

# impact

3

GRAMMAR BOOK



# Unit 1 Who Am I?

Question tags  
Special uses of *it*





Friends celebrating Holi, the Indian festival of colours



# Question tags: Confirming information or seeking agreement

**Question tags** are short questions at the end of statements. We use question tags:

- to confirm our opinion, or an idea.

*Alicia is friendly, **isn't she**?* (We are not sure if Alicia is friendly.)

- when we are seeking agreement.

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

We make question tags with an auxiliary verb + a pronoun.

*David likes tennis, **doesn't he**?*

When the sentence is positive, we use a negative question tag.

*Lin also plays the flute, **doesn't she**?*

When the sentence is negative, we use a positive question tag.

*Rick doesn't live near here, **does he**?*

The question tag for *I am* is **aren't I**?

## REMEMBER

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

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

*You're not hungry, **are you**?* ↗

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

*You're hungry, **aren't you**?* ↘

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

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

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

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

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



## 2 Match the two parts to make questions.

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

## 3 Complete the questions.

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

- \_\_\_\_\_ listening to me, was he?
- \_\_\_\_\_ going to be in trouble, aren't they?
- \_\_\_\_\_ finish the project by Monday, won't you?
- \_\_\_\_\_ afford a new car, can we?
- \_\_\_\_\_ like classical music, does he?
- \_\_\_\_\_ cooked this dish very well, have they?
- \_\_\_\_\_ starting to learn new techniques, isn't he?
- \_\_\_\_\_ go out very often, do they?

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

Example: you / be / very bossy

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

1. your friend / sometimes ignore / you

2. your dad / make / the best fish pie

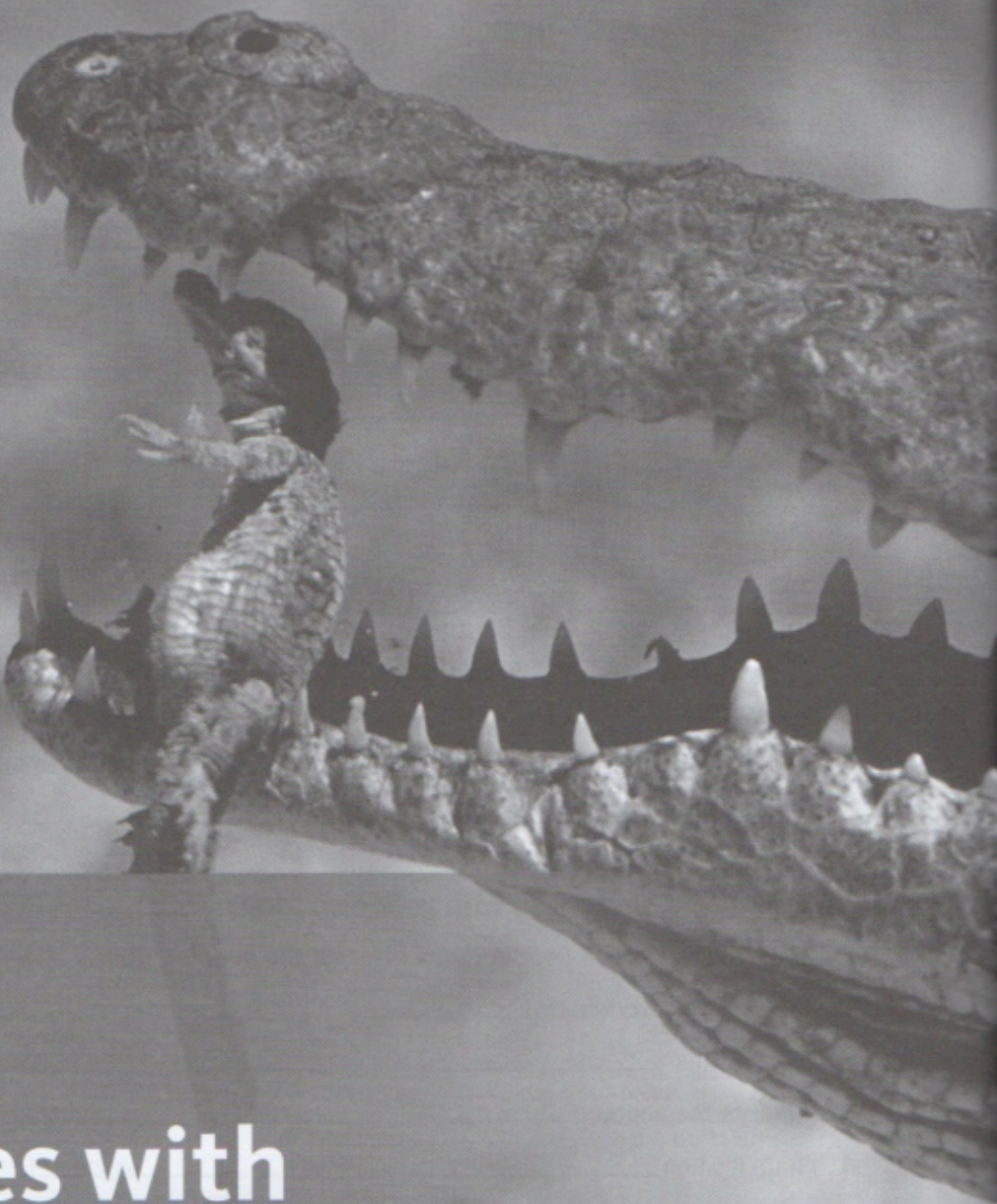
3. Mr Lee / not like / Chinese food

4. your classmates / be / very competitive

5. you / live / near the sea



## Unit 2 Misunderstood Animals



### Modals

### Infinitives with and without *to*





A Nile crocodile carrying its young



# Modals: Speculating about the past

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

We use **could have** or **might have** when we are not sure about what happened (or why, how or when, etc.).

*They cancelled their hiking plans. They **could have read** about that escaped bear.*

*He refuses to go in the water. He **might have seen** a jellyfish.*

We use **may have** when we are fairly sure about what happened.

*She won't get out of the car now. She **may have heard** the neighbour's dogs fighting.*

We use **must have** when we are very sure, or certain, about what happened.

*They took her to hospital immediately. That spider **must have been** poisonous.*

➔ See grammar box on page 52.

## REMEMBER

Have does NOT change to has in the third person.

*It may **have** been poisonous!*

The modal changes in the negative, NOT the auxiliary.

*He **can't have** seen the spider.*

## 1 Complete the conversation with the correct modal verb.

A: Oh dear! I may have left my car keys in the house. (fairly sure)

B: You <sup>1</sup>\_\_\_\_\_ have taken them with you! (very sure)

A: I don't know! I <sup>2</sup>\_\_\_\_\_ have left them in the car last night. But the car locks itself! (not sure)

B: Let's not panic yet. You <sup>3</sup>\_\_\_\_\_ have dropped them on the ground. (not sure)

A: I <sup>4</sup>\_\_\_\_\_ have dropped them. I would have heard that! (not sure)

B: You <sup>5</sup>\_\_\_\_\_ have ... Let's look for them. (fairly sure)

A: I <sup>6</sup>\_\_\_\_\_ have left them in my bag. (fairly sure)

B: Yes, you <sup>7</sup>\_\_\_\_\_ have! They are not anywhere on the ground. (very sure)

A: Or I <sup>8</sup>\_\_\_\_\_ have put them in the kitchen somewhere ... (not sure)



**2** **Circle** the correct option.

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

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

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

Example: *The dog has run away in the park.*

**He may have seen a squirrel!**

1. My little brother has a cut on his knee and is crying.

2. My sister looks very tired this morning.

---

3. My brother is laughing at the television.

---

4. The fallen tree was blocking the road.

---

5. The lion was sleeping in the shade of a tree.

6. I thought I heard something under my bed last night.

---

7. My parents are arguing in the front of the car.

8. My mother was late home from work.

---



# Infinitives with and without to

We use the **infinitive with to**:

- if the infinitive is the subject of the sentence.

**To hold** a rat is very scary.

- when verbs that express likes and dislikes are followed by an infinitive.

I **like to collect** insects.

- after common verbs such as *want, try, begin, continue, hope, forget* and *remember*.

I **want to touch** the spider.

The crocodile **tried to bite** me.

He **forgot to feed** his pet.

- after *to be* + adjective.

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

We use the **infinitive without to**:

- after modal verbs.

You **could try** holding the snake.

- after verbs describing senses (*see, hear, feel*).

I **heard** the bird **sing**.

- with causative verbs (verbs which express cause).

He **made** me **do** it.

- with the verb *let*. We don't use **to**, but we must use an object.

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

The verb *help* can be used with or without **to**.

Can you **help** me **(to) feed** the spiders?

## 1 Circle the correct option.

Example: I **(eat)** **to eat** fruit in the morning.

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



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

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

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

1. I really want see some wild animals.

\_\_\_\_\_

2. Can I to touch the spider?

\_\_\_\_\_

3. I'd love to visit a reptile house.

\_\_\_\_\_

4. I saw a leopard to catch a gazelle.

\_\_\_\_\_

5. He forgot shut the gate.

\_\_\_\_\_

6. I hope we get the chance to see some sharks.

\_\_\_\_\_

7. Did your mum let you buy the new cage for your snake?

\_\_\_\_\_

8. Did they let you to take photos of it?

\_\_\_\_\_

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

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

1. Mum, please don't make me \_\_\_\_\_!

2. You never let me \_\_\_\_\_!

3. When we get on the plane, I want \_\_\_\_\_.

4. My wish for this holiday is \_\_\_\_\_.

5. I can't believe I forgot \_\_\_\_\_!

6. Luckily, I remembered \_\_\_\_\_.

7. I can't wait \_\_\_\_\_.

8. \_\_\_\_\_ another night in this hotel would be terrible!

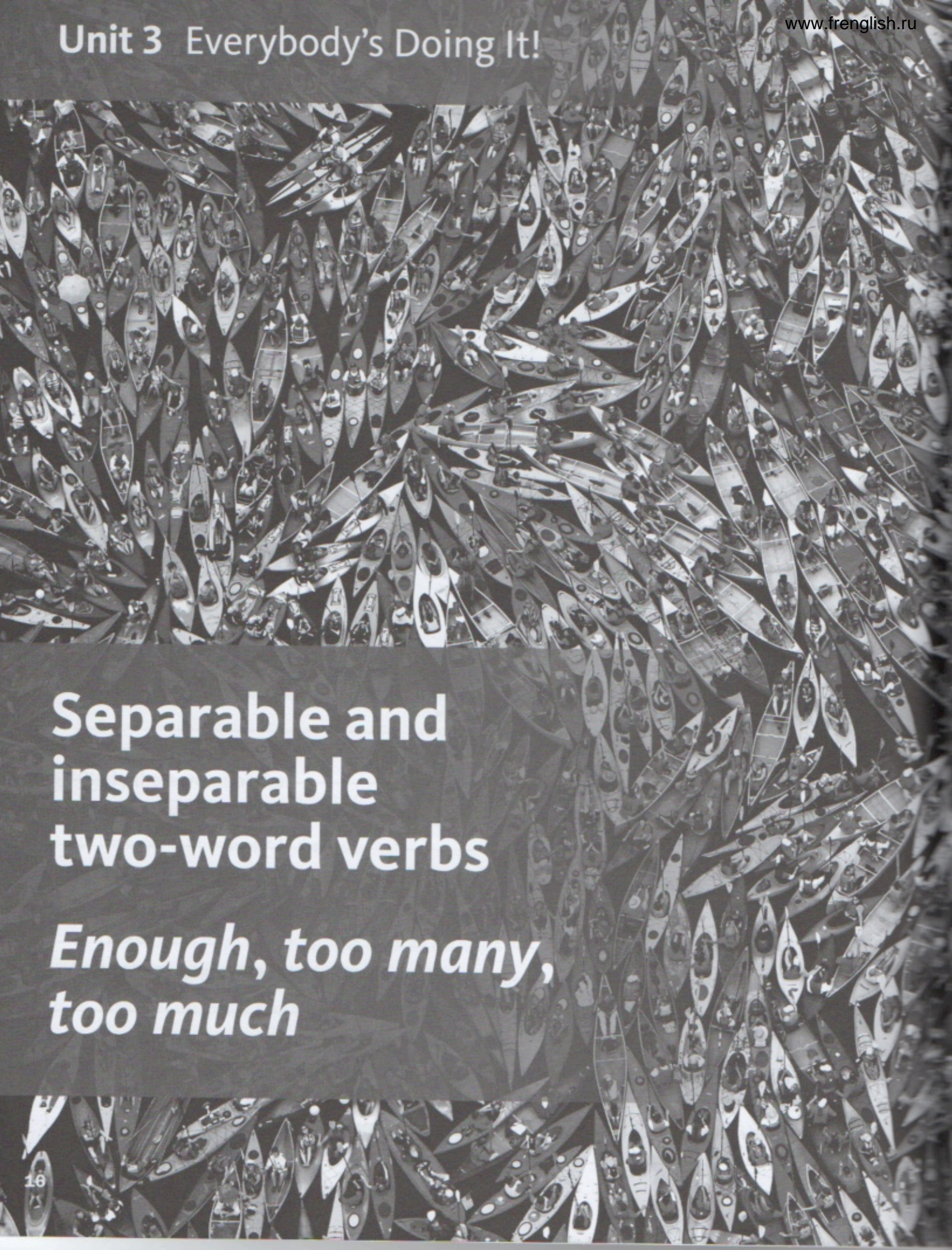
**WRITING**

Your friend has gone on holiday. You don't know where he/she has gone or what he/she is doing.

Write four suggestions about your friend. Try to include modals and infinitives with and without *to*.

Example: *I know he wanted to swim in a warm sea. He might have gone to Mexico.*

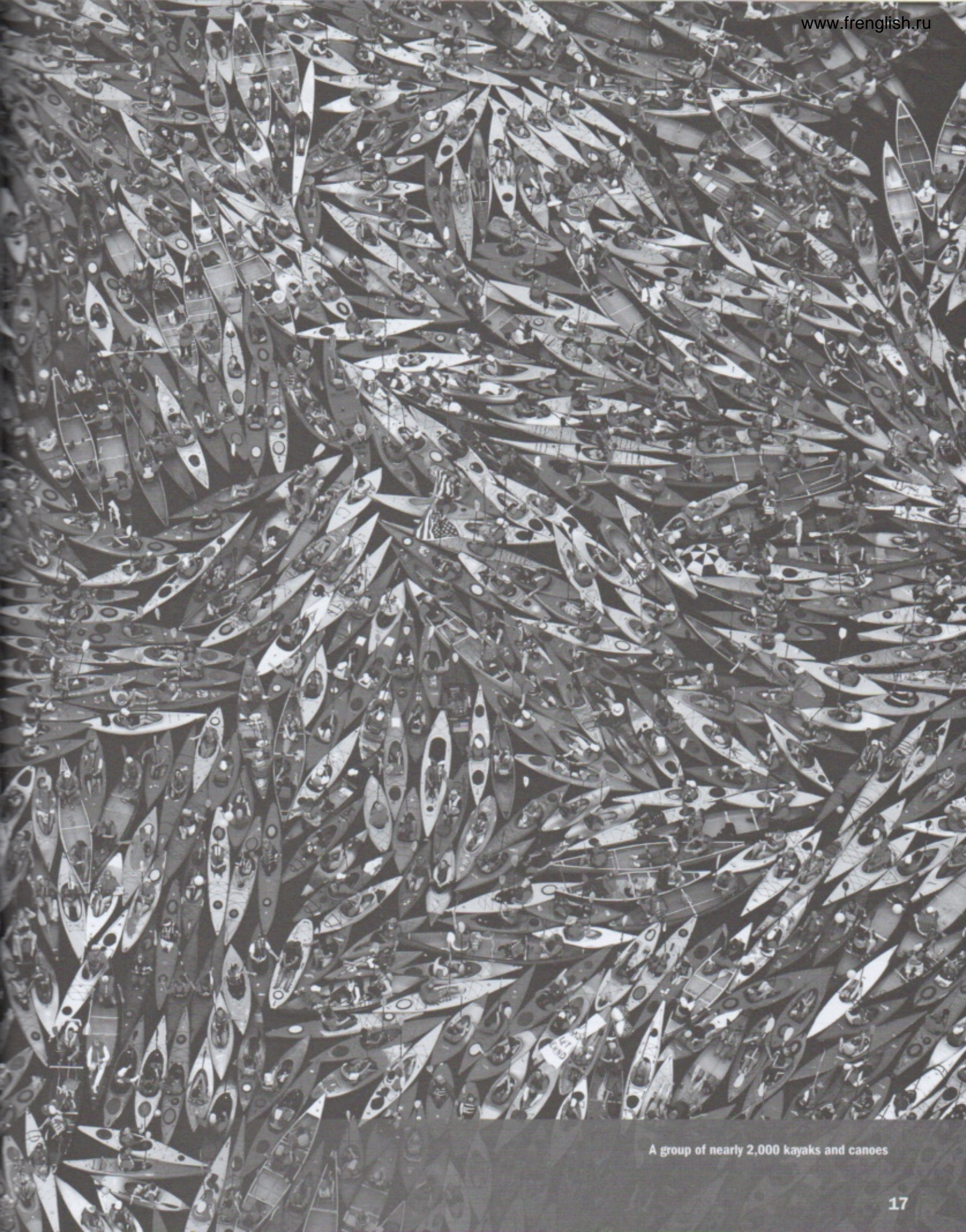




**Separable and  
inseparable  
two-word verbs**

*Enough, too many,  
too much*





A group of nearly 2,000 kayaks and canoes



# Separable and inseparable two-word verbs

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

**Separable verbs** can be separated, or split, by the object of the verb.

The scientists **talked over** the problem. OR The scientists **talked** the problem **over**.

When the object of the verb is an object pronoun, it should always be separated.

They **worked it out**.

Phrasal verbs – usually a verb + adverb, e.g. *to throw away* – are separable.

He **threw away** the packaging. OR He **threw** the packaging **away**.

**Inseparable verbs** cannot be separated. The object (or object pronoun) can only go after the two words.

The scientists **talked about** the problem. The scientists **talked about** it.

The scientists **looked into** the evidence. The scientists **looked into** it.

Verbs followed by a preposition are inseparable. Common prepositions include: *after, at, for, with, into*.

We **looked after** her dog for the weekend. NOT We **looked** her dog **after** for the weekend.

➔ For lists of separable and inseparable verbs see Student's Book, page 149.

## REMEMBER

There are always exceptions to rules! We can split some inseparable verbs with an adverb.

The scientists **talked** angrily **about** the problem.

The scientists **looked** carefully **into** it.

However, it is still more common to place the adverb at the end of the sentence.

The scientists **talked about** the problem angrily.

The scientists **looked into** it carefully.

However, this doesn't apply to all verbs!

**We looked** carefully **after** her dog for the weekend. ✗

**We looked after** her dog carefully for the weekend. ✓



- 1 Complete the sentences with the two-word verbs in the box.** Make any necessary changes to the verbs.

break into   depend on   deal with   get over   go into   look for   listen to

Example: *I lost my keys and had to **break into** my own house!*

- It took you a long time to \_\_\_\_\_ your cold!
- I won't \_\_\_\_\_ the details now.
- Winning often \_\_\_\_\_ luck.
- I am \_\_\_\_\_ a book by a Swedish author. Can you help me?
- I enjoy \_\_\_\_\_ the radio when I am cooking.
- You are \_\_\_\_\_ all your homework very well.

- 2 Complete the sentences with the phrasal verbs in the box.** Make any necessary changes to the verbs.

bring up   cheer up   hand out   hold back   sort out   take off   work out

Example: *My parents **brought me up** to be polite.*

- This puzzle is tricky. Let's \_\_\_\_\_ it \_\_\_\_\_ together.
- Please \_\_\_\_\_ your shoes \_\_\_\_\_ when you come in the house.
- Her disability does not \_\_\_\_\_ her \_\_\_\_\_ at all!
- Seeing your face always \_\_\_\_\_ me \_\_\_\_\_!
- The neighbours \_\_\_\_\_ their differences \_\_\_\_\_ by talking to each other.
- Please will you \_\_\_\_\_ the assignments \_\_\_\_\_ to the class?

- 3 Are these sentences correct?** Tick the correct sentences. Rewrite the incorrect sentences.

Example: *Last night we ate at a restaurant out.*

***Last night we ate out at a restaurant.***

- Simon fell the hill down and hurt his shoulder. \_\_\_\_\_
- He made the story up. It wasn't true. \_\_\_\_\_
- Check out the waves! They're huge! \_\_\_\_\_
- Yesterday, I ran my old head teacher into. \_\_\_\_\_
- I don't really care olives for. \_\_\_\_\_
- I grew in Italy up. \_\_\_\_\_



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

We use **enough** to talk about the right amount. **Enough** goes before nouns and after adjectives and adverbs.

*I've got **enough** pillows, but there are **not enough** feathers.*

*This coat is **not** big **enough** for me.*

We use **too many** and **too much** to talk about when there is more of something than is needed.

We use **too many** with countable nouns and **too much** with uncountable nouns.

*You've put **too many** feathers in each pillow.*

*It's **too much** stress for me.*

## 1 Complete the sentences with **too much** or **too many**.

Example: *I have watched **too much** television today!*

1. We have got \_\_\_\_\_ work to do today.
2. They have \_\_\_\_\_ chores to do today.
3. I shouldn't eat \_\_\_\_\_ biscuits.
4. Yes, \_\_\_\_\_ sugar is bad for you!
5. I think I might have used \_\_\_\_\_ salt!
6. The teacher found \_\_\_\_\_ mistakes in your maths homework.
7. Let's try to finish the assignment today. It shouldn't take \_\_\_\_\_ time.
8. I have \_\_\_\_\_ clothes. I think I'll get rid of some.

## 2 Circle the correct option.

*I haven't eaten enough / **not enough** food tonight!*

1. Do you have **enough** / **not enough** people to help you, or do you need more?
2. There are **enough** / **not enough** people to make a team. We need to call some more.
3. There is **enough** / **not enough** fruit. I need to buy some more.
4. I don't have **enough** / **not enough** time to read the whole article.
5. Environmentalists say that **enough** / **not enough** effort is being made to save the rain forest.
6. Is **enough** / **not enough** being done to conserve endangered species?
7. Have you had **enough** / **not enough** to eat?
8. I can't believe you're still hungry! Is one ice cream **enough** / **not enough** for you?



### 3 Are these sentences correct? Tick the correct sentences. Rewrite the incorrect sentences.

Example: *You've given me too many money.*

***You've given me too much money.***

1. There isn't enough time to catch the train.

---

2. There was too many music in the performance.

---

3. He didn't give me not enough advice.

---

4. I put too much oil in the pan.

---

5. Alex isn't enough tall to ride the rollercoaster.

---

6. We haven't got enough chair.

---

### 4 Complete the paragraph with **enough**, **not enough**, **too many** or **too much**.

When I went on holiday to Europe I thought I had taken enough money for the trip.

In fact, I did have <sup>1</sup> \_\_\_\_\_ money, but I had taken <sup>2</sup> \_\_\_\_\_ dollars and

<sup>3</sup> \_\_\_\_\_ euros. There were <sup>4</sup> \_\_\_\_\_ times when the banks closed and I couldn't

exchange my dollars. I could have changed money at a bureau de change, but they charged

<sup>5</sup> \_\_\_\_\_ commission. But I learnt to plan ahead, so that I always had

<sup>6</sup> \_\_\_\_\_ money for a few days. Otherwise, the trip was amazing. There was

<sup>7</sup> \_\_\_\_\_ to see in only two weeks, and there was <sup>8</sup> \_\_\_\_\_ time to do everything

we wanted to. But I don't mind – it just means we have to plan another trip!

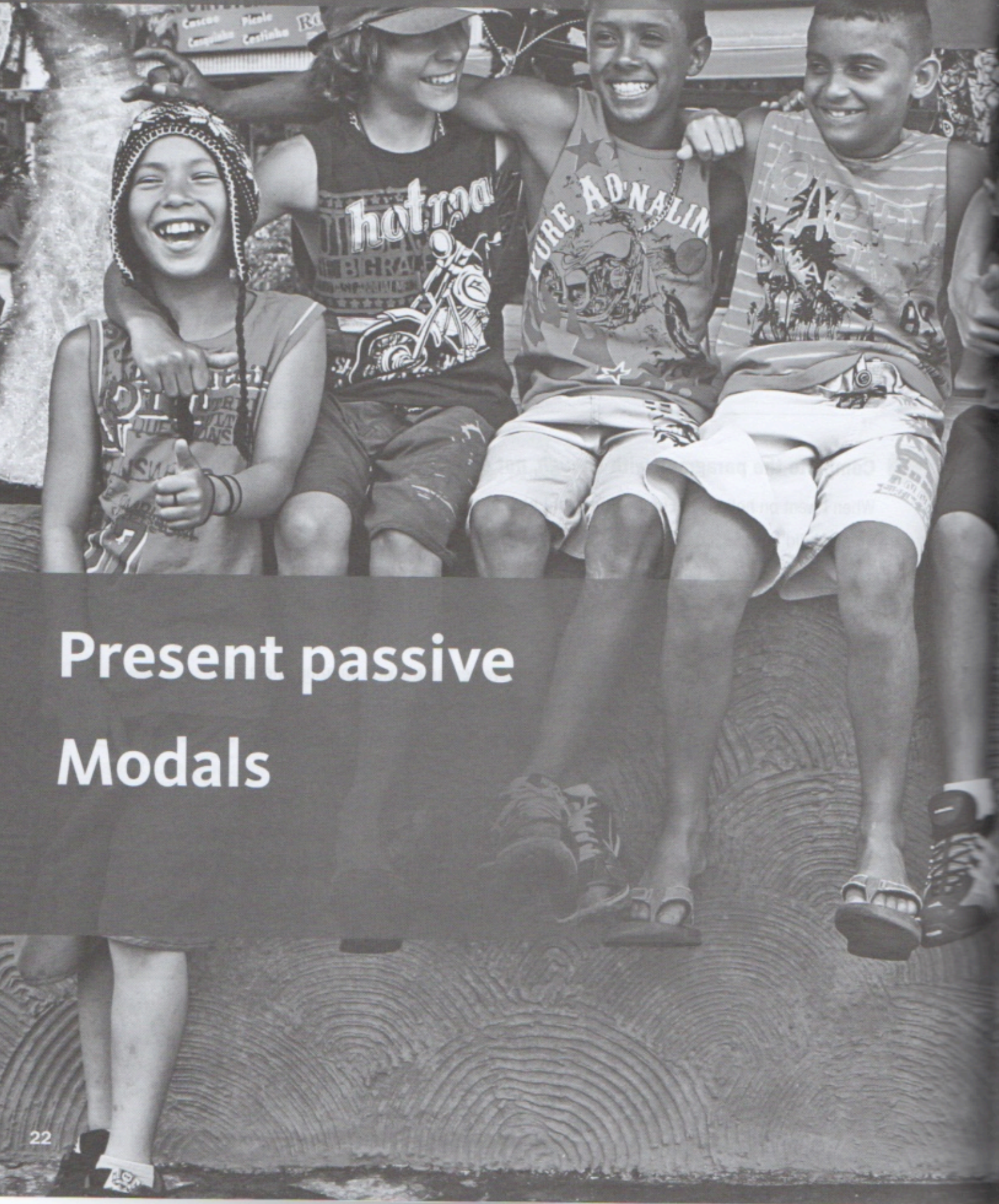
### WRITING

Write a series of *Life Rules* for people in the 21<sup>st</sup> century. Use separable and inseparable verbs from this unit, as well as *enough*, *not enough*, *too many* and *too much*.

Example: *You can't have **too many** friends. They will always **cheer** you **up**. Use your gadgets, but don't **depend on** them. You can spend **too much** time on them if you're not careful!*



## Unit 4 Fashion Footprints



## Present passive Modals





Boys in São Paulo, Brazil



# Present passive: Describing actions and processes

We often use the **present passive** to describe actions and processes.

*They use a lot of pesticides to grow cotton.* —————> *A lot of pesticides **are used** to grow cotton.*

*They make clothing from synthetic materials.* —————> *Clothing **is made** from synthetic materials.*

The passive is formed with *be* + past participle. We use the passive voice:

- to emphasise and focus on the action rather than the person who did it (the agent). The person doing the action is not important.

*These shoes **are manufactured** in Italy.*

- when we don't know who is doing the action.

*Seatbelts **are required** by law in all cars.*

- when it is easy to understand who is doing the action.

*More jeans **are bought** in the U.S. than anywhere else.*

The negative is formed by putting the word *not* after *be*.

*A lot of American clothing **is not made** in the U.S. any more.*

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

## Active sentences

*Americans **buy** a lot of jeans.*

*They **make** excellent denim in Japan.*

*We mostly **use** blue dye in denim production.*

*Small mills **produce** limited edition jeans.*

*America **grows** a lot of cotton.*

## Passive sentences

*A lot of jeans **are bought** by Americans.*

*Excellent denim **is made** in Japan.*

*Blue dye **is** mostly **used** in denim production.*

*Limited edition jeans **are produced** in small mills.*

*A lot of cotton **is grown** in America.*

## 1 Complete the paragraph with the verbs in the box. Use the present passive.

manufacture	consider	develop	employ	export	make	use
-------------	----------	---------	--------	--------	------	-----

Almost six million cars are manufactured in Germany every year. Many of these cars

<sup>1</sup> \_\_\_\_\_ to countries around the world. German cars <sup>2</sup> \_\_\_\_\_

to be reliable and well-made. The cars <sup>3</sup> \_\_\_\_\_ in large factories in cities such as

Dresden. Around 750,000 people <sup>4</sup> \_\_\_\_\_ in the car industry in Germany. A lot of new

technology <sup>5</sup> \_\_\_\_\_ by German manufacturers. Sometimes, this technology

<sup>6</sup> \_\_\_\_\_ in racing cars as well as in road cars.



## 2 Complete the sentences with the present passive of the verb in brackets.

Example: A lot of products **aren't manufactured** in the same countries they are sold. (not manufactured)

1. A lot of the clothing \_\_\_\_\_ locally. (make)
2. Leather goods \_\_\_\_\_ in large factories, often in Asia. (produce)
3. Different labels \_\_\_\_\_ to the items. (attach)
4. The clothes \_\_\_\_\_ into shipping containers. (pack)
5. Stones \_\_\_\_\_ to create different designs and effects. (add)
6. The containers \_\_\_\_\_ to warehouses all over the world. (ship)
7. Sometimes, the clothing \_\_\_\_\_ if it is not up to standard. (reject)
8. Much of the world's cotton \_\_\_\_\_ in America. (grow)

## 3 Rewrite the sentences in the present passive.

Example: People make some clothes from wool.

**Some clothes are made from wool.**

1. People weave fabric on a loom.  
\_\_\_\_\_
2. People draw new designs.  
\_\_\_\_\_
3. They use a lot of water to produce material.  
\_\_\_\_\_
4. They sell jeans all around the world.  
\_\_\_\_\_
5. Charity shops sell a lot of second-hand clothes.  
\_\_\_\_\_
6. Japan makes them.  
\_\_\_\_\_
7. They paint beautiful designs onto the silk.  
\_\_\_\_\_
8. People assemble the items in factories.  
\_\_\_\_\_



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

We use the modals **should** and **shouldn't**:

- to give advice.

You **should be** more careful about reading labels.

- to give a sense of obligation or duty.

I **should do** my homework.

- to ask for advice.

**Should I buy** that jacket?

We use the modals **could** and **couldn't**:

- to make suggestions.

You **could reduce** your carbon footprint with a small change like this.

- to ask if something is possible, or say that it is.

**Could we build** a house made entirely of recycled material? Yes, we **could**.

- to ask for permission.

**Could I borrow** your pen?

To talk about present actions, we use *should/could* + verb.

You **shouldn't buy** that leather jacket.

You **could buy** that denim jacket.

To talk about past actions, we use *should have/could have* + past participle.

You **shouldn't have bought** that leather jacket.

You **could have bought** that denim jacket.

## 1 Complete the sentences with **could** or **could have** and the verb in brackets.

Example: Not buying fur **could help** wild animal populations. (help)

1. You \_\_\_\_\_ your money instead of buying that new computer. (save)
2. Please \_\_\_\_\_ you \_\_\_\_\_ the clothes at 30°? (wash)
3. We \_\_\_\_\_ less harmful detergent in our laundry. (use)
4. They \_\_\_\_\_ more to preserve the rain forest in the past. (do)
5. You \_\_\_\_\_ fewer clothes yesterday! (buy)
6. People \_\_\_\_\_ not to wear animal products. (choose)
7. We \_\_\_\_\_ the train instead of the car when we went to London. (take)
8. The last government \_\_\_\_\_ more laws to protect animals. (pass)



## 2 Complete the sentences with *should* or *should have* and the verb in brackets.

Example: We **should have realised** that wearing fur was wrong.

- \_\_\_\_\_ we \_\_\_\_\_ environmentalists more carefully in the 60s? (listen to)
- \_\_\_\_\_ we \_\_\_\_\_ animals to suffer? (allow)
- We \_\_\_\_\_ fewer pesticides when we grow cotton. (use)
- They \_\_\_\_\_ farm animals more space to move around. (give)
- \_\_\_\_\_ you \_\_\_\_\_ that leather coat last week? (buy)
- People \_\_\_\_\_ not to wear fur a long time ago. (choose)
- We \_\_\_\_\_ our clothes unless they really need it. (not wash)
- The hunters \_\_\_\_\_ that lion last year. (not kill)

## 3 Are these sentences correct? Tick the correct sentences. Rewrite the incorrect sentences.

Example: *Should you help me, please?*

***Could you help me, please?***

- Could fur farms be allowed these days?

---

- This small change could really help.

---

- You could be more careful when crossing the road.

---

- Should you buy that coat last week?

---

- Should we have planted the seeds by now?

---

- I shouldn't have ate so much!

---

### WRITING

Write your own rules and ideas about the environment. Use the present passive and *should* or *could*. Use your answers to Activity 1 to help you.

Example: Fewer pesticides **should be used**.



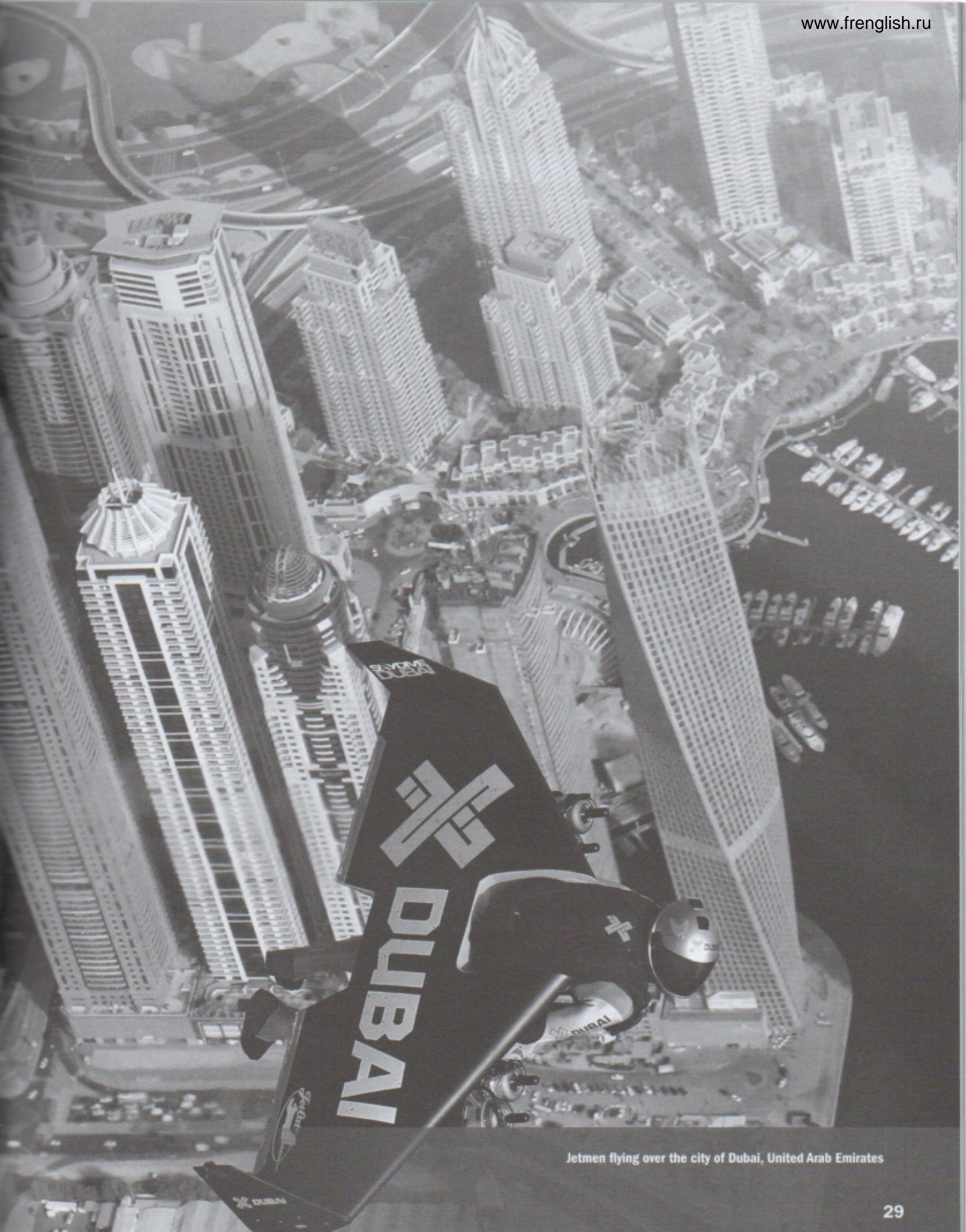
## Unit 5 Flying High



Past perfect

Past perfect continuous





Jetmen flying over the city of Dubai, United Arab Emirates



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

We use the **past perfect** (subject + *had/hadn't* + past participle):

- to refer to an action completed in the past before another action, event or moment in the past.

*Pterosaurs **had already disappeared** by the time modern birds evolved.*

*By the time humans tried to fly, the capability of flight **had developed** in four groups of animals.*

- in reported speech, when the speech being reported is in the present perfect.

*'I have flown in from New York,' she said. —————> She said she **had flown** in from New York.*

- to express an imaginary situation in an *if*-clause.

*If I **had grown** wings, I would not have got stuck in traffic!*

Note: *if*-clauses will be covered in Unit 6 and reported speech in Unit 7.

➡ See grammar box on page 52.

## 1 Circle the correct option.

Example: My mum (had gone) / went to work by the time I got up.

1. We **hadn't seen** / **haven't seen** the news but we heard it on the radio.
2. She **designs** / **had designed** the poster before she read the email.
3. I **had fell** / **had fallen** asleep before the programme finished.
4. They'd **never seen** / **'ve never seen** a space capsule before they visited the museum.
5. I **wanted** / **had wanted** to help on the project, but they finished it before I arrived.
6. Our teacher wanted to know if we **have studied** / **had studied** for the exam.
7. My friend asked me if I **have borrowed** / **had borrowed** her dictionary.
8. He said he **had found** / **did find** my necklace.

## 2 Write five sentences. Use the past perfect forms of the verbs from the box.

eat	visit	leave	go	fly	design
-----	-------	-------	----	-----	--------

Example: I was invited for lunch but I said I **had** already **eaten**.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



### 3 Complete the sentences with the past perfect of the verb in brackets.

Example: The plane **had left** by the time we reached the airport. (leave)

- Humans \_\_\_\_\_ to fly long before the Wright brothers' successful flight in the 20<sup>th</sup> century. (try)
- They \_\_\_\_\_ many different devices before they found a stable design. (built)
- The Chinese \_\_\_\_\_ kites long before Marco Polo wrote about them. (invent)
- Leonardo da Vinci \_\_\_\_\_ a long time studying flying objects before he designed his own machine. (spend)
- He \_\_\_\_\_ his flying machine carefully but it still didn't fly. (design)
- The Wright brothers \_\_\_\_\_ about flying since early childhood. (dream)
- Pilots \_\_\_\_\_ to continue flying Concorde but it proved to be too expensive. (want)
- It \_\_\_\_\_ possible for planes to fly faster than the speed of sound before jet engines. (not be)

### 4 Change the statements from direct speech to reported speech.

Example: 'I tried to call you,' said Sally.

**Sally said she had tried to call you.**

- 'I've invented a flying machine,' said Leonardo da Vinci.  
\_\_\_\_\_
- 'We've built a hot-air balloon,' said the Montgolfier brothers.  
\_\_\_\_\_
- 'I've seen kites carrying men in China,' said Marco Polo.  
\_\_\_\_\_
- 'We've flown a plane!' exclaimed the Wright Brothers.  
\_\_\_\_\_
- 'We haven't flown very far,' they added.  
\_\_\_\_\_
- 'I've flown faster than the speed of sound!' said Chuck Yeager.  
\_\_\_\_\_
- 'I've designed a parachute,' said Fausto Veranzio.  
\_\_\_\_\_
- 'We've landed on the moon,' said the astronauts.  
\_\_\_\_\_



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

We use the **past perfect continuous** (subject + *had/hadn't* + *been* + present participle):

- to show that one action had been happening before another action in the past.

*Before Louis Bleriot first crossed the English Channel in an aeroplane in 1909, pilots **had been using** hot-air balloons.*

- to emphasise the length of time an action lasted for.

*The Wright brothers **had been working** on powered flight for several years before Wilbur Wright flew for 2 hours and 19 minutes in 1908.*

- to refer to an action in the past that was in progress but was interrupted by another action.

*I **had been watching** television for hours when suddenly I heard the telephone.*

➔ See grammar box on page 52.

## REMEMBER

We often use *when*, *before*, *for* and *since* with the present perfect continuous.

*They'd been watching the news **when** the TV exploded.*

*Had they been waiting long **before** the plane took off?*

*I'd been trying to log on **for** hours.*

*The villagers had been asking for broadband **since** 2013.*

## 1 Change the verbs to the past perfect continuous.

Example: *I thought. I **had been thinking**.*

1. We went.

2. They played.

3. You worried.

4. She laughed.

5. He cried.

6. You worked.

7. I watched.

8. It developed.



## 2 Write sentences using the verbs from Activity 1.

Example: *I had been thinking **about him** when he suddenly arrived!*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

## 3 Complete the sentences using the past perfect continuous of the verb in brackets.

Example: *Chuck Yeager **had been working** as a test pilot for eight years when he flew at Mach 2 in 1953. (work)*

1. Yeager \_\_\_\_\_ fighter planes for three years before he became a test pilot. (fly)
2. Two days before he broke the sound barrier, Yeager \_\_\_\_\_ a horse when he fell and broke two ribs. (ride)
3. Da Vinci \_\_\_\_\_ about flight for years before he built a flying machine. (think)
4. He \_\_\_\_\_ his machine for years before he showed it to anyone. (build)
5. He \_\_\_\_\_ engineering before he became a fighter pilot. (study)
6. They \_\_\_\_\_ to visit the exhibition before they read the good reviews. (not plan)

### WRITING

Write sentences about the progress made by pioneers in flight over the centuries.

Use the past perfect and past perfect continuous.

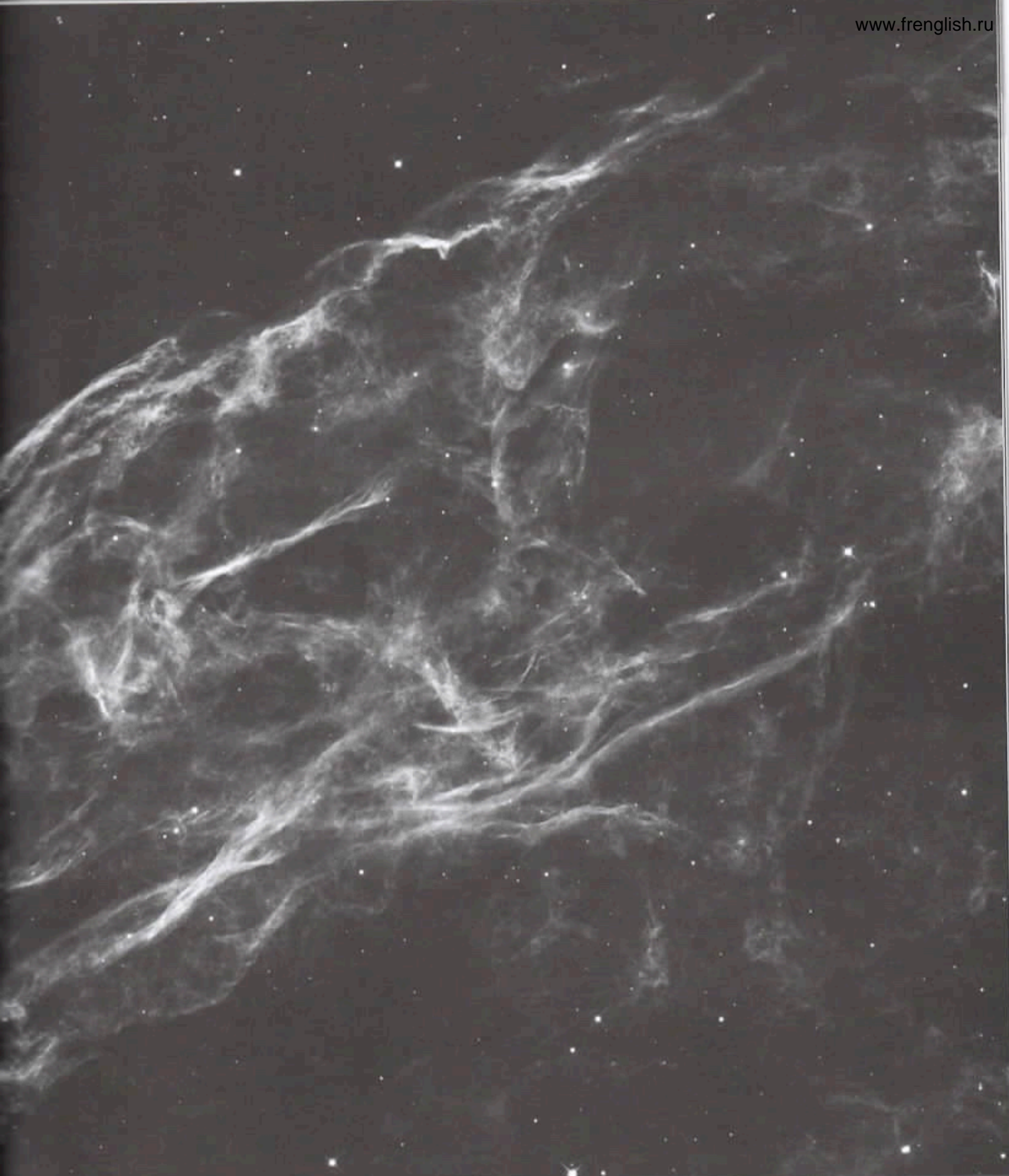
Example: *Leonardo da Vinci **had been thinking** about flying since he **was** a child.*



## Unit 6 New Frontiers

# Present and past conditionals Adverbs





The Veil Nebula is a cloud of hot gas and dust in outer space.  
It's the remains of a star that exploded around 8,000 years ago.



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

This unit covers two types of conditional sentences (*if*-clauses): present (Type 2) and past (Type 3) conditional sentences.

We use Type 2 conditional sentences to talk about situations that are unlikely but possible to happen in the present or future.

*If I **were** a scientist, I **would focus** my research on Saturn.*

*He **would be** a space tourist **if** he **had** the money.*

To form the Type 2 conditional sentence we use:

- **if** + past simple, **would/could/might** + infinitive (without *to*)

*If I **knew** how to fly a plane, I **would apply** to be an astronaut.*

We use Type 3 conditional sentences to talk about impossible situations in the past (they have already happened).

To form the Type 3 conditional sentence we use:

- **if** + past perfect, **would/could/might have** + past participle

*If I **had been** alive in the 1950s, I **would have trained** to become an astronaut.*

The *if*-clause can go before or after the main clause. When the sentence begins with the *if*-clause, use a comma. When the sentence starts with the main clause, don't use a comma.

***If** there **were** tours into space, I **would visit** Mars.*

*I **would visit** Mars **if** there **were** tours into space.*

## 1 Complete the Type 2 conditional sentences. Use the verbs in the box.

be	find	get	know	leave	live	have	not miss	spend
----	------	-----	------	-------	------	------	----------	-------

Example: *I would buy a plane if I **had** enough money.*

1. If I \_\_\_\_\_ good at maths, I would become an astronaut.
2. If you \_\_\_\_\_ more time in France, you would learn French more quickly.
3. His father would be very angry if he \_\_\_\_\_ what he'd done.
4. If I \_\_\_\_\_ near the sea, I would want to own a boat.
5. I wouldn't go into space even if I \_\_\_\_\_ the chance.
6. If she \_\_\_\_\_ so many training sessions, she would be in the team.
7. What would you do if you \_\_\_\_\_ some money in the street?
8. If they \_\_\_\_\_ earlier, they wouldn't be late for school.



## 2 Match the two halves to make complete sentences.

- |                                                          |                                                         |
|----------------------------------------------------------|---------------------------------------------------------|
| 1. If I had been a NASA scientist in the 1960s,          | a. if I had been an astronaut in the 1960s.             |
| 2. I would have loved to have flown on an Apollo mission | b. it would have been seen as a humiliation for the US. |
| 3. The US wouldn't have gone to the moon                 | c. it would have been so exciting.                      |
| 4. If they hadn't been so determined to succeed,         | d. if the cost wasn't so high.                          |
| 5. If the Soviets had reached the moon first,            | e. if they hadn't been competing with the Soviet Union. |
| 6. We would invest in more space programmes              | f. they would never have landed on the moon.            |

## 3 Complete the sentences. Write the verb in brackets in the correct tense.

Example: If I **were** rich, I would give my money to good causes. (be)

- If we \_\_\_\_\_ more money in space travel, we would want to study Mars. (invest)
- If I knew her telephone number, I \_\_\_\_\_ her. (call)
- I would travel to Australia if I \_\_\_\_\_ more time. (have)
- If I were old enough to fly a plane, I \_\_\_\_\_ to fly a jumbo jet. (want)
- If it wasn't raining outside, I \_\_\_\_\_ for a walk. (go)
- If I had gone to university, I \_\_\_\_\_ engineering. (study)
- I would have been frightened if I \_\_\_\_\_ the earthquake. (feel)
- If I had known about the eclipse, I \_\_\_\_\_ to the cinema! (not go)

## 4 Complete the sentences with **would/could/might have + past participle**. Use your own ideas.

Example: If I had been born 40 years earlier, **I would have been an explorer.**

- If I had lived in the 18<sup>th</sup> century, \_\_\_\_\_
- If we had listened in science class, \_\_\_\_\_
- If I had learnt how to play the guitar, \_\_\_\_\_
- If we had not turned right at the junction, \_\_\_\_\_
- If they had not invented the wheel, \_\_\_\_\_
- If I had had more time, \_\_\_\_\_
- If you and I had known each other five years ago, \_\_\_\_\_
- If we hadn't learnt Chinese, \_\_\_\_\_



# Adverbs: Comparing how things are done

**Adverbs** describe verbs.

The new satellite transmits data **efficiently**.

Regular adverbs are formed by adding **-ly** to the end of the adjective.

slow → slowly

quick → quickly

Irregular adverbs do not take **-ly**.

good → well

fast → fast

When we want to make comparative statements about how things are done, we use the same structures for adverbs as we use for comparative and superlative adjectives.

- **as ... as**

The last satellite didn't transmit data **as efficiently as** the new satellite.

- **more ... than**

The new satellite transmits data **more efficiently than** the last satellite.

- **less ... than**

The last satellite transmitted data **less efficiently than** the new satellite.

- **the most ...**

The new satellite transmits data **the most efficiently** of all the satellites.

When the irregular adverb is the same as the adjective, the comparative and superlative form remains the same.

The new rover travels **fast**.

The last rover didn't travel **as fast as** the new rover.

The new rover travels **faster than** the last rover.

The new rover travels **the fastest** of all the rovers.

➔ See irregular verbs list on page 54.

## 1 Match the comparative adverbs.

- |                         |                        |
|-------------------------|------------------------|
| 1. not as tall as       | a. less precisely than |
| 2. faster than          | b. not as slowly as    |
| 3. earlier than         | c. worse than          |
| 4. harder than          | d. shorter than        |
| 5. not as accurately as | e. not as easy as      |
| 6. not as well as       | f. not as late as      |



## 2 Complete the sentences with the superlative form of the adverb.

Example: *Planes fly faster than helicopters, but rockets fly **the fastest**.*

1. Hand-held telescopes are clearer than binoculars, but commercial telescopes are \_\_\_\_\_.
2. I understand robots better than my brother, but my sister understands them \_\_\_\_\_.
3. I eat more than my parents, but my brother eats \_\_\_\_\_.
4. My brother arrived home later than me, but my parents arrived \_\_\_\_\_.
5. The helicopter flies higher than the hot-air balloon, but the jet flies \_\_\_\_\_.
6. Lions are faster cats than leopards, but cheetahs are \_\_\_\_\_.

## 3 Complete the second sentence so that it has the same meaning as the first.

Example: *Jet planes don't travel as fast as rockets.*

*Jet planes travel **more slowly than rockets**.*

1. Old engines work less efficiently than new ones.  
New engines work \_\_\_\_\_.
2. Jet engines work more reliably than diesel engines.  
Diesel engines don't work \_\_\_\_\_.
3. He explained things less clearly than I wanted.  
He didn't explain things \_\_\_\_\_.
4. She did not speak Spanish as fluently as me.  
She spoke Spanish \_\_\_\_\_.
5. I did not arrive as late as I thought I would.  
I arrived \_\_\_\_\_.
6. We fell asleep more slowly than the night before.  
We didn't fall asleep \_\_\_\_\_.

## 4 Make comparative sentences with the adverbs. Use your own ideas.

Example: *(slowest) Walking is not always the slowest way to get around a city.*

1. (faster) \_\_\_\_\_
2. (clearly) \_\_\_\_\_
3. (less reliably) \_\_\_\_\_
4. (the most efficiently) \_\_\_\_\_
5. (more accurately) \_\_\_\_\_
6. (longer) \_\_\_\_\_



## **Unit 7** Visual Stories

**Past passive**  
**Reported speech**





A museum worker moves *La Bella Principessa*, which many believe was painted by Leonardo da Vinci.



# Past passive: Describing past actions and processes

The **past passive** has a similar structure to the present passive (see Unit 4).

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

*Paint **was** usually **made** by mixing colours with oils.*

We use the passive to emphasise an action rather than the person who performed the action (the agent).

However, when we use the past passive, it is common to focus more on the agent performing the action, especially when talking about artwork, buildings or discoveries. We do this by using *by*.

*Many different styles **were explored** by painters.*

The past passive is more common in written language, especially in academic texts.

The negative is formed by putting the word *not* after the auxiliary verb.

*Sometimes, artworks signed by an artist **were not painted** entirely by them, but with the help of assistants.*

➔ See grammar box on page 53.

## REMEMBER

We use the verb *be* as the auxiliary in all passive tenses. In the past passive, we use:

- *was* for singular subjects.

*The changing light during the day **was captured** by Monet.*

- *were* for plural subjects.

*Different colours **were favoured** by different artists.*

## 1 Complete the sentences with the past passive of the verb in brackets.

Example: *Paintings **weren't** always **displayed** in museums. (not displayed)*

1. The Ashmolean Museum in Oxford \_\_\_\_\_ in the late 1600s. (establish)
2. Before museums, most artworks \_\_\_\_\_ in private homes and palaces. (show)
3. Artists \_\_\_\_\_ busy by rich patrons. (keep)
4. Their work \_\_\_\_\_ by rich people. (buy)
5. Originally, they \_\_\_\_\_ to develop new styles. (not encourage)
6. Impressionist art \_\_\_\_\_ by many people at first. (not appreciated)



## 2 Rewrite the sentences in the past passive so that the meaning is the same.

Example: Artists mixed colours on a palette.

**Colours were mixed on a palette (by artists).**

1. Assistants helped many artists in their studios.

\_\_\_\_\_

2. People painted cave paintings.

\_\_\_\_\_

3. Da Vinci sketched out his inventions.

\_\_\_\_\_

4. The researchers recorded the data.

\_\_\_\_\_

5. Pablo Picasso completed *Guernica* in June 1937.

\_\_\_\_\_

6. He painted it as a protest against the town's destruction.

\_\_\_\_\_

7. He first exhibited it at the Paris International Exhibition in 1937.

\_\_\_\_\_

8. Sometimes, people don't understand abstract art.

\_\_\_\_\_

## 3 Read. Answer the questions in full sentences using the past passive.

Diego Velázquez was the leading artist of the Spanish Golden Age. He was the official artist at the court of King Philip IV of Spain. He completed his most famous work, *Las Meninas*, in 1656. The figures he painted were the daughter of the king, Margarita Teresa, and her ladies-in-waiting. Behind them, Velázquez portrayed himself working at a large canvas. The king and queen themselves were depicted in a mirror in the background. The king was very happy with the painting, possibly because it was painted from his perspective. He kept it hanging in his private quarters for the rest of his life. The royal family passed it to the Prado museum when it opened in 1819.

Example: Who employed Diego Velázquez?

**Diego Velázquez (He) was employed by the court of King Philip IV of Spain.**

1. When was *Las Meninas* completed?

\_\_\_\_\_

2. Was the king's daughter shown in the painting?

\_\_\_\_\_

3. Was Velázquez included in the painting?

\_\_\_\_\_

4. Where was the painting first hung?

\_\_\_\_\_

5. Where was the painting moved to in 1819?

\_\_\_\_\_



# Reported speech: Describing what others say

We use **reported speech** (indirect speech) when we tell someone else what another person said. We don't use the speaker's exact words or use quotation marks.

We use reported speech to tell someone else:

- something that is being said now.

*'I'm drawing a tree.'* → *He says he is drawing a tree.*

- something that was said in the past.

*'I'm drawing a tree.'* → *He said he was drawing a tree.*

Generally, reported speech, unless it is reported immediately, involves a change in tense between the direct speech and the reported speech.

## present

*will*

*'I will save my money,' she said.*

*can*

*'Can I borrow your pencil?' he asked.*

*must*

*'I must find the address,' she said.*

## past

*would*

*She said she **would** save her money.*

*could*

*He asked if he **could** borrow my pencil.*

*had to*

*She said she **had to** find the address.*

➔ See grammar box on page 53.

## REMEMBER

Change the pronoun in reported speech to show the speaker's point of view.

*'Can I borrow **your** pen?' → He asked if **he** could borrow **my** pen.*

When reporting commands, use *told* + person + the infinitive with *to*.

*'Go to bed!' said Mum. → Mum **told me to go** to bed.*

## WRITING

Write sentences of reported speech with the past passive.

Example: *'Van Gogh's Sunflower series was painted in 1888-9,' said the guide.*

***The guide said that Van Gogh's Sunflower series had been painted in 1888-9.***

1. *'People didn't consider him a great artist during his lifetime,' said the guide.*
2. *'He gave one of the early Sunflower paintings to Gauguin,' the guide added.*
3. *'I don't think it was painted especially for him,' said the guide.*
4. *'The artist's genius was not understood by his contemporaries,' added the guide.*



**1 Rewrite the statements as reported speech.** Pay attention to the changes in the tense and the pronoun.

Example: *'We are painting a seascape,' he said.*

***He said they were painting a seascape.***

1. *'I like to sketch on an iPad,' she said.*

\_\_\_\_\_

2. *'I prefer to use watercolours,' I replied.*

\_\_\_\_\_

3. *'It takes me a long time to finish a painting,' said the artist.*

\_\_\_\_\_

4. *'I love going to art galleries,' he said.*

\_\_\_\_\_

5. *'I really enjoy fishing,' my grandfather said.*

\_\_\_\_\_

6. *'It's great to be outside,' he added.*

\_\_\_\_\_

7. *'I don't like going to museums,' he said.*

\_\_\_\_\_

8. *'I visited the Louvre last weekend,' she said.*

\_\_\_\_\_

**2 Complete the reported sentences with the correct tense and pronoun.**

Example: *'You will have a test in your next lesson,' my teacher said.*

***My teacher said we would have a test in our next lesson.***

1. *'I'll make a picnic for lunch,' said my grandfather.*

My grandfather said \_\_\_\_\_ a picnic for lunch.

2. *'You can take a photo and copy it,' said the artist.*

The artist told \_\_\_\_\_ a photo and copy it.

3. *'Can you meet me by the river?' asked Emil.*

Emil asked if \_\_\_\_\_ by the river.

4. *'Do you like my painting?' she asked.*

She asked me if \_\_\_\_\_ painting.

5. *'I've been waiting for you for ages,' said Pete.*

Pete said \_\_\_\_\_ for ages.

6. *'You can borrow my laptop,' said her brother.*

Her brother said \_\_\_\_\_ laptop.

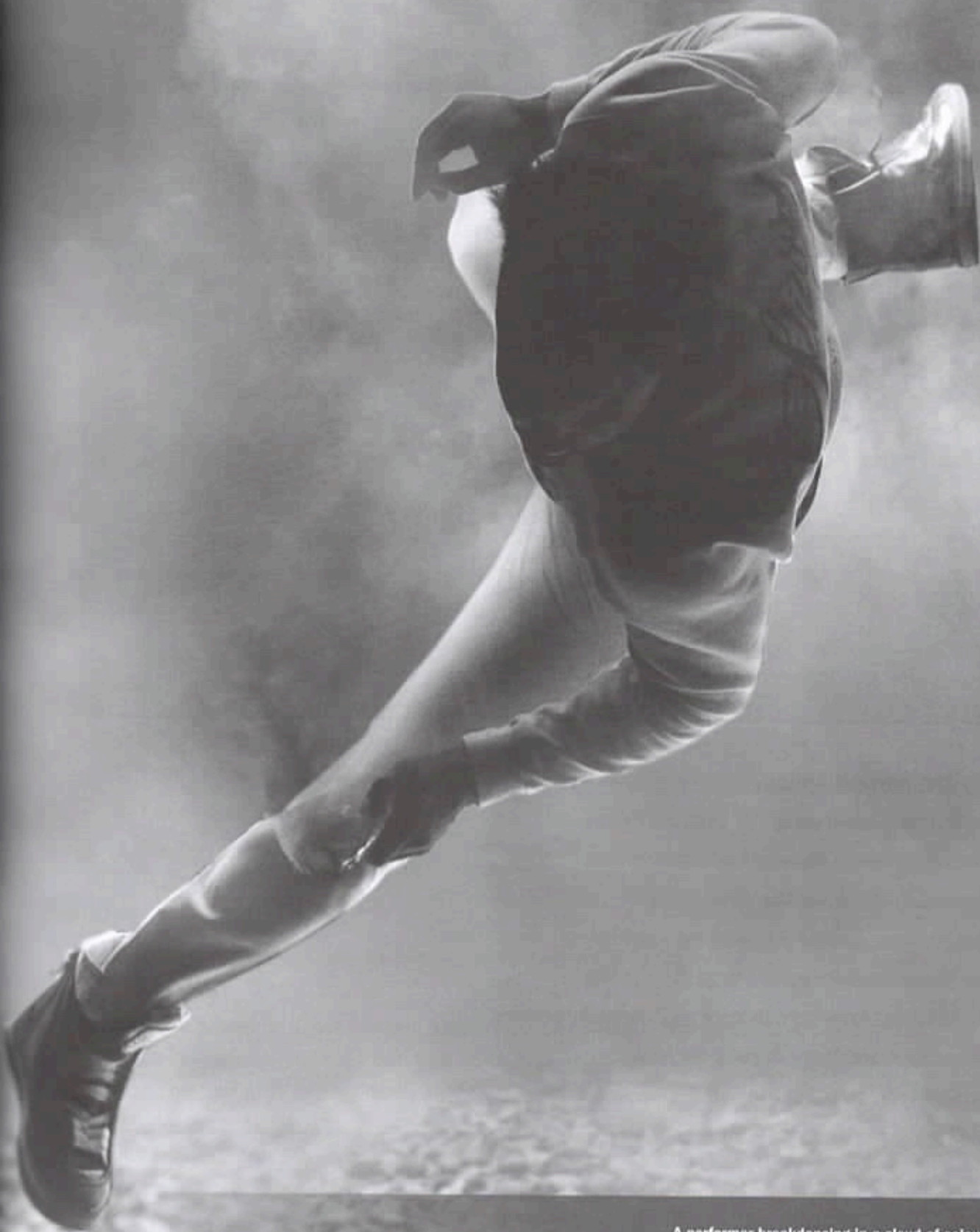


## **Unit 8** Perform and Create

# **Gerunds and infinitives**

## **Sense verbs + infinitive**





A performer breakdancing in a cloud of coloured smoke



# Gerunds and infinitives

**Gerunds** are verbs with the *-ing* ending.

*dancing    studying    learning*

A gerund is a verb that acts like a noun. It can be used wherever a noun can be used, as the subject or object of a sentence, and after a preposition.

**Dancing** is a popular form of self-expression. (subject)

**Learning music** is important. (object)

I'm interested in **acting** as a career. (after a preposition)

Some verbs used to express opinion can be followed by either an infinitive with *to* or a gerund.

Verbs: *like, love, hate, prefer*

I love **singing** on stage. OR I love **to sing** on stage.

Some verbs cannot be followed by an infinitive, only a gerund.

Verbs: *admit, be used to, deny, can't help, can't stand, dislike, (don't) mind, enjoy, feel like, finish, imagine, keep, miss, practise, spend time*

I practised **playing** the whole piece before the concert.

Gerunds can also go after the verb *go* when talking about activities.

I want to go **running** later.

The **infinitive** with *to* is also used to express purpose.

I sent her a text message (in order) **to invite** her to the performance.

The infinitive with *to* can follow adjectives.

She was sad **to miss** the performance.

## 1 Circle the correct option.

Example: I can't afford **going** / **(to go)** to the theatre.

1. I decided **buying** / **to buy** a new mobile phone.
2. I can't help **liking** / **to like** some graffiti.
3. Can you keep **sending** / **to send** me your photos?
4. You should consider **going** / **to go** to art college.
5. He pretended **knowing** / **to know** a lot about the painting.
6. They offered **painting** / **to paint** the house.
7. I couldn't resist **visiting** / **to visit** the museum again.
8. They convinced me **trying** / **to try** pottery.



**2 Rewrite the sentences using a gerund.**

Example: *I love to perform plays with my friends.*

***I love performing plays with my friends.***

1. I hate to listen to my sister singing.

---

2. Some people like to watch living statues.

---

3. I would hate to stand still for so long.

---

4. We love to watch the sunset.

---

5. I love to act in my sister's videos.

---

6. We prefer to sing in a choir instead of doing solos.

---

**3 Complete the sentences using the gerund or infinitive with to of the verb in brackets. Use your own ideas.**

Example: *It would surprise me to see a living statue fall over. (see)*

1. I expected ..... (find)

2. I really love ..... (act)

3. I mostly enjoy ..... (sing)

4. I continue ..... (enjoy)

5. I can't stand ..... (hear)

6. I challenged him ..... (try)

7. I usually prefer ..... (go)

8. I often like ..... (listen to)

**WRITING**

Write five sentences about your own performing, cultural and artistic habits, likes and dislikes.

Use a mixture of gerunds and infinitives.

Example: *I like to go to the cinema, but I don't like going every day.*



# Sense verbs + infinitive: Describing what you see, hear and feel

Verbs referring to the senses (see, hear, feel, etc.) can be followed by:

- an object + the infinitive without to

Did you **see the band perform** in concert?

- an object + a present participle (-ing)

Did you **see the band performing** in concert?

When sense verbs are followed by a present participle, there's a little more focus on the action in progress. Most people, however, use the two patterns interchangeably.

Come on! Let's watch the DJ **spin** records.

Come on! Let's watch the DJ **spinning** records.

The present participle is formed by adding -ing to the infinitive. If the infinitive ends in an e, it is removed.

talk → talking

rise → rising

## REMEMBER

The present participle has the same form as the gerund, but it cannot be used as a noun. It can be used as an adjective, however.

I enjoyed the **rising** chorus at the end.

### 1 Complete the sentences with a sense verb from the box.

feel	hear	listen to	see	smell	watch
------	------	-----------	-----	-------	-------

Example: They **watched** their team win the final last night.

1. She \_\_\_\_\_ her neighbour scream and went to find out what happened.
2. Did you \_\_\_\_\_ the house shake during the earthquake?
3. We \_\_\_\_\_ the cake burning and remembered we'd left it in the oven.
4. We didn't \_\_\_\_\_ him fall over on the ice because we were still inside the house.
5. I \_\_\_\_\_ the lecturer explain the process, but I didn't understand it all.



## 2 Circle the correct sense verb.

Example: I **heard** / **felt** the choir perform in the concert last night.

1. Did you **feel** / **see** the wind blowing! It was really strong.
2. I **heard** / **watched** the thunder roaring in the night.
3. I didn't **see** / **feel** them performing last night. Were they good?
4. I **watched** / **looked** her playing football.
5. Did you **hear** / **sound** her singing?
6. I **felt** / **heard** him touch my arm.

## 3 Write sentences using the prompts.

Example: love / hear / fireworks / explode

***I love hearing the fireworks explode.***

1. love / feel / wind / blow

---

2. hate / smell / fire / burn

---

3. like / see / deer / jump

---

4. enjoy / watch / dancers / move

---

5. prefer / listen to / flutes / play

---

6. not like / hear / people / shout

---

## 4 Complete the sentences with the verbs in the box.

bang	burn	climb	draw	play	run	talk
------	------	-------	------	------	-----	------

Example: I haven't heard them **play/playing** that song before.

1. Did you see them \_\_\_\_\_ down the road?
2. I was able to hear the people \_\_\_\_\_, even though they were in the next room.
3. I heard him \_\_\_\_\_ his drums all night.
4. Did you see the thief \_\_\_\_\_ over the wall?
5. I felt the hot tea \_\_\_\_\_ my mouth.
6. We watched the artist \_\_\_\_\_ the cartoon.



# impact

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