



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 use the *Super Grammar Practice Book* at home. The notes 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, along with the 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

Well done, Ben and Lucy!

PAGES 4 AND 5

SUPER GRAMMAR: Simple present questions

We use simple present questions to ask questions about habits, likes and dislikes, general truths, facts and routines, e.g. *Do you go to school on Saturday mornings?*

EXTENDING THE GRAMMAR

When asking questions our voice usually goes up at the end of the sentence. However, if we expect a particular answer (*yes* or *no*), we often use flatter intonation.

SPEAKING ACTIVITY

In pairs, students ask and answer questions using the simple present. Encourage them to use the questions in Exercise 1 on page 4 as models to follow.

PAGES 6 AND 7

SUPER GRAMMAR: Simple past questions

We use simple past questions to ask questions about what people did at a specific time in the past e.g. *What did you do on Saturday?*

EXTENDING THE GRAMMAR

We often begin a conversation by asking someone a *Yes/No* question, e.g. *Did you have a good weekend?* We then follow it up with a 'wh' question, e.g. *What did you do?*

SPEAKING ACTIVITY

In pairs, students ask and answer questions using the simple past. Encourage them to use the questions in Exercise 2 on page 7 as models to follow.

PAGE 8

READING: A poem

BACKGROUND INFORMATION

The title of the poem is *The Questioner*. A questioner is someone who asks questions, often in an official capacity.

A WAY TO INTRODUCE THE READING PAGE

Ask: *How was your life different in the past, when you were very young?* Encourage students to think of what they did then, that they do not do now. Elicit students' ideas and write them on the board.

UNDERSTANDING THE TEXT

Once students have read the poem and completed the comprehension exercise, ask students to describe the poem. Ask: *What is the poem about?* (Answer: Elicit the idea that the theme of the poem is how we change over time.)

EXTENSION ACTIVITY

Draw students' attention to rhythm and rhyme by reading out *The Questioner* to the class. Once you have sensitised the students to the rhythm and rhyme of the poem, they could practise reading the poem aloud themselves.

PAGE 9

WRITING: Write a poem

A WAY TO INTRODUCE THE WRITING PAGE

Write *poetry* on the board. Elicit some common themes of poetry, e.g. love, memories, important events.

THE HELP WITH WRITING BOX

You can either read out the information in the box or ask students to read the information themselves. To check students' understanding of *rhyme*, elicit some examples of words that rhyme and write these words on the board. At this point, writing a simple rhyming poem with the class is a good idea. It will help students understand the essential point that poetry writing is often about how language is used to intensify a feeling or idea. By contrast, *prose* (a long piece of writing) is more about conveying information.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Read the poem aloud as a means of introducing its particular rhythm. However, make sure that you do not fill in the gaps accidentally! Tell students that the gapped words rhyme with words at the end of other lines in the poem.

SPEAKING ACTIVITY

In pairs, students practise reading *The Treasure Hunt* aloud.

1 In the museum

PAGES 10 AND 11

SUPER GRAMMAR: *Must / Mustn't*

We use *must / mustn't* to talk about what it is necessary to do, e.g. *I must finish my History project*. We also use it to tell other people not to do something, e.g. *You mustn't throw your dirty clothes on the floor*.

EXTENDING THE GRAMMAR

Must and *have to* are different in use. We use *must* for a personal form of obligation. We use *have to* when someone else requires us to do something. *I must do my homework* means 'I am telling myself that it is necessary', whereas *I have to do my homework* means 'my teacher or a parent is telling me that it is necessary'.

Must has no past form. To express obligation in the past we use *had to*, e.g. *At the weekend, I had to study for my English test*. *Had to* is introduced and practised in the second Super Grammar of Unit 5.

SPEAKING ACTIVITY

In pairs, students tell each other about what they must do this week, e.g. *I must work hard for my English test*. *I must tidy my room*. They can also talk about the things that they mustn't do in school, e.g. *We mustn't use our mobile phones in class*.

PAGES 12 AND 13

SUPER GRAMMAR: Direct and indirect objects

We use direct objects to talk about *who* or *what* is affected by the action of the verb. We use indirect objects to talk about *who* or *what* is the recipient of the direct object. E.g. In the sentence *Mum bought Dad a guitar*, 'Dad' is the indirect object, whereas 'a guitar' is the direct object.

EXTENDING THE GRAMMAR

Indirect objects are always accompanied by direct objects. For example, a sentence such as *She gave me* is incomplete; we must say what was given, e.g. *She gave me a hat for my birthday*.

SPEAKING ACTIVITY

Put students into groups of three. One student passes an object to another student. The third student in the group describes what happened, e.g. *Samira gave the book to Tamas./Samira gave Tamas the book*.

PAGE 14

READING: A postcard

A WAY TO INTRODUCE THE READING PAGE

Write *chocoholic* on the board. Explain or elicit the meaning of the word: a chocoholic is someone who really likes eating chocolate. Find out if there are any chocoholics in the class.

UNDERSTANDING THE TEXT

Once students have read the postcard and completed the comprehension exercise, ask: *What did Li Yan and her family think of the chocolate museum?* (Answer: They liked it.) Then ask students to explain what the family liked about it. (Answer: Dad thought the film was very good. Grandma liked the collection of wrappers. Li Yan liked the free chocolate.)

EXTENSION ACTIVITY

There are several chocolate museums around the world. Students go online to research them. In pairs, they say which of the museums they would most like to visit and why.

PAGE 15

WRITING: Write a postcard

A WAY TO INTRODUCE THE WRITING PAGE

Write *museums* on the board. Elicit examples of museums located in the students' country. Elicit vocabulary associated with museums, e.g. *visit, exhibition, exhibit*.

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: we write postcards to tell our friends and family about the fact that we are enjoying ourselves somewhere. For that reason we use adjectives expressing that, e.g. *a brilliant holiday, a great time, a fantastic museum*.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Elicit ways of beginning the postcard, e.g. *We're on holiday! We're having a great time! Hello from the Football Museum!* Write students' ideas on the board. Encourage students to take a couple of minutes to plan the content of their postcard before they begin writing it.

SPEAKING ACTIVITY

In pairs, students talk about the last museum they visited and what they thought of it. They can also talk about which museums they would like to visit.

2 The world around us

PAGES 16 AND 17

SUPER GRAMMAR: Connectors

We use connectors to join parts of a sentence. We use *and* to join two statements, e.g. *We played football in the morning and swam in the sea in the afternoon.* We use *but* to introduce a different idea to the one expressed in the first part of the sentence, e.g. *I wanted to go the party, but I had a headache.* We use *because* and *so* to talk about the reasons for an action, e.g. *I was happy because my team won the match. I was full, so I didn't have a second piece of cake.*

EXTENDING THE GRAMMAR

Traditional grammar books suggest that connectors shouldn't be put at the beginning of a sentence. However, in spoken and written English, words such as *but* and *because* have long been used in this way.

SPEAKING ACTIVITY

In pairs, students describe what they did at the weekend. Suggest they use the text in Exercise 3 on page 17 as a model and make use of connectors in their descriptions.

PAGES 18 AND 19

SUPER GRAMMAR: *could* / *couldn't*

Could is the past form of *can*. We use *could* / *couldn't* to talk about general abilities we had or didn't have in the past, e.g. *I couldn't play chess very well when I was young.*

EXTENDING THE GRAMMAR

When we talk about an achievement or a particular situation in the past we often use *was* / *were able to* instead of *could*, e.g. *Were you able to click on that link I sent you?* To talk about non-achievement we can use either *couldn't* or *wasn't* / *weren't able to*, e.g. *I couldn't get to the top of the mountain. I wasn't able to get to the top of the mountain.*

SPEAKING ACTIVITY

Students work alone. They write down five sentences describing what they could or couldn't do when they were younger. Two of the sentences must be false. In pairs, students take it in turns to guess which of their partner's sentences are false.

PAGE 20

READING: A story

BACKGROUND INFORMATION

The Strange Tale of Jim Garry's Mountain is a short story in the genre of fantasy. In general, fantasy involves magic or some kind of supernatural element and is often set in a world other than our own.

A WAY TO INTRODUCE THE READING PAGE

Elicit the idea of fantasy as a genre of storytelling. Ask students to say whether they like fantasy as a genre. You could also ask them to name some examples from the worlds of film and literature, one of the most notable being *The Lord of the Rings*.

UNDERSTANDING THE TEXT

Once students have read the story and completed the comprehension exercise, ask: *What is the story about?* (Answer: The disappearance of the natural world.) You may need to guide students to this answer; in order to do that, encourage them to focus on two parts of the story: the old man who goes to the Town Hall; the final paragraph of the story.

EXTENSION ACTIVITY

Encourage students to investigate fantasy as a genre of storytelling. They could visit their local library or look online for examples of stories in this genre in English.

PAGE 21

WRITING: Write a short story

A WAY TO INTRODUCE THE WRITING PAGE

Write *story types* on the board ('story type' is another way of saying 'genre'). Elicit examples and write them on the board.

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: stories have to create a mystery for their readers; the desire to solve that mystery is what keeps readers reading the story.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Elicit opening sentences for a story. Write students' ideas on the board. Students could then use one of these opening sentences as the start of their story. Make sure you give students time to plan their stories. Offer help with ideas. You can do this by asking students to think about the kind of stories they enjoy reading.

SPEAKING ACTIVITY

In pairs, students can read their stories out to each other. They could then offer suggestions as to how the stories might be improved.

3 Danger!

PAGES 22 AND 23

SUPER GRAMMAR: Past continuous

We use the past continuous to talk about events in progress at a particular moment in the past, e.g. *I was sleeping*. To form the past continuous we use *was / were + verb + ing*.

EXTENDING THE GRAMMAR

It is common in informal English to respond to a question in the past continuous, e.g. *What were you doing yesterday evening at eight o'clock?* with an abbreviated rather than a full sentence, e.g. we might say *Sleeping. / Watching TV. / Talking to my dad*, rather than the full phrase *I was sleeping. / I was watching TV. / I was talking to my dad*.

SPEAKING ACTIVITY

In pairs, students can take it in turns to mime actions, e.g. reading a book, watching TV. Their partner tries to guess what they were doing. E.g. *You were reading a book. You were watching TV.*

PAGES 24 AND 25

SUPER GRAMMAR: Past continuous questions

We use past continuous questions to ask someone about events in progress at a particular moment in the past. We can ask *Yes/No* questions, e.g. *Were you doing your homework? Yes, I was. / No, I wasn't*. We can also ask questions with question words, e.g. *What were you doing yesterday evening at six o'clock?*

EXTENDING THE GRAMMAR

Highlight the difference between the past continuous and the past simple. *What were you doing?* is a question about an event in progress; *What did you do?* is a question about a completed event.

SPEAKING ACTIVITY

In pairs, students ask and answer questions similar to the ones in Exercise 3 on page 25. Students use the questions as a model and change the times/day.

PAGE 26

READING: An email

BACKGROUND INFORMATION

Valentina's email has as its subject line: *The Great Flood of Calle Dos Santos*. A 'subject line' is a summary or title of an email.

A WAY TO INTRODUCE THE READING PAGE

Write *flood* on the board. Elicit the meaning of the word. A flood refers to a large amount of water covering an area of land that is usually dry, e.g. *After the heavy rain that summer, there were floods around the country*.

UNDERSTANDING THE TEXT

Once students have read the email and completed the comprehension exercise, ask: *Who is Valentina writing to?* (Answer: her grandmother.) *What is Valentina's email about?* (Answer: a flood that Valentina and her parents drove through.)

EXTENSION ACTIVITY

In pairs, students discuss what makes a good subject line. Alternatively, you could discuss this with the class as a whole. Ideas include the following: it should be short; it should describe the content of the email simply and accurately; the most important words should be near the beginning.

PAGE 27

WRITING: Write an email

A WAY TO INTRODUCE THE WRITING PAGE

Write *email* on the board. Ask if students send emails and who they send them to. Ask: *Do you start and finish emails in the same way you do letters?* (Answer: Not usually, but it depends on who you are writing to.)

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: that email, like all forms of digital communication, often takes the form of brief messages.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Elicit ways of beginning the email, e.g. *Guess what? / I have incredible news! / There was an accident today*. Encourage students to use Valentina's email as a model to follow when they write their own.

SPEAKING ACTIVITY

In pairs, students can discuss email. To help them, put some questions on the board to get them thinking, e.g. *Do you like email? How many emails do you send a day? Which do you prefer: email or text messaging?*

4 Two return tickets

PAGES 28 AND 29

SUPER GRAMMAR: At/in/on

At/in/on are prepositions of time. We use them to talk about when something happened, e.g. *I usually get to school at eight o'clock. / My mum was born in July. / What were you doing on Monday morning?*

EXTENDING THE GRAMMAR

The following time words do not require a preposition: *today, tomorrow, yesterday, next, last.*

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. Call out words and phrases (e.g. *Monday, December, five o'clock*). The first captain to put their hand up and give the correct preposition wins a point. The team with the most points at the end of the game wins.

PAGES 30 AND 31

SUPER GRAMMAR: Past continuous and simple past

We use the past continuous and simple past together to talk about how one action was interrupted by another, e.g. *I was having my lunch when my best friend phoned me.* The action described by the simple past interrupts the one described by the past continuous.

EXTENDING THE GRAMMAR

We often use the past continuous and simple past together when we tell stories. We usually use the simple past to give the main events of the story and the past continuous to provide some background detail, e.g. *It was raining the night we arrived at the hotel at the top of the hill.*

SPEAKING ACTIVITY

In pairs, students make sentences using both the past continuous and the simple past. For example, one student says *I was watching TV*, to which the other adds *when my mum came home*.

PAGE 32

READING: A newspaper article

BACKGROUND INFORMATION

Headlines in newspapers and on news websites often omit words such as articles (*a, an, the*) and use the present tense. See the headline on page 32. Instead of *A dog rolled down an escalator* we are given *Dog rolls down escalator*. Such abbreviation allows headlines to fit on the page.

A WAY TO INTRODUCE THE READING PAGE

Ask: *What are the most important newspapers in your country?* Elicit students' ideas and put them on the board. You may also want to ask students if they ever read newspapers or news websites.

UNDERSTANDING THE TEXT

Once students have read the newspaper article and completed the comprehension exercise, ask them to summarise the events it describes. If necessary, guide them to the correct order of events by asking questions, e.g. *Who was at the train station with her dog? / What did the dog roll down? / What did the dog fall into? / What did other passengers say about what happened?*

EXTENSION ACTIVITY

Stories such as the one on page 32 are called 'human-interest stories'. Such stories involve people or their pets, and are designed to make the reader feel sympathy for the people involved. Students can go online to research some current human-interest stories.

PAGE 33

WRITING: Write a newspaper article

A WAY TO INTRODUCE THE WRITING PAGE

Ask students what elements make up a newspaper article, e.g. a headline, the reporter's name (occasionally), a photo, the text and quotes by witnesses. If you are able to bring some newspapers into class, you can visually point out these elements to students.

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: that quotes (i.e. a report of things that other people have said) make a newspaper article more enjoyable to read.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Ask students to look back at the newspaper article on page 32. Tell them to read the opening of the article one more time, then elicit other ways of beginning newspaper articles. Put these opening sentences on the board. Students can use one of these sentences as the beginning of their article.

SPEAKING ACTIVITY

In pairs, students can tell each other how they find out what is going on in their country and in the wider world. Put the following questions on the board to help students develop conversations: *Do you use social media? Do you watch videos online? Do you read news websites? Do you ever read newspapers?*

5 Police!

PAGES 34 AND 35

SUPER GRAMMAR: *Used to*

We use *used to* to talk about repeated actions or states in the past which are no longer true, e.g. *I used to play football every Sunday morning (I don't play football now).* / *I used to be a good football player (I'm not a good player now).*

EXTENDING THE GRAMMAR

There is no present form of *used to*. When we talk about habitual actions in the present we use the present simple, e.g. *I play football every Sunday morning.*

SPEAKING ACTIVITY

Write on the board: *When you were young ...* Give students a few minutes to think of some questions using *used to*. Students take it in turns to ask and answer about what they used to do when they were young. E.g. *Did you use to like vegetables? Did you use to go to school by bike? Did you use to have a best friend at school?* Note: when we form questions we omit the 'd' from 'used to' (use to).

PAGES 36 AND 37

SUPER GRAMMAR: *had to*

We use *had to* to talk about things people told us to do in the past, e.g. *I had to do the washing up yesterday. Dad said it was my turn.*

EXTENDING THE GRAMMAR

As *had to* is the past form of both *have to* and *must* it is used to express both personal and external forms of obligation. The pronunciation of *had to* is /'hatu:/.

SPEAKING ACTIVITY

In pairs, students draw pictures in their notebooks illustrating things they had to do last week. As one student draws a picture, the other tries to guess what is being illustrated, e.g. *You had to tidy your room!*

PAGE 38

READING: A description

BACKGROUND INFORMATION

A 'description' is a spoken or written account of a person, animal, place, object or event. A description tells us what someone or something is like.

A WAY TO INTRODUCE THE READING PAGE

Write *detective* on the board. Elicit the meaning of the word: a police officer who investigates and solves crimes. Ask: *Do you read detective stories or watch films or TV shows about detectives?*

UNDERSTANDING THE TEXT

Once students have read the description and completed the comprehension exercise, ask: *Why did Lou write a description of a detective?* (Answer: Her teacher asked her to.) *What did Lou call her detective?* (Answer: Inspector Bach.)

EXTENSION ACTIVITY

Students can go online to research some famous fictional detectives, like Sherlock Holmes.

PAGE 39

WRITING: Write a description

A WAY TO INTRODUCE THE WRITING PAGE

Write *describing people* on the board. Elicit the vocabulary for faces and hair introduced in Unit 5 of the *Super Minds Student's Book*, e.g. *dark, blonde, fair, moustache, straight.*

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 a description should bring that person alive.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Elicit ways of beginning the description, e.g. *Jane Blank was tall, very tall. Edward Darmer had short black hair. He always wore sunglasses.* Encourage students to use their imagination. Ask: *Does your detective have an unusual hobby? What clothes does he/she usually wear?*

SPEAKING ACTIVITY

In pairs, students take it in turns to read out their descriptions to one another. As one student describes their detective, the other can draw a picture of that detective. At the end, students show each other their pictures. How close is the picture to the description?

6 Mythical beasts

PAGES 40 AND 41

SUPER GRAMMAR: Comparatives and superlatives

We use comparatives to compare people, places or things, e.g. *Russia is bigger than the UK*. We use superlatives to say that a person, place or thing has the most of a particular quality in a group, e.g. *Russia is the biggest country in the world*.

EXTENDING THE GRAMMAR

When using comparatives, we often use *a lot* and *a bit*. E.g. *It's a lot colder today than it was yesterday*. *John's a bit happier than I am*. *He got 95% in his Spanish exam*. *I got 75%*. When using superlatives, we often use the phrase *one of the*, e.g. *Canada is one of the biggest countries in the world*.

SPEAKING ACTIVITY

In pairs, students use comparatives and superlatives to describe their family, e.g. *My brother is the funniest person in our family*. *My sister is taller than my mum*.

PAGES 42 AND 43

SUPER GRAMMAR: *It looks like ...*

We use *It looks like ...* to talk about the appearance of a person, animal, object or place, e.g. *What does your dad look like? He's short and has got brown hair*.

EXTENDING THE GRAMMAR

Be like and *look like* are not the same. *Be like* refers to someone's personality, e.g. A: *What is she like?* B: *She's friendly and kind*. *Look like* refers to someone's appearance, e.g. A: *What does she look like?* B: *She's tall and has long red hair*.

SPEAKING ACTIVITY

In pairs, students describe members of their family using the following questions: *What does your mum / brother / dad / sister look like? Who does your mum / brother / dad / sister look like?*

PAGE 44

READING: A description of an animal

BACKGROUND INFORMATION

Malay is a language spoken in Malaysia, Singapore and Indonesia. Babirusa is pronounced /ˈbɑːbɪˈruːsə/.

A WAY TO INTRODUCE THE READING PAGE

Write *describing animals* on the board. Elicit the vocabulary for describing animals introduced in Unit 6 of the *Super Minds Student's Book*, e.g. *horn, tail, scales, feathers*.

UNDERSTANDING THE TEXT

Once students have read the description of the babirusa and completed the comprehension exercise, ask: *Where do babirusas live?* (Answer: in the forests of Indonesia.) *How many of them are left?* (Answer: fewer than 10,000.) *How many species of babirusa are there?* (Answer: four.)

EXTENSION ACTIVITY

Students go online to research unusual animals. Encourage them to make notes about each of the animals they research. Students can then share this information with each other in small groups.

PAGE 45

WRITING: Write a description of an animal

A WAY TO INTRODUCE THE WRITING PAGE

Write *aye-aye* on the board. The word is pronounced /ˈaɪaɪ/. Explain that aye-ayes are primates (i.e. mammals such as monkeys, apes and humans). Students can then look at the picture of this animal on page 45 and complete 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: that a description of an animal should inform the reader.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Elicit ways of beginning the description, e.g. *Aye-ayes are very interesting animals*. *Aye-ayes live in the rainforests of Madagascar*. *Aye-ayes are small mammals that live in Madagascar*. Put these opening sentences on the board. Students can use one of these sentences as the beginning of their description.

SPEAKING ACTIVITY

In pairs, students talk about the animals they find most interesting. They can also tell each other about any pets that they have.

7 Orchestra practice

PAGES 46 AND 47

SUPER GRAMMAR: Possessive pronouns

We use possessive pronouns to talk about the things that belong to people, e.g. A: *Is that her book?* B: *No, it's mine.*

EXTENDING THE GRAMMAR

Possessive pronouns are also used in the following structure: *a/the/that/these/those/some + noun + of + possessive pronoun*, e.g. *A friend of hers plays football for Barcelona. / That dog of theirs. / Those computer games of mine.* The possessive pronoun must be used in this context, e.g. We **cannot** say *a friend of her plays football for Barcelona. / That dog of them. / Those computer games of me.*

SPEAKING ACTIVITY

In pairs, students point to objects around the classroom and ask questions, e.g. A: *Is this pen mine?* B: *No, it's his!*

PAGES 48 AND 49

SUPER GRAMMAR: Who/which/where

We use the relative pronouns *who/which/where* to give more information about a person, thing or place referred to earlier in the sentence, e.g. *The boy who scored the winning goal lives next door to me.*

EXTENDING THE GRAMMAR

The word *that* is also used instead of *who* or *which*, e.g. we can say *She's the girl that got 100% in the Maths exam* or *She's the girl who got 100% in the Maths exam.* *The guitar that I bought is brown* or *The guitar which I bought is brown.*

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 smartphone which I want is very expensive* or *The smartphone I want is very expensive.*

SPEAKING ACTIVITY

Divide the students into groups. Each person in the group thinks of an object, a person (it could be a job) or a place. Other students in the group ask questions to find out what it is. Students need to start by finding out first if it's a person, place or object and then ask questions, e.g. *Is it someone who works in a school? Is it something which we use to ... ? Is it a place where people go to ... ?* Once the group has guessed, another student has a turn.

PAGE 50

READING: An advertisement

A WAY TO INTRODUCE THE READING PAGE

Write *guitars* on the board. Elicit examples of famous guitar players, e.g. Eric Clapton, Slash, Carlos Santana, Brian May. You could also ask students if they know any makes of guitar, e.g. Gibson, Fender, Ibanez.

UNDERSTANDING THE TEXT

Once students have read the advertisement and completed the comprehension exercise, ask: *What is the name of the guitar in the advert?* (Answer: The Fretocaster.) *Who designed it?* (Answer: Des Paul.) *How much does it cost?* (Answer: £350.)

EXTENSION ACTIVITY

Students can research advertisements online. They should look for some examples of adverts for popular products such as smartphones, computers and musical instruments. In small groups, students can tell each other about the adverts they found, saying why they think they are effective.

PAGE 51

WRITING: Write an advertisement

A WAY TO INTRODUCE THE WRITING PAGE

Write *musical instruments* on the board. Describe different musical instruments, e.g. *This has keys. You usually play it sitting down.* Students listen and say which instrument is being described, e.g. *Is it a keyboard?*

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: that adverts want to control people's reactions to products by making them feel something; adverts are designed to affect the heart, not the head.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Ask: *What makes a good advert?* Elicit ideas: a memorable slogan (e.g. Apple's *This changes everything*); an attractive logo (e.g. Nike's tick). You could also talk with the class about how much information an advert needs.

SPEAKING ACTIVITY

Write the following questions on the board: *Do you like guitars? Why? Why not? Do you play a musical instrument? Which musical instrument would you like to play?* In pairs, students ask and answer these questions.

8 In the planetarium

PAGES 52 AND 53

SUPER GRAMMAR: Will

We use *will* to talk about the future. We use it to make predictions, e.g. *I think Argentina will win the next World Cup.* We also use *will* when we are talking about something that is absolutely certain in the future, e.g. *My birthday will be on a Saturday this year.*

EXTENDING THE GRAMMAR

Going to and *will* are both used to make predictions. *Going to* is preferred when there is clearer evidence for the prediction, e.g. *You're going to drop that plate.* (The speaker can see that this is about to happen.) *Will* is used when the prediction is based more on personal opinion or judgement, e.g. *Jess will win the chess tournament. She's such a good player.* When we talk about our plans or intentions for the future, we use *going to* rather than *will*, e.g. *We're going to visit my family in France this summer.*

SPEAKING ACTIVITY

In pairs, students can ask and answer questions about their future life using the completed exercises on page 53 to help them.

PAGES 54 AND 55

SUPER GRAMMAR: Adverbs

We use adverbs to talk about how an action is performed, e.g. *She played the piano beautifully.* *He's going to do well in his exams.*

EXTENDING THE GRAMMAR

Adverbs are also used to give more information about adjectives and adverbs, e.g. The word 'very' in *I'm very tired* intensifies the adjective 'tired'. The word 'really' in *he sang really well* intensifies the adverb 'well'.

SPEAKING ACTIVITY

In pairs, students can take it in turns to mime actions, e.g. eating a sandwich slowly, doing homework happily. Their partner tries to guess what they are doing. E.g. *You're eating a sandwich slowly.*

PAGE 56

READING: A diary entry

BACKGROUND INFORMATION

In her diary, Jana refers to *films with special effects*. Special effects are the illusions created by computers, camera work or particular props.

A WAY TO INTRODUCE THE READING PAGE

Ask students to look at the photo which accompanies the text on page 56. Elicit or introduce the phrases *3-D glasses* and *3-D films*. Ask students whether they like films in 3-D and to name some of their favourite films that use that technology.

UNDERSTANDING THE TEXT

Once students have read Jana's diary entry and completed the comprehension exercise, ask: *Do Jana and her friends usually like the same type of film?* (Answer: No, they don't. Jana's friends like films with special effects, but she doesn't.) *What is the name of the film that Jana saw with Emre?* (Answer: *The Comet.*)

EXTENSION ACTIVITY

Students go online to research the history of science-fiction films. Encourage them to make notes about some of the most significant films in the genre. Students can then share this information with each other in small groups.

PAGE 57

WRITING: Write a diary entry

A WAY TO INTRODUCE THE WRITING PAGE

Explain that recording in a diary entry what people have said is a good way of recording an event. Then refer students to the sentences in Exercise 1, explaining that they are things that Jana reported Emre and herself saying.

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: that writing a regular diary helps people keep a record of the most important events in their lives.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Elicit ways of beginning the diary, e.g. *What a great day!* / *Oh, what a boring evening!* Put these opening sentences on the board. Students can use one of these sentences as the beginning of their diary entry.

SPEAKING ACTIVITY

In pairs, students talk about the types of film they enjoy, their favourite films, and the last film they saw.

9 At the campsite

PAGES 58 AND 59

SUPER GRAMMAR: *A bottle/can/loaf/packet/piece of ...*

We use *a bottle/can/loaf/packet/piece of ...* to talk about the quantity of something or what something is contained in, e.g. *We need two loaves of bread and a bottle of water.*

EXTENDING THE GRAMMAR

The pronunciation of *loaves* is /ləʊvz/ **not** /ləʊfs/.

SPEAKING ACTIVITY

Ask students to imagine that they are planning a picnic. They can then work in pairs to role play conversations similar to the ones in Exercise 2 on page 59. Students can do two conversations, taking a different role each time.

PAGES 60 AND 61

SUPER GRAMMAR: *How much? / How many?*

We use *How much ...? / How many ...?* to ask about the quantity of something, e.g. *How many loaves of bread would you like?*

EXTENDING THE GRAMMAR

When talking about an uncountable noun, we can use either *How many* or *How much*, but we phrase the question differently, e.g. we can say *How much water do we need?* or *How many bottles of water do we need?*

SPEAKING ACTIVITY

In pairs, students can ask and answer questions about what they have got in their schoolbag using *How much* and *How many*, e.g. *How much paper have you got?/How many pieces of paper have you got? How many pens have you got?*

PAGE 62

READING: A letter

BACKGROUND INFORMATION

Many children in the UK go on organised trips with their school. This can include staying away from home for a short time in a special activity centre for

children, or camping. Children are encouraged to get involved in many different activities and to take more responsibility for themselves which might include doing small chores.

A WAY TO INTRODUCE THE READING PAGE

Write *camping* on the board and elicit vocabulary associated with that word, e.g. *campsite, tent, sleeping bag.*

UNDERSTANDING THE TEXT

Once students have read the letter and completed the comprehension exercise, ask: *What is the letter about?* (Answer: the arrangements for a camping trip.) *Who is the letter to and who is it from?* (Answer: The letter is to a group of students at a school and from someone in the office at the school.)

EXTENSION ACTIVITY

Students can go online to research some campsites around the world. They should find two or three that they would like to camp in. They can share what they find with another student.

PAGE 63

WRITING: Write a letter

A WAY TO INTRODUCE THE WRITING PAGE

In pairs, students can talk about whether they like camping or not (or if in fact they have ever been), what happened on their last camping trip or where in their country they would like to go camping.

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 that formal letters use certain words and phrases, e.g. *Dear ...* rather than *Hi*, *Yours sincerely...* rather than *Bye* or *See you soon*.

HELPING STUDENTS WITH THE WRITING ACTIVITY

Elicit ways of beginning the letter, e.g. *Dear Students, I am writing to you about next week's camping trip.* Encourage students to use the letter on page 62 to help them write theirs. Students should organise their letter into paragraphs and make sure they include all the information referred to in the bullet points in Exercise 2.

SPEAKING ACTIVITY

In pairs, students take it in turns to tell each other about the camping trip they wrote about in their letter.