

# **SMART GRAMMAR**

# VERBS

## 1. FORMS

The English verb generally has five forms.

Base	<i>look</i>	<i>give</i>	<i>see</i>
-s	<i>looks</i>	<i>gives</i>	<i>sees</i>
-ing	<i>looking</i>	<i>giving</i>	<i>seeing</i>
Simple past	<i>looked</i>	<i>gave</i>	<i>saw</i>
Past participle	<i>looked</i>	<i>given</i>	<i>seen</i>

### ■ Base

The **base** is the form of the verb you might see in the dictionary. Elsewhere you might see it referred to as the **simple**, **dictionary**, or **infinitive** form; in this text we will use **base**, and use **infinitive** to mean the base form with *to* in front (see below).

Use the base:

- after the auxiliary verb *do* and the modal verbs *will*, *would*, *can*, *could*, etc.
  - Do you want to see my boa constrictor?*
  - That can be arranged.*
  - I must see you urgently.*
  - You may now kiss the bride.*
- as the present form with plural noun subjects and with pronouns *I*, *you*, *we*, and *they* (exception: *be*).
  - Shaquille and his wife donate to many different charities.*
  - Pomeranians smell funny.*
  - I work in the film industry.*
  - We eat only the finest cheeses.*
- for commands.
  - Do your homework!*
  - Go left at the light.*
  - Be quiet!*
  - Don't look at me like that!*
- with *to*, in order to form the **infinitive**, a type of verbal noun.
  - To have your health is the most important thing.*

The infinitive is also used after certain verbs and adjectives.

*They want to see Ishtar again.*  
*Are you ready to rumble?*

### ■ -s

The *-s* form is used in the present tense for the *he*, *she*, and *it* forms. Generally, you make it by attaching the *-s/-es* suffix to the base form. Sometimes this requires an adjustment in spelling.

*Nicholas objects to the term "monster."*  
*She misses her family.*  
*I think my dog fancies you.*

**-s: Spelling**

<ul style="list-style-type: none"> <li>In most cases, you simply attach <b>-s</b> to the base.</li> </ul>	<i>read</i> <i>think</i> <i>look</i> <i>respond</i>	<i>reads</i> <i>thinks</i> <i>looks</i> <i>responds</i>	
<ul style="list-style-type: none"> <li>If the base ends with <b>-ch</b>, <b>-sh</b>, <b>-s</b>, <b>-x</b>, or <b>-z</b>, you attach <b>-es</b>.</li> </ul>	<i>preach</i> <i>diminish</i> <i>floss</i> <i>wax</i> <i>frizz</i>	<i>preaches</i> <i>diminishes</i> <i>flosses</i> <i>waxes</i> <i>frizzes</i>	
<ul style="list-style-type: none"> <li>If the base ends with consonant and <b>-o</b>, you attach <b>-es</b>.</li> </ul>	<i>do</i> <i>undergo</i> <i>go</i> <i>overdo</i>	<i>does*</i> <i>undergoes</i> <i>goes</i> <i>overdoes</i>	However, when the base ends in vowel + <b>-o</b> , the ending is <b>-s</b> . <i>woo</i> <i>woos</i> <i>radio</i> <i>radios</i>
<ul style="list-style-type: none"> <li>When the base form ends in consonant + <b>-y</b>, change the <b>y</b> to <b>i</b> and add <b>-es</b>.</li> </ul>	<i>cry</i> <i>defy</i>	<i>cries</i> <i>defies</i>	However, when the base ends in vowel + <b>-y</b> , the spelling (though not always the pronunciation) stays the same. <i>display</i> <i>displays</i> <i>say</i> <i>says*</i>
			When the base ends in a vowel besides <b>-o</b> or <b>-y</b> , the word will end in <b>-s</b> . <i>lie</i> <i>lies</i> <i>ski</i> <i>skis</i>
<ul style="list-style-type: none"> <li>The <b>-s</b> form of <b>be</b> is <b>is</b>.</li> <li>The <b>-s</b> form of <b>have</b> is <b>has</b>.</li> </ul>	<i>be</i> <i>have</i>	<i>is</i> <i>has</i>	

\* **does** and **says** have irregular pronunciations. Does is pronounced "duzz"; says is pronounced "sez."

**-ing**

Use the **-ing** form of the verb with forms of **be** in progressive tenses:

*I suspect my brother is **cheating**.*

The same **-ing** form can also be used as an adjective.

*My brother is a **cheating** hound.*

It can also function as a noun.

***Cheating** is immoral.*

*Our parents have warned us about the risks of **cheating**.*

To make the **-ing** form, simply attach the **-ing** suffix to the base. If there is a spelling change, it will consist of dropping an **e** or doubling a consonant.

**-ing: Spelling**

<ul style="list-style-type: none"> <li>The <b>-ing</b> form is usually made by attaching <b>-ing</b> to the base.</li> </ul>	<i>cook</i> <i>do</i>	<i>cooking</i> <i>doing</i>	
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<ul style="list-style-type: none"> <li>If the base ends with a silent <i>e</i>, drop it and then add <b>-ing</b>.</li> </ul>	<i>love</i> <i>face</i> <i>dispute</i>	<i>loving</i> <i>facing</i> <i>disputing</i>	When the base ends with <b>-ee</b> , <b>-oe</b> , or <b>-ye</b> , don't drop the <i>e</i> . <i>see</i> <i>seeing</i> <i>hoe</i> <i>hoeing</i> <i>eye</i> <i>eyeing</i>
<ul style="list-style-type: none"> <li>If the base ends with <b>ie</b>, change the ending to <b>y</b> before adding <b>-ing</b>.</li> </ul>	<i>die</i> <i>lie</i>	<i>dying</i> <i>lying</i>	
<ul style="list-style-type: none"> <li>If the base is monosyllabic (one syllable long) and ends in a <b>-CVC</b> (consonant-vowel-consonant) form, double the final consonant and then add <b>-ing</b>.</li> </ul>	<i>flub</i> <i>bud</i> <i>hug</i> <i>trek</i> <i>jam</i> <i>sin</i> <i>stop</i> <i>whir</i> <i>dot</i>	<i>flubbing</i> <i>budding</i> <i>hugging</i> <i>trekking</i> <i>jamming</i> <i>sinning</i> <i>stopping</i> <i>whirring</i> <i>dotting</i>	Don't double the consonant when the base ends in <b>-VVC</b> . <i>toil</i> <i>toiling</i> <i>sprain</i> <i>spraining</i> Don't double <b>-w</b> , <b>-x</b> , or <b>-y</b> . <i>snow</i> <i>snowing</i> <i>fix</i> <i>fixing</i> <i>fray</i> <i>fraying</i>
<ul style="list-style-type: none"> <li>If the base is more than one syllable long and ends in <b>-CVC with the stress on the last syllable</b>, double the final consonant before you add the suffix.</li> </ul>	<i>beset</i> <i>trepan</i> <i>prefer</i> <i>demur</i> <i>deter</i>	<i>besetting</i> <i>trepanning</i> <i>preferring</i> <i>demurring</i> <i>detering</i>	Don't double the consonant if the last syllable is unstressed. <i>cancel</i> <i>canceled</i> <i>fester</i> <i>festering</i> <i>deaden</i> <i>deadening</i>
<ul style="list-style-type: none"> <li>If the base ends with <b>-ac</b> or <b>-ic</b>, insert a <b>k</b> before <b>-ing</b>.</li> </ul>	<i>politic</i> <i>shellac</i>	<i>politicking</i> <i>shellacking</i>	

As part of a verb or as an adjective, the **-ing** form is called the **present participle**. As a noun, it's called the **gerund**. The distinction isn't important for your purposes; here both will be called the **-ing** form.

■ **Simple past**

The **simple past** is the form used for the past tense. It is sometimes called the preterit. Except for the verb *be*, the same form is used for any subject, whether first, second, or third person, singular or plural. For regular verbs, you form the simple past by attaching **-ed** as a suffix.

*We climbed Mount Rainier last month.*

*He prevailed over the opposition.*

When attaching **-ed**, remember three spelling changes:

- dropping an *e*
- changing *y* to *i*
- doubling a consonant

■ **-ed: Spelling**

<ul style="list-style-type: none"> <li>For most verbs, the <b>-ed</b> form is made by attaching <b>-ed</b> to the base.</li> </ul>	<i>turn</i> <i>restrict</i> <i>echo</i> <i>boo</i> <i>ski</i>	<i>turned</i> <i>restricted</i> <i>echoed</i> <i>booed</i> <i>skied</i>	
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<ul style="list-style-type: none"> <li>If the base ends with an <i>e</i>, it is only necessary to add <i>-d</i>.</li> </ul>	<i>smile</i> <i>prove</i> <i>plague</i> <i>rue</i> <i>free</i>	<i>smiled</i> <i>proved</i> <i>plagued</i> <i>rued</i> <i>freed</i>	
<ul style="list-style-type: none"> <li>If the base ends with consonant + <i>y</i>, change the <i>y</i> to <i>i</i> before adding <i>-ed</i>.</li> </ul>	<i>shy</i> <i>comply</i> <i>worry</i>	<i>shied</i> <i>complied</i> <i>worried</i>	However, when the base ends in vowel + <i>-y</i> , the spelling doesn't change. <i>spray</i> <i>sprayed</i> <i>deploy</i> <i>deployed</i>
<ul style="list-style-type: none"> <li>If the base is one syllable and ends in <i>-CVC</i>, double the final consonant before adding <i>-ed</i>.</li> </ul>	<i>bob</i> <i>thud</i> <i>sag</i> <i>trim</i> <i>skin</i> <i>flip</i> <i>jar</i> <i>grit</i>	<i>bobbed</i> <i>thudded</i> <i>sagged</i> <i>trimmed</i> <i>skinned</i> <i>flipped</i> <i>jarred</i> <i>gritted</i>	Don't double the consonant if the base ends in <i>-VVC</i> . <i>wail</i> <i>wailed</i> <i>dream</i> <i>dreamed</i> Never double <i>-w</i> , <i>-x</i> , or <i>-y</i> . <i>slow</i> <i>slowed</i> <i>fax</i> <i>faxed</i> <i>relay</i> <i>relayed</i>
<ul style="list-style-type: none"> <li>If the base is more than one syllable and ends in <i>-CVC</i>, with the stress on the last syllable, double the final consonant before adding the suffix.</li> </ul>	<i>admit</i> <i>propel</i> <i>infer</i> <i>recur</i>	<i>admitted</i> <i>propelled</i> <i>inferred</i> <i>recurred</i>	Don't double the consonant if the last syllable is unstressed. <i>market</i> <i>marketed</i> <i>channel</i> <i>channeled</i> <i>pardon</i> <i>pardoned</i>
<ul style="list-style-type: none"> <li>If the base ends with <i>-ac</i> or <i>-ic</i>, insert a <i>k</i> before <i>-ed</i></li> </ul>	<i>frolic</i> <i>panic</i>	<i>frolicked</i> <i>panicked</i>	
<ul style="list-style-type: none"> <li>If the base ends with <i>d</i> or <i>t</i>, the <i>-ed</i> suffix creates a new syllable.</li> </ul>	<i>abut</i> <i>impend</i>	<i>abuted</i> <i>impended</i>	For bases that end with any other consonant, the suffix merely adds a <i>d</i> or <i>t</i> sound to the final syllable. <i>Flattered</i> is ['flætərd], not ['flætərəd]. <i>Missed</i> sounds like "mist," not "miss-ed." <i>Masked</i> sounds like "maskt," not "mask-ed."

Many of the most common verbs have irregular forms in the simple past; the most important of those forms are listed in the next unit.

*You saw how skinny he looked, right?*

*Bush said he would levy no new taxes.*

The verb *be* has two simple past forms: *was* for *I*, *he*, *she*, and *it*, and *were* for everything else.

*Leonard was an astonishingly good dancer.*

*Your mother and I were on our way to the store*

### ■ Past participle

The **past participle** is used with forms of *have* in perfect (completed) tenses.

*This pep rally has escalated beyond our control.*

*The professor was shocked to find that no one had studied for the exam.*

Past participles combine with forms of *be* in passive constructions:

*The election was **rigged**.*

*Your efforts at the car wash will never be **equaled**.*

Past participles are also often used as adjectives:

*I prefer **Frosted Flakes** to **shredded** wheat.*

***Exhilarated** by her chess victory, Helen called her parents to brag.*

For many verbs, the past participle is the same as the past simple form. For irregular verbs, however, the past participle differs from the simple past. The distinct past participles are listed in the next section.

**EXERCISE 1**

*Fill in the blanks using the -s form, -ing form, or -ed form of the underlined verb.*

- 1 What does the chancellor **wish** to say? He \_\_\_\_\_ to toast the mission.
- 2 When does the audience **laugh**? They \_\_\_\_\_ during the dance numbers.
- 3 About what did the customer **inquire**? They \_\_\_\_\_ about the price of soap.
- 4 Do you need me to **format** this differently? Yes, the correct \_\_\_\_\_ is crucial.
- 5 How long does the season **run**? It \_\_\_\_\_ for about eight months.
- 6 Does that criminal still **traffic** drugs? No, he stopped \_\_\_\_\_ years ago.
- 7 When does the boss usually **punch** in? He \_\_\_\_\_ in at around nine.
- 8 To which candidate do you **refer** in the argument? I am \_\_\_\_\_ to the senator.
- 9 You tend to **overdo** the dessert course. Your brother never \_\_\_\_\_ it that much.
- 10 Ye gods, how much does that pig **weigh**? It can't \_\_\_\_\_ less than 100 pounds.
- 11 Did you find out where they plan to **inter** the soldier? Yes, they're \_\_\_\_\_ him just next to the war monument.
- 12 Was I right to **infer** that he was leaving? Yes, that's what I \_\_\_\_\_ too.
- 13 Did the dean **reply** to your letter yet? No—let's hope she \_\_\_\_\_ before Friday.
- 14 What does the wedding dress **look** like? It \_\_\_\_\_ like a big white meringue.
- 15 I hope you find some time to **frolic**. My biggest regret is that I never \_\_\_\_\_ there.
- 16 How long have you known how to **ski**? Why, I've been \_\_\_\_\_ for years.
- 17 Who's going to **pay** for all these muffins? Don't worry, Garth is \_\_\_\_\_ now.
- 18 Can we afford to **bus** the candidates in from the airport? We have no choice—every other city \_\_\_\_\_ them.
- 19 Did you **develop** your photos from the Alps? Yes, I \_\_\_\_\_ them yesterday.
- 20 Have you ever learned to **canoe**? Yes, any self-respecting outdoorsman is quite proficient at \_\_\_\_\_.

- 21 Does he even *try* to make friends? I think he has been \_\_\_\_\_ a bit, yes.
- 22 Is someone going to *do* the dishes? My husband usually \_\_\_\_\_ them.
- 23 Did the Republicans *rig* the election again this year? Yes, and the \_\_\_\_\_ was even more obvious than usual.
- 24 Do you *fish* here or farther upstream? I used to \_\_\_\_\_ here, but not anymore.
- 25 Are you planning to *go* to the prom? Probably, but only if my sister \_\_\_\_\_.
- 26 Can you *trim* my beard? The last barber I went to \_\_\_\_\_ it much too far.
- 27 What was he trying to *imply*? I think he was \_\_\_\_\_ that one of us is getting fired.
- 28 Don't *curse*. I won't stand for \_\_\_\_\_.
- 29 Where do you *spend* the summer? I \_\_\_\_\_ it in the Hamptons.
- 30 Don't you *trust* her? After the soufflé incident, nobody really \_\_\_\_\_ her.
- 31 Shall we *play* some Scrabble? Not me, I \_\_\_\_\_ it for six hours last night.
- 32 I don't usually *eye* desserts like this, but I've been \_\_\_\_\_ that cake all night.
- 33 Do you think they'll *cancel* the match? I think it's already been \_\_\_\_\_.
- 34 Do all teenagers *rebel* at a certain point? Yes, \_\_\_\_\_ is normal for that age.
- 35 Can you *empty* the recycling bin? Not until I've finished \_\_\_\_\_ the trash!
- 36 What classes are you going to *take*? I am \_\_\_\_\_ physics and lithography.
- 37 Do you *have* any gum? I don't but I think Murray \_\_\_\_\_ some.
- 38 Do you like to *snowshoe*? I don't know; I've never gone \_\_\_\_\_.
- 39 Where does your mother *live*? She's dead now, but she \_\_\_\_\_ in Albany.
- 40 Care to *dance*? Thanks, but I've had enough \_\_\_\_\_ for the next three years.

## 2. IRREGULAR VERBS

Many common verbs have irregular forms for the simple past and past participle; unfortunately, there's nothing to do with these forms but memorize them.

For some verbs, simple past and past participle forms are the same:

• No change						
Base and past forms are identical.	<i>bet</i>	<i>bet</i>	<i>bet</i>	<i>hurt</i>	<i>hurt</i>	<i>hurt</i>
	<i>burst</i>	<i>burst</i>	<i>burst</i>	<i>let</i>	<i>let</i>	<i>let</i>
	<i>cost</i>	<i>cost</i>	<i>cost</i>	<i>put</i>	<i>put</i>	<i>put</i>
	<i>cut</i>	<i>cut</i>	<i>cut</i>	<i>set</i>	<i>set</i>	<i>set</i>
	<i>fit</i>	<i>fit</i>	<i>fit</i>	<i>shut</i>	<i>shut</i>	<i>shut</i>
	<i>hit</i>	<i>hit</i>	<i>hit</i>	<i>split</i>	<i>split</i>	<i>split</i>

<b>• Vowel change</b>						
Simple past and past participle differ from the base only in the vowel sound.	<i>bleed</i>	<i>bled</i>	<i>bled</i>	<i>meet</i>	<i>met</i>	<i>met</i>
	<i>feed</i>	<i>fed</i>	<i>fed</i>	<i>read</i>	<i>read</i>	<i>read</i>
	<i>get</i>	<i>got</i>	<i>got</i>	<i>shine</i>	<i>shone</i>	<i>shone</i>
	<i>hold</i>	<i>held</i>	<i>held</i>	<i>sit</i>	<i>sat</i>	<i>sat</i>
	<i>lead</i>	<i>led</i>	<i>led</i>	<i>stick</i>	<i>stuck</i>	<i>stuck</i>
	<i>light</i>	<i>lit</i>	<i>lit</i>	<i>swing</i>	<i>swung</i>	<i>swung</i>
<b>• Consonant change</b>						
Simple past and past participle differ from the base only in the end consonant.	<i>build</i>	<i>built</i>	<i>built</i>	<i>mean</i>	<i>meant</i>	<i>meant</i>
	<i>deal</i>	<i>dealt</i>	<i>dealt</i>	<i>send</i>	<i>sent</i>	<i>sent</i>
	<i>have</i>	<i>had</i>	<i>had</i>			
<b>• Vowel and consonant change</b>						
Simple past and past participle differ from the base in vowel sound and in end consonant.	<i>feel</i>	<i>felt</i>	<i>felt</i>	<i>sell</i>	<i>sold</i>	<i>sold</i>
	<i>keep</i>	<i>kept</i>	<i>kept</i>	<i>sleep</i>	<i>slept</i>	<i>slept</i>
	<i>leave</i>	<i>left</i>	<i>left</i>	<i>stand</i>	<i>stood</i>	<i>stood</i>
	<i>lose</i>	<i>lost</i>	<i>lost</i>	<i>tell</i>	<i>told</i>	<i>told</i>
	<i>mean</i>	<i>meant</i>	<i>meant</i>			
<b>• Past forms ending in -ought and -aught</b>						
	<i>bring</i>	<i>brought</i>	<i>brought</i>	<i>fight</i>	<i>fought</i>	<i>fought</i>
	<i>buy</i>	<i>bought</i>	<i>bought</i>	<i>teach</i>	<i>taught</i>	<i>taught</i>
	<i>catch</i>	<i>caught</i>	<i>caught</i>	<i>think</i>	<i>thought</i>	<i>thought</i>

For others, simple past and past participle forms are different:

<b>• Two vowel changes</b>						
Simple past changes the vowel sound of the base; the past participle changes it again. Note that in some cases, like <i>come</i> and <i>run</i> , the base and past participle are the same.	<i>begin</i>	<i>began</i>	<i>begun</i>	<i>run</i>	<i>ran</i>	<i>run</i>
	<i>come</i>	<i>came</i>	<i>come</i>	<i>sing</i>	<i>sang</i>	<i>sung</i>
	<i>drink</i>	<i>drank</i>	<i>drunk</i>	<i>spring</i>	<i>sprang</i>	<i>sprung</i>
	<i>ring</i>	<i>rang</i>	<i>rung</i>	<i>swim</i>	<i>swam</i>	<i>swum</i>
<b>• Vowel change for simple past, plus -en or -n ending for past participle</b>						
Simple past changes the vowel sound of the base; the past participle adds an <i>-en</i> or <i>-n</i> onto the simple past form. Note that when a syllable is added ( <i>bit</i> to <i>bitten</i> ) the same rules for consonant doubling apply.	<i>bite</i>	<i>bit</i>	<i>bitten</i>	<i>speak</i>	<i>spoke</i>	<i>spoken</i>
	<i>break</i>	<i>broke</i>	<i>broken</i>	<i>steal</i>	<i>stole</i>	<i>stolen</i>
	<i>choose</i>	<i>chose</i>	<i>chosen</i>	<i>tear</i>	<i>tore</i>	<i>torn</i>
	<i>freeze</i>	<i>froze</i>	<i>frozen</i>	<i>wake</i>	<i>woke</i>	<i>woken</i>
	<i>hide</i>	<i>hid</i>	<i>hidden</i>	<i>wear</i>	<i>wore</i>	<i>worn</i>
<b>• Vowel change in simple past, vowel change plus -en or -n ending in past participle</b>						
Simple past changes the vowel sound of the base; the past participle changes it again – usually back to the base form – and adds an <i>-en</i> or <i>-n</i> .	<i>blow</i>	<i>blew</i>	<i>blown</i>	<i>ride</i>	<i>rode</i>	<i>ridden</i>
	<i>draw</i>	<i>drew</i>	<i>drawn</i>	<i>rise</i>	<i>rose</i>	<i>risen</i>
	<i>drive</i>	<i>drove</i>	<i>driven</i>	<i>shake</i>	<i>shook</i>	<i>shaken</i>
	<i>fly</i>	<i>flew</i>	<i>flown</i>	<i>take</i>	<i>took</i>	<i>taken</i>
	<i>give</i>	<i>gave</i>	<i>given</i>	<i>throw</i>	<i>threw</i>	<i>thrown</i>
	<i>grow</i>	<i>grew</i>	<i>grown</i>	<i>write</i>	<i>wrote</i>	<i>written</i>
<b>• No pattern</b>						
Simple past and past participle forms are completely irregular.	<i>be</i>	<i>was/were</i>	<i>been</i>	<i>go</i>	<i>went</i>	<i>gone</i>
	<i>do</i>	<i>did</i>	<i>done</i>	<i>see</i>	<i>saw</i>	<i>seen</i>

## EXERCISE 2

- 1 The price of gas \_\_\_\_\_ severely last year.  
(A) rose  
(B) risen  
(C) rises  
(D) rised
- 2 I have \_\_\_\_\_ almost three liters of water today.  
(A) drank  
(B) drunk  
(C) drunken  
(D) drunk
- 3 The sausages nearly \_\_\_\_\_ in the refrigerator.  
(A) freeze  
(B) fraze  
(C) froze  
(D) frozen
- 4 We have \_\_\_\_\_ each other for years.  
(A) know  
(B) knew  
(C) knewed  
(D) known
- 5 She seems to have \_\_\_\_\_ it was a good idea to get a haircut before the trial.  
(A) thunk  
(B) think  
(C) thought  
(D) thaught
- 6 You might have \_\_\_\_\_ longer before calling the police.  
(A) waiten  
(B) wait  
(C) waited  
(D) witten
- 7 Unfortunately, the national deficit has just \_\_\_\_\_ growing.  
(A) kepted  
(B) kept  
(C) kepted  
(D) kept
- 8 She \_\_\_\_\_ her hair before dyeing it.  
(A) blaight  
(B) blought  
(C) bleach  
(D) bleached
- 9 Last time I went horseback riding I \_\_\_\_\_ my ankle.  
(A) spraint  
(B) sprained  
(C) sprint  
(D) sprone
- 10 Have you ever \_\_\_\_\_ a bone?  
(A) broke  
(B) broke  
(C) broked  
(D) broken
- 11 I'm not going to the beach; I \_\_\_\_\_ plenty yesterday.  
(A) swimmmed  
(B) swum  
(C) swammed  
(D) swam
- 12 I feel as though I've \_\_\_\_\_ an entire lake.  
(A) drunk  
(B) drink  
(C) draink  
(D) drank
- 13 You're lucky! You almost \_\_\_\_\_ your wrist when you fell.  
(A) break  
(B) broke  
(C) broken  
(D) broke
- 14 He warned the crusaders to \_\_\_\_\_ lightly.  
(A) trod  
(B) trodden  
(C) treaden  
(D) tread
- 15 I have \_\_\_\_\_ a bath for you.  
(A) drew  
(B) drawn  
(C) drawed  
(D) drawn
- 16 Charles said he \_\_\_\_\_ about piranhas in the newspaper this morning.  
(A) readed  
(B) red  
(C) rode  
(D) read

17 He and Jennifer have never even \_\_\_\_\_ to one another.

- (A) speak
- (B) spaken
- (C) spoke
- (D) spoken

18 I \_\_\_\_\_ in a Mercedes for the first time yesterday.

- (A) rode
- (B) ridden
- (C) rided
- (D) roden

19 So far we have been unable to \_\_\_\_\_ the doctor.

- (A) reach
- (B) reached
- (C) raught
- (D) rought

20 "My, look how you've \_\_\_\_\_," said my aunt.

- (A) grew
- (B) grown
- (C) growed
- (D) grawn

21 We \_\_\_\_\_ up unusually early this morning because of the thunder.

- (A) getted
- (B) gotted
- (C) gat
- (D) got

22 Marcus goes every Thursday to get his hair \_\_\_\_\_.

- (A) did
- (B) done
- (C) doed
- (D) down

23 Once word got out that the search was on, the suspect \_\_\_\_\_ to Finland.

- (A) fled
- (B) fled
- (C) flown
- (D) flowed

24 Jeff should feel better in the morning. He just \_\_\_\_\_ some medicine.

- (A) taked
- (B) taken
- (C) tooked
- (D) took

25 What did I \_\_\_\_\_ to deserve this?

- (A) done
- (B) did
- (C) do
- (D) does

26 It is hard to imagine being \_\_\_\_\_ to such lengths by simple faith.

- (A) drove
- (B) driven
- (C) drived
- (D) droven

27 I see you have \_\_\_\_\_ to believe what I said about the powers of the tortoise.

- (A) came
- (B) camed
- (C) come
- (D) comed

28 He \_\_\_\_\_ great promise as a negotiator, having \_\_\_\_\_ quickly through the ranks.

- (A) shown ... rose
- (B) showed ... rose
- (C) shew ... risen
- (D) showed ... risen

29 Having \_\_\_\_\_ the contract, the businessman had no choice but to \_\_\_\_\_ up the account.

- (A) lost ... give
- (B) lost ... given
- (C) losed ... give
- (D) losted ... given

30 Carl \_\_\_\_\_ the ball although I had \_\_\_\_\_ it poorly.

- (A) caught ... thrown
- (B) caught ... thrown
- (C) catched ... threw
- (D) caught ... threw

### 3. PRESENT TENSES

#### ■ Simple present

Simple present is sometimes also called Present simple or Present indefinite.

I	walk	am	try	do
he/she/it	walks	is	tries	does
we/you/they	walk	are	try	do

#### ■ When to use the simple present

• a habitual or repeated action	<i>I swim laps in the far left lane. You <b>spell</b> very well.</i>
• a general truth	<i>A foot <b>comprises</b> twelve inches. Kids <b>love</b> taffy.</i>
• narration or synopsis	<i>Levin and Kitty <b>meet</b> early in the book and eventually <b>get married</b>. Melville's immortal Moby-Dick <b>begins</b> with a simple three-word sentence "Call me Ishmael."</i>
• a planned future event	<i>The train <b>leaves</b> at six from Gare du Nord. Next year Passover <b>starts</b> at sundown on April 15.</i>
• a future event introduced by a conjunction such as <i>when, as soon as, before, and after</i> This also applies to conditional clauses introduced by such conjunctions as <i>if, provided, and unless</i> . (For more on this refer to the Conditionals chapter.)	<i>When you <b>get</b> to Spain, try to find that sword I lost. I'll stop swimming when I <b>feel</b> sick. Don't you think you should have that looked at before it <b>spreads</b>? Once James <b>finds</b> an Arizona license plate, he will have collected all 50 states.</i>

*Will* is not to be used after such conjunctions as *when, as soon as, before, or after*.

WRONG: *When the dollar will be stronger, I will take my vacation in Europe.*

RIGHT: *When the dollar **is** stronger, I will take my vacation in Europe.*

WRONG: *I will take up smoking as soon as I will be old enough.*

RIGHT: *I will take up smoking as soon as I **am** old enough.*

#### ■ Present continuous

Present continuous is sometimes also called Present progressive.

I	am living	am thinking	am having
he/she/it	is living	is thinking	is having
we/you/they	are living	are thinking	are having

#### ■ When to use the present continuous

- an action currently in progress (to emphasize that the action has begun relatively recently and is not yet finished)

*I **am watching** Face/Off. Can I call you back?  
She **is having** dinner with the clients.  
Your boss always calls just when we **are preparing** to go away for the weekend.*

• a temporary situation	<i>I am filling in for Carl this month. A lot of people <b>are parking</b> in front of fire hydrants these days.</i>
• an imminent future event	<i>The Bears <b>are playing</b> the Jets next week. I <b>am getting</b> new eyeglasses tomorrow.</i>
• a continuous future action introduced by a conjunction such as <i>while, as, or when</i> .	<i>Let's hope they fix the cable while we <b>are remodeling</b> the kitchen.</i>

**The present continuous is not used for long-term or permanent situations.**

WRONG: *The President is living in the White House.*

RIGHT: *The President lives in the White House.*

**Non-continuous verbs**

**Some verbs are not used continuously.**

Some verbs are used to communicate not actions but general states of being. These are rarely used in the continuous tense; most of the time the simple present tense suffices to describe something true at the moment.

*You look bored.*

*Now seems like the right time to buy a car.*

Don't use these in the continuous tense except in special circumstances:

• Verbs about mental perception and feeling	<i>believe imagine prefer suppose</i>	<i>doubt know realize understand</i>	<i>feel mean recognize want</i>	<i>forget need remember</i>
• Verbs about emotion	<i>appreciate fear mind</i>	<i>care hate</i>	<i>dislike like</i>	<i>envy love</i>
• Verbs about appearance and value	<i>cost</i>	<i>owe</i>	<i>seem</i>	
• Verbs about ownership	<i>belong</i>	<i>own</i>	<i>possess</i>	
• Verbs that describe being or its conditions	<i>consist of</i>	<i>contain</i>	<i>exist</i>	<i>include</i>

**Some verbs have distinct meanings when used continuously and non-continuously.**

	Continuous	Non-continuous
<b>appear</b>	<i>The rain <b>appears</b> to be letting up.</i>	<i>Sting <b>is appearing</b> for two nights on Broadway.</i>
<b>be</b>	<i>You <b>are</b> ridiculous.</i>	<i>You <b>are being</b> ridiculous.</i>
<b>feel</b>	<i>I <b>feel</b> good about these socks.</i>	<i>Are you <b>feeling</b> quite alright?</i>
<b>have</b>	<i>This house <b>has</b> four stories.</i>	<i>I <b>am having</b> trouble sleeping.</i>
<b>look</b>	<i>That movie <b>looks</b> awful.</i>	<i>John <b>is looking</b> for his glasses.</i>
<b>see</b>	<i>You <b>see</b> that dragon over there?</i>	<i>We <b>are seeing</b> a fertility specialist on Friday.</i>
<b>smell</b>	<i>This city <b>smells</b> funny.</i>	<i>Alan <b>is smelling</b> the new daisies.</i>
<b>taste</b>	<i>This burger <b>tastes</b> like ostrich.</i>	<i>I <b>am tasting</b> the chili to see if it's too spicy.</i>
<b>think</b>	<i>We <b>think</b> you'd make an excellent doctor.</i>	<i>Leo <b>is thinking</b> about where he left his keys.</i>
<b>weigh</b>	<i>I <b>weigh</b> about the same as you.</i>	<i>Cameron <b>is weighing</b> out a kilo of tea.</i>

**The present continuous is not used with non-continuous verbs.**

WRONG: *I think I am recognizing that waiter from a music video.*

RIGHT: *I think I **recognize** that waiter from a music video.*

**Subjunctive**

**The subjunctive is used in a *that* clause after a verb of recommendation, request, or requirement, or after a noun phrase or adjective derived from such a verb.**

The form is the same for all subjects: it is the base form. In the *he/she/it* form, simply remove the *-s*.

WRONG: *I would recommended that she has the shrimp salad.*

RIGHT: *I would recommend that she **have** the shrimp salad.*

WRONG: *This school has a requirement that every student does not have a criminal record.*

RIGHT: *This school has a requirement that every student **not have** a criminal record.*

**The subjunctive form of the verb *be* is *be*.**

WRONG: *May I ask that you are quieter from now on?*

RIGHT: *May I ask that you **be** quieter from now on?*

**It is not necessary to use *should* or *must* with the subjunctive.**

WRONG: *The hotel regulations demand that you must check out by noon.*

RIGHT: *The hotel regulations demand that you **check out** by noon.*

**EXERCISE 3**

**1** I don't generally \_\_\_\_\_ to techno, but I'll make an exception for you.

- (A) listen
- (B) listening
- (C) am listening
- (D) be listening

**2** Can you come back later? I \_\_\_\_\_ to my wife.

- (A) talk
- (B) talking
- (C) am talking
- (D) be talking

**3** You'll be fine as long as you \_\_\_\_\_ to floss.

- (A) don't forget
- (B) not forget
- (C) are not forgetting
- (D) do not be forgetting

**4** You \_\_\_\_\_ nice this evening, Madame.

- (A) were looking
- (B) looking
- (C) look
- (D) to look

**5** I don't get it—it was beautiful an hour ago and now it \_\_\_\_\_.

- (A) is raining
- (B) to be raining
- (C) raining
- (D) rains

**6** Niles \_\_\_\_\_ certain issues with anthropologists.

- (A) have
- (B) having
- (C) has
- (D) is having

- 7** It \_\_\_\_\_ almost nine thirty.  
 (A) be  
 (B) being  
 (C) is  
 (D) is being
- 8** What \_\_\_\_\_ to a vacation in Canada this summer?  
 (A) you say  
 (B) are you saying  
 (C) you are saying  
 (D) do you say
- 9** How will you \_\_\_\_\_ when duty calls?  
 (A) respond  
 (B) are responding  
 (C) do respond  
 (D) responding
- 10** What \_\_\_\_\_ you want to do tonight?  
 (A) do  
 (B) are  
 (C) did  
 (D) doing
- 11** I don't mean to brag, but my shoes \_\_\_\_\_ more than your house.  
 (A) worth  
 (B) being worth  
 (C) are worth  
 (D) is worth
- 12** My tennis racket \_\_\_\_\_ repair.  
 (A) badly needs  
 (B) is badly needing  
 (C) needs bad  
 (D) be needing badly
- 13** E \_\_\_\_\_ is the fifth letter in most alphabets.  
 (A) is  
 (B) be  
 (C) being  
 (D) is being
- 14** \_\_\_\_\_ in the shower?  
 (A) Do you always sing  
 (B) Are you always singing  
 (C) Do you always be singing  
 (D) You singing always
- 15** \_\_\_\_\_ you ever \_\_\_\_\_ at television shows?  
 (A) Do ... cry  
 (B) Are ... crying  
 (C) Do ... crying  
 (D) Are ... are crying
- 16** I \_\_\_\_\_ vacation next week. I \_\_\_\_\_ to Bermuda.  
 (A) am ... go  
 (B) am ... am going  
 (C) being ... going  
 (D) am being ... am going
- 17** The influenza virus \_\_\_\_\_ more treacherous than you \_\_\_\_\_.  
 (A) is being ... are thinking  
 (B) is ... are thinking  
 (C) is ... think  
 (D) being ... think
- 18** What \_\_\_\_\_ your sister \_\_\_\_\_ for a living?  
 (A) do ... do  
 (B) does ... do  
 (C) do ... does  
 (D) does ... does
- 19** I suggest this team \_\_\_\_\_ the importance of restraint.  
 (A) will learn  
 (B) learned  
 (C) learn  
 (D) learns
- 20** We feel it would be best that the President \_\_\_\_\_ lying under oath.  
 (A) stops  
 (B) stop  
 (C) should stop  
 (D) should be stopped

## 4. PAST AND PERFECT TENSES

### ■ Simple past

Simple past is sometimes also called **Past simple** or **Past indefinite**.

<i>I</i>	<i>watched</i>	<i>saw</i>	<i>had</i>	<i>was</i>
<i>he/she/it</i>	<i>watched</i>	<i>saw</i>	<i>had</i>	<i>was</i>
<i>we/you/they</i>	<i>watched</i>	<i>saw</i>	<i>had</i>	<i>were</i>

### ■ When to use the simple past

<ul style="list-style-type: none"> <li>• <b>a completed action</b> It doesn't matter when the action was done or how long it lasted; all that matters is that it is no longer going on.</li> </ul>	<p><i>Reagan served as President for most of the 1980s.</i></p> <p><i>We <b>checked in</b> at the hotel and <b>ordered</b> room service for dinner.</i></p>
<ul style="list-style-type: none"> <li>• <b>a past state (non-continuous verbs)</b> With non-continuous verbs, the simple past can indicate a condition surrounding or interrupted by another action.</li> </ul>	<p><i>Since she <b>was</b> only in town for a day, she did not do any sightseeing.</i></p> <p><i>I took side streets because I <b>knew</b> there would be traffic on the highway.</i></p>

### ■ Past continuous

<i>I</i>	<i>was saying</i>	<i>was seeing</i>	<i>was going</i>
<i>he/she/it</i>	<i>was saying</i>	<i>was seeing</i>	<i>was going</i>
<i>we/you/they</i>	<i>were saying</i>	<i>were seeing</i>	<i>were going</i>

The past continuous tense is also known as the **imperfect** or **past progressive**.

### ■ When to use the past continuous

<ul style="list-style-type: none"> <li>• <b>an interrupted action</b></li> </ul>	<p><i>I <b>was watching</b> TV when she arrived.</i></p> <p><i>Everything <b>was going</b> smoothly until Marvin showed up.</i></p>
<ul style="list-style-type: none"> <li>• <b>a past, temporary situation</b></li> </ul>	<p><i>During those years he <b>was living</b> in Korea and <b>teaching</b> English.</i></p> <p><i>The public's restlessness <b>was growing</b>.</i></p>
<ul style="list-style-type: none"> <li>• <b>a future event from a past perspective</b></li> </ul>	<p><i>I brought my umbrella because I <b>knew</b> it <b>was going</b> to rain.</i></p>

### The past continuous is not used with non-continuous verbs.

WRONG: *I was looking everywhere but couldn't find that Raincoats LP.*  
 RIGHT: *I looked everywhere but couldn't find that Raincoats LP.*

### The past continuous does not indicate duration or frequency.

No matter how long an action lasted, if it's over now then a continuous verb is not needed. Generally a preposition or some other part of the surrounding sentence will do the work of indicating duration.

WRONG: *I know karate because I was studying it when I was a teenager.*  
 RIGHT: *I know karate because I **studied** it when I was a teenager.*

WRONG: *Every day that summer he was going to the pool in the afternoon.*

RIGHT: *Every day that summer he went to the pool in the afternoon.*

■ Present perfect

<i>I</i>	<i>have said</i>	<i>have known</i>	<i>have been</i>
<i>he/she/it</i>	<i>has said</i>	<i>has known</i>	<i>has been</i>
<i>we/you/they</i>	<i>have said</i>	<i>have known</i>	<i>have been</i>

■ When to use the present perfect

• an action completed at an unspecified time in the past	<i>I have not seen Serpico.</i> <i>We have already gone over that lesson.</i> <i>You have lied for the last time.</i>
• a continuing state (non-continuous verbs)	<i>I have been a paramedic for 19 years.</i> <i>But you've always liked Van Halen!</i>

When time in the past is specified, the present perfect is not used.

WRONG: *The voters have not responded positively to Biden's gaffes in last year's primary.*

RIGHT: *The voters **did not respond** positively to Biden's gaffes in last year's primary.*

WRONG: *I have been born in 1979.*

RIGHT: *I was born in 1979.*

■ Present perfect continuous

Present perfect continuous is sometimes also called Present perfect progressive.

<i>I</i>	<i>have been thinking</i>	<i>have been trying</i>
<i>he/she/it</i>	<i>has been thinking</i>	<i>has been trying</i>
<i>we/you/they</i>	<i>have been thinking</i>	<i>have been trying</i>

■ When to use the present perfect continuous

• a continuing action with a specified period of duration, or happening immediately before the present	<i>I have been looking for a copy of that novel for more than a year.</i> <i>Have you been waiting long.</i>
--	---

The present perfect continuous is not used with non-continuous verbs.

WRONG: *I have been knowing Rufus for about a year.*

RIGHT: *I have known Rufus for about a year.*

■ Past, future, and infinitive perfect

<i>I</i>	<i>had played</i>	<i>had gone</i>	<i>had been</i>
<i>he/she/it</i>	<i>had played</i>	<i>had gone</i>	<i>had been</i>
<i>we/you/they</i>	<i>had played</i>	<i>had gone</i>	<i>had been</i>
<i>I</i>	<i>will have done</i>	<i>will have said</i>	<i>will have been</i>
<i>he/she/it</i>	<i>will have done</i>	<i>will have said</i>	<i>will have been</i>
<i>we/you/they</i>	<i>will have done</i>	<i>will have said</i>	<i>will have been</i>
–	<i>to have loved</i>	<i>to have lost</i>	<i>to have lived</i>

**The past perfect (*had + past participle*) indicates that one clause in a sentence takes place earlier than another clause that is in the past.**

WRONG: *The magician already performed when we got to the theater.*

RIGHT: *The magician **had** already **performed** when we got to the theater.*

WRONG: *The couple's bitter argument raised issues that were not discussed for years.*

RIGHT: *The couple's bitter argument raised issues that **had not been discussed** for years.*

**Using the past perfect unnecessarily is a common fault. Don't use it unless you want to express the anteriority of one event to another.**

WRONG: *For most of the 1970s, electronic music had been a little-known phenomenon.*

RIGHT: *For most of the 1970s, electronic music **was** a little-known phenomenon.*

WRONG: *When I was your age I had danced almost every night.*

RIGHT: *When I was your age I **danced** almost every night.*

**The future perfect (*will have + past participle*) indicates that one clause will take place earlier than another clause that is in the future.**

WRONG: *By the time you read this, I will leave.*

RIGHT: *By the time you read this, I **will have left**.*

**The infinitive perfect (*to have + past participle*) indicates with greater certainty that something takes place earlier than the rest of the clause.**

WRONG: *This work is thought to be painted before the Renaissance.*

RIGHT: *This work is thought to **have been painted** before the Renaissance.*

#### EXERCISE 4

1 Reagan \_\_\_\_\_ in the White House for most of the 1980s.

- (A) served
- (B) was serving
- (C) has served
- (D) has been serving

2 Curtis \_\_\_\_\_ to Mahler when the telephone \_\_\_\_\_.

- (A) listened ... rang
- (B) was listening ... rung
- (C) was listening ... rang
- (D) had listened ... was ringing

3 Don't tell me about this neighborhood—I \_\_\_\_\_ here since the 70s.

- (A) live
- (B) am living
- (C) was living
- (D) have been living

4 My concert tickets finally \_\_\_\_\_. I \_\_\_\_\_ for them for over a month.

- (A) arrived ... had been waiting
- (B) arrived ... have been waiting
- (C) arrive ... was waiting
- (D) arrived ... wait

5 John \_\_\_\_\_ to get a bad grade on the exam, so he \_\_\_\_\_.

- (A) expected ... did not study
- (B) expected ... had not been studying
- (C) had expected ... was not studying
- (D) had been expected ... had not been studying

6 This is the worst onion soup I \_\_\_\_\_.

- (A) ever tasted
- (B) have ever tasted
- (C) had ever tasted
- (D) have ever been tasting

7 I don't think you \_\_\_\_\_ those tattoos when I \_\_\_\_\_ you.

- (A) had ... met
- (B) had ... were meeting
- (C) were having ... met
- (D) had had ... was meeting

8 I always feel guilty after \_\_\_\_\_ veal.

- (A) ate
- (B) eaten
- (C) having ate
- (D) having eaten

9 Matisse is thought to \_\_\_\_\_ an enormous spleen.

- (A) have
- (B) had
- (C) have had
- (D) had had

10 Chalmers \_\_\_\_\_ a 20-minute joke because he \_\_\_\_\_ time to prepare a speech.

- (A) told ... did not have
- (B) had told ... had not had
- (C) was telling ... did not have
- (D) told ... had not had

11 I \_\_\_\_\_ in Queens and \_\_\_\_\_ college at Ball State.

- (A) was born ... attended
- (B) birthed ... attending
- (C) was borned ... was attending
- (D) had been born ... attended

12 I \_\_\_\_\_ six hours for the mailman, but he \_\_\_\_\_.

- (A) waited ... did not come
- (B) was waiting ... was not coming
- (C) had waited ... had not been coming
- (D) waited ... has not come

13 The singer's success \_\_\_\_\_ since the invention of the Vocoder.

- (A) skyrocketed
- (B) is skyrocketing
- (C) has skyrocketed
- (D) had been skyrocketing

14 You \_\_\_\_\_ while I \_\_\_\_\_ at the doctor's office.

- (A) called ... was
- (B) were calling ... had been
- (C) had called ... was
- (D) were calling ... was being

15 For fun, Reginald \_\_\_\_\_ the sugar and salt containers.

- (A) had replaced
- (B) replaced
- (C) was replacing
- (D) had been replacing

16 The principal did not like the movie because he \_\_\_\_\_ the book.

- (A) read
- (B) was reading
- (C) did read
- (D) had read

17 My partner and I \_\_\_\_\_ together since 1992.

- (A) work
- (B) have been working
- (C) had worked
- (D) are working

18 The baby was cranky because she \_\_\_\_\_ well the previous night.

- (A) did not sleep
- (B) was not sleeping
- (C) has not slept
- (D) had not slept

19 It \_\_\_\_\_ my feelings when you \_\_\_\_\_ at my six-story fall.

- (A) hurt ... laughed
- (B) hurt ... were laughing
- (C) hurted ... laughed
- (D) hurted ... had laughed

20 The wine tastes off because it \_\_\_\_\_ with the cork.

- (A) has reacted
- (B) was reacting
- (C) had reacted
- (D) reacted

## 5. MODAL VERBS AND CAUSATIVES

Modal verbs, which include *can*, *could*, *may*, *might*, *will*, *would*, *shall*, *should*, and *must*, communicate the speaker's attitude or mood. They express capability, possibility, probability, necessity, and so on.

### Modal verbs have no -s form.

The form of a modal verb does not change depending on the subject.

*Our new president must be prepared to handle the situation in the Falkland Islands.*

### A modal verb is followed by a verb in its base form.

*Bats may find food using echolocation.*

*Your mother will be delighted to hear the news.*

*I can come over later.*

### Questions are formed by placing the modal before the subject.

*Might bats find food in other ways?*

*Will your mother be home when I get there?*

*Can I come over tomorrow?*

### Negative clauses are formed by putting the negative word after the modal.

*Bats may not find food if the area is too noisy.*

*She will not be here until 4:30.*

*I cannot come over tonight.* \*Note that *can not* does not exist.

### Negative modals are often contracted in speech and less formal writing.

*This can't be happening.*

*We won't stand for this one day longer.*

*may not*, *might not*, and *shall not* are seldom contracted in contemporary American usage.

*You shan't be hearing from me after this.*

### ■ When to use *can* or *could*

• ability	<i>Can</i> express ability in the present; <i>could</i> expresses ability in the past.	<i>I can see my house from here.</i> <i>When I was little I could sing on key.</i>
	<i>Cannot</i> and <i>could</i> not indicate inability in the same fashion.	<i>You can't go out that door; it's locked.</i> <i>The fog was so thick I couldn't see a foot in front of me.</i>
• possibility	<i>Can</i> and <i>could</i> both express a possibility in the present or future.	<i>Storks can be quite violent.</i> <i>You could try calling him tomorrow.</i>
	<i>Could have</i> expresses a possibility in the past.	<i>I could have made the train if I hadn't stopped for that haircut.</i>
	<i>Cannot</i> expresses present or future impossibility with certainty.	<i>I cannot think of a movie I have seen with Cuba Gooding, Jr. in it.</i> <i>You can't get in without a permit.</i>
• permission	<i>Can I</i> and <i>could I</i> are both used to ask permission. <i>Could I</i> is slightly more polite.	<i>Can I kick it?</i> <i>Could I keep this book for tonight?</i>
• assistance	<i>Can I</i> , <i>can you</i> and <i>could I</i> , <i>could you</i> are used to offer or request assistance. Again, <i>could</i> is a bit more polite.	<i>Can I help you pick out a tie?</i> <i>Could you give me a hand with the groceries?</i>

**Can have is not used to express possibility in the past; could not is not used to express impossibility in the present or future.**

Either *can* or *could* can indicate something being possible in the present or future, but to refer to the same condition in the past you must use *could have* past. On the other hand, *can* or *could* does not indicate that something is not possible in the past; only *cannot* does.

- WRONG: *If not for her lactose intolerance, she can have been a brilliant food critic.*  
 RIGHT: *If not for her lactose intolerance, she **could have** been a brilliant food critic.*
- WRONG: *According to our bylaws a mulatto could not serve as treasurer.*  
 RIGHT: *According to our bylaws a mulatto **cannot** serve as treasurer.*
- WRONG: *We could arrive on the 29th or the 31st, but we could not find a flight on the 30th.*  
 RIGHT: *We could arrive on the 29th or 31st, but we **cannot** find a flight on the 30th.*

**■ When to use may or might**

<ul style="list-style-type: none"> <li>• permission</li> </ul>	<i>May I be excused?</i> <i>You <b>may</b> now open the envelope.</i> <i>I'm sorry, you <b>may not</b> bring that drink outside.</i>
<ul style="list-style-type: none"> <li>• present and future possibility</li> </ul> <p>Bear in mind that can and could are used this way as well.</p>	<i>This <b>may</b> be the lamest party I've ever been to.</i> <i>I will wear boots because it <b>might</b> snow later.</i> <i>The temperature here <b>can</b> get up to the hundreds.</i> <i>This <b>could</b> be the start of a delicious friendship.</i>
<ul style="list-style-type: none"> <li>• doubt</li> </ul>	<i>That <b>may not</b> be what the senator meant.</i> <i>I <b>might not</b> have calculated right.</i>
<ul style="list-style-type: none"> <li>• past possibility</li> </ul>	<i>Some of you <b>may have</b> seen this movie already.</i> <i>With more time I <b>might have</b> prepared something a little more appropriate.</i>
<ul style="list-style-type: none"> <li>• future wishes</li> </ul> <p>(rare in spoken English)</p>	<i><b>May</b> your first child be a masculine child!</i>

**■ When to use will or shall**

<ul style="list-style-type: none"> <li>• future certainty</li> </ul> <p><i>Shall</i> is also used sometimes with <i>I</i> and <i>we</i> forms.</p>	<i>I <b>will</b> leave tomorrow morning.</i>
	<i>We <b>shall</b> determine the winners today.</i>
	<i>I <b>shall</b> tarry with you no longer.</i>
<ul style="list-style-type: none"> <li>• refusal</li> </ul>	<i>The computer <b>will not</b> turn on.</i> <i>I <b>won't</b> stand for this.</i>
<ul style="list-style-type: none"> <li>• orders or requests</li> </ul>	<i>You <b>will</b> report for duty at 0600 hours.</i> <i><b>Will</b> you please shut that bouzouki up?</i>
	<i><b>Won't</b> you join us for a round of Hearts?</i>
<ul style="list-style-type: none"> <li>• polite suggestion</li> </ul>	<i><b>Shall I</b> show you where the towels are?</i> <i><b>Shall we</b> continue the tour?</i>

## ■ When to use *would*

• condition or contingency	<i>I would go see Metallica if they played here. She would have come if she had found a babysitter.</i>
• habitual action in the past (In this case <i>would</i> is roughly synonymous with <i>used to</i> .)	<i>We would run into each other every so often. I used to be able to recite the entire Gettysburg Address.</i>
• request	<i>Would you give me a hand with the ice? We would like to see the wine list, please. Would you care to dance?</i>

## ■ When to use *should* or *ought to*

• advisability	<i>We should invest that tax refund. I really ought to read The Waste Land again.</i>
• probability	<i>They should be home in a half hour or so. My rehearsal ought to finish by seven.</i>

## ■ When to use *must*

• requirement or prohibition	<i>Guests must check out by noon. You must put your pencils down and stop work on this section now. You must not say such things about Vishnu. I mustn't go to sleep before I hear the election results.</i>
• probability <i>Must not</i> is used to indicate something that is probably not true.	<i>This must be what they meant by "muggy weather." You two must have met before. I must not have heard the phone ring. We must not be in the right section.</i>

### Do not use *must not* to indicate that something is not required.

*Must not* says that something is obligated not to happen.

*There are ghosts in the west wing; you must not go up there.*

But it does not mean that something is optional, or *not* obligated.

WRONG: *These are only suggestions; you must not follow them.*

RIGHT: *These are only suggestions; you are not required to follow them.*

To *not have to* says that something is optional—that it is not obligatory.

*You must not go swimming because there are sharks in the water.*

*You do not have to go swimming if you don't want to.*

## ■ When to use *have to* or *have got to*

*Have to* and *have got to* mean much the same as *must*.

*I have to go lift weights.*

*We have got to get a new screen door.*

*Have got to* is often contracted:

*You've got to learn left from right.*

*Have to*, however, is not.

*I have to clean up the house for the bridge game tonight.*

### ■ When to use *had better*

*Had better* suggests that something is a very good idea. It is slightly stronger than *should*, and can be used like a threat, as it implies negative consequences if the advice is ignored.

*You had better pull over before the cops start shooting at the tires.*

### ■ When to use *know how to*

*Know how to* is used to indicate the mental ability or preparation to do something.

*Do you know how to hotwire a helicopter?*

### ■ When to use *would rather (that)*

When the speaker of the sentence is expressing a preference, use *would rather* plus the base form of the verb.

*I would rather order room service than go out to dinner.*

If the preference concerns the object of the sentence, or someone other than the subject, use *would rather that* plus the simple past form of the verb. (It is possible and commonplace to omit the *that*.)

*Would rather that I left you alone?*

*Would rather I left you alone?*

### ■ When to use *would you mind or do you mind*

*Would you mind* and *do you mind* are used with the -ing form of a verb to make a polite request.

*Would you mind speaking louder?*

*Do you mind filling out the visitors' form?*

*Would you mind if* and *do you mind if* ask permission.

The former is generally followed by the past tense, and the latter by the present tense. Still, both indicate the future.

*Would you mind if we switched seats?*

*Do you mind if I borrow a pair of socks?*

### ■ Causatives

*Make*, *have*, and *get* can be used as causative verbs, which indicate that a subject causes an action.

#### To use *make or have*:

**person (subject) + *make/have* + person (object) + dictionary form**

*Make* implies a strong motivation, or that one is forced to do something.

*The devil made me blow up that post office last night.*

*Have* is more polite.

*I will have my secretary fax you my headshot.*

**To use get:**

**person (subject) + get + person (object) + infinitive**

Get takes the infinitive.

*If only I could get him to brush his teeth more than once a week.*

**Have and get can also be used for a passive form of causative:**

**person (subject) + have/get + thing (object) + past participle**

*I had my pants shortened.*

*They are getting their house rewired.*

**EXERCISE 5**

1 Don't bother writing this down; I'll \_\_\_\_\_ the secretary make a copy for you.

- (A) have
- (B) get
- (C) allow
- (D) to get

2 You \_\_\_\_\_ to what other people say.

- (A) do not should listen
- (B) should listen not
- (C) must not to listen
- (D) should not listen

3 I should not \_\_\_\_\_ all those tacos.

- (A) eaten
- (B) have eaten
- (C) ate
- (D) have ate

4 Would it bother you if I \_\_\_\_\_ this DVD?

- (A) would borrow
- (B) have borrowed
- (C) borrow
- (D) borrowed

5 To win at chess, you \_\_\_\_\_ anticipate your opponent's next move.

- (A) should
- (B) must
- (C) should to
- (D) must be

6 \_\_\_\_\_ I help you clear the table?

- (A) Might
- (B) Could
- (C) Can
- (D) Must

7 I don't like the sound your car is making. You \_\_\_\_\_ a tire.

- (A) might have blown
- (B) may blown
- (C) may blow
- (D) might have to blow

8 We really \_\_\_\_\_ by now.

- (A) ought head back
- (B) should to head back
- (C) ought to head back
- (D) should heading back

9 You can turn the essay in today, but you \_\_\_\_\_.

- (A) do not have to
- (B) do not must
- (C) have not to
- (D) have not got to

10 I \_\_\_\_\_ my binoculars anywhere.

- (A) can't to find
- (B) can find not
- (C) cannot find
- (D) don't can find

**11** Sorry I \_\_\_\_\_ get here earlier.

- (A) cannot
- (B) can
- (C) could
- (D) could not

**12** Do you mind \_\_\_\_\_ me a hand with the laundry?

- (A) giving
- (B) to give
- (C) give
- (D) given

**13** If you're here and I'm here, then the person who answered the phone at home \_\_\_\_\_ a burglar.

- (A) may be
- (B) might be
- (C) must be
- (D) should be

**14** I \_\_\_\_\_ think of anything to do with my old maternity clothes, so I donated them to the hospital.

- (A) could
- (B) couldn't
- (C) would
- (D) wouldn't

**15** Would you mind terribly \_\_\_\_\_ my hip back in?

- (A) pop
- (B) to pop
- (C) popping
- (D) popped

**16** The film was so sad it nearly made her \_\_\_\_\_.

- (A) cries
- (B) cried
- (C) cried
- (D) cry

**17** He left two hours ago, so he \_\_\_\_\_ be there by now.

- (A) would
- (B) should
- (C) could
- (D) might

**18** As I am at the dentist, I obviously \_\_\_\_\_ sign for the package.

- (A) cannot
- (B) can not
- (C) could not
- (D) did

**19** The superintendent asked if he \_\_\_\_\_ see the gas bill.

- (A) would
- (B) can
- (C) could
- (D) will

**20** My driving exam is tomorrow! I \_\_\_\_\_ study.

- (A) had to
- (B) have got to
- (C) had had to
- (D) have got

## 6. CONDITIONALS

Sentences in which one clause sets up a condition and the other describes the consequence are called conditionals. The first clause is called the *if* clause, and the second is called the *then* or the *result* clause.

Conditionals can be real or imaginary; the challenge is to use the correct verb tense sequence.

### ■ Real conditionals

**If the condition is genuinely possible, the *if* clause takes the present tense and the result clause uses *will, can, or may*.**

<b>If clause</b> present	<b>Result clause</b> <i>will/can/may</i>
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Note that the clauses can come in either order.

*If you finish your work, we can go on a bike ride.*

*You will get that promotion if you work harder.*

*He might retire if he wins the lottery.*

If you are stating a scientific fact, you can use the usual combination, or you can use the present tense in both clauses.

*If two triangles are similar, their internal angles have the same measures.*

In real conditional phrases that talk about exceptions or conditions that might prevent something from happening, the word *unless* replaces *if* in the *if* clause.

*I will copy the tape for you unless you no longer want it.*

*Unless you tell me where the treasure is, I will flush your lucky socks down the toilet.*

### ■ Imaginary conditionals

**If the condition is unlikely, the *if* clause takes the past tense and the result clause uses *would, could, or might*.**

<b>If clause</b> past	<b>Result clause</b> <i>would/could/might</i>
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*If you finished your work, we could go on a bike ride.*

*You would get that promotion if you worked harder.*

*He might retire if he won the lottery.*

### **Do not use *would* in the *if* clause.**

WRONG: *If I would see a cheap pair of headphones, I would buy them immediately.*

RIGHT: *If I saw a cheap pair of headphones, I would buy them immediately.*

### **The past form of *be* in the *if* clause is *were*, no matter the subject.**

*If I were a millionaire, I would buy an alpaca farm.*

*If he were a nerd, would he have such a sweet pog collection?*

### ***Was* is only correct in an *if* clause when it expresses a condition in the past or uncertainty about the past, not a counterfactual proposition.**

WRONG: *If the hurricane were as bad as they say, then the freeway to Montauk will be closed.*

RIGHT: *If the hurricane was as bad as they say, then the freeway to Montauk will be closed.*

WRONG: *If John were a colonel in the army, we probably shouldn't egg his Bonneville.*

RIGHT: *If John was a colonel in the army, we probably shouldn't egg his Bonneville.*

**If the condition was not met and the window of possibility is closed, the if clause takes the past perfect and the result would have, could have, or might have.**

If clause	Result clause
past perfect	would have/could have/might have

*If you had finished your work, we could have gone on a bike ride.*

*You would have gotten that promotion if you had worked harder.*

*He might have retired if he had won the lottery.*

**When the if clause is inverted and phrased like a question, the if is no longer needed.**

RIGHT: *If he had won the lottery, he might have retired.*

RIGHT: *Had he won the lottery, he might have retired.*

**Do not use would have in the if clause.**

WRONG: *If I would have known that tonight was ladies' night, I would have dressed up a little.*

WRONG: *If Madrid would have won the championship, we would have canceled our trip to Barcelona.*

### EXERCISE 6

1 Where there \_\_\_\_\_ smoke, they say, there \_\_\_\_\_ fire.

- (A) is ... is
- (B) is ... will be
- (C) will be ... is
- (D) was ... is

2 If he \_\_\_\_\_ captain of his high school soccer team, he must be in good shape.

- (A) were
- (B) was
- (C) has been
- (D) had been

3 If you \_\_\_\_\_ on time, you \_\_\_\_\_ seen the turtle eat the quesadilla.

- (A) are ... would
- (B) were ... would
- (C) will be ... will
- (D) were ... won't

4 If I had \_\_\_\_\_ a better parent, my son would not have become a philosopher.

- (A) been
- (B) being
- (C) was
- (D) am

5 If you \_\_\_\_\_ get the right tools, I \_\_\_\_\_ you a birdhouse.

- (A) could ... will build
- (B) can ... will build
- (C) can ... would build
- (D) could ... would have built

6 Since it \_\_\_\_\_ snowing, school \_\_\_\_\_ probably cancelled.

- (A) is ... is
- (B) were ... would
- (C) was ... would
- (D) was ... will

7 If people \_\_\_\_\_ less, gas prices \_\_\_\_\_ rise.

- (A) drive ... would
- (B) drove ... would
- (C) had driven ... would have
- (D) drove ... will

8 \_\_\_\_\_ we \_\_\_\_\_ about the party, we would certainly have come.

- (A) Had ... know
- (B) Had ... known
- (C) Would ... know
- (D) Would have ... have known

9 If you \_\_\_\_\_ keep a secret, I simply won't confide in you anymore.

- (A) could not
- (B) cannot
- (C) would not
- (D) would

10 Surely you \_\_\_\_\_ have been more polite if you \_\_\_\_\_ you were talking to the associate dean!

- (A) would ... had known
- (B) would ... have known
- (C) would ... had known
- (D) had ... knew

11 If  $x$  is 2 and  $y$  is 9, then  $2xy$  \_\_\_\_\_ 36.

- (A) equals
- (B) equal
- (C) would equal
- (D) will have equaled

12 If this \_\_\_\_\_ your sister, then who \_\_\_\_\_ your friend Sally?

- (A) is ... is
- (B) were ... would
- (C) was ... is
- (D) were ... would be

13 I \_\_\_\_\_ your brother, if you're sure we went to the same college.

- (A) met
- (B) might meet
- (C) might have met
- (D) would meet

14 If you don't stop making faces at that girl, she \_\_\_\_\_ run away.

- (A) would
- (B) is
- (C) will
- (D) does

15 When you \_\_\_\_\_ driving for more than two hours, you \_\_\_\_\_ to rest.

- (A) have been ... should stop
- (B) have been ... stop
- (C) had been ... should
- (D) has been ... ought

16 You \_\_\_\_\_ have spent a lot of money if you \_\_\_\_\_ in London all week.

- (A) must ... were
- (B) must ... had been
- (C) would ... would have been
- (D) would ... are

17 If Jill \_\_\_\_\_ in class yesterday, she \_\_\_\_\_ the capital of Mozambique.

- (A) were ... learn
- (B) was ... learn
- (C) were ... would learn
- (D) was ... learned

18 Even if you \_\_\_\_\_ the last man on earth, I \_\_\_\_\_ join your fantasy baseball league.

- (A) are ... would not
- (B) were ... will not
- (C) were ... would not
- (D) are ... will not

19 I \_\_\_\_\_ tell you the answer tomorrow, unless you \_\_\_\_\_ of it before then.

- (A) would ... thought
- (B) will ... thought
- (C) will ... think
- (D) could ... have thought

20 What would you say if I \_\_\_\_\_ you that you were adopted?

- (A) told
- (B) tell
- (C) have told
- (D) would tell

## 7. SUBJECT-VERB AGREEMENT

The subject and verb of a sentence have to agree, no matter what comes between them. Don't be distracted by extra information in embedded clauses between the two.

WRONG: *The home for troubled youths that you read about in the news are on the left.*

RIGHT: *The home for troubled youths that you read about in the news is on the left.*

### For most subjects in the form *X of Y*, the verb agrees with *X*.

In this formation *X* is usually the subject and *Y* gives you more specific information about it. As with all other verbiage that separates subject and verb, the *of Y* clause should have no effect on the verb agreement.

WRONG: *The settings of the computer needs to be changed.*

RIGHT: *The settings of the computer need to be changed.*

### When *X* (in an *X of Y* subject) is a quantity word, the verb agrees with *Y*.

Occasionally the same form is parsed differently, when the subject is really *Y* and it is the quantity *X of* that modifies it: when *X* is a fraction, a percent, or a word like *all*, *most*, *rest*, or *majority*.

WRONG: *Almost 70% of the letters in the alphabet is vowels.*

RIGHT: *Almost 70% of the letters in the alphabet are vowels.*

WRONG: *The majority of the Rolling Stones is over 60.*

RIGHT: *The majority of the Rolling Stones are over 60.*

### A *number of* is plural; *the number of* is singular.

A *number of* has roughly the same meaning as "several," which means it is a quantity phrase and thus the verb agrees with the word that follows (which will always be plural). On the other hand, *the number of* refers to the specific and countable number of things, not the things themselves; therefore, the subject is the singular noun *number*.

WRONG: *A number of routes exists from Bangor to Llanberis.*

RIGHT: *A number of routes exist from Bangor to Llanberis.*

WRONG: *The number of fonts available for download have doubled in the last year.*

RIGHT: *The number of fonts available for download has doubled in the last year.*

### *And* is the only word that can make two or more independent units into a plural subject.

Many phrases like *as well as*, *combined with*, *along with*, and *together with* give the meaning of plurality by uniting different subjects. However, they cannot make a grammatically plural subject; only *and* can.

WRONG: *Helium, as well as Krypton and Xenon, are noble gases.*

RIGHT: *Helium, as well as Krypton and Xenon, is a noble gas.*

WRONG: *Basketball, football, plus soccer are in constant combat for Americans' attention.*

RIGHT: *Basketball, football, and soccer are in constant combat for Americans' attention.*

**When a compound subject contains *or* or *nor*, the verb agrees with the nearer subject.**

WRONG: *Either Joseph Biden or Mike Gravel are expected to drop out of the race next.*

RIGHT: *Either Joseph Biden or Mike Gravel is expected to drop out of the race next.*

If one part of such a subject is singular and the other plural, the verb agrees with the closer part, which usually comes after *or* or *nor*.

WRONG: *Neither your sister nor my parents knows yet that we're engaged.*

RIGHT: *Neither your sister nor my parents know yet that we're engaged.*

**The verb *be* agrees with the subject rather than the complement.**

Regardless of whether the complement is plural, if the subject is singular then the verb must be as well.

WRONG: *The best thing about this restaurant are the appetizers.*

RIGHT: *The best thing about this restaurant is the appetizers.*

**In sentences beginning with *there*, the subject follows the verb.**

When you see the word *there* at the beginning of a sentence, don't mistake it for the subject. If the deferred subject is plural, *there is* or *there was* is incorrect.

WRONG: *There is many ways to steal wireless Internet signals.*

RIGHT: *There are many ways to steal wireless Internet signals.*

WRONG: *There are a box of champagne corks on the floor.*

RIGHT: *There is a box of champagne corks on the floor.*

**Sentences beginning with adverbial phrases that indicate location usually also postpone the subject until after the verb.**

When a sentence begins with an adverbial phrase meant to emphasize the location of an action or a thing, the usual subject-verb order is reversed, so the agreement is determined retroactively.

WRONG: *At the end of the rainbow lies a pot of gold and a pint of ale.*

RIGHT: *At the end of the rainbow lie a pot of gold and a pint of ale.*

WRONG: *Before my name in the phonebook is sixteen other Smedresmans.*

RIGHT: *Before my name in the phonebook are sixteen other Smedresmans.*

**In sentences beginning with negative adverbs or phrases indicating rarity, the subject also follows the verb, as it would in an interrogative sentence.**

Sometimes a sentence will begin—also for emphatic purposes—with an adverb like *seldom*, *never before*, *hardly*, or *rarely*. This calls for an inversion, in which the sentence reads like a question, involving *do* or *have* or some other modal verb before the subject.

WRONG: *Rarely I have taught so brilliant a student.*

RIGHT: *Rarely have I taught so brilliant a student.*

WRONG: *Almost never the rains have come before the monsoon season.*

RIGHT: *Almost never have the rains come before monsoon season.*

## EXERCISE 7

- 1 Cheap Trick, along with Tortoise and the Smashing Pumpkins, \_\_\_\_\_ from Chicago.  
 (A) hail  
 (B) are hailing  
 (C) hails  
 (D) is hailed
- 2 Half of my babysitting profits \_\_\_\_\_ my monthly rent.  
 (A) goes to  
 (B) goes  
 (C) go to  
 (D) go
- 3 Either Niles or the twins \_\_\_\_\_ to pick you up.  
 (A) is coming  
 (B) come  
 (C) are coming  
 (D) is to come
- 4 Over on the other side of the meadow \_\_\_\_\_ two farmhouses.  
 (A) hides  
 (B) is hidden  
 (C) are hidden  
 (D) was hiding
- 5 One of us \_\_\_\_\_ supposed to go see the boss.  
 (A) is  
 (B) are  
 (C) were  
 (D) have been
- 6 Seldom \_\_\_\_\_ the riddle that quickly.  
 (A) students solve  
 (B) solve students  
 (C) do students solve  
 (D) does students solve
- 7 Neither Derek nor the Dominos \_\_\_\_\_ to the adaptation.  
 (A) agrees  
 (B) have agreed  
 (C) has agreed  
 (D) is agreeing
- 8 The government \_\_\_\_\_ responsibility for the botched war effort.  
 (A) deny  
 (B) is denied  
 (C) denies  
 (D) were denying
- 9 The main reason I volunteer here \_\_\_\_\_ my brother and his kids.  
 (A) is  
 (B) are  
 (C) was  
 (D) were
- 10 A number of comments \_\_\_\_\_ me to believe the new system is not working.  
 (A) have led  
 (B) has led  
 (C) have lead  
 (D) has lead
- 11 The gauge that tells you how much gas you \_\_\_\_\_ just started blinking.  
 (A) have has  
 (B) have have  
 (C) has has  
 (D) have had
- 12 The majority of citizens polled \_\_\_\_\_ with the left-wing candidate.  
 (A) sides  
 (B) are sided  
 (C) side  
 (D) is sides

- 13** Soil erosion and pesticide use \_\_\_\_\_ a deleterious effect on the landscape.  
(A) have had  
(B) has had  
(C) has  
(D) had had
- 14** A box of chocolates \_\_\_\_\_ the perfect way to say "I'm sorry I ate all your chocolates."  
(A) are  
(B) is  
(C) have  
(D) being
- 15** One of my favorite bands \_\_\_\_\_ the Sex Pistols.  
(A) are  
(B) is  
(C) have  
(D) being
- 16** Not since the 1960s \_\_\_\_\_ cared so much about pollution.  
(A) people has  
(B) people have  
(C) has people  
(D) have people
- 17** This trombone, as well as those two saxophones, \_\_\_\_\_ almost \$6,000.  
(A) is worth  
(B) are worth  
(C) worth  
(D) worths
- 18** At the end of Johnson's new novel \_\_\_\_\_ a long and pointless epilogue.  
(A) is there  
(B) is  
(C) there are  
(D) are there
- 19** Neither peanuts nor peanut brittle \_\_\_\_\_ me sick anymore.  
(A) make  
(B) does make  
(C) do make  
(D) makes
- 20** Each time we have come to this restaurant \_\_\_\_\_ a total delight.  
(A) was  
(B) have been  
(C) were  
(D) has been

## REVIEW TEST A

- 1** People who buy houses are often unaware of the difficulties they will \_\_\_\_\_ if they hope to build on the property.  
(A) face  
(B) faced  
(C) have faced  
(D) facing
- 2** Over 40,000 species of spiders \_\_\_\_\_ documented.  
(A) have  
(B) are being  
(C) have been  
(D) were
- 3** This system is designed \_\_\_\_\_ the user to any threat of virus or intrusion.  
(A) alert  
(B) to alert  
(C) for to alert  
(D) for alerting
- 4** I think it's best if we \_\_\_\_\_ ourselves to the subject at hand for now.  
(A) confines  
(B) are confined  
(C) confine  
(D) are confining
- 5** The restoration of broken tissue is \_\_\_\_\_ by the body's vitamin reserves.  
(A) aided  
(B) aid  
(C) aided to  
(D) an aid
- 6** Juan Castillo's first radio show \_\_\_\_\_ on the air from 1972 to 1986.  
(A) is  
(B) were  
(C) was  
(D) has been
- 7** People whose ability to perceive color \_\_\_\_\_ called "colorblind."  
(A) is limited is  
(B) limited are  
(C) is limited are  
(D) are limited
- 8** In his early novels, Roth \_\_\_\_\_ the angst of the post-war Jewish experience.  
(A) tried to portray  
(B) is trying to portray  
(C) trying to portray  
(D) portrays tryingly
- 9** The first draft of T.S. Eliot's *The Waste Land* is said to \_\_\_\_\_ written on the back of nearly 400 cocktail napkins.  
(A) been  
(B) have been  
(C) be  
(D) be being
- 10** A third of all auto accidents in this country \_\_\_\_\_ to the presences of a killer bee in the car.  
(A) is linked  
(B) are linked  
(C) linking  
(D) link
- 11** It seems only fair to tell you that this hotel used to \_\_\_\_\_ a morgue.  
(A) was  
(B) be  
(C) being  
(D) is
- 12** This new fireplace \_\_\_\_\_ incriminating evidence faster than ever.  
(A) destroying  
(B) which destroyed  
(C) destroys  
(D) that destroys

**13** When I got to the cave, I suspected that the oracle \_\_\_\_\_ to me.

- (A) lies
- (B) was lying
- (C) had been lied
- (D) had lied

**14** The franc \_\_\_\_\_ in countries outside of central Africa.

- (A) rarely uses
- (B) rarely using
- (C) used rarely
- (D) is rarely used

**15** The number of exceptions to the Caine-Hackman theory \_\_\_\_\_ negligible.

- (A) are
- (B) would
- (C) is
- (D) be

**16** Whitman also claimed \_\_\_\_\_ the gazebo.

- (A) to invent
- (B) to inventing
- (C) to have invented
- (D) to have been inventing

**17** Though the number of brands decreased, automobiles continued to be as popular as they \_\_\_\_\_ before the oil shortage.

- (A) have been
- (B) had been
- (C) be
- (D) were being

**18** After the United States gained its independence, George Washington \_\_\_\_\_ its first president.

- (A) become
- (B) becomed
- (C) became
- (D) becamed

**19** When I \_\_\_\_\_ done with the epilator I will lend it to you.

- (A) is
- (B) was
- (C) am
- (D) have been

**20** In the eighteenth century, one \_\_\_\_\_ one's entire life without bathing once.

- (A) could live
- (B) could have life
- (C) could be living
- (D) could have been living

**21** Milking cows \_\_\_\_\_ more important than many other farming chores.

- (A) is
- (B) are
- (C) being
- (D) are being

**22** Board games \_\_\_\_\_ a metaphor for capitalism for many years.

- (A) are
- (B) have been
- (C) had been
- (D) were

**23** The bundle of nerves \_\_\_\_\_ only a few inches from the end of the spinal column.

- (A) sit
- (B) is sitting
- (C) are sitting
- (D) sits

**24** Truly, he has constructed a monument to bad taste where excess and venality \_\_\_\_\_ together.

- (A) come
- (B) comes
- (C) were coming
- (D) had come

**25** \_\_\_\_\_ the last slice of pie, I'm going to throw it out.  
 (A) Unless you want  
 (B) If you wanted  
 (C) Unless you would want  
 (D) If you want

**26** Since getting his hip replaced, my grandfather \_\_\_\_\_ more active than ever.  
 (A) is  
 (B) has been  
 (C) was  
 (D) was being

**27** It is absolutely crucial that we \_\_\_\_\_ prepared for tomorrow's exam.  
 (A) be  
 (B) are  
 (C) were  
 (D) am

**28** Once I \_\_\_\_\_ these changes, I \_\_\_\_\_ finished my article.  
 (A) make ... have  
 (B) make ... will have  
 (C) will make ... have  
 (D) will make ... will have

**29** Rare \_\_\_\_\_ who knows all the words to the Star-Spangled Banner.  
 (A) is the man  
 (B) the man is  
 (C) are the men  
 (D) the man

**30** \_\_\_\_\_ look like Abraham Lincoln with this hat on?  
 (A) Do not  
 (B) Don't I  
 (C) Am I  
 (D) I not

**31** I feel your suggestion that I \_\_\_\_\_ my bangs \_\_\_\_\_ out of line.  
 (A) trim ... are  
 (B) trim ... is  
 (C) trims ... are  
 (D) should trim ... is

**32** Once the speech \_\_\_\_\_ over the rioters \_\_\_\_\_ shouting anti-capitalist slogans.  
 (A) was ... began  
 (B) is ... begin  
 (C) will be ... begin  
 (D) was ... begun

**33** Many of us \_\_\_\_\_ that your requirement that Carlson \_\_\_\_\_ by the end of the day is unfair.  
 (A) think ... leave  
 (B) thinks ... leaves  
 (C) thinks ... leave  
 (D) are thinking ... must leave

**34** I \_\_\_\_\_ to listen to your message but there \_\_\_\_\_ too much background noise.  
 (A) tried ... is  
 (B) tried ... was  
 (C) was trying ... was being  
 (D) am trying ... was

**35** I didn't want to be here tonight, but my parents \_\_\_\_\_ come.  
 (A) made me to  
 (B) made me  
 (C) got me  
 (D) had me

**36** Everyone \_\_\_\_\_ that gentlemen \_\_\_\_\_ blondes.  
 (A) say ... prefers  
 (B) say ... prefer  
 (C) says ... prefer  
 (D) says ... prefers

37 I \_\_\_\_\_ of a number between 1 and 10. What \_\_\_\_\_ it be?

- (A) think ... does
- (B) think ... would
- (C) was thinking ... will
- (D) am thinking ... could

38 \_\_\_\_\_ please tell your children to stop shouting?

- (A) May you
- (B) Would you
- (C) Ought you
- (D) Should you

39 \_\_\_\_\_ you mind if I \_\_\_\_\_ your driveway?

- (A) Do ... shovel
- (B) Would ... shovel
- (C) Do ... shoveled
- (D) Can ... could shovel

40 I \_\_\_\_\_ Mr. Jordan for nearly twenty years.

- (A) know
- (B) have known
- (C) have been knowing
- (D) was knowing

# NOUNS & PRONOUNS

## 1. SINGULAR & PLURAL NOUNS

Countable nouns have singular and plural forms. The plural is usually made by attaching the -s suffix to the singular, but there are some exceptions.

### ■ Regular plural endings

	<i>rug</i> <i>tune</i> <i>bottle</i> <i>kilometer</i>	<i>rugs</i> <i>tunes</i> <i>bottles</i> <i>kilometers</i>	
• Singular nouns that end in <i>-ch</i> , <i>-sh</i> , <i>-s</i> , <i>-x</i> , or <i>-z</i> require an <i>-e</i> before the <i>s</i> .	<i>ranch</i> <i>wish</i> <i>mistress</i> <i>fax</i> <i>whiz</i>	<i>ranches</i> <i>wishes</i> <i>mistresses</i> <i>faxes</i> <i>whizzes</i>	A final <i>s</i> is never doubled. You may see <i>busses</i> instead of <i>buses</i> or <i>gasses</i> instead of <i>gases</i> , but it is not obligatory. On the other hand, you must double the final <i>z</i> in <i>quiz</i> to make <i>quizzes</i> .
• Singular nouns ending in a consonant + <i>-y</i> require you to change the <i>y</i> to <i>i</i> before you add <i>-es</i> .	<i>sentry</i> <i>supply</i>	<i>sentries</i> <i>supplies</i>	When a singular noun ends in vowel + <i>-y</i> , there is no change: <i>day</i> remains <i>days</i> . Likewise with proper nouns: one <i>Kennedy</i> , the <i>Kennedys</i> .
• Singular nouns ending in a consonant + <i>-o</i> , form the plural by adding <i>-es</i> .	<i>veto</i> <i>potato</i> <i>embargo</i> <i>echo</i>	<i>veto</i> <i>potatoes</i> <i>embargoes</i> <i>echoes</i>	
• Other singular nouns ending in consonant + <i>-o</i> (and all ending in a vowel other than <i>-o</i> or <i>-y</i> ) end in <i>-s</i> .	<i>pro</i> <i>dynamo</i> <i>spa</i> <i>attaché</i>	<i>pros</i> <i>dynamos</i> <i>spas</i> <i>attachés</i>	A few such nouns have optional plural forms: <i>banjos</i> or <i>banjeos</i> ; <i>buffalos</i> or <i>buffaloes</i> ; <i>commandos</i> or <i>commandoes</i> .

### ■ Irregular plurals

Irregular plural forms often have patterns:

*-x* becomes *-ces*

*-sis* becomes *-ses*

*-f* or *-fe* becomes *-ves*

singular  
*analysis*  
*appendix*  
*axis*  
*basis*  
*crisis*

plural  
*analyses*  
*appendices*  
*axes*  
*bases*  
*crises*

<i>half</i>	<i>halves</i>
<i>hypothesis</i>	<i>hypotheses</i>
<i>index</i>	<i>indices</i>
<i>knife</i>	<i>knives</i>
<i>leaf</i>	<i>leaves</i>
<i>life</i>	<i>lives</i>
<i>matrix</i>	<i>matrices</i>
<i>oasis</i>	<i>oases</i>
<i>parenthesis</i>	<i>parentheses</i>
<i>scarf</i>	<i>scarves</i>
<i>thesis</i>	<i>theses</i>
<i>thief</i>	<i>thieves</i>
<i>vertex</i>	<i>vertices</i>

However, some pluralize in the regular fashion; others can be formed either way.

<b>singular</b>	<b>plural</b>
<i>belief</i>	<i>beliefs</i>
<i>chef</i>	<i>chefs</i>
<i>dwarf</i>	<i>dwarfs</i> or <i>dwarves</i>
<i>hoof</i>	<i>hoofs</i> or <i>hooves</i>
<i>proof</i>	<i>proofs</i>
<i>roof</i>	<i>roofs</i>
<i>safe</i>	<i>safes</i>
<i>wharf</i>	<i>wharfs</i> or <i>wharves</i>

**There are some plural nouns that do not end in -s.**

<b>singular</b>	<b>plural</b>
<i>man</i>	<i>men</i>
<i>woman</i>	<i>women</i>
<i>child</i>	<i>children</i>
<i>ox</i>	<i>oxen</i>
<i>mouse</i>	<i>mice</i>
<i>louse</i>	<i>lice</i>
<i>die</i>	<i>dice</i>
<i>foot</i>	<i>feet</i>
<i>tooth</i>	<i>teeth</i>
<i>goose</i>	<i>geese</i>

**Nouns borrowed directly from other languages often have standardized plural forms too.**

<b>singular</b>	<b>plural</b>
<i>addendum</i>	<i>addenda</i>
<i>alumna</i>	<i>alumnae</i>
<i>alumnus</i>	<i>alumni</i>
<i>antenna</i>	<i>antennae</i>
<i>bacterium</i>	<i>bacteria</i>
<i>cherub</i>	<i>cherubim</i>
<i>criterion</i>	<i>criteria</i>
<i>curriculum</i>	<i>curricula</i>
<i>datum</i>	<i>data</i>

erratum  
 kibbutz  
 larva  
 libretto  
 medium  
 memorandum  
 nucleus  
 paparazzo  
 phenomenon  
 radius  
 referendum  
 seraph  
 stimulus  
 syllabus

errata  
 kibbutzim  
 larvae  
 libretti  
 media  
 memoranda  
 nuclei  
 paparazzi  
 phenomena  
 radii  
 referenda or referendums  
 seraphim  
 stimuli  
 syllabi

**Do not use plural forms as singular nouns.**

- WRONG: Age is hardly a valid *criteria* for an election of this kind.  
 RIGHT: Age is hardly a valid **crit**erion for an election of this kind.  
 WRONG: This year's *syllabi* includes a week on captivity narrative  
 RIGHT: This year's **syllab**us includes a week on captivity narrative.

In contemporary usage, a few plural forms can be used singularly. For instance, **data** is the Latin plural for **datum**, yet the latter sounds strange to most Anglophone ears. At this point it may be used as singular or plural:

- RIGHT: The **data** *proves* my hypothesis wrong.  
 RIGHT: The **data** *prove* my hypothesis wrong.

Another example is **media**, the plural for **medium**. It should not be used singularly to indicate a single means of artistic expression—like painting, photography, ballet, and so on—but nowadays it may communicate the press, the collectivity of mass communication agencies.

- WRONG: Painting is a better *media* for you than sculpture was.  
 RIGHT: Painting is a better **medium** for you than sculpture was.  
 RIGHT: It's only a matter of time before the **media** *finds* out.  
 RIGHT: It's only a matter of time before the **media** *find* out.

**Some nouns end in -s in both the singular and plural forms.**

<i>crossroads</i>	<i>means</i>
<i>series</i>	<i>species</i>

- WRONG: This job *are* only a *means* to an end.  
 RIGHT: This job *is* only a *means* to an end.

**Others look like plurals but act like uncountable singulars.**

<i>confetti</i>	<i>macaroni</i>	<i>physics</i>
<i>economics</i>	<i>mathematics</i>	<i>spaghetti</i>
<i>graffiti</i>	<i>news</i>	<i>statistics</i>

- WRONG: These are terrible *news*.  
 RIGHT: This *is* terrible *news*.  
 WRONG: Graffiti *are* lowering the property values on our street.  
 RIGHT: Graffiti *is* lowering the property values on our street.

**Some have a countable and plural use also.**

RIGHT: *Statistics is a prerequisite for the major.*

RIGHT: *Statistics show that women are safer drivers than men.*

**Plural nouns that refer to abstract entities or places usually have no singular form.**

*auspices*

*authorities*

*clothes*

*congratulations*

*customs*

*earnings*

*goods*

*police*

*premises*

*refreshments*

*riches*

*surroundings*

*thanks*

*troops*

**Neither do nouns that represent inseparable pairs (usually clothing-related).**

*binoculars*

*nail clippers*

*glasses*

*jeans*

*pajamas*

*pants*

*pliers*

*scissors*

*shears*

*shorts*

*slacks*

*spectacles*

*stockings*

*tights*

*trousers*

*tweezers*

**Most collective nouns are singular.**

Certain nouns such as *government*, *public*, *family*, *team*, *band* and *audience*, though they refer to groups comprising multiple people, are grammatically singular.

WRONG: *My family are in town for the holidays.*

RIGHT: *My family is in town for the holidays.*

WRONG: *The audience were mostly young and educated.*

RIGHT: *The audience was mostly young and educated.*

**Most units of money and measure are singular.**

WRONG: *Thirty pounds are far too heavy for regular mail.*

RIGHT: *Thirty pounds is far too heavy for regular mail.*

**Titles and compounds that constitute units are singular.**

WRONG: *I could go for gin and tonic right now.*

RIGHT: *I could go for a gin and tonic right now.*

WRONG: *Duck and cover were his favorite method of evasion.*

RIGHT: *Duck and cover was his favorite method of evasion.*

RIGHT: *Troilus and Cressida are two of Shakespeare's lesser-known characters.*

RIGHT: *Troilus and Cressida is one of Shakespeare's lesser-known plays.*

**EXERCISE 8**

Identify and correct the errors in the following sentences. (Note that some sentences may be correct as written.)

- 1 *The Sound and the Fury* are thought by many to be Faulkner's finest novel.
- 2 This is a rare opportunity, and all it costs are 30 euros.
- 3 Have you ever seen such a phenomena in all your life?

- 4 The means by which you arrived at this result is dubious.
- 5 I have a feeling this countertop is swarming with bacterium.
- 6 She and I are alumna of the same college.
- 7 My pants is feeling a little tight in the waste today.
- 8 Statistics are my hardest class.
- 9 The people does not stand for abuse of their trust.
- 10 These data are highly irregulars.
- 11 I'll see you at the crossroads.
- 12 An *emoticon* is usually formed with a colon and a parentheses.
- 13 After the seafood dinner, her tooth felt gritty.
- 14 Let's hope your hypotheses turns out to be correct, professor.
- 15 An errata stated that Faulkner meant for the book to be called *The Sound and the Fur*.
- 16 This lecture isn't on the curricula.
- 17 The media is going to have a field day with this latest gaffe.
- 18 They're installing a new cafeteria in the lobby.
- 19 We returned from battle with all but one troop.
- 20 Did everyone get syllabuses?

## 2. COUNTABLE & UNCOUNTABLE NOUNS

Sometimes, the terms **count** and **non-count nouns** are also used.

**Observe the distinction between countable nouns and uncountable nouns.**

### ■ Countable nouns

<ul style="list-style-type: none"> <li>• <b>can be singular or plural</b></li> </ul> <p>These generally consists of an <i>-s</i> suffix; some nouns have irregular plural forms (more on this in the previous section).</p>	<p><i>clock</i> <i>rifle</i> <i>ox</i> <i>antenna</i></p>	<p><i>clocks</i> <i>rifles</i> <i>oxen</i> <i>antennae</i></p>
<ul style="list-style-type: none"> <li>• <b>can be used with numbers</b></li> </ul>	<p><i>one clock</i> <i>one rifle</i> <i>one ox</i> <i>one antenna</i></p>	<p><i>ten clocks</i> <i>zero rifles</i> <i>four oxen</i> <i>two antennae</i></p>
<ul style="list-style-type: none"> <li>• <b>cannot exist alone in the singular</b></li> </ul> <p>That is, without a determiner: a demonstrative, a quantifier, a possessive, or an article.</p>	<p><i>An ox is missing.</i> <i>The clock strikes twelve.</i> <i>Where did you get that rifle?</i></p>	
<ul style="list-style-type: none"> <li>• <b>can exist alone in plural</b></li> </ul>	<p><i>Rifles can be dangerous.</i> <i>Oxen do not have antennae.</i></p>	

### Singular countable nouns are never alone.

They must be preceded by an article (*the, a, an*) or a certain type of pronoun: a demonstrative (*this, that*), a possessive (*my, your, his, her, our, their, one's, John's*), or a quantifier (*one, no, each, every, another, either, neither*).

WRONG: *Book you recommended reminded me of childhood.*

RIGHT: *That book you recommended reminded me of my childhood.*

WRONG: *Look at cows out of window of train.*

RIGHT: *Look at the cows out of the window of the train.*

### Singular nouns are not used after a number greater than one.

WRONG: *The return ticket cost 42 dollar.*

RIGHT: *The return ticket cost 42 dollars.*

### Do not use uncountable modifiers like much, less, or amount of with countable nouns.

WRONG: *There will be less scholarships available this year than in the past.*

RIGHT: *There will be fewer scholarships available this year than in the past.*

WRONG: *The amount of applications has remained constant over the last decade.*

RIGHT: *The number of applications has remained constant over the last decade.*

### ■ Uncountable nouns

• have no plural form	<i>food</i> <i>peace</i>	<i>protein</i> <i>science</i>
• cannot be used with numbers		
• can be used without determiners	<i>My diet lacks protein.</i> <i>I wonder if we shall ever find peace.</i> <i>This is a question for science.</i>	

### Uncountable nouns never take indefinite articles.

Since the indefinite article (*a* or *an*) has the same meaning as *one*, which is a number, it cannot be placed in front of an uncountable noun.

WRONG: *Shall we listen to a music?*

RIGHT: *Shall we listen to [...] music?*

WRONG: *I got a state funding for my research project.*

RIGHT: *I got [...] state funding for my research project.*

### Multiples of an uncountable noun can be indicated with containing expressions.

You can count uncountable nouns if you break them into units with constructions such as *some, an item of, a pint of, and a box of*.

WRONG: *I need an information.*

RIGHT: *I need some information.*

WRONG: *Please pick up two toilet papers and a toothpaste.*

RIGHT: *Please pick up two rolls of toilet paper and a tube of toothpaste.*

**Uncountable nouns do not take the -s suffix.**

Some nouns represent collections of countable items, but are still themselves uncountable: consider *advice*, *luggage*, *furniture*, *information*, and *money*. Though they indicate more than just single objects, they have no plural forms.

WRONG: *You may check two baggages.*

RIGHT: *You may check two items of **baggage**.*

WRONG: *I'll need more informations before starting this assignment.*

RIGHT: *I'll need more **information** before starting this assignment.*

**Use *many*, *few/fewer/fewest*, and *number* with countable nouns and *much*, *little/less/least*, and *amount* with uncountable nouns.**

WRONG: *This has already taken too much time and resources.*

RIGHT: *This has already taken too much time and **too many** resources.*

WRONG: *You show less symptoms of the flu than most patients do.*

RIGHT: *You show **fewer** symptoms of the flu than most patients do.*

**EXERCISE 9**

1 I've got \_\_\_\_\_.

- (A) a bad new
- (B) some bad news
- (C) many bad news
- (D) few bad news

2 Do you think all your clothes are going to fit in just \_\_\_\_\_?

- (A) two luggage
- (B) two luggages
- (C) two luggage items
- (D) two items of luggage

3 Can I offer you \_\_\_\_\_?

- (A) an advice
- (B) some advices
- (C) an advise
- (D) a piece of advice

4 We used to have four \_\_\_\_\_ in the backyard.

- (A) tree
- (B) treeses
- (C) pieces of tree
- (D) trees

5 My dog can jump almost three \_\_\_\_\_ in the air.

- (A) foot
- (B) feet
- (C) foots
- (D) feets

6 I'm not buying this stove without \_\_\_\_\_.

- (A) many information
- (B) more informations
- (C) information
- (D) more information

7 He wished for \_\_\_\_\_ on earth and good will for mankind.

- (A) peaces
- (B) a peace
- (C) peace
- (D) the peace

8 My sister has been to the resort \_\_\_\_\_ than I have.

- (A) less times
- (B) less time
- (C) fewer times
- (D) fewer time

9 Could I have \_\_\_\_\_?

- (A) two glasses of waters
- (B) two waters
- (C) two waters glasses
- (D) two glasses of water

10 There are \_\_\_\_\_ to defraud a bank.

- (A) much ways
- (B) many way
- (C) many ways
- (D) the number of ways

11 Melinda drew \_\_\_\_\_.

- (A) two aces
- (B) two ace
- (C) two cards of ace
- (D) two aces cards

12 I hope \_\_\_\_\_ show up this time.

- (A) many peoples
- (B) more person
- (C) many persons
- (D) more people

13 How \_\_\_\_\_ do you have?

- (A) many children
- (B) much children
- (C) many childs
- (D) much child

14 They recently discovered a cell with two \_\_\_\_\_.

- (A) nucleus
- (B) nuclei
- (C) nucleuses
- (D) pieces of nucleus

15 There are \_\_\_\_\_ in this building.

- (A) four businesses
- (B) four business
- (C) four places of business
- (D) four place of businesses

### 3. ARTICLES

#### ■ The definite article

**The is used for a noun whose identity is clear.**

It can precede any noun, whether singular, plural, or uncountable.

*the book*

*the books*

*the information*

#### ■ The indefinite article

**The indefinite article *a(n)* is used for nouns just being introduced and not yet specified.**

*I read a book by an Indian author.*

When these items are mentioned again, they are usually attached to the definite article.

*The book is the author's first in English.*

**Articles always precede nouns, and usually all adjectives in a noun phrase.**

*exceptions:*

*You're quite the lothario.*

*You're such a cheater.*

*See you in half an hour.*

*You'll be picking many a bean.*

**After a linking verb, the indefinite article designates a member of a class or a profession.**

*This cat is a tabby.*

*“Verb” is a noun.*

**Expressions of rate, quantity, or number often use the indefinite article.**

*a few things to think about*

*a little night music*

*a lot of money*

*a baker’s dozen*

*a hundred miles*

*a thousand words*

*a million dollars*

*a billion stars*

*75 miles an hour*

*4 dollars a pound*

*\$22,000 a year*

### ■ When to use *a* or *an*

***A* is used when the word that follows begins with a consonant sound. *An* is used when the following word begins with a vowel sound.**

*a book*

*an excellent book*

*an ape*

*a bathing ape*

***A* is used before *eu-* or *u-* (pronounced *yoo*), and before an aspirated *h-*.**

*a euphemism*

*a Eurasian wrestler*

*a universal truth*

*a ubiquitous font*

*a hawk*

*a handsaw*

*a hotplate*

***An* is used before a hard *u* sound and a silent *h-*.**

*an umpire*

*an unpleasant odor*

*an honest day’s work*

*an honorable man*

*an hourly rate*

*an heirloom*

**Abbreviations take *a* or *an* depending on how they are pronounced.**

*an FBI agent*

*a U of C alumnus*

## ■ Nouns without articles

### Plural and uncountable nouns do not need articles.

*All we need to bring down society is **faith** and **facial hair**.*  
*Please bring home **apples** and **Band-aids**.*

### Proper nouns do not tend to take an article.

***John** and **the Chicago Bears** crossed paths again in **Louisiana**.*

Some proper nouns do take definite articles, including large bodies of water (*the Atlantic, the Persian Gulf*), rivers (*the Mississippi, the Amazon*), global regions (*the Middle East, the Midwest*), mountain ranges (*the Himalayas, the Alps*), and countries whose names contain political words (*the United Kingdom, the Czech Republic, the Federated States of Micronesia*). Depending on familiarity and fame, many monuments also get articles: *the Mona Lisa, the Empire State Building, the Parthenon*. Publications, particularly newspapers (*the New York Times, the Seattle Post-Intelligencer*), and titles for political offices also have a definite article more often than not (*the President, the Queen, the Prime Minister*). Note that the latter drops the article when the name is used along with the title: *President Clinton, Queen Noor, Prime Minister Blair*.

## ■ Which article to use (if any)

• proper and common nouns	Generally take <b>no article</b> .
• definite common nouns	If both the speaker and the listener know exactly what is being referred to, the article is <b>the</b> .
• indefinite uncountable nouns	There is <b>no article</b> .
• plural countable nouns	There is <b>no article</b> .
• singular countable nouns	If it begins with a consonant sound, the article is <b>a</b> . If it begins with a vowel sound, the article is <b>an</b> .

Noun phrases can be divided into six categories:

- |  |            |
|--|------------|
| 1. proper  | no article |
| 2. common and definite   | <b>the</b> |
| 3. common, indefinite, and uncountable   | no article |
| 4. common, indefinite, countable, and plural                                   | no article |
| 5. common, indefinite, countable, singular, and beginning with vowel sound     | <b>an</b>  |
| 6. common, indefinite, countable, singular, and beginning with consonant sound | <b>a</b>   |

### Possessive and demonstrative adjectives take the place of articles.

*my car*

*this record*

**Some fixed expressions also omit the article.**

<i>at college</i>	<i>by sea</i>	<i>on sale</i>
<i>at hand</i>	<i>by train</i>	<i>on stage</i>
<i>at home</i>	<i>to have breakfast</i>	<i>on tap</i>
<i>at last</i>	<i>to have lunch</i>	<i>on television</i>
<i>at lunch</i>	<i>to have dinner</i>	<i>on time</i>
<i>at night</i>	<i>in bed</i>	<i>on vacation</i>
<i>at play</i>	<i>in church</i>	<i>to bed</i>
<i>at present</i>	<i>in debt</i>	<i>to church</i>
<i>at school</i>	<i>in prison</i>	<i>to college</i>
<i>at sea</i>	<i>in time</i>	<i>to dinner</i>
<i>at war</i>	<i>on average</i>	<i>to school</i>
<i>at work</i>	<i>on drugs</i>	<i>to sea</i>
<i>by air</i>	<i>on fire</i>	<i>to town</i>
<i>by car</i>	<i>on foot</i>	<i>to war</i>
<i>by land</i>	<i>on horseback</i>	<i>to work</i>

**EXERCISE 10**

- 1 It's \_\_\_\_\_ wise child that knows his own father.  
(A) a  
(B) an
- 2 This is hardly \_\_\_\_\_ everyday occurrence.  
(A) a  
(B) an
- 3 Let's call \_\_\_\_\_ yellow taxi.  
(A) a  
(B) an
- 4 Poon—what \_\_\_\_\_ unusual last name.  
(A) a  
(B) an
- 5 Thomas Dolby is considered \_\_\_\_\_ "original gangster" of electronic music.  
(A) a  
(B) an
- 6 This performance sets \_\_\_\_\_ high bar for the future.  
(A) a  
(B) an
- 7 There is \_\_\_\_\_ FAA regulation that prohibits smoking in an airplane lavatory.  
(A) a  
(B) an
- 8 Venezuela is the pride of \_\_\_\_\_.  
(A) Americas  
(B) the Americas
- 9 This is my first time seeing \_\_\_\_\_.  
(A) Mount Rushmore  
(B) the Mount Rushmore
- 10 There's always construction going on in \_\_\_\_\_.  
(A) Massachusetts  
(B) the Massachusetts
- 11 I will be in the Netherlands, and possibly \_\_\_\_\_.  
(A) Sweden  
(B) the Sweden
- 12 Shall we have \_\_\_\_\_?  
(A) lunch  
(B) a lunch

- 13** The pilgrims landed at \_\_\_\_\_.  
(A) Plymouth Rock  
(B) the Plymouth Rock
- 14** My trip to \_\_\_\_\_ was mostly rainy.  
(A) Wales  
(B) the Wales
- 15** Traffic is supposed to be quite heavy on \_\_\_\_\_.  
(A) Mass Pike  
(B) the Mass Pike
- 16** There has been much controversy of late about \_\_\_\_\_.  
(A) People's Republic of China  
(B) the People's Republic of China
- 17** Let there be \_\_\_\_\_!  
(A) light  
(B) a light
- 18** Do you have \_\_\_\_\_?  
(A) second  
(B) a second
- 19** Is your brother home from \_\_\_\_\_?  
(A) school  
(B) the school
- 20** I served for two years in \_\_\_\_\_.  
(A) army  
(B) the army
- 21** What \_\_\_\_\_ movie.  
(A) horrible  
(B) a horrible  
(C) an horrible  
(D) the horrible
- 22** I seem to have woken up on the wrong side of \_\_\_\_\_ this morning.  
(A) bed  
(B) beds  
(C) a bed  
(D) the bed
- 23** The broker will be given \_\_\_\_\_.  
(A) president's  
(B) a president's  
(C) the presidents'  
(D) the president's
- 24** I can't just barge in there without \_\_\_\_\_.  
(A) excuse  
(B) a excuse  
(C) an excuse  
(D) the excuse
- 25** What \_\_\_\_\_ that you couldn't make it to the party.  
(A) shame  
(B) a shame  
(C) shames  
(D) the shame
- 26** \_\_\_\_\_ is mysterious.  
(A) Life  
(B) The life
- 27** I'm still \_\_\_\_\_ at this.  
(A) amateur  
(B) an amateur
- 28** I like to go jogging in \_\_\_\_\_.  
(A) morning  
(B) the morning
- 29** They just came and stole my piano in \_\_\_\_\_.  
(A) broad daylight  
(B) the broad daylight
- 30** You may have your choice of \_\_\_\_\_.  
(A) toppings  
(B) the toppings

## 4. PRONOUNS

### ■ Personal pronouns

#### Subject pronouns replace the subjects of verbs.

The subject pronouns are **I, you, he, she, it, we, and they**.

*I am feeling better today.*

*He can never remember the alarm code.*

*How long are they going to stay here?*

#### Object pronouns replace the objects of verbs and prepositions.

The object pronouns are **me, you, him, her, it, us, and them**.

*That car almost ran me over.*

*Please call and let us know what time you plan to arrive.*

*Is Rufus here? I have a message for him.*

#### Subject and object pronouns are not interchangeable.

Do not use subject pronouns as objects, or vice versa.

WRONG: *She I like, but he not nearly as much.*

RIGHT: *Her I like, but him not nearly as much.*

WRONG: *Us hotheads are going to go dismantle the sun-blocking device.*

RIGHT: *We hotheads are going to go dismantle the sun-blocking device.*

In the event that the sentence contains a compound subject or object, stick to the appropriate person for each part of the subject/object/complement. If it helps, ignore each **and** or **or** temporarily.

WRONG: *Does everyone know where he or her is sleeping?*

RIGHT: *Does everyone know where he or she is sleeping?*

WRONG: *If it were up to I, Welsh would be the universal language.*

RIGHT: *If it were up to me, Welsh would be the universal language.*

#### Constructions beginning with **it is** and **it was** require subject pronouns.

**Be** is not a transitive verb but a linking verb. Whatever comes after **is** or **was** is not a direct object but a complement.

WRONG: *Who saw the accident? It was her.*

RIGHT: *Who saw the accident? It was she. (She saw the accident.)*

WRONG: *It is now us who must shoulder the burden.*

RIGHT: *It is now we who must shoulder the burden. (We must shoulder the burden.)*

#### One and you are not interchangeable pronouns.

WRONG: *As cautious as you are, one can never predict the future.*

RIGHT: *As cautious as one is, one can never predict the future.*

RIGHT: *As cautious as you are, you can never predict the future.*

## ■ Who, whom, which, and that

This distinction is particularly tricky even for native speakers.

WRONG: *Who do you want me to call?*

RIGHT: *Whom do you want me to call?*

WRONG: *Who are you looking for?*

RIGHT: *Whom are you looking for?*

To decide between *who* and *whom*, answer the question you are asking. The answer to *who/m do you want me to call?* would be *I want you to call him*; the answer to *who/m are you looking for?* would be *I am looking for them*. When an object is the answer, *whom* is the question.

When relative pronouns and subordinate clauses are involved, the distinction is more difficult. In such cases, the pronoun's grammatical function within the subordinate clause determines the form to use.

WRONG: *My father, who some people call "Doc," is coming home from a business trip.*

In this sentence the relative pronoun refers to the subject *my father*, but *within* the subordinate clause the pronoun is the object of the verb *call*. Therefore the object pronoun *whom* is necessary.

RIGHT: *My father, whom some people call "Doc," is coming home from a business trip.*

The *he/him* test works here as well: think of the clause containing *who* or *whom* as a question, and then answer it with *he* or *him*. In the above example, the relative clause is *who/whom some people call "Doc."* Think of it as a question: *Who/whom do some people call "Doc"?* The answer is *him*, so the correct pronoun is *whom*.

WRONG: *I will call on whomever it seems can pick me up at the train station.*

Here the relative pronoun refers to the object *whomever*, but within the subordinate clause the pronoun is the subject of the verb *can pick me up*.

RIGHT: *I will call on whoever it seems can pick me up at the train station.*

It often helps to ignore words like *it seems*, which are grammatically irrelevant here.

### **Who and which introduce both restrictive and nonrestrictive clauses.**

A restrictive clause is an *essential* part of a sentence because it specifies what or whom you are talking about. It cannot be separated from the rest of the sentence by commas.

WRONG: *The car, which has the license plate WVA-687, is blocking the driveway.*

Since the license plate number of the car is a crucial detail to the statement, this detail should not be between commas.

RIGHT: *The car which has the license plate WVA-687 is blocking the driveway.*

WRONG: *This is the flavor of ice cream, which I prefer.*

RIGHT: *This is the flavor of ice cream which I prefer.*

A nonrestrictive clause supplies *extra* information about the person or thing in question. Because it is not essential to the sentence, it could be removed or bracketed with commas without interfering with the meaning of the sentence.

Separate nonrestrictive clauses from the rest of the sentence with commas.

WRONG: *This is my father who has just come back from the Alps.*

Without a comma, this sentence suggests that the speaker has several fathers, but is talking at this moment about the one who has just returned from a skiing trip. This is either biologically scandalous or grammatically wrong.

RIGHT: *This is my father, who has just come back from the Alps.*

WRONG: *This is made of titanium which is used in the strongest alloys.*

RIGHT: *This is made of titanium, which is used in the strongest alloys.*

#### **Who and whom refer to people. Which refers to things.**

WRONG: *He hired the accountant which scored highest on the proficiency exam.*

RIGHT: *He hired the accountant **who** scored highest on the proficiency exam.*

#### **Either which or that can introduce a restrictive relative clause, but which is required for a nonrestrictive relative clause.**

Technically speaking one must use **that** in restrictive clauses, but today it is so common for **which** to be used that either one will do.

RIGHT: *This is a serious book **that** will take its place among such zeitgeist-reflecting works as The Rite of Spring and A Farewell to Arms.*

RIGHT: *This is a serious book **which** will take its place among such zeitgeist-reflecting works as The Rite of Spring and A Farewell to Arms.*

However, it is incorrect to use **that** at the start of a nonrestrictive clause.

WRONG: *The document is set in Myriad, that is a sans-serif font.*

RIGHT: *The document is set in Myriad, **which** is a sans-serif font.*

### ■ Reference

#### **Each pronoun must agree with its antecedent.**

If a noun is singular, any pronoun that replaces it must also be singular.

WRONG: *Congress is in session this week; hopefully they will vote on the draft bill.*

RIGHT: *Congress is in session this week; hopefully it will vote on the draft bill.*

#### **It must be clear and logical what each pronoun replaces.**

WRONG: *The paramedics were unable to make the rescue, so the night watchman had to do it.*

RIGHT: *The paramedics were unable to make the rescue, so the night watchman had to **do so**.*

RIGHT: *The paramedics were unable to make the rescue, so the night watchman had to make **the rescue**.*

When you are dealing with more than one potential antecedent, it is better to repeat the original noun than to leave the possibility that the pronoun might refer to either one.

WRONG: *I prefer Zidane to Ronaldo because he has a more unpredictable attitude.*

RIGHT: *I prefer Zidane to Ronaldo because **Zidane** has a more unpredictable attitude.*

**The possessive adjectives *his, her, or its* agree with the possessor, not the thing possessed.**

WRONG: *John asked her sister to turn his music down.*

RIGHT: *John asked his sister to turn her music down.*

**The possessive form of *one* is *one's*, not *his* or *her* or *your*.**

WRONG: *One must study if they want to get into the school of their choice.*

RIGHT: *One must study if one wants to get into the school of one's choice.*

***They* and *them* do not suffice to avoid specifying a gender.**

Good idea, bad grammar. Use **he** or **she** or **his** or **her**.

WRONG: *Someone was sitting here a moment ago, but they seem to have left.*

RIGHT: *Someone was sitting here a moment ago, but he or she seems to have left.*

A convenient alternative (where possible) is to make the whole sentence plural.

WRONG: *Each contestant must submit their essay in writing and also deliver it orally.*

RIGHT: *All contestants must submit their essays in writing and also deliver them orally.*

**Avoid using *they* and *them* as general pronouns.**

*They* should have a specific antecedent; the alternative is not grammatically incorrect, but it is lazy.

INFORMAL: *They announced the winning lottery numbers a few minutes ago.*

FORMAL: *The newscaster announced the winning lottery numbers a few minutes ago.*

**Most indefinite pronouns are singular.**

<i>each</i>	<i>anything</i>	<i>everything</i>	<i>nothing</i>
<i>either</i>	<i>anyone</i>	<i>everyone</i>	<i>no one</i>
<i>neither</i>	<i>anybody</i>	<i>everybody</i>	<i>nobody</i>

WRONG: *Neither of my cousins want to be the one to tell my parents about the car.*

RIGHT: *Neither of my cousins wants to be the one to tell my parents about the car.*

*Everyone* and *everybody* do denote a collectivity of people, but remember that they are grammatically singular units.

WRONG: *Everybody will survive the apocalypse if they don't invest in our competitors' stock.*

RIGHT: *Everybody will survive the apocalypse if he or she doesn't invest in our competitors' stock.*

## EXERCISE 11

- 1 The president asked my partners and \_\_\_\_\_ to help \_\_\_\_\_ rewrite the tax law.  
 (A) I ... he  
 (B) I ... him  
 (C) me ... he  
 (D) me ... him
- 2 In a situation like this, \_\_\_\_\_ can you trust?  
 (A) what  
 (B) which  
 (C) who  
 (D) whom
- 3 It was \_\_\_\_\_ salted the earth around your flower bed.  
 (A) I who  
 (B) I whom  
 (C) me who  
 (D) me whom
- 4 We elected the candidate \_\_\_\_\_ will best run the co-op.  
 (A) who we feel  
 (B) whom we feel  
 (C) which we feel  
 (D) that we feel
- 5 You can't just ask anybody what \_\_\_\_\_ about abortion.  
 (A) he or she think  
 (B) he or she thinks  
 (C) they think  
 (D) they are thinking
- 6 If you can't clean up your own messes, don't expect me to do \_\_\_\_\_.  
 (A) so  
 (B) it  
 (C) that  
 (D) him
- 7 If \_\_\_\_\_ closely, one can see the storm front retreating.  
 (A) one looks  
 (B) one look  
 (C) you look  
 (D) you are looking
- 8 If someone calls while I'm in a meeting, take \_\_\_\_\_ name.  
 (A) their  
 (B) his or her  
 (C) whose  
 (D) its
- 9 \_\_\_\_\_ to take the train must already have a ticket.  
 (A) People, who wish  
 (B) People who wish  
 (C) People that wish  
 (D) People whom wish
- 10 My \_\_\_\_\_ agrees with me about almost everything.  
 (A) husband George, who  
 (B) husband, George,  
 (C) husband George,  
 (D) husband, George, who

## REVIEW TEST B

- 1 I hope the new apartment has \_\_\_\_\_.  
(A) enough storages  
(B) enough pieces of storage  
(C) enough piece of storages  
(D) enough storage
- 2 Sorry, I'll have to give her the message that you called; she's at \_\_\_\_\_ right now.  
(A) the work  
(B) a work  
(C) working  
(D) work
- 3 Carlos used to be a good friend \_\_\_\_\_.  
(A) of mine  
(B) of me  
(C) mine  
(D) of my
- 4 I do not know anyone with a larger collection of \_\_\_\_\_.  
(A) handkerchief  
(B) handkerchieves  
(C) handkerchiefs  
(D) handkerchieve
- 5 I think it's about time for me to get \_\_\_\_\_ cut.  
(A) my hair  
(B) my hairs  
(C) some of my hairs  
(D) strands of my hair
- 6 It looks from your expression like the news \_\_\_\_\_.  
(A) is bad  
(B) are bad  
(C) is a bad one  
(D) is bad ones
- 7 I try to make work that can be appreciated by adults and \_\_\_\_\_ alike.  
(A) five years old  
(B) five-year old  
(C) five-year-olds  
(D) five-years-old
- 8 Honestly, you should know better at \_\_\_\_\_.  
(A) thirty years old  
(B) thirty-year old  
(C) a thirty-year-old  
(D) thirty-years-old
- 9 Everyone should take out a pencil and \_\_\_\_\_.  
(A) his book  
(B) their book  
(C) the his book  
(D) the books
- 10 Spiders are probably \_\_\_\_\_.  
(A) one of biggest fear  
(B) my one biggest fears  
(C) one of my biggest fears  
(D) the biggest one of my fear
- 11 \_\_\_\_\_ will not get me from here to Hawaii.  
(A) These information  
(B) These informations  
(C) These pieces of information  
(D) This information
- 12 Shall we go to \_\_\_\_\_?  
(A) cinema  
(B) a cinema  
(C) the cinema  
(D) cinemas
- 13 Every plan \_\_\_\_\_ drawbacks.  
(A) has their  
(B) has its  
(C) have their  
(D) have its
- 14 How \_\_\_\_\_ are you bringing?  
(A) many pairs of pants  
(B) much pairs of pants  
(C) many pants  
(D) much pants

**15** We're going to need to make \_\_\_\_\_ from now on.  
 (A) less noises  
 (B) less noise  
 (C) fewer noise  
 (D) lesser noise

**16** I was surprised \_\_\_\_\_ of police cars out tonight.  
 (A) by the amount  
 (B) on the number  
 (C) by the number  
 (D) of the amount

**17** \_\_\_\_\_ does this coat cost?  
 (A) How many money  
 (B) How many dollars  
 (C) How much  
 (D) How much dollars

**18** Don't worry, this is \_\_\_\_\_ usual procedure.  
 (A) this  
 (B) that  
 (C) an  
 (D) a

**19** Between you and \_\_\_\_\_ money is ill-gotten.  
 (A) me, this  
 (B) me, these  
 (C) I, this  
 (D) I, these

**20** Have you compiled \_\_\_\_\_ for \_\_\_\_\_ before?  
 (A) any indexes ... him  
 (B) an index ... he  
 (C) any indices ... him  
 (D) indices ... him

# MISCELLANY

## 1. ADJECTIVES, ADVERBS & COMPARISONS

Adjectives modify nouns. They answer the questions *which? how many? and what kind?*  
Adverbs modify every other part of speech, and answer the questions about the manner in which something is done: *how? when? where?*

### ■ Descriptive adjectives

To describe a noun in greater detail, use descriptive adjectives to talk about its characteristics: size, color, composition, origin, weight, and so on.

*wooden table*

*red wine*

*old tricks*

*Latvian comedian*

*wheat beer*

*diet soda*

*wonderful world*

**Descriptive adjectives do not vary according to gender or number.**

WRONG: *Pick three primes numbers.*

RIGHT: *Pick three **prime** numbers.*

**Adjectives precede nouns, with a few exceptions:**

- After *something, anything, or all things.*

*Something wicked is afoot!*

*Let's hope he doesn't do anything stupid.*

*She considers herself an expert in all things terpsichorean.*

- With the adjectives *present, concerned* and *involved*.

*I now ask everyone present to sign his or her name in the ledger.*

Before nouns, *present, concerned* and *involved* have different meanings:

*an involved process: detailed, complicated*

*a concerned citizen: caring, worried*

*the present condition: current*

- With superlative expressions.

*Lil Wayne claims to be the best rapper alive.*

- With appositive or adjacent placement.

*The boat, frail and windblown, listed and capsized.*

**Descriptive adjectives are attributive when used before a noun, and complement after a linking verb.**

*The palace has huge, towering, ionic columns.*

*The columns are huge, towering, and ionic.*

**Some adjectives are almost always used before a noun.**

<i>chief</i>	<i>main</i>	<i>principal</i>
<i>sheer</i>	<i>utter</i>	<i>primary</i>

Yellow is a **primary** color.  
 This meeting has degenerated into **utter** chaos.  
 She was astonished by the **sheer** size of his ego.

**Some are almost always used as complements (predicative usage).**

<i>afraid</i>	<i>alike</i>	<i>alive</i>	<i>alone</i>
<i>ashamed</i>	<i>asleep</i>	<i>fond</i>	<i>upset</i>
<i>ill</i>	<i>well</i>	<i>unwell</i>	

Jackie Chan and I are **alike** in many ways.  
 Your aunt seems **upset**.

**Some adjectives, when prefaced with *the*, can be used as nouns.**

- Abstract concepts  
 His painting invokes **the sacred** as well as **the profane**.
- People  
 I, **the undersigned**, agree to inherit the property of **the deceased**.
- Groups  
**The French** have excellent systems to provide for **the unemployed** and **the deaf**.

**■ Adverbs**

**Adverbs modify verbs, adjectives, and other adverbs.**

Many are formed by adding **-ly** to an adjective:

She slept **soundly** through the night.  
 I am **unpardonably** late.  
 The storm erupted **astonishingly violently**.

But not always:

You work **fast**.  
 This specimen is **quite** old.

Some adverbs, like **hard** and **late**, look the same as adjectives but have different meanings. To make matters worse, **hardly** and **lately** have completely different meanings. (*Hardly* means “almost not at all,” and *lately* means “recently.”)

WRONG:	<i>I worked hardly on this forgery.</i>	(I barely worked on it at all.)
RIGHT:	<i>I worked hard on this forgery.</i>	(I worked on it quite diligently.)

**Adverbs, not adjectives, modify verbs.**

WRONG:	<i>This time do it proper.</i>
RIGHT:	<i>This time do it properly.</i>

*Good* should not be used as an adverb; use **well**.

WRONG:	<i>I can't see very good from these seats.</i>
RIGHT:	<i>I can't see very well from these seats.</i>

## Adjectives after linking verbs modify the subject, not the verb.

Some verbs are more concerned with the nature of the subject than with action. They may describe states of being, as with *be* or *become*, or relate to the senses (*feel, look, sound, smell, and taste*). These are called linking verbs, and precede adjectives rather than adverbs.

WRONG: *What could smell as sweetly as a rose?*

RIGHT: *What could smell as sweet as a rose?*

The modifier, *sweet*, describes the rose and not the action of smelling; thus an adjective is called for.

WRONG: *I stayed home because I was feeling queasily.*

RIGHT: *I stayed home because I was feeling queasy.*

This is not to say that linking verbs cannot take adverbs. Depending on the way in which the verb is used, sometimes it does need to take the modifier directly.

RIGHT: *That dog looked nasty.*

RIGHT: *That dog just looked nastily at me.*

## Numbers

A number can be cardinal (*one, two, three*) or ordinal (*first, second, third*).

### Cardinal numbers indicate quantity.

*My pants have six pockets.*

A cardinal number preceding a noun replaces an article.

*One volume is dedicated to soothsaying, while two more discuss divination.*

### Ordinal numbers indicate order.

*The second season of the show is a lot more serious than the first.*

When cardinal numbers are used to indicate order, they follow the noun.

*He dies in either chapter 10 or chapter 12.*

When used in the names of monarchs, cardinal numbers follow the noun.

*Two of Shakespeare's finest plays are Henry V and Richard III.*

(pronounced "Henry the fifth" and "Richard the third.")

Ordinal numbers are also used in dates.

*April twentieth*

*the sixth of May*

## Comparisons

### You can only compare items that are logically and grammatically comparable.

WRONG: *The price of gas these days is almost as much as cigarettes.*

RIGHT: *The price of gas these days is almost as much as the price of cigarettes.*

WRONG: *Garamond's serifs are prettier than Times New Roman.*

RIGHT: *Garamond's serifs are prettier than those of Times New Roman.*

RIGHT: *Garamond's serifs are prettier than Times New Roman's.*

Be careful not to mistake *than*, which is a key particle in any comparison, for a preposition. Comparisons do not always take object pronouns. It often helps to imagine the sentence continuing and repeating the verb.

WRONG: *Everyone here is a lot older than me.*

RIGHT: *Everyone here is a lot older than I (am).*

WRONG: *Loretta thinks Bill is smart because he speaks more languages than her.*

RIGHT: *Loretta thinks Bill is smart because he speaks more languages than she (speaks).*

**Incomplete and ambiguous comparisons are to be avoided.**

WRONG: *Lars likes peanut butter more than the French.*

RIGHT: *Lars likes peanut butter more than the French do.*

RIGHT: *Lars likes peanut butter more than he likes the French.*

WRONG: *This is more of a statement than a novel.*

RIGHT: *This is more of a statement than a novel is.*

RIGHT: *This is more of a statement than it is a novel.*

**Comparisons among other members of the same group require other or else.**

WRONG: *I am taller than anyone on my basketball team.*

RIGHT: *I am taller than anyone else on my basketball team.*

**Comparisons between two items take the comparative form of an adjective.**

**Comparisons between three or more take the superlative.**

WRONG: *The second of Foer's two published works sold best.*

RIGHT: *The second of Foer's two published works sold better.*

WRONG: *Oregon is the earthier of the western states.*

RIGHT: *Oregon is the earthiest of the western states.*

**There is no need to use more/most or less/least with a comparative adjective in -er/-est form.**

WRONG: *I find Sigourney Weaver more prettier than Jamie Lee Curtis, but Liz Phair is the most gorgeousest.*

RIGHT: *I find Sigourney Weaver prettier than Jamie Lee Curtis, but Liz Phair is the most gorgeous.*

## EXERCISE 12

- 1 This is one of \_\_\_\_\_ cars on the market.  
(A) classiest  
(B) the classiest  
(C) most classy  
(D) the most classiest
- 2 Ecuadorians abide by the law \_\_\_\_\_.  
(A) fewer than Chileans  
(B) fewer than Chile  
(C) less than do Chileans  
(D) less than Chileans
- 3 Despite my promotion, I still have fewer benefits than \_\_\_\_\_.  
(A) senior partners  
(B) that of senior partners  
(C) senior partners'  
(D) do senior partners
- 4 This is the \_\_\_\_\_ cheese sandwich I have ever tasted.  
(A) goodest  
(B) best  
(C) bestest  
(D) most good
- 5 Though both of my parents work full-time, my mother works \_\_\_\_\_ of the two.  
(A) the hardest  
(B) the more hard  
(C) the harder  
(D) more hardly
- 6 I make less money than \_\_\_\_\_.  
(A) nobody in my family  
(B) anybody in my family  
(C) everybody in my family  
(D) anybody else in my family
- 7 Rothko's body of work is one of the \_\_\_\_\_ in modern painting.  
(A) simplest and most beautiful  
(B) most simple and beautiful  
(C) simplest and beautifulest  
(D) most simple and beautifullest
- 8 The new policy is horrible, but at least it's \_\_\_\_\_ than the previous one.  
(A) less worse  
(B) not as bad  
(C) least bad  
(D) better
- 9 Of the handful he has written so far, The Crying of Lot 49 might be Pynchon's \_\_\_\_\_ novel.  
(A) less abstruse  
(B) least abstruse  
(C) unabstrusest  
(D) most less abstruse
- 10 I know Celeste has been in the department longer, but I know \_\_\_\_\_.  
(A) more than her  
(B) more than she  
(C) more of her  
(D) most than what she does



## ■ by

• <i>near, next to</i>	<i>My new apartment is right <b>by</b> the Moulin Rouge.</i>
• <i>no later than</i>	<i>Send it to me <b>by</b> the fifteenth.</i>
• <i>agency</i>	<i>This house was built <b>by</b> my grandfather.</i>
• <i>authorship</i>	<i>That's my favorite film <b>by</b> Hitchcock.</i>
• <i>according to</i>	<i><b>By</b> my count, only six people have left the building since noon.</i>
• <i>transportation</i>	<i>I'll probably go there <b>by</b> plane.</i>

## ■ for

• <i>purpose</i>	<i>I always thought the garlic press was <b>for</b> washing the dishes.</i>
• <i>beneficiary</i>	<i>We're having a benefit tomorrow <b>for</b> the tornado victims.</i>
• <i>destination</i>	<i>This is the 12:39 train <b>for</b> Trenton.</i>
• <i>duration (with time)</i>	<i>I've been working on this puzzle <b>for</b> three days.</i>

## ■ from

• <i>origin</i>	<i>I'm <b>from</b> Sweden. My tie is <b>from</b> Target. Like it?</i>
• <i>starting time</i>	<i>Three years <b>from</b> now, they'll all know my name.</i>
• <i>figurative origin</i>	<i>You can probably infer the meaning of "helmet buffing" <b>from</b> context.</i>

## ■ in

• <i>inclusion</i>	<i>I'm <b>in</b> the marching band and the A.V. club.</i>
• <i>location</i> for position as well as geographical places: neighborhoods, cities, countries, and so on	<i>My keys are <b>in</b> the glove compartment. The record store is located <b>in</b> Wicker Park <b>in</b> Chicago <b>in</b> Illinois <b>in</b> the United States <b>in</b> North America</i>
• <i>time</i> – with months, seasons, years, centuries, and eras	<i>The novel takes place <b>in</b> September <b>in</b> the autumn <b>in</b> 1998 <b>in</b> the twentieth century <b>in</b> the modern era</i>
– <i>after or over</i>	<i>I can have this done <b>in</b> four days. We'll be back <b>in</b> an hour.</i>
• <i>manner</i>	<i>I can't read this – it's <b>in</b> Welsh. She dressed her dog <b>in</b> argyle.</i>

■ **on**

• <b>atop</b>	<i>There's a fly <b>on</b> my arm.</i>
• <b>time</b> with days and dates	<i>The fireworks display will be held <b>on</b> Tuesday <b>on</b> July 14 <b>on</b> Bastille Day</i>
• <b>about (on the subject of)</b>	<i>I just saw a documentary <b>on</b> robots.</i>
• <b>modes of transportation</b>	<i>We came <b>on</b> foot. I'm still <b>on</b> the bus. I'll call you when I arrive.</i>
• <b>certain activities</b>	<i>I can't wait to go <b>on</b> vacation. We can't go <b>on</b> yet—the last act is still <b>on</b> stage. I came to Milan for a few days <b>on</b> business, and ended up moving there.</i>
• <b>other expressions</b>	<i>As long as the trains run <b>on</b> time, nobody complains. I think I saw that guy <b>on</b> television last night. You should buy this rhinestone jacket! It's <b>on</b> sale!</i>

■ **over**

• <b>above</b>	<i>We are now flying <b>over</b> the Gulf of Mexico. The child pulled the blanket <b>over</b> his head.</i>
• <b>across</b>	<i>The helicopter flew <b>over</b> the ocean and into the sunset. If we can just make it <b>over</b> the border, all our troubles will be over.</i>
• <b>duration</b>	<i>I read a lot of Danielle Steel <b>over</b> the summer. Mr. Ferguson assigned homework <b>over</b> Christmas break! What a jerk! <b>Over</b> the next month, we will look at all of Shakespeare's comedies.</i>
• <b>greater than</b>	<i>Only people <b>over</b> 18 may enter. It has been <b>over</b> a week.</i>

■ **to**

• <b>destination</b>	<i>Could you take me <b>to</b> Grand Central Station in less than four minutes?</i>
• <b>indirect object</b>	<i>I lent my copy of <i>Serpico</i> <b>to</b> Hubert. That sounds like a great deal <b>to</b> me.</i>
• <b>upper limit</b>	<i>We're only open from Monday <b>to</b> Thursday evening. This amplifier only goes up <b>to</b> ten.</i>

■ **with**

• <b>accompanying</b>	<i>Do you want to come <b>with</b> me to the swap meet?</i>
• <b>instrument</b>	<i>I filled the bowling balls <b>with</b> a funnel.</i>
• <b>manner</b>	<i>You handled that situation <b>with</b> grace and aplomb.</i>

## ■ at, on and in

When using several prepositions of location in the same thought, use *at* for locations more specific than streets, *on* with streets, and *in* for places more global than streets.

*She said she'd be at the coffee shop on Avenue B in the East Village.*

To indicate time rather than location, use *at* with time of day, *on* with date or day of the week, and *in* with more general periods of time.

*They collected the final signature at 3 p.m. on July 4th, in the days leading up to the vote.*

## ■ between and among

Use *between* with two items, and *among* for three or more.

*The two partners had a policy of splitting all profits evenly between them.*

*I feel ill at ease among so many hipsters.*

*You'll find that book on the shelf between the I Ching and that biography of Castro.*

## ■ like and as

*Like* is a preposition; *as* is a conjunction. Nouns follow prepositions and conjunctions precede clauses with conjugated verbs. Therefore you should use *like* to compare nouns and *as* to compare clauses.

WRONG: *As an idiot, I failed to notice the 'out of order' sign on the bathroom door.*

RIGHT: *Like an idiot, I failed to notice the 'out of order' sign on the bathroom door.*

WRONG: *These waffles are making me thirsty, like all good food does.*

RIGHT: *These waffles are making me thirsty, as all good food does.*

## ■ Adverbial prepositions

Some prepositions can be used as adverbs.

*The tennis ball stayed afloat, although the tide tried to pull it under.*

*I'm trying to get my message about gun control across.*

*Have you ever done anything like this before?*

*Try not to think about the earth below.*

Others cannot:

<i>against</i>	<i>during</i>	<i>like</i>
<i>among</i>	<i>except</i>	<i>of</i>
<i>at</i>	<i>for</i>	<i>till</i>
<i>beside</i>	<i>from</i>	<i>to</i>
<i>despite</i>	<i>into</i>	<i>with</i>

WRONG: *I went home after work and ended up staying at.*

RIGHT: *I went home after work and ended up staying there.*

WRONG: *You've been outside the house long enough—why don't you come into?*

RIGHT: *You've been outside the house long enough—why don't you come in?*

WRONG: *James wanted the leek soup but they brought him split pea except.*

RIGHT: *James wanted the leek soup but they brought him split pea instead.*

WRONG: *They told me not to bother coming in, but I stopped by despite.*

RIGHT: *They told me not to bother coming in, but I stopped by anyway.*

Some adverbs, meanwhile, cannot be used as prepositions.

WRONG: *The thesaurus is next the dictionary on the shelf.*

RIGHT: *The thesaurus is **next to** the dictionary on the shelf*

WRONG: *Try to stay away fatty foods for a while.*

RIGHT: *Try to stay **away from** fatty foods for a while.*

WRONG: *I can't make it to work today because the blizzard.*

RIGHT: *I can't make it to work today **because of** the blizzard.*

WRONG: *Please stop trying to distract the players while the game.*

RIGHT: *Please stop trying to distract the players **during** the game.*

### ■ **because and because of**

*Because* is a conjunction, *because of* a preposition.

WRONG: *I didn't see that movie **because** the subtitles.*

RIGHT: *I didn't see that movie **because** it had subtitles.*

RIGHT: *I didn't see that movie **because of** the subtitles.*

### ■ **beside and besides**

*Beside* means "next to." As a preposition, *besides* means "other than." As an adverb, it means "moreover."

*I'm perfectly happy here, with a crossword puzzle and a cold drink **beside** me.*

*What is there to do here **besides** golfing and shuffleboard?*

*I refuse to let you buy that car. **Besides**, you don't even have a driver's license.*

### ■ **instead of and instead**

*Instead of* is a preposition; *instead* is an adverb.

*Should we take a cab **instead of** walking?*

*There's no more whiskey. How about apple juice **instead**?*

### ■ **despite and in spite of**

*Despite* and *in spite of* mean the same thing. Both are prepositions.

***Despite** the rain, we had a great soccer game.*

***In spite of** the rain, we had a great soccer game.*

## EXERCISE 13

1 I'll see you \_\_\_\_\_ home \_\_\_\_\_  
nine.

- (A) in ... at
- (B) at ... in
- (C) at ... at
- (D) in ... in

2 I should be done with that report  
\_\_\_\_\_ Wednesday.

- (A) in
- (B) at
- (C) by
- (D) since

3 Where were you \_\_\_\_\_ the blackout?

- (A) from
- (B) on
- (C) since
- (D) during

4 Sorry, my father just left \_\_\_\_\_ work.

- (A) to
- (B) for
- (C) at
- (D) of

5 I can have you back to town \_\_\_\_\_ an hour.

- (A) in
- (B) at
- (C) after
- (D) through

6 They've been gone \_\_\_\_\_ almost three weeks.

- (A) during
- (B) since
- (C) by
- (D) for

7 The pub is halfway \_\_\_\_\_ my house and Gareth's.

- (A) between
- (B) among
- (C) under
- (D) instead

8 We expect to be ready for liftoff three days \_\_\_\_\_ now.

- (A) to
- (B) from
- (C) by
- (D) of

9 The line is \_\_\_\_\_ hold. Please try again \_\_\_\_\_ a few minutes.

- (A) on ... on
- (B) in ... in
- (C) on ... in
- (D) in ... on

10 All of us are left-handed \_\_\_\_\_ for Carl.

- (A) except
- (B) among
- (C) instead
- (D) but

11 It's hard to film without the aid of artificial lighting \_\_\_\_\_ night.

- (A) at
- (B) on
- (C) in
- (D) during

12 Couldn't you have Mary go \_\_\_\_\_ me?

- (A) instead
- (B) instead of
- (C) for to
- (D) to for

13 I can't afford to go; \_\_\_\_\_, I'm busy that weekend.

- (A) beside
- (B) besides
- (C) instead
- (D) instead of

14 It's quite rare to see stars \_\_\_\_\_ the day.

- (A) at
- (B) in
- (C) during
- (D) despite

15 My uncle doesn't hear very well \_\_\_\_\_ a wartime injury.

- (A) instead of
- (B) because of
- (C) because
- (D) for

16 Come around to \_\_\_\_\_ the house.

- (A) the back of
- (B) in the back of
- (C) the back
- (D) back of

- 17 We tried to walk to school \_\_\_\_\_ the snow.  
 (A) spite  
 (B) spite of  
 (C) in despite of  
 (D) despite

- 19 Just lay that hammer down \_\_\_\_\_ the belt sander.  
 (A) front of  
 (B) next  
 (C) beside  
 (D) besides

- 18 I've known about the uncanny valley \_\_\_\_\_ the article about it.  
 (A) since before  
 (B) during  
 (C) beside  
 (D) before

- 20 \_\_\_\_\_ sugar, why not use bananas?  
 (A) Rather  
 (B) Instead  
 (C) Due to  
 (D) Instead of

### 3. PREPOSITIONS AFTER VERBS & ADJECTIVES

#### ■ about

The following verbs and adjectives take **about** to indicate subject matter.

• verbs		• adjectives	
<i>argue</i>	<i>quarrel</i>	<i>angry</i>	<i>nervous</i>
<i>ask</i>	<i>read</i>	<i>annoyed</i>	<i>pleased</i>
<i>care</i>	<i>speak</i>	<i>anxious</i>	<i>sad</i>
<i>complain</i>	<i>talk</i>	<i>certain</i>	<i>sorry</i>
<i>dream</i>	<i>tell</i>	<i>concerned</i>	<i>surprised</i>
<i>forget</i>	<i>think</i>	<i>curious</i>	<i>worried</i>
<i>hear</i>	<i>worry</i>	<i>excited</i>	<i>wrong</i>
<i>know</i>	<i>write</i>	<i>glad</i>	
<i>learn</i>			

*I don't really **care about** the scratch on the hood of my car.*

*Did you **hear about** Hal and Susan?*

*I'm **sorry about** the hassle you had to go through to get here.*

*Aren't you **worried about** global warming?*

#### ■ at

The following verbs take **at** to indicate direction.

• verbs			
<i>aim</i>	<i>grin</i>	<i>point</i>	<i>stare</i>
<i>glance</i>	<i>laugh</i>	<i>shout</i>	<i>wink</i>
<i>glare</i>	<i>look</i>	<i>smile</i>	<i>yell</i>

My mom is going to **yell at** me for coming home so late.

The judge **grinned at** me conspiratorially.

Did you have time to **look at** the proposal I sent?

It's not nice to **point at** strangers, no matter how weird they look.

The following verbs and adjectives take **at** to indicate aptitude or expertise.

• verbs	• adjectives
fail	bad
succeed	expert
	good
	quick
	slow
	terrible

I should warn you that I'm pretty **terrible at** football.

He can definitely **succeed at** his new job with a little practice.

### ■ against

After a verb, *against* generally indicates opposition.

• verbs			
advise	discriminate	march	vote
argue	fight	protect	warn

Fowler **argues against** the ethic of utilitarianism.

I hope you'll consider **voting against** this reprehensible bill.

This toothpaste will **fight against** bad breath and plaque buildup.

### ■ for

The following verbs and adjectives take **for** to indicate anticipation, purpose, or a goal.

• verbs	• adjectives
aim	eager
apologize	late
apply	famous
ask	grateful
blame	known
care	liable
excuse	ready
fall	remembered
feel	responsible
fight	sorry
forgive	valued
hope	

You almost have to **fight for** a reservation at this restaurant.

I don't much **care for** borscht.

I refuse to be held **responsible for** your mistakes.

This place is best **known for** its crab salad.

■ **from**

Many verbs and adjectives take **from** to indicate exit or counteraction.

<p>• verbs</p> <p><i>differ</i> <i>discourage</i> <i>distinguish</i> <i>emerge</i> <i>escape</i> <i>free</i> <i>hide</i> <i>prevent</i></p>	<p><i>prohibit</i> <i>protect</i> <i>recover</i> <i>retire</i> <i>rescue</i> <i>resign</i> <i>stop</i></p>	<p>• adjectives</p> <p><i>absent</i> <i>different</i> <i>distinct</i> <i>divorced</i></p>	<p><i>excluded</i> <i>exempt</i> <i>safe</i> <i>separate</i></p>
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*The power outage set me **free from** the tyranny of the internet.*  
*Just give me a moment to **recover from** the shock of the news.*  
*By the next year, he was already **divorced from** his third wife.*  
*Keep this medicine **separate from** the over-the-counter stuff.*

■ **in**

The following verbs and adjectives take **in** to indicate involvement or faith.

<p>• verbs</p> <p><i>believe</i> <i>excel</i> <i>have faith</i></p>	<p><i>participate</i> <i>succeed</i> <i>trust</i></p>	<p>• adjectives</p> <p><i>engaged</i> <i>interested</i></p>	<p><i>involved</i></p>
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*James **believes in** the existence of an immortal soul.*  
*He hopes to **participate in** more community events.*  
*Might you be **interested in** switching long-distance carriers?*  
*The police suspected that he was **involved in** a drug cartel.*

■ **of**

The following verbs and adjectives take **of** to indicate information.

<p>• verbs</p> <p><i>hear</i> <i>know</i> <i>speak</i></p>	<p><i>talk</i> <i>think</i></p>	<p>• adjectives</p> <p><i>aware</i></p>	<p><i>certain</i></p>
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*I've never **heard of** deep ecology. Is that a band?*  
*What did your parents **think of** the idea?*  
*Time heals all wounds. **Of** this I am **certain**.*

The following verbs and adjectives take **of** to indicate attitude or feeling.

<p>• verbs</p> <p><i>approve</i> <i>disapprove</i></p>	<p>• adjectives</p> <p><i>afraid</i> <i>ashamed</i> <i>bored</i> <i>enamored</i></p>	<p><i>envious</i> <i>fond</i> <i>frightened</i> <i>jealous</i></p>	<p><i>proud</i> <i>scared</i> <i>terrified</i> <i>tired</i></p>
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Well, I can't say I **approve of** those pants.  
 Lauren is quite **fond of** ascots, isn't he?  
 She is morbidly **afraid of** spiders.  
 You should be **ashamed of** your conduct, Senator.

■ **on**

The following verbs take **on** to indicate confidence or certainty.

• verbs			
<i>count</i>	<i>live</i>	<i>plan</i>	<i>rely</i>
<i>depend</i>			

You can **count on** me to feed your cats.  
 Let's **plan on** the 9:00 movie.  
 \$22,000 a year is hardly enough to **live on** in a city of this size.

■ **to**

The following verbs and adjectives take **to** to indicate attachment.

• verbs		• adjectives	
<i>belong</i>	<i>accustomed</i>	<i>devoted</i>	<i>obliged</i>
<i>subscribe</i>	<i>committed</i>	<i>engaged</i>	<i>responsible</i>
	<i>connected</i>	<i>faithful</i>	<i>used</i>
	<i>dedicated</i>	<i>married</i>	

I believe this fake mustache **belongs to** you?  
 Hopefully they are **accustomed to** our late-night visits by now.  
 He certainly is **dedicated to** the cause.

■ **with**

The following verbs and adjectives take **with** to indicate reciprocity, or participation with another person in a transaction or arrangement.

• verbs		• adjectives	
<i>agree</i>	<i>fight</i>	<i>acquainted</i>	<i>friendly</i>
<i>argue</i>	<i>identify</i>	<i>angry</i>	<i>happy</i>
<i>associate</i>	<i>meet</i>	<i>annoyed</i>	<i>impatient</i>
<i>bear</i>	<i>part</i>	<i>concerned</i>	<i>patient</i>
<i>compare</i>	<i>quarrel</i>	<i>content</i>	<i>pleased</i>
<i>concur</i>	<i>reason</i>	<i>disappointed</i>	<i>satisfied</i>
<i>confer</i>	<i>reconcile</i>	<i>displeased</i>	<i>upset</i>
<i>coordinate</i>	<i>speak</i>	<i>familiar</i>	
<i>cope</i>	<i>sympathize</i>		
<i>deal</i>	<i>talk</i>		
<i>differ</i>	<i>trade</i>		
<i>disagree</i>			

How are you **coping with** the loss of your dog?  
 I'm really **pleased with** these new speakers.

We **concur with** the findings of the subcommittee.

I'm afraid I'm not **acquainted with** the hyphy culture.

The following verbs and adjectives take **with** to indicate means or instrumentality.

• verbs		• adjectives	
<i>begin</i>	<i>finish</i>	<i>careful</i>	<i>filled</i>
<i>fill</i>	<i>furnish</i>	<i>cluttered</i>	<i>furnished</i>
<i>end</i>	<i>provide</i>	<i>crowded</i>	<i>provided</i>
<i>equip</i>	<i>start</i>	<i>equipped</i>	

They've **furnished me with** my own office.

Be **careful with** that axe, Eugene.

The play **ends with** a scene of chilling ambiguity.

His desk is **cluttered with** unopened bills and fan mail.

### ■ miscellaneous idioms

<i>accuse of</i>	Who are you to <b>accuse me of</b> egotism?
<i>agree to</i>	I never <b>agreed to</b> this kind of treatment.
<i>based on</i>	I made the decision <b>based on</b> the available facts.
<i>benefit from</i>	Seniors especially stand to <b>benefit from</b> the new curfew.
<i>call on</i>	The professor was quick to <b>call on</b> students who looked confused.
<i>capable of</i>	You have no idea what those gangsters are <b>capable of</b> .
<i>choose between</i>	Don't make me <b>choose between</b> two things I can't stand.
<i>compare to</i>	How can you even <b>compare</b> Young Jeezy to 2Pac?
<i>composed of</i>	His new novel is <b>composed of</b> six different narrative sections.
<i>consist of</i>	My new program <b>consists of</b> several fitness initiatives.
<i>contribute to</i>	The lousy weather only <b>contributed to</b> the sullen mood of the trip.
<i>convinced of</i>	The jury was fully <b>convinced of</b> the defendant's guilt.
<i>disappointed in</i>	Frankly, we're <b>disappointed in</b> your inability to stay on task.
<i>dream of</i>	I've been <b>dreaming of</b> a vacation in the Bahamas for years.
<i>exposed to</i>	My children have never been <b>exposed to</b> such language.
<i>feel like</i>	She didn't <b>feel like</b> coming out tonight.
<i>focus on</i>	I need to calm down and <b>focus on</b> my studies.
<i>free of</i>	Let's have an open discussion, <b>free of</b> pretext and drama.
<i>full of</i>	The manuscript she gave me was <b>full of</b> comma splices.
<i>guilty of</i>	I suppose I am <b>guilty of</b> the sin of sloth.
<i>insist on</i>	The editors <b>insist on</b> factual accuracy in all submissions.
<i>limited to</i>	Each customer is <b>limited to</b> four tickets at a time.
<i>listen to</i>	I've been <b>listening to</b> the Pixies all afternoon.
<i>look after</i>	If you need to take a nap I can <b>look after</b> the kids for a while.
<i>look forward to</i>	We're all <b>looking forward to</b> getting off this crowded train.
<i>made of</i>	Papier-mâché is <b>made of</b> little besides glue, water and paper.
<i>object to</i>	Predictably, many people <b>objected to</b> the lyric about Helen Keller.
<i>opposed to</i>	I'm not <b>opposed to</b> going out, but I don't want to spend much money.
<i>prefer X to Y</i>	I <b>prefer</b> their early albums to their more recent ones.
<i>remind of</i>	You <b>remind me of</b> a friend I had in college.
<i>smell of</i>	The hallway <b>smelled of</b> sweat and desperation.

<i>suffer from</i>	<i>Over sixty people a year still <b>suffer from</b> scurvy.</i>
<i>take advantage of</i>	<i>We should <b>take advantage of</b> the time change to sleep an hour longer.</i>
<i>take care of</i>	<i>Did you <b>take care of</b> the insurance forms before we left?</i>
<i>taste of</i>	<i>Her brownies <b>tasted faintly of</b> peppermint.</i>
<i>typical of</i>	<i>I see you've run into the red tape so <b>typical of</b> French bureaucracy.</i>

### some distinctions

#### • *agree to / with*

*agree to* means to consent to a proposal; *agree with* means to share someone's opinion.

*She **agreed to** appear in the film anonymously.*

*She **agreed with** her agent that being credited would be a bad idea.*

#### • *blame for / on*

You can *blame* someone *for* something, or *blame* something *on* someone. The meanings are the same.

*Don't **blame** the waiter **for** not knowing you were allergic to fish.*

*Don't **blame** your allergic reaction **on** the waiter.*

#### • *compare to / with*

*compare to* means to point out similarities; *compare with* means to point out differences.

*This is not the first time I have been **compared to** Ice-T.*

*We must **compare** this harvest **with** last year's.*

#### • *concerned about / with*

*concerned about* means worried about or bothered by; *concerned with* means regarding.

*You seem **concerned about** the amount of peanut butter in this dish.*

*This article is mostly **concerned with** effects of cocaine on spiders' webs.*

#### • *differ with / from*

Two things that *differ with* each other disagree; two things that *differ from* each other are not alike.

*Chocolate **differs from** hazelnut in several ways.*

*Chauncey **differs with** Leroy about the merits of nougat.*

#### • *responsible for / to*

*responsible for* means to be the cause of something or to have it as a duty; *responsible to* means subordinate of.

*Pigeons are **responsible for** almost a third of the vandalism in this city.*

*I'm no longer **responsible for** that account—talk to Jenkins.*

*Fortunately, I'm not the one who's **responsible to** the mayor.*

#### • *think about / of*

*think about* means to actively consider something; *think of* means to come up with an idea, or refers to an opinion.

*I don't know what book you should read first. Let me **think about** it.*

*Whoever **thought of** having a dance at the planetarium was a genius!*

*What did you **think of** the last Van Damme movie?*

#### • *wait for / on*

*wait for* means to stay while expecting someone or something; *wait on* means to serve.

*I have to stay home this morning to **wait for** a delivery.*

*My name is Corbin, and I'll be **waiting on** you this evening.*

## EXERCISE 14

- 1 You can count \_\_\_\_\_ me, Congressman.  
 (A) in  
 (B) on  
 (C) to  
 (D) with
- 2 I think everyone will be able to benefit \_\_\_\_\_ the new plan.  
 (A) at  
 (B) by  
 (C) from  
 (D) on
- 3 My backpack is made \_\_\_\_\_ nylon.  
 (A) by  
 (B) out  
 (C) of  
 (D) for
- 4 Your backpack is made \_\_\_\_\_ hiking.  
 (A) of  
 (B) from  
 (C) by  
 (D) for
- 5 It is a tale told by an idiot, full \_\_\_\_\_ sound and fury, signifying nothing.  
 (A) from  
 (B) by  
 (C) in  
 (D) of
- 6 Will suffers \_\_\_\_\_ chronic migraines.  
 (A) by  
 (B) in  
 (C) from  
 (D) of
- 7 This condition is actually quite common \_\_\_\_\_ teenagers.  
 (A) for  
 (B) with  
 (C) between  
 (D) among
- 8 Please take a moment to listen \_\_\_\_\_ what I'm saying.  
 (A) at  
 (B) by  
 (C) in  
 (D) to
- 9 For the moment, let's limit our discussion \_\_\_\_\_ the knowable universe.  
 (A) by  
 (B) to  
 (C) of  
 (D) in
- 10 Bear in mind that I'm basing this \_\_\_\_\_ personal experience.  
 (A) by  
 (B) at  
 (C) on  
 (D) from
- 11 I'm afraid I have to insist \_\_\_\_\_ timely payment.  
 (A) by  
 (B) at  
 (C) on  
 (D) that
- 12 My economics teacher kind of reminds \_\_\_\_\_ a walrus.  
 (A) me to  
 (B) of me  
 (C) to I  
 (D) me of
- 13 Never before have I been accused \_\_\_\_\_ something so heinous.  
 (A) at  
 (B) to  
 (C) from  
 (D) of

**14** We're all looking forward \_\_\_\_\_ Stoppard's latest play.

- (A) at seeing
- (B) to see
- (C) to seeing
- (D) of seeing

**15** Do you think we should wait \_\_\_\_\_ him to call?

- (A) at
- (B) of
- (C) by
- (D) for

**16** So, who are you thinking \_\_\_\_\_ for the male lead?

- (A) about
- (B) over
- (C) of
- (D) to

**17** I do like ham, but I don't care \_\_\_\_\_ pork.

- (A) to
- (B) for
- (C) of
- (D) about

**18** You can hardly blame me \_\_\_\_\_ the decline in sales.

- (A) at
- (B) for
- (C) of
- (D) on

**19** We should really take advantage \_\_\_\_\_ the cheap oil here.

- (A) from
- (B) with
- (C) to
- (D) of

**20** I don't remember agreeing \_\_\_\_\_ those conditions.

- (A) on
- (B) at
- (C) to
- (D) with

**21** Clearly we are all concerned \_\_\_\_\_ the fate of the astronauts.

- (A) with
- (B) about
- (C) over
- (D) of

**22** My sister recently got engaged \_\_\_\_\_ a reporter.

- (A) in
- (B) at
- (C) for
- (D) to

**23** Jake and Lauren differ \_\_\_\_\_ the correct pronunciation of the word "fecund."

- (A) to
- (B) from
- (C) on
- (D) with

**24** I don't care \_\_\_\_\_ your opinion; I'm getting my hair cut.

- (A) with
- (B) about
- (C) for
- (D) at

**25** I prefer real lime juice \_\_\_\_\_ the artificial stuff.

- (A) on
- (B) to
- (C) over
- (D) instead of

**26** I blame the tax hike \_\_\_\_\_ the rise of illegal downloading.

- (A) on
- (B) of
- (C) with
- (D) for

27 He has contributed absolutely nothing \_\_\_\_\_ the process.

- (A) to
- (B) in
- (C) for
- (D) at

28 The committee's latest report is concerned \_\_\_\_\_ the safety of seat belts.

- (A) about
- (B) over
- (C) with
- (D) of

29 I am currently engaged \_\_\_\_\_ some pretty tense negotiations for a used van.

- (A) in
- (B) to
- (C) of
- (D) with

30 Off the record, I couldn't agree \_\_\_\_\_ you more about his odds for reelection.

- (A) at
- (B) in
- (C) to
- (D) with

31 Do you think you're ready \_\_\_\_\_ handle the challenges of law school?

- (A) to
- (B) at
- (C) for
- (D) on

32 Today we're going to talk \_\_\_\_\_ photosynthesis.

- (A) with
- (B) about
- (C) on
- (D) to

33 I apologize in advance \_\_\_\_\_ my sneezing fits.

- (A) on
- (B) to
- (C) from
- (D) for

34 We just wanted to thank you again \_\_\_\_\_ your kind words.

- (A) for
- (B) to
- (C) with
- (D) about

35 Do you wish to participate \_\_\_\_\_ our Labor Day parade?

- (A) in
- (B) to
- (C) at
- (D) with

36 So... how much do you know \_\_\_\_\_ inflationary cosmology?

- (A) with
- (B) about
- (C) over
- (D) of

37 My boss shouts \_\_\_\_\_ me if I take more than half an hour \_\_\_\_\_ lunch.

- (A) at ... for
- (B) on ... to
- (C) in ... for
- (D) to ... on

38 We're all angry \_\_\_\_\_ the budget cuts, but there's little to be done.

- (A) over
- (B) about
- (C) at
- (D) with

39 I'm a little jealous \_\_\_\_\_ the deal you got on that bike.

- (A) with
- (B) on
- (C) about
- (D) of

40 Did you remember \_\_\_\_\_ lock the back door?

- (A) for
- (B) of
- (C) to
- (D) about

## 4. SENTENCES

As with most other languages, English has much stricter rules in its written form than in its oral counterpart. One of the strictest spots is what makes a sentence and what doesn't. Although sentence fragments and run-ons—or, informally, incomplete and overstuffed sentences—will get your point across in everyday speech, they don't make the cut for grammatically correct written English.

*Where's the butter?*

—*On the dining room table.*

*Why did you put it there?*

—*So it would get softer.*

This dialogue is easy to understand, but the response to both questions is grammatically insufficient. The first response is a fragment because it has no verb; the second is a run-on. In strictly correct English it would read:

*Where's the butter?*

—*It is on the dining room table.*

*Why did you put it there?*

—*I put it there so it would get softer.*

### A sentence needs a subject and a conjugated verb.

WRONG: *624 pages about medieval torture! That wasn't a very pleasant read.*

RIGHT: *With 624 pages about medieval torture, that wasn't a very pleasant read.*

Note that the second person in the imperative mood uses an implicit you for a subject.

*Stand behind the yellow line.*

### A verb ending in *-ing* cannot be a sentence's primary verb.

WRONG: *Feeling better since the weather got warmer.*

RIGHT: *I have been feeling better since the weather got warmer.*

### Clauses beginning with subordinating conjunctions or with relative pronouns cannot be the main clause of a sentence.

Words like *before*, *after*, *although*, *because*, *if*, *when*, or *while* are called subordinating conjunctions because they indicate that the attached clause is a consequence of some more important information in the sentence. If a clause is the main point of the sentence, it should evidently not be subordinated.

WRONG: *Why do we keep coming back here? Because the cherry blossoms are intoxicating.*

RIGHT: *We keep coming back here because the cherry blossoms are intoxicating.*

WRONG: *Although you can't borrow my car, because there's no gas in it.*

RIGHT: *You can't borrow my car because there's no gas in it.*

*Which* and *who* are relative pronouns, which similarly mitigate the importance of a part of a sentence. A clause starting with a relative pronoun is a subordinate clause, and so cannot carry the full weight of a sentence.

WRONG: *I play the guitar and my sister plays the keytar. Which is like a guitar, but with keys.*

RIGHT: *I play the guitar and my sister plays the keytar, which is like a guitar, but with keys.*

*And, but, or, nor, for, so, and yet* are coordinating conjunctions because they do not diminish the importance of an attached clause. Indeed, clauses that use coordinating conjunctions can stand alone (this is frowned upon in traditionalist grammar, but in contemporary English it is acceptable).

### Avoid comma splices.

Two ideas that could stand alone as complete sentences cannot be joined with a comma if there is no conjunction between them. Use a period or a semicolon to separate them.

WRONG: *I can't lie, I really liked Mean Girls.*

RIGHT: *I can't lie. I really liked Mean Girls.*

RIGHT: *I can't lie; I really liked Mean Girls.*

WRONG: *This isn't right, the gas gauge is moving towards "full."*

RIGHT: *This isn't right; the gas gauge is moving towards "full."*

RIGHT: *This isn't right. The gas gauge is moving towards "full."*

### Adverbs are not used to join clauses.

Certain words have the same function as conjunctions—they link ideas and clauses together—but have different grammatical values. Words like *therefore* and *however* are adverbs, so they must be used with more care than conjunctions. Begin a new sentence, use a semicolon, or use a conjunction instead.

WRONG: *I can't give you this shovel, however I can sell it to you at a low, low price.*

RIGHT: *I can't give you this shovel. However, I can sell it to you at a low, low price.*

RIGHT: *I can't give you this shovel; however, I can sell it to you at a low, low price.*

WRONG: *Esperanto is the ultimate global language, therefore the Internet is the perfect vehicle for it.*

RIGHT: *Esperanto is the ultimate global language. Therefore, the Internet is the perfect vehicle for it.*

RIGHT: *Esperanto is the ultimate global language; therefore, the Internet is the perfect vehicle for it.*

RIGHT: *Esperanto is the ultimate global language, so the Internet is the perfect vehicle for it.*

## ■ Syntax

### The general word order of a sentence is subject + verb + complement/object.

*My dog chased the ice cream truck for ten blocks.*

*The principal has rabies.*

*You rock!*

*Stop!*

In the latter example, *stop* is the verb, and the subject is the implicit *you*.

Word order can be flexible, but you must take care not to change the meaning of a sentence by moving its various units around.

*Dewey defeated Truman.*

*Truman defeated Dewey.*

### **Avoid misplaced modifiers.**

Modifying phrases must be unambiguous and placed as close as possible to the element they are modifying.

WRONG: *More used to cold climates, the mating habits of the albatross change near the Aleutian Islands.*

RIGHT: *More used to cold climates, the albatross changes its mating habits near the Aleutian Islands.*

UNCLEAR: *He bought a camel that can tell time in England.*

CLEAR: *In England, he bought a camel that can tell time.*

### **Avoid dangling and squinting modifiers.**

It needs to be clear what a modifying phrase is meant to describe. A dangling modifier has no clear referent in the rest of the sentence:

WRONG: *While combing my hair, a bird flew by my window.*

RIGHT: *While I was combing my hair, a bird flew by my window.*

RIGHT: *While combing my hair, I saw a bird fly by my window.*

A squinting modifier sits between two ideas that it could conceivably describe, making for a sentence that could be interpreted in two ways:

UNCLEAR: *A man who drinks rarely has time for religion.*

CLEAR: *A man who rarely drinks has time for religion.*

CLEAR: *Rarely does a man who drinks have time for religion.*

### **Limiting words like *only*, *hardly* and *almost* should come right before what they modify.**

UNCLEAR: *Monk only works as a translator of literary texts.*

Proper placement of *only* resolves the ambiguity.

CLEAR: *Monk works only as a translator of literary texts.*

CLEAR: *Monk works as a translator of only literary texts.*

### **A modifying phrase at the beginning of a sentence must modify the subject directly.**

WRONG: *Straight out of the oven, the family devoured the pie.*

RIGHT: *Straight out of the oven, the pie was devoured by the family.*

Technically, an introductory modifying phrase cannot describe a noun in the possessive form:

WRONG: *Because he hardly left Mississippi in his life, Faulkner's work is strongly tied to his own region.*

RIGHT: *Because he hardly left Mississippi in his life, Faulkner tied his work strongly to his own region.*

## **■ Parallelism**

### **Items listed in a sentence should all have the same grammatical and logical form.**

When a list starts with a noun phrase, all the items after it should be noun phrases too. When a list starts with a verb, all the items after it should be verbs. When a list starts with a clause, all the items after it should be clauses. And so on.

WRONG: *Smoking can reduce life expectancy, increase the risk of cancer, and it can be addictive.*

RIGHT: *Smoking can reduce life expectancy, increase the risk of cancer, and be addictive.*

WRONG: *Oasis's continued success is surprising because they tour infrequently, record the same album over and over, and because they make disparaging comments about the Beatles.*

RIGHT: *Oasis's continued success is surprising **because they** tour infrequently, **because they** record the same album over and over, **and because they** make disparaging comments about the Beatles.*

RIGHT: *Oasis's continued success is surprising because they tour infrequently, record the same album over and over, **and make** disparaging comments about the Beatles.*

WRONG: *Advertising is everywhere: in schools, restaurants, and at sporting events.*

RIGHT: *Advertising is everywhere: in schools, in restaurants, and at sporting events.*

**Prepositions and other functional words in a list should be used just once or for every item.**

WRONG: *This train goes to Glencoe, Kenilworth, and to Fort Sheridan.*

RIGHT: *This train goes to Glencoe, **to** Kenilworth, and **to** Fort Sheridan.*

RIGHT: *This train goes to Glencoe, [...] Kenilworth, and [...] Fort Sheridan.*

**In constructions like both X and Y, and not only X but also Y, X and Y should be parallel.**

WRONG: *Your job is not only to teach riding but also monitoring the milking of the cows.*

RIGHT: *Your job is not only to teach riding but also **to monitor** the milking of the cows.*

WRONG: *I am neither impressed by your display of power nor do I wish to hear any more.*

RIGHT: *I am neither impressed by your display of power **nor eager** to hear any more.*

RIGHT: *I **neither feel** impressed by your display of power nor wish to hear any more.*

**Elements compared using the verb be should be parallel.**

*Less is more.*

*I prefer **jogging** to **running**.*

*It's better **to have loved and lost** than **to never have loved** at all*

WRONG: *To judge the plot of the novel is missing the point.*

RIGHT: ***To judge** the plot of the novel is **to miss** the point.*

## EXERCISE 15

- 1 Worried? **Don't be, we'll tell you** all you need to know.  
(A) Don't be, however we'll tell you  
(B) Don't you be, we'll tell you  
(C) Don't be, but we'll tell you  
(D) Don't be. We'll tell you
- 2 She was considered not only a captivating public speaker **but also being a pillar** of the community.  
(A) but a pillar  
(B) but also a pillar  
(C) but also she was considered a pillar  
(D) but she was a pillar
- 3 The volunteer fire department proved a mixed **blessing they showed up quickly** but almost set the whole block on fire.  
(A) blessing however they showed up quickly  
(B) blessing, they showed up quickly  
(C) blessing and they showed up quickly  
(D) blessing; they showed up quickly
- 4 Having a picnic is a much nicer way to spend a sunny day **than to surf** the web.  
(A) than it is to surf  
(B) as to surf  
(C) as surfing  
(D) than surfing
- 5 **Sven and me, making two batches of cookies**, we still have four more to make.  
(A) Sven and I, making two batches of cookies  
(B) Though Sven and I have made two batches of cookies  
(C) Sven and me have made two batches of cookies  
(D) Despite Sven and I making two batches of cookies
- 6 Tell Gallagher not to come, **we don't need him** anymore.  
(A) nevertheless we don't need him  
(B) don't we need him  
(C) because we didn't need him  
(D) since we don't need him
- 7 **One of the people singing loudly broke a vase.**  
(A) One of the loud people singingly broke a vase  
(B) One of the singing loudly people broke a vase  
(C) One of the singers loudly broke a vase  
(D) One of the people singing loudly was breaking a vase
- 8 Famished at halftime, **the snacks rapidly devoured the hockey players.**  
(A) the snacks were rapidly devoured by the hockey players  
(B) the hockey players rapidly devoured the snacks  
(C) the rapid snacks devoured the hockey players  
(D) the hockey players devoured the rapid snacks
- 9 I go to bakeries **all day long there is a lack** of sweetness in my life.  
(A) all day long. There is a lack  
(B) all day long, there is a lack  
(C) all day, there is a long lack  
(D) all day, lacking
- 10 **Thinking** a lot about moving away these days.  
(A) I am thinking  
(B) I was thinking  
(C) To be thinking  
(D) Who thinks

**11** Because I can't find the keys, and we're not going to be able to drive to the amusement park.

- (A) keys. And
- (B) keys; and
- (C) keys, which is why
- (D) keys,

**12** I lent my book to Carl that has my notes in the margins.

- (A) to Carl, who has my notes in the margins
- (B) with all my notes in the margins to Carl
- (C) to Carl which has my notes in the margins
- (D) which has my notes to Carl in the margins

**13** I've been trying to catch coyotes with honey.

- (A) I've been trying to catch honey with coyotes.
- (B) With honey, I've been trying to catch coyotes with honey.
- (C) I've been trying, with honey, to catch with coyotes.
- (D) I've been using honey to try to catch coyotes.

**14** Losing a limb isn't nearly as bad as to lose a loved one.

- (A) as it is to lose a loved one
- (B) than to lose a loved one
- (C) than losing a loved one
- (D) as losing a loved one

**15** First released in 1997, Mogwai made a statement with *Young Team*.

- (A) Mogwai, which made a statement with *Young Team*
- (B) *Young Team* made a statement with Mogwai
- (C) Mogwai's *Young Team* made a statement
- (D) Mogwai made *Young Team*, a statement.

**16** With the titanium ray in my possession, nothing can stop me.

- (A) With the titanium ray,
- (B) Having the titanium ray
- (C) For I have the titanium ray
- (D) As the titanium ray is

**17** It's too late, all is lost.

- (A) It's too late; and all is lost
- (B) It's too late. Because all is lost
- (C) It's too late; all is lost
- (D) It's too late which all is lost

**18** A writer writes, it's not a hobby but a necessity.

- (A) Because a writer writes, it's not a hobby but a necessity
- (B) A writer writes not a hobby but a necessity.
- (C) A writer writes, which is not a hobby but it's a necessity.
- (D) A writer writes: it's not a hobby but a necessity

**19** We need to go home because I'm tired and your appointment tomorrow.

- (A) We need to go home because I'm tired and of your appointment tomorrow
- (B) Because I'm tired and your appointment tomorrow, we need to go home
- (C) We need to go home; I'm tired and your appointment tomorrow
- (D) We need to go home because I'm tired and your appointment is tomorrow

**20** Walking through the art museum yesterday, postmodernism seemed to me like a blessing and a curse.

- (A) While walking through the art museum yesterday
- (B) As I walked yesterday through the art museum
- (C) While it was walking through the art museum yesterday
- (D) While I walk through the art museum yesterday

## REVIEW TEST C

- 1 Compared \_\_\_\_\_ my sister, I have accomplished very little in my life so far.  
(A) of  
(B) to  
(C) as  
(D) with
- 2 I want neither your money \_\_\_\_\_.  
(A) nor pity  
(B) or your pity  
(C) or pity  
(D) nor your pity
- 3 You could stand to be nicer \_\_\_\_\_ your parents.  
(A) with  
(B) for  
(C) at  
(D) to
- 4 Send in your \_\_\_\_\_ hurt to try.  
(A) CV it can't  
(B) CV, it can't  
(C) CV. Can't it  
(D) CV. It can't
- 5 This cereal tastes no different \_\_\_\_\_ the generic kind.  
(A) to  
(B) with  
(C) from  
(D) than
- 6 This piece was composed by Stravinsky and consists \_\_\_\_\_ three movements.  
(A) to  
(B) by  
(C) in  
(D) of
- 7 We passed a law to prevent people like you \_\_\_\_\_ amok.  
(A) from running  
(B) to run  
(C) running  
(D) from to run
- 8 Leonard tended to enjoy fishing more than \_\_\_\_\_.  
(A) his friends  
(B) his friends do  
(C) being his friends  
(D) he did his friends
- 9 Once you \_\_\_\_\_ the secret code, you must not reveal it to anyone.  
(A) are giving  
(B) have given  
(C) have been given  
(D) give
- 10 I alone am responsible \_\_\_\_\_ the mischief perpetrated last night.  
(A) to  
(B) with  
(C) of  
(D) for
- 11 I forbid \_\_\_\_\_ the house dressed like that!  
(A) you from leaving  
(B) your leave  
(C) you to leave  
(D) to you of leaving
- 12 Giving up smoking is even harder \_\_\_\_\_.  
(A) as it looks  
(B) than it is looking  
(C) than it looks  
(D) than looking

**13** Before going to bed she always drank a cup of tea, read the newspaper, and \_\_\_\_\_ for the next day.  
 (A) lied out her clothes  
 (B) she laid out her clothes  
 (C) laying out her clothes  
 (D) laid out her clothes

**14** My father prefers the *Star-Ledger* \_\_\_\_\_ swatting flies.  
 (A) for *USA Today* for  
 (B) over *USA Today* to  
 (C) and *USA Today* to  
 (D) to *USA Today* for

**15** This isn't \_\_\_\_\_ try inflating it from the other side.  
 (A) working let's  
 (B) working, let's  
 (C) working, therefore let's  
 (D) working, so let's

**16** With all due respect, you can't blame \_\_\_\_\_ your misapprehensions about the system.  
 (A) me on  
 (B) on me  
 (C) me for  
 (D) to me

**17** The Suburban was not only out of gas but \_\_\_\_\_ cleaning.  
 (A) in the need of  
 (B) also needed  
 (C) also in need of  
 (D) also needing

**18** This is the vacation home I've been dreaming \_\_\_\_\_ since I saw *How Stella Got Her Groove Back*.  
 (A) on  
 (B) with  
 (C) of  
 (D) to

**19** A baseball team is composed \_\_\_\_\_ 25 players, nine of \_\_\_\_\_ are playing at any given time.  
 (A) by ... who  
 (B) of ... them  
 (C) by ... whom  
 (D) of ... whom

**20** I asked my cousin Leonard to look \_\_\_\_\_ the store while I'm gone.  
 (A) after  
 (B) for  
 (C) at  
 (D) on

# ANSWER KEYS

## EXERCISE 1

- 1 wishes
- 2 laugh
- 3 inquired
- 4 formatting
- 5 runs
- 6 trafficking
- 7 punches
- 8 referring
- 9 overdoes
- 10 weigh
- 11 interring
- 12 inferred
- 13 replies
- 14 looks
- 15 frolicked
- 16 skiing
- 17 paying
- 18 buses
- 19 developed
- 20 canoeing
- 21 trying
- 22 does
- 23 rigging
- 24 fish
- 25 goes
- 26 trimmed
- 27 implying
- 28 cursing
- 29 spend
- 30 rusts
- 31 played
- 32 eyeing
- 33 canceled
- 34 rebelling
- 35 emptying

36 taking

37 has

38 snowshoeing

39 lived

40 dancing

## EXERCISE 2

- 1 (A)
- 2 (D)
- 3 (C)
- 4 (D)
- 5 (C)
- 6 (C)
- 7 (B)
- 8 (D)
- 9 (B)
- 10 (D)
- 11 (D)
- 12 (A)
- 13 (D)
- 14 (D)
- 15 (B)
- 16 (D)
- 17 (D)
- 18 (A)
- 19 (A)
- 20 (B)
- 21 (D)
- 22 (B)
- 23 (B)
- 24 (D)
- 25 (C)
- 26 (B)
- 27 (C)
- 28 (D)
- 29 (A)
- 30 (B)

## EXERCISE 3

- 1 (A)
- 2 (C)
- 3 (A)
- 4 (C)
- 5 (A)
- 6 (C)
- 7 (C)
- 8 (D)
- 9 (A)
- 10 (A)
- 11 (C)
- 12 (A)
- 13 (A)
- 14 (A)
- 15 (A)
- 16 (B)
- 17 (C)
- 18 (B)
- 19 (C)
- 20 (B)

## EXERCISE 4

- 1 (A)
- 2 (C)
- 3 (D)
- 4 (A)
- 5 (A)
- 6 (B)
- 7 (A)
- 8 (D)
- 9 (C)
- 10 (D)
- 11 (A)
- 12 (A)
- 13 (C)

- 14 (A)
- 15 (B)
- 16 (D)
- 17 (B)
- 18 (D)
- 19 (A)
- 20 (A)

## EXERCISE 5

- 1 (A)
- 2 (D)
- 3 (B)
- 4 (D)
- 5 (B)
- 6 (C)
- 7 (A)
- 8 (C)
- 9 (A)
- 10 (C)
- 11 (D)
- 12 (A)
- 13 (C)
- 14 (B)
- 15 (C)
- 16 (D)
- 17 (B)
- 18 (A)
- 19 (C)
- 20 (B)

## EXERCISE 6

- 1 (A)
- 2 (B)
- 3 (B)
- 4 (A)
- 5 (B)
- 6 (A)

- 7 (B)
- 8 (B)
- 9 (B)
- 10 (C)
- 11 (A)
- 12 (A)
- 13 (C)
- 14 (C)
- 15 (A)
- 16 (A)
- 17 (D)
- 18 (C)
- 19 (C)
- 20 (A)

**EXERCISE 7**

- 1 (C)
- 2 (D)
- 3 (C)
- 4 (C)
- 5 (A)
- 6 (C)
- 7 (B)
- 8 (C)
- 9 (A)
- 10 (A)
- 11 (A)
- 12 (C)
- 13 (A)
- 14 (A)
- 15 (B)
- 16 (D)
- 17 (A)
- 18 (B)
- 19 (D)
- 20 (D)

**REVIEW TEST A**

- 1 (A)
- 2 (C)
- 3 (B)
- 4 (C)
- 5 (A)
- 6 (C)
- 7 (C)
- 8 (A)
- 9 (B)
- 10 (A)
- 11 (B)
- 12 (C)
- 13 (D)
- 14 (D)
- 15 (C)
- 16 (C)
- 17 (A)
- 18 (C)
- 19 (C)
- 20 (A)
- 21 (A)
- 22 (B)
- 23 (D)
- 24 (B)
- 25 (A)
- 26 (B)
- 27 (A)
- 28 (B)
- 29 (A)
- 30 (C)
- 31 (B)
- 32 (A)
- 33 (A)
- 34 (B)
- 35 (B)
- 36 (C)
- 37 (D)

- 38 (B)
- 39 (A)
- 40 (B)

**EXERCISE 8**

- 1 ... *Fury is* ...
- 2 ... it costs *is* ...
- 3 ... a *phenomenon* ...
- 4 No error.
- 5 ... with *bacteria*.
- 6 ... are *alumni* ...
- 7 ... pants *are* ...
- 8 Statistics *is* ...
- 9 ... people *do not* stand ...
- 10 ... are highly *irregular*.
- 11 No error.
- 12 ... and a *parenthesis*.
- 13 ... her *teeth* ...
- 14 ... hypotheses *turn* or *hypothesis* turns
- 15 An *erratum* ...
- 16 ... on the *curriculum*.
- 17 No error.
- 18 ... a new *cafeteria* ...
- 19 ... all but *one of the troops*.
- 20 ... get *syllabi*?

**EXERCISE 9**

- 1 (B)
- 2 (D)
- 3 (D)
- 4 (D)
- 5 (B)

- 6 (D)
- 7 (C)
- 8 (C)
- 9 (D)
- 10 (C)
- 11 (A)
- 12 (D)
- 13 (A)
- 14 (B)
- 15 (A)

**EXERCISE 10**

- 1 (A)
- 2 (B)
- 3 (A)
- 4 (B)
- 5 (B)
- 6 (A)
- 7 (B)
- 8 (B)
- 9 (A)
- 10 (A)
- 11 (A)
- 12 (A)
- 13 (A)
- 14 (A)
- 15 (B)
- 16 (B)
- 17 (A)
- 18 (B)
- 19 (A)
- 20 (B)
- 21 (B)
- 22 (D)
- 23 (D)
- 24 (C)
- 25 (B)
- 26 (A)
- 27 (B)
- 28 (B)

- 29 (A)  
30 (A)

**EXERCISE 11**

- 1 (D)  
2 (D)  
3 (A)  
4 (A)  
5 (B)  
6 (A)  
7 (A)  
8 (B)  
9 (B)  
10 (B)

**REVIEW  
TEST B**

- 1 (D)  
2 (D)  
3 (A)  
4 (C)  
5 (A)  
6 (A)  
7 (C)  
8 (A)  
9 (A)  
10 (C)  
11 (D)  
12 (C)  
13 (B)  
14 (A)  
15 (B)  
16 (C)  
17 (C)  
18 (D)  
19 (A)  
20 (C)

**EXERCISE 12**

- 1 (B)  
2 (C)

- 3 (D)  
4 (B)  
5 (C)  
6 (D)  
7 (A)  
8 (D)  
9 (B)  
10 (B)

**EXERCISE 13**

- 1 (C)  
2 (C)  
3 (D)  
4 (B)  
5 (A)  
6 (D)  
7 (A)  
8 (B)  
9 (C)  
10 (A)  
11 (A)  
12 (B)  
13 (D)  
14 (C)  
15 (B)  
16 (A)  
17 (D)  
18 (A)  
19 (C)  
20 (D)

**EXERCISE 14**

- 1 (B)  
2 (C)  
3 (C)  
4 (D)  
5 (D)  
6 (C)  
7 (D)  
8 (D)

- 9 (B)  
10 (C)  
11 (D)  
12 (D)  
13 (D)  
14 (C)  
15 (D)  
16 (C)  
17 (B)

- 18 (B)  
19 (D)  
20 (C)  
21 (B)  
22 (D)  
23 (C) (*rhymes with  
"second"*)

- 24 (B)  
25 (B)  
26 (A)  
27 (A)  
28 (C)  
29 (A)  
30 (D)  
31 (A)  
32 (B)  
33 (D)  
34 (A)  
35 (A)  
36 (B)  
37 (A)  
38 (B)  
39 (D)  
40 (C)

**EXERCISE 15**

- 1 (D)  
2 (B)  
3 (D)  
4 (D)

- 5 (B)  
6 (D)  
7 (C)  
8 (B)  
9 (A)  
10 (A)  
11 (D)  
12 (B)  
13 (D)  
14 (D)  
15 (C)  
16 (D)  
17 (C)  
18 (D)  
19 (D)  
20 (B)

**REVIEW  
TEST C**

- 1 (B)  
2 (D)  
3 (D)  
4 (D)  
5 (C)  
6 (D)  
7 (A)  
8 (D)  
9 (C)  
10 (D)  
11 (C)  
12 (C)  
13 (D)  
14 (D)  
15 (C)  
16 (C)  
17 (C)  
18 (C)  
19 (D)  
20 (A)