



Introduction

THE CONTENT OF SUPER GRAMMAR

The *Super Grammar Practice Book* provides further practice of the language introduced in the *Super Minds Student's 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. In *Super Grammar Practice Book* Levels 3, 4, 5 and 6, the Writing page also includes a 'Help with Writing' box, which focuses on types of text, how those texts are structured, and the use of specific phrases.

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

The Science lesson

PAGES 4 and 5

SUPER GRAMMAR: Simple past revision

We use the simple past to talk about things that happened at a specific time in the past, e.g. *Yesterday, we had an interesting Science lesson.*

EXTENDING THE GRAMMAR

We can put time expressions (e.g. *yesterday, two weeks' ago, last month*) at either the beginning or the end of the sentence, e.g. *we can say I saw a great film last night or Last night I saw a great film.*

SPEAKING ACTIVITY

Students work alone. They write down five sentences describing what they did at the weekend. 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 6 AND 7

SUPER GRAMMAR: Simple past questions revision

We use simple past questions to ask someone about something that happened at a specific time in the past, e.g. A: *What did you do at the weekend?* B: *I visited my grandparents.*

EXTENDING THE GRAMMAR

We use the auxiliary verb *did* to form Yes/No questions and negatives in the simple past, e.g. A: *Did you go to the cinema last night?* B: *No, I didn't.* However, we don't use *did* with *was/were*, e.g. *we say Were you at your friend's house? not Did you were at your friend's house? We say I wasn't very well not I didn't was very well.*

SPEAKING ACTIVITY

In pairs students ask and answer the questions from Exercises 4 and 5 on page 7. Encourage them to ask additional questions to develop conversations, e.g. A: *What time did you get up on Saturday?* B: *I got up at ten o'clock.* A: *Ten o'clock! Why did you get up so late?* B: *Because I was really tired!*

PAGE 8

READING: A biography

BACKGROUND INFORMATION

Nobel Prizes are awarded in economics, literature, medicine, physics, chemistry and the promotion of peace. They were first awarded in 1901 and are named after the Swedish inventor of dynamite, Alfred Nobel. Nobel died in 1896. In his will, he set aside much of his fortune to establish the prizes which bear his name.

A WAY TO INTRODUCE THE READING PAGE

Write *chemist* on the board. Drill its pronunciation /'kemɪst/. Elicit or introduce a definition of this word: a chemist is a scientist who studies the way substances react and combine with other substances. This study is called *chemistry* /'kemɪstri:/.

Before students read the text, check their understanding of the following words, using the students' own language(s) in your explanation, if necessary:

DNA /di:.en'eɪ/: a chemical in cells that contains genetic information.

Gene /dʒi:n/: the part of the cell that controls particular characteristics in a person. Genes are passed from parents to children.

X-ray /'eks.reɪ/: a photograph that shows the inside of someone's body.

UNDERSTANDING THE TEXT

Once students have read the biography and completed the comprehension exercise, elicit a summary of Rosalind Franklin's life in order to check students' general understanding of the text. Ask: *Why are James Watson and Francis Crick more famous than Rosalind Franklin?* You could discuss this question with the class as a whole.

EXTENSION ACTIVITY

Students go online to research other famous chemists, e.g. Marie Curie, Louis Pasteur, Dmitri Mendeleev. Ask them to find the following information: the name of the chemist, where they were from and what they were famous for. Students can either share what they find out in small groups or share it with the class as a whole.

PAGE 9

WRITING: Write a biography

A WAY TO INTRODUCE THE WRITING PAGE

Write *programming* on the board. Drill its pronunciation /'prəʊgræmɪŋ/. Elicit or introduce a definition of this word: programming is writing code for a computer to make it perform particular tasks. *Programme* is written *program* in American English.

THE HELP WITH WRITING BOX

You can either read out the information in the box or ask students to read the information themselves. Make sure that students understand the central idea, which is that biographies are not only about people, but also the time and place in which those people lived. For example, a biography of the footballer Pelé would tell us about life in Brazil in the 1950s, '60s and '70s.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Encourage students to follow the order of the answers to the questions in Exercise 1 when writing their biography, i.e. the biography should start by mentioning who Ada's father was, before moving on to say where and when Ada was born, who she worked with, what she helped to design, etc.

SPEAKING ACTIVITY

Write the following questions on the board: *Do you like computers? Why? Why not? What do you use your computer to do? What is your favourite thing about computers? Do you know how to programme a computer?* In pairs, students ask and answer these questions. You could then ask some students to tell the class briefly about what their partner said.

1 Disaster!

PAGES 10 AND 11

SUPER GRAMMAR: Past continuous revision

We use the past continuous to talk about an event in progress at a particular moment in the past, e.g. *When the volcano erupted, everyone in the town was sleeping.* The action described by the simple past interrupts the one described by the past continuous.

EXTENDING THE GRAMMAR

The following verbs are not normally used in the past continuous: *like, hate, want, have to, know, mean, understand, think, smell, taste.*

SPEAKING ACTIVITY

In pairs, students can ask and answer the questions in Exercise 4 on page 11.

PAGES 12 AND 13

SUPER GRAMMAR: Two simultaneous actions with *while*

While is a conjunction. Conjunctions are words like *and, if* and *but* which connect phrases, words and parts of sentences. We use *while* to talk about actions that were happening simultaneously (i.e. at the same time), e.g. *While you were sleeping, I was cooking a pizza.*

EXTENDING THE GRAMMAR

We can also use *while* with the past continuous and the simple past to say that one action happened during the time that another action was taking place, e.g. *While we were watching the film, Dad fell asleep.*

SPEAKING ACTIVITY

In pairs, students draw pictures for their partner to describe. The pictures should be simple line drawings. For example, Student A draws a picture of a cat climbing down a tree and a mouse running across a garden. Student B describes the picture using *while* and the past continuous, e.g. *While the cat was climbing down the tree, the mouse was running away.*

PAGE 14

READING: A story

BACKGROUND INFORMATION

A volcano is a mountain with a hole at the top called a 'crater' through which lava, gas and ash are produced in eruptions from the Earth's crust. Volcanoes are formed at the meeting of the tectonic plates that comprise the Earth's crust.

A WAY TO INTRODUCE THE READING PAGE

Write *volcanoes* on the board. Elicit information about what volcanoes are, how they are formed, and the names of some famous volcanoes, e.g. Mount Vesuvius in Italy, Krakatoa in Indonesia, Eyjafjallajökull in Iceland.

UNDERSTANDING THE TEXT

Once students have read the story and completed the comprehension exercise, ask them to summarise its contents: (*The Day The Mountain Exploded* is the story of how Katerina and her family escape the surprise eruption of the volcano near their town.)

EXTENSION ACTIVITY

Students work in groups. Give each group a famous volcanic eruption to research. Encourage them to note down some information about the volcano and each of its eruptions, e.g. which country it is in, the date of its last eruption. Students then share this information with other groups or with the class.

PAGE 15

WRITING: Write a story

A WAY TO INTRODUCE THE WRITING PAGE

Write the words *shock* and *surprise* on the board. Elicit what students know about these nouns. We usually use *shock* to describe a sudden, unexpected, and often upsetting, event e.g. *It was a shock when the volcano erupted.* We usually use *surprise* to describe something unexpected but not necessarily upsetting, e.g. *When my parents bought me a guitar it was a big surprise.*

THE HELP WITH WRITING BOX

Help students understand the main point, which is that delaying giving readers important information as a way of creating interest and surprise in a story, is a common feature of storytelling.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Elicit ways of beginning the story. It could begin with a description of Katerina and her family leaving, e.g. *We left after Constantine told us about the volcano.* Alternatively, it could begin with a description of the feelings of Katerina and her family as they were leaving, e.g. *We were all very scared. We didn't know if Constantine was right.* Another way to begin would be to describe the day itself and the volcano, e.g. *The morning was quiet, but we watched the smoke rising above the volcano and we knew Constantine was right.*

SPEAKING ACTIVITY

In pairs, students can read their stories to each other. They can then look for ways to improve the stories: *Can the information be ordered in a different way? Does the story need more adjectives?*

2 In the rainforest

PAGES 16 AND 17

SUPER GRAMMAR: Numbers 100 – 5,000,000

Numbers are symbols or words used in a counting system to show the position, order or amount of something, e.g. *The Smiths live at Number 152. / The population of Cyprus is just over 1,000,000.*

EXTENDING THE GRAMMAR

We can use either *one* or *a* with hundred, thousand or million, e.g. *a hundred/one hundred, a thousand/one thousand, a million/one million.*

Numbers can be used as adjectives, e.g. *A two-million-pound house. A 500-page book. A 5-inch screen on a smartphone. A 100-year-old man.* Hyphens are used

between the number and the other word(s) forming the adjective.

SPEAKING ACTIVITY

In pairs, students take it in turns to write down numbers between 100 – 5,000,000 for their partner to say. For example, Student A points to one of the numbers (e.g. 6,500) and asks: *How do you say this number?* Student B then says: *six thousand, five hundred.*

PAGES 18 AND 19

SUPER GRAMMAR: Have to / Had to revision

We use *have to* to talk about obligations, e.g. *You have to tidy your room.* We use *had to* to talk about things people told us to do in the past, e.g. *I had to help in the kitchen yesterday. Dad said that I don't do enough housework.*

EXTENDING THE GRAMMAR

Have to (or *have got to*) is often used informally when we want to tell someone that something is really worth paying attention to, e.g. *You have to watch this video! It's so funny! / You have to play this video game! It's brilliant!* This informal use of *have to* makes it a common alternative to *must* in spoken and written English.

SPEAKING ACTIVITY

In pairs, students ask each other the six questions in Exercise I on page 18. They give their own answers rather than the ones in a–f.

PAGE 20

READING: A tourism advertisement

BACKGROUND INFORMATION

The Amazon rainforest is the largest tropical rainforest in the world. It is located in Brazil, Peru, Venezuela, Ecuador, Colombia, Guyana, Suriname and French Guiana. It covers an area of around 5.5 million square kilometres. The Amazon River flows through the Amazon rainforest.

A WAY TO INTRODUCE THE READING PAGE

Ask: *Why do tourists go to certain places?* Elicit some ideas and write them on the board, e.g. *for the weather, for the food, to see famous buildings, to visit museums.*

UNDERSTANDING THE TEXT

Once students have read the advertisement and completed the comprehension exercise, refer them to the phrase 'the adventure of a lifetime'. Introduce the meaning of the phrase 'of a lifetime': we use it to describe something that is only likely to happen once in someone's life, e.g. *The holiday/opportunity/experience of a lifetime.* Ask students what makes the advertised tour so special (You stay in a log cabin in the Amazon rainforest; see many wild animals; travel on the Amazon river.)

EXTENSION ACTIVITY

Students go online to research 'once in a lifetime' holidays. Encourage them to note down some information about each of the holiday destinations they read about. Students then share this information with each other in small groups.

PAGE 21

WRITING: Write a tourism advertisement

A WAY TO INTRODUCE THE WRITING PAGE

Refer students back to the advertisement on page 20. Ask: *Does the advertisement make you want to go on the river tour? Why? Why not?* Elicit answers.

THE HELP WITH WRITING BOX

You can either read out the information in the box or ask students to read the information themselves. Ask: *Why do adverts often make use of 'have to'?* Elicit or introduce the answer (The phrase makes people think that buying the product or service is an obligation.)

HELPING STUDENTS WITH THE WRITING ACTIVITY

First elicit some examples of places in the students' country where people can see different animals. Then elicit ideas for what to write in the advert and ask some questions about how to organise the information, e.g. *What should the heading be? Where could a picture go?* Encourage students to come up with a slogan (i.e. a short phrase used in advertisements, e.g. Apple's *This Changes Everything*) to advertise their tour.

SPEAKING ACTIVITY

Students read out and show their advertisements to each other. They can then talk about ways their advertisements could be improved.

3 The rock 'n' roll show

PAGES 22 AND 23

SUPER GRAMMAR: *Going to* revision

We use *going to* + infinitive to talk about plans made before the moment of speaking, e.g. *My brother is going to study chemistry at university.* We also use *going to* to talk about predictions based on clear evidence, e.g. *Be careful. You're going to fall off that chair.*

EXTENDING THE GRAMMAR

When making predictions about the weather, we can use either *going to* or *will*. E.g. *I think we're going to have storms this week.* (This suggests that the speaker has heard that storms are forecast.) If the prediction

is based more on a feeling than evidence, we use *will*, e.g. *I think we'll have a storm this week.* (This suggests that the speaker is making their own judgement based on their feeling about the weather conditions.)

SPEAKING ACTIVITY

In pairs, students ask each other the six questions in Exercise 3 on page 23. They give the answers they wrote down in Exercise 4 on that page and any other information they can.

PAGES 24 AND 25

SUPER GRAMMAR: Time: *past* and *to the hour*

We use *past* and *to the hour* when telling the time, e.g. *It's ten past ten. It's twenty to three.* We use *past* to talk about a particular number of minutes after an hour and *to* to talk about a particular number of minutes before an hour.

EXTENDING THE GRAMMAR

Note that we do not use *o'clock* with *past* and *to the hour*, e.g. We say *It's ten past three* **not** *It's ten past three o'clock.*

SPEAKING ACTIVITY

Divide the class into teams. Ask each group to nominate its captain. The captain has the responsibility of giving their team's answers. Draw times on the board (you may want to use the digital way of displaying time). The first captain to put their hand up and tell the time correctly wins a point for their team. The team with the most points at the end of the game wins.

PAGE 26

READING: An email

BACKGROUND INFORMATION

YouTube was created in 2005 by Steven Chen, Chad Hurley and Jawed Karim. People who produce and present their own videos for the site are called 'YouTubers'. Many artists also put their videos and concerts on YouTube for their fans to see. Artists like Lana Del Rey and Justin Bieber have kick-started their careers in this way.

A WAY TO INTRODUCE THE READING PAGE

Write *live music* on the board. Drill the pronunciation of the adjective *live* / laɪv/. Ask students which band they last saw in concert. If no one has been to see a band play live, you could ask students to say which bands they would like to see in concert.

UNDERSTANDING THE TEXT

Once students have read the email and completed the comprehension exercise, ask them to describe it: *Why is Noelia writing to Chen?* (To invite her to the Marvins concert.) You could then ask students to describe the

band by saying how many people will be on stage (thirteen in total: four band members; six backing singers; three dancers).

EXTENSION ACTIVITY

In pairs, students talk about the kind of music they like, their favourite bands, which singers they like and who they would most like to see play live.

PAGE 27

WRITING: Write an email

A WAY TO INTRODUCE THE WRITING PAGE

Write *Accepting an invitation* on the board. Elicit ways to accept an invitation in English, then refer students to Exercise 1.

THE HELP WITH WRITING BOX

Make sure that students understand the central idea, which is about the importance of checking emails for errors before you send them. Elicit the kind of errors that the act of proofreading can reveal, e.g. spelling mistakes, mistakes with grammar, the misuse of punctuation.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Elicit some general ways of beginning a reply to an email, e.g. *Thanks for your email!* / *It was great to hear from you!* / *I was so happy to get your email.* You could also go through each of the four bullet points in Exercise 2, eliciting information that students will be able to use in their emails. Put this information on the board.

SPEAKING ACTIVITY

In pairs, students role play a conversation about making arrangements to go to a concert. Students decide on the time, date and cost of tickets for an imaginary concert. E.g. Student A telephones Student B and asks them if they would like to go to a concert. Student B then asks questions about the price of the tickets, the time the concert starts, how they will get to the concert, etc.

4 Space restaurant

PAGES 28 AND 29

SUPER GRAMMAR: Ordinal numbers

We use ordinal numbers to talk about the position of someone or something in a series, e.g. *I came third in the one hundred metres race at my school. The race was on the 10th (tenth) of June.*

EXTENDING THE GRAMMAR

Ordinal numbers can be abbreviated: first – 1st; second – 2nd; third – 3rd; fourth – 4th. The abbreviations can be written in two ways: 1st or 1st.

SPEAKING ACTIVITY

Students write a few dates that are important to them. In pairs, they ask each other questions, e.g. A: *Why is the 23rd of January important to you?* B: *That's my grandad's birthday!*

PAGES 30 AND 31

SUPER GRAMMAR: Zero conditional

Conditional sentences tell us that one action happens as a result of another action. They are formed with two clauses: the *if* clause and the main clause. The *if* clause expresses the condition, the main clause expresses the result of that condition.

The zero conditional is formed by using the present simple in both the *if* clause and the main clause. We use it to talk about things that are always true, such as scientific truths. E.g. *If you heat water to one hundred degrees, it boils.* This means 'every time you heat water, it boils'.

EXTENDING THE GRAMMAR

We can use *when* instead of *if* to make sentences which have the same meaning as the zero conditional, e.g. *Water boils when you heat it to one hundred degrees. / You get purple when you mix red and blue. / You feel tired when you stay up too late.*

SPEAKING ACTIVITY

Exercise 4 on page 31 asks students to come up with their own general truths. In pairs, students can compare the zero conditional sentences they wrote in the exercise and decide whether or not they agree with each other's ideas.

PAGE 32

READING: An invitation

BACKGROUND INFORMATION

The word *chop* in *chopstick* is a pidgin English word meaning 'quick' or 'quickly'. It is thought to be a translation of the Chinese dialect word *kuàizi* which means 'quick ones'. It is believed that chopsticks were first used in China around 1766–1122 BC.

A WAY TO INTRODUCE THE READING PAGE

Write *invitations* on the board. Elicit the meaning of the word (a written or spoken request to someone, inviting them to do something or go somewhere), then ask students to name examples of events we are usually invited to, e.g. birthday parties, weddings, anniversaries.

UNDERSTANDING THE TEXT

Once students have read the invitation and completed the comprehension exercise, ask them a few questions: *Whose party is it?* (Jana's.) *What is the name of the restaurant the party will be held at?* (The Hong Kong Space Restaurant.) *How can people contact Jana's mum?* (By email.)

EXTENSION ACTIVITY

Students go online to research examples of party invitations. They can use the examples they find as inspiration for the invitation they have to produce in the writing task on page 33.

PAGE 33

WRITING: Write an invitation

A WAY TO INTRODUCE THE WRITING PAGE

Elicit vocabulary associated with parties and write it on the board, e.g. *balloons, cake, games, birthday cards, friends, music*. Then refer students to Exercise 1.

THE HELP WITH WRITING BOX

Point out that it is not necessary to put 'RSVP' at the end of an invitation, but that some people like to do so.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Students can look at the party invitations that they researched. Tell them to look at the invitation on page 32 to help them with the information they need to include. Elicit ideas of what to put at the top of their invitations to make it stand out, e.g. *Come to my party! / Party this Saturday!*, and remind them to make use of ordinal numbers in their invitations, e.g. *Party on Saturday 11th June. Come to my 13th birthday party.*

SPEAKING ACTIVITY

In pairs, students talk about what makes a good party, e.g. the people, the music, the games, the presents. You can then ask some pairs to report their ideas to the class as a whole.

used hasn't been changed in the process of making, e.g. *My hat is made of wool*. When we say that something is *made from* something else, we mean that the form of the material used has been changed in the process of making, e.g. *Paper is made from trees*.

SPEAKING ACTIVITY

Divide the class into teams. Ask each group to nominate its captain. The captain has the responsibility of giving their team's answers. Write the names of objects on the board (e.g. *scarf, shoes, fork*). The first captain to put their hand up and describe the object correctly, using either *made of* or *used for*, wins a point for their team. The team with the most points at the end of the game wins.

PAGES 36 AND 37

SUPER GRAMMAR: Possessive apostrophes

We use the possessive apostrophe ('s for a singular noun, or s' for a plural noun) to talk about what belongs to someone, e.g. *That's Adam's smartphone*. We also use them to talk about who someone is related to, e.g. *He's Miriam's brother*.

EXTENDING THE GRAMMAR

When we talk about an object that belongs to more than one person, we only put the possessive apostrophe after the last name, e.g. *Mark and Sam's house*. If it is clear from the context which object is being referred to, there is no need to add a following noun, e.g. A: *Is that Tom's book?* B: *No, it's Jill's (book).*

SPEAKING ACTIVITY

In pairs, students take it in turns to make statements about members of their family using the possessive apostrophe, e.g. *My sister's favourite colour is black. / My brother's bike is new. / My dad's laptop is older than mine*. Students can use their sentences in Exercise 4 and change the information or create two more false sentences. Student A makes the statement, Student B decides whether or not it is true. Students then swap roles.

5 The Wild West

PAGES 34 AND 35

SUPER GRAMMAR: *Made of ... / Used for ...*

We use *made of* when describing the material used to manufacture an object, e.g. *The bottle is made of plastic*. We use *used for* when describing the function of an object, e.g. *Bottles are used for keeping water in*.

EXTENDING THE GRAMMAR

We can also say that something is *made from* a material. What is the difference between *made of* and *made from*? When we say something is *made of* something else, we mean that the form of the material

PAGE 38

READING: Classified advertisements

BACKGROUND INFORMATION

The adjective *classified* refers to the arrangement of advertisements into categories, e.g. things for sale, services offered. Classified advertisements are small advertisements found in newspapers, magazines and on websites. Nowadays, people usually use eBay and other selling sites to sell unwanted items.

A WAY TO INTRODUCE THE READING PAGE

Ask: *If you want to sell something, what kind of advertisement can you put in a newspaper or online?* Elicit or introduce the phrase *classified advertisement*

and write it on the board. Explain that these type of advertisements are usually very short.

UNDERSTANDING THE TEXT

Once students have read the advertisements and completed the comprehension exercise, ask them to identify the adjectives used to describe the quality of the objects in the ads, e.g. *beautiful, excellent, perfect, incredible, good*.

EXTENSION ACTIVITY

Students go online to research examples of classified advertisements. They can use the examples they find as inspiration for the advertisement they have to produce in the writing task on page 39.

PAGE 39

WRITING: Write a classified advertisement

A WAY TO INTRODUCE THE WRITING PAGE

Write the following on the board: *A bike. It's new. It's not been used much. It's in perfect condition. It costs £600. Telephone: 987 552.* Show how this information can be abbreviated to produce a typical classified advertisement: *Bike. New. Not been used much. In perfect condition. £600. Tel: 987 552.* Then refer students to Exercise I. Some students might find this exercise difficult, so you may want to do it with the class as a whole.

THE HELP WITH WRITING BOX

You can either read out the information in the box or ask students to read the information themselves. To help students understand the use of abbreviation in classified advertisements, go through each of the ads on page 38, eliciting or introducing the way it has been used.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Encourage students to choose an object that they like. This will make it easier for them to write about it. Monitor while students write their advertisements. Help them use the abbreviated style referred to in the Help with Writing box.

SPEAKING ACTIVITY

In pairs, students say which of the objects in the advertisements on page 38 they would most like to buy and why.

6 In Istanbul

PAGES 40 AND 41

SUPER GRAMMAR: *Should / Shouldn't*

We use *should / shouldn't* to give someone advice, to suggest something, or to talk about what it is right to do in a particular situation. e.g. *You should go to bed. You look tired.*

EXTENDING THE GRAMMAR

Note that *should* is not the same as *must* or *have to*. *You should go to bed* means 'it is a good idea that you go to bed'. *You must go to bed* means 'I feel strongly that it is necessary that you go to bed'. *You have to go to bed* means 'It is necessary that you go to bed'.

SPEAKING ACTIVITY

In pairs, students take it in turns to give each other advice, e.g. Student A says: *I'm thirsty*. Student B says: *You should have a glass of water*.

PAGES 42 AND 43

SUPER GRAMMAR: *Could I ... / Do you mind if I ...?*

We use *Could I ... / Do you mind if I ...?* to ask someone politely if we can do something, e.g. *Could I open the window? / Do you mind if I sit here?*

EXTENDING THE GRAMMAR

Could I / Do you mind if I ...? are very polite ways of asking someone if you can do something. A less formal, but still polite, way of asking someone if you can do something is *Can I ...?*, e.g. *Can I try on this T-shirt?*

SPEAKING ACTIVITY

Students role play a conversation in a shop between a shop assistant and a customer, e.g. A: *Excuse me. Can I try on this hat, please?* B: *Yes, of course.* A: *Thank you.* B: *What do you think?* A: *I like it! Do you mind if I try on a scarf as well?* B: *Not at all!*

PAGE 44

READING: A travel diary

BACKGROUND INFORMATION

Seville (*Sevilla* in Spanish) is a city in the south-west of Spain. It is the capital of the region of Andalusia (*Andalucía* in Spanish) and the fourth-largest city in Spain.

A WAY TO INTRODUCE THE READING PAGE

Write *visiting cities* on the board. Elicit activities that tourists can do in cities, e.g. go to museums, eat in restaurants, take photographs of famous buildings, buy souvenirs, take tours of the city in a bus, or go on a boat trip.

UNDERSTANDING THE TEXT

Once students have read Joe's travel diary and completed the comprehension exercise, ask them to summarise its contents. (Joe writes about his family's five-day trip to Seville. They visit a park, walk around the old parts of the city, go on a boat trip and buy souvenirs.)

EXTENSION ACTIVITY

Students go online to research other cities in Spain. In pairs they can then say where they would like to visit and why.

PAGE 45

WRITING: Write a travel diary entry

A WAY TO INTRODUCE THE WRITING PAGE

Write the names of the following cities in a line across the top of the board: *New York, Istanbul, London, Paris, Madrid, Beijing*. Elicit information about each of the cities and write this underneath each city. Students can draw on this information for the writing task in Exercise 2.

THE HELP WITH WRITING BOX

Make sure students understand the main point, which is that the most interesting travel writing gives the reader the feeling that they are travelling themselves. Writers do this by giving the reader an immediate impression of the events and where they take place.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Refer students back to the information you put up on the board earlier. Tell students to choose one of the cities about which to write a travel diary. Encourage students to use Joe's travel diary as a model to follow. Point out his use of exclamation marks, his use of quotes, the fact that he begins each of his diary entries by telling us what day of the trip it is.

SPEAKING ACTIVITY

In pairs, students talk about which of the cities in Exercise 2 they would most like to visit and why.

7 The story teller

PAGES 46 AND 47

SUPER GRAMMAR: *Will* for offers and promises

We use *will* to make offers, e.g. *Are you tired? I'll make lunch, so you can sit down and have a rest.* We also use *will* to make a promise, e.g. *Yes, Mum! I'll do my homework before I watch any YouTube videos.*

EXTENDING THE GRAMMAR

If we want to be emphatic about a promise we make, we use the full form of *will* rather than the contracted form. We also stress the word *will* heavily, e.g. *I will stop eating chocolate for breakfast!*

SPEAKING ACTIVITY

Elicit problems that students might have and write these on the board, e.g. *I'm hungry, I'm bored, I'm thirsty, My computer's broken.* In pairs, students take it in turns to make offers to each other using *will*, e.g. Student A says: *I'm cold,* Student B says: *I'll close the window.*

PAGES 48 AND 49

SUPER GRAMMAR: Present perfect with *just*

We use the present perfect with *just* to talk about something we did or something that happened a very short time ago, e.g. A: *Would you like a drink?* B: *No, thanks. I've just had a glass of water.*

EXTENDING THE GRAMMAR

In American English, *just* is used with the simple past, e.g. *I just saw him.* This is also common in informal British English.

SPEAKING ACTIVITY

In pairs, students take it in turns to mime actions for their partner to describe using *just*, e.g. *You've just picked up a book. / You've just dropped your pen on the floor.*

PAGE 50

READING: A letter

BACKGROUND INFORMATION

William Shakespeare (1564–1616) is considered England's greatest writer. Many of the phrases that he wrote remain an everyday part of the English language. *A Midsummer Night's Dream*, one of Shakespeare's most popular plays, is a comedy about love and magic that takes place in Athens, mostly in woodland outside the city.

A WAY TO INTRODUCE THE READING PAGE

Ask: *When did you last write a letter to someone?* Find out if anyone in the class ever writes letters to friends or members of the family. The answer is likely to be 'no', so you could then ask students why they think digital communication, such as texts and posts on social media, is better than a letter.

UNDERSTANDING THE TEXT

Once students have read the letter and completed the comprehension exercise, ask them to summarise its contents. (Ciaran tells his aunt about a trip to the theatre to see Shakespeare's *A Midsummer Night's Dream*. He is very excited by the play.) You could then ask students about the promise Ciaran makes to his aunt and whether they think he will keep it. (He promises to keep writing letters to her.)

EXTENSION ACTIVITY

In his letter Ciaran writes *lots of my friends talk about how much they want to turn the Internet off or put their phones away.* Refer students to this sentence. Encourage students to discuss it in small groups. *Do they ever feel that way? What do they think life would be like without the Internet and smartphones?*

PAGE 51

WRITING: Write a letter

A WAY TO INTRODUCE THE WRITING PAGE

Write *How are you?* on the board. Elicit any other ways that students know of asking someone how they are, then refer them to Exercise 1.

THE HELP WITH WRITING BOX

Ask: *Why is letter writing a good alternative to email and text messages?* Elicit ideas, e.g. a letter is more personal and not something we delete by pressing a button; writing and sending a letter takes time, which means that we put more thought into it than we do a text message that we write very quickly on our smartphone.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Elicit ways of beginning a letter to a relative, e.g. *Dear + the name of the person; Hi; Hello*. You could then elicit or introduce ways of thanking someone for the letter you received, e.g. *Thanks for your letter. / It was great to get a letter from you. / I really enjoyed reading your letter.*

SPEAKING ACTIVITY

In pairs, students take it in turns to read out their letters to each other. Together, they can correct any mistakes they find and look for ways to improve their letters.

SPEAKING ACTIVITY

Put students into small groups of four or five. Write on the board, *If it's sunny tomorrow, ...*. Elicit some ideas to complete the sentence, e.g. *I'll go to the beach*. Then write, *If I go to the beach I'll, ...* on the board. Tell students to take turns in their groups to use the sentence endings to begin the next clause. Students keep going in this way until they have come up with a few completed first conditional sentences.

PAGES 54 AND 55

SUPER GRAMMAR: *What if ... ?*

We use *What if ... ?* to ask someone what will happen as a consequence of something else happening, e.g. A: *Let's go to the park on Sunday*. B: *But what if it's cold?* A: *We'll wear warm clothes!*

EXTENDING THE GRAMMAR

A common way to answer a *What if ... ?* question is to say *don't worry*. We can also respond to it by using a first conditional sentence, e.g. A: *Let's swim in the sea*. B: *What if it rains?* A: *If it rains, we'll swim in the pool.*

SPEAKING ACTIVITY

Ask students to imagine that they are making plans for the weekend. Elicit some ideas first and write these on the board, e.g. *Let's go to the park; Let's go swimming; Let's go to the cinema*. They can then work in pairs to role play conversations similar to the ones in Exercise 3 on page 55. Students can have two conversations, taking a different role each time.

8 Museum of the future

PAGES 52 AND 53

SUPER GRAMMAR: *If* clauses

We use the first conditional to talk about real possibilities in the present and future, e.g. *If you practise the guitar every day, you'll get better*. This means 'you will improve on the guitar only after you have practised every day'.

EXTENDING THE GRAMMAR

We can put either the *if* clause or the main clause at the beginning of the first conditional sentence with no change in its meaning. When the *if* clause goes first in the sentence, a comma is used between the *if* clause and the main clause, e.g. *If we go to New York, we'll visit Central Park*. When the *if* clause goes second in the sentence, a comma is not used between the clauses, e.g. *We'll visit Central Park if we go to New York*.

PAGE 56

READING: A newspaper article

BACKGROUND INFORMATION

'Cyborg' is a word formed from 'cyber' and 'organism'. A cyborg is a human being whose functioning is helped by mechanical or electronic devices implanted in the body. At the moment, this union of machine and human is science fiction, but that may not be the case for long!

A WAY TO INTRODUCE THE READING PAGE

Write *robot* on the board. Put students into small groups to brainstorm examples of films, books or TV programmes that feature robots, e.g. *Wall-E, Robocop, Star Wars*.

UNDERSTANDING THE TEXT

Once students have read the newspaper article and completed the comprehension exercise, ask them to summarise its contents. (The article is about a factory in Berlin that makes expensive robots for the car industry.) You could then ask students to say what Helga Weber (the Chief Engineer at the factory) believes about the future (that robots will be everywhere).

EXTENSION ACTIVITY

In small groups, students can design a simple robot to do something practical. Students can use the Internet to research different types of robot and then design their own robot based on the others that they have read about. They must give their robot a name and say what it can do. Students can present their design to the class, e.g. *This is our robot. It is called Z3 Blue. If you press this button on its head it'll say 'hello' to you.*

PAGE 57

WRITING: Write a newspaper article

THE HELP WITH WRITING BOX

Make sure that students understand the essential idea: newspaper articles need to get right to the point. Opening sentences are particularly important – a good opening to an article makes the reader want to carry on reading it.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Write *Robots for Art* on the board. Elicit the information about the company, e.g. where it is based (Tokyo), the name of the chief engineer (Konda Taka), what the company does (makes robot artists). Make sure that students understand all the information before they begin writing their newspaper articles. You could then elicit ways of beginning the article, e.g. *Will the new Picasso be a robot? / Robots for Art is a company of the future. / Would you like your own robot artist?*

SPEAKING ACTIVITY

In pairs or small groups, ask students to talk about robots. Put the following questions on the board: *Are robots a good thing? Why? Why not? Will we all have robots at home one day? Will robots take people's jobs away?* You could put some phrases for discussion on the board: *I think ... , I don't think ... , In my opinion ... , I agree, I disagree.* Monitor while students discuss the questions.

9 Mystery at sea

PAGES 58 AND 59

SUPER GRAMMAR: Present perfect with *already* and *yet*

We use the present perfect to connect past actions and states to the present. We use *already* to talk about actions which have happened before now. We use *yet* to talk about actions which haven't happened up to

now. E.g. *I've already finished my Maths homework, but I haven't done my English homework yet.*

EXTENDING THE GRAMMAR

We often use *already* to say that something has happened sooner than we expected, e.g. *He's already learned how to play the piano, the saxophone and the violin and he's only twelve!*

SPEAKING ACTIVITY

Divide the class into teams. Ask each group to nominate its captain. The captain has the responsibility of giving their team's answers. Write some past participles on the board (e.g. *been done, seen*). The first captain to put their hand up and say a sentence correctly using the present perfect with either *already* or *yet* wins a point for their team. The team with the most points at the end of the game wins.

PAGES 60 AND 61

SUPER GRAMMAR: *Have you ... yet?*

We use *Have you ... yet?* to ask someone if they have done something at some point up to now, e.g. A: *Have you done your Science homework yet?* B: *Yes, I have.*

EXTENDING THE GRAMMAR

In American English, *yet* is often used with the simple past, e.g. *Did you watch that film yet? / I didn't read that book yet.* In British English, the present perfect is preferred, e.g. *Have you watched that film yet? / I haven't read that book yet.*

SPEAKING ACTIVITY

In pairs, students can ask each other questions using *Have you ... yet?* Tell them to use the verbs in Exercise 1 on page 58 to prompt them. Encourage them to respond by using the short answers *Yes, I have* and *No, I haven't.*

PAGE 62

READING: A postcard

BACKGROUND INFORMATION

The National Maritime Museum is located in Greenwich in south-east London. It was opened by King George VI in 1937 and tells the story of Britain's relationship with the sea.

A WAY TO INTRODUCE THE READING PAGE

Write *museums* on the board. Elicit examples of museums from the countries the students are from. You could also elicit examples of famous museums from around the world, e.g. the Louvre in Paris, the Museum of Modern Art in New York.

UNDERSTANDING THE TEXT

Once students have read the postcard and completed the comprehension exercise, ask them to say where Gareth is, where he has been, where he went yesterday, and where he is going tomorrow. (Gareth is in London. He has already visited Buckingham Palace, Tower Bridge and the British Museum. Yesterday he went to the National Maritime Museum. Tomorrow, he is going on the London Eye.)

EXTENSION ACTIVITY

Students go online to research famous museums in London. (See the Speaking Activity for page 63, which is a follow-up to this activity.)

PAGE 63

WRITING: Write a postcard

A WAY TO INTRODUCE THE WRITING PAGE

Check students' understanding of the phrase *sign off*, which means 'conclude a message'. You could then elicit examples of how we sign off a postcard, e.g. *Goodbye!* / *Bye for now!* / *See you soon!* before students do Exercise 1.

THE HELP WITH WRITING BOX

Remind students that there is so little space to write on a postcard that we have to get straight to the point!

HELPING STUDENTS WITH THE WRITING ACTIVITY

Write *London* on the board. Elicit everything that students know about the city, e.g. where it is, how big it is, its famous buildings, parks and museums. You could also find out if anyone in the class has ever been to London and what they thought of the city.

Ask: *How can we begin the postcard?* Elicit some ideas and write them on the board, e.g. *Dear Mum and Dad, London is great!* / *Hi Mum and Dad. We're having a great time in London!* / *Hello Mum and Dad, I really like it here in London.* Encourage students to follow the structure of the postcard referred to in the Help with Writing box. They should also use Gareth's postcard on page 62 as a model to follow.

SPEAKING ACTIVITY

In pairs students can talk about the museums they researched in the Extension Activity section at the end of the Reading page and then say which museums they would like to visit and why.

Level 5 Grammar Key

Starter Unit The Science lesson

[Page 4]

Exercise 1

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

[Page 5]

Exercise 2

- 2 was/were, wasn't/weren't
- 3 kept, didn't keep
- 4 called, didn't call
- 5 said, didn't say
- 6 put, didn't put
- 7 gave, didn't give
- 8 mixed, didn't mix
- 9 stayed, didn't stay
- 10 watched, didn't watch

Exercise 3

- 2 put 3 said 4 put 5 gave
- 6 mixed 7 watched 8 didn't stay
- 9 kept 10 was

Exercise 4

- 2 have, had 3 is, was 4 tells, told
- 5 give, gave 6 send, sent

[Page 6]

Exercise 1

- 2 Did you **watch** the Barça match last night?
- 3 Where **did** you **go** last Sunday?
- 4 What present did you **get** for your sister's birthday?
- 5 **Were** you tired this morning?
- 6 Did you **go** on holiday last year?

[Page 7]

Exercise 2

- 2 did 3 Did 4 was 5 Did 6 Were

Exercise 3

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

Exercise 4

- 2 What 3 What 4 Who
- 5 Where 6 When

Exercise 5

Students' own answers

[Page 8]

Exercise 1

- 2 Chemistry 3 Paris
- 4 Maurice Wilkins
- 5 1953 6 1962

[Page 9]

Exercise 1

- 2 London, 1815
- 3 The inventor, Charles Babbage
- 4 A type of early computer
- 5 She wrote a program for it
- 6 1852

Exercise 2

Students' own answers

1 Disaster!

[Page 10]

Exercise 1

- 2 was 3 coming 4 was 5 were
- 6 heard

[Page 11]

Exercise 2

- 2 were, doing
- 3 were listening
- 4 was telling
- 5 were shouting
- 6 was rising

Exercise 3

- 2 When the storm came, I **was** walking through the park.
- 3 What **were** you doing last night at 6 o'clock?
- 4 When the lights went out, I **was** doing my homework.
- 5 I **was watching** a film when the fire started.
- 6 We **were** having dinner when we heard the news.

Exercise 4

Students' own answers

[Page 12]

Exercise 1

- 2 While my father was writing an email, my sister **was** talking on the phone.
- 3 While I **was playing** a computer game, my mother was making a cup of tea.
- 4 While **Jane was** swimming, we were playing tennis on the beach.
- 5 While I was studying for my Science test, my friends **were going** to the cinema.
- 6 While Marco and Otto **were** watching the football match, I was reading a book.

[Page 13]

Exercise 2

- 2 was sleeping 3 were playing
- 4 was drinking 5 was talking
- 6 was cutting

Exercise 3

Students' own answers

Exercise 4

Students' own answers

[Page 14]

Exercise 1

- 2 fruit and vegetables
- 3 the market in the main square
- 4 eight
- 5 an old man called Constantine
- 6 Katerina and her family

[Page 15]

Exercise 1

- 2 This is unbelievable.
- 3 Is this really happening?
- 4 It's so awful.
- 5 It's a tragedy.
- 6 I'm lost for words.

Exercise 2

Students' own answers

2 In the rainforest

[Page 16]

Exercise 1

- 2 100,000
- 3 2,000,000
- 4 300,000
- 5 600
- 6 80,000

[Page 17]

Exercise 2

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

Exercise 3

- 2 4,670
- 3 75,000
- 4 110,840
- 5 310,442
- 6 820,103
- 7 2,000,000
- 8 4,989,999

Exercise 4

- 2 two million
- 3 thirty-five thousand
- 4 fifteen thousand
- 5 one hundred and fifty
- 6 six thousand, four hundred

[Page 18]

Exercise 1

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

[Page 19]

Exercise 2

- 2 Do you **have** to tidy your room?
- 3 My parents **have to** get up very early every morning.
- 4 My sister **has** to take the dog for a walk before school.
- 5 Last night, I **had to write** a story for my English class.
- 6 My brothers **don't** have to help in the kitchen. They **have to** clean the bathroom.
- 7 Yesterday, I **had to** tidy my room. It took ages!
- 8 I **have to** help cook **dinner**, but I **don't** have to wash up.

- 9 We **don't** have to get up early tomorrow. It's Saturday.
- 10 Do your **parents** have to work at the weekend?

Exercise 3

Students' own answers

Exercise 4

Students' own answers

[Page 20]

Exercise 1

- 2 True
- 3 True
- 4 False. Tourists stay in a log cabin near the river.
- 5 True
- 6 False. The flight is included.

[Page 21]

Exercise 1

- 2 What are you waiting for?
- 3 Sign up today.
- 4 It's the holiday of a lifetime.
- 5 Thousands of satisfied customers.

Exercise 2

Students' own answers

3 The rock 'n' roll show

[Page 22]

Exercise 1

- 2 see 3 visit 4 play 5 come
- 6 have

[Page 23]

Exercise 2

- 2 I'm not going to buy a new guitar.
- 3 My brother's not going to study Maths at university.
- 4 My mum's not going to start her new job soon.
- 5 My friends and I are not going to watch the final of the Champions League.
- 6 My dad's not going to make a cake with my sister.
- 7 My cousins are not going to spend a week in Buenos Aires.

- 8 We're not going to visit my grandparents in Istanbul.
- 9 I'm not going to study Arabic next year.
- 10 My sister's not going to start her driving lessons tomorrow.

Exercise 3

- 2 What are you going to do tonight?
- 3 Where are you going to go for your summer holiday?
- 4 What languages are you going to study in school next year?
- 5 Which friends are you going to meet at the weekend?
- 6 When is your family going to have a special meal?

Exercise 4

Students' own answers

[Page 24]

Exercise 1

- 2 It's five past nine.
- 3 It's twenty to eight.
- 4 It's ten past twelve.
- 5 It's ten to five.
- 6 It's twenty past three.

[Page 25]

Exercise 2

- 2 It's **ten** past eight.
- 3 It's five **past** three.
- 4 It's twenty **past** one.
- 5 It's **ten** to three.
- 6 It's **twenty** past eight.

Exercise 3

- 2 ten past eight
- 3 twenty to seven
- 4 twenty past three
- 5 ten to five
- 6 ten past five
- 7 twenty to one
- 8 five past one
- 9 twenty past seven
- 10 five past eight

Exercise 4

Students' own answers

[Page 26]

Exercise 1

Time of concert: ten past seven

Meeting where: at the bus station

Who is going: Osman, Karl, Noelia

Members of the band: Marvin, Jay, Kelly, Sal

[Page 27]

Exercise 1

2 e, 3 b, 4 a, 5 d

Exercise 2

Students' own answers

4 Space restaurant

[Page 28]

Exercise 1

- 2 fifteenth
- 3 twenty-second
- 4 thirty-first
- 5 thirty-eighth
- 6 forty-fourth

[Page 29]

Exercise 2

- 2 The fifth of May
- 3 The twenty-ninth of July
- 4 The twenty-third of February
- 5 The eighth of November
- 6 The thirtieth of August

Exercise 3

- 2 The third of March
- 3 the fourth of May
- 4 the fifth of May
- 5 the twenty-fifth of April
- 6 the twenty-eighth of April

Exercise 4

Students' own answers

Exercise 5

Students' own answers

[Page 30]

Exercise 1

- 2 If my brother **enjoys** a film, he talks about it for hours.

- 3 If you **don't** exercise, you put on weight.
- 4 If you **stand** in the rain, you get wet.
- 5 If Sam **runs** in the summer, he gets very hot.
- 6 If I travel by car, I **feel** sick

[Page 31]

Exercise 2

2a, 3a, 4c, 5c

Exercise 3

- 2 feel 3 think 4 do 5 ask 6 need
- 7 put 8 know

Exercise 4

Students' own answers

[Page 32]

Exercise 1

- 2 Saturday the first of May
- 3 The Hong Kong Space Restaurant
- 4 to celebrate Jana's 12th birthday
- 5 The waiters are dressed as robots
- 6 Jana's mum Samantha

[Page 33]

Exercise 1

Students' own answers

Exercise 2

Students' own answers

5 The Wild West

[Page 34]

Exercise 1

- 2 making music
- 3 protecting your eyes
- 4 metal
- 5 plastic
- 6 opening and closing doors
- 7 glass
- 8 cutting things

[Page 35]

Exercise 2

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

Exercise 3

- 2 Vases are **used** for putting flowers in.
- 3 Woolly hats are **used** for keeping your head warm in winter.

- 4 Saddles are **made** of leather.
- 5 Pencils **are** made of wood.
- 6 Tables are used **for** putting things on.
- 7 T-shirts are often **made** of cotton.
- 8 Pen drives are used **for** saving data on.

Exercise 4

Students' own answers

[Page 36]

Exercise 1

- 2 Do you know Jon's brother?
- 3 I really like Mum's new bike.
- 4 Where is Alex's hat?
- 5 Javi's tennis racquet is broken.
- 6 Tom's badge is made of gold.
- 7 Ana's cat is called Sheriff.
- 8 Hasan's jacket is in the wardrobe.

[Page 37]

Exercise 2

- 2 Carla's brothers are much older than her.
- 3 Michael's dog is very friendly.
- 4 My grandparents' house is very small.
- 5 My parents' car needs to be repaired.
- 6 William's piano is very old, but he loves it.
- 7 My sisters' bedrooms are on the second floor of the house.
- 8 Mum's computer is better than mine.

Exercise 3

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

Exercise 4

Students' own answers

[Page 38]

Exercise 1

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

[Page 39]

Exercise 1

- 2 In perfect condition.
- 3 Bike and helmet.
- 4 Piano. Not used much.
- 5 Beautiful scarf. Made of wool.
- 6 Tel: 443 172.

Exercise 2

Students' own answers

6 In Istanbul

[Page 40]

Exercise 1

- 2 shouldn't 3 should 4 shouldn't
5 should 6 should 7 should
8 shouldn't

[Page 41]

Exercise 2

- 2 shouldn't 3 should 4 should
5 should 6 shouldn't 7 shouldn't
8 should

Exercise 3

- 2 learn 3 hear 4 walk 5 eat
6 meet

[Page 42]

Exercise 1

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

[Page 43]

Exercise 2

- 2 mind 3 tell 4 Could 5 Do 6 try
7 show 8 if

Exercise 3

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

Exercise 4

Students' own answers

[Page 44]

Exercise 1

- 2 True
3 True
4 False. They went to the park on Day One.
5 False. Joe bought a flag.

[Page 45]

Exercise 1

Students' own answers

Exercise 2

Students' own answers

7 The story teller

[Page 46]

Exercise 1

- 2 I'll open 3 I'll do 4 I'll go
5 I'll make 6 I'll take

[Page 47]

Exercise 2

- 2 use 3 do 4 tidy 5 wash 6 take
7 make

Exercise 3

- 2 bring 3 make 4 bake 5 text 6 go

Exercise 4

Students' own answers

[Page 48]

Exercise 1

- 2 Mum's just got back from work.
3 Paul's just had a text message.
4 Dad's just heard the story.
5 Sam's just taken the dog for a walk.
6 I've just had my exam results.
7 Tara's just got home.
8 Sue's just finished her History project.

[Page 49]

Exercise 2

- 2 Alma's just finished her Science homework.
3 Grandma's just **got** on the bus.
4 Sorry, I've just broken the vase.
5 My brother **has** just seen that film. He loved it!
6 My sister's just **gone** to bed. She was really tired.

Exercise 3

- 2 Mum's just seen him.
3 Dad and Grandma have just gone out.
4 I've just eaten something.
5 We've just come back.
6 My friends have just heard the news.

Exercise 4

Students' own answers

[Page 50]

Exercise 1

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

[Page 51]

Exercise 1

- 2 How are things?
3 How is everything?
4 How's it going?
5 How are you doing?
6 Is everything all right with you?

Exercise 2

Students' own answers

8 Museum of the future

[Page 52]

Exercise 1

- 2 a 3 f 4 d 5 b 6 e

[Page 53]

Exercise 2

- 2 go, 3 meet, 4 will learn,
5 I'll understand, 6 do

Exercise 3

- 2 is 3 are 4 see 5 dance 6 do
7 rains 8 plan

Exercise 4

Students' own answers

[Page 54]

Exercise 1

- 2 What if it snows?
3 What if the computer breaks?
4 What if they're not at home?
5 What if we don't pass the exam?
6 What if they don't have the right one?

[Page 55]

Exercise 2

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

Exercise 3

- 2 What 3 if 4 he 5 do 6 go

Exercise 4

Students' own answers

[Page 56]

Exercise 1

2 Berlin 3 Engineer 4 mechanics
5 farmers 6 Over 2,000

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Exercise 1

Location: Tokyo, Japan

What it produces: robot artists

Who buys the robots: multinational
companies, rich businessmen and
women

Name of the Chief Engineer: Kondo
Taka

What the Chief Engineer says: 'If you
tell the robot what kind of painting
you want, it will do exactly what
you ask.'

Exercise 2

Students' own answers

9 Mystery at sea

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Exercise 1

2 gone
3 done
4 had
5 seen
6 made
7 written
8 read
9 learnt / learned
10 eaten

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Exercise 2

2 already, learnt / learned
3 already, done / had / finished
4 made, yet
5 already, had / eaten
6 already, gone
7 seen, yet
8 already, written / finished
9 eaten / had, yet
10 read / finished, yet

Exercise 3

2 already, thought
3 already broken
4 been
5 already read
6 already written

Exercise 4

Students' own answers

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Exercise 1

2 Have you seen the film yet?
3 Have you heard that song yet?
4 Have you started your Chinese
lessons yet?
5 Have you had anything to eat yet?
6 Have you bought Dad a birthday
card yet?
7 Have you played that new computer
game yet?
8 Have you cleaned the kitchen yet?

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Exercise 2

2 done 3 been 4 made 5 washed
6 walked 7 tidied 8 phoned

Exercise 3

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

Exercise 4

2 yet 3 Have 4 yet 5 Have
6 yet 7 Haven't 8 have

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Exercise 1

2 False. He's already been to
Buckingham Palace.
3 True
4 True
5 False. He saw them and found them
interesting.
6 True

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Exercise 1

2 a, 3 d, 4 c, 5 b

Exercise 2

Students' own answers