



Speaking | Listening | Writing | Reading | **Grammar | Vocabulary**

Grammar-Vocabulary WORKBOOK

A complementary resource to your online TELL ME MORE Training

Learning Language: English

The sentence B1

Forward

What are TELL ME MORE® Grammar-vocabulary workbooks?

TELL ME MORE® grammar-vocabulary workbooks gather most the grammar and vocabulary explanations available in TELL ME MORE.

They are a complimentary resource to your TELL ME MORE online language program.

6 workbooks per level are available addressing the following topics:

- Nominal and modifiers
- Mood, voice and auxiliaries
- The sentence
- The verbal group
- Linking words
- Vocabulary



Using TELL ME MORE® Grammar-vocabulary workbooks:

Most of the grammar and vocabulary explanations are accompanied with exercises, in order to help you put what you learn in practice.

At the end of each workbook, you can retrieve the solutions to the different exercises.

Don't forget to login to your TELL ME MORE account in order to practice all skills!

TELL ME MORE® Grammar/Vocabulary workbooks:

Language: **English**

Level: **B1 (Intermediate+)**

Topics covered: The sentence

About TELL ME MORE

TELL ME MORE is a provider of technological solutions, digital content and distant services for foreign language teaching aimed at individuals, employees and students.

TELL ME MORE® is currently being used by more than 7 million learners worldwide in more than 10,000 organizations and training centers. Based in Paris, Auralog also has offices in the China, U.S., Italy, Germany, Spain, and Mexico.

Auralog® / TELL ME MORE® – Copyright © 2011 – All rights reserved.

This document contains Auralog® / TELL ME MORE® proprietary information. Any disclosure, distribution, copying or unauthorized use hereof is prohibited.

Photo credits: Thinkstock®

Table of Contents

THE SENTENCE	5
<i>AFFIRMATIVE/NEGATIVE SENTENCES, WORD ORDER</i>	<i>5</i>
The negative form.....	5
Negation of the indefinite article	6
Emphatic 'do'.....	7
<i>QUESTIONS.....</i>	<i>8</i>
Questions without interrogative words.....	8
Past interrogatives	10
Question-tags	11
Direct and indirect questions.....	12
<i>SHORT ANSWERS.....</i>	<i>14</i>
Tags - Short answers	14
<i>COMPARISONS.....</i>	<i>15</i>
Comparing equals	15
'As much as' - 'As many as'	16
Regular comparatives.....	17
Irregular comparatives.....	20
Similarity: 'like' and 'as'.....	21
Reinforcing the comparative.....	22
Degrees of qualification	23
<i>DIRECT INDIRECT SPEECH.....</i>	<i>25</i>
The sequence of tenses.....	25
<i>INFINITIVE CLAUSES.....</i>	<i>27</i>
Verb + infinitive clause	27
<i>DEPENDENT CLAUSES</i>	<i>29</i>
Use of 'so' to express a goal	29
'That' and dependent clauses	30
Sequence of tenses with 'if'	31
<i>THE IMPERSONAL STRUCTURE</i>	<i>33</i>
The impersonal structure.....	33

The sentence – B1 level

THE SENTENCE - SOLUTIONS	35
<i>AFFIRMATIVE/NEGATIVE SENTENCES, WORD ORDER – SOLUTION(S)</i>	<i>35</i>
The negative form – Solution(s)	35
Negation of the indefinite article – Solution(s).....	35
Emphatic 'do' – Solution(s)	35
<i>QUESTIONS – SOLUTION(S)</i>	<i>36</i>
Questions without interrogative words – Solution(s)	36
Past interrogatives – Solution(s)	36
Question-tags – Solution(s)	36
Direct and indirect questions – Solution(s)	37
<i>COMPARISONS – SOLUTION(S).....</i>	<i>37</i>
Comparing equals – Solution(s).....	37
'As much as' - 'As many as' – Solution(s)	38
Regular comparatives.....	38
Irregular comparatives – Solution(s)	39
Similarity: 'like' and 'as' – Solution(s)	40
Reinforcing the comparative – Solution(s).....	40
Degrees of qualification – Solution(s)	41
<i>DIRECT INDIRECT SPEECH – SOLUTION(S).....</i>	<i>42</i>
The sequence of tenses – Solution(s).....	42
<i>INFINITIVE CLAUSES – SOLUTION(S).....</i>	<i>43</i>
Verb + infinitive clause – Solution(s).....	43
<i>DEPENDENT CLAUSES – SOLUTION(S)</i>	<i>43</i>
Use of 'so' to express a goal – Solution(s)	43
'That' and dependent clauses – Solution(s)	44
Sequence of tenses with 'if' – Solution(s)	44
<i>THE IMPERSONAL STRUCTURE – SOLUTION(S)</i>	<i>44</i>
The impersonal structure – Solution(s).....	44

The sentence

Affirmative/negative sentences, word order

The negative form

<p>➔ A negative sentence is formed by adding not (or n't in the shortened form):</p> <ul style="list-style-type: none"> ▪ to an auxiliary (have, be, do, must, can...). ▪ to 'be' and 'have' when they are used as main verbs. 	<p>Example:</p> <ul style="list-style-type: none"> • 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.
<p>➔ When the positive sentence does not have an auxiliary, the auxiliary do is used in the negative form.</p>	<p>Example:</p> <ul style="list-style-type: none"> • 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 – Sentence practice

Answer the question as in the example:

Did you go to the restaurant? (yes)	Yes, I went to the restaurant
Did the children finish their vegetables? (no)	
Did you really meet her at a Dairy King? (yes)	
Did we buy ketchup? (yes)	

The negative form – Exercise – Word order

my - isn't - enough - cooked - meat - !

Negation of the indefinite article

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

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

any - don't - honey, - I - want - thank - you



The sentence – B1 level

Emphatic 'do'

Simple affirmative clauses may include the **modal auxiliary 'do'** to express **emphasis**.

'Do' may serve any of the following purposes:

<p>➔ Insistence on the speaker's or writer's point of view; confirmation of what precedes</p>	<p>Example:</p> <ul style="list-style-type: none">• She does look pretty.• He said it would rain and it did rain.• You did get the contract I sent you, didn't you? <p>Note: The main verb is sometimes omitted.</p> <p>Example:</p> <ul style="list-style-type: none">• I was sure I would fail and I did.
<p>➔ Contradiction</p>	<p>Example:</p> <ul style="list-style-type: none">• He didn't come to the party yesterday.• He did come but he didn't stay long.
<p>➔ Persuasion using the imperative</p>	<p>Example:</p> <ul style="list-style-type: none">• 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

But I _____ enjoy last night's meal!

do - don't - done - doing - does - did

Questions

Questions without interrogative words

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

<p>➔ Be + subject</p>	<p>Example:</p> <ul style="list-style-type: none"> • Are you married? • Is John a policeman?
<p>➔ Do + subject + verb</p>	<p>Example:</p> <ul style="list-style-type: none"> • Do they have a television? • Did she understand what I said?
<p>➔ Can/Could + subject + verb</p> <p>The modals can or could are generally used to ask questions in a polite manner.</p> <p>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.</p>	<p>Example:</p> <ul style="list-style-type: none"> • Can/Could we have breakfast, please? • Can/Could you give me my notebook, please? <p>Example:</p> <ul style="list-style-type: none"> • Could you re-read my presentation? (request) • Can I get you some tea or coffee? (offer)
<p>➔ Modal, future, or conditional auxiliary + subject + verb</p>	<p>Example:</p> <ul style="list-style-type: none"> • Should we buy some bread? • Will he buy a ticket? • Would we go by bus?

Questions without interrogative words – Exercise – Fill in the blanks

I've _____ my _____!
 I don't even know _____ I did it!
 _____ it with your pocket _____?
 _____ you trying to _____ a _____?
 _____ you fall on something sharp?

cut - knife - finger - was - were - how - tin - did - open

The sentence – B1 level

Questions without interrogative words – Exercise – Word order

anyone - the - accident - did - see - ?



The sentence – B1 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.

▶ 'Was / were' + subject (+ predicate)	Example: <ul style="list-style-type: none">• Were you insured?• You're back from Japan. How was it?
▶ 'Was / were' + subject + '-ing' verb	Example: <ul style="list-style-type: none">• Were you talking to those girls?• What were you doing in the yard?
▶ A modal or the auxiliary 'would' + subject + 'have' + past participle	Example: <ul style="list-style-type: none">• What could we have done?• Would you have invited her?
▶ 'Did' + subject + verb	Example: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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 – Word order

in - mailbox - find - your - anything - you - did - ?

Question-tags

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

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 – Word order

will - won't - have - X-rays, - I - have - to - I - ?

Direct and indirect questions

Direct question:

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

An **indirect question** contains the following:

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

The sentence – B1 level

Direct and indirect questions – Exercise – Fill in the blanks

We _____ have sesame seed rolls, doughnuts, buns...

_____ you have apple pie?

No, not _____ breakfast, I'm sorry. We have waffles, toast, pancakes...

Yes, give me _____ toast.

_____ some eggs? How do you serve them?

Fried _____ bacon, scrambled, hard _____ soft boiled, poached... That's a good idea. I'll have scrambled eggs.

also - some - do - with - for - how about – or

Direct and indirect questions – Exercise – Word order

do - any - have - you - cereal?



Short answers

Tags - Short answers

<p>➔ A tag is a short answer made up of a personal pronoun and an auxiliary. Tags usually begin with 'yes' or 'no.'</p> <p>➔ 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.</p>	<p>Example:</p> <ul style="list-style-type: none">• Does it have a dishwasher? Yes, it does.• Are you French? Yes, I am.
<p>➔ Tags may also express contradictions.</p> <p>Note: When 'to have' or 'to do' is the main verb, the auxiliary 'do' is used.</p>	<p>Example:</p> <ul style="list-style-type: none">• I'm lazy. - You're not (aren't).• She's smiling. - He isn't (is not). <p>Example:</p> <ul style="list-style-type: none">• Do you have long hair? - No, I don't.• Do you do your homework regularly? Yes, I do.



Comparisons

Comparing equals

<p>➔ The expression 'as . . . as' is used to compare two (or two groups of) persons or things according to some common trait.</p>	
<p>➔ This expression is formed as follows:</p> <p style="padding-left: 40px;">'as' + an adjective or adverb + 'as'</p>	<p>Example:</p> <ul style="list-style-type: none"> • My brother is as tall as my dad. • I'm as old as you are. • You speak French as well as I do.
<p>➔ 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.</p>	<p>Example:</p> <ul style="list-style-type: none"> • 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.
<p>➔ To create an indirect rather than a direct comparison, you may drop the first 'as' and the modifier in the 'as . . . as' structure.</p> <p>➔ The construction then becomes as + past participle verb. It may fall at the beginning or end of a sentence.</p> <p>Note: You may notice that these constructions do not specify an actor (a person who performs an action).</p>	<p>Example:</p> <ul style="list-style-type: none"> • 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. <p>Example:</p> <ul style="list-style-type: none"> • As predicted, the group's performance has improved significantly. (Compare to: Just as we had predicted, the group's performance has improved significantly.)

Comparing equals – Exercise – The right word

The meal was _____ my mother's cooking.

good - as good as - better - good as - worse - as good

'As much as' - 'As many as'

<p>➔ In expressions of comparative equality, 'as much . . . as' is used with singular (uncountable) and 'as many . . . as' with plural (countable) nouns.</p> <p>Note: The corresponding negative forms are not as much . . . as and 'not as many . . . as.'</p>	<p>Example:</p> <ul style="list-style-type: none"> • I bought as much chocolate as I could. • There aren't as many parks in Paris as in London. <p>Example:</p> <ul style="list-style-type: none"> • I don't have as much luck as you. • I didn't see as many movies as you did.
<p>➔ 'As much as' or 'as many as' 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>Example:</p> <ul style="list-style-type: none"> • I hate marzipan as much as I love ginger. • Do you want more candies? You didn't have as many as I did. • It's twice as much as the rent. (= <i>It's twice as much money as the rent.</i>)
<p>➔ 'As much . . . as,' 'as many . . . as,' 'as much as' and 'as many as' may be preceded by quantifying adverbs.</p>	<p>Example:</p> <ul style="list-style-type: none"> • Today there are three times as many people in the streets as yesterday. • I worked twice as much as usual.
<p>➔ 'As much . . . as possible' and 'as many . . . as possible' are superlatives.</p>	<p>Example:</p> <ul style="list-style-type: none"> • We need as much help as possible. • I invited as many friends as possible.

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

Rewrite the following sentences as in the example:

This postcard costs twenty cents. That postcard costs twenty cents.	This postcard costs as much as that postcard.
This letter weighs thirty grams. That letter weighs thirty grams.	
I received three cards for Christmas. She received three cards for Christmas.	
Sheila has a lot of luck. Tina has a lot of luck.	

Regular comparatives

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

<p>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.'</p> <p>Note:</p> <p>'-r' is added to adjectives ending in '-e.'</p> <p>Final consonants of adjectives that end in one vowel + one consonant are doubled in the comparative.</p> <p>'Than' + noun or noun phrase (or clause) is at times omitted.</p>	<p>Example:</p> <ul style="list-style-type: none">• John's taller than Peter.• Is it easier than downhill skiing? <p>Example: He's nicer than you. New York is larger than life!</p> <p>Example:</p> <ul style="list-style-type: none">• Their house is bigger than ours. <p>Example:</p> <ul style="list-style-type: none">• When will it get warmer?
<p>2. 'More' + adjective (+ 'than') is used with long adjectives.</p>	<p>Example:</p> <ul style="list-style-type: none">• 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.'

The sentence – B1 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 – Grammar practice

Modify to express comparative superiority:

Tall	Taller
Strong	
Good	
Cold	
Far	
Easy	
Nice	

Regular comparatives – Exercise – Text transformation

Rewrite the following text using the comparative:

A croissant is not as filling as a bowl of granola cereal. Out of croissants, muffins and cereals, cereals are the most appetizing. Glazed donuts are the least healthy option, out of croissants and toast and glazed donuts. Fruit tea is refreshing but orange juice is the most refreshing drink.



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 – Grammar practice

Modify to express comparative superiority:

Good	Better
Bad	
Large	
Much	
Loose	
Tight	
Sensitive	

Irregular comparatives – Exercise – Word order

big - better - nothing - a - than - there's - breakfast

Similarity: 'like' and 'as'

➔ The preposition 'like' introduces **nominal groups** and **pronouns**.

Example:

- **Like** most **students**, I love pizza.
- I wish I had a garden **like that**.

➔ The conjunction 'as' introduces **clauses**.

Example:

- Some women felt **as I did** about it.

Note: 'As' may also precede nouns designating **titles** and **functions**.

Example:

- I am the company's manager and am therefore acting **as** legal representative.
- He worked **as** a taxi driver.

Similarity: 'like' and 'as' – Exercise – Fill in the blanks

Ah! _____ are your friends!
And here are the menus and wine lists.
Would you like an aperitif to start ____? Yes, five martinis.
Would you like one, Brenda?
No thanks, I ___ drink alcohol. Can I take your order?
I think we'll have your shrimp cocktail _a starter. What will you have as a main course?
Do you prefer fish _____ meat? I'd like to have a local dish.
We don't _____ have ___ specialties.

with - as - here - or - any - really - never

Similarity: 'like' and 'as' – Exercise – Word order

in - Keep - the - of - receipt - as - a - proof - case - there's - purchase, - problem.

Reinforcing the comparative

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

Reinforcing the comparative – Exercise – Fill in the blanks

Make sure you _____ all your pills!
 Yes, I _____ forget them _____ a day or two!
 And don't forget to _____ for _____ three days.
 Thanks, doctor. I'm feeling _____ better _____. You're welcome.

much - usually - already - at least - after - take - rest

Reinforcing the comparative – Exercise – Sentence practice

Rewrite the following sentences as in the example:

<p>Jeff wrote four cards. Jenny wrote eight</p>	<p>Jenny wrote twice as many cards as Jeff did.</p>
<p>I sent two postcards. My brother sent six.</p>	
<p>He bought three stamps. His mother bought thirty.</p>	
<p>We used four pieces of paper. They used two pieces of paper.</p>	

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: <ul style="list-style-type: none">You've been very helpful.The children are very excited tonight.
➡ 'most' or 'so'	Example: <ul style="list-style-type: none">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

I can _____ lunch after a _____ like this.
Breakfast is the _____ meal of the day!
The _____ was so good, I could eat the crumbs!
That's what I call _____ your day _____ right!

skip - bread - best - breakfast - off - starting

The sentence – B1 level

Degrees of qualification – Exercise - sentence practice

Answer the question as in the example:

Is the express mail fast?	Yes, the express mail is very fast.
Is the mailman efficient?	
Is this package heavy?	
Do you have some pretty stamps?	



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 <i>or</i> future <i>or</i> present perfect
Preterite	preterite <i>or</i> conditional <i>or</i> past perfect

Example:

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

The sentence – B1 level

The sequence of tenses – Exercise – Sentence practice

Rewrite as in the example:

Keith said 'My tooth hurts'.	Keith said his tooth hurt.
They said 'The cold season begins in October'.	
Tim said 'The operation is painful'.	
The nurse said, 'Your throat is swollen'	

The sequence of tenses – Exercise – Text transformation

Put the following text into the simple preterite:

I think about my symptoms while I sit in the doctor's waiting room. I see they have a pile of magazines for patients to read. I ask to be examined by a doctor immediately. I think I might have a severe throat infection. It feels like it's very red and swollen.



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 said to me, 'Please take off your shoes'.	The man told me to take off my shoes.
The saleswoman instructed me, 'Please pay by credit card'.	
My sister told me, 'Don't shop on the weekends'.	
The sales manager ordered the sales clerk, 'Greet every customer'.	

Verb + infinitive clause – Exercise – Text transformation

Rewrite the text using the appropriate tense and mood:

Lorraine felt like (to treat) herself to some new clothes and shoes. She thought about (to browse) in the stores downtown. She intended (to look for) a pair of new pumps for work. She expected the clerk (to not find) any decent footwear in her size. Lorraine likes (to shop) as long as she finds what she wants.



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.

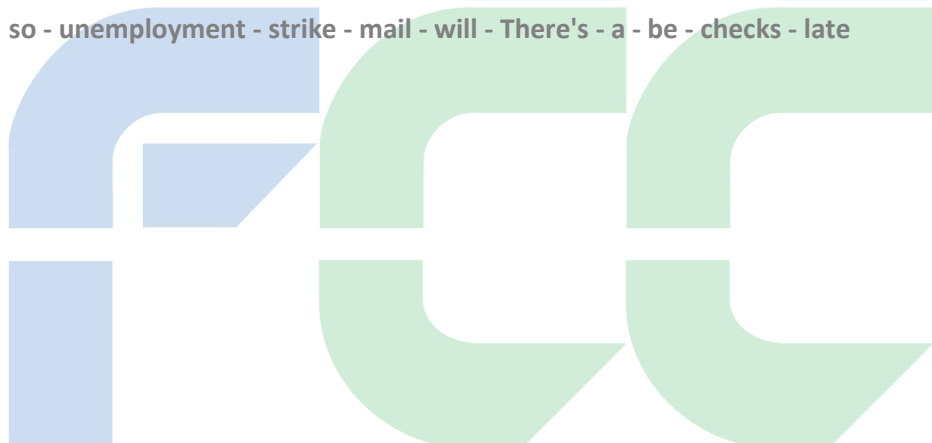
Note: If **so** is preceded by a comma, the dependent clause expresses a consequence.

Example:

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

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

so - unemployment - strike - mail - will - There's - a - be - checks - late



'That' and dependent clauses

<p>➔ 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.</p> <p>Note: Such dependent clauses can be elliptical.</p>	<p>Example:</p> <ul style="list-style-type: none"> 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. <p>Example: I don't like dogs. I know you don't.</p>
<p>➔ Main verbs expressing assumptions, suggestions, and requests necessitate use of the subjunctive mood in the explanatory dependent clauses (introduced by 'that') that follow them.</p>	<p>Example:</p> <ul style="list-style-type: none"> He insists that she come.
<p>➔ Following a verb like 'to tell,' 'to remind,' or 'to inform,' a 'that' clause can be preceded by the object of the main verb.</p> <p>Note: When the verb in such a case is 'to explain,' 'to' precedes the indirect object.</p>	<p>Example:</p> <ul style="list-style-type: none"> He told me that she was ill. <p>Example:</p> <ul style="list-style-type: none"> 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:

'My throat hurts', said the patient.	The patient said that his throat hurt.
'Take two tablets before meals' ordered the doctor.	
I reminded him, 'Your illness is contagious'.	
'The X-rays aren't dangerous', the nurse insisted.	

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

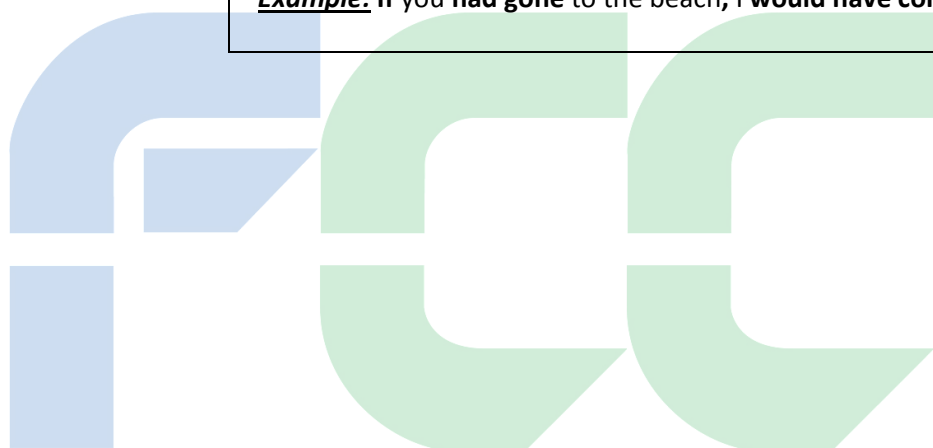
Example: If you **go** to the beach, I'll **come** with you.

'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 – B1 level

Use

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

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

_____, I wouldn't spend so much money!

If you were him - If I were a carny - If I were a dog - If I was a bearded woman - If you were me - If I were you

The impersonal structure

The impersonal structure

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

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

The impersonal structure – Exercise – Word order

their - on - the - don't - addresses - people - put - Some - envelope



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 go to the restaurant? (yes)	Yes, I went to the restaurant
Did the children finish their vegetables? (no)	No, the children didn't finish their vegetables. No, they didn't finish their vegetables.
Did you really meet her at a Dairy King? (yes)	Yes, I really met her at a Dairy King. Yes, I met her at a Dairy King.
Did we buy ketchup? (yes)	Yes, we bought ketchup.

The negative form – Exercise – Word order

My meat isn't cooked enough!

.....

Negation of the indefinite article – Solution(s)

Negation of the indefinite article – Exercise – Word order

I don't want any honey, thank you.

.....

Emphatic 'do' – Solution(s)

Emphatic 'do' – Exercises – The right word

But I **did** enjoy last night's meal!

.....

Questions – Solution(s)

Questions without interrogative words – Solution(s)

Questions without interrogative words – Exercise – Fill in the blanks

I've cut my finger!
I don't even know how I did it!
Was it with your pocket knife?
Were you trying to open a tin?
Did you fall on something sharp?

Questions without interrogative words – Exercise – Word order

Did anyone see the accident?

.....

Past interrogatives – Solution(s)

Past interrogatives – Exercise – Word order

Did you find anything in your mailbox?

.....

Question-tags – Solution(s)

Question-tags – Exercise – Word order

I won't have to have X-rays, will I?

.....

Direct and indirect questions – Solution(s)

Direct and indirect questions – Exercise – Fill in the blanks

We **also** have sesame seed rolls, doughnuts, buns...

Do you have apple pie?

No, not **for** breakfast, I'm sorry.

We have waffles, toast, pancakes... Yes, give me **some** toast.

How about some eggs?

How do you serve them?

Fried **with** bacon, scrambled, hard **or** soft boiled, poached... That's a good idea. I'll have scrambled eggs.

Direct and indirect questions – Exercise – Word order

Do you have any cereal?

.....

Comparisons – Solution(s)

Comparing equals – Solution(s)

Comparing equals – Exercise – The right word

The meal was **as good as** my mother's cooking.

.....

The sentence – B1 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:

This postcard costs twenty cents. That postcard costs twenty cents.	This postcard costs as much as that postcard.
This letter weighs thirty grams. That letter weighs thirty grams.	This letter weighs as much as that one. This letter weighs as much as that letter. That letter weighs as much as this one. That letter weighs as much as this letter.
I received three cards for Christmas. She received three cards for Christmas.	I received as many cards as she received. I received as many cards as she did. She received as many cards as I did. She received as many cards as I received.
Sheila has a lot of luck. Tina has a lot of luck.	Sheila has as much luck as Tina. Tina has as much luck as Sheila. Sheila has as much luck as she does. Tina has as much luck as she does.

Regular comparatives

Regular comparatives – Exercise – Grammar practice

Modify to express comparative superiority:

Tall	Taller
Strong	stronger
Good	better
Cold	colder
Far	Farther/ further
Easy	easier
Nice	nicer

Regular comparatives – Exercise – Text transformation

Rewrite the following text using the comparative:

A croissant is not as filling as a bowl of granola cereal. Out of croissants, muffins and cereals, cereals are the most appetizing. Glazed donuts are the least healthy option, out of croissants and toast and glazed donuts. Fruit tea is refreshing but orange juice is the most refreshing drink.

A croissant is less filling than a bowl of granola cereal. Cereals are more appetizing than croissants and muffins. Glazed donuts are a less healthy option than croissants and toast. Fruit tea is a less refreshing drink than orange juice.

.....

Irregular comparatives – Solution(s)

Irregular comparatives – Exercise – Grammar practice

Modify to express comparative superiority:

Good	Better
Bad	Worse
Large	Larger
Much	More
Loose	Looser
Tight	Tighter
Sensitive	More sensitive

Irregular comparatives – Exercise – Word order

There's nothing better than a big breakfast.

.....

Similarity: 'like' and 'as' – Solution(s)

Similarity: 'like' and 'as' – Exercise – Fill in the blanks

Ah! **here** are your friends!
And here are the menus and wine lists.
Would you like an aperitif to start **with**? Yes, five martinis.
Would you like one, Brenda?
No thanks, I **never** drink alcohol. Can I take your order?
I think we'll have your shrimp cocktail **as** a starter. What will you have as a main course?
Do you prefer fish **or** meat? I'd like to have a local dish.
We don't **really** have **any** specialties.

Similarity: 'like' and 'as' – Exercise – Word order

Keep the receipt as proof of purchase, in case there's a problem.

.....

Reinforcing the comparative – Solution(s)

Reinforcing the comparative – Exercise – Fill in the blanks

Make sure you **take** all your pills!
Yes, I **usually** forget them **after** a day or two!
And don't forget to **rest** for **at least** three days. Thanks, doctor. I'm feeling **much** better **already**.
You're welcome.

The sentence – B1 level

Reinforcing the comparative – Exercise – Sentence practice

Rewrite the following sentences as in the example:

Jeff wrote four cards. Jenny wrote eight	Jenny wrote twice as many cards as Jeff did.
I sent two postcards. My brother sent six.	My brother sent three times as many postcards as me. My brother sent three times as many postcards as I did.
He bought three stamps. His mother bought thirty.	His mother bought ten times as many stamps as him. His mother bought ten times as many stamps as he did.
We used four pieces of paper. They used two pieces of paper.	We used twice as many pieces of paper as they did. They used half as much paper as we did. They used half as much paper as us. We used twice as many pieces of paper as them. We used twice as much paper as they did. They used half as many pieces of paper as we did. They used half as many pieces of paper as us. We used twice as much paper as them.

Degrees of qualification – Solution(s)

Degrees of qualification – Exercise – Fill in the blanks

I can **skip** lunch after a **breakfast** like this.

Breakfast is the **best** meal of the day!

The **bread** was so good, I could eat the crumbs! That's what I call **starting** your day **off** right!

Degrees of qualification – Exercise - sentence practice

Answer the question as in the example:

Is the express mail fast?	Yes, the express mail is very fast.
Is the mailman efficient?	Yes, the mailman is very efficient.
Is this package heavy?	Yes, this package is very heavy.
Do you have some pretty stamps?	Yes, I have some very pretty stamps.

Direct indirect speech – Solution(s)

The sequence of tenses – Solution(s)

The sequence of tenses – Exercise – Sentence practice

Rewrite as in the example:

Keith said 'My tooth hurts'.	Keith said his tooth hurt.
They said 'The cold season begins in October'.	They said the cold season began in October. They said the cold season begins in October. They said that the cold season began in October. They said that the cold season begins in October.
Tim said 'The operation is painful'.	Tim said the operation was painful. Tim said that the operation was painful.
The nurse said, 'Your throat is swollen'	The nurse said my throat was swollen. The nurse said that my throat was swollen. The nurse said your throat was swollen. The nurse said that your throat was swollen.

The sequence of tenses – Exercise – Text transformation

Put the following text into the simple preterite:

I think about my symptoms while I sit in the doctor's waiting room. I see they have a pile of magazines for patients to read. I ask to be examined by a doctor immediately. I think I might have a severe throat infection. It feels like it's very red and swollen.

I thought about my symptoms while I sat in the doctor's waiting room. I saw they had a pile of magazines for patients to read. I asked to be examined by a doctor immediately. I thought I might have had a severe throat infection. It felt like it was very red and swollen.

.....

Infinitive clauses – Solution(s)

Verb + infinitive clause – Solution(s)

Verb + infinitive clause – Exercise – Sentence practice

Rewrite as in the example:

The man said to me, 'Please take off your shoes'.	The man told me to take off my shoes.
The saleswoman instructed me, 'Please pay by credit card'.	The saleswoman instructed me to pay by credit card.
My sister told me, 'Don't shop on the weekends'.	My sister told me not to shop on the weekends.
The sales manager ordered the sales clerk, 'Greet every customer'.	The sales manager ordered the sales clerk to greet every customer.

Verb + infinitive clause – Exercise – Text transformation

Rewrite the text using the appropriate tense and mood:

Lorraine felt like (to treat) herself to some new clothes and shoes. She thought about (to browse) in the stores downtown. She intended (to look for) a pair of new pumps for work. She expected the clerk (to not find) any decent footwear in her size. Lorraine likes (to shop) as long as she finds what she wants.

Lorraine felt like treating herself to some new clothes and shoes. She thought about browsing in the stores downtown. She intended to look for a pair of new pumps for work. She expected the clerk not to find any decent footwear in her size. Lorraine likes to shop as long as she finds what she wants.

Dependent clauses – Solution(s)

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

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

There's a mail strike so unemployment checks will be late.

.....

'That' and dependent clauses – Solution(s)

'That' and dependent clauses – Exercise – Sentence practice

Rewrite as in the example:

'My throat hurts', said the patient.	The patient said that his throat hurt.
'Take two tablets before meals' ordered the doctor.	The doctor ordered that I take two tablets before meals. The doctor ordered me to take two tablets before meals.
I reminded him, 'Your illness is contagious'.	I reminded him that his illness was contagious. I reminded him his illness was contagious.
'The X-rays aren't dangerous', the nurse insisted.	The nurse insisted that the X-rays weren't dangerous. The nurse insisted the X-rays weren't dangerous.

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

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

If I were you, I wouldn't spend so much money!

The impersonal structure – Solution(s)

The impersonal structure – Solution(s)

The impersonal structure – Exercise – Word order

Some people don't put their addresses on the envelope.

ENGLISH

SPANISH

FRENCH

GERMAN

ITALIAN

DUTCH

