



# 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

## Meet the explorers

### PAGES 4 AND 5

#### SUPER GRAMMAR: *Good at + ing*

We use *good at + ing* to talk either about someone's ability or their lack of it. *Good at* is followed by a gerund, but not by the infinitive, e.g. *Sima's good at climbing* **not** *Sima's good at climb*.

#### EXTENDING THE GRAMMAR

Students can make more emphatic statements by using adjectives such as *great*, *brilliant*, *wonderful*, (*really*) *bad*, *awful* or *terrible*. E.g. *My sister's brilliant at swimming*. *My dad's terrible at playing the guitar*.

#### SPEAKING ACTIVITY

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

### PAGES 6 AND 7

#### SUPER GRAMMAR: Possessive apostrophe

In its use and position in a sentence, the possessive apostrophe is similar to possessive determiners such as *my*, *your*, etc., e.g. *John's bike* is similar to *his bike*.

Make sure students understand that the apostrophe in *she's*, *he's*, *I'm*, *it's* denotes a missing letter, not

the possessive, e.g. There are two apostrophes in the following sentence: *It's John's bike*. The first denotes a missing 'i', the second denotes the possessive.

#### EXTENDING THE GRAMMAR

When a name ends in 's' the possessive apostrophe can be written in two ways: *James's dog* or *James' dog*.

#### SPEAKING ACTIVITY

Point to objects around the classroom, e.g. pens, pencil cases. Ask: *Whose is it?* Students should respond with *It's Miguel's*, *It's Anka's*, etc. Students can then do the same in pairs.

### PAGE 8

#### READING: A diary

#### A WAY TO INTRODUCE THE READING PAGE

Ask students what a 'diary' is. If necessary, help them with a definition (a diary is a daily record of events, experiences and feelings). Elicit information that is usually included in a diary entry, e.g. the time, date, and place where the entry was written.

#### UNDERSTANDING THE TEXT

Once students have read the diary and completed the comprehension exercise, ask: *How does Clara feel?* (Possible answers: she's a bit sad because all her friends are good at lots of things; she's sad because she isn't good at anything. She feels a bit happier at the end because she remembers she's good at writing her diary.)

#### EXTENSION ACTIVITY

Famous fictional diaries include *The Diary of a Wimpy Kid* by Jeff Kinney and *Tom Gates* by Liz Pichon. Encourage students to find these books in the library and read the first few pages of them.

### PAGE 9

#### WRITING: Write a diary entry

#### A WAY TO INTRODUCE THE WRITING PAGE

Elicit words for members of the family, e.g. *Mum*, *Grandfather*, *Aunt*.

#### THE HELP WITH WRITING BOX

You can either read out the information in the box or ask students to read the information themselves. Ask: *Why do we write about our feelings in diaries?* Elicit the following: diaries are private, so it's easier to write in a diary about our feelings than it is to talk about them with friends or family members.

#### HELPING STUDENTS WITH THE WRITING ACTIVITY

Elicit ways of beginning such a diary entry, e.g. by asking a question, e.g. *Why is my sister so good at playing tennis?*, by telling a story, e.g. *We all went to the park for*

a picnic today. My aunt is so good at organising picnics!, or by addressing the diary directly, as if it were a person, e.g. *Dear Diary, Today I would like to write about the things that my family are good at and not good at.*

### SPEAKING ACTIVITY

Write the following on the board: *What is your brother/sister/mum good at/not good at?* Put students into pairs. Ask them to use this question to have a conversation with one another about the abilities of different members of their respective families.

# 1 Our school

## PAGES 10 AND 11

### SUPER GRAMMAR: *Like / don't like + ing*

We use *like / don't like + ing* to talk about things we like and don't like doing, e.g. *I like drawing cartoons.* We use *do/does + like + ing* to ask questions, e.g. *Does your sister like doing her homework?*

### EXTENDING THE GRAMMAR

After *like / don't like* we can also use the infinitive with *to*, e.g. we can say *I like to run* as well as *I like running*. In most cases there is no difference in meaning between the two. However, sometimes *Like doing* means 'I enjoy the activity of running', whereas *like to do* can mean 'it is good for me' or 'it is something I do regularly'. For that reason we may say *I like running* when we want to say that we enjoy that activity in general, but *I like to run in the afternoon* when we want to talk about our routine.

### SPEAKING ACTIVITY

In pairs, students take it in turns to guess what their partner likes or doesn't like doing. For example, one student says *I think you like singing* to which the other says *That's right!* or *No, that's wrong, I don't like singing!*

## PAGES 12 AND 13

### SUPER GRAMMAR: *have to + infinitive*

We use *have to + infinitive* to talk about the things that someone else tells us to do, e.g. *You have to study for your English test.*

### EXTENDING THE GRAMMAR

In informal spoken and written English, we also use *have got to + infinitive* instead of *have to + infinitive*, e.g. *We've got to wear a uniform at our school.*

### SPEAKING ACTIVITY

In pairs, students talk about what they have got to do during their daily routine, e.g. A: *I have to get up early on a school day.* B: *Me too!* or A: *When do you have to do your homework?* B: *I have to do it when I get home.* A: *I don't.*

## PAGE 14

### READING: An email

#### BACKGROUND INFORMATION

The word 'email' is an abbreviation of 'electronic mail'. It is also written 'e-mail'. Emails can use both formal and informal language depending on who you are writing to. It's important to check what you've written and who it is to before sending it (people sometimes copy in others when they don't intend them to see the information or say things that can sound rude).

#### A WAY TO INTRODUCE THE READING PAGE

Ask students what they think of email, as a form of communication. What do they think are the best and worst things about it? You could draw a line down the middle of the board, write *Advantages of using email* on one side of the line, *Disadvantages of using email* on the other, and elicit ideas from the students.

#### UNDERSTANDING THE TEXT

Once students have read the email and completed the comprehension exercise, ask: *What is Cathy's email about?* (Answer: What she likes and doesn't like doing.) *What does Cathy like reading?* (Answer: She likes reading stories. She also likes reading about life in big cities.)

### EXTENSION ACTIVITY

In pairs, students can talk about whether they have the same likes or dislikes as Cathy, e.g. *Cathy likes reading about big cities, but I don't like doing that. What about you?*

## PAGE 15

### WRITING: Write an email

#### A WAY TO INTRODUCE THE WRITING PAGE

Ask students how often they send emails and to whom. Ask them what they need to include when they are writing an email, e.g. email address, subject, the message itself.

#### THE HELP WITH WRITING BOX

You can either read out the information in the box or ask students to read the information themselves. You could ask students whether they also begin and end their emails with the same phrases.

## HELPING STUDENTS WITH THE WRITING ACTIVITY

Make sure that students understand that they are writing a response to Cathy's email. This means that they must answer the three questions that she asked in its last paragraph.

### SPEAKING ACTIVITY

Put the following questions on the board: *How often do you send emails? Which is your favourite: writing emails or text messages?* In pairs, students can ask and answer the questions.

# 2 The picnic

## PAGES 16 AND 17

### SUPER GRAMMAR: Questions and answers with *some* and *any*

We use *some* and *any* to talk about the amount of something. We use *some* in positive sentences, e.g. *There is some milk in the fridge.* We use *any* in negative sentences, e.g. *There aren't any apples in the bowl.* We also use *any* in questions, e.g. *Are there any biscuits in the cupboard?*

### EXTENDING THE GRAMMAR

Although *any* is usually used in questions, *some* can also be used. If we ask *Is there some water in the fridge?* we expect to be told that there is. However, when we ask *Is there any water in the fridge?* we do not necessarily expect to be told that there is.

### SPEAKING ACTIVITY

Students draw a picture of two cupboards. Inside one cupboard they draw various food items, e.g. fruit, biscuits, bread. Students work in pairs and ask and answer about their cupboards, e.g. *Is there any bread in the cupboard?* Students draw the information they find out from their partner in the empty cupboard. They then compare their pictures to check they are correct.

## PAGES 18 AND 19

### SUPER GRAMMAR: Suggestions

We use *Shall we* and *How about ...?* to make suggestions. After *Shall we ...?* we use the infinitive without *to*, e.g. *Shall we have a picnic?* After *How about ...?* we use a noun, e.g. *How about some cake?*

### EXTENDING THE GRAMMAR

After *How about ...?* it is also possible to use a verb. We use the gerund rather than the infinitive e.g. *How about having a picnic?*

### SPEAKING ACTIVITY

Students can work in pairs to role play conversations similar to the ones in Exercise 3 on page 19. They change the food items. Students can do two conversations, taking a different role each time.

## PAGE 20

### READING: A blog post

### BACKGROUND INFORMATION

The activity of writing a blog is called 'blogging'. It takes many forms. Some bloggers use their blogs as public diaries, while others choose to write regular posts about a particular theme. The example on the page is the latter type.

### A WAY TO INTRODUCE THE READING PAGE

Write *A blog about food* on the board. Elicit ideas for blog posts that might be found on a food blog, e.g. recipes, reviews of restaurants and cafés, ideas for food to make at certain times of the year.

### UNDERSTANDING THE TEXT

Once students have read the blog and completed the comprehension exercise, ask them to say what the blog is about and what we learn about Luka. (Possible answers: the blog is about a soup restaurant that Luka likes. Luka thinks the restaurant is great. Every week Luka goes to the restaurant with his parents.)

### EXTENSION ACTIVITY

Ask students to look online for some food blogs in English written by children.

## PAGE 21

### WRITING: Write a blog post about food

### A WAY TO INTRODUCE THE WRITING PAGE

Elicit ideas for what to write in a food blog, e.g. making food at home with your family, ideas for how to make well-known dishes in new ways, the most delicious food from countries around the world.

### 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 students understand the general point: we write blog posts as if we are talking to a friend. Blog posts tend to be friendly, informal and direct. You may want to test students' understanding of this point, by eliciting ideas for ways of beginning a blog entry.

## HELPING STUDENTS WITH THE WRITING ACTIVITY

If students do not know of, or cannot think of, a restaurant or café in their town, they can invent one. Encourage students to make use of the adjectives featured in Exercise 1, and to make their blog posts friendly and informal in style.



### SPEAKING ACTIVITY

In pairs, students can tell each other about what they wrote in their blog post.

## 3 Daily tasks

### PAGES 22 AND 23

#### SUPER GRAMMAR: Telling the time

We use *o'clock*, *quarter past*, *half past* and *quarter to* to tell the time, e.g. *It's five o'clock. It's quarter past two.*

#### EXTENDING THE GRAMMAR

In informal spoken and written English, there are other ways of telling the time. We often omit the word 'o'clock', e.g. *It's nine. / See you at six. / The film starts at seven.* In addition, we often use 'thirty' instead of 'half past' (e.g. *one thirty*), 'forty-five' instead of 'quarter to' (e.g. *four forty-five*) or 'fifteen' rather than 'quarter past' (e.g. *three fifteen*).

### SPEAKING ACTIVITY

Divide the class into teams. Ask each group to nominate its captain. The captain has the responsibility of giving their team's answers. Draw times on the board (you may want to use the digital way of displaying time, as 2:45 can be written more quickly than drawing a clock with hands). The first captain to put their hand up and tell the time correctly wins a point. The team with the most points at the end of the game wins.

### PAGES 24 AND 25

#### SUPER GRAMMAR: Adverbs for time

We use adverbs for time to talk about how often we do things, e.g. *I always read before I go to bed.* We put the adverb after the subject (*I, he, you*) and before the verb (*go, do, play*).

#### EXTENDING THE GRAMMAR

In informal spoken and written English, we often put *usually* and *sometimes* at the beginning or the end of the sentence, e.g. *I don't do homework on Saturdays usually. Sometimes I go to the cinema on Sundays.* It is more common in informal spoken language to put *sometimes* and *usually* at the end of the sentence, than at the beginning.

### SPEAKING ACTIVITY

In pairs, students tell each other about their weekend routine, e.g. *I usually get up at eight and have cereal for breakfast.*

### PAGE 26

#### READING: A newspaper article

#### BACKGROUND INFORMATION

The fictional newspaper on page 26 is called *The Daily Spectacle*. The adjective *daily* means 'done or produced every day'. The word *daily* features in many names of newspapers published in the UK, e.g. *The Daily Telegraph, The Daily Mail, The Daily Mirror, The Daily Express, Daily Record*. The word *newspaper* is frequently abbreviated to 'paper'.

#### A WAY TO INTRODUCE THE READING PAGE

Ask students to name newspapers published in their country. Do they know the names of any English-language newspapers? Famous examples are *The Times* (a British newspaper) and *The New York Times*. You could also elicit vocabulary associated with newspapers, e.g. *reporter, journalist, article, news*.

Ask students what newspapers usually include: news and sports stories; articles on culture, technology, travel; advertisements; letters, etc.

#### UNDERSTANDING THE TEXT

Once students have read the newspaper article and completed the comprehension exercise, ask: *What is the article about?* (Possible answers: one family's daily routine; the daily life of a very busy family.)

### EXTENSION ACTIVITY

Ask students to look at the website of *First News*, the UK's only newspaper for people between the age of 7 and 14.

### PAGE 27

#### WRITING: Write a newspaper article

#### A WAY TO INTRODUCE THE WRITING PAGE

Ask: *What is the subject of the article on page 26?* Elicit the answer (the article is about busy daily life).

#### THE HELP WITH WRITING BOX

You can either read out the information in the box or ask students to read the information themselves. Point out that newspaper articles need to be written clearly and structured logically so that readers are not confused when reading them.

#### HELPING STUDENTS WITH THE WRITING ACTIVITY

Before students start writing, they need to make notes. Encourage them to plan carefully and to find a theme for their article. The theme of the article about the Sánchez family is being busy. You could elicit some alternative themes, e.g. a family that doesn't like doing daily tasks around the house, a family in which only one or two members do any tasks around the house.

### SPEAKING ACTIVITY

In pairs, students talk about who does what tasks in their own house, e.g. *Mum usually does the shopping, Dad usually does the cooking.*

## 4 Around town

### PAGES 28 AND 29

#### SUPER GRAMMAR: Prepositions

We use prepositions to talk about where things are, e.g. *The sports centre is next to the library.* Words and phrases such as *in front of*, *near* and *between* are often called prepositions of place.

#### EXTENDING THE GRAMMAR

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

### SPEAKING ACTIVITY

In pairs, students role play dialogues similar to the one in Exercise 2 on page 29. Students can do two conversations, taking a different role each time.

### PAGES 30 AND 31

#### SUPER GRAMMAR: *going to* + infinitive of purpose

We use *going to* + infinitive of purpose to talk about where we are going and why we are going there, e.g. *I'm going to the supermarket to buy some fruit, bread and milk.*

#### EXTENDING THE GRAMMAR

If it is clear which place we are going to, we do not always refer to it when we use *going to* + infinitive of purpose, e.g. we can say *I'm going to watch the new Batman film* instead of *I'm going to the cinema to watch the new Batman film.*

### SPEAKING ACTIVITY

In pairs students can take it in turns to start and finish sentences with *going to* + infinitive of purpose, e.g. one student says *I'm going to the park*, and the other says *to play tennis.*

### PAGE 32

#### READING: A postcard

#### A WAY TO INTRODUCE THE READING PAGE

Ask: *How is sending a postcard from a holiday better than sending a text message?* (Possible answers: it's a more personal form of communication; a postcard comes with a picture; it's something we tend to keep.)

#### UNDERSTANDING THE TEXT

Once students have read the postcard and completed the comprehension exercise, ask: *Who is Ali on a trip with?* (Answer: his school.) *Is Ali enjoying himself?* (Answer: Yes, he is. He says the place is 'great', that he's having 'a lovely time' and that the hotel is 'brilliant'.)

### EXTENSION ACTIVITY

Students can bring in any postcards that they have received from friends or family. They could try to translate them into English.

### PAGE 33

#### WRITING: Write a postcard

#### A WAY TO INTRODUCE THE WRITING PAGE

Ask: *What do we have to put on the back of a postcard?* (Answer: the address of the person we are sending it to, a stamp and a short message.)

#### THE HELP WITH WRITING BOX

You can either read out the information in the box or ask students to read the information themselves. Elicit some common postcard phrases which miss out the subject pronoun, e.g. *having a great time*, *love it here*, *wish you were here.*

#### HELPING STUDENTS WITH THE WRITING ACTIVITY

Encourage students to use phrases such as those seen in Exercise 1. Point out that as we tend to use postcards to tell family and friends about how much fun we are having on our holidays, we make frequent use of adjectives such as 'lovely', 'great' and 'brilliant', e.g. *The beach is lovely. The people at the hotel are great. The weather is brilliant.*

### SPEAKING ACTIVITY

In pairs, students tell each other what they wrote on their postcards. They can do this by asking and answering the following questions: *Where are you staying? What are you staying near? Where are you going and why are you going there?*

# 5 Under the sea

## PAGES 34 AND 35

### SUPER GRAMMAR: *Was / were*

We use *was / were* to talk about people, places and feelings in the past, e.g. *We were at the cinema. I was at home. My grandma was a teacher. My uncle and aunt were doctors.*

### EXTENDING THE GRAMMAR

We often use *was* and *were* with time expressions, e.g. *We were at the park on Sunday. It was really cold last week.*

### SPEAKING ACTIVITY

In pairs, students can take it in turns to mime actions, e.g. swimming, buying food in a supermarket, doing a test in school. Their partner tries to guess where they were. E.g. *You were at the swimming pool. You were at the supermarket. You were at school.*

## PAGES 36 AND 37

### SUPER GRAMMAR: Questions and answers with *was / were*

We use *was / were* with questions to ask about people, places and feelings in the past. We can ask *Yes/No* questions, e.g. *Was your grandmother a teacher? Yes, she was. / No, she wasn't.* We can also ask questions with question words, e.g. *Where were you on Saturday? I was at the beach.*

### EXTENDING THE GRAMMAR

In informal spoken and written English we do not always use a full short answer, e.g. we often say *yes* or *yeah* rather than *Yes, I was* or *No, I wasn't*.

### SPEAKING ACTIVITY

In pairs, students ask and answer questions about their friends or family members, e.g. *Was your brother at home on Sunday? No, he wasn't. He was at his friend's house.*

## PAGE 38

### READING: A factual description

### BACKGROUND INFORMATION

A 'factual description' makes use of information that is known to be true. In a description of an animal – such as the megalodon – it may include a description of size, shape, colour, etc.

### A WAY TO INTRODUCE THE READING PAGE

Ask students to name some of the largest animals in the world, e.g. blue whales, elephants, polar bears, brown bears, giraffes.

### UNDERSTANDING THE TEXT

Once students have read the factual description and completed the comprehension exercise, ask: *Can we find megalodons in the sea today?* (Answer: No, we can't. Megalodons are extinct.) *What do we call animals that eat other animals?* (Answer: carnivores.)

### EXTENSION ACTIVITY

Students go online to research other extinct animals. Encourage them to find one animal and to write a very short description of it, giving its name, its size, colour, shape, etc.

## PAGE 39

### WRITING: Write a factual description

### A WAY TO INTRODUCE THE WRITING PAGE

Write *turtle* on the board. Drill the pronunciation of the word: /'tɜ:t(ə)l/. Elicit everything students know about these animals, e.g. turtles are large animals that live in the sea. They have a hard shell and use their flippers to swim.

### THE HELP WITH WRITING BOX

You can either read out the information in the box or ask students to read the information themselves. Point out that the best factual descriptions surprise their readers by telling them things that they didn't know.

### HELPING STUDENTS WITH THE WRITING ACTIVITY

Encourage students to use the description of the megalodon as a model to follow when writing their own description of the archelon. Show them how they can link sentences together using 'and', e.g. *The archelon was 4.6 metres long and it lived 75–65 million years ago.*

### SPEAKING ACTIVITY

In small groups students create their own animal from the past. They give it a name, say when it lived, how big it was, etc.

# 6 Gadgets

## PAGES 40 AND 41

### SUPER GRAMMAR: Comparatives

We use comparatives to compare people, places or things. To make the comparative form, we either add 'er' to the end of the adjective (e.g. *colder, hotter*) or put 'more' in front of it (e.g. *more beautiful, more intelligent*).

### EXTENDING THE GRAMMAR

In informal spoken or written English, we often use an abbreviated form of the comparative sentence, e.g. we may say *This film is better* instead of *This film is better than that one*, or *John is taller* instead of *John is taller than Pedro*.

### SPEAKING ACTIVITY

Write sets of people, places or things on the board for students to compare in pairs, e.g. *summer/winter, Ronaldo/Messi, chocolate/fruit*.

## PAGES 42 AND 43

### SUPER GRAMMAR: Superlatives

We use superlatives to compare a person, place or thing with the whole group that he/she/it belongs to, e.g. *Tim is the fastest runner in our class*. To make the superlative form, we either put 'the' before the adjective and add 'est' to the end of it (e.g. *the biggest, the smallest*) or we put 'the most' in front of it (e.g. *the most famous, the most useful*). If the adjective ends in 'y' then we replace the 'y' with 'i' and add 'est' (e.g. *the funniest, the happiest*).

### EXTENDING THE GRAMMAR

*The* is obligatory before superlative adjectives, e.g. *This is the best book in the world* **not** *This is best book in the world*.

### SPEAKING ACTIVITY

In pairs, students ask and answer questions using superlative adjectives, e.g. *Who is the tallest person in your family? Who is the funniest student in your class?*

## PAGE 44

### READING: An advertisement

### BACKGROUND INFORMATION

An advertisement (often shortened to 'advert' or 'ad') is a notice or announcement that tries to persuade people to buy a product or a service. In British English, the word is pronounced /əd'vɜ:tɪsm(ə)nt/; in American English, it is pronounced /æd vər'taɪz mənt/.

## A WAY TO INTRODUCE THE READING PAGE

Elicit examples of memorable advertisements which students might have seen on TV, at the cinema, in a magazine or online. Then ask students if they are influenced by advertisements.

### UNDERSTANDING THE TEXT

Once students have read the advertisement and completed the comprehension exercise, ask: *What phrases does the advert use to try to make people buy the toothbrush?* (Answers: a nice smile, the cleanest teeth in the world, beautiful carrying case, no extra cost, special price.)

### EXTENSION ACTIVITY

Students research examples of effective advertisements online. Guide students by encouraging them to search for advertisements for specific products such as smartphones, laptops, or trainers.

## PAGE 45

### WRITING: Write an advertisement

## A WAY TO INTRODUCE THE WRITING PAGE

Write *slogan* and *logo* on the board. Elicit the meanings of these words. A slogan is a short phrase used in advertisements, e.g. *Just Do It* is one of Nike's most famous slogans. A logo is a recognisable symbol used by companies, e.g. *Nike's tick is a famous logo*.

### THE HELP WITH WRITING BOX

You can either read out the information in the box or ask students to read the information themselves. Ask: *How do advertisements try to make people buy things?* (Answer: They often use comparative and superlative adjectives.)

## HELPING STUDENTS WITH THE WRITING ACTIVITY

As slogans are key to advertising, encourage students to think of a memorable one for their product. Point out that slogans are always short phrases and that the best ones become impossible to forget. You should also encourage students to think of the design of their advertisement. Where is the best place to put an image? How big should the name of the product be?

### SPEAKING ACTIVITY

In small groups students decide what makes a good advertisement. Is it the logo, the slogan, the use of colour, or all of these things?



# 7 In the hospital

## PAGES 46 AND 47

### SUPER GRAMMAR: Simple past: regular verbs

We use the simple past to talk about what happened at a specific time, e.g. *yesterday, last week, two months ago*. Regular verbs are formed by adding 'ed' to the end of the infinitive, e.g. *walk – walked*.

### EXTENDING THE GRAMMAR

If when an action happened is clear from the context, we don't need to use a time expression when using the past simple, e.g. we may simply say *I went to the cinema* or *I met my friends* rather than *I went to the cinema at the weekend* or *I met my friends on Saturday afternoon*.

### SPEAKING ACTIVITY

Students work alone. They write down five sentences describing what they did at the weekend. Two of the sentences must be false. In pairs, students take it in turns to guess which of their partner's sentences are false.

## PAGES 48 AND 49

### SUPER GRAMMAR: Simple past: irregular verbs

Irregular verbs are those which have forms which do not correspond to the usual rule. Common examples in simple past include *went, did, had, came, wrote, read*.

### EXTENDING THE GRAMMAR

Some verbs have both regular and irregular simple past forms, e.g. *burn – burnt/burned, dream – dreamt/dreamed, learn – learnt/learned*.

### 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 verbs (both regular and irregular). The first captain to put their hand up and give the correct past simple form wins a point. The team with the most points at the end of the game wins.

## PAGE 50

### READING: A story

### BACKGROUND INFORMATION

The noun *break*, which means 'stopping doing something for a short period of time', is often used with the verbs *have, need* and *take* e.g. *I need a break. I'm having a break. Let's take a break in a moment*.

## A WAY TO INTRODUCE THE READING PAGE

Read out the title of the story and then ask students to look at the illustration. Ask students to use both the title and the illustration to help them predict what the story is about.

### UNDERSTANDING THE TEXT

Once students have read the story and completed the comprehension exercise, ask students to describe Sally. (Possible answers: Sally is working too hard. Sally does too much work. Sally doesn't understand that breaks are very important.)

### EXTENSION ACTIVITY

With the whole class, talk about why it is important to take breaks, e.g. to avoid becoming tired, to get something to eat and drink, to give your brain a rest, to get some fresh air and exercise.

## PAGE 51

### WRITING: Write a short story

### A WAY TO INTRODUCE THE WRITING PAGE

Write *title, characters, plot, setting* and *time frame* on the board. Either elicit or explain the meaning of these terms before students 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. Then ask students what the first sentence of the story on page 50 makes us ask, e.g. *Why was it an awful Monday? Who was it an awful Monday for?* Elicit or introduce the idea that the opening of a story has to create some kind of mystery for the reader.

### HELPING STUDENTS WITH THE WRITING ACTIVITY

Monitor while students plan their stories. Encourage them to write about something that interests them. You can do this by asking them questions: *What characters do they usually enjoy reading about? Where are their favourite stories set?* (e.g. in space, at sea, in other worlds). *Is there any particular plot they usually enjoy?* (e.g. a hero defeats a villain, someone becomes famous, someone goes on a journey).

### SPEAKING ACTIVITY

In pairs, students can tell each other about their favourite stories or about a story they have read recently. Alternatively, if there are only a small number of students in the class, they can read out their stories to their classmates.

# 8 Around the world

## PAGES 52 AND 53

### SUPER GRAMMAR: Negatives with simple past

We form negatives with the simple past by putting *did not* before the infinitive, e.g. *I didn't go to Shelley's birthday party because I was unwell.*

### EXTENDING THE GRAMMAR

Remind students that the negative forms of *was / were* are *wasn't / weren't*. You could also point out that the negative form of *had* is *didn't have not hadn't*.

### 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. Say a sentence in the past simple. The first captain to put their hand up and put that sentence into the negative past simple form wins a point. The team with the most points at the end of the game wins.

## PAGES 54 AND 55

### SUPER GRAMMAR: Questions and answers with simple past

We use questions with simple past to ask about what happened in the past. We can ask Yes/No questions, e.g. *Did you go swimming yesterday?* Yes, *I did.* / No, *I didn't.* We can also ask questions with question words, e.g. *What did you do on Sunday?* *We visited my grandparents.*

### EXTENDING THE GRAMMAR

Note that it is the auxiliary verb *did* that indicates the simple past in questions and negatives, e.g. we say *She didn't finish her homework* **not** *She didn't finished her homework* or *Why did you go to the park?* **not** *Why did you went to the park?*

### SPEAKING ACTIVITY

In pairs, students ask and answer questions about what they did at the weekend and about their last family holiday.

## PAGE 56

### READING: A biography

### BACKGROUND INFORMATION

A 'biography' is the story of a person's life written by someone else. The story of a person's life written by that person is called an 'autobiography'.

## A WAY TO INTRODUCE THE READING PAGE

Ask students if they can name some famous travellers and explorers, e.g. Marco Polo, Christopher Columbus, Vasco da Gama. You could also elicit words connected to travelling: *travel, traveller, journey, visit, explore, adventure.*

## UNDERSTANDING THE TEXT

Once students have read the story and completed the comprehension exercise, ask: *What do you think are the most interesting parts of Ibn Battuta's life?* You could first put students into pairs to discuss the question, and then discuss it with the class as a whole.

### EXTENSION ACTIVITY

Students go online to research other famous travellers and explorers. Encourage them to find two people and to write a very short description of each one, e.g. the name of the person, where that person was from, where that person went.

## PAGE 57

### WRITING: Write a biography

## A WAY TO INTRODUCE THE WRITING PAGE

Elicit ways of travelling, e.g. *plane, train, car, bus, bicycle.* Then ask: *How many of those types of transport did we have in the nineteenth century?* You could then ask students to say what their favourite mode of transport is.

## 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 essential point being made in the box, which is that it is interesting facts of a life, rather than the basic details of it, that makes a biography interesting to read.

## HELPING STUDENTS WITH THE WRITING ACTIVITY

Encourage students to use the biography of Ibn Battuta as a model to follow when writing their own biography of Nellie Bly. Show them how they can link their sentences together with words such as *and, but* and *then*.

### SPEAKING ACTIVITY

In pairs, students talk about where in the world they would like to travel to and why.

# 9 Holiday plans

## PAGES 58 AND 59

### SUPER GRAMMAR: Future with *going to* + infinitive

We use future with *going to* + infinitive to talk about plans, e.g. *I'm going to learn Chinese next year.* We also use it to talk about predictions, e.g. *Look at those clouds. It's going to rain soon.*

### EXTENDING THE GRAMMAR

*Going to* is often pronounced 'gonna' when people speak at a normal conversational speed.

### SPEAKING ACTIVITY

In pairs, students can take it in turns to mime actions. Their partner tries to guess what they are going to do. E.g. *You're going to make a sandwich. You're going to play tennis. You're going to watch TV.*

## PAGES 60 AND 61

### SUPER GRAMMAR: Questions and answers with *going to* + infinitive

We use questions and answers with *going to* + infinitive to ask people about their plans. We can ask Yes/No questions, e.g. *Are you going to go swimming today?* Yes, *I am.* / No, *I'm not.* We can also ask questions with question words, e.g. *What are you going to do this weekend?* *We're going to visit my cousins.*

### EXTENDING THE GRAMMAR

In informal spoken and written English, we often omit the verb 'go' after *going to*, e.g. we say *Are you going to Kenya?* rather than *Are you going to go to Kenya?*

### SPEAKING ACTIVITY

In pairs, students ask and answer questions about plans using *going to* + infinitive, e.g. *What are you going to do tonight?* *Where are you going to go at the weekend?* *What are you going to study at school next year?*

## PAGE 62

### READING: A letter

### BACKGROUND INFORMATION

Although digital technology has created an informality in modern communication, it is important to recognise that certain letters – e.g. between banks and their customers,

between teachers and students – are written with formal conventions in mind, e.g. the use of the address of the person writing at the top, the use of particular ways of beginning and ending a letter such as *Dear* and *Best wishes*. As students make progress with their written English, they will need to develop their formal writing skills as well as their ability to write informally.

### A WAY TO INTRODUCE THE READING PAGE

Write *formal letter* on the board. Elicit or introduce a definition of that phrase. A 'formal letter' is one that is official, follows a standard format and is about something important, e.g. a letter of complaint, a letter of application. If necessary, use the students' own language to help them at this point.

### UNDERSTANDING THE TEXT

Once students have read the letter and completed the comprehension exercise, ask: *Who is the letter to?* (Answer: The students of a school.) *Who is it from?* (Answer: The principal of the school.) *What is the letter about?* (Answer: A school trip to Athens.)

### EXTENSION ACTIVITY

Ask students to look at the form of Sebastian Kowalski's letter. Encourage them to tell you about how the letter is organised: the address is at the top; there is a formal opening and closing phrase; the letter is divided into paragraphs.

## PAGE 63

### WRITING: Write a formal letter

### A WAY TO INTRODUCE THE WRITING PAGE

Ask students about the sorts of trips they usually go on with their school. *Which places do they visit?* *What do they do when they are there?*

### 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 essential point being made in the box, which is that formal letters require formal language.

### HELPING STUDENTS WITH THE WRITING ACTIVITY

Encourage students to use the letter on page 62 as a model to follow. Students should write sentences about each of the points in Exercise 2 in turn, organising the content of their letter in paragraphs.

### SPEAKING ACTIVITY

In pairs, students can tell each other about what they wrote in their letter, giving the basic information about the trip their letter describes.

# Level 3 Grammar Key

## Starter Unit Meet The Explorers

### [Page 4]

#### Exercise 1

Students' own answers

### [Page 5]

#### Exercise 2

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

#### Exercise 3

- 2 is good at snorkelling
- 3 is not good at skating
- 4 is good at writing 5 is good at asking

### [Page 6]

#### Exercise 1

- 2 correct
- 3 incorrect; correct sentence:  
Sam's sister is five years old.
- 4 correct
- 5 incorrect; correct sentence:  
Tony's brother runs really fast.
- 6 incorrect; correct sentence:  
Jane's grandmother speaks  
Chinese and Spanish.

### [Page 7]

#### Exercise 2

- 2 My brother's guitar is a Fender Stratocaster.
- 3 My father's bike is very old.
- 4 Mum's car is blue.
- 5 Bernard's favourite things are my shoes.

#### Exercise 3

- 2 's son 3 's aunt 4 's uncle 5 's sister

#### Exercise 4

Possible answers: Bob is Ted's father.  
Molly is Oliver's daughter. Penny is Ben's sister. Paula is Ben's cousin

### [Page 8]

#### Exercise 1

- 2 Lola 3 Mark 4 Jenny 5 Olga 6 Clara

### [Page 9]

#### Exercise 1

- 2 brother 3 grandmother
- 4 grandfather 5 aunt 6 cousin

#### Exercise 2

Students' own answers

## 1 Our school

### [Page 10]

#### Exercise 1

- 2 She likes listening to stories about the past.
- 3 She loves reading about kings and queens too.
- 4 I like learning new words.
- 5 What do you like learning about in school?

### [Page 11]

#### Exercise 2

- 2 like playing 3 likes playing
- 4 likes reading

#### Exercise 3

- 2 don't like playing computer games.
- 3 doesn't like playing tennis.
- 4 doesn't like reading (books).

#### Exercise 4

Students' own answers

### [Page 12]

#### Exercise 1

- 2 finish 3 wash 4 brush 5 go 6 brush

### [Page 13]

#### Exercise 2

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

#### Exercise 3

Students' own answers

#### Exercise 4

- 2 has to get up
- 3 has to make breakfast for
- 4 has to tidy up
- 5 has to wear a uniform
- 6 has to do her homework

### [Page 14]

#### Exercise 1

- 2 True
- 3 False. Mr. Dubois is Cathy's favourite teacher.
- 4 False. Cathy likes writing stories.
- 5 False. Cathy doesn't like doing homework every night.

### [Page 15]

#### Exercise 1

Students' own answers

#### Exercise 2

Students' own answers

## 2 The picnic

### [Page 16]

#### Exercise 1

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

### [Page 17]

#### Exercise 2

- 2 Are there any rolls? There aren't any rolls.
- 3 Is there any salad? There isn't any salad.
- 4 Are there any vegetables? There aren't any vegetables.
- 5 Is there any soup? There isn't any soup.

#### Exercise 3

- 2 There isn't any milk.
- 3 There is some cheese.
- 4 There are some tomatoes.
- 5 There aren't any onions.
- 6 There are some biscuits.
- 7 There is some orange juice.
- 8 There aren't any peas.

### [Page 18]

#### Exercise 1

- 2 Shall we have some cheese? Picture b
- 3 How about some orange juice? Picture e
- 4 Shall we have some sausages? Picture a
- 5 How about some tea? Picture c

### [Page 19]

#### Exercise 2

- 2 Good 3 about 4 OK 5 have

#### Exercise 3

1

- 4 OK.
- 2 Good idea! How about an onion and carrot one?
- 1 Shall we make a pizza?
- 3 Yuk! How about cheese and tomato?

2

- 4 How about egg sandwiches, then?
- 1 Shall we have sandwiches for lunch?
- 3 Great idea. Oh, no! There aren't any sausages in the fridge.
- 2 OK. How about sausage sandwiches?



3

- 2 Yes, of course. How about lemonade?  
5 Yes, please. I like juice.  
3 Sorry. I don't like that.  
1 I'm thirsty. Can I have a drink, please?  
4 That's OK. How about apple juice?

4

- 2 Yes, OK. I like sausages and eggs.  
4 Yes! Good idea.  
3 Shall we have beans with it?  
1 How about sausages and eggs for breakfast?  
5 I think there are some tins in the cupboard ... yes! Here they are.

5

- 3 Yes, good idea! Oh, no! There isn't any tomato soup in the cupboard.  
4 Oh, dear. How about vegetable soup?  
1 Shall we have soup for dinner?  
2 OK! How about tomato soup?

### [Page 20]

#### Exercise 1

- 2 any pizza  
3 any chicken sandwiches  
4 some soup  
5 egg and banana soup

### [Page 21]

#### Exercise 1

- 2 lovely 3 great 4 good 5 favourite

#### Exercise 2

Students' own answers

## 3 Daily tasks

### [Page 22]

#### Exercise 1

- 2 It's half past eight.  
3 It's quarter past five.  
4 It's quarter to seven.  
5 It's half past six.  
6 It's six o'clock.

### [Page 23]

#### Exercise 2

- 2 o'clock 3 quarter 4 past 5 seven

#### Exercise 3

- 2 It's quarter to six.  
3 It's eleven o'clock.  
4 It's half past nine. It's nine thirty.  
5 It's quarter to one.  
6 It's eight o'clock.

### [Page 24]

#### Exercise 1

- 2 My father never goes to bed early.  
3 My sister usually does lots of homework at the weekend.  
4 My mother sometimes does the shopping on Fridays.  
5 My brother always goes to bed at ten o'clock.

### [Page 25]

#### Exercise 2

- 2 usually 3 always 4 sometimes  
5 never 6 never 7 never

#### Exercise 3

Possible answers: My sister sometimes cooks. My brother never washes up. My dad sometimes dries the dishes. My mum always feeds the cat.

### [Page 26]

#### Exercise 1

- 2 Juan usually does the shopping with Mr. and Mrs. Sánchez.  
3 Pedro cooks lunch and dinner.  
4 Mr. Sánchez washes up after lunch. Mrs. Sánchez washes up after dinner.  
5 Mrs. Sánchez dries the dishes after lunch. Mr. Sánchez dries the dishes after dinner.  
6 Everyone goes to bed at 9 o'clock on Saturday evening.

### [Page 26]

#### Exercise 1

Students' own answers

#### Exercise 2

Students' own answers

## 4 Around town

### [Page 28]

#### Exercise 1

- 2 next to 3 near 4 below  
5 in front of

### [Page 29]

#### Exercise 2

- 2 near 3 front 4 between 5 opposite

#### Exercise 3

- 2 It's between the bus station and the bank. It's opposite the park.

- 3 It's next to the tower. It's between the cinema and the tower.  
4 It's opposite the library. It's next to the sports centre.  
5 It's opposite the cinema. It's near the tower.  
6 It's between the tower and the café. It's next to the café.

### [Page 30]

#### Exercise 1

- 2 He's going to the park to **play** football.  
3 They're going **to** the bank to get some money.  
4 I'm **going** to the Soup Shop to have dinner with my parents.  
5 We're going to the sports centre **to** play basketball.  
6 You're going to the café to have a glass of lemonade.

### [Page 31]

#### Exercise 2

Possible sentences: She's going to my grandparents' house to help in the garden. We're going to my cousin's house to play computer games. They're going to the sports centre to go swimming. You're going to the supermarket to buy some bread.

#### Exercise 3

- 2 Richard and Pierre are going to the cinema to watch a new adventure film.  
3 Serge is going to the library to get some books for his science project.  
4 Martina is going to the market to buy a birthday present for her sister.  
5 Emma is going to the sports centre to go swimming.  
6 We're going to meet in the café later for milkshakes!

### [Page 32]

#### Exercise 1

- 2 false The hotel is next to a castle.  
3 true  
4 true  
5 false There are paintings by Da Vinci, Rembrandt and Van Gogh.

### [Page 33]

#### Exercise 1

- 2 having 3 brilliant 4 love

#### Exercise 2

Students' own answers

## 5 Under the sea

### [Page 34]

#### Exercise 1

- 2 I was scared.
- 3 We were at the beach.
- 4 There were dolphins, seals and turtles in the sea.
- 5 It was hot.
- 6 I was in the sea in my new swimsuit.

### [Page 35]

#### Exercise 2

- 2 I wasn't scared.
- 3 We weren't at the beach.
- 4 There weren't any dolphins, seals and turtles in the sea.
- 5 It wasn't hot.
- 6 I wasn't in the sea in my new swimsuit.

#### Exercise 3

Possible order of the sentences:

- 1 We were at the beach.
- 2 It was hot.
- 3 I was in the sea.
- 4 There were dolphins, seals and turtles in the sea.
- 5 There was a small shark too!
- 6 I was scared.

#### Exercise 4

- 2 were 3 was 4 weren't 5 were
- 6 were 7 wasn't 8 were 9 was
- 10 were

### [Page 36]

#### Exercise 1

- 1 was
- 2 Was, wasn't, was
- 3 Were, weren't
- 4 Was, was
- 5 Were, weren't
- 6 were, were

### [Page 37]

#### Exercise 2

- 2 d 3 b 4 a 5 f 6 c

#### Exercise 3

- 2 Yes, they were.
- 3 No, she wasn't.
- 4 No, he wasn't.
- 5 Yes, she was.
- 6 No, they weren't.

### [Page 38]

#### Exercise 1

- 2 sharks
- 3 big
- 4 fast
- 5 many different places

### [Page 39]

#### Exercise 1

- Size: 4.6 metres  
Place: the open sea  
Time: 75–65 million years ago  
Food: fish and plants

#### Exercise 2

Students' own answers

## 6 Gadgets

### [Page 40]

#### Exercise 1

- 2 faster
- 3 newer
- 4 quieter
- 5 bigger
- 6 happier
- 7 funnier
- 8 more famous
- 9 more beautiful
- 10 more expensive

### [Page 41]

#### Exercise 2

- 2 The New Tower is taller than the Old Tower.
- 3 The blue games console is cheaper than the red games console.
- 4 Lisa's dog is bigger than Lola's.
- 5 Clock A is older than Clock B.
- 6 Josh is sadder than Jake.

#### Exercise 3

- 2 cheaper 3 better 4 bigger than
- 5 more 6 smaller

### [Page 42]

#### Exercise 1

- 2 the fastest
- 3 the newest
- 4 the quietest
- 5 the biggest
- 6 the happiest
- 7 the funniest
- 8 the most famous

- 9 the most beautiful
- 10 the most expensive

### [Page 43]

#### Exercise 2

- 2 the funniest 3 the happiest
- 4 the quietest 5 newest

#### Exercise 3

Students' own answers

### [Page 44]

#### Exercise 1

- 2 better
- 3 best
- 4 cheaper
- 5 nicer

### [Page 45]

#### Exercise 1

- 2 laptop
- 3 mobile phone
- 4 games console

#### Exercise 2

Students' own answers

## 7 In the hospital

### [Page 46]

#### Exercise 1

- 2 watched 3 visited 4 walked
- 5 cooked 6 stayed 7 helped
- 8 liked

### [Page 47]

#### Exercise 2

- 2 shouted, f
- 3 landed, c
- 4 talked, a
- 5 looked, e
- 6 watched, b

#### Exercise 3

Students' own answers

### [Page 48]

#### Exercise 1

- 2 gave
- 3 felt
- 4 had
- 5 went
- 6 ate
- 7 said
- 8 wrote
- 9 saw

## [Page 49]

### Exercise 2

2 went 3 said 4 felt 5 gave 6 saw  
7 ate 8 had 9 wrote

### Exercise 3

2 have – had  
3 wake up – woke up  
4 say – said  
5 go – went  
6 give – gave  
7 are – were  
8 feel – felt

## [Page 50]

### Exercise 1

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

## [Page 51]

### Exercise 1

The characters (the people in the story)	Sally, Mira
The plot (what happens in the story)	Sally says she is unwell, Mira says she is OK, Mira doesn't understand ...
The setting (the place where the story happens)	Mira's house
The time frame (when the story happens)	Monday

### Exercise 2

Students' own answers

### Exercise 3

Students' own answers

## 8 Around the world

### [Page 52]

#### Exercise 1

2 didn't eat 3 didn't drink  
4 didn't swim 5 didn't spend  
6 didn't speak

### [Page 53]

#### Exercise 2

2 We didn't see the Taj Mahal in India.  
3 We didn't eat tapas in Spain.

- 4 We didn't walk in the Outback in Australia.
- 5 We didn't have a great time!
- 6 We didn't fly to Brazil for the Rio Carnival.
- 7 We didn't drive to Argentina to see Buenos Aires.
- 8 We didn't like it there.
- 9 In China, we didn't take photographs of the Great Wall.
- 10 In Turkey, we didn't love the cities of Istanbul and Izmir.

### Exercise 3

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

### [Page 54]

#### Exercise 1

2 meet 3 play 4 go 5 play 6 read  
Students' own answers

### [Page 55]

#### Exercise 2

2 How did you travel there?  
3 Who did you go with?  
4 Where did you stay?  
5 What did you do?  
6 How long did you stay?

#### Exercise 3

Students' own answers

#### Exercise 4

2 see 3 long 4 stay 5 went

### [Page 56]

2 Morocco  
3 1304  
4 40  
5 almost 30  
6 his travels and his writing  
7 nobody knows, perhaps in 1368, 1369 or 1377

### [Page 57]

#### Exercise 1

2 She was a journalist.  
3 around the world  
4 72 days  
5 by ship, horse and other types of transport  
6 In 1899  
7 In 1922

#### Exercise 2

Students' own answers

## 9 Holiday plans

### [Page 58]

#### Exercise 1

2 It's going to be different.  
3 It's going to rain all day.  
4 It's going to be cloudy and windy.  
5 It's not/It isn't going to rain.  
6 We're going to have a thunderstorm

### [Page 59]

#### Exercise 2

1 is going to read.  
2 isn't going to do, is going to eat  
3 is going to sleep, isn't going to go  
4 isn't going to clean, is going to walk

#### Exercise 3

2 do 3 ride 4 going 5 We  
6 fly 7 swim 8 great

### [Page 60]

#### Exercise 1

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

### [Page 61]

#### Exercise 2

2 What 3 Who 4 Is 5 Are 6 When

#### Exercise 3

2 Keith is going to do everything.  
3 Carlos isn't going to read books.  
4 visit museums 5 No, he isn't.  
6 Yes, he is. 7 Yes, they are.  
8 No, he isn't.

### [Page 62]

#### Exercise 1

2c, 3e, 4b, 5a

### [Page 63]

#### Exercise 1

Students' own answers

#### Exercise 2

Students' own answers

#### Exercise 3

Students' own answers