



Teacher's Guide

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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 – Amy, Dave, Tina and Andy – 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. Some review pages also contain personalised activities in which students write about themselves using the structures they have learnt.

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 Teacher’s 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

Scope and sequence

Structures

Sample language

Key vocabulary

Unit 1

Page 9

The present perfect:
for and since

The present perfect with **for** and **since**
Questions with **How long...?**

We've been friends for seven years.
Brad has been here for two days.
Grandmother has lived in this house since 1976.
How long have you been at this school?
How long has she lived in that flat?

for, since, worn, played, owned, known, worked, lived, been, taught, liked, minute, hour, week, month, year

Unit 2

Page 15

All of, none of, some of and most of

all of, none of, some of and **most of** with countable nouns
all of, none of, some of and **most of** with uncountable nouns

All of the students are sitting on the floor.
None of the students are wearing shoes.
Some of the students are girls.
Most of the students are young.
We ate most of the chocolate.

all, most, some, none, Tae Kwon Do, class, student, suit, floor, belt, stairs, fruit, post, money, food, paper, time, furniture, paint

Unit 3

Page 21

Why?

Questions with **Why...?**
Answering "Why" questions with **because**
Answering "Why" questions with **to**

Why does Mr Rana wash his car every day?
Why are we going to the supermarket?
Why can't I go to the cinema?
Why is Moiz happy?
Because his team won the match.
Why are you going to the supermarket?
To buy some bananas.

why, because, baker's, cake, birthday, team, bird, south, supermarket, meeting, bark, doorbell, excited, cry, laugh, smile, nervous

Unit 4

Page 27

Passives: the past simple and **by**

Using passive verbs in the past simple
Identifying active and passive sentences
Questions with **When...?**, **Where...?** and **by**

A window was broken at our school.
Two cars were damaged.
Where was this bag found?
When were these houses built?
Two cars were damaged by a branch.
This poem was written by Tina.

storm, rain, hail, winds, floor, damaged, flooded, cleaned, baked, painted, mended, invented, broken, found, stolen, left, built, made, taken, blown down, written

Unit 5

Page 33

Adjective clauses: who and that

Adjective clauses with **who** and **a person who...**
Adjective clauses with **that**

A person who keeps honeybees is called a beekeeper.
The beekeeper wears a net that covers her face.
A vet is a person who cares for sick animals.
The machine that gives tickets is not working.
My uncle has a bird that can talk.
The zebra is an animal that has got stripes on its body.

honey, honeybee, beekeeper, net, box, frame, honeycomb, vet, radio presenter, barber, baker, carpenter, florist

Structures

Sample language

Key vocabulary

Unit 6

Page 39

Conditionals 1:
If...will

Real conditional sentences:

If...will

If...won't

If we go this way, we'll see the crocodiles.
If it is windy tomorrow, I'll fly my kite in the park.

If you are late tomorrow, you won't be able to go on the field trip.

If you don't eat that ice cream soon, it will melt.

if, will, crocodile, seal, windy, kite, rake, handle, tap, skateboard, ice cream, melt

Unit 7

Page 45

Conditionals 2:
If...would

Unreal conditional sentences:

If...would

If I were...

If...didn't

wouldn't

Questions with

What would you do

if...?

If I saw a ghost, I would run away.

If I had an umbrella, I would be dry.

If I were tall, I'd be on the netball team.

If I didn't have band practice this afternoon, I would come to the swimming pool with you.

If I saw a ghost, I wouldn't run away from it.

What would you do if you saw a shark at the beach?

would, ghost, umbrella, wet, dry, wallet, police station, snake, grass, miss, stuck, lift, alarm button, shirt, marks, builder, farmer, scientist, pilot

Unit 8

Page 51

The past perfect

The past perfect with the past simple

already

just

hadn't

She had gone to bed.

When I arrived at the cinema, the film had started.

She had already seen it.

When I got to the shop, it had just closed.

I hadn't put on any sunscreen.

film, cinema, repair shop, sneeze, a cold, caught, left, arrived, started, finished, closed, woken, baked, lost, found, eaten, brought, put, sold, read, broken, seen, already, just, stadium, match

Unit 9

Page 57

Reported speech 1

Reported speech
Changing pronouns in reported speech

Changing possessive adjectives in reported speech

She said the new Sizters CD was great.

He said the biscuits were delicious.

She said I was a good student.

He said my drawing was the best.

birthday present, computer game, CD, pizza, singer, piano, naughty, drawing, project

Unit 10

Page 63

Reported speech 2

Auxiliaries in reported speech
Negatives in reported speech
told

Father said he was going to visit Grandmother.

Mother said we were having fish for dinner.

She said she could speak Spanish.

He said he would be home at seven o'clock.

He said he wasn't going to the park.

Tina told Dave she was angry.

message, could, would, email, told

Unit 1 The present perfect: for and since

Structures

The present perfect with **for** and **since**
Questions with **How long...?**

Sample language

We've been friends for seven years.
Brad has been here for two days.
Grandmother has lived in this house since 1976.
How long have you been at this school?
How long has she lived in that flat?

Key vocabulary

for, since, worn, played, owned, known, worked, lived, been, taught, liked, minute, hour, week, month, year

Page 9


Ask students to look at the three pictures and identify the characters in picture 1 (Dave and Amy) and picture 3 (Dave, Amy and Tina). Read the dialogue in picture 1 to the students and then ask them to look at picture 2. Explain this is Amy and Tina when they were five years old. Discuss ways in which they look different from how they look now (e.g. younger; smaller; Tina has different hair.) and in what ways they are the same (e.g. same shape face). Ask *How old were Tina and Amy when they met?* (5 years old) *How old are they now?* (12 years old) *How long have they been friends?* (7 years). Read Amy's speech in picture 3 and ask students to repeat.

Page 10

A. Complete this table using past participles from the box.

If necessary, revise the present perfect by reading the grammar box on page 10 with students, or direct them to read it for themselves.

On the board write a "timeline" about Amy and Tina's friendship:

Amy and Tina met.	They are still friends.
Seven years ago	Now
	

They **have been** friends for 7 years.

Underline *have been*. Remind students that the present perfect is made from *have* or *has* + past participle. Look at Activity A and do the first one or two with the students. They then complete the table using the past participles in the box.

Page 11

B. Write sentences using these words. Use the present perfect and **for**.

Ask students some questions requiring answers using *for*. For example: *How long has Amy known Tina?* *How long have you been learning English?* *How long have you had a CD player?* Ask students to write the sentences using the present perfect and *for*.

C. Read sentence **a**. Then write sentence **b** using the present perfect and

since.

Ask students what year this is. Then ask what the year was five years ago. Say *Tina has known Amy since* [year]. Ask a student what time he/she came to school. Say [Student's name] *has been at school since* [time]. Ask several other students *How long have you been at school?* Make sure they begin their answer with *Since*. Then ask them to complete Activity C.

Page 12

D. Complete these sentences using **has been** or **have been** with a word or phrase from the box and **since**.

Students read the first sentence in each question and then complete the second sentence using the present perfect + *since* and words from the box.

E. Now write the five sentences from D again using contractions (**He's, They've...**).

Students rewrite the sentences they completed in Activity D, but this time they use contractions.

F. Read sentence **a**. Then write sentence **b** using the present perfect with **since** and the underlined words.

Examine the example sentence (question 1) with the students to make sure they know how to do this activity.

Page 13

G. Write **for** or **since**.

In this activity, students have to decide when to use *since* and when to use *for*. Before they start, refer students to the two grammar boxes on page 11. Then study the example (question 1) with them before assigning the activity.

H. Write "**How long**" questions using these words. Change the verbs to past participles.

Ask the students one or two "How long" questions. Then ask a couple of students to ask similar questions of you or other students. Study the example answer (question 1) and make sure students understand the structure for questions. After checking answers, students can work in pairs, asking the questions orally but substituting the names of people they know. Their partners can then answer using *for* or *since* and the appropriate time expression.

Page 14 Review

A. Put these time expressions into two groups: the ones that go with **for** and the ones that go with **since**. Write them with **for** or **since**.

Students list the time expressions according to whether they are used with *for* or *since*. To reinforce this, students write *for* or *since* before the expressions in their lists.

B. Write **for** or **since**.

This activity also focuses on the use of *for* or *since* with time expressions.

C. Answer these questions using **for** and **since**.

In this activity, students answer questions about themselves.

The present perfect: for and since

How long have you and Tina been friends?



We met when we were five years old.



Now we're twelve. We've been friends for seven years.



In this unit we look at how to use the present perfect tense to talk about a period of time that started in the past and continues to the present.

How long have you and Tina *been* friends?

We've *been* friends for seven years.



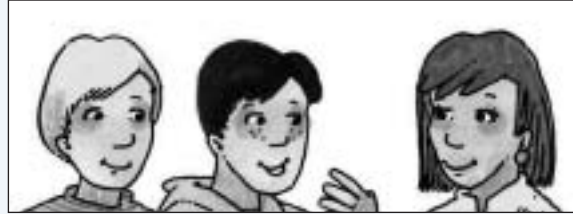
The present perfect

We can use the present perfect tense (**have** or **has** + **past participle**) to talk about a situation that began at some time in the past and is still true now.

For example:



My cousin Brad is staying with me. He arrived on Saturday.



Now it's Monday. Brad **has been** here for two days.

This timeline shows the length of time we are talking about:



In sentences like this, we always use a time expression such as **for two days**.

To make the present perfect tense, we use **has** or **have** with the past participle of a verb.

*I **have** been* (or ***I've** been*)
*you **have** been* (or ***you've** been*)
*he, she, or it **has** been*
 (or ***he's, she's, it's** been*)

*we **have** been* (or ***we've** been*)
*you **have** been* (or ***you've** been*)
*they **have** been* (or ***they've** been*)

A. Complete this table using past participles from the box.

worn played owned known worked lived ~~been~~ taught

VERB	PAST PARTICIPLE	VERB	PAST PARTICIPLE
be	<u>been</u>	know	<u>knew</u>
teach	<u>taught</u>	work	<u>worked</u>
play	<u>played</u>	wear	<u>worn</u>
live	<u>lived</u>	own	<u>owned</u>

for

We use **for** to talk about a period, or length, of time. We use it with time expressions such as **thirty minutes, two days, six weeks, ten years,** or **a long time.**

*I've been here **for two days.** Grandma has lived in this house **for a long time.***



B. Write sentences using these words. Use the present perfect and for.

1. Mr Zia > teach > art at our school > ten years
Mr Zia has taught art at our school for ten years.
2. My parents > be > married > fifteen years
My parents have been married for fifteen years.
3. Amy > know > Andy > a long time
Amy has known Andy for a long time.
4. The students > be > in the library > half an hour
The students have been in the library for half an hour.
5. Mrs Khan > own > that car > ten years
Mrs Khan has owned that car for ten years.

since

We use **since** to talk about a point in time – the time when something started. We use it with time expressions such as **nine o'clock, Thursday, yesterday, April, 2003,** or **last week.**

*I've been here **since Saturday.** Grandmother has lived in this house **since 1976.***



C. Read sentence a. Then write sentence b using the present perfect and since.

1. a. My aunty moved to Hong Kong in 2003.
My aunty > live > in
b. My aunty has lived in Hong Kong since 2003.
2. a. Father started working at the bank in 2000.
Father > work > at
b. Father has worked at the bank since 2000.
3. a. We came to school at nine o'clock.
We > be > in
b. We have been in school since nine o'clock.

1 The present perfect: for and since

D. Complete these sentences using **has been** or **have been** with a word or phrase from the box and **since**.

cold and windy asleep ~~away~~ in hospital friends

1. Father is in Los Angeles this week.
He has been away since Monday.
2. Ross broke his leg while he was playing football.
He has been in hospital since Saturday.
3. Ben and Andy are good friends.
They have been friends since 2004.
4. The weather was good last week, but then it changed.
It has been cold and windy since Sunday.
5. Joanna went to bed early tonight.
She has been asleep since seven o'clock.

E. Now write the five sentences from **D** again using contractions (**He's, They've...**).

1. He's been away since Monday.
2. He's been in hospital since Saturday.
3. They've been friends since 2004.
4. It's been cold and windy since Sunday.
5. She's been asleep since seven o'clock.

We can also use longer time expressions after **since**. For example:

*I've liked chocolate since **I was a child**.*

*I've sat next to Jo since **I started school**.*



F. Read sentence **a**. Then write sentence **b** using the present perfect with **since** and the underlined words.

1. a. Max started wearing glasses when he was seven.
Max ► wear
b. Max has worn glasses since he was seven.
2. a. I met Saira when she came to this country.
I ► know
b. I have known Saira since she came to this country.
3. a. Father met Jeff when they were at school.
Father ► know
b. Father has known Jeff since they were at school.

G. Write for or since.

1. I've been ill for three days.
2. I've known my friend Rosie for a long time.
3. The weather has been beautiful since we arrived in Thailand.
4. We've been on holiday for two weeks.
5. Andy has been afraid of spiders since he was little.
6. I've had a cold since Sunday.
7. Mother has been on the phone for fifteen minutes.
8. I've owned this computer since December.

How long...?

We use **How long** with the present perfect to ask about a length of time.

We put **have** or **has** before the subject.

How long have you been at this school?

How long has she lived in that flat?

**H. Write "How long" questions using these words. Change the verbs to past participles.**

1. you ► live ► here
How long have you lived here?
2. your parents ► be ► married
How long have your parents been married?
3. Mrs Ali ► teach ► at this school
How long has Mrs Ali taught at this school?
4. you ► know ► Jodie
How long have you known Jodie?
5. Carl ► play ► football
How long has Carl played football?
6. your father ► work ► for that bank
How long has your father worked for that bank?
7. you ► own ► this bicycle
How long have you owned this bicycle?

Review

A. Put these time expressions into two groups: the ones that go with **for** and the ones that go with **since**. Write them with **for** or **since**.

~~two weeks~~ ~~I started school~~ 2005 three years four months
 Thursday eight o'clock January five minutes I was five years old
 a long time half an hour

for	since
_____ for two weeks _____	_____ since I started school _____
_____ for three years _____	_____ since 2005 _____
_____ for four months _____	_____ since Thursday _____
_____ for five minutes _____	_____ since eight o'clock _____
_____ for a long time _____	_____ since January _____
_____ for half an hour _____	_____ since I was five years old _____

B. Write **for** or **since**.

- I've known Maria since we were six years old.
- It's been hot since June.
- We've been at the shopping centre for two hours.
- Akif and Zara have been friends of our family for years.
- Kathy has liked reading since she was very young.
- I've been awake since six o'clock this morning.

C. Answer these questions using **for** and **since**.

- How long have you been at school today?
 I've been at school _____
 (use **for** in this sentence)
 I've been at school _____
 (use **since** in this sentence)
- How long have you known your best friend?
 I've known my best friend _____
 (use **for**)
 I've known my best friend _____
 (use **since**)

Unit 2 All of, none of, some of and most of

Structures

all of, none of, some of and **most of** with countable nouns

all of, none of, some of and **most of** with uncountable nouns

Sample language

All of the students are sitting on the floor.

None of the students are wearing shoes.

Some of the students are girls.

Most of the students are young.

We ate most of the chocolate.

Key vocabulary

all, most, some, none, Tae Kwon Do, class, student, suit, floor, belt, stairs, fruit, post, money, food, paper, time, furniture, paint

Page 15

Ask students to look at the pictures. Ask *What are the people doing?* (Tae Kwon Do) *What are they wearing?* (White clothes) *Are they wearing shoes?* (No) *Are there girls in the class?* (Yes) *Are there boys?* (Yes) *Are they all the same age?* (No) Read the text to the students and ask them to repeat each sentence after you. Then ask them to read the sentences silently and underline *All of, Most of, Some of* and *None of*.

Page 16

A. Write sentences beginning with **All of these**. For each sentence, use a noun from Box A and a word or phrase from Box B.

In this activity, students practise writing sentences with *all of*. Students write sentences about the pictures using the words in the two boxes to help them.

Page 17

B. Read these sentences. Then write sentences that mean the same thing, beginning with **None of**.

In this activity students focus on *none of*. They read the sentences and then write new sentences that have the same meaning, starting with *None of*. Do the first question with students to make sure that they understand that they must change words in the first sentence to retain the same meaning.

C. Complete these sentences using **and some of**. Use the words in the box. In this activity the focus is on the meaning of *some of*.

Page 18

D. Write sentences beginning with **Most of the**.

In this activity the focus is on the meaning of *most of*.

E. Complete these sentences using **all of, none of, some of** or **most of**.

Students must read the first sentence of each pair and decide which of the phrases – *all of, most of, some of* or *none of* – is the correct one to complete the second sentence.

Page 19

F. Complete these sentences using **all**, **none**, **some** or **most** with **of the**. Use the nouns on the right.

So far in this unit all sentences have referred to countable nouns. This activity focuses on the use of *all*, *most*, *some* or *none* with uncountable nouns. It may be necessary to read the first sentence in each question to the students and to make sure they have understood them as the level of English is slightly higher than previous sentences in this unit.

Page 20 Review

A. Write **All of**, **None of**, **Some of** or **Most of**.

Students look at the photographs and complete the sentences about them using *All of*, *Most of*, *Some of* or *None of*.

B. Write sentences about the students in your class using **All of**, **None of**, **Some of** or **Most of**. Look at the box for some ideas.

Students write sentences about others in their class using *All of*, *Most of*, *Some of* or *None of*.



This is a Tae Kwon Do class. All of the students are wearing white suits.



All of the students are sitting on the floor.



Most of the students are young.
Some of the students are girls.
None of the students are wearing shoes.

In this unit we look at how to use **all of**, **none of**, **some of** and **most of** to talk about people or things in a group.

All of the students are sitting on the floor. **Most of** the students are young.

Some of the students are girls. **None of** the students are wearing shoes.



2 All of, none of, some of and most of

all of

We use **all of** to talk about every thing or person in a group.

All of these students are wearing black belts.



G

A. Write sentences beginning with **All of these**. For each sentence, use a noun from Box A and a word or phrase from Box B.

Box A flowers ~~soldiers~~ birds glasses firemen

Box B ~~marching~~ standing in the water yellow wearing helmets full



1. All of these soldiers are marching.



2. All of these birds are standing in the water.



3. All of these glasses are full.



4. All of these flowers are yellow.



5. All of these firemen are wearing helmets.

none of

None means **not one**. We use **none of** to make a negative sentence about the things or people in a group. When a plural countable noun comes after **none of**, we use a plural verb.

None of these trees have leaves.



B. Read these sentences. Then write sentences that mean the same thing, beginning with **None of**.

dry clean awake ~~sitting down~~ empty

1. All of the people are standing up. None of the people are sitting down.
2. All of these dishes are dirty. None of these dishes are clean.
3. All of those cups are full. None of those cups are empty.
4. All of the children are asleep. None of the children are awake.
5. All of these clothes are wet. None of these clothes are dry.

some of

We use **some of** to talk about part of a group of people or things.

Some of the windows are open.



C. Complete these sentences using **and some of**. Use the words in the box.

“No” girls off ~~new~~ late

1. Some of these toys are old, and some of these toys are new.
2. Some of the people arrived early, and some of the people arrived late.
3. Some of my friends are boys, and some of my friends are girls.
4. Some of the people said “Yes,” and some of the people said “No”.
5. Some of the lights are on, and some of the lights are off.

2 All of, none of, some of and most of

most of

We use **most of** to talk about more than half the things or people in a group.

Most of the people are going down the stairs.



D. Write sentences beginning with Most of the.

1. In the test, seven questions were easy and three questions were hard.
Most of the questions were easy.
2. Thirty students are writing. Two students are talking to the teacher.
Most of the students are writing.
3. Eight cows are brown and thirteen cows are black.
Most of the cows are black.
4. Ninety-two people enjoyed the show. Six people didn't enjoy the show.
Most of the people enjoyed the show.
5. Ten thousand people voted for John Riley. Forty-five thousand people voted for Hilary Kay.
Most of the people voted for Hilary Kay.

E. Complete these sentences using all of, none of, some of or most of.

1. The score in the football match was 0–0.
None of the players made a goal.
2. We cooked twenty biscuits, and now there are only two.
We ate most of the biscuits.
3. There are thirty students in the class, but only twenty are at school today.
Some of the students are ill.
4. I've got fifteen shells in my collection, but I only brought three to show you.
I left most of my shells at home.
5. The farmer left the gate open and now there aren't any cows in the field.
All of the cows have got out.

Uncountable nouns

We can also use **all of**, **most of**, **some of** and **none of** with uncountable nouns.

We ate **most of the chocolate**.



F. Complete these sentences using all, none, some or most with of the. Use the nouns at the right.

1. The pears and apples were cheap, but the bananas and oranges cost a lot of money.

Some of the fruit was expensive. **fruit**

2. This morning two letters came for my mother and a parcel came for my sister, but I didn't get anything.

None of the post was for me. **post**

3. We went shopping at the shopping centre. We took £30 and came home with only £4.25.

We spent most of the money. **money**

4. At the party there were plates of sandwiches, pizzas, and cakes. After the party all of the plates were empty.

The people ate all of the food. **food**

5. I wanted to write my story, but there was nothing for me to write on.

My sister used all of the paper when she did her project. **paper**

6. From Monday to Friday, Uncle Max lives in his flat in town. At weekends he goes to his house in the country.

He lives in the city for most of the time. **time**

7. The chairs are old, the bed is old, the table is old, and the bookcase is old.

None of the furniture is new. **furniture**

8. Don't touch the walls. I just finished painting the room an hour ago. The paint is dry there, but it isn't dry here.

Some of the paint is wet. **paint**

Review

A. Write All of, None of, Some of or Most of.



1. Most of these women are wearing trousers.
2. Some of these women are wearing glasses.



3. All of these men are wearing ties.
4. Some of these men are wearing jackets.
5. All of these men have got mobile phones.



6. Some of these people are sitting down.
7. Most of these people are standing up.
8. None of these people are children.

B. Write sentences about the students in your class using All of, None of, Some of or Most of. Look at the box for some ideas.

...have got long hair ...are away today ...wear glasses ...are writing

1. _____
2. _____
3. _____
4. _____
5. _____

Unit 3 Why?

Structures

Questions with **Why...?**
Answering "Why"
questions with **because**
Answering "Why"
questions with **to**

Sample language

Why does Mr Rana wash his car every day?
Why are we going to the supermarket?
Why can't I go to the cinema?
Why is Moiz happy?
Because his team won the match.
Why are you going to the supermarket?
To buy some bananas.

Key vocabulary

why, because, baker's, cake, birthday, team, bird, south, supermarket, meeting, bark, doorbell, excited, cry, laugh, smile, nervous

Page 21

Direct students to look at the first picture. Ask them what kind of shop the children are standing outside (a bakery) and what they think Tina has in the box (a cake). Direct them to the second picture and ask *What kind of cake did Tina and Amy buy at the bakery?* (a birthday cake) and *Who was the cake for?* (Andy). Read the text in the first picture to the students and ask them to repeat after you.

Page 22

Before assigning the activities on this page check that students understand the pattern for making questions with *Why*. The patterns are summarised in the grammar box at the top of the page.

A. Change these sentences into "Why" questions.

This activity focuses on making "Why" questions when the main verb is *to be*.

B. Write do or does.

In this activity, students practise putting *do* or *does* into "Why" questions with verbs other than *to be*.

C. Put these words in the correct order to make questions.

In this activity, students focus on the whole pattern of "Why" questions by forming sentences out of the jumbled words.

D. Change these sentences into "Why" questions.

In this activity students change statements into "Why" questions. The first three sentences have the verb *to be* while the fourth does not and so requires a different pattern.

Page 23

Before assigning the activities on this page check that students understand what a "Why" question is used for. (A "Why" question is used to ask for a reason for something.) Also make sure they understand that in answering a "Why" question, the word *because* is used to introduce the reason.

E. Read the questions. Then write the answers. Use sentences from the box and begin with **Because.**

This activity focuses on the use of *because* to introduce the reason. Students write *Because* and then complete the short answer with an appropriate reason from the box above.

F. Read A's questions. Then write B's answers beginning with **Because I** and phrases from the box.

This activity gives students practice in answering "Why" questions about themselves.

Page 24

Before assigning the activities on this page check that students understand the pattern for asking "Why" questions in the negative.

G. Change these sentences into "Why" questions.

Students read the negative statements and change them into "Why" questions.

H. Read A's sentences, and then write B's questions. In the questions, change **I** to **you**, or **you** to **I**.

In this activity students complete short dialogues in which A makes a negative statement and B forms a "Why" question. After checking students' work, you could extend this activity by asking students to give A's reply (starting with *Because*) to B's question. For example: *A: I don't like singing. B: Why don't you like singing? A: Because I don't have a good voice.*

I. Read the questions and answers. Then write **did** or **didn't**.

This activity gives further examples of "Why" questions and answers. Students complete the questions with *did* or *didn't*. When you have checked students' answers, ask them to practise the dialogues in pairs.

Page 25

Before assigning the activities on this page check that students understand that "Why" questions can also be answered using an infinitive of purpose. Make sure they understand that their answer must contain a reason.

J. Write short answers to these questions. Use **To**, with words from Box 1 and Box 2.

Students form short answers to "Why" questions using *To*, followed by an appropriate verb from Box 1 and a suitable noun phrase from Box 2.

K. Write the correct answers to these questions using **To** and phrases from the box.

Students write answers using *To* followed by a phrase from the box.

Page 26 Review

A. Read the questions, then write **To** or **Because**.

In this activity students are required to distinguish between answers that begin with *Because* and those that begin with *To*. Look at question 1 with the whole class and point out that *Because* is followed by a noun, noun phrase or pronoun while *To* is followed by the infinitive form of the verb.

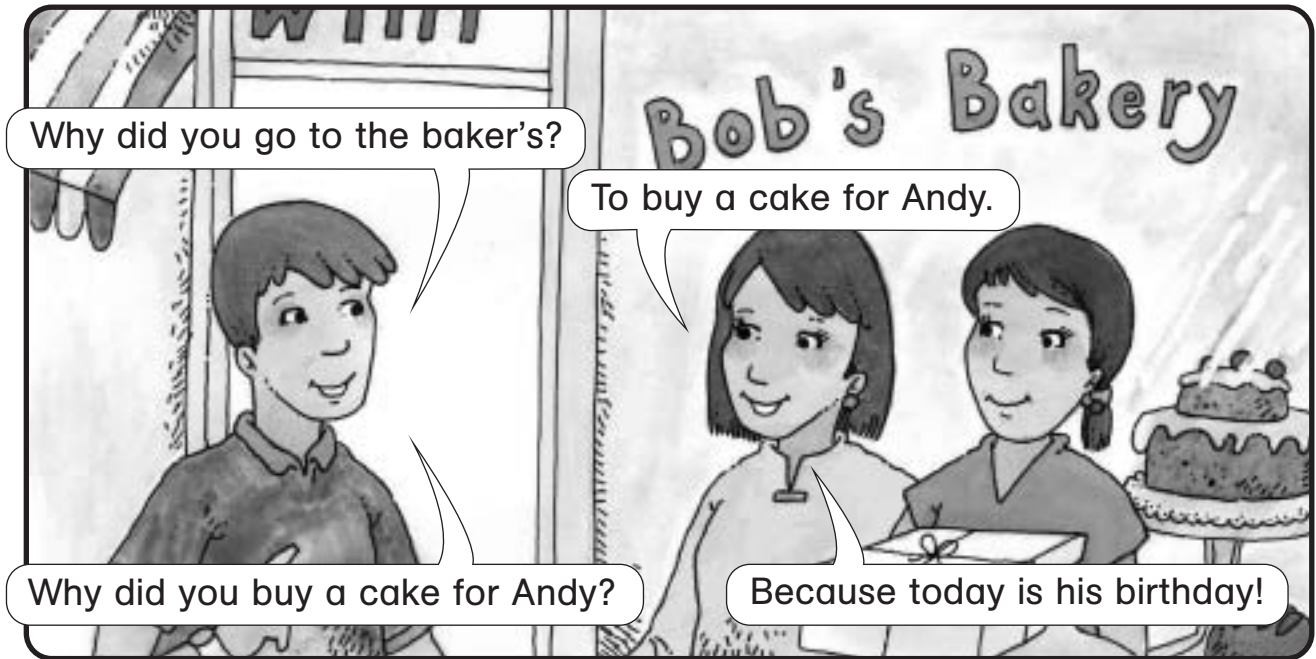
B. Read A's sentence and then complete B's "Why" question. Then choose A's short answer from the box.

Students are required to complete a short dialogue by writing two sentences. The first is B's question, which is based on A's first statement. The second is A's reply, which students choose from the box above.

C. Have you heard these jokes? You can read the answers below.

There are many jokes in English that begin with *Why*. They are especially popular with children, who often make up their own. Your students may like to try to make up their own "Why" jokes.

Why?



In this unit we look at how to use **Why** to ask about the reason for something. We also look at how to answer “**Why**” questions using **because** and **to**.

Why did you go to the baker's? **To** buy a cake for Andy.

Why did you buy a cake for Andy? **Because** today is his birthday.





Why?

Why is a question word. We use it when we want to know the reason for something.

Patterns for making “**Why**” questions:

- When the main verb is **to be**, we put the verb **to be** between **Why** and the subject.

Moiz is happy.

Why is Moiz happy?

- When the main verb is not **to be**, we put **do**, **does**, or **did** between **Why** and the subject.

Birds fly south for the winter.

Why do birds fly south for the winter?

Mr Rana washes his car every day.

Why does Mr Rana wash his car every day?

Father went out last night.

Why did Father go out last night?

- When there is an auxiliary verb, we put the auxiliary verb between **Why** and the subject.

We are going to the supermarket.

Why are we going to the supermarket?

A. Change these sentences into “**Why**” questions.

1. You are late. Why are you late?
2. Uncle Ali and Aunt Saba are here. Why are Uncle Ali and Aunt Saba here?
3. Mrs Nasir is angry. Why is Mrs Nasir angry?
4. This window is open. Why is this window open?

B. Write **do** or **does**.

1. Why do firemen wear helmets?
2. Why does Samina live with her grandparents?
3. Why does the dog bark when people ring the doorbell?
4. Why do you like banana sandwiches?

C. Put these words in the correct order to make questions.

1. call / me / did / Why / you Why did you call me?
2. did / Daniyal / go / library / to / the / Why Why did Daniyal go to the library?
3. the / you / Why / did / lock / door Why did you lock the door?
4. did / Why / you / school / bring / radio / to / a Why did you bring a radio to school?

D. Change these sentences into “**Why**” questions.

1. Rabia was laughing. Why was Rabia laughing?
2. Sana is shouting. Why is Sana shouting?
3. Aqib and Asif are running. Why are Aqib and Asif running?
4. We will need twenty pounds. Why will we need twenty pounds?



Because

We can answer a “Why” question using **because**. **Because** introduces the reason for something.

A: **Why** is Moiz happy?

B: **Because** his team won the match.

Because his team won the match is a short answer. The full sentence is: **Moiz is happy because his team won the match**. When we are answering someone’s question, we don’t need to give the full sentence.

E. Read these questions and then write the answers. Use sentences from the box and begin with **Because**.

She lost her cat. ~~He’s flying to Australia tonight.~~ Someone is at the front door. Kim told a funny joke. He has an important test tomorrow.

1. Why is Atif excited? Because he’s flying to USA tonight.
2. Why is Taira crying? Because she lost her cat.
3. Why was Rafia laughing? Because Kim told a funny joke.
4. Why is the dog barking? Because someone is at the front door.
5. Why is Aqib nervous? Because he has an important test tomorrow.

When someone asks us a question about ourselves, we can answer using the subject **I**.

A: **Why** are **you** late? B: **Because I** missed my bus.

F. Read A’s questions. Write B’s answers beginning with **Because I** and phrases from the box.

heard some good news ~~wanted to talk to you~~ was cold have toothache
want to ask a question

1. A: Why did you call me yesterday? B: Because I wanted to talk to you.
2. A: Why did you close the window? B: Because I was cold.
3. A: Why are you smiling? B: Because I heard some good news.
4. A: Why did you put your hand up? B: Because I want to ask a question.
5. A: Why are you going to the dentist? B: Because I have toothache.

Negatives

We can make “**Why**” questions with negatives (*can’t, won’t, doesn’t...*).
Why can’t I go to the cinema? Why won’t you listen to me?



G. Change these sentences into “**Why**” questions.

- | | |
|----------------------------------|--|
| 1. Jamie didn’t bring any lunch. | <u>Why didn’t Jamie bring any lunch?</u> |
| 2. We can’t go swimming. | <u>Why can’t we go swimming?</u> |
| 3. Ellie isn’t at school today. | <u>Why isn’t Ellie at school today?</u> |
| 4. Cats don’t like dogs. | <u>Why don’t cats like dogs?</u> |
| 5. Britney doesn’t like Anna. | <u>Why doesn’t Britney like Anna?</u> |

H. Read A’s sentences, and then write B’s questions. In the questions, change **I** to **you**, or **you** to **I**.

- | | |
|---------------------------------------|--|
| 1. A: I don’t like singing. | B: <u>Why don’t you like singing?</u> |
| 2. A: You shouldn’t drink that water. | B: <u>Why shouldn’t I drink that water?</u> |
| 3. A: I can’t eat peanuts. | B: <u>Why can’t you eat peanuts?</u> |
| 4. A: You can’t go in there. | B: <u>Why can’t I go in there?</u> |
| 5. A: I won’t be at school tomorrow. | B: <u>Why won’t you be at school tomorrow?</u> |

I. Read these questions and answers. Then write **did** or **didn’t**.

- A: Why didn’t you come to school yesterday?
B: Because I was ill.
- A: Why did you eat five pieces of pizza?
B: Because I was very hungry.
- A: Why didn’t you tell me about the party?
B: Because I wanted to surprise you.
- A: Why did Mike’s mother get angry?
B: Because Mike rode his bicycle on the motorway.
- A: Why didn’t you enjoy the film?
B: Because it was boring.





Answering a “Why” question with *to*

We often use an infinitive of purpose to talk about the reason for doing something.

*I'm going to the supermarket **to buy some bananas.***

The second action (**buy some bananas**) gives the reason for the first action (**going to the supermarket**).

We can use an infinitive of purpose to answer a “Why” question. This kind of answer gives the reason for an action.

*Why are you going to the supermarket? **To buy some bananas.***

This is a short answer. The full sentence is: *I'm going to the supermarket to buy some bananas.* When we are answering someone's question, we don't need to give the full sentence.

J. Write short answers to these questions. Use **To** with words from Box 1 and Box 2.

Box 1 ~~watch~~ look at take out finish buy

Box 2 a mobile phone my homework ~~a cartoon~~ the paintings some money

- | | |
|---|----------------------------------|
| 1. Why did you turn on the TV? | <u>To watch a cartoon.</u> |
| 2. Why are you going to the art museum? | <u>To look at the paintings.</u> |
| 3. Why is Tina saving money? | <u>To buy a mobile phone.</u> |
| 4. Why did you get up early this morning? | <u>To finish my homework.</u> |
| 5. Why is Mother going to the bank? | <u>To take out some money.</u> |

K. Write the correct answers to these questions using **To** and phrases from the box.

keep their hands warm stay dry when it's raining clean their teeth
~~protect their eyes from bright sunshine~~

- Why do people wear sunglasses?
To protect their eyes from bright sunshine.
- Why do people use umbrellas?
To stay dry when it's raining.
- Why do people wear gloves in cold weather?
To keep their hands warm.
- Why do people use toothpaste?
To clean their teeth.

Review

A. Read these questions, then write **To** or **Because**.

1. Why don't my old shoes fit me?
Because your feet have grown bigger.
2. Why do you put food in the fridge?
To keep it cold and fresh.
3. Why are you dressed in your best clothes?
Because I'm going to my aunty's wedding.
4. Why did you look in the dictionary?
To find out how to spell "junior."

B. Read A's sentence and then complete B's "Why" question. Choose A's short answer from the box.

To thank her for my birthday present. ~~Because I'm going away with my family.~~
To pay for the school trip to the museum. Because he was ill.

1. A: I can't come to your party.
B: Why can't you come to my party?
A: Because I'm going away with my family.
2. A: I have to take five pounds to school.
B: Why do you have to take five pounds to school?
A: To pay for the school trip to the museum.
3. A: I'm writing a letter to my grandmother.
B: Why are you writing a letter to your grandmother?
A: To thank her for my birthday present.
4. A: Aqib went to the doctor.
B: Why did Aqib go to the doctor?
A: Because he was ill.

C. Have you heard these jokes? You can read the answers below.

1. Why did the chicken cross the road?
2. Why did the man put cheese next to his computer?
3. Why did the puppy stay in the shade of a tree?

Answers
1. To get to the other side.
2. To feed the mouse.
3. Because it didn't want to become a hot dog.

Unit 4 Passives: the past simple and by

Structures

Using passive verbs in the past simple
Identifying active and passive sentences
Questions with **When...?**, **Where...?**
by

Sample language

A window was broken at our school.
Two cars were damaged.
Where was this bag found?
When were these houses built?
Two cars were damaged by a branch.
This poem was written by Tina.

Key vocabulary

storm, rain, hail, winds, floor, damaged, flooded, cleaned, baked, painted, mended, invented, broken, found, stolen, left, built, made, taken, blown down, written

Page 27

Study the pictures with students and make sure they understand the vocabulary (storm, lightning, hail, wind, blown down, damaged). Read the text under the pictures and ask students to repeat after you.

Page 28

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

Students are required to form the past participle of some common verbs—both regular and irregular. The past participles of irregular verbs are given in a box above the table.

Page 29

B. Underline the verbs in these sentences. Then write **active** or **passive** beside each sentence.

The aim of this activity is to help students understand the difference between active and passive sentences. Do questions 1 and 2 with the students and ensure they understand the differences both in structure and in meaning.

When you have checked students' answers, you may want to discuss why the passive is used in some circumstances. For example, the passive could have been used in sentence 7 because the photographer was unknown; sentence 1 may be in the passive because *who* found the kittens is not important.

C. Underline the subject, verb and object in the active sentences and write **S** for subject, **V** for verb, and **O** for object. Then write passive sentences.

In this activity, students identify subject, verb, and object in active sentences in order to form passive sentences from the active ones.

Page 30

D. Read the answers. Then use the words to write questions.

In this activity students practise forming questions in the passive. They use the answers and the word cues given with each question to help them.

Page 31

E. Read the active sentences. Then write passive sentences with **by**.

Refer students to Activity C where they identified subject, verb, and object and remind them that the object of the active sentence goes at the beginning in a passive sentence. Look at question 1 and discuss how the subject of the active sentence goes at the end, after *by*.

F. Read the sentences about famous people and what they did. Then write passive sentences with **by**.

This activity highlights one common use of the passive: to emphasise the object of the action (the event) rather than the “doer” when talking about historic events.

Page 32 Review

A. Complete these sentences using passive verbs (**was** or **were** + past participle).

In this activity, students review the pattern *was/were* + past participle.

B. Read the active sentences. Then write passive sentences with **by**.

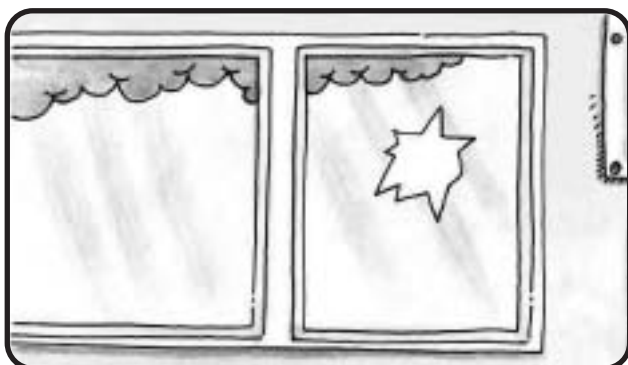
In this activity, students review the use of *by* + “doer” (the subject of the active sentence).

C. Who were these books written by? Look at the book titles and the names of the writers. Then write sentences using **was written by**.

Students practise writing passive sentences with *was written by*.



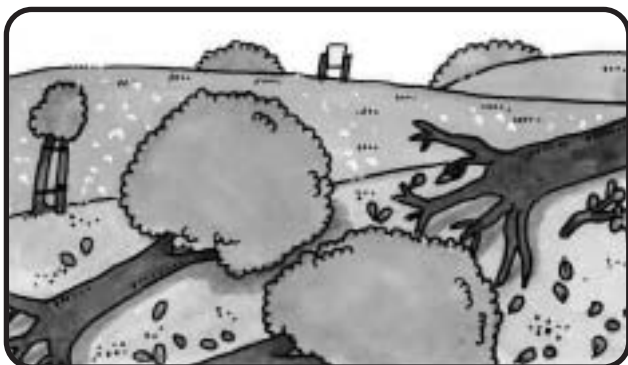
There was a big storm last night.
There was lightning and hail. There were very strong winds.



A window was broken at our school.



The library floor was flooded.



Three trees were blown down.



Two cars were damaged.

In this unit we look at how to use passives (**to be + past participle**) in the past simple.

*A window **was broken** at our school. Two cars **were damaged**.*

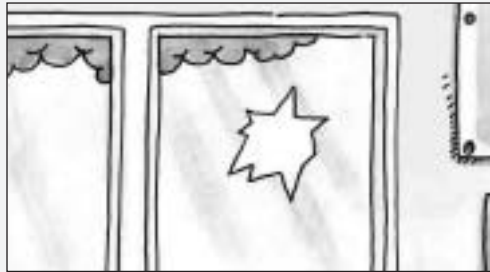


Passive verbs

We can use passive verbs (the verb **to be** + **past participle**) to describe something that happened without saying who or what performed the action. To talk about the past, we use the past simple of the verb **to be** (**was** or **were**).

SUBJECT TO BE PAST PARTICIPLE

A window **was** **broken.**



Two cars **were** **damaged.**



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

left made stolen ~~broken~~
taken found built

REGULAR VERBS		IRREGULAR VERBS	
Verb	Past participle	Verb	Past participle
damage	<u>damaged</u>	break	<u>broken</u>
flood	<u>flooded</u>	find	<u>found</u>
clean	<u>cleaned</u>	steal	<u>stolen</u>
bake	<u>baked</u>	leave	<u>left</u>
paint	<u>painted</u>	build	<u>built</u>
mend	<u>mended</u>	make	<u>made</u>
invent	<u>invented</u>	take	<u>taken</u>



Active and passive sentences

Sentences can be active or passive. In an active sentence (a sentence with an active verb), the subject is the thing or person that performs the action.

SUBJECT VERB OBJECT

ACTIVE: A hailstone broke this window during the storm.

When we change a sentence from active to passive, the **object** of the active sentence becomes the **subject** of the passive sentence. We don't need to mention the thing that performed the action.

SUBJECT VERB

PASSIVE: This window was broken during the storm.

In the passive sentence, we are talking about the same thing as in the active sentence.

B. Underline the verbs in these sentences. Then write **active** or **passive** beside each sentence.

1. These kittens were found in Aladin Park. passive
2. A boy found these kittens in Aladin Park. active
3. Someone left this bag on the bus. active
4. This bag was left on the bus. passive
5. The caretaker cleaned the classroom last night. active
6. The classroom was cleaned last night. passive
7. This photograph was taken in 1972. passive
8. Someone took this photograph in 1972. active

C. Underline the subject, verb, and object in the active sentences and write **S** for subject, **V** for verb, and **O** for object. Then write passive sentences.

1. ACTIVE: S V O
Dave broke a glass during the party.
 PASSIVE: A glass was broken during the party.
2. ACTIVE: S V O
Someone stole Daniyal's bicycle yesterday.
 PASSIVE: Daniyal's bicycle was stolen yesterday.
3. ACTIVE: S V O
Some people built this house in 1984.
 PASSIVE: This house was built in 1984.
4. ACTIVE: S V O
Some people made this camera in Japan.
 PASSIVE: This camera was made in Japan.



Questions

To make a question, we put the subject between the verb **to be** and the past participle.

QUESTION WORD	TO BE	SUBJECT	PAST PARTICIPLE
<i>Where</i>	<i>was</i>	<i>this bag</i>	<i>found?</i>
<i>When</i>	<i>were</i>	<i>these houses</i>	<i>built?</i>

D. Read the answers. Then use the words to write questions.

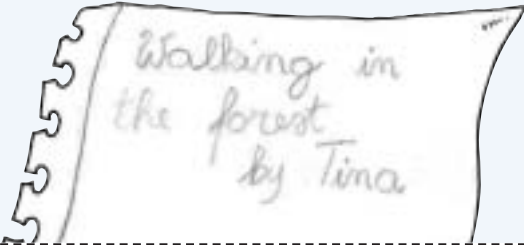
- where ► this car ► make
Q: Where was this car made?
A: It was made in Japan.
- when ► these cakes ► bake
Q: When were these cakes baked?
A: They were baked this morning.
- when ► the parcel ► post
Q: When was the parcel posted?
A: It was posted on Monday.
- where ► this umbrella ► leave
Q: Where was this umbrella left?
A: It was left on that bench.
- when ► our school ► build
Q: When was our school built?
A: It was built twenty years ago.
- when ► these photos ► take
Q: When were these photos taken?
A: They were taken during the holidays.
- where ► this photo ► take
Q: Where was this photo taken?
A: It was taken at the beach.
- when ► this picture ► paint
Q: When was this picture painted?
A: It was painted four hundred years ago.

by

Sometimes in passive sentences we want to say who or what performed the action that we are talking about. To do this, we use a “**by**” phrase (**by** + a person or thing).

ACTIVE: *A branch damaged two cars.*

PASSIVE: *Two cars were damaged **by a branch**.*



ACTIVE: *Hannah wrote this poem.*

PASSIVE: *This poem was written **by Tina**.*

E. Read the active sentences. Then write passive sentences with **by.**

- ACTIVE: Andy painted this picture.
PASSIVE: This picture was painted by Andy.
- ACTIVE: Fire damaged two houses.
PASSIVE: Two houses were damaged by fire.
- ACTIVE: Maria mended our computer.
PASSIVE: Our computer was mended by Maria.
- ACTIVE: Aunty Rita baked this cake.
PASSIVE: This cake was baked by Aunty Rita.

F. Read the sentences about famous people and what they did. Then write passive sentences with **by.**

- ACTIVE: Christopher Columbus discovered America.
PASSIVE: America was discovered by Christopher Columbus.
- ACTIVE: Alexander Graham Bell invented the telephone.
PASSIVE: The telephone was invented by Alexander Graham Bell.
- ACTIVE: Leonardo da Vinci painted the Mona Lisa.
PASSIVE: The Mona Lisa was painted by Leonardo da Vinci.



Christopher Columbus



Alexander Graham Bell



Leonardo da Vinci

Review

A. Complete these sentences using passive verbs (**was** or **were** + **past participle**).

1. This cake was baked on Sunday. **bake**
2. This carpet was cleaned last week. **clean**
3. The computer was damaged when I dropped it. **damage**
4. Some keys were found in the playground yesterday. **find**
5. Some money was stolen from the bank last night. **steal**
6. The street was flooded during the storm. **flood**

B. Read the active sentences. Then write passive sentences with **by**.

1. ACTIVE: Guglielmo Marconi invented the radio.
PASSIVE: The radio was invented by Guglielmo Marconi.
2. ACTIVE: The police found the money.
PASSIVE: The money was found by the police.
3. ACTIVE: The mechanic mended our car.
PASSIVE: Our car was mended by the mechanic.
4. ACTIVE: My father built this bookcase.
PASSIVE: This bookcase was built by my father.

C. Who were these books written by? Look at the book titles and the names of the writers. Then write sentences using **was written by**.

*Harry Potter and
the Philosopher's Stone*
J.K. Rowling

The Lord of the Rings
J.R.R. Tolkien

*The Lion, the Witch, and
the Wardrobe*
C.S. Lewis

Charlotte's Web
E.B. White

1. Harry Potter and the Philosopher's Stone was written by J.K. Rowling.
2. The Lord of the Rings was written by J.R.R. Tolkien.
3. The Lion, the Witch, and the Wardrobe was written by C.S. Lewis.
4. Charlotte's Web was written by E.B. White.

Unit 5 Adjective clauses: who and that

Structures

Adjective clauses with **who**

a person who...

Adjective clauses with **that**

Sample language

A person who keeps honeybees is called a beekeeper.

The beekeeper wears a net that covers her face.

A vet is a person who cares for sick animals.

The machine that gives tickets is not working.

My uncle has a bird that can talk.

The zebra is an animal that has got stripes on its body.

Key vocabulary

honey, honeybee, beekeeper, net, box, frame, honeycomb, vet, radio presenter, barber, baker, carpenter, florist

Page 33

Look at the pictures with the students and read the text to them. On the board write *The honey bee is an insect*. Ask *What kind of insect is it?* Elicit the answer *An insect that produces honey*. Then write *The beekeeper wears a net*. Ask *What kind of a net is it?* Elicit the answer *A net that covers her face*.

Then ask: *What is a beekeeper?* Elicit the answer: *A person who keeps honeybees*.

Ask students to underline *who* and *that* in the text. Then read the text to the students and ask them to repeat after you.

Page 34

A. Underline the adjective clauses in these sentences.

In this activity, students simply have to identify the adjective clauses. Point out to them that the adjective clause always goes straight after the noun it refers to. Also point out that these adjective clauses all start with *who* because the nouns they refer to are all people.

B. Add an adjective clause to describe the **bold** nouns. Choose the correct information from the box.

In this activity, students see how an adjective clause adds information to the noun. All nouns are people so the adjective clauses will start with *who*.

Page 35

C. Complete these sentences using **who** and a verb from the box.

Students complete the sentences with *who* followed by a verb chosen from the box.

D. Complete these sentences using **is a person who** and clauses from the box.

This activity highlights the use of adjective clauses when describing occupations.

Page 36

E. Make one sentence from two by writing an adjective clause after the **bold** words.

This activity focuses on *that* in adjective clauses referring to things or animals. It also shows how adjective clauses can be used to join two sentences.

F. Write **who** for the adjective clauses about people. Write **that** for all the other adjective clauses.

Students insert *who* or *that*, depending on whether the noun that the adjective clause refers to is a person or a thing or animal.

Page 37

G. Look at the pictures and read the sentences in the box. Then complete the sentences below using **that**.

Students practise using adjective clauses to describe animal behaviour and characteristics.

Page 38 Review

A. Underline the adjective clauses in these sentences.

Students identify adjective clauses that start with *who* or *what*.

B. In each pair of sentences, one sentence is correct and the other is incorrect. Put ✓ beside the correct sentences and ✗ beside the incorrect ones.

This activity reviews two aspects of adjective clauses: whether to use *who* or *that*; and how to begin the clause.

C. Write sentences with adjective clauses. Choose the correct information from the box.

Students expand the sentences by inserting the adjective clause, using *that* or *who* appropriately.



The honeybee is an insect that produces honey.



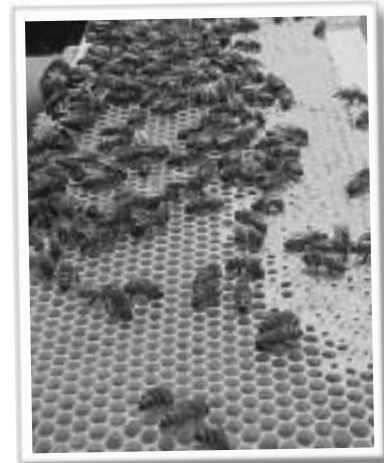
A person who keeps honeybees is called a beekeeper.



The beekeeper wears a net that covers her face.



The honeybees are kept in a box that has frames inside it.



The honeybees build honeycombs in the frames and fill them with honey.

In this unit we look at how to use adjective clauses with **who** or **that** to give more information about a noun.

A person **who keeps honeybees** is called a beekeeper.

The beekeeper wears a net **that covers her face**.

G

Adjective clauses with **who**

We use adjective clauses to add information about a noun in a sentence. When the noun is a person, we introduce the adjective clause with **who**.

NOUN	INFORMATION ABOUT THE NOUN
<i>The <u>woman</u> is a beekeeper.</i>	<i>She is wearing a net over her face.</i>

ADJECTIVE CLAUSE

► *The woman **who** is wearing a net over her face is a beekeeper.*

Here are some more examples:

NOUN	INFORMATION ABOUT THE NOUN
<i>I met <u>a boy</u>.</i>	<i>He had very long hair.</i>

ADJECTIVE CLAUSE

► *I met a boy **who** had very long hair.*

NOUN	INFORMATION ABOUT THE NOUN
<i>The <u>girl</u> wrote a story about a whale.</i>	<i>She won the short story competition.</i>

ADJECTIVE CLAUSE

► *The girl **who** won the short story competition wrote a story about a whale.*

We always put an adjective clause after the noun that it is referring to.



A. Underline the adjective clauses in these sentences.

1. The woman who lives next door is ninety-two years old.
2. The students who went on the school trip have not come back yet.
3. Do you know the people who live in that house?
4. The boy who sits in front of me in class is called Neil.
5. The police are looking for the men who stole the money.

B. Add an adjective clause to describe the **bold** nouns. Choose the correct information from the box.

He was standing by the door. ~~He broke his arm.~~ They helped me.
She works in the headmaster's office.

1. **The boy** was taken to hospital.
The boy who broke his arm was taken to hospital.
2. **The lady** is called Mrs Benson.
The lady who works in the headmaster's office is called Mrs Benson.
3. I showed my ticket to **the man**.
I showed my ticket to the man who was standing by the door.
4. **The people** were very kind.
The people who helped me were very kind.

C. Complete these sentences using **who** and a verb from the box.

knows ~~called~~ went sits

1. The person who called didn't leave a message.
2. Is there anyone here who knows how to change a tyre on a bike?
3. Everyone who went to the cinema enjoyed the film.
4. What is the name of the student who sits by himself at lunchtime?

a person who...

We can use adjective clauses to describe what people do in their jobs.

*A vet is a person **who cares for sick animals.***

D. Complete these sentences using **is a person who** and clauses from the box.

cuts people's hair bakes bread sells flowers
makes things out of wood ~~speaks on the radio~~

1. A radio presenter is a person who speaks on the radio.



2. A barber is a person who cuts people's hair.

3. A baker is a person who bakes bread.



4. A carpenter is a person who makes things out of wood.

5. A florist is a person who sells flowers.



Adjective clauses with **that**

We use **that** to introduce adjective clauses about things or animals.



*The machine **that gives tickets** is not working.*



*My uncle has a bird **that can talk**.*

E. Make one sentence from two, by writing an adjective clause after the **bold** words.

1. The **window** has been mended. It was broken.
The window that was broken has been mended.
2. The **dog** barks all night. It lives next door.
The dog that lives next door barks all night.
3. The **bus** comes at quarter past eight. It takes us to school.
The bus that takes us to school comes at quarter past eight.
4. My grandmother has a **cat**. It sleeps in the sun all day.
My grandmother has a cat that sleeps in the sun all day.
5. The **road** is very busy. It goes to the airport.
The road that goes to the airport is very busy.
6. I bought a **mobile phone**. It can take pictures, receive emails and play songs.
I bought a mobile phone that can take pictures, receive emails and play songs.

F. Write **who** for the adjective clauses about people. Write **that** for all the other adjective clauses.

1. Where is the key that opens this door?
2. I didn't know the lady who came to the front door.
3. I'm reading a book that is 450 pages long.
4. The man who mends our computers is named Mr Noman.
5. The tree that was blown down in the storm was over 100 years old.
6. The student who lost a blue bag can come to the office and get it.
7. Google is a website that helps you find information on the Internet.
8. All students who are going to the museum on Monday should bring five pounds to school.

We can use adjective clauses to describe different types of animals.

The zebra is an animal that has got stripes on its body.

We use **the** to talk about types of animals generally.



G. Look at the pictures and read the sentences in the box. Then complete the sentences below, using **that**.



the ostrich



the stick insect



the albatross



the sloth



the anteater



the squirrel



the woodpecker



the polar bear



the bee

It eats nuts.	It looks like a stick.	It makes holes in tree trunks.
It eats ants.	It flies across the ocean.	It can live in very cold environments.
It can't fly.	It can sting you.	It hangs from tree branches.

- The ostrich is a bird that can't fly.
- The anteater is an animal that eats ants.
- The stick insect is an insect that looks like a stick.
- The polar bear is an animal that can live in very cold environments.
- The albatross is a bird that flies across the ocean.
- The bee is an insect that can sting you.
- The sloth is an animal that hangs from tree branches.
- The woodpecker is a bird that makes holes in tree trunks.
- The squirrel is an animal that eats nuts.

Review

A. Underline the adjective clauses in these sentences.

1. The taxi that is going to take us to the airport is late.
2. The i-Pod is a music player that can store 1,000 songs.
3. The runner who won the race received a prize.
4. The Venus Fly Trap is a plant that eats flies.
5. We watched a film that was three hours long.

B. In each pair of sentences, one sentence is correct and the other is incorrect. Put ✓ beside the correct sentences and ✗ beside the incorrect ones.

1. Mrs Smith is the person she will collect the money. ✗
Mrs Smith is the person who will collect the money. ✓
2. A giraffe is an animal who has got a long neck. ✗
A giraffe is an animal that has got a long neck. ✓
3. The line that goes around the middle of the earth is called the equator. ✓
The line it goes around the middle of the earth is called the equator. ✗
4. I don't like people talk all the time. ✗
I don't like people who talk all the time. ✓
5. Anna and Brad were the students who got the highest test scores. ✓
Anna and Brad were the students they got the highest test scores. ✗

C. Write sentences with adjective clauses. Choose the correct information from the box.

He comes to visit her sometimes. It sings.
~~She lives next door.~~ It is full of plants.

1. The woman is ninety-two years old.
2. She has got a bird.
3. She has got a balcony.
4. She has got a brother.



1. The woman who lives next door is ninety-two years old.
2. She has got a bird that sings.
3. She has got a balcony that is full of plants.
4. She has got a brother who comes to visit her sometimes.

Test 1

A. Complete these sentences using the present perfect of the verbs at the right with **for** or **since**.

1. We _____ friends _____ five years. **be**
2. I _____ in this house _____ 2003. **live**
3. Mr Iqbal _____ that car _____ January. **own**
4. They _____ our family _____ ten years. **know**
5. You _____ on the phone _____ an hour! **be**
6. Mrs Sami _____ in the library _____ 2001. **work**

B. Read the answers and then write the questions. Start with **How long**.

Example. Q: How long have you lived here?

A: I've lived here for three years.

1. Q: _____
A: I've known him since last year.
2. Q: _____
A: They've been in France for two weeks.
3. Q: _____
A: John has worked at the zoo for five years.
4. Q: _____
A: Paul has known Tom for a long time.
5. Q: _____
A: She's been in hospital since Sunday.

C. Complete the sentences using **all of**, **none of**, **some of** or **most of**.

1. I went to the fridge to get a piece of cake but it was gone. My family had eaten _____ the cake!
2. Saneela and Bina don't like ice cream but _____ the people in our class love it.
3. The shortest player in the basketball team is 166 centimetres tall. The others are taller. So _____ them are over 165 centimetres.
4. We all got wet in the rain because _____ us had umbrellas.
5. Max wasn't hungry in the middle of the day, so he ate _____ his food at lunchtime and saved the rest to eat after school.

D. Change the sentences into “Why” questions.

- 1. They didn't like the film. _____
- 2. Rob can't come to the park. _____
- 3. Tom doesn't like James. _____
- 4. Sophie is crying. _____
- 5. Dan went to the post office. _____
- 6. The dog is growling. _____
- 7. That door is locked. _____
- 8. The boys are tired. _____
- 9. Paul isn't here. _____
- 10. Ali wants to go home. _____

E. Write passive sentences using these words.

- 1. Our house ► build ► in 1971 _____
- 2. This bag ► find ► in the park _____
- 3. This bread ► bake ► today _____
- 4. His bicycle ► steal ► last night _____
- 5. These photos ► take ► in May _____
- 6. This car ► make ► in Korea _____
- 7. This story ► write ► by Jawaid _____
- 8. This model ► make ► by Marina _____
- 9. The kitchen ► clean ► by Asma _____
- 10. The TV ► mend ► yesterday _____

F. Make one sentence out of two by writing an adjective clause with **who** or **that** after the **bold** word.

- 1. The men mended the **roof**. It was blown off in the storm.

- 2. The **boys** are mending the window now. They broke the window.

- 3. The **girl** is called Jane. She lives next door.

- 4. The **book** belongs to Mrs Saeed. It is on the table.

- 5. A giraffe is an **animal**. It has a long neck.

- 6. I have a **dog**. It can walk on its two back legs.

- 7. All the **children** like my dog. They live in my street.

- 8. The **lady** doesn't like my dog. She lives next door.

Unit 6 Conditionals 1: If...will

Structures

Real conditional sentences:

If...will

If...won't

Sample language

If we go this way, we'll see the crocodiles.

If it is windy tomorrow, I'll fly my kite in the park.

If you are late tomorrow, you won't be able to go on the field trip.

If you don't eat that ice cream soon, it will melt.

Key vocabulary

if, will, crocodile, seal, windy, kite, rake, handle, tap, skateboard, ice cream, melt

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Study the map with the students and locate the various animals. Read what Tina and Andy say to each other. Ask *What does Tina want to see?* (crocodiles).

Then ask *What does Andy want to see?* (seals)

Ask *If they go left, what other animals will they see?* As each animal is named, say Yes. *If they go left, they'll see the (monkeys/snakes/lizards).* Repeat the procedure for the right-hand path. *If they go right, they'll see the (bird show/zebras/elephants/giraffes/lions)*

Read what each child says again and ask students to repeat it after you.

Page 40

A. Complete these sentences using the verbs from the box. Put the verbs into the present simple.

This activity gives practice in using the correct form and tense of the verb in the "if" part of the sentence.

B. Complete these sentences using **will** and a clause from the box.

This activity gives practice in using *will* in the "result" part of the sentence.

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C. In each pair of sentences, one sentence is correct and the other is incorrect. Put ✓ beside the correct sentences and X beside the incorrect ones.

Study question 1 with the students and make sure they can distinguish between the part of the sentence which is concerned with an event that might happen (the "if" clause) and the part of the sentence that is concerned with the result. Review the correct tense to use with each part. Depending on the students' understanding, you may need to do a few more questions with the whole class orally before they complete the activity in their books.

D. Complete these sentences using **won't** and a clause from the box.

It is important that students have completed Activity C successfully before moving on to Activity D, which concerns negative results (*won't*).

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After checking answers to activities on this page, check students' understanding of the meaning of the sentences. Conditional sentences in which one or both clauses are negative can be confusing for some students.

E. Complete these sentences using **don't and a verb from the box.**

In this activity, it is the "if" clause that is negative. Students complete the sentences by writing *don't* followed by a verb from the box.

F. Complete these sentences using **don't have and a noun from the box.**

In this activity, both clauses are negative. To reinforce both structure and meaning, students deal with only one pronoun (*you*) and one verb (*don't have*) in all five sentences.

G. Complete these sentences using **doesn't and verb from the box.**

Students complete the sentences with *doesn't* plus a verb from the box.

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H. Dave should be more careful. Look at the pictures. Then make **if...will sentences using the words given**

Students use the pictures and the word under the pictures to construct *If...will* sentences.

Page 44 Review

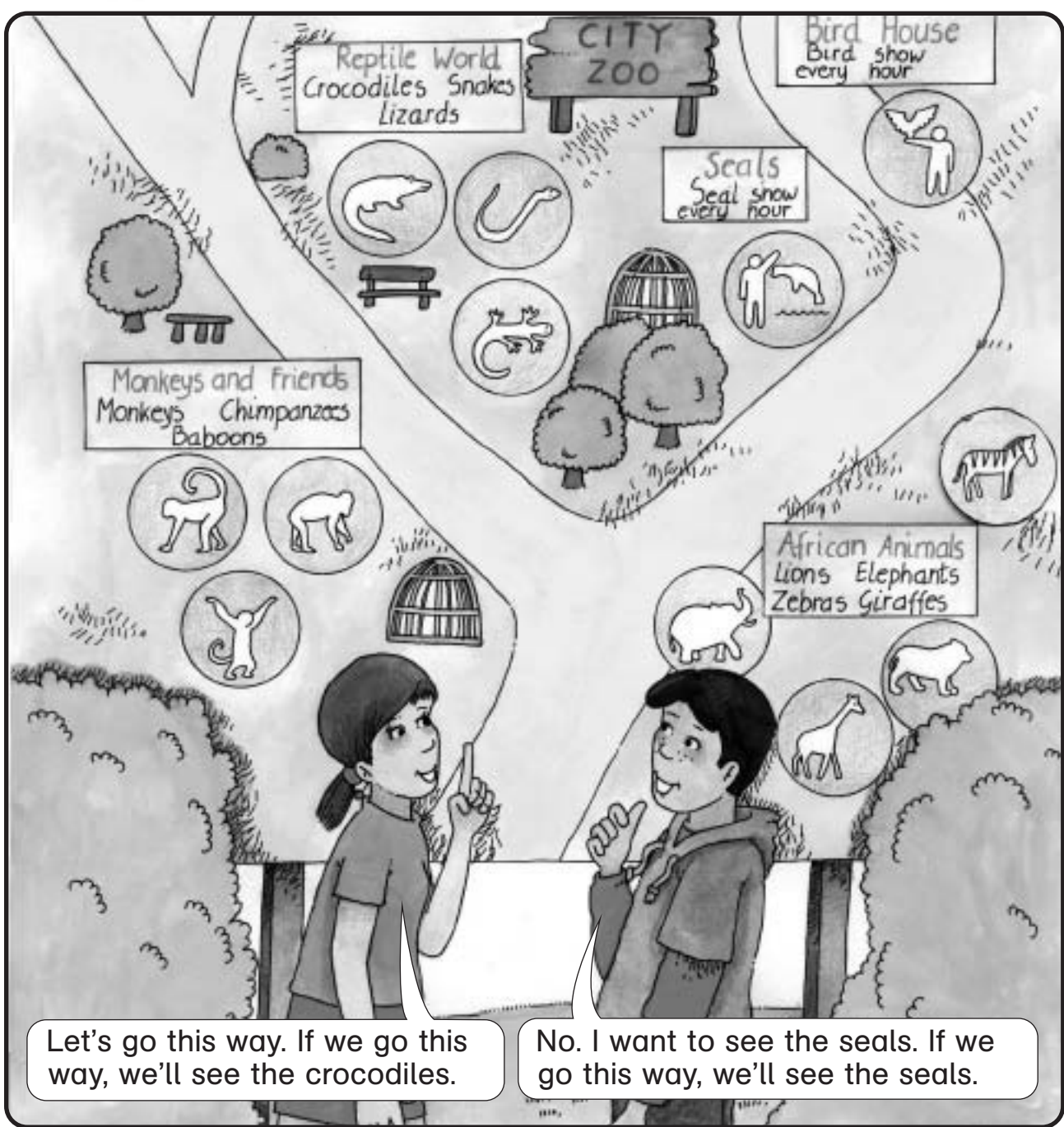
A. Complete these sentences using verbs from the box. Use the correct forms of the verbs.

Students choose the correct verb for each sentence and write it in the correct form, depending on which clause it belongs in.

B. What will the mouse find? Follow the paths, then complete the sentences using **it will find and words from the box.**

It is hoped that as well as practising the conditional form, students will enjoy this activity!

Conditionals 1: If...will



Let's go this way. If we go this way, we'll see the crocodiles.

No. I want to see the seals. If we go this way, we'll see the seals.

In this unit we look at how to use **if** and **will** in sentences about the future.
If we go this way, we'll see the crocodiles.
 We call sentences with **if** and **will** *real conditional sentences*.



If...will

We can use **if** with **will** to talk about things that may happen in the future. We use **if** with **will** when one thing is the result of another thing.

If we go this way, we'll see the seals.

This sentence has two parts:

THE "IF" PART

If we go this way,

This part talks about something that may happen in the future. (We *may* go this way.)

We use the present simple tense for the verb in the "if" part (**go**).

THE "RESULT" PART

we'll see the seals.

This part talks about the result of the "if" part.

We use **will** for the verb in the "result" part (**will see**).

G



A. Complete these sentences using verbs from the box. Put the verbs into the present simple.

win need go come ~~be~~ be

1. If it is windy tomorrow, I'll fly my kite in the park.
2. If I go for a walk on the beach, I'll take the dog with me.
3. If we are late for school, Mrs Zubair will be angry.
4. If Uncle Ahmed comes on Sunday, I'll show him my painting.
5. If I need some help, I'll ask for it.
6. If the Eagles win this match, I'll be really happy.

B. Complete these sentences using **will and a clause from the box.**

buy a new computer game burn your hand pass the exam
go to the beach ~~be late for school~~ get wet

1. If we miss the bus, we will be late for school.
2. If it is sunny tomorrow, we will go to the beach.
3. If father gives me some money, I will buy a new computer.
4. If you work hard, you will pass the exam.
5. That pot is hot. If you touch it, it will burn your hand.
6. If you leave your bicycle out in the rain, it will get wet.

C. In each pair of sentences, one sentence is correct and the other is incorrect. Put ✓ beside the correct sentences and ✗ beside the incorrect ones.

1. If it will rain tomorrow, we go to see a film. ✗
If it rains tomorrow, we'll go to see a film. ✓
2. If I go out, I will lock the door. ✓
If I will go out, I will lock the door. ✗
3. If we visit Grandmother on Sunday, I'll bake a cake for her. ✓
If we will visit Grandmother on Sunday, I bake a cake for her. ✗
4. If I see Max, I tell him about the party. ✗
If I see Max, I'll tell him about the party. ✓
5. If you will stay up late tonight, you feel tired tomorrow morning. ✗
If you stay up late tonight, you'll feel tired tomorrow morning. ✓

If...won't

We can use **won't** in the "result" part of a sentence.

*If you are late tomorrow, you **won't** be able to go on the field trip.*



D. Complete these sentences using **won't** and a clause from the box.

be any for father ~~buy a new one for you~~ be a surprise for him
play football be able to go skating have any money to buy lunch

1. If you lose this mobile phone, I won't buy a new one for you.
2. If we eat all of the pizza, there won't be any for father.
3. If you buy that magazine, you won't have any money to buy lunch.
4. If the weather is bad tomorrow, we won't play football.
5. If you forget your skates, you won't be able to go skating.
6. If you tell Andy about the party, it won't be a surprise for him.

don't and doesn't

We can use **don't** or **doesn't** in the "if" part of a sentence.

If you **don't** eat that ice cream soon, it will melt.

If Andy **doesn't** tidy his room this morning, his mother won't let him go out.



E. Complete these sentences using **don't and a verb from the box.**

give ~~leave~~ feel work pick up

1. If we don't leave now, we'll miss our train.
2. If you don't work hard, you won't pass the exam.
3. If you don't give that plant any water, it will die.
4. If you don't pick up your bag, someone will trip over it.
5. I'm ill. If I don't feel better tomorrow, I'll go to the doctor.

F. Complete these sentences using **don't have and a noun from the box.**

my address my phone number a key ~~a ticket~~ a pen

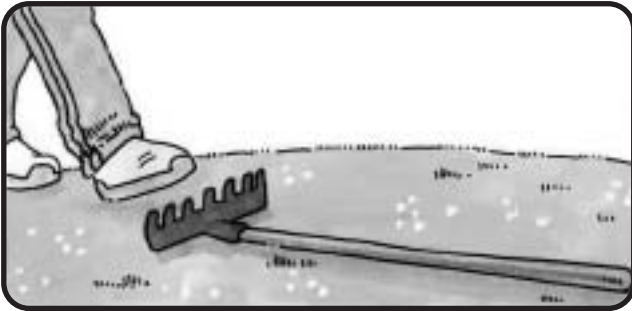
1. If you don't have a ticket, you won't be allowed into the cinema.
2. If you don't have a key, you won't be able to open the door.
3. If you don't have a pen, you won't be able to write any notes.
4. If you don't have my phone number, you won't be able to call me.
5. If you don't have my address, you won't be able to find my house.

G. Complete these sentences using **doesn't and a verb from the box.**

rain wake up ~~take~~ do come

1. Alison is ill. If she doesn't take her medicine, she won't get better.
2. If mother doesn't come home soon, I'll start cooking dinner.
3. If Dave doesn't wake up soon, he'll miss the bus.
4. If Maria doesn't do her homework, she won't get a good mark.
5. If it doesn't rain tomorrow, we'll have a picnic by the lake.

H. Dave should be more careful. Look at the pictures, and then make **If...will** sentences using the words given.



he ► step ► on the rake



the handle ► hit him in the face

1. If he steps on the rake, the handle will hit him in the face.

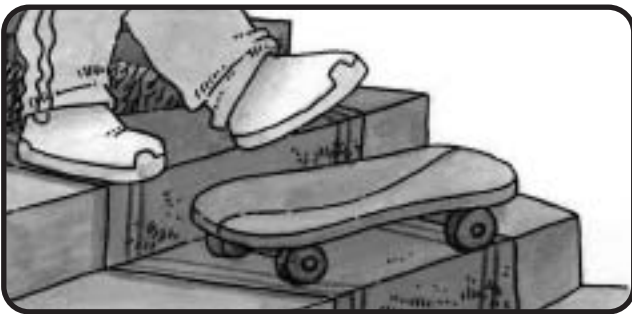


he ► doesn't ► turn off the tap



the water ► flood the floor

2. If he doesn't turn off the tap, the water will flood the floor.



he ► step ► on the skateboard



he ► fall down the stairs

3. If he steps on the skateboard, he will fall down the stairs.



he ► doesn't ► close the window



his books ► get wet

4. If he doesn't close the window, his books will get wet.

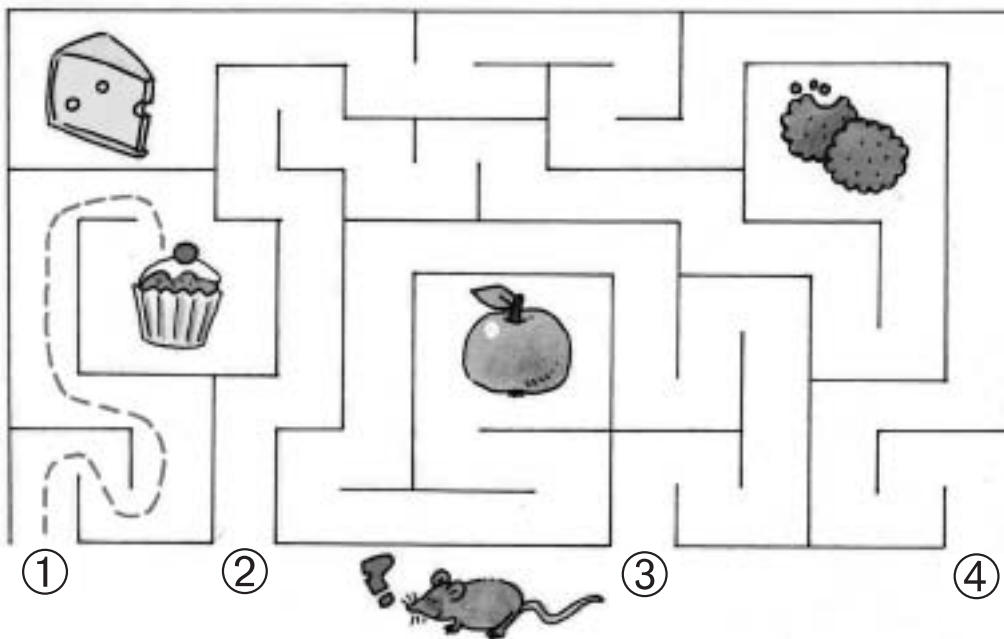
Review

A. Complete these sentences using verbs from the box. Use the correct forms of the verbs.

bring show eat ~~get~~ call be

1. If we go to the match early, we will get good seats.
2. If you don't eat your vegetables, you won't get any pudding.
3. If we don't leave soon, we will be late for the concert.
4. If anyone calls and wants to talk to you, I'll take a message.
5. If Andy brings his cousin to the party, you'll be able to meet her.
6. If you don't know the way to the shopping centre, I will show you.

B. What will the mouse find? Follow the paths, then complete the sentences using **it will find** and words from the box.



an apple some biscuits ~~a cake~~ some cheese

1. If the mouse follows Path 1, it will find a cake.
2. If the mouse follows Path 2, it will find some biscuits.
3. If the mouse follows Path 3, it will find an apple.
4. If the mouse follows Path 4, it will find some cheese.

Unit 7 Conditionals 2: If...would

Structures

Unreal conditional sentences:

If...would

If I were...

If...didn't

wouldn't

Questions with

What would you do

if...?

Sample language

If I saw a ghost, I would run away.

If I had an umbrella, I would be dry.

If I were tall, I'd be on the netball team.

If I didn't have band practice this afternoon, I would come to the swimming pool with you.

If I saw a ghost, I wouldn't run away from it.

What would you do if you saw a shark at the beach?

Key vocabulary

would, ghost, umbrella, wet, dry, wallet, police station, snake, grass, miss, stuck, lift, alarm button, shirt, marks, builder, farmer, scientist, pilot

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Study the pictures with the class. Ask students what the boys' books are about (one is about ghosts, the other about vampires). Ask students if they believe in ghosts or vampires. If any do, ask *How sure are you that ghosts exist?* Introduce a scale of 0 to 5, where 5 = very sure; 1 = only a little sure; 0 = I don't believe at all. Ask students to identify where on the scale they would place their own feelings.

Read what the boys say. Explain that they have used *the second (or "unreal") conditional* in their question and answers to signal that they don't really believe in ghosts. They are talking about a situation that is not real or very unlikely to be real.

Read the text in the speech bubbles again and ask students to repeat after you.

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If necessary, review the structure of the second conditional before completing the activities. Use the explanation in the grammar box at the top of the page.

A. Complete these sentences using the verbs from the box. Put the verbs into the past simple.

Students complete the "if" clause with verbs from the box in the past simple.

B. Complete these sentences using **I would** and a clause from the box.

Students complete the "result" clause with *would* followed by a clause from the box.

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C. Complete these sentences using the verbs at the right. Use the past simple tense or **would** + verb.

This activity introduces students to one of the uses of the second conditional; that is, to talk about how things might be different. Study question 1 with the students and explain that the second conditional is used here rather than the first because the situation being talked about is not "real"—I don't have the money so I can't buy the jumper.

Before they complete the activity, make sure students know that they use the past simple of the verb in the "if" clause and *would* + infinitive without *to* in the other clause.

D. Complete these sentences using **If I were** and a job from the box. Students practise using *If I were* (rather than *was*) in second conditional sentences.

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E. Complete these sentences using **didn't** and a clause from the box. This activity provides practice in "if" clauses using negative verbs. Students insert *didn't* followed by an appropriate clause from the box.

F. Rewrite the sentences from **E** using contractions. Before assigning the activity, review the contractions in the grammar box above the activity. Students then rewrite the sentences in E using contractions.

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G. Complete these sentences using **wouldn't** and a clause from the box. This activity provides practice in using *wouldn't*. Students insert *wouldn't* followed by an appropriate clause from the box.

H. Make questions. Begin with **What would you do if**, then put the words in the correct order. Then choose the correct answer. This activity introduces the question form of the second conditional. Students write the question, beginning with *What would you do if* and then insert the appropriate answer from the box above.

Page 50 Review

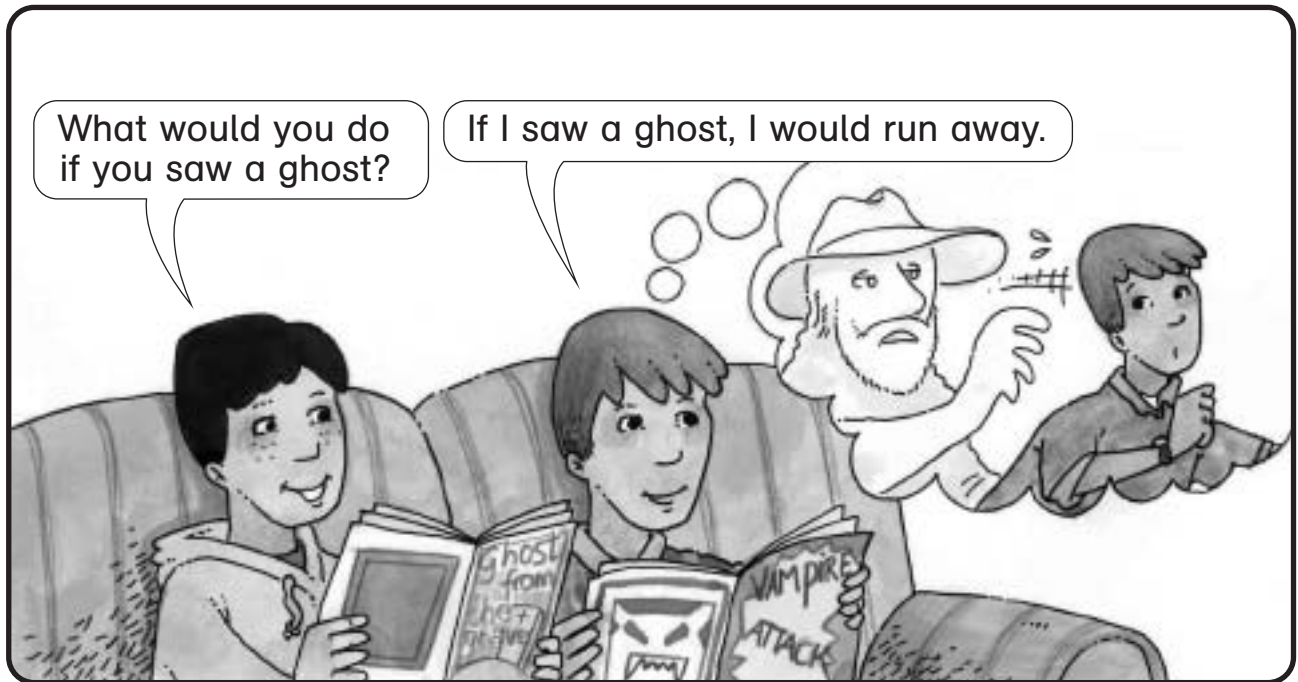
A. Complete these sentences using the verbs at the right. Use the simple past tense or **would + verb**. Use contractions with **would**. Students complete second conditional sentences with a verb in the past simple in the "if" clause and *would + verb* in the second clause.

B. Complete these sentences using **didn't** and a clause from the box. Students practise writing "if" clauses in the negative using *didn't*.

C. In each pair of sentences, one sentence is correct and the other is incorrect. Put ✓ beside the correct sentences and X beside the incorrect ones.

Students identify mistakes in the verb tense in pairs of second conditional sentences.

Conditionals 2: If...would



In this unit we look at how to use **if** and **would** to talk about situations that are not real or that we think are unlikely to happen.

If I saw a ghost, I would run away.

We call sentences with **if** and **would** *unreal conditional sentences*.



If...would

We can use **if** with **would** to talk about situations that are not real or that we think are unlikely to happen.

*If I saw a ghost, I **would** run away.*

This sentence has two parts:

THE "IF" PART

If I saw a ghost,

This part talks about an imagined situation, not a real one.

We use the past simple tense for the verb in the "if" part (**saw**). But we are not thinking about the past. We are thinking about the future.

THE "WOULD" PART

I would run away.

This part talks about something happening in the imagined situation.

We use **would** + **verb** in this part (**would run**).

A. Complete these sentences using verbs from the box. Put the verbs into the past simple.

win see chase ~~steal~~

1. If someone stole my bike, I would tell a police officer about it.
2. If I saw a house on fire, I would call the fire brigade.
3. If a big dog chased me, I would climb up a tree.
4. If I won a lot of money, I would take my family on a trip around the world.

B. Complete these sentences using **I would** and a clause from the box.

~~take it to a police station~~ ask my mother to drive me to school
walk away from it press the alarm button

1. If I found a wallet on the ground, I would take it to a police station.
2. If I saw a snake in the grass, I would walk away from it.
3. If I missed the school bus, I would ask my mother to drive me to school.
4. If I got stuck in a lift, I would press the alarm button.



We can use **If...would** sentences to talk about how things might be different from the way they are now. For example:

It's raining and I haven't got an umbrella. I am wet.

If I had an umbrella, I would be dry.

In sentences like this, we are thinking about the present.

C. Complete these sentences using the verbs at the right. Use the past simple tense or **would + verb.**

- I really like that shirt, but I haven't got any money with me.
If I had some money, I would buy it. **have, buy**
- Ross doesn't work hard. He never gets good marks.
If he worked harder, he would get better marks. **work, get**
- I can't call Andy because I don't know his number.
If I knew his number, I would call him. **know, call**
- I like going to the cinema, but I live in the country.
If I lived in a town, I would go to the cinema every week.
live, go
- I'd like to send an email to Mary, but I don't know her email address.
If I knew her email address, I would send an email to her.
know, send

If I were...

If the verb in the "if" part of the sentence is **to be** and the subject is **I**, we usually use **were** as the form of the verb.

*If I **were** tall, I'd be in the netball team.*

D. Complete these sentences using **If I were and a job from the box.**

a pilot a farmer a scientist ~~a builder~~

- If I were a builder, I would build a new house for my family.
- If I were a farmer, I would have lots of animals.
- If I were a scientist, I would try to invent a flying car.
- If I were a pilot, I would fly jumbo jets.

If...didn't

We can use **didn't** + **verb** in the "if" part of a sentence.

*If I **didn't** have swimming this afternoon, I would come to the match with you.*



E. Complete these sentences using **didn't and a clause from the box.**

drink anything all day live so far away ~~talk in class all the time~~
 spend all his money on sweets stay up late every night have television

1. If Mike and Nick didn't talk in class all the time, they would learn more.
2. If you didn't drink anything all day, you would get very thirsty.
3. If we didn't have television, we would read more books.
4. If I didn't live so far away, I would walk to school every day.
5. If my sister didn't stay up late every night, she would feel better in the mornings.
6. If Andy didn't spend all his money on sweets, he would be able to buy a new football.

Contractions

We often make a contraction with **a pronoun + would**.

I would = I'd

he would = he'd

we would = we'd

you would = you'd

she would = she'd

they would = they'd



F. Rewrite the sentences from E using contractions.

1. If Mike and Nick didn't talk in class all the time, they'd learn more.
2. If you didn't drink anything all day, you'd get very thirsty.
3. If we didn't have television, we'd read more books.
4. If I didn't live so far away, I'd walk to school every day.
5. If my sister didn't stay up late every night, she'd feel better in the mornings.
6. If Andy didn't spend all his money on sweets, he'd be able to buy a new football.

wouldn't

We can use **wouldn't** in the "would" part of a sentence.

*If I saw a ghost, I **wouldn't** run away from it.*

G

G. Complete these sentences using **wouldn't** and a clause from the box.

~~forget to do them~~ be tired every morning
touch it spend all of it in one week

1. If you kept a list of your chores, you wouldn't forget to do them.
2. If I won a million pounds, I wouldn't spend all of it in one week.
3. If you went to bed earlier, you wouldn't be tired every morning.
4. If I saw a spider in my schoolbag, I wouldn't touch it.

Questions

We often make questions with **What would you do if...?** We can give short answers to these questions.



What would you do if you saw a shark at the beach?



I'd get out of the water fast!

G

H. Make questions. Begin with **What would you do if**, then put the words in the correct order. Then choose the correct answer.

I'd call my mother on my mobile phone. I'd take it home with me.
~~I'd ask for his autograph.~~

1. a famous football player / you met
Q: What would you do if you met a famous football player?
A: I'd ask for his autograph.
2. a kitten / in the park / you found
Q: What would you do if you found a kitten in the park?
A: I'd take it home with me.
3. in town / you got lost
Q: What would you do if you got lost in town?
A: I'd call my mother on my mobile phone.



Review

A. Complete these sentences using the verbs at the right. Use the past simple tense or **would + verb**. Use contractions with **would**.

- If I had a dog, I'd take it for a walk every day. **have, take**
- If I spoke Russian, I'd talk to my neighbour Mr Popov. **speak, talk**
- If you left the house earlier in the mornings, you'd get to the bus stop in time for the bus. **leave, get**
- If Mike practised the trumpet more often, he'd play it very well. **practise, play**

B. Complete these sentences using **didn't** and a clause from the box.

live in this neighbourhood wear her glasses
~~have a garden~~ have school tomorrow

- If Aunty Rita didn't have a garden, she wouldn't be able to grow vegetables.
- If I didn't have school tomorrow, I'd stay up late and watch this film.
- If Grandmother didn't wear her glasses, she wouldn't be able to read.
- If we didn't live in this neighbourhood, we would go to a different school.

C. In each pair of sentences, one sentence is correct and the other is incorrect. Put ✓ beside the correct sentences and ✗ beside the incorrect ones.

- What would you do if you have a million pounds? ✗
 What would you do if you had a million pounds? ✓
- If I would have a space ship, I would travel to the moon. ✗
 If I had a space ship, I would travel to the moon. ✓
- If I were the headmaster, I'd make every Friday a holiday. ✓
 If I were the headmaster, I'll make every Friday a holiday. ✗
- If Katie come to softball practice more often, she'd be a better player. ✗
 If Katie came to softball practice more often, she'd be a better player. ✓

Unit 8 The past perfect

Structures

The past perfect
The past perfect
with the past
simple
already
just
hadn't

Sample language

She had gone to bed.
When I arrived at the cinema, the film had
started.
She had already seen it.
When I got to the shop, it had just closed.
I hadn't put on any suncream.

Key vocabulary

film, cinema, repair shop,
sneeze, a cold, caught, left,
arrived, started, finished,
closed, woken, baked, lost,
found, eaten, brought, put,
sold, read, broken, seen,
already, just, stadium, match

Page 51

Look at the picture story with the students. Discuss the picture of Dave at the top of the page. Explain who it is (Dave) and establish why he is in bed (He has a cold). Explain that the pictures tell the story of how Dave caught a cold. Examine each picture and read the text to the students.

When you have checked that students understand the story, go back over the text and ask them to identify and underline the verbs in the past perfect. Then draw a chart on the board. Write the column heads and the left hand column onto the chart. Ask students what happened before the events in the left column and write their answers in the right column. Make sure the verbs on the right are in the past perfect.

<i>What happened</i>	<i>What happened before this</i>
I got to the bus stop.	The bus had just left.
It started to rain.	I hadn't taken an umbrella.
I arrived at the cinema.	The film had started.
I started to sneeze	I had caught a cold.

Page 52

A. Complete this table using past participles from the box.

Discuss with students the form that the past perfect takes (*had* + past participle). Then ask them to complete the chart by writing the past participle of the verbs listed.

B. Complete these sentences using the past perfect of the verbs in the box. Students complete the sentences using the past perfect of the verbs in the box.

Page 53

C. Complete these sentences using the past perfect of the verbs in the box. This activity introduces the pattern used to talk about two events in the past. Students complete the sentences by inserting the verb in the box in the past perfect to show that that event happened first.

D. What happened first? Read the sentences in C again. Then read the pairs of sentences below. For each pair, write **1** beside the action that happened first, and **2** beside the action that happened second.

This activity requires students to examine the sentences in Activity C and to number the clauses 1 or 2 to indicate the order in which the activities happened.

Page 54

E. Complete these sentences using **already** with the past perfect of the verbs in the box.

Note that we use *already* to emphasize that something happened before we expected or wanted it to. Students complete the sentences using *already* with the past perfect of the verbs in the box.

F. Put the words in the correct order.

Students put the jumbled words in the correct order to make sentences containing *already* and the past perfect.

Page 55

G. Complete these sentences using **just** with the past perfect.

Note that we use *just* to emphasize that something happened only a short time earlier. Students practise writing sentences using *just* with the past perfect.

H. Complete these sentences using the past perfect of the verbs in the box, with **hadn't**.

In this activity, the focus is on the form of negative sentences in the past perfect.

Page 56 Review

A. What happened first? Read **a**. Then read **b**, and write **1** beside the thing that happened first and **2** beside the thing that happened second.

Students identify the order in which two events happened.

B. Complete these sentences using the past perfect of the verbs in the box. Use **had** or **hadn't**.

Students form the past perfect using *had* or *hadn't* and a verb from the box.

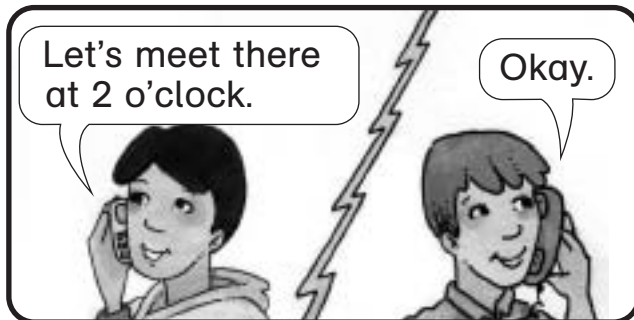
C. Complete these sentences using **just** with the past perfect.

Students form sentences in which two events are described and identify the first of the two events by using *just* plus the past perfect.

The past perfect



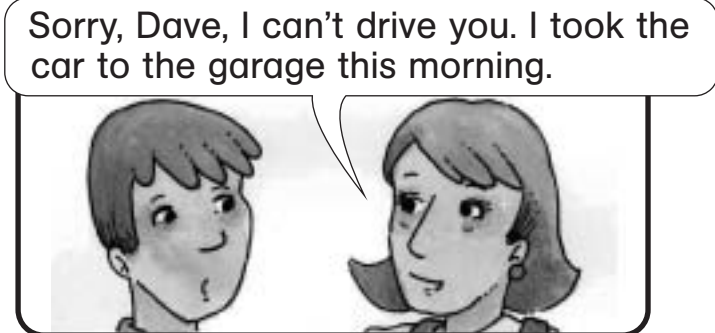
I had a terrible day on Saturday.
I'll tell you about it.



Let's meet there
at 2 o'clock.

Okay.

Andy and I wanted to see a film.



Sorry, Dave, I can't drive you. I took the
car to the garage this morning.

At 1:30, I asked mother to drive me to the
cinema, but she couldn't. She had taken
the car to the garage.



I ran to the bus stop. When I got
there, the bus had just left.



Then it started to rain. I hadn't
taken an umbrella with me.



It started thirty minutes ago.

When I arrived at the cinema,
the film had started.



I went home. On Saturday night,
I started to sneeze. I had caught a cold!

In this unit we look at how to use the past perfect tense to talk about something that happened before something else in the past.

*When I arrived at the cinema, the film **had started**.*



The past perfect

We can use the past perfect tense (**had + past participle**) to talk about an action that happened before another action in the past.

For example:

*Andy called Tina at nine o'clock last night, but he couldn't talk to her. She **had gone** to bed.*



PAST SIMPLE

Andy **called** Tina...

This action happened in the past. (at nine o'clock)

PAST PERFECT (**had + past participle**)

She **had gone** to bed.

This action happened before the other action. (at eight o'clock)

A. Complete this table using past participles from the box.

put started broken closed arrived found left lost ~~caught~~
sold eaten woken read finished brought baked taken

VERB	PAST PARTICIPLE	VERB	PAST PARTICIPLE	VERB	PAST PARTICIPLE
catch	<u>caught</u>	close	<u>closed</u>	bring	<u>brought</u>
leave	<u>left</u>	wake	<u>woken</u>	put	<u>put</u>
arrive	<u>arrived</u>	bake	<u>baked</u>	sell	<u>sold</u>
start	<u>started</u>	lose	<u>lost</u>	read	<u>read</u>
finish	<u>finished</u>	find	<u>found</u>	break	<u>broken</u>
		eat	<u>eaten</u>	take	<u>taken</u>

B. Complete these sentences using the past perfect of the verbs in the box.

lose ~~catch~~ go find

1. On Saturday night, I started to sneeze. I had caught a cold in the afternoon.
2. I went to Andy's house, but he wasn't there. He had gone out.
3. Mr Simms couldn't get into his car. He had lost his key.
4. I lost my watch yesterday, but my teacher gave it to me this morning. Someone had found it in the playground.



The past perfect with the past simple

We can use the past perfect with the past simple to talk about two actions in one sentence. For example:

*When I arrived at the cinema, the film **had started**.*



This sentence has two parts:

a. **When I arrived at the *cinema***

This tells us about an action that happened in the past. We use the past simple for the verb in this part (**arrived**). We often use **when** to introduce the past simple part of the sentence.

b. **the *film* had started**

This tells us about an action that happened *before* the other action. In this part of the sentence, we use the past perfect (**had started**).

C. Complete these sentences using the past perfect of the verbs in the box.

leave ~~go~~ start close

1. When I went to Amy's house, she had gone out.
2. When we got to the stadium, the match had started.
3. When we got to the station, our train had left.
4. When mother got to the bank, it had closed.

D. What happened first? Read the sentences in C again. Then read the pairs of sentences below. For each pair, write **1** beside the action that happened first, and **2** beside the action that happened second.

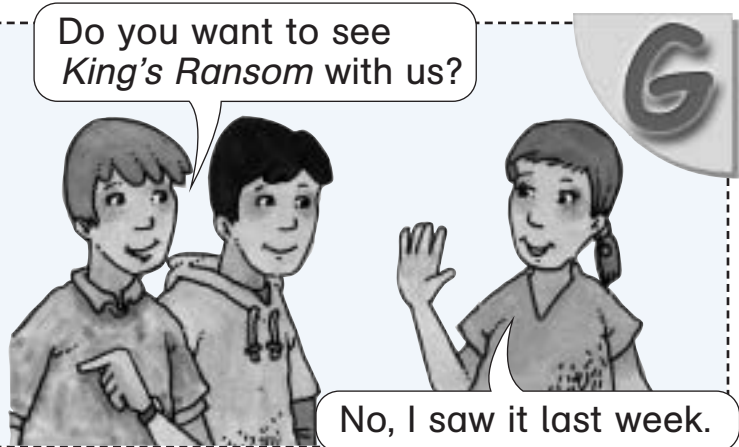
1. Amy went out. 1 I went to Amy's house. 2
2. The match started. 1 We got to the stadium. 2
3. We got to the station. 2 Our train left. 1
4. Mother got to the bank. 2 The bank closed. 1

already

We can use **already** with the past perfect to say that something happened *before* we expected or wanted it to happen.

We put **already** after **had**.

*Hannah didn't come to the movie with us. She **had already** seen it.*



E. Complete these sentences using **already with the past perfect of the verbs in the box.**

arrive eat ~~start~~ go finish

1. We were late for the match. When we got to the stadium, it had already started.
2. I wanted to talk to Maria after school, but I couldn't find her. She had already gone home.
3. Nabiha is a fast reader. She borrowed a book from me yesterday, and when I called her this morning, she had already finished it!
4. Tina didn't want any pizza. She had already eaten her lunch.
5. I wanted to be the first person at the party, but when I got there, Leon had already arrived.

F. Put the words in the correct order.

1. already / The / had / match / started The match had already started.
2. train / Our / had / left / already Our train had already left.
3. bed / already / gone / Mike / had / to Mike had already gone to bed.
4. library / already / closed / had / The The library had already closed.

Note:

When we are talking about something that we didn't expect to happen, we don't use **already**.

For example, we *don't* say:

I couldn't find my keys. I had already lost them. X

or:

I started to sneeze. I had already caught a cold. X

just

Just means **a short time before**.

We use it to say that the first action happened a short time before the second action.

We put **just** after **had**.

*When I went to the music shop to buy the new Sizters CD, they **had just sold** the last one.*

**G. Complete these sentences using just with the past perfect.**

- The shop closed at 6:00. I got to the shop at 6:02.
When I got to the shop, it had just closed.
- Our bus left at 8:30. We got to the bus station at 8:34.
When we got to the bus station, our bus had just left.
- Lessons started at 9:00. Jamie got to school at 9:03.
When Jamie got to school, lessons had just started
- I woke up at 7:00. The phone rang at 7:02.
When the phone rang, I had just woken up.

hadn't

We can use **hadn't + past participle** to say that an action didn't happen before another action in the past. Often, this explains why the second thing happened. For example:

*I got sunburned at the beach yesterday. I **hadn't put** on any sunscreen.*

H. Complete these sentences using the past perfect of the verbs in the box, with hadn't.

eat ~~take~~ do read close

- I couldn't buy anything at the shops. I hadn't taken any money with me.
- I was very hungry at ten o'clock this morning. I hadn't eaten any breakfast.
- Mrs Hussain got angry with Atif this morning. He hadn't done his homework.
- Our dog ran away yesterday. Someone hadn't closed the gate.
- Zeeshan couldn't start his new computer. He hadn't read the instructions.

Review

A. What happened first? Read **a**. Then read **b**, and write **1** beside the action that happened first and **2** beside the action that happened second.

1. a. I couldn't get into the house. I had lost my key.
b. I couldn't get into the house. 2 I lost my key. 1
2. a. I looked for Matt, but he had gone home.
b. Matt went home. 1 I looked for Matt. 2
3. a. When Tanya came to school, lessons had already started.
b. Tanya came to school. 2 Lessons started. 1
4. a. Dean brought home a kitten. He had found it in the park.
b. Dean found a kitten in the park. 1 Dean brought the kitten home. 2

B. Complete these sentences using the past perfect of the verbs in the box. Use **had** or **hadn't**.

bake ~~take~~ finish break take

1. I got wet during the storm. I was in the park and I hadn't taken an umbrella with me.
2. When I got home from school, mother had baked some cakes. They were delicious!
3. Amy couldn't go swimming at the pool. She hadn't taken her swimming costume with her.
4. Lots of students came to school late this morning. The bus had broken down.
5. Dave wasn't ready to read his story to the class. He hadn't finished it.

C. Complete these sentences using **just** with the past perfect.

1. Sophie went out at 6:50. I called her at 7:00.
When I called Sophie, she had just gone out.
2. Our train left at 9:09. We got to the station at 9:10.
When we got to the station, our train had just left.
3. The concert finished at 9:30. At 9:35, John called me from the concert hall.
When John called me from the concert hall, the concert had just finished.
4. I woke up at 7:30. Mother came into my room at 7:35.
When mother came into my room, I had just woken up.

Unit 9 Reported speech 1

Structures

Sample language

Key vocabulary

Reported speech
Changing pronouns
in reported speech
Changing
possessive
adjectives in
reported speech

She said the new Sizters CD was great.
He said the biscuits were delicious.
She said I was a good student.
He said my drawing was the best.

birthday present, computer
game, CD, pizza, singer,
piano, naughty, drawing,
project

Page 57

Explain to students that Tina, Andy and Dave are talking about what present to get Amy for her birthday. Andy and Dave both remember something that Amy had said to them. Assign students to play the parts of the four children. Ask Tina, Andy and Dave to read out their parts of the conversation. Establish that Amy was not present when they had this conversation. Ask Amy to read her part of the dialogue. Then ask Andy and Dave to report what she said (*She said she liked computer games. She said the new Sizters CD was great.*) Compare what Amy actually said with what the boys reported she said, and identify the differences. At this point you could go through the grammar box at the top of 58 with the students.

Page 58

A. Complete the sentences in reported speech, changing the verbs from present to past.

Students practise changing simple sentences from direct speech to reported speech. The focus of this activity is on the change in verb tense to past simple.

Page 59

B. Complete the sentences in reported speech. Write different subject pronouns and change the verbs from present to past.

The focus in this activity is on both the change in pronouns and verb tense. Refer students to the grammar box at the top of this page and page 58. Students complete this activity by changing the pronouns and the verbs.

C. Read the sentences in reported speech. Then complete the original sentences.

In this activity students change reported speech into direct speech.

Page 60

D. Complete the sentences in reported speech using the possessive adjectives from the box.

The focus of this activity is on the change of possessive adjectives.

E. Read the sentences in reported speech. Then complete the original sentences.

In this activity, students change reported speech into direct speech. Remind them that they will need to change the possessive adjectives as well as the tense and pronouns.

Page 62 Review

A. Complete the sentences in reported speech.

In converting the direct speech to reported speech in this activity, students must consider changes to tense, pronouns and possessive adjectives.

B. Read the sentences in reported speech. Then complete the original sentences.

In converting the reported speech to direct speech in this activity, students must consider changes to tense, pronouns and possessive adjectives.

Reported speech 1

We need to get a birthday present for Amy. What should we buy for her?



I like computer games.



Let's get her a computer game.
She said she liked computer games.

The new Sizters CD is great.



No, let's get her a CD. She said
the new Sizters CD was great.

In this unit we look at how to use reported speech to talk about what someone said.

She said she liked computer games. **She said the new Sizters CD was** great.





Reported speech

We use reported speech to report, or talk about, what someone said.

The new Sizters CD is great.

She said the new Sizters CD was great.



Andy is using reported speech to tell Tina what Amy said.

Sentences with reported speech often begin with **subject + said** and then use most of the words that the person used in the original sentence. To make reported speech, we often change the verb of the original sentence from present simple tense to past simple tense.

For example:

is ➤ was

has ➤ had

like ➤ liked

are ➤ were

need ➤ needed

feel ➤ felt

ORIGINAL SENTENCE

REPORTED SPEECH

The new Sizters CD **is** great.

Amy said the new Sizters CD **was** great.

The cakes **are** delicious.

He said the cakes **were** delicious.

The cat **likes** fish and chicken.

She said the cat **liked** fish and chicken.

A. Complete the sentences in reported speech, changing the verbs from present to past.

1. The computer is broken.

He said the computer was broken.

2. The boys are at the park.

She said the boys were at the park.

3. The tickets are very expensive.

Mother said the tickets were very expensive.

4. *Winter Again* is a boring film.

Dave said *Winter Again* was a boring film.

5. The plants need some water.

Father said the plants needed some water.



Changing pronouns

If someone uses a subject pronoun, we sometimes need to change the subject pronoun to make reported speech. This is because a different person is now speaking.

ORIGINAL SENTENCE

I like pizza.

You are a good student.

We are hungry.

Yes, **we're** hungry.

REPORTED SPEECH

He said **he** liked pizza.

She said **I** was a good student.

They said **they** were hungry.

In reported speech, it's important to pay attention to who is speaking and who is being spoken about.

B. Complete the sentences in reported speech. Write different subject pronouns and change the verbs from present to past.

ORIGINAL SENTENCE

1. I need help in the kitchen.

2. I am busy.

3. We want something to drink.

4. I feel sick.

REPORTED SPEECH

He said he needed help in the kitchen.

She said she was busy.

They said they wanted something to drink.

She said she felt sick.

C. Read the sentences in reported speech, and then complete the original sentences.

REPORTED SPEECH

1. Mrs Hill said I was a good singer.

2. Mr Riley said he was very angry.

3. Mother said I looked sleepy.

4. Mia said she had a cousin in America.

5. Jack said I played the piano very well.

6. Father said he needed a pen and paper.

ORIGINAL SENTENCE

You are a good singer.

I am very angry.

You look sleepy.

I have a cousin in America.

You play the piano very well.

I need a pen and paper.



Changing possessive adjectives

Sometimes we also need to change a possessive adjective to make reported speech.

ORIGINAL SENTENCE

- My** dog is naughty.
- Your** drawing is the best.
- Your** projects are all excellent.
- I love **my** new bicycle.

REPORTED SPEECH

- She said **her** dog was naughty.
- He said **my** drawing was the best.
- She said **our** projects were all excellent.
- He said **he** loved his new bicycle.

D. Complete the sentences in reported speech using the possessive adjectives from the box.

his his my my ~~her~~ her their their

ORIGINAL SENTENCE

1. My father is a police officer.
2. We want our lunch.
3. I tidy my room every day.
4. I share a room with my sister.
5. I like your new shoes.
6. You are my best friend.
7. Your writing is very neat.
8. We love our new puppy.

REPORTED SPEECH

- She said her father was a police officer.
- They said they wanted their lunch.
- He said he tidied his room every day.
- She said she shared a room with her sister.
- He said he liked my new shoes.
- He said I was his best friend.
- She said my writing was very neat.
- They said they loved their new puppy.

E. Read the sentences in reported speech. Then complete the original sentences.

REPORTED SPEECH

1. He said his dog was twelve years old.
2. He said he knew my cousin.
3. She said her new game was a lot of fun.
4. They said their flat was on the top floor.

ORIGINAL SENTENCE

- My dog is twelve years old.
- I know your cousin.
- My new game is a lot of fun.
- Our flat is on the top floor.

F. Read what the people say. Complete the paragraphs in reported speech using the words in the boxes.

1.

I like playing computer games.
My favourite game is called
"Fantasy Island."



She said she liked
playing computer games. She
said her favourite game
was called "Fantasy
Island."



her ~~she~~ liked was

2.

My grandparents live on
a farm in the country.
They grow vegetables. I
go there every summer.



He said his grandparents lived
in the country. He said they grew
vegetables. He said he went
there every summer.



he ~~his~~ went grew lived

Review

A. Complete the sentences in reported speech.

ORIGINAL SENTENCE	REPORTED SPEECH
1. The water is cold.	He said <u>the water was cold.</u>
2. Chicken is my favourite food.	She said <u>chicken was her favourite food.</u>
3. My father works in the city.	He said <u>his father worked in the city.</u>
4. We want to go home.	They said <u>they wanted to go home.</u>
5. I brush my teeth twice a day.	He said <u>he brushed his teeth twice a day.</u>
6. It is a very funny film.	She said <u>it was a very funny film.</u>
7. We like skating.	They said <u>they liked skating.</u>
8. I play football and hockey.	He said <u>he played football and hockey.</u>
9. I live with my grandparents.	She said <u>she lived with her grandparents.</u>

B. Read the sentences in reported speech. Complete the original sentences.

REPORTED SPEECH	ORIGINAL SENTENCE
1. Father said he needed a holiday.	<u>I need a holiday.</u>
2. Mother said my room was very messy.	<u>Your room is very messy.</u>
3. Mr Babar said I was a hard worker.	<u>You are a hard worker.</u>
4. Mrs Siddiq said she liked my drawing.	<u>I like your drawing.</u>
5. They said their parents were away.	<u>Our parents are away.</u>
6. She said she grew tomatoes on her balcony.	<u>I grow tomatoes on my balcony.</u>
7. He said his new bicycle went really fast.	<u>My new bicycle goes really fast.</u>
8. Andy said Amy and Tina were at the shops.	<u>Amy and Tina are at the shops.</u>

Unit 10 Reported speech 2

Structures

Auxiliaries in reported speech
Negatives in reported speech
told

Sample language

Father said he was going to visit Grandmother.
Mother said we were having fish for dinner.
She said she could speak Spanish.
He said he would be home at seven o'clock.
He said he wasn't going to the park.
Tina told Dave she was angry.

Key vocabulary

message, could, would, email, told

Page 63

Explain that in the conversation on this page, Andy is given a message by his father which he must then report to his mother. Assign the roles of Andy, father and mother to students and ask them to read out their parts.

Ask students to underline the changes between the father's message and Andy's report to his mother. (Father: *I'm going to visit Grandmother on my way home from work. I'll be home at seven o'clock.* Andy: *He said he was going to visit Grandmother on his way home from work. He told me he would be home at seven o'clock.*)

Read the message and reported speech again and ask students to repeat after you.

Discuss the changes that have been made (changes to auxiliary verbs, pronouns, and possessive adjectives; use of *he said* and *He told me*). On the board, write out the verbs in two columns:

Original sentence

am going
will be

Reported speech

was going
would be

Discuss how in reported speech, auxiliary verbs in the present simple change to the past simple.

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A. Complete the sentences in reported speech, changing the auxiliary verbs from present to past.

This activity focuses on the change to the verb *be*. Before asking students to do this activity, refer them to the grammar box at the top of the page.

B. Complete the sentences in reported speech, using **had**.

This activity focuses on the change to the verb *have*. Refer students to the grammar box above Activity B.

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C. Complete the sentences in reported speech, using **could**.

This activity focuses on the change to the verb *can*. Refer students to the grammar box at the top of the page.

D. Complete the sentences in reported speech, using **would**.

This activity focuses on the change to the verb *will*. Refer students to the grammar box above Activity D.

E. Read the sentences in reported speech. Then complete the original sentences.

Students change reported speech into direct speech. In this activity, they put into practice all that they have learned so far in this unit about changes to auxiliary verbs in reported speech.

Page 66

F. Complete the sentences in reported speech.

This activity focuses on negative sentences in reported speech. Refer students to the grammar box at the top of the page.

G. Read the sentences in reported speech. Then complete the original sentences.

Students change reported speech back into direct speech in negative sentences.

Page 67

H. Complete the sentences in reported speech, using **told me**.

This activity focuses on the use of *told me* as an alternative to *said*. Students change the direct speech to reported speech using *told me*.

I. In each pair of sentences, one sentence is correct and the other is incorrect. Put ✓ beside the correct sentences and ✗ beside the incorrect ones.

In this activity, students focus on the different patterns used with *said* and *told me* in reported speech (that is, *told* is always followed by an object while *said* is not). Before they start the activity, refer students to the grammar box at the top of the page.

Page 68 Review

A. Read what the people say. Then complete the paragraphs in reported speech using the words in the boxes.

Students complete sentences in reported speech using the words in the boxes and the sentences in speech bubbles.

Andy, I want you to give your mother a message.



Okay, father.



I'm going to visit grandmother on my way home from work. I'll be home at seven o'clock. Can you tell her that, please?



Sure, father.



Father called. He said he was going to visit grandmother on his way home from work. He told me he would be home at seven o'clock.



Thanks, Andy.



In this unit we look at how to use reported speech with auxiliary verbs. We also look at how to use **told** to introduce reported speech.

He said he was going to visit grandmother on his way home from work.

He told me he would be home at seven o'clock.



Auxiliaries in reported speech

If a sentence has an auxiliary verb in it, we change the auxiliary from present simple tense to past simple tense in reported speech.

The main verb does not change.

ORIGINAL SENTENCE

*I **am** going to visit grandmother.*

*Aunty Rita **is** coming tonight.*

*We **are** having fish for dinner.*

REPORTED SPEECH

*Father said he **was** going to visit grandmother.*

*Ben said Aunty Rita **was** coming tonight.*

*Mother said we **were** having fish for dinner.*

A. Complete the sentences in reported speech, changing the auxiliary verbs from present to past.

- I am learning Tae Kwon Do. He said he was learning Tae Kwon Do.
- We are going home. They said they were going home.
- I am enjoying the book. She said she was enjoying the book.
- Amy is going to be late. He said Amy was going to be late.
- It is going to be a cold day. She said it was going to be a cold day.

had

If the auxiliary is **have**, we change **have** to **had** in reported speech.

ORIGINAL SENTENCE

*I **have** been at school all day.*

REPORTED SPEECH

*Dave said he **had** been at school all day.*

B. Complete the sentences in reported speech, using **had**.

- I have been to Quetta twice.
He said he had been to Quetta twice.
- I have sent twenty emails this morning.
She said she had sent twenty emails this morning.
- We have been at the shopping centre all morning.
They said they had been at the shopping centre all morning.
- My grandparents have lived in Multan for a long time.
He said his grandparents had lived in Multan for a long time.

could

Could is the past tense of **can**. So we change **can** to **could** in reported speech.

ORIGINAL SENTENCE

*I **can** speak Spanish.*

REPORTED SPEECH

*She said she **could** speak Spanish.***C. Complete the sentences in reported speech, using **could**.**

1. You can have this book. She said I could have this book.
2. I can bring some fruit. He said he could bring some fruit.
3. The dog can come inside. She said the dog could come inside.
4. Tina can sing very well. He said Tina could sing very well.

would

Would is the past tense of **will**. So we change **will** to **would** in reported speech.

ORIGINAL SENTENCE

*I **will** be home at seven o'clock.*

REPORTED SPEECH

*He said he **would** be home at seven o'clock.***D. Complete the sentences in reported speech, using **would**.**

1. I will meet you at the station. He said he would meet me at the station.
2. The test will be easy. She said the test would be easy.
3. It will rain this afternoon. He said it would rain this afternoon.
4. I will bring the money. She said she would bring the money.

E. Read the sentences in reported speech, and then complete the original sentences.

REPORTED SPEECH

1. They said they were enjoying their holiday.
2. He said I would enjoy the film.
3. They said they could walk to the cinema.
4. She said she could play the piano.
5. He said he had seen that film four times.
6. He said he would bring his football.

ORIGINAL SENTENCE

- We are enjoying our holiday.
 You will enjoy the film.
 We can walk to the cinema.
 I can play the piano.
 I have seen that film four times.
 I will bring my football.



Negatives

When we put negative sentences into reported speech, we change the auxiliary verbs, not the main verbs.

ORIGINAL SENTENCE

*I'm **not** going to the park.*
*Brad **isn't** coming to the party.*
*We **aren't** staying for long.*
*I **don't** like cheese.*
*The drink machine **doesn't** work.*
*I **haven't** finished my homework.*
*I **can't** find my keys.*
*I **won't** come to the match.*

REPORTED SPEECH

*He said he **wasn't** going to the park.*
*She said Brad **wasn't** coming to the party.*
*They said they **weren't** staying for long.*
*He said he **didn't** like cheese.*
*She said the drink machine **didn't** work.*
*She said she **hadn't** finished her homework.*
*He said he **couldn't** find his keys.*
*She said she **wouldn't** come to the match.*

F. Complete the sentences in reported speech.

- My grandmother doesn't speak English.
He said his grandmother didn't speak English.
- I don't feel well.
She said she didn't feel well.
- I can't remember the phone number.
He said he couldn't remember the phone number.
- I won't be at school on Friday.
She said she wouldn't be at school on Friday.
- I'm not going to wear a jacket.
He said he wasn't going to wear a jacket.
- Imran isn't going to karate lessons this term.
She said Imran wasn't going to karate lessons this term.
- We aren't coming on the picnic.
They said they weren't coming on the picnic.
- I haven't read the email from Fahad.
She said she hadn't read the email from Fahad.

G. Read the sentences in reported speech. Then complete the original sentences.

REPORTED SPEECH

ORIGINAL SENTENCE

- He said I couldn't borrow his dictionary. You can't borrow my dictionary.
- She said she didn't need any help. I don't need any help.
- He said he couldn't open the window. I can't open the window.
- She said the bus wasn't running on time. The bus isn't running on time.

**told**

We often use **told** (the past tense of **tell**) instead of **said** to introduce reported speech. **Told** is always followed by an object. Compare these sentences with **said** and **told**:

SAID: Andy **said** he liked computer games. Hannah **said** she was angry.

TOLD: Andy **told me** he liked computer games. Hannah **told Dave** she was angry.

H. Complete the sentences in reported speech, using **told me.**

1. I will bring a bat and a ball. He told me he would bring a bat and a ball.
2. I write with my left hand. She told me she wrote with her left hand.
3. You can't borrow the ladder. He told me I couldn't borrow the ladder.
4. I am meeting Amy in the park. She told me she was meeting Amy in the park.
5. You will enjoy the party. She told me I would enjoy the party.

I. In each pair of sentences, one sentence is correct and the other is incorrect. Put ✓ beside the correct sentences and ✗ beside the incorrect ones.

1. Dave told the water was cold. ✗
Dave said the water was cold. ✓
2. Mother told me grandmother was ill. ✓
Mother told grandmother was ill. ✗
3. Mr Jamal said us the test was on Friday. ✗
Mr Jamal said the test was on Friday. ✓
4. Andy told Mrs Zaidi he wanted to go home. ✓
Andy said Mrs Zaidi he wanted to go home. ✗
5. Dave told Tina she wouldn't like the film. ✓
Dave told she wouldn't like the film. ✗
6. I said mother it was starting to rain. ✗
I told mother it was starting to rain. ✓
7. The man told us the cinema was full. ✓
The man said us the cinema was full. ✗
8. Sahar said me the DVD player was broken. ✗
Sahar said the DVD player was broken. ✓

Review

Read what the people say. Complete the paragraphs in reported speech using the words in the boxes.

1. I'm going to the aquarium with my family today. We are going to have lunch there. I will be home at three o'clock.



~~was~~ his they ~~he~~ he would were

He told me he was going to the aquarium with his family today. He said they were going to have lunch there. He said he would be home at three o'clock.

2. I'm very happy with you all. Your projects are all very good. I will give them back to you on Friday.



~~us~~ us ~~us~~ ~~she~~ she our ~~was~~ were would

She said she was very happy with us all. She told us our projects were all very good. She said she would give them back to us on Friday.

3. You can borrow my calculator. But you have to give it back at lunchtime. I need it for my lesson.



~~I~~ he his could had needed

He said I could borrow his calculator. But he said I had to give it back at lunchtime. He said he needed it for his lesson.

Test 2

A. Complete the sentences using the verbs at the right. Put the verbs into the correct tense.

- If it _____ hot tomorrow, we _____ to the beach. **be, go**
- If Amy _____, I _____ her you are at the library. **call, tell**
- If we _____ the bus, my father _____ us to the cinema. **miss, drive**
- If you _____ all of that ice cream, you _____ sick! **eat, feel**
- If you _____ this hot engine, it _____ your hand. **touch, burn**
- If I _____ Rizwan, I _____ him about the meeting. **see, tell**

B. Complete these sentences using verbs from the box. Put the verbs into the correct tense, using **would** where you need to.

leave know blow buy be learn ask call

- If my sister had more money, she _____ more shoes.
- If there was a storm, the wind _____ the roof off that shed.
- If I went to live in France, I _____ to speak French.
- If I _____ a faster runner, I would be in the Olympics team.
- If I had a pet bird, I _____ it Tweety.
- If I _____ that boy's name, I would go and talk to him.
- If I saw a spider under the bed, I _____ it alone.
- If I got lost, I _____ someone for directions.

C. Complete the sentences using the past perfect of the verbs in the box. Use **had** or **hadn't**.

finish lose eat break read

- Mr Rahim couldn't start his car because he _____ his keys.
- Ed was hungry at nine o'clock because he _____ any breakfast.
- We couldn't turn on the new heater because we _____ the instructions.
- The team from Karachi was an hour late because their bus _____ down.
- Kathy didn't want us to look at her painting because she _____ it.

D. Complete the sentences in reported speech. Change the pronouns and possessive adjectives if you need to.

ORIGINAL SENTENCE	REPORTED SPEECH
1. My football team is the best.	He said _____
2. My dog runs very fast.	She said _____
3. We play football every Sunday.	They said _____
4. Danish's new haircut looks good.	Nabil said _____
5. I like strawberry ice cream.	She said _____
6. I am going to visit Naeem on Friday.	He said _____
7. Amy can run faster than me.	She said _____
8. You can come in our car.	They said I _____
9. It will take an hour to walk there.	He said _____
10. I haven't finished my lunch.	She said _____

E. Read the sentences in reported speech. Complete the original sentences.

REPORTED SPEECH	ORIGINAL SENTENCE
1. He said he lived near the park.	_____
2. She said that book was very good.	_____
3. She said she had a new bike.	_____
4. He said my sister was nice.	_____
5. He said he could speak French.	_____
6. She said the TV wasn't working.	_____
7. She said she felt unwell.	_____
8. She said she was going home.	_____
9. He said he would be late.	_____
10. She said she didn't like nuts.	_____

F. Complete the sentences in reported speech using **told me.**

- ORIGINAL SENTENCE: I will bring some fruit.
REPORTED SPEECH: He _____
- ORIGINAL SENTENCE: I can't come on Sunday.
REPORTED SPEECH: She _____
- ORIGINAL SENTENCE: I won't be long.
REPORTED SPEECH: He _____
- ORIGINAL SENTENCE: The test will be easy.
REPORTED SPEECH: She _____
- ORIGINAL SENTENCE: You can't bring your dog into the zoo.
REPORTED SPEECH: He _____

Grammar Round-up



Tick the correct sentences from 1 to 10.

1.

Brad was here
since Saturday. ___

Brad been here
since Saturday. ___

Brad has been here since
Saturday.



2. All of these men are
wearing ties.

Some of these men
are wearing ties. ___

None of these men
are wearing ties. ___



3.

Why Moiz is happy? ___

Why is Moiz happy?

Why Moiz happy? ___

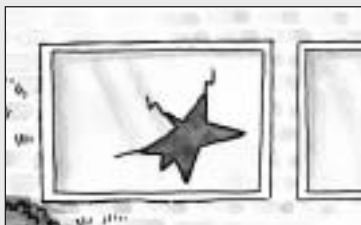


4.

A window was break. ___

A window broken. ___

A window was broken.



5.

The ostrich is a bird
it can't fly. ___

The ostrich is a bird
that can't fly.

The ostrich is a bird
who can't fly. ___





6. If we go this way, we seeing the seals. ____
 If we will go this way, we see the seals. ____
 If we go this way, we'll see the seals. ✓



7. If I saw a shark, I'd get out of the water. ✓
 If I saw a shark, I get out of the water. ____
 If I'd see a shark, I get out of the water. ____



8. When I got to the bus stop, the bus has just left. ____
 When I got to the bus stop, the bus had just left. ✓
 When I got to the bus stop, the bus had just leave. ____



9. She said she liked computer games. ✓
 She said she like computer games. ____
 She said liked computer games. ____



10. She told our projects were all very good. ____
 She said us our projects were all very good. ____
 She told us our projects were all very good. ✓

Well done! Here are the correct sentences.

1. Brad has been here since Saturday.
2. All of these men are wearing ties.
3. Why is Moiz happy?
4. A window was broken.
5. The ostrich is a bird that can't fly.
6. If we go this way, we'll see the seals.
7. If I saw a shark, I'd get out of the water.
8. When I got to the bus stop, the bus had just left.
9. She said she liked computer games.
10. She told us our projects were all very good.



Test answer keys

Test 1, pages 49 and 50

Total score: 50

A

1. We have been friends for five years. 2. I have lived in this house since 2003. 3. Mr Iqbal has owned that car since January. 4. They have known our family for ten years. 5. You have been on the phone for an hour! 6. Mrs Sami has worked in the library since 2001. (12 points)

B

1. How long have you known him? 2. How long have they been in France? 3. How long has John worked at the zoo? 4. How long has Paul known Tom? 5. How long has she been in hospital? (5 points)

C

1. all of 2. most of 3. all of 4. none of 5. some of (5 points)

D

1. Why didn't they like the film? 2. Why can't Rob come to the park? 3. Why doesn't Tom like James? 4. Why is Sophie crying? 5. Why did Dan go to the post office? 6. Why is the dog growling? 7. Why is that door locked? 8. Why are the boys tired? 9. Why isn't Paul here? 10. Why does Ali want to go home? (10 points)

E

1. Our house was built in 1971. 2. This bag was found in the park. 3. This bread was baked today. 4. His bicycle was stolen last night. 5. These photos were taken in May. 6. This car was made in Korea. 7. This story was written by Jawaid. 8. This model was made by Marina. 9. The kitchen was cleaned by Asma. 10. The TV was mended yesterday. (10 points)

F

1. The men mended the roof that was blown off in the storm. 2. The boys who broke the window are mending the window now. 3. The girl who lives next door is called Jane. 4. The book that is on the table belongs to Mrs Saeed. 5. A giraffe is an animal that has a long neck. 6. I have a dog that can walk on its two back legs. 7. All the children who live in my street like my dog. 8. The lady who lives next door doesn't like my dog. (8 points)

Test 2, pages 91 and 92

Total score: 50

A

1. If it is hot tomorrow, we will go to the beach. 2. If Amy calls, I will tell her you are at the library. 3. If we miss the bus, my father will drive us to the cinema. 4. If you eat all of that ice cream, you will feel sick! 5. If you touch this hot engine, it will burn your hand. 6. If I see Rizwan, I will tell him about the meeting. (12 points)

B

1. If my sister had more money, she would buy more shoes. 2. If there was a storm, the wind would blow the roof off that shed. 3. If I went to live in France, I would learn to speak French. 4. If I were a faster runner, I would be in the Olympics team. 5. If I had a pet bird, I would call it Tweety. 6. If I knew that boy's name, I would go and talk to him. 7. If I saw a spider under the bed, I would leave it alone. 8. If I got lost, I would ask someone for directions. (8 points)

C

1. Mr Rahim couldn't start his car because he had lost his keys.
2. Ed was hungry at nine o'clock because he hadn't eaten any breakfast.
3. We couldn't turn on the new heater because we hadn't read the instructions.
4. The team from Karachi was an hour late because their bus had broken down.
5. Kathy didn't want us to look at her painting because she hadn't finished it.
(5 points)

D

1. He said his football team was the best.
2. She said her dog ran very fast.
3. They said they played football every Sunday.
4. Nabil said Danish's new haircut looked good.
5. She said she liked strawberry ice cream.
6. He said he was going to visit Naeem on Friday.
7. She said Amy could run faster than her.
8. They said I could come in their car. (or: I could go in their car.)
9. He said it would take an hour to walk there.
10. She said she hadn't finished her lunch. (10 points)

E

1. I live near the park. 2. That book is very good. 3. I have a new bike.
4. Your sister is nice. 5. I can speak French. 6. The TV isn't working.
7. I feel unwell. 8. I am going home. 9. I will be late. 10. I don't like nuts.
(10 points)

F

1. He told me he would bring some fruit. 2. She told me she couldn't come on Sunday. 3. He told me he wouldn't be long. 4. She told me the test would be easy. 5. He told me I couldn't bring my dog into the zoo. (5 points)