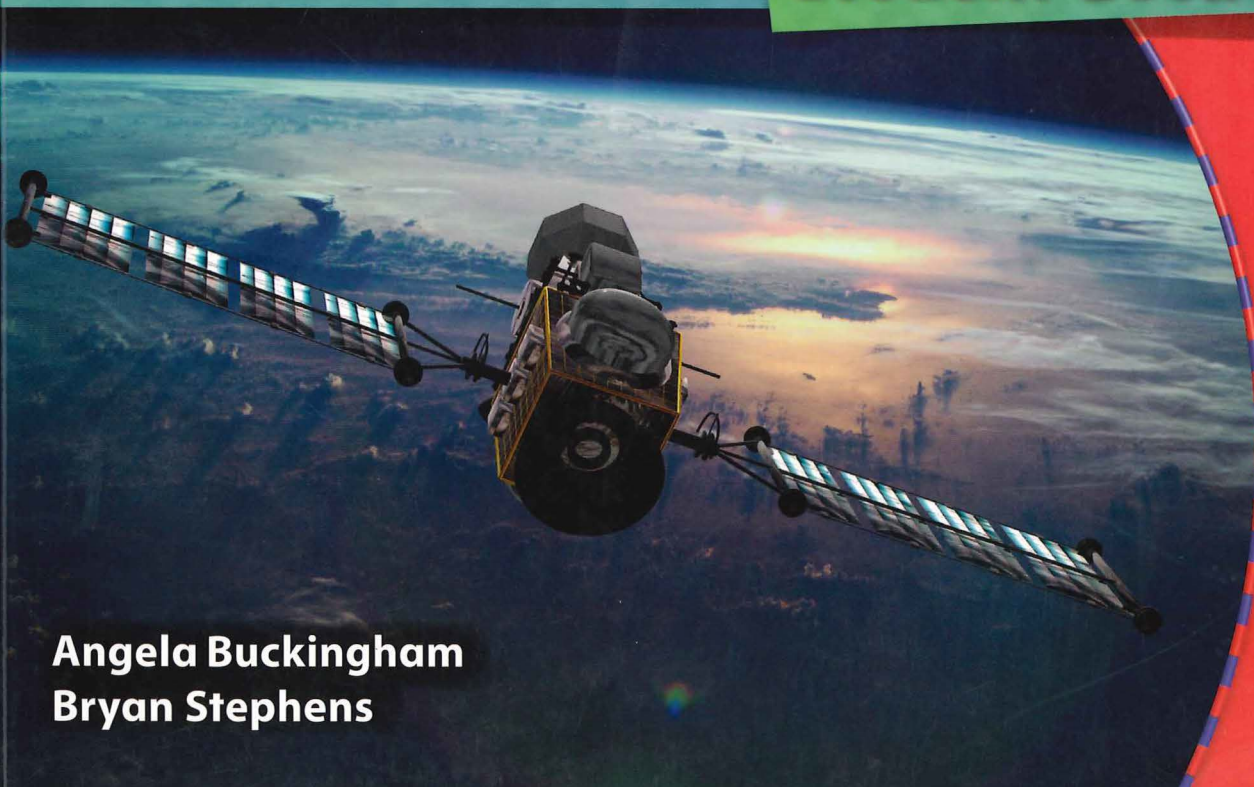




# Oxford DISCOVER Grammar

Student Book

6



Angela Buckingham  
Bryan Stephens

OXFORD

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Bryan Stephens

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UNIVERSITY PRESS

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# Contents



Finn

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April

<b>1</b>	Planning a Presentation	Future Continuous	4
<b>2</b>	Making a Presentation	Review of Continuous Tenses	8
<b>Module 1 Review</b>			<b>12</b>
<b>3</b>	After an Earthquake	Modals	14
<b>4</b>	A Tsunami	Past Perfect	18
<b>Module 2 Review</b>			<b>22</b>
<b>5</b>	Masks in the Museum	Past Perfect Continuous	24
<b>6</b>	International Culture Day	Defining Relative Clauses with <i>Who</i> and <i>That</i>	28
<b>Module 3 Review</b>			<b>32</b>
<b>7</b>	A Roman Aqueduct	Defining Relative Clauses with <i>That</i> , <i>Which</i> and <i>Where</i>	34
<b>8</b>	Looking at Symmetry in Toys	Defining Relative Clauses with <i>Whose</i>	38
<b>Module 4 Review</b>			<b>42</b>
<b>9</b>	Ancient Writing	Nondefining Relative Clauses	44
<b>10</b>	Hands Up!	Passive Statements (Simple Present, Simple Past, Present Perfect)	48
<b>Module 5 Review</b>			<b>52</b>
<b>11</b>	A Quiz Show	Passive Statements and Questions (Simple Present, Simple Past, Present Perfect)	54
<b>12</b>	Burglary at a Country House	Passive (Past Perfect)	58
<b>Module 6 Review</b>			<b>62</b>
<b>13</b>	Wildlife Photographer	Passive (Future)	64
<b>14</b>	Special Birds	Passive Review	68
<b>Module 7 Review</b>			<b>72</b>
<b>15</b>	A Bad Day	Past Unreal Conditional	74
<b>16</b>	If Only ...	<i>If Only</i> and <i>I Wish</i>	78
<b>Module 8 Review</b>			<b>82</b>
<b>17</b>	Saved by a Dolphin	Review of Present and Past Tenses	84
<b>18</b>	I'll be Rich and Famous	Review of Future Forms	88
<b>Module 9 Review</b>			<b>92</b>
<b>Exam Time</b>			<b>94</b>
<b>Grammar Reference</b>			<b>110</b>

# 1 Planning a Presentation

## Discover Grammar

### A Listen and read. 02

**Teacher** Have you finished planning your presentation on building roads for next Friday?

**Karima** Yes, on Monday, Michael and Ellie will be finding out information about two new roads in India and Japan online.

**Teacher** In the library?

**Karima** No, they won't be using the library much. They'll be working at home after school.

**Teacher** OK. That seems like a good start. So what do you plan to do next? Remember that a good presentation has good pictures.

**Karima** Well, on Tuesday, Tarik will be looking for some good photos of the roads. And on Wednesday, we'll have all the information, so we'll be choosing the best road to talk about.

**Teacher** Have you decided who will be writing the presentation?

**Karima** Yes, Kamil and Ana will be writing notes for everybody. They won't be writing full sentences though. We want the presentation to sound more natural.

**Teacher** Good idea. And when will everything be ready?

**Karima** We'll be finishing the slides on Friday morning, ready for the presentation in the afternoon.



<b>Monday</b>	<i>Michael and Ellie: find information about new roads in India and Japan</i>
<b>Tuesday</b>	<i>Tarik: look for photos</i>
<b>Wednesday</b>	<i>Everybody: choose the best road to talk about</i>
<b>Thursday</b>	<i>Kamil and Ana: write notes</i>
<b>Friday</b>	<i>Everybody: finish slides a.m.</i>

### B Listen again and underline the verbs *will / won't + be + -ing* in the text. Are they talking mainly about the past, present, or future? 02

### C Reorder the words to make sentences.

- after school / will be / at home / Martin and Ellie / working  
\_\_\_\_\_
- the library much / be using / They won't  
\_\_\_\_\_
- choosing / to talk about / the best road / We'll be  
\_\_\_\_\_
- for some good photos / Tarik / of the roads / will be looking / On Tuesday  
\_\_\_\_\_
- finishing / the slides / We'll be / on Friday morning  
\_\_\_\_\_

# Learn Grammar

## A Read and learn.

### Future Continuous

Use future continuous forms to talk about actions in progress at a future time.

Affirmative: *will be* + verb + *-ing*

Negative: *won't be* + verb + *-ing*

Questions: *Will* (subject) + verb + *-ing*?

They *will be writing* notes.

They *won't be using* the library much.

Who *will be writing* the presentation?



### Remember!

When you speak you usually use the short form of *will*.

They *will be writing* notes. They *'ll be writing* notes.

There is NO short form of *will* in yes / no questions.

You often use short answers to questions to avoid repetition.

Will they be choosing the photos? *Yes, they will.* / *No, they won't.*

## B Write short forms, if possible.

- 1 We will be working after school. \_\_\_\_\_
- 2 Will they be working in the library? \_\_\_\_\_
- 3 He will be looking for some good photos. \_\_\_\_\_
- 4 She will be writing notes. \_\_\_\_\_
- 5 Will they be writing full sentences? \_\_\_\_\_

## C Write sentences in the future continuous, using long and short forms.

- 1 Who / choose / the best road?  
*Who will be choosing the best road? / Who'll be choosing the best road?*
- 2 She / make / the slides  
\_\_\_\_\_
- 3 He / work / online  
\_\_\_\_\_
- 4 They / speak / without notes  
\_\_\_\_\_

## D Make the sentences negative.

- 1 She'll be writing the presentation. \_\_\_\_\_
- 2 He'll be speaking in English. \_\_\_\_\_
- 3 They'll be looking for information in the library. \_\_\_\_\_
- 4 I'll be making the slides. \_\_\_\_\_

**E** Listen and read. Complete the text with the words in the box.  03

I'll be copying   Will you be looking   I'll be reviewing   I won't be doing   will you be writing  
I'll be learning   will you be reviewing   will you be doing   I'll be reading

**Camila** Have you worked out yet how you're going to review for the tests at the end of the year?

**Sara** Yes, I've got a plan. <sup>1</sup> \_\_\_\_\_ some English grammar on Saturday, and then on Sunday, <sup>2</sup> \_\_\_\_\_ the vocabulary lists at the back of the book. What <sup>3</sup> \_\_\_\_\_ this weekend?

**Camila** My weakest subject is music, so <sup>4</sup> \_\_\_\_\_ the words of all the songs we've learned.

**Sara** Why <sup>5</sup> \_\_\_\_\_ them all?

**Camila** I can learn them better like that. When <sup>6</sup> \_\_\_\_\_ for the history test?

**Sara** Probably on Wednesday or Thursday. <sup>7</sup> \_\_\_\_\_ about the Pyramids first.

**Camila** That's a good idea. I think there'll be a question on that. <sup>8</sup> \_\_\_\_\_ at the chapter on the Romans, as well?

**Sara** No, <sup>9</sup> \_\_\_\_\_ that. There won't be a question on the Romans this term.

**Camila** You're a genius. You are really well organized.

**F** Act it out.

**G** Look at Moto's homework diary for next week and write what he'll be doing each evening.



**Monday**

English (read story about pets)  
geography (review for a quiz about Australia)

**Tuesday**

French (learn verbs)  
art (draw a horse)

**Wednesday**

math (label a graph)  
science (do an experiment with water)

**Thursday**

history (finish project on Pyramids)  
music (label the instruments in the orchestra)

**Friday**

poetry (write composition: A journey in space)  
P.E. (run 100 meters in 15 seconds)

On Monday, he'll be reviewing for a geography quiz about Australia, but he won't be reading a story about pets for English.

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**H** Work with a partner. Ask and answer questions about what Moto will be doing for homework next week.

Will Moto be doing any English homework on Monday?

No, he won't.

What will he be doing on Friday?

He won't be doing any homework on Friday.

**I** Write short and long answers to the questions.

1 Will you be doing your math homework tonight?

*Yes, I will. / Yes, I will be doing it tonight.*

2 Will they be finishing their project tomorrow?

No, \_\_\_\_\_

3 Will he be chatting online after school?

Yes, \_\_\_\_\_

4 Will we all be choosing the best photos?

Yes, \_\_\_\_\_

## Let's Talk!

**J** Write notes about what you'll be doing in the future.

Tomorrow *finishing my history project*

On the weekend *visiting my grandma in Boston*

Next month *getting ready for the end of year tests*

During vacation *lying on the beach every day*

Work with a partner. Talk about what you'll be doing in the future.

What will you be doing tomorrow?

I'll be finishing my history project. What will you be doing tomorrow?

I'll be flying to the U.S. with my parents.



## 2

## Making a Presentation

## Discover Grammar

## A Listen and read. 04

**Ellie** In our presentation today we will be talking about a new road from Calcutta in India to Ho Chi Minh City in Vietnam.

**Tarik** Look at this old road in India. It's very crowded. For several years, the engineers have been working on the first part of a new highway to replace it. They've been building a section of highway which is hundreds of kilometers long.

**Ellie** All last year, they were building the section to Manipur.

**Tarik** Work is progressing very well at the moment, and lots of drivers are already using the two sections that are finished.

**Ellie** Engineers are currently drawing up plans for the section of the highway that will cross Burma. They think that work will be starting in Burma in a few years. Does anyone have any questions?

**Tarik** Yes, when will they be working on the road to Vietnam?

**Ellie** They probably won't be starting work on that for several years.



**B** Circle all of the verbs in continuous forms. Underline all of the examples of verbs in four different continuous tenses.

**C** Complete the sentences with the verbs in the box.

were building    won't be starting    will be talking    have been building  
are drawing up    will they be working    is progressing

- 1 Today we \_\_\_\_\_ about a new road from Calcutta to Ho Chi Minh City.
- 2 They \_\_\_\_\_ a section of highway which is hundreds of kilometers long.
- 3 All last year, they \_\_\_\_\_ the section to Manipur.
- 4 Work \_\_\_\_\_ very well at the moment.
- 5 Engineers \_\_\_\_\_ plans for the section of the highway that will cross Burma.
- 6 When \_\_\_\_\_ on the road to Vietnam?
- 7 They probably \_\_\_\_\_ work on that for several years.

# Learn Grammar

## A Read and learn.

### Review of Continuous Tenses

#### Present Continuous

Affirmative: *am / is / are + -ing* form of verb

Negative: *am not / is not / are not + -ing* form of verb

Questions: *Am / Is / Are + subject + -ing* form of verb?

*Work **is progressing** very well at the moment.*

In speaking, you often use the short form: *am = 'm is = 's.*



#### Short Answers in the Present Continuous

Yes, + subject + *am / is / are.*

No, + subject + *'m not / isn't / aren't.*

#### Past Continuous

Affirmative: *was / were + -ing* form of verb

Negative: *was not / were not + -ing* form of verb

Questions: *Was / Were + subject + -ing* form of verb?

*For the whole of last year, they **were building** the section to Manipur.*

In speaking, you often use the short form for negatives: *was not = wasn't were not = weren't.*

#### Short Answers in the Past Continuous

Yes, + subject *was / were.*

No, + subject + *wasn't / weren't.*

#### Present Perfect Continuous

Affirmative: *have / has + been + -ing* form of verb

Negative: *haven't / hasn't + been + -ing* form of verb

Questions: *Have / Has + subject + been + -ing* form of verb?

*The engineers **have been working** on the first part of a new highway.*

In speaking, you often use the short form: *have = 've has = 's.*

Use the present perfect continuous to talk about an action that started in the past and is continuing now. It is often used with *for* or *since*.

We **have been working** on the highway **for** two years.

Past

Present

Future

Action started in past.

Action is continuing now.

You often use *for* to talk about a period of time – five minutes, three weeks, two years, a long time, and *since* to talk about a moment in the past – ten o'clock, May 1st, Sunday.

## Review of Continuous Tenses

### Short Answers in the Present Perfect Continuous

Yes, + subject + *has / have*.

No, + subject + *hasn't / haven't*.

*Have you been working on the road for a long time? Yes, I have. / No, I haven't.*

### Future Continuous

Affirmative: *will + be + -ing* form of verb

Negative: *will not + be + -ing* form of verb

Questions: *Will + subject + be + -ing* form of verb?

*In our presentation today, we **will be talking** about a new road.*

*They **won't be starting** work on that for several years.*

When you use the present perfect continuous tense in speaking, you often use the short form: *will = 'll* *will not = won't*.

### Short Answers in the Future

Yes, + subject + *will*.

No, + subject + *won't*.



## **B** Match the sentences to the tenses. There are two extra sentences.

1 present continuous

2 past continuous

3 present perfect continuous

4 future continuous

a We've been working hard.

b We'll be finishing the job in June.

c We are completing the plans this week.

d We like working on this project.

e They were building the road all last year.

f He enjoys working on this team.

## **C** Write the short forms of the verbs.

1 We will be starting the project next week. \_\_\_\_\_

2 They have been working here since 2013. \_\_\_\_\_

3 He is finishing the plans today. \_\_\_\_\_

## **D** Listen and read. Underline all of the continuous tenses. 05

### Progress report

We have been building the bridge since January of this year. We had big problems at the beginning of the project, and from January to April, we were only working on the first ten meters of Section 1. Most of the problems are now worked out, and work is now progressing well. At the moment, we are finishing Section 2. Next month, in June, we will be starting work on the final section. We are hoping to complete the project by the end of the year.

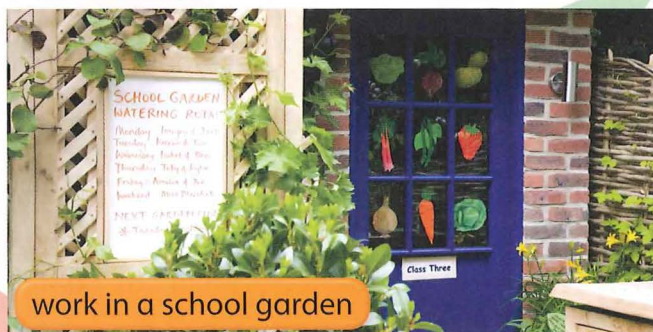
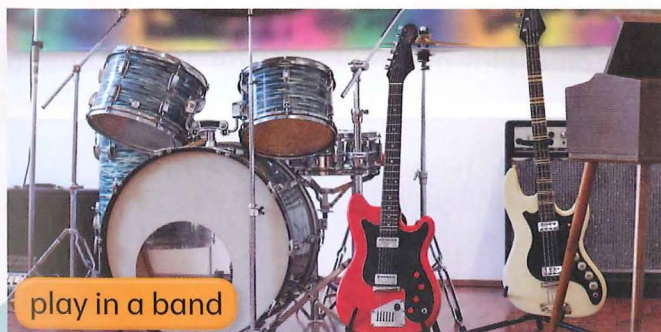


**E** Write questions about the report in exercise D. Then answer the questions.

- 1 How long / build / bridge? How long have they been building the bridge?  
They have been building the bridge since January.
- 2 What / work on / from January to April? \_\_\_\_\_
- 3 How / work / now / progress? \_\_\_\_\_
- 4 What / do / now? \_\_\_\_\_
- 5 When / start / final section? \_\_\_\_\_
- 6 When / hope / complete project? \_\_\_\_\_

**Let's Write!**

**F** Write about a project you are working on at the moment. Use these ideas or your own.



How long have you been doing the project?  
Were you doing anything yesterday / last week?

Are you doing anything today?  
What will you be doing next week?

*I've been playing in the school band since the beginning of the year. Last week, we were practicing for the school concert. Tonight we are playing in the school auditorium for our parents. Next year, we'll be getting ready for the end-of-year concert in the town auditorium.*

# Module 1 Review

## A Complete the conversation between a teacher and two students.

- A will be picking up   B will you be doing   C Will you be cleaning   D will be fixing  
 E will be painting   F we'll be fixing   G will be gardening   H will be cutting

**Teacher** The school committee has accepted your project to improve the entrance of the school over the weekend. So you can start whenever you like. What <sup>1</sup> \_\_\_\_\_ first?


**Seb** Well on Friday evening, one group <sup>2</sup> \_\_\_\_\_ the school gate, and another group <sup>3</sup> \_\_\_\_\_ trash. Two parents <sup>4</sup> \_\_\_\_\_ the broken school fence, as well.

**Elena** Then on Saturday morning, everybody in the class <sup>5</sup> \_\_\_\_\_. We <sup>6</sup> \_\_\_\_\_ the grass and planting flowers and small trees.

**Teacher** <sup>7</sup> \_\_\_\_\_ the pond, too?

**Seb** Yes, we'll be cleaning it on Sunday morning and <sup>8</sup> \_\_\_\_\_ the little bridge next to it.



**HOTspot**  What do you think about the idea of a class doing a project like this? Would it help your school? If you did something like this, how would you plan it? Write a dialogue saying when you would be doing each job.

## B Look at the tickets the people have bought. What will they be doing next week? First complete the questions and then answer them.



**Rachel** watch movie



**Ben** look at Egyptian mummies



**Callie** play mini golf



**Dan** look at animals

- Where / Rachel / go?    What / she / do?  
*Where will Rachel be going on Wednesday? She'll be going to the movies.  
 What will she be doing? She'll be watching a movie.*
- Where / Ben / go?    What / he / do?  
 \_\_\_\_\_  
 \_\_\_\_\_
- Where / Callie / go?    What / she / do?  
 \_\_\_\_\_  
 \_\_\_\_\_
- Where / Dan / go?    What / he / do?  
 \_\_\_\_\_  
 \_\_\_\_\_

**C** Read the class blog. Write questions in continuous tenses.

Home

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Blog

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**Rachel** Hi there. How are the projects going? I've been working on the history project with Sam for the last couple of days. We've been finding out about Roman roads in Britain. Yesterday we were looking at the roads that went from London to the ports, and today we are researching Hadrian's Wall on the Internet. Everything is on time at the moment. We'll be finishing the project next week.



**Leo** That's impressive, Rachel. Ben and I aren't doing that well with our project. We've been looking for information on Roman bridges since last week. The Roman engineers were fantastic bridge and aqueduct builders! Yesterday we were finding out about bridges in Germany. Some of them are enormous! Today we're investigating bridges in France and Italy.

1 What / Sam and Rachel / work on for the last couple of days?

2 What / Sam and Rachel / look at yesterday?

3 What / Sam and Rachel / research today?

4 What / Sam and Rachel / finish next week?

5 What / Leo and Ben / look for since last week?

6 What / Leo and Ben / find out about yesterday?

7 What / Leo and Ben / investigate today?

**D** Work with a partner. Ask and answer the questions in exercise C.

What have Sam and Rachel been working on for the last couple of days?

They've been working on the history project.  
They've been finding out about Roman roads in Britain.

**E** Imagine that you have been working on a project with some friends at school. Write your post to the blog. Use these ideas or your own.

*A geography project about your area*

*How long have you been working on it?*

*What are you doing today?*

*What were you doing last week / yesterday?*

*What will you be doing tomorrow / next week?*

## 3

## After an Earthquake

## Discover Grammar

A Listen and read.  06

There was an earthquake in Christchurch, New Zealand, in 2011. James' home was damaged and he was hurt.

**Doctor** Good morning, James. How are you feeling today? Can you walk OK now?

**James** No, I can't. I could walk a little yesterday, but I can't walk now.

**Doctor** May I have a look at your leg?

**James** Yes, sure, but it really hurts.

**Doctor** OK, I'll be very careful. Could you lift your leg for me?

**James** No, it hurts too much.

**Doctor** You must lift it. Or how can I check it?

**James** It must be broken.

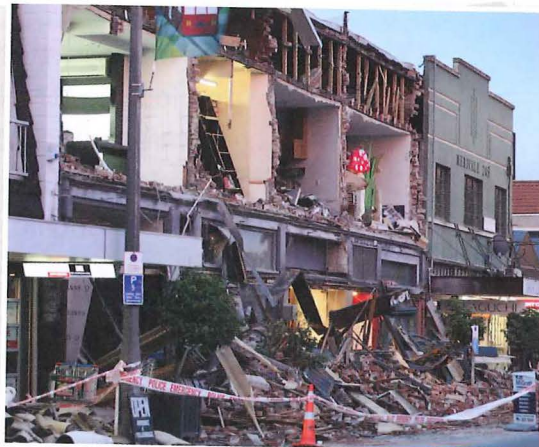
**Doctor** No, I'm sure it can't be broken. But the bone might be damaged.

**James** OK.

**Doctor** Well, you will have to rest for a few days. Then you need to walk every day for about ten minutes. If that feels OK, you will have to start running short distances.

**James** Can I do some soccer training?

**Doctor** Yes, you can. You may train for twenty minutes two or three times a week.

B Listen again and underline the modals (*can, can't, could, may, must, might, will have to, need to*).  06

## C Read the conversation again. Complete the sentences.

- 1 James \_\_\_\_\_ walk today.
- 2 He \_\_\_\_\_ walk a little yesterday.
- 3 The bone isn't broken but it \_\_\_\_\_ be damaged.
- 4 The doctor tells James he \_\_\_\_\_ rest his leg for a few days.
- 5 The doctor says he \_\_\_\_\_ do some soccer training.
- 6 He says James \_\_\_\_\_ train for twenty minutes two or three times a week.

# Learn Grammar

## A Read and learn.

### Modals

The modal verbs (*can, can't, could, may, must, might, will have to, need to*) are used to talk about ability, obligation and necessity, and possibility and deduction. They are also used to ask and give permission and to make requests.

**Ability:** Use *can* or *can't* to talk about someone's skill or general abilities. Use *can* or *can't* to talk about the ability to do something at a given time in the present or future.

In the future, you also use *will / won't be able to*. Use *could* or *couldn't, was / wasn't able to* to talk about past time.

*Can* you walk now?

I *can't* walk now.

I *could* walk a little yesterday.

**Permission:** Use *can, could, or may* to ask or give someone permission to do something.

*May* and *could* are more formal and polite than *can*.

*Can* I do some soccer training?

You *can* do some training.

You *may* train two or three times a week.

**Requests:** Use *can, could, would, or may* to ask someone to do something.

*May, would, and could* are more formal and more polite than *can*.

*Can / May* I have a look at your leg?

*Could* you lift your leg for me?

**Obligation and necessity:** Use *must / (will) have to / need to* to say that it is necessary to do something.

You *must* lift it.

He *has to* stay in bed.

You *will have to* rest your leg.

You *need to* walk every day for about ten minutes.

Only use *must* for obligation and necessity in the present and the future.

When you want to talk about obligation and necessity in the past, you use *had to*.

He *had to* rest his leg.

**Possibility and deduction:** Use *may, could, or might* if you are not completely sure about something.

The bone *might* be damaged.

Use *must* for possibility and deduction when you are more sure of something.

It *must* be broken.





**B** Look at the sentences and circle the correct word.

- |                                   |                         |
|-----------------------------------|-------------------------|
| 1 Can you walk now?               | ability / permission    |
| 2 You can do some training.       | request / permission    |
| 3 May I have a look at your leg?  | permission / request    |
| 4 Could you lift your leg for me? | request / permission    |
| 5 You must lift it.               | request / obligation    |
| 6 You will have to rest your leg. | request / obligation    |
| 7 You need to walk every day.     | obligation / permission |
| 8 It must be broken.              | request / deduction     |

**C** Read the blog posts that people wrote after the earthquake. Circle the correct words.

Home	Join us!	Sections	Blog	Contact	✖
------	----------	----------	------	---------	---

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**James** I am writing about the earthquake for my school magazine.  
<sup>1</sup> **Could** / **Need** you tell me about your experiences?

---

**Mike** I <sup>2</sup> **can't** / **needn't** remember much. I heard a bang and then I <sup>3</sup> **wouldn't** / **couldn't** see anything. After ten minutes, I <sup>4</sup> **was able to** / **might** hear voices. A man shouted, "Are you O.K.?" <sup>5</sup> **Could** / **Can** you hear me?"  
 The next thing I remember is waking up in the hospital.

---

**Ji-Min** I was at home, and I <sup>6</sup> **couldn't** / **had to** understand what was happening. Everything was suddenly dark, I was on the floor, and I <sup>7</sup> **needn't** / **couldn't** hear the music I had been listening to. Nothing hurt, but I <sup>8</sup> **wasn't able to** / **wouldn't** see or hear anything. I lay there for about half an hour. I remember thinking that I <sup>9</sup> **might** / **needed to** feed my cat! Then the rescuers came. They <sup>10</sup> **might not** / **weren't able to** open the door, so they came in through the window. I asked them if they <sup>11</sup> **can** / **could** find my cat. They said she <sup>12</sup> **might** / **need** be in the garden. They were right.

**D** Read the blog posts in exercise C again and write questions. Use the correct modals.

- 1 What / remember / Mike?  
What can Mike remember?
- 2 What / Mike / see?  
 \_\_\_\_\_
- 3 What / Mike / hear?  
 \_\_\_\_\_
- 4 What / Ji-Min / understand?  
 \_\_\_\_\_
- 5 Ji-Min / hear / music?  
 \_\_\_\_\_
- 6 Rescuers / open / door?  
 \_\_\_\_\_

**E** Answer the questions in exercise D.

1 *Mike can't remember much.*

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

**F** Match the two parts of the sentences.

- 1 The rescuers think somebody
- 2 The roof was falling in so they
- 3 My leg is broken so the rescuers
- 4 The building isn't safe so you
- 5 I am sure I heard a voice so somebody
- 6 It's very cold so we

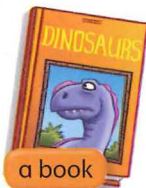
- a can't go back in again.
- b will have to carry me.
- c must still be in the building.
- d will need lots of blankets.
- e might still be in the house.
- f had to get out quickly.

**Let's Talk!**

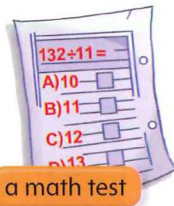
**G** Work with a partner to make mini-dialogues between a teacher and his / her students. Use these ideas or your own. Act it out.



a sweater



a book



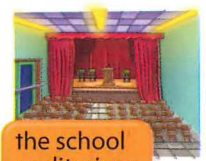
a math test



label the parts of a flower



a story about a storm



the school auditorium

**Student** – things you want to ask or say:

**Request** – to get your sweater from the closet

**Request** – to get a book from the library

**Possibility** – tell the teacher if you might have problems doing your math homework

**Teacher** – things you need to say or ask:

**Ability** – check that the class can understand today's lesson

**Obligation** – tell the class when they need to have finished their stories

**Obligation** – tell the class to be quiet when they go to the auditorium

OK everyone. Quiet please!

Excuse me, can I get my sweater, please?

Where is it?

It's in the closet.

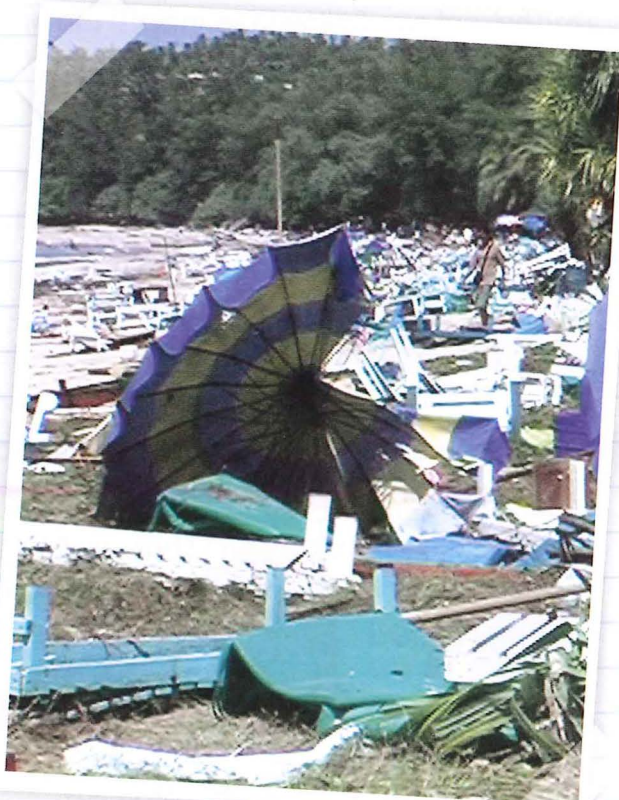
Yes, you can. Be quick, please.

# 4 A Tsunami

## Discover Grammar

**A** Listen and read Tania's story about her vacation.  07

*My parents had decided that they wanted to go somewhere warm for the new year. We'd looked at lots of places on the Internet and had finally chosen a two-week vacation in Asia. I'd wanted to stay in a house on the beach, but my parents had booked a hotel on a hill. The night before the disaster, we'd gone for a walk on the beach and had eaten in a little restaurant facing the sea. Then we'd gone to bed early. In the morning we'd gotten up quite late. We heard people shouting: "Tsunami! Tsunami!." I'd never heard the word "tsunami" before, and I had no idea what it was. Later, I found out that it was an enormous wave caused by an underwater volcano or earthquake. It had destroyed the buildings on the seafront, including the little restaurant where we'd had dinner the night before. We felt so lucky to be alive!*



**B** Listen to Tania's story again. Underline all of the verbs in the past perfect (*had done*). Circle all of the short forms.  07

**C** Write the long forms of the verbs.

- 1 We'd looked at lots of places on the Internet.
- 2 I'd wanted to stay in a house.
- 3 We'd gone for a walk on the beach.
- 4 Then we'd gone to bed early.
- 5 In the morning we'd gotten up quite late.
- 6 I'd never heard the word "tsunami" before.
- 7 It had destroyed the little restaurant where we'd had dinner.

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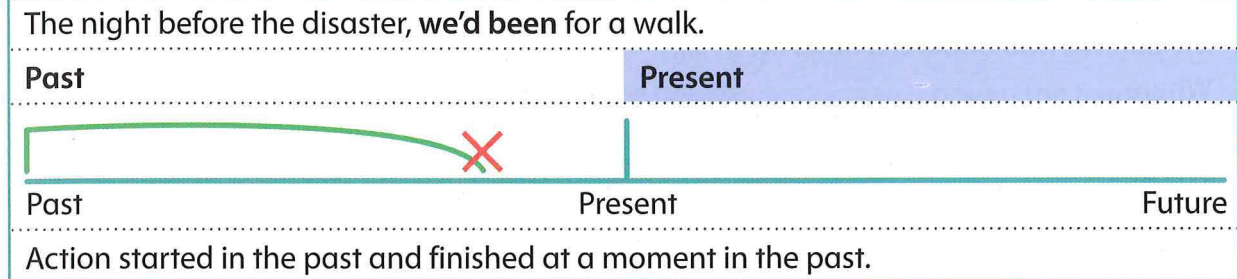
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# Learn Grammar

## A Read and learn.

### Past Perfect

When you talk about something that happened in the past, you sometimes want to refer back to something that happened before that time. Use the past perfect to do this.



Affirmative: *had* + past participle

Negative: *hadn't* + past participle

Questions: *Had* + subject + past participle?

*The night before the disaster, we'd been for a walk.*

*I'd never heard the word "tsunami" before.*

In speaking, you often use the short form: *had* = 'd.

### Short Answers in the Past Perfect

Yes, + subject + *had*.

No, + subject + *hadn't*.

*Had we been lucky? Yes, we had. / (No, we hadn't.)*



## B Circle the correct tense.

- 1 They had eaten in a small restaurant.      present perfect / past perfect
- 2 We haven't been there.      present perfect / past perfect
- 3 We didn't sleep well.      past perfect / simple past
- 4 I'd wanted to go for three weeks.      present perfect / past perfect

## C Make the sentences negative.

- 1 We'd arranged our vacation through a travel agent.  
\_\_\_\_\_
- 2 I'd wanted to stay in a hotel.  
\_\_\_\_\_
- 3 We'd gone for a walk through the town.  
\_\_\_\_\_
- 4 We had eaten breakfast in the restaurant.  
\_\_\_\_\_

**D** Write questions in the past perfect to match the answers.

1 Where had your parents decided to go?

My parents had decided to go to Asia.

2 How long \_\_\_\_\_

We had chosen to go for two weeks.

3 Where \_\_\_\_\_

I'd wanted to stay in a house on the beach.

4 What \_\_\_\_\_

My parents had booked a hotel on a hill.

5 Where \_\_\_\_\_

We had eaten in a little restaurant.

6 What \_\_\_\_\_

The wave had destroyed the buildings.

**E** Listen and read. Circle the correct verbs.  08

**Klaus** The weather <sup>1</sup> **had been / has been** perfect. <sup>2</sup> **We'd been / We were going** on a boat trip around the bay. <sup>3</sup> **We've taken / We'd taken** lots of photos and <sup>4</sup> **we had / we'd had** a nice meal on the boat. After the trip, we went back to the hotel. I remember everything was very calm.

**Nico** The night before the tsunami, <sup>5</sup> **we'd stayed / we were staying** in our hotel and <sup>6</sup> **we'd had / we were having** dinner on the balcony of our room. I remember it so well. We <sup>7</sup> **will go / had been** for a long walk, and after that <sup>8</sup> **we have gone / we had gone** back to the hotel to change. Then we went to see a show.

**F** Read Tania's story on page 18 again. Answer the questions.

1 Had Tania's family decided to go on vacation somewhere cold or somewhere warm?

They had decided to go somewhere warm.

2 Had they looked at lots of places on the Internet?

3 Had Tania wanted to stay in a hotel on the beach?

4 Had they spent the evening in the hotel on the night before the disaster?

5 Had they eaten in the hotel restaurant?

6 Had Tania gotten up early on the day of the tsunami?

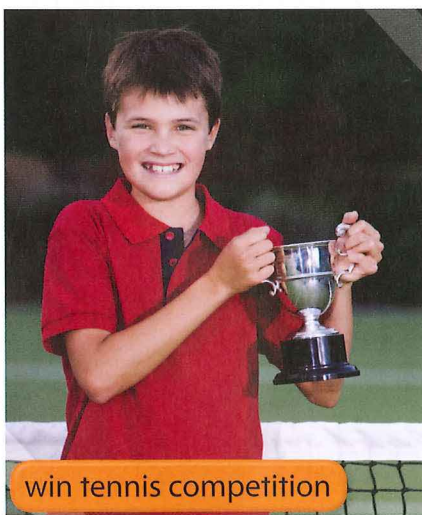
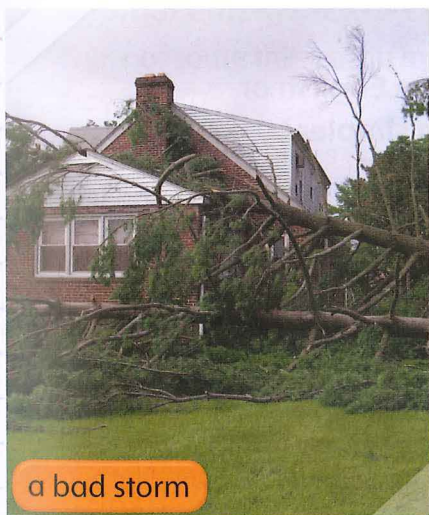
7 Had Tania heard the word "tsunami" before?

**G** Read Tania's story on page 18 again. What happened before? Circle the correct answer.

- 1 They arrived at the airport. They had already ...  
a been to the beach.      b checked into their hotel.      c printed out their tickets.
- 2 They got on the plane. They had already ...  
a been given seat numbers.      b flown to Thailand.      c arrived on vacation.
- 3 They arrived in Thailand. They had already ...  
a booked their hotel.      b been to the beach.      c seen the tsunami.
- 4 Tania went into her hotel room. The room had ...  
a been slept in.      b been cleaned.      c been tidied.
- 5 They were tired when they went to bed. They'd ...  
a gone for a walk.      b chosen their hotel.      c slept.
- 6 After breakfast, they saw all of the damage. The buildings had ...  
a been on a hill.      b been damaged by a volcano.      c been destroyed.

## Let's Write!

**H** Write a story about what you had done the day or night before something terrible or wonderful happened. Use these ideas or your own.



### *Starting my new school*

*I remember it so well. I had been so nervous the night before I went to my new school. I had listened to some music in my room, and then I had watched some TV, and after that, I had chatted online with a friend from my old school ...*

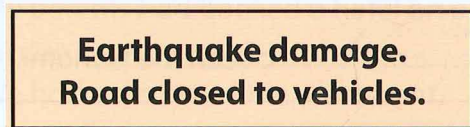
## Module 2 Review

**A** Match the signs to the sentences. There are four extra sentences.

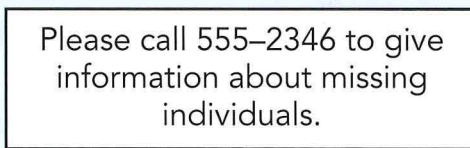
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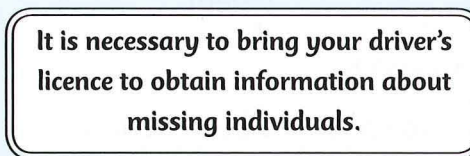
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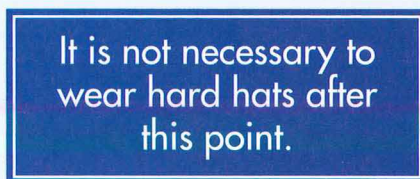
3




4



5




- a You may come here with your driver's licence.
- b You should call this number if you know anything about people who have not yet been found.
- c You have to drive here.
- d You shouldn't enter the building.
- e You needn't wear head protection here.
- f You could phone this number to find out about missing individuals.
- g You can't go in here.
- h You can't drive here.
- i You need to take some form of identification with you.

**HOTspot**  Why are some official signs difficult to read? Should people who write signs try to make them easier to read? Why? / Why not? Can you think of any examples of difficult notices in English or in your own language? How could you make them simpler?

**B** Match the two sentences.

- |                                  |                         |
|----------------------------------|-------------------------|
| 1 I can't move my arm.           | a You can do that.      |
| 2 You can't go there.            | b It might be that.     |
| 3 It isn't necessary to do that. | c You couldn't do that. |
| 4 You are able to do that.       | d May I do that?        |
| 5 Please do that.                | e It's forbidden.       |
| 6 You weren't able to do that.   | f You needn't do that.  |
| 7 Ask if you can do that.        | g I think it's broken.  |
| 8 I think it's that.             | h Would you do that?    |

**C** Read and complete the conversation with the verbs in parentheses in the past perfect. Listen and check your answers.  09

**Jake** That's a nice T-shirt. Where did you buy it?  
**Omar** Oh, it's quite old now. I bought it in Asia just before the tsunami. We <sup>1</sup> \_\_\_\_\_ (book) a boat trip the day before, and we <sup>2</sup> \_\_\_\_\_ (visit) a floating village. We <sup>3</sup> \_\_\_\_\_ (be) to the market there, and I <sup>4</sup> \_\_\_\_\_ (buy) it as a present for myself. We <sup>5</sup> \_\_\_\_\_ (see) the village school there, as well, and we <sup>6</sup> \_\_\_\_\_ (have) a nice meal in a little wooden restaurant. It was a great day.

**Jake** A floating village?

**Omar** Yes, it was just made of wood and was about a meter above the sea. I heard later that the tsunami wave <sup>7</sup> \_\_\_\_\_ (destroy) it.

**Jake** What about the people?

**Omar** They were safe. They <sup>8</sup> \_\_\_\_\_ (climb) the mountain behind the village before the wave came.



## Extra

**D** Your teacher has asked you to prepare a short speech for your classmates, to talk about what you should and shouldn't do at school to stay safe – for example, if there is a fire or another emergency.

Think of some things you must do to stay safe (for example, listen to your teacher's instructions, stay calm)

Think of some things you might do to stay safe (for example, hide under a table during an earthquake, use your phone to call for help)

**Write two or three questions to ask your classmates for their ideas.**

*Do you think we need to have emergency food supplies at school?*

**Write some short notes to help you prepare your speech. Then try out your speech in small groups.**

My teacher has asked me to ...

To stay safe during an emergency, we should ...



## 5

## Masks in the Museum

## Discover Grammar

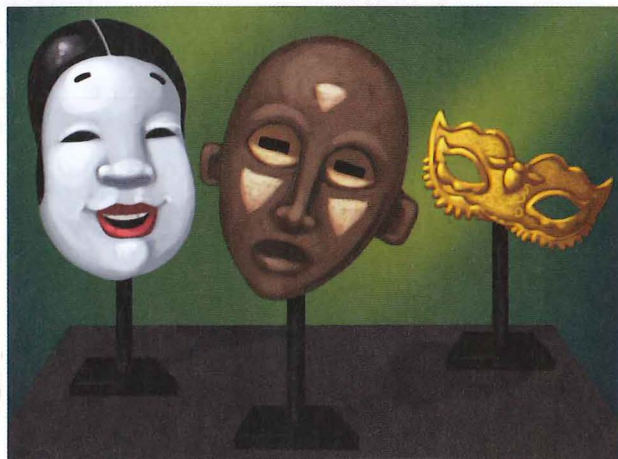
- A** Listen and read the beginning of a story.  10


It was nearly 12 o'clock. Jack had been visiting the museum with his classmates. They had seen the Egyptian mummies and Greek statues. They had been working hard all morning, listening to their teacher, and taking notes. Jack had been thinking about the best parts, so that he could tell his friend Andy all about it. Andy hadn't been feeling well that morning, and he hadn't been able to go on the trip.

Finally, they had one more room to visit.

Jack looked at his watch. The guide had been talking for twenty minutes about African, Japanese, and Italian masks. Jack carefully leaned back against a pillar as the museum guide talked.

His eyes closed, and in seconds, he was asleep. Suddenly, when he opened his eyes, the large brown mask behind the guide smiled and winked at him! He looked again and the mask didn't move. Had he been dreaming?



- B** Listen to the story again. Underline all of the examples of *had been -ing*. Is the story talking about the past?  10
- C** Look at these two sentences and answer the questions.

*Andy hadn't been feeling well.*

*He stayed at home.*

- Are they both in the past?  
\_\_\_\_\_
- Which happened first: Andy not feeling well, or Andy staying at home?  
\_\_\_\_\_
- Which sentence uses the simple past?  
\_\_\_\_\_

# Learn Grammar

## A Read and learn.

### Past Perfect Continuous

Use the past perfect continuous to talk about an ongoing action in the past, that happened before something else in the past.

*The guide **had been talking** to the students about masks. (before Jack fell asleep)*

*Andy **hadn't been feeling** well. (before Jack left)*

You form the past perfect continuous using *had + been + verb + -ing*.

It is the same form for all persons.

Affirmative: *They **had been working** hard.*

Negative: *Andy **hadn't been feeling** well.*

Question: ***Had he been dreaming?***

The short form is 'd: *We'd **been taking** notes.*



### Short Answers:

*Had Jack been listening carefully? **Yes, he had. / No, he hadn't.***

You can use the past perfect continuous with *for* + a period of time, to say how long something took:

*The guide **had been talking** for twenty minutes.*

and with *since* to say when it started:

*The guide **had been working** at the museum since 2013.*

Use the past perfect continuous to talk about repeated activities or to focus on the process.

*The children were tired because they **had been taking** notes all morning.*

## B Match the two parts of the sentences.

- |                                      |  |
|--------------------------------------|--|
| 1 Andy missed the trip because       | a he'd been taking notes all morning.                      |
| 2 The guide was tired because        | b she hadn't been teaching her class that day.             |
| 3 The teacher was relaxed because    | c they hadn't been listening carefully.                    |
| 4 The students were confused because | d he hadn't been feeling well that morning.                |
| 5 Jack was tired because             | e she'd been telling the children about masks all morning. |

## C Write the verbs in the past perfect continuous.

- 1 Andy wasn't on the trip because he \_\_\_\_\_ (not feel) well that morning.
- 2 The children \_\_\_\_\_ (work) for two hours when they finally stopped for lunch.
- 3 They \_\_\_\_\_ (not eat) their lunch for long before it was time to start again.
- 4 Anita \_\_\_\_\_ (look) at the masks for ages.
- 5 The teacher was very tired that evening because she \_\_\_\_\_ (stand up) all day.
- 6 The guide was tired too, because she \_\_\_\_\_ (talk) all day!

**D** Read Oliver's diary entry. Choose the correct verb and complete the text using the past perfect continuous. Use short forms where possible.

feel learn teach sit snow

We went to the museum as part of our project about masks. I was very excited, because I <sup>1</sup> \_\_\_\_\_ about masks in class. I was worried that the trip might be cancelled. It <sup>2</sup> \_\_\_\_\_ all night, and the roads were dangerous. Hannah was very late! We <sup>3</sup> \_\_\_\_\_ on the bus for twenty minutes before she arrived. Two of my classmates couldn't come because they <sup>4</sup> \_\_\_\_\_ sick during the night. Finally, we arrived at the museum. It was awesome. The guide was really smart. She said she <sup>5</sup> \_\_\_\_\_ kids about those masks for 30 years. What an interesting job!



**E** Write questions to match the answers.

1 What / children / do *What had the children been doing?*

They'd been taking notes and listening to the teacher.

2 Where / Gemma / sit \_\_\_\_\_

She'd been sitting at the back with Jessie.

3 they / listen / carefully \_\_\_\_\_

Yes, they had.

4 Who / draw / a mask \_\_\_\_\_

Filippe had been drawing a mask.

5 they / stand up / all morning \_\_\_\_\_

Yes, they had. They were tired!

**F** Change the sentences from the simple past to the past perfect continuous. Make the sentences affirmative and negative.

1 It snowed. *It had been snowing. / It hadn't been snowing.*

2 They wrote. \_\_\_\_\_

3 She read a book. \_\_\_\_\_

4 We listened. \_\_\_\_\_

5 They worked hard. \_\_\_\_\_

6 They had lunch. \_\_\_\_\_

7 He did his homework. \_\_\_\_\_

8 You ran. \_\_\_\_\_

**G** Listen and read the conversation. Complete the sentences with the words in the box.  11

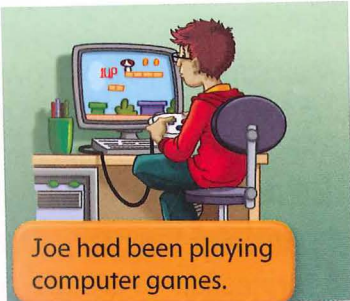
his dad had been helping    I'd been looking forward  
he'd been looking    he had been practicing

**Dan** I thought the trip was amazing!  
**Ana** Me too. <sup>1</sup> \_\_\_\_\_ to it since Ms. Thake told us about it. It was fun.  
**Dan** Do you think we'll get good grades for our pictures?  
**Ana** I hope so. Did you see Anton's drawing? It was awesome.  
**Dan** I know. He told me <sup>2</sup> \_\_\_\_\_ at home.  
**Ana** Really?  
**Dan** Yes, he said <sup>3</sup> \_\_\_\_\_ at African masks on his computer.  
 He said <sup>4</sup> \_\_\_\_\_ him!  
**Ana** Good for him!

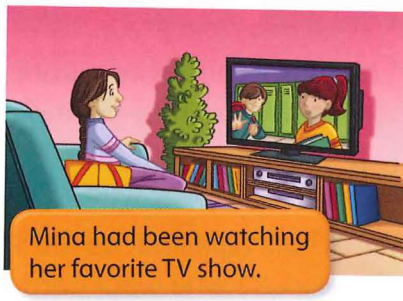
**H** Act it out.

**Let's Talk!**

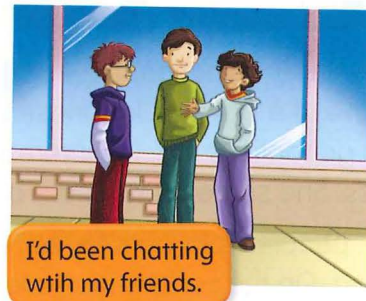
**I** Work in groups. Tell the start of a story. Choose three characters. What had they been doing before something unusual happened? Use these ideas or your own.



Suddenly ...  
The game started to change!



The house shook!  
I saw a dinosaur walk down the street!



Take turns to say one sentence to continue the story.

Start like this:

It was a normal day.

Everything was quiet.

Joe had been ...


Suddenly ...




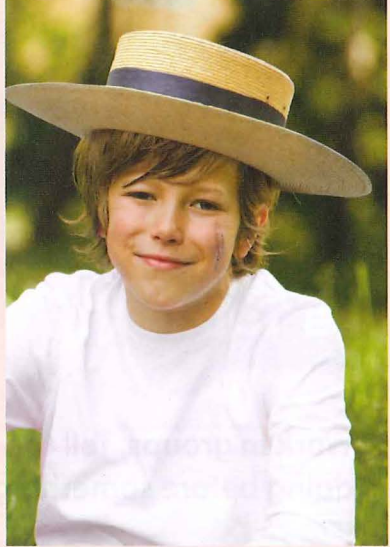

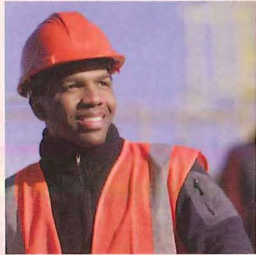
Tell the beginning of your story to another group. What do you think happens next?

## 6

## International Culture Day


## Discover Grammar

- A** Listen and read Juan's blog page. He took photos of six people wearing very different hats.  12

Home	Join us!	Sections	Blog	Contact
				
				

Today was "International Culture Day" at my school. I wore a traditional Mexican hat. Akiko showed a picture of a hat that Japanese women wear when they get married, and Massimo brought in an Italian gondolier's hat. I'm interested in people who wear hats. Amina is the girl who sits next to me in class. She sometimes wears a beret. Lewis is the boy who wears a baseball cap.

Lots of people wear hats for work. In the school cafeteria, it's the servers who wear hats, to protect the food. On the construction site, it's the workers who wear hard hats for protection. There are hats for all kinds of weather: wool ones that keep you warm in winter, and big cotton hats that keep you cool in summer. I don't usually wear a hat, but when we go swimming, we have to wear those plastic bathing caps that keep your hair dry. Do you ever wear a hat?

- B** Listen again and find all of the examples of *who* in the blog page. Circle them.  12
- C** Read the blog page again and find all of the examples of *that*. Underline them.
- D** Find the sentences in the blog that talk about Amina and Lewis. Highlight the sentences.

# Learn Grammar

## A Read and learn.

### Defining Relative Clauses with *Who* and *That*

Relative clauses add extra information to a sentence. Defining relative clauses tell you important information about the noun.

*There are wool hats **that keep you warm in winter.***

*that keep you warm in winter* is a defining relative clause. It tells you important information about the hats.

*Who* and *that* are relative pronouns. You can use both *who* and *that* to talk about people.

*She's the girl **who sits next to me.***

*She's the girl **that sits next to me.***

You can also use *that* to talk about things.

*It's a hat **that keeps your hair dry.***

You will read more about this in Unit 7.

Look at this sentence:

*The girl **who sits next to me** sometimes wears a beret.*

*who sits next to me* is a defining relative clause. It tells you which girl we are talking about.

Here's another example:

*I'm interested in people **who wear hats.***

*who wear hats* is a defining relative clause. It tells you which people I like. If you don't say *who wear hats*, then you don't know which people I am interested in.

**Remember!** Defining relative clauses are not separated by commas.

Defining relative clauses are often used in definitions.

*A gondolier's hat is a hat **that comes from Italy.***

**A** What does the word "milliner" mean? **B** *It's a person **who makes or sells hats.***



## B Underline the defining relative clauses.

- 1 That's the boy who sits behind me in geography.
- 2 The hat that you wore yesterday was terrible.
- 3 This is the hat that I wore in my country.
- 4 She's the girl who usually arrives early.
- 5 Look! He's the boy who got 98 percent on his test.
- 6 This is the helmet that I wear when I go skateboarding.
- 7 Look! She's the girl who helps in the Book Club.
- 8 I'm not sure, but I think he's the boy who writes for the school newspaper.
- 9 These are the photos that we took last year.
- 10 That's the book that I read on vacation.



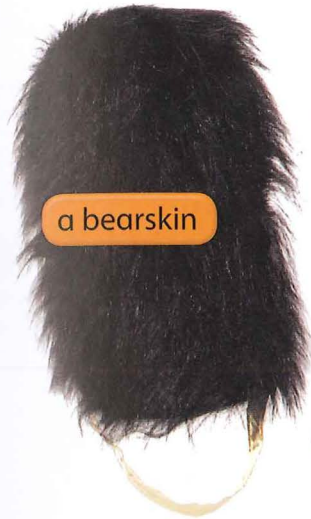
**C Add the clause to the first sentence, using *who*.**

- 1 Lewis is the boy. He is from the U.S.  
*Lewis is the boy who is from the U.S.*
- 2 Lewis is the boy. He usually wears a baseball cap.  
\_\_\_\_\_
- 3 Amina is the girl. She sits next to me in class.  
\_\_\_\_\_
- 4 Amina is the girl. She sometimes wears a beret.  
\_\_\_\_\_
- 5 Massimo is the boy. He brought in a gondolier's hat to show us.  
\_\_\_\_\_
- 6 Akiko is the girl. She showed us a picture of a Japanese hat.  
\_\_\_\_\_
- 7 I am the boy. I wore a traditional Mexican hat.  
\_\_\_\_\_
- 8 They are the workers. They wear hard hats for protection.  
\_\_\_\_\_
- 9 They are the children. They wear plastic bathing caps when they go swimming.  
\_\_\_\_\_
- 10 This is the teacher. She gave the homework about hats.  
\_\_\_\_\_

**D Add the clause to the first sentence, using *that*.**

- 1 I bought a hat. It is really colorful.  
*I bought a hat that is really colorful.*
- 2 This is a hat. It's called a sombrero.  
\_\_\_\_\_
- 3 A sombrero is a type of hat. It comes from Mexico.  
\_\_\_\_\_
- 4 This is a sombrero. It belongs to my father.  
\_\_\_\_\_
- 5 These are hats. They keep you cool in the summer.  
\_\_\_\_\_
- 6 These are hats. They keep you warm in the winter.  
\_\_\_\_\_
- 7 These are bathing caps. They keep your hair dry.  
\_\_\_\_\_
- 8 Here is the person. He told us about International Culture Day.  
\_\_\_\_\_
- 9 These are hats. They protect the food.  
\_\_\_\_\_

**E** Look at the photos of different hats. Read the information and underline all of the relative pronouns. The first one has been done as an example.



a bearskin



a beret



a chullo



a Panama hat



a sunhat



a toque

- 1 This big black hat is a bearskin. It's a type of hat that soldiers wear when they are guarding Buckingham Palace.
- 2 This is a beret that comes from France. It's a flat, soft hat that is usually made of wool.
- 3 Do you like this one? It's called a chullo. It's a hat that comes from Peru. It's a hat that has earflaps!
- 4 This is a Panama hat that comes from Ecuador. It's made of straw.
- 5 This is a sunhat that keeps your face, neck, and shoulders cool.
- 6 This hat is a toque. It's a tall, white hat that is usually worn by chefs.

**F** Match the two parts of the sentences.

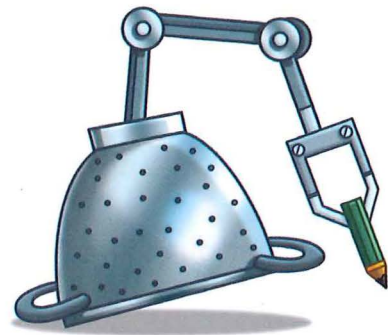
- |                               |                          |
|-------------------------------|--------------------------|
| 1 This is a hat with earflaps | a that is worn by chefs. |
| 2 This is a sunhat            | b that soldiers wear.    |
| 3 It's a tall, white hat      | c that keeps you cool.   |
| 4 This is a big, black hat    | d that comes from Peru.  |

## Let's Write!

**G** Draw a picture of an amazing hat. Decide what all the features are for and who wears it.

Write about your hat. Say what it is and what it does.

*This is my hat. It's made of metal, but it's very light. This is the robotic arm that's used for writing. It can do homework.*



Work in small groups. Read about the other hat designs. Whose hat is the biggest / the most useful / the most beautiful / the strangest / the most imaginative?



## Module 3 Review

### A Read and complete the text.

Edul – write, Italian masks      Mohammed and Yasmin – draw, Brazilian festival mask  
Jack – take notes, African masks      Diego and Yolanda – find out, modern masks

had been drawing    ~~had been finding out~~    had been taking notes    had been standing up  
had been helping    He'd been working    had been writing

Diego <sup>1</sup> *had been finding out* about modern masks. <sup>2</sup> \_\_\_\_\_ with Yolanda.  
Mohammed <sup>3</sup> \_\_\_\_\_ a picture of a Brazilian festival mask. Yasmin  
<sup>4</sup> \_\_\_\_\_ him. Edul <sup>5</sup> \_\_\_\_\_ about Italian masks and Jack  
<sup>6</sup> \_\_\_\_\_ about African masks. Everyone was tired – they <sup>7</sup> \_\_\_\_\_  
all morning, and they were looking forward to lunchtime!

### B Answer the questions. Write complete sentences.


- Had Jack been drawing African masks?  
*No, he had been taking notes about African masks.*
- Had Mohammed been drawing a picture of an Italian mask?  
\_\_\_\_\_
- Had Yolanda been working with Edul?  
\_\_\_\_\_
- What had Diego been doing?  
\_\_\_\_\_
- Why was everyone tired?  
\_\_\_\_\_

### C Write affirmative and negative sentences in the past perfect continuous.

- Jack / listen / carefully  
*Jack had been listening carefully. / Jack hadn't been listening carefully.*
- Mohammed / draw / quickly  
\_\_\_\_\_
- Yasmin / help / him  
\_\_\_\_\_
- They / sit down / all morning  
\_\_\_\_\_
- They / find out / about costumes  
\_\_\_\_\_
- They / visit / the art gallery  
\_\_\_\_\_

**D** Write the answers. Use short forms. Use the prompts ✓ = yes, X = no.

- 1 Had they been visiting the City Hall? X \_\_\_\_\_
- 2 Had they been looking at masks? ✓ \_\_\_\_\_
- 3 Had they been working in pairs? ✓ \_\_\_\_\_
- 4 Had they been making lots of noise? X \_\_\_\_\_

**HOTspot**  Is it important to learn about festivals and costumes in different cultures? Why? / Why not? Do you like visiting museums to look at things from the past? Why? / Why not? Is it important to learn about the past? Why? / Why not?

**E** Complete the definitions. Add the relative clause and use the words in the box.

teaches at a university   keeps you warm   works on a construction site  
protects your head   goes to school

- 1 A professor is a person *who teaches at a university.* \_\_\_\_\_
- 2 A hard hat is something \_\_\_\_\_
- 3 A construction worker is a person \_\_\_\_\_
- 4 A wool hat is a hat \_\_\_\_\_
- 5 A student is someone \_\_\_\_\_

**F** Add the relative clauses to the sentences.

- 1 When I go swimming, I wear a plastic bathing cap. It keeps my hair dry.  
*When I go swimming, I wear a plastic bathing cap that keeps my hair dry.* \_\_\_\_\_
- 2 When I use my bike, I wear a bike helmet. It protects my head.  
\_\_\_\_\_
- 3 On the construction site, they wear hard hats. They keep them safe.  
\_\_\_\_\_
- 4 In the summer, I wear a big cotton hat. It keeps me cool.  
\_\_\_\_\_
- 5 In the winter, Darius wears a chullo. It keeps his ears warm.  
\_\_\_\_\_

## Extra

**G** Work in pairs, and make a list of suggestions for some new designs of hats for different sports or jobs. Use these ideas or your own.

racing drivers, runners, soccer players, bike riders, pilots, teachers ...

Racing drivers could have hats that ...

If we made a hat that lit up ...

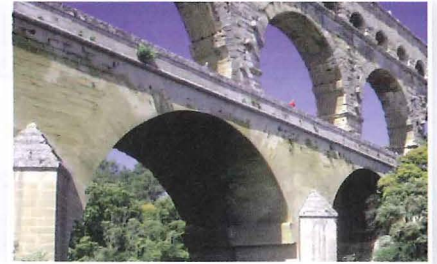
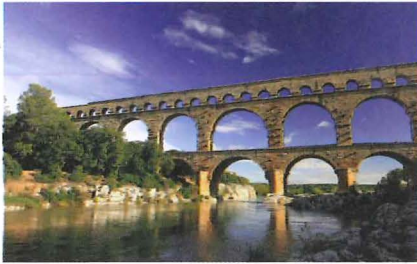
I think the people who need a new hat design are ...

## 7

## A Roman Aqueduct

## Discover Grammar

- A** Listen and read. A tour guide is talking about the Pont Du Gard in France.  13



Please look to the left, everyone. Here is the famous aqueduct which was built by the Romans. Welcome to the Pont du Gard!

Aqueducts are big waterways that carried water to towns. When an aqueduct crossed a river, the Romans built bridges. Look at this! This is the place where they started to build this bridge two thousand years ago. It's called the River Gardon. The bridge has a beautiful design, with symmetrical arches. Can you see the Roman numbers on the stones? This is the method that helped the workers put the stones in the right order. On the first level are six arches that are supported by pillars. The pillars have a diamond shape that cuts into the water in the river. There is a second level with eleven arches and a top level where the water flowed.

The Romans didn't have big machines. The workers made supports from the trees which they cut down. They built the bridge by hand. It's incredible!

- B** Highlight all of the examples of *which*. Underline all of the examples of *that*. Circle all of the examples of *where*.

- C** Complete the sentences with *that*, *which* or *where*. Listen to the tour guide again and check your answers.  13

- 1 Here is the famous aqueduct. It was built by the Romans.  
Here is the famous aqueduct \_\_\_\_\_ was built by the Romans.
- 2 Aqueducts are big waterways. They carried water to towns.  
Aqueducts are big waterways \_\_\_\_\_ carried water to towns.
- 3 This is the place. They started to build this bridge here two thousand years ago.  
This is the place \_\_\_\_\_ they started to build this bridge two thousand years ago.
- 4 On the first level are six arches. They are supported by pillars.  
On the first level are six arches \_\_\_\_\_ are supported by pillars.

# Learn Grammar

## A Read and learn.

### Defining Relative Clauses with *That, Which* and *Where*

**Remember!** Relative clauses add extra information to a sentence. Defining relative clauses tell you important information about the noun. Look back at Unit 6 to help you with this.

*Aqueducts are big waterways that carried water to towns.*  
*that carried water to towns* is a defining relative clause. It tells you information about the aqueducts.

*Which, that* and *where* are relative pronouns.

Use *which* and *that* for objects.

*This is the method that helped the workers put the stones in the right order.*

*This is the method which helped the workers put the stones in the right order.*

Use *where* for places.

*This is the place where they started to build this bridge two thousand years ago.*



## B Underline the relative clauses. Circle the relative pronouns.

- 1 This is the river where they built the bridge.
- 2 These are the rocks which they cut into pillars.
- 3 This is the place where the spring starts.
- 4 Aqueducts are waterways that the Romans built.
- 5 They built a bridge that is still standing today!

## C Add the clause to the first sentence, using the relative pronoun in parentheses.

- 1 This is the aqueduct. It was built two thousand years ago. (which)  
This is the aqueduct which was built two thousand years ago.
- 2 Here are the numbers on the stones. They helped the workers build the bridge. (which)  
\_\_\_\_\_
- 3 They built the drains. They took the dirty water away. (that)  
\_\_\_\_\_
- 4 They built the fountains. People could drink from the fountains. (that)  
\_\_\_\_\_
- 5 This was the aqueduct. It changed people's lives. (that)  
\_\_\_\_\_
- 6 This is the place. The spring starts here. (where)  
\_\_\_\_\_
- 7 This is the place. They found the rocks to build the bridge. (where)  
\_\_\_\_\_
- 8 This is the woodland. They cut trees to make the supports. (where)  
\_\_\_\_\_

**D**

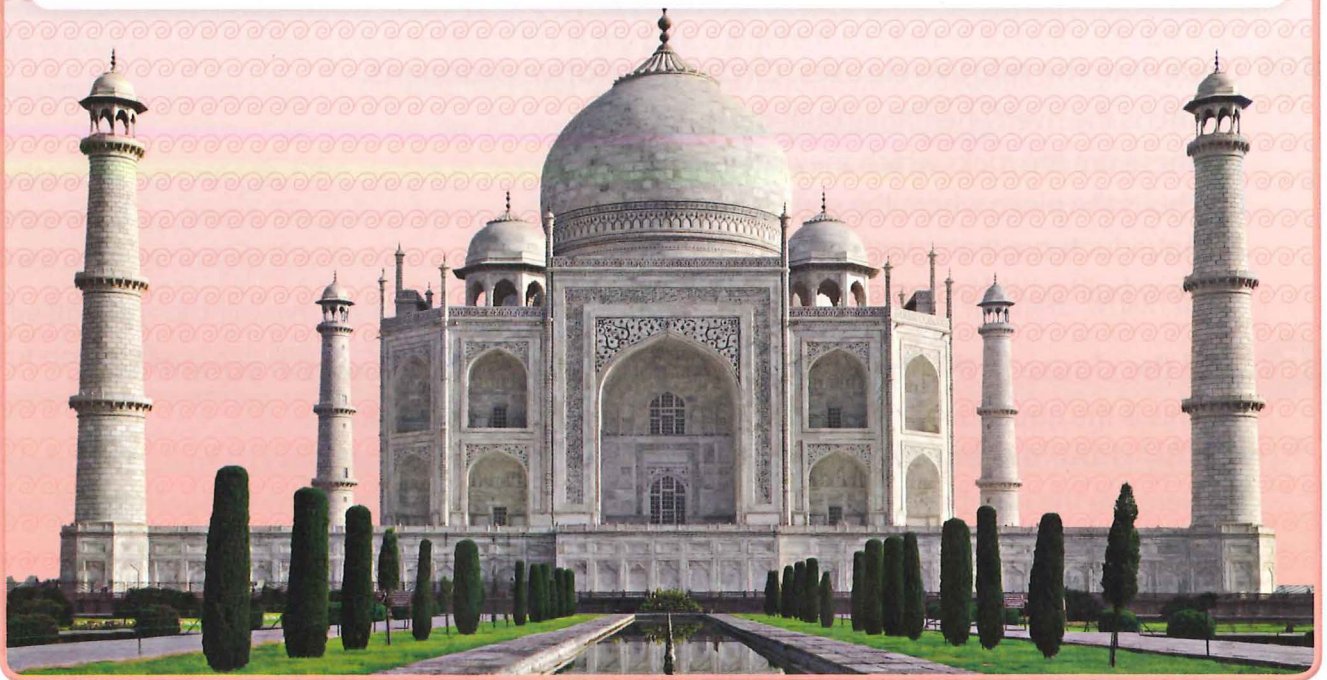
Listen and read the class blog. Underline all of the relative pronouns – *who*, *which*, *that* and *where*.  14

Do you know a city in India called Agra? This is the place where you can see the Taj Mahal.

The Taj Mahal is a building which is famous around the world. It's one of the wonders of the world, with its beautiful symmetrical design.

Emperor Shah Jahan is the person who built the Taj Mahal. He did it to remember his queen, Mumtaz. She was the woman who Shah Jahan loved. She had fourteen children.

The Taj Mahal is a building that took twenty years to build. They finished building it in 1653. It's now the famous tourist attraction that millions of people visit every year. The most famous part of the building is the tomb of Mumtaz. The dome is made of white marble that shines in the bright sunshine.

**E**

Circle the correct word.

- 1 The dome is made of white marble **that** / **where** shines in the bright sunshine.
- 2 Agra is **where** / **that** you can visit the Taj Mahal.
- 3 Shah Jahan was the emperor **where** / **who** built the Taj Mahal.
- 4 It's a building **where** / **that** took twenty years to build.
- 5 Mumtaz is the woman **who** / **where** Shah Jahan loved.
- 6 The Taj Mahal is a building **who** / **which** is very famous.

**F** Read the definitions. Choose an answer from the box.

India   the Pont du Gard   Shah Jahan   Mumtaz   the Taj Mahal

- 1 It's the person who built the Taj Mahal. \_\_\_\_\_
- 2 It's a building that is made of white marble. \_\_\_\_\_
- 3 It's a person who had fourteen children. \_\_\_\_\_
- 4 It's the place where people go to see the Taj Mahal. \_\_\_\_\_
- 5 It's a bridge which was built by the Romans. \_\_\_\_\_

**Let's Talk!**

**G** Choose a famous building or monument in your country. Find some information about it.

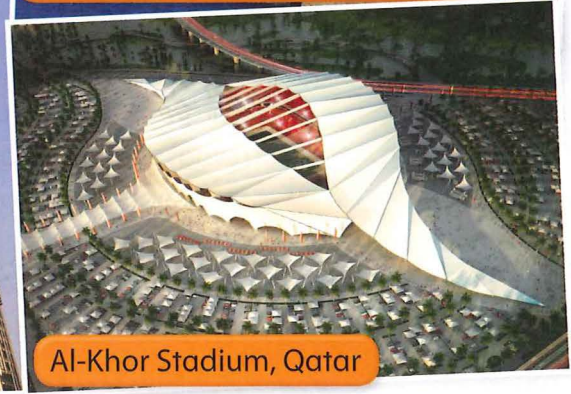
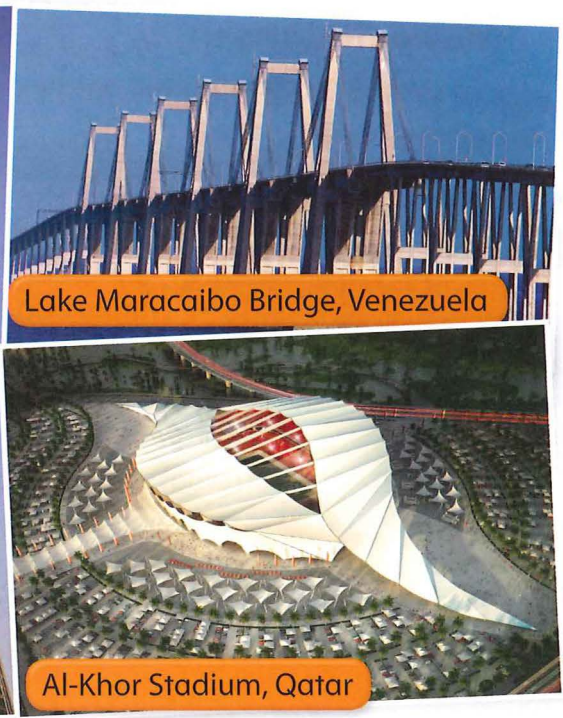
Work in pairs. Tell your partner five or six facts about the place you chose. Use these ideas and the sentences in exercise F to help you.

It's a place where you can see / go ...

It's in a castle / tower / museum / bridge ... which is famous for its views / design ...

It's interesting that ... it took twenty years to build / they didn't use machines / it's made of ...

Which place would you choose to visit? Use these ideas or your own.



## 8

## Looking at Symmetry in Toys

## Discover Grammar

- A** Listen and read. Marta is learning about symmetry at school. She tells her class about a toy she likes.  15


Do you know what this is? It's a kaleidoscope! It's not mine. The person whose toy it was... I don't think you'll ever guess... was my great-great-grandmother! My mom let me borrow the toy to show you.

Sir David Brewster invented it in 1816. He was a Scottish scientist whose main interest was light. One day he realized that you could make beautiful patterns using light and mirrors. He called it a kaleidoscope.

In the 1890s, an American called Charles Bush changed the design, and it became a very successful toy. So Bush is the man whose toy became popular with Victorian families. He was the person whose toy was sold to hundreds of thousands of children.

Thank you Dr. Brewster and Mr. Bush for such an awesome toy!



- B** Listen to Marta again and find all of the examples of *whose* in the text. Underline them.  15

- C** Read the sentences below. Circle *his*, *her*, *their* or *whose*.

- 1 Marta is a girl. Her great-great-grandmother had a kaleidoscope.
- 2 Marta is the girl whose great-great-grandmother had a kaleidoscope.
- 3 Dr Brewster was a scientist. His invention was a kaleidoscope.
- 4 Dr Brewster was a scientist whose invention was a kaleidoscope.
- 5 There were many Victorian families. Their children loved this toy.
- 6 There were many Victorian families whose children loved this toy.

# Learn Grammar

## A Read and learn.

### Defining Relative Clauses with *Whose*

Use relative clauses to give important information about the noun in a sentence.  
See Units 6 and 7 for more information.

*Charles Bush is the man whose toy become popular.*

*whose toy become popular* is a relative clause. It tells you important information about something belonging to the man (in this example, his toy).

*Whose* is a relative pronoun, like *which*, *that*, *where*, and *who*. Use *whose* for people.

Use *whose* in relative clauses instead of *my* / *your* / *his* / *her* / *its* / *our* / *their*.

Use these words to show possession – that something belongs to someone.

*We saw a girl. Her toy was red.*

*We saw a girl whose toy was red.*

Read the examples:

*She's the woman whose toy is was.* (It was her toy.)

*He's the scientist whose invention was the kaleidoscope.* (His invention was the kaleidoscope.)

*They are the families whose children played with the toy.* (Their children played with the toy.)

Look at *who* and *whose*:

*Amina is the girl. She sits next to me.*

*Amina is the girl who sits next to me. She sits next to me.*

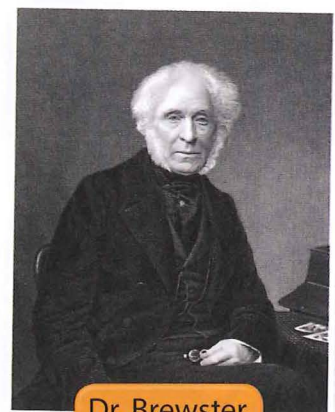
*Amina is the girl. Her hair is black.*

*Amina is the girl whose hair is black. Her hair is black.*



## B Underline the relative clauses. Circle the relative pronouns. What word did *whose* replace in each sentence?

- 1 She's the woman whose toy it was.  
Her. It was her toy.
- 2 Marta was the girl whose talk was about symmetry and toys.  
\_\_\_\_\_
- 3 Dr. Brewster was a scientist whose invention used light and mirrors.  
\_\_\_\_\_
- 4 Mr. Bush was a man whose toy was sold to hundreds of thousands of children.  
\_\_\_\_\_
- 5 There were many families whose children loved this toy.  
\_\_\_\_\_



Dr. Brewster



**C** Complete the sentences with *his, her, or their*.

- 1 I saw a girl. \_\_\_\_\_ bike was red.
- 2 We met some children. \_\_\_\_\_ paper planes are awesome!
- 3 I made friends with a boy. \_\_\_\_\_ yoyo was blue.
- 4 I want to play with the girl. \_\_\_\_\_ hula hoop is new.

**D** Look at the sentences in exercise C. Write new sentences using *whose*.

1 *I saw a girl whose bike was red.*

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

**E** Listen and read. Complete the sentences.  16

**Andy** I love paper planes. Have you ever tried to make them? Planes are fun to make, but you must be careful to make them symmetrical and make the folds very neatly.

I taught Alex, Jack, Imani, and Hana how to make different planes. Let's guess who made the best plane.

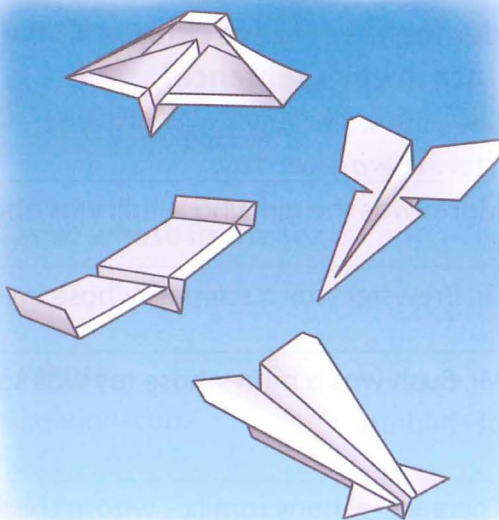
I helped someone <sup>1</sup> \_\_\_\_\_ plane is square and flat. Here it goes!

And I helped this person <sup>2</sup> \_\_\_\_\_ plane is fast and dangerous! Watch out!

I worked with this boy <sup>3</sup> \_\_\_\_\_ plane is unusual. Look at the wings!

And lastly someone <sup>4</sup> \_\_\_\_\_ plane is big and really strong. Wow!

Which one is *your* favorite?



**F** Imagine you met these children at a park. Complete the sentences for each picture using *whose*.

My plane has unusual wings!

My plane flies really fast!



My plane goes a long way!

My plane is dangerous!

- 1 I met someone \_\_\_\_\_
- 2 I met someone \_\_\_\_\_
- 3 I met someone \_\_\_\_\_
- 4 I met someone \_\_\_\_\_

## Let's Write!

**G** Choose four classmates. Ask them questions about their family. You can ask about sport, toys, hobbies, favorite food, or jobs. Make notes.

Does your sister like animals?

Where does your father work?

What is your brother's favorite food?

Now write a short quiz. Work in a new group. Test your classmates. Can they guess who you are talking about?

*I met someone whose father works in a bank.*

It was Mohammed!

*I met someone whose brother loves pizza.*

It was Cham!

*I met someone whose sister has a cat.*

It was Hamid!

## Module 4 Review

### A Read about the Eiffel Tower. Circle the relative pronouns.

The building that you see in the picture is the Eiffel Tower. They built it in 1899 and it's 320 meters tall. Visitors can climb up stairs to the first two levels, or take an elevator that also goes up to the third level. The man whose company was in charge of the project was Gustave Eiffel. The tower is named after him.




### B Join the two sentences, using the relative pronoun in parentheses.

- 1 There are elevators. The elevators take people to the top. (that)  
\_\_\_\_\_
- 2 The Eiffel Tower is made of iron. The iron rusts and needs repainting every seven years. (that)  
\_\_\_\_\_
- 3 They use special paint. The paint protects the tower. (which)  
\_\_\_\_\_
- 4 It's a famous tourist attraction. It is visited by millions of people every year. (that)  
\_\_\_\_\_
- 5 Gustave Eiffel was the engineer. He designed it. (who)  
\_\_\_\_\_
- 6 Millions of tourists go to Paris. The Eiffel Tower is located in Paris. (where)  
\_\_\_\_\_

### C Read the sentences and circle the correct words.

- 1 The Eiffel Tower is made of iron **that** / **where** needs repainting regularly.
- 2 Paris is **where** / **that** you can visit the Eiffel Tower.
- 3 Gustave Eiffel was the engineer **which** / **who** designed the tower.
- 4 It's a symmetrical tower **who** / **that** took one year to build.
- 5 This is a famous tourist attraction **which** / **where** millions of people visit every year.

**HOTspot**  The Eiffel Tower design has been copied in other countries around the world (e.g. the Tokyo Tower).  
**Why do you think the design is popular?**  
**Would you like to go to the top of the Eiffel Tower?**  
**Why? / Why not?**  
**What do you think it would be like?**



**D** Write *who*, *that*, or *where*. Sometimes more than one answer is possible.

- 1 A toy store is a place \_\_\_\_\_ they sell toys.
- 2 A toy maker is a person \_\_\_\_\_ makes toys.
- 3 They love visiting the shop \_\_\_\_\_ has lots of new toys.
- 4 The town \_\_\_\_\_ we threw our paper planes was really beautiful.
- 5 The man \_\_\_\_\_ showed us how to throw them was called Victor.

**E** Read the sentences. Circle the correct words.

- 1 I met somebody **who** / **whose** brother makes amazing paper planes.
- 2 I met a girl **who** / **whose** has a new bike.
- 3 In my class, there's a boy **who** / **whose** has been to the U.S.
- 4 In my class, there's a girl **who** / **whose** sister is a hula hoop champion.
- 5 I sit next to a boy **who** / **whose** paper planes can fly for ages!
- 6 In our school, there's a girl **who** / **whose** has a really old kaleidoscope.

**HOTspot**  **What is your favorite toy? Why do you like it?**  
**When you build or draw towers and buildings, do you make them symmetrical? Why? / Why not?**

## Extra

**F** Write and talk about your favorite toy or toys. Use these ideas or your own.

I love playing with my special plastic building bricks. They're made by a company which is in Denmark. You can visit a theme park there where you can see huge brick models. I like the models that are real buildings – they're awesome!

My favorite toy is ...

It's made by a company in ...

The people who I play with are ...



## 9

## Ancient Writing

## Discover Grammar

**A** Listen and read. Find out about Egyptian writing.  17

### How did the Ancient Egyptians write?

The Ancient Egyptians wrote using picture words called hieroglyphs. This style of writing, which was very beautiful, didn't include vowels (AEIOU), or punctuation.

### What was it like?

The writing, which could be read in any direction, used thousands of picture words or symbols. These represented different objects, ideas, and actions.

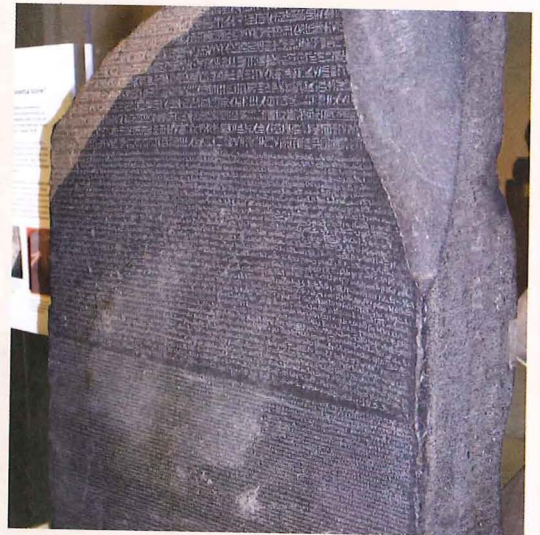
### What did the Ancient Egyptians write on?

On papyrus. Papyrus, which is a water plant, was used to make paper. They also carved symbols into stone, and painted hieroglyphs on the walls in tombs.

### How can we understand them?

Because of the Rosetta Stone. El-Rashid (Rosetta), where the stone was found, is a town in the north of Egypt. Some French soldiers, who were building a fort, found the stone in 1799.

The Rosetta Stone, which was made over 2,000 years ago, has three different types of writing on it. The writing is in hieroglyphs, Ancient Egyptian and Ancient Greek. It has shown people how to read hieroglyphs.



**B** Read the text again and underline all of the phrases which use *which*, *where*, or *who*. Use the commas to help you find the phrases.

# Learn Grammar

## A Read and learn.

### Nondefining Relative Clauses

Nondefining relative clauses give you extra information about the subject of a sentence.

*El-Rashid, **where the stone was found**, is a town in the north of Egypt.*

*where the stone was found* is a nondefining relative clause. It tells you extra information about the person, place, or thing identified in the sentence (in this example, the place El-Rashid). Use commas to show where the relative clause is.

If you remove the clause, the sentence still makes sense:

*El-Rashid is a town in the north of Egypt.*

You can use *who*, *which*, and *where* in nondefining relative clauses.

*Some French soldiers, **who were building a fort**, found the stone in 1799.*

*This style of writing, **which was very beautiful**, didn't include vowels.*

*El-Rashid, **where the stone was found**, is a town in the north of Egypt.*

*Who* is used for people. *Which* is used for objects. *Where* is used for places.

**Remember!** You cannot use *that* in a nondefining relative clause.

*This style of writing, **that was very beautiful**, didn't include vowels.*



## B Underline the nondefining relative clauses. Then circle the relative pronouns.

- 1 Papyrus, which is a water plant, was used to make paper.
- 2 Some French soldiers, who were working nearby, found the stone.
- 3 The town El-Rashid, where the stone was found, is called Rosetta in English.
- 4 Hieroglyphs, which can be read in any direction, are picture words or symbols.
- 5 Thomas Young, who was a scientist, tried to understand the words on the stone.
- 6 Jean-François Champollion, who was a French professor, translated most of the stone.

## C Circle the correct relative pronoun.

- 1 My class, **which / that / where** is the sixth grade, is learning about Egyptian writing.
- 2 My friends, **who / that / where** are Lucy, Kate, and Emma, found it really interesting.
- 3 My teacher, **which / that / who** is Ms. Sebokova, told us all about hieroglyphs.
- 4 Emma, **who / that / which** is really good at drawing, did an amazing picture.
- 5 The drawings, **who / where / which** were complicated and colorful, looked very pretty.
- 6 We painted our names, **which / where / who** was fun, using different colored paints and pens.
- 7 Ms. Sebokova, **who / that / which** is really nice, chose the best ones for a display.
- 8 The school auditorium, **which / where / who** our pictures were shown, looked fantastic!

**D** Complete the sentences with *who*, *which*, or *where*.

- 1 The Oxford International School of English, \_\_\_\_\_ I study, has about 800 students.
- 2 My friends, \_\_\_\_\_ are called Yasmin and Hema, are learning about Ancient Egypt with me.
- 3 Papyrus, \_\_\_\_\_ is a water plant, has long tall stems.
- 4 The Ancient Egyptians used pens, \_\_\_\_\_ were made out of reeds, to write with.
- 5 Writers, \_\_\_\_\_ were called scribes, went to special schools to learn how to write.

**E** Listen and read. Complete the text with the clauses in the box.  18

where students learned to read and write   ~~who lived along the River Nile in Egypt~~  
who learned how to read and write using hieroglyphs   which looks like this  
which were objects, animals, and people

### When did they start to use hieroglyphs?

The Ancient Egyptians, <sup>1</sup> who lived along the River Nile in Egypt, started to develop their writing system 5,000 years ago.

### How can I read the signs?

The symbols, <sup>2</sup> \_\_\_\_\_, were written across the page or from top to bottom. If the animal, bird, or person is facing left, which looks like this, you read from left to right.



If they face right, <sup>3</sup> \_\_\_\_\_, you read from right to left.



Which direction do you read in your language?

### How did they learn to write using hieroglyphs? Was it easy?

Scribe school, <sup>4</sup> \_\_\_\_\_, was hard work. There were lots of symbols to learn.

### Where did they use their writing?

When they finished, they used writing in many different places. The scribes, <sup>5</sup> \_\_\_\_\_, used their writing to count animals, to decorate temples and tombs, or to send messages in war. Sometimes they worked in government.

### Can I try writing like an Ancient Egyptian?

Yes, you can! Try to find the symbols of the written language, which didn't have any vowels (AEIOU), and then try to write your name.



**F** Read the completed text in exercise E and circle all of the relative pronouns.

**G** Join the sentences. Use the extra information in parentheses to make relative clauses.

1 The Egyptian museum is very interesting. (It is near my house.)

*The Egyptian museum, which is near my house, is very interesting.*

2 My teacher is Ms. Allan. (She told me about the Egyptians.)

3 The Pyramid Display Room will open next month. (It will be awesome.)

4 Cairo is the capital of Egypt. (My friend Mohammed lives there.)

5 This style of writing didn't use vowels. (This style of writing was very beautiful.)

6 My friend's language can be read from top to bottom, too. (Her language is Japanese.)

7 The River Nile is in Egypt. (The Ancient Egyptians lived along the River Nile.)

8 Hieroglyphs can still be seen today! (They were sometimes carved into stone.)

## Let's Talk!

**H** Work in small groups. Talk about the Ancient Egyptians. Take turns choosing words from the word cloud below. You can talk about people, places, and writing. Make nondefining relative clauses using *who*, *which*, and *where*.

Your word is "papyrus."

I can do this! Papyrus, which is a plant, was used to make paper.

That's great! Choose a word.

Your words are "Ancient Egyptians."

OK Ancient Egyptians, who lived along the River Nile, used hieroglyphs for writing.





# 10 Hands Up!

## Discover Grammar

**A** Listen and read about Fabien's school choir.  19



My name is Fabien. I've been deaf all my life, which means I can't hear at all, and I use sign language to communicate.

I want to tell you about my favorite school club. I belong to the "Hands Up!" choir. It's a sign language music group, and it's fantastic. It was started by one of our teachers three years ago. The club was held in a classroom, but it became so popular that we were told to move to the larger school auditorium.

Sign language isn't used by many students at my school, but we are taught it in the choir. When the music is played, some people sing, and others are silent, but we all use sign language to tell the story of the song.

We've entered local competitions, and our club has been used as a model for other schools. Local schoolchildren have been invited to come and watch us perform. That's my favorite part!

**B** Read the following words. Find and underline them in the text.

was started   was held   were told   isn't used   are taught  
is played   has been used   have been invited

**C** Complete the chart with verbs from the text.

simple present passive	<u>isn't used</u>	_____	_____
simple past passive	_____	_____	_____
present perfect passive	_____	_____	_____

# Learn Grammar

## A Read and learn.

### Passive Statements (Simple Present, Simple Past, Present Perfect)

In English, you can often say things in two ways, using the active and the passive.

*A teacher started the club.* (active)

*The club was started by a teacher.* (passive)

You often put the most important information at the beginning of the sentence.

In the first sentence, the focus is on the teacher. In the second sentence, the focus is on the club.

Use the passive when you don't say who does the action.

*When the music is played, some people sing.*

You don't know or it isn't important who plays the music.

*We are taught sign language in the choir.*

You don't know or it isn't important who teaches sign language to them.

If you want to say who did the action, use *by*: *The club was started by a teacher.*

**Remember!** You can use the passive with different tenses, including these:

*The club is held in the school auditorium.*

simple present passive

*The club was held in a classroom.*

simple past passive

*The club has been held in different places.*

present perfect passive

#### Affirmative

Subject + *am / is / are* + past participle

*It is taught*

Subject + *was / were* + past participle

*We were taught*

Subject + *have / has + been* + past participle

*They have been taught*

#### Negative

Subject + *am / is / are + not* + past participle

*We aren't told*

Subject + *was / were + not* + past participle

*They weren't told*

Subject + *have / has + not + been* + past participle

*I haven't been told*



## B Complete the sentences. Use the simple present passive.

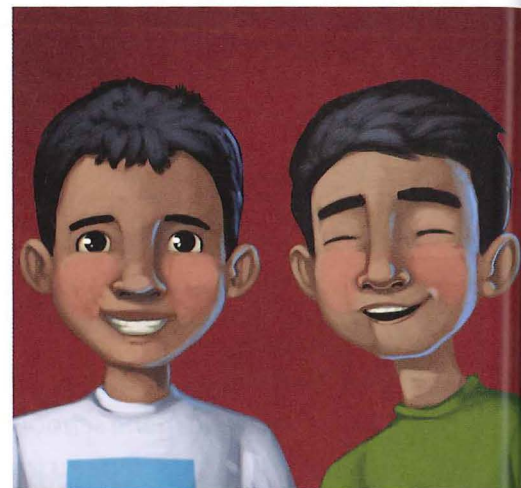
- 1 My favorite school club \_\_\_\_\_ called "Hands Up!"
- 2 Sign language \_\_\_\_\_ used by many students in the school.
- 3 We \_\_\_\_\_ taught sign language by the teachers.
- 4 We \_\_\_\_\_ given a new song to learn every two weeks.
- 5 We \_\_\_\_\_ told to practice at home, but I always do!
- 6 When the music \_\_\_\_\_ played, some people sing.
- 7 Sign language \_\_\_\_\_ used to tell the story of the song.
- 8 Our club \_\_\_\_\_ used as a model for other schools.

**C Complete the sentences using the simple past passive. Use the verbs in parentheses.**

- 1 The choir \_\_\_\_\_ (start) as a lunchtime club.
- 2 It \_\_\_\_\_ (hold) in my classroom, but we soon needed a larger room.
- 3 We \_\_\_\_\_ (tell) to move into the school auditorium which was bigger.
- 4 At the beginning, the students \_\_\_\_\_ (not ask) to use sign language for every song.
- 5 But they loved it, so soon sign language \_\_\_\_\_ (use) every time.

**D Diego is Fabien's best friend. Complete the sentences. Use the present perfect passive.**

**Diego** I've been a member of "Hands Up!" for two years, and I <sup>1</sup> \_\_\_\_\_ (teach) sign language by three different teachers, including Ms. Diaz. "Hands Up!" is so much fun. Our club <sup>2</sup> \_\_\_\_\_ (invite) to go to a national choir competition next April. I'm very excited! We <sup>3</sup> \_\_\_\_\_ already \_\_\_\_\_ (see) on local television because a reporter came to our school to interview us about the competition. We <sup>4</sup> \_\_\_\_\_ (not ask) to perform for anyone famous yet, but secretly I hope that we will be famous one day!



**E Read about the choir on page 48 again. Look at the information. Which sentences are true? Which are false? Correct any false sentences.**

- 1 The choir ~~was stopped~~ three years ago. False - was started
- 2 The choir was kept in the same classroom. \_\_\_\_\_
- 3 Sign language is used by many students at the school. \_\_\_\_\_
- 4 The students are taught sign language in the choir. \_\_\_\_\_
- 5 When the music is stopped, the students use sign language. \_\_\_\_\_

**F Read about other clubs at the school. Make the sentences negative.**

- 1 The math club was started two years ago.  
\_\_\_\_\_
- 2 It is held on Wednesdays.  
\_\_\_\_\_
- 3 The students have been invited to a math competition.  
\_\_\_\_\_
- 4 They have been taught how to use secret codes.  
\_\_\_\_\_
- 5 The science club was told to move to the school auditorium.  
\_\_\_\_\_
- 6 The French club is offered to all students from age eight up.  
\_\_\_\_\_

**G** Read the sentences and circle the correct answer.

- 1 I go there each week. The club **is held** / **has been held** every Monday after school.
- 2 We learn sign language in the choir. It **isn't taught** / **aren't taught** at school.
- 3 We are excited! The choir **is asked** / **has been asked** to perform a show!
- 4 The children **aren't told** / **isn't told** to practice at home.
- 5 Local schoolchildren **are invited** / **have been invited** to watch us perform at the competition next week.

**H** Underline the verbs in the active sentences. Then change the sentences into the passive.

- 1 They teach sign language in the choir.  
*Sign language is taught in the choir.*
- 2 When they play the music, some students sing.  
When the music \_\_\_\_\_
- 3 They told the club to move into the school auditorium.  
The club \_\_\_\_\_
- 4 Ms. Diaz started the choir.  
The choir \_\_\_\_\_
- 5 They have invited us to perform a show.  
We \_\_\_\_\_

**Let's Write!**

**I** Write notes about a club that you like. When did it start? Who started it? What do you do at the club? Who teaches you? What has been taught? What have you learned?

*I belong to ...*

*It is called ...*

*It was started by ...*

*At the club, we are taught / shown / helped ...*

Ask your partner about his or her favorite club or activity. Use your notes to talk about your club.

Where is it held?

What are you taught?

Write about your partner's club or activity.

*Dylan belongs to the school orchestra. It is held in the school auditorium every Tuesday.*

*The orchestra is conducted by Mr. Pitman. The drums are played by ...*

# Module 5 Review

**A** Complete the text with the clauses in the box.

- a which are animals   b where my friend Dimitrios comes from   c who sits next to me  
d which were used by the Ancient Egyptians   e which is based on the Rosetta Stone

Our topic this term is languages. Hieroglyphs, <sup>1</sup> \_\_\_\_\_, were fun because we wrote our names. Lian, <sup>2</sup> \_\_\_\_\_, told us about Chinese writing. And Greece, <sup>3</sup> \_\_\_\_\_, has the Greek alphabet. We tried that, too!

This week, we are writing codes. Have you ever tried writing in code? It's like a secret language that only you and your friends know.

For example, A=1, B=2, C=3   8, 5, 12, 12, 15 != \_\_\_\_\_ !

My code, <sup>4</sup> \_\_\_\_\_, is awesome. The different symbols, <sup>5</sup> \_\_\_\_\_, each mean a different letter. So E is an elephant. But it takes a very long time to write ...

**B** Read the interview and underline all of the nondefining relative clauses. Circle all of the relative pronouns.

### Can you tell us about sign language?

Sign language, which deaf people use to communicate using their hands and faces, is a language like any other. Deaf children, who can't hear what their own voice sounds like, can learn to lip-read, speak, and/or use sign language.

### Is sign language a real language?

Yes! Sign language, which is used by millions of people, is used to tell jokes, make poetry, chat with friends, and do all of the other things you can do in your language. It even has its own grammar and punctuation. In my friend's school, where there are lots of deaf children, there is a sign language club, and you can take lessons to learn it. At my school, which only has a few deaf children, we even have a sign language choir!

**C** Join the sentences. Use the extra information in parentheses to make a relative clause.

- 1 Sign language is not an international language. (It is different in each country.)  
Sign language, which is different in each country, is not an international language.
- 2 Sign language was first used in the 1700s in Paris. (It is widely used today.)  
\_\_\_\_\_
- 3 In Paris, sign language schools became famous. (The first school for the deaf was started here.)  
\_\_\_\_\_
- 4 Ms. Derrick is my favorite teacher. (She taught me how to use sign language.)  
\_\_\_\_\_



**Why do you think it is important for deaf people to have their own language? Would you like to learn sign language? Why? / Why not?**

**D Match the two parts of the sentences.**

- |                             |   |
|-----------------------------|---|
| 1 The club is run           | a in a classroom.                             |
| 2 The club is held          | b by a teacher.                               |
| 3 We were given             | c to anyone who wants to learn sign language. |
| 4 The club was told to move | d a new song to learn each week.              |
| 5 When music is played      | e the students use sign language.             |
| 6 The club is offered       | f to a bigger room.                           |

**E Rewrite the sentences using the negative form.**

- |   |                                       |
|---|---------------------------------------|
| 1 The club is run by parents.                   | <u>The club isn't run by parents.</u> |
| 2 Students are told to read the teacher's lips. | _____                                 |
| 3 The club is held before school.               | _____                                 |
| 4 The club was started by a student.            | _____                                 |

**F Reorder the words to make sentences in the present perfect passive.**

- |   |       |
|---|-------|
| 1 invited / been / have / to / perform / We / at / show / a | _____ |
| 2 uniform / school / to / wear / been / have / told / We    | _____ |
| 3 sign / to / asked / have / We / language / been / use     | _____ |
| 4 new / learn / to / songs / been / not / told / have / We  | _____ |

**Extra**

**G Design a code and write a short message for your friends.**

A = ? B = ? C = ? etc.

**Write an introduction about your code. Use these ideas or your own.**

*This code, which is based on animals / numbers / Greek / my own ideas ... , is easy / difficult / interesting because ...*

*Mr. XX, who is my teacher, will like this code because the symbols are simple / clever / beautiful ...*

*My code is called ... (Think of a name!)*



# 11

## A Quiz Show

### Discover Grammar

**A** Listen and read. Are the questions active or passive?  20

**Presenter:** Welcome back to "Get Rich Quick!" You did very well last week, Tania. Let's see if you can win more money tonight. I think you are ready for the first question.

**Tania:** Yes. I'm a bit nervous, but I'm ready.

**Presenter:** O.K. You have six questions on geography and history. Question one for 10,000 dollars. Was the summit of Mount Everest first reached in 1953?

**Tania:** Yes, it was. It was climbed by Hillary and Tensing.

**Presenter:** Correct. Has Mount Everest ever been climbed by anybody over 75?

**Tania:** Yes, it has. It was climbed by two 80-year-old Japanese men in 2013.

**Presenter:** Well done. And now question three. Are many crops grown in the Himalayas?

**Tania:** Yes, there are. Potatoes are grown under 1,500 meters.

**Presenter:** Excellent. Now question four. Is rice also found there?

**Tania:** Yes, it is.

**Presenter:** Very good. Another correct answer. Have many flags been put on the summit of Everest?

**Tania:** Yes, there have.

**Presenter:** Correct! And the last question for half a million dollars. Were any flags put there by Hillary and Tensing?

**Tania:** Yes, four flags were put there in 1953.

**Presenter:** Another perfect answer. Well done, Tania! You're a winner! Here's your cheque.



**B** Listen to the quiz show again and underline all of the questions.  20

**C** Match the two parts of the sentences.

- 1 The summit of Mount Everest
- 2 Four flags
- 3 Many crops
- 4 In 2013 Mount Everest

- a are grown in the Himalayas.
- b was climbed by two 80-year-old men.
- c were put on the summit in 1953.
- d was first reached in 1953 by Hillary and Tensing.

# Learn Grammar

## A Read and learn.

### Passive Statements and Questions (Simple Present, Simple Past, Present Perfect)

In English, you can often ask questions in two ways, using the active and the passive.

*Can you find rice there?* (active)

*Is rice found there?* (passive)

You also use the passive when you don't know or it isn't important who or what did the action.

*Are many crops grown in the Himalayas?* (e.g., by the local people).

Use *by* to say who or what did the action. *Were any flags put there by Hillary and Tensing?*



Make simple present passive questions with *is / are* + subject + past participle.

*Is rice found there?*

*Are many crops grown in the Himalayas?*

Make simple past passive questions with *was / were* + subject + past participle.

*Was the summit of Mount Everest first reached in 1953?*

*Were any flags put there by Hillary and Tensing?*

Make present perfect passive questions with *has / have* + subject + *been* + past participle.

*Has Mount Everest ever been climbed by anybody over 75?*

*Have many flags been put on the summit of Everest?*

### Short Answers

simple present: Yes, + subject + *is / are*. No, + subject + *isn't / aren't*.

simple past: Yes, + subject + *was / were*. No, + subject + *wasn't / weren't*.

present perfect: Yes, + subject + *have / has*. No, + subject + *haven't / hasn't*.

Use short answers to yes / no questions to avoid repetition.

## B Complete the chart with questions from the quiz on page 54.

passive: simple present

---

---

---

---

passive: simple past

---

---

---

---

passive: present perfect


---

---

---

---



**C Listen and read an interview about Mount Kilimanjaro in Tanzania in Africa. Underline all of the passive forms in the questions.**  21

**Interviewer** When was the summit reached for the first time?

**Expert** It was climbed successfully by a German, an Austrian, and a guide from Tanzania in 1889.

**Interviewer** Were German, Austrian, and Tanzanian flags put there?

**Expert** Yes, of course.

**Interviewer** Have many accidents been caused by falls?

**Expert** No, there haven't been many accidents caused by falls. It's not a dangerous climb.

**Interviewer** Has the summit been reached by many older people?

**Expert** Yes, a few years ago, it was climbed by an 84-year-old man. The mountain has also been climbed by a woman without shoes, and by a blind man!





**Interviewer** Are all the climbs organized by local people?

**Expert** Yes, all of the people who climb the mountain are accompanied by Tanzanian guides. Their luggage, equipment, and food is also carried for them by porters.



**D Act it out.**

**E Read a blog about Mount Kilimanjaro. Write questions with the verbs in parentheses in the simple past passive.**

Home	Join us!	Sections	Blog	Contact
	<b>Shelley, U.S.</b>	I am planning to go on a safari up Mount Kilimanjaro. Can anybody who has climbed the mountain tell me about his or her experiences? <sup>1</sup> _____ the climb _____ (organize) well? <sup>2</sup> _____ all the equipment _____ (carry) for you? <sup>3</sup> _____ your meals _____ (cook) by the guides? <sup>4</sup> _____ your tents _____ (put up) for you?		
	<b>Adam, U.K.</b>	I had a great time, and it was very safe. Our climb was organized by a company called "Trek It." All of our food and equipment was carried for us, and our meals were cooked for us, as well. Our tents were put up every night by the Tanzanian guides. All I had to do was climb and take photos.		
	<b>Shelley, U.S.</b>	Thanks, Adam. <sup>5</sup> _____ the trip _____ (plan) well? <sup>6</sup> _____ any flights _____ (cancel) or delayed?		
	<b>Adam, U.K.</b>	Yes, the trip was organized very well, and there were no travel problems.		
	<b>Maria, Spain</b>	You were lucky, Adam. Our trip wasn't planned very well. Our flight was canceled and the start of the trek was delayed by four days. It wasn't a good experience!		

**F Match the questions to the short answers.**

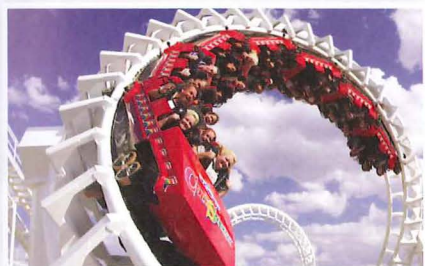
- |  |                   |
|--|-------------------|
| 1 Have you and your brother been helped a lot? | a No, it isn't.   |
| 2 Were the tents put up for you by the guides? | b Yes, they are.  |
| 3 Was the trip planned well?                   | c No, it hasn't.  |
| 4 Has the flight been delayed?                 | d Yes, they have. |
| 5 Have the meals been packed well?             | e Yes, it was.    |
| 6 Are the treks organized well by the guides?  | f Yes, they were. |
| 7 Is the travel brochure written well?         | g Yes, we have.   |

**G Write questions to match the answers.**

- |         |  |
|---------|--|
| 1 _____ | Yes, my adventure vacation was organized well. |
| 2 _____ | No, our flight wasn't delayed.                 |
| 3 _____ | No, our beds weren't made for us.              |
| 4 _____ | Yes, our boots were cleaned for us.            |
| 5 _____ | Yes, our meals are cooked for us.              |
| 6 _____ | Yes, we are helped a lot by the guides.        |

**Let's Talk!**

**H Work with a partner. Make notes to talk about a trip you have been on. Use these ideas or your own.**



Start like this:

I went with my family / class on a trip to ... .  
It was ... planned / organized well.

The bus / train was delayed. We were helped by ...

The information about the trip was written well ...

Can anybody who has been to ...  
tell me about his or her experiences?



## 12

## Burglary at a Country House

## Discover Grammar

- A** Listen and read the interview between the staff of a country house, and a detective.  22

**Detective** When did you notice something was wrong?

**Gardener** At six o'clock this morning, I saw that someone had made a hole in the fence and the branches of the tree next to the hole had been broken.

**Detective** Had the hole been cut?

**Gardener** Yes, I think the hole had been made with an axe.

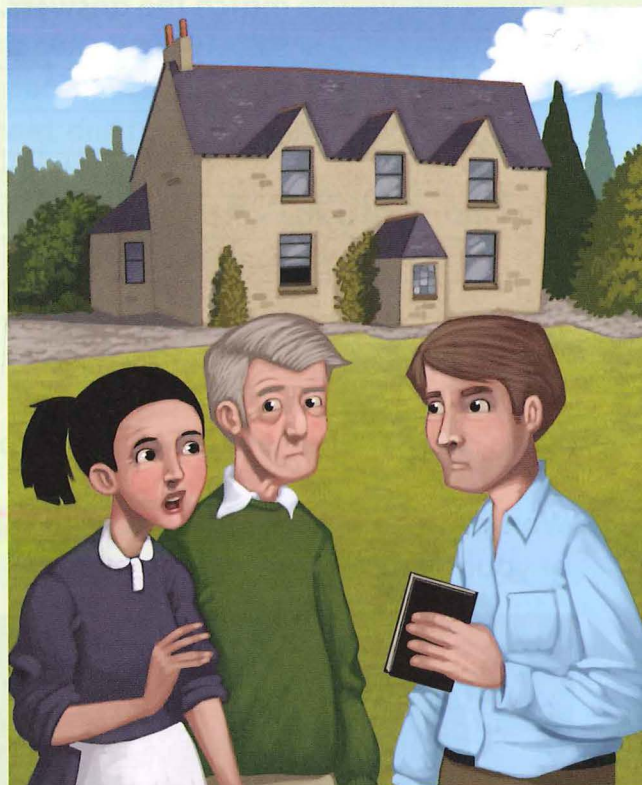
**Detective** And what did *you* see this morning?

**Maid** When I went into the living room this morning, I fell over some cushions. They had been thrown on the floor. I also saw that a window had been opened. I looked around and saw that a painting had been removed from the wall.

**Detective** Had anything else been taken?

**Maid** No, nothing else had been taken. Ah, sorry, yes, one of the curtains was missing. It had probably been used by the burglar to cover the painting.

**Detective** Thank you very much for your help.



- B** Listen to the interview again. Underline the questions in the passive.  22

- C** Reorder the words to make sentences.

1 next to the hole / of the tree / had been / The branches / broken

---

2 had been / with an axe / made / The hole

---

3 removed / A painting / from the wall / had been

---

4 had been / nothing else / taken / No,

---

# Learn Grammar

## A Read and learn.

### Passive (Past Perfect)

Use the past perfect passive when something had been done by someone before some time in the past.

Affirmative: Subject + *had* + *been* + past participle

Negative: Subject + *hadn't* + *been* + past participle

Questions: *Had* + subject + *been* + past participle?



**Remember!** The past participle is often the same as the simple past form of the verb.

However, some of the most common English verbs have irregular past participles e.g. eat – eaten, have – had, swim – swum. There is a list on page 112.

Use the passive if you want to emphasize the action or if you do not know who did the action.

*The branches of the tree had been broken.*

*I also saw that a window had been opened.*

*Had anything else been taken?*

You can change active sentences into passive sentences.

*The burglar probably used it to cover the painting.*

*= It had probably been used by the burglar to cover the painting.*

Use *by* to show who did the action.

*It had probably been used **by** the burglar to cover the painting.*

Use *with* to show what the action was done with.

*I think the hole had been made **with** an axe.*

### Short Answers

Use short answers to *yes / no* questions to avoid repetition.

Yes, + subject + *had*.      No, + subject + *hadn't*.

*Had anything else been taken?    Yes, it had. / No, it hadn't.*

## B Match the two parts of the sentences.

- 1 A hole had
- 2 The branches of the tree had
- 3 Had the
- 4 The hole had been
- 5 Some cushions had been
- 6 A painting had
- 7 Had anything
- 8 The curtain had probably been

- a been removed from the wall.
- b hole been cut?
- c used to cover the painting.
- d thrown on the floor.
- e been made in the fence.
- f else been taken?
- g been broken.
- h made with an axe.

**C** Write sentences in the past perfect passive.

- 1 some money / steal / burglar *Some money had been stolen by the burglar.*
- 2 lock / break \_\_\_\_\_
- 3 vase / remove \_\_\_\_\_
- 4 some cushions / damage \_\_\_\_\_
- 5 a watch / take \_\_\_\_\_
- 6 tree / cut down \_\_\_\_\_
- 7 the safe / open \_\_\_\_\_
- 8 police / call / maid \_\_\_\_\_

**D** Read and complete the detective's report. Write the verbs in the past perfect passive. Listen and check your answers.  23

**Police report**

**Burglary at country house**

The burglary had happened during the night. The gardener reported that a hole<sup>1</sup> \_\_\_\_\_ (cut) in the fence and some branches of a tree<sup>2</sup> \_\_\_\_\_ (break). Maybe the hole<sup>3</sup> \_\_\_\_\_ (use) by the burglar to get into the garden.

The window of the living room<sup>4</sup> \_\_\_\_\_ (also open).

The only thing that<sup>5</sup> \_\_\_\_\_ (steal) was a painting.

It<sup>6</sup> \_\_\_\_\_ (remove) from the wall. The painting

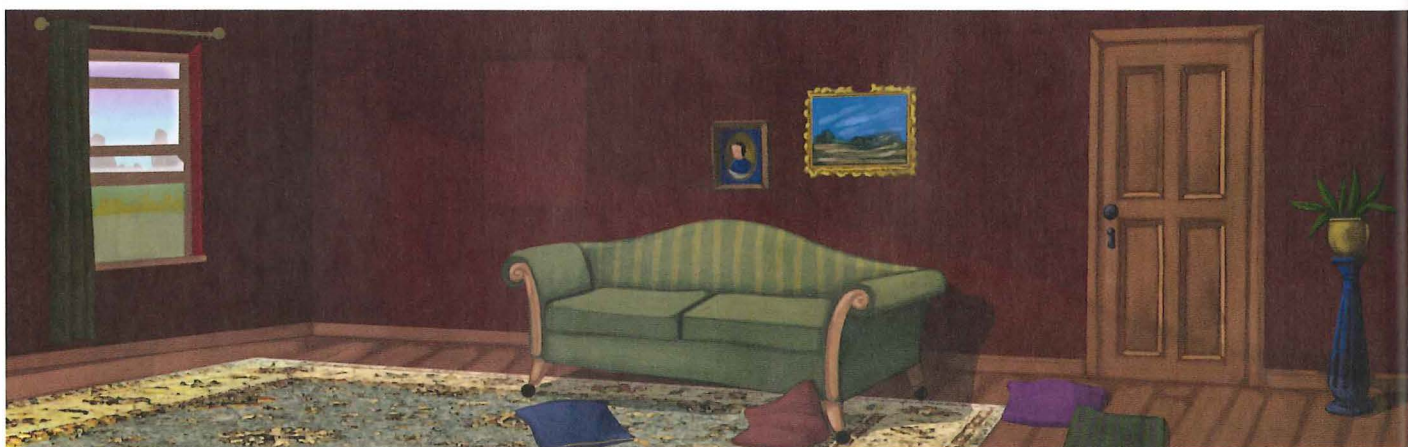
<sup>7</sup> \_\_\_\_\_ (then probably wrap) in a curtain

because a curtain<sup>8</sup> \_\_\_\_\_ (take), as well. The

burglar alarm<sup>9</sup> \_\_\_\_\_ (not activate) because it

<sup>10</sup> \_\_\_\_\_ (disconnect).

I think it could be an "inside job." I have another interview with the gardener today.



**E** Read the e-mail from the maid to her friend. Write questions and answers in the past perfect passive.

Hi Emily,

You'll never guess what happened yesterday! As usual, I went downstairs to make breakfast. In the kitchen, I noticed that a bottle of milk had been taken out of the fridge, and a bag of coffee had also been opened. One of the cups on the table had been used, and a big cake had been eaten. There was a slice of burned bread in the toaster, which had also been used. When I went into the living room I saw that a painting had been stolen. The house had been burglarized. I also found the gardener's hat behind the sofa. I didn't mention that to the detective who came. Maybe I should have. What do you think?

Bye,

Karen

- 1 What / take out of fridge? \_\_\_\_\_
- 2 What / open? \_\_\_\_\_
- 3 What / use? \_\_\_\_\_
- 4 What / eat? \_\_\_\_\_
- 5 What / also use? \_\_\_\_\_
- 6 What / steal? \_\_\_\_\_

## Let's Write!

**F** Write an e-mail to a friend using the past perfect passive, describing what had happened in a room during the night. Read the e-mail in exercise E again to help you. Use these ideas or your own.

Hi,

*You know we have two kittens now?  
Well, when I went into the living room  
this morning, I saw that a vase had  
been broken and ...*



## Module 6 Review

### A Read the phone conversation. Reorder the words to make questions.

**Employee** Good morning. Trek It Travel. Can I help you?

**Customer** Yes, please. I want to ask some questions about your treks in the Himalayas.

**Employee** Yes, sure.

**Customer** been / many accidents / caused / by poor equipment / Have / ?

1

**Employee** No, not many. Only one was caused by a rope that broke.

**Customer** anyone / Was / in this accident / badly hurt / ?

2

**Employee** No, it wasn't a serious accident. A climber cut his leg. That's all.

**Customer** helped / the injured climber / Was / by the guides / ?

3

**Employee** Yes, he was carried down the mountain on a stretcher.

**Customer** by helicopter / wasn't he taken / Why / to the hospital / ?

4

**Employee** Our helicopter crashed last week. I am very busy. Do you have any more questions?


**Customer** any of the treks / Are / this week / delayed / ?

5

**Employee** One trek is delayed by very bad weather. That's all. Good-bye.

### B Write questions in the passive to match the answers.

- |             |   |
|-------------|---|
| 1 Was _____ | Yes, the accident was caused by a falling rock.                     |
| 2 Why _____ | The start of the trek has been delayed by storms.                   |
| 3 How _____ | He was rescued by helicopter.                                       |
| 4 How _____ | Injured climbers are always taken down the mountain on a stretcher. |

**HOTspot**  Would you like to go on a trip organized by this company? Why? / Why not?

### C Look at the list of jobs. Listen and read the conversation on page 63. Complete the sentences with verbs in the past perfect passive. 24

make beds

clean bedrooms

clean bathrooms

light the fires

cook breakfast

wash dishes

brush shoes

set table

take dogs for a walk

- Owner** Have you made all of the beds?  
**Maid** I made all of the beds in the guest bedrooms, but the other beds  
 1 had already been made (already make).  
**Owner** Good. And have you cleaned the bathrooms?  
**Maid** No, they 2 \_\_\_\_\_ (already clean).  
**Owner** And have you cooked breakfast for the guests?  
**Maid** No, breakfast 3 \_\_\_\_\_ (already prepare) by the cook,  
 when I went into the kitchen.  
**Owner** Have you brushed all of the shoes?  
**Maid** No, all of the shoes in the corridor 4 \_\_\_\_\_ (already brush)  
 by the other maid.  
**Owner** Have you taken the dogs for a walk?  
**Maid** No, they 5 \_\_\_\_\_ (already taken) for a walk by the gardener.  
**Owner** So you've had a very easy morning!

**D Act it out.**

**E Write questions in the past perfect passive.**

- 1 beds / already / make? Had the beds already been made?  
 2 fires / already / light? \_\_\_\_\_  
 3 dinner / already / cook? \_\_\_\_\_  
 4 bedrooms / clean? \_\_\_\_\_


**F Write sentences in the past perfect passive.**

*When I went into the room I ...*

- 1 see / the fire / already light saw the fire had already been lit.  
 2 notice / breakfast / already eat \_\_\_\_\_  
 3 discover / children / already feed \_\_\_\_\_  
 4 realize / table / already set \_\_\_\_\_  
 5 saw / dishes / already wash \_\_\_\_\_

**Extra**

**G Work with a partner. Continue the conversation in exercise C with questions about the other jobs on the list. Imagine the jobs had already been done, as well.**


**HOTspot**  **What would it have been like to be a maid in a Victorian household? Would you have liked doing that job? Why? / Why not?**



## 13

## Wildlife Photographer

## Discover Grammar

- A** Listen and read. Mike is a wildlife photographer. Sixth-grade students ask him about his work.  25

**Mike** Next year, we're filming Emperor penguins in Antarctica. In the winter, it's  $-50^{\circ}\text{C}$ , and the penguins leave in the summer, so it isn't easy.

**Camila** When will they be filmed?

**Mike** They'll be filmed in March when they leave the sea, and walk home in a long line. The eggs come in May, but they won't be looked after by the females. They will be kept safe and warm on the males' feet – for two months!

**Adam** When will the eggs be hatched?

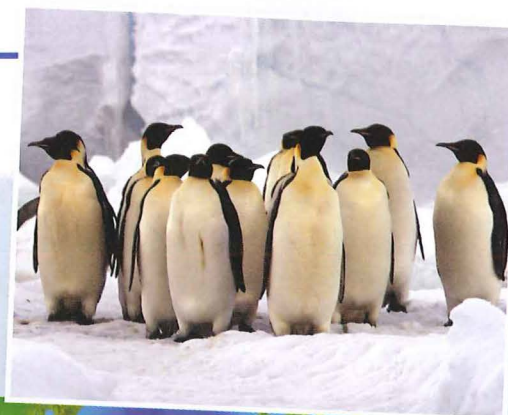
**Mike** They'll all be hatched by the end of July. That's a good time to take photos.

**Lucia** Do the chicks hunt for food?

**Mike** No, the chicks will be fed by both parents.

**Akif** What happens next?

**Mike** Well, the chicks won't be taught how to swim. They'll be left to learn how to swim and hunt on their own. In December, it's summertime. There's lots of food. The penguins stay at sea, and they won't be seen again on the ice until March of next year.



- B** Listen and read the interview again. Is Mike talking about the past or the future?  25

- C** Underline all of the examples of *will be ...* and *won't be ...* in the interview.

- D** Match the questions and answers.

- |  |   |
|--|---|
| 1 In May, where will the eggs be kept?                 | a They won't be found on the ice. They'll be swimming out in the sea.           |
| 2 Who will the food be caught by?                      | b They won't be taught anything. They'll be left to hunt and swim on their own. |
| 3 When they are older, what will the chicks be taught? | c The eggs will be kept safe and warm on the male emperors' feet.               |
| 4 In the summer, where will the penguins be found?     | d Fish will be caught by both the parents.                                      |

# Learn Grammar

## A Read and learn.

### Passive (Future)

**Remember!** Use the passive when you don't know or it isn't important to say who does the action. (See Units 10, 11, 12.)

You can also use the passive in the future.

*We will film the penguins in March.* (active)

*The penguins will be filmed in March.* (passive)

In the first sentence, the focus is on us (*We will film*). In the second sentence, the focus is on the penguins.

Use the future passive to say when something will be done (e.g. *the penguins will be filmed*), at or before a time in the future (e.g. *in March*).

Use the future passive when you don't say who will do the action.

*The egg will be kept safe and warm.*

We don't know or it isn't important who will look after the egg.

If you want to say who will do the action, use *by*.

*The egg won't be looked after **by** the female penguin.*

*It will be looked after **by** the male.*

Affirmative: Subject + *will be* + past participle

Negative: Subject + *won't be* + past participle

Questions: *Will* + subject + *be* + past participle?

*The baby polar bears will be born in November.*

*The bears won't be filmed until April.*

*Will they be fed by their mother?*



## B Complete the sentences. Use the future passive.

- 1 Our visas \_\_\_\_\_ processed in January.
- 2 Our passports \_\_\_\_\_ taken care of by Karen in the New York office.
- 3 The tickets \_\_\_\_\_ booked next week.
- 4 We \_\_\_\_\_ met at the airport by a local guide.
- 5 We \_\_\_\_\_ taken to Base Camp when we arrive.
- 6 The penguins leave the sea in March, and they \_\_\_\_\_ filmed as they walk over the ice.
- 7 A helicopter \_\_\_\_\_ used for the aerial shots.
- 8 The pilot \_\_\_\_\_ told where to fly to find the penguins.
- 9 We \_\_\_\_\_ asked to share our films with the scientists in Antarctica.
- 10 All our equipment \_\_\_\_\_ carried by snowmobiles.

## C Look at the sentences in exercise B again. Circle the past participles.

**D** Change the sentences from the active to the passive.

1 Someone will send you the itinerary tomorrow.

*You will be sent the itinerary tomorrow.*

2 Someone will process your visa soon.

Your visa \_\_\_\_\_

3 Someone will book the flights next week.

The flights \_\_\_\_\_

4 Someone will meet you at the airport.

You \_\_\_\_\_

5 Someone will carry your luggage.

Your luggage \_\_\_\_\_

6 Someone will take you to Base Camp.

You \_\_\_\_\_

7 Someone will tell you when the weather conditions are safe for filming.

You \_\_\_\_\_

8 Someone will carry your equipment by snowmobiles.

Your equipment \_\_\_\_\_

**E** Write long answers to the questions.

1 Will the penguins be filmed in February?

*No, they won't be filmed in February.*

2 Will the egg be looked after by the female?

3 Will the egg be looked after by the male?

4 Will the eggs be hatched by the end of July?

5 Will the chicks be fed by both parents?

6 Will the chicks be taught how to swim?

**F** Listen and read. Complete the sentences using the future passive. Use the verbs in parentheses.  26

Mike When you arrive, you <sup>1</sup> \_\_\_\_\_ (meet) at the airport by my assistant, Tormund. He's an expert on the wildlife here in Antarctica. You <sup>2</sup> \_\_\_\_\_ (bring) here to Base Camp and you <sup>3</sup> \_\_\_\_\_ (show) how everything works. <sup>4</sup> \_\_\_\_\_ the photographic equipment \_\_\_\_\_ (look after) by your assistant? The penguins <sup>5</sup> \_\_\_\_\_ (track) using satellite tags. The helicopter pilot we usually use <sup>6</sup> \_\_\_\_\_ (book) next week. The penguins <sup>7</sup> \_\_\_\_\_ (not film) until they leave the sea and start walking home. I think that's everything. We are all ready for your snow adventure!



**G** Write sentences using the future passive.

- 1 The penguins / not / film / in February The penguins won't be filmed in February.
- 2 The egg / not / look after / by the female \_\_\_\_\_
- 3 The chicks / not / teach / how to hunt \_\_\_\_\_
- 4 The chicks / not / show / how to swim \_\_\_\_\_
- 5 The chicks / not / leave / on the ice \_\_\_\_\_

**H** Write questions for the sentences in G.

- 1 Will the penguins be filmed in February?
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**Let's Talk!**

**I** Imagine that next week you will take care of the penguins at the local zoo for one day. Think about what will need to be done. Use these ideas or your own.

- What will happen at eleven o'clock? At eleven o'clock, the penguins will be fed.
- When will the pool be cleaned? When will a talk be given to the visitors?
- Will the zoo's website be updated? What will happen when the zoo closes?

## Penguin feeding

Every day at 11.00 a.m. and 3.30 p.m.



Talk about what will happen each day. Then talk to another group. Who thought of the most jobs?

## 14

## Special Birds

## Discover Grammar

A Listen and read.  27

## White storks

*Are storks ever hunted? If so, who are they hunted by?*

In most countries in Europe, white storks aren't hunted. They are loved by everybody. However, when they migrate and fly over Malta, many of them are shot. Last year, over twenty birds were killed by people who did it as a sport.

*Have many stories been written about storks?*

Lots of stories and legends have been told about storks. The most common story that has been written is about storks bringing babies from a long way off.

*What is the longest distance that a stork has migrated?*

Before we had satellite tracking, nobody knew for certain the distance that had been flown by a stork during migration. Now, many migrations have been tracked from Europe to West Africa.

*Will storks still be found in Africa over the summer if temperatures continue to rise?*

Probably more storks will be located in Europe if global warming causes more climate change.



B Read the text again. Underline all of the passive verb forms.

C Write a sentence from the text for each of the following passive tenses.

- simple present passive \_\_\_\_\_
- present perfect passive \_\_\_\_\_
- future passive \_\_\_\_\_
- simple past passive \_\_\_\_\_
- past perfect passive \_\_\_\_\_

# Learn Grammar

## A Read and learn.

### Passive Review

#### Simple Present Passive

Affirmative: Subject + *am / is / are* + past participle

Negative: Subject + *am not / is not / are not* + past participle

Questions: *Am / Is / Are* + subject + past participle?



#### Simple Past Passive

Affirmative: Subject + *was / were* + past participle

Negative: Subject + *was not / were not* + past participle

Questions: *Was / Were* + subject + past participle?

#### Present Perfect Passive

Use the present perfect passive when something has been done by someone before some time in the present.

Affirmative: Subject + *have / has* + *been* + past participle

Negative: Subject + *have not / has not* + *been* + past participle

Questions: *Have / Has* + subject + *been* + past participle?

#### Past Perfect Passive

Use the past perfect passive when something had been done by someone before some time in the past.

Affirmative: Subject + *had* + *been* + past participle

Negative: Subject + *had not* + *been* + past participle

Questions: *Had* + subject + *been* + past participle?

#### Future Passive

Use the future passive when something will be done by someone before some time in the future.

Affirmative: Subject + *will be* + past participle

Negative: Subject + *won't be* + past participle

Questions: *Will* + subject + *be* + past participle?

**Remember!** Use *by* to show who did the action. *They are killed by people.*

In questions put *by* at the end of the sentence or question. *Who are they hunted by?*

**B** Listen and read Maria's presentation. Underline all of the verbs in the passive form.  28

**Maria** In my presentation today, I'm going to talk about birds which have been created as cartoon characters by Walt Disney and other filmmakers. When I was three, I remember that I had been made very unhappy by a cat who was always trying to catch a little yellow bird. My favorite cartoon as a kid was called "Road Runner." In this film, a bird was chased by a coyote, but the super-fast bird always escaped. I only just found out that road runners are real birds and are found in North and South America. Next year, a new cartoon will be made in which the main character will be a friendly dinosaur. Any questions so far?

**Olly** Why have so many cartoons been made about birds?

**Maria** Sorry, I don't know the answer to that. I'll find out.



**C** Read the presentation again and write the passive sentences.

simple present passive: \_\_\_\_\_

simple past passive: \_\_\_\_\_

present perfect passive: \_\_\_\_\_

past perfect passive: \_\_\_\_\_

future passive: \_\_\_\_\_

**D** Write the following questions in the passive.

1 Which birds have filmmakers created as cartoon characters? (present perfect passive)

*Which birds have been created as cartoon characters by filmmakers?*

2 Why had the cat made the girl very unhappy? (past perfect passive)

3 What chased the road runner? (simple past passive)

4 Where can you find real road runners? (simple present passive)

5 When will a filmmaker make a new cartoon about a friendly dinosaur? (future passive)

**E** Read the class blog. Underline the correct options.

Home

Join us!

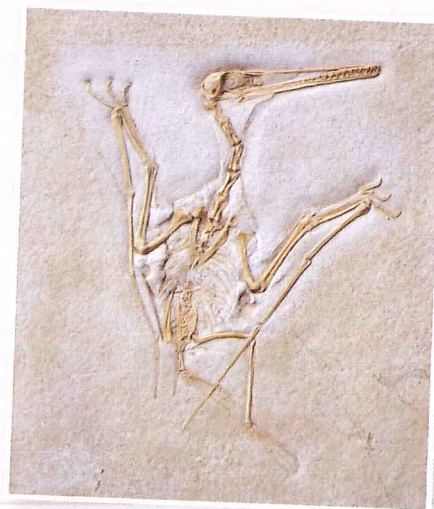
Sections

**Blog**

Contact



**Sean** Hi there, everybody. How are the projects going? I've been working on the science project about prehistoric flying reptiles. I found out that <sup>1</sup> **they're called / they had been called** Pterosaurs. Fossils of these flying reptiles <sup>2</sup> **will be found / have been found** all over the world. Recently, a fossil that <sup>3</sup> **will be covered / was covered** in skin or fur <sup>4</sup> **have been discovered / was discovered** in Kazakhstan. This fossil <sup>5</sup> **is being examined / had been examined** carefully because it could show that Pterosaurs were warm-blooded like birds and weren't reptiles, after all. It's a really exciting project.



**Jamie** Yes, it sounds as if you are enjoying yourself. I look forward to hearing what you are going to say. Will your project be presented using slides?



**Sean** Yes, the photos of the fossils and the pictures <sup>6</sup> **are all presented / will all be presented** using slides. The text will be written on a handout with questions.

**F** Answer the questions about the blog in full sentences.

- 1 What are the flying reptiles called?  
\_\_\_\_\_
- 2 Where have fossils of the flying reptiles been found?  
\_\_\_\_\_
- 3 What was recently discovered in Kazakhstan?  
\_\_\_\_\_
- 4 What was the fossil covered in?  
\_\_\_\_\_

**Let's Write!**

**G** Write a post for your class blog about a project you are doing. Look at exercises B and E for ideas. Use different forms of the passive.

You could write about a sports project, the writer of a book you like, something that you collect, or a new hobby.

*Hi there. How are the projects going? I've been working on a project about ...*



## Module 7 Review

### A Write questions using the future passive.

- 1 penguins / ever / seen / at the North Pole?  
Will penguins ever be seen at the North Pole?
- 2 the male penguins / leave / behind / to look after the eggs?  
\_\_\_\_\_
- 3 the eggs / keep / off the ice / by the male penguins?  
\_\_\_\_\_
- 4 the chicks / teach / how to swim / by their parents?  
\_\_\_\_\_
- 5 the young penguins / show / where to hunt for fish?  
\_\_\_\_\_

### B Match the questions in exercise A to these answers. Write the numbers in the boxes.

- a No, they won't be taught how to swim.
- b No, they won't be seen there, as most penguins live in the southern hemisphere.
- c Yes, they'll be left with the eggs, as the hungry females go back to the sea to find fish.
- d No, they won't be shown. They'll find out by themselves how to find food.
- e Yes, the eggs will be kept safe on the male penguins' feet.

### C Underline the future passive in the sentences in exercise B.

### D Read and circle the correct verbs.

#### Illegal penguin hunting

Penguins <sup>1</sup> **have always been hunted** / **are always hunted** for food, and in the late 1800s, they <sup>2</sup> **have been hunted** / **were hunted** for their oil, as well. The oil <sup>3</sup> **is made** / **was made** in a gland in their tails and <sup>4</sup> **was used** / **is used** by them to make their feathers waterproof. Now, it <sup>5</sup> **has been made** / **was made** illegal to hunt penguins, but they <sup>6</sup> **were still hunted** / **are still hunted** by some people.

The problem is that if adult penguins <sup>7</sup> **are killed** / **will be killed**, many young penguins will die because they have no parents to look after them. However, penguins will probably continue to be hunted illegally because their skins <sup>8</sup> **will often be sold** / **are often sold** to make luxury slippers and handbags.



**E Match the questions and the short answers.**

- |   |                   |
|---|-------------------|
| 1 Have penguins always been hunted?                         | a Yes, they were. |
| 2 Were they hunted in the late 1800s for their oil as well? | b Yes, they are.  |
| 3 Was the oil made in a gland in their tails?               | c Yes, they have. |
| 4 Is the oil used to make their feathers waterproof?        | d Yes, it was.    |
| 5 Are penguins still hunted?                                | e Yes, they will. |
| 6 Will penguins probably continue to be hunted illegally?   | f Yes, it is.     |

**HOTspot**  **What can we do to protect animals and birds from hunters?  
Why is it important to protect animals?**

**F Read and write a sentence for each of the passive tenses.**

Recently, a documentary film was made about penguins. A group of penguins was filmed making its long annual journey across the ice, in order to breed. The life of the penguins had been studied for three years by the film crew before filming started. In the film, the penguins are shown walking in single file through violent snowstorms. The female penguins are seen leaving on their own, after laying one egg. This egg is then kept warm by the males until it hatches. During this entire period, the males are filmed standing perfectly still together in the freezing cold.

The film has been described as one of the best documentaries ever. Some film critics feel that a better documentary will never be made.

- |                         |       |
|-------------------------|-------|
| simple present passive  | _____ |
| present perfect passive | _____ |
| simple past passive     | _____ |
| past perfect passive    | _____ |
| future passive          | _____ |

**Extra**

**G Imagine that you are a filmmaker going to an exotic island to make a wildlife movie. Talk to the people in your group, who all live on different islands. Which animals and birds can you see there? Who can offer the best trip? Make sure that everything is ready for you!**

Will I be shown around the island?

Will I be helped with the local language?

You will be met at the airport.

Your cameras will be carried for you.

You will be taken into the jungle / up the mountain / along the beaches by ...

# 15 A Bad Day

## Discover Grammar

### A Listen and read Jimmy's diary. 29

#### Monday

Today was a really bad day. I woke up late and I ran to school. I was scared my teacher would be angry.

I forgot that we had a math test. It was difficult. I'm worried about the results.

I left my lunch at home, so I didn't have anything to eat. Then it started raining on the way home. I had forgotten my coat, too, and I got really wet. I was afraid my mom would be mad.

That night in bed, I thought:

If I'd set my alarm, I would have woken up on time.

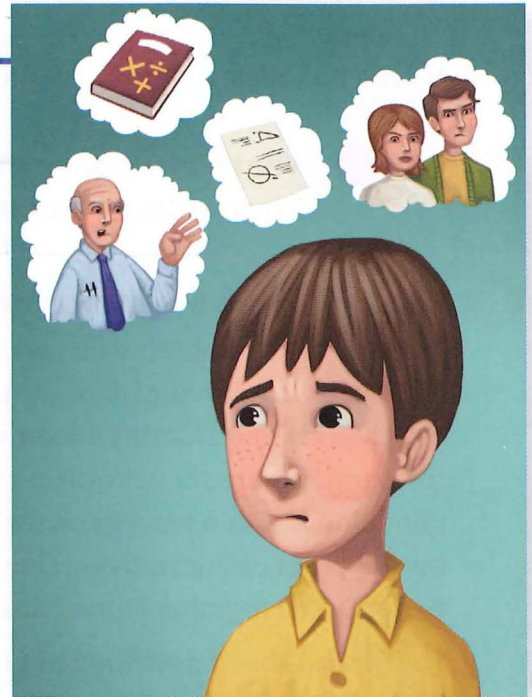
If I'd studied more for the test, I would have done better.

If I hadn't forgotten my lunch, I wouldn't have been so hungry.

If I'd remembered my coat, I wouldn't have gotten wet.

#### Tuesday

I got my test results. I came out on top of the class! It wasn't such a bad day, after all. I've decided to stop worrying so much!



### B Read Jimmy's diary again, and underline all of the sentences that start with *If...*

### C Match the two parts of the sentences.

- 1 If I'd set my alarm, \_\_\_\_\_
- 2 If I'd studied more for the test, \_\_\_\_\_
- 3 If I hadn't forgotten my lunch, \_\_\_\_\_
- 4 If I'd remembered my coat, \_\_\_\_\_

- a I would have done better.
- b I wouldn't have gotten wet.
- c I would have woken up on time.
- d I wouldn't have been so hungry.

### D Read this sentence and then answer the questions.

*If I'd set my alarm, I would have woken up on time.*

Did he set his alarm?

Yes. / No.

Did he wake up on time?

Yes. / No.

Is this sentence talking about the past, present, or future? \_\_\_\_\_

## A Read and learn.

### Past Unreal Conditional

Use the past unreal conditional to talk about past situations that didn't happen.

You imagine that a situation happened in a different way.

*If I'd set my alarm, I would have woken up on time.*

This refers to an event in the past. It didn't happen. He didn't wake up on time, because he didn't set his alarm.

To make the past unreal conditional, use: *If* + past perfect, *would have* + past participle.

*If he had walked to school, he would have been late.*

*If she had known about my coat, she would have been mad.*

*If they had given him a ride, he would have arrived at school on time.*

It doesn't matter which order you put the clauses:

*If I had remembered my coat, I would have stayed dry!*

*I would have stayed dry if I had remembered my coat!*

but the first sentence needs a comma and the second one doesn't.

There are four common patterns.

Affirmative in both parts of the sentence:

*If he'd set his alarm, he would have woken up on time.*

(He woke up late because he didn't set it.)

Negative in the *if*-clause:

*If I hadn't run to school, I would have been late.*

(I wasn't late because I ran.)

Negative in the main part:

*If I had remembered my lunch, I wouldn't have been hungry.*

(I was hungry because I forgot my lunch.)

Negative in both parts:

*If I hadn't forgotten my coat, I wouldn't have gotten wet.*

(I got wet because I forgot my coat.)

**Remember!** Do not use *would have* in the *if*-clause of the sentence.  
*If he had woken up early, he would have taken the bus.*  
Not: ~~If he would have~~



**B Rewrite the sentences so that the *if*-clause comes second.**

1 If I had set my alarm, I would have woken up on time.  
*I would have woken up on time if I had set my alarm.*

2 If I'd studied more for the test, I would have done better.

3 If I hadn't forgotten my lunch, I wouldn't have been so hungry.

4 If I'd remembered my coat, I wouldn't have gotten wet.

**C Rewrite the sentences so that the *if*-clause comes first.**

1 They would have arrived earlier if they had taken the bus.  
*If they*

2 We would have gotten wet if we had forgotten our umbrellas.

3 You would have been in trouble if you had arrived after nine o'clock.

4 She would have asked you if she'd needed help.

**D Complete the sentences with the verbs in the correct form.**

1 Jimmy didn't set his alarm.

If \_\_\_\_\_ (he / set) his alarm, \_\_\_\_\_ (he / get up) on time.

2 Ana didn't bring her gym shoes.

If \_\_\_\_\_ (she / bring) her gym shoes, \_\_\_\_\_ (she / play) soccer with us.

3 Mohammed forgot his lunch.

If \_\_\_\_\_ (he / not / forget) his lunch, \_\_\_\_\_ (he / not / be) hungry.

4 Arjun missed the bus.

If \_\_\_\_\_ (he / not / miss) the bus, \_\_\_\_\_ (he / arrive) at school on time.

**E Listen and read about Jimmy's mom's bad day. Then complete the sentences.  30**

I had such a bad day today. Jimmy's alarm clock didn't go off, so he woke up late and had to run to school. My car wouldn't start, so I had to take the bus to work. I left my umbrella on the bus, and then it started to rain when I got off the bus, so when I arrived at the office my shoes were really wet. I had a meeting all afternoon, and it was really long. I didn't want to take work home, so I stayed late at the office writing the report from the meeting. And finally, when I went home by bus, it got stuck in traffic, and it took an hour to get home! What a terrible day!

- 1 If Jimmy's alarm ... had gone off, he wouldn't have woken up late.
- 2 If Jimmy's mom's car had ... \_\_\_\_\_
- 3 If it hadn't started to rain, ... \_\_\_\_\_
- 4 If she had taken work home, she ... \_\_\_\_\_
- 5 If she hadn't gone home by bus, ... \_\_\_\_\_

**F Match the two parts of the sentences.**

- |   |  |
|---|--|
| 1 If her car had started,                     | a she would have had dry feet!                 |
| 2 If the meeting had been shorter,            | b she would have driven to work.               |
| 3 If she hadn't left her umbrella on the bus, | c she wouldn't have gotten stuck in traffic.   |
| 4 If she hadn't taken the bus home,           | d she wouldn't have stayed late at the office. |

**G Complete the sentences.**

- 1 If I'd known the show was today, I \_\_\_\_\_ last night. (practice)
- 2 If I'd had more time, I \_\_\_\_\_ longer answers. (write)
- 3 I would have helped you learn your dance if you \_\_\_\_\_ for help. (ask)
- 4 My mom would have been happy if she \_\_\_\_\_ my performance! (see)
- 5 He wouldn't have been late if he \_\_\_\_\_ earlier. (wake up)

**Let's Talk!**

**H Work in groups. Tell the story of a terrible day last week. Think of all the things that happened, and how each event made the next one happen. Use these ideas or your own.**

I lost my bus ticket, so I had to walk to school.

I walked to school, so I was late.

Because I was late, my friends were mad at me.

My friends were mad at me, so ...

**Now tell a different group what happened. This time, use *If* sentences.**

If I hadn't come to school today, ...


If I hadn't lost my bus ticket, ...

If I hadn't woken up late, ...

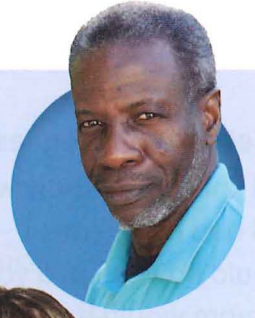
If I had brought my sports bag, ...

# 16 If Only ...

## Discover Grammar

**A** Listen and read. The sixth-grade students asked their grandparents about things they wished they had done when they were younger. What did they say?  31

**Hugo** Would you change anything in your life?



**Ebo** Yes. I wish I hadn't been scared of the sea when I was young. My friends loved the water, but I didn't like swimming. I used to watch them and think, "If only I could do that." In fact, I still don't like it ... so yes, I wish I could swim!

**Rosa** No, I don't want to waste my time thinking "If only I wasn't so short ..." or "I wish I had more money ..." In the end, the only thing that matters is, are you a good person? Don't regret anything!



**Youta** Yes, I wish I had traveled more. I'm scared of flying and when my friends go on vacation I always think, "I wish I could go, too." I've seen places in this country, but if only I had visited more places overseas – that would have been wonderful. And I wish I had learned to speak a foreign language!



**B** Listen to the interview again and underline *I wish* or *If only*.  31

**C** Listen to the interview again. Circle the wishes about the present. Highlight the wishes about the past.  31

**D** Write *Present* or *Past* next to each sentence.

- 1 I wish I could swim. \_\_\_\_\_
- 2 I wish I had traveled more. \_\_\_\_\_
- 3 If only I wasn't so short. \_\_\_\_\_
- 4 If only I had learned a foreign language. \_\_\_\_\_
- 5 I wish I had more money. \_\_\_\_\_

# Learn Grammar

## A Read and learn.

### *If Only and I Wish*

Use *If only* and *I wish* to say how you'd like things to be or how they would have been different from the way they really are.

Use *I wish* + simple past and *If only* + simple past to talk about things you would like to change.

*I wish I had a cell phone.* (but I don't)

*She wishes she was a ballet dancer.* (but she isn't)

*If only I could swim.* (but I can't)

These sentences are talking about the present. *Wish* is followed by an "unreal" past tense.

Use *I wish* + past perfect and *If only* + past perfect to talk about things you would like to have changed.

*If only I had learned to swim.* (but I didn't)

*He wishes he had visited more countries.* (but he didn't)

These sentences are talking about the past.

You can use *I wish* and *If only* in both affirmative and negative sentences.

*I wish I could swim. / If only I could swim.*

*I wish I hadn't been scared of water. / If only I hadn't been scared of water.*

You often use these structures to express a regret. This means that you are sorry that it didn't happen. You can use all pronouns (*I, you, she, he, it, we, they*) with *I wish* and *If only*.

*I wish I spoke a foreign language.* (but I don't)

*She wishes she had traveled overseas.* (but she didn't)

*If only it was warmer!* (but it isn't)

*If only we hadn't been so scared!* (but we were)

You can make questions using *wish*.

*Do you wish you had more money?* (you don't have more money.)

*Do you wish you had learned to swim?* (you didn't learn to swim.)

### Remember!

You can also say *I wish I were taller / rich, etc.* – as well as *I wish I was taller / rich, etc.*



## B Write Present or Past next to each sentence.

- 1 I wish I had more CDs. \_\_\_\_\_
- 2 I wish I wasn't scared of the dark. \_\_\_\_\_
- 3 She wishes she had tried more foreign food. \_\_\_\_\_
- 4 He wishes he was taller. \_\_\_\_\_
- 5 They wish they had studied more. \_\_\_\_\_



**C** Underline the simple past tense in the sentences talking about the present in exercise B. Highlight the past perfect tense in the sentences talking about the past.

**D** Change the sentences in exercise B into sentences starting *If only*. Use *I* for all the sentences.

1 *If only I had more CDs.*

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

**E** Read the first sentences. Write the missing verb in the correct form in the second sentences.

1 I am not very good at drawing. I wish I \_\_\_\_\_ better at drawing.

2 I am scared of the sea. I wish I \_\_\_\_\_ scared of the sea.

3 I don't travel much. If only I \_\_\_\_\_ more.

4 I don't have much money. If only I \_\_\_\_\_ more money.

5 It rained all day yesterday. I wish it \_\_\_\_\_ all day yesterday.

6 I didn't see the Taj Mahal. I wish \_\_\_\_\_ the Taj Mahal.

**F** What do they wish about the present? Write two sentences.

1 You don't have a computer.

*I wish I had a computer. / If only I had a computer.*

2 You can't play the piano.

3 He can't drive.

4 She is scared of spiders.

5 They aren't good at skiing.

**G** What do they regret about the past? Write two sentences.

1 You never learned French.

*I wish I had learned French. / If only I had learned French.*

2 You never learned how to swim.

3 He didn't take a photo of the band.

4 She didn't visit India.

5 They didn't go to the cinema.

**H** Listen and read. Complete the conversation. Use the verbs in parentheses.  32



**Donna** I wish I <sup>1</sup> \_\_\_\_\_ (not be) so scared of heights. When I was a girl, I was terrified of high places. Tall buildings, theme park rides, the top of an old castle – they were impossible. I don't know why. My friends used to go hiking in the mountains near my house, but I couldn't go up.

If only I <sup>2</sup> \_\_\_\_\_ (not feel) so scared of heights, I would have seen more things.

**Maya** What happened?

**Donna** I saw a doctor when I was twenty years old, and he cured me! It didn't take very long. So I wish <sup>3</sup> \_\_\_\_\_ (ask) for help much earlier. I wish <sup>4</sup> \_\_\_\_\_ (not spend) years feeling scared and pretending to be brave. And I'm still OK. This year, even though I am 72, I'm going on a skiing vacation, and I will take the ski lift!

**I** Choose the best ending for the sentences.

- a gone waterskiing in Hawaii.   b ridden on the rollercoaster with my friends.  
c traveled around the world!   d been able to go camping in the jungle.

- 1 I wish I hadn't been scared of heights. If I hadn't been scared, I would have \_\_\_\_\_
- 2 I wish I hadn't been frightened of spiders. If I hadn't been frightened, I would have \_\_\_\_\_
- 3 I wish I had learned to swim. If I had learned to swim, I would have \_\_\_\_\_
- 4 I wish I spoke fluent English. If I had learned when I was younger, I would have \_\_\_\_\_

**Let's Write!**

**J** Interview your classmates. Find out things they wish they had or hadn't done when they were younger. You could talk about clubs, sports, tests, money, animals, school. How could things be different?

Now write sentences about all of the people you spoke to. What did you find out?

*Sara wishes she had learned judo like her brother.*

*Sofia wishes she hadn't fallen out of the tree and broken her arm.*

# Module 8 Review

**A** Read Joe's blog. Complete the sentences using the past unreal conditional. Use short forms.

- Home
- Join us!
- Sections
- Blog**
- Contact

It was the school soccer tournament last weekend. I'm a substitute, which means I don't usually play the whole match. We won our first two matches, but then Sam hurt his knee. Mr. Delgado said I could play. I was really nervous. At half time, it was 0-0. With three minutes left, it was still 0-0. Mr. Delgado shouted at me to run into the box. Matt passed the ball. I shot ... and I scored! We won the match ... and the tournament!

Imagine if things had been different ...



If Sam <sup>1</sup> hadn't hurt (not hurt) his knee, I <sup>2</sup> wouldn't have had (not have) the chance to play. If Mr. Delgado <sup>3</sup> \_\_\_\_\_ (not let) me play, we <sup>4</sup> \_\_\_\_\_ only \_\_\_\_\_ (have) ten players on the team. If Mr. Delgado <sup>5</sup> \_\_\_\_\_ (not shout) at me, I <sup>6</sup> \_\_\_\_\_ (not run) into the box. If Matt <sup>7</sup> \_\_\_\_\_ (not pass) the ball, I <sup>8</sup> \_\_\_\_\_ (not take) the shot at the goal. If I <sup>9</sup> \_\_\_\_\_ (not shoot), I <sup>10</sup> \_\_\_\_\_ (not score) the winning goal. If I <sup>11</sup> \_\_\_\_\_ (miss), the other team <sup>12</sup> \_\_\_\_\_ (be) very happy.

**B** Rewrite the sentences about the soccer tournament.

- 1 If Joe had missed, the other team would have been very happy.  
The other team would have been very happy if Joe had missed.
- 2 If Matt hadn't passed the ball to him, Joe wouldn't have taken the shot.  
Joe \_\_\_\_\_
- 3 If Mr. Delgado hadn't let Joe play, their team would only have had ten players.  
Their team \_\_\_\_\_
- 4 If Sam hadn't hurt his knee, Joe wouldn't have had the chance to play.  
Joe \_\_\_\_\_

**C** Match the two parts of the sentences.

- |                                  |  |
|----------------------------------|--|
| 1 If Joe hadn't scored,          | a he would have played instead of Joe.       |
| 2 If Sam hadn't hurt his knee,   | b his team wouldn't have won the tournament. |
| 3 If Mr. Delgado had kept quiet, | c we would have been disappointed.           |
| 4 If the other team had scored,  | d Joe wouldn't have run into the box.        |

**HOTspot** Why is it important to be brave sometimes and to try new things? Do you play any team sports or do any group activities? Do you like it? Why? / Why not?

**D** Are these wishes about the present or the past? Write *Present* or *Past* next to each sentence.


- 1 I wish I had a light in my room. \_\_\_\_\_
- 2 I wish I wasn't scared of the dark. \_\_\_\_\_
- 3 I wish I had had more time to study for the math test. \_\_\_\_\_
- 4 I wish I hadn't lost my spelling book. \_\_\_\_\_
- 5 I wish I could swim. \_\_\_\_\_

**E** Change the sentences in exercise D into sentences starting *If only*.

- 1 *If only I had a light in my room.* \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**F** Read the first sentences. Write the missing verb in the second sentences in the correct form. Use the simple past or past perfect. Use short forms.

- 1 I am scared of snakes. I wish I wasn't (not be) scared of snakes.
- 2 When I was little, I was scared of spiders. I wish \_\_\_\_\_ (not be) scared of spiders.
- 3 My brother is still scared of the dark. He wishes \_\_\_\_\_ (not be) scared of the dark.
- 4 My mom used to be scared of heights. She wishes \_\_\_\_\_ (not be) scared of heights.

**HOTspot**  Do you regret anything? What do you wish you had or hadn't done when you were younger?

Is it useful to think about how things could have been different?

Why? / Why not?

## Extra

**G** Write sentences. Imagine that one thing in your life had been different. Try to think of what probably would have happened as a result.

*What would have happened ...?*

*If I hadn't come to this school, ... I wouldn't have met my best friend.*

*If my family had moved to Spain, ... I wouldn't have used English at school.*

**H** Now talk to other people in your class. Whose life would have been really different? Do you wish that any of these things had happened?

I wish we had moved to Spain!

If only I hadn't stopped tennis lessons!

## 17

## Saved by a Dolphin

## Discover Grammar

**A** Listen and read Carla's blog.  33

Home

Join us!

Sections

Blog


Contact



I'm Carla and I live in Miami, near the sea. The sea is very important to my family. My father has a boat, and he takes tourists fishing. He left this morning with some tourists, and is probably sailing on the open sea right now. I love surfing, and do it every day. The day before my accident I had surfed for two hours. I had left the house at ten and didn't get back until lunchtime.

Let me tell you about the accident. It was a warm day, and the waves were perfect. I was surfing like an expert. Suddenly, a big wave hit me, and I went under the water. The next thing I remember, I was lying on the sand. My friends told me that a dolphin had saved me!



**B** Listen to Carla's blog again and underline all of the subjects and verbs. Is her story about a time in the present and the past, or about the past, present, and future?  33

**C** Complete with verbs from the story.

simple present

*I'm, I live*

present continuous

simple past

past continuous

past perfect

# Learn Grammar

## A Read and learn.

### Review of Present and Past Tenses

#### Simple Present

Use the simple present for repeated action in the present, and facts, habits, or generalizations and scheduled events in the near future.

Affirmative: Subject + verb (+ *s* for 3rd person)

Negative: Subject + *don't* / *doesn't* + verb

Questions: *Do* / *Does* + subject + verb?



#### Present Continuous

Use the present continuous to express the idea that something is happening, at this moment and for longer actions in progress. Use it also for future plans.

Affirmative: Subject + *am* / *is* / *are* + verb + *-ing*

Negative: Subject + *am not* / *isn't* / *aren't* + verb + *-ing*

Questions: *Am* / *Is* / *Are* + subject + verb + *-ing*?

#### Simple Past

Use the simple past for completed actions, habits, facts or generalizations in the past.

Affirmative: Subject + verb

Negative: Subject + *didn't* + verb

Questions: *Did* + subject + verb?

#### Past Continuous

Use the past continuous to describe an action in progress in the past.

Affirmative: Subject + *was* / *were* + verb + *-ing*

Negative: Subject + *wasn't* / *weren't* + verb + *-ing*

Questions: *Was* / *Were* + subject + verb + *-ing*?

#### Present Perfect

Use the present perfect to talk about things you've done in your life up to now (your experience), recent events, and things still happening now.

Affirmative: *have* / *has* + past participle

Negative: *haven't* / *hasn't* + past participle

Questions: *Have* / *Has* + subject + past participle?

#### Past Perfect

Use the past perfect when something had been done before another past action.

Affirmative: Subject + *had* + past participle

Negative: Subject + *hadn't* + past participle

Questions: *Had* + subject + past participle?

**B Match the sentences to the correct tenses.**

- 1 I often go surfing.
- 2 My dad is sailing in his boat.
- 3 I swam for an hour in the sea.
- 4 I wasn't wearing a life jacket.
- 5 I have often surfed in bad weather.
- 6 I had never had an accident before.

- a simple past
- b present perfect
- c simple present
- d present continuous
- e past perfect
- f past continuous

**C Listen and read. Circle the correct options.**  34

**Journalist** So you <sup>1</sup> **are / were** Carla's dad?

**Tony** Yes, that's right. I <sup>2</sup> **am / was** sailing with some tourists when the accident <sup>3</sup> **has happened / happened**. I <sup>4</sup> **had / have** left that morning quite early.

**Journalist** So, <sup>5</sup> **was / is** Carla on her own, then?

**Tony** Yes, but that <sup>6</sup> **had never been / was never** a problem before. She's a strong swimmer and an expert surfer.

**Journalist** So <sup>7</sup> **are / were** you surprised to find out she <sup>8</sup> **has had / had had** an accident?

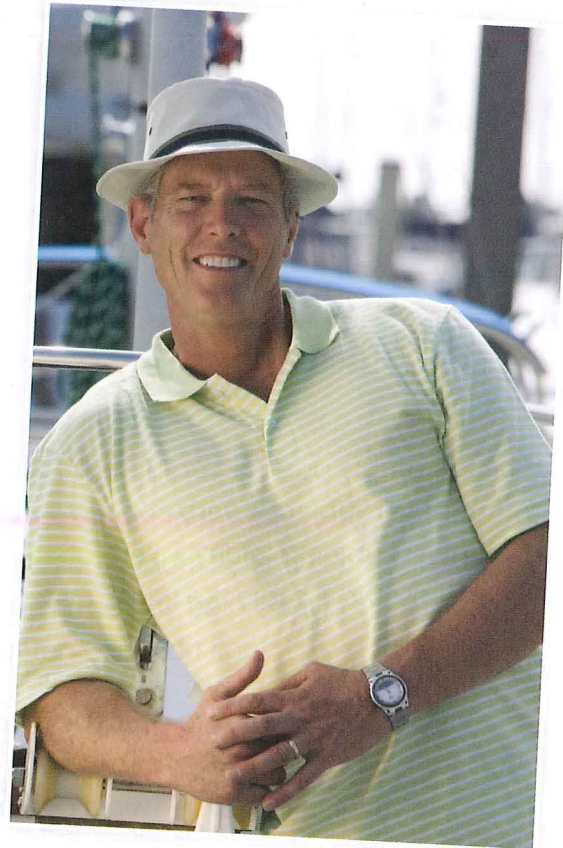
**Tony** Yes, I <sup>9</sup> **am / was**.

**Journalist** <sup>10</sup> **Was she wearing / Did she wore** a life jacket?

**Tony** No, she wasn't, but she <sup>11</sup> **'s surfing / surfs** now and she <sup>12</sup> **wears / 's wearing** one!

**Journalist** Do you believe that a dolphin <sup>13</sup> **saved / has saved** her?

**Tony** I'm not sure.



**D Act it out.**

**E Write short answers to the questions.**

- 1 Do you live near the sea?
- 2 Have you ever been surfing?
- 3 Was Carla wearing a life jacket?
- 4 Are the tourists fishing today?
- 5 Had the dolphin saved Carla?
- 6 Did Carla get back at 11 a.m.?

- Yes, \_\_\_\_\_  
No, \_\_\_\_\_  
No, \_\_\_\_\_  
Yes, \_\_\_\_\_  
Yes, \_\_\_\_\_  
No, \_\_\_\_\_

**F** Read the e-mail that Carla wrote to her friend. Answer the questions in full sentences.

Hi Mona,

Do you believe in miracles? I do now! A couple of days ago, I was surfing in the sea as usual, and suddenly a big wave knocked me off my board. I remember falling into the sea and I started to swallow water. Then everything went black. I woke up on the sand with the sun in my eyes. Everybody was shouting and screaming around me. A girl helped me sit up and held a smartphone in front of me. On the screen, there was a photo of a dolphin pushing me out of the sea onto the beach. The girl had taken the photo just at the right moment. I've looked at the photo lots of times since then, and I'm sure the dolphin was smiling!

Love,

Carla

1 When was Carla surfing in the sea?

\_\_\_\_\_

2 What knocked her off her board?

\_\_\_\_\_

3 Where was she when she woke up?

\_\_\_\_\_

4 What was the dolphin doing in the photo?

\_\_\_\_\_

5 Has Carla looked at the photo often?

\_\_\_\_\_

6 What does Carla think the dolphin was doing?

\_\_\_\_\_

## Let's Talk!

**G** Plan a conversation with a partner about something exciting that has happened in your life. Use these ideas or your own.

*Make notes about:*

*yourself (name / where live)*

*what you were doing when the accident / incident happened*

*the weather / clothes*

*describe exactly what happened*

I live in ...

The weather is ...

**Work with a partner. Look at your notes, and practice your conversation.  
How many different tenses did you use?**



## 18

## I'll Be Rich and Famous

## Discover Grammar

**A** Listen and read a conversation between two sixth-grade children.  35

- Ali What are you going to be when you grow up?  
 Emma I'm going to be a writer.  
 Ali Really? What are you going to write?  
 Emma I'm going to write stories.  
 Ali Are you writing anything for the school poetry competition next month?  
 Emma Yes, I'm writing a poem about a cactus! I'm going to describe a cactus that only flowers for an hour, once a year at night.  
 Ali How are you going to see it if it only flowers once at night? You'll be asleep!  
 Emma No, I'm going to set my alarm clock to wake me up.  
 Ali What are you going to call the poem?  
 Emma I'm going to call it "Queen of the Night."  
 Ali Fantastic! I'm sure you'll win.  
 Emma I hope so.  
 Ali Will you earn enough money to live as a writer?  
 Emma Yes, my books will be so good that everybody will buy them, and I'll be rich and famous!



## Poetry Competition

Final date for entries: 22nd June

Topics:

Grades 1 to 3 – nature,  
homes, school, family

Grades 4 to 6 – plants,  
animals, sport, people



**B** Listen to the conversation again and circle *will* and *going to*. Are they talking mainly about the past, present, or future?  35

**C** Look at the conversation and complete the sentences with *will* or *going to*.

- 1 I / be a writer
- 2 What / you / write
- 3 I / write stories
- 4 I / describe a cactus
- 5 You / be asleep
- 6 I'm sure / you / win
- 7 My books / be so good
- 8 I / be rich and famous

*I'm going to be a writer.*

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# Learn Grammar

## A Read and learn.

### Review of Future Forms

#### Future with *going to*

Use *going to* to talk about future plans or to make predictions about things you do / see.

*What are you **going to** be when you grow up?*

*I'm **going to** write stories.*

*I'm **going to** call it "Queen of the Night."*

#### Future with *will / won't*

Use *will / won't* to talk about facts in the future, for example:

*I'll be rich and famous!*

*I'm sure you'll win.*



#### Future with Present Continuous

Use the present continuous to talk about future plans, especially when you mention a specific time or place.

*Are you **writing** anything for the school poetry competition next month?*

*Yes, I'm **writing** a poem about a cactus!*

**Remember!** Use *will* for future facts and predictions about things you believe.

Use *going to* for future plans and predictions about things you see.

Future fact:

*Yes, my books will be so good that everybody will buy them and I'll be rich and famous!*

Prediction about belief:

*Fantastic! I'm sure you'll win.*

Future plan:

*I'm going to set my alarm clock to wake me up.*

## B Write sentences using future forms.

- 1 She / be a poet. \_\_\_\_\_
- 2 We / be famous! \_\_\_\_\_
- 3 I'm sure you / be rich. \_\_\_\_\_
- 4 They / enter the competition. \_\_\_\_\_
- 5 He / buy a CD next weekend. \_\_\_\_\_
- 6 I / spend my vacation in Miami. \_\_\_\_\_

**C** Read the class blog and underline the correct verbs.

Home Join us! Sections Blog Contact

 **Jenia** Hi everybody. <sup>1</sup> I **enter** / **I'm entering** the competition next month, and <sup>2</sup> **I'm going to** / **I will** write a poem about basketball. Don't laugh! I'm serious! I'm going to call it "Slam dunk." What <sup>3</sup> **will you** / **are you going to** write about?

 **Markus** <sup>4</sup> **I'm going to** / **I will** write about sport as well. I'm sure my poem will win. It's going to be called "Goals galore."

 **Florian** <sup>5</sup> **I'm going to** / **I will** write about my pet. <sup>6</sup> **You won't win** / **You are not winning**, Markus. I will! My poem's going to be called "Dream dog." It <sup>7</sup> **is winning** / **will win** because it will be so funny.

 **Harry** I wasn't going to enter but after reading this blog, <sup>8</sup> **I'm going to** / **I will** write a poem about a group of kids who think they are super smart! None of you <sup>9</sup> **is winning** / **will win**. You are all too arrogant!

**D** Answer the questions about the blog with full sentences.

1 Who is entering the poetry competition?

\_\_\_\_\_

2 What is Jenia going to write a poem about?

\_\_\_\_\_

3 What is Jenia going to call her poem?

\_\_\_\_\_

4 Is Markus also going to write about sport?

\_\_\_\_\_

5 Is Markus sure his poem will win?

\_\_\_\_\_

6 What is Florian going to write about?

\_\_\_\_\_

7 Why will Florian's poem win?

\_\_\_\_\_

8 What is Harry going to write a poem about?

\_\_\_\_\_

9 Why does Harry say the others won't win?

\_\_\_\_\_

**E** Read what the English teacher wrote about the competition. Write questions to match the answers.

There is a lot of interest in the poetry competition. I think a lot more students are going to enter this year than in previous years. There will be three prizes. One prize will be for students in grades 1 to 3, and one prize will be for older students. There will also be a special prize for the student who writes the most unusual poem.

People keep asking me who the judges will be. Well, I will be one judge, and last year's winners will also be judges. Most of the students have said they are going to write poems about nature or animals, but a few are going to write about things like teachers or even homework!

If you have not entered, there is still time to do so.

- |   |                |  |
|---|----------------|--|
| 1 | _____          | Yes, I think more students are going to enter the competition this year.                   |
| 2 | How many _____ | There will be three prizes.  |
| 3 | Who _____      | One prize will be for students in grades 1 to 3, and one prize will be for older students. |
| 4 | _____          | Yes, there will also be a special prize.   |
| 5 | Who _____      | The English teacher will be one judge, and last year's winners will also be judges.        |
| 6 | What _____     | Most of the students have said they are going to write poems about nature or animals.      |

## Let's Write!

**F** Write a post to a class blog about some work / a project you are going to do. Use these ideas or your own.

*It could be a poetry competition, sports competition, fashion show, or Eco-friendly contest. You could also design a poster (see page 88).*

*Say what you are going to do.*

*Say how good / interesting / unusual it will be.*

*Predict what grade you will get.*

*Talk about the prize for the winner and who will judge the competition.*

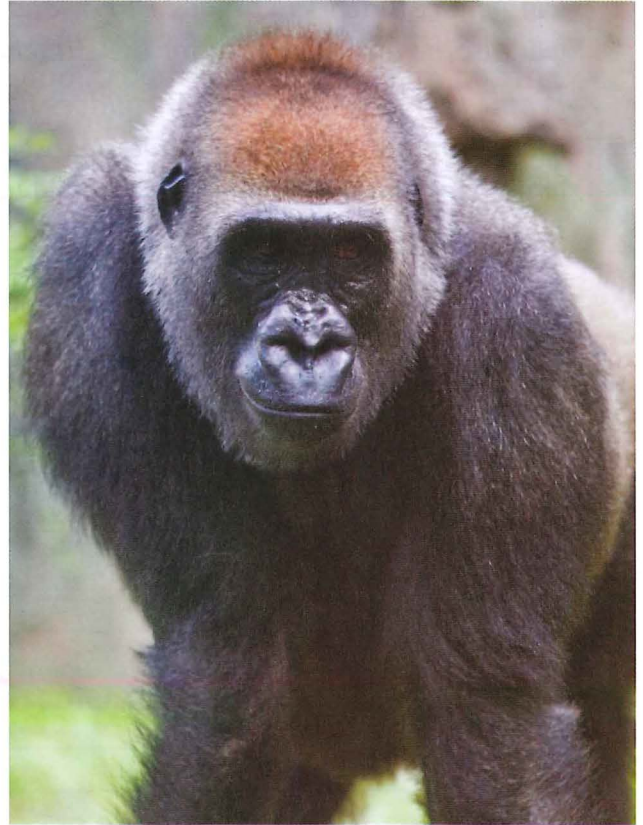
*Ask your classmates about their projects.*

**A** Read the article about Monzo the gorilla. Write questions to match the answers.


NEWS

### Monzo saves boy

Monzo is an eight-year-old gorilla from Africa. He weighs 200 kilos. He has lived at the zoo since he was a baby. Yesterday, Monzo became a hero. A young boy, Tom, who was visiting the zoo with his family, fell into the gorilla area onto the concrete floor. The boy's parents had seen Tom climbing on the wall around the gorilla area, but had not been able to stop him falling. The boy was lying still on the floor of the compound, and all of the visitors were screaming and shouting. Some of the younger gorillas ran to Tom and wanted to bite him. Monzo saw this and picked him up and held him safely in his arms until the zookeepers came. Next week, the zoo is organizing a special event and is showing a film of the rescue.



- 1 \_\_\_\_\_ Monzo is from Africa.
- 2 \_\_\_\_\_ He weighs 200 kilos.
- 3 How long \_\_\_\_\_ He has lived at the zoo since he was a baby.
- 4 \_\_\_\_\_ Yes, Tom was visiting the zoo with his family.
- 5 Where \_\_\_\_\_ Tom fell into the gorilla area.
- 6 What \_\_\_\_\_ The boy's parents had seen Tom climbing on the wall.
- 7 Where \_\_\_\_\_ The boy was lying on the floor of the compound.
- 8 \_\_\_\_\_ Yes, all of the visitors were screaming and shouting.
- 9 \_\_\_\_\_ Yes, Monzo picked Tom up and held him safely in his arms.
- 10 What \_\_\_\_\_ Next week, the zoo is showing a film of the rescue.

**HOTspot**  Do you think that zoos are safe enough? Why? / Why not?  
Do you think it is right to keep animals in zoos? Why? / Why not?

**B** Write questions and answers about future plans.

1 What / you do / during summer vacation? I read / lots of short stories and poems.

\_\_\_\_\_

2 What / you be / after you finish school? I be / a journalist.

\_\_\_\_\_

3 What / he do / after the school exams? He join / the tennis club.

\_\_\_\_\_

4 What / they do / during winter vacation? They go / skiing in Italy.

\_\_\_\_\_

**C** Write questions and answers about this future event.

*Poetry reading competition*  
School auditorium  
Saturday July 24th – 6 p.m.

Where will the poetry reading competition be?

It will be in the school auditorium.

1 where? \_\_\_\_\_

2 day? \_\_\_\_\_

3 when? \_\_\_\_\_

4 time? \_\_\_\_\_

**D** Look at Amanda's diary and write about what she is doing next week.

	Homework / Activities
Monday	review for history quiz
Tuesday	write short story for English
Wednesday	learn French verbs
Thursday	do math problems

	Homework / Activities
Friday	read chapter about mammals for science
Saturday	go to poetry reading competition
Sunday	visit grandparents

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Exam Time

## Unit 1

Read the conversation and choose the correct option for each space.

For each question, mark the correct letter a, b, c, or d.

0 a are you going to prepare    b do you prepare    c you prepare    d prepared

Answer: a

### Conversation about Sports Day

**Mark** How <sup>0</sup> \_\_\_\_\_ for Sports Day next week?

**Paul** <sup>1</sup> \_\_\_\_\_ a plan. I'll be doing some jogging on Saturday, and then on Sunday, <sup>2</sup> \_\_\_\_\_ quite fast to get ready for the 100-meter race. What <sup>3</sup> \_\_\_\_\_ this weekend to get in shape?

**Mark** I've entered the long jump, so <sup>4</sup> \_\_\_\_\_ for that on Saturday and Sunday.

**Paul** Where <sup>5</sup> \_\_\_\_\_?

**Mark** In the sports center. <sup>6</sup> \_\_\_\_\_ the long jump sand pit there. I'll be jumping there for two or three hours each day.

**Paul** Really! That's a lot.

**Mark** Yes, but then <sup>7</sup> \_\_\_\_\_ for a couple of days before Sports Day. I don't want to be tired on the day.

**Paul** <sup>8</sup> \_\_\_\_\_ it's a good idea to do nothing just before Sports Day. <sup>9</sup> \_\_\_\_\_ tennis to keep in shape.

- |                        |                          |                       |                     |
|------------------------|--------------------------|-----------------------|---------------------|
| 1 a I had              | b I'm having             | c I have              | d I has             |
| 2 a I'm running        | b I run                  | c I'll be running     | d I ran             |
| 3 a you do             | b does                   | c did you do          | d will you be doing |
| 4 a I'll be practicing | b was practicing         | c I practiced         | d I practice        |
| 5 a do you practice    | b will you be practicing | c were you practicing | d you practice      |
| 6 a I was using        | b I used                 | c I was used          | d I'll be using     |
| 7 a I'll be resting    | b I was resting          | c I rest              | d I rested          |
| 8 a I didn't think     | b I won't be thinking    | c I don't think       | d I wasn't thinking |
| 9 a I played           | b I play                 | c I was playing       | d I'll be playing   |

## Unit 2

Read the text and questions below.

For each question, mark the correct letter a, b, c, or d.

### Group Report on Geography Project

We have been working on the geography project for two weeks, now. We've been collecting information about a new road to one of the big oil fields. We've been looking for information online, but we've also been reading books in the library, and we've been watching some films.

We had big problems at the beginning of the project, and in the first week, we were having difficulty finding information about the present situation in this country. But most of these problems have now been resolved, and our project is progressing well. At the moment, we are writing about how the local engineers are working with engineers from other countries. These foreign engineers are helping them do the job more quickly. Next week, we will be starting work on our presentation. We will be completing everything by the end of the week.

- 1 How long have they been working on the geography project?
  - a They'd been working on the project for two weeks.
  - b They were working on the project for two weeks.
  - c They worked on the project for two weeks.
  - d They've been working on the project for two weeks.
- 2 How have they been looking for information?
  - a They'd been working online, reading books, and watching films.
  - b They've been working online, reading books, and watching films.
  - c They are working online, reading books, and watching films.
  - d They were working online, reading books, and watching films.
- 3 What difficulties were they having at the beginning of the project?
  - a In the first week, they are having difficulty finding up-to-date information.
  - b In the first week, they have been having difficulty finding up-to-date information.
  - c In the first week, they had been having difficulty finding up-to-date information.
  - d In the first week they were having difficulty finding up-to-date information.
- 4 What are they writing about at the moment?
  - a They were writing about foreign engineers.
  - b They had been writing about foreign engineers.
  - c They're writing about foreign engineers.
  - d They have been writing about foreign engineers.
- 5 What will they be doing at the beginning of next week?
  - a They'll be starting work on a presentation.
  - b They were starting work on a presentation.
  - c They'd been starting work on a presentation.
  - d They've been starting work on a presentation.



## Unit 3

Look at the text in each question.

What does it say?

Mark the correct letter a, b, or c.

1



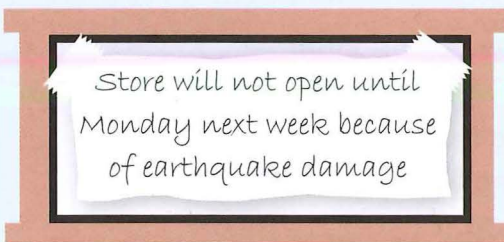
- a You must always stay with your bags.
- b You might always stay with your bags.
- c You could always stay with your bags.

2



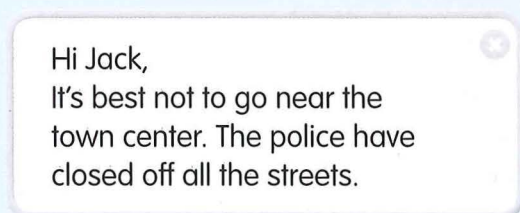
- a You should drive here very carefully.
- b You can't drive here.
- c You can't walk here.

3



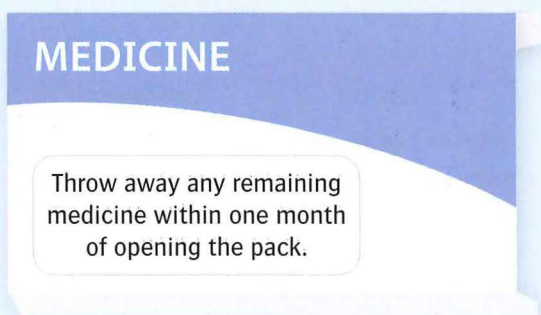
- a You shouldn't go here on Monday.
- b You need to buy things before next Monday.
- c You won't be able to buy anything here until next week.

4



- a Jack won't go near the town center.
- b Jack can't go near the town center.
- c Jack shouldn't go near the town center.

5



- a You can take this medicine up to one month after opening the pack.
- b There might be enough medicine for one month.
- c Unopened packs of medicine must be thrown away after one month.

## Unit 4

---

This is part of a letter you receive from an English pen pal.

You told me that you had been on vacation in a country where there had been a big storm. You said you had done something very interesting the day before the storm. Can you write and tell me about it?

Write a letter of 100 words to answer your pen pal's question.

Begin your letter with this sentence:

*The day before the storm I had gone to the beach. I had . . .*

## Unit 5

---

Here are some sentences about a school trip to a museum last week.

For each question, complete a sentence with verbs in the simple past and past perfect continuous.

0 when / we / arrive / feel tired / travel for three hours

*When we arrived, we felt tired, because we had been traveling for three hours.*

1 The guide / know a lot / work in museum / for 30 years

\_\_\_\_\_

2 The children / be tired / listen to guide / all morning

\_\_\_\_\_

3 The bus driver / not want to drive / snow heavily / all day

\_\_\_\_\_

4 The teacher / be happy / children listen carefully / for a long time

\_\_\_\_\_

5 The children / listen carefully / guide explain everything / in an interesting way

\_\_\_\_\_

## Unit 6

1 Read the text below and choose the correct word for each space.

For each question, mark the correct letter a, b, or c.

### International Day

We held an International Day at school today. Everyone wore something typical of their country, and we also tried food from different cultures, too.

Jed is from Thailand. He showed us a picture of some special clothes <sup>1</sup> \_\_\_\_\_ old people usually wear when they work outside in the fields. Bala is from Nepal, and he showed us a hat <sup>2</sup> \_\_\_\_\_ his father usually wears.

It was a fun day. Everyone looked different today. Jamie is a boy <sup>3</sup> \_\_\_\_\_ usually wears jeans and a T-shirt. He was wearing a suit. Soodabeh is from Iran, and she is a girl <sup>4</sup> \_\_\_\_\_ usually wears bright clothes. Today she was wearing a black scarf.

Akiko is from Japan, and she showed us photos of the kimono <sup>5</sup> \_\_\_\_\_ some Japanese women wear when they get married.

At the end of the day, we all talked about the clothes <sup>6</sup> \_\_\_\_\_ we liked the best, and then we drew some pictures of them. I hope we have another International Day next year!

- |   |         |         |         |
|---|---------|---------|---------|
| 1 | a who   | b that  | c where |
| 2 | a who   | b where | c that  |
| 3 | a that  | b who   | c where |
| 4 | a who   | b where | c that  |
| 5 | a where | b who   | c that  |
| 6 | a that  | b where | c who   |

2 Read the sentences. Choose the correct word.

- 1 That's the jacket **where** / **that** Omar's grandfather bought for him.
- 2 She is the girl **who** / **where** has long, black hair.
- 3 These are the jeans **that** / **who** I like the best.
- 4 Jed is the boy **where** / **who** showed us a picture of some special clothes.
- 5 This is the hat **that** / **who** Bala's father usually wears.
- 6 This is the black scarf **that** / **who** Soodabeh was wearing.
- 7 Those are the photos **who** / **that** Akiko showed us.
- 8 These are the clothes **where** / **that** we liked the best.

## Unit 7

Read the text below and choose the correct word for each space.

For each question, mark the correct letter a, b, or c.

### A Guided Tour of a Castle

Welcome to this guided tour of the castle. Before we go in and start the tour, I would like you to look at this map. It shows exactly <sup>1</sup> \_\_\_\_\_ the castle is located. From outside, you can also see, this is the castle <sup>2</sup> \_\_\_\_\_ was built by the Romans to protect the port. Look at the outer walls <sup>3</sup> \_\_\_\_\_ were built in the fourth century. They are still in good condition. O.K., let's now go through this gate <sup>4</sup> \_\_\_\_\_ has recently been restored. Now you can see the big surprise of this castle! The other castle <sup>5</sup> \_\_\_\_\_ you can see here inside the Roman walls was built in the eleventh century by the Norman King William. He conquered England in 1066. It is in this castle <sup>6</sup> \_\_\_\_\_ William lived for the last years of his life. As you can see, there are no Roman buildings inside the outer walls. This big open space inside is <sup>7</sup> \_\_\_\_\_ the soldiers' tents were located. O.K., let's now cross the bridge <sup>8</sup> \_\_\_\_\_ leads to the main gate of the Norman castle – it's this wooden one. If you look down to the right, you can see a room with bars on the windows. This was <sup>9</sup> \_\_\_\_\_ a famous prisoner was kept during the twelfth century.

- |   |         |         |         |
|---|---------|---------|---------|
| 1 | a which | b that  | c where |
| 2 | a which | b where | c who   |
| 3 | a where | b who   | c that  |
| 4 | a who   | b which | c where |
| 5 | a that  | b where | c who   |
| 6 | a who   | b where | c that  |
| 7 | a that  | b which | c where |
| 8 | a where | b which | c who   |
| 9 | a where | b that  | c who   |

## Unit 8

Here are sentences from two class presentations about the history of toys.

Write new sentences using *whose*.

0 We listened to Ben. His grandfather had one of the first electric toy trains.

*We listened to Ben whose grandfather had one of the first electric toy trains.*

1 Joshua Cowen was an American inventor. His most successful invention was the electric train.

2 There were many rich families in the 1920s. Their children had electric trains.

3 We also heard a presentation from Sarah. Her grandmother had an old doll made of porcelain.

4 There were many manufacturers of these dolls. Their factories were mainly in Germany.

## Unit 9

Look at the text in each question. Every text is a label of items in the Egyptian section of a museum.

What does it say?

1

*This is an example of Ancient Egyptian picture words which were called hieroglyphs. Hieroglyphs were \_\_\_\_\_*

- a symbols in an Egyptian style of writing.
- b an Egyptian word game.
- c very old Egyptian books.

2

*Hieroglyphs, which were very artistic, didn't have any vowels and there was no punctuation. The writing \_\_\_\_\_*

- a wasn't very decorative.
- b didn't tell you how to pronounce words.
- c showed when sentences began and ended.

3

*Hieroglyphs were thousands of symbols which represented different things and ideas. The Egyptian alphabet \_\_\_\_\_*

- a was short and simple.
- b was very complicated.
- c was easy to read.

4

*The Egyptians wrote on stone and on papyrus, which is a water plant. The Egyptians \_\_\_\_\_*

- a only wrote on paper.
- b wrote their symbols on different materials.
- c invented the first paper.

5

*The Rosetta Stone, which was made over 2,000 years ago, had writing in hieroglyphs, Ancient Egyptian and Ancient Greek on it. The Rosetta Stone made it possible to read Egyptian symbols, because \_\_\_\_\_*

- a there were pictures on it to show the meaning of all the words.
- b archeologists could compare the symbols with Greek.
- c it had a dictionary in Greek.

## Unit 10

---

Here are some sentences about an after-school club at Yolanda's school.

For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

0 They teach ball skills in the basketball club.

Ball skills \_\_\_\_\_ in the basketball club.

Answer: are taught

1 We hold the club inside on the basketball courts.

The club \_\_\_\_\_ inside on the basketball courts.

2 Mrs. Franklin runs the club.

The club \_\_\_\_\_ by Mrs. Franklin.

3 She started the basketball club ten years ago.

The basketball club \_\_\_\_\_ by her ten years ago.

4 We invite different schools to play against us.

Different schools \_\_\_\_\_ to play against us.

5 Radstock Middle School won last year's competition.

Last year's competition \_\_\_\_\_ by Radstock Middle School.

6 They beat us in the final.

We \_\_\_\_\_ by them in the final.

7 Not many students at my school play basketball.

Basketball \_\_\_\_\_ by many students at my school.

8 Our teacher has told us not to worry.

We \_\_\_\_\_ not to worry by our teacher.

9 The basketball players wear shorts and a T-shirt.

Shorts and a T-shirt \_\_\_\_\_ by the basketball players.

10 The trainer gave the final instructions to the players.

The players \_\_\_\_\_ the final instructions by the trainer.

## Unit 11

Read the text below and choose the correct word for each space.

For each question, mark the correct letter a, b, c, or d.

**Angela, U.K.**

We want to take a skiing trip with our children. Some package deals look good. Can anybody who has done this tell me about their experiences? <sup>1</sup> \_\_\_\_\_ your children looked after at the kids' clubs? <sup>2</sup> \_\_\_\_\_ lessons included? <sup>3</sup> \_\_\_\_\_ the food provided in the restaurants good value? <sup>4</sup> \_\_\_\_\_ ski equipment provided?

**Martina, Germany**

We took a vacation like this last year, and everyone enjoyed it. Don't worry!

**Angela, U.K.**

Thanks, Martina. <sup>5</sup> \_\_\_\_\_ the trip planned well? <sup>6</sup> \_\_\_\_\_ your flights delayed?

**Martina, Germany**

It was organized well. We really didn't have any problems.

**Angela, U.K.**

Great. I'm interested in your country. <sup>7</sup> \_\_\_\_\_ snow found there all the year round? <sup>8</sup> \_\_\_\_\_ children encouraged to try winter sports?

**Martina, Germany**

Yes, they are, and there's always snow if you go to the mountains.

**Angela, U.K.**

<sup>9</sup> \_\_\_\_\_ your children been taken on ski trips before? <sup>10</sup> \_\_\_\_\_ this been easy to organize by yourselves or do you think it would be better to use a travel agency?

Sorry, so many questions!

**Martina, Germany**

They've been on trips with the school and with us. It's always fun!

- |           |        |        |        |
|-----------|--------|--------|--------|
| 1 a have  | b does | c is   | d were |
| 2 a has   | b is   | c were | d do   |
| 3 a have  | b was  | c does | d will |
| 4 a has   | b was  | c will | d does |
| 5 a do    | b were | c was  | d have |
| 6 a were  | b have | c will | d was  |
| 7 a has   | b were | c is   | d will |
| 8 a are   | b is   | c was  | d has  |
| 9 a have  | b has  | c are  | d were |
| 10 a have | b has  | c will | d was  |

## Unit 12

Read the text below and choose the correct word for each space.

For each question, mark the correct letter a, b, c, or d.

### Police Report

The attempted burglary had happened during the night, which explains why nothing had been <sup>1</sup> \_\_\_\_\_ by staff in the next building. The security guard reported that a store window had <sup>2</sup> \_\_\_\_\_ broken, and the burglar alarm hadn't <sup>3</sup> \_\_\_\_\_ off because it had been disconnected. The basement <sup>4</sup> \_\_\_\_\_ been broken into and the emergency exit door had been <sup>5</sup> \_\_\_\_\_ open, maybe for a quick escape route. Inside the store, however, nothing had been <sup>6</sup> \_\_\_\_\_ from the shelves and nothing <sup>7</sup> \_\_\_\_\_ been stolen from the cash register. We think that the burglars had <sup>8</sup> \_\_\_\_\_ disturbed and had run away from the scene empty-handed.

- |           |          |           |           |
|-----------|----------|-----------|-----------|
| 1 a hear  | b heard  | c hears   | d hearing |
| 2 a been  | b was    | c is      | d were    |
| 3 a going | b go     | c went    | d gone    |
| 4 a have  | b has    | c having  | d had     |
| 5 a leave | b leaves | c leaving | d left    |
| 6 a took  | b taken  | c take    | d takes   |
| 7 a have  | b had    | c has     | d having  |
| 8 a were  | b be     | c been    | d was     |



## Unit 13

---

Here are some sentences about your trip to Canada next year. You are going to make a movie about Canadian wildlife.

For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

0 They will meet you at the airport.

You \_\_\_\_\_ at the airport.

Answer: will be met

1 Someone will book your flight next month.

Your flight \_\_\_\_\_ next month.

2 We will not handle your travel documents.

Your travel documents will \_\_\_\_\_ by us.

3 We will choose all of your destinations in advance.

All of your destinations \_\_\_\_\_ in advance.

4 Someone will reserve all of your hotel rooms.

All of your hotel rooms \_\_\_\_\_ for you.

5 When you arrive, we will take your luggage to the hotel.

When you arrive, your luggage \_\_\_\_\_ to the hotel.

6 They will show you how everything works.

You \_\_\_\_\_ how everything works.

7 My assistant will look after your photographic equipment.

Your photographic equipment will \_\_\_\_\_ by my assistant.

8 We will ask you to make a speech at the Wildlife Charity dinner.

You \_\_\_\_\_ to make a speech at the Wildlife Charity dinner.

9 We won't ask you to talk to the media about your movie.

You \_\_\_\_\_ to talk to the media about your movie.

10 We will send you the itinerary this week.

Your itinerary \_\_\_\_\_ to you this week.

# Unit 14

Read the text and the questions.

For each question, mark the correct letter a, b, c, or d.

## Wild Swans

I've been working on a project about wild swans. Every winter on the island of Hokkaido in northern Japan, different types of beautiful birds arrive, after long journeys to get there. The wild swans arrive in Hokkaido in November. They will have flown more than 2,000 kilometers from Siberia in Russia. That is where they had their nests in the summer.

Sometimes it is very cold in Hokkaido. Scientists tracking the birds found a group of 50 swans together on a lake in a crater made by a volcano. The water didn't freeze and turn to ice because the heat from the volcano heated the water. The swans are safe and warm in the center of the lake.

Some of these whooper swans fly to northern Europe and America, as well as Japan. They will have spent the summer in Russia, Iceland, and Scandinavia. They can survive the terrible cold because they have over 25,000 feathers!

- 1 What are the birds called?
  - a They had been called whooper swans.
  - b They are called whooper swans.
  - c They will be called whooper swans.
  - d They were called whooper swans.
- 2 Where have the swans been found in Hokkaido?
  - a They have been found in a crater lake.
  - b They will be found in a crater lake.
  - c They were not found by the scientists.
  - d They had been found in a crater lake.
- 3 What was discovered about the temperature of the water?
  - a The water was frozen.
  - b It was found that the water was warm from the volcano.
  - c It was where their nests were found.
  - d It was found that the water was too hot for the birds.
- 4 How was the water in the lake heated?
  - a It was heated by the groups of birds.
  - b It was heated by the melting ice.
  - c It was kept cool.
  - d It was heated by the volcano.
- 5 How far will the swans have flown to get to Hokkaido?
  - a They will have flown to northern Europe.
  - b They will have flown over 2,000 kilometers.
  - c They will have arrived after a long journey.
  - d They will have spent the summer in Russia.
- 6 Where will the swans have spent the summer?
  - a They spent the summer in Russia, Iceland and Scandinavia.
  - b They will spend the summer in Japan.
  - c They will have spent the summer in Russia, Iceland and Scandinavia.
  - d They spend the summer in America.

# Unit 15

Look at the text in each question and read the three statements. Mark a, b, or c.

1

To: Jack  
From: Alex  
Subject: homework  
Can you e-mail me our homework, please? I didn't get the handout from the teacher. Thanks.  
Alex

- a If Alex had gotten the information, he wouldn't have needed to e-mail Jack.
- b If Jack had the homework, he wouldn't have told Alex.
- c Jack and Alex wouldn't have forgotten their homework if they had used e-mail.

2

## School soccer practice

Full-year groups

Monday, starting at 3.30 p.m.

Sign up here

_____	_____
_____	_____
_____	_____

- a If you had played on Monday, you wouldn't have signed the paper.
- b If he had wanted to play, he would have signed up for the club.
- c If she had signed the paper, she wouldn't have played soccer for the school team.

3

Trains delayed.

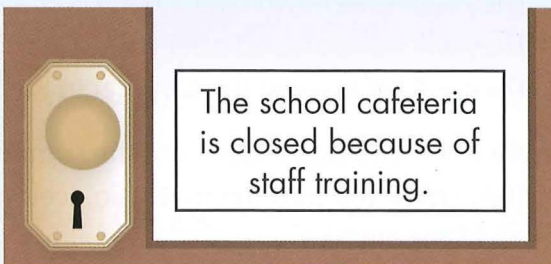
There is a school bus

service between

Brooklyn and Manhattan.

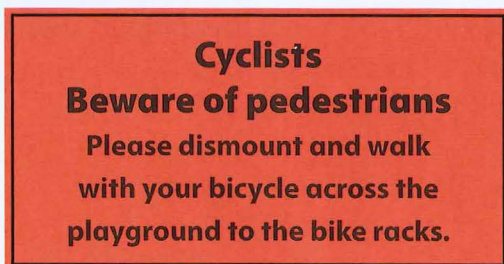
- a If I had wanted to get to Manhattan, I would have had to take the train.
- b They would have arrived in Manhattan on time if there hadn't been a delay.
- c If there hadn't been any buses, the train would have been very busy.

4



- a If the staff had needed training, they wouldn't have gone to the cafeteria.
- b If they hadn't been training, we wouldn't have gone to the cafeteria.
- c We would have had lunch in the cafeteria if the staff training hadn't been scheduled for today.

5



- a If you had ridden your bike across the playground, it would have been dangerous.
- b If you had seen a pedestrian, you would have been allowed to ride your bike.
- c If you hadn't been to the playground, you would have been able to ride your bike.

## Unit 16

The people below all have regrets about the past.

In the box, there are descriptions of eight activities. Decide which activity would be the most suitable for each person.

Write the letter next to the number.

- 1 **Alice:** I wish I hadn't been scared of flying when I was young. I wish I could have traveled to different countries and tried different foods from other countries. I have never been to any foreign countries at all.
- 2 **Cham:** If only I had learned to speak more than one language – my children can speak two or three, and I think it is fantastic! It's such a useful skill.
- 3 **Malam:** I wish I had learned to read music. I can play the piano a little, but it would have been nice to do it well.
- 4 **Manuel:** I wish I hadn't been frightened of water, and I wish I had learned to swim. There are so many good water sports, and I would love to try them. Do you think it is too late?
- 5 **David:** If only I had learned to use a computer when I was younger. I would love to keep in touch with old friends by e-mail, but I don't know how!

- a Do you like singing? Come and join our friendly music group. We perform at local music festivals and concerts. No experience needed – just bring your voice!
- b Want to improve your musical skills? Small group and one-to-one tuition provided. All instruments and all levels welcome.
- c Are you interested in different cultures? Come and take part in our language exchange project. Learn your partner's language for one hour. Then teach them yours. Lots of fun!
- d Get your pilot's licence at the local flying club. Parachuting, hang-gliding, and gliding courses also available.
- e Join our friendly international club! We hold movie nights, give cultural talks, and share food and recipes from around the globe. All ages welcome.
- f Don't know how to use a mouse? Do you want to Skype, e-mail, surf, and go shopping on the Internet? Come to our local drop-in computer classes at the library every Wednesday.
- g Tennis classes every morning from 9 a.m.–11 a.m. Coffee in the local auditorium afterwards. All ages welcome.
- h Come and try canoeing in our family-friendly sessions at the local pool. No experience needed. Life jackets provided.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

## Unit 17

- 1 Your English teacher has asked you to write a story. Your story must have the following title:

*My vacation last year*

Think about what you did and what you enjoyed.

You could talk about the weather / clothes / the activities you did.

**Write your story in about 100 words.**

- 2 Read part of an e-mail that Sonia wrote to her Aunt Lucy, and read the questions below. For each question, mark the correct letter a, b, c, or d.

Guess what happened to me the other day? I was walking to school when, suddenly, I heard a loud noise coming from my neighbour's house. Mrs. Whitehouse lives next door, and she is 82 years old.

I ran up the path to see what was happening. Mrs. Whitehouse's cat, Oscar, was going crazy. He was jumping up at the window, and making a really strange miaowing noise. I'd never heard him make this noise before. I knew something was wrong!

I knocked loudly on the door, but there was no answer. So I ran back home, and Dad came to help. He called the police. When they arrived, they broke down the door, and they found Mrs. Whitehouse. She was lying in the kitchen. She had fallen over and hit her head.

She went to hospital, but came home later that day. She was OK. Oscar had saved her!

- |   |   |
|---|---|
| <p>1 Where was Sonia going?</p> <ul style="list-style-type: none"><li>a She went to school.</li><li>b She was going to school.</li><li>c She goes to school.</li><li>d She has been going to school.</li></ul> <p>2 How was she traveling to school?</p> <ul style="list-style-type: none"><li>a She was walking to school.</li><li>b She will walk.</li><li>c She goes to school on foot.</li><li>d She has been walking to school.</li></ul> <p>3 What was Oscar, the cat, doing?</p> <ul style="list-style-type: none"><li>a He had been jumping.</li><li>b He has been making a lot of noise.</li><li>c He jumped and made a noise.</li><li>d He was going crazy, jumping and making a noise.</li></ul> | <p>4 Why was Sonia surprised?</p> <ul style="list-style-type: none"><li>a She knew something was wrong.</li><li>b She was going to get help.</li><li>c She was frightened of cats.</li><li>d She likes Mrs. Whitehouse.</li></ul> <p>5 Who is Mrs. Whitehouse?</p> <ul style="list-style-type: none"><li>a She lives next door to Sonia and has a cat.</li><li>b She lives near the school.</li><li>c She works in the kitchen with Oscar.</li><li>d She has been going to school with Sonia.</li></ul> <p>6 Where was Mrs. Whitehouse?</p> <ul style="list-style-type: none"><li>a In the kitchen. She had called for help.</li><li>b She was sitting in the kitchen.</li><li>c Behind the door. She needed help.</li><li>d On the kitchen floor. She had fallen over.</li></ul> |
|---|---|

# Unit 18

## 1 You are going to enter a competition.

Write an e-mail to a friend of yours.

In your e-mail, you should

- say what you are going to do and what the competition is for
- say how interesting it will be
- predict what result you will get
- talk about the prize
- ask your friend about the competition

Write 35–40 words.

## 2 Read the conversation and choose the correct option for each space.

For each question, mark the correct letter a, b, c, or d.

0 a I will      b I want to      c I can't      d I

Answer: b

**Teacher** Quiet please, everyone. Thank you. <sup>0</sup> \_\_\_\_\_ find out about your work so far.

**Paul** <sup>1</sup> \_\_\_\_\_ about the school writing competition, Sir?

**Teacher** Yes, I am. <sup>2</sup> \_\_\_\_\_ the competition, Paul?

**Paul** I'm not sure, but yes, I think so.

**Teacher** <sup>3</sup> \_\_\_\_\_ write about?

**Paul** I don't know. I don't have any ideas!

**Teacher** How about you, Thanda?

**Thanda** Yes, I am. I started yesterday.

**Teacher** <sup>4</sup> \_\_\_\_\_ a poem or a story?

**Thanda** <sup>5</sup> \_\_\_\_\_ a story called "High School Success". It's about a boy who plays soccer for his school team.

**Teacher** It sounds very good. I'm sure <sup>6</sup> \_\_\_\_\_ very well.

- |                           |                    |                          |                            |
|---------------------------|--------------------|--------------------------|----------------------------|
| 1 a Are you talking       | b Do you talk      | c Have you been talking  | d Will you talk            |
| 2 a Do you enter          | b Have you entered | c Are you going to enter | d Had you entered          |
| 3 a What are you going to | b What do you      | c What have you          | d What does he             |
| 4 a Do you write          | b Shall you write  | c Can you write          | d Are you writing          |
| 5 a I'm writing           | b I'll be writing  | c I can write            | d I'm going to             |
| 6 a you have done         | b you must do      | c you'll do              | d you will have been doing |

# Grammar Reference



## Future Continuous

Use future continuous forms to talk about actions in progress at a future time.

They **will be working** after school.

They **will not be using** the library much.

Who **will be writing** the presentation?

## Past Perfect

When you talk about something that happened in the past, you sometimes want to refer back to something that happened before that time. Use the past perfect to do this.

The night before the disaster, **we had been** for a walk.

**I had never heard** the word "tsunami" before.

## Past Perfect Continuous

Use the past perfect continuous to talk about an ongoing action in the past, that happened before something else in the past.

Form the past perfect continuous using *had + been + verb + -ing*.

The guide **had been talking** to the students about masks.

Andy **had not been feeling** well.

## Defining Relative Clauses with *Who* and *That*

Defining relative clauses tell you important information about the noun in the sentence.

There are wool hats **that keep you warm in winter**.

*that keep you warm in winter* is a defining relative clause. It tells you important information about the hats.

*Who* and *that* are relative pronouns. You can use both *who* and *that* to talk about people.

She is the girl **who** sits next to me.      She is the girl **that** sits next to me.

You can also use *that* to talk about things.

It is a hat **that** keeps your hair dry.

## Defining Relative Clauses with *That*, *Which* and *Where*

Use *which* and *that* for objects.

This is the method **that** helped the workers put the stones in the right order.

This is the method **which** helped the workers put the stones in the right order.

Use *where* for places.

This is the place **where** they started to build this bridge two thousand years ago.



## Defining Relative Clauses with *Whose*

Use *whose* in relative clauses instead of *my / your / his / her / its / our / their*.

Use *whose* to show possession – that something belongs to someone.

*We saw a girl whose toy is red.*

## Nondefining Relative Clauses

Nondefining relative clauses give you extra information about the subject of a sentence. They are generally used in writing, not speech.

*El-Rashid, where the stone was found, is a town in the north of Egypt.*

## Simple Present Passive

Make the simple present passive with subject + *am / is / are* + past participle.

*The club is held in a classroom.*

## Simple Past Passive

Make the simple past passive with subject + *was / were* + past participle.

*The club was held in a classroom.*

## Present Perfect Passive

Make the present perfect passive with the subject + *have / has + been* + past participle.

*The club has been held in a classroom.*

## Past Perfect Passive

Make the past perfect passive with the subject + *had + been* + past participle.

*It had probably been used by the burglar to cover the painting.*

## Future Passive

Make the future passive with the subject + *will be* + past participle.

*The egg will be kept safe and warm.*

## Past Unreal Conditional

Use the past unreal conditional to talk about past situations that did not happen. You imagine that a situation happened in a different way.

*If he had walked to school, he would have been late.*



# Irregular Verbs



Base Form	Past simple	Past participle
be	was / were	been
become	became	become
break	broke	broken
bring	brought	brought
build	built	built
bury	buried	buried
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left
lie	lay	lain

Base Form	Past simple	Past participle
light	lit	lit
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	shown
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake up	woke up	woken up
wear	wore	worn
win	won	won
write	wrote	written



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