

Peterson's

MASTER

TOEFL

WRITING SKILLS

PETERSON'S

A  **nelnet** COMPANY

PETERSON'S

A  **nelnet** COMPANY

About Peterson's, a Nelnet company

Peterson's (www.petersons.com) is a leading provider of education information and advice, with books and online resources focusing on education search, test preparation, and financial aid. Its Web site offers searchable databases and interactive tools for contacting educational institutions, online practice tests and instruction, and planning tools for securing financial aid. Peterson's serves 110 million education consumers annually.

For more information, contact Peterson's, 2000 Lenox Drive, Lawrenceville, NJ 08648; 800-338-3282; or find us on the World Wide Web at www.petersons.com/about.

© 2007 Peterson's, a Nelnet company

Previously published as *Grammar Workbook for the TOEFL Exam* © 1971, 1974, 1976, 1978, 1980, 1985, 1989, 1992, 1994, 1996, 1998

Editor: Wallie Walker Hammond; Production Editor: Linda Seghers; Manufacturing Manager: Raymond Golaszewski; Composition Manager: Gary Rozmierski

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including photocopying, recording, taping, Web distribution, or information storage and retrieval systems—without the prior written permission of the publisher.

ISBN-13: 978-0-7689-2329-2

ISBN-10: 0-7689-2329-8

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1 08 07 06

First Edition

Petersons.com/publishing

Check out our Web site at www.petersons.com/publishing to see if there is any new information regarding the tests and any revisions or corrections to the content of this book. We've made sure the information in this book is accurate and up-to-date; however, the test format or content may have changed since the time of publication.

OTHER TITLES IN SERIES

Peterson's Master TOEFL Reading Skills

Peterson's Master TOEFL Vocabulary

Contents

Before You Begin	ix
How This Book Is Organized	ix
Special Study Features	ix
You're Well on Your Way to Success	x
Give Us Your Feedback	x
Top 10 Strategies to Raise Your Score	xi
Abbreviations	xii

PART I: TOEFL WRITING BASICS

1 All About TOEFL Writing	3
The TOEFL Essay	3
The Integrated Writing Task of the TOEFL iBT	8
Summing It Up	9

PART II: DIAGNOSING STRENGTHS AND WEAKNESSES

2 Practice Test 1: Diagnostic	15
Answer Key and Explanations	20

PART III: TOEFL WRITING REVIEW

3 Modifiers	27
Adverbs Like <i>Only</i>	28
Split Infinitives	29
Dangling Modifiers	30
Adjective/Adverb Confusion	32
Adjectives after Verbs of Sensation	34
Noun Adjectives	35
Hyphenated or Compound Adjectives	37
Demonstratives	38
<i>Few, Little, Much, and Many</i>	39
Cardinal and Ordinal Numbers	42

	Sameness and Similarity	44
	Comparatives	46
	Superlatives	48
	Cause and Result	50
	Articles	53
	<i>Too, Very, and Enough</i>	55
	Negation	57
	Exercises: Modifiers	61
	Answer Key and Explanations	64
	Summing It Up	65
4	Verbs	67
	Tense	67
	Time Clauses	69
	Verbs of “Demand”	70
	Wishes	71
	Conditionals	73
	Modals	75
	Verbals	77
	Past Participles	81
	Present and Perfect Participles and Infinitives	84
	Exercises: Verbs	86
	Answer Key and Explanations	88
	Summing It Up	89
5	Pronouns	91
	Relative Pronouns	91
	Personal Pronouns—Case	93
	<i>Who/Whom</i>	95
	Possessives	98
	Faulty Reference	100
	Person	102
	Number	104
	<i>Those</i> Modified	107
	Exercises: Pronouns	108
	Answers and Explanations	109
	Summing It Up	110
6	Basic Patterns	111
	Indirect Objects	111
	Order of Adverbs	113
	Embedded Questions	116
	<i>To/For</i> (Purpose)	118
	Double Subjects	120
	Clauses	121
	Exercises: Basic Patterns	125

Answer Key and Explanations.....	127
Summing It Up	128
7 Style	129
Voice	129
Parallelism	133
Wordiness	136
Substandard	139
Usage	142
Words Often Confused, Group I	146
Words Often Confused, Group II	150
Words Often Confused, Group III	154
Correlative Conjunctions	157
Subject/Verb Agreement	159
Parts of Speech	162
Prepositions (General Use)	164
Prepositions in Combinations	167
Exercises: Style	171
Answer Key and Explanations.....	174
Summing It Up	176

PART IV: THREE PRACTICE TESTS

Practice Test 2	181
Answer Key and Explanations	185
Practice Test 3	189
Answer Key and Explanations	193
Practice Test 4	197
Answer Key and Explanations	201

Before You Begin

HOW THIS BOOK IS ORGANIZED

If you are preparing for any version of the TOEFL, you are not alone. Almost a million people all over the world took the TOEFL last year. A high score on this test is an essential step in being admitted to graduate or undergraduate programs at almost all colleges and universities in North America. But preparing for this test can be a difficult, often frustrating experience.

Peterson's Master TOEFL Writing Skills, used as a self-tutor, will help you improve your writing skills.

- **Top 10 Strategies to Raise Your Score** gives you test-taking strategies.
- **Part I** includes basic information about the TOEFL writing section.
- **Part II** provides a diagnostic test to determine your strengths and weaknesses.
- **Part III** provides the basic grammar and writing review. The exercises progress from relatively simple to relatively difficult as you continue through the book. Various skills, such as error identification and writing style, are reviewed.
- **Part IV** includes three additional practice writing tests. They will show you how well you have mastered the writing skills presented in this book.

SPECIAL STUDY FEATURES

Peterson's Master TOEFL Writing Skills is designed to be user-friendly. To this end, it includes features to make your preparation much more efficient.

Overview

The review chapter begins with a bulleted overview, listing the topics to be covered in the chapter. This will allow you to quickly target the areas in which you are most interested.

Summing It Up

The review chapter ends with a point-by-point summary that captures the most important concepts. They are a convenient way to review the chapter's key points.

Bonus Information

Look in the page margins of your book for the following test prep tool:

NOTE

Notes highlight critical information about a concept in the review section. These notes will provide you with additional study tools.

YOU'RE WELL ON YOUR WAY TO SUCCESS

Remember that knowledge is power. By using *Peterson's Master TOEFL Writing Skills* as a supplement to your other TOEFL test preparation, you will fine-tune your writing skills and abilities.

GIVE US YOUR FEEDBACK

Peterson's publishes a full line of resources to help guide you and your family through the college admission process.

We welcome any comments or suggestions you may have about this publication and invite you to complete our online survey at www.petersons.com/booksurvey. Or you can fill out the survey at the back of this book, tear it out, and mail it to us at:

Publishing Department
Peterson's
2000 Lenox Drive
Lawrenceville, NJ 08648

Your feedback will help us to provide personalized solutions for your educational advancement.

TOP 10 STRATEGIES TO RAISE YOUR SCORE

1. As with other sections of the TOEFL, **be familiar with the directions and examples so you can begin work immediately.**
2. **Come up with a plan.** Make sure your essay has an introduction, a body, and a conclusion.
3. **Brainstorm for 3 to 5 minutes.** Write down words and phrases that are related to your topic.
4. **Write simple sentences** to help you put your ideas into a complete form.
5. **Order your ideas in a logical pattern to support your thesis.**
6. **Use specific, detailed examples from your thoughts** to develop your ideas.
7. **Choose effective words and include transitional words and phrases** to unify your work.
8. **Set aside 2–4 minutes for revising, editing, and proofreading.** Make sure everything you included says what you mean.
9. **Make sure you have written about the given prompt only and that you have answered the question completely.**
10. **Concentration is another important factor.** Your practice and hard work will help you.

ABBREVIATIONS

The following is a list of the abbreviations used in the review sections of this book.

adj.	adjective
adv.	adverb
aux.	auxiliary
cl.	clause
CN	count noun
comp.	comparative
conj.	conjunction
d.o.	direct object
fut.	future
infin. (or <i>to</i> + <i>V</i>)	infinitive
i.o.	indirect object
irr.	irregular
n	noun
ncn	non-count noun
neg.	negative
obj.	object
part.	participle
past part.	past participle
past perf.	past perfect
perf. part.	perfect participle
pl.	plural
prep.	preposition
pres.	present
pron.	pronoun
qw	question word
s	subject
sing.	singular
suprl.	superlative
<i>to</i> + <i>have</i> + past part.	perfect infinitive
<i>to</i> + <i>v</i> (or <i>infin.</i>)	infinitive
<i>v</i>	simple form of the verb
<i>v</i> + <i>ing</i>	present participle or gerund

PART I

TOEFL WRITING BASICS

CHAPTER 1 All About TOEFL Writing

All About TOEFL Writing

OVERVIEW

- The TOEFL essay
- The independent writing task of the TOEFL iBT
- Summing it up

THE TOEFL ESSAY

An *essay* is a short literary composition on a single subject that usually presents the personal view of the author—you. In the fourth and last section of the TOEFL, you will write an essay about a topic that will be assigned to you. You will have 30 minutes to write a three- to five-paragraph essay on that topic. You must write on the topic you are assigned. An essay on any topic other than the one assigned will receive a score of “0.”

Before the topic is presented, you must choose whether to type your essay on the computer or to hand write your essay on the paper essay answer sheet provided. Scratch paper will be given to you for making notes. For the paper-based TOEFL, the final version must be on the single-page, two-sided essay answer sheet. For the CBT or iBT version of the TOEFL, you will compose the final version of your essay in the “essay box” on the computer screen. The essay topic will be presented to you on the computer screen.

You will not know the topic ahead of time. Although you must write only on the topic that is assigned to you, there is a way to prepare for this section.

Your essay score will depend upon your ability to compose a well-written essay that answers the question in a relatively short period of time—in this case, 30 minutes. Your essay must be well organized and well developed; you must provide the reader with clearly appropriate details to support your thesis or illustrate your ideas. Your writing should show, throughout the essay, that you’re comfortable expressing complex ideas in the English language. You should also use a variety of grammatical structures (clauses, tenses, etc.) and use a vocabulary that is appropriate to your topic.

Preparing Your First Version of the Essay

THE PLAN

Writing is a process, like a recipe for a special meal. You have a good chance of succeeding as an essayist if you follow these directions. The first step in the writing process is to have a plan.

An essay should have:

- an introduction,
- a body, and
- a conclusion.

In the *introduction*, you get the reader's attention and tell the reader what you are going to write about. You also give the reader any special information that guides the reader to the body of your essay. In the case of a TOEFL essay, the introduction should be one paragraph that contains four to five sentences.

The *body* of the essay should be made up of one to three paragraphs that contain the ideas you want to communicate to the reader.

The *conclusion*, which should be one paragraph, summarizes what you wrote in the body and reveals the conclusion you want the reader to make.

Do not write the essay without planning. Begin the process by "brainstorming."

BRAINSTORMING

In all writing classes, there is an exercise called *brainstorming*, which helps you start the flow of ideas necessary for an essay. This process involves writing words and phrases that are related to your topic as they come into your head. For example, look at the following topic:

What are some of the qualities of a good parent? Use specific details and examples to explain your answer.

Depending on your beliefs, you might write down the following words while brainstorming:

Strength of character

Love of family life

Earn a living

Spends time with children

Set an example

Help children with emotional problems in adolescence

WRITE SENTENCES ABOUT WHAT YOU BRAINSTORM

These are simple sentences that help you put ideas into complete form, but the sentences are in no way the final version that you will submit.

You might come up with sentences such as:

- A parent should earn money to provide food, clothing, and shelter for his or her family.
- A parent should not work so many hours that he or she ignores the family.
- Parents should show affection to their children, hugging and being affectionate with them as their culture calls for.
- Parents should encourage their children to study in school by setting the example of working hard at their jobs and at home.

Writing these sentences should take you about 5 minutes.

LOGICAL ORDER

After you have written your sentences, put them into a logical order. That is, arrange the order of sentences so that they relate to one another in a logical sequence. Then, decide which sentences should go into the introduction, the body, and the conclusion. You will probably find that you need more sentences. If so, write them at this time, and place them in the appropriate paragraphs in the appropriate section of the essay. Do not spend too much time writing the sentences. In the margins next to the sentences, write numbers that will indicate the proper order of the sentences. This should take 3 to 5 minutes.

WRITE TOPIC SENTENCES FOR ALL THE PARAGRAPHS IN YOUR ESSAY

A topic sentence contains the controlling idea of a paragraph and tells the reader what the paragraph is about. Look at your sentences and decide which one should begin the introductory paragraph, which ones should begin the paragraphs in the body, and which one should begin the conclusion. You may have already written some topic sentences. If not, write those that are needed. This should take you about 5 minutes.

WRITE THE ESSAY

You now have 10 minutes to put the essay into final shape. You have all the ideas, sentences, and paragraphs in the correct order, but you need to check your sentences for grammar and spelling errors. Then, following the numbers in your margin, write your sentences in the correct order in the final draft.

Write About One Choice

You now have a process to write the essay, but there are rules that you should follow when looking at your assigned topic. There are 185 possible topics for the essay, but there are only four ways that the topic is stated. If you learn to recognize the kind of topic that you have been assigned, you will be able to organize your writing more efficiently.

Most essay topics ask you to make a choice. For example:

Some people prefer to eat at food stands or restaurants. Other people prefer to prepare and eat food at home. Which do you prefer? Use specific reasons and examples to support your answer.

You probably enjoy eating in restaurants and at home, depending on your mood, your work schedule, or your diet. However, do **not** write an essay that says that sometimes you like eating in a restaurant and sometimes at home. You must choose one or the other if you want to write an essay that answers the question correctly.

Other topics ask you whether you agree or disagree with a statement. Others will ask you to tell which is better or whether you support one thing or another. These topics require you to choose *only one* thing and write about it. Do not write about both.

One kind of topic can easily deceive you. Read the following:

Nowadays, food has become easier to prepare. Has this change improved the way people live? Use specific reasons and examples to support your answer.

This topic asks you to make a choice, but it may not be obvious. It is not about food. It's about the way food preparation affects the way people live. You have to choose between two possible opinions. Opinion one is "The change in food preparation has improved the way people live." The other is "The change has not improved the way people live." Make sure your essay covers the right topic.

SINGLE TOPICS

There are some types of questions that ask you to choose the topic yourself. These topics are often referred to as "desert island questions." For example:

If you had to live on a desert island and could have only one book to read, what would it be? Explain your answer, using specific reasons and details.

The topic question gives you the circumstances of your choice, but it leaves the choice of the details of your answer up to you. A more likely topic is as follows:

If you could study a subject that you have never had the opportunity to study, what would you choose? Explain your choice, using specific reasons and details.

Here is the desert island question in a slightly different form. You have to write about one academic subject, not necessarily one that you always wanted to study, but also one that might have helped you in a particular way or one that your parents would have been pleased about. Whatever subject you write about, you must provide details about your desires or those of your parents. Or, you could write about the way the course would have helped your work.

CAUSE AND EFFECT TOPICS

Some topics require you to identify causes, effects, and causes and effects together. Look at the following example:

How do movies or television influence people's behavior? Use reasons and specific examples to support your answer.

In this example, the statement gives you the cause, "movies or television." It is your job to write about the effect of these media on people's behavior.

In the following example, the statement gives you the effect:

Why do you think some people are attracted to dangerous sports or other dangerous activities? Use specific reasons and examples to support your answer.

The effect is "some people are attracted to dangerous sports or other dangerous activities." You must write about the causes of this attraction.

In the following example, you are required to write about both cause *and* effect:

People do many different things to stay healthy. What do you do for good health? Use specific reasons and examples to support your answer.

You must write about what you do for good health, which is the cause. You must also write about the effect of what you do.

"MANY THINGS" TOPICS

Topics often require you to report several facts. For example:

Films can tell us a lot about the country where they were made. What have you learned about a country from watching its movies? Use specific examples and details to support your response.

To write this essay, you have to choose a film from a country other than your own—a film that is about the country that produced it. You have to say what you learned about that country from watching its movies. If the movies had been Francis Ford Coppola's *The Godfather, Parts 1, 2, and 3*, what would you have learned about America? About Italian immigrants in America? About Italian-American actors? About the causes of organized crime in America?

About family life, religion, and divorce? About political and economic power? Let's look at the next example:

People listen to music for different reasons and at different times. Why is music important to many people? Use specific reasons and examples to support your choice.

This topic has been the subject of magazine articles, long books, and even encyclopedias. You must write not about the kinds of music found throughout the world but about the reasons that people listen to it, e.g., relaxation, religious devotion, or artistic engagement. Before you begin writing your essay, make sure you are focusing on the correct idea.

CLASSIFYING THE TOPICS

In the *TOEFL Bulletin*, there is a list of 185 topics from which your assigned topic will be chosen. You should become familiar with this list and take extra time to practice writing essays before you take the computer-based TOEFL test.

To see a list of possible assigned topics, go to www.toefl.org and download the entire list. To help yourself become familiar with the topics, try to break them down into categories such as the following:

<i>Going to College</i>	<i>Work</i>
<i>Going to Elementary and High School</i>	<i>Spending Money</i>
<i>Parents and Children</i>	<i>Travel and Transportation</i>
<i>Food</i>	<i>Technology</i>
<i>New Things in Your Life</i>	<i>Society</i>
<i>The Media</i>	<i>The Culture of Your Country</i>
<i>Personal Preferences</i>	<i>Ecology</i>
<i>Your Beliefs</i>	<i>Sports and Recreation</i>

Using the steps you learned here, practice writing on a variety of these topics from each of the categories. There is no way to memorize an essay or all of the questions, but you can become more comfortable with the types of questions and the process of writing an essay under timed conditions.

THE INTEGRATED WRITING TASK OF THE TOEFL iBT

On the TOEFL iBT, you will read a passage and then hear a lecture that is related to the topic of the passage. You will be asked to summarize the listening passage and explain how it relates to the points in the reading passage. The suggested length of your written response is between 150 and 225 words. You must remember to make sure that your response clearly relates to the question posed. This is not a writing exercise that asks for your opinion. Also remember that you are being asked to explain the points you've heard.

SUMMING IT UP

- Your writing should show that you're comfortable expressing complex ideas in the English language.
- Structure your essay and acquaint yourself with the possible topics you may encounter on the test.

PART II

DIAGNOSING STRENGTHS AND WEAKNESSES

CHAPTER 2 Practice Test 1: Diagnostic



ANSWER SHEET PRACTICE TEST 1: DIAGNOSTIC

Error Identification

- | | | |
|---|---|---|
| 1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 20. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 38. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 2. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 21. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 39. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 22. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 40. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 4. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 23. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 41. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 5. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 24. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 42. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 6. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 25. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 43. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 7. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 26. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 44. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 8. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 27. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 45. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 9. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 28. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 46. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 10. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 29. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 47. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 11. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 30. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 48. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 12. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 31. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 49. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 13. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 32. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 50. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 14. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 33. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 51. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 15. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 34. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 52. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 16. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 35. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 53. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 17. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 36. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 54. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 18. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 37. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 55. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 19. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | | |

Sentence Completion

- | | | |
|---|---|---|
| 56. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 60. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 63. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 57. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 61. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 64. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 58. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 62. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 65. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 59. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | | |

answer sheet

Practice Test 1: Diagnostic

65 QUESTIONS • 40 MINUTES

ERROR IDENTIFICATION

Directions: For the Error Identification questions, each sentence contains four underlined words or phrases. Select the one word or phrase that must be changed in order for the sentence to be correct. Mark your answer on the answer sheet provided.

1. Beautiful is in the eye of the
(A) (B) (C)
beholder.
(D)
2. The baby showed a noticeable
(A)
distaste for these kind of pre-
(B) (C)
pared baby food.
(D)
3. They cannot go camping right
(A)
now because they are
(B)
taking care of a three-weeks-old
(C) (D)
baby.
4. They went into the Superstition
(A)
Mountains in search for the
(B)
Lost Dutchman's Mine and were
never heard from again.
(C) (D)
5. The young girl dreamed a dream
(A)
that she was being carried
(B) (C)
away by monsters.
(D)
6. If it will rain this afternoon, we
(A) (B)
will have to cancel the picnic.
(C) (D)
7. Are you familiar of the latest
(A) (B) (C)
scientific developments in
(D)
the field?
8. Henry is the sort of a man who
(A) (B)
will give you the shirt off
(C) (D)
his back.
9. Give the package to whomever
(A)
has the authority to sign for it.
(B) (C) (D)

practice test 1

10. When he visited the doctor, the doctor
(A)
told John that he should gone to the
(B) (C)
hospital immediately.
(D)
11. Robert often wishes he was better
(A) (B)
prepared for his exams, but he will
probably never change his poor study
(C) (D)
habits.
12. This refrigerator is very old to keep
(A) (B)
things at a proper temperature.
(C) (D)
13. The meeting was so length that many
(A) (B)
people had to leave before it concluded.
(C) (D)
14. John was quick to inform us that his
(A) (B) (C)
friend Vicky was most popular, intelli-
(D)
gent girl in his class.
15. The director of the program advised
(A)
the students to avoid to waste time
(B)
reading material that was so out-of-
(C) (D)
date.
16. There was not enough time
(A)
to completely fill out the form before
(B) (C)
the bell rang.
(D)
17. Margie and Mary must have ate some
(A) (B)
bad food in the restaurant because they
(C)
were very ill shortly after they left.
(D)
18. The children were surprised when the
(A)
teacher had them to close their books
(B) (C)
unexpectedly.
(D)
19. Do you think you could lend me
(A)
good pair of gloves to wear to the
(B) (C) (D)
wedding?
20. His speech was a careful worded at-
(A) (B)
tempt to evade his responsibility in the
(C) (D)
matter.
21. The Joneses have visited Hawaii and
(A)
Alaska, and they assure me that they
(B) (C)
like Alaska the best.
(D)
22. We must have a exact count of the
(A) (B)
number of people expected to attend
(C)
the closing ceremonies.
(D)
23. The stage production that we saw in
(A) (B)
New York was very much as the one we
(C)
had previously seen in London.
(D)
24. Did you hear many news about the
(A)
political situation while you were in
(B) (C) (D)
that country?
25. Both John, Bob and Tom are outstanding
(A) (B)
golfers and reasonably good tennis
(C) (D)
players.

26. Kathy was definitely a faster swimmer
(A)
than anyone on her team and appeared
(B) (C)
headed for the state championship.
(D)
27. The article suggests that when a person
(A)
is under unusual stress you should be
(B)
especially careful to eat a well-balanced
(C) (D)
diet.
28. Economics, with their widespread range
(A) (B)
of practical application, is of great inter-
(C)
est to government leaders throughout the
(D)
world.
29. The Tyrrels had such warm welcome
(A)
from their family that they were
overwhelmed and could not speak for a
(B) (C)
few minutes.
(D)
30. Even though he was exhausted, John
(A)
wrote to his parents a letter explaining
(B) (C) (D)
the situation.
31. Since I have so many letters to write, I
(A) (B)
am going to buy several boxes of
(C)
stationary.
(D)
32. Our friends got a bank loan for to buy
(A) (B) (C)
a new car.
(D)
33. By the time Robert will finish writing
(A) (B)
the first draft of his paper, most of the
(C)
other students will be completing their
(D)
final draft.
34. Some members of the committee were
(A)
opposed to use the club members'
(B) (C)
money to redecorate the meeting hall.
(D)
35. I was very shocked to see how much my
(A) (B)
grandmother she had aged since the
(C) (D)
last time we visited.
36. Our supervisor finally noticed that it
was we, Diana and me, who always
(A) (B) (C)
turned in our reports on time.
(D)
37. In our opinion that girl is enough
(A) (B)
beautiful to be a movie star.
(C) (D)
38. The report that Karl wrote on the
(A)
mating behavior of the bees in this area
(B)
was definitely better than Bob.
(C) (D)
39. We were pleased to have the opportu-
nity to watch such talented dancers
(A)
to perform a highly acclaimed new
(B) (C) (D)
ballet.
40. The flag is risen at 6:30 every morning
(A) (B) (C)
without fail.
(D)

41. When the Claybornes bought their new home, they painted every room, laid carpet in the living room and hall, and had refinished the kitchen cabinets.
(A) (B) (C) (D)
42. That student from Mexico who is rooming with Bill Smith reminds me to my uncle.
(A) (B) (C) (D)
43. When they travel to Europe, the Harrises like to stay in Paris and visiting as many art galleries as possible.
(A) (B) (C) (D)
44. She never is diligent about practicing the piano.
(A) (B) (C) (D)
45. During that terrible snowstorm, the police demanded that people stayed off Highway 101 except in cases of emergency.
(A) (B) (C) (D)
46. He refused to tell us why was he crying.
(A) (B) (C) (D)
47. Please be sure that everybody has their ticket ready to give to the man at the door.
(A) (B) (C) (D)
48. We believe that he already feels very badly about his mistake and we have decided to take no further action.
(A) (B) (C) (D)
49. They who are willing to spend the necessary time will find this workshop to be a rewarding experience.
(A) (B) (C) (D)
50. Please see if you can repair the door's knob before Saturday morning.
(A) (B) (C) (D)
51. The passenger only had a five-dollar bill with him when he boarded the bus.
(A) (B) (C) (D)
52. It is not longer necessary for all employees to wear an identification badge in order to work in the vault.
(A) (B) (C) (D)
53. In the chapter one of that book there is a really good explanation of photosynthesis, complete with illustrations.
(A) (B) (C) (D)
54. The salesman told me that a good set of tires were supposed to last at least twenty thousand miles.
(A) (B) (C) (D)
55. Sitting under an umbrella at a tiny table in a sidewalk cafe, Bob was startled when a gust of wind suddenly carried it away.
(A) (B) (C) (D)

SENTENCE COMPLETION

Directions: In the Sentence Completion questions, one or more words are left out of each sentence. Under each sentence, you will see four words or phrases. Select the one word or phrase that completes the sentence correctly, and mark your answer on the answer sheet provided.

56. Riding my bicycle home from school, _____ as I went around the corner.
 (A) a car hit me
 (B) I was stricken by a car
 (C) I was struck by a car
 (D) I was struck with a car
57. Doctor Martin is the kind of doctor _____ will take pains to be thorough.
 (A) which
 (B) who
 (C) whom
 (D) what
58. The two doctors received an award of several thousand dollars _____.
 (A) to be divided equally between them
 (B) which was supposed to be divided in an equal way between them
 (C) to be divided equally among them
 (D) which was to be divided between them in such a way that they would each receive an equal share
59. _____, he was able to answer all the questions on the examination.
 (A) Reading all the required material
 (B) Having reading all the required material
 (C) Having read all the required material
 (D) As it was the case that he had read all the required material
60. Exhausted, we went directly to bed and _____.
 (A) ignored him knocking on our door
 (B) ignored his knocking on our door
 (C) his knocking on our door was ignored by us
 (D) ignored his knocking with our door
61. John does not swim as _____.
 (A) fastly as Fred
 (B) fast than Fred
 (C) fast as Fred
 (D) fast like Fred
62. Shakespeare wrote many plays, but in my opinion *The Merchant of Venice* was the _____.
 (A) better
 (B) best
 (C) goodest
 (D) most good
63. _____ that the president's economic policy will help curb inflation.
 (A) The hope
 (B) It is hoped
 (C) Hoping
 (D) To hope
64. _____ your helpful suggestions, we are sending you a copy of our latest book.
 (A) In consideration of
 (B) For consideration of
 (C) With consideration for
 (D) In consideration with
65. John studied accounting and _____ while he was at Yale.
 (A) also pursued economics
 (B) economics
 (C) he also studied economics
 (D) economics was also studied by him

ANSWER KEY AND EXPLANATIONS

Error Identification

1. A	12. A	23. C	34. B	45. C
2. C	13. A	24. A	35. C	46. D
3. D	14. D	25. A	36. C	47. B
4. B	15. B	26. C	37. B	48. A
5. A	16. B	27. B	38. D	49. A
6. B	17. B	28. B	39. B	50. C
7. B	18. C	29. A	40. A	51. A
8. A	19. B	30. B	41. C	52. A
9. A	20. A	31. D	42. D	53. A
10. C	21. D	32. C	43. B	54. B
11. B	22. B	33. A	44. A	55. D

- The correct answer is (A).** (*Beauty*). See Chapter 7, “Style”—*Parts of Speech*, page 162.
- The correct answer is (C).** (*this kind*). See Chapter 3, “Modifiers”—*Demonstratives*, page 38.
- The correct answer is (D).** (*three-week-old*). See Chapter 3, “Modifiers”—*Hyphenated or Compound Adjectives*, page 37.
- The correct answer is (B).** (*in search of*). See Chapter 7, “Style”—*Prepositions in Combinations*, page 167.
- The correct answer is (A).** (*dreamed that*). See Chapter 7, “Style”—*Wordiness*, page 136.
- The correct answer is (B).** (*If it rains*). See Chapter 4, “Verbs”—*Conditionals*, page 73.
- The correct answer is (B).** (*familiar with*). See Chapter 7, “Style”—*Prepositions in Combinations*, page 167.
- The correct answer is (A).** (*sort of man*). See Chapter 7, “Style”—*Substandard*, page 139.
- The correct answer is (A).** (*to whoever has*). Chapter 5, “Pronouns”—See *Who/Whom*, page 95.
- The correct answer is (C).** (*should go*). Chapter 4, “Verbs”—See *Modals*, page 75.
- The correct answer is (B).** (*were better prepared*). See Chapter 4, “Verbs”—*Wishes*, page 71.
- The correct answer is (A).** (*too old*). See Chapter 3, “Modifiers”—*Too, Very, and Enough*, page 55.
- The correct answer is (A).** (*so long that*). See Chapter 3, “Modifiers”—*Cause and Result*, page 50.
- The correct answer is (D).** (*the most popular*). See Chapter 3, “Modifiers”—*Superlatives*, page 48.
- The correct answer is (B).** (*to avoid wasting*). See Chapter 4, “Verbs”—*Verbals*, page 77.
- The correct answer is (B).** (*fill out completely*). See Chapter 3, “Modifiers”—*Split Infinitives*, page 29.
- The correct answer is (B).** (*must have eaten*). See Chapter 4, “Verbs”—*Past Participles*, page 81.
- The correct answer is (C).** (*had them close*). See Chapter 4, “Verbs”—*Verbals*, page 77.

19. **The correct answer is (B).** (*a good pair*). See Chapter 3, “Modifiers”—*Articles*, page 53.
20. **The correct answer is (A).** (*carefully worded*). See Chapter 3, “Modifiers”—*Adjective/Adverb Confusion*, page 32.
21. **The correct answer is (D).** (*Alaska better*). See Chapter 3, “Modifiers”—*Comparatives*, page 46.
22. **The correct answer is (B).** (*an exact count*). See Chapter 3, “Modifiers”—*Articles*, page 53.
23. **The correct answer is (C).** (*much like the one*). See Chapter 3, “Modifiers”—*Sameness and Similarity*, page 44.
24. **The correct answer is (A).** (*much news*). See Chapter 3, “Modifiers”—*Few, Little, Much and Many*, page 39.
25. **The correct answer is (A).** (*John, Bob, and Tom*). See Chapter 7, “Style”—*Correlative Conjunctions*, page 157.
26. **The correct answer is (C).** (*anyone else*). See Chapter 3, “Modifiers”—*Comparatives*, page 46.
27. **The correct answer is (B).** (*he or she should be*). See Chapter 5, “Pronouns”—*Person*, page 102.
28. **The correct answer is (B).** (*with its widespread*). Chapter 5, “Pronouns”—*See Number*, page 104.
29. **The correct answer is (A).** (*such a warm welcome*). Chapter 3, “Modifiers”—*See Cause and Result*, page 50.
30. **The correct answer is (B).** (*wrote a letter to his parents*) OR (*wrote his parents a letter*). See Chapter 6, “Basic Patterns”—*Indirect Objects*, page 111.
31. **The correct answer is (D).** (*stationery*). See Chapter 7, “Style”—*Words Often Confused, Group III*, page 154.
32. **The correct answer is (C).** (*loan to buy*) OR (*loan for a new car*). See Chapter 6, “Basic Patterns”—*To/For (Purpose)*, page 118.
33. **The correct answer is (A).** (*Robert finishes*). See Chapter 4, “Verbs”—*Time Clauses*, page 69.
34. **The correct answer is (B).** (*opposed to using*). See Chapter 4, “Verbs”—*Verbals*, page 77.
35. **The correct answer is (C).** (*grandmother had aged*). See Chapter 6, “Basic Patterns”—*Double Subjects*, page 120.
36. **The correct answer is (C).** (*Diana and I*). See Chapter 5, “Pronouns”—*Personal Pronouns—Case*, page 93.
37. **The correct answer is (B).** (*beautiful enough*). See Chapter 3, “Modifiers”—*Too, Very, and Enough*, page 55.
38. **The correct answer is (D).** (*better than Bob’s*). See Chapter 3, “Modifiers”—*Comparatives*, page 46.
39. **The correct answer is (B).** (*perform OR performing*). See Chapter 4, “Verbs”—*Verbals*, page 77.
40. **The correct answer is (A).** (*is raised*). See Chapter 7, “Style”—*Usage*, page 142.
41. **The correct answer is (C).** (*and refinished*). See Chapter 4, “Verbs”—*Tense*, page 67. See also Chapter 7, “Style”—*Parallelism*, page 133.
42. **The correct answer is (D).** (*reminds me of*). See Chapter 7, “Style”—*Prepositions in Combinations*, page 167.
43. **The correct answer is (B).** (*to visit*). See Chapter 7, “Style”—*Parallelism*, page 133.
44. **The correct answer is (A).** (*is never*). See Chapter 6, “Basic Patterns”—*Order of Adverbs*, page 113.
45. **The correct answer is (C).** (*stay off*). See Chapter 4, “Verbs”—*Verbs of “Demand,”* page 70.
46. **The correct answer is (D).** (*why he was*). See Chapter 6, “Basic Patterns”—*Embedded Questions*, page 116.

47. **The correct answer is (B).** (*his* ticket). See Chapter 5, “Pronouns”—*Number*, page 104.
48. **The correct answer is (A).** (*feels very bad*). See Chapter 3, “Modifiers”—*Adjectives after Verbs of Sensation*, page 34.
49. **The correct answer is (A).** (*Those* who are). See Chapter 5, “Pronouns”—*Those Modified*, page 107.
50. **The correct answer is (C).** (*door knob*). See Chapter 3, “Modifiers”—*Noun Adjectives*, page 35.
51. **The correct answer is (A).** (*had only* a five-dollar bill). See Chapter 3, “Modifiers”—*Adverbs Like Only*, page 28.
52. **The correct answer is (A).** (*no longer*). See Chapter 3, “Modifiers”—*Negation*, page 57.
53. **The correct answer is (A).** (In chapter *one*). See Chapter 3, “Modifiers”—*Cardinal and Ordinal Numbers*, page 42.
54. **The correct answer is (B).** (*was supposed*). See Chapter 7, “Style”—*Subject/Verb Agreement*, page 159.
55. **The correct answer is (D).** (*the umbrella OR the table*). See Chapter 5, “Pronouns”—*Faulty Reference*, page 100.

Sentence Completion

56. C	58. A	60. B	62. B	64. A
57. B	59. C	61. C	63. B	65. B

56. **The correct answer is (C).** Choice (A), see Chapter 3, “Modifiers”—*Dangling Modifiers*, page 30. Choice (B), see Chapter 4, “Verbs”—*Past Participles*, page 81. Choice (D), see Chapter 7, “Style”—*Prepositions (General Use)*, page 164.
57. **The correct answer is (B).** Choice (A), see Chapter 5, “Pronouns”—*Relative Pronouns*, page 91. Choice (C), see Chapter 5, “Pronouns”—*Who/Whom*, page 95. Choice (D), see Chapter 5, “Pronouns”—*Relative Pronouns*, page 91.
58. **The correct answer is (A).** Choice (B), see Chapter 7, “Style”—*Wordiness*, page 136. Choice (C), see Chapter 7, “Style”—*Usage*, page 142. Choice (D), see Chapter 7, “Style”—*Wordiness*, page 136.
59. **The correct answer is (C).** Choice (A), see Chapter 4, “Verbs”—*Present and Perfect Participles and Infinitives*, page 84. Choice (B), see Chapter 4, “Verbs”—*Past Participles*, page 81. Choice (D), see Chapter 7, “Style”—*Wordiness*, page 136.
60. **The correct answer is (B).** Choice (A), see Chapter 5, “Pronouns”—*Possessives*, page 98. Choice (C), see Chapter 7, “Style”—*Voice*, page 129. Choice (D), see Chapter 7, “Style”—*Prepositions (General Use)*, page 164.
61. **The correct answer is (C).** Choice (A), see Chapter 3, “Modifiers”—*Adjective/Adverb Confusion*, page 32. Choice (B), see Chapter 3, “Modifiers”—*Sameness and Similarity*, page 44. Choice (D), See Chapter 3, “Modifiers”—*Sameness and Similarity*, page 44.
62. **The correct answer is (B).** Choices (A), (C), and (D), see Chapter 3, “Modifiers”—*Superlatives*, page 48.

63. **The correct answer is (B).** Choices (A), (C), and (D), see Chapter 6, “Basic Patterns”—*Clauses*, page 121.
64. **The correct answer is (A).** Choices (B), (C), and (D), See Chapter 7, “Style”—*Prepositions in Combinations*, page 167.
65. **The correct answer is (B).** Choices (A), (C), and (D), see Chapter 7, “Style”—*Wordiness*, page 136. See also Chapter 7, “Style”—*Voice*, page 129.

PART III

TOEFL WRITING REVIEW

CHAPTER 3 Modifiers

CHAPTER 4 Verbs

CHAPTER 5 Pronouns

CHAPTER 6 Basic Patterns

CHAPTER 7 Style

Modifiers

OVERVIEW

- Adverbs like *only*
- Split infinitives
- Dangling modifiers
- Adjective/adverb confusion
- Adjectives after verbs of sensation
- Noun adjectives
- Hyphenated or compound adjectives
- Demonstratives
- *Few, little, much, and many*
- Cardinal and ordinal numbers
- Sameness and similarity
- Comparatives
- Superlatives
- Cause and result
- Articles
- *Too, very, and enough*
- Negation
- Summing it up

This chapter deals with words that are modifiers—that is, they modify other words in a sentence.

ADVERBS LIKE *ONLY*

Adverbs such as *only* should be placed as close as possible to the adjectives, verbs, or other adverbs they modify.

ADV. ADJ.
She has *only* *three* dollars.

ADV. VERB
He *only* *saw* her; he did not speak to her.

ADV. ADV.
Only *downstairs* can one find a real bargain.

NOTE

Some other adverbs are—*just*, *nearly*, *hardly*, *almost*, and *scarcely*.

Error Examples

WRONG: We *only* have four hours to finish this paper.

RIGHT: We have *only* four hours to finish this paper.

WRONG: She *just* wants to take one class.

RIGHT: She wants to take *just* one class.

WRONG: That house *nearly* costs sixty thousand dollars.

RIGHT: That house costs *nearly* sixty thousand dollars.

WRONG: She was so quiet that *hardly* he noticed her.

RIGHT: She was so quiet that he *hardly* noticed her.

WRONG: They *almost* drove six hundred miles.

RIGHT: They drove *almost* six hundred miles.

Skill Builder 1: Adverbs like *Only*

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if the adverb is not placed as closely as possible to the word it modifies.

- _____ 1. If you go to window five, you will have to wait only five minutes.
- _____ 2. You can use these machines only between 9 a.m. and 5 p.m.
- _____ 3. He hardly knows any English.
- _____ 4. That shirt almost cost twenty dollars.
- _____ 5. Just ten people will be able to go today.
- _____ 6. You hardly have enough time to do the first exercise.
- _____ 7. We had to wait nearly ten minutes for the movie to begin.
- _____ 8. She scarcely slept five hours last night.
- _____ 9. We want to borrow only ten dollars.
- _____ 10. The soldiers only killed one person during the battle.

Answers

- | | |
|---|---|
| <u>C</u> 1. | <u>X</u> 6. (<i>hardly</i> enough time). <i>Hardly</i> modifies <i>enough</i> . |
| <u>C</u> 2. | <u>C</u> 7. |
| <u>X</u> 3. (<i>hardly</i> any English). <i>Hardly</i> modifies <i>any</i> . | <u>X</u> 8. (<i>scarcely</i> five hours). <i>Scarcely</i> modifies <i>five</i> . |
| <u>X</u> 4. (<i>almost</i> twenty dollars). <i>Almost</i> modifies <i>twenty</i> . | <u>C</u> 9. |
| <u>C</u> 5. | <u>X</u> 10. (<i>only</i> one person). <i>Only</i> modifies <i>one</i> . |

SPLIT INFINITIVES

The *infinitive* is *to* + the simple form of the verb (V). Do not put an adverb between *to* and V.

He refused ^{TO + V} to *fill out* ^{ADV.} the form *completely*.

They have decided ^{TO + V} to *repeat* ^{ADV.} the directions *carefully*.

We hope ^{TO + V} to *inform* ^{ADV.} him *quickly*.

Error Examples

WRONG: He wanted to carefully read the directions.

RIGHT: He wanted to *read* the directions *carefully*.

WRONG: To thoroughly understand the subject, ask an expert.

RIGHT: *To understand* the subject *thoroughly*, ask an expert.

WRONG: He was looking for a way to rapidly complete the job.

RIGHT: He was looking for a way *to complete* the job *rapidly*.

Skill Builder 2: Split Infinitives

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if any word comes between *to* and the simple form of the verb.

- _____ 1. We decided to leave the area quickly.
- _____ 2. He seemed to easily understand the situation.
- _____ 3. To really make him happy would be impossible.
- _____ 4. She used a scale to accurately weigh the vegetables.
- _____ 5. Do not try to completely finish your homework before dinner.
- _____ 6. To hastily read the material is not enough for good comprehension.
- _____ 7. He began to chatter about the event excitedly.
- _____ 8. Please try to entirely revise your work before you leave.
- _____ 9. The teacher wanted to know positively whether or not the students could come to the picnic.
- _____ 10. Bob is going to soon decide on his future course of study.

Answers

- | | | | |
|----------|--|----------|--|
| <u>C</u> | 1. | <u>X</u> | 6. (<i>To read the material hastily</i>) |
| <u>X</u> | 2. (<i>to understand the situation easily</i>) | <u>C</u> | 7. |
| <u>X</u> | 3. (<i>To make him really happy</i>) | <u>X</u> | 8. (<i>to revise your work entirely</i>) |
| <u>X</u> | 4. (<i>to weigh the vegetables accurately</i>) | <u>C</u> | 9. |
| <u>X</u> | 5. (<i>to finish your homework completely</i>) | <u>X</u> | 10. (<i>to decide soon</i>) |

DANGLING MODIFIERS

The subject of the main clause must be the same as the understood subject of the introductory phrase. In other words, the introductory phrase modifies the subject of the main clause.

INTRODUCTORY PHRASE

MAIN CLAUSE

Looking at his watch, Mr. Jones got up and left.

SUBJECT

Who looked at his watch? *Mr. Jones*

Who got up and left? *Mr. Jones*

INTRODUCTORY PHRASE

MAIN CLAUSE

Compared to his father, John is a tall man.

SUBJECT

Who is compared to his father? *John*

Who is a tall man? *John*

INTRODUCTORY PHRASE

MAIN CLAUSE

To make a collect phone call, Mary must speak to the operator.

SUBJECT

Who is making a collect phone call? *Mary*

Who must speak to the operator? *Mary*

INTRODUCTORY PHRASE

MAIN CLAUSE

While a dancer in New York, Kathy injured her leg.

SUBJECT

Who was a dancer in New York? *Kathy*

Who injured her leg? *Kathy*

Error Examples

WRONG: Running home from school, a dog bit me.

RIGHT: *Running home from school, I* was bitten by a dog.

WRONG: When only a child, my father took me to the circus.

RIGHT: *When only a child, I* was taken to the circus by my father.

WRONG: Hidden in his pocket, George left the room with the key.

RIGHT: *Having hidden the key in his pocket, George* left the room.

WRONG: To understand the directions, they must be read carefully.

RIGHT: *To understand the directions, one* must read them carefully.

Skill Builder 3: Dangling Modifiers

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is a dangling-modifier error.

- _____ 1. Playing in the street, the truck hit the child.
- _____ 2. By painting and repairing as needed, your home can be kept in good condition.
- _____ 3. Before leaving, Jane kissed me goodbye.
- _____ 4. Addressed and stamped, I dropped the letter in the slot.
- _____ 5. While a student at college, my mother met my father.
- _____ 6. Walking toward the church, the stained-glass windows looked beautiful.
- _____ 7. To understand the subject, a great deal of studying must be done.
- _____ 8. Skiing down the steep hill, my heart beat crazily.
- _____ 9. Watching her daughter play, Mary thought about life as a mother.
- _____ 10. Once learned, a language cannot easily be forgotten.
- _____ 11. When only a child, my father taught me how to play soccer.
- _____ 12. Studying and reading, the day passed quickly.
- _____ 13. To make a good cup of coffee, one must begin with high-quality coffee beans.
- _____ 14. Sitting alone in his room, the strange noise frightened him.
- _____ 15. Wrapped in pretty, green paper, Phyllis put the package on the table.

Answers

- | | |
|---|---|
| <u> X </u> 1. (Playing in the street, <i>the child was hit by the truck.</i>) | <u> X </u> 8. (Skiing down the steep hill, <i>I felt my heart beat crazily.</i>) |
| <u> X </u> 2. (By painting and repairing as needed, <i>one can keep one's home in good condition.</i>) | <u> C </u> 9. |
| <u> C </u> 3. | <u> C </u> 10. |
| <u> X </u> 4. (After I had addressed and stamped the letter, <i>I dropped it in the slot.</i>) | <u> X </u> 11. (When I was only a child, my father taught me how to play soccer.) |
| <u> C </u> 5. | <u> X </u> 12. (Studying and reading, <i>I passed the day quickly.</i>) |
| <u> X </u> 6. (Walking toward the church, <i>I noticed the beautiful stained-glass windows.</i>) | <u> C </u> 13. |
| <u> X </u> 7. (To understand the subject, <i>one must do a great deal of studying.</i>) | <u> X </u> 14. (Sitting alone in his room, <i>he was frightened by the strange noise.</i>) |
| | <u> X </u> 15. (Having wrapped the package in pretty green paper, <i>Phyllis put it on the table.</i>) |

ADJECTIVE/ADVERB CONFUSION

NOTE

a. Most adverbs end in -ly.

b. Some words have the same form for the adjective and adverb:

Adjective	Adverb
late	late
fast	fast
hard	hard

(Do not add -ly to these words.)

c. The adverb for the adjective *good* is *well*.

1. *Adjectives* modify nouns (N) and pronouns.

ADJ.	N	ADJ.	N
His recent	accident	caused a sudden	change

in his behavior.

PRON.	ADJ.
He	is intelligent.

2. *Adverbs* modify verbs (V).

VERB	ADV.	VERB	ADV.
He had	an accident recently,	and his behavior	changed suddenly.

VERB	ADV.
He spoke	intelligently.

3. Adverbs also modify adjectives.

ADV.	ADJ.
He grew	an especially small tree.

ADV.	ADJ.
He was	a highly motivated young man.

ADV.	ADJ.
It was	a cleverly planned operation.

4. Adverbs also modify other adverbs.

ADV.	ADJ.
She could run	very quickly.

Error Examples

WRONG: Do it carefully, if not perfect.

RIGHT: Do it carefully, if not *perfectly*.

WRONG: He is an extreme pleasant person.

RIGHT: He is an *extremely* pleasant person.

WRONG: It was an interesting designed museum.

RIGHT: It was an *interestingly* designed museum.

WRONG: He worked hardly at the factory all day.

RIGHT: He worked *hard* at the factory all day.

WRONG: You should order that book real soon.

RIGHT: You should order that book *really* soon.

WRONG: My sister plays the piano very good.

RIGHT: My sister plays the piano very *well*.

Skill Builder 4: Adjective/Adverb Confusion

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an adjective or adverb error.

- _____ 1. The bus arrived lately, so I missed my first class.
- _____ 2. We did not pass the test, but we certainly tried hard.
- _____ 3. The train left at exactly 5:00 p.m.
- _____ 4. When Ms. Smith went to Germany, she bought an exquisitely carved vase.
- _____ 5. They had a real good chance of winning the national competition.
- _____ 6. Computers process data efficiently.
- _____ 7. We worked hard and saved enough money to take a trip.
- _____ 8. There was a hasty called meeting to discuss the bus strike.
- _____ 9. He was thorough interested in the subject.
- _____ 10. That dress fits her perfectly.
- _____ 11. She likes her students to arrive prompt for class.
- _____ 12. We studied really hard for the test.
- _____ 13. He was bright and attractive.
- _____ 14. The child ran fastly to get to school.
- _____ 15. He wrote his paper really good.
- _____ 16. The careful organized tour of the city was a huge success.
- _____ 17. You cannot possibly imagine how embarrassed I was yesterday.
- _____ 18. Although he plays soccer well, he plays tennis bad.
- _____ 19. I read an interestingly written report.
- _____ 20. The time went by very fastly on our vacation.

Answers

- | | |
|---|---|
| <u> X </u> 1. (<i>late</i>). See note b. | <u> X </u> 9. (<i>thoroughly</i> interested). See rule 3. |
| <u> C </u> 2. | <u> C </u> 10. |
| <u> C </u> 3. | <u> X </u> 11. (to arrive <i>promptly</i>). See rule 2. |
| <u> C </u> 4. Note: In this sentence, the adverb <i>exquisitely</i> modifies the adjective <i>carved</i> ; however, a similar sentence could be constructed using the adjective <i>exquisite</i> to modify the noun vase (. . . an exquisite, carved vase). | <u> C </u> 12. |
| | <u> C </u> 13. |
| | <u> X </u> 14. (<i>fast</i>). See note b. |
| <u> X </u> 5. (<i>really</i> good chance). See rule 3. | <u> X </u> 15. (<i>really well</i>). See rule 2 and note c. |
| <u> C </u> 6. | <u> X </u> 16. (<i>carefully</i> organized). See rule 3. |
| <u> C </u> 7. | <u> C </u> 17. |
| <u> X </u> 8. (<i>hastily</i> called). See rule 3. | <u> X </u> 18. (plays tennis <i>badly</i>). See rule 2. |
| | <u> C </u> 19. |
| | <u> X </u> 20. (<i>very fast</i>). See note b. |

ADJECTIVES AFTER VERBS OF SENSATION

The following verbs of sensation are generally followed by *adjectives**, not by adverbs: *feel*, *look*, *seem*, *appear*, *taste*, *smell*, and *sound*.

VERB ADJ.
He *feels bad*.

VERB ADJ.
The soup *smells delicious*.

VERB ADJ.
She *looked nervous* before the test.

Error Examples

WRONG: Those flowers smell sweetly.
RIGHT: Those flowers smell *sweet*.

WRONG: That loud music sounds badly to me.
RIGHT: That loud music sounds *bad* to me.

WRONG: He looks handsomely in black.
RIGHT: He looks *handsome* in black.

* These are also called “predicate adjectives.”

Skill Builder 5: Adjectives after Verbs of Sensation

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an adjective or adverb error.

- _____ 1. I felt sadly when I read the letter.
 _____ 2. That gossip sounds malicious.
 _____ 3. The wine tastes awfully, like vinegar.
 _____ 4. The girls look adorable in their party costumes.
 _____ 5. Our neighbor’s music sounded loudly last night.
 _____ 6. Laurie seemed quiet after she read her friend’s letter.
 _____ 7. The roses and lilacs smell nicely every spring.
 _____ 8. Do not drink that milk; it tastes sourly.
 _____ 9. My sister has always looked heavy because she has broad shoulders.
 _____ 10. He appeared nervously as he began to take the exam.

Answers

- | | |
|----------------------------------|-------------------------------------|
| <u> X </u> 1. (<i>sad</i>) | <u> C </u> 6. |
| <u> C </u> 2. | <u> X </u> 7. (<i>nice</i>) |
| <u> X </u> 3. (<i>awful</i>) | <u> X </u> 8. (<i>sour</i>) |
| <u> C </u> 4. | <u> C </u> 9. |
| <u> X </u> 5. (<i>loud</i>) | <u> X </u> 10. (<i>nervous</i>) |

NOUN ADJECTIVES

The first noun (N) in the following pattern is used as an adjective.

N N

You are all *language students*.

- When nouns are used as adjectives, they do *not* have plural or possessive forms.
- EXCEPTIONS:** The following nouns always end in *-s* but are singular in number when they are used as names of courses or sciences: *physics*, *mathematics*, *economics*.

N N

He is an *economics teacher*.

BUT:

ADJ. N

The current *economic situation* is extremely uncertain.

Error Examples

WRONG: He is taking some histories classes this semester.

RIGHT: He is taking some *history* classes this semester.

WRONG: John turned in his term's paper this morning.

RIGHT: John turned in his *term* paper this morning.

WRONG: My friend is an economic major.

RIGHT: My friend is an *economics* major.

Skill Builder 6: Noun Adjectives

Directions: Write a "C" on the line if the sentence is correct. Write an "X" on the line if there is an error in the noun adjective.

- _____ 1. Tom drove past the police's station on his way to work.
- _____ 2. Joan Sutherland is my favorite opera singer.
- _____ 3. I need to have my car's license renewed.
- _____ 4. During the power shortage, the streets lights went out.
- _____ 5. He wanted to take an economic class.
- _____ 6. Many people are worried about the current world's situation.
- _____ 7. The news reporter was at the scene of the accident.
- _____ 8. Phyllis and Julie put up the party decorations.
- _____ 9. Three footballs teams were tied for first place.
- _____ 10. Mike is the new mathematics professor.
- _____ 11. We need some paper napkins for the picnic.
- _____ 12. The students did not like the dormitory's rules.
- _____ 13. The marble floor felt like ice.
- _____ 14. The television's repairman picked up my television set this morning.
- _____ 15. I went to three dances recitals last year.
- _____ 16. John bought some leather gloves yesterday.
- _____ 17. I need to buy a plane's ticket.
- _____ 18. He took many languages courses when he was in New York.
- _____ 19. She put a new table lamp in her living room.
- _____ 20. He is taking an advanced physic course this semester.

Answers

- | | |
|--|--|
| <u>X</u> 1. (<i>police</i> station). See note a. | <u>C</u> 11. |
| <u>C</u> 2. | <u>X</u> 12. (<i>dormitory</i> rules). See note a. |
| <u>X</u> 3. (<i>car</i> license). See note a. | <u>C</u> 13. |
| <u>X</u> 4. (<i>street</i> lights). See note a. | <u>X</u> 14. (<i>television</i> repairman). See note a. |
| <u>X</u> 5. (an <i>economics</i> class). See note b. | <u>X</u> 15. (<i>dance</i> recitals). See note a. |
| <u>X</u> 6. (<i>world</i> situation). See note a. | <u>C</u> 16. |
| <u>C</u> 7. | <u>X</u> 17. (<i>plane</i> ticket). See note a. |
| <u>C</u> 8. | <u>X</u> 18. (<i>language</i> courses). See note a. |
| <u>X</u> 9. (<i>football</i> teams). See note a. | <u>C</u> 19. |
| <u>C</u> 10. | <u>X</u> 20. (<i>physics</i> course). See note b. |

HYPHENATED OR COMPOUND ADJECTIVES

Nouns (N) are sometimes found as part of *hyphenated* or *compound* adjectives (adjectives of more than one word joined by hyphens). These nouns are *never* plural.

HYPHENATED ADJ.

I bought a *four-hundred-year-old* painting in Hong Kong.

HYPHENATED ADJ.

The president gave a *ten-minute* speech.

Error Examples

WRONG: I lived in a two-hundred-years-old house in Rome.

RIGHT: I lived in a two-hundred-year-old house in Rome.

WRONG: He bought a three-hundred-dollars suit.

RIGHT: He bought a three-hundred-dollar suit.

WRONG: The teacher told us to read the five-hundred-pages book.

RIGHT: The teacher told us to read the five-hundred-page book.

WRONG: I have four fifty-minutes classes every day.

RIGHT: I have four fifty-minute classes every day.

WRONG: She has just bought a new four-doors Ford.

RIGHT: She has just bought a new four-door Ford.

Skill Builder 7: Hyphenated or Compound Adjectives

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error with a hyphenated adjective.

- _____ 1. We signed up for a three-hour lab.
- _____ 2. The police suspected a thirty-years-old man.
- _____ 3. My mother bought some five-dollars-a-pound cheese.
- _____ 4. John got a ten-speed bicycle for his birthday.
- _____ 5. I visited the five-thousand-years-old pyramids in Egypt last summer.
- _____ 6. John and Sue brought me a two-ounces bottle of French perfume.
- _____ 7. My parents are going on a four-week European tour next month.
- _____ 8. Most ten-month-old babies cannot walk.
- _____ 9. They are studying the five-hundred-pages manual.
- _____ 10. The Smiths have just purchased a ten-rooms house.

Answers

- | | |
|---|--|
| <u> C </u> 1. | <u> X </u> 6. (two-ounce bottle) |
| <u> X </u> 2. (thirty-year-old man) | <u> C </u> 7. |
| <u> X </u> 3. (five-dollar-a-pound cheese) | <u> C </u> 8. |
| <u> C </u> 4. | <u> X </u> 9. (five-hundred-page manual) |
| <u> X </u> 5. (five-thousand-year-old pyramids) | <u> X </u> 10. (ten-room house) |

DEMONSTRATIVES

The demonstratives *this* and *that* (singular) and *these* and *those* (plural) must agree in number with the nouns they modify.

SING. SING.

John does not like *this kind* of class.

PL. PL.

What do you think of *these kinds* of chairs?

Error Examples

WRONG: These type of potato is native to Peru.

RIGHT: *This* type of potato is native to Peru.

WRONG: That kinds of women are likely to succeed in business.

RIGHT: *Those* kinds of women are likely to succeed in business.

WRONG: Jane never buys these brand of canned goods.

RIGHT: Jane never buys *this* brand of canned goods.

Skill Builder 8: Demonstratives

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error with the demonstrative modifiers.

- _____ 1. They did not like those kinds of imported cars.
- _____ 2. The farmers could not find any buyers for these class of wheat.
- _____ 3. This kind of story is not suitable for young children.
- _____ 4. Those kinds of books are fascinating and helpful.
- _____ 5. Do you think we should buy these kind of flowers for the front yard?
- _____ 6. Mary never shops in those kind of expensive specialty shops.
- _____ 7. He took that news badly.
- _____ 8. Bob should not have bought these pair of shoes.
- _____ 9. This movies are restricted to people over 17 years of age.
- _____ 10. Although Bill has owned many kinds of cars, he has never considered buying this kind before.

Answers

- | | |
|--|--|
| <u> C </u> 1. | <u> X </u> 6. (those <i>kinds</i>) |
| <u> X </u> 2. (<i>this</i> class) | <u> C </u> 7. |
| <u> C </u> 3. | <u> X </u> 8. (<i>this</i> pair) |
| <u> C </u> 4. | <u> X </u> 9. (<i>these</i> movies) |
| <u> X </u> 5. (<i>these kinds</i>) | <u> C </u> 10. |

FEW, LITTLE, MUCH, AND MANY

1. *Few, fewer, and fewest*, as well as *many*, are followed by *plural count nouns* (PL. CN).

PL. CN

There are *few students* from Japan in our English class.

PL. CN

This year we received *fewer replies* to our ad than ever before.

PL. CN

John has *the fewest chapters* left to read of anyone in the class.

PL. CN

There are *many reasons* to study hard for that test.

2. *Little, less, and least*, as well as *much*, are followed by *non-count nouns* (NCN).

NCN

He gave me a *little advice* about choosing a school.

NCN

Susan has *less money* than I.

NCN

He did *the least amount* of work of anyone in the class.

NCN

There is not *much time* to finish this job completely.

- a. In general, *plural count nouns* can be recognized by the -s plural form. However, do not forget that the following words are plural: *people, men, women, children, and police*.
- b. The following are examples of non-count nouns: *fruit, homework, bread, money, furniture, and time*. Do not add -s to these words.
- c. The word *news* looks plural, but it is a non-count noun. Example: Little *news* is coming from that country.
- d. For *number* and *amount* see Chapter 7 “Style” and look under *Usage* on page 142.

Error Examples

WRONG: There are much books on the shelf.

RIGHT: There are *many* books on the shelf.

WRONG: There is not many industry in that town.

RIGHT: There is not *much* industry in that town.

WRONG: He had few winter clothing when he arrived.

RIGHT: He had *little* winter clothing when he arrived.

WRONG: You need a little dollars to buy this book.

RIGHT: You need a *few* dollars to buy this book.

WRONG: Lloyd scored the least points in the basketball game.

RIGHT: Lloyd scored the *fewest* points in the basketball game.

WRONG: Isabelle bought less than ten items.

RIGHT: Isabelle bought *fewer* than ten items.

Skill Builder 9: *Few, Little, Much, and Many*

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error with *many, few, much, or little*.

- _____ 1. I do not like many sugar in my coffee.
- _____ 2. They did not put much furniture in their new office.
- _____ 3. We did not have much knowledge about physics.
- _____ 4. Of the four people injured in the accident, the child needed the fewest medical attention.
- _____ 5. John had so few news from his parents that he was worried.
- _____ 6. I usually have little money at the end of the month.
- _____ 7. Debby spent less time studying for the exam than Robin did.
- _____ 8. He predicted that few people would die of radiation poisoning.
- _____ 9. Bill has the least cavities of anyone in his class.
- _____ 10. We wanted to go on vacation, but we had few money.
- _____ 11. There were so few good seats left that we decided not to buy tickets to the concert.
- _____ 12. Nowadays, much women are becoming lawyers.
- _____ 13. That party did not have much entertainment.
- _____ 14. There is not many news available on that subject.
- _____ 15. During the war, our government received fewer information about the situation in that country.
- _____ 16. There were a little people waiting to buy tickets.
- _____ 17. He had so many homework that he could not go to the movies.
- _____ 18. Although she was rich, she wore little jewelry.
- _____ 19. There were so much campus police at the football game that there was no trouble.
- _____ 20. He did not eat many fruit in the winter.

Answers

- | | |
|--|---|
| <u> X </u> 1. (<i>much</i> sugar). See rule 2. | <u> X </u> 12. (<i>many</i> women). See rule 1a. |
| <u> C </u> 2. | <u> C </u> 13. |
| <u> C </u> 3. | <u> X </u> 14. (<i>much</i> news). See rule 2c. |
| <u> X </u> 4. (<i>least</i> medical attention). See rule 2. | <u> X </u> 15. (<i>less</i> information). See rule 2. |
| <u> X </u> 5. (<i>little</i> news). See rule 2c. | <u> X </u> 16. (<i>a few</i> people). See rule 1a. |
| <u> C </u> 6. | <u> X </u> 17. (<i>much</i> homework). See rule 2b. |
| <u> C </u> 7. | <u> C </u> 18. |
| <u> C </u> 8. | <u> X </u> 19. (<i>many</i> campus police). See rule 1a. |
| <u> X </u> 9. (<i>the fewest</i> cavities). See rule 1. | <u> X </u> 20. (<i>much</i> fruit). See rule 1b. |
| <u> X </u> 10. (<i>little</i> money). See rule 2. | |
| <u> C </u> 11. | |

CARDINAL AND ORDINAL NUMBERS

There are two kinds of numbers, *cardinal* and *ordinal*.

EXAMPLES

CARDINAL	ORDINAL
ONE	FIRST
TWO	SECOND
THREE	THIRD
FOUR	FOURTH
FIVE	FIFTH
SIX	SIXTH
TEN	TENTH
TWENTY-ONE	TWENTY-FIRST

The following two patterns are used to designate items in a series:

- Ordinal numbers are used in this pattern: ***the* + ordinal + noun (N)**

THE + ORDINAL + N

The first book of the series is about verbs.

- Cardinal numbers are used in this pattern: **noun (N) + cardinal**

N + CARDINAL

Book One of the series is about verbs.

- Use *the* with ordinal numbers.
- Do not use *the* with cardinal numbers.
- Be careful to use the correct word order for each pattern.

Error Examples

WRONG: We are supposed to read the chapter seven for homework.

RIGHT: We are supposed to read *chapter seven* for homework.

WRONG: Pick up your boarding passes at gate the fifth.

RIGHT: Pick up your boarding passes at *gate five*.

WRONG: Terminal first on your right is Pan American.

RIGHT: *The first terminal* on your right is Pan American.

WRONG: We reviewed lesson the tenth in class today.

RIGHT: We reviewed lesson *ten* in class today.

WRONG: The subway stop second is Broadway.

RIGHT: *The second* subway stop is Broadway.

Skill Builder 10: Cardinal and Ordinal Numbers

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is a number error.

- _____ 1. The first checkout stand is for cash customers only.
- _____ 2. The answer is in the line fifteen on page four.
- _____ 3. Do the exercise one in your book.
- _____ 4. Pick up your receipt at teller fourth.
- _____ 5. The car designers modified their plans for the hundredth time.
- _____ 6. Pick up your check at window the third.
- _____ 7. I met him on the second day of the fall semester.
- _____ 8. You will find the bread in aisle the first.
- _____ 9. The well-known basketball player from Chicago made the first points of the game.
- _____ 10. The instructions are on the six page.

Answers

- | | |
|--|---|
| <u> C </u> 1. | <u> X </u> 6. (at <i>the third</i> window). See pattern 1. OR (at <i>window three</i>). See pattern 2. |
| <u> X </u> 2. (in <i>line fifteen</i>). See pattern 2b. | <u> C </u> 7. |
| <u> X </u> 3. (Do <i>exercise one</i>). See pattern 2b. OR (Do <i>the first</i> exercise). See pattern 1. | <u> X </u> 8. (in <i>the first</i> aisle). See pattern 1. OR (in <i>aisle one</i>). See pattern 2. |
| <u> X </u> 4. (at teller <i>four</i>). See pattern 2. OR (the <i>fourth</i> teller). See pattern 1. | <u> C </u> 9. |
| <u> C </u> 5. | <u> X </u> 10. (on <i>page six</i>). See pattern 2. |

SAMENESS AND SIMILARITY

Sameness and similarity are expressed by the following patterns:

- like* or *the same as*
 Your car is *like* mine. (*similarity*)
 Your car is *the same as* mine. (*sameness*)
- the same* + noun + *as*
 John is *the same* ^N*height* as Bill.
 Mary is *the same* ^N*age* as Valerie.
- as* + adjective + *as*
 John is *as* ^{ADJ.}*tall* as Bill.
 Mary is *as* ^{ADJ.}*old* as Valerie.

Error Examples

- WRONG: I would like to have an apartment as the one my friend has.
 RIGHT: I would like to have an apartment *like* the one my friend has.
- WRONG: Their backyard is as beautiful like a picture.
 RIGHT: Their backyard is *as beautiful as* a picture.
- WRONG: He looks as his grandmother.
 RIGHT: He looks *like* his grandmother.
- WRONG: This book is the same long as that one.
 RIGHT: This book is *as long as* that one.
- WRONG: John is as tall than Bob.
 RIGHT: John is *as tall as* Bob.
- WRONG: Mike's eyes are the same color that mine.
 RIGHT: Mike's eyes are *the same color as* mine.
- WRONG: Her job pays the same salary like mine.
 RIGHT: Her job pays *the same salary as* mine.

Skill Builder 11: Sameness and Similarity

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if the comparative pattern is incorrect.

- _____ 1. I would like to go to a school as the one my sister goes to.
- _____ 2. His hair is the same length as mine.
- _____ 3. Your apartment is the same size to mine.
- _____ 4. That garden is as beautiful like the one in the park.
- _____ 5. Elizabeth is the same weight as her girlfriend.
- _____ 6. Your homework is the same as mine.
- _____ 7. She looks as her mother.
- _____ 8. This blouse is the same expensive as that one.
- _____ 9. I would like to buy some earrings like yours.
- _____ 10. He is as intelligent than his brother.
- _____ 11. Your sofa is almost like hers.
- _____ 12. He looks like his grandfather.
- _____ 13. Tom’s suit is the same style that Bob’s.
- _____ 14. This material feels like silk.
- _____ 15. Your shoes are the same color like mine.

Answers

- | | |
|--|--|
| <u> X </u> 1. (<i>like</i> the one). See pattern 1. | <u> C </u> 9. |
| <u> C </u> 2. | <u> X </u> 10. (as intelligent <i>as</i>). See pattern 3. |
| <u> X </u> 3. (<i>as</i> mine). See pattern 2. | <u> C </u> 11. |
| <u> X </u> 4. (as beautiful <i>as</i>). See pattern 3. | <u> C </u> 12. |
| <u> C </u> 5. | <u> X </u> 13. (style <i>as</i>). See pattern 2. |
| <u> C </u> 6. | <u> C </u> 14. |
| <u> X </u> 7. (<i>like</i> her mother). See pattern 1. | <u> X </u> 15. (color <i>as</i>). See pattern 2. |
| <u> X </u> 8. (the same <i>price as</i>). See pattern 2. OR (<i>as</i> expensive <i>as</i>). See pattern 3. | |

COMPARATIVES

1. One-syllable adjectives and two-syllable adjectives ending in -y* form the comparative by adding -er.

ADJ. ADJ.+ -ER

John is *tall*, but Bill is *taller*.

ADJ. ADJ.+ -ER

Mr. Smith is *busy*, but Mr. Brown is *busier*.

2. Most two- and three-syllable adjectives form the comparative by putting *more* before the adjective.

ADJ. MORE + ADJ.

Betty is *beautiful*, but her sister is *more beautiful*.

3. Some adjectives have irregular comparatives (IRR. COMP.) and must be memorized. Examples: *good, better; bad, worse*.

ADJ. IRR.COMP.

This book is *good*, but that one is *better*.

ADJ. IRR.COMP.

This soup is *bad*, but that soup is *worse*.

4. *Than* is the *only* structure word that can follow comparatives.

COMP. + THAN

Their problem is *worse than* your problem.

- a. Do not use both -er and *more* in the same comparative structure.
- b. Be careful to use only *than* after a comparative structure.
- c. Be careful to use the comparative for two items, not three or more. For three or more, use the *superlative*. See *Superlatives* in this chapter on page 48.

Error Examples

There are two main kinds of errors with comparatives: errors in structure and errors in logic.

STRUCTURE ERRORS

WRONG: Betty is *more smarter* than her classmates.

RIGHT: Betty is *smarter* than her classmates.

WRONG: This building is *more expensive as* that one.

RIGHT: This building is *more expensive than* that one.

WRONG: Jane had *much longer hair that* her sister.

RIGHT: Jane had *much longer hair than* her sister.

WRONG: I own two cars, a Ford and a Chevrolet. I like the Chevrolet *the best*.

RIGHT: I own two cars, a Ford and a Chevrolet. I like the Chevrolet *better*.

* Change the -y to -i before adding -er.

LOGIC ERRORS

Do not compare two nouns that cannot be compared.

WRONG: John's salary was much larger than Bob.
(*Salary* cannot be compared to *Bob*.)

RIGHT: John's salary was much larger than *that of Bob*.
OR
John's salary was much larger than *Bob's*.

WRONG: The number of people at the meeting is larger than last week.
(*Number* cannot be compared to *week*.)

RIGHT: The number of people at the meeting is larger than *that at last week's meeting*.

Do not compare a noun to itself.

WRONG: Mary is smarter than anybody in her class.
(Mary is a member of the class. Mary cannot be smarter than herself.)

RIGHT: Mary is smarter than *any other student* in the class.
OR
Mary is smarter than *anybody else* in the class.

WRONG: Alaska is larger than any state in the United States.
(Alaska is one of the states in the United States. It cannot be larger than itself.)

RIGHT: Alaska is larger than *any other state* in the United States.

Skill Builder 12: Comparatives

Directions: Write a "C" on the line if the sentence is correct. Write an "X" on the line if there is an error in the comparative pattern.

- _____ 1. This book is more better than that one.
- _____ 2. This year's prices will certainly be much higher as last year's prices.
- _____ 3. Since there were two possible ways to get to New York, we had to decide which one was better.
- _____ 4. The customs in his country are more traditional than those in the United States.
- _____ 5. Her letter was more friendlier than his.
- _____ 6. She was happier than anybody in her family.
- _____ 7. Nancy was luckier than Fred in Las Vegas.
- _____ 8. Betty's homework is usually more organized than that of any other student's in the class.
- _____ 9. The weather was much hotter this year than 1970.
- _____ 10. The final exam was more difficult than the mid-semester exam.
- _____ 11. The first performance was more crowded as the second one.
- _____ 12. The new student reads faster than anyone else in the class.

- _____ 13. Fred's project proposal was much more economical than Brad's.
- _____ 14. Robert's new home is more expensive than any house in the neighborhood.
- _____ 15. Henry had a rather bad accident, and it was a miracle that he was not hurt more worse than he was.

Answers

- | | |
|---|--|
| <u> X </u> 1. (is <i>better</i> than). See rule 4a. | <u> X </u> 9. (much hotter this year than <i>that</i> in 1970). See the first logic error. |
| <u> X </u> 2. (higher <i>than</i>). See rule 4b. | |
| <u> C </u> 3. | <u> C </u> 10. |
| <u> C </u> 4. | <u> X </u> 11. (more crowded <i>than</i> the second one). See rule 4b. |
| <u> X </u> 5. (was <i>friendlier</i> than). See rule 4a. | <u> C </u> 12. |
| <u> X </u> 6. (happier than <i>anybody else</i> in her family). See the second logic error. | <u> C </u> 13. |
| <u> C </u> 7. | <u> X </u> 14. (any <i>other</i> house). See the second logic error. |
| <u> C </u> 8. | <u> X </u> 15. (hurt <i>worse</i> than). See rule 3. |

SUPERLATIVES

Use the *superlative* to make a comparison among three or more things.

1. One-syllable adjectives and two-syllable adjectives ending in -y form the superlative by adding *-est*. Always use *the* in the superlative pattern.

THE + ADJ. + -EST

Bill is taller than John, but Bob is *the tallest*.

THE + ADJ. + -EST

Bill is happier than John, but Bob is *the happiest*.

2. Two- and three-syllable adjectives form the superlative by putting *the most* before the adjective.

THE MOST + ADJ.

Susan is more beautiful than Betty, but Jane is *the most beautiful*.

3. Some adjectives have irregular superlatives (IRR. SUPRL.) that must be memorized. For example: *good, the best*; *bad, the worst*.

THE + IRR. SUPRL.

Your book is better than his book, but our book is *the best*.

THE + IRR. SUPRL.

Your problem is worse than mine, but his problem is *the worst*.

- Always use *the* in the superlative pattern.
- Be careful not to use *-est* and *most* in the same superlative pattern.
- Do not put *than* after the superlative.
- Be careful to use the superlative for three or more items.

NOTE

Use the comparative for two items. See *Comparatives* on page 46 of this chapter.

Error Examples

WRONG: Yesterday was coldest day of the year.

RIGHT: Yesterday was *the* coldest day of the year.

WRONG: John is the smartest student than anyone else in the class.

RIGHT: John is the smartest student *in the class*.

WRONG: We went to Ann's Restaurant, Ted's Diner, and Tom's Cafe, and Ann's Restaurant served better food.

RIGHT: We went to Ann's Restaurant, Ted's Diner, and Tom's Cafe, and Ann's Restaurant served *the best* food.

WRONG: I took mathematics, French, and history last semester, and the mathematics course was the better.

RIGHT: I took mathematics, French, and history last semester, and the mathematics course was *the best*.

WRONG: She was the most beautifulest woman I had ever seen.

RIGHT: She was the *most beautiful* woman I had ever seen.

Skill Builder 13: Superlatives

Directions: Write a "C" on the line if the sentence is correct. Write an "X" on the line if there is an error in the superlative pattern.

- _____ 1. They were the most poorest people I had ever seen.
- _____ 2. Germany is one of the most highly industrialized nations in the world.
- _____ 3. When he won the contest, he was the most surprised person than the other contestants.
- _____ 4. I went to Belgium, Holland, and England last year, and I liked Belgium better.
- _____ 5. Is the Sahara the largest desert in the world?
- _____ 6. August is hottest and most humid month of the year.
- _____ 7. It was the most biggest building I had ever seen.
- _____ 8. That company sold the most sophisticated computer equipment that we had ever found.
- _____ 9. Dr. Henderson was the most thorough doctor than Jane had ever known.
- _____ 10. John, Phyllis, and Mary were all saving money to go to Egypt, and John saved the most.
- _____ 11. Paula, Susie, and Jill bought new homes, but Paula's was more elegant.
- _____ 12. Peking is most densely populated city in the world.
- _____ 13. The damage caused by the hurricane was the worst than had ever occurred in that state.
- _____ 14. She bought a new color television, a stereo unit, and an AM/FM radio, and the television was the most expensive.
- _____ 15. Mary is the fastest runner than the other team members.

- _____ 16. You can use any of these three pens, but the red one is the best for marking on heavy material.
- _____ 17. That place serves the goodest ice cream in town.
- _____ 18. Dr. Jones was certainly among the smartest men I had ever known.
- _____ 19. He got the baddest grade he had ever received on an exam.
- _____ 20. The crimes committed by that murderer were the most heinous in the history of that town.

Answers

- | | |
|---|---|
| <u> X </u> 1. (<i>the poorest</i> people). See rule 3b. | <u> C </u> 10. |
| <u> C </u> 2. | <u> X </u> 11. (<i>the most</i> elegant). See rule 3d. |
| <u> X </u> 3. (the most surprised person <i>of all the contestants.</i>). See rule 3c. | <u> X </u> 12. (<i>the most</i> densely). See rule 3a. |
| <u> X </u> 4. (Belgium <i>the best</i>). See rule 3d. | <u> X </u> 13. (the worst <i>that</i>). See rule 3c. |
| <u> C </u> 5. | <u> C </u> 14. |
| <u> X </u> 6. (<i>the hottest and the most humid</i> month). See rule 3a. | <u> X </u> 15. (the fastest runner <i>on the team</i>). See rule 3c. |
| <u> X </u> 7. (<i>the biggest</i> building). See rule 3b. | <u> C </u> 16. |
| <u> C </u> 8. | <u> X </u> 17. (the <i>best</i> ice cream). See rule 3. |
| <u> X </u> 9. (doctor <i>that</i>). See rule 3c. | <u> C </u> 18. |
| | <u> X </u> 19. (the <i>worst</i> grade). See rule 3. |
| | <u> C </u> 20. |

CAUSE AND RESULT

Cause-and-result clauses are expressed by the following patterns:

1. *So*

a. *so + adjective + that*

ADJ.

He was *so tired that* he fell asleep.

b. *so + adverb + that*

ADV.

He reads *so slowly that* he can never finish his homework.

c. **so + many or few + count noun + that*

CN

She had *so many problems that* she could not concentrate.

CN

There were *so few tickets sold that* the concert was cancelled.

d. **so + much or little + non-count noun + that*

NCN

The storm caused *so much damage that* the people were forced to leave their homes.

NCN

They had *so little interest* in the project *that* it failed.

* For problems with *many* and *much*, see *Few*, *Little*, *Much*, and *Many* on page 39 of this chapter.

2. *Such*a. ***such* + adjective + plural count noun + *that***

ADJ. PL. CN

They were *such good students* *that* they did very well on the TOEFL.b. ***such* + adjective + non-count noun + *that***

ADJ. NCN

It was *such good cake* *that* we asked for more.3. *So* or *such* (singular count nouns can use either of the following patterns)a. ***so* + adjective + *a* + singular count noun + *that***

SING. CN

He had *so bad a headache* *that* he left early.b. ***such* + *a* + adjective + singular count noun + *that***

SING. CN

He had *such a bad headache* *that* he left early.a. Be careful not to omit *a* before a singular count noun.b. The pattern of cause-and-result is expressed by *so/such . . . that*.

NOTE

Do not use *too*
or *as*.

Error Examples

WRONG: The doctor had too many patients that he could not see them all.

RIGHT: The doctor had *so* many patients that he could not see them all.

WRONG: It was so good game that the stadium was packed.

RIGHT: It was *such a good* game that the stadium was packed.

OR

It was *so good a* game that the stadium was packed.

WRONG: The book was as interesting that I could not put it down.

RIGHT: The book was *so* interesting that I could not put it down.

WRONG: He is so shy as he never speaks in class.

RIGHT: He is so shy *that* he never speaks in class.

WRONG: They had a such good time in Rome that they always dreamed of going back.

RIGHT: They had *such a* good time in Rome that they always dreamed of going back.

WRONG: He gave me so good advice that I was very grateful to him.

RIGHT: He gave me *such* good advice that I was very grateful to him.

Skill Builder 14: Cause and Result

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error in the cause-and-result clause.

- _____ 1. They had so a good meal at that restaurant that they wanted to go there again.
- _____ 2. They were such talented actors that their movie was a great success.
- _____ 3. The store had too few customers that it closed.
- _____ 4. It was such a long lesson that we could not finish it in one day.
- _____ 5. He was as rich that he owned four homes.
- _____ 6. He is so forgetful as he never pays his rent on time.
- _____ 7. She was such a good student that she won a scholarship.
- _____ 8. They had a such bad day that they got depressed.
- _____ 9. It was so warm weather that we went to the swimming pool.
- _____ 10. The old woman’s handwriting was so faint that I could hardly read it.
- _____ 11. The stars are so far from the earth that we cannot see most of them.
- _____ 12. I had too many things to do that I could not finish them all.
- _____ 13. It was so confusing as I could not understand it.
- _____ 14. He spoke such good Arabic that he surprised everyone.
- _____ 15. The building was as large that we had difficulty finding his office.

Answers

- | | |
|---|---|
| <p>_____ X 1. (so good <i>a</i> meal) OR (<i>such</i> a good meal). See pattern 3a.</p> <p>_____ C 2.</p> <p>_____ X 3. (had <i>so</i> few customers that). See pattern 1c.</p> <p>_____ C 4.</p> <p>_____ X 5. (was <i>so</i> rich that). See pattern 1a.</p> <p>_____ X 6. (so forgetful <i>that</i>). See pattern 1a.</p> <p>_____ C 7.</p> <p>_____ X 8. (had <i>such</i> a bad day that) OR (had so bad <i>a</i> day that). See pattern 3.</p> | <p>_____ X 9. (was <i>such</i> warm weather that). See pattern 2.</p> <p>_____ C 10.</p> <p>_____ C 11.</p> <p>_____ X 12. (had <i>so</i> many things to do that). See pattern 1c.</p> <p>_____ X 13. (so confusing <i>that</i>). See pattern 1a.</p> <p>_____ C 14.</p> <p>_____ X 15. (so large that). See pattern 1a.</p> |
|---|---|

ARTICLES

1. Use *a* or *an* with an unspecified singular count noun. Use *an* before a word that begins with a vowel or a vowel sound.

I saw *a puppy* in the park yesterday.

The woman asked for *an exact* count.

He is *an honest* man.

2. Use *the* with specified singular and plural count nouns.

The puppy I saw in the park was black and white.

The engineers from Clearwater Company designed a new system for water purification.

3. Do *not* use an article with plural count nouns used in a general sense.

Dogs make good pets.

Astronauts go through rigorous training programs to prepare for space flights.

4. Do *not* use an article with non-count nouns used in a general sense.

I do not like *seafood*.

Honesty is the best policy.

Error Examples

WRONG: We went to the store and bought new stove.

RIGHT: We went to the store and bought *a* new stove.

WRONG: Everyone should have a equal opportunity to get an education.

RIGHT: Everyone should have *an* equal opportunity to get an education.

WRONG: They had an accident in new car they bought last week.

RIGHT: They had an accident in *the* new car they bought last week.

WRONG: It is traditional to have the flowers at a wedding.

RIGHT: It is traditional to *have flowers* at a wedding.

WRONG: The honesty is a virtue.

RIGHT: *Honesty* is a virtue.

Skill Builder 15: Articles

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an article mistake.

- _____ 1. John’s friends had a farewell party for him last Friday.
- _____ 2. He tried hard to get good grade on the test.
- _____ 3. It is always difficult to make the decisions.
- _____ 4. When he lived in Paris he went to parties every weekend.
- _____ 5. They gave me a electric typewriter for my birthday.
- _____ 6. Paul began to think that he would never find the happiness.
- _____ 7. The old man no longer believed that money was the most important thing in life.
- _____ 8. He wanted to try on pair of jogging shoes at the shoe store.
- _____ 9. In all his life he had never wanted to try the wine.
- _____ 10. She does not have an understanding of the subject yet.
- _____ 11. I just saw boys from Africa that I met at the International House party last week.
- _____ 12. Teachers usually spend many hours correcting papers.
- _____ 13. Some people believe that the frankness is the best policy in any situation.
- _____ 14. The man who fixed my air-conditioning unit accidentally broke the fan.
- _____ 15. The doctors have to go to school for many years to complete their education.

Answers

- | | |
|--|---|
| <u> C </u> 1. | <u> X </u> 9. (<i>to try wine</i>). See rule 4. |
| <u> X </u> 2. (<i>a good grade</i>). See rule 1. | <u> C </u> 10. |
| <u> X </u> 3. (<i>to make decisions</i>). See rule 3. | <u> X </u> 11. (<i>saw the boys</i>). See rule 2. |
| <u> C </u> 4. | <u> C </u> 12. |
| <u> X </u> 5. (<i>an electric typewriter</i>). See rule 1. | <u> X </u> 13. (<i>that frankness is</i>). See rule 4. |
| <u> X </u> 6. (<i>find happiness</i>). See rule 4. | <u> C </u> 14. |
| <u> C </u> 7. | <u> X </u> 15. (<i>Doctors have to go</i>). See rule 3. |
| <u> X </u> 8. (<i>on a pair of jogging shoes</i>). See rule 1. | |

TOO, VERY, AND ENOUGH

Compare the meanings and patterns of *too*, *very*, and *enough*:

1. *Very* means *to a high degree*, but does not suggest impossibility or undesirability.

VERY + ADJ.

Mary is *very intelligent*.

2. *Too* suggests *impossibility or undesirable degree*.

TOO + ADJ. + TO + V

She is *too sick to come* to class today.

3. *Enough* suggests *possibility or sufficient degree*.

ADJ. + ENOUGH + TO + V

He is *tall enough to play* basketball.

- a. In patterns 2 and 3 above, do not use any other structure word after the adjective or adverb except *to*.
- b. In the above patterns adverbs can be used in the same position as adjectives. Example: Mary sings *very well*.
- c. *Enough* can come before or after a noun to express sufficiency.

He had *money enough* to buy a new car.

OR

He had *enough money* to buy a new car.

NOTE

Be careful to put *enough* AFTER the adjective.

Be careful to put *to* + V (Infinitive) AFTER *enough*.

Error Examples

WRONG: This meat is *too* delicious.

RIGHT: This meat is *very* delicious.

WRONG: It was *very* late to catch the plane.

RIGHT: It was *too* late to catch the plane.

WRONG: He was *enough* old to get a driver's license.

RIGHT: He was *old enough* to get a driver's license.

WRONG: His English was *enough* good as for him to pass the TOEFL.

RIGHT: His English was *good enough* for him to pass the TOEFL.

WRONG: We had *very* much time to finish our work.

RIGHT: We had *enough time* to finish our work.

Skill Builder 16: *Too, Very, and Enough*

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error with *too*, *very*, or *enough*.

- _____ 1. I had enough experience to get the job.
- _____ 2. This soup is too good.
- _____ 3. It was too late to go to the theater.
- _____ 4. He is enough intelligent to do well in school.
- _____ 5. Paul had very much money to buy a new motorcycle.
- _____ 6. I am very disappointed in his behavior.
- _____ 7. He made too many good friends when he studied abroad.
- _____ 8. She spoke French well enough to be a translator.
- _____ 9. He did not speak English as well enough to be understood.
- _____ 10. The envelope was thin enough to slide under the door.
- _____ 11. The sofa was big enough as to seat four people comfortably.
- _____ 12. This paragraph is not enough good as to be acceptable.
- _____ 13. His TOEFL score was high enough to be accepted.
- _____ 14. She was too happy when she heard the news.
- _____ 15. She was enough old to get married.

Answers

- | | |
|--|--|
| <u> C </u> 1. | <u> X </u> 9. (English <i>well</i> enough). See rule 3c. |
| <u> X </u> 2. (<i>very</i> good). See rule 1. | <u> C </u> 10. |
| <u> C </u> 3. | <u> X </u> 11. (big <i>enough</i> to seat). See rule 3c. |
| <u> X </u> 4. (<i>intelligent enough</i>). See rule 3a. | <u> X </u> 12. (<i>good enough</i> to). See rule 3. |
| <u> X </u> 5. (had <i>enough</i> money). See rule 3c. | <u> C </u> 13. |
| <u> C </u> 6. | <u> X </u> 14. (<i>very</i> happy). See rule 1. |
| <u> X </u> 7. (made <i>many</i> good friends). See rule 2. | <u> X </u> 15. (<i>old enough</i>). See rule 3a. |
| <u> C </u> 8. | |

NEGATION

1. *Not* is an adverb that negates verbs. *Not* is used in the following patterns:

■ **auxiliary + *not* + V + *ing***

AUX. + NOT + V + -ING

He *is not going* to the party.

AUX. + NOT + V + -ING

He *is not making* any money.

■ **auxiliary + *not* + V**

AUX. + NOT + V

He *does not like* to study on the weekends.

AUX. + NOT + V

We *do not want* any coffee, thank you.

■ **auxiliary + *not* + past participle**

AUX. + NOT + PAST PART.

He *has not been* here for days.

AUX. + NOT + PAST PART.

They *have not seen* any deer.

■ **modal* + *not* + V**

MODAL + NOT + V

We *will not accept* your opinion.

MODAL + NOT + V

You *should not eat* too many sweets.

2. *No* is an adjective that indicates the absence of something. It modifies nouns. It is used in the following pattern:

■ **Verb + *no* + noun**

V + NO + N

There *is no charge* for towels at the pool.

V + NO + N

He *has no passport*.

3. *None* is a pronoun meaning *not any* or *not one*. Use *none* when the noun it replaces has been mentioned already.

PRON.

The children ate all the *cookies*. When I arrived, there were *none* left. (*none* = no cookies)

PRON.

They asked me to contribute some *money* but I had *none*. (*none* = no money)

None may also be used in the following pattern:

■ ***None* + *of the* + noun**

In this pattern, the noun that *none* refers to is placed after *of the*.

PRON. + OF THE + N

When I arrived, *none of the cookies* were left.

PRON. + OF THE + N

None of the children know how to swim.

* For an explanation of modals, see the section in Chapter 4, “Verbs”—Verbs of “Demand” on page 70.

4. Remember to use *any* after negative words to express the absence of quantity for plural count nouns and non-count nouns. (*Anyone, anybody, anywhere, anymore, and anything* can also be used in negative sentence constructions.)

NEG. ANY NCN
I do *not* have *any free time* today.

NEG. ANY PL. CN
There were *not any students* from China this year.

NEG. ANYMORE
He does *not* go to school *anymore*.

NEG. ANYONE
We did *not see anyone* leave the building.

5. There are some words that have negative meanings even though they do not appear to be negative, for example: *hardly, scarcely, rarely, seldom, without, and only*. Do not use another negative word with these words. (See notes.)

NEG.
He had *scarcely* enough money for the bus.

NEG.
They went to bed *without* dinner.

6. Negative infinitives (*to + V*) are formed by putting *not* before the infinitive (*not + to + V*).

NOT + TO + V
She said *not to talk* during the program.

NOT + TO + V
They told us to relax and *not to worry*.

7. Remember that *no longer* is an idiomatic negative expression of time.

He *no longer* lives here.

They *no longer* play golf together.

a. To express a negative idea, use only one negative word.

b. Never use *not longer* when *longer* means time.

NOTE

Two negative words in one sentence make the sentence an affirmative statement; for example, "Do *not* leave *without* an umbrella." ("Be sure to take your umbrella.")

Error Examples

WRONG: He is no going on vacation this summer.

RIGHT: He is *not* going on vacation this summer.

WRONG: There is not butter in the refrigerator.

RIGHT: There is *no* butter in the refrigerator.

WRONG: There were none children at the playground.

RIGHT: There were *no* children at the playground.

WRONG: We do not have no class Friday.

RIGHT: We do not have *any* class Friday.

WRONG: They seldom do not go to the movies.

RIGHT: They *seldom* go to the movies.

WRONG: I encourage you to do not wait for him.

RIGHT: I encourage you *not to wait* for him.

WRONG: She said to sit quietly and to not open our books.

RIGHT: She said to sit quietly and *not to open* our books.

WRONG: He ran out of money and could not longer continue school.

RIGHT: He ran out of money and could *no* longer continue school.

WRONG: The children went to the movies without no money.

RIGHT: The children went to the movies without *any* money.

WRONG: I searched all day for some new shoes, but there were none shoes I liked.

RIGHT: I searched all day for some new shoes, but there were *none* I liked.

Skill Builder 17: Negation

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error in negation.

- _____ 1. He could not lend me \$5 because he did not have only \$3.
- _____ 2. There were several of his friends at the restaurant, but none of mine came.
- _____ 3. The rules required us to form an orderly line and to do not talk.
- _____ 4. None of the shoes on sale fit me.
- _____ 5. You are no going to finish the test in time.
- _____ 6. Rarely does one see such a handsome man.
- _____ 7. He could not longer tolerate that situation.
- _____ 8. There were not cheaper beds left at that furniture store.
- _____ 9. The director told the chorus to sit down and not to whisper.
- _____ 10. By the time I arrived, there was no birthday cake left.
- _____ 11. He could not scarcely believe what I told him.
- _____ 12. That couple has none children.
- _____ 13. Do not go to the mountains without no sturdy hiking boots.
- _____ 14. We were no interested in what they were selling.
- _____ 15. No longer can the world afford to waste its natural resources.
- _____ 16. He did not have no good reason for hitting him.
- _____ 17. If I were you I would no take that course.
- _____ 18. The Smiths could afford to pay only \$40,000 for a new home, and they were quite dismayed to learn that there were none available in that price range.
- _____ 19. The children could not hardly believe their eyes when they saw a giraffe for the first time.
- _____ 20. They foolishly drove into the desert without any extra water.

Answers

 X 1. (he *had* only \$3). See rule 5.

 C 2.

 X 3. (and *not to talk*). See rule 6.

 C 4.

 X 5. (are *not* going to). See rule 1.

 C 6.

 X 7. (*no* longer). See rule 7.

 X 8. (*no* cheaper beds). See rule 2.

 C 9.

 C 10.

 X 11. (*could scarcely*). See rule 5.

 X 12. (*no* children). See rule 2.

 X 13. (*without sturdy* hiking boots).
See rule 5.

 X 14. (were *not* interested). See
rule 1.

 C 15.

 X 16. (did not have *any* good
reason). See rule 4.

 X 17. (would *not* take). See rule 1.

 C 18.

 X 19. (*could hardly* believe). See
rule 5.

 C 20.

EXERCISES: MODIFIERS

Error Identification

Directions: Each of the sentences below contains four underlined words or phrases. Select the one word or phrase that must be changed in order for the sentence to be correct. Write your answer on the line or on a separate sheet of paper.

- He found an interesting lithograph as the one he had seen on his trip to Spain.
(A) (B) (C) (D)
- I told him as forceful as possible that he would not be allowed to enter the room without written permission.
(A) (B) (C) (D)
- Dr. Fields received so large bill when he checked out of the hotel that he did not have enough money to pay for a taxi to the airport.
(A) (B) (C) (D)
- Although David had originally agreed to help her, he later decided it would be more time-consuming that he had anticipated.
(A) (B) (C) (D)
- The hunters were able to take their limit of game with few effort in spite of the unusually rainy weather.
(A) (B) (C) (D)
- In spite of the wonderful acting, sensitive photography, and well-developed plot, the three-hours movie could not hold our attention.
(A) (B) (C) (D)
- The weatherman suggests keeping small children out of the sun because he predicts that today will be hottest day of the year.
(A) (B) (C) (D)
- The American businessmen were perplexed by the much considerations that the foreign company had to take into account before arriving at a decision.
(A) (B) (C) (D)
- The new zoo, with its elaborate moat system and open spaces, was enough roomy to accommodate even very large animals comfortably.
(A) (B) (C) (D)
- All of the players were anticipating the last game of the series, which they expected to be real exciting.
(A) (B) (C) (D)
- Having given serious consideration to a job offer from another company, Bob finally decided to completely forget about the offer and to continue at his old job.
(A) (B) (C) (D)

12. I scarcely have enough money to pay
(A) (B) (C)
the bill I received for medical services.
(D)
13. After having dinner in that restaurant
(A)
last night, I felt badly and my wife had
(B) (C)
to take me to the hospital.
(D)
14. Before leaving for her two-week vaca-
(A) (B)
tion, Sharon had to quickly prepare the
(C)
monthly financial report.
(D)
15. A prize was awarded to millionth
(A) (B)
person who bought a year's subscrip-
(C) (D)
tion to the magazine.
16. Although Niagara Falls in the United
(A)
States is not as high than Angel Falls
(B)
in Venezuela, more tourists visit Niagara
Falls because it is more accessible.
(C) (D)
17. Seriously burned in a terrible car
(A)
accident, the doctor was not sure that
John could be protected from infection
(B)
long enough for his body to begin to
(C)
heal itself.
(D)
18. My friend Dorothy, who just got back
(A) (B)
from Paris, said that the view from the
top of the Eiffel Tower was too breath-
(C) (D)
taking.
19. After a long, seemingly futile search,
(A)
Professor Clayborne was finally able to
(B)
locate the five volume of the series he
(C)
needed to continue his research.
(D)
20. They only publish stories that are
(A) (B)
suitable for young children to read.
(C) (D)
21. Because of the long, detailed questions
(A) (B)
and the unfamiliar format, John
could not scarcely finish the test on time.
(C) (D)
22. Clark spent many years studying East-
(A) (B)
ern philosophy in his search for the
(C)
meaning of the life.
(D)
23. Although he had scaled many of the
(A)
world's tallest mountains, he was still
(B)
looking for more taller peaks to climb.
(C) (D)
24. The mechanic recently purchased these
(A) (B)
set of tools in order to be able to work
(C)
on large diesel trucks.
(D)
25. We all looked forward to going on our
(A) (B)
class's picnic on the last day of the
(C) (D)
semester.

26. They were completely (A) unprepared for the difficulties of caring (B) for a three-months-old (C) baby on (D) their European trip.
27. Driving (A) across the bridge, the sailboat with its sails billowing (B) in the wind was a beautiful sight to see. (C) (D)
28. They could not help noticing (A) the article posted (B) about a unusual (C) flying object seen recently. (D)
29. Even though (A) my friend considered a career in economics or business administration, he finally (B) decided on (C) a physic (D) major.
30. As (A) he was driving me home, he told me that (B) he not longer (C) spent his winters in Florida. (D)

ANSWER KEY AND EXPLANATIONS

Error Identification

1. A	7. D	13. B	19. C	25. C
2. A	8. A	14. C	20. A	26. C
3. A	9. C	15. B	21. C	27. A
4. C	10. D	16. B	22. D	28. C
5. C	11. B	17. A	23. D	29. D
6. C	12. A	18. D	24. B	30. C

- The correct answer is (A). See *Sameness and Similarity*, page 44.
- The correct answer is (A). See *Adjective/Adverb Confusion*, page 32.
- The correct answer is (A). See *Cause and Result*, page 50.
- The correct answer is (C). See *Comparatives*, page 46.
- The correct answer is (C). See *Few, Little, Much, and Many*, page 39.
- The correct answer is (C). See *Hyphenated or Compound Adjectives*, page 37.
- The correct answer is (D). See *Superlatives*, page 48.
- The correct answer is (A). See *Few, Little, Much, and Many*, page 39.
- The correct answer is (C). See *Too, Very, and Enough*, page 55.
- The correct answer is (D). See *Adjective/Adverb Confusion*, page 32.
- The correct answer is (B). See *Split Infinitives*, page 29.
- The correct answer is (A). See *Adverbs like Only*, page 28.
- The correct answer is (B). See *Adjectives after Verbs of Sensation*, page 34.
- The correct answer is (C). See *Split Infinitives*, page 29.
- The correct answer is (B). See *Cardinal and Ordinal Numbers*, page 42.
- The correct answer is (B). See *Sameness and Similarity*, page 44.
- The correct answer is (A). See *Dangling Modifiers*, page 30.
- The correct answer is (D). See *Too, Very, and Enough*, page 55.
- The correct answer is (C). See *Cardinal and Ordinal Numbers*, page 42.
- The correct answer is (A). See *Adverbs like Only*, page 28.
- The correct answer is (C). See *Negation*, page 57.
- The correct answer is (D). See *Articles*, page 53.
- The correct answer is (D). See *Comparatives*, page 46.
- The correct answer is (B). See *Demonstratives*, page 38.
- The correct answer is (C). See *Noun Adjectives*, page 35.
- The correct answer is (C). See *Hyphenated or Compound Adjectives*, page 37.
- The correct answer is (A). See *Dangling Modifiers*, page 30.
- The correct answer is (C). See *Articles*, page 53.
- The correct answer is (D). See *Noun Adjectives*, page 35.
- The correct answer is (C). See *Negation*, page 57.

SUMMING IT UP

- Modifiers are words that modify other words in sentences.
- Adverbs such as *only* should be placed as close as possible to the adjectives, verbs, or other adverbs they modify.
- The introductory phrase modifies the subject of the main clause.
- Verbs of sensation are generally followed by *adjectives* and not by adverbs. These modifiers are called predicate adjectives.
- Do not compare two nouns that cannot be compared.

Verbs

OVERVIEW

- Tense
- Time clauses
- Verbs of “demand”
- Wishes
- Conditionals
- Modals
- Verbals
- Past participles
- Present and perfect participles and infinitives
- Summing it up

TENSE

The following are common verb-tense rules:

1. **Present Perfect.** Use the present perfect *only* when the action has started in the past and still relates to the present.
 I *have been* in the United States for six months.
 She *has played* the piano since she was a child.
2. **Past Tense.** Use the past tense when the action occurred or existed in the past.
 I *went* to California last summer.
 He *visited* several museums in Spain.
3. **Past Perfect.** Use the past perfect only to express an activity that happened before another past activity.
 The movie *had begun* when we arrived.
 I *had* already *left* when he called.

Error Examples

WRONG: I have finished a game of tennis with John when Bob arrived.

RIGHT: I *had finished* a game of tennis with John when Bob arrived.

WRONG: Since Bob graduated last year, he had been traveling around Europe.

RIGHT: Since Bob graduated last year, he *has been traveling* around Europe.

WRONG: It has taken me a long time to do the homework last night.

RIGHT: It *took* me a long time to do the homework last night.

WRONG: Since 1976, he is living in Brazil.

RIGHT: Since 1976, he *has been living* in Brazil.

OR

Since 1976, he *has lived* in Brazil.

NOTE

It is possible to use the past perfect in sentences where *before* or *after* show sequence, but it is not necessary.

Skill Builder 1: Tense

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error in the verb tense.

- _____ 1. I have been in Mexico during the summer of 1970.
- _____ 2. Mary had prepared dinner when I arrived, so we were able to eat immediately.
- _____ 3. Three years ago he had been a student at a university in California.
- _____ 4. We have collected stamps for many years.
- _____ 5. We took the bus downtown, did a few errands, and had gone to lunch.
- _____ 6. Since he bought a new car, he has been driving to work every day.
- _____ 7. Last night they have recognized us from the party we went to earlier in the week.
- _____ 8. Since Ted graduated, he has been working with his father.
- _____ 9. The doctor had seen ten patients since eight o'clock this morning.
- _____ 10. He is studying English for the last five years.

Answers

- | | |
|---|---|
| <u> X </u> 1. (I <i>was</i> in Mexico). See rule 2. | <u> X </u> 7. (they <i>recognized</i> us). See rule 2. |
| <u> C </u> 2. | <u> C </u> 8. |
| <u> X </u> 3. (He <i>was</i> a student). See rule 2. | <u> X </u> 9. (<i>has seen</i> ten patients). See rule 1. |
| <u> C </u> 4. | |
| <u> X </u> 5. (and <i>went</i> to lunch). See rule 2. | <u> X </u> 10. (He <i>has studied</i> English). See rule 1. |
| <u> C </u> 6. | |

TIME CLAUSES

Use the simple present tense in future-time clauses (when the action will take place sometime in the future). Never use *will* or *going to* in future-time clauses.* Time clauses are introduced by such words as: *when*, *while*, *after*, *before*, *as soon as*, etc. Also see *Conditionals* in this chapter on page 73.

Future-time clauses:

	PRES
As soon as they <i>get</i> their degrees,	they are going home.
	FUTURE-TIME CL.
	PRES
When I <i>see</i> him,	I will give him your message.
	FUTURE-TIME CL.

Error Examples

WRONG: Whenever you will be in town, call me.

RIGHT: Whenever you *are* in town, call me.

WRONG: As soon as I will get all the vaccinations I will need, I will be leaving for Southeast Asia.

RIGHT: As soon as I *get* all the vaccinations I need, I will be leaving for Southeast Asia.

WRONG: After Dave is going to break the track record, many universities will offer him scholarships.

RIGHT: After Dave *breaks* the track record, many universities will offer him scholarships.

Skill Builder 2: Time Clauses

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is a mistake in the time clause.

- _____ 1. You should visit that part of the country when it will be spring.
- _____ 2. It will get cold in the desert when winter will come.
- _____ 3. As soon as you learn to swim, I will take you to our cabin at the lake.
- _____ 4. When the children are going to visit their grandmother, Henry and I will be going to Europe.
- _____ 5. When Bruce visits him tomorrow, his doctor will probably tell him to increase his medication.
- _____ 6. Will you buy me a wool jacket when you will be in Scotland?
- _____ 7. The actress who plays this role will receive an award when the critics will see her performance.
- _____

* Other tenses may also be used in time clauses, but the present tense *must* be used in future-time clauses when the main clause is in the future.

- _____ 8. When I have time, I will try to run two miles.
- _____ 9. When the fire engines go down the street, all the dogs in the neighborhood howl.
- _____ 10. As soon as Joan will get a good job, she is going to buy a condominium.

Answers

- | | |
|---|---|
| <u> X </u> 1. (when it <i>is</i> spring) | <u> X </u> 6. (when you <i>are</i> in Scotland) |
| <u> X </u> 2. (when winter <i>comes</i>) | <u> X </u> 7. (critics <i>see</i>) |
| <u> C </u> 3. | <u> C </u> 8. |
| <u> X </u> 4. (the children <i>visit</i> their grandmother) | <u> C </u> 9. |
| <u> C </u> 5. | <u> X </u> 10. (Joan <i>gets</i>) |

VERBS OF “DEMAND”

The simple verb (V) is used for all persons in a noun clause after the following verbs:

demand	recommend	be necessary
insist	urge	be required
require	advise	be essential
suggest	request	be important
ask (when it means <i>request</i>)		

v

The doctor recommended that she *have* surgery.

v

I suggest that he *be* ready on time.

v

She asked that all employees *attend* the meeting.

Error Examples

WRONG: The doctor advised that I am going on a diet.

RIGHT: The doctor advised that I *go* on a diet.

WRONG: The restaurant suggested that we arrived on time for our reservation.

RIGHT: The restaurant suggested that we *arrive* on time for our reservation.

WRONG: The instructions ask that we don't use a red pen.

RIGHT: The instructions ask that we *not use* a red pen.

WRONG: The law requires that students are in school a certain number of days a year.

RIGHT: The law requires that students *be* in school a certain number of days a year.

WRONG: It was important that money was collected for the cause.

RIGHT: It was important that money *be* collected for the cause.

NOTE

Use *not* to make the verb negative. Do not use *don't*.

The weatherman suggested that people *not use* Highway 7.

Skill Builder 3: Verbs of “Demand”

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error in the verb in the noun clause after a “demand” verb.

- _____ 1. The supervisor recommended that all employees took a course in speed-reading.
- _____ 2. They request that you be fluent in Spanish.
- _____ 3. My doctor urges that I am stopping smoking immediately.
- _____ 4. It was essential that the train leave on time.
- _____ 5. The professor advised that John had a private tutor for a few weeks.
- _____ 6. The admiral demanded that his crew has inspection twice a day.
- _____ 7. They asked that she not call before 8:00 a.m.
- _____ 8. The gracious hosts insisted that Mr. Smith did not leave so early.
- _____ 9. I suggested that he wear black for the ceremony.
- _____ 10. The police require that a driver renews his license every three years.

Answers

- | | |
|--|--|
| <u> X </u> 1. (employees <i>take</i>) | <u> C </u> 7. |
| <u> C </u> 2. | <u> X </u> 8. (that Mr. Smith <i>not leave</i>) See Note. |
| <u> X </u> 3. (that I <i>stop</i> smoking) | <u> C </u> 9. |
| <u> C </u> 4. | <u> X </u> 10. (that a driver <i>renew</i>) |
| <u> X </u> 5. (that John <i>have</i>) | |
| <u> X </u> 6. (that his crew <i>have</i>) | |

WISHES

1. *Present* wishes are expressed in the *past* tense.
- PAST
- Ralph wishes that he *had* \$1,000,000. (but he doesn't)
- PAST
- Mary wishes that she *lived* in New York. (but she doesn't)
- PAST
- Grace wishes that she *did not have* a test tomorrow. (but she does)
2. Always use *were* in present wishes for *to be*.
- He has often wished that he *were* older. (but he's not)
- I often wish that I *were* in Hawaii. (but I'm not)
- We often wish that we *were not* so busy. (but we are)
- They often wish that they *were not* living in Chicago. (but they are)

NOTE

After the verb *wish*, the noun clause may be introduced by the conjunction *that*.

3. *Past* wishes are expressed in the *past perfect*.

PAST PERF.

Hiromi wishes that she *had studied* more English before arriving in the United States. (but she didn't)

PAST PERF.

Kathy and Bob wish that they *had gotten* married before she went to Africa. (but they didn't)

PAST PERF.

The children wish they *had not disobeyed* their mother. (but they did)

Error Examples

WRONG: Steven wishes that he has a bigger apartment.

RIGHT: Steven wishes that he *had* a bigger apartment.

WRONG: Helen wishes that she does not live in a dormitory.

RIGHT: Helen wishes that she *did not* live in a dormitory.

WRONG: The actor wishes he was not required to perform every evening.

RIGHT: The actor wishes he *were* not required to perform every evening.

WRONG: Ted wishes that he did not lose his job last month.

RIGHT: Ted wishes that he *had not lost* his job last month.

WRONG: Bob wishes that he bought that house last spring.

RIGHT: Bob wishes that he *had bought* that house last spring.

WRONG: I wish that I was living in a warmer climate.

RIGHT: I wish that I *were* living in a warmer climate.

Skill Builder 4: Wishes

Directions: Write a "C" on the line if the sentence is correct. Write an "X" on the line if there is an error in the verb that expresses a wish.

- _____ 1. They wish they were able to spend more time in London.
- _____ 2. My father wishes that he does not have to retire at age 65.
- _____ 3. The farmer wished that he does not lose money on his cotton crop.
- _____ 4. Abdulla wishes that his soccer team were the national champions.
- _____ 5. The doctor wishes that he has more free time to play golf.
- _____ 6. Each of her children wishes that he did not ignore the advice that she gave him.
- _____ 7. I wish that I was earning more money and working less time.
- _____ 8. My mother wishes that my father does more work around the house.
- _____ 9. We wish that we did not have to go to the library this Saturday.
- _____ 10. My friend Kate wishes she was still living in France.

Answers

- | | |
|---|--|
| <u>C</u> 1. | <u>X</u> 7. (that I <i>were</i> earning). See rule 2. |
| <u>X</u> 2. (he <i>did not</i> have to). See rule 1. | <u>X</u> 8. (father <i>did</i>). See rule 1. |
| <u>X</u> 3. (he <i>had not</i> lost). See rule 3. | <u>C</u> 9. |
| <u>C</u> 4. | <u>X</u> 10. (she <i>were</i> still living). See rule 2. |
| <u>X</u> 5. (that he <i>had</i>). See rule 1. | |
| <u>X</u> 6. (he <i>had not ignored</i>). See rule 3. | |

CONDITIONALS

There are two kinds of conditions—*real* and *unreal*:

1. *Real* conditions are used for *possible* situations. The present tense is used in the *if*-clause (or conditional clause), and the future tense is used in the result clause.

PRES. FUT.

If he *comes* to school, I *will give* him your message.
(It is possible that he will come.)

2. *Unreal* conditions are used for *impossible* or *unreal* situations.

- a. In present time, the past tense is used in the *if*-clause and *would*, *could*, or *might* + the simple verb (V) is used in the result clause.

PAST COULD + V

If he *studied*, he *could get* good grades.
(He doesn't study.)

PAST WOULD + V

If he *came* to school, I *would give* him your message.
(He doesn't come to school.)

- b. In past time, the past perfect is used in the *if*-clause, and *would*, *could*, or *might* + *have* + the past participle are used in the result clause.

PAST PERF. WOULD + HAVE + PAST PART.

If he *had come* to school, I *would have given* him your message.
(He didn't come to school.)

Summary

If + present..... future (result)

If + past *would* + V (result)

If + past perfect *would* + *have* + past part. (result)

- a. In general, avoid using *would* in the *if*-clause.
- b. In present-time unreal *if*-clauses, the correct form of the verb *to be* for all persons is *were*.

If he *were* rich, he would go to Europe to study.

If I *were* you, I would study harder.

Error Examples

WRONG: If I will win the contest, I will buy a new car.

RIGHT: If I *win* the contest, I will buy a new car.

WRONG: If you had lost your job, what would you do?

RIGHT: If you *lost* your job, what would you do?

OR

If you had lost your job, what *would* you *have done*?

WRONG: If I had been there, I would make a speech.

RIGHT: If I *were* there, I would make a speech.

OR

If I had been there, I *would have made* a speech.

WRONG: If they had ask me, I would have given them my opinion.

RIGHT: If they had *asked* me, I would have given them my opinion.

WRONG: If Bob had studied more, he would have pass the test.

RIGHT: If Bob had studied more, he would have *passed* the test.

WRONG: If Jane had known it was supposed to rain, she would have took an umbrella.

RIGHT: If Jane had known it was supposed to rain, she would have *taken* an umbrella.

WRONG: If I would have a degree from that university, I would get a good job.

RIGHT: If I *had* a degree from that university, I would get a good job.

WRONG: If he would have been on time, we would have asked him to the party.

RIGHT: If he *had been* on time, we would have asked him to the party.

Skill Builder 5: Conditionals

Directions: Write a "C" on the line if the sentence is correct. Write an "X" on the line if there is an error in the use of the conditional.

- _____ 1. If he had not tried to jump over the stream, he would not break his leg.
- _____ 2. If he would be taller, he would be a good basketball player.
- _____ 3. If my apartment would be larger, I would not have to move.
- _____ 4. If he was ready, we would begin the lesson.
- _____ 5. If classes had finished sooner, I would go to Canada last month.
- _____ 6. If Betty would have driven more carefully, she would not have had that accident.
- _____ 7. If I will finish studying, I will go to the movies with you.
- _____ 8. If the king had known the truth, he would have been very angry.
- _____ 9. If Bob had practiced playing tennis more, he will not have lost the game.
- _____ 10. If he had been here earlier, I would have saw him.

- _____ 11. If I had seen him, I would have reminded him about his appointment.
- _____ 12. If you will take a trip this summer, where will you go?
- _____ 13. If Bob had received his check on time, he had certainly bought a new suit.
- _____ 14. If she were the only person available, we would have to hire her.
- _____ 15. If she had told me that she did not have enough money, I would pay for her trip last summer.

Answers

- | | |
|---|--|
| <u> X </u> 1. (he would not <i>have broken</i>)
See rule 2. See also <i>Verbs—Past Participles</i> , page 81. | <u> C </u> 8. |
| <u> X </u> 2. (If he <i>were</i> taller). See rule 2b. | <u> X </u> 9. (he <i>would</i> not have lost). See rule 2. |
| <u> X </u> 3. (If my apartment <i>were</i> larger). See rule 2b. | <u> X </u> 10. (I would have <i>seen</i> him). See rule 2. See also <i>Verbs—Past Participles</i> , page 81. |
| <u> X </u> 4. (If he <i>were</i> ready). See rule 2b. | <u> C </u> 11. |
| <u> X </u> 5. (I <i>would have gone</i>). See rule 2. | <u> X </u> 12. (If <i>you take</i>). See rule 1. |
| <u> X </u> 6. (If Betty <i>had driven</i>). See rule 2b. | <u> X </u> 13. (he <i>would certainly have bought</i>). See rule 2a. |
| <u> X </u> 7. (If <i>I finish</i>). See rule 1. | <u> C </u> 14. |
| | <u> X </u> 15. (I <i>would have paid</i>). See rule 2b. |

MODALS

1. After all modals, use the simple form of the verb (V). The following is a list of modals:

can could must
may should will
might would shall

MODAL + V

They *can walk* five miles without getting tired.

MODAL + V

They *could walk* five miles without getting tired.

2. Use the past participle after the modal + *have*.

MODAL + HAVE + PAST PART.

Mr. and Mrs. Smith *might have enjoyed* the party.

MODAL + HAVE + PAST PART.

He *should have sent* in his application earlier.

MODAL + HAVE + PAST PART.

We *should not have eaten* such a big dinner.

3. When you change direct speech to indirect speech, *could*, *would*, *should*, and *might* do not change form.

DIRECT

"You *should* always *do* your homework."

"I *might ask* her out."

INDIRECT

The teacher said that I *should always do* my homework.

He said that he *might ask* her out.

4. Use *must have* + past participle for past conclusion only.

The ground is wet; it *must have* rained. (conclusion)

5. Use *had* + infinitive for past obligation.

I *had to go* to the dentist yesterday. (obligation)

Error Examples

WRONG: Beth *must* to take the bus yesterday because her car was being repaired.

RIGHT: Beth *had to take* the bus yesterday because her car was being repaired.

WRONG: We *must* to water our plants regularly.

RIGHT: We *must water* our plants regularly.

WRONG: They *could* walked to school because it was close.

RIGHT: They *could walk* to school because it was close.

WRONG: The show will have *begin* by the time we arrive.

RIGHT: The show will have *begun* by the time we arrive.

WRONG: John said that he *might* have gone to Harvard next year.

RIGHT: John said that he *might go* to Harvard next year.

Skill Builder 6: Modals

Directions: Write a "C" on the line if the sentence is correct. Write an "X" on the line if there is an error in the modals.

- _____ 1. My brother has to walk ten miles to buy some gas last weekend.
- _____ 2. There is no one outside the theater; the performance must have been cancelled.
- _____ 3. They must to sign up for that class by this Friday.
- _____ 4. We would have went to Florida, but it was having an unusual cold spell.
- _____ 5. Mrs. Jones told me that she might have baked a cake for my birthday tomorrow if she has time.
- _____ 6. Susan said she might leave before dinner.
- _____ 7. They might go to the store a few minutes ago.
- _____ 8. When my baby got very ill, I must have called the doctor immediately.
- _____ 9. The boys should not had made so much noise.
- _____ 10. I will be very happy when I graduate this year.

Answers

- | | | | |
|----------|--|----------|--|
| <u>X</u> | 1. (<i>had</i> to walk). See rule 5. | <u>C</u> | 6. |
| <u>C</u> | 2. | <u>X</u> | 7. (might <i>have gone</i>). See rule 2. |
| <u>X</u> | 3. (must <i>sign up</i>). See rule 1. | <u>X</u> | 8. (I <i>had to call</i>). See rule 4. |
| <u>X</u> | 4. (would <i>have gone</i>). See rule 2.
See also <i>Verbs—Past Participles</i> , page 81. | <u>X</u> | 9. (should not <i>have made</i>). See rule 1. |
| <u>X</u> | 5. (might <i>bake</i>). See rule 3. | <u>C</u> | 10. |

VERBALS

1. The following verbs can be followed by the infinitive (*to* + V) as the direct object:

agree forbid mean
care forget offer
decide hope plan
deserve intend pretend
fail learn refuse

TO + V

Mr. Smith and Mr. Parker deserve *to be* promoted.

TO + V

They decided *to leave* early.

TO + V

The secretary offered *to come* in early.

TO + V

He hopes *to see* them again.

2. The following verbs can be followed by the gerund (V + *ing*) as the direct object:

admit deny postpone
appreciate enjoy practice
avoid finish stop
cannot help keep suggest
consider

V + ING

She enjoyed *meeting* them.

V + ING

I have never considered *quitting* my job.

V + ING

He finishes *studying* every evening at ten.

V + ING

He admitted *committing* the crime.

3. The following verb phrases (verb + preposition) can be followed by the gerund (V + *ing*). Remember that gerunds, not infinitives, follow prepositions in general and not just the prepositions in this list. See also *Style—Prepositions in Combinations*, page 167.

be accustomed to	decide on	plan on
be interested in	get through	put off
be opposed to	keep on	think about
be used to	look forward to	think of

PREP. + V + ING

She was not used *to living* in a dormitory.

PREP. + V + ING

He kept *on driving* even though he was tired.

PREP. + V + ING

He has been looking forward *to meeting* you.

4. Use the simple form of the verb (V) after the causative verbs *let*, *make*, and *have* when the second verb is active.

V

He made the children *look* both ways before crossing the street.

V

The teacher let him *leave* early.

V

The teacher had the class *begin* to write a composition when the bell rang.

Use a past participle after the causative verbs *have* and *get* when the second verb is passive in meaning.

PAST PART.

She had her passport *stamped* at the immigration office.

PAST PART.

They got their house *painted* last summer.

5. The following verbs of perception are followed by the simple form of the verb (V) or the present participle (V + *ing*):

feel	see
hear	smell
notice	watch
observe	

V

I heard the baby *cry*.

OR

V + ING

I heard the baby *crying*.

V

Jane observed him *leave*.

OR

V + ING

Jane observed him *leaving*.

Error Examples

WRONG: The professor forbids the students leaving early.

RIGHT: The professor forbids the students *to leave* early.

WRONG: She could not help to laugh at his foolishness.

RIGHT: She could not help *laughing* at his foolishness.

WRONG: I am opposed to go to war.

RIGHT: I am opposed to *going* to war.

WRONG: Do not let those children to eat a lot of candy.

RIGHT: Do not let those children *eat* a lot of candy.

WRONG: I was surprised to see a person to cry at that movie.

RIGHT: I was surprised to see a person *cry* at that movie.

OR

I was surprised to see a person *crying* at that movie.

WRONG: She had her phone hook up when she returned from abroad.

RIGHT: She had her phone *hooked up* when she returned from abroad.

WRONG: He had his annual chest X-ray taking yesterday.

RIGHT: He had his annual chest X-ray *taken* yesterday.

Skill Builder 7: Verbals

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error with the verbal (infinitive, gerund, simple verb, or participle) that follows the main verb.

- _____ 1. Blocks from the stadium, we could hear the people to cheer.
- _____ 2. Do you think you might enjoy living in a small town?
- _____ 3. I always make the children to pick up their toys.
- _____ 4. The official offered to help me get my papers in order.
- _____ 5. I had the paperboy stop delivering papers for the month of July.
- _____ 6. Since you need more money, you should not stop to try to find a better job.
- _____ 7. He was not used to making decisions by himself.
- _____ 8. Jane had her blood pressure taking recently.
- _____ 9. What made the student decide leaving early?
- _____ 10. I am looking forward to see you again soon.
- _____ 11. What do you think of our having a party to celebrate?
- _____ 12. She had her shoes dyed to match her dress.
- _____ 13. She could not help noticing the man to cry.
- _____ 14. One should avoid eating a heavy meal late in the evening.

- _____ 15. We had Tom to make the dinner reservations.
- _____ 16. Since he promised to take care of it, his parents let the boy to buy a dog.
- _____ 17. He was not used to living alone.
- _____ 18. Bob had his gas and electricity turn on when he moved into his new apartment last week.
- _____ 19. When will you get through to read that book?
- _____ 20. The doctor had Mrs. Jones take ten pills a day for her heart.
- _____ 21. Their boss never has them to stay past 5:00 p.m.
- _____ 22. They saw the thief running from the bank.
- _____ 23. The professor had us to read the first half of the book by Monday.
- _____ 24. Please do not fail registering before the deadline.
- _____ 25. As I entered the house, I smelled the food cooking.
- _____ 26. We had our university identification pictures taken yesterday.
- _____ 27. The law of that country forbids anyone under 18 driving a car.
- _____ 28. The teacher made us using our imaginations.
- _____ 29. The class could not help to laugh when the teacher dropped all his papers.
- _____ 30. When we decided to stay in Mexico longer, we had our visas renewed.

Answers

- | | |
|--|--|
| <u> X </u> 1. (hear the people <i>cheer</i>) OR (hear the people <i>cheering</i>). See rule 5. | <u> X </u> 16. (let the boy <i>buy</i>). See rule 4. |
| <u> C </u> 2. | <u> C </u> 17. |
| <u> X </u> 3. (make the children <i>pick up</i>). See rule 4. | <u> X </u> 18. (electricity <i>turned on</i> when). See rule 4. |
| <u> C </u> 4. | <u> X </u> 19. (get through <i>reading</i>). See rule 3. |
| <u> C </u> 5. | <u> C </u> 20. |
| <u> X </u> 6. (stop <i>trying</i> to find). See rule 2. | <u> X </u> 21. (has them <i>stay</i>). See rule 4. |
| <u> C </u> 7. | <u> C </u> 22. |
| <u> X </u> 8. (pressure <i>taken</i> recently). See rule 4. | <u> X </u> 23. (had us <i>read</i> the first). See rule 4. |
| <u> X </u> 9. (decide to <i>leave</i> early). See rule 1. | <u> X </u> 24. (do not fail <i>to register</i>). See rule 1. |
| <u> X </u> 10. (looking forward to <i>seeing</i>). See rule 3. | <u> C </u> 25. |
| <u> C </u> 11. | <u> C </u> 26. |
| <u> C </u> 12. | <u> X </u> 27. (forbids anyone under eighteen <i>to drive</i>). See rule 1. |
| <u> X </u> 13. (noticing the man <i>cry</i>) OR (noticing the man <i>crying</i>). See rule 5. | <u> X </u> 28. (made us <i>use</i> our). See rule 4. |
| <u> C </u> 14. | <u> X </u> 29. (could not help <i>laughing</i>). See rule 2. |
| <u> X </u> 15. (Tom <i>make</i> the dinner). See rule 4. | <u> C </u> 30. |

PAST PARTICIPLES

The past participle is used in the following:

1. *Present Perfect*

PAST PART.

He has *broken* the world's track record.

2. *Past Perfect*

PAST PART.

Mary had *spoken* to John about the matter before I arrived.

3. *Unreal Past Conditional*

PAST PART.

PAST PART.

If he had *been* here on time, he would have *heard* the news.

4. *Passive*

PAST PART.

The president's reelection was *taken* for granted by his constituents.

5. *Perfect Infinitive*

PAST PART.

I would like to have *grown* up on a farm.

6. *Perfect Participle*

PAST PART.

Having *swum* ten laps in the Olympic pool, he was exhausted.

7. *Adjective*

PAST PART.

The *stolen* watch was a very expensive piece of jewelry.

8. *Past Modal*

PAST PART.

Molly said that I should not have *gone* to that movie.

9. *Introductory Verbal Phrase*

PAST PART.

Seen from a distance, the house appeared to be in good condition.

The following are some of the verbs in English whose past participle forms (with the exception of *hurt* and *hear*) are *different from the past tense forms*.

Verb	Past Participle
be	been
begin	begun
break	broken
choose	chosen
do	done
drink	drunk
drive	driven
eat	eaten
fly	flown
forgive	forgiven
give	given
go	gone
grow	grown
hear	heard
hurt	hurt

Verb	Past Participle
know	known
ride	ridden
ring	rung
run	run
see	seen
show	shown
sing	sung
speak	spoken
steal	stolen
swim	swum
take	taken
tear	torn
throw	thrown
wear	worn
write	written

Error Examples

WRONG: He has sang in the choir for ten years.

RIGHT: He has *sung* in the choir for ten years.

WRONG: I saw him after he had ran for five miles.

RIGHT: I saw him after he had *run* for five miles.

WRONG: The president's large black limousine was driven by a chauffeur.

RIGHT: The president's large black limousine was *driven* by a chauffeur.

WRONG: Children are to be saw and not heard.

RIGHT: Children are to be *seen* and not heard.

WRONG: Having hearded the joke before, I did not find it funny the second time.

RIGHT: Having *heard* the joke before, I did not find it funny the second time.

WRONG: The class could have began on time if the teacher had not been late.

RIGHT: The class could have *begun* on time if the teacher had not been late.

WRONG: The breaked lamp was lying in little pieces on the rug.

RIGHT: The *broken* lamp was lying in little pieces on the rug.

Skill Builder 8: Past Participles

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error with the past participle.

- _____ 1. By the time Joan arrived, all of the food had been ate.
- _____ 2. Having stolen the money, the thief ran down the street as fast as he could.
- _____ 3. John had gave his speech when Bob was finally able to get to the meeting.
- _____ 4. Wrote in 1847, the opera has never enjoyed popular success.
- _____ 5. The professor told the class that they should have known the correct answer.
- _____ 6. Claire has not wore her new coat since she came to Florida.
- _____ 7. Betty began to cry when she realized that her new dress was torn.
- _____ 8. Never having flied before, Mark was very excited as he drove to the airport.
- _____ 9. I would like to have rang the bell earlier.
- _____ 10. If he had shown the official his passport, he would not have had any problems.
- _____ 11. She has began to look like her mother.
- _____ 12. That old horse has been ridden by children for years.
- _____ 13. I would not have did it if he had not made me nervous.
- _____ 14. The broke chair had only three legs.
- _____ 15. He claims to have hurted his leg in the game last night.

Answers

- | | |
|--|---|
| <u> X </u> 1. (had been <i>eaten</i>). See rule 4. | <u> X </u> 9. (to have <i>rung</i>). See rule 5. |
| <u> C </u> 2. | <u> C </u> 10. |
| <u> X </u> 3. (had <i>given</i> his speech). See rule 2. | <u> X </u> 11. (She has <i>begun</i>). See rule 1. |
| <u> X </u> 4. (<i>Written</i> in 1847). See rule 9. | <u> C </u> 12. |
| <u> C </u> 5. | <u> X </u> 13. (would not have <i>done</i>). See rule 3. |
| <u> X </u> 6. (has not <i>worn</i>). See rule 1. | <u> X </u> 14. (<i>broken</i> chair). See rule 7. |
| <u> C </u> 7. | <u> X </u> 15. (to have <i>hurt</i>). See rule 5. |
| <u> X </u> 8. (Never having <i>flown</i>). See rule 6. | |

PRESENT AND PERFECT PARTICIPLES AND INFINITIVES

1. Present participles (V + *ing*) in introductory verb phrases express action of the *same time* as the main verb.

same time

V+ING PAST

Looking out the window, I *saw* John on his bicycle yesterday.

same time

V+ING PRES.

Looking at the ocean, I *get* a sense of peace and calm.

2. Perfect participles (*having* + past participle) in introductory verb phrases express action that occurred prior to the main verb's action.

PERF. PART. PAST

Having taken a shower, I *went* to bed. (I took a shower *before* I went to bed.)

PERF. PART. PRES.

Having lost all our money, we *have* to return from our vacation early.
(We lost our money, and now we have to go home early.)

3. The present infinitive (*to* + V) expresses action that occurs at the same time as or future to the main verb.

PRES. PRES. INFIN.

I *hope* *to pass* the test tomorrow. (*To pass* is future to *hope*.)

PRES. PRES. INFIN.

I *wanted* *to leave* early yesterday. (*To leave* is same time as or future to *wanted*.)

4. The perfect infinitive (*to* + *have* + past participle) expresses action that occurred prior to the main verb's action.

PRES. PERF. INFIN.

I *hope* *to have passed* the test I took yesterday.
(I hope now that I passed the test I took yesterday.)

PRES. PERF. INFIN.

He *is reported* *to have died* yesterday.
(He apparently died yesterday and now his death is being reported.)

PAST PERF. INFIN.

He *was reported* *to have died* the day before.
(He apparently died the day before his death was reported.)

PRES. PERF. INFIN.

I *would like* *to have lived* in the seventeenth century.
(I wish now that I had lived at some time in the past.)

Error Examples

WRONG: Getting a driver's license, Paul was able to drive from Boston to Los Angeles.

RIGHT: *Having gotten* a driver's license, Paul was able to drive from Boston to Los Angeles.

WRONG: When I saw you yesterday, I would have liked to have stopped and talked to you.

RIGHT: When I saw you yesterday, I would have liked to *stop* and *talk* to you.

WRONG: She is reputed to be a spy during World War II.

RIGHT: She is reputed *to have been* a spy during World War II.

WRONG: He is said to having written a great novel.

RIGHT: He is said *to have written* a great novel.

Skill Builder 9: Present and Perfect Participles and Infinitives

Directions: Write a "C" on the line if the sentence is correct. Write an "X" on the line if there is an error in the participle or the infinitive.

- _____ 1. They chose not to have attended the meeting.
- _____ 2. She would have liked to study abroad.
- _____ 3. The notorious criminal is reported to having surrendered yesterday.
- _____ 4. Applying at the University of Arizona, she anxiously awaited her acceptance.
- _____ 5. They are presumed to die in the crash last weekend.
- _____ 6. Having studied diligently, he found the examination quite easy.
- _____ 7. Writing the letter, she mailed it on her way to work.
- _____ 8. The police officer wanted to give me a ride home.
- _____ 9. Catching several fish, they cooked them for dinner.
- _____ 10. Betty should have remembered to call me last night.

Answers

- | | |
|---|--|
| <u> X </u> 1. (chose not <i>to attend</i>). See rule 3. | <u> C </u> 6. |
| <u> C </u> 2. | <u> X </u> 7. (<i>Having written</i>). See rule 2. |
| <u> X </u> 3. (<i>to have surrendered</i>). See rule 4. | <u> C </u> 8. |
| <u> X </u> 4. (<i>Having applied</i>). See rule 2. | <u> X </u> 9. (<i>Having caught</i>). See rule 2. |
| <u> X </u> 5. (<i>to have died</i>). See rule 4. | <u> C </u> 10. |

EXERCISES: VERBS**Part A**

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error in the verb.

- _____ 1. Mr. and Mrs. Jones stopped smoking a year ago and have not started again.
- _____ 2. After jogging, I was so hungry that I could have ate a horse.
- _____ 3. Many people who were opposed to use nuclear energy in any form demonstrated against the opening of the new nuclear power plant.
- _____ 4. The license bureau demands that a person renew his license before it expires.
- _____ 5. For several years now, the student body is attempting to gain more influence over university policies.
- _____ 6. If I will get the money in time, I will go to California on my next vacation.
- _____ 7. After agreeing to make the necessary changes in the contract, Mr. Martin had his secretary type the amended version for us to sign.
- _____ 8. Much to his surprise, when Robert arrived in London, he had found several relatives waiting for him at the airport.
- _____ 9. Reading several books on that subject, Bill considered himself an expert.
- _____ 10. Ralph wishes that he went to the bank this morning before he went to work.

Part B

Directions: In the Sentence Completion questions below, one or more words are left out of each sentence. Under each sentence, you will see four words or phrases. Select the one word or phrase that completes the sentence correctly, then write it in the space provided in the book or on a separate sheet of paper.

- | | |
|---|--|
| <p>1. They told me that I _____ the tap water in that country.</p> <p>(A) must not have drank
(B) could not drunk
(C) should not have drunk
(D) could have drink</p> | <p>3. If he had applied by August 15, the university _____ him this semester.</p> <p>(A) would accepted
(B) had accepted
(C) should have accept
(D) would have accepted</p> |
| <p>2. The doctor was very surprised that his patient had let his condition _____ so much before calling him.</p> <p>(A) deteriorate
(B) to deteriorate
(C) to deteriorating
(D) deteriorating</p> | <p>4. When we finally bought stock in that company, the market _____ its peak and the stock was declining in value.</p> <p>(A) did already reach
(B) has already reached
(C) was already reached
(D) had already reached</p> |

5. They are said _____ a dynamic new play.
- (A) to have wrote
 - (B) to have written
 - (C) to have writing
 - (D) have written
6. Last year in the middle of the most severe drought in recent history, the already dwindling tribe _____ finally to leave its ancestral land and to look for a new place to live.
- (A) had decided
 - (B) decided
 - (C) has decided
 - (D) decides
7. It was important that they _____ before the curtain went up last night.
- (A) arrive
 - (B) have arrived
 - (C) arrived
 - (D) had arrived
8. I could see Susan's hands _____ slightly as she placed her papers on the podium and prepared to address the audience.
- (A) to tremble
 - (B) trembles
 - (C) trembled
 - (D) trembling
9. The babysitter agreed _____ the children before putting them to bed.
- (A) for bathing
 - (B) to bath
 - (C) to bathe
 - (D) to giving a bath
10. When the famous pianist was a child, he was accustomed to _____ for several hours a day.
- (A) practice
 - (B) practicing
 - (C) practiced
 - (D) be practicing

ANSWER KEY AND EXPLANATIONS

Part A

- | | | | |
|----------|---|----------|--|
| <u>C</u> | 1. | <u>C</u> | 7. |
| <u>X</u> | 2. (could have <i>eaten</i>). See <i>Past Participles</i> , page 81. | <u>X</u> | 8. (he <i>found</i>). See <i>Tense</i> , page 67. |
| <u>X</u> | 3. (opposed to <i>using</i>). See <i>Verbals</i> , page 77. | <u>X</u> | 9. (<i>Having read</i>). See <i>Present and Perfect Participles and Infinitives</i> , page 84. |
| <u>C</u> | 4. | <u>X</u> | 10. (that he <i>had gone</i>). See <i>Wishes</i> , page 71. |
| <u>X</u> | 5. (<i>has been</i> attempting). See <i>Tense</i> , page 67. | | |
| <u>X</u> | 6. (If I <i>get</i>). See <i>Conditionals</i> , page 73. | | |

Part B

- | | | | | |
|------|------|------|------|-------|
| 1. C | 3. D | 5. B | 7. A | 9. C |
| 2. A | 4. D | 6. B | 8. D | 10. B |

- The correct answer is (C).** Choices (A), (B), and (D), see *Modals*, page 75.
- The correct answer is (A).** Choices (B), (C), and (D), see *Verbals*, page 77.
- The correct answer is (D).** Choices (A), (B), and (C), see *Conditionals*, page 73.
- The correct answer is (D).** Choices (A), (B), and (C), see *Tense*, page 67.
- The correct answer is (B).** Choices (A), (C), (D), see *Present and Perfect Participles and Infinitives*, page 84.
- The correct answer is (B).** Choices (A), (C), and (D), see *Tense*, page 67.
- The correct answer is (A).** Choices (B), (C), and (D), see *Verbs of "Demand,"* page 70.
- The correct answer is (D).** Choices (A), (B), and (C), see *Verbals*, page 77.
- The correct answer is (C).** Choices (A), (B), and (D), see *Verbals*, page 77.
- The correct answer is (B).** Choices (A), (C), and (D), see *Verbals*, page 77.

SUMMING IT UP

- Common verb-tense problems are related to the present perfect, past tense and past perfect. It is possible to use the past perfect in sentences where *before* or *after* show sequence, but it is not necessary.
- There are two kinds of conditions—*real* and *unreal*. Real conditions are used for possible situations. Unreal conditions are used for impossible or unreal situations.
- After all modals, use the simple form of the verb.

Pronouns

OVERVIEW

- Relative pronouns
- Personal pronouns—case
- *Who/whom*
- Possessives
- Faulty reference
- Person
- Number
- *Those* modified
- Summing it up

RELATIVE PRONOUNS

Who, *whom*, *which*, *that*, and *whose* are relative pronouns used to introduce relative clauses (adjective clauses). For the *who/whom* problem, see page 95.

1. *Who* and *whom* are used for people.
I saw the man *who* is famous for inventing plastic.
Give it to the man *whom* you already know.
2. *Which* is used for nonrestrictive, or nonessential, clauses; that is, clauses that are not essential to the meaning of the sentence. Note that nonessential clauses are always preceded and followed by a comma.
The 104 bus, *which* is always late, should arrive at 4 p.m. at the shopping center.
3. *That* is used for restrictive, or essential clauses. You do not use a comma with essential clauses.
Here is the man *that* can answer your questions.
Did you find the book *that* you wanted to buy?

4. *Whose* is used to show possession. It can be followed by persons or things.

This is the man *whose* car was towed away.

Do you know the doctor *whose* children I teach?

Error Examples

WRONG: He is the student which always arrives late.

RIGHT: He is the student *who* always arrives late.

OR

He is the student *that* always arrives late.

WRONG: Saudi Arabia is a country who exports oil all over the world.

RIGHT: Saudi Arabia is a country *that* exports oil all over the world.

WRONG: We visited the building what is famous for its unusual design.

RIGHT: We visited the building, *which* is famous for its unusual design.

OR

We visited the building *that* is famous for its unusual design.

WRONG: There was a story in the paper about the man that his car was stolen.

RIGHT: There was a story in the paper about the man *whose* car was stolen.

Skill Builder 1: Relative Pronouns

Directions: Write a "C" on the line if the sentence is correct. Write an "X" on the line if there is an error in the relative pronoun.

- _____ 1. I like novels who deal with philosophical questions.
- _____ 2. The company did not want to hire a man that his experience was so limited.
- _____ 3. The family whose house burned down was on television.
- _____ 4. She wore a dress what everyone considered extravagant.
- _____ 5. The train, which goes to Flower Square, will arrive at any moment.
- _____ 6. The ship that we boarded in Rio was bound for Marseilles.
- _____ 7. John did not want to do business with a man which had been in prison.
- _____ 8. Take your car back to the man who sold it to you.
- _____ 9. That is the baby which has been in the incubator for three months.
- _____ 10. The woman that her photograph was in the paper is making a speech at the town hall tonight.

Answers

- | | |
|---|--|
| <u>X</u> 1. (novels <i>that</i> deal). See rule 3. | <u>X</u> 7. (a man <i>who</i>) OR (a man <i>that</i>).
See rules 1 and 3. |
| <u>X</u> 2. (a man <i>whose</i> experience).
See rule 4. | <u>C</u> 8. |
| <u>C</u> 3. | <u>X</u> 9. (the baby <i>who</i>) OR (the baby
<i>that</i>). See rules 1 and 3. |
| <u>X</u> 4. a dress <i>that</i>). See rule 3. | <u>X</u> 10. (woman <i>whose</i> photograph).
See rule 4. |
| <u>C</u> 5. | |
| <u>C</u> 6. | |

PERSONAL PRONOUNS—CASE

1. Subject pronouns (*I, you, he, she, it, we, and they*) are used in the subject position and after the verb *to be*.

S
They arrived safely last night.

BE + S PRON.
It *was they* who knocked on the door last night.

2. Object pronouns (*me, you, him, her, it, us, and them*) are used as objects of verbs and prepositions and as subjects of infinitives.

VERB OBJ.
I *told him* the news.

PREP. OBJ.
Between you and me, the economic situation looks bad.

S INFIN.
We asked *him to bring* a salad to the party.

- a. Pronouns in apposition* are in the same case as the pronouns they follow.
Example: Let's (Let us), *you and me*, go dancing Friday night. *Us* is the object of *let*. *You* and *me* must also be in the objective case.
- b. Pronouns after the conjunctions *as* or *than* should be subject pronouns when they function as subjects.

S
He is as tall as *I* (am tall).

S
John plays soccer as well as *he* (plays soccer).

S
They are more diligent students than *we* (are).

- c. The correct forms of the reflexive pronouns for *him* and *them* are *himself* and *themselves*, NOT *hisself* or *theirselves*.

* An *appositive* is a noun or pronoun that follows another noun or pronoun and identifies the first noun or pronoun.

Error Examples

WRONG: Jane and him planned to go to the movies.

RIGHT: Jane and *he* planned to go to the movies.

WRONG: She sold the car to Mary and he.

RIGHT: She sold the car to Mary and *him*.

WRONG: I never met a man as kind as him.

RIGHT: I never met a man as kind as *he*.

WRONG: For you and I arriving on time will be difficult.

RIGHT: For you and *me* arriving on time will be difficult.

WRONG: He specifically told them, Bob and he, to get ready.

RIGHT: He specifically told them, Bob and *him*, to get ready.

WRONG: Several times during the semester the teacher asked he to speak to the class.

RIGHT: Several times during the semester the teacher asked *him* to speak to the class.

WRONG: Ask him to do it hisself.

RIGHT: Ask him to do it *himself*.

WRONG: They do not want to go by themselves.

RIGHT: They do not want to go by *themselves*.

Skill Builder 2: Personal Pronouns—Case

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error in pronoun case.

- _____ 1. I was surprised to learn that Betty and him were hurt in the accident.
- _____ 2. I often remember when Paul and I visited Rome.
- _____ 3. He moved the furniture by hisself.
- _____ 4. She gave us, Margaret and I, the notes we missed in class.
- _____ 5. They were sitting by themselves next to the swimming pool.
- _____ 6. That project is the responsibility of Susan and she.
- _____ 7. Let us keep this secret between you and me.
- _____ 8. Do not forget to give the message to Bob and me.
- _____ 9. The tourists asked us, my cousin and me, how to get to the museum.
- _____ 10. Please be sure to notify my husband or I when the package arrives.
- _____ 11. The children assembled the toy house by theirselves.
- _____ 12. How often do you have the opportunity to meet a man as intelligent as him?
- _____ 13. For the majority of us the issue is rather confusing.
- _____ 14. Mary will never be as rich as I.
- _____ 15. It is her, the one whom nobody likes.

Answers

- | | |
|--|---|
| <u> X </u> 1. (Betty and <i>he</i> were hurt). See rule 1. | <u> C </u> 9. |
| <u> C </u> 2. | <u> X </u> 10. (my husband or <i>me</i>). See rule 2. |
| <u> X </u> 3. (by <i>himself</i>). See rule 2c. | <u> X </u> 11. (by <i>themselves</i>). See rule 2c. |
| <u> X </u> 4. (Margaret and <i>me</i>). See rule 2a. | <u> X </u> 12. (as intelligent as <i>he</i>). See rule 2b. |
| <u> C </u> 5. | <u> C </u> 13. |
| <u> X </u> 6. (of Susan and <i>her</i>). See rule 2. | <u> C </u> 14. |
| <u> C </u> 7. | <u> X </u> 15. (It is <i>she</i>). See rule 1. |
| <u> C </u> 8. | |

WHO/WHOM

Who and *whoever* are subject pronouns.

Whom and *whomever* are object pronouns.

1. In general, the patterns for *who* and *whoever* are:

a. ***who (whoever)* + verb**

S
WHO + VERB

The woman *who sang* yesterday has studied voice for years.

S
WHO + VERB

Who came to the party?

S
WHOEVER + VERB

Give the money to *whoever needs* it.

S
WHOEVER + VERB

I said that *whoever had finished* could leave.

b. ***whom (whomever)* + subject + verb**

OBJ.
WHOM + S + VERB

The woman *whom I met* yesterday is a voice teacher.

OBJ.
WHOMEVER + S + VERB

Give it to *whomever you like*.

2. Sometimes expressions like the following separate *who* (*whoever*) or *whom* (*whomever*) from its own verb or subject and verb:

“I think”
 “she said”
 “we know”
 “do you know”

$\begin{array}{ccc} \text{S} & & \text{VERB} \\ \text{WHO} & \text{---} & \end{array}$
 He is a student *who* *we believe* *can do* the job.

$\begin{array}{ccc} \text{S} & & \text{VERB} \\ \text{WHO} & \text{---} & \end{array}$
 Give the job to the person *who* *you think* *is* best suited for it.

$\begin{array}{ccc} \text{OBJ.} & & \text{S + VERB} \\ \text{WHOM} & \text{---} & \end{array}$
 He is a man *whom* *I feel* *you can trust*.

$\begin{array}{ccc} \text{S} & & \text{VERB} \\ \text{WHOEVER} & \text{---} & \end{array}$
 Tell the story to *whoever* *you think* *should hear* it.

Error Examples

WRONG: I saw the man *who* John spoke to.

RIGHT: I saw the man *whom* John spoke to.

WRONG: Do not speak to people *whom* are strangers.

RIGHT: Do not speak to people *who* are strangers.

WRONG: Take your problem to the person *whom* you think can help you.

RIGHT: Take your problem to the person *who* you think can help you.

WRONG: She gave it to the only person *who* she believed.

RIGHT: She gave it to the only person *whom* she believed.

WRONG: They will award the prize to *whomever* is best.

RIGHT: They will award the prize to *whoever* is best.

WRONG: They chose *whomever* was most interested.

RIGHT: They chose *whoever* was most interested.

Skill Builder 3: Who/Whom

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is a *who/whom* error.

- _____ 1. I met the new people whom I thought were from your country.
- _____ 2. You should ask advice from people who you trust.
- _____ 3. Ask whoever is willing to come early.
- _____ 4. There is the new director who I think you met before.
- _____ 5. The man who you think is a doctor is actually a male nurse.
- _____ 6. She was the person who the teacher chose to speak at the final ceremony.
- _____ 7. It is pleasant to be with people who like us and whom we like.
- _____ 8. Ask anyone who you think is interested to join the team.
- _____ 9. Whom do you think will be ready on time?
- _____ 10. Take this to whomever the supervisor chose to do the job.
- _____ 11. The lawyer whom handled that case disappeared.
- _____ 12. Assign this project to whoever you like.
- _____ 13. Deliver this envelope to whomever answers the door.
- _____ 14. It was Jack and I who he thought were at fault in the situation.
- _____ 15. Many women whom are working would prefer to be at home.

Answers

- | | |
|---|---|
| <p><u> X </u> 1. (<i>who</i> I thought were). See rules 1a and 2.</p> <p><u> X </u> 2. (<i>whom</i> you trust). See rule 1b.</p> <p><u> C </u> 3.</p> <p><u> X </u> 4. (<i>whom</i> I think you met). See rules 1b and 2.</p> <p><u> C </u> 5.</p> <p><u> X </u> 6. (<i>whom</i> the teacher chose). See rule 1b.</p> <p><u> C </u> 7.</p> <p><u> C </u> 8.</p> | <p><u> X </u> 9. (<i>who</i> do you think will). See rules 1a and 2.</p> <p><u> C </u> 10.</p> <p><u> X </u> 11. (<i>who</i> handled). See rule 1a.</p> <p><u> X </u> 12. (to <i>whomever</i> you like). See rule 1b.</p> <p><u> X </u> 13. (<i>whoever</i> answers). See rule 1a.</p> <p><u> C </u> 14.</p> <p><u> X </u> 15. (<i>who</i> are working). See rule 1a.</p> |
|---|---|

POSSESSIVES

Use the possessive case* with gerunds (V + *ing* used as a noun).

POSSESSIVE V + ING

I resented *their interrupting* our conversations.

POSSESSIVE V + ING

His swimming is getting a lot better.

POSS. V + ING

Because of *your leaving* late, you will have to take a taxi in order to catch your train.

Error Examples

WRONG: Susan did not like him making a lot of noise while she was studying.

RIGHT: Susan did not like *his* making a lot of noise while she was studying.

WRONG: Betty cannot remember you telling her that story.

RIGHT: Betty cannot remember *your* telling her that story.

WRONG: They did not like him calling so late at night.

RIGHT: They did not like *his* calling so late at night.

WRONG: I approve of one living on his own before marriage.

RIGHT: I approve of *one's* living on his own before marriage.

WRONG: I could not sleep last night because of them shouting next door.

RIGHT: I could not sleep last night because of *their* shouting next door.

WRONG: The chairman congratulated us on us winning the contest.

RIGHT: The chairman congratulated us on *our* winning the contest.

WRONG: When we had a dog, I can remember it chasing birds.

RIGHT: When we had a dog, I can remember *its* chasing birds.

WRONG: Professor Jones was angry at me coming late to class every day.

RIGHT: Professor Jones was angry at *my* coming late to class every day.

* Remember that the possessive pronouns are *my*, *your*, *his*, *her*, *its*, *our*, *their*, and *one's*.

NOTE

It's is not a possessive pronoun but a contraction of *it is*.

Skill Builder 4: Possessives

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error with the possessive pronoun.

- _____ 1. Our neighbors complained about our playing the stereo too loudly.
- _____ 2. I sadly thought of you saying good-bye.
- _____ 3. Were you surprised at their buying a new car?
- _____ 4. I cannot imagine his refusing that job.
- _____ 5. What did you think of them leaving so abruptly?
- _____ 6. My neighbor has a lovely cat, but it meowing bothers me at night.
- _____ 7. Him playing the drums day and night made his roommates very angry.
- _____ 8. Her winning first prize delighted us a great deal.
- _____ 9. I really appreciate your trying to arrive on time.
- _____ 10. Mrs. Allen was concerned about me having to drive so far every day.
- _____ 11. Your telling him that might disturb him a great deal.
- _____ 12. His family was elated when they heard of him winning the race.
- _____ 13. Mr. Smith was upset by their fast driving.
- _____ 14. Did the teacher mind us whispering in the back of the room?
- _____ 15. My boss finally approved of me taking my vacation in August.

Answers

- | | |
|--|---|
| <u> C </u> 1. | <u> C </u> 9. |
| <u> X </u> 2. (<i>your</i> saying good-bye) | <u> X </u> 10. (<i>my</i> having to drive) |
| <u> C </u> 3. | <u> C </u> 11. |
| <u> C </u> 4. | <u> X </u> 12. (<i>his</i> winning) |
| <u> X </u> 5. (<i>their</i> leaving) | <u> C </u> 13. |
| <u> X </u> 6. (<i>its</i> meowing). See note. | <u> X </u> 14. (<i>our</i> whispering) |
| <u> X </u> 7. (<i>His</i> playing) | <u> X </u> 15. (<i>my</i> taking) |
| <u> C </u> 8. | |

FAULTY REFERENCE

The antecedent* of a pronoun must be *clearly* understood.

ANTECEDENT PRON.
When *Betty* was in college, *she* wrote to her family every week. (*She* clearly refers to *Betty*.)

ANTECEDENT PRON.
As *Bob* got off the plane, *he* waved to his father.
(*He* clearly refers to *Bob*.)

ANTECEDENT PRON.
As Don explained his *theory* to me, I found *it* fascinating.
(*It* clearly refers to *theory*.)

Error Examples

WRONG: Mary told Paula that she had to read Plato's *Republic*.
(*She* can refer to *Mary* or *Paula*.)

RIGHT: Mary told Paula, "I have to read Plato's *Republic*."

WRONG: Paul saw his friend as he was walking across the campus.
(*He* can refer to *Paul* or *his friend*.)

RIGHT: While Paul was walking across the campus, he saw his friend.

WRONG: Sylvia and Mary saw a movie yesterday, and she said it was wonderful.
(*She* can refer to *Sylvia* or *Mary*.)

RIGHT: Sylvia and Mary saw a movie yesterday, and Sylvia said it was wonderful.

WRONG: I put the vase on the glass table and it broke.
(*It* can refer to *vase* or *table*.)

RIGHT: The vase broke as I put it on the glass table.

WRONG: In the book it says to cook the meat for several hours.
(*It* has *no* antecedent in this context.)

RIGHT: *The book* says to cook the meat for several hours.

* An *antecedent* is the noun or pronoun to which a pronoun refers.

Skill Builder 5: Faulty Reference

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if the pronoun does not clearly refer to one antecedent or if it has no antecedent.

- _____ 1. Mr. Smith told Mr. Jones that he had lost a lot of money in the stock market.
- _____ 2. In the telephone directory, it says to call directory assistance in that situation.
- _____ 3. When Peter finished the examination, he gave it to the professor.
- _____ 4. Cathy saw her friend as she was driving home from work.
- _____ 5. When John put a new frame on the picture, it looked strange.
- _____ 6. The laundry was not dry enough for Susan to bring it into the house.
- _____ 7. He put all his savings in the stock market, and it suffered great losses that year.
- _____ 8. When Jack was in the navy, he learned electronics.
- _____ 9. In the newspaper it says there is renewed interest in the silver market.
- _____ 10. The A Team played the B Team yesterday, and now it is in first place.

Answers

- | | |
|--|---|
| <p><u> X </u> 1. (<i>Mr. Smith</i> told Mr. Jones, “<i>I</i> have lost.”) See first error example.</p> <p><u> X </u> 2. (<i>The telephone directory</i> says). See fifth error example.</p> <p><u> C </u> 3.</p> <p><u> X </u> 4. (As <i>Cathy</i> was driving home from work, <i>she</i> saw her friend.) See second error example.</p> <p><u> X </u> 5. (<i>the picture</i> looked strange). See fourth error example.</p> | <p><u> C </u> 6.</p> <p><u> X </u> 7. (and <i>the stock market</i> suffered). See fourth error example.</p> <p><u> C </u> 8.</p> <p><u> X </u> 9. (<i>The newspaper</i> says). See fifth error example.</p> <p><u> X </u> 10. (and now <i>the A Team</i> is in first place). See third error example.</p> |
|--|---|

PERSON

Do not carelessly change the person of a pronoun.

A *student* has to expect to work hard when ^{PRON.} *he* goes to college.

OR

A student has to expect to work hard when *she* goes to college.

^{PRON.} *One* should brush *one's* teeth twice daily.

OR

^{PRON.} One should brush *his* teeth twice daily.

- a. A *student*, a *person*, or *one* can use the following third-person singular pronouns: *he*, *she*, or *he or she*; *him*, *her*, or *him or her*; and *his*, *her*, or *his or her*.

A student must renew *his or her* library card every year.

- b. The possessive pronoun for *one* can be *one's* or *his* or *her* (see also note a) but never *ones*.

Error Examples

WRONG: A person can expect to receive a traffic ticket when we drive too fast.

RIGHT: A person can expect to receive a traffic ticket when *he* drives too fast.

WRONG: When one has a toothache, you should go to the dentist.

RIGHT: When one has a toothache, *one* should go to the dentist.

WRONG: One should remember to pay your telephone bill on time.

RIGHT: One should remember to pay *one's* telephone bill on time.

WRONG: One should have ones teeth checked regularly.

RIGHT: One should have *one's* teeth checked regularly.

Skill Builder 6: Person

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error with the person of the pronoun.

- _____ 1. When a person eats well, you feel well.
- _____ 2. For successful completion of this exercise, one must give his complete attention to the task at hand.
- _____ 3. One should always pay your rent promptly.
- _____ 4. One should never forget his obligations to his family.
- _____ 5. One often forgets one’s early failures.
- _____ 6. When a person is learning to play a musical instrument, we must practice several hours a day.
- _____ 7. When one goes through life, we meet many challenges.
- _____ 8. One can always rely on one’s friends in time of need.
- _____ 9. When a person goes to a foreign country, he must expect many things to be different.
- _____ 10. When you find yourself in an air-conditioned theater, one often wishes he had a sweater.

Answers

- | | |
|---|---|
| <p>_____ X 1. (<i>he</i> feels). See first error example and note a.</p> <p>_____ C 2.</p> <p>_____ X 3. (<i>one’s</i> rent). See third error example.</p> <p>_____ C 4.</p> <p>_____ C 5.</p> <p>_____ X 6. (<i>he</i> must). See first error example.</p> | <p>_____ X 7. (<i>one meets</i>) OR (<i>he meets</i>). See second error example and note a.</p> <p>_____ C 8.</p> <p>_____ C 9.</p> <p>_____ X 10. (when <i>one finds oneself</i>). See second error example.</p> |
|---|---|

NUMBER*

1. Pronouns must agree in number with their *antecedents* (the noun or pronoun to which they refer).

ANTECEDENT PRON.
Many of the people in Ubudu live *their* whole lives in poverty.

ANTECEDENT PRON.
 A *person* should love *his* parents.

ANTECEDENT PRON.
 Great *music* can inspire and move people with *its* beauty.

2. The following indefinite pronouns are singular and take singular pronouns: *each*, *either*, *neither*, *one* and all words ending in *-one*, *-body*, or *-thing*, such as *anybody*, *nothing*, and *everybody*.

ANTECEDENT PRON.
Each of the women took off *her* hat.

ANTECEDENT PRON.
Everyone should bring *their* book to class.

ANTECEDENT PRON.
 I knew *one* of the students, but I could not remember *her* name.

ANTECEDENT PRON.
Nobody in that office knows what *he* is supposed to do.

ANTECEDENT PRON. PRON.
Everyone in the class should do *her* own work *herself*.

3. When compound subjects are joined by *neither . . . nor* or *either . . . or*, the pronoun will agree with the subject nearer the verb.

S S (nearer the verb) PRON.
 Neither my *mother* nor my *sisters* could lend me *their* sewing machine.

S S (nearer the verb) PRON.
 Either my *sisters* or my *mother* will lend me *her* typewriter.

4. Some words appear to be plural but are actually singular. Some of these are: *physics*, *mathematics*, *economics*, *news*, and *politics*.

ANTECEDENT PRON.
Politics interests me as *it* affects the economy.

Error Examples

WRONG: Modern music, including disco and rock 'n roll, reflects modern society in their themes and musical qualities.

RIGHT: Modern music, including disco and rock 'n roll, reflects modern society in *its* themes and musical qualities.
 (The antecedent of *its* is *music*.)

WRONG: Every woman can find their place in the world.

RIGHT: Every woman can find *her* place in the world.
 (The antecedent of *her* is *woman*.)

* Note to student: It is advisable to study this section *after* you study *Subject-Verb Agreement*, page 159.

WRONG: Neither the stars nor the moon shone their light on us.

RIGHT: Neither the stars nor the moon shone *its* light on us.
(The antecedent of *its* is *moon*.)

WRONG: Either Paul or his parents will let me use his car.

RIGHT: Either Paul or his parents will let me use *their* car.
(The antecedent of *their* is *parents*.)

WRONG: Every one of the students wrote their names on the paper.

RIGHT: Every one of the students wrote *his name* on the paper.
(The antecedent of *his* is *one*.)

WRONG: Each of the boys should have their teeth checked.

RIGHT: Each of the boys should have *his* teeth checked.
(The antecedent of *his* is *each*.)

WRONG: Neither of the girls had remembered to bring their notebook.

RIGHT: Neither of the girls had remembered to bring *her* notebook.
(The antecedent of *her* is *neither*.)

WRONG: I asked everybody to do their best.

RIGHT: I asked everybody to do *his or her* best.
(The antecedent of *his or her* is *everybody*.)

WRONG: Did anybody do the work themselves?

RIGHT: Did anybody do the work *himself*?
(The antecedent of *himself* is *anybody*.)

WRONG: Mathematics has always interested me with their concrete yet abstract nature.

RIGHT: Mathematics has always interested me with *its* concrete yet abstract nature.
(The antecedent of *its* is *mathematics*.)

Skill Builder 7: Number

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error in number agreement of a pronoun and its antecedent.

- _____ 1. Every one of my girl friends has given their opinion of me.
- _____ 2. Every person who asked was permitted to bring his or her book to class to use during the examination.
- _____ 3. Neither the doctor nor her patients had an opportunity to express their feelings.
- _____ 4. I am looking for a person who has forgotten their suitcase.
- _____ 5. Each of the children may use the swimming pool if he promises to be careful.
- _____ 6. Neither my sisters nor my mother has remembered her promise to me.
- _____ 7. Many of the students explained his situation to me personally.
- _____ 8. If anybody is in the office, they will answer their telephone.
- _____ 9. If everybody who had come to the meeting had brought their report with them, the meeting would have gone a lot more smoothly.

- _____ 10. Neither the cat nor the dogs will eat the food I bought for him.
- _____ 11. One of my daughters has left her purse on the coffee table.
- _____ 12. Neither of the police officers was willing to give me his name.
- _____ 13. The news from that country is well known for their objectivity.
- _____ 14. Either the boss or her workers will have to give a little of their time to solve this problem.
- _____ 15. Great works of art, such as the *Mona Lisa* and *Whistler's Mother*, can be deceptive in their simplicity.
- _____ 16. One sometimes gives up something they want for the sake of others.
- _____ 17. One of the first students to come into the room could not find his name on the list.
- _____ 18. Nobody lost their patience even though the meeting was long and boring.
- _____ 19. Everybody must pay their fair share toward the gift.
- _____ 20. All of my friends brought their husbands with them to my party.

Answers

- | | |
|--|---|
| <u> X </u> 1. (<i>her</i> opinion). The antecedent of <i>her</i> is <i>one</i> . See rule 2. | <u> C </u> 11. |
| <u> C </u> 2. | <u> C </u> 12. |
| <u> C </u> 3. | <u> X </u> 13. (for <i>its</i> objectivity). The antecedent of <i>its</i> is <i>news</i> . See rule 4. |
| <u> X </u> 4. (<i>his</i> suitcase). The antecedent of <i>his</i> is <i>person</i> . See rule 1. | <u> C </u> 14. |
| <u> C </u> 5. | <u> C </u> 15. |
| <u> C </u> 6. | <u> X </u> 16. (<i>one</i> wants) OR (<i>he</i> wants). The antecedent of <i>one</i> or <i>he</i> is <i>one</i> . See rule 2. |
| <u> X </u> 7. (<i>their</i> situation). The antecedent of <i>their</i> is <i>many</i> . See rule 1. | <u> C </u> 17. |
| <u> X </u> 8. (<i>he</i> will answer <i>his</i> telephone) The antecedent of <i>he</i> and <i>his</i> is <i>anybody</i> . See rule 2. | <u> X </u> 18. (<i>his</i> patience). The antecedent of <i>his</i> is <i>nobody</i> . See rule 2. |
| <u> X </u> 9. (<i>his</i> report with <i>him</i>). The antecedent of <i>his</i> and <i>him</i> is <i>everybody</i> . See rule 2. | <u> X </u> 19. (<i>his</i> fair share). The antecedent of <i>his</i> is <i>everybody</i> . See rule 2. |
| <u> X </u> 10. (for <i>them</i>). The antecedent of <i>them</i> is <i>dogs</i> . See rule 3. | <u> C </u> 20. |

THOSE MODIFIED

The demonstrative pronoun *those* can be followed by a phrase or clause that modifies it.

CLAUSE

No one is allowed in the room except *those who have paid*.

PHRASE

Those waiting to see the doctor may go in now.

Error Examples

WRONG: They who need a receipt should sign here.

RIGHT: *Those* who need a receipt should sign here.

WRONG: For them interested in learning, the university offers a good program.

RIGHT: For *those* interested in learning, the university offers a good program.

WRONG: We invited only them we like to the party.

RIGHT: We invited only *those* we like to the party.

Skill Builder 8: *Those* Modified

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error in the demonstrative pronouns.

- _____ 1. She told her secret to only those she trusted.
- _____ 2. He will consider hiring only them currently studying art.
- _____ 3. The police turned the crowd away since only they with a permit could protest.
- _____ 4. Please send this pamphlet to those who have expressed an interest in this study.
- _____ 5. This line is for them with discount coupons.
- _____ 6. For them of you who appreciate good music, there is an excellent concert this evening.
- _____ 7. For them who like to travel to a warm place, Fiji is a paradise.
- _____ 8. The chairman of the board will talk to those whom he has already interviewed.
- _____ 9. Those who wish to bring their children to the party may do so.
- _____ 10. They who arrive early will get the best selection of seats.

Answers

- | | |
|--|--|
| <u> C </u> 1. | <u> X </u> 6. (<i>those</i> of you who appreciate good music) |
| <u> X </u> 2. (<i>those</i> currently studying art) | <u> X </u> 7. (<i>those</i> who like to travel) |
| <u> X </u> 3. (<i>those</i> with a permit) | <u> C </u> 8. |
| <u> C </u> 4. | <u> C </u> 9. |
| <u> X </u> 5. (<i>those</i> with discount coupons) | <u> X </u> 10. (<i>Those</i> who arrive early) |

NOTE

The *personal* pronouns *they* and *them* should not be modified by a phrase or clause.

EXERCISES: PRONOUNS

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error with the pronoun.

- _____ 1. When one has many problems, he should try to solve them one at a time.
- _____ 2. Mary could never understand him wanting to be a nurse.
- _____ 3. I often think back to the time when mutual friends introduced Paul and I.
- _____ 4. Claire noticed many people who had been waiting hours to buy their tickets.
- _____ 5. When the children realized that they were by themselves in the dark, they became really frightened.
- _____ 6. In the course of life one should always remember their old friends.
- _____ 7. Do you remember the teacher that his daughter became a doctor?
- _____ 8. For them of you who wish to know more about journalism, we recommend that you order a book from the following list.
- _____ 9. Neither my aunt nor my cousins were able to explain their behavior.
- _____ 10. Mary was surprised to realize that it was us, her old school friends, calling her from Paris.
- _____ 11. The dean asked all the students, including Betty and I, to show our visitor every possible courtesy.
- _____ 12. Give the refunds to those who have filled out the correct form.
- _____ 13. They say that English can be a very difficult language for one to learn in his later years.
- _____ 14. Modern society has many problems that they must solve.
- _____ 15. Elaine met the actress who you admire so much.
- _____ 16. Bob called to his old friend John as he walked across the campus.
- _____ 17. In the paper it says it is going to rain today.
- _____ 18. Did you ever see a man as tall as he?
- _____ 19. Neither of the girls remembered to give I her notebook.
- _____ 20. I am worried about your having to review so much material.

ANSWERS AND EXPLANATIONS

- | | |
|---|--|
| <u> C </u> 1. | <u> C </u> 12. |
| <u> X </u> 2. (<i>his</i> wanting). See <i>Possessives</i> , page 98. | <u> C </u> 13. |
| <u> X </u> 3. (Paul and <i>me</i>). See <i>Personal Pronouns—Case</i> , page 93. | <u> X </u> 14. (<i>it</i> must solve). See <i>Number</i> , page 104. |
| <u> C </u> 4. | <u> X </u> 15. (<i>whom</i> you admire). See <i>Who/Whom</i> , page 95. |
| <u> X </u> 5. (<i>by themselves</i>). See <i>Personal Pronouns—Case</i> , page 93. | <u> X </u> 16. (As Bob walked across the campus, he called to his old friend John.). See <i>Faulty Reference</i> , page 100. |
| <u> X </u> 6. (<i>one's</i> old friends) OR (<i>his</i> old friends). See <i>Person</i> , page 102. | <u> X </u> 17. (<i>The paper says</i>). See <i>Faulty Reference</i> , page 100. |
| <u> X </u> 7. (teacher <i>whose</i> daughter). See <i>Relative Pronouns</i> , page 91. | <u> C </u> 18. |
| <u> X </u> 8. (For <i>those</i> of you). See <i>Those Modified</i> , page 107. | <u> X </u> 19. (to give <i>me</i>). See <i>Personal Pronouns—Case</i> , page 93. |
| <u> C </u> 9. | <u> C </u> 20. |
| <u> X </u> 10. (<i>it</i> was <i>we</i>). See <i>Personal Pronouns—Case</i> , page 93. | |
| <u> X </u> 11. (including Betty and <i>me</i>). See <i>Personal Pronouns—Case</i> , page 93. | |

SUMMING IT UP

- *Who, whom, which, that, and those* are relative pronouns and are used to introduce relative clauses (adjective clauses).
- *I, you, he, she, it, we, and they* are subject pronouns and are used in the subject position and after the verb *to be*.
- *Me, you, him, her, it, us, and them* are object pronouns and are used as objects of verbs and prepositions and as subjects of infinitives.

Basic Patterns

OVERVIEW

- Indirect objects
- Order of adverbs
- Embedded questions
- *To/for* (purpose)
- Double subjects
- Clauses
- Summing it up

INDIRECT OBJECTS

Some verbs may be followed by two objects (an indirect object and a direct object). The following shows the patterns used when verbs take two objects.

1. Some verbs may use the following two patterns:

I.O. D.O.
My father often gives *me* a *gift*.

OR

D.O. + TO + OBJ.
My father often gives a *gift to me*.

Some other verbs like *give* are: *bring, send, offer, pass, take, tell, read, write, teach, and sell*.

2. Some verbs may use the following two patterns:

I.O. D.O.
John usually buys *Mary* a *gift*.

OR

D.O. + FOR + OBJ.
John usually buys a *gift for Mary*.

Some other verbs like *buy* are: *fix, make, and get*.

3. Some verbs use only the following pattern:

D.O. + TO + OBJ.

He explained his *idea to us*.

Some other verbs like *explain* are: *announce, describe, deliver, mention, say, report, and return*.

4. Some verbs may use only the following pattern:

I.O. D.O.

I asked *Mary* a *question*.

Some other verbs like *ask* are: *cost* and *charge*.

Error Examples

WRONG: Susan's friend sent to her a beautiful silk dress from China.

RIGHT: Susan's friend sent *her* a beautiful silk dress from China.

OR

Susan's friend sent a beautiful silk dress *to her* from China.

WRONG: John fixed the broken lamp to Harold.

RIGHT: John fixed the broken lamp *for* Harold.

WRONG: The professor explained me the difficult point of grammar.

RIGHT: The professor explained the difficult point of grammar *to me*.

WRONG: The new suit cost over forty dollars to me.

RIGHT: The new suit cost *me* over forty dollars.

WRONG: The store charged over fifteen dollars to me to alter the jacket I bought.

RIGHT: The store charged *me* over fifteen dollars to alter the jacket I bought.

Skill Builder 1: Indirect Objects

Directions: Write a "C" on the line if the sentence is correct. Write an "X" on the line if there is an indirect object error.

- _____ 1. We returned the defective merchandise to the store immediately.
- _____ 2. I hope you will write to me long letters while you are away.
- _____ 3. When do you think you can deliver them the package?
- _____ 4. That is the third time you have asked me the same question.
- _____ 5. My mother is making for Mary a new skirt.
- _____ 6. Please pass the potatoes to me after you take some.
- _____ 7. The belt buckle cost over ten dollars to Bob.
- _____ 8. He taught to me everything he knew.
- _____ 9. When she was abroad, Laura got several pairs of earrings for her mother.
- _____ 10. He sent me a beautiful letter from Spain.

Answers

- | | | | |
|----------|--|----------|--|
| <u>C</u> | 1. | <u>C</u> | 6. |
| <u>X</u> | 2. (<i>write me</i> long letters) OR
(write long letters <i>to me</i>). See
rule 1. | <u>X</u> | 7. (<i>cost Bob</i> over ten dollars).
See rule 4. |
| <u>X</u> | 3. (deliver the package <i>to them</i>).
See rule 3. | <u>X</u> | 8. (<i>taught me</i> everything) OR
(taught everything he knew <i>to</i>
<i>me</i>). See rule 1. |
| <u>C</u> | 4. | <u>C</u> | 9. |
| <u>X</u> | 5. (is <i>making Mary</i> a new skirt)
OR (is making a new skirt <i>for</i>
<i>Mary</i>). See rule 2. | <u>C</u> | 10. |

ORDER OF ADVERBS

1. In general, place adverbs (or adverbial phrases) after the verb or after the object, if any. (Do not separate the subject from the verb or the verb from its object.)

The two patterns are:

a. **Subject + verb + adverb**

S + VERB + ADV.

He works here.

b. **Subject + verb + object + adverb or adverbial phrase**

He wants to eat soon.

S + VERB + OBJ. ADV. PHRASE

We see them from time to time.

2. Some adverbs can come before a single-word verb or the main verb.

ADV. VERB

He promptly left the room.

ADV. MAIN VERB

He was quickly escorted from the room.

3. Single-word adverbs of frequency usually come after the verb *to be* and before a single-word verb or the main verb. (Note: Common adverbs of frequency are: *often*, *rarely*, *sometimes*, *frequently*, *occasionally*, *ever*, *never*, *seldom*, *usually*, and *always*.)

BE ADV.

He is never on time.

ADV. VERB

I often see her.

ADV. MAIN VERB

I had frequently noticed her.

4. *Still* comes before a single-word verb or the main verb in affirmative sentences and before the auxiliary in negative sentences.

MAIN VERB

He is still waiting for you.

AUX.

He still has not answered my questions.

5. In general, the order of final adverbs is *place* and then *time*.

PLACE TIME

He went to Europe last summer.

PLACE TIME

I saw him at the library last night.

Error Examples

WRONG: John in the classroom is waiting.

RIGHT: John is waiting *in the classroom*.

WRONG: Betty is writing in her bedroom letters.

RIGHT: Betty is writing letters *in her bedroom*.

WRONG: Alex played with great passion the piano.

RIGHT: Alex played the piano *with great passion*.

WRONG: I write sometimes letters to my parents.

RIGHT: I *sometimes* write letters to my parents.

WRONG: John waited seldom for me.

RIGHT: John *seldom* waited for me.

WRONG: He rarely is on time.

RIGHT: He is *rarely* on time.

WRONG: Bob prepares once in a while dinner.

RIGHT: Bob prepares dinner *once in a while*.

WRONG: She bought yesterday several new dresses.

RIGHT: She bought several new dresses *yesterday*.

WRONG: They wrote during the summer to us.

RIGHT: They wrote to us *during the summer*.

WRONG: He sold immediately the gold watch.

RIGHT: He sold the gold watch *immediately*.

WRONG: He has read before that book.

RIGHT: He has read that book *before*.

WRONG: He is studying still in the library.

RIGHT: He is *still* studying in the library.

WRONG: They have not still finished.

RIGHT: They *still* have not finished.

WRONG: He sent his daughter in the summer to college.

RIGHT: He sent his daughter *to college in the summer*.

Skill Builder 2: Order of Adverbs

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error in the placement of the adverb.

- _____ 1. He hopes to Rome to be able to go.
- _____ 2. The doctor sees patients only in the afternoon.
- _____ 3. David last evening went to the movies.
- _____ 4. He executed with verve the difficult piano passage.
- _____ 5. He found several useful books in my bookcase.
- _____ 6. He wants still to move to London next year.
- _____ 7. I observe frequently his behavior.
- _____ 8. He recently met with his new advisor.
- _____ 9. Tom lately has been working on his new book.
- _____ 10. He was suddenly amused by her spontaneity.
- _____ 11. He wrote usually in that unconventional style.
- _____ 12. They still do not appreciate their good luck.
- _____ 13. Jill during her college years lived in France.
- _____ 14. Has he seen the city before?
- _____ 15. Karl still has not remembered where he put his keys.
- _____ 16. The teacher posted on her office door her office hours.
- _____ 17. He is often accused of not being a serious person.
- _____ 18. Betty noticed rarely my hard work.
- _____ 19. John last night telephoned me.
- _____ 20. He went to the kitchen in the middle of the night for a glass of water.

Answers

- | | |
|---|---|
| <p><u> X </u> 1. (He hopes to be able to go <i>to Rome</i>.) See rule 1, pattern 1a.</p> <p><u> C </u> 2.</p> <p><u> X </u> 3. (David went to the movies <i>last evening</i>.) See rule 1, pattern a, and rule 5.</p> <p><u> X </u> 4. (He executed the difficult piano passage <i>with verve</i>.) See rule 1, pattern b.</p> <p><u> C </u> 5.</p> <p><u> X </u> 6. (He <i>still</i> wants). See rule 4.</p> | <p><u> X </u> 7. (I <i>frequently</i> observe.) See rule 3.</p> <p><u> C </u> 8.</p> <p><u> X </u> 9. (Tom has been working on his new book <i>lately</i>.) See rule 1, pattern b.</p> <p><u> C </u> 10.</p> <p><u> X </u> 11. (He <i>usually</i> wrote). See rule 3.</p> <p><u> C </u> 12.</p> |
|---|---|

X 13. (Jill lived in France *during her college years.*) See rule 1, pattern a, and rule 5.

C 14.

C 15.

X 16. (The teacher posted her office hours *on her office door.*) See rule 1, pattern b.

C 17.

X 18. (Betty *rarely* noticed my hard work.) See rule 3.

X 19. (John telephoned me *last night.*) See rule 1, pattern b.

C 20.

EMBEDDED QUESTIONS

1. The pattern for an embedded question in a statement is *question word + subject + verb* or *question word/subject (same word) + verb*.

QW + S + V

I cannot see *what the sign says*.

QW + S + V

She does not know *where she should go*.

QW/S + V

They did not know *who bought the car*.

2. The pattern for an embedded question in a question is the same as for an embedded question in a statement. (See rule 1.)

QW + S + V

Do you know *who he is*?

QW/S + V

Did he say *who called*?

3. Do not use *do*, *does*, or *did* as auxiliaries in these patterns.

Error Examples

WRONG: I did not understand what did they mean.
RIGHT: I did not understand what *they meant*.

WRONG: Do you know where is John?
RIGHT: Do you know where *John is*?

WRONG: I was surprised when he told me how much does he study every day.
RIGHT: I was surprised when he told me how much *he studies* every day.

WRONG: He told me when was he free during the week.
RIGHT: He told me when *he was* free during the week.

WRONG: Tell me where they do go after class every day.
RIGHT: Tell me where *they go* after class every day.

Skill Builder 3: Embedded Questions

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error in the pattern for embedded questions.

- _____ 1. I will ask how much do they sell for.
- _____ 2. Did the professor tell you when is the next test?
- _____ 3. I wonder when it is going to begin.
- _____ 4. Forget about where we are going to play tennis as it is starting to rain.
- _____ 5. Did you see what did he do?
- _____ 6. Do you remember how much the tuition was?
- _____ 7. Ask the operator what is the charge for a three-minute call to New York.
- _____ 8. We don't know when will we see our friends again.
- _____ 9. He forgot where he parked his car.
- _____ 10. Would you please ask them where is the subway entrance.
- _____ 11. He sent a telegram saying when he would arrive.
- _____ 12. I forgot to ask him what time does the class begin.
- _____ 13. Bill did not realize what time it was when I knocked on the door.
- _____ 14. Can you tell us who that distinguished-looking gentleman is?
- _____ 15. Ask Mr. Blake what does his daughter study at the university.
- _____ 16. Can you be sure where will he be this Friday afternoon?
- _____ 17. We should find out how hot is it in the summer before we decide to vacation there.
- _____ 18. Can anyone explain why he had that terrible attitude?
- _____ 19. We never found the village where were born our parents.
- _____ 20. She does not know who did paint that beautiful mural.

Answers

- | | |
|---|--|
| <u> X </u> 1. (<i>how much they sell for</i>). See rule 3. | <u> C </u> 11. |
| <u> X </u> 2. (<i>when the next test is?</i>). See rule 2. | <u> X </u> 12. (<i>what time the class begins</i>). See rule 3. |
| <u> C </u> 3. | <u> C </u> 13. |
| <u> C </u> 4. | <u> C </u> 14. |
| <u> X </u> 5. (<i>what he did?</i>). See rule 3. | <u> X </u> 15. (<i>what his daughter studies</i>). See rule 3. |
| <u> C </u> 6. | <u> X </u> 16. (<i>where he will be</i>). See rule 2. |
| <u> X </u> 7. (<i>what the charge is</i>). See rule 1. | <u> X </u> 17. (<i>how hot it is</i>). See rule 1. |
| <u> X </u> 8. (<i>when we will see</i>). See rule 1. | <u> C </u> 18. |
| <u> C </u> 9. | <u> X </u> 19. (<i>where our parents were born</i>). See rule 1. |
| <u> X </u> 10. (<i>where the subway entrance is</i>). See rule 1. | <u> X </u> 20. (<i>who painted</i>). See rule 3. |

TO/FOR (PURPOSE)

Patterns for expressing purpose:

1. **for** + noun phrase

N PHRASE
John went to California *for* a rest.

2. **to** + simple form of the verb (that is, the infinitive)

TO + VERB
John went to California *to* ski.

Error Examples

WRONG: She moved to New York for getting a better job.

RIGHT: She moved to New York *to* get a better job.

OR

She moved to New York *for* a better job.

WRONG: They went to the country for having a vacation.

RIGHT: They went to the country *for* a vacation.

OR

They went to the country *to* have a vacation.

WRONG: We used the projector for to show a movie.

RIGHT: We used the projector *to* show a movie.

Skill Builder 4: *To/For* (Purpose)

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is a *to/for* (purpose) error.

- _____ 1. He went to the lecture for hearing about the latest agricultural techniques.
- _____ 2. They studied hard to pass the TOEFL.
- _____ 3. We saved money this year for to take a trip to Hong Kong.
- _____ 4. They bought that book for trying to learn Japanese.
- _____ 5. He is studying for a master’s degree in marketing.
- _____ 6. I came to the United States for to visit my relatives.
- _____ 7. She is desperately looking for work.
- _____ 8. John went to the doctor’s office for his yearly check-up.
- _____ 9. Let’s go shopping this afternoon for finding some camping equipment for our trip.
- _____ 10. Susan went to the printer’s office to order some wedding invitations.

Answers

- | | |
|---|---|
| <u> X </u> 1. (<i>to hear</i>). See rule 2. | <u> X </u> 6. (United States <i>to visit</i>). See rule 2. |
| <u> C </u> 2. | <u> C </u> 7. |
| <u> X </u> 3. (year <i>to take</i> a trip) OR (year <i>for a trip</i>). See rules 1 and 2. | <u> C </u> 8. |
| <u> X </u> 4. (book <i>to try</i> to learn). See rule 2. | <u> X </u> 9. (<i>to find</i>). See rule 2. |
| <u> C </u> 5. | <u> C </u> 10. |

DOUBLE SUBJECTS

Do not use a noun and a pronoun as a subject. Only one is necessary.

^S
He saw my uncle the other day.

^S
The *woman* in the red dress is my teacher.

^S
It is easy to see from here.

Error Examples

WRONG: My brother he is always borrowing my car.

RIGHT: My *brother is* always borrowing my car.

WRONG: Their method of teaching it is very good.

RIGHT: Their method of *teaching is* very good.

WRONG: I could not believe that my boyfriend he told me a lie.

RIGHT: I could not believe that my *boyfriend told* me a lie.

Skill Builder 5: Double Subjects

Directions: Write a "C" on the line if the sentence is correct. Write an "X" on the line if there is a double-subject error.

- _____ 1. That subject it has always been difficult for me.
- _____ 2. I could not believe it when my boss gave me a raise.
- _____ 3. That is the man who he told me the bad news.
- _____ 4. They told me that their uncle was arriving this afternoon.
- _____ 5. You and I we always have a good time together.
- _____ 6. The TOEFL test it is a real challenge.
- _____ 7. That lobster is delicious because it is so fresh.
- _____ 8. Carol said that she and her sister they had bought a new car.
- _____ 9. The president was acquitted in the scandal.
- _____ 10. Your husband had a good excuse for arriving late.

Answers

- | | |
|---|---|
| <u> X </u> 1. (<i>subject has</i> always) | <u> X </u> 6. (<i>test is</i> a real) |
| <u> C </u> 2. | <u> C </u> 7. |
| <u> X </u> 3. (<i>who told</i> me) | <u> X </u> 8. (<i>she and her sister had</i> bought) |
| <u> C </u> 4. | <u> C </u> 9. |
| <u> X </u> 5. (<i>You and I always</i>) OR (<i>We always</i>) | <u> C </u> 10. |

CLAUSES

Independent Clauses

1. Every sentence must have at least one independent clause. An independent clause consists of at least one subject and one finite verb and is a complete thought. The following are examples of independent clauses:

S V

The *president* spoke.

S V

Betty *made* some iced tea.

S V

He *is* a doctor.

S V

They *arrived* at 2:00.

S V

I *was* there.

2. Two independent clauses can be joined by *and*, *but*, *or*, *nor*, or *for*.

S V S V

He *went* to the bank, but *it was* closed.

S V S V

She *had* never *been* to Los Angeles before, and *she was* quite surprised at the rush-hour traffic jams.

Dependent Clauses

3. A sentence may have one or more dependent clauses, each one of which must have its own subject and finite verb. A dependent clause must be attached to an independent clause. It is incomplete by itself. There are three kinds of dependent clauses: noun, relative (adjective), and adverb.

A **noun clause** functions as a subject or an object. Each noun clause, which has its own subject and verb, may be an embedded statement or an embedded question.

- Embedded statements are often introduced by *that*.

S V

That he was a criminal surprised me. (N cl. as obj.)

S V

I know (that) he is from Canada. (N cl. as obj.)

- Embedded questions are introduced by *wh-* words.

S V

I do not know *what time the* party begins. (N cl. as obj.)

S V

He talked about what he had learned in his class. (N cl. as obj. of prep.)

A **relative clause** functions as an adjective. Each relative clause, which has its own subject and verb, is introduced by one of the following words: *who*, *whom*, *which*, *that*, and *whose*.

I do not know the lady ^S who ^V lives next door.

He is a man (*whom*)* ^S I ^V respect.

That is a fern plant, ^S which ^V never blooms.

This is the book (*that*)* ^S I ^V borrowed from John.

That is the couple ^S whose ^V house burned down.

An **adverb clause** functions as an adverb. Each adverb clause has its own subject and verb. The following is a list of commonly used words that introduce adverb clauses: *before*, *after*, *because*, *since*, *while*, *when*, *if*, and *although*. Introductory adverb clauses are followed by a comma.

^S Before ^V she left, I told her.

^S When ^V it began to rain, we left.

^S If ^V I have time, I will help you.

^S Although ^V he tried hard, he did not win the race.

^S We ^V talked to her after she had surgery.

^S He ^V did not go in because he was late.

^S I ^V have not seen him since he arrived.

^S They ^V met him when they were at college.

- Be sure that every dependent clause is attached to an independent clause.
- Remember that all clauses, independent and dependent, have their own subject and finite verb.
- A finite verb is one that can be conjugated and shows tense, that is, ends in *-ed*, *-s*, etc. A gerund (V + *ing*) or an infinitive (*to* + V) is not a finite verb.
- In this grammar explanation, when any word appears in parenthesis, it is optional in the sentence.
- Remember that two independent clauses are joined by coordinate conjunctions (*and*, *but*, etc.). They cannot be joined by a comma only.

*Note: *Whom* and *that*, when used as objects, are optional.

Error Examples

WRONG: Give my regards to everyone asks about me.

RIGHT: Give my regards to everyone *who* asks about me.

WRONG: Thinking for many centuries that the world was flat.

RIGHT: *It was thought* for many centuries that the world was flat.

WRONG: President Kennedy committed the U.S. to being first to land men on the moon, he died before he saw his dream realized.

RIGHT: President Kennedy committed the U.S. to being first to land men on the moon, *but* he died before he saw his dream realized.

WRONG: To believe that smoking causes some forms of cancer.

RIGHT: *It is believed* that smoking causes some forms of cancer.

WRONG: That Mt. Everest is the highest peak in the world.

RIGHT: *I know that* Mt. Everest is the highest peak in the world.

OR

Mt. Everest is the highest peak in the world.

WRONG: Because I did not have enough money to go on vacation this year.

RIGHT: Because I did not have enough money to go on vacation this year, *I stayed home*.

OR

I did not have enough money to go on vacation this year.

WRONG: We were surprised when saw her.

RIGHT: We were surprised when *we saw* her.

WRONG: Where they would be staying in Greece.

RIGHT: *She told me* where they would be staying in Greece.

Skill Builder 6: Clauses

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is a clause error.

- _____ 1. It is hoped that man will someday inhabit other planets.
- _____ 2. Learning that the university plans to construct a new sports arena next year.
- _____ 3. Since it was cool and overcast, we canceled the picnic.
- _____ 4. Why he quit his job with that prestigious company.
- _____ 5. Some people consider marriage to be the most important thing could happen in life.
- _____ 6. That Columbus was not the first man to set foot in the New World.
- _____ 7. He found the book he had been looking for under the sofa.
- _____ 8. We went to San Diego, we spent many happy hours on the beach.
- _____ 9. To think that everyone needs some form of physical exercise.
- _____ 10. The store had a huge end-of-summer sale, and hundreds of people were at the door when it opened.
- _____ 11. If any questions, please ask me for help.
- _____ 12. That he survived that terrible accident surprised everyone who heard the news.
- _____ 13. There is the artist whose painting received an award.
- _____ 14. She is the only person in this country knows how to operate that new equipment.
- _____ 15. I noticed that the new couple next door not at home last week.

Answers

- | | |
|---|--|
| <u> C </u> 1. | <u> C </u> 7. |
| <u> X </u> 2. (<i>It was learned</i> that). See rule 3 and note b. | <u> X </u> 8. (Diego, <i>and</i> we spent). See rule 2. |
| <u> C </u> 3. | <u> X </u> 9. (<i>It is thought that</i>). See rule 3. |
| <u> X </u> 4. (<i>I cannot understand why</i> he quit his job.). See rule 3, (noun clause). | <u> C </u> 10. |
| <u> X </u> 5. (thing <i>that</i> could). See rule 3, (relative clause). | <u> X </u> 11. (<i>If you have</i> any). See rule 3, (adverb clause). |
| <u> X </u> 6. (<i>Columbus was not the first man to set foot in the New World</i> OR <i>That Columbus was not the first man to set foot in the New World is not surprising.</i>) See rule 3 (noun clause). | <u> C </u> 12. |
| | <u> C </u> 13. |
| | <u> X </u> 14. (country <i>who</i> knows). See rule 3, (relative clause). |
| | <u> X </u> 15. (door <i>was</i> not). See rule 3. |

EXERCISES: BASIC PATTERNS

Error Identification

Directions: Each sentence below contains four underlined words or phrases. Select the one word or phrase that must be changed in order for the sentence to be correct. Circle your answer in the book or mark your answer on a separate sheet of paper.

- I did not understand their predicament (A)
until John explained me all the details (B)
of the mishap. (C)
(D)
- Even though we had been to her house (A)
several times before, we did not remember (B)
exactly what street was it on. (C) (D)
- We are never happy with what we have (A) (B)
in life; the grass always is greener on (C) (D)
the other side of the fence.
- The opera, even though performed by (A) (B)
amateurs, it was excellent. (C) (D)
- Because of their countries' great need for (A)
expertise in computer programming, the (B)
students were sent for studying in the (C) (D)
United States.
- Mr. Shimoto was planning to send (A)
to me a package from Japan as soon as (B) (C)
he arrived home from his trip to (D)
Hawaii.
- I was surprised to hear that the store (A)
charged Dr. Brown an extra amount (B)
when it delivered to his office his new (C) (D)
sofa.
- When John asked Tomoko, the Japa-
nese student, what she did think of the (A)
museum, she quickly replied that it (B)
had taught her a great deal about the (C) (D)
history of the area.
- His father mentioned to me that Robert (A)
had written to him requesting money (B) (C)
for buying a new car. (D)
- The author of this new book she is plan- (A)
ning to write a sequel in order to capitalize (B) (C)
on the publicity she has received recently. (D)

Sentence Completion

Directions: In the sentences below, one or more words are left out of each sentence. Under each sentence, you will see four words or phrases. Select the one word or phrase that completes the sentence correctly, then write it in the space provided in the book or on a separate sheet of paper.

1. _____ is indispensable to the economy of that region.
(A) That copper mining
(B) It is copper mining
(C) Although copper mining
(D) Copper mining
2. She read _____.
(A) several chapters in the library last night
(B) last night several chapters in the library
(C) last night in the library several chapters
(D) in the library several chapters last night
3. Doris went to the nicest store in the city _____ presents for her children.
(A) for to get
(B) for getting
(C) to get
(D) to getting
4. The man on the horse _____ a famous movie star.
(A) he is
(B) is he
(C) who is
(D) is
5. Please do not ever mention _____.
(A) that subject again to us
(B) that subject to us again
(C) to us that subject again
(D) again to us that subject
6. She cannot remember where _____ her black jacket.
(A) did she leave
(B) she did leave
(C) she left
(D) left she
7. The doctor explained _____ that we should have a complete physical examination once a year.
(A) us
(B) for us
(C) to us
(D) at us
8. Would you please tell us when _____.
(A) the next bus comes
(B) comes the next bus
(C) does the next bus come
(D) the next bus does come
9. That attractive man _____ my cousin who is visiting us from France.
(A) who is
(B) he is
(C) is
(D) is he
10. They _____ to our proposal.
(A) have not still responded
(B) have not responded still
(C) have still not responded
(D) still have not responded

ANSWER KEY AND EXPLANATIONS

Error Identification

1. C	3. C	5. D	7. D	9. D
2. D	4. C	6. B	8. A	10. A

- The correct answer is (C). See *Indirect Objects*, page 111.
- The correct answer is (D). See *Embedded Questions*, page 116.
- The correct answer is (C). See *Order of Adverbs*, page 113.
- The correct answer is (C). See *Double Subjects*, page 120.
- The correct answer is (D). See *To For (Purpose)*, page 118.
- The correct answer is (B). See *Indirect Objects*, page 111.
- The correct answer is (D). See *Order of Adverbs*, page 113.
- The correct answer is (A). See *Embedded Questions*, page 116.
- The correct answer is (D). See *To/For (Purpose)*, page 118.
- The correct answer is (A). See *Double Subjects*, page 120.

Sentence Completion

1. D	3. C	5. B	7. C	9. C
2. A	4. D	6. C	8. A	10. D

- The correct answer is (D). See *Clauses*, page 121.
- The correct answer is (A). See *Order of Adverbs*, page 113.
- The correct answer is (C). See *To/For (Purpose)*, page 118.
- The correct answer is (D). See *Double Subjects*, page 120.
- The correct answer is (B). See *Order of Adverbs*, page 113.
- The correct answer is (C). See *Embedded Questions*, page 116.
- The correct answer is (C). See *Indirect Objects*, page 111.
- The correct answer is (A). See *Embedded Questions*, page 116.
- The correct answer is (C). See *Double Subjects*, page 120.
- The correct answer is (D). See *Order of Adverbs*, page 113.

SUMMING IT UP

- Some verbs may be followed by two objects: an indirect object and a direct object.
- In general, place adverbs (or adverbial phrases) after the verb or after the object, if any.
- Do not separate the subject from the verb or the verb from its object.
- Patterns for expressing purpose are **for** + noun phrase and **to** + simple form of the verb.

Style

OVERVIEW

- Voice
- Parallelism
- Wordiness
- Substandard
- Usage
- Words often confused, group I
- Words often confused, group II
- Words often confused, group III
- Correlative conjunctions
- Subject/verb agreement
- Parts of speech
- Prepositions (general use)
- Prepositions in combinations
- Summing it up

VOICE

In English, the active voice is more common than the passive voice, although the passive voice is acceptable and even preferred at times.

1. The passive voice is preferred when the actor is unknown or unimportant.

PASSIVE

The cure for cancer *will* probably *be discovered* by some unknown scientist in a laboratory.

PASSIVE

That church *was built* in 1549. (*Who* built the church is unimportant and not mentioned.)

2. The passive voice is often used when discussing history.

PASSIVE

The war *was fought* over gold.

3. Use the active voice when the actor is more important than the action.

ACTORS ACTIVE

The *children ate* spaghetti for dinner.

ACTORS ACTIVE

We *watched* the news.

4. Avoid using active and passive in the same sentence if possible.

PASSIVE

PASSIVE

The flowers *were planted* and the trees *were trimmed*.

ACTIVE

ACTIVE

Susan *cooked* the dinner and *washed* the dishes.

5. Use one verb instead of two when possible.

Rita enjoys good food and music.

Not: Rita enjoys good food and music is also enjoyed by her.

Error Examples

In the following examples, we cannot say that the first sentence is absolutely *wrong*. In certain contexts, it may even be preferred. However, generally speaking, the corrected sentence (the second sentence) is preferable. We are calling the first sentence AWKWARD and the second sentence BETTER.

AWKWARD: Ice cream was eaten at the party by the children.

BETTER: The children ate ice cream at the party.

AWKWARD: Workers built the pyramids about 5,000 years ago.

BETTER: The pyramids were built about 5,000 years ago.

AWKWARD: Some people painted pictures of animals on ancient cave walls.

BETTER: Pictures of animals were painted on ancient cave walls.

AWKWARD: The house was bought by my mother and father in 1970.

BETTER: My mother and father bought the house in 1970.

AWKWARD: Henry likes swimming, and golfing is also liked by him.

BETTER: Henry likes swimming and golfing.

AWKWARD: Sally loves children, and her summers are spent working in a summer camp.

BETTER: Sally loves children and spends her summers working in a summer camp.

AWKWARD: The rainbow was seen by us as the storm began to subside.

BETTER: We saw the rainbow as the storm began to subside.

Skill Builder 1: Voice

Directions: Write a “C” on the line if the sentence seems correct as written. Write an “A” (for awkward) on the line if the choice of voice seems incorrect.

- _____ 1. Steak was eaten by me last night.
- _____ 2. When we work hard, we accomplish a lot.
- _____ 3. Jane wrote a very good composition for her writing class.
- _____ 4. We laughed when the clown fell out of the car.
- _____ 5. Workers built the road in two years at a cost of five million dollars.
- _____ 6. The people loved their leader and his mistakes were forgiven by them.
- _____ 7. The phone was answered by John on the first ring.
- _____ 8. Paul teaches English in high school and writes short stories in his free time.
- _____ 9. Most American cars are built in Detroit, Michigan.
- _____ 10. My uncle worked hard all his life and left a sizable estate when he died.
- _____ 11. My father and I played chess for several hours yesterday.
- _____ 12. As we neared the house, a small dog sitting on the porch could be seen by us.
- _____ 13. Some people committed a lot of crimes in this neighborhood last month.
- _____ 14. If you studied more, your tests could be easily passed.
- _____ 15. The students opened their books and began to read.
- _____ 16. As John approaches his fortieth birthday, he is reassessing the direction of his life.
- _____ 17. The light was turned on by me as I entered my bedroom.
- _____ 18. That electronics company is expanding, and many new products are being developed by them.
- _____ 19. Soldiers fought the Battle of Hastings in 1066.
- _____ 20. Her earrings were put on by Jane before she went to the party.
- _____ 21. During the war thousands of persons were forced to leave their homes.
- _____ 22. Claire painted the living room, and a new carpet was laid by her.
- _____ 23. Jack works hard during the week and his free time is spent sailing his new boat.
- _____ 24. The students were carefully selected and they represented the class well.
- _____ 25. Bob plays the piano, and the guitar is played by him also.

Answers

- A 1. (*I ate steak* last night.) See rule 3.
- C 2.
- C 3.
- C 4.
- A 5. (*The road was built* in two years at a cost of five million dollars.) See rule 1.
- A 6. (The people loved their leader and *forgave his mistakes*.) See rule 4.
- A 7. (*John answered the phone* on the first ring.) See rule 3.
- C 8.
- C 9.
- C 10.
- C 11.
- A 12. (As we neared the house, *we could see a small dog* sitting on the porch.) See rule 4.
- A 13. (*A lot of crimes were committed* in this neighborhood last month.) See rule 1.
- A 14. (If you studied more, *you could easily pass your tests*.) See rules 1 and 4.
- C 15.
- C 16.
- A 17. (*I turned on the light* as I entered my bedroom.) See rules 1 and 4.
- A 18. (That electronics company is expanding and *developing many new products*.) See rule 4.
- A 19. (*The Battle of Hastings was fought* in 1066.) See rule 2.
- A 20. (*Jane put on her earrings* before she went to the party.) See rule 3.
- C 21.
- A 22. (Claire painted the living room and *laid a new carpet*.) See rule 4.
- A 23. (Jack works hard during the week and *spends his free time sailing his new boat*.) See rule 4.
- A 24. (*The carefully selected students represented the class well*.) See rule 4.
- A 25. (Bob *plays the piano and the guitar*.) See rule 5.

1. Items in a series must be parallel; that is, they must have the same grammatical form.

- He likes *music*, *art*, and *history*.

- V + ING V + ING V + ING
swimming, dancing, and horseback riding.

- ADJ. ADJ. ADJ.
He is *tall*, *dark*, and *handsome*.

- They wanted *to paint* the living room, *to lay* a new carpet, and *to buy* a new sofa.

- PAST PAST PAST
- The Romans *conquered*, *colonized*, and *governed* much of the world.

- PAST PERF. PAST PERF. PAST PERF.
- He *had finished* the game, *had taken* a shower, and *had eaten* lunch by the time I got to his house.

- He enjoyed *the music of Spain and the sculpture of France*.

- ADJ. ADJ.
That verb form is not *active*, *but* *passive*.

- ^{V + ING} *Taking* the bus can be as costly as ^{V + ING} *taking* a plane.

- He wanted *to borrow* a car *or to rent* one while his car was being repaired.

- V + ING V + ING
Eating in a restaurant is more fun *than cooking* at home.

- Although he liked to eat good food, he did not like to pay high prices for it.

- The preposition *to*
- may be omitted
- in the second
- and third
- infinitives.

- The auxiliary *had*
- may be omitted
- in the second
- and third verb
- phrases.

Error Examples

WRONG: When they were in Mexico, they saw museums, ruins, and folk dancing.

RIGHT: When they were in Mexico, they saw museums, ruins, and folk *dances*.

WRONG: He is young, intelligent, and has charm.

RIGHT: He is young, intelligent, and *charming*.

WRONG: She likes to read, to travel, and painting.

RIGHT: She likes to read, to travel, and to *paint*.

WRONG: They came out of the building hurriedly, hailed a cab, and jump into it.

RIGHT: They came out of the building hurriedly, hailed a cab, and *jumped* into it.

WRONG: Her husband had bought a house, found a job, and chose a school for the children before she arrived.

RIGHT: Her husband had bought a house, found a job, and *chosen* a school for the children before she arrived.

WRONG: We enjoyed the varied cuisine and going to the excellent theater in New York.

RIGHT: We enjoyed the varied cuisine and *the excellent theater* in New York.

WRONG: That soup should not be served hot, but at a cold temperature.

RIGHT: That soup should not be served hot, but *cold*.

WRONG: Renting an apartment can be as expensive as to buy a house.

RIGHT: Renting an apartment can be as expensive as *buying* a house.

WRONG: He did not like to swim or skiing.

RIGHT: He did not like to swim or *to ski*.

WRONG: Going on vacation is more fun than to work in the summer.

RIGHT: Going on vacation is more fun than *working* in the summer.

Skill Builder 2: Parallelism

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error in parallelism.

- _____ 1. When he was a college student, he learned to play tennis, to golf, and swimming.
- _____ 2. Do not speak out, but raise your hand.
- _____ 3. To face adversity, to solve problems, and to overcome difficulties all give one a sense of satisfaction.
- _____ 4. We enjoyed the perfect weather and seeing fjords in Norway.
- _____ 5. Go to Window A, ask for a form, and bring it back to me.
- _____ 6. Before he died, he had sold his house, wrote a will, and set up a trust fund.
- _____ 7. Her hobbies are reading, playing the piano, and gardening.
- _____ 8. Being a homemaker is as difficult as working in an office.
- _____ 9. After years of dealing with the public, she developed great charm, wit, and confident.
- _____ 10. On their vacation they enjoyed swimming at the beach, walking through the quaint streets, and sitting in the picturesque parks.
- _____ 11. He could not decide whether to get a job or studying.
- _____ 12. Although he was quick to criticize, he was slow praising his students.
- _____ 13. The presidential candidate was a man of intellectual strength, moral character, and personal integrity.
- _____ 14. The bellhop took my bags to my room, opened the door, and puts them at the foot of the bed.
- _____ 15. Jogging is more vigorous exercise than to play golf.

Answers

- | | |
|---|---|
| <u> X </u> 1. (and <i>to swim</i>). See rule 1d. | <u> X </u> 9. (and <i>confidence</i>). See rule 1a. |
| <u> C </u> 2. | <u> C </u> 10. |
| <u> C </u> 3. | <u> X </u> 11. (or <i>to study</i>). See rule 2d. |
| <u> X </u> 4. (<i>and the fjords</i>). See rule 2a. | <u> X </u> 12. (slow <i>to praise</i>). See rule 2f. |
| <u> C </u> 5. | <u> C </u> 13. |
| <u> X </u> 6. (<i>written</i> a will). See rule 1f. | <u> X </u> 14. (and <i>put</i> them). See rule 1e. |
| <u> C </u> 7. | <u> X </u> 15. (than <i>playing</i> golf). See rule 2e. |
| <u> C </u> 8. | |

WORDINESS

A general rule in English might be that “shorter is better.” That is, when the same idea can be expressed directly in fewer words, choose the shorter version. There are several ways to do this:

1. Avoid unnecessary passive constructions. See *Voice* on page 129 of this chapter.
2. Avoid unnecessary relative clauses where an adjective, participial phrase, prepositional phrase, or appositive is enough.

ADJ.

The *tall* man bought the car.

Not: The man *who is tall* bought the car.

PART. PHRASE

The young girl *waiting by the door* would like to see you.

Not: The young girl *who is waiting by the door* would like to see you.

PREP. PHRASE

The package *on the table* is ready to be mailed.

Not: The package *that is on the table* is ready to be mailed.

APPOSITIVE

Hawaii, *the fiftieth state*, is a favorite vacation spot.

Not: Hawaii, *which is the fiftieth state*, is a favorite vacation spot.

3. Be as direct as possible.

It was an important discovery.

Not: It was a discovery *of great importance*.

He noticed a pretty girl.

Not: He noticed *a girl who was pretty*.

She did enzyme research from 1950 to 1964.

Not: She spent *a total of fourteen years*, from 1950 to 1964, *in the research area of enzymes*.

He walked down the stairs quickly.

Not: He walked down the stairs *in a quick manner*.

4. Avoid redundancy (repetition of the same idea).

She returned on Monday.

Not: She returned *back* on Monday.

His virtue was well known.

Not: His virtue *and goodness* were well known. (*Virtue is goodness.*)

Error Examples

In the following examples, we cannot say that the first sentence is absolutely *wrong*. However, generally speaking, the corrected sentence (the second sentence) is preferable. We are calling the first sentence WEAK and the second sentence PREFERRED.

WEAK: The examination was finished by all the students within the allocated time.

PREFERRED: All the students finished the examination in time.

WEAK: The professor, who was tall and blond, lectured about medieval architecture.

PREFERRED: The *tall, blond* professor lectured about medieval architecture.

WEAK: Paul read Jane's letter in an excited state of mind

PREFERRED: Paul *excitedly* read Jane's letter.

WEAK: The committee discussed the problem for a long time without being able to come to the point where a decision could be reached.

PREFERRED: The committee discussed the problem for a long time *without reaching a decision*.

WEAK: Crime and illegal acts are on the rise.

PREFERRED: *Crime* is on the rise. (*Crime is illegal acts*.)

WEAK: The girl who was wearing the colorful bathing suit is my cousin.

PREFERRED: The girl *wearing the colorful bathing suit* is my cousin.

WEAK: The glass figurine that was on display in the store window appealed to me.

PREFERRED: The glass figurine *on display in the store window* appealed to me.

WEAK: Boston, which is the capital of Massachusetts, has many universities and colleges.

PREFERRED: Boston, *the capital of Massachusetts*, has many universities and colleges.

Skill Builder 3: Wordiness

Directions: Write a “C” on the line if the sentence seems correct as written. Write a “W” on the line if the sentence seems *wordy* (to have too many words).

- _____ 1. The man indicated a negative response by shaking his head.
- _____ 2. The house will probably be finished in four months.
- _____ 3. The house on the corner burned down last night.
- _____ 4. Jane went to the store with the purpose of selecting and purchasing a new dress.
- _____ 5. Running on foot through the street, the thief was apprehended by the police.
- _____ 6. My wife and I argued for hours before deciding to send our son to summer camp.
- _____ 7. Bob saw several pieces of art that were expensive.
- _____ 8. Jenny received several speeding tickets.
- _____ 9. The ballerina danced her dances for hours.
- _____ 10. Professor Blanton, who is the college president, will speak on this topic.
- _____ 11. Betty opened the mysterious package cautiously.
- _____ 12. The saleswoman in the red dress insulted me.
- _____ 13. Three hours was the length of time that we found necessary to drive to New York.
- _____ 14. The Louvre, a world-famous art museum, is in Paris, France.
- _____ 15. The book was read by me in four hours.

Answers

- | | |
|---|--|
| _____ W 1. (<i>The man shook his head.</i>) OR
(<i>The man said no.</i>) See rule 3. | _____ W 9. (<i>The ballerina danced for hours.</i>) See rule 4. |
| _____ C 2. | _____ W 10. (Professor Blanton, <i>the college president</i> , will speak on this topic.) See rule 2. |
| _____ C 3. | _____ C 11. |
| _____ W 4. (<i>Jane went to the store to buy a new dress.</i>) See rule 3. | _____ C 12. |
| _____ W 5. (<i>Running through the street</i> , the thief was apprehended by the police.) See rule 3. | _____ W 13. (<i>It took us three hours to drive to New York.</i>) See rule 3. |
| _____ C 6. | _____ C 14. |
| _____ W 7. (Bob saw several <i>expensive</i> pieces of art.) See rule 2. | _____ W 15. (<i>I read the book</i> in four hours.) See rule 1. |
| _____ C 8. | |

SUBSTANDARD

Some words or phrases are *not* acceptable as standard written English.

1. *Ain't* should not be used as a negative form of *to be*.
 John *is not* here.
 I *am not* ready.
 They *are not* coming.
2. *Anywheres*, *nowheres*, *everywheres*, and *somewheres* are incorrect forms of *anywhere*, *nowhere*, *everywhere*, and *somewhere*.
 I cannot find him *anywhere*.
 Mary put her purse *somewhere*.
3. *Alright* is an incorrect form of *all right*.
 Do you feel *all right*?
4. *Kind of a* and *sort of a* are incorrect forms of *kind of* and *sort of*. (In other words, the *a* is unnecessary and incorrect.)
 That is a *kind of* plant that grows in Africa.
 John is the *sort of* man who worries about other people.
5. *Mad* should not be used to mean *angry* when it precedes the preposition “with.”
 The teacher was very *angry* with John.
6. *Off of* is an incorrect form of *off*.
 The couple stepped *off* the bus.
7. *Suspicion* is a noun and cannot be used as a verb. The correct verb form is *suspect*.
 Mary *suspects* that her assistant may be stealing from her.
8. *The reason is because* is an incorrect form of *the reason is that*.
 The reason that John cannot attend the meeting *is that* he is sick.
9. *Is where* and *is when* are incorrect ways of defining the meaning of a word.
 “To imitate” means “to act the same way as someone else.”
 A “cookout” is “an outdoor party where food is generally cooked over charcoals.”
10. *Different than* is an incorrect form of *different from*.
 John is *different from* his father.

Error Examples

WRONG: Betty ain't a good student.

RIGHT: Betty *is not* a good student.

WRONG: The doctor looked everywhere for his prescription pad.

RIGHT: The doctor looked *everywhere* for his prescription pad.

WRONG: The party was not wonderful, but at least the food was alright.

RIGHT: The party was not wonderful, but at least the food was *all right*.

WRONG: That was the strangest kind of an animal that Harry had ever seen.

RIGHT: That was the strangest *kind of* animal that Harry had ever seen.

WRONG: Sometimes a father can get very mad at his children.

RIGHT: Sometimes a father can get very *angry with* his children.

WRONG: We try not to get off of the subject.

RIGHT: We try not to get *off* the subject.

WRONG: The police suspicion that a local resident committed the crime.

RIGHT: The police *suspect* that a local resident committed the crime.

WRONG: The reason that Mary is so upset is because she lost her wallet.

RIGHT: *The reason* that Mary is so upset *is that* she lost her wallet.

WRONG: To "hyperventilate" is when one "breathes too fast or too deeply."

RIGHT: To "hyperventilate" is to "breathe too fast or too deeply."

WRONG: California is different than Arizona.

RIGHT: California is *different from* Arizona.

Skill Builder 4: Substandard

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if substandard (unacceptable, incorrect) English is used.

- _____ 1. Most situations turn out all right in the long run.
- _____ 2. Gerald explained that the reason he was late was because he had had car trouble.
- _____ 3. A “loan-word” is “a word that has come from another language.”
- _____ 4. The Smiths bought a kind of a car that gets good mileage.
- _____ 5. “Parallel” is “when objects are an equal distance apart at every point.”
- _____ 6. The vase was made of a sort of material found only in Australia.
- _____ 7. The children were nowheres to be found.
- _____ 8. Henry took the picture off the wall and put it away.
- _____ 9. It looked like a terrible accident, but everyone in the car was alright.
- _____ 10. I believe the reason he left college was that he ran out of money.
- _____ 11. The Browns ain’t coming to the church meeting tonight.
- _____ 12. I hope you do not suspicion that I cheated on the exam.
- _____ 13. A “knock-out” is “when a person is rendered unconscious by a blow.”
- _____ 14. The man acted so strangely that his family thought he was mad.
- _____ 15. Good and bad people can be found anywheres in the world.
- _____ 16. Do you find the United States much different than your country?
- _____ 17. The pen rolled off of the table and onto the floor.
- _____ 18. What sort of coat was the customer looking for?
- _____ 19. When John saw his grades, he felt very mad at his professor.
- _____ 20. What kind of a person could do a thing like this!

Answers

- | | |
|--|--|
| <u> C </u> 1. | <u> X </u> 12. (you do not <i>suspect</i>). See rule 7. |
| <u> X </u> 2. (the reason he was late was <i>that</i>). See rule 8. | <u> X </u> 13. (A “ <i>knock-out</i> ” is “a <i>blow that causes unconsciousness</i> .”) See rule 9. |
| <u> C </u> 3. | <u> C </u> 14. |
| <u> X </u> 4. (<i>a kind of</i> car). See rule 4. | <u> X </u> 15. (<i>anywhere</i>). See rule 2. |
| <u> X </u> 5. (“ <i>Parallel</i> ” means <i>that</i> objects are). See rule 9. | <u> X </u> 16. (<i>different from</i>). See rule 10. |
| <u> C </u> 6. | <u> X </u> 17. (<i>off the</i> table). See rule 6. |
| <u> X </u> 7. (<i>nowhere</i>). See rule 2. | <u> C </u> 18. |
| <u> C </u> 8. | <u> X </u> 19. (very <i>angry with</i> his professor). See rule 5. |
| <u> X </u> 9. (<i>all right</i>). See rule 3. | <u> X </u> 20. (<i>kind of person</i>). See rule 4. |
| <u> C </u> 10. | |
| <u> X </u> 11. (<i>are not</i> coming). See rule 1. | |

USAGE

Some words have similar meanings, but cannot be used interchangeably; that is, a choice must be made according to the grammatical situation.

1. *Between/Among*

Between is used with *two* persons or things.

I cannot decide *between* these two blouses.

Among is used for *three or more* persons or things.

He was standing *among* several students.

2. *Amount/Number*

Amount is used with *non-count nouns*.

NCN

He has a large *amount* of money.

Number is used with *count nouns*.

CN

She has a large *number* of children.

3. *In/Into*

In is used with *non-motion* verbs.

He *is waiting in* the kitchen.

Into is used with verbs of *motion*.

He *ran into* the kitchen.

4. *Sit/Set*

Sit cannot take an object. *Sit* tells what a person or thing does for himself or by itself. The principal parts of *sit* are:

sit (simple form)

He *sits* by the window.

sat (past form)

Bob *sat* in his room and read.

sat (past participle)

The guests have already *sat* down.

sitting (present participle)

The vase is *sitting* on the table.

Set must have an object. *Set* tells what a person does for someone or something else. The principal parts of *set* are:

set (simple form)

OBJ.

Do not *set* your *glass* on the piano.

set (past form)

OBJ.

She *set* her *purse* on the floor last night.

set (past participle)

OBJ.

Have you *set* the *table* yet?

setting (present participle)

OBJ.

Setting the *vase* on the coffee table, Mary noticed that the vase had a crack in it.

5. **Lie/Lay**

Lie cannot take an object. *Lie* tells what a person or thing does for himself or by itself. The principal parts of *lie* are:

lie (simple form)	John <i>lies</i> on his bed for a few minutes after lunch every day.
lay (past form)	Mary <i>lay</i> on the sofa all yesterday afternoon.
lain (past participle)	The watch had <i>lain</i> unnoticed for several days before I found it.
lying (present participle)	A man was <i>lying</i> injured in the street after the accident.

Lay must have an object. *Lay* tells what a person or thing does for someone or something else. The principal parts of *lay* are:

lay (simple form)	OBJ. You should <i>lay</i> the <i>tiles</i> very evenly.
laid (past form)	OBJ. Mary <i>laid</i> her <i>son</i> on his bed early this afternoon.
laid (past participle)	OBJ. That hen has <i>laid</i> six <i>eggs</i> this week.
laying (present participle)	OBJ. The workers are <i>laying</i> the <i>carpet</i> now.

6. **Rise/Raise**

Rise cannot take an object. *Rise* tells what someone or something does for himself or by itself. The principal parts of *rise* are:

rise (simple form)	The temperature <i>rises</i> sharply in the afternoon.
rose (past form)	The sun <i>rose</i> at seven yesterday.
risen (past participle)	Prices have <i>risen</i> a great deal lately.
rising (present participle)	The baby's temperature is <i>rising</i> by the hour.

Raise must have an object. *Raise* tells what someone or something does for someone or something else. The principal parts of *raise* are:

raise (simple form)	OBJ. Please <i>raise</i> the <i>window</i> a little.
raised (past form)	OBJ. The Browns <i>raised</i> their <i>children</i> .
raised (past participle)	OBJ. The store has <i>raised</i> its <i>prices</i> .
raising (present participle)	OBJ. The new book is <i>raising</i> many interesting <i>questions</i> .

7. **Learn/Teach**

Learn is a verb that can be followed *directly* by an infinitive as an object.

INFIN.

She *learned to speak* French.

Teach is a verb that can be followed by an infinitive as an object. However, this infinitive must have its own subject. (See *Personal Pronouns—Case*, page 93.)

S

INFIN.

I *taught John to speak* French.

S

INFIN.

I *taught him to speak* French.

8. **Can/May**

Can is a modal that means *ability*.

Mary *can* speak French.

John *can* play the piano.

May is a modal that means *permission*.

May I leave now?

John *may* have the last piece of cake.

9. **Hanged/Hung**

Hanged and *hung* are both correct past participle forms of the verb *hang*. BUT:

Hanged refers to *executions (killings)* of persons.

PERSON

The *murderer* was *hanged* by the neck until dead.

Hung refers to things.

THING

The *picture* was *hung* over the fireplace.

Error Examples

WRONG: I believe we can handle this matter between the three of us.

RIGHT: I believe we can handle this matter *among* the three of us.

WRONG: The students had a large amount of problems.

RIGHT: The students had a large *number* of problems.

WRONG: The government has a large number of plutonium stored in a western state.

RIGHT: The government has a large *amount* of plutonium stored in a western state.

WRONG: The frightened man rushed in the police station.

RIGHT: The frightened man rushed *into* the police station.

WRONG: She sat her new chair between the sofa and the buffet.

RIGHT: She *set* her new chair between the sofa and the buffet.

WRONG: Miss Jones learned us to swim in a few days.

RIGHT: Miss Jones *taught* us to swim in a few days.

WRONG: Can I please have your attention?

RIGHT: *May* I please have your attention?

WRONG: The clothes were neatly hanged on the clothesline.

RIGHT: The clothes were neatly *hung* on the clothesline.

WRONG: The live wire laid in the street for hours after the storm.

RIGHT: The live wire *lay* in the street for hours after the storm.

WRONG: Susan likes to lay down for a short nap every afternoon.

RIGHT: Susan likes to *lie* down for a short nap every afternoon.

WRONG: We certainly hope that prices do not raise so quickly again.

RIGHT: We certainly hope that prices do not *rise* so quickly again.

Skill Builder 5: Usage

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error in usage.

- _____ 1. The picture was hung over the fireplace.
- _____ 2. That grandfather clock has sat in that same spot for forty years.
- _____ 3. The volcano had lain dormant for fifty years when it suddenly erupted.
- _____ 4. There was a surprising number of news coming from that country.
- _____ 5. The bread dough has raised enough and is now ready to be baked.
- _____ 6. The children’s papers were hung about the classroom.
- _____ 7. He distributed his wealth among his children, Betty, and John.
- _____ 8. Ellen can run faster than Beth.
- _____ 9. They have already risen their family and are now free to travel.
- _____ 10. A large amount of people showed up for the grand opening.
- _____ 11. The jeweler has carefully set the diamond into a new mounting.
- _____ 12. The harried student dashed quickly in the classroom.
- _____ 13. When Betty arrived home, she found her husband laying on the sofa asleep as usual.
- _____ 14. Parents usually feel proud when their baby learns to take his first few steps.
- _____ 15. Children often ask if they can have candy.
- _____ 16. The car suddenly left the road, slammed into a low wall, and turned over several times.
- _____ 17. Never leave your purse lying where someone might be able to steal it.
- _____ 18. The army had hanged several deserters in the weeks before the war finally ended.
- _____ 19. John’s father learned him to repair heavy equipment.
- _____ 20. Mrs. Jones had carefully lain her children’s clothes out ready for the children to put on.

Answers

- | | |
|---|---|
| <u>C</u> 1. | <u>C</u> 11. |
| <u>C</u> 2. | <u>X</u> 12. (dashed quickly <i>into</i>). See rule 3. |
| <u>C</u> 3. | <u>X</u> 13. (<i>lying</i> on the sofa). See rule 5. |
| <u>X</u> 4. (surprising <i>amount</i> of news). See rule 2. | <u>C</u> 14. |
| <u>X</u> 5. (has <i>risen</i> enough). See rule 6. | <u>X</u> 15. (if they <i>may</i> have candy). See rule 8. |
| <u>C</u> 6. | <u>C</u> 16. |
| <u>X</u> 7. (<i>between</i> his children, Betty and John). See rule 1. | <u>C</u> 17. |
| <u>C</u> 8. | <u>C</u> 18. |
| <u>X</u> 9. (have already <i>raised</i>). See rule 6. | <u>X</u> 19. (<i>taught</i> him to repair). See rule 7. |
| <u>X</u> 10. (large <i>number</i>). See rule 2. | <u>X</u> 20. (had carefully <i>laid</i>). See rule 5. |

WORDS OFTEN CONFUSED, GROUP I

The following words are often confused:

1. Accept/Except

Accept is a verb that means “to give a positive answer” or “to receive.”

Susan *accepted* his offer of a job. (gave a positive answer)

The club *accepted* three new members. (received)

Except as a verb means “to exclude” or “to keep out.”

The boys *excepted* John from their club. (They did not accept him.)

Except is more commonly used as a preposition, meaning “with the exception of.”

PREP.

Everybody *except* Jane went to the party. (Jane was *not* a member of the group that went to the party.)

2. Advice/Advise

Advise is a verb.

VERB

The doctor *advised* her to quit smoking.

Advice is a noun.

N

He gave me some good *advice*.

3. All Ready/Already

All ready is an adjective phrase meaning “completely ready.”

ADJ. PHRASE

We were *all ready* to leave at eight o'clock.

Already is an adverb of time meaning “by or before a specific time.”

ADV.

They had *already* left at five o'clock. (by five o'clock)

ADV.

He had *already* eaten when I arrived. (before I arrived)

4. **Altogether/All Together**

Altogether is an *adverb* meaning “completely.”

ADV.

I am *altogether* tired.

All together is an *adjective phrase* meaning “in a group.”

ADJ. PHRASE

The children are *all together* now and ready to go to the park.

5. **Beside/Besides**

The preposition *besides* means “except.”

Everyone *besides* John went to the party.

The preposition *beside* means “next to.”

John was standing *beside* me. (NOT: *besides* me)

6. **Cloth/Clothes**

Cloth is a noun (usually used as a non-count noun) that means “material or fabric.”

NCN

She bought some white *cloth* to make a wedding dress.

Clothes is a plural count noun meaning “garments used to cover the body.”

PL. CN

She bought a lot of *clothes* when she was in Paris.

PL. CN

Beautiful *clothes* are usually expensive.

7. **Desert/Dessert**

A *desert* is “a dry area of the world with little vegetation.”

A large percentage of the world’s surface is a *desert* where very little grows.

A *dessert* is “a sweet food usually eaten at the end of a meal.”

We had apple pie and ice cream for *dessert*.

8. **Differ From/Differ With**

To *differ from* is “to be dissimilar.”

Men *differ* physically *from* women.

To *differ with* is “to disagree with.”

I *differ with* you on this issue. (I disagree with you.)

9. **Emigrate/Immigrate**

To *emigrate* means “to leave one country to live in another.”

In the early part of this century many people *emigrated* from Europe. They went to live in the United States.

To *immigrate* means “to move to a new country.”

In the early part of this century many people from Europe *immigrated* to the United States.

10. **Farther/Further**

Farther means “to or at a more distant point in space.” (actual distance)

We have to drive a few miles *farther*.

Further means “to or at a more distant point in time, degree, or quantity.” (figurative distance)

Let us consider this problem *further*. (time)

We should do *further* research on this matter. (quantity)

Be careful not to excite the children *further*. (degree)

Error Examples

WRONG: John did not except my invitation to the party.

RIGHT: John did not *accept* my invitation to the party.

WRONG: You will find your umbrella besides the table.

RIGHT: You will find your umbrella *beside* the table.

WRONG: Please advice him that he must hurry.

RIGHT: Please *advise* him that he must hurry.

WRONG: Susan gave Paul some excellent advise.

RIGHT: Susan gave Paul some excellent *advice*.

WRONG: Please ask the students not to stand altogether in the hall.

RIGHT: Please ask the students not to stand *all together* in the hall.

WRONG: I am all together disgusted with his behavior.

RIGHT: I am *altogether* disgusted with his behavior.

WRONG: Has John really finished his homework all ready?

RIGHT: Has John really finished his homework *already*?

WRONG: Dinner is already to be served.

RIGHT: Dinner is *all ready* to be served.

WRONG: Mary bought new cloth to wear to the party.

RIGHT: Mary bought new *clothes* to wear to the party.

WRONG: Be careful to take lots of water when you cross the dessert.

RIGHT: Be careful to take lots of water when you cross the *desert*.

WRONG: Would you like a piece of cake for desert?

RIGHT: Would you like a piece of cake for *dessert*?

WRONG: New York differs with Washington, D.C.

RIGHT: New York differs *from* Washington, D.C.

WRONG: When discussing politics, Bob frequently differs from his father.

RIGHT: When discussing politics, Bob frequently differs *with* his father.

WRONG: During times of economic hardship, people may have to immigrate from their native land.

RIGHT: During times of economic hardship, people may have to *emigrate* from their native land.

WRONG: I believe Martha's house is further down the road.

RIGHT: I believe Martha's house is *farther* down the road.

WRONG: Do you feel it is necessary to think about this matter farther?

RIGHT: Do you feel it is necessary to think about this matter *further*?

Skill Builder 6: Words Often Confused, Group I

Directions: Write a "C" on the line if the sentence is correct. Write an "X" on the line if there is an error in word choice.

- _____ 1. He has all ready spent next month's allowance.
- _____ 2. Mary looked all day for clothes suitable to cover the worn pillows.
- _____ 3. Will John take his doctor's advice?
- _____ 4. In a surprise vote the board excepted John from membership.
- _____ 5. Can you get everybody altogethger for the meeting in ten minutes?
- _____ 6. Helen enjoys wearing the clothes she designs.
- _____ 7. The two political candidates certainly differed loudly from one another.
- _____ 8. One reason people will emigrate from their country is to escape political persecution.
- _____ 9. Did you look besides the sofa for your book?
- _____ 10. Do not try to drive further today.
- _____ 11. Will you accept my apologies?
- _____ 12. Why did so many people immigrate from Uruguay to go to Australia?
- _____ 13. I was surprised at the advise he gave me.
- _____ 14. Steve differs with his father in physical appearance.
- _____ 15. Let me give you some farther instruction.

Answers

- | | |
|--|--|
| <u> X </u> 1. (<i>already</i>). See rule 5. | <u> X </u> 9. (<i>beside</i> the sofa). See rule 2. |
| <u> X </u> 2. (<i>cloth</i>). See rule 6. | <u> X </u> 10. (<i>farther</i>). See rule 10. |
| <u> C </u> 3. | <u> C </u> 11. |
| <u> C </u> 4. | <u> X </u> 12. (<i>emigrate</i> from). See rule 9. |
| <u> X </u> 5. (<i>all together</i>). See rule 4. | <u> X </u> 13. (<i>advice</i>). See rule 3. |
| <u> C </u> 6. | <u> X </u> 14. (<i>differs from</i>). See rule 8. |
| <u> X </u> 7. (<i>differed loudly with</i>). See rule 8. | <u> X </u> 15. (<i>further</i> instruction). See rule 10. |
| <u> C </u> 8. | |

WORDS OFTEN CONFUSED, GROUP II

The following words are often confused:

1. **Formally/Formerly**

Formally means “in a formal way.”

The meeting was conducted very *formally*.

Formerly means “previously,” or “at an earlier time.”

June was *formerly* a member of that club.

2. **Healthful/Healthy**

Healthful means “good for one’s health.”

Vegetables are *healthful* foods.

Healthy means “in a good condition of health.”

All of his children are *healthy*.

3. **Illusion/Allusion**

An *illusion* is “a false idea” or “unreal image.”

The magician created the *illusion* that he was flying through the air.

An *allusion* is “an indirect reference.”

The professor made an *allusion* to Greek mythology.

4. **Imply/Infer**

To imply is “to suggest without stating directly.” Only the speaker or writer can *imply*.

Susan *implied* that she was not happy with her job.

To infer is “to make a conclusion based on evidence not directly stated.” Only the listener or reader can *infer*.

I *inferred* from her letter that Susan was not happy with her job.

5. **Its/It’s**

Its is the singular possessive pronoun for things.

PRON.

The tree lost *its* leaves when the weather turned cold.

It’s is the contraction for *it is*.

It’s a nice day today. (*It is* a nice day today.)

6. **Leave/Let**

To leave means “to go away from.”

He *leaves* school at three o’clock every day.

To let means “to permit.”

John *let* me borrow his car.

7. **Loose/Lose**

The adjective *loose* means “not tight.”

ADJ.

This blouse is too *loose*. I need a smaller size.

To lose is a verb meaning “to leave behind by accident” or “to unintentionally cease having.”

VERB

I often *lose* my car keys.

8. **Most/Almost**

The adjective *most* is the superlative form of *many*, meaning “the largest number.”

ADJ.

Most people like ice cream.

The adjective *most* is also the superlative form of *much*, meaning “the largest amount.”

ADJ.

Most coffee comes from Brazil.

Almost is an adverb meaning “slightly less than,” “not quite,” or “very nearly.”

ADV.

Almost all the students are here.

ADV.

He is *almost* ready to leave.

ADV.

He *almost* won the race.

9. **Plane/Plain**

The noun *plane* often means “airplane.”

N

His *plane* will arrive in Chicago at nine o'clock.

The adjective *plain* means “simple,” “not fancy,” or “undecorated.”

ADJ.

Her dress was very *plain*.

10. **Principal/Principle**

The adjective *principal* means “chief” or “very important.”

The noun *principal* means “chief official.”

ADJ.

The *principal* reason for his failure was his lack of interest in his job.

N

He wants to talk to the *principal* of the school.

The noun *principle* means “fundamental truth.”

N

He is studying the *principles* of accounting.

11. **Quiet/Quite**

Quiet is an adjective meaning “not noisy.”

ADJ.

It was a very *quiet* party.

Quite is an adverb meaning “completely” or “to a degree.”

ADV.

He is *quite* nervous today.

ADV.

He is *quite* tall.

Error Examples

WRONG: He spoke formerly and eloquently on that serious subject.

RIGHT: He spoke *formally* and eloquently on that serious subject.

WRONG: John was formally a member of that club, but he resigned.

RIGHT: John was *formerly* a member of that club, but he resigned.

WRONG: Fruit is a very healthy food.

RIGHT: Fruit is a very *healthful* food.

WRONG: The politician made a clever illusion to the political problems his chief rival was having.

RIGHT: The politician made a clever *allusion* to the political problems his chief rival was having.

WRONG: Mary never said it directly, but she inferred that she did not like me.

RIGHT: Mary never said it directly, but she *implied* that she did not like me.

WRONG: Would you please leave me do this job by myself.

RIGHT: Would you please *let* me do this job by myself.

WRONG: Linda cannot wear this belt because it is too lose.

RIGHT: Linda cannot wear this belt because it is too *loose*.

WRONG: Did you loose your watch?

RIGHT: Did you *lose* your watch?

WRONG: Most everybody who is supposed to come is here already.

RIGHT: *Almost* everybody who is supposed to come is here already.

WRONG: Which plain are you taking to New York?

RIGHT: Which *plane* are you taking to New York?

WRONG: The principle of my daughter's school was educated in Europe.

RIGHT: The *principal* of my daughter's school was educated in Europe.

WRONG: We spent a quite evening at home together.

RIGHT: We spent a *quiet* evening at home together.

WRONG: The ship lost it's way from Florida to Bimini.

RIGHT: The ship lost *its* way from Florida to Bimini.

Skill Builder 7: Words Often Confused, Group II

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error in word choice.

- _____ 1. Do you think that its difficult to learn a foreign language?
- _____ 2. The modern art piece they chose was plain but bold.
- _____ 3. The principle fact I would like you to remember concerns the human personality.
- _____ 4. Are you quite sure you wish to spend that much for one chair?
- _____ 5. His wife was formerly married to the Spanish Ambassador.
- _____ 6. Her parents are quite old, but relatively healthful.
- _____ 7. The young actress was able to create the allusion that she was middle-aged.
- _____ 8. From reading his letter, I inferred that he was having financial problems.
- _____ 9. He put his keys in his coat pocket so that he would not loose them.
- _____ 10. Can you let the student continue with this course if he makes up all missed work?
- _____ 11. Please leave him find out the truth by himself.
- _____ 12. I do not trust that man; he has absolutely no principles.
- _____ 13. I most fell off my seat laughing when I saw the clown chase the bull.
- _____ 14. I think my battery has a loose connection.
- _____ 15. Are you trying to infer that I should study more?

Answers

- | | |
|---|--|
| <u> X </u> 1. (<i>it's</i> difficult). See rule 5. | <u> X </u> 9. (would not <i>lose</i> them). See rule 7. |
| <u> C </u> 2. | |
| <u> X </u> 3. (<i>principal</i> fact) OR (The <i>principle</i> I would like). See rule 10. | <u> C </u> 10. |
| | <u> X </u> 11. (<i>let</i> him find out). See rule 6. |
| <u> C </u> 4. | <u> C </u> 12. |
| <u> C </u> 5. | <u> X </u> 13. (<i>almost</i> fell off my seat laughing). See rule 8. |
| <u> X </u> 6. (relatively <i>healthy</i>). See rule 2. | <u> C </u> 14. |
| <u> X </u> 7. (create the <i>illusion</i>). See rule 3. | <u> X </u> 15. (trying to <i>imply</i>). See rule 4. |
| <u> C </u> 8. | |

WORDS OFTEN CONFUSED, GROUP III

The following words are often confused:

1. **Respectfully/Respectively**

Respectfully means “with respect.”

The audience rose *respectfully* when the president entered.

Respectively means “in the order given.”

The Thompsons lived in Chicago, Los Angeles, and New York *respectively*.

2. **So/So That**

So is a conjunction joining a clause of *result* to a main clause.

It rained a lot that year, *so* there were lots of wildflowers to enjoy. (*result*)

So that joins a clause of *purpose* to a main clause.

We wore raincoats *so that* we would not get our clothes wet. (*purpose*)

3. **Stationary/Stationery**

Stationary means “in a fixed position.”

The only time most children are *stationary* is when they are asleep.

Stationery refers to writing supplies.

That *stationery* store sells fancy writing paper and envelopes.

4. **Their/There/They're**

Their is the third-person plural possessive pronoun.

PRON.

They sold *their* home to a couple from London.

There is (1) an adverb of place or (2) an expletive that tells of existence.

ADV.

Your package is *there* on the counter.

EXPLETIVE

There are fifty states in the United States.

They're is the contraction of *they are*.

They're ready to see you now.

5. **To/Too/Two** (See also Chapter 3, “Modifiers,” *Too*, *Very*, and *Enough*, page 55).

To is (1) part of the infinitive form or (2) a preposition.

INFIN.

I like *to walk* in the rain.

PREP.

I walked *to* the store.

Too is an adverb indicating an excess.

ADV.

It is *too* hot today to study.

Two is a number (2).

I have *two* children, John and Greg.

6. **Weather/Whether**

Weather is a noun meaning “atmospheric conditions.”

N

It is nice *weather* today for a picnic.

Whether is a conjunction meaning “if.”

CONJ.

I do not know *whether* he will come to the party.

7. **Who's/Whose**

Who's is the contraction for *who* is.

I do not know *who's* coming tonight.

Whose is (1) a question word or (2) a possessive relative pronoun.

QW

Whose book is this?

PRON.

I met the man *whose* daughter is in my class.

Error Examples

WRONG: Last summer I visited the capital cities of Connecticut, Massachusetts, and Rhode Island respectfully.

RIGHT: Last summer I visited the capital cities of Connecticut, Massachusetts, and Rhode Island *respectively*.

WRONG: I bought a car so I would not have to walk to work.

RIGHT: I bought a car *so that* I would not have to walk to work.

WRONG: A model must sometimes remain stationery for hours at a time.

RIGHT: A model must sometimes remain *stationary* for hours at a time.

WRONG: Please put the piano over their near the window.

RIGHT: Please put the piano over *there* near the window.

WRONG: Robin is really much to nervous to be in public relations.

RIGHT: Robin is really much *too* nervous to be in public relations.

WRONG: Bob is not sure weather or not he will be able to attend your opening next week.

RIGHT: Bob is not sure *whether* or not he will be able to attend your opening next week.

WRONG: Who's purse do you think this is?

RIGHT: *Whose* purse do you think this is?

Skill Builder 8: Words Often Confused, Group III

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error in word choice.

- _____ 1. The whether is usually nice in Hawaii all year round.
- _____ 2. They’re buying a home in the city next year.
- _____ 3. We met two of my father’s business associates at the dinner.
- _____ 4. Did you find out whose coming early?
- _____ 5. I love to browse in stationary stores.
- _____ 6. Bob thinks this material is too difficult for first-year students.
- _____ 7. The students left there books on the floor during the exam.
- _____ 8. The audience applauded respectively at the end of her speech.
- _____ 9. Do not send any of these booklets too people who did not put their complete address on the form.
- _____ 10. He parked his car on the street so that he would not have to pay for parking in the garage.

Answers

- | | |
|--|---|
| <u> X </u> 1. (The <i>weather</i> is). See rule 6. | <u> X </u> 7. (<i>their</i> books). See rule 4. |
| <u> C </u> 2. | <u> X </u> 8. (applauded <i>respectfully</i>). See rule 1. |
| <u> C </u> 3. | <u> X </u> 9. (<i>to</i> people). See rule 5. |
| <u> X </u> 4. (<i>who’s</i> coming). See rule 7. | <u> C </u> 10. |
| <u> X </u> 5. (<i>stationery</i> stores). See rule 3. | |
| <u> C </u> 6. | |

CORRELATIVE CONJUNCTIONS

The following is a list of *Correlative Conjunctions*. Remember that they are always used in the following pairs. Do not mix them up.

both . . . and

either . . . or

neither . . . nor

not only . . . but also

whether . . . or

That music is *both* disturbing *and* loud.

Either he is going to get a job here *or* he is going to study in Los Angeles.

He is *neither* well qualified *nor* sufficiently experienced for that position.

He refused to say *whether* he would come to the meeting in person *or* send a representative.

That horse is *not only* the youngest one in the race *but also* the only one to win two years in a row.

- a. Do not use *both* . . . *and* for three or more nouns or adjectives.

Mary, Blair, and Margie are going to arrive late.

OR

Mary and Blair, as well as Margie, are going to arrive late.

- b. *Whether* may sometimes be used alone.

I do not know *whether* she received the package.

Error Examples

WRONG: Both John, Ernest, and Paul are going to the game.

RIGHT: John *and* Ernest, *as well as* Paul, are going to the game.

OR

John, Ernest, and Paul are going to the game.

WRONG: That book includes only not records but also cassettes.

RIGHT: That book includes *not only* records *but also* cassettes.

WRONG: She won the dance competition because she had both originality as well as grace.

RIGHT: She won the dance competition because she had *both* originality *and* grace.

WRONG: She decided not only to start a diet, but to join an exercise class also.

RIGHT: She decided *not only* to start a diet, *but also* to join an exercise class.

WRONG: That coin is not only valuable but rare also.

RIGHT: That coin is *not only* valuable *but also* rare.

WRONG: Neither the public or private sector of the economy will be seriously affected by this new regulation.

RIGHT: Neither the public *nor* private sector of the economy will be seriously affected by this new regulation.

WRONG: He refused to work either in Chicago nor in Detroit.

RIGHT: He refused to work *either* in Chicago *or* in Detroit.

Skill Builder 9: Correlative Conjunctions

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is a correlative conjunction error.

- _____ 1. Some students can neither write or speak accurately.
- _____ 2. That course includes not only TOEFL preparation but also techniques of test taking.
- _____ 3. They like both living abroad as well as living at home.
- _____ 4. Tom won not only the 100-yard dash but the broad jump also.
- _____ 5. He is neither limber nor quick.
- _____ 6. Either you will attend class regularly or you can expect a low grade.
- _____ 7. Whether out of necessity or greed, he accepted the bribe.
- _____ 8. Both the president and the vice-president gave speeches last night.
- _____ 9. The play was both long, boring, and depressing.
- _____ 10. He is both deceptive as well as irresponsible.

Answers

- | | |
|--|--|
| <u> X </u> 1. (neither write <i>nor</i> speak) | <u> C </u> 7. |
| <u> C </u> 2. | <u> C </u> 8. |
| <u> X </u> 3. (both living abroad <i>and</i> living). | <u> X </u> 9. (<i>was long, boring, and</i> depressing) OR (<i>long and</i> boring, <i>as well as</i> depressing). See note a. |
| <u> X </u> 4. (not only the 100-yard dash, <i>but also</i> the broad jump) | |
| <u> C </u> 5. | <u> X </u> 10. (both deceptive <i>and</i> irresponsible) |
| <u> C </u> 6. | |

Singular subjects take singular verbs. Plural subjects take plural verbs.

S VERB

The *secretaries* in this office *come* to work at eight.

1. Subjects are never found in prepositional phrases.

S PREP. PHRASE VERB
The *characters in this story* are well developed.

VERB S

There *are* many good *reasons* to study language.

ADV. VERB S
Around the corner are several small shops.

SVERB

Several *candidates*, including John Baker, *are going*.

S S VERB

Either my *sisters* or my *mother is going* to the wedding.

S VERB
Mathematics is a challenging field.

7. The subject of a relative clause, *who*, *which*, or *that*, is singular or plural depending on its *antecedent*.

ANTECEDENT S VERB

The *students who come* to class every day generally progress rapidly.

ANTECEDENT S VERB

Bob is one of my *friends who are helping* me paint my house.

ANTECEDENT S VERB

Bob is the only *one of my friends who is helping* me paint my house.

Error Examples

WRONG: His influence over the last ten years have grown considerably.
 RIGHT: His influence over the last ten years *has* grown considerably.

WRONG: Over the fireplace hangs several small paintings.
 RIGHT: Over the fireplace *hang* several small paintings.

WRONG: Neither the moon nor the stars is visible.
 RIGHT: Neither the moon nor the stars *are* visible.

WRONG: A study of all possible causes of these multiple fractures are in order.
 RIGHT: A study of all possible causes of these multiple fractures *is* in order.

WRONG: There occurs to me a few possible explanations for his behavior.
 RIGHT: There *occur* to me a few possible explanations for his behavior.

WRONG: His furniture, including a dining room table and six chairs, are being sold.
 RIGHT: His furniture, including a dining room table and six chairs, *is* being sold.

WRONG: I asked all the students who was willing to help to meet me at the school.
 RIGHT: I asked all the students who *were* willing to help to meet me at the school.

WRONG: The college newspaper prints only the news that are of interest to the students and faculty.
 RIGHT: The college newspaper prints only the news that *is* of interest to the students and faculty.

WRONG: Either the students or the teacher were mistaken.
 RIGHT: Either the students or the teacher *was* mistaken.

Skill Builder 10: Subject/Verb Agreement

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error in subject-verb agreement.

- _____ 1. There are several jobs available.
- _____ 2. Along the beach was several small boats that had been washed ashore.
- _____ 3. Neither my sisters nor my brother is ready to begin college.
- _____ 4. The lack of logic in his arguments never cease to surprise me.
- _____ 5. She was determined to study nuclear physics, which was the most difficult course offered at that school.
- _____ 6. Students who have difficulty with this subject should try to find someone who is willing to tutor them.
- _____ 7. Either her husband or her children is going to be upset no matter what decision she makes.
- _____ 8. Betty is one of the women who is responsible for writing that.
- _____ 9. My uncle, as well as my father, are going to Canada on business.
- _____ 10. The only one of his friends who is upset with John is Bob.

Answers

- | | |
|--|---|
| <u> C </u> 1. | <u> X </u> 7. (or her children <i>are</i> going).
See rule 5. |
| <u> X </u> 2. (<i>were</i> several small boats).
See rule 3. | <u> X </u> 8. (the women who <i>are</i> responsible). See rule 7. |
| <u> C </u> 3. | <u> X </u> 9. (<i>is</i> going). See rule 4. |
| <u> X </u> 4. (<i>never ceases</i>). See rule 1. | <u> C </u> 10. |
| <u> C </u> 5. | |
| <u> C </u> 6. | |

NOTE

There are some exceptions to these general rules.

PARTS OF SPEECH*

Sometimes a word can be identified as a noun, adjective, adverb, or verb by its suffix (ending).

1. The following suffixes usually indicate *nouns*:

-ion, -sion, -tion	<i>population</i>
-acy	<i>accuracy</i>
-age	<i>image</i>
-ance, -ence	<i>permanence</i>
-hood	<i>childhood</i>
-ar, -or	<i>scholar, doctor</i>
-ism	<i>socialism</i>
-ist	<i>artist</i>
-ment	<i>government</i>
-ness	<i>happiness</i>
-y	<i>beauty</i>
-ty	<i>reality, capacity</i>

2. The following suffixes usually indicate *adjectives*:

-al	<i>natural</i>
-ful	<i>beautiful</i>
-ly	<i>friendly</i>
-ic	<i>chronic</i>
-ish	<i>childish</i>
-like	<i>childlike</i>
-ous	<i>populous, numerous</i>
-y	<i>happy</i>
-ate	<i>accurate</i>
-able, -ible	<i>capable, terrible</i>

3. The following suffix usually indicates *adverbs*:

-ly	<i>happily, readily, beautifully</i>
-----	--------------------------------------

4. The following suffixes usually indicate *verbs*:

-ify	<i>beautify</i>
-ate	<i>populate</i>
-ize	<i>realize</i>

* See also Chapter 3, “Modifiers”—*Adjective/Adverb Confusion*, page 32.

Error Examples

WRONG: I was amazed at her natural beautiful.

RIGHT: I was amazed at her natural *beauty*.

WRONG: His illness was chronically.

RIGHT: His illness was *chronic*.

WRONG: Happily is a rare state of being.

RIGHT: *Happiness* is a rare state of being.

WRONG: He had an unhappy childlike.

RIGHT: He had an unhappy *childhood*.

WRONG: You should reality the truth.

RIGHT: You should *realize* the truth.

WRONG: That country has a very large populate.

RIGHT: That country has a very large *population*.

Skill Builder 11: Parts of Speech

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error in the part of speech according to the suffix.

- _____ 1. Bob hopes to beauty his home by painting and carpeting.
- _____ 2. Lawrence is a very happily man.
- _____ 3. Japan is a very populous nation.
- _____ 4. What do you think is the real of that situation?
- _____ 5. Her manner was friendly and natural.
- _____ 6. Dr. Smith’s capacity for hard work was incredible.
- _____ 7. I never questioned his accurately.
- _____ 8. Jane was surprised that he spoke so childish.
- _____ 9. That new medicine will not be readily available until next year.
- _____ 10. Does the book list the populous of that country in 1950?

Answers

- | | |
|---|--|
| <u> X </u> 1. (Bob hopes to <i>beautify</i>). See rule 4. | <u> C </u> 6. |
| <u> X </u> 2. (a very <i>happy</i> man). See rule 2. | <u> X </u> 7. (his <i>accuracy</i>). See rule 1. |
| <u> C </u> 3. | <u> X </u> 8. (so <i>childishly</i>). See rule 3. |
| <u> X </u> 4. (the <i>reality</i> of that situation). See rule 1. | <u> C </u> 9. |
| <u> C </u> 5. | <u> X </u> 10. (the <i>population</i>). See rule 1. |

PREPOSITIONS (GENERAL USE)

A preposition is generally used to show the relationship between its object and other words in the sentence. The kinds of relationships that can be shown are as follows:

1. **Place** (*in, on, under, over, etc.*)

Your book is *in* the desk drawer.

2. **Direction** (*to, toward, into, etc.*)

The student ran *into* the room.

3. **Time** (*in, on, at, etc.*)

We can meet *at* three o'clock.

4. **Agent** (*by*)

This book was written *by* an elderly woman.

5. **Instrument** (*by, with*)

I heard the news *by* telephone. (*communication*)

She came *by* plane. (*transportation*)

He opened the door *with* a key. (*instrument; tool*)

6. **Accompaniment** (*with*)

They like spaghetti *with* red sauce.

Mrs. Jones went to the bank *with* her husband.

7. **Purpose** (*for*) (See also Chapter 6, "Basic Patterns"—*To/For* (Purpose), page 118.)

He went to the store *for* bread.

8. **Partition/Possession** (*of*)

They painted the front *of* the building.

He broke the top *of* the table.

9. **Measure** (*by, of*)

We buy our rice *by* the pound.

Please buy a quart *of* milk.

10. **Similarity** (*like*)

John looks *like* his father.

11. **Capacity** (*as*)

Bill worked *as* a lifeguard this summer.

NOTE

Use *by* + N
(no article) for
communication
and
transportation.

Examples:

by phone,
by radio,
by telegram,
by train, *by* car,
by boat

NOTE

Never use
for + V + *ing*
to express the
purpose of the
verb.

Example: He went
to the store
for buying
WRONG
bread.

Error Examples

WRONG: We damaged the front to the car.

RIGHT: We damaged the front *of* the car.

WRONG: That store sells flour for the 25-pound sack.

RIGHT: That store sells flour *by* the 25-pound sack.

WRONG: Betty worked like a secretary for a few months.

RIGHT: Betty worked *as* a secretary for a few months.

WRONG: For dinner we had chicken by rice.

RIGHT: For dinner we had chicken *with* rice.

WRONG: Your son is waiting for you to his office.

RIGHT: Your son is waiting for you *in* his office.

WRONG: The next performance begins in sundown.

RIGHT: The next performance begins *at* sundown.

WRONG: We went to the bank to money.

RIGHT: We went to the bank *for* money.

WRONG: These artifacts are made with Indians living in Peru.

RIGHT: These artifacts are made *by* Indians living in Peru.

WRONG: Jane went for Chicago with train.

RIGHT: Jane went *to* Chicago *by* train.

WRONG: Susan sings as her mother.

RIGHT: Susan sings *like* her mother.

Skill Builder 12: Prepositions (General Use)

Directions: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error with the preposition.

- _____ 1. We drove the car into the driveway.
- _____ 2. They came to visit us with a car.
- _____ 3. The movie was reviewed by the critic.
- _____ 4. He came to the United States for an education.
- _____ 5. Did you notice that Bob walks as his father?
- _____ 6. He opened the door by key.
- _____ 7. Paula looks nothing like her sister.
- _____ 8. They purchased the fabric for the yard.
- _____ 9. Barbara enjoyed working as a bank teller for one summer.
- _____ 10. He went to the store for buying a newspaper.
- _____ 11. We would like to invite you to our home for dinner on your birthday.
- _____ 12. He did not notice that the leg for the chair was broken before he sat down.
- _____ 13. John went to the store to buy two pounds butter.
- _____ 14. Would you please bring us some coffee with our meal.
- _____ 15. They met at the movies 7:00.

Answers

- | | |
|--|---|
| <u> C </u> 1. | <u> C </u> 9. |
| <u> X </u> 2. (<i>by</i> car). See rule 5. | <u> X </u> 10. (<i>for</i> a newspaper). See rule 7. |
| <u> C </u> 3. | <u> C </u> 11. |
| <u> C </u> 4. | <u> X </u> 12. (leg <i>of</i> the chair). See rule 8. |
| <u> X </u> 5. (walks <i>like</i> his father). See rule 10. | <u> X </u> 13. (pounds <i>of</i> butter). See rule 9. |
| <u> X </u> 6. (<i>with a</i> key). See rule 5. | <u> C </u> 14. |
| <u> C </u> 7. | <u> X </u> 15. (<i>at</i> 7:00). See rule 3. |
| <u> X </u> 8. (<i>by</i> the yard) See rule 9. | |

PREPOSITIONS IN COMBINATIONS

1. The following *verb plus preposition* combinations always appear as follows and must be learned together:

<i>agree on</i> (something)	We <i>agree on</i> that point.
<i>agree with</i> (a person)	I <i>agree with</i> you on that matter.
<i>approve of</i>	Betty <i>approves of</i> exercising.
<i>arrive at</i> OR <i>in</i>	They <i>arrived in</i> Tokyo last night.
<i>complain about</i>	Please do not <i>complain about</i> the prices.
<i>consent to</i>	She <i>consented to</i> her daughter's marriage.
<i>comment on</i>	She <i>commented on</i> his new suit.
<i>consist of</i>	Water <i>consists of</i> hydrogen and oxygen.
<i>depend on</i>	I am <i>depending on</i> good weather for my party.
<i>laugh at</i>	We <i>laughed at</i> his silly behavior.
<i>object to</i>	Do you <i>object to</i> my smoking?
<i>succeed in</i>	He <i>succeeded in</i> making everyone angry.

2. Some other *verb plus preposition* combinations take two objects.

<i>compare . . . with</i> OR <i>to</i>	Do not <i>compare</i> me <i>with</i> (OR <i>to</i>) my sister.
<i>excuse . . . for</i>	I cannot <i>excuse</i> you <i>for</i> being late.
<i>prefer . . . to</i>	She <i>prefers</i> coffee <i>to</i> tea.
<i>remind . . . of</i>	He <i>reminded</i> me <i>of</i> my appointment.
<i>thank . . . for</i>	I <i>thanked</i> him <i>for</i> letting me use his car.

3. There are many *adjective + preposition* combinations that occur with the verb *to be*.

<i>be afraid of</i>	Henry <i>is afraid of</i> dogs.
<i>be accustomed to</i>	I <i>was accustomed to</i> seeing him every day.
<i>be aware of</i>	<i>Are you aware of</i> his problem?
<i>be bored with</i>	Jane <i>is bored with</i> school.
<i>be certain of</i>	You cannot <i>be certain of</i> the date.
<i>be disappointed with</i>	Susan <i>was disappointed with</i> that restaurant.
<i>be familiar with</i>	<i>Is</i> Doctor Jones <i>familiar with</i> that new technique?
<i>be famous for</i>	Wisconsin <i>is famous for</i> its cheese.
<i>be frightened by</i>	Do not <i>be frightened by</i> the thunder and lightning.
<i>be happy with</i>	The Joneses <i>are very happy with</i> their new home.
<i>be in favor of</i>	<i>Are you in favor of</i> women's liberation?
<i>be interested in</i>	John <i>is interested in</i> attending a large university.
<i>be opposed to</i>	He <i>is</i> really <i>opposed to</i> buying a new car.
<i>be satisfied with</i>	He <i>is</i> not <i>satisfied with</i> his new radio.

NOTE

The correct verb form to use after a preposition is a *gerund* (V + *ing*). See Chapter 4, "Verbs"—*Verbals*, rule 3, page 78.

<i>be surprised at</i> OR <i>by</i>	Do not <i>be surprised at</i> his behavior.
<i>be tired of</i>	Maria <i>is very tired of</i> working six days a week.
<i>be worried about</i>	Mark <i>is very worried about</i> his sick child.

4. Some prepositions exist in fixed phrases.

<i>according to</i>	<i>According to</i> the news, the government has fallen.
<i>along with</i>	Can you take this package, <i>along with</i> these letters, to the post office?
<i>as well as</i>	I enjoy art <i>as well as</i> history.
<i>because of</i>	<i>Because of</i> the rain, there will be no picnic.
<i>by means of</i>	The thief entered the house <i>by means of</i> an open window.
<i>by way of</i>	John went to Paris <i>by way of</i> London.
<i>in addition to</i>	<i>In addition to</i> going to school full-time, Patricia works part-time.
<i>in case of</i>	<i>In case of</i> fire, pull this alarm.
<i>in consideration of</i>	<i>In consideration of</i> all your help, I would like to take you to dinner.
<i>in contrast to</i> OR <i>with</i>	<i>In contrast to</i> last summer, this summer is cool.
<i>in deference to</i>	<i>In deference to</i> his age, we did not argue with him.
<i>in hopes of</i>	We came here <i>in hopes of</i> meeting the president.
<i>in lieu of</i>	He gave an oral report <i>in lieu of</i> a written report.
<i>in pursuit of</i>	The police were <i>in pursuit of</i> the thief.
<i>in search of</i>	They went into the mountains <i>in search of</i> gold.
<i>in spite of</i>	<i>In spite of</i> his good intentions, he did not study very much.
<i>in the face of</i>	<i>In the face of</i> a severe drought, the tribe moved to a new location.
<i>in terms of</i>	He was a good husband <i>in terms of</i> earning a good living.

Error Examples

WRONG: Is John familiar enough for this part of town to find your house?
 RIGHT: Is John familiar enough *with* this part of town to find your house?

WRONG: In spite the rain, the party has not been canceled.
 RIGHT: In spite *of* the rain, the party has not been canceled.

WRONG: My son was surprised with his teacher's decision.
 RIGHT: My son was surprised *at* (OR *by*) his teacher's decision.

WRONG: He continued to work in the face to his doctor's disapproval.
 RIGHT: He continued to work in the face *of* his doctor's disapproval.

WRONG: Clyde is bored for living in the country.

RIGHT: Clyde is bored *with* living in the country.

WRONG: Bob is always complaining for the heat in Arizona in the summertime.

RIGHT: Bob is always complaining *about* the heat in Arizona in the summertime.

WRONG: How do you think Rome compares by Paris?

RIGHT: How do you think Rome compares *to* Paris?

WRONG: Veronica is tired by waiting for me to get ready.

RIGHT: Veronica is tired *of* waiting for me to get ready.

WRONG: Do you object with my cutting some of your flowers?

RIGHT: Do you object *to* my cutting some of your flowers?

WRONG: Do you think it is fair to excuse him by being late?

RIGHT: Do you think it is fair to excuse him *for* being late?

WRONG: Betty reminds me to my sister.

RIGHT: Betty reminds me *of* my sister.

WRONG: Who is in favor for adjourning the meeting early?

RIGHT: Who is in favor *of* adjourning the meeting early?

WRONG: What time do you think you will arrive to London?

RIGHT: What time do you think you will arrive *in* London?

WRONG: He asked if he could paint the apartment in lieu for a month's rent.

RIGHT: He asked if he could paint the apartment in lieu *of* a month's rent.

WRONG: One cannot depend with luck to bring success.

RIGHT: One cannot depend *on* luck to bring success.

WRONG: He studied art in addition with his regular course of studies.

RIGHT: He studied art in addition *to* his regular course of studies.

WRONG: George is not accustomed at speaking in public.

RIGHT: George is not accustomed *to* speaking in public.

WRONG: Clyde is quite satisfied by his new apartment.

RIGHT: Clyde is quite satisfied *with* his new apartment.

WRONG: Can we agree with a date for our next meeting?

RIGHT: Can we agree *on* a date for our next meeting?

Skill Builder 13: Prepositions in Combinations

Directions: Put “C” if the sentence is correct. Put “X” if there is an error with the preposition.

- _____ 1. Did you agree to your father on which car you should buy?
- _____ 2. They arrived to Paris sometime early in the summer.
- _____ 3. Were the students accustomed to leaving early on Fridays?
- _____ 4. Whether we leave early or late depends about your schedule.
- _____ 5. The doctor objected to the patient’s leaving the hospital a day early.
- _____ 6. David was surprised at the amount of time necessary to fix the car.
- _____ 7. Henry was not very satisfied with the lab report that he wrote.
- _____ 8. Switzerland is famous of its beautiful mountains.
- _____ 9. The soldier showed great courage in the face of death.
- _____ 10. This home certainly does not compare favorably at our old one.
- _____ 11. The committee was in favor of increasing his salary.
- _____ 12. Were you tired with waiting for her to call?
- _____ 13. He did not expect us to comment to his newly decorated office.
- _____ 14. Are you familiar to early American art?
- _____ 15. He spent his life in search for absolute truth.

Answers

- | | |
|---|--|
| <u> X </u> 1. (agree <i>with</i> your father). See rule 1. | <u> C </u> 9. |
| <u> X </u> 2. (arrived <i>in</i>). See rule 1. | <u> X </u> 10. (compare favorably <i>to</i>) OR (compare favorably <i>with</i>). See rule 2. |
| <u> C </u> 3. | |
| <u> X </u> 4. (depends <i>on</i> your schedule). See rule 1. | <u> C </u> 11. |
| <u> C </u> 5. | <u> X </u> 12. (tired <i>of</i> waiting). See rule 3. |
| <u> X </u> 6. (surprised <i>at</i>) OR (surprised <i>by</i>). See rule 3. | <u> X </u> 13. (comment <i>on</i>). See rule 1. |
| <u> C </u> 7. | <u> X </u> 14. (familiar <i>with</i>). See rule 3. |
| <u> X </u> 8. (famous <i>for</i> its beautiful mountains). See rule 3. | <u> X </u> 15. (in search <i>of</i>). See rule 4. |

EXERCISES: STYLE

Error Identification

Directions: For the Error Identification questions, each sentence contains four underlined words or phrases. Select the one word or phrase that must be changed in order for the sentence to be correct. Circle your answer in the book or mark your answer on a separate sheet of paper.

- The design for the new community center combines both refreshing originality as well as an impressive respect for the traditional architecture of the area.
(A) (B) (C) (D)
- He described his best friend as being adventuresome, witty, and successful, but very plane-looking.
(A) (B) (C) (D)
- In order to earn enough money to complete his education, John worked last summer like a lifeguard at a girls' camp.
(A) (B) (C) (D)
- When I was at the grocery store, I realized that the prices of many items had been rised.
(A) (B) (C) (D)
- The natives of that region gathered plants and hunted small animals, but supplies were bought by them in the market-place, which they visited infrequently.
(A) (B) (C) (D)
- Our trek in the Sahara Desert was extremely fascinating, totally challenging, and enormously relaxing.
(A) (B) (C) (D)
- The political polls indicated that most people were not as much in favor with the new law as was previously thought.
(A) (B) (C) (D)
- We did not hire him because his only experience was coaching a high school basketball team, leading a parochial school choir, and to work as a substitute teacher.
(A) (B) (C) (D)
- The new teacher was both surprised and delighted when she realized that her class consisted with many students from faraway countries.
(A) (B) (C) (D)
- According to my calculations, the cost of two dozen roses are fifty dollars, which is considerably less than the sixty-two dollars I was charged.
(A) (B) (C) (D)

11. In contrast of his earlier behavior, the young man demonstrated surprising maturity in the face of severe stress.
(A) (B) (C) (D)
12. I told them to take their boots off outside so they would not bring in a lot of snow.
(A) (B) (C) (D)
13. Try to image what life was like for the early settlers of that part of the world.
(A) (B) (C) (D)
14. Emergency relief, including medicine, clothing, and foodstuffs, were sent to the earthquake zone immediately following news of the disaster.
(A) (B) (C) (D)
15. It was so ferociously hot yesterday that our supposed day of outdoor enjoyment ended with everyone's laying in the shade.
(A) (B) (C) (D)

Sentence Completion

Directions: In the Sentence Completion questions, one or more words are left out of each sentence. Under each sentence, you will see four words or phrases. Select the one word or phrase that completes the sentence correctly, then write it in the space provided in the book or on a separate sheet of paper.

1. The young couple liked to buy, redecorate, and _____ older homes for a profit.
(A) resold
(B) reselling
(C) resell
(D) to resell
2. The management was shocked to realize that its trusted employee was _____ of stealing a large sum of money from the company.
(A) suspicioned
(B) suspicioning
(C) suspected
(D) suspicion
3. Not only having graduated *magna cum laude* _____, Steve made his family very proud of him.
(A) and also having finished first in the national competition
(B) also having finished first in the national competition
(C) but having finished first in the national competition
(D) but also having finished first in the national competition
4. _____ his earlier study, Dr. Melon's new study indicates a general warming trend in global weather.
(A) In contrast of
(B) In contrast to
(C) In contrast by
(D) In contrast as

5. The workers have finished pouring the floors, and _____ waiting for the house to be framed.
 - (A) there
 - (B) they're
 - (C) their
 - (D) they
6. The reason he wants to take a leave of absence is _____.
 - (A) because he is needing a complete rest
 - (B) because he needs a complete rest
 - (C) that he needs a complete rest
 - (D) because a complete rest is needed by him
7. The teacher objected to the students' _____ their opened umbrellas near the door.
 - (A) sitting
 - (B) having sat
 - (C) setting
 - (D) sat
8. He was a dynamic figure who inspired awe, devotion, and _____ in his followers.
 - (A) love
 - (B) loving feelings
 - (C) feelings of love
 - (D) loveliness
9. The rich young newlyweds bought a beautiful new home and _____.
 - (A) their pool was installed
 - (B) had a pool installed
 - (C) had a pool being installed
 - (D) a pool was installed
10. My boss _____ my taking two weeks' leave without pay.
 - (A) consented to
 - (B) consented for
 - (C) consented of
 - (D) consented about
11. The students worked on the problem for several minutes before _____.
 - (A) they came to the realization that this problem was one that had no solution
 - (B) realizing that it was insolvable
 - (C) they were able to understand that this problem which seemed merely difficult was, in reality, insolvable
 - (D) the insolubility of the problem was realized by them
12. Henry went to the conference _____ about government contracts.
 - (A) to learn
 - (B) with the purpose of learning
 - (C) in order to have the opportunity to learn
 - (D) in order to be in a position to learn
13. Try as he might, he could never manage to get an _____ balance in his checkbook.
 - (A) accuracy
 - (B) accurately
 - (C) accurate
 - (D) accurateness
14. The professor asked the students _____.
 - (A) not only to write a report or give a speech
 - (B) either to write a report or give a speech
 - (C) neither to write a report or give a speech
 - (D) neither to write a report but give a speech
15. She writes such _____ poetry that it is hard to believe she has never had a formal education.
 - (A) beauty
 - (B) beautiful
 - (C) beautifully
 - (D) beautify

ANSWER KEY AND EXPLANATIONS

Some of the incorrect answers contain more than one kind of error. However, in general, we have limited our error-references to those points contained in this chapter.

Error Identification

1. C	4. D	7. C	10. A	13. A
2. D	5. B	8. D	11. A	14. C
3. B	6. B	9. C	12. A	15. D

- The correct answer is (C).** (*and*). See *Correlative Conjunctions*, page 157.
- The correct answer is (D).** (*plain-looking*). See *Words Often Confused*, Group II, page 150.
- The correct answer is (B).** (*as*). See *Prepositions (General Use)*, page 164.
- The correct answer is (D).** (*had been raised*). See *Usage*, page 142.
- The correct answer is (B).** (*bought supplies*). See *Voice*, page 129.
- The correct answer is (B).** (*Sahara Desert*). See *Words Often Confused*, Group I, page 146.
- The correct answer is (C).** (*in favor of*). See *Prepositions in Combinations*, page 167.
- The correct answer is (D).** (*working*). See *Parallelism*, page 133.
- The correct answer is (C).** (*consisted of*). See *Prepositions in Combinations*, page 167.
- The correct answer is (A).** (*is*). See *Subject/Verb Agreement*, page 159.
- The correct answer is (A).** (*contrast to*). See *Prepositions in Combinations*, page 167.
- The correct answer is (A).** (*their*). See *Words Often Confused*, Group III, page 154.
- The correct answer is (A).** (*to imagine*). See *Parts of Speech*, page 162.
- The correct answer is (C).** (*was sent*). See *Subject/Verb Agreement*, page 159.
- The correct answer is (D).** (*lying*). See *Usage*, page 142.

Sentence Completion

1. C	4. B	7. C	10. A	13. C
2. C	5. B	8. A	11. B	14. B
3. D	6. C	9. B	12. A	15. B

- The correct answer is (C).** Choices (A), (B), and (D), see *Parallelism*, page 133.
- The correct answer is (C).** Choices (A), (B), and (D), see *Substandard*, page 139.
- The correct answer is (D).** Choices (A), (B), and (C), see *Correlative Conjunctions*, page 157.
- The correct answer is (B).** Choices (A), (C), and (D), see *Prepositions in Combinations*, page 167.

5. **The correct answer is (B).** Choices (A), (C), and (D), see *Words Often Confused*, Group III, page 154.
6. **The correct answer is (C).** Choices (A), (B), and (D), see *Substandard*, page 139 and *Voice*, page 129.
7. **The correct answer is (C).** Choices (A), (B), and (D), see *Usage*, page 142.
8. **The correct answer is (A).** Choices (B), and (C), see *Parallelism*, page 133. Choice (D), The meaning of *loveliness* does not fit here.
9. **The correct answer is (B).** Choices (A) and (D), see *Voice*, page 129. Choice (C), see Chapter 4, “Verbs”—*Verbals*, page 77.
10. **The correct answer is (A).** Choices (B), (C), and (D), see *Prepositions in Combinations*, page 167.
11. **The correct answer is (B).** Choices (A) and (C) see *Wordiness*, page 136. Choice (D), see *Voice*, page 129.
12. **The correct answer is (A).** Choices (B), (C), and (D), see *Wordiness*, page 136.
13. **The correct answer is (C).** Choices (A), (B), and (D), see *Parts of Speech*, page 162.
14. **The correct answer is (B).** Choices (A), (C), and (D), see *Correlative Conjunctions*, page 157.
15. **The correct answer is (B).** Choices (A), (C), and (D), see *Parts of Speech*, page 162.

SUMMING IT UP

- In English, the active voice is more common than the passive voice, although the passive voice is acceptable and even preferred at times.
- Items in a series must be parallel; that is, they must have the same grammatical form.
- A general rule in English might be that “shorter is better.” When the same idea can be expressed directly in fewer words, choose the shorter version.

PART IV

THREE PRACTICE TESTS

PRACTICE TEST 2

PRACTICE TEST 3

PRACTICE TEST 4



ANSWER SHEET PRACTICE TEST 2

Error Identification

- | | | |
|--|---|---|
| 1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 10. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 18. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 2. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 11. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 19. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 12. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 20. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 4. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 13. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 21. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 5. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 14. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 22. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 6. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 15. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 23. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 7. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 16. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 24. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 8. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 17. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 25. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 9. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | | |

Sentence Completion

- | | | |
|---|---|---|
| 26. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 31. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 36. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 27. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 32. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 37. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 28. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 33. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 38. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 29. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 34. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 39. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 30. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 35. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 40. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |

answer sheet

Practice Test 2

40 QUESTIONS • 25 MINUTES

ERROR IDENTIFICATION

Directions: For the Error Identification questions, each sentence contains four underlined words or phrases. Select the one word or phrase that must be changed in order for the sentence to be correct. Mark your answer on the answer sheet provided.

1. Since William had been seri-
(A)
ously ill for several months, his
(B)
parents were concerned about
(C)
him wanting to return to school
(D)
full-time.
2. The mother cried as her child
(A)
laid on the examination table
(B) (C)
after the accident.
(D)
3. The students were quite sur-
prised to find these kind of
(A) (B)
archeological ruins in the par-
ticular area that they had chosen
(C) (D)
for the dig.
4. John stayed up all night long
(A) (B)
trying to solve a physics
(C) (D)
problem.
5. Michael wants to become a
(A)
general practitioner as his fa-
(B)
ther and to move to a small
town as soon as he graduates.
(C) (D)
6. In spite of their trepidation, the
(A)
parents let their two oldest
(B)
children driven alone to New
(C)
Mexico to ski.
(D)
7. Life in modern society lacks the
(A)
sense of permanent that is so
(B) (C)
important to social stability.
(D)

8. As soon as they will finish the new business administration building, our offices are going to be moved.
(A) (B) (C) (D)
9. In spite of suffering some minor inconveniences, Dr. Blake and his wife enjoyed living in a three-hundred-years-old house in London last summer.
(A) (B) (C) (D)
10. If Tom would have sent in his papers sooner, he would have been accepted for this semester.
(A) (B) (C) (D)
11. Professor Layton was equally fond of his two children, but he had to admit that he found the youngest an easier child to handle.
(A) (B) (C) (D)
12. By the beginning of next year, much of the people who live in that area may have difficulty finding employment.
(A) (B) (C) (D)
13. Even though the child pretended sleeping, when we opened the bedroom door we were not deceived.
(A) (B) (C) (D)
14. Be careful to give the caterers a accurate count of the number of people whom you expect to go to the wedding reception.
(A) (B) (C) (D)
15. Ever since he arrived, he has been complaining about constantly the weather.
(A) (B) (C) (D)
16. The living room was enough large to accommodate two long sofas easily.
(A) (B) (C) (D)
17. Approving of my choice of colleges, my father said that he was willing to completely pay for all the costs of my education.
(A) (B) (C) (D)
18. In spite of the exceedingly favorable financial benefits she is receiving, Linda now wishes that she was not stationed in Alaska for three years.
(A) (B) (C) (D)
19. When the seamstress tried to sew the button on with a plastic needle, it broke.
(A) (B) (C) (D)
20. We all laughed when Helen said she could not remember what day was it.
(A) (B) (C) (D)
21. The children soon forgot that it was them, their parents, who had encouraged them to continue their education.
(A) (B) (C) (D)
22. Having ran for three miles, I was exhausted but exhilarated.
(A) (B) (C) (D)

23. Harold announced that he could
(A)
not longer tolerate the conditions of the
(B) (C)
contract under which he was working.
(D)
24. Our company looks forward to have you
(A)
on staff, and we will assist you in any
(B) (C)
way possible in order to make your
(D)
move pleasant.
25. The theater arranged a private showing
(A)
of the film for Peter and I so that we
(B) (C)
could review it before our deadline.
(D)

SENTENCE COMPLETION

Directions: In the Sentence Completion questions, one or more words are left out of each sentence. Under each sentence, you will see four words or phrases. Select the one word or phrase that completes the sentence correctly and mark your answer on the answer sheet provided, in the book or on a separate sheet of paper.

26. It was _____ that we went for a hike in the mountains.
(A) so nice a day
(B) such nice day
(C) so nice day
(D) such nice a day
27. I was surprised to see _____ at the concert.
(A) those number of people
(B) that amount of people
(C) that number of people
(D) those amount of people
28. The art museum is internationally acclaimed not only for its sixteenth-century Flemish collection _____ for its early Picasso collection.
(A) and
(B) but
(C) but also
(D) as well as
29. _____ that the hope for cancer control may lie in the use of a vaccine.
(A) To believe
(B) It is believed
(C) Believing
(D) The belief
30. Everyone was _____ the threat of military intervention in that area.
(A) frightened for
(B) frightened
(C) frightened to
(D) frightened by
31. If Dorothy had not been badly hurt in a car accident, she _____ in last month's marathon.
(A) would participate
(B) participated
(C) would have participated
(D) would had participate

32. On our last trip to Europe, we spent a lot of time visiting _____ churches and castles.
- (A) old enough
 - (B) very old
 - (C) enough old
 - (D) too old
33. Our success depends _____ the project by December.
- (A) on finishing
 - (B) finishing
 - (C) about finishing
 - (D) on to finish
34. Be sure to wake _____ at 7:00.
- (A) we
 - (B) Paul and me
 - (C) us, Paul and I
 - (D) Paul and I
35. When Betty met Sue, _____.
- (A) she was a student at Stanford
 - (B) Sue was a student at Stanford
 - (C) she is a student at Stanford
 - (D) at Stanford Sue was a student
36. Nancy sometimes wishes that she _____ in a small town.
- (A) was not living
 - (B) did not lived
 - (C) does not live
 - (D) were not living
37. When the professor called on him, _____.
- (A) John repeated again the correct answer
 - (B) John repeated the correct answer
 - (C) John repeated the answer which was correct
 - (D) the correct answer was repeated by John
38. These seats are reserved for _____.
- (A) those on the executive committee
 - (B) they on the executive committee
 - (C) them on the executive committee
 - (D) those who find themselves in the position of being on the executive committee
39. Barbara has been pursuing a career in architecture _____ she graduated in May.
- (A) when
 - (B) until
 - (C) for
 - (D) since
40. Our buyer has gone to New York _____ new fall clothes.
- (A) to choose
 - (B) for to choose
 - (C) for choosing
 - (D) for having chosen

ANSWER KEY AND EXPLANATIONS

Error Identification

1. D	6. C	11. C	16. B	21. B
2. B	7. B	12. B	17. C	22. A
3. B	8. B	13. B	18. C	23. B
4. D	9. D	14. B	19. D	24. A
5. B	10. A	15. D	20. D	25. B

- The correct answer is (D).** (*his* wanting). See Chapter 5, “Pronouns”—*Possessives*, page 98.
- The correct answer is (B).** (*lay*). See Chapter 7, “Style”—*Usage*, page 142.
- The correct answer is (B).** (*these kinds*). See Chapter 3, “Modifiers”—*Demonstratives*, page 38.
- The correct answer is (D).** (*physics*). See Chapter 3, “Modifiers”—*Noun Adjectives*, page 35.
- The correct answer is (B).** (*like*). See Chapter 3, “Modifiers”—*Sameness and Similarity*, page 44.
- The correct answer is (C).** (*drive*). See Chapter 4, “Verbs”—*Verbals*, page 77.
- The correct answer is (B).** (*permanence*). See Chapter 7, “Style”—*Parts of Speech*, page 162.
- The correct answer is (B).** (*they finish*). See Chapter 4, “Verbs”—*Time Clauses*, page 69.
- The correct answer is (D).** (*three-hundred-year-old*). See Chapter 3, “Modifiers”—*Hyphenated or Compound Adjectives*, page 37.
- The correct answer is (A).** (*Tom had sent*). See Chapter 4, “Verbs”—*Conditionals*, page 73.
- The correct answer is (C).** (*the younger*). See Chapter 3, “Modifiers”—*Comparatives*, page 46.
- The correct answer is (B).** (*many*). See Chapter 3, “Modifiers”—*Few, Little, Much, and Many*, page 39.
- The correct answer is (B).** (*to be sleeping*). See Chapter 4, “Verbs”—*Verbals*, page 77.
- The correct answer is (B).** (*an accurate*). See Chapter 3, “Modifiers”—*Articles*, page 53.
- The correct answer is (D).** (*about the weather constantly*). See Chapter 6, “Basic Patterns”—*Order of Adverbs*, page 113.
- The correct answer is (B).** (*large enough*). See Chapter 3, “Modifiers”—*Too, Very, and Enough*, page 55.
- The correct answer is (C).** (*to pay for the costs of my education completely*). See Chapter 3, “Modifiers”—*Split Infinitives*, page 29.
- The correct answer is (C).** (*were not stationed*). See Chapter 4, “Verbs”—*Wishes*, page 71.
- The correct answer is (D).** (*the button broke*) OR (*the needle broke*). See Chapter 5, “Pronouns”—*Faulty Reference*, page 100.
- The correct answer is (D).** (*it was*). See Chapter 6, “Basic Patterns”—*Embedded Questions*, page 116.
- The correct answer is (B).** (*they*). See Chapter 5, “Pronouns”—*Personal Pronouns—Case*, page 93.
- The correct answer is (A).** (*having run*). See Chapter 4, “Verbs”—*Past Participles*, page 81.

23. **The correct answer is (B).** (*no* longer). See Chapter 3, “Modifiers”—*Negation*, page 57.

24. **The correct answer is (A).** (*having*). See Chapter 4, “Verbs”—*Verbals*, page 77.

25. **The correct answer is (B).** (*me*). See Chapter 5, “Pronouns”—*Personal Pronouns—Case*, page 93.

Sentence Completion

26. **A**

29. **B**

32. **B**

35. **B**

38. **A**

27. **C**

30. **D**

33. **A**

36. **D**

39. **D**

28. **C**

31. **C**

34. **B**

37. **B**

40. **A**

26. **The correct answer is (A).** Choices (B), (C), and (D), see Chapter 3, “Modifiers”—*Cause and Result*, page 50.

27. **The correct answer is (C).** Choice (A), see Chapter 3, “Modifiers”—*Demonstratives*, page 38. Choice (B), see Chapter 7, “Style”—*Usage*, page 142. Choice (D), same as A and B.

28. **The correct answer is (C).** Choices (A), (B), and (D), see Chapter 7, “Style”—*Correlative Conjunctions*, page 157.

29. **The correct answer is (B).** Choices (A), (C), and (D), see Chapter 6, “Basic Patterns”—*Clauses*, page 121.

30. **The correct answer is (D).** Choices (A), (B), and (C), see Chapter 7, “Style”—*Prepositions in Combinations*, page 167.

31. **The correct answer is (C).** Choices (A), (B), and (D), see Chapter 4, “Verbs”—*Conditionals*, page 73.

32. **The correct answer is (B).** Choices (A), (C), and (D), see Chapter 3, “Modifiers”—*Too, Very, and Enough*, page 55.

33. **The correct answer is (A).** Choices (B), (C), and (D), see Chapter 7, “Style”—*Prepositions in Combinations*, page 167. See also Chapter 4, “Verbs”—*Verbals*, page 77.

34. **The correct answer is (B).** Choices (A), (C), and (D), see Chapter 5, “Pronouns”—*Personal Pronouns—Case*, page 93.

35. **The correct answer is (B).** Choice (A), see Chapter 5, “Pronouns”—*Faulty Reference*, page 100. Choice (C), same as A. See also Chapter 7, “Style”—*Parallelism*, page 133. Choice (D), see Chapter 6, “Basic Patterns”—*Order of Adverbs*, page 113.

36. **The correct answer is (D).** Choices (A) and (C), see Chapter 4, “Verbs”—*Wishes*, page 71. Choice (B), incorrect negative formation (*did not live*).

37. **The correct answer is (B).** Choices (A), (C), and (D), see Chapter 7, “Style”—*Wordiness*, page 136. See also Chapter 7, “Style”—*Voice*, page 129.

38. **The correct answer is (A).** Choices (B) and (C), see Chapter 5, “Pronouns”—*Those Modified*, page 107. Choice (D), See Chapter 7, “Style”—*Wordiness*, page 136.

39. **The correct answer is (D).** Choices (A), (B), and (C), see Chapter 4, “Verbs”—*Tense*, page 67.

40. **The correct answer is (A).** Choices (B), (C), and (D), see Chapter 6, “Basic Patterns”—*To/For (Purpose)*, page 118.



ANSWER SHEET PRACTICE TEST 3

Error Identification

- | | | |
|--|---|---|
| 1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 10. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 18. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 2. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 11. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 19. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 12. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 20. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 4. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 13. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 21. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 5. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 14. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 22. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 6. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 15. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 23. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 7. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 16. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 24. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 8. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 17. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 25. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 9. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | | |

Sentence Completion

- | | | |
|---|---|---|
| 26. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 31. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 36. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 27. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 32. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 37. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 28. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 33. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 38. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 29. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 34. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 39. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 30. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 35. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 40. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |

answer sheet

Practice Test 3

40 QUESTIONS • 25 MINUTES

ERROR IDENTIFICATION

Directions: For the Error Identification questions, each sentence contains four underlined words or phrases. Select the one word or phrase that must be changed in order for the sentence to be correct. Mark your answer on the answer sheet provided.

1. Lawrence never lost the respect ^(A)
for his parents who ^(B) had
struggled so hard to put ^(C) him
through ^(D) medical school.
2. I doubt weather ^(A) he will enter ^(B)
the doctoral program this fall
because of his ^(C) financial ^(D) prob-
lems.
3. If Jackie and Mary had been in ^(A) ^(B)
better ^(C) physical condition, they
might enjoyed ^(D) the hike more.
4. Not having passed ^(A) the law
exam, the ^(B) state refused
to issue him ^(C) a license to practice. ^(D)
5. The interesting ^(A) designed stair-
way led directly ^(B) to a large
ballroom where ^(C) everyone
was waiting ^(D) for us.
6. Even though ^(A) they have been ^(B)
looking for ^(C) an apartment for a
month now, they have not been
able to find one anywheres. ^(D)
7. I have reserved ^(A) six front-row ^(B)
seats for the basketball play-off ^(C) ^(D)
game last night.

8. The five hours of classes the students have every day are audio-lingual, reading, writing, laboratory, and to choose an extra special-interest course.
(A) (B) (C) (D)
9. The crops are already showing signs of dehydration and probably cannot survive another week without no rain.
(A) (B) (C) (D)
10. The children had such difficult time when they began school in their new neighborhood that their parents decided never to move again.
(A) (B) (C) (D)
11. He had his tailor made an exotic oriental-looking robe for opening night.
(A) (B) (C) (D)
12. Teamwork requires that a player pass the ball to whomever is in the best position to make the goal.
(A) (B) (C) (D)
13. There were never any secrets among my sister and me when we were growing up.
(A) (B) (C) (D)
14. Dr. Lacey was the kind of administrator which tried to maintain high morale among his staff by encouraging open communication.
(A) (B) (C) (D)
15. Let's take one of this pamphlets and look up the special flights to Hawaii in November.
(A) (B) (C) (D)
16. Samuel's new position as head of the editorial staff is certainly a more demanding one than Henry.
(A) (B) (C) (D)
17. Susan was determined to leave the office by 4:30 for catching the early train home.
(A) (B) (C) (D)
18. The newlyweds found a style of living in Italy as satisfying that they wished that they could stay there forever.
(A) (B) (C) (D)
19. Those who had already purchased tickets were instructed to go to gate first immediately.
(A) (B) (C) (D)
20. The cost of gasoline has raised tremendously in the last eight-month period.
(A) (B) (C) (D)
21. It is important that you turned off the heater every morning before you leave for class.
(A) (B) (C) (D)

22. With regard to your letter of October 26, we are quiet disappointed to learn that you are unable to accept the job at this time.
(A) (B) (C) (D)
23. Dr. Alvarez looked tiredly as he approached the podium to give his farewell speech to the graduating class.
(A) (B) (C) (D)
24. Their office has not still returned the original document to us.
(A) (B) (C) (D)
25. I was very embarrassed at the inauguration last week when I set in the wrong chair on the stage.
(A) (B) (C) (D)

SENTENCE COMPLETION

Directions: In the Sentence Completion questions, one or more words are left out of each sentence. Under each sentence, you will see four words or phrases. Select the one word or phrase that completes the sentence correctly, then mark your answer on the answer sheet provided.

26. There _____ in that part of the country.
(A) are not much industry
(B) is not many industry
(C) are not many industry
(D) is not much industry
27. The *Marcus Aurelius*, _____ went down at sea in 1970, is reputed to have had great wealth on board.
(A) that which
(B) which
(C) who
(D) what
28. He _____ since he lost his job.
(A) has been feeling bad
(B) is feeling badly
(C) had been feeling badly
(D) is feeling bad
29. Let's put a new _____ on the window sill.
(A) flower's box
(B) flowers' box
(C) flower box
(D) flowers box
30. I let my cousin _____ my car when he came to visit me.
(A) to borrow
(B) borrow
(C) borrowing
(D) borrowed
31. John remembered his parents' anniversary and _____.
(A) sent them some flowers
(B) to them sent some flowers
(C) sent to them some flowers
(D) some flowers to them sent
32. The plans for that building were drawn up in 1965 but _____.
(A) their implementation was not put into action until 1970
(B) the plans for that building were not implemented until 1970
(C) were not implemented and started until 1970
(D) were not implemented until 1970

33. The doctor _____.
(A) advised that Jim lie down every afternoon
(B) advised that Jim lay down every afternoon
(C) advised that Jim lie down every afternoon
(D) advised that Jim lay down every afternoon
34. John will most likely _____, but Kathy will probably stay home.
(A) coming
(B) be come
(C) come
(D) had come
35. _____ told us to turn our topics in by Friday.
(A) Our professor he
(B) Our professor who
(C) Our professor
(D) Our professor that
36. During her vacation in Europe, Margaret visited museums, went shopping, and _____ a lot of interesting people.
(A) had met
(B) was meeting
(C) met
(D) has been meeting
37. It was essential that we _____ the lease before the end of the month.
(A) sign
(B) signed
(C) had signed
(D) were signing
38. The opening of the new freeway has made traffic conditions in the city _____.
(A) more good
(B) the better
(C) better
(D) more better
39. If their train arrives _____ not make it to the theater on time.
(A) lately, we will
(B) late, we would
(C) more later, we will
(D) late, we will
40. When traveling in a foreign country, one should be careful to carry _____ at all times.
(A) their passport
(B) your passport
(C) one's passport
(D) hers passport

ANSWER KEY AND EXPLANATIONS

Error Identification

1. A	6. D	11. B	16. D	21. B
2. A	7. A	12. C	17. C	22. B
3. D	8. C	13. A	18. B	23. A
4. A	9. D	14. A	19. C	24. C
5. A	10. A	15. A	20. B	25. C

- The correct answer is (A).** (*lost* respect). See Chapter 3, “Modifiers”—*Articles*, page 53.
- The correct answer is (A).** (*whether*). See Chapter 7, “Style”—*Words Often Confused*, Group III, page 154.
- The correct answer is (D).** (*might have enjoyed*). See Chapter 4, “Verbs”—*Conditionals*, page 73.
- The correct answer is (A).** (*Since Howard did not pass the law exam,*). See Chapter 3, “Modifiers”—*Dangling Modifiers*, page 30.
- The correct answer is (A).** (*interestingly*). See Chapter 3, “Modifiers”—*Adjective/Adverb Confusion*, page 32.
- The correct answer is (D).** (*anywhere*). See Chapter 7, “Style”—*Substandard*, page 139.
- The correct answer is (A).** (*I reserved*). See Chapter 4, “Verbs”—*Tense*, page 67.
- The correct answer is (C).** (*and an*). See Chapter 7, “Style”—*Parallelism*, page 133.
- The correct answer is (D).** (*without rain*). See Chapter 3, “Modifiers”—*Negation*, page 57.
- The correct answer is (A).** (*such a difficult time*). See Chapter 3, “Modifiers”—*Cause and Result*, page 50.
- The correct answer is (B).** (*make*). See Chapter 4, “Verbs”—*Verbals*, page 77.
- The correct answer is (C).** (*whoever*). See Chapter 5, “Pronouns”—*Who/Whom*, page 95.
- The correct answer is (A).** (*between*). See Chapter 7, “Style”—*Usage*, page 142.
- The correct answer is (A).** (*who*). See Chapter 5, “Pronouns”—*Relative Pronouns*, page 91.
- The correct answer is (A).** (*these*). See Chapter 3, “Modifiers”—*Demonstratives*, page 38.
- The correct answer is (D).** (*Henry’s*). See Chapter 3, “Modifiers”—*Comparatives*, page 46.
- The correct answer is (C).** (*to catch*). See Chapter 6, “Basic Patterns”—*To/For (Purpose)*, page 118.
- The correct answer is (B).** (*so satisfying*). See Chapter 3, “Modifiers”—*Cause and Result*, page 50.
- The correct answer is (C).** (*gate one*). See Chapter 3, “Modifiers”—*Cardinal and Ordinal Numbers*, page 42.
- The correct answer is (B).** (*has risen*). See Chapter 7, “Style”—*Usage*, page 142.
- The correct answer is (B).** (*turn off*). See Chapter 4, “Verbs”—*Verbs of “Demand,”* page 70.
- The correct answer is (B).** (*quite*). See Chapter 7, “Style”—*Words Often Confused*, Group II, page 150.

23. **The correct answer is (A).** (*tired*). See Chapter 3, “Modifiers”—*Adjectives after Verbs of Sensation*, page 34.

24. **The correct answer is (C).** (*still* has not returned). See Chapter 6, “Basic Patterns”—*Order of Adverbs*, page 113.

25. **The correct answer is (C).** (*sat*). See Chapter 7, “Style”—*Usage*, page 142.

Sentence Completion

26. D	29. C	32. D	35. C	38. C
27. B	30. B	33. C	36. C	39. D
28. A	31. A	34. C	37. A	40. C

26. **The correct answer is (D).** Choice (A), see Chapter 7, “Style”—*Subject / Verb Agreement*, page 159. Choice (B), see Chapter 3, “Modifiers”—*Few, Little, Much, and Many*, page 39. Choice (C), same as A and B.

27. **The correct answer is (B).** Choices (A), (C), and (D), see Chapter 5, “Pronouns”—*Relative Pronouns*, page 91.

28. **The correct answer is (A).** Choices (B), (C), and (D), see Chapter 4, “Verbs”—*Tense*, page 67, and Chapter 3, “Modifiers”—*Adjectives after Verbs of Sensation*, page 34.

29. **The correct answer is (C).** Choices (A), (B), and (D), see Chapter 3, “Modifiers”—*Noun Adjectives*, page 35.

30. **The correct answer is (B).** Choices (A), (C), and (D), see Chapter 4, “Verbs”—*Verbals*, page 77.

31. **The correct answer is (A).** Choices (B), (C), and (D), see Chapter 6, “Basic Patterns”—*Indirect Objects*, page 111.

32. **The correct answer is (D).** Choices (A), (B), and (C), see Chapter 7, “Style”—*Wordiness*, page 136.

33. **The correct answer is (C).** Choices (A), (B), and (D), see Chapter 7, “Style”—*Words Often Confused*, Group I, page 146. See also Chapter 4, “Verbs”—*Verbs of “Demand,”* page 70, and Chapter 7, “Style”—*Usage*, page 142.

34. **The correct answer is (C).** Choices (A), (B), and (D), see Chapter 4, “Verbs”—*Modals*, page 75.

35. **The correct answer is (C).** Choice (A), see Chapter 6, “Basic Patterns”—*Double Subjects*, page 120. Choices (B) and (D) see Chapter 6, “Basic Patterns”—*Clauses*, page 121.

36. **The correct answer is (C).** Choices (A), (B), and (D), see Chapter 7, “Style”—*Parallelism*, page 133.

37. **The correct answer is (A).** Choices (B), (C), and (D), see Chapter 4, “Verbs”—*Verbs of “Demand,”* page 70.

38. **The correct answer is (C).** Choices (A), (B), and (D), see Chapter 3, “Modifiers”—*Comparatives*, page 46.

39. **The correct answer is (D).** Choice (A), see Chapter 3, “Modifiers”—*Adjective / Adverb Confusion*, page 32. Choice (B), see Chapter 4, “Verbs”—*Conditionals*, page 73. Choice (C), see Chapter 3, “Modifiers”—*Comparatives*, page 46.

40. **The correct answer is (C).** Choice (A), see Chapter 5, “Pronouns”—*Number*, page 104. Choices (B) and (D), see Chapter 5, “Pronouns”—*Person*, page 102.



ANSWER SHEET PRACTICE TEST 4

Error Identification

- | | | |
|--|---|---|
| 1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 10. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 18. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 2. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 11. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 19. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 12. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 20. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 4. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 13. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 21. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 5. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 14. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 22. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 6. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 15. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 23. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 7. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 16. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 24. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 8. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 17. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 25. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 9. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | | |

Sentence Completion

- | | | |
|---|---|---|
| 26. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 31. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 36. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 27. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 32. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 37. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 28. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 33. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 38. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 29. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 34. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 39. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 30. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 35. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 40. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |

answer sheet

Practice Test 4

40 QUESTIONS • 25 MINUTES

ERROR IDENTIFICATION

Directions: For the Error Identification questions, each sentence contains four underlined words or phrases. Select the one word or phrase that must be changed in order for the sentence to be correct. Mark your answer on the answer sheet provided.

1. One should always avoid to change lanes without first signaling.
(A) (B) (C) (D)
2. Their custom it is to name the first child after the paternal grandfather.
(A) (B) (C) (D)
3. While staying in Los Angeles, we were able not only to conduct our business but as well as to visit many popular tourist attractions.
(A) (B) (C) (D)
4. Kathy studies very hard, and she is seen in the library night and day.
(A) (B) (C) (D)
5. Physics is a demanding field that has attracted many people to challenge their complexities.
(A) (B) (C) (D)
6. The president gave to his advisers the new five-month austerity plan.
(A) (B) (C) (D)
7. The board of directors felt that Clark Weston was more better suited for the position than William Orly.
(A) (B) (C) (D)
8. Having lost his job, Edward was only able to finish one semester of college before he was forced to leave school.
(A) (B) (C) (D)

9. I cabled them my arrival time so they could meet me at the airport.
(A) (B) (C) (D)
10. In order to do well on an exam, not only should one know the required material well, but you should also maintain a relaxed attitude.
(A) (B) (C) (D)
11. He is said to having been an excellent opera singer in his youth.
(A) (B) (C) (D)
12. I have setted the package beside the box of geraniums on the front porch in case I have to leave before you arrive.
(A) (B) (C) (D)
13. The coach said that they should have gone to the gym every day next week to get in shape for the tournament game.
(A) (B) (C) (D)
14. Having served on that committee for two years, Dr. Anderson is bored of it and is looking for someone to take his place.
(A) (B) (C) (D)
15. Jane's decision will probably depend largely to her ability to find a competent person to take care of her young daughter.
(A) (B) (C) (D)
16. A bouquet of beautiful tulips were displayed in an antique vase on the large mahogany dining-room table.
(A) (B) (C) (D)
17. He has been the first violinist with the London Philharmonic before he retired ten years ago.
(A) (B) (C) (D)
18. Dr. Little is planning on moving to a warmer climate as soon as he will retire next year.
(A) (B) (C) (D)
19. The teacher asked them who had completed their tests to turn in their papers and to leave the room as quietly as possible.
(A) (B) (C) (D)
20. The native population in the northern part of the country has little opportunities to get the kind of education necessary to compete in modern society.
(A) (B) (C) (D)
21. The authorities were determined to discover the identity of the murderer, whom they feared would soon claim another innocent victim.
(A) (B) (C) (D)
22. My brother has always helped me in time of need, and I wish that he was here now.
(A) (B) (C) (D)

23. Their free trip, which they won on a television game show, include four days in London and a Week in Paris.
- (A) (B)
(C) (D)
24. I must tell you that you looked so handsomely in your red outfit the other night.
- (A) (B)
(C) (D)
25. A common held belief is that man has evolved from lower forms of life.
- (A) (B)
(C) (D)

SENTENCE COMPLETION

Directions: In the Sentence Completion questions, one or more words are left out of each sentence. Under each sentence, you will see four words or phrases. Select the one word or phrase that completes the sentence correctly, then mark your answer on the answer sheet provided, in the book or on a separate sheet of paper.

26. One should be careful to check the grease and oil in _____ periodically.
- (A) their car
(B) one's car
(C) our car
(D) your car
27. I wish I had not signed that contract without _____.
- (A) first having consulted a lawyer
(B) not first having consulted a lawyer
(C) first having consulted lawyer
(D) first having consulting a lawyer
28. He likes _____ classical music on the piano.
- (A) only to play
(B) to only play
(C) only playing
(D) to play only
29. The reason they are not coming is _____.
- (A) because they are angry with the hosts
(B) that they are mad at the hosts
(C) that they are angry with the hosts
(D) because they are mad at the hosts
30. I went to my adviser to ask him _____.
- (A) what courses should I take
(B) should I take what courses
(C) I should take what courses
(D) what courses I should take
31. He hopes _____ before spring break.
- (A) to completely finish his term paper
(B) to finish his term paper completely
(C) completely to finish his term paper
(D) to finish completely his term paper

32. Learning to do routine car maintenance oneself is often easier _____ competent people to do it.
- (A) as finding
 - (B) than to find
 - (C) than finding
 - (D) as to find
33. Of all the sports he played, _____.
- (A) he liked tennis least
 - (B) it was tennis which was his least liked
 - (C) tennis was liked least by him
 - (D) tennis was disliked by him most
34. _____, she was an excellent tennis player.
- (A) Because practiced constantly
 - (B) She practiced constantly
 - (C) Because practicing constantly
 - (D) Because she practiced constantly
35. Social critics often point out the fact that the fast pace of modern life is causing people to _____.
- (A) become increasingly nervous and also even more high-strung
 - (B) become increasingly nervous and high-strung
 - (C) become increasingly nervous and to become increasingly high-strung
 - (D) increasingly become nervous and high-strung
36. That town was no longer the sleepy little village it _____.
- (A) has been being
 - (B) has been
 - (C) was
 - (D) had been
37. If we had known _____, we could have invited him to speak at our ceremonies.
- (A) whom was
 - (B) who he was
 - (C) who was he
 - (D) he was who
38. I will meet you _____.
- (A) of the second floor
 - (B) on the floor two
 - (C) of the floor two
 - (D) on the second floor
39. They were shipwrecked on a tiny island off _____.
- (A) the coast belonging to Japan
 - (B) of the coast of Japan
 - (C) the coast which belongs to Japan
 - (D) the coast of Japan
40. That fire yesterday could _____ the whole building.
- (A) of burned down
 - (B) have burn down
 - (C) burned down
 - (D) have burned down

ANSWER KEY AND EXPLANATIONS

Error Identification

1. C	6. B	11. B	16. B	21. C
2. A	7. B	12. A	17. A	22. D
3. C	8. B	13. B	18. D	23. C
4. B	9. C	14. C	19. A	24. C
5. D	10. D	15. B	20. A	25. A

- The correct answer is (C).** (*changing*). See Chapter 4, “Verbs”—*Verbals*, page 77.
- The correct answer is (A).** (*custom is*). See Chapter 6, “Basic Patterns”—*Double Subjects*, page 120.
- The correct answer is (C).** (*but also*). See Chapter 7, “Style”—*Correlative Conjunctions*, page 157.
- The correct answer is (B).** (*Kathy studies hard in the library night and day*). See Chapter 7, “Style”—*Voice*, page 129.
- The correct answer is (D).** (*its*). See Chapter 5, “Pronouns”—*Number*, page 104.
- The correct answer is (B).** (*gave his advisers*). See Chapter 6, “Basic Patterns”—*Indirect Objects*, page 111.
- The correct answer is (B).** (*was better*). See Chapter 3, “Modifiers”—*Comparatives*, page 46.
- The correct answer is (B).** (*was able to finish only one semester*). See Chapter 3, “Modifiers”—*Adverbs like Only*, page 28.
- The correct answer is (C).** (*so that*). See Chapter 7, “Style”—*Words Often Confused*, Group III, page 154.
- The correct answer is (D).** (*one should*) OR (*he should*). See Chapter 5, “Pronouns”—*Person*, page 102.
- The correct answer is (B).** (*have been*). See Chapter 4, “Verbs”—*Present and Perfect Participles and Infinitives*, page 84.
- The correct answer is (A).** (*have set*). See Chapter 4, “Verbs”—*Past Participles*, page 81. See also Chapter 7, “Style”—*Usage*, page 142.
- The correct answer is (B).** (*should go*). See Chapter 4, “Verbs”—*Modals*, page 75.
- The correct answer is (C).** (*bored with it*). See Chapter 7, “Style”—*Prepositions in Combinations*, page 167.
- The correct answer is (B).** (*largely on*). See Chapter 7, “Style”—*Prepositions in Combinations*, page 167.
- The correct answer is (B).** (*was displayed*). See Chapter 7, “Style”—*Subject/Verb Agreement*, page 159.
- The correct answer is (A).** (*had been* OR *was*). See Chapter 4, “Verbs”—*Tense*, page 67.
- The correct answer is (D).** (*he retires*). See Chapter 4, “Verbs”—*Time Clauses*, page 69.
- The correct answer is (A).** (*those*). See Chapter 5, “Pronouns”—*Those Modified*, page 107.
- The correct answer is (A).** (*few*). See Chapter 3, “Modifiers”—*Few, Little, Much, and Many*, page 39.
- The correct answer is (C).** (*who*). See Chapter 5, “Pronouns”—*Who/Whom*, page 95.
- The correct answer is (D).** (*were*). See Chapter 4, “Verbs”—*Wishes*, page 71.
- The correct answer is (C).** (*includes*). See Chapter 7, “Style”—*Subject/Verb Agreement*, page 159.

24. **The correct answer is (C).** (*hand-some*). See Chapter 3, “Modifiers”—*Adjectives After Verbs of Sensation*, page 34.

25. **The correct answer is (A).** (*commonly*). See Chapter 3, “Modifiers”—*Adjective/Adverb Confusion*, page 32.

Sentence Completion

26. B	29. C	32. C	35. B	38. D
27. A	30. D	33. A	36. D	39. D
28. D	31. B	34. D	37. B	40. D

26. **The correct answer is (B).** Choice (A), see Chapter 5, “Pronouns”—*Number*, page 104. Choices (C) and (D), see Chapter 5, “Pronouns”—*Person*, page 102.

27. **The correct answer is (A).** Choice (B), see Chapter 3, “Modifiers”—*Negation*, page 57. Choice (C), see Chapter 3, “Modifiers”—*Articles*, page 53. Choice (D), see Chapter 4, “Verbs”—*Present and Perfect Participles and Infinitives*, page 84.

28. **The correct answer is (D).** Choices (A) and (C), see Chapter 3, “Modifiers”—*Adverbs like Only*, page 28. Choice (B), see Chapter 3, “Modifiers”—*Split Infinitives*, page 29.

29. **The correct answer is (C).** Choices (A), (B), and (D), see Chapter 7, “Style”—*Substandard*, page 139.

30. **The correct answer is (D).** Choices (A), (B), and (C), see Chapter 6, “Basic Patterns”—*Embedded Questions*, page 116.

31. **The correct answer is (B).** Choice (A), see Chapter 3, “Modifiers”—*Split Infinitives*, page 29. Choices (C) and (D), see Chapter 6, “Basic Patterns”—*Order of Adverbs*, page 113.

32. **The correct answer is (C).** Choice (A), see Chapter 3, “Modifiers”—*Comparatives*, page 46. Choice (B), see Chapter 7, “Style”—*Parallelism*, page 133. Choice (D), same as A and B.

33. **The correct answer is (A).** Choices (B) and (D), see Chapter 7, “Style”—*Wordiness*, page 136. Choice (C), see Chapter 7, “Style”—*Voice*, page 129.

34. **The correct answer is (D).** Choices (A), (B), and (C), see Chapter 6, “Basic Patterns”—*Clauses*, page 121.

35. **The correct answer is (B).** Choices (A) and (C), see Chapter 7, “Style”—*Wordiness*, page 136. Choice (D), see Chapter 3, “Modifiers”—*Split Infinitives*, page 29.

36. **The correct answer is (D).** Choices (A), (B), and (C), see Chapter 4, “Verbs”—*Tense*, page 67.

37. **The correct answer is (B).** Choice (A), see Chapter 5, “Pronouns”—*Who/Whom*, page 95. Choices (C) and (D), see Chapter 6, “Basic Patterns”—*Embedded Questions*, page 116.

38. **The correct answer is (D).** Choice (A), see Chapter 7, “Style”—*Prepositions (General Use)*, page 164. Choice (B), see Chapter 3, “Modifiers”—*Cardinal and Ordinal Numbers*, page 42. Choice (C), same as A and B.

39. **The correct answer is (D).** Choices (A) and (C), see Chapter 7, “Style”—*Wordiness*, page 136. Choice (B), see Chapter 7, “Style”—*Substandard*, page 139.

40. **The correct answer is (D).** Choices (A) and (C), see Chapter 4, “Verbs”—*Modals*, page 75. Choice (B), see Chapter 4, “Verbs”—*Past Participles*, page 81.

NOTES

NOTES

NOTES

NOTES

NOTES

NOTES

NOTES

Give Your Admissions Essay an Edge at EssayEdge.com™

FACT:

The essay is the primary tool admissions officers use to decide among hundreds or even thousands of applicants with comparable experience and academic credentials.

FACT:

More than one-third of the time an admissions officer spends on your application will be spent evaluating your essay.

Winning Essays Start at EssayEdge.com

***“One of the Best Essay Services
on the Internet”***

— The Washington Post

***“The World’s Premier Application
Essay Editing Service”***

— The New York Times Learning Network



EssayEdge.com’s Harvard-educated editors have helped more satisfied applicants create essays that get results than any other company in the world.

Visit EssayEdge.com today to learn how our quick, convenient service can help you take your admissions essay to a new level.

Use this coupon code when ordering an
EssayEdge.com service and **SAVE 10%**

EETL07

EssayEdge com™



Peterson's Book Satisfaction Survey

Give Us Your Feedback

Thank you for choosing Peterson's as your source for personalized solutions for your education and career achievement. Please take a few minutes to answer the following questions. Your answers will go a long way in helping us to produce the most user-friendly and comprehensive resources to meet your individual needs.

When completed, please tear out this page and mail it to us at:

Publishing Department
PETERSON'S, A Nelnet Company
2000 Lenox Drive
Lawrenceville, NJ 08648

You can also complete this survey online at www.petersons.com/booksurvey.

1. What is the ISBN of the book you have purchased? (The ISBN can be found on the book's back cover in the lower right-hand corner.) _____

2. Where did you purchase this book?

- ☐ Retailer, such as Barnes & Noble
- ☐ Online reseller, such as Amazon.com
- ☐ Petersons.com
- ☐ Other (please specify) _____

3. If you purchased this book on Petersons.com, please rate the following aspects of your online purchasing experience on a scale of 4 to 1 (4 = Excellent and 1 = Poor).

	4	3	2	1
Comprehensiveness of Peterson's Online Bookstore page	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall online customer experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Which category best describes you?

- | | |
|--|--|
| <input type="checkbox"/> High school student | <input type="checkbox"/> Teacher |
| <input type="checkbox"/> Parent of high school student | <input type="checkbox"/> Counselor |
| <input type="checkbox"/> College student | <input type="checkbox"/> Working professional/military |
| <input type="checkbox"/> Graduate/professional student | <input type="checkbox"/> Other (please specify) _____ |
| <input type="checkbox"/> Returning adult student | |

5. Rate your overall satisfaction with this book.

Extremely Satisfied	Satisfied	Not Satisfied
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Rate each of the following aspects of this book on a scale of 4 to 1 (4 = Excellent and 1 = Poor).

	4	3	2	1
Comprehensiveness of the information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accuracy of the information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Usability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cover design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Book layout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special features (e.g., CD, flashcards, charts, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Value for the money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. This book was recommended by:

- ☐ Guidance counselor
- ☐ Parent/guardian
- ☐ Family member/relative
- ☐ Friend
- ☐ Teacher
- ☐ Not recommended by anyone—I found the book on my own
- ☐ Other (please specify) _____

8. Would you recommend this book to others?

Yes	Not Sure	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Please provide any additional comments.

Remember, you can tear out this page and mail it to us at:

Publishing Department
PETERSON'S, A Nelnet Company
2000 Lenox Drive
Lawrenceville, NJ 08648

or you can complete the survey online at **www.petersons.com/booksurvey**.

Your feedback is important to us at Peterson's, and we thank you for your time!

If you would like us to keep in touch with you about new products and services, please include your e-mail here: _____