whole, guiding them through the story.

SPEAKING ACTIVITY

In pairs, students can tell each other about their favourite fairy stories, e.g. *My favourite fairy story is Little Red Riding Hood. I think it's scary!* If students do not know any fairy stories, ask them to tell each other about a story they have enjoyed reading or talk about a film that they like that is based on a fairy tale, e.g. *Maleficent, Frozen, Tangled*. They should say why they like it, e.g. *I like it because it's funny/exciting/scary/sad*.

Level 2 Grammar Key

Starter Unit Back to school

[Page 4]

Exercise 1

2 a clock, 3 a pencil, 4 a chair,
5 some apples, 6 some books

[Page 5]

Exercise 2

2 are, 3 is, 4 is, 5 are, 6 is

Exercise 3

2 There is a, 3 There is a,
4 There are some, 5 There is a,
6 There are some,

[Page 6]

Exercise 1

2 down, 3 up, 4 Close, 5 your ruler,
6 open your

[Page 7]

Exercise 2

2 open, 3 Pass, 4 up, 5 don't,
6 down

Exercise 3

2 Sit down. 3 Don't open your book.
4 Stand up. 5 Open your book.
6 Don't stand up.

[Page 8]

Exercise 1

2 F, 3 F, 4 T, 5 T, 6 F

[Page 9]

Exercise 1

Student's own answers.

Exercise 2

Student's own answers.

1 My day

[Page 10]

Exercise 1

2a, 3d, 4f, 5c, 6e

[Page 11]

Exercise 2

2 at, 3 When, 4 o'clock, 5 do, 6 ten

Exercise 3

2 I brush my teeth at seven o'clock.
3 I go to school at eight o'clock.
4 I have lunch at twelve o'clock.
5 I play in the park at 4 o'clock.
6 I go to bed at nine o'clock.

[Page 12]

Exercise 1

2a, 3f, 4b, 5c, 6e

[Page 13]

Exercise 2

2a, 3f, 4b, 5c, 6e

Exercise 3

2 leaves, 3 arrives, 4 has, 5 starts,
6 gets

[Page 14]

Exercise 1

2 goes by bus, 3 work, 4 helps Suzy
with her work, 5 They have, 6 Mum

[Page 15]

Exercise 1

Student's own answers.

Exercise 2

Student's own answers.

2 The zoo

[Page 16]

Exercise 1

2 likes, 3 doesn't like, 4 likes,
5 doesn't like, 6 likes

[Page 17]

Exercise 2

2 doesn't, 3 likes, 4 likes, 5 like,
6 likes

Exercise 3

2 likes cake, 3 doesn't like peas,
4 likes sausages, 5 doesn't like apples,
6 likes chicken

[Page 18]

Exercise 1

2 No, he doesn't. 3 No, she doesn't.
4 Yes, she does 5 No, he doesn't.
6 Yes, he does.

[Page 19]

Exercise 2

2 she, 3 walk, 4 doesn't, 5 does, 6 he

Exercise 3

2 Does Ben ride a bike to school?
Yes, he does.
3 Does the zebra eat fruit?
No, it doesn't.
4 Does the hippo like swimming?
Yes, it does.
5 Does your cat sleep a lot?
Yes, it does.
6 Does Tina go to bed at eight
o'clock? No, she doesn't.

[Page 20]

Exercise 1

2 Yes, he does. 3 No, he doesn't.
He sleeps after lunch. 4 His favourite
food is apples. 5 Yes, he can
6 Yes, she does.

[Page 21]

Exercise 1

Student's own answers.

Exercise 2

Student's own answers.

3 Where we live

[Page 22]

Exercise 1

2 Yes, he has. 3 No, he hasn't.
4 Yes, he has. 5 No, he hasn't.
6 No, he hasn't.

[Page 23]

Exercise 2

2 Yes, it has. 3 Has Top Town got,
4 No, it hasn't. 5 Yes, it has.
6 Has Top Town got

Exercise 3

2 Has your town got a shop? Yes, it
has. 3 Has Anna got a dog? No, she
hasn't. 4 Has Tim got a go-kart? No,
he hasn't. 5 Has your town got a
playground? Yes, it has. 6 Has your
town got a hospital? No, it hasn't.

[Page 24]

Exercise 1

2 between, 3 in front of, 4 in,
5 between, 6 under

[Page 25]

Exercise 2

2d, 3f, 4b, 5a, 6c

Exercise 3

2 in front of, 3 next to, 4 in front of,
5 behind, 6 between

[Page 26]

Exercise 1

2 swimming pool, 3 a sandwich,
4 his house, 5 is, 6 likes

[Page 27]

Exercise 1

Student's own answers.

Exercise 2

Student's own answers.

4 The market

[Page 28]

Exercise 1

2 an egg, 3 some cake,
4 some grapes, 5 an apple, 6 some
mango, 7 some bread

[Page 29]

Exercise 2

2 please, 3 Would, 4 some, 5 No,
6 a

Exercise 3

2 Would you like, thank you,
3 Would you like an, No,
4 Would you like a lemon, please,
5 Would you like a banana,
Yes, please,
6 Would you like a pear,
No, thank you

[Page 30]

Exercise 1

2 Yes, there is. 3 Yes, there are.
4 No, there isn't any. 5 Yes, there are.
6 No, there aren't any.

[Page 31]

Exercise 2

Mia Let's make sandwiches for
lunch. Is there any bread?
Hugo Yes, there is. There's white
bread. Let's look in the fridge.
Mia OK. Is there any chicken?
Hugo No, there isn't.
Mia Are there any sausages?
Hugo Yes, there are. There are two
sausages.
Mia My favourite – a sausage
sandwich. Is there any cake?
Hugo Yes, there is. There's chocolate
cake. Yummy!

Exercise 3

2 Is there any cake?
3 Are there any lemons?
4 Is there any cheese in the fridge?
5 Is there any bread in the basket?
6 Are there any apples in the fridge?

[Page 32]

Exercise 1

2 There's one egg. 3 No, there isn't.
4 Yes, there is. 5 No, there aren't.
6 Chocolate, fruit or lemon juice

[Page 33]

Exercise 1

Student's own answers.

Exercise 2

Student's own answers.

5 My bedroom

[Page 34]

Exercise 1

2 these, 3 those, 4 that, 5 these,
6 this

[Page 35]

Exercise 2

2c, 3b, 4d, 5f, 6a

Exercise 3

2 these, 3 those, 4 that, 5 this,
6 those

[Page 36]

Exercise 1

2 these, 3 mine, 4 yours, 5 Whose,
6 Tom's

[Page 37]

Exercise 2

2 It's Fred's. 3 It's Fred's. 4 It's May's.
5 They're Fred's. 6 They're May's.

Exercise 3

2 mine, 3 yours, 4 's, 5 these,
6 They're

[Page 38]

Exercise 1

2 Ben's, 3 Alice's, 4 It's Alice's
bedroom. 5 Alice's, 6 It's Ben's
bedroom.

[Page 39]**Exercise 1**

Student's own answers.

Exercise 2

Student's own answers.

6 People**[Page 40]****Exercise 1**

2 happy, 3 scared, 4 tired, 5 angry, 6 excited

[Page 41]**Exercise 2**

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

Exercise 3

2 scared, 3 happy, 4 angry, 5 excited, 6 sad

[Page 42]**Exercise 1**

2 December, 3 April, 4 July, 5 February, 6 May

[Page 43]**Exercise 2**

2 His, 3 Her, 4 His, 5 Our, 6 My

Exercise 3

2 My, 3 Her, 4 His, 5 Their, 6 Its

[Page 44]**Exercise 1**

2 July, 3 swim and play football, 4 They are seven. 5 It's at Dan's house. 6 It's at 45 West Road, near the swimming pool.

[Page 45]**Exercise 1**

Student's own answers.

Exercise 2

Student's own answers.

7 Off we go!**[Page 46]****Exercise 1**

2 like, 3 I'd, 4 eat, 5 fly around, 6 to see

[Page 47]**Exercise 2**

2 like to, 3 'd like, 4 fly to, 5 to sail, 6 drive

Exercise 3

2 I'd like to fly a helicopter, 3 I'd like to ride a motorbike, 4 I'd like to sail a boat, 5 I'd like to ride a scooter, 6 I'd like to drive a lorry.

[Page 48]**Exercise 1**

2 's eating, 3 'm getting, 4 's eating, 5 's brushing, 6 'm taking

[Page 49]**Exercise 2**

2 Are you playing football? 3 Is she riding a scooter? 4 What is she doing? 5 Are you eating an ice cream? 6 Is he playing computer games?

Exercise 3

2 's, 's, 3 are you doing, 'm waiting 4 's playing, 5 What's, She's riding 6 What's, He's playing

[Page 50]**Exercise 1**

B swim, D ride a bike, D sail on a boat, B look for shells, H skateboard, H play football, B visit the beach, H climb trees, H take photos

[Page 51]**Exercise 1**

Student's own answers.

Exercise 2

Student's own answers.

8 Sports club**[Page 52]****Exercise 1**

2 Playing, 3 Making, 4 Riding, 5 Reading, 6 Painting

[Page 53]**Exercise 2**

2 Dancing, 3 Swimming, 4 Playing tennis, 5 Playing football, 6 Playing hockey

Exercise 3

2 Dancing, 3 swimming, 4 boring, 5 club, 6 Playing

[Page 54]**Exercise 1**

2 d, 3 a, 4 b

[Page 55]**Exercise 2**

2 don't, 3 riding, 4 do I, 5 like, 6 too

Exercise 3

2 I like dancing. I don't. 3 I like riding my bike. Me too. 4 do you like doing, I like swimming.

[Page 56]**Exercise 1**

2 likes, 3 likes, 4 tennis, 5 twenty, 6 at the swimming pool

[Page 57]**Exercise 1**

Student's own answers.

Exercise 2

Student's own answers.

9 Holiday plans

[Page 58]

Exercise 1

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

[Page 59]

Exercise 2

2 Can, 3 visit, 4 help, 5 We, 6 have

Exercise 3

- 2 Can I visit Grandpa,
- 3 Can I build a tree house,
- 4 Can I have pizza,
- 5 Can I go horse riding,
- 6 Can we go swimming

[Page 60]

Exercise 1

2 Can, 3 Have, 4 Does, 5 Whose

[Page 61]

Exercise 2

- 2 Whose socks are these?
- 3 Can we go horse riding tomorrow?
- 4 Does your cat sleep a lot?
- 5 Where is the toy shop?
- 6 Has your town got a cinema?

Exercise 3

- 2 Has your town got
- 3 Do you like
- 4 Where are
- 5 Whose, is this
- 6 Have we got

[Page 62]

Exercise 1

2f 3a 4b 5c 6e

Exercise 2

- 2 She lives with her wicked step mother and two sisters.
- 3 At seven o'clock. 4 It's Prince Harry's party.
- 5 No, he can't. 6 Cinderella's

[Page 63]

Exercise 1

2a, 3e, 4f, 5b, 6d, 7g, 8c

Exercise 2

Example answer:

When Sleeping Beauty is a baby, her parents have a birthday party for her. They invite everyone from the town and her fairy godmother. They don't invite the wicked witch. She is angry and she comes to the party. She doesn't give her a present. She says, 'When Sleeping Beauty is sixteen, she will prick her finger and die.' When Sleeping Beauty is sixteen, she finds a spinning wheel. She pricks her finger on the spinning wheel. She doesn't die, she sleeps for 100 years. In this time, a forest grows around the palace. A prince is riding his horse and he finds the palace. He finds the princess and wakes her up. Everyone in the palace wakes up too. Everyone is happy and they all live happily ever after.