



# CHAPTER 5

## Asking Questions

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#### □ EXERCISE 1. Preview: asking questions. (Chapter 5)

*Directions:* This exercise previews some of the grammar in this chapter. Create questions that fit the given answers. Discuss question forms.

*Example:* No, I \_\_\_\_\_. I'm allergic to them.

→ QUESTION: *Do you like cats?*

ANSWER: *No, I don't. I'm allergic to them.*

1. Downtown.
2. No, I \_\_\_\_\_.
3. Seven-thirty.
4. Two hours.
5. Because I overslept.
6. This one, not that one.
7. Yes, she \_\_\_\_\_.
8. Mine.
9. My cousin.
10. Five blocks.
11. Once a week.
12. Answering your question.

## 5-1 YES/NO QUESTIONS AND SHORT ANSWERS

YES/NO QUESTION	SHORT ANSWER (+ LONG ANSWER)	<p><b>A yes/no question</b> is a question that can be answered by <i>yes</i> or <i>no</i>.</p> <p>In an affirmative short answer (<i>yes</i>), a helping verb is NOT contracted with the subject.</p> <p>In (c): <i>INCORRECT: Yes, I've.</i> In (d): <i>INCORRECT: Yes, it's.</i> In (e): <i>INCORRECT: Yes, he'll.</i></p> <p>The spoken emphasis in a short answer is on the verb.</p>
(a) <b>Do you like</b> tea?	<i>Yes, I do.</i> (I like tea.) <i>No, I don't.</i> (I don't like tea.)	
(b) <b>Did Sue call?</b>	<i>Yes, she did.</i> (Sue called.) <i>No, she didn't.</i> (Sue didn't call.)	
(c) <b>Have you met</b> Al?	<i>Yes, I have.</i> (I have met Al.) <i>No, I haven't.</i> (I haven't met Al.)	
(d) <b>Is it raining?</b>	<i>Yes, it is.</i> (It's raining.) <i>No, it isn't.</i> (It isn't raining.)	
(e) <b>Will Rob be</b> here?	<i>Yes, he will.</i> (Rob will be here.) <i>No, he won't.</i> (Rob won't be here.)	

### □ EXERCISE 2. Short answers to yes/no questions. (Chart 5-1)

*Directions:* In these dialogues, the long answer is given in parentheses. Look at the long answer, and then write the appropriate yes/no question and short answer to complete each dialogue. Do not use a negative verb in the question.

- A: Do you know my brother?

B: No, I don't. (I don't know your brother.)
- A: \_\_\_\_\_

B: Yes, \_\_\_\_\_ (Aspirin relieves pain.)
- A: \_\_\_\_\_

B: No, \_\_\_\_\_ (Snakes don't have legs.)
- A: \_\_\_\_\_

B: No, \_\_\_\_\_ (Snakes can't move backward.)
- A: \_\_\_\_\_

B: Yes, \_\_\_\_\_ (The United States is in North America.)
- A: \_\_\_\_\_

B: Uh-huh, \_\_\_\_\_ (I enjoyed the movie.)
- A: \_\_\_\_\_

B: Huh-uh, \_\_\_\_\_ (I won't be at home tonight.)

8. A: \_\_\_\_\_

B: Yes, \_\_\_\_\_ (I have a bicycle.)\*

9. A: \_\_\_\_\_

B: Yes, \_\_\_\_\_ (Paul has left.)

10. A: \_\_\_\_\_

B: Yes, \_\_\_\_\_ (He left with Kate.)

☐ EXERCISE 3. Short answers to yes/no questions. (Chart 5-1)

*Directions:* Work in groups of three.

Speaker A: Whisper the cue to Speaker B. Your book is open.

Speaker B: Ask a yes/no question using the information Speaker A gave you. Your book is closed.

Speaker C: Give a short answer to the question. Your book is closed.

*Example:* ( . . . ) is wearing jeans today.

SPEAKER A (*book open*): Rosa is wearing jeans today. (*whispered*)

SPEAKER B (*book closed*): Is Rosa wearing jeans today?

SPEAKER C (*book closed*): Yes, she is.

*Switch roles.*

1. ( . . . ) has curly hair.

2. ( . . . ) doesn't have a mustache.

3. ( . . . ) is sitting down.

4. Isn't talking to ( . . . )

9. ( . . . ) is wearing earrings.

10. This book has an index.

11. ( . . . )'s grammar book isn't open.

12. Giraffes don't eat meat.

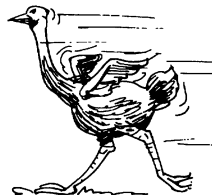
*Switch roles.*

5. ( . . . ) and ( . . . ) were in class yesterday.

6. This exercise is easy.

7. That book belongs to ( . . . )

8. An ostrich can't fly.



\*In American English, a form of **do** is usually used when **have** is the main verb:

*Do you have a car?*

In British English, a form of **do** with main verb **have** is not necessary:

*Have you a car?*

## 5-2 YES/NO QUESTIONS AND INFORMATION QUESTIONS

A yes/no question = a question that can be answered by "yes" or "no."

A: *Does Ann live in Montreal?*

B: *Yes, she does.* OR *No, she doesn't.*

An information question = a question that asks for information by using a question word: **where, when, why, who, whom, what, which, whose, how.**

A: *Where does Ann live?*

B: *In Montreal.*

(QUESTION WORD)	HELPING VERB	SUBJECT	MAIN VERB	(REST OF SENTENCE)	The same subject-verb word order is used in both yes/no and information questions. HELPING VERB + SUBJECT + MAIN VERB
(a)	<b>Does</b>	<i>Ann</i>	<b>live</b>	in Montreal?	
(b) Where	<b>does</b>	<i>Ann</i>	<b>live?</b>		
(c)	<b>Is</b>	<i>Sara</i>	<b>studying</b>	at the library?	(a) is a yes/no question.
(d) Where	<b>is</b>	<i>Sara</i>	<b>studying?</b>		(b) is an information question.
(e)	<b>Will</b>	<i>you</i>	<b>graduate</b>	next year?	
(f) When	<b>will</b>	<i>you</i>	<b>graduate?</b>		
(g)	<b>Did</b>	<i>they</i>	<b>see</b>	Jack?	
(h) Who(m)*	<b>did</b>	<i>they</i>	<b>see?</b>		
(i)	<b>Is</b>	<i>Heidi</i>		at home?	
(j) Where	<b>is</b>	<i>Heidi?</i>			
(k)		<i>Who</i>	<b>came</b>	to dinner?	
(l)		<i>What</i>	<b>happened</b>	yesterday?	

In (i) and (j): Main verb **be** in simple present and simple past (**am, is, are, was, were**) precedes the subject. It has the same position as a helping verb.

When the question word (e.g., **who** or **what**) is the subject of the question, usual question word order is not used. No form of **do** is used. Notice (k) and (l).

\*See Chart 5-4, p. 125, for a discussion of **who(m)**.

### □ EXERCISE 4. Yes/no and information questions. (Chart 5-2)

**Directions:** Review the patterns of yes/no and information questions.

**Speaker A:** Create a yes/no question.

**Speaker B:** Create an information question using **where**.

**Example:** I live there.

**SPEAKER A:** Do you live there?

**SPEAKER B:** Where do you live?

- She lives there.
- The students live there.
- Bob lived there.
- Mary is living there.
- I was living there.
- They are going to live there.
- John will live there.
- The students can live there.
- Jim has lived there.
- Tom has been living there.

## 5-3 WHERE, WHY, WHEN, AND WHAT TIME

QUESTION	ANSWER	
(a) <b>Where</b> did you go?	Paris.	<b>Where</b> asks about <i>place</i> .
(b) <b>Why</b> did you stay home?	Because I didn't feel well.*	<b>Why</b> asks about <i>reason</i> .
(c) <b>What time</b> did he come?	<div> <div>Seven-thirty.</div> <div>Around five o'clock.</div> <div>A quarter past ten.</div> </div>	A question with <b>what time</b> asks about <i>time on a clock</i> .
(d) <b>When</b> did he come?	<div> <div>Seven-thirty.</div> <div>Last night.</div> <div>Two days ago.</div> <div>Monday morning.</div> <div>In 1998.</div> </div>	A question with <b>when</b> can be answered by any time expression, as in the sample answers in (d).

\*See Chart 8-6, p. 239, for the use of *because*. "Because I didn't feel well" is an adverb clause. It is not a complete sentence. In this example, it is the short answer to a question.

### □ EXERCISE 5. Information questions. (Charts 5-2 and 5-3)

*Directions:* Create information questions. Use **where**, **why**, **when**, or **what time**.

- A: When are you going to go downtown?

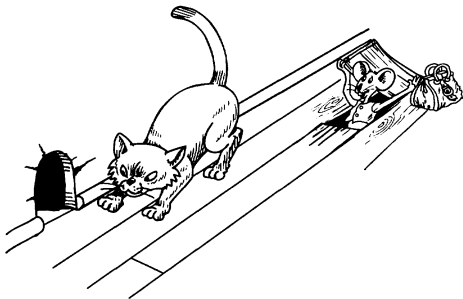
B: Tomorrow. (I'm going to go downtown tomorrow.)
- A: \_\_\_\_\_

B: At Lincoln Elementary School. (My children go to school at Lincoln Elementary School.)
- A: \_\_\_\_\_

B: At 1:10. (Class begins at 1:10.)
- A: \_\_\_\_\_

B: Four years ago. (I met the Smiths four years ago.)
- A: \_\_\_\_\_

B: It's waiting for a mouse. (The cat is staring at the hole in the wall because it's waiting for a mouse.)



□ EXERCISE 6. Yes/no and information questions. (Charts 5-2 and 5-3)

*Directions:* Work in pairs to create dialogues. Switch roles after item 6.

Speaker A: Ask a question that will produce the given answer.

Speaker B: Give the short answer, and then give a long answer.

*Example:* After midnight.

SPEAKER A: What time did you go to bed last night?

SPEAKER B: After midnight. I went to bed after midnight last night.

- |                              |   |
|------------------------------|---|
| 1. The day before yesterday. | 7. Tomorrow afternoon.                  |
| 2. Yes, I do.                | 8. Viet Nam.                            |
| 3. Because I wanted to.      | 9. No, I can't.                         |
| 4. At 8:30.                  | 10. Because the weather is . . . today. |
| 5. Yes, he is.               | 11. Yeah, sure. Why not?                |
| 6. At a grocery store.       | 12. I don't know. Maybe.                |

□ EXERCISE 7. Questions with WHY. (Chart 5-3)

*Directions:* Work in pairs to create dialogues. Switch roles after item 4.

Speaker A: Say the sentence in the book.

Speaker B: Ask "Why?" or "Why not?" and then ask the full *why*-question.

Speaker A: Make up an answer to the question.

*Example:* I can't go with you tomorrow.

SPEAKER A: I can't go with you tomorrow.

SPEAKER B: Why not? Why can't you go with me tomorrow?

SPEAKER A: Because I have to study for a test.

- |                                       |   |
|---------------------------------------|---|
| 1. I ate two breakfasts this morning. | 5. I'm happy today.                     |
| 2. I don't like to ride on airplanes. | 6. I had to call the police last night. |
| 3. I'm going to sell my guitar.       | 7. I can't explain it to you.           |
| 4. I didn't go to bed last night.     | 8. I'm not speaking to my cousin.       |

## 5-4 QUESTIONS WITH WHO, WHO(M), AND WHAT

QUESTION	ANSWER	
(a) <sup>s</sup> Who came?	<sup>s</sup> Someone came.	In (a): <b>Who</b> is used as the subject (s) of a question. In (b): <b>Who(m)</b> is used as the object (o) in a question. <b>Whom</b> is used in formal English. In everyday spoken English, <b>who</b> is usually used instead of <b>whom</b> : FORMAL: Whom did you see? INFORMAL: Who did you see?
(b) <sup>o</sup> Who(m) did you see?	<sup>s</sup> I saw <sup>o</sup> someone.	
(c) <sup>s</sup> What happened?	<sup>s</sup> Something happened.	<b>What</b> can be used as either the subject or the object in a question. Notice in (a) and (c): When <b>who</b> or <b>what</b> is used as the subject of a question, usual question word order is not used; no form of <b>do</b> is used: CORRECT: Who came? INCORRECT: Who did come?
(d) <sup>o</sup> What did you see?	<sup>s</sup> I saw <sup>o</sup> something.	

□ EXERCISE 8. Questions with WHO, WHO(M), and WHAT. (Chart 5-4)

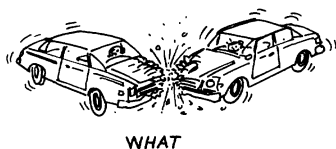
Directions: Create questions with *who*, *who(m)*, and *what*. Write "s" if the question word is the subject. Write "o" if the question word is the object.

QUESTION	ANSWER
1. <sup>s</sup> <u>Who knows?</u>	<sup>s</sup> <b>Someone</b> knows.
2. <sup>o</sup> <u>Who(m) did you ask?</u>	I asked <sup>o</sup> <b>someone</b> .
3. _____	<b>Someone</b> knocked on the door.
4. _____	Sara met <b>someone</b> .
5. _____	Mike learned <b>something</b> .
6. _____	<b>Something</b> changed Ann's mind.
7. _____	Ann is talking about <b>someone</b> .*

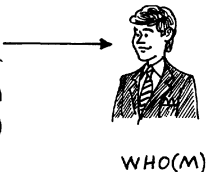
□ EXERCISE 9. Questions with WHO, WHO(M), and WHAT. (Chart 5-4)

Directions: Create questions. Use *who*, *whom*, or *what*.

1. A: What did you see?  
B: An accident. (I saw an accident.)
2. A: \_\_\_\_\_  
B: An accident. (Mary saw an accident.)



3. A: \_\_\_\_\_  
B: Mary. (Mary saw an accident.)
4. A: \_\_\_\_\_  
B: John. (Mary saw John.)



\*A preposition may come at the beginning of a question in very formal English:

*About whom* (NOT *who*) is Ann talking?

In everyday English, a preposition usually does not come at the beginning of a question.

5. A: \_\_\_\_\_  
B: Mary. (Mary saw John.)
6. A: \_\_\_\_\_  
B: An accident. (An accident happened.)
7. A: \_\_\_\_\_  
B: A new coat. (Alice bought a new coat.)
8. A: \_\_\_\_\_  
B: Alice. (Alice bought a new coat.)
9. A: \_\_\_\_\_  
B: A map of the world. (I'm looking at a map of the world.)
10. A: \_\_\_\_\_  
B: Jane. (I'm looking at Jane.)
11. A: \_\_\_\_\_  
B: The secretary. (I talked to the secretary.)
12. A: \_\_\_\_\_  
B: His problems. (Tom talked about his problems.)
13. A: \_\_\_\_\_  
B: The board. (The teacher looked at the board.)
14. A: \_\_\_\_\_  
B: The teacher. (The teacher looked at the board.)
15. A: \_\_\_\_\_  
B: The students. (The teacher looked at the students.)
16. A: \_\_\_\_\_  
B: An amphibian. (A frog is an amphibian.)
17. A: \_\_\_\_\_  
B: An animal that can live on land or in water. (An amphibian is an animal that can live on land or in water.)
18. A: \_\_\_\_\_  
B: Mostly insects. (Frogs eat mostly insects.)





□ EXERCISE 10. Questions with WHO, WHO(M), and WHAT. (Chart 5-4)

*Directions:* Work in pairs.

Speaker A: Complete each question with *who*, *whom*, or *what*.

Speaker B: Answer the question.

*Example:* . . . are you currently reading?

SPEAKER A: What are you currently reading?

SPEAKER B: A novel about a cowboy.

1. . . . do you like to read?
2. . . . do you like to spend a lot of time with?
3. . . . is your idea of the perfect vacation?
4. . . . do you like to spend your vacations with?
5. . . . are the most important people in your life?

*Switch roles.*

6. . . . was the most memorable event of your childhood?
7. . . . stresses you out?
8. . . . do you need that you don't have?
9. . . . would you most like to invite to dinner? The person can be living or dead.
10. . . . has had the most influence on you in your life?

## 5-5 SPOKEN AND WRITTEN CONTRACTIONS WITH QUESTION WORDS

<b>is</b>	(a) <b>SPOKEN ONLY</b> “When’s he coming?” “Why’s she late?”	<b>Is, are, did, and will</b> are usually contracted with question words in speaking. These contractions are usually NOT written.
<b>are</b>	(b) “What’re these?” “Who’re they?”	
<b>did</b>	(c) “Who’d you see?” “What’d you do?”	
<b>will</b>	(d) “Where’ll you be?” “When’ll they be here?”	
<b>is</b>	(e) <b>SPOKEN</b> “Where’s Ed?” “What’s that?” “Who’s he?”	(f) <b>WRITTEN</b> where’s Ed? what’s that? who’s he? Only contractions with <b>is</b> and <b>where, what, or who</b> are commonly used in writing.*

\*Contractions are used in informal writing, such as letters to friends or e-mails, but are generally not appropriate in more formal writing, such as in magazine articles or reference books.

□ EXERCISE 11. Spoken contractions with question words. (Chart 5-5)

*Directions:* Listen to your teacher say the following questions in contracted speech, and practice saying them yourself.

1. Where is my book?
2. What is in that drawer?
3. Why is Anita absent?
4. Who is that man?

- |                                 |                                       |
|---------------------------------|---------------------------------------|
| 5. Who are those men?           | 10. Why did you say that?             |
| 6. Where are you going?         | 11. Who did you see at the party?     |
| 7. What are you doing?          | 12. Where will you be?                |
| 8. Where did Bob go last night? | 13. When will you arrive?             |
| 9. What did you say?            | 14. Who will meet you at the airport? |

□ EXERCISE 12. Information questions. (Charts 5-2 → 5-5)

*Directions:* Create any appropriate question for the given answer.

*Example:* Larry.

→ *Who is the fax from?*

*Who(m) did you go to the movie with?*

*Etc.*

- |                         |                         |
|-------------------------|-------------------------|
| 1. Yesterday.           | 6. Because I was tired. |
| 2. A new pair of shoes. | 7. A sandwich.          |
| 3. Mr. Soto.            | 8. I don't know.        |
| 4. Six-thirty.          | 9. Tomorrow.            |
| 5. To the zoo.          | 10. My brother.         |

□ EXERCISE 13. Asking for the meaning of a word. (Chart 5-4)

*Directions:* Ask your classmates for the meaning of each *italicized* word in the sentences below. Refer to a dictionary as necessary. Work in groups or as a class.

*Example:* It's raining. *Perhaps* we should take a taxi.

STUDENT A: **What does "perhaps" mean?**

STUDENT B: "Perhaps" means "maybe."

- Water is *essential* to all forms of life on earth.
- Why do soap bubbles *float*?
- I think Carol's *mad*.
- Some fish *bury* themselves in sand on the ocean bottom and live their entire lives there.
- Mr. Chan gently put his hand *beneath* the baby's head.
- I *grabbed* my briefcase and started running for the bus.
- We walked hand in hand through the *orchard*.\*
- Mark and Olivia went to Hawaii on their *honeymoon*.
- I'm not very good at *small talk*, so I avoid social situations like cocktail parties.
- Mr. Weatherbee liked to have *hedges* between his house and his neighbors' houses. He planted the bushes close together so that people couldn't see through them.

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\*To ask for the meaning of a noun, two question forms are common. For example, using the noun "pocket": **What does "pocket" mean?** OR **What is a pocket?/What are pockets?**

## 5-6 USING *WHAT* + A FORM OF *DO*

QUESTION	ANSWER	<i>What</i> + a form of <i>do</i> is used to ask questions about activities. Examples of forms of <i>do</i> : <i>am doing</i> , <i>will do</i> , <i>are going to do</i> , <i>did</i> , etc.
(a) <i>What does</i> Bob <i>do</i> every morning?	He <i>goes to class</i> .	
(b) <i>What did</i> you <i>do</i> yesterday?	I <i>went downtown</i> .	
(c) <i>What is</i> Anna <i>doing</i> (right now)?	She's <i>studying</i> .	
(d) <i>What are</i> you <i>going to do</i> tomorrow?	I'm <i>going to go to the beach</i> .	
(e) <i>What do</i> you <i>want to do</i> tonight?	I <i>want to go to a movie</i> .	
(f) <i>What would</i> you <i>like to do</i> tomorrow?	I <i>would like to visit Jim</i> .	
(g) <i>What will</i> you <i>do</i> tomorrow?	I'll <i>go downtown</i> .	
(h) <i>What should</i> I <i>do</i> about my headache?	You <i>should take an aspirin</i> .	

### □ EXERCISE 14. Using *WHAT* + a form of *DO*. (Chart 5-6)

Directions: Create questions. Use *what* + a form of *do*.

1. A: What are you doing right now?  
B: I'm studying.
2. A: \_\_\_\_\_ last night?  
B: I studied.
3. A: \_\_\_\_\_ tomorrow?  
B: I'm going to visit my relatives.
4. A: \_\_\_\_\_ tomorrow?  
B: I want to go to the beach.
5. A: \_\_\_\_\_ this evening?  
B: I would like to go to a movie.
6. A: \_\_\_\_\_ tomorrow?  
B: I'm planning to stay home and relax most of the day.
7. A: \_\_\_\_\_ in class every day?  
B: I study English.
8. A: \_\_\_\_\_ (for a living)?\*  
B: I'm a teacher.

\**What do you do?* has a special meaning. It means: *What is your occupation, your job?* Another way of asking the same question: *What do you do for a living?*

9. A: \_\_\_\_\_ when he stopped you for speeding?  
 B: He (the police officer) gave me a ticket.
10. A: \_\_\_\_\_ in the winter?  
 B: It (a bear) hibernates.



11. A: I have the hiccups. \_\_\_\_\_ ?  
 B: You should drink a glass of water.
12. A: \_\_\_\_\_ ?  
 B: He (Mr. Rice) is a businessman. He works for General Electric.  
 A: \_\_\_\_\_ ?  
 B: She (Mrs. Rice) designs websites. She works for an Internet company.

□ **EXERCISE 15. Using WHAT + a form of DO and verb tense review. (Chart 5-6)**

*Directions: Work in pairs. Ask a classmate a question. Use **what** + **do**.*

*Example: tomorrow*

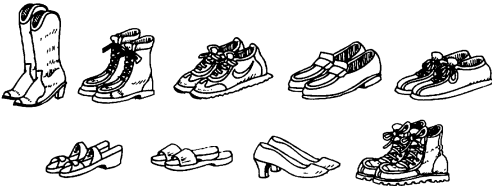
SPEAKER A: What are you going to do tomorrow? / What do you want to do tomorrow? /  
 What would you like to do tomorrow? / Etc.

SPEAKER B: (*Answer the question.*)

*Switch roles.*

- |                   |                                    |
|-------------------|------------------------------------|
| 1. last night     | 7. this morning                    |
| 2. right now      | 8. last weekend                    |
| 3. next Saturday  | 9. on weekends                     |
| 4. this afternoon | 10. after class yesterday          |
| 5. tonight        | 11. after class today              |
| 6. every morning  | 12. since you arrived in this city |

## 5-7 USING WHAT KIND OF

QUESTION	ANSWER	
(a) <b>What kind of shoes</b> did you buy?	<div> <div>Boots.</div> <div>Sandals.</div> <div>Tennis shoes.</div> <div>Loafers.</div> <div>Running shoes.</div> <div>High heels.</div> <div>Etc.</div> </div>	<b>What kind of</b> asks for information about a specific type (a specific kind) in a general category.  In (a): general category = shoes specific kinds = boots sandals tennis shoes etc.
		
(b) <b>What kind of fruit</b> do you like best?	<div> <div>Apples.</div> <div>Bananas.</div> <div>Oranges.</div> <div>Grapefruit.</div> <div>Grapes.</div> <div>Strawberries.</div> <div>Etc.</div> </div>	In (b): general category = fruit specific kinds = apples bananas oranges etc.

### □ EXERCISE 16. Using WHAT KIND OF. (Chart 5-7)

*Directions:* Complete each question. Give other possible answers to the question.

- A: What kind of shoes are you wearing?  
 B: Boots. (*Other possible answers:* loafers/running shoes/etc.)
- A: What kind of meat do you eat most often?  
 B: Beef. (*Other possible answers:* chicken/lamb/pork/etc.)
- A: What kind of \_\_\_\_\_ do you like best?  
 B: Rock 'n roll. (*Other possible answers:* \_\_\_\_\_)
- A: What kind of \_\_\_\_\_ would you like to have?  
 B: A Mercedes-Benz. (*Other possible answers:* \_\_\_\_\_)
- A: What kind of \_\_\_\_\_ do you like to read?  
 B: Science fiction. (*Other possible answers:* \_\_\_\_\_)

6. A: What kind of \_\_\_\_\_ do you have?  
 B: \_\_\_\_\_. (Other possible answers: \_\_\_\_\_)
7. A: What kind of \_\_\_\_\_ do you like best?  
 B: \_\_\_\_\_. (Other possible answers: \_\_\_\_\_)
8. A: What kind of \_\_\_\_\_ is ( . . . ) wearing?  
 B: \_\_\_\_\_. (Other possible answers: \_\_\_\_\_)

□ EXERCISE 17. Using WHAT KIND OF. (Chart 5-7)

*Directions:* Find classmates who own the following things. Ask them questions using **what kind of**.

*Example:* a camera

SPEAKER A: Do you have a camera?

SPEAKER B: Yes.\*

SPEAKER A: What kind of camera do you have?

SPEAKER B: I have a 35-millimeter Kodak camera.

- |                   |                          |
|-------------------|--------------------------|
| 1. a camera       | 6. a computer            |
| 2. a TV           | 7. a watch               |
| 3. a bicycle      | 8. a dog                 |
| 4. a car          | 9. a cell phone          |
| 5. a refrigerator | 10. (use your own words) |

## 5-8 USING WHICH

<p>(a) TOM: May I borrow a pen from you?          ANN: Sure. I have two pens. This pen has black ink. That pen has red ink.  <b>Which pen</b> do you want? OR  <b>Which one</b> do you want? OR  <b>Which</b> do you want?</p>	<p>In (a): Ann uses <b>which</b> (not <b>what</b>) because she wants Tom to choose.  <b>Which</b> is used when the speaker wants someone to make a choice, when the speaker is offering alternatives: <i>this one or that one; these or those.</i></p>
<p>(b) SUE: I like these earrings, and I like those, too.          BOB: <b>Which (earrings/ones)</b> are you going to buy?          SUE: I think I'll get these.</p>	<p><b>Which</b> can be used with either singular or plural nouns.</p>
<p>(c) JIM: Here's a photo of my daughter's class.          KIM: Very nice. <b>Which one</b> is your daughter?</p>	<p><b>Which</b> can be used to ask about people as well as things.</p>
<p>(d) SUE: My aunt gave me some money for my birthday. I'm going to take it with me to the mall.          BOB: <b>What</b> are you going to buy with it?          SUE: I haven't decided yet.</p>	<p>In (d): The question doesn't involve choosing from a particular group of items, so Bob uses <b>what</b>, not <b>which</b>.</p>

\*If the answer is "no," ask another question from the list.

□ EXERCISE 18. WHICH vs. WHAT. (Chart 5-8)

Directions: Complete the questions with *which* or *what*.

1. A: This hat comes in brown and in gray. Which color do you think your husband would prefer?  
B: Gray, I think.
2. A: I've never been to Mrs. Hall's house. What color is it?  
B: Gray.
3. A: I have two dictionaries. \_\_\_\_\_ one do you want?  
B: The Arabic-English dictionary, not the English-English one.
4. A: May I help you?  
B: Please.  
A: \_\_\_\_\_ are you looking for?  
B: An Arabic-English dictionary.  
A: Right over there in the reference section.  
B: Thanks.
5. A: \_\_\_\_\_ did you get on your last test?  
B: I don't want to tell you. It was an awful grade.
6. A: If I need only half an onion, \_\_\_\_\_ half should I use and \_\_\_\_\_ half should I save?  
B: Save the root half. It lasts longer.

□ EXERCISE 19. WHICH vs. WHAT. (Chart 5-8)

Directions: Create questions. Use *which* or *what*.

1. A: I have two books. Which book/Which one/Which do you want?  
B: That one. (I want that book.)
2. A: What did you buy when you went shopping?  
B: A book. (I bought a book when I went shopping.)
3. A: Could I borrow your pen for a minute?  
B: Sure. I have two. \_\_\_\_\_  
A: That one. (I would like that one.)
4. A: \_\_\_\_\_  
B: A pen. (Chris borrowed a pen from me.)
5. A: \_\_\_\_\_  
B: Two pieces of hard candy. (I have two pieces of hard candy in my hand.) Would you like one?  
A: Yes. Thanks.  
B: \_\_\_\_\_  
A: The yellow one. (I'd like the yellow one.)

6. A: Do you like this tie?

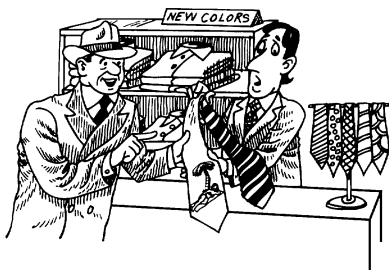
B: Yes.

A: Do you like that tie?

B: It's okay.

A: \_\_\_\_\_

B: This one. (I'm going to buy this one.)



7. A: Tony and I went shopping. I got some new shoes.

B: \_\_\_\_\_

A: A tie. (Tony got a tie.)

8. A: Did you enjoy your trip to Europe?

B: Yes, I did. Very much.

A: \_\_\_\_\_

B: Poland, Germany, Czechoslovakia, and Italy. (I visited Poland, Germany, Czechoslovakia, and Italy.)\*

A: \_\_\_\_\_

B: Poland. (I enjoyed visiting Poland the most.)

## 5-9 USING WHOSE

QUESTION	ANSWER	<b>Whose</b> asks about possession.* Notice in (a): The speaker of the question may omit the noun ( <i>book</i> ) if the meaning is clear to the listener.
(a) <b>Whose (book)</b> is this?	It's John's (book).	
(b) <b>Whose (books)</b> are those?	They're mine (OR my books).	
(c) <b>Whose car</b> did you borrow?	I borrowed Karen's (car).	
COMPARE (d) <b>Who's</b> that?	Mary Smith.	<b>Who's</b> and <b>whose</b> have the same pronunciation. <b>Who's</b> = a contraction of <b>who is</b> . <b>Whose</b> = asks about possession.
(e) <b>Whose</b> is that?	Mary's.	

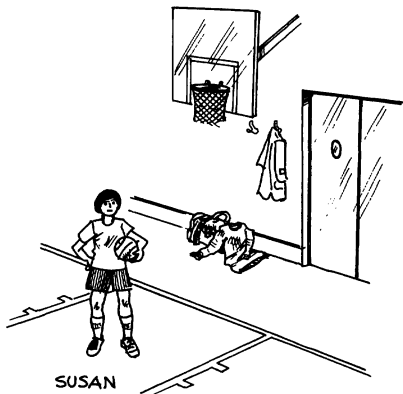
\*See Charts 6-11, p. 173, and 6-12, p. 176, for ways of expressing possession.

\*The difference between *what country* and *which country* is often very small.

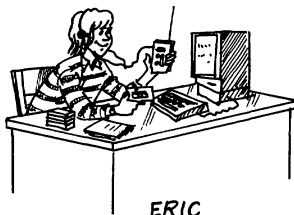


□ EXERCISE 20. Using WHOSE. (Chart 5-9)

*Directions:* Create questions with **whose** or **who**. The things near Susan belong to her. The things near Eric belong to him. Point to the things and people in the pictures when you ask some of the questions.



SUSAN



ERIC

1. A: Whose basketball is this?  
B: Susan's. (It's Susan's basketball.)
2. A: Who is this?  
B: Susan. (This is Susan.)
3. A: \_\_\_\_\_ that?  
B: Eric's. (It's Eric's notebook.)
4. A: \_\_\_\_\_ these?  
B: Eric's. (They're Eric's tapes.)
5. A: \_\_\_\_\_ that?  
B: Eric. (That is Eric.)
6. A: \_\_\_\_\_ those?  
B: Susan's. (They're Susan's clothes.)
7. A: \_\_\_\_\_ that?  
B: Susan's. (It's Susan's coat.)
8. A: \_\_\_\_\_ in a gym?  
B: Susan. (Susan is in a gym.)

9. A: \_\_\_\_\_ sitting down?

B: Eric. (Eric is sitting down.)

10. A: \_\_\_\_\_ longer?

B: Eric's. (Eric's hair is longer than Susan's.)

□ EXERCISE 21. Using WHOSE. (Chart 5-9)

*Directions:* Ask and answer questions about possession. Follow the pattern in the examples. Talk about things in the classroom.

*Example:* pen

SPEAKER A: Is this your pen? / Is this (pen) yours?

SPEAKER B: No, it isn't.

SPEAKER A: Whose is it?

SPEAKER B: It's Ali's.

*Example:* pens

SPEAKER A: Are these Yoko's (pens)? / Are these (pens) Yoko's?

SPEAKER B: No, they aren't.

SPEAKER A: Whose are they?

SPEAKER B: They're mine.

- |               |              |                |
|---------------|--------------|----------------|
| 1. dictionary | 5. bookbag   | 9. purse       |
| 2. books      | 6. briefcase | 10. calculator |
| 3. notebook   | 7. glasses   | 11. things     |
| 4. papers     | 8. backpack  | 12. stuff*     |

□ EXERCISE 22. Review: information questions. (Charts 5-2 → 5-9)

*Directions:* Work in pairs. Create questions for the given answers. Use any appropriate question word.

*Example:* I'm reading.

SPEAKER A: What are you doing?

SPEAKER B: I'm reading.

*Switch roles.*

- |                        |                                |
|------------------------|--------------------------------|
| 1. They're mine.       | 7. Jazz.                       |
| 2. I'm going to study. | 8. Because I didn't feel good. |
| 3. A Toyota.           | 9. This one, not that one.     |
| 4. Mr. ( . . . ).      | 10. ( . . . )'s.               |
| 5. It's ( . . . )'s.   | 11. A couple of days ago.      |
| 6. It means "small."   | 12. India.                     |

\**Stuff* is used in informal spoken English to mean miscellaneous things. For example, when a speaker says, "This is my stuff," the speaker may be referring to pens, pencils, books, papers, notebooks, clothes, etc. (Note: *stuff* is a noncount noun; it never has a final -s.)

□ EXERCISE 23. Asking questions. (Charts 5-1 → 5-9)

*Directions:* Work in pairs.

Speaker A: Choose any one of the possible answers below and ask a question that would produce that answer.

Speaker B: Decide which answer Speaker A has in mind and answer his/her question. Pay special attention to the form of Speaker A's question. Correct any errors.

Alternate asking questions. (First Speaker A asks a question and Speaker B answers. Next Speaker B asks a question and Speaker A answers.)

*Example:*

SPEAKER A: What is Maria's favorite color?

SPEAKER B: (Speaker B reviews the list of possible answers below and chooses the appropriate one.) Pink.

*Possible answers:*

Sure! Thanks!

Call the insurance company.

Next week.

A rat.

Mr. ( . . . ).

Answering your questions.

Cheese.

Mine.

Eight-thirty.

Her husband.

Probably.

The teacher's.

Not that one. The other one.

A Panasonic or a Sony.

Pink.

No, a friend of mine gave them to me a few days ago.

Historical fiction.

Study, and then watch a movie.

On the Internet.

## 5-10 USING HOW

QUESTION	ANSWER	<i>How</i> has many uses. One use of <i>how</i> is to ask about means (ways) of transportation.
(a) <i>How</i> did you get here?	{ I drove./By car. I took a taxi./By taxi. I took a bus./By bus. I flew./By plane. I took a train./By train. I walked./On foot.	
(b) <i>How old</i> are you? (c) <i>How tall</i> is he? (d) <i>How big</i> is your apartment? (e) <i>How sleepy</i> are you? (f) <i>How hungry</i> are you? (g) <i>How soon</i> will you be ready? (h) <i>How well</i> does he speak English? (i) <i>How quickly</i> can you get here?	Twenty-one. About six feet. It has three rooms. Very sleepy. I'm starving. In five minutes. Very well. I can get there in 30 minutes.	<i>How</i> is often used with adjectives (e.g., <i>old</i> , <i>big</i> ) and adverbs (e.g., <i>well</i> , <i>quickly</i> ).

□ EXERCISE 24. Using HOW. (Chart 5-10)

Directions: Create questions with **how**.

1. A: How old is your daughter?  
B: Ten. (My daughter is ten years old.)
2. A: \_\_\_\_\_  
B: Very important. (Education is very important.)
3. A: \_\_\_\_\_  
B: By bus. (I get to school by bus.)
4. A: \_\_\_\_\_  
B: Very, very deep. (The ocean is very, very deep.)
5. A: \_\_\_\_\_  
B: By plane. (I'm going to get to Denver by plane.)
6. A: \_\_\_\_\_  
B: Not very. (The test wasn't very difficult.)
7. A: \_\_\_\_\_  
B: It's 29,028 feet high. (Mt. Everest is 29,028 feet high.)\*
8. A: \_\_\_\_\_  
B: I walked. (I walked to school today.)

## 5-11 USING HOW OFTEN

QUESTION	ANSWER	<b>How often</b> asks about frequency.
(a) <b>How often</b> do you go shopping?	<div>                     Every day.                      Once a week.                      About twice a week.                      Every other day or so.*                      Three times a month.                 </div>	
(b) <b>How many times a day</b> do you eat? <b>How many times a week</b> do you go shopping? <b>How many times a month</b> do you go to the post office? <b>How many times a year</b> do you take a vacation?	Three or four. Two. Once. Once or twice.	Other ways of asking <b>how often</b> : <b>how many times</b> <div>                         a day                          a week                          a month                          a year                     </div>

\*Every other day means "Monday yes, Tuesday no, Wednesday yes, Thursday no," etc. Or so means "approximately."

\*29,028 feet = 8,848 meters.

□ EXERCISE 25. Using HOW OFTEN. (Chart 5-11)

Directions: Work in pairs.

Speaker A: Ask a question with **how often** or **how many times a day/week/month/year**.

Speaker B: Answer the question. (Possible answers are suggested in the list of frequency expressions.)

Example: eat lunch at the cafeteria

SPEAKER A: How often do you eat lunch at the cafeteria?

SPEAKER B: About twice a week.

FREQUENCY EXPRESSIONS		
<i>a lot</i>	<i>every</i>	} <i>day/week/month/year</i>
<i>occasionally*</i>	<i>every other</i>	
<i>once in a while</i>	<i>once a</i>	
<i>not very often</i>	<i>twice a</i>	
<i>hardly ever</i>	<i>three times a</i>	
<i>almost never</i>	<i>ten times a</i>	
<i>never</i>		

Switch roles.

- |                         |                        |
|-------------------------|------------------------|
| 1. play cards           | 7. buy a toothbrush    |
| 2. get on the Internet  | 8. go to a laundromat  |
| 3. go out to eat        | 9. go swimming         |
| 4. cook your own dinner | 10. be late for class  |
| 5. read a newspaper     | 11. attend a wedding   |
| 6. get your hair cut    | 12. see a falling star |

## 5-12 USING HOW FAR

(a) <i>It is</i> 289 miles <i>from</i> St. Louis <i>to</i> Chicago.* (b) <i>It is</i> 289 miles	<div><i>from</i> St. Louis <i>to</i> Chicago. <i>from</i> Chicago <i>to</i> St. Louis. <i>to</i> Chicago <i>from</i> St. Louis. <i>to</i> St. Louis <i>from</i> Chicago.</div>	The most common way of expressing distance: <i>It is</i> + distance + <i>from/to</i> + <i>to/from</i> In (b): All four expressions with <i>from</i> and <i>to</i> have the same meaning.
(c) A: <i>How far is it</i> from St. Louis to Chicago? B: 289 miles. (d) A: <i>How far do you</i> live from school? B: Four blocks.		<i>How far</i> is used to ask questions about distance.
(e) <i>How many miles</i> is it from St. Louis to Chicago? (f) <i>How many kilometers</i> is it to Montreal from here? (g) <i>How many blocks</i> is it to the post office?		Other ways to ask <i>how far</i> : <i>how many miles</i> <i>how many kilometers</i> <i>how many blocks</i>

\*1 mile = 1.60 kilometers.

1 kilometer = 0.6214 mile.

\*Notice: *Occasionally* is spelled with two "c"s but only *one* "s."

□ EXERCISE 26. Using HOW FAR. (Chart 5-12)

Directions: Create questions.

1. A: How far is it to Chicago from New Orleans?  
B: 919 miles. (It's 919 miles to Chicago from New Orleans.)
2. A: \_\_\_\_\_  
B: 257 kilometers. (It's 257 kilometers from Montreal to Quebec.)
3. A: \_\_\_\_\_  
B: Six blocks. (It's six blocks to the post office.)
4. A: I had a terrible day yesterday.  
B: What happened?  
A: I ran out of gas while I was driving to work.  
B: \_\_\_\_\_ before you ran out of gas?  
A: To the junction of I-90 and 480. (I got to the junction of I-90 and 480.) Luckily, there was a gas station about half a mile down the road.

□ EXERCISE 27. Using HOW FAR. (Chart 5-12)

Directions: Bring road maps of your geographical area to class. In small groups, look at a map of your area and ask each other questions with **how far**.

### 5-13 LENGTH OF TIME: *IT + TAKE* AND *HOW LONG*

<i>IT + TAKE + (SOMEONE) + LENGTH + INFINITIVE OF TIME</i>	<i>It + take</i> is often used with time words and an infinitive to express <b>length of time</b> , as in (a) and (b). An infinitive = <b>to</b> + the simple form of a verb.* In (a): <b>to cook</b> is an infinitive.
(a) <i>It</i> takes 20 minutes <b>to cook</b> rice. (b) <i>It</i> took Al two hours <b>to drive</b> to work.	
(c) <b>How long</b> does it take to cook rice? —20 minutes. (d) <b>How long</b> did it take Al to drive to work today? —Two hours. (e) <b>How long</b> did you study last night? —Four hours. (f) <b>How long</b> will you be in Hong Kong? —Ten days.	<b>How long</b> asks about <b>length of time</b> .
(g) <b>How many days</b> will you be in Hong Kong?	Other ways of asking <b>how long</b> :  <div style="display: inline-block; vertical-align: middle;"><b>how many</b> +</div> <div style="display: inline-block; vertical-align: middle; font-size: 3em; margin: 0 5px;">{</div> <div style="display: inline-block; vertical-align: middle;"><div>minutes</div><div>hours</div><div>days</div><div>weeks</div><div>months</div><div>years</div></div>

\*See Chart 13-3, p. 373.

□ EXERCISE 28. Length of time. (Chart 5-13)

Directions: Create sentences using **it** + **take** to express length of time.

1. I drove to Madrid. (*Length of time: three days*)  
→ *It took me three days to drive to Madrid.*
2. I walk to class. (*Length of time: twenty minutes*)
3. Gino finished the test. (*Length of time: an hour and a half*)
4. We will drive to the airport. (*Length of time: forty-five minutes*)
5. Alan hitchhiked to Alaska. (*Length of time: two weeks*)
6. I wash my clothes at the laundromat. (*Length of time: two hours*)

□ EXERCISE 29. Length of time. (Chart 5-13)

Directions: Use **it** + **take**.

1. How long does it take you to . . .
  - a. eat breakfast? → *It takes me ten minutes to eat breakfast.*
  - b. get to class?
  - c. write a short paragraph in English?
  - d. read a 400-page novel?
2. Generally speaking, how long does it take to . . .
  - a. fly from (*name of a city*) to (*name of a city*)?
  - b. get from here to your hometown?
  - c. get used to living in a foreign country?
  - d. commute from (*name of a local place*) to (*name of a local place*) during rush hour?

□ EXERCISE 30. Length of time. (Chart 5-13)

Directions: Create questions using **how long**.

1. A: How long did it take you to drive to New York?  
B: Five days. (It took me five days to drive to New York.)
2. A: \_\_\_\_\_  
B: A week. (Mr. McNally will be in the hospital for a week.)
3. A: \_\_\_\_\_  
B: A long time. (It takes a long time to learn a second language.)
4. A: \_\_\_\_\_  
B: Six months. (I've been living here for six months.)
5. A: \_\_\_\_\_  
B: Six years. (I lived in Istanbul for six years.)
6. A: \_\_\_\_\_  
B: A couple of years. (I've known Nho Pham for a couple of years.)
7. A: \_\_\_\_\_  
B: Since 1999. (He's been living in Canada since 1999.)
8. A: \_\_\_\_\_

For 21 to 30 days, according to psychologists. (A person has to do something consistently for 21 to 30 days before it becomes a habit.)

# □ EXERCISE 31. Length of time. (Chart 5-13)

*Directions:* Work in groups of three. Only Speaker A's book is open.

Speaker A: Complete the sentence with your own words.

Speaker B: Ask a question about Speaker A's sentence, using **how long**.

Speaker C: Answer the question. Give both a short answer and a long answer.

*Example:* It takes me . . . to . . .

SPEAKER A: It takes me twenty minutes to walk to class from my apartment.

SPEAKER B: How long does it take (Ana) to walk to class from her apartment?

SPEAKER C: Twenty minutes. It takes her twenty minutes to walk to class from her apartment.

1. It took me . . . to get to school today.
2. It usually . . . me . . . to get dressed in the morning.
3. It . . . to fly from . . . to . . .
4. It . . . 45 minutes to an hour to . . .

*Switch roles.*

*Switch roles.*

5. It . . . to change the sheets on a bed.
6. It usually takes me . . . to eat . . .
7. It took me . . . this morning.
8. It takes only a few minutes to . . .
9. It . . . to walk from . . . to . . .
10. It takes . . . drive . . .
11. It used to take . . . to . . .
12. In class, it takes us approximately . . . to . . .

## 5-14 MORE QUESTIONS WITH HOW

QUESTION	ANSWER	
(a) <b>How do you spell</b> "coming"?	C-O-M-I-N-G.	To answer (a): Spell the word.
(b) <b>How do you say</b> "yes" in Japanese?	Hai.	To answer (b): Say the word.
(c) <b>How do you say/pronounce</b> this word?	_____	To answer (c): Pronounce the word.
(d) <b>How are you getting along?</b> (e) <b>How are you doing?</b> (f) <b>How's it going?</b>	{ Great. Fine. Okay. So-so.	In (d), (e), and (f): How is your life? Is your life okay? Do you have any problems? Note: (f) is also used in greetings: <i>Hi, Bob. How's it going?</i>
(g) <b>How do you feel?</b> <b>How are you feeling?</b>	{ Terrific! Wonderful! Great! Fine. Okay. So-so. A bit under the weather. Not so good. Terrible!/Lousy!/Awful!	The questions in (g) ask about health or about general emotional state.
(h) <b>How do you do?</b>	How do you do?	<b>How do you do?</b> is used by both speakers when they are introduced to each other in a somewhat formal situation.*

\*A: Dr. Erickson, I'd like to introduce you to a friend of mine, Rick Brown. Rick, this is my biology professor, Dr. Erickson.

B: How do you do, Mr. Brown?

C: How do you do, Dr. Erickson? I'm pleased to meet you.



□ EXERCISE 32. More questions with HOW. (Chart 5-14)

*Directions:* Close your books. Divide into two teams. Ask a student on the other team how to spell the word your teacher says. (Alternatively, work in pairs, switching roles after item 9.)

*Example:* country

SPEAKER A: How do you spell “country”?

SPEAKER B: C-O-N-T-R-Y

SPEAKER A: No, that isn’t right. The correct spelling is C-O-U-N-T-R-Y. OR  
Yes, that’s right.

- |             |               |                  |
|-------------|---------------|------------------|
| 1. together | 7. different  | 13. beginning    |
| 2. purple   | 8. foreign    | 14. intelligent  |
| 3. daughter | 9. studying   | 15. writing      |
| 4. planned  | 10. bought    | 16. occasionally |
| 5. rained   | 11. people    | 17. family       |
| 6. neighbor | 12. beautiful | 18. Mississippi  |

□ EXERCISE 33. More questions with HOW. (Chart 5-14)

*Directions:* Ask your classmates how to say these words in their native languages.

*Example:* yes

SPEAKER A: How do you say “yes” in Japanese?

SPEAKER B: Hai.

- Yes.
- No.
- Thank you.
- I love you.

□ EXERCISE 34. More questions with HOW. (Chart 5-14)

*Directions:* Ask your classmates how to pronounce these words. Work in groups or as a class.

*Example:*

SPEAKER A: How do you pronounce the number 9?

SPEAKER B: (*Speaker B pronounces the word.*)

SPEAKER A: Good. OR No, I don’t think that’s right.

- |                |      |       |       |       |        |       |       |      |      |        |
|----------------|------|-------|-------|-------|--------|-------|-------|------|------|--------|
| <b>LIST A.</b> | (1)  | (2)   | (3)   | (4)   | (5)    | (6)   | (7)   | (8)  | (9)  | (10)   |
|                | beat | bit   | bet   | bite  | bait   | bat   | but   | boot | boat | bought |
| <b>LIST B.</b> | (1)  | (2)   | (3)   | (4)   | (5)    | (6)   | (7)   | (8)  | (9)  | (10)   |
|                | zoos | Sue’s | shoes | chews | choose | chose | those | toes | doze | dose   |

□ EXERCISE 35. Review of HOW. (Charts 5-10 > 5-14)

Directions: Complete the questions.

1. A: How often do you get a haircut?  
B: About every six weeks, I think/guess.
2. A: \_\_\_\_\_ does it take to get a haircut at Bertha's Beauty Boutique?  
B: Half an hour.
3. A: \_\_\_\_\_ is it from the earth to the moon?  
B: Approximately 239,000 miles or 385,000 kilometers.
4. A: \_\_\_\_\_ times a day do you brush your teeth?  
B: At least three.
5. A: \_\_\_\_\_ does a snake shed its skin?  
B: From once a year to more than six times a year, depending on the kind of snake.
6. A: \_\_\_\_\_ is it from your desk to the door?  
B: I'd say about four regular steps or two giant steps.
7. A: \_\_\_\_\_ times does the numeral 9 appear in the numerals from 1 to 100?  
B: 20 times.
8. A: \_\_\_\_\_ does a bird's heart beat?  
B: It depends on size. A big bird's heart beats more than 300 times a minute. A small bird like a hummingbird has a normal heart beat of more than 600 beats a minute.
9. A: \_\_\_\_\_ volcanoes erupt every year?  
B: About 50. But that's just on Earth.
10. A: \_\_\_\_\_ 's it going?  
B: Okay, I guess. What about you? What's new with you?  
A: Nothin' much.
11. A: Could you carry this box of books for me?  
B: I'd like to, but I have a bad back. \_\_\_\_\_ is it?  
A: Pretty heavy. That's okay. I'll ask Jack to carry it.
12. A: You blow on your hands to warm them. You blow on your soup to cool it.  
Imagine that! Hot and cold from the same mouth. \_\_\_\_\_ do you explain that?  
B: I don't know. \_\_\_\_\_ do you explain it?



□ EXERCISE 36. Review of HOW. (Charts 5-10 > 5-14)

Directions: Create questions for the given answers. Use **how** in each question.

Example: It's very important.

→ How important is good health?

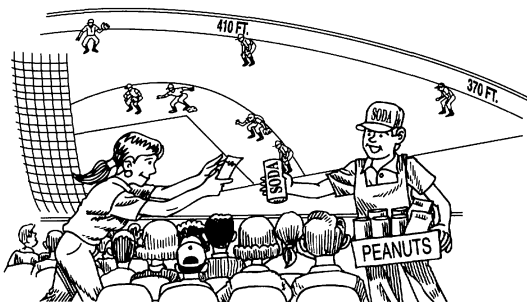
1. Very expensive.
2. I took a taxi.
3. Four hours.
4. He's nineteen.
5. In five minutes.
6. With a knife.
7. Every day.
8. Three blocks.
9. Fine.
10. With two "t"s.
11. It gets below zero.
12. Excellent.

□ EXERCISE 37. Review of questions. (Charts 5-1 > 5-14)

Directions: Complete the dialogue with questions. Use any appropriate question words.  
Work in pairs or as a class.

A: What are you going to do this weekend?

B: I'm going to go to a baseball game.



A: There are two games this weekend. \_\_\_\_\_ ?

B: The one on Sunday.

- A: \_\_\_\_\_ yesterday?  
3
- B: No, I didn't. I didn't know there was a game yesterday. \_\_\_\_\_?  
4
- A: Yes, I did, and I really enjoyed it.
- B: \_\_\_\_\_ to the game alone?  
5
- A: No.
- B: \_\_\_\_\_ with you?  
6
- A: Linda Rivera. \_\_\_\_\_ to Sunday's game with?  
7
- B: A guy I work with named Bob Woo. He's a real fan.
- A: \_\_\_\_\_ to the stadium from your apartment?  
8
- B: No, I can't. It's too far.
- A: \_\_\_\_\_?  
9
- B: Six miles.
- A: \_\_\_\_\_ get there?  
10
- B: By bus.
- A: \_\_\_\_\_ get there?  
11
- B: Just twenty minutes.
- A: \_\_\_\_\_ start Sunday?  
12
- B: One o'clock.
- A: I wish I could join you. \_\_\_\_\_ to a baseball game?  
13
- B: About once a month. How about you?
- A: I go to a baseball game as often as I can.
- B: \_\_\_\_\_ to baseball games?  
14
- A: Because it's a wonderful game, and it's so much fun to be there and watch it in person.
- B: \_\_\_\_\_ when you go to a game?  
15
- A: I yell, enjoy the sunshine, eat peanuts, and drink soda.
- B: That's exactly what I do, too!

□ EXERCISE 38. Review of questions. (Charts 5-1 → 5-14)

*Directions:* Create questions for the given answers.

*Example:* I'm reading.

SPEAKER A: What are you doing?

SPEAKER B: I'm reading.

- |                              |                               |
|------------------------------|-------------------------------|
| 1. It means "big."           | 17. Mary.                     |
| 2. Three days ago.           | 18. Blue.                     |
| 3. Once a week.              | 19. Cold and wet.             |
| 4. Okay.                     | 20. The one on the red chair. |
| 5. By bus.                   | 21. Chris's.                  |
| 6. Mine.                     | 22. With two "r"s.            |
| 7. Nonfiction.               | 23. Andy and Ed.              |
| 8. B-E-A-U-T-I-F-U-L.        | 24. Five blocks.              |
| 9. The park.                 | 25. 1989.                     |
| 10. Because I . . .          | 26. Biochemistry.             |
| 11. 100 (miles/kilometers).  | 27. Making questions.         |
| 12. I'm going to study.      | 28. Saudi Arabia.             |
| 13. A bit under the weather. | In the Middle East.           |
| 14. How do you do?           | Oil.                          |
| 15. Two hours.               | Riyadh.                       |
| 16. Six o'clock.             |                               |

□ EXERCISE 39. Review of questions. (Charts 5-1 → 5-14)

*Directions:* Work in pairs. Create dialogues from the given words.

*Example:* . . . usually get up?

SPEAKER A: What time do you usually get up?

SPEAKER B: 6:30.

1. . . fruit . . . like best?
2. . . is south of . . . ?
3. . . times a week do you . . . ?
4. . . do tomorrow?
5. . . is it from . . . to . . . ?
6. . . in this city?

*Switch roles.*

7. . . is sitting . . . ?
8. . . should I . . . ?
9. . . do for a living?
10. . . spell "happened"?
11. . . take to get to . . . from the airport?
12. . . getting along in your English classes?

□ EXERCISE 40. Review of questions. (Charts 5-1 → 5-14)

**Directions:** In small groups (or by yourself), make up questions about some or all of the following topics. What would you like to know about these topics? Share your questions with your classmates. Maybe some of them can answer some of your questions.

**Example:** tigers

**Questions:** How long do tigers usually live? Where do they live? What do they eat? Do they kill and eat people? How big is a tiger? Is it bigger than a lion? Can a tiger climb a tree? Do tigers live alone or in groups? How many tigers are there in the world today? How many tigers were there one hundred years ago?

**Topics:**

- |                    |                                   |
|--------------------|-----------------------------------|
| 1. world geography | 4. dinosaurs                      |
| 2. the universe    | 5. birds                          |
| 3. the weather     | 6. (a topic of your own choosing) |

## 5-15 USING HOW ABOUT AND WHAT ABOUT

<p>(a) A: We need one more player. B: <b>How about (what about) Jack?</b> Let's ask him if he wants to play.</p> <p>(b) A: What time should we meet? B: <b>How about (what about) three o'clock?</b></p>	<p><b>How about</b> and <b>what about</b> have the same meaning and usage. They are used to make suggestions or offers.</p> <p><b>How about</b> and <b>what about</b> are followed by a noun (or pronoun) or the <i>-ing</i> form of a verb.</p>
<p>(c) A: What should we do this afternoon? B: <b>How about going</b> to the zoo?</p> <p>(d) A: <b>What about asking</b> Sally over for dinner next Sunday? B: Okay. Good idea.</p>	<p>Note: <b>How about</b> and <b>what about</b> are frequently used in informal spoken English, but are usually not used in writing.</p>
<p>(e) A: I'm tired. <b>How about you?</b> B: Yes, I'm tired too.</p> <p>(f) A: Are you hungry? B: No. <b>What about you?</b> A: I'm a little hungry.</p>	<p><b>How about you?</b> and <b>What about you?</b> are used to ask a question that refers to the information or question that immediately preceded it. In (e): <i>How about you?</i> = <i>Are you tired?</i> In (f): <i>What about you?</i> = <i>Are you hungry?</i></p>

□ EXERCISE 41. HOW ABOUT and WHAT ABOUT. (Chart 5-15)

**Directions:** Complete the dialogues with your own words.

1. A: What time do you want to meet for dinner ?  
 B: How about nine or nine-thirty ?  
 A: That's too late for me. How about eight ?  
 B: Okay.
2. A: \_\_\_\_\_ ?  
 B: No, Tuesday's not good for me.  
 A: Then what about \_\_\_\_\_ ?  
 B: Okay. That's fine.

3. A: There's room in the car for one more person. Do you think \_\_\_\_\_  
 would like to go to \_\_\_\_\_ with us?  
 B: \_\_\_\_\_ can't go with us because \_\_\_\_\_.  
 A: Then how about \_\_\_\_\_?  
 B: \_\_\_\_\_.
4. A: Do you like fish?  
 B: Yes, very much. How about \_\_\_\_\_?  
 A: Yes, I like fish a lot. In fact, I think I'll order fish for dinner tonight. That sounds  
 good. What about \_\_\_\_\_?  
 B: \_\_\_\_\_.

□ EXERCISE 42. HOW ABOUT and WHAT ABOUT. (Chart 5-15)

*Directions:* Complete the dialogues by using **How about you?** or **What about you?** and an appropriate response.

*Example:*

SPEAKER A: What are you going to do over vacation?

SPEAKER B: I'm staying here. *What about (How about) you?*

SPEAKER A: *I'm going to Texas to visit my sister.*

- A: Did you like the movie?  
 B: It was okay, I guess . . . .  
 A: . . . .
- A: Are you going to the company picnic?  
 B: I haven't decided yet . . . .  
 A: . . . .
- A: Do you like living in this city?  
 B: Sort of . . . .  
 A: . . . .
- A: What are you going to have?  
 B: Well, I'm not really hungry. I think I might have just a salad . . . .  
 A: . . . .
- A: Where are you planning to go to school next year?  
 B: A small college in California . . . .  
 A: . . . .
- A: Are you married?  
 B: . . . .  
 A: . . . .

□ EXERCISE 43. HOW ABOUT and WHAT ABOUT. (Chart 5-15)

*Directions:* Work in pairs.

Speaker A: Read the cue. Your book is open.

Speaker B: Respond by asking a question with **how about** or **what about**. Your book is closed.

Speaker A: Respond to Speaker B's suggestion.

*Example:*

SPEAKER A: I'm looking for a good book to read. Do you have any suggestions?

SPEAKER B: How about (What about) *Tom Sawyer* by Mark Twain? That's a good book.

SPEAKER A: I've already read it. / Okay. Do you have a copy I could borrow? / Etc.

1. I'm glad we're having dinner together this evening, ( . . . ). What time should we get together?
2. I can't figure out what to give my sister for her birthday.
3. I'm hungry, but I'm not sure what I want to eat.
4. We have a whole week of vacation. Where should we go?

*Switch roles.*

5. I need to talk to you on the phone this evening. What time should I call you?
6. Where should we go for dinner tonight?
7. I've already asked ( . . . ) and ( . . . ) to my party. Who else should I ask?
8. Some friends are coming to visit me this weekend. They said they wanted to see some of the interesting places in the city. I'm wondering where I should take them.

□ EXERCISE 44. HOW ABOUT and WHAT ABOUT. (Chart 5-15)

*Directions:* Work in pairs.

Speaker A: The given questions are conversation openers. Glance at a question quickly, then look up—directly into the eyes of Speaker B—and initiate the conversation. Your book is open.

Speaker B: Answer Speaker A's question. Then ask "How about you?" or "What about you?" to continue the conversation. Your book is closed.

Speaker A: Answer the question. Then continue the conversation by asking related questions.

*Example:* What kind of books do you like to read?

SPEAKER A: What kind of books do you like to read?

SPEAKER B: Mostly nonfiction. I like books about nature or history. How about you?

SPEAKER A: I like fiction. I read a lot of novels. Mysteries are my favorite. What about you? Do you ever read mysteries?

SPEAKER B: No, not really. But I like to read poetry. How about you? Do you ever read poetry?

SPEAKER A: Etc.

1. How long have you been living in (*this city or country*)?
2. What are you going to do after class today?
3. What kind of movies do you like to watch?



Switch roles.

4. Do you come from a large family?
5. What kind of sports do you enjoy?
6. Do you speak a lot of English outside of class?

## 5-16 TAG QUESTIONS

<p><b>AFFIRMATIVE (+)</b></p> <p>(a) <i>You <b>know</b> Bob Wilson,</i></p> <p>(b) <i>Marie <b>is</b> from Paris,</i></p> <p>(c) <i>Jerry <b>can play</b> the piano,</i></p>	<p><b>NEGATIVE (-)</b></p> <p><i><b>don't</b> you?</i></p> <p><i><b>isn't</b> she?</i></p> <p><i><b>can't</b> he?</i></p>	<p>A tag question is a question that is added onto the end of a sentence. An auxiliary verb is used in a tag question.</p> <p>When the main verb is affirmative, the tag question is negative.</p> <p>When the main verb is negative, the tag question is affirmative.</p>
<p><b>NEGATIVE (-)</b></p> <p>(d) <i>You <b>don't know</b> Jack Smith,</i></p> <p>(e) <i>Marie <b>isn't</b> from Athens,</i></p> <p>(f) <i>Jerry <b>can't speak</b> Arabic,</i></p>	<p><b>AFFIRMATIVE (+)</b></p> <p><i><b>do</b> you?</i></p> <p><i><b>is</b> she?</i></p> <p><i><b>can</b> he?</i></p>	
<p>In using a tag question, a speaker gives his idea while asking a question at the same time. In (g) and (h) below: I (the speaker) use a tag question because I expect you (the listener) to tell me that my information or my idea is correct.</p> <p>As with other kinds of questions, a speaker usually uses a rising intonation at the end of a tag question.*</p>		
<p><b>THE SPEAKER'S IDEA</b></p> <p>(g) I think that you know Bob Wilson.</p> <p>(h) I think that you don't know Jack Smith.</p>	<p><b>THE SPEAKER'S QUESTION</b></p> <p>You <b>know</b> Bob Wilson, <b>don't</b> you?</p> <p>You <b>don't know</b> Jack Smith, <b>do</b> you?</p>	<p><b>EXPECTED ANSWER</b></p> <p><b>Yes, I do.</b></p> <p><b>No, I don't.</b></p>
<p><b>COMPARE</b></p> <p>(i) A: Do you know Tom Lee? (<i>a yes/no question</i>)</p> <p>B: Yes, I do. OR No, I don't.</p> <p>(j) A: You know Tom Lee, don't you? (<i>a tag question</i>)</p> <p>B: Yes, I do.</p>		<p>In (i): The speaker has no idea. The speaker is simply looking for information.</p> <p>In (j): The speaker believes that the listener knows Tom Lee. The speaker wants to make sure that his idea is correct.</p>

\*Sometimes a falling intonation is used with tag questions. For example:

A: It's a beautiful day today, *isn't it?* (*voice falling rather than rising*)

B: Yes, indeed. The weather's perfect.

A speaker uses falling intonation for a tag question when he is making an observation, commenting on something rather than making sure his information is correct. In the example, the speaker is making a comment about the weather to invite conversation.

Other examples: *That was a good movie, wasn't it? Mr. Smith is a good teacher, isn't he? It's really hot today, isn't it?*

### □ EXERCISE 45. Tag questions. (Chart 5-16)

Directions: Add tag questions and give the expected answers.

1. A: You are a student, aren't you?

B: Yes, I am.

2. A: Ahmed came to class yesterday, \_\_\_\_\_?

B: \_\_\_\_\_.

3. A: Pedro was in class too, \_\_\_\_\_?  
B: \_\_\_\_\_.
4. A: Anna will be at the meeting tomorrow, \_\_\_\_\_?  
B: \_\_\_\_\_.
5. A: You can speak Spanish, \_\_\_\_\_?  
B: \_\_\_\_\_.
6. A: Our teacher didn't give us a homework assignment, \_\_\_\_\_?  
B: \_\_\_\_\_.
7. A: You haven't eaten dinner yet, \_\_\_\_\_?  
B: \_\_\_\_\_.
8. A: All birds lay eggs, \_\_\_\_\_?  
B: \_\_\_\_\_.

☐ **EXERCISE 46. Use of auxiliary verbs in tag questions. (Chart 5-16)**

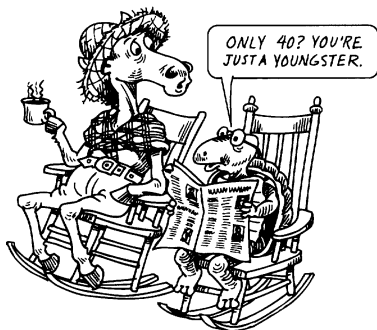
*Directions:* Add tag questions.

1. Mr. Adams was born in England, wasn't he?
2. Flies can fly upside down, \_\_\_\_\_?
3. Po lives with his brother, \_\_\_\_\_?
4. Mike isn't married, \_\_\_\_\_?
5. You would rather have a roommate than live alone, \_\_\_\_\_?
6. Janet has a car, \_\_\_\_\_?
7. She's had her car for several years, \_\_\_\_\_?
8. She has to get a new license plate for her car, \_\_\_\_\_?
9. If you want to get to work on time, you should leave pretty soon, \_\_\_\_\_?
10. Ms. Boxlight will be here tomorrow, \_\_\_\_\_?
11. You didn't forget to finish your homework, \_\_\_\_\_?
12. This is your pen,\* \_\_\_\_\_?

\*When **this** or **that** is used in the first part of the sentence, **it** is used in the tag question: *This is your book, isn't it?*

When **these** or **those** is used in the first part of the sentence, **they** is used in the tag question: *These are your shoes, aren't they?*

13. That is Ivana's dictionary, \_\_\_\_\_ ?
14. Those are your gloves, \_\_\_\_\_ ?
15. The average lifespan of a horse is more than 40 years, \_\_\_\_\_ ?  
And sea turtles can live to be more than 200, \_\_\_\_\_ ?



#### □ EXERCISE 47. Tag questions. (Chart 5-16)

*Directions:* Ask and answer tag questions.

**Speaker A:** Ask a tag question about someone in the room. Ask the person directly or direct the question to another classmate, as you prefer.

**Speaker B:** Answer.

*Example:* You think that someone in this room lives in an apartment.

**SPEAKER A:** (Maria), you live in an apartment, don't you?

**SPEAKER B:** Yes, I do. OR No, I don't.

*Example:* You think that someone in this room doesn't own a car.

**SPEAKER A:** (Maria), (Ali) doesn't own a car, does he?

**SPEAKER B:** No, he doesn't. OR Yes, he does. OR I don't know.

*You think that someone in this room . . .*

1. was in class yesterday.
2. didn't come to class a few days ago.
3. isn't married.
4. is from (country).
5. can't speak (language).
6. likes to play (name of a sport).
7. will be in class tomorrow.
8. can whistle.
9. knows (name of a person).
10. has met (name of a person).
11. wore jeans to class yesterday.
12. has brown eyes.

□ EXERCISE 48. Summary: creating and roleplaying dialogues. (Chapter 5)

*Directions:* Work in pairs. Together create a long dialogue for one of the following situations. Present your dialogue to the class. The beginning of the dialogue is given.

1. SITUATION: The dialogue takes place on the telephone.

Speaker A: You are a travel agent.

Speaker B: You want to take a trip.

DIALOGUE: *A: Hello. Worldwide Travel Agency. May I help you?*

*B: Yes. I need to make arrangements to go to . . .*

*A: Etc.*

2. SITUATION: The dialogue takes place at a police station.

Speaker A: You are a police officer.

Speaker B: You are the suspect of a crime.

DIALOGUE: *A: Where were you at eleven o'clock on Tuesday night, the 16th of last month?*

*B: I'm not sure I remember. Why do you want to know, Officer?*

*A: Etc.*

3. SITUATION: The dialogue takes place in an office.

Speaker A: You are the owner of a small company.

Speaker B: You are interviewing for a job in Speaker A's company.

DIALOGUE: *A: Come in, come in. I'm ( . . . ). Glad to meet you.*

*B: How do you? I'm ( . . . ). I'm pleased to meet you.*

*A: Have a seat, ( . . . ).*

*B: Thank you.*

*A: So you're interested in working at (make up the name of a company)?*

*B: Yes, I am.*

*A: Etc.*