

Extensions:
A Grammar Workbook

G. M. Spankie

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Evans Brothers Limited

Foreword

The material in this book has been prepared with learners of English at intermediate and post intermediate levels in mind. It is assumed that basic structures, as they are usually presented in standard book three or four in most English courses, have already been taught and that pupils are reasonably familiar with them. Reminders of specific points will not only refresh their memories but enable learners to deal with the work in **Extensions**, which sets out instruction and exercise in handling a variety of phrase, clause and sentence structures.

Composition, both oral and written, often seems frustrating to learners of a foreign language; substantially literate in the mother tongue, they are frequently unable to produce, in the target language, more than approximations of what they would like to say or write. Even more frustrating, how can one express one's meaning adequately without resort to excessive gesticulation, mime, and simplistic circumlocution? Encouragement to "try to think in English" hardly helps those who, so far, have not acquired adequate English for any but simplest thoughts.

Liberal use of specially prepared readers at all stages helps learners, since care is taken to see that vocabulary, structures and syntax all accord with what, we may assume, the users of the particular reader should know. It is when we come to original spoken and written English that our students falter and stumble, merely gleaning the meanings, while neglecting to examine the forms of syntactical arrangement within a sentence.

This book, **Extensions** provides instruction and exercise in building and converting phrases, clauses and sentences, at a level beyond the usual course textbook treatment. Flexibility, variety and style are added to the learners' oral, writing and reading skills. Much basic structure is covertly revised, though this author has intentionally omitted revision of matters that otherwise have no bearing on this book e.g. certain aspects of relative clauses have been dealt with, but it has also been assumed that relative pronouns and their functions are already known.

Extensions then, is for all learners of English whose training involves written and oral compositions, and reading both controlled texts and freer authentic material. While exercises should be attempted orally, care must be taken to see that considerable writing is also done.

Throughout **Extensions**, the phrase *means the same as* – never have I seen such splendid pictures *means the same as* I have never seen such splendid pictures – should be taken together with the explanation given in the text, for it seldom occurs that two expressions are exactly parallel in every way, in English.

Those who look forward to taking part in Cambridge First Certificate and Proficiency examinations within a year or two, and R.S.A Stage II and III examinations in English, will find **Extensions** useful.

G. M. Spankie

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1

SINCE; FOR; AGO

Since introduces a time phrase to show when a period of previous activity or state actually began:

- a We have been living at our present address **since** June 1978.

For introduces a time phrase to define the length of a period i.e. the duration of previous activity or state:

- b They had been working hard **for** three years without much success.

AgO is not used in perfect tense contexts except in telescoped clauses:

- c I haven't seen Mary **since** her birthday (which was) a month **ago**

Otherwise **ago** simply indicates previous past time.

- d Charles sent them a letter a few days **ago**.
e We started English lessons two years **ago**.

Note

*Whether we have continued to take lessons up to the present day or stopped almost immediately after starting can only become clear in a larger context.

Exercise 1

Restate the following sentences. Use a **for ...** phrase to replace the **since ...** phrase. Make up time periods of your own, if necessary.

- 1 Tom has been working in the bank since last January.
- 2 David has been studying his English lesson since nine o'clock.
- 3 I had been staying at an hotel since the previous Sunday.
- 4 George's father has been a doctor since 1965.
- 5 Nobody has rung us up since last Thursday.
- 6 We had been sitting in the garden since noon. It was already five o'clock.
- 7 The weather had been fine since the previous Monday.
- 8 Mr Wade has been a member of this club since last Christmas.
- 9 It's ten o'clock. We've been waiting here since half past eight!
- 10 The two brothers hadn't met since 1970.

Exercise 2

Now use a **since ...** phrase to replace the **for ...** phrase. Work out the beginning point of the period from the evidence in the **for ...** phrases.

- 1 Mr Watt has acted as manager here for five years.
- 2 The baby has been sleeping soundly for 12 hours.
- 3 We've been burning only solid fuel for three or four months.
- 4 I've been looking for you for 20 minutes. Where've you been?

- 5 The candidate has been rehearsing his speech for most of the morning.
- 6 I haven't spoken Chinese for ten years, at least.
- 7 That dog has been barking for half an hour. What's the matter?
- 8 They haven't earned any money for a whole year. They're broke now.
- 9 Dr Black hasn't visited the hospital for almost a week.
- 10 Peter hadn't communicated with us for exactly a month.

Exercise 3

Now restate these **for** ... and **since** ... phrases by using ... **ago**. Change the verb tenses from perfect to past and make all other necessary changes to keep good sense: They began to work with our firm five years **ago** means the same as They have worked with our firm for five years. John arrived an hour (two, three hours) **ago** means the same as John has been here since one o'clock (twelve, eleven o'clock).

The verbs in brackets will help you to form your sentences, if you need them.

- 1 That old castle has stood for four hundred years. (build)
- 2 Mary has been knitting me a pullover since last Christmas. (begin to)
- 3 Uncle George has been captain of this ship for three years. (become)
- 4 John has been training for the school sports since April. (start)
- 5 We have eaten no meat for two months now. (stop)
- 6 Peter hasn't smoked cigarettes for more than a year. (stop, give up)
- 7 Nine-year-old Betty has been attending school ever since her fifth birthday. (begin, start)
- 8 Miss Laurie has been my secretary since February 1980. (become)
- 9 She has been abroad on holiday for a month. (go)
- 10 The government has been in power for four years. (take over, be elected)

2

IT WAS ...; SINCE; AGO

- a It was about six months **since** we had last met means the same as We hadn't met (again) for about six months.
- b It was at least three days **since** we had eaten any solid food means the same as We hadn't eaten any solid food for at least three days.

In these two examples reference is made to the past and the previous past, as the verb tenses show. Negation is implied without not in **It was ... since ...** constructions. Now consider:

- c It was only two days **ago** (that) we sent them a letter.

By introducing **ago** we now focus on a particular point in past time, in relation to this present moment; a *that ...* clause in simple past tense follows. If we intend to refer to the past and previous past, adverbs such as *previously*, *before* usually replace **ago**; You (had) telephoned for an appointment, three days *previously*. It was three days *before* (that) you (had) telephoned for an appointment.

Note

*in b and d and similar sentences, the addition of a suitable verb (arrive, come, go, start, begin, commence) *plus* infinitive is essential to preserve good sense

*also notice in a, where negation is implied without not in the *it is ...* construction.

*Naturally, emphasis on the time period results from its being in the first clause.

*tail questions ... *has he?* ... *haven't they?* etc. are converted to accord with the new sense: ... *is it?* *isn't it?*

Exercise 1

Convert the following sentences. Begin with: *It is ... Is it ...?* and make all necessary changes and additions to keep the sense of the original sentences in your conversions.

- 1 We haven't eaten meat for more than a year.
- 2 The children's teeth haven't been examined for ages.
- 3 John and I haven't met for at least six months.
- 4 The ex-president has been writing his memoirs for three years already.
- 5 He hasn't appeared in public for quite a long time, *has he?*
- 6 The newspapers haven't mentioned him for several months now.
- 7 Have you been here for a whole month already?
- 8 We've been staying with you for exactly thirty days now.
- 9 We haven't enjoyed a holiday so much for many years.
- 10 The postman hasn't left anything for me for rather a long time...
- 11 Naturally, you haven't written to anybody for ages, have you?
- 12 Have they been married for ten years or eleven, already?
- 13 They haven't visited us for ages, have they?
- 14 Peter has been working abroad for about six months, hasn't he?
- 15 No, he's been home for several weeks now.

4

SUCH (A) ...; SO ...

Such ... goes with plural countable nouns or singular uncountable nouns:

- a I have never eaten **such** fine grapes, before.
- b You will not find **such** hospitality as this anywhere in Europe.

Such a ... goes with singular countable nouns:

- c Don't try to carry **such a** heavy sack by yourself.
- d Nobody will believe **such an** obvious lie.

So ... goes with adjectives and adverbs:

- e I wish the children weren't **so** disobedient!

f They behave **so** badly sometimes.

Note

*the pronouns **one** and **ones** can appear in place of countable nouns after **such** ... and **such a**

*an exclamation mark (!) can be placed at the end of the sentence but is not really necessary; She's **such a** nice young lady! She's **so** pretty, too!

Exercise 1

Restate the following sentences. Make all necessary changes, additions and omissions to keep good sense: I wish the children weren't so disobedient means the same as I wish they weren't such disobedient children; They behave so badly sometimes means the same as Their behaviour is so bad sometimes. The words in brackets will help you.

- 1 Apples are **such a** high price in the market today. (dear)
- 2 Mr Grant is **so** helpful to everyone in trouble. (person)
- 3 Try to avoid making **so many** spelling mistakes. (a lot of)
- 4 He used to spend **such a lot of** money on clothes. (much)
- 5 The first exercise seemed **so** easy. (one)
- 6 I don't want to borrow **so much** money. (large sum)
- 7 Mrs Walker speaks **such** good French. (well)
- 8 Of course, she lived in Paris for **so many** years. (long time)
- 9 I don't really want to drive **such a** long way at night. (far)
- 10 The last two problems were **so difficult** to understand. (ones)
- 11 Don't be **so** silly, John. (fellow)
- 12 You say **such** foolish things, sometimes. (talk)

5

SUCH (A) ...; SO ...; WITH CONSEQUENCE AND RESULT CLAUSES

An emphatic statement in which the words **such** and **so** carry the emphasis, is often followed by a consequence or result clause:

- a They go to bed **so** late (that) **they can't wake up in the morning.**
- b It was **such** a boring discussion (that) **I almost fell asleep.**

In ordinary conversation and informal writing, connecting **that** often drops out.

- c It was **such** a silly joke **nobody laughed.**
- d Our steaks were **so** tough **we couldn't cut them.**

Note

*the consequence or result clause can take the first position, the connecting **that**

disappears entirely: We couldn't eat our steaks, they were **so** tough. The noun (steaks) should come in the initial clause and pronoun (they) in the following clause, for clarity.

Exercise 1

Match the items in the left-hand column with suitable items on the right, to make good sense. Construct complete sentences twice: with the emphatic part first; with the consequence or result clause first. Use **that** only where it is possible to do so.

- | | |
|---|--|
| 1 The girl spoke in such a low voice | I could hardly believe my eyes |
| 2 Nobody wants to see it twice | Everybody wants to visit some of them |
| 3 The police arrived so quickly | It's such a dull film |
| 4 There was so much money on the table | He soon began to feel hungry |
| 5 You have worked so well | The thieves were caught red-handed |
| 6 He had such a wide circle of friends | He was quite unfit to drive a car |
| 7 People often give him too much to do | We decided to go on a picnic |
| 8 He had eaten such a light lunch | I could hardly hear what she said |
| 9 Perhaps we shan't get a seat | You are sure to be promoted soon |
| 10 He had to write everything down | We shall grow so many kinds of fruit |
| 11 The man had drunk such a lot of wine | He's such a willing worker |
| 12 The Greek Islands are so beautiful | There will be such a lot of people on that train |
| 13 It was such a lovely day | He was never lonely |
| 14 We shall never need to buy any | He's so forgetful, these days |

6

SO; AS; IN CAUSE AND RESULT CLAUSES

A clause showing reason or cause can be followed by a **so** ... clause showing consequence or result:

- a We seldom go out nowadays, **so you can call whenever you are free.**
- b The committee won't be meeting again for a month, **so you won't get an answer from them before then.**

So is the same as *consequently, therefore, as a result*, in this context pattern. The clause of reason or cause can be introduced by **as**:

- c **As we seldom go out nowadays,** you can call whenever you are free.
- d **As the committee won't be meeting again for a month,** you won't get an answer from them before then.

So does not now appear in the sentence. Introductory **as** is the same as *since, because, in the circumstance that* ... The **as** ... clause can take second position.

- e Mr and Mrs Brown can't come to our wedding, **as they'll be abroad on holiday.**

Exercise 1

Combine each of these pairs of sentences twice by using: **as ...**; **so ...**

- | | |
|---|--|
| 1 It's the last day of the month | I'll get my salary tomorrow |
| 2 The manager wasn't there that day | We couldn't discuss business |
| 3 Nobody told me you were coming | I wasn't at the airport to meet you |
| 4 Everybody's trying to save money these days | Shopkeepers are having a hard time |
| 5 I'm going to London next week | I shan't see you again until my return |
| 6 The last train to London has just left | You'll have to wait for the next one |
| 7 She had broken her glasses | She couldn't see where she was going |
| 8 Professor Bright will visit us tomorrow | You'll have an opportunity to meet him |
| 9 They won't have nearly enough money | They'll have to borrow from a bank |
| 10 I couldn't sleep for the noise outside | I got up to see what was going on |
| 11 Everything seemed to be in order | I went back to bed |
| 12 Jane's on holiday with her parents | Tom's at home by himself |
| 13 I've forgotten their new address | I can't send them a card |
| 14 I'm free this evening | We could go to the theatre together |

7

... SO WITH VERBS OF ASSUMPTION AND BELIEF

We can avoid repeating what has just been said at length by using a verb that expresses assumption or belief and the word **so**:

- a Mother, is Peter coming home this weekend?
Yes, John, **I suppose so** means the same as I suppose that Peter is coming home this weekend.

Verbs of assumption or belief are: **assume, believe, expect, presume, suppose, think, hope, imagine, understand.**

So is positive while **not**, in the end position, is negative:

- b Do you think it is going to rain over the weekend?
We **believe not** means We believe that it isn't going to rain (We've heard the radio weather forecast)

Note

***guess** means **suppose, presume, think, expect**, (Am. Eng).

believe and **understand** can also have **so** as the first word in the response: **so we**

believe; so I understand; but not cannot change place.

***informally: I don't believe so, we don't expect so, he doesn't think so, we don't imagine so, I don't suppose so,** are often heard but **assume, presume, hope, understand** do not take this informal negative construction, nor does **guess** (Am. Eng).

Exercise 1

Provide suitable responses to these questions by using: ... **so**; ... **not**. Make suitable forms of the verbs given in brackets.

- 1 Are you going to do the washing up after the party, John? (suppose, hope)
I ...
- 2 Did the Smiths really pay £50 000 for that old ruin of a house? (believe, think)
We ...
- 3 Shall we see some wolves when we go to Finland, Daddy? (imagine, hope)
I ...
- 4 At that time, was the late Gerry Mander in good health? (assume, believe)
They ...
- 5 Was there enough money in her account to meet the cheque? (presume, suppose) We ...
- 6 Is it true that there are five different wars going on at this moment?
(understand, hope) We ...
- 7 Were the company's books kept up to date? (think, believe) I ...
- 8 Could anyone start a nuclear war all by himself? (imagine, hope) People ...
- 9 Will the postman be here before breakfast, Mary? (think, suppose) Father ...
- 10 Those rascals would steal corn from a blind hen, wouldn't they? (believe, hope) I ...
- 11 John Davis and Sammy Davis are brothers, aren't they? (presume, understand) We ...
- 12 Will you have to leave your car behind when you move back to Europe?
(guess, hope) I ...

8

... SO WITH VERBS OF COMMUNICATION

We can avoid repeating what has already been said at length by using verbs of communication and the word **so**.

- a How did you know that Peter was married?

He said so means the same as Peter told me that he was married.

Verbs of communication are: **tell, inform, teach, say, mention, announce, hear, know.**

Note

*some verbs of communication; **tell, inform, teach**, can occur with an object **plus so**. **Someone told me so. You informed her so. They taught me so.**

***so** is frequently placed in the initial position. **So they taught me. So you informed me.**

*the following are used only with the word orders given and in the positive sense; **not** doesn't replace **so** to give negative sense; **He didn't tell her so. We shouldn't say so. I know not** is found in old English and poetry.

***become** and **get** when it means **become** follow these patterns while **appear** and **seem** take both **so** and **not** with **so** in either the first or the end position; **It seems so. It seems not.**

Exercise 1

Respond to these sentences by using: **so ...; so; or ... not**; appropriately. The words in brackets will help you to form good responses.

- 1 How did you know I was in hospital? Your sister ... (tell)
- 2 Will you have to stay in bed for a long time? (doctors, inform)
- 3 My sister's going to marry Tony Cardew next month. Yes ... (hear)
- 4 She'd like us both to be at the wedding ... (mention).
- 5 Isn't being in hospital rather dull for you? It ... (become)
- 6 As you can see, I've plenty of newspapers and books ... (it, seem)
- 7 You don't really need anything else, do you? No, ... (it, appear)
- 8 Young Peter is not to watch T.V. until he has done his homework. Father ... (say)
- 9 I knew that your plans wouldn't succeed. I ... (tell) ... didn't I?
- 10 A sentence must begin with a capital letter ... (be taught) years ago
- 11 Could human beings survive on another planet? Well, ... (it, seem)
- 12 The price of petrol goes up by 20%, today ... (they, announce) on the radio.

9

... SO THAT ...; IN CLAUSES OF INTENTION AND DESIRED RESULT

- a They spoke in whispers **so that nobody else should hear them**.
- b He bought a car **so that he could get about more easily**.

The clauses are joined by **so that** and the first clause in each example states what means and methods were employed to bring about the desired result or intention expressed in the second clause. The order of the clauses can be reversed:

- c **So that he wouldn't feel lonely**, we phoned him every day.

Note

*in Am. English, **so** often occurs when **so that** is used in other forms of English: **The doctor gives me a pill so (that) I can sleep better.** (Am. Eng) **So** introduces a

direct natural consequence, whether anyone has intended it or not; **so that** introduces a desired consequence, result or outcome. Thus **so that I can sleep better** expresses the doctor's intention: *so I can sleep better* expresses the normal result of taking the doctor's pill.

*could, should and might frequently occur in **so that** ... clauses

Exercise 1

Make one sentence from each of these pairs to show cause or reason in one clause and desired result or consequence in the other. Omit any words that are not needed and make whatever changes and additions seem necessary.

- 1 The burglar took his shoes off. He didn't want to make a noise.
- 2 Engineers should design new ways of producing energy. Then we can avoid using oil.
- 3 Give the patient an extra pillow, nurse. Then he'll feel comfortable.
- 4 These bottles must be tightly corked. The liquid in them doesn't evaporate then.
- 5 We always have a very good breakfast. We can miss lunch if necessary.
- 6 Put on your winter coat today. Then you won't catch cold in the snow.
- 7 Speak up, please! Then we shall hear you better – the line is bad!
- 8 Open your mouth very wide, Johnny. The doctor wants to see your throat.
- 9 I have given duplicate keys to the police. They can now get in at any time.
- 10 Boil some water in a kettle. Then we can have some tea.
- 11 You must rest after such a hard day's work. Then you won't feel tired tomorrow.
- 12 We saved every penny we could for five years. Then we could afford a long holiday.
- 13 Mary types letters and manuscripts at home. She needn't go out to work.
- 14 Please take notes. Then you won't forget what the professor says.

10

SO ...; TOO ...; WITH CLAUSES OF CAUSE AND CONSEQUENCE

A ... **so** ... **that** ... construction expresses a cause and its consequence:

- a The good weather came **so late that it didn't ripen the corn.**

By using **too** in the cause and an **infinitive** to replace **that** plus subject plus verb in the negative consequence clause, we can say:

- b The good weather came **too late to ripen the corn.**

Since **too** generally presumes a negative or contrary consequence, there is no need for the infinitive clause to be negative in form to convey negative meaning.

A ... **such (a)** ... **that** ... construction can also express a cause and its negative consequence:

- c The jokes he told were **too silly to listen to** means the same as The jokes he told were such silly ones that nobody listened to them.

Note

*the infinitive stands for past, present and future time, as required and without change.

*pronoun objects are usually omitted after the infinitive. This wine is **too sour to drink (it)**, when they would refer back to the subject unnecessarily.

*the unrestricted infinitive clause expresses a consequence that applies generally, the coffee was **too strong (for anybody) to drink**; and where the context permits, a specific sense can be understood, the steak was **too underdone (for me) to eat**, (but you might have enjoyed it).

*the passive infinitive can replace the active infinitive when notional subjects, nobody, they, somebody, one, you, people etc. are vague and need not appear; The fish was **too salty to be eaten** means the same as The fish was too salty for anyone to eat. *For* is dropped before infinitives.

*For introducing a clause of purpose precedes the passive subject; It's **too cold for grapes to be cultivated successfully**.

Exercise 1

Restate these sentences, using: ... **too ... plus infinitive clause of consequence**.

- 1 These papers are so large they won't go into an ordinary envelope.
- 2 That fish was so salty that nobody could eat it.
- 3 Our new house is so small that it can't accommodate guests overnight.
- 4 You are so short that you won't be able to reach the top shelf.
- 5 The new film at the Ritz seems such a good one that nobody should miss it.
- 6 The problem looks so difficult that they won't solve it easily.
- 7 His memoirs are such boring ones that nobody reads them.
- 8 The weather became so cold that nobody could go out of the house.
- 9 He has grown so tall that he can't wear any of last year's clothes.
- 10 The salary they offered was such a poor one that nobody took it seriously.
- 11 She eats so little food it wouldn't keep a sparrow alive.
- 12 Your students seem so hardworking that they won't fail in their exams.
- 13 We earn such little money we can't carry on our business.
- 14 That fellow has become so conceited that he won't admit his mistake.
- 15 I've lived here such a long time that I can't think of leaving now.
- 16 They've done so many exercises already that they don't want any more today.

Exercise 2

Restate these by using the passive **infinitive**; omit the vague, impersonal and negative notional subjects: it is **too much to be done** in one day means the same as It is too much for anyone to do in one day.

- 1 The letter is too long for anyone to write on one sheet of paper.
- 2 Their reply was too vague for anyone to act on.
- 3 These apples are too sour for anyone to eat raw.
- 4 That grey horse is too nervous for anyone to ride in traffic.

- 5 Some experiences are too personal for one to tell to strangers.
- 6 Our turkey was too large for anyone to cook at home.
- 7 A hundred kilo sack of flour is too heavy for anyone to carry very far.
- 8 It's too hot for people to eat large meals at midday.
- 9 It's far too late for anyone to make other arrangements.
- 10 The land is too poor for them to make a living.
- 11 Life is much too short for us to waste time on nonsense.
- 12 They are far too young for anyone to give so much pocket money.
- 13 It's still much too cold for anyone to wear summer clothes.
- 14 The market is too unsteady for one to sell shares at present.
- 15 It's never too late for anybody to learn new skills.

11

IMPERATIVE AS INFINITIVE IN REPORTED SPEECH

To report direct speech in the **imperative** we use an **infinitive** clause:

- a The bandit ordered us to **stand still and (to) put our hands up** means the same as 'Stand still and put your hands up!' the bandit ordered.

Note:

*the infinitive particle **to** usually occurs only with the first of two or more **infinitives** in a row.

***not** precedes the **infinitive** to make it negative: He asked me **not to tell** anyone.

Exercise 1

Convert imperative direct speech into reported speech by using an **infinitive** clause. Reporting verbs are given in brackets. Make changes in pronouns, possessives and so on where necessary.

- 1 'Unlock the top drawer in my desk and put these papers in it.' (he told me)
- 2 'Go down to the cellar and fetch a bottle of red wine, please.' (they asked him)
- 3 'Come into the kitchen and help with the washing-up, John.' (she asked)
- 4 'Stand up straight, face the audience and speak clearly.' (he advised her)
- 5 'Try to rest and stop worrying about trifles.' (Dr Black told her)
- 6 'Take a blank sheet of paper, write your name on it and give it to me.' (he told me)
- 7 'Go straight home and don't dilly-dally on the way.' (his aunt said)
- 8 'Have a cup of tea and help yourself to a piece of cake, Peter.' (Mary invited)
- 9 'Read chapter six at home and write a summary of it.' (she told the class)
- 10 'Don't be late tomorrow and make me wait for you again.' (I warned him)
- 11 'Make sure of the facts and don't act on hearsay.' (he advised her)
- 12 'Eat good food, wear warm clothes and don't smoke.' (the doctor ordered them)