حل كتاب 3 Book Grammar Workbook Impact

تم تحميل هذا الملف من موقع مناهج مملكة البحرين

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التواصل الاجتماعي بحسب الصف التاسع

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المزيد من الملفات بحسب الصف التاسع والمادة لغة انجليزية في الفصل الأول

1	مراجعة الامتحان نهاية الفصل الأول
2	مراجعة نهاية الفصل الأول لغة انجليزية
3	وثيقة مراجعة نهائية 3 Impact
4	نموذج الإجابة لامتحان نهاية الفصل الأول
5	امتحان اللغة الإنجليزية للصّف الثالث الإعدادي

impact

WORKBOOK & GRAMMAR BOOK 3

SERIES EDITORS
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Bahrain Edition

NATIONAL GEOGRAPHIC LEARNING

Australia • Brazil • Canada • Mexico • Singapore • United Kingdom • United States

Unit 1

Who Am I?

1 **Unscramble these words that describe personality.** Complete the sentence under the picture with one of the words.

1. sienthaustic ___enthusiastic___
2. engeretic ___energetic___
3. regesonu ___generous___
4. otimpicsit ___optimistic___
5. nopsibleres ___responsible___
6. asmbiouti ___ambitious___
7. ermindeted ___determined___
8. goutinog ___outgoing___
9. itpante ___patient___
10. gasidoren ___organised___
11. fidconent ___confident___
12. bborstun ___stubborn___

Look at his desk!
He's so ___organised___.

2 **Write.** Complete each sentence with a word from Activity 1.

1. She believes that good things will happen. She's ___optimistic___.
2. They won't allow anyone or anything to stop them. They're ___determined___.
3. Janet makes friends easily. She's ___outgoing___.
4. He shows great passion for cooking. He's ___enthusiastic___.
5. You can trust him to take care of things. He's ___responsible___.
6. Mario worked hard. He's ___confident___ he will do well in his final exams.
7. You are always very calm. You're so ___patient___.
8. She does a lot of things in one day! She's ___energetic___.
9. Gina is so ___stubborn___. She never listens to anyone's advice.
10. She wants to be successful and famous. She's ___ambitious___.
11. They are very kind and share what they have. They're ___generous___.

3 **Listen.** Complete the dialogue with the missing words. Then listen again to check your answers. In class, take turns reading the dialogue with a classmate. 002

Peter: Sorry I couldn't go to the cinema with you. I had to look after my little brother, Mike.

Sam: I look after my little brother sometimes. But it's like Tommy isn't even there. He's very quiet and not too ___outgoing___.

Peter: You're lucky. Unlike Tommy, Mike is loud and noisy. He's always running around the house. He's too ___energetic___. And he's so messy. He's not ___organised___ at all.

Sam: Tommy isn't that way at all. He isn't as ___energetic___ as Mike. He likes to read, play video games and draw.

Peter: Well, they're alike in that they are both ___enthusiastic___ about video games.

Sam: I love video games, just like they do. Don't you?

Peter: Not me!

4 **Write.** List four words that describe your personality. Write a sentence about your personality for each word.

shy	I find it difficult to talk to people because I'm shy.
1. Answers will vary.	
2.	
3.	
4.	

GRAMMAR

Question tags: Confirming information or seeking agreement

Cookery programmes **are** competitive, **aren't they**?	**Yes**, **they are**. My friends love them.
They **couldn't** go on holiday, **could they**?	**No**, their flight was cancelled.
Tom **didn't** like the party, **did he**?	**No, he didn't.** He is too shy.
Carla and Luke **will** help me prepare dinner, **won't they**?	**No, they won't.** They're not very enthusiastic about cooking.

Question tags are short questions at the end of statements. A positive statement has a negative tag. The expected answer is positive. A negative statement has a positive tag. The expected answer is negative.

A listener can disagree or answer differently to what's expected. In this case, there is often some explanation.

1 Listen. Circle the correct tag. Then listen and check your answers. 003

1. His idea won at the competition, **didn't he** / **didn't it**?
2. Sugar on cauliflower is odd, **isn't it** / **aren't they**?
3. You have to be ambitious to do well, **don't you** / **haven't you**?
4. Children shouldn't ride bicycles without helmets, **don't they** / **should they**?
5. Your mum can speak three languages, **doesn't she** / **can't she**?
6. Young people won't spend time cooking, **will they** / **don't they**?
7. Fast food is good for you, **isn't it** / **doesn't it**?
8. He couldn't find all the ingredients, **didn't he** / **could he**?

2 Match each response with the correct question in Activity 1. Write the number of the question on the line. Then listen again and check your answers. 004

5 a. No, she can only speak two.	3 e. Yes, it's important if you want to do well.
2 b. Yes, it's very strange!	7 f. No, it isn't. It's not healthy.
8 c. No, he couldn't. It's a shame.	4 g. No, it's dangerous!
1 d. Yes, it did. He's going to be on TV.	6 h. No. They like spending their time with friends.

3 Read. Complete each sentence with a word from the box. Then add a question tag.

competitive	confident	co-operative	helpful	jealous	open-minded	outgoing

1. Lisa doesn't like working in groups. She isn't very co-operative, is she?
2. Athletes focus a lot on their training and diet so they can be the best. They can be very competitive, can't they?
3. Stubborn people don't listen to suggestions. They won't always be open-minded, will they?
4. Tim is very funny but he's also shy. He should be more outgoing, shouldn't he?
5. Mr Larkins knows where to find interesting information. He could be very helpful, couldn't he?
6. The players weren't confident that they would win, were they?

4 Write. Answer the questions and give additional information.

Possible answers

1. You live very near your school, don't you?
   Yes, I do. I live just ten minutes away.
2. You haven't been to Italy, have you?
   No, I haven't. But I'd like to visit someday.
3. You would like to be a scientist, wouldn't you?
   Yes, but I need to study hard.
4. You're an only child, aren't you?
   No, I'm not. I've got a younger sister.
5. You didn't play any sports last week, did you?
   No, I didn't. I wasn't feeling well.

1 **Listen and read.** As you read the article, notice the descriptive words and expressions that describe an only child. 005

SUPER FIRSTBORNS

What makes us who we are? Is it the environment we grow up in? Is it the people we live with? Some experts tell us that half of our personality is genetic – our natural make-up, or the way we are born. Gender – whether you're a boy or a girl – is also a consideration. Age is another factor. In families with more than one child, birth order is sometimes thought to be important. But some families have only one child.

Another name for only children is 'onlies', though experts sometimes refer to an only child as a 'super firstborn'. This is because an only child has many of the advantages of the firstborn child but doesn't experience the changes of a new baby arriving in the family. There is no competition from a sibling – a brother or sister – so onlies have their parents' full attention. Some onlies are mature and responsible because they spend a lot of time with adults. They learn to be self-entertainers and can be creative and imaginative when the adults around them are busy.

On the other hand, some only children can become jealous of their parents' adult friends. They can be self-centred and selfish if these friends ignore them and take too much attention away from them. They may be used to feeling important and can appear spoilt when things don't go their way. Some onlies who aren't used to sharing can be bossy around other children.

What happens when there is only a birth order of one? As we've seen, birth order is just one of many factors that can influence our personalities and affect the way we are.

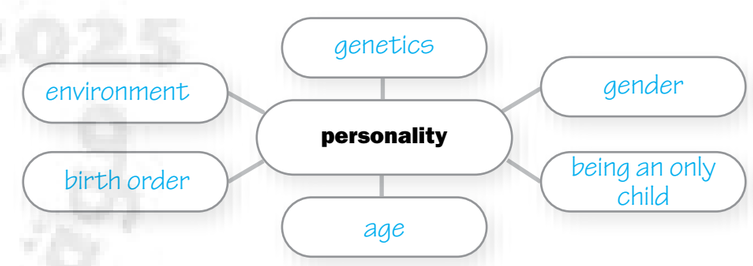
2 **Look for words and phrases that describe an only child in the article.** List them in one of the categories.

Positive Qualities	Negative Qualities
mature, responsible, creative, imaginative	jealous, self-centred, selfish, feeling important, spoilt, not used to sharing, bossy

3 **Read and answer the questions.**

1. Why are only children referred to as 'super firstborns'?
   Because being a firstborn, they don't have to compete with siblings.
2. Why can only children sometimes be more imaginative?
   Because they play a lot on their own.
3. Why do some onlies find it difficult to play with other children?
   Because they are not used to sharing.

4 **Read 'Super Firstborns' again.** Complete the idea web with factors that influence personality. Can you think of any other factors to add? Write them on the lines.



5 **In your own words, describe two of the factors that you feel most influenced you.**

Answers will vary.

GRAMMAR

Using *it* to talk about weather, time and distance, and for emphasis

It's a sunny day. Let's go out.	**It**'s great that she won.
It's 11 o'clock at night. **It**'s time to go home.	**It** upsets me when my brother is bossy.
It's the 22nd today. **It**'s my birthday!	I love **it** when she smiles.
It was five kilometres to Robert's house.	I don't like **it** when I'm late for class.

We use ***it*** to talk about the weather and to express time, dates and distance. ***It*** does not refer to any specific person, thing or place. ***It*** is the subject of the sentence.

We also use ***it*** to introduce a sentence that expresses an opinion or to provide emphasis. (In '*It's great that she won*', ***it*** has the same meaning as the words *that she won*.)

1 **Listen.** Write the number of the sentence you hear next to the correct picture. 006

a.

5

b.
4

c.
3

d.
1

e.
2

2 **Complete the sentences with your own ideas.** Possible answers

1. It annoys me when my brother and I argue.
2. It's great that I passed my exams.
3. It's weird that my phone doesn't work.
4. It's not fair that I have to get up early at the weekend.
5. It makes me happy when I get good marks.

3 **Read.** Circle the uses of *it*. Then answer the questions using *it*.

It's my birthday tomorrow and I don't know what to do!

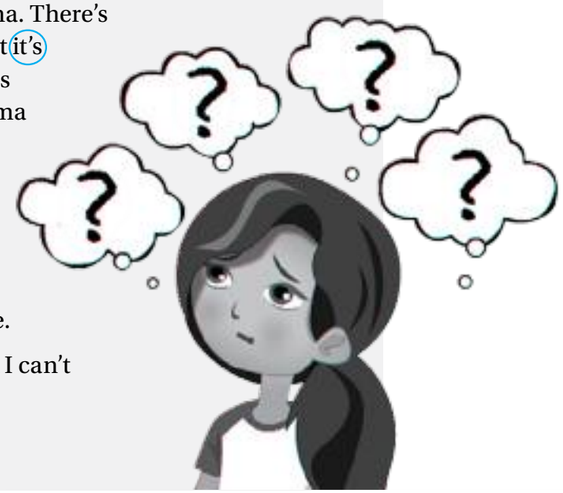
I looked at the weather forecast for tomorrow and it will be cold and windy on the beach. I hate it when it's too cold on the beach; you can't go for a swim.

My friends and I could go to my favourite restaurant. But it would take 45 minutes to get there.

Or, we could go to the cinema. There's a popular film I'd like to see. But it's Friday and I can't buy the tickets today. Then tomorrow the cinema will be crowded and we won't be able to get tickets.

It's a shame that I can't have a party at home. My mum and dad hate it when there is a mess and a lot of noise.

It just drives me crazy when I can't decide what to do!



1. What day of the week is Tanya's birthday?
   It's on Saturday.
2. Why doesn't Tanya want to go to the beach?
   It will be cold and windy.
3. Why doesn't she want to go to her favourite restaurant?
   It's 45 minutes away.
4. Why can't she go to the cinema?
   It's Friday and she can't get tickets for Saturday.
5. Why can't she have a party at home?
   Her mum and dad hate it when there is a mess and a lot of noise.

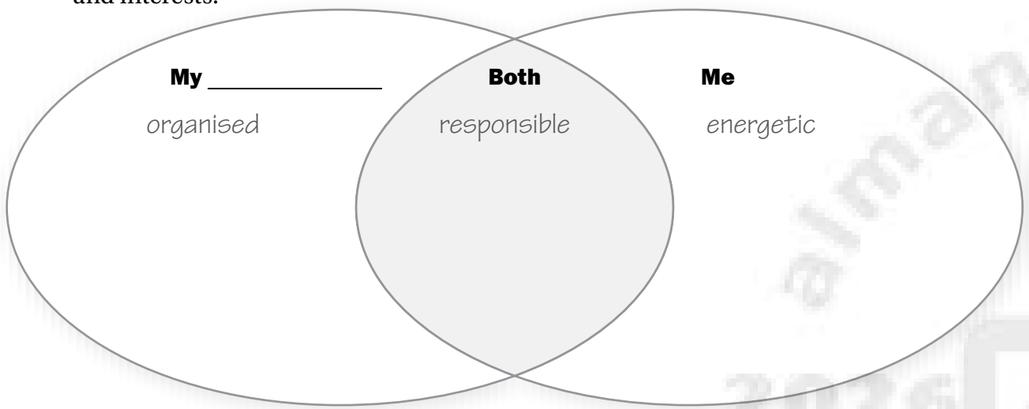
WRITING

We use certain expressions when we want to **compare** (write about similarities) or **contrast** (write about differences). We use words such as the following examples to compare or contrast two people, places or things.

- *Compare*: alike both in the same way too
- *Contrast*: although but on the other hand unlike

1 Organise.

1. Your task is to compare and contrast your personality with that of a family member or friend. Think about how you are similar to and different from the person you chose. Make notes in the Venn diagram about your personalities, and also about your hobbies and interests.



2. Think about how you will introduce your family member or friend. Provide any relevant background information and write a possible topic sentence here.

_____

Next, you'll need a paragraph describing how you and your family member or friend are similar and a paragraph about how you're different. Use the words from the Writing box.

Finally, write a concluding paragraph saying whether you and your family member or friend are more similar than different, or more different than similar.

2 Write.

1. Go to page 23 in your book. Re-read the model and the writing prompt.
2. Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
3. Write your final draft. Share it with your teacher and classmates.

Now I can ...

1. talk about personality and character traits. Answers will vary.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

What three words describe you? I'm _____, _____ and _____.

What makes you special? I'm _____, _____ and _____.

2. use question tags to confirm information or seek agreement.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

Sarah McNair-Landry is an adventurer, isn't she?

Brothers and sisters don't always agree, do they?

Only children can be more imaginative, can't they?

3. use *it* to talk about weather, time and distance and for emphasis.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

Wednesday

It's Wednesday.

five-thirty

It's five-thirty.

raining

It's raining.

my birthday

It's my birthday.

4. write about similarities and differences between two people.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

Choose two of your friends and describe them. How are they similar? How are they different?

Answers will vary.

_____

_____

YOU DECIDE **Choose an activity.** Go to page 90.

Unit 2

Misunderstood Animals

1 Play Bingo. Use the words below to fill in the blank after each item. Cross out each word as you use it. Write a definition of the word that's left.

slimy	aggressive	crucial
ecosystem	pest	disgusting
poisonous	sting	filthy

1. Cross out the word that means very dirty. filthy
2. Cross out the word that describes an animal that might attack you. aggressive
3. Cross out the word that describes a snail or a fish. slimy
4. Cross out the word that means absolutely necessary. crucial
5. Cross out the word that describes what a wasp will do if attacked. sting
6. Cross out the word for something that can cause sickness or death. poisonous
7. Cross out the word that means very unpleasant. disgusting
8. Cross out the word that describes everything that exists in a particular environment. ecosystem

The word that is left is pest.

A pest is an animal or insect that bothers people and other animals, or ruins food.

2 Read. Circle the correct word to complete each statement.

1. **Pests** / **Bees** are beneficial to humans.
2. Some snakes are **filthy** / **poisonous**.
3. We **conserve** / **destroy** the environment when we cut down trees.
4. The rubbish smells terrible. It's **crucial** / **disgusting**.
5. Crocodiles can be **aggressive** / **crucial** if their babies are in danger.
6. Cities try to **control** / **decay** the number of pigeons living there.
7. **Stings** / **Germs** are all around us. We must try to be clean.
8. Cats are **popular** / **unpopular** pets in many places.

3 Listen. Then match the first part of each sentence with its ending. Write the letter on the line. 007

e 1. In some parts of India, snakes are valued
c 2. Pigmy rattlesnake venom is used
b 3. Experts use spider silk
f 4. Experts have copied sharkskin
a 5. Wasps play a crucial part in the ecosystem
d 6. Slimy snails are garden pests,

a. because they help farmers protect their crops from pests.
b. to make biodegradable bottles, bandages and bulletproof jackets.
c. to create a new heart medicine.
d. but birds and other animals like to eat them.
e. because they help to control the rat population.
f. and created a plastic that stops germs spreading in hospitals.

4 Choose a misunderstood animal. Write two interesting facts about it. Use words from the box.

aggressive	beneficial	crucial	ecosystem	germs	pest	poisonous	sting

Answers will vary.

GRAMMAR

Modals: Speculating about the past

Lorrie is afraid of the water. (fact)
She **could have fallen** into a swimming pool when she was a child. (not sure)
She **might have seen** a shark. (not sure)
She **may have been stung** by a jellyfish. (fairly sure)
She **must have had** a bad experience involving the water. (very sure)

We use ***could have***, ***might have***, ***may have***, ***must have*** + past participle to show how sure or certain we are about past situations.

1 **Read and match.** There are two responses for each statement. Write the letters.

Statements

f, j 1. Eric came back from the jungle covered in red spots.
h, l 2. They decided never to go on safari again.
b, k 3. Maya changed her mind about becoming a zoologist.
c, g 4. The crowd looked scared.
a, i 5. Julia and Anna don't want to go into the water.
d, e 6. Jenny couldn't sleep last night.

Responses

a. They may have seen jellyfish.
b. She must have realised she'd have to experiment with animals.
c. They might have seen some vampire bats.
d. She might have heard wolves howling outside her window.
e. She may have seen a spider on her bedroom wall.
f. A tropical insect must have stung him.
g. They must have heard strange noises.
h. They must have encountered a dangerous animal.
i. They must have heard about the shark attack last week.
j. Mosquitoes may have bitten him.
k. She may have decided she'll make more money as a vet.
l. They may have seen lions killing another animal.

2 **Listen.** First, complete the sentences. Then, think about how certain the speaker is about the boy's situation. Write *not sure*, *fairly sure* or *very sure* on the line after each answer.
008

The boy was very upset when he came out of the cave.

1. He must have been scared of the dark. very sure
2. He might have walked into a spider's web. not sure
3. He may have fallen and hurt himself. fairly sure
4. He could have felt the slimy cave walls. not sure
5. He could have heard the story about the poisonous cave snake. not sure

3 **Complete.** Use the words from the box and *could have, may have, might have* or *must have* with the verb given in brackets.

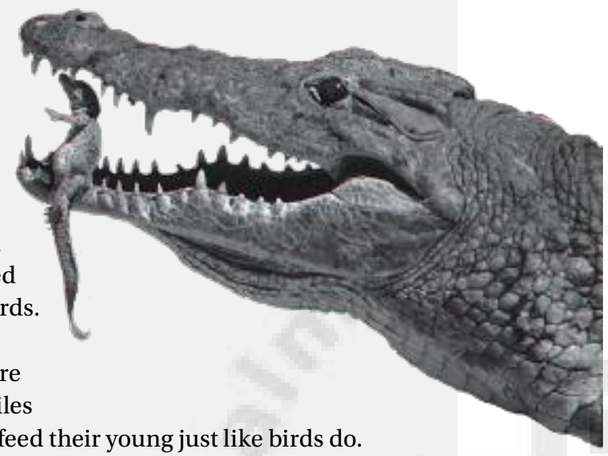
beneficial	bite	~~spider~~	decay	disgusting	slimy	upset

1. She saw something run under the rubbish bin.
   She could have seen (see) a spider. (not sure)
2. He felt something slimy.
   He must have touched (touch) a snail. (very sure)
3. The students said that the snake's bite was poisonous.
   They may have misunderstood (misunderstand) the teacher. (fairly sure)
4. The kitten was getting upset.
   It could/might have wanted (want) more milk. (not sure)
5. He thinks that bees are not beneficial to people.
   He may have read (read) the wrong information. (fairly sure)
6. The rubbish smelt disgusting.
   They must have forgotten (forget) to collect it. (very sure)

1 **Listen and read.** As you read, notice the similarities between crocodiles and birds. 009

CROCODILES:
THE TRUTH EXPOSED

Crocodiles aren't slimy or poisonous. They don't sting or suck your blood like some insects do. They do have a lot of sharp teeth, but no poisonous fangs. So why are people scared of crocodiles? Well, crocodiles are very big and very strong. They have a reputation for being aggressive. They're not pleasant to look at and their scales are rough.



Although crocodiles are reptiles and may look like big lizards, they are in fact more closely related to birds. They also share some behaviours with birds. Like some birds, crocodiles guard their nests and protect their young for up to two years, until they're old enough to survive on their own. Some crocodiles actually hold the food in their mouths when they feed their young just like birds do.

Crocodiles are caring parents. Crocodile mums will carry their babies in their mouths to protect them from harm. They teach them to swim just like mother ducks teach their ducklings. If an adult crocodile believes that a baby croc is in danger, it will go to that baby to protect it, even if they are not related.

These images paint a different picture of crocodiles. What is more, some cultures actually value and respect them because they are believed to represent the spirit of ancestors. In Australia, where there is a huge population of saltwater crocodiles, people learn how to behave safely. For example, people don't go back repeatedly to the same place on riverbanks to wash their clothes. They know that crocodiles recognise patterns and routines.

Experts tell us that crocodiles are sensitive, clever and even emotional creatures. Their huge size and their teeth may be threatening, but it's a misconception that all crocodiles kill and eat people. Most crocodiles aren't aggressive towards people and, like snakes, will avoid human contact when they can.

2 **Read.** Tick **T** for *True* or **F** for *False*. Rewrite the false statements to make them true.

	T	F
1. Crocodiles are big and strong reptiles.	✓	
2. Crocodiles eat their babies.		✓
3. Crocodiles look after their young.	✓	
4. Crocodiles help only their own young when they're in danger.		✓
5. All crocodiles kill people.		✓
6. Education is important in understanding crocodile behaviour.	✓	
7. Crocodiles are not intelligent animals.		✓

2. Crocodiles carry their babies in their mouths to protect them.

4. Crocodiles protect baby crocodiles even if they are not related.

5. Most crocodiles are not aggressive towards people.

7. Crocodiles are clever.

3 **Complete the table with details about birds and crocodiles.** Use your own knowledge, information from the text or other sources.

	Appearance	Habitat	Behaviour
Birds	beak small, feathers, wings, tail	seashore trees, bushes	build nests lay hard eggs in a nest, look after and feed young, ducks teach ducklings to swim and fly
Crocodiles	scales, long body, tail, lots of teeth	rivers, estuaries	lay hard eggs in a nest, look after and feed young, carry babies in mouth, teach babies to swim

4 **Answer the questions in your own words.** Possible answers

1. What is one misconception you had about crocodiles?

One misconception I had is that crocodiles are aggressive and attack people.

2. What are some interesting facts you learnt about crocodiles? List at least two.

Crocodiles and birds have similar behaviours.

3. How can we change the way we think about crocodiles?

We have to learn more about them to understand them.

GRAMMAR

Infinitives with *to*	Infinitives without *to*
I like **to look** at insects.	My mum won't let me **have** a pet spider.
My brother hopes **to get** a snake for his birthday.	Please help your sister **feed** her parrot.
That parrot is beginning **to annoy** me!	We will **visit** the spider sanctuary on Saturday.
Why did you agree **to take** care of Mica's lizard? You don't like lizards!	Every morning, we hear the birds **sing**.

We use the infinitive with ***to*** after some common verbs: *agree, ask, begin, decide, like, need, plan, want.*

There is no ***to*** after: modals (*can, will, might, could*), verbs describing the senses (*see, hear, feel*) and certain other verbs such as *let, watch* and *make*.

The verb *help* can be used with or without ***to***: *Can you help me **(to) feed** the spiders?*

1 **Read.** To complete each sentence, circle the verb with *to* or without *to*.

1. She felt something **crawl** / **to crawl** up her leg.
2. My brother made me **touch** / **to touch** a hairy spider!
3. We asked them **leave** / **to leave** their pet snake at home.
4. You might **want** / **to want** to see what your pet spider is eating!
5. Are you really planning **get** / **to get** a pet tarantula?

2 **Listen.** Complete the sentences with an infinitive with *to* or without *to*. 010

choose **eat** **get** **hope** **pack** ~~**take**~~

1. He's not planning ___to take___ his parrot to the vet.
2. He didn't remember ___to pack___ the mosquito net.
3. I didn't let my sister ___choose___ our pet snake.
4. She saw a spider ___eat___ a very big insect.
5. I want ___to get___ help to control my fear of spiders.

3 **Read the email.** Add *to* where it is needed. If *to* is not needed, write *X*.

Dear Miyako,

Thank you for your interest in Big Heart Animal Rehabilitation Centre.

My name is Rebecca Nkosi and I'm in charge of the volunteer programme. Here's some information about what we do.

Every summer, we recruit young volunteers ___to___ come and work at our centre. We have many animals that we need ___to___ take care of. We try ___to___ rescue exotic pets that shouldn't ___X___ be pets in the first place!

People ask whether we can ___X___ return rescued animals to the wild. Unfortunately, we can't ___X___ let these animals ___X___ go back to the wild because they're too sick or weak and most were born in captivity. We use these animals ___to___ teach visitors about the difficulties they would ___X___ face in the wild. We want people ___to___ learn ___to___ choose the right pets!

We're looking for volunteers to help us ___to / X___ feed, clean and provide exercise for our animals. If you want ___to___ become a volunteer, visit our website and explain why you would like ___to___ join our team. We hope ___to___ hear from you soon!

Rebecca

4 **Write.** Why should Rebecca choose you? Complete the sentences and questions you might send to her. *Possible answers*

1. I would love ___to volunteer / work / help at your centre___.
2. I'm very good with animals. I learnt ___to look after my friend's cats___.
3. I can ___learn to look after sick or injured animals / feed wild animals___.
4. At the centre, will I ___cook my own food / get up early / work every day___?
5. Would I need ___to bring special clothes / buy a mosquito net___?
6. I'm planning ___to work in a zoo / to become a vet someday___.

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WRITING

A process description essay explains a purpose through a sequence of steps in the order in which they happen.

Purpose: I went to the zoo | **in order to** control / **so that** I could control | my fear of snakes.

Sequence:

Before *I went to the zoo, I was scared of snakes.* **During** *my visit, I became familiar with the snakes.* **After** *I left the zoo, I felt more comfortable about snakes.*

First, *I saw the snakes behind the glass.* **Then,** *I watched them as they moved around.* **Next,** *I held one for a few minutes.* **Finally,** *I relaxed!*

1 Organise.

1. Your task is to describe the process of training a grey parrot to help people better understand your pet. Find out about this type of bird. Research what type of training you will need to do. Write the main ideas in the table below.

How to Train a Grey Parrot

2. Look at your notes. Number the steps you would need to follow to train your pet.

   Think about the purpose of your description. Write a possible topic sentence to tell your reader the purpose of your description.

   _____

   Now write the different steps here:

   Step 1: _____

   Step 2: _____

   Step 3: _____

   Step 4: _____

   Finally, think about your expected results. This will be your summary.

2 Write.

1. Go to page 39 in your book. Re-read the model and the writing prompt.
2. Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
3. Write your final draft. Share it with your teacher and classmates.

Now I can ...

1. talk about misunderstood animals and their role in the environment.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

Describe why or how snakes and vampire bats are misunderstood.

Snakes are misunderstood because people think that they are all poisonous.

Vampire bats are misunderstood because people think that they suck people's blood.

2. use modals to speculate about the past.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

Say what happened. Possible answers

The children couldn't stop laughing! They may have heard a joke.

She woke up very late. She must have been tired.

3. use infinitives with *to* or without *to*.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

Finish the sentences. Possible answers

I like to watch documentaries about animals.

My friend plans to visit a wildlife reserve next year.

Our family will visit the zoo next Sunday.

Let me look after your pet snake while you're on holiday.

4. write a process description showing purpose and sequence.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

Complete the sentences with sequencing words.

First, she told the grey parrot to step onto her finger.
Then, she gave the grey parrot a reward.
Little by little / Over time the grey parrot understood that it would get a reward for good behaviour.

YOU DECIDE Choose an activity. Go to page 91.

Units 1–2 Review

1 **Read.** Then choose the correct word to complete each sentence.

1. When Marc decides he doesn't want to do something, he doesn't! He's so ____ .
   a. self-confident (b.) stubborn c. ambitious
2. Petra doesn't like speaking in front of the class, does she? She gets very ____ .
   (a.) anxious b. self-confident c. outgoing
3. Clara's parents have always given her everything she asks for. She's very ____ .
   a. determined b. generous (c.) spoilt
4. Ben's dream is to sail alone around the world. He has spent the last three years training. He's also saving to buy a better boat. He's definitely ____ .
   (a.) determined b. organised c. fair
5. Gabi loves cooking. She invites friends to lunch every weekend so she can cook for them and try out new recipes. She's very ____ .
   a. co-operative b. competitive (c.) enthusiastic

2 **Read.** First, match each word with its definition. Then, use the words to complete the text about salamanders.

h	1. A strong and forceful way to do something	a. poison
e	2. Not true, or false	b. misconception
f	3. So unpleasant that it makes you feel slightly ill	c. slimy
d	4. Everything that exists in a particular environment	d. ecosystem
c	5. Covered in a thick, slippery liquid	e. untrue
g	6. Producing good or helpful results	f. disgusting
b	7. A wrong idea or belief	g. beneficial
a	8. A substance causing people to die or become very ill	h. aggressive

Salamanders have a moist ___slimy___ body that we find ___disgusting___ to touch. Most salamanders produce a milky ___poison___ to protect themselves. They can also leave their tail behind to distract an ___aggressive___ predator. Fortunately, it only takes salamanders a few weeks to grow back lost tails. Scientists are investigating this ability to see how it might be ___beneficial___ to human medicine.

Long ago, people believed that salamanders were born from fire because they often crawled out quickly when a log was thrown on a fire. The ___misconception___ that clothes made from salamander skin can protect you from fire is ___untrue___ .

Salamanders can live up to 20 years. However, changes in the ___ecosystem___ are threatening their existence.

3 **Read.** Then choose the best answer to fill in each blank.

Have Pets Got Personalities?

We are all very different, (1) ___c___ ? No two people are exactly alike. No two humans have exactly the same personality, (2) ___b___ ?

Personality is something that we associate with human beings, but animals have personalities too. Some pets make themselves at home very easily. We love (3) ___a___ when we find that our new pet has become another member of the family! Of course, we are very happy to let these animals (4) ___a___ be part of our lives.

It may be difficult to notice the personality of a goldfish, but cats certainly show you when they're happy, sad or upset. We can (5) ___c___ notice their body language: an upright tail, an arched back or no eye contact. Cats communicate in different ways with their owners. If a cat doesn't stop miaowing, you know that something (6) ___b___ happened or that they want to communicate something to you.

Scientists hope (7) ___a___ find out more about animal personalities so that they can identify a way to help people who are ill or are living on their own. Until then, be aware that your pet can be sensitive. If your goldfish is swimming around in circles, or your hamster is being aggressive, they (8) ___c___ had a bad day!

1.	a. isn't it	b. are we	c. aren't we	**5.**	a. to	b. it	c. –
2.	a. don't they	b. have they	c. haven't they	**6.**	a. must	b. must have	c. could
3.	a. it	b. one	c. to	**7.**	a. to	b. in	c. –
4.	a. –	b. to	c. they	**8.**	a. can have	b. may	c. might have

4 **Write.** Complete the last sentence in each item so that the meaning is the same as in the first sentence or sentences.

1. I become upset when I see another person cry.
   ___It upsets___ me when I see another person cry.
2. We were worried at first. We thought someone had stolen her handbag.
   We thought that someone ___might have stolen___ her handbag.
3. It's true that you need to be ambitious to succeed.
   You have to be ambitious to succeed, ___haven't you___ ?
4. She cooks amazing meals. I'm fairly sure she took a cookery course.
   She cooks amazing meals. She ___must have taken___ a cookery course.
5. Their dream is to travel around the world.
   They ___want to___ travel around the world.
6. The time has come for us to leave.
   ___It's time___ for us to leave.

Unit 3

Everybody's Doing It!

1 **Find nine more vocabulary words in the word search.** Look at the **bold** words in the reading on pages 46–47 of your book. You can look for words in any direction in the word search. The first one is done for you.

C	F	B	E	T	A	R	G	I	M	F	N
C	O	N	S	E	N	S	U	S	T	L	O
P	R	O	A	C	Q	E	S	G	K	E	U
E	M	D	R	J	U	W	D	U	N	A	X
Q	A	V	A	D	O	O	C	J	M	D	B
N	T	T	N	E	I	C	I	F	F	E	H
D	I	S	X	T	P	N	Y	B	L	R	R
W	O	L	L	A	H	E	A	O	H	I	E
F	N	R	A	C	S	R	N	T	Z	M	F
O	I	Z	U	K	M	G	R	K	E	P	E
S	W	E	G	P	C	N	W	M	L	D	R
B	K	Q	L	A	I	T	N	E	T	O	P

2 **Match some of the words from Activity 1 to the definitions.**

1. leader — A person who directs and leads others
2. potential — Something that can become a real possibility
3. consensus — An agreement or opinion that everyone shares
4. migrate — To move from one place to another at different times of year
5. assume — To think that something is true without really knowing
6. belong — To be part of or be a member of a group or organisation
7. efficient — Working in a well-organised and productive way
8. co-ordinated — Organised so that people work together efficiently and well

3 **Listen to the information about humpback whales.** Then read the sentences and tick **T** for *True* or **F** for *False*. 011

	T	F
1. Humpback whales have teeth.	☐	✓
2. Whales hunt in collective groups. Two whales attack while other whales wait and chase the fish.	☐	✓
3. Many whales migrate from colder waters to warmer waters.	✓	☐
4. Breaching is another name for whale migration.	☐	✓
5. Whales can communicate efficiently through songs.	✓	☐
6. Scientists still aren't sure if whale songs are meant to attract potential partners.	✓	☐

4 **Complete each sentence with a verb from the box.** Make any necessary changes so the verb's tense fits the sentence.

assemble **assume** **belong** **co-ordinate** **lead** **migrate** **mimic** **realise** **remain**

1. Fifty elephants have migrated across the forest towards the east.
2. A bear usually remains in its habitat and sleeps during the winter.
3. Stop mimicking me! You're always copying me.
4. One goose leads the others as they fly in a flock.
5. The crowd assembled outside the football stadium, ready to go in.
6. He belongs to the young explorers club. He goes there every Friday.
7. The owners assumed that their cat wouldn't attack the chickens. But they were wrong!
8. Next year, various wildlife organisations will co-ordinate activities to protect the Amazon rain forest.

GRAMMAR

Phrasal verbs

Separable	Inseparable
The scientists **handed in** *their report*. The scientists **handed** *their report* **in**. The scientists **handed** *it* **in**.	They **thought about** *collective behaviour*. They **thought about** *it*. We **looked at** *the migrating birds*. We **looked at** *them*.

Some phrasal verbs can be separated. Others cannot.

With **separable** phrasal verbs, the object can go either between the two parts or after:
*They picked **the rubbish** up.* OR *They picked up **the rubbish**.*

If the object is a pronoun, it must always come between the two parts: *They picked **it** up.*

With **inseparable** phrasal verbs, the *object* and *object pronoun* can only go after the two parts:
*He flew over **the rain forest**. He flew over **it**.*

1 Circle the word that completes each sentence.

1. The scientists wondered **about** / **with** the collective behaviour of the geese.
2. The children drew and cut **out** / **to** circular shapes.
3. The team worked **up** / **out** the answer and reached a consensus of what to do next.
4. The journalist asked the crowd to point **across** / **out** their leader.
5. I prefer to remain here and wait **for** / **at** the bus stop.
6. The teacher talked **with** / **about** a more efficient system of studying.

2 Listen. Write the sentences. Then underline the phrasal verbs and circle the objects. 012

1. Ants work the problem out together.
2. The elephants knocked some trees over.
3. The guide pointed out the gorillas.
4. I cut out the article.
5. The students put away their books.
6. They put their 3D glasses on.

3 Choose three sentences from Activity 2. Re-write them. First, move the position of the object. Then, replace the object with a pronoun.

1. Ants work out the problem together.
   Ants work it out together.
2. The elephants knocked over some trees.
   The elephants knocked them over.
3. The guide pointed the gorillas out.
   The guide pointed them out.
4. I cut the article out.
   I cut it out.

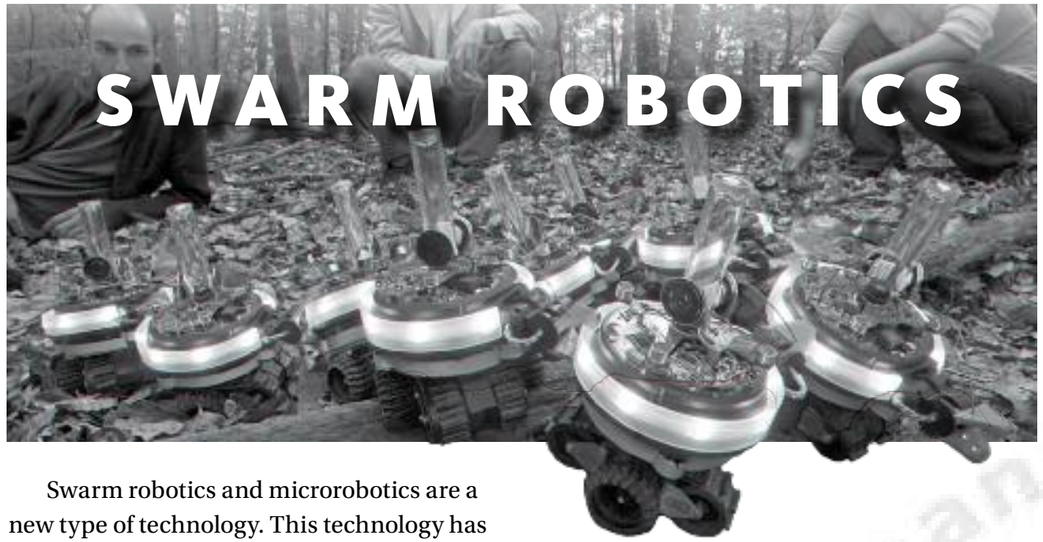
4 Look at the pictures. Then choose a phrasal verb to complete each sentence. Make any necessary changes.

1.
2.
3.
4.
5.

come across | **look after** | **put on** | **talk about** | **wait for** | **wonder about**

1. Does a pack of wolves have a leader that ___looks after___ the others?
2. The farmer ___came across___ a swarm of bees at the entrance to the field.
3. She watched and ___wondered about___ the flock of migrating birds.
4. They ___waited for___ the herd of elephants to cross the road.
5. She ___talked about___ the behaviour of a troop of gorillas.

1 Listen and read. As you read, notice how the word *example* is used. 013



Swarm robotics and microrobotics are a new type of technology. This technology has produced a new generation of robots whose design is directly influenced and inspired by nature. Experts have realised that there is a lot to learn from the animal kingdom's efficient system of co-operation.

Scientists studied the collective behaviour of ants. Ants join together to solve problems and they do this for the benefit of their community. Ants have been on the planet for much longer than humans and have had millions of years of practice living in large groups.

The interesting thing is that an ant doesn't stand out as an individual. It has poor eyesight and little ability to think on its own. Together, however, ants show off higher-order intelligence. This is also true of bees, flocks of birds and schools of fish.

Following examples from nature, robotics designers have tried to mimic collective and swarm behaviour. They've found ways to divide technology and capabilities among different robots. The intention is to build a group of robots that is able to swarm, or join together, to solve problems. One robot on its own won't be able to work out a problem, but it won't need to!

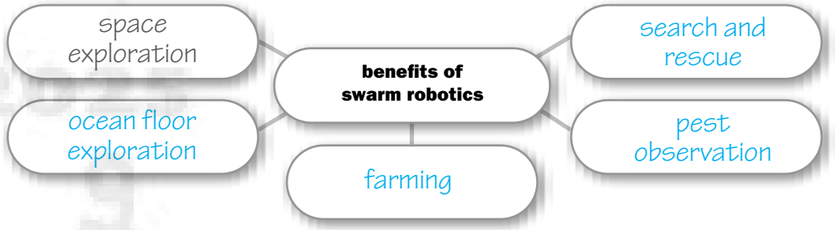
Swarm robotics has many potential uses. Robotic bees, for example, can help farmers with crop pollination. Flying robots can search through a building during disasters to look for and locate survivors. They have also been used to map the environment in Kenya. This has allowed environmentalists to observe the behaviour of animals such as baboons, and the impact of pests such as locusts, on vegetation for hundreds of miles.

Right now, teams of biologists, scientists and engineers are trying to work out how to make space and ocean floor exploration possible using this new technology. What's more, all this expert teamwork shows that, although insects have been co-operating for millions of years, humans can do it, too! Ants are an example to us all!

2 Read the article in Activity 1 and then answer the questions.

1. Highlight the word *example* in the text.
   a. Circle any use of *example* that means *a model that we should follow or imitate.*
   b. Underline any use of *example* that means *something that helps to explain or confirm that something is true.*
2. Underline the explanation of *collective behaviour* that is correct.
   a. A group of people, a crowd or a fashion trend.
   b. A group of people who spontaneously or in a temporary way respond to the same event or situation.
3. Choose the best explanation for the statement: 'One robot on its own won't be able to work out the problem.'
   a. A robot will need to work and collaborate with other robots to solve a problem.
   b. No robot will be able to understand the problem.

3 In what areas can swarm robotics benefit us? Complete the idea web. Write one idea in each circle. Then choose one of the areas. Write two sentences describing how swarm robotics actually benefits us in that area. Include some of your own ideas.



Possible answer: Search and rescue: Groups of robots can take water to people trapped in buildings. They can send back photos of the destruction.

4 The text suggests that humans can be good at working together the way ants and robots do. List four ways you are co-operative and work well with others.

Possible answers: helping with housework at home; in project work in class; playing in the local football team; helping a friend find his/her lost pet

GRAMMAR

***Enough, too many, too much*: Talking about amounts**

There are **not enough** *volunteer groups* to visit people in hospitals.

We have **enough** *food* for the party.

There were **too many** *people* at the concert. I couldn't see the stage.

You spend **too much** *time* on your own. Come and join us.

We use ***enough*** before uncountable nouns (nouns with no plural forms: *money, music, advice*) or plural countable nouns (*chairs*) to describe the right amount.

We use ***not enough*** before uncountable nouns (*time*) or plural countable nouns (*chairs*) to describe less than the amount needed.

We use ***too many*** before plural countable nouns (*bags*) and ***too much*** before uncountable nouns (*rubbish*) to describe that there is more of something than needed.

1 **Listen.** Circle the correct word. Complete the sentences with *enough, not enough, too much* or *too many*. 014

1. The neighbours were making ___too much___ **pasta** / **noise**.
2. We'll have ___enough___ **time** / **space** to join the volunteer group if we hurry.
3. You won't sleep if you drink ___too much___ **coffee** / **tea**.
4. There were ___too many___ **security guards** / **people** outside the stadium.
5. There was ___not enough___ **work** / **water** for the volunteers.
6. There was ___enough___ **light** / **time** to take a photo of the flock of birds.
7. ___Too much___ **traffic** / **pollution** in our cities is not healthy.
8. I'm upset because my daughter spends ___too many___ **minutes** / **hours** on her mobile phone.

2 **Look back at Activity 1.** Write the number of the sentence next to the correct description to indicate its meaning.

a. Less than needed: ___5___

b. More than needed: ___1, 3, 4, 7, 8___

c. The right amount: ___2, 6___

3 **Read the letter of complaint.** Underline the uses of *enough, too much* and *too many*. Then, complete the manager's reply using these words and the appropriate noun from the text.

Dear Sir/Madam,

I am writing to complain about what happened yesterday at your supermarket.

It started when I couldn't find a parking space. Normally, there are enough parking spaces, but yesterday the car park was full. I had to pay to leave my car on the street!

Next, when I tried to enter the supermarket, there were just too many people around the entrance. Because of the crowd, I couldn't get in for almost 15 minutes. When I finally got inside the shop, I saw that you were giving customers a free bar of chocolate.

I also saw that some people took too many bars. One lady, for example, took ten bars, and then five other people copied her! This sort of behaviour meant that there weren't enough chocolate bars for everybody. Obviously, if you want to do this type of activity, you should have enough staff to control the crowd.

I got the last bar but when I tried it, I found that it had too much sugar! At least I was able to do my shopping, but I didn't enjoy the experience.

Yours faithfully,

Mrs Ranier

Dear Mrs Ranier,

I'm sorry that you had a bad experience at our shop. I apologise that there weren't ___enough parking spaces___. We will refund what you paid on the street. I'm sorry that there were ___too many people___ outside and that it took you a long time to get into the shop. We'll try to do better next time, so this won't happen again. I realise that we didn't have ___enough staff___ to control this type of group behaviour. We have apologised to all our customers because there weren't ___enough chocolate bars___.

I'm sorry that you didn't like the chocolate because it had ___too much sugar___.

We hope that you come back to our shop and that your next visit will be more pleasant.

Kind regards,

The Management

WRITING

An email includes a subject line, a greeting and a sign-off.

We use examples to explain and support the main idea of a piece of writing. We can introduce examples with the following phrases:

for example for instance in other words such as

*Some pets, **such as** cats and parrots, like to mimic their owners. **In other words**, they copy their owners' behaviour. **For instance**, when I start singing, my parrot starts singing too! **In other words**, my parrot likes to do the same things that I do.*

1 Organise.

1. Your topic is *Group Behaviour*. Write an email to your friend describing the behaviour of the tens of thousands of Bahrainis who go camping in Sakhair every year. Try to include several examples to explain and support your description.

Group Behaviour:
Examples

2. Start by describing the context. (*Every winter, …*) Write your introductory sentence here:

_____

_____

Think about what phrases you will use to give examples of this group behaviour. Can you use the phrase *in other words* to conclude or finish your description? Can you add another group behaviour you have observed that links to your previous description?

2 Write.

1. Go to page 57 in your book. Re-read the model and the writing prompt.
2. Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
3. Write your final draft. Share it with your teacher and classmates.

Now I can …

1. talk about human and animal group behaviour.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

What's one reason you would join a group?

Possible answer: To make new friends and get to know people who like the same things I do.

What are some advantages and disadvantages of animals being in groups?

Possible answer: In groups, animals can hunt more efficiently. But sometimes, being in groups can make it difficult to escape from predators.

2. use phrasal verbs.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

Choose one separable and one inseparable phrasal verb. Write two sentences with each. First, use an object and then replace it with an object pronoun.

Possible answers

1. I will look up 'consensus' / will look 'consensus' up in the dictionary.
   I will look it up.
2. I ran into my best friend at the zoo.
   I ran into him at the zoo.

3. use *enough, too much* and *too many* to talk about amounts.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

There were ___too many___ boats on the river. We couldn't move!

I took ___enough___ water to last me three days.

___Too much___ sun isn't good for you. You can get burnt.

4. write a descriptive essay about a group behaviour.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

Underline the appropriate phrase to introduce an example.

Fish, *in other words* / *such as* tuna, swim in schools for protection.

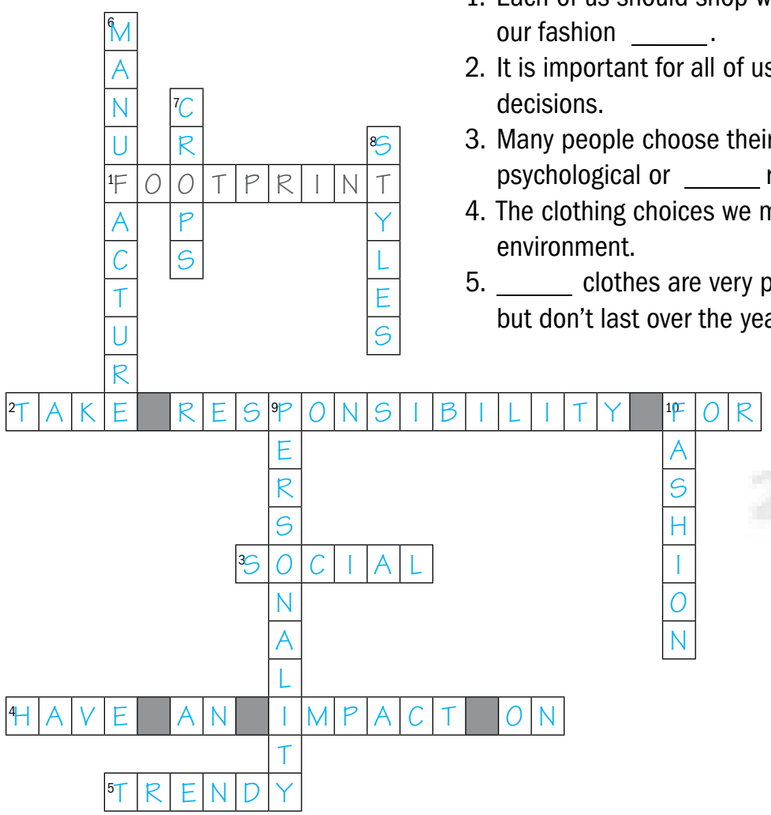
Crowds at a football match or a concert, *for example* / *such as*, have no leaders.

YOU DECIDE **Choose an activity.** Go to page 92.

Unit 4

Fashion Footprints

1 **Read the clues.** Then complete the puzzle.



Across

1. Each of us should shop wisely in order to reduce our fashion _____.
2. It is important for all of us to _____ our clothing decisions.
3. Many people choose their clothes for psychological or _____ reasons.
4. The clothing choices we make _____ our environment.
5. _____ clothes are very popular for a short time, but don't last over the years.

Down

6. The _____ of nylon creates a powerful toxic greenhouse gas.
7. _____, such as cotton, use enormous amounts of water and pesticides.
8. _____ of clothing can be modern or traditional.
9. A person may wear different kinds of clothing to express his or her _____.
10. Many people like wearing the latest _____, because it's popular.

2 **Look at the photos.** Write one sentence about each. Use two words from the box in each sentence.

chemicals	cotton	crop	footprint	leather	material	synthetic

1. Answers will vary. _____
2. _____

3 **Listen.** Think about what you have read in this unit. Circle **T** for *True* or **F** for *False*. 015

1. (T) F
2. T (F)
3. (T) F
4. T (F)
5. T (F)
6. T (F)

4 **Listen again.** Correct the false statements. 016

2. No, we also need to take responsibility for the clothes we buy.
4. Cotton is a natural material. Nylon is a synthetic material.
5. No, all materials have an impact on the environment.
6. They contain many toxic chemicals.

5 **Look at labels on four pieces of your own clothing.** Write down what they're made of. Then classify the materials as natural, synthetic or both. Use your dictionary as needed. Share your answers with a partner.

Item of clothing	Material(s)	Natural	Synthetic	Both
shoes	leather, rubber			✓

GRAMMAR

Present passive: Describing actions and processes

Active sentences	Passive sentences
Farmers grow cotton in warm climates.	Cotton is grown in warm climates.
Designers make many clothes from cotton.	Many clothes are made from cotton.
object	**subject**

The objects in the active sentences become the subjects of the passive sentences.

When we use the passive, we focus on the action performed, not on the person performing it. Most of the time, the person who performs the action is not important, or is not known. In some cases, when we want to mention who or what did the action, we use *by*.

*The cotton **is picked by** young volunteers. The cotton **is picked by** special machines.*

1 Change the active sentences to the present passive.

Cotton: From Plant to Thread

1. Workers pick the cotton from the fields.
   The cotton is picked from the fields.
2. Machines remove the seeds from the cotton.
   Seeds are removed from the cotton.
3. People ship the cotton to textile mills.
   The cotton is shipped to textile mills.
4. Textile machines clean the cotton and separate it into smaller pieces.
   The cotton is cleaned and it's separated into smaller pieces.
5. People use special machines to separate the fibres.
   Special machines are used to separate the fibres.
6. These machines work the cotton into a kind of soft, untwisted rope.
   The cotton is worked into a kind of soft, untwisted rope.
7. More machines pull and twist the rope until it's thin.
   The rope is pulled and twisted until it's thin.
8. Machines twist the fibres to make cotton thread.
   The fibres are twisted to make cotton thread.

2 Write. What happens to cotton after it becomes thread? Use the passive voice.

Thread is used to make cloth.

The cloth is cut to make clothes.

3 Read and complete the sentences. Use the appropriate verb form. Then listen and check. 017

apply	check	cut off	own	~~place~~	spray	use
attach	cover	make	paint	ship	require	work

In many shops, mannequins are used to show clothes. The best, most expensive mannequins are made in many different steps. Here are some of them.

1. A structure that supports clay ___is placed___ in the correct pose.
2. Wet clay ___is worked___ into the correct shape on the structure.
3. The clay head, hands and feet ___are attached___, or connected.
4. The arms and legs ___are cut off___ where the joints will be on the final mannequin.
5. All of the pieces ___are sprayed___ with plaster to make a mould.
6. When the plaster mould is ready, it ___is checked___ for any imperfections.
7. Next, the plaster mould ___is used___ to make a new resin mould.
8. A mannequin ___is made___ by adding a layer of gel to the new mould.
9. The gel ___is covered___ with fibre-glass resin.
10. Next, the mannequin's skin ___is painted___.
11. After the paint is dry, make-up ___is applied___ to the face.
12. As a final step, the mannequin ___is shipped___ to the retailer.

A mannequin

1 **Listen and read.** As you read, notice similarities and differences between the two designers. 018

AMAZING ACCESSORIES

As a young girl, Madison Nicole Robinson spent a lot of time on the beaches where she grew up. At the age of eight, she drew a flip flop on paper and added sea characters that she created. When she showed her dad saying, 'Look Dad, FishFlops®!' he knew they would be a success.

Madison wrote to a big fashion retailer, who was very interested in selling her product. Madison's FishFlops® became immediately popular. The young entrepreneur soon appeared in online media and was interviewed on major news channels and in well-known business magazines.

Madison gives talks to inspire others to be creative, have a positive attitude and to never give up. She also believes in giving back. She has donated 20,000 pairs of FishFlops® to charities and children's hospitals. Part of the sales of her footwear at zoos and aquariums goes directly to protecting wildlife in danger.

Moziah Bridges ('Mo' for short) is another young entrepreneur with big ideas. When he was only nine years old, his grandmother gave him a sewing machine. It inspired him to design and sew colourful, eco-friendly bow ties from old fabrics.

Moziah's bow tie styles became trendy very quickly. With his mother's strong support, he started his own company called Mo's Bows. Since then, he has appeared in fashion and business magazines and on TV. Now a teenager, he has plans to design more than bow ties. He is currently developing a line of skinny ties and socks. In the future, he even hopes to design furniture for the home.

Mo's mother always told him to 'dream big now', and he is. He also helps others with their dreams. Moziah donates part of his profits from the sale of a special bow tie to fund a summer camp scholarship for children.

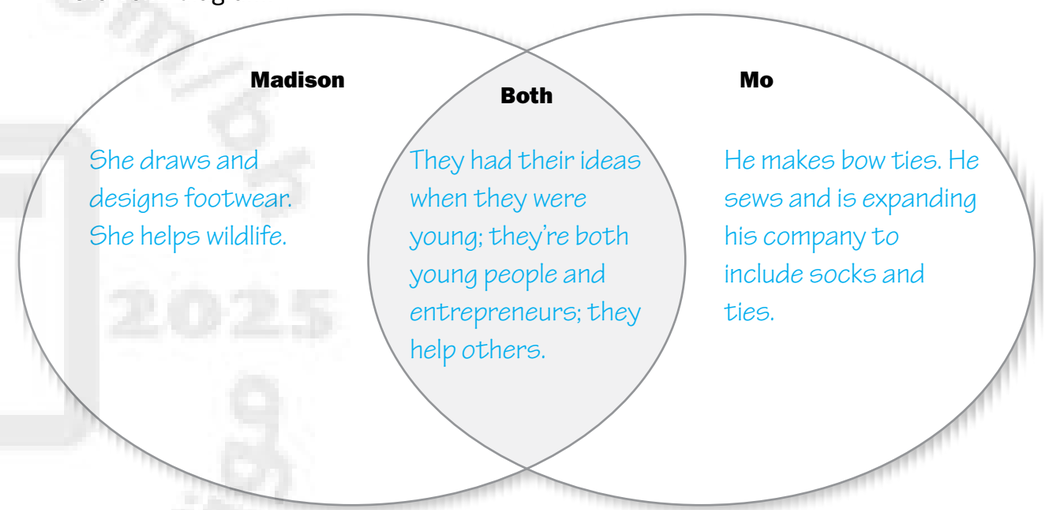
2 **Read.** Tick **T** for *True* or **F** for *False*. Rewrite any false sentences as true.

	T	F
1. Mo's bow ties are eco-friendly because they're made of old fabrics.	✓	
2. Entrepreneurs aren't interested in business opportunities.		✓
3. People who donate items expect to be paid for them.		✓
4. Madison's company benefits children and animals.	✓	

2. Entrepreneurs are always thinking of new ideas and of ways to expand their businesses.

3. People donate to help others or to support a special cause or charity.

3 **Read 'Amazing Accessories' again.** How are Madison and Mo similar? Different? Fill in the Venn diagram.



4 **You have now read about four young designers: Santana Draper, Maya Penn, Madison Robinson and Moziah Bridges.** Imagine you could work with one of them. Who would you choose to work with, and why?

Possible answer: I would choose to work with Maya because she creates original clothes and accessories. She uses lots of different types of fabric which make her pieces unique. I am also passionate about protecting the environment and it's great that some of the profits go to this cause.

GRAMMAR

Modals: Making suggestions and giving advice about present and past actions

PRESENT

could + verb	*should* + verb
We **could dry** these clothes in the sun. We **could save** on electricity.	You **should reduce** your fashion footprint. You **should recycle** your clothes.

PAST

Could have + past participle	*Should have* + past participle
You **could have saved** those jeans. You **could have made** them into shorts.	We **should have returned** that leather jacket. We **should have bought** the cotton jacket.

could + verb and *could have* + past participle are usually used to make suggestions
should + verb and *should have* + past participle are usually used to give advice

1 Read and match the sentences. Write the letter on the line.

e 1. Last year's clothes are too small for me now.	a. You shouldn't wear that. It's too casual for a party.
d 2. I'm going to dye this white shirt a nice bright red.	b. Maybe you could return it to the shop and exchange it.
f 3. Look! I bought four T-shirts and got another one for free!	c. You could have given it to me. I know how to mend jewellery.
a 4. How does this outfit look for the party?	d. You should use a natural dye, not toxic chemicals.
c 5. My green necklace broke, so I threw it away.	e. You could give them to a smaller friend or family member.
b 6. I don't like this shirt, but it was a birthday gift.	f. You shouldn't have bought them. You have too many already!

2 Listen. Write a comment for each situation. 019 Possible answers

1. You should buy the plain one.
2. You could have given them to a charity or friends with children.
3. You shouldn't have bought the expensive coat.
4. He should have bought just one pair!
5. You should have dried it on the clothes line.
6. You could recycle them and use them as cleaning cloths.

3 Read Lola's blog. Write back to her and comment on her problems. Make suggestions and give advice.

Disaster day! I came home from football practice to find my room a total mess! My 7-year-old sister and 10-year-old brother looked through all my things, including my wardrobe. You won't believe what they did. My brother took the blanket from my bed and made a kind of tent-castle. Then he took my scarf collection and made a huge, long 'snake' with my scarves. My sister took all my clothes out of my wardrobe to make a princess outfit. Then my brother 'rescued' the princess from the snake that was attacking the castle. What a mess!

And that's not all. They brought their snacks with them. Now I have breadcrumbs everywhere and chocolate stains on my white skirt. And I still can't find one of my trainers. Now I want to go into their rooms and make a mess. Then they'll understand how it feels!

You should relax. They're only young. Be patient!

Your brother and sister seem creative! You should just have fun with them.

You could have told your brother and sister to stay out of your room.

Possible answer

Dear Lola,

You shouldn't get angry with your brother and sister. They are only young and just enjoying themselves. You should have locked your bedroom door. Who was looking after the children? He or she could have made sure the children ate in the kitchen. At least no serious damage was done!

WRITING

We write cover letters to apply for jobs and work experience. We need to use the correct structure for formal letters. Remember to include the following:

- your name and address
- the employer's name and address
- the date
- a formal greeting
- a subject line
- a formal sign-off

1 Organise.

1. Your task is to write a cover letter applying for a part-time job in an ethical shoe shop. Look through Student's Book Unit 4 to get some ideas about fashion and the environment. Make a list of the skills and qualities you think would be important for this job.

2. Plan your letter. Remember to include your full address, the employer's full address, the date, a formal greeting, a subject line and a formal sign off.

   You'll need two to three body paragraphs. Introduce yourself and say why you want the job. Then include your relevant skills and the reasons why you think you would be suitable for this position.

   Finally, you'll need a concluding paragraph. Restate your key strengths and interest in the position, and include a reference to your CV. Remember to include a formal sign-off and sign your letter.

2 Write.

1. Go to page 73 in your book. Re-read the model and the writing prompt.
2. Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
3. Write your final draft. Share it with your teacher and classmates.

Now I can ...

1. talk about fashion and my fashion footprint. Possible answers

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

Why do you wear the clothes you wear?
I wear brightly coloured clothes because they make me feel energetic!

What's one thing you could do to reduce your fashion footprint?
I'm going to buy clothes from companies that use natural ways of dyeing fabric.

2. use the present passive voice to describe processes.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

First, the jeans are assembled.

Then, the pieces are sewn together.

After that, the jeans are pre-washed (sometimes with stones).

Finally, the jeans are purchased.

3. use *could* and *could have* to make suggestions; use *should* and *should have* to give advice.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

Read and respond to the comment below. Use a form of *could* or *should*.

I threw away all my old coats.
You could have given them to a charity.
You shouldn't have thrown the coats away.

4. write a cover letter to apply for a job.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

Write another reason why you would like the job that you did not include in your cover letter.

I am interested in this position because I have a passion for recycled shoes.

YOU DECIDE **Choose an activity.** Go to page 93.

Units 3–4 Review

1 Read. Choose the correct word to complete the sentences.

Working Together Like Geese

Every year, (1) __b__ of geese (2) __a__ to look for food and nesting locations. They fly in a V-shaped (3) __b__.

Scientists have studied the (4) __c__ behaviour of geese and realised what an (5) __c__ it is. Geese can reach their destination more quickly and use less energy if they (6) __a__ and fly together in this formation.

When geese fly together, each goose provides an extra upward lift for the goose flying behind it. This means that flying together in a V-formation (7) __b__ the whole flock to fly 70 per cent further with the same amount of energy than if each goose flew alone.

When the goose in front of the formation (who uses the most energy) gets tired, it moves to the back of the group. Another goose then becomes the (8) __b__ at the front.

If a goose becomes sick or injured during (9) __a__, two geese will (10) __c__ behind to look after the weak goose until it can fly.

It seems that geese can teach us a lot about teamwork and also about caring for each other's well-being.

1. a. herds	b. flocks	c. swarms	**6.** a. assemble	b. mimic	c. prefer
2. a. migrate	b. breed	c. hunt	**7.** a. assembles	b. allows	c. assumes
3. a. circle	b. formation	c. crowd	**8.** a. flock	b. leader	c. crowd
4. a. crowd	b. potential	c. collective	**9.** a. migration	b. formation	c. collection
5. a. energy	b. area	c. efficient system	**10.** a. wait for	b. stand out	c. remain

2 Read the article. Fill in each blank with the correct word. The first letter of each word is given.

Fleece jackets have become very (1) t__rendy__. They have traditionally been (2) w__orn__ more by climbers, but now they are (3) p__opular__ in cities too as they are warm and (4) a__ttractive__.

Sadly, though, this outdoor jacket is not eco-(5) f__riendly__ and leaves a very negative (6) f__ootprint__ on the environment.

The fleece jacket is full of tiny pieces of plastic that flow into our waterways and then into our rivers and oceans every time we wash it. These tiny pieces absorb dangerous (7) t__oxic__ chemicals like a sponge.

Fish think the microplastics are food and eat them. This eventually has an (8) i__mpact__ on our own food when the fish ends up on our dinner tables.

However, it's not just (9) s__ynthetic__ material that contains these plastics. They are also present in (10) m__anufactured__ food products, soaps and toothpastes. Manufacturers need to take greater (11) r__esponsibility__, and we should also do our (12) p__art__ by choosing our food carefully.

3 Listen. Choose the best ending for each sentence. 020

1. When people heard the national anthem music, they __a__.
   a. started singing
   b. started dancing
2. The people were __a__.
   a. mimicking each other
   b. choosing a leader
3. There didn't seem to be __a__.
   a. a leader
   b. a co-ordinated formation
4. At first, there weren't __b__ singing.
   a. enough people
   b. many people
5. More and more people __b__.
   a. stood up
   b. joined in
6. There was __b__.
   a. too much space
   b. not enough space
7. Fatma __b__.
   a. ran to the café
   b. walked to the café
8. The friends __a__.
   a. joined the people in the café
   b. went off to talk

4 Write. Change each sentence so that the meaning is the same. Use the present passive for 1–4 and *could*, *should*, *could have* or *should have* for 5–8.

1. People use smartphones to scan barcodes.
   Smartphones __are used to scan barcodes__.
2. Textile mills make half of all cotton collected into clothes.
   Half of all cotton collected __is made into clothes__.
3. Machines pull long pieces of dry cloth through a container of hot dye.
   Long pieces of dry cloth __are pulled through a container of hot dye__.
4. They advise farmers to use fewer toxic chemicals.
   Farmers __are advised to use fewer toxic chemicals__.
5. One possibility is to buy your clothes without synthetic dyes.
   __You could buy__ your clothes without synthetic dyes.
6. Why didn't you buy clothes without polyester and nylon?
   __You should have bought__ clothes without polyester and nylon.
7. It would be nice if she asked to borrow my hat.
   She __could ask__ to borrow my hat.
8. Why did you wash your woollen jumper in the machine? You ruined it!
   You __shouldn't have washed__ your woollen jumper in the machine.

Unit 5

Flying High

1 Read the clues. Unscramble the words. Then decode the sentence and decide if it's true or false.

1. ighwet	w e [i] g h t (1)	Measured in pounds or kilos
2. degli	g [l] i d e (8)	Float in the air
3. sapwnnig	w i [n] g s p a n (7)	Distance between wing tips
4. tghifl	[f] l i g h t (12)	The action of flying
5. wololh	[h] o l l o w (4)	Empty
6. leray	e a r l [y] (9)	Not late
7. oras	[s] o a r (3)	Fly upward
8. tfuresea	f [e] a t u r e s (5)	Characteristics
9. falp	f l [a] p (11)	The movement of wings up and down
10. itmiled	l i [m] i t e d (10)	Not great or high in size or number
11. tatpadanio	a d a p [t] a t i o n (2)	A change to improve life in an environment
12. ytilibapac	c a p a [b] i l i t y (13)	The ability to do something
13. vevole	e v [o] l v e (6)	Develop and improve over time

Write the letters according to the numbers to answer this question: *What is the only mammal to fly?*

A b a t i s t h e o n l y m a m m a l
11 13 11 2 1 3 2 4 5 6 7 8 9 10 11 10 10 11 8
t o f l y .
2 6 12 8 9

Is this statement true or false? true

2 Complete the sentences with words from the box. Then decide if the sentences are true or false based on the information on pages 80–81 of your book.

adaptation capability evolved features hollow limited soar weight wingspan

	T	F
1. Animals haven't always had the capability to fly.	✓	
2. Wings probably evolved from body features of insects' aquatic ancestors.	✓	
3. Mammals had an earlier adaptation to flight than reptiles.		✓
4. Bats developed features to help them fly.	✓	
5. Mammals learnt to fly because of their light, hollow wings.		✓
6. The wingspan of the first reptiles was over 10 metres (32 feet).	✓	
7. The wind helped reptiles soar and stay up in the air.	✓	
8. Adaptations over millions of years meant that mammals became lighter in weight.		✓

3 Listen. Write the animal group and name of the animal being described. Complete the information. 021

1. **Animal group:** insect **Name:** blowfly
   a. It can flap its wings 150 times per second.
   b. The features of its flight mechanism are among the most complex in the world.
   c. It is skilled at controlling its flight.
2. **Animal group:** reptile **Name:** flying dragon
   a. It has the capability of flying across half a football field.
   b. Its flight isn't powered by flapping wings but by loose skin on its side.
   c. The loose skin forms a cape and allows a safe landing.
3. **Animal group:** bird **Name:** chicken
   a. It's untrue that chickens aren't capable of flight.
   b. They can fly for a limited distance to escape predators.
   c. Farmers fatten up this bird. Its wings can't support its body weight.

GRAMMAR

Past perfect: Talking about the first of two actions in the past

Marco Polo described man-carrying kites.	Marco Polo **had already described** man-carrying kites by the time Fausto Veranizio designed a parachute.
Fausto Veranizio designed a parachute in 1595. Da Vinci drew a sketch of a parachute in 1485.	Long before Veranizio designed his parachute in 1595, Da Vinci **had drawn** a sketch of one.

We use the past perfect tense (***had/hadn't*** + past participle) to talk about a completed action that happened before another action in the past.

We can use certain time expressions with the past perfect, such as *long before*, *before*, *by the time* and *until that time*.

1 Complete the sentences. Pay attention to which activity happened first.

1. By the time the Chinese experimented (experiment) with kites 2,500 years ago, animal flight had existed (exist) for millions of years.
2. Long before the Chinese started (start) flying kites, early humans had tried (try) to imitate birds.
3. The Chinese had used (use) kites for measuring and signalling before people tried (try) to use them for transportation.
4. Although originally the Chinese had designed (design) kites for military uses, they later used (use) them for fun and entertainment.
5. Before paper made (make) kites cheaper, the Chinese royal family had flown (fly) silk kites.

2 Listen to the history of the jetpack. Number the events in order. 022

4 a. The Jetlev used the force of water.

2 b. The early jetpacks allowed people to jump over small distances.

3 c. Jetpacks were first seen in entertainment.

1 d. A novel called the *The Skylark of Space* inspired future jetpack-based flight.

6 e. 'Jetman' flew next to a plane.

5 f. The Jetlev gave more people the chance to experience a jetpack.

3 Listen again. Complete the sentences. Use the past perfect forms of the verbs from the box. 023

come **develop** **fly** **not be** **think**

1. It wasn't the first time that humans had thought of flying.
2. Jetpacks before the rocket belt hadn't been so stable.
3. The Jetlev was different to the jetpacks which had come before.
4. 'Jetman' had developed a series of jetpacks before he became famous.
5. Before 'Jetman', no one had flown next to a plane.

4 Complete the text. Circle the correct word and write the verbs in the past perfect tense.

Edward E. Smith was a (1) **skilled** / **stable** author who (2) had written (write) many books before his novel *The Skylark of Space*. Although the book was only science fiction, jetpacks soon became a reality. The rocket belt allowed people to (3) **jump** / **walk** small distances in the air and then (4) **descend** / **ascend** on safe ground. These rocket belts were much more (5) **stable** / **skilled** than previous models. Rocket belts later appeared in films and video games. In 2012, the Jetlev was different from other jetpacks because it was the first to use the (6) **parachute** / **force** of water to push people into the air. This design made the Jetlev more controllable than previous jetpacks which (7) had used (use) fuel to power them. Years later, 'Jetman' tried something that no one (8) had proved (prove) was possible before! He flew alongside an Emirates aeroplane without (9) **proving** / **flapping** his wings during his (10) **force** / **flight** next to the plane.

1 **Listen and read.** As you read, notice how aerial vehicles have evolved. 024

Reach *for the* Remote Control

Even before 1903, when the Wright Brothers' dream of human flight had finally come true, remotely controlled aircraft were being tested mainly by the military. For example, during the American Civil War (1861–1865), the military used unmanned (no pilot) hot-air balloons to carry bombs. This wasn't successful partly because of weather conditions. Later, in 1883, the first photo from the air was taken using a kite, a camera and a very long piece of string.

People have been piloting planes for over 100 years, so it makes sense that flight is now evolving into machines that don't need pilots, such as Unmanned Aerial Vehicles (UAVs), or drones. These machines with no pilots are becoming more and more popular.

UAVs mainly come in three sizes. There are large vehicles that might one day carry passengers without pilots and medium-sized ones that are very similar to those used by the military. Then there are much smaller ones, such as quadcopters, that can fit in the palm of your hand.

Many people are nervous about the idea of a plane without a human. But there are already driverless trains between airport terminals and robo-trains in the subways of many cities. We're slowly adapting to automation.

Medium-sized UAVs, or drones, are very useful. They act like cameras in the sky. They're used for observing wildlife, monitoring protected areas and mapping ecosystems and farmland.

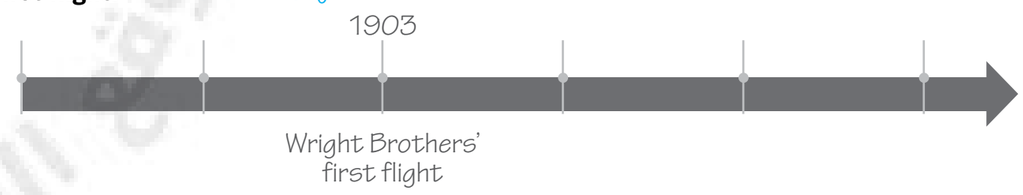
Advances in technology mean that smaller drones have greater capabilities. Quadcopters have four rotors that allow them to ascend, descend and do many different movements. People are only now beginning to realise their full potential. They can be sent into disaster areas or damaged buildings to look for people who are injured or trapped. They can search for chemical leaks, or check pollution levels and they can also be used in new construction.

UAVs have been described as flying smartphones. Maybe one day we'll see them everywhere, like pigeons in a city!

2 **Write.** Answer the questions.

1. How is this article different from the article on pages 86–87 of your book?
   This article talks about flying vehicles without human pilots. The article in the book describes how humans tried to fly.
2. What is a remotely controlled aircraft?
   An aircraft that flies without a pilot on board.
3. What was the first remotely controlled aircraft used for?
   It was used for carrying bombs.
4. Are UAVs now used more in the military or in everyday life?
   They're now used more in everyday life.
5. Why are some people nervous about the future of airlines?
   Because some day aeroplanes and UAVs may have no pilots.
6. How can UAVs help the environment?
   They are eyes in the sky over huge areas and can observe threats to forests and wildlife easily from above.
7. How do you think a quadcopter might be useful in a damaged building?
   It would fly through the building, sending back images of damage and the injured. Rescue workers would know the conditions inside and exactly where trapped people would be. Their response would be faster and more efficient.

3 **On the timeline, show the evolution of the UAV before and after the Wright Brothers' first flight.** Answers will vary.



4 **Write.** Imagine that you had your own drone. How would you use it?
Answers will vary.

GRAMMAR

Past perfect continuous: Talking about the first of two actions in the past

Animals **had been gliding** long before they learnt to fly.
Before they designed a powered plane, the Wright Brothers **had been designing** gliders.
He **had been controlling** the plane with a remote control before it crashed.

We use the past perfect continuous (***had/hadn't*** + ***been*** + present participle) to describe a continuous action (something that had been happening), before another action in the past.

1 Listen. Complete the sentences using the past perfect continuous. 025

1. Before Ryan was seven, he had been drawing pictures of how birds fly.
2. Before modern-day flight existed, Leonardo da Vinci had been thinking and writing on the same topic.
3. Before Ryan became inspired by the capabilities of new technologies, he had been studying how dinosaurs may have moved.
4. Eight years before his research into the colour of the *Archaeopteryx* feather, Ryan had been playing in a band.

2 Answer the questions about yourself. Use the past perfect continuous.

1. Before this school year, how long had you been going to your school?
   Answers will vary.
2. Before you started this year, how many years had you been studying English?
   _____
3. Before you started this activity, how long had you been sitting at your desk?
   _____
4. Before you started this activity, what had you been doing?
   _____

3 Read the letter of complaint. Underline words connected to flight. Then answer the questions.

Is my neighbour allowed to fly his UAV over my garden?

Yesterday, I was watching a documentary for a school assignment when I noticed something flying by the window. I thought it was my neighbour's football.

And then, when I went to the kitchen to get some water, I heard an engine and saw something soaring over the fence. It was a remote-controlled quadcopter! It descended quickly and I saw the 'pilot' as it landed in my neighbour's garden. I went out and he explained that he is allergic to cats and, for months, had been trying to scare a cat away. He'd tried putting hot pepper on the grass and plastic forks in the flowerbeds, but nothing worked!

The day before, he'd been using the quadcopter at work to take aerial photos of traffic. That's when he got the idea of using it to scare the cat away.

As I returned to my assignment, I heard the quadcopter take off again. I saw the cat come out of a flowerbed and jump over the fence into my garden. The UAV followed from above. Can my neighbour keep doing this?

Jonas

1. What had Jonas been doing when he saw something outside the window?
   He had been watching a documentary for a school assignment.
2. What had he been doing when he heard the sound of an engine?
   He had been getting some water from the kitchen.
3. What had his neighbour been doing for months?
   His neighbour had been trying to scare a cat away.
4. How had his neighbour been using the quadcopter before flying it above Jonas's garden?
   He had been using it to take aerial photos of traffic.

WRITING

When we write a classification essay, we first introduce the topic (e.g. restaurant) in an introductory paragraph. Then, we divide the topic into categories (fast-food, vegetarian, seafood and so on). Each category gets its own paragraph. In each paragraph, we describe the shared characteristics that make up the category. Finally, we include a conclusion in which we bring the categories back together again to talk about the main topic.

1 Organise.

1. Your task is to describe two types of animal flight. Look back at the descriptions of flight in different animals in Unit 5 of your book. If you prefer, do some research on the Internet to find other examples. Choose two animals and make notes about their flight characteristics in the table.

Animal 1	Animal 2

2. Plan your writing. You'll need an introductory paragraph. Here you will state which two animals you are going to describe. Include your topic sentence in the introductory paragraph. Write your topic sentence here:

_____

You'll need one body paragraph describing the flight of one animal and a second body paragraph describing the flight of the second animal. Support your description with facts.

Finally, you'll need a concluding paragraph. You'll need to make a statement about the two animals you've chosen and about the topic in general.

2 Write.

1. Go to page 91 in your book. Re-read the model and writing prompt.
2. Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
3. Check your final draft. Share it with your teacher and classmates.

Now I can ...

1. talk about the evolution of flying animals and machines.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

How did flight evolve in animals? Possible answers

Insects developed wings about 350 million years ago that helped them leave the water.

Reptiles started life as gliders and later developed stronger muscles to flap wings.

How did flying machines evolve?

Flying machines evolved from simple kites to gliders that could carry humans.

The Wright Brothers then designed a plane with light wings and an engine.

2. use the past perfect to distinguish the first of two actions in the past.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

Rewrite the sentences to show which action came first.

Dinosaurs became extinct. Birds became skilled fliers.
By the time birds became skilled fliers, dinosaurs had already become extinct.

Fausto Veranizio designed a man-carrying parachute in 1595. George Cayley designed the first stable glider to carry a human.
Fausto Veranizio had already designed a man-carrying parachute before George Cayley designed his glider.

3. use the past perfect continuous to describe the first of two actions in the past.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

Write two sentences using the past perfect continuous. Use the words in the box.

drive	drone	rain	slippery

Paula had been driving for just a few minutes when suddenly she saw a drone.

The roads were all slippery; it had been raining heavily for many hours.

4. write a classification essay to describe two types of animal flight.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

How is flight in bats different from flight in birds?

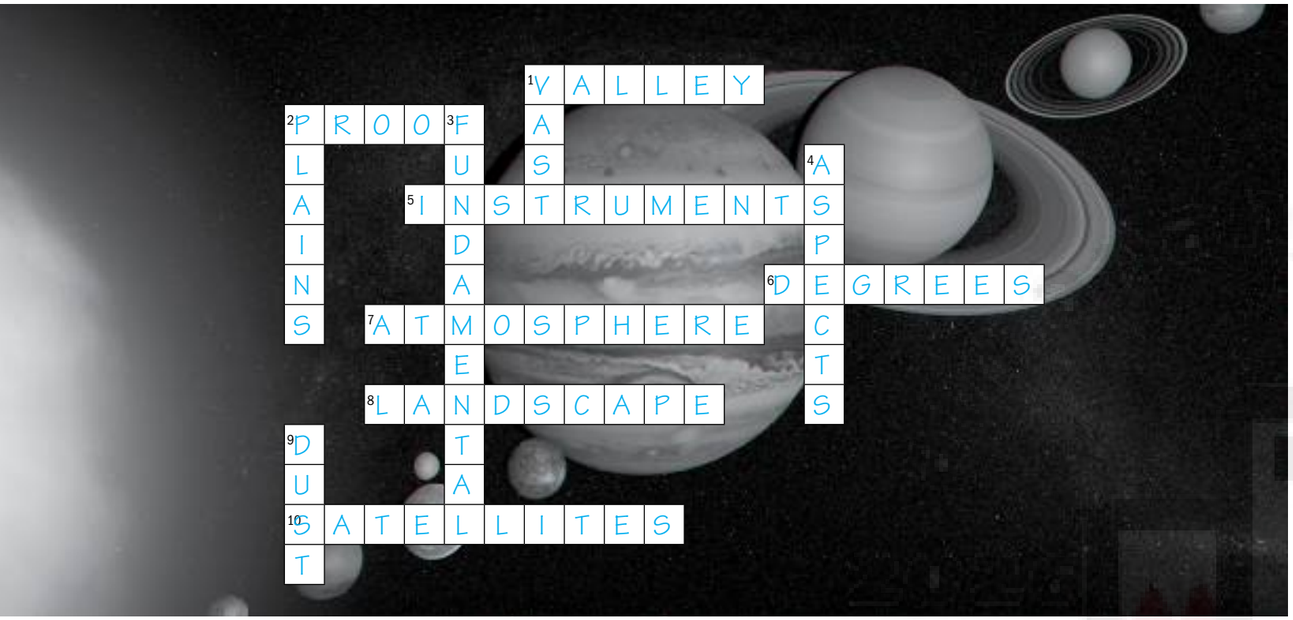
Bats' wings have many joints. An elastic membrane covers the wings to help them ascend quickly. Birds have hollow bones but more rigid wing structures. Feathers help control their flight, but they move less efficiently than bats.

YOU DECIDE **Choose an activity.** Go to page 94.

Unit 6

New Frontiers

1 Complete the sentences. Then fill in the crossword.



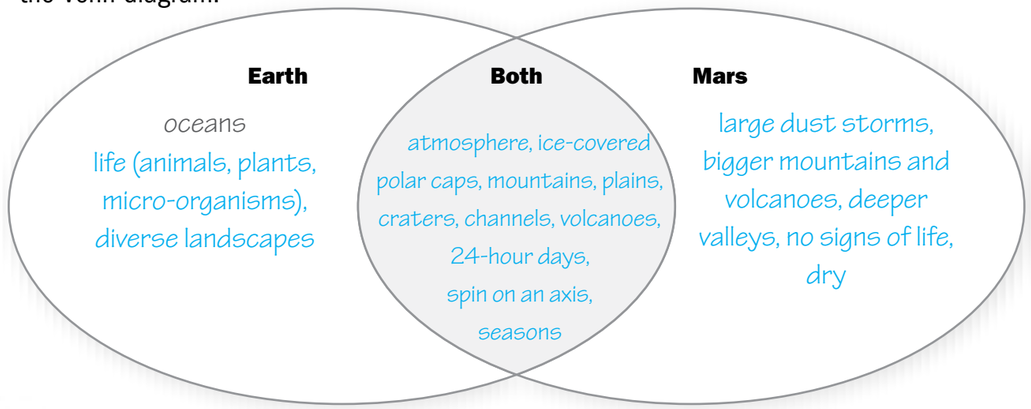
Down

1. The desert seems to have no end. It's so ___vast___.
2. Many cereal crops are grown on ___plains___ because they are flat.
3. Water and oxygen are ___fundamental___ to life.
4. Life and water are ___aspects___ that fascinate scientists.
9. After the ___dust___ storm, they had to clean their roofs and windows.

Across

1. The river ran along the ___valley___ between the mountains.
2. There is now ___proof___ that water really does exist on Mars.
5. ___Instruments___ are tools or devices that help scientists do their work.
6. Temperatures reach 70 ___degrees___ Fahrenheit in the summer on Mars.
7. Earth is surrounded by an ___atmosphere___ made up of different gases.
8. The moon's ___landscape___ is full of craters.
10. ___Satellites___ orbit the Earth and send back information.

2 What aspects of Earth and Mars are similar? What aspects are different? Re-read pages 96–97 in your book and use your own knowledge to fill in the Venn diagram.



3 Listen to the information. Answer the questions. 026

1. Who was Clyde Tombaugh?
   He was the astronomer who discovered Pluto.
2. What did the New Horizons spacecraft detect?
   It detected volcanoes on Pluto.
3. What was the Mars rover, Curiosity, equipped with?
   It was equipped with ten different types of instruments.
4. What were Sputnik and Explorer 1?
   They were satellites.
5. How much oxygen is there in Mars's atmosphere?
   There is less than one per cent of oxygen.
6. What might stop tourists from visiting Mars in future?
   It is very cold on Mars and there are enormous dust storms.
7. What is the temperature at the equator on Mars at midday in summer?
   The temperature is about 70 degrees F (20 degrees C).

GRAMMAR

Present and past conditionals: Talking about unlikely (but possible) or impossible situations

Unlikely but possible	Impossible
If there **were** life on Mars, we **would know** about it by now.	If it **had been** less hazy, we **would have seen** the eclipse.
If we **visited** Mars, we **would find** some aspects similar to those on Earth.	Rovers **might have landed** on Mars sooner if space exploration **had received** more money.

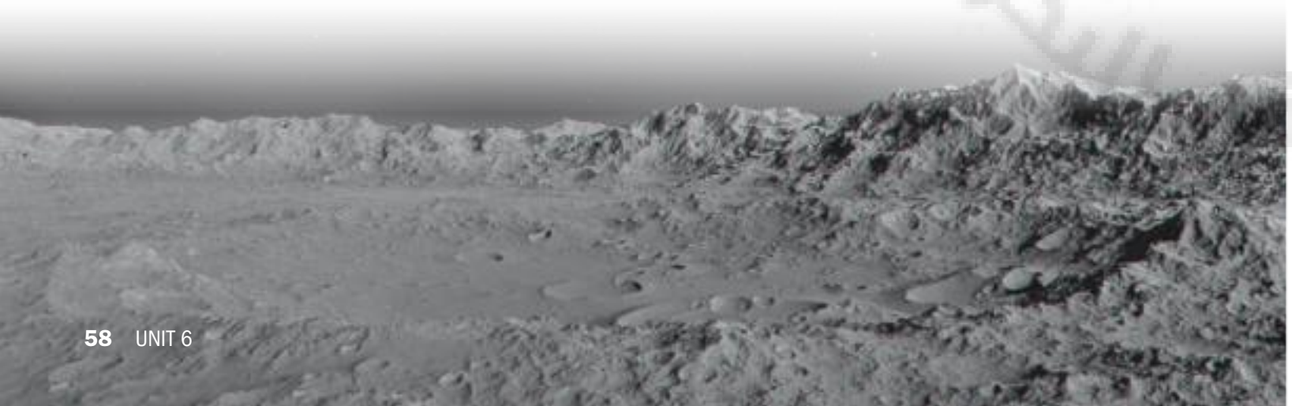
We use ***if*** + past simple, ***would/could/might*** + infinitive (without *to*) to talk about events and situations that are unlikely to happen in the present or future. After *I*, *he*, *she* or *it*, use *were*: *If I **were** an astronaut, I would travel to the International Space Station.*

We use ***if*** + past perfect, ***would/could/might have*** + past participle to talk about impossible or hypothetical events and situations in the past.

The *if*-clause can come first or second in the sentence. When it comes second, no comma is needed: *I would travel to Mars **if** it were possible.*

1 Match the sentence halves. Write the letter on the line.

c 1. If there were tours into space,	a. I would build my own spacecraft and satellite.
b 2. If I had had a good telescope,	b. I might have seen Pluto.
e 3. If I had been more curious at school,	c. I would visit Pluto.
f 4. If I lived in the United States,	d. I would have asked for proof.
a 5. If I were a millionaire,	e. I could have become an astronomer.
d 6. If scientists had discovered life on Mars,	f. I would definitely visit one of NASA's visitor centres.

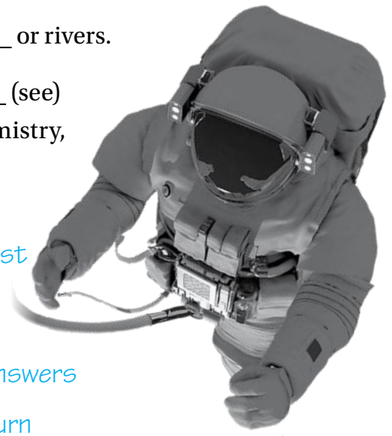


2 Listen to the film summary. Complete the sentences with a conditional. Then choose words from the box to complete the remaining blanks. Circle the two sentences that are false and explain how you know. 027

astronomy | geysers | habitable | hazy | satellite | seasonal dust

1. If the team had known (know) about the seasonal dust storms, they probably would have stayed (stay) inside the base camp.
2. If the weather had been (be) less hazy, the team would have continued (continue) their search.
3. The mission control centre would have rescued (rescue) the scientist if they had had (have) a satellite ready to put into space.
4. If the scientist had studied (study) botany, he would have planted (plant) vegetables.
5. If Mars were (be) habitable, the potatoes would grow (grow) outside.
6. He would have had (have) a shower, if Mars had had (have) geysers or rivers.
7. The reviewer says that if teenagers saw (see) the film, they would want (want) to study chemistry, geology and astronomy.

Number 3 is false. It's a spacecraft they would have put into space, not a satellite. Number 4 is false. He is already a botanist and would have studied botany.



3 Write an appropriate ending for each sentence. Possible answers

1. If more planets had been habitable, I would have lived on Saturn.
2. If the temperature were 30 degrees C (87°F), I would go to the beach.
3. If the diameter of Earth were greater, there might be more continents.
4. If I lived on a plain, I would miss the mountains.
5. If a dust storm had suddenly hit my town, I would have closed all the windows.
6. If my car had been equipped with the technology to travel into the past, I would have travelled back to Ancient Rome.

1 **Listen and read.** As you read, notice the sequence of different things that need to happen to make the rover move. 028

Driving on Mars

A high-tech rover with a vast, red, rocky landscape in the background is now a familiar image. Curiosity is the latest rover on Mars. It cost over US$2 billion to build and it is equipped with highly advanced instruments. This technology and the actual voyage to Mars are already incredible. But have you ever wondered how you actually drive a rover on a planet several million miles away?

Well, a sequence of things needs to happen during the Martian night, while the rover is 'asleep'. A team of about 200 scientists on Earth analyses information that the rover sends back. They discuss what needs to be done next and which instruments will be used. The work is complicated because the scientists need to calculate how much power each instrument will use. Because there are so many instruments, this takes time.

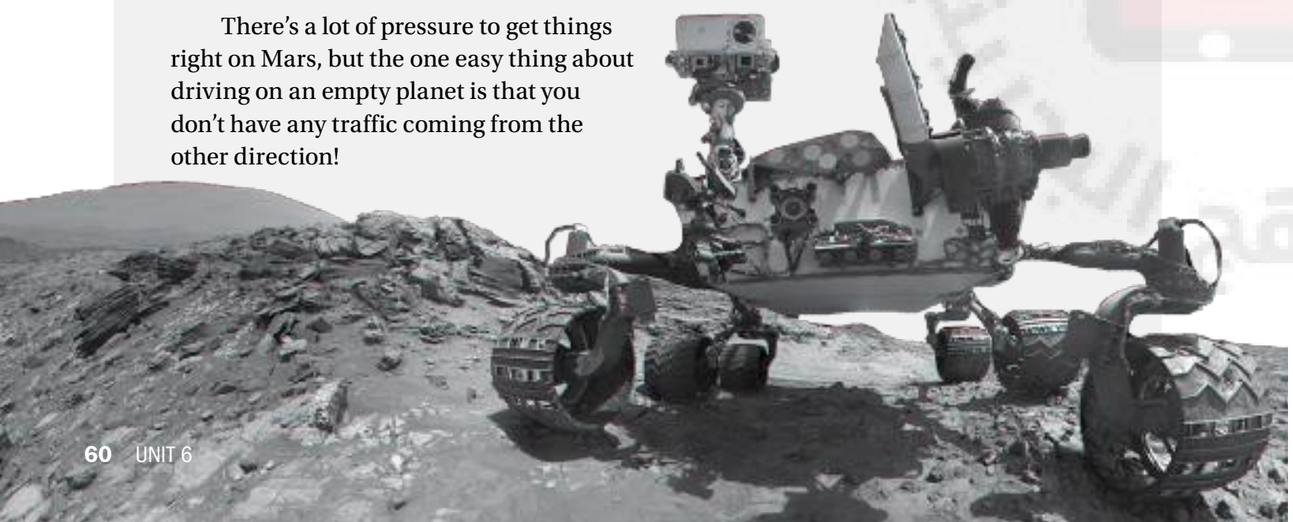
The team writes thousands of lines of computer code to instruct the rover. They map out the best, smoothest route to the next destination. They include where the rover will stop to take pictures or operate an instrument.

Fortunately, the scientists' laboratory has an outside area called the Mars Yard. It's full of sand, dust and rocks of different sizes. Engineers use this area to test software and movements on two Curiosity models and solve any problems they may have.

Every day, a signal is sent to 'wake up' the rover and upload its instructions. This is also complex. The Mars day is 40 minutes longer than an Earth day, which means the working day and the time when the information is sent are continually changing.

Distance is another challenge. Signals between Earth and Mars have to cross up to 250 million miles (401 million kilometres) of space. What is more, the signal isn't direct. It has to go through communication satellites, which takes time.

There's a lot of pressure to get things right on Mars, but the one easy thing about driving on an empty planet is that you don't have any traffic coming from the other direction!



2 **Read.** Choose each correct answer.

1. The text is about __b__.
   a. how the rover's instruments work
   b. how the rover knows what to do
2. While the rover 'sleeps', __a__.
   a. scientists prepare the next day's instructions
   b. scientists also sleep
3. The team of scientists __a__.
   a. programme every movement and task
   b. let the rover make its own decisions
4. Scientists have __b__.
   a. a virtual landscape to practise the rover's movements
   b. a physical space to practise the rover's movements
5. An Earth day is __b__.
   a. longer than a day on Mars
   b. shorter than a day on Mars
6. Signals to the rover __a__.
   a. go through satellites
   b. are direct

3 **Use the organiser below to complete the sequence of how instructions are given to the rover.** Possible answers

scientists analyse data and have meetings → computer codes are written → movements and software are tested → instructions are sent through satellites → the rover wakes up and follows instructions

4 **Write.** If you were one of the scientists, what would be the greatest challenge for you? Give your reasons.

Possible answers: The greatest challenge would be the planning because there are so many scientists to work and co-ordinate with. / The greatest challenge is time and distance. I would need to be patient because Mars is very far away and all the instructions take a long time to reach it through satellites.

GRAMMAR

Adverbs: Comparing how things are done

The instruments detected water **accurately**.	Curiosity has travelled **far** on the plains of the red planet.
The instruments worked **as accurately as** scientists had hoped.	Curiosity goes **as far as** scientists want it to.
The instruments detected water **more accurately than** before.	The rover Endeavor has travelled **further than** Curiosity.
The instruments on Curiosity detected water **the most accurately**.	Endeavor has travelled **the furthest** of all rovers so far.

With comparative adverbs, use ***more ... than***; with superlative adverbs, use ***the most***. With adverbs that have the same form as the adjectives, use ***-er*** and ***-est***: ***fast***, ***faster***, ***fastest***; ***hard***, ***harder***, ***hardest***; ***near***, ***nearer***, ***nearest***.

There are some irregular forms: ***well***, ***better***, ***best***; ***badly***, ***worse***, ***worst***; ***far***, ***further***, ***furthest***.

1 **Listen to each pair of sentences.** Then make changes to the adjective to complete each sentence with the correct use of the adverb. 029

1. Astronauts eat more healthily than I do. (healthy)
2. I think astronauts sleep better at home. (good)
3. Do dust storms happen on Mars as seasonally as hurricanes on Earth? (seasonal)
4. Voyager 1 and 2 have travelled the furthest in the solar system. (far)
5. The rovers Spirit and Curiosity found water more quickly than scientists expected. (quick)
6. Scientists prepare the rover's movements as carefully as they can. (careful)

2 **Write.** Use adverbs to describe how you do things compared to your friends or other members of your family. Answers will vary.

When I go cycling with friends, I can go the fastest.

I normally sleep the longest in my family. / I eat more quickly than my brother.

3 **Read.** Underline all the uses of adverbs comparing how things are done. Then answer the questions.

If I could go anywhere in space, I would go to Pluto. We haven't known much about Pluto until now. Even the Hubble Space Telescope couldn't take pictures of Pluto as clearly as the latest space probe, New Horizons.

New Horizons was launched in 2006. It took nine and a half years to reach Pluto. New Horizons travels faster than any other spacecraft. It can travel a million miles a day! Although the probes Voyager 1 and 2 have travelled the furthest in space, they didn't travel to Pluto as closely as New Horizons.

A team of scientists on Earth produced the most accurately planned sequence of instructions available so that the probe could make hundreds of observations as it flew by Pluto. It sent back the most incredibly amazing photos. Although New Horizons is now further away than Pluto, the small planet is starting to share its secrets.

1. What took the best pictures of Pluto, the Hubble Space Telescope or New Horizons?
   New Horizons
2. How does the speed of New Horizons compare with other spacecraft?
   New Horizons travels faster than other spacecraft.
3. What didn't Voyager 1 and 2 do as well as New Horizons?
   They didn't travel by Pluto as closely as New Horizons.
4. How did a team of scientists on Earth make sure the probe could make good observations as it flew by Pluto?
   They produced the most accurately planned sequence of instructions.
5. Where is New Horizons now?
   It is further away than Pluto.

WRITING

We use persuasive writing when we want to persuade, or convince, our readers to agree with our opinion. One way to organise this type of essay is by presenting both sides of the argument, point by point. Present one argument and then present your counter-argument in the same paragraph.

In the next paragraph, do the same. Present another argument and then present your counter-argument. Remember to use conjunctions such as *but*, *however*, *although* and *in contrast* to link your ideas.

1 Organise.

1. Your task is to write about the argument that it's better to explore the ocean than outer space. To persuade your readers, research facts to support your argument.

	Ocean Exploration	Space Exploration
Argument		
Counter-argument		

2. In your first paragraph, introduce the two arguments you're going to discuss. Write a topic sentence to lead your reader into your essay. Write your topic sentence here.

_____

You'll need at least two paragraphs. In each, present the argument and then your counter-argument.

The conclusion of your essay should make it clear which argument you support.

2 Write.

1. Go to page 107 in your book. Re-read the model and writing prompt.
2. Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
3. Check your final draft. Share it with your teacher and classmates.

Now I can ...

1. talk about space exploration. Possible answers

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

What do you think makes space exploration so exciting?

Space exploration is exciting because we still know so little about other planets. Anything is possible!

Would you like to be a space explorer? Why or why not?

I would like to be a space explorer if the journey were shorter. Planets are so far away that I would miss my friends and family too much!

2. use present and past conditionals to talk about unlikely (but possible) or impossible situations.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

1. Write a conditional sentence about something that is unlikely to happen in the present.

   If I had the money, I would buy my own aeroplane.

2. Write a conditional sentence that expresses an unlikely situation in the past.

   I would have travelled to Mars if there had been a tourist space bus.

3. use adverbs to compare how things are done.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

1. Scientists can drive a rover in space more easily than (easily) a car on Earth.
2. New Horizons has taken the most amazingly (amazingly) detailed photos of Pluto.
3. We know our solar system better than (better) ever before.

4. write a persuasive essay about space and ocean exploration.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

Present a counter-argument for each statement.

Space exploration is important because we can learn a lot about the universe.

Discovering what is on new planets is very exciting, but sending space probes is extremely expensive and takes years to prepare.

Ocean exploration can help us find new minerals.

New minerals may help scientists find cures to diseases, but deep-sea exploration could harm the delicate ecosystem which exists there.

YOU DECIDE **Choose an activity.** Go to page 95.

Units 5–6 Review

1 Read. Choose words from the box to complete the sentences.

allow	**capability**	**descend**	**engines**	**evolve**	**flap**
flight	**limited**	**skilled**	**soaring**	**stable**	**support**

The day when we can all have our own jetpack to ascend and (1) descend wherever we want may be closer than we think.

Up until now, jetpacks only had the (2) capability of remaining in the air for a few seconds. Now that jetpacks have improved features and smaller (3) engines, companies are racing to bring a practical jetpack out onto the market. Of course, the first jetpacks won't be cheap. They'll cost around $150,000, so their use will be (4) limited by price.

So it may still be some time before our airways are full of (5) soaring jetpacks. It's predicted that the first public use of jetpacks will be at special (6) flight 'clubs' where people can rent them and be taught how to use them by (7) skilled trainers.

Businesses will probably be the first to use jetpacks commercially, possibly for flying to meetings or delivering products. Jetpacks could also (8) allow people who work in emergency services, including paramedics and firefighters, to travel across cities and provide help and (9) support quickly.

As the possibilities (10) evolve, it's good to know that whatever happens, there are no wings to (11) flap. That would be exhausting!

2 Listen. Circle each best answer. 030

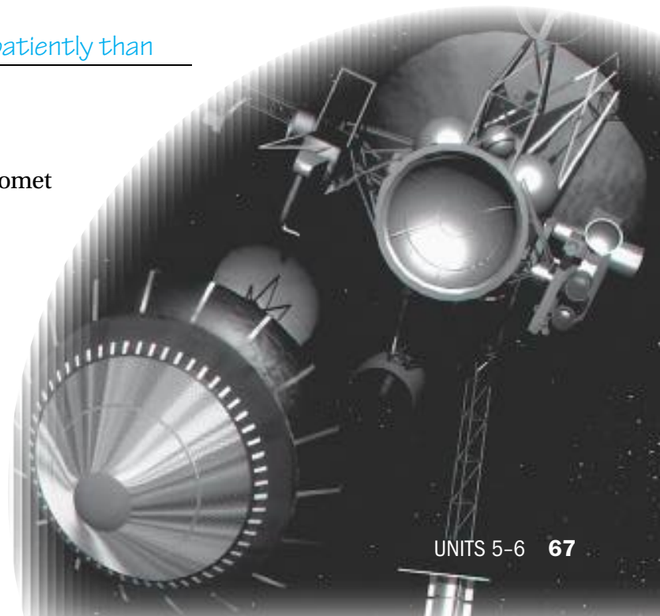
1. In 2015, we discovered that our solar system is *full of dust* / *not such a cold, dark place.*
2. Pluto has a landscape with *plains of solid nitrogen* / *salt lakes.*
3. For 85 years, we only had *a hazy picture of Pluto* / *an artist's impression of Pluto.*
4. One of Saturn's moons has *seasonal dust storms* / *geysers.*
5. Thanks to a lander's solar panels, we saw *the planet Neptune* / *aspects of a comet.*
6. Scientists now have proof that there was once *a vast ancient ocean* / *life* on Mars.

3 Read the situations. Write sentences using the past perfect or past perfect continuous with the words in brackets.

1. Voyager 1 and 2 did not get as close to Pluto as New Horizons. (travel/furthest/space)
   They had travelled the furthest in space.
2. Bats learnt to fly 55 million years ago. (insects/fly/for millions of years before that)
   Insects had been flying for millions of years before that.
3. Pterosaur were flying reptiles. (learn/fly/before birds)
   They had learnt to fly before birds.
4. A small probe landed on a comet. (travel/through space/many years)
   It had been travelling through space for many years.
5. Scientists were excited. (discover/water/Mars)
   They had discovered water on Mars.

4 Read. Use forms of the words in brackets to complete the sentences.

1. If I had lived (live) 6,000 years ago, I would have seen (see) different species of animals.
2. We wouldn't have seen (not, see) photos of Pluto if the space mission had failed (fail).
3. The New Horizons probe is going further than (far) any spacecraft before it.
4. Scientists have been waiting more patiently than (patient) anyone for results.
5. The Rosetta probe had to go as fast as (fast) the comet to travel beside it.



Unit 7

Visual Stories

1 **Complete each sentence with a word from the box.** Then match each picture to the correct sentence. Write the number.

audience	meaningful	oral	shock	subject	visual	witness

4 a. The student gave an oral presentation with images on a screen.

3 b. The witness saw the thief stealing the canvas.

5 c. The painting was meaningful to her.

1 d. The audience showed their anger when the artist didn't appear.

6 e. The image portrayed a man who was in shock .

2 f. Her children were the subject of her portraits.

2 **Read each definition and write the word.** Then use the letters in the circles to spell the name of a famous artist.

1. An image, usually of somebody's head and shoulders — P O R T R A I T
2. Something that is very important and significant — M E A N I N G F U L
3. Special cloth to paint on — C A N V A S
4. The people who watch, read or listen to something — A U D I E N C E
5. Someone who sees something happen — W I T N E S S
6. Spoken, not written — O R A L

The famous artist is P I C A S S O .

3 **Listen.** Complete the notes with a vocabulary word. Tick **T** for *True* or **F** for *False* for each sentence. Then, in your notebook, rewrite the false statements to make them true. 031

	T	F
1. To capture scenes of rainy weather, change your lenses outdoors.	☐	☑
2. After you have the image you want, walk further away from the subject and take the picture again.	☐	☑
3. Help people's understanding of the size of 'big' landscapes by including a person, a car or animals in your photo.	☑	☐
4. Include an animal's habitat to help the visual representation of that animal.	☑	☐
5. Use the flash on your camera to portray buildings when there is little light.	☐	☑
6. Water can cause permanent damage to your camera. You need to carry certain things with you.	☑	☐
7. Make portraits of people meaningful by getting to know them first.	☑	☐
8. Help your memories of photos last by keeping a record of when, where and of whom the photos were taken.	☑	☐

GRAMMAR

Past passive: Describing past actions and processes

Thieves stole a Gauguin painting 40 years ago.	A Gauguin painting **was stolen** by thieves 40 years ago.
Picasso revolutionised art.	Art **was revolutionised** by Picasso.
Art dealers sold paintings for millions of dollars.	Paintings **were sold** by art dealers for millions of dollars.

When we use the passive, we usually focus on the action performed, not on the person performing it. However, when we use the past passive, it's more common to focus on the thing or person performing the action. We do this by using *by*. This is especially true when we talk about artwork and important discoveries.

The passive is more common in formal writing and less frequent in conversation.

To form the past passive, use ***was/were*** + past participle.

1 Rewrite each sentence in the past passive so that the meaning is the same.

1. Researchers found simply painted rocks from 10,000 years ago.
   Simply painted rocks from thousands of years ago were found by researchers.
2. Our ancestors recorded history in a permanent way through paintings.
   History was recorded in a permanent way by our ancestors through paintings.
3. Paintings told stories about the past before cameras.
   Before cameras, stories about the past were told by paintings.
4. Ancient civilizations painted and decorated their ceramic pottery with stories.
   Ceramic pottery was painted and decorated with stories by ancient civilizations.
5. In the past, people made things to last.
   In the past, things were made to last.

2 Listen. Complete the sentences with words from the box and the past passive of the verbs in brackets. 032

abstract	canvas	landscape	masterpiece	permanent	quality	shock	witnesses

1. The masterpiece *Guernica* was painted (paint) by Pablo Picasso.
2. The town of Guernica was bombed (bomb) by the German air force.
3. The shock of war was portrayed (portray) in the painting.
4. More than 1,600 people were killed (kill).
5. The town and landscape were destroyed (destroyed).
6. Reports by witnesses were printed (print) in the newspapers.
7. A mural-size canvas was used (use) for the painting.
8. The subjects were shown (show) in a new abstract style.
9. The painting was returned (return) to Spain in 1981 where it now has a permanent home.

3 Write. Choose a painting by an artist you admire. Find out more about it. Use the past passive and the vocabulary in the box in Activity 2 to write about the painting.

Answers will vary.

My painting is _____ by _____.

_____

_____

_____

_____

_____

_____

1 **Listen and read.** Are you familiar with all the different ways stories can be portrayed? 033

THE WORLD IS A SCREEN

People have always illustrated stories on some sort of screen. First, we had cave walls. Now, we have tablets, smartphones, televisions and cinema screens almost everywhere we go. More than ever, our world is becoming one big canvas of sophisticated, high-resolution images – a modern collection of visual stories.

Digital screens are on our computers and play stations and in headsets or helmets with screens inside. They show us a virtual reality, a 3D world that allows us to interact with it. Digital screens are on our wrists; they're in our hands on smartphones and tablets; they're in shopping centres selling products; they're in cars and aeroplane seats; they're in photo frames and even on our fridges at home.

Screens are everywhere, and most are connected to 'the cloud'. We can control the stories we see on our screens with our fingertips, with our voices or with gestures. What's more, screens are becoming an extension of ourselves, a part of our own personal story. Screens tell us our heart rates, our stress levels, our exercise levels and what we're eating. Companies can even identify what we like and then make certain information or products appear on our screens when we shop on the Internet.

We can take 360-degree images with a smartphone. Social network sites have introduced the possibility of allowing 360-degree videos. These videos allow our friends and fans to see the scenes and stories happening all around us. We can already experience smells and movement in 4D cinemas. Soon 360-degree cinemas will be an experience, too. Audiences will feel like they're right in the middle of a scene, watching the action taking place around them. As Shakespeare said, 'All the world's a stage.' Now that stage is on a screen!

2 **Read and answer the questions.**

1. What were the first 'screens' ever used?

   The first 'screens' were cave walls.

2. How are modern images different from images from the past?

   Modern images are more sophisticated and high-resolution.

3. What digital screen can you wear on your body?

   A headset, helmet and watch.

4. What types of information can a screen tell us about ourselves?

   A screen can tell us about our health and diet.

5. How can we tell our friends stories about ourselves?

   360-degree video allows our friends to see our stories and everything around us.

6. Why do you think the stories are more about how we see things through technology rather than what we see?

   The article talks more about the technology of screens and innovations in this area rather than the type of information we see on the screens.

3 **List five different places we find screens.** Write notes for each and describe one way we use that screen. Possible answers

Screen	Use
1. PlayStation	1. To play video games
2. Smartwatch	2. To see how much exercise I've done
3. Fridge	3. To control the temperature of the food
4. Aeroplane seat	4. To watch a film during the flight
5. 360-degree cinema	5. To experience being inside a film

4 **Write questions.** Find out how your friends or classmates use their screens. Answers will vary.

What time of the day do you look at your first screen? Do you ever look at two screens at the same time (for example, computer screen and smartphone)? What screen do you play games on? Do your parents have a screen in their car? How many screens are there in your home?

GRAMMAR

Reported speech: Describing what others say

She says, 'I can't draw!'	She says (that) she can't draw.
He said, 'I think I will join an art class.'	He said he would join an art class.
'Put the tops on my pens, please.'	The illustrator tells/is telling/told them to put the tops on his pens.
'Will you help me?' she asked.	She asked (me) if I would help her.

We use reported speech to tell someone else what another person said. (This is different from direct or quoted speech when we quote the speaker's exact words between quotation marks.)

When the reporting verb – *say*, *tell*, *ask* – is in the present, there is no tense change to the verb. When the reporting verb is in the past – *said*, *told*, *asked* – the verb tenses change as follows:

present → past *will*, *can* → *would*, *could*

Remember to change the pronouns in the reported speech to represent the speaker's point of view. She said, '*My friend likes landscape paintings*.' *She said* ***her friend*** *liked landscape paintings*.

To report a command, use *told* + person + the infinitive with *to*.

1 **Listen.** Which picture do the speakers talk about? Write A, B or C. Then report what they said. Complete the sentences. Remember to change the pronoun where necessary. 034

A.

B.

C.

B 1. She said landscapes were her favourite paintings.

C 2. He says the subject is a friendly rabbit.

A 3. She said she loved abstract art.

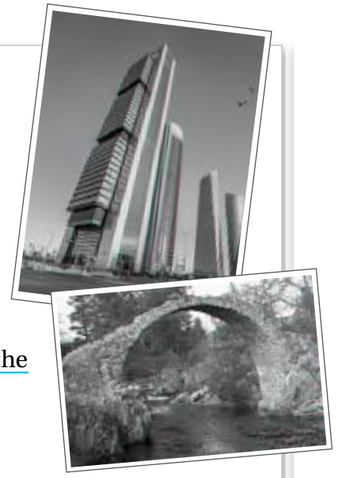
B 4. She said the painting made her want to walk in the countryside.

C 5. He asked if he could learn to draw a comic strip.

A 6. He told me to read about abstract art (while I was) online.

C 7. She asked if comic strips were always black and white.

2 **Read Sol's message to his friend.** Underline the reported speech. Write the actual words people say.



Hi Esme,

I'm looking for ideas for my end-of-year art project. The teacher told us to take a photo of the town that would tell a story. My mum laughed and said that was impossible because the town was so modern! My dad told me to take a photo of the river. He said that before people built roads, they travelled on the river. My uncle says that you can see parts of an old bridge over the river. Serge told me to forget the old stuff and take photos of the modern shopping centre. My grandma says that my grandad was a shipbuilder, so I should visit the port.

I think my sister had the best idea. She asked me if there was one thing that visually represented the town. I couldn't think of one. So she told me to take a lot of photos of the town and use a method called *collage*!

What do you think? Let me know.

Thanks,

Sol

1. The teacher said, 'Take a photo of the town that will tell a story.'
2. My mum said, 'That's impossible because the town is so modern.'
3. My dad said, 'Take a photo of the river.'
4. He said, 'Before people built roads, they travelled on the river.'
5. My uncle says, 'You can see parts of an old bridge over the river.'
6. Serge said, 'Forget the old stuff and take photos of the modern shopping centre.'
7. Grandma says, 'Your grandad was a shipbuilder, so you should visit the port.'
8. My sister asked, 'Is there one thing that visually represents the town?'
9. She said, 'Take a lot of photos of the town and use a method called *collage*.'

WRITING

We use reported speech and quoted speech (when we use quotation marks to surround the exact words a person said) to make what somebody says part of our story. In reported speech, changes of pronoun and tense may be necessary.

As he left, he said, 'I'll be back.'
As he left, he said that he would be back.

'Sit down and have a slice of cake,' my aunt tells me each time I visit.
My aunt tells me to sit down and have a slice of cake each time I visit.

'Do you really like climbing?' my dad asked when I showed him the photo.
My dad asked if I really liked climbing when I showed him the photo.

1 Organise.

1. Your task is to choose a photo of a friend or family member and write the story that the photo tells. Try to remember conversations you had when the photo was taken. Include reported speech and quotations. On the lines below, write some of what was said.

_____
_____
_____
_____
_____

2. Plan your writing. You'll need an introductory paragraph with a topic sentence. Your topic sentence will explain why you chose this particular photo. Write your topic sentence here.

_____

You'll need two to three body paragraphs. Describe the context in which the photo was taken, why it was a memorable occasion and what people said, asked or told you.

Finally, you'll need a short concluding paragraph. Try to summarise what effect the person in the photo and the place or moment has had on your life.

2 Write.

1. Go to page 125 in your book. Re-read the model and writing prompt.
2. Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
3. Write your final draft. Share it with your teacher and classmates.

Now I can ...

1. talk about images to tell important stories.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

'A picture can paint a thousand words.' Do you agree? Why or why not?

Answers will vary.

2. use the past passive to describe past actions and processes.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

Rewrite the sentences using the past passive.

1. The magic lantern used candles to create a moving image.
   Candles were used to create a moving image.
2. Thomas Edison invented a machine to watch cartoons.
   A machine to watch cartoons was invented by Thomas Edison.
3. Robert Capa took meaningful pictures of the Spanish Civil War.
   Pictures of the Spanish Civil War were taken by Robert Capa.

3. use reported speech to describe what others said.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

1. What did a friend say or ask you yesterday? Possible answers
   My friend asked me if I had a healthy snack in my bag.
2. What did a teacher or parent tell you to do last week?
   My/Our teacher told me/us to visit an art gallery.

4. write a narrative essay about the story that a photo tells.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

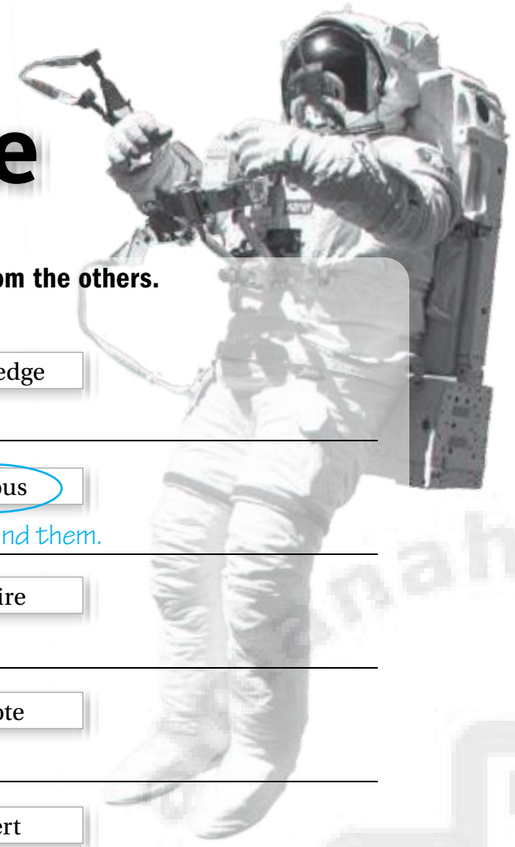
If you could choose one photo to frame tomorrow, which one would it be? Why? Remember a conversation connected to the photo.

Answers will vary.

YOU DECIDE **Choose an activity.** Go to page 96.

Unit 8

Why We Explore



1 Circle the word that is a different part of speech from the others. Then use that word in a sentence.

1. pioneer | high-tech | knowledge
   Explorers use many high-tech tools.
2. investigate | research | curious
   Explorers are often curious about the world around them.
3. purpose | prepare | require
   The purpose of going to school is to learn.
4. curious | pioneer | remote
   Sylvia Earle is a pioneer in ocean exploration.
5. achievement | investigate | expert
   Explorers sometimes investigate remote locations.

2 Use a word from Activity 1 to replace each underlined word or phrase. Make changes to the word where necessary.

1. I am <u>interested</u> to see the views from the hilltop. curious
2. The village is too <u>far away</u>. It will take days to reach. remote
3. I want to be the <u>first person</u> who travels beyond Mars! pioneer
4. She is <u>a skilful</u> researcher. an expert
5. His camera has very <u>sophisticated and modern</u> technology. high-tech
6. I want to go and <u>find out</u> what's in that cave. investigate

3 Listen. Tick **T** for *True* or **F** for *False*. Rewrite any false statements as true. 035

	T	F
1. Sylvia has explored deep and remote parts of the ocean.	✓	
2. Research into the behaviour of tropical fish has been her only achievement.		✓
3. The purpose of building underwater vehicles was to allow scientists to travel easily between Pacific islands.		✓
4. High-tech equipment can help stop illegal fishing.	✓	
5. She feels that the oceans require our immediate attention.	✓	

Possible answers

2. Sylvia has many achievements. One is to protect our oceans and educate people about their importance.
3. The purpose of building underwater vehicles was to investigate the depths of the ocean.

4 Listen again and write three of Sylvia Earle's achievements. Then answer the question about yourself. 036 Possible answers

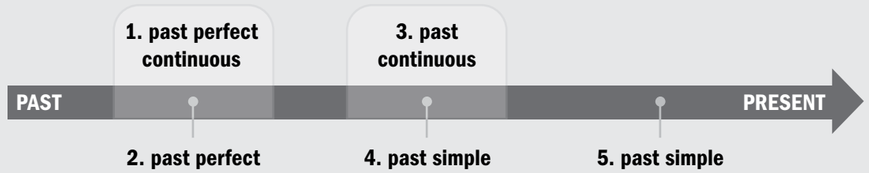
1. She has led many expeditions worldwide.
2. Created 'hope spots' to protect marine life
3. Raised funds to help the Galápagos Islands

What has been your greatest achievement so far? Possible answers

My greatest achievement so far: I ran a half marathon for a charity. I got second place in a writing competition. I learnt to play a musical instrument.

GRAMMAR

Narrative tenses: Telling a story



*I **had been thinking** (1) of becoming a pilot for a long time. I **had** even **done** (2) research about flight schools. Then one day I **was talking** (3) to my cousin and he **told** (4) me I could install flight simulator software on my tablet! And that's how I **learnt** (5) to fly without leaving my house!*

We can use four tenses when narrating stories:

- the past simple (4, 5) for narrating events in chronological order.
- the past perfect (2) for describing an event that happened before another event in the past.
- the past perfect continuous (1) and the past continuous (3) to describe actions in progress or actions that are repeated over a longer period.

1 **Read.** Fill in the blanks with the correct tense for each verb. The numbers refer to the timeline shown above.

1. Lee Berger ___had been digging___ (1, dig) for fossils for 17 years when he ___realised___ (4, realise) he was looking in the wrong place.
2. In 2008, he ___went___ (4, go) back to South Africa and ___took___ (4, take) a new route to a place 17 km. (10 mi.) away from where he ___had been digging___ (1, dig) originally.
3. As he ___was walking___ (3, walk) around, looking for clues with his nine-year-old son, he ___discovered___ (4, discover) an area with 125 new cave sites and 14 fossil caves.
4. By the end of 2009, he ___had found___ (2, find) 700 more caves.

2 **Listen.** Fill in the blanks with a synonym from the box. 037

~~drive~~	encounter	engaged in	exciting
globe	remote	route	set a record

Tracey Curtis-Taylor had been dreaming about flying since she was a young girl. Her (1) ___drive___ for adventure started then, too. She had had her first (2) ___encounter___ with flying at the age of 16. When she was living in South Africa, and had been working there for many months, she realised that she wanted to follow her dream of flying. In 2013, she flew for about 16,000 km. (10,000 mi.) in an old aeroplane over (3) ___remote___ parts of Africa by herself. In 2015, she began another solo flight, following the (4) ___route___ of pioneer Amy Johnson, who in 1930 (5) ___set a record___ for being the first female to fly solo between London and Sydney. The route took Tracey halfway around the (6) ___globe___ and it was her most (7) ___exciting___ flight as a pilot so far.

3 **Fill in the table.** Write the underlined verbs from Activity 2 in the correct columns below.

Past simple	Past continuous	Past perfect	Past perfect continuous
realised, flew, began, took	was living	had had	had been dreaming had been working

4 **Write.** You and a friend had been shipwrecked on a remote island. Answer the questions to explain how you were rescued. In your answers, use at least one of the words in brackets. Possible answers

1. What had you been doing while you waited to be rescued? (investigate, look into, curious)
   We were both curious and had been investigating what was on the other side of the island.
2. What had you done the morning of your rescue that was different from other mornings? (encourage, encountered, set a record)
   The morning of our rescue we encountered a wild animal and set a record for how fast we could both run.
3. What were you doing when you saw the rescue plane? (research, knowledge, route)
   We had been researching an escape route when we saw the rescue plane.
4. What did you do after the pilot landed the plane? (achievement, globe)
   We told the pilot about all our achievements on the island to the pilot and asked him where we were on the globe!

1 **Listen and read.** As you read, notice the reasons we should keep exploring. 038

Will We Ever Stop Exploring?

Humphry Davy (1778–1829), a famous English chemist, was a pioneer in the field of electrochemistry. He believed that people should never stop exploring. He once said that it would be dangerous for the human mind to think that it knew everything about science and nature and that there were no new worlds to conquer.

Some people think we spend too much time and money on exploration, and that we know enough about the universe we live in. But if we didn't keep exploring, we wouldn't find cures for diseases or be able to manage our ocean resources. We wouldn't have knowledge about our past or the reasons for climate change. Without exploration, we wouldn't have the technology we have today, and we wouldn't be looking into the significance of water and life on other planets and moons.

Of course, any exploration involves risks. Even as children, curiosity and the excitement of something being a little dangerous encourages us to look over a neighbour's fence or wonder what would happen if we pressed a button on a machine.

Scientists have been investigating the biological factors that make us explore. They've found that our curiosity and motivation to find and learn new things is driven by a chemical found in our brain. In some people, a high amount of this chemical can increase their level of curiosity.

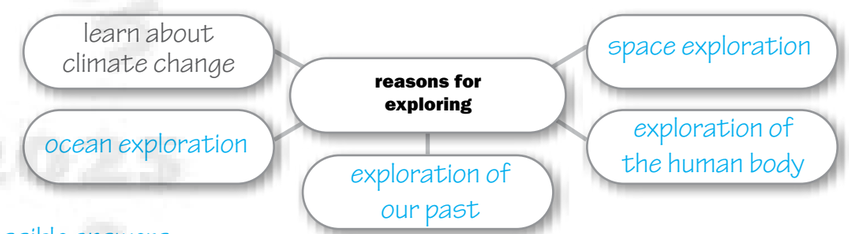
Fortunately, or unfortunately, not everybody has the same amount of this chemical, which explains why we all aren't ready to zoom into space.

Whether it's curiosity, chemicals or special genes in our DNA passed down from our ancestors – the original risk takers – there are many reasons that encourage us to keep on exploring.

2 **Read the article again.** Then circle the correct answers.

1. Humphry Davy believed that ____.
   a. there is nothing left to explore
   b. we would be wrong to think there is nothing left to explore
2. Some people think that ____.
   a. we know enough about the universe
   b. exploration is only about going into space
3. The chemical in our brain is ____.
   a. only associated with children
   b. a chemical we all have
4. Curiosity and motivation ____.
   a. encourage us to explore
   b. weren't traits our ancestors had

3 **Why do people explore?** Complete the idea web with reasons you found in your book. Write one idea in each circle. For each reason, think of, or search the Internet for, an example from real life. Write your examples on the lines.



Possible answers

exploration of the Arctic ice melting

banning of certain fishing methods

Lee Berger's discovery of ancient remains

Rover Curiosity searching for water on Mars

discovering causes and cures for cancer

GRAMMAR

Geographic use of *the*

The Nile River runs through **the Sahara Desert** to **the Mediterranean Sea**.
Christopher Columbus was born in **the Republic of Genoa**, Italy. He sailed past **the Canary Islands** and across **the Atlantic Ocean** four times.
The European Union has more than 400 million people.
I'm from South America. That's in **the southern hemisphere**.

We use *the* with names of mountain groups, rivers, oceans, seas, deserts, island groups, points on the globe (*the South Pole*) and general areas (*the south, the southern hemisphere*).

We don't use *the* with most countries, cities, streets, individual mountains (*Mount Everest*), islands and continents. Exceptions are place names that contain words such as *republic*, *state* or *union* (*the Dominican Republic, the United States*). We also say *the Netherlands* and *The Hague*.

1 **Write *the* or *X* for no article.** Then listen to the geography quiz. Circle the correct answer (**a** or **b**) to each question. 039 Listen again and check your answers. 040

1. a. the Himalayas b. the Alps
2. a. the Atacama Desert b. the Gobi Desert
3. a. X Mt. Fuji b. X Mt. Kilimanjaro
4. a. X Britain b. the United Kingdom
5. a. the Caribbean Sea b. the Red Sea
6. a. the Yangtze b. the Amazon

2 **Read and write.** Answer the questions. Answers will vary.

1. What continents, seas and/or oceans would you need to cross from your home to visit London?

_____

2. If you had a ticket to visit anywhere in the world, where would you go? Why?

_____

_____

3 **Read the postcards.** Write *the* or *X* for no article. Imagine you have just visited a place you always wanted to explore. Write your own postcard. Name at least four geographical places.

Dear Kiko,

Our cruise on the Mediterranean Sea is going very well. It's so peaceful and calm. So far we've visited X Barcelona and the Balearic Islands. Tomorrow, we will stop at X Naples. We hope to see X Mt. Vesuvius. We've never seen a volcano in real life before! Will send you some photos.

See you soon,

Mum and Dad

Hi Mum and Dad,

How are you? Can't believe I finally made it to the top of Machu Picchu, in X Peru. The view over the Andes Mountains was spectacular! At the end of the week, we are going to travel around X Lake Titicaca. We will fly back from X Chile, but not before camping in the Atacama Desert and walking on the beaches of the Pacific Ocean. This is my dream come true! Sending love from X South America.

Francisco

_____

_____

_____

_____

_____

_____

_____

WRITING

If we answer the five Ws: *who*, *what*, *when*, *where* and *why* (*how* is also included in this group) when writing a news report, then we will make sure we include all the necessary details about the situation we are describing. We should try to include most of this information near the beginning of the report. That way, our reader understands what the topic is about and will want to read more.

1 Organise.

1. Your task is to write a news report about an exploration or adventure. You can use a topic from this unit or another exploration that you find interesting. Think of five *Ws* and *How* that you are going to answer. Write each question on a line in the table. Look back through the unit or do some research on the Internet to make sure you can answer your questions.

_____	_____
_____	_____
_____	_____

2. Plan your writing. You'll need an introductory paragraph with a topic sentence. Your topic sentence will state what your news report will be about. Write your topic sentence here:

   _____

   Try to answer your questions in the first paragraph. Use the remaining one or two paragraphs to add extra information.

   Finally, you'll need a concluding paragraph. It will summarise why the exploration or adventure you have chosen is extraordinary.

2 Write.

1. Go to page 141 in your book. Re-read the model and writing prompt.
2. Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
3. Write your final draft. Share it with your teacher and classmates.

Now I can ...

1. talk about why it's important to explore. Possible answers

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

How can space and ocean exploration benefit us? Write a sentence about each.

Space exploration can help us understand how the universe was formed.

Ocean exploration may be able to help us manage our ocean resources better.

2. use narrative tenses to tell a story.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

Describe a time (real or imaginary) when you discovered something. Use the four narrative tenses. Possible answer

I had been walking along the beach looking for a special shell or pebble. My dad had tried to get me to swim, but I wasn't interested. Suddenly, as I was walking, I saw a big, beautiful, red jewel in the sand. I picked it up and screamed. A crab was running up my arm and then fell off my shoulder back onto the sand!

3. use *the* correctly when talking about geographical places.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

Write *the* or *X* for no article.

1. The Danube river starts in X Germany and flows into the Black Sea.
2. The Russian Federation isn't part of the European Union.

4. write a news report about an exploration or adventure.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

Write five *W* questions about exploration from this unit. Possible answers

When did Tracey Curtis-Taylor first fly by herself?

What kind of vehicle did she fly?

Where did she fly?

Why did she fly between London and Sydney in 2015?

How was her journey similar to Amy Johnson's?

YOU DECIDE **Choose an activity.** Go to page 96.

Units 7–8 Review

1 Read. Fill in each blank with a word from the box.

abstract	**canvas**	**images**	**masterpieces**	**meaningful**
method	**permanent**	**represents**	**scene**	**shocking**
sophisticated	**symphony**	**traditional**	**understanding**	**visual**

The Sounds of Visual Stories

Neil Harbisson is an artist who can't see colour. However, thanks to a special device, he now has an (1) understanding of what colour could look like. He wears a (2) sophisticated device that changes all the colours in a (3) scene into sound waves so that each colour (4) represents a musical note. This means he can hear a (5) symphony of colour instead of seeing everything in greys. He feels that this (6) method of hearing colour has made him into a human robot because the device has become a (7) permanent part of him and his senses.

When he goes to an art gallery, Neil listens to the (8) masterpieces of famous artists and understands the colours of the (9) images. At first, he found it (10) shocking because everything was so noisy.

Later, Neil started to paint sound portraits by changing the sounds into colour on a (11) canvas. His subjects may be a piece of music, a speech by a famous person or an everyday object. The results are bright, (12) abstract paintings of colourful rectangles. In this way, Neil creates a (13) visual story through the sounds that are so (14) meaningful to him.

2 Listen. Underline each correct answer. 041

1. The group first started as *animal trainers* / *street performers*.
2. The name Cirque du Soleil is a tribute to *Quebec* / *the Sun*.
3. The performers are from *many different countries* / *Canada*.
4. Costume designers and composers *play an essential part* / *are robotic*.
5. Each show *has 1,300 performers* / *is very visual*.
6. Their audiences *prefer realistic performances* / *are exposed to imaginary worlds*.

3 Read. Then circle the best answer.

The book *Around the World in Eighty Days* was written by the French author Jules Verne. It describes the start of a new global tourism in the late nineteenth century.

The main character, Phileas Fogg, was a rich man. He (1) **had been living** / **was living** alone for many years. He had recently employed a Frenchman called Passepartout, to be his assistant. One day, while he (2) **was reading** / **had read** the newspaper at his club, he saw an article about a new section of railway that had opened in (3) **the** / **X** India. It was now possible to travel around the world in eighty days!

Phileas and his assistant decided to go on the trip around the world. They (4) **were travelling** / **travelled** eastwards around the globe.

Thanks to the time difference, the two travellers managed to make it back across (5) **the** / **X** Atlantic from (6) **the** / **X** United States in eighty days!

4 Write. Change each sentence so that the meaning is the same. Use reported speech for 1–3 and the past passive for 4–6.

1. 'Photos capture a moment in time.'
   The photographer says (that) photos capture a moment in time.
2. 'I'm working on a new painting.'
   She told me (that) she was working on a new painting.
3. 'Exploration can keep your brain sharp.'
   They said (that) exploration could keep your/my brain sharp.
4. They used recycled materials to make the picture.
   Recycled materials were used to make the picture.
5. Their energy and enthusiasm drove the expedition.
   The expedition was driven by their energy and enthusiasm.
6. They built a special boat to sail around the world.
   A special boat was built to sail around the world.

YOU DECIDE Choose an activity. Unit 1

1 Brainstorm as many different jobs as you can in one minute. Then, with a classmate, discuss the different skills and qualities you would need for each job. Which job would you be the best at? Explain why. Use as many words from the box as possible.

co-operative	**helpful**	**patient**
determined	**open-minded**	**responsible**
energetic	**organised**	**self-confident**
enthusiastic	**outgoing**	

2 Use question tags to make statements about the following topics.

Life as an only child
Life as a teenager
Being competitive
Following a recipe
Fast food

Example: *I'm an only child. That doesn't mean I'm spoilt, does it?*

3 Respond to each sentence with the special use of *it*.

I did really well in my exam.
I need to get up.
My bananas are all soft.
The journey takes six hours by car.
The sun is out.

4 **Work in pairs.** It's your birthday. With your best friend, make plans about the different things you can do to celebrate. Decide exactly what you will do. Then discuss.

- Assign roles.
- Practise the conversation.
- Act out the conversation in class, or use a phone or tablet to make a video.

5 **Write.** Choose two superheroes. Write about the ways they are similar and different. Explain which of the two is your favourite and why.

- To plan your writing, follow the steps on page 10 of your workbook.
- Share your writing with your teacher and classmates.

6 You saw this announcement in a local newspaper.

A part-time babysitter is needed for a friendly family in the city. We have two boys, ages 5 and 8. Experience with children is essential. Duties include preparing lunch and taking children outside to play.

Write to the family explaining your experience and why you would be a good candidate for the job. Ask questions about the hours of work and additional duties.

Write approximately 150 words.

YOU DECIDE Choose an activity. Unit 2

1 If you had to choose any animal as a pet, which would you choose? Give your reasons. Compare your choice of pet with a classmate's. Use the following words to help you.

aggressive	**filthy**	**poisonous**
bite	**hurt**	**unpopular**
destroy	**misconception**	**untrue**
disgusting	**misunderstood**	**upset**
fangs	**pest**	**venom**

2 Read the statements. Use the following four expressions to speculate on each situation in the past: *could have, might have, may have* and *must have*.

- The girl was shaking.
- The farmer was angry.
- The family didn't answer when he knocked on the door.

3 Answer the questions in full sentences. Notice if the verbs are followed by infinitives with or without *to*.

- What did you help somebody do recently?
- What things don't your parents let you do at home?
- What chores do your parents ask you to do?
- What do you plan to do next weekend?

4 **Work in pairs.** You want a pet tortoise. Your mum and dad are against this idea.

Role-play the dialogue between you and one of your parents. Come to a final decision.

- Assign roles.
- Think about the arguments for and against having a pet tortoise.
- Practise the dialogue.
- Act out the dialogue in class, or use a phone or tablet to make a video.

5 **Write.** You have asked a friend to look after your pet lizard while you are on holiday. Describe how he/she must look after your pet every day. Make sure you explain what kind of exercise it needs and what to do if it becomes aggressive.

- Research how to look after lizards.
- To plan your writing, follow the steps on page 20 in your workbook.
- Share your writing with your teacher and classmates.

6 Your pet tarantula has escaped! Write a flyer to hand out to neighbours and to put in shop windows. Describe the tarantula and its behaviour so that people are not scared and know what to do when they find it.

Use no more than 100 words to write your flyer.

YOU DECIDE Choose an activity. Unit 3

1 Do you prefer working in a group in class or working on your own? What are the advantages and disadvantages of each? Does your classmate share the same ideas as you? Try to include at least four of the following words in your conversation.

assume	**co-ordinated**	**leader**
belong to	**efficient**	**realised**
consensus		

2 Write each of the following 12 verbs on a strip of paper. Shuffle the strips and place them face down on a table. Turn the strips over one at a time and race your partner to write a sentence using the verb.

be associated with	**point out**
come across	**respond to**
deal with	**talk over**
work out	**think about**
go through	**turn out**
look at	**wonder about**

3 You are part of a group that wants to make changes to improve your town. To get ready for your meeting, rewrite your notes. Use (*not*) *enough*, *too much* and *too many*. Add some more ideas to the list.

- Cars in the town centre
- Need more trees and plants
- Only one sports facility
- Too much litter on the streets
- Families want more green spaces to exercise.

4 **Work in pairs.** You and your partner have just watched a documentary on animal group behaviour. Choose an animal group. Talk about what amazed you about the animals and how group behaviour helps these animals survive.

flock of birds	**pack of wolves**	**swarm of ants**
herd of elephants	**school of fish**	

- Take notes on the two groups of animals.
- Practise the conversation.
- Act out the conversation in class, or use a phone or tablet to make a video.

5 **Write.** Prepare a speech to give to parents whose children are new at your school. Explain why playing a team sport is the best way for students to learn to work together. Give examples of how team sports can be beneficial.

- To plan your writing, follow the steps on page 32 in your workbook.
- Share your writing with your teacher and classmates.

6 A friend has emailed you asking for advice.

From: Joe To: Gloria
Subject: My sister's party

Help! My little sister is going to have her 8th birthday party at home. My mum has asked me to help out with the entertainment. Have you got any ideas for fun group activities I can do with the children? Thank you!

Write an email to your friend with your ideas. Use no more than 100 words.

YOU DECIDE Choose an activity. Unit 4

1 Describe a piece of clothing you see someone wearing without saying what it is. Use at least five words from the list below. Ask a classmate to guess!

attractive	**leather**	**style**
designer	**material**	**synthetic**
eco-friendly	**popular**	**trendy**
fashion		

2 Read the steps to dye a T-shirt using a natural dye.

How to dye a T-shirt using beetroot!

1. Wash the T-shirt.
2. Cut the beetroot, put it in water in a pot and simmer for an hour.
3. Remove the beetroot, put the T-shirt in the red liquid and simmer for one hour.
4. Rinse very well and dry.

Always wash with dark clothes … unless you want some red on all your clothes!

Describe the process using the passive voice.

3 You received this text message from a friend.

My mum says I spent too much money during the summer and I can't buy new clothes for the next three months. ☹ What do I do now? I need to get something cool for the school party!!

Respond with three short text messages. Comment on your friend's problem using *could*, *should*, *could have* or *should have*.

4 **Work in pairs.** Interview a young designer.

- Research a young designer.
- Prepare five questions.
- Assign the roles of interviewer and designer.
- Practise the interview.
- Act out the interview in class, or use a phone or tablet to make a video.

5 **Write.** You see this advert for a job in a fashion shop.

Part-time shop assistant wanted

T-shirts for turtles!

We recycle plastic waste from the ocean and make trendy T-shirts to sell in our shops. Twenty per cent of all profits go to turtle protection charities.

If you are interested in fashion and the environment, please apply.

- To plan your writing, follow the steps on page 42 in your workbook.
- Share your writing with your teacher and classmates.

6 This is part of an email you received from a friend in the United States.

For my homework project, I have to write about what children my age in another country like to wear these days. What's the latest fashion where you live? Do you and your friends like it? Why?

Respond to the email. Write at least 100 words.

YOU DECIDE Choose an activity. Unit 5

1 If you were an animal that could fly, which animal would you be? Why?
Explain your reasons to a partner. How are your animals similar and different? Use the following words to help you.

adaptation	**glide**	**skilled**
allow	**hollow**	**support**
capability	**land**	**take off**
evolve	**limited**	**weight**
flight	**powered**	

2 Your friend, who is studying English, isn't sure how to use the past simple and past perfect tenses to distinguish the first of two actions. Can you help your friend?

I _____ (to be) very scared the first time I _____ (to fly) in an aeroplane when I _____ (to be) four. I _____ (to scream) for an hour before a flight attendant _____ (to give) me a toy! Apparently, all the passengers _____ (to complain). But amazingly, last year I _____ (to learn) to paraglide. My mum can't believe it!

3 Look at the time line of Ana's activities. What had she been doing the hour before?

6 p.m.	Watch a documentary
7 p.m.	Write an essay on the history of flight
8 p.m.	Eat dinner
9 p.m.	Message friends
10 p.m.	Read in bed
	Go to sleep

Example: *Before 6 p.m., Ana had been watching a documentary. Before 7 p.m., ...*

4 Work in pairs. Read the following statement.

A jetpack will be the best way to travel in the future.

Do you agree or disagree with this statement? Give your reasons. Make notes about what you and your partner will discuss.

- Practise your dialogue.
- Act out the dialogue in class, or use a phone or tablet to make a video.

5 Write. Write a classification essay to describe the different flying experiences of hang gliding, skydiving and using a jetpack.

- To plan your writing, follow the steps on page 54 in your workbook.
- Share your writing with your teacher and classmates.

6 Your family wants to plan something special for your mum and dad's wedding anniversary. In a travel magazine, you see this advertisement for helicopter rides.

From the moment you take off, you will feel the excitement of soaring above this amazing waterfall. Come and experience the flight of a lifetime!

Write to the company. Find out more information and ask questions about the helicopter ride.

Write at least 100 words.

YOU DECIDE Choose an activity. Unit 6

1 If you could choose, which place would you explore: space or the depths of the ocean? Talk to a classmate who wants to explore a different place to you. Share reasons for your choices. Use the following words to help you.

aspects	**fundamental**	**proof**
chance	**instruments**	**vast**
detect	**lead to**	

2 Use present and past conditionals to answer the question about the following situation.

What would you have done if planet Earth had been invaded by visitors from other planets?

3 Write a review about a new gadget. Use the suggestions below or your own ideas. Introduce the new gadget, analyse its pros and cons, and draw a final conclusion. Use the following adverbs: *fast*, *accurately*, *efficiently*, *precisely*.

wireless phone charger
smartwatch
portable Bluetooth speaker
electric toothbrush

4 Work in pairs. Interview the first astronaut to travel to Mars.

- Re-read information about Mars.
- Prepare five questions.
- Assign the roles of astronaut and interviewer.
- Practise the interview.
- Act out the interview in class, or use a phone or tablet to make a video.

5 Write. Write about the argument that it's better to focus on looking after our own planet than to send missions to other worlds.

- To plan your writing, follow the steps on page 64 of your workbook.
- Share your writing with your teacher and classmates.

6 Imagine that you're an astronaut on the International Space Station. You are keeping a blog of what your life is like there. Write today's blog.

Write at least 100 words.

YOU DECIDE Choose an activity. Units 7–8

☐ **1** Observe a painter painting. Write about the process in the past passive.

The painter drew an outline of the subject.
She mixed the colours.
She applied the paint to the canvas.
She cleaned her brushes.
She left the portrait to dry.

☐ **2** Rewrite the sentences in reported speech. Indicate who is speaking.

'You can't take photos inside the gallery.'
'Stand in the light to the left of the tree.'
'Can you take my photo next to the statue?'

Use *say*, *tell* and *ask*.

☐ **3** **Write.** Observe a group of people in your town, outside your window or at school. Invent a story about what the scene tells you. Use reported speech and quotations to tell what you think people are saying.

- To plan your writing, follow the steps on page 76 in your workbook.
- Share your writing with your teacher and classmates.

☐ **4** You see this announcement for new after-school clubs in your school magazine.

New Clubs Wanted After School

Table tennis, guitar playing and cooking have been suggested. Make a suggestion and we will publish your article in next month's magazine.

Make a suggestion for an art and photography club. Explain why it would be a good idea. Write at least 100 words.

☐ **1** If you could explore one place in the world tomorrow, which place would it be? Give your reasons. Use at least four words from the box.

achievement	**engage in**	**high-tech**
drive	**exciting**	**investigate**
encounter	**globe**	**knowledge**

Is your place similar to or very different from a classmate's? Talk to a classmate to find out.

☐ **2** **Write.** Find out about a recent exploration or adventure. The exploration could be somewhere local to you or somewhere you have never been. Write a news report about the exploration. Make sure you answer the *W*s and *How*.

- To plan your writing, follow the steps on page 86 in your workbook.
- Share your writing with your teacher and classmates.

☐ **3** Your friend has sent you this email.

From: Nadia To: Lara
Subject: My dad

Hi Lara,

My dad's going to a conference near where you live. He has some free time at the weekend and would like to explore the area. Could you tell me about some places he could visit? He loves art and is very interested in history.

Is getting around easy or should he rent a car?

I look forward to hearing your suggestions.

Thanks for your help!

Nadia

Write your answer in about 100 words.

GRAMMAR BOOK

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Unit 1 Who Am I?

Question tags: Confirming information or seeking agreement

Question tags are short questions at the end of statements. We use question tags:
- to confirm our opinion, or an idea.

Alicia is friendly, ***isn't she****?* (We are not sure if Alicia is friendly.)
- when we are seeking agreement.

You're nervous about the competition, ***aren't you****?* (We are fairly sure that the person is nervous.)

We make question tags with an auxiliary verb + a pronoun.
David likes tennis, ***doesn't he****?*
When the sentence is positive, we use a negative question tag.
Lin also plays the flute, ***doesn't she****?*
When the sentence is negative, we use a positive question tag.
Rick doesn't live near here, ***does he****?*
The question tag for *I am* is ***aren't I****?*

REMEMBER

We use our tone of voice to show if we are confirming our opinion or seeking agreement.

If the voice goes up at the end of the question, it is a genuine question, because we are not sure of the answer.

You're not hungry, ***are you****?*

If the voice goes down at the end of the question, we are asking the person to agree with us because we are fairly sure of the answer already.

You're hungry, ***aren't you****?*

We often use a negative sentence + a positive question tag to ask for things or information, or to ask someone to do something. The voice goes up in these questions.

You couldn't make me a sandwich, ***could you****?*

1 Complete the sentences with *is, isn't, are* or *aren't*.

Example: *You are a chef,* ***aren't*** *you?*

1. She isn't very well, _____ she?
2. I am so funny, _____ I?
3. We _____ going to miss the bus, aren't we?
4. He _____ joking, isn't he?
5. You _____ paying attention, aren't you?
6. They are a great band, _____ they?
7. It's a cold day, _____ it?
8. You are studying English, _____ you?

2 Match the two parts to make questions.

1. They didn't come to the party,	a. won't you?
2. She didn't receive my invitation,	b. isn't she?
3. You will tell me about your trip,	c. did they?
4. I can phone her to apologise,	d. can't I?
5. He won't leave without me,	e. did she?
6. She is very competitive,	f. will he?

3 Complete the questions.

Example: ***I'm not*** annoying you, am I?

1. _____ listening to me, was he?
2. _____ going to be in trouble, aren't they?
3. _____ finish the project by Monday, won't you?
4. _____ afford a new car, can we?
5. _____ like classical music, does he?
6. _____ cooked this dish very well, have they?
7. _____ starting to learn new techniques, isn't he?
8. _____ go out very often, do they?

4 Use the prompts to write question tags. Then write answers.

Example: *you / be / very bossy*
You're very bossy, aren't you? No, I'm not!

1. your friend / sometimes ignore / you
_____ _____
2. your dad / make / the best fish pie
_____ _____
3. Mr Lee / not like / Chinese food
_____ _____
4. your classmates / be / very competitive
_____ _____
5. you / live / near the sea
_____ _____

Special uses of *it*

All sentences (except for commands) need a subject. We can use ***it*** in contexts where no other subject is present. We use ***it*** to talk about:

- the weather.

It's (***It*** *is) cold outside.*

- distance.

It's *a half-mile walk from here. We're late!*

- the time, or to talk about the time of day.

It's *the middle of the night!*

- likes, dislikes and general opinions.

I love ***it*** *when she smiles.*

➔ See grammar box on page 130.

1 **Rewrite the sentences.** Start each new sentence with *It*.

Example: *The weather is wet.*
It's raining.

1. The time is seven o'clock.

_____

2. He's fallen off his bike. How awful!

_____

3. The city is 20 minutes' drive away.

_____

4. The weather is very windy today.

_____

5. People interrupting me makes me angry.

_____

6. When my friends don't answer the phone, I am annoyed.

_____

7. There is snow falling.

_____

8. The ridiculous thing is that I have forgotten my coat.

_____

2 **Put the words in the correct order.**

Example: *when / we / to / the / cinema / go / happy / it / makes / me*
It makes me happy when we go to the cinema.

1. warm / very / today / it / is

_____

2. hot / in / the / desert / it / not / always / is

_____

3. long / a / way / here? / from / is / it

_____

4. win / I / it / first / love / prize / when / I

_____

5. annoyed / I / am / that / it / is / not / often

_____

6. that / drives / me / mad / it / don't / eat / people / healthily

_____

7. like / it / I / when / kind / to / me / people / are

_____

8. understand / it / I / don't / when / rude / people / to / others / are

_____

3 **Complete the sentences with your own ideas.**

Example: *It is bad when* ***people throw litter on the beach****.*

1. It drives me crazy when _____ .
2. I love it when _____ .
3. It makes me annoyed when _____ .
4. I hate it when _____ .
5. It is _____ .
6. It's a _____ .
7. It's strange when _____ .
8. It's unusual that _____ .

WRITING

Write five questions which include *it*-phrases.

Example: ***It****'s annoying when people interrupt you, isn't it?*

Unit 2 Misunderstood Animals

Modals: Speculating about the past

We use ***could have***, ***might have***, ***may have***, ***must have*** + past participle to show how sure or certain we are about past situations.
We use ***could have*** or ***might have*** when we are not sure about what happened (or *why*, *how* or *when*, etc.).
*They cancelled their hiking plans. They **could have read** about that escaped bear.*
*He refuses to go in the water. He **might have seen** a jellyfish.*
We use ***may have*** when we are fairly sure about what happened.
*She won't get out of the car now. She **may have heard** the thunder from the storm.*
We use ***must have*** when we are very sure, or certain, about what happened.
*They took her to hospital immediately. That spider **must have been** poisonous.*

➔ See grammar box on page 130.

REMEMBER

Have does NOT change to *has* in the third person.
*It may **have** been poisonous!*
The modal changes in the negative, NOT the *auxiliary*.
*He **can't have** seen the spider.*

1 Complete the conversation with the correct modal verb.

A: Oh dear! I ___may___ have left my car keys in the house. (fairly sure)
B: You [1]_____ have taken them with you! (very sure)
A: I don't know! I [2]_____ have left them in the car last night. But the car locks itself! (not sure)
B: Let's not panic yet. You [3]_____ have dropped them on the ground. (not sure)
A: I [4]_____ have dropped them. I would have heard that! (not sure)
B: You [5]_____ have ... Let's look for them. (fairly sure)
A: I [6]_____ have left them in my bag. (fairly sure)
B: Yes, you [7]_____ have! They are not anywhere on the ground. (very sure)
A: Or I [8]_____ have put them in the kitchen somewhere ... (not sure)

2 Circle the correct option.

Example: *My stomach hurts. I **may** / **mustn't** have eaten too much!*

1. My English book is not in my bag. I **could** / **might not** have packed it this morning.
2. The lesson was really boring. The teacher **could** / **must** have made it more fun!
3. My sister is going to a party tonight. She **could** / **may** have invited me!
4. I saw a man trip over. He **may** / **may not** have hurt himself.
5. I ate something which made me ill last night. It **could** / **couldn't** have been the fish.
6. It **couldn't** / **may** have been my husband on the train. He was with me all day!
7. Your ankle is very swollen. You **may** / **might not** have sprained it.
8. He **might** / **must** have said that already. I wasn't listening.

3 Read the scenarios. Decide what could/might/may/must have happened. Write sentences.

Example: *The birds have all flown away.*
They may have seen a cat!

1. My little brother has a cut on his knee and is crying.
_____
2. My sister looks very tired this morning.
_____
3. My brother is laughing at the television.
_____
4. The fallen tree was blocking the road.
_____
5. The lion was sleeping in the shade of a tree.
_____
6. I thought I heard something under my bed last night.
_____
7. My cousins are running in the garden.
_____
8. My mother was late home from work.
_____

Infinitives with and without *to*

We use the **infinitive with *to***:
- if the infinitive is the subject of the sentence.

To hold *a lizard is scary.*
- when verbs that express likes and dislikes are followed by an infinitive.

I like ***to collect*** *books.*
- after common verbs such as *want*, *try*, *begin*, *continue*, *hope*, *forget* and *remember.*

I want ***to touch*** *the spider.*
The crocodile tried ***to bite*** *me.*
He forgot ***to feed*** *his pet.*
- after *to be* + adjective.

I'm sad ***to hear*** *your news.*

We use the **infinitive without *to***:
- after modal verbs.

You could ***try*** *holding the snake.*
- after verbs describing senses (*see*, *hear*, *feel*).

I heard the bird ***sing****.*
- with causative verbs (verbs which express cause).

He made me ***do*** *it.*
- with the verb *let*. We don't use ***to***, but we must use an object.

They didn't let me ***drive*** *their car.*

The verb *help* can be used with or without ***to***.
Can you help me ***(to) feed*** *the spiders?*

1 **Circle the correct option.**

Example: *I* ***eat*** / ***to eat*** *fruit in the morning.*

1. We heard the lion **roar** / **to roar** at sunset.
2. They made me **touch** / **to touch** the snake. It was smooth, not slimy!
3. I promise **look after** / **to look after** you in the nature reserve.
4. I remembered **bring** / **to bring** some water on our jungle trek.
5. She didn't want **go** / **to go** diving yesterday.
6. I'll phone George and have him **collect** / **to collect** me from the station.
7. Oh dear. I forgot **pack** / **to pack** the phone charger.
8. That's definitely the place **visit** / **to visit**.

2 **Are these sentences correct?** Tick the correct sentences. Rewrite the incorrect sentences.

Example: *I can't wait see your new pet.*
I can't wait to see your new pet.

1. I really want see some wild animals.
   _____
2. Can I to touch the spider?
   _____
3. I'd love to visit a reptile house.
   _____
4. I saw a leopard to catch a gazelle.
   _____
5. He forgot shut the gate.
   _____
6. I hope we get the chance to see some sharks.
   _____
7. Did your mum let you buy the new cage for your snake?
   _____
8. Did they let you to take photos of it?
   _____

3 **Imagine you are going on holiday with your parents.** Complete these sentences with your own ideas.

Example: *Have you remembered* ***to pack your suitcase****?*

1. Mum, please don't make me _____ !
2. You never let me _____ !
3. When we get on the plane, I want _____ .
4. My wish for this holiday is _____ .
5. I can't believe I forgot _____ !
6. Luckily, I remembered _____ .
7. I can't wait _____ .
8. _____ another night in this hotel would be terrible!

WRITING

Your friend has gone on holiday. You don't know where he/she has gone or what he/she is doing.
Write four suggestions about your friend. Try to include modals and infinitives with and without *to*.
Example: *I know he wanted* ***to swim*** *in a warm sea. He* ***might have gone*** *to Mexico.*

Unit 3 Everybody's Doing It!

Separable and inseparable phrasal verbs

A simple way to understand phrasal verbs is to put them in two groups: separable and inseparable verbs.

Separable verbs can be separated, or split, by the object of the verb.
*The scientists **talked over** the problem.* OR *The scientists **talked** the problem **over**.*
When the object of the verb is an object pronoun, it should always be separated.
*They **worked** it **out**.*
Phrasal verbs – usually a verb + adverb, e.g. *to throw away* – are separable.
*He **threw away** the packaging.* OR *He **threw** the packaging **away**.*

Inseparable verbs cannot be separated. The object (or object pronoun) can only go after the two words.
*The scientists **talked about** the problem. The scientists **talked about** it.*
*The scientists **looked into** the evidence. The scientists **looked into** it.*
Verbs followed by a preposition are inseparable. Common prepositions include: *after*, *at*, *for*, *with*, *into*.
*We **looked after** her cat for the weekend.* NOT *We **looked** her cat **after** for the weekend.*

➔ For lists of separable and inseparable verbs, see Student's Book, pages 151–154.

REMEMBER

There are always exceptions to rules! We can split some inseparable verbs with an adverb.
*The scientists **talked** angrily **about** the problem.*
*The scientists **looked** carefully **into** it.*

However, it is still more common to place the adverb at the end of the sentence.
*The scientists **talked about** the problem angrily.*
*The scientists **looked into** it carefully.*

However, this doesn't apply to all verbs!
***We looked** carefully **after** her cat for the weekend.* ✘
***We looked after** her cat carefully for the weekend.* ✔

1 **Complete the sentences with the phrasal verbs in the box.** Make any necessary changes to the verbs.

~~break into~~	depend on	deal with	get over	go into	look for	listen to

Example: *I lost my keys and had to **break into** my own house!*

1. It took you a long time to _____ your cold!
2. I won't _____ the details now.
3. Winning often _____ luck.
4. I am _____ a book by a Swedish author. Can you help me?
5. I enjoy _____ the radio when I am cooking.
6. You are _____ all your homework very well.

2 **Complete the sentences with the phrasal verbs in the box.** Make any necessary changes to the verbs.

~~bring up~~	cheer up	hand out	hold back	sort out	take off	work out

Example: *My parents **brought** me **up** to be polite.*

1. This puzzle is tricky. Let's _____ it _____ together.
2. Please _____ your shoes _____ when you come in the house.
3. Her disability does not _____ her _____ at all!
4. Seeing your face always _____ me _____!
5. The neighbours _____ their differences _____ by talking to each other.
6. Please will you _____ the assignments _____ to the class?

3 **Are these sentences correct?** Tick the correct sentences. Rewrite the incorrect sentences.

Example: *Last night, we ate at a restaurant out.*
Last night, we ate out at a restaurant.

1. Simon fell the hill down and hurt his shoulder. _____
2. He made the story up. It wasn't true. _____
3. Check out the waves! They're huge! _____
4. Yesterday, I ran my old head teacher into. _____
5. I don't really care olives for. _____
6. I grew in Italy up. _____

Enough, *too many*, *too much*: Talking about amounts

We use ***enough*** to talk about the right amount. ***Enough*** goes before nouns and after adjectives and adverbs.
*I've got **enough** bags, but there are **not enough** volunteers.*
*This coat is **not** big **enough** for me.*

We use ***too many*** and ***too much*** to talk about when there is more of something than is needed.
We use ***too many*** with countable nouns and ***too much*** with uncountable nouns.
*You've put **too many** things in this bag.*
*There's **too much** litter in our neighbourhood.*

1 Complete the sentences with *too many* or *too much*.

Example: *I have watched **too much** television today!*

1. We have got _____ work to do today.
2. They have _____ chores to do today.
3. I shouldn't eat _____ biscuits.
4. Yes, _____ sugar is bad for you!
5. I think I might have used _____ salt!
6. The teacher found _____ mistakes in your maths homework.
7. Let's try to finish the assignment today. It shouldn't take _____ time.
8. I have _____ clothes. I think I'll give some to charity.

2 Circle the correct option.

*I haven't eaten **enough** / **not enough** food tonight!*

1. Do you have **enough** / **not enough** people to help you, or do you need more?
2. There are **enough** / **not enough** people to make a team. We need to call some more.
3. There is **enough** / **not enough** fruit. I need to buy some more.
4. I don't have **enough** / **not enough** time to read the whole article.
5. Environmentalists say that **enough** / **not enough** effort is being made to save the rain forest.
6. Is **enough** / **not enough** being done to conserve endangered species?
7. Have you had **enough** / **not enough** to eat?
8. I can't believe you're still hungry! Is one ice cream **enough** / **not enough** for you?

3 Are these sentences correct? Tick the correct sentences. Rewrite the incorrect sentences.

Example: *You've given me too many money.*
You've given me too much money.

1. There isn't enough time to catch the train.
_____
2. There was too many music in the performance.
_____
3. He didn't give me not enough advice.
_____
4. I put too much oil in the pan.
_____
5. Alex isn't enough tall to ride the rollercoaster.
_____
6. We haven't got enough chair.
_____

4 Complete the paragraph with *enough, not enough, too many* or *too much*.

When I went on holiday to Europe, I thought I had taken ___enough___ money for the trip. In fact, I did have [1]_____ money, but I had taken [2]_____ dollars and [3]_____ euros. There were [4]_____ times when the banks closed and I couldn't exchange my dollars. I could have changed money at a bureau de change, but they charged [5]_____ commission. But I learnt to plan ahead, so that I always had [6]_____ money for a few days. Otherwise, the trip was amazing. There was [7]_____ to see in only two weeks, and there was [8]_____ time to do everything we wanted to. But I don't mind – it just means we have to plan another trip!

WRITING

Write a series of *Life Rules* for people in the 21st century. Use separable and inseparable verbs from this unit, as well as *enough*, *not enough*, *too many* and *too much*.

Example: *You can't have **too many** friends. They will always **cheer** you **up**. Use your gadgets, but don't **depend on** them. You can spend **too much** time on them if you're not careful!*

Unit 4 Fashion Footprints

Present passive: Describing actions and processes

We often use the **present passive** to describe actions and processes.
They use a lot of pesticides to grow cotton. ⟶ *A lot of pesticides **are used** to grow cotton.*
They make clothing from synthetic materials. ⟶ *Clothing **is made** from synthetic materials.*

The passive is formed with *be* + past participle. We use the passive voice:
- to emphasise and focus on the action rather than the person who did it (the agent). The person doing the action is not important.
*These shoes **are manufactured** in Italy.*
- when we don't know who is doing the action.
*A lot of denim **is produced** in Asia.*
- when it is easy to understand who is doing the action.
*More jeans **are bought** in the U.S. than anywhere else.*

In some cases, when we want to mention who or what did the action, we use *by*.
*Jeans **are worn by** a lot of people around the world.*

The negative is formed by putting the word *not* after *be*.
*A lot of American clothing **is not made** in the U.S. any more.*

The objects in active sentences become the subjects in passive sentences.

Active sentences	Passive sentences
*Americans **buy** a lot of jeans.*	*A lot of jeans **are bought** by Americans.*
*They **make** excellent denim in Japan.*	*Excellent denim **is made** in Japan.*
*We mostly **use** blue dye in denim production.*	*Blue dye **is** mostly **used** in denim production.*
*Small mills **produce** limited edition jeans.*	*Limited edition jeans **are produced** in small mills.*
*America **grows** a lot of cotton.*	*A lot of cotton **is grown** in America.*

1 Complete the paragraph with the verbs in the box. Use the present passive.

~~manufacture~~	consider	develop	employ	export	make	use

Almost six million cars *are manufactured* in Germany every year. Many of these cars [1]_____ to countries around the world. German cars [2]_____ to be reliable and well-made. The cars [3]_____ in large factories in cities, such as Dresden. Around 750,000 people [4]_____ in the car industry in Germany. A lot of new technology [5]_____ by German manufacturers. Sometimes, this technology [6]_____ in racing cars as well as in road cars.

2 Complete the sentences with the present passive of the verb in brackets.

Example: *A lot of products **aren't manufactured** in the same countries they are sold. (not manufactured)*

1. A lot of the clothing _____ locally. (make)
2. Leather goods _____ in large factories, often in Asia. (produce)
3. Different labels _____ to the items. (attach)
4. The clothes _____ into shipping containers. (pack)
5. Stones _____ to create different designs and effects. (add)
6. The containers _____ to warehouses all over the world. (ship)
7. Sometimes, the clothing _____ if it is not up to standard. (reject)
8. Much of the world's cotton _____ in America. (grow)

3 Rewrite the sentences in the present passive.

Example: *People make some clothes from wool.*
Some clothes are made from wool.

1. People weave fabric on a loom.
_____
2. People draw new designs.
_____
3. They use a lot of water to produce material.
_____
4. They sell jeans all around the world.
_____
5. Charity shops sell a lot of second-hand clothes.
_____
6. Japan makes them.
_____
7. They paint beautiful designs onto the silk.
_____
8. People assemble the items in factories.
_____

Modals: Making suggestions and giving advice about present and past actions

We use the modals ***should*** and ***shouldn't***:
- to give advice.

*You **should be** more careful about reading labels.*
- to give a sense of obligation or duty.

*I **should do** my homework.*
- to ask for advice.

***Should** I **buy** that jacket?*

We use the modals ***could*** and ***couldn't***:
- to make suggestions.

*You **could reduce** your carbon footprint with a small change like this.*
- to ask if something is possible, or say that it is.

***Could** we **build** a house made entirely of recycled material? Yes, we **could**.*
- to ask for permission.

***Could** I **borrow** your pen?*

To talk about present actions, we use *should/could* + verb.
*You **shouldn't buy** that leather jacket.*
*You **could buy** that denim jacket.*

To talk about past actions, we use *should have/could have* + past participle.
*You **shouldn't have bought** that leather jacket.*
*You **could have bought** that denim jacket.*

➔ See grammar box on page 130.

1 Complete the sentences with *could* or *could have* and the verb in brackets.

Example: *Not buying fur **could help** wild animal populations. (help)*

1. You _____ your money instead of buying that new computer. (save)
2. Please _____ you _____ the clothes at 30˚C? (wash)
3. We _____ less harmful detergent in our laundry. (use)
4. They _____ more to preserve the rain forest in the past. (do)
5. You _____ fewer clothes yesterday! (buy)
6. People _____ not to wear animal products. (choose)
7. We _____ the train instead of the car when we went to London. (take)
8. The last government _____ more laws to protect animals. (pass)

2 Complete the sentences with *should* or *should have* and the verb in brackets.

Example: *We **should have realised** that wearing fur was wrong.*

1. _____ we _____ environmentalists more carefully in the 60s? (listen to)
2. _____ we _____ animals to suffer? (allow)
3. We _____ fewer pesticides when we grow cotton. (use)
4. They _____ farm animals more space to move around. (give)
5. _____ you _____ that leather coat last week? (buy)
6. People _____ not to wear fur a long time ago. (choose)
7. We _____ our clothes unless they really need it. (not wash)
8. The hunters _____ that lion last year. (not kill)

3 Are these sentences correct? Tick the correct sentences. Rewrite the incorrect sentences.

Example: *Should you help me, please?*
Could you help me, please?

1. Could fur farms be allowed these days?

   _____

2. This small change could really help.

   _____

3. You could be more careful when crossing the road.

   _____

4. Should you buy that coat last week?

   _____

5. Should we have planted the seeds by now?

   _____

6. I shouldn't have ate so much!

   _____

WRITING

Write your own rules and ideas about the environment. Use the present passive and *should* or *could*. Use your answers to Activity 1 to help you.

Example: *Fewer pesticides **should be used**.*

Unit 5 Flying High

Past perfect: Talking about the first of two actions in the past

We use the **past perfect** (subject + *had/hadn't* + past participle):
- to refer to an action completed in the past before another action, event or moment in the past.

*Pterosaurs **had already disappeared** by the time modern birds evolved.*
*By the time humans tried to fly, the capability of flight **had developed** in four groups of animals.*
- in reported speech, when the speech being reported is in the present perfect.

'I have flown in from New York,' she said. ⟶ *She said she **had flown** in from New York.*
- to express an imaginary situation in an *if*-clause.

*If I **had grown** wings, I would not have got stuck in traffic!*

Note: *if*-clauses will be covered in Unit 6 and reported speech in Unit 7.

➔ See grammar box on page 130.

1 **Circle the correct option.**

Example: *My mum had gone / went to work by the time I got up.*

1. We **hadn't seen** / **haven't seen** the news but we heard it on the radio.
2. She **designs** / **had designed** the poster before she read the email.
3. I **had fell** / **had fallen** asleep before the programme finished.
4. They**'d never seen** / **'ve never seen** a space capsule before they visited the museum.
5. I **wanted** / **had wanted** to help on the project, but they finished it before I arrived.
6. Our teacher wanted to know if we **have studied** / **had studied** for the exam.
7. My friend asked me if I **have borrowed** / **had borrowed** her dictionary.
8. He said he **had found** / **did find** my necklace.

2 **Write five sentences.** Use the past perfect forms of the verbs from the box.

~~eat~~	visit	leave	go	fly	design

Example: *I was invited for lunch but I said I **had** already **eaten**.*

1. _____
2. _____
3. _____
4. _____
5. _____

3 **Complete the sentences with the past perfect of the verb in brackets.**

Example: *The plane **had left** by the time we reached the airport. (leave)*

1. Humans _____ to fly long before the Wright brothers' successful flight in the 20th century. (try)
2. They _____ many different devices before they found a stable design. (built)
3. The Chinese _____ kites long before Marco Polo wrote about them. (invent)
4. Leonardo da Vinci _____ a long time studying flying objects before he designed his own machine. (spend)
5. He _____ his flying machine carefully but it still didn't fly. (design)
6. The Wright brothers _____ about flying since early childhood. (dream)
7. Pilots _____ to continue flying Concorde but it proved to be too expensive. (want)
8. It _____ possible for planes to fly faster than the speed of sound before jet engines. (not be)

4 **Change the statements from direct speech to reported speech.**

Example: *'I tried to call you,' said Sally.*
Sally said she had tried to call you.

1. 'I've invented a flying machine,' said Leonardo da Vinci.
   _____
2. 'We've built a hot-air balloon,' said the Montgolfier brothers.
   _____
3. 'I've seen kites carrying men in China,' said Marco Polo.
   _____
4. 'We've flown a plane!' exclaimed the Wright Brothers.
   _____
5. 'We haven't flown very far,' they added.
   _____
6. 'I've flown faster than the speed of sound!' said Chuck Yeager.
   _____
7. 'I've designed a parachute,' said Fausto Veranzio.
   _____
8. 'We've landed on the moon,' said the astronauts.
   _____

Past perfect continuous: Talking about the first of two actions in the past

We use the **past perfect continuous** (subject + *had/hadn't* + *been* + present participle):

- to show that one action had been happening before another action in the past.

*Before Louis Bleriot first crossed the English Channel in an aeroplane in 1909, pilots **had been using** hot-air balloons.*

- to emphasise the length of time an action lasted for.

*The Wright brothers **had been working** on powered flight for several years before Wilbur Wright flew for 2 hours and 19 minutes in 1908.*

- to refer to an action in the past that was in progress but was interrupted by another action.

*I **had been watching** television for hours when suddenly I heard the telephone.*

➔ See grammar box on page 130.

REMEMBER

We often use *when*, *before*, *for* and *since* with the present perfect continuous.

*They'd been watching the news **when** the TV exploded.*
*Had they been waiting long **before** the plane took off?*
*I'd been trying to log on **for** hours.*
*The villagers had been asking for broadband **since** 2013.*

1 Change the verbs to the past perfect continuous.

Example: *I thought.* ***I had been thinking.***

1. We went. _____
2. They played. _____
3. You worried. _____
4. She laughed. _____
5. He cried. _____
6. You worked. _____
7. I watched. _____
8. It developed. _____

2 Write sentences using the verbs from Activity 1.

Example: *I had been thinking **about him when he suddenly arrived!***

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

3 Complete the sentences using the past perfect continuous of the verb in brackets.

Example: *Chuck Yeager **had been working** as a test pilot for eight years when he flew at Mach 2 in 1953. (work)*

1. Yeager _____ fighter planes for three years before he became a test pilot. (fly)
2. Two days before he broke the sound barrier, Yeager _____ a horse when he fell and broke two ribs. (ride)
3. Da Vinci _____ about flight for years before he built a flying machine. (think)
4. He _____ his machine for years before he showed it to anyone. (build)
5. He _____ engineering before he became a fighter pilot. (study)
6. They _____ to visit the exhibition before they read the good reviews. (not plan)

WRITING

Write sentences about the progress made by pioneers in flight over the centuries.
Use the past perfect and past perfect continuous.
Example: *Leonardo da Vinci **had been thinking** about flying since he **was** a child.*

Unit 6 New Frontiers

Present and past conditionals: Talking about unlikely (but possible) or impossible situations

This unit covers two types of conditional sentences (*if*-clauses): present (Type 2) and past (Type 3) conditional sentences.

We use Type 2 conditional sentences to talk about situations that are unlikely but possible to happen in the present or future.
If *I* ***were*** *a scientist, I* ***would focus*** *my research on Saturn.*
He ***would be*** *a space tourist* ***if*** *he* ***had*** *the money.*

To form the Type 2 conditional sentence we use:
- ***if*** + past simple, ***would/could/might*** + infinitive (without *to*).

If *I* ***knew*** *how to fly a plane, I* ***would apply*** *for a job as an astronaut.*

We use Type 3 conditional sentences to talk about impossible situations in the past (they have already happened).

To form the Type 3 conditional sentence we use:
- ***if*** + past perfect, ***would/could/might have*** + past participle.

If *I* ***had been*** *alive in the 1950s, I* ***would have trained*** *to become an astronaut.*

The *if*-clause can go before or after the main clause. When the sentence begins with the *if*-clause, use a comma. When the sentence starts with the main clause, don't use a comma.
If *there* ***were*** *tours into space, I would visit Mars.*
I would visit Mars ***if*** *there* ***were*** *tours into space.*

1 **Complete the Type 2 conditional sentences.** Use the verbs in the box.

be	find	get	know	leave	live	~~have~~	not miss	spend

Example: *I would buy a plane if I* ***had*** *enough money.*

1. If I _____ good at maths, I would become an astronaut.
2. If you _____ more time in France, you would learn French more quickly.
3. His father would be very angry if he _____ what he'd done.
4. If I _____ near the sea, I would want to own a boat.
5. I wouldn't go into space even if I _____ the chance.
6. If she _____ so many training sessions, she would be in the team.
7. What would you do if you _____ some money in the street?
8. If they _____ earlier, they wouldn't be late for school.

2 **Match the two halves to make complete sentences.**

1. If I had been a NASA scientist in the 1960s,
2. I would have loved to have flown on an Apollo mission
3. If she hadn't attended Space Camp,
4. If they hadn't been so determined to succeed,
5. If he had studied more languages,
6. We would invest in more space programmes

a. if I had been an astronaut in the 1960s.
b. he could have been an astronaut.
c. it would have been so exciting.
d. if the cost wasn't so high.
e. she wouldn't have ridden in a space-flight simulator.
f. they would never have landed on the moon.

3 **Complete the sentences.** Write the verb in brackets in the correct tense.

Example: *If I* ***were*** *rich, I would give my money to good causes. (be)*

1. If we _____ more money in space travel, we would want to study Mars. (invest)
2. If I knew her telephone number, I _____ her. (call)
3. I would travel to Australia if I _____ more time. (have)
4. If I were old enough to fly a plane, I _____ to fly a jumbo jet. (want)
5. If it wasn't raining outside, I _____ for a walk. (go)
6. If I had gone to university, I _____ engineering. (study)
7. I would have been frightened if I _____ the earthquake. (feel)
8. If I had known about the eclipse, I _____ to the cinema! (not go)

4 **Complete the sentences with *would/could/might have* + past participle.** Use your own ideas.

Example: *If I had been born 40 years earlier,* ***I would have been an explorer****.*

1. If I had lived in the 18th century, _____ .
2. If we had listened in science class, _____ .
3. If I had learnt how to play the guitar, _____ .
4. If we had not turned right at the junction, _____ .
5. If they had not invented the wheel, _____ .
6. If I had had more time, _____ .
7. If you and I had known each other five years ago, _____ .
8. If we hadn't learnt Chinese, _____ .

Adverbs: Comparing how things are done

Adverbs describe verbs.
The new satellite transmits data ***efficiently****.*
Regular adverbs are formed by adding *-ly* to the end of the adjective.
slow ⟶ *slowly*
quick ⟶ *quickly*
Irregular adverbs do not take *-ly*.
good ⟶ *well*
fast ⟶ *fast*

When we want to make comparative statements about how things are done, we use the same structures for adverbs as we use for comparative and superlative adjectives.

- ***as … as***

The last satellite didn't transmit data ***as efficiently as*** *the new satellite.*

- ***more … than***

The new satellite transmits data ***more efficiently than*** *the last satellite.*

- ***less … than***

The last satellite transmitted data ***less efficiently than*** *the new satellite.*

- ***the most …***

The new satellite transmits data ***the most efficiently*** *of all the satellites.*

When the irregular adverb is the same as the adjective, the comparative and superlative form remains the same.
The new rover travels ***fast****.*
The last rover didn't travel ***as fast as*** *the new rover.*
The new rover travels ***faster than*** *the last rover.*
The new rover travels ***the fastest*** *of all the rovers.*

➔ See irregular verbs list on page 132.

1 Match the comparative adverbs.

1. not as tall as	a. less precisely than
2. faster than	b. not as slowly as
3. earlier than	c. worse than
4. harder than	d. shorter than
5. not as accurately as	e. not as easy as
6. not as well as	f. not as late as

2 Complete the sentences with the superlative form of the adverb.

Example: *Planes fly faster than helicopters, but rockets fly* ***the fastest****.*

1. Hand-held telescopes are clearer than binoculars, but commercial telescopes are _____ .
2. I understand robots better than my brother, but my sister understands them _____ .
3. I eat more than my parents, but my brother eats _____ .
4. My brother arrived home later than me, but my parents arrived _____ .
5. The helicopter flies higher than the hot-air balloon, but the jet flies _____ .
6. Lions are faster cats than leopards, but cheetahs are _____ .

3 Complete the second sentence so that it has the same meaning as the first.

Example: *Jet planes don't travel as fast as rockets.*
Jet planes travel ***more slowly than rockets****.*

1. Old engines work less efficiently than new ones.
   New engines work _____ .
2. Jet engines work more reliably than diesel engines.
   Diesel engines don't work _____ .
3. He explained things less clearly than I wanted.
   He didn't explain things _____ .
4. She did not speak Spanish as fluently as me.
   She spoke Spanish _____ .
5. I did not arrive as late as I thought I would.
   I arrived _____ .
6. We fell asleep more slowly than the night before.
   We didn't fall asleep _____ .

4 Make comparative sentences with the adverbs. Use your own ideas.

Example: *(slowest)* ***Walking is not always the slowest way to get around a city.***

1. (faster) _____
2. (clearly) _____
3. (less reliably) _____
4. (the most efficiently) _____
5. (more accurately) _____
6. (longer) _____

Past passive: Describing past actions and processes

The **past passive** has a similar structure to the present passive (see Unit 4).
To form the past passive we use: *was/were* + past participle.
*Paint **was** usually **made** by mixing colours with oils.*
We use the passive to emphasise an action rather than the person who performed the action (the agent).
However, when we use the past passive, it is common to focus more on the agent performing the action, especially when talking about artwork, buildings or discoveries. We do this by using *by*.
*Many different styles **were explored** by painters.*
The past passive is more common in written language, especially in academic texts.
The negative is formed by putting the word *not* after the auxiliary verb.
*Sometimes, artworks signed by an artist **were not painted** entirely by them, but with the help of assistants.*

➔ See grammar box on page 131.

REMEMBER

We use the verb *be* as the auxiliary in all passive tenses. In the past passive, we use:
- *was* for singular subjects.

*The changing light during the day **was captured** by Monet.*
- *were* for plural subjects.

*Different colours **were favoured** by different artists.*

1 Complete the sentences with the past passive of the verb in brackets.

Example: *Paintings **weren't** always **displayed** in museums. (not displayed)*

1. The Ashmolean Museum in Oxford _____ in the late 1600s. (establish)
2. Before museums, most artworks _____ in private homes and palaces. (show)
3. Artists _____ busy by rich patrons. (keep)
4. Their work _____ by rich people. (buy)
5. Originally, they _____ to develop new styles. (not encourage)
6. Impressionist art _____ by many people at first. (not appreciated)

2 Rewrite the sentences in the past passive so that the meaning is the same.

Example: *Artists mixed colours on a palette.*
Colours were mixed on a palette (by artists).

1. Assistants helped many artists in their studios.
_____
2. People painted cave paintings.
_____
3. Da Vinci sketched out his inventions.
_____
4. Researchers recorded the data.
_____
5. Pablo Picasso completed *Guernica* in June 1937.
_____
6. He painted it as a protest against the town's destruction.
_____
7. He first exhibited it at the Paris International Exhibition in 1937.
_____
8. Sometimes, people don't understand abstract art.
_____

3 Read. Answer the questions in full sentences using the past passive.

Diego Velázquez was the leading artist of the Spanish Golden Age. He was the official artist at the court of King Philip IV of Spain. He completed his most famous work, *Las Meninas*, in 1656. The figures he painted were the daughter of the king, Margarita Teresa, and her ladies-in-waiting. Behind them, Velázquez portrayed himself working at a large canvas. The king and queen themselves were depicted in a mirror in the background. The king was very happy with the painting, possibly because it was painted from his perspective. He kept it hanging in his private quarters for the rest of his life. The royal family passed it to the Prado museum when it opened in 1819.

Example: *Who employed Diego Velázquez?*
Diego Velázquez (He) was employed by the court of King Philip IV of Spain.

1. When was *Las Meninas* completed? _____
2. Was the king's daughter shown in the painting? _____
3. Was Velázquez included in the painting? _____
4. Where was the painting first hung? _____
5. Where was the painting moved to in 1819? _____

Reported speech: Describing what others say

We use **reported speech** (indirect speech) when we tell someone else what another person said. We don't use the speaker's exact words or use quotation marks.

We use reported speech to tell someone else:

- something that is being said now.

'I'm drawing a tree.' → *He says he is drawing a tree.*

- something that was said in the past.

'I'm drawing a tree.' → *He said he was drawing a tree.*

Generally, reported speech, unless it is reported immediately, involves a change in tense between the direct speech and the reported speech.

present		**past**
will	→	*would*
'I will save my money,' she said.		*She said she **would** save her money.*
can	→	*could*
'Can I borrow your pencil?' he asked.		*He asked if he **could** borrow my pencil.*
must	→	*had to*
'I must find the address,' she said.		*She said she **had to** find the address.*

➔ See grammar box on page 131.

REMEMBER

Change the pronoun in reported speech to show the speaker's point of view.

*'Can **I** borrow **your** pen?'* → *He asked if **he** could borrow **my** pen.*

When reporting commands, use *told* + person + the infinitive with *to*.

'Go to bed!' said Mum. → *Mum **told me to go** to bed.*

WRITING

Write sentences of reported speech with the past passive.

Example: *'Van Gogh's* Sunflower *series was painted in 1888–9,' said the guide.*

The guide said that Van Gogh's* Sunflower *series had been painted in 1888–9.

1. 'People didn't consider him a great artist during his lifetime,' said the guide.
2. 'He gave one of the early *Sunflower* paintings to Gauguin,' the guide added.
3. 'I don't think it was painted especially for him,' said the guide.
4. 'The artist's genius was not understood by his contemporaries,' added the guide.

1 **Rewrite the statements as reported speech.** Pay attention to the changes in the tense and the pronoun.

Example: *'We are painting a seascape,' he said.*

He said they were painting a seascape.

1. 'I like to sketch on an iPad,' she said.

   _____

2. 'I prefer to use watercolours,' I replied.

   _____

3. 'It takes me a long time to finish a painting,' said the artist.

   _____

4. 'I love going to art galleries,' he said.

   _____

5. 'I really enjoy fishing,' my grandfather said.

   _____

6. 'It's great to be outside,' he added.

   _____

7. 'I don't like going to museums,' he said.

   _____

8. 'I visited the Louvre last weekend,' she said.

   _____

2 **Complete the reported sentences with the correct tense and pronoun.**

Example: *'You will have a test in your next lesson,' my teacher said.*

*My teacher said **we would have** a test in our next lesson.*

1. 'I'll make a picnic for lunch,' said my grandfather.

   My grandfather said _____ a picnic for lunch.

2. 'You can take a photo and copy it,' said the artist.

   The artist told _____ a photo and copy it.

3. 'Can you meet me by the river?' asked Emil.

   Emil asked if _____ by the river.

4. 'Do you like my painting? she asked.

   She asked me if _____ painting.

5. 'I've been waiting for you for ages,' said Pete.

   Pete said _____ for ages.

6. 'You can borrow my laptop,' said her brother.

   Her brother said _____ laptop.

Unit 8 Why We Explore

Narrative tenses: Telling a story

When we tell a story set in the past, we can use four different tenses:
- the **past simple** for completed actions in the past and for narrating past events in chronological order.
*He **closed** the cockpit, **switched on** his engine, **checked** his instruments and **taxied** towards the runway.*
- the **past perfect** to refer to an action completed in the past before another action in the past.
*He found a manufacturer to build an aeroplane from donated parts that **he had received**.*
- the **past continuous** to talk about actions that were in progress at a particular time in the past.
*The sun **was shining** and the birds **were singing** as he walked over to his plane.*
- the **past perfect continuous** to show that one action had finished before another in the past.
*He **had been waiting** on the runway for 10 minutes before he was cleared to take off.*

1 **Complete the table.** Use the Irregular verbs list on page 132 if necessary.

Verb	Present participle	Past participle
prepare	preparing	prepared
receive		
feel		
fly		
be		
learn		
offer		
accept		
go		
start		
meet		

2 **Change the sentences from the past simple to the past perfect.**

Example: *The adventurer crossed the Atlantic in record time.*
*The adventurer **had crossed** the Atlantic in record time.*

1. She made an emergency landing in the Egyptian desert.
_____
2. She flew non-stop across the whole continent.
_____
3. I found out a lot about her journey online.
_____
4. My friend and I read the blog.
_____
5. We were fascinated by her exploits.
_____

3 **Change the sentences from the past simple continuous to the past perfect continuous.**

Example: *He was learning to fly for years.*
*He **had been learning** to fly for years.*

1. I was climbing the mountain.
_____
2. We were standing on the summit.
_____
3. My friends were coming up to join us.
_____
4. I was hiding behind a rock.
_____
5. We were celebrating our ascent.
_____

4 **Use your answers from Activity 3.** Add another clause in a different tense.

Example: *He had been learning to fly for years **when he flew his first jet.***

1. _____
2. _____
3. _____
4. _____
5. _____

Geographic use of *the*

We use ***the*** with names of:
- mountain ranges.

*Edmund Hillary went climbing in **the Himalayas**.*
- rivers/oceans/seas.

*John Hanning Speke discovered the source of **the Nile**.*
- deserts.

*Despite the extreme enviornment, a variety of wild animals live in **the Sahara Desert**.*
- groups of islands.

*Columbus discovered **The Bahamas**.*
- points on the globe.

*Amundsen's expedition was the first to reach **the South Pole.***
- general areas.

*Alabama and Mississippi are considered part of **the South**.*
- some countries.

*Lewis and Clark crossed **the United States**.*

We capitalise *the* when it forms part of a name.
*I live in **The** Hague in **the*** (not part of the name) *Netherlands.*

We don't use *the* with most countries, cities, streets, individual mountains, continents or islands, but there are exceptions to this!

1 Tick if *the* is needed in the sentence.

Example: *In around 1427, The Azores were discovered.* ✔

1. It is possible that **the** Antarctic peninsula was first seen in 1820. ☐
2. Ibn Battuta was an early explorer of **the** Middle East. ☐
3. **The** Mont Blanc is the tallest peak in the Alps. ☐
4. A Frenchwoman explored **the** South Pacific in the 1700s disguised as a man. ☐
5. The longest lake in the world is **the** Lake Tanganyika. ☐
6. **The** Mount Kilimanjaro was first climbed in 1889. ☐

2 Complete the sentences with *the* or – (if *the* isn't needed).

Example: *Last year, we went on holiday to **the** Philippines.*

1. _____ Cuba is the largest Caribbean island.
2. Amundsen was the first person to reach _____ South Pole.
3. _____ South Africa is wild in parts, with large game species roaming free.
4. The explorer travelled to _____ West Indies.
5. _____ Amazon rainforest is largely unexplored.
6. They journeyed through _____ India, and ended up in _____ Mumbai in _____ west.

3 Rewrite the sentences using capital or lower case letters where necessary.

Example: *Many English villages have a street named the street in them. It is usually the main street, and would once have been the only Street.*
*Many English villages have a street named **T**he **S**treet in them. It is usually the main street, and would once have been the only **s**treet.*

1. Many early explorers named places after geographical features, for example the rio grande, or 'large river'.

   _____

2. Gradually, European explorers began to name places after the sponsors of their expeditions, or their own rulers, for example lake Victoria in east Africa.

   _____

3. Andorra is a small european Country located between france and spain.

   _____

4. At almost 7,000 m., mount Aconcagua is the highest mountain in south america.

   _____

5. Kenya, the country, was named after mount kenya, the second highest peak in Africa after Kilimanjaro.

   _____

WRITING

Write a paragraph about explorers and the places they explored. Use as many of the four tenses covered in this unit as possible.

Example: *America is named after Amerigo Vespucci, who first established that Columbus **had discovered** a new continent. It was while **he was travelling** along the east coast of South America that he **made** this discovery. He **had been trying** to find east India.*

Grammar boxes

Unit 1 Special uses of *it*

Structures with *it*	
It + *to be* + adjective + clause	***It****'s strange that we've had so much rain.*
Subject + verb + ***it*** + *when*-clause.	*I hate* ***it*** *when the alarm goes off.*
It + verb + object pronoun + adjective + *when*-clause.	***It*** *drives me crazy when I have to hurry.*
It + *to be* + adjective + infinitive.	***It*** *is strange to think that the town has been flooded.*

Unit 2 Modals

	Affirmative	Negative	Question	Short answers
I / You / He / She / It / We / They	must have seen	mustn't (must not) have seen	Must ... have seen ...?	Yes, ... must. No, ... mustn't.

Unit 4 Modals

	Affirmative	Negative	Question	Short answers
I / You / He / She / It / We / They	could/should	couldn't (could not)/ shouldn't (should not)	Could/Should ...?	Yes, ... could/ should. No, ... couldn't/ shouldn't.

Unit 5 Past perfect

	Affirmative	Negative	Question	Short answers
I / You / He / She / It / We / They	had flown	hadn't (had not) flown	Had ... flown?	Yes, ... had. No, ... hadn't.

Unit 5 Past perfect continuous

	Affirmative	Negative	Question	Short answers
I / You / He / She / It / We / They	had been watching	hadn't (had not) been watching	Had ... been watching?	Yes, ... had. No, ... hadn't.

Unit 7 Past passive

Verb	Active sentence	Past passive sentence
to explore	Painters *explored* many different styles.	Many different styles *were explored* (by painters).
to make	Artists *made* paint by mixing colours with oil.	Paint *was made* by mixing colours with oil.
to develop	Artists *developed* different techniques.	Different techniques *were developed* (by artists).
to create	Goya *created* many of his works at night.	Many of Goya's works *were created* at night.

Unit 7 Reported speech

Direct speech	Reported speech
Present simple *'I paint landscapes,' he said.*	Past simple *He said he painted landscapes.*
Present continuous *'I am reading a book,' she said.*	Past continuous *She said she was reading a book.*
Past simple *'I sculpted a statue,' said John.*	Past perfect simple *John said he had sculpted a statue.*
Past continuous *'I was working on a painting,' she said.*	Past perfect continuous *She said she had been working on a painting.*
Present perfect simple *'I have drawn a sketch,' said Ann.*	Past perfect simple *Ann said she had drawn a sketch.*
Present perfect continuous *'I've been sketching for hours,' he said.*	Past perfect continuous *He said he had been sketching for hours.*
Will *'I will show you later,' he said.*	*Would* *He said he would show me later.*
Can *'I can paint with oils,' said Tim.*	*Could* *Tim said he could paint with oils.*
Must *'I must finish the sketch soon,' he said.*	*Had to* *He said he had to finish the sketch soon.*

Irregular verbs

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	were	been	leave	left	left
beat	beat	beaten	lend	lent	lent
become	became	become	let	let	let
begin	began	begun	lie (down)	lay	lain
bend	bent	bent	light	lit	lit
bet	bet	bet	lose	lost	lost
bite	bit	bitten	make	made	made
bleed	bled	bled	mean	meant	meant
blow	blew	blown	meet	met	met
break	broke	broken	overcome	overcame	overcome
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burn	burnt	burnt	quit	quit	quit
buy	bought	bought	read	read	read
carry	carried	carried	ride	rode	ridden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	rise	rose	risen
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
deal	dealt	dealt	sell	sold	sold
dig	dug	dug	send	sent	sent
dive	dived	dived	set	set	set
do	did	done	sew	sewed	sewn
draw	drew	drawn	shake	shook	shaken
drink	drank	drunk	shine	shone	shone
drive	drove	driven	show	showed	shown
dry	dried	dried	shrink	shrank	shrunk
eat	ate	eaten	shut	shut	shut
fall	fell	fallen	sing	sang	sung
feed	fed	fed	sink	sank	sunk
feel	felt	felt	sit	sat	sat
fight	fought	fought	sleep	slept	slept
find	found	found	slide	slid	slid
flee	fled	fled	speak	spoke	spoken
fly	flew	flown	spend	spent	spent
forbid	forbade	forbidden	spin	spun	spun
forget	forgot	forgotten	stand	stood	stood
forgive	forgave	forgiven	steal	stole	stolen
freeze	froze	frozen	stick	stuck	stuck
fry	fried	fried	sting	stung	stung
get	got	got	stink	stank	stunk
give	gave	given	strike	struck	struck
go	went	gone	swear	swore	sworn
grind	ground	ground	sweep	swept	swept
grow	grew	grown	swim	swam	swum
hang	hung	hung	swing	swung	swung
have	had	had	take	took	taken
hear	heard	heard	teach	taught	taught
hide	hid	hidden	tear	tore	torn
hit	hit	hit	tell	told	told
hold	held	held	think	thought	thought
hurt	hurt	hurt	throw	threw	thrown
keep	kept	kept	understand	understood	understood
kneel	knelt	knelt	wake	woke	woken
knit	knitted	knitted	wear	wore	worn
know	knew	known	weave	wove	woven
lay	laid	laid	win	won	won
lead	led	led	write	wrote	written

NOTES

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Light trails reflection over the stream, Incheon, South Korea

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