

Speed Up GRAMMAR



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Sürat English Language Teaching

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A practice book for
secondary school learners



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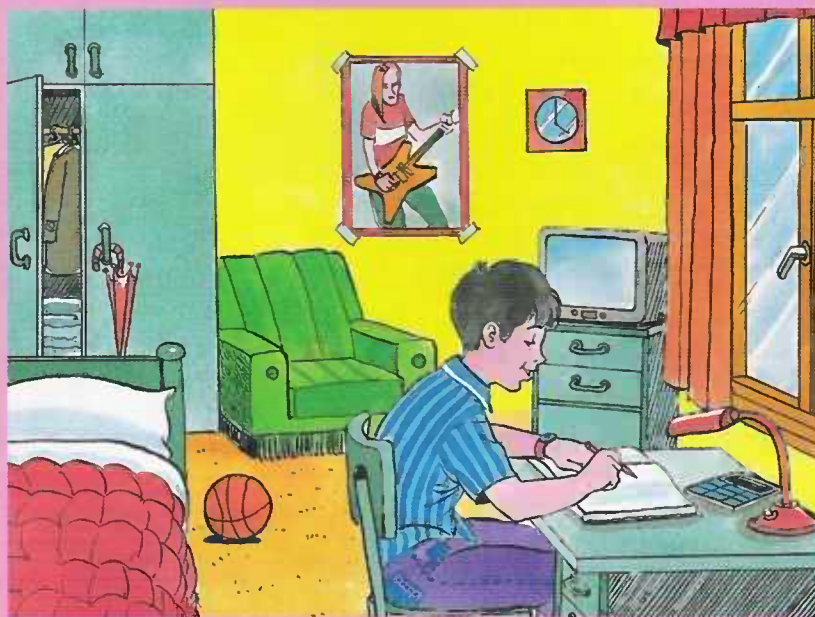


Sürat English Language Teaching



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This is Tom's room. There is **a** bed in his room. There is **a** basketball next to **the** bed. There is **a** closet behind **the** bed. There is **an** umbrella on **the** closet door. There are clothes in **the** closet. There is **an** armchair between **the** closet and **the** TV. There is **a** desk by **the** window. Tom is studying at **the** desk.

A

The Indefinite Article (a/an)

1

Use **a** before singular nouns beginning with a consonant sound.

a chair

a butterfly

a bank

a secretary

a tree

a university

2

Use **an** before singular nouns beginning with a vowel sound.

an island

an apple

an orange

an envelope

an umbrella

an hour

3

Use **a/an** when you are talking about people or things for the first time or in general.

I live in **an** apartment.Tom bought **a** new car.There is **a** man outside.

4

Use **a/an** when you are talking about people's jobs, religions, nationalities, etc.

John is **an** engineer.Mehmet is **a** Muslim.Ahmet is **a** Turk.

Exercise 1

Write **a** or **an** in the blanks.

1. Alex worked asa.... tour guide last year.
2. Bob graduated from university. Now he is architect.
3. There is stranger outside.
4. It takes hour to get there.
5. Can you ride horse?
6. Kemal is studying for exam. He is student.
7. I ate hamburger and drank glass of Coke for lunch yesterday.
8. George is lawyer. He works in office in Chicago.
9. There is letter on the table. Open it!
10. Tom has aunt and uncle.

Activity 1

Put a blindfold on one of your classmates. Lay five objects on your desk. Tell your classmate to touch the objects and say what they are, using the indefinite article (**a/an**). He/she gets one point for each correct answer.

The indefinite article (**a/an**)

A pen!



B

The Definite Article (the)

- 1 Use **the** before uncountable nouns and singular and plural countable nouns.

the milk

the book

the teachers

- 2 Use **the** when you are talking about a particular person or thing.

I know **the** tall man over there, but I don't know **the** boy with **the** green sweater.

- 3 Use **the** before a noun which was mentioned earlier.

There was a market here five years ago.
There was a pharmacy next to **the** market.

- 4 Use **the** before known people or things.

I want to talk to **the** teacher today.

Is Tom in **the** classroom?

- 5 Use **the** before nouns which are unique.

The equator is an imaginary line around **the** earth.

Exercise 2

Write **a/an** or **the** in the blanks.

1. Pass me **the** salt, please.
2. Is there **an** umbrella in Tom's room?
3. Where is **the** post office?
4. I can see a lot of stars in **the** sky tonight.
5. I saw **a** football coach yesterday. He was coaching **a** football team.
6. Where is George? Is he in **the** kitchen?
7. Bob wants to be **a** engineer.
8. **The** sun is at the center of **a** solar system.
9. John, you should see **a** doctor today. You are very ill.
10. There is **a** good film on TV tonight. I think that you'll like **a** actors in **a** film.

Activity 2

Form two teams. Look at the picture for 30 seconds and then close your books. Ask and answer questions about the location of the buildings. Use the definite article. Each correct answer is worth one point. The team with the higher score wins.

Example

Team A S1: Where is the school?

Team B S1: The school is next to the market.

Teacher: That's right! Team A gets one point.



C

Omission of Articles

Don't use **a/an** or **the** before plural nouns and uncountable nouns when talking about things in general.

I like **potatoes**.Babies drink **milk**.**Tea** is very popular all over the world.

Don't use **a/an** or **the** before countries, towns, streets, languages, magazines, meals, airports, and stations.

I'm going to have **lunch** with Jack today.I bought *Cosmopolitan* at **Grand Central Station**.

Don't use **a/an** or **the** before certain places and forms of transportation.

Bob is at **work** now.I go to school by **bus** every day.

Exercise 3

Write **a/an** or **the** if necessary.

1. Kate really likes tea.
2. Bob is at home now.
3. Do you always ride subway?
4. A car is smaller than bus.
5. What time do you usually have dinner, John?
6. Have you ever been to China?
7. Where is newspaper, Jeff?
8. Tina will wash dishes tonight.
9. Germany is country in Europe.
10. weather is very nice today, isn't it?
11. Do you speak French?
12. Eric traveled across Russia by train.



Follow-up

Exercise 4

Write **a/an** or **the** in the blanks.

The Tortoise and the Hare

One day tortoise and hare find apple in forest. "I'm very hungry," says hare. "I'm going to eat this apple."

"But I'm hungry too!" tortoise exclaims. "I want to eat apple."

"Let's have race," suggests hare. "We'll go from here to that big oak tree. Whoever wins race gets apple!"

..... tortoise agrees to contest, and hare shouts, "On your marks, get set, go!" Both animals start off toward oak tree.

..... hare quickly runs ahead of tortoise. When he is half way to tree, hare stops and looks back. tortoise is far behind. "I'm fast runner," hare says to himself, "and tortoise is very slow walker. I

can take nap for a while and still beat him!"

..... hare lies down and falls fast asleep. While he is sleeping, tortoise continues to walk. He is very slow, but he never stops. He passes hare and keeps walking.

Just as tortoise is about to reach oak tree, hare wakes up. He sees tortoise and races to catch up with him. hare runs as fast as he can, but tortoise touches oak tree first. tortoise wins race and eats apple.

Activity 3

Form two teams. Look at the picture for 30 seconds and then close your books. Ask and answer two questions about the different kinds of fruit. Use the indefinite and definite articles. Each correct answer is worth one point. The team with the higher score wins.

Example

Team A S1: Is there an apple in the picture?

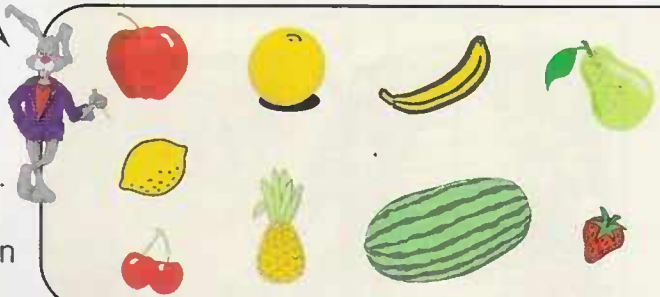
Team B S1: Yes, there is an apple in the picture.

Teacher: That's right! You get one point.

Team A S2: Where is the apple?

Team B S2: The apple is to the right of the orange.

Teacher: No, it's to the left of the orange. You don't get a point. Now it's team B's turn to ask two questions.















Activity 4

Work in pairs. Ask and answer questions about what each person wants to buy. Use the indefinite or definite articles.

Example

A: Who wants to buy a compass?

B: John wants to buy a compass.

 Tom	 Bob	 Rosa	 John	 Kate	 Paul
 alarm clock	 compass	 umbrella	 ruler	 palette	 stapler

Activity 5

Form two teams. Listen to your teacher's statements. Take turns saying **a**, **an**, or **the** when necessary. Each correct response is worth one point. The team with the higher score wins.

Example

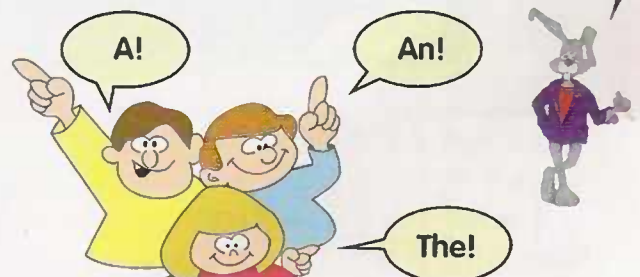
Teacher: Bob is going to cinema tomorrow.

Team A: The!

Teacher: That's right! One point for team A!
There is pencil on my desk.

Team B: An!

Teacher: No. There's a pencil on my desk.
No point for team B.



A

We use the present continuous for actions happening at the moment of speaking.



The children **are playing** in the park.



Be quiet. Your brother **is sleeping**.

Question

Are you working?
Is he running?
Are they studying?

Negative

I am not working.
He is not running.
They are not studying.

Affirmative

I am working.
He is running.
They are studying.

Activity 1



Form two teams. Try to guess what is happening in each picture. Correct guesses are worth 10 points. Keep track of your points on the scoreboard. The team with the higher score wins.



1

Example

Team A S1: Is the girl writing a letter?

Teacher: No, she isn't writing a letter.

Team B S1: Is she baking a cake?

Teacher: No, she's not baking a cake.

Team A S2: Is she . . . ?



2



3



SCOREBOARD

	A	B
1		
2	4	
3		
4	2	5
5		
6		0

B

We use the present continuous for actions happening around this time but not exactly at the moment of speaking.



Hello! My name is Emre.
I'm **studying** chemistry
at Fatih University.



I'm **taking** a lot of
courses. I don't have
much free time.

Exercise 1



Complete the dialogue using the present continuous of the verbs in parentheses.

Jack: Hello, Peter.

Peter: Jack! What a nice surprise! How are you?

Jack: I'm fine, and you?

Peter: I'm OK.

Jack: Whatare you doing..... (you/do) these days?

Peter: I (take) a computer course. How about you? Did you finish high school?

Jack: Yes, last spring. I (work) in a travel agency now, but I (look for) a new job.

Peter: What about your sister, Jane?

Jack: She's a senior this year. She (study) hard for her final exams. By the way, what your brother (do)?

Peter: He (work) in a publishing company.

Jack: Great! Well, I've got to go now, Peter.

Peter: OK. See you later.

Jack: Bye.

Activity 2



Work in pairs. Ask and answer questions about what your family members are doing these days. Write your answers in the chart.

Example

A: What's your brother doing these days?

B: He's taking driving lessons. . . . How about your brother? What's he doing?

A: He's . . .

My father	My mother	My brother	My sister	My uncle
My partner's father	My partner's mother	My partner's brother	My partner's sister	My partner's uncle
		is taking driving lessons.		

We use the present continuous when we talk about a fixed arrangement in the near future.



Exercise 2

Help Burak write his letter to Berk. Burak wants to tell his friend about his one-day trip to Istanbul next Saturday. Match the words and phrases below and then use them to finish Burak's letter in the present continuous tense.



after that

first

then

finally

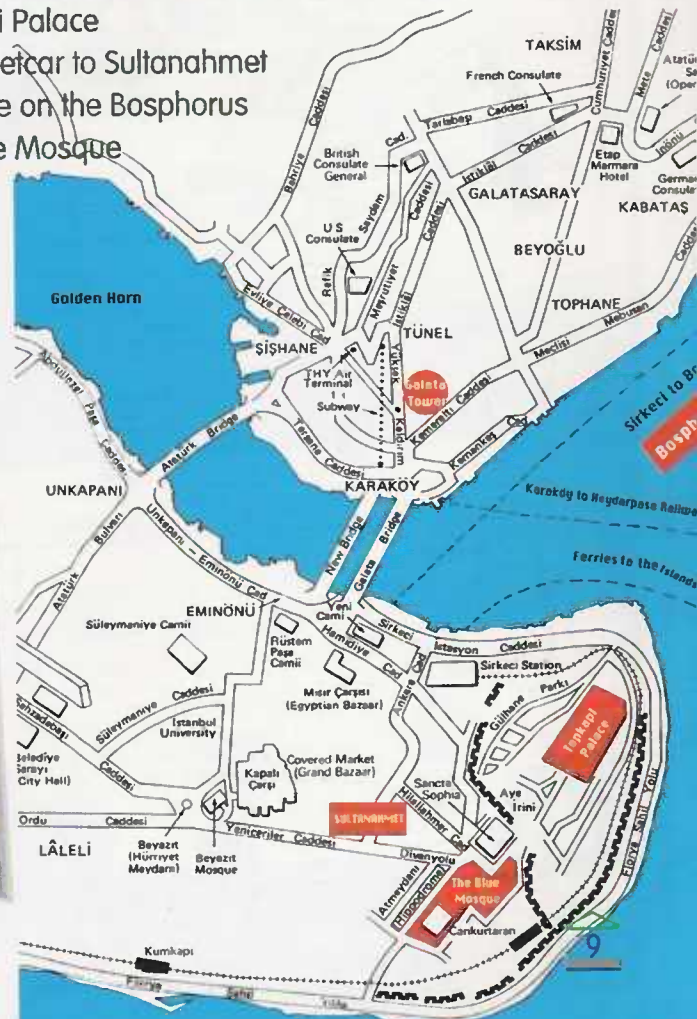
next

- eat lunch at the Galata Tower Restaurant
- tour Topkapi Palace
- ride the streetcar to Sultanahmet
- take a cruise on the Bosphorus
- visit the Blue Mosque

Dear Berk,

Burak Yıldız
42 Hal Street
Bursa
Feb. 19, 1997

I am going on a trip to Istanbul next Saturday . . .



Activity 3



Work in pairs. Make your plans for next week individually and write them on the calendar. Then try to set a time and a date with your partner to go to one of the events in the advertisements.

Example

- A: I'm going to a play at the Geary Theater on Sunday evening.
Would you like to come with me?
- B: I'm sorry. I'm going to the cinema with Henry on Sunday.

MUSIC

Live Classical Music
AT THE MUSIC CAFE
"Sounds To Relax By"

Credit Cards Always Welcome

THEATER

"THE NIGHT BOAT"
A popular musical comedy. Through
Feb. 5. Call for performance dates
and times. Tickets \$32, \$50, and \$62.
Geary Theater.

EARTH, OCEAN, SPACE.
ALL IN ONE PLACE.
In Riverside Park.
At the Natural History Museum and Aquarium.
Open every day.

The Flea Market

DISCOVER A simply INCREDIBLE place—
120 acres of sights, sounds
and wonderful smells.
You'll find a Carnival, a
Festival, a Foreign Bazaar,
and a World's Fair that you
have to see to believe!

ADMISSION FREE!

Open every day.

THE BIG ONE

"A Must-See... Fabulous!"

Get A Real Earthquake

At Cinemax Theater
Shows daily 365 days a year.

A Magical Action-Packed Adventure!

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

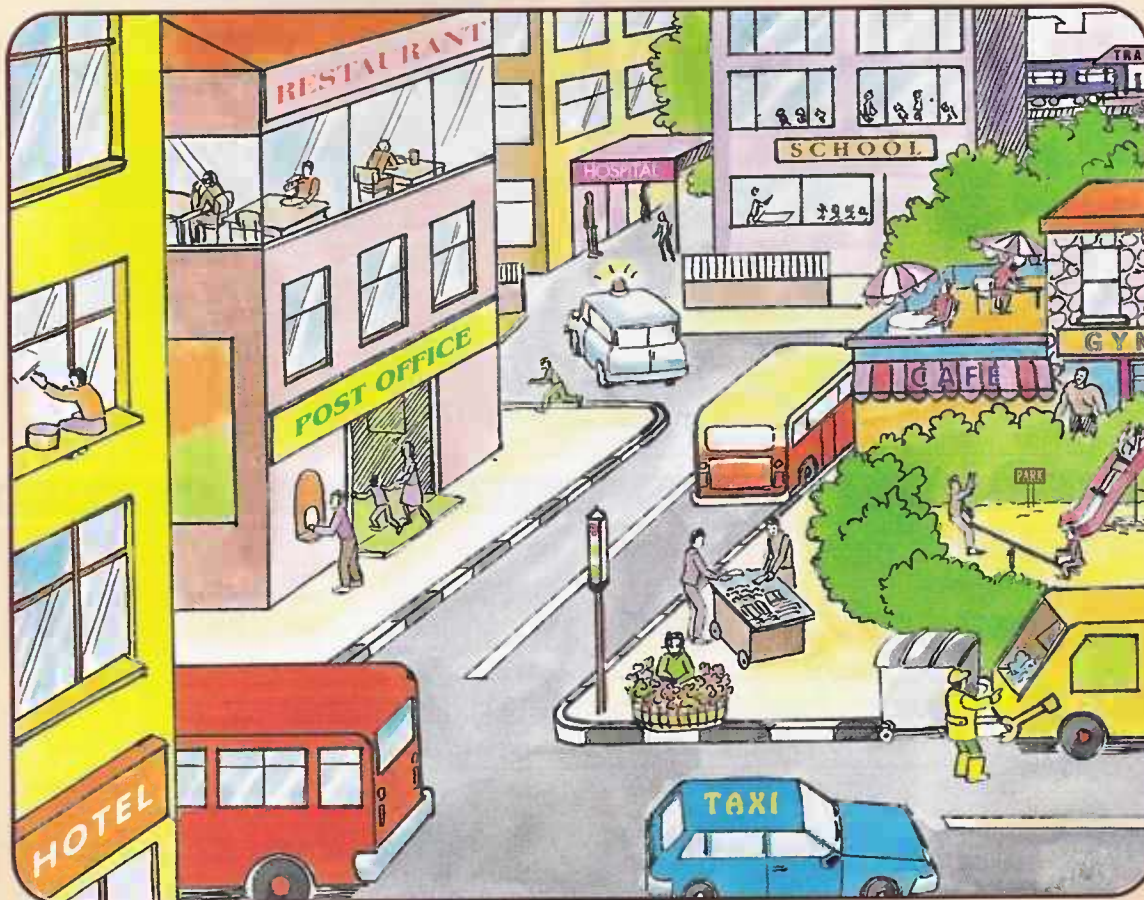
go to the
cinema with
Henry

FEBRUARY

Follow-up

Activity 4

Work in pairs. Let your partner pretend that he/she is somewhere in the picture. Try to guess where he/she is by asking questions about what he/she is doing there. Then choose a place and let your partner try to guess where you are.



Example

- A: Are you running?
B: No, I'm not.
A: Are you eating something?
B: Yes, I am.
A: Are you in the restaurant?
B: Yes, I am.

Activity 5

Work in pairs. Let your partner mime an action. Try to guess what he/she is doing. Then you mime an action too.

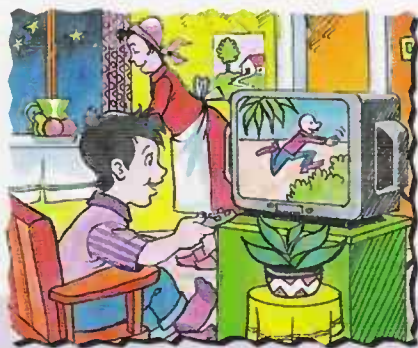
Example

- A: Are you studying?
B: No, I'm not.
A: Are you . . . ?



A

We use the simple present to talk about habits.



Mehmet usually **watches** TV at night.



On weekends, Mehmet and his brother **fish** in the river near their house.

Question

Do you speak French?
Does she wear pants?
Do they live in Indonesia?

Negative

I do not speak French.
She does not wear pants.
They do not live in Indonesia.

Affirmative

I speak French.
She wears pants.
They live in Indonesia.

Exercise 1

Complete the statements about the habits of Uzbeks.
Use the simple present of the verbs in the box.



listen like work play ~~get up~~ shake thank say go



Uzbeks make *sumalyak* ❖ to celebrate the beginning of spring.

- Most Uzbeks~~get up~~.... very early in the morning.
- In spring, Uzbeks in their gardens.
- Uzbeks always *Es-salam** and hands when they meet each other.
- Uzbeks always God after every meal.
- Many Uzbeks to sing songs and to their traditional music.
- Many Uzbek students to summer camps and different sports during summer vacation.

* *Es-salam*: Greetings.

❖ *Sumalyak*: a dessert made of wheat and sugar.

B

We use the simple present to give or get general information about something.



Alan: Where **does** your father work?
Bob: He **works** in a factory.



John: Do you **have** any children?
Tom: Yes, I **have** one daughter.

Exercise 2

Complete the sentences using the simple present of the verbs in the box.

be
fly
smoke
have
study
~~work~~
speak
live
cost
want
act

- Mrs. Williams works in a library.
- Jack a bicycle, but he to buy a car.
- Mr. Chan from China, but he at Harvard University and in the United States.
- A pilot planes.
- Mr. Mirjanow is very intelligent. He five languages.
- That car is new. It a lot of money.
- I never cigarettes.
- Actors and actresses on stage.

Activity 1

Form teams. Answer your teacher's questions about the topics in the box. Each team can give more than one answer to a question. Each sensible, correct answer is worth one point. The team with the highest score wins.

Example

Teacher: Why do people call the police?

Team A: They call the police to report traffic accidents.

They call the police to report robberies.

Teacher: That's right! Two points for team A.

Topics

- ~~call the police~~
- buy cars
- make telephone calls
- travel to foreign countries
- read newspapers
- write letters
- go out at night
- learn foreign languages
- watch TV

C

We use the simple present to talk about facts.

The earth **revolves** around the sun.Polar bears **live** in the Arctic.

Exercise 3

Complete the sentences using the simple present of the verbs in the box.

set
come
eat
equal
~~freeze~~
rise
revolve
feed
live

1. Water **freezes** at minus four degrees Celsius.
2. The planets around the sun.
3. The sun in the east and in the west.
4. Three times three nine.
5. Tigers in India.
6. Monday after Sunday.
7. Vegetarians never meat.
8. Mammals milk to their babies.

Exercise 4

Write the numbers of the missing sentences in the blanks.

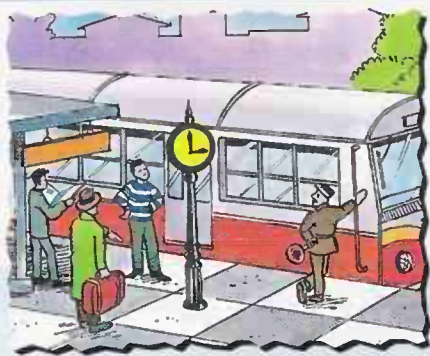
Pandas are mammals.⁶... . Pandas live in bamboo forests in China. Pandas are shy animals, and they are very difficult to catch.

Corn is one of the most important grains in the world. Various types of bread, cake, sausage, and ice cream contain corn. A quarter of all the items on sale in a supermarket contain corn.

The Concorde is the fastest passenger airplane in the world. An average flight on the Concorde between London and New York takes three hours and 25 minutes.

1. Farmers also feed it to their animals.
2. It flies at twice the speed of sound.
3. They eat only bamboo.
4. Because it contains starch and sugar, we use it in many kinds of food.
5. Because of the five-hour time difference between the two cities, it's possible to arrive in New York before you leave London!
6. They have black and white fur, and they look like bears.

D We use the simple present to talk about a fixed schedule or timetable in the future.



The train for Boston
departs at 3:15.



The president **leaves** Ankara tomorrow
on a three-day trip to France.

Exercise 5

Complete the sentences using the simple present of the verbs in the box.

leave begin fly ~~go~~ end start board

1. Their manager **goes** abroad next Sunday.
2. The film at ten o'clock.
3. The next bus to Ankara in two hours.
4. We the plane at 5 a.m.
5. Our tour to Egypt on May 12 and on June 15.
6. Mr. Anderson from Zurich to Istanbul next Thursday.

Follow-up

Exercise 6

Read the passage and complete sections **a**, **b**, and **c**.

Dogs

Many people have pet dogs. Dogs are friendly and loyal, and most people like them very much. But some people are afraid of dogs. They think that dogs will bite them with their long, sharp teeth. But dogs rarely bite people. They only bite when they are very angry.

There are many kinds of dogs in the world, and people use them for different purposes. Dogs guard people's homes, and police use specially trained dogs to catch criminals and to find illegal drugs. Seeing-eye dogs guide blind people, and rescue workers use dogs to locate people trapped in collapsed buildings. In the cold polar regions, dog teams pull sleds with heavy loads through the snow.

Because dogs are so friendly, useful, and loyal, people in some cultures say that a dog is a man's best friend!

a.


Check **True** or **False**.

True
False

1. Dogs are very angry animals.
2. Dogs protect people's homes.
3. Blind dogs guide specially trained police.
4. Dogs ride on sleds in the polar regions.
5. Some dogs capture criminals.
6. People frighten dogs because they have long, sharp teeth.
7. Dogs make good pets because they are friendly and loyal.

.....✓
.....
.....
.....
.....
.....
.....

b.

Answer the following questions.



1. Why don't some people like dogs?
Some people think that dogs will bite them.

2. When do dogs bite?

3. How do dogs help people in the polar regions?

4. How do seeing-eye dogs help blind people?

5. What do rescue workers use dogs for?

c.

Do you agree with the following statements?
Discuss them with your classmates.

1. Dogs are dangerous animals. They bite people, and they spread disease.
2. A dog is a better friend than a person. Dogs are more friendly and loyal than people.

Activity 2


Work in pairs. Ask your partner questions about the topics below.
Let him/her ask you questions too. Write your answers in the chart.

Example

A: What sports do you play?

B: I play football and tennis.

How about you?

A: I play volleyball.

Topics
You
Partner

sports (play)

volleyball

football and tennis

kinds of music (listen to)

languages (speak)

TV programs (watch)


kinds of food (like)

kinds of books (read)

hobbies (have)

Exercise 7

A reporter is interviewing J.J. Jackson, a wealthy businessman. Put the dialogue in the correct order.

- 
- 1 Reporter: Tell me about an ordinary day in your life, Mr. Jackson.
 2 Mr. Jackson: Well, I usually wake up at seven o'clock in the morning.
☐ Reporter: What time do you have lunch?
 4 Mr. Jackson: Yes, I always get up at seven o'clock.
☐ Reporter: What time do you go to bed?
 10 Mr. Jackson: On most afternoons, I have meetings with the managers of my companies.
☐ Reporter: Who's Fifi?
☐ Mr. Jackson: Fifi's my French poodle.
 3 Reporter: Do you get up immediately?
☐ Mr. Jackson: Around noon.
 11 Reporter: And what do you do after lunch?
☐ Mr. Jackson: I usually take a shower and have breakfast. Then I read my mail and the morning paper. At ten, I take Fifi for a walk in Central Park.
☐ Reporter: What do you do in the evening?
☐ Mr. Jackson: I often go out with my family in the evening. We sometimes have dinner at a restaurant, but we usually eat at home.
 17 Reporter: Thank you for your time, Mr. Jackson. You certainly have a busy and interesting life.
 16 Mr. Jackson: Between one and two o'clock in the morning. I seldom go to bed before midnight.
☐ Reporter: And what do you do after you get up in the morning?

Activity 3

Ask one of your classmates to think of a job. Let him/her whisper it to your teacher. Then take turns trying to guess the job by asking your classmate yes/no questions. The student who guesses correctly wins the game!



Here's a list of jobs, but you can also think of others on your own!

Jobs

- fisherman
- police officer
- fire fighter
- doctor
- farmer
- secretary
- teacher

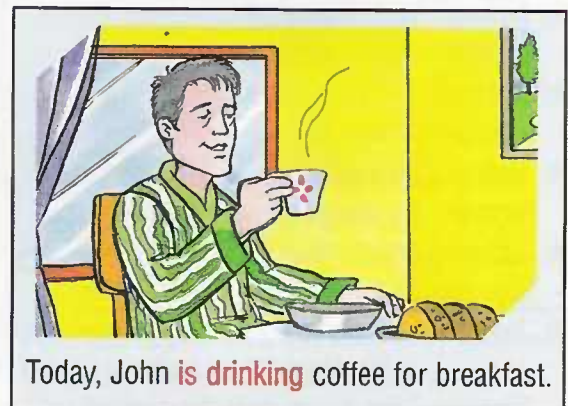
Example

- A: Is it a man's job?
 B: Yes, it is.
 C: Does he get up early in the morning?
 B: Yes, he does.
 D: Does he wear a uniform?
 B: No, he doesn't.
 E: Does he work in an office?
 B: No, he doesn't.
 F: Does he catch and sell something?
 B: Yes, he does.
 G: Is he a fisherman?
 B: Yes, he is. You're the winner!

Comparison of the Present Continuous Tense and the Simple Present Tense

A

We use the present continuous for actions happening at or around the moment of speaking, but we use the simple present for repeated actions or habits.



Exercise 1

Complete the sentences using the present continuous or the simple present of the verbs in the box.

~~study~~ rain (2) have (2) snow go

- Kate has an exam tomorrow, so she **is studying** very hard at the moment.
- Wow! It cats and dogs! it often here?
- It frequently in Trabzon.
- Normally, I to bed at 11 p.m.
- Robert usually lunch with his family at home, but this afternoon he lunch with his friends at the office.

Activity 1

Form teams of two. Take turns making pairs of sentences with the simple present and the present continuous. Each sensibly related pair of sentences is worth one point. The team with the most points wins.

Example

Team A S1: Hakan usually goes to school by bus.

Team A S2: But today he's walking to school.

Teacher: Good! You get one point.

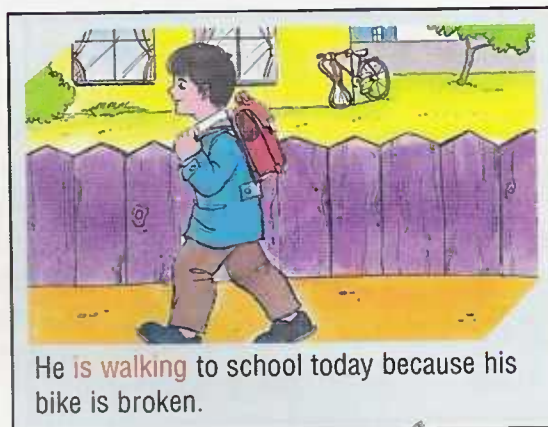
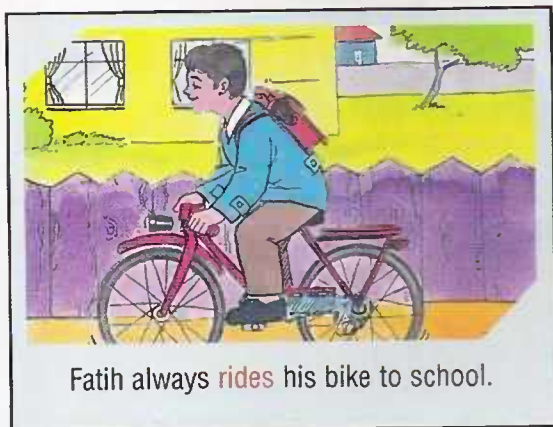
Team B S1: I always eat corn flakes for breakfast.

Team B S2: But this morning I'm brushing my teeth after breakfast.

Teacher: The sentences aren't related. You don't get a point.

B

We use the present continuous to talk about a temporary situation, but we use the simple present to talk about a permanent situation.



Exercise 2

Complete the sentences using the present continuous or the simple present of the verbs in the box.

work (2)

~~teach~~

take

live

sleep (2)

stay

- Mr. Randazzo ~~teaches~~ Italian.
- Yakup in his father's grocery store this month.
- Jane in a pharmacy.
- Alice Spanish lessons from a private teacher.
- Jim in Boston, but he with his uncle in New York this week.
- A: Merve always in her bedroom.
B: Then why she in the living room tonight?

Exercise 3

Complete the sentences.

- George likes his brother, but **he is not speaking to him these days.**
- Kemal but he is playing poorly today.
- Greg lives in London, but
- Sinan but he is not working these days.
- Mehmet's wife always washes the dishes, but

C

We use the present continuous to talk about fixed plans or arrangements in the near future, but we use the simple present to talk about a fixed schedule or timetable in the future.



Exercise 4

Complete the sentences using the present continuous or the simple present of the verbs in the box.

depart go begin (2) ~~take~~ end start leave attend

- George is taking driving lessons next month.
- A: When classes ?
B: I think they on February 1.
- Mark to a job interview tomorrow afternoon.
It at one o'clock and at two o'clock.
- Hurry up, Nevin! The bus in ten minutes!
- When the next train for Baltimore ?
- I a conference next Sunday.

Follow-up

Exercise 5

Match the sentences.

- Tom is having a birthday party tomorrow night.
- Osman has an important interview next Friday.
- John is walking to work these days.
- Alan is living in Paris.
- Ali doesn't smoke.
- Jack is writing a letter to his friend.

- He's getting ready for it.
- He speaks French very well.
- All his friends are coming.
- Don't disturb him!
- He doesn't have a car at the moment.
- He has no bad habits.

Exercise 6



Complete the sentences using the present continuous or the simple present of the verbs in parentheses.

1. Will you be quiet, please! I*am trying*..... (try) to concentrate.
2. I often (study) until 11 p.m., and then I (go) to bed.
3. Tina usually (drink) cola with her lunch, but this afternoon she (drink) orange juice instead.
4. Salih generally (take) the bus to work, but this morning he (take) a taxi because he has to be at the office early.
5. Jane (stand) at the bus stop. She (wait) for the bus.
6. I (take) a math course and a chemistry course this semester. Every night I (study) for at least five hours.
7. Alex (go) to Los Angeles next Monday.
8. **A:** What time the game (begin) tonight?
B: I think it (start) at 7:30.
9. **A:** What Esra (do)?
B: She's a secretary in a company.
10. **Yasemin:** Where you (go) so early in the morning, Meral?
Meral: I (go) to school.
Yasemin: But your first class (start) at 9:30.
Meral: I know, but I (meet) my teacher at 8:30.
Yasemin: I see. Have a good day!

Activity 2



Work in pairs. Make plans to go somewhere with your partner next week. Write a dialogue using the present continuous and the simple present.

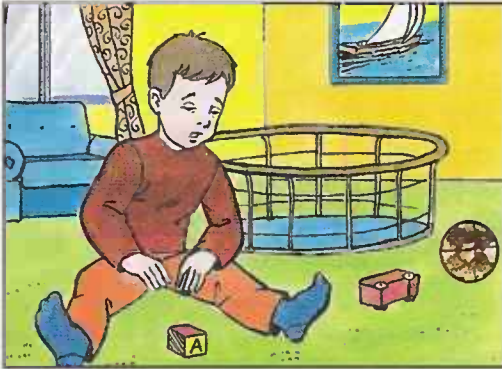
Example

- A:** Let's go to the zoo on Monday, Jeff.
B: I can't. I'm going to a football game on Monday.
A: What about Tuesday?
B: I'm visiting my aunt on Tuesday. How about Friday?
A: Great! I'm free on Friday. Let's go then.



A

We mostly use **much** and **many** in negative sentences and questions. We use **many** before plural countable nouns and **much** before uncountable nouns.



Hasan doesn't have **many** toys.



A: How **much** sugar do you want, Mom?

B: Not **much**, just a little.

Exercise 1

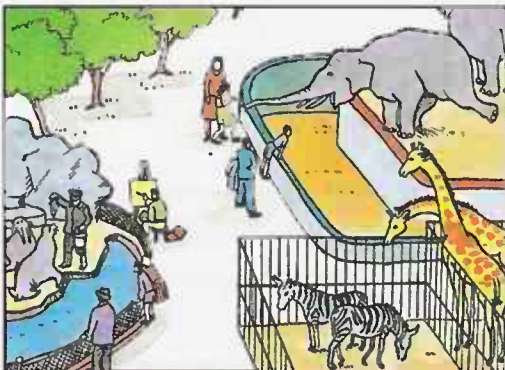
Fill in the blanks with **much** or **many**.



1. I don't have**much**..... money. I can't buy those tennis shoes.
2. There weren't people at the party.
3. I don't have information about it.
4. Don't put salt in it.
5. Are there interesting tourist sites in Erzurum?

B

We mostly use **a lot of** in affirmative sentences before uncountable nouns and plural countable nouns instead of **much** and **many**.



There are **a lot of** animals in the zoo.



Simon is very rich. He has **a lot of** gold.

Exercise 2

Complete the sentences with **much**, **many**, or **a lot of**.



1. I have **a lot of** friends at school.
2. She doesn't eat cereal for breakfast.
3. I receive letters every week.
4. There is rice here. We don't need rice.
5. How questions are there in this exercise?
6. Are there polar bears at the North Pole?
7. How ice cream can you eat in half an hour?
8. We are going to the desert. We must take water.

C

We use **a little** and **a few** to express positive ideas and **little** and **few** to express negative ideas. We use **(a) little** before uncountable nouns and **(a) few** before plural countable nouns.

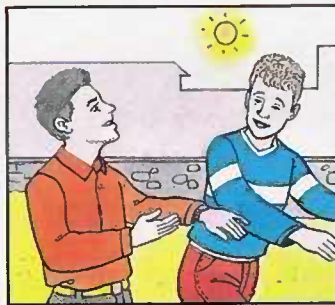
Note

A little and **a few** mean "some". **Little** and **few** mean "not much", "not enough", or "almost no".



Mike: Let's hurry, James.
We'll miss the bus.

James: Don't worry, Mike.
We have **a little** time
before it leaves.



Hurry up, John! We
have **little** time before
the bus leaves.



I have **a few** coins
in my pocket. I can
buy a candy bar.



I have **few** coins in
my pocket. I can't
buy a candy bar.

Exercise 3

Circle the correct answer.



1. I need **a little** / **little** money. Can you lend me some?
2. He went out **a few** / **few** minutes ago.
3. I have **a few** / **few** friends here. I don't feel lonely.
4. There were **a few** / **few** guests at the party. The hosts were unhappy.
5. You don't have to hurry. There is **a little** / **little** traffic at this time of the day.
6. You have **a little** / **little** time to finish the test. You must write faster.
7. There are **a few** / **few** trees in our garden. We're going to plant some more next spring.
8. Can I speak to you for **a few** / **few** minutes?

Exercise 4

Match the sentences.

1. She asked me a few questions.
2. We have very little fuel.
3. I have a little time.
4. There aren't many books on the desk.
5. She asked me few questions.
6. I have little time.
7. There are some books on the desk.
8. We have a little fuel.

- a. There are a few books on the desk.
- b. I don't have much time.
- c. We have some fuel.
- d. She didn't ask me many questions.
- e. I have some time.
- f. She asked me some questions.
- g. We have almost no fuel.
- h. There are few books on the desk.

D

We use **no** with affirmative verbs to express a negative. We can use **no** instead of **not any**.

- There isn't **any** meat in the refrigerator. There is **no** meat in the refrigerator.
 I don't have **any** money. I have **no** money.

Exercise 5

Rewrite the sentences with **no** instead of **not any**.

1. I don't have any plans for the weekend. **I have no plans for the weekend.**
2. I don't need any advice.
3. There weren't any children in the park.
4. I don't have any questions.
5. She doesn't have any idea about that.

Follow-up

Activity 1

Form groups. Imagine that you and your partners have just landed your spaceship on a new planet. Explore the planet together and write your discoveries on the form below. Make sure that you mention the amount of everything you find. The space commander (your teacher) will decide if you can live on the planet or not.

Example

- a lot of animals
 not many trees
 a few Martians
 no cars

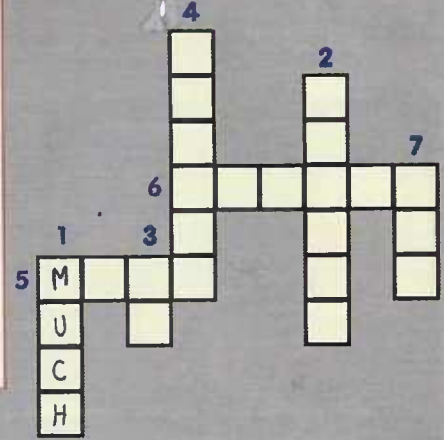
Explorers' Report

.....
.....
.....
.....
.....
.....
.....

Exercise 6

Complete the sentences and solve the puzzle.
Some answers are more than one word.

- I don't need *much* money.
- We studied German at school, but I remember very
- I want to buy some chocolate, but I have money.
- I went to the store to buy potato chips, but there were
- How brothers do you have?
- Azerbaijan has oil.
- people speak ten languages fluently.



Activity 2

Work in pairs. Invent two imaginary countries. Write the amount of items your country buys and sells on chart 1. Then ask your partner what his/her country buys and sells and complete chart 2.

Example

A: Does your country sell many ships?

B: No. It doesn't sell any ships. Does your country buy much oil?

A: Yes. It buys a lot of oil.

1

2

YOUR COUNTRY

	buy	sell
coffee		
leather		
gold		
wood		
ships		—
oil		
iron		
cars		
cotton		
milk		
lemons		

YOUR PARTNER'S COUNTRY

	buy	sell
coffee		
leather		
gold		
wood		
ships		
oil	a lot of	
iron		
cars		
cotton		
milk		
lemons		

A

We use the comparative form of adverbs to compare the actions of two people or things.



During class,
Davut listened
to the teacher
more carefully
than Ali.

➤ Most adverbs form the comparative with **more**.

slowly	more slowly
quickly	more quickly
politely	more politely

carefully	more carefully
happily	more happily
rudely	more rudely



Davut studied
harder than Ali
after school.

➤ We add **-r** or **-er** to one-syllable adverbs (and to **early**), to make the comparative.

late	later
hard	harder
fast	faster
early	earlier

(the y becomes i)



At the end of
the semester,
Davut did
better on his
exams than Ali.

➤ Some adverbs have irregular comparative forms.

well	better
badly	worse

Complete the sentences with the comparative form of the adverbs in the box.

Exercise 1

fast beautifully ~~fluently~~ well (2) early slowly clearly

- Alice speaks Chinese **more fluently** than Martha.
- Mary sings than her music teacher.
- My grandfather could ride horses than my father.
- Please drive the car than you drove it yesterday.
- Alex is a good swimmer. He swims than Jerry.
- Jim never arrives home than his sister because she runs than he does.*
- Write your name than you did before.



* In spoken English, we often say . . . than **him**.

Exercise 2

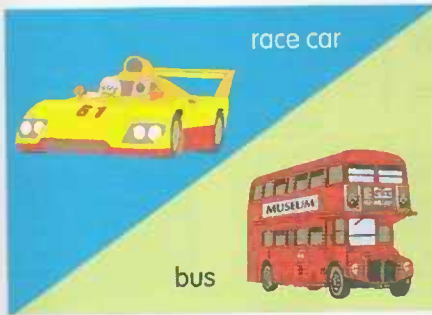
Compare the actions of the people or things in the pictures. Use the phrases in the box.



working more quickly
play better

smiling more brightly
fly higher

acting more rudely
~~go faster~~



race car

bus

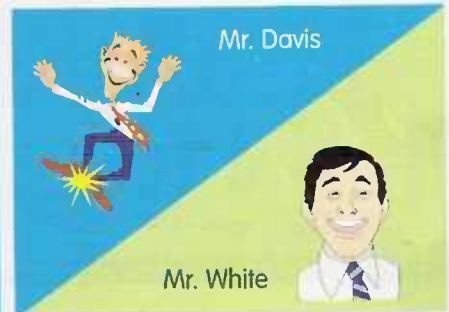
1 The race car goes faster than the bus.



Brazil

Sweden

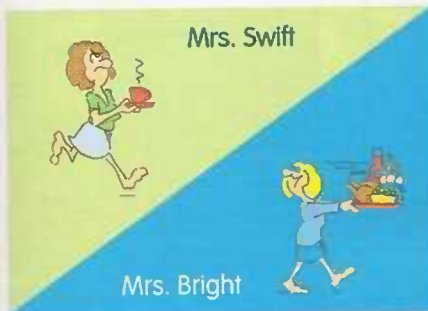
2



Mr. Davis

Mr. White

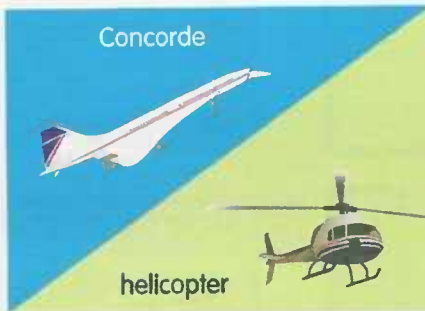
3



Mrs. Swift

Mrs. Bright

4



Concorde

helicopter

5



Mrs. Bellows

Miss Smith

6

Exercise 3

Complete the sentences using the comparative adverbs in the circle. Then compare your answers and discuss them in class.



Hakan and Hasan are twin brothers. They look alike, but they dress, think, and act very differently.

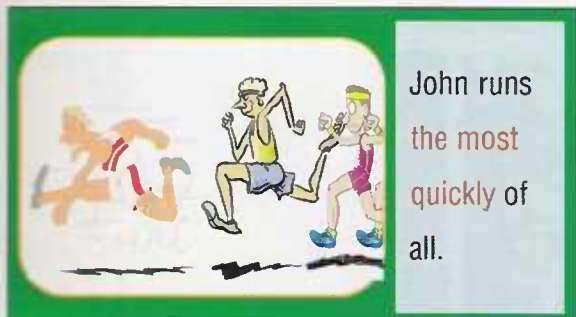
Hakan and Hasan work in the same department store in Istanbul, but Hakan arrives in the morning and leaves in the evening. Hakan dresses and than his brother. He also behaves at work, and he is taking English lessons so he can serve foreign customers

Hakan works and takes his job than Hasan. On the other hand, Hasan is more talented than his brother. He can play the piano and the guitar, and he sings than Hakan.

B

We use the superlative form of adverbs to compare the actions of three or more people or things.

> Most adverbs form the superlative with **most**.



slowly	more slowly	most slowly
quickly	more quickly	most quickly
politely	more politely	most politely

carefully	more carefully	most carefully
happily	more happily	most happily
rudely	more rudely	most rudely



> We add **-st** or **-est** to one-syllable adverbs, (and to **early**), to make the superlative.

late	later	latest
hard	harder	hardest
fast	faster	fastest
early	earlier	earliest

(the **y** becomes **i**)



> Some adverbs have irregular superlative forms.

well	better	best
badly	worse	worst

Note We usually use **the** before the superlative.

Exercise 4

Complete the sentences with **the** and the superlative form of the adverbs in the box.

~~high~~
well
fast
fluent
badly
far
perfect

- Peter climbed **the highest** of all the mountain climbers.
- Of all the animals on the African plains, cheetahs run
- Esra speaks English of all the students in the class.
- Anthony behaved of all the children.
- He traveled of all the explorers.
- Of all the ice skaters, she skated
- Salih plays football of all.



Follow-up

Exercise 5

Complete the sentences.

- 1 a. Julius ...jumps high....
- b. Wilt than Julius.
- c. Michael of all.



Julius



Wilt



Michael

English	3
Turkish	2
Art	2
Music	3
Physical Education	4

Martin's report card

English	4
Turkish	3
Art	3
Music	3
Physical Education	4

Patrick's report card

English	5
Turkish	5
Art	5
Music	5
Physical Education	5

Robert's report card

- 2 a. Martindid well..... at school last semester.
- b. than Martin.
- c. of all.



Bob Bass (beautifully)



Tom Tenor (more beautifully)



Sue Soprano (most beautifully)

- 3 a.
- b. than
- c. of all.

Activity 1

Write a description of one of your classmates without mentioning his/her name. Use the comparative and superlative forms of adverbs. Then read your description aloud and let your classmates try to guess who it is about. Correct guesses are worth one point. The student with the highest score wins.



Example

He always comes to school the earliest.

He dresses more neatly than the other students, and he listens more carefully to the teacher. He's a good student, and he solves math problems faster than me. He usually scores the highest on exams.

.....

.....

.....

.....

.....

.....



A: He always comes to school the earliest. He dresses more neatly than the other students, and he listens more carefully to the teacher.

B: Is it Hakan?

A: No, it isn't. He's a good student, and he solves math problems faster than me . . .

C: Is it Yusuf?

A: Yes, it is! You get a point.

Activity 2

Write your classmates' names in the blanks. Discuss your answers in class.



How Much Do You Know About Your Classmates?

1. Who runs the fastest?
2. Who scores the highest on exams?
3. Who behaves the most politely?
4. Who laughs the loudest?
5. Who eats the most quickly?
6. Who rides a bicycle the most slowly?
7. Who comes to school the earliest?
8. Who plays computer games the best?
9. Who speaks English the most fluently?
10. Who goes to bed the latest?
11. Who climbs a tree the most quickly?
12. Who recites poems the most beautifully?

A

The Passive of the Simple Present



Sometimes umbrellas
are used to protect us
from the rain and
other times they are
used to protect us
from the hot sun.

	Question	Negative	Affirmative
Active	Does Mr. Hudson manage the company?	Mr. Hudson does not manage the company.	Mr. Hudson manages the company.
	Do engineers build bridges?	Engineers do not build bridges.	Engineers build bridges.
	Do professional teams play soccer in Turkey?	Professional teams do not play soccer in Turkey.	Professional teams play soccer in Turkey.
Passive	Is the company managed by Mr. Hudson?	The company is not managed by Mr. Hudson.	The company is managed by Mr. Hudson.
	Are bridges built by engineers?	Bridges are not built by engineers.	Bridges are built by engineers.
	Is soccer played in Turkey (by professional teams)?	Soccer is not played in Turkey (by professional teams).	Soccer is played in Turkey (by professional teams).

Note

We use the passive voice when the doer of the action is unknown or unimportant.

Exercise 1

Write matching sentences.



Simple Present Passive

Simple Present Active

- Portuguese is spoken in Brazil.
-
- Automobiles are produced in Germany.
-
- Who are computers sold by?

- They speak Portuguese in Brazil.
- Does Mr. Joyce teach English literature?
-
- Cats chase mice, and dogs chase cats.
-

Exercise 2

Complete the sentences using the simple present passive of the verbs in the box.

drive pollute make fly catch water know use

1. Tomatoes and cucumbers are used in salads.
2. Fish by fishermen.
3. The air by the smoke from the chimneys.
4. Those carpets in Kayseri.
5. Mehmet the Conqueror as a famous Ottoman ruler.
6. a plane by a pilot?
7. A bus by a bus driver.
8. all the flowers by the gardener once a day?

Exercise 3

Write the nouns under the correct pictures. Then complete the sentences with the plural form of the nouns and the simple present passive of the verbs.

~~fire fighter~~
mechanic

carpenter
architect

painter
baker

doctor
nurse

~~put out~~
paint

repair
give

make
design

examine
bake



1. Fires are put out by fire fighters
2. Cars
3. Furniture
4. Patients
5. Walls
6. Injections
7. Buildings
8. Cakes

Activity 1

Form two teams. Ask and answer questions in the simple present passive. Each correct answer is worth one point. The team with the higher score wins.

Example

Team A S1: What is a pencil used for?

Team B S1: A pencil is used for writing.

Teacher: That's right! Team B gets a point.

Team B S2: What is an eraser made of?

Team A S2: An eraser is made of wood.

Teacher: That's incorrect. An eraser is made of rubber. No point for team A.



Here are some words to ask questions about. Think of others on your own.

- pencil
- eraser
- basketball
- radio
- TV
- telephone
- table
- camera

B

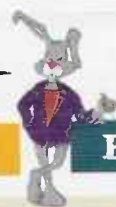
The Passive of the Present Continuous



	Question	Negative	Affirmative
Active	Are you painting the table?	I am not painting the table.	I am painting the table.
	Is Adam driving the car?	Adam is not driving the car.	Adam is driving the car.
	Are they holding the meeting in Ankara?	They are not holding the meeting in Ankara.	They are holding the meeting in Ankara.
Passive	Is the table being painted (by you)?	The table is not being painted (by me).	The table is being painted (by me).
	Is the car being driven by Adam?	The car is not being driven by Adam.	The car is being driven by Adam.
	Is the meeting being held in Ankara (by them)?	The meeting is not being held in Ankara (by them).	The meeting is being held in Ankara (by them).

Exercise 4

Write matching sentences.



Present Continuous Passive

Present Continuous Active

- Jack is being taken to the hospital by Tom.
 -
 - Photographs are being taken by the tourists.
 -
 - What is being painted by the artist?
- Tom is taking Jack to the hospital.....
 - The students are speaking English.
 -
 - Is Kate playing the piano?
 -

Exercise 5 Complete the sentences using the present continuous passive of the verbs in the box.

play pick ~~grow~~ give build speak treat prepare

- Fruit trees are being grown in the garden.
- The tomatoes by the farm workers.
- The football game in the stadium.
- Tom in the hospital?
- The museum this year.
- English by the students now?
- A good meal for us tonight.
- When the party for Tom's birthday?

Follow-up

Exercise 6

Match the nouns and the verbs under the pictures.
Then write what is being done in each picture.



Gardener

1. some plants / carry



Nurse

2. /



Scientist

3. /

Nouns	Verbs
some plants	make
some flowers	check
a telephone call	conduct
an experiment	carry
someone's blood pressure	sweep
the floor	smell

1. Some plants are being carried by the gardener.

2.

3.

4.

5.

6.



Manager

4. /



Janitor

5. /



Polly

6. /

Exercise 7

Look at the picture and describe how tea is made.
Write six sentences in the simple present passive.



1. Water is put in the kettle.
2.
3.
4.
5.
6.

Activity 2

Work in pairs. Ask and answer questions about what the countries on the map produce. Correct answers are worth one point. Keep track of your points on the scoreboard.



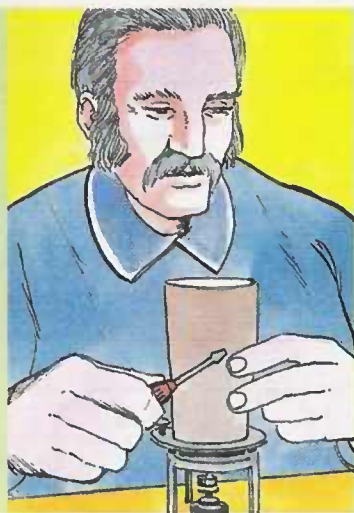
Example

A: Are grapes grown in Romania?
B: No, they aren't. (+1)
B: Are chemicals produced in Greece?
A: Yes, they are. (0)

SCOREBOARD			
A	B	A	B
0	1		

A

We use the simple past for actions that happened at a definite time in the past.



Alexander
Graham
Bell
invented
the
telephone
in 1876.



The
Titanic
sank on
April 14,
1912.

Q u e s t i o n	N e g a t i v e	A f f i r m a t i v e
Did John move to Japan in 1978?	John did not move to Japan in 1978.	John moved to Japan in 1978.
Did Oya buy a Walkman yesterday?	Oya did not buy a Walkman yesterday.	Oya bought a Walkman yesterday.
Was Tamer at work in the afternoon?	Tamer was not at work in the afternoon.	Tamer was at work in the afternoon.
Was there a party at Kate's house last night?	There was not a party at Kate's house last night.	There was a party at Kate's house last night.

Exercise 1

Complete the sentences using the simple past of the verbs in the box.

conquer

~~build~~

win

be

travel

break out

- The Chinese **built** the Great Wall of China in the third century B.C.
- Sultan Selim I Egypt in 1517.
- Marco Polo to China in 1271.
- Neil Armstrong the first man to walk on the moon.
- World War II in 1939.
- Alp Arslan the battle of Malazgirt in 1071.

Activity 1



Answer the following questions on a separate piece of paper. Then give your paper to your teacher. When your teacher reads everyone's answers out loud, try to guess where your classmates went during summer vacation. Correct guesses are worth one point. The student with the most points wins.

Example

Name:

Ruslan

Where did you go during summer vacation?

Antalya

How did you go there?

by airplane

Who did you go with?

my parents

Where did you stay?

in a hotel

What did you do there?

swam/sailed on a boat

How long did you stay?

one month

Teacher: Ruslan traveled on a plane. He stayed in a hotel. He swam, and he sailed on a boat. . . .

A: Did he go to Antalya?

Teacher: Yes, he did. You get a point!

Activity 2



Form two teams. Ask and answer questions about well-known events or famous people in the past. Correct answers are worth one point. The team with the higher score wins.

Example

Team A S1: Who won the last World Cup soccer championship?

Team B S2: England.

Team A S1: No! Germany won the last World Cup championship. You don't get a point.

B

We use the simple past for actions that lasted for a period of time in the past but are now finished.



Mrs. Jones **taught** English for 15 years. She is retired now.

Exercise 2

Complete the sentences using the simple past of the verbs in the box and find out about Martin's party.



have go play sing eat stay drink

1. I had a wonderful time last night.
2. I to Martin's birthday party.
3. Bob the piano.
4. We songs together.
5. We cake and cola.
6. I at Martin's house for nearly four hours.

Exercise 3

Match the pictures with the captions.



I always wanted to join the army. Now I'm an officer.

I was poor for a long time. Then I found a job, worked hard, and saved my money. Now I'm rich.

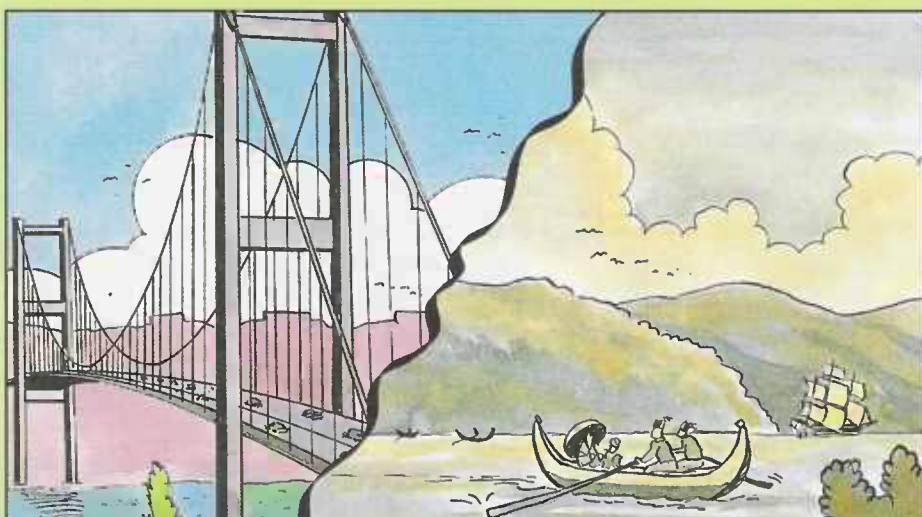
I was very rich for a long time. But I spent my money foolishly, and now I am poor.

I was the chief of the Apache Indians for many years.

I liked playing soccer when I was a kid. Now I'm a professional soccer player in Italy.

C

We use the simple past to talk about past habits.



In the past, people **crossed** the Bosphorus by boat because there was no bridge.

Exercise 4



Five years ago, James was very wealthy. Then he lost all his money. What do you think his habits were in the past? Write down your ideas and then discuss them in class.

Five years ago



Now



Five years ago, James ate dinner in an expensive restaurant every night, ...

Activity 3



How did people live in prehistoric times? Write what you think they did and didn't do. Discuss your answers in class.

Did

They lived in caves.

Didn't do

They didn't talk on the phone.

Follow-up

Activity 4

Work in pairs. Pretend you traveled to five places on the map. Tell your partner what you did at each place but don't give their names. Let him/her try to guess the places you visited by looking at the pictures on the map.



Example

A: I skied down a mountain at the first place. I took a mineral bath at the second place. . . .

B: First you went to Uludağ. Then you visited Gonen. . . .

A: Yes, that's right.

Activity 5



Work in pairs. Imagine that you were late for school this morning. You left the house in a hurry, and you forgot to do some things. Write a plus (+) next to six things you remembered to do and a minus (-) next to six things you forgot to do. Then let your partner try to guess what you did and didn't do. He/she gets one point for each correct guess.

Example

A: Did you make your bed?

B: Yes, I did. (1 point)

(+) made my bed

() cleaned my bedroom

() turned off my bedroom lights

() washed my face

() combed my hair

() ate breakfast

() turned off the stove

() brushed my teeth

() ironed my clothes

() put on my jacket

() tied my shoes

() put my notebook in my backpack

() locked the front door to my house

The Past Continuous Tense

A

We use the past continuous for past actions that were in progress at a certain time.



Bilal and Yakup **were practicing** karate yesterday.



Susan's grandmother **was reading** her a bedtime story last night.

Question

Negative

Affirmative

Were you working in the garden?
Was I eating ice cream?
Was he washing the dishes?
Was she singing beautifully?
Was it climbing a tree?
Were we playing basketball?
Were you swimming in the ocean?
Were they building a bridge?

I was not working in the garden.
You were not eating ice cream.
He was not washing the dishes.
She was not singing beautifully.
It was not climbing a tree.
You were not playing basketball.
We were not swimming in the ocean.
They were not building a bridge.

I was working in the garden.
You were eating ice cream.
He was washing the dishes.
She was singing beautifully.
It was climbing a tree.
You were playing basketball.
We were swimming in the ocean.
They were building a bridge.

Note

Wasn't is the contraction of **was not**. Weren't is the contraction of **were not**.

Exercise 1

Complete the sentences using the past continuous of the verbs in the box.

have
look for
earn
sell
try
do



- I saw him two days ago. He **was looking for** a new job.
- Yesterday at 9 a.m., I breakfast.
- The mechanic promised to repair my car last Saturday, but yesterday he still to find the problem.
- Three years ago, he had a good job, and he a lot of money.
- This time last year, our country oil to other countries, but now it is importing oil from abroad.
- My children still their homework at twelve o'clock last night.

Exercise 2

Look at the pictures. Write what the people were doing at ten o'clock yesterday morning.

Robert



1. Robert was playing
a guitar.

Mrs. White



2.

Mr. Bernstein



3.

The teachers



4.

Kurt



5.

Albert



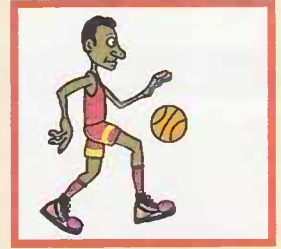
6.

Jim



7.

David



8.

Activity 1

Work in pairs. Write what you were doing last Saturday between the hours listed on the chart. Guess what your partner was doing at the same time. Compare your answers.



Hours	You	Your Partner
7:00 - 9:00	I was watching cartoons on TV and eating breakfast.	I think he was sleeping.
9:00 - 12:00		
12:00 - 15:00		
15:00 - 18:00		
18:00 - 21:00		
21:00 - 24:00		

B

We use the past continuous for past actions that were in progress when another action occurred.



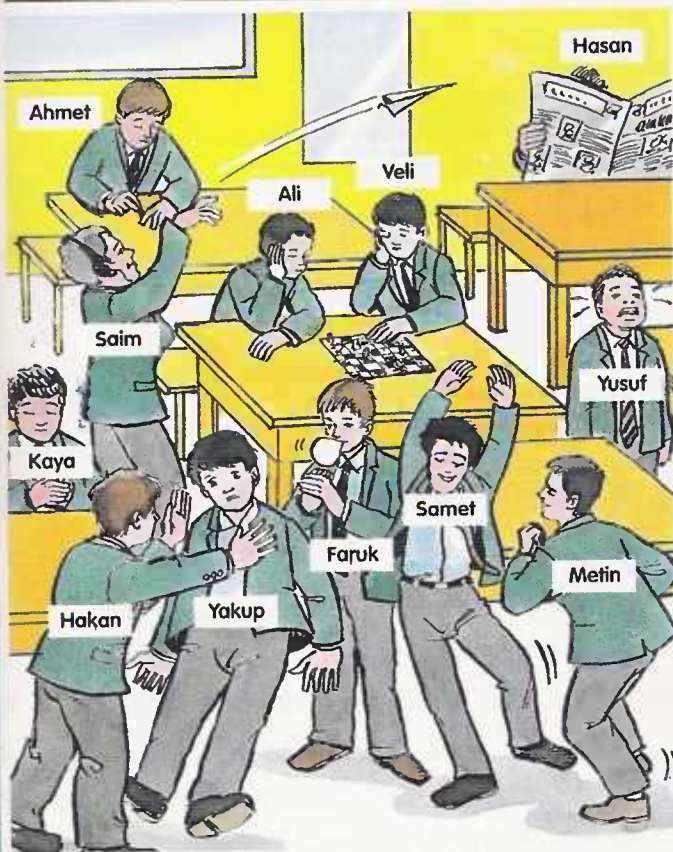
My little brother **was playing** near the stove when he burned his hand.



When my father entered the room, my sisters **were playing** a computer game, I **was studying**, and my mother **was setting** the table for dinner.

Exercise 3

What was each student doing when the English teacher was out of the classroom? Write your answers in the blanks.



1. Yusuf was crying when the teacher was out of the classroom.....
2. Saim.....
3. Ahmet.....
4. Ali and Veli.....
5. Hasan.....
6. Kaya.....
7. Hakan and Yakup.....
8. Samet and Metin.....
9. Faruk.....

Exercise 4

Complete the sentences.



A

1. When the telephone rang in the doctor's office,
2. When their mother burned her hand,
3. When they saw the accident,
4. When the students took the exam,
5. When the mailman knocked on our door,
6. They were standing in line at the bank
7. When I walked in,

B

- a. when they heard gun shots.
- b. she was frying potatoes.
- c. the teacher was watching them.
- d. he was examining a patient.
- e. he was dancing.
- f. we were having lunch.
- g. they were riding on the bus.

Activity 2

Form two teams. Imagine a situation and ask and answer questions about it. Each sensible, correct answer in the past continuous is worth one point. The team with the higher score wins the game.



Example

Team A S1: What were you doing when your father came home last night?

Team B S1: When my father came home last night, I was playing chess with my brother.

Teacher: That's a correct answer. One point for team B. Now it's team B's turn to ask a question.

C We use the past continuous for two actions that were in progress at the same time.



Bob **was talking** on the phone while he **was driving**.



We **were fishing** while Emre **was swimming** and Melih **was rowing** the boat.

Exercise 5

Complete the sentences using the past continuous of the verbs in the box.

sleep	prepare (2)	read	watch (2)	(not) listen
give	eat	wash	talk	put up
				listen

- Lucy and Jane **were sleeping** while their mother **was washing** the dishes in the kitchen.
- While I the newspaper, my daughter cartoons on TV.
- Erdal to the teacher while she the lesson.
He to his friend.
- She to the radio while she dinner.
- The couple popcorn while they the film at the cinema.
- We lunch while our friends the tent at the campground.

Exercise 6

Complete the sentences using the past continuous.

- They were playing chess while **their father was reading a book**
- Some passengers on the airplane were watching a film while
- While some students were getting ready for the lesson,
- The teacher was speaking while
- While it was raining,
- While some people were walking in the street,

FOLLOW-UP

Exercise 7

Complete the sentences using the past continuous of the verbs in the box.

drive
sleep
wear
follow
get
try
rain
take off
cheat
make
(not) work

- The passengers fastened their seat belts because the plane was taking off
- The teacher was angry because some students
- She had an accident because she on the wrong side of the road.
- They their raincoats because it outside.
- He bought a new computer because the old one properly.
- We to keep quiet because the baby
- I phoned the police because a strange man me.
- She angry because her neighbors a lot of noise.

Exercise 8

Find nine verbs in the puzzle and write them in the numbered blanks. Then use the verbs in the past continuous to complete the story.

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

WORDS

- teach
-
-
-
-
-
-
-
-

BAKLAVA

One morning, Nasreddin Hodja was teaching a class at the village school. All of his students, except Hasan, to him carefully. Hasan out the window while Hodja the lesson.

All of a sudden, Hasan saw the village baker. The baker by the school, and he a large tray of baklava on his shoulder. "Look, Hodja," Hasan exclaimed, "the baker is carrying a big tray of baklava!"

Hodja the most difficult part of the lesson and all the students notes when Hasan spoke. "Pay attention, Hasan!" Hodja ordered. "It's none of my business what the baker is carrying."

Hasan still out the window. "But Hodja," he insisted, "the baker is taking the baklava to your house."

"In that case, my boy," Hodja responded, "it is none of your business!"

Activity 3

Read the passage and answer the questions.

The Concord Hotel is on the corner of Lincoln Avenue and Kennedy Drive. It's usually quiet and peaceful, but last night, a terrible crime happened there. A guest, A. C. Spade, was shot in Room 13 on the second floor.

When the police arrived at the hotel, they questioned the staff. Here's what each employee told the police:

Doorman: I was outside the hotel, standing by the door. It was around 9 o'clock. I heard shots, and I ran into the hotel. I saw the receptionist. We went upstairs together.

Bellboy: I was in the third floor hallway. I had two pieces of luggage in my hands. I heard shots downstairs. I dropped the bags and ran towards the stairs. I heard someone shout, "Hey, where are you going!" but I didn't stop to see who it was.

Elevator Operator: I was in the elevator between the lobby and the second floor. I didn't hear anything. When the elevator doors opened on the second floor, I saw a dark figure walking quickly towards the stairs. I took the elevator up to the next floor.

Receptionist: I was behind the front desk, answering telephone calls. I looked at my watch at 8:50. About five minutes later, I heard shots. I dropped the phone and called for the bellboy. He wasn't in the lobby, so I ran upstairs with the doorman.

Maid: I was on the third floor, cleaning Room 22. I didn't hear anything. I walked out of the room at 8:55 for a break. I saw the bellboy and asked him where he was going in such a hurry. I ran to the elevator, but it was in the lobby.

A) What time do you think A. C. Spade was shot?

B) Write four sentences about what the hotel employees were doing at this time.

1. The doorman was standing in front of the hotel.

2.

3.

4.

5.

C) What did the employees do after they heard the shots? Write four sentences describing what they were doing.

1. The receptionist was calling the bellboy while the doorman was running into the hotel.

2.

3.

4.

5.

D) The police think that one of the hotel employees shot A. C. Spade. Who is their suspect? Why?

.....

.....

A

We use **could you** or **would you** to make polite requests.



A: **Would you** pass me the salt, please?

B: Yes, of course.



A: **Could you** tell me where the post office is?

B: Yes. It's on Maple Street.

Requests	Possible Answers	
	Positive	Negative
Would you please come with us?	Yes, of course. I'll be happy to.	No, I'm busy right now.
Could you loan me some money?	Sure. How much do you need?	I'm afraid I haven't got any.
Would you let me use your pen, please?	Sure. Here you go.	I'm sorry. I'm using it now.
Could you wait five minutes?	OK.	No, I can't.

Exercise 1

Match the requests and the answers.



A

1. Could you turn on the lights?
2. Would you sign this form, please?
3. Would you bring me the bill, please?
4. Could you loan me your Walkman?
5. Would you let me use your umbrella, please?
6. Pardon me. Could you tell me the way to the Natural History Museum?

B

- a. I'm sorry. I need it. I'm going out soon.
- b. Yes, of course, sir.
- c. I'm afraid there is no electricity.
- d. Sure. But it needs new batteries.
- e. I'm sorry, I can't. I don't know where it is.
- f. Yes, of course. Should I write today's date too?

Exercise 2

Help me fix my car. Look at the service list and write the correct request under each picture.



Auto Service



- ✓ add some antifreeze
- ✓ put in a new air filter
- ✓ adjust the brakes
- ✓ change the oil filter
- ✓ balance the tires
- ✓ give it a tune-up



1. ...Could you add
...some antifreeze?



2.



3.



4.



5.



6.

Exercise 3

Make a request for each situation with **could you** or **would you**.

1. You are on the bus. It is very hot inside and all the windows are closed. The passenger next to you is by a window.
.....
Would you open the window, please?
2. You have to be at school early tomorrow morning. Your school uniform is dirty. Your mother is washing some clothes.
.....
3. You are doing your homework. You don't know how to solve some math problems. Your father understands math very well.
.....
4. You are with your friends. They are playing loud music on the stereo. You have a bad headache.
.....
5. You are in English class. Your teacher is giving a lesson about polite requests. You don't understand "could you".
.....

Activity 1

Form groups of three. Pretend that you are in a restaurant. One of you is the waiter and the other two are customers. Create a dialogue and act it out in class. Order from the menu and use **could you** and **would you** to make requests.

Example

Waiter: Good afternoon. What would you like to have for lunch?

Customer A: I'll have the fried chicken. And **would you** bring me a salad too?

Waiter: Yes, of course, sir. . . . Would you like some French fries with your chicken?

Customer A: No, but **could you** bring me some bread, please?

Waiter: Of course, sir. . . . Would you like the fried chicken too, ma'am?

Customer B: No, I'll have . . .



B

We use **will you** to make polite requests.



Note

Will you is not as polite or formal as **could you** and **would you**. It usually expresses a request from an authority.

Exercise 4

Make a request for each situation.



1. You are the manager of a company, and you want your secretary to type some important letters.
Will you type these letters, please?
.....
2. You are a teacher, and you want your students to open their history books to page 312.
.....
3. You are a police officer, and you want to see a person's driver's license.
.....
4. You are a referee at a basketball game, and you want the players to come to the center of the court.
.....
5. You are a doctor, and you want a nurse to take a patient's temperature.
.....

Exercise 5

Write short dialogues with **will you** and read them aloud.
Use the information in the box.

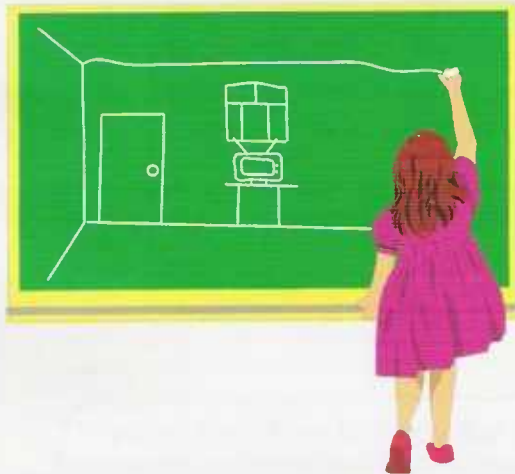
- father/son (show ~~his~~ homework)
- director/actor (speak more loudly and clearly)
- doctor/patient (take medicine three times a day)
- pilot/flight attendant (bring coffee)
- manager/secretary (type more quickly)



1. Father: Will you show me your biology homework, Evan?
Son: OK, Dad. Here it is.
.....
2.
.....
3.
.....
4.
.....
5.
.....

Activity 2

You and your classmates are decorating the interior of a house. Draw a big picture of the living room (with a window and a door) on the blackboard. Then let your classmates make requests about where to put the furniture. Answer their requests and draw each item in the correct place in the picture.



Here is some furniture. You can add more of your own.

Furniture

- ~~table~~
- chairs
- sofa
- bookcase
- ~~TV~~
- stereo
- lamp

Example

A: Will you put the table under the window, please?

You: OK. . . . Is it all right there?

A: Yes, it is.

B: Will you set the TV on top of the table?

You: All right. . . .

Follow-up

Exercise 6

Complete the dialogues. Make requests with **could you** or **would you**. Use the expressions in the box or make up others on your own.

1. **Selin:** It's very cold in here. Would you close the window, please?
Suzan: Yes, of course.
2. **Lady:** Pardon me, sir. My hands are full.
Gentleman:
3. **Passenger:** I'm late for my flight.
Taxi driver:
4. **Student:** I'm sorry. I didn't hear you.
Teacher:
5. **Richard:** I'm in the shower.
Eric:



- ~~close the window~~
- open the door for me
- drive faster
- repeat the sentence
- answer the phone

Exercise 7

Match the speakers with their requests.



dentist
librarian
police officer
teacher
tourist
student
manager
customer
flight attendant
friend

1. Will you please step out of the car?
2. Will you clean the blackboard, Alicia?
3. Would you open your mouth, please?
4. Could you show me the same jacket in a different color?
5. Will you please speak more quietly?
6. Would you take me to the Palace Hotel, please?
7. Could you loan me some money?
8. Would you please fasten your seat belts?
9. Will you make photocopies of these papers?
10. Could you explain that math problem again?

Activity 3

Form groups. Make plans to go on a picnic together. Choose one member of your group to be the leader. Let him/her ask the rest of the group members to do different things for the picnic. Your teacher will decide which group creates the best dialogue.

Example

Group A Leader: Could you buy some drinks, Ed?

Ed: Yes, of course. I'll get some Coke.

Group A Leader: Would you bring your radio, Ann?

Ann: I'm afraid I can't. It's broken.

Bill: I can bring my cassette player.

Group A Leader: Great! Could you bring some cassettes too?

Bill: Sure. I'll bring ...



A

The Passive of the Simple Past

A goal **was scored** by Hakan.A new shopping center **was opened** downtown yesterday.

	Question	Negative	Affirmative
Active	Did you give her a present?	I did not give her a present.	I gave her a present.
	Did he fix your bike?	He did not fix my bike.	He fixed my bike.
	Did they score two goals?	They did not score two goals.	They scored two goals.
Passive	Was she given a present (by you)?	She was not given a present (by me).	She was given a present (by me).
	Was your bike fixed (by him)?	My bike was not fixed (by him).	My bike was fixed (by him).
	Were two goals scored (by them)?	Two goals were not scored (by them).	Two goals were scored (by them).

Exercise 1

Circle the correct choice.



- Active Passive They were asked difficult questions.
- Active Passive We gathered around the fireplace to listen to the old man's strange tale.
- Active Passive The gold coins weren't found in the chest.
- Active Passive Just as he finished his work, the fire alarm went off.
- Active Passive She went to the kitchen and started preparing dinner.
- Active Passive He was given a thick bathrobe and a big heavy towel.
- Active Passive The truck was loaded with vegetables.

Exercise 2

Complete the sentences using the simple past passive of the verbs in the box.



invite
discover
call
cancel
surprise
~~employ~~
cause
steal
take
send

1. Fifty people ~~were employed~~ by that company last year.
2. I to a party yesterday.
3. The message to them a few days ago.
4. Most traffic accidents by drunk drivers last year.
5. How much money from your house last night?
6. Many flights because of the thick fog.
7. Because there were injured people, an ambulance to the scene of the accident.
8. These photographs by my grandfather.
9. The New World by Europeans in 1492.
10. We by the news we received a few hours ago.

Activity 1



Form two teams. Ask and answer questions in the simple past passive about the famous people below and their achievements or statements. Each correct answer is worth one point. The team with the higher score wins.

Thomas A. Edison
Julius Caesar
Marie Antoinette
Count Leo Tolstoy
Neil Armstrong
Alexander Graham Bell
Mevlana Celaleddin Rumi
Sultan Mehmet II
Alexander the Great
Sir Isaac Newton
William Shakespeare
~~Marie Curie~~
~~Christopher Columbus~~

invented the light bulb
said "I came, I saw, I conquered"
wrote *War and Peace*
discovered radium
~~discovered America~~
conquered Constantinople
invented the telephone
discovered the law of gravity
wrote *Hamlet*
conquered the Persian Empire
wrote the *Mesnevi*
said "Let them eat cake"
said "One small step for man, one giant leap for mankind"

Example

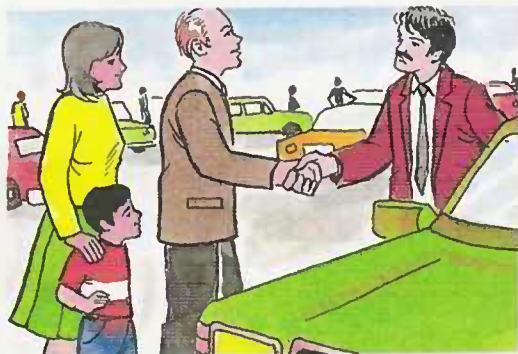
Team A S1: Who was America discovered by?

Team B S1: America was discovered by Christopher Columbus.

Teacher: That's a correct answer in the passive voice! One point for team B.

B

The Passive of the Past Continuous



A lot of cars **were being sold** at the used-car sale last Sunday.



The computer **was being used** by Andy last night.

	Question	Negative	Affirmative
Active	Were you taking care of the cat?	I was not taking care of the cat.	I was taking care of the cat.
	Was he leading the team?	He was not leading the team.	He was leading the team.
	Were they watching the film?	They were not watching the film.	They were watching the film.
Passive	Was the cat being taken care of (by you)?	The cat was not being taken care of (by me).	The cat was being taken care of (by me).
	Was the team being led (by him)?	The team was not being led (by him).	The team was being led (by him).
	Was the film being watched (by them)?	The film was not being watched (by them).	The film was being watched (by them).

Exercise 3

Circle the correct choice.



- Active Passive The prime minister was being greeted by the president.
- Active Passive Were you looking for a new job?
- Active Passive The letters were being mailed.
- Active Passive I was playing with the puppy.
- Active Passive Nobody was giving him an opportunity.
- Active Passive The truck driver was being questioned by the police.

Exercise 4



Complete the sentences using the past continuous passive of the verbs in the box.

feed build discuss ~~treat~~ check abandon

1. The patients were being treated well by the doctors and nurses.
2. Passports by the police at the airport.
3. The economic problem by the members of parliament.
4. The tallest building in Chicago when I lived there.
5. The baby by her mother.
6. Some towns and villages because of the flood.

Exercise 5

Change the active sentences into passive sentences.



1. People were hunting the animals.
..... The animals were being hunted.
2. The mechanic was repairing my friend's car.
.....
3. The football players were celebrating the victory.
.....
4. Were the students taking an exam?
.....
5. Were the dogs biting people?
.....
6. Where were they selling the pictures?
.....

Activity 2



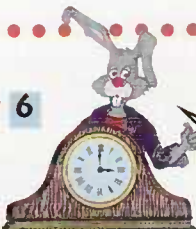
Work in pairs. Imagine that an earthquake occurred at ten o'clock in the morning. Write sentences about what was going on in your town or city when it happened. Use the past continuous passive. The pair with the most sentences wins.

Example

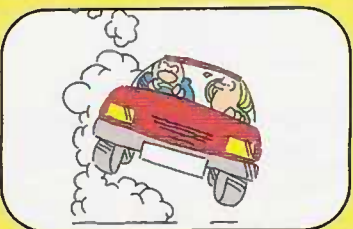
1. When the earthquake happened, ships were being loaded in the harbor.
2. When the earthquake happened, children were being taken to school.

Follow-up

Exercise 6



Look at the pictures of what was happening at three o'clock yesterday afternoon. Write sentences about what was going on. Use the past continuous passive.



1. The car was being
driven fast.



2.



3.



4.



5.



6.

Exercise 7

Change the sentences into the active or the passive.



1. Active: A lot of people warned us not to go out at night.

Passive: We were warned not to go out at night.

2. Active:

Passive: The thief was caught by the police near the bank.

3. Active: They weren't hunting deer in the spring.

Passive:

4. Active: When did they build your school?

Passive:

5. Active:

Passive: Were the trees planted by the gardener?

6. Active:

Passive: Were you being followed by someone last night?

7. Active:

Passive: New songs were being taught to the students by the teacher every day.

Exercise 8



Write sentences based on the newspaper headlines. Use the simple past passive.

Example

German Player Wins Wimbledon Tennis Tournament this Year

The Wimbledon tennis tournament was won by a German player this year.

1

Navy Rescues 12 Sailors from Desert Island

2

Two Million Tourists Visit Topkapi Palace Last Year

3

Japanese Firm Buys American Aircraft Company

4

President of Uzbekistan Greets President of Turkey at Airport

5

Ministry of Education Opens Five New Schools

6

Turkish Weightlifter Wins Olympic Gold Medal

Activity 3



Example



Work in pairs. Imagine that you went to a soccer game last weekend. Write a dialogue about the game in the simple past passive and the past continuous passive. Then read your dialogue aloud to the rest of the class.

A: Who was the game being played by?

B: The game was being played by Fenerbahce and Galatasaray.

A: Who was the first goal scored by?

B: The first goal was scored by Galatasaray.

A: How many fans was the game being watched by?

B: The game was being watched by . . .

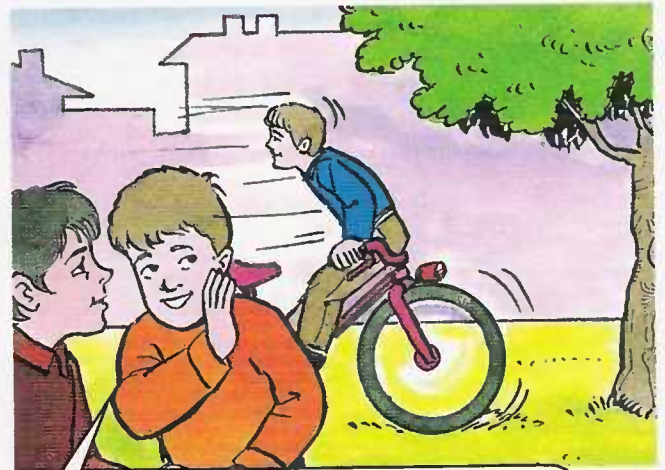
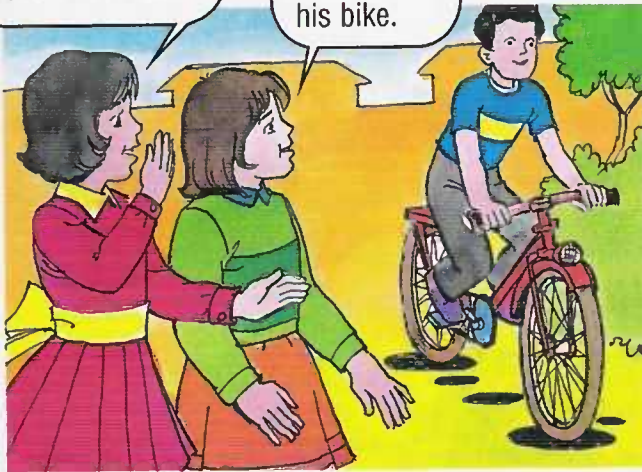


A

We use **will** to make a prediction or express an opinion about an action in the future, but we use **be going to** to express certainty about an action in the future because there is evidence or an indication that it will happen.

He doesn't know how to ride well.

He'll fall off his bike.



Look at that guy. He's **going to** hit the tree.

Exercise 1

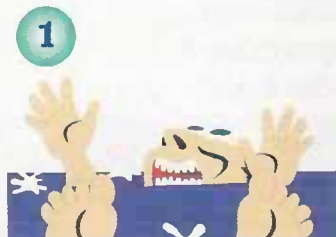
Complete the sentences with **will** or **be going to**.

- Look at that boat! It **is going to** sink.
- I think it rain tomorrow.
- Those clouds are very dark. It rain soon.
- Look at the time! I'm sure we miss the train.
- We probably need your help with that job tomorrow.
- Watch out, Hakan! You crash into that wall!
- I hope you be happy, Ted.
- Wake up, Pelin! You be late for school.
- Every home have a computer in the future.
- My tape recorder is broken. I buy a new one.
- Don't play outside, Peter. You catch a cold.
- I think Metin be a doctor when he grows up.



Exercise 2

Check the correct sentence under each picture.



- ☐ He will drown.
☒ He is going to drown.



- ☐ He will be a famous soccer player someday.
☐ He is going to be a famous soccer player someday.



- ☐ He will fall down.
☐ He is going to fall down.



- ☐ He will win the race.
☐ He is going to win the race.



- ☐ The rocket will explode.
☐ The rocket is going to explode.



- ☐ Robots will drive cars in the future.
☐ Robots are going to drive cars in the future.

Activity 1

Form two teams. Choose one set of future predictions and prepare explanations to support them. Then discuss your ideas in class. The team that gives better support for its predictions wins. Your teacher will be the judge.

Example

Team A S1: In the future, robots will replace humans in all jobs because they are more intelligent than humans.

Team B S1: Robots will not replace humans in all jobs because they can never be more intelligent than the people who make them.

Team A S2: Robots will replace humans in all jobs because . . .



1

Robots will replace humans in all jobs.
 The weather will become warmer all around the world.
 There will be more forests on the earth.
 There will not be another World War.
 Doctors will be able to cure all diseases.
 People will not live in space.
 The world's population will continue to grow.

2

Robots will not replace humans in all jobs.
 The weather will become colder all around the world.
 There will be fewer forests on the earth.
 There will be another World War.
 Doctors will not be able to cure all diseases.
 People will live in space.
 The world's population will not continue to grow.

B

We use **will** for actions that we decide to do at the moment of speaking, but we use **be going to** for actions that we decided or planned to do before the moment of speaking.



Exercise 3

Complete the sentences using **will** or **be going to** and the words in parentheses.

1. **A:** What **are you going to do** (you/do) with that can of paint?
B: I (paint) the garage door.
2. What are those tickets for?
 We (go) to the cinema tonight.
3. What (you/do) during the summer vacation?
 (I/go) to London.
4. **A:** The telephone is ringing.
B: Don't worry. I (answer) it.
5. I bought some bricks. I (repair) the chimney.
6. **A:** What would you like to have for lunch?
B: I (have) a sandwich.
7. Anita sold her old car. She (buy) a new one.
8. My tooth hurts. I (go) to the dentist.
9. The Smiths bought a new house. They (move in) next week.



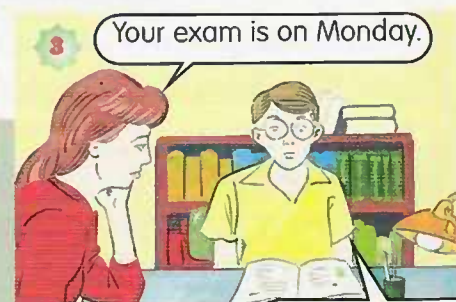
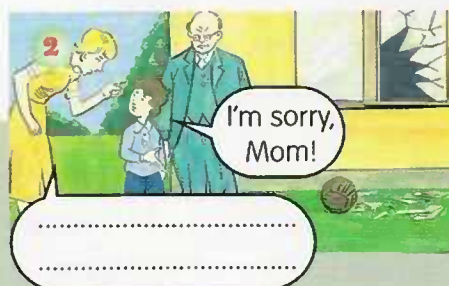
Exercise 4

Write sentences about the pictures. Use **will** or **be going to** and the phrases in the box.



be late for school
study hard this weekend
have to pay for it out of your allowance

have a ~~party~~ tonight
go and get my bike



Activity 2

Example

swim in the pool
have lunch in the hotel
sail ...

Work in pairs. Imagine that you are at the holiday resort in the picture. Write your plans for the day individually. Then discuss your plans together.



A: Are you going to swim in the pool today?

B: Yes, I'm going to swim in the pool. Are you going to swim in the pool too?

A: No, I'm going to ...



Follow-up

Exercise 5

Check the correct choice.



1. Sedat wants to improve his English, so . . .

- ☐ he will go to a language school in England.
☒ he is going to go to a language school in England.

2. I feel very tired, so . . .

- ☐ I will go to bed. I can help you tomorrow.
☐ I am going to go to bed. I can help you tomorrow.

3. Jackie bought a lot of presents.

- ☐ Her mother will have her fiftieth birthday on Thursday.
☐ Her mother is going to have her fiftieth birthday on Thursday.

4. "There isn't any milk left in the refrigerator."

- ☐ "I will go to the store and get some more."
☐ "I am going to go to the store and and get some more."

5. Fatma doesn't like this dress.

- ☐ She will exchange it for another one.
☐ She is going to exchange it for another one.

Activity 3

Write your name on a slip of paper and give it to your teacher. Then choose a slip from the bunch. On a separate piece of paper, write a paragraph of future predictions about the person whose name is on the slip. Sign your work and give it to the teacher. When he/she reads all the predictions out loud, try to guess who they are about. Correct guesses are worth one point (you will not get a point for a correct guess about the predictions you wrote). The student with the highest score wins.

Example

Maria will go to university and study law. She will become a lawyer. Then she will work as a judge. She will . . .



Teacher: This person will go to university and study law. She will become a lawyer. Then she will work as a judge. She will . . .

Student A: Is it Maria?

Teacher: Yes, it is! You get a point.

Activity 4

Work in pairs. First write your own weather forecast for the cities on the map. Then ask questions about your partner's predictions and complete the rest of the chart.

You can use the weather conditions in the box or think of others on your own.

Example

A: What do you think the weather will be like in Istanbul tomorrow?

B: I think it will be foggy, and the temperature will be 20 degrees Celsius. What do you forecast for Istanbul?

A: I think the weather will be rainy, and ...



Weather Conditions



CITIES	Your Weather Forecast	Your Partner's Forecast
Istanbul	rainy, 18 degrees Celsius	foggy, 20 degrees Celsius
Sydney		
Cape Town		
Moscow		
Tashkent		
London		
New York		
Rio de Janeiro		
Beijing		
Bombay		



A

We use **enough** after adjectives and adverbs, and we use **too** before adjectives and adverbs.



Look at the time! I'm going to be **too** late to catch the five o'clock train.



Naci couldn't pass the exam because he didn't study hard **enough**.

Note

Too expresses that something is of a greater amount or degree than is reasonable, possible, or necessary. **Enough** expresses that something is sufficient or as much as is necessary.

Exercise 1

Complete the sentences with **too** or **enough** and the words in the box.

expensive	heavy	fast	early	hard
quickly	rich	big	busy	

- I'm ~~rich~~ **enough** to buy any of these cars.
- I can't help you because I'm at the moment.
- I couldn't see the license plate number of that car. It passed
- We decided to buy a Volga instead of a Lada because a Lada isn't for a large family.
- You can't carry these packages because they are for you.
- Alex was driving too He had an accident.
- I don't think this stereo is Let's buy it.
- Jane got up She got to her appointment on time.
- Has your brother studied for his exams?



Exercise 2

Choose the best option to complete each sentence.



1. Mark can't eat those apples because they are . . .

- ☐ too delicious.
- ☐ delicious enough.
- ☒ too sour.
- ☐ sour enough.

2. Sally can do her homework by herself because she is . . .

- ☐ too smart.
- ☐ smart enough.
- ☐ lazy enough.
- ☐ too lazy.

3. Esra can't go to the theater alone because it is . . .

- ☐ far enough.
- ☐ too far.
- ☐ expensive enough.
- ☐ too expensive.

4. Tom woke up the baby because he spoke . . .

- ☐ loudly enough.
- ☐ too loudly.
- ☐ quietly enough.
- ☐ too quietly.

5. Pam didn't win the race because she didn't run . . .

- ☐ fast enough.
- ☐ too fast.
- ☐ too slowly.
- ☐ slowly enough.

6. George can't wear those pants because they are . . .

- ☐ too long.
- ☐ long enough.
- ☐ pretty enough.
- ☐ too pretty.

Exercise 3

Complete the sentences. Use **too** or **enough**.



1. We couldn't eat the fish because it was too salty.
2. You can't see Mercury without a telescope because
3. Nobody can live on the sun because
4. The police couldn't catch the thief because
5. You can't climb that tree because
6. He can buy whatever he wants because
7. She can't get a driver's license because
8. Fifty students can't sit in this classroom because
9. They can't hear us because
10. We can't go on a picnic today because

Exercise 4

Summarize the main idea of each dialogue in one sentence with **too** or **enough**.

1. **Bilal:** Can I drive the car, dad?

Bilal's father: You're only 10 years old. People under 18 can't drive cars.

Bilal is not old enough to drive his father's car.

2. **Arthur:** Let's cross the river.

Jimmy: The water's very deep. We can't cross it.

3. **Mert:** Who is that athlete?

Arif: That's Naim Suleymanoglu. He's very strong. He can lift 200 kilograms.

4. **Hotel guest:** Can I drink the tap water?

Hotel receptionist: Yes, you can, sir. It's clean.

5. **Alice:** Let's take the five o'clock train to Pittsburgh.

Marsha: We can't take that train. It left five minutes ago.

6. **Murat:** Can I play outside, Mom?

Murat's mother: No. It's very cold outside. You'll get the flu.

7. **Math teacher:** Please do the problems on page 105 for homework tonight.

Zeki: Those problems are difficult. I won't be able to finish them tonight.

Activity 1

Form two teams. Ask questions with "why" and answer them in complete sentences using **too** or **enough**. Correct answers (with **too** or **enough**) are worth one point. The team with the higher score wins.

Example

Team A S1: Why can't a knife cut through a stone?

Team B S1: Because a stone is **too** hard to cut with a knife.

Teacher: That's right! One point for team B.

Team B S2: Why can't you see some of the planets?

Team A S2: Because they are far away.

Teacher: That's right, but you forgot to use **too**. You don't get a point.

B

We use **too** and **enough** before nouns.



He wants to buy a house, but he doesn't have **enough** money.



The library has **too** many books for one person to read.



Note 1. We use **enough** before both uncountable and plural countable nouns.

Ahmet has enough strength to lift the table.

Ali has enough toys to play with.

2. We use **too** with **much** before uncountable nouns, but we use **too** with **many** before plural countable nouns.

Jeff eats too much candy.

Jeff has too many candy bars.

Exercise 5

Complete the sentences using **enough** or **too much/many**.

1. I can't drink this coffee. It's got **too much** sugar in it.
2. I'd like to go to the game, but I don't have money to buy a ticket.
3. He couldn't see what was in the room because there wasn't light.
4. Some of the students couldn't sit down because there were students in the gym.
5. We didn't enjoy the game. There were people there.
6. She couldn't bake a cake because she didn't have flour.



Follow-up

Exercise 6

Complete the sentences with **too much/many** or **enough** and the words in the box.

~~money~~

chemicals

well

sweets

toys

slippery

clever

- I don't have enough money, so I can't buy that pen now.
- Rob did not play yesterday. He had to leave the team.
- You shouldn't drive in this storm. The roads are
- She eats They aren't good for her teeth.
- John is He can easily solve difficult math problems.
- My son already has I'm not going to buy him any more.
- The students couldn't do their experiments because there weren't in the laboratory.

Exercise 7

Match the questions and answers.

A

- Mr. Williams is on the phone. He wants to talk to you. Would you like to speak with him?
- Is your son going to join the army?
- Let's go to the football game.
- Why don't we go on a picnic this afternoon?
- Would you like to be a taxi driver?
- Can you speak Chinese fluently?
- Did you understand his grammar explanations?
- Would you like to go to the cinema?

B

- It's too late. The film started at 4:30.
- It isn't warm enough, and it seems that it's going to rain soon.
- No. He isn't old enough to be a soldier.
- No, thanks. I'm too tired and the stadium is too far away.
- Tell him to call me later. I'm too busy to talk to him at the moment.
- No, I can't. I don't even know enough to have a conversation.
- No, not really. I don't know the streets in this city well enough.
- No, they were too difficult for me to understand.

Activity 2



Work in pairs. Choose three questions from the list and write as many sensible answers as you can. The pair that makes the most sentences wins the game.

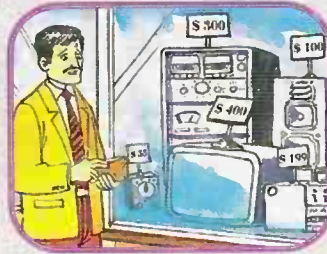
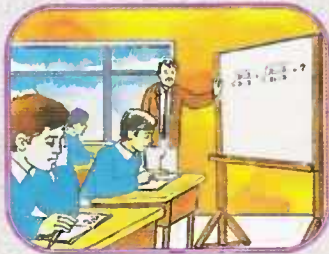
1. What is a child not old enough to do?
2. What is an adult too old to do?
3. What things are too small for you to see?
4. What is too heavy to carry in your book bag?
5. What things are easy enough to learn on your own?
6. What things are too hard to do without someone else's help?

Example

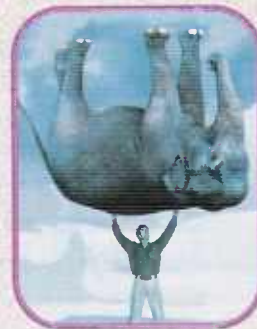
A child isn't old enough to drive a car.
A child isn't old enough to . . .

Exercise 8

Write sentences with **too** or **enough** under the pictures.



1. There are too many.....
...people in the street.....
2.
3.
4.



5.
6.
7.

A

We use the present perfect for actions that began in the past and continue up to the present.



Question

Have you worked?
Have I liked?
Has she eaten?
Has he read?
Has it fallen?
Have you taken?
Have we drunk?
Have they gone?

Negative

I have not worked.
You have not liked.
She has not eaten.
He has not read.
It has not fallen.
We have not taken.
You have not drunk.
They have not gone.

Affirmative

I have worked.
You have liked.
She has eaten.
He has read.
It has fallen.
We have taken.
You have drunk.
They have gone.



- The short form of **have** is '**ve**, and the short form of **has** is '**s**.
Haven't/ve not are the negative contractions of **have not**.
Hasn't/s not are the negative contractions of **has not**.
- We use the past participle of verbs to form the present perfect. The past participles of regular verbs are formed in the same way as the simple past tense (see page 92 in *Speed Up Grammar 1*). The present, the past, and the past participle forms of a regular verb and an irregular verb are shown below. For more examples of irregular verbs, see the appendix in *Speed Up Grammar 1*.

	Present	Past	Past Participle
Regular	want	wanted	wanted
Irregular	buy	bought	bought

Exercise 1

Complete the sentences using the present perfect of the verbs in parentheses.

- I have read (read) one hundred books so far.
- How long Tina (be) in Italy?
- Mehmet never (tell) a lie in his life.
- Jerry (work) in the garage all day.
- Alan (not come) to school for a week.
- How long you (study) English?
- Robert (know) Betty and John for many years.
- I (not see) a wolf here up till now.



Time References with the Present Perfect

- We can use time references such as **for**, **since**, **before** [now], **ever**, **never**, **up till now**, **so far**, etc. with usage A of the present perfect.
- We use **since** with a particular time. ... *since 1980*, ... *since 7:00*, ... *since I was born*.
- We use **for** with a period or duration of time. ... *for one year*, ... *for two hours*, ... *for a long time*.
- We use **ever** in questions. *Have you ever been to Germany?*
- We use **ever** and **never** in front of the main verb, but we use **so far**, **up till now**, etc. at the end of the sentence.

Exercise 2

Fill in the blanks with the correct time references.

~~for~~ since before (2) never ever

- I haven't seen my uncle *for* seven months.
- She has listened to the pop music.
- Haven't you been to Ankara ?
- John has worked in a bank he left high school.
- Has Kate told you her uncle's story?
- He hasn't eaten Japanese food



Activity 1

Work in pairs. Write a list of some of your personal belongings. Then ask and answer questions about them.

Example

My Personal Belongings

computer
tape recorder
guitar
bicycle

A: Do you have a computer?

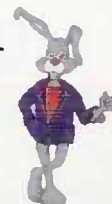
B: Yes, I do.

A: How long have you had it?

B: I've had it for three years.

A: What have you done with it so far?

B: I've played computer games, ...



B

We use the present perfect for actions that happened at an indefinite time in the past.



Exercise 3

Complete the sentences using the words in parentheses. Put the verbs in the present perfect.

- I have visited my grandmother recently (visit/recently)
- They out. (just/go)
- Ahmet Cemil. (see/already)
- A: you the job ? (finish/yet)
B: No, I the job (not finish/yet)
- Tom to the theater (be/recently)



Time References with the Present Perfect

- We can use time references such as **just**, **recently**, **already**, **yet**, etc. with usage B of the present perfect.
- We use **yet** at the end of questions and in negatives only.
- We use **just** and **already** in front of the main verb.
- We use **recently** at the end of the sentence.

Exercise 4

Fill in the blanks with the correct time references.

just (3)

recently (2)

~~already~~

yet (2)

- A: Have you seen Robert's new bike?
B: Yes, I've **already** seen it.
- A: Haven't you written the letters ?
B: I've written one. But I haven't written the others
- A: Would you like to have lunch with us?
B: Thank you, but I've eaten.
- Here is my report? I have finished it.
- A: Have you been to the cinema ?
B: No, I haven't been there



Activity 2

Here are some characters for your dialogues. You can think of others on your own.



Work in pairs. Prepare three dialogues about some recent occurrences and act them out in the class. Your teacher will choose the best dialogue. Use the present perfect.

dentist/patient

policeman/thief

officer/soldier

pilot/flight attendant

mother/daughter

Example

Dentist: What's the matter with you?

Patient: I've just broken my front tooth!

Dentist: Let me see it. Have you been in a fight?

Patient: No, I haven't been in a fight, but I have . . .

C

We use the present perfect for repeated or habitual actions that happened in the past but have some connection with the present.



Time References with the Present Perfect

We can use time references such as *often*, *sometimes*, *several times*, etc. with usage C of the present perfect.

Exercise 5

Match the sentences.



- Jack has had lunch in this restaurant several times.
- Jack has seen that film more than once.
- Jack has often been to France.
- Jack has smoked cigarettes in the past.
- Jack has had three accidents.
- Jack has often helped me with my homework.
- Jack has bought many Turkish carpets.
- Jack has often been to the doctor.
- a. He speaks French.
- b. He doesn't drive a car anymore.
- c. He has an ulcer.
- d. He's a good tutor.
- e. He likes the food very much.
- f. He doesn't want to watch it again.
- g. He knows how to bargain very well.
- h. He doesn't have any bad habits now.

Activity 3

Work in pairs. Ask and answer questions about your past experiences and habits. Use the present perfect.

Example

- A: Have you ever been to Konya?
 B: Yes, I've been there many times.
 A: Have you visited Mevlana's tomb?
 B: Yes, I've often visited it.
 A: Have you . . .



Follow-up

Exercise 6

Fill in the blanks with **for** or **since**.

1. Jason has stayed in the hotel **since** last week.
2. I have known Cemil a long time.
3. Where have you been the last week?
4. Aysha hasn't worked she had her accident.
5. Donald has worked as an engineer he moved to Cleveland.
6. I haven't seen Terri 1992.



Note

Since last week means since the previous week, but **for the last week** means for the last seven days.

Activity 4

Work in pairs. Ask and answer questions about what you have done recently. Use the present perfect.

Example

- A: Have you been to the cinema recently?
 B: Yes, I have.
 A: Have you seen Sylvester Stallone's new movie?
 B: Yes, I have. Have you seen it?
 A: No, but I've seen...



Exercise 7

Look at the pictures. Brad has made some changes in his office recently. Write down what they are.



Brad's Old Office



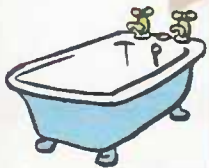
Brad's New Office



1. Brad has painted his office.
2.
3.
4.
5.
6.

Activity 5

Work in pairs. Imagine that one of you is a construction worker. Your company is building a house. Put a check next to the jobs that are finished. Then the construction manager (your partner) will ask you what has been done and put checks on his/her list.



Example

Construction Manager's List

- ☒ install the doors
- ☐ put in the windows
- ☐ install the bathtub
- ☐ install the toilets
- ☐ paint the rooms
- ☐ paint the ceilings
- ☐ connect the faucet
- ☐ hang the lamps
- ☐ put on the roof

Construction manager: Have you installed the doors?

Construction worker: Yes, I've installed the doors.

Construction manager: Have you painted the rooms?

Construction worker: I've painted the walls, but I haven't painted the ceilings yet.

Construction manager: Have you . . .

Construction Worker's List

- ☒ install the doors
- ☐ put in the windows
- ☐ install the bathtub
- ☐ install the toilets
- ☐ paint the walls
- ☐ paint the ceilings
- ☐ connect the faucet
- ☐ hang the lamps
- ☐ put on the roof



A

We use the simple past for actions that lasted for a period of time in the past but are now finished, and we use the present perfect for actions that began in the past and continue up to the present.



Mr. Bailey **worked** as a clown in the circus for five years. Now he's a TV announcer. He's **worked** in the media for the last three years.

Exercise 1

Complete the sentences using the simple past or the present perfect of the verbs in parentheses.



- A:** **Have** you **had** (have) breakfast yet?

B: Yes, I (have) it two hours ago.
- I (see) Janet two days ago. I (not see) her since then.
- We (play) football last Sunday. After the game, I (be) very tired.
- He (work) in a shipping company for 15 years, but he works in a travel agency now.

He (work) in the travel agency for five years.
- A:** Can I go out now, Mom?

B: No, you can't. Finish your homework first.

A: I already (do) it.
- John (study) French in high school, but he (not use) the language since he (graduate).
- I (go) to the library this afternoon. Then I came home, and I (be) here for about two hours now.

Activity 1

Work in pairs. Ask and answer questions about the length of time you spent doing things yesterday and today.

You can use the topics in the box or think of others on your own.

Example

A: How long have you studied English today?

B: I have studied English for one hour today.

A: Did you study English yesterday?

B: Yes, I studied English for two hours yesterday.

Topics

- study English
- sleep
- watch TV
- play basketball

B

We use the simple past for completed actions that happened at a definite time in the past, but we use the present perfect for completed actions that happened at an indefinite time in the past.



Exercise 2

Complete the sentences using the simple past or the present perfect of the verbs in parentheses.

1. I *didn't see* (not see) you at the meeting this morning. *Did you come* (you/come) to the office late?
2. I (not go) to school yesterday. I (be) ill.
3. I (sell) my car last month, but I (buy) a new one.
4. A: Can I talk to Nevin?
B: Yes, she just (come) back from the store.
5. Oh! I (watch) this program before. I don't want to watch it again.
6. A: What you (do)?
B: I (cut) my finger.
7. A: A friend of yours (call) while you (be) out.
B: That's OK. I (see) him at the bus stop.

Activity 2



Work in pairs. Ask and answer questions about things that you did in the past. Use the simple past and the present perfect. Then write a paragraph in your notebook about your partner's answers.

Example

Ahmet: I have bought a bicycle!

Burak: Oh, really! When did you buy it?

Ahmet: I bought it yesterday.



Ahmet bought a new bicycle
yesterday....

C

We use the simple past for repeated or habitual actions that happened in the past and do not have any connection with the present, but we use the present perfect for repeated or habitual actions that happened in the past and have some connection with the present.



Have you ever **been** to New York?

Yes, I've **been** there many times. I **went** sightseeing every day when I was there last year.

Exercise 3

Complete the sentences using the simple past or the present perfect of the verbs in parentheses.



- We **swam** (swim) a lot when we **were** (be) in Hawaii.
- My grandfather (tell) me a lot of stories about his military service when he (be) alive.
- (you/eat) a lot of pizza when you (be) in Italy?
- I (drink) Pepsi Cola during the break.
- A: ever (you/be) to England?
B: Yes, I (be) there twice.
- Jack (perform) magic tricks at his friend's birthday party last week.
- A: (you/ever eat) shrimp?
B: Yes, I (eat) shrimp many times.

Activity 3

Work in pairs. Ask and answer questions about the number of times you did certain things last month and this month. Then write a paragraph in your notebook about your partner's answers and read it aloud in class.

Example

Merve: Did you play tennis last month?

Melih: Yes, I did.

Merve: How many times?

Melih: I played tennis twice last month.

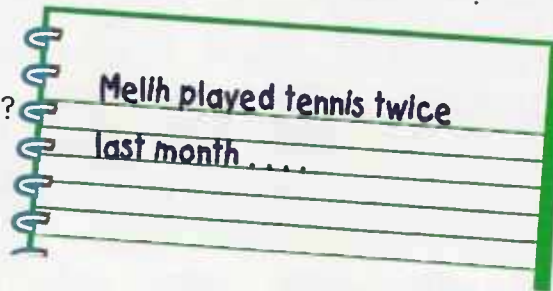
Merve: Have you played tennis this month?

Melih: Yes, I have.

Merve: How many times?

Melih: I've played tennis. . .

You can use the topics in the box or think of others on your own.



Topics

- play football
- watch TV
- go swimming
- read books

Follow-up

Exercise 4



Check the correct choice.

1. I've been there
☒ twice ☐ yesterday ☐ two days ago ☐ last year ☐ before ☐ in 1980
2. What have you done ?
☐ last night ☐ recently ☐ an hour ago ☐ today ☐ yesterday ☐ at two o'clock
3. I haven't seen him
☐ since Tuesday ☐ yesterday ☐ last night
4. I've worked there
☐ last year ☐ before ☐ in 1980
5. Has he called me ?
☐ today ☐ yesterday ☐ at two o'clock
6. John didn't study
☐ just ☐ up to now ☐ last night

Exercise 5

Match the sentences.



1. I lived in my own apartment from 1991 to 1995.
2. I have studied law for three years.
3. I didn't use my car for one month.
4. I haven't seen Bob yet.
5. I haven't received a letter from my friend since he went to Germany.
- a. Perhaps he has lost my address.
- b. Now I live with my family.
- c. He comes to school late these days.
- d. I went to work by bus.
- e. I want to be a lawyer when I finish school.

Exercise 6

Fill in three of the blanks with the phrases or sentences in the box.
Fill in the other three with your own phrases or sentences.



he has ~~just~~ come back
The baby dropped its bottle!

She knows a lot about the city.
Ahmet has gone to the airport to pick up Mary.

1. Berk went shopping at 10 a.m., and *he has just come back*
2., so you can't see him now.
3. A: Who has spilled milk on the carpet?
B:
4. A: Oh!
B: How did you do it?
5. George left ten minutes ago.
6. Who has taken it?
7. Kate has been to San Francisco.

Activity 4

How much do you know about your teacher?



Form two teams. Write two paragraphs about what you think your teacher did in the past. Then read your paragraphs out loud. Let your teacher say which things he/she has done and not done. The team that comes closer to the truth wins.

You can use the topics in the box or think of others on your own.

Topics

- travel abroad
- be on a TV show
- sail a boat
- meet somebody famous
- fly a plane

Example

Our teacher played football and volleyball when he was in high school. He also acted in a play. He has ridden horses many times, and he ...

I played football and volleyball in high school, but I didn't act in a play. I've never ridden a horse, and I ...



A

The Passive of the Future



Cities **will be built** differently in the future.



The world **will be filled** with tall buildings in the future.

	Question	Negative	Affirmative
Active	Will you send a reply?	I will not send a reply.	I will send a reply.
	Will the police arrest him?	The police will not arrest him.	The police will arrest him.
	Will new inventions change our lives much?	New inventions will not change our lives much.	New inventions will change our lives much.
Passive	Will a reply be sent (by you)?	A reply will not be sent (by me).	A reply will be sent (by me).
	Will he be arrested (by the police)?	He will not be arrested (by the police).	He will be arrested (by the police).
	Will our lives be changed much by new inventions?	Our lives will not be changed much by new inventions.	Our lives will be changed much by new inventions.

Exercise 1

Circle the correct choice.



- Active Passive His bike will be repaired tomorrow.
- Active Passive A cure for cancer will be discovered soon.
- Active Passive Future generations will make great scientific discoveries.
- Active Passive The farmers will plant corn in their fields.
- Active Passive Will they send flowers to the wedding ceremony?
- Active Passive All your questions will be answered.
- Active Passive The daily news will be read on computers in the near future.
- Active Passive Nobody will smoke cigarettes in public buildings.

Exercise 2

Complete the sentences using the future passive of the verbs in the box.

translate build punish (not) start give hold open delay

1. We hope that a nuclear war will not be started by the superpowers.
2. The conference in Moscow next month.
3. Many athletes..... gold, silver, and bronze medals at the Olympic Games in Sydney.
4. Drunk drivers..... very severely under the new law.
5. His books into several different languages in the next few months.
6. The highest skyscraper in the world in Japan.
7. The new airport by the president next year.
8. All flights until the fog lifts.

Exercise 3

Change the sentences into the active or the passive.

1. Active: They will not guard the factory.
Passive: The factory will not be guarded by them
2. Active: Will Professor Andrews give a lecture tomorrow?
Passive:
3. Active: The police will investigate the bank robbery.
Passive:
4. Active:
Passive: Will a new planet similar to Earth ever be discovered by scientists?
5. Active:
Passive: Cars will not be used by people in the near future.

Activity 1

Elect a new president!

Imagine that it's election time in your country and you are running for president. Write a speech about what will be done when you are elected. What things will be changed? What problems will be solved? What projects will be started? Read your speeches aloud. Then hold the election in class and vote for the next president.

Example



The economic problem will be solved quickly. Many new factories will be built and everyone will be given a job. Food prices will be cut, and . . .

B

The Passive of the Present Perfect



A lot of rivers **have been polluted** in recent years.



Airplanes **have been used** for travel by a lot of people in the past few decades.

Active

Passive

Question	Negative	Affirmative
Have you solved the problem?	I have not solved the problem.	I have solved the problem.
Has he built two houses?	He has not built two houses.	He has built two houses.
Have they planted maple trees in the garden?	They have not planted maple trees in the garden.	They have planted maple trees in the garden.
Has the problem been solved (by you)?	The problem has not been solved (by me).	The problem has been solved (by me).
Have two houses been built (by him)?	Two houses have not been built (by him).	Two houses have been built (by him).
Have maple trees been planted in the garden (by them)?	Maple trees have not been planted in the garden (by them).	Maple trees have been planted in the garden (by them).

Exercise 4

Circle the correct choice.



1. Active Passive It has rained heavily.
2. Active Passive His glasses have been broken accidentally.
3. Active Passive Has somebody lost his wallet?
4. Active Passive Tea has been grown in northeastern Turkey.
5. Active Passive Have you received a letter from your parents recently?
6. Active Passive The tour of Topkapi Palace has been postponed.
7. Active Passive Hasn't your daughter graduated from university yet?
8. Active Passive A lot of construction work has been completed since last month.

Exercise 5

Complete the sentences using the present perfect passive of the verbs in the box.

adopt
take

~~make~~
plant

postpone
give (2)

(never) bite
build

injure



1. A lot of changes have been made in the law to protect people's rights.
2. The football game because of the rain.
3. I by a snake in my life.
4. A new primary school in that village recently.
5. The athletes a lot of awards by governmental and private associations because they won medals at the Olympic Games.
6. He a new bicycle by his grandfather.
7. Several people in the car crash, and they to the hospital.
8. He is an orphan and he by a kind family.
9. Some trees on our street recently.

Exercise 6

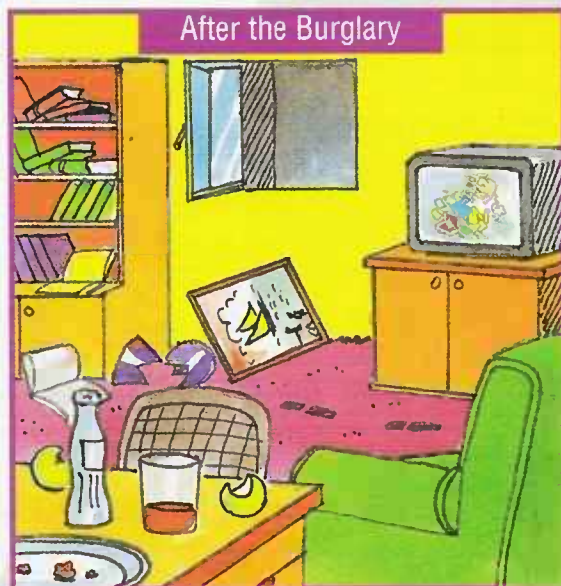
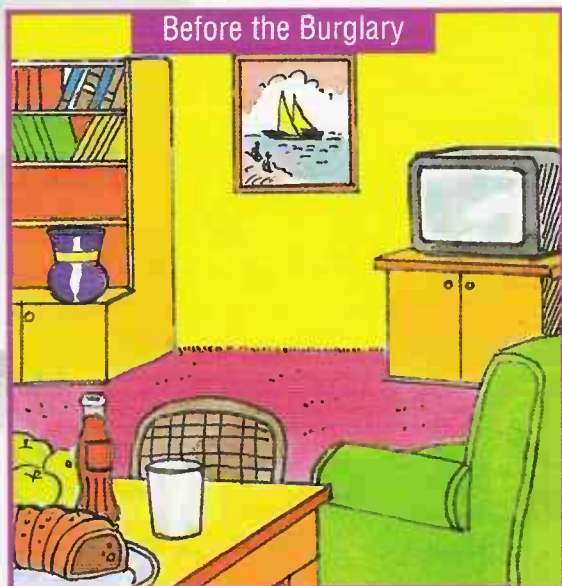
Change the sentences into the active or the passive.



- Active: Have they found a new way?
Passive: *Has a new way been found by them?*
- Active: He hasn't started the project.
Passive:
- Active: Who has prepared the food?
Passive:
- Active:
Passive: A lot of tricks have been taught to the circus animals by the trainers.
- Active:
Passive: The competition has been won by her.
- Active:
Passive: He hasn't been informed by anybody yet.

Activity 2

Work in pairs. Look at the two pictures of the Davidsons' living room. A burglar broke into their house while they were out for the evening. Ask and answer questions about what has happened to their living room. Use the present perfect passive.



Example A: Has the vase been broken?

B: Yes, the vase has been broken. ... Has the ... ?

Activity 3

Form two teams. Write sentences in the present perfect passive about what has been done in your school or in your town recently. The team with more true statements wins.



Example

Team A: A new fence has been put up around the school. Pine trees have been planted on the school grounds. The roof has been repaired. The classrooms have been repainted. The windows have been replaced, and . . .

Follow-up

Exercise 7

Complete the sentences using the future passive or the present perfect passive of the verbs in the box.



repair	(not) use	park	give	(not) solve	omit
tell	punish	interview	advertise	sell	(not) see

- The photocopier hasn't been used for a long time. I hope it soon.
- That car in a no parking zone. I think the owner a ticket by a traffic policeman.
- Many new products on TV recently. I think a lot of products in the next few months.
- The second problem on the math exam correctly by any of the students. They hope it by their teacher.
- All of those boys to obey the rules. Troublemakers
- The minister in public since January, but he on TV tonight.

Exercise 8

Make questions in the active and passive according to the given answers.



1. The **wheat** will be planted in the spring.

Active: ...What will they plant in the spring?

Passive: ...What will be planted in the spring?

2. *Speed Up Course Book* will be published **next year**.

Active:

Passive:

3. A lot of **illegal buildings** have been torn down recently.

Active:

Passive:

4. A stereo will be given as a prize to **the winner**.

Active:

Passive:

5. **The old castle** has been restored recently.

Active:

Passive:

6. The new students have been introduced to **the class**.

Active:

Passive:

Activity 4

Form two teams. Think of five imaginary situations in the present perfect passive. Then ask the other team what will be done in each situation. Each sensible, correct answer is worth one point. The team with the higher score wins.

Example

Team A S1: There has been a huge rainstorm, and your town has been flooded. What will be done?

Team B S1: Water will be drained from homes and other buildings. Roads and streets will be cleaned. Damaged buildings will be repaired.

Teacher: Those answers are all correct! Team B gets three points. Now it's team B's turn to ask a question.



A

We use type 0 conditional sentences to express general truths, causes and effects, and automatic or habitual results.

If you go all the way around the world, you come back to the same point.



Ice melts if you heat it.



Main Clause
(Simple Present Tense)

Water turns into steam

A red light shines

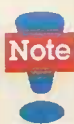
My transistor radio doesn't work

If-Clause
(Simple Present Tense)

if it boils.

if the camera is on.

if the batteries are dead.



Either the **if**-clause or the main clause can come first in a conditional sentence.

If the batteries are dead, my transistor radio doesn't work.

Exercise 1

Complete the sentences with the correct form of the verbs in parentheses.



- Rob reads (read) books if he has (have) free time.
- Berk (not get) angry if somebody (laugh) at him.
- Water (freeze) if the temperature (drop) below zero.
- If the electricity (go out), this computer (save) data automatically.
- If you (tickle) babies, they (laugh).

Exercise 2

Match the clauses.



- | | |
|-------------------------------------|---------------------------------|
| 1. Richard doesn't go outside . . . | a. if I push this button. |
| 2. Plants die . . . | b. if somebody smiles at her. |
| 3. My alarm clock rings . . . | c. if they run out of gasoline. |
| 4. Salih plays the guitar . . . | d. if the weather is too cold. |
| 5. Marsha doesn't react . . . | e. if he eats mussels. |
| 6. Alan gets ill . . . | f. if they are hungry. |
| 7. Cars stop . . . | g. if his group has a concert. |
| 8. Lions attack other animals . . . | h. if you don't water them. |

Exercise 3

Complete the sentences.



1. I always feel lazy if I don't eat breakfast.
2. I fix my bicycle myself if
3. If the students don't understand,
4. Alicia doesn't listen to music if
5. If I go to bed late,
6. Dilek works hard if
7. if I am hungry.

Activity 1

Ask a student to leave the classroom. Then form two teams. Let each team predict how the student will answer five questions. Ask the student to return to the room and answer the questions. The questions must be conditional sentences. The team with the most true predictions wins.

Example

Team A: What does Ahmet do if he doesn't have any money?

Team B: He borrows money from his friends, if he doesn't have any.

Team B: What does he do if he forgets his house key?

Team A: He calls his mom.

Team A: What does he do if . . . ?

..... ♦

Teacher: What do you do if you don't have any money, Ahmet?

Ahmet: I borrow money from my friends, if I don't have any.

Teacher: One point for team B. . . . What do you do if you forget your house key?

Ahmet: I go to my neighbor's house if I forget my house key.

Teacher: No point for team A. . . . What do you do if . . . ?



B

We use type 1 conditional sentences to give commands and advice or to express a strong probability in the future.



Main Clause
(Future Tense)

We will go on a picnic
Jack won't arrive at school on time

If-Clause
(Simple Present Tense)

if the weather is nice tomorrow.
if he misses the bus.

Note

We can use **can**, **have to**, **should**, etc., and commands in type 1 conditional sentences.

Ebru **can** see the Eiffel Tower
I **don't have to** get up early
You **should** get lots of exercise
Wake me up

if she has enough time in Paris.
if tomorrow is a holiday.
if you want to stay healthy.
if Dennis calls.

Exercise 4

Complete the sentences with the correct form of the verbs in parentheses.



- Lynn **will get** (get) fat if she **eats** (eat) a lot of chocolate.
- I (drive) you to the game if your father (have) something to do tomorrow.
- If the fog (get) thicker, they (close) the airport.
- (not go) to the park if it (rain).
- You (catch) a cold if you (play) outside.
- You (ride) my bicycle if you (like).
- If Bill (come) here tomorrow, (give) him this note.
- You (visit) Disneyland if you (go) to Los Angeles.

Exercise 5

Match the clauses.



- | | |
|---|--|
| 1. If there is a football game on TV, . . . | a. if he still feels ill. |
| 2. We will be late . . . | b. you can talk to him on the telephone. |
| 3. Jim won't go to work tomorrow . . . | c. if she works for that company. |
| 4. If Veysel is at home, . . . | d. take an aspirin. |
| 5. Oya will earn a good salary . . . | e. if we don't hurry. |
| 6. If you have a headache, . . . | f. I will watch it. |

Exercise 6

Complete the sentences.



- If Jack is at work tomorrow, I will talk to him.
- if I study harder.
- Rick won't be able to come if you
- if Tahir has a birthday party.
- Don't stay up late if you
- If Kate wants to learn about computers, she
- if Mert gets a car.

Exercise 7

Write a conditional sentence about each picture.



If you brush your teeth
regularly, you'll have a
bright smile.



.....
.....
.....



.....
.....
.....



.....
.....
.....



.....
.....
.....



.....
.....
.....

Follow-up

Exercise 8

Make a conditional sentence from each pair of sentences.

- Be careful. You won't have an accident.
If you are careful, you won't have an accident.
- Don't talk loudly. The baby may wake up.
- Push this button. The tape recorder will play.
- Don't sit on that chair. It will break.
- Fill a balloon with hot air. It will rise.
- Don't wash woolen clothes in hot water. They will shrink.

Exercise 9

Choose the best option to complete each sentence.

- | | |
|---|--|
| 1. Don't cross the street if . . . | 4. . . . if I need some. |
| <input checked="" type="checkbox"/> the traffic lights are red. | <input type="checkbox"/> Jack will lend me some money |
| <input type="checkbox"/> the traffic lights will be red. | <input type="checkbox"/> Jack has to lend me some money |
| 2. . . . if you have enough money. | 5. Call me if . . . |
| <input type="checkbox"/> You will help people | <input type="checkbox"/> you feel worse. |
| <input type="checkbox"/> You should help people | <input type="checkbox"/> you will feel worse. |
| 3. You ought to see a doctor if . . . | 6. . . . if he goes to France. |
| <input type="checkbox"/> you will have a fever. | <input type="checkbox"/> George practices his French |
| <input type="checkbox"/> you have a fever. | <input type="checkbox"/> George will practice his French |

Activity 2

Your teacher will ask a question. Answer that question with a chain of conditional sentences. Students who can't make a sensible, connected sentence must leave the game. Students who are able to stay in the game win.

Example

Teacher: If you study hard, what will happen?

Student A: I'll do well on my exams if I study hard.

Student B: If I do well on my exams, I'll get good grades on my report card.

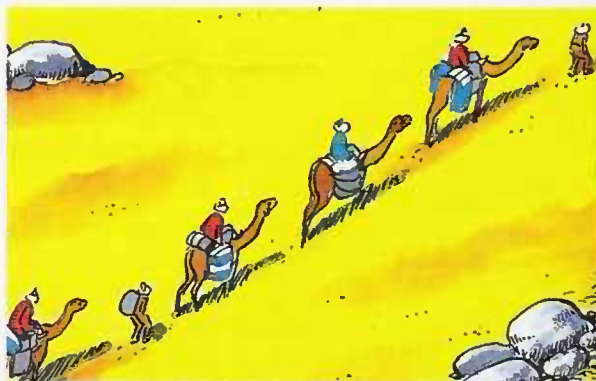
Student C: If I get good grades on my report card, . . .

A

We use **used to** to express a habit, activity, or situation that existed in the past but which no longer exists.



American Indians **used to communicate** with smoke signals.



People **used to travel** in camel caravans, but now they travel in trucks, trains, or planes.

Question

Negative

Affirmative

Did Jodie use to travel a lot?

Jodie didn't use to travel a lot.

Jodie used to travel a lot.

Did Mario use to drive fast?

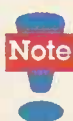
Mario didn't use to drive fast.

Mario used to drive fast.

Did Ali and Ahmet use to drink milk?

Ali and Ahmet didn't use to drink milk.

Ali and Ahmet used to drink milk.



1. The usual question form of **used to** is **did (you) use to ... ?**.

Did you use to like Jeff?

2. The most common form of **used to** in the negative is **didn't use to ...**, but **used not to** is also possible.

I didn't use to like Jeff.

I used not to like Jeff.

Exercise 1

Complete the sentences with **used to** and the verbs in the box.

~~play~~

take

live

get up

study

(not) live



- When he was younger, he **used to play** tennis.
- It six hours to travel from Istanbul to Ankara on the old road.
- My parents in Germany.
- I very early in the morning when I was working. I'm retired now, so I can sleep late.
- Erol hard, and his grades were high.
- People in the last century as long as us. The life expectancy has increased over the last one hundred years.



Exercise 2

Complete the sentences as in the example.

- Children watch TV a lot these days, **but they didn't use to watch TV in the past because there weren't any TVs.**
- There is a lot of traffic in big cities now,
- He spends a lot of money now,
- There aren't many people in our village now,
- These businessmen rarely play sports now,
- Grandma doesn't bake many cookies for us anymore,
- It does not rain much here now,
- People live a long time these days,

Activity 1

Form two teams. Ask and answer questions about what people used to do in the past but don't generally do anymore because of technological developments. Each correct answer is worth one point. The team with the higher score wins.



Example

Team A S1: How did students in the past use to study at night?

Team B S1: They used to study by candlelight at night, but most of today's students use electric lights at night.

Teacher: That's correct. One point for team B. Now, it's team B's turn to ask a question.

Activity 2

Form two teams. Give examples of past beliefs that have changed over time because of better knowledge and understanding. Each correct statement with **used to** is worth one point. The team with the higher score wins.

Example

Team A S1: People used to believe that the world was flat, but now they know that it is round.

Teacher: That's correct! One point for team A. Now its team B's turn.

Team B S1: People used to believe that . . .



Follow-up

Exercise 3

Match the following to make meaningful sentences.



A	B
<ol style="list-style-type: none"> 1. We used to listen to the news on the radio, 2. People used to ride streetcars in the city, 3. He used to write letters to his relatives, 4. She used to wash the dishes by hand, 5. They used to do calculations on paper, 6. We used to have a black and white TV, 7. People used to travel by stagecoach, 8. People used to write with quill pens, 9. We used to use candles at home when I was a child, 10. People in some big cities used to breathe fresh air, 	<ol style="list-style-type: none"> a. but now we have a color TV. b. but now he phones them. c. but now they use calculators. d. but now they travel by bus and airplane. e. but now we watch it on TV. f. but now we use electric lights. g. but now she uses a dishwasher. h. but now they breathe polluted air. i. but now they ride the subway. j. but now they use ballpoint pens.

Exercise 4

Complete the following sentences with **used to/didn't use to** and a suitable verb.

1. They rarely go camping now, but they **used to go camping** a lot in the past.
2. Mr. Tekin a taxi to work, but now he drives his car.
3. Mrs. Wilson retired ten years ago. She in a chocolate factory.
4. When I lived in Japan, my friends me to their homes for dinner.
5. Hülya until midnight every night in order to get good grades.
6. Tony with the other boys in the neighborhood, but now he plays with them.
7. My teachers never scolded me. I always my homework on time.
8. Meryl poems when she was a teenager, but now she is too busy to write anything.
9. He banks, but now he can't because he is in prison.
10. Temel all his money on himself, but now he gives some of it to charities.

Activity 3

Work in pairs. Ask your partner questions about his/her habits now and in the past. Write a paragraph about his/her answers.

Example

Murat: What did you use to do on weekends? What do you do now?

Mustafa: I used to stay home and watch TV, but now I usually go fishing. . . .



Here are some topics for you to ask questions about. You can think of others on your own.

Topics

- weekends
- vacations
- games
- sports
- food and drink
- books and magazines
- hobbies

A

Tag questions are added to sentences to ask for agreement or confirmation. We use negative tag questions with affirmative sentences. An affirmative answer is usually expected for a negative tag question.



Affirmative Statement	Negative Tag Question	Expected Affirmative Answer
You can swim, Mabel is at school, They speak English, This is ready, You are all at home,	can't you? isn't she? don't they? isn't it? aren't you?	Yes, I can. Yes, she is. Yes, they do. Yes, it is. Yes, we are.



- We use the same auxiliary verb in the tag question and the answer.
- In tag questions, **it** replaces **this/that, everything/something**, etc., and **they** replaces **these/those, everyone/everybody**, etc.

Exercise 1

Add negative tag questions to the sentences.



- Jack plays tennis very well, **doesn't he?**.....
- They have just bought a new house,
- That book costs \$9.99,
- Those cats are wild,
- Fatma's working on the computer now,
- The passengers will carry their own luggage,
- Everybody came to the meeting last night,
- You lost your camera,
- The chair was broken yesterday,
- There were a lot of guests at the party,

Exercise 2

Complete the dialogues. Add negative tag questions to the sentences and give short answers.



1. **A:** Hakan lost his new watch, ...didn't he?.....
B: Yes, ...he did.....
2. **A:** Oliver will travel to Spain by airplane,
B: Yes,
3. **A:** Dilek was waiting outside when I arrived,
B: Yes,
4. **A:** Samantha plays the guitar beautifully,
B: Yes,
5. **A:** Ted has been to Portugal before,
B: Yes,

Activity 1

Form two teams. Ask and answer general questions about the world, nature, or the universe. Each correct answer with a negative tag question is worth one point. The team with the higher score wins.



Example

Team A S1: Where does the sun rise?

Team B S1: The sun rises in the east, doesn't it?

Team A S1: Yes, it does. You get one point.

Team B S2: What is the earth's satellite?

Team A S2: Pluto is the earth's satellite, isn't it?

Team B S2: No, it isn't. The moon is the earth's satellite. You don't get a point.

Activity 2

Work in pairs. Ask and answer questions about the capitals of the countries on the map. Use negative tag questions. Each correct statement with a tag question is worth one point. The student with the higher score wins.



Example



A: Ankara is the capital of Turkey, isn't it? (1)

B: Yes, it is. . . . Madrid is the capital of France, isn't it? (0)

A: No. Madrid is the capital of Spain. (1)



B

We use affirmative tag questions with negative sentences. A negative answer is usually expected for a positive tag question.

I didn't get any bad grades last semester, **did I**, Mom?

No, you didn't. But your brother didn't get any good grades last semester, **did he**?

No, he didn't.



Negative Statement

Affirmative Tag Question

Expected Negative Answer

You can't play chess,
Tracy didn't sleep last night,

can you?
did she?

No, I can't.
No, she didn't.

Note

Affirmative statements with negative words also take affirmative tag questions.

Nobody is upset,

are they?

No, they aren't.

Exercise 3

Add affirmative tag questions to the sentences.



1. Fikret didn't go to Ankara two weeks ago, **did he?**
2. Barbara wasn't happy last night,
3. They don't watch sports on TV,
4. She doesn't bake cookies,
5. Aysha hasn't done her homework yet,
6. Nobody knows what time it is,
7. They won't play volleyball tomorrow,
8. You aren't going to eat all that food,
9. Nothing is ready yet,
10. The team didn't practice yesterday afternoon,

Exercise 4

Complete the dialogues. Add affirmative tag questions to the sentences and give short answers.

1. A: Pete doesn't like hamburgers, does he?
B: No, he doesn't.
2. A: You haven't had dinner yet,
B: No,
3. A: Kate won't go to Italy,
B: No,
4. A: Berk didn't lose his keys,
B: No,
5. A: They didn't stay up late,
B: No,



Activity 3

Form two teams. Ask questions about what you did or didn't do at school last week. Use affirmative tag questions. Each correct question is worth one point. The team with the higher score wins.



Example

Team A S1: We didn't play football last week, did we?

Team B S1: No, we didn't. You get one point.

Team B S2: Chicken was on the school lunch menu last Friday, wasn't it?

Team A S2: Yes, it was, but you don't get a point. You didn't use an affirmative tag question.

Activity 4

Form two teams. Ask and answer negative general questions about the world, nature, or the universe. Each correct answer with a tag question is worth one point. The team with the higher score wins.



Example

Team A: What don't fish have?

Team B: Fish don't have fur, do they?

Team A: No, they don't. You get one point.

Team B: Where don't . . . ?

Follow-up

Activity 5

SCOREBOARD

	A	B
1		
2		
3		
4		
5		

Work in pairs. Ask and answer general questions about each other. Each correct assumption with a tag question is worth one point. Keep track of your points on the scoreboard. The student with the higher score wins.

Example

A: You were born in Erzurum, weren't you?

B: Yes, I was. You get one point.

B: You didn't come to school last Monday, did you?

A: I did. Remember, we had an exam last Monday. No point for you.



Activity 6

Form two teams. Ask and answer questions about the flags and match them with the countries. Each correct match is worth one point. The team with the higher score wins.



Bangladesh

Malaysia

Albania

Denmark

Turkey

Georgia

Pakistan

USA

Example

A: Turkey has a red flag with a white star and crescent, doesn't it?

B: Yes, it does.

Teacher: Team A gets one point. Now it's team B's turn to ask a question.



Activity 7

Work in pairs. Ask questions about the picture. Each correct statement with a tag question is worth one point. Keep track of your points on the scoreboard. The student with the higher score wins.

Example

A: There are balloons in the flea market, aren't there? (1)

B: Yes, there are. There is a ball in the flea market, isn't there? (0)

A: No, there isn't. There is

SCOREBOARD

	A	B
1		
2		
3		
4		
5		



A

We use **may**, **might**, or **could** to express possibility in the present or the future.

**Q u e s t i o n**

Could he be at school now?

Might they be at the restaurant?

Where may I find that book?

N e g a t i v e

He couldn't be at school now.

They might not be at the restaurant.

You may not find that book here.

A f f i r m a t i v e

He could be at school now.

They might be at the restaurant.

You may find that book here.



1. **May** for possibility rarely introduces a question. It usually comes later in the sentence.

When may we expect her?

2. **May** expresses stronger possibility than **might**, and **could** usually expresses weaker possibility than **may** or **might**.

3. We can also use **may**, **might**, or **could** with the present continuous tense.

Ali may be working now.

Exercise 1

Match the sentences.



1. Alan doesn't want to eat anything.
2. Ted isn't at work. .
3. Jennifer wanted to see you.
4. Kim has never worked on a computer before.
5. Zeynep will be here at two o'clock.
6. John isn't sleeping.
7. Ali bought a new bicycle.
8. Kemal is going shopping.

- a. She could make some mistakes.
- b. He might buy some things for you.
- c. He may want to drink some coffee.
- d. You could see her then.
- e. She might call you later.
- f. He might sell his old one.
- g. He may be watching TV.
- h. He may be on vacation.

Exercise 2

Rewrite the following sentences with **may**, **might**, or **could**.
Sometimes more than one answer is possible.



1. It is possible that you are right.
...You may be right.....
2. It will probably rain in the afternoon.
.....
3. Perhaps the school will be closed tomorrow.
.....
4. There probably won't be anybody at the party yet.
.....
5. Perhaps there is a burglar downstairs.
.....
6. The teachers will probably have a meeting in the afternoon.
.....
7. Perhaps my grandmother won't recognize me.
.....

Exercise 3

Write a sentence with **may**, **might**, or **could** for each situation.



1. Jack has a toothache. ... He may go to the dentist.....
2. Sibel is absent today.
3. Chris lost his glasses.
4. Sezen has sold her car.
5. Robert will move to London.
6. Jerry isn't sleeping now.
7. Ali has a headache.
8. Timothy is going to work this weekend.

Activity 1

Form two teams. Ask and answer questions about the objects below.
Use **may**, **might**, and **could**. Each sensible, correct answer is worth one point. The team with the higher score wins.



Example

Team A: Where could the vase be from?

Team B: It could be from China.

Teacher: Good! Team B gets one point. Now it's team B's turn to ask a question.



Exercise 4

Look at the pictures. Write what you think is wrong with each person.



1



He might be

near sighted.

2



3



4



5



6



B

We use **should**, **ought to**, and **had better** to give advice.

Hello! Hello, Hasan! Is that you? You **had better** speak up! I can't hear you!



Sh! You **should** speak more softly. The baby is sleeping.

It is starting to rain. You **ought to** take your umbrella, Terri.



Question

Negative

Affirmative

Should I get up early tomorrow?
Ought they to see the doctor?
Had I better stay at home?

You should not get up early tomorrow.
They ought not to see the doctor.
I had better not stay at home.

You should get up early tomorrow.
They ought to see the doctor.
I had better stay at home.

Note

In questions **should** is much more common than **ought to** and **had better**, especially in spoken English.

Exercise 5

Give advice for each situation with **should**, **ought to**, or **had better**.

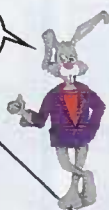
1. I have an exam tomorrow.
You should study tonight.
.....
2. My car isn't running well.
.....
3. He is overweight.
.....
4. You don't look well.
.....
5. I have a terrible stomachache.
.....
6. My room is messy.
.....
7. We don't have much time to catch the bus.
.....
8. It might rain this morning.
.....



Exercise 6

Match the sentences.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Meltem lost her mother's bracelet. 2. Barry has a lot of work to do. 3. Jim hasn't had breakfast yet. 4. Hakan isn't good at science. 5. Salih wants to improve his Spanish. 6. Ismail gets up late every day. 7. Sarah wants to buy a house. 8. Tamer will have a holiday next week. | <ol style="list-style-type: none"> a. He should listen to these cassettes. b. She ought to talk to a real estate agent. c. He should go to Cyprus. d. He shouldn't stay up late. e. He had better finish it before tomorrow. f. She had better look for it. g. He ought to have something to eat. h. He should study harder. |
|---|--|



Activity 2

Form two teams. Ask for and give advice about different situations that your teacher makes up. Use **should**, **ought to**, or **had better**. Each correct answer is worth one point. The team with the higher score wins.

Example



- | | |
|-------------------|---|
| Teacher: | There's a new student in this class. What should and shouldn't he/she do? |
| Team A S1: | He/she should come to class on time. |
| Teacher: | That's right. One point for team A. |
| Team B S1: | He/she shouldn't talk during the lessons. |
| Teacher: | That's correct. Team B gets a point too. |
| Team A S2: | He/she should . . . |

Exercise 7

Imagine that the people in the pictures are your friends. Give them advice about what they should or shouldn't do in each situation. You can use **should**, **ought to**, or **had better** in your sentences.



You **shouldn't** read a newspaper while you're crossing the street.



2

.....
.....
.....



3

.....
.....
.....



4

.....
.....
.....



5

.....
.....
.....

C

We use **don't have to**, **don't need to**, and **needn't** to express lack of necessity.

Let's go! We're going to miss the train.



You **don't need to** worry. We still have 45 minutes before it leaves.

Exercise 8

Complete the sentences. Use **don't have to**, **don't need to**, or **needn't**.



- I've done all my homework, so I **don't have to** study anymore tonight.
- Tomorrow is Saturday, so
- These clothes are clean. You
- Your TV is new. You
- Those dogs aren't dangerous. We
- I told him about the party tomorrow night. You
- I have two days to finish this essay. I

Exercise 9

Check the correct choice.



- | | | |
|---|---|--|
| 1. They don't have to . . . to play football. | <input checked="" type="checkbox"/> wear uniforms | <input type="checkbox"/> have a ball |
| 2. Andy needn't . . . to earn money. | <input type="checkbox"/> work hard | <input type="checkbox"/> work less |
| 3. You don't need to . . . to fix your car. | <input type="checkbox"/> use a screwdriver | <input type="checkbox"/> use a ladder |
| 4. You needn't . . . to keep in shape. | <input type="checkbox"/> run long distances | <input type="checkbox"/> exercise |
| 5. Erdal doesn't have to . . . to get up early. | <input type="checkbox"/> set the table | <input type="checkbox"/> set the alarm clock |

Activity 3

Form two teams. Ask and answer questions about the things that are and aren't necessary to make the things or do the activities in the pictures. Use **don't have to**, **don't need to**, or **needn't**. Each correct answer is worth one point. The team with the higher score wins.

Example

Team A: What don't you need to make a kite: scissors, paper, paint, or string?

Team B: We don't have to have paint to make a kite.

Teacher: That's right! Team B gets one point. Now it's team B's turn to ask a question.



Activity 4

Form two teams. Write a list of things that you **don't have to**, **don't need to**, or **needn't** do at the times or in the places listed below. Then read your sentences aloud. The team that writes more sentences wins.

Example

1. We don't have to get up early on the weekend.
2. We don't need to do homework during vacation.
3. We needn't . . .

Times & Places

- summer vacation
- weekends
- at your grandparents' house
- with your friends at the mall
- at home alone



Follow-up

Exercise 10

Complete the sentences with **may**, **should**, or **needn't**.



1. Brent has a car, so he **needn't** take the bus to work.
2. They speak quietly because their father is sleeping.
3. I probably won't be at home tomorrow evening. I be at Erdal's birthday party.
4. Jenny rest because she was up very late last night.
5. Fatma worry about her son. He is at his friend's house.
6. I'm not going to the library today, but I go tomorrow.

Exercise 11

Check the best alternative.



- | | |
|--|--|
| <ol style="list-style-type: none"> 1. It is not raining outside. <ul style="list-style-type: none"> <input type="checkbox"/> You shouldn't stay in all day. <input type="checkbox"/> You may see your friends outside. <input checked="" type="checkbox"/> You don't need to take an umbrella with you. 2. Your exams are coming up, Leonard. <ul style="list-style-type: none"> <input type="checkbox"/> You don't have to wash the dishes. <input type="checkbox"/> You could brush your hair every day. <input type="checkbox"/> You should study hard. | <ol style="list-style-type: none"> 3. Mehmet never eats garlic. <ul style="list-style-type: none"> <input type="checkbox"/> He had better not go to an Italian restaurant. <input type="checkbox"/> He needn't eat fruit and vegetables. <input type="checkbox"/> He ought to obey the family rules. 4. Karen wants to make an omelette. <ul style="list-style-type: none"> <input type="checkbox"/> She may use some chocolate. <input type="checkbox"/> She doesn't need any eggs. <input type="checkbox"/> She should buy cheese. |
|--|--|

Activity 5

Form two teams. Your teacher will describe a situation. Give advice on what to do in that situation. Each sensible, correct answer with a modal is worth one point. The team with the higher score wins.



Example

Teacher: Suppose you are on a ship, and it is sinking. What should and shouldn't you do?

Team A S1: We shouldn't panic.

Teacher: That's right! One point for team A.

Team B S1: We should get in the lifeboats.

Teacher: That's also right. Team B gets a point too.

Team A S1: We needn't :..

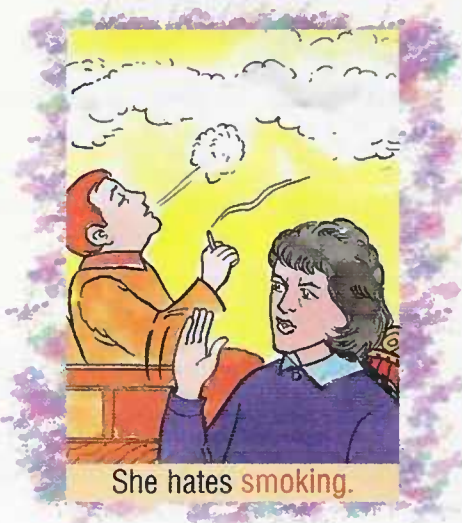


Unit 21

Gerunds

A

A gerund (the **-ing** form of a verb) is a verbal noun. We can use a gerund as the object of a sentence after certain verbs, such as enjoy, like, avoid, etc. As an object, a gerund shows the general characteristics of the subject.



Main Verb	Gerund
I like	working.
Do you enjoy	swimming?
Eren hates	jogging.

Exercise 1

Complete the sentences using the gerund form of the verbs in the box.

help go break ~~listen~~
give cook steal play

- Many young people enjoy **listening** to rock'n roll music.
- Have you finished, Mom? I'm very hungry.
- The burglar admitted to the money, and he was sent to prison.
- Would you mind me with this heavy box? I can't lift it by myself.
- You can't deny the window. I saw you do it.
- The teacher delayed the exam until after the holiday.
- I used to like the guitar when I was young.
- Let's postpone on a picnic. It's very cold today. We can go next weekend.



Exercise 2

Match the questions with the answers.



A

B

- | | |
|--|---|
| 1. Do you like reading novels? | a. Of course not. . . . Is that better? |
| 2. When will you start looking for a job? | b. No, I don't. It's boring. |
| 3. Would you mind turning the radio down? | c. No, I don't. I was introduced to so many different people. |
| 4. Do you remember meeting him at the party? | d. Yes, I do. Whenever I have some free time, I go to the pool. |
| 5. Do you enjoy swimming? | e. After I graduate from school next month. |

Activity 1

Work in pairs. Prepare a list of eight questions with your partner. Then give your list to another pair of students. Let the other students write out their answers and then read them aloud. They should give reasons for their answers.



Here is a list of topics. You can think of others on your own.

Example

- | | Yes | No |
|--|-------------------------------------|--------------------------|
| 1. Do you enjoy reading adventure stories? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Do you prefer reading books or watching TV? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Do you remember writing ...? | <input type="checkbox"/> | <input type="checkbox"/> |

Topics

- jogging
- fishing
- playing basketball
- camping
- collecting stamps
- listening to music

We enjoy reading adventure stories because they are exciting. We prefer reading books to watching TV because ...

B

We can use gerunds after prepositions.



Veysel is good at **riding** a motorcycle.



The soldier is dreaming about **being** with his children.

Preposition	Gerund
I am interested in	collecting stamps.
They look forward to	seeing you.
You must lock the door after	leaving the house.

Exercise 3

Complete the sentences using the gerund form of the verbs in the box.

work

~~drill~~

be (2)

read

wait

live

go

play

- This tool is used for **drill** holes.
- Instead of for the bus, she took a taxi to work.
- How about football this afternoon.
- Students at boarding school look forward to home and with their parents on the weekend.
- We talked about the advantages and the disadvantages of in a foreign country.
- "I hope you have a good reason for late!" the teacher said to the student.
- Hasan is always complaining about in a big company
- Roxanne is interested in novels.



C

We can use gerunds as the subject of a sentence.



Bungee jumping and sky diving are exciting sports.



Doing exercises and jogging will help them lose some weight.



Working too hard made him ill.

Gerund	Main Verb
Playing tennis	is fun.
Driving a car	is tiring.
Eating too much chocolate	is bad for your health.

Exercise 4

Complete the sentences.



- Traveling around the world helped me learn about different people and cultures.....
- Watching horror films.....
- Meeting people from various countries
- Collecting coins
- Studying hard
- Driving too fast
- Arguing with people
- Answering questions
- Playing
- Working part time

Exercise 5

Look at the pictures to complete the sentences and fill in the puzzle.



1. Although _____ in the garden
is tiring, he likes it very much.



2. _____ at people makes
them feel happy.



3. _____ hockey
isn't easy.



4. _____ is my sister's
favorite hobby.



5. _____ is fun and exciting.



6. _____ a foreign language
requires a lot of hard work.



7. _____ is part of my morning routine.



8. _____ books made him wealthy.



Follow-up

Exercise 6

Complete the following sentences using the gerund form of the verbs in the box.

see pay buy look tell ~~lose~~ do go

1. My friend apologized for losing my book.
2. Some people are very lazy. They don't feel like any work.
3. He wanted to go out alone, but I insisted on with him.
4. Esra is fed up with her job. She is thinking of for a new one.
5. They were accused of lies.
6. We were warned against that house.
7. I'm looking forward to you again.
8. Rodger is insisting on the bill.

Activity 2

Work in pairs. Look at the pictures, decide how much you like each sport, and fill in the chart with the marks shown below. Then ask your partner questions about his/her likes and dislikes and complete the chart.



✓✓ love ✓ like ✗ dislike ✗✗ hate

	You	Your Partner
wind surfing	<input type="checkbox"/>	<input checked="" type="checkbox"/>
jogging	<input checked="" type="checkbox"/>	<input type="checkbox"/>
hockey	<input type="checkbox"/>	<input type="checkbox"/>
mountain climbing	<input type="checkbox"/>	<input type="checkbox"/>
track and field	<input type="checkbox"/>	<input type="checkbox"/>
basketball	<input type="checkbox"/>	<input type="checkbox"/>
soccer	<input type="checkbox"/>	<input type="checkbox"/>
fishing	<input type="checkbox"/>	<input checked="" type="checkbox"/>



Example

You: Do you like wind surfing?

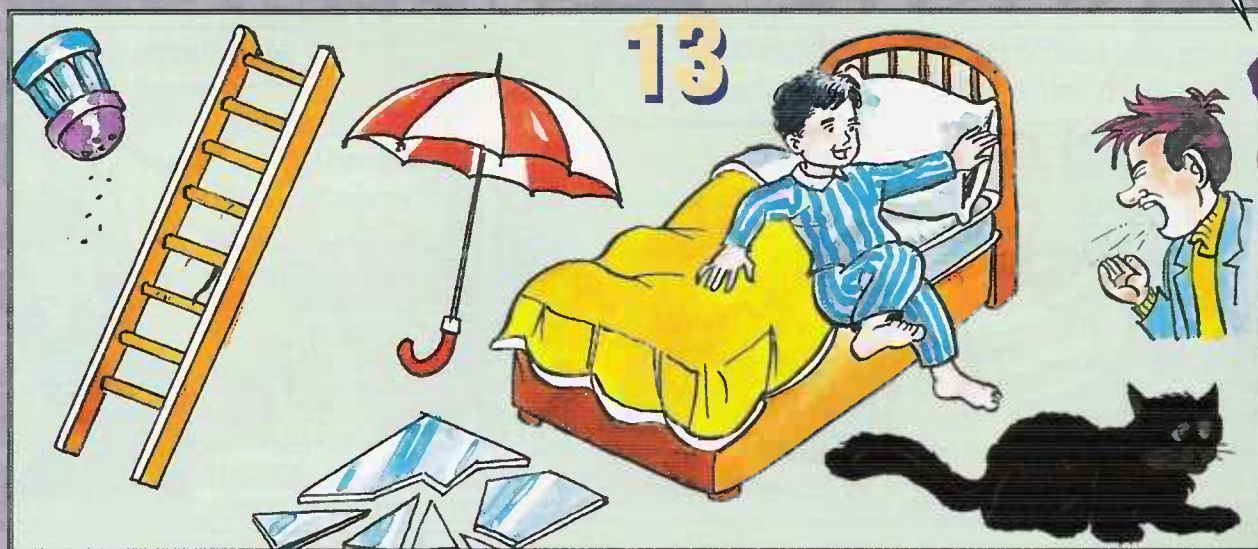
Your partner: No, not at all, but I like fishing a lot.

Your partner: Do you hate jogging?

You: No, I love it, but I hate . . .

Activity 3

Some people in different cultures believe that certain things bring bad luck. They also think that there are ways of getting rid of the bad luck. Look at the picture and match the sentences below to find out what they are.



A

1. Opening an umbrella in the house causes bad luck.
2. Letting a black cat cross your path is unlucky.
3. Spilling salt brings bad luck.
4. Breaking a mirror can give you seven years of bad luck.
5. Walking under a ladder is unlucky.
6. Getting out of bed on the left side will bring you bad luck.
7. Using the number 13 brings misfortune.
8. Sneezing on Sunday brings bad luck for the next seven days.

B

- a. Cross your fingers when you walk under it.
- b. Be careful when you sneeze.
- c. Avoid using it.
- d. Walk backwards to the bed, lie down, and then get up on the right side.
- e. Take it outside and bury it.
- f. Throw some of it over your left shoulder.
- g. Leave it closed until you go outside.
- h. Go back home and start your journey again.

Do you have similar beliefs in your country? What are they? Discuss them in class. Don't forget to use gerunds, or you'll have bad luck in the lesson!

A

We use a relative clause to identify or define the noun preceding it. We use **who** for people and **that** or **which** for animals and things as subject pronouns in relative clauses.



Noun	Relative Clause
I have a friend	who flies airplanes.
The radio	that belongs to Selim is very expensive.
The tiger	which escaped from the zoo is very dangerous.

Note Which is more formal than that.

Exercise 1

Complete the sentences with **who** or **that/which**.

- Teachers like students **who** do their homework on time.
- I want to buy the camera costs two hundred dollars.
- Do you know the woman is working behind the counter?
- Tyler bought a watch was made in Switzerland.
- The woman is wearing the red dress is an actress.
- I can't move the table is in the living room.
- Who took the umbrella was in the closet?



Exercise 2

Combine the sentences with **who** or **that/which**.
Change the second sentence into a relative clause.



- I saw the boy. He broke the window.
I saw the boy who broke the window.
- Did you like the book? It's about international relations.
.....
- They called the company manager. She was on vacation last week.
.....
- Can you write a sentence? It contains a relative clause.
.....
- A military officer is a soldier. He commands troops.
.....
- A man wanted to see you. He was wearing a gray flannel suit.
.....

Activity 1

Work in pairs. Ask and answer questions about famous people and their achievements, using relative clauses. Each correct answer is worth one point. Keep track of your points on the scoreboard. The student with the higher score wins.

Here are some famous people. You can think of others on your own.



SCOREBOARD

A

B

1
2
3
4
5
6

Example

A: Who was the man who invented the light bulb?

B: Thomas Edison was the man who invented the light bulb.

A: That's right! You get a point.

~~Thomas Edison~~
Yuri A. Gagarin
Albert Einstein
Charles Dickens
Leonardo da Vinci
Timur

discovered the theory of relativity
wrote *David Copperfield*
invented the ~~light bulb~~
was the first man to orbit Earth
conquered India
painted the *Mona Lisa*

Activity 2

Form two teams. Ask and answer general questions about animals. Each correct answer with a relative clause is worth one point. The team with the higher score wins.



Example



Team A S1: Is there a bird that has wings but can't fly?

Team B S1: An ostrich is a bird that has wings but can't fly.

Teacher: That's correct! You get one point.



B

We use **who/whom** and **that/which** as object pronouns in relative clauses.

Listen to the cassette player
which that guy's carrying!

Yeah, it sounds great . . . Hey! That's
my cassette player **which** he's carrying.

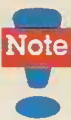


Noun

Serpil bought the **book**.
The **man**

Relative Clause

that Fatma told her about yesterday.
whom I saw at the party was Osman's uncle.



- Whom** is the formal object form of the relative pronoun for persons, but in spoken English, **who** is generally used instead of **whom**.
*Randy will visit the boy **who** they took to the hospital.*
- We can sometimes omit object pronouns, especially in spoken English.
The man I saw at the party was Osman's uncle.

Exercise 3

Combine the following sentences with **who/whom** or **that/which**. Make the second sentence a relative clause. If appropriate, leave out the object pronoun.

- Hasan sold the car. He bought it last year.
Hasan sold the car that he bought last year.
- I saw the man. You wanted to introduce me to him.
.....
- Andrew was wearing a new suit. His father bought it for him last week.
.....
- The teacher was very experienced. I learned English from him.
.....
- The woman won't come to the office today. You are waiting for her.
.....
- The film is supposed to be very exciting. We are going to see it tonight.
.....



Activity 3

Form teams. Ask and answer general questions about various objects. Each correct answer with a relative clause is worth one point. The team with the higher score wins.



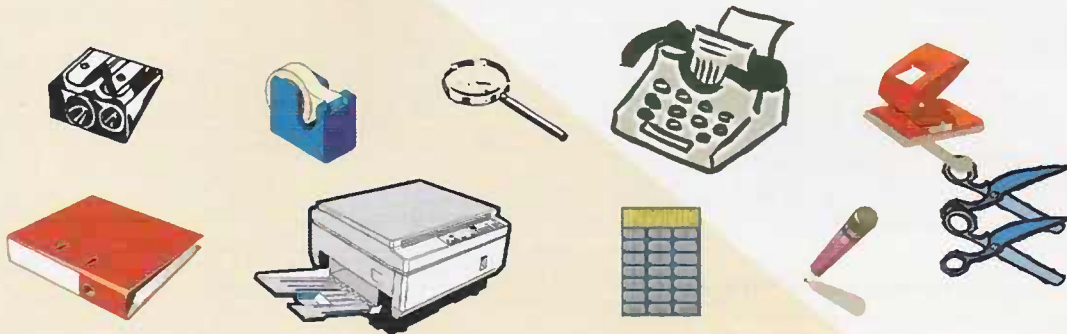
Example

Team A S1: What do you use to write letters with?

Team B S1: A pen is something that we use to write letters with.

Teacher: That's correct! One point for team B. Now it's team B's turn to ask a question.

You can use the objects in the pictures or think of others on your own.

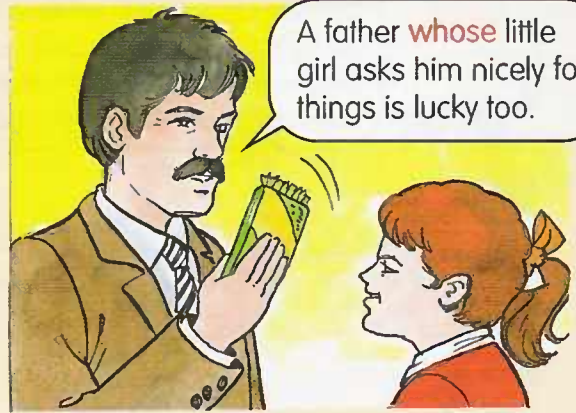


C We use **whose** to express possession for people, animals, and things. We can use **whose** plus a noun as the subject or the object pronoun in a relative clause.

A little girl **whose** father buys her candy is lucky!



A father **whose** little girl asks him nicely for things is lucky too.



Noun

I don't know the **man**
I am the **boy**
The **horse**
The **car**

Relative Clause

whose car is next to the bus.
whose bike the thief stole.
whose owner is from Kentucky won the race.
whose windshield was broken is in the repair shop.

Exercise 4

Combine the following sentences with **whose**.
Change the second sentence into a relative clause.



1. Do you know the student? His father had an accident.

Do you know the student whose father had an accident?

2. Tell me about the thief. You saw his face during the robbery.

3. The car is not mine. Its tire is flat.

4. Evan helped the man. His chair broke.

5. The family is rich. You're talking about their house.

6. The student is the best in our class. The teacher liked his essay.

Activity 4

Form three teams. The first team will say a noun, the second team will make up a relative clause with **whose** to define the noun, and the third team will complete the sentence. Each team will have a turn to say five nouns, make up relative clauses, and complete sentences. Sensible, correct relative clauses and completed sentences are worth one point each. The team with the highest score wins.



Example

Team A: The man . . .

Team B: The man whose suit is brown . . .

Team C: The man whose suit is brown is the new manager of our company.

Teacher: Good! Team B and team C get one point each.

D

When, where, and why are also used in relative clauses. We use **where** to define a place (country, city, house, room, etc.), **why** to define the word "reason", and **when** to define a time period (day, week, month, year, century, etc.).



Noun

I liked the hotel

I don't know the reason

She doesn't remember the day

Relative Clause

where I stayed last night.**why** he is so happy.**when** she last saw Alicia.

Note

We don't use prepositions with **where**, **why**, or **when**.

Exercise 5

Combine the sentences with **where**, **why**, or **when**. Omit any unnecessary words.



1. Summer is a season. A lot of tourists come to Turkey.

Summer is a season when a lot of tourists come to Turkey.

2. Bulent doesn't get good grades. His father wants to know the reason.

3. I don't know the house. Tom lives there.

4. You quit your job. The reason is not a good one.

5. We saw a good play at the theater last night. Frank is working there.

6. When was Selma born? Do you know the year?

Activity 5

Form two teams. Take turns asking and answering questions about the places where different students in your class went for a vacation last summer. Use **where**, **when**, and **why**. Each correct answer is worth one point. The team with the higher score wins.

Example

Team A S1: Do you know the resort where Mustafa spent his vacation last summer?

Team B S1: Club Bildibi is the place where Mustafa spent his vacation.

Teacher: Mustafa, is Club Bildibi the resort where you spent your vacation last summer?

Mustafa: Yes, it is.

Teacher: Team B gets one point.

Team B S2: Do you know the reason why Mustafa went to Club Bildibi?

Team A S2: The reason why Mustafa went to Club Bildibi is . . .



Follow-up

Exercise 6

Complete the following sentence with **who**, **that/which**, **whose**, **where**, **why**, or **when**.

1. I heard about a woman **who** has 43 cats in her apartment.
2. Which one is the boy wallet the thief stole?
3. Winter is the time of year it snows heavily.
4. Nobody knows the reason Polat went to Poland.
5. The watch Rick found yesterday afternoon was Alex's.
6. Did they like the motel they stayed last night?
7. Do you remember the last time we met here?



Exercise 7

Complete the sentences with relative clauses.

1. Alex wants to buy a house **that is close to the beach**
2. The bus crashed into a tree yesterday.
3. Yakup has never seen the boy
4. The people were very excited.
5. They will clean the curtains
6. Have you ever seen a man
7. Is the book about Turkish history?





Activity 6

Read the story and underline the relative clauses. Then form two teams and take turns asking and answering questions about the story. Use relative clauses. Each correct answer is worth one point. The team with the higher score wins.



It was Friday, and the mosque was full of men who had come for the Friday prayer. Hodja, who was the imam, stood up to begin the sermon. "Peace be upon you," he said to everyone.

"And peace be upon you," the men replied.

"I wonder," Hodja said, "if you know the topic that I'm going to talk about today?"

The men looked at each other in surprise. "No, Hodja, we don't," they said.

"Well," said Hodja, "if you don't know, how can I tell you?" Then he walked out the door.

The following week, all the men who had been at the mosque the previous Friday returned to pray and hear Hodja give the sermon. When he entered the mosque, Hodja stood before the congregation and said, "Peace be upon you."

"And peace be upon you," said all the men who were sitting in rows in front of him.

"Do you know the topic that I'm going to talk about today?" Hodja asked them again.

Some of the clever men who knew

Hodja and his tricks said, "Yes, Hodja, we do!"

"Well, if you already know what I'm going to speak about," said Hodja, "how can I tell you anything?" Then he walked out the door.

After he had gone, the men talked together. "Look," said one of them, "next week when he says the same thing, those who are sitting on the left will say 'No' and those who are sitting on the right will say 'Yes'. Okay?"

Everyone came to the mosque early the following Friday. They were all very excited. They wanted to see what would happen during the service.

Finally, Hodja arrived at the mosque. "Peace be upon you," he said.

"And peace be upon you," said all the men in the congregation.

"Do you know which topic I'm going to talk about today?" Hodja asked.

"No, we don't," said the men on the right.

"Yes, we do," said the men on the left.

"In that case," Hodja said, "let those who know tell those who don't!" And then he walked out the door.

Example

Team A S1: Who did Hodja say "Peace be upon you" to?

Team B S1: He said "Peace be upon you" to the men who were in the mosque.

Teacher: That's correct! One point for team B. Now it's Team B's turn to ask a question.

A

An infinitive with **to** is a verbal noun. We can use an infinitive with **to** as the object of a sentence, but only after certain verbs such as **want, decide, like, hope**, etc. An infinitive with **to** as an object shows the subject's plan or intention.



Main Verb	Infinitive with to
I want	to be a doctor.
She plans	to work today.
They would like	to eat something.

Exercise 1

Complete the sentences with the correct form of the verbs in the box.

apply bother have buy stay ride come

- Do you want **to come** ... with me?
- He wants a horse.
- She didn't want anybody.
- Would you like some tea?
- At first he didn't want for the job, but his parents eventually persuaded him.
- I would like at home tonight.
- He plans a Toyota Corolla.

Exercise 2

Complete the sentences. Use infinitives with to.



1. **Jane:** Why don't we go to the National Art Gallery next Saturday?

Tom: That's a great idea.

Jane and Tom have decided to go to the National Art Gallery next Saturday.

2. **Grandfather:** Will you read this letter to me, please?

Grandson: Of course.

The grandson agreed

3. **Geography teacher:** What is the capital of Italy?

Student: Sorry, sir. I don't know.

The student failed

4. **Mrs. Wilson:** Do you want me to help you with your homework, Frank?

Frank: No, thanks. I can do it myself.

Mr. Wilson offered

5. **Mother:** Do you promise not to take candy from strangers?

Child: OK, Mom. I promise.

The child promised

6. **Host:** Would you like to have something to drink?

Guest: No, thank you.

The guest refused

Activity 1

Form two teams. Make up situations and give them to the other team. Create dialogues with **to**-infinitives for the situations that you get and act them out. Each sensible, correct dialogue is worth one point. The team with the higher score wins.

Here are some situations. You can think of others on your own.

Example

Team A S1: You are in a restaurant. You want the waiter to take your order.

Team B S1: Excuse me, I'm ready to order now.

Team B S2: Yes, sir. What would you like to have for lunch today?

Teacher: Great! Team B gets one point. Now team B can give a situation to team A.

Situations

- at the hospital
- on a train
- at the gym
- on the beach
- in the supermarket



B

We can use an infinitive with **to** as the subject of a sentence.



To ski jump is very exciting.



It is not good to be late for class.

Infinitive with to

Main Verb

To read a book in bed is very enjoyable.

Note

When we use an infinitive with **to** as the subject of a sentence, we usually begin the sentence with **it**.

It is necessary to do your homework every night.

It is not difficult to learn how to swim.

It is better not to play outside now because it is raining.

Exercise 3

Complete the sentences.

1. To learn a foreign language perfectly..... requires hard work and and intensive study.....
2. To be able to
3. To fail an exam
4. To cause an accident
5. To do exercises in the morning
6. It's tiring
7. It's quite difficult
8. It's very important
9. It's really easy
10. It's natural

Exercise 4

Match the sentences.

A

B

- | | |
|--|---------------------------------------|
| 1. It's difficult for a blind person . . . | a. to smoke cigarettes. |
| 2. It's necessary . . . | b. to go for a walk alone. |
| 3. It's quite cheap . . . | c. to come to the meeting on time. |
| 4. It's dangerous . . . | d. to take the bus. |
| 5. It's not healthy . . . | e. to take too much of that medicine. |

Activity 2

Form two teams. Take turns giving each other incomplete sentences and completing them with **to**-infinitives. Each sensible, correct answer is worth one point. The team with the higher score wins.

Here are some words to help you.
Think of others on your own.

- easy
- boring
- frightening
- tiring
- unhealthy
- stupid
- interesting

Example

Team A S1: It's exciting . . .

Team B S1: It's exciting **to ride** on an airplane.

Teacher: That's correct. One point for team B.

Team B S2: It's difficult . . .

Follow-up

Exercise 5

Complete the following sentences with the correct form of the verbs in the box.

move cry ~~loan~~ use know come arrive do

- He promised to loan me some money.
- Some students forgot to use their assignments on time.
- I started to cry when I heard the beautiful poem.
- I want to know the truth. Did you really enjoy the play?
- We decided to come to another city because my father wanted a new job.
- There was a lot of traffic on the highway, but I managed to arrive at the conference on time.
- I have a good computer, but I haven't learned how to do it yet.
- Do you promise to arrive on time?

Exercise 6

Read the story and fill in the blanks with the correct form of the verbs in the box.



go (2)

stay

get away

~~go~~

come

help

Last February, my father and I decided ~~to go~~... on a vacation. We wanted from Istanbul, breathe some fresh air, and relax. My father and I agreed to a ski resort, but my mother did not want with us. She wanted at home.

My father and I decided to Uludag, a well-known ski resort near Bursa. My father phoned several travel agencies, but there weren't any vacancies at Uludag. One travel agent tried us. He suggested going to Erciyes near Kayseri. At first my father didn't want there because it was so far from Istanbul, but he eventually accepted because he didn't want me to be disappointed. We stayed in Erciyes for a week and enjoyed our holiday very much.

A

We use **and** to join two things, **but** to express contrast, and **or** to express a choice of two or more things.



They went sightseeing **and** shopping yesterday.

I play football, **but** I don't play tennis.

Do the children want to play in the house **or** in the yard?

Exercise 1

Complete the sentences.

1. I would like to eat some chicken and ...
2. He was here an hour ago, but ...
3. Celal will go to Antalya or ...
4. Nick can't play chess, but ...
5. Did George call you or ...
6. They washed the dishes and ...
7. Kamil is busy today, but ...
8. Do you want to sleep or ...

- a. to Adana on the weekend.
- b. he can help you tomorrow.
- c. he can play checkers.
- d. he left.
- e. listened to the news on the radio.
- f. watch TV?
- g. drink some orange juice.
- h. visit you yesterday?

Activity 1

Form two teams. Make up incomplete sentences with **and**, **but**, or **or**, and let the other team complete them. Each sensible, correct answer is worth one point. The team with the higher score wins.

Example

Team A S1: Donald bought a kilo of potatoes, but ...

Team B S1: Donald bought a kilo of potatoes, but he didn't buy any onions.

Teacher: That's a correct sentence! Team B gets one point.

Team A S2: I am going to take a walk in the park and ...

Activity 2

Work in pairs. Write your plans for the weekend on the calendar. Then compare your plans with your partner's and write down the similarities or differences. Use conjunctions.



CALENDAR	
Saturday	Sunday
play basketball	

Example

A: What are your plans for Saturday?

B: I'm going to play volleyball **and** ...

I'm going to play basketball **but** my partner is going to play volleyball on Saturday...

.....

.....

.....

.....

.....

B

We use **so** to express the result of a previous action, **because** to express the cause of an action, and **although** to express contrast.

It was raining,
so I didn't go
outside, Mom!



Good for you Marcy. Look at your brother! ... He's all wet! **Although** it was raining, he went outside.

I went outside
because I wanted to
play with my friends.

Tom broke the vase, **so** he's upset.

Tom is upset **because** he broke the vase.

Tom is not upset **although** he broke the vase.

Note

Clauses with **because** and **although** may come at the beginning or at the end of the sentence, but clauses with **so** come at the end of the sentence only.

Because Tom broke the vase, he is upset.

Although Tom broke the vase, he is not upset.

Exercise 2

Join the sentences using **so**, **because**, or **although**.

1. John has to study harder. He's not getting good grades in math.

John has to study harder because he is not getting good grades in math.

2. It was late at night. Metin was reading his new book.

.....

3. They were by the ocean. They went swimming.

.....

4. They didn't go outside. It was raining hard.

.....

5. I couldn't find Ozlen. I left a message at her office.

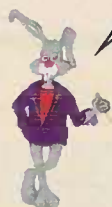
.....

6. Ed buys expensive clothes. He doesn't have much money.

.....

Activity 3

Form two teams. Make up simple sentences and let the other team change them into complex sentences by using **so**, **because**, or **although**. Each sensible, correct complex sentence is worth one point. The team with the higher score wins.



Example

Team A S1: Robert needed some money.

Team B S1: Robert needed some money, so he asked me to lend him some.

Teacher: That's correct! One point for team B. Now it's team B's turn to make up a simple sentence.

C

We use **not only ... but also** to express two choices, **both ... and** to link two things together, **either ... or** to express two positive alternatives, and **neither ... nor** to express two negative alternatives.



Vince **not only** knows Italian **but** also Spanish.
Both Brian **and** Yakup will have a holiday soon.
I will have **either** coffee **or** tea.
They ate **neither** the soup **nor** the salad.

Note

1. When two subjects are connected by **not only ... but also**, **either ... or**, and **neither ... nor**, the subject that is closer to the verb determines whether the verb is singular or plural.
Not only my brother but also my cousins like football.
2. The verb is always plural in sentences with **both ... and**.
Both Ali and Mehmet are students.

Exercise 3

Join the sentences with **not only ... but also**, **both ... and**, **either ... or**, or **neither ... nor** to make a new sentence.

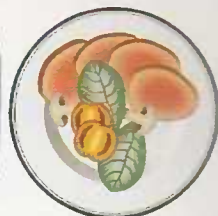
1. Jeff broke the window. He broke the vase.
Jeff **not only** broke the window **but** he also broke the vase.
2. Cemal went abroad last week. Celil went abroad last week.
3. John has the flu. Terry has the flu.
4. Peter can sing. He can play the piano.
5. They may come tomorrow. They may come the day after tomorrow.
6. Paula didn't lose her camera at the picnic area. She didn't lose her ball at the picnic area.



Activity 4

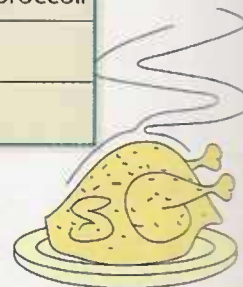


Work in pairs. Check the kinds of food you like on the chart. Then ask your partner what types of food he/she likes. Compare your likes and dislikes and write down the similarities and differences. Use **not only . . . but also**, **both . . . and**, **either . . . or**, or **neither . . . nor**.



Types of Food	Lamb	Beef	Chicken	Fish	Macaroni	Rice	Potatoes	Carrots	Spinach	Broccoli
You	✓		✓							
Your Partner										

I like not only lamb but also chicken. My partner likes neither lamb nor chicken



Activity 5

Form two teams. Think of two nouns and ask a general question about them. Each sensible answer with **not only . . . but also**, **both . . . and**, **either . . . or**, or **neither . . . nor** is worth one point. The team with the higher score wins.

Example

Team A S1: Where are Anna and Maria from?

Team B S1: Both Anna and Maria are from Spain.

Teacher: That's correct! One point for team B.

Team B S2: Are books and newspapers sold in a butcher's shop?

Team A S2: Neither books nor newspapers are sold in a butcher's shop.

Teacher: That's right! Team A gets a point too.



Follow-up

Exercise 4

Complete the sentences using the conjunctions in the box.

~~and~~ but or so because although (2)



- Jane was listening to music and washing the dishes.
- Ali decided to go on a picnic it was about to rain.
- Tanya is a good student, she was able to pass the exam.
- George missed the bus, he wasn't late for school.
- Tom couldn't mail the letter the post office was closed.
- I didn't feel well, I didn't go to work yesterday.
- You can wait for the bus, you can take a taxi.

Exercise 5

Write new sentences with **both . . . and**, **either . . . or**, or **neither . . . nor**.



- Gary has been to France and Germany before.
Gary has been to both France and Germany.
- I didn't see Oscar and Lois last night.
.....
- She doesn't like to drink coffee. She doesn't like to drink tea.
.....
- Omar will buy a car next year. Perhaps he will buy a house.
.....
- Robert will have a holiday. Chris will have a holiday.
.....

Activity 6

Write four simple sentences on four slips of paper and give them to your teacher. Then form several teams and choose two slips each from the bunch. Take turns reading the simple sentences aloud and joining them with conjunctions. Each sensible, correct new sentence is worth one point. The team with the most points wins.

Example

Team A: Faruk rides a bike. Veysel drives a car. . . .

Faruk rides a bike, but Veysel drives a car.

Teacher: That's right! One point for team A. Now it's team B's turn.

Faruk rides a bike.

Veysel drives a car.



A

We use type 2 conditionals to express an unreal or unlikely situation in the present or in the future.



If I were rich, I could help poor people.



If we were at home now, we would be having a good time with our friends.

Main Clause
(Would/Could/Might)

I'd solve all my country's problems
We'd travel around the world

If-Clause
(Simple Past Tense)

if I were the president.
if we had a lot of money.

Note

1. The simple past tense and **would**, **could**, and **might** in type 2 conditionals don't refer to past time. They refer to the present or the future.
2. We use **were** instead of **was** in the **if**-clause of a type 2 conditional sentence. Sometimes, however, in spoken English, we use **was** instead of **were**.
3. There is not a big difference in meaning between **would**, **could**, or **might** in type 2 conditional sentences.

Exercise 1

Complete the sentences with the correct form of the verbs in the box.

visit

have

not have

~~pay~~

1. **Simon:** Would you like to ride on the roller coaster?
Robert: No! I wouldn't ride on the roller coaster even if you~~paid~~..... me a million dollars.
2. **Bob:** Are you coming with us?
Jim: I'm afraid I can't. If I some free time, I would join you.
3. **Teacher:** Why isn't Muzaffer in class today?
Student: I don't know. But I'm sure he wouldn't be absent if he a good reason.
4. **Ahmet:** If you went to the United States, what cities would you visit?
Hakan: If I went to the United States, I San Francisco, Portland, and Seattle.





Exercise 2

Complete the sentences.

1. If you studied hard, **you would get good grades in school.**
2. If they took a trip to France,
3. If Murat had a driver's license,
4. If I were rich,
5. Mr. Cetin would stay in Istanbul if
6. Mrs. Harrison would feed her cat if
7. My father would punish me if
8. Jimmy wouldn't need money if
9. You would be sorry if
10. They could eat more if

Activity 1

Work in pairs. Ask and answer questions as in the example. Begin your answers with "No, but ..."



You can use the topics in the box or think of others on your own.

Example

Student A: Are you hungry?

Student B: No, but if I were hungry, I would buy a snack.

Student B: Do you speak Russian?

Student A: No, but if I spoke Russian,

Topics

- be/hungry
- speak/Russian
- weather hot/cold
- have a car/horse/bicycle
- be a teacher/principal
- be rich/poor
- have enough time/no time

Activity 2

Form two teams. Take turns asking and answering general questions. Each correct, sensible answer in the conditional is worth one point. The team with the higher score wins.



You can use the ideas in the box or think of others on your own.

Example

Team A S1: Why would you jump out of a window?

Team B S1: If the classroom were on fire and I couldn't get out the door, I would jump out of a window.

Teacher: That's a good answer! Team B gets one point. Now it's team B's turn to ask a question.

Ideas

- jump ~~out~~ of a window
- break a window
- drive a car fast
- jump off a cliff

FOLLOW-UP

Exercise 3

Complete the sentences.



1. We wouldn't be able to talk to our friends in other cities if there weren't telephones.
2. You would get better grades if
3. I would learn Japanese if
4. He would buy a lot of books if
5. If the weather were nice today,
6. If you weren't ill,
7. If Grace were a princess,

Activity 3

Work in pairs. Answer the questions about the different situations with your partner. Write down your answers and read them aloud to the rest of the class.

*What would you do . . .*

1. if you found 10 thousand dollars in a bag in the park?
2. if you saw a thief robbing a store?
3. if you were on a ship and it started to sink?
4. if you were riding on an airplane and the engines stopped suddenly?
5. if somebody stole all your money?
6. if your best friend told you a lie?
7. if you met a hungry tiger in the jungle?

Example

A: If we found ten thousand dollars in a bag in the park, we would turn it in to the police.

Activity 4

Form two teams. Take turns making conditional sentences after your teacher gives you the first **if**-clause. The sentences must be connected to one another. Each correct, sensible answer is worth one point. The team with the higher score wins.



Example

Teacher: If I had a million dollars, . . .

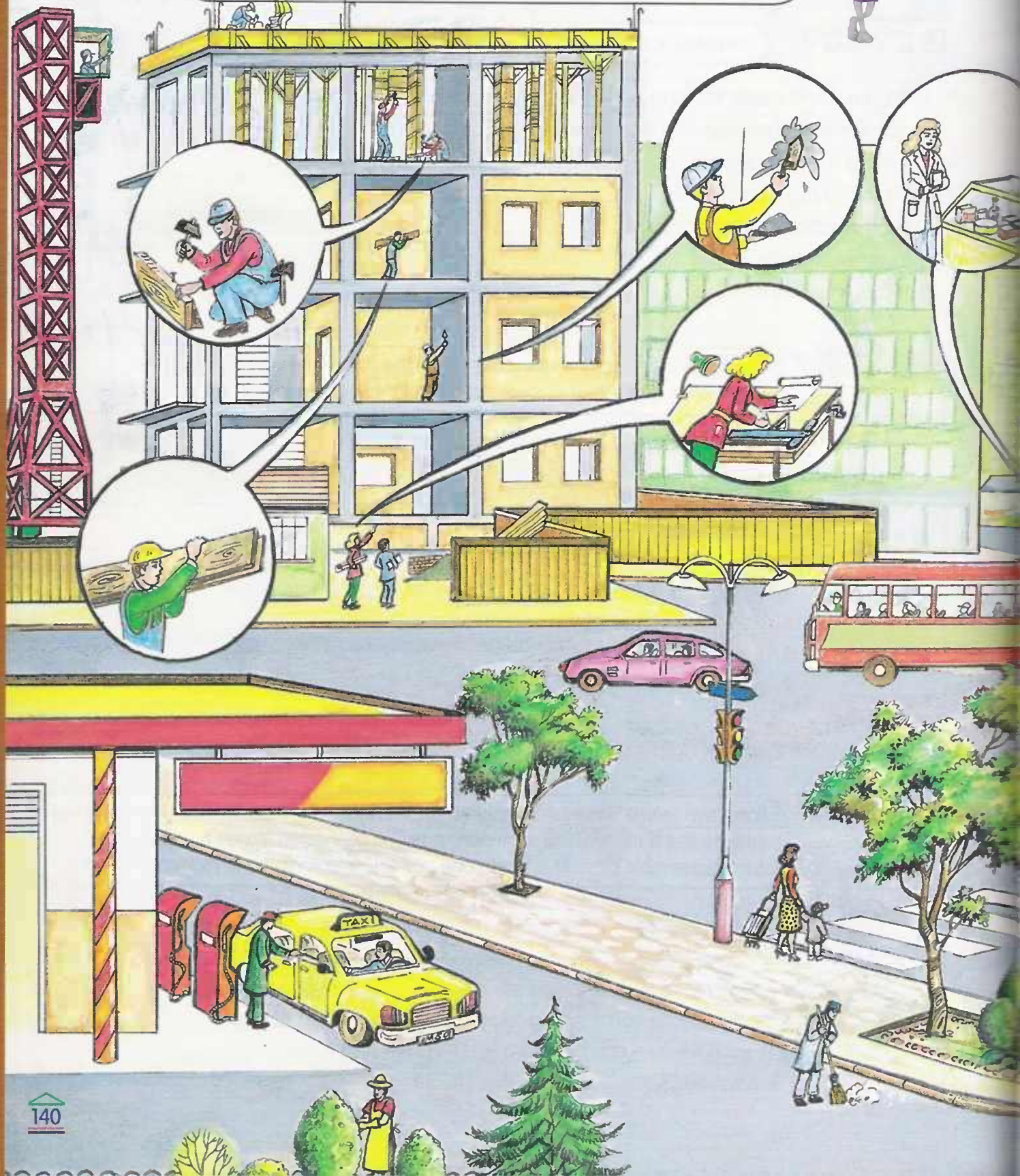
Team A S1: If I had a million dollars, I would buy you a yacht.

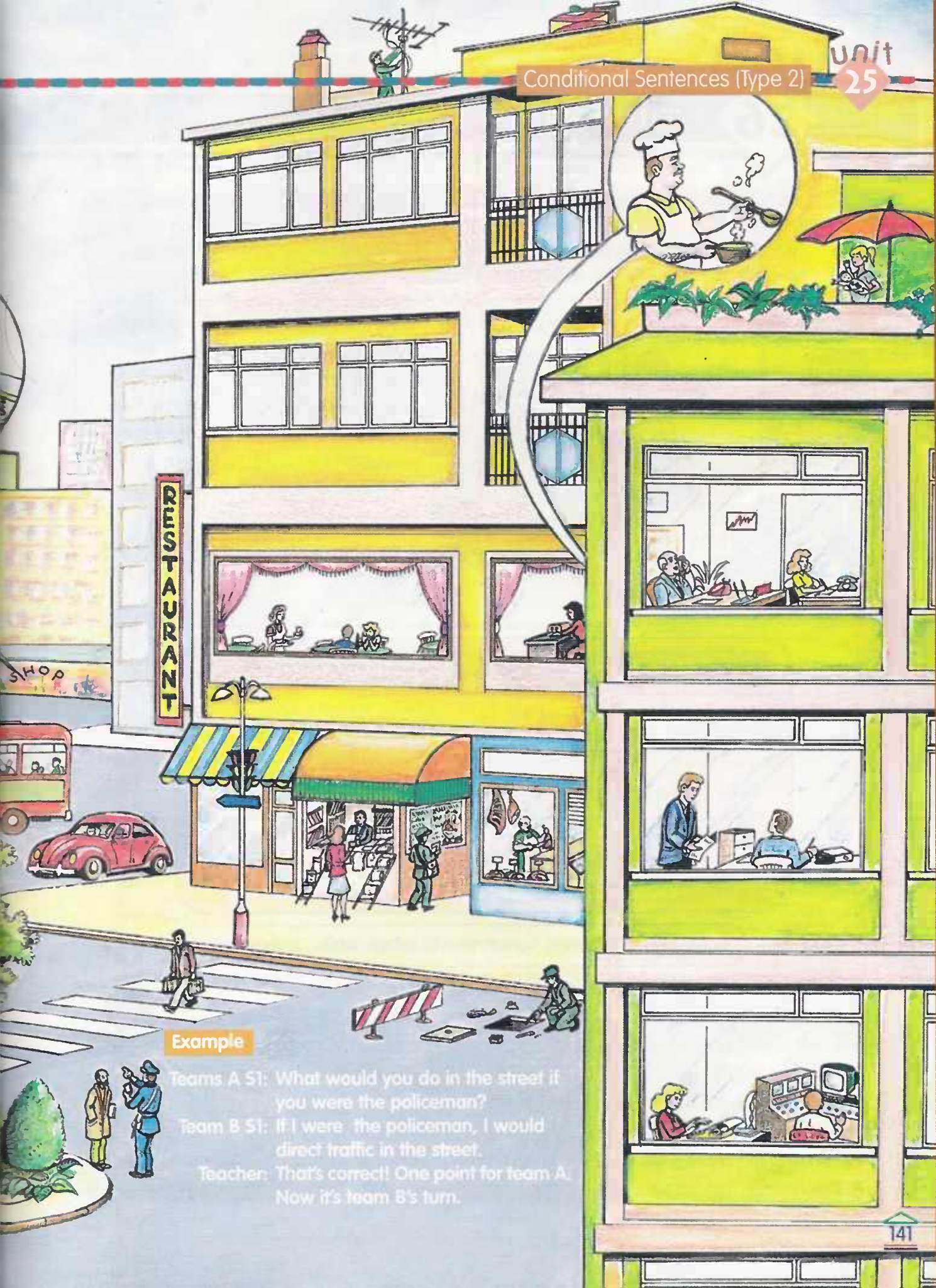
Team B S1: If you bought me a yacht, I could take you sailing.

Team A S2: If you took me sailing, I might . . .

Activity 5

Form two teams. Take turns asking questions about what you would do if you were one of the people in the picture. Each sensible, correct answer is worth one point. The team with the higher score wins.





Example

Teams A S1: What would you do in the street if you were the policeman?

Team B S1: If I were the policeman, I would direct traffic in the street.

Teacher: That's correct! One point for team A. Now it's team B's turn.

Unit 26

Time Clauses

A

We use time clauses to express the time of the action in the main clause of a sentence. **When** ... expresses "at what time", **while** ... expresses "during the time that" (or "at the same time"), and **as soon as** ... expresses "immediately after".

I was very tired **when** I arrived home last night. **While** I was coming in the front door, I heard a lot of noise.



As soon as I entered the living room, I knew where it was coming from. My children were playing there. Mahmut was crawling on the sofa **while** Emre was dancing on the carpet. Yakup was playing with pieces of a broken vase, and Emine was cutting up a newspaper.

As soon as they saw me, they stopped what they were doing and became very quiet.

Main Clause

I studied hard
Mark broke his leg

Time Clause

when I was in high school.
while he was playing football.

Note

1. When the verb in the main clause is in the future, the verb in the time clause is in the simple present.

Tom will call us as soon as he arrives in New York.

2. We can put the time clause before or after the main clause.

As soon as he arrives in New York, Tom will call us.

Exercise 1

Complete the following sentences with **when**, **while**, or **as soon as**.

1. I will call you **when** I finish my work.
2. What were you doing the doorbell rang?
3. Derek saw a lot of interesting sights he was in Morocco.
4. Dick was studying Tracy was watching a detective program on TV.
5. you arrive at the hotel, please call me.
6. Salih broke his arm he fell off his bike yesterday.
7. I phoned the police I heard strange noises downstairs.
8. Rick dances he is happy.



Exercise 2

Combine the sentences with **when**, **while**, or **as soon as**.
Make any necessary tense changes.



- Sam will buy a new camera. He will get his salary.
Sam will buy a new camera as soon as he gets his salary.
- Be quiet, boys! I am studying.
- They were dancing. They were listening to the radio.
- Selim will take a nap. He will go home.
- I explained the whole story. I spoke to her.
- He put his luggage in a locker. He arrived at the train station.

Activity 1



Work in pairs. Ask and answer questions about your primary school days. Use time clauses.

Example

- A: Did you play any sports when you were in primary school?
B: Yes, I did. I used to play football and volleyball when I was in primary school.
What did you do while . . . ?

Activity 2

Work in pairs. Ask and answer questions about the pictures. Use time clauses and write as many sentences as you can about what is happening in each picture.

Example

- A: What is the little boy in the first picture doing?
B: He is opening a bag of potato chips while his mother is handing his father a sandwich.



B

We use **after** . . . to express "at or during a time later than" and we use **before** . . . to express "at or during a time earlier than".

Zeki, it's very late! Go to bed! You don't have to finish your homework **before** you go to bed.



Main Clause

Time Clause

I brush my teeth
Ali always reads the morning paper

before I go to bed.
after he has breakfast.



Time clauses with **before** or **after** can come at the beginning or at the end of the main clause of a sentence.

*After I graduate, I will find a good job in a bank.
I will find a good job in a bank after I graduate.*

Exercise 3

Complete the sentences with **after** or **before**.



1.**After**..... Marcia finished high school, she went to university.
2. He left home he had breakfast.
3. Paul will work in a car repair shop he finishes his auto mechanics course.
4. I was very worried I found my wallet.
5. Don't forget to turn off the TV you go to bed.
6. I was very hungry I ate those potato chips.

Exercise 4

Combine the sentences with **after** or **before**. Make any necessary tense changes.

1. Cindy will buy a new car. She will sell her old car.

Cindy will buy a new car after she sells her old car.

2. He missed the bus. He had to go to work by taxi.

3. I broke my leg. I never played soccer again.

4. She wrote a shopping list. She went shopping.

5. They will be here. You will arrive.

Activity 3

Work in pairs. Ask and answer questions about what you usually do on Saturday. Use time clauses with **before** and **after**.

Example

A: What do you usually do after you get up on Saturday morning?

B: I usually have a bath after I get up . . . What do you usually do before you have breakfast on Saturday morning?

A: I usually . . .

Activity 4

Form two teams. Make up either a time clause with **before** or **after** or a main clause and let the other team complete the sentence. Each sensible, correct sentence is worth one point. The team with the higher score wins.

Example

Team A S1: Jack never swims . . .

Team B S1: Jack never swims after he eats a meal.

Teacher: Good! Team B gets one point.

Team B: . . . before they have gym class.

Team A: The students change their clothes before they have gym class.

Teacher: That's correct! Team A gets a point too.

C

We use **until** . . . to express "up to the time when", and we use **since** . . . to express "continuously from then up to the present".

Ali, why do you wait **until** your hair gets so long before you go to the barber?



But it's only been a week **since** I had my last haircut!

Main Clause

They always work in the yard
I haven't heard from him

Time Clause

until it gets dark.
since he left town three years ago.

Note

Time clauses with **until** and **since** can come before or after the main clause of a sentence.

Until I find a cheap apartment, I'll live with my parents.

Since he came back from the army, he's never been the same.

Activity 5

Work in pairs. Ask and answer questions about your school, your studies, or your classmates. Use time clauses with **until** and **since**.

Example

A: What subjects have you done well in since you started the fifth grade?

B: I've done well in English, math, and history. . . . Until what time do you do homework in the evening?

A: I do homework until . . .

Exercise 5

Complete the sentences with **until** or **since**. Make any necessary tense changes.

- I was writing letters **until** I went to bed last night.
- Have you seen Jandos he bought his new motorcycle?
- Wait they arrive.
- Bora has stayed with us his family moved to Sivas.
- Rex has worked in a hospital he left his first job.
- He waited at the bus stop his bus arrived.

FOLLOW-UP

Exercise 6

Combine the sentences with **until** or **since**. Make any necessary tense changes.

1. They will stay in France. They'll finish their education.
...They will stay in France until they finish their education......
2. Everybody was asleep. The volcano erupted.
.....
3. What have you done? I saw you last week.
.....
4. They have studied geometry. They began the tenth grade.
.....
5. Nobody knew Naim Suleymanoglu. He won a gold medal in the 1988 Olympics.
.....



Exercise 7

Combine the sentences with **when**, **while**, **as soon as**, **after**, **before**, **until**, or **since**. Make any necessary tense changes.

1. I was very happy. I found my book.
...I was very happy when I found my book......
2. We left the classroom. The bell rang.
.....
3. The baby was sleeping. Alice was reading a book.
.....
4. George finished studying. He went out.
.....
5. I finished high school last year. I have studied geography at university.
.....
6. I had a snack. I was very hungry.
.....
7. I waited for two hours. The bus arrived.
.....



Activity 6

Form five teams of two. Tell one student from each team to leave the classroom. The rest of the class will ask the remaining students five general questions, with time clauses, about their partners. Then, the class will ask the partners the same questions when they return to the classroom. Each matching pair of answers is worth one point. The team with the highest score wins.

Example

Student A: What does your partner do as soon as school is over for the day?

Team A S1: As soon as school is over for the day, my partner takes the bus home.
..... ♦
.....

Student A: What do you do as soon as school is over for the day?

Team A S2: As soon as school is over for the day, I go home on the bus.

Teacher: That's a matching pair of answers! One point for team A.



A

We use a noun clause as the subject or the object of a sentence. When we change a statement into a noun clause, we use **that** and omit the period.

Ali doesn't do his homework! Ali is lazy! Ali isn't going to go to university!



Ali, did you know **that** parrots are the most intelligent birds in the world?

Statement

The sun rises in the east.
Cats are animals.

Noun Clause

... **that** the sun rises in the east ...
... **that** cats are animals ...

Sentence with Noun Clause

That the sun rises in the east is a fact.
Everybody knows That cats are animals.

Note

1. When a noun clause is the subject of the main clause, it may be placed either at the beginning or at the end of the main clause. When it comes at the end of the main clause, the main clause is introduced by **it**.

It is a fact that the sun rises in the east.

2. When a noun clause is the object of the main clause, **that** may be omitted.

Everybody knows cats are animals.

Exercise 1

Complete the sentences using the statements in parentheses as noun clauses.

1. A: Did you know **that Mustafa had an accident?** (Mustafa had an accident.)
B: Oh, I'm sorry to hear **that Mustafa had an accident.**
2. A: Didn't you know (I was busy today.)
B: Yes, I knew
3. A: Was Nurdan happy to hear (She won the prize.)
B: Yes, she was. But she was also surprised
4. A: Who first noticed (Erkan was missing.)
B: Atakan first noticed
5. A: Does Haluk believe (Someone stole his wallet.)
B: Yes, he thinks



Exercise 2

Combine the sentences. Change one of them into a noun clause.



- Asim's father is seriously ill. He doesn't know it.
.....
Asim's father doesn't know that he is seriously ill,
- Bulent is planning to go abroad soon. It is a secret.
.....
- Yuksel earned a lot of money last summer. It doesn't interest anybody.
.....
- Adnan went on a picnic last weekend. He is telling his friends.
.....
- Necmiye will be rich and help the poor one day. She hopes.
.....

Activity 1



Let a student go outside the classroom. Then form two teams and write sentences on what you know about the student who is outside. When the student returns to the classroom, read your sentences aloud and ask him/her whether they are true or not. Each correct statement is worth one point. The team with the higher score wins.

Example

Team A: We know that he/she likes books a lot. We think that he/she usually studies for three hours a day. Everybody knows that he/she helps his/her mother at home. It is a fact that . . .

Activity 2

Form two teams. The teacher will place some cards with pictures of different items on a table in front of the class. Choose one member of your team to pick a card. Then compare the item on your card with the item on the other team's card and make sentences stating the positive points of your item and the negative points of your opponents' item. Take turns presenting arguments. The team with the most convincing argument wins.

Example

Team A: We all know that planes are faster than trains. Everybody knows that trains are slow and uncomfortable.

Team B: We think that planes are dangerous. We read in the newspaper that planes have serious accidents. Everybody knows that trains are slow but comfortable. We also know that you can see the scenery from a train window but not from a plane window.

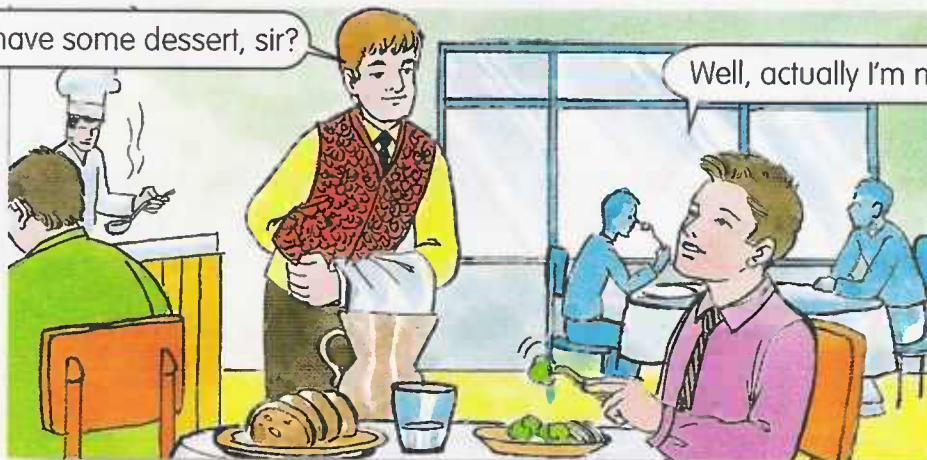
Teacher: Team B has presented a better argument. Team B wins!



B

When we change a yes/no question into a noun clause, we use **if** or **whether**, put the helping verb after the subject, and omit the question mark.

Will you have some dessert, sir?



Well, actually I'm not sure **if** I will.

Yes/No Question

Noun Clause

Sentence with Noun Clause

Can Metin swim?
Will Sedef be here soon?

... **if** Metin can swim. . .
... **whether** Sedef will be here soon . . .

Nobody really knows if Metin can swim.
Whether Sedef will be here soon is not clear.

Note

1. We can't leave out **if** or **whether** when the noun clause is used either as the subject or as the object of the sentence.
2. Don't confuse noun clauses introduced by **if** with conditional clauses introduced by **if**.

Exercise 3

Complete the answers to the following questions.
Use the questions as the noun clauses.



1. A: Is Bora at work today?
B: Well, I don't know **if Bora is at work today.**
2. A: Does Emin like pop music?
B: I'm not sure
3. A: Did Gretchen go to Alex's birthday party last night?
B: I don't care.....
4. A: Can you come early tomorrow?
B: I am not sure
5. A: Is Paul going to spend his holiday in Turkey?
B: I have no idea

Exercise 4

Make the statements and questions into single sentences. Use the questions as the noun clauses.



1. Serdar wants to know. Does he have to work ten hours a day?
.....
Serdar wants to know if he has to work ten hours a day.....
2. Mr. Smith is asking. Do the teachers get along with the students in this school?
.....
3. Can Mesut come with us to the theater tonight? He wants to find out.
.....
4. Can he be a little bit late? Does it matter?
.....
5. Is Trevor ill today? Nobody seems to know.
.....

Activity 3



Form two teams. Ask and answer general information questions. Sensible, correct questions and answers with noun clauses are worth one point. The team with the higher score wins.

Example

Team A S1: Who tells us if the weather will be good or bad?

Team B S1: Meteorologists tell us whether we will have good or bad weather.

Teacher: One point for Team A and one point for Team B.

Team B S2: How do we find out if there is a good movie at the cinema?

Team A S2: By going to a bookstore.

Teacher: One point for team B; no point for team A.

Activity 4

Form two teams. Prepare questions and ask the other team to answer them. The team with more correct answers wins.



Example

Team A S1: When a policeman stops a car, what does he usually ask the driver?

Team B S2: The policeman usually asks the driver if he/she has a driver's license.

Teacher: Good! Team B gets one point. Now it's team B's turn to ask a question.

C

When we want to change an information question into a noun clause, we put the helping verb after the subject and omit the question mark.



Information Question

Where is Aysel?
When did he go?

Noun Clause

... **where** Aysel is ...
... **when** he went ...

Sentence with Noun Clause

Fatma knows **where** Aysel is.
When he went is a mystery.

Note

We can't leave out the question words **where**, **when**, etc. when the noun clause is used either as the subject or the object of the sentence.

Exercise 5

Complete the answers to the following questions. Use the questions as the noun clauses.



1. **A:** Where does Yakup work?
B: Hasan knows **where** Yakup works.
2. **A:** How long has Simon been in Istanbul?
B: Nobody knows
3. **A:** What did Ahmet do yesterday?
B: I have no idea
4. **A:** Why is Jackie so excited?
B: Sally wants to know
5. **A:** When does the flight from Frankfurt arrive?
B: The schedule shows

Activity 5

Form two teams. Ask and answer questions about some common documents. Each correct answer is worth one point. The team with the higher score wins.

Example

Team A: What does an ID card tell you?
Team B: It tells us what a person's name and surname are. It tells us where and when that person was born.
Teacher: That's correct! Two points for team B.
Team B: What does a driver's license show?
Team A: It shows us that ...

Documents

- identification card
- library card
- telephone card
- report card
- membership card



Exercise 6



Make the questions and statements into single sentences. Use the questions as the noun clauses.

1. What does Emin's father do? Murat's father wants to know.
...Murat's father wants to know what Emin's father does.....
2. Why is Kate crying? The teacher is trying to find out.
.....
3. How long will he be away? The boss needs to know.
.....
4. The students are asking. Which books should they buy?
.....
5. Why do you work so hard? I'd like to know.
.....

Activity 6

Form two teams. Ask and answer general information questions. Each sensible answer with a noun clause is worth one point. The team with the higher score wins.

Example

Team A S1: What would a passenger tell a taxi driver?

Team B S1: She would tell the taxi driver where she wants to go.

Teacher: That's right! One point for team A.

Team B S2: What would a doctor tell a patient?

Team A S2: He would tell the patient what time it is.

Teacher: That's not a sensible answer. No point for team B.



Follow-up

Exercise 7



Complete the sentences with the correct option.

1. Thomas wonders school is open tomorrow.
☐ that ☐ where ☒ if ☐ how
2. Does Alan know Scott is now?
☐ when ☐ if ☐ why ☐ where
3. I didn't know Faruk was coming back tomorrow.
☐ that ☐ what ☐ where ☐ who
4. It is clear Todd is going to win the competition.
☐ if ☐ that ☐ where ☐ what
5. She wants to know she has to work tomorrow.
☐ who ☐ what ☐ that ☐ if

Exercise 8

Complete the sentences with sensible words.



1. We don't know if there is life in Mars.
2. that Kate has gone to Italy.
3. George is a student. He wants to know what
4. Mehmet doesn't believe that
5. why babies cry.
6. if tomorrow will be sunny or cloudy.

Activity 7

Work in pairs. Imagine that you are tourists in a foreign city. Make a list of things you need to know about the city and tell the rest of the class.



Example

We need to know where the bank is. We need to know what tourist attractions we can visit and where they are. We need to know if there is a post office and how we can get there.

Activity 8

Form two teams. Choose an item and make a list of what you need to know when buying it. The team that lists more sensible, correct answers wins.

Example

Teacher: You want to buy a car. What do you need to know?

Team A: We need to know what year the car was made. We need to know where it was made. We need to know if it is in good condition.

Teacher: Team A gets three points. Now it's team B's turn to read their list.

You can use the items in the box or think of others on your own.

- a car
- a TV
- a camera
- a house
- an umbrella



A

We use indirect speech to report what someone says. When we report a statement, we use a reporting verb (**say** or **tell**) and the noun clause form of the statement.



Direct Speech

"I will sell my car."
Atila: I like football.
Ebru: I want my book.

Indirect Speech

I am saying that I will sell my car.
 Atila says that he likes football.
 Ebru says that she wants her book.

Note

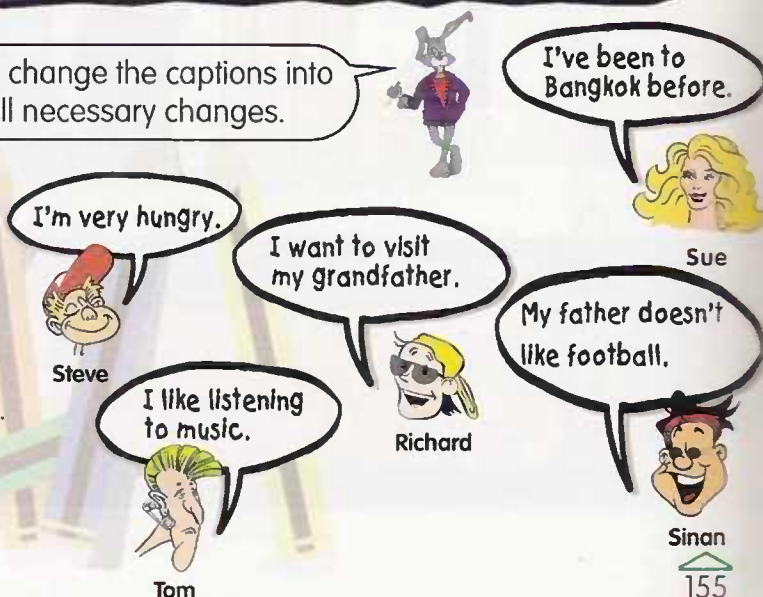
1. Pronouns, possessive adjectives, etc. may need to change in indirect speech.
2. We don't use quotation marks in indirect speech.
3. We don't change the tense of the main verb when we use the simple present, present continuous, or present perfect form of the reporting verbs in indirect speech.
4. When the reporting verb is **tell**, an object pronoun or noun is needed.

Kate: I need your book. *Kate is telling me that she needs my book.*

Exercise 1

Look at the pictures and change the captions into indirect speech. Make all necessary changes.

1. Steve says he is very hungry.
2.
3.
4.
5.



Activity 1

Form two teams. Ask and answer "Who says what?" Each sensible, correct answer is worth one point. The team with the higher score wins.



Here are some people to ask questions about. You can think of others on your own.

dentists teachers
store clerks bakers
car mechanics
receptionists
waiters police officers

Team A S1: Who says "People must care about their health"?

Team B S1: Doctors say that people must care about their health.

Teacher: Good! Team B gets one point.

Team B S2: Who says "It is going to rain on the weekend"?

Team A S2: Geologists say that it is going to rain on the weekend.

Teacher: That's incorrect. Meteorologists say that it's going to rain on the weekend. No point for team A.

B

When we report a yes/no question, we use a reporting verb (**ask**, **wonder**, etc.) and the noun clause form of the yes/no question.



Direct Speech

Sami: Is George at home now?

Bob: Can you help me?

Jeff: Do they swim?

Indirect Speech

Sami is asking if George is at home now.

Bob has asked me if I can help him.

Jeff is wondering if they swim.

Exercise 2

Look at the pictures and change the captions into indirect speech. Make all necessary changes.



1. Bob is asking if he can go out.
2.
3.
4.
5.

Can you play the guitar?



Pamela

Have you seen my camera?



Kate

Can I go out?



Bob

Will John come soon?



Paul

Are you busy, Bill?



Bruce

Activity 3

Form two teams. Imagine that your mother has asked you to do the housework while she goes shopping. Give her a list of things you have done when she comes home. A student from one team will play the mother of a student on the other team. He/she will ask the student what he/she has done. After answering two questions, the student must report to the teacher. Correct reports are worth two points. The team with the higher score wins.



You can use the jobs in the box or think of others on your own.

Housework

- water the plants
- iron clothes
- do the laundry
- wash the dishes
- sweep the floor
- vacuum the carpet
- dust the furniture

Example

Team A S1: Have you watered the plants?

Team B S1: Yes, I have.

Team A S1: Have you swept the floor?

Team B S1: No, I haven't.

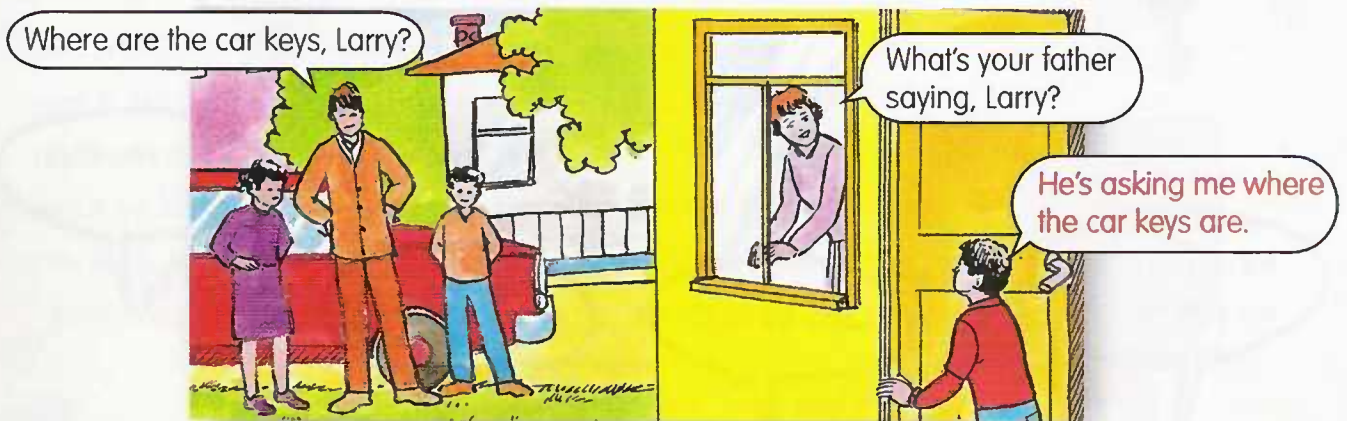
Teacher: What has your mother asked you?

Team B S1: She has asked me if I have watered the plants.
She has also asked me if I have swept the floor.

Teacher: That's right! Team B gets two points.

C

When we report an information question, we use a reporting verb (*ask*, *wonder*, etc.) and the noun clause form of the information question.



Direct Speech

Bob: Where is David going?

Mesut: When are you coming, Nevin?

Alice: Why is Liz sad today?

Indirect Speech

Bob is asking where David is going.

Mesut is asking Nevin when she is coming.

Alice is wondering why Liz is sad today.

Exercise 3

Look at the pictures and change the captions into indirect speech. Make all necessary changes.

1. Jack is wondering what time it is.
2.
3.
4.
5.



Tom



Mary



Jack

Paul



Jim

Activity 3

Work in pairs. Interview your partner about what he does in his spare time and then report to the class.



Example

A: What do you do in your spare time?

B: I play football, read books, or just go for walks.

A: What kind of books do you read?

B: I read history books and novels.

..... ◆

A: I have asked him what he does in his spare time. He says that he plays football, reads books or just goes for walks. I have asked him what kind of books he reads. He says that he reads history books and novels.

D

When we report orders, advice, requests, offers, or warnings in indirect speech, we use a reporting verb (**ask, tell, warn, advise, want**, etc.) and an object pronoun (or noun) with an infinitive with **to**.



Direct Speech

Ron: Be quiet, Boys!

Kathy: Julie, open the window, please!

Indirect Speech

Ron is telling the boys to be quiet.

Kathy is asking Julie to open the window.

Note

We can use **not** before **to** to express a negative.

Robert: Don't smoke, Jill.

Robert has advised Jill not to smoke.

Exercise 4



Look at the pictures and change the captions into indirect speech, making any necessary changes.

1. Tony wants me to close the door.
2.
3.
4.
5.

Water the plants!

Simon

Don't run so fast!

Patirck

Be good to your friends!

Sally

Behave yourself!

Jane

Close the door!

Tony

Activity 4



Form two teams. Prepare dialogues warning or advising someone about something. Students from one team will take turns acting out a dialogue and students from the other team will take turns reporting the commands. Each correct reported statement is worth one point. The team with the higher score wins.

Example

Team A S1: Are you going out?

Team A S2: Yes, I am. Do you want me to do anything before I leave?

Team A S1: Yes. Close all the windows and turn off the lights. Lock the door and take the keys next door. Don't forget to leave the keys with the neighbor.

Team A S2: All right!

Team B S1: He told him to close all the windows and turn off the lights. He told him to lock the door and take the keys next door. He warned him not to forget to leave the keys with the neighbor.

Teacher: That's right! Team B gets three points.

Follow-up

Exercise 5



Choose the correct option.

1. Terri has asked Janet she saw Karen yesterday.
☐ that ☐ what ☒ if ☐ who
2. I'll ask Cemil he can play the piano at the party.
☐ if ☐ that ☐ where ☐ when
3. Peter has told me he is going to visit his uncle next week.
☐ who ☐ when ☐ if ☐ that
4. Florence advised Bob not worry about little things.
☐ if ☐ to ☐ that ☐ why
5. They will ask you nationality you are.
☐ that ☐ if ☐ who ☐ what

Exercise 6



Match the following to complete the sentences.

- | | |
|---------------------------|-----------------------------------|
| 1. Chris is asking ... | a. to help him with his homework. |
| 2. Ted is asking Kate ... | b. that he is going abroad. |
| 3. Rudy is telling me ... | c. not to make any noise. |
| 4. George says ... | d. where Jason is. |
| 5. Ahmet is wondering ... | e. if Fikri likes the book. |

Activity 5



Form three teams. Students from two teams will ask and answer questions about their likes and dislikes. Students from the third team will report these questions and answers to the class. Each team will have a chance to ask and answer questions and make reports. A correct report is worth one point. The team with the higher score wins.

Example

Team A S1: Do you like swimming?

Team B S1: Yes, I do.

Team C S1: He is asking him if he likes swimming. He says he likes swimming.

Teacher: That's right. Team C gets a point.

Team B S2: How many hours do you study in the evening?

Team C S2: I study for at least two hours every evening.

Team A S2: He is asking him how many hours he studies in the evening.

He says he studies at least two hours every evening.

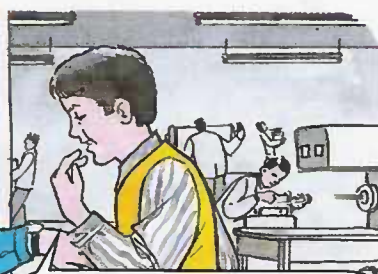
Teacher: Good! Team A gets a point too.

A

We use the past perfect for a past action that happened earlier than another action in the past.



Eddie, work started half an hour ago. Where have you been?



I got up late this morning. I thought I **had set** my alarm before I went to bed last night, but I **hadn't**.



Burak, you got excellent grades this semester! How did you do it?

Before I took my exams, I **had studied** hard for weeks.

Question

Negative

Affirmative

Had you swum?

I had not swum.

I had swum.

Had I seen it?

You had not seen it.

You had seen it.

Had he worked?

He had not worked.

He had worked.

Had she sung?

She had not sung.

She had sung.

Had it come?

It had not come.

It had come.

Had you walked?

We had not walked.

We had walked.

Had we played?

You had not played.

You had played.

Had they waited?

They had not waited.

They had waited.

Note

The contraction of **had** is 'd, and the contraction of **had not** is **hadn't**.

I'd swum.

I hadn't swum.

Exercise 1

Complete the sentences with either the past perfect or the simple past of the verbs in parentheses.



- I **had finished** (finish) all my homework before I (go) to bed last night.
- Elizabeth (see) the film before, so she (not want) to go to the cinema with Roy.
- When I (arrive) home last night, John already (leave).
- Before I (receive) your letter, I (not understand) the situation.
- The football game already (end) when I (turn on) the TV.

Exercise 2

Look at the pictures and make sentences in the past perfect.



1.
She had forgotten to put
water in the radiator, so
the car overheated...



2.
.....
.....
.....



3.
.....
.....
.....



4.
.....
.....
.....



5.
.....
.....
.....



6.
.....
.....
.....

Exercise 3

Complete the sentences in the past perfect or the simple past.

1. Larry had already phoned us when you arrived.
2. after I had finished the house work.
3. The fox had eaten one of the chickens, but
4. and then Ibrahim called you.
5. Kevin hadn't spoken to Deanna before
6. after he had moved into his new house.

Activity 1



Form two teams. Make up pairs of short, related sentences in the simple past tense. Then let the other team combine them with a conjunction and use the past perfect in one of the clauses. Each correct new sentence is worth one point. The team with the higher score wins.

Example

Team A: David arrived at the stadium at 7:30. The game started at 7:00.

Team B: David arrived at the stadium at 7:30, but the game had started at 7:00.

Teacher: That's correct! You get one point. Now it's team B's turn.

Activity 2

Example

Team A S1: Why was Yunus so happy this morning?

Team B S1: Yunus was very happy this morning because he had received a lot of presents for his birthday yesterday.

Teacher: That's a correct sentence! You get one point. Now it's team B's turn to ask a question.



Follow-up

Exercise 4

Complete the questions and then answer them.

1. A: Had you finished your homework before you went to bed last night?
B:
2. A: Who had Claire met when
B:
3. A: Where had Osman worked before
B:
4. A: Had you ever been to Japan before
B:
5. A: How long had Jerry known Robert before
B:

Exercise 5

Complete the sentences with the past perfect or the simple past of the verbs in the box.

enter play ~~study~~ become work write rise leave read break

1. I had studied hard at high school before I university.
2. Trevor a pilot after he as a navigator for ten years.
3. Semra ten books before she her term paper.
4. Before I my leg, I football for many years.
5. By the time the sun, we already

Activity 3

Form two teams. Choose two students from your team to leave the classroom. They should pretend that they were together all day yesterday and discuss what they did. Then one of them will return to the classroom and answer ten questions from the opposing team about what they did. The second student will then answer the same ten questions. The pair with the most consistent answers wins the game for their team.

Example

Team A S1: Where did you meet yesterday morning?

Team B S1: We met in the park by the school.

Team A S2: After you'd met in the park, what did you do?

Team B S1: After we'd met, we took the bus downtown.

Team A S3: After you'd gotten off the bus, where . . . ?

..... ♦

Team A S1: Where did you meet yesterday morning?

Team B S1: We met in the park by the school.

Team A S2: What did you do after you'd met in the park?

Team B S1: After we'd met, we . . .

Exercise 6

Read the situations and make sentences using the past perfect of the verbs in parentheses.



1. It was his first game of tennis.
He had never played tennis before. (play)
2. It was his first bicycle.
He (have)
3. It was my first piano lesson.
I (take)
4. I was very nervous. It was my first flight.
I (fly)
5. She saw snow for the first time last winter.
She (see)
6. They went swimming for the first time.
They (swim)
7. He ate Chinese food for the first time.
He (eat)
8. He went to the circus for the first time.
He (be)

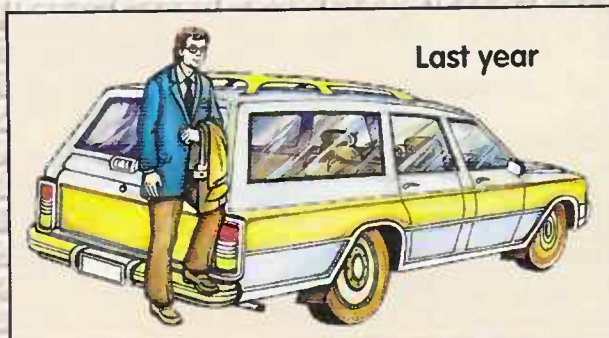
Activity 4

Work in pairs. Imagine that you used to go to school with Ahmet. Ten years ago, he moved to another city. You saw him again last year. Look at the pictures and write in your notebook how Ahmet had changed and what you think had probably changed in his life.



Example

Last time I saw Ahmet, he had bought a car. He had probably gotten married. He had ...



A

We use the causative to express actions that are done for us by somebody else. We use **make** and **have** with an object pronoun or noun and the infinitive without **to**, but we use **get**, **order**, **force**, etc. with an object pronoun or noun and the infinitive with **to**.



Causative Verb	Object	Infinitive without to
I have She made	the barber Andrew	cut my hair twice a month. repair the sink yesterday.
Causative Verb	Object	Infinitive with to
I got The teacher ordered	Sibel me	to help me prepare dinner. to leave the room.

Exercise 1

Write a causative sentence with the words in parentheses.



- I couldn't fix my bike. I **had** Gary **fix** it. (have/Gary)
- They won't paint the door. (get/Brent)
- Kemal can't replace the fuse. (have/electrician)
- ibrahim didn't want to do his homework. (make/his father)
- George didn't build the dog house. (get/a carpenter)
- Emma didn't iron the clothes. (get/sister)
- Mark didn't stop his car at the red light. (order/police officer)

Exercise 2

Look at what Tom's father said. Then create causative sentences with **make**.



Brush your teeth.

Eat your spinach.

Wash the dishes.

Wash the car.

Make your bed.

Clean up your room.

Do your homework before you watch TV.



Tom



Tom's father

1. Tom's father made him do all his homework before he watched T.V..
2.
3.
4.
5.
6.
7.

Activity 1

Form two teams. Ask and answer questions about getting people to do different things. The team with more correct answers wins.

Example

Team A: Who can we get to check our blood pressure?

Team B: You can get a doctor to check your blood pressure.

Teacher: Good! You get one point.

Team B: Who can we have repair our car?

Team A: You can have a mechanic repair your car.

Teacher: That's correct. You get one point too.



Activity 2

Form two teams. Ask and answer questions about what makes you feel certain emotions or do certain things.

Example

Team A S1: What makes you angry?

Team B S1: Bullies make me angry.

Teacher: Good! One point for Team B.

Team B S1: What makes you laugh?

Team A S1: Jokes make me laugh.

Teacher: That's right! One point for Team A.

Here are some words to ask questions about. You can think of others on your own.



sad nervous angry
happy bored frightened
laugh cry worry

B

We use **have** or **get** with an object pronoun or noun and the past participle form of a verb in the causative.

Did you buy a new TV?



No, I **had** the old one **fixed**.

Causative Verb

Hasan **is having**
They **had**
He **got**

Object

his house
the book
his TV

Past Participle

Painted,
translated into English.
repaired at last.

Exercise 3

What are these people having done?



1



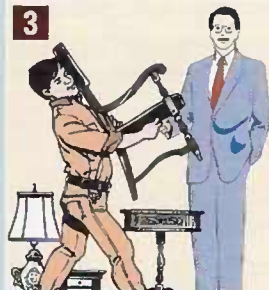
The woman is having
her dress cleaned.....

2



.....
.....

3



.....
.....

4



.....
.....

Exercise 4

Complete the sentences in the causative with the words in parentheses.

- The Smiths are going to..... **have a new house built**..... (a new house/build)
- Did you (your letter/type)
- I haven't (my suit/iron)
- Tom couldn't (his watch/fix)
- George will (a new shirt/make)



Exercise 5

Match the sentences.



- | | |
|--|--|
| 1. The radio fell off the table and broke. | a. I am having it cleaned. |
| 2. I spilled ketchup on my suit. | b. I have had it painted. |
| 3. I didn't like the color of the living room. | c. I will get it fixed tomorrow. |
| 4. Ann's car ran out of gas. | d. I am getting it shortened. |
| 5. The dress is too long. | e. She had the tank filled at the service station. |

Activity 3

Form two teams. You want to design a new classroom. Write down your proposals and read them aloud to the rest of the class. The students will vote for the design they prefer. The team with more votes wins.



Example

Team A: We want to have the walls painted. We want to have computers installed. We will have new pictures hung on the wall. . . .

FOLLOW-UP

Exercise 6

Choose the best alternative.



- George has had his computer recently.
☒ repaired ☐ repair ☐ to repair
- Tina has a dentist her teeth every month.
☐ examined ☐ examine ☐ to examine
- Didn't you get your shirt this morning?
☐ ironed ☐ iron ☐ to iron
- I'm going to make Ron my car tomorrow.
☐ polished ☐ polish ☐ to polish
- Orhan got his friend his homework.
☐ done ☐ do ☐ to do

Exercise 7

Your family is moving. Your new house needs to have a lot done to it. Look at the list of repairs. Make sentences in the causative about what you need to have done (x) and what you have already had done (✓).



1. We need to have the roof repaired.
2.
3.
4.
5.
6.
7.
8.

Repair List

repair the roof	<input checked="" type="checkbox"/>
check the electrical wiring	<input checked="" type="checkbox"/>
install a toilet	<input checked="" type="checkbox"/>
paint the bathroom	<input checked="" type="checkbox"/>
tile the kitchen floor	<input checked="" type="checkbox"/>
install a new stove	<input checked="" type="checkbox"/>
make curtains	<input checked="" type="checkbox"/>
fix the kitchen sink	<input checked="" type="checkbox"/>

Activity 4



Form two teams. Write sentences about what your teachers, parents, or friends had your team members do last week. You get a point for each sensible, correct causative sentence. The team with the higher score wins.

Example

Team A: The math teacher had John do his homework again. Sally's father got her to wash his car. The geography teacher had us write a composition about wildlife . . .

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