Grammar-Vocabulary WORKBOOK

A complementary resource to your online TELL ME MORE Training

Learning Language: English

Nominal and modifiers

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: Nominal and modifiers

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.
Table of Contents

NOMINAL AND MODIFIERS ....................................................................................................................... 5

PRONOUNS .................................................................................................................................................. 5
  Object pronouns ....................................................................................................................................... 5
  Use of the pronoun 'one' .......................................................................................................................... 6
  Interrogative words ................................................................................................................................. 8
  ‘How much’ – ‘How many’ ...................................................................................................................... 10
  Possessive pronouns ............................................................................................................................... 11
  Relative pronouns and adverbs ............................................................................................................... 13
  Words ending in ‘ever’ ............................................................................................................................. 15
  The indefinite possessive ......................................................................................................................... 16

NOUNS ....................................................................................................................................................... 17
  Construction of compound nouns .......................................................................................................... 17
  Use of compound nouns .......................................................................................................................... 18
  Nouns without singular forms ............................................................................................................... 19
  Uncountable nouns which may take ‘a’ ................................................................................................. 20

ADJECTIVES ............................................................................................................................................... 21
  Compound adjectives ............................................................................................................................. 21
  Use of the past participle as an adjective ............................................................................................... 23
  Adjectives ending in –ing ......................................................................................................................... 25
  Verbs expressing impressions and feelings ............................................................................................ 26

DETERMINERS .......................................................................................................................................... 27
  Definite and indefinite articles ............................................................................................................... 27
  Demonstratives ...................................................................................................................................... 28
  ‘Some’ - ‘Any’ ...................................................................................................................................... 30
  The use and omission of ‘the’ ................................................................................................................. 32
  ‘Few’ - ‘A few’ - ‘Many’ ......................................................................................................................... 33
  ‘Little’ - ‘A little’ - ‘Much’ ...................................................................................................................... 34
  More uses of the possessive .................................................................................................................... 35
  ‘A little’ - ‘A bit’ ..................................................................................................................................... 36
  Different meanings of ‘all’ ....................................................................................................................... 37
NOMINAL AND MODIFIERS - SOLUTIONS ................................................................................................. 39

PRONOUNS – Solution(s) .......................................................................................................................... 39
Object pronouns – Solution(s) ................................................................................................................. 39
INTERROGATIVE WORDS – Solution(s) .................................................................................................... 40
‘How much’ – ‘How many’ – Solution(s) .................................................................................................. 40
Possessive pronouns – Solution(s) ........................................................................................................... 40
Relative pronouns and adverbs – Solution(s) .......................................................................................... 41
Words ending in ‘ever’ – Solution(s) ......................................................................................................... 41
The indefinite possessive – Solution(s) ...................................................................................................... 41
NOUNS – Solution(s) .................................................................................................................................. 42
Construction of compound nouns – Solution(s) ....................................................................................... 42
Use of compound nouns – Solution(s) ...................................................................................................... 42
Nouns without singular forms – Solution(s) ............................................................................................. 43
Uncountable nouns which may take ‘a’ – Solution(s) .............................................................................. 43
ADJECTIVES – Solution(s) ........................................................................................................................ 43
Compound adjectives – Solution(s) .......................................................................................................... 43
Use of the past participle as an adjective – Solution(s) ............................................................................ 44
Adjectives ending in –ing – Solution(s) ...................................................................................................... 44
Verbs expressing impressions and feelings – Solution(s) .......................................................................... 45
DETERMINERS – Solution(s) .................................................................................................................... 45
Definite and indefinite articles – Solution(s) ............................................................................................. 45
Demonstratives – Solution(s) .................................................................................................................... 45
‘Some’ - ‘Any’ – Solution(s) .................................................................................................................... 46
The use and omission of ‘the’ – Solution(s) ............................................................................................... 47
‘Few’ - ‘A few’ - ‘Many’ – Solution(s) ........................................................................................................ 47
‘Little’ - ‘A little’ - ‘Much’ – Solution(s) .................................................................................................... 47
More uses of the possessive – Solution(s) ................................................................................................. 48
Different meanings of ‘all’ – Solution(s) ................................................................................................... 48
Nominal and modifiers

Pronouns

Object pronouns

Form

<table>
<thead>
<tr>
<th>Pronouns</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>Me</td>
<td>Us</td>
</tr>
<tr>
<td>2nd person</td>
<td>You</td>
<td>You</td>
</tr>
<tr>
<td>3rd person:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>masculine</td>
<td>Him</td>
<td>Them</td>
</tr>
<tr>
<td>Feminine</td>
<td>Her</td>
<td>Them</td>
</tr>
<tr>
<td>neuter</td>
<td>It</td>
<td>Them</td>
</tr>
</tbody>
</table>

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 – Fill in the blanks

Why doesn't my card go ____________?
This ATM must be out ____________order!
I slide my card in and it keeps coming right ____________again! We'll check ____________.
We'll do the transaction ____________you.

in - of - out - it - for
### Use of the pronoun 'one'

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>A countable noun already expressed.</td>
<td>• I bought a red shirt and a blue one.</td>
</tr>
<tr>
<td></td>
<td>• She saw some beautiful homes and some ugly ones too.</td>
</tr>
<tr>
<td>A noun that hasn't been expressed.</td>
<td>• That's a nice one.</td>
</tr>
<tr>
<td></td>
<td>• The sensible ones have done their homework.</td>
</tr>
</tbody>
</table>

'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:

<table>
<thead>
<tr>
<th>Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>A noun indicating a person or a generalization.</td>
<td>• A blond woman and a dark-haired woman. (instead of 'a dark-haired one').</td>
</tr>
<tr>
<td></td>
<td>• American cars are often bigger than French cars. (instead of 'French ones').</td>
</tr>
<tr>
<td>An uncountable noun (after an adjective).</td>
<td>• Italian coffee is stronger than American coffee.</td>
</tr>
</tbody>
</table>
Use of the pronoun 'one' – Exercise – Grammar practice

*Rewrite as in the example:*

<table>
<thead>
<tr>
<th>large envelope, small envelope</th>
<th>a large envelope and a small one</th>
</tr>
</thead>
<tbody>
<tr>
<td>regular stamp, commemorative stamp</td>
<td></td>
</tr>
<tr>
<td>blue mailbox, red mailbox</td>
<td></td>
</tr>
<tr>
<td>airmail package, surface package</td>
<td></td>
</tr>
<tr>
<td>formal letter, informal letter</td>
<td></td>
</tr>
<tr>
<td>birthday card, anniversary card</td>
<td></td>
</tr>
<tr>
<td>express batch, priority batch</td>
<td></td>
</tr>
</tbody>
</table>

Use of the pronoun 'one' – Exercise – Fill in the blanks

We also have it in other ________________.
______________ colors?
We have navy blue, ________________, red and black. Can I see the gray ____________?
What are the ______________? Large, ____________ and small.

colors - gray - what - one - sizes - medium
Interrogative words

**Interrogative** words introduce questions which cannot be answered with yes or no. The main **interrogatives** are:

<table>
<thead>
<tr>
<th>Interrogative</th>
<th>Example:</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who</strong></td>
<td>• Who is the President?</td>
<td>• Subject: Who asked you? (sb asked you)</td>
</tr>
<tr>
<td></td>
<td>• Who are you?</td>
<td>• Object: Who did you ask? (you asked sb)</td>
</tr>
<tr>
<td><strong>What</strong></td>
<td>• What sport do you play?</td>
<td>• Which teacher do you like?</td>
</tr>
<tr>
<td></td>
<td>• What is her job?</td>
<td>• Which poem are they studying?</td>
</tr>
<tr>
<td><strong>When</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Where</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Why</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Whose</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How</strong></td>
<td>• How do you spell your name? (manner)</td>
<td>• How are you?</td>
</tr>
<tr>
<td></td>
<td>• S-M-I-T-H.</td>
<td>• How do they like their new apartment?</td>
</tr>
<tr>
<td></td>
<td>• How do you go to work? (means)</td>
<td>• How is your new job going?</td>
</tr>
<tr>
<td><strong>Which</strong></td>
<td>• How long is the movie? (adjective)</td>
<td>• How often does he play tennis? (adverb)</td>
</tr>
</tbody>
</table>
Nominal and modifiers – B1 level

- **Why** inquires about the reason behind an event or action.

  *Example:*  
  - Why don't you like her?  
  - Why are they taking the train?

- **Where** refers to a location.

  *Example:*  
  - Where is the museum?  
  - Where can I buy stamps?

- **When** refers to a time or date.

  *Example:*  
  - When does it open?  
  - When do we leave?

- **Whose** refers to possession.

  *Example:*  
  - Whose shirt is this?  
  - Whose is that?

- Questions using *interrogative* words are generally formed using the following structure:

  Interrogative word + Auxiliary/Modal + Subject + Verb

  *Example:*  
  - What are you eating?  
  - Where does the train go?  
  - Who can I visit?

- If the question contains a *preposition*, it is placed at the end of the sentence.

  *Example:*  
  - What were you listening to?  
  - Who is she talking about?

**Interrogative words—Exercise—Sentence practice**

*Form a question based on the final part of the sentence:*

<table>
<thead>
<tr>
<th>I’m ordering ice cream for the kids.</th>
<th>Who are you ordering the ice cream for?</th>
</tr>
</thead>
<tbody>
<tr>
<td>She is eating with Samantha.</td>
<td></td>
</tr>
<tr>
<td>They are making a meringue pie for mom's birthday.</td>
<td></td>
</tr>
<tr>
<td>I’m talking about great food!</td>
<td></td>
</tr>
</tbody>
</table>
‘How much’ – ‘How many’

How much and how many are interrogative adjectives of quantity.

<table>
<thead>
<tr>
<th>How much is used before an uncountable noun.</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How much sauce do you want?</td>
<td></td>
</tr>
<tr>
<td>• How many friends do you have?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many is used before a plural countable noun.</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How much (money) is it?</td>
<td></td>
</tr>
<tr>
<td>• How many (books) do you have?</td>
<td></td>
</tr>
</tbody>
</table>

The noun or noun phrase can also be implied.

<table>
<thead>
<tr>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How much (money) is it?</td>
</tr>
<tr>
<td>• How many (books) do you have?</td>
</tr>
</tbody>
</table>

‘How much’ – ‘How many’– Exercise – Fill in the blanks

___________, do you have a table, please?

___________ how ____________ people? Us four, plus ____________ couple coming. That's six ____________.

You're lucky, some people have just called to cancel their reservation, ____________.

the restaurant was full.

All the other restaurants are full ____________!

for - man - could - otherwise - too - another – then

‘How much’ – ‘How many’– Exercise – Word order

___________

package - to - this - will - send - i - much - How - cost - ?
Possessive pronouns

Form

<table>
<thead>
<tr>
<th>Pronouns</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>Mine</td>
<td>Ours</td>
</tr>
<tr>
<td>2nd person</td>
<td>Yours</td>
<td>Yours</td>
</tr>
<tr>
<td>3rd person:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>masculine</td>
<td>His</td>
<td>Theirs</td>
</tr>
<tr>
<td>Feminine</td>
<td>Hers</td>
<td>Theirs</td>
</tr>
<tr>
<td>neuter</td>
<td>Its</td>
<td>Theirs</td>
</tr>
</tbody>
</table>

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 – Exercises – The right word

1. Whose decision was it to come here? ____________ or yours?
   
   Our - Their - Its - Him - Mine – My

2. We asked for separate checks. I think this is ____________.
   yours - our - their - you - your – my
Possessive pronouns – Exercise – Sentence practice

*Replace the object(s) with the corresponding personal pronoun(s):*

<table>
<thead>
<tr>
<th>It’s my car.</th>
<th>It’s mine.</th>
</tr>
</thead>
<tbody>
<tr>
<td>That is his strawberry sherbert.</td>
<td></td>
</tr>
<tr>
<td>This is Jennifer’s dish.</td>
<td></td>
</tr>
<tr>
<td>It is the Jeffersons’ house.</td>
<td></td>
</tr>
</tbody>
</table>
# Relative pronouns and adverbs

## A - The Relative Pronouns

| **Who** is the **relative subject pronoun** (singular and plural) that refers to a **person**. | **Example:**
| - I like **people who** are honest. |
| **That** and **which** are the **relative subject pronouns** and direct and indirect **objects** (singular and plural). | **Example:**
| - She's reading a **book that** makes her laugh.  
- The shoes, **which** I bought yesterday, hurt my feet. |
| **That** is restrictive, while **which** is not. | **Example:**
| - The boy **whom** you met is my cousin.  
- Here is the woman **whom** you were looking at. |

**Note:** Who is often replaced by who.

| **Whose** and **of which** replace a noun phrase **object to the noun**:
| **Whose** refers to an **animate or inanimate antecedent**. | **Example:**
| - The girl **whose** dad is a scientist is very clever. (Animate antecedent.)  
- Her room is the one **whose** door is locked. (Inanimate antecedent.) |
| **Of which** refers to an **inanimate antecedent**. | **Example:**
| - She's in the **room the door of which** is locked. |

| **What** and **which** are the **relative subject and object pronouns** (direct and indirect) that announce or continue previous **clauses**. | **Example:**
| - I don't understand **what** you're saying.  
- Darkness is **what** I'm afraid of.  
- He said he's lazy, **which** is true.  
- She'll give a party, **which** I'm excited about. |
B - The Relative Adverbs

- **When** replaces an **adverbial phrase of time**.
  
  **Example:**
  - The day *when* he arrived, his family wasn't there.

- **Where** replaces an **adverbial phrase of place**.
  
  **Example:**
  - We live in a place *where* the sun shines very often.

- **(The reason) why** replaces an **adverbial phrase of cause**.
  
  **Example:** I don't know *why* he's so angry.

Relative pronouns and Adverbs – Exercise – Word order

I - yesterday - had - what - that's - exactly - !
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:

| Absence of restriction | Example:  
|------------------------|--------------------------------------------------|
| • Can I withdraw money **whenever** I like?  
| • Choose **whichever** book you like. |

| The idea of possibility in concessive clauses; words ending in 'ever' are in this case used with the auxiliary 'may', as in the structure 'however' + adjective or adverb | Example:  
|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| • **Whatever** you may think, it was a mistake to trust him.  
| • **However clever** he **may** be, he can still do stupid things. |

**Words ending in 'ever' – Exercise – Sentence practice**

*Rewrite as in the example:*

| The secretary makes the deposits. (the boss) | The boss lets the secretary make the deposits.  
|---------------------------------------------|--------------------------------------------------------------------------------------------------|
| He borrowed on credit. (the bank)  
| The retail chain lowered prices. (the manufacturer)  
| We did whatever we wanted. (the competitor) |                                                                                             |
The indefinite possessive

- The expression 'a' + object + 'of' + subject + 's' is used to express the possessive case when the object is indefinite.

  Example: She's a colleague of my brother's.

- The similar expression 'a' + object + 'of' + possessive pronoun is used with possessive pronouns.

  Example: Peter is a nice cousin of mine.

- This same construction is possible with the negative article 'no'.

  Example: He is no friend of mine.

The indefinite possessive – Exercise – The right word

Hey John, is this a package ____________________?

of your - of yours - you're - your - yours
Nouns

Construction of compound nouns

The compound noun is made up of a principal noun preceded by one or several nouns or a noun phrase that has the same function as an adjective.

Example:
• An alarm clock, a bedroom, the London-New York flight

The first element is always in the singular, even if it has a plural sense, except if it exists only in the plural form or if there is risk of ambiguity.

Example:
• Ski boots, a clothes factory, a goods-train (risk of ambiguity if 'good' was in the singular)

Most compound nouns are written as two (or several) separate words. Some of them are written with a dash, others as a single word.

Note: The same compound noun can sometimes be written as two words, with a dash or as single word.

Example:
• A great-grandfather, housework

Example:
• Ice-cream, ice cream.

Construction of compound nouns – Exercise – Grammar practice

Form compound words as in the example:

<table>
<thead>
<tr>
<th>Boots for skiing</th>
<th>Ski-boots</th>
</tr>
</thead>
<tbody>
<tr>
<td>A room with a bed</td>
<td></td>
</tr>
<tr>
<td>A man who sells things</td>
<td></td>
</tr>
<tr>
<td>Schoolwork done at home</td>
<td></td>
</tr>
<tr>
<td>Work done around the house</td>
<td></td>
</tr>
<tr>
<td>Slacks for dressing up</td>
<td></td>
</tr>
<tr>
<td>A glass for drinking wine</td>
<td></td>
</tr>
</tbody>
</table>

Construction of compound nouns – Exercise – The right word

The ____________ is where you buy stamps.

mailbox - grocery store - post office - clothes shop - coffee machine - drugstore
Use of compound nouns

- The **first** element of the **compound noun** is used to **determine** the **second**.
- Different **meanings** exist between the terms of a **compound noun**: ownership, composition, purpose, aim...

**Example:**
- The castle dungeon, a pearl necklace, a jewelry box, a tennis racket

**Note:** A compound noun **cannot** express the idea of a cause or a group, or refer to the contents of a container.

**Example:**
- A cry of joy, a group of tourists, a gallery of paintings

**Use of compound nouns – Exercise – Grammar practice**

*Form compound words as in the example:*

<table>
<thead>
<tr>
<th>Boots for skiing</th>
<th>Ski-boots</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horse that runs in races</td>
<td></td>
</tr>
<tr>
<td>Tennis played on a table</td>
<td></td>
</tr>
<tr>
<td>Game where players throw a ball into a basket</td>
<td></td>
</tr>
<tr>
<td>Store that sells drugs and other items</td>
<td></td>
</tr>
<tr>
<td>Center for shopping</td>
<td></td>
</tr>
<tr>
<td>Tea with ice in it</td>
<td></td>
</tr>
</tbody>
</table>

**Use of compound nouns – Exercise – The right word**

__________________________ is white or blue.

A double-decker bus - A ten-dollar bill - The Stars n' Stripes - A New York taxicab - Airmail paper
Nouns without singular forms

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

- Certain nouns referring to objects composed of two symmetrical parts, e.g. 'jeans', 'shorts', 'pajamas', 'pants', or 'scissors'.

  **Note:** When used as countable nouns, such nouns are preceded by 'a pair of'.

  **Example:**
  - My pants are too short.
  - She bought two pairs of scissors.

- Certain collective nouns, e.g. 'clothes', 'goods', 'people', 'cattle', or 'poultry'.

  **Note:** 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'.

- 'savings', 'riches' and 'remains'

  **Example:**
  - She used her savings to invest in a start-up.

---

**Nouns without singular forms—Exercise—The right word**

_____ are warm in the winter.

Linen suits - T-shirts - Cotton socks - Silk ties - Corduroy pants

**Nouns without singular forms—Exercise—Word order**

buy - really - must - a - pair - I - new - of - pants.
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 – Word order

The food - shame - the - was - service - excellent, - a - was - it's - so poor.
Adjectives

Compound adjectives

The second part of a compound adjective, which is the more important part and is modified by the first, may be:

<table>
<thead>
<tr>
<th>Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>an adjective;</td>
<td>• I fell in the water, and it was ice-cold!</td>
</tr>
<tr>
<td>a present participle;</td>
<td>• This movie’s heartbreaking.</td>
</tr>
<tr>
<td>a past participle;</td>
<td>• You go to a restaurant for a well-deserved dinner.</td>
</tr>
<tr>
<td></td>
<td>• We need a hand-held vacuum.</td>
</tr>
<tr>
<td>a noun + '-ed.'</td>
<td>• Your husband is a bad-tempered man.</td>
</tr>
</tbody>
</table>

**Note.** Compound adjectives ending in '-ed' must be attributive when they have concrete meanings. (Otherwise they can be used as predicate adjectives.)

- Many compound adjectives fit none of the cases described above.

**Example:**
- I bought some secondhand books.
- I want an 18-month loan.
- The interest is on a four-year basis.

- Use a hyphen in a compound adjective when the compound adjective precedes a noun.

**Example:**
- His best-known work was translated into seventeen languages.
- Thanks to a well-trained taxi driver, they arrived at the airport on time.
- The report was full of time-sensitive material.
But do **NOT** use a hyphen when the compound adjective comes **after the noun** it modifies.

**Example:**
- He is **best known** for his short stories.
- We want to make sure our drivers are **well trained**.

Also, do **NOT** use a hyphen in a compound adjective that begins with an **adverb ending in -ly** or with **too, very, or much**.

**Example:**
- She is a **highly trained** legal secretary.
- The book had a **very contrived** plot.
- I want to take my time and not make a **too hasty** decision.

**Compound adjectives – Exercise – Grammar practice**

*Form compound words as in the example:*

<table>
<thead>
<tr>
<th>Cold as ice</th>
<th>Ice-cold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produced in mass amounts</td>
<td></td>
</tr>
<tr>
<td>Blue the color of the US Navy</td>
<td></td>
</tr>
<tr>
<td>Fashion style that is old</td>
<td></td>
</tr>
<tr>
<td>Made by hand</td>
<td></td>
</tr>
<tr>
<td>Larger than the size large</td>
<td></td>
</tr>
<tr>
<td>Style of shirt with sleeves that are short</td>
<td></td>
</tr>
</tbody>
</table>

**Compound adjectives – Exercise – The right word**

______________are cooked in water for less than three minutes.

Waffles - Sesame seed rolls - Croissants - Scrambled eggs and toast - Poached eggs and tomatoes - Soft-boiled eggs
Use of the past participle as an adjective

A - Formation
Certain past participles may be used as adjectives.

The past participles of regular verbs are formed by adding ‘-ed’ or ‘-d’ to their infinitives.

Example:
- enjoyed (to enjoy)
- created (to create)
- designed (to design)
- liked (to like)

The past participles of irregular verbs follow no general rules.

Example:
- come (to come)
- made (to make)
- taken (to take)
- gone (to go)

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:

<table>
<thead>
<tr>
<th>I (to eat)</th>
<th>I’d have eaten</th>
</tr>
</thead>
<tbody>
<tr>
<td>he (to come)</td>
<td></td>
</tr>
<tr>
<td>you (to enjoy)</td>
<td></td>
</tr>
<tr>
<td>it (to taste)</td>
<td></td>
</tr>
<tr>
<td>we (to order)</td>
<td></td>
</tr>
<tr>
<td>she (to wait)</td>
<td></td>
</tr>
<tr>
<td>Tony (to prepare)</td>
<td></td>
</tr>
</tbody>
</table>
Use of the past participle as an adjective – Exercise - Fill in the blanks

Your coffee, sir.
But I ____________ black coffee.
Oh! I'm so absent-minded this morning?
I'm sorry, I'll set the cream ____________ here.
Could you ____________ bring ____________ butter?
____________ course.
____________ you are. Do you have everything you need ______________?
Can I have ______________ piece of toast?
I'll bring it right ____________.

here - away - now - also - ordered - more - another - over - of
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:

<table>
<thead>
<tr>
<th>A (to disappoint) meeting</th>
<th>a disappointing meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (to trouble) problem</td>
<td></td>
</tr>
<tr>
<td>A (to satisfy) meal</td>
<td></td>
</tr>
<tr>
<td>An (to excite) dessert</td>
<td></td>
</tr>
<tr>
<td>A (to fill) appetizer</td>
<td></td>
</tr>
<tr>
<td>An (to exhilarate) experience</td>
<td></td>
</tr>
<tr>
<td>A (to thrill) movie</td>
<td></td>
</tr>
</tbody>
</table>

Adjectives ending in –ing – Exercise – Fill in the blanks

Can I ____________ this on?
There’s the ____________ room.
Where’s the ____________?
There’s a ____________ on it.

mirror - try - fitting - stain
Verbs expressing impressions and feelings

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

<table>
<thead>
<tr>
<th>The preposition 'like'</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• He looks like his father.</td>
<td></td>
</tr>
<tr>
<td>• It sounds like you're angry.</td>
<td></td>
</tr>
<tr>
<td>• It smells like smoke.</td>
<td></td>
</tr>
<tr>
<td>• It feels like velvet.</td>
<td></td>
</tr>
<tr>
<td>• This cake tastes just like the one I had yesterday.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>'as if / as though'</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• You look as if you didn't (or don't) understand me.</td>
<td></td>
</tr>
<tr>
<td>• It sounds as if you weren't (or aren't) listening to me.</td>
<td></td>
</tr>
<tr>
<td>• It smelt as if she had burnt something.</td>
<td></td>
</tr>
<tr>
<td>• These potatoes taste as if I added too much salt.</td>
<td></td>
</tr>
<tr>
<td>• I felt as if I were (or was) going to fall asleep.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>an adjective</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• He looks happy.</td>
<td></td>
</tr>
<tr>
<td>• This ice cream tastes very good.</td>
<td></td>
</tr>
<tr>
<td>• It feels funny to write with my left hand.</td>
<td></td>
</tr>
<tr>
<td>• I felt so sick!</td>
<td></td>
</tr>
</tbody>
</table>

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 – Word order

on - these - look - good - you.
Determiners

Definite and indefinite articles

- **The indefinite article**
  - “A” is the **indefinite** article in the **singular**.
  - In the **plural**, there is **no article**.

  **Example:**
  - There is **a cat** in our garden.
  - There are **cats** in our garden.

- **The definite article**
  - “The” is the **definite** article in the **singular** and **plural**.

  **Example:**
  - **The cat** is in his house.
  - **The cats** are in his house.

- **The indefinite article** is used to introduce a noun in a general context.

  **Example:**
  - He is **a writer**.

- **The definite article** is used to introduce a noun in a specific context.

  **Example:**
  - He is the **writer** of "The Sound and the Fury."

- In general, names of places do not take the **definite** article. Exceptions to this rule include compound and plural names, as well as certain geographical features.

  **Example:**
  - We went to **Peru** on vacation.
  - He is going to **Beijing** next week.
  - I’m studying in **the United States**.
  - The scenery in **the Rocky Mountains** is breathtaking.

**Definite and indefinite articles – Exercise – Fill in the blanks**

Once ____________ weekend arrives, I like to go _____________.
I like to go to the ____________ in the Village.
__________ are a bargain and you can find real _____________.
I prefer ____________ shops to superstores.
But most of all, I love to bargain with the _____________.

prices - dealers - downtown - the - antique - treasures - market
Demonstratives

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

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>This</td>
<td>These</td>
</tr>
<tr>
<td>That</td>
<td>Those</td>
</tr>
</tbody>
</table>

**Use**

- **'This'** implies proximity in space or time.

  **Example:**
  - I think we met this morning.
  - These muffins look good.
  - This is a pencil sharpener.

- **'That'** implies distance in space or time.

  **Example:**
  - That evening, you are invited to a cocktail party.
  - Those exercises were difficult.
  - That's a nice car!

**Demonstratives – Exercise – Fill in the blanks**

So this __________ is first class and __________ are second class, right?
First and second __________, yes.
No, it's the __________ way __________. Oh yes, __________ about that.

these - batch - class - sorry - other – around
Demonstratives – Exercise – Sentence practice

*Rewrite as in the example:*

<table>
<thead>
<tr>
<th>The man said 'Please take off your shoes'.</th>
<th>The man said to take off your shoes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The security guard ordered Max, 'Show me the inside of your shopping bag'.</td>
<td></td>
</tr>
<tr>
<td>The old lady instructed her, 'Buy only those things that you can afford'.</td>
<td></td>
</tr>
<tr>
<td>They urged the passers-by, 'Buy three pairs and get one free!'</td>
<td></td>
</tr>
</tbody>
</table>
'Some' - 'Any'

- The article 'some' precedes a countable plural or uncountable noun or noun phrase and indicates an undetermined quantity.

  **Example:**
  - Could you give me some information on your villas?
  - Some children were playing outside.

- The pronoun 'some' replaces a countable plural or uncountable noun or noun phrase.

  **Example:**
  - If you like milk, I have some.
  - Where are the sponges? We have to buy some.

- The article or the pronoun 'any' replaces the article or the pronoun 'some' in an interrogative or negative clause.

  **Example:**
  - Do you have any children?
  - No, we don't have any.

- Any may also be used to express total permission, possibility, or restriction.

**Permission and Restriction**

  **Example:**
  - Feel free to ask questions at any time during the presentation.
  - Employees may not leave the premises under any circumstances.
  - You cannot open these files at any time.

**Possibility or Indifference**

  **Example:**
  - Any of these designs would work well.
  - You can choose any topic you think is pertinent for your presentation.
  - We could meet any place that's convenient to discuss the project.

'Some' - 'Any' – Exercise – The right word

There is __________ money in his wallet.

plenty - many - few - some – any
'Some' - 'Any' – 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.

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

'Some' - 'Any' – Exercise – Word order

any - of - shouldn't - I - have - this - !
The use and omission of 'the'

The article “the” is used before **plural nouns** or **uncountable nouns** when the noun is determined; its meaning is defined by the **context**.

**Example:**
- The cities in Europe are all very different.
- The coffee you gave me is really good.

**The** is not used:

<table>
<thead>
<tr>
<th>Situation</th>
<th>Example</th>
</tr>
</thead>
</table>
| **In generalizations with plural nouns or uncountable nouns.** | I don't like towns. (plural noun)  
I prefer tea to coffee. (uncountable) |
| **Before a plural or an uncountable noun with the meaning 'a certain amount of.'** | I have to buy butter and jelly. (uncountable)  
There are cities I don't like. (plural noun) |
| **Before names of meals when they have a general sense.** | The breakfast I had yesterday was very good. (particular sense)  
Breakfast is ready. (general sense) |

The use and omission of 'the' – Exercise – Fill in the blanks

Once _______________ weekend arrives, I like to go ____________.
I like to go to the ____________ in the Village.
______________ are a bargain and you can find real ____________.
I prefer ________________ shops to superstores.
But most of all, I love to bargain with the ________________.
'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**.

- **Few** is used to stress a very small quantity.
  - **Example:** He has few friends.

- **A few** is used to stress a small quantity, but contrary to **few**, it is only a simple statement.
  - **Example:** He has a few friends abroad.
  - **The few** people I met have gone.

- When **a few** is used with the, these or those, the indefinite article a disappears.

- **Many** is used when describing a large quantity.
  - **Example:** There are many companies in that area.

**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' – **Exercise – Fill in the blanks**

I __________ write straight, anyway.
Do you __________ write letters?
Only when I __________ have to.
Do you have __________ envelopes?
I must have a __________ left.

**often - really - few - never - enough**
'Little' - 'A little' - 'Much'

The indefinite adjectives (or pronouns) little, a little and much express a notion of quantity and are used before an uncountable singular noun.

<table>
<thead>
<tr>
<th>Little is used to stress a very small quantity.</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There is very little juice left.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A little is used when describing a small quantity, but contrary to little, it is only a simple statement.</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There is a little juice in the fridge, if you want.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Much is used when describing a large quantity.</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• We have much work to do today.</td>
<td></td>
</tr>
<tr>
<td>• There isn't much coffee left.</td>
<td></td>
</tr>
</tbody>
</table>

**Note:**

- Often, in the affirmative form, much is replaced by a lot of or plenty of.

*Example:* There's a lot of tea in China.

- When the noun is understood, the indefinite adjectives become indefinite pronouns.

*Example:* There is little (juice) left.

### 'Little' - 'A little' - 'Much' – Exercise – The right word

There is __________ tea left in the teapot.

a little - many - plenty - a lot

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

As they say in America, 'Time is money'.

I just have a coffee and a __________ for breakfast.

Because I have __________ work to do and __________ time to eat.

I wish I had less work and __________ more time in the __________.

Then I'd __________ the breakfast special every day!

little - morning - a little - much - donut - have
More uses of the possessive

The possessive 's, although primarily used with nouns designating countries, groups, institutions, and living beings, is also commonly used with dates — expressed either as days of the week or as adverbs like 'today,' 'yesterday,' and 'year' — as well as with durations and distances.

Example:

<table>
<thead>
<tr>
<th>dates</th>
<th>Sunday's weather</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>tomorrow's flight</td>
</tr>
<tr>
<td></td>
<td>next year's budget</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>durations</th>
<th>three weeks' vacation</th>
</tr>
</thead>
</table>

| distances   | a hundred miles' drive |

More uses of the possessive—Exercise—Grammar practice

Rewrite as in the example:

<table>
<thead>
<tr>
<th>The weather for next Tuesday</th>
<th>Next Tuesday's weather</th>
</tr>
</thead>
<tbody>
<tr>
<td>A resolution for New Year</td>
<td></td>
</tr>
<tr>
<td>The newspaper from yesterday</td>
<td></td>
</tr>
<tr>
<td>The mail from last week</td>
<td></td>
</tr>
<tr>
<td>A walk of an hour</td>
<td></td>
</tr>
<tr>
<td>Product for the next century</td>
<td></td>
</tr>
<tr>
<td>A drive of a mile</td>
<td></td>
</tr>
</tbody>
</table>

More uses of the possessive—Exercise—The right word

_________________________ party was excellent!

Saturdays - From Saturdays - On Saturday - Saturday's - Saturday
### 'A little' - 'A bit'

**Example:**
- We wanted *a little* fresh air.
- Do you want some coffee?
- *A little*, please.

**Example:**
- *We're a little* busy today.
- This tooth aches *a little*.

**Example:**
- *It's a bit* bright but it looks nice.
- I have *a bit of* work to do.
- Do you want some cake?
- I still have *a bit of* it.

<table>
<thead>
<tr>
<th>'A little' is used with <strong>uncountable nouns</strong> to designate a small quantity. It may also replace nouns to avoid repetition.</th>
<th><strong>Example:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• We wanted <em>a little</em> fresh air.</td>
<td></td>
</tr>
<tr>
<td>• Do you want some coffee?</td>
<td></td>
</tr>
<tr>
<td>• <em>A little</em>, please.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>'A little' is also an adverb of degree used before <strong>adjectives</strong> and after <strong>verbs</strong>.</th>
<th><strong>Example:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>We're a little</em> busy today.</td>
<td></td>
</tr>
<tr>
<td>• This tooth aches <em>a little</em>.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>'A bit' often replaces 'a little' in speech.</th>
<th><strong>Example:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>It's a bit</em> bright but it looks nice.</td>
<td></td>
</tr>
</tbody>
</table>

**Note:**
- *'A bit'* is followed by *'of'* before **nominal groups** and **pronouns**.
### Different meanings of 'all'

<table>
<thead>
<tr>
<th>Point</th>
<th>Description</th>
<th>Example</th>
<th>Note</th>
</tr>
</thead>
</table>
| 1.    | 'All' precedes and modifies uncountable or plural countable nouns. When it designates all of something **limited**, the noun follows 'the' or a demonstrative or possessive adjective. | **Example:**  
- The cat drank **all** the milk.  
- Make sure you take **all** your pills!  |
|       | **Note:** When 'all' modifies something **unlimited**, no article precedes the noun. |                       |
| 2.    | 'All' may also be used in two ways with **personal pronouns**: **personal pronoun** + 'all', or 'all of' + **personal pronoun**. | **Example:**  
- Have you read these books?  
- I've read **them all**.  
- Or  
- I've read **all of them**.  |
| 3.    | When 'all' is used with a **subject pronoun**, 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'. | **Example:**  
- The girls **all** left early.  
- We will **all** have some tomato juice.  
- They're **all** ready to go.  |
|       | **Note:** In a short answer, 'all' precedes the auxiliary, modal, or 'to be'. |                       |
| 4.    | 'All' may be used as an **object pronoun**. | **Example:**  
- That's **all** we have.  
- That's **all** we need.  |
|       | **Note:** In such cases, 'all' is in fact short for 'all that'. |                       |
Different meanings of 'all' – Exercise – Sentence practice

*Put the following phrases in the right order:*

<table>
<thead>
<tr>
<th>That's / we ordered / all.</th>
<th>That's all we ordered.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The dishes / fries / come with / all</td>
<td></td>
</tr>
<tr>
<td>We / spicy food / like / all</td>
<td></td>
</tr>
<tr>
<td>Have / tried / you / them / all</td>
<td></td>
</tr>
</tbody>
</table>

Different meanings of 'all' – Exercise – Word order

you - take - make - sure - your - all - pills
Nominal and modifiers - Solutions

Pronouns – Solution(s)

Object pronouns – Solution(s)

Object pronouns– Exercise – Fill in the blanks

Why doesn't my card go in?
This ATM must be out of order!
I slide my card in and it keeps coming right out again! We'll check it.
We'll do the transaction for you.

Use of the pronoun 'one'– Exercise – Grammar practice

Rewrite as in the example:

<table>
<thead>
<tr>
<th>large envelope, small envelope</th>
<th>a large envelope and a small one</th>
</tr>
</thead>
<tbody>
<tr>
<td>regular stamp, commemorative stamp</td>
<td>a large envelope and a small one</td>
</tr>
<tr>
<td>blue mailbox, red mailbox</td>
<td>a regular stamp and a commemorative one</td>
</tr>
<tr>
<td>airmail package, surface package</td>
<td>a blue mailbox and a red one</td>
</tr>
<tr>
<td>formal letter, informal letter</td>
<td>an airmail package and a surface one</td>
</tr>
<tr>
<td>birthday card, anniversary card</td>
<td>a formal letter and an informal one</td>
</tr>
<tr>
<td>express batch, priority batch</td>
<td>a birthday card and an anniversary one</td>
</tr>
</tbody>
</table>

Use of the pronoun 'one'– Exercise – Fill in the blanks

We also have it in other colors.
What colors?
We have navy blue, gray, red and black. Can I see the gray one?
What are the sizes?
Large, medium and small.
Interrogative words – Solution(s)

Interrogative words – Exercise – Sentence practice

*Form a question based on the final part of the sentence:*

<table>
<thead>
<tr>
<th>I'm ordering ice cream for the kids.</th>
<th>Who are you ordering the ice cream for?</th>
</tr>
</thead>
<tbody>
<tr>
<td>She is eating with Samantha.</td>
<td>Who is she eating with?</td>
</tr>
<tr>
<td></td>
<td>Who's she eating with?</td>
</tr>
<tr>
<td>They are making a meringue pie for mom's birthday.</td>
<td>What are they making a meringue pie for?</td>
</tr>
<tr>
<td></td>
<td>Who are they making a meringue pie for?</td>
</tr>
<tr>
<td>I'm talking about great food!</td>
<td>What are you talking about?</td>
</tr>
</tbody>
</table>

‘How much’ – ‘How many’ – Solution(s)

‘How much’ – ‘How many’ – Exercise – Fill in the blanks

*Could* we have a table, please?

*For* how many people?

Us four, plus another couple coming. That's six then.

You're lucky, some people have just called to cancel their reservation, otherwise, the restaurant was full.

All the other restaurants are full too!

**How much** – ‘How many’ – Exercise – Word order

How much will it cost to send this package?

Possessive pronouns – Solution(s)

Possessive pronouns – Exercises – The right word

1. Whose decision was it to come here? Mine or yours?
2. We asked for separate checks. I think this is yours.
### Possessive pronouns – Exercise – Sentence practice

*Replace the object(s) with the corresponding personal pronoun(s):*

<table>
<thead>
<tr>
<th>It's my car.</th>
<th>It's mine.</th>
</tr>
</thead>
<tbody>
<tr>
<td>That is his strawberry sherbert.</td>
<td>That is his.</td>
</tr>
<tr>
<td>This is Jennifer's dish.</td>
<td>This is hers</td>
</tr>
<tr>
<td>It is the Jeffersons' house.</td>
<td>It is theirs.</td>
</tr>
<tr>
<td></td>
<td>It's theirs.</td>
</tr>
</tbody>
</table>

### Relative pronouns and adverbs – Solution(s)

**Relative pronouns and Adverbs – Exercise – Word order**

That's exactly what I had yesterday!

### Words ending in 'ever' – Solution(s)

**Words ending in 'ever' – Exercise – Sentence practice**

*Rewrite as in the example:*

<table>
<thead>
<tr>
<th>The secretary makes the deposits. (the boss)</th>
<th>The boss lets the secretary make the deposits.</th>
</tr>
</thead>
<tbody>
<tr>
<td>He borrowed on credit. (the bank)</td>
<td>The bank let him borrow on credit.</td>
</tr>
<tr>
<td>The retail chain lowered prices. (the manufacturer)</td>
<td>The manufacturer let the retail chain lower prices.</td>
</tr>
<tr>
<td>We did whatever we wanted. (the competitor)</td>
<td>The competitor let us do whatever we wanted.</td>
</tr>
</tbody>
</table>

### The indefinite possessive – Solution(s)

**The indefinite possessive – Exercise – The right word**

Hey John, is this a package **of yours?**
Nouns – Solution(s)

Construction of compound nouns – Solution(s)

Construction of compound nouns – Exercise – Grammar practice

Form compound words as in the example:

<table>
<thead>
<tr>
<th>Boots for skiing</th>
<th>Ski-boots</th>
</tr>
</thead>
<tbody>
<tr>
<td>A room with a bed</td>
<td>Bedroom</td>
</tr>
<tr>
<td>A man who sells things</td>
<td>Salesman</td>
</tr>
<tr>
<td></td>
<td>Sales clerk</td>
</tr>
<tr>
<td>Schoolwork done at home</td>
<td>Homework</td>
</tr>
<tr>
<td>Work done around the house</td>
<td>Housework</td>
</tr>
<tr>
<td>Slacks for dressing up</td>
<td>Dress slacks</td>
</tr>
<tr>
<td>A glass for drinking wine</td>
<td>A wineglass</td>
</tr>
</tbody>
</table>

Construction of compound nouns – Exercise – The right word

The post office is where you buy stamps.

Use of compound nouns – Solution(s)

Use of compound nouns – Exercise – Grammar practice

Form compound words as in the example:

<table>
<thead>
<tr>
<th>Boots for skiing</th>
<th>Ski-boots</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horse that runs in races</td>
<td>racehorse</td>
</tr>
<tr>
<td>Tennis played on a table</td>
<td>table tennis</td>
</tr>
<tr>
<td>Game where players throw a ball into a basket</td>
<td>basketball</td>
</tr>
<tr>
<td>Store that sells drugs and other items</td>
<td>drugstore</td>
</tr>
<tr>
<td>Center for shopping</td>
<td>shopping mall</td>
</tr>
<tr>
<td></td>
<td>shopping mall</td>
</tr>
<tr>
<td>Tea with ice in it</td>
<td>ice tea</td>
</tr>
</tbody>
</table>

Use of compound nouns – Exercise – The right word

Airmail paper is white or blue.
Nouns without singular forms – Solution(s)
Nouns without singular forms– Exercise – The right word

Corduroy pants are warm in the winter.

Nouns without singular forms– Exercise – Word order

I really must buy a new pair of pants.

Uncountable nouns which may take 'a' – Solution(s)
Uncountable nouns which may take 'a' – Exercise – Word order

The food was excellent, it’s a shame the service was so poor.

Adjectives – Solution(s)

Compound adjectives – Solution(s)

Compound adjectives – Exercise – Grammar practice

Form compound words as in the example:

<table>
<thead>
<tr>
<th>Cold as ice</th>
<th>Ice-cold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produced in mass amounts</td>
<td>mass-produced</td>
</tr>
<tr>
<td>Blue the color of the US Navy</td>
<td>navy blue</td>
</tr>
<tr>
<td>Fashion style that is old</td>
<td>old-fashioned</td>
</tr>
<tr>
<td>Made by hand</td>
<td>hand-made</td>
</tr>
<tr>
<td>Larger than the size large</td>
<td>extra-large</td>
</tr>
<tr>
<td>Style of shirt with sleeves that are short</td>
<td>short-sleeve</td>
</tr>
<tr>
<td></td>
<td>short sleeve</td>
</tr>
<tr>
<td></td>
<td>short-sleeved</td>
</tr>
</tbody>
</table>

Compound adjectives – Exercise – The right word

Soft-boiled eggs are cooked in water for less than three minutes.
Use of the past participle as an adjective – Solution(s)

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

*Conjugate as in the example:*

<table>
<thead>
<tr>
<th></th>
<th>I (to eat)</th>
<th>I’d have eaten</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>he’d have come</td>
<td>he would have come</td>
</tr>
<tr>
<td></td>
<td>he would have come</td>
<td></td>
</tr>
<tr>
<td>you</td>
<td>you’d have enjoyed</td>
<td>you would have enjoyed</td>
</tr>
<tr>
<td></td>
<td>you would have enjoyed</td>
<td></td>
</tr>
<tr>
<td>it</td>
<td>it would have tasted</td>
<td></td>
</tr>
<tr>
<td>we</td>
<td>we’d have ordered</td>
<td>we would have ordered</td>
</tr>
<tr>
<td></td>
<td>we would have ordered</td>
<td></td>
</tr>
<tr>
<td>she</td>
<td>she’d have waited</td>
<td>she would have waited</td>
</tr>
<tr>
<td></td>
<td>she would have waited</td>
<td></td>
</tr>
<tr>
<td>Tony</td>
<td>Tony would have prepared</td>
<td></td>
</tr>
</tbody>
</table>

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

Your coffee, sir.
But I **ordered** black coffee.
Oh! I’m so absent-minded this morning? I’m sorry, I’ll set the cream **over** here.
Could you **also** bring **more** butter?
**Of** course.
**Here** you are. Do you have everything you need **now**? Can I have **another** piece of toast?
I’ll bring it right **away**.

Adjectives ending in –ing – Solution(s)

Adjectives ending in –ing – Exercise – Grammar practice

*Give the present participle of the following verbs:*

<table>
<thead>
<tr>
<th>A (to disappoint) meeting</th>
<th>a disappointing meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (to trouble) problem</td>
<td>a troubling problem</td>
</tr>
<tr>
<td>A (to satisfy) meal</td>
<td>a satisfying meal</td>
</tr>
<tr>
<td>An (to excite) dessert</td>
<td>an exciting dessert</td>
</tr>
<tr>
<td>A (to fill) appetizer</td>
<td>a filling appetizer</td>
</tr>
<tr>
<td>An (to exhilarate) experience</td>
<td>an exhilarating experience</td>
</tr>
<tr>
<td>A (to thrill) movie</td>
<td>a thrilling movie</td>
</tr>
</tbody>
</table>
Adjectives ending in –ing – Exercise – Fill in the blanks

Can I try this on?  
There's the fitting room.  
Where's the mirror? There's a stain on it.

Verbs expressing impressions and feelings – Solution(s)

Verbs expressing impressions and feelings – Exercise – Word order

These look good on you.

Determiners – Solution(s)

Definite and indefinite articles – Solution(s)

Definite and indefinite articles – Exercise – Fill in the blanks

Once the weekend arrives, I like to go downtown.  
I like to go to the market in the Village.  
Prices are a bargain and you can find real treasures. I prefer antique shops to superstores.  
But most of all, I love to bargain with the dealers.

Demonstratives – Solution(s)

Demonstratives – Exercise – Fill in the blanks

So this batch is first class and these are second class, right?  
First and second class, yes.  
No, it's the other way around. Oh yes, sorry about that.
Demonstratives – Exercise – Sentence practice

Rewrite as in the example:

<table>
<thead>
<tr>
<th>The man said 'Please take off your shoes'.</th>
<th>The man said to take off your shoes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The security guard ordered Max, 'Show me the inside of your shopping bag'.</td>
<td>The security guard ordered Max to show him the inside of his shopping bag.</td>
</tr>
<tr>
<td>The old lady instructed her, 'Buy only those things that you can afford'.</td>
<td>The old lady instructed her to buy only those things that she can afford.</td>
</tr>
<tr>
<td>They urged the passers-by, 'Buy three pairs and get one free!'</td>
<td>They urged the passers-by to buy three pairs and get one free.</td>
</tr>
</tbody>
</table>

'Some' - 'Any' – Solution(s)

'Some' - 'Any' – Exercise – The right word

There is some money in his wallet.

'Some' - 'Any' – 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.

'Some' - 'Any' – Exercise – Word order

I shouldn't have any of this!
The use and omission of 'the' – Solution(s)

The use and omission of 'the' – Exercise – Fill in the blanks
Once the weekend arrives, I like to go downtown. I like to go to the market in the Village. Prices are a bargain and you can find real treasures. I prefer antique shops to superstores. But most of all, I love to bargain with the dealers.

'Few' - 'A few' - 'Many' – Solution(s)

'Few' - 'A few' - 'Many' – Exercise – Fill in the blanks
I never write straight, anyway. Do you often write letters? Only when I really have to. Do you have enough envelopes? I must have a few left.

'Little' - 'A little' - 'Much' – Solution(s)

'Little' - 'A little' - 'Much' – Exercise – The right word
There is a little tea left in the teapot.

'Little' - 'A little' - 'Much' – Exercise – Fill in the blanks
As they say in America, 'Time is money'. I just have a coffee and a donut for breakfast. Because I have much work to do and little time to eat. I wish I had less work and a little more time in the morning. Then I'd have the breakfast special every day!
More uses of the possessive – Solution(s)

More uses of the possessive– Exercise – Grammar practice

*Rewrite as in the example:*

<table>
<thead>
<tr>
<th>The weather for next Tuesday</th>
<th>Next Tuesday’s weather</th>
</tr>
</thead>
<tbody>
<tr>
<td>A resolution for New Year</td>
<td>a New Year’s resolution</td>
</tr>
<tr>
<td>The newspaper from yesterday</td>
<td>yesterday’s newspaper</td>
</tr>
<tr>
<td>The mail from last week</td>
<td>last week’s mail</td>
</tr>
<tr>
<td>A walk of an hour</td>
<td>an hour’s walk</td>
</tr>
<tr>
<td>Product for the next century</td>
<td>next century’s product</td>
</tr>
<tr>
<td>A drive of a mile</td>
<td>a mile’s drive</td>
</tr>
</tbody>
</table>

More uses of the possessive– Exercise – The right word

*Saturday’s* party was excellent!

Different meanings of 'all' – Solution(s)

Different meanings of 'all' – Exercise – Sentence practice

*Put the following phrases in the right order:*

<table>
<thead>
<tr>
<th>That’s / we ordered / all</th>
<th>That’s all we ordered.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The dishes / fries / come with / all</td>
<td>All the dishes come with fries.</td>
</tr>
<tr>
<td></td>
<td>The dishes all come with fries.</td>
</tr>
<tr>
<td>We / spicy food / like / all</td>
<td>We like all spicy food.</td>
</tr>
<tr>
<td></td>
<td>We all like spicy food.</td>
</tr>
<tr>
<td>Have / tried / you / them / all</td>
<td>Have you tried them all?</td>
</tr>
<tr>
<td></td>
<td>Have you all tried them?</td>
</tr>
</tbody>
</table>

Different meanings of 'all' – Exercise – Word order

Make sure you take all your pills.