Unit 5

Conjunctions with so, too, neither, or not either

• Have a volunteer read the first explanation and examples, and the second Be Careful! note out loud.
• On the board, write:
  Gossiping is impolite. Shouting is impolite.
  Gossiping is impolite, and

To check comprehension, elicit the two ways to finish the sentence from the class, and add to the board. (so is shouting; shouting is too)
• Point out the comma after the first statement.
• To check comprehension, ask Are additions with so and too used for affirmative or negative statements? (affirmative statements) Do so and too have the same meaning? (yes) Do they have the same form? (No. So needs subject-verb inversion.)
• Have a volunteer read the second explanation and examples out loud.
• On the board, write:
  Smoking is not considerate. Using cell phones is not considerate.
  Smoking is not considerate, and

To check comprehension, elicit the two ways to finish the sentence from the class, and add to the board. (using cell phones isn’t either; neither is using cell phones)
• Point out the comma after the first statement.
• To check comprehension, ask Are additions with neither and not either used for affirmative or negative statements? (negative statements) Do neither and not either have the same meaning? (yes) Do they have the same form? (No. Neither needs subject-verb inversion.)
• Have a volunteer read the first Be Careful! note out loud.
• Point out that neither has negative meaning, so it needs an affirmative verb. Either has positive meaning so it needs a negative verb. To help clarify, you may want to add to the board:

  neither is using cell phones = using cell phones isn’t either
  (-) (-)
  (+) (+)

Option: On the board, write:

1. Junk food is unhealthy, and

2. Strong perfumes are not pleasant, and

To provide practice, have pairs complete the statements with their own ideas. They should express each idea twice using so and too, and neither and not either. To review, ask on volunteers to read their statements out loud. (Possible responses: 1. smoking is too; so is smoking; 2. neither are cigars; cigars aren’t either)
• Have a volunteer read the third explanation and examples out loud.
  • Have students number the examples from 1 to 4. To check comprehension, have pairs identify the example(s) that use the verb be, an auxiliary verb, and a modal. (be: 1; an auxiliary verb: 2 [does], 3 [has]; a modal: 4 [can])
  • Have a volunteer read the fourth explanation and example out loud.
  • On the board, write:
    Wendy wears strong perfumes, and so _______ Katie.
    Wendy wears strong perfumes, and so _______ Katie and Christine.

Point out that the verb in the second statement must agree with the subject: Katie is singular, so it needs a singular verb; Katie and Christine is plural, so it needs a plural verb. Elicit the correct verbs from the class and complete the sentences on the board. (does, do)
• Have a volunteer read the third Be Careful! note out loud.
• Review with students the subject-verb inversion they studied in the previous box.

A Find and underline the nine errors . . .

• Model the first error correction with the class. Call on a student to read the first sentence. As a class, identify the verbs. (is, does) Ask What’s wrong with this sentence? (Since the first clause uses the verb be, the second clause has to use the same structure.)
• Have students compare answers with a partner and review as a class.

B On a separate sheet of paper . . .

• Call on a student to read the example out loud. Point out the change in the verb (have changed to has) and the comma after the first statement. Also point out does, which is needed because the verb in the first statement isn’t be, an auxiliary verb, or a modal.
• Have students complete the exercise individually, and then compare answers in pairs. Review as a class.

Challenge: On the board, write:

Things people do that are considerate:
  rude:
  irresponsible:
  unacceptable:

Have pairs write a few ideas for each adjective. Then have students express their ideas in statements using too, so, neither or not either. Circulate as students write to provide help as needed. To review, have pairs share some of their sentences with the class.
Unit 5

Conjunctions with so, too, neither, or not either

Use and so or and ... too to join affirmative statements that are similar.

- Spitting on the street is offensive, and so is littering.
- OR Spitting on the street is offensive, and littering is too.

Use neither or not either to join negative statements that are similar.

- Spitting on the street doesn't bother me, and neither does littering.
- Spitting on the street doesn't bother me, and littering doesn't either.

If the first clause uses the verb be, an auxiliary verb, or a modal, use the same structure in the second clause.

- Tokyo is a huge city, and so is São Paulo.
- New York doesn't have a lot of industry, and neither does London.
- Mexico City has grown a lot, and so has Los Angeles.
- Nancy can't tolerate loud radios, and neither can Tom.

If the first clause does not include the verb be, an auxiliary verb, or a modal, use a form of do.

- John thinks graffiti is a big problem, and so does Helen.

A Find and underline the nine errors. On a separate sheet of paper, write each sentence correctly.

New York is one of the most famous cities in the world, and so does London. While these two cities differ in many ways, they also share a number of characteristics. Here's a quick comparison:

- If you're looking for peace and quiet, New York is not the place to be, and neither does London. They are both exciting and noisy places. If you're not used to it, New York's traffic can be deafening at times, and so can London's.
- The best way to get around in both cities is the subway (or the Tube in London). New York's subway system is quite old and elaborate, and so is London's too.
- If you're looking for first-rate entertainment, New York is filled with theaters, and so does London.
- Hungry? London's restaurants feature exciting dishes from around the world, and New York's are too.
- Both cities offer a huge choice of museums to visit. The museums in New York can't possibly be seen in a day, and neither can London's.
- New York offers some of the world's most famous tourist sites—for example, the Statue of Liberty and the Empire State Building—and so does London, with Buckingham Palace and the Millennium Wheel.

It's clear that New York shouldn't be missed, and neither should London.

B On a separate sheet of paper, rewrite each statement, using the word in parentheses. Make any necessary changes in verbs or possessive adjectives.

Example: Both Vilnius and Riga have large historic districts. (so)

Vilnius has a large historic district, and so does Riga.

1. Both Bangkok and São Paulo face many problems caused by too much traffic. (so)

Bangkok faces many problems caused by too much traffic, and so does São Paulo.

2. Both Athens and Barcelona have hosted the Olympic Games in the past. (too)

Athens has hosted the Olympic Games in the past, and Barcelona has too.

3. Vancouver and Taipei don't ever get very cold. (neither)

Vancouver doesn't ever get very cold, and neither does Taipei.

4. Mexico City and Tokyo won't experience a decrease in their populations any time soon. (not either)

Mexico City won't experience a decrease in its population any time soon, and Tokyo won't either.

5. Both Hong Kong and Rio de Janeiro are famous for their physical beauty. (so)

Hong Kong is famous for its physical beauty, and so is Rio de Janeiro.

6. Prague and Krakow attract people who like great architecture. (too)

Prague attracts people who like great architecture and Krakow does too.

7. The Prado Museum in Madrid and the Louvre in Paris shouldn't be missed. (neither)

The Prado Museum in Madrid shouldn't be missed, and neither should the Louvre in Paris.

8. Tokyo and Mexico City haven't lost their places among the world's largest cities yet. (not either)

Tokyo hasn't lost its place among the world's largest cities yet, and Mexico City hasn't either.
So, too, neither, or not either: short responses

Use so, too, neither, or not either in short responses to express agreement.

A: I can't stand smoking. B: I can't either. Neither can I. NOT I can't stand either. Neither can I stand.

In English, it is common to express agreement with me too or me neither.

A: I can't stand smoking. B: Me neither.

C

Agree with each statement. Use short responses with so, too, neither, or not either.

1. A: I've never been to Ulan Bator. B: I haven't either. Neither have I. Me neither.
2. A: I can't figure this out. B: I can't either. Neither can I. Me neither.
4. A: I have to get some cash. B: So am I. I am too. Me too.
6. A: I used to travel more. B: So will I. I will too. Me too.
8. A: I'm not going to tell her she's late. B: I'm not either. Neither am I. Me neither.

Unit 6

Modals and modal-like expressions: summary

Make polite requests
Could I get your phone number?
Can my son have just one more cookie?
Would you please hold this for a second? (with you only)
May I have a cup of coffee? (with I or we only, formal)

Express preferences
I would like to see that movie.
Would you like to go running?
I'd rather not see a movie.
I would rather have left earlier.

Give or ask for permission
You can open the window if you want.
Can I leave this here?
You may leave early if you need to.
May I leave my coat here? (with I or we only, formal)

Express ability or lack of ability
He can complete the job for you in an hour.
Can you write well in English?
We couldn't finish the report yesterday.
Couldn't you find the restaurant?
My grandmother isn't able to walk any more.
Is she able to take care of herself?
She was able to do a lot more when she was younger.

Express possibility
It may rain this afternoon.
He may not be able to come this morning.
She may have forgotten to lock the door.
She may not have remembered.
It might be noisy at that restaurant.
She might not want to eat anything.
He might have gone home already.
He might not have paid yet.

Draw conclusions
Your father must be very smart.
She must not think it's important.
They must have been exhausted when they got home.
He must not have sent it.

Suggest alternatives
You could take the next train.
She could have bought it for less.

Give suggestions
They really should think about staying longer.
He shouldn't have waited to make a reservation.
They should have called first.
You shouldn't stay at that hotel.
They really ought to think about staying longer.
They ought to have called first.
Should we have called first?

NOTE: Ought to is not usually used in negative statements or questions. Use shouldn't or should instead.