

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.

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

Friends

PAGES 4 AND 5

SUPER GRAMMAR: *How old are you? and I'm ...*

We use *How old are you?* and *I'm ...* for asking and answering a question about age, e.g. A: *How old are you?* B: *I'm eight.*

EXTENDING THE GRAMMAR

We can use a longer sentence to answer a question about our age, e.g. *I'm ten years old.* However, in informal spoken and written English, we usually prefer the shorter sentence, e.g. *I'm ten.*

SPEAKING ACTIVITY

Ask the students to stand up, walk around the class and ask and answer the question *How old are you?*

PAGES 6 AND 7

SUPER GRAMMAR: *Colours to describe objects*

We use colours to describe objects, e.g. *My hat is orange.* Note that we use words for colours (e.g. *red, yellow and blue*) as adjectives (i.e. words that describe nouns, e.g. *a red balloon, a yellow hat, a blue door*).

EXTENDING THE GRAMMAR

We usually put the adjective before the noun, e.g. *a red hat*, but we can say *My hat is red.*

SPEAKING ACTIVITY

Hold up different objects (e.g. pens, pencils, pencil cases, bags) and ask students to describe them, e.g. *a black pen, a green pencil, yellow pencil cases, a red bag.*

PAGE 8

READING: *A chat*

BACKGROUND INFORMATION

The word 'chat' refers to an informal conversation between friends or family members. It can be used as either a verb or a noun, e.g. *I chat to my friends all the time. / I have a chat with my friends every day.*

A WAY TO INTRODUCE THE READING PAGE

Write *chat* on the board. Elicit or introduce the meaning of the word and then drill its pronunciation /tʃæt/. Ask students to mime different forms of chatting (e.g. talking to each other, typing on a touchscreen phone, typing on a computer).

UNDERSTANDING THE TEXT

Once students have read the chat and completed the comprehension exercise, write information on the board about Sally or Hugo. After each piece of information that you put up on the board (e.g. *eight, Black, seven, Green, pink t-shirt, purple t-shirt, blue eyes, brown eyes*) students either call out 'Sally' or 'Hugo'.

EXTENSION ACTIVITY

Divide the class into teams. Ask each group to nominate its captain. The captain has the responsibility of giving their team's answers. Test students on numbers by writing numerals on the board (e.g. 7, 8, 9) and asking them to say the word for the numeral (e.g. seven, eight, nine). Test students on colours by holding up objects and asking them to describe the colour (e.g. *a red book, a blue bag*). The first captain to put their hand up and give the correct answer wins a point. The team with the most points at the end of the game wins.

PAGE 9

WRITING: *Write a chat*

A WAY TO INTRODUCE THE WRITING PAGE

Draw two faces on the board. Alongside each face write a sentence, e.g. *I'm Jack. I'm nine. / Hi Jack! I'm Sarah. I'm eight.* Elicit the fact that what you have put on the board is an example of a chat. Tell students that they are going to write their own chat.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Once students have ordered the words in Exercise 2 to make two questions, they can write their own chat using the questions. Tell the students to use the example chat on page 8 as a model to follow.

SPEAKING ACTIVITY

In pairs, students can practise reading the chats that they and their partner have written.

1 At school

PAGES 10 AND 11

SUPER GRAMMAR: Questions and short answers

We use *What's this?* and *Is it ... ?* to ask questions about objects, e.g. A: *What's this?* B: *It's a book.* A: *Is it a pencil?* B: *Yes, it is.*

EXTENDING THE GRAMMAR

In informal spoken and written English we often answer Yes/No questions with *Yes* (or *Yeah*, pronounced /jeə/) or *No*, rather than *Yes, it is* or *No, it isn't*.

SPEAKING ACTIVITY

In pairs students pick up objects and ask each other questions using *What's this?* and *Is it ...?*

PAGES 12 AND 13

SUPER GRAMMAR: Imperatives

We use imperatives to give other people instructions, e.g. *Close the door, please.* *Open the window, please.* The imperative has the same form for every person (*I, you, he, she, it, we, you, they*).

EXTENDING THE GRAMMAR

A more polite way of giving an instruction is to use *Can you ...?*, e.g. *Can you close the door, please?*

SPEAKING ACTIVITY

Students work in small groups of three or four. Students in each group take it in turns to be the captain. The captain of the group has to give instructions to the rest of the students in their group, e.g. *Close your bag, please.* / *Pass me a pen, please.* / *Open your book, please.*

PAGE 14

READING: A comic strip

BACKGROUND INFORMATION

Comics or comic books are magazines with stories told in panels of pictures known as 'comic strips'. Comics were at their most popular in the mid-twentieth century, before their popularity was undermined by the rise of television and computer games.

A WAY TO INTRODUCE THE READING PAGE

Write *comic strip* on the board. Elicit or introduce the meaning of the word and then drill its pronunciation /'kɒmɪk stri:p/.

UNDERSTANDING THE TEXT

Once students have read the comic strip and completed the comprehension exercise, say: *The pencil case is green.* Then continue describing objects but allow the students to complete the sentence with the correct colour, e.g. *The ruler is ... (red.) The pencil is ... (yellow.) The rubber is ... (pink.) The book is ... (blue.)*

EXTENSION ACTIVITY

Divide the class into teams. Ask each group to nominate its captain. The captain has the responsibility of giving their team's answers. Describe things seen in the comic strip on page 14: *the pencil case is green; the ruler is red.* Students have to say *Yes, it is!* or *No, it isn't!* The first captain to put their hand up and give the correct answer wins a point. The team with the most points at the end of the game wins.

PAGE 15

WRITING: Write a comic strip

A WAY TO INTRODUCE THE WRITING PAGE

Write *тејсџок* on the board. Ask students to rearrange the letters to make a word (the word is *objects*). Elicit examples of objects in the classroom (e.g. *pencil case, ruler, rubber*) and then ask students to do Exercise 2.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Once students have completed Exercise 2, they can write their own comic strip. To help students with this writing task, draw one panel of a comic strip on the board, draw two people and an object in that panel, then elicit the sort of questions needed, e.g. A: *Is this your green pen, Tony?* B: *No, it isn't. This is my yellow pencil case.* Tell students to use the example comic strip on page 14 as a model to follow.

SPEAKING ACTIVITY

In pairs, students can practise reading the dialogues in the comic strips that they and their partner have written.

2 Let's play!

PAGES 16 AND 17

SUPER GRAMMAR: *What's his/her ... ? How old is he/she?*

We use *What's his/her ... ?* to ask questions about names and favourite things, e.g. A: *What's her name?* B: *Her name's Kate.* A: *What's her favourite number?* B: *Her favourite number's three.* We use *How old is he/she?* to ask about someone's age. A: *How old is he?* B: *He's seven.*

EXTENDING THE GRAMMAR

The question *What's his/her favourite ... ?* can be used with many different nouns, e.g. *What's his/her favourite song/book/film/TV programme/place?*

SPEAKING ACTIVITY

Students work alone to create a character. They draw a picture of this character, give him or her a name, an age and a favourite toy and number. In pairs, students ask and answer questions about their characters, e.g. *What's his name? How old is he? What's his favourite toy? What's his favourite number?*

PAGES 18 AND 19

SUPER GRAMMAR: *Adjectives*

We use adjectives to describe nouns, e.g. *It's a new blue ball. / It's a beautiful yellow go-kart.*

EXTENDING THE GRAMMAR

In English we put adjectives describing size (e.g. *big*), appearance (e.g. *ugly*) and age (e.g. *old*) before those describing colour, e.g. *A big pink balloon* (**not** *A pink big balloon*), *An ugly red monster* (**not** *A red ugly monster*), *An old green bike* (**not** *A green old bike*).

SPEAKING ACTIVITY

Students draw some pictures (using colouring pencils) of objects such as trains, dolls, bikes and cars. In pairs, students then ask and answer questions, e.g. A: *What's this?* B: *It's a green train.*

PAGE 20

READING: *An email*

A WAY TO INTRODUCE THE READING PAGE

Write *To:* and *From:* on the board. Elicit what students can write after each word (a name) and when we would see this (in an email).

UNDERSTANDING THE TEXT

Once students have read the emails and completed the comprehension exercise, write sentences on the board and ask students to say whether these sentences describe Tom, Ana, or both, e.g. *I am seven (both).* *My go-kart is new (Tom).* *My bike is green (Ana).* *My favourite colour is green (Ana).*

EXTENSION ACTIVITY

Students can design a bike or a go-kart that they would like to have. They can then write a short description of it, e.g. *My go-kart is new. It is big. It is red, green and black.*

PAGE 21

WRITING: *Write an email*

A WAY TO INTRODUCE THE WRITING PAGE

Elicit examples of popular toys. Write these words on the board, e.g. *train, doll, ball, go-kart, computer game, plane, doll, monster, kite.*

HELPING STUDENTS WITH THE WRITING ACTIVITY

Once students have completed Exercise 2, they can write their own email to Tom or Ana. To help students with this writing task, elicit or introduce some ways of beginning the email, e.g. *Dear Tom/Ana, Hi Tom/Ana, Hello, Tom/Ana.* Tell students to use the example emails on page 20 as a model to follow.

SPEAKING ACTIVITY

In pairs, students can read out their emails to each other.

3 Pet show

PAGES 22 AND 23

SUPER GRAMMAR: *In, on, under*

In, on and *under* are prepositions. We use them to talk about where things are, e.g. *The cat is on the desk.*

EXTENDING THE GRAMMAR

Prepositions are words that usually come before a noun or pronoun. They connect that noun or pronoun to another word in the sentence. E.g. In the sentence, *The frog is in the bag*, the preposition *in* comes before the noun *bag*, connecting the latter word to *the frog*.

SPEAKING ACTIVITY

In pairs, students take it in turns to position and describe objects, e.g. *The pencil case is under the desk. / The pen is on the book.*

PAGES 24 AND 25

GRAMMAR FOCUS: *I like / I don't like ...*

We use *I like / I don't like ...* to talk about likes and dislikes, e.g. *I like frogs. I like lizards too. I don't like cats or dogs.*

EXTENDING THE GRAMMAR

If someone expresses a like, e.g. *I like cats*, and we disagree with that, we can respond by saying *I don't*, with stress on the subject pronoun *I*. Alternatively, if someone expresses a dislike, e.g. *I don't like cats*, and we disagree with that, we can respond by saying *I do*, again with the stress on the subject pronoun.

SPEAKING ACTIVITY

Students can work in pairs to role play conversations similar to the one in Exercise 2 on page 25.

PAGE 26

READING: A project

BACKGROUND INFORMATION

In the context of education, a 'project' refers to a piece of school work that involves research into a particular subject, e.g. *We are doing a project on lizards.*

A WAY TO INTRODUCE THE READING PAGE

Write *pets* on the board. Elicit the names of animals that are usually kept as pets, e.g. *dogs, cats, rabbits, rats.*

UNDERSTANDING THE TEXT

Once students have read the descriptions of the cat and rat, and completed the comprehension exercise, write sentences on the board and ask students to say if they are true or false, e.g. *Felix is nine. (yes) / Felix is big. (no) / Sophie likes dogs. (no) / Rita's favourite toy is her ball. (yes) / Max likes rats. (yes)*

EXTENSION ACTIVITY

Students can go online to find out about unusual pets.

PAGE 27

WRITING: Write about a dog

A WAY TO INTRODUCE THE WRITING PAGE

Write *dogs* on the board. Elicit information about these animals, e.g. *They like balls. / They don't like cats.*

HELPING STUDENTS WITH THE WRITING ACTIVITY

Once students have completed Exercise 2, they can write a description of Digby the dog. To help students with this writing task, elicit or introduce some ways of beginning the description, e.g. *This is Digby. / Digby is a dog. / Digby is nine years old. He is a dog.* Tell students to use the projects on page 26 as a model to follow.

SPEAKING ACTIVITY

In pairs, students can say which of the animals on pages 26 and 27 they like, e.g. *I like Felix because I like cats.*

4 Lunchtime

PAGES 28 AND 29

SUPER GRAMMAR: *I've got / I haven't got ...*

We use *I've got / I haven't got ...* to talk about possessions, e.g. *I've got a banana, but I haven't got an apple.*

EXTENDING THE GRAMMAR

We can also use *have* to talk about possessions, e.g. *I have a sandwich and orange juice.* *Have* for possession is more common in American English than in British English.

SPEAKING ACTIVITY

Put students into small groups of four or five. The first person in the group says a sentence with *have got*, e.g. *I've got a pizza.* The next person repeats the first sentence and adds one of their own, e.g. *I've got a pizza and two sausages.* Students keep going in this way until one person cannot remember what was said before and drops out. The student left at the end of the game is the winner.

PAGES 30 AND 31

SUPER GRAMMAR: *Have ... got any ... ?*

We use *Have ... got any ... ?* to ask questions about possessions, e.g. A: *Have we got any milk?* B: *Yes, we have.*

EXTENDING THE GRAMMAR

There are other ways of answering the question *Have ... got any ... ?* As well as using the short answers *Yes, we have* or *No, we haven't*, we can say *I think so* or *I'm not sure.*

SPEAKING ACTIVITY

In pairs, students ask and answer questions with *Have ... got any ... ?* Students can ask questions about the contents of the fridge pictured on page 28.

PAGE 32

READING: A text message

BACKGROUND INFORMATION

In informal spoken or written English, we usually say the word 'text' rather than 'text message', e.g. *Send me a text!*

A WAY TO INTRODUCE THE READING PAGE

Write *text message* on the board. Ask students who they send text messages to and why, e.g. friends to make arrangements, or parents to say where they are.

UNDERSTANDING THE TEXT

Once students have read the text message chat and completed the comprehension exercise, write sentences on the board and ask students to say whether they were written by May or her mum, e.g. *Yes, we have!* (May) *Have we got chicken?* (Mum) *A cheese pizza too!* (Mum).

EXTENSION ACTIVITY

In pairs, students can practise reading the text message conversation between May and her mum. They can do this twice, taking a different role each time.

PAGE 33

WRITING: Write a text message dialogue

A WAY TO INTRODUCE THE WRITING PAGE

Elicit examples of food we usually put in the fridge, e.g. *cheese, milk, water, butter, carrots, sausages.*

HELPING STUDENTS WITH THE WRITING ACTIVITY

Once students have completed Exercise 3, they can write their text message dialogue. To help students with this writing task, elicit or introduce some ways of beginning the dialogue, e.g. *Hi, Dad. I'm at the supermarket, but I haven't got my shopping list!* Tell students to use the example text message dialogue on page 32 as a model to follow.

SPEAKING ACTIVITY

In pairs, students can practise reading out the dialogues they wrote in Exercise 4.

5 Free time

PAGES 34 AND 35

SUPER GRAMMAR: Free-time activities: go and play

We use *go* and *play* to talk about certain activities we do in our free time, e.g. *I go swimming every morning. I play tennis at the weekend.*

EXTENDING THE GRAMMAR

We use *play* with ball games and competitive games in general, e.g. *tennis, basketball, volleyball, computer games, chess.* We use *go* with activities that end in *ing*, e.g. *swimming, running, fishing.*

SPEAKING ACTIVITY

Students work alone. They write down five sentences describing the free time activities they like. 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 36 AND 37

SUPER GRAMMAR: Do you ... ? Yes, I do. / No, I don't.

We use *Do you ... ?* to ask questions about activities, e.g. *Do you play computer games at the weekend?* We answer these questions with the short answers *Yes, I do / No, I don't.*

EXTENDING THE GRAMMAR

We don't use the auxiliary verb *do* when asking questions with *be*, e.g. we say *Are you eight?* **not** *Do you are eight?*

SPEAKING ACTIVITY

Students work alone. They write down five questions similar to the ones in Exercises 1, 2 and 3. In pairs, students take it in turns to ask and answer the questions.

PAGE 38

READING: A blog

BACKGROUND INFORMATION

A blog is a website or web page in which an individual keeps a diary of events or comments on subjects they are interested in, e.g. *I've got a blog about swimming!* The activity of writing a blog is called 'blogging', e.g. *I like blogging.*

A WAY TO INTRODUCE THE READING PAGE

Write *blog* on the board. Elicit or introduce a definition of the word and explain that something written on a blog is called a 'blog post' or a 'blog entry'.

UNDERSTANDING THE TEXT

Once students have read the blog post and completed the comprehension exercise, write sentences on the board and ask students to say which day of Sam's week is their favourite and why. e.g. *I like Sam's Monday because I like playing tennis.*

EXTENSION ACTIVITY

Write the following questions on the board: *Have you got a blog? or Do you read blogs? What do you read about?* Students can ask and answer these questions in pairs.

PAGE 39

WRITING: Write a blog post

A WAY TO INTRODUCE THE WRITING PAGE

Elicit examples of popular free-time activities. Write these words on the board, e.g. *go swimming, go running, play football, play computer games.*

HELPING STUDENTS WITH THE WRITING ACTIVITY

Once students have completed Exercise 2, they can write their own blog post. To help students with this writing task, elicit the preposition we use to talk about days (the preposition is *on*). Then elicit an example sentence using this preposition, e.g. *On Tuesday I go running and play chess with my friends.* Tell students to use the example blog on page 38 as a model to follow.

SPEAKING ACTIVITY

In pairs, students can read out their blogs to each other.

6 The old house

PAGES 40 AND 41

SUPER GRAMMAR: *There's / There are ...*

We use *There's / There are ...* to talk about what we can see, e.g. *There's a spider in the bedroom.* We use *There's* with singular nouns, e.g. *dog, cat.* We use *There are* with plural nouns, e.g. *dogs, cats.*

EXTENDING THE GRAMMAR

There's is very common in informal spoken and written English. We use the full form *There is* in more formal situations.

SPEAKING ACTIVITY

In pairs, students describe what they can see in the classroom using *There's / There are ...*, e.g. *There's a blue pencil on the table.*

PAGES 42 AND 43

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

How many ... ?

We use *Is there's / Are there ...?* to ask questions about what we can see. We use *Is there ... ?* to ask questions about singular nouns, e.g. *Is there a dog in the garden?* We use *Are there ... ?* to ask questions about plural nouns, e.g. *Are there any cats in the garden?* We use *How many ... ?* to ask about the quantity of something, e.g. *How many bikes are there?*

EXTENDING THE GRAMMAR

When asking someone about the number of their possessions we can use *How many ... ?* with *have ... got*, e.g. *How many computer games have you got?*

SPEAKING ACTIVITY

In pairs, students ask and answer questions about what they can see and how many of something there are in the classroom, e.g. *Are there any books? How many bags are there?*

PAGE 44

READING: A project

BACKGROUND INFORMATION

Many families in the UK live in houses, and not flats. Children often have their own bedrooms or they share with a brother or sister. Children often like to make their bedrooms special by choosing the colours and having their own things in them.

A WAY TO INTRODUCE THE READING PAGE

Write *house* on the board. Elicit the names of rooms in, and parts of, a house, e.g. *bedroom, bathroom, cellar, stairs.*

UNDERSTANDING THE TEXT

Once students have read the description of the house, ask them to describe the picture of the bedroom by saying what there is and what there isn't in the room, e.g. *There is a computer. There isn't a toy car.*

EXTENSION ACTIVITY

In pairs, students can practise reading out the description of the house in Exercise 1. When they read it out, they should get four or five details wrong, e.g. *I live in a small house. It isn't new, it's old.* When the student listening hears a mistake, they say *Stop!* and correct the mistake.

PAGE 45

WRITING: Write about your house and bedroom

A WAY TO INTRODUCE THE WRITING PAGE

Elicit adjectives to describe rooms in a house, e.g. *big, small, old, new, blue, green, red.*

HELPING STUDENTS WITH THE WRITING ACTIVITY

Once students have completed Exercise 2, they can write a description of their house and bedroom. To help students with this writing task, elicit or introduce some ways of beginning the description, e.g. *This is my house! / I like my house. / I live in a big house.* Tell students to use the description on page 44 as a model to follow.

SPEAKING ACTIVITY

In pairs, students can read their descriptions out to one another. They can then ask questions about each other's houses, e.g. *Is there a TV in your kitchen?*

7 Get dressed!

PAGES 46 AND 47

SUPER GRAMMAR: *Do you like this / these ... ?*

We use *Do you like this ... ?* to ask questions about singular objects, e.g. *Do you like this T-shirt?* We use *Do you like these ... ?* to ask questions about plural objects, e.g. *Do you like these trousers?*

EXTENDING THE GRAMMAR

We often use *pair of* with words such as *jeans, trousers, socks, shorts, shoes.* Note that when we use the word *pair*, we use *this* not *these*. e.g. *Do you like this pair of jeans?*

SPEAKING ACTIVITY

In pairs, students ask and answer questions about the clothes seen in the pictures in Exercises 1 and 3 with *Do you like this / these ... ?*

PAGES 48 AND 49

SUPER GRAMMAR: *Is he / she + -ing?*

We use *Is he / she + -ing?* to ask questions about what people are doing, e.g. *Is Tim wearing red shoes?* Use *he / she + is + -ing* to talk about what people are doing, e.g. *Ella is reading a book.*

EXTENDING THE GRAMMAR

When we talk about what someone is doing at the moment, we must use the present continuous (e.g. *She is playing*) not the present simple (e.g. *She plays*).

SPEAKING ACTIVITY

In pairs, students ask and answer questions using *Is he/she + -ing?* Students can ask questions about what boys and girls are doing in the pictures seen in the *Super Minds Student's Book*.

PAGE 50

READING: A chat

BACKGROUND INFORMATION

The word 'chat' refers to an informal conversation between friends or family members. It can be used as either a verb or a noun, e.g. *I chat to my friends all the time. / I have a chat with my friends every day.*

A WAY TO INTRODUCE THE READING PAGE

Write *chat* on the board. Ask students to tell you its meaning (a 'chat' is a friendly conversation). This word appeared on the Reading page in the Starter Unit, so students should be able to remember something about it.

UNDERSTANDING THE TEXT

Once students have read the chat and completed the comprehension exercise, say things about the text message conversation that are not correct, e.g. *James's cat is sleeping on the sofa.* Students correct each of your sentences, e.g. *James's cat is sleeping on his bed.*

EXTENSION ACTIVITY

In pairs, students practise reading aloud the text message conversation between James and Amy. They can read the conversation twice, taking a different role each time.

PAGE 51

WRITING: Write a chat

A WAY TO INTRODUCE THE WRITING PAGE

Say: *It is a Sunday morning. You are home. What are you and your family doing?* Put students in pairs and ask them to describe a typical Sunday morning at home, e.g. *I am playing computer games. My dad is sleeping. My sister is playing with a ball in the garden.*

HELPING STUDENTS WITH THE WRITING ACTIVITY

Once students have completed Exercise 2, they can write their own chat using the notes they made. Tell the students to use the example chat on page 50 as a model to follow. You may also want to highlight the use of the word *Hi!* as an informal way of saying 'hello' and the use of the exclamation mark, which is very common in text messages.

SPEAKING ACTIVITY

In pairs, students can practise reading the chats that they and their partner have written.

8 The robot

PAGES 52 AND 53

SUPER GRAMMAR: *Can/can't* for ability

We use *can/can't* to talk about abilities, e.g. *I can play the guitar, but I can't play the piano.*

EXTENDING THE GRAMMAR

Can is pronounced /kən/ when that word is not stressed in the sentence. It is pronounced /kæn/ when the word is stressed.

SPEAKING ACTIVITY

Students work alone. They write down five sentences describing what they can and can't do. 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 54 AND 55

SUPER GRAMMAR: Questions with *can*

We use *Can you...?* to ask questions about abilities, e.g. *Can you speak English?* We answer the question with the short answers *Yes, I can.* / *No, I can't.*

EXTENDING THE GRAMMAR

Note the difference between *Do you swim?* and *Can you swim?* We use the former question to ask someone if they do that activity. We use the latter question to ask someone if they are able to do that activity.

SPEAKING ACTIVITY

In pairs, students ask and answer questions about their abilities. They can use the examples in Exercise 1 on page 54 as models to follow.

PAGE 56

READING: A forum

BACKGROUND INFORMATION

A 'forum' is a website where people (called users) can post comments about a particular topic, as well as reply to other's people's comments. Comments on forums are called 'posts'.

A WAY TO INTRODUCE THE READING PAGE

Write *pets* on the board. Find out if any students in the class have got a pet. Choose two or three students to tell the class something about their pets, e.g. what animal it is, the name of the pet, its size and colour.

UNDERSTANDING THE TEXT

Once students have read the comments on the forum and completed the comprehension exercise, ask questions about the pets referred to in the forum, e.g. *Who is Patch?* (a dog), *Who is Jazzy?* (a horse), *Who is Bob?* (a cat). Elicit answers, asking students to say everything they can about each of the pets. After you have done this, focus on Harry's use of the common phrase *No way!* which means 'I don't believe it!' You could also highlight Sally's use of the exclamation *Cool!*, which is used to say you like something.

EXTENSION ACTIVITY

In pairs, students can say which of the pets they prefer and why, e.g. *I like Patch because dogs are my favourite animals. Patch can do lots of things. I like him!*

PAGE 57

WRITING: Write a forum post

A WAY TO INTRODUCE THE WRITING PAGE

If you have a pet, tell the class about it, describing its name, colour, age and what it can do. If you don't have a pet, invent one! The idea here is that you provide students with a further example of a description of a pet.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Once students have completed Exercise 2, they can write their own forum posts using the notes they've made. Tell the students to use the example forum posts on page 56 as models to follow. Remind students of the phrase *No way!* and the exclamation *Cool!* which you referred them to in the Reading exercise. Encourage students to use these terms in their writing.

SPEAKING ACTIVITY

In small groups, students can practise reading out the different comments on the forum posts they wrote in Exercise 3.

9 At the beach

PAGES 58 AND 59

SUPER GRAMMAR: Suggestions

We use *Let's* + verb to make suggestions (i.e. ideas for something to do), e.g. *Let's go to the beach.*

EXTENDING THE GRAMMAR

Let's is a contraction of *Let us*, but this is not used frequently in either spoken or written English and only usually used in formal contexts.

SPEAKING ACTIVITY

Point out the three ways to respond to a suggestion that are featured in the Super Grammar box on page 58. In pairs, students can then role play conversations at a beach similar to the one in Exercise 2 on page 59. Students change the activities to create their own dialogues.

PAGES 60 AND 61

SUPER GRAMMAR: *Where's / Where are ... ?*

We use *Where's ... ?* to ask questions about singular objects, e.g. *Where's the ball? It's in the bag.* We use *Where are ... ?* to ask questions about plural objects, e.g. *Where are the books? They're on the table.*

EXTENDING THE GRAMMAR

In informal spoken and written English, we usually use *Where's ... ?* We use the full form *Where is ... ?* in more formal contexts.

SPEAKING ACTIVITY

In pairs, students ask and answer questions about objects in the classroom using *Where's / Where are ... ?* (You may want to review prepositions before students do this.)

PAGE 62

READING: A magazine

BACKGROUND INFORMATION

Wales is the smallest of the four constituent parts of the United Kingdom. Wales is a mountainous region and has its own language, which is called Welsh (*Cymraeg*).

A WAY TO INTRODUCE THE READING PAGE

Write *United Kingdom* on the board. Ask students to name the four parts of this country (England, Scotland, Northern Ireland, Wales.) Students may mention Great Britain, which is the name given to England, Scotland and Wales.

UNDERSTANDING THE TEXT

Once students have read the text about Wales and completed the comprehension exercise, ask them to highlight the adjectives used in the text. The following are used: *beautiful, high, famous, old, fantastic.* As well as picking the adjectives out, ask students to say what each of the adjectives describes.

EXTENSION ACTIVITY

Students can go online to do more research into Wales. They can look up famous Welsh places (e.g. The Millennium Stadium) and people (e.g. Catherine Zeta Jones, Gareth Bale).

PAGE 63

WRITING: Write a magazine article

A WAY TO INTRODUCE THE WRITING PAGE

Write *Scotland* on the board. Elicit everything students know about it, e.g. names of cities, weather, the countryside. If students do not know anything about Scotland, mention that the capital is Edinburgh, that it's often cold and wet and that it is mountainous.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Once students have completed Exercise 2, they can write their own magazine article about Scotland using the phrases they completed. Students could also go online to do some more research into Scotland. Remind students of the adjectives used in the magazine article about Wales on page 62. Encourage students to use these adjectives in their own magazine articles.

SPEAKING ACTIVITY

Ask students to research some places in Scotland: these could be cities, coastal towns, the mountains. Students can share what they find out with a partner and say something about it, e.g. *I like Edinburgh. It's a beautiful city. There's a castle there!*