



# 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

## Back to school

### PAGES 4 AND 5

#### **SUPER GRAMMAR:** Present perfect with *already*/ *yet* revision

The present perfect connects past actions and states to the present. We use *already* to talk about actions which have happened before now, e.g. *I've already finished reading the book you gave me.* We use *yet* to talk about actions which haven't happened up to now, e.g. *I haven't played my new computer game 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 History exam yet?*  
B: *Yes, I have.*

#### **EXTENDING THE GRAMMAR**

*Yet* changes the meaning of the question. When we ask *Have you finished your homework?* we want to know whether the person has finished their homework at some point before now. However, when we ask *Have you finished your homework yet?* we suggest that we expected the person to have finished their homework by now.

#### **SPEAKING ACTIVITY**

In pairs, students can ask each other questions using *Have you ... yet?* They can use the questions in Exercise 2 as a guide. Encourage them to respond using the short answers *Yes, I have.* / *No, I haven't.*

### PAGES 6 AND 7

#### **SUPER GRAMMAR:** *who* / *which* / *where* revision

*Who/which/where* are relative pronouns. We use them to give more information about a person, thing or place which was referred to earlier in the sentence, e.g. *The girl who won the swimming race went to my school.*

#### **EXTENDING THE GRAMMAR**

In informal spoken and written English the relative pronoun is often omitted when it is the object of the sentence, e.g. We can say *The tennis courts which we played on were new* or *The tennis courts we played on were new.*

#### **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 gapped sentences on the board (use a selection of sentences from the Student's Book and/or Workbook). The first captain to put their hand up and give the correct relative pronoun wins a point for their team. The team with the most points at the end of the game wins.

### PAGE 8

#### **READING:** A school newsletter

#### **BACKGROUND INFORMATION**

The school featured in the newsletter is called The Alan Turing High School. Alan Turing (1912–1954) was an English computer scientist whose work on artificial intelligence in the 1930s and '40s led to the creation of computers and computer programming.

#### **A WAY TO INTRODUCE THE READING PAGE**

Write *newsletter* on the board. Elicit or give a definition of this word. (A newsletter is a regular report which contains information on a particular organisation or subject. Newsletters are often sent out by email.) There is further information on school newsletters in the Help with Writing box on page 9.

#### **UNDERSTANDING THE TEXT**

Once students have read the newsletter and completed the comprehension exercise, ask them to summarise the content. (The newsletter tells parents and teachers about the new football pitch, the new running track, the extra bike racks, the new bell and the school's first tennis coach. It also says that the railings haven't been repaired yet.)

Ask: *Why are school newsletters useful for parents and students?* Elicit an answer to this question. (Newsletters keep parents and students informed and help everyone feel a part of the school community.)

Draw students' attention to the heading 'Saved by the new bell!' Explain that the phrase 'saved by the bell' is an idiom which is used to say that we have escaped from a difficult situation at the very last moment, e.g. *Ms Wilson said I had to read my poem to the class. I didn't want to do it. Just then there was a knock at the door. It was Mr Martins. 'Ms Wilson,' he said, 'The headteacher wants to see you for a moment. I'll take your class.' I didn't have to read my poem out. Phew! Saved by the bell!*

#### **EXTENSION ACTIVITY**

In small groups, students can discuss the facilities that schools might have, e.g. *swimming pool, library, computer room, football pitch.* They should write a list of the most important facilities and then share their ideas with the class.

## PAGE 9

**WRITING:** Write a school newsletter

### A WAY TO INTRODUCE THE WRITING PAGE

Ask students to highlight the use of positive language in the newsletter on page 8: *will really enjoy, amazing new pitch, bright and clean, delighted to welcome*. Make sure students understand the meaning of these phrases and how they are used in the newsletter to create an enthusiastic mood. Then ask students to do Exercise 1.

### 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 newsletters are meant to be informative.

### HELPING STUDENTS WITH THE WRITING ACTIVITY

Elicit ways of beginning the school newsletter, e.g. *Welcome to this week's School Newsletter. / Dear parents and students, we have lots to tell you about this week! / What a week for our school! There is a lot to tell you about*. Encourage students to make use of the sentences in Exercise 1 in their newsletters. Monitor while students write their newsletters and help as necessary.

### SPEAKING ACTIVITY

In pairs, students take it in turns to read out their school newsletters to each other. They can then take a closer look at each other's writing and look for ways to improve it (focusing on grammar, spelling, punctuation, use of paragraphs, etc.).

### SPEAKING ACTIVITY

Students work alone. They write down five sentences about their lives using the present perfect with *for* and *since*. 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 12 AND 13

### SUPER GRAMMAR: *How long have you ... ?*

We use *How long have you ... ?* to ask someone a question about the length of time they have done an action, e.g. *How long have you had your cat?* We also use it to ask someone a question about the length of time they have been something, e.g. *How long have you been a chess player?*

### EXTENDING THE GRAMMAR

We can also use the *How long ... ?* question with the simple past, e.g. *How long did you live in Spain?* Note that this question refers to an action which finished at some point in the past.

### SPEAKING ACTIVITY

In pairs, students can ask and answer questions with *How long have you ... ?* using the examples in Exercise 2 on page 13 as models to follow.

## PAGE 14

**READING:** An email to ask for information

### BACKGROUND INFORMATION

Theme parks are amusement parks which have a single unifying theme such as pirates or dinosaurs. Disneyworld in Florida is one of the most famous examples. Theme parks usually feature rides and are often located in parkland.

### A WAY TO INTRODUCE THE READING PAGE

Write *theme park* on the board. Elicit examples of theme parks (e.g. Euro Disney in Paris). In pairs, students can say which theme parks they have been to and what they thought of them. Encourage students to give reasons for their ideas, e.g. *I didn't like Euro Disney because we had to queue for a long time for the rides*.

### UNDERSTANDING THE TEXT

Write *Asking someone for information* on the board. Elicit examples of information we might ask someone, e.g. asking how much a ticket to see a film costs at a cinema, asking about opening times at a museum. Tell students that we sometimes write emails to people to ask for information and that such emails have a formal style. Then refer students to the text on page 14.

Once students have read the email and completed the comprehension exercise, ask them to summarise the content. (Steven Robertson would like to know if there is a discount price for a group, if the rides are safe for everyone, and if you can walk from the station to the

# 1 The treasure

## PAGES 10 AND 11

**SUPER GRAMMAR:** Present perfect with *for* and *since*

We use present perfect with *for* and *since* to talk about actions which began in the past and continue to the present, e.g. *I've lived in London since I was eight years old*. We also use them for states which began in the past and continue to the present, e.g. *My mum has been a doctor for twenty years*. We use *for* to refer to a period of time (e.g. *for three days*) and *since* for a point in time (e.g. *since last Monday*).

### EXTENDING THE GRAMMAR

Some languages use the present tense to convey the idea of an action which began in the past and continues in the present. The present tense cannot be used in this way in English, e.g. We say *I've lived here since 2012* not *I live here since 2012*.



theme park. He tells Fleur Jack that he has written to her several times, but that he hasn't had an email back from her yet.)

### EXTENSION ACTIVITY

Students go online to research famous theme parks around the world. They should come up with a list of three theme parks they would most like to visit. (See below for the Speaking Activity, which is a follow-up to this Extension Activity.)

## PAGE 15

**WRITING:** Write a formal email

### A WAY TO INTRODUCE THE WRITING PAGE

Ask: *Why aren't there any exclamation marks and smiley faces in Steven's email to Fleur?* Elicit the answer to the question. (Steven is writing a formal email to Fleur, so he shouldn't use the style of writing that he might use with a friend or family member.) Then ask students to do Exercise 1.

### THE HELP WITH WRITING BOX

Make sure that students understand the central idea, which is that the use of a subject line makes it easier for someone to both spot an email in their inbox and understand what that email is about, before they read it.

### HELPING STUDENTS WITH THE WRITING ACTIVITY

Ask students to close their books. Elicit the formal phrases introduced in Exercise 1. (*I am writing to ask you, I look forward to hearing from you.*) Encourage students to use these phrases in the email they have to write in Exercise 2. Elicit ways to begin the email to Fleur Jack, e.g. *Dear Fleur Jack, I am writing to ask you for some information about the Treasure Island Theme Park.*

### SPEAKING ACTIVITY

In pairs, students tell each other about the three theme parks they researched in the Extension Activity for the Reading page. They should tell each other why they chose those three theme parks.

# 2 Future transport

## PAGES 16 AND 17

**SUPER GRAMMAR:** *need to*

We use *need to* to talk about something it is essential, important or necessary to do, e.g. *I need to get some bread to make sandwiches for the picnic.* We use *don't need to* to say that it isn't essential, important or necessary to do something, e.g. *I don't need to get any cheese because Dad got some yesterday.*

## EXTENDING THE GRAMMAR

*Need to, have to and must* are all used to refer to some kind of obligation. We use *have to* to talk about something we have been told to do, e.g. *I have to tidy my room. Dad says it's untidy.* We use *must* to talk about something we tell ourselves to do, e.g. *I must study hard for this exam. I want to get top marks!* We use *need to* simply to say that something is necessary, e.g. *I need to phone Jack later. He wants to talk about our plans for the camping trip.*

### SPEAKING ACTIVITY

Write *What do you need to do if you want to become an Olympic athlete?* on the board. Drill the pronunciation of *athlete* /'æθli:t/. In pairs, students discuss this question. They should come up with a list of five things that people need to do in order to become Olympic athletes, e.g. *You need to work hard every day. You need to eat well. You need to believe in yourself.*

## PAGES 18 AND 19

**SUPER GRAMMAR:** *will / won't*

We use *will / won't* to make predictions, e.g. *I think we'll live on other planets one day.* Predictions using *will / won't* tend to be based more on personal feelings than actual evidence.

## EXTENDING THE GRAMMAR

When asking someone to make a general prediction about a situation in the future, we can use the question *What do you think will happen?* It is common to use the verb *think* with *will* when making predictions, e.g. *I think Barcelona will win La Liga again.*

### SPEAKING ACTIVITY

Put the following language for discussion on the board: *I think ..., I agree/disagree.* Check that students understand this language and know how to use it. In small groups, students discuss the predictions they made in Exercise 4, using the language for discussion that you put up on the board, e.g. A: *I think we will live on the moon.* B: *I disagree. I don't think we'll live on the moon. I think we'll stay on Earth.*

## PAGE 20

**READING:** An advertisement

### A WAY TO INTRODUCE THE READING PAGE

Write *advertisement* on the board. Elicit the meaning of the word (an advertisement is a notice, short film or song which tries to make people buy a particular product) then ask students to give some examples of recent advertisements that they like.

## UNDERSTANDING THE TEXT

Before students read the text, check that they understand the following vocabulary:

**Traffic jam:** a line of cars on the road that is either moving slowly or not moving at all, e.g. *There was a long traffic jam on the motorway.*

**Top of the range:** the best and most expensive item of all the types available, e.g. *My parents bought a top-of-the-range BMW.*

**Solar panel:** a panel that turns the sun's light into electricity.

Once students have read the advertisement and completed the comprehension exercise, elicit how the advertisement tries to make people buy the flying car. (The advertisement says that the flying car is beautiful, that with it you can avoid traffic jams and see the world from above. The advertisement also tries to make people buy the product by offering it at a discounted price.)

### EXTENSION ACTIVITY

In pairs, students say what they like and dislike about the Zipwing+. They can also say whether or not they would like to try flying it.

## PAGE 21

**WRITING:** Write an advertisement

### A WAY TO INTRODUCE THE WRITING PAGE

Ask: *What makes an effective advert?* Elicit ideas. (Use of images, memorable language, attractive colour and design.)

### THE HELP WITH WRITING BOX

Ask: *Why are slogans so important in advertisements?* Elicit or introduce the answer. (We remember good slogans, which means that we are more likely to buy the product associated with them.)

### HELPING STUDENTS WITH THE WRITING ACTIVITY

Elicit ideas for what a car of the future might look like. Write these ideas on the board. Give students a few minutes to plan their advertisements before they write them. They could look online for inspiration, as well as use the advertisement on page 21 as a model to follow. Encourage students to use a slogan for their advertisement. Remind them that slogans tend to be no longer than a sentence and are often no more than three or four words long.

### SPEAKING ACTIVITY

Students read out and show their advertisements to each other. They can then talk about ways their advertisements could be improved (e.g. better design, a more memorable slogan).

# 3 Ancient Egypt

## PAGES 22 AND 23

### SUPER GRAMMAR: Past passive

We use the passive to talk about who or what is affected by an action, not who or what does an action. Compare the passive *The pharaohs were buried in tombs* with the active *The Ancient Egyptians buried pharaohs in tombs*. The past passive is formed with *was/were* + past participle.

### EXTENDING THE GRAMMAR

The passive is used frequently in academic, technical and journalistic language, but tends to be avoided in informal spoken and written English. For example, we are more likely to say *People drive on the left in the UK* than *Cars are driven on the left in the UK*.

### SPEAKING ACTIVITY

In a group of four, students can write four quiz questions for another group to do. The quiz should contain information that students have already read about in the Student's Book, Workbook and the Super Grammar pages, e.g. (WB p.40) Tutankhamun's tomb was found in A 1922 B 1932 C 1945, (Super Grammar p.23) The world wide web was invented by: A an Englishman, B a Belgium, C an American.

## PAGES 24 AND 25

### SUPER GRAMMAR: a lot of / lots of / a few / a little

We use *a lot of / lots of / a few / a little* to talk about quantity, e.g. *There are a lot of apples, but there are only a few bananas*. We use *a lot of / lots of* with countable and uncountable nouns. We use *a few* with countable nouns. We use *a little* with uncountable nouns.

### EXTENDING THE GRAMMAR

A common informal alternative to *lots of/a lot of* is *loads of/a load of*, e.g. *We've got a load of fruit at home, so we don't need to buy any more*.

### SPEAKING ACTIVITY

Students work alone to draw a picture. This could show things in a fridge or things in a room. A partner then describes the picture using *a lot of / lots of / a few / a little*, e.g. *There's a lot of milk in the fridge. There's only a little chocolate*.

## PAGE 26

READING: An informal email

### BACKGROUND INFORMATION

Cairo is the capital of Egypt. The city is in the northeast of the country. Southwest of Cairo is the city of Giza, where the pyramids and the Sphinx are located.

### A WAY TO INTRODUCE THE READING PAGE

Write *Egypt* on the board. Elicit everything that students know about the country (e.g. where it is located, its famous cities and people, its weather). Students should be able to name the capital of Egypt and say that it is located in northeast Africa. Find out if any students have been to the country or if anyone would like to visit it.

### UNDERSTANDING THE TEXT

Once students have read the email and completed the comprehension exercise, ask them what the email is about. (Amber's trip with her family to Egypt, which didn't go that well. She tells of a delay at the airport, problems at the hotel and bad weather.)

### EXTENSION ACTIVITY

Students can go online to do more research into the culture of Egypt. They can look up famous places and make a list of places they would like to visit. In pairs, students can share what they found out.

## PAGE 27

WRITING: Write an informal email

### A WAY TO INTRODUCE THE WRITING PAGE

Elicit things that make an email informal. Students might mention the use of emoticons and exclamation marks. Then refer students to the Help with Writing box.

### THE HELP WITH WRITING BOX

Explain that contractions are a common feature of informal spoken and written English. Students should then do Exercise 1. Once they have completed the exercise, you could elicit more examples of the sort of language that we use in informal emails, e.g. *Hi*. / *How are you doing?*

### HELPING STUDENTS WITH THE WRITING ACTIVITY

Read through the information with the students. Make sure that they understand the task. Students can research the British Museum online. If you don't have access to the Internet, explain that the British Museum is a famous museum based in Bloomsbury in the centre of London. The museum houses a large collection of objects from the ancient world.

### SPEAKING ACTIVITY

Students can take a detailed look at the website of the British Museum and then talk about what they'd most like to see there.

# 4 Olympic sports

## PAGES 28 AND 29

### SUPER GRAMMAR: *could* (possibility)

We use *could* to talk about an action that is possible in the present or future, e.g. *Adam could win gold in the swimming. I can't wait to watch it!*

### EXTENDING THE GRAMMAR

A common alternative to *could* for making a suggestion is *Let's* + infinitive, e.g. A: *What do you want to do tomorrow?* B: *Let's go to the cinema!*

### SPEAKING ACTIVITY

Put students into pairs. Ask them to imagine they are friends planning a weekend of activities. Students should use the dialogues in Exercise 2 on page 29 as a model to follow.

## PAGES 30 AND 31

### SUPER GRAMMAR: present continuous (future)

We use the present continuous to talk about a future arrangement (i.e. a definite plan to do something), e.g. *We're flying to Rio on Saturday. I can't wait!*

### EXTENDING THE GRAMMAR

We use the present continuous for the future to talk about activities that can be arranged, e.g. *I'm playing tennis with Jack tomorrow. / I'm meeting Maria at four o'clock*. If the activity we intend to do is one that doesn't have to be arranged, we tend to use *going to* to talk about it, e.g. *I'm going to read my book tonight. / I'm going to relax this afternoon*.

### SPEAKING ACTIVITY

In pairs, students practise reading aloud the dialogue in Exercise 2 on page 31. Then they role play a similar dialogue of their own.

## PAGE 32

READING: A leaflet

### BACKGROUND INFORMATION

The sports centre featured in the leaflet is named after a retired sprinter from the USA called Michael Johnson. His events were the 200 metres and the 400 metres. He competed at the Olympic Games in 1992, 1996 and 2000 and won four gold medals.

## A WAY TO INTRODUCE THE READING PAGE

Ask: *Which sports do you most enjoy doing? Which sports do you most enjoy watching?* Put students into pairs to ask and answer these questions. Ask two or three students to tell the class about their partner's answers.

## UNDERSTANDING THE TEXT

Write *leaflet* on the board. Elicit or explain the meaning of the word. (A leaflet is sheet of paper which contains an advertisement for a particular company, product or service. Leaflets are usually given out for free.) Once students have read the leaflet and completed the comprehension exercise, ask them whether or not the leaflet would make them want to attend the Olympic Sports Camp.

### EXTENSION ACTIVITY

In pairs, students can talk about which of the sports the Olympic Sports Camp offers they would most like to do and why.

## PAGE 33

**WRITING:** Write a leaflet

## A WAY TO INTRODUCE THE WRITING PAGE

Ask: *How can a leaflet catch someone's attention?* Elicit or introduce the following ideas, e.g. by use of image, colour and text.

## THE HELP WITH WRITING BOX

Explain that the important information needs to go at the top of a leaflet because that is the part of it that most people will look at first. Students then complete Exercise 1. Encourage students to use the sentences introduced in that exercise in their own leaflets.

## HELPING STUDENTS WITH THE WRITING ACTIVITY

Read through the information with the students. Make sure that they understand the task. Encourage them to use the example leaflet on page 32 as a model to follow. Encourage students to think about the design of their leaflet: *Will they use an image? Where will they put the image? What will they put at the top of the leaflet to attract people's attention?*

### SPEAKING ACTIVITY

Students can go online to research summer sports camps. They should come up with a list of their favourite camps and then share what they find out with a partner.

# 5 In London

## PAGES 34 AND 35

**SUPER GRAMMAR:** Present perfect with *ever / never*

We use present perfect with *ever / never* to talk about experiences, e.g. A: *Have you ever been to London?* B: *No, I haven't. I've been to the UK, but I've never been to London.*

## EXTENDING THE GRAMMAR

Note the difference between *been* and *gone*: *Sam's been to El Prado in Madrid.* (This means that he went there and came back.) *Sam's gone to El Prado in Madrid.* (This means that he went there, but hasn't come back yet.)

### SPEAKING ACTIVITY

In pairs, students can ask and answer *Have you ever ... ?* questions using the examples in Exercise 3 on page 35 as models to follow.

## PAGES 36 AND 37

**SUPER GRAMMAR:** Present perfect with simple past detail

We ask questions in the present perfect to ask someone whether they have had an experience. We then ask them questions in the simple past to find out more about that experience, e.g. A: *Have you ever been on TV?* B: *Yes, I have.* A: *Really? When did you appear on TV?* B: *I presented a music show when I was eight years old!*

## EXTENDING THE GRAMMAR

When talking about when an experience happened, we must use the simple past, rather than the present perfect, e.g. we say *I lived in Canada in 2010* **not** *I've lived in Canada in 2010*.

### SPEAKING ACTIVITY

Students write questions using the present perfect. They can use ideas from page 37. Then in pairs, they ask and answer their questions.

## PAGE 38

**READING:** A book review

## BACKGROUND INFORMATION

Roald Dahl (1916–1990) was an Anglo-Norwegian author whose stories for children are some of the most well-known and beloved of the twentieth century. Books such as *Charlie and the Chocolate Factory*, *The Witches*, and *James and the Giant Peach* remain very popular. Many of Dahl's stories have been turned into films.



## A WAY TO INTRODUCE THE READING PAGE

Write the following questions on the board: *What are your favourite stories? What story are you reading at the moment?* In pairs, students can ask and answer these questions. Ask two or three students to tell the class about their partner's answers.

## UNDERSTANDING THE TEXT

Check that students understand what a review is (a report in a newspaper, magazine or on a website which gives someone's opinion of a book, film, TV programme, exhibition, etc).

Once students have read the book review and completed the comprehension exercise, ask them to summarise the story of *The BFG*. Encourage the students to do this as succinctly as possible, e.g. *The BFG is the story of a friendship between a giant and a girl called Sophie. / The BFG is the story of how a little girl helps a friendly giant to fight horrible giants.*

### EXTENSION ACTIVITY

Some of Roald Dahl's books are quite short, e.g. *The Twits*, *Fantastic Mr Fox* and *George's Marvellous Medicine*. Encourage students to find these books in the library and try reading them; either in English or a translation into their own language.

## PAGE 39

**WRITING:** Write a book review

## A WAY TO INTRODUCE THE WRITING PAGE

Elicit vocabulary to describe stories, e.g. *title*, *characters*, *plot*, *setting*. Check students' understanding of these words.

## THE HELP WITH WRITING BOX

Make sure students understand the essential point, which is that book reviews should include a summary of the plot of a book, but not give away all the information, particularly the ending!

## HELPING STUDENTS WITH THE WRITING ACTIVITY

Check that students understand the vocabulary introduced in Exercise I. In particular, focus on the two phrases in italics seen at the end of the 'Introduction to book reviewing' box. Encourage students to make use of these phrases in their book reviews.

Give students a few minutes to both choose a book to review and plan the content of their review. Tell any students who can't think of a book to review, to invent one.

### SPEAKING ACTIVITY

In pairs, students can talk about the book they reviewed. They should explain why they chose the book.

# 6 Crazy inventions

## PAGES 40 AND 41

### SUPER GRAMMAR: *too many / not enough*

We use *too many / not enough* to talk about the amount of something, e.g. *We've got too many bananas, but not enough apples.* We use *too many* with countable nouns to say that there is more of something than a person needs, e.g. *I've got too many exams to do this week.* We use *not enough* with countable and uncountable nouns to say that there is not as much of something as a person needs, e.g. *I haven't got enough time to study for my exams.*

### EXTENDING THE GRAMMAR

We use *too much* when describing uncountable nouns, e.g. *We've got too much milk. / Football players earn too much money.*

### SPEAKING ACTIVITY

In pairs students can talk about their school, house and town in terms of what each of those has too many of and not enough of, e.g. *There are too many cars in my town. / We haven't got enough rooms in my house.*

## PAGES 42 AND 43

### SUPER GRAMMAR: *Can you tell me what this is for / does / is?*

We use *Can you tell me what this is for / does / is?* to ask someone about the function of a particular object, e.g. *Can you tell me what this lever is for?* Such questions are asked commonly about tools and machines.

### EXTENDING THE GRAMMAR

These questions can be asked more directly: *What is this for? / What does this do? / What is this?*

### SPEAKING ACTIVITY

In pairs, students can ask and answer questions about the objects on Student's Book page 70, e.g. A: *Can you tell me what this is for?* B: Yes, *that's a drill. It's for making holes in walls.*

## PAGE 44

**READING:** A blog post

### BACKGROUND INFORMATION

When bloggers, the blogs they write, and the people who read blogs are considered collectively, we use the term *blogosphere*, e.g. *There has been a lot of excitement in the blogosphere about the Olympic Games.*



## A WAY TO INTRODUCE THE READING PAGE

Write *blog/blog post/ blogger/blogging* on the board and elicit definitions:

*Blog*: A website or web page in which an individual keeps a diary of events, or offers commentary on subjects that interest them.

*Blog post*: Text written in the form of a blog. Also called a *blog entry*.

*Blogger*: Someone who writes a blog.

*Blogging*: The activity of writing a blog.

## UNDERSTANDING THE TEXT

Once students have read the blog and completed the comprehension exercise, ask them to say what the blog is about. (Arthur's blog post is about how he doesn't have enough time to study for tests in school or read the books he is interested in. Arthur tells us that he spends too much time every day answering his little sister's questions. We also learn that Arthur is interested in inventors and their inventions.)

### EXTENSION ACTIVITY

Ask students to look online for some blogs in English, written by children. These blogs could be about books or inventions.

## PAGE 45

### WRITING: Write a blog post

Write the following sentence on the board: *There are too many things to do and not enough time to do them all.* Ask students if this sentence describes their experience of daily life. You could then elicit ways to find more time to do things, e.g. by deciding what is most important to you, by not spending too much time surfing the Internet, by sending fewer text messages.

### THE HELP WITH WRITING BOX

Make sure students understand the general point, which is that the best blog posts tend to be friendly, warm and direct, and express the blogger's interest in a particular subject. Then refer students to Exercise 1. After they have completed the exercise, find out which of the five ways of beginning a blog post about time the students like the most.

### HELPING STUDENTS WITH THE WRITING ACTIVITY

Give students a few minutes to plan the content of their blog post. Help with names for blogs as necessary. Encourage students to use Arthur's blog on page 44 as a model to follow and point out that the use of paragraphs makes a blog much easier to read online.

### SPEAKING ACTIVITY

Students can turn their blogs into vlogs (an abbreviation of 'video blog'). They can read out their blog post while a partner records them on their smartphone. Students then watch these videos back and look for ways to improve their work.

# 7 This is Houston

## PAGES 46 AND 47

### SUPER GRAMMAR: Gerunds

The gerund is the *ing* form of the verb. Gerunds function as nouns and for that reason we often call them 'verbal nouns'. Gerunds can be both the subject and the object of a sentence, e.g. *I like swimming.* / *Travelling is lots of fun.*

### EXTENDING THE GRAMMAR

The negative of the gerund is formed by putting *not* before it, e.g. *Not resting after an injury makes it harder to recover from it.* / *My brother enjoys not doing his homework.*

### SPEAKING ACTIVITY

Students work alone. They write down five sentences about their lives using the gerund, e.g. *I love doing homework.* / *Running is a big part of my life.* 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: Reported speech

We use reported speech to report something that someone said, e.g. *Bill said that he didn't like watching TV.*

### EXTENDING THE GRAMMAR

In informal spoken and written English, reported speech is often ignored in favour of quoting someone directly, e.g. *I asked her 'what did you do after that?' and she said, 'I don't know'.*

### SPEAKING ACTIVITY

Put students into groups of three. Student A says something (e.g. *I like eating chocolate*). Student B then reports that statement to Student C (*Martina said that she liked eating chocolate*). Student B then says something, which Student C reports to Student A. Students continue in this way until each student has reported three or four statements.

## PAGE 50

### READING: A travel diary

### BACKGROUND INFORMATION

The word *astronaut* literally means 'star sailor'. The word comes from the Greek words *astron* and *nautēs* which mean 'star' and 'sailor' respectively.

## A WAY TO INTRODUCE THE READING PAGE

Write *astronaut* on the board. Elicit the meaning of the word (a person who travels in a spacecraft). Then ask students to name some famous astronauts (e.g. Neil Armstrong) or missions (e.g. the 1969 moon landing).

## UNDERSTANDING THE TEXT

Once students have read the travel diary and completed the comprehension exercise, ask them to say what the travel diary is about. (An astronaut's journey through space.) Then ask students whether they think the astronaut is pleased to be in space or not. Students may have different views on this. Encourage them to back up their opinion with evidence from the text, e.g. *I think the astronaut doesn't want to be in space. On Day 427 he says 'after more than a year on board, we're all beginning to want more room to move'.*

### EXTENSION ACTIVITY

Students can go online to do some research into what life is like for an astronaut in space. They can then use this information in the writing task on page 51.

## PAGE 51

**WRITING:** Write a travel diary

## A WAY TO INTRODUCE THE WRITING PAGE

Write *travel diary* on the board. Elicit ideas for the sort of information we usually include in a travel diary entry (e.g. date, location, description of events and weather). Then refer students to the Help with Writing box.

## THE HELP WITH WRITING BOX

Make sure students understand the general point, which is that the experiences a diary entry describes will be more easily remembered if the writer notes down exactly where they were and what time and date it was when they wrote about them.

## HELPING STUDENTS WITH THE WRITING ACTIVITY

You may want to let students go online to do some research into the planet Mars. As travel to this planet is currently beyond our capabilities, the travel diary students write will be a work of science fiction. This means that you should encourage students to use their imaginations. They may write about extremely fast space crafts or of discovering life on Mars. Encourage students to use the travel diary on page 50 as a model to follow. Monitor while students write their travel diaries and help as necessary.

### SPEAKING ACTIVITY

Students go online to research famous astronauts, e.g. Valentina Tereshkova, Buzz Aldrin. They should note down some facts about each of the astronauts, e.g. where the astronaut is from and their most famous mission. In pairs, students can then share what they found out.

# 8 A cold place

## PAGES 52 AND 53

**SUPER GRAMMAR:** Question tags with *be*

We use question tags with *be* to check information, e.g. *You're from Helsinki, aren't you?* We also use them to find out if someone has the same opinion as us, e.g. *It's cold today, isn't it?*

## EXTENDING THE GRAMMAR

The meaning of a question tag is dependent upon the intonation that is used. In general, we use falling intonation on the question tag when we are sure of the answer we will get to our question. We use rising intonation on the question tag when we are not so sure and are therefore asking the question in order to confirm our information.

### SPEAKING ACTIVITY

Students work alone. They write the beginning of five question tags, e.g. *You're a chess player, ...* They read out these incomplete sentences to a partner who then has to complete them using the correct question tag.

## PAGES 54 AND 55

**SUPER GRAMMAR:** *may / might*

We use *may / might* to talk about possible future actions, e.g. *I think it might rain. Let's go inside.* / A: *What are you doing this summer?* B: *I don't know. We may visit my cousins in Portugal.*

## EXTENDING THE GRAMMAR

We also use *may / might* to say that something is possibly true, e.g. *My computer isn't turning on. There may be a problem with it.* (See this use on Student's Book page 97, in which students are asked to identify things in pictures using *may / might*, e.g. *Picture 3 may be of a snowman.*)

### SPEAKING ACTIVITY

In pairs, students can discuss their plans for this evening, the weekend and next week using *may / might*, e.g. A: *What are you doing tonight?* B: *I don't know. I might watch the football. What are you going to do?* A: *I'm not sure. I may go to the cinema with my brother.*

## PAGE 56

**READING:** A story

## BACKGROUND INFORMATION

Giving human characteristics to animals is known as anthropomorphism /ˌænθrəpəˈmɔːfɪz(ə)m/. This has been a feature of storytelling from the fables of Aesop to Pixar's animated films.

## A WAY TO INTRODUCE THE READING PAGE

Ask: *Why do so many stories for children feature talking animals?* Elicit students' ideas and write them on the board. You could also ask students to name their favourite stories or films featuring talking animals.

## UNDERSTANDING THE TEXT

Once students have read the story and completed the comprehension exercise, ask them to say what the story is about. (The story is about Richard the Penguin, who is surprised one day when everyone wants to ask him a question.)

### EXTENSION ACTIVITY

In small groups, students can come up with the next part of the story. They should write a summary of the next chapter. Encourage them to take the story in any direction they like. Each group can tell the rest of the class their summary.

## PAGE 57

**WRITING:** Write a story

## A WAY TO INTRODUCE THE WRITING PAGE

Write *Once upon a time* on the board. Check that students understand that this is a conventional beginning to a story and that it means 'at some time in the past'. Elicit examples of time expressions which could be used to begin a story (e.g. *It was a long time ago ... / The other day ... / It happened just last week ...*) then refer students to Exercise 1.

## THE HELP WITH WRITING BOX

Make sure students understand the general point, which is that a story needs to give a reader some sense of when the events described took place. Time is as important as place in a story, for it helps the reader to build the fictional world in their imagination.

## HELPING STUDENTS WITH THE WRITING ACTIVITY

Give students a few minutes to plan the content of their story. Help with titles for stories as necessary, as well as ideas for plots. Encourage students to use the story on page 56 as a model to follow and point out that the use of time phrases in a story makes it easier to follow the action.

### SPEAKING ACTIVITY

In pairs, students take it in turns to read out their stories to each other. They may like to record each other reading out their stories. Together, students can then look for ways to improve their stories (focusing on plot, the arrangement of information, how easy it is to follow the story, etc.).

# 9 Jurassic Age

## PAGES 58 AND 59

### SUPER GRAMMAR: 2nd conditional

We use the 2nd conditional to talk about imaginary or hypothetical situations, e.g. *If I were able to fly, I would fly to the moon and back. / If I were rich, I would spend my money travelling the world.*

### EXTENDING THE GRAMMAR

One sentence is very commonly used to give advice. *If I were you ...* is a common alternative to *You should ...*, e.g. A: *I don't know what to do. I've got so much studying to do, but so little time.* B: *If I were you, I'd write a plan of what to study each day.*

### SPEAKING ACTIVITY

Students can discuss the sentences they wrote in Exercise 4 on page 59. They should explain their answers, e.g. A: *If I could fly, I would fly to California.* B: *Why would you fly there?* A: *My aunt and uncle live there!*

## PAGES 60 AND 61

### SUPER GRAMMAR: 2nd conditional questions

We use 2nd conditional questions to ask someone about hypothetical situations, e.g. *If you could have a super power, which one would you have?*

### EXTENDING THE GRAMMAR

Second conditional questions can be asked by putting the *if* clause first or second in the sentence, e.g. *If you could be a wild animal, what would you be? / What would you be if you could be a wild animal?* When we put the *if* clause second in the sentence, we don't use a comma between the clauses.

### SPEAKING ACTIVITY

In pairs, students can ask and answer the questions in Exercise 4 on page 61. Encourage them to ask follow-up questions to develop conversations, e.g. A: *Where would you go if you could go anywhere?* B: *If I could go anywhere, I'd go to Antarctica.* A: *Why would you go there?* B: *I think it'd be interesting to be away from big cities and crowds of people.*

## PAGE 62

### READING: An online message board

#### BACKGROUND INFORMATION

An online message board is a forum where users can post comments on a particular topic, or respond to other people's comments.

#### A WAY TO INTRODUCE THE READING PAGE

Ask students if they ever use online message boards. Find out if they enjoy posting comments on forums and if there are any particular forums which they use regularly.

#### UNDERSTANDING THE TEXT

Once students have read the online message board and completed the comprehension exercise, ask them to say what the users of the message board are discussing. (The users of the site are discussing what they would do if they went back in time to the age of the dinosaurs.) Then ask: *Would all the users of the site do the same thing?* (No! FredtheFossil would run away, MeRex would jump in a swamp and BrontySaurus would take a photograph.)

#### EXTENSION ACTIVITY

Students talk in pairs about what they would do if they went back in time to the age of the dinosaurs.

## PAGE 63

### WRITING: Write comments on an online message board

#### A WAY TO INTRODUCE THE WRITING PAGE

Write *LOL* on the board. Explain that this is a very common abbreviation used online. Elicit what it means and then write the full phrase on the board: *laugh out loud*. Elicit any other examples of Internet abbreviations and put them on the board. Then refer students to Exercise 1.

#### THE HELP WITH WRITING BOX

Make sure that students understand the general point, which is that abbreviations are a very common feature when using digital forms of communication and that learning commonly-used abbreviations in English will help them communicate more effectively online.

#### HELPING STUDENTS WITH THE WRITING ACTIVITY

Read out the three questions. Give students time to decide which of the three they are going to write message-board comments in response to. Tell students to use the message board on page 62 as a model to follow and encourage them to make use of the abbreviations featured in Exercise 1, as well as any other abbreviations that they know.

#### SPEAKING ACTIVITY

In small groups, students can discuss each of the three questions in Exercise 2.



# Level 6 Grammar Key

## Starter Unit Back to school

### [Page 4]

#### Exercise 1

2 began 3 caught 4 got 5 sent  
6 met 7 understood 8 won

### [Page 5]

#### Exercise 2

2 finished 3 fixed 4 called 5 seen  
6 been

#### Exercise 3

2 Marco has already **scored** ten goals for the team this year.  
3 I **haven't had** my lunch **yet**.  
4 We **haven't** been to the new museum **yet**.  
5 I **have already had** something to eat.  
6 Paula **has** already finished her English project.

#### Exercise 4

Students' own answers

### [Page 6]

#### Exercise 1

2 who 3 where 4 which 5 which  
6 who 7 which 8 where

### [Page 7]

#### Exercise 2

2 the place where I go most often.  
3 which is the most important to me.  
4 the room where no one can go except me.  
5 the student who speaks the best English.

#### Exercise 3

2 who 3 where 4 where  
5 which 6 who

#### Exercise 4

2 The park **where** we play is near my school.  
3 The motorbike **which** my sister bought is a Yamaha.  
4 History is the subject **which** I enjoy the most.

5 Marta and Alba are the people **who** I like to be with all the time.

### [Page 8]

#### Exercise 1

2 False. There are extra bike racks.  
3 True  
4 True  
5 False. Many people said that it was too noisy.  
6 False. She played professionally for five years.

### [Page 9]

#### Exercise 1

2 teacher 3 week 4 trip 5 online

#### Exercise 2

Students' own answers

## 1 The treasure

### [Page 10]

#### Exercise 1

2 since 3 since 4 for 5 since  
6 for 7 since 8 since 9 for 10 for

### [Page 11]

#### Exercise 2

2 for 3 since 4 since 5 for 6 since

#### Exercise 3

2 since 3 since 4 for 5 for 6 since

#### Exercise 4

Students' own answers

### [Page 12]

#### Exercise 1

2 How **long** have you lived in your flat?  
3 How long has your mother worked at the university?  
4 How long has your brother **been** a police officer?  
5 How long **have** you had a dog?  
6 How long **have** you owned this piano?

### [Page 13]

#### Exercise 2

2 been 3 lived 4 had 5 worked  
6 known 7 studied 8 been

#### Exercise 3

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

#### Exercise 4

2 How long has she lived in Rome?  
3 How long has he been a teacher?  
4 How long have you lived in your house?  
5 How long has he played basketball?  
6 How long have you been here?

### [Page 14]

#### Exercise 1

2 has written a few emails 3 hasn't had 4 five 5 asks 6 doesn't know

### [Page 15]

#### Exercise 1

A way of beginning an email	Dear
Explaining the reason for writing the email	I am writing to
Changing the subject in an email	By the way
Introducing points or questions	First of all, Secondly, Finally
A sentence to say you'd like a reply	I look forward to hearing from you
A phrase to end an email	Best wishes

#### Exercise 2

Students' own answers

## 2 Future transport

### [Page 16]

#### Exercise 1

2 practise 3 go 4 get 5 exercise  
6 read

### [Page 17]

#### Exercise 2

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

### Exercise 3

2 don't need to 3 need to 4 don't need to 5 need to 6 don't need to 7 need to 8 need to

### Exercise 4

Students' own answers

### [Page 18]

#### Exercise 1

2 stop 3 eat 4 read 5 work 6 use

### [Page 19]

#### Exercise 2

2 We'll win the league next year.  
3 They'll make lots of money.  
4 He'll be a famous actor.  
5 She'll get all As in her exams.  
6 I'll climb Mount Everest.

### Exercise 3

Students' own answers

### Exercise 4

Students' own answers

### [Page 20]

#### Exercise 1

Name of the car	The Zipwing+
What is different about the car	It can fly
How fast the car can go	40 kilometres per hour
How much the car is	It's now £500,000 but usually £750,000

### [Page 21]

#### Exercise 1

2 b, 3 e, 4 d, 5 a

### Exercise 2

Students' own answers

## 3 Ancient Egypt

### [Page 22]

#### Exercise 1

2 was 3 were 4 were 5 was 6 was

### [Page 23]

#### Exercise 2

2 built 3 created 4 invented 5 won

### Exercise 3

2 held 3 built 4 opened 5 won  
6 given

### Exercise 4

2 The computers were stolen.  
3 The walls were painted yellow.  
4 All the sports equipment was taken.  
5 All the desks were moved.  
6 Rubbish was thrown in the playground.

### [Page 24]

#### Exercise 1

2 a few 3 a little 4 a little 5 a few  
6 a few 7 a little 8 a few 9 a few  
10 a few

### [Page 25]

#### Exercise 2

2 a few 3 lots of 4 lots of 5 a few  
6 a lot of

### Exercise 3

2 We had a lot of milk/lots of milk in the fridge.  
3 After I finished my homework, I had a little time/a few minutes to read before dinner.  
4 There are lots of/a lot of people in our small swimming pool.  
5 We've only got a few slices of bread. That's not enough.  
6 I only did a little work this afternoon. Then I went to the beach!

### Exercise 4

Students' own answers

### [Page 26]

#### Exercise 1

2 They had to wait for a few hours  
3 It was built 200 years ago.  
4 It was closed due to the storm.  
5 She didn't get to see it.  
6 They bought lots of books.  
7 They saw the Sphinx and the pyramids on the last day.

### [Page 27]

#### Exercise 1

2 hear 3 going 4 wait 5 forward  
6 Hope

### Exercise 2

Students' own answers

## 4 Olympic sports

### [Page 28]

#### Exercise 1

2 correct  
3 Jon's good at playing the guitar. He could **join** a band one day.  
4 If we go to Bilbao, we could **visit** the Guggenheim Museum.  
5 correct  
6 We could **go** to the theatre this weekend. My sister is acting in a play!

### [Page 29]

#### Exercise 2

2 go 3 watch 4 make 5 could  
6 ideas

### Exercise 3

Students' own answers

### [Page 30]

#### Exercise 1

2 We're having a picnic on the beach.  
3 I'm seeing Tom at the concert.  
4 She's playing tennis with Rebecca.  
5 He's having a party for his 13th birthday.  
6 We're flying back on Monday morning.

### [Page 31]

#### Exercise 2

2 are coming 3 're having 4 'm doing 5 'm meeting 6 'm watching

### Exercise 3

2 On Tuesday afternoon he's playing basketball.  
3 On Wednesday afternoon he's watching a DVD at Saul's house.  
4 On Thursday morning he's playing chess with Mary.

- 5 On Friday morning he's swimming with Mary and Saul.  
6 On Saturday afternoon he's having a picnic with his parents.

#### Exercise 4

Students' own answers

### [Page 32]

#### Exercise 1

- 2 True 3 True 4 False. It costs £20.  
5 False. It is included in the cost of the sessions. 6 True.

### [Page 33]

#### Exercise 1

- 2 discount 3 included 4 brilliant  
5 learn 6 information 7 class 8 Come

#### Exercise 2

Students' own answers

## 5 In London

### [Page 34]

#### Exercise 1

- 2 ever 3 never 4 never 5 never 6 ever

### [Page 35]

#### Exercise 2

- 2 seen 3 swum 4 done 5 eaten  
6 ridden 7 won 8 cooked 9 built  
10 bought

#### Exercise 3

- 2 won 3 built 4 eaten 5 swum  
6 ridden 7 done 8 cooked  
9 bought 10 seen

#### Exercise 4

- 2 d, 3 c, 4 i, 5 h, 6 g, 7 e,  
8 b, 9 a, 10 f

### [Page 36]

#### Exercise 1

Infinitive	Past simple	Past participle
drive	drove	driven
find	found	found
sing	sang	sung
sleep	slept	slept
break	broke	broken
drink	drank	drunk

### [Page 37]

#### Exercise 2

- 1 sang 2 drunk, drank  
3 slept, slept 4 driven, drove  
5 found, found 6 broken, broke

#### Exercise 3

- 2 Has, been 3 Has, been 4 Has, lived  
5 Have, uploaded 6 Has, read

#### Exercise 4

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

### [Page 38]

#### Exercise 1

- 2 several times 3 Roald Dahl 4 1982  
5 The Big Friendly Giant, Sophie  
6 the language

### [Page 39]

#### Exercise 1

- 2 critics 3 information 4 story  
5 opinion 6 recommendation

#### Exercise 2

Students' own answers

## 6 Crazy inventions

### [Page 40]

#### Exercise 1

- 2 enough 3 too 4 enough  
5 enough 6 many 7 many 8 many

### [Page 41]

#### Exercise 2

- 2 There are too many  
3 She didn't have enough  
4 There aren't enough  
5 We bought too many  
6 I've got too many

#### Exercise 3

- 2 We haven't got enough bread / loaves of bread.  
3 We got too many packets of crisps / crisps.  
4 We've got too many chocolate cakes.  
5 We haven't got enough water / bottles of water.  
6 We've got too many packets of biscuits / biscuits.

#### Exercise 4

Students' own answers

### [Page 42]

#### Exercise 1

- 2 this is 3 for 4 does 5 does  
6 is for

### [Page 43]

#### Exercise 2

- 2 is 3 for 4 does 5 me 6 tell

#### Exercise 3

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

#### Exercise 4

- 2 for 3 does 4 do 5 does 6 for  
7 do 8 for

### [Page 44]

#### Exercise 1

- 2 False. She asks lots of questions.  
3 True  
4 True  
5 False. Arthur is interested in lots of things.  
6 False. Arthur thinks that his mother may be right.

### [Page 45]

#### Exercise 1

- 2 e, 3 b, 4 d, 5 a

#### Exercise 2

Students' own answers

## 7 This is Houston

### [Page 46]

#### Exercise 1

- 2 Going to bed too late makes us tired.  
3 Learning new things is exciting.  
4 Eating chocolate every day isn't a good idea.  
5 Riding your bike without a helmet is dangerous.  
6 Running in the wrong footwear is bad for the feet.

## [Page 47]

### Exercise 2

2 living 3 getting 4 travelling  
5 studying 6 making 7 coming  
8 playing 9 going 10 writing  
11 seeing 12 watching

### Exercise 3

2 Going 3 Studying 4 Getting  
5 Making 6 Travelling / Seeing

### Exercise 4

2 Reading 3 Sleeping / Staying in bed  
/ Lying in 4 Playing 5 Going / Being  
6 Learning / Studying 7 Spending  
8 Having / Owning / Living in

## [Page 48]

### Exercise 1

2 liked 3 didn't want 4 played  
5 wanted 6 was

## [Page 49]

### Exercise 2

2 didn't enjoy 3 had 4 were going  
5 was watching 6 was

### Exercise 3

2 I'm reading an interesting book.  
3 I enjoy writing stories.  
4 I want to go to the cinema.  
5 I'm from the USA.

### Exercise 4

2 that he couldn't do the Maths  
homework.  
3 that her favourite food was spaghetti.  
4 that she was having a great time.  
5 that she didn't understand.

## [Page 50]

### Exercise 1

Name of the mission	Voyage to Mars
Number of astronauts on board	four
Things the astronaut likes in space	floating around in zero gravity, looking back at Earth

Things the astronaut doesn't like in space	going to the toilet, the food, all the sunrises, not having enough room
Things the astronaut misses about life on Earth	walking down the street, lying on his back in the garden on a sunny day, breathing fresh air

## [Page 51]

### Exercise 1

Students' own answers

### Exercise 2

Students' own answers

## 8 A cold place

## [Page 52]

### Exercise 1

2 are 3 aren't 4 isn't 5 is's 6 are

## [Page 53]

### Exercise 2

2 is he? 3 are you? 4 isn't it?  
5 aren't you? 6 isn't she?

### Exercise 3

2 are they? 3 aren't they?  
4 is it? 5 aren't you? 6 are they?

### Exercise 4

2 aren't they? 3 aren't we?  
4 isn't she? 5 are we? 6 isn't he?  
7 are you? 8 are they?

## [Page 54]

### Exercise 1

2 have 3 start 4 go 5 want 6 be

## [Page 55]

### Exercise 2

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

### Exercise 3

2 correct 3 Sam says he **may come** to the party on Saturday. 4 correct  
5 I might **go** to the cinema tomorrow afternoon. 6 The polar ice caps might **melt**.

### Exercise 4

2 might not 3 may 4 put  
5 might 6 might not

## [Page 56]

### Exercise 1

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

## [Page 57]

### Exercise 1

2 Richard was by himself at the library  
3 Richard got home  
4 his dad came in  
5 Richard was in his bedroom that night

### Exercise 2

Students' own answers

## 9 Jurassic Age

## [Page 58]

### Exercise 1

2 could 3 go 4 had 5 go 6 give

## [Page 59]

### Exercise 2

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

### Exercise 3

2 wouldn't call 3 would paint  
4 could 5 wouldn't need 6 had  
7 would read 8 would remember  
9 didn't make 10 wouldn't be

### Exercise 4

Students' own answers

## [Page 60]

### Exercise 1

2 were 3 lived 4 had  
5 owned 6 saw

## [Page 61]

### Exercise 2

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

### Exercise 3

2 be 3 met 4 go 5 had 6 ask

### Exercise 4

Students' own answers



## **[Page 62]**

### **Exercise 1**

- 2 TheTerribleLizard 3 Swampy  
4 MeRex 5 PerryDactyl, Jurassic Mark  
6 FredtheFossil

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### **Exercise 1**

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

### **Exercise 2**

Students' own answers