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*A complementary resource to your online TELL ME MORE Training*

## Nominal and modifiers C1

## Forward

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## Nominal and modifiers

### Pronouns

#### Object pronouns

➔ Form

Pronouns	Singular	Plural
1st person	<b>Me</b>	<b>Us</b>
2nd person	<b>You</b>	<b>You</b>
3rd person:		
<i>masculine</i>	<b>Him</b>	<b>Them</b>
<i>Feminine</i>	<b>Her</b>	<b>Them</b>
<i>neuter</i>	<b>It</b>	<b>Them</b>

➔ Use

They are used as **direct** or **indirect complements** to the **object**.

They are **always** placed after the verb.

When a verb is followed by a particle, the object pronoun is **always** put **between the verb and the particle**.

**Example:**

- She's looking at **me**.
- We'll pick **you** up at eight.
- I'll give **them** the papers.

#### Object pronouns – Exercise – Text transformation

**Replace the complements with the appropriate personal pronouns:**

Gary and Sandra have gone to lunch. You just missed (Gary and Sandra). Gary should be back by 3:00. Do you want to make an appointment with (Gary)? His personal assistant's name is Tracy. You can speak to (Tracy) now, if you'd like. But if you prefer to speak with Gary personally, you can meet with (Gary) this afternoon.

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## Reflexive pronouns

### ➔ Form

Pronouns	Singular	Plural
1st person	<b>Myself</b>	<b>Ourselves</b>
2nd person	<b>Yourself</b>	<b>Yourselves</b>
3rd person:		
<i>masculine</i>	<b>Himself</b>	<b>Themselves</b>
<i>Feminine</i>	<b>Herself</b>	<b>Themselves</b>
<i>neuter</i>	<b>Itself</b>	<b>Themselves</b>

### ➔ Use

Reflexive pronouns are used:

- When the **subject** and the **object** of a sentence are the same.

**Example:**

They hurt **themselves**.

Now, tell me about **yourself**!

- To **emphasize** a person or thing in particular. In such a case, the **reflexive pronoun** is not the object of the verb.

**Example:** I can manage **myself**.

## Reflexive pronouns – Exercises – Sentence practice

1. Rewrite as in the example:

He likes TV, doesn't he?	Everybody likes TV, don't they?
She protects herself, doesn't she?	
He enjoys himself, doesn't he?	
She asks herself questions, doesn't she?	

2. Express the following sentences in a different way:

I'd prefer him to go.	I'd rather he went.
We'd prefer you to wait for the mailman.	
He'd prefer them to get hold of Karen first.	
I'd prefer her to deal with that herself.	

## Use of the pronoun 'one'

The pronoun 'one' (or 'ones' in the plural) is used after an adjective to replace:

<p>➡ A countable noun <b>already expressed</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• I bought a red shirt and a blue one.</li> <li>• She saw some beautiful homes and some ugly ones too.</li> </ul>
<p>➡ A noun that <b>hasn't been expressed</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• That's a nice <b>one</b>.</li> <li>• The sensible <b>ones</b> have done their homework.</li> </ul>

'One' is sometimes **omitted** in a question expressing a choice (with **which one**), in literary language, or, in a general sense, after a superlative.

**Example:**

- **Which one** will you take, the blue ~~one~~ or the yellow one?
- Spanish **bulls** are more fiery than Mexican ~~ones~~. (D.H. Lawrence)
- Your suit is the **most** beautiful ~~one~~.

**Note:** 'One' is **not used** to replace:

<p>➡ A noun indicating a <b>person</b> or a <b>generalization</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• A blond <b>woman</b> and a dark-haired <b>woman</b>. (instead of 'a dark-haired one').</li> <li>• American <b>cars</b> are often bigger than French <b>cars</b>. (instead of 'French ones').</li> </ul>
<p>➡ An <b>uncountable</b> noun (after an adjective).</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Italian <b>coffee</b> is stronger than American <b>coffee</b>.</li> </ul>

## Use of the pronoun 'one' – Exercise – Word order

use - one - easier to - Both - are excellent, - the - models - but - latest - is - .

## Possessive pronouns

### ➔ Form

Pronouns	Singular	Plural
1st person	<b>Mine</b>	<b>Ours</b>
2nd person	<b>Yours</b>	<b>Yours</b>
3rd person:		
<i>masculine</i>	<b>His</b>	<b>Theirs</b>
<i>Feminine</i>	<b>Hers</b>	<b>Theirs</b>
<i>neuter</i>	<b>Its</b>	<b>Theirs</b>

### ➔ Use

The **possessive pronoun** replaces a **noun phrase**. It is **never** preceded by a determiner. It **doesn't vary** in function with the nominal group that it replaces.

#### Example:

- This skirt is **mine** (*my skirt*).
- These skirts are **mine** (*my skirts*).

In the **third person singular**, the **possessive pronoun agrees** with the gender and number of the possessor.

#### Example:

- This is Edward's hat - This is **his**.
- I like her shoes - I like **hers**.

## Possessive pronouns – Exercise – Grammar practice

*Rewrite as in the example:*

My sister's colleague	A colleague of my sister's
Dave's sister	
Their opinion	
Our habit	
Bridget's idea	
His sweater	
Auralog's competitor	



## 'Everybody' - 'Nobody'

➡ **Everybody** is the combination of **every** and **body**. **Everybody** (synonym of **everyone**) is **singular**.

**Example:** **Everybody** thinks he's clever.

In the negative form, **everybody** becomes **nobody**.

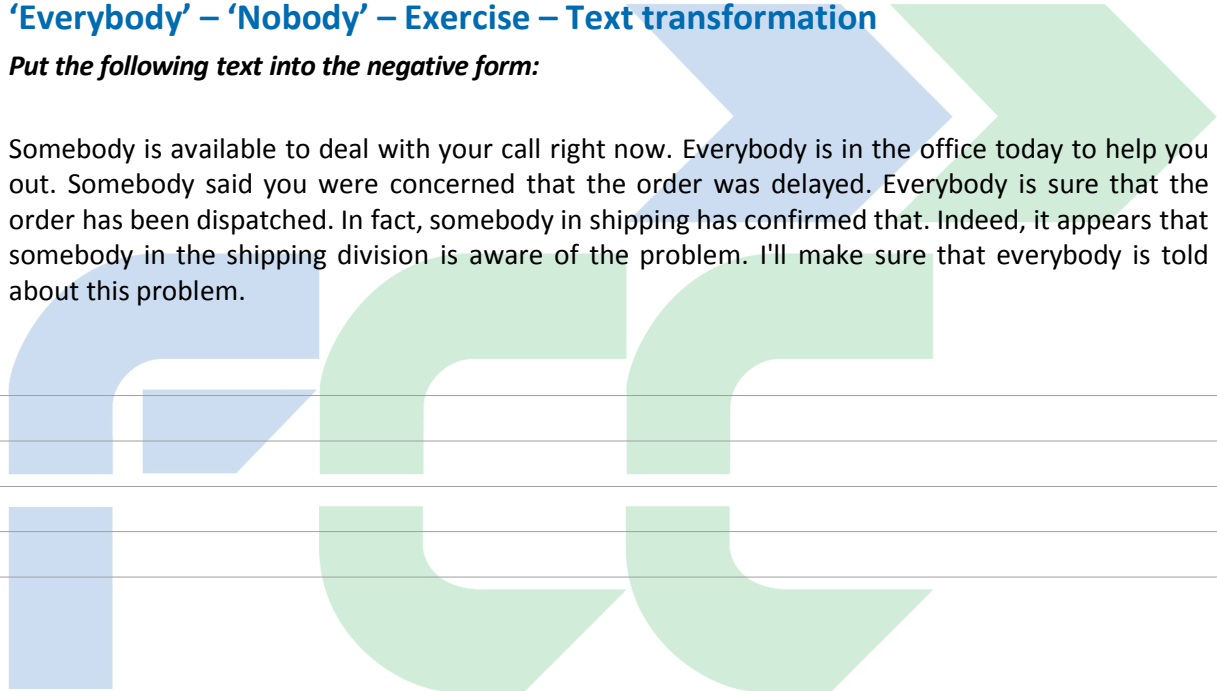
➡ **Nobody** (synonym of **no one**) is **singular**. This pronoun is followed by a verb in the **positive form**.

**Example:** **Nobody** is home.

## 'Everybody' – 'Nobody' – Exercise – Text transformation

**Put the following text into the negative form:**

Somebody is available to deal with your call right now. Everybody is in the office today to help you out. Somebody said you were concerned that the order was delayed. Everybody is sure that the order has been dispatched. In fact, somebody in shipping has confirmed that. Indeed, it appears that somebody in the shipping division is aware of the problem. I'll make sure that everybody is told about this problem.



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## Relative pronouns and adverbs

### A - The Relative Pronouns

<p>➔ <b>Who</b> is the <b>relative subject pronoun</b> (singular and plural) that refers to a <b>person</b>.</p>	<p><u>Example:</u></p> <ul style="list-style-type: none"> <li>I like <b>people who</b> are honest.</li> </ul>
<p>➔ <b>That</b> and <b>which</b> are the <b>relative subject pronouns</b> and direct and indirect <b>objects</b> (singular and plural).</p> <p>➔ <b>That</b> is restrictive, while <b>which</b> is not.</p>	<p><u>Example:</u></p> <ul style="list-style-type: none"> <li>She's reading <b>a book that</b> makes her laugh.</li> <li><b>The shoes, which</b> I bought yesterday, hurt my feet.</li> </ul>
<p>➔ <b>Whom</b> is the <b>relative indirect object pronoun</b> (singular and plural) that refers to an <b>animate antecedent</b>.</p> <p><u>Note:</u> <b>Whom</b> is often replaced by <b>who</b>.</p>	<p><u>Example:</u></p> <ul style="list-style-type: none"> <li><b>The boy whom</b> you met is my cousin.</li> <li>Here is <b>the woman whom</b> you were looking at.</li> </ul>
<p><b>Whose</b> and <b>of which</b> replace a <b>noun phrase object to the noun</b>:</p> <p>➔ <b>Whose</b> refers to an <b>animate or inanimate antecedent</b>.</p> <p>➔ <b>Of which</b> refers to an <b>inanimate antecedent</b>.</p>	<p><u>Example:</u></p> <ul style="list-style-type: none"> <li><b>The girl whose</b> dad is a scientist is very clever. (Animate antecedent.)</li> <li>Her <b>room</b> is the one <b>whose</b> door is locked. (Inanimate antecedent.)</li> </ul> <p><u>Example:</u></p> <ul style="list-style-type: none"> <li>She's in the <b>room</b> the door <b>of which</b> is locked.</li> </ul>
<p>➔ <b>What</b> and <b>which</b> are the <b>relative subject and object pronouns</b> (direct and indirect) that announce or continue previous <b>clauses</b>.</p>	<p><u>Example:</u></p> <ul style="list-style-type: none"> <li>I don't understand <b>what</b> you're saying.</li> <li>Darkness is <b>what</b> I'm afraid of.</li> <li>He said he's lazy, <b>which</b> is true.</li> <li>She'll give a party, <b>which</b> I'm excited about.</li> </ul>

## B - The Relative Adverbs

<p>➔ <b>When</b> replaces an <b>adverbial phrase of time</b>.</p>	<p><u>Example:</u></p> <ul style="list-style-type: none"> <li>The day <b>when</b> he arrived, his family wasn't there.</li> </ul>
<p>➔ <b>Where</b> replaces an <b>adverbial phrase of place</b>.</p>	<p><u>Example:</u></p> <ul style="list-style-type: none"> <li>We live in a place <b>where</b> the sun shines very often.</li> </ul>
<p>➔ (The reason) <b>why</b> replaces an <b>adverbial phrase of cause</b>.</p>	<p><u>Example:</u> I don't know <b>why</b> he's so angry.</p>

## Relative pronouns and Adverbs – Exercise – Sentence practice

1. Rewrite as in the example:

What time is the meeting? (to forget)	I forget what time the meeting is.
Where is the trade show located? (to forget)	
How do you do this? (to forget)	
Why are you leaving? (to forget)	

## 'Which' - 'What'

'What' and 'which' may introduce **non-interrogative clauses**.

In such a case:

<p>➔ 'What,' which has no antecedent, <b>introduces</b> a relative clause which may be subject or object to the sentence's main verb.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>What</b> worries me is how he'll get here.</li> </ul>
<p>➔ 'Which' <b>relates to</b> an antecedent which may be a noun, noun phrase, or clause.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• She often smiles, <b>which</b> is nice.</li> <li>• You're inspecting the downtown branch, <b>which</b> has higher operating costs than the others.</li> </ul>

In an **interrogative clause**:

<p>➔ 'What' is used generally to convey a choice between or among <b>things</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>What</b> books do you prefer?</li> <li>• <b>What</b> kind of services do you want?</li> <li>• <b>What</b> time do they open?</li> </ul>
<p>➔ 'Which,' which may precede both <b>things</b> and <b>people</b>, conveys a <b>choice</b> between or among a <b>limited number</b> of possibilities.</p> <p><b>Note:</b> 'Which' is sometimes followed by 'one'.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>Which</b> friend did you invite?</li> <li>• <b>Which</b> of these shirts is yours?</li> <li>• <b>Which</b> airline did you choose?</li> </ul> <p><b>Example:</b> <b>Which one</b> do you prefer?</p>
<p>➔ Both 'which' and 'what' are used to talk about <b>choices</b>. When used as <b>question words</b>, they are often <b>interchangeable</b>.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>What/which</b> products are you interested in?</li> <li>• <b>What/which</b> size would you prefer?</li> </ul> <p><b>Note:</b> 'What' usually refers to <b>objects</b>, and not <b>people</b>. 'Which' refers to <b>both</b> objects and people.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>Which colleagues</b> are coming to the meeting?</li> <li>• <b>What file</b> are you looking for?</li> </ul>	

## Nominal and modifiers - C1 level

- ▶ There are small differences in meaning between '**which**' and '**what**'.
- ▶ Generally, use '**what**' to talk about a **large** and **indefinite** number of choices. Use '**which**' when the number of choices is **limited** and **definite**. To ask for more information about available choices, you can follow '**what**' with expressions such as **kind/s of**, **sort/s of**, or **type/s of**.

### Example:

- **What** kinds of services do you offer? (Services are indefinite)
- **What** books do you recommend on the topic? (Any books, rather than specific books)
- **What** type of material is this made from?
- We have five different sizes. **Which** size do you prefer? (There are only five possible sizes)
- **Which** way should I turn when I get to Coldcreek Street? (Right or left?)

**Note:** You can **only use which** before the **pronoun one**.

### Example:

- We have several colors available.
  - **Which** one do you like best?
- ▶ When **which** refers to something mentioned immediately before, you may refer back to it **without** repeating the noun or using a pronoun.

### Example:

- We have coffee, tea, or mineral water.
  - **Which** do you prefer?
- ▶ **Which** and **what** may fall **before** a given set of choices.

### Example:

- **Which** do you think is more appropriate: **an e-mail or a letter**?

## 'Which' - 'What'– Exercise – The right word

We have small, medium, and large conference rooms. \_\_\_\_\_ one would you prefer?

Which – What

**'Which' - 'What' – Exercises – Fill in the blanks**

- \_\_\_\_\_ ten percent off the price list?
- \_\_\_\_\_ model did you have in mind?
- \_\_\_\_\_ units did you have in mind?
- \_\_\_\_\_ would you be using the phones?
- \_\_\_\_\_ can you get back to me?
- \_\_\_\_\_ of discount will you give us?
- \_\_\_\_\_ is your fleet?

What - Where - How big - How many - What sort - How quickly - How about

**'Which' - 'What' – Exercises – Word order**

you - didn't - line - was - the - said - He - because - hear - what - bad.



## Use of 'both'

'Both' is used in the following ways and refers to exactly two elements:

<p>➔ As an <b>adjective</b></p>	<p><u>Example:</u></p> <ul style="list-style-type: none"> <li>• <b>Both</b> children are sleeping.</li> <li>• <b>Both</b> versions are identical.</li> </ul>
<p>➔ As a <b>pronoun</b></p>	<p><u>Example:</u></p> <ul style="list-style-type: none"> <li>• Are you writing or listening?</li> <li>• I'm doing <b>both</b>.</li> </ul>

'Both of' + **personal pronoun** is used as a **quantifier**.

Example: Hands up! **Both of** you!

## Use of 'both' – Exercise – Sentence practice

*Rewrite as in the example:*

My brother is as tall as my father.	Both my father and my brother are tall.
My friend is as beautiful as my sister.	
My father is as serious as my boss.	
My aunt is as boring as my teacher.	
Japanese is as difficult as Chinese.	
The subway is as crowded as the roads.	

## Words ending in 'ever'

The suffix '-ever' is added to some **relative pronouns, adjectives and adverbs**, and **interrogatives** and may express one of two things:

<p>➔ <b>Absence of restriction</b></p>	<p><u>Example:</u></p> <ul style="list-style-type: none"> <li>• Can I withdraw money <b>whenever</b> I like?</li> <li>• Choose <b>whichever</b> book you like.</li> </ul>
<p>➔ <b>The idea of possibility</b> in concessive clauses; words ending in '-ever' are in this case used with the auxiliary '<b>may</b>', as in the structure '<b>however</b>' + <b>adjective</b> or <b>adverb</b></p>	<p><u>Example:</u></p> <ul style="list-style-type: none"> <li>• <b>Whatever</b> you may think, it was a mistake to trust him.</li> <li>• <b>However clever</b> he <b>may</b> be, he can still do stupid things.</li> </ul>

## Words ending in 'ever'– Exercise – Fill in the blanks

- \_\_\_\_\_ hard you try, sometimes you just can't find the answer.
- \_\_\_\_\_ solution you think of, there's always a problem.
- \_\_\_\_\_ did I put that calculator?
- \_\_\_\_\_ I need it, it's always 'somewhere safe'.
- \_\_\_\_\_ might have borrowed it?
- \_\_\_\_\_ did I do with that catalog?

Whenever - Where - What - Whichever - Who - However



## 'Everybody' - 'Somebody' - 'Nobody'

'Everybody', 'somebody' and 'nobody' take **singular verbs**. However, the **pronouns** and **adjectives** that take the '-body' forms as their antecedents are often those of the **third person plural**.

***Example:***

- **Everybody** was enjoying **themselves**.
- **Somebody** has to go shopping, don't **they**?
- **Nobody** really **knows**, do **they**?

## 'Everybody' - 'Somebody' - 'Nobody' – Exercise – Sentence practice

*Rewrite as in the example:*

He likes TV, doesn't he?	Everybody likes TV, don't they?
He stays late a lot, doesn't he?	
He has a working lunch, doesn't he?	
She works out, doesn't she?	



## The indefinite possessive

<p>➤ The expression 'a' + <b>object</b> + 'of' + <b>subject</b> + 's' is used to express the <b>possessive case</b> when the object is indefinite.</p>	<p><b>Example:</b> She's <b>a</b> colleague <b>of my brother's</b>.</p>
<p>➤ The similar expression 'a' + <b>object</b> + 'of' + <b>possessive pronoun</b> is used with <b>possessive pronouns</b>.</p>	<p><b>Example:</b> Peter is <b>a</b> nice cousin <b>of mine</b>.</p>
<p>➤ This same construction is possible with the negative article '<b>no</b>'.</p>	<p><b>Example:</b> He is <b>no</b> friend <b>of mine</b>.</p>

## The infinitive possessive – Exercise – Grammar practice

*Rewrite as in the example:*

My sister's colleague	A colleague of my sister's
Her boss's idea	
My book	
My aunt's child	
Her camera	
The manager's priority	
The operators' decision	

## The infinitive possessive – Exercise – Word order

major - of - customer - went - ours - a - just - bankrupt

**The infinitive possessive – Exercise – Text transformation**

*Rewrite the text using "of + possessive pronoun":*

Coming to the trade show to present ourselves as a leading service provider was one of my ideas. Indeed, our objective has always been to strengthen our market position. One of the sales department's key aspirations is to define strategic approaches to selling. Moreover, initiating useful contacts is one of the marketing director's ambitions. Another one of our aims is to offer clients pertinent business prospects.

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## Nouns

### Invariable cardinal numbers

<p>➔ When <b>preceded</b> by <b>specific quantities</b> or by 'several' or 'a few', 'dozen', 'hundred', 'thousand', and 'million' are <b>invariable</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• I bought <b>two dozen</b> eggs.</li> <li>• His purchase volume is around <b>\$2 million</b>.</li> <li>• <b>Several hundred</b> people came.</li> </ul>
<p>➔ The same <b>numbers</b> become <b>plural</b> when <b>followed</b> by 'of.'</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• The system allows <b>millions of</b> people to send each other messages.</li> </ul>

### Invariable cardinal numbers– Exercise – Fill in the blanks

We \_\_\_\_\_ 2000 \_\_\_\_\_ and we plan to \_\_\_\_\_ 10 percent with \_\_\_\_\_.

So we're \_\_\_\_\_ at two \_\_\_\_\_, right?

We can \_\_\_\_\_ you a good \_\_\_\_\_ on two hundred.

Looking \_\_\_\_\_ your catalog, the GSM 41P looks quite \_\_\_\_\_.

That model's no longer \_\_\_\_\_.

hundred - operate - equip - looking - through - available - give - attractive - price - car phones – vehicles

### Invariable cardinal numbers– Exercise – Word order

hundred - still - in - over - two - we - have - stock.

## Nouns without singular forms

Some **plural nouns** have **no singular forms**. These include the following:

<p>▶ Certain nouns referring to <b>objects</b> composed of <b>two symmetrical parts</b>, e.g. 'jeans', 'shorts', 'pajamas', 'pants', or 'scissors'.</p> <p><b>Note:</b> When used as countable nouns, such nouns are preceded by '<b>a pair of</b>'.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• My <b>pants</b> are too short.</li> <li>• She bought two <b>pairs of scissors</b>.</li> </ul>
<p>▶ Certain <b>collective nouns</b>, e.g. 'clothes', 'goods', 'people,' 'cattle,' or 'poultry'.</p> <p><b>Note:</b> At times, 'people' is the plural form of 'person'.  'Head of cattle', in which 'head' is invariable, is the singular of 'cattle'.  The rare 'article of clothing' is the singular of 'clothes'.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>People</b> are very friendly here.</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• There were ten <b>people</b> at the party.</li> <li>• They have ten <b>head of cattle</b>.</li> </ul>
<p>▶ 'savings', 'riches' and 'remains'</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• She used her <b>savings</b> to invest in a start-up.</li> </ul>



## Nouns and adjectives of nationality

English **nouns** and **adjectives of nationality** can be divided into the following four categories:

<p>➔ In certain cases, <b>only an adjective exists</b>. To form the <b>noun</b> form, another <b>noun</b>, which designates some category of person, is added.</p> <p>➔ In such a case, the <b>collective noun</b> is formed using <b>'the' + adjective</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• I'm <b>English</b>.</li> <li>• Yesterday, I met an <b>English woman</b>.</li> <li>• <b>The English</b> are fond of tea.</li> </ul>
<p>➔ In other cases, the <b>singular noun</b> and the <b>adjective</b> are <b>identical</b>. The <b>collective</b> is expressed using <b>'the' + the plural noun</b> form.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• I married a <b>Norwegian</b>.</li> <li>• <b>The Norwegians</b> are used to the cold.</li> </ul>
<p>➔ Sometimes, the <b>singular noun</b> differs from the <b>adjective</b> and the <b>collective noun</b> form is <b>'the' + the plural noun</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• A <b>Spaniard</b> is coming tonight.</li> <li>• The <b>Spanish</b> government.</li> <li>• <b>The Spaniards</b> have lunch at 2 p.m.</li> </ul>
<p>➔ Finally, sometimes the <b>noun, adjective, and collective</b> forms are all <b>identical</b>.</p> <p><b>Note:</b> Adjectives of nationality are <b>capitalized</b>.</p> <p>Many nationality <b>adjectives</b> are identical to the <b>nouns</b> designating the corresponding <b>languages</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• I bought some <b>Portuguese</b> wine.</li> <li>• The <b>Portuguese</b> are a warm people.</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• He speaks <b>French, Russian and Chinese</b>.</li> </ul>

## Nouns and adjectives of nationality– Exercise – Grammar practice

Rewrite as in the example:

Irish	Ireland
Italian	
Turkish	
Algerian	
Scottish	
Portuguese	
Mexican	

### Singular nouns in '-s'

Some nouns end in '-s' in the **singular**.

<p>➔ The <b>uncountable</b> noun 'news' is always <b>singular</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• I watch the six o'clock <b>news</b>. (singular use, plural sense)</li><li>• <b>This is an</b> interesting <b>piece of news</b>. (singular use, singular sense)</li></ul>
<p>➔ 'Means' may be <b>singular</b> or <b>plural</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• Subways are <b>an</b> excellent <b>means</b> of transport in cities. (singular use, singular sense)</li><li>• Use whatever <b>means are</b> necessary. (plural use, plural sense)</li></ul>

### Singular nouns in '-s' – Exercise – The right word

\_\_\_\_\_travels fast!

A snail - Heavy traffic - Income tax - Bad news - The mailman

### Uncountable nouns which may take 'a'

- ➡ **Uncountable nouns** are usually **not** preceded by an **indefinite article** (e.g., 'a').
- ➡ There are however exceptions; these include **'pity'**, **'shame'**, **'disgrace'**, **'relief'**, **'hurry'**, **'waste'**, **'mess'**, **'fuss'**, and **'shambles'**.

**Example:**

- What **a pity!**
- This is such **a waste** of time!
- He's in **a big hurry**.

### Uncountable nouns which may take 'a' – Exercise – Sentence practice

*Rewrite as in the example:*

It's (pity) that AI couldn't come.	It's a pity that AI couldn't come.
What (terrible weather) we've been having.	
The office was (mess) this morning.	
It's (hard work) organizing a trade show!	
What (luck) you had!	
That's (relief).	
What (shame) you can't be there.	



## Adjectives

### Order of adjectives

**Attributive adjectives** precede the nouns they modify. When several **attributives** are present, the one on which **one places the most emphasis** goes closest to the noun.

**Example:** Look at this **beautiful little** girl.

A few rules follow:

<p>➔ <b>Adjectives of color, origin, composition and function</b> are normally placed in that order and directly <b>before the noun</b> they modify.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>Black Spanish leather walking</b> boots</li> </ul>
<p>➔ <b>'First,' 'last' and 'next'</b> usually <b>precede</b> any other adjectives present (e.g., numbers).</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• The monthly payments are high during the <b>first two</b> years only.</li> <li>• That was the <b>first American</b> space capsule.</li> </ul>
<p>➔ <b>Adjectives</b> expressing <b>judgments</b> <b>precede</b> any others present.</p> <p><b>Note:</b> <b>Adjectives</b> of equal importance are separated by <b>commas</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• I have a <b>huge red</b> suitcase.</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• A <b>long, difficult</b> exercise.</li> <li>• It's a <b>nice, well-equipped, four-room</b> apartment.</li> </ul>

### Order of adjectives – Exercise – Word order

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month's - to - trade - I'm - in - reference - calling - last - show

## Use of the past participle as an adjective

### A - Formation

Certain **past participles** may be used as **adjectives**.

<p>➔ <b>The past participles of regular verbs</b> are formed by adding '-ed' or '-d' to their infinitives.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>enjoyed (to enjoy)</li> <li>created (to create)</li> <li>designed (to design)</li> <li>liked (to like)</li> </ul>
<p>➔ <b>The past participles of irregular verbs</b> follow no general rules.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>come (to come)</li> <li>made (to make)</li> <li>taken (to take)</li> <li>gone (to go)</li> </ul>

### B - Use

**Past participles** used as adjectives usually have **passive meanings**.

**Example:**

- Your **soiled** clothes are in the laundry.
- I will fix the **broken** cup.

## Use of the past participle as an adjective – Exercise – Grammar practice

*Conjugate as in the example:*

I (to arrive)	I had arrived
It (to rain)	
She (to risk)	
He (to hurry)	
You (to use)	
They (to take)	
We (to talk)	

Use of the past participle as an adjective – Exercise – The right word

I \_\_\_\_\_ to drop by last week, but I was too busy.

have been liking - had liked - was liking - would have liked - have liked

Use of the past participle as an adjective – Exercise – Fill in the blanks

Good morning, Export \_\_\_\_\_ . What can I do for you?

Can I \_\_\_\_\_ to Mr. Thompson, please?

I'm \_\_\_\_\_ sorry, but you just \_\_\_\_\_ him.

He should be \_\_\_\_\_ after lunch. \_\_\_\_\_ You call back then? I'm \_\_\_\_\_ I won't be \_\_\_\_\_ to.

I have an \_\_\_\_\_ this afternoon.

able - can - really - speak - appointment - back - Department - missed – afraid



## Adjectives ending in -ing

➡ **Gerunds** ('-ing' verb forms) may be used as **adjectives**. They generally have active meanings in this case.

***Example:***

- This view is really **exhilarating**.
- That was a **disappointing** day.
- These **self-sticking** stamps don't stick!

## Adjectives ending in -ing – Exercise – Grammar practice

*Give the present participle of the following verbs:*

the (to change) seasons	the changing seasons
a (to decide) match	
a (to love) friend	
a (to try) day	
a (to worry) event	
a (to welcome) living room	
the (to come) weeks	

## Adjectives ending in -ing – Exercise – The right word

\_\_\_\_\_ departments are in charge of deliveries.

Shipping - Accounting - Legal - Customer Service - Marketing

## Verbs expressing impressions and feelings

Verbs expressing **impressions** and **feelings**- 'to look', 'to sound', 'to smell', 'to taste', 'to feel'- may be followed by:

<p>➔ The preposition 'like'</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• He <b>looks like</b> his father.</li> <li>• It <b>sounds like</b> you're angry.</li> <li>• It <b>smells like</b> smoke.</li> <li>• It <b>feels like</b> velvet.</li> <li>• This cake <b>tastes just like</b> the one I had yesterday.</li> </ul>
<p>➔ 'as if / as though'</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• You <b>look as if</b> you didn't (<i>or don't</i>) understand me.</li> <li>• It <b>sounds as if</b> you weren't (<i>or aren't</i>) listening to me.</li> <li>• It <b>smelt as if</b> she had burnt something.</li> <li>• These potatoes <b>taste as if</b> I added too much salt.</li> <li>• I <b>felt as if</b> I were (<i>or was</i>) going to fall asleep.</li> </ul>
<p>➔ an adjective</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• He <b>looks happy</b>.</li> <li>• This ice cream <b>tastes very good</b>.</li> <li>• It <b>feels funny</b> to write with my left hand.</li> <li>• I <b>felt so sick!</b></li> </ul>

**Note:** 'To be', 'to seem', and 'to appear' (all of which can indicate impressions) may also be followed by 'like' and 'as if'.

**Example:**

- What **was** the dinner **like**?
- She **seems as if** she's going to get very mad.

**Verbs expressing impressions and feelings – Exercise – Sentence practice**

*Answer the question as in the example:*

Is that Bill Clinton? (to look)	No, but he looks like Bill Clinton.
Is that chocolate? (to taste)	
Is that cotton? (to seem)	
Is that Mozart? (to sound)	

**Verbs expressing impressions and feelings – Exercise – Text transformation**

*Put the following text into the present indicative:*

The CEO wasn't accepting any incoming calls. He looked as though he was particularly absorbed in his work. It seemed that an announcement of great importance for the company was imminent. It certainly appeared that there was something serious about to take place. He said he felt that important changes were necessary in the export department. It appeared that he was right since it was less than effective. He sounded convinced of his intention to implement drastic changes. I hoped the export department felt ready to face the bad news.



A decorative graphic consisting of large, overlapping geometric shapes in shades of blue and green, resembling stylized letters or abstract forms, positioned behind a set of horizontal lines for writing.

## Determiners

### Possessive adjectives

Pronouns	Singular	Plural
1st person	<b>My</b>	<b>Our</b>
2nd person	<b>Your</b>	<b>Your</b>
3rd person:		
<i>masculine</i>	<b>His</b>	<b>Their</b>
<i>Feminine</i>	<b>Her</b>	<b>Their</b>
<i>neuter</i>	<b>Its</b>	<b>Their</b>

➡ The possessive adjective precedes a **noun phrase**. It **never** agrees with the noun that follows.

**Example:**

- I like **my** suit - I like **my** suits.
- She's visiting **our** house - She's visiting **our** houses.

### Possessive adjectives – Exercise – Sentence practice

*Rewrite the following sentences as in the example:*

Mrs. Thorson's line is busy.	Her line is busy.
Mr. Wilson's schedule is full on Tuesday.	
Ms. Jensen's office is down the hall on the left.	
I am Mr. Carver and Mr. Wilson's personal assistant.	

## Demonstratives

### ➡ Form

The **demonstratives** 'this' and 'that' may be used as **adjectives** or as **pronouns**. Their **singular** and **plural** forms are as follows:

Singular	Plural
<b>This</b>	<b>These</b>
<b>That</b>	<b>Those</b>

### ➡ Use

➡ 'This' implies <b>proximity</b> in space or time.	<b>Example:</b> <ul style="list-style-type: none"><li>• I think we met <b>this</b> morning.</li><li>• <b>These</b> muffins look good.</li><li>• <b>This</b> is a pencil sharpener.</li></ul>
➡ 'That' implies <b>distance</b> in space or time.	<b>Example:</b> <ul style="list-style-type: none"><li>• <b>That</b> evening, you are invited to a cocktail party.</li><li>• <b>Those</b> exercises were difficult.</li><li>• <b>That's</b> a nice car!</li></ul>



## The article and geographical names

<p>➔ In front of the <b>singular name of a country</b> (or a continent or region), <b>no article</b> is used.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• France, Great Britain, Spain,</li> <li>• Germany, Japan, America, Wales.</li> </ul> <p><b>Exceptions: the Sahara, the United Kingdom</b> ('kingdom' is a common noun in origin), <b>the Congo, the Tyrol, the South Pole...</b></p>
<p>➔ In front of a <b>plural name of a country</b>, an <b>article</b> is always used.</p> <p>➔ <b>Abbreviations</b> of countries' names (or of continents and regions) are preceded by an <b>article (the U.K., the U.S.)</b>.</p> <p><b>Note:</b> Countries that take a <b>plural name</b> are <b>collective nouns</b> and are often followed by a verb in the <b>singular</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>The</b> United States, <b>the</b> West Indies,</li> <li>• <b>The</b> Philippines (<b>the</b> Philippine Islands).</li> </ul> <p><b>Example:</b> <b>The</b> United States <b>is</b> a federation of several states.</p>
<p>➔ Names of <b>oceans, seas and rivers</b> are always preceded by the <b>article 'the'</b>, but names of <b>lakes and ponds</b> never have an article.</p> <p><b>Note: Most geographical names</b> don't have an <b>article</b>, except if they are preceded by 'of' or if they are in the plural. (Cape Cod, <b>the</b> Great Lakes)</p>	
<p>➔ The names of <b>streets, squares, monuments and parks</b> are <b>not</b>, in general, preceded by an <b>article</b>, except if they contain the preposition 'of,' or, in certain cases, if it refers to foreign names.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Fifth Avenue, Hyde Park, Westminster Abbey</li> <li>• <b>the</b> Statue of Liberty, <b>the</b> Champs-Élysées</li> </ul> <p><b>Note: the</b> White House, <b>the</b> Kremlin...</p>

The article and geographical names – Exercise – Word order

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cars - in - have - United - do - how - you - many - the - States?



## 'Few' - 'A few' - 'Many'

The indefinite adjectives (or pronouns) **few**, **a few** and **many** express a **notion of quantity** and are used before a **countable plural noun**.

<p>➔ <b>Few</b> is used to stress a <b>very small quantity</b>.</p>	<p><u>Example:</u></p> <ul style="list-style-type: none"> <li>• He has <b>few</b> friends.</li> </ul>
<p>➔ <b>A few</b> is used to stress a <b>small quantity</b>, but contrary to <b>few</b>, it is only a simple <b>statement</b>.</p> <p>➔ When <b>a few</b> is used with <b>the</b>, <b>these</b> or <b>those</b>, the indefinite article <b>a</b> disappears.</p>	<p><u>Example:</u></p> <ul style="list-style-type: none"> <li>• He has <b>a few</b> friends abroad.</li> <li>• <b>The few</b> people I met have gone.</li> </ul>
<p>➔ <b>Many</b> is used when describing a <b>large quantity</b>.</p>	<p><u>Example:</u></p> <ul style="list-style-type: none"> <li>• There are <b>many</b> companies in that area.</li> </ul>

### Note:

➔ Often, in the **affirmative form**, **many** is replaced by **a lot of** (or **lots of**) or **plenty of**.

Example: She has **lots of** friends.

➔ When the noun is **understood**, the indefinite adjectives become indefinite pronouns.

Example: These students are working hard and **many** (*students*) are quite clever.

## 'Few' - 'A few' - 'Many' – Exercises – Word order

1. \_\_\_\_\_  
we - won't - the - have - until - many - that - fifteenth.

2. \_\_\_\_\_  
fallen - orders - so - a - many - that - taken - we've - little - we've - behind.

3. \_\_\_\_\_  
with - and - come - I'll - me - a - few - give - a - days - up - solution.



## 'A little' - 'A bit'

<p>➔ 'A little' is used with <b>uncountable nouns</b> to designate a small quantity. It may also replace nouns to avoid repetition.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>We wanted <b>a little</b> fresh air.</li> <li>Do you want some coffee?</li> <li><b>A little</b>, please.</li> </ul>
<p>➔ 'A little' is also an adverb of degree used before <b>adjectives</b> and after <b>verbs</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>We're <b>a little</b> busy today.</li> <li>This tooth aches <b>a little</b>.</li> </ul>
<p>➔ 'A bit' often replaces 'a little' in speech.</p> <p><b>Note:</b> 'A bit' is followed by 'of' before <b>nominal groups</b> and <b>pronouns</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>It's <b>a bit</b> bright but it looks nice.</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>I have <b>a bit of</b> work to do.</li> <li>Do you want some cake?</li> <li>I still have <b>a bit of</b> it.</li> </ul>

## 'A little' - 'A bit' – Exercise – Sentence practice

Rewrite as in the example:

He looks tired. (little)	He looks a little tired.
There's still food on the table. (bit)	
Do you want more? (little)	
It costs more than usual. (bit)	

## 'A little' - 'A bit' - 'Many'– Exercise – Word order

1. \_\_\_\_\_

I'm - little - but - 3.15, - for - a - appointment's - my – early

2. \_\_\_\_\_

our - because - I'm - bit - arrived - hasn't - order - a - worried - yet.

## Different meanings of 'all'

<p>➔ 'All' precedes and <b>modifies</b> uncountable or plural countable nouns. When it designates all of something <b>limited</b>, the noun follows 'the' or a demonstrative or possessive adjective.</p> <p><b>Note:</b> When 'all' modifies something <b>unlimited</b>, no article precedes the noun.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• The cat drank <b>all</b> the milk.</li> <li>• Make sure you take <b>all</b> your pills!</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>All</b> children like sweets.</li> <li>• The Internet has spread to <b>all</b> sectors of the population.</li> </ul>
<p>➔ 'All' may also be used in two ways with <b>personal pronouns: personal pronoun + 'all'</b>, or <b>'all of' + personal pronoun</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Have you read these books?</li> <li>• I've read <b>them all</b>.</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• I've read <b>all of them</b>.</li> </ul>
<p>➔ When 'all' is used with a <b>subject pronoun</b>, it may occupy various positions in the sentence. It is placed either before a simple verb, or after a modal, an auxiliary, or 'to be'.</p> <p><b>Note:</b> In a short answer, 'all' precedes the auxiliary, modal, or 'to be'.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• The girls <b>all</b> left early.</li> <li>• We will <b>all</b> have some tomato juice.</li> <li>• They're <b>all</b> ready to go.</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Did you guys go to the movies with your friends?</li> <li>• Yes, we <b>all</b> did.</li> </ul>
<p>➔ 'All' may be used as an <b>object pronoun</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• That's <b>all</b> we have.</li> <li>• That's <b>all</b> we need.</li> </ul> <p><b>Note:</b> In such cases, 'all' is in fact short for 'all that'.</p>

Different meanings of 'all' – Exercise – Sentence practice

Put the following phrases in the right order:

(that's / we have) all	That's all we have.
(in this area / the Australians / live) all	
(in this area / they / live) all	
(my friend / them / saw) all	



## Nominal and modifiers - solutions

### Pronouns - Solutions

#### Objects pronouns - Solutions

##### Object pronouns – Exercise – Text transformation

*Replace the complements with the appropriate personal pronouns:*

Gary and Sandra have gone to lunch. You just missed (Gary and Sandra). Gary should be back by 3:00. Do you want to make an appointment with (Gary)? His personal assistant's name is Tracy. You can speak to (Tracy) now, if you'd like. But if you prefer to speak with Gary personally, you can meet with (Gary) this afternoon.

Gary and Sandra have gone to lunch. You just missed them. Gary should be back by 3:00. Do you want to make an appointment with him? His personal assistant's name is Tracy. You can speak to her now, if you'd like. But if you prefer to speak with Gary personally, you can meet with him this afternoon.

#### Reflexive pronouns - Solutions

##### Reflexive pronouns – Exercises – Sentence practice

1. *Rewrite as in the example:*

He likes TV, doesn't he?	Everybody likes TV, don't they?
She protects herself, doesn't she?	Everybody protects themselves, don't they?
He enjoys himself, doesn't he?	Everybody enjoys themselves, don't they?
She asks herself questions, doesn't she?	Everybody asks themselves questions, don't they?

2. *Express the following sentences in a different way:*

I'd prefer him to go.	I'd rather he went.
We'd prefer you to wait for the mailman.	We'd rather you waited for the mailman.
He'd prefer them to get hold of Karen first.	He'd rather they got hold of Karen first.
I'd prefer her to deal with that herself.	I'd rather she dealt with that herself.



Use of the pronoun 'one' - Solutions

Use of the pronoun 'one' – Exercise – Word order

Both models are excellent, but the latest one is easier to use.

Possessive pronouns - Solutions

Possessive pronouns – Exercise – Grammar practice

Rewrite as in the example:

My sister's colleague	A colleague of my sister's
Dave's sister	A sister of Dave's
Their opinion	An opinion of theirs
Our habit	A habit of ours
Bridget's idea	An idea of Bridget's
His sweater	A sweater of his
Auralog's competitor	A competitor of Auralog's

'Everybody' – 'Nobody'- Solutions

'Everybody' – 'Nobody' – Exercise – Text transformation

Put the following text into the negative form:

Somebody is available to deal with your call right now. Everybody is in the office today to help you out. Somebody said you were concerned that the order was delayed. Everybody is sure that the order has been dispatched. In fact, somebody in shipping has confirmed that. Indeed, it appears that somebody in the shipping division is aware of the problem. I'll make sure that everybody is told about this problem.

Nobody is available to deal with your call right now. Nobody is in the office today to help you out. Nobody said you were concerned that the order was delayed. Nobody is sure that the order has been dispatched. In fact, nobody in shipping has confirmed that. Indeed, it appears that nobody in the shipping division is aware of the problem. I'll make sure that nobody is told about this problem.

Relative pronouns and Adverbs - Solutions

Relative pronouns and Adverbs – Exercise – Sentence practice

2. Rewrite as in the example:

What time is the meeting? (to forget)	I forget what time the meeting is.
Where is the trade show located? (to forget)	I forget where the trade show is located.
How do you do this? (to forget)	I forget how you do this. I forget how to do this.
Why are you leaving? (to forget)	I forget why you are leaving. I forget why you're leaving.

.....

'Which' – 'What'- Solutions

'Which' - 'What'– Exercise – The right word

We have small, medium, and large conference rooms. **Which** one would you prefer?

'Which' - 'What'– Exercise – Fill in the blanks

- How** about ten percent off the price list?
- What** model did you have in mind?
- How many** units did you have in mind?
- Where** would you be using the phones?
- How quickly** can you get back to me?
- What sort** of discount will you give us?
- How big** is your fleet?

'Which' - 'What' – Exercise – Word order

He didn't hear what you said because the line was bad.

.....

**Use of 'both' - Solutions**

**Use of 'both' – Exercise – Sentence practice**

1. Rewrite as in the example:

<b>My brother is as tall as my father.</b>	<b>Both my father and my brother are tall.</b>
My friend is as beautiful as my sister.	Both my sister and my friend are beautiful. Both my friend and my sister are beautiful.
My father is as serious as my boss.	Both my boss and my father are serious. Both my father and my boss are serious.
My aunt is as boring as my teacher.	Both my teacher and my aunt are boring. Both my aunt and my teacher are boring.
Japanese is as difficult as Chinese.	Both Japanese and Chinese are difficult. Both Chinese and Japanese are difficult.
The subway is as crowded as the roads.	Both the subway and the roads are crowded. Both the roads and the subway are crowded.

**Words ending in 'ever' - Solutions**

**Words ending in 'ever' – Exercise – Fill in the blanks**

**However** hard you try, sometimes you just can't find the answer.

**Whichever** solution you think of, there's always a problem.

**Where** did I put that calculator?

**Whenever** I need it, it's always 'somewhere safe'.

**Who** might have borrowed it?

**What** did I do with that catalog?

**'Everybody' – 'Somebody'– 'Nobody'- Solutions**

**'Everybody' - 'Somebody' - 'Nobody'– Exercise – Sentence practice**

*Rewrite as in the example:*

He likes TV, doesn't he?	Everybody likes TV, don't they?
He stays late a lot, doesn't he?	Everybody stays late a lot, don't they?
He has a working lunch, doesn't he?	Everybody has a working lunch, don't they?
She works out, doesn't she?	Everybody works out, don't they?

**The infinitive possessive - Solutions**

**The infinitive possessive – Exercise – Grammar practice**

*Rewrite as in the example:*

My sister's colleague	A colleague of my sister's
Her boss's idea	An idea of her boss's
My book	A book of mine
My aunt's child	A child of my aunt's
Her camera	A camera of hers
The manager's priority	A priority of the manager's
The operators' decision	A decision of the operators'

**The infinitive possessive – Exercise – Word order**

A major customer of ours just went bankrupt.

The infinitive possessive – Exercise – Text transformation

Rewrite the text using "of + possessive pronoun":

Coming to the trade show to present ourselves as a leading service provider was one of my ideas. Indeed, our objective has always been to strengthen our market position. One of the sales department's key aspirations is to define strategic approaches to selling. Moreover, initiating useful contacts is one of the marketing director's ambitions. Another one of our aims is to offer clients pertinent business prospects.

Coming to the trade show to present ourselves as a leading service provider was an idea of mine. Indeed, an objective of ours has always been to strengthen our market position. A key aspiration of theirs is to define strategic approaches to selling. Moreover, an ambition of his is to initiate useful contacts. Another aim of ours is to offer clients pertinent business prospects.



Nouns – Solutions

Invariable cardinal numbers - Solutions

Invariable cardinal numbers– Exercises – Fill in the blanks

We operate 2000 vehicles and we plan to equip 10 percent with car phones .

So we're looking at two hundred, right?

We can give you a good price on two hundred.

Looking through your catalog, the GSM 41P looks quite attractive. That model's no longer available.



Invariable cardinal numbers– Exercises – Word order

We still have over two hundred in stock.



**Nouns and adjectives of nationality - Solutions**

**Nouns and adjectives of nationality– Exercise – Grammar practice**

*Rewrite as in the example:*

Irish	Ireland
Italian	Italy
Turkish	Turkey
Algerian	Algeria
Scottish	Scotland
Portuguese	Portugal
Mexican	Mexico

**Singular nouns in '-s' - Solutions**

**Singular nouns in '-s' – Exercises– The right word**

**Bad news** travels fast!

**Uncountable nouns which may take 'a' - Solutions**

**Uncountable nouns which may take 'a'– Exercise – Sentence practice**

*Rewrite as in the example:*

It's (pity) that AI couldn't come.	It's a pity that AI couldn't come.
What (terrible weather) we've been having.	What terrible weather we've been having. What terrible weather we have been having.
The office was (mess) this morning.	The office was a mess this morning.
It's (hard work) organizing a trade show!	It's hard work organizing a trade show!
What (luck) you had!	What luck you had!
That's (relief).	That's a relief.
What (shame) you can't be there.	What a shame you can't be there.

.....

## Adjectives - Solutions

### Order of adjectives - Solutions

#### Order of adjectives – Exercise – Word order

I'm calling in reference to last month's trade show.

### Use of the past participle as an adjectives - Solutions

#### Use of the past participle as an adjective – Exercise – Sentence practice

*Conjugate as in the example:*

I (to arrive)	I had arrived
It (to rain)	it had rained
She (to risk)	she had risked
He (to hurry)	he had hurried
You (to use)	you had used
They (to take)	they had taken
We (to talk)	we had talked

#### Use of the past participle as an adjective – Exercise – The right word

I **would have liked** to drop by last week, but I was too busy.

#### Use of the past participle as an adjective – Exercise – Fill in the blanks

Good morning, Export **Department**. What can I do for you?

Can I **speak** to Mr. Thompson, please?

I'm **really** sorry, but you just **missed** him.

He should be **back** after lunch. **Can** you call back then? I'm **afraid** I won't be **able** to.

I have an **appointment** this afternoon.

.....

**Adjectives ending in –ing - Solutions**

**Adjectives ending in –ing – Exercise – Grammar practice**

*Give the present participle of the following verbs:*

the (to change) seasons	the changing seasons
A (to decide) match	A deciding match
A (to love) friend	A loving friend
A (to try) day	A trying day
A (to worry) event	A worrying event
A (to welcome) living room	A welcoming living room
The (to come) weeks	The coming weeks

**Adjectives ending in –ing – Exercise – The right word**

Shipping departments are in charge of deliveries.

**Verbs expressing impressions and feelings - Solutions**

**Verbs expressing impressions and feelings – Exercise – Sentence practice**

*Answer the question as in the example:*

Is that Bill Clinton? (to look)	No, but he looks like Bill Clinton.
Is that chocolate? (to taste)	No, but it tastes like chocolate.
Is that cotton? (to seem)	No, but it seems like cotton.
Is that Mozart? (to sound)	No, but it sounds like Mozart.



Verbs expressing impressions and feelings – Exercise – Text transformation

Put the following text into the present indicative:

The CEO wasn't accepting any incoming calls. He looked as though he was particularly absorbed in his work. It seemed that an announcement of great importance for the company was imminent. It certainly appeared that there was something serious about to take place. He said he felt that important changes were necessary in the export department. It appeared that he was right since it was less than effective. He sounded convinced of his intention to implement drastic changes. I hoped the export department felt ready to face the bad news.

The CEO isn't accepting any incoming calls. He looks as though he is particularly absorbed in his work. It seems that an announcement of great importance for the company is imminent. It certainly appears that there is something serious about to take place. He says he feels that important changes are necessary in the export department. It appears that he is right since it is less than effective. He sounds convinced of his intention to implement drastic changes. I hope the export department feels ready to face the bad news.

Determiners - Solutions

Possessive adjectives - Solutions

Possessive adjectives – Exercise – Sentence practice

Rewrite the following sentences as in the example:

Mrs. Thorson's line is busy.	Her line is busy.
Mr. Wilson's schedule is full on Tuesday.	His schedule is full on Tuesday.
Ms. Jensen's office is down the hall on the left.	Her office is down the hall on the left.
I am Mr. Carver and Mr. Wilson's personal assistant.	I am their personal assistant.

The article and geographical names - Solutions

The article and geographical names – Exercise – Word order

How many cars do you have in the United States?

**'Few' – 'A few' – 'Many' - Solutions**

**'Few' - 'A few' - 'Many'– Exercises – Word order**

1. We won't have that many until the fifteenth.
2. We've taken so many orders that we've fallen a little behind
3. Give me a few days and I'll come up with a solution.

**'Little' – 'A little' – 'Much' - Solutions**

**'Little' - 'A little' - 'Much' – Exercise – Fill in the blanks**

Buying your first car is **far more** exciting than buying your second.  
 A motorbike is far and **away** the most dangerous form of transport.  
 The market is **much** better than it was last year. Sending a letter is even **slower** than sending a fax.  
 The old model is not **nearly** as impressive as the new one. Flying is three **times** as expensive as taking the train.

**'Little' - 'A little' - 'Much' – Exercise – Word order**

Anyway, I'm running a little late.

**'A little' – 'A bit' - Solutions**

**'A little' - 'A bit' – Exercise – Sentence practice**

*Rewrite as in the example:*

He looks tired. (little)	He looks a little tired.
There's still food on the table. (bit)	There's still a bit of food on the table. There is still a bit of food on the table.
Do you want more? (little)	Do you want a little more?
It costs more than usual. (bit)	It costs a bit more than usual.

**'A little' - 'A bit' - 'Many'– Exercise – Word order**

1. My appointment's for 3.15, but I'm a little early
2. I'm a bit worried because our order hasn't arrived yet.

Different meanings of 'all' - Solutions

Different meanings of 'all' – Exercise – Sentence practice

Put the following phrases in the right order:

(that's / we have) all	That's all we have.
(in this area / the Australians / live) all	All the Australians live in this area. The Australians all live in this area.
(in this area / they / live) all	They all live in this area.
(my friend / them / saw) all	My friend saw them all.



**ENGLISH**

**SPANISH**

**FRENCH**

**GERMAN**

**ITALIAN**

**DUTCH**

