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Learning Language: English

The sentence
A1

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Level: **A1 (Beginner)**

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The sentence

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The negative form

➡ A **negative sentence** is formed by adding **not** (or **n't** in the shortened form): ▪ to an **auxiliary** (**have**, **be**, **do**, **must**, **can**...). ▪ to '**be**' and '**have**' when they are used as **main verbs**.	***Example*:** • I **am** at work. • I **am not** (**I'm not**) at work. • You **are** my best friend. • You **aren't** (or you**'re not**) my best friend.
➡ When the **positive sentence does not** have an **auxiliary**, the auxiliary **do** is used in the **negative form**.	***Example*:** • We like mountains. • We **do not** (**don't**) like mountains. • You live in France. • You **do not** (**don't**) live in France.

The negative form – Exercise – Grammar practice

Conjugate as in the example:

He (to be / not)	He is not
I (to be / not)	
You (to be / not)	
She (to be / not)	
It (to be / not)	
We (to be / not)	
They (to be / not)	

The negative form – Exercise – The right word

It _____ hard to believe that you are young.

may not - ain't - shan't - isn't - can't

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'There is' - 'There are'

➡ The expression **'there is'** (singular) becomes **'there are'** in the plural.	**_Example_:** • **There is** a hole in your pocket. • **There are** many nice flowers in that garden.
➡ In the **interrogative form**, **'there'** is put **after** the verb.	**_Example_:** • **Is there** a problem? • **Are there** lots of children at the playground?
➡ In the **negative form**, **'there is'** becomes **'there isn't'** (there is not) and **'there are'** becomes **'there aren't'** (there are not).	**_Example_:** • **There isn't** any milk left. • **There aren't** many mistakes in your paper.
➡ To talk about something that will exist or happen in the **future**, you can use the expression **'there'll be'** (there will be).	**_Example_:** • **There will be** elections next year.
➡ In the **interrogative form**, **'there'** is placed **after 'will'**.	**_Example_:** • **Will there be** more meetings about this project?
➡ In the **negative form**, the expression becomes **'there won't be'** (there will not be).	**_Example_:** • **There will not be** enough time to meet this afternoon. • **There won't be** anyone in the office at that hour.

'There is' - 'There are'– Exercise – Grammar practice

Make the following phrases plural:

There is a pie	There are pies
There is a book	
There is a movie	
There is a shirt	
There is a beach	
There is a child	
There is a woman	

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Negation of the indefinite article

The **negative form** of the **indefinite article** is expressed using:

➡ 'not . . . a' in front of **singular countable nouns**.	**_Example_**: • I have**n't** got **a pen**. • He has**n't** got **a permanent address** yet.
➡ 'not . . . any' in front of **plural countable nouns** and all **uncountable nouns**. **Note**: '**Not . . . any**' can be replaced by '**no**,' in which case a verb in the affirmative is used.	**_Example_**: • There are**n't any buses** here. • It does**n't** require **any equipment**. **_Example_**: • I have **no** idea. • You have **no** means of breaking the contract during the first two years.

Negation of the indefinite article – Exercise – Word order

_____

pencil has - a - use - lead, - if - no - the - pencil - sharpener

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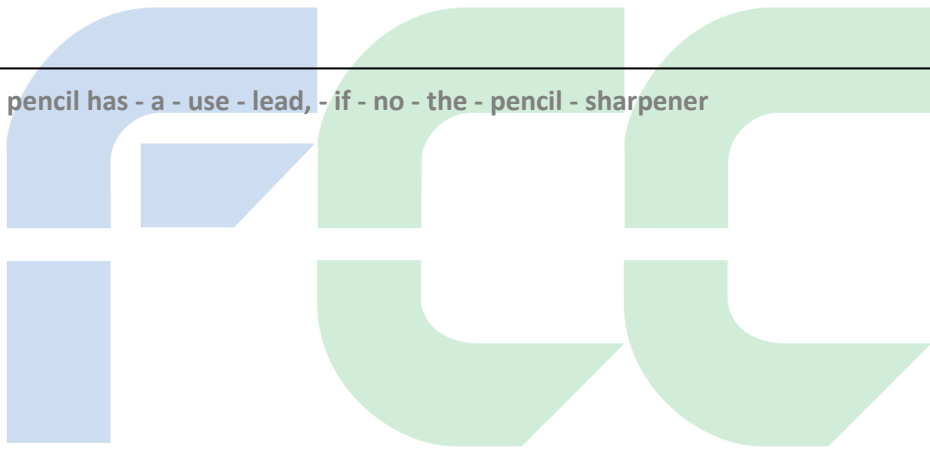
Emphatic 'do'

Simple affirmative clauses may include the **modal auxiliary 'do'** to express **emphasis**.
'**Do**' may serve any of the following purposes:

➡ **Insistence** on the speaker's or writer's point of view; **confirmation** of what precedes	***Example*:** • She **does** look pretty. • He said it would rain and it **did** rain. • You **did** get the contract I sent you, didn't you? **Note**: The main verb is sometimes omitted. ***Example*:** • I was sure I would fail and I **did**.
➡ **Contradiction**	***Example*:** • He didn't come to the party yesterday. • He **did** come but he didn't stay long.
➡ **Persuasion** using the imperative	***Example*:** • I can't do it! It's too difficult! • **Do** try again. • **Note**. In speech, the **auxiliary 'do'** is stressed.

Emphatic 'do' – Exercise – The right word

If you want to try skydiving, just _____ it!

don't - dude - doe - did - do - does

Questions

Questions without interrogative words

Questions without an **interrogative** word are constructed as follows:

➡ **Be + subject**	***Example:*** • Are you married? • Is John a policeman?
➡ **Do** + **subject** + **verb**	***Example***: • **Do they have** a television? • **Did she understand** what I said?
➡ **Can/Could** + **subject** + **verb** The **modals can** or **could** are generally used to ask questions in a polite manner. **Note**: **Could** is slightly more polite than **can**. **Could** is generally only used to **ask for something politely**, and **not** to **make a polite offer**.	***Example***: • **Can/Could we have** breakfast, please? • **Can/Could you give** me my notebook, please? ***Example***: • **Could you re-read** my presentation? (**request**) • **Can I get** you some tea or coffee? (**offer**)
➡ **Modal**, **future,** or **conditional auxiliary** + **subject** + **verb**	***Example***: • **Should we buy** some bread? • **Will he buy** a ticket? • **Would we go** by bus?

Questions without interrogative words – Exercise – Grammar practice

Rewrite as in the example:

You (to be)	Are you?
They (to be)	
He (to be)	
We (to be)	
I (to be)	
She (to be)	
It (to be)	

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'How long'

➡ 'How long' is used with all tenses to ask questions about **duration**.	**Example**: • **How long** are you staying? • **How long** does it have to cook? • **How long** have we been skiing?
➡ Similar questions may be asked using '**how long**' + the expression '**it takes (someone)**'in all tenses, or using '**how long**' + '**it**' +conjugated '**be**'.	**Example**: • **How long did it take** you to do this? • **How long will it take** before I get the money? • **How long will it be** before we get there? How long has it been since he left

'How long' – Exercise – Grammar practice

Answer the question as in the example:

How long a week lasts	Seven days
How long a year lasts	
How long February is during leap year	
How long from midnight to noon	
How long a decade lasts	
How long a century lasts	
How long a minute is	

'How long' – Exercise – The right word

How _____ is the flight?

long - can - will

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Past interrogatives

A question, whether closed or open (i.e., preceded by an interrogative pronoun), is formed by **placing the verb before the subject** as is illustrated by the following cases.

➡ **'Was / were'** + subject (+ predicate)	*Example*: • **Were you insured**? • You're back from Japan. How **was it**?
➡ **'Was / were'** + subject + '-ing' verb	*Example*: • **Were you talking** to those girls? • What **were you doing** in the yard?
➡ A **modal** or the **auxiliary 'would'** + subject + **'have'** + past participle	*Example*: • What **could we have done**? • **Would you have invited** her?
➡ **'Did'** + subject + verb	*Example*: • **Did you drive back** in the snow? • What **did your mother say**?
➡ **'Have'** + subject + past participle **Note:** When the **subject** is an **interrogative pronoun**, the **verb immediately follows the pronoun**.	*Example*: • What **have you done**? • How long **have we been** skiing? • **Have you seen** this person before? *Example*: **Who came** to your party? **What went** wrong?

Past interrogatives – Exercise – Sentence practice

Rewrite as in the example:

Is it sunny?	Was it sunny?
Are you home?	
Do they rent?	
Is it on the beach?	

Direct and indirect questions

Direct question:

➡ In a **direct question**, the **auxiliary** (or the **stative verb 'to be'**) precedes the **subject**.	**_Example_:** • **Are you listening** to me**?** • **Are you** really that tired**?** • **Will you go** home at noon**?** • But what **can I do?**
➡ When **no auxiliary** is present, '**do**' is used.	**_Example_:** • **Do you have** that passport**?** • **Does it change** the weather**?**

An **indirect question** contains the following:

➡ A **main clause** with a verb like '**to ask**', '**to wonder**' or '**to discuss**'.	
➡ A **dependent clause** introduced by an **interrogative** ('where', 'when', 'why', 'how', 'who', 'which', 'what' or 'whose') or by a **subordinating conjunction** ('if' or 'whether'). ➡ In the dependent clause, the verb **follows the subject** as it would in a non-interrogative clause.	**_Example_:** • The waiter **asks** you **what** you **would** like to drink. • You call to **find out if** the weather **is going to be** all right.

Direct and indirect questions – Exercises – The right word

➡ Do you know _____ we will launch the product?

when - whose - we - who

➡ Do you know _____ idea that was?

who - how - where – whose

➡ _____ you think it will be a success?

Do - How - Have - When

Confirmation requests

Some question forms may be used to **ask for confirmation**. You can usually recognize these by certain words tagged on to the beginning or end of a question.
Rather than following the typical structure of a **question** (**auxiliary/verb** + **subject** + [**verb**]), **confirmation questions** often have the structure of a **statement** (**subject** + **verb**).

➡ You can add **so** to the beginning of a sentence to stress a request for confirmation. A **comma** is sometimes placed directly after it.	*Example*: • **So** the meeting has been rescheduled for next week? • **So**, we shouldn't have any trouble finishing on time?
➡ **Then** can be added to the end of a sentence, and a **comma** must be placed before it.	*Example*: • You're going to the conference, **then**? • The project's starting soon, **then**?
➡ **Right** is placed at the end of a sentence, and must be preceded by a **comma**. You may use this form to express a higher degree of **uncertainty**.	*Example*: • We're still going ahead with the plans, **right**? • The repairs will be done next week, **right**?
➡ **(Do) you mean** is also used to ask for confirmation, but you can also use it to express a slight tone of **surprise** or even **displeasure**. **Note**: Since this form is often used in questions that **refer back** to a previous statement, the questions are not always **complete sentences**. Also note that you must place a **comma** before **you mean** when it falls at the end of a sentence.	*Example*: • **Do you mean** we're going to have to wait a month? • **You mean** the report isn't finished yet? • The Boston office, **you mean**? • **Do you mean** the red filing cabinet?
➡ **Are you saying** and **are you talking about** are similar to **(do) you mean**. They are placed at the beginning of a sentence. **You're saying** and **you're talking about** are also common.	*Example*: • **Are you saying/You're saying** they've exceeded the budget? • **Are you talking about/You're talking about** the network?

Confirmation requests – Exercise – Word order

the project - We'll begin - right - , - Christmas - before - ?

Short answers

Tags - Short answers

➡ A **tag** is a **short answer** made up of a personal **pronoun** and an **auxiliary**. **Tags** usually begin with '**yes**' or '**no.**' ➡ Besides answering '**yes**' or '**no**' to a question, a **tag** also contains a **repetition** of an **auxiliary** or a form of '**to be**' found in the question.	**Example**: • **Does** it have a dishwasher? **Yes, it does.** • **Are** you French? **Yes, I am.**
➡ **Tags** may also express **contradictions**. **Note**: When '**to have**' or '**to do**' is the **main verb**, the auxiliary '**do**' is used.	**Example**: • I'm lazy. - **You're not** (**aren't**). • She's smiling. - He **isn't** (**is not**). **Example**: • **Do** you **have** long hair? - No, I **don't**. • **Do** you **do** your homework regularly? Yes, I **do**.

Tags - Short answers – Exercise – The right word

Can you come on January the 8th in the afternoon? No, I _____.

can - come not - can't

Tags - Short answers – Exercise – Sentence practice

Answer the question as in the example:

Is the coffee hot? (yes)	Yes, it is.
Does the pen write? (yes)	
Is it a blue one? (no)	
Do you have a ruler? (no)	

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Uses of 'so'

➡ 'So' + **adjective** or **adverb** is used to express an **exclamation**.	**_Example_:** • Why is this taking **so long**? • Don't be **so** sensitive! **Note**: '**So**' may introduce '**that**' clauses in which '**that**' may be understood. **_Example_:** • He was driving **so** fast **that** he went through a red light.
➡ '**So**' may be used to introduce a clause.	**_Example_:** • **So** you found a job? • It's 100% coverage, **so** it is particularly attractive.
➡ '**So**' may replace a clause in an elliptical sentence or in tags.	**_Example_:** • We thank you for flying with us and hope you'll do **so** again. • He's late, and **so** am I. • I don't think **so**. **Note**: Use of '**so**' is **impossible** in certain **negative elliptical clauses**. In such cases, '**not**' is used and goes after the verb. **_Example_:** • Do you think he's going to come? • I hope **not**.

Uses of 'so' – Exercise- Word order

_____

say - good - morning, - longer - it's - so - no - evening

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Exclamatory Sentences

Exclamations with 'what a'

➡️ In an **exclamatory clause**, '**what a / an**' precedes a **singular countable noun** which may or may not be preceded by an adjective.

Example:
- **What a** beautiful fortress!
- **What an** old house!
- **What a** question!

Note: Before **plural countable nouns** and before **uncountable nouns**, '**what**' is used without 'a / an'.

Example:
- **What** colorful flowers!
- **What** nice weather!

Exclamations with 'what a' – Exercise – Sentence practice

Make the following sentences plural:

What a tall man!	What tall men!
What a fast truck!	
What an old car!	
What a small horse!	

Comparisons

Comparing equals

➡ The expression '**as . . . as**' is used to **compare** two (or two groups of) persons or things according to some **common trait**.	
➡ This expression is formed as follows: '**as**' + an **adjective** or **adverb** + '**as**'	_**Example**_: • My brother is **as tall as** my dad. • I'm **as old as** you are. • You speak French **as well as** I do.
➡ One way of comparing **expected** or **predicted results** with **actual results** is to combine **the construction 'as . . . as'** with certain **past participle verbs**. The most common **verbs** used in **comparisons with past participles** are **expected**, **anticipated**, and **predicted**.	_**Example**_: • Results haven't been **as good as expected**. • Feedback on the new product was **as positive as anticipated**. • The partnership has been just **as successful as predicted**.
➡ To create an **indirect** rather than a **direct comparison**, you may drop the first '**as**' and the **modifier** in the '**as . . . as**' structure. ➡ The construction then becomes **as** + **past participle verb**. It may fall at the beginning or end of a sentence. **Note**: You may notice that these constructions **do not specify** an **actor** (a person who **performs an action**).	_**Example**_: • **As anticipated**, we will begin recruiting next month. • Expenses have climbed over the past two years, **as predicted**. • **As expected**, our new procedures have improved the flow of communication. _**Example**_: • **As predicted**, the group's performance has improved significantly. (Compare to: Just as **we** had predicted, the group's performance has improved significantly.)

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Comparing equals – Exercise – Sentence practice

Modify to express comparative equality:

George and Al are rich.	George is as rich as Al.
Marie-Jo and Marion are fast.	
Mark and Sammy are strong.	
Orel and Tony are smart.	

Comparing equals – Exercise – Word order

_____

as - you - as - old - I'm - are

'The same . . . as'

'**The same . . . as**' expresses **comparison** and commonly takes the following forms:

➡ '**the same**' + noun or noun phrase + '**as**' + noun or noun phrase	***Example***: • His shirt is **the same** color **as** my dress.
➡ '**the same**' + noun or noun phrase + '**as**' + dependent clause	***Example***: • That is **the same** lamp **as** the one I bought.

With **personal pronouns**, '**the same . . . as**' is used as follows:

➡ in everyday language: '**the same**' + noun or noun phrase + '**as**' + object pronoun	***Example***: • I live in **the same** house **as her**.
➡ less often (usually in very formal language): '**the same**' + noun or noun phrase + '**as**' + subject pronoun **Note**: '**The same (as)**' is another common form.	***Example***: • I live in **the same** house **as she**. ***Example***: • Friday is going to be **the same as** today. • It's always **the same**. • It's **the same** in America.

'The same . . . as' – Exercise – Word order

_____

carpet - ours, - the - same - as - isn't - This is - it?

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Regular comparatives

➡️ **Comparative superiority** is expressed in two ways:

1. **Adjective** + '**-er than**' is used with **short** adjectives (i.e., those containing one or — when they end with '-er,' '-ow,' '-le' and '-y' — two syllables). In such cases '-y' becomes '-i.' **Note:** '**-r**' is added to adjectives ending in '**-e**.' Final consonants of adjectives that end in **one vowel** + **one consonant** are **doubled** in the comparative. '**Than**' + noun or noun phrase (or clause) is at times omitted.	*Example*: • John's **taller than** Peter. • Is it **easier than** downhill skiing? *Example*: He's **nicer than** you. New York is **larger than** life! *Example*: • Their house is **bigger than** ours. *Example*: • When will it get **warmer**?
2. '**More**' + **adjective** (+ '**than**') is used with **long** adjectives.	*Example*: • My sister is **more intelligent than** my brother. • You know it is **more beneficial** on a long-term basis.

➡️ **Comparative inferiority** is expressed by '**less**' + **adjective** (+ '**than**').

Example:
• This model is **less expensive than** the later one.

Note:
Comparative adverbs are formed like **comparative** adjectives. All adverbs ending in '-y' are preceded by 'more.'

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Example:
- She runs **faster** than you.
- He drives **more slowly** nowadays.

➡ 'More' and 'less' can precede **nouns and noun phrases**.

Example:
- I would like **more details**.
- A bank guarantee affords **less protection**.

➡ To make a statement more specific, **quantifiers** or **numbers** sometimes come before the **more/less** + **noun** form.

Example:
- We need at least **two more hours** to finish the job.
- We hope to have **many more success stories** in the future.
- They've had **much less financial difficulty** this year.
- **5,000 less jobs** were created this quarter than they were last quarter.

Note: In a sentence referring back to a **noun** that appeared previously, the **noun** may be dropped.

Example:
- We don't have enough skilled employees.
- We need **four more** (skilled employees).

Regular comparatives – Exercises – Word order

1. _____

is - grocery - store - smaller - A - a - than - supermarket.

2. _____

I need - more - to finish - days - three - the project.

Irregular comparatives

➡ Some **adjectives** and **adverbs** have **irregular comparative** forms. The most common examples follow:

Adjective or adverb	Irregular comparative
good	better
bad	worse
far	farther/further
much/many	more
little	less

Irregular comparatives – Exercise – Word order

_____

than - in - books - general, - better - their - are - films.

Regular superlatives

The **superlative of superiority** takes the following forms:

➡ With **short** adjectives, **'the'** or a **possessive** + **adjective** + **'-est'** is used. (Short adjectives are those having one or — if the adjective ends in '-er,' '-ow,' '-le,' or '-y' — two syllables. Final '-y' is replaced by '-i' before '-est.') **Note**: '**-st**' is the ending for adjectives ending in '-e.' When an adjective ends in **one vowel** + **one consonant**, the consonant is **doubled**.	***Example***: • She would choose **the cheapest** possible car. • I was **the lousiest** golfer on the course. ***Example***: • We have **the latest** camping equipment. ***Example***: • This is **the biggest** skyscraper in the world.
➡ With **long** adjectives, **'the most'** + **adjective** is used.	***Example***: • These guys are **the most intelligent** I've ever met. • It will soon be July 4th, **the most popular** American holiday.

The **superlative of inferiority:**

➡ The **superlative of inferiority** is formed using **'the least'** + **adjective**. **Note**: **Superlatives** are followed by **'in'** before **singular nouns** describing places, and by **'of'** or **'in'** in other cases. **'The'** + a **comparative** is the superlative form when only two elements are compared.	***Example***: • She's **the least outgoing** of my friends. • This restaurant is **the least expensive** in town. ***Example***: • It's **the highest** mountain **in the world**. • He's **the kindest of my friends**. • She's **the oldest** member **of the family**. • She's **the richest** woman **in the family**. ***Example***: • This painting is **the prettier** of the two. • She is **the more intelligent** of the two sisters.

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Regular superlatives – Exercises – Fill in the blanks

Do you work _____?
I'm the _____!
Is your coffee cup _____?
Yes, of course it's _____! Is the weather _____?

empty - fast - true - fastest - good

Regular superlatives – Exercise – Word order

_____

be - hundred - woman - lived - to - oldest - world's - and - the - one - twenty-one

Irregular superlatives

Some **adjectives** and **adverbs** have **irregular superlative** forms. The most common examples follow:

Adjective or adverb	Irregular superlative
Good	The best
Bad	The worst
Far	the farthest/the furthest
Much/many	The most
Little	The least

Degrees of qualification

To **emphasize** something in a **positive** way, you can use **adverbs** to modify **adjectives** or **past participles**. These structures express degrees of qualification.

➡ 'very'	***Example*:** • You've been **very helpful**. • The children are **very excited** tonight.
➡ 'most' or 'so'	***Example*:** • The setting under the dome is **most effective**. • Your parents are **so nice** to me.

➡ You can also use the **superlative form** '**-est**' + '**of**'.

***Example*:**
• They were **the oldest of** friends.

➡ To **emphasize** something in a **negative** way, use '**not very**', '**far from**', or '**less than**'.

***Example*:**
• I can see you're **not very happy** today.
• Her joke was **far from funny**.
• The noise is **less than reassuring**.

Degrees of qualification – Exercise – Fill in the blanks

_____we go! The beginning of our vacation!
Watch _____! The brooms are going to fall out! Is this a gas cooker?
The cooking burners aren't _____clean!
We're not going to do _____with just two pans!
Let's go and get sandwiches and eat them _____the beach.
Oh yes, let's forget _____all this.

on - about - much - there - very - out

Direct indirect speech

The sequence of tenses

The **sequence of tenses** is constructed as follows:

➡ In **indirect speech**: when the verb of the **main clause** is a verb expressing opinion or a declaration (to think, to say, to tell...). In the **simple present** or in the **preterite**, the verb of the dependent clause is conjugated as follows:

Main	dependent
Present	present *or* future *or* present perfect
Preterite	preterite *or* conditional *or* past perfect

Example:

Main	Dependent	Dependent - clause tense
He **says**	it **doesn't** matter	**Present**
He **said**	it **didn't** matter	**Preterite**
I **think**	it **will** be fun	**Future**
We **thought**	it **would** rain	**Conditional**
I **know**	you**'ve tried**	**past perfect**
I **knew**	you **had tried**	**past perfect**

➡ With **dependent clauses** introduced by **that** or a **relative pronoun**: when the **main clause** is in the **preterite**, the verb of the dependent clause is conjugated normally in the **preterite**.

Example:
- We **were** the ones **who did** it.
- It **was** on Saturday **that** it **happened** to him.

Note: When **that** is used in **indirect speech**, the dependent verb **follows the rule** of **agreement** of indirect speech (it doesn't necessarily have to be in the preterite).

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The sequence of tenses – Exercise – Sentence practice

Conjugate using the appropriate tenses:

Did you think it (go) well?	Did you think it went well?
Did they think it (be) too expensive?	
Did you say you (like) the project?	
Did you know whose idea it (be)?	

Infinitive clauses

Verb + infinitive clause

➡ The **infinitive clause**, which may **follow** any **verb** that expresses its subject's **command**, **wish**, **interdiction**, **preference**, is formed using **verb** + **object noun** or **pronoun** + **infinitive**.

➡ The following verbs are normally **active** when they introduce **infinitive clauses**: 'to want', 'to like', 'to love', 'to wish', 'to get', and 'to cause'.

Example:
- He **wants John to rent** a replacement vehicle.
- When **would** you **like your car to be** ready?

➡ The following verbs may be **active** or **passive** when they introduce **infinitive clauses**: 'to intend', 'to mean', 'to force', 'to compel', 'to order', 'to forbid', and 'to expect'.

Example:
- He **ordered the prisoners to be freed**.
- He **was ordered to pay** at once.

Note: **'Not' precedes** the **infinitive**.

Example:
- He **expects you not to say** anything.

Verb + infinitive clause – Exercise – Grammar practice

Rewrite as in the example:

I (must / to want) to cancel	I want to cancel
You (must / to want) to help	
He (must / to want) confirm	
She (must / to want) to be late	
It (must / to want) to come	
We (must / to want) to cancel	
They (must / to want) come	

Infinitive clauses

A **verb** taking as its **object** an **infinitive clause** must convey a **close relation** between its subject and that of the **infinitive clause** itself.

'To ask', 'to expect' and 'to want' are examples of verbs that may introduce **infinitive clauses**. When an **infinitive clause**'s **subject** is a **pronoun**, the **pronoun** itself is an **object** of the sentence's main **verb**.

➡ 'For' introduces some **infinitive clauses**. **Note**: In an **infinitive clause**, any expression of **negation precedes** the **infinitive**.	***Example*:** • I'll **ask my secretary to fax** you. • Do you **expect him to pay** more? • She**'d like for me to go** with you. ***Example*:** • He **advised** me **not to wait**.
➡ 'For' precedes **infinitive clauses** expressing **goals**.	***Example*:** • I brought this book **for** you **to read**.
➡ 'For' may also precede **objective infinitive clauses** that do not express goals. **Note**: 'For' + **gerund** ('-ing' verb) introduces **clauses** expressing **cause**. However, this form is **not** considered an **infinitive clause**.	***Example*:** • I'm waiting **for** the rain **to stop**. ***Example*:** • He was punished **for forgetting** to do his homework.

➡️ **Question words** followed by the **infinitive** can be used to **ask for information** in a **direct** or **indirect** way.	*Example*: • I'm not sure **how to find** the offices from here. • Could you let me know **when to start** my presentation? • Have we decided **how much to spend** on advertising? • I don't know **what to do** about the problem. • No one was told **where to go**.
<u>**Note**</u>: The **question words what**, **which**, **how many**, and **how much** are sometimes followed by a **noun**.	*Example*: • Can you tell me **which train to take**? • We don't know **what tasks to do** first. • She didn't say **how much time to spend** on the report.
➡️ The **infinitive** can also be preceded by **whether**.	*Example*: • Geena hasn't decided **whether to come** or not.
➡️ Also note that the **question word why** cannot be followed by the infinitive.	

Infinitive clauses – Exercise – Word order

to - shopping - sit - have - up - carts - space - for - child - a - front.

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Goal and consequence

To **express a goal** in English, several constructions are possible.

I. Infinitive Clauses

Many common expressions relating to **goals** are formed with an **infinitive clause**:

➡ **To** + infinitive	***Example***: • **To increase** efficiency, we've installed new computers. • We have to work hard **to meet** the deadline.
➡ **In order to** + infinitive	***Example***: • They left early **in order to arrive** at the meeting on time. • I'm taking a class **in order to improve** my presentation skills.
➡ **So as to + infinitive** is more formal than **to** or **in order to**.	***Example***: • We've rewritten the report **so as to make** it clearer. • I called customer service **so as to repair** the printer.
Note: The expressions above are always paired with a **clause** showing **consequence**. As in the above examples, the **clause of consequence** may be in the **past**, **present** or **perfect** form. The **negative form** is constructed by placing **not** before the **infinitive**.	***Example***: • She's taken notes **so as not to forget** the instructions. • We worked late **in order not to delay** the project any further.

II. Dependent Clauses

Expressions describing a **goal** can also be formed with **dependant clauses**. These expressions are often followed by a **modal verb** such as **may** or **can**.

➡ **So that** is informal. It is usually placed **after** a **clause** showing **consequence** or **necessity**.	_**Example**_: • We've adjusted the budget **so that** we can move ahead with the project. • We should hurry up **so that** we don't fall behind schedule.
➡ **In order that** is quite formal and is generally restricted to written communication. **Note**: **In order that** can be followed by the **subjunctive**, though this construction is less common.	_**Example**_: • **In order that** we **may** better understand your needs, please answer the following questions. • **In order that** your application **be** considered, please provide two letters of recommendation.

Several expressions may be used to **express a consequence**.

➡ **So** is a **conjunction** placed **before** a **secondary clause**. It is informal and common in everyday communication. It introduces a **clause of consequence**.	**_Example_**: • The printer isn't working, **so** we need to have it repaired. • He isn't at his desk, **so** I sent him a message.
➡ **That's (the reason) why** and **this is (the reason) why** are informal expressions that **explain or justify** an action or consequence. They are constructed as part of a **secondary clause**, and can be preceded by a **semicolon** where appropriate.	**_Example_**: • We need more space; **that's (the reason) why** we've decided to move our offices. • The network is down, and **this is why** we have to postpone the teleconference.
➡ **Therefore and consequently** are formal **adverbs** used mostly in written communication and formal speech. They establish a consequence as logical.	**_Example_**: • Performance last quarter was strong; **therefore/consequently**, we can hire new staff. • Demand for our products has gone up. **Therefore/consequently**, we must increase production.
➡ **As a result** and **as a consequence** are less formal **adverbial expressions**. **Note**: When these **adverbial expressions** link two **independent clauses**, they must be **preceded** by either a **semicolon** or a **period**.	**_Example_**: • The director's flight was delayed; **as a result**, the meeting was canceled. • The economic situation improved considerably. **As a consequence**, new jobs were created.
➡ Other **expressions of purpose** include: **in order to** **for the sake of** (+ **noun** or + **-ing**) **for the purpose of** (+ **noun** or + **-ing**)	**_Example_**: • He gave us the promotional pay **in order to** encourage us. (The purpose of the promotional pay was to encourage us.) • They changed to a new system **for the sake of** efficiency. (The purpose of changing was efficiency.) • They changed to a new system **for the purpose of** being efficient. (The purpose of changing was being efficient.)

Goal and consequence – Exercise – The right word

We'll give you a call _____ let you know when your badge is ready.

to - in order - for - so that

Dependent clauses

Use of 'so' to express a goal

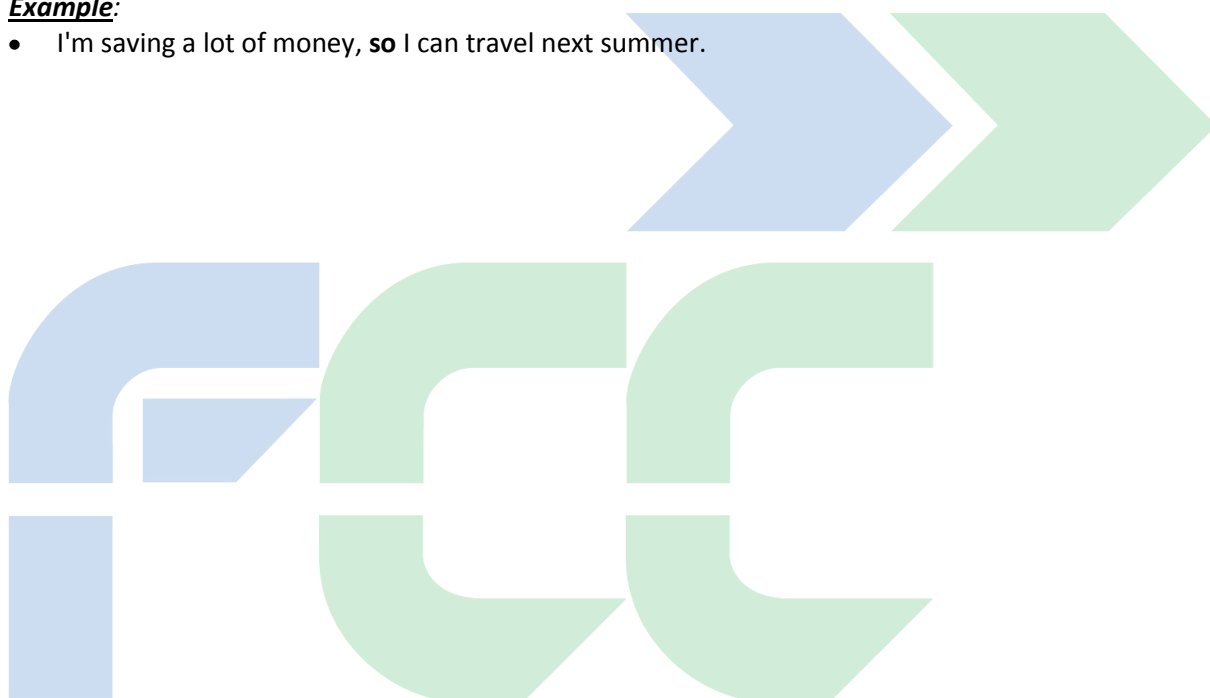➡ **So** can introduce a clause indicating a **goal**.

Example:
- I'm saving a lot of money **so** I can travel in the summer.
- She gave him time **so** he could work properly.

Note: If **so** is preceded by a comma, the dependent clause expresses a consequence.

Example:
- I'm saving a lot of money, **so** I can travel next summer.

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'That' and dependent clauses

➡ **Verbs** of knowledge, perception, opinion, agreement, affirmation, assumption, remembrance, forgetting, hope, surprise, and fear may **precede dependent clauses introduced** by '**that**.' '**That**' is often **omitted**. **Note**: Such **dependent clauses** can be **elliptical**.	*Example*: • Do you **think** (**that**) Japan can outmatch the United States? • They**'re saying** (**that**) the sea's going to be very rough for three days. *Example*: I don't like dogs. I know you **don't**.
➡ Main verbs expressing assumptions, suggestions, and requests necessitate use of the **subjunctive** mood in the explanatory **dependent clauses** (**introduced** by '**that**') that follow them.	*Example*: • He insists **that** she **come**.
➡ Following a verb like 'to tell,' 'to remind, 'or 'to inform,' a '**that**' clause can be **preceded by the object** of the main verb. **Note**: When the verb in such a case is 'to explain, '**to**' precedes the indirect **object**.	*Example*: • He told **me that** she was ill. *Example*: • I explained **to them that** it would be a good idea to go to Spain.

'That' and dependent clauses – Exercise – Sentence practice

Rewrite as in the example:

Was it useful? (think)	Do you think that it was useful?
Was it a good idea? (think)	
Will we launch the product soon? (think)	
Will you sell the product in Europe? (think)	

The sentence - Solutions

Affirmative/negative sentences, word order - Solutions

The negative form – Solution(s)

The negative form – Exercise – Grammar practice

Conjugate as in the example:

he (to be / not)	he is not
I (to be / not)	I am not I'm not
You (to be / not)	You are not You're not You aren't
She (to be / not)	She is not She's not She isn't
It (to be / not)	It is not it's not it isn't
We (to be / not)	We are not We're not We aren't
They (to be / not)	They are not They're not They aren't

The negative form – Exercise – The right word

It **isn't** hard to believe that you are young.

. . . .

'There is' - 'There are' – Solution(s)

'There is' - 'There are'– Exercise – Grammar practice

Make the following phrases plural:

There is a pie	There are pies
There is a book	There are books
There is a movie	There are movies
There is a shirt	There are shirts
There is a beach	There are beaches
There is a child	There are children
There is a woman	There are women

. . . .

Negation of the indefinite article – Solution(s)

Negation of the indefinite article – Exercise – Word order

If the pencil has no lead, use a pencil sharpener.

. . . .

Emphatic 'do' – Solution(s)

Emphatic 'do' – Exercise – The right word

If you want to try skydiving, just **do** it!

. . . .

Questions - Solutions

Questions without interrogative words – Solution(s)

Questions without interrogative words – Exercise – Grammar practice

Rewrite as in the example:

You (to be)	Are you?
They (to be)	Are they?
He (to be)	Is he?
We (to be)	Are we?
I (to be)	Am I?
She (to be)	Is she?
It (to be)	Is it?

. . . .

'How long' – Solution(s)

'How long' – Exercise – Grammar practice

Answer the question as in the example:

How long a week lasts	Seven days
How long a year lasts	three hundred sixty-five days 365 days twelve months 12 months three hundred and sixty-five days
How long February is during leap year	twenty-nine days 29 days
How long from midnight to noon	12 hours twelve hours
How long a decade lasts	ten years 10 years
How long a century lasts	one hundred years a hundred years 100 years
How long a minute is	sixty seconds 60 seconds

'How long' – Exercise – The right word

How **long** is the flight?

. . . .

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Past interrogatives – Solution(s)

Past interrogatives – Exercise – Sentence practice

Rewrite as in the example:

Is it sunny?	Was it sunny?
Are you home?	Were you home?
Do they rent?	Did they rent?
Is it on the beach?	Was it on the beach?

Direct and indirect questions – Solution(s)

Direct and indirect questions – Exercises – The right word

1. Do you know **when** we will launch the product?
2. Do you know **whose** idea that was?
3. **Do** you think it will be a success?

Confirmation requests – Solution(s)

Confirmation requests – Exercise – Word order

We'll begin the project before Christmas, right?

Short answers - Solutions

Tags - Short answers – Solution(s)

Tags - Short answers – Exercise – The right word

Can you come on January the 8th in the afternoon? No, I **can't**.

Tags - Short answers – Exercise – Sentence practice

Answer the question as in the example:

Is the coffee hot? (yes)	Yes, it is.
Does the pen write? (yes)	Yes, it does. Yes it does.
Is it a blue one? (no)	No, it isn't. No it isn't. No, it is not. No it is not.
Do you have a ruler? (no)	No, I don't. No I don't. No, I do not. No, we don't. No we don't. No, we do not. No I do not. No we do not.

Uses of 'so' – Solution(s)

Uses of 'so' – Exercise- Word order

It's no longer morning, so say good evening

Exclamatory Sentences - Solutions

Exclamations with 'what a' – Solution(s)

Exclamations with 'what a' – Exercise – Sentence practice

Make the following sentences plural:

What a tall man!	What tall men!
What a fast truck!	What fast trucks!
What an old car!	What old cars!
What a small horse!	What small horses!

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Comparisons - Solutions

Comparing equals – Solution(s)

Comparing equals – Exercise – Sentence practice

Modify to express comparative equality:

George and Al are rich.	George is as rich as Al.
Marie-Jo and Marion are fast.	Marie-Jo is as fast as Marion. Marion is as fast as Marie-Jo. Marie-Jo's as fast as Marion. Marion's as fast as Marie-Jo. Marie-Jo is as fast as Marion is. Marion is as fast as Marie-Jo is. Marie-Jo's as fast as Marion is. Marion's as fast as Marie-Jo is.
Mark and Sammy are strong.	Mark is as strong as Sammy. Sammy is as strong as Mark. Mark's as strong as Sammy. Sammy's as strong as Mark. Mark is as strong as Sammy is. Sammy is as strong as Mark is. Mark's as strong as Sammy is. Sammy's as strong as Mark is.
Orel and Tony are smart.	Orel is as smart as Tony. Tony is as smart as Orel. Orel's as smart as Tony. Tony's as smart as Orel. Orel is as smart as Tony is. Tony is as smart as Orel is. Orel's as smart as Tony is. Tony's as smart as Orel is.

Comparing equals – Exercise – Word order

I'm as old as you are.

. . . .

'The same . . . as' – Solution(s)

'The same . . . as' – Exercise – Word order

This is the same carpet as ours, isn't it?

. . . .

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Regular comparatives – Solution(s)

Regular comparatives – Exercises – Word order

1. A grocery store is smaller than a supermarket.
2. I need three more days to finish the project.

. . . .

Irregular comparatives – Solution(s)

Irregular comparatives – Exercise – Word order

In general, books are better than their films.

. . . .

Regular superlatives – Solution(s)

Regular superlatives – Exercises – Fill in the blanks

Do you work **fast?**
I'm the **fastest!**
Is your coffee cup **empty?** Yes, of course it's **true!**
Is the weather **good?**

Regular superlatives – Exercise – Word order

The world's oldest woman lived to be one hundred and twenty-one.
. . . .

Degrees of qualification – Solution(s)

Degrees of qualification – Exercise – Fill in the blanks

There we go! The beginning of our vacation!
Watch **out** ! The brooms are going to fall out!
Is this a gas cooker?
The cooking burners aren't **very** clean!
We're not going to do **much** with just two pans!
Let's go and get sandwiches and eat them **on** the beach. Oh yes, let's forget **about** all this.

. . . .

Direct indirect speech – Solution(s)

The sequence of tenses – Solution(s)

The sequence of tenses – Exercise – Sentence practice

Conjugate using the appropriate tenses:

Did you think it (go) well?	Did you think it went well?
Did they think it (be) too expensive?	Did they think it was too expensive? Did they think that it was too expensive? Did they think it would be too expensive? Did they think that it would be too expensive?
Did you say you (like) the project?	Did you say you liked the project? Did you say that you liked the project?
Did you know whose idea it (be)?	Did you know whose idea it was? Did you know whose idea it had been?

. . . .

Infinitive clauses – Solution(s)

Verb + infinitive clause – Solution(s)

Verb + infinitive clause – Exercise – Grammar practice

Rewrite as in the example:

I (must / to want) to cancel	I want to cancel
You (must / to want) to help	You want to help
He (must / to want) confirm	He must confirm
She (must / to want) to be late	She wants to be late
It (must / to want) to come	It wants to come
We (must / to want) to cancel	We want to cancel
They (must / to want) come	They must come

. . . .

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Infinitive clauses – Solution(s)

Infinitive clauses – Exercise – Word order

Shopping carts have space for a child to sit up front.

. . . .

Goal and consequence – Solution(s)

Goal and consequence – Exercise – The right word

We'll give you a call **to** let you know when your badge is ready.

. . . .

Dependent clauses – Solution(s)

'That' and dependent clauses – Solution(s)

'That' and dependent clauses – Exercise – Sentence practice

Rewrite as in the example:

Was it useful? (think)	Do you think that it was useful?
Was it a good idea? (think)	Do you think that it was a good idea? Do you think it was a good idea?
Will we launch the product soon? (think)	Do you think that we will launch the product soon? Do you think that we'll launch the product soon? Do you think we will launch the product soon? Do you think we'll launch the product soon?
Will you sell the product in Europe? (think)	Do you think that you will sell the product in Europe? Do you think that you'll sell the product in Europe? Do you think you will sell the product in Europe? Do you think you'll sell the product in Europe?

. . . .

ENGLISH
SPANISH
FRENCH
GERMAN
ITALIAN
DUTCH