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*Learning Language: English*

## The sentence A2

## Forward

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# The sentence – A2 level

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## The sentence

### Affirmative/negative sentences, word order

#### The negative form

<p>➔ A <b>negative sentence</b> is formed by adding <b>not</b> (or <b>n't</b> in the shortened form):</p> <ul style="list-style-type: none"> <li>▪ to an <b>auxiliary</b> (<b>have, be, do, must, can...</b>).</li> <li>▪ to <b>'be'</b> and <b>'have'</b> when they are used as <b>main verbs</b>.</li> </ul>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• I <b>am</b> at work.</li> <li>• I <b>am not</b> (<b>I'm not</b>) at work.</li> <li>• You <b>are</b> my best friend.</li> <li>• You <b>aren't</b> (or <b>you're not</b>) my best friend.</li> </ul>
<p>➔ When the <b>positive sentence does not</b> have an <b>auxiliary</b>, the auxiliary <b>do</b> is used in the <b>negative form</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• We like mountains.</li> <li>• We <b>do not</b> (<b>don't</b>) like mountains.</li> <li>• You live in France.</li> <li>• You <b>do not</b> (<b>don't</b>) live in France.</li> </ul>

#### The negative form – Exercise – Sentence practice

Answer the question as in the example:

Did you find an apartment?	No, I haven't found one yet.
Did you talk to the landlord?	
Did you read the classifieds?	
Have you taken a day off?	

#### The negative form – Exercise – Word order

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for - a - isn't - toothbrush - your - used - hair!

# The sentence – A2 level

## 'There is' - 'There are'

▶ The expression <b>'there is'</b> (singular) becomes <b>'there are'</b> in the plural.	<b>Example:</b> <ul style="list-style-type: none"><li>• <b>There is</b> a hole in your pocket.</li><li>• <b>There are</b> many nice flowers in that garden.</li></ul>
▶ In the <b>interrogative form</b> , <b>'there'</b> is put <b>after</b> the verb.	<b>Example:</b> <ul style="list-style-type: none"><li>• <b>Is there</b> a problem?</li><li>• <b>Are there</b> lots of children at the playground?</li></ul>
▶ In the <b>negative form</b> , <b>'there is'</b> becomes <b>'there isn't'</b> (there is not) and <b>'there are'</b> becomes <b>'there aren't'</b> (there are not).	<b>Example:</b> <ul style="list-style-type: none"><li>• <b>There isn't</b> any milk left.</li><li>• <b>There aren't</b> many mistakes in your paper.</li></ul>
▶ To talk about something that will exist or happen in the <b>future</b> , you can use the expression <b>'there'll be'</b> (there will be).	<b>Example:</b> <ul style="list-style-type: none"><li>• <b>There will be</b> elections next year.</li></ul>
▶ In the <b>interrogative form</b> , <b>'there'</b> is placed <b>after 'will'</b> .	<b>Example:</b> <ul style="list-style-type: none"><li>• <b>Will there be</b> more meetings about this project?</li></ul>
▶ In the <b>negative form</b> , the expression becomes <b>'there won't be'</b> (there will not be).	<b>Example:</b> <ul style="list-style-type: none"><li>• <b>There will not be</b> enough time to meet this afternoon.</li><li>• <b>There won't be</b> anyone in the office at that hour.</li></ul>

## 'There is' - 'There are' – Exercise – Word order

really a - there - of - pot of - at - a - end - gold - Is - the - rainbow?

## Negation of the indefinite article

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

<p>➔ 'not . . . a' in front of <b>singular countable nouns</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• I haven't got a <b>pen</b>.</li><li>• He hasn't got a <b>permanent address</b> yet.</li></ul>
<p>➔ 'not . . . any' in front of <b>plural countable nouns</b> and all <b>uncountable nouns</b>.</p> <p><b>Note:</b> 'Not . . . any' can be replaced by 'no,' in which case a verb in the affirmative is used.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• There aren't <b>any buses</b> here.</li><li>• It doesn't require <b>any equipment</b>.</li></ul> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>• I have <b>no</b> idea.</li><li>• You have <b>no</b> means of breaking the contract during the first two years.</li></ul>

## Negation of the indefinite article – Exercise – Word order

a - see - we - couldn't - thing!

## Negation of the indefinite article – Exercise – Text transformation

*Put the following text into the negative form:*

There are some nice cars on sale at the car lot. There is a nice used sedan. I got a loan from my bank to pay for it. Do you have two cars? There are other passengers besides me. I have air conditioning in my old station wagon.

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## Questions

### Questions without interrogative words

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

<p>➔ <b>Be + subject</b></p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Are you married?</li> <li>• Is John a policeman?</li> </ul>
<p>➔ <b>Do + subject + verb</b></p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>Do they have</b> a television?</li> <li>• <b>Did she understand</b> what I said?</li> </ul>
<p>➔ <b>Can/Could + subject + verb</b></p> <p>The <b>modals can</b> or <b>could</b> are generally used to ask questions in a polite manner.</p> <p><b>Note:</b> <b>Could</b> is slightly more polite than <b>can</b>. <b>Could</b> is generally only used to <b>ask for something politely</b>, and <b>not to make a polite offer</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>Can/Could we have</b> breakfast, please?</li> <li>• <b>Can/Could you give</b> me my notebook, please?</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>Could you re-read</b> my presentation? (request)</li> <li>• <b>Can I get you some tea or coffee?</b> (offer)</li> </ul>
<p>➔ <b>Modal, future, or conditional auxiliary + subject + verb</b></p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>Should we buy</b> some bread?</li> <li>• <b>Will he buy</b> a ticket?</li> <li>• <b>Would we go</b> by bus?</li> </ul>

### Questions without interrogative words – Exercise – The right word

\_\_\_\_\_ this what you wanted?

Is - Are - Am - Weren't – Be

### Questions without interrogative word – Fill in the blanks

I just \_\_\_\_\_ up the car at the garage.

They already \_\_\_\_\_ the tires and \_\_\_\_\_ the oil.

\_\_\_\_\_ you drive it yet?

I \_\_\_\_\_ it to work once already.

drove - changed - did - rotated - picked



## 'How long'

<p>➔ 'How long' is used with all tenses to ask questions about <b>duration</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• <b>How long</b> are you staying?</li><li>• <b>How long</b> does it have to cook?</li><li>• <b>How long</b> have we been skiing?</li></ul>
<p>➔ Similar questions may be asked using 'how long' + the expression 'it takes (someone)' in all tenses, or using 'how long' + 'it' + conjugated 'be'.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• <b>How long did it take</b> you to do this?</li><li>• <b>How long will it take</b> before I get the money?</li><li>• <b>How long will it be</b> before we get there?</li></ul> <p>How long has it been since he left</p>

## 'How long' – Exercise – Fill in the blanks

- \_\_\_\_\_ do you do for a living?  
\_\_\_\_\_ city are you visiting?  
\_\_\_\_\_ long are you going to stay?  
\_\_\_\_\_ will you be living?  
Do you know \_\_\_\_\_ there's so much poverty?

how - where - why - which - what

# The sentence – A2 level

## 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.

<p>➔ 'Was / were' + subject (+ predicate)</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>Were you insured?</b></li> <li>• You're back from Japan. How <b>was it?</b></li> </ul>
<p>➔ 'Was / were' + subject + '-ing' verb</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>Were you talking</b> to those girls?</li> <li>• What <b>were you doing</b> in the yard?</li> </ul>
<p>➔ A modal or the auxiliary 'would' + subject + 'have' + past participle</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• What <b>could we have done?</b></li> <li>• <b>Would you have invited</b> her?</li> </ul>
<p>➔ 'Did' + subject + verb</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>Did you drive back</b> in the snow?</li> <li>• What <b>did your mother say?</b></li> </ul>
<p>➔ 'Have' + subject + past participle</p> <p><b>Note:</b> When the <b>subject</b> is an <b>interrogative pronoun</b>, the <b>verb immediately follows the pronoun</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• What <b>have you done?</b></li> <li>• How long <b>have we been</b> skiing?</li> <li>• <b>Have you seen</b> this person before?</li> </ul> <p><b>Example:</b>  <b>Who</b> came to your party?  <b>What</b> went wrong?</p>

## Past interrogatives – Exercise – Sentence practice

Answer the question as in the example:

The weather was great.	Was it that great?
It was cloudy.	
The water was cold.	
We were unhappy.	

## Question-tags

<p>➔ One calls <b>question-tags</b> the little <b>questions</b> (auxiliary + subject pronoun) that are placed <b>at the end</b> of a sentence.</p>	
<p>➔ Usually, an <b>affirmative</b> sentence is followed by a <b>negative question-tag</b> and a <b>negative</b> sentence by a <b>positive question-tag</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• You're American, <b>aren't you?</b></li> <li>• We <b>can't</b> go this way, <b>can we?</b></li> <li>• She <b>won't</b> take the plane, <b>will she?</b></li> </ul>

**Note:** When there is **no auxiliary** in the first part of the sentence, one uses **do** in the tag.

**Example:**

- He **lives** in Wales, **doesn't he?**

### Question-tags – Exercise – Sentence practice

*Rewrite the following sentences as in the example:*

Tomorrow is Friday. (Thursday)	Tomorrow is Thursday, isn't it?
It's supposed to hail. (rain)	
We're going kayaking. (canoeing)	
They're going south. (north)	

### Question-tags – Exercise – Text transformation

*Rewrite the text using question tags:*

You're American. It doesn't rain a lot in America. Some people like drizzle. You don't have an umbrella. It can be scorching in America as well. You don't even feel the cold. You do like lightning, though. It looks like a storm's on the way.

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## Direct and indirect questions

Direct question:

<p>➔ In a <b>direct question</b>, the <b>auxiliary</b> (or the <b>stative verb 'to be'</b>) precedes the <b>subject</b>.</p>	<p><u>Example:</u></p> <ul style="list-style-type: none"> <li>• <b>Are you listening</b> to me?</li> <li>• <b>Are you</b> really that tired?</li> <li>• <b>Will you go</b> home at noon?</li> <li>• But what <b>can I do</b>?</li> </ul>
<p>➔ When <b>no auxiliary</b> is present, <b>'do'</b> is used.</p>	<p><u>Example:</u></p> <ul style="list-style-type: none"> <li>• <b>Do you have</b> that passport?</li> <li>• <b>Does it change</b> the weather?</li> </ul>

An **indirect question** contains the following:

<p>➔ A <b>main clause</b> with a verb like <b>'to ask'</b>, <b>'to wonder'</b> or <b>'to discuss'</b>.</p>	
<p>➔ A <b>dependent clause</b> introduced by an <b>interrogative</b> ('where', 'when', 'why', 'how', 'who', 'which', 'what' or 'whose') or by a <b>subordinating conjunction</b> ('if' or 'whether').</p> <p>➔ In the dependent clause, the verb <b>follows the subject</b> as it would in a non-interrogative clause.</p>	<p><u>Example:</u></p> <ul style="list-style-type: none"> <li>• The waiter <b>asks</b> you <b>what</b> you <b>would</b> like to drink.</li> <li>• You call to <b>find out if</b> the weather <b>is going to be</b> all right.</li> </ul>

## Direct and indirect questions – Exercise – Fill in the blanks

\_\_\_\_\_ two hours traveling, you arrive in Washington.  
 You go \_\_\_\_\_ a restaurant \_\_\_\_\_ a well deserved dinner.  
 You sit \_\_\_\_\_ and the waiter asks you \_\_\_\_\_ you would like to drink.

for - to - what - down - after

## Direct and indirect questions – Exercise – Word order

are - warming - you - that - sure - global - doesn't - exist?

## Short answers

### Uses of 'so'

<p>▶ 'So' + <b>adjective</b> or <b>adverb</b> is used to express an <b>exclamation</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• Why is this taking <b>so long</b>?</li><li>• Don't be <b>so</b> sensitive!</li></ul> <p><b>Note:</b> 'So' may introduce <b>'that'</b> clauses in which <b>'that'</b> may be understood.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>• He was driving <b>so</b> fast <b>that</b> he went through a red light.</li></ul>
<p>▶ 'So' may be used to introduce a clause.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• <b>So</b> you found a job?</li><li>• It's 100% coverage, <b>so</b> it is particularly attractive.</li></ul>
<p>▶ 'So' may replace a clause in an elliptical sentence or in tags.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• We thank you for flying with us and hope you'll do <b>so</b> again.</li><li>• He's late, and <b>so</b> am I.</li><li>• I don't think <b>so</b>.</li></ul> <p><b>Note:</b> Use of 'so' is <b>impossible</b> in certain <b>negative elliptical clauses</b>. In such cases, <b>'not'</b> is used and goes after the verb.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>• Do you think he's going to come?</li><li>• I hope <b>not</b>.</li></ul>

### Uses of 'so' – Exercise- Word order

you - have - should - said - so

# The sentence – A2 level

## Expressions of emphasis

You may wish to use an **expression of emphasis** to make your **statements stronger** or to **highlight a particular point**.

<p>➔ To try to persuade your listener, you can use an <b>adjective</b> or <b>adverb</b> that conveys a judgment.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• This product is a <b>great</b> value for the money.</li> <li>• Our competitor's model is <b>poorly</b> made, and doesn't last as long as ours.</li> </ul>
<p>➔ To convey your ideas more strongly, you can use <b>adjectives, adverbs, or idiomatic expressions</b> to make <b>exaggerative statements</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• You can download an <b>infinite</b> number of ring tones for our phones.</li> <li>• Our cars <b>never</b> break down.</li> <li>• We <b>move heaven and earth</b> to please our customers.</li> </ul>
<p>➔ Another way to make your statements stronger is to say the <b>opposite</b> of what you mean.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• My computer crashed again. <b>Just what I needed!</b></li> </ul>
<p>➔ If you want to emphasize the difference between one item and another, you can use a <b>comparative</b> form.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Our after sales service is <b>much better than</b> the competition's.</li> </ul>
<p>➔ If you want to emphasize the difference between one item and two or more others you can use a <b>superlative</b> form.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Our prices are <b>the best</b> on the market.</li> </ul>
<p>➔ You can use <b>do + infinitive</b> to emphasize a point that your listener may find surprising.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• We <b>do deliver</b> on Sundays.</li> <li>• Our basic phone <b>does have</b> a camera.</li> </ul>
<p>➔ You can also use <b>intonation</b> to <b>emphasize a point</b> or <b>contrast two ideas</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• If you buy a computer <b>today</b>, I can give you a 5% discount.</li> <li>• The <b>speakers</b> on this T.V. aren't great, but the <b>picture</b> is excellent.</li> </ul>

## The sentence – A2 level

<p>➡ When making a proposition or suggesting a possible solution, you can use <b>expressions of emphasis</b> formed with the <b>relative pronoun what</b> and with extra <b>stress</b> on a subsequent <b>verb</b> or <b>modal</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• I'm sorry, but Ms. Rollins isn't available. <b>What I can</b> do is take your number and have her call you back as soon as she gets back.</li><li>• I'm sorry, but I can't offer you a discount now. <b>What I will</b> do is give you 15 percent off of your next purchase, though.</li><li>• Our budget isn't big enough to fund the project. But <b>what we could</b> do is get someone to sponsor the project.</li><li>• I'm sorry, but you can't enter the premises without a badge. <b>What I'd</b> recommend is that you fill out this application for a badge and come back once you've received it.</li></ul>
<p>➡ Sometimes the <b>relative pronoun what</b> is followed by the <b>emphatic 'do'</b> and a <b>verb</b> which is <b>not stressed</b>. You can use this type of construction to <b>add extra emphasis</b> to a proposition or possible solution.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• I don't think you'll have much luck seeing Mr. Graves without an appointment. <b>What I do suggest</b> is that you call back tomorrow morning.</li></ul>

### Expressions of emphasis – Exercise – Text transformation

**Rewrite the text using the most emphatic option:**

This product (only / now) costs \$42. It's (best / main) feature is its small size. And it's on sale today, so you could save (some / a lot of) money. As you can see, it's (a / a real) bargain.

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## Confirmation of understanding

<p>➡ To confirm that you have <b>understood</b> what someone has said or requested, or to show that you are <b>willing to discuss</b> something in more depth, you may use expressions such as <b>I see, sure, of course, I understand, I see what you mean, and I hear/see what you're saying</b>. These expressions are often, but not always, used to talk about <b>problems</b>.</p> <p><b>Note:</b> Expressions of understanding may be used whether you <b>agree</b> or <b>disagree</b> with something.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>Person 1:</b> I really think we need to address this issue.</li> <li>• <b>Person 2: I understand.</b> Let's talk about it now.</li> <li>• <b>Person 1:</b> We're not sure we'll be able to respect the schedule.</li> <li>• <b>Person 2: I see.</b> What's the problem, exactly?</li> <li>• <b>Person 1:</b> I think our only choice is to start the design process over again.</li> <li>• <b>Person 2: I hear what you're saying.</b> It's not an ideal situation, but we have to deal with it.</li> <li>• <b>Person 1:</b> I still have a few questions about the report.</li> <li>• <b>Person 2: Sure.</b> I'll be happy to answer them for you.</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>(Agreement): Sure.</b> I think you're right.</li> <li>• <b>(Disagreement): I see what you're saying.</b> Still, I'm not sure that's the right approach.</li> </ul>
<p>➡ You may <b>combine</b> several <b>expressions of understanding</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>Ok. I see what you mean.</b> Is there anything I can do to help?</li> </ul>
<p>➡ In <b>informal contexts</b>, you may use the expression <b>I hear you</b>.</p>	<p><b>Example:</b></p> <p><b>I hear you.</b> I agree that we should get started right away.</p>



## The sentence – A2 level

<p>➔ To <b>express empathy</b> toward someone who is unhappy with a situation, you can use several structures and expressions.</p> <p>➔ You can use expressions with <b>must, got to be, or has to be</b> to let someone know that you are trying to understand how they feel about an unpleasant or undesirable situation, or to imply that you agree.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>Person 1:</b> I scheduled this appointment months ago, and I drove a long way to get here.</li> <li>• <b>Person 2:</b> Yes, and I'm sorry about that. It <b>must</b> be frustrating to have come all this way and have your appointment cancelled.</li> <li>• <b>Person 1:</b> I bought this product last week, and it's already malfunctioning.</li> <li>• <b>Person 2:</b> Oh, that's <b>got to be</b> a real nuisance. We'll replace that for you right away.</li> </ul>
<p>➔ To show that you are able to see the situation <b>from the other person's point of view</b>, you might use expressions such as <b>I can see why</b> or <b>I can imagine</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>I can see why</b> you'd feel let down by the decision.</li> <li>• <b>I can imagine</b> that it's difficult for you to adapt to all these changes.</li> </ul>
<p>➔ You can use <b>adverbs</b> like <b>completely</b> or <b>entirely</b> to emphasize that you understand the other person's position.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• I <b>completely</b> understand why you're upset about this, and I wish there were something I could do.</li> <li>• It's <b>entirely</b> understandable that you'd be disappointed. We're sorry the partnership isn't going through, too.</li> </ul>
<p>➔ You can also use the <b>emphatic 'do'</b> to underline that you understand someone's position or point of view. In this case, extra <b>stress</b> is placed on <b>'do'</b></p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• We <b>do</b> appreciate that you've put effort into this project, and that it's frustrating to have to wait for an answer.</li> </ul>

### Confirmation of understanding – Exercise – The right word

I \_\_\_\_\_ what you're saying, but unfortunately there is nothing I can do for you for the time being.

feel - listen to - talk about - hear

## Comparisons

### 'To get' + adjective

<p>➔ 'To get' + an <b>adjective</b> expresses a change from one state to another.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>Let's go before we <b>get</b> all <b>wet</b>.</li> <li>It'll take months before I <b>get familiar</b> with all this!</li> <li>Put some sunscreen on, or you'll <b>get sunburned</b>.</li> </ul>
<p>➔ 'To get' + a <b>comparative adjective</b> expresses a change of degree.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>When will it <b>get warmer</b>?</li> <li>Things will <b>get better</b> then.</li> </ul>

### 'To get' + adjective – Exercise – Grammar practice

*Rewrite as in the example:*

To cool down	To get cooler
To warm up	
To become wet	
To improve	
To prepare	
To get out of bed	
To dress	

## 'As much as' - 'As many as'

<p>➔ In expressions of <b>comparative equality</b>, '<b>as much . . . as</b>' is used with <b>singular</b> (uncountable) and '<b>as many . . . as</b>' with <b>plural</b> (countable) <b>nouns</b>.</p> <p><b>Note:</b> The corresponding <b>negative forms</b> are <b>not as much . . . as</b> and '<b>not as many . . . as</b>.'</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• I bought <b>as much</b> chocolate <b>as</b> I could.</li> <li>• There aren't <b>as many</b> parks in Paris <b>as</b> in London.</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• I don't have <b>as much</b> luck <b>as</b> you.</li> <li>• I didn't see <b>as many</b> movies <b>as</b> you did.</li> </ul>
<p>➔ '<b>As much as</b>' or '<b>as many as</b>' may be used without a noun. In such a case, the comparative refers either to the entire preceding clause or to an implied or previously stated noun.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• I hate marzipan <b>as much as</b> I love ginger.</li> <li>• Do you want more candies? You didn't have <b>as many as</b> I did.</li> <li>• It's twice <b>as much as</b> the rent. (= <i>It's twice <b>as much</b> money <b>as</b> the rent.</i>)</li> </ul>
<p>➔ '<b>As much . . . as</b>,' '<b>as many . . . as</b>,' '<b>as much as</b>' and '<b>as many as</b>' may be preceded by quantifying <b>adverbs</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Today there are <b>three times as many</b> people in the streets <b>as</b> yesterday.</li> <li>• I worked <b>twice as much as</b> usual.</li> </ul>
<p>➔ '<b>As much . . . as possible</b>' and '<b>as many . . . as possible</b>' are <b>superlatives</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• We need <b>as much</b> help <b>as possible</b>.</li> <li>• I invited <b>as many</b> friends <b>as possible</b>.</li> </ul>

## 'As much as' - 'As many as' – Exercise – Sentence practice

Rewrite the following sentences as in the example:

He saw two houses. She saw two houses.	He saw as many houses as she did.
That house has three bedrooms. This house has three bedrooms.	
I read hundreds of ads. You read hundreds of ads.	
He walked a lot. She walked a lot.	

# The sentence – A2 level

## 'The same . . . as'

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

<p>➔ 'the same' + noun or noun phrase + 'as' + noun or noun phrase</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>His shirt is <b>the same</b> color <b>as</b> my dress.</li> </ul>
<p>➔ 'the same' + noun or noun phrase + 'as' + dependent clause</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>That is <b>the same</b> lamp <b>as</b> the one I bought.</li> </ul>

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

<p>➔ in everyday language: 'the same' + noun or noun phrase + 'as' + object pronoun</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>I live in <b>the same</b> house <b>as</b> her.</li> </ul>
<p>➔ less often (usually in very formal language): 'the same' + noun or noun phrase + 'as' + subject pronoun</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>I live in <b>the same</b> house <b>as</b> she.</li> </ul>
<p><b>Note:</b> 'The same (as)' is another common form.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>Friday is going to be <b>the same as</b> today.</li> <li>It's always <b>the same</b>.</li> <li>It's <b>the same</b> in America.</li> </ul>

## 'The same . . . as' – Exercise – Sentence practice

Express the following sentences in a different way:

Annette and Drew are in the same canoe.	Annette is in the same canoe as Drew.
You and I have the same shirt.	
You and he like the same sports.	
Terry and Franco are canoeing the same day.	

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

the - same - as - Friday, - to be - Tomorrow, - is going - today.

## Regular comparatives

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

<p>1. <b>Adjective + '-er than'</b> is used with <b>short</b> adjectives (i.e., those containing one or — when they end with '-er,' '-ow,' '-le' and '-y' — two syllables). In such cases '-y' becomes '-i.'</p> <p><b>Note:</b></p> <p>'-r' is added to adjectives ending in '-e.'</p> <p>Final consonants of adjectives that end in <b>one vowel + one consonant</b> are <b>doubled</b> in the comparative.</p> <p>'<b>Than</b>' + noun or noun phrase (or clause) is at times omitted.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• John's <b>taller than</b> Peter.</li><li>• Is it <b>easier than</b> downhill skiing?</li></ul> <p><b>Example:</b> He's <b>nicer than</b> you. New York is <b>larger than</b> life!</p> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>• Their house is <b>bigger than</b> ours.</li></ul> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>• When will it get <b>warmer</b>?</li></ul>
<p>2. '<b>More</b>' + <b>adjective</b> (+ '<b>than</b>') is used with <b>long</b> adjectives.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• My sister is <b>more intelligent than</b> my brother.</li><li>• You know it is <b>more beneficial</b> on a long-term basis.</li></ul>

➔ **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.'

# The sentence – A2 level

## 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 – Exercise – The right word

This product is \_\_\_\_\_ expensive than the others.

many - much - more - cheaper – later

## Regular comparatives – Exercise – Sentence practice

*Modify to express comparative superiority:*

He has a good computer.	He has a better computer.
He's a bad manager.	
She offered us cheap rates.	
Nanos Telecom offers a fast connection.	

## 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 – Sentence practice

*Modify to express comparative superiority:*

We need time.	We need more time.
Nanos Telecom provides Internet services.	
We want personal service.	
My boss makes decisions.	

## Irregular comparatives – Exercise – Text transformation

*Rewrite the following text using the comparative:*

This second floor apartment is a good deal; that one is not a very good deal. This one is large; that one is small. This equipped kitchen is new; that one is old. This apartment is far; that apartment is near.

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## Regular superlatives

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

<p>▶ With <b>short</b> adjectives, '<b>the</b>' or a <b>possessive + adjective + '-est'</b> 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'.)</p> <p><b>Note:</b> '-st' is the ending for adjectives ending in '-e.'</p> <p>When an adjective ends in <b>one vowel + one consonant</b>, the consonant is <b>doubled</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• She would choose <b>the cheapest</b> possible car.</li> <li>• I was <b>the louisiest</b> golfer on the course.</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• We have <b>the latest</b> camping equipment.</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• This is <b>the biggest</b> skyscraper in the world.</li> </ul>
<p>▶ With <b>long</b> adjectives, '<b>the most</b>' + <b>adjective</b> is used.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• These guys are <b>the most intelligent</b> I've ever met.</li> <li>• It will soon be July 4th, <b>the most popular</b> American holiday.</li> </ul>

The **superlative of inferiority**:

<p>▶ The <b>superlative of inferiority</b> is formed using '<b>the least</b>' + <b>adjective</b>.</p> <p><b>Note:</b> <b>Superlatives</b> are followed by '<b>in</b>' before <b>singular nouns</b> describing places, and by '<b>of</b>' or '<b>in</b>' in other cases.</p> <p>'<b>The</b>' + a <b>comparative</b> is the superlative form when only two elements are compared.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• She's <b>the least outgoing</b> of my friends.</li> <li>• This restaurant is <b>the least expensive</b> in town.</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• It's <b>the highest</b> mountain <b>in the world</b>.</li> <li>• He's <b>the kindest of my friends</b>.</li> <li>• She's <b>the oldest</b> member <b>of the family</b>.</li> <li>• She's <b>the richest</b> woman <b>in the family</b>.</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• This painting is <b>the prettier</b> of the two.</li> <li>• She is <b>the more intelligent</b> of the two sisters.</li> </ul>
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# The sentence – A2 level

## Regular superlatives – Exercise – Grammar practice

*Modify to express superlative superiority:*

Good	The best
Late	
Bad	
Much	
Pretty	
Busy	
Sad	

## Regular superlatives – Exercise – The right word

That play was \_\_\_\_\_ one I've ever seen.

the less interesting - the more interesting - the most interesting - even more interesting

## Regular superlatives – Exercise – Word order

in - vacation - happiest - anyone's - the - is - summer - time - life

## 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

## Irregular superlatives – Exercise – Grammar practice

*Modify to express superlative superiority:*

Bad proposal	The worst proposal
High quality	
Close factory	
Late meeting	
Large discount	
Good distributor	
Big expense	

## Irregular superlatives – Exercise – The right word

We are looking for the \_\_\_\_\_ distributor in Europe.

good - best - very good - better - worse

## Reinforcing the comparative

<p>➔ To intensify <b>comparatives of superiority</b>, 'much', 'far', 'even', 'no', and 'any' are used.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• He'll feel <b>much better</b> after a good night's sleep.</li><li>• I think I'll mess these nets up <b>even more!</b></li><li>• He's <b>no more clever than</b> his brother.</li></ul>
<p>➔ To intensify <b>comparatives of equality</b>, 'not nearly' and <b>numeric adverbs</b> are used.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• Their house is <b>not nearly as pleasant as</b> ours.</li><li>• Their garden is <b>twice as large as</b> ours.</li></ul>
<p>➔ To intensify <b>superlatives</b>, 'very', 'by far', and 'far and away' are used.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• Have you heard <b>the very latest</b> news?</li><li>• You're <b>by far the best</b>.</li><li>• She's <b>far and away the most</b> beautiful girl.</li></ul>

## Reinforcing the comparative – Exercise – Fill in the blanks

Can you stay \_\_\_\_\_ longer?

One month at \_\_\_\_\_.

What is your budget? No \_\_\_\_\_ than \$800. What are you looking for \_\_\_\_\_?

I \_\_\_\_\_ took a peek.

exactly - more - already - most - much

## 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'	<b>Example:</b> <ul style="list-style-type: none"><li>You've been <b>very helpful</b>.</li><li>The children are <b>very excited</b> tonight.</li></ul>
➔ 'most' or 'so'	<b>Example:</b> <ul style="list-style-type: none"><li>The setting under the dome is <b>most effective</b>.</li><li>Your parents are <b>so nice</b> to me.</li></ul>

➔ 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

What \_\_\_\_\_ do you want to know?

Tomorrow is going to be the same \_\_\_\_\_ today.

What about the day \_\_\_\_\_ tomorrow?

There might be a \_\_\_\_\_ showers. It's just a \_\_\_\_\_ rainy season.

very - as - few - after - exactly

## The sentence – A2 level

### Degrees of qualification – Exercise – Text transformation

*Rewrite the following text using the superlative:*

This holiday weekend was better than the others. However, it was more tiring than the others. This one was longer than all the other weekends. Certainly, it was wetter than the rest of them. Altogether, it was busier than any other vacation.

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## A use of the comparative

- ▶ Sometimes a **comparative** may express an **opposition** between **two** elements without actually stating both elements, when a second element is implied.

### Example:

- The **younger** generation. (as opposed to 'the **older** generation')
- The **upper** classes. (as opposed to 'the **lower** classes')
- **Sooner** or **later**.

## A use of the comparative – Exercise – The right word

Our cases are now made with oak instead of pine, making them \_\_\_\_\_ and more attractive.

stronger - strongly - strongest



## 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 – Sentence practice

*Rewrite as in the example:*

The man instructed me, 'Check my brakes'.	The man instructed me to check his brakes.
He asked me, 'Change my rear tires'.	
He told me, 'Use unleaded gas'.	
He ordered me, 'Don't wash the windshield!'	

## 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**.

<p>▶ 'For' introduces some <b>infinitive clauses</b>.</p> <p><b>Note:</b> In an <b>infinitive clause</b>, any expression of <b>negation precedes</b> the <b>infinitive</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• I'll ask <b>my secretary to fax</b> you.</li><li>• Do you <b>expect him to pay</b> more?</li><li>• She'd like <b>for me to go</b> with you.</li></ul> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>• He <b>advised</b> me <b>not to wait</b>.</li></ul>
<p>▶ 'For' precedes <b>infinitive clauses</b> expressing <b>goals</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• I brought this book <b>for you to read</b>.</li></ul>
<p>▶ 'For' may also precede <b>objective infinitive clauses</b> that do not express goals.</p> <p><b>Note:</b> 'For' + <b>gerund</b> ('-ing' verb) introduces <b>clauses</b> expressing <b>cause</b>. However, this form is <b>not</b> considered an <b>infinitive clause</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• I'm waiting <b>for the rain to stop</b>.</li></ul> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>• He was punished <b>for forgetting</b> to do his homework.</li></ul>



# The sentence – A2 level

<p>➔ <b>Question words</b> followed by the <b>infinitive</b> can be used to <b>ask for information</b> in a <b>direct</b> or <b>indirect</b> way.</p> <p><b>Note:</b> The <b>question words</b> <b>what</b>, <b>which</b>, <b>how many</b>, and <b>how much</b> are sometimes followed by a <b>noun</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• I'm not sure <b>how to find</b> the offices from here.</li><li>• Could you let me know <b>when to start</b> my presentation?</li><li>• Have we decided <b>how much to spend</b> on advertising?</li><li>• I don't know <b>what to do</b> about the problem.</li><li>• No one was told <b>where to go</b>.</li></ul> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>• Can you tell me <b>which train to take</b>?</li><li>• We don't know <b>what tasks to do</b> first.</li><li>• She didn't say <b>how much time to spend</b> on the report.</li></ul>
<p>➔ The <b>infinitive</b> can also be preceded by <b>whether</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• Geena hasn't decided <b>whether to come</b> or not.</li></ul>
<p>➔ Also note that the <b>question word why</b> cannot be followed by the infinitive.</p>	

## Infinitive clauses – Exercise – Word order

you - the - know - do - from - there - get - to - how - hotel?

## 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.

### Use of 'so' to express a goal – Exercise – Sentence practice

*Answer the question as in the example:*

Why is he going to the beach? (he can surf)	He's going to the beach so he can surf.
Why are you wearing sunglasses? (I will not be recognized)	
Why are you going swimming? (I can cool off)	
Why are you renting a boat? (we can go shark fishing)	

### Use of 'so' to express a goal – Exercise – Word order

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need - I - to - money, - so I'm - on - save - tight - a - budget

## 'That' and dependent clauses

<p>➔ <b>Verbs</b> of knowledge, perception, opinion, agreement, affirmation, assumption, remembrance, forgetting, hope, surprise, and fear may <b>precede dependent clauses introduced by 'that.'</b> 'That' is often <b>omitted</b>.</p> <p><b>Note:</b> Such <b>dependent clauses</b> can be <b>elliptical</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>Do you <b>think (that)</b> Japan can outmatch the United States?</li> <li>They're <b>saying (that)</b> the sea's going to be very rough for three days.</li> </ul> <p><b>Example:</b> I don't like dogs. I know you <b>don't</b>.</p>
<p>➔ Main verbs expressing assumptions, suggestions, and requests necessitate use of the <b>subjunctive</b> mood in the explanatory <b>dependent clauses (introduced by 'that')</b> that follow them.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>He insists <b>that</b> she <b>come</b>.</li> </ul>
<p>➔ Following a verb like 'to tell,' 'to remind,' or 'to inform,' a <b>'that'</b> clause can be <b>preceded by the object</b> of the main verb.</p> <p><b>Note:</b> When the verb in such a case is 'to explain,' <b>'to'</b> precedes the indirect <b>object</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>He told <b>me that</b> she was ill.</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>I explained <b>to them that</b> it would be a good idea to go to Spain.</li> </ul>

## 'That' and dependent clauses – Exercise – Sentence practice

*Rewrite as in the example:*

We will have a picnic. (he asked)	He asked that we have a picnic.
We remember our origins on July 4th. (it is important)	
We will go to the fireworks display this evening. (Eugene asked)	
Everyone will take an umbrella. (the weatherman recommends)	

## Sequence of tenses with 'if'

- ➔ In sentences containing subordinate clauses expressing **conditions** (i.e., introduced by 'if', 'suppose', 'unless', etc.), the **sequence of tenses** is as follows:

**'if' + present/ future**

***Example:*** If you **go** to the beach, I'll **come** with you.

**'if' + preterite/present conditional**

***Example:*** If you **went** to the beach, I **would come** with you.

**'if' + past perfect/past conditional**

***Example:*** If you **had gone** to the beach, I **would have come**.



# The sentence – A2 level

## Use

<p>➔ To describe <b>future situations and conditions</b> that are <b>very likely to happen</b>, use the “<b>if + present + future</b>” form. This form is sometimes called the <b>real conditional</b> because it is used to talk about highly probable events.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• If they <b>arrive</b> late, I'll <b>show</b> them where the meeting room is.</li> <li>• We'll <b>sign</b> the contract <b>if</b> they <b>agree</b> to our conditions.</li> </ul>
<p>➔ To talk about <b>future situations and conditions</b> that are <b>more theoretical and slightly less likely</b>, you may use the <b>if + preterite + present conditional</b> form.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• If sales <b>rose</b>, our budget <b>would increase</b>.</li> <li>• Our performance <b>would improve</b> if we <b>hired</b> a specialist.</li> </ul>
<p>➔ To describe what <b>could have been done</b> in a <b>past situation</b>, but can <b>no longer be changed</b>, use the <b>if + past perfect + past conditional</b> form.</p> <p>➔ This is the <b>conditional form</b> used to <b>express regrets</b> and to say <b>how a situation might have been different</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• If they <b>had finished</b> the report on time, we <b>would have proceeded</b> to the second stage of the project.</li> <li>• She <b>would have come</b> to the conference <b>if</b> she <b>had found</b> a flight from London.</li> </ul> <p><b>Note:</b> You may <b>inverse the structure</b> of these <b>conditional forms</b> to achieve the <b>same meaning</b>.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• If you <b>went</b> to lunch now, I <b>would go</b> with you. (I <b>would go</b> with you <b>if</b> you <b>went</b> to lunch now.)</li> </ul>

## Sequence of tenses with 'if' – Exercise – The right word

If you pay us in Yuan, you \_\_\_\_\_ pay our Shanghai office.

is - will - settle - are – be

## The sentence – A2 level

### Sequence of tenses with 'if' – Exercise – Sentence practice

*Rewrite as in the example:*

If you (pay / paid) us in Yuan, you'll pay our Shanghai office.	If you pay us in Yuan, you'll pay our Shanghai office.
If you (send / sent) us the contract, we'll sign it immediately.	
If we (had / have) a dispute, we'll settle it according to U.S. law.	
If you (ordered / order) more than 10,000 units, we'll give you a 15% discount.	



## The impersonal structure

### The impersonal structure

An **impersonal structure**, used to talk about **people in general**, is constructed as follows:

<p><b>A</b> - The <b>passive form without the agent</b>. This is only possible if the active sentence contains a direct object.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>The castle <b>was built</b> in 1478. (Active sentence: <b>Somebody</b> built the castle in 1478.)</li> <li>We <b>are expected</b> at 7 o'clock. (Active sentence: <b>Someone</b> expects us at 7 o'clock.)</li> </ul>
<p><b>B</b> - The personal pronouns <b>we, you, they</b>.</p> <ul style="list-style-type: none"> <li>➔ <b>We</b> when the <b>speaker</b> is <b>included</b> in the group of people in question.</li> <li>➔ <b>You</b> when the <b>listener</b> is <b>included</b> in the group of people in question, but the speaker, in general, isn't.</li> <li>➔ <b>They</b> when <b>neither the speaker nor listener</b> are included in the group of people in question.</li> </ul>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li><b>We</b> drive on the left side of the road. (In this case, the speaker is British.)</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li><b>You</b> drink a lot of tea in Britain. (In this case, the listener is British.)</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li><b>They</b> are very friendly in Ireland.</li> </ul>
<p><b>C</b> - <b>People</b> (plural meaning), <b>somebody / someone</b> (singular meaning).</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li><b>People</b> think he's funny.</li> <li><b>Someone's</b> on the phone for you.</li> </ul>
<p><b>D</b> - The indefinite pronoun <b>one</b> in <b>proverbs</b> or other expressions of that type.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li><b>One</b> never knows. (More familiar: <b>You</b> never know.)</li> </ul>
<p><b>E</b> - <b>There is + noun with a verbal meaning</b></p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li><b>There is a knock</b> at the door.</li> </ul>

### The impersonal structure – Exercise – Word order

into - avoid - of - heights - afraid - people - going - skyscrapers

## Diplomatic constructions

Certain **grammatical constructions** may be employed to make oral or written expression **more diplomatic**. These constructions help **create a diplomatic tone** by **distancing** the **speaker** from the action or situation described.

<p>➔ To make an audience feel <b>implicated</b> in something, the <b>pronoun we</b> is often used in place of other <b>personal pronouns</b>, such as <b>I</b> or <b>you</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>Less diplomatic:</b> <b>I'm</b> taking steps to transfer some of our activity overseas.</li> <li>• <b>More diplomatic:</b> <b>We're</b> taking steps to transfer some of our activity overseas.</li> </ul>
<p>➔ The <b>passive tense</b> may be used to make events or actions seem more impersonal.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>Less diplomatic:</b> <b>We're going to cut</b> spending.</li> <li>• <b>More diplomatic:</b> Spending <b>will be cut</b>.</li> </ul>
<p>➔ The <b>second conditional tense</b> can be employed to emphasize that a situation is <b>tentative</b> rather than <b>certain</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>If we moved</b> our headquarters, it <b>would</b> be in June.</li> <li>• <b>If the company accepted</b> the takeover bid, it <b>would</b> be under the conditions we negotiated.</li> </ul>
<p>➔ Constructions of <b>impersonal obligation</b> also <b>distance</b> the <b>speaker</b> from the action or situation being described. These constructions include the <b>verb to oblige</b> and the <b>modal must</b>.</p> <p><b>Note:</b> Constructions of <b>impersonal obligation</b> imply that <b>external, impersonal forces, such as economic trends or law</b>, are determining a situation or decision. Also note that <b>to oblige</b> is often used in the <b>passive tense</b> to create an even stronger effect of distance.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Current economic trends <b>oblige us</b> to invest more in foreign markets.</li> <li>• Given financial forecasts, we <b>must</b> act now to encourage growth.</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Following last year's poor results, <b>we're obliged</b> to trim the budget.</li> </ul>



## The sentence – A2 level

**Mastering English expression** includes the ability to recognize and use **figures of speech** that make communication more **diplomatic**. Among the most common of these figures are **litotes**, **periphrases**, and **euphemisms**.

<p>➔ <b>Litotes</b> are figures of speech in which a <b>negated antonym</b> is used to make an <b>understatement</b> (reducing the importance of something) or to <b>emphasize a positive affirmation</b>. In the following examples, <b>litotes</b> are followed by their <b>equivalent sense</b> in brackets.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Our efforts have <b>not</b> been <b>unsuccessful</b>. (Our efforts have been successful.)</li> <li>• Finishing such a difficult task is <b>no small achievement</b>. (Finishing such a difficult task is a big achievement.)</li> <li>• We're <b>not unhappy</b> with the results. (We're pleased with the results.)</li> </ul>
<p>➔ <b>Periphrasis</b> involves the use of complex, wordy phrasing in the place of simple, direct speech. This <b>figure of speech</b> is employed using a variety of grammatical constructions.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• We're <b>in the midst of discussing our differences</b>. (We're <b>debating</b>.)</li> <li>• The two companies <b>have embarked on what could be a powerful, long-lasting partnership</b>. (The two companies <b>have merged</b>.)</li> <li>• They <b>were obliged to discontinue operations</b>. (They <b>closed down</b>.)</li> </ul>
<p>➔ A <b>euphemism</b> is a type of <b>periphrasis</b>, and a mainstay of polite or 'politically correct' communication. This <b>figure of speech</b> makes expression more <b>diplomatic</b> by <b>softening</b> the content of the speaker's discourse.</p> <p>➔ <b>Euphemisms</b> are words or expressions that <b>replace sensitive, taboo, or offensive counterparts</b>. They also might serve to <b>valorize</b> an object or a profession.</p> <p><b>Note:</b> <b>Euphemisms</b> must be used with particular care, as what is considered polite or offensive evolves quickly and varies widely across cultures.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• We offer <b>economical</b> products for the household (<b>inexpensive</b> household products).</li> <li>• They're working to respond appropriately to the <b>incident</b> (<b>crisis</b> or <b>accident</b>).</li> <li>• The strategy <b>fell short</b>. (The strategy <b>failed</b>.)</li> <li>• He makes a good <b>living</b>. (He makes good <b>money</b>.)</li> <li>• We specialize in health care services for <b>seniors</b> (<b>elderly people</b>).</li> </ul>

## The sentence – A2 level

Because English is spoken around the globe, you may encounter both native and non-native English speakers whose **accents** you find difficult to understand. Below are some suggestions for dealing with these kinds of situations **diplomatically**.

<p>➔ It is important to be diplomatic when asking someone to repeat information. You can do this by using <b>adverbs</b> such as <b>quite</b> to soften your request. You can also use expressions like <b>I'm afraid</b> to convey polite regret, or <b>would you mind</b> to show consideration for the other person's feelings.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• I'm sorry; I didn't <b>quite</b> catch your name.</li> <li>• <b>I'm afraid</b> I didn't get the name of the company. Could you say it again?</li> <li>• <b>Would you mind</b> giving me that address again more slowly?</li> </ul>
<p>➔ If you ask people to repeat everything they have just said, they may find it frustrating. Furthermore, you may not understand them better if they say the same thing in the same way. When possible, ask someone to repeat <b>only the information that you find unclear</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• I'll meet you at the airport. Sorry, <b>what time</b> did you say you were getting in?</li> </ul> <p>I'm afraid I didn't catch the whole address. <b>Can you repeat the zip code?</b></p>
<p>➔ If you are not sure you have understood someone, it is a good idea to <b>rephrase</b> what you think the person has said. You can do this with an <b>affirmative sentence</b> beginning with an expression like <b>in other words</b> or <b>so</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>In other words</b>, you think we should find a new supplier before the end of the year.</li> <li>• <b>So</b>, you would like training for the new people in your department.</li> </ul>
<p>➔ You can also rephrase what someone has said with a <b>question</b> beginning with <b>did you say</b> or <b>do you mean</b>.</p> <p><b>Note:</b> In the United States, you are very likely to encounter people from a wide variety of backgrounds. It is preferable <b>not to mention</b> someone's accent unless he/she does first. However, it is appropriate in a casual business environment to ask people where they are from and tell them about your own country. This can help everyone feel more at ease.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>Did you say</b> you wanted to buy 100 units?</li> <li>• <b>Do you mean</b> you won't be able to deliver before next week?</li> </ul>

## The sentence – A2 level

When giving bad news or informing someone of a problem, you may wish to **minimize the negative information** in order to reassure the person you are speaking to.

<p>➔ To minimize a problem in a general way, you can use the expression <b>nothing to worry about</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• There are a few bugs in the program, but they're <b>nothing to worry about</b>.</li> <li>• They won't affect your work at all.</li> </ul>
<p>➔ You can convey that a problem is not very important, or make it seem less serious than it is, by using expressions such as <b>a bit</b> or <b>a little</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Dr. Gantry is running <b>a bit</b> late today. Please wait in the waiting room.</li> <li>• The office can seem <b>a little</b> noisy at first, but it gets quieter in the afternoon.</li> </ul>
<p>➔ You can use constructions with <b>should + infinitive</b> or <b>shouldn't + infinitive</b> to say that you expect a problem will not have serious consequences.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• The delivery will arrive on Tuesday instead of Monday, but that <b>shouldn't be</b> a problem.</li> <li>• There's a lot of traffic on the highway, but I <b>should</b> still <b>make it</b> to the meeting on time.</li> </ul>
<p>➔ Some idiomatic expressions, such as <b>in no time</b>, <b>any minute</b>, and <b>before you know it</b>, are used to make delays or waiting times seem shorter.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Don't worry; we'll have your car fixed <b>in no time</b>.</li> <li>• Mr. Simmons hasn't arrived yet, but he should be here <b>any minute</b>.</li> <li>• Please have a seat. Ms. Folger will be back <b>before you know it</b>.</li> </ul>
<p>➔ To suggest that difficulties that arise in the course of a new project are typical and not very serious, you can use expressions such as <b>teething problems</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• We had some trouble getting organized at first, but we were just having <b>teething problems</b>. We've got a good procedure in place now.</li> </ul>

## The sentence – A2 level

To **interrupt someone** in a polite way, you can use several constructions.

➔ When you wish to interrupt someone who is engaged in an activity, such as a meeting or a conversation, you can use constructions such as **may I interrupt**, **I'm sorry to interrupt**, or **I'm sorry/I apologize for interrupting**.

**Example:**

- **I'm sorry to interrupt** the meeting, Sanjay, but you have an urgent call on line 3.
- **May I interrupt** for just a moment?
- Linda Carson has arrived and is waiting in the reception area, Bill.
- **I apologize for interrupting** while you're on the phone, but something urgent's come up and I need to step out for a few minutes.
- **Person 1:** I think the best approach we can take is--
- **Person 2:** **I'm sorry to interrupt**, but I have to answer the phone.

➔ When someone is **speaking to you** and you need to interrupt them, you can also use constructions with the **modals would or could**. **Question forms** such as **would/could you please excuse me?** and **would/could you give me a moment?** are common.

**Example:**

- **Would you please excuse me** for a moment? I need to attend to a client.
- I'm sorry, **could you please give me a moment?** I need to sign for some packages.
- **Could you just give me a second?** I have to take this call. (less formal)

**Note:** When interrupting someone during a conversation, it is common to use expressions like **just a moment** or **just a second** to emphasize that the interruption will not be long.

## The sentence – A2 level

<ul style="list-style-type: none"> <li>➔ Another way of interrupting someone while you are having a conversation is to use the construction <b>I'm going to have to + verb</b>.</li> <li>➔ This construction is often preceded by expressions like <b>I'm afraid</b> or <b>I'm sorry</b>.</li> </ul>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• I'm afraid I'm going to have to take this call.</li> <li>• I'm sorry, but I'm going to have to go upstairs for just a moment.</li> </ul>
<ul style="list-style-type: none"> <li>➔ A more <b>idiomatic way of interrupting someone</b> while you are speaking to them is to use the expression <b>hold that thought</b>.</li> <li>➔ You can say <b>hold that thought</b> to express to someone that you would like to continue the conversation in just a few moments.</li> </ul>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Could you please <b>hold that thought</b>? I'll be back in just a moment.</li> </ul>

When making **difficult requests** or **giving orders**, you can use different constructions to make your sentences **more diplomatic**.

<ul style="list-style-type: none"> <li>➔ Instead of using an <b>imperative form</b>, which can sometimes be perceived as aggressive, you can use a <b>verb</b> such as <b>ask</b>, <b>request</b>, or <b>insist</b> followed by a <b>subjunctive clause</b>.</li> </ul>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• I'm sorry but we <b>insist that guests vacate their rooms by 11:00</b>.</li> </ul>
<ul style="list-style-type: none"> <li>➔ To give the impression that you are making a request because you are <b>obliged to</b>, you can use <b>have to</b> or <b>must</b> before the <b>main verb</b>.</li> </ul>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• I'm sorry, but I <b>must</b> ask you to pay this bill by the end of the week.</li> </ul>
<ul style="list-style-type: none"> <li>➔ To make the order or request seem <b>even less direct</b> and thus more diplomatic, you can use a <b>future form</b> such as <b>will</b> or <b>going to</b> before <b>have to</b>.</li> </ul>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• I'm afraid I'm <b>going to</b> have to ask you to come back tomorrow.</li> </ul>

# The sentence – A2 level

When someone makes a request or demand and you want to **refuse in a diplomatic way**, you can use several constructions.

<ul style="list-style-type: none"><li>➔ <b>Conditional or modal</b> structures with <b>modal verbs</b> like <b>can, could, may, or might</b> are commonly used to make diplomatic refusals.</li><li>➔ Sometimes, these are used to convey that you might have been able to grant a request if conditions were different. These kinds of constructions are often preceded or followed by <b>apologetic expressions</b> such as <b>I'm sorry, I'm afraid, or unfortunately.</b></li></ul>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• <b>If I could help</b> you, I <b>would</b>, but <b>I'm afraid</b> that only employees are allowed to consult the archives.</li><li>• I wish I <b>could let</b> you in, but <b>I'm sorry to say</b> I simply <b>can't</b> at this time.</li><li>• <b>Unfortunately</b>, I don't have any availability. <b>If you had called</b> ahead, I <b>might have been able to</b> schedule you for today.</li><li>• <b>I'm sorry</b>, but we only have two tables and they're reserved. We <b>would have set one aside</b> for you <b>if you had requested</b> it ahead of time.</li></ul>
<ul style="list-style-type: none"><li>➔ You can use <b>future structures</b> such as <b>won't be able to</b> or <b>that's not going to be possible</b> to make a refusal in a <b>firm, but still diplomatic, way</b>. These constructions may be used when someone has <b>insisted on a request</b> several times and you need to convey that you are <b>not able to change your position</b>. Remember to use these constructions with <b>apologetic expressions</b> to soften your tone a bit.</li></ul>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• <b>Person 1:</b> Can you make an exception for me, just this once? I don't think it would be a problem if I went to his office.</li><li>• <b>Person 2:</b> <b>I'm sorry, but that's not going to be possible.</b> I have to respect company policy.</li><li>• I <b>won't be able to</b> give you a refund, <b>I'm afraid</b>. As I said, you can only return items for 30 days after purchase.</li></ul>

## Diplomatic constructions – Exercise – Text transformation

*Rewrite the text using the appropriate tense and mood:*

As stated in the contract, we (expect / prefer) to receive payment within three weeks. If payment is not sent on the agreed date, (you have to send / we would appreciate) a letter to inform us. When we have received this letter, (we will agree on / we will give you) a new date for the payment. (Funds / Money) should be sent by the new, agreed date for payment.

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## The sentence - Solutions

### Affirmative/negative sentences, word order – Solution(s)

#### The negative form – Solution(s)

#### The negative form – Exercise – Sentence practice

Answer the question as in the example:

Did you find an apartment?	No, I haven't found one yet.
Did you talk to the landlord?	No, I haven't talked to him yet. No, I haven't talked to the landlord yet. No, I have not talked to him yet. No, I have not talked to the landlord yet. No, we haven't talked to him yet. No, we haven't talked to the landlord yet. No, we have not talked to him yet. No, we have not talked to the landlord yet.
Did you read the classifieds?	No, I haven't read them yet. No, I haven't read the classifieds yet. No, I have not read them yet. No, I have not read the classifieds yet. No, we haven't read them yet. No, we haven't read the classifieds yet. No, we have not read them yet. No, we have not read the classifieds yet.
Have you taken a day off?	No, I haven't taken a day off yet. No, I haven't taken one yet. No, I have not taken a day off yet. No, I have not taken one yet. No, we haven't taken a day off yet. No, we haven't taken one yet. No, we have not taken a day off yet. No, we have not taken one yet.

#### The negative form – Exercise – Word order

A toothbrush isn't used for your hair!

.....

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

'There is' - 'There are'– Exercise – Word order

Is there really a pot of gold at the end of a rainbow?

.....

Negation of the indefinite article – Solution(s)

Negation of the indefinite article – Exercise – Word order

We couldn't see a thing!

Negation of the indefinite article – Exercise – Text transformation

*Put the following text into the negative form:*

There are some nice cars on sale at the car lot. There is a nice used sedan. I got a loan from my bank to pay for it. Do you have two cars? There are other passengers besides me. I have air conditioning in my old station wagon.

There aren't any nice cars on sale at the car lot. There isn't a nice used sedan. I didn't get a loan from my bank to pay for it. Don't you have two cars? There aren't any other passengers besides me. I have no air conditioning in my old station wagon.

.....

Questions – Solution(s)

Questions without interrogative words – Solution(s)

Questions without interrogative words – Exercise – The right word

Is this what you wanted?

Questions without interrogative word – Fill in the blanks

I just **picked** up the car at the garage.  
They already **rotated** the tires and **changed** the oil.  
**Did** you drive it yet?  
I **drove** it to work once already.

.....



## 'How long' – Solution(s)

### 'How long' – Exercise – Fill in the blanks

- What** do you do for a living?
- Which** city are you visiting?
- How** long are you going to stay?
- Where** will you be living?
- Do you know **why** there's so much poverty?

## Past interrogatives – Solution(s)

### Past interrogatives – Exercise– Sentence practice

*Answer the question as in the example:*

The weather was great.	Was it that great?
It was cloudy.	Was it that cloudy?
The water was cold.	Was it that cold?
We were unhappy.	Were you that unhappy? Were we that unhappy?

## Question-tags – Solution(s)

### Question-tags – Exercise – Sentence practice

*Rewrite the following sentences as in the example:*

Tomorrow is Friday. (Thursday)	Tomorrow is Thursday, isn't it?
It's supposed to hail. (rain)	It's supposed to rain, isn't it?
We're going kayaking. (canoeing)	We're going canoeing, aren't we? You're going canoeing, aren't you?
They're going south. (north)	They're going north, aren't they?

**Question-tags – Exercise – Text transformation**

*Rewrite the text using question tags:*

You're American. It doesn't rain a lot in America. Some people like drizzle. You don't have an umbrella. It can be scorching in America as well. You don't even feel the cold. You do like lightning, though. It looks like a storm's on the way.

You're American, aren't you? It doesn't rain a lot in America, does it? Some people like drizzle, don't they? You don't have an umbrella, do you? It can be scorching in America as well, can't it? You don't even feel the cold, do you? You do like lightning, though, don't you? It looks like a storm's on the way, doesn't it?

.....

**Direct and indirect questions – Solution(s)**

**Direct and indirect questions – Exercise – Fill in the blanks**

**After** two hours traveling, you arrive in Washington.  
You go **to** a restaurant **for** a well deserved dinner.  
You sit **down** and the waiter asks you **what** you would like to drink.

**Direct and indirect questions – Exercise – Word order**

Are you sure that global warming doesn't exist?

.....

**Short answers – Solution(s)**

**Uses of 'so' – Solution(s)**

**Uses of 'so' – Exercise - Word order**

You should have said so.

.....

## Expressions of emphasis – Solution(s)

### Expressions of emphasis – Exercise – Text transformation

**Rewrite the text using the most emphatic option:**

This product (only / now) costs \$42. It's (best / main) feature is its small size. And it's on sale today, so you could save (some / a lot of) money. As you can see, it's (a / a real) bargain.

This product only costs \$42. It's best feature is its small size. And it's on sale today, so you could save a lot of money. As you can see, it's a real bargain.

## Confirmation of understanding – Solution(s)

### Confirmation of understanding – Exercise – The right word

I **hear** what you're saying, but unfortunately there is nothing I can do for you for the time being.

## Comparisons – Solution(s)

### 'To get' + adjective – Solution(s)

### 'To get' + adjective – Exercise – Grammar practice

**Rewrite as in the example:**

To cool down	To get cooler
To warm up	to get warmer
To become wet	to get wet
To improve	to get better
To prepare	to get ready
To get out of bed	to get up
To dress	to get dressed

.....

# The sentence – A2 level

## 'As much as' - 'As many as' – Solution(s)

### 'As much as' - 'As many as' – Exercise – Sentence practice

*Rewrite the following sentences as in the example:*

He saw two houses. She saw two houses.	He saw as many houses as she did.
That house has three bedrooms. This house has three bedrooms.	That house has as many bedrooms as this house. That house has as many bedrooms as this house does. That house has as many as this house. That house has as many as this house does.
I read hundreds of ads. You read hundreds of ads.	I read as many ads as you did. I read as many ads as you. I read as many as you did. I read as many as you.
He walked a lot. She walked a lot.	He walked as much as she did. He walked as much as she. He walked as much as her.

## 'The same . . . as' – Solution(s)

### 'The same . . . as' – Exercise – Sentence practice

*Express the following sentences in a different way:*

Annette and Drew are in the same canoe.	Annette is in the same canoe as Drew.
You and I have the same shirt.	You have the same shirt as me. You have the same shirt as I. You have the same shirt as I do.
You and he like the same sports.	You like the same sports as him. You like the same sports as he. You like the same sports as he does.
Terry and Franco are canoeing the same day.	Terry is canoeing the same day as Franco. Terry's canoeing the same day as Franco.

# The sentence – A2 level

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

Tomorrow, Friday, is going to be the same as today.

.....

## Regular comparatives – Solution(s)

## Regular comparatives – Exercise – The right word

This product is **more** expensive than the others.

## Regular comparatives – Exercise – Sentence practice

*Modify to express comparative superiority:*

He has a good computer.	He has a better computer.
He's a bad manager.	He's a worse manager.
She offered us cheap rates.	She offered us cheaper rates.
Nanos Telecom offers a fast connection.	Nanos Telecom offers a faster connection.

.....

## Irregular comparatives – Solution(s)

## Irregular comparatives – Exercise – Sentence practice

*Modify to express comparative superiority:*

We need time.	We need more time.
Nanos Telecom provides Internet services.	Nanos Telecom provides more Internet services.
We want personal service.	We want more personal service.
My boss makes decisions.	My boss makes more decisions.

# The sentence – A2 level

## Irregular comparatives – Exercise – Text transformation

*Rewrite the following text using the comparative:*

This second floor apartment is a good deal; that one is not a very good deal. This one is large; that one is small. This equipped kitchen is new; that one is old. This apartment is far; that apartment is near.

This second floor apartment is a better deal than that one. This one is larger than that one. This equipped kitchen is newer than that one. This apartment is further than that apartment.

.....

## Regular superlatives – Solution(s)

### Regular superlatives – Exercise – Grammar practice

*Modify to express superlative superiority:*

Good	The best
Late	The latest The last
Bad	The worst
Much	The most
Pretty	The prettiest
Busy	The busiest
Sad	The saddest

## Regular superlatives – Exercise – The right word

That play was **the most interesting** one I've ever seen.

## Regular superlatives – Exercise – Word order

Summer vacation is the happiest time in anyone's life.

.....

## Irregular superlatives – Solution(s)

### Irregular superlatives – Exercise – Grammar practice

*Modify to express superlative superiority:*

Bad proposal	The worst proposal
High quality	the highest quality
Close factory	the closest factory
Late meeting	the latest meeting
Large discount	the largest discount
Good distributor	the best distributor
Big expense	the biggest expense

## Irregular superlatives – Exercise– The right word

We are looking for the **best** distributor in Europe.

.....

## Reinforcing the comparative – Solution(s)

### Reinforcing the comparative – Exercise – Fill in the blanks

Can you stay **much** longer?

One month at **most**.

What is your budget? No **more** than \$800. What are you looking for **exactly**?

I **already** took a peek.

.....

## Degrees of qualification – Solution(s)

### Degrees of qualification – Exercise – Fill in the blanks

What **exactly** do you want to know?

Tomorrow is going to be the same **as** today.

What about the day **after** tomorrow? There might be a **few** showers.

It's just a **very** rainy season.

# The sentence – A2 level

## Degrees of qualification – Exercise – Text transformation

*Rewrite the following text using the superlative:*

This holiday weekend was better than the others. However, it was more tiring than the others. This one was longer than all the other weekends. Certainly, it was wetter than the rest of them. Altogether, it was busier than any other vacation.

This holiday weekend was the best. However, it was the most tiring. Of all the other weekends this one was the longest. Certainly, it was the wettest. Altogether, it was the busiest.

.....

## A use of the comparative – Solution(s)

### A use of the comparative – Exercise – The right word

Our cases are now made with oak instead of pine, making them **stronger** and more attractive.

.....

## Infinitive clauses – Solution(s)

### Verb + infinitive clause – Solution(s)

### Verb + infinitive clause – Exercise – Sentence practice

*Rewrite as in the example:*

The man instructed me, 'Check my brakes'.	The man instructed me to check his brakes.
He asked me, 'Change my rear tires'.	He asked me to change his rear tires.
He told me, 'Use unleaded gas'.	He told me to use unleaded gas.
He ordered me, 'Don't wash the windshield!'	He ordered me not to wash the windshield.

.....

## Infinitive clauses – Solution(s)

### Infinitive clauses – Exercise – Word order

Do you know how to get there from the hotel?

.....



**Dependent clauses – Solution(s)**

**Use of 'so' to express a goal – Solution(s)**

**Use of 'so' to express a goal – Exercise – Sentence practice**

*Answer the question as in the example:*

Why is he going to the beach? (he can surf)	He's going to the beach so he can surf.
Why are you buying ice cream? (Mateen will stop complaining)	I'm wearing sunglasses so I will not be recognized. I am wearing sunglasses so I will not be recognized. I'm wearing sunglasses so I won't be recognized. I am wearing sunglasses so I won't be recognized. I'm wearing them so I will not be recognized. I am wearing them so I will not be recognized. I'm wearing them so I won't be recognized. I am wearing them so I won't be recognized.
Why is Tom staying out of the water? (Vince will stop splashing him)	I'm going swimming so I can cool off. I am going swimming so I can cool off.
Why are you getting your shovel? (Tom can build a sandcastle)	We're renting a boat so we can go shark fishing. We are renting a boat so we can go shark fishing. I'm renting a boat so we can go shark fishing. I am renting a boat so we can go shark fishing.

**Use of 'so' to express a goal – Exercise – Word order**

I need to save money, so I'm on a tight budget.

.....

'That' and dependent clauses – Solution(s)

'That' and dependent clauses – Exercise – Sentence practice

Rewrite as in the example:

We will have a picnic. (he asked)	He asked that we have a picnic.
We remember our origins on July 4th. (it is important)	It is important that we remember our origins on July 4th.
We will go to the fireworks display this evening. (Eugene asked)	Eugene asked that we go to the fireworks display this evening.
Everyone will take an umbrella. (the weatherman recommends)	The weatherman recommends that everyone take an umbrella. The weatherman recommends everyone take an umbrella.

Sequence of tenses with 'if' – Solution(s)

Sequence of tenses with 'if' – Exercise – The right word

If you pay us in Yuan, you **will** pay our Shanghai office.

# The sentence – A2 level

## Sequence of tenses with 'if' – Exercise – Sentence practice

*Rewrite as in the example:*

<b>If you (pay / paid) us in yuan, you'll pay our Shanghai office.</b>	<b>If you pay us in yuan, you'll pay our Shanghai office.</b>
If you (send / sent) us the contract, we'll sign it immediately.	If you send us the contract, we'll sign it immediately. If you send us the contract, we will sign it immediately.
If we (had / have) a dispute, we'll settle it according to U.S. law.	If we have a dispute, we'll settle it according to U. S. law. If we have a dispute, we will settle it according to U.S. law.
If you (ordered / order) more than 10,000 units, we'll give you a 15% discount.	If you order more than 10,000 units, we'll give you a 15% discount. If you order more than 10,000 units, we will give you a 15% discount.

## The impersonal structure – Solution(s)

## The impersonal structure – Solution(s)

## The impersonal structure – Exercise – Word order

People afraid of heights avoid going into skyscrapers.

## Diplomatic constructions – Exercise – Text transformation

*Rewrite the text using the appropriate tense and mood:*

As stated in the contract, we (expect / prefer) to receive payment within three weeks. If payment is not sent on the agreed date, (you have to send / we would appreciate) a letter to inform us. When we have received this letter, (we will agree on / we will give you) a new date for the payment. (Funds / Money) should be sent by the new, agreed date for payment.

As stated in the contract, we prefer to receive payment within three weeks. If payment is not sent on the agreed date, we would appreciate a letter to inform us. When we have received this letter, we will agree on a new date for the payment. Funds should be sent by the new, agreed date for payment.

ENGLISH

SPANISH

FRENCH

GERMAN

ITALIAN

DUTCH

