



Teaching Guide

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Illustrated by Chantal Kees

T/V

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Introduction

Welcome to *Grammar Club*! In writing this series, we have aimed to make learning English grammar lively and engaging for primary students. At the start of the book, students meet four young friends – Matt, Sophie, Jamie and Abbie – the members of the ‘Grammar Club.’ These characters guide students through the book, showing them how to use new grammar structures in familiar contexts. The delightful illustrations in the book are designed to make contexts and meanings clear. In *Grammar Club*, grammar really comes to life!

How to use *Grammar Club*

The Student’s Book is divided into ten six-page units. The first page of each unit provides a lively visual entry point into the unit’s content. An illustration or photograph puts the language into a clear context, often with members of the Grammar Club using a sample of the key language to be presented. Encourage students to talk about this picture. Ask questions such as *Who is in the picture? Where is he/she? Where are they? What is he/she doing? What are they doing?* and *What else can you see in the picture?* Say the language that appears in the ‘speech bubbles’ in these pictures. Ask students to repeat it. Where possible, demonstrate the language using objects in the classroom.

Also on the first page of each unit is a grammar box containing a brief introduction to the key language structures of the unit, with example sentences. This is designed as a reference for teachers and students. You may choose to read through it with the class, but it is not necessary to do so. The same information is introduced gradually through the unit. You may find it useful to refer to it throughout the lesson, and some students may want to refer to it while completing activities.

In each unit, the opening page is followed by four pages of activities. This is where new structures are presented and students can practise using them. The activities are graded within each unit, so students can develop skills and then use the language they have learnt with confidence. Check the answers after students have completed the activities. You can do this with the whole class, eliciting answers from students, or ask students to check their answers in pairs.

The final page of each unit is a review page, covering the main structures of the unit.

At the end of the book, students complete ‘Grammar Round-up,’ a review activity covering all ten units. The answers for ‘Grammar Round-up’ are provided in the Student’s Book so students can check their own work. They can then fill out a ‘Grammar Club’ certificate saying they are members of the club. You might like to sign this certificate for them.

This Teaching Guide contains step-by-step guidance to help you use the Student’s Book effectively with your class. The language structures, sample

language and key vocabulary for each unit are provided as well as the answers to all questions. There are also two review tests: Test 1 reviews Units 1 to 5, and Test 2 reviews Units 6 to 10. These tests may be photocopied for classroom use or self-study.

We hope you find *Grammar Club* an enjoyable and stimulating resource for your classroom.

James Bean and Gillian Flaherty

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Jamie has gone to the bookshop.
Bookshops are nice places to visit

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Questions with **How...?** with adjectives and adverbs.

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How do you play tennis?
How often do you play tennis?
How are you today?
How old are you?

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So and **neither**

Short answers with **so** and **neither** to indicate agreement or similarity.
Short answers to indicate disagreement or difference.

I'm hungry. So am I.
I don't like olives. Neither do I.
I am cold. I'm not.

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and **neither**

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Both films look interesting.
Neither film is too scary.
We could see either of them.
Neither of them had finished their homework.
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I'll have either.

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The present perfect continuous with **for** and **since**

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Structures

Sample language

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She asked me whether I liked her horse.
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He wants to know when the bus leaves.
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Do you know where this bus goes?

Unit 1 Articles: a, the and zero article

Structures Sample language

The articles **a/an**
and **the** zero article

A bookshop sells books.
Jamie has gone to the bookshop.
Bookshops are nice places to visit

Page 9

Ask students if they ever go to bookshops and if they like bookshops. Then ask them to look at the three pictures and to read the sentences. Ask them to look at the words that come before *bookshop* or *bookshops*. In the first two sentences the words are *A* and *the*. Explain that *a* (or *an*) and *the* are articles. In the third sentence there is no article before *bookshops*. Read through the grammar box with the students to focus on the key language for this unit.

Page 10

A. Complete each sentence using **a/an** or **the** with a word from the box.

The grammar box above explains that we use *a* before a noun when we mention the thing for the first time and we use *the* when the thing is mentioned again. Students write *a* + noun or *the* + noun to complete the sentences.

B. Complete each label using **a** or **the**.

Students write *a* or *the*. We use *the* before nouns where the thing is unique, or the only one of its kind. Here the unique things are famous landmarks of the world. You could ask students for some more examples of famous landmarks at the end of the activity.

Page 11

C. Read about each situation. Then circle **a** or **b** to show which sentence you would say in this situation.

The grammar box explains the different ways we use *a* and *an* in front of nouns. Read through the grammar box with the students. This is often a point of confusion for students so it is worthwhile giving them some more examples to help make the distinction clear. When we are not talking about a specific thing we use *a/an*. When we are talking about a specific thing we use *the*. In the exercise students read each situation and circle **a** or **b** to show what they would say in that situation.

Page 12

D. Write **G** beside the examples of **general reference**.

The grammar box explains the use of *a/an* for general reference, or when we are talking about things in general. In the exercise students decide which sentences are examples of general reference and write *G* beside them.

Page 13

F. Look at the picture and read the sentences. Write **a** or **the** in each sentence.

The grammar box explains how we use *the* when both the speaker and the listener understand what is being referred to. Make sure the students understand this point. Talk about the two examples and the difference in meaning if *a* was used instead of *the*. In the exercise students look at the pictures and complete each sentence with either *a* or *the*.

Page 14 Review

A. Complete each sentence with **a** or **the** and a word from the box.

This page reviews what has been covered in this unit. In the exercise students complete each sentence with *a* or *the* and a word from the box.

B. Circle the mistake in each sentence. Write the correct word at the end of each sentence.

Students find the mistake in each sentence and circle it. They then write the correct word at the end of each sentence.

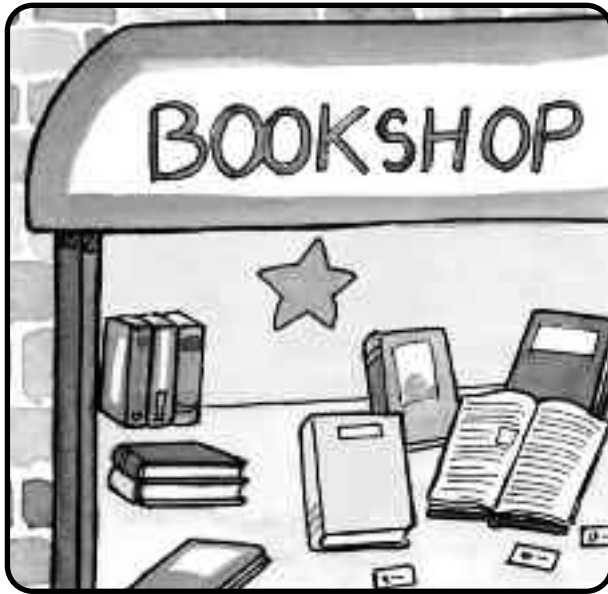
C. Complete these sentences using the words in the box.

Students complete the sentences using the words in the box.

D. Rewrite these sentences so that there are no mistakes.

In this exercise each sentence has a mistake. Students rewrite each sentence with no mistakes.

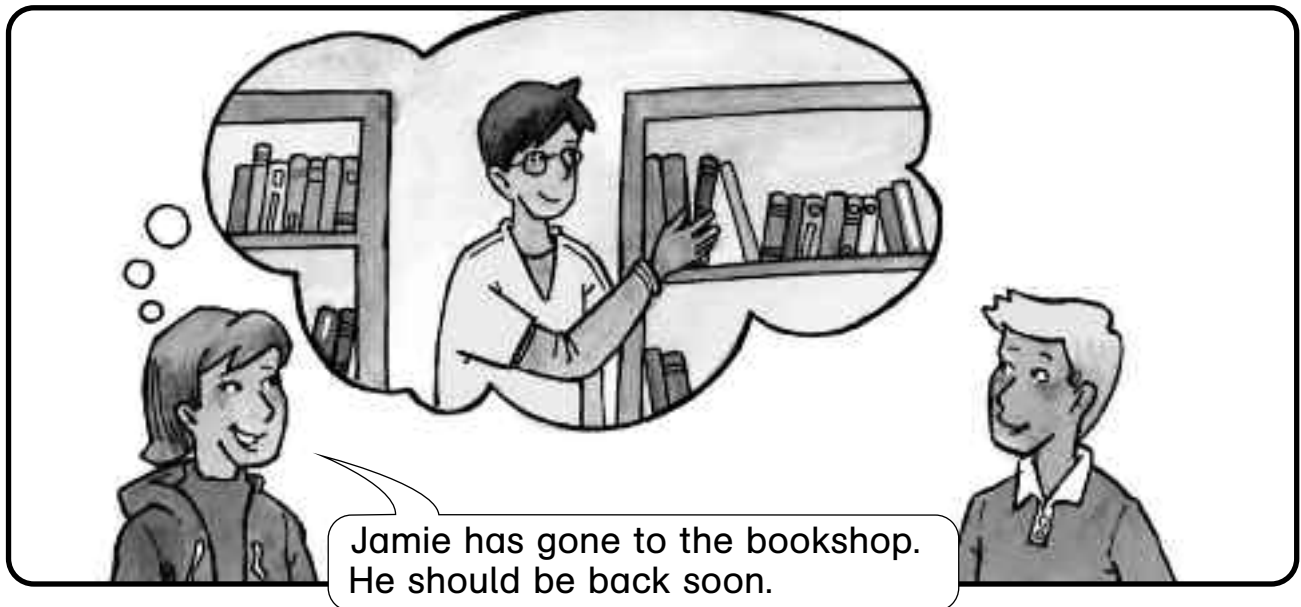
Articles: a, the and zero article



A bookshop sells books.



Bookshops are nice places to visit.



In this unit we look at how to use the articles **a/an** and **the**. We also look at zero article (times when an article is not used).

A bookshop sells books.

Jamie has gone to **the** bookshop.

Bookshops are nice places to visit.



1 Articles: a, the and zero article

A/an and the

We use **a/an** when something is mentioned for the first time and then we use **the** when we mention it again.

Jane found **a** kitten in the park. She picked up **the** kitten and took it home.

G

A. Complete each sentence using a/an or the with a word from the box.

dress lion ~~film~~ pie

1. Stephen is watching a film. The film is called *Thin Ice*.
2. Sam baked a pie for dessert. The pie was delicious.
3. Lara wore a dress to the party. The dress was beautiful.
4. Wendy saw a lion at the zoo. The lion was called Leo.

the

We use **the** when there is only one of the thing we are talking about.

*I'd like to see **the Eiffel Tower** in Paris.*

There is only one Eiffel Tower.



G

B. Complete each label using a/an or the.

1.



a. a bridge



b. the Golden Gate Bridge

2.



a. the Great Wall of China



b. a wall

3.



a. a tower



b. the Leaning Tower of Pisa

A and the

We use the articles **a/an** and **the** in front of nouns. We use articles in different ways depending on the meaning:

We use **a/an** to refer to one thing that is not specific.



He is not talking about a specific doctor. It could be any doctor.

We use **the** to refer to a specific thing.



She is talking about one specific doctor. This is Tony's doctor.

C. Read about each situation. Next, circle a or b to show which sentence you would say in this situation.

- You are looking at your cat in the garden.
 - 'I can see a cat in the garden.'
 - 'I can see the cat in the garden.'
- You have made an appointment with your dentist. You have seen this dentist before.
 - 'I'm going to a dentist this afternoon.'
 - 'I'm going to the dentist this afternoon.'
- There is a car outside your house. You do not know whose car it is.
 - 'I can see a car outside.'
 - 'I can see the car outside.'
- You took your dog for a walk. You threw a stick for your dog to fetch.
 - 'I threw a stick for a dog.'
 - 'I threw a stick for the dog.'
- Your friend has lots of pencils. You don't have any and you need to write something.
 - 'Can I borrow a pencil, please?'
 - 'Can I borrow the pencil, please?'

1 Articles: a, the and zero article

A for general reference

We also use **a/an** for general reference. This means when we are talking about things in general

A dentist looks after people's teeth. **An acrobat** has to be very fit.

We are talking about dentists and acrobats in general, or all dentists and acrobats.



D. Write **G** beside the examples of **general reference**.

1. Jason patted a dog in the street.
2. A bird is an amazing creature.
3. Kim fell off a skateboard and hurt herself.
4. A cot is a good place for a baby to sleep.
5. A bird flew into the house.
6. A tiger is a dangerous animal.
7. A skateboard is a difficult thing to ride.
8. Liam saw a tiger at the zoo.
9. A dog can be a good pet.
10. Jean bought an apple for Tom.

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Zero article

We can also talk about things in general using no article, or zero article, with plural nouns.

Dentists look after people's teeth.

Again, we are talking about dentists in general or all dentists.



E. Complete these sentences with the plural nouns in the box.

penguins ~~clowns~~ bananas dogs diamonds

1. Clowns make people laugh.
2. Dogs are good pets.
3. Bananas are good for you.
4. Diamonds are very expensive.
5. Penguins live at the South Pole.

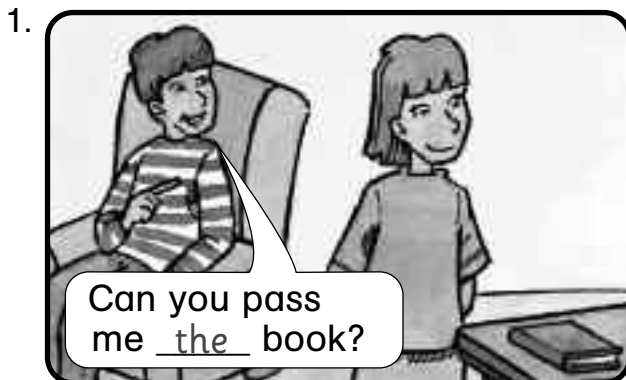


The

We use **the** when both the speaker and the listener understand what is being referred to.



F. Look at the picture and read the sentences. Write **a/an** or **the** in each sentence.



Review

A. Complete each sentence with **a/an** or **the** and a word from the box.

giraffe hat joke ~~puppy~~

1. Sharon found a puppy in the street. She took the puppy home.
2. Roy is buying a hat. He'll wear the hat at the beach.
3. Gerry told me a joke. The joke was very funny.
4. Jessie saw a giraffe at the zoo. The giraffe was very tall.

B. Circle the mistake in each sentence. Write the correct word at the end of each sentence.

1. Jason wants to go and see a Taj Mahal in India. the
2. A Mona Lisa is a very famous painting. The
3. All students should wear the hat. a
4. A Sahara Desert is the largest desert in the world. The

C. Complete these sentences using the words in the box.

parrots sweets librarians pearls

1. Librarians work in libraries.
2. Sweets are bad for your teeth.
3. Pearls are expensive.
4. Parrots make good pets.

D. Rewrite these sentences so that there are no mistakes.

1. The police officers catch people who have committed a crime.
Police officers catch people who have committed a crime.
2. Rahil has lost his hat. He needs the new hat.
Rahil has lost his hat. He needs a new hat.
3. Oh no! I forgot to feed a cat.
Oh no! I forgot to feed the cat.
4. Patty is not inside her house. She is outside in a garden.
Patty is not inside her house. She is outside in the garden.

Unit 2 How?

Structures

Sample language

Questions with **How...?**
to ask about the way
something is done
Questions with **How...?**
with adjectives and
adverbs.

How does Carl get to school?
How do you play tennis?
How often do you play tennis?
How are you today?
How old are you?

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Ask students to look at the pictures and read the speech bubbles. Talk about them with the students. Talk about the contrast between *How do you play tennis?* and *How often do you play tennis?* Read through the grammar box with the students to focus on the key language for the unit.

Page 16

A. Write questions. Use the words given and begin with **How** and **do**, **does** or **did**. Then choose an answer from the box.

The grammar box presents the use of *how* to ask about the way someone does or did something. In the exercise students use the prompts to write 'How' questions with the correct form of *to do*. They then choose an answer to the question from the box and write it below the question. Make sure the students understand when to use the present form *do* or *does* and when to use the past form *did*.

Page 17

B. Look at the answers and then write the questions using **How do you** and phrases from the box.

The grammar box presents the use of *How do you* to ask a general question about a way of doing things. We can use this to ask how a game is played, how something is made or how to get somewhere, etc. In the exercise students write a 'How do you' question for each answer using the phrases in the box.

C. Put these words in the correct order to make questions. Then choose a suitable answer from the box.

The grammar box presents the use of *how* to ask about someone's health or whether something was good. Talk with the students about different contexts when you could ask these kinds of question. In the exercise students put the words in the correct order to make questions. Then they choose a suitable answer from the box and write it below the question.

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D. Complete each question with *How* and the correct adjective.

The grammar box presents the use of *how* with adjectives to ask about the amount or level of something. In the exercise students complete each question with *how* and the correct adjective from the box.

E. Read the sentences. Then complete the questions using the correct adverb.

The grammar box presents the use of *how* with adverbs in questions that ask for more information about an action. In the exercise students read the sentences and then complete the questions using the correct adverb from the box. You could elicit possible answers to the questions at the end of the activity.

Page 19

F. Complete each question with *How* and the correct adjective.

The grammar box focuses on using adverbs of degree such as *very* or *quite* to answer '*how* + adjective/adverb' questions. Note that the answers are short answers. In the exercise students read the answer and then complete the question with *how* and the correct adjective.

G. Write *How long* or *How often*.

The grammar box presents the use of *How long* and *How often*. It makes the distinction between *long* as an adjective and as an adverb. Make sure students understand this distinction. Also focus on the different answers that are possible depending upon whether *long* is an adjective or adverb. *How often* refers to frequency. Draw attention to the use of *every* or *once* in the responses. Also focus on the possible use of *often* in the response. It would be a good idea to elicit examples of each type of sentence and response from students before they begin the exercise. In the exercise students read the answers and complete the questions with *How long* or *How often*.

Page 20 Review

A. Look at the answers and then write the questions using *How do you* and phrases from the box.

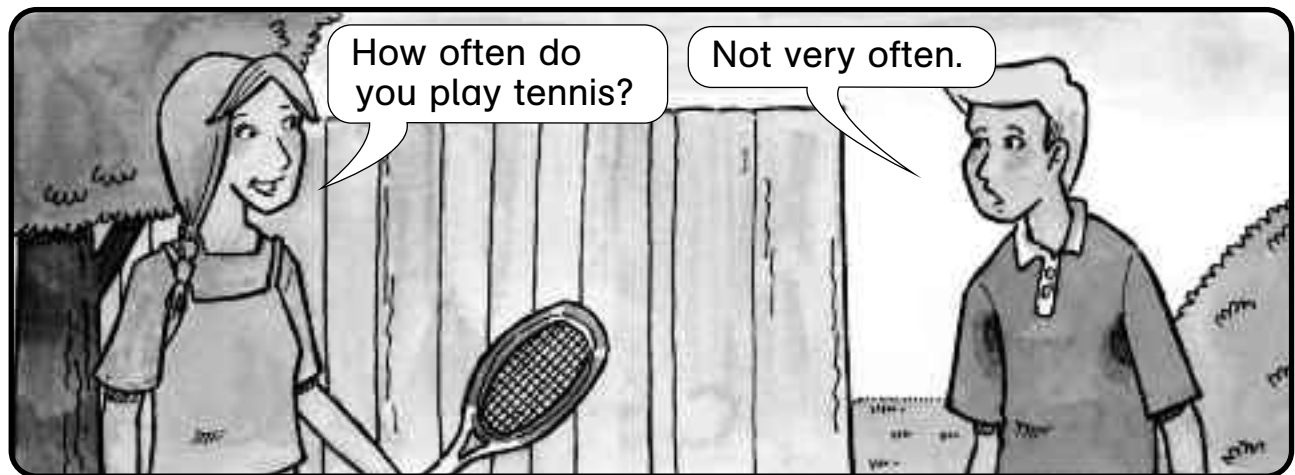
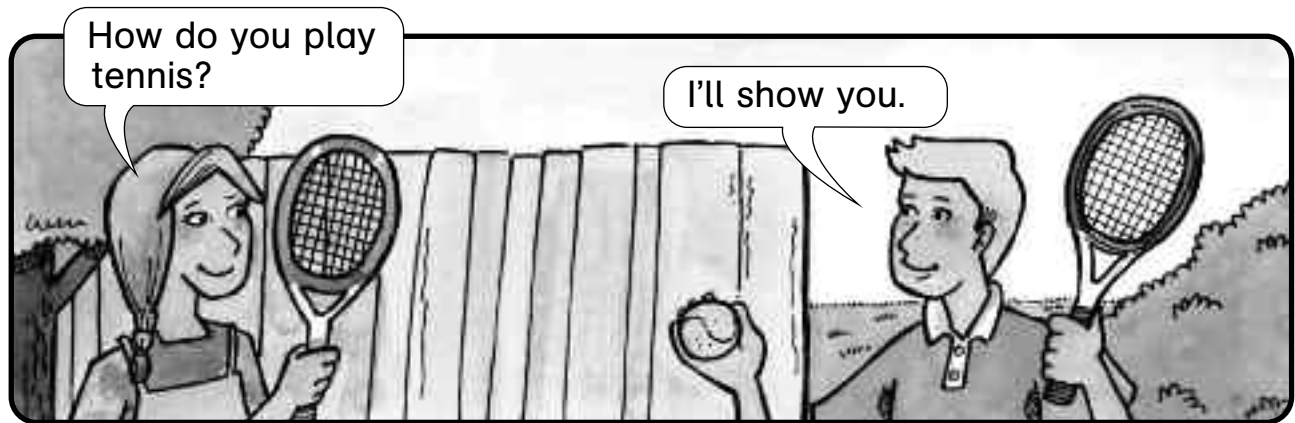
This page reviews what has been covered in the unit. In the exercise students look at the answers and write the questions using *How do you* and phrases from the box.

B. Complete each *How* question with the correct adverb. Then complete the answers with the same adverbs.

Students complete the '*How*' questions using the adverbs in the box. Then they complete each response with the same adverb.

C. Complete each question with the words from the box.

Students complete each question with the correct words from the box.



In this unit we look at the question word **how**. We look at questions with **how** on its own and questions with **how** before adverbs and adjectives.

How do you play tennis?

How often do you play tennis?





How

How is a question word with a number of different uses. We can use it to ask about the way someone does or did something.

Q: **How does** Carl get to school?

A: He rides his bike.

Q: **How do** you spell your name?

A: S - A - W - E - R - A

Q: **How did** Ellie break her arm?

A: She fell down some stairs.

A. Write questions. Use the words given and begin with **How** and **do**, **does** or **did**. Then choose an answer from the box.

1. you keep your hair looking so shiny

Q: How do you keep your hair looking so shiny?

A: I brush it fifty times every night.

2. the burglar get into the house

Q: How did the burglar get into the house?

A: He climbed in through a window.

3. you come to school this morning

Q: How did you come to school this morning?

A: I came by bus.

4. Steve keep fit

Q: How does Steve keep fit?

A: He runs six kilometres every morning.

5. you cut your finger

Q: How did you cut your finger?

A: I was chopping carrots and the knife slipped.

6. Mrs Jones keep her garden so pretty

Q: How does Mrs Jones keep her garden so pretty?

A: She works in it for an hour every day.

7. Jenny learn to play chess

Q: How did Jenny learn to play chess?

A: Her uncle taught her.

He climbed in through a window. ~~I brush it fifty times every night.~~

I was chopping carrots and the knife slipped. I came by bus.

He runs six kilometres every morning. Her uncle taught her.

She works in it for an hour every day.

How do you...

We often use **How do you** to ask a general question about a way of doing things.

How do you play tennis? How do you mend a bicycle tyre?

Here the pronoun **you** does not refer only to the person being spoken to, but to people in general. We are asking about the way something is done.



B. Look at the answers and then write the questions using **How do you and phrases from the box.**

get to the library from here make tea
~~start a car~~ say 'Hello' in Spanish

1. Q: How do you start a car?
 A: You turn the key and put your foot down on the accelerator.
2. Q: How do you make tea?
 A: You boil some water and pour it on to tea leaves in a pot.
3. Q: How do you say 'Hello' in Spanish?
 A: 'Hola'.
4. Q: How do you get to the library from here?
 A: You go to the end of this street, turn left and then cross the park.

We can use **how** to ask about someone's health or about whether something was good.

Q: **How** are you today? A: I'm a lot better, thank you.

Q: **How** was the party? A: It was a lot of fun.



C. Put these words in the correct order to make questions. Then choose a suitable answer from the box.

1. sleep / you / How / did Q: How did you sleep?
 A: Very comfortably.
2. is / mother / How / your Q: How is your mother?
 A: She's well.
3. trip / How / your / was Q: How was your trip?
 A: It was interesting.
4. were / your / How / exams Q: How were your exams?
 A: They were hard.

They were hard. ~~Very comfortably.~~ It was interesting. She's well.

How with adjectives

How can be used to ask about degree – the amount or level of something. We can make questions with the pattern **How + adjective + to be + subject**.

Q: **How old are you?** A: *Twelve.* Q: **How long is the pool?** A: *50 metres.*

**D. Complete each question with **How** and the correct adjective.**

deep heavy ~~old~~ tall high far long

- | | |
|---|------------------------|
| 1. Q: <u>How old</u> is Lisa? | A: Eighteen. |
| 2. Q: <u>How heavy</u> are you? | A: Fifty kilograms. |
| 3. Q: <u>How tall</u> is Eric? | A: 160 centimetres. |
| 4. Q: <u>How long</u> is a ruler? | A: Thirty centimetres. |
| 5. Q: <u>How high</u> is the ceiling? | A: Three metres. |
| 6. Q: <u>How deep</u> is the water? | A: Two metres. |
| 7. Q: <u>How far</u> is the park from here? | A: One kilometre. |

How with adverbs

How can also be followed by an adverb, in questions that ask for more information about an action. The pattern is **How + adverb + auxiliary + subject + main verb**.

A: *I can play tennis.* B: **How well** can you play tennis?

A: *The guests will arrive.* B: **How soon** will the guests arrive?

A: *Akif is studying for his exams.* B: **How hard** is Akif studying for his exams?

A: *Freda speaks Spanish.* B: **How well** does Freda speak Spanish?

**E. Read the sentences. Then complete the questions using the correct adverb.**

loudly high hard ~~well~~ soon

- | | |
|--------------------------------------|---|
| 1. A: Charlie knows Rita. | B: How <u>well</u> does Charlie know Rita? |
| 2. A: A flea can jump. | B: How <u>high</u> can a flea jump? |
| 3. A: Jack will finish his homework. | B: How <u>soon</u> will Jack finish his homework? |
| 4. A: They are working. | B: How <u>hard</u> are they working? |
| 5. A: The dog barks at night. | B: How <u>loudly</u> do the dogs bark at night? |

Adverbs of degree

To answer **How + adjective/adverb** questions we can use adverbs of degree such as **very** or **quite**.

Q: *How well can you play tennis?* A: **Very well.** / **Quite well.** / **Not very well.**



F. Complete each question with **How** and the correct adjective.

1. Q: How sweet is the cake? A: Very sweet.
2. Q: How angry is Father? A: Quite angry.
3. Q: How obedient is your dog? A: Not very obedient.
4. Q: How late is the bus? A: Quite late.
5. Q: How naughty are the children? A: Very naughty

How long and how often

We use **How long** to ask about a length of time. **Long** can be either an adjective or an adverb. When it is used as an adjective, we can simply respond with a length of time.

Q: **How long** is the film? A: *Ninety minutes.*

When **long** is used as an adverb, we can respond using **for**, **until** or **since**.

Q: *How long are you staying at the pool?* A: **For** two hours. / **Until** six o'clock.

Q: *How long has Paul been in Japan?* A: **For** three months. / **Since** July.

We use **How often** to ask about the frequency with which something happens.

We can respond using **every** or **once**.

Q: **How often** do you play tennis? A: **Every** Saturday. / **Once** a week.

We can also use **often** in our answer.

Q: *How often do you play tennis?* A: Very **often**. / Quite **often**. / Not very **often**.



G. Write **How long** or **How often**.

1. Q: How often does the bus come?
A: Every fifteen minutes.
2. Q: How long have your parents been married?
A: Since 1992.
3. Q: How long will your cousin be staying with you?
A: For two weeks.
4. Q: How often do you have your hair cut?
A: Once a month.
5. Q: How often do you visit your uncle?
A: Not very often.
6. Q: How long is your music lesson?
A: Thirty minutes.

Review

A. Look at the answers and then write the questions using **How do you** and phrases from the box.

say 'Good morning' in German ~~cook noodles~~
start the computer get to the pool from here

- Q: How do you cook noodles?
A: You put them in boiling water for a few minutes.
- Q: How do you say 'Good morning' in German?
A: 'Guten Tag'.
- Q: How do you get to the pool from here?
A: You go to the corner, turn right and it's at the end of the street.
- Q: How do you start the computer?
A: You press this button.

B. Complete each **How** question with the correct adverb. Next, complete the answers with the same adverbs.

well fast ~~soon~~ slowly

- | | |
|---|------------------------|
| 1. How <u>soon</u> does the train leave? | Quite <u>soon</u> . |
| 2. How <u>fast</u> can Raza run? | Very <u>fast</u> . |
| 3. How <u>slowly</u> does a tortoise walk? | Quite <u>slowly</u> . |
| 4. How <u>well</u> did Meg do in her exams? | Not very <u>well</u> . |

C. Complete each question with the words from the box.

is the water were the clowns at the circus ~~do you get up~~
were you after school was the maths exam

- How early do you get up _____ ?
- How tired were you after school _____ ?
- How cold is the water _____ ?
- How difficult was the maths exam _____ ?
- How funny were the clowns at the circus _____ ?

Unit 3 So and neither

Structures

Short answers with **so** and **neither** to indicate agreement or similarity.

Short answers to indicate disagreement or difference.

Sample language

I'm hungry. So am I.
I don't like olives. Neither do I.
I am cold. I'm not.

Page 21

Ask students to look at the pictures and read the speech bubbles. Talk about the fact that in all of the pictures the second person is agreeing with the first person. Talk about the different expressions: *So am I*, *So have I*, *So do I* and *Neither do I*. Draw attention to the use of *neither*. Ask students why *neither* is used in this situation. Read through the grammar box with the students to focus on the key language for the unit.

Page 22

A. Write **So am I** or **So do I**.

The grammar box presents *So am I* and *So do I* and explains that we can use these expressions to say that we feel or do the same as someone else. The grammar box explains that when the main verb in the sentence is *to be*, we use *so + to be + subject* to respond. When the main verb is not *to be*, we respond using *so + to do + subject*. In the exercise students write either *So am I* or *So do I* to respond to each question.

B. Rewrite sentence **B** using **So does** or **So is**.

The grammar box focuses on talking about other people or things in the same way as above, using *so*. In the exercise students read the two sentences and rewrite the second sentence using *So does* or *So is*.

C. Complete the answers using **was**, **were** or **did**.

The grammar box explains how to respond in the past simple. In the exercise students complete each answer using *was*, *were* or *did*.

Page 23

D. Answer using the sentences from the box.

The grammar box explains how to construct 'So' answers with auxiliary verbs. When the main sentence has an auxiliary verb we use the auxiliary in the 'So' response. In the exercise students choose the correct 'So' answer from the box to respond to each sentence.

E. Write answers using **So** and the subjects given.

Students write the 'So' answer to each sentence using the subjects given.

Page 24

F. Write answers using **Neither** and the subjects given.

The grammar box explains how to answer negative sentences with *neither*. In the exercise students write answers using *Neither* and the subjects given.

G. Answer using **So...I** or **Neither...I**.

In this exercise students write an answer to each sentence using either *So...I* or *Neither...I*.

Page 25

H. Jerry is different from Sue. Write short answers for Jerry that say he is different.

The grammar box explains how to use short answers to disagree or say that things are different. Read the grammar box with the students. Practise each kind of answer with the students. You could practise by choosing one student to agree and one to disagree. Then you can make some statements to the class and have one student agree with *So* or *Neither* and the other student disagree. Practise using both positive and negative statements. In the exercise students write short answers to say how Jerry is different from Sue.

Page 26 Review

A. Write 'So' answers using the subjects given.

This page reviews what has been covered in the unit. In the exercise students write answers with *So* using the subjects given.

B. Write 'Neither' answers using the subjects given.

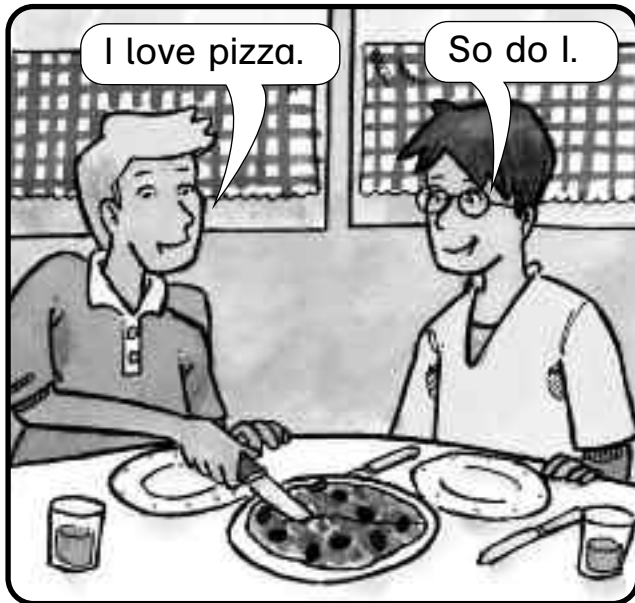
In the exercise students write answers with *Neither* using the subjects given.

C. This list shows who can come to Abbie's party and who can't come.

Write two sentences about each pair of people.

In this exercise students read the list of who can and cannot come to Abbie's party. They then write two sentences about each pair of people.

So and neither



In this unit we look at how to use **so** and **neither** in expressions like **So am I** and **Neither do I**.

I'm hungry. So am I. I don't like olives. Neither do I.

We use expressions like these to talk about how people or things are the same or how they are different.



Answering with so

We can use **so** to give an answer that says we feel or do the same as someone else.

A: *I am hungry.*

B: **So am I.** (This means: *I am hungry too.*)

A: *I love pizza.*

B: **So do I.** (This means: *I love pizza too.*)

To answer sentences where the main verb is **to be**, we use **so + to be + subject**.

A: *I **am** good at art.*

B: **So am I.** (This means: *I am good at art too.*)

Where the main verb is *not to be*, we answer using **so + to do + subject**.

A: *I **like** chocolate.*

B: **So do I.** (*I like chocolate too.*)

**A. Write So am I or So do I.**

1. A: I am a good singer. B: So am I.
2. A: I collect coins. B: So do I.
3. A: I hate mushrooms. B: So do I.
4. A: I am tired. B: So am I.

We can talk about other people or things in the same way, using **so**.

A: *Ali is a good swimmer.* B: **So is Ann.** (*Ann is a good swimmer too.*)

A: *I collect dolls.* B: **So does my sister.** (*My sister collects dolls too.*)

A: *The fish is delicious.* B: **So is the chicken.**

**B. Rewrite sentence B using So does or So is.**

1. A: Sam is a fast runner. B: ~~Ben is a fast runner too.~~ ▶ So is Ben.
2. A: Maya plays tennis. B: ~~Jenny plays tennis too.~~ ▶ So does Jenny.
3. A: Mother is busy. B: ~~Father is busy too.~~ ▶ So is Father.
4. A: I like painting. B: ~~Max likes painting too.~~ ▶ So does Max.

To answer in the past simple, we use the past tense of **to be** or **to do**.

A: *I was nervous before the exam.*

B: **So was I.**

A: *Tim was away from school yesterday.*

B: **So were Steven and Julia.**

A: *I watched Spying Game on TV last night.*

B: **So did I.**

**C. Complete the answers using was, were or did.**

1. A: I thought it was a great film. B: So did I.
2. A: Brian forgot his football boots. B: So did Cole.
3. A: I was tired after our long walk. B: So was I.
4. A: We got wet during the storm. B: So did we.
5. A: Tony was late this morning. B: So was Jason and Katie.

'So' answers with auxiliary verbs

Sometimes a sentence has an auxiliary verb before the main verb.

AUXILIARY MAIN

I **am going** to the park.

AUXILIARY MAIN

Lisa **will love** this film.

AUXILIARY MAIN

I **should go** home now.

To give a 'So' answer, we use the auxiliary verb.

A: **I am going** to the park.

B: So **are** we. (The auxiliary verb is **to be**.)

A: **Lisa will love** this film.

B: So **will** Ester.

A: **I should go** home now.

B: So **should** I.

A: **I can** swim fifty metres,

B: So **can** I.

With **have/has got**, we answer using the auxiliary verb, **to have**.

A: **Justin has got** a pet cat.

B: So **have** I.

D. Answer using the sentences from the box.

So would I. So will I. So should you. So can my brother.
So have I. So are we. So will our parents. So have I.

1. A: I have seen that film twice.
2. A: I can play the piano.
3. A: I will be thirteen next year.
4. A: You should put your hat on.
5. A: We are going to the park.
6. A: I would like a cup of tea.
7. A: I have been here all day.
8. A: Our teacher will be angry.

- B: So have I.
- B: So can my brother.
- B: So will I.
- B: So should you.
- B: So are we.
- B: So would I.
- B: So have I.
- B: So will our parents.

E. Write answers using **So and the subjects given.**

- | | | |
|---|-----------------------------|--------------------------|
| 1. A: Ella can come to the party. | B: <u>So can Daniel.</u> | SUBJECT
Daniel |
| 2. A: I have flown in a plane. | B: <u>So have I.</u> | I |
| 3. A: We are staying at home tonight. | B: <u>So are we.</u> | we |
| 4. A: I will bring a ball to the park. | B: <u>So will I.</u> | I |
| 5. A: I have been to Australia. | B: <u>So has my cousin.</u> | my cousin |
| 6. A: My mother can make nice cakes. | B: <u>So can my aunt.</u> | my aunt |
| 7. A: Patty should study harder. | B: <u>So should Andrew.</u> | Andrew |
| 8. A: I am going to Jim's party tomorrow. | B: <u>So am I.</u> | I |
| 9. A: Carrie has got a pet hamster. | B: <u>So has Tim.</u> | Tim |
| 10. A: You have got a nice bike. | B: <u>So have you.</u> | you |



Answering with neither

We use **neither** instead of **so** to answer a negative sentence (a sentence with 'not').

- | | |
|---|---|
| A: <i>I'm not hungry.</i> | B: Neither am I. (This means: <i>I also am not hungry.</i>) |
| A: <i>I don't like olives.</i> | B: Neither do I. (<i>I also don't like olives.</i>) |
| A: <i>Eric didn't finish his breakfast.</i> | B: Neither did Megan |
| A: <i>I haven't got any money.</i> | B: Neither have I. |
| A: <i>Father won't let us play outside.</i> | B: Neither will Mother |
| A: <i>You shouldn't be in this room.</i> | B: Neither should you. |
| A: <i>I can't speak French.</i> | B: Neither can I. |

F. Write answers using Neither and the subjects given.

- | | | SUBJECT |
|--|-----------------------------------|------------------|
| 1. A: Darren isn't here today. | B: <u>Neither is Karl.</u> | Karl |
| 2. A: My brother doesn't go to school. | B: <u>Neither does my sister.</u> | my sister |
| 3. A: I don't want to go swimming today. | B: <u>Neither do I.</u> | I |
| 4. A: I'm not a very good singer. | B: <u>Neither am I.</u> | I |
| 5. A: We aren't allowed to go to the park. | B: <u>Neither are we.</u> | we |
| 6. A: Glen can't swim. | B: <u>Neither can Sandy.</u> | Sandy |
| 7. A: I won't finish my project this week. | B: <u>Neither will I.</u> | I |
| 8. A: Rosie hasn't got any lunch. | B: <u>Neither has Kevin.</u> | Kevin |

G. Answer using So...I or Neither...I.

- | | |
|--|-----------------------------|
| 1. A: I watched a DVD on Sunday. | B: <u>So did I.</u> |
| 2. A: I didn't enjoy the concert. | B: <u>Neither did I.</u> |
| 3. A: I am going to the library. | B: <u>So am I.</u> |
| 4. A: I can't see the singer on the stage. | B: <u>Neither can I.</u> |
| 5. A: I couldn't answer Question 5. | B: <u>Neither could I.</u> |
| 6. A: I read in bed every night. | B: <u>So do I.</u> |
| 7. A: I know how to make pancakes. | B: <u>So do I.</u> |
| 8. A: I shouldn't eat too many sweets. | B: <u>Neither should I.</u> |
| 9. A: I saw the news on TV. | B: <u>So did I.</u> |
| 10. A: I haven't got a bike. | B: <u>Neither have I.</u> |



Giving short answers to disagree

We give 'So' and 'Neither' answers to agree or to talk about how things are the same. We can also use short answers to disagree or say that things are different.



Rob is asleep. So is Jeremy. Alex isn't.

Here are some more examples of these short answers:

		AGREE / SAME	DISAGREE / DIFFERENT
POSITIVE	<i>I am cold.</i>	<i>So am I.</i>	<i>I'm not.</i> (<i>I'm not cold.</i>)
SENTENCES:	<i>I like peanuts.</i>	<i>So do I.</i>	<i>I don't.</i> (<i>I don't like peanuts.</i>)
	<i>Jeff can sing.</i>	<i>So can Maria.</i>	<i>Hal can't.</i> (<i>Hal can't sing.</i>)
NEGATIVE	<i>I'm not hungry.</i>	<i>Neither am I.</i>	<i>I am.</i> (<i>I am hungry.</i>)
SENTENCES:	<i>I don't like beans.</i>	<i>Neither do I.</i>	<i>I do.</i> (<i>I do like beans.</i>)
	<i>Tim won't help.</i>	<i>Neither will Jody.</i>	<i>I will.</i> (<i>I will help.</i>)

To answer positive sentences:

Where the main verb is **to be**, we answer with **subject + to be + not**.

*Brian is good at spelling. **Stella isn't.***

Where the main verb is **not to be**, we answer with **subject + to do + not**.

*Sandy likes honey. **I don't.***

Where there is an auxiliary, we answer with **subject + auxiliary + not**.

*Brad can draw. **Kathy can't.***

To answer negative sentences, we use an affirmative answer. We don't use **not**.

*I'm not hungry. **I am.***

H. Jerry is different from Sue. Write short answers for Jerry that say he is different.



Sue

*I'm good at art.
I like cooking.
I can sew.
I have got a cat.
I'm not a good writer.
I don't like football.
I can't play the piano.*

1. I'm not.
2. I dont.
3. I can't.
4. I haven't.
5. I am.
6. I do.
7. I can.



Jerry

Review

A. Write 'So' answers using the subjects given.

- | | | |
|--------------------------------------|------------------------------------|---------------------------|
| 1. A: Miss Saima is a good teacher. | B: <u>So is Mr Khan.</u> | SUBJECT
Mr Khan |
| 2. A: I will bring food to the park. | B: <u>So will I.</u> | I |
| 3. A: My father works in a factory. | B: <u>So does Joe's father.</u> | Joe's father |
| 4. A: We enjoyed the picnic. | B: <u>So did we.</u> | we |
| 5. A: I was cold last night. | B: <u>So was I.</u> | I |
| 6. A: Apples are good for you. | B: <u>So are bananas.</u> | bananas |
| 7. A: The maths test was hard. | B: <u>So was the science test.</u> | the science test |

B. Write 'Neither' answers using the subjects given.

- | | | |
|-------------------------------------|----------------------------------|------------------------|
| 1. A: Sam didn't go to the beach. | B: <u>Neither did Lucy.</u> | SUBJECT
Lucy |
| 2. A: I won't be here tomorrow. | B: <u>Neither will I.</u> | I |
| 3. A: The library isn't open today. | B: <u>Neither is the bank.</u> | the bank |
| 4. A: I can't reach the top shelf. | B: <u>Neither can I.</u> | I |
| 5. A: Penguins can't fly. | B: <u>Neither can ostriches.</u> | ostriches |

C. This list shows who can come to Abbie's party and who can't come. Write two sentences about each pair of people.

Who can come to my party

Jamie YES	Becky NO
Sophie NO	Daniel YES
Matt YES	Josh NO
Tina YES	Gabe YES

- | | | |
|------------------------|---------------------------|---------------------------|
| 1. Jamie, Tina | <u>Jamie can come.</u> | <u>So can Tina.</u> |
| 2. Sophie, Matt | <u>Sophie can't come.</u> | <u>Matt can.</u> |
| 3. Josh, Becky | <u>Josh can't come.</u> | <u>Neither can Becky.</u> |
| 4. Gabe, Daniel | <u>Gabe can come.</u> | <u>So can Daniel.</u> |
| 5. Tina, Josh | <u>Tina can come.</u> | <u>Josh can't.</u> |
| 6. Becky, Jamie | <u>Becky can't come.</u> | <u>Jamie can.</u> |

Unit 4 **Both, either and neither**

Structures

Talking about two things using **both**, **neither** and **either**.

Sample language

Both films look interesting.
Neither film is too scary.
We could see either of them.
Neither of them had finished their homework.
I like both.
I'll have either.

Page 27

Ask students to look at the pictures and speech bubbles. Talk about the meaning and use of *both*, *either* and *neither*. Find out how much students know about using these words. Ask for some examples of sentences using *both*, *either* and *neither*. Write them on the board and talk about them with the class. Read through the grammar box with the students to focus on the key language for the unit.

Page 28

A. Complete these sentences with **both**, **neither** or **either**.

The grammar box presents how to use *both*, *either* and *neither* with a noun when talking about two things. Talk about the difference between *both*, *either* and *neither*. In the exercise students complete each sentence with *both*, *either* or *neither*.

B. Complete the answers to each question. The noun you should use in the answer is in **bold**.

Students read each question and complete three different answers using *both*, *either* or *neither*. The noun that they should use in their answers is in bold.

Page 29

C. Complete the questions using *or* and the phrases given. Then complete the answers using **both**, **either** or **neither**.

The grammar box presents how to use *both*, *either* and *neither* without nouns. In these answers it is understood what the noun is or nouns are. In the exercise students complete the questions using *or* and the phrases given. Then they complete each answer using *both*, *either* or *neither*.

D. Complete each answer using **both** or **either**.

Students complete each answer using *both* or *either*.

Page 30

E. Complete these sentences with **both of**, **either of** or **neither of**.

The grammar box presents using *of* with *both*, *either* and *neither*. Talk about the use of a determiner after *of* with the students. You could practise by writing an incomplete sentence on the board and asking students for possible determiners. In the exercise students complete each exercise with *both of*, *either of* or *neither of*.

F. Complete these sentences with **both of**, **either of** or **neither of** and **the** or **my**.

Students complete the sentences with *both of*, *either of*, *neither of* and *the* or *my*. This provides students with practice in using determiners in these types of sentences.

G. Complete each sentence with **both** and the correct noun.

The grammar box explains that you do not have to use *of the* after *both*. We can use *both* + noun. In the exercise students complete each sentence with *both* and the correct noun.

Page 31

H. Complete each sentence with words from Box A and Box B.

The grammar box explains how to use *both of*, *either of* and *neither of* with *us*, *you* and *them*. In the exercise students complete each sentence with words from both of the boxes. They need to read the first sentence and choose the most appropriate words to complete the second sentence.

I. Put the words into the correct order to make sentences.

Students rearrange the words into the correct order to make sentences.

J. Match each question to the correct answer.

The grammar box tells students to make sure the auxiliary verbs match when writing short answers to questions using *both of*, *either of* or *neither of*. In the exercise students match each question to the correct answer.

Page 32 Review

A. Rewrite the answers so that there are no mistakes.

This page reviews what has been covered in the unit. Students read each question and rewrite the answer so that there are no mistakes.

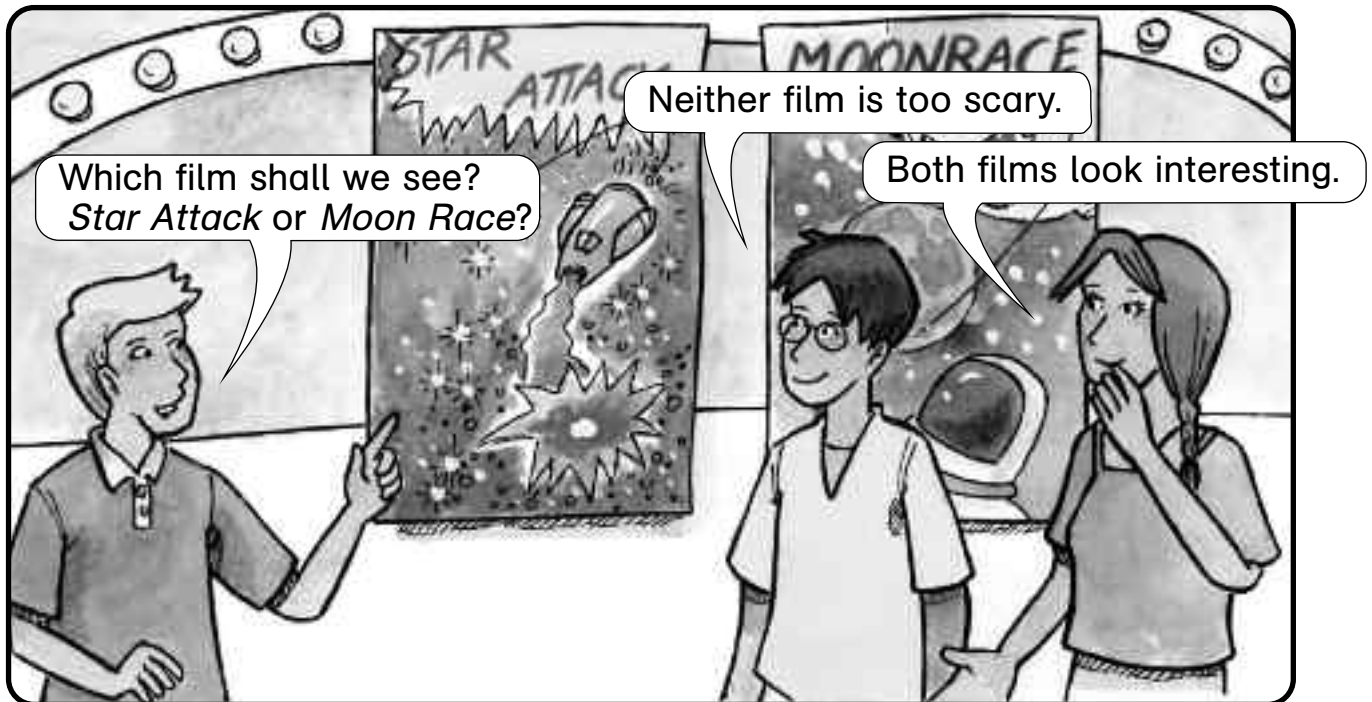
B. Complete these sentences with **both**, **neither** or **either**. Use **of** where necessary.

Students complete each sentence with *both*, *neither* or *either* + *of* where necessary.

C. Read the questions and answers. The underlined word in each answer is incorrect. Write the correct word.

Students read the questions and answers. Each answer contains an incorrect word that has been underlined. Students write the correct word for each answer.

Both, either and neither



In this unit we look at how to use **both**, **neither** and **either**. We look at how to use them with **of** (**both of**, **neither of** and **either of**) and without.

Both films look interesting.

Neither film is too scary.

We could see **either** of them.



Both, neither, and either with nouns

We use **both**, **neither** and **either** when we are talking about two things. You can use these words with a noun. For example, if you are talking about two films:

- Both films** look interesting. (This means: *The two films look interesting.*)
 We could see **either film**. (*I don't mind. We could see one film or the other.*)
Neither film is scary. (*None of the two films looks scary.*)

Notice that **neither** is negative. Also, notice that the noun following **both** is plural, while the noun following **either** or **neither** is singular.

Both films look interesting. **Neither film** is scary.

**A. Complete these sentences with both, neither or either.**

1. Neither restaurant is very good. Let's go somewhere else instead.
2. You can borrow either book. Which one do you want?
3. Both coats are very warm. Which one are you going to buy?
4. I've been invited to two parties on Sunday. I'm going to both parties.
5. Neither toy is very expensive. You could buy both toys.

B. Complete the answers to each question. The noun you should use in the answer is in bold.

1. Should I wear the red **dress** or the green dress?
 - a. Both dresses are beautiful. You look nice in red and green.
 - b. Neither dress suits you. Why don't you choose something else?
 - c. You could wear either dress.
2. Shall we go to the Italian **restaurant** or the Chinese restaurant?
 - a. I think both restaurants sound good.
 - b. Either restaurant would be nice. I don't mind.
 - c. Neither restaurant is very good. How about the French restaurant?
3. Which **animal** would be the best pet? A mouse or a goldfish?
 - a. Neither animal would be a good pet. A dog would be much better.
 - b. Both animals would be good pets.
 - c. Either animal would be a good pet.
4. Which **name** do you like best for our new dog? Lady or Lassie?
 - a. Neither name is very nice. Let's call her Jessie.
 - b. Both names are awful. Let's call her Milly.
 - c. Either name is fine.
5. What **time** shall I pick you up? At six o'clock or seven o'clock?
 - a. Both times are fine. You can pick me up whenever you like.
 - b. Either time would be fine. You choose.
 - c. Neither time is convenient for me. Can you come at seven thirty?



Both, either and neither without nouns

We can also use **both**, **either** and **neither** without the noun they are referring to, for example when we answer questions that use **or**.

Do you like peaches or plums?

*I like **both**. / **Both**.*

Do you want coffee or tea?

*I don't mind. I'll have **either**. / **Either**.*

Did you play with George or Ed?

***Neither**. I played with Tim.*

Note that it is unusual to have **neither** at the end of a sentence. The sentence *I played with **neither*** sounds rather formal and unnatural. It would be more usual to say *I played with **neither of them***.

C. Complete the questions using **or and the phrases given. Next complete the answers using **both**, **either** or **neither**.**

1. watch TV listen to music

Q: Shall we watch TV or listen to music?

A: Neither. Let's play a game instead.

2. go out for dinner stay at home

Q: Do you want to go out for dinner or stay at home?

A: Either. You choose.

3. walk to school catch the bus

Q: Do you walk to school or catch the bus?

A: Both. First I walk across the park. Then I catch the bus.

4. Australian American

Q: Is Roy Australian or American?

A: Neither. He's from New Zealand.

5. the chicken the beef

Q: Would you like the chicken or the beef?

A: Neither. I'm a vegetarian. I don't eat meat.

D. Complete each answer using **both or **either**.**

1. Q: Should I wear a hat or a scarf?

A: It's very cold. You should wear both.

2. Q: Shall we go to Rome or Venice?

A: I love those two cities. If we have time, I'd like to visit both.

3. Q: Would you like rice or noodles?

A: I'm not hungry. I don't want either.

4. Q: Do you want to wear the red hat or the brown one?

A: I don't mind. I'd be happy with either.

5. Q: Do you want to learn the piano or the guitar?

A: I'm interested in the piano and the guitar. Can I learn both?



Both of, either of and neither of

We can use **of** with **both**, **either** and **neither**.

Both of the T-shirts are nice. I like **both of the T-shirts**.

Either of the T-shirts would be a good present. I would buy **either of the T-shirts**.

Neither of the T-shirts is made of cotton.

Note that we cannot have two negatives together in a sentence:

~~I don't like neither of the T-shirts.~~ (Both **don't** and **neither** are negative.)

We use a determiner (for example **the**, **these**, **my**, **our**, **Tim's**, etc) after **of** and before the noun.

Both of the / these / my / our / Tim's hats are black.

We can sell either of the / these / my / our / Tim's cars.

Neither of the / these / my / our / Tim's coats is warm enough.

E. Complete these sentences with both of, either of or neither of.

1. Both of my parents were born in Hong Kong. I wasn't, though.
2. The final score was 0 – 0. Neither of the teams scored a goal.
3. I don't want to watch either of these films. Let's choose something else.
4. I went to school with both of your sisters. Their names are Julie and Anna aren't they?

F. Complete these sentences with both of, either of or neither of and the or my.

1. Neither of my parents can drive us to the cinema. We'll have to get the bus.
2. Jason got a puncture in both of the tyres on his bicycle. What bad luck!
3. I entered two pictures in the competition but neither of my pictures won.
4. Michelle didn't like either of the cakes that Harry baked.
5. Both of the bedrooms in our house are quite small.

You don't have to use **of the** after **both**.

Both jokes were funny. (= **Both of the jokes were funny.**)



G. Complete each sentence with both and the correct noun.

children dogs ~~cars~~ phones books

1. Two cars raced past me. Both cars were going too fast.
2. I've just read *Moby Dick* and *Billy Budd*. Both books were very good.
3. Jack and Bella have been playing in the mud. Both children need a bath.
4. Harry has two mobile phones. Both phones are ringing.
5. Iris took her dogs for a walk. Both dogs tried to run away.

Us, you and them

We can use **both of**, **either of** and **neither of** with **us**, **you** and **them**.

Of is necessary in all structures.

Both of us are going home now. **Either of you** can help me cook dinner.

Neither of them had finished the test.

G

H. Complete each sentence with words from Box A and Box B.

Box A ~~Both of~~ Both of Either of
Neither of neither of

Box B ~~us~~ you you
them them

- David and I are tired. Both of us are going home now.
- I had two different teachers today. Neither of them gave me any homework.
- You have both been very naughty. So neither of you is going to the party.
- I don't mind which one of you carries this heavy box. Either of you can help.
- Alice and Carl spent the day at the beach. Both of them had a lot of fun.

I. Put the words into the correct order to make sentences.

- race / either / could / them / win / the / of Either of them could win the race.
- can / either / book / my / borrow / you / of Either of you can borrow my book.
- passed / of / you / exam / the / neither Neither of you passed the exam.
- both / today / of / worked / you / have / hard Both of you have worked hard today.

Auxiliary verbs

When giving short answers to questions using **both of**, **neither of** or **either of**, we use the same auxiliary verb as in the question. Notice that **both** is followed by a plural verb and **neither** is followed by a singular verb.

Q: **Do** you and your sister have a bicycle? A: Yes, **both of us do**.

Q: **Are** your parents working in the garden? A: No, **neither of them is**.

Q: **Can** Ian or Paul help to tidy up? A: Yes, **either of them can**.

G

J. Match each question to the correct answer.

- Do you and Susan like cats? — No, neither of them did.
- Have your parents been to Spain? — Yes, either of us can.
- Can you or Nadia help me? — No, neither of us does.
- Can John and I come to the party? — Yes, both of them have.
- Did Ellie and Jason finish their homework? — Yes, both of you can.

Review

A. Rewrite the answers so that there are no mistakes.

1. Q: Do you like green or purple best?

A: I don't like both colours. I like yellow.

I don't like either colour. I like yellow.

2. Q: Do you want ice cream or chocolate cake for dessert?

A: Either dessert is very healthy. I'd like fruit salad instead.

Neither dessert is very healthy. I'd like fruit salad instead.

3. Q: Shall we go on holiday to the beach or the mountains?

A: I like the beach and the mountains. We could go to both place.

I like the beach and the mountains. We could go to either place.

4. Q: Should I write my history essay or my English essay first?

A: Either essays sound boring!

Both essays sound boring!

5. Q: When should I have my birthday party? On Saturday or Sunday?

A: There's no school on Saturday or Sunday, so neither day would be fine.

There's no school on Saturday or Sunday, so either day would be fine.

B. Complete these sentences with **both**, **neither** or **either**. Use **of** where necessary.

1. To get to Jane's house you can go along Park Street or Wallis Street. You can go either way.

2. Justin and I missed the bus this morning. Both of us were late for school.

3. Tom and I are good at maths. Neither of us found the maths exam difficult.

4. I don't like red or yellow clothes. Neither colour suits me.

5. I'll have either tea or coffee. I don't mind.

6. I can't remember how old John is. He is either seven or eight.

7. Isabelle looked at two hats. She liked both of them so she bought them.

8. The white dress and the pink dress are nice. You could wear either of them to the party.

C. Read the questions and answers. The underlined word in each answer is incorrect. Write the correct word.

1. Did Ken and Ann enjoy the party? Yes, neither of them did. both

2. Will you and Jo be at home tonight? No, both of us will. neither

3. Can Dad or I help you? No, neither of you can't. can

4. Have Andy and Kate gone home? Yes, either of them have. both

Unit 5 The present perfect continuous

Structures

The present perfect continuous with **for** and **since**

Sample language

I've been reading this book.
I've been reading it since I got up.
I've been reading it for four hours.

Page 33

Ask students to look at the pictures and read the speech bubbles. Ask them if Abbie has finished reading the book. Ask them if Matt has finished reading the book. Abbie has not finished reading the book but Matt has. Draw attention to the use of the present perfect continuous tense for an activity that started in the past and is still going on. Also draw attention to the use of present perfect for an activity that started in the past and is finished. Read through the grammar box with the students to focus on the key language for the unit.

Page 34

A. Complete these sentences with words from the box.

The grammar box explains the use of the present perfect continuous to talk about an activity that started in the past and is still going on. This is contrasted with the present perfect for an action that is now finished. In the exercise students look at the pictures and complete the sentences with words from the box.

Page 35

B. Complete these sentences with **for** or **since**.

The grammar box focuses on the use of *for* and *since* with the present perfect continuous. *For* is used when talking about a period of time and *since* is used when talking about a point in time. Students complete each sentence with *for* or *since*.

C. Complete each sentence with the correct ending.

The grammar box gives some examples of the present perfect continuous when talking about an activity that has recently stopped. In the exercise students complete each sentence with the correct ending from the box.

D. Complete the answer to each question. Use the verbs in the box to complete sentences in the present perfect continuous.

Students use the verbs in the box to complete the answer to each question in the present perfect continuous.

Page 36

E. Use the verbs in the box to complete each sentence with a present perfect continuous form and **for** or **since**.

The grammar box explains how the present perfect and present perfect continuous can be used for actions that have been repeated over a long period of time and are still taking place. The focus is still on *for* and *since*. In the exercise students use the verbs in the box to complete each sentence with a present perfect continuous form and *for* or *since*.

F. Some of these sentences are incorrect. Put a tick () beside the correct sentences and a cross () beside the incorrect sentences.

The grammar box explains that the present perfect continuous cannot be used with 'state' verbs. In the exercise students identify which sentences are correct and which are incorrect.

Page 37

G. Where possible, complete these sentences with the present perfect continuous form of the verb. In the other sentences, use the present perfect. Students read each sentence and decide if they can complete it with the present perfect continuous form of the verb. If they cannot use the present perfect continuous they should complete the sentence with the present perfect.

H. Write **C** next to the actions that are continuing. Write **F** next to the actions that are finished.

The grammar box contrasts the present perfect continuous with the past simple. In the exercise students write *C* next to the actions that are continuing and *F* next to the actions that are finished.

I. Some of these sentences are incorrect. Put a tick () beside the correct sentences and a cross () beside the incorrect sentences. Underline the parts of the sentences that are incorrect.

Students put a tick beside the correct sentences and a cross beside the incorrect sentences and underline the parts of the sentences that are incorrect.

Page 38 Review

A. Put these words in the correct order to make present perfect continuous sentences.

This page reviews what has been covered in the unit. In the exercise students put the words in the correct order to make present perfect continuous sentences.

B. Complete each sentence with **for** or **since**.

Students complete each sentence with *for* or *since*.

C. Complete each sentence with a present perfect continuous form of a verb in the box.

Students complete each sentence with the correct present perfect continuous form of a verb from the box.

D. Rewrite each sentence so that there are no mistakes.

Students rewrite each sentence without any mistakes.

The present perfect continuous



In this unit we look at how to use the present perfect continuous tense. We focus on statements and questions and the use of **since** and **for**.

I've been reading this book.

I've been reading it since I got up.

I've been reading it for four hours.



5 The present perfect continuous

The present perfect continuous tense

We can use the present perfect continuous tense to talk about an activity that started in the past and is still going on.

I've been reading this book.

In this example Abbie has not finished reading the book. Compare this with what Matt says:

I've read that book. In this example Matt has finished reading the book. We can use **present perfect** to say that an action started in the past and is now finished.

G

A. Complete these sentences with words from the box.

painting ~~been painting~~ mowed been mowing washed been washing

1.

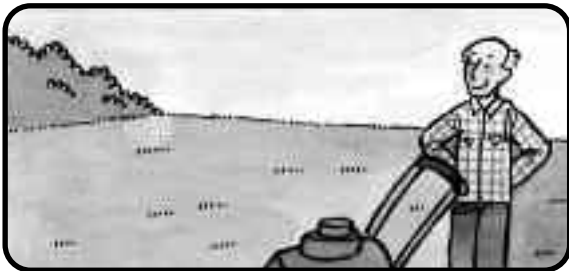


a. Tom has been painting his room.

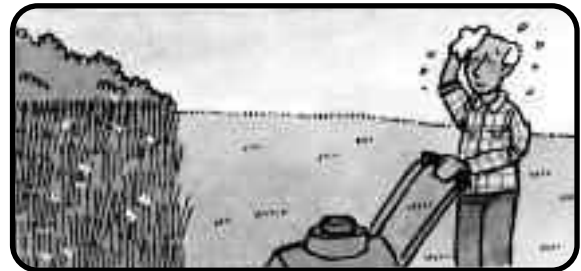


b. Tom has painting his room.

2.



a. Mr Ned has mowed the lawn.



b. Mr Ned has been mowing the lawn.

3.



a. Rita has been washing the car.



b. Rita has washed the car.

For and since

We often use **for** and **since** with the present perfect continuous. We use **for** when talking about a period of time. We use **since** when talking about a point in time.

*I've been reading it **for** four hours.*

*I've been reading it **since** I got up.*

G

B. Complete these sentences with **for or **since**.**

1. Jack has been watching TV since 7 o'clock.
2. We have been swimming for half an hour.
3. The dogs have been playing in the garden since early this morning.
4. The sun has been shining since we got up.
5. Donna has been shopping for three hours.

We also use the present perfect continuous when talking about an activity that has recently stopped. We usually have or can see some evidence of the activity.

*You look tired. **Have you been working** too hard?*

*Your eyes are red. **Have you been crying**?*

*Diana's clothes are dirty. **She has been working** in the garden.*

G

C. Complete each sentence with the correct ending.

sitting in the sun walking all day ~~arguing with your sister~~ raining

1. You look upset. Have you been arguing with your sister?
2. Jane has sore feet. She has been walking all day.
3. The ground is wet. It has been raining.
4. Pam's nose is red. She has been sitting in the sun.

D. Complete the answer to each question. Use the verbs in the box to complete sentences in the present perfect continuous.

working ~~running~~ playing painting

- | | |
|---|--|
| 1. Why is Jim's face so red? | He <u>has been running</u> . |
| 2. Why is there paint all over the floor? | Father <u>has been painting</u> the ceiling. |
| 3. Why are your shoes wet and muddy? | I <u>have been playing</u> in the puddles. |
| 4. Why is Wendy so tired? | She <u>has been working</u> hard all day. |

5 The present perfect continuous

We also use the present perfect continuous for actions that have been repeated over a long period of time and are still taking place.

We **have been coming** to this restaurant **for** years. (They still go to the restaurant.)

Shane **has been playing** cricket **since** he was at school. (He still plays cricket.)

In these situations we can also use the present perfect.

We **have come** to this restaurant **for** years. (They still go to the restaurant.)

Shane **has played** cricket **since** he was at school. (He still plays cricket.)



E. Use the verbs in the box to complete each sentence with a present perfect continuous form and **for** or **since**.

play ~~go~~ make learn

1. Justin has been going to art classes since he was very young.
2. Stella has been making cakes for years.
3. I have been learning French for three years.
4. Eric has been playing the violin since he was a young boy.

State verbs

We cannot use the present perfect continuous with 'state' verbs such as **be, know, like, love** and **hate**. A state verb is not an action verb. It describes a state over a period of time. With state verbs we must use present perfect.

I have been a teacher for a long time.

Not: ~~I have been being~~ a teacher for a long time.

Tim **has known** us since he was a baby.

Not: ~~Tim has been knowing~~ us since he was a baby.



F. Some of these sentences are incorrect. Put a tick (✓) beside the correct sentences and a cross (✗) beside the incorrect sentences.

1. Brad has been learning Spanish for two years. ___
2. Jennifer has been living in Germany since last year. ___
3. Robert has been being a football player since he was at school. ___
4. I have been liking chocolate since I was a child. ___
5. Rhonda has been training dogs for five years. ___

G. Where possible, complete these sentences with the present perfect continuous form of the verb. In the other sentences, use the present perfect.

1. Mrs Adams (**teach**) has been teaching at this school for ten years.
2. Tessa (**hate**) has hated cats since she was five.
3. Stan (**work**) has been working in the garden all day.
4. Donna (**know**) has known Fred all of her life.
5. Philip (**love**) has loved music since he was a small child.

Present perfect continuous and past simple

It is also useful to contrast the present perfect continuous with the past simple. We use the present perfect continuous for activities that started in the past and are still continuing. We use the past simple for activities that happened in the past but are finished.

Mary **has been riding** horses since she was a teenager. (She still rides horses.)

Mary **rode** horses **when** she was a teenager. (She doesn't ride horses now.)

H. Write **C** next to the actions that are continuing. Write **F** next to the actions that are finished.

1. Jamie bought a new car last week. F
2. Oliver watched *X-Men* six times. F
3. Annie has been watching TV for hours. C
4. We went to the Italian restaurant on Upper Street last night. F
5. Harry has been going to that sports club for a long time. C

I. Some of these sentences are incorrect. Put a tick (✓) beside the correct sentences and a cross (✗) beside the incorrect sentences. Underline the parts of the sentences that are incorrect.

1. I have been learning to walk when I was one year old. ___
2. I have been learning to play the guitar for three years. ___
3. Rosie walked all the way to school. ___
4. Tim has been walking to school since he was six years old. ___
5. Wendy has been went to Doctor Hadley since she was a child. ___
6. I went to the doctor yesterday. ___
7. We have been watching TV all morning. ___
8. We have been watching TV last night. ___

Review

A. Put these words in the correct order to make present perfect continuous sentences.

- | | |
|---|--|
| 1. sun / day / has / the / shining / all / been | <u>The sun has been shining all day.</u> |
| 2. has / Fred / reading / hours / been / for | <u>Fred has been reading for hours.</u> |
| 3. walking / been / for / we / ages / have | <u>We have been walking for ages.</u> |
| 4. been / months / I've / book / writing / this / for | <u>I've been writing this book for months.</u> |

B. Complete each sentence with **for** or **since**.

- I've been playing basketball for three years.
- John has been working in New York since last week.
- George has been living here since he was born.
- My grandmother has been playing the piano for a very long time.
- Our dog has been sleeping in his basket for most of the day.

C. Complete each sentence with a present perfect continuous form of a verb in the box.

fight eat walk work

- Ken has got a black eye. He has been fighting.
- My eyes are sore. I have been working on my computer all day.
- Stan has lost some weight. He has been eating healthily and exercising.
- Anne's boots are dirty. She has been walking in a muddy field.

D. Rewrite each sentence so that there are no mistakes.

- David have been liking boxing for seven years.
David has liked boxing for seven years.
- Miss Wilson have been working in the library since twenty years.
Miss Wilson has been working in the library for twenty years.
- I has been collecting shells since a few years.
I have been collecting shells for a few years.
- Mother has been hating the trumpet since she was a child.
Mother has hated the trumpet since she was a child.
- Quentin have been trying to finish his homework for six o'clock.
Quentin has been trying to finish his homework since six o'clock.

Test 1

A. Put a tick next to the correct sentences and a cross next to the incorrect sentences. Rewrite the incorrect sentences without any mistakes.

1. Al wants to be the vet when he grows up. _____
2. I found a dog in the park and took it home. _____
3. Could you pass me the milk, please? _____
4. Be careful! Please don't step on a baby. _____
5. Would you like the drink of water? _____
6. I've been to a Taj Mahal in India. _____
7. A giraffe has a very long neck. _____
8. The polar bears are interesting animals. _____
9. It's time to take a dog for a walk. _____
10. I'll meet you at the park at three o'clock. _____

B. Complete each question with **How** and the correct adjective or adverb.

late hard sweet soon old tall well heavy fast excited

1. _____ is Sam about his birthday party?
2. _____ is that fruit drink?
3. _____ is your brother? Mine is twelve.
4. _____ were you for school?
5. _____ is your bag?
6. _____ does the bus leave?
7. _____ can you play the saxophone?
8. _____ is Rahila? Her sister is 140 centimetres.
9. _____ can your car go?
10. _____ did you study for the spelling test?

C. Write an answer using **So...I** or **Neither...I**.

1. A: I love birthday parties. B: _____
2. A: I went to the beach at the weekend. B: _____
3. A: I don't know how to knit. B: _____
4. A: I can't go to basketball training today. B: _____
5. A: I didn't feel well yesterday. B: _____

D. Complete each sentence with both of, either of or neither of.

1. _____ my parents are teachers so I get a lot of help with my homework.
2. I have two cousins and I don't like _____ them.
3. _____ my dogs is well-trained. They never do what I tell them to.
4. _____ the exams was difficult. They were quite easy.
5. _____ us are tired so we are going home now.
6. We could go to _____ those restaurants. You choose one.
7. I like _____ these skirts but I can only afford to buy one.
8. _____ these books was very good. You should read something else.
9. Sandy and Lee are nice. You should invite _____ them to dinner.
10. Joe and Eric are fast runners. _____ them could win this race.

E. Complete each sentence with for or since.

1. I have been waiting _____ an hour! Where have you been?
2. Dylan has been skiing _____ he was three years old.
3. We've been looking for our dog _____ a long time. We can't find it.
4. It has been raining _____ this morning. I hope it stops soon.
5. Grandmother hasn't been to New York _____ she was a child.

F. Where possible, complete these sentences with the present perfect continuous form of the verb. In the other sentences, use the present perfect.

1. Liam (learn) _____ the clarinet for two years.
2. Pam (talk) _____ on the phone for over an hour.
3. Wendy (like) _____ Japanese food for a long time.
4. Bilal (be) _____ a farmer all of his life.
5. My cat (sleep) _____ on my bed all day.
6. The weather (be) _____ terrible this week.
7. Ann (go) _____ to piano lessons since she was six.
8. I (know) _____ Harry since my first day at school.
9. Rita (save) _____ her money for years.
10. The coach (shout) _____ at the team for ten minutes.

Unit 6 Reported speech: questions

Structures Sample language

Reported questions If or whether for 'Yes/No' questions	She asked me if I wanted to ride her horse. She asked me whether I liked her horse.
Reporting 'Wh' questions	I told her that I did. He asked me where I was going.
Verbs used in reporting questions	Doug wondered if I liked cheese.
Reporting answers	I answered that I did.

Page 39

Ask students to look at the pictures and read the speech bubbles. Talk about what Abbie is telling Jamie. She is telling Jamie what Sophie said to her earlier and what she said to Sophie. Explain that when we do this we use reported speech. Read through the grammar box with the students to focus on the key language for the unit.

Page 40

A. Complete the reported questions using **if**. Then rewrite the reported questions using **whether**.

The grammar box presents how to report 'Yes/No' questions using *asked (me) + if* or *whether*. It shows how to transform original questions into reported questions. In the exercise students complete the reported questions using *if* and then rewrite them using *whether*.

B. Complete the reported questions using **asked me + if**. Remember to change *can* to *could*.

Students complete the reported questions with *asked me + if*. The original questions have *can*. Remind the students to change *can* to *could*.

C. Complete the reported questions using **asked me + whether**. Remember to change the tense of the auxiliary verbs.

Students complete the reported questions with *asked me + whether*. The original questions have an auxiliary verb. Remind the students to change the tense of the auxiliary verbs.

Page 41

D. Complete the reported questions using the correct question word.

The grammar box explains how to report 'Wh' questions. Note the changes that we make in the reported question. In the exercise students use the correct question word to complete the reported questions.

E. Complete the reported questions.

The grammar box explains what to do when the original question is formed using a form of *to do*. In the exercise students complete reported questions from original questions with *to do*. Remind the students to change the main verb from present to past tense.

Page 42

F. Complete the reported questions.

The grammar box focuses on what to do when the original question is formed with *to be*. In the reported question we change *to be* to the past tense. The subject comes before the verb in the reported question. In the exercise students complete reported questions with *to be*. Remind them to change *to be* to the past tense.

G. Write the reported questions using He asked me.

Students write reported questions using *He asked me*. They will need to change *to be* to the past tense and also use the correct 'Wh' word in each question.

H. Put these words in the correct order to make reported questions.

Students reorder the words to make correct reported questions.

I. Write the original question for each reported question in H.

Now students write the original question for each reported question in exercise H.

Page 43

J. Complete each reported question using the words in bold.

The grammar box introduces other question verbs we can use in reported questions. In the exercise students complete reported questions.

K. Complete each reported answer with did, could, or was.

The grammar box explains how to report answers to questions using a short 'that' clause. It may be helpful to write the original questions on the board: *Do you drink coffee? Yes, I do. Sam asked me whether I drank coffee. I answered that I did.* In the exercise students complete reported questions with *did, could* or *was*.

Page 44 Review

A. Write the original question for each reported question.

This page reviews what has been covered in the unit. In the exercise students read the reported questions and write the original question for each one.

B. Rewrite each reported question correctly.

In the exercise students correct the mistakes in each reported question and write it correctly.

C. Complete each reported question.

Students read the original question and complete each reported question.

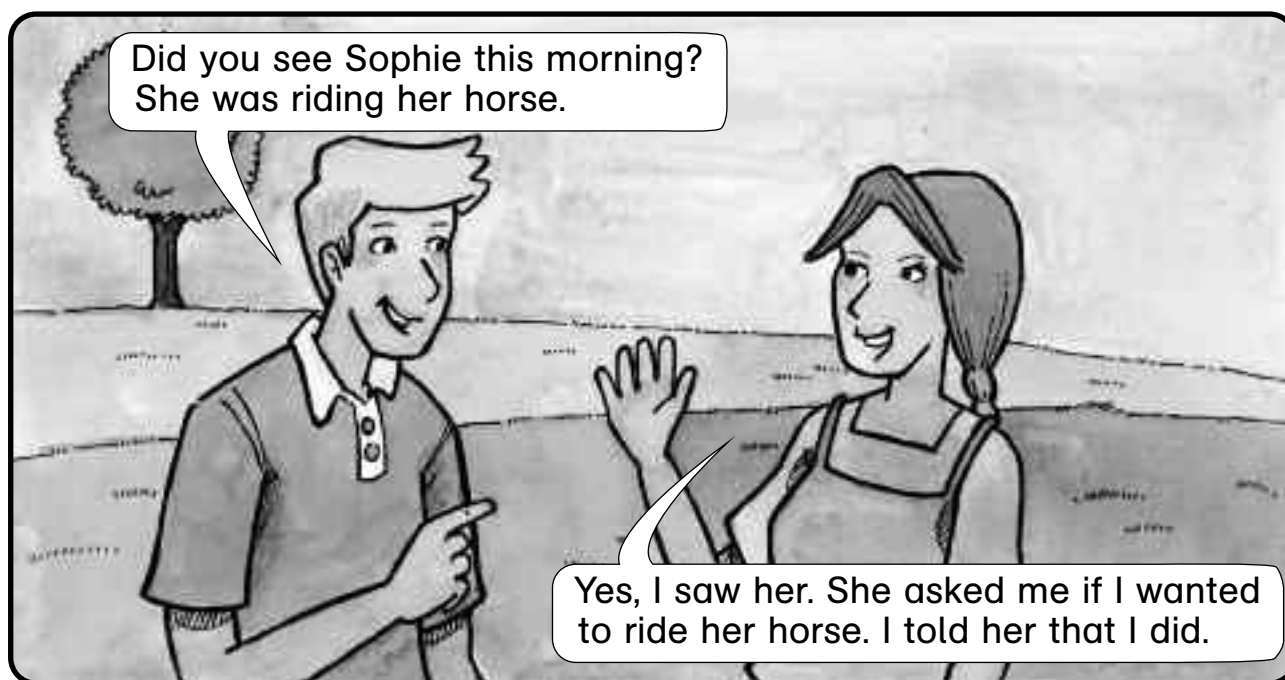
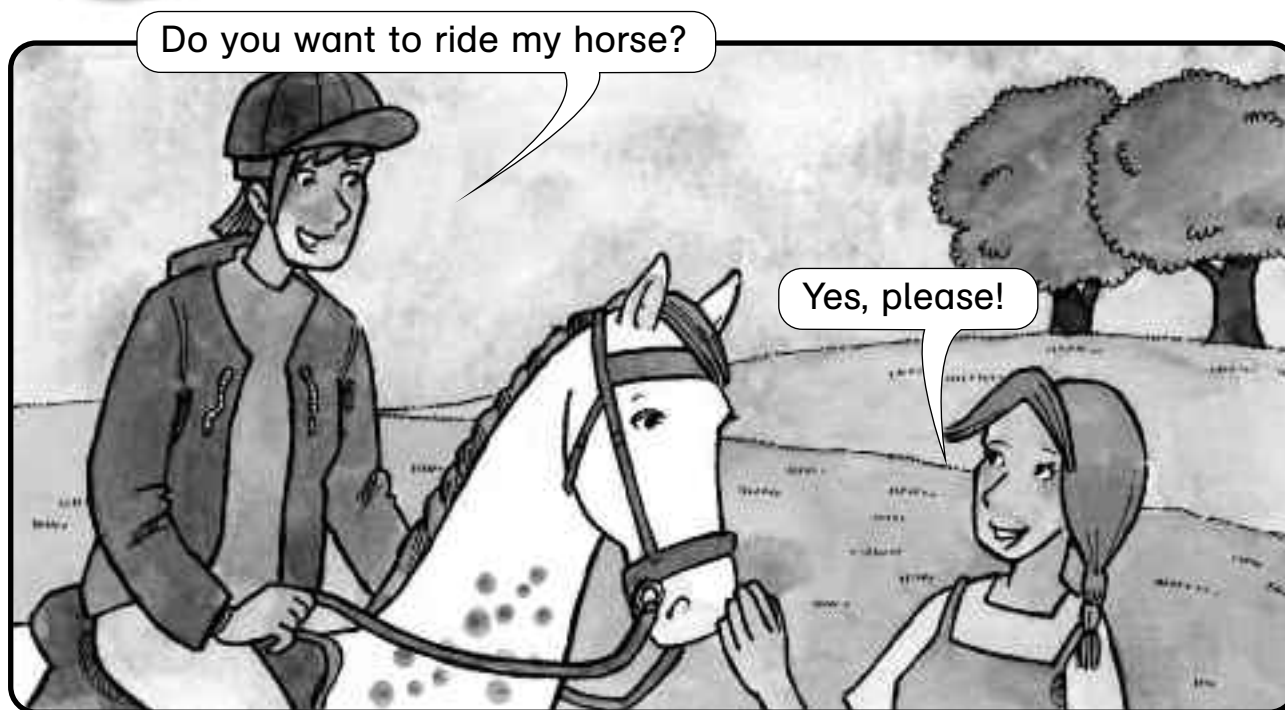
D. Write reported questions using She and the words in bold.

In the exercise students change each original question into a reported question using *She* and the words in bold.

E. Rewrite each reported answer correctly.

Students correct the mistakes in each reported answer and write it correctly.

Reported speech: questions



In this unit we look at reported speech. We focus on how to use reported speech for questions and answers

*She **asked me if I wanted to ride her horse.** I told her that I did.*





Reporting 'Yes/No' questions

When we are reporting 'Yes/No' questions we can use **asked (me) + if** or **whether**. We can use either **if** or **whether**.

ORIGINAL QUESTION

Do you like my horse?

REPORTED QUESTION

*She asked me **if I liked** her horse.*

*She asked me **whether I liked** her horse.*

Note that we don't use a form of **to do** in the reported question. The main verb changes to the past tense. We change the pronouns because a different person is speaking.

If we use a modal or auxiliary verb, we change the tense of the modal or auxiliary verb from the present tense to the past tense. The participle or infinitive form of the verb stays the same.

ORIGINAL QUESTION

Can you ride a horse?

REPORTED QUESTION

*She asked me **if I could ride** a horse.*

*She asked me **whether I could ride** a horse.*

Are you wearing riding boots?

*He **asked me if I was wearing** riding boots.*

A. Complete the reported questions using **if** and then rewrite the reported questions using **whether**.

ORIGINAL QUESTION

1. Do you like tomatoes?

REPORTED QUESTION

She asked me if I liked tomatoes.

She asked me whether I liked tomatoes.

2. Does Tom go to school?

He asked me if Tom went to school.

He asked me whether Tom went to school.

3. Does Kelly walk to school?

She asked me if Kelly walked to school.

She asked me whether Kelly walked to school.

B. Complete the reported questions using **asked me + if**. Remember to change **can** to **could**.

ORIGINAL QUESTION

1. Can you play chess?

REPORTED QUESTION

He asked me if I could play chess.

2. Can you reach the shelf?

She asked me if I could reach the shelf.

3. Can you ride a bike?

She asked me if I could ride a bike.

4. Can you speak Spanish?

He asked me if I could speak Spanish.

C. Complete the reported questions using **asked me + whether**. Remember to change the tense of the auxiliary verbs.

ORIGINAL QUESTION

1. Are you learning French?

REPORTED QUESTION

She asked me whether I was learning French.

2. Is Jamil wearing a coat?

He asked me whether Jamil was wearing a coat.

3. Is Don coming to the party?

She asked me whether Don was coming to the party.

Reporting 'Wh' questions

When we report a 'Wh' question we use the same question word as in the original question.

ORIGINAL QUESTION

- Where** are you going?
When are you coming home?
Why are you laughing?
What are you eating?
Whom are you talking about?
How are you feeling?

REPORTED QUESTION

- He asked me **where I was going**.
 He asked me **when I was coming home**.
 He asked me **why I was laughing**.
 He asked me **what I was eating**.
 He asked me **whom I was talking about**.
 He asked me **how I was feeling**.

We change the tense of the auxiliary verb *are* from present tense to past tense, *was*. The main verb stays the same. Note that we change the pronouns because a different person is speaking. Also note that the subject comes before the auxiliary verb in the reported question.

D. Complete the reported questions using the correct question word.

ORIGINAL QUESTION

- Where are you studying?
- When are you going home?
- Why are you crying?
- Whom are you staring at?
- What are you doing?
- How are you enjoying school?
- Whom are you drawing?

REPORTED QUESTION

- Wendy asked me where I was studying.
 Eric asked me when I was going home.
 Anna asked me why I was crying.
 He asked me whom I was staring at.
 Father asked me what I was doing.
 She asked me how I was enjoying school.
 Mr Smith asked me whom I was drawing.

When the original question is formed using a form of **to do**, we don't use **to do** in the reported question. We change the main verb to the past tense.

ORIGINAL QUESTION

- Which toy do** you want?
Whom does Mel **sit** next to on the bus?

REPORTED QUESTION

- She asked me **which toy I wanted**.
 She asked me **whom Mel sat** next to on the bus.

E. Complete the reported questions.

ORIGINAL QUESTION

- What do you want to eat?
- Why does Sam run every day?
- Whom do you want to sit with?
- Which bus do you catch?

REPORTED QUESTION

- She asked me what I wanted to eat.
 He asked me why Sam ran every day.
 She asked me whom I wanted to sit with.
 He asked me which bus I caught.

6 Reported speech: questions

When the original question is formed with the present tense of **to be** we use the past tense of **to be** in the reported question. Note that the subject comes before the verb in the reported question.

ORIGINAL QUESTION

What is your name?

How old is Alia?

Where are the dogs?

REPORTED QUESTION

She asked me **what** my name **was**.

She asked me **how old** Alia **was**.

She asked me **where** the dogs **were**.



F. Complete the reported questions.

ORIGINAL QUESTION

1. Who is your teacher?

2. How old is your dog?

3. How is your mother?

4. Where is your house?

5. What is your favourite colour?

6. Why is the cat on your bed?

7. How are your grandparents?

8. Where are the clothes pegs?

REPORTED QUESTION

He asked me who my teacher was.

She asked me how old my dog was.

He asked me how my mother was.

She asked me where my house was.

She asked me what my favourite colour was.

He asked me why the cat was on my bed.

She asked me how my grandparents were.

He asked me where the clothes pegs were.

G. Write the reported questions using **He asked me**.

ORIGINAL QUESTION

1. Who is your best friend?

2. Where is the station?

3. When is break time?

4. Why is the door locked?

5. What is your phone number?

6. Who are those people?

REPORTED QUESTION

He asked me who my best friend was.

He asked me where the station was.

He asked me when break time was.

He asked me why the door was locked.

He asked me what my phone number was.

He asked me who those people were.

H. Put these words in the correct order to make reported questions.

1. late / Wali / why / asked / me / Mr / I / was Mr Wali asked me why I was late.

2. what / Hal / me / was / asked / the / time Hal asked me what the time was.

3. where / Bob / me / I / going / asked / was Bob asked me where I was going.

4. the / asked / Lisa / where / me / was / cat Lisa asked me where the cat was.

I. Write the original question for each reported question in H.

1. Why are you late?

2. What is the time?

3. Where are you going?

4. Where is the cat?

Question verbs in 'Yes/No' questions

When we report questions we often use the verb **asked**. There are other verbs we can use.

Some examples are: **wondered**, **questioned**, **wanted to know** and **inquired**.

ORIGINAL QUESTION

Do you like cheese?

Do you want some milk?

Can you swim?

Was the exam difficult?

REPORTED QUESTION

Doug **wondered** if I liked cheese.

Father **wanted to know** if I wanted some milk.

Mrs Newell **questioned** whether I could swim.

Mr King **inquired** if the exam was difficult.

Note that **questioned** and **inquired** are quite formal. The past simple form **was** in the original question can stay the same in the reported question.

J. Complete each reported question using the words in **bold**.

ORIGINAL QUESTION

REPORTED QUESTION

1. Is the gym open? (**inquired whether**)

He inquired whether the gym was open.

2. Do cats eat fruit? (**asked whether**) She asked whether cats ate fruit.

3. Was the film good? (**wondered if**) He wondered if the film was good.

4. Is Max twelve years old? (**questioned whether**)

She questioned whether Max was twelve years old.

5. Can anyone mend a flat tyre? (**wanted to know if**)

He wanted to know if anyone could mend a flat tyre.

Reporting answers to questions

We can also report answers to questions using a 'that' clause.

REPORTED QUESTION

Sam asked me whether I drank coffee.

REPORTED ANSWER

*I answered **that I did**.*

This is a short answer. We use past forms in reported answers, but we do not have to repeat the main verb and object. Some ways to reply are:

I told him/her that... I replied that... I answered that...

*Erica asked me if **I could** help her.*

*I told her **that I could**.*

Samina wondered if the cake was nice.

*I replied **that it was**.*

K. Complete each reported answer with **did**, **could** or **was**.

REPORTED QUESTION

REPORTED ANSWER

1. She asked me whether I watched TV.

I answered that I did.

2. Ian wondered whether I could play the guitar.

I told him that I could.

3. Jean inquired whether I was cold.

I replied that I was.

4. Jackie wanted to know if I liked orange juice.

I told her that I did.

Review

A. Write the original question for each reported question.

ORIGINAL QUESTION	REPORTED QUESTION
1. <u>Are you happy?</u>	John asked me if I was happy.
2. <u>Do you like art?</u>	Miss Watson asked me whether I liked art.
3. <u>Do you play tennis?</u>	George asked me if I played tennis.
4. <u>Are you ready to go?</u>	Alex asked me if I was ready to go.
5. <u>Do you want a sandwich?</u>	She asked me if I wanted a sandwich.

B. Rewrite each reported question correctly.

1. Sal asked me if I can read music.	<u>Sal asked me if I could read music.</u>
2. Donald asked me if I did like eggs.	<u>Donald asked me if I liked eggs.</u>
3. Val asked me if I am warm enough.	<u>Val asked me if I was warm enough.</u>
4. Mr Day asked me if I enjoy the film.	<u>Mr Day asked me if I enjoyed the film.</u>

C. Complete each reported question.

ORIGINAL QUESTION	REPORTED QUESTION
1. Where are you going?	John asked me <u>where I was going.</u>
2. Why are you leaving?	Ken asked me <u>why I was leaving.</u>
3. How are you getting home?	Mrs Judd asked me <u>how I was getting home.</u>
4. Which lollipop do you want?	Mother asked me <u>which lollipop I wanted.</u>

D. Write reported questions using **She** and the words in **bold**.

ORIGINAL QUESTION	REPORTED QUESTION
1. Can you draw? (asked me whether)	<u>She asked me whether I could draw.</u>
2. Are you busy tonight? (wondered if)	<u>She wondered if I was busy tonight.</u>
3. Are you a student? (questioned whether)	<u>She questioned whether I was a student.</u>
4. Do you live nearby? (wanted to know if)	<u>She wanted to know if I lived nearby.</u>

E. Rewrite each reported answer correctly.

REPORTED QUESTION	REPORTED ANSWER
1. He asked me if I could sing.	I told him that I can. <u>I told him that I could.</u>
2. She wondered if I liked music.	I answered that I was. <u>I answered that I did.</u>
3. Jill inquired if I was free for dinner.	I replied that I could. <u>I replied that I was.</u>
4. My mother asked me if I was tired.	I told her that I am. <u>I told her that I was.</u>

Unit 7 Participle adjectives

Structures Sample language

Present participle adjectives	This is a revolving door.
Past participle adjectives	It was an amazing film.
Contrasting present and past participle adjectives	This gate is locked. The sound is annoying. She's annoyed.

Page 45

Ask students to look at the picture. Jamie is showing us his collection of rocks. Ask students how Jamie feels about rocks. He says that he is *interested* in them. Ask students what Abbie says about rocks. She says that she thinks they are *boring*. In this unit we look at adjectives like *interested* and *boring*. They are participle adjectives: adjectives made from the present or past participles of verbs. Read through the grammar box with the students to focus on the key language for this unit.

Page 46

A. Make present participle adjectives from the verbs.

The grammar box explains the use of present participle adjectives to describe actions that a thing or person performs. In the exercise students write the 'ing' form of the verbs in the box.

B. Make present participle adjectives from the verbs. Then use them with the nouns to complete these sentences.

Students combine present participle adjectives with nouns to complete the sentences.

C. Complete these sentences with the correct adjective.

This exercise gives students practice in using present participle adjectives to describe the way a thing makes people feel. They simply choose the appropriate present participle from the box.

Page 47

D. Complete this table. For the irregular verbs, choose past participles from the box.

The grammar box introduces the use of past participles as adjectives. In the exercise students write the past participles of verbs – both regular and irregular. For the regular verbs, the past participles all end with *ed*. You might revise the spelling rules for 'ed' endings: If the verb ends in *e*, just add *d*: *slice* – *sliced*. If the verb ends in *y*, change the *y* to *i*: *fry* – *fried*. The past participles of the irregular verbs are given in a box above the table. Point out that students need to memorise past participles of irregular verbs.

E. Complete these sentences using past participles from the table.

For each sentence students choose the appropriate past participle adjective from the table in **D**.

F. Write the correct past participle adjectives from the table above.

For each picture students choose the appropriate past participle adjective from the table in **D**.

Page 48

G. Write the correct adjective to describe how each person is feeling.

The grammar box presents the use of participle adjectives to describe how people feel. In the exercise, each of the emotions in the photographs can be described using a past participle adjective.

H. Complete these sentences with the correct adjective. Check the adjectives in a dictionary if you need to.

This exercise gives students practice in using past participle adjectives to describe how people feel. They simply choose the appropriate past participle from the box. As some of the vocabulary is quite advanced, students are directed to use a dictionary if needed.

Page 49

I. Complete these sentences with present and past participle adjectives.

Use one verb for each pair of pictures.

The grammar box explains that the present participle can be used to describe a thing that causes a feeling, while the past participle is used to describe the person having the feeling. The exercise gives students practice in the use of present and past participle adjectives in this way.

J. Complete these sentences using the correct participle of the verbs in brackets.

Students decide whether a present or past participle is needed for each sentence.

Page 50 Review

A. Put beside the correct sentences and beside the incorrect ones.

This page reviews what has been covered in the unit. In this exercise students identify which sentence in each pair is the correct one and which is incorrect.

B. Write the correct participle adjective.

This exercise gives students more practice in the use of present and past participle adjectives. Students decide which participle is needed for each sentence.

Participle adjectives



In this unit we look at participle adjectives and how to use them.
*I'm **interested** in rocks. I think they're **boring**.*



7 Participle adjectives

Present participle adjectives

The present participles of some verbs (verb + **ing**) can be used as adjectives.

*This is a **revolving** door.*

Present participle adjectives can describe an action that the noun performs. A revolving door is a door that revolves (It goes around and around).



G

A. Make present participle adjectives from the verbs.

sleep drip ~~bark~~ cry



1. a barking dog
2. a sleeping cat
3. a dripping tap
4. a crying baby

B. Make present participle adjectives from the verbs. Then use them with the nouns to complete these sentences.

Verbs: break ~~burn~~ boil move **Nouns:** bus glass water ~~house~~

1. The fire engines rushed to the burning house.
2. You shouldn't try to get on or off a moving bus.
3. To make tea, pour boiling water over the tea leaves.
4. Did you hear the sound of breaking glass? Jim dropped a jug.

Present participle adjectives can also describe how a thing makes people feel.

*That's an **annoying** sound. (It annoys me.)*

*It was an **amazing** film. (It amazed me.)*

G

C. Complete these sentences with the correct adjective.

relaxing confusing disappointing ~~surprising~~

1. I won't tell you the story of the film, but the end is quite surprising.
2. Sailing on the lake was a relaxing way to spend the day.
3. Only four people came to our concert. That was very disappointing.
4. I didn't understand Question 7 in the exam. It was very confusing.

Past participle adjectives

The past participles of some verbs can be used as adjectives.

*This gate is **locked**.*

In this sentence, **locked** is an adjective. It describes the noun, **gate**. Past participle adjectives tell us about something that has happened to the noun. The gate in this picture has been locked by someone.



G

D. Complete this table. For the irregular verbs, choose past participles from the box.

lost stuck frozen ~~stolen~~ broken

REGULAR VERBS		IRREGULAR VERBS	
VERB	PAST PARTICIPLE	VERB	PAST PARTICIPLE
lock	<u>locked</u>	steal	<u>stolen</u>
heat	<u>heated</u>	lose	<u>lost</u>
slice	<u>sliced</u>	break	<u>broken</u>
fry	<u>fried</u>	freeze	<u>frozen</u>
dry	<u>dried</u>	stick	<u>stuck</u>

E. Complete these sentences using past participles from the table.

- The police found the stolen car beside the river.
- The little boy is lost. His parents can't find him.
- Joe's motorbike went into the mud and now it is stuck there.
- In winter, people go skating on the frozen lake.
- The door is locked and we don't have a key, so we can't get in.
- Ed can't play sport for six months because he has a broken leg.
- We can swim all through the winter because the pool is heated.

F. Write the correct past participle adjectives from the table above.



1. fried eggs



2. sliced bread



3. dried fruit

7 Participle adjectives

Past participle adjectives to describe feelings

Some past participle adjectives describe the way people feel.

Jamie is **interested** in rocks. The children are **tired**. I'm **pleased** to meet you.

G. Write the correct adjective to describe how each person is feeling.

bored ~~embarrassed~~ excited frightened relaxed annoyed



1. He's embarrassed.



2. He's annoyed.



3. He's bored.



4. She's frightened.



5. He's relaxed.



6. She's excited.

H. Complete these sentences with the correct adjective. Check the adjectives in a dictionary if you need to.

exhausted confused upset ~~delighted~~ disappointed

1. When Greg gave his mother a bunch of flowers, she was delighted.
2. I read that book but it wasn't very good. I was disappointed.
3. Leo told me to turn right and now you're telling me to turn left. I'm confused!
4. Jenny's pet cat has run away. Jenny is very upset.
5. Ryan and Ken walked fifteen kilometres today, and now they are exhausted.



Contrasting present and past participle adjectives

We have seen that present participle adjectives can describe how a thing makes people feel.

*The sound is **annoying**.*

Past participle adjectives can describe the way people feel.

*She's **annoyed**.*



G

I. Complete these sentences with present and past participle adjectives. Use one verb for each pair of pictures.

bore frighten ~~excite~~

1.



They are excited.
The game is exciting.



2.



Travelling on this road
is boring.
The man is bored.



3.



She's frightened.
It's a frightening film.



J. Complete these sentences using the correct participle of the verbs in brackets

- A: I'm really interested (**interest**) in space travel
B: Are you? I'm not. I think it's boring (**bore**).
- A: Was *Moon Pirates* an exciting (**excite**) film?
B: No, I didn't think it was. I was quite disappointed (**disappoint**).
- A: I was shocked (**shock**) when I heard about your car accident. Are you OK?
B: Well, it was very frightening (**frighten**), but I am OK, thanks.

Review

A. Put beside the correct sentences and beside the incorrect ones.

1. The film was so bored that I fell asleep.
The film was so boring that I fell asleep.
2. I couldn't get into the room because the door was locking.
I couldn't get into the room because the door was locked.
3. I was disappointed when I didn't get a letter from my sister.
I was disappointing when I didn't get a letter from my sister.
4. Jessie is really interesting in art.
Jessie is really interested in art.
5. Have you heard the exciting news? We're going to New York!
Have you heard the excited news? We're going to New York!
6. The man left the hotel, got into a waiting car and drove away.
The man left the hotel, got into a waited car and drove away.
7. I had a terrible flight. I was sitting behind a cried baby.
I had a terrible flight. I was sitting behind a crying baby.

B. Write the correct participle adjective.

1. The film was too frightening (**frighten**) for Grace. She was quite upset (**upset**) at the end of it
2. What does that flashing (**flash**) light on the CD player mean? Oh, I see – the CD inside it is stuck (**stick**).
3. Would you like fried (**fry**) eggs or boiled (**boil**) eggs?
4. My little brother is excited (**excite**) about going to the zoo and he can't stop talking about it. It's quite annoying (**annoy**)!
5. Mr Mohsin said he was pleased (**please**) with my project on dinosaurs. He told me it was very interesting (**interest**).

Unit 8 Sentences beginning with **It**

Structures Sample language

It is with adjectives	It's dangerous to ride a bike without a helmet.
It is for weather, times and dates	Is it safe to eat these mushrooms?
It's time...	It's sunny this morning.
It takes...	It's time for me to go home.
	It takes me fifteen minutes to ride to school.

Page 51

Ask students to look at the pictures and read what Jamie is saying. Draw their attention to the sentences that begin with *It*: *It's sunny...*; *It's a nice day...*; *It's dangerous to...*; *It's best to...*; *It takes me...* Explain that in this unit they will be learning about some of the ways we can begin a sentence with *It*. Read through the grammar box with the students to focus on the key language for this unit.

Page 52

A. Rewrite these sentences with **It is** and the 'to' infinitive.

The grammar box introduces the sentence pattern *It is* + adjective + 'to' infinitive. In the exercise all the given sentences are of the pattern: 'ing' noun clause + *is* + adjective. Students change the form of the sentences to: *It is* + adjective + 'to' infinitive.

B. Complete these sentences using **It isn't** and an adjective from the box.

The grammar box introduces the negative form of the above structure. Students complete the sentences by starting them off with *It isn't* and an adjective.

Page 53

C. Use these words to write questions.

The grammar box introduces the question form of the structure introduced on page 52. Students use the given words to write questions with the pattern: *Is it* + adjective + 'to' infinitive.

D. Write sentences beginning with **It's**.

The grammar box covers the use of *It is* (or *It's*) to talk about conditions, like the weather or the time. In the exercise students write two-word sentences using *It's* and a word from the box.

Page 54

E. Rewrite these sentences using **It's time for**.

The grammar box introduces the structure *It's time for...* In the exercise, all the given sentences are of the pattern: subject + *should* + verb. Students change the form of the sentences to: *It's time for* + subject + 'to' infinitive.

F. How long does it take them to get to school? Complete the questions and write answers beginning with **It takes**.

The grammar box introduces the structure *It takes...* In the exercise students complete the 'How long' question for each person pictured and then write an answer beginning with *It takes him/her...*

Page 55

G. Write questions with **How long does it take** and an action from Box A. Write answers with **It takes** and a length of time from Box B.

The grammar box explains that we don't always need to mention the person doing the action with the *It takes* structure. This exercise gives students practice in writing questions and answers that give general information about the time an activity takes, rather than talking about a particular person doing it. The question pattern is: *How long does it take to...?* (without mentioning a person doing the activity). The answer pattern is: *It takes* + a length of time (also without mentioning a person doing the activity).

Page 56 Review

A. Put beside the correct sentences and beside the incorrect ones.

This page reviews what has been covered in the unit. In this exercise students identify which sentence in each pair is the correct one and which is incorrect.

B. Rewrite these sentences using **It's** or **It isn't** and the 'to' infinitive.

Students change the form of the sentences to: *It's* or *It isn't* + adjective + 'to' infinitive.

C. Answer these questions beginning with **It takes me...**

Students should answer these questions for themselves. They write sentences beginning with *It takes me...*

Sentences beginning with **It**



In this unit we look at some of the ways we can use **it** to begin sentences.
It's sunny this morning. **It's dangerous** to ride a bike without a helmet.
It takes me fifteen minutes to ride to school.



It is + adjective

We can use the pattern **It is + adjective + 'to' infinitive** to talk about an activity.

It is best to ride on a cycle path.

or

It's best to ride on a cycle path.

This means the same as: *Riding on a cycle path is best.*



A. Rewrite these sentences with **It is and the 'to' infinitive.**

1. Riding your bike in the park is nice.
It is nice to ride your bike in the park.
2. Making pancakes is easy.
It is easy to make pancakes.
3. Studying in a noisy room is difficult.
It is difficult to study in a noisy room.
4. Saying 'Please' and 'Thank you' is polite.
It is polite to say 'Please' and 'Thank you'.
5. Washing your hands before you cook food is important.
It is important to wash your hands before you cook food.
6. Driving a car onto most beaches is illegal.
It is illegal to drive a car onto most beaches.

It isn't + adjective

To make a negative sentence we add **not**.

It is not safe to swim in this river.

or

It isn't safe to swim in this river.



B. Complete these sentences using **It isn't and an adjective from the box.**

unusual ~~difficult~~ safe polite possible

1. It isn't difficult to make tea.
2. It isn't unusual to see snow in winter in Canada.
3. It isn't polite to stare at people.
4. It isn't safe to throw things from tall buildings.
5. It isn't possible to travel back in time.

Questions

To make questions, we change the word order and begin with **Is it**.

Is it safe to eat these mushrooms?



G

C. Use these words to write questions.

1. expensive eat in that restaurant

Is it expensive to eat in that restaurant?

2. compulsory wear a school uniform

Is it compulsory to wear a school uniform?

3. difficult become an astronaut

Is it difficult to become an astronaut?

4. fun play water polo

Is it fun to play water polo?

It is for weather, times and dates

We can use **it is** to talk about the weather.

It's raining. I hope **it's** fine tomorrow.

We can also use **it is** to talk about the time of day or the date.

It's nine o'clock. **It's** bedtime. **It's** Monday. **It's** the first of April.

G

D. Write sentences beginning with It's.

hot midnight snowing ~~windy~~ lunchtime



1. It's windy. 2. It's hot. 3. It's midnight. 4. It's snowing. 5. It's lunchtime.

It's time for...

We use **It's time for** to say that something should be done now.
It's time for you to get ready for school. **It's time for me to go** home.
It's time for us to say goodbye.
 The pattern is: **It's time for + subject + 'to' infinitive**



E. Rewrite these sentences using It's time for.

- You should pack your bag now.
It's time for you to pack your bag.
- The children should go to bed now.
It's time for the children to go to bed.
- We should board the plane now.
It's time for us to board the plane.
- You should do your homework now.
It's time for you to do your homework.

It takes...

We can use **it + take** to talk about the time someone needs to do an action.
It takes me ten minutes to walk to school. **It took** us two hours to clean the house.
 The pattern is: **It + take + subject + time + 'to' infinitive**
 We make questions beginning with **How long**.
How long did it take you to write that story?



F. How long does it take them to get to school? Complete the questions and write answers beginning with It takes.



Jamie: 15 minutes



Abbie: 10 minutes



Sophie: 20 minutes

- Jamie** Q: How long does it take Jamie to get to school?
 A: It takes him 15 minutes to get to school.
- Abbie** Q: How long does it take Abbie to get to school?
 A: It takes her 10 minutes to get to school.
- Sophie** Q: How long does it take Sophie to get to school?
 A: It takes her 20 minutes to get to school.

For things that take the same time for everyone, we don't need to mention a person doing the action.

It takes ten minutes to cook spaghetti. **How long** does it take to cook rice?



G. Write questions with **How long does it take** and an action from Box A. Write answers with **It takes** and a length of time from Box B.

Box A write your name boil an egg build a house ~~paint a room~~
become a doctor

Box B a few minutes ~~a few hours~~ a few seconds a few years
a few months



1. Q: How long does it take to paint a room?
A: It takes a few hours.



2. Q: How long does it take to boil an egg?
A: It takes a few minutes.



3. Q: How long does it take to build a house?
A: It takes a few months.



4. Q: How long does it take to write your name?
A: It takes a few seconds.



5. Q: How long does it take to become a doctor?
A: It takes a few years.

Review

A. Put beside the correct sentences and beside the incorrect ones.

1. It takes twenty minutes walking to the beach.
It takes twenty minutes to walk to the beach.
2. In most countries it's compulsory to go to school.
In most countries it's compulsory go to school.
3. It's time we go.
It's time for us to go.
4. How long it takes to make a cake?
How long does it take to make a cake?
5. It's raining.
Is raining.

B. Rewrite these sentences using **It's** or **It isn't** and the 'to' infinitive.

1. Telling lies is wrong.
It's wrong to tell lies.
2. Learning a new language isn't easy.
It isn't easy to learn a new language.
3. Being early for class is good.
It's good to be early for class.
4. Seeing birds making nests in spring isn't unusual.
It isn't unusual to see birds making nests in spring.
5. Walking into someone's house without knocking on the door is rude.
It's rude to walk into someone's house without knocking on the door.

C. Answer these questions beginning with **It takes me...**

1. How long does it take you to travel to school?
It takes me
2. How long does it take you to eat your lunch?

3. How long does it take you to clean your room?

Unit 9 Passives: continuous tenses and modals

Structures Sample language

Passives with continuous tenses

Passives with modals

The car is being washed this morning.

Last month the walls were being built.

Houses can be built very quickly.

Schoolbags must not be left in the hall.

Page 57

Ask students to look at the pictures. They show some of the stages in the building of a house. Read the sentences. Then identify the main verbs (*build; pour; build; put*). Ask students: *Who is building the house? Who is pouring the concrete? Who is building the walls? Who is putting the roof on?* The answer to these questions would be something like *the builders* or *the workers*. But the sentences do not tell us who is doing these actions. This is because they are passive sentences. Ask students to identify the subject of each sentence (*houses; concrete; the walls; the roof*).

In the first sentence the passive verb is accompanied by the modal *can*: *can be built*. In the other three sentences the passive verbs are in the continuous form: *was being poured; were being built; is being put*.

Read through the grammar box with the students to focus on the key language for this unit.

Page 58

A. Underline the verbs. If the verb is **passive**, write **P**.

Go through the grammar box above carefully with students. It gives examples of continuous tenses, passives and sentences that combine passives with continuous tenses.

In exercise **A**, students underline the verbs in the sentences. Some are active and some are passive. They write *P* beside the passive sentences. One way to identify the passive sentences is to ask: *Who is doing the action?* If the person or thing doing the action is the subject of the sentence, then it is an active sentence. If it is not the subject, the sentence is passive.

B. Underline the verbs and write **continuous** or **simple**.

Students underline the verbs in the sentences and then identify whether each verb is in the continuous or simple form.

Page 59

C. Use the nouns and verbs to write passive sentences.

To describe what is happening in each picture, students make present continuous passive sentences using the nouns and verbs given.

D. Write present continuous passive verbs.

Students complete the sentences by writing the present continuous passive forms of the verbs given (*is being* + past participle).

E. Rewrite the **bold clauses with passive verbs.**

Students change the clauses in bold from active to passive. They should use the past continuous tense form of the verbs (*was being* + past participle).

Page 60

F. Complete these sentences using **can with a passive verb.**

The grammar box introduces the use of passives with modal auxiliary verbs. In the exercise students choose the correct verb from the box and put it into its passive form, after the modal verb *can*, to complete each sentence.

G. Read the active sentences. Then write passive sentences.

Students rewrite the sentences using the passive form and the modal verb *should*.

Page 61

H. What do these signs mean? Complete the sentences using **must or **must not** and a passive verb.**

This exercise gives examples of how passives with the modal verb *must* (or *must not*) are often used in rules or instructions. Students choose the correct verb from the box and put it into its passive form, after the modal verb *must* (or *must not*), to complete each sentence.

Page 62 Review

A. Put beside the correct sentences and beside the incorrect ones.

This page reviews what has been covered in the unit. In this exercise students identify which sentence in each pair is the correct one and which is incorrect.

B. Write present continuous passives using the verbs given.

Students choose a verb from the box and put into the present continuous passive form to complete each sentence.

C. Write past continuous passives using the verbs given.

Students choose a verb from the box and put into the past continuous passive form to complete each sentence.

D. Write passives using the verbs and modals given.

Students write the modal and the passive form of the verb to complete each sentence.

Passives: continuous tenses and modals

Houses can be built very quickly.

May

Two months ago the concrete was being poured for the foundations.

June

Last month the walls were being built.

July

Now the roof is being put on.

In this unit we look at how to use passives with continuous tenses.
*Last month the walls **were being built**. Now the roof **is being put on**.*
 We also look at how to use passives with modal verbs.
*Houses **can be built** very quickly.*



Passives with continuous tenses

Continuous tenses: We use continuous tenses to talk about actions in progress at a particular time. We form continuous tenses with the auxiliary **to be** and the ‘~ing’ form of the verb.

	TO BE	~ING FORM	
He	is	washing	the car.
I	was	washing	the car when you called.



Passives: We use passives to focus on the thing that is affected by the verb’s action. We form passives using the past participle of the main verb and the auxiliary **to be**.

For example:

	TO BE	PAST PARTICIPLE	
The car	is	washed	once a month.

Passives with continuous tenses: To form a continuous tense of a passive verb, we use two auxiliary verbs before the main verb:

1. a form of **to be** (such as **is, am, was** or **were**)
2. **being** (the ‘~ing’ form of **to be**)

For example:

	TO BE	BEING	PAST PARTICIPLE	
This car	is	being	washed .	
The car	was	being	washed	this morning.

A. Underline the verbs. If the verb is passive, write P.

1. Our car is being repaired today. P
2. The mechanic is repairing our car today. —
3. The police are investigating the crime. —
4. The crime is being investigated. P
5. The dog is chasing the cat. —
6. The cat is being chased by the dog. P

B. Underline the verbs and write continuous or simple.

1. The bridge is painted every five years. simple
2. The bridge was being painted last month. continuous
3. The apples are being picked now. continuous
4. Apples are picked in autumn. simple
5. Many films are made in Hollywood. simple
6. A new film is being made about Queen Elizabeth 1. continuous

C. Use the nouns and verbs to write passive sentences.

Nouns: horse ~~ceiling~~ car windows **Verbs:** clean tow brush ~~paint~~



1. The ceiling is being painted.



2. The windows are being cleaned.



3. The horse is being brushed.



4. The car is being towed.

D. Write present continuous passive verbs.

1. A new library is being built (**build**) in our town. It will open next year.
2. We can't go into the school hall because it is being painted (**paint**).
3. The Summer Fair is being held (**hold**) in the park this weekend.
4. Mr Khan is ill today so his class is being taught (**teach**) by Mr Ahmed.

E. Rewrite the **bold** clauses with passive verbs.

1. We couldn't cross the bridge because **workers were repairing it**.
We couldn't cross the bridge because it was being repaired.
2. As I walked down the street, I thought **someone was following me**.
As I walked down the street, I thought I was being followed.
3. We couldn't go into our hotel room because **someone was cleaning it**.
We couldn't go into our hotel room because it was being cleaned.
4. These old photos show the bridge when **the workers were building it**.
These old photos show the bridge when it was being built.

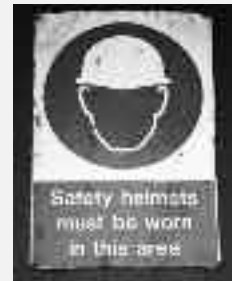




Passives with modals

We can use modal auxiliary verbs, such as **can**, **should** and **must**, with passive verbs. We put the modal auxiliary before the verb **to be**.

SUBJECT	MODAL	TO BE	PAST PARTICIPLE	
<i>Fish food</i>	can	be	bought	<i>at pet shops.</i>
<i>The door</i>	cannot	be	opened	<i>without a key.</i>
<i>These fish</i>	should	be	fed	<i>once a day.</i>
<i>They</i>	should not	be	given	<i>too much food.</i>
<i>Safety helmets</i>	must	be	worn	<i>in this area.</i>
<i>Schoolbags</i>	must not	be	left	<i>in the hall.</i>



Although it is not a strict rule of grammar, we often use an active sentence in direct speech and a passive sentence in written instructions or rules. For example, a teacher might say to some pupils, *You must not leave your schoolbags in the hall*, while a notice would be more likely to read: *Schoolbags must not be left in the hall.*

F. Complete these sentences using **can** with a passive verb.

eat find see borrow buy hear

1. The planet Venus can be seen clearly in the sky at night.
2. Books can be borrowed from the library for two weeks.
3. Some types of fish can be eaten raw.
4. The answers can be found at the back of the book.
5. The noise from the factory can be heard all over the town.
6. Hammers and other tools can be bought at hardware shops.

G. Read the active sentences. Then write passive sentences.

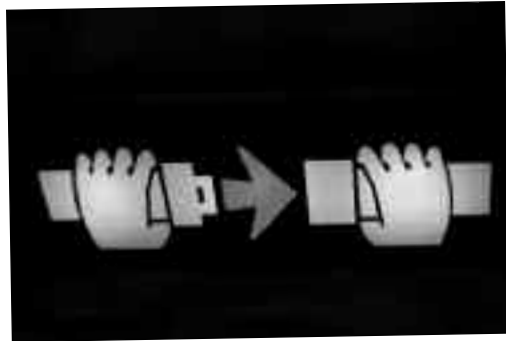
1. You should change the oil in a car every six months.
The oil in a car should be changed every six months.
2. You should not leave small children in cars by themselves.
Small children should not be left in cars by themselves.
3. You should clean a fish tank once a month.
A fish tank should be cleaned once a month.
4. You should not wash this jumper in hot water.
This jumper should not be washed in hot water.
5. You should keep the kitchen clean and tidy.
The kitchen should be kept clean and tidy.

H. What do these signs mean? Complete the sentences using **must** or **must not** and a passive verb.

eat wear ~~park~~ keep display put



1. Cars must not be parked here.



2. Seat belts must be worn.



3. Plastic must be put into the red bin.



4. Food must not be eaten here.



5. Your parking ticket must be displayed.



6. Dogs must be kept on a lead.

Review

A. Put beside the correct sentences and beside the incorrect ones.

- Children under the age of 10 must be accompanied by an adult.
Children under the age of 10 must be accompany by an adult.
- I can't wear my black suit today because it is dry-cleaned.
I can't wear my black suit today because it is being dry-cleaned.
- The computer is telling me that the page cannot find.
The computer is telling me that the page cannot be found.
- Only a small part of an iceberg can be seen above the water.
Only a small part of an iceberg can be seeing above the water.

B. Write present continuous passives using the verbs given.

mark bite ~~feed~~ question

- While we are away, our cat is being fed by our neighbour.
- Ouch! I am being bitten by ants!
- The exam papers are being marked this week.
- The bank was robbed last night and now two people are being questioned by police.

C. Write past continuous passives using the verbs given.

sell hit tease drive

- We ran inside because we were being hit by big hailstones.
- Pears were being sold very cheaply at the markets yesterday.
- Ian cried because he was being teased by the other children.
- Before the crash, the red car was being driven on the wrong side of the road.

D. Write passives using the verbs and modals given.

- Shoes must be worn in this restaurant. (**must** / **wear**)
- Bicycle pumps can be bought in bike shops. (**can** / **buy**)
- These plants should be watered once a week. (**should** / **water**)
- His radio show can be heard each evening. (**can** / **hear**)

Unit 10 'Wh' noun clauses

Structures Sample language

Noun clauses
beginning with
question words
Noun clauses with
how and an
adjective or adverb
Embedded
questions

He wants to know when the bus leaves.
I wonder why Katy is crying.
Please tell me how many books you
borrowed.
Do you know where this bus goes?

Page 63

Ask students to read the notice the teacher is showing to his class. Ask these questions: *Where is the class going?* (to the Harbour Aquarium) *How are they going to get there?* (by bus) *When should the students come to school?* (by 9 am) *What should they bring?* (their lunch) *How much does the outing cost?* (£5 / five pounds) Then read what the teacher says to his class. Draw attention to the noun clauses beginning with question words, for example: *where we are going*, *how we are going to get there* and *what to bring*. Read through the grammar box with the students to focus on the key language for this unit.

Page 64

A. Underline the noun clauses in these sentences.

Go through the grammar box above carefully with students. It shows how we use 'Wh' noun clauses (noun clauses beginning with question words) to talk about information that people need, without using a direct question. In the exercise students identify the noun clauses and underline them. They are the groups of words beginning with question words (*which, why, whose* and *where*).

B. Complete these sentences using noun clauses.

Students form noun clauses using the words in the direct questions. They should leave out *do, does* and *did* and change the form of main verbs as needed (change *start* to *starts*; *eat* to *ate*).

Page 65

C. Underline the noun clauses in these sentences.

The grammar box presents some of the common verbs that are used before 'Wh' noun clauses. In the exercise students again identify the noun clauses and underline them. This gives students the opportunity to see how noun clauses can come after a variety of verbs.

D. Complete the replies using noun clauses.

Students form noun clauses using the words in the direct questions. They should change the form of verbs as needed.

E. Complete these sentences using words from the box.

In this exercise, students choose a question word from the box to begin the noun clause in each sentence.

Page 66

F. Complete these sentences using *how* and an adjective or adverb from the box.

The grammar box explains the use of *how* to begin noun clauses. In the exercise students choose an adjective or adverb from the box and write it with *how* to begin the noun clause in each sentence.

G. Rewrite these sentences using a 'to' infinitive in the noun clause.

The grammar box introduces noun clauses with a question word followed by a 'to' infinitive (*what to bring, where to go, etc.*). Students rewrite the sentences using the 'to' infinitive form of the main verb after the question word that begins the noun clause.

Page 67

H. Underline the noun clauses in these questions.

The grammar box explains how a 'Wh' noun clause can form a part of a question, creating an 'embedded question'. In the exercise students identify the noun clauses and underline them.

I. Complete these questions using words from the box.

Students choose a question word from the box to begin the noun clause (or 'embedded question') in each question.

J. Write embedded questions. Begin with *Do you know...*

Students create embedded questions. In each question, *Do you know* should be followed by a noun clause.

Page 68 Review

A. Put beside the correct sentences and beside the incorrect ones.

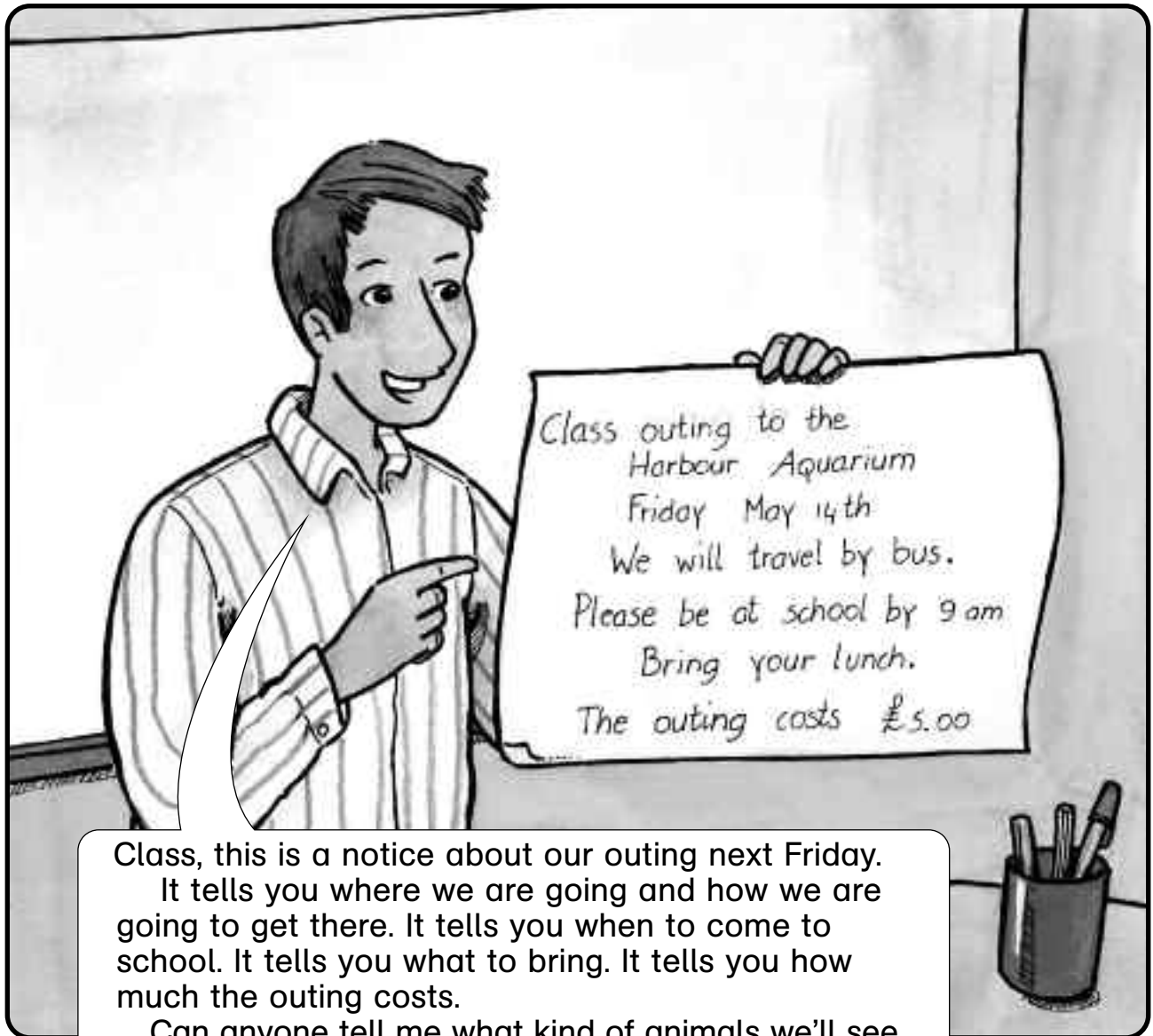
This page reviews what has been covered in the unit. In this exercise students identify which sentence in each pair is the correct one and which is incorrect.

B. Complete these sentences using words from the box.

Students choose a question word from the box to begin the noun clause in each sentence.

C. Read the poster and then complete the sentences using noun clauses. Use the verbs in the forms given.

Students read the poster for the concert and then write noun clauses. For each noun clause they should use a question word and the prompt words given at the right.



Class, this is a notice about our outing next Friday.

It tells you where we are going and how we are going to get there. It tells you when to come to school. It tells you what to bring. It tells you how much the outing costs.

Can anyone tell me what kind of animals we'll see at the aquarium?

In this unit we look at noun clauses that begin with question words.

It tells you **where we are going**. It tells you **what to bring**.

Can anyone tell me **what kind of animals we'll see at the aquarium?**



Noun clauses beginning with question words



This is a direct question.

This sentence contains a noun clause:
where my pencil is

Noun clauses often begin with question words. For example:

DIRECT QUESTION	NOUN CLAUSE
<i>What should I bring?</i>	<i>He wants to know what he should bring.</i>
<i>Who is that boy?</i>	<i>She wants to know who that boy is.</i>

The word order in noun clauses is different from the word order in questions. In noun clauses the main verbs and any auxiliary verbs come after the subject.

DIRECT QUESTION			NOUN CLAUSE			
AUXILIARY	SUBJECT	MAIN VERB	SUBJECT	AUXILIARY	MAIN VERB	
<i>Where are</i>	<i>we</i>	<i>going?</i>	<i>I don't know where we</i>	<i>are</i>	<i>going.</i>	
<i>Why can't</i>	<i>Sue</i>	<i>come?</i>	<i>He wants to know why Sue</i>	<i>can't</i>	<i>come.</i>	

A. Underline the noun clauses in these sentences.

- I don't know which shoes I should wear.
- I'd like to know why you are late.
- I want to know whose books these are.
- We want to know where we should go next.

We don't use the auxiliary **to do** in a noun clause.

DIRECT QUESTION	NOUN CLAUSE
<i>When does the bus leave?</i>	<i>He wants to know when the bus leaves.</i>
<i>Where did Fred go last night?</i>	<i>She wants to know where Fred went last night.</i>

B. Complete these sentences using noun clauses.

- | | |
|---------------------------------|---|
| 1. What do goldfish eat? | He wants to know <u>what goldfish eat.</u> |
| 2. Why do cats have whiskers? | She wants to know <u>why cats have whiskers.</u> |
| 3. When does class start? | He wants to know <u>when class starts.</u> |
| 4. Whom did Sam eat lunch with? | She wants to know <u>whom Sam ate lunch with.</u> |



Noun clauses often come after verbs that are related to getting or having information, such as **know, ask, tell, find out, remember, wonder** or **understand**.

*I don't **know where** this bus goes. Let's **ask the driver where** this bus goes.*

*I can't **remember where** I left my keys. **I wonder where** I left my keys.*

***I wonder why** Katy is crying. I don't **understand why** Katy is crying.*

*I'll try to **find out what** the capital of Canada is.*

*The atlas will **tell you what** the capital of Canada is.*

C. Underline the noun clauses in these sentences.

1. I forget what Mrs Adams told us to do.
2. I wonder where Michael is.
3. I'll ask Lucy what she wants for her birthday.
4. I'll try to find out when the game starts.
5. I don't understand what I did wrong.

D. Complete the replies using noun clauses.

1. What are we having for dinner? Let's ask Mother what we are having for dinner.
2. Where does Wendy live? I'll find out where Wendy lives.
3. What is that girl's name? I can't remember what that girl's name is.
4. Whose car is that? I wonder whose car that is.
5. Why is the sky blue? I don't understand why the sky is blue.

E. Complete these sentences using words from the box.

what ~~which~~ where why when who how whose

1. I can't decide which jacket I like best.
2. I'll call the cinema and ask when the film ends.
3. I can't remember where I put my pen.
4. I didn't hear what you said to me.
5. I don't understand why this computer isn't working.
6. No one knows whose bag this is.
7. I don't know how the magician made the rabbit disappear.
8. The police are trying to find out who stole the money.

How + adjective or adverb

We often use **how** with an adjective or adverb to make questions. These 'how' phrases can also be used to start noun clauses.

DIRECT QUESTION

How much do the tickets cost?

How many books did you borrow?

How long is the film?

How far is the pool from here?

How often do you go swimming?

NOUN CLAUSE

*We want to know **how much the tickets cost.***

*Please tell me **how many books you borrowed.***

*I'll find out **how long the film is.***

*I wonder **how far the pool is from here.***

*Tell me **how often you go swimming.***

F. Complete these sentences using **how and an adjective or adverb from the box.**

long deep many ~~old~~ much

1. I wonder how old that boy is.
2. Mr Dean will tell us how many pages we have to write.
3. Before you dive into the water, find out how deep it is.
4. I can't remember how much sugar you like in your tea.
5. Tell me how long you have known Tracy.

A noun clause can also be made up of a question word and a 'to' infinitive.

For example:

*Here's a list of **what to bring** on the camp.*

(This means: *Here's a list of **what you should bring** on the camp.*)

G. Rewrite these sentences using a 'to' infinitive in the noun clause.

1. The guide told us where we should go.
The guide told us where to go.
2. I'm trying to decide who I should invite to my party.
I'm trying to decide who to invite to my party.
3. This notice tells you what you should do if there's a fire.
This notice tells you what to do if there's a fire.
4. The instruction book tells you how you should operate the printer.
The instruction book tells you how to operate the printer.
5. I can't decide which shirt I should buy.
I can't decide which shirt to buy.



Embedded questions

A noun clause can form a part of a question.

*Do you know **where this bus goes**? Can you tell me **how much this coat costs**?*

We call these embedded questions. Notice that in embedded questions we use the word order of noun clauses, not of direct questions.

DIRECT QUESTION

Where does this bus go?

What did the teacher say?

When are we leaving?

Who is that girl?

EMBEDDED QUESTION

*Do you know **where this bus goes**?*

Not: ~~*Do you know where does this bus go?*~~

*Did you hear **what the teacher said**?*

Not: ~~*Did you hear what did the teacher say?*~~

*Can you tell me **when we are leaving**?*

Not: ~~*Can you tell me when are we leaving?*~~

*Do you know **who that girl is**?*

Not: ~~*Do you know who is that girl?*~~

H. Underline the noun clauses in these questions.

1. Can you please tell me what the time is?
2. Do you know where Ellie went at the weekend?
3. Could you please explain what you want us to do?
4. Do you know what time the concert starts?
5. Can you remember where you left your shoes?

I. Complete these questions using words from the box.

how ~~who~~ whose how many whom

1. Do you know who is coming to dinner?
2. Does anybody know whose bike this is?
3. Can you guess how many jelly beans there are in this jar?
4. Can you tell me how to get to the library?
5. Can you remember whom you sat next to on your first day of school?

J. Write embedded questions. Begin with **Do you know...**

1. Where is my jacket? Do you know where my jacket is?
2. Why isn't Jay at school today? Do you know why Jay isn't at school today?
3. How old is Nell? Do you know how old Nell is?
4. How much does the soup cost? Do you know how much the soup costs?
5. When will we arrive? Do you know when we will arrive?

Review

A. Put beside the correct sentences and beside the incorrect ones.

1. Can you tell me how much does this bike cost?
Can you tell me how much this bike costs?
2. I can't remember what do we have to bring.
I can't remember what we have to bring.
3. Does anybody know where my jacket is?
Does anybody know where is my jacket?
4. Our teacher will tell us what we should to do.
Our teacher will tell us what to do.

B. Complete these sentences using words from the box.

which how ~~what~~ who where

1. Sandra was upset by what Lindy said to her.
2. Let's make a list of who we're going to invite to the party.
3. Max is teaching his grandfather how to use the Internet.
4. Do you know where Amir comes from?
5. Have you decided which film you want to see?

C. Read the poster and then complete the sentences using noun clauses. Use the verbs in the forms given.

SCHOOL CONCERT

Friday 21 June in the School Hall

6.30 pm to 8.30 pm

Tickets Rs150.00

*The school band and the school choir
will be performing.*

This notice tells you about the school concert.

It tells you when the concert will be held.

It tells you where the concert will be held. **(will be held)**

It tells you when the concert starts. **(starts)**

It tells you when the concert finishes, **(finishes)**

It tells you how much the tickets cost. **(cost)**

It tells you who will be performing. **(will be performing)**

Test 2

A. Write the original question for each reported question.

ORIGINAL QUESTION	REPORTED QUESTION
1. _____	He asked me where I wanted to sit.
2. _____	She asked me what the answer was.
3. _____	He asked me where my brother was.
4. _____	She asked me if I was cold.
5. _____	He asked me whether I could help.
6. _____	She asked me what my address was.
7. _____	He asked me why I was tired.
8. _____	She asked me when I had to leave.
9. _____	He asked me if I needed anything.
10. _____	She asked me who was coming.

B. Write reported questions using **He asked me**.

ORIGINAL QUESTION	REPORTED QUESTION
1. Who is your favourite author?	_____
2. Why is Riaz away today?	_____
3. When does the party start?	_____
4. How old is your brother?	_____
5. What colour is your bicycle?	_____
6. Where do your cousins live?	_____
7. Can you speak Japanese?	_____
8. Is Sammy at school today?	_____
9. Can Mark play cricket?	_____
10. Do you like potatoes?	_____

C. Rewrite these sentences using **It's time for**.

1. We should stop work now.	_____
2. Jimmy should be in bed now.	_____
3. I should get dressed now.	_____
4. You should clean your room now.	_____
5. We should leave now.	_____

D. Circle the correct word

1. Jeff is **interesting** / **interested** in insects. He collects them.
2. We are having **frying** / **fried** fish for dinner.
3. Walking home during the storm was very **frightening** / **frightened**.
4. I really wanted to see that film, but it was **disappointing** / **disappointed**.
5. We can't get into the car. The doors are **locking** / **locked**.
6. All my friends are busy and I've got nothing to do. I'm **boring** / **bored**.
7. Hello. I'm really **pleasing** / **pleased** to meet you.
8. Studying for a long time is quite **tiring** / **tired**.
9. The room is **heating** / **heated** so it's quite comfortable in the winter.
10. The bad news was very **upset** / **upsetting** for everyone.

E. Write present or past continuous passive verbs.

1. Yesterday this road _____ . (**repair**)
2. Those cows _____ to market today. (**take**)
3. The wheat _____ in the fields now. (**plant**)
4. A new airport _____ . It will open next year. (**build**)
5. Last week the shop was closed while it _____ . (**paint**)

F. Complete these sentences using words from the box.

how how old how many what whose which why where who when

1. I've forgotten _____ you said to me. Please tell me again.
2. I wonder _____ Mandy didn't come to the party.
3. I don't understand _____ to start this computer.
4. Can you please tell me _____ the post office is?
5. I'm trying to decide _____ book to buy.
6. Nobody knows _____ lunch box this is.
7. I don't know _____ wrote this note.
8. That boy won't tell me _____ he is, but I know he's under ten.
9. Do you know _____ cousins I have?
10. I need to find out _____ the next train leaves.

Grammar Round-up



Tick the correct sentences from 1 to 10.

1.

Let's go outside
into garden. ___

Let's go outside
into a garden. ___

Let's go outside into
the garden. ___



2. How start this
machine? ___

How do you start this
machine? ___

How well do you start
this machine? ___



3.

Mike is eating a
pizza.

So is Brett. ___

So does Brett. ___

Neither is Brett. ___



4.

Both girls are studying. ___

Both of girls are studying. ___

Both girl is studying. ___



5.

He has painted. ___

He has been painting. ___

He painted. ___



6. He's telling the waiter
what does he
want. ____
He's telling the waiter
what he does want. ____
He's telling the waiter
what he wants. ____



7. He's confusing. ____
• He's confused. ____
He confusing. ____



8. Isn't safe to walk across the
tracks. ____
It isn't safe walking across
the tracks. ____
It isn't safe to walk across
the tracks. ____



9. A new stadium is being
built. ____
A new stadium is being
building. ____
A new stadium is
building. ____



10. They don't know
where are they. ____
They don't know
where they are. ____
They don't know they
are where. ____



Well done! Here are the
correct sentences.

1. Let's go outside into the garden.
2. How do you start this machine?
3. So is Brett.
4. Both girls are studying.
5. He has been painting.
6. He's telling the waiter what he wants.
7. He's confused.
8. It isn't safe to walk across the tracks.
9. A new stadium is being built.
10. They don't know where they are.



Test answer keys

Test 1, pages 49 and 50

Total score: 50

A

1. Al wants to be a vet when he grows up.
- 2.
- 3.
4. Be careful! Please don't step on the baby.
5. Would you like a drink of water?
6. I've been to the Taj Mahal in India.
- 7.
8. Polar bears are interesting animals.
9. It's time to take the dog for a walk.
10. (10 points)

B

1. How excited
2. How sweet
3. How old
4. How late
5. How heavy
6. How soon
7. How well
8. How tall
9. How fast
10. How hard (10 points)

C

1. So do I.
 2. So did I.
 3. Neither do I.
 4. Neither can I.
 5. Neither did I.
- (5 points)

D

1. Both my my parents are teachers so I get a lot of help with my homework.
2. I have two cousins and I don't like either of them.
3. Neither of my dogs is well-trained. They never do what I tell them to.
4. Neither of the exams was difficult. They were quite easy.
5. Both of us are tired so we are going home now.
6. We could go to either of those restaurants. You choose one.
7. I like both of these skirts but I can only afford to buy one.
8. Neither of these books was very good. You should read something else.
9. Sandy and Lee are nice. You should invite both of them to dinner.
10. Joe and Eric are fast runners. Either of them could win this race. (10 points)

E

1. I have been waiting for an hour! Where have you been?
2. Dylan has been skiing since he was three years old.
3. We've been looking for our dog for a long time. We can't find it.
4. It has been raining since this morning. I hope it stops soon.
5. Grandmother hasn't been to New York since she was a child. (5 points)

F

1. Liam has been learning the clarinet for two years.
2. Pam has been talking on the phone for over an hour.
3. Wendy has liked Japanese food for a long time.
4. Brad has been a farmer all of his life.
5. My cat has been sleeping on my bed all day.
6. The weather has been terrible this week.
7. Ann has been going to piano lessons since she was six.
8. I have known Harry since my first day at school.
9. Rita has been saving her money for years.
10. The coach has been shouting at the team for ten minutes. (10 points)

Test 2, pages 91 and 92

Total score: 50

A

1. Where do you want to sit? 2. What is the answer? 3. Where is your brother? 4. Are you cold? 5. Can you help? 6. What is your address? 7. Why are you tired? 8. When do you have to leave? 9. Do you need anything? 10. Who is coming? (10 points)

B

1. He asked me who my favourite author was. 2. He asked me why Ron was away today. 3. He asked me when the party started. 4. He asked me how old my brother was. 5. He asked me what colour my bicycle was. 6. He asked me where my cousins lived. 7. He asked me if I could speak Japanese. (or: whether I could...) 8. He asked me if Sammy was at school today. (or: whether Sammy was...) 9. He asked me if Mark could play cricket. (or: whether Mark could...) 10. He asked me if I liked potatoes. (or: whether I liked...) (10 points)

C

1. It's time for us to stop work. 2. It's time for Jimmy to be in bed. 3. It's time for me to get dressed. 4. It's time for you to clean your room. 5. It's time for us to leave. (5 points)

D

1. Jeff is interested in insects. He collects them.
2. We are having fried fish for dinner.
3. Walking home during the storm was very frightening.
4. I really wanted to see that film, but it was disappointing.
5. We can't get into the car. The doors are locked.
6. All my friends are busy and I've got nothing to do. I'm bored.
7. Hello. I'm really pleased to meet you.
8. Studying for a long time is quite tiring.
9. The room is heated so it's quite comfortable in the winter.
10. The bad news was very upsetting for everyone. (10 points)

E

1. Yesterday this road was being repaired.
2. Those cows are being taken to market today.
3. The wheat is being planted in the fields now.
4. A new airport is being built. It will open next year.
5. Last week the shop was closed while it was being painted. (5 points)

F

1. I've forgotten what you said to me. Please tell me again. 2. I wonder why Mandy didn't come to the party. 3. I don't understand how to start this computer. 4. Can you please tell me where the post office is? 5. I'm trying to decide which book to buy. 6. Nobody knows whose lunch box this is. 7. I don't know who wrote this note. 8. That boy won't tell me how old he is, but I know he's under ten. 9. Do you know how many cousins I have? 10. I need to find out when the next train leaves. (10 points)