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*Learning Language: English*

## The verbal group B2

## Forward

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Language: **English**

Level: **B2 (Advanced)**

Topics covered: The verbal group

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## Table of Contents

<b>THE VERBAL GROUP .....</b>	<b>4</b>
<i>TYPES OF VERB.....</i>	4
Transitive and intransitive verbs .....	4
<i>VERBAL PREFIXES.....</i>	5
The main postpositions .....	5
<i>SEMI-AUXILIARIES.....</i>	7
'Should' and 'ought to': advice .....	7
'May' - 'Might' .....	8
'Can' and verbs of perception .....	10
'Must' - 'Have to' .....	11
'Should' and 'Ought to': probability .....	12
'Had better' - 'Would rather' .....	13
<b>THE VERBAL GROUP - SOLUTIONS.....</b>	<b>15</b>
<i>TYPES OF VERBS – SOLUTION(S) .....</i>	15
Transitive and intransitive verbs – Solution(s) .....	15
<i>VERBAL PREFIXES – SOLUTION(S).....</i>	15
The main postpositions – Solution(s) .....	15
<i>SEMI-AUXILIARIES – SOLUTION(S).....</i>	16
'Should' and 'ought to': advice – Solution(s) .....	16
'May' - 'Might' – Solution(s) .....	16
'Can' and verbs of perception – Solution(s) .....	16
'Must' - 'Have to' – Solution(s) .....	17
'Should' and 'Ought to': probability – Solution(s) .....	17
'Had better' - 'Would rather' – Solution(s).....	18

## The verbal group

### Types of verb

#### Transitive and intransitive verbs

Verbs may also be classified as **transitive** or **intransitive**.

<p>▶ <b>Transitive verbs:</b> Transitive verbs take <b>objects</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• She's <b>reading</b> an article.</li><li>• <b>Give</b> me some toast, please.</li><li>• I <b>love</b> spring and summer.</li></ul>
<p>▶ <b>Intransitive verbs:</b> <b>Intransitive</b> verbs do <b>not</b> take <b>objects</b>. Common intransitive verbs include 'to smile,' 'to walk,' 'to come,' 'to fall,' 'to go,' and 'to happen.'</p> <p><b>Note:</b> Intransitive verbs may be modified by <b>prepositional phrases</b> that clarify their context or meaning.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• We <b>are walking</b>.</li><li>• He always <b>smiles</b>.</li></ul> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>• We are walking <b>down the street</b>.</li></ul>
<p>▶ Some verbs may be used both transitively and intransitively.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• The door <b>opened</b>.</li><li>• <b>Open</b> the window.</li></ul>

#### Transitive and intransitive verbs – Exercise - Fill in the blanks

I'll \_\_\_\_\_ the work done but you must \_\_\_\_\_ the rent.

You \_\_\_\_\_ at the post office and \_\_\_\_\_ up to the counter.

Sorry, but I can't \_\_\_\_\_ you the package.

You \_\_\_\_\_ show an identification card first.

arrive - must - pay - walk - give – get

## Verbal prefixes

### The main postpositions

The main postpositions in American English are:

➔ <b>Away</b>	<ul style="list-style-type: none"> <li>• <b>estrangement</b>: to go <b>away</b></li> <li>• <b>disappearance</b>: to sweep <b>away</b></li> <li>• <b>an energetic action</b>: to cry <b>away</b></li> </ul>
➔ <b>Back</b>	<ul style="list-style-type: none"> <li>• <b>backward movement</b>: to stand <b>back</b></li> <li>• <b>return to the point of departure</b>: to bring <b>back</b></li> <li>• <b>reply, revenge</b>: to answer <b>back</b>, to shout <b>back</b></li> <li>• <b>reserved attitude</b>: to hold <b>back</b></li> </ul>
➔ <b>Down</b>	<ul style="list-style-type: none"> <li>• <b>downward movement</b>: to go <b>down</b></li> <li>• <b>writing</b>: to write <b>down</b></li> <li>• <b>decrease</b>: to turn <b>down</b></li> </ul>
➔ <b>In</b>	<ul style="list-style-type: none"> <li>• <b>inward movement</b>: to get <b>in</b></li> <li>• <b>inside</b> (without movement): to be <b>in</b></li> <li>• <b>visit</b>: to drop <b>in</b></li> </ul>
➔ <b>Off</b>	<ul style="list-style-type: none"> <li>• <b>averting</b>: to put <b>off</b></li> <li>• <b>departure</b>: to go <b>off</b>, to take <b>off</b></li> <li>• <b>interruption</b>: to turn <b>off</b></li> <li>• <b>complete achievement</b>: to finish <b>off</b></li> </ul>
➔ <b>On</b>	<ul style="list-style-type: none"> <li>• <b>contact</b>: to try <b>on</b></li> <li>• <b>movement</b>: come <b>on</b></li> <li>• <b>continuation</b>: to go <b>on</b></li> <li>• <b>start</b>: to turn <b>on</b>, to switch <b>on</b></li> </ul>
➔ <b>Out</b>	<ul style="list-style-type: none"> <li>• <b>outward movement</b>: to move <b>out</b></li> <li>• <b>outside</b> (without movement): to eat <b>out</b></li> <li>• <b>extension</b>: to stretch <b>out</b></li> <li>• <b>distribution</b>: to give <b>out</b></li> <li>• <b>clarification, externalization</b>: to find <b>out</b> to yell <b>out</b></li> <li>• <b>exhaustion</b>: to run <b>out</b> of</li> <li>• <b>suddenness</b>: to break <b>out</b></li> </ul>

# The verbal group – B2 level

<p>➡ <b>Over</b></p>	<ul style="list-style-type: none"> <li>• <b>passage</b> (from one person to another, from one country to another): to pass <b>over</b></li> <li>• <b>movement to return or unbalance</b> to turn <b>over</b></li> <li>• <b>repetition</b>: to say <b>over</b></li> <li>• <b>action done with care</b>: to think <b>over</b></li> </ul>
<p>➡ <b>Up</b></p>	<ul style="list-style-type: none"> <li>• <b>upward movement</b>: to climb <b>up</b></li> <li>• <b>increased volume</b>: to speak <b>up</b></li> <li>• <b>total achievement</b>: to eat <b>up</b></li> <li>• <b>continuation of a path</b>: to go further <b>up</b></li> </ul>

## The main postpositions – Exercise - Grammar practice

*Rewrite as in the example:*

To ascend	To go up
to study	
to talk louder	
to postpone	
to continue	
to make a note of	
to leave	

## The main postpositions – Exercise – Fill in the blanks

I got caught \_\_\_\_\_ traffic.

Airlines do not give \_\_\_\_\_ the list of passengers. We are going \_\_\_\_\_ Florence.

My plane is \_\_\_\_\_ 11:40 a.m. Thanks \_\_\_\_\_ your help.

out - at - in - to - for

## Semi-auxiliaries

### 'Should' and 'ought to': advice

<p>➔ To give <b>advice</b>, the auxiliary '<b>should</b>' or '<b>ought to</b>' + an <b>infinitive</b> is used. '<b>Ought to</b>' suggests an external or <b>moral</b> constraint.</p> <p><b>Note:</b> '<b>Shouldn't</b>' is the usual form in <b>negations</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>You <b>should</b> go to the butcher's first.</li> <li>You <b>ought to</b> apologize to her!</li> </ul> <p><b>Example:</b> You <b>shouldn't</b> drive too fast!</p>
<p>➔ '<b>Should</b>' or '<b>ought to</b>' + '<b>have</b>' + a <b>past participle</b> is used to express a <b>regret</b> or <b>reproach</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>We <b>should have gone</b> to the mountains.</li> <li>They <b>ought to have invited</b> her.</li> </ul>
<p>➔ <b>Should</b> can be used to express <b>obligation</b>. This usage is common in legal texts and official rules.</p> <p><b>Note:</b> In the above examples, <b>should</b> conveys <b>rules</b> and <b>commands</b> rather than <b>suggestions</b> or <b>advice</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>Payments <b>should</b> be made on time and in full.</li> <li>Employees <b>should</b> provide valid justification for absences.</li> <li>You <b>should</b> complete the report as soon as possible.</li> </ul>

➔ Also note that the negative form of **should** is **should not** or **shouldn't**.

### 'Should' and 'ought to': advice – Exercise – Sentence practice

Answer the question as in the example:

The seminar began at ten. (nine)	It should have begun at nine.
They'll call the office after lunch. (by now)	
The planning was difficult. (easier)	
The coffee break lasted five minutes. (fifteen minutes)	

# The verbal group – B2 level

## 'May' - 'Might'

The helping auxiliaries **may** and **might** are used to express a **possibility**.

### A - Form

<p>➔ One uses:</p> <ul style="list-style-type: none"> <li>• <b>may/might + infinitive without to</b> when talking about the <b>present</b> or the <b>future</b>.</li> <li>• <b>may/might + be + -ing</b> when talking about the <b>present</b> or the <b>future</b>.</li> <li>• <b>may/might + have + past participle</b> when talking about the <b>past</b>.</li> </ul>	
<p>➔ The <b>negative</b> is formed as follows:</p> <ul style="list-style-type: none"> <li>• <b>may + not might + not</b></li> </ul>	<p><u>Example:</u></p> <ul style="list-style-type: none"> <li>• That <b>may not</b> be true.</li> <li>• They <b>might not</b> know about this.</li> </ul>
<p>➔ In the interrogative form, <b>to be likely to, is there a possibility and do you think</b> are used instead of <b>might and may</b>.</p>	<p><u>Example:</u></p> <ul style="list-style-type: none"> <li>• Are they <b>likely to be back soon</b>?</li> <li>• Is there a <b>possibility he'll go</b>?</li> </ul>

### B - Use

<p>➔ <b>May</b> expresses a <b>possibility more certain</b> than <b>might</b>.</p>	<p><u>Example:</u></p> <ul style="list-style-type: none"> <li>❖ <b>Strong possibility</b> <ul style="list-style-type: none"> <li>• She <b>may be</b> late because she has a lot to do.</li> <li>• Be quiet! He <b>may be</b> sleeping.</li> </ul> </li> <li>❖ <b>Large uncertainty</b> <ul style="list-style-type: none"> <li>• I <b>might come</b> tonight, but I'm not sure.</li> <li>• I haven't got a towel. John <b>might have</b> taken several.</li> </ul> </li> </ul>
<p>➔ <b>May</b> is used as well when asking for (and giving) <b>permission</b> with <b>politeness</b>.</p>	<p><u>Example:</u></p> <ul style="list-style-type: none"> <li>• <b>May</b> I borrow your pen?</li> </ul>



# The verbal group – B2 level

<p><b>Note:</b> <b>Might</b> is used often in the place of <b>may</b>:</p> <ul style="list-style-type: none"><li>• in <b>everyday speech</b> (except that <b>might</b> expresses a doubt greater than <b>may</b>).</li><li>• in <b>indirect style</b> when the sentence is in the past (to keep with the sequence of the tenses).</li></ul>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• He <b>said</b> he <b>might</b> come tomorrow.</li></ul>
<p>▶ <b>Might</b> is used as well for <b>criticisms</b> or <b>suggestions</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• You <b>might</b> (as well) take your coat. It's cold outside.</li><li>• You <b>might</b> have asked the technician. He knows a lot.</li></ul>

## 'May' - 'Might' – Exercises - Word order

1. \_\_\_\_\_  
your - find - may - I - You - help - look - lost, - you - way?

2. \_\_\_\_\_  
complaints - You - may - the - phone - office

## 'Can' and verbs of perception

- The **verbs of perception** ('to see,' 'to hear,' 'to feel,' 'to understand'... ) can be used **with** or **without** the auxiliary **can**. The auxiliary **do** is used in questions and in the negative form.

### Example:

- I **can see** a nice bird over there.
- **Do you hear** a strange noise?
- I **don't feel** the cold.

## 'Can' and verbs of perception – Exercise – The right word

I can't \_\_\_\_\_ because of all the fog.

hear - smell - taste - see - touch

## 'Can' and verbs of perception – Exercise – Fill in the blanks

I \_\_\_\_\_ great about my new job.

I \_\_\_\_\_ I'm going to like it here.

Already I \_\_\_\_\_ it to my last job.

My boss \_\_\_\_\_ I'll be a big help.

prefer - feel - thinks - believe

# The verbal group – B2 level

## 'Must' - 'Have to'

The auxiliaries **must** and **have to** express a **need** or an **obligation**.

### ➔ Construction of must

The auxiliary **must** is conjugated in the same way for all persons: it **does not** take an **-s** in the 3rd person singular.

**Must** is followed by the **infinitive without to**.

**Must** is only used in the **simple present**.

**Example:** You **must wash** your hands before eating.

**Note:** With **must**, questions and negations are formed without 'do.'

### **Example:**

- **Must** we **bring** sleeping bags?
- You **mustn't open** the door to anyone.

## 'Must' - 'Have to' – Exercise - The right word

She \_\_\_\_\_ to take her medicine or suffer the pain.

heave - here - has - hoax – have

## 'Must' - 'Have to' – Exercise – Fill in the blanks

I'll \_\_\_\_\_ the work done but you must \_\_\_\_\_ the rent.

You \_\_\_\_\_ at the post office and \_\_\_\_\_ up to the counter.

Sorry, but I can't \_\_\_\_\_ you the package.

You \_\_\_\_\_ show an identification card first.

must - get - pay - walk - give – arrive

## 'Must' - 'Have to' – Exercise – Fill in the blanks

you - American - taxi - an - tip - must - driver

## 'Should' and 'Ought to': probability

'Should' and 'ought to' often express **probability**. Both forms **introduce infinitives** and, usually, refer to the present.

<p>➔ 'Should' describes events that are <b>desirable</b> or <b>probable</b>.</p> <p><b>Note:</b> The negative of 'should' is 'shouldn't'.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>The train <b>should arrive</b> very soon.</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>They <b>shouldn't be</b> hard to find.</li> </ul>
<p>➔ 'Ought to' implies an <b>expectation</b> or <b>assumption</b>.</p> <p><b>Note:</b> Use of 'ought not (to),' the <b>negative</b> of 'ought to,' is exceedingly rare.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>He is intelligent. He <b>ought to pass</b> the exam.</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>They <b>ought not to</b> drive on the main road.</li> </ul> <p>The distinction between 'should' (the more common of the two) and 'ought to' is often ignored.</p>

## 'Should' and 'Ought to': probability – Exercise – The right word

The operation went well; everything \_\_\_\_\_ be all right from now on.

would - should - can't - shouldn't

## 'Should' and 'Ought to': probability – Exercise - Sentence practice

*Express the following sentences in a different way:*

Put me on the next flight.	You should put me on the next flight.
Hold that plane!	
Help this passenger!	
Request a kosher meal for me.	

# The verbal group – B2 level

## 'Had better' - 'Would rather'

'Had better' and 'would rather' precede **infinitives without 'to'** and may refer to the present or the future.

<b>A - 'Had better'</b> ▶ 'Had better' ('-d better,' contracted) expresses a <b>firm suggestion</b> or an <b>order</b> .	<b>Example:</b> <ul style="list-style-type: none"><li>You <b>had better tell</b> her the bad news.</li><li>You'd <b>better accept</b> it for your career's sake.</li></ul>
▶ The <b>negative</b> of 'had better' is as follows:  <b>had better + not + infinitive</b>  <b>Note:</b> 'Had' (or '-d') is often omitted, particularly in speech.	<b>Example:</b> <ul style="list-style-type: none"><li>You'd <b>better not forget</b> my birthday.</li></ul> <b>Example:</b> <ul style="list-style-type: none"><li>You <b>better not shout</b>.</li></ul>

<b>B - 'Would rather'</b> ▶ 'Would rather' conveys <b>preference</b> .	<b>Example:</b> <ul style="list-style-type: none"><li><b>Would you rather</b> stay inside or go for a walk?</li><li>I'd <b>rather go</b> for a swim.</li></ul>
▶ Its <b>negative</b> is 'would rather not.'	<b>Example:</b> I'd <b>rather not go</b> .

## 'Had better' - 'Would rather' – Exercise- The right word

\_\_\_\_\_put your coat on or you'll catch a cold.

You would best - You had better - You should best - You had best - You should better - You would better

# The verbal group – B2 level

## 'Had better' - 'Would rather' – Exercise- Sentence practice

*Rewrite as in the example:*

I'd prefer to postpone the meeting.	I'd rather postpone the meeting.
She'd prefer to study the product first.	
They'd prefer to advertise more.	
We'd prefer to try direct sales	



## The verbal group - Solutions

### Types of verbs – Solution(s)

### Transitive and intransitive verbs – Solution(s)

### Transitive and intransitive verbs – Exercises - Fill in the blanks

I'll **get** the work done but you must **pay** the rent.

You **arrive** at the post office and **walk** up to the counter.

Sorry, but I can't **give** you the package. You **must** show an identification card first.

### Verbal prefixes – Solution(s)

### The main postpositions – Solution(s)

### The main postpositions – Exercise - Grammar practice

*Rewrite as in the example:*

To ascend	To go up
to study	To look over To work on
to talk louder	To speak up
to postpone	To put off
to continue	To go on To carry on
to make a note of	To write down To jot down
to leave	To go away

### The main postpositions – Exercise – Fill in the blanks

I got caught **in** traffic.

Airlines do not give **out** the list of passengers.

We are going **to** Florence. My plane is **at** 11:40 a.m.

Thanks **for** your help.

## Semi-auxiliaries – Solution(s)

### 'Should' and 'ought to': advice – Solution(s)

### 'Should' and 'ought to': advice – Exercise – Sentence practice

Answer the question as in the example:

The seminar began at ten. (nine)	It should have begun at nine.
They'll call the office after lunch. (by now)	They should have called the office by now. They should've called the office by now.
The planning was difficult. (easier)	It should have been easier. The planning should have been easier. It should've been easier. The planning should've been easier.
The coffee break lasted five minutes. (fifteen minutes)	It should have lasted fifteen minutes. The coffee break should have lasted fifteen minutes. It should've lasted fifteen minutes. The coffee break should've lasted fifteen minutes.

## 'May' - 'Might' – Solution(s)

### 'May' - 'Might' – Exercises - Word order

1. You look lost, may I help you find your way?
2. You may phone the complaints office

## 'Can' and verbs of perception – Solution(s)

### 'Can' and verbs of perception – Exercise – The right word

I can't **see** because of all the fog.

### 'Can' and verbs of perception – Exercise – Fill in the blanks

I **feel** great about my new job.  
I **believe** I'm going to like it here.  
Already I **prefer** it to my last job.  
My boss **thinks** I'll be a big help.



# The verbal group – B2 level

## 'Must' - 'Have to' – Solution(s)

### 'Must' - 'Have to' – Exercise - The right word

She **has** to take her medicine or suffer the pain.

### 'Must' - 'Have to' – Exercise – Fill in the blanks

I'll **get** the work done but you must **pay** the rent.

You **arrive** at the post office and **walk** up to the counter.

Sorry, but I can't **give** you the package. You **must** show an identification card first.

### 'Must' - 'Have to' – Exercise – Fill in the blanks

You must tip an American taxi driver.

## 'Should' and 'Ought to': probability – Solution(s)

### 'Should' and 'Ought to': probability – Exercise – The right word

The operation went well; everything **should** be all right from now on.

### 'Should' and 'Ought to': probability – Exercise - Sentence practice

*Express the following sentences in a different way:*

<b>Put me on the next flight.</b>	<b>You should put me on the next flight.</b>
Hold that plane!	You should hold that plane! You should hold that plane.
Help this passenger!	You should help this passenger!
Request a kosher meal for me.	You should request a kosher meal for me.

.....

# The verbal group – B2 level

## 'Had better' - 'Would rather' – Solution(s)

### 'Had better' - 'Would rather' – Exercise- The right word

You **had better** put your coat on or you'll catch a cold.

### 'Had better' - 'Would rather' – Exercise- Sentence practice

*Rewrite as in the example:*

I'd prefer to postpone the meeting.	I'd rather postpone the meeting.
She'd prefer to study the product first.	She'd rather study the product first. She would rather study the product first.
They'd prefer to advertise more.	They'd rather advertise more. They would rather advertise more.
We'd prefer to try direct sales	We'd rather try direct sales. We would rather try direct sales.



**ENGLISH**

SPANISH

FRENCH

GERMAN

ITALIAN

DUTCH

