



# Oxford DISCOVER Grammar

Student Book

4

Jenny Quintana

OXFORD

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UNIVERSITY PRESS

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# Contents



Jay



Meg



Harry



Anna

<b>1</b>	The Future of Space Travel	Predictions with <i>Will</i>	4
<b>2</b>	Space Tourism	Future Real Conditional	8
<b>Module 1 Review</b>			<b>12</b>
<b>3</b>	Ancient Places	Verbs Followed by Infinitives	14
<b>4</b>	Lost Cities	Verbs Followed by Gerunds	18
<b>Module 2 Review</b>			<b>22</b>
<b>5</b>	Chocolate	Present Continuous for Future Plans	24
<b>6</b>	Food Combining	Polite Offers	28
<b>Module 3 Review</b>			<b>32</b>
<b>7</b>	The New Street Art	Indefinite Pronouns	34
<b>8</b>	New Artists	Offers with <i>Shall</i> and <i>Will</i>	38
<b>Module 4 Review</b>			<b>42</b>
<b>9</b>	Old Towns	Indefinite Pronouns	44
<b>10</b>	New Towns	Tag Questions	48
<b>Module 5 Review</b>			<b>52</b>
<b>11</b>	Accidental Science	Order of Adjectives	54
<b>12</b>	Being Healthy	<i>Used To</i>	58
<b>Module 6 Review</b>			<b>62</b>
<b>13</b>	The School Magazine	<i>Must, Mustn't, Have to, Don't Have to</i>	64
<b>14</b>	Read the News	Present Perfect	68
<b>Module 7 Review</b>			<b>72</b>
<b>15</b>	Emergency: Paramedic	Present Perfect Questions and Short Answers Present Perfect with <i>Ever</i> and <i>Never</i>	74
<b>16</b>	Storms	Present Perfect with <i>Already, Just, and Yet</i>	78
<b>Module 8 Review</b>			<b>82</b>
<b>17</b>	Amazing Trees	Present Perfect with <i>For</i> and <i>Since</i> Present Perfect with <i>How long ... ?</i>	84
<b>18</b>	Artificial Nature	Present Perfect and Simple Past	88
<b>Module 9 Review</b>			<b>92</b>
<b>Grammar Reference</b>			<b>94</b>

## 1

## The Future of Space Travel

## Discover Grammar

A Listen and read. 02



## Science Today

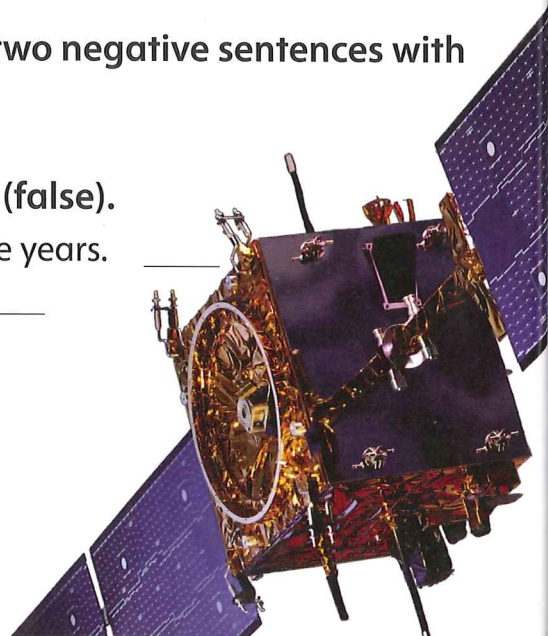
Scientists predict the future of space travel.

- Q Will ordinary people travel into space in the next five years?
- A No, they won't. Trips today cost thousands of dollars. Ordinary people won't have enough money. But scientists predict space travel will be cheaper in 20 years. And then space tourism will grow.
- Q How will tourists travel into space?
- A I think scientists will build new spacecraft. They'll build spaceports, too. A spaceport is like a station for trains, or a port for ships!
- Q Will tourists stay in space?
- A Yes, they will. People will build space hotels.

B Read again. Underline three questions with *will*, two negative sentences with *won't*, and six affirmative sentences with *will*.

C Are the sentences true or false? Write *T* (true) or *F* (false).

- 1 Ordinary people will travel into space in the next five years. \_\_\_\_\_
- 2 Space travel will be more expensive in 20 years. \_\_\_\_\_
- 3 Space tourism will grow in the future. \_\_\_\_\_
- 4 Space tourists will travel in old spacecraft. \_\_\_\_\_
- 5 Scientists will build spaceports. \_\_\_\_\_
- 6 Tourists will stay in space hotels. \_\_\_\_\_



# Learn Grammar

## A Read and learn.

### Predictions with *Will*

Use *will* or the short form *'ll* and the infinitive to make a prediction. A prediction is something we believe about the future. We often use it after *I think*, or *I believe*.

*I think scientists will build new spacecraft.*

*Will* is the same for each person. It doesn't change.

*Space tourism will grow.*

*They'll build spaceports, too.*

*Will space tourism grow? Yes, it will. / No, it won't.*

*How will people get to the moon? On fast spacecraft.*

*Where will people sleep on the moon? In space hotels.*

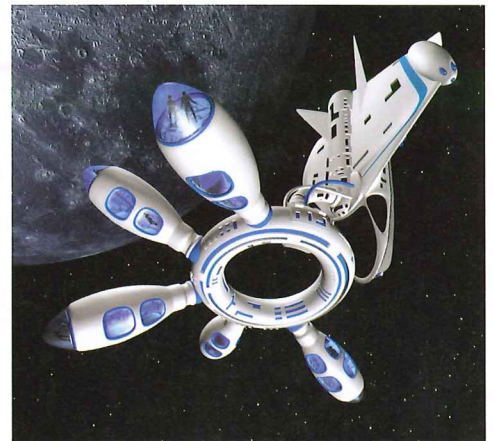
Use *will not* or the short form *won't* and the infinitive to make a negative prediction.

*Ordinary people won't have enough money.*



## B Check the correct sentences.

- 1 a Tourists will stay in space hotels.
- b Tourists will to stay in space hotels.
- 2 a A spacecraft wills be fast and comfortable.
- b A spacecraft will be fast and comfortable.
- 3 a Astronauts won't wear spacesuits.
- b Astronauts won't to wear spacesuits.
- 4 a Will tourists to visit the planets?
- b Will tourists visit the planets?



## C Complete the questionnaire with *will* or *won't*.

### Space Questionnaire

Tell us your predictions for the future of space travel for the next 20 years!

Q <sup>1</sup> \_\_\_\_\_ astronauts return to the moon?

A Yes, they <sup>2</sup> \_\_\_\_\_. Astronauts <sup>3</sup> \_\_\_\_\_ return to the moon very soon.

Q <sup>4</sup> \_\_\_\_\_ astronauts land on Mars one day?

A Yes, they <sup>5</sup> \_\_\_\_\_. But they <sup>6</sup> \_\_\_\_\_ land on other planets in the next 20 years.

Q <sup>7</sup> \_\_\_\_\_ people have spacecraft at home?

A No, they <sup>8</sup> \_\_\_\_\_! That would be crazy!

Answers by Sam, age 10

**D** Write the sentences. Use *will* and *won't*.

Tell us more! What will your life be like?

1 my parents / build / a house / on the moon

---

2 we / go / on vacation / in space

---

3 my brother / have / his own spacecraft

---

4 I / not stay / on Earth

---

5 I / fly / around the galaxy

---

Answers by Mara, age 10

**E** Listen and complete the questions.  03



1 Mara \_\_\_\_\_ tourists \_\_\_\_\_ in space?

Sam They'll travel in space planes.

2 Mara What about robots? \_\_\_\_\_ robots \_\_\_\_\_ the spacecraft?

Sam Hmm. No, they won't. I think astronauts will drive the spacecraft.

3 Mara \_\_\_\_\_ tourists \_\_\_\_\_ on space trips?

Sam Yes, they will. They'll go on trips to the moon and Mars.

**F** Act it out.

**G** Write the questions. Use *will*.

1 **Sam** they / build / a hotel / on the moon / ?

\_\_\_\_\_

**Mara** Yes, they will! It will be fantastic!

2 **Sam** it / have / a swimming pool / ?

\_\_\_\_\_

**Mara** Yes, it will. It'll have a movie theater, too.

3 **Sam** where / people / eat / ?

\_\_\_\_\_

**Mara** They'll eat in space restaurants. It'll be great!

4 **Sam** people / go / on moon walks / ?

\_\_\_\_\_

**Mara** Yes, they will. It will be so much fun!

**H** Complete the text with *will* or *won't* and the verbs in parentheses.

**My Space Hotel**

In 2030, they <sup>1</sup> \_\_\_\_\_ (build) a hotel on the moon. People <sup>2</sup> \_\_\_\_\_ (travel) there by space plane. It <sup>3</sup> \_\_\_\_\_ (not be) cold inside the hotel. They <sup>4</sup> \_\_\_\_\_ (use) special computers, and it will be sunny all the time. Tourists <sup>5</sup> \_\_\_\_\_ (not feel) bored. They <sup>6</sup> \_\_\_\_\_ (play) sports and watch films about space. They <sup>7</sup> \_\_\_\_\_ (look) at the stars and go on space trips. It <sup>8</sup> \_\_\_\_\_ (be) amazing!

**Let's Write!**

**I** Write predictions for your life in the next 20 years.

*In the next 20 years, I will go to college.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 2 Space Tourism

## Discover Grammar

### A Listen and read. 04

Harry Lee is a space tourist. He's going on a three-month space mission.

**Interviewer** Three months is a long time. What will you do if you miss your family?

**Harry** If I miss them, I'll call or email. There are lots of ways to communicate in space.

**Interviewer** What about food? If you don't like the food, will it be a problem?

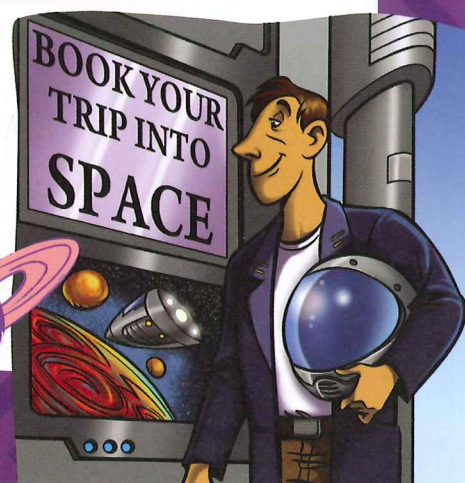
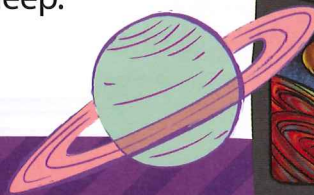
**Harry** Yes, it will. If I don't eat, I'll be hungry! But space food is good.

**Interviewer** What will happen if you're sick?

**Harry** That's a good question! If I'm sick, I'll call a doctor on Earth and I will ask for advice.

**Interviewer** And what about at night? You won't enjoy the trip if you can't sleep.

**Harry** I'll count the stars if I can't sleep. There are millions of them!



### B Read again. Underline the sentences and questions with *if*.

### C Read and match.

- 1 If I miss my family,
- 2 I'll email people
- 3 If I don't like the food,
- 4 I'll call a doctor on Earth
- 5 If I can't sleep,

- a I'll be hungry.
- b if I'm sick.
- c I'll count the stars.
- d I'll call them.
- e if I want to communicate.

# Learn Grammar

## A Read and learn.

### Future Real Conditional

Use the future real conditional to talk about a possible future situation and what will happen as a result.

Form the future real conditional with *if* and the simple present in the *if* clause and *will*, *'ll*, *won't* and the verb in the main clause.



*If there's a storm,* *it won't be a problem.*

*If clause*

*main clause*

*If I don't eat,* *I'll be hungry.*

*If clause*

*main clause*

### Remember!

When the *if* clause comes first, you put a comma (,) before the main clause.

*If there's a storm, it won't be a problem.*

When the main clause comes first, you don't use a comma.

*It won't be a problem if there's a storm.*

### Questions

*Will we go back to Earth if there's a storm?*

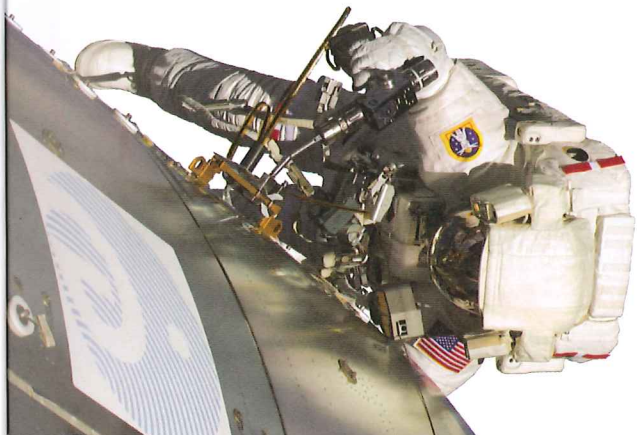
*Yes, we will. / No, we won't.*

*What will happen if we slow down?*

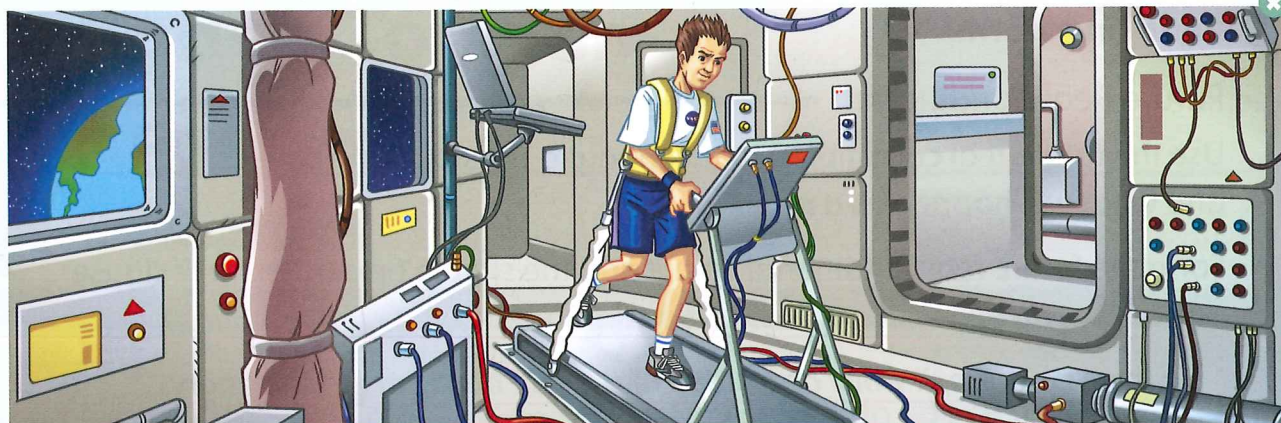
*If you can't sleep, what will you do?*

## B Read and match.

- 1 If the astronauts think there's a problem with the spacecraft,
  - 2 Harry will wear a spacesuit,
  - 3 If the astronauts don't wear spacesuits,
  - 4 They'll use computers and technology
  - 5 If it's too dangerous for the astronauts to go outside,
- a they won't be able to breathe outside.
  - b if they need to fix any problems.
  - c they'll go outside to find it.
  - d they'll send a computerized robot.
  - e if he goes outside with the astronauts.



**C** Circle the correct words.



**Advice for an astronaut**

- 1 If you **don't** / **won't** get enough exercise, you **won't** / **don't stay** healthy.
- 2 If **you're not** / **you won't be** careful, your food **float** / **will float** away!
- 3 If **you're** / **you will be** lucky, **they'll send** / **they send** you to the moon.
- 4 **You'll go** / **You go** on more missions if you **will work** / **work** hard.

**D** Complete the advice for Harry with the verbs in parentheses. Use the future real conditional.

- 1 If you \_\_\_\_\_ (do) two hours of exercise every day, you \_\_\_\_\_ (stay) in shape.
- 2 If you \_\_\_\_\_ (not sleep), you \_\_\_\_\_ (be) too tired to work.
- 3 If you \_\_\_\_\_ (go) on a space walk, you \_\_\_\_\_ (see) Earth.
- 4 If you \_\_\_\_\_ (feel) sick, the doctors on Earth \_\_\_\_\_ (give) you advice.

**E** Write the questions. Then write the answers.

1 **Sam** what / you / do / if / you / see / Mars / ?

**Harry** if / I / see / Mars / I / take / a photo / !

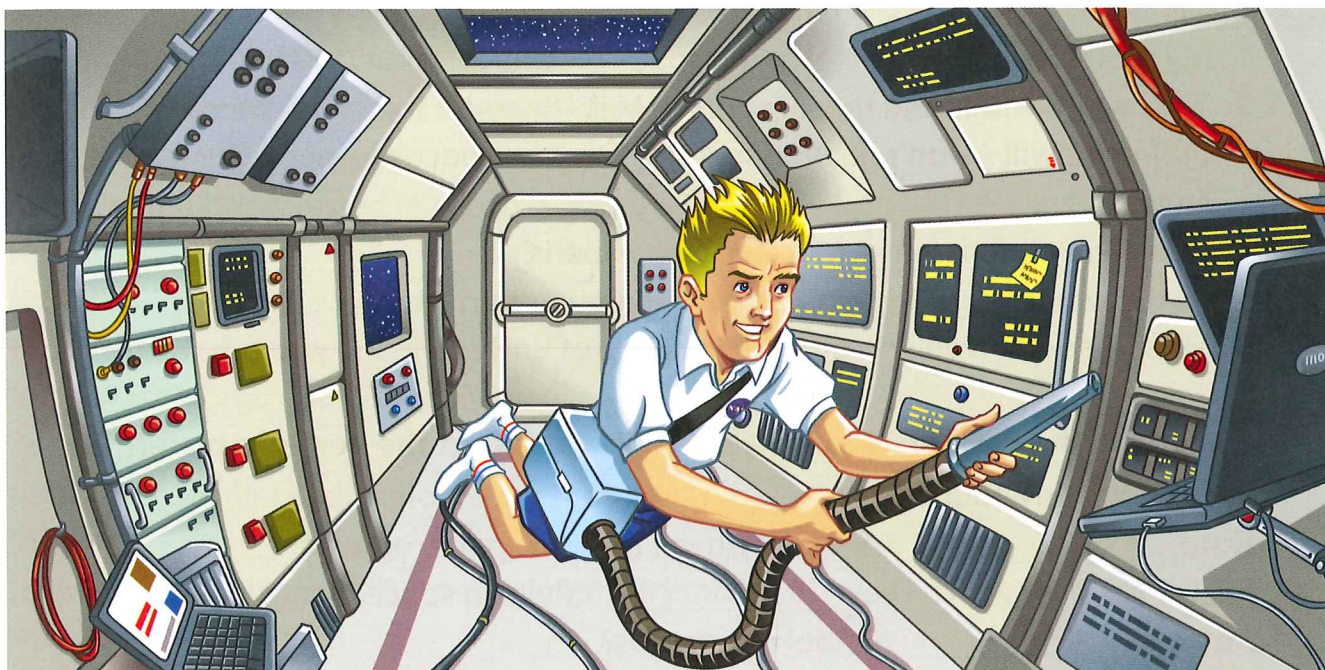
2 **Sam** you / be / scared / if / you / see / an asteroid / ?

**Harry** no / I / not be / . if / I / see / an asteroid / be / excited / !

**F** Listen and check. 05

**G** Act it out.

**H** Harry is talking to an astronaut on the space station. Listen and complete the conversation.  06



Harry Hello, Luke. What are you doing?  
 Astronaut I'm cleaning the spacecraft. It's a very important job in space.  
 Harry What will <sup>1</sup> \_\_\_\_\_ if you <sup>2</sup> \_\_\_\_\_ clean the spacecraft?  
 Astronaut Well, the computers <sup>3</sup> \_\_\_\_\_ break if you don't <sup>4</sup> \_\_\_\_\_ them.  
 Harry If the computers <sup>5</sup> \_\_\_\_\_, will we <sup>6</sup> \_\_\_\_\_ back to Earth?  
 Astronaut Well, <sup>7</sup> \_\_\_\_\_, we <sup>8</sup> \_\_\_\_\_.  
 Harry <sup>9</sup> \_\_\_\_\_ it help if I <sup>10</sup> \_\_\_\_\_ them, too?  
 Astronaut <sup>11</sup> \_\_\_\_\_, it <sup>12</sup> \_\_\_\_\_. Thank you, Harry.

## Let's Talk!

**I** Ask and answer with your partner. Use the ideas in the box or your own ideas.

see a shooting star / on the way home	get some money / for your birthday
go on holiday / to London	be bored / on the weekend
not feel well / tomorrow	find some money / on the street

What will you do if you see a shooting star on the way home?

If I see a shooting star on the way home, I'll take a photo.

## Module 1 Review

### A Circle the correct words.

- 1 My brother **will** / **won't** watch the space program. He isn't interested in space.
- 2 They **will** / **won't** send more robots to Mars because they want more information.
- 3 I think we **will** / **won't** go on a school trip to the space museum. Our teacher loves space!
- 4 We **will** / **won't** travel in space. It's too expensive.
- 5 I **will** / **won't** finish my space project. I don't have time.
- 6 My sister **will** / **won't** study space science at university. She wants to be an astronaut.

### B Complete the conversation with *will* or *won't* and the verbs in parentheses.

- Lucy One day, tourists <sup>1</sup> \_\_\_\_\_ (visit) the moon.  
Kate <sup>2</sup> \_\_\_\_\_ (people / travel) there in space rockets?  
Lucy No, they **won't**. They <sup>3</sup> \_\_\_\_\_ (fly) in a space plane!  
Kate <sup>4</sup> \_\_\_\_\_ (it / be) dangerous?  
Lucy I'm sure it <sup>5</sup> \_\_\_\_\_ (not be) dangerous. I think everybody  
<sup>6</sup> \_\_\_\_\_ (have) a great time!

### C Circle the correct words.

- 1 If she **gets** / **will get** some money for her birthday, she **buys** / **she'll buy** a telescope.
- 2 **She'll look** / **She look** at the moon and the stars every night if she **has** / **will have** time.
- 3 She **won't** / **don't** see any stars if it **rains** / **will rain** tonight.
- 4 If she **visits** / **will visit** a space museum, **she'll learn** / **she learn** about the solar system.
- 5 If she **go** / **goes** to college, **she become** / **she'll become** an astronomer.
- 6 **She'll discover** / **She discover** a new star if **she looks** / **she will look** at the sky for long enough!



### D Complete the sentences with the verbs in parentheses. Use the future real conditional.

- 1 Scientists \_\_\_\_\_ (explore) new planets if they \_\_\_\_\_ (have) enough money.
- 2 If they \_\_\_\_\_ (find) water on these planets, it \_\_\_\_\_ (be) amazing.
- 3 If it \_\_\_\_\_ (be) too dangerous to land on a planet, they \_\_\_\_\_ (not go) there.
- 4 If they \_\_\_\_\_ (discover) a new planet, they \_\_\_\_\_ (give) it a cool name.
- 5 If they \_\_\_\_\_ (not build) a new spacecraft, they \_\_\_\_\_ (not land) on the moon again.

## Exam Time

**E** Read the conversation and choose the correct answers from a to h. There is one example. There are two extra answers.

Jack There's a program on TV tonight about space travel.

Tom b

Jack I'm really interested in space.

Tom 1

Jack Yes, I'd love to be an astronaut! Do you think I'll be one?

Tom 2

Jack What about you? What will you do in the future?

Tom 3

Jack Are you interested in looking at the stars?

Tom 4

Jack Fantastic! If you find a new planet, I'll land on it!

Tom 5

- a Why not? I predict you'll fly to the moon!   b Fantastic! I'll watch it if I'm at home.  
c I'm not interested in space.   d Me? I'll be an astronomer.  
e Yes. I'd like to find a new star or a planet one day.   f And I'll come with you!  
g I won't go to Mars.   h Will you be an astronaut one day?

## Extra

**F** Write the questions. Use the future real conditional.

1 what / you / wear / if / you / go / to a party / on Saturday / ?

\_\_\_\_\_

2 what / you / do / if / you / have / an English test / next week / ?

\_\_\_\_\_

3 where / you / go / if / it / be / sunny / this weekend / ?

\_\_\_\_\_

4 what / you / do / if / you / finish / your homework / early tonight / ?

\_\_\_\_\_

**G** Write true answers. Use the ideas in the box or your own ideas.

wear / jeans and a T-shirt   study / hard   go / to my friend's house   go / to the beach

If I go to my friend's party on Saturday, I'll wear jeans and a T-shirt.

## 3

## Ancient Places

## Discover Grammar

## A Listen and read. 07

## HADRIAN'S WALL

The Romans arrived in Britain over 2,000 years ago. When they arrived, they wanted to travel around the country. But the roads in Britain weren't very good. So, they decided to build new roads.

The people in Scotland didn't like the Romans. They didn't want them to control Scotland. So, they had many battles. About 150 years later, the Roman Emperor, Hadrian, came to Britain. He planned to build a high wall between Roman Britain and Scotland. Why? Because he needed to keep the army in Scotland out. He decided to call it Hadrian's Wall.

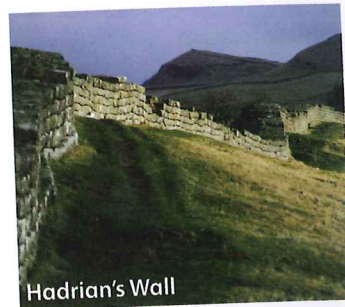
## INTERESTING FACTS

Hadrian's Wall was 117 kilometers long and 3–6 meters wide.

At its highest point, the wall was 3.5 meters high.

There were many forts, towers, and gates along the wall. These helped to stop people leaving.

Today, thousands of visitors go to Hadrian's Wall every year and try to imagine how the Romans lived.



Hadrian's Wall



**B** Read again. Circle eight verbs with *to* in front of them. Underline the verbs that come before them.

**C** Underline one wrong fact in each sentence. Write the correct words.

- 1 When the Romans arrived over 4,000 years ago, they wanted to travel around Britain. \_\_\_\_\_
- 2 The Romans decided to build new houses in Britain. \_\_\_\_\_
- 3 People in England didn't want the Romans to control their country. \_\_\_\_\_
- 4 Hadrian built a wall because he needed to keep the people in Scotland out. \_\_\_\_\_
- 5 People visit Hadrian's Wall and try to imagine how the Scottish lived. \_\_\_\_\_

# Learn Grammar

## A Read and learn.

### Verbs Followed by Infinitives

These common verbs are often followed by infinitives: *want, decide, need, agree, choose, forget, promise, try, hope, expect, plan, would like, and manage*. An infinitive is a verb with the word *to* in front of it.

#### Affirmative

They decided to build new roads.  
verb infinitive

#### Negative

The Scottish didn't want to live with the Romans.  
verb infinitive

#### Questions

Did the Scottish want to live with the Romans?  
Yes, they did. / No, they didn't.



## B Circle the correct words.



## The Romans

History Project by Jack

- 1 The Romans were from Italy, but they decided **to live** / **live** in other countries, too.
- 2 They wanted **have** / **to have** the strongest army in the world.
- 3 The Romans liked **play** / **to play** sports.
- 4 They chose **to take** / **taking** a lot of baths, too.
- 5 They managed **build** / **to build** the best roads in the world.
- 6 The Roman tried **to go** / **go** to Scotland. But the Scottish people didn't want them.

**C** Choose the correct words to complete the sentences.

- 1 Sara and her friends decided \_\_\_\_ about Easter Island.  
a learn                      b learning                      c to learn
- 2 They wanted to \_\_\_\_ about the statues there.  
a know                      b to know                      c knowing
- 3 They \_\_\_\_ to find some information.  
a needing                      b needed                      c to need
- 4 They \_\_\_\_ to visit the library.  
a planned                      b to plan                      c planning
- 5 They agreed \_\_\_\_ there the next day.  
a go                      b going                      c to go
- 6 They \_\_\_\_ to find some good books.  
a to manage                      b managed                      c managing



**D** Listen and complete the conversation.  08

- Teacher What project are you doing, Sara?  
Sara Well, I'd like <sup>1</sup> \_\_\_\_\_ about Easter Island.  
Teacher Do you have any books about Easter Island?  
Sara Yes, but I forgot <sup>2</sup> \_\_\_\_\_ them today.  
Teacher That's OK. Would you like <sup>3</sup> \_\_\_\_\_ the computer?  
Sara Yes, please.

**E** Act it out.

**F** Complete the text with the infinitive form of the verbs in parentheses.

## Easter Island by Sara

- 1 Jacob Roggeveen wanted \_\_\_\_\_ (be) an explorer.
- 2 In 1722, he planned \_\_\_\_\_ (travel) around the world.
- 3 He hoped \_\_\_\_\_ (discover) many new places.
- 4 One day, he saw an island in the Pacific Ocean, and he decided \_\_\_\_\_ (stop) there.
- 5 He expected \_\_\_\_\_ (find) a small island with a few people.
- 6 He didn't expect \_\_\_\_\_ (see) amazing statues all over the island.



**G** Complete the text with the infinitive form of the verbs in parentheses.

## Easter Island

### History Project by Sara

Easter Island is a strange and mysterious place in the Pacific Ocean. Thousands of people plan <sup>1</sup> \_\_\_\_\_ (go) there every year because they want <sup>2</sup> \_\_\_\_\_ (see) the amazing statues. These statues of people stand all over the island. They're called "moai", and some of them are ten meters tall.

Historians think that people built and transported the giant stone carvings between 1400 and 1600. But how did they manage <sup>3</sup> \_\_\_\_\_ (make) them? And why did they choose <sup>4</sup> \_\_\_\_\_ (put) them around the island?

The problem is, the weather is damaging the statues. Archeologists don't want this <sup>5</sup> \_\_\_\_\_ (happen). So, every year, they visit the island. They work on the statues and try <sup>6</sup> \_\_\_\_\_ (save) them. They hope <sup>7</sup> \_\_\_\_\_ (preserve) them for future generations and promise <sup>8</sup> \_\_\_\_\_ (do) everything they can to succeed in this.



### Let's Write!

**H** Complete the sentences so they are true for you. Use the infinitive form.

I want to buy a new computer game next week.

1 I want \_\_\_\_\_ next week.

2 I plan \_\_\_\_\_ over the holidays.

3 I promise \_\_\_\_\_.

4 I hope \_\_\_\_\_ when I grow up.

5 I need \_\_\_\_\_ next year.

6 I expect \_\_\_\_\_ in 20 years.

7 I try \_\_\_\_\_ at school.

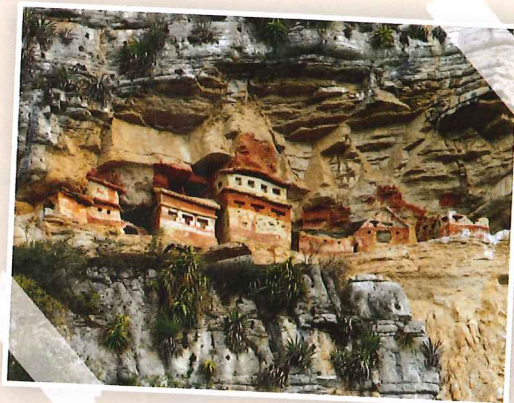
## 4

## Lost Cities

## Discover Grammar

A Listen and read.  09*The Lost City of the Cloud People*

One day, a group of villagers were in the mountains of Peru. They loved exploring the rainforest and discovering new things. Suddenly, they heard a sound like water. There wasn't a lake near them. Perhaps there was a river. They found a path and started walking along it. They went a long way, but they didn't mind feeling tired. They were curious about the sound. Suddenly, they came out of the rainforest and saw a beautiful place. There was a huge waterfall, and lots of flowers and plants. They found ruined buildings, statues, and rock paintings. It was a lost city, and it was over 1,000-years-old. Historians and archeologists soon came and began exploring the city. What was this mysterious place? At last, they finished digging and examining the ruins. And then they understood that this was the home of the Chachapoya tribe. Chachapoya means "Cloud People". Today, people from all over the world enjoy visiting the lost city of the Cloud People.



B Read again. Circle eight verbs that end in *-ing*. Underline the verbs that come before them.

C Number the sentences in the correct order.

- \_\_\_ They heard a noise and started walking along a path.  
 \_\_\_ Historians and archeologists began to explore the city.  
1 One day, a group of villagers decided to explore the rainforest.  
 \_\_\_ Many visitors enjoy visiting the lost city and learning about the Cloud people.  
 \_\_\_ When they finished examining the city, they understood it was the home of the Cloud people.  
 \_\_\_ When they stopped walking, they found a lost city.

# Learn Grammar

## A Read and learn.

### Verbs Followed by Gerunds

Gerunds are verb forms that can act like a noun. Gerunds end in *-ing*. Some verbs are often followed by a gerund, such as *don't mind, like, enjoy, practice, finish, love,* and *prefer*.

#### Affirmative

They loved exploring the rainforest.  
verb gerund



#### Negative

They didn't mind feeling tired.  
verb gerund

#### Questions

Do you prefer exploring ruins or reading books?  
verb gerund gerund

Some verbs can be followed by a gerund or an infinitive. These verbs include *begin, like,* and *prefer*.

They began *exploring* the area.

They began *to explore* the area.

## B Check the sentences with a gerund.

- 1 The villagers enjoyed exploring the rainforest.
- 2 Some of them started feeling tired.
- 3 A few people wanted to go home.
- 4 The others preferred to continue.
- 5 They agreed to walk along the path.
- 6 They didn't mind feeling tired when they saw the lost city.



## C Complete the sentences with the gerund form of the verbs in parentheses.

- 1 People started \_\_\_\_\_ (come) to the lost city of the Cloud People.
- 2 Visitors liked \_\_\_\_\_ (look) at the rock paintings.
- 3 Art students practiced \_\_\_\_\_ (draw) them.
- 4 Children enjoyed \_\_\_\_\_ (play) in the ruins.
- 5 Archeologists began \_\_\_\_\_ (dig) in the rocks.
- 6 The villagers loved \_\_\_\_\_ (tell) their story.



**D** Circle the correct words.

Charlie is ten-years-old.

- 1 He enjoys **learning** / **to learn** about history.
- 2 He doesn't enjoy **reading** / **to read** boring books!
- 3 He wants **being** / **to be** an archeologist one day.
- 4 He sometimes practices **digging** / **to dig up** rocks on the beach.
- 5 He hopes **visiting** / **to visit** an ancient city one day.
- 6 Yesterday, he finished **reading** / **to read** a book about the Lost City of Atlantis.

**E** Complete the sentences with the gerund or infinitive form of the verbs in parentheses.

Charlie is now twenty-two-years-old. What did he do?

- 1 Charlie finished \_\_\_\_\_ (study) history in college.
- 2 He wanted \_\_\_\_\_ (find) a job.
- 3 He liked \_\_\_\_\_ (travel) around the world.
- 4 He decided \_\_\_\_\_ (go) to Peru.
- 5 He enjoyed \_\_\_\_\_ (visit) the ancient cities.

**F** Listen and complete the interview.  10

**Interviewer** Do you like <sup>1</sup> \_\_\_\_\_ as an archeologist?

**Charlie** Yes, I do. And I love <sup>2</sup> \_\_\_\_\_ in Peru.

**Interviewer** What are you planning <sup>3</sup> \_\_\_\_\_ next?

**Charlie** I'd like <sup>4</sup> \_\_\_\_\_ the Lost City of Atlantis.

**Interviewer** Is Atlantis a real place?

**Charlie** I don't know. But I'd enjoy <sup>5</sup> \_\_\_\_\_ to find it!

**G** Act it out.

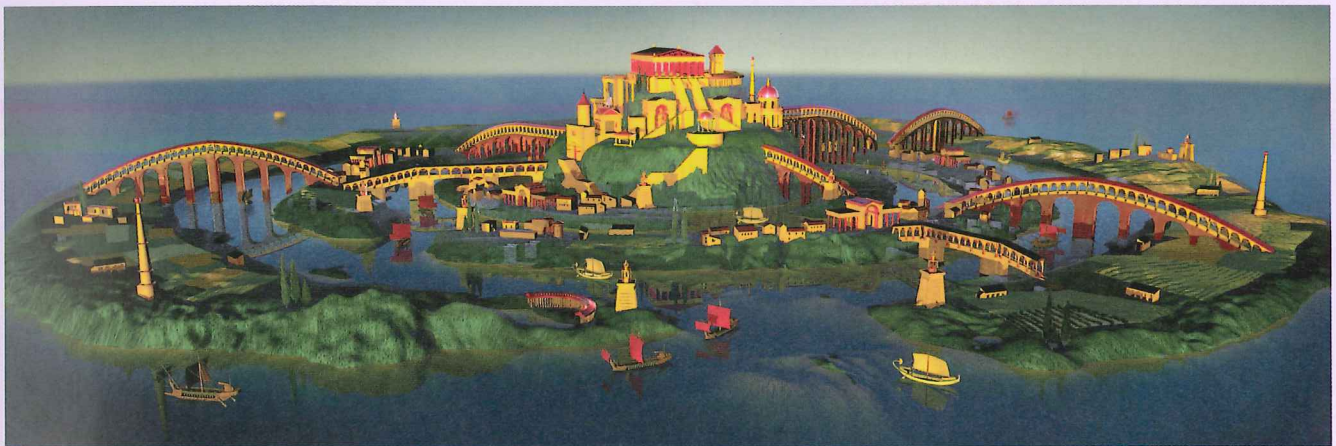
**H** Complete the text with the gerund or infinitive form of the verbs in parentheses.

### The Lost Island of Atlantis

Plato was a writer. He lived in ancient Greece. He wrote about an amazing island called Atlantis. This is the story.

Many smart people lived on the Island of Atlantis. They wanted <sup>1</sup> \_\_\_\_\_ (have) the best island in the world. And they didn't mind <sup>2</sup> \_\_\_\_\_ (work) hard. Some of them liked <sup>3</sup> \_\_\_\_\_ (build) beautiful palaces and houses. Others preferred <sup>4</sup> \_\_\_\_\_ (look) after animals and <sup>5</sup> \_\_\_\_\_ (have) farms. There were fields and mountains all over the island. There were rivers, too. It was a beautiful place, and people enjoyed <sup>6</sup> \_\_\_\_\_ (live) there. They managed <sup>7</sup> \_\_\_\_\_ (live) peacefully and happily together.

But then, one day, the island disappeared! What happened? Was there a terrible storm? Was there a volcano? Did it disappear under the sea? Is the story real, or is it only a myth? Many people would like <sup>8</sup> \_\_\_\_\_ (find) out! Scientists are trying <sup>9</sup> \_\_\_\_\_ (find) this ancient city. They hope <sup>10</sup> \_\_\_\_\_ (solve) the mystery of Atlantis by using satellites and new underwater technology.



### Let's Talk!

**I** Talk with your partner about your likes, dislikes, preferences and hopes. Use the phrases in the box.

I enjoy ... I don't mind ... I love ... I hope ...  
I don't like ... I'd like to ...

I enjoy playing football.

I don't mind taking the dog for a walk.

## Module 2 Review

**A** Complete the sentences with the infinitive form of the verbs in the box.

visit be work send travel

- 1 I want \_\_\_\_\_ an explorer one day.
- 2 I plan \_\_\_\_\_ around the world.
- 3 I need \_\_\_\_\_ hard at school.
- 4 I'd like \_\_\_\_\_ Peru.
- 5 I promise \_\_\_\_\_ you a postcard.

**B** Complete the sentences with the gerund form of the verbs in the box.

read look come watch go

- 1 My dad loves \_\_\_\_\_ films about archeology.
- 2 My mom prefers \_\_\_\_\_ history books.
- 3 I love \_\_\_\_\_ for information about exploring.
- 4 I really like \_\_\_\_\_ to museums.
- 5 My sister doesn't mind \_\_\_\_\_ either.

**C** Check the correct sentences. Cross out the wrong sentences.

- 1 My brother wants to be an archeologist.
- 2 He enjoys to learn about dinosaurs and things like that.
- 3 He began doing a project on dinosaurs at school.
- 4 There was a documentary on TV, but he forgot watching it.
- 5 My parents promised taking him to the Museum of Natural History.
- 6 One day, he'd like to discover some dinosaur bones.

**D** Complete the text with the gerund or infinitive form of the verbs in parentheses.

Hi Kate,

I'm having a great time in Mexico with my family, but we all want  
1 \_\_\_\_\_ (do) different things! My sister enjoys 2 \_\_\_\_\_ (shop)  
and 3 \_\_\_\_\_ (eat) in restaurants. My parents want 4 \_\_\_\_\_  
(go) sightseeing. I'd also like 5 \_\_\_\_\_ (visit) more ancient places.  
Yesterday, we agreed 6 \_\_\_\_\_ (drive) to Teotihuacan. It was  
amazing! There are mysterious and ancient pyramids there. I'd love  
7 \_\_\_\_\_ (see) Palenque next, but that's a long way away.

Bye for now! Maria



## Exam Time

**E** Choose the correct words to complete the text. Write them on the lines.

1	explore	to explore	exploring	6	begin	began	to begin
2	finding	find	to find	7	to promise	promised	promising
3	enjoyed	enjoying	to enjoy	8	go	to go	going
4	move	moved	moving	9	tell	telling	to tell
5	mind	minds	to mind	10	examining	examine	examined

### The Lascaux Cave Paintings

In 1940, four French boys and their dog

- 1 decided \_\_\_\_\_ near their village. People said there were secret caves and tunnels in the
- 2 woods, and the boys wanted \_\_\_\_\_ them.
- 3 The boys walked for a long time, but they \_\_\_\_\_ exploring and were very happy. Suddenly, their dog found a mysterious hole. Was it a cave? The boys
- 4 began \_\_\_\_\_ plants and stones from the hole. Then they climbed in.
- 5 They were in a group of caves. It was dark, but the boys didn't \_\_\_\_\_ that
- 6 because they were too excited! They \_\_\_\_\_ looking around the different caves. Suddenly, they saw some amazing paintings of animals on the walls. They couldn't believe it!
- 7 At first, they \_\_\_\_\_ to keep the caves secret. They didn't want people
- 8 \_\_\_\_\_ there. But the paintings were too important. So, they agreed
- 9 \_\_\_\_\_ their teacher about them.
- 10 Later, historians and scientists visited the caves and began \_\_\_\_\_ the paintings. They were thousands of years old.



## Extra

**F** Write true sentences. Use the gerund or infinitive form of the verbs in parentheses.


- 1 I enjoy ... (learn + school subject)
- 2 My best friend doesn't like ... (play + sport)
- 3 My brother / sister hates ... (listen + name of singer/band)
- 4 I want ... (go + place)
- 5 I'd like ... (buy + object)

I enjoy learning English.

# 5 Chocolate

## Discover Grammar

### A Listen and read. 11

Hi! I'm Paul and I'm going on a three-month chocolate tour in Europe. I'm starting my adventure in August. First, I'm traveling by train to an old town in Spain called Xàbia. There's a chocolate festival there and I can't wait to try all the different kinds of chocolate! There's a chocolate museum there, too. 

In September, I'm flying to Budapest in Hungary. I'm meeting a friend there, and we're going to Budapest's Chocolate and Candy Festival. This festival is famous for chocolate, of course. It's also famous for its other tasty treats, such as vanilla, honey, and sweet drinks.

Finally, in October, I'm going to a chocolate festival in Perugia, in Italy. My friend isn't coming with me. He's going to a cheese festival in France. I'm not flying to Perugia. I'm driving. I want to see the beautiful mountains. The festival in Perugia is one of the largest chocolate festivals in Europe. There are chocolate displays, chocolate tasting days, and even chocolate sculpting.



### B Read again. Underline eleven verbs for future plans that end in *-ing*.

### C Check the correct sentences. Cross out the wrong sentences.

- 1 Paul is going on a six-month chocolate tour.
- 2 He's leaving home in August.
- 3 He's traveling to Spain by boat.
- 4 He's flying to Hungary.
- 5 He's going to the Budapest festival with a friend.
- 6 He's going to a cheese festival in Italy.

# Learn Grammar

## A Read and learn.

### Present Continuous for Future Plans

Use the present continuous tense to talk about future plans. Sentences about future plans in the present continuous often put the date or time: *tomorrow, after school, at 1:00 p.m., next week, in June, etc.*

**Remember!** Use the correct form of *be* and the *-ing* form of the verb.

#### Affirmative

*I'm flying* to Budapest next week.

*We're staying* at home tomorrow.

#### Negative

*My friend isn't coming* with me on Sunday.

#### Questions

*Are you going* away next summer?

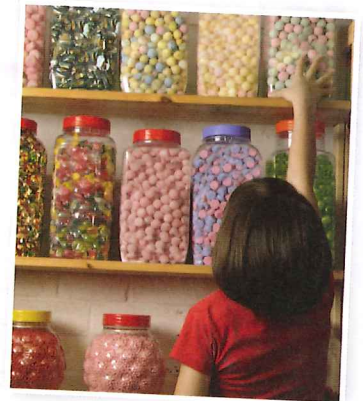
Yes, we *are*. / No, we *aren't*.

What *are* you *doing* tomorrow?



## B Read the sentences. Write F (future) or P (present).

- 1 I'm meeting my friends at the candy store after school. \_\_\_\_\_
- 2 My grandparents aren't working in the store right now. \_\_\_\_\_
- 3 My sister is helping in the store next month. \_\_\_\_\_
- 4 We're making candy at home tomorrow afternoon. \_\_\_\_\_
- 5 I'm reading *Charlie and the Chocolate Factory* at the moment. \_\_\_\_\_
- 6 I'm not eating any more candy now. I feel sick! \_\_\_\_\_



## C Check the correct sentences.

- 1 a Sally is having a chocolate party from 2:00 p.m. to 4:00 p.m. tomorrow.
- b Sally has a chocolate party from 2:00 p.m. to 4:00 p.m. tomorrow.
- 2 a Her parents are going shopping for the party this afternoon.
- b Her parents go shopping for the party this afternoon.
- 3 a Her mom makes a chocolate birthday cake this evening.
- b Her mom is making a chocolate birthday cake this evening.
- 4 a Her best friend is arriving at 10:00 a.m. tomorrow morning.
- b Her best friend arrives at 10:00 a.m. tomorrow morning.
- 5 a They decorate the house when she arrives next week.
- b They're decorating the house when she arrives next week.

**D** Listen and write.  12

Helen 1 \_\_\_\_\_ we \_\_\_\_\_ a school trip this year?

Teacher Yes, we 2 \_\_\_\_\_.

Helen 3 \_\_\_\_\_ we \_\_\_\_\_ to the science museum?

Teacher No, we 4 \_\_\_\_\_. We 5 \_\_\_\_\_ going to a museum this year.

Helen Where 6 \_\_\_\_\_ we \_\_\_\_\_?

Teacher We 7 \_\_\_\_\_ to a chocolate factory.

Helen Wow! That sounds good.



**E** Complete the sentences with the present continuous form of the verbs in parentheses.

1 A chocolate factory \_\_\_\_\_ (open) in our town next month.

2 They \_\_\_\_\_ (offer) tours of the factory.

3 They \_\_\_\_\_ (have) chocolate tasting, too.

4 I \_\_\_\_\_ (visit) the factory with my school.

5 We \_\_\_\_\_ (take) part in a tour.

**F** Correct the sentences about the school trip. Use the present continuous.

**School Trip to the Chocolate Factory**

8:00 a.m. meet outside school

8:30 a.m. bus leaves

10:30 a.m. a guide begins tour

12:30 p.m. have lunch (sandwiches)

1:30 p.m. children taste the chocolate

3:00 p.m. go home



1 They're meeting inside the school.

They aren't meeting inside the school. They're meeting outside the school.

2 The bus is leaving at 8:00 a.m.

3 A teacher is giving a tour.

4 They're having chocolate for lunch.

5 The guides are tasting the chocolate.

**G** Complete the email with the present continuous form of the verbs in parentheses.



Hi Lucia,

We <sup>1</sup> \_\_\_\_\_ (have) a cake sale at school on Friday. It <sup>2</sup> \_\_\_\_\_ (happen) after school. Mom <sup>3</sup> \_\_\_\_\_ (go) shopping this afternoon. She <sup>4</sup> \_\_\_\_\_ (buy) all the ingredients. I <sup>5</sup> \_\_\_\_\_ (meet) Ana and Maria after school on Thursday. They <sup>6</sup> \_\_\_\_\_ (come) to my house, and we <sup>7</sup> \_\_\_\_\_ (make) the cakes. I <sup>8</sup> \_\_\_\_\_ (use) apple and cinnamon for mine. I can't wait! After the cakes are ready, we <sup>9</sup> \_\_\_\_\_ (order) a pizza and <sup>10</sup> \_\_\_\_\_ (watch) a movie. We'll need to relax after all our baking!

See you soon!

Jess

## Let's Write!

**H** What are your plans for the weekend? Write true sentences. Use the affirmative or negative form of the present continuous.

*I'm going to a party.*

*I'm not visiting my grandparents.*

\_\_\_\_\_

\_\_\_\_\_

## 6

## Food Combining

## Discover Grammar

## A Listen and read. 13

Waiter Would you like to see the dessert menu?

Man Yes, please. Hmm ... I'd like a fruit salad, please.

Waiter Certainly, Sir. Would you like some ketchup with that?

Man Er ... No, I wouldn't!

Waiter How about some chili powder?

Man What? No, thank you! Why are you asking me this?

Waiter It's the latest fashion. It's called food combining.

Man What's that?

Waiter It's when you put two very different types of food together.

Man What kind of foods?

Waiter It's things like strawberries and pepper, or coffee and salt. Or ... and this is my favorite, ketchup ice cream with nuts and bananas. Would you like to try something like that?

Man No, thank you. I think I'd like the check, please.



B Read again. Underline the sentences and questions with *would* and *wouldn't*.

C Complete the conversations with *would* or *wouldn't*.

Waiter 1 \_\_\_\_\_ you like to try tomatoes and sugar?

Woman No, I 2 \_\_\_\_\_. That sounds horrible.

Waiter 3 \_\_\_\_\_ you like salt in your chocolate milk?

Woman Mmm. Yes, I 4 \_\_\_\_\_. That sounds good!

## Learn Grammar



### A Read and learn.

#### Polite Offers

Use *Would you like ... ?* to make a polite offer. You can offer an action or a thing.

When you offer an action, use a verb.

*Would you like **to see** the menu?*

When you offer a thing, use a noun.

*Would you like **some ketchup** with that?*

Use short answers for questions with *Would you like ... ?*

*Yes, I **would**. / Yes, please.      No, I **wouldn't**. / No, thank you.*



### B Read the sentences. Write A (action) or T (thing).

- 1 Would you like to have an appetizer? \_\_\_\_\_
- 2 Would you like a ketchup sandwich? \_\_\_\_\_
- 3 Would you like to make a cake with me? \_\_\_\_\_
- 4 Would you like to try something new? \_\_\_\_\_
- 5 Would you like a piece of cheese? \_\_\_\_\_
- 6 Would you like ice cream with that? \_\_\_\_\_

### C Circle the correct words.

- 1 a Would you like **eat** / **to eat** a sugar sandwich?  
b No, I **would** / **wouldn't**. It sounds horrible.
- 2 a Would you **like** / **like to** an apple for a snack?  
b Yes, I **would** / **wouldn't**.
- 3 a Would you **like** / **like to** go to the cafeteria?  
b No, **thank you** / **please**. I'm not hungry.
- 4 a Would you **like** / **to like** some chili-chocolate?  
b **Yes** / **No**, please. It sounds good.

**D** Read and match.

- 1 Would you like to drink something?
- 2 Would you like a sandwich?
- 3 Would you like to make a pizza with me?
- 4 Would you like to try this soup?

- a Yes, I would. It smells delicious.
- b Yes, please. That sounds like fun.
- c No, thank you. I don't like bread.
- d Yes, please. I'd like a glass of milk.

**E** Listen and check the correct answers.  14

**Waiter** Would you like to see the menu?

**Woman** No, thank you. I don't want any food.

Yes, please. I'm very hungry.

**Waiter** Would you like to try today's special? It's fish.

**Woman** Yes, I would. It sounds nice.

No, I wouldn't. I don't like fish.

**Waiter** Would you like some chocolate ice cream?

**Woman** Yes, please. I love chocolate.

No, thank you. I prefer strawberry.



**F** Complete the conversations. Write the words in the correct order.

1 you / would / to / like / try / soup / the / ?

A \_\_\_\_\_

B No, I wouldn't. I don't like soup.

2 you / some / would / like / ketchup / ?

A \_\_\_\_\_

B Yes, please. It's my favorite sauce.

3 like / an / orange / would / you / ?

A \_\_\_\_\_

B No, thank you. I prefer bananas.

4 like / have / you / a / piece / bread / to / of / would / ?

A \_\_\_\_\_

B Yes, I would. I'm very hungry.

**G** Read the conversation and write the missing words.

Jack I'm hungry.  
Luke <sup>1</sup> \_\_\_\_\_ you like a sandwich?  
Jack Yes, I <sup>2</sup> \_\_\_\_\_. Thanks!  
Luke Would you like <sup>3</sup> \_\_\_\_\_ try a  
parmesan and chocolate sandwich?  
Jack Parmesan cheese?  
Luke Yes!  
Jack Er ... no, <sup>4</sup> \_\_\_\_\_ you. That sounds  
horrible. Have you got any tomatoes?  
Luke Yes, I have. Would you like a cheese  
and tomato sandwich?  
Jack <sup>5</sup> \_\_\_\_\_, please. That sounds  
good.  
Luke And would <sup>6</sup> \_\_\_\_\_ like some  
sugar with that?  
Jack No, I <sup>7</sup> \_\_\_\_\_! Can I just have cheese?  
Luke OK! <sup>8</sup> \_\_\_\_\_ you like a drink?  
Perhaps milk and peanut butter?  
Jack Hmm, yes, I <sup>9</sup> \_\_\_\_\_. That sounds tasty!



**Let's Talk!**

**H** Choose three ideas in each box. Then ask and answer with your partner.

Things I would like:

a skateboard a banana  
a football a cell phone  
an ice cream a computer

Things I would like to do:

go to the movies play soccer  
eat a sandwich make a pizza  
watch TV visit friends

Would you like a skateboard?

Yes, I would.

Would you like to play soccer?

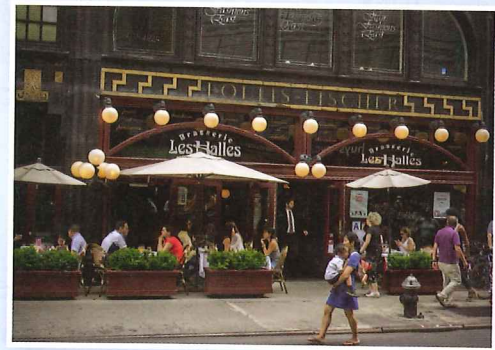
No, I wouldn't.

# Module 3 Review

## A Choose the correct words to complete the sentences.

My brother, Evan, wants to be a chef.

- 1 Next month, \_\_\_\_\_ a food course in London.  
a he takes                      b he's taking                      c he take
- 2 Then, he's \_\_\_\_\_ to the U.S. with some friends.  
a travel                              b traveling                              c to travel
- 3 They \_\_\_\_\_ going to different food festivals there.  
a am                                      b is                                      c are
- 4 They \_\_\_\_\_ with an ice cream walk in Maryland.  
a start                                      b to start                                      c are starting
- 5 After that, Evan \_\_\_\_\_ starting a job in a New York restaurant.  
a am                                      b is                                      c are
- 6 I \_\_\_\_\_ him in the summer. I can't wait.  
a am visiting                      b visit                                      c to visit



## B Complete the text with the present continuous form of the verbs in parentheses.

### Evan's blog

Tomorrow, I<sup>1</sup> \_\_\_\_\_ (go) to Maryland with my friends. We<sup>2</sup> \_\_\_\_\_ (take) part in an ice cream walk. We<sup>3</sup> \_\_\_\_\_ (visit) three dairy farms that make fresh ice cream. We<sup>4</sup> \_\_\_\_\_ (find) out how they make it. I<sup>5</sup> \_\_\_\_\_ (enter) all the competitions along the trail! After the walk, my friends<sup>6</sup> \_\_\_\_\_ (go) home. And I<sup>7</sup> \_\_\_\_\_ (travel) to New York. I<sup>8</sup> \_\_\_\_\_ (start) my job in a French restaurant in September.



## C Billy is in a restaurant. Complete the conversation with the correct form of *would you like (to)*.

- Waiter 1 \_\_\_\_\_ see the bill?
- Billy No, thank you. I'd like some dessert.
- Waiter 2 \_\_\_\_\_ some ice cream? It's our speciality.
- Billy Yes, please. What flavors do you have?
- Waiter We have strawberry and pepper, chili-chocolate, banana and ketchup, ...
- Billy Do you have vanilla?
- Waiter Yes, we do. 3 \_\_\_\_\_ have a topping? We have tomato and sugar, ...
- Billy Do you have plain chocolate, please?
- Waiter Yes, we do. 4 \_\_\_\_\_ a drink as well? We have coffee and salt ...
- Billy No, thank you. Vanilla ice cream and chocolate topping is perfect.



## Exam Time

**D** Complete the conversation with the words in the box. There are five extra words.



doing would do go making will made going please wouldn't

Ana What are you <sup>1</sup> \_\_\_\_\_ on Saturday, Elena?

Elena Well, I usually have a swimming lesson in the morning, but it's a holiday this weekend. So, I'm <sup>2</sup> \_\_\_\_\_ shopping with my mom.

Ana What about in the afternoon?

Elena My cousins are coming over at about two o'clock and we're <sup>3</sup> \_\_\_\_\_ pizza.

Ana That sounds fun!

Elena <sup>4</sup> \_\_\_\_\_ you like to come?

Ana Yes, <sup>5</sup> \_\_\_\_\_. I'd love to come. I'll bring some cake.

Elena Great! See you on Saturday.

## Extra

**E** Write sentences about your plans for this Saturday. Use the ideas in the box or your own ideas.

go swimming play football visit grandparents have lunch  
meet friends watch TV go to bed make pizza go to a party  
go shopping listen to music play computer games

Saturday

9:00 a.m.	go swimming	<i>At 9:00 a.m., I'm going swimming.</i>
10:30 a.m.		
12:30 p.m.		
3:00 p.m.		
6:00 p.m.		
9:00 p.m.		

## 7

## The New Street Art

## Discover Grammar

## A Listen and read. 15



The next time you're walking in a city, you may see something fun! It's a new type of street art, or graffiti. It's bright and colorful, but you don't need paint to do it. You need wool, and you need to be able to knit.

This new art is called yarnstorming, and you can do it anywhere. You can decorate trees, buildings, statues, cars or anything else with knitting! Artists put gloves and scarves on statues and huge covers on phone booths. In London, somebody knitted the characters from *Alice in Wonderland* to celebrate the new film. Someone else once hung huge, knitted hearts from a statue in Piccadilly Circus.

So, where did yarnstorming begin? Some people believe it began in a small town somewhere in the U.S. It quickly became popular in other countries. Luckily, yarnstorming isn't vandalism, and it isn't bad for the environment. That's because it's easy to take the knitting off. The knitters even tie notes to their work and tell people to keep the knitting.

B Read again. Underline six words with *some-* or *any-* at the front.

## C Read and match.

- 1 You may see something fun when
- 2 You can do yarnstorming
- 3 You can decorate
- 4 Somebody knitted the characters
- 5 Someone once hung knitted hearts
- 6 Yarnstorming began

- a somewhere in the U.S.
- b from a statue.
- c from *Alice in Wonderland*.
- d anywhere.
- e you're in a city.
- f anything with knitting.

# Learn Grammar

## A Read and learn.

### Indefinite Pronouns

Use indefinite pronouns to talk about unnamed people, things, or places. They are unnamed because we don't know who or what they are.



*Alice put a scarf on a statue.*  
(We know who did this. It was Alice.)

*Someone put a scarf on a statue.*  
(We don't know who did this, so we use an indefinite pronoun, *someone*.)

Use *some-* in affirmative sentences.

People	someone / somebody
Things	something
Places	somewhere

*Someone put gloves on the statue.*

*You may see something fun.*

*I'd like to go somewhere in the U.S.*

Use *any-* in negative sentences and questions

People	anyone / anybody
Things	anything
Places	anywhere

*I don't know anyone in Mexico.*

*I don't have anything to do.*

*Do you want to go anywhere today?*

## B Check the correct sentences.

- a I can't think of anything to do.

b I can't think of something to do.
- a I'd like to go anywhere interesting.

b I'd like to go somewhere interesting.
- a There's something happening at the library. The yarnstormers are there!

b There's anything happening at the library. The yarnstormers are there!
- a I don't want to go alone, so I think I'll find someone to go with.

b I don't want to go alone, so I think I'll find anyone to go with.

## C Circle the correct words.

- If you go to the museum, you may find **something** / anything / anywhere interesting.
- Anybody** / **Something** / **Someone** left knitting inside the books.
- Who was this person? Does **anyone** / anything / **someone** know?
- Yesterday **anyone** / anywhere / **someone** found a knitted doll.
- I found **something** / anything / **somewhere**, too. It was a knitted rabbit.
- Do you know **something** / anywhere / **anything** good to eat in Chicago?

**D** Complete the sentences with indefinite pronouns.

- 1 Elena would like to do \_\_\_\_\_ interesting this weekend.
- 2 There isn't \_\_\_\_\_ to do at home.
- 3 She doesn't want to go \_\_\_\_\_ too far away.
- 4 She'd like to visit \_\_\_\_\_ interesting.
- 5 She loves painting and would like to do \_\_\_\_\_ like that.

**E** Listen and write the indefinite pronouns.  16

Ana Are you doing <sup>1</sup> \_\_\_\_\_ over the weekend?

Elena Yes! I'm doing <sup>2</sup> \_\_\_\_\_ really fun! I'm going on a trip with my aunt.

Ana Where are you going?

Elena <sup>3</sup> \_\_\_\_\_ in a park.

Ana What does your aunt do?

Elena Well, she's an artist. She paints, but she also does green art.

Ana What's that?

Elena It's when you make <sup>4</sup> \_\_\_\_\_ from plants or other natural things.

Ana Lucky you! That sounds great. I'm not going <sup>5</sup> \_\_\_\_\_ and I'm not seeing <sup>6</sup> \_\_\_\_\_.

Elena Come with me! You can do some art, too!



**F** Complete the conversation with indefinite pronouns.

Aunt What do you want to do today?

Elena I'd like to go <sup>1</sup> \_\_\_\_\_ interesting, like an art gallery.

Aunt Do you know <sup>2</sup> \_\_\_\_\_ about green sculptures?

Elena Yes. It's <sup>3</sup> \_\_\_\_\_ to do with plants.

Aunt That's right. There's an exhibit <sup>4</sup> \_\_\_\_\_ in the park. Let's find it.

Elena Will the artists be there? Will you know <sup>5</sup> \_\_\_\_\_?

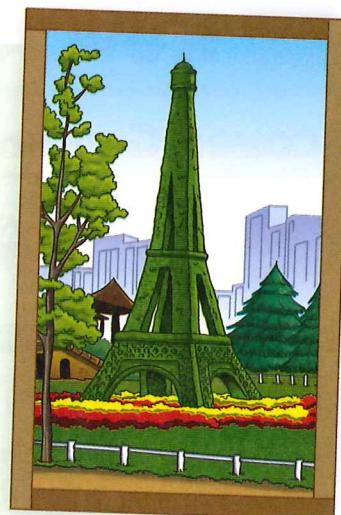
Aunt Yes. My friend makes green sculptures. She'll tell us <sup>6</sup> \_\_\_\_\_ about them.

**G** Complete the advertisement with indefinite pronouns.

**The Art School**

Are you doing <sup>1</sup> \_\_\_\_\_ this summer? Are you going <sup>2</sup> \_\_\_\_\_ interesting? No? Well, how about trying an art course?

We have courses in painting and drawing. Or, you can try <sup>3</sup> \_\_\_\_\_ new. How about sculpting, or knitting? Yarnstorming is the latest craze! We also do art trips. You can go <sup>4</sup> \_\_\_\_\_ in the city. Or, you can do some green art. These green sculptures are popular in Japan. Take a look at the Eiffel Tower. Could you create this?



**H** Complete the text with indefinite pronouns.

**My Dream**

When I leave school, I'd like to do <sup>1</sup> \_\_\_\_\_ I love. I don't want to do <sup>2</sup> \_\_\_\_\_ boring. I love art, so I'd like to take an art course <sup>3</sup> \_\_\_\_\_ in the world. My favorite artist is Picasso, so maybe Spain! There are some amazing art schools and galleries there. I don't know <sup>4</sup> \_\_\_\_\_ else that likes art. So, I don't think <sup>5</sup> \_\_\_\_\_ will come with me. But I'm happy to go on my own. I'll soon meet <sup>6</sup> \_\_\_\_\_ interesting at art school.

**Let's Write!**

**I** Look at the chart. Then write sentences that are true for you.

Things:	paint / beautiful	see / interesting	do / amazing
People:	meet / famous	skype / far away	talk to / from history
Places:	go / amazing	travel to / interesting	visit / new

*I'd like to paint something beautiful. I'd love to paint the Mona Lisa.*  
*I'd like to meet someone famous. I'd like to meet the President of the U.S.*  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 8

## New Artists

## Discover Grammar

A Listen and read.  17

Once there was a young artist called Mia. She wanted to be famous.

One day, she was coming out of an art gallery with her sketches when she saw somebody outside. A woman was painting a building. It was a very beautiful picture and Mia stopped to look. Then she realized the woman was a famous artist called Camila Blake.

"Ah," said Camila, when she saw Mia with her sketches. "You're an artist, too."

"But I'm not brilliant like you," Mia replied. "People don't want my paintings."

"Show me your work," said Camila. "I'll give you an art lesson."

So, Mia began painting. Camila gave her advice and helped her with her work. After a while, a man stopped by Mia's painting. "I'd like to buy that for my wife," he said.

"Shall I bring it to your house later?" Mia offered. She was happy. It was her first sale.

"Thank you," said the man. And he gave Mia his address.

Mia began a new painting, and soon, more people came.

They looked at her paintings and her sketches, and they wanted to buy them all. At the end of the day, there were no more of Mia's pictures. "Now you're a successful artist!" said Camila. "Come on. Let's celebrate! I'll buy you some cake."

B Read again. Underline three offers with *shall* or *will*.

## C Who do you think makes these offers? Write C (Camilla) or M (Mia).

- 1 I'll give you some advice about your art. \_\_\_\_\_
- 2 Shall I help you with your painting? \_\_\_\_\_
- 3 Shall I bring the painting to your house? \_\_\_\_\_
- 4 I'll wrap the painting for your wife with nice paper. \_\_\_\_\_
- 5 I'll buy you a cup of coffee to go with your cake. \_\_\_\_\_

# Learn Grammar

## A Read and learn.

### Offers with *Shall* and *Will*

When you make an offer, you say you will do something for someone.

Use *will* / *'ll* to make an offer with a statement.

*I'll give you an art lesson.*

Use *shall* to make an offer with a question.

*Shall I buy you some paints?*

Reply to an offer with a statement like this:

*I'll make you a drink. Thank you. / No, thank you. I'm not thirsty.*

Reply to an offer with a question like this:

*Shall I open the window? Yes, please. / No, thank you.*

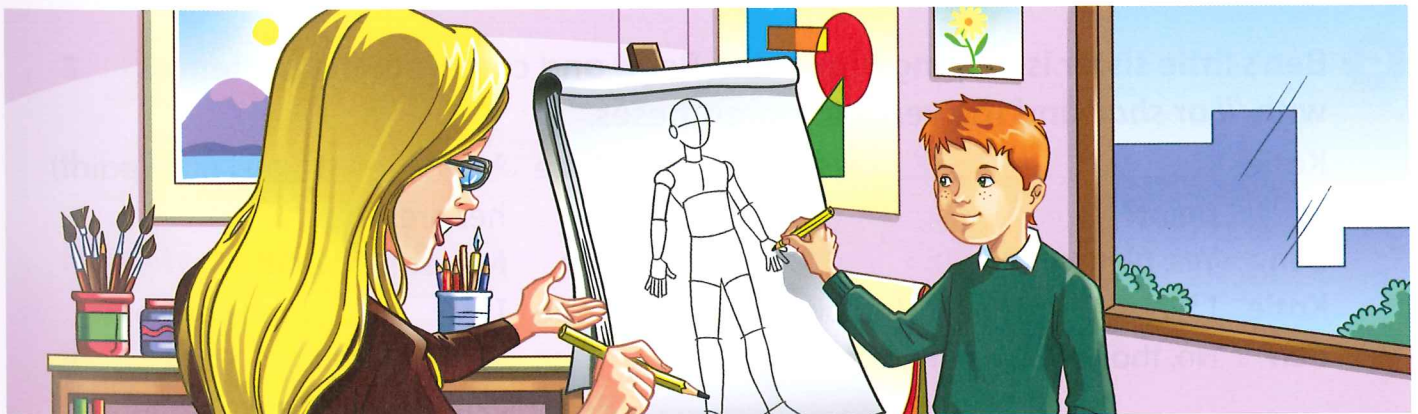


## B Match the situations with the offers.

- |  |                                       |
|--|---------------------------------------|
| 1 Your friend can't do his art homework. | a I'll make you a sandwich.           |
| 2 Your art teacher can't find any paint. | b I'll help you finish the drawing.   |
| 3 Your little sister's bored.            | c Shall I look in the art cupboard?   |
| 4 Your little brother's hungry.          | d Shall I take you to the playground? |

## C Match the offers with the replies.

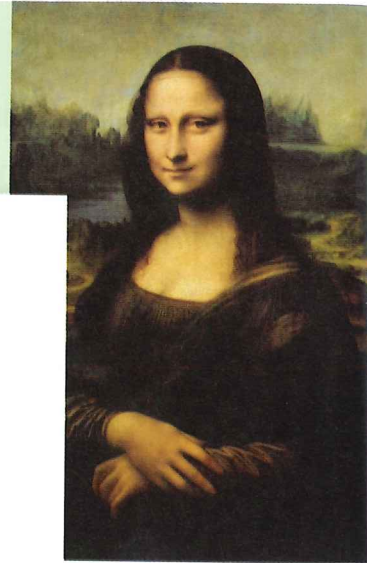
- |  |   |
|--|---|
| 1 I'll paint your portrait.            | a Yes, please. I find that very hard.         |
| 2 Shall I buy you some new pencils?    | b Thank you. They're very heavy.              |
| 3 I'll help you carry those paintings. | c Yes, please. I need red, yellow, and green. |
| 4 Shall I show you how to draw people? | d No, thank you. I don't like pictures of me! |



**D** Complete the conversation with *'ll* or *shall*.

### Art Competition

Paint your favorite famous painting and win art lessons at your local gallery!



Mom 1 \_\_\_\_\_ I enter your name for this competition, Ben?

Ben Yes, please, Mom. It looks good. I'd like to draw the *Mona Lisa*.

Mom Great idea. 2 \_\_\_\_\_ I get you some books about it?

Ben No, thanks, Mom. I can look on the Internet.

Mom All right. You start looking. I 3 \_\_\_\_\_ make you something to eat.

**E** Listen and complete the conversations with *'ll* or *shall*.  18

Ben I don't have any paints.

Mom 1 \_\_\_\_\_ I buy you some when I go to the store?

Ben Yes, please.

Ben My computer's not working.

Dad I 2 \_\_\_\_\_ lend you my laptop.

Ben Thanks, Dad.

Ben I can't find a good picture of the *Mona Lisa*.

Josh I 3 \_\_\_\_\_ find something for you.

Ben Thanks, Josh.

Ben I'm doing a sketch, but I can't get the smile right.

Katie 4 \_\_\_\_\_ I help you?

Ben No, thanks, Katie. Practice makes perfect.

**F** Act the conversations out.

**G** Ben's little sister is helping him paint. Read and complete the sentences with *'ll* or *shall* and the verbs in parentheses.

Katie 1 \_\_\_\_\_ I \_\_\_\_\_ (get) the paint?

Ben Yes, please, Katie.

Katie I 2 \_\_\_\_\_ (draw) that bit.

Ben No, thank you. I can do it.

Katie 3 \_\_\_\_\_ I \_\_\_\_\_ (paint) her dress?

Ben No, really. It's OK.

Katie I 4 \_\_\_\_\_ (get) you some lemonade!

Ben Great idea! Thanks, Katie.

**H** Complete the story with *'ll* or *shall* and the verbs in parentheses.

Ben was painting the *Mona Lisa* for an art competition.

His little sister, Katie, wanted to help. "1 \_\_\_\_\_

I \_\_\_\_\_ (mix) the paint?" she said.

"Yes, please," said Ben. "Can you mix red and green?

I need light brown for her hair."

"OK," said Katie. "I 2 \_\_\_\_\_ (mix) all the colors for you!"

"Thank you," said Ben. "And I 3 \_\_\_\_\_ (make) us a sandwich."

Ben went to make the sandwich. Katie started mixing paint. But she mixed all the colors up wrong.

"Oh no!" said Ben when he came back. "I don't have any more paint!"

"4 \_\_\_\_\_ I \_\_\_\_\_ (get) you some from the store?" said Katie.

"It's too late. The competition is tomorrow."

Ben painted the picture, but it was all the wrong colors. The next day, he didn't want to take it to the competition. "I 5 \_\_\_\_\_ (take) it," said his mom. And she did.

And this is what the judges said: "Ben's painting of the *Mona Lisa* is original and interesting. Good job! He wins first prize!"



**Let's Talk!**

**I** Take turns making offers with your partner.

1 I'm hungry.

I'll make you a sandwich.

2 I'm bored.

3 These books are heavy.

4 I can't do my homework.

5 My computer's broken.

6 I can't find my phone.

## Module 4 Review

### A Choose the correct indefinite pronouns to complete the sentences.

- 1 I'm bored. I don't have \_\_\_\_\_ to do.  
a someone                      b anyone                      c anything
- 2 I don't have \_\_\_\_\_ to go.  
a anywhere                      b anyone                      c anything
- 3 I don't have \_\_\_\_\_ to talk to!  
a someone                      b anyone                      c somewhere
- 4 Can you think of \_\_\_\_\_ to do?  
a anything                      b anyone                      c somewhere
- 5 I'd like to do \_\_\_\_\_ artistic!  
a someone                      b anyone                      c something

### B Complete the conversation with indefinite pronouns.

Ben Did you go <sup>1</sup> \_\_\_\_\_ good last weekend?

Luke Yes! I went <sup>2</sup> \_\_\_\_\_ really good – the beach!

Ben Did you go with <sup>3</sup> \_\_\_\_\_ else?

Luke Yes, I went with my family.

Ben And did you do <sup>4</sup> \_\_\_\_\_ interesting there?

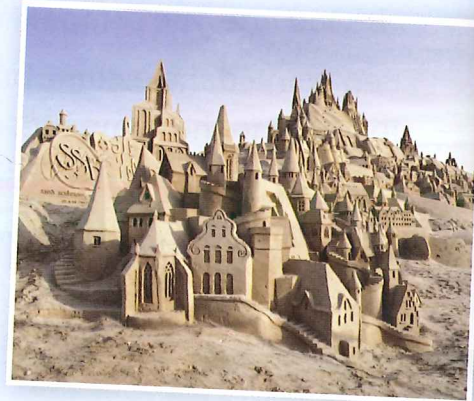
Luke Yes! We did <sup>5</sup> \_\_\_\_\_ very interesting! We took part in a sand sculpting competition.

Ben Wow! Did you make <sup>6</sup> \_\_\_\_\_ good?

Luke Yes! I made <sup>7</sup> \_\_\_\_\_ amazing. It was a sculpture of an elephant. My mom made a horse. My dad made a car, and my little sister made a bear.

Ben Did <sup>8</sup> \_\_\_\_\_ in your family win?

Luke No! But it was great fun!



### C Complete the conversations with *shall*, or *'ll*.

1 Amy I can't do my sand sculpture.

Ben \_\_\_\_\_ I help you?

Amy Yes, please.

2 Ben I'm thirsty.

Mom I \_\_\_\_\_ buy you some lemonade.

Ben Thanks, Mom.

3 Dad I'm hungry.

Amy I \_\_\_\_\_ get the sandwiches.

Dad Thanks, Amy.

4 Mom Look at my horse sculpture!

Dad \_\_\_\_\_ I take a photo?

Mom Yes, please.

## Exam Time

**D** Read the text and write the missing words. Write one word in each gap.

Hi Ana,

I did something really good over the weekend. I went to a glass sculpture exhibit. The exhibit was in an art gallery. It's <sup>1</sup> \_\_\_\_\_ in New York, but I can't remember exactly where! I took some great photos. <sup>2</sup> \_\_\_\_\_ I send them to you? Let me know!

Did you go to the party last night? Was it fun? Did you see <sup>3</sup> \_\_\_\_\_ from school? Are you doing <sup>4</sup> \_\_\_\_\_ tomorrow? Do you have a lot of homework? I <sup>5</sup> \_\_\_\_\_ help you! Then we can go to the park!

Bye for now!

Maria

## Extra

**E** Read the situations. Write the conversations.

Example:

Your friend is hungry. You offer to make him/her a sandwich.

Friend I'm hungry.

You I'll make you a sandwich.

1 Your little brother is bored. You offer to go to the park with him.

Brother \_\_\_\_\_

You \_\_\_\_\_

2 Your dad is tired. You offer to clean the car for him.

Dad \_\_\_\_\_

You \_\_\_\_\_

3 Your friend can't find his/her pen. You offer to lend him/her your pen.

Friend \_\_\_\_\_

You \_\_\_\_\_

4 Your little sister can't do her homework. You offer to help her.

Sister \_\_\_\_\_

You \_\_\_\_\_

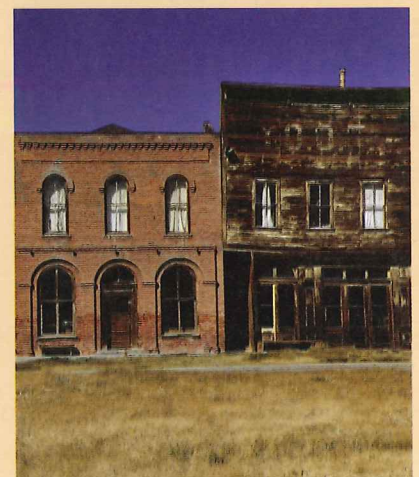
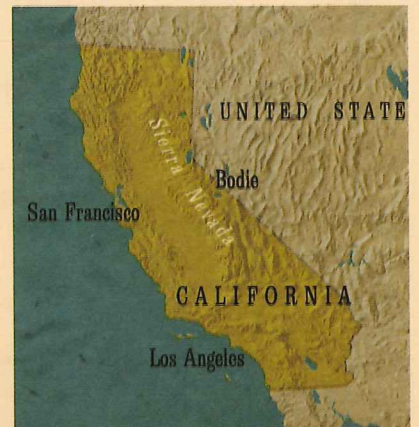
# 9 Old Towns

## Discover Grammar

### A Listen and read. 19

If you go to Bodie, in California, you will see a ghost town. There are houses, but nobody lives there, and everything is broken and old. There are stores, but they are empty, and no one works inside. If you explore the buildings, you'll see mice everywhere. You'll see snakes and lizards, too. And if you go outside, you may see a mountain lion or a bear. But there are no people in the town. So, where did they go?

In the 1840s, a man discovered gold in the Sierra Nevada. Everybody heard about the gold, and many people came to find it. They built gold mines, and then they built a town. They called the town Bodie, and they lived there and looked for gold. But by the 1940s, there was nothing left in the mines. The gold was gone, and everybody went. Today, Bodie is an historical place and a tourist attraction. It's closed in the winter because of the terrible wind and snow. But in the summer, thousands of visitors come. They try to imagine what life was like in the Wild West all those years ago.



### B Read again. Underline seven words with *every-* or *no-* at the front.

### C Correct the words in bold.

- 1 Today, **everybody** lives in the town of Bodie. It's a ghost town. \_\_\_\_\_
- 2 **Nothing** in the houses is broken and old. \_\_\_\_\_
- 3 **Everyone** works in the stores because they are empty. \_\_\_\_\_
- 4 You will see mice **nowhere** if you explore the buildings. \_\_\_\_\_
- 5 **Nobody** went to Bodie in the 1840s when they heard about the gold there. \_\_\_\_\_
- 6 Today, there is **everything** left in the mines. \_\_\_\_\_

# Learn Grammar

## A Read and learn.

### Indefinite Pronouns

**Remember!** Use indefinite pronouns to talk about unnamed people, things, or places. They are unnamed because you don't know who or what they are.

Use *no-* when talking about negative things. Use *no-* in affirmative sentences.

People	no one / nobody	<i>Nobody</i> lives there.
Things	nothing	There was <i>nothing</i> left in the mines.
Places	nowhere	There's <i>nowhere</i> to go.

Use *every-* when you mean 'all'. Use *every-* in affirmative sentences and questions.

People	everyone / everybody	Has <i>everyone</i> left?
Things	everything	<i>Everything</i> is broken and old.
Places	everywhere	<i>Everywhere</i> is closed.



## B Check the correct sentences. Cross out the wrong sentences.

- 1 There was nothing to do, so we drove to the nearest town.
- 2 No one was hungry, so we looked for a restaurant.
- 3 We drove around, but there was everywhere open.
- 4 There were stores and coffee shops, but everyone was closed.
- 5 Nobody was outside. It was like a ghost town.
- 6 Nothing knew what to do, so we decided to go home.

## C Circle the correct words.

There are houses, but <sup>1</sup> **nowhere** / **no one** / **nothing** lives in them.  
There's a store, but <sup>2</sup> **nowhere** / **nobody** / **nothing** works there, and  
there's <sup>3</sup> **nobody** / **nothing** / **no one** on the shelves. There are roads,  
but they go <sup>4</sup> **nothing** / **nowhere** / **nobody**. There's a school, but  
<sup>5</sup> **everything** / **no one** / **nothing** goes there. There's a railroad, but it's  
closed now. <sup>6</sup> **Everything** / **Everyone** / **Everywhere** stopped here many  
years ago. It's a ghost town.

**D** Choose the correct indefinite pronouns to complete the sentences.

- 1 We visited a small village in the mountains, but there was \_\_\_\_\_ to do.  
a nothing            b no one            c everywhere
- 2 We went to a restaurant, but there was \_\_\_\_\_ there.  
a everything        b no one            c everywhere
- 3 We walked around, but there was \_\_\_\_\_ outside.  
a nobody            b nowhere            c everything
- 4 \_\_\_\_\_ in the village was closed.  
a No where        b Nobody            c Everything
- 5 \_\_\_\_\_ in the village was at home.  
a Nothing            b Everyone            c Everywhere

**E** Read the conversation and write the missing indefinite pronouns.

Hugo What's your town like?

Josh It's boring. There's <sup>1</sup> \_\_\_\_\_ to do!

Hugo What about the cafe?

Josh It's boring. <sup>2</sup> \_\_\_\_\_ goes there!

Hugo What about your friends? What do they think?

Josh <sup>3</sup> \_\_\_\_\_ thinks it's boring. What's your town like?

Hugo I like it! <sup>4</sup> \_\_\_\_\_ is friendly. <sup>5</sup> \_\_\_\_\_ is fun! <sup>6</sup> \_\_\_\_\_ is bored!

**F** Listen and check.  20

**G** Act it out.

**H** Look at the words in bold. Two of them are wrong. Underline them.



There are ghost towns **everywhere**! They're all around the world. Craco is a beautiful, medieval village in the south of Italy. Once, it was a busy and successful town. **Everything** was happy there. **No one** wanted to leave! But then, in 1963, **everywhere** suddenly moved to a different town! They took **everything** they had, and they didn't go back. What happened? Why did they leave? They left because there were lots of earthquakes and landslides. The village became too dangerous to live in.

**I** Complete the text with the indefinite pronouns in the box.

everything   nothing   everyone   somewhere  
 nothing   no one   nowhere   everywhere

Hi Adam,

We're staying in a village <sup>1</sup> \_\_\_\_\_ in the south of Italy. We're near a village called Craco. It's an amazing place because it's a ghost town. I knew <sup>2</sup> \_\_\_\_\_ about it before I came to Italy, but I'm learning all about it now. There are lots of houses and other buildings there, but <sup>3</sup> \_\_\_\_\_ lives in them. <sup>4</sup> \_\_\_\_\_ is empty and deserted. It's because there are lots of earthquakes there. But it's a good place to film a movie! Did you know they filmed the James Bond film, *Quantum of Solace*, there? I love James Bond. I know <sup>5</sup> \_\_\_\_\_ about the movies and I recognize parts of Craco from them! It would be cool to stay in Craco but there's <sup>6</sup> \_\_\_\_\_ to stay there.

I'll call you when I get home. What are you doing for the rest of the holiday?  
<sup>7</sup> \_\_\_\_\_ I know is going away. So, I have <sup>8</sup> \_\_\_\_\_ to do! What about you? I hope you're around!

Bye!  
 Tarik



**Let's Write!**

**J** Look at the chart. Then write sentences.

On Saturday	do / nothing	see / nobody	go / nowhere
On Sunday	do / something	see / somebody	go / somewhere

*I'm doing nothing on Saturday. But I'm doing something on Sunday. I'm playing tennis.*

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# 10 New Towns

## Discover Grammar

### A Listen and read. 21

Jack's school was closed for the day. "I'm very busy at work today," said Jack's mom to his dad. "He can go to work with you, can't he?" Jack's dad was a town planner, and he had an important meeting that day. But he said, "OK." Then he asked Jack, "You will be good, won't you?"

"Yes, I will," said Jack. "I'm always good!"

"And you won't talk in the meeting, will you?"

"No, I won't." He smiled.

A driver drove them to the office in a long, black car. Jack looked out the window.

The town looked gray.

"This town is ugly, isn't it?" said Jack.

"Yes, it is," said Jack's dad, but he wasn't really listening.

"People don't like it, do they?"

Jack's dad didn't look up.

At the meeting, people were talking about the plans for a new town.



"We're building houses, hospitals, stores, and offices," said a woman.

"It'll be just like this town," said Jack's dad. And he was happy with that.

"No!" said Jack. "Nobody likes this town. Build a new and colorful town! Paint the houses blue and red. Plant flowers. You can do it, can't you?"

"Yes, we can!" said everyone in the room. Even Jack's dad looked excited.

And so they built a new town. They painted the houses blue and red, and they built a beautiful park, and a movie theater. They called the movie theater "Jack's theater", and painted it purple and green.

### B Read again. Underline six questions and six answers.

### C Read and match.

- 1 He can go to work with you,
- 2 You will be good,
- 3 You won't talk in the meeting,
- 4 This town is ugly,
- 5 People don't like it,
- 6 You can do it,

- a will you?
- b can't you?
- c isn't it?
- d can't he?
- e do they?
- f won't you?

# Learn Grammar

## A Read and learn.

### Tag Questions

In a tag question, a statement is turned into a question by adding a verb tag at the end, separated by a comma. Use tag questions to say things you think are true, but don't know for sure. Tag questions are used to ask for agreement, so they usually have a *yes* or *no* answer.

*You will be good, **won't you?***  
statement      tag question



With positive statements, use negative verbs in the tag questions.

*This town **is** ugly, **isn't it?***

With negative statements, use positive verbs in the tag questions.

*It **isn't** colorful, **is it?***

In sentences with *will*, *be*, and *can*, repeat the same verb in the tag question.

*You **can** do it, **can't** you?*

*You **won't** regret it, **will** you?*

*This town **is** ugly, **isn't** it?*

In sentences with other verbs, use *do*.

*You **like** this town, **don't** you?*

*People **don't like** it, **do** they?*

**Remember!** Repeat the same pronoun in the statement and the tag question.

*You'll listen, **won't** you?*

*They liked the plans, **didn't** they?*

Use short answers to reply to tag questions.

*You **won't** talk in the meeting, **will** you?*

*Yes, I will. / No, I won't.*

## B Choose the correct tag questions.

1 Jack's dad is a town planner, \_\_\_\_\_

a isn't he?      b is he?

2 Jack wasn't at school, \_\_\_\_\_

a was he?      b did he?

3 Jack's mom was busy at work, \_\_\_\_\_

a doesn't she?      b wasn't she?

4 They drove to the office, \_\_\_\_\_

a do they?      b didn't they?

5 Jack didn't like his dad's plans, \_\_\_\_\_

a did he?      b didn't he?

6 He wants a colorful town, \_\_\_\_\_

a doesn't it?      b doesn't he?

**C** Match the statements with the tag questions.

- |                                   |                |
|-----------------------------------|----------------|
| 1 You're a new boy,               | a didn't he?   |
| 2 You're not in my class,         | b aren't you?  |
| 3 You don't come from here,       | c aren't they? |
| 4 Your mom and dad are Brazilian, | d are you?     |
| 5 Your dad's a town planner,      | e do you?      |
| 6 He designed the new town,       | f isn't he?    |

**D** Read the conversation and write the missing words.

Josh You're from Brasilia, aren't you?

Paulo <sup>1</sup> \_\_\_\_\_.

Josh That's the capital of Brazil, isn't it?

Paulo <sup>2</sup> \_\_\_\_\_.

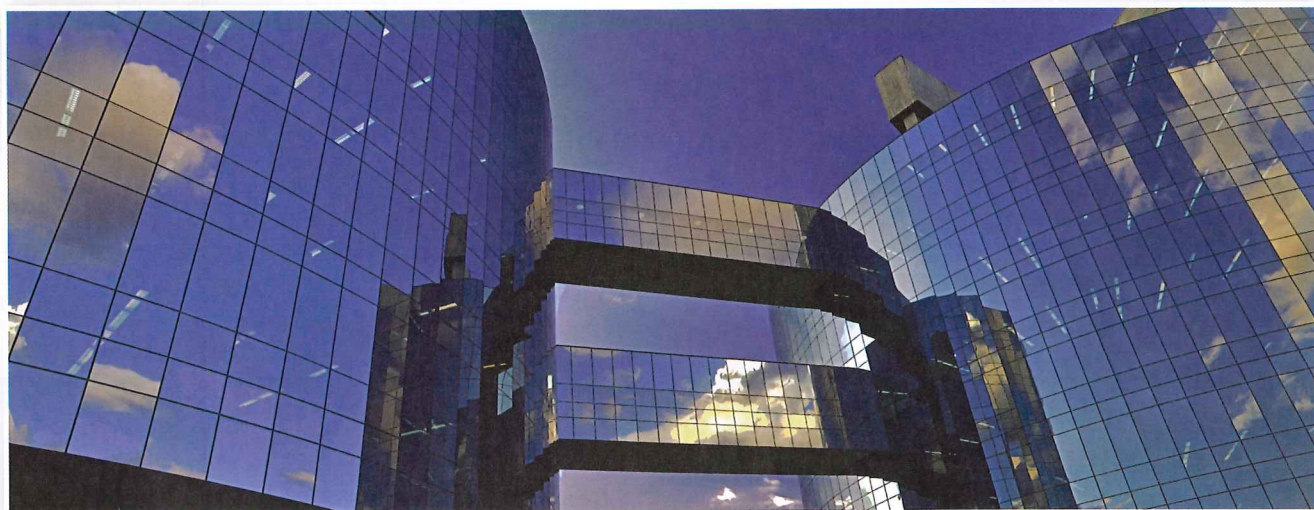
Josh They don't speak Spanish there, do they?

Paulo <sup>3</sup> \_\_\_\_\_. They speak Portuguese.



**E** Listen and check.  22

**F** Act it out.



**G** Write the tag questions.

- 1 Paulo's dad is coming to school today, \_\_\_\_\_?
- 2 We're asking him questions about Brasilia, \_\_\_\_\_?
- 3 It isn't an old city, \_\_\_\_\_?
- 4 The talk won't be boring, \_\_\_\_\_?
- 5 You like modern cities, \_\_\_\_\_?
- 6 We have a modern house, \_\_\_\_\_?

**H** Complete the interview with tag questions.

Teacher Hello. Welcome to our school. You're from Brazil, <sup>1</sup> \_\_\_\_\_?

Paulo's dad Yes, I am.

Teacher But you and your family don't live there now, <sup>2</sup> \_\_\_\_\_?

Paulo's dad No, we don't. We're living in the U.S. right now. I'm helping to design a new town.

Teacher You lived in Brasilia, <sup>3</sup> \_\_\_\_\_?

Paulo's dad Yes, I did.

Teacher It's a very modern and beautiful city, <sup>4</sup> \_\_\_\_\_?

Paulo's dad Yes, it is. I like it very much. I'll go back there when I finish my project.

Teacher They started building Brasilia in the 1950s, <sup>5</sup> \_\_\_\_\_?

Paulo's dad Yes, they did. It's a very new city. There was only desert there before.

**I** Write the questions. Use tag questions.

1 Josh you / like / being / a town planner / ?

Paulo's dad Yes, I do. I like it very much.

2 Kate Brasilia / have / a lot of / tall buildings / ?

Paulo's dad Yes, it does. They're very modern.

3 Josh you / like / old towns / ?

Paulo's dad Yes, I do. I like old towns and modern towns.

4 Sara they / speak / Portuguese / in Brazil / ?

Paulo's dad Yes, they do.

**Let's Talk!**

**J** Write statements about your partner with positive or negative tag questions. Use the ideas in the box or your own ideas.

(not) live / apartment      (not) like / soccer      (not) hate / singing  
(not) have / sister      (not) love / pizza      (not) from / this city

**K** Ask and answer with your partner.

You don't have a sister, do you?

No, I don't. But I have a brother.

## Module 5 Review

### A Circle the correct words.

I live in a seaside town. In the summer, <sup>1</sup> everyone / everything / everywhere wants to come here. But in the winter, there's <sup>2</sup> no one / nothing / nowhere to do. <sup>3</sup> Nothing / Everywhere / Everybody is closed and <sup>4</sup> nobody / nowhere / nothing comes to visit. <sup>5</sup> Everywhere / Everybody / Everything stays at home. It's really boring!

### B Complete the text with indefinite pronouns.



There are classrooms, but <sup>1</sup> \_\_\_\_\_ is inside. There's a cafeteria, but <sup>2</sup> \_\_\_\_\_ is eating there. There are corridors, but <sup>3</sup> \_\_\_\_\_ is walking there. I'm looking <sup>4</sup> \_\_\_\_\_, but I can't find any people. Why is it so quiet? Why is it so empty? Oh! It's because it's the school vacation, and <sup>5</sup> \_\_\_\_\_ is at home!

### C Complete the conversations with tag questions.

Alice You're from Tokyo, <sup>1</sup> \_\_\_\_\_?

Mai Yes, I am.

Alice That's a very modern city, <sup>2</sup> \_\_\_\_\_?

Mai Yes, it is.

Tom Your dad has a new job, <sup>3</sup> \_\_\_\_\_?

Sam Yes, he does.

Tom You won't move to another town, <sup>4</sup> \_\_\_\_\_?

Sam No, we won't.

Olivia You don't like fish, <sup>5</sup> \_\_\_\_\_?

Ada No, I don't.

Olivia But you will eat some meat, <sup>6</sup> \_\_\_\_\_?

Ada Yes, I will.

## Exam Time

**D** Complete the conversation with the words in the box. There are five extra words.

everywhere somewhere are did nothing  
nowhere will aren't didn't everyone

**Ivan** You're doing a project on Tokyo at school, <sup>1</sup> \_\_\_\_\_ you?

**Marco** Yes, I am. <sup>2</sup> \_\_\_\_\_ in my class is doing a project on cities around the world.

**Ivan** You went to Tokyo last year, <sup>3</sup> \_\_\_\_\_ you?

**Marco** Yes, I did.

**Ivan** Where did you stay?

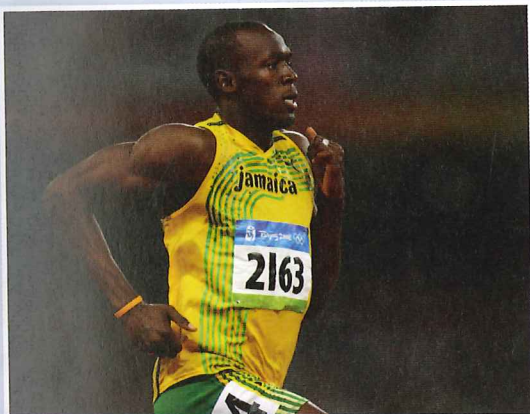
**Marco** We were in a hotel <sup>4</sup> \_\_\_\_\_ in the middle of the city, but I don't remember the name of the street.

**Ivan** What was it like?

**Marco** It was noisy, but amazing. <sup>5</sup> \_\_\_\_\_ is open until really late at night in Tokyo.

## Extra

**E** Look at the information about Usain Bolt. Complete the interview with tag questions.



Name: Usain Bolt Job: runner Country: Jamaica

**You** Your name's Usain Bolt,  
<sup>1</sup> \_\_\_\_\_ ?

**Usain** Yes, it is.

**You** You're a runner, <sup>2</sup> \_\_\_\_\_ ?

**Usain** Yes, I am.

**You** You're from Jamaica, <sup>3</sup> \_\_\_\_\_ ?

**Usain** Yes, I am. That's my home!

**F** Think of another famous person. Complete the chart. Write a short interview.

Name: \_\_\_\_\_

Job: \_\_\_\_\_

Country: \_\_\_\_\_

## 11

## Accidental Science

## Discover Grammar

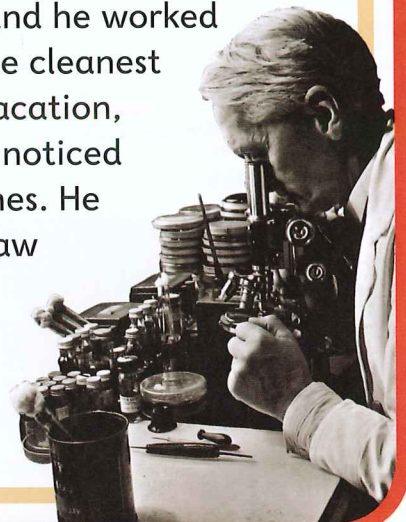
A Listen and read.  23

## Great Discoveries

Some great things happen by accident. This is the story of penicillin.

Alexander Fleming was Scottish. He was a scientist in the early twentieth century. At that time, he was working hard on different ideas. He was studying bacteria because he knew it was dangerous for humans. He wanted to find a way to destroy it. So, he grew bacteria in small, round glass dishes called “petri dishes”. He did experiments and tried to find an answer. But he wasn’t successful. He didn’t know what to do.

Like all scientists, Fleming wore a long, white lab coat and he worked in a laboratory full of equipment. But Fleming wasn’t the cleanest scientist in the world. One day, when he left to go on vacation, he didn’t clean his petri dishes. When he came back, he noticed some interesting, green mold growing on one of his dishes. He studied it through his powerful, silver microscope and saw that the mold was killing the bacteria. He was amazed. He knew he could use the mold to fight bacteria in humans. Years later, his ideas were successful. Today, penicillin saves millions of lives.



B Underline four sentences which have two adjectives to describe a noun.

C Write the missing words.

- 1 Fleming grew bacteria in \_\_\_\_\_, \_\_\_\_\_ glass dishes.
- 2 He wore a \_\_\_\_\_, \_\_\_\_\_ lab coat.
- 3 He saw some \_\_\_\_\_, \_\_\_\_\_ mold in one of the petri dishes.
- 4 He looked at the mold through a \_\_\_\_\_, \_\_\_\_\_ microscope.



# Learn Grammar

## A Read and learn.

### Order of Adjectives

More than one adjective can be used to describe a noun. The adjectives must go in a certain order:

opinion → size → age → shape → color → material

He was growing bacteria in small, round, glass dishes.  
size shape material

He noticed some interesting, green mold.  
opinion color

You need a new, white lab coat.  
age color



It's a good idea not to use more than three adjectives to describe a noun.

## B Write the adjectives in the chart.

beautiful large old triangular wooden fantastic big cotton  
ugly modern small square red round yellow glass blue new

opinion	size	age	shape	color	material

## C Add one more adjective to each column in the chart.

## D Check the correct sentences.

- a There's a square, small, interesting photo of Alexander Fleming in my book.

b There's an interesting, small, square photo of Alexander Fleming in my book.
- a We're growing a brown, ugly mold in the laboratory.

b We're growing an ugly, brown mold in the laboratory.

**E** Complete the sentences. Use the adjectives in parentheses.

- 1 Helen visited a \_\_\_\_\_ science museum. (modern / huge)
- 2 It had \_\_\_\_\_ windows. (round / large / glass)
- 3 There was a \_\_\_\_\_ exhibit on Alexander Fleming. (new / great)
- 4 Helen watched a \_\_\_\_\_ film about bacteria. (black and white / fantastic)
- 5 She learned a lot about \_\_\_\_\_ mold. (green / ugly)

**F** Read the conversation. Underline adjectives that are in the wrong order.

**Helen** They're building a big, new science laboratory at our school. A scientist from Denmark is coming to open it.

**Mom** That sounds good.

**Helen** But I've only got an old, gray, cotton lab coat. Can I have a new one?

**Mom** Yes, of course.

**Helen** And can I have a silver, new microscope for my birthday?

**Mom** All right, Helen.

**Helen** Thanks, Mom. I want to be a famous scientist one day. I want to discover a new, fantastic idea.

**G** Complete the interview. Use the adjectives in parentheses.

**Helen** Where did you live when you were a child?

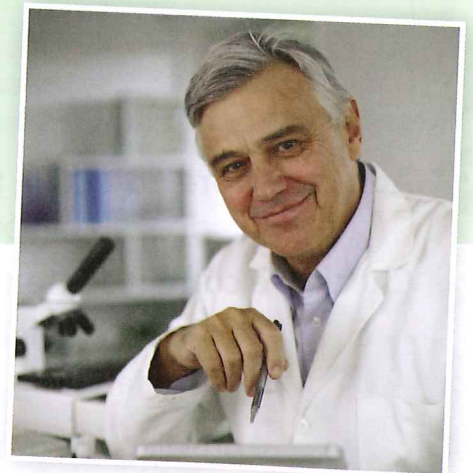
**Scientist** We lived in a <sup>1</sup> \_\_\_\_\_ (little / gray / old) house in the countryside. I loved exploring the <sup>2</sup> \_\_\_\_\_ (green / beautiful) fields and finding out things.

**Helen** Were you always interested in science?

**Scientist** Yes, I was. I did experiments in a <sup>3</sup> \_\_\_\_\_ (brown / tiny) shed in our garden.

**Helen** Did you have a lab coat?

**Scientist** Well, no, I didn't. But I had a <sup>4</sup> \_\_\_\_\_ (huge / black / old) coat. It was my father's and I loved it!



**H** Listen and check.  24

**I** Act it out.

**J** Write the words in the correct order.

1 great / got / They've / science books / new / .  
\_\_\_\_\_

2 cotton / She's / got / a / lab coat / white / lovely / .  
\_\_\_\_\_

3 a / It's / fantastic / building / modern / large / .  
\_\_\_\_\_

4 an / interesting / He's / scientist / young / .  
\_\_\_\_\_

**K** Complete the email. Use the adjectives in parentheses.

Hello Lucy,

They finished building the new laboratory at our school.

We all sit at <sup>1</sup> \_\_\_\_\_ (rectangular / long / wooden) tables. We wear <sup>2</sup> \_\_\_\_\_ (green / cotton / smart) lab coats. We sometimes wear <sup>3</sup> \_\_\_\_\_ (white / small / plastic) gloves for our experiments. I love all the <sup>4</sup> \_\_\_\_\_ (silver / amazing) equipment. There are <sup>5</sup> \_\_\_\_\_ (black and white / big ) posters of famous scientists on the walls. I hope I discover a <sup>6</sup> \_\_\_\_\_ (new / fantastic) idea in the laboratory!

Bye!

Helen



**Let's Talk!**

**L** Choose five things in your classroom. Use the ideas in the box or your own ideas. Think of adjectives to describe them. Take turns describing and guessing.

clock table chair school bag ruler computer pencil window

It's a large, square, wooden thing.

Is it a table?

Yes!

# 12 Being Healthy

## Discover Grammar

### A Listen and read. 25

### Did you use to eat your vegetables?

When you were small, did your parents use to say, "Eat your vegetables, or you won't grow!"? Did you use to listen to them? Or did you use to hide your vegetables under your plate? Today, we may not always like our carrots and our peas, but we know they're good for us and make us healthy. But many years ago, people didn't use to know that there were vitamins and minerals in their food. They often became sick, and they didn't know why.

One of the first people to think about food and health was a man called Dr. James Lind. He became a doctor on a ship in 1747. At that time, sailors used to go on long sea voyages, and they often caught a disease called scurvy. In those days, they didn't use to have refrigerators. So, they used to eat a lot of dried meat and bread, but no fruit or vegetables. Dr. Lind thought that the sailors' diet was the reason for scurvy. He started to experiment. He decided to give the sailors some fruit to eat. He gave them limes and they recovered from their sickness. Two hundred years later, scientists discovered that limes are full of Vitamin C, which keeps us healthy. Dr. Lind's experiment was the beginning of our understanding of how food can make us healthy.



### B Read again. Underline four questions with *use to*, two sentences with *didn't use to*, and two sentences with *used to*.

### C Are the sentences true or false? Write *T* (true) or *F* (false).

- 1 People used to become sick a lot because they didn't eat the right foods. \_\_\_\_\_
- 2 In the 1740s, many sailors used to go on long sea voyages. \_\_\_\_\_
- 3 Many sailors used to catch a disease called scurvy. \_\_\_\_\_
- 4 There used to be huge refrigerators on their ships. \_\_\_\_\_
- 5 The sailors used to eat a lot of dried meat and bread. \_\_\_\_\_
- 6 The sailors used to take a lot of fruit and vegetables on their sea voyages. \_\_\_\_\_

# Learn Grammar

## A Read and learn.

### Used To

Use *used to* to talk about situations that were true in the past, but aren't true now. Or actions that happened often in the past.

*Used to, didn't use to, or use to* go before the main verb in the sentence.

#### Affirmative

Sailors **used to** go on long sea voyages.

#### Negative

They **didn't use to** have refrigerators.

#### Questions

**Did you use to** eat your vegetables?

Yes, I did. / No, I didn't.

What **did they use to** drink?



## B Check the correct sentences.

- a People used to drink dirty water 100 years ago.

b People use to drink dirty water 100 years ago.
- a They didn't use to understand dirty water was dangerous.

b They didn't used to understand dirty water was dangerous.
- a Did they used to have clean kitchens?

b Did they use to have clean kitchens?
- a People didn't use to understand the danger of bacteria.

b People didn't use understand the danger of bacteria.

## C Circle the correct words.





- Years ago, there **didn't use to** / **used to** be clean hospitals.
- Patients **use to** / **used to** get sick because of this.
- Doctors and nurses **didn't use** / **didn't use to** understand the importance of cleanliness.
- They **use to** / **used to** think medicine was more important.
- They **didn't used to** / **use to** have good health care.


**D** Complete the questionnaire with *used to* or *didn't use to*. Write answers that are true for you.

**What were you like when you were six?**


**Were you active?**


1  I \_\_\_\_\_ play in the park.


2  I \_\_\_\_\_ go swimming.

3  I \_\_\_\_\_ play soccer.


**Did you use to eat healthy food?**


4  I \_\_\_\_\_ like vegetables.

5  I \_\_\_\_\_ like fruit.

6  I \_\_\_\_\_ eat pizza.

**Were you healthy?**

7  I \_\_\_\_\_ get a lot of colds.

8  I \_\_\_\_\_ get flu.

**E** Read the conversation and write the missing words.

Leo Look at this questionnaire, Tarik, and I'll ask you some of the questions.  
 Tarik All right.  
 Leo Did you <sup>1</sup> \_\_\_\_\_ go to the park?  
 Tarik <sup>2</sup> \_\_\_\_\_. I didn't use to live near a park.  
 Leo Did you <sup>3</sup> \_\_\_\_\_ play soccer?  
 Tarik <sup>4</sup> \_\_\_\_\_. I loved soccer.  
 Leo Did you <sup>5</sup> \_\_\_\_\_ like vegetables?  
 Tarik <sup>6</sup> \_\_\_\_\_. But I used to love fruit.  
 Leo <sup>7</sup> \_\_\_\_\_ eat pizza?  
 Tarik <sup>8</sup> \_\_\_\_\_. But I don't like it now!

**F** Write the questions.

- |   |   |
|---|---|
| 1 you / go / to the beach / ?<br><u>Did you use to go to beach?</u> | 3 you / eat / a lot of chocolate / ?<br>_____ |
| 2 you / swim / in the sea / ?<br>_____                              | 4 you / like / bananas / ?<br>_____           |

**G** Complete the text with *use to*, *didn't use to*, or *used to* and the verbs in parentheses.

**What were you like when you were six?**



Did you <sup>1</sup> \_\_\_\_\_ (be) healthy? Did you <sup>2</sup> \_\_\_\_\_ (do) lots of activities?  
Did you <sup>3</sup> \_\_\_\_\_ (eat) your vegetables? Write and tell us.

*I'm Mara. I'm ten-years-old. When I was six, I was very different.*

*I <sup>4</sup> \_\_\_\_\_ (play) in the garden. Now, I play with my friends in the park.*

*I <sup>5</sup> \_\_\_\_\_ (ride) my bike. Now, I go on my skateboard.*

*I <sup>6</sup> \_\_\_\_\_ (not like) carrots. Now, I love them!*

*I <sup>7</sup> \_\_\_\_\_ (not get up) late. Now, I sleep all the time!*

*I <sup>8</sup> \_\_\_\_\_ (be) healthy. And now, well, I think I'm still healthy!*



**H** Look at the chart and write sentences. What did Mara use to do?

	watch TV	ride a bike	love ice cream	go to bed early	have a lot of colds
At six	X	X	X	✓	✓
Now	✓	✓	✓	X	X

1 *She didn't use to watch TV. She watches TV now.*

- 2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_

**Let's Write!**

**I** Write sentences with *used to* / *didn't use to*. Use the ideas in the box or your own ideas.

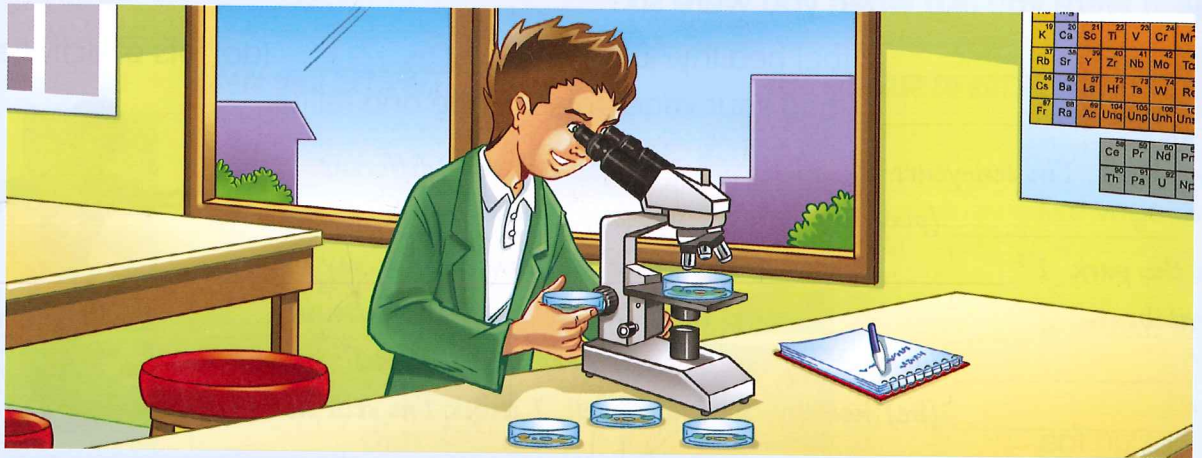
do / a lot of exercise    have / a bike    eat / healthy food  
watch / a lot of TV    like / music    play / a musical instrument

*When I was six, I used to do a lot of exercise.*

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Module 6 Review

**A** Check the correct sentences. Correct the wrong sentences.



- 1 Felix wants to be a doctor. He wants to work in a big, modern hospital.
- 2 He wants to wear a nice, cotton, green coat.
- 3 He loves doing interesting, new experiments at home.
- 4 His parents bought him a huge, old microscope.
- 5 He likes growing yellow, ugly mold in petri dishes.

**B** Complete the sentences about children who entered a science competition. Use the adjectives in parentheses.

- 1 Felix grew some \_\_\_\_\_ mold. (green / interesting)
- 2 Irene built a \_\_\_\_\_ robot. (tiny / fantastic / silver)
- 3 Sam created a \_\_\_\_\_ bag. You can use it again and again. (green / large / plastic)
- 4 Mara wrote a \_\_\_\_\_ idea about space. (new / fascinating)
- 5 Amy designed a \_\_\_\_\_ lab coat. It glows in the dark. (cotton / large / pink)

**C** Complete the conversation with *use to*, *didn't use to*, or *used to* and the verbs in parentheses.

Carlos Did you <sup>1</sup> \_\_\_\_\_ (like) school?

Dad Yes, I did. I <sup>2</sup> \_\_\_\_\_ (have) a great time with my friends.

Carlos Did you <sup>3</sup> \_\_\_\_\_ (enjoy) the lessons?

Dad Well, I <sup>4</sup> \_\_\_\_\_ (not like) history because I wasn't very good at it. But I <sup>5</sup> \_\_\_\_\_ (love) science. I <sup>6</sup> \_\_\_\_\_ (have) a brilliant science teacher.

Carlos What did you <sup>7</sup> \_\_\_\_\_ (learn) about?

Dad We <sup>8</sup> \_\_\_\_\_ (learn) about all kinds of things, like space and medicine. It was great!

## Exam Time

**D** Read the conversation and choose the correct answers from a–h. There are two extra answers.

Alice I'm reading a book about hospitals 100 years ago.

Grace <sup>1</sup> \_\_\_\_\_

Alice They used to be very dirty. People didn't use to understand about bacteria.

Grace <sup>2</sup> \_\_\_\_\_

Alice Yes, it did. They didn't use to cook healthy things. Florence Nightingale was one of the first nurses to change things.

Grace <sup>3</sup> \_\_\_\_\_

Alice Well, she used to wash the patients, and she used to clean the hospital.

Grace <sup>4</sup> \_\_\_\_\_

Alice Yes, she did. She used to make good food in a small, clean kitchen.

Grace <sup>5</sup> \_\_\_\_\_

Alice I want to be an astronaut, or a pilot! What about you?

Grace <sup>6</sup> \_\_\_\_\_

- a She didn't use to be a nurse.
- b Did the food use to be bad, too?
- c Well, I used to want to be a teacher, but now I want to be a nurse like Florence Nightingale!
- d What did they use to be like?
- e They didn't use to like it.
- f What job do you want to do?
- g What did she use to do?
- h Did she use to cook for them, too?



## Extra

**E** Write sentences about the toys and clothes you had when you were young. Use the ideas in the box or your own ideas.

My clothes

a long, pink dress   a pair of big, red shorts   an old, green T-shirt

My toys

an old, brown teddy bear   a little, wooden toy car   a big, red, round ball

I used to have a long, pink dress. I didn't use to like jeans.

# 13

## The School Magazine

### Discover Grammar

#### A Listen and read. 26

**Interviewer** I'm talking to Ana and Lucy. They run a school magazine called *Chatter*. Tell me, was it difficult to start a magazine?

**Lucy** Yes, it was. We had to work hard. But now the magazine is popular, and it's really fun!

**Interviewer** Lots of young people would like to start a school magazine. Do you have any advice?

**Ana** First, you must talk to the teachers at your school.

**Lucy** That's right. You mustn't start before your school gives you permission.

**Interviewer** What happens after that?

**Ana** You should find an editor, writers, and photographers.

**Lucy** The editor has the most important job.

**Interviewer** What does the editor do?

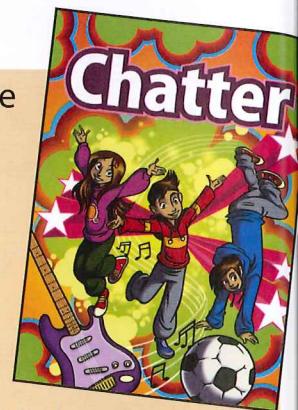
**Ana** He or she has to make all the decisions and decide what to include.

**Lucy** Then you can think about cost and design. You need to think about the cover, the number of pages, and the kind of articles you want.

**Ana** And the title is important. It doesn't have to be really original, but it has to be interesting! Short titles are usually best.

**Interviewer** And then you can start work?

**Lucy** Yes! Do interviews, write stories, take photos, and create the magazine. When you're happy with it, print lots of copies, and sell them!



#### B Read again. Underline one example of *must*, *mustn't*, *had to*, and *doesn't have to*. Underline two examples of *has to*.

#### C Check the correct sentences. Cross out the wrong sentences.

Advice for Starting a School Magazine:

- 1 You have to work hard.
- 2 You must ask permission from your parents.
- 3 You have to find people to do different jobs on the magazine.
- 4 You must have lots of editors.
- 5 You have to think about cost and design.
- 6 You must have a long title.

# Learn Grammar

## A Read and learn.

### Must / Mustn't

Use *must* to talk about what a person needs to do.

We **must** remember to bring dessert. I **mustn't** be late for school!



Use *mustn't* to talk about what a person shouldn't do.

The form of *must* / *mustn't* doesn't change. They are the same for every pronoun.

He **musts** go to the dentist.

### Have To / Don't Have To

Use *have to* / *don't have to* to talk about what a person needs to do or doesn't need to do. Or what is necessary or unnecessary.

The editor **has to** make all the decisions.

The title **doesn't have to** be really original.

*Have to* is a verb, so its form changes when it is used with different pronouns or in different tenses.

We **had to** work very hard.

She **doesn't have to** do her homework tonight.

Do you **have to** take your sports clothes tomorrow?

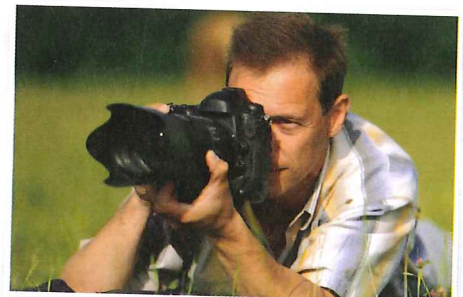
## B Check the correct sentences. Cross out the wrong sentences.

- 1 At the beginning, Lucy and Ana had work hard on their magazine.
- 2 Now they have to create a magazine every week.
- 3 The magazine **mustn't** to be late.
- 4 It **musts** have interesting stories.
- 5 Lucy **doesn't have** write stories because she's a photographer.
- 6 Ana **has to** choose the best ideas.

## C Circle the correct words.

Rules for a photographer:

- 1 You **must** / **mustn't** be rude to people.
- 2 You **must** / **mustn't** take interesting photos.
- 3 You **must** / **mustn't** have your own camera.
- 4 You **have to** / **don't have to** be a good writer.
- 5 You **have to** / **don't have to** be good at taking photos.



**D** Choose the correct words to complete the sentences.

Rules for working on our school magazine:

- 1 You \_\_\_\_\_ be late for an interview.  
a haven't                      b mustn't                      c don't
- 2 You \_\_\_\_\_ be polite.  
a must                          b have                          c haven't
- 3 You \_\_\_\_\_ to take a computer.  
a mustn't                      b doesn't have              c don't have
- 4 But you \_\_\_\_\_ forget your notepad and pen.  
a mustn't                      b have                          c don't have to
- 5 You \_\_\_\_\_ take notes.  
a have                          b must                          c don't have
- 6 You \_\_\_\_\_ to show the story to the editor.  
a must                          b have                          c mustn't



**E** Read the conversation and write the missing words.

Ben We <sup>1</sup> \_\_\_\_\_ to print the next magazine tomorrow.

Hugo But we need one more story.

Ben I know. You <sup>2</sup> \_\_\_\_\_ do an interview tomorrow.

Hugo Who with?

Ben Johnny Step has a new film. He'll be at the theater. You <sup>3</sup> \_\_\_\_\_ go there.

Hugo Will you come with me?

Ben I'm sorry, I can't! I <sup>4</sup> \_\_\_\_\_ leave my computer. I've got a lot to do.

Hugo You <sup>5</sup> \_\_\_\_\_ have to work on the computer all day!

Ben Yes, I do. And we need that story!

Hugo All right. I'll do it!

**F** Listen and check.  27

**G** Act it out.

**H** Complete the sentences with the correct form of the words in parentheses.

- 1 Hugo \_\_\_\_\_ (have to / do) an interview with Johnny Step.
- 2 He \_\_\_\_\_ (must / write) about it for the school magazine.
- 3 First, he \_\_\_\_\_ (have to / do) some research.
- 4 He \_\_\_\_\_ (have to / look) on the Internet and find out about the actor.
- 5 He \_\_\_\_\_ (must / think) of some interesting questions.
- 6 He \_\_\_\_\_ (not have to / take) his computer, but he must take a notebook.

**I** Read the conversation and write the missing words.

**Hugo** Excuse me, Johnny. My name's Hugo. Can I ask you some questions?

**Johnny** No, I'm sorry. I <sup>1</sup> \_\_\_\_\_ to be in the theater in ten minutes and I <sup>2</sup> \_\_\_\_\_ meet some reporters before that.

**Hugo** Please, Johnny! It's for our school magazine. We <sup>3</sup> \_\_\_\_\_ have a good story for tomorrow! You <sup>4</sup> \_\_\_\_\_ have to stay long.

**Johnny** All right. You can ask me three questions. But you can't ask me more than that. I <sup>5</sup> \_\_\_\_\_ be late for the show!

**J** Listen and check.  28

**K** Act it out.

**L** Complete the conversation. Use *must*, *mustn't*, or the correct form of *have to*. More than one answer may be possible.

Yesterday, our reporter, Hugo, went to the Rex Theater and interviewed Johnny Step. Yes, that's right, the famous Hollywood actor! This is how it went ...

**Hugo** Do you enjoy being an actor?

**Johnny** Yes, I love it! I work hard, but it's fun!

**Hugo** Do you <sup>1</sup> \_\_\_\_\_ travel a lot?

**Johnny** Yes, I do. But I love traveling!

**Hugo** What are you doing next?

**Johnny** I <sup>2</sup> \_\_\_\_\_ do anything for six weeks. But then I <sup>3</sup> \_\_\_\_\_ go back to work. I'm starting a new film. Now, I really <sup>4</sup> \_\_\_\_\_ go. I really <sup>5</sup> \_\_\_\_\_ miss the premiere of my film!

**Hugo** Thank you very much for the interview.

**Johnny** You're welcome!

**Let's Write!**

**M** Write your school rules. Use *must*, *mustn't*, *have to*, or *don't have to*.

*You mustn't talk during class.* \_\_\_\_\_

*You must walk in the halls.* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 14 Read the News

## Discover Grammar

### A Listen and read. 29

## Have you seen this monkey?

A monkey called Sabrina has escaped from Fleetside Zoo. The zoo has informed the emergency services, and they have started a search for Sabrina. They are looking in local parks and gardens.



Fleetside Zoo has been open for 25 years, and thousands of visitors go there every year. There is a large monkey enclosure at the zoo, and Sabrina is a very popular monkey there. She is ten-years-old and has been at Fleetside for eight years. Everyone wants to see Sabrina back at the zoo.

"We're all very worried," said one keeper at the zoo. "This is the first time we have lost an animal. Sabrina is a lovely monkey. She eats a lot and sleeps a lot. I don't think she will hurt anyone."

"We have spoken to a number of people," said one police officer. "But they haven't seen her. We think Sabrina has gone to the park. Monkeys like trees and open spaces."

If you have seen a monkey, please contact the zoo.

### B Read again. Underline eleven examples of *has*, *have*, *haven't* and the verb after, e.g., *have you seen* or *has been*.

### C Number the sentences in the correct order.

Children Find Sabrina in Fleetside Park

- \_\_\_\_\_ Emergency services have returned Sabrina to the zoo.
- \_\_\_\_\_ The keepers have given Sabrina her favorite food.
- \_\_\_\_\_ A group of children have found Sabrina in the park.
- \_\_\_\_\_ Sabrina has eaten all the food and has now gone to sleep.
- \_\_\_\_\_ The zoo keepers have put the hungry Sabrina into her enclosure.

# Learn Grammar

## A Read and learn.

### Present Perfect

Use the present perfect to talk about something that happened in the past, but has an effect in the present. You often don't know exactly when something happened, or it isn't important.

#### Affirmative

Use *has* or *have* and the past participle.

A monkey *has* escaped from the zoo.  
past participle

#### Negative

Use *hasn't* or *haven't* and the past participle.

They *haven't* seen her.  
past participle

### Past Participles

Some past participles have the same *-ed* form as the simple past tense. They are called regular past participles. For example:

Verb	Simple Past	Past Participle
escape	escaped	escaped
happen	happened	happened
watch	watched	watched



Some past participles have a different form from the *-ed* simple past tense. They are called irregular past participles. Look at page 96 for a list of irregular past participles. They have to be memorized. For example:

Verb	Simple Past	Past Participle
be	was / were	been
give	gave	given
see	saw	seen
write	wrote	written

Sometimes the form is irregular but doesn't change.

Verb	Simple Past	Past Participle
find	found	found
hurt	hurt	hurt
have	had	had

*Been* and *gone* can both be used as past participles with the verb *go*.

*My brother has been to the U.S.*  
(He went there and now he's back.)

*My brother has gone to the U.S.*  
(He went there and he is still there.)

**B** Circle the correct words.

- 1 Jed has **start** / **started** a new job as a reporter.
- 2 He has only **be** / **been** there for a few weeks.
- 3 The other reporters have **be** / **been** nice.
- 4 They have **gave** / **given** him a good story.
- 5 It's about a lion that has **escaped** / **escape** from the zoo.
- 6 The zoo keepers haven't **find** / **found** the lion yet.

**C** Check the correct sentences. Cross out the wrong sentences.

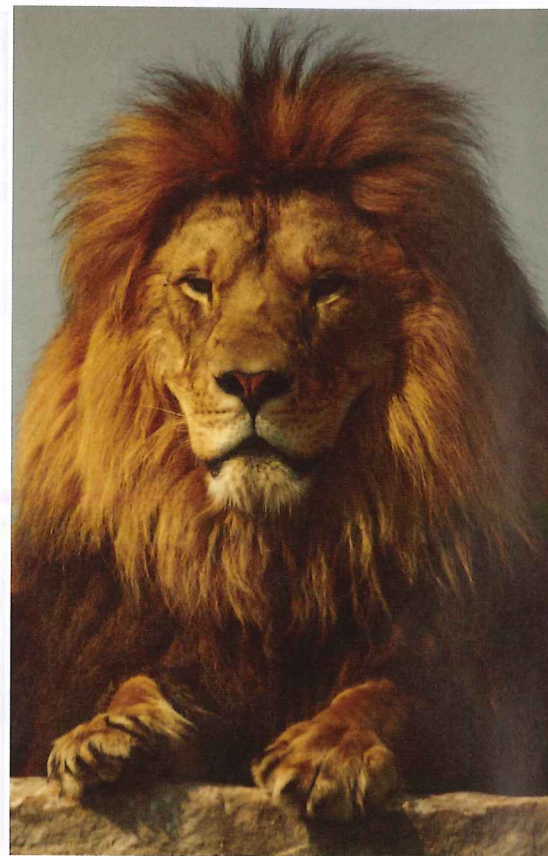
Jed is investigating the story at the zoo.

- 1 Jed has be to the zoo.
- 2 He has spoken to the keepers.
- 3 The keepers have talked about the lion.
- 4 The lion has lived at the zoo for years.
- 5 It haven't escaped before.
- 6 It hasn't hurt anyone before.

**D** Look at the past participles in the text. Two of them are wrong. Underline them.

**Nero's keeper (to Jed)**

I've looked after Nero for ten years. I've worked with other animals, too, but lions are my favorite. I love Nero. He sleeps all the time because he's very old and tired. He's gentle, too. I haven't see him angry before. He hasn't hurt anyone before. This is the first time he has escape.



**E** Complete the text. Use the past participle form of the verbs in the box.

buy eat see be escape take

**Visitor (to Jed)**

I'm at the zoo with my family. We haven't <sup>1</sup> \_\_\_\_\_ here before. We've <sup>2</sup> \_\_\_\_\_ the elephants, the penguins, and the tigers. My son has <sup>3</sup> \_\_\_\_\_ an ice cream. My wife has <sup>4</sup> \_\_\_\_\_ some postcards from the store. I've <sup>5</sup> \_\_\_\_\_ some photos. We want to see the monkeys, but they're closing the zoo. I can't believe a lion has <sup>6</sup> \_\_\_\_\_. It's terrible!

**F** Complete what the people say to Jed. Use the present perfect form of the verbs in parentheses.

- 1 Owner of the zoo This is terrible! We \_\_\_\_\_ (not lost) an animal before!
- 2 New zoo keeper I \_\_\_\_\_ (not work) at the zoo for long, and I don't work with the lions.
- 3 Man in the street I \_\_\_\_\_ (not see) Nero. I don't know what he looks like.
- 4 Two girls in the park We think we \_\_\_\_\_ (see) him, but we're not sure!
- 5 Police officer We're very worried because we \_\_\_\_\_ (not find) Nero.
- 6 Zoo keeper's wife My husband is very upset. He \_\_\_\_\_ (look) after Nero for many years.

**G** Complete the newspaper report. Use the present perfect form of the verbs in parentheses.

**NEWS**

Nero the lion <sup>1</sup> \_\_\_\_\_ (return) to the zoo. Actually, he never left! After a three-hour search, a keeper found Nero sleeping behind a tree in the lion cage. What happened?

The owner of the zoo said, "I don't know what happened. I <sup>2</sup> \_\_\_\_\_ (not see) anything like it before. Why didn't anybody find him?"

It's a very good question! But were the keepers worried?

Nero's keeper said, "I was very worried! I <sup>3</sup> \_\_\_\_\_ (not work) with an animal like Nero before. I didn't want to lose him. But he <sup>4</sup> \_\_\_\_\_ (not do) anything bad. He was in the cage all the time! Nero's very old, and all he wants to do is sleep."

The zoo <sup>5</sup> \_\_\_\_\_ (not have) a story like this before. It <sup>6</sup> \_\_\_\_\_ (be) in all the newspapers. But there's one good thing ... the zoo is famous now. Everyone wants to come and see Nero!

**Let's Talk!**

**H** Write sentences that are true for you. Use the words in the box. Use the affirmative or negative form of the present perfect.

read / a newspaper    be / on TV    go / to Spain    be / on an airplane  
eat / Italian food    watch / the news    drink / a coffee    meet / a famous person

**I** Tell your partner.

I haven't written a blog.

I've read a newspaper.

## Module 7 Review

### A Choose the correct words to complete the sentences.

- Magazines for young people \_\_\_\_\_ be fun.  
a must                      b have                      c don't have
- Magazines \_\_\_\_\_ be on the Internet as well, but it's a good idea.  
a mustn't                      b don't have to                      c have to
- Editors \_\_\_\_\_ choose boring stories. The readers won't like them!  
a don't have                      b doesn't have                      c mustn't
- There \_\_\_\_\_ be interviews with famous people, but it helps.  
a mustn't                      b must                      c don't have to
- The photographers \_\_\_\_\_ take interesting pictures.  
a must                      b have                      c don't have
- Editors \_\_\_\_\_ print the magazine every week. It can be monthly.  
a must                      b don't have to                      c mustn't

### B Complete the sentences with *must*, *mustn't*, or *don't have to*.

- Children's TV presenters \_\_\_\_\_ be confident.
- They \_\_\_\_\_ look bored.
- They \_\_\_\_\_ wear nice clothes, but it helps.
- They \_\_\_\_\_ be funny, but children like it.
- They \_\_\_\_\_ look at the camera and smile!



### C Complete the sentences with the present perfect form of the verbs in parentheses.

- My dad \_\_\_\_\_ (become) a reporter on a local newspaper.
- We \_\_\_\_\_ (start) a new school magazine.
- I \_\_\_\_\_ (not do) my homework today.
- A new sports center \_\_\_\_\_ (open) in our town.
- The baby \_\_\_\_\_ (not eat) his lunch.
- My teacher \_\_\_\_\_ (give) us three tests this week.

### D Complete Ella's news. Use the present perfect form of the verbs in parentheses.

I<sup>1</sup> \_\_\_\_\_ (do) lots of things this week. I<sup>2</sup> \_\_\_\_\_ (be) to the new sports center. I<sup>3</sup> \_\_\_\_\_ (swim) in the new swimming pool three times. I<sup>4</sup> \_\_\_\_\_ (become) a reporter for our school magazine. I<sup>5</sup> \_\_\_\_\_ (not write) a story, but I<sup>6</sup> \_\_\_\_\_ (do) an interview. We<sup>7</sup> \_\_\_\_\_ (work) hard at school. We<sup>8</sup> \_\_\_\_\_ (not be) on a school trip yet. That's next week.

## Exam Time

**E** Choose the correct words to complete the text. Write them on the lines.

1	climb	climbed	climbing
2	has	is	get
3	having	have	has
4	do	did	done
5	hasn't	haven't	didn't

6	must	have	has
7	have	has	must
8	don't	haven't	mustn't
9	mustn't	doesn't	hasn't
10	begin	begun	began

- 1 A local man has \_\_\_\_\_ the highest mountain in the world. Jack Slate climbed Mount Everest in five days, six hours, and fifty minutes. He \_\_\_\_\_ returned home now, and his family is happy to see him!
- 2 "Jack and his friends \_\_\_\_\_ climbed a lot of mountains," said his wife. "I wasn't worried about him."
- 3 "My dad is the best climber in the world," said Jack's son. "He's \_\_\_\_\_ something amazing!"
- 4 "I \_\_\_\_\_ done anything like it before," said Jack. "It was one of the best moments of my life!"
- We asked Jack for advice. How can young people become climbers?
- 5 Do they \_\_\_\_\_ to join a club?
- 6 "They \_\_\_\_\_ take lessons," said Jack. "That's very important. After that, they can join a club for young people. They \_\_\_\_\_ have to have equipment at first.
- 7 They can get that from the club. But climbing isn't easy. Young people \_\_\_\_\_ go climbing on their own. It can be very dangerous."
- 8 Jack's planning to go again next year. His son wants to go, too. He's \_\_\_\_\_ training already. Good luck to both of them!



## Extra

**F** Write affirmative and negative sentences that are true for you. Use the present perfect form of the verbs.

- |                            |                      |
|----------------------------|----------------------|
| 1 be / London              | 4 ride / a horse     |
| 2 play / in a soccer match | 5 write / a story    |
| 3 see / a snake            | 6 meet / a film star |

*I haven't been to London, but I've been to New York.*

# 15

## Emergency: Paramedic

### Discover Grammar

#### A Listen and read. 30

Community paramedics live in the local area. They get to accidents first and look after patients until the ambulance arrives. We interviewed Lucy Reynolds about her job as a community paramedic.



**Interviewer** Have you trained as a nurse or a doctor?

**Lucy** No, I haven't. Community paramedics aren't trained like that.

**Interviewer** Have you learned first-aid?

**Lucy** Yes, I have. I carry first-aid equipment with me. I've taken a training course, too.

**Interviewer** Have you ever driven an ambulance?

**Lucy** No, I haven't. I've never driven an ambulance. My brother, John, is an ambulance driver so, of course he drives an ambulance.

**Interviewer** Has he been at the same emergency as you before?

**Lucy** No, he hasn't. He works in a different town.

**Interviewer** So, what do you do when you arrive at the scene?

**Lucy** Well, we talk to the patient. We find out what happened. We ask them questions about their health and we give them first-aid.

**Interviewer** Have you ever worked in a disaster zone in a different country?

**Lucy** No, I haven't. I've never done that, but I'd like to try that in the future. I'd like to help people in other countries. I'd like to make a difference.

#### B Read again. Underline two present perfect sentences with *never* and five present perfect questions. How many of the questions use *ever*?

#### C Read and match.

- |                            |                               |
|----------------------------|-------------------------------|
| 1 Lucy hasn't trained      | a a training course.          |
| 2 She has learned          | b been at the same emergency. |
| 3 She has taken            | c first-aid.                  |
| 4 She has never            | d as a nurse or a doctor.     |
| 5 John and Lucy have never | e driven an ambulance.        |

# Learn Grammar

## A Read and learn.

### Present Perfect Questions and Short Answers

**Remember!** Use the present perfect to talk about something that happened in the past, but still has an effect in the present. Use *has* or *have* and the past participle.



*Have you learned* first-aid?  
*Yes, I have.* / *No, I haven't.*

*Has he been* at the same emergency as you?  
*Yes, he has.* / *No, he hasn't.*

## B Read and match.

- 1 Have you always wanted to be a paramedic?
  - 2 Has your sister always been a nurse?
  - 3 Has she worked with you before?
  - 4 Have you worked in other countries?
- a No, she hasn't. She was a paramedic before.
  - b No, I haven't. But I'd like to work in Africa.
  - c Yes, I have. I've always wanted to work in healthcare.
  - d Yes, she has. We've met at the hospital a few times.



## C Circle the correct words.

- 1 A **Have** / Has you been / be to an emergency today?  
B Yes, I **has** / have.
- 2 A **Have** / Has an ambulance arrived / arrive at the scene?  
B No, it **haven't** / hasn't. But a community paramedic is there now.
- 3 A **Has** / Have all the people who got hurt receive / received first-aid?  
B Yes, they **have** / haven't.

**D** Complete the questions. Use the present perfect form of the verbs in parentheses.

- 1 \_\_\_\_\_ (you / see) the news?
- 2 \_\_\_\_\_ (you / hear) about the tornado?
- 3 \_\_\_\_\_ (the storm / arrive) in your town?
- 4 \_\_\_\_\_ (the people / leave) the area?
- 5 \_\_\_\_\_ (the reporter / tell) people what to do?

**E** Read and learn.

### Present Perfect with *Ever* and *Never*

Use the present perfect and *ever* to ask about the experiences of other people.

*Have you ever worked in a disaster zone?*

*Yes, I have. / No, I haven't.*

Use the present perfect and *never* to talk about experiences you haven't had.

*I've never driven an ambulance.*



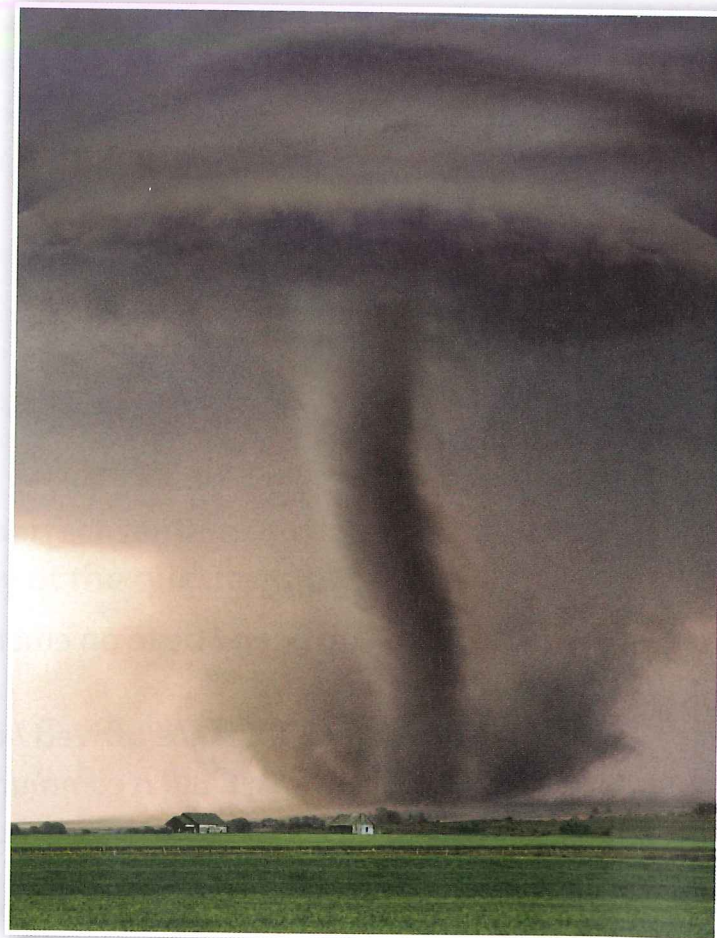
**F** Read the conversation and write the missing words.

**Jack** Have you <sup>1</sup> \_\_\_\_\_ been in a natural disaster?

**Ivan** No, I haven't. I've <sup>2</sup> \_\_\_\_\_ been near anything like that. But my brother, Jim, is a news reporter. He's been to lots of places.

**Jack** Has he <sup>3</sup> \_\_\_\_\_ been in an earthquake?

**Ivan** He's <sup>4</sup> \_\_\_\_\_ been in an earthquake, but he's been close to a tornado. That was scary.



**G** Listen and check.  31

**H** Act it out.

**I** Write the words in the correct order.

1 Q you / Have / seen / tornado / ever / a / ?

A I've / a / No, / never / seen / tornado / .

2 Q ever / Jim / been / Has / in / earthquake / an / ?

A earthquake / never / No, / he's / been / an / in / .

**J** Complete the interview. Use the present perfect form of the verbs in parentheses.

Jack 1 \_\_\_\_\_ (you / ever / be) in an earthquake?

Jim No, I haven't.

Jack 2 \_\_\_\_\_ (you / ever / see) a hurricane?

Jim Yes, I have. It was in the Caribbean.

Jack 3 \_\_\_\_\_ (you / ever / help) people in a disaster zone?

Jim Yes, I have. I'm a news reporter, but I<sup>4</sup> \_\_\_\_\_ (take) a first-aid course.

Jack 5 \_\_\_\_\_ (you / ever / save) someone's life?

Jim No, I haven't. I<sup>6</sup> \_\_\_\_\_ (never / do) that, but I've helped doctors and nurses. They do a fantastic job.

**K** Listen and check.  32

**L** Act it out.

**Let's Talk!**

**M** Write questions. Use the present perfect form of the verbs in the box and *ever*.

climb / a volcano

be / in a thunderstorm

give / first-aid

see / a tornado

be / in an earthquake

meet / a reporter

**N** Ask and answer with your partner.

Have you ever climbed a volcano?

No, I haven't. But I've climbed a mountain.

# 16 Storms

## Discover Grammar

### A Listen and read. 33

Nada is from Florida. She's calling her friend Sarah in London.

**Sarah** Hi, Nada! How are you?

**Nada** I'm OK, but have you heard about the tornado in Florida?

**Sarah** No, I haven't. I've just got home from school. I haven't turned on the TV yet. Why?

**Nada** The National Weather Service has just issued a tornado watch.

**Sarah** What does that mean?

**Nada** It means there might be a tornado. The weather conditions are right.

**Sarah** Have you prepared the house yet?

**Nada** We haven't bought any extra food yet. Mom and Dad have already closed the shutters on the windows. And I've just put some new batteries in my flashlight. We've had tornados here before, so we know what to do.

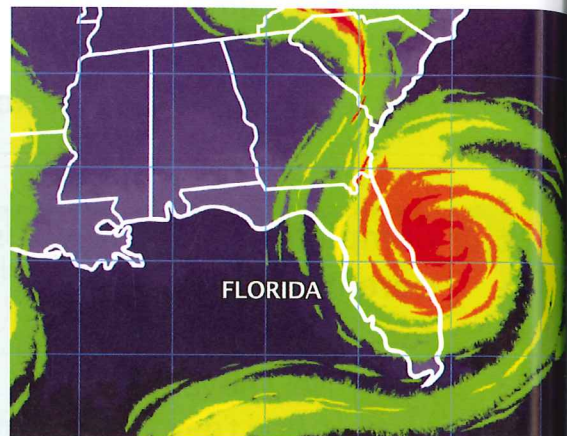
**Sarah** It sounds scary.

**Nada** It's OK. What's the weather like in England?

**Sarah** It's sunny.

**Nada** Lucky you! Well, I'll call you tomorrow and let you know what happened.

**Sarah** OK. Good luck!



**B** Read again. Underline seven examples of the present perfect with *already, just, and yet*. Which word do we use in questions? Which word do we use in negative sentences?

**C** Circle the correct words.

**Sarah** Hi, Nada. Has the tornado warning ended <sup>1</sup> **just** / **yet**?

**Nada** Yes, it has. There isn't going to be a tornado.

**Sarah** That's great! But will there be bad weather?

**Nada** Yes, there will. There's <sup>2</sup> **yet** / **already** been heavy rain. There hasn't been any thunder <sup>3</sup> **yet** / **just**, but it's on its way! I've <sup>4</sup> **just** / **yet** seen lightning!

# Learn Grammar

## A Read and learn.

### Present Perfect with *Already, Just, and Yet*

The present perfect can be used with the adverbs *already, just, and yet*.

*The storm has **just** ended.*

*Mum and Dad have **already** closed the shutters on the windows.*

Use *yet* in questions and negative sentences. *Yet* goes at the end of the sentence.

*I haven't turned on the TV **yet**.*

*Have you prepared the house **yet**?*

*Already and just usually go between have(n't) / has(n't) and the past participle.*

*I've **already** done my homework.*

*Fiona has **just** gone to the cinema.*



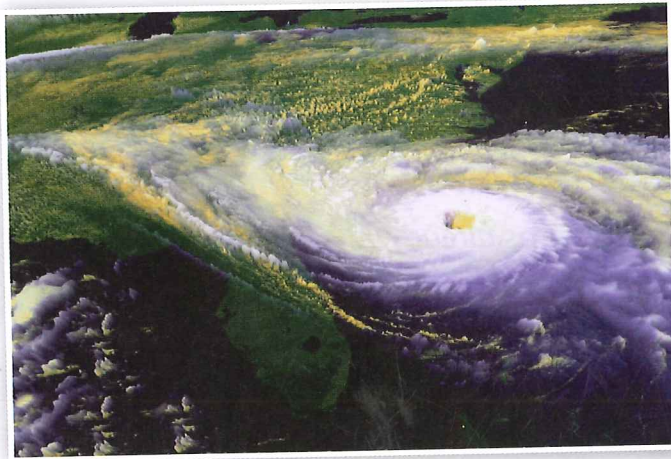
## B Look at the position of the words in bold. Check the correct sentences. Cross out the wrong sentences.

- 1 Have you seen **yet** the weather forecast?
- 2 They've **just** predicted a storm.
- 3 The rain **already** has started.
- 4 I've **just** seen some lightning.
- 5 I haven't heard any thunder **yet**.
- 6 My clothes have got wet **already**.



## C Circle the correct words.

- 1 I've **just** / **yet** seen lightning!
- 2 I haven't heard any thunder **already** / **yet**.
- 3 Has the storm ended **yet** / **just**? I want to go out.
- 4 You can't go out. The rain hasn't stopped **already** / **yet**.
- 5 I've **just** / **yet** bought an umbrella, so I won't get wet.
- 6 I've **yet** / **just** looked out of the window. I think the storm has stopped.



**D** Listen and complete the conversation with *already, just, or yet*. 34

**Kate** Have you turned on the TV <sup>1</sup> \_\_\_\_\_? There's a program about hurricanes in Jamaica.

**Carlos** Oh, that program's been on before. I've <sup>2</sup> \_\_\_\_\_ seen it three times.

**Kate** Well, I haven't seen it <sup>3</sup> \_\_\_\_\_. My friend, Grace, is visiting her aunt in Jamaica, so I'd like to watch it.

**Carlos** OK. I'll watch it again. Where's Joe? He's interested in extreme weather.

**Kate** I think he's <sup>4</sup> \_\_\_\_\_ come in. I've <sup>5</sup> \_\_\_\_\_ heard someone go upstairs.

**E** Complete the conversation with *already, just, or yet*.

**Kate** There's a program about hurricanes on TV. It's <sup>1</sup> \_\_\_\_\_ started.

**Joe** Oh, but I haven't finished my homework <sup>2</sup> \_\_\_\_\_. It's a project on storms!

**Kate** I'll help you after the program. I've <sup>3</sup> \_\_\_\_\_ done my homework.

**Joe** All right. But I haven't eaten <sup>4</sup> \_\_\_\_\_. Have you had anything <sup>5</sup> \_\_\_\_\_?

**Kate** No. We can eat after the program. Let's go!

**F** Write the words in the correct order.

1 just / spoken / I've / to / Grace / .

**Kate** \_\_\_\_\_

2 yet / arrived / she / Jamaica / in / Has / ?

**Carlos** \_\_\_\_\_

3 she's / there / three / already / Yes, / hours / been / for / .

**Kate** \_\_\_\_\_

4 she / arrived / her / Has / yet / at / aunt's house / ?

**Carlos** \_\_\_\_\_

5 hasn't / the / yet / she / left / airport / No, / .

**Kate** \_\_\_\_\_

**G** Write the sentences and questions. Use the present perfect and the adverbs in parentheses.

1 Grace / arrive / at her aunt's house / ? (yet)

\_\_\_\_\_

2 she / have / her dinner / . (just)

\_\_\_\_\_

3 she / not email / Kate / . (yet)

\_\_\_\_\_

4 she / hear / about the hurricane / . (already)

\_\_\_\_\_

**H** Complete the emails. Use the present perfect and the words in parentheses.

July 12th

Hello Kate,

How are you? I'm having a wonderful time in Jamaica with my aunt. I <sup>1</sup> \_\_\_\_\_ (just / come) back

from the beach. The weather is beautiful here. The food is delicious, too. I <sup>2</sup> \_\_\_\_\_ (already / eat)

so many different types of fruit! The bad news is that there's a hurricane coming! Jamaica <sup>3</sup> \_\_\_\_\_

(not have / a hurricane / yet) this season, so this will be the first! But my aunt isn't worried. She

<sup>4</sup> \_\_\_\_\_ (already / buy) lots of extra food.

Some of the tourists <sup>5</sup> \_\_\_\_\_ (already / leave), but my aunt doesn't think it will be bad.

Bye!

Grace

July 14th

Hi Kate,

My aunt was right! The hurricane <sup>6</sup> \_\_\_\_\_

(already / end). It was only a small storm. The wind and the rain <sup>7</sup> \_\_\_\_\_

(not stop / yet), but we don't mind. It's warm at home,

and we <sup>8</sup> \_\_\_\_\_ (just / finish) all the extra

food my aunt bought. It was delicious.

See you soon!

Grace

## Let's Write!

**I** Imagine you are getting ready for a holiday. Write sentences. Use *already*, *just*, or *yet*.

*I've already packed my passport.*

*I haven't found my swimsuit yet.*

## Module 8 Review

### A Choose the correct words to complete the questions.

- 1 Have you \_\_\_\_\_ first-aid before?  
a do                      b did                      c done
- 2 Have you \_\_\_\_\_ been outside in a storm?  
a never                  b ever                    c yet
- 3 Have you \_\_\_\_\_ someone in hospital before?  
a visited                b visit                    c visiting
- 4 Have you heard about the earthquake \_\_\_\_\_?  
a just                    b yet                      c already
- 5 Have you seen the new hospital drama \_\_\_\_\_?  
a yet                      b already                c just
- 6 Have you ever \_\_\_\_\_ to a paramedic?  
a speak                b spoke                  c spoken



### B Match the answers a–f to the questions in exercise A.

- a No, I haven't. I don't like TV programs like that.
- b Yes, I have. I was in a park.
- c No, I haven't. What happened? Is everyone ok?
- d No, I haven't. I've never been in an ambulance.
- e Yes, I have. I took a course at school.
- f Yes, I have. My grandmother was there for two days.

### C Write the sentences and questions. Use the present perfect and the words in parentheses.

1 I / not see / the news / . (yet)

\_\_\_\_\_

2 the storm / start / ? (yet)

\_\_\_\_\_

3 the rain / begin / . (just)

\_\_\_\_\_

4 we / not hear / thunder / . (yet)

\_\_\_\_\_

5 my brother / lose / his umbrella / . (already)

\_\_\_\_\_

6 I / see / lightning / . (just)

\_\_\_\_\_

**D** Complete the conversation with the present perfect and the words in parentheses.

Adam <sup>1</sup> \_\_\_\_\_ (hear) about the snow?

Tarik No, I haven't. I <sup>2</sup> \_\_\_\_\_ (not see) the weather forecast yet.  
<sup>3</sup> \_\_\_\_\_ (it / start / yet)?

Adam Yes, it has. Look outside!

Tarik Oh yeah! I <sup>4</sup> \_\_\_\_\_ (just / see) some snowflakes! Fantastic!  
Let's go to the park.

Adam It's too cold.

Tarik No, it isn't. Let's make a snowman. I <sup>5</sup> \_\_\_\_\_ (never / make) a really big snowman before!

Adam I <sup>6</sup> \_\_\_\_\_ (not do) my homework yet!

Tarik Don't worry! I'll help you later. I <sup>7</sup> \_\_\_\_\_ (already / do) mine.

Adam But I <sup>8</sup> \_\_\_\_\_ (eat / yet).

Tarik Come to my house. My mom's made some pasta. We can go to the park after dinner.

Adam All right, then.

## Exam Time

**E** Read the conversation and write the missing words. Write one word in each gap.

Tom I've just seen lightning.

Max And listen to the thunder! It's really loud. I've <sup>1</sup> \_\_\_\_\_ heard thunder like that before!

Tom Has the rain started <sup>2</sup> \_\_\_\_\_ ?

Max No, it <sup>3</sup> \_\_\_\_\_. When's it going to start?

Tom I don't know, but I'm not going out.

Max Have you <sup>4</sup> \_\_\_\_\_ been outside when there's lightning?

Tom Yes, I <sup>5</sup> \_\_\_\_\_. It was amazing.

## Extra

**F** Write questions and answers that are true for you. Use the present perfect form of the verbs.

1 see / snow

4 be / in a hurricane

2 run / in the rain

5 see / a tornado

3 hear / thunder

Have you ever seen snow?

No, I haven't. I've never seen snow.

# 17

## Amazing Trees

### Discover Grammar

#### A Listen and read. 35

Earlier Sam interviewed tree expert, Scott Hill, to find about the amazing Giant Redwood trees in California.

**Sam** How long have you been interested in trees?

**Scott** Well, I've been interested in trees since I was a child. We lived near a forest when I was a little boy. I loved climbing trees and finding out about them.

**Sam** How long have you lived in California?

**Scott** I've lived here for a year. I've been interested in the Giant Redwoods since I arrived.

**Sam** What is special about them?

**Scott** They're the tallest trees in the world and can grow to more than 100 meters.

**Sam** How long do they live?

**Scott** They usually live between 500 and 700 years, but they can live for up to 2,000 years. They are very strong, so fire, disease, and insects don't kill them.

**Sam** Are they protected under the law?

**Scott** Yes. It's been illegal to damage the trees for almost 100 years. That's because people cut thousands of them down for their wood.



**B** Read again. Underline two questions, two sentences with *for*, and two sentences with *since* in the present perfect.

**C** Underline one wrong fact in each sentence. Write the correct words.

- 1 Scott has been interested in trees since he was a teenager. \_\_\_\_\_
- 2 He has lived in California for a month. \_\_\_\_\_
- 3 He's been interested in California since he arrived. \_\_\_\_\_
- 4 It's been illegal to damage Giant Redwood trees for almost 200 years. \_\_\_\_\_

# Learn Grammar

## A Read and learn.

### Present Perfect with *For* and *Since*

Use the present perfect with *for* or *since* to talk about something that began in the past and is still happening now.

Use *for* to talk about the length of time something has continued from the past into the present. You don't know exactly when it started.

*I've lived here **for** a year.*



Use *since* to talk about a point of time in the past when something started.

*I've been interested in trees **since** I was a child.*

For	Since
three years	the 1920s
two months	Tuesday
five hours	March
my whole life	last year
a long time	I was a child

## B Look at the words in bold. Check the correct sentences. Cross out the wrong sentences.

- 1 Scott has been interested in nature **since** he was a little boy.
- 2 He's bought books about trees **for** he began to read.
- 3 He's lived close to the forest **for** six months.
- 4 He's explored the forests of the world **since** he left college.
- 5 He's studied Giant Redwoods **since** a short time.
- 6 He hasn't been back to a rainforest **for** he was twenty-two.

## C Complete the sentences with *for* or *since*.

- 1 Scott has known Henry \_\_\_\_\_ he arrived in California.
- 2 They've worked together \_\_\_\_\_ about two months.
- 3 Henry has loved Giant Redwoods \_\_\_\_\_ he was a child.
- 4 He's worked in forests \_\_\_\_\_ about five years.
- 5 He's been interested in rainforests \_\_\_\_\_ a long time.

- D** Look at the words in bold in Henry's blog. Two of them are wrong. Underline them.

I'm Henry. I've lived in California **since** I was a baby. I'm twenty-two now. I haven't known Scott **since** long. But he's been my friend **for** he arrived. We both like trees! I've wanted to go to the Amazon rainforest **for** a long time. I'm really interested in the Kapok Tree there. I'm going to the Amazon rainforest on July 30th. I'll tell you all about it!



- E** Write the sentences. Use the present perfect with *for* or *since*.

1 Henry / be / in Brazil / five days / .

2 He / be / in the Amazon rainforest / Tuesday / .

3 He / see / lots of animals / he arrived / .

4 He / not study / any trees / he got there / .

- F** Read and learn.

Present Perfect with *How long ... ?*

Use *How long ... ?* and the present perfect to ask about a period of time.

*How long have you been interested in trees?*

*How long has this tree been here?*



- G** Listen and complete the conversation.  36

1 Henry \_\_\_\_\_ you \_\_\_\_\_ a rainforest guide?

Guide I've been a guide for many years.

2 Henry \_\_\_\_\_ your family \_\_\_\_\_ in the rainforest?

Guide My family has always lived in the rainforest.

**H** Write the questions. Use *How long ... ?* and the present perfect.

1 Henry you / study / the Kapok Tree / ?

Guide I've always studied the Kapok Tree – it's fascinating!

2 Henry this tree / be / in the forest / ?

Guide It's been here for about 100 years.

3 Henry tourists / visit this part of the forest / ?

Guide Tourists have visited this part of the forest for many years. It's very popular.



**I** Complete Henry's blog with the present perfect and *for* or *since*.

June 2014

I <sup>1</sup> \_\_\_\_\_ (be) in Brazil \_\_\_\_\_ two months now. I <sup>2</sup> \_\_\_\_\_ (be) very busy \_\_\_\_\_ I arrived. So, I <sup>3</sup> \_\_\_\_\_ (not write) my blog \_\_\_\_\_ last week.

I <sup>4</sup> \_\_\_\_\_ (see) many amazing plants and animals \_\_\_\_\_ I arrived. My favorite, of course, is the Kapok Tree. Hundreds of animals, insects, and birds live in its branches.

I <sup>5</sup> \_\_\_\_\_ (meet) many interesting people \_\_\_\_\_ I came to the rainforest, like my guide. He <sup>6</sup> \_\_\_\_\_ (live) in the rainforest \_\_\_\_\_ his whole life and knows everything about it. He <sup>7</sup> \_\_\_\_\_ (not be) here \_\_\_\_\_ a few days, because he's been with his family. But he's coming back tomorrow. I have to go now. I <sup>8</sup> \_\_\_\_\_ (not eat) anything \_\_\_\_\_ this morning, and I'm really hungry!

## Let's Talk!

**J** Look at the information about Lucy. Ask and answer questions with your partner. Use the present perfect with *How long ... ?* and *for* and *since*.

- member of *Save the Trees*: six months
- interested in plants and trees: three years
- student at Pinewood School: last summer
- planted trees with members of *Save the Trees*: last month



Lucy

How long has Lucy been a member of *Save the Trees*?

She's been a member for six months.

## 18

## Artificial Nature

## Discover Grammar

A Listen and read.  37

Not all reefs are made of coral. Since the 1970s, people have made artificial reefs with metal objects which include old trains, cars, airplanes, refrigerators, boats, and even bridges. These wrecks make artificial reefs.

Coral reefs are important for sea life. Thousands of different species live and grow on them. Sadly, fishing, tourism, and global warming have damaged them. The new metal reefs make homes for marine life, like plants, shellfish and other fish.

So, fishermen move away from the fragile coral reefs and begin fishing in the new places. Artificial reefs attract divers who like to explore them.

There are all kinds of artificial reefs around the world. In 2001, people sank a huge ship off the coast in Florida. In 2008, they dropped 40 New York City subway cars into the ocean. Some marine biologists and conservationists don't agree with artificial reefs. They think they pollute the sea. What do you think?



**B** Read again. Underline two sentences in the simple past and two sentences in the present perfect.

**C** Are the sentences true or false? Write *T* (true) or *F* (false).

- 1 People first began creating artificial reefs in the 1970s. \_\_\_\_\_
- 2 Fishing, tourism, and global warming have damaged coral reefs. \_\_\_\_\_
- 3 Artificial reefs have successfully attracted fish and other marine life. \_\_\_\_\_
- 4 People created an artificial reef off the coast in Florida in 2011. \_\_\_\_\_
- 5 People used subway cars to create a reef in 2008. \_\_\_\_\_
- 6 Biologists and conservationists have agreed that artificial reefs are good for the sea and sea life. \_\_\_\_\_

# Learn Grammar

## A Read and learn.

### Present Perfect and Simple Past

Use the present perfect to talk about past experiences, past actions that continue to the present, or actions that happened at an unspecified time.

*Since the 1970s, people have made artificial reefs.*

(It started in the past and continues to the present.)

*Sadly, fishing, tourism, and global warming have damaged them.*

(We don't know exactly when it happened.)

Use the simple past when you know when an action happened, and that it was completed at a specific time in the past.

*In 2008, they dropped 40 New York City subway cars into the ocean.*

(It happened in the past and it's finished.)



## B Check the correct sentences. Correct the wrong sentences.

- 1 My aunt lived in Australia since 2004.
- 2 She studied marine biology in college and graduated in 2012.
- 3 She has been to the Great Barrier Reef ten times.
- 4 Last year, she has taken some amazing underwater photos.
- 5 She emailed the photos yesterday.

## C Circle the correct words.

- 1 My uncle **was** / **has been** a diver for ten years.
- 2 He **visited** / **has visited** seas and oceans since he was eighteen-years-old.
- 3 Last year, we all **went** / **have went** to Egypt for diving lessons.
- 4 In the last week of our vacation, we **explored** / **have explored** an underwater wreck in the Red Sea.
- 5 I **saw** / **have seen** many different species of fish in that week.



**D Complete the sentences. Use the simple past or the present perfect form of the verbs in parentheses.**

- 1 Last week, the children in Oak School \_\_\_\_\_ (start) a project on marine life.
- 2 They chose the topic after they \_\_\_\_\_ (go) on a school trip to an aquarium last month.
- 3 Yesterday, Jodie \_\_\_\_\_ (paint) a picture of a famous wreck in Egypt.
- 4 On Monday, Harry \_\_\_\_\_ (look) on the Internet for information about coral reefs.
- 5 Jack \_\_\_\_\_ (write) a composition about a famous underwater artist.
- 6 The class \_\_\_\_\_ (work) very hard. When they finish, the project will go on display in the school hall.
- 7 Many parents \_\_\_\_\_ (say) that they want to come and see it.

**E Read and match.**

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1 Jodie has broken her leg        | a when she fell out of a tree. |
| 2 Jenny broke her leg last summer | b and it's ready to eat!       |
| 3 Peter cooked lunch last Sunday  | c many times on vacation.      |
| 4 Amy has cooked dinner           | d and it was delicious.        |
| 5 Harry went to Italy             | e on vacation last year.       |
| 6 Max has been to Italy           | f so she can't go skiing.      |

**F Write the sentences. Use the present perfect or simple past tense.**

- 1 yesterday, / in science class / I / learn / about coral reefs / .  
\_\_\_\_\_
- 2 coral reefs / exist / for millions of years / .  
\_\_\_\_\_
- 3 my dad / see / lots of coral reefs / .  
\_\_\_\_\_
- 4 he / start / diving / as a child / because / he / live / by the beach / .  
\_\_\_\_\_
- 5 I / go / diving / with my dad / a few times / .  
\_\_\_\_\_
- 6 we / see / amazing fish / last summer / .  
\_\_\_\_\_
- 7 we / go / the Red Sea / last year / .  
\_\_\_\_\_
- 8 it / be / great vacation / and I / don't want to / go home / .  
\_\_\_\_\_

**G** Correct the sentences in the text with the wrong tense.

When Jason deCaires Taylor was a child, he has lived in Europe and Asia. He enjoyed diving in the coral reefs of Malaysia. He loved the sea and nature. He loved art too, so he studied art in college. Jason has done many things in his life. When he has left college, he became a diving instructor. He also became an artist and a photographer.



**H** Complete the text. Use the simple past or present perfect form of the verbs in parentheses.

Jason <sup>1</sup> \_\_\_\_\_ (create) many interesting works of art since he finished college. He is famous for his underwater art. In 2006, he <sup>2</sup> \_\_\_\_\_ (make) the world's first underwater sculpture park in the West Indies. Then he <sup>3</sup> \_\_\_\_\_ (go) to Mexico. Over the years, the reefs in Mexico <sup>4</sup> \_\_\_\_\_ (have) problems with tourism and over-fishing. In 2010, Jason <sup>5</sup> \_\_\_\_\_ (create) an artificial reef with over 400 stone human sculptures. It looks like hundreds of people under the sea. His artificial reefs are amazing places to visit. They're also amazing places for fish to live!

**Let's Write!**

**I** Write sentences about your experiences.

*I've seen the new Ice Age movie.*

*I saw it at the cinema last week.*

*I've finished my homework.*

*I finished it before dinner.*

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## Module 9 Review

### A Complete the sentences with *for* or *since*.

- 1 I've been interested in nature \_\_\_\_\_ a long time.
- 2 I've been a member of the school gardening club \_\_\_\_\_ last year.
- 3 I've wanted to work in forests \_\_\_\_\_ I was little.
- 4 I haven't been to the park \_\_\_\_\_ two days.
- 5 I've read books about trees \_\_\_\_\_ I was five.
- 6 I haven't been to the movies \_\_\_\_\_ the summer holidays.
- 7 I've been a member of the school football team \_\_\_\_\_ three years.
- 8 I've wanted to buy a new bike \_\_\_\_\_ months! Mine is too small.

### B Write the sentences. Use the present perfect with *for* or *since*.

1 Lucy / be / in / California / six months / .

\_\_\_\_\_

2 she / be / at her new school / January / .

\_\_\_\_\_

3 she / made / lots of friends / she started / .

\_\_\_\_\_

4 she / not email / her old friends / two days / .

\_\_\_\_\_

5 her dad / work / in a forest / they arrived / .

\_\_\_\_\_

### C Write the questions. Use *How long ... ?* and the present perfect.

1 live / in California / ?

\_\_\_\_\_

2 know / your new friends / ?

\_\_\_\_\_

3 live / in your new house / ?

\_\_\_\_\_

4 you / study / English / ?

\_\_\_\_\_

5 your dad / have / his new job / ?

\_\_\_\_\_

6 he / be interested / in forests / ?

\_\_\_\_\_

**D** Complete the email with the simple past or present perfect form of the verbs in parentheses.

Hi Lucy,

How's California? I'm on vacation in Mexico at the moment. We <sup>1</sup> \_\_\_\_\_ (arrive) on Saturday. It's amazing here. On Tuesday, we <sup>2</sup> \_\_\_\_\_ (go) scuba diving.

It <sup>3</sup> \_\_\_\_\_ (be) great fun! There are some amazing reefs in Mexico. I <sup>4</sup> \_\_\_\_\_ (have) a lot of diving lessons, so I can go and see them! Have you seen any Giant Redwood trees yet? I <sup>5</sup> \_\_\_\_\_ (read) about them. They sound really interesting! I <sup>6</sup> \_\_\_\_\_ (hear) they can live for hundreds of years!

See you soon!

Alice

## Exam Time

**E** Complete the email with the words in the box. There are five extra words.

swam never done saw did since seen swim ever for

Hi Ben,

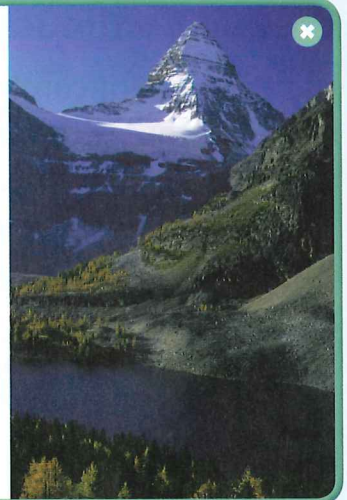
How are you? We've been on vacation in the Rocky Mountains in Canada, <sup>1</sup> \_\_\_\_\_ six days now. We're staying in a hut in the Rocky Mountains. Have you ever been here? It's amazing!

I've seen lots of different animals <sup>2</sup> \_\_\_\_\_ we arrived.

Yesterday, I <sup>3</sup> \_\_\_\_\_ a bear! We've <sup>4</sup> \_\_\_\_\_ lots of different activities, too. On Monday, we <sup>5</sup> \_\_\_\_\_ in a lake.

Write soon!

Luke



## Extra

**F** Write sentences that are true for you. Use *for* and *since*.

How long have you ...

1 know / your best friend ?

I've known my best friend for three years.

2 live / in this town ?

3 be / in this school ?

4 like / your favorite singer ?

5 have / your school bag ?

# Grammar Reference



## Predictions with *Will*

Use *will* and the infinitive to make a prediction. A prediction is something we believe about the future. We often use it after *I think*, or *I believe*.

*I think scientists **will build** new spacecraft.*

Use *will not* and the infinitive to make a negative prediction.

*Ordinary people **will not have** enough money.*

## Future Real Conditional

Use the future real conditional to talk about a possible future situation and what will happen as a result.

*If there is a storm, it **will not be** a problem.*

*If I do not eat, I **will be** hungry.*

*Will we go back to Earth **if** there is a storm?*

*Yes, we **will**. / No, we **will not**.*

## Present Continuous for Future Plans

Use the present continuous tense to talk about future plans. Sentences about future plans in the present continuous often put the date or time: *tomorrow*, *after school*, *at 1:00p.m.*, *next week*, *in June*, etc.

*I **am flying** to Budapest next week.*

*We **are staying** at home tomorrow.*

*My friend **is not coming** with me on Sunday.*

*Are you **going** away next summer?*

## Present Perfect

Use the present perfect to talk about something that happened in the past, but has an effect in the present. You often do not know exactly when something happened, or is not important.

### Affirmative

Use *has* or *have* and the past participle.

*A monkey **has escaped** from the zoo.*

**past participle**

### Negative

Use *has not* or *have not* and the past participle.

*They **have not seen** her.*

**past participle**



## Present Perfect Questions and Short Answers

Use the present perfect to talk about something that has happened in the past, but still has an effect in the present. Use *has* or *have* and the past participle.

*Have you learned first-aid?*

*Yes, I have. / No, I have not.*

*Has he been at the same scene as you?*

*Yes, he has. / No, he has not.*

## Present Perfect with *Ever* and *Never*

Use the present perfect and *ever* to ask about the experiences of other people.

*Have you ever worked in a disaster zone?*

*Yes, I have. / No, I have not.*

Use the present perfect and *never* to talk about experiences you have not had.

*I have never driven an ambulance.*

## Present Perfect with *Already*, *Just*, and *Yet*

The present perfect can be used with the adverbs *already*, *just* and *yet*.

*The storm has just ended.*

*Mum and Dad have already closed the shutters on the windows.*

Use *yet* in questions and negative sentences. *Yet* goes at the end of the sentence.

*I have not turned on the TV yet.*

*Have you prepared the house yet?*

## Present Perfect with *For* and *Since*

Use *for* to talk about the length of time something has continued from the past into the present. You do not know exactly when it started.

*I have lived here for a year.*

Use *since* to talk about a point of time in the past when something started.

*I have been interested in trees since I was a child.*



# Irregular Verbs

Base Form	Past simple	Past participle
be	was / were	been
become	became	become
break	broke	broken
begin	began	begun
bring	brought	brought
build	built	built
bury	buried	buried
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left
lie	lay	lain

Base Form	Past simple	Past participle
light	lit	lit
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	shown
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake up	woke up	woken up
wear	wore	worn
win	won	won
write	wrote	written

# Oxford Discover

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with great futures

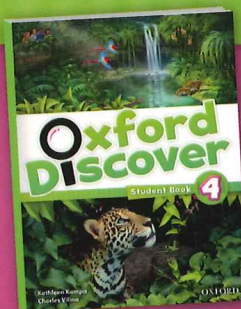
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