

English Class B2 level

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Student's Name: _____

Grammar Notes for Students on Questions

This exercise covers several complex ways we form questions in English:

- **Negative Questions (1):** Start with an auxiliary verb + *not* (e.g., *Don't you...?*). We use these to show **surprise**, disbelief, or **annoyance**.
 - Example: ***Don't you** usually take the bus? (Surprise that you're walking)*
- **Short Questions (2, 7):** These are short responses to a statement. They only use the auxiliary verb and the subject pronoun (e.g., *Wasn't it? Did she?*). They often express **surprise** or interest.
 - Example: *"She passed the exam!" **Did she?***
- **Indirect Questions (3, 8):** Used to be more **polite** or less direct. They follow the normal statement word order: **Subject + Verb** (e.g., *I wonder if/whether it is...*).
 - Example: *Could you tell me **what time it is?** (NOT: what time is it?)*
- **Question Tags (4, 6):** A mini-question at the end of a statement. Use the opposite form of the main verb (Positive statement → Negative tag). Used to **confirm** information or check for agreement.
 - Example: *You're from Mexico City, **aren't you?***
- **Subject Questions (5):** When the question word (*Who, What*) is the **subject** of the sentence, we **do not** use the auxiliary verb *do/does/did*.
 - Example: ***Who broke** the window? (NOT: Who did break the window?)*

Practice Exercise 1: Tags and Short Questions (Surprise and Confirmation)

Instructions: Complete the sentences using a **question tag** or a **short question** to show confirmation, agreement, or surprise.

1. He looks absolutely **thrilled** with his results, _____? (Confirmation)
2. "She was so **frightened** by the thunder during the storm," said Leo. "She was that scared, _____?" replied Carla, sounding **surprised**.

3. The news report about the volcano eruption was quite **alarming**, _____?
(Checking for agreement)
4. You never went bungee jumping when you visited Cancún, _____? (Expressing **astonishment**)
5. "My sister was completely **furious** when her friend broke her phone." " _____?"
asked Marco, showing **interest**.

Practice Exercise 2: Subject, Indirect, and Negative Questions (Politeness and Cause)

Instructions: Complete the second sentence so that it has a similar meaning to the first, using the word in bold. Do not change the word in bold. You must use between **two and five** words, including the word given.

| | |
|--|----------------|
| 1. "I'm curious to know which part of the movie made you feel so calm ," said the psychologist. The psychologist asked, "I'd like to know _____ so calm ." (Indirect Question) | ME |
| 2. "Who gave the students the good news?" asked the principal. The principal asked: " _____ the good news?" (Subject Question) | WHO |
| 3. "I find it strange that you don't share your success with your family," said the teacher. The teacher asked, " _____ your success with your family?" (Negative Question, showing disapproval/surprise) | YOU |
| 4. "I wonder if the doctor feels relieved after the long operation," thought the nurse. The nurse wondered _____ relieved after the long operation. (Indirect Question) | WHETHER |
| 5. "Which student caused the disruption in the classroom?" asked the head of studies. The head of studies asked, " _____ the disruption?" (Subject Question) | CAUSED |

Vocabulary

Practice Exercise 1: Nouns and Adjectives

Instructions: Complete the sentences by changing the word in bold to a **noun** or an **adjective** that fits the gap.

- His constant negative comments are so **irritate**. They really bother people. →
** _____ **
- The news of the cancelled trip caused great **disappoint** among the travellers. →
** _____ **
- She is always full of **joyful** and laughter, even when things are difficult. →
** _____ **
- The professor's lecture about physics was completely **sense** to the first-year students. →
** _____ **
- Despite the team's loss, they maintained a level of **optimism** that inspired everyone. →
** _____ **

Practice Exercise 2: Verbs and Antonyms

Instructions: Complete the sentences by changing the word in bold to a **verb** or a word with the **opposite meaning (antonym)** that fits the gap.

- Sometimes, it is hard to **bear** difficult situations, but you must find the inner strength. →
** _____ **
- The coach's energetic speech managed to **motivate** the tired team before the final game.
→ ** _____ **
- The film festival proved to be **disappoint** for many fans, as their favourite film didn't win.
→ ** _____ ** (Hint: *Change the prefix*)
- He was so **exhaust** after his morning training session that he fell asleep in class. →
** _____ ** (Hint: *The opposite feeling*)
- You should never **annoy** your parents by leaving your homework until the last minute. →
** _____ **

Open Cloze

Grammar Notes: Adverbs of Degree

Adverbs of degree modify adjectives or other adverbs, telling us **how much** or **to what extent**.

- **Strong Degree (e.g., *completely, totally, tremendously*):** Used with **non-gradable** (absolute) adjectives like *finished, exhausted, unique*, or with **gradable** adjectives to intensify them greatly.
 - *The project is **totally** finished.*
- **Moderate Degree (e.g., *quite, relatively*):** Used with **gradable** adjectives (*hard, happy, big*). *Quite* can mean "fairly" (moderate) or "very" (strong), depending on the context/tone.
 - *The lesson was **relatively** easy.*
- **Weak Degree (e.g., *slightly, a bit*):** Indicate a small amount or change. Often used to make negative statements less direct.
 - *The train was **slightly** late.*

Practice Exercise 1: Finding the Right Degree

Instructions: Choose the best adverb of degree from the box to complete each sentence. Sometimes more than one option is possible, but choose the one that makes the most sense in the context.

| | | | | |
|------------|---------|------------|--------|-------|
| completely | totally | relatively | really | quite |
|------------|---------|------------|--------|-------|

1. The homework was _____ easy; it only took me ten minutes to finish.
2. Although the hike was difficult, we felt _____ refreshed after a good night's sleep.
3. The city air in Mexico City is _____ polluted, especially in the central areas.
4. I was _____ sure I had put my keys in my backpack, but now I can't find them anywhere.
5. The new school uniform is _____ comfortable compared to the old one.

Practice Exercise 2: Antonyms and Adverb Placement

Instructions: Complete the sentences using an appropriate adverb of degree from the box. Pay attention to whether the sentence needs an adverb that means *a lot* or *a little*.

| | | | | |
|--------------|----------|------------|-------|--------|
| tremendously | slightly | completely | a bit | really |
|--------------|----------|------------|-------|--------|

1. My friend was only _____ disappointed with her grade; she still passed the course. (Meaning: a little)
2. It's _____ cold outside today, so you need to wear a heavy jacket. (Meaning: a lot)
3. The school auditorium renovation is _____ finished; they just have to install the new chairs. (Meaning: totally)
4. The new teacher is _____ better at explaining complex grammar rules than the previous one. (Meaning: a lot)
5. I find myself getting _____ stressed whenever I have to give a presentation. (Meaning: a little)