

Unit

Sixteen

It is about time I visited Stonehenge.



Target Language

- ❖ It is time for the kids to be in bed.
=It is time (that) the kids were in bed.
- ❖ It's time we went home.
- ❖ It was in London that he met his first wife.

<Key Vocabulary>

NOUNS

issue
conclusion

VERBS

fascinate

ADVERBS

absolutely
indeed



LISTENING AND READING

1. Watch Q-rex and Q-ty.

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2. Read and listen.

Q-rex : Thanks for the information about Stonehenge.

Q-ty : What do you think of it?

Q-rex : Well, the place seems very interesting indeed. In fact, I've heard about it many times. It is the mystery of Stonehenge that fascinates me. Q-ty, you are absolutely right. It's the place to go. It is about time I visited Stonehenge.

Q-ty : Yes, it's time you went there.

Q-rex : I'll go there next Thursday and report back to you, all right?

Q-ty : Certainly. Have a nice trip.

3. Listen and repeat.

WRITING

4. Fill in the blanks.

1. We have been using this car for ten years now. It's time () () () () a new car.
2. We have been using this car for ten years now. It's () time () we () a new car.
3. They have been discussing the issue for hours. It's time () them () come to a conclusion.
4. They have been discussing the issue for hours. It's () time () they () to a conclusion.
5. It's getting late. I think it's () time () I ().
6. It's getting late. I think it's () time () me () leave.

Grammar Reference

It is time + that clause or to-infinitive

When you say it is (about/high) time that something was done, you are saying in an emphatic way that it should happen or be done now, and really should have happened or been done sooner.

It is time for the kids to be in bed. = It is time (that) the kids were in bed.

The kids are getting bored - it's time we went home.

Although a past verb is used here, the meaning is present or future, not past.

5. Rewrite the sentences to focus attention on the underlined information.

1. Stonehenge was built around 3100 BC.
2. Stonehenge was built around 3100 BC.
3. You will need a whole day for this trip.
4. You will need a whole day for this trip.
5. You will need a whole day for this trip.

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Grammar Reference

Cleft sentence

We can use an *it*-clause with *be* to focus attention on the information that comes between 'it + be' and 'that'

The mystery of Stonehenge fascinates me. → **It is** the mystery of Stonehenge **that** fascinates me.

He met his first wife in London. → **It was** in London **that** he met his first wife.

He married her because she is clever. → **It was** because she is clever **that** he married her.

6. Rewrite each sentence to focus on the underlined words or phrases, using cleft sentences.

1. I went to see Stonehenge.
2. I spent \$20 on the ticket to Stonehenge.
3. I spent \$20 on the ticket to Stonehenge.
4. Stonehenge was amazing.
5. Only when I visited Stonehenge, I realized how mysterious it was.

ROLE PLAYING

7. **Roleplay.** Your teacher is Q-rer. You are Q-ty.

8. **Change roles.**

SPEAKING

9. **Now answer your teacher's questions.**

Grammar Focus

- ◆ It is time + that clause or to-infinitive
- ◆ Cleft sentence

WRITING

Check 16 Word order

Write the words in the correct order. Each sentence must begin with a capital letter.

1. kids / bed / is / for / in / be / to / the / time / it / ./
2. that / kids / bed / is / in / were / the / time / it / ./
3. the / \$20 / spent / on / to / ticket / I / it / Stonehenge / was / that / ./
4. was / Stonehenge / was / that / amazing / it / ./

Unit

Seventeen

A teacher is someone whose job is to teach.



Target Language

- ❖ How do you define a nurse?
- ❖ A nurse is a person who is educated and trained to care for the sick or disabled.
- ❖ A teacher is someone whose job is to teach.

<Key Vocabulary>

VERB

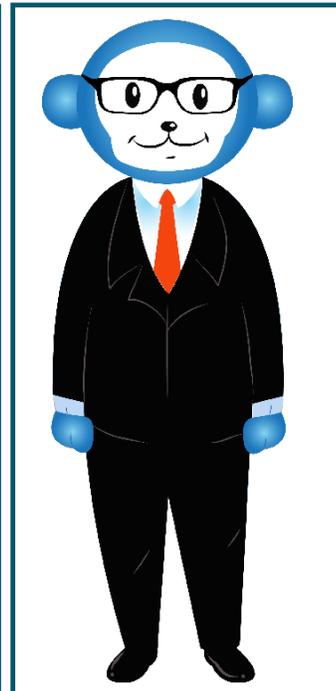
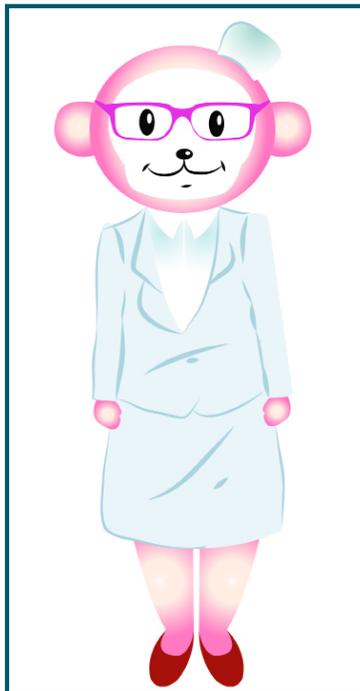
define

PHRASAL VERBS

care for = look after
=take care of

ADJECTIVES

disabled
injured
native
proud



LISTENING AND READING

1. Watch Q-rex and Q-ty.
2. Read and listen.

Q-rex: Hi, Q-ty. You are a nurse, right? Now how do you define a nurse exactly?

Q-ty : A nurse is a person who is educated and trained to care for the sick or disabled. Or you can say that a nurse is someone whose job is to look after people who are ill or injured, usually in a hospital.

How about you, Q-rex? You are a teacher. What's your definition of a teacher?

Q-rex: Well, a teacher is someone whose job is to teach, especially in a school.

3. Listen and repeat.

Grammar Reference

Adjective Clauses

- A clause is a group of words containing a finite verb.
- An independent clause (=a main clause) is a complete sentence. It contains the main subject and verb of a sentence.
- A dependent clause (=a subordinate clause) is not a complete sentence. It must be connected to an independent clause.
- An adjective clause (=a relative clause) is a dependent clause that modifies a noun.

'Subject relative pronouns'

- 'Subject relative pronouns' can do two jobs at once. They are used as the subjects of verbs, like other subject pronouns: at the same time, they join clauses together, like conjunctions. Compare:

(a) A nurse is **a person**. **He or she** is educated and trained to care for the sick or disabled.



(b) A nurse is **a person who** is educated and trained to care for the sick or disabled.

In the second example, '**who**' replaces '**he or she**' as the subject of **is educated and trained**, and also allows us to join the two sentences into one.

- The subject pronoun '**who**' is used for people.

(c) A nurse looks after **people**. **They are** ill or injured.



(d) A nurse looks after **people who** are ill or injured,

'Possessive relative pronouns'

- 'Whose' is a **possessive relative pronoun** and can only be used before a noun in the same way as 'his'/'her' or 'his or her'.

(e) A nurse is **someone**. **His or her** job is to look after people.



(f) A nurse is someone **whose** job is to look after people.

WRITING

4. Join the two sentences together. Use the second sentence as an adjective clause.

1. The family moved here from Scotland. They live next door.
2. I know a boy. His father is a famous singer.
3. This is the man. He won the lottery.
4. I have a friend. His uncle is a jet pilot.

Grammar Hints

A few adjectives can be preceded by **the** and used as a plural noun (without final -s) to refer to people who have this quality.

the + adjective → adjective+people (used as plural nouns)

the rich = rich people; the blind = blind people; the dead = dead people

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SPEAKING

5. Oral exercise with S's book closed: Respond with is or are.

1. English not my native language.
2. The English proud people.
3. The poor helped by the rich.
4. The young people who young.

ROLE PLAYING

6. **Roleplay.** Your teacher is Q-rex. You are Q-ty.

7. **Change roles.**

SPEAKING

8. **Listen to your teacher giving you two sentences orally. Now combine the two sentences, using the second sentence as an adjective clause.**

Grammar Focus

- ◆ Adjective Clauses (Relative Clauses)
- ◆ the + adjective

WRITING

Check 17 Word order

Write the words in the correct order. Each sentence must begin with a capital letter.

1. nurse/ define / do / how / you / a / ? /
2. sick/ for / nurse / care / who/ to / person / a / a / is / is / trained / the/ . /
3. whose / is/ someone / a / is / teach / job / to / teacher / . /

Unit Eighteen

I went to buy a paperback you recommended.



Target Language

- ❖ The lady I saw yesterday is from England.
- ❖ A can opener is a thing you use to open a can of food.
- ❖ She is the lady I told you about.
- ❖ The music I listened to last night was good.

<Key Vocabulary>

NOUNS

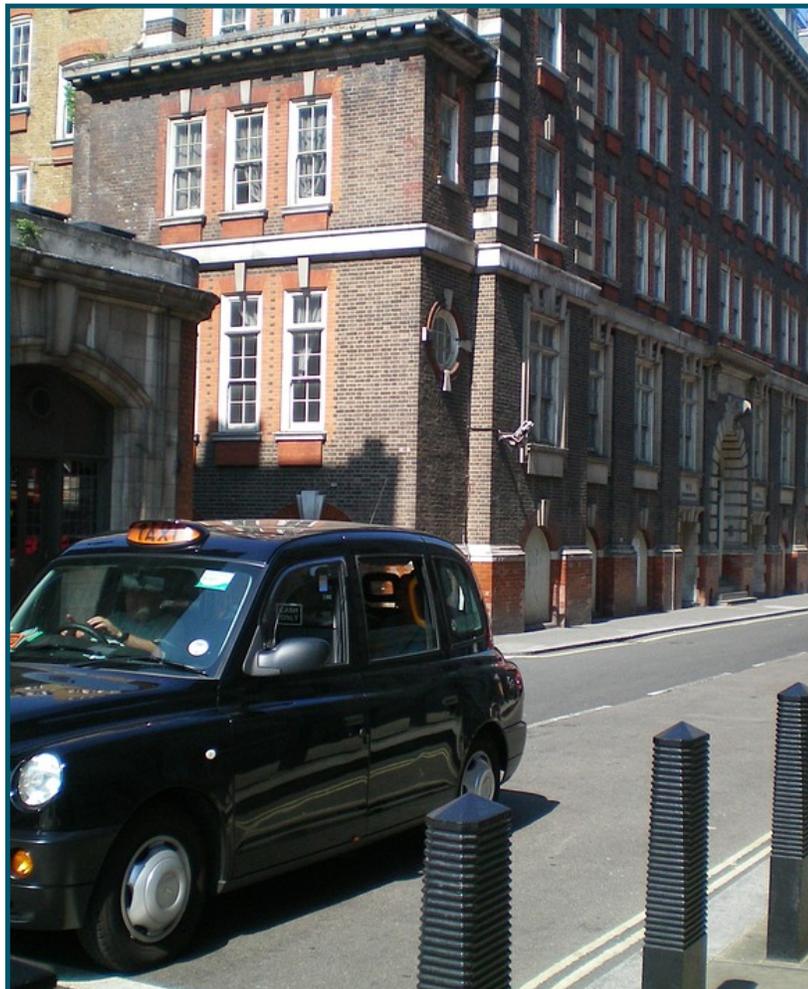
reputation
geography

VERBS

hail
impress
earn
provide
undergo

ADJECTIVES

rigorous
coveted
intimate



Unit

Eighteen

LISTENING AND READING

1. Watch your teacher playing the roles of Q-rex and Q-ty.
2. Listen and repeat

Q-rex : Hi, Q-ty. I went to a bookshop in the City yesterday to buy a Forsyth's book which you recommended.

Q-ty : Oh, good. I'm sure you'll enjoy it.

Q-rex : Yes, but on the way back from the bookshop I got lost!

Q-ty : Oh, dear! I must say it's easy to get lost in the City as we have narrow twisted roads.

Q-rex : So I hailed a taxi in the street. The taxi driver who took me to my hotel was friendly. Although my hotel is not very well known, he knew exactly where it is! I generously tipped the driver by whom I was very impressed.

Q-ty : London black cabs have earned the reputation for providing the best taxi service in the world. Every driver is required to undergo a rigorous test which can take up to four years to learn before the coveted badge is awarded. So licensed cab drivers have an intimate knowledge of the geography of London streets.

3. Read and listen.

WRITING

4. Join the two sentences together Use the second sentence as an adjective clause.

1. The book was expensive. I bought it.
2. The people were very nice. We visited them last weekend.
3. The concert was very good. I went to it.
4. The man was very kind. I talked to him yesterday.

Unit

Eighteen

Grammar Reference

Adjective Clauses

• '**Object relative pronouns**' are used as the objects of **verbs**, as well as the objects of **prepositions**.

Compare:

1. Relative pronoun used as the object of a verb.

(a) **The lady** was from England. I saw **her** yesterday.

(b) The lady **who(m)** I saw yesterday was from England.

The relative clause pronouns are placed at the beginning of the clause. (General guideline: Place a relative clause pronoun as close as possible to the noun it modifies.)

In (b): 'who' is usually used instead of 'whom', especially in speaking. 'Whom' is generally used only in very formal English.

(c) The lady () I saw yesterday was from England.

An object pronoun is often omitted from a relative clause. (A subject pronoun may not be omitted.)

(d) A can opener is **a thing**. You use **it** to open a can of food.

(e) A can opener is a thing **which** you use to open a can of food.

(f) A can opener is a thing () you use to open a can of food.

'Which' is used for things. An object pronoun is often omitted from a relative clause.

2. Relative pronoun used as the object of a preposition

In very formal English, the preposition comes at the beginning of the relative clause, as in (h).

(g) She is the lady. I told you about **her**.

(h) She is the lady about **whom** I told you

(i) She is the lady **who(m)** I told you about.

(j) She is the lady () I told you about.

In everyday usage, the preposition comes after the subject + verb, etc., as in (m).

(k) The music was good. I listened to **it** last night.

(l) The music to **which** I listened last night was good.

(m) The music **which** I listened **to** last night was good.

(n) The music () I listened **to** last night was good.

Unit

Eighteen

WRITING

5. Rewrite each sentence into two separate sentences.

1. I bought a paperback of Forsyth's Avenger which you recommended.
2. I generously tipped the driver by whom I was very impressed.
3. Every driver is required to undergo a rigorous test which can take up to four years to learn.

Grammar Hint

Subject Relative Pronoun or Object Relative Pronoun?

Subject and object pronouns cannot be distinguished by their forms - who, which, that are used for subject and object pronouns. You can, however, distinguish them as follows:

If the relative pronoun is followed by a verb, the relative pronoun is a **subject pronoun**.
the apple **which** is lying on the table

If the relative pronoun is not followed by a verb (but by a noun or pronoun), the relative pronoun is an **object pronoun**.
the apple (**which**) George lay on the table

SPEAKING

6. Now combine the two sentences, using the second sentence as an adjective clause.

Grammar Focus

- ◆ Relative pronoun used as the object of a verb
- ◆ Relative pronoun used as the object of a preposition

WRITING

Check 18 Word order

Write the words in the correct order. Each sentence must begin with a capital letter.

1. is / lady / saw / England / from / yesterday / I / the / ./
2. can / can / is / of / you / to / use / thing / food / opener / open / a / a / a / ./
3. about / is / lady / told / the / she / I / you / ./
4. night / listened / good / the / last / to / music / I / was / ./

Unit

Nineteen

The children, who wanted to play soccer, ran to an open field.



Target Language

- ❖ The house which you can see over there is my uncle's.
- ❖ My uncle's house, which I don't like very much, is too small.
- ❖ This is the funniest book that was ever written.

<Key Vocabulary>

NOUNS

picnic
punctuation
pronunciation

VERBS

refer
provide
identify
affect
modify

ADJECTIVES

extra



Unit

Nineteen

LISTENING AND READING

1. Listen to Q-rex. What's the difference between Story A and Story B?

2. Listen and repeat

3. Read and listen

Hi. Listen to two of my stories, Story A and Story B. You know I teach at an international school in Cebu. Now Story A goes like this:

Last month I took some children from my school on a picnic. The children who wanted to play soccer ran to an open field as soon as we arrived at the park.

And now Story B goes like this:

Last month I took some children from my school on a picnic. The children, who wanted to play soccer, ran to an open field as soon as we arrived at the park.

READING

4. Read the following sentences aloud paying attention to the punctuation. Underline the relative clauses.

(a) I met a man who is a pilot.

(b) My father, who is a pilot, visits many countries.

SPEAKING

5. Which relative clause above tells us exactly which person is being referred to and provides us essential information about the subject or object?

6. Which relative clause above simply gives an extra piece of information and is not necessary to identify the noun it modifies? or object?

7. Explain the use of commas. How do they affect the pronunciation?

Grammar Reference

The inclusion or omission of commas may seriously affect the meaning of a sentence.

- **Relative clauses with *commas* (called ‘non-defining relative clauses’) provide additional information, which can be omitted.**

A non-defining relative clause is enclosed by commas in writing or a pause in speech. Relative pronouns cannot be left out of non-defining relative clauses

- (a) My uncle’s house, which I don’t like very much, is too small. (*Relative pronoun as object*)
 (b) My uncle’s house, which is for sale, is too expensive. (*Relative pronoun as subject*)

- × My uncle’s house, I don’t like very much, is too small.
 × My uncle’s house, is for sale, is too expensive.

- **Relative clauses *without commas* (called ‘defining relative clauses’) provide essential information about the subject or object. Object pronouns can be dropped in defining relative clauses, which are then called Contact Clauses.**

- (c) The house which you can see over there is my uncle’s.
 = The house you can see over there is my uncle’s. (Contact Clause)

- **The relative pronoun ‘that’ can be used in place of ‘who’ (for people) or ‘which’ (for things), and can refer to people or things. But this relative pronoun ‘that’ is used only in defining relative clauses.**

- (d) The house that you can see over there is my uncle’s.

- × My uncle’s house, that I don’t like very much, is too small.

That is preferred to **which** after superlatives, and words such as **all**, **every (thing)**, **some (thing)**, and **any (thing)**.

- (e) This is the funniest book **that** was ever written.
 (f) He fixed almost anything **that** needed repairing.

WRITING

8. Add commas where necessary.

1. The geologist who lectured at Alex Hall predicted another earthquake.
2. Dr. Brown who lectured at Alex Hall predicted another earthquake.
3. Only people who speak Italian should apply for the job.
4. Mario who speaks Italian applied for the job.

Unit

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SPEAKING

9. Discuss the differences in meaning in the following pairs of sentences.

- (a) He has a sister who works at the UN headquarters.
- (b) He has a sister, who works at the UN headquarters.
- (c) He reached in the basket and threw away the apples which were rotten.
- (d) He reached in the basket and threw away the apples, which were rotten.

SPEAKING

10. Now your teacher is going to read some sentences. Choose the correct explanation (a. or b.) of the meaning of each sentence.

Grammar Focus

- ◆ Non-Defining Relative clauses
- ◆ Defining Relative clauses
- ◆ Contact clauses

WRITING

Check 19 Word order

Write the words in the correct order. Each sentence must begin with a capital letter.

1. is / uncle's / see / over / which / you / can / there / house / my / the / . /
2. don't / small / is / very / my / which / like / much / I / house / uncle's / too / , / , / . /
3. that / this / written / the / book / funniest / ever / was / is / . /

Unit

Twenty

That is the house where I was born.



Target Language

- ❖ The building where Q-ty's friend lives is very old.
- ❖ This is the place where I fell off my bike.

<Key Vocabulary>

NOUNS

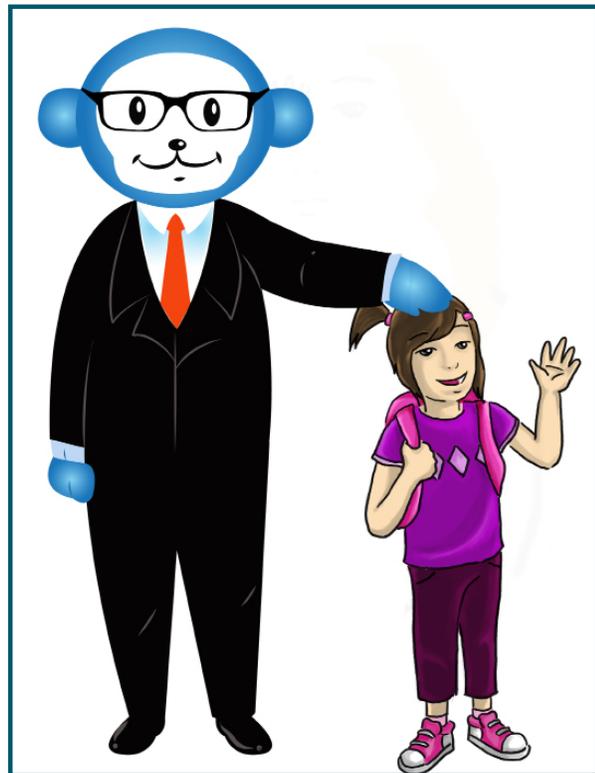
fifth-grader

VERBS

fire(away)
fall (off)

ADJECTIVES

bright
correct



LISTENING AND READING

1. Watch your teacher playing the roles of both Q-rex and Erica, who is an exceptionally bright fifth-grader at the international school where Q-rex teaches.

READING

2. Listen and repeat

Erica : Can I ask you a question?

Q-rex: Sure. Fire away.

Erica : About relative pronouns. You said relative pronouns act like a linking word. For example, you have two sentences here.

(a): That is the house.

(b): I was born in that house.

Now, 'the house' in (a) and 'that house' in (b) refer to the same house and we can use a pronoun and say 'That is the house and I was born in it.' So we can use the **relative pronoun** 'which' and connect the two clauses into one:

(c): That is the house in which I was born.

Q-rex: That's absolutely right, Erica. You can also say 'That is the house I was born in.'

Erica : OK. But, instead of saying 'I was born in it', can we say 'I was born there'?

Q-rex: That is a very good question. 'There' in the sentence is an adverb, right? So, we can use a relative adverb 'where', instead of a relative pronoun. You should always place a relative adverb immediately after the noun it modifies.

Erica : So we can say,

(d) 'That is the house where I was born. Is that correct?

Q-rex: Very good, Erica! Well done



"Fire away."

In spoken English this expression is used to tell someone that you are ready to answer questions.

3. Read and listen

WRITING

4. Listen again and write sentences (c) and (d) Erica composed. Underline the relative pronoun and the relative adverb.

(c)

(d)

SPEAKING

5. What's the difference between the relative pronoun 'which' and the relative adverb 'where'

(c)

(d)

WRITING

6. Combine the sentences, using the relative adverb 'where'.

1. The building is very old. Q-ty's friend lives there.
2. The town is small. My father grew up there.
3. That is the school. Q-rex teaches there.
4. That is the room. I keep my books there.
5. This is a picture of the place. We are going there for our holidays.
6. This is the place. I fell off my bike here.
7. That is the place. We stayed for our honeymoon there.

SPEAKING

7. Now answer your teacher's questions.

Grammar Focus

- ◆ Relative adverb 'where'
- ◆ Fire away.

WRITING

Check 20 Word order

Write the words in the correct order. Each sentence must begin with a capital letter.

1. where/ Q-ty's/ old /building /the/ friend / lives/ is / very / ./
2. the / my / off/ I/ where/this /fell / is/ place / bike / ./
3. grew/ small / where / father / up / the/ my / is / town / ./

Progress Check

I. Put the adjectives in brackets in the correct position.

1. a (wooden / large/ beautiful / round) table
2. an interesting (Italian/ old/ small) painting
3. (red/ white/ yellow/ enormous) umbrellas
4. (white/ old/ cotton/ big/ French) shirts

II. Rewrite the following sentences with the same meaning by using to-infinitives.

1. She told me when I should come.
2. The plumber told me how I could repair the leak in the pipe.
3. I've done everything. I don't know what else I can do.
4. Can you tell me where I could find it?
5. I don't know which book I should buy.

III. Complete the sentences with a few, (very) few, a little, or (very) little.

1. After Jane tasted the soup, she addedsalt to it.
2. I try to avoid a lot of salt on my food. I addsalt to my food.
3. Do you haveminutes? I'd like to ask youquestions. I needmore information.
4. I have to go to the post office because I haveletters to post.
5. Driving downtown to the post office was easy. I got there quickly because there wastraffic.
6. I feel sorry for her. She hasfriends.

IV. Make a polite request in the following situations.

1. You don't have a watch. You want to know what time it is.
2. Your car is in the garage, being repaired. You want your friend to give you a ride home.
3. You call the airport. You want to know what time Flight BA107 arrives.
4. You are in a room. You are hot. The window is closed.
5. You're in the middle of the city. You're lost. You're trying to find the bus stop. You stop someone on the street to ask for directions.

V. Rewrite the sentences to focus attention on the underlined information.

1. Stonehenge was built around 3100 BC.
2. Stonehenge was built around 3100 BC.
3. You will need a whole day for this trip.
4. You will need a whole day for this trip.
5. You will need a whole day for this trip.

VI. Combine the sentences, using the relative adverb 'where'.

1. The building is very old. Q-ty's friend lives there.
2. The town is small. My father grew up there.
3. That is the school. Q-rex teaches there.
4. That is the room. I keep my books there.
5. This is a picture of the place. We are going there for our holidays.
6. This is the place. I fell off my bike here.
7. That is the place. We stayed for our honeymoon there.

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