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# ESL

English as a Second Language

Mary Ellen Muñoz Page

## Grammar

*Intermediate & Advanced*

- Thorough coverage of English grammar concepts
- Skill-building exercises with answer keys
- Examples in easy-to-understand, everyday language
- Plus – A helpful guide to note-taking, studying & test-taking

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61 Ethel Road West  
Piscataway, New Jersey 08854  
E-mail: [info@rea.com](mailto:info@rea.com)

## **ESL Grammar: Intermediate and Advanced**

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## About This Book

Open a new world of opportunity by mastering the English language. *ESL Grammar: Intermediate and Advanced* is truly for everyone, whether in school or on the job. This comprehensive and challenging guide serves as an ideal supplement to textbooks, language courses, and most other study aids and test preparation books. But with its thorough coverage of English grammar, easy-to-follow exercises, glossary, and complete answer key, this book can be used by itself with confidence.

The ability to write and speak English effectively is necessary for success in *any* study area, whether it be English, science, mathematics, or social studies. Therefore, most standardized school and vocational tests—as well as the Test of English as a Foreign Language, or TOEFL—require that students demonstrate a command of the English language, which is why we have included a helpful guide to note taking, studying, and test taking.

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This book is one of the most straightforward study guides you will find. As you can see from the table of contents, all aspects of English grammar are effectively covered. Each section contains clear explanations, simple examples, and ample exercises for you to practice and learn. The answer key at the back of the book is an ideal reference by which you can judge your progress, and the glossary stands ready to clear up any uncertainties about terms and their meanings.

REA wishes you all the best on your climb up the ladder to English-language mastery—and the success that you will enjoy in work and in life!

## **About the Author**

Mary Ellen Muñoz Page is a former Bilingual Training Specialist and Spanish professor at the University of Florida in Gainesville. She received a B.A. in Spanish and history and an M.A. in Spanish, both from Case Western Reserve University, in Cleveland, Ohio. As a professor, Ms. Muñoz Page received three “Voyages of Discovery” mini-grants to develop cultural modules on Costa Rica, Guatemala, and Spain. Ms. Muñoz Page is also the author of books for the TOEFL Test (Test of English as a Foreign Language) and the ESOL Examination (English for Speakers of Other Languages). She was selected for *Who’s Who Among American Teachers* in 1996 and 1998.

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**ESL**

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*Intermediate Grammar*

*Intermediate Grammar*

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**ESL**

**CHAPTER 1**

**Pronouns**

# Chapter 1

## PRONOUNS

Pronouns are words that take the place of nouns and all their modifiers. They can be subjects, direct and indirect objects, interrogatives, impersonals, objects of prepositions, reflexives, demonstratives, possessives, and relatives. This chart will help you keep them in the proper order.

Subject	Direct Object	Indirect Object	Object of Preposition	Reflexive
Performs action of the verb (except for linking verbs)	First receiver of the action; person, animal, or thing	Second receiver of action; usually person or animal	Prepositions followed by nouns referring to people, animals, or objects	Persons and animals perform and receive the same action
I	me	me	me	myself
you	you	you	you	yourself
he	him	him	him	himself
she	her	her	her	herself
it	it	it	it	itself, oneself
we	us	us	us	ourselves
you	you	you	you	yourselves
they	them	them	them	themselves

Demonstrative	Relative	Possessive	Interrogative	Impersonal
Refers to location	Refers back to the noun that comes before it	Shows ownership	Refers to questions	Doesn't refer to a specific person or object
here: this these	who whom whoever whomever	mine yours his hers ours yours theirs	who whom what which	it there others another anyone anybody anything someone somebody something no one nobody nothing

# SUBJECT PRONOUNS

---

Pronouns can be **subjects** and perform action. Here are the pronouns used as subjects:

I	he	it	they	who
you	she	we	which	what

Use subject pronouns for the following:

a. As the subject of the verb

**He** writes music.

**She** sings well.

b. After **than** or **as** in comparison

He paints better than **she**.

I am as tall as **he**.

c. After a form of the verb **be**

It is **I**.

The winner was **she**.

In (b) if you repeat the verb, you can see that you must use the subject form.

He paints better than **she (paints)**.

I am as tall as **he (is)**.

Pronouns can be **objects** (receivers): direct, indirect, object of a preposition:

me	us
you	you
him, her, it	them

a. Khan saw **her** last night in class. (direct object)

b. Give the money to **them** immediately. Give **them** the money



immediately. (indirect object)

- c. Sam bought for **us** dinner because we were working so late. (object of a preposition)

Whenever there is a compound form in a prepositional phrase, cover up the other noun and the word **and**, and then decide whether you need subject or object pronouns.

Give the books to Jane and  $\left\{ \begin{array}{l} she \\ her \end{array} \right\}$ . Give Jane and her the books.

By covering up **Jane and**, you see that the pronoun is used as the object of the preposition **to**, and **her** would be the object form.

Pat and  $\left\{ \begin{array}{l} I \\ me \end{array} \right\}$  saw the movie last night.

By covering up **Pat and**, you see that the pronoun is the subject form; therefore, **I** is the correct form.

## EXERCISE 1

Circle the correct form of the pronoun. When you have finished, check your answers with the answer key in the back of the book.

**Example:** You and (he, him) will represent the class at the meeting.

**Answer:** You and (he) him) will represent the class at the meeting.

1. (She, Her) and Paul are planning on attending the concert.
2. (We, Us) girls insist on being admitted to the club.
3. Our teacher gave the extra credit to Melanie and (I, me).
4. No one saw him and (she, her) together at the game.
5. How many tickets did you buy for (we, us)?

6. I have to see (they, them) before the office closes.
7. (He, Him) travels to San Diego every spring.
8. Find the boss's file and hand it to (him, he).
9. The boys challenged (we, us) girls to a test of strength. (We, Us) won, of course.
10. When will the director present the award to (she, her)?
11. I hope that (she, her) accepts that new job in Orlando.
12. Someone told (we, us) that a new store would be opening here soon.
13. What do (they, them) plan to do about the entertainment for the party?
14. Will you please help (he, him) unload the packages?
15. How many books will he deliver to (she, her)?
16. Cal loves Myriam, and he dreamed about (she, her) all night long.
17. No one seems to know where (they, them) went after lunch.
18. My sister and (I, me) traveled through the Orient last year.
19. Can (he, him) play tennis as well as (they, them)?
20. John's father earns more than (he, him).

## EXERCISE 2

Circle the correct pronoun.

**Example:** Mother gave (us, we) the money to buy some milk.

**Answer:** Mother gave (us, we) the money to buy some milk.

1. (Him, He) and I went to see a horror movie last night.
2. The teacher encouraged (we, us) students to watch the play.
3. No one took (she, her) and (I, me) seriously when we told the story.
4. Many fans loved Babe Ruth and went to see (he, him) play ball.
5. (Who, Whom) is Dave inviting to the dance?
6. They are concerned about (we, us) because we haven't called.
7. My sister gave (they, them) the stamps for their collection.
8. Wes and (I, me) are taking a cruise to the Bahamas.
9. You and (he, him) are welcome to join us at the club.
10. The director gave Jill and (I, me) the scholarships.
11. Laura and her brother are taking a trip with (we, us) next summer.
12. Everybody wants (they, them) to win the championship.
13. How many pamphlets do (they, them) need?
14. Will there be enough food for all of (we, us)?
15. Once Kathy receives the check, (she, her) will pay the bills.
16. Sam took (I, me) to the conference in his new car.
17. Sue's husband is going with (she, her) to Toronto.
18. Rafael and (I, me) were selected as delegates to the convention.
19. (I, me) am accepting the position, and this disturbs my parents.

20. The boy (who, whom) is wearing the green shirt is my cousin.

## REFLEXIVE PRONOUNS

---

Pronouns can function as **reflexives** when the subject performs the action on him/herself. The forms **hisself** and **theirselves** DO NOT EXIST. Here are the reflexive pronouns:

### Singular

myself

yourself

himself

herself

itself

oneself

### Plural

ourselves

yourselves

themselves

I write **myself** notes to help me remember things that I have to do.

We wash **ourselves** before going to bed.

## EXERCISE 3

Use a reflexive pronoun for each sentence.

**Example:** The child dressed himself well despite his age.

1. Nancy, you need to protect \_\_\_\_\_ from the sun.
2. Tom hurt \_\_\_\_\_ skiing last year.
3. We saw \_\_\_\_\_ in those crazy costumes and couldn't stop laughing.

4. Victor and Abbas are working two jobs to put \_\_\_\_\_ through college.
5. The flying object turned \_\_\_\_\_ around and disappeared in the night.
6. I bought \_\_\_\_\_ some new clothes last week.
7. Susana calls \_\_\_\_\_ “doctor” even though she hasn’t graduated yet.
8. Harry and Sam, find \_\_\_\_\_ a place to sit, and I’ll be right with you.
9. Janet cut \_\_\_\_\_ while she was fixing her bicycle.
10. Each student has to teach \_\_\_\_\_ how to study well.

## EXERCISE 4

Circle the correct pronoun or possessive.

**Example:** You need to ask (you, yourself) what your goals are before you begin.

**Answer:** Give (he, him) the check as soon as possible.

1. (We, Us) skiers will be leaving for the mountains next week.
2. Raul is as tall as (I, me).
3. Sandy hurt (hisself, himself) while repairing the car.
4. Jason is lucky that the baseball didn’t hit (he, him).
5. My daughter is older than (your, yours).

6. They are expected to do the work by (themselves, themselves).
7. His book is interesting. (My, Mine) is boring.
8. Nancy taught (hers, herself) to play the piano.
9. We haven't seen (they, them) since they visited last year.
10. Present the awards to him and (she, her).
11. Jose paints as well as (they, them).
12. Don't get up! It's only (I, me).
13. We need to give (us, ourselves) a rest from this job.

## **RELATIVE PRONOUNS**

---

**Relative pronouns** relate to the word(s) that precedes them. They introduce a **dependent relative clause** (a clause that by itself does not convey a complete idea). This clause usually eliminates the repetition of the same word(s) and uses one of the following pronouns to connect the two clauses:

**Used only for persons**

who

whom

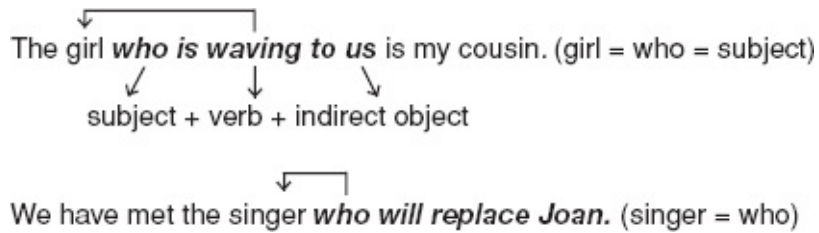
whose (other living things)

**Used only for things**

that

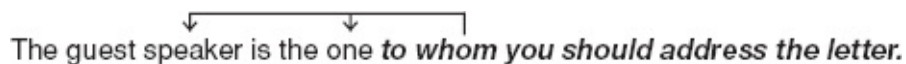
which

**Who** and **whom** refer only to persons. **Who** is the subject (performer) of the action of the verb.

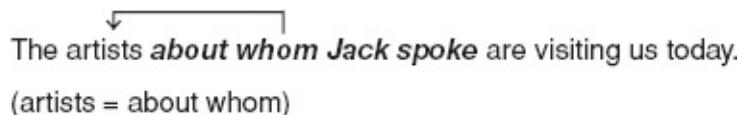


**Who** functions as a subject in its clause (**who is waving to us**) (**who will replace Joan**) and refers to the girl (singer). These clauses do *not* convey a complete idea.

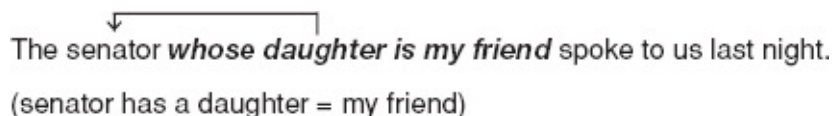
**Whom** is the object (receiver) of the action. (See a detailed explanation on **who** and **whom** in the [Part 2: ESL Advanced Grammar](#).)



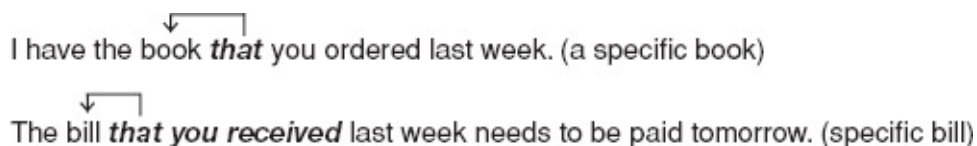
**Whom** is the second receiver of the action **should address** (guest speaker = to whom)



**Whose** shows possession and usually refers to people or other living things.



**That** and **which** are used with things. In informal English **that** may also be used with persons. **That** clauses are vital to the sentence and are *never* set off by commas.



**Which** clauses are not always absolutely necessary to the sentence. When they do *not* limit the meaning of the main clause, they are set apart by commas.

Hal bought a washer, *which was delivered yesterday*.

(*Which was delivered yesterday* is not vital to the sentence.)

Monaco, *which is a very small country*, is near the South of France.

(Whether the county is large or small, it doesn't change its location. This information is not vital to the fact that Monaco is near the South of France.)

When you combine two independent sentences, you will have two clauses, each containing a subject and a verb. The **relative pronoun** will connect the two clauses and keep the speaker or writer from repeating the same words.

Glen needs a secretary. The secretary must speak Spanish.

S + V + C                      S + V + C

Glen needs a secretary *who must speak Spanish*.

S + V + C                      S + V + C  
(main clause)                      (dependent clause)

Perry is planning a vacation. The vacation will be relaxing and educational.

S + V + C                      S + V + C

Perry is planning a vacation, *which will be relaxing and educational*.

S + V + C                      S + V + C  
(main clause)                      (dependent clause)

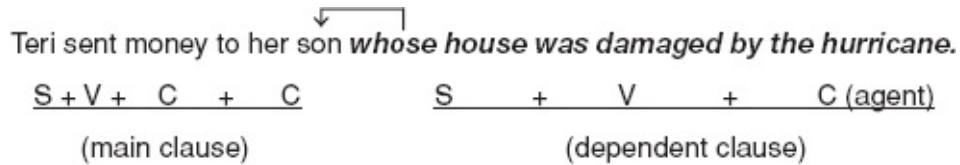
Our company has many employees. The employees' job is to produce quality products.

Our company has many employees, *whose job is to produce quality products*.

S + V + C                      S + V + C  
(main clause)                      (dependent clause)

Teri sent money to her son. Her son's house was damaged by the hurricane.





## EXERCISE 5

Combine each sentence by using a **relative pronoun** and eliminate the repeated words. Use ***who***, ***whom***, ***whose***, ***which***, and ***that***.

**Example:** Omar met a teacher. The teacher spoke Arabic.

**Answer:** Omar met a teacher *who* spoke Arabic.

1. I met an actor. The actor's picture won an oscar.

---

2. We bought a house. The house cost us \$150,000.

---

3. Sally introduced me to her boyfriend. Her boyfriend is a civil engineer.

---

4. Maureen bought a dress. The dress cost \$45. She had to return it.

---

5. Jake gave Isabel a ring. The ring had diamonds and rubies.

---

6. Mrs. Duncan is talking to her students. The students' projects are due on Friday.

---

7. Norman lives with his sister. His sister is a nurse.

---

8. The soldiers were injured in combat. The president is awarding medals to the soldiers.

---

9. Mr. Franklin graded the tests. We took the tests on Friday.

---

10. The director knows the candidate. The candidate was chosen to be the manager.

---

## EXERCISE 6

Using *formal* English, circle the correct pronoun in these sentences.

1. We have a package for the man (who, which) stopped by today.
2. I met the author (who, whose) book is on the best-seller list.
3. Are you sure that the book (that, which) has all the art pictures is for this class?
4. That young man (who, whom) you met seems very nice.
5. I'll be writing to the director (who, whom) you saw Monday.
6. Will you be presenting the slides (that, which) you took in Canada last summer?
7. The steaks, (that, which) my brother gave us, are delicious.
8. The fish (that, which) Lonnie caught is a big bass.
9. The income tax (that, which) he paid last year is accurate.

10. My friend (who, whose) father is a dentist wants to be an artist.
11. Henry finally found his wallet, (that, which) he lost.
12. Juan Valdez's coffee, (that, which) comes from Colombia, tastes the best of all.

## IMPERSONAL SUBJECTS

### *IT AND THERE*

---

While the word **there** is not usually viewed as a subject, it accompanies the verb **be** to show the existence of something. The real subject always follows the verb and determines whether that verb should be singular or plural.

Affirmative: **THERE** + **BE** + subject

**There are many more empty desks** in the classroom.

**There is a message** in your mail box.

Negative: **THERE** + **BE** +  $\left\{ \begin{array}{l} \text{NO} \\ \text{NOT ANY} \end{array} \right\}$  + subject

**There is no time** to waste on such foolishness.

**There aren't any cookies** on the plate.

Question:	<b>HAS</b>	+	<b>THERE</b>	+	<b>BEEN</b>	+	subject
	<b>BE</b>	+	<b>THERE</b>	+	subject		
	<b>HOW MANY</b>	+	subject	+	verb	+	<b>THERE</b>
	<b>HOW MUCH</b>	+	subject	+	verb	+	<b>THERE</b>

**Has there been** any rain here lately?

**Are there** more papers to grade?

How many stores **are there** in the mall?

How much space **is there** left in the garage?

**NOTE**

Be careful when you have two singular subjects joined by the conjunction **and**. This will require a plural verb.

There **are** a vase and two dolls on the dresser.

**Were** there a ticket and some money in your purse?

**NOTE**

In the following sentences, **there** is an adverb and refers to location. This is not the same as showing the existence of something.

**There** is the money for my tuition. = The money is over there.

**There** are your pen and notebook. = Your pen and notebook is over here.

**Much** and **many** are two adjectives that non-native speakers often confuse. **Much** describes things that can't be counted in certain general categories (time, money, patience, sugar, water, etc.). However, if you put these things in containers or time in hours and minutes, and money in dollars and cents, then you could count them. Notice the difference in the following:

There isn't ***much water*** in the tank.

There were ***many gallons of water*** when we started to sprinkle the grass.

There is ***too much sugar*** in this recipe.

There are ***too many cubes*** of sugar in the dish.

***How much money*** is there in the account? (use with non-countable noun)

***How many deposit slips*** are there in your book? (use with a countable noun)

When [***much*** + a noun] is the subject of the sentence, the verb is singular.

There ***is*** too much time spent on play and not enough on study.

When [***many*** + a noun] is the subject, the verb is plural.

There ***are*** not many days ***left*** to finish this project.

## EXERCISE 7

Circle the correct form of the verb.

**Example:** How much money (is, are) left in your savings account?

**Answer:** How much money (is are) left in your savings account?

1. There (is, are) only 28 days in February.
2. There (is, are) five tickets left for the concert.
3. There (was, were) a vase of flowers on the table.
4. There (has, have) been many data published on the use of DNA in crime detection.

5. (Have, Has) there been any news about the accident?
6. There (has, have) been no new developments in that research.
7. How many people (is, are) there in the class?
8. There (wasn't, weren't) any cake left after the party.
9. (Was, Were) there any cookies in the jar?
10. How much furniture (was, were) there in the apartment before you moved in.
11. (Has, Have) there been anyone who shows an interest in buying your car?
12. There (is, are) no information available on this topic.
13. (Is, Are) there many states that have repealed that law?
14. How many tests (has, have) there been this semester?
15. (Was, Were) there a dress, a jacket, and some shoes in the box when you opened it?
16. (Has, Have) there been any inquiries into the committee's request?
17. There (is, are) no rules against dual enrollment.
18. How many pints (is, are) there in a gallon?
19. (Is, Are) there any students this year with a 4.0 GPA?
20. (Was, Were) there any toothpaste left in the tube?

The pronoun *it* is the subject in many impersonal expressions. It is not responsible for performing the action even though it functions as the subject. In these expressions, the pronoun is *not* replacing a previously mentioned singular

noun. These expressions can be followed by **that** and a dependent clause or by an infinitive.

**IT + BE + adjective + [THAT + subject + verb]**  
(dependent clause)

Adjectives that fit into this category are the following:

apparent	assumed	believed	evident
good	important	astonishing	unusual
improbable	probable	unlikely	unfortunate

It is *important* **that you study** every night.

It is *good* **that Sarah has completed** the program.

It is *unusual* **that so much snow has fallen**.

Another group can be followed only by the **infinitive [to + base form of the verb]**:

**IT + BE + adjective + infinitive**

These are adjectives that fall into this category:

dangerous	helpful	silly	wise
foolish	impractical	useful	worthwhile
frightful	practical	useless	

It is *dangerous* **to play** with matches.

It was *helpful* **to have** my flashlight in the dark.

It will be *practical* **to speak** another language.

The impersonal **it** plus some adjectives can be followed by either an infinitive or a dependent clause.

**IT + BE + adjective + infinitive**  
(dependent clause)

This category includes the following words:

advisable	important	necessary	surprising
astonishing	inconceivable	possible	terrible
bad	incredible	preferable	unbelievable
exciting	inevitable	ridiculous	unfair
good	interesting	strange	unusual

It is inconceivable **to put** a value on such a priceless object.

It is inconceivable **that someone has put** a value on such a priceless object.

It will be important **to translate** the poem carefully.

It will be important **that Matt translate** the poem carefully.

There are other impersonal **it** constructions that are followed by dependent clauses.

**IT + LOOK + [AS IF + subject + verb]**

**IT + SEEM**

**APPEAR + [THAT + subject + verb] TURN OUT**

It looks as if **Randy has left for the day.**

It seemed that **he wanted to escape to some place quiet.**

It appears that **you have discovered a cure for the disease.**

It turned out that **we were all wrong about Melanie.**

## EXERCISE 8



Decide whether the blank spaces require **to** for the infinitive or **that** to introduce a dependent clause. Write the appropriate word in the blanks.

**Example:** It is advisable to study every night.

It seems that you never seem to have any free time.

1. It has been exciting \_\_\_\_\_ visit all the places we've read about in class.
2. It's necessary \_\_\_\_\_ sign the check before cashing it.
3. It was terrible \_\_\_\_\_ the flood victims couldn't stay in their homes.
4. It won't be possible \_\_\_\_\_ see the doctor this afternoon.
5. It is apparent \_\_\_\_\_ no one has prepared the lesson for today.
6. It will be necessary \_\_\_\_\_ leave immediately after the concert.
7. It is unbelievable \_\_\_\_\_ so many people went to see the premiere of that movie.
8. It was good \_\_\_\_\_ have someone around to help with the work.
9. It is evident \_\_\_\_\_ you don't understand what I am saying.
10. It is incredible \_\_\_\_\_ the play has lasted so long.
11. It turned out \_\_\_\_\_ all the students did well in the final exam.

12. It is foolish \_\_\_\_\_ drive with no brakes.
13. It was strange \_\_\_\_\_ Janice didn't call when she was in town.
14. It will be interesting \_\_\_\_\_ see who wins the race.
15. It had been apparent \_\_\_\_\_ leaving the scene of the accident was a mistake.
16. It was advisable \_\_\_\_\_ the student change his major.
17. It would be important \_\_\_\_\_ evaluate your assets before you ask for the loan.
18. It appears \_\_\_\_\_ someone has already decorated the room for the party.
19. It seems \_\_\_\_\_ you have won the prize after all.
20. It would be silly \_\_\_\_\_ count on Randy for support.

Other expressions use the progressive tense.

***IT + BE + [V + ING]***

It **will be snowing** in a few hours.

It **was raining** when I left the office.

It **is beginning to look** a lot like Christmas.

One of the most common uses for the impersonal **it** is used in with time

expressions.

It will be **morning** soon.

It is **nine o'clock**.

It was **8:15** when the airplane arrived.

One last category refers to conditions.

**IT + BE + adjective (condition)**

Here are common words used for such conditions:

cold	hot	quiet	sunny
cloudy	noisy	still	windy

It was **cold and windy** yesterday.

It will be **noisy** at the party.

It is so **still** that I can hear the wind blowing.

## EXERCISE 9

Use either **it** or **there** in each sentence.

**Example:** **It** was very windy yesterday afternoon.

I wonder if **there** were any new developments in the investigation.

1. \_\_\_\_\_ has been very sunny for the last three days.
2. Have \_\_\_\_\_ been any interesting programs on television lately?
3. \_\_\_\_\_ will be good to see Martha after such a long time.

4. \_\_\_\_\_ is unusual to see so many people out so early on a Sunday morning.
5. Will \_\_\_\_\_ be necessary to call Janet before the debate?
6. Will \_\_\_\_\_ be any benefit changes in the new medical plan?
7. Were \_\_\_\_\_ any messages on the answering machine?
8. Was \_\_\_\_\_ necessary to drive so far to pick up the package?
9. \_\_\_\_\_ will be important for you to attend the meeting.
10. Was \_\_\_\_\_ enough time to talk with everyone?
11. How many days are \_\_\_\_\_ before we leave for vacation?
12. I wonder if \_\_\_\_\_ is raining in Newark now.
13. Has \_\_\_\_\_ been anyone interested in buying your house?
14. Will \_\_\_\_\_ be any refreshments served after the concert?
15. How many guests will \_\_\_\_\_ be at the wedding?
16. \_\_\_\_\_ is impractical to spend foolishly and to try to save.
17. \_\_\_\_\_ was four o'clock when I left work yesterday.

18. \_\_\_\_\_ will be better days; just be patient.
19. \_\_\_\_\_ turned out that the boys had arrived on time after all.
20. \_\_\_\_\_ was quiet after the children finally went to sleep.

## EXERCISE 10

Decide which of the underlined items is INCORRECT.

1. My mother's tremendous fear of cats makes it difficult for she to go walking in our neighborhood at night.
  - A. tremendous
  - B. makes
  - C. she
  - D. walking
2. My book differs from your in that mine has a vocabulary section at the bottom of each page, and yours has one in the back.
  - A. your
  - B. that
  - C. at the
  - D. the back
3. Some people which have been working for a company for years suddenly find themselves unemployed because of administrative mismanagement.
  - A. which
  - B. for years
  - C. themselves
  - D. because of
4. The professor asked us, Nancy and I, to stay after class to discuss the make-up assignment for next week.

- A. asked us
- B. I
- C. to discuss
- D. make-up

5. If in a family the members are always looking out only for one's self, then they have to be aggressive to get ahead.

- A. out
- B. one's self
- C. have to be
- D. to get ahead

6. People whom play in orchestras are usually adults who have studied music for many years and who are devoted professionals.

- A. whom
- B. devoted professionals
- C. music
- D. are

## EXERCISE 11

Select the correct word(s) to complete the sentence.

1. Families \_\_\_\_\_ play together usually are happy together.

- A. who
- B. which
- C. whomever
- D. whose

2. Invite \_\_\_\_\_ you like to the party, but don't invite Mark.

- A. who
- B. whoever
- C. whomever

D. that

3. After giving the student a chance to prove \_\_\_\_\_, he was dismissed.

A. him

B. hisself

C. himself

D. his

4. We wish she were here to help \_\_\_\_\_ with the decorations.

A. us

B. we

C. ourselves

D. yourselves

5. The little boy dresses \_\_\_\_\_ every morning.

A. him

B. hisself

C. he

D. himself

6. Do they know \_\_\_\_\_ has been chosen prom queen?

A. who

B. whom

C. whoever

D. whomever

7. Let me divide the flowers. \_\_\_\_\_ are yours, and those are mine.

A. This

B. That

C. These

D. This one

8. I desperately need some money. I don't have \_\_\_\_\_ to pay my bills!

- A. any
- B. some
- C. something
- D. anything

## EXERCISE 12

Select the correct pronoun to complete each sentence.

1. (Who, Whom) do you want to serve on the board for directors?
2. Can you lend me \$50 until payday? Sorry, I don't have (some, any) extra.
3. Rick is shorter than (I, me), but he's taller than his brothers.
4. (It, There) are twenty names of the candidates on the director's list.
5. Photograph (whoever, whomever) you see at the inauguration.
6. The man (whose, who's) brother is a lawyer wants to become a judge.



*Intermediate Grammar*

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**ESL**

**CHAPTER 2**

**Adjectives**

## Chapter 2

# ADJECTIVES

Adjectives are words that modify (describe) a noun or a pronoun. They can also follow linking verbs (be, seem, appear, etc.). Just like nouns, they can fall into different categories: 1) **limiting**—**articles, demonstratives, possessives**—and 2) **descriptives**. Adjectives usually precede the words that they modify.

Limiting adjectives fall into these categories:

**Numbers:** one, five, ten, twenty, first, second, third

**Quantity:** some, any, much, many, few, little (with non-count nouns)

**Demonstratives:** this, that, these, and those (These are the same forms as the pronouns, but these must come before a noun, not replace it.) Examples: **this** car, **that** house

**Articles:** a, an, the

**Possessives:** my, your, his, her, its, our, your, their

Keep in mind that when you add 's to a noun, you make the noun a possessive and change it to an adjective.

The secretary's typewriter is broken.

The dog chased the little boy's ball.

All other adjectives are **descriptives**. Here are examples of common descriptive adjectives:

scholastic	beautiful	sorrowful
slow	loving	honest
early	hot	solid
future	frigid	fast
plain	happy	colored
colorful	watery	angry

## **POSSESSIVE ADJECTIVES BEFORE GERUNDS**

Whenever a noun or pronoun appears before a gerund, it must be in the possessive form. This form then becomes an adjective.

S + V + possessive form (noun/pronoun) + [verb + **ING**]

We were surprised by **his** not accepting the job.

They are sorry about **our** leaving so soon.

Nancy objects to **Jan's** calling her so late.

Referring to the first example above, we are surprised not by him but rather by his not accepting the job. In number two, they are sorry not about us but rather about our leaving so soon.

Nancy does not object to Jan but rather to Jan's calling so late.

### NOTE

Nouns can usually become possessives by adding 's to the singular form.

boy > boy's      dog > dog's      boss > boss's

For the plural, however, the noun needs to be plural first, and then add the 's.

man > men's      child > children's

If the plural ends in s, then add only the apostrophe (').

boys'      girls'      sisters'

## EXERCISE 13

Change the noun or pronoun to the possessive form, and use it as an adjective.

**Example:** We were surprised at Betty's getting married so soon.

1. My parents do not approve of \_\_\_\_\_ dating David. (I)
2. I am so tired of \_\_\_\_\_ not accepting his responsibilities. (Peter)
3. The teacher is afraid of \_\_\_\_\_ not learning enough English this year.  
(her students)
4. The thieves confessed to \_\_\_\_\_ stealing the money. (they)
5. The witness testified about \_\_\_\_\_ taking pictures of the scientific experiments. (he)
6. The boss said, "I need to count on \_\_\_\_\_ taking part in all of these activities." (you)
7. We are afraid of \_\_\_\_\_ raising the rent. (the landlord)
8. Do not try to explain \_\_\_\_\_ bad driving! You taught him. (Terry)
9. You don't like it! Are you referring to \_\_\_\_\_ playing the piano? (I)

10. The children are looking forward to \_\_\_\_\_ visiting them. (you)
11. Can we rely on \_\_\_\_\_ bringing the food to the party? (Kim)
12. Kerry can't decide on \_\_\_\_\_ taking the trip or not. (we)
13. That loud music detracts from \_\_\_\_\_ doing a good job. (the workers)
14. I resent \_\_\_\_\_ giving me a ticket when I was not speeding. (the policeman)
15. We're looking into \_\_\_\_\_ being offered the job. (Tom)
16. I'm depending on \_\_\_\_\_ singing very well today. (the group)
17. George is planning on \_\_\_\_\_ driving some of the students. (I)
18. Harry objects to \_\_\_\_\_ nominating a new president. (the club)
19. The doctor is upset with \_\_\_\_\_ not taking enough vitamins. (Ann)
20. The voters are tired of \_\_\_\_\_ spending money so foolishly. (the government)

## EXERCISE 14

Change the noun or pronoun in parentheses to the possessive form, and use it as an adjective.

1. Tom's parents are dissatisfied with \_\_\_\_\_ accepting a job abroad.  
(he)
2. We're surprised at \_\_\_\_\_ receiving the drama award. (Helen)
3. Aimee was not jealous of her \_\_\_\_\_ winning the scholarship.  
(friend)
4. The children were fascinated by the \_\_\_\_\_ jumping up and down.  
(clowns)
5. I am depending on \_\_\_\_\_ organizing the trip for us. (you)
6. Mrs. Genovese disapproved of \_\_\_\_\_ commuting so far to work every day. (me)
7. \_\_\_\_\_ accepting the challenge depends on her commitment to doing well. (Anne)
8. The Senate approved of its \_\_\_\_\_ receiving more health benefits.  
(citizens)
9. I will rely on my \_\_\_\_\_ finding time to work with me. (brother)
10. The \_\_\_\_\_ thinking quickly saved his little sister from choking.  
(boy)
11. Mel will have to pay for his \_\_\_\_\_ breaking the window with the baseball. (son)
12. \_\_\_\_\_ exercising too much caused pains in his muscles. (Tony)

13. \_\_\_\_\_ smoking in her office caused her co-workers to complain.  
(Anita)
14. \_\_\_\_\_ moving to the country made a big difference in our health.  
(us)
15. By now we are accustomed to \_\_\_\_\_ arriving late. (they)
16. I am afraid of the \_\_\_\_\_ catching the flu this season. (children)
17. \_\_\_\_\_ fishing every day keeps him busy during his retirement.  
(Lonnie)
18. The \_\_\_\_\_ building their nest in our garage created some problems.  
(birds)
19. Maureen was interested in the \_\_\_\_\_ keeping their dog in the yard.  
(neighbors)
20. We are concerned about \_\_\_\_\_ driving so late at night. (they)

## ***SOME AND ANY***

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While ***some*** and ***any*** convey the same idea, they may not be used interchangeably in standard written English. ***Some*** is used with affirmative sentences, and ***any*** is used with negatives and questions. They may be used as pronouns or adjectives. For affirmative statements, use ***some***. For negative statements or questions, use ***any***.

**Affirmative:** Use *some*.

There are **some** papers on my desk in the office. (adj.)

I saw **some** on yours too. (pronoun)

**Some** days are hotter than others in the summer. (adj.)

**Some** are also colder in winter. (pronoun)

**Negative:** Use *any*.

Dave does **not** have **any** spare time to exercise. (adj.)

We don't have **any** either. (pronoun)

**No one** had **any** idea on how to solve the problem. (adj.)

I don't have **any** either. (pronoun)

**Question:** Use *any*.

Do you have **any** 29-cent stamps for this letter? (adj.)

Are there **any** in the drawer? (pronoun)

Have they ever read **any** plays by Shakespeare? (adj.)

Has he ever read **any** by Molière? (pronoun)

The following forms are all pronouns and can be used only as subjects and objects:

### Affirmative

someone

sometime

somebody

somewhere

something

### Negative or question

anyone

anytime



anybody

anywhere

anything

The following sentences are in affirmative:

**Someone** is working in the kitchen right now.

**Somebody** came here looking for you just a moment ago.

Tony needs **something** to wipe up the juice he spilled.

**Sometime** next week, stop by the office to see me.

I left the book **somewhere** in my house.

The following are examples of sentences in negative or in question form:

I can't see **anyone** in the pool. Can you?

Has **anybody** turned in a set of car keys?

The library did not have **anything** I needed for my report.

The doctor does not have **any time** to see you today.

I can't go **anywhere** without you.

Keep in mind that the forms **someone**, **somebody**, **anyone**, **anybody** can be adjectives if they become possessives by adding 's to the pronoun form.

Bob lost his jacket. Have you seen it?

I found **someone's (somebody's)** jacket in my car. (adj.)

Are these **anybody's (anyone's)** house keys? (adj.)

Helene doesn't think that they are **anybody's**. (pronoun)

## EXERCISE 15

Using the words from the list below, fill in the correct form in each space.

Some sentences grouped together are part of a mini-dialogue.

**Example:** I know that someone bought the lucky lottery ticket.

Do you have any of the new coins just put into circulation?

some	someone	somebody	something
any	anyone	anybody	anything
someone's	somebody's	anybody's	anyone's

1. I will save \_\_\_\_\_ cake from the party for you.
2. Do you have \_\_\_\_\_ homework tonight?
3. He doesn't have \_\_\_\_\_ vacation time left this year.
4. " \_\_\_\_\_ has been sleeping in my bed," said the baby bear.
5. The children are bored because they don't have \_\_\_\_\_ time to play outside.
6. We haven't seen \_\_\_\_\_ we know here at the party.
7. Did Mr. Robertson have \_\_\_\_\_ in mind for the job?
8. While they were away, \_\_\_\_\_ broke into their house and stole their valuables.
9. Joel can't go to football games because he never has \_\_\_\_\_ free time on Saturdays.
10. No one saw \_\_\_\_\_ unusual that day. (object)

11. We hope that they will give us \_\_\_\_\_ information on traveling in the Northwest.
12. I am looking for \_\_\_\_\_ red hem lace.
13. Gail, do you have \_\_\_\_\_ ?
14. No, I don't, but I am sure Dolly has \_\_\_\_\_.
15. Kelly has \_\_\_\_\_ in her hand. What is it?
16. It's just \_\_\_\_\_ candy that her friend gave her.
17. Mr. Jansen can't see you immediately because he has \_\_\_\_\_ in his office.
18. There wasn't \_\_\_\_\_ at home when I called this morning.
19. The defendant did not say \_\_\_\_\_ in his defense.
20. Did they find \_\_\_\_\_ interesting in that old trunk in the attic?

## **COMPARISON OF ADJECTIVES**

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Descriptive adjectives or adverbs can have three different forms: **positive**, **comparative**, and **superlative**. Here are a few examples of the three forms:

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
fast	faster	fastest
clean	cleaner	cleanest
hot	hotter	hottest
important	more important	most important

The first form, the **positive degree**, is the basic form of the adjective or adverb, which describes one or more persons, objects, or ways of doing something.

the <i>big white</i> houses	(adjective)
a <i>crazy</i> cat	(adjective)
some <i>ornate</i> paintings	(adjective)
The deer ran <i>fast</i> .	(adverb)

## Unequal Comparisons

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The comparative is used to show a relationship between two objects, persons, or groups that are equal or unequal to the same element of another object, person, or group. Most one- and two-syllable adjectives add **-er** to express unequal comparisons.

<p>Adjective + <b>ER</b></p> <p>Adverb + <b>ER</b></p>
--

quiet > quieter

high > higher

neat > neater

fast > faster

quick > quicker

soon > sooner

For adjectives ending in *e*, just add *r* to the root.

Adjectives ending in [E + R]

nice > nicer

white > whiter

fine > finer

tame > tamer

## EXERCISE 16

For each word, write the comparison.

1. wide
2. pale
3. brave
4. cute
5. humble
6. noble
7. wise
8. polite
9. close
10. stale
11. late
12. large

13. ripe

14. rare

15. safe

For adjectives ending in [consonant + y] change y to *i* before adding *er*

happy > happier

dainty > daintier

pretty > prettier

lovely > lovelier

## EXERCISE 17

Change the following from the positive degree to the comparative.

1. cozy

2. shy

3. dizzy

4. angry

5. easy

6. heavy

7. pretty

8. ugly

9. merry

10. early

11. noisy
12. friendly
13. lonely
14. healthy
15. lovely

For adjectives ending in a [vowel + y], just add *er*.

coy > coyer      gay > gayer (happy)      gray > grayer

To express unequal comparison in a sentence, use the following pattern:

subject + verb + [adjective + **ER**] + **THAN** + other element

Ben's brother is **taller than** he.

Mrs. Andrews is **older than** her son.

This blouse seems **nicer than** that one.

Beth looks **happier** today **than** she did yesterday.

**NOTE**

After comparisons, use subject, not object, pronouns.

Sylvia plays the guitar **better than I**.

He needs **more money than she**.

## EXERCISE 18

Write the correct form of the comparative.

**Example:** John's room is neater than mine.

History is easier than calculus.

1. My neighborhood is \_\_\_\_\_ than yours. (quiet)
2. Your new furniture looks \_\_\_\_\_ than the old. (lovely)
3. Our team ran \_\_\_\_\_ than your team. (fast)
4. Wanda lives \_\_\_\_\_ to the university than Harry. (close)
5. After a long diet, Jessica is \_\_\_\_\_ than her friends. (slim)
6. Los Angeles is \_\_\_\_\_ than Orlando. (hazy)
7. The children seem \_\_\_\_\_ than their parents after the long airplane ride. (sleepy)
8. The streets in the old section of town seem \_\_\_\_\_ than any place else. (narrow)
9. Buffalo feels \_\_\_\_\_ than Pittsburgh in the winter. (cold)
10. Women seem to be \_\_\_\_\_ than men in the game of love. (coy)

Some two-syllable and all three-syllable or more adjectives and adverbs use **more** or **less** plus the adjective or adverb for the comparison.

**LESS**  
**MORE** } + three-syllable adjectives



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**MORE** } + beautiful, intelligent, quietly, quickly

**LESS** } + difficult, important, interesting, economical

**NOTE**

Never combine **more** and the [adjective + **er**] form.

**INCORRECT:** more happier, more friendlier, more wiser

**CORRECT:** happier, friendlier, wiser

Two-syllable adjectives ending in the following suffixes usually use **more** or **less** plus the adjective to express the comparative:

-ish	-ant	-like	-act
-ous	-ive	-ward	-er
-ful	-less	-ose	
-ic	-ing	-al	

**MORE** + foolish, careful, helpless, cautious, active

**LESS** + blatant, verbose, regal, caring, hyper, boring

## EXERCISE 19

Write the comparative forms.

1. famous
2. helpful
3. pensive

4. captive
5. exact
6. loving
7. daring
8. basic
9. fiendish
10. morose
11. cutting
12. clever
13. normal
14. sheepish
15. festive
16. glorious
17. childlike
18. alive
19. flagrant
20. fragrant
21. callous
22. forward

23. grateful

24. useless

25. selfish

Sometimes it is better to use an antonym than to try to use the [less + adjective] pattern.

Paul is *shorter than* Danny.

Jane is *younger than* her cousins.

Use the same pattern for sentences as mentioned above.

subject + verb +  $\left\{ \begin{array}{l} \text{MORE} \\ \text{LESS} \end{array} \right\}$  +  $\left\{ \begin{array}{l} \text{adjective} \\ \text{adverb} \end{array} \right\}$  + *THAN* +  $\left\{ \begin{array}{l} \text{noun} \\ \text{pronoun} \end{array} \right\}$

This problem seems *more difficult than* that one.

Larry finished his work *more quickly than* Tom.

Since his accident, Lou is *less able* to play golf *than* before.

I don't believe Leslie acts *less capably than* Brian.

To indicate a greater degree of comparison, use *much* or *far* plus the comparison form. *Much* and *far* can be used interchangeably in the comparison.

subject + verb +  $\left\{ \begin{array}{l} \text{MUCH} \\ \text{FAR} \end{array} \right\}$  + comparative + *THAN* +  $\left\{ \begin{array}{l} \text{noun} \\ \text{pronoun} \end{array} \right\}$

Isa is *much more independent than* her sister ever was.

This jacket is *far less expensive than* the leather one.

A Porsche accelerates *far more quickly than* a Ford Escort.

Beginning students speak *much less fluently than* advanced ones.

It is also possible to compare nouns.

subject + verb +  $\left\{ \begin{array}{l} \text{LESS (non-count)} \\ \text{FEWER (countable)} \\ \text{MORE (both)} \end{array} \right\}$  + noun + **THAN** +  $\left\{ \begin{array}{l} \text{noun} \\ \text{pronoun} \end{array} \right\}$

There are ***fewer*** people here today ***than*** yesterday.

I have ***less*** free time ***than*** anyone else I know.

We can visit ***more*** relatives on this trip ***than*** on the last.

Our professor has ***many more books*** ***than*** we have.

subject + verb + ***FAR*** +  $\left\{ \begin{array}{l} \text{MORE} \\ \text{LESS} \end{array} \right\}$  + noun + **THAN** + noun

Gene spends ***far less time*** on his work ***than*** his friends.

Jack has ***far more friends*** than Bob.

## EXERCISE 20

Fill in the comparison using + (***more/much***) and – (***less/fewer***), and ++ (***far more***) and – – (***far less***) as your guides to the correct forms.

**Example:** Lucy is ***far less athletic*** than Jill. (– – athletic)

Michelle drinks ***more*** water in the summer than in the winter.

(+)

1. Sue grades \_\_\_\_\_ exams than Lucy. (++)
2. This lace table cloth looks \_\_\_\_\_ the plastic one. (+ pretty)
3. In the summer grapes are \_\_\_\_\_ in the winter. (+ abundant)

4. As a child, Albert Einstein seemed \_\_\_\_\_ his playmates. (- intelligent)
5. The seats in first class have become \_\_\_\_\_ those in second class. (- - cramped)
6. In this class there are \_\_\_\_\_ students than there used to be. (++)
7. This morning Stan's talk was \_\_\_\_\_ it was yesterday. (+ straightforward)
8. Today we earn \_\_\_\_\_ money than we used to earn. (- -)
9. In warm weather, cars accelerate \_\_\_\_\_ in cold weather. (+ rapidly)
10. I found this book \_\_\_\_\_ the one that Jody recommended. (- - interesting)

Some adjectives cannot be compared. These are a few that cannot:

**Dead:** It is impossible to be deader than someone or something else.

**Unique:** It means one of a kind and allows for no comparison.

**Pregnant:** It is impossible to be a little pregnant or more pregnant than another.

**Immaculate:** It means pure or sinless, absolutely clean, and does not allow for comparison.

**Magnificent:** It already indicates the highest degree of perfection, superb.

**Infinite:** It already indicates without limits or bounds.

**Ultimate:** It indicates last possible or final of a series.

**Bare:** It means totally without clothing or furniture.

**Perfect:** It indicates the highest degree possible.

In winter the flowers are **dead**, and so are the trees.

Antoni Gaudi's architecture was **unique**.

**Pregnant** women visit a gynecologist.

Judy keeps an **immaculate** house.

Versailles is a **magnificent** example of Baroque architecture.

There are **infinite** ways to arrange musical notes in an opera.

John's **ultimate** goal is to become a professional photographer.

Janet's **bare** apartment was longing for some furniture and a new tenant.

Andy received **perfect** scores on all of his tests.

## EXERCISE 21

Using the following information, write unequal comparisons. Wherever possible, write one comparison using a greater degree and one comparison using a lesser degree.

**Example:** Gardenias smell very good. Violets don't have much aroma.

Gardenias smell ***much better*** than violets.

Violets smell ***much less*** than gardenias.

1. Mexico City has 20 million inhabitants. Micanopy has about 1,500.
2. Philip earns \$100,000 per year. Tony earns \$35,000.
3. Nancy is 35 years old and her brother is 38.
4. The millionaire has six cars. I have one.
5. The art building is 100 feet tall. The language lab is 50 feet tall.
6. A chocolate bar has 230 calories. A banana has 100.

7. It is 95 degrees in Arizona and 25 degrees in Anchorage.
8. Rudy receives C's and D's on his tests. Ralph receives A's and B's.
9. It is raining in Cleveland and snowing in Buffalo.
10. Betty learned to speak Portuguese well in three years. It took her ten years to learn Arabic.

## EXERCISE 22

Make comparisons using the following pairs of words.

**Example:** silk . . . denim *Silk is softer (more expensive) than denim.*

1. silver . . . gold
2. elephant . . . monkey
3. cotton . . . plastic
4. Coca-Cola . . . milk
5. spinach . . . cake
6. Tom Cruise . . . Paul Newman
7. yacht . . . canoe
8. airplane . . . train
9. swimming . . . watching television
10. North Pole . . . California

### NOTE

When writing comparisons with *different*, it is incorrect to say

*different than.* Use, instead, *different from.*

subject + verb + **DIFFERENT** + **FROM** + noun

Your book is *different from* mine.      ~~Your book is different *than* mine.~~

Kurt's car looks *different from* yours.      ~~Kurt's car looks different *than* yours.~~

## Irregular Comparisons

---

There are some adjectives and adverbs that have irregular comparisons. Here are some examples:

good	better	best
bad	worse	worst
far	farther	farthest
well	better	best

This dessert tastes *better* than the apple pie.

Their baseball team was *the worst* of all.

Dennis writes *well*, but Dean writes *better*.

San Diego is *farther* from New York than Chicago.

### EXERCISE 23

Write a comparison for each sentence.

**Example:** Harry's writing is worse than yours.

1. Danny receives \_\_\_\_\_ grades than his brother. (good)
2. We live \_\_\_\_\_ from the university than you do. (far)



3. Nancy's students speak \_\_\_\_\_ than most. (well)
4. The food in this restaurant is \_\_\_\_\_ than in the one on the corner.  
(bad)
5. Ron feels much \_\_\_\_\_ today after taking his medicine. (good)
6. Ben ran \_\_\_\_\_ than any other athlete. (far)
7. Lucy sings \_\_\_\_\_ than Anita. (well)
8. This recipe sounds \_\_\_\_\_ than yours. (good)
9. Cleveland has \_\_\_\_\_ weather than Richmond. (bad)
10. Mel plays the guitar \_\_\_\_\_ than I do. (well)

## Equal Comparisons

---

The other type of comparisons relates equality or sameness to the elements being compared. One element is the same as the other.

I have three oranges. You have three oranges.

I have **as many oranges as** you.

There are many skyscrapers in New York. There are also many skyscrapers in Chicago.

New York has **as many skyscrapers as** Chicago.

The pattern for equal comparison differs from unequal comparison.

**AS + adjective + AS**  
**AS + adverb + AS**  
**AS + { *MUCH*  
*LITTLE/FEW* } + (non-count) noun + AS**  
**AS + *MANY* + (countable) noun + AS**

Paul is ***as tall as*** Peter.

Sue types ***as fast as*** Jennifer.

We have ***as much time as*** you

Sandy writes ***as many letters as*** Virginia.

The Glass Boutique has ***as many vases as*** the Emporium.

Make ***as little noise as*** possible, because your father is asleep.

**NOTE**

Remember that subject, not object, pronouns follow comparisons.

They have as many books as ***we***.

No one studies as hard as ***she***.

**EXERCISE 24**

Combine the two sentences to show equal comparisons. There may be several possibilities for some of the sentences.

1. Kevin hit two home runs in yesterday's game. Dave also hit two home runs.
2. It's 75 degrees in Oahu and 75 degrees in Dallas.
3. Maureen ate three pieces of pizza, and her sister ate three.
4. Brian sleeps eight hours every night and Rita sleeps eight.

5. Phil weighs 180 pounds. Harry weighs 180 pounds.
6. Tracy works very diligently in school. Trisha also works very diligently.
7. This sweater costs \$10.95. The yellow one also costs \$10.95.
8. Joel runs a mile in ten minutes. His brother also runs a mile in ten minutes.
9. The long dress is very elegant. The short dress is also elegant.
10. José spends four hours a day studying English and four hours studying math.
11. Some high school students do six assignments for homework every night. Some college students also do six hours of assignments.
12. Joan Collins has a lot of jewelry. Liz Taylor has a lot of jewelry.
13. In their new apartment, the Andersons have six pieces of furniture in the dining room and six pieces in the living room.
14. There are only 18 students in the chemistry class and only 18 in the physics class.
15. I paid \$45 for my textbook. Anne paid \$45 for her book.

## ***The Same As***

---

Another type of comparison showing equality uses the expression ***the same as***. There are no adjectives nor adverbs expressed in these comparisons.

Your keys look ***the same as*** mine.

His ring shines ***the same as*** hers.

Comparisons can also be made by using a noun to express the common

element.

subject + verb + **THE SAME** + noun + **AS**

This gate is **the same height as** that one.

Your sweater is **the same color as** Jan's.

## Superlatives

---

The last type of comparison involving three or more elements is called the **superlative degree**. One entity is the focus in comparison against the remaining entities. This can also be expressed in higher and lower degrees. Adjectives of one or two syllables follow this pattern:

**THE** + [adjective + **EST**]+ [**OF** + plural noun]  
[**IN** + singular noun]

Dan is **the tallest of** the boys.

Sandy is **the neatest in** the family.

Adjectives of three or more syllables follow another pattern:

**THE** + { **MOST**  
**LEAST** } + adjective + (noun) + [**OF** + plural noun]  
[**IN** + singular noun]

Many Italians say that the Vatican is **the most beautiful of** all buildings.

Some French think that the *Venus de Milo* is **the most important work in** the Louvre.

Sam thinks that math is **the least significant of** his courses.

Adverbs can also be expressed as superlatives.

**THE** + [adverb + **EST**] + [**OF** + plural]

**THE** + [**MOST** + adverb] + [**IN** + singular]

A Porsche runs *the fastest of all*.

Tom studied *the most diligently in* his class.

## EXERCISE 25: WRITING

Study the information carefully and write statements, using the superlative. Use both highest and lowest degrees of comparison wherever possible.

**Example:** Glen likes to travel and is considering the following vacations. Europe—21 days, Mexico—14 days, and Canada—20 days. *Europe is the longest vacation. Mexico is the shortest vacation.*

1. Semi-gloss paint costs \$21 a gallon, satin \$18, and flat \$16 a gallon.
2. There are three cans on the table: 7 ounces of peas, 4 ounces of mushrooms, and 16 ounces of corn.
3. One-half cup of some fruits has more calories and is more fattening than others: apricots 128 calories, cantaloupe 35 calories, and pears 97.
4. It's hot today: Cleveland 95 degrees, Atlanta 87 degrees, and Trenton 80 degrees.
5. Distances from Olympia, Washington: Tacoma 30 miles, Bremerton 56, Aberdeen 49.
6. Helen has four holiday candles burning: red 3 hours, green 1 hour, and white 45 minutes.

7. Dan is measuring cabinets for his house: kitchen 36 inches wide, bath 27 inches, laundry 30 inches.
8. The football team went to a restaurant after the big game. The quarterback ate three hamburgers, the coach had two, and the kicker ate one.
9. Three athletes want to be healthy. Arthur jogs four miles every day and eats no red meat. Jill loves hamburgers and french fries, but she swims 35 laps every day. Ted drives to class and snacks on junk food every day.
10. It was a hot summer day. Cindy drank three glasses of lemonade, Suzy two, and Diane four.

## EXERCISE 26

For each sentence, supply the correct form.

1. Your house is \_\_\_\_\_ (far) from the university than mine.
2. I like this soup \_\_\_\_\_ (good) of all.
3. Today is much \_\_\_\_\_ (hot) than yesterday.
4. This furniture is \_\_\_\_\_ (expensive) than that.
5. Elvis Presley is \_\_\_\_\_ (famous) than Perry Como.
6. Your book seems \_\_\_\_\_ (boring) than mine.
7. This guide is \_\_\_\_\_ (helpful) than the one that the travel agent recommended.

8. Pete was \_\_\_\_\_ (interested) in the demonstration than his younger brother was.
9. Good students attend class \_\_\_\_\_ (frequently) than poor ones.
10. Paquito is the \_\_\_\_\_ (bad) player of all.
11. Mary's child was so nervous that he sat the \_\_\_\_\_ (quietly) of all the children.
12. The first contestant answered the questions the \_\_\_\_\_ (quickly) of all.
13. The Green Bean is the \_\_\_\_\_ (good) restaurant of any I have visited.
14. The North Pole has \_\_\_\_\_ (cold) temperatures than Alaska.
15. Marrying Tim was the \_\_\_\_\_ (foolish) thing Mary had ever done.

## EXERCISE 27

Use the correct form: *than, as, from, or more*.

1. Your dictionary is quite different \_\_\_\_\_ from \_\_\_\_\_ mine.
2. His job is not the same \_\_\_\_\_ yours.
3. An unskilled laborer is less qualified \_\_\_\_\_ a skilled one.

4. The dress costs far more \_\_\_\_\_ the skirt.
5. Skiing on snow is as dangerous \_\_\_\_\_ skiing on water.
6. Enrique speaks Spanish as well \_\_\_\_\_ English.
7. Paramedics are different \_\_\_\_\_ specialists.
8. These answers are the same \_\_\_\_\_ the ones I wrote.
9. Jackie's hair is longer \_\_\_\_\_ her sister's.
10. Algebra is different \_\_\_\_\_ geometry.
11. Spring is \_\_\_\_\_ pleasant than winter.
12. The girls play \_\_\_\_\_ rough as some of the boys.
13. Sara's culture is so much different \_\_\_\_\_ mine.
14. The \_\_\_\_\_ you earn, the more you spend.
15. The plot of this play is less interesting \_\_\_\_\_ the one you are reading.

## EXERCISE 28

Circle the underlined item that is incorrect.

1. In a marriage it is necessary for each of the partners to know as much as it is possible about each other.



- A. each
- B. as
- C. it is
- D. about each other

2. Nobody asked me about my friend's winning the lottery, and I didn't volunteer any information.

- A. Nobody
- B. me
- C. my friend
- D. any

3. The football team made too much errors and fumbles that the players literally gave the win to their opponents.

- A. too much
- B. literally
- C. the win
- D. their

4. It is interesting that Medieval thought was greatly influencing by the Greeks.

- A. that
- B. greatly
- C. influencing
- D. Greeks

5. The vegetable soup tasted so well that we decided to have a second helping.

- A. The
- B. well
- C. decided
- D. a

6. By creating their own beautiful artistic designs, a person can feel a great sense of accomplishment in knowing that the patterns are unique.
- A. their
  - B. can feel
  - C. in knowing
  - D. are
7. There are much books in the library on accounting.
- A. There
  - B. much
  - C. the
  - D. on
8. The students thought that the teacher had given them a unusually difficult homework assignment.
- A. thought
  - B. had given
  - C. a
  - D. difficult
9. Mary's parents disapproved of hers attending the company conference so far away from her home.
- A. disapproved
  - B. hers
  - C. so far away
  - D. home
10. Mrs. Jansen was divorcing from her husband four years ago because of their incompatibility.
- A. divorcing
  - B. from
  - C. ago
  - D. their

11. Although the girl's singing was slightly off-key, her guitar's playing attracted the attention of those who were nearby.
- A. Although
  - B. slightly
  - C. guitar's
  - D. were
12. After a carefully investigation, we soon discovered that the house was infested with termites and other undesirable insects.
- A. carefully
  - B. soon
  - C. infested
  - D. other
13. I was very much surprised at him refusing the position of vice president of the newly-formed corporation.
- A. very much
  - B. him
  - C. the
  - D. newly-formed
14. The witness testimony was essential to proving that the defendant was nowhere near the scene of the crime.
- A. witness
  - B. was
  - C. to proving
  - D. nowhere
15. The Jensens said that their vacation last summer was most enjoyably and relatively inexpensive.
- A. The
  - B. was
  - C. enjoyably

D. relatively

16. Since we haven't had too many rain lately, the flowers are rather wilted, and many are dying.

A. haven't had

B. many

C. rather wilted

D. dying

## EXERCISE 29

Below each sentence, you will see answers marked A, B, C, and D. Select the one answer that best completes the sentence.

1. Many women like to change \_\_\_\_\_ appearance from time to time because it makes them feel more attractive.

A. her

B. your

C. their

D. our

2. People think that pandas are \_\_\_\_\_ than bears, but actually they are rather shy.

A. friendlier

B. most friendly

C. friendliest

D. friendly

3. Venice is one of \_\_\_\_\_ cities in Europe.

A. more beautiful

B. the more beautiful

C. most beautiful

D. the most beautiful

4. Has \_\_\_\_\_ seen my gloves and my hat?
- A. anyone
  - B. anything
  - C. someone
  - D. nobody
5. Harry is \_\_\_\_\_ of all the students in the gym class.
- A. taller
  - B. the tallest
  - C. the most tall
  - D. more tall
6. The \_\_\_\_\_ canaries delighted the audience.
- A. sung
  - B. singing
  - C. sang
  - D. sings
7. Our director's \_\_\_\_\_ news gave us the incentive to finish our project.
- A. encouraging
  - B. encouraged
  - C. encourages
  - D. encourage
8. The \_\_\_\_\_ it rained, the harder we rowed the boat to get to shore.
- A. as
  - B. from
  - C. more
  - D. than

*Intermediate Grammar*

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**ESL**

**CHAPTER 3**

**Adverbs**

## Chapter 3

# Adverbs

Adverbs are words that modify an action verb, an adjective, or another adverb. If the adverb modifies the verb, it usually follows it.

Nan cried ***hysterically*** as the flames enveloped her car.

Len ran ***quickly*** to catch the ball.

When an adverb modifies an adjective, it always precedes the adjective.

C. Everett Koop is a ***well***-known medical authority.

Saul had died before returning to his ***dearly*** beloved land.

Some examples of adverbs of intensity modifying other adverbs:

so      very      much      too      really\*

*\*Used more in less formal English to indicate intensity.*

The cars drove ***so fast*** that we couldn't see the licenses.

Jacob moved the mirror ***very slowly***.

The car drove ***really*** fast as it made its getaway.

Adverbs of time and frequency don't end in ***-ly***. They usually precede the verb. Here are some in this category:

soon	seldom	anytime
sometimes	later	tomorrow
often	yesterday	late
never	last night	every day

My cousins **seldom** visit us now that we have moved.

He **never** wants to go there again.

Adverbs of manner are formed by adding **-ly** to the adjective.

quick > quickly

careful > carefully

However, there are a few forms that have minor changes. With those that end in a consonant +**y**, change the **y** to **i** before adding the **ly**.

easy > easily

happy > happily

With adjectives ending in **ic**, add **ally** to form the adverb.

majestic > majestically

angelic > angelically

With other adjectives ending in **ble**, drop the **e** and add **only y**.

reasonable > reasonably

noble > nobly

Adjectives look at *how* or *when* something is/was done. An action that happened more than once in the past is indicated by the following expressions:

times

frequently

generally

dozens of

usually

normally

often

sometimes

every day

all

many

several

**Adverbs of frequency** (*often, usually, frequently, sometimes, generally, normally*) usually come *between* the auxiliary verb **have** and the past participle.

We have **often** visited our friends in Atlanta.

The author has **sometimes** written about her personal life in her novels.

Most adverbs end in **-ly**—for example:

rapidly

slowly

quietly

easily

comfortably

EXERCISES



## EXERCISE 30

Change the adjectives to adverbs by adding *-ally*. Look up any words you don't know.

**Example:** frantic > frantically

1. basic \_\_\_\_\_

2. historic \_\_\_\_\_

3. majestic \_\_\_\_\_

4. economic \_\_\_\_\_

5. comic \_\_\_\_\_

6. strategic \_\_\_\_\_

7. critic \_\_\_\_\_

8. antiseptic \_\_\_\_\_

9. cryptic \_\_\_\_\_

10. sympathetic \_\_\_\_\_

11. artistic \_\_\_\_\_

12. domestic \_\_\_\_\_

13. automatic \_\_\_\_\_

14. aromatic \_\_\_\_\_

15. organic \_\_\_\_\_

16. systematic \_\_\_\_\_

## EXERCISE 31

Create adverbs by changing the *y* to *i* and adding *ly*.

**Example:** easy > easily

1. sloppy \_\_\_\_\_

2. heavy \_\_\_\_\_

3. angry \_\_\_\_\_

4. clumsy \_\_\_\_\_

5. ready \_\_\_\_\_

6. busy \_\_\_\_\_

7. steady \_\_\_\_\_

8. merry \_\_\_\_\_

## EXERCISE 32

Change to the adverb form by dropping the *e* and adding *only* a *y*.

**Example:** notable > notably

1. noble \_\_\_\_\_

2. able \_\_\_\_\_

3. capable \_\_\_\_\_

4. responsible \_\_\_\_\_

5. feasible \_\_\_\_\_

6. comfortable \_\_\_\_\_

## FREQUENCY ADVERBS

These adverbs show the number of times that an action takes place or is repeated. The following are listed in order of occurrence. The graph shows how they relate to one another.

- |                     |               |
|---------------------|---------------|
| 1. never            | 7. sometimes  |
| 2. rarely           | 8. generally  |
| 3. scarcely, barely | 9. frequently |
| 4. hardly           | 10. often     |
| 5. seldom           | 11. usually   |
| 6. occasionally     | 12. always    |
- ←—————→
- 1   2   3   4   5   6   7   8   9   10   11   12

In a sentence, these adverbs will come directly before a simple verb tense.

James **always** checks out his computers before he sells them to his customers.

Margarita **never** spoke harshly to her students.

The project **barely** meets the federal guidelines.

When these adverbs are used with perfect tenses (**have** + **past participle**) they are placed between **have** and the **past participle**.

We **have often** visited that museum.

The director **has occasionally** asked his employees for suggestions.

Wendy **had never** been to Niagara Falls before 1993.

If the compound tenses are used as questions, then the frequency adverbs are placed directly before the past participle.

*Have you **never** gone to Stone Mountain near Atlanta?*

*Has Janet **always** lived in Vermont?*

*Had Jack **usually** written poetry before he decided to write fiction?*

## EXERCISE 33

For each sentence, replace the words in parentheses with one of the frequency adverbs in the list that means the same or nearly the same. Some may be repeated.

**Example:** Jeff barely knew Mandy when they married after a short engagement. (almost not at all)

never	rarely	barely	scarcely	occasionally
seldom	usually	generally	often	frequently
always	sometimes		hardly (ever)	

1. Deborah \_\_\_\_\_ visits her grandmother. (every day)
2. Allen \_\_\_\_\_ gets low grades on his tests. (almost never)
3. Leonardo \_\_\_\_\_ studies in the library. (many days)
4. Has Marina \_\_\_\_\_ gone to a rock concert? (not one time)
5. Chris and Joe have \_\_\_\_\_ watched a baseball game on television. (only two times)
6. \_\_\_\_\_ my friends and I go to the shopping mall. (three times every month)
7. I \_\_\_\_\_ ever see you anymore. (not very much)
8. Sandy and her husband \_\_\_\_\_ eat dinner at a restaurant. (maybe once a month)
9. We \_\_\_\_\_ receive junk mail at home. (almost every day)

10. Mr. Davis \_\_\_\_\_ travels to Japan on business, but he goes to Europe once a month. (one time every two years)

## EXERCISE 34

Write the frequency adverb in its proper place in the sentence.

**Example:** Mickey watches sports events on television. (rarely)

**Answer:** Mickey rarely watches sports events on television.

1. Football fans watch the games on Sunday afternoons. (always)
2. Pasquale has written a letter to his cousin in Italy. (never)
3. I have seen that program, but I don't like it. (occasionally)
4. We study on Friday afternoons. (usually)
5. Marta prepares a peach pie for special occasions. (generally)
6. They see us on weekends, because we are so busy. (hardly)
7. Monica has gone shopping in the new mall, because it is so far away. (seldom)
8. This neighborhood is quiet, but today it is rather noisy. (usually)
9. Has Jude sung and played for the local dances? (sometimes)
10. Have you thought about writing a novel? (often)
11. The girls take the bus to work, but today it was raining and they got a ride. (generally)
12. I have seen Tom without his wife at the council meetings. (seldom)
13. They talk to us since they moved to the new neighborhood. (barely)

14. We take the children to the park for a picnic on Sundays. (frequently)

15. Have you won the lottery? (never)

## ***YET, STILL, ALREADY, NEVER, EVER***

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**Yet** is used with questions and negative answers and indicates a time up to the present. It usually comes at the end of the sentence. It is used mostly with the present perfect tense.

The plane hasn't arrived **yet**.

Have they finished their report **yet**?

**Still** indicates a continuing action in progress at a given time in the past, present, or future. **Still** follows the verb **be** and precedes other verbs except auxiliaries in questions.

Marsha is **still** president of the group.

Did the language department **still** offer Russian when you were a student?

He **still** hasn't finished his work. He has **still** not finished his work.

**Never** means "not once"; it is also a negative answer to an **ever** question.

Have you **ever** met the President?

I have **never** met the President.

**Ever** means "on one occasion"; it is also used for questions. It comes between the auxiliary and the main verb and can be used with a negative.

Have you **ever** been to a rock concert?

No, I haven't **ever** been to a rock concert.

**Already** is used in affirmative sentences to show that an action has taken place. It usually comes between the auxiliary and the main verb.

We have **already** seen the movie.

The passengers had **already** left the plane before their relatives arrived.

## EXERCISE 35

Complete each sentence, using one of the words below. There may be more than one correct answer in some sentences.

**Example:** I never want to see so much violence again.

never      ever      already      yet      still

1. Have you read today's newspaper \_\_\_\_\_?
2. The Johnsons have \_\_\_\_\_ visited Switzerland.
3. Kurt is \_\_\_\_\_ writing his term paper.
4. Are you \_\_\_\_\_ living in Phoenix?
5. The professor hasn't arrived \_\_\_\_\_.
6. Has Nancy taken her morning coffee break \_\_\_\_\_?
7. We have \_\_\_\_\_ bought tickets for the opera.
8. Martin was \_\_\_\_\_ working for the airlines when I saw him.



9. Have you reviewed your irregular verbs \_\_\_\_\_?
10. Have they \_\_\_\_\_ visited Niagara Falls?
11. Is your friend \_\_\_\_\_ planning to visit you this month?
12. Has the new trade agreement been negotiated \_\_\_\_\_?
13. We haven't answered his letter \_\_\_\_\_.
14. Melanie is \_\_\_\_\_ reading that novel that she started while she was on vacation.
15. No one has seen the director \_\_\_\_\_ today.
16. Fifty percent of the project has \_\_\_\_\_ been completed.
17. Her father was a chemist, but Marleen \_\_\_\_\_ received good grades in chemistry.
18. Is that team \_\_\_\_\_ going to win a game this year?

## EXERCISE 36

Complete sentences, using the words below.

never      ever      already      yet      still

1. Susan has \_\_\_\_\_ written her thesis.

2. I am \_\_\_\_\_ not ready to discuss that controversial issue.
3. Someone else has \_\_\_\_\_ taken your seat.
4. Melissa \_\_\_\_\_ allows her sister to wear her clothes.
5. The physical fitness group is \_\_\_\_\_ jogging every morning.
6. Did the Pope \_\_\_\_\_ go to Africa on a visit?
7. Will Valerie \_\_\_\_\_ marry her childhood sweetheart?
8. I have \_\_\_\_\_ seen a red butterfly before. Have you?
9. Can you \_\_\_\_\_ forgive me for making such a mistake?
10. Many Northerners are wondering if spring will \_\_\_\_\_ arrive.
11. We \_\_\_\_\_ seem to have time after work to go shopping in the mall.
12. Has Sally \_\_\_\_\_ flown in a Concorde jet?
13. Rita hasn't graduated from high school \_\_\_\_\_.
14. Louie's team has \_\_\_\_\_ won two championships and hopes to win a third.
15. Has anyone else \_\_\_\_\_ won seven gold medals? I don't think so.

16. Is the store \_\_\_\_\_ having its big summer white sale?

17. No one has volunteered to accept the chairmanship \_\_\_\_\_.

*Intermediate Grammar*

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**ESL**

**CHAPTER 4**

**Prepositions**

## Chapter 4

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# PREPOSITIONS

**Prepositions** are a word or group of words that show the relation between the object and some other word in the sentence. Here is a partial list for you to learn.

about

above

according to

across

after

against

ahead of

along

among

apart from

around

as

as far as

at

because of

before

below

beside

between

beyond

but (except)

by

concerning

contrary to

despite

down

during

except

for

from

in

in addition to

in front of

in place of

in regard to

in spite of

in view of

inside

instead of

into

like

near

of  
off  
on  
on account of  
out  
out of  
over  
past  
since  
through  
throughout  
to  
toward  
under  
underneath  
until (till)  
up  
up to  
upon  
with  
within  
without

**Prepositional phrases** include prepositions usually followed by *the* and a noun and indicate time or location. They answer the questions *when* or *where*.

We study English and math ***in the morning***. (when?)

Mr. North prefers to drive ***to the office***. (where?)

In terms of location, look at the prepositional phrases as any place a rat can go (under the sink, behind the sofa, between the walls, etc.).

Prepositions except ***to*** (which may precede the simple form of the verb or gerund) precede a gerund.

Some students put ***off studying*** as long as possible.

Sal is ***against hunting*** deer.

Prepositions can accompany nouns, verbs, and adjectives as an integral part of the phrase. Here is a partial list by category. Please see Appendix D for a more complete list.

Noun + Preposition

absence of	advantages of	amount of	pair of
attitude toward	confidence in	degree in	quality of
opportunity for	part of	plans for	year of
purpose of (for)	bag of	passion for	number of

Adjective + Preposition

conscious of	contrary to	derived from	consistent with
governed by	impatient with	referred to	anxious about
worried about	married to	divorced from	interested in

Verb + Preposition

account for	assign to	bestow on	approve of
bound by	confide in	correspond to	break away
delight in	exclude from	exempt from	break off
have (put) faith in	lead to	regard as	break up

Prepositions are a difficult concept, and most often the best way to learn them is to listen to how they are used with certain expressions. A more complete of expressions and their appropriate prepositions is located in Appendix D. Look at the following examples:



**In:** years, months, city, state, country, the university, inside a building

In 1990 I lived in San Francisco, in California, while I was in the university.

**On:** specific date, name of a street, day of the week, different forms of transportation (bus, plane), certain floors of buildings, location (on the table/desk/sofa)

Mary was born on June 14, 1965, in a house on Madison Street.

**At:** exact address, specific time, at home/school/work/the restaurant, with certain expressions such as at first/last/least/once/present/the most/your discretion/your convenience/this moment/this time/a more convenient time

The party will be held at the Governor's Club at 7:30 p.m.

**Of:** to show possession, pertaining to, used with certain expressions (see Appendix D)

The parents of John and Mary live in one of the suburbs east of town.

In the absence of the president, the vice president conducted the meeting.

**From:** origin, out of, giver

Jan received a letter from her uncle from France.

**For:** during, instead of, intended receiver, because of

The exam for tomorrow is for the eleven o'clock class.

## EXERCISE 37

From the list of prepositions, select the best one to complete the meaning. Some may be repeated, and some may have multiple answers.

of	above	after	at	before	by	for
between	over	with	out of	on	to	
from	about	among	because of	off	in	

The boss said that we must be 1) \_\_\_\_\_ the office 2) \_\_\_\_\_ nine o'clock, no later. I woke up late, jumped 3) \_\_\_\_\_ the car and drove 4) \_\_\_\_\_ work. My mother divided the cookies 5) \_\_\_\_\_ my friends and me. We arrived late 6) \_\_\_\_\_ the rain. 7) \_\_\_\_\_ you go 8) \_\_\_\_\_ the house, you must unlock the door. The birds flew 9) \_\_\_\_\_ the trees 10) \_\_\_\_\_ that hot summer day 11) \_\_\_\_\_ May. Lucy's sister was born 12) \_\_\_\_\_ Baltimore 13) \_\_\_\_\_ June 22, 1970. Arnold lives 14) \_\_\_\_\_ 2754 Benton Road. Scott is 15) \_\_\_\_\_ love 16) \_\_\_\_\_ Sandi, and they will marry soon. The police took the drugs 17) \_\_\_\_\_ the sellers. Our plane took 18) \_\_\_\_\_ an hour late. We have an agreement 19) \_\_\_\_\_ us two not to criticize each other. Harry bought the flowers 20) \_\_\_\_\_ Peggy 21) \_\_\_\_\_ her birthday. Columbus discovered America 22) \_\_\_\_\_ 1500. Look for your glasses

23) \_\_\_\_\_ the shelf 24) \_\_\_\_\_ the television. I'm thinking 25)  
\_\_\_\_\_ visiting my cousin this summer.

## EXERCISE 38

Supply the correct preposition.

1. The police accused them \_\_\_\_\_ robbing the bank.
2. You must take \_\_\_\_\_ account that he was very young then.
3. Don't worry \_\_\_\_\_ anything. I'll take care \_\_\_\_\_ everything.
4. Who will pay \_\_\_\_\_ the damages \_\_\_\_\_ your car?
5. They are thinking \_\_\_\_\_ moving \_\_\_\_\_ California.
6. It's a question \_\_\_\_\_ finding the right man \_\_\_\_\_ the job.
7. Does anyone object \_\_\_\_\_ my smoking a cigarette?
8. He's not interested \_\_\_\_\_ money \_\_\_\_\_ all.
9. She really died \_\_\_\_\_ a broken heart.
10. I asked the pharmacist \_\_\_\_\_ something \_\_\_\_\_ a headache.

11. He poured the wine \_\_\_\_\_ our glasses.
12. He is always \_\_\_\_\_ a hurry.
13. I asked the waitress to take \_\_\_\_\_ the dirty dishes.
14. He took me \_\_\_\_\_ the arm and helped me \_\_\_\_\_ the street.
15. This is an exception \_\_\_\_\_ the rule.
16. The sign said, "Keep \_\_\_\_\_ the grass."
17. Some people have strange ideas \_\_\_\_\_ bringing \_\_\_\_\_ children.
18. I dreamed \_\_\_\_\_ you all last night.
19. There is someone knocking \_\_\_\_\_ the door.
20. Why was she talking \_\_\_\_\_ him?

## EXERCISE 39

Circle the correct preposition.

### The *Ra* Expedition

1. (In, On) 1937 while Thor Heyerdahl and his wife were 2. (by, on) a little island 3. (for, in) the Marquesas 4. (on, in) the Pacific Ocean, he began to think 5. (about, to) stories he had heard concerning the great Polynesian

sun-god Tiki. This and a series 6. (for, of) events led Thor Heyerdahl, a Norwegian, and five other men to undertake one 7. (for, of) the most daring adventures 8. (of, about) our times—that 9. (of, to) crossing the Pacific Ocean 10. (on, under) a balsa raft as he believed the ancient Polynesians had done.

The *Kon-Tiki*, as the raft was called 11. (to, in) honor 12. (of, for) the sun god, sailed some 4,300 nautical miles 13. (for, from) Peru 14. (for, to) the Polynesian Islands. 15. (On, By) the open sea, they had to withstand many gales and storms, as well as fight 16. (off, of) sharks. When their provisions ran out, they fished 17. (over, for) food and collected rain water to drink.

The 101-day trip proved 18. (for, to) Heyerdahl and the other adventurers that it was possible 19. (by, for) the Polynesians to have traveled 20. (for, from) South America 21. (to, on) their island many centuries before.

## EXERCISE 40

Select the correct preposition to complete the sentence.

1. After jumping \_\_\_\_\_ the cold pool, the swimmers began to shiver.  
A. into  
B. on  
C. under  
D. beneath
2. Rafael lives in the Eastern part of Venezuela some 200 miles from

Caracas at 18 feet \_\_\_\_\_ sea level.

- A. on top of
- B. at
- C. over
- D. above

3. Jan plans to visit Arizona \_\_\_\_\_ the middle of spring

- A. at
- B. around
- C. to
- D. for

4. Did you meet the guest speaker \_\_\_\_\_ the conference?

- A. at
- B. in
- C. on
- D. over

5. The presidential candidate's speech today was inconsistent \_\_\_\_\_ his remarks made at previous gatherings.

- A. to
- B. with
- C. about
- D. of

6. The assignments were equally divided \_\_\_\_\_ the five work-study students in the community education department.

- A. among
- B. between
- C. for
- D. into

7. We tried to discourage the students \_\_\_\_\_ writing on topics that

were too difficult for them to complete successfully.

- A. to
- B. for
- C. from
- D. about

8. Both soccer and football teams consist \_\_\_\_\_ eleven active players for each team on the field.

- A. in
- B. on
- C. of
- D. to

9. Some educators are trying to do away \_\_\_\_\_ the new mathematics because it has not been as successful as they had hoped.

- A. from
- B. to
- C. for
- D. with

10. As I traveled \_\_\_\_\_ China on the train, I saw beautiful landscapes, old buildings, and quaint villages.

- A. in
- B. on
- C. over
- D. about

11. Scientists were interested in the radio activity emanating \_\_\_\_\_ the nuclear power plant located near the ocean.

- A. in
- B. to
- C. from
- D. about

12. Because the committee was anxious to attend the celebration, the president dispensed \_\_\_\_\_ reading the minutes of the previous meeting.
- A. with
  - B. from
  - C. of
  - D. for
13. At night the sound of the wind intensifies the excitement one feels as he imagines the cries uttered \_\_\_\_\_ the victims of the Inquisition.
- A. by
  - B. for
  - C. to
  - D. about



*Intermediate Grammar*

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**ESL**

**CHAPTER 5**

**Conjunctions**

## Chapter 5

# CONJUNCTIONS

A word that connects words or groups of words in a sentence is a **conjunction**. These connecting words can be **relative**, **coordinating**, **correlative**, and **subordinate** conjunctions. Each has a different function and will be studied more in detail in later chapters.

An easy way to remember the coordinating conjunctions is by using the acronym FANBOYS: For, And, Nor, But, Or, Yet, So.

The words **and**, **nor**, **or** can connect nouns, verbs, adjectives, adverbs, or prepositional phrases as a series of elements. Use **nor** in negative sentences.

There are pens, paper, **and** pencils on the shelf.

**Nouns:** Take the red blouse **or** the green blouse.

I **don't** like a Porsche **nor** a Cadillac.

Joe plays guitar **and** sings well.

**Verbs:** The group **can't** dance **nor** act.

We will swim **or** ride our bikes on Saturday.

Paul is athletic, studious, **and** generous.

**Adjectives:** Today is **not** sunny **nor** warm.

Those socks are black **or** blue.

The scouts walked quietly **and** carefully through the woods.

**Adverbs:** These questions are **neither** neatly **nor** correctly answered.

In ballet jump quickly **or** elegantly, **or** don't jump at all.

Look under the bushes **and** among the flowers for the

**Prepositional phrases:**

hidden Easter eggs.

You will find your socks under the bed **or** in the closet.

**Don't** hang the picture over the mantel **nor** above the door.

These conjunctions can connect two main clauses. When they do, use a comma directly before the conjunction.

Lei won a scholarship, **and** she went away to school

I don't have a car, **nor** do I plan to buy one.

My flight leaves at seven, **so** I need to hurry.

We have to leave now, **but** we will return soon.

The conjunction **for** usually means **because**, giving a reason for an action.

Our group moved inside the pavilion, **for** it had started to rain.

Bring your coats along, **for** the evenings are cool in that area that we will be visiting.

## EXERCISE 41

Circle the conjunctions and underline which parts of the sentence are connected. Decide whether they are connecting two complete ideas, just two words of the same part of speech, or a contrast.

**Example:** Tony is out today, but he will return tomorrow. **but**—contrast

The sun is shining brightly, and we are going to the beach.

**and**—two ideas

1. The sky is gray, and it is going to rain.
2. We want to see that new movie, but not tonight.

3. Rudi wants to be a doctor, so he is taking a number of science courses this semester.
4. The doctor can see you Monday, but you have to be here no later than 8:00 a.m.
5. I don't know how to dance, nor do I intend to learn.
6. Maritza doesn't have enough money for the trip, yet she really wants to go.
7. My sister just bought some dishes and glasses for her new house.
8. I wish you a lot of luck, for I know you will need it.
9. The diplomat can't speak Russian nor Italian.
10. Jason ordered the part for his car, but it hasn't come in.
11. We have a test in an hour, and we have to study a lot now.
12. The Howard family is going away for the holidays, but they have not made reservations yet.
13. The team has bought uniforms, helmets, and gloves.
14. Go now and pay later.
15. I will study chemistry or algebra in the fall, but not both.

*Intermediate Grammar*

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**ESL**

**CHAPTER 6**

**Verbs**

## Chapter 6

# VERBS

There are four principal parts for all verbs, both regular and irregular. They are **present**, **past**, **past participle**, and **present participle**. Except for the verb *be*, the present tense is the form found in the dictionary.

In the present tense, the forms are all the same except for the third person singular (*he, she, it*) to which you add *-s*.

walks, runs, says (I walk, you walk, he/she/it walks, we walk, they walk)

For verbs that end in *ch, o, s, sh,* and *x*, however, add *-es* for the third person form.

watches, goes, passes, wishes, waxes

For verbs ending in consonant +*y*, change *y* to *i* before adding *-es*

copy > copies marry > marries

For all *regular* verbs in the past tense, add *-d* to forms ending in *E*.

baked, liked, revered, quoted

For all regular verbs, add *-ed* to forms ending in consonants.

talked, jumped, waited, sailed

The **past participle** for regular verbs is the same as the past tense.

Mary *baked* a cake yesterday. (past tense)

Mary *has baked* many cakes for our bake sales. (past participle—

regular)

However, for irregular verbs there is usually a different form.

Janet **wrote** many letters to her friends. (past)

Janet **has written** many letters to her friends. (past participle—irregular)

### Regular Verbs

#### Past

walked

planted

telephoned

#### Past Participle

walked

planted

telephoned

### Irregular Verbs

#### Past

sang

rode

went

#### Past Participle

sung

ridden

gone

The **present participle** is the form ending in **-ing**. Remember that for verbs ending in either a [vowel + y] or a [consonant + y], keep the y before adding the **-ing**.

marrying, copying, flying

surveying, annoying, portraying

## EXERCISE 42

Write the correct form of the verb in the present tense.

1. the cook \_\_\_\_\_ (fry)
2. the mirror \_\_\_\_\_ (magnify)
3. the shoes \_\_\_\_\_ (pinch)
4. my skin \_\_\_\_\_ (itch)
5. we \_\_\_\_\_ (deny)
6. Anita \_\_\_\_\_ (do)
7. the band \_\_\_\_\_ (march)
8. Mr. Adams \_\_\_\_\_ (teach)
9. the students \_\_\_\_\_ (hurry)
10. the brides \_\_\_\_\_ (blush)
11. you \_\_\_\_\_ (wash)
12. my uncle \_\_\_\_\_ (fish)
13. Ana \_\_\_\_\_ (study)
14. they \_\_\_\_\_ (go)
15. the iron \_\_\_\_\_ (scorch)
16. I \_\_\_\_\_ (apply)
17. the dress \_\_\_\_\_ (dry)
18. the airplane \_\_\_\_\_ (fly)
19. the sun \_\_\_\_\_ (bleach)



20. the baby \_\_\_\_\_ (cry)

## AUXILIARY VERBS

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Each of these principal parts uses certain **auxiliary** (helping) **verbs** to form different tenses. Look at the following chart to see which auxiliaries accompany the four different forms and the tenses that they create in active voice.

Present (see)	Past (saw)	Past participle (seen)	Present participle (seeing)
do	<i>No auxiliary verbs for simple past.</i>	have	is, are, am
does		has	was, were
can		had	can be
did			could be
could			may be
would			might be
may			would be
should			should be
will/shall			will, shall be
might			ought to be
			must be

I **write** my homework every night.

I **can write** my homework every night.

I **would write** my homework every night.

I **will write** my homework every night.

I **may write** my homework every night.

I **wrote** my homework every night.

I **must be writing** my homework every night, or else I wouldn't be passing.

I **wrote** my homework every night.

I **had written** my homework before lunch.

I **have written** my homework every night.

I **am writing** my homework right now.

I **was writing** my homework at 8:00.

## USING AUXILIARY VERBS

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Auxiliaries are always followed by the simple form of the verb (infinitive without **to**):

tø go      tø say      tø see      tø speak      tø work

Auxiliaries cannot be used in combination with each other. When **do** and **have** are the principal verbs of the sentence, the auxiliaries can combine with them.

Tim **does not have** a car.

We **can do** that job in 15 minutes.

The mechanic **could have** the car by tomorrow.

I **will have** these papers for you later today.

Remember the following formulas for word order when using auxiliaries:

Affirmative:	subject	+	auxiliary	+	main verb	+	complement
	She		<i>WILL</i>		<i>WRITE</i>		the letters.
Negative:	subject	+	auxiliary	+	negative + v	+	complement
	She		<i>WILL</i>		<i>NOT WRITE</i>		the letters.
Question:	auxiliary	+	subject	+	verb	+	complement
	<i>WILL</i>		she		<i>WRITE</i>		the letters?

**Do, does, can, and should** combine with the simple form to express variations in the present. The auxiliaries **do** and **does** are also necessary for asking a question or for forming a negative, as well as for emphasis.

They **do need** help. They **do not need** help. **Do** they **need** help?

I **can play** tennis. I **cannot play** tennis. **Can I play** tennis?

We **should study**. We **should not study** now. **Should** we **study**?

Remember that **do**, **does**, and **did** are the auxiliary verbs for past and present tenses of all main verbs.

Joe plays > **does play** golf well.

Anton sold > **did sell** his house last year.

The students learn > **do learn** their lessons.

**Did**, **could**, and **would** (repeated past action) combine to express a variation in the past. **Did** in the affirmative sentences emphasizes the past. Simple past forms also express the same idea. Notice the need for the auxiliary **did** in the negative and question forms.

He **did visit (visited)** his cousins. (for emphasis)

**Did** he **visit** his cousins? (to ask a question)

He **did not visit** his cousins. (to express the negative)

When I was a child, I **would swim** every summer.

**Would I swim** every summer?

I **would not swim** every summer.

Before his knee injury in 1988, Harry **could run** very fast.

**Could** Harry **run** very fast?

Harry **could not run** fast.

**Could**, **would**, and **might** can express uncertainty based on a condition for a

later time. The condition expressed, however, represents something contrary to fact that will probably not change and not materialize later. Remember that these auxiliaries come from three different verbs, and the meaning for each is slightly different.

If we had the money (we don't), we **would buy** a new car.

I **could stop** by tomorrow if you received the document. (You probably won't receive it.)

She **might be able** to come, but it doesn't look as if she'll get the plane tickets on time.

**May, will,** and **shall** are used as auxiliaries to indicate future time. In British English, **shall** is used for **I** and **we** forms, while in American English, **will** is acceptable for all forms.

She **may** go to New York with us next week.

I **will** (**shall** for British English) look for a new apartment before the end of the month.

## EXERCISE 43

Underline the auxiliary and/or main verb.

1. The Joneses have just bought a new car.
2. When did you send that package to your sister?
3. When is Tom leaving for California?
4. Can you give me change for this twenty-dollar bill?
5. Will these supplies be enough for your camping trip?
6. How often do you fill your gas tank?

7. The artist painted a portrait of his mother.
8. Nothing seems to matter to them anymore.
9. The president had spoken to the committee before making his decision.
10. The children were playing with their toys all afternoon.

## EXERCISE 44

Change the statements to questions.

1. We can see the movie tomorrow night.
2. Nancy has an appointment for two o'clock today.
3. The landlord might raise the rent again.
4. He would like to visit the United Nations.
5. Susan will be out of town for three weeks.
6. The students should study all the new vocabulary.
7. I had a job in Boston.
8. Enrico bought his new computer last week.
9. Tara paints very well.
10. The carpenters know how to build the house.

## EXERCISE 45

Oscar is a little confused. He has some incorrect information. Help him change the affirmative statements to negative ones and provide the correct information.

1. Tomatoes grow on trees.
2. The sun shines at night.
3. Roosters can lay eggs.
4. Alligators lived in the desert long ago.
5. My roses could grow without water.
6. The French invented the concept of zero.
7. (Peter has problems with math.) He should study statistics.
8. Most luxury cars get good gas mileage.
9. Bolivia has a large port.
10. Lions have feathers.

## **EXERCISE 46**

Change the sentences from the present to the future.

1. Grass grows faster in the summer.
2. They serve supper at seven o'clock.
3. The plane arrives late.
4. Nobody sleeps after noon.
5. The play begins on Saturday.
6. It is sunny this afternoon.
7. The Waltons live on a mountain.

- 8. Nothing interesting happens around here.
- 9. Poinsettias don't bloom in the summer.
- 10. The final exams counts for 25 percent of your grade.

**EXERCISE 47: WRITING**

Answer the questions, using the correct form of the verb. Write a contrasting idea for the negative.

1. What time does your English class begin?

It \_\_\_\_\_  
\_\_\_\_\_ not \_\_\_\_\_

2. Who eats peanut butter sandwiches?

\_\_\_\_\_  
\_\_\_\_\_ not \_\_\_\_\_

3. How long does Sarah sleep every day?

She \_\_\_\_\_  
\_\_\_\_\_ not \_\_\_\_\_

4. Who runs away from the cat?

\_\_\_\_\_  
\_\_\_\_\_ not \_\_\_\_\_

5. Does Badr drive to the university every day?

Yes, \_\_\_\_\_

No, \_\_\_\_\_

6. Does Cynthia walk with the children every afternoon?

Yes, \_\_\_\_\_

No, \_\_\_\_\_

7. Who sings Spanish songs?

\_\_\_\_\_

\_\_\_\_\_ not \_\_\_\_\_

8. When does Maja dance?

She \_\_\_\_\_

\_\_\_\_\_ not \_\_\_\_\_

9. Who talks on the telephone with the sales department?

\_\_\_\_\_

\_\_\_\_\_ not \_\_\_\_\_

10. Which newspaper does Alia read?

She \_\_\_\_\_

\_\_\_\_\_ not \_\_\_\_\_

11. Does Corazon write letters to her family every week?

Yes, \_\_\_\_\_



No, \_\_\_\_\_

12. Does this restaurant serve good food?

Yes, \_\_\_\_\_

No, \_\_\_\_\_

## **PAST TENSE**

---

Any time before now is considered past tense. The verb tense indicates only that the action took place earlier, with no reference to other actions. While times may be expressed, they are not in relation to other times. Regular verbs form the past tense by adding **-d** to the verbs that end in **e**.

bake > baked      tease > teased      raise > raised

provide > provided    reserve > reserved    rule > ruled

For regular verbs ending in a consonant, add **-ed** to the present tense.

look > looked      fail > failed      wait > waited

Most one-syllable verbs containing one vowel and ending in a single consonant, double the final consonant before adding **-ed**.

stop > stopped      dot > dotted      slam > slammed

Do not double the letters **x** and **w**.

wax > waxed                      mow > mowed

When a two-syllable verb ends in a single consonant after a single vowel and the second syllable is stressed, double the final consonant also.

o•mit' > o•mitted'      con•trol' > con•trolled'      re•fer' > re•ferred'

Notice that the stress is on the second syllable for each of the above. Now

look what happens if the stress falls on the first syllable.

en'•ter > en'•tered      li'•sten > li'•stened      ri'•val > ri'•valed

For words ending in consonant +**y**, change the **y** to **i** before adding **ed**.

hurry > hurried      copy > copied      fry > fried

\*\*Remember to use **did** as the auxiliary for questions and negatives.

**Did** you **find** the newspaper?

No, I **did not find** the newspaper.

Unfortunately, there are many verbs in the past tense that do not follow this rule. See Appendix E for a list will help you to learn some of them.

## EXERCISE 48

Circle the correct form of the verb in parentheses.

1. Because we had (forgot, forgotten) to wind the clock before going to bed, we arrived late for work.
2. Have the hikers already (gone, went) to the mountains?
3. Our dog (dugged, dug) a hole in the backyard.
4. My cousin (brang, brought) her guitar to the party, and we (sang, sung) many of our favorite songs.
5. Our neighbors (selled, sold) their house last month.
6. Because the laborers were so tired, they (sleped, slept) an extra hour this morning.
7. After playing tennis for two hours, the players (drank, drunk) two glasses of juice.

8. The airplane (flew, flied) high over the mountain peaks.
9. After the hurricane had hit the area, many beautiful trees (fell, fallen) to the ground.
10. An intense cold wave (freezed, froze) the water pipes, causing them to burst.
11. We had (ate, eaten) so much that we could not ride our bicycles home.
12. Our lunch fell off the boat, and I watched it as it (sunk, sank) slowly into the sea.
13. No one in the audience (understand, understood) the speaker's message.
14. They (telled, told) us what they had planned to do in Washington.
15. Last night we (seen, saw) a great movie.
16. The whistle (blew, blown) loudly as the train approached the station.

## EXERCISE 49

Write the correct form of the verbs, using the past tense or the past participle.

### Garage Saling—A Way of Life

Last week two of my friends and I (1) **were** (be) returning from the shopping mall when we (2) **saw** (see) some “garage sale” signs. It (3) \_\_\_\_\_ (seem) odd that someone would want to sell a garage, but in the interest of culture, we (4) \_\_\_\_\_ (decide) to find out what it was. As we (5) \_\_\_\_\_ (approach) the house, we (6) \_\_\_\_\_ (see) about ten people leaving with armfuls of things that they had just (7) \_\_\_\_\_ (buy). We (8)

\_\_\_\_\_ (park) the car and (9) \_\_\_\_\_ (walk) back to the garage, where two ladies (10) \_\_\_\_\_ (be) sitting and chatting away. We (11) \_\_\_\_\_ (look) around and saw some lovely things but could not believe the prices, so we (12) \_\_\_\_\_ (ask) the ladies about them. We (13) \_\_\_\_\_ (want) to know why the prices were so low, and they (14) \_\_\_\_\_ (say) that they were cleaning house and (15) \_\_\_\_\_ (want) to eliminate many of the things they could not use anymore.

We excitedly (16) \_\_\_\_\_ (pick) through clothes, books, CDs, kitchen equipment, bedding, and lamps. We recently (17) \_\_\_\_\_ (move) into dorms on campus, and we did not have very much in our rooms. We (18) \_\_\_\_\_ (select) our “treasures” and (19) \_\_\_\_\_ (can) not believe that we were able to fill a shopping bag for under \$10! We asked the ladies about how often people had these sales and how we could find out where they were. They (20) \_\_\_\_\_ (tell) us that in the nice weather, people had them on Thursdays, Fridays, and Saturdays, and they (21) \_\_\_\_\_ (advertise) in the newspaper or (22) \_\_\_\_\_ (put) up their signs on the main road.

We (23) \_\_\_\_\_ (make) plans to go out again the following week to hunt for more bargains. What a great idea these Americans have for recycling their old things!

## **AGO**

---

One time expression that indicates a completed past action is the word **ago**.

It is sometimes introduced by the following expressions:

how long ago

how many days ago

how many weeks (months, years) ago

when did

The time that has elapsed is a duration and usually accompanies an expression in the plural, as in the following:

three weeks ago

five minutes ago

nine hours ago

four months ago

hundreds of years ago

a century ago

When **did** you **buy** that bicycle?

I **bought** it **three weeks ago**.

How many years **ago did** Fernando **travel** to Africa?

He **traveled** to Africa **eight years ago**.

How long **ago did** Henry write his book?

Henry **wrote** his book **six months ago**.

*Never* use **ago** when you are trying to relate something in the past to the present. Never use a specific year, day, or date, because it will not show a duration of time.

**INCORRECT:** We had a test ago on Monday.

**CORRECT:** We had a test four days ago.

## EXERCISE 50

Answer the questions, using **ago** and the time expressions indicated.

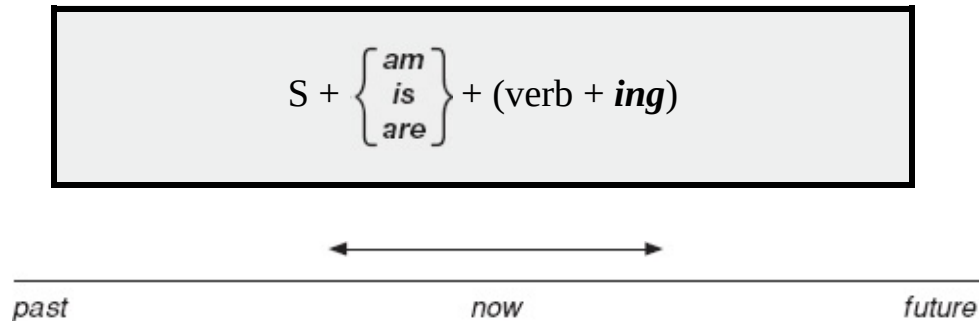
1. How long ago did you paint the house? (two weeks) ***I painted it two weeks ago.***
2. When did you begin to study English? (three semesters)
3. Did the plane arrive ten minutes ago? Yes, \_\_\_\_\_
4. How many days ago did we study the past tense? (five days)
5. When did Janice begin working for the electric company? (eight years)
6. Did you finish your homework two hours ago? No, \_\_\_\_\_
7. When did they catch the bus? (one hour)
8. How long ago did Carol move here? (seven months)
9. When did this class begin? (20 minutes)
10. How long ago did you meet Mrs. Nelson? (six weeks)
11. When did Waldemar start his weight-lifting program? (four months)
12. When did Nina and Ben get married? (10 years)
13. Did you buy a new car six days ago? No, we \_\_\_\_\_
14. When did Sandy and Joan send the wedding invitations? (one month)
15. How many years ago did the new museum open? (four years)

# PROGRESSIVE TENSES

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Any form of the verb **be**, past, present, or future, when used with the **present participle**, indicates the **progressive** tense—that is, it shows an action in progress at a given time, and the subject is performing that action.

**Present:** Use the present tense of the verb **be** for an action taking place *now*.



These are words that indicate an action is taking place now:

now

right now

at this moment

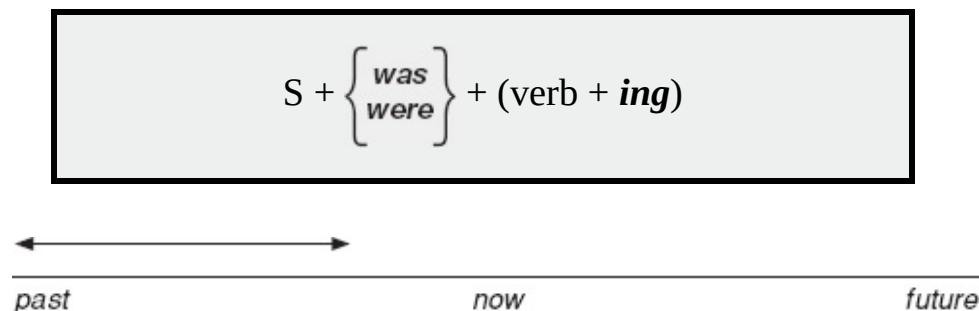
presently

today

*This semester* (given time) Jess **is studying** English literature.

*Right now* the scouts **are hunting** for their supper.

**Past:** Use the past tense of the verb **be** for an action in progress at a time in the past.







**Present:** My friend André *is still dating* the same girl after all these years.

**Past:** When we saw Peter last year, he *was still doing* portrait photography.

**Future:** Anita is so in love with her work that she *will still be practicing* medicine when she is 80 years old.

Notice the placement of the adverb in each of the sentences above.

## EXERCISE 51

Using the time expressions as a clue, write the appropriate progressives for each sentence.

1. At 4:00 this morning, I \_\_\_\_\_ (dream) about something terrible when I suddenly awoke.
2. Our group \_\_\_\_\_ (meet) again next month to plan the fall festival.
3. No one we know \_\_\_\_\_ (act) in this play on Broadway right now.
4. At this moment, Jody and Bob \_\_\_\_\_ (take) their science exam.
5. Right now, Trudy \_\_\_\_\_ (write) a memo about tomorrow's meeting.
6. Who \_\_\_\_\_ (run) across the street when you left here this morning?
7. It \_\_\_\_\_ (rain) very hard when we arrived at the concert last night.
8. We \_\_\_\_\_ (visit) the Grand Canyon on our vacation next summer.

9. Nancy \_\_\_\_\_ (marry) her college sweetheart this afternoon.
10. The boss \_\_\_\_\_ (prepare) the new budget when I entered her office.
11. Jim \_\_\_\_\_ (sail) to Tahiti at this time tomorrow.
12. Robert \_\_\_\_\_ (try) to start the lawn mower when it started to rain.
13. Monica \_\_\_\_\_ (drive) to Philadelphia to attend a conference next Friday.
14. Our director \_\_\_\_\_ (eat) his lunch now and cannot be disturbed.
15. How many students \_\_\_\_\_ (graduate) in next Saturday's ceremony?
16. How many paychecks \_\_\_\_\_ we \_\_\_\_\_ (get) next year?
17. Sue \_\_\_\_\_ (program) all the computers in the lab later this afternoon.
18. With all this heavy rain, the grass \_\_\_\_\_ (grow) higher and higher.
19. Tom \_\_\_\_\_ (copy) some materials when I passed by his office.
20. Phil \_\_\_\_\_ (photograph) many interesting sites during his vacation next month.

## **PRESENT AND PRESENT PROGRESSIVE**

**Present** tense usually refers to habitual actions that started in the past and

are still repeated now. Unlike the **present progressive**, these actions are not taking place at this moment. Notice the difference in these two sentences.

Mrs. Dawson **parks** her car in the same spot under the tree every day.  
(This is a practice she started in the past and repeats every day.)

Mrs. Dawson **is parking** her car under the tree. (This action is in progress at this moment.)

### Use simple present for:

- repeated or habitual actions
- general truth statements
- all verbs that show mental action
- verbs that pertain to the senses

### Use present progressive for:

- action in progress now
- **be + going** + infinitive to show future action
- to indicate future action

Look at the differences in these sentences.

**Habitual:** Paul **always writes** his poems in a special book.

**In progress:** Paul **is writing** a book of poems now.

**General truth:** The sun **shines** every day in the summer.

**In progress:** The sun **is shining** right now.

**Mental action:** I **need** a new tire for the car.

**Mental action:** We **hate** snow and cold in the winter.

**Appeals to senses:** The cook **tastes** the food as she prepares it.

**Future:** My friends *are going to swim* in the pool tomorrow.

**In progress:** They *are swimming* right now.

**Future:** All my friends *will be singing* in the festival tomorrow. We *will be taking* a test next Monday.

Certain verbs that refer to mental action or that pertain to the senses are usually in the **simple present** and are not normally used in the progressive form as in the following lists:

### Mental Action

be

believe

belong

desire

hate

imagine

know

like

mean

need

prefer

suppose

understand

want

wish

### Pertain to the Senses

love

hear

know

see

smell

sound

taste

The scientist *believes* his theory is correct.      NOT The scientist is believing

We **hate** going to the dentist.

NOT We are hating going

I **understand** how to solve that problem now.

I **hear** that you have a new job.

The soup **tastes** wonderful.

For each of these sentences, the simple form of the verb (**he, she, it** forms add **-s** or **-es**) is used.

Some examples of words or expressions that show habitual action are the following:

every day	always	sometimes
every year	usually	frequently
on Tuesdays	often	rarely

Ling **usually** *rides* his bike to school.

Victor *stops* in my office to chat **every day**.

My parents **often** *visit* on Sunday afternoons.

We eat pizza on **Wednesdays**.

Notice the placement of the time phrases.

For the **present progressive**, use the following:

subject + $\left\{ \begin{array}{c} \text{AM} \\ \text{IS} \\ \text{ARE} \end{array} \right\} [v + \text{ING}]$
---

Remember that the following key words indicate that the action is taking place (in progress):

now    right now    at this moment    presently    right this minute

The students *are taking* their exams **at this moment**.

I *am* **presently** *living* in a small apartment.

Betty *is waiting* for me in the car *now*.

## EXERCISE 52

Fill in the correct form of the verb in the present or the present progressive.

Even though I (1) am a long way from my family, I often (2) \_\_\_\_\_ (think) about them. As I (3) \_\_\_\_\_ (walk) to class, I (4) \_\_\_\_\_ (wonder) if they (5) \_\_\_\_\_ (do) something special at this moment. I (6) \_\_\_\_\_ (imagine) that my sister (7) \_\_\_\_\_ (dance) in her ballet class while my brothers (8) \_\_\_\_\_ (play) baseball in the park. Mother (9) \_\_\_\_\_ (write) haiku in the garden, and my father (10) \_\_\_\_\_ (meet) with some important businessmen. Every day my friends (11) \_\_\_\_\_ (go) to class, and then they (12) \_\_\_\_\_ (sit) and (13) \_\_\_\_\_ (study) near the university. On Saturdays they (14) \_\_\_\_\_ (swim) in the pool and (15) \_\_\_\_\_ (plan) special activities for Sunday. I (16) \_\_\_\_\_ (know) that all of them (17) \_\_\_\_\_ (have) fun, and they (18) \_\_\_\_\_ (do) what they always (19) \_\_\_\_\_ (like) best. Now it is late and I (20) \_\_\_\_\_ (need) to hurry to my class and think about my studies.

## EXERCISE 53

Circle the correct form of the verb.

1. While the teacher is explaining the lesson, the students (take, are taking) notes.

2. Every day Peter (calls, is calling) his girlfriend.
3. Nobody (knows, is knowing) the answer to that question.
4. The number of houses for sale (grows, is growing) more and more every day.
5. Neither Mrs. Jensen nor her sons (play, are playing) tennis every day.
6. On Saturdays Mr. Dalton (buys, is buying) his groceries.
7. A boy and two girls (use, are using) the computers at this moment.
8. The students and faculty (park, are parking) in the new lot every day.
9. The Lopez family (prepares, is preparing) dinner now.
10. Andrew (packs, is packing) the suitcases right now.
11. Harry (studies, is studying) all night for the exam tomorrow.
12. Our friends (go, are going) to the beach every Sunday.
13. Tony (eats, is eating) supper at home at this moment.
14. Our professor (talks, is talking) about the space program today.
15. Hugo (works, is working) ten hours every Monday.

16. The bad weather (forces, is forcing) us to stay home today.
17. The rabbit (hops, is hopping) around the yard right now.
18. The chemist always (mixes, is mixing) the chemicals carefully.
19. Anne always (tries, is trying) to finish her projects on time.
20. We (wait, are waiting) now for the letter to arrive.

## INFINITIVES

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The basic form of all verbs is the **infinitive**, the simple form of the verb plus **to**. In a sentence, the infinitive consists of two parts: **to** + verb. This form does not indicate *who* is/was performing the action, nor does it show *when* that action took place. It is not a conjugated verb. Examples of the infinitive:

to go	to speak	to drive
to see	to write	to take off
to think	to ride	to realize

Even though the infinitive is not a conjugated form, there are ways of expressing it in different tenses, depending on the main verb of the sentence.

subject + verb + infinitive + complement

I **want to visit** Tahiti some day.

Mario **plans to sing** at the concert.

Some verbs that take the infinitive are the following:



wish	expect	plan	refuse
want	need	try	request
be able	hope	decide	prefer

**Present:** We want *to see* Clint Eastwood's new movie today.

**Present progressive:** I am hoping *to get* tickets for the ballet.

**Future:** Allen will try *to meet* with the president tomorrow.

**Past progressive:** Sandy was willing *to negotiate*, but the company refused.

If you want to express a negative with the infinitive, be sure to use **not** before the infinitive.

**NOT + TO + verb**

I prefer **not to pay** more taxes this year.

We decided **not to take** a vacation last summer.

They will try **not to drive** more than 400 miles a day.

## LINKING VERBS

---

Verbs in this special category link or join the subject with its complement. The subject never performs the action, and the verb never takes a direct object. Adjectives, not adverbs, follow these verbs. The following verbs belong to this special group.

appear	feel*	look*	seem	stay
be	get*	prove*	smell*	taste*
become	grow*	remain	sound*	turn*

*\*Also can be a transitive verb.*

Keep in mind that the verbs **be**, **become**, and **remain** can also be followed by noun phrases. Compare this noun phrase with the adjective.

John **is** *president of the sophomore class*. (noun phrase)

Tony **was** *excited* about winning the prize. (adjective)

Christa MacAuliffe **became** *one of the first women in space*. (noun phrase)

Teddy **became** *tired* after playing several long tennis matches. (adjective)

Mr. Frazer will **remain** *senator* until the end of this term. (noun)

The students **remained** *seated* while the school president distributed the diplomas. (adjective)

The verbs in the list above that are indicated by an asterisk (\*) can also be transitive verbs (the subject *does* perform the action and there is a direct object). When they are transitive, they can also be followed by an adverb, not an adjective. Look at the following sentences to distinguish their use as transitive or intransitive verbs. Notice how the subject performs the action in the sentences that contain adverbs and direct objects.

You **will feel** *the effects of the medicine* in a short while. (takes a direct object)

Jason **felt** *uncomfortable* in his three-piece suit. (adjective)

The hikers *cautiously* **felt** their way along the dark mountain trail. (adverb)

Nancy **grew** *a variety of vegetables* in her garden this summer. (takes a direct object)

The weather **grew** *cold* as the front passed over the area. (adj.)

Marcella **looks** *very attractive* with her new hairdo. (adj.)

The little boy **looked** *carefully* before crossing the street. (adv.)

The food in the kitchen **smells** *good*. (adj.)

The customer **insisted on smelling** *the cologne* before purchasing it. (takes



When the above-mentioned linking verbs are intransitive, then the *adjective* form, *not the adverb* form, follows the verb. There is no action involved, and the adjective modifies the subject, not the verb.

↓  
We felt *happy* after receiving the good news.

↓  
Anita grew *tired* of listening to the same music all day.

↓  
No one seemed *pleased* by the new director's remarks.

↓  
Peter sounded *excited* when we told him of our plans for the trip.

## EXERCISE 54

Underline either the adjective or the adverb in parentheses to complete the meaning.

1. The lion roared (ferocious, ferociously) in his small cage.
2. Napoleon kept his hand (firm, firmly) placed inside his coat.
3. Ice skating seemed (easy, easily) to the experienced skater.
4. My grandmother's garden smelled (fragrant, fragrantly) as the spring buds opened.
5. President Botha became (angry, angrily) when the voters demanded that he follow their wishes.
6. The program was (exclusive, exclusively) designed for international trade groups.

7. The old cook's chili tasted (delicious, deliciously) as we ate it.
8. Kevin remained (depressed, depressedly) throughout the entire movie.
9. The lawyer is (hurried, hurriedly) looking for his notes on usury law.
10. The fat mouse (zealous, zealously) chewed on his cheddar cheese.
11. Tarzan (courageous, courageously) fought many wild animals in the jungle.
12. The news of a better job (quick, quickly) lifted my spirits.
13. The strong winds in Albany appeared (unbelievable, unbelievably) long lasting.
14. Although the dog was tied up, he thrashed about (mad, madly).
15. Adriane's car looked (good, well) after she brought it back from her long trip.
16. Beethoven's music sounds (wonderful, wonderfully) when compared with today's.
17. The accident victim felt (surprising, surprisingly) good for someone in his condition.
18. The young policeman watched (careful, carefully) as he tried to follow the robber.

19. The jury appeared (unwilling, unwillingly) to deliver its long-awaited verdict.

20. The rose petals felt (smooth, smoothly) as I touched them.

## EXERCISE 55

Circle either the adjective or the adverb in parentheses.

1. Melanie was (grateful, gratefully) to her friend for having rescued her.
2. The contest judge felt (tired, tiredly) after watching 25 dancers perform.
3. No one could speak (quiet, quietly) due to the loud noise.
4. Sandra sounded (excited, excitedly) when I spoke with her on the telephone.
5. The milk in the glass smelled (sour, sourly).
6. Nina looked (beautiful, beautifully) in her wedding gown.
7. The president appeared (uncertain, uncertainly) during his presentation.
8. The table felt (durable, durably) despite its age.
9. The soldiers marched (silent, silently) in memory of their dead comrades.
10. Carmen became (rich, richly) after winning the lottery.

11. The salesman seemed (honest, honestly) when he spoke to us.
12. Julie remained (discreet, discreetly) despite her resentment.
13. The dark clouds in the sky appeared (threatening, threateningly).
14. The prisoner became (violent, violently) when he was recaptured.
15. Joe drove his car (reckless, recklessly) through the dangerous intersection.
16. The weather turned (cold, coldly) after the storm.
17. Holly answered all the questions (correct, correctly).
18. The runner felt (good, well) after he had finished the race.
19. The policeman remained (firm, firmly) while he was writing the ticket.
20. We all got into the car (quick, quickly) as it started to rain.

## ***DO AND MAKE***

---

The verbs ***do*** and ***make*** cause many problems, because both mean basically the same thing. However, most of the expressions containing these words are idiomatic, and you must learn them as such. When in doubt as to which to use, consult an unabridged (large and complete) dictionary under ***do*** or ***make*** to see if you can find the expression you want. On the following page is a list of idiomatic expressions that use ***do*** and ***make***. If you do not understand the meaning of an expression, look it up in the dictionary.

**Do**

do a favor  
do justice  
do homage  
have one's hair done  
do the dishes  
do one's hair  
do . . . miles per hour  
do one's best  
that will do  
do the right (wrong thing)  
do the cooking  
do away with  
do over  
do without  
do housework  
do homework  
do the laundry  
have to do with  
do a good job  
do it yourself

**Make**

make a difference  
make something do  
make peace  
make trouble  
make noise  
make a bargain  
make room  
make plans  
make a deal  
make a trip  
make believe  
make over  
make certain  
make a good impression  
make fun of  
make a bed  
make progress  
make one's living  
make friends  
make a mistake



make a speech

make a stop

make out

make up one's mind

make money

make arrangements

## EXERCISE 56

Match the expression at the left with the definition at the right. Write your answer in the space provided. One letter is repeated.

1.

do a favor

A. eliminate

2.

do justice

B. repeat

3.

do homage

C. clean up after eating

4.

have one's hair

D. travel at a specific speed

done

5.

do the dishes

E. go to the beauty shop

6.

do one's hair

F. treat fairly; be favorable

7.

do . . . miles per

hour

G. wash and set your own hair

8. \_\_\_\_\_ that will do H. make a sacrifice; get along not having anything to do
9. \_\_\_\_\_ do the right thing I. prepare food
10. \_\_\_\_\_ do the cooking J. that's enough; something serves the purpose
11. \_\_\_\_\_ do away with K. be good or just
12. \_\_\_\_\_ do over L. perform domestic chores
13. \_\_\_\_\_ do without M. praise someone
14. \_\_\_\_\_ do housework N. help someone

## EXERCISE 57

Match the expression on the left with the definition on the right. Each answer can be used only once.

- |           |                       |                               |
|-----------|-----------------------|-------------------------------|
| 1. _____  | make a difference     | A. ridicule                   |
| 2. _____  | make something do     | B. alter; transform           |
| 3. _____  | make peace            | C. plan; put things in order  |
| 4. _____  | make trouble          | D. journey; travel            |
| 5. _____  | make noise            | E. declare a truce            |
| 6. _____  | make a deal           | F. produce a favorable effect |
| 7. _____  | make room             | G. create unpleasant sounds   |
| 8. _____  | make plans for a trip | H. pretend                    |
| 9. _____  | make arrangements     | I. create problems            |
| 10. _____ | make believe          | J. to matter; influence       |

- |           |                        |                          |
|-----------|------------------------|--------------------------|
| 11. _____ | make over              | K. provide extra space   |
| 12. _____ | make certain           | L. agree about something |
| 13. _____ | make a good impression | M. eliminate a doubt     |
| 14. _____ | make fun of            | N. manage                |

## EXERCISE 58

Match the expression at the left with the definition at the right. Each answer can be used only once.

- |             |                    |  |
|-------------|--------------------|--|
| 1.<br>_____ | do homework        | A. related to                                    |
| 2.<br>_____ | do the laundry     | B. perform a task well                           |
| 3.<br>_____ | have to do with    | C. not allow someone else to do the job          |
| 4.<br>_____ | do a good job      | D. wash clothes                                  |
| 5.<br>_____ | do it yourself     | E. make a mistake; break the law                 |
| 6.<br>_____ | do the wrong thing | F. complete assignments                          |
| 7.<br>_____ | make a bed         | G. straighten sheet and pillows where one sleeps |
| 8.<br>_____ | make progress      | H. work  |

9. \_\_\_\_\_ make one's living I. understand; decipher
10. \_\_\_\_\_ make friends J. become acquainted with
11. \_\_\_\_\_ make a mistake K. commit an error
12. \_\_\_\_\_ make a speech L. move forward
13. \_\_\_\_\_ make a stop M. to become rich
14. \_\_\_\_\_ make out N. to interrupt a journey
15. \_\_\_\_\_ make up one's mind O. address an audience
16. \_\_\_\_\_ make a lot of money P. decide on a course of action

## EXERCISE 59

Supply the correct form of *do* or *make* in each of these sentences. Make sure to use the correct tense.

### Let's Make Plans for the Weekend

TONI: Beth, what are you planning to (1) \_\_\_\_\_ do \_\_\_\_\_ this weekend?

BETH: I haven't (2) \_\_\_\_\_ made \_\_\_\_\_ up my mind yet. We had hoped to (3) \_\_\_\_\_ make \_\_\_\_\_ a trip to the state park and go camping.

TONI: Have you (4) \_\_\_\_\_ any arrangements yet?

BETH: No, we have to call ahead and reserve a space, but I can't (5) \_\_\_\_\_ out the phone number here.

TONI: Let me see. It's 255-9476.

BETH: What are you going to (6) \_\_\_\_\_ with the dog while you are gone?

TONI: My neighbors said they would (7) \_\_\_\_\_ me a favor and keep him for us.

BETH: If we get all of the arrangements (8) \_\_\_\_\_, would you and Steve like to join us?

TONI: Sure, but before I (9) \_\_\_\_\_ any plans, I have to (10) \_\_\_\_\_ the beds, (11) \_\_\_\_\_ the dishes, and get my hair (12) \_\_\_\_\_.

BETH: While you are (13) \_\_\_\_\_ all that, I will (14) \_\_\_\_\_ a stop at Gene's office to see what he plans to (15) \_\_\_\_\_.

TONI: You and I can (16) \_\_\_\_\_ the cooking and (17) \_\_\_\_\_ the laundry, and we will let the boys (18) \_\_\_\_\_ a good job of catching and cleaning the fish.

BETH: Are you sure they can (19) \_\_\_\_\_ without the television for that long a time?

TONI: We will have to (20) \_\_\_\_\_ a deal with them to (21) \_\_\_\_\_ their best at the campgrounds. Let's not (22) \_\_\_\_\_ any trouble for them and at least bring a radio along.

BETH: Okay, Toni, let's (23) \_\_\_\_\_ certain that this is an enjoyable trip for us, too. Whatever entertainment we plan will definitely (24) \_\_\_\_\_ a difference on the outcome of our weekend.

TONI: Call me when you have (25) \_\_\_\_\_ all the arrangements and we will talk about them. See you later.

## EXERCISE 60: WRITING

After you have looked up these expressions in the dictionary and are sure of their meaning, write an original sentence with each of the following, varying your subjects throughout.

---

1. do one's best I always try to do my best.

2. do the cooking \_\_\_\_\_

3. do away with \_\_\_\_\_

4. do without \_\_\_\_\_

5. do the laundry \_\_\_\_\_

6. do a good job \_\_\_\_\_

7. make a difference \_\_\_\_\_

9. make a deal \_\_\_\_\_

10. make believe \_\_\_\_\_

11. make certain \_\_\_\_\_

12. make a good impression \_\_\_\_\_

13. make progress \_\_\_\_\_

14. make a mistake \_\_\_\_\_

15. make out \_\_\_\_\_

## EXERCISE 61: WRITING

Write a 100-word paragraph describing a typical day in your life. Use five *do* and five *make* expressions.

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## AFFIRMATIVE AND NEGATIVE COMMANDS

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The **Imperative Mood** (commonly known as commands) is used when you order someone to do or not to do something. The direct commands are addressed to **you** singular and plural. In each of the following, **you** is understood as the subject, the person to whom the command is addressed. Affirmative commands use the simplest form of the verb—that is, the infinitive without **to**. Here are some examples:

tø go

tø eat

tø dance

tø run

For the negative, each of these adds **Don't** in front of the command.

**Speak** English in this class. **Don't speak** Spanish.

**Be** here at one o'clock. **Don't be** here at eleven o'clock.

If the speaker plans to include him/herself in the command, then he/she uses **Let's** for the affirmative and **Let's not** for the negative.

**Let's go** to the movies tonight. **Let's not walk** in the park.

**Let's talk** to the professor now. **Let's not wait** until later.

## EXERCISE 62: WRITING

Imagine that you were the king, queen, or president for one day. What would you command everyone to do or not to do? Use the verbs below to write commands, or create your own.

**Ex: Pay** your taxes before April 15.

**Don't smoke** inside the library.

pay

smoke

send

say

drive

talk

sing

dance

read

tell

answer

watch

walk

go

work

look for

drink

be

## NEGATIVE COMMANDS

---

These are commands that instruct a specific person *not* to perform an action. Notice that the negative follows the auxiliary **do**.

Dennis, **don't write** your essay in pencil.

Please **don't litter** the streets with paper.

**Don't let** your gas tank run low, Rita.

**Indirect commands** involve instructions given to someone, but not at the particular moment of speaking. These forms use the word **not** before the infinitive.

The manager asked the employees **not to arrive** late for work.

Our teacher always tells us **not to waste** time.

Please tell your friends **not to park** their cars behind mine.

The park rangers ordered the visitors **not to feed** the bears.

## EXERCISE 63

Change the affirmative commands to negative ones.

1. If you get to the grocery store, buy ice cream. (**Don't buy** ice cream.)
2. Cook the spaghetti for only 10 minutes. (**Don't cook** it for 20 minutes.)
3. We always tell our friends to go to the Hunan restaurant for good Chinese food.
4. My mother always asks me to walk slowly.
5. Tell us what your problem is.
6. Ride your bicycles in the street.
7. Send your letter to the office.



8. Ask them to send the check in the mail.
9. If you cannot solve the equation, ask Ted.
10. The insurance company ordered the client to make payment on the bill.

## EXERCISE 64

Kim is a new student on campus and is somewhat confused about information. Straighten her out by telling her what *not* to do. Use direct commands.

1. Professor Gooding told us to study the new vocabulary in [Chapter 3](#).
2. The secretary in the registrar's office told them to pay fees after June 20.
3. The policeman says to park in the blue zone.
4. Professor Harris said to arrive before 8:15.
5. The librarian asked me to return the books after June 30.
6. The sign in the cafeteria said to eat in the faculty dining area.
7. My friend asked me to ride on the sidewalk on campus.
8. Our teacher requested us to bring a bilingual dictionary to class.
9. In the dormitory we were asked to do our laundry on Friday.
10. The sign in the finance office said to write our Social Security number on the back of all checks.

## EXERCISE 65

Judge Judy is a real judge who has her own television show and meets all kinds of people every week. She is extremely frank and demanding with

people. What might be some of her commands to the following people who have appeared on her show recently? Use different verbs throughout. Use affirmative and negative commands.

**Example:** John, your beard is a mess. *Shave your beard. Get a shave.*

1. Marsha, you arrive late for class every day.
2. Preston, your ex-wife can't buy the children's medicine on her salary.
3. Marco, you're too bossy.
4. Ms. Tamuko, your neighbors are complaining about your yard filled with junk.
5. Ms. Davis, your creditors have been patient long enough.
6. Raymond, I won't put up with your outbursts in my courtroom.
7. Mrs. Kaley, your children are too noisy.
8. Vincent, you're a lazy bum.
9. Mandy, you read too many trashy novels.
10. Flo, you're too fat from eating so much junk food.
11. Dennis, you spend more money every month than you earn.
12. Bobby, it's a major crime to steal cars.
13. Ms. Jackson, your food tastes terrible.
14. Dr. Taylor, your patients can't afford such outrageous prices.
15. Mrs. Riordan, your son's an alcoholic at 15.
16. Mario, your grades for a college student are pathetic.

17. Sandy, you are very nasty to your brothers and sisters.
18. Mark, your typing is terrible.
19. Dr. Daniels, your students cannot understand you when you lecture in class.
20. Sue, you need to get a life.

## ***USED TO • BE USED TO • GET USED TO***

---

1. ***used to + verb*** indicates an action (repeated or habitual) in the past, but one that does not take place now.

Jim ***used to ride*** his bike to class, but now he drives.

We ***used to live*** in Oregon, but now we live in Orlando.

2. ***be used to + [V + ing]*** indicates an action that has been a common practice for a long time.

Glen loves to go camping. He ***is used to sleeping*** on the ground.

Judy is a nurse. She ***is used to working*** in a hospital.

3. ***get used to + [V + ing]*** indicates an action that did not previously take place, but one to which the speaker has accustomed him/herself at a later date.

Although Toshio never spoke English in Japan, ***he's getting used to speaking*** it here.

I was very much afraid of the water, but now ***I am used to swimming*** in the pool.

### **EXERCISE 66**

Select the correct form for each sentence.

1. Marina is finally getting used to (cook, cooking) in an American kitchen.
2. We thought Perry would never get used to (speak, speaking) before a large group.
3. The towels used to (be, being) in the hall closet, but now they're in the bathroom closet.
4. Lou and the boys are used to (swim, swimming) in the ocean.
5. Scott used to (go, going) to Capital University, but he has graduated and is working in a law firm.
6. The boys are finally getting used to (attend, attending) early-morning classes.
7. Dolly had to get used to (wear, wearing) heavy clothing again after she moved to the North.
8. India used to (belong, belonging) to the United Kingdom, but it is now an independent country.
9. New York used to (be, being) called New Amsterdam.
10. The tennis players are used to (practice, practicing) in very hot weather.
11. Bill is used to (get, getting) to work early every morning.
12. I am finally getting used to (drive, driving) my new car.

13. The ballerina used to (dance, dancing) six hours a day.
14. My neighbors used to (live, living) in Canada.
15. Dr. Nichols will be used to (work, working) in the clinic in a couple of months.
16. The Chinese are used to (eat, eating) with chopsticks.
17. Sherri hopes that she will get used to (type, typing) on her new electric machine soon.
18. Elaine is used to (sew, sewing) six dresses a day.
19. Guy Lombardo got used to (direct, directing) the orchestra when he was very young.
20. After Philippe's accident, he had to get used to (ski, skiing) more carefully.

## 's AND 'd CONTRACTIONS

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Distinguishing between the pairs of confusing contractions can cease to be a problem when you follow these simple rules:

The 's rule applies only to forms of **he**, **she**, **it**, and other third-person forms in the singular.

's + [V + *ing*] = *is*

Mary's **running** now. Mary **is** running.

Who's **cooking** dinner? Who **is** cooking dinner?

's + past participle = **has**

Vince's **earned** his raise. Vince **has** earned his raise.

The teacher's **graded** the papers. The teacher **has** graded....

**NOTE**

Do not confuse the contraction for third-person subject + verb with the possessives. Although they may look the same, their meanings are different.

person + 's + noun = possessive

**Ann's** dress is very elegant. (The dress belonging to Ann)

My **mother's** car needs gas. (The car belonging to my mother)

The **'d** rule applies to all forms regardless of the subject.

'd + past participle = **had**

All of our friends said that they **'d gone** camping this weekend.

All of our friends said that they **had gone** camping this weekend.

'd + better = **had**

You **'d better** not eat all of the cookies before supper.

You **had better** not eat all of the cookies before supper.

'd + simple form of the verb = **would**

She'd **visit** Europe if she had the money.

She **would visit** Europe if she had the money.

'd + **rather** + verb = **would rather**

He'd **rather** excavate ruins than take a trip to Las Vegas.

He **would rather** excavate ruins than . . .

**NOTE**

For the following expressions, always use **be** as the auxiliary.

accustomed to

supposed to

used to

Mel's **accustomed to** living alone. = **Mel is** accustomed to . . .

Sam's **supposed to** turn in his photographs tomorrow. = Sam **is** supposed to . . .

He's **used to** driving a small car. = He **is** used to . . .

**EXERCISE 67**

Decide which of the two forms in parentheses is the correct auxiliary verb.

1. We'd already decided not to go on the field trip. (had, would)
2. Everyone's planning on attending the lecture tonight. (is, has)

3. He's been wondering about that matter for a long time. (is, has)
4. They'd prefer steak to chicken. (had, would)
5. She'd bought the vacuum cleaner before it was on sale. (had, would)
6. Nothing's more unpleasant than to have it rain on a picnic. (is, has)
7. Lisa's playing her guitar for her friends. (is, has)
8. I'd wanted to visit Peru for 15 years. (had, would)
9. He'd better pay his fees before closing time tomorrow. (had, would)
10. The teacher's supposed to show us some slides this afternoon. (is, has)
11. John says that it's snowing so hard that the traffic is not moving. (is, has)
12. Nancy'd like to ride through the scenic area. (had, would)
13. They'd let us borrow the portable electric typewriter, but there are no batteries for it. (had, would)
14. "Something's rotten in Denmark," said Hamlet. (is, has)
15. It'd be easier to correct that paper if you wrote it on the computer. (had, would)
16. We'd appreciate your response as soon as possible. (had, would)



17. Betty's used to driving a long way to work every day. (is, has)
18. How's the team supposed to get here? (is, has)
19. You'd already ordered the pizza before we arrived. (had, would)
20. She's accepted the job that offers more benefits. (is, has)

## EXERCISE 68

Rewrite the sentences, using contractions.

1. Joan has already been to Grand Canyon, but not her brothers. ***Joan's already been...***
2. Who would like to volunteer to be the spokesperson for the rally? ***Who'd like to ...***
3. What is happening with the price of oil lately?
4. Mel has been working very hard lately and hopes to be able to relax next month.
5. You would be better off taking the back roads to avoid the rush-hour traffic.
6. Chris said he had ridden his bicycle about 20 miles before it began to storm.
7. Sonya is having her hair done at the new beauty shop today.
8. Mark is surfing in the big contest this afternoon.
9. Brett said that he had already won a trophy in the slalom.

10. I would certainly have considered that offer if they had made it to me.
11. What is in the big green box on the table?
12. When is our plane due to arrive?
13. It has been such a long time since I have gone north to visit my relatives.
14. We had no sooner returned from our vacation than the phone rang.
15. When Billy arrived, Sue had already left for home.
16. Bernie had already accepted the money before he realized why it had been given to him.
17. You would want to read the book if you knew how interesting it was.
18. Kurt is playing ball this evening.
19. You would be surprised how many tourists visit Mount Rushmore every year.
20. Mrs. Hart has taught at Oak Hall School for many years.

## EXERCISE 69

In each sentence, circle the underlined item that is incorrect.

1. It was snowing so hard last night that we can hardly see the road as we were driving.
  - A. so
  - B. that
  - C. can
  - D. were driving
2. The novice player must of tried dozens of times to get the ball through

- the hoop.
- A. must of
  - B. of times
  - C. get
  - D. through

3. Because Paul is having trouble with the exam, he finished later than anyone else.

- A. Because
- B. having
- C. finished
- D. else

4. The Declaration of Independence is proclaiming that we are endowed with certain inalienable rights.

- A. is proclaiming
- B. we
- C. with
- D. inalienable

5. Professor Baker was so wrapped up in his presentation that he was deviated from reading his prepared speech.

- A. wrapped up
- B. that
- C. was deviated
- D. reading

6. I asked him who it was who called so late last night and then hanged up just when I answered the telephone.

- A. who it was
- B. so late
- C. hanged
- D. answered

7. Dr. Johnson was taught anthropology and sociology at the university for ten years before retiring.
- A. was taught
  - B. and
  - C. for
  - D. retiring
8. Rosa's wedding was scheduled for August 5, but some unforeseen circumstances forces her to change her plans.
- A. was scheduled
  - B. August 5
  - C. forces
  - D. to change
9. She rose her head from the pillow when she heard the strange noise.
- A. rose
  - B. from
  - C. when
  - D. heard
10. I couldn't sleep last night, so I just laid there thinking about tomorrow's meeting.
- A. couldn't
  - B. laid
  - C. thinking
  - D. tomorrow's
11. If you had thought about it long enough, you will have find a solution to the problem.
- A. thought
  - B. long enough
  - C. will have
  - D. to the

12. If Melanie had prepared a much better speech, the chairman would be impressed.
- A. a
  - B. better
  - C. would be
  - D. impressed
13. All the exhibits we saw represents the Colonial period in history.
- A. All
  - B. represents
  - C. period
  - D. in history
14. Reading many books during the summer are the goal of many young students.
- A. Reading
  - B. during
  - C. are
  - D. many
15. The students, accompanied by their adviser, has lab meetings every Wednesday.
- A. The
  - B. by
  - C. has
  - D. meetings
16. A combination of musical instruments produce an enjoyable and memorable sound.
- A. A
  - B. musical
  - C. produce
  - D. memorable

## EXERCISE 70

Fill in the chart, using the correct tenses. The first two have been done.

Infinitive	Every day	Yesterday	Tomorrow	Right now
go	I go, he goes	went	will go	am, is, are going
do	I do, he does	did	will do	am, is, are doing
1. sing				
2. write				
3. fly				
4. think				
5. bake				
6. send				
7. swim				
8. see				
9. dance				
10. run				
11. drive				
12. eat				
13. fry				
14. prepare				
15. carry				

## EXERCISE 71

Fill in the chart, using the correct tenses. The first two have been done.

Infinitive	Has/Have (N)Ever	Would/Could	Do/Don't/Let's	Had
go	gone	go	go	gone
do	done	do	do	done
1. sing				
2. write				
3. fly				
4. think				
5. bake				
6. send				
7. swim				
8. see				
9. dance				
10. run				
11. drive				
12. eat				
13. fry				
14. prepare				
15. carry				

## EXERCISE 72

Find the error in each sentence, and circle the corresponding letter.

1. A good presentation of merchandise will make a client feel interesting in what is on display.
  - A. A
  - B. will make
  - C. interesting
  - D. what

2. My first and second jobs differed in three major aspects: wages, working condition, and benefits.
- A. second
  - B. in
  - C. aspects
  - D. working condition
3. Once a student is accepted in dental school, he is needing three more years of study before he can graduate.
- A. accepted
  - B. is needing
  - C. of study
  - D. can graduate
4. There is not many communication among neighbors living in houses as there is among those living in apartments.
- A. many
  - B. living
  - C. among
  - D. as there is
5. The players try to make as few contact as possible with the opposing team to avoid penalties.
- A. to make
  - B. few
  - C. opposing
  - D. penalties
6. German shepherds and Dobermans make an excellent pets, protectors, or guides for the blind.
- A. Dobermans
  - B. an
  - C. pets



D. for the blind

7. In football the players are pushing and shoving on both sides, but in baseball there is hardly some contact.
- A. are
  - B. both
  - C. there is
  - D. some
8. Many people are accustomed to come to Florida for vacation because of the large number of tourist attractions found there and the warm sunshine at the beaches.
- A. to come
  - B. because of
  - C. number
  - D. the warm
9. Driving the speed limit on our nation's highways help save lives, avoid accidents, and reduce gas consumption.
- A. Driving
  - B. help
  - C. accidents
  - D. reduce
10. Us skiers will be leaving for the mountains next Friday as soon as class lets out and we arrive at the station.
- A. Us
  - B. will be leaving
  - C. as soon as
  - D. we arrive
11. My friends are disappointed in me not trying harder to finish the project before the assigned deadline.
- A. disappointed

- B. me
- C. to finish
- D. assigned

12. A cow is a sweet and gentle-looking soul; however, they can be quite stubborn and dangerous when upset.

- A. gentle-looking
- B. they
- C. quite
- D. when

13. Marijuana was once considered less harmful than cigarettes, but scientists have now proved otherwise.

- A. once
- B. considered
- C. than
- D. otherwise

14. He's suppose to arrive at the airport by 2:15, but I heard someone say that the plane had another 45-minute delay.

- A. suppose
- B. arrive
- C. say
- D. another

15. She's used to ride her bicycle to class every day, but she had a flat tire and had to take the bus.

- A. used
- B. ride
- C. to
- D. to take

16. It has been difficult to integrate all the groups to our society due to their different social values and traditions.

- A. to integrate
- B. to
- C. due
- D. different

17. The children were having too good a time playing with their new toys that they forgot to walk the dog.

- A. were
- B. too good a time
- C. with
- D. to walk

18. Peter told us that he finished his project before leaving the house yesterday morning.

- A. us
- B. finished
- C. leaving
- D. the house

19. We would already bought and used the washing machine before the big sale.

- A. would
- B. used
- C. before
- D. big sale

20. Sy's doctor suggested that he takes his medicine with water 30 minutes before eating.

- A. suggested
- B. takes
- C. with
- D. eating

# **PART II**

**ESL**

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*Advanced Grammar*

# *Advanced Grammar*

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**ESL**

## **CHAPTER 7**

### **Pronouns**

## Chapter 7

# PRONOUNS

## POSSESSIVE PRONOUNS

**Possessive pronouns** show ownership (belonging to someone). Notice that there is no apostrophe (') with these forms:

mine	ours
yours	yours
his, hers	theirs

This book is **his**. That one is **mine**.

We have our books, and they have **theirs**.

### EXERCISE 73

Change these possessive adjectives and nouns to pronouns. Then rewrite the whole sentence.

**Example:** *My* book is very interesting.

*Mine* is very interesting.

1. His sisters live in Kansas.
2. Phil and Quan's store is downtown.
3. Their house has a patio.
4. We bought our tickets.
5. You need your passport stamped.

6. Can he eat his dessert now?
7. We have our passports. Does Sally have her passport?
8. When will you receive your check?
9. Our group took the exams last week. When did you take your exams?
10. Our bill is higher than your bill.

## EXERCISE 74

Look at the following questions and answer them, using the *possessive pronouns*.

**Example:** Where did Rosa put her books? She put **hers** on the desk.

How often do you visit your family? I visit **mine** every Sunday.

1. Do they have their tickets and my ticket?
2. When will your shoes be ready at the shoe repair?
3. Did she pass all her final exams?
4. Where do his parents live?
5. Are those Sara's scissors?
6. Can James identify his car in the parking lot?
7. Did you buy my tickets for the ballet?
8. Have you written your term paper yet?
9. Were your answers correct?

10. When will your checks arrive?

## TRANSFORMATION OF DIRECT AND INDIRECT OBJECTS

---

There are two ways to write the direct object and the indirect object together in a sentence without changing the meaning.

1. The direct object comes first and is followed by *to* or *for* and the indirect object.

$S + V + \left\{ \begin{array}{l} \text{direct} \\ \text{object} \end{array} \right\} \text{ direct (person/thing) + } \mathbf{to/for} + \left\{ \begin{array}{l} \text{indirect} \\ \text{object} \end{array} \right\} \text{ (person/animal)}$

Bring *the money to Joe* immediately.

D.O. I.O.

Shaun will paint *the house for Sheila*.

D.O. I.O.

2. The indirect object with no preposition can come before the direct object.

subject + verb + indirect object + direct object

Lend *us twenty dollars* if you can.

I.O. D.O.

Vic hands *his mother some dishes*.

I.O. D.O.

There is no difference in the meaning between the two placements. Not all verbs can follow this transformation pattern, but here is a list of those that do. Some of these verbs can use both *to* and *for*, while others may use one or the other.



bring	build	buy	cut	pass	teach
draw	find	get	give	hand	snow
feed	write	promise	read	sail	send
lend	leave	tell	pay	make	offer
owe	paint				

If you are using pronouns, you can change both the indirect object and the direct object to the pronoun form.

Tell *the story to me*.

Tell *it to me*.

Bring *the flowers for the girls*.

Bring *them for them*.

If two pronouns are used, follow the first pattern, not the second. In the second one, it sounds repetitive using the same pronouns. If you do not know what they refer to in the first sentence, you will never understand the meaning of the sentence.

It is incorrect to place the prepositional phrase before the direct object.

**INCORRECT:** The boss sent to them the letters.

**CORRECT:** The boss sent them the letters.

Keep in mind that in the transformation when you are using the prepositional phrase, the indirect object directly follows the direct object, and it is *not* placed after other parts of the sentence.

Give me the book.

Give the book *to me*.

Nelly found us some tickets.

Nelly found some tickets *for us*.

## EXERCISE 75

Rewrite each sentence so that the indirect object immediately follows the verb, thus eliminating the preposition.

**Example:** Tell the story to us. Tell us *the story*.

1. Get some coffee for me.
2. The teacher read the story to the students.
3. Tim left this gift for you.
4. The artist drew a portrait for me.
5. My son feeds the food to his dog every day.
6. The company will build a house for us very soon.
7. Sally, show your doll to me.
8. Mr. Dixon offered the job to Tracy.
9. Please find my sweater for me.
10. I promised to get a bird for him.

## EXERCISE 76

Rewrite the direct object immediately after the verb, and use a preposition with the indirect object. Make sure that you keep the whole direct object together.

**Example:** Lend us \$20.      Lend \$20 **to us**  
Mrs. Jones taught them math.      Mrs. Jones taught math **to them**.

1. Peter owes you many favors.
2. Annette showed her mother the new dress.
3. Alice is making her sister an afghan.

4. Cut them some cake before it disappears.
5. I'll send you the photos as soon as they arrive.
6. Bring me that cart.
7. Janet's grandmother left her a special ring.
8. Sonia paid the ticket agent the money.
9. My father read me the notice in the paper.
10. Nobody bought us anything to eat.

## **RECIPROCAL PRONOUNS**

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These pronouns—***each other*** and ***one another***—are used only with plural concepts to show that two or more people perform the action on *each other* (two people). Use ***one another*** when more than two people are involved.

Romeo and Juliet loved ***each other***. [He loved her and she loved him.]

We call ***each other*** every day. [I call him (her, them), and he (she, they) call me.]

They write ***each other*** frequently.

We visit ***each other*** every month.

The Greeks and the Persians fought ***each other*** often.

The ancient civilizations copied ***one another*** in many ways.

Dress designers are constantly trying to outdo ***one another***.

After their divorce, Harvey and Lacy hated ***each other*** so much that they almost killed ***each other***.

The children will chase ***one another*** around the yard until they are exhausted.

Athletes compete against *one another* all the time.

## EXERCISE 77

Write sentences that show reciprocal action. Add prepositions and any necessary words to complete the sentences.

**Example:** Actor / actress / kiss / passionately / during / love scene.

*The actor and actress kissed each other passionately during the love scene.*

1. Mr. / Mrs. Smith / sing / often.
2. Chris / Rachel / see / weekends.
3. We / find / in world / great / technological advances.
4. Henry / Joan / look for / in crowd.
5. Marty / his sister / tease / about / pronunciation.
6. Stan / Nancy / their friends / buy / Christmas gifts.
7. My sister / I / give / moral support.
8. The soldier / his wife / hold / tightly / after/ return / Iraq.
9. Tom / Sally / know / for years / before / getting married.
10. Tony / his mother / meet / Thursdays / lunch.

11. Nancy / mother / speak / telephone / every day.

12. Romeo / Juliet / love / very much.

13. John / Paul / not take / seriously.

14. Judy / Christine / tell / secrets.

## **WHO, WHOM, WHOEVER, AND WHOMEVER**

Because it is often difficult to decide on the correct form of **who**, **whom**, **whoever**, or **whomever**, keep these hints in mind:

- Block out the rest of the sentence and focus on only the relative clause. In that clause, how does the word function—as subject or object?
- Underline *all* subjects and verbs in the complete sentence. Do not forget to include the **you** understood for the commands. If you have an even number (matched pairs of subjects and verbs), then the missing form will be **whom**.

**I told** them to invite (whoever, whomever) **they wanted**.

S + V

S + V

(Because there are two pairs here, the missing form is the object, **whomever**.)

If there are not an equal number of matching pairs, then use the subject **who**.

**Give** the books to (whoever, whomever) **answers** the door.

(you) give = S + V

V

Here there is one pair and a verb with no subject, so the correct form is **whoever**. It is the subject of the clause **whoever answers the door**.

S + V + D.O.

**Who/whoever** and **whom/whomever** are not interchangeable. **Whoever** refers to whatever person, anyone at all, while **who** refers to someone specific.

The girl **who** is wearing the red dress is my cousin. (This refers to a specific girl.)

**Whoever** (any person at all) needs the money should have it.

For the object, use **whomever** to make it the *receiver* of the action in its own clause. There may or may not be a preposition.

Invite **whomever** (any person at all) you choose.

Give the packages to **whoever** answers the door.

Notice that in the second one, the form is the subject, because it performs the action of the clause “whoever answers the door.” Don’t always assume that because you have the preposition in front of the pronoun, it refers to the object. It refers to the object *only* if it is receiving the action.

I know the boy **to whom** you are speaking.

**Whom** is the object in the first clause as well as in the second clause (you are speaking to **whom**). **Whom** receives the action in both clauses.

Give it to **whomever** you see at the museum.

**Whomever** is the object of the verb give (command form) in the first clause as well as in the second clause (you see **whomever** at the museum). **Whomever** receives the action in both clauses.

Write the letter to **whoever** is the chairman of the committee.

**Whoever** is the subject of the second clause.

Give the money to the man **who** is standing behind the desk.

**Who** is the subject of the clause **who is standing behind the desk**.

## EXERCISE 78

Supply the correct form of **who**, **whom**, **whoever**, and **whomever** in each sentence.

**Example:** Mario knows whom the committee has chosen for president.

1. It was Terry Schmidt \_\_\_\_\_ received the golf trophy.
2. The girl \_\_\_\_\_ the reporter interviewed was the victim of the accident.
3. A secretary \_\_\_\_\_ has no good communication skills is not an asset to the company.
4. Appoint \_\_\_\_\_ you choose to fill the position.
5. The scholarship will be given to \_\_\_\_\_ has the highest grades.
6. To \_\_\_\_\_ did you wish to speak, sir?
7. I can't decide on \_\_\_\_\_ to invite to the dinner party.
8. Natalie's mother, \_\_\_\_\_ you met last night, works in the vice president's office.
9. \_\_\_\_\_ designed that building certainly knew how to conserve space.

10. Can't you remember the person from \_\_\_\_\_ you accepted the money?
11. Give the information to \_\_\_\_\_ answers the telephone.
12. Mr. Hyle, \_\_\_\_\_ has been our director for 20 years, is retiring in July.
13. Can you guess \_\_\_\_\_ is coming to visit us tomorrow?
14. The person about \_\_\_\_\_ you spoke so highly has been offered the job as director.
15. Nancy Wilson, \_\_\_\_\_ has lived here for 25 years, decided to go to the mountains.
16. I can't imagine \_\_\_\_\_ would do such a terrible thing!
17. Your successor will be \_\_\_\_\_ you designate.
18. From \_\_\_\_\_ did you request the copies?
19. \_\_\_\_\_ selected those colors has no good taste.
20. \_\_\_\_\_ has all six numbers will win the lottery.

## **PRONOUN REFERENCE**

Pronoun reference shows the relationship among pronouns in a sentence or those pronouns that replace nouns previously mentioned. One of the major



pronoun errors is found in the relationship of singular nouns later referred to by plural pronouns.

**INCORRECT:**

*Everyone* (singular) has to write *their* (plural) own summary before leaving.

*Each student* needs to have permission for *their* trip next week.

*Gun control legislature* will never be successful until *they* are outlawed.

*One* should be very careful before *you* accept dates with people you meet on the Internet.

In each of these sentences, the writer has shifted from singular to plural, or from third personal singular (one) to a second person pronoun (you).

**NOTE**

Even though expressions like *each person*, *every teacher*, and *everybody* imply a plural quantity, these all take a *singular* verb and a *singular* pronoun.

**EXERCISE 79**

Make all necessary changes in each sentence to reflect pronoun agreement.

**Example:** Every instructor teaches their class differently. Every instructor teaches *his/her* class differently.

1. According to the Constitution, each person is free to do whatever they want as long as they don't infringe on the rights of others.
2. At the beginning of the day, every staff member wore their uniform.
3. Every Girl Scout should carry their cup, name tag, and flash light in a special bag.
4. Each person is convinced that peace is necessary for survival, and they

must form a government that will work for the benefit of all.

5. When I arrived at the hotel everyone was carrying their own suitcases.
6. Nobody can get all the things that they want in this life.
7. As he is growing up, each child needs a lot of understanding, or else they will have problems and they will not be good citizens.
8. Each book in the library has their own call letters based on the Dewey Decimal System.
9. Boy Scouts have the responsibility of caring for himself and cooperating with camp counselors and other Scouts.
10. All of the female teachers create her activities and help students work together.
11. We had to take two summer classes, and our teachers told us about it.
12. We needed packing boxes, so we went to the grocery store to get it.
13. Before moving, I used to go to the movies every Saturday, and now I miss it very much.
14. If a person really cares about another, they can find many ways to show their feelings.
15. We all traveled to different parts of the country and decided to write about it.
16. Each of the teams has their own project to finish before the end of the semester.
17. A hospital staff member needs to be friendly, because they are the first people who come in contact with patients.
18. Many times during your life we can have an unusual experience.

19. Each house in the neighborhood has their own unique design and appeal.
20. Every weekend one of my friends invites me to their house.

## EXERCISE 80

Read the following, and circle the correct answer.

### Days with My Grandmother

How I remember the days I spent with my grandmother! She was a kind and generous woman who always seemed to have time and energy for many things. Her house looked like all the other large houses in one of Cleveland's oldest sections. However, my fondest memories are of her working in the kitchen. She looked so happy and comfortable in her crisp white apron as she kneaded the dough for her baking powder biscuits and molded the pie crust in the Pyrex dishes. She never seemed to grow tired of her myriad daily chores. No matter what she prepared, it always tasted wonderful. It often smelled so good that I'd run in from play and ask, "Is it ready yet? How soon before I can sample it?"

Even though I was only a ten-year-old girl, she made me feel important. We would sit on the porch after lunch and talk and sip homemade lemonade. She added that extra touch of something special that made it taste so good.

We often went downtown on the old streetcars. This proved to be a real adventure as we walked two long blocks to board the cars and then sat there as they rocked back and forth on the tracks on the seven-mile trip to town. The conductor sounded the bell when we reached the end of the line. We walked up and down Euclid Avenue, shopping and stopping to eat in a special restaurant.

Three years later, my grandfather died, and she appeared sad and distant. She became quiet, and I, too, felt her pain. I grew up very quickly that year, but I have never forgotten the joyful days that we spent in her old house with the large kitchen filled with the aroma of her wonderful cooking, her kind smile, and our animated conversations.

1. The adjective **her** in sentence 3, paragraph 1, specifically refers to
  - A. some woman
  - B. grandmother
  - C. house
  - D. Cleveland
  
2. In paragraph 1, **It** often smelled so good, refers to
  - A. biscuits
  - B. kitchen prepared
  - C. dough
  - D. what she
  
3. In paragraph 2, the last sentence, **it** refers to
  - A. lunch
  - B. extra touch
  - C. porch
  - D. lemonade
  
4. In paragraph 3, sentence 2, the word **they** refers to
  - A. blocks
  - B. street cars
  - C. tracks
  - D. neighbors
  
5. In paragraph 4, sentence 1, **she** refers to
  - A. grandfather
  - B. conductor
  - C. girl
  - D. grandmother
  
6. In paragraph 4, the last sentence, the pronoun **we** refers to
  - A. girl and grandmother
  - B. girl and grandfather

- C. girl and conductor
- D. girl and I

## EXERCISE 81

Read the following, and answer the questions.

### Channeling

Channeling is not the tuning from one television station to another. It is a form of spiritualism or communication between Guides of the Spirit, the astrophysical world and the earthly plane. **It** is a dialogue communication of a Guide speaking through a medium or psychic **who** has put himself or herself in a hypnotic state. The Guide, in speaking expresses, his or her thoughts and not those of the psychic.

The Guides are various spirit **entities**, who had supposedly been physical beings at one time, but now **they** exist in a world or plane commonly called the “astral world.” Some of these Guides claim to be thousands of years old and have an ancestry way beyond our understanding. Guides have a somber and calm way of expressing themselves and always appear to have a pleasant and understanding personality. Some well-known Guides are Ramtha, Seth, and Raj. Many mediums claim to have regular contacts with **them**.

While it is **claimed** that anybody can contact a Guide, it appears that only those with a so-called psychic power have the ability to succeed. The channeling usually begins when the medium goes into meditation and then **lapses** into a self-induced hypnotic state. By some “supernatural means” the Guide is contacted and begins the dialogue. Guides can be either male or female. Besides a general dialogue, Guides will sometimes answer questions and give advice. Also, during the dialogue, the psychic has no control over the words of the Guide, and **he** or she speaks in a different voice other than that of the psychic.

Generally, the Guide ends the dialogue and the psychic quickly returns to a normal state. Channeling is **analogous** to space aliens . . . some believe . . . some do not.

1. What is channeling?
  - A. Sailing through water channels around the world
  - B. Communication between two Guides
  - C. Contacting aliens in outer space
  - D. Traveling thousands of years back in time
  
2. Which of the following statements is *not* true about Guides?
  - A. They are only males.
  - B. They were once humans.
  - C. They express their thoughts and not those of the psychics.
  - D. They are contacted by supernatural means.
  
3. What are Guides?
  - A. Space aliens who communicate with Earth
  - B. Humans who have contact with the spirit world
  - C. Female psychics who communicate with aliens
  - D. Spirit beings living in the astral world
  
4. What can be inferred about channeling?
  - A. It's a means of communication with aliens.
  - B. It provides answers to supernatural mysteries.
  - C. It's a way of putting oneself into a hypnotic state.
  - D. It's a way of communicating with the dead.
  
5. What happens when Guides finish their communication with psychics?
  - A. The psychics put themselves in a hypnotic state.
  - B. Psychics move to an astrophysical world.
  - C. Psychics converse with Ramtha, Seth, and Raj.
  - D. Psychics leave their hypnotic state and return to a normal state.
  
6. How long have some of the most well-known Guides been around?
  - A. A few years
  - C. Hundreds of years

- B. Many years
  - D. Thousands of years
7. Who can most successfully contact Guides?
- A. Those who speak in another voice
  - C. Only those who have died
  - B. Those with psychic powers
  - D. Only Ramtha, Seth, and Raj
8. The pronoun **it** in paragraph 1 refers to
- A. spirit
  - B. channeling
  - C. communication
  - D. Guide
9. The pronoun **who** in paragraph 1 refers to
- A. Spirit
  - B. psychic
  - C. himself
  - D. Guide
10. The word **entities** means most nearly the same as
- A. entertainers
  - B. entrails
  - C. illusions
  - D. beings
11. The pronoun **they** in paragraph 2 refers to
- A. beings
  - B. Guides
  - C. thoughts
  - D. years

12. The pronoun **them** at the end of paragraph 2 refers to
- A. mediums
  - B. entities
  - C. contacts
  - D. Ramtha, Seth, and Raj
13. The pronoun **he** in paragraph 3 refers to
- A. Guide
  - B. psychic
  - C. anybody
  - D. male
14. The word **claimed** means most nearly the same as
- A. repudiated
  - B. disavowed
  - C. maintained
  - D. clarified

## ***OTHER AND ITS FORMS***

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The forms of **other** can be divided into pronouns and adjectives, depending on how they are used in the sentence.

### **Pronouns**

others

the other

the others

another

### **Adjectives**

other

the other

another

any other



Pronouns will replace the adjective forms and the nouns that follow them. While these are all similar, in that they represent a choice between or among elements, they cannot be used interchangeably. **The other** equals a choice between two specifically mentioned elements.

I have two gifts. One is for you, **the other** is for Alice. (the other gift)

There are two cars in the garage. One is my sister's, and **the other** is mine. (the other car)

If there are more than two elements, the expression **the others** is used.

I bought four cakes at the bakery. One is for us; **the others** are for the party tonight. (the other cakes)

Ben found only one pair of his socks, but **the others** must be lost. (the other pairs of socks)

**Other** and **others** are rather general terms, not specifically referring to anything in particular.

Jenny believes in UFOs. **Other** people, however, find it difficult to accept that these objects exist.

After his surgery, Paul had some good days, but **other** days were painful.

In both of these sentences **other** and the noun could have been replaced by **others**, a non-specific group. Both refer to something in the plural form.

other people → others

other days → others

**Another** can be both a pronoun and an adjective, and it means **any other**. Whichever element someone chooses will be acceptable. There are only two elements involved.

**Adjective:** Doctor, I can't make my appointment on Friday. Can we make it **another** day? (any other day—Monday, Tuesday, etc.)

**Pronoun:** This pen doesn't write. Please give me *another*. (any other pen)

*The other day* refers to a specific day, but *another day* means any other day, some non-specified day.

## EXERCISE 82

Using the words from the list, write the correct form in the spaces.

**Example:** Because his counselor was absent, Mark had to speak to another advisor.

other  
the other

others  
the others

another  
any other

1. Paul is more athletic than \_\_\_\_\_ boy in his class.
2. There aren't enough books to fill this box. Please get me \_\_\_\_\_ from on top of the table.
3. \_\_\_\_\_ day we had visitors from Cleveland.
4. Some students wrote compositions on famous people; \_\_\_\_\_ wrote on their own personal experiences.
5. Our teacher asked us if there were \_\_\_\_\_ questions before we began the experiment.
- and 7. I had to make \_\_\_\_\_ dress for the party because I gave \_\_\_\_\_ one to my sister.
8. Here is \_\_\_\_\_ example of fine Chinese art.
9. Louie made two out of the four goals scored in the game; Chris made \_\_\_\_\_
10. Since we don't have time to talk today, we will do it \_\_\_\_\_ day.

11. We don't accept that theory. \_\_\_\_\_ people consider it a very important concept.
12. Your experiments are incomplete. Spend \_\_\_\_\_ day in the lab and finish them.
13. Some of the girls want to wear long dresses to the party; \_\_\_\_\_ prefer shorter ones.
14. On Mondays, Wednesdays, and Fridays we have literature class, but on \_\_\_\_\_ days we have science class.
15. Some countries are world famous for their wines; \_\_\_\_\_ are not so renowned.
16. I can't give you an appointment for \_\_\_\_\_ time, because the doctor will be on vacation for two weeks.

## EXERCISE 83

In each sentence, decide which of the underlined items is incorrect.

1. One should never lend his car to a reckless driver if they want it returned in good condition.
  - A. never
  - B. his
  - C. they want
  - D. returned
2. Talk to any actor and they will tell you that the show cannot go on without him.
  - A. any
  - B. they
  - C. you
  - D. go on

3. Many people become stressed out when financial problems arise, because it can lead to depression. emotional changes. and arguments.
- A. stressed out
  - B. arise
  - C. it
  - D. to
4. Silence reigned in the courtroom as the jury returned to give their long deliberated verdict.
- A. Silence
  - B. as the jury
  - C. their
  - D. deliberated
5. Because the blouse that Nancy had bought was too big, she exchanged it for other one.
- A. Because
  - B. bought
  - C. too big
  - D. other one

## EXERCISE 84

Select the best word(s) to complete these sentences.

1. Each child needs a parental consent form signed by \_\_\_\_\_ parents.
- A. one's
  - B. their
  - C. his
  - D. our
2. My brother bought a new car. \_\_\_\_\_ is the most beautiful thing I've ever seen.

- A. One
- B. It
- C. He
- D. She

3. \_\_\_\_\_ day as I was walking down the street, I saw an accident.
- A. Another
  - B. Other
  - C. The other
  - D. Some other
4. The dentist said that Joel had two cavities and that he needed \_\_\_\_\_ appointment.
- A. other
  - B. another
  - C. the other
  - D. some
5. I'm free for lunch on Thursday. Can we meet then? No, \_\_\_\_\_ day will be just fine, but not Thursday.
- A. any other
  - B. other
  - C. the other
  - D. some

## EXERCISE 85

Select the correct form of the pronoun.

1. Have you seen (any, some) of Tom Cruise's movies lately?
2. I can't make an appointment for tomorrow, but (another, the other) day

will be fine.

3. Each of the students must turn in an exam with (his, their) name on it.
4. Some people are happy with the new president; (others, any others) are not.
5. Terry doesn't believe in UFOs. (Other, Another) people, however, strongly believe in them.
6. Every book on his desk has (its, their) own special reference number.
7. Phil found two inlaid boxes and a sword. (They, It) were in an antique store.
8. Bring the documents to (him, he) on your way to the office this morning.
9. The committee sent (us, we) the letters, but we haven't answered yet.
10. Each of the figurines comes with (its, their) own certificate of authenticity.

*Advanced Grammar*

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**ESL**

**CHAPTER 8**

**Adjectives**

## Chapter 8

# ADJECTIVES

## ADJECTIVES ENDING IN *-ly*

Most words that end in *-ly* are adverbs and show the manner in which something is done. However, those that have noun roots are adjectives. Most adjectives with a noun root add *y* to form the adjective.

wit—witty\*

fault—faulty

salt—salty

rock—rocky

knot—knotty

wood—woody

throat—throaty

chalk—chalky

fish—fishy

rain—rainy

leaf—leafy

mud—muddy\*

wind—windy

fun—funny\*

sun—sunny\*

*\*Double the final consonant before adding y.*

Other nouns add *ly* to form the adjective. These include the following:

worldly

heavenly

humanly

motherly

saintly

Observe the following sentences. The underlined words cannot be made into adverbs. You must find another word or phrase to form the adverb. If the *-ly* word precedes a noun, then it is an adjective. If the *-ly* word precedes a verb or an adjective, then it is an adverb.

Adjective: Her queenly attire made Elizabeth I stand out from all the other women present.

Adverb: The magnificently dressed queen stood out from all the others.



Replace the underlined words in these sentences with a synonym from the list below. Look up any new vocabulary before you begin the exercise. Then rewrite the whole sentence, using the synonym.

religious	terrestrial	corporeal	nocturnal	celestial
studious	well-timed	pale	paternal	annual

1. John's ghostly appearance told everyone that he was a sick man.
2. Despite Lou's powerful strength, he would not render bodily harm to anyone.
3. In many science fiction stories, earthly beings land on other planets.
4. Scientists are trying to figure out how heavenly bodies keep from colliding.
5. Father Peyton's priestly robes helped him gain admission to many restricted areas.
6. Del's scholarly appearance helped him obtain the part in the new documentary.
7. The raccoon's nightly raids of the garbage cans angered the neighbors.
8. Sue's timely entrance saved many of us from enduring a long lecture.
9. Mike's yearly income has already surpassed \$50,000.
10. Mr. Corrigan's fatherly advice enabled his son to become a better student.

## EXERCISE 87

Replace the underlined words in these sentences with a synonym from the list below. Look up any new vocabulary before you begin the exercise. Then rewrite the whole sentence, using the synonym.

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organized	amiable	expensive	uncourageous	fraternal
diurnal	holy	maternal	materialistic	beautiful

1. Mona's lovely silk dress was ruined when she spilled chocolate syrup on it.
2. Pam's friendly manner opened many doors for her.
3. Mr. Stevenson's orderly presentation enabled his students to learn more quickly.
4. Mother Theresa of Calcutta was a very saintly and unpretentious woman.
5. The soldier's cowardly behavior caused him to be court-martialed and barred from the military.
6. Henry VIII's worldly ways appalled the clergy of the Middle Ages.
7. The costly construction project at the university received the disapproval of the board of directors.
8. Jogging is an integral part of Dr. Erbes's daily routine.
9. Father Damian's brotherly love led him to work in a leper colony until he, too, died of leprosy.
10. Mrs. Coleman's motherly affection caused her to be loved by all the children in the neighborhood.

## **NOUNS AS ADJECTIVES**

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Many nouns in English can function as adjectives. However, the dictionary will list them only as nouns. Sometimes these "adjective-nouns" are also accompanied by a number. *Always use the singular form of the noun* when it modifies another noun.

NOTE

Always use a hyphen in the number-noun combination.  
Follow this formula for writing “adjective-nouns”: **number-singular noun as adjective + noun**

Jerry’s new *ten-speed bicycle* helps him move quickly through traffic.  
My mother has just bought a *50-piece set of china*.

**EXERCISE 88**

Rewrite each sentence, using numbers and “adjective-nouns.” Eliminate all unnecessary words.

**Example:** Adam needs to buy six *stamps worth twenty-five cents*.  
Adam needs to buy six *twenty-five-cent stamps*. (*not twenty-five-cents*)

1. Ivan has just bought a station wagon that has five doors.
2. My cousin likes that lovely gray purse with four compartments.
3. Our new computer has a hard drive of 9.6 gigabytes.
4. There is a new television in the lobby that has a screen that is 30 inches wide.
5. Sherry likes her new stereo with its four speakers.
6. When we went on vacation, we took a cooler that had a capacity of 80 quarts.
7. The Empire State Building is a structure with 92 stories.
8. Can you change this bill worth \$20?
9. In our English class last week, we had to write a composition of 250 words.

10. We took a trip across America that lasted ten weeks.
11. To get to Gastonia from here, you need to drive for six hours.
12. Angela was very upset because she had spilled a can that contained five gallons of olive oil.
13. For her dress, Susie needs three yards of material that is 60 inches wide.
14. Tom has just bought a bedroom set that has five pieces.
15. Eva lives in a house that has a garage for two cars.
16. Barbara made a new winter coat with five buttons.
17. Paul's new bicycle has five speeds.
18. Monty repairs cars, so he bought a tool set that contains 125 pieces.
19. We need an extension cord that is nine feet long.
20. My new camp light needs a battery that has nine volts.

## EXERCISE 89

Rewrite each sentence, using the [number + noun as adjective] combination.

**Example:** Tony's *bicycle* has *ten speeds*.

Tony has a *ten-speed bicycle*.

1. The battery he needs for his radio is four volts.
2. Our journey through the mountains took six days.
3. I have only ten dollars. Can you change this bill?

4. My cousin has just bought a house on three levels.
5. Nancy just bought a bathing suit which comes in two pieces.
6. Marcella's apartment has ten rooms.
7. The teacher said that each margin used on the composition had to be three inches.
8. The Manleys' color television is 19 inches wide.
9. Harry just bought a tool set that contains 40 tools.
10. My father has a gas can that holds five gallons.
11. That new model typewriter has 44 keys.
12. The flag kit comes with a pole that is 17 feet long.
13. Mandy always uses the platter with the three tiers when she entertains.
14. The salesman tried to sell us a dining room set of five pieces.
15. My new microwave has a timer for 25 minutes.
16. Susan's just bought a new coat made of mink with two gold buttons.
17. Pete always uses film that has a speed of 800.
18. The Nelsons new car has four doors.
19. When the president passed, the soldiers gave him a salute of 21 guns.
20. Veronica received a new tea set that has 15 pieces.

Some times the numbers are eliminated and just the **singular noun** is used as an adjective to modify another noun.

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singular noun as adjective + noun

I have a *dress made of silk*.

I have a *silk dress*.

## EXERCISE 90

Change these sentences to follow the [noun + noun] pattern. Eliminate all prepositional phrases.

**Example:** Kevin likes golf clubs made of titanium.  
Kevin likes *titanium golf clubs*.

1. Ruth has a lot of jewelry made of gold.
2. I like clothes of wool for winter because they are warm.
3. For picnics we always use forks made of plastic.
4. My mother wants a coat of mink for her birthday.
5. Jane never liked flowers made of silk.
6. Beverly has a set of chimes of brass.
7. The Japanese make beautiful flowers out of paper.
8. Nancy just sewed a skirt out of taffeta.
9. The Johnsons live in a house made of bricks.
10. The hostess served her elegant dinner on plates of china.
11. Cindy likes her new red shoes made of eel skin.
12. Billy's new art kit has lots of crayons.

13. Bernadette just received a briefcase made of leather for her birthday.
14. Beth is building bookcases made of wood.
15. Jeff needs a frame made of copper.
16. Michelle tried on a lovely dress made of silk.
17. Pam prefers clothes made of rayon.
18. The children love to play in a house in the tree.
19. The Gilbert family just built a patio made of stone.
20. Cheryl got a ring of diamonds for her birthday.

## EXERCISE 91: WRITING

Change the following to fit the [noun as adjective + noun] pattern. Write one good sentence with each.

**Example: a lodge for skiing** —————> **a ski lodge**  
Mario spends his weekends at the *ski lodge*.

**a coat for winter** —————> **a winter coat**  
You need a *winter coat* in December.

1. cream for coffee
2. soup of vegetables
3. salad of fruit
4. watch for the wrist
5. lamp for a desk
6. camera to take movies

7. covers for your books
8. factory that makes dresses
9. gloves made of leather
10. a shirt made of cotton
11. a tree for Christmas
12. bag for shopping
13. an album of photos
14. lab for chemistry experiments
15. vacation in the summer
16. window of stained glass
17. ticket for the train
18. station for buses
19. plates made of paper
20. cream for the hands

## **PARTICIPLES AS ADJECTIVES**

---

Participles, whether present or past, can function as adjectives in a sentence. It is often difficult for non-native speakers to decide whether to use the [verb + *-ing*] form or the [verb + *-ed*] form when they are writing or speaking.

As a general rule, use the [V + *-ing*] form when the noun performs or is responsible for the action described by the adjective.



The **crying** baby was quieted by her mother.  
(The baby was crying.)

The **tiring** journey through the mountains seemed endless.  
(The journey was tiring those who were traveling.)

Last Friday night we attended an **exciting** play.  
(The play excited us.)

On the other hand, when the noun modified by the adjective is the receiver of that action, use the past participle.

The **irritated** passengers complained to the captain. (Something or someone caused the passengers to be irritated. They did not cause the action.)

After winning the grand prize, the **shocked** contestant just stood there, not knowing what to say or do. (Winning shocked the contestant.)

After devouring its prey, the **satisfied** lion lay under a shady tree to take a nap. (Eating satisfied the lion.)

The **boring** teacher left the room. (The teacher is responsible for boring the students.)

The **bored** teacher left the room. (Someone or something was responsible for her leaving.)

## EXERCISE 92

Circle the correct form of the participle (past or present) for each sentence.

1. After the onslaught, the (raided, raiding) village tried to clean up the debris.
2. Despite a long delay, our (requested, requesting) materials finally arrived.

3. The kindergarten teacher read an (interested, interesting) story to her students.
4. Once the colonists were (settled, settling), they began to organize a new government.
5. The newly (explored, exploring) territory was named “Louisiana” in honor of King Louis of France.
6. The (paid, paying) bill was filed away.
7. Unfortunately, it is up to the (worked, working) class to support the poor.
8. After a careful investigation, the (stolen, stealing) property was returned to its owners.
9. The day of the (dreaded, dreading) exam had finally arrived, causing much anxiety.
10. The (escaped, escaping) refugees managed to reach safety before they had been missed.
11. The (hated, hating) emperor was violently attacked by the peasants.
12. Maria’s (missed, missing) locket was finally found in her sister’s drawer.
13. The (planned, planning) committee has unanimously approved the company’s proposal.
14. The (postponed, postponing) concert was rescheduled for the following week.

15. All of the (wandered, wandering) hikers were found in good health, not too far from their wrecked plane.
16. Carlos's (fought, fighting) spirit has enabled him to survive in this uncaring society.
17. Senator Hawthorne addressed the college (graduated, graduating) class.
18. The (frozen, freezing) temperatures during the holidays wiped out the citrus crop.
19. Because Nell had no keys, it was impossible for us to get through the (locked, locking) doors.
20. The police asked all the (invited, inviting) guests to remain seated until the investigation had been completed.

## EXERCISE 93

Select the correct participle in each sentence.

1. Dane's (admiring, admired) glances reassured Nathalie that she was doing a good job.
2. The police officer tried to resolve the problems created by the witnesses' (conflicting, conflicted) reports.
3. The oddly (shaping, shaped) bright ball in the sky caused great concern among the townspeople.

4. The (warping, warped) door was difficult to pry open.
5. There was a lovely (climbing, climbed) rosebush outside my bedroom window.
6. The sudden (rising, risen) temperatures made everyone at the ball game very uncomfortable.
7. The teacher's (questioning, questioned) look let Chuck know that she did not believe his excuse for being late.
8. A neatly (lettering, lettered) sign was placed in the window of the drugstore.
9. The (simmering, simmered) stew sent a pleasant aroma throughout the house.
10. Mona Lisa's (smiling, smiled) face is known throughout the world.
11. A (speeding, sped) truck overturned on the turnpike, causing a monumental traffic jam.
12. The (enveloping, enveloped) fog along the coast prevented the aircraft from landing.
13. New York's (littering, littered) streets appear unsightly to our foreign visitors.
14. Tony chased the (bouncing, bounced) ball down the street.
15. The (crushing, crushed) flower fell limply to the floor.

16. All of the gymnasts relaxed for an hour after participating in the (exhausting, exhausted) exercises.
17. The (opening, opened) envelope lay on the table.
18. Monica's (whining, whined) child was upsetting everyone who was waiting in the doctor's office.
19. The (returning, returned) letter did not bear enough postage.
20. Cleveland's (polluting, polluted) river has been the source of concern among its citizens for many years.

## COMPARISONS OF ADJECTIVES

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### Double Comparisons

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There are several ways of expressing double comparisons. With this type there is a comparison form in the main clause as well as in the dependent clause. The main clause always comes first in the sentence. Both clauses use the word *the*, a comparison, a subject, and a verb.

***THE*** + comparative + S + V, + the comparative + S + V

The *older* you get, the *slower* you move.

The *longer* we wait, the *more tired* I get.

The *faster* I read, the *more interested* I become.

**EXERCISES**

## EXERCISE 94

Finish the double comparisons.

1. The faster you drive, the \_\_\_\_\_.
2. The harder the player hit the ball, the \_\_\_\_\_.
3. The higher the sun rose, the \_\_\_\_\_.
4. The sooner you finish your job, the \_\_\_\_\_.
5. The longer Ray left the photo paper in the developer, the \_\_\_\_\_.
6. The larger the car engine, the \_\_\_\_\_.
7. The higher the temperature, the \_\_\_\_\_.
8. The darker the sky became, the \_\_\_\_\_.
9. The nearer we came to my mother-in-law's house, the \_\_\_\_\_.
10. The farther you live from me, the \_\_\_\_\_.

Other double comparisons always use **the more** as the comparative in the main clause.

**THE MORE** + S + V + [**THE** + comparative] + S + V

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***The more*** toys the children see, ***the more*** they want.

***The more*** you water the grass, ***the taller*** it will grow.

***The more*** that dog eats, ***the fatter*** it gets.

**NOTE**

There are also some shorter idiomatic expressions that use the double comparatives.

The more, the merrier.

The sooner, the better.

## Multiple Comparisons

---

Comparisons can also be expressed in multiples to indicate a much greater or lesser amount of difference. These can include fractions and whole numbers (one-half, one-third, one-tenth).

number	+ <b><i>TIMES</i></b>	+ <b><i>AS MANY</i></b> + plural noun	+ <b><i>AS</i></b>
fraction		+ <b><i>AS MANY</i></b> + plural noun	+ <b><i>AS</i></b>
number	+ <b><i>TIMES</i></b>	+ <b><i>AS MUCH</i></b> + singular noun	+ <b><i>AS</i></b>

Mexico City has approximately ***three times as many people as*** Tokyo.

In the French classes there are ***one-quarter as many students as*** in the Spanish classes.

The Davidsons earn ***four times as much money as*** the Duricas.

Other ratings or fractions can be calculated as the following:

100 percent more or less

two-thirds more or less

four times as much/many as

much more/less than

one-third as much/many as

twice as much/many as

double, triple the amount

## EXERCISE 95

How good is your math? Look at the information in each sentence and write an appropriate comparison.

1. Students in Costa Rica study 40 hours per week. Students in the United States study 30 hours.
2. It is 90 degrees in Phoenix and 45 degrees in Butte.
3. Nevada was a territory for only 3 years when it was admitted to the United States as a state. Washington state was a territory for 36 years.
4. Peru has 20 national public holidays. The United States has about 10.
5. England and Wales produce about 56 major products, while the Falkland Islands produce about 7.
6. On the foreign market, the exchange rate is 12,570 Turkish pounds per American dollar. In Indonesia it is 2,095 rupiahs per dollar.
7. The continent of Africa has an area of about 11,850,000 square miles. Iceland has about 39,709.
8. The diameter of the earth is about 7,927 miles. That of the moon is 2,160.
9. The Nile River is approximately 4,149 miles long. The Snake River in Idaho is 1,038 miles long.
10. The Anapurua Mountains, in Nepal, are 26,492 feet above sea level. Mount Mitchell in North Carolina is at 6,684 feet.



## Idiomatic Expressions with Comparisons

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In English there are many common expressions that use comparisons. Tell whether the following are equal or unequal comparisons. Because most are idiomatic expressions, look up their meaning in the dictionary. Most are also clichés (overworked expressions), and you should avoid using them in formal writing.

light as a feather

dumb as an ox

neat as a pin

old as the hills (dirt)

the weather took a turn for the worse

skinny as a rail

higher than a kite (slang)

smooth as silk

nuttier than a fruitcake (slang)

tough as nails (person)

wise as an owl

tough as shoe leather (food)

### EXERCISE 96

Using a dictionary, complete the comparisons.

1. Crazy as a \_\_\_\_\_

2. Hungry as a \_\_\_\_\_

3. No sooner said than \_\_\_\_\_

4. Pretty as a \_\_\_\_\_

5. Hard as a \_\_\_\_\_

6. The noisier you are, \_\_\_\_\_ it is for me to hear you.
7. Wild as the \_\_\_\_\_
8. Better late than \_\_\_\_\_
9. As plain as \_\_\_\_\_
10. As quick as a \_\_\_\_\_
11. Better safe than \_\_\_\_\_
12. the sooner \_\_\_\_\_
13. the bigger \_\_\_\_\_
14. as stubborn as a \_\_\_\_\_
15. as white as a \_\_\_\_\_
16. as red as a \_\_\_\_\_
17. as sharp as a \_\_\_\_\_
18. as busy as a \_\_\_\_\_
19. wise as an \_\_\_\_\_

20. as strong as an \_\_\_\_\_

## Illogical Comparisons

---

Comparisons need to focus on the same elements. When they focus on different elements, they are illogical. Often these illogical comparisons can be corrected by using a possessive form or the expression *that of* or *those of*.

**INCORRECT:** Linda's wedding dress is more elegant than Janet.  
(comparison of a dress and Janet)

**CORRECT:** Linda's wedding dress is more elegant than Janet's.  
(than that of Janet) (comparison of two dresses)

**INCORRECT:** Badr's car is more expensive than his wife.  
(comparison of a car and a wife)

**CORRECT:** Badr's car is more expensive than his wife's.  
(than *that of* his wife) (comparison of two cars)

If you mentally extend the comparison—Janet's dress, that of his wife (his wife's)—you will see the need for the possessive or the *that/those of* forms.

### EXERCISE 97

Correct the illogical comparison in each sentence.

**Example:** The director's salary is higher than his secretary.

The director's salary is higher than his *secretary's*  
(*secretary's salary*).

1. Pharmacists' jobs are different from electricians.
2. Chicago's temperatures are lower than Florida.
3. Susana's coat is prettier than Rosa.

4. Chestnut's supplies are more expensive than Kmart.
5. Eric's sports car is faster than David.
6. Connie's exam was more difficult than her sister.
7. Ralph's new Corvette cost more than his uncle.
8. Painters' lives are more diversified than teachers.
9. Musicians' practice sessions are longer than dancers.
10. The university's faculty is more experienced than the college.

## **Other Comparisons and Expressions**

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Other comparisons have different forms. You must learn them as such.

### **Words dealing with social classes**

high-class = very elegant, related to the highest level of society

low-class = in some cases, not acceptable taste

upper-class, middle-class, lower-class

### **Miscellaneous expressions**

upper division, lower division

upper torso, lower torso

upper management, midlevel management

high-paying job

high-water, low-water

above water, under water

above sea level, below sea level

high-rent, low-rent district  
highly thought of (renown)  
high-ranking government official  
overall  
overrated, underrated  
overcoat, underwear

### Ratings of achievement in school or at work

above average, average, below average  
overachiever, underachiever

## **SEQUENCE OF ADJECTIVES AS NOUN MODIFIERS**

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Many adjectives in English precede the words that they modify. They also may follow the nouns, but then they are usually set off by commas.

The pine tree, twisted and knotty, was bending in the breeze.

The twisted and knotty pine tree was bending in the breeze.

Our dogwoods, delicate and attractive, added a touch of elegance to our surroundings.

Our delicate and attractive dogwoods added a touch of elegance to our surroundings.

When two adjectives precede a noun and can be interchanged without altering the meaning, or the word **and** can be inserted between them, the first is set off by a comma.

The arid, hot desert climate made it easy to dry our laundry.

The arid and hot desert climate made it easy to dry our laundry.

Notice the difference in these sentences:

Millie's dark green suit accentuated her lovely, long hair.

My new winter coat has long, narrow buttonholes.

It would be wrong to try to say *dark and green* and *new and winter* in the sentences.

Adjectives fit into two basic categories: limiting and descriptive. The former consists of articles, possessives, quantities, and numbers. The latter includes all other adjectives, such as those dealing with size, shape, color, material, quality, and texture.

When you use a series of adjectives to describe the same noun, there is a set pattern for which adjective comes first and which follows that, and what comes next. Here are several examples that are categorized in the chart on the following page:

a big, bright blue circular aluminum object

the small picturesque farming village

a privately owned Japanese tapestry museum

### SEQUENCE OF ADJECTIVES AS NOUN MODIFIERS

**In English, when a series of adjectives are used to describe the same noun, they are placed in a set pattern for which adjective comes first, which follows that, and what comes next. The descriptive properties in this table are placed in the order in which they normally appear in English. You can use this chart to decide *by category* what the word order should be in a sentence.**

1. Limiting	2. Size/Age	3. Description	4. Intensity	5. Quality	6. Color	7. Form	8. Texture	9. Nationality	10. Religion	11. Material	12. Adjective-Noun	13. Noun
a	big		bright		blue	circular				aluminum		object
the	small	picturesque									farming	village
a		privately owned						Japanese			tapestry	museum
		carved			white					wrought iron		grillwork
		well-kept			white-washed					stucco		houses
some		world's	finest		white					quartz	sand	beaches
hundreds of	gigantic	majestic		historic								Sequoias
a					red and gray		woven					poncho
many	tall	neck-crating								glass		skyscrapers
numerous		axe-breaking		narrow		winding					hairpin	turns
several	large						fleecy				baby	lambs
five				devoted				Irish	Catholic			nuns
these	centuries-old , giant	spectacular										trees
Sally's		elegant			yellow	cocktail-length				chiffon	prom	dress

## EXERCISE 98

Categorize each word.

**Example:** Methodist > *religion*      octagonal > *form*      deep > *intensity*

1. false
2. satin
3. purple
4. narrow
5. copper
6. their
7. twenty
8. oval
9. spiral

10. pine
11. young
12. horseshoe
13. convex
14. rough
15. happy
16. fuzzy
17. tangerine
18. vast
19. our
20. wide
21. dwarfish
22. oblong
23. curved
24. interior
25. shallow
26. antiquated
27. billowy
28. turquoise



29. imaginative

30. responsible

31. mechanical

## EXERCISE 99: Writing

Combine three or four of the following, and add a subject and a verb to complete the sentence. Write three sentences.

**Example:** I bought a *large opaque porcelain vase*.

Harvey loves to make *carved miniature* statues.

deep	opaque	porcelain	heart-shaped
smooth	gossamer	shimmering	weatherbeaten
silky	miniature	large	carved
petite	twisted	fluffy	

## EXERCISE 100

Unscramble the word groups so that the adjectives follow the sequence set up on the preceding pages. The noun to be described is the first word.

1. **Dress:** elegant the satin long red
2. **Ball:** big the round boy's beach
3. **Ring:** small oval bright a diamond
4. **Car:** blue sleek sports new Rita's
5. **Nights:** winter cold many December's long
6. **Bears:** little fat koala fifteen furry

7. **Feathers:** ostrich big white two
8. **Tomatoes:** five red ripe round
9. **Chair:** large comfortable a old soft
10. **Handle:** ruby-encrusted delicate long the

## EXERCISE 101

In each sentence, decide which underlined item is incorrect.

1. The spy novel I am reading is much more exciting than my sister.
  - A. The
  - B. am reading
  - C. much more
  - D. my sister
2. The product you bought at the lower price is the more inferior to the one we sell at a slightly higher price.
  - A. bought
  - B. the more
  - C. the one
  - D. slightly
3. The carpenter is making a cabinet of wood that will take six weeks or more to complete.
  - A. is making
  - B. cabinet of wood
  - C. take
  - D. more
4. Lucas won a scholarship for athletics that will pay for four years of study as well as his tuition.

A. a scholarship for athletics

B. will

C. years

D. as well as

5. Many shivered soldiers stood in line waiting for some hot food to eat.

A. shivered

B. in

C. waiting

D. to eat

6. The newly developing plan would be presented to the committee before the end of June.

A. newly

B. developing

C. would

D. before

7. A thoroughbred race horse is usually expensiver than a European sports car.

A. race

B. usually

C. expensiver

D. sports

8. The sooner you finish your assignment, more quickly we'll be able to leave town.

A. The sooner

B. your

C. more quickly

D. to leave

9. Mark won the grant because his grades are higher than average in his

academic field.

- A. won
- B. because
- C. higher than average
- D. academic

10. Marcy's new shoes cost her twice more than mine cost me.

- A. new
- B. her
- C. more than
- D. mine

## EXERCISE 102

Below each sentence you will see answers marked A, B, C, and D. Select the one answer that best completes the sentence.

1. In the past, tennis used to be the sport of the \_\_\_\_\_ class, but that is changing.
  - A. higher
  - B. superior
  - C. upper
  - D. mid upper
  
2. Venice is one of \_\_\_\_\_ cities in Europe.
  - A. more beautiful
  - B. the more beautiful
  - C. most beautiful
  - D. the most beautiful
  
3. The team played \_\_\_\_\_ game of hockey that the coach was pleased.
  - A. better
  - B. much better

- C. so good
- D. such a good

4. All of your grades are \_\_\_\_\_ average. I'm proud of you.

- A. above
- B. over
- C. super
- D on top of

5. Because the freezing temperatures destroyed much of the citrus crop, the prices are \_\_\_\_\_.

- A. double
- B. two times more
- C. up two times
- D. twice more

6. \_\_\_\_\_ people in America like to observe as well as participate in sports.

- A. Almost
- B. Most
- C. Much
- D. Too much

*Advanced Grammar*

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**ESL**

**CHAPTER 9**

**Conjunctions**

## Chapter 9

# CONJUNCTIONS

**Correlative conjunctions** usually come in pairs and join like elements. Be sure that they are placed directly before the words representing the two like elements.

both—and                      not only—but also

either—or                      whether—or

neither—nor

Larry is a gifted musician who plays **both** *the piano* **and** *the saxophone*.

Many movie stars have houses **not only** *in California* **but also** *in New York*.

**Whether** *you go to the party* **or** *you stay home* is your decision.

### NOTE

Be careful to place these conjunctions directly before the two like elements.

**INCORRECT:** Helen *plays both music and sings well*.

(noun)      (verb)

**CORRECT:** Helen **both** *plays music* **and** *sings well*.

(verb)                      (verb)

**INCORRECT:** Our team manager is **both** *active in sports* **and** *off the field*.

(adj.)                      (prep. phrase)

**CORRECT:** Our team manager is active **both** *in sports* **and** *off the field*.

(prep. phrase)      (prep. phrase)

While the conjunction **as well as** is not part of a pair, it does join two like elements. Notice that it does not influence the verb in terms of singular and plural.

*Nancy, as well as her family, supports* the new proposal.

*Teachers, as well as students, plan* to visit the Dali Museum

If, however, you used the conjunction **and** instead of **as well as**, each would have a plural verb.

*Nancy and her family support* the new proposal.

*Teachers and students plan* to visit the Dali Museum.

Remember that whatever subject follows **or** or **nor** will determine whether the verb is singular or plural.

**Either** *Sandy or her brothers drive* to school in the morning.

**Neither** *the Johnsons nor their son has* access to the trust.

However, the subject following **as well as** and **including** does not determine the verb. It is the subject that comes before the conjunctions that does. If you cover the clause and work with whatever is left of the sentence, then you won't have any problems with subject/verb agreement.

The **price** of the furniture, *including* the television and sofa, **is** \$500.

The **college president**, *as well as* the deans, **is** accountable to the board of trustees.

**Relative conjunctions** introduce clauses that relate to something or someone previously mentioned. These will be studied more in detail in the section "Clauses." The following are relative conjunctions.

that

which

whichever

who

whoever



whom

whomever

whose

I have seen *the movie* **that** you said was so good. (*That* relates to *movie*)

*That man* **who** is standing by the piano is the new director of the opera.

## EXERCISE 103

Correct each sentence so that the correlative conjunction is in the right place or so that the subject and verb agree.

**Example:** Ben not only plays the guitar but also the flute.

Ben plays *not only* the guitar *but also* the flute. (two instruments)

**Example:** Either the soldiers or the captain prepare to march against the enemy.

Either the soldiers or the captain *prepares* to march against the enemy.  
(agrees with the subject closer to the verb)

1. Both Annika and Tara is cousins.
2. Neither the boys nor their sister are planning a career in medicine.
3. The band members, as well as the director, goes on tour next month.
4. We not only have cards for baseball but also for football players.
5. Either Friday's concert or Saturday's are fine with me.
6. We are planning not only to go to Switzerland, but also to Austria.
7. John, as well as his friends, hope to be professional writers someday.
8. Neither fats nor sweets is part of a good, healthy diet.

9. The bride's elegant bouquet not only was filled with gardenias, but also lilies.
10. The guests, including the president, pays compliments to the hostess.
11. I both want to buy the stereo and the cabinet.
12. Neither the house nor the doors has to be painted.
13. The flowers, as well as the oak tree, is growing well after the storm.
14. The government both has the power and the authority to raise taxes.
15. Both the plane and the pilot is landing safely.

*Advanced Grammar*

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**ESL**

**CHAPTER 10**

**Verbs**



Use the following word order with the present perfect tense:

Question:       $\left\{ \begin{array}{l} \text{HAVE} \\ \text{HAS} \end{array} \right\} + \text{subject} + \text{past participle} + (\text{complement})$

Have you eaten lunch?

Affirmative:      S      +       $\left\{ \begin{array}{l} \text{HAVE} \\ \text{HAS} \end{array} \right\} + \text{past participle} + (\text{complement})$

I have eaten lunch.

Negative:      S      +       $\left\{ \begin{array}{l} \text{HAVE} \\ \text{HAS} \end{array} \right\} + \text{NOT} + \text{past participle} + (\text{complement})$

I have NOT eaten lunch.

## EXERCISE 104

Each of the following has taken place at some indefinite time. As you look at the sentences, relate them to *now*. Answer each in the affirmative and in the negative.

1. Has the child drunk his milk?

Yes, \_\_\_\_\_.

No, \_\_\_\_\_.

2. Has Mary sold her house?

Yes, \_\_\_\_\_.

No, \_\_\_\_\_.

3. Have the directors thought about a solution to the problem?

Yes, \_\_\_\_\_.

No, \_\_\_\_\_.

4. Have all of you spoken to the teacher?

Yes, \_\_\_\_\_.

No, \_\_\_\_\_.

5. Charles, have you worn your new shirt?

Yes, \_\_\_\_\_.

No, \_\_\_\_\_.

6. Have I done a good job on the presentation?

Yes, \_\_\_\_\_.

No, \_\_\_\_\_.

## EXERCISE 105

Finish each sentence, using the same verb as in the first part. Assume that the events follow a normal, habitual pattern and you are relating these events to today and what has (not) taken place up to this moment.

**Example:** Sally does her homework at night. It's 3:00 p.m. and she **has not done it** yet.

Matt takes two vitamins every morning. Today is Wednesday (afternoon), and he **has taken eight** vitamins so far this week. (number of vitamins)

1. I eat breakfast at 9:00 every day. It's now 8:00 and I \_\_\_\_\_ yet.

2. It snows a lot in February. It's May 10 and it \_\_\_\_\_ since \_\_\_\_\_.
3. Mark works from 8:00 to 5:00, Monday through Friday. It is 2:00 on Thursday, and Mark \_\_\_\_\_ already \_\_\_\_\_ hours. (include the number of hours)
4. Peggy types 20 letters every day, Monday to Friday, 8:00 to 5:00. It is 5:00 Friday, and Peggy \_\_\_\_\_ letters. (number of letters)
5. Mrs. Jones gives her students many tests. This semester she \_\_\_\_\_ already \_\_\_\_\_ twelve tests.
6. My bills are due on the 28th of the month, and I pay them on the due day. Today is the 20th, and I \_\_\_\_\_ yet.
7. Phil visits Mexico once every year. In the past five years he \_\_\_\_\_ five times.
8. I receive five letters from my family and friends every week. This week I \_\_\_\_\_ letters. (number of letters also)

## EXERCISE 106

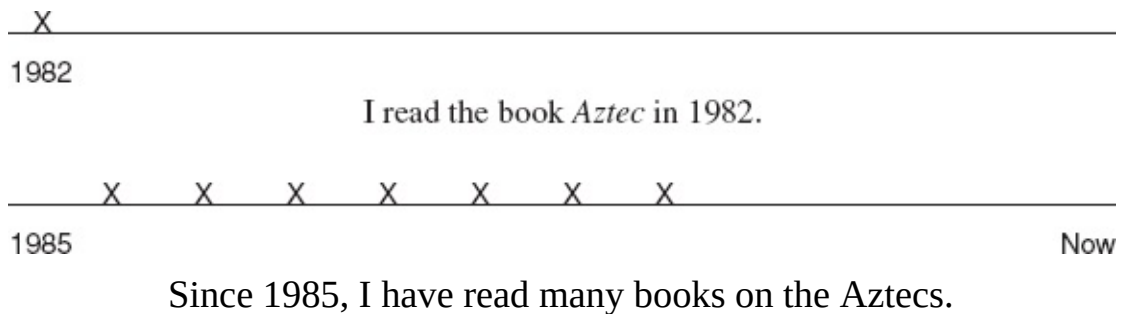
Answer the following questions, using complete sentences.

1. Have you ever traveled to the Grand Canyon?
2. Has your family ever eaten sushi?
3. Have your friends been to an American baseball game?
4. Have your friends visited the Van Gogh exhibit at the museum?
5. Has the plane arrived at the airport yet?

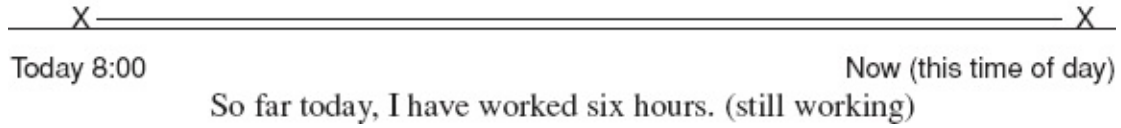
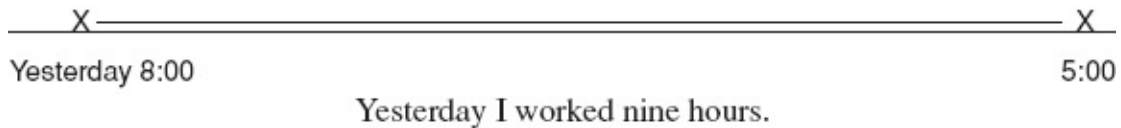
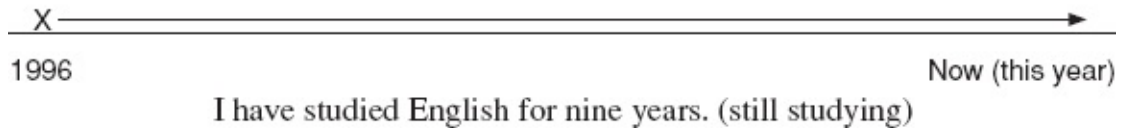
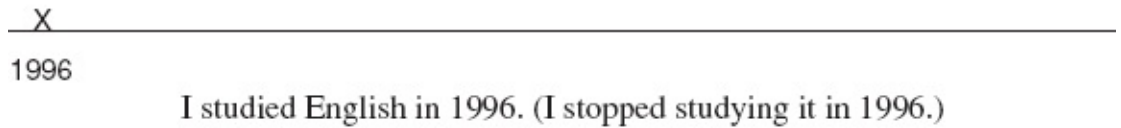
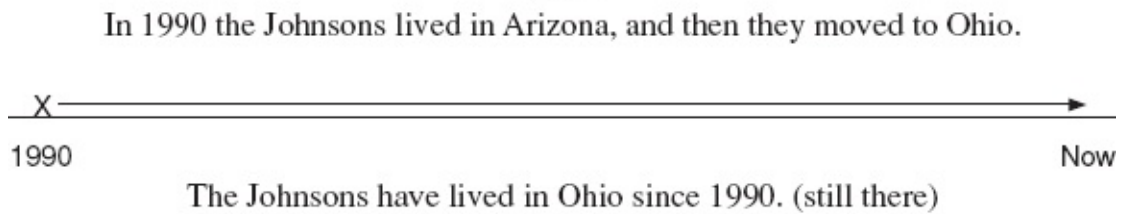
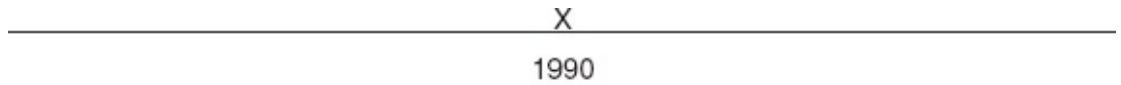
6. Has your best friend ever played a trick on you?
7. Have your teachers helped you with your problems with English?
8. How many exams have you taken this week?
9. What new foods have you eaten here in America?
10. Have you told your parents about your adventures in America?

## **PAST AND PRESENT PERFECT**

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## **SIMPLE PAST AND PRESENT PERFECT**

## Simple Past

- ◆ **Single completed action at a *specific* time**  
He **drove** to work on Monday.
- ◆ **Simple past description**  
The weather in Hawaii **delighted** us.

yesterday	last week/night
last month	in 1998
ago	on Tuesday
the day before yesterday	

### Sentence patterns

S + [V + **ED**] + C

I studied the new vocabulary.

**DID** + S + simple form + C ?  
verb

Did you pay your tuition on Friday?

S + **did** + **NOT** + simple form + C  
verb

I did not (didn't) watch television last night.

## Present Perfect

- ◆ **Action took place at some *indefinite* time in the past**  
We **have already seen** that movie.
- ◆ **Action that happened more than once in the past**  
She **has visited** Mexico six times.
- ◆ **Action that began in the past and continues to this moment**  
He **has studied** English since 2001.

already	before
ever	since
yet	for

### Sentence patterns

S + { **HAVE** } + past participle + C  
      { **HAS** }

I **have seen** that movie.

Harry **has done** his homework.

{ **HAVE** } + S + past participle + C ?  
  { **HAS** }

Have you **eaten** in that restaurant?

Has Susan **visited** the museum?

S + { **HAVE** } + **NOT** + past participle + C  
      { **HAS** }

I **have not (haven't)** read that book.

Ellen **has not (hasn't)** washed the car.

<b>Single past definite time</b>	I <b><i>parked</i></b> in the faculty lot yesterday morning.
<b>Indefinite, more than once</b>	I <b><i>have parked</i></b> in the faculty lot only four times <i>this month</i> .
<b>Single past definite time</b>	It <b><i>snowed</i></b> a lot in Cleveland in February.

<b>Indefinite, more than once</b>	It <i>has snowed</i> fifteen times <i>since February</i> .
<b>Period in the past</b>	I <i>hated</i> snow as a child!
<b>Action begun in past</b>	I <i>have hated</i> snow <i>for twenty years!</i>
<b>One definite time</b>	Ray <i>sang</i> in the shower last night.
<b>Repeated indefinite action</b>	Ray <i>has sung</i> that same song <i>over and over again</i> .

Compare the following sets of sentences.

- ◆ The Davis family *lived* in Orlando for six years, and then they moved to St. Augustine. (They no longer live in Orlando.)  
The Davis family *has lived* in St. Augustine for six years. (The family still lives there.)
- ◆ Marty wrote five letters last week. (one definite time, finished action)  
So far this week, Marty *has written* ten letters. (He may write more before the end of the week.)
- ◆ It *rained* hard last night. (one completed past event)  
It *has rained* hard five nights this week. (It may rain again this week.)
- ◆ We *worked* late Friday night. (one completed action)  
We *have worked* late every night this week. (We may continue to work late every night.)
- ◆ I *paid* \$25 for last Saturday's concert ticket. That was too much money! (one event)  
I *have paid* \$25 for all my concert tickets. (I still am paying \$25 per ticket.)

## EXERCISE 107

Write the correct form of the verb.

1. He (wrote, have written) the exercise many times before turning it in.
2. Mark (wore, has worn) his new suit to the party last night.
3. No one (thought, has thought) it would rain yesterday.
4. Larry (read, has read) each of the Harry Potter books this year.
5. Paul (quit, has quit) smoking since his heart attack.
6. While Neal was cutting the bread, he (hurt, has hurt) his finger.
7. Last summer we (took, have taken) a trip to the Great Smoky Mountains.
8. We (waited, have waited) since 2000 to visit my family in China.
9. The sun (set, has set) earlier every night this summer.
10. No one (saw, has seen) the new Mel Gibson movie yet.
11. Luis (finally received, has finally received) his tax refund last Tuesday.
12. After her death, Mother Theresa (left, has left) us a wonderful legacy.
13. José (danced, has danced) very well. Did you see him glide across the

room?

14. Hugo (ran, has run) five miles every morning last summer.
15. The wind (blew, has blown) so hard last night that our awning came off.
16. Bart (sang, has sung) in concert ten times this month.
17. The children (ate, have eaten) the apples on their way to the cafeteria.
18. We (heard, have heard) the good news and are glad that you received the award.
19. Mark Spitz (swam, has swum) in many international competitions.
20. The baseball player (caught, has caught) the high fly ball after leaping into the air.

## EXERCISE 108: WRITING

Make a list of 10 things that you and your family did last summer. Change the subjects to use all forms of the verbs. Use 10 different verbs. Contrast this by making another list of what you and your friends have done so far this semester. Again, use 10 different verbs, and change the subjects. Notice the difference in the verb forms.

**Example:** Last summer my family *went* to the beach.

We *walked* along the shore.

This semester my family *has visited* me at school three times. My friends and I *have walked* in the park many afternoons.

## EXERCISE 109: WRITING

Get a partner and interview him/her, using question words: *who*, *what*, *why*, *when*, *where*, and *how*. Ask your partner eight questions about his/ her life since he or she came to the United States. When you have finished, rewrite the answers in paragraph form, and be prepared to introduce your partner to the class, telling everyone what you have learned about him/her.

**Example:** Adam *has lived* here for eight months. He *has studied* at the university for two semesters. . . .

## PAST AND PAST PERFECT

With the **past perfect** (sometimes called the **pluperfect**), use *had* and the past participle. In relation to a past time or action, this action had already taken place. The verb using *had* and the past participle is always the first of the two actions.

\_\_\_\_\_ X \_\_\_\_\_ X \_\_\_\_\_ X  
first action                  time or second action                  now

*Before 1500* (time reference past) Christopher Columbus *had discovered* America.

\_\_\_\_\_ X \_\_\_\_\_ X \_\_\_\_\_ X  
discovered                  1500                  now

The defendant *told* his lawyer that he *had been* out of the country at the time of the crime.

\_\_\_\_\_ X \_\_\_\_\_ X \_\_\_\_\_ X  
*had been* (first action)                  *told* (second action)                  now

Remember the following formula:

**BEFORE** + time past (verb in simple past tense)  
**AFTER** + **HAD** + past participle

*Before she came* (second action) to this school, Monique *had not studied* (first action) English.

We *had bought* (first action) a new car before my wife *got* (second action) her new job.

After the student *had sat* down (first action), the teacher *distributed* (second action) the exams.

Elvis Presley *had not been discovered* (non-existent first action) *before 1950* (past time).

## EXERCISE 110

Circle the correct form of the verb.

1. Before 1990 Anthu (visited, had visited) her friends in Holland.
2. After I (arrived, had arrived) at the party, everyone began to sing and dance.
3. I (read, had read) the letter after the mailman had delivered it.
4. Saul (told, had told) me that his family had gone on vacation.
5. Sandy (prepared, had prepared) a wonderful party before her friends moved to Arizona.
6. Jose (improved, had improved) his grades after his teacher had sent him a warning.

7. After the committee had made its decision, the chairman (made, had made) an announcement.
8. My package arrived shortly after I (ordered, had ordered) it
9. Terry (waited, had waited) for three hours before he left.
10. I remembered that I (promised, had promised) to send the gift to Rita.
11. Before the party ended, Burt (danced, had danced) with all the girls.
12. After I (mailed, had mailed) the package, I remembered the correct address.
13. Our teacher (gave, had given) us the test results after she had graded them.
14. No one (understood, had understood) the lesson before Professor Sobieski explained it.
15. Before he (went, had gone) to Greece, Dana did not speak a word of Greek.

## EXERCISE 111

Decide whether each sentence requires the simple past or the past perfect tense, and write the correct form.

**Examples:** The landlord raised (raise) the rent after he had sent us a notice.

The papers blew off the table after Mary had opened (open) the window.



1. Janice Lawson \_\_\_\_\_ (win) the lottery before she bought her new car.
2. Vera told her friends that she \_\_\_\_\_ (return) from vacation only a few days ago.
3. The mechanic \_\_\_\_\_ (repair) Dane's car after he had damaged the motor.
4. We \_\_\_\_\_ (remain) in Seattle after the conference had ended.
5. Dave \_\_\_\_\_ (drive) 40 miles out of the way before he realized his mistake.
6. All of the students \_\_\_\_\_ (pay) their tuition before July.
7. The fisherman had removed their equipment before the boat \_\_\_\_\_ (sink).
8. I \_\_\_\_\_ (go) to Kansas before the tornado struck.
9. The pipes \_\_\_\_\_ (*negative of freeze*) before we turned off the water.
10. I \_\_\_\_\_ (ring) the bell after I had seen the sign.
11. The carpenters \_\_\_\_\_ (build) the house after the crew had poured the foundation.
12. The police \_\_\_\_\_ (catch) the thief after he had escaped.
13. Marcy \_\_\_\_\_ (*negative of take*) the medicine before she read the

label.

14. The airplane \_\_\_\_\_ (land) after the pilot had spoken with the control tower.
15. Margaret \_\_\_\_\_ (*negative of buy*) the house before she married Jim.
16. Before the bank manager closed the safe, he \_\_\_\_\_ (put) in the sacks of money.
17. Before Jennie left for school, she \_\_\_\_\_ (*negative of eat*) anything.
18. Not many people \_\_\_\_\_ (fly) with that airline before 1988.

## **PRESENT PERFECT PROGRESSIVE**

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It is also possible to use the progressive to express an action begun in the past that still continues at this moment. Use the following formula:

S + { *HAS*  
*HAVE* } **BEEN** + [V + *ING*] + **FOR** + period  
of time

I ***have been living*** here for three years.

(Three years ago I came here to live and continue to live here.)

Frank ***has been studying*** English since 1989.

(Frank started in 1989 and still continues to study English.)

**HOW LONG** + { *HAS*  
*HAVE* } + S **BEEN** + [V + *ING*]  
+ complement

***How long have you been*** working at the Acme Textile Company?

***I have been working*** there for 10 years.

***How long has Jody been singing*** opera?

***Jody has been singing*** opera for 10 months.

## EXERCISE 112

Using the following situations, indicate how long this activity has been taking place.

**Example:** I came to Florida in 1978, and I am still here in 2005. (live)

***I have been living*** in Florida for 27 years.

1. Luis started his classes at the university three semesters ago. (study)
2. Mandy started skiing at 9:00 a.m. It's now 3:00 p.m.
3. Phil started his final exam at 11:00 a.m. and it's now 2:30 p.m. (take)
4. The conference began on Monday and we are still here on Saturday. (attend)
5. Harry and I began dancing together on February 1. Today is May 1.
6. They started to eat at 7:30 and it's now 9:30.
7. I started to speak Spanish six semesters ago.
8. Noel Phelps started to write novels when he was 25. He's now 46.
9. Jack started to drive a truck when he was 30. He's now 44.
10. Paul and Dorothy start to build their house on April 1. It's now September 30.
11. Kent started to play baseball in 1989. It's now 2003.

12. My favorite television program started in December. It's now April.  
(watch)
13. You started to play the role of King Arthur in 2000. It's now 2005.
14. I started taking my summer vacations in Europe in 1979. It's now 1987.

## EXERCISE 113: WRITING

Answer these questions based on your personal experiences.

1. How long have you been studying English?
2. How long have you been living in your apartment (house)?
3. How long has your family been writing letters to you?
4. How long has your best friend been working at his/her job?
5. How long have your classmates been studying in the library?
6. How long have you and your friends been eating in the cafeteria?

## PAST AND PAST PROGRESSIVE

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While both of these tenses indicate a time before now, they cannot be used interchangeably. **Past tense** indicates a simple completed action with no relation to any other action before or after it.

I **ran** to the store for some milk.

We **studied** for three hours last night.

It **rained** yesterday afternoon.

However, when the past action was in progress at a given time or prior to another sudden single action, the verb is in the **past progressive**.

I **was running** to the store when I **met** Bob.

We **were studying** for the exam when the lights **went** out.

It **was raining** yesterday when I **left** the library.

Each of the above sentences shows a past action in progress before another took place. Look at the idea in this chart:

running ~~~~~ / met ~~~~~ / now

studying ~~~~~ / went out ~~~~~ / now

raining ~~~~~ / left ~~~~~ / now

Compare the following sets of sentences.

- ◆ My father **drove** to work at 8:00 yesterday. (one time)

My father **was driving** to work at 8:00 this morning when he got a flat tire. (action in progress)

- ◆ We **talked** about our plans for the party before the class. (one time)

We **were talking** when the teacher arrived. (action in progress)

- ◆ Terry and Monica **played** tennis last night. (one time)

Terry and Monica **were playing** tennis when it started to rain. (action in progress)

- ◆ I **swam** in the pool this morning. (one time)

I **was swimming** at 10:00 when Maritza arrived. (action in progress)

- ◆ Patty **read** a book last night. (one time)

Patty **was reading** a book by the fire when I walked into the room. (action in progress)

Look for these key words to help you decide whether to use past or past progressive.

<u>Past</u>	<u>Past Progressive</u>
once	always
never	every day (night, week, etc.)
immediately	many times
suddenly	often
at once	frequently
unexpectedly	mental action verbs
finally	while/when (two simultaneous actions = at the same time)

## EXERCISE 114

Read the following paragraph and write the correct form of the past or past progressive for each verb.

This morning I (1) \_\_\_\_\_ was walking \_\_\_\_\_ (walk) to the bus stop when the bus suddenly (2) \_\_\_\_\_ pulled \_\_\_\_\_ (pull) away. I (3) \_\_\_\_\_ (look) at my watch and (4) \_\_\_\_\_ (see) that it was not late. How strange! I (5) \_\_\_\_\_ (wait) when my friend Jung (6) \_\_\_\_\_ (appear). She (7) \_\_\_\_\_ (carry) a lot of books, so I (8) \_\_\_\_\_ (move) over so that she could sit down. We (9) \_\_\_\_\_ (talk) when the next bus (10) \_\_\_\_\_ (arrive) about 15 minutes later. On the bus she (11) \_\_\_\_\_ (read) her book while I (12) \_\_\_\_\_ (write) some notes and we (13) \_\_\_\_\_ (*negative of pay*) attention. Suddenly, I (14) \_\_\_\_\_ (realize) that we had missed our stop. When we (15) \_\_\_\_\_ (get) off the bus, it (16) \_\_\_\_\_ (begin) to rain

and neither of us (17) \_\_\_\_\_ (have) an umbrella. We (18) \_\_\_\_\_ (be) very wet when we (19) \_\_\_\_\_ (enter) the library. This Friday the 13th, (20) \_\_\_\_\_ (be) terrible! Next Friday the 13th I will stay home all day.

## EXERCISE 115

Circle the correct form of the verb.

Last week I (1) (went, was going) shopping as I do every Friday. When I (2) (arrived, was arriving) at the parking lot, I (3) (found, was finding) no place to park. Suddenly, I saw that a blue Toyota (4) (left, was leaving) a spot close to the entrance. I (5) (parked, was parking) my car when someone suddenly (6) (jumped, was jumping) in front of me. He (7) (didn't pay, wasn't paying) attention and I almost (8) (hit, was hitting) him. I finally (9) (got, was getting) into the store and (10) (started, was starting) my shopping. I (11) (looked, was looking) for some fruits when the produce person suddenly (12) (brought, was bringing) out some fresh grapes and bananas. He (13) (said, was saying) that they had just been delivered. I (14) (picked, was picking) out a few and (15) (put, was putting) them in my cart. In the meat department the butcher (16) (cut, was cutting) some lamb chops, so I (17) (decided, was deciding) to wait a few minutes for him to put them in the display case. I had found most of my groceries and (18) (pushed, was pushing) the cart to the check out when suddenly one of the wheels (19) (fell, was falling) off. The manager (20) (helped, was helping) me unload the cart, pay, and get out of the store. What a shopping

nightmare!

## EXERCISE 116

Fill in the correct form of the simple past or past progressive.

1. He \_\_\_\_\_ was traveling \_\_\_\_\_ in Europe when he met Sally. (travel)
2. I \_\_\_\_\_ wrote \_\_\_\_\_ six letters today. (write)
3. She \_\_\_\_\_ her hair when they called. (brush)
4. Marta \_\_\_\_\_ her dress and couldn't answer the telephone. (change)
5. The boys \_\_\_\_\_ a bookcase yesterday. (make)
6. She \_\_\_\_\_ dinner when John arrived. (cook)
7. Paul \_\_\_\_\_ his mother last night. (call)
8. They always \_\_\_\_\_ to work in the morning. (walk)
9. They \_\_\_\_\_ about James when he came in. (talk)
10. People always \_\_\_\_\_ nice things about him. (say)
11. The girl \_\_\_\_\_ the butter to the table immediately. (bring)
12. He \_\_\_\_\_ to France when his father died. (go)



13. Ian \_\_\_\_\_ his bags and went away. (pack)
14. The audience \_\_\_\_\_ a lot of questions after the speech last night.  
(ask)
15. Just as I \_\_\_\_\_ the store, someone tried to walk in. (close)
16. As the waitress \_\_\_\_\_ the water, someone bumped into her. (pour)
17. Jim \_\_\_\_\_ football yesterday when he hurt his knee. (play)
18. I \_\_\_\_\_ as much as I could but I missed the bus. (hurry)
19. Mike \_\_\_\_\_ a letter when you called. (type)
20. While Mary \_\_\_\_\_ the car, her boyfriend was eating. (wash)

## **VERBS FOLLOWED BY INFINITIVES**

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Instead of using a noun as a complement, certain verbs use an infinitive. The following verbs *always* require the infinitive (**to** + base form of verb) if the complement is a verb.

agree	expect	learn	seem
appear	fail	mean (intend)	want
care	hesitate	plan	wish
decide	hope	promise	
deserve	intend	refuse	

The director ***agreed to raise*** his employees' salaries.

My son ***will learn to swim*** this summer.

Kahn *deserves to receive* the award for his hard work.

## VERBS FOLLOWED BY GERUNDS

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Another group, however, requires a gerund (V + *ing*) as a complement. The following fit this pattern:

admit	dread	keep	report
appreciate	enjoy	mind	resent
avoid	escape	miss	resist
consider	finish	postpone	risk
deny	imagine	practice	suggest

The thief *admitted taking* the jewelry.

The students *continued writing* the exam despite the power failure.

I *miss seeing* you every day. Please hurry home.

The following expressions require the gerund. In English the gerund usually follows a preposition.

accustomed to	count on	it's no use
approve of	feel like	keep on
be against	forget about	look forward to
be a question of	get used to	object to
be better off	give up	opposed to
be fond of	go on	put off
be tired of	interested in	succeed in
can't help	it is worth	think about (of)

I *don't approve of your walking* late at night.

Thomas *is fond of driving* in the mountains.

We just *feel like sitting* home this weekend.

Manuel *succeeded in passing* all of his tests.

There are certain verbs that can be followed by either the infinitive or the gerund without changing the meaning of the sentence. Here is a partial list of those verbs:

begin	hate	love	remember
continue	like	prefer	start

Tom continues *to study* despite his job. Tom continues *studying* despite his job.

I prefer *to travel* in the summer. I prefer *traveling* in the summer.

Ana loves *hates* to study math. Ana hates *studying* math.

## EXERCISE 117

Circle the correct form for each.

1. The politicians agreed (debating, to debate) on public television.
2. We intend (going, to go) to the mountains on our vacation.
3. The weather seems (being, to be) better today.
4. Many people reported (seeing, to see) unidentified flying objects over the lake.
5. The doctor will postpone (performing, to perform) surgery until the patient feels stronger.
6. The dissidents refused (obeying, to obey) the police.
7. If you leave now, you will avoid (driving, to drive) through rush-hour

traffic.

8. Our mother refuses (allowing, to allow) us to see that movie.
9. We hope (buying, to buy) a new television this week.
10. Rita dreads (going, to go) to the dentist's office.
11. Enid decided (repairing, to repair) her car herself.
12. The policeman said that the driver had failed (yielding, to yield) the right of way.
13. I promise not (eating, to eat) any more chocolate.
14. Ruth resisted (spending, to spend) all of her money in the same store.
15. The painters plan (painting, to paint) the house early this morning.
16. Why don't you consider (going, to go) to the beach with us.
17. They enjoy (singing, to sing) in the shower.
18. The bride hopes (having, to have) beautiful weather on her wedding day.
19. We expect (entertaining, to entertain) many family members.
20. My cousin practices (playing, to play) the piano every day.

# TROUBLESOME VERBS

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Because of their similarities, three sets of verbs—**rise/raise**, **sit/set**, and **lie/lay**—create problems even for native speakers. If you can remember this simple diagram and one sentence for each example, you will have no problem with these verbs.

Transitive verbs take a direct object	Intransitive verbs take no direc object
raise	rise
lay	lie
set	sit

You can **raise** your test score by studying harder. (*score* is the direct object)

The government **has raised** taxes again. (*taxes* is the D.O.)

Paula **laid** her new dress on the bed. (*dress* is the D.O.)

After **laying** the bricks for the patio, the workers took a long break. (*bricks* is the D.O.)

**Set** the package on the table. (*package* is the D.O.)

The doctor will have **to set** that broken bone so that it heals properly. (*bone* is the D.O.)

## NOTE

The subject of the verbs **rise**, **lie**, and **sit** performs the action on itself, never on anyone or anything else.

Hot air **rises** faster than cold. (no D.O.)

The temperature **rose** quickly in the auditorium. (no D.O.)

The abandoned town **lies** in the middle of the desert. (no D.O.)

The sun bathers **lay** on the beach all day. (no D.O.)

Although we **sat** near the window, we still could not feel the breeze. (no D.O.)

Our dog loves **to sit** under the old oak tree. (no D.O.)

**NOTE**

The verbs **lay** and **set** can take a direct object that is a thing and can also take an object that is a person when another person performs an action on the second person.

The doctor **laid** the trembling child in bed so that he could examine her.  
(The child is **lying** on the bed.)

Mrs. Lucas **set** her child in the high chair at dinnertime. (The child is **sitting** in the chair.)

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>	<u>Present Participle</u>
rise	rose	risen	rising
raise	raised	raised	raising
sit	sat	sat	sitting
set	set	set	setting
lie	lay	lain	lying*
lay	laid	laid	laying

*\*Notice the spelling change to avoid writing three vowels (iei) together.*

Here are some idiomatic expressions with troublesome verbs:

lay an egg	set about
lay away	set aside
lay down the law	set back
lay into	set out
lay off	set a broken bone
lay out	set gelatin

to be laid up

set the table

take it lying down

set the clock

all set

hair-raising experience

raise your voice

sit still

raise Cain

sit in

sit in

on

give rise to

sit through

early riser

sit tight

sit up

## EXERCISE 118

Use the correct form of *rise* or *raise* in these sentences.

**Example:** Students need to raise their hands in class.

1. While the movers \_\_\_\_\_ the desk, one of the drawers fell out.
2. Yesterday morning the sun \_\_\_\_\_ at 6:12.
3. My mother has \_\_\_\_\_ early every morning for the past 15 years.
4. Cecilia asked us not to \_\_\_\_\_ our voices because the baby was sleeping.

5. The office manager happily \_\_\_\_\_ the salaries of his employees last June.
6. When the judge enters the courtroom, the bailiff says, "Will everyone please \_\_\_\_\_."
7. No one knows when the government \_\_\_\_\_ taxes, but it will be soon.
8. The heavy overnight rains forced the river level to \_\_\_\_\_.

## EXERCISE 119

Use the correct form of *lie/lay*.

**Example:** The patient lay on the bed for three hours after his surgery.

1. My dog \_\_\_\_\_ in the sun every morning.
2. Those old books have \_\_\_\_\_ in the corner for years.
3. Jane, please \_\_\_\_\_ your essay on my desk.
4. I can't find my keys; I know I \_\_\_\_\_ them on the table just a few minutes ago.
5. After I \_\_\_\_\_ down for a nap, I always feel better.
6. Because Sheila \_\_\_\_\_ on the beach all day in the hot sun, she had a terrible sunburn.
7. The hen has \_\_\_\_\_ five eggs this week.



8. The hospital orderlies \_\_\_\_\_ the patient in bed after his surgery.

## EXERCISE 120

Use the correct form of *sit/set*.

**Example:** No one knew why Harry was sitting in the back of church after the wedding.

1. Every week Chris \_\_\_\_\_ aside some money to buy a stereo next Christmas.
2. Millie \_\_\_\_\_ her hair this morning so that it would look nice for the party tonight.
3. When the fire bell rang, the chemistry students \_\_\_\_\_ down their test tubes and silently left the lab.
4. Karen, please \_\_\_\_\_ the table for dinner.
5. While we were \_\_\_\_\_ around watching television last night, my aunt came to visit us.
6. Secretaries must \_\_\_\_\_ all day at their desks.
7. Since you are on a diet, I have \_\_\_\_\_ some gelatin for dessert.
8. Marvin \_\_\_\_\_ patiently in the lobby and waited for news on his brother's condition.
9. Mrs. Dale told her children to \_\_\_\_\_ up straight and to listen to the speaker.

# CONDITIONAL TENSES

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In this type of construction, which contains the word **if**, the completion of one action is dependent on another. If the existence or performance of an action is hypothetical (not real) or cannot be fulfilled, then that condition is said to be unreal.

If the team **lost** the game, the members **would be** unhappy.  
(The team will win the game; therefore, the members will be happy.)

If the store **were** open now, I **would buy** some groceries.  
(The store is closed; therefore, I cannot buy the groceries now.)

The **if** clause provided an unreal situation, one that could not materialize, because it was contrary to fact or hypothetical. Therefore, the result clause idea could not occur either. The situation could have taken place in the past, the present, or the future if the stipulated condition had been met. Unreal conditions can be present or past.

To express present unreal conditions, follow this formula:

**IF** + verb in past +  $\left\{ \begin{array}{l} \text{WOULD} \\ \text{COULD} \\ \text{MIGHT} \end{array} \right\}$  + verb

If I **saw** Tim on my way to class now, I **would stop** to talk.  
(I won't see him because he doesn't have classes today.)

If it **snowed** very hard, we **could go skiing** in the mountains. (It's too warm to snow; therefore, we can't go skiing.)

Each of these sentences presents an unreal condition in the present.

## NOTE

When using the verb **be** in unreal clauses, remember that only **were** is the correct form with present conditions.

If today *were* Saturday, we *could sleep* later.

(Today's Wednesday and we have to get up early.)

If I *were* you, I *would study* harder. (I'm not you.)

However, if we look at how past situations *could have been* different, we would use the following formula to express past unreal conditions:

**IF + HAD + past participle +**  $\left\{ \begin{array}{l} \text{WOULD} \\ \text{COULD} \\ \text{MIGHT} \end{array} \right\}$  **+ HAVE + past participle**

If I *had remembered* to bring my checkbook this morning, I *could have done* all my grocery shopping. (I left the checkbook at home and didn't have enough money to shop.)

**NOTE**

Never use *would* in the *if* clause.

**INCORRECT:** If we would have known how to swim, we could have learned to surf.

**CORRECT:** If we had known how to swim, we could have learned to surf.

Another form of the past conditional expresses the same idea but omits the *if* from the sentence. Follow this rule:

**HAD + subject + past participle +**  $\left\{ \begin{array}{l} \text{WOULD} \\ \text{COULD} \\ \text{MIGHT} \end{array} \right\}$  **+ HAVE + past participle**

*Had we played* against your opponent, we *could have won* easily.

*Had they known* you were in town, Curt and Diana *would have visited*

you.

Now that we have seen how the unreal works, let's take a look at the real conditionals, those that will almost certainly materialize. At the time of speaking, there is nothing hypothetical or contrary to fact. These conditionals fall into two categories: the habitual and the factual. The former represents that which always occurs when a certain condition is present.

To express habitual conditions, follow this formula:

*IF* + verb in present, + present

If Susie **comes** to town, we always **have** a party.

If Andrew **goes** dancing, he always **has** a good time.

The **if** in these sentences has the meaning of **when**. When one thing happens, another is certain to happen also.

To express factual conditions, follow this formula:

*IF* + present +  $\left\{ \begin{array}{l} \text{WILL} \\ \text{MAY} \\ \text{CAN} \end{array} \right\}$  + verb

If the weather **stays** nice, we **can take** a trip.

If Pam **has** all the ingredients, she **will bake** us a chocolate cake.

We can also use these factual conditions with command forms in the result clause. The subject of the result clause can only be **you**.

If you **do** any sewing today, please **mend** my blue corduroys.

If you **get** to the drugstore, **have** my prescription refilled.

Although the **if** clause usually comes first in the sentence, you do not

change the meaning by placing the result clause first and following it by the **if** clause.

Notice, however, that the *comma is eliminated* when the **if** clause does not appear first in the sentence.

If we miss the bus, we will have to walk.

We will have to walk if we miss the bus.

If Selena has any more problems with her registration, she will drop the course.

Selena will drop the course if she has any more problems with her registration.

## EXERCISE 121

Write the correct form of the conditional and wishing.

1. If I had known you were arriving today, I \_\_\_\_\_ (go) to the airport to meet you.
2. No one would have complained if Joe \_\_\_\_\_ (do) a good job.
3. Mary would have visited her friend in the hospital if she \_\_\_\_\_ (negative for leave) work so late.
4. If you get to the library, please \_\_\_\_\_ (pick) up that book that I need.
5. We will not be able to hear you if you \_\_\_\_\_ (speak) so softly.
6. If I \_\_\_\_\_ (take) this test now, I would not be well prepared.

7. If Sherry \_\_\_\_\_ (see) him, she would have given him the book.
8. If you take this course this semester, you \_\_\_\_\_ (graduate) in June.
9. If Sid \_\_\_\_\_ (have) enough film, he would have taken more pictures.
10. We \_\_\_\_\_ (attend) the party if we had found a ride.
11. We wish that we \_\_\_\_\_ (go) to the mountains with you tomorrow.
12. She wishes that she \_\_\_\_\_ (*negative for eat*) so much for dinner.
13. They wish that they \_\_\_\_\_ (have) time to go to the lecture.
14. Sarah wishes that she \_\_\_\_\_ (study) harder last night for today's test.
15. Paul wishes that he \_\_\_\_\_ (catch) a big fish next week.
16. Bill wishes that his golf score \_\_\_\_\_ (*negative for be*) so bad.
17. All of us wish that the rain \_\_\_\_\_ (stop).
18. She wishes that she \_\_\_\_\_ (win) the prize in yesterday's lottery.
19. Andy wishes that he \_\_\_\_\_ (lose) more weight before June.
20. I wish my friend \_\_\_\_\_ (be) here right now.

## EXERCISE 122

Read each situation and, using the conditional, tell what you would do.

1. You have just won the million-dollar lottery.
2. You have finally graduated after long years of study.
3. You had made plans for a picnic or outdoor event, but it's raining and will continue to rain all day.
4. Classes have been canceled for one week.
5. Some relatives of whom you are not too fond are planning to visit your town for one week and would like to spend several days with you.
6. It's raining very hard, and it's cold. You are not in the mood to get out of bed and go to class.
7. You have just seen someone steal some merchandise from a store where you are shopping.
8. You are walking down the street and find \$80 on the sidewalk.
9. You have an important test tomorrow for which you are not well prepared. A movie you have been wanting to see is on television in 45 minutes.
10. Your girlfriend (boyfriend) wants to go to the beach this weekend, but you need to finish your term paper for a 9:00 class on Monday.
11. Your best friend has bought you a sweater that fits perfectly, but you hate the colors and design.
12. Your parents offer to take you shopping, but they want to select all your purchases.
13. You are attending a party with all of your friends who are drinking. They

try to persuade you to drink also, but you know that you have to drive and that you need to get up early the next morning to go to work.

14. You have a job that you do not like that pays \$40,000 a year. You have an offer of a much more enjoyable one that pays only \$25,000.
15. The doctor tells you that you need to lose 25 pounds if you want to feel better and have more energy. You hate dieting, but you really do not feel good as you are.

## EXERCISE 123: WRITING

Read the following story about a shopping trip, and then complete the sentences, using the conditional perfect form of the verb. All sentences are past unreal conditions.

### Carlos's Bargain Hunting in the Supermarket

Last Friday Carlos, a Spanish architecture student, went grocery shopping as usual. Only this time, he was not with his American friend. He wanted to prove that he could manage on his own. He even wrote a list so that he would not forget anything. He started with the produce section and put lettuce, carrots, onions, big bananas, grapes, and apples in his cart. Then he found the aisle with all the canned goods. He was excited to find tuna at four cans for one dollar, so he put eight cans in his cart. He also bought some canned peas and green beans and a package of rice.

In the meat section, he selected small packages of sausage and hamburger. Finally, in the dairy section, he picked up a bottle of milk and found a loaf of bread nearby.

Proud of his accomplishment and great savings, Carlos left for home to prepare dinner. Because he had a class and didn't have much time to make supper, he decided to eat a tuna sandwich. He thought the tuna had a "different" taste, but he was in a hurry and paid no attention to that small detail.

The next night Carlos prepared some vegetable soup and cut the lettuce, carrots, and onions and put them in a pot to boil. Five minutes later he



looked at his soup and realized that he had very soggy lettuce and not cabbage!! Another strange meal!! The next morning, he cut a banana in his dish of cornflakes, only to find that the banana was a plantain, and it had to be cooked before eating!!

He was in a hurry once again at lunchtime, so he ate another tuna sandwich, again with the strange taste. Finally, after eating seven of these sandwiches, Carlos looked closely at the label and realized that he had been eating cat food for one week!!

Carlos's solo shopping venture had turned into a disaster, and he decided that he needed to shop with his American friend a few more times before going solo again.

1. If Carlos had not gone shopping alone, he wouldn't have made so many mistakes.
2. If Carlos had not written a list, he \_\_\_\_\_.
3. If Carlos had looked closely at the bananas, \_\_\_\_\_.
4. If Carlos had gone shopping earlier, \_\_\_\_\_.
5. If Carlos had not been in a hurry at suppertime, \_\_\_\_\_.
6. If Carlos had read the labels on the cans, \_\_\_\_\_.
7. If Carlos had looked closely at the lettuce, \_\_\_\_\_.
8. If Carlos had eaten the plantain, \_\_\_\_\_.
9. If Carlos had taken his time to fix lunch, \_\_\_\_\_.

10. If Carlos's friend had gone with him, the shopping venture

\_\_\_\_\_.

## **UNLESS**

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The conjunction **unless** functions the same as **if . . . not** in conditional sentences.

Look at the construction of these sentences:

- ◆ Unless we finish the project soon, our clients will be angry.

If we don't finish the project soon, our clients will be angry.

- ◆ Unless Bill had all the ingredients, he wouldn't try the recipe.

If Bill didn't have all the ingredients, he wouldn't try the recipe.

Whatever forms correspond to real and unreal conditions will also be used here. **Unless** is usually followed by an affirmative clause, not a negative clause. Avoid using negative clauses such as this:

We'll have the party here, unless you don't approve.

Say the following instead:

We'll have the party here, unless there is a problem.

**INCORRECT:** Unless I don't pay the bill, the electric company will turn off my lights.

**CORRECT:** Unless I pay the bill, the electric company will turn off my lights.

### **EXERCISE 124**

Supply the correct form of the verb in each sentence.

- 
1. Unless we pay the rent soon, the landlord will evict (evict) us.
  2. We \_\_\_\_\_ (attend) the lecture unless it is canceled.
  3. No one will believe you unless you \_\_\_\_\_ (show) him the evidence.
  4. He wouldn't have offered to help unless he \_\_\_\_\_ (have) the time.
  5. Unless my friend learns to budget his money, he \_\_\_\_\_ (be) in debt.
  6. Unless Sam \_\_\_\_\_ (get) the contract signed, he can't provide the services.
  7. Unless Mr. Sanders \_\_\_\_\_ (find) an assistant soon, he will not finish his report.
  8. You will have to pay a fare increase unless you \_\_\_\_\_ (purchase) your ticket before Monday.
  9. My teacher \_\_\_\_\_ (*negative for read*) this paper unless I type it.
  10. Unless the electrician \_\_\_\_\_ (arrive) soon, we will have to sit in the dark tonight.
  11. Unless you \_\_\_\_\_ (try) on the pants, I will not be able to hem them.
  12. Unless I \_\_\_\_\_ (prepare) supper soon, we will not eat until very late.

13. Unless you \_\_\_\_\_ (answer) the phone, the caller will think that we are not home.
14. Unless you are more careful, the company \_\_\_\_\_ (*negative for insure*) you in the future.
15. You will not \_\_\_\_\_ (receive) your check unless you fill out a time card.
16. Unless we \_\_\_\_\_ (leave) soon, we will arrive too late for the first act.
17. Unless they hurry, they \_\_\_\_\_ (miss) the train.
18. Unless a stranger \_\_\_\_\_ (try) to enter the house, my dog will not bark loudly.
19. Unless you \_\_\_\_\_ (put) the trash near the curb, the city won't collect it.
20. Unless Sandy \_\_\_\_\_ (ask) Terry, she will never know why they broke up.

## **POSSIBILITY AND PROBABILITY**

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### **Possibility**

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**May** and **might** are usually interchangeable, but **may** seems to be stronger or shows more emphasis. **Might** is ordinarily used for a future time in a noun clause after a past-tense verb.

For present or future time      **MAY**  
**MIGHT** } + simple form

She **may** change her mind before she leaves.

She **may** be able to go later.

Andrea thought that she **might** transfer to another university this fall.

He said he **might** have to move to Chicago next year.

**May** and **might** are combined with **to be able to** and **have to** but *never* with **can** or **must**.

We **might have to** postpone the picnic because of the rain.

Ginger **may be able to** speak at our luncheon this week.

For past time      **MAY HAVE**  
**MIGHT HAVE** } + past participle

The boys **may have tried** to call you yesterday.

I **might have left** my keys at home.

**May not** and **might not** express lack of possibility or probability.

I **may not go** to the party after all.

They **might not be able to visit** us this year.

**May** and **might** are *not* ordinarily used in questions unless **may** asks for permission to do something.

**May I see** that photograph? (asks permission)

He **may** be here at 5:00. Is he likely to be here at 5:00?

Can he possibly be here at 5:00?

## Probability

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**Probability** represents what we guess will happen because of a certain set of circumstances, but we are not sure of the outcome:

John hasn't eaten for 24 hours. One of the ideas that we might guess is that **he must be very hungry**. This probability in the present is expressed by **MUST BE** + adjective. We can also use **must be** + [verb + **ing**].

He **must be** looking for a restaurant.

Rita has spent the whole day in the sun. She **must be** sunburned.

Stuart is drinking his third glass of water. He **must be** thirsty.

Look how dark it is outside. It **must be raining**.

Terry's laughing a lot. He **must be having** a good time.

Look at the following sentences and at the probable action that would result from this set of circumstances.

Mehrdad hasn't slept in three days. He **must be** very tired.

Kim has been in the rain all night. She **must be** all wet.

John travels 25 miles to work every day. He **must have** a car.

Mary has won \$100. She **must be** happy.

They have bought an expensive house. They **must be** rich.

**Should** and **ought to** express strong possibility that approaches expectation equals probability:

For present or future

**SHOULD**  
**OUGHT TO** } + simple form

You *should (ought to)* receive the package by Wednesday.

The committee *should (ought to) be* announcing the decision by tomorrow.

For unfulfilled  
expectations  
in the past

*SHOULD HAVE*  
*OUGHT TO HAVE* } + past participle

Henry *should (ought to) have arrived* on the 8:00 train, but he didn't.

You *should (ought to) have bought* the car when it was on sale.

## EXERCISE 125

Read these sentences and make logical conclusions, using the present or the future of probability.

1. Tom swam the English Channel last week.
2. John has failed his exams.
3. Hal has lost \$500.
4. Nobody wants to help him with his homework.
5. John has a slight fever.
6. There are many dark clouds in the sky. It's 80 degrees outside.
7. There are many dark clouds in the sky. It's 30 degrees outside.
8. Xian and Mai have been going together for five years.
9. He is laughing very hard.
10. Tom is very fat.

11. They spend a lot of money at the butcher's.
12. The Simpsons own a big car.
13. It is very hot and Jenny and her friends are at the beach.
14. Jose is very sad.
15. It's 8:00 and the play begins at 8:15. We have far to drive.
16. Mel works very hard. He needs more money.
17. They left New York for Madrid last night. They \_\_\_\_\_ by now.
18. The director has just offered James a better job.
19. Today is Mary's birthday. She \_\_\_\_\_ old.
20. Jake is giving a speech this afternoon in class.

**Past probability** guesses at a logical conclusion about a situation in the past, but it does not relate to actions in the present.

I can't find my wallet. I **must have left** it at home.

Peter received a 65 percent on his test. He **must not have studied**.

Mrs. Thomas paid \$1.29 a pound for chicken on Monday. Today it costs \$1.59 a pound. They **must have raised** the price.

Peter didn't attend the meeting last night. He **was probably** busy.

It's been 10 days since you wrote the check. It **has probably cleared** by now.

## EXERCISE 126: WRITING

Make logical conclusions to these situations in the past.



1. Mrs. Kenley was talking with a very distinguished gentlemen at the party last night. He           must have been someone very important           (He was probably someone important.) .
  
2. What time was it when he arrived? It \_\_\_\_\_.
  
3. The Duricas won the lottery last year. They \_\_\_\_\_.
  
4. Tommy swam the race in record time. He \_\_\_\_\_.
  
5. James failed all of his final exams. He \_\_\_\_\_.
  
6. Bob went to New Mexico last week. He \_\_\_\_\_.
  
7. They bought a yacht last month. They \_\_\_\_\_.
  
8. Nancy left the party early last night. She \_\_\_\_\_.
  
9. Ted and his brother weren't in class yesterday. They \_\_\_\_\_.
  
10. Last week Gary saw a movie starring his favorite actor \_\_\_\_\_.
  
11. There was a large puddle in the yard this morning. It \_\_\_\_\_.
  
12. Paul studied very hard for all of his tests and he knew the material well. He \_\_\_\_\_.

13. Val walked 12 miles after her car had broken down. She \_\_\_\_\_.
14. I deposited your check in the bank last week. The cashier didn't say anything to me today. Your check \_\_\_\_\_.
15. What time did you arrive last night? It \_\_\_\_\_.
16. How many people attended the lecture on Tuesday? There \_\_\_\_\_.
17. Where did Cindy and Leo go on their honeymoon? They \_\_\_\_\_.
18. How many times did Louie see that movie? He \_\_\_\_\_.
19. How old were you when that picture was taken? I \_\_\_\_\_.
20. When did they announce the winners? They \_\_\_\_\_.

## **SUBJECT/VERB AGREEMENT**

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One of the biggest problems in writing correctly is that of getting the subject and verb to agree.

Singular subjects take singular verbs:

**The cat chases** the mouse.

**Nobody wants to listen** to that song any more.

Plural subjects take plural verbs. Nouns ending in a vowel or a consonant except **ch, sh, s,** and **x** add **-s** to form the plural:

**Those girls** sing and dance very well.

**Roses** are red; **violets** are blue.

Nouns ending in **ch, sh, s,** and **x** add **-es**:

These pretty **dishes** were my grandmother's.

Our **taxes** are going up again.

Not all words ending in **-s** are plural. The following words are always singular and have no plural form:

news	mathematics	arthritis
politics	mumps	sinusitis
measles	billiards	appendicitis
economics	chess	tennis
physics	checkers	bliss

Tonight's **news** **is** very interesting.

**Politics** **plays** an important role in our lives.

**Measles** **is** a contagious disease.

**Mathematics** **seems** difficult at first, but it can be easy if you study.

News can become a countable noun only by using the words stories or items, i.e. **news stories** or **news items**. **Measles** can become plural by saying **cases of measles**.

↓  
There are many interesting *news items* in today's paper.

↓  
Fifteen new *cases of measles* were reported last week.

The other words can be used only as adjectives accompanied by other nouns.

↓  
Our *physics professors* explain the experiments very well.

↓  
Three *economics classes* are offered during the fall semester.

## IRREGULAR PLURALS

---

Some words form their plurals without adding -s. These irregular words are the following:

mouse—mice    louse—lice\*    child—children    ox—oxen  
foot—feet    tooth—teeth    man—men    woman—women

\*A *louse* is an insect that gets in your hair and makes you scratch your head. You never get only one.

My *tooth* hurts. My *teeth* hurt.

A *louse* is a parasite. *Lice* are parasites.

### NOTE

Compound words, such as football and toothbrush, form their plurals according to the rules. Add **-s** and **-es**.

All five *toothbrushes* have the same shape.

The team had to buy new *footballs*.

The following words, however, always indicate a plural concept and require a plural verb:

scissors

glasses (eye)

pants

both

many

people

several

The *scissors* on the table are mine.

Many *people* attend the concerts every week.

However, if **a pair of** precedes scissors, pants, and glasses, use a singular verb.

That *pair of pants* on the bed needs pressing.

An extra *pair of glasses* is helpful in an emergency

**Every** and **any** and their forms (**everyone**, **everything**, etc.) and **each** are always singular and take a singular verb and singular possessive adjectives.

Every student *has his/her* book.

Each of the boys *is* presenting *his* own work.

## **PROBLEMS WITH PREPOSITIONAL PHRASES**

Prepositional phrases are *not* subjects, so when you have a word group that includes a prepositional phrase other than those mentioned below, look at the noun *before* the phrase to determine whether the verb will be singular or plural.

The *size of the shoes* *makes* a difference in the comfort factor.

His *ability to speak three languages* *increases* his chances of getting the job.

When no prepositional phrase follows **some**, then the word is plural and requires a plural verb.

Many of the graduates are going to college. *Some plan* to study medicine.

However, when a prepositional phrase follows the word **some**, it is the object of the preposition; the number of the object determines whether the verb is singular or plural.

I hope that *some of the dessert* is still left for me.

*Some of the girls* are planning a picnic.

Whether **either** and **neither** are singular or plural depends on how they are used in the sentence. When **either . . . or** and **neither . . . nor** are used together, whatever follows **or** and **nor** determines the number of the verb.

*Neither Sid nor his buddies* live in a fraternity.

(*His buddies* follows *nor* and is plural; therefore, the plural form of the verb is required.)

*Either Sue's sisters or she* is planning to work this week.

(*She* follows *or* and is singular; singular is required.)


#### NOTE

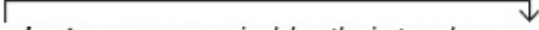
When a prepositional phrase follows **either** or **neither**, the verb is always singular. Remember that prepositional phrases cannot be subjects.

*Either of the girls* is capable of doing the job.

*Neither of the musicians* has the equipment necessary for the type of presentation we are planning.


Expressions like **along with**, **accompanied by**, **together with**, and **as well as** should be treated as if they were prepositional phrases.


  
**The waiter, as well as the customers, *is*** responsible for being honest.

  
**The students, accompanied by their teacher, *are*** going to Atlanta for the speech contest.


Although objects of prepositions cannot be subjects, in a few exceptional cases they can determine whether the verb will be singular or plural. The following phrases can be singular or plural depending on the word that follows them:


a lot of    \_\_\_\_% of    a fraction (one-half three-quarters,  
all of    the majority of    five-eighths etc.) of


  
A lot of people ***attend*** the concerts in the park.


  
A lot of time ***is*** spent watching television.

  
All of the Boy Scouts in Troop 98 ***go*** to summer camp.


  
All of the time that you spend researching in the library ***helps*** develop your learning skills.

  
Twenty percent of the cars on the road ***are*** defective.

  
Thirty-five percent of the class ***plans*** to attend graduate school.


  
Three-fourths of the students ***prefer*** not to eat in the cafeteria.

  
One-half of the nightly news ***shows*** violence around the world.

  
The majority of the senator's constituents ***favor*** his decisions.

  
I don't think that the majority of his time ***is*** spent wisely.

The expression ***a number of*** is always followed by a plural verb.

  
A number of women ***are wearing*** long dresses.

However, the expression ***the number of*** requires a singular verb.

┌──────────────────────────┐  
↓  
The number of days until graduation *is* **dwindling**.

When using the **-ing** form of the verb (gerund) as the subject, always use the singular form of the verb.

┌───┐  
↓  
**Jogging** *is* good exercise.

┌──────────────────────────┐  
↓  
**Reading** adventure novels *pleases* Jack.

Subjects of the expressions using [**there** or **here** + a form of the verb **be**] always follow the verb. Find the subject first, and then determine whether the verb should be singular or plural.

┌──────────────────────────┐  
↓  
**There were** a pen, two books, and a notebook on the table.

┌──────────┐  
↓  
**There is** a list of topics at the end of the chapter.

┌──────────┐  
↓  
**Here are** the books that you ordered.

┌──────────┐  
↓  
**Here is** the money that they owe you.

The word **one** always requires a singular verb.

┌───┐  
↓  
Two of the employees are on vacation; **one is** in Tahiti; the other is in Rome.

┌──────────────────────────┐  
↓  
**One** of the bottles on the table *contains* vinegar.

## EXERCISE 127

In this exercise, circle the correct form of the verb for each sentence.

### Feeding the Birds

Many people [pass (1) passes] through Memorial Park every day.

Everybody [talk (2) talks] to Mr. Parsons, an old man who [sit (3) sits] on a



park bench and [feed (4) feeds] the birds. They [fly (5) flies] near and [peck (6) pecks] at the bread that he [throw (7) throws] to them. The majority of the people who [come (8) comes] here [know (9) knows] Mr. Parsons. Today a pair of beautiful blue jays [approach (10) approaches] and he [give (11) gives] them some wild-bird seed from his hand. A local journalist [see (12) sees] the kind old man and [decide (13) decides] to talk with him. He says, “The news [is (14) are] not always good, but some [has (15) have] more appeal than others.” Neither the man nor the journalist [speak (16) speaks] for a while. A little boy, accompanied by his sisters, [ride (17) rides] by and [say (18) says] hello. The number of people passing by to talk with Mr. Parsons [is (19) are] increasing, so the journalist [take (20) takes] his notebook to interview someone else.

## EXERCISE 128

Circle the correct form of each of verb.

1. The color of those pants (clash, clashes) with that of your blouse.
2. Arthritis (is, are) a serious disease.
3. Every person in this room (has, have) a ticket for the door prize.
4. Neither Christie nor her sisters ever (walk, walks) to school.
5. Some of the flowers (is, are) wilted.

6. The students, accompanied by their parents, (is, are) leaving for a field trip.
7. A number of similar types of plant (grow, grows) well in this climate.
8. Many of the graduates already (has, have) summer jobs.
9. Either the manager or his secretary (distribute, distributes) the employees' paychecks.
10. This dictionary, as well as those travel books, (is, are) on sale this week.
11. A lot of new students (come, comes) to class expecting a great deal of homework.
12. Sixty percent of the foods that we eat (contain, contains) preservatives.
13. The number of days in the billing period (is, are) only 20.
14. Two-thirds of the corn crop (was, were) saved after the drought.
15. (Was, Were) either of you in the building at the time that the alarm sounded?
16. Nobody (look, looks) at bacteria with the naked eye.
17. Neither the investigators nor the scientist (offer, offers) a satisfactory explanation for that occurrence.
18. The majority of the news reports (say, says) that the crash was due to

engine failure.

19. One of the machines (break, breaks) down at least once a month.
20. Neither professionals nor amateurs (photograph, photographs) without checking the lens first.

## EXERCISE 129

Fill in each blank with the correct form of the verb.

1. Neither the boys nor their coach \_\_\_\_\_ has \_\_\_\_\_ (have) seen the captain of the team.
2. A large number of fish \_\_\_\_\_ (be) swimming down the river.
3. No one \_\_\_\_\_ (like) to write such long assignments.
4. Either of them \_\_\_\_\_ (be) a worthy candidate for the award.
5. These scissors \_\_\_\_\_ (need) to be sharpened.
6. There \_\_\_\_\_ (be) several books on the desk.
7. The planning committee \_\_\_\_\_ (want) to adopt the new measures very soon.
8. Reading horror stories \_\_\_\_\_ (frighten) many people.
9. The Navy \_\_\_\_\_ (train) many new sailors every year.

10. Every athlete \_\_\_\_\_ (excel) in one sport or another.
11. Mathematics \_\_\_\_\_ (require) a lot of time and practice.
12. My teeth \_\_\_\_\_ (hurt) since I had surgery.
13. Every day \_\_\_\_\_ (seem) like an eternity since you went to Atlanta.
14. Many people \_\_\_\_\_ (spend) too much money on junk foods.
15. A pair of new glasses \_\_\_\_\_ (cost) about \$80.
16. Each of the gifts \_\_\_\_\_ (represent) a symbol of my love.
17. Some of the money \_\_\_\_\_ (go) for living expenses.
18. Many of the problems \_\_\_\_\_ (solve) themselves after you learn more about computers.
19. Neither Sandy nor her brothers \_\_\_\_\_ (drive) to school.
20. Forty percent of all accidents \_\_\_\_\_ (occur) close to home.

## **ACTIVE AND PASSIVE VOICE**

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Verbs in English can be in either the active or the passive voice, depending on how the writer chooses to present the action. In the active voice, *the subject performs* the action, whether it is past, present, or future. The following sentences show a variety of tenses.

The sun **is shining**.

The child **ran** after the ball.

We **will be visiting** our relatives in Ohio.

Has Joel **received** his package yet?

If we hurry, we **can see** the parade.

In all of the above, the subject performed the action. Here it was important to know who was responsible for the action.

However, in the **passive voice**, the subject does not perform the action but rather receives it. Basically, the passive emphasizes the action itself, rather than the performer of that action. In most cases the performer, known as the agent, is either unimportant or unknown.

The magnificent Taj Mahal **was built** in 1646 A.D.

Do we know who the architect was? No. Does it matter? No.

Active: subject + verb + direct object

Shakespeare wrote *Romeo and Juliet*.

Passive: subject + verb + **BY** + agent (**BE** + past participle)

*Romeo and Juliet* was written by Shakespeare.

Notice how the subject of the active voice became the agent of the passive voice, and how the direct object of the active voice became the subject of the passive voice. In changing from active to passive, follow the same pattern. Often we are interested in only the year and the purpose and not in the person who performed the action. The following are common constructions using the passive voice.

book	was written (by)	in
painting	was painted (by)	in
organization	was founded (by)	in
candidate	was elected (by)	in
land, technique	was discovered (by)	in

*Utopia* **was written** in 1516.

*La Primavera* **was painted** by Botticelli in 1478.

The American Red Cross **was founded** in 1881.

George W. Bush **was elected** president in 2000 and **was re-elected** in 2004.

The printing press **was invented** in 1450.

Notice the elements necessary for this kind of construction.

subject + **BE** + past participle + (**BY** + agent)

The last element is in parentheses because there may not always be an agent (the one responsible for the action) expressed.

**America was discovered in 1492.** (no agent indicated)

**America was discovered by Christopher Columbus in 1492.** (Here the agent is mentioned.)

Only transitive verbs can be used with the passive voice. A form of the verb (**be** + the past participle) must accompany each verb, regardless of the tense.

Your application **is being processed** right now.

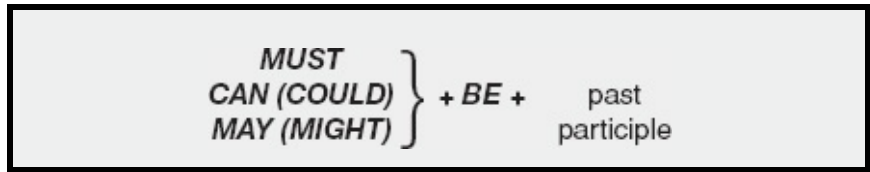
The flag **is raised** over the Capitol every morning.

Our new governor **will be inaugurated** next Monday.

The committee **has been appointed** by the chairman.

Amy's house **had been built** before the oil crisis.

When the auxiliaries *must*, *can*, and *may* are used, the passive voice is formed with **be** plus the past participle of the main verb.



The letter ***must be typed*** this afternoon.

Your loan ***can be approved*** quickly if you have a good credit rating.

We ***may be invited*** to a wedding next month.

Look at how the active and passive voice are contrasted. Both of them say basically the same thing, but grammatically they are different.

Active Voice	Passive Voice
The teacher <b><i>rings</i></b> the bell.	The bell <b><i>is rung</i></b> by the teacher.
The teacher <b><i>is ringing</i></b> the bell.	The bell <b><i>is being rung</i></b> by the teacher.
The teacher <b><i>rang</i></b> the bell.	The bell <b><i>was rung</i></b> by the teacher.
The teacher <b><i>had rung</i></b> the bell.	The bell <b><i>had been rung</i></b> by the teacher.
The teacher <b><i>will ring</i></b> the bell.	The bell <b><i>will be rung</i></b> by the teacher.

## EXERCISE 130

Change each sentence from the active voice to the passive. If the subject is in parentheses, eliminate it in the passive.

**Example:** The teacher rang the bell.

The bell ***was rung*** by the teacher.

(The director) called the meeting to order.

The meeting was called to order by the director.

1. (Arthur Miller) wrote *Death of a Salesman* in 1949.

---

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2. The attacking troops captured the fort.

---

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3. Thomas Jefferson designed Monticello.

---

---

4. (Many people) signed the Declaration of Independence in Philadelphia.

---

---

5. (The weatherman) is predicting rain for tomorrow.

---

---

6. The forest fire destroyed most of the prairie.

---

---

7. The lumberjacks will cut down many trees in order to build 12 new houses.

---

---

8. The altar server lit the candles before the ceremony had begun.

---

---

9. (Everyone) sang songs after the discussion.

---

---

10. Thousands of viewers watched the final episode of the program.

---

---

11. (No one) knows the author's name.

---

---



12. Mel Gibson directed *Passion*.

---

13. (The government) signed the treaty in 1863.

---

14. (The police) issued 500 speeding tickets yesterday.

---

15. (They) will close the Stock Market on July 4.

---

16. Channel 5 will feature a program on Spain on Wednesday.

---

17. The committee has made plans for a celebration.

---

18. (The group) had torn down the old church before 1875.

---

## EXERCISE 131

Change each sentence from passive to active voice. If no agent is given, then invent someone responsible for the action.

**Examples:** A bill requiring everyone to use seat belts will be signed by the governor.

***The governor will sign*** a bill requiring everyone to use seat belts.

The medication was prescribed by the doctor.

***The doctor prescribed*** the medication.

Federal employees were evacuated from the buildings during the riots.

***The police evacuated*** federal employees from the buildings during the riots.

1. A new car was ordered by the salesman.
2. The water was analyzed by the technician to see whether it was polluted.
3. Your package is being sent air freight.
4. The national anthem will be sung before the soccer match.
5. Frank's house is being painted this week.
6. The fish are being caught in large numbers.
7. Much treasure from the sunken ship *The Atocha* has been discovered by Mel Fisher.
8. My favorite song was played by the orchestra.
9. St. Augustine was occupied by the French at one time.
10. Nancy's dress had been bought in Atlanta two weeks before the wedding.

## EXERCISE 132: WRITING

Because the agent or person responsible for each of these actions is mentioned, it would have been better to write the whole paragraph in the active voice. Rewrite this so that all the verbs are in the active voice.

### Beautiful Hawaii

The planeload of tourists was flown out of Los Angeles toward Hawaii by the pilot. A wonderful meal was served on board by the flight crew. The beautiful scenery en route to the island paradise was enjoyed by the passengers. Upon arrival, the tourists were greeted by native women wearing grass skirts. They were swaying to Hawaiian melodies of the traditional music that was played on ukuleles by local musicians. These musical instruments are considered by many to be native to the islands. Each of the tourists was given a colorful lei of tiny orchids by one of the lovely women. The visitors were warmly received by the citizens of this

Pacific island.

## EXERCISE 133: WRITING

Read the following paragraph and change the sentences from passive voice to active voice. Rewrite the whole paragraph.

### Stonehenge

Stonehenge, a megalithic structure located in England, was built by an agricultural tribe of sun worshipers in 2750 B.C. A number of theories about the purpose of such a structure have been proposed about the mystery of Stonehenge. The most accepted theory regarding its significance was devised in 1963 by a British astronomer, Gerald S. Hawkins. It was believed that Stonehenge was a giant stone calendar and observatory. The point at which the sun rose during the midsummer solstice was marked by “heel stones” in the center of the complex. According to anthropologists, religious rites dating back to the time of Atlantis were performed by a religious sect called Druids. It was discovered by scientists, however, that historically and chronologically the Druids and Stonehenge were from different eras.

Most writing will be in the active voice rather than in the passive. However, if you are writing a lot about historical events or scientific accounts, you will find that the passive is preferred, mainly because those responsible for the action are unknown or else unimportant. These written accounts are usually less forceful than those described in the active voice.

## SUBJUNCTIVE

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In English there are three moods or ways to express the action of the verbs, a writer or speaker uses. They are **indicative** (all of the tenses already studied in this unit) which indicates the real world, that which is happening, has happened, or will happen. The **imperative** or commands in which the speaker orders someone to do or not to do something. The **subjunctive** represents the unreal, contrary to fact, or form whereby the speaker wants someone else to do something. The **subjunctive** is not used as often as the other two moods in

English. Sentences using the subjunctive *always* contain two clauses, one main and one dependent, two different subjects, and the conjunction **that**.

S<sub>1</sub> + V<sub>1</sub> + **THAT** + S<sub>2</sub> + V<sub>2</sub> (subjunctive)  
(main clause)                      (dependent clause)

The verb in the subjunctive is always the simple form, one that *does not* show time or agreement. There is no sequence of tenses between the main clause and the dependent clause.

- The doctor **suggests** that I **take** vitamins.                      (that he/she/we/you **take** . .
- The doctor **suggested** that I **take** vitamins.                      (that he/she/we/you **take** . .
- The doctor **will suggest** that I **take** vitamins.                      (that he/she/we/you **take** . .

The main clause is always the first of the two and must contain one of the following verbs:

- |         |        |           |         |
|---------|--------|-----------|---------|
| advise  | demand | prefer    | require |
| ask     | insist | recommend | suggest |
| command | order  | request   | urge    |

The general **commanded** that his troops **stand** at attention.

Mother **will insist** that we not **go** camping this weekend.

The nutritionist **prefers** that Abdul **drink** eight glasses of water each day.

Rather than use the subjunctive, many people prefer to eliminate the conjunction **that** and use an indirect object and the infinitive. It is understood that the indirect object will be responsible for performing the action of the infinitive.

subject + verb + indirect object + infinitive

The university **requires us to take** four math courses.

The police **ordered the demonstrators to leave** at once.

The director **will request all musicians to arrive** early.

I **urge them to stay** another week or two.

A number of impersonal expressions (**it + be + adjective**) can be used in the main clause with the subjunctive in the dependent clause. Again, the main verb (be) can be in any tense and there is no sequence of tenses.

*IT + verb **BE** + adjective + **THAT** + S<sub>2</sub> + V<sub>2</sub> (subjunctive)*

The following adjectives can be used in the impersonal expressions:

advised	mandatory	recommended
better	necessary	required
desirable	obligatory	suggested
imperative	preferable	urged
important	proposed	urgent

It **was advised that** all residents **leave** the storm area.

It **is better that** the professor not **discuss** his controversial theory in class.

It **will be preferable that** tourists not **drive** through the jungle.

It **is obligatory that** Marta **pay** her fees at once.

If the **it** phrase is replaced by a person responsible for the action, then the infinitive is used with these adjectives:

advised	recommended	required	urged
---------	-------------	----------	-------

This is the new sentence pattern:

*S (person) + verb **BE** + adjective + infinitive*

You *were advised to register* immediately.

We *are required to wear* a shirt and shoes in there.

Esther *will be urged to study* economics this year.

Another way to get around using the subjunctive is to eliminate the change of subject and the conjunction **that** and use the infinitive.

*IT* + verb **BE** + adjective + infinitive

It *will be imperative to study* every night.

It *is obligatory to pay* taxes every year.

It *was urgent to discuss* your medical problem immediately.

It *is better to wait* for a lower interest rate.

## EXERCISE 134

Write either the subjunctive or the infinitive form of the verb.

1. Anissa asked her brothers not \_\_\_\_\_ (tease) her so much.
2. The dean requests that you \_\_\_\_\_ (see) him this afternoon.
3. I demand that they \_\_\_\_\_ (apologize) immediately.
4. The teacher will recommend that we \_\_\_\_\_ (take) the exam on Friday.
5. It was necessary \_\_\_\_\_ (write) to the admissions office.

6. It is imperative that Saud \_\_\_\_\_ (drive) to class.
7. It is better \_\_\_\_\_ (eat) three good meals every day.
8. We urged them \_\_\_\_\_ (visit) the museum this week.
9. My parents insisted that I \_\_\_\_\_ (live) close to campus.
10. You are requested \_\_\_\_\_ (appear) at graduation ceremonies.
11. Dana was advised \_\_\_\_\_ (be) cautious on her trip abroad.
12. You will be urged \_\_\_\_\_ (accept) the new position.
13. It will be desirable that the Murphy family \_\_\_\_\_ (move) to a larger house.
14. I was advised \_\_\_\_\_ (give) up smoking for my health.
15. Mandy required us \_\_\_\_\_ (arrive) no later than 8 p.m.
16. It is preferable \_\_\_\_\_ (study) in the library rather than in the cafeteria.
17. It will be important \_\_\_\_\_ (pay) this bill on time.
18. The old man ordered the reporters \_\_\_\_\_ (get) off his property before he called the police.

19. Rowena insisted that her boyfriend \_\_\_\_\_ (dance) only with her.
20. Peter preferred that his friends \_\_\_\_\_ (swim) in the pool, not in the lake.

Another example of using the subjunctive relates to unreal situations and has the verb **wish** in the main clause. If the situation were real, you would not wish for a change. The conjunction **that** is often omitted in spoken English. The subjunctive here looks like the past tense that you studied before. It really is a form of the subjunctive. The only form of the verb **be** for present wishes is **were**. The pattern for this use of the subjunctive and a wish in the present is as follows:

$S_1 + \mathbf{WISH} + \mathbf{THAT} + S_2 + \text{past tense}$

Tim is in California. I **wish** that he **were** here.

Today is Thursday. The children **wish** that it **were** Saturday.

I don't have time. I **wish** that I **had** time.

We can't go surfing. We **wish** that we **could go surfing**.

It is possible to have the same subject for both the main and the dependent clauses.

A wish in the past requires sequence of tenses. It also looks at an unreal situation related either to now or to the past. Follow this pattern:

$S + \mathbf{WISH} \{ \text{present} / \text{past} \} + \mathbf{THAT} + \mathbf{HAD} + \text{past participle}$

Present wishes related to past actions:

Our friends decided not to visit this week.

We **wish** (now) that they **had visited** us.

The weather was hot and dry all last week.



I **wish** (now) that it **had rained** a little.

The boys went to camp last summer.

Their mother **wishes** (now) that they **hadn't gone** to camp.

Past wishes related to past actions:

Joan didn't study Spanish in college.

After Sally had moved to Mexico, she **wished** that she **had studied** Spanish.

In 1982 my son bought a convertible.

Later he **wished** he **had bought** a practical car.

The Johnsons wanted a lovely house in the valley.

They **wished** that it **hadn't been** so expensive.

## EXERCISE 135

Change each of the following wishes from the present to past. Use a past expression, and then rewrite the whole sentence.

**Example:** We wish you **had** more time to visit.

We wish you **had had** more time last week.

1. I wish that I were going to Switzerland.
2. The students wish that they had more time to study.
3. Nancy wishes that she could cook like her grandmother.
4. We wish Tim were here for the party.
5. They wish that they didn't have to take so many math classes.
6. You wish that we could get together more often.

7. I wish it weren't snowing so hard.
8. We wish that this bus driver didn't have to make so many stops.
9. Margie wishes that she could type faster.
10. My parents wish that someone would buy their house.

### EXERCISE 136: WRITING

Imagine that you have just found an old oil lamp. As you rub off some of the dust, a genie appears and tells you that he will grant 10 wishes that you can make for your friends. Using 10 different verbs, wish something different (past or present) for each of your friends.

### EXERCISE 137

Fill in the correct form of the verb, using the clues.

1. I wish that I \_\_\_\_\_ (buy) the coat when it was on sale.
2. Dave wishes that he \_\_\_\_\_ (*negative for drive*) so fast, because he got a ticket.
3. Harry arrived late for the interview and wished that he \_\_\_\_\_ (got) up earlier.
4. The traffic is terrible right now, and we wish that we \_\_\_\_\_ (take) another route.
5. John wishes that he \_\_\_\_\_ (have) the money for some lottery tickets because the jackpot is \$20 million.

6. I wish I \_\_\_\_\_ (know) how to repair cars because mine is always having problems.
7. Jake wishes that he \_\_\_\_\_ (*negative for drink*) so much at the party last night, because he has a hangover this morning.
8. My mother wishes that the breeze \_\_\_\_\_ (dry) her clothes in a hurry so that she could get them in before it rains.
9. Elizabeth wishes she \_\_\_\_\_ (*negative for be*) sick last week because she has so much work to do now to catch up.
10. I wish that I \_\_\_\_\_ (read) as fast as you so that I could finish this novel tonight.

### EXERCISE 138: WRITING

Melanie and her roommate went to a special birthday party last night, but everything seemed to go wrong for them. Rewrite the paragraph, retelling what they wish had or had not happened.

Solange had to work late. I had to wait for her to shower and dress. We arrived late at the party and missed a lot of the fun. Johnny Durango, a hot new local singer, sang a couple of songs, but we didn't hear him. There had been a lot of great food, but we ate only the leftovers. Pete Sinclair, a handsome guy in my biology class, wouldn't dance with me. I was too shy to ask him to dance. Solange drank too much, and she got sick at the party. She lost her keys, so Tom offered to drive us home. He's such a bore! Solange went to bed at 11, and I watched television. I should have stayed home that night!

### **SAY AND TELL**

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Although both **say** and **tell** mean basically the same thing, they cannot be used interchangeably.

**Say** is used when the word **that** introduces a subordinate clause.

subject + **SAY** + **THAT** + subject + verb + complement (subordinate clause)

The new president **said that** he would not raise taxes.

Paul **said that** he had visited Canada every summer for ten years.

**Say** is used with direct speech—that is, when the words of the speaker are repeated exactly as he said them.

subject + **SAY**, + “subject + verb + complement”

Ted **said**, “I have finished my work, and I’m going home.”

Our guest speaker **will say**, “Now is the time for action.”

**Say** is *never* followed by **to** and an indirect object.

Tony says that he will take a geology course next semester.

Fred said that he had talked with his boss about the raise.

**Tell** is usually followed by an indirect object (the person to whom the words are spoken), **that**, and the subordinate clause.

subject + **TELL** + indirect object + **THAT** + subject + verb + complement (subordinate clause)

Sandra **told her sisters** (*indirect object*) **that** the party was to be a surprise.

Betty **told us** (*indirect object*) **that** the class had been canceled.

**Tell** is never used with direct quotations.

**Tell** is used with certain words and phrases in idiomatic expressions.

<u>Tell . . .</u>		
time	a joke	someone off (reprimand)
the truth	a story	two things apart (distinguish)
a lie	a secret	on someone (report secrets)

Someone **told the secret**, and now everyone knows.

Children usually learn to **tell time** in the second grade.

The judge told the witness to **tell the truth**.

The boys **told a lie** after they had broken the window.

When comedians **tell a joke**, everyone usually laughs.

Mrs. Rosman **told** her kindergarten class a funny **story**.

Tom was so angry that he **told** his boss **off**.

## **SEQUENCE OF TENSES**

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The time relationship that exists between two verbs in a sentence is called sequence of tenses. The verbs **say** and **tell** most commonly deal with this relationship, because they concern themselves with relating past, present, and future events. Observe the following rules for selecting the correct verb tenses:

Verb in the  
main clause

present

past

Verb in the  
subordinate clause

present

present progressive

present perfect

future

past

past progressive

past perfect

conditional

**Say**

Joe *says* that he *plays* tennis every day.

Joe *says* that he *is playing* tennis now.

Joe *says* that he *has played* in a number of tournaments.

Joe *says* that he *will play* at Wimbledon next year.

Phyllis *said* that she *drank* a cup of coffee for lunch every day.

Phyllis *said* that she *was drinking* a cup of coffee when the doorbell rang.

Phyllis *said* that she *had drunk* some coffee in the cafeteria before coming to class.

Phyllis *said* that she *would drink* a lot of coffee while studying for her exams.

**Tell**

Joe *tells* us that he *plays* tennis every day.

Joe *tells* us that he *is playing* tennis now.

Joe *tells* us that he *has played* in many tournaments.

Joe *tells* us that he *will play* at Wimbledon next year.

Phyllis *told* him that she *drank* a cup of coffee for lunch every day.

Phyllis *told* him that she *was drinking* a cup of coffee when the doorbell rang.

Phyllis *told* him that she *had drunk* some coffee in the cafeteria before coming to class.

Phyllis *told* him that she *would drink* a lot of coffee while studying for her exams.



## EXERCISE 139

Circle the correct form.

1. Todd (said, told) us that he was planning a hunting trip.
2. "Supper is ready," (said, told) the hostess.
3. Barry (says, tells) that there is a good movie on television tonight.
4. When did the photographer (say, tell) you that the photographs would be ready?
5. Lecturers usually (say, tell) a story before they begin to speak.
6. The witness has (said, told) the truth about the accident.
7. "Don't point your finger at me," (said, told) Helen.
8. Can anyone (say, tell) me what happened last night?
9. Mrs. Mullens is (saying, telling) her grandson about her life as a child.
10. Nobody has (said, told) anyone the details of the proposed trip.

## EXERCISE 140

Decide whether each sentence requires *say* or *tell*. Make your verb choice agree with the tense of the other verbs used.

1. The children in the first grade were learning \_\_\_\_\_ time.
2. Tony always \_\_\_\_\_ that he will arrive on time, but he never does.
3. Nothing Sheila ever \_\_\_\_\_ made any sense until recently.
4. Last week Dick \_\_\_\_\_ his students that they would have to write a term paper this semester.
5. Andy \_\_\_\_\_, "It is certainly a lovely day for a picnic."
6. The government won't \_\_\_\_\_ us anything more about the project.
7. How long will it be before the interviewer \_\_\_\_\_ us the results?
8. Did Carl \_\_\_\_\_ you that he was going to buy a boat?
9. Ed \_\_\_\_\_ that he plans to go fishing this weekend.
10. The girls \_\_\_\_\_ that their exhibit is better than the boys'.

In going from direct to indirect speech, many changes take place. The quotation marks are eliminated. The word **that** is used. The verb in the quotation usually changes tense to agree with the verb in the main clause. Pronouns also change in the indirect speech. Observe these pronoun changes:



<u>Direct speech</u>	<u>Indirect speech</u>
I	→ he/she
you	→ I/they/we
him/her	→ him/her
we	→ we/they
me	→ him/her
your (adj.)	→ my (adj.)

The boss says, “I want everyone here at 8:00 sharp.”

The boss says that he wants everyone here at 8:00 sharp.

My mother said, “You need to wear your coat.”

My mother said that I needed to wear my coat.

Our mother said, “You need to wear your coats.”

Our mother said that we needed to wear our coats.

The verb in the subordinate clause, too, will differ according to whether the verb is in a quotation or in indirect speech.

The examples below demonstrate how using indirect speech affects the tense of the subordinate verb. The first three pairs use present-tense main (or speaking) verbs, and the rest use past-tense main verbs. (The words in parentheses are the names of the tenses of the subordinate verbs, which are underscored.)

Olga always says, “I have to study in the library.” (present)

Olga always says that she has to study in the library. (present)

Pedro says, “I will be home late tonight.” (future)

Pedro says that he will be home late tonight. (future)

Dio says to the class, “Study the irregular verbs.” (command)

Dio tells the class to study the irregular verbs. (infinitive)

Beverly said, “I am learning to play the guitar.” (present progressive)

Beverly said that she was learning to play the guitar. (past progressive)

Dolly said, “I will bake a cake for the party.” (future)

Dolly said that she would bake a cake for the party. (conditional)

Silvano said, “We have investigated the matter thoroughly.” (present perfect)

Silvano said that they had investigated the matter thoroughly. (past perfect)

Pavel said, “You owe me twenty five dollars for the painting.” (present)

Pavel said that I owed him \$25 for the painting. (past)

The doctor said to the patient, “You can play tennis again if you are careful.” (present)

The doctor told his patient that she could play tennis again if she was more careful. (conditional)

Marvin said, “We have a chemistry test today.” (present)

Marvin said that we had a chemistry test today. (past)

Eleanora said, “I read that book last year.” (past)

Eleanora said that she had read that book last year. (past perfect)

Jane said, “Write your name on your time sheet and turn it in.” (command)

Jane said to write my name on the time sheet and hand it in. (infinitive)

#### NOTE

When you use verbs requesting information (ask, inquire), the pattern for indirect speech usually uses **whether** or **if** instead of **that**. The yes/no questions now become embedded in the sentence. Do not use a question mark unless the whole sentence is a question. The word order for the embedded question also changes.

Direct speech:

Normal question: auxiliary + S + V

We asked, “**Will there be** enough snow on the mountains for skiing?”

Ponce is asking the travel agent, “**Will we make** a stopover in Madeira?”

Indirect speech:

Embedded question: **WHETHER/IF** + S + V

We asked **whether (if) there would be** enough snow on the mountains for skiing.

Ponce is asking the travel agent **if (whether) we will make** a stopover in Madeira.

The following sentences are questions and require the use of a question mark. Notice the embedded question.

Are you sure that Daddy will ask me **what I want for my birthday?**

Did he say **when Glen would arrive?**

Has anyone told you **where the party will be?**

Didn't we tell him **how he had to dress for the interview?**

NOTE

Often in spoken English and sometimes in written form, **that** is omitted with **say** constructions.

She says (**that**) he is here. I can feel his presence.

Henry said (**that**) you would be happy to see us.

When you see two clauses like these joined without a conjunction, mentally insert **that** for indirect speech.

## EXERCISE 141: WRITING

Rewrite these sentences, changing from direct speech to indirect speech. Refer to the table on page 280 if you are having problems deciding on the correct form. Make any necessary changes as well.

**Example:** Hank said, “I **will see** you on Friday.”

Hank said that he **would see** me on Friday.

1. Helen asked, “Where is he going at this hour?”
2. The project director said, “We will raise enough money to finish construction of the new recreation center.”
3. Dr. Jansen said, “Your case is unusual.”
4. No one moved when the president said, “I am resigning my office.”
5. Yolanda inquired, “What kind of job is it?”
6. Columbo said, “I wonder where the murder weapon is.”
7. In tomorrow’s speech, the ambassador will say, “We need to negotiate this treaty.”
8. Danny asked his teacher, “When will the exam be?”
9. Mark Antony said, “I have come to bury Caesar, not to praise him.”
10. “Does Harlan know how to fill in these tax forms?” asked Sandra.
11. “What can we do to improve the park?” asked the mayor.
12. The strikers said, “We will not return until working conditions improve.”

13. “How silly Debra looks in that dress!” said the old lady.
14. “There’s nothing left for us to do,” said the unhappy flood victims.
15. Flora insisted by saying, “I will discuss this matter with your supervisor immediately.”
16. Milo always says, “Nobody understands me.”
17. The policeman said, “I’m afraid I will have to give you a ticket for speeding.”

## EXERCISE 142

If an indirect object is indicated in parentheses, change the verb to **tell** and incorporate the indirect object into the sentence.

**Example:** Solange said, “I will be returning to my country next month.”  
(classmates)

Solange told her classmates that she would be returning to her country next month.

1. Jane said, “I plan on attending the meeting?” (me)
2. A famous American patriot said, “Don’t fire until you see the whites of their eyes.” (his soldiers)
3. The customs inspector said, “Open that large suitcase.” (us)
4. The boss replied, “If you work very hard, you will be promoted soon.” (Thomas)
5. The witness replied, “I have nothing more to say.” (judge)
6. Trudy is saying, “The judges’ decision will be final.” (contestants)
7. The restaurant manager said, “I am sorry that you did not enjoy your veal cutlet.” (customer)

8. Kerry said, “The company has to concentrate on finding a solution to the problem.” (a group of physicists)

### EXERCISE 143: WRITING

Change the following paragraph to indirect speech. Make any necessary tense and pronoun changes. Change *said* to *told* if followed by *to* + indirect object.

Yesterday Carlos and I went to visit some friends of ours. While we were there, our host said, “I want to make an addition to my house, and I am looking for someone to help me with the project.” Carlos replied, “I am interested in your project, and will gladly help you with it.”

After hearing that, our host said to Carlos, “I will show you exactly what I plan to do, and you can give me some suggestions on how to do it.”

While the men were looking at the house, our hostess took me into their greenhouse and showed me her lovely collection of plants. She said to me, “This is the first year that all of my plants have bloomed.” I then asked her, “Doesn’t the cold bother them?” She replied, “I had a small gas heater installed to use on cold nights.”

We all went inside to discuss plans for the new project.

### EXERCISE 144

Circle the correct answer.

1. The painter (said, told) my mother that he would paint the door green.
2. Victor (said, told) that he had already given his brother the keys to the car.
3. The mailman (said, told) us not to put big packages in the box.

4. Jose's coach called and (said, told) him that the baseball game had been canceled.
5. Pasquale (said, told) his daughter a secret that she kept for ten years.
6. Jody (said, told), "I have a dental appointment in one hour."
7. The Spanish teacher can't (say, tell) a joke in English.
8. The tourist (said, told) a lie that the customs official detected at once.
9. Many little children can't (say, tell) time.
10. The lecturer (said, told) that a slide presentation would follow is talk.
11. Cory (said, told) us a true story about one of his expeditions to Guatemala.
12. Bridget (said, told) the truth despite the consequences.
13. Now Rufus (says, tells) that he wants to go to the movies.
14. The anthropologist always (says, tells) his audience a joke before beginning his lecture.
15. Someone (said, told) me that we would be moving to another office soon.
16. Randy (said, told) that he was out of breath because he had run so fast.

17. Allison (said, told), “I wish I had my own telephone.”
18. Bruce’s parents (said, told) that they were very pleased with their son’s grades.
19. Liana (said, told) that her daughter was getting a doll for Christmas.
20. Michael’s uncle (said, told) him that he would help him buy a car.

## EXERCISE 145: WRITING

Change each sentence to a direct statement. Remember the rules for sequence of tenses.

**Example:** Glen told his friends that he was having a party on Saturday night.

**Answer:** Glen *said*, “I *am having* a party on Saturday night.”

1. The professor told Tom that the class would meet at 11.
2. My friend said that they were going to Europe for the spring.
3. John said that he always felt better in the morning.
4. Mary said that she was going to the dance tonight.
5. The secretary told Mr. Jones that she remembered mailing the letter.
6. Frank’s daughter told him that her friend had graduated with honors.
7. The doctor told the nurse that he needed her help.
8. John asked where we had gone on our vacation last month.
9. The lawyer asked where the courthouse was.



10. The students asked when the class would begin.

## EXERCISE 146: WRITING

Change each sentence to indirect speech.

**Example:** The teacher said, “Class, there will be an exam next Wednesday.”

**Answer:** The teacher *told the class* that there *would be* an exam on Wednesday.

1. Our neighbors said, “We are going to buy a new car.”
2. The politician said, “Poverty will be abolished.”
3. The professor said, “The students are all present.”
4. The lawyer says to Mr. Green, “I think I can help you.”
5. The senator will say to his constituents, “I am interested in conservation.”
6. The guest said to the hostess, “Your dinner is delicious.”
7. The coach said to the players, “You have to practice more.”
8. Mary asked John, “Do you enjoy classical music?”
9. The waitress asked me, “Are you ready to order?”
10. The diplomat asked, “Has the meeting begun yet?”

## EXERCISE 147

Decide which of the underlined items is incorrect.

1. Although the organization be self-sufficient, it is in need of volunteers to help carry out its new projects.
  - A. be  
Although the organization
  - B. in need of
  - C. to help carry
  - D. its
  
2. The cause of the airplane crash can have been a malfunctioning right propeller.
  - A. The cause
  - B. can
  - C. a
  - D. malfunctioning
  
3. Having went on a picnic yesterday, we picked wild flowers in the park.
  - A. went
  - B. a
  - C. picked
  - D. the
  
4. It must be raining last night, because there are large puddles around the yard.
  - A. be raining
  - B. there
  - C. large
  - D. around the yard
  
5. The director was depend on his staff to get all the reports to the stockholders before the deadline.
  - A. was depend
  - B. to get
  - C. to the stockholders

D. the

6. We heard that our friends won the dean's award for excellence in contributions to the educational program.
- A. that
  - B. won
  - C. for
  - D. to the
7. Marta told her teacher that she already read the assigned book and asked her for another assignment.
- A. her teacher
  - B. already read
  - C. assigned
  - D. another
8. Pete was having the equivalent of a college degree with all his work experience in that field and his on-the-job training.
- A. was having
  - B. college degree
  - C. work experience
  - D. on-the-job
9. If the musicians wouldn't have played so loudly, the audience would have enjoyed the presentation more.
- A. the
  - B. wouldn't have played
  - C. loudly
  - D. enjoyed
10. When a cat is happy, it will lay down with its front paws tucked under its chest and purr with its eyes closed.
- A. it
  - B. lay

- C. under
- D. closed

11. The players try to make as few contact as possible with the opposing team to avoid penalties.

- A. to make
- B. few
- C. opposing
- D. penalties

12. Houses look especially nice when they have been buildded at the foot of the mountains or close to a flowing stream or river.

- A. especially
- B. when
- C. buildded
- D. flowing

13. Neither the boys nor their soccer coach have seen the captain or the members of the opposing teams since they arrived.

- A. have
- B. opposing
- C. since
- D. arrived

14. Before we can lay out the pattern and cut this material, someone needs sharpen these dull scissors.

- A. lay out
- B. cut
- C. sharpen
- D. these

15. Would Ted have done that if he knew the consequences before he started to campaign for the presidency?

- A. done
- B. knew
- C. started

D. for the presidency

16. The children promised their parents to not eat the cake while they were gone and wait until after supper.

A. their

B. to not eat

C. were gone

D. until after

17. Ellen's accustomed to interpret for her foreign students when they have problems understanding the grammar and vocabulary.

A. to interpret

B. when

C. have

D. understanding

## Test on Verbs

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Read the following story about Hans's hospital visit and decide whether the underlined verb is the one that *best* completes the sentence. Some are correct as written. Multiple choice answers follow the story.

### Visiting the Emergency Room

Last week my friend Hans fell while he played soccer and injured his leg.

(2) He was in so much pain that I suggested that he go to the hospital. (3) Hans was afraid that they would keep him there, and because he could not speak the language well, he would not be able to communicate with the doctors and nurses. (4) I assured him that that was not the case, and that he would get very good treatment in the emergency room. (5) Hans wanted to go to the pharmacy to get some painkillers and then to go home and rest. (6) I explained that he could not get painkillers over the counter, and that he needs a doctor's prescription.

(7) When we arrived at the hospital, there were seven people waiting with various problems: large bleeding cut over the eye, a broken arm, food poisoning, and a few other undisclosed medical problems. (8) I tell Hans that he would have to speak to the receptionist first. (9) Finally, an older reassuring woman called his name, and we go up to her desk.

(10) First of all, she asked to see his insurance card and ID. (11) She asked his name, address, and phone number and what is wrong with him. (12) She gives him a four-page questionnaire to fill out.

(13) Hans was upset because he has to answer so many questions. (14) He didn't think that to have chicken pox, mumps, and past operations when he was little made any difference now. (15) He could not understand why they wanted to know about his family's medical history as well. (16) He laughed loudly when he reads the questions "Are you pregnant or do you think you might be pregnant?" "Are you taking any illegal drugs?" (17) He wondered how many people would honestly admit to taking these drugs!!

(18) Hans returned the questionnaire to the receptionist and was waited his turn. (19) Hans becomes upset after waiting for two hours. (20) Finally, he saw the doctor, who says that he was lucky to have only a sprained knee. (21) The doctor gave him an ice pack and some pain pills and told him to keep his leg elevated and to put the ice pack on to reduce the swelling.

(22) Two weeks later Hans will receive a bill from the hospital. (23) He was glad that his insurance paid the \$250 and all he had to pay was \$30! What an expensive visit and another lesson in American cultural shock!!

1. A. was playing                      B. played                      C. plays
2. A. goes                                  B. go                                  C. went
3. A. would keep                      B. will keep                      C. were keeping
4. A. will get                              B. would get                      C. would have gotten

5. A. go                      B. to go                      C. going
6. A. would need            B. needs                      C. was needing
7. A. to wait                      B. waiting                      C. was waited
8. A. tell                      B. was telling                      C. told
9. A. go                      B. would go                      C. went
10. A. to see                      B. saw                      C. see
11. A. is                      B. was                      C. had been
12. A. gives                      B. gave                      C. had given
13. A. has                      B. had                      C. was having
14. A. to have                      B. having                      C. had
15. A. can                      B. could                      C. could have
16. A. reads                      B. read                      C. will read
17. A. would admit            B. will admit                      C. were admitting
18. A. was waited            B. waited                      C. waiting

19. A. becomes                      B. became                      C. will become

20. A. said                              B. says                              C. had said

21. A. keep                              B. keeping                              C. to keep

22. A. will receive                      B. has received                      C. received

23. A. had paid                              B. paid                              C. will pay



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**ESL**

**CHAPTER 11**

**Test-Taking  
Techniques**

## Chapter 11

# TEST-TAKING TECHNIQUES

Time management is probably the most important thing to consider in preparing for tests. Your review can take place a number of ways: immediate review after class, short daily reviews, and final review. If you review within seven hours of your class, you are more likely to remember the material than if you wait a week or more. Research shows that if you do no review within 24 hours, you could forget as much as 80 percent of what you learned. Ideally you should review all the material for short periods every day in order to keep the ideas fresh in your mind. In addition, try to set up a system of key words that will help you with the different courses you are taking.

You can devise **acronyms**, new words formed by using the first letter of other words, to remember some of the concepts. The following acronyms are used in different classes to help students to remember and to prepare for tests.

ROY G BIV will help in art class to remember the visible color spectrum:  
red, orange, yellow, green, blue, indigo, violet

CHONPS will help in chemistry to remember the gases in the atmosphere:  
carbon, hydrogen, oxygen, nitrogen, phosphorus, sulfur

PIHEC in biology will help with the scientific method: state the problem, gather information, create a hypothesis (theory), perform an experiment, draw your conclusion

PEMDAS represents the order for working algebra problems: parenthesis, exponents, multiply, divide, add, subtract

IPMAT in biology shows steps to remember in stages of cell division:  
Interphase, prophase, metaphase, anaphase, telophase

FOIL in algebra shows the process of multiplying binomials and trinomials:  
first, outer, inner, last

FACE to remember the notes on a music staff that fall between the lines

WEDDING is a concept used by some Spanish teachers to help students remember which categories of verbs require the subjunctive mood:

Wishing, Emotion, Doubt, Denial, Impersonal Expressions, Imperative, and Indefinite Antecedents, Negative Antecedents, and Gustar

HOMES helps remember the names of the Great Lakes:

Huron, Ontario, Michigan, Erie, Superior

Each of the above-mentioned groups spells a word, sometimes a nonexistent word, that will help you remember a concept.

Another memory device is called an **acrostic**. Here sentences are created by making words stand for the first letter of each element you are trying to remember.

KHDODCM is helpful when working with the metric system:

Kids Have Dropped Over Dead Converting Metrics [Kilometers, Hectares, Decameters, Others (meters, liters, grams), Decimeters, Centimeters, Millimeters]

EGBDF for remembering the notes on the staff lines in music:

Every Good Boy Does Fine

ARITHMETIC to spell the word correctly, many use this sentence:

A Rat In Tom's House May Eat Tom's Ice Cream

Repetition is the best review. If you are going to be writing essay-type exams, you need special preparations. In history, art history, or literature exams, where you need to learn many dates, names, or styles, you need to find a better way to study. When you are taking a literature exam, you might want to set up a chart that looks like the following in order to cover all the material studied. From the information on the chart, you could write a good essay to compare, contrast, describe, show cause and effect, or develop a given topic. At a glance you can

recall the whole work studied.

Title	Author	Genre	Location	Time	Characters	Objects	Places
		poetry					
		novel					

For history, you might set up one that looks like this:

Date	Person	Event	Location	Consequences

For art history, something like this might be appropriate:

Period	Artist	Title	Style	Characteristics	Influence

Reviewing these charts every night will help you recall everything studied in class. It will be a lot easier than trying to review paragraph after paragraph on every page.

Another way to prepare for essay exams is to set up **study groups** of no more than five members. Assign different topics to each. This way, individually you will become an expert on your topic, and you can “teach” everyone else. Share your “expert” notes so that everyone else becomes an expert. Meet at least one time per week to share, and two times per week just before the test. Quiz one another.

Ask your instructor what the test will be like (fill-ins, true/false, multiple choice, definitions, essays), and prepare accordingly. If you will be having essay tests, once you create some possible questions, take the time to write essay-type answers. Predicting questions can be easy if you follow these steps. By paying close attention in class, you can pick up on a number of cues that will help to develop techniques for creating your own questions that might appear on the test. Observe your instructors as they present the material. If they repeat material, you should write what they say. When they write information on the board, you know it is important. It could include names, dates, places, formulas, math problems, charts, or diagrams. Writing this information with different-colored inks will make it stand out from the rest of your notes and help you to

remember. Also watch your instructors' gestures and movements, because they could be a clue to what is important. If instructors raise their voices, they must want you to note something important. Take notes on what your instructors emphasize in class. Look in your text to see what is written in bold print, in larger print, in a different color, or in a special box or chart and set apart from other material. All of these can help you predict test questions, prepare better, and receive higher grades.

Create **flash cards** (use 3" × 5" cards or pieces of paper) that have questions on one side and answers on the other, vocabulary words for spelling or translation, formulas for math and science, examples of math problems and/or theories. You can always carry them with you and review them when you have a few minutes.

Now that you have studied all the materials, you need to become familiar with the terminology on the test. Some common words are ***analyze, compare, contrast, explain, define, describe,*** and ***discuss***. Each one asks you to do something different. When your instructor asks you to ***contrast*** and you ***describe***, you probably won't get full credit, if any, for your answer. Look at these terms to see what your instructor would want you to do. Remember that when you are asked to write an essay on an exam, you will probably be writing one or two well-developed paragraphs, not two or three pages, unless you are writing for a composition class.

## ***Analyze***

Break down the main idea into smaller parts and examine each one.

**Example:** Analyze the causes of the fall of the Roman Empire.

You would list about six or seven causes and explain in more detail how each was responsible for the collapse of the empire.

## ***Compare***

Show similarities in two or more elements.

**Example:** Compare the poetry of John Keats and Lord Byron.

Mentioning several poems that you have studied, you would write specific information that would show how they are the same (theme, location, style, etc.).

## ***Contrast***

Show differences in two or three elements.

**Example:** Contrast the physical geography of Alaska and Hawaii.

After making a short list of the geographical features of both states, you would emphasize the differences between the two.

## ***Explain***

Develop an idea more fully; suggest reasons for specific happenings.

**Example:** Explain some of the theories for the decline of the Mayan civilization in Central America.

After making a short list of reasons, you would write a couple of sentences that would show how each of these reasons was in part responsible for the decline.

## ***Define***

Identify; provide the meaning of certain terms.

**Example:** Define the following terms: binomials, trinomials, and prime numbers.

You need to write a short (usually one or two sentences) definition for each of the terms. This type is different from the others, because the emphasis is on a *short* answer.

## ***Describe***

Provide many details.

**Example:** Describe the most effective way to prepare for your algebra final exam.

Indicate, by using details in a step-by-step process, how you would get ready for the test.

## ***Discuss***

Look at favorable and unfavorable aspects of a particular issue.

**Example:** Discuss George W. Bush's political platform for the 2000 presidential election.

You could mention a number of issues presented in the platform and explain why they are good or bad (flawed) or compare and contrast them and their effect on society and how George W. Bush is able to carry them out.

As you can see, there is a certain strategy for answering essay-type questions, and your preparation requires a more detailed review than just knowing a lot of facts. You need to sort your ideas and develop the topic. Make sure that you understand what you have to do. If you do not know, ask your instructor for clarification.

Before you begin to write your essay, do some brainstorming—think about the topic, and write down your thoughts and what you know about it—enough so that you will have sufficient information to develop the topic. Then prepare a brief outline, which will set up a plan for making your ideas flow smoothly and logically. Now you are ready to answer the essay question. Budget your time so that you have enough time to finish and proofread and revise. Skip lines so that you have enough room to add information after you have proofread your answer.

If you have fill-ins, multiple-choice, and essay questions on the same exam, do the first two before writing the essay. Figure out how much time you will need for each section, and stick to those limits. First, do the ones that you know well, and then do the rest. That way you will have a better chance to score higher.

Outside the testing center, when you have finished and while the test is still

fresh in your mind, write down the questions to refer to them for future tests in case your instructor allows you to keep your tests. Also review your notes to see whether you have developed the questions as fully as you should have. The more essay-type tests you take, the more familiar you will become with what your instructors want you to do and the better you will perform on this type of test.

## **TEST TYPES**

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There are many types of tests given today, from the most common and widely used multiple-choice type to the more obscure essay type. Each testing instrument requires a different amount of preparation and involves varying degrees of memory recall. Most of the standardized tests given today—such as the College Level Academic Skills Test (CLAST), Test of English as a Foreign Language (TOEFL), GED (Graduate Equivalency Diploma) tests, and other college entrance examinations—are totally or at least partly multiple choice. Understanding the types of tests and what knowledge each is designed to assess will assist you greatly not only in the preparation but also in actually taking the test.

Listed below are the names of some of the most commonly used test types, followed by a brief explanation and suggestions and ideas on how to study for and take each type.

### **Multiple Choice**

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This test type is based upon the memorization of relevant facts, dates, short definitions or clues, statements of fact, brief descriptions, or complex mathematical problem solving. These tests are usually designed to test factual information. The most common questions are those asking for actual answers to the problem/ question given. The other question format provides a statement and your decision as to whether it is true or false. In all multiple-choice test formats, you will see the statement/questions first and then a series of possible answers.

**What is the capital of the United States of America?**



- (a) Delaware
- (b) Miami
- (c) Washington, D.C.
- (d) San Antonio

[Correct answer: (c)]

## **Sharks are plant-eating fish found in the ocean.**

- (a) True
- (b) False

[Correct answer: (b)]

In a number of multiple-choice tests, the list of possible answers includes a choice of “none of the above” for questions in which none of the answers listed are correct.

## **Which was one of the ships used by Christopher Columbus?**

- (a) *La Pinta*
- (b) *Voyager*
- (c) *Sea Lady*
- (d) *Martina*
- (e) None of the above

[Correct answer: (a)]

## ***Study Guide***

Study one-word definitions, rules, mathematical principles, important dates, specific terminology, and statement of facts.

## ***Test-Taking Hint***

Read the question or statement and all the possible answers listed first, and then select the answer.

For true/false tests, identify “catch words,” such as ***all, only, occasionally, never, always***. If these words are used, no exception can ever be present.

### **The sun never rises in Alaska.**

(a) True

(b) False [Correct answer: (b)]

Examine the statement(s) of fact given for any inconsistencies. Do not guess, if at all possible.

#### **NOTE**

Some multiple-choice tests include a penalty for guessing. That is, the percentage correct is calculated by using the total number of answers divided by the number of correct. Tests that do not penalize guessing are scored according to the total number of possible answers divided by the total number correct.

## **Matching**

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This type of testing instrument also provides both the questions and the possible answers. Usually the questions or answers are given in scrambled fashion. You select the answer from the choices given and “match” it to the question. Most matching type tests provide two columns—one with definitions, statements, or clues and the other with all the possible answers. In many tests, more answers than questions are provided, in an effort to challenge the test taker.

The following is a sample of one of the most commonly used matching

tests, including the instructions.

Find the name in Column B that best identifies the information in Column A. None of the letters may be repeated, and there will be two extra names. Write your answer on the lines in the margin.

Column A		Column B	
_____	1. discovered America instead of a route to India	a.	Father Jacques Marquette
_____	2. claimed the Mississippi Valley for Louis XIV	b.	Robert de la Salle
_____	3. founded the city of Quebec	c.	Hernando de Soto
		d.	Christopher Columbus
		e.	Samuel de Champlain

[Answers: 1. d; 2. b; 3. e]

A more difficult type of matching provides a statement that contains blanks indicating that some of the information or facts are missing. The answers provide a list of the possible “fillers.” The questions are usually answered by the process of elimination.

There are usually a few extras provided; therefore, you must be careful not to confuse any of the answers. Once you use one of the correct answers, you will get another one wrong, because you cannot repeat any one of the choices.

In the column at the right, you will find the answers to these statements. Write in the word(s) in the spaces provided. Do not repeat any answers.

_____	1. He wrote the tragedy <i>Romeo and Juliet</i> .	Voltaire
_____	2. Famous Italian who was responsible for writing <i>The Divine Comedy</i> .	Cervantes
_____	3. <i>Candide</i> , a French play, was written by William Shakespeare.	Goethe
		Dante Alighieri

[Answers: 1. William Shakespeare; 2. Dante Alighieri; 3. Voltaire]

A more difficult version of the fill-in provides no answer clues and requires students to be well versed in the material in order to write the answers. This type is very common on tests.

In the spaces provided, fill in the answers to the following statements.

1. This curious woman opened a box given her by the gods, and all sorts of evils flew out. \_\_\_\_\_
2. Chief and most powerful god of the Greeks. \_\_\_\_\_
3. Ruler of the sea in Roman mythology. \_\_\_\_\_

[Answers 1. Pandora; 2. Zeus; 3. Neptune]

## ***Study Guide***

Study definitions or descriptions that contain one-word “clues,” dates of major events, rules, and titles.

## ***Test-Taking Hints***

First read the question or statement, and then be careful to read *all* of the choices listed as one may be more correct than the other.

As you finish each question, “check off ” or “cross out” the choice of the answer you used to make sure you do not repeat that answer.

- |       |                                     |          |
|-------|-------------------------------------|----------|
| C     | 1. capital of the Inca Empire       | A. Lima  |
| D     | 2. knotted cords for recording data | B. chuño |
| _____ | 3. freeze-dried potatoes            | C. Cuzco |
| _____ | 4. seaport capital of modern Peru   | D. quipu |

## **Short Answer**

---

This form of test involves the use of a fragment of a sentence, a partial fact or a question or questions requiring you to identify or describe relevant facts or information. Many short answer tests use isolated questions based on a particular chapter or story.

Provide a brief sentence or sentences to define or describe the information requested below.

1. How did Louis Pasteur discover a cure for smallpox?
2. Why should you be careful when siphoning a solution in a pipette?
3. What causes weightlessness on the moon?

A more advanced type of test requiring total recall is one in which you must identify different items. These involve names of people with whom we associate dates, places, and events, or terms that we must define. These usually require short answers.

Identify the following musical terms:

- (1) chorus
- (2) cantus planus
- (3) a cappella
- (4) polyphony
- (5) contrapunto

Many short-answer tests require you to read a passage and then answer a series of questions relevant to the information provided in the passage. Here are three questions based on a passage that would have been provided on the test:

1. Why did Christopher Columbus apply the term “Indians” to the people with reddish skin that he met in the New World?
2. Why did Queen Isabella of Spain provide Christopher Columbus with funds, supplies, and men and give her consent to his sailing to the New World?

3. How did Columbus obtain the members of his crew?

## ***Study Guide***

Familiarize yourself with all the relevant facts regarding the main theme or topic you were requested to study.

When reviewing themes, rules or terms, outline the main concepts and identify key words that will assist you in remembering the necessary information.

## ***Test-Taking Hints***

When you answer questions relating to a passage, read all of the questions first, because this will give an idea of the kind of information you will be looking for. As you begin to read the passage, underline key phrases or words that you think the questions refer to or that will aid you in answering the questions.

For short-answer definitions or those listed as “identify,” be sure to give only the information you were asked for. Do not provide excessive details, because you may end up not even answering the question.

## **Essay**

Essay questions are similar to short answer ones in that you are required to write your response. However, essays are usually much longer, require many more details, and involve thought processes such as reasoning, evaluation, or comparison. Unless you know the material extremely well, these test types will be very difficult for you.

Write a short essay on only two of these topics:

1. Compare and contrast the Aztec and Inca civilizations, paying particular attention to social structure, arts and crafts, written language, architecture, and education.

2. Explain why many primitive civilizations died out after a period of time.
3. What made Hagia Sofia in Constantinople such an architectural achievement?
4. Compare the conquests of Alexander the Great in the fourth century B.C. with those of Adolf Hitler.

## ***Study Guide***

Become very familiar with the subject matter being tested.

Think of possible essay questions and possible answers.

Outline major topic areas to make it easier to memorize relevant facts that will assist you in remembering the major points or key issues.

## ***Test-Taking Hints***

First read all of the questions completely. This gives you an idea of the scope of the test. Then reread all questions and underline the key words, such as ***list, describe, Identify, compare and contrast, and explain.***

Pay close attention to the directions. If you are given an option, choose yours carefully. Answer first the easiest one(s).

Do not begin to write and don't correct your grammar and spelling as you go. First write, and then, only after you have answered all of the required questions, go back and revise and edit.

Determine the weight or points for each question, and use this to gauge the content and length of each answer. Do not write a lot and spend too much time on questions that carry very little weight.

Answer only that which is asked of you; do not fabricate or create answers. Simply answer the question.

# NOTE-TAKING SKILLS

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## Before the Lecture

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- Learn to take good notes. Do *not* try to write down everything you hear during a lecture.
- Watch a documentary on television and take notes for practice.
- Watch the news and summarize all the information presented.
- Attend lectures in the community and take notes.
- Listen to political campaigners.
- If your library has taped lectures, borrow them, listen to them, and take notes.
- If your instructor distributes a vocabulary list for the next chapter, always look up the words before the next class. That way, you won't have to take so many notes on definitions, and you will be prepared to ask questions during the lecture.

## During the Lecture

---

- Write only the *most* important words and ideas.
- When you are taking notes in class, pay better attention; concentrate on what the teacher is saying.
- Ask questions to clarify information.
- Participate in discussions.
- Be aware of the teacher's gestures, raising voice, and repetition. These usually indicate that the teacher is giving some important information.



- Copy whatever your teacher writes on the board.
- Use a tape recorder *only* as a backup, because you never know when there will be a mechanical failure, and if you rely totally on the recorder, you will lose all the information presented.
- Keep your notes short and to the point.
- Make use of abbreviations and symbols.
- Organize your notes; use space to show relationships between ideas.
- If your instructor distributes a set of notes, focus on the way they are written.
- Avoid distractions so that you do not miss anything that is being said, or you will misinterpret the information when you write it down.
- Pay attention to graphs and charts, because they contain a great deal of information in capsule format. Be able to elaborate on the chart when you study.
- Leave a lot of room in the margin or skip lines so that you can go back to the notes and insert more information, write memory aids in the margins, or write questions to ask in class the next day.

## **After the Lecture**

---

- Reread your notes as soon as possible after taking them.
- Rewrite the notes, expanding your ideas.
- Highlight the most important information.
- If you can type, type your notes so that they will be easier to read. You can also review as you type.

# **WAYS TO IMPROVE YOUR STUDY SKILLS**

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- Find a quiet, well-lit, comfortable place to study.
- If you need music to create a study mood, find softer music with no lyrics. Avoid the temptation to sing along.
- The more you repeat, the longer the information will stay with you.
- Plan many short study sessions, and take breaks to stretch, eat/drink something, or unwind.
- Work on today's notes first, and then review past notes.
- Write questions on material that you do not understand. Then ask your teacher the following day.
- Work in small groups of three or four and discuss materials.
- Create practice tests and quiz one another.
- Create note cards, allowing you to do mini-reviews during planned or unplanned free time (waiting for someone, appointments, etc.).
- Write important vocabulary, information, dates, etc., on note cards, and keep reviewing data.
- Keep a small notebook of *new* vocabulary words from your readings. Review the list often, and make these new words a part of your active vocabulary.
- Preview test material *before* class. That way, you will be prepared to ask and answer questions.
- Not all of us are good artists, but even copying crudely a drawing from a lecture and labeling it will help you remember the information until later, when you can get a better picture for your notes.
- Practice clustering ideas with a graphic. The focal point is the largest

circle, and the details are in the smaller ones. See the clustering section in the essay writing part of this book.

- Develop your own strategy. Whatever works for you, use it!

## **HOW TO PREVIEW INFORMATION**

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- What does the exercise/activity/reading include?
- What am I to do with it?
- Is there a glossary that will help me with new vocabulary?
- How is the important information highlighted—bold face, italics, capital letters, footnotes, notes in margins, graphs, diagrams, photographs?
- Do the questions require me to think about a lengthy answer that may also bring in previously learning information?
- Will I find the answers written out, or will I have to make a judgment on my own?
- Read questions of an exercise first so that you have an idea of what to look for in the reading.
- Focus on details.
- Underline important words, not the whole paragraph or page.
- Learn to read faster. Try moving your finger tips across the printed words at a regular pace and get your eyes to follow your fingers. With practice you can increase your reading speed and cut down the time you spend on your assignments. Speed is particularly important in taking timed exams. The faster you read, the faster you will finish. Read a lot and often.
- After you have read a paragraph or two, stop for a moment and, in your own words, write down some of the ideas you remember. This will allow you to see whether you really understand what you have read.

- Read introductory paragraph(s) and summary paragraphs first.
- Read first sentences of paragraphs (usually the topic sentence express the main idea).

## **HOW TO PREPARE FOR TESTS**

---

- Study material in depth.
- Self-test in a variety of ways.
- Learn the format of the exam and practice it (multiple choice, fill-in, etc.).
- Review the material out loud. The more senses are involved in the process, the more you will remember the material.
- Do many short reviews with rest breaks or review sessions scheduled over several days to keep the information in your long-term memory. This is better than one long “cram” session.
- Set time limits to see how well you can express your ideas within these limits.
- Review key words so that you can use them in your answers.
- Work *seriously* with one or two other students and test one another on the information. Discuss it. Keep on repeating it until it stays with you.
- Try to simplify your learning through the use of mnemonic devices (tricks to help you remember) or simple drawings that will help you learn a lot in a short period.
- Be able to apply what you have learned in writing your answers. Not all tests will be fill-ins, multiple choice, or matching. Your answers could be ***explain*** or ***compare/contrast*** types, which means that you need to provide many details to support your answer.
- Distinguish among the terms in the test-taking section (***explain, describe,***

etc.).

- If you are doing a series of practice tests, especially computerized ones, keep track of your progress.
- Think out ideas logically before writing essays. As you brainstorm—that is, think about the topic and write down some facts and ideas—use short outlines, to give yourself a better idea of how the essay will flow.
- Stay focused; avoid distractions.
- Set up charts with different categories to remember information at a glance.
- Keep in mind that there are no extra-credit points on standardized tests, so you must answer correctly as many questions as possible.
- Set a timer to practice timed exercises.

## **What to Do the Night Before the Exam**

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- Get a good night's rest.
- If you have studied often for short periods, you should have your material well organized in your mind. Relax and watch your favorite television program or listen to your favorite music to unwind before you go to bed. If you are not stressed when you get to bed, you should sleep well and be refreshed in the morning.
- Feel confident that you will do well.

## **Stress-Reduction Techniques**

---

Whether we like it or not, we are surrounded by stress. No one has ever become really happy living with a great deal of stress. How can you relieve some of the stress in your life?

- Practice deep-breathing exercises. Sit, stand, or lie in a comfortable position. Concentrate only on your breathing, very deep breathing at first, and then shallower inhaling and exhaling. This way you can concentrate on only one thing at a time, and you won't feel the anxiety associated with the test.
- Think of something pleasant, like floating aimlessly on a cloud.
- Soak in warm water in a tub.
- Turn on some dreamy music and move gently to the rhythm.
- Plan ahead, and don't wait until the last minute. That causes when stress to set in.
- Eliminate the negative feelings that surround you.
- Take a walk in a quiet area, and concentrate only on nature.
- Swim in a pool when it is quiet, usually later at night.
- Arrive early for the test.
- Tell yourself that you have prepared well and will do your best.
- Don't let other students' behavior distract you (early departure, coughing, nervousness). Realize that many students have not prepared themselves for the test.

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**ESL**

**APPENDICES**

# APPENDICES



## APPENDIX A

# USE OF ARTICLES *A*, *AN*, AND *THE*

## A AND AN

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As a general rule, *a* should be used before words beginning with a consonant sound, and *an* should be used before a vowel sound. The letters *h* and *u* will cause problems. Words in which the letter *h* is pronounced are preceded by *a* (a ham, a heart, a horn), while those in which the *h* is not pronounced are preceded by *an*.

A good rule to follow is that all words beginning with *h* have the first letter pronounced except for the following, in which *h* is not pronounced and which use the article *an*:

heir	honest	honor
heiress	herb	honorary
heirloom	hour	honorarium

In the following words, the *h* is pronounced, so use the article *a*:

helmet	heater	hateful
happy	historic	hymn
habit	halibut	Hessian

When words beginning with the letter *u* have the consonant sound *yoo* (*ū*), they are preceded by the article *a*: a uniform, a university, a utensil.

Those that begin with the *ŷ* sound, as found in *cup*, require the article *an*: an umbrella, an unhealthy uncle.

The prefix *un-*, indicating a negative, always has a vowel sound: unfriendly, unhappy, unusual.

**NOTE**

The **yoo** sound does not always mean that the word will begin with the letter **u**.

Other examples of the **yoo** sound are the following:

**a European** vacation

**a eulogy** delivered by her brother

**a euphemism**

She has **a euphoric** glow about her.

**a eucalyptus** in the backyard

Other words that begin with the **yoo** sound and use the article **a**:

eunuch

euphemism

euphoria

euphonium

euphoric

Eurasian

eurhythmic

Euromarket

Euripidean

unity

uniform

universal

unified

university

utilities

## ***THE***

---

The article **the** is used to indicate something specific.

**The** book on the table is mine.

I mailed **the** letter that you gave me yesterday.

**The** is also used for names of mountains, rivers, islands, and oceans; names of musical groups; ethnic groups; specific documents, etc.

Many people spend their vacations in **the Rocky Mountains**.

Mel and Sandy spent their honeymoon in **the Hawaiian Islands**.

**The Beatles** were a famous musical group in the sixties and seventies.

***The Declaration of Independence*** was written in 1776.

Non-count nouns can use ***the*** in some situations and not in others. For example, when referring to an element in general terms, the article is not used.

***Money*** is necessary to pay the bills.

Budgeting ***time*** carefully will make you a better student.

***Food*** tastes better when it is fresh.

However, when the element is used in specific terms, the article ***the*** is necessary.

***The money I gave you*** is for the rent. (specific money)

***The time we have together*** is precious. (specific time)

I need to buy ***the food*** for our party. (specific food)

When plural count nouns refer to elements in general, no article is required.

Working ***days*** is more pleasing to some than to others.

***Grapes*** grow in ***bunches on vines***.

Some words, unless they restrict the meaning, do not use the definite article.

**breakfast, church, college, dinner, home, hospital** (British)

**heaven, hell, lunch, school, supper**

Some people believe in ***heaven*** and ***hell***, but others don't.

John studies ***at school***, and his mother works ***at home***.

Mildred is learning a great deal in her art classes ***in college***.

Tom had an accident and is ***in hospital***. (British)

Tom had an accident and is ***in the hospital***. (American)

## APPENDIX B

# VOCABULARY HELP

### I Before E Rule

I before E  
 Except after C  
 Or when sounded as *ay*,  
 As in *neighbor* and *weigh*.

<i>I before E</i>		Except after C	Or when sounded as <i>ay</i>
achieve	mischief	ceiling	beige
believe	niece	conceit	eight
brief	patience	conceive	freight
chief	pierce	deceit	neigh
conscience	priest	deceive	neighbor
conscientious	relief	perceive	reign
field	shield	receipt	rein
fierce	siege	receive	sleigh
grief	yield	receiver	vein
			weigh
			weight

### *There are exceptions to every rule:*

ancient	leisure	seismic	skein
either	neither	seismograph	their
height	science	seize	veil
heir	scientific	seizure	weird

## APPENDIX C

# PLURAL CONCEPTS

## NON-COUNT NOUNS

---

Some categories of non-count nouns can be subdivided into count nouns. Some of these include the following:

<b>furniture</b>	chairs tables sofas lamps	<b>produce</b>	fruits vegetables potatoes carrots
<b>money</b>	dollars cents pesos yen	<b>literature</b>	poems short stories tragedies comedies
<b>jewelry</b>	rings necklaces watches earrings	<b>information</b>	data* facts statistics *datum = singular
<b>agriculture</b>	tomatoes bananas grapes oranges	<b>scenery</b>	trees flowers highways houses
<b>transportation</b>	cars buses bicycles vans	<b>baggage</b>	suitcases valises hand bags

### NOTE

Many non-count nouns can be used with plural concepts when a plural unit of measure precedes them.

*pieces of* furniture

*kinds of* produce

*stacks of* money

*categories of* literature

*boxes of* jewelry

*sources of* information

*types of* agriculture

*means of* transportation

Other non-count nouns that are always singular are those referring to intangible or abstract concepts. They include the following:

air	liberty	anger	intolerance
sky	loyalty	euphoria	solitude
heaven	arrogance	love	comfort
hell	happiness	laughter	satisfaction
truth	sadness	hatred	understanding
beauty	prejudice	education	knowledge

## FORMING PLURALS

---

Words ending in vowels and consonants usually add **-s** to form their plurals.

### Exceptions

---

1. After **s**, **sh**, **ch**, and **x**, add **-es**

press—presses      patch—patches      wish—wishes      tax—tax

2. For nouns ending in **y** after a consonant, change **y** to **i**.

fly—flies      enemy—enemies      lady—ladies      salary—salaries

3. For nouns ending in **y** following a vowel, add **-s**.

monkey—monkeys      tray—trays      decoy—decoys

4. Some nouns have irregular plurals. Learn them.

foot—feet    tooth—teeth    child—children    ox—oxen  
woman—women    man—men    louse—lice    mouse—mice

5. Some words use the same form for singular and plural.

fish    deer    sheep    moose    reindeer    caribou

6. Compound, or two-part, words pluralize only the entity that could be countable. Remember that the first part of a compound word usually acts as an adjective, and adjectives have no plurals except **these** and **those**. Notice, however, in the word, and sisters-in-law, it is the first part that is pluralized, because it is the entity that can be counted.

football—footballs    butterfly—butterflies    toothbrush—toothbrushes

7. The plurals of most nouns ending in **f** are formed by adding **-s**.

brief—briefs    proof—proofs    belief—beliefs

**Exceptions:** Change **f** or **fe** to **v** and add **-es**.

life—lives    knife—knives    calf—calves    wife—wives    shelf—shelves  
wolf—wolves    leaf—leaves    half—halves    thief—thieves

8. Follow these rules for plurals of proper nouns and family names.

Jones—the Joneses    Whitley—the Whitleys    Mixa—the Mixas

The **Joneses** (the Jones family) are leaving for Puerto Rico on the noon flight.

Rex Ryan is a tennis star. All the **Rexes** I know are football players.

9. For certain group of nouns ending in consonant + **o**, add **-es** to these words.

echoes      dominoes      potatoes      tomatoes      heroes

10. For some words that end in **ex** and **ix**, drop the suffix and add **ices** to form the plural.

index > indices

codex > codices

ibex > ibices

appendix > appendices

11. Another category of irregular plurals relates to words ending in **sis**. Instead of adding **es** to the root word, the **i** in the suffix just changes to **e**. Other words in this category are **chrysalis**, **synthesis**, **dialysis**, **hypothesis**, **antithesis**, and **parenthesis**.

There are a number of other rules dealing with foreign words that have been incorporated into the language, as well as a variety of other plural forms. Whenever you find a noun and are not sure of the plural form, look it up in your dictionary.

Non-count nouns are those that do not usually have a plural form and cannot be numbered as the ones above.

coffee      money      energy      water      knowledge

However, we can place the liquids in containers and count the containers; money is mentioned in monetary units (dollars, cents); time is figured in hours and minutes, etc.

five cups of coffee

twenty dollars

six hours

fifty minutes

Singular vocabulary dealing with food can also become plural if we mention the units or containers for that food. Examples:



gallons	quarts	pints
ounces	pounds	tablespoons
teaspoons	cups	slices
pieces	bottles	jars
cans	packages	loaves

Some adjectives are also limited to count and non-count nouns.

<u>Count</u>	<u>Non-count</u>	<u>Both</u>
many	much	some
few	little (quantity)	any
several	an amount of	no
various	the number of	a lot of
these/those	not any	
a number of		

Certain words referring to foods are considered noncountable and have no plural forms. Here is a partial list:

lettuce	bread	milk	ketchup
cabbage	butter	juice	salt
corn	macaroni	tea	garlic
fish	spaghetti	mustard	toast

On the other hand, some foods can be counted and do have plural forms:

waffles	beans	pies	carrots
peppers	potatoes	donuts	lima beans
onions	cakes	relishes	tomatoes

You might also find it strange to see how some of these foods are measured:

<i>ear</i> of corn	<i>head</i> of lettuce	<i>clove</i> of garlic
<i>sprig</i> of parsley	potatoes grow <i>eyes</i>	
<i>foot-long</i> hot dogs	<i>bunch</i> of grapes	

## APPENDIX D

### WORD PHRASES WITH PREPOSITIONS

In English there are a number of word groups that contain prepositions. They include combinations with **nouns**, **adjectives**, and **verbs**. Here is a partial list. Practice using them in sentences until they become part of your active vocabulary.

#### Noun + Preposition

bag of	pride of	(dis)satisfaction with
cup of	discussion of	search for
passion for	list of	investigation into
pair of	chance to	enthusiasm for
quality of	reason for	need for
year of	penchant for	response to
number of	quantity of	in the spirit of
dose of	amount of	loss of
game of	desire for	hope for
exception to	insistence on	type of
in addition to	purpose for	importance of
book of	in consideration of	
declaration of	peak of	
source of	gift of	
bunch of	opinion of	
basis for	love of/for	
tale of	hate for	

### Adjective + Preposition

consistent with	taken by/with	famous for
anxious about	angry with/at	expelled from
worried about	afraid of/for	enrolled in
married to	tired of	delayed by
divorced from	upset with	weakened by/from
guilty of	(dis)satisfied with	saddened by
interested in	jealous of	threatened by
fond of	fascinated by	encouraged by
afraid of	dependent on	dismayed by
drawn to	supportive of	responsible for
different from	accustomed to	made for/by
equal to	interested in	influenced by
offended by	concerned about	designed by/for
superior to	crazy about	

### Verb + Preposition

The **verb + preposition** list is far greater than the other lists, because one verb can use a variety of prepositions. With each preposition, the verb takes on a different meaning. Look up these verb phrases in an unabridged (larger, more complete) dictionary.

approve of

break away

break down

break off

break up

break in

break out

break through

break with

call after

call away  
call on  
call up  
call back  
call off  
call down  
call forth  
call together  
call off

care about  
care for

check into  
check out  
check out of  
check over  
check up on  
check with

close in on  
close down  
close off  
close out  
come across  
come after  
come away with  
come by  
come in

look after  
look for  
look up

look down  
look over  
look out for  
look about  
look at  
look back on  
look forward to  
look in on  
look into

refer to  
rely on  
detract from

count on  
count down  
count out  
count up

do away with  
do up  
do over  
do for  
do about

draw up  
draw on  
draw aside  
draw out

come along with  
come down with  
figure out

figure on

find out

find in favor of

depend on

get by

get over

get up

get through

get down to

get in

give up

give out

give into

give away

give back

give forth

give over

give off

cover up

cover for

cover over

cover with

do without

do with

have to do with

disagree with

fill up

fill out

fill in

get across

get after

get along

get around

get at

get along with

get away from

get back at

get behind

get out

search for

drop over

drop out

drop in

drop off

come out

come over

come about

try on

try out

try for

## APPENDIX E

### IRREGULAR VERBS

Present	Past	Past Participle
am, are	was, were	been
beat	beat	beaten
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fight	fought	ought
find	found	found
fly	flew	flown
forbid	forbad(e)	forbidden



forget	forgot	forgotten
freeze	froze	frozen
get	got	got (gotten)
give	gave	given
go	went	gone
grow	grew	grown
hang (objects)	hung	hung
hang (people)	hanged	hanged
have	had	had
hide	hid	hidden
hold	held	held
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lie	lay	lain
lose	lost	lost
meet	met	met
read (rěd)	read (rěd)	read (rěd)
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen

sell	sold	sold
send	sent	sent
shake	shook	shaken
shrink	shrank (shrunk)	shrunk
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
sting	stung	stung
strike	struck	struck
swear	swore	sworn
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
think	thought	thought
throw	threw	thrown
wake	woke (waked)	waken (waked)
wear	wore	worn
win	won	won
write	wrote	written

**The following verbs have the same forms for all three parts.**

<b>Present</b>	<b>Past</b>	<b>Past Participle</b>
burst	burst	burst
cost	cost	cost
cut	cut	cut
hit	hit	hit
hurt	hurt	hurt
let	let	let
put	put	put
quit	quit	quit
set	set	set
shut	shut	shut
spread	spread	spread

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**ESL**

**GLOSSARY**

# GLOSSARY

**Active voice.** Sentence structure in which the subject is responsible for performing the action of the verb.

He runs.      She reads.      They write.

**Adjective.** Word that describes a noun or a pronoun.

The **fat** cat climbed the tree slowly.

**Adverb.** Word that modifies a verb, an adjective, or another adverb.

The ballerina danced **gracefully** across the stage.

**Agreement.** How words correspond to other words in a sentence or phrase.

That *pair* of slacks **needs** to be washed.

**Clause.** Part of a sentence. Main clauses (independent) can stand alone and convey a complete thought. Dependent (subordinate) clauses do not convey a complete idea even though they may contain a subject and verb. The latter need the main clause to give the whole structure meaning.

***Because it was raining*** (dependent), we arrived late (independent).

**Dangling participle.** Participial phrase (V + **ing** or V + **ed**) at the beginning of a sentence that is not the subject and does not modify the noun or pronoun after the phrase.

***Pounding the nail***, the picture was finally hung.

**Direct speech.** The exact words of someone, usually written between quotation marks.

Tom said, "I will attend the meeting at 8:00 tonight."

The opposite is indirect speech: Tom said that he would attend the meeting at 8:00 tonight.

**Fragment.** Part of a sentence that does not convey a complete idea.

That morning in the park. (no subject, no verb, no complete idea)

**Gerund.** Verb form ending in **-ing** that may be used as a noun.

**Running** is good exercise.

**Jogging, swimming, and dancing** are good exercises.

**Participle.** Form of verb usually ending in **ed** (past) or **ing** (present)

frightened — frightening      fried — frying

**Passive voice.** Sentence structure in which the subject does not perform the action, but rather receives it; **be** + past participle.

The play **was written** by Shakespeare.

**Preposition.** Word relating a noun or pronoun to other words in a sentence (for example, **in, into, on, and by**). The tickets are **for the afternoon performance**.

**Pronoun.** A word that takes the place of a noun.

**Relative pronoun.** Pronoun that relates to the word that precedes it. Such pronouns introduce a dependent clause (**who, whom, that, which**)

I know Dane Cameron, **who** is the director of Acme Computers.

**Run-on.** Two complete sentences joined without any punctuation (which is an error in grammar).

It rained very hard we got wet and had an accident.

**Sentence.** A group of words containing a subject, a verb, and a complete thought.

Mrs. Davis drove to Chicago on Monday.

**Sequence of tenses.** Relationship in time of verbs used in a sentence.

The teacher *said* that we *would have* an exam on Friday.

**Voice.** Form of verb that shows whether the subject performs action (active) or receives action (passive).

Vince *wrote* the poem in 1980. (active voice)

The poem *was written* in 1980. (passive voice)

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# ESL

## ANSWER KEYS

### ANSWER KEYS

#### EXERCISE 1

---

1. She
2. We
3. me
4. her
5. us
6. them
7. He
8. him
9. us—we
10. her
11. she
12. us
13. they
14. him
15. her
16. her
17. they
18. I
19. he—they
20. he

#### EXERCISE 2

---



1. He
2. us
3. her—me
4. him
5. Whom
6. us
7. them
8. I
9. he
10. me
11. us
12. them
13. they
14. us
15. she
16. me
17. her
18. I
19. I
20. who

### **EXERCISE 3**

---

1. yourself
2. himself
3. ourselves
4. themselves
5. itself
6. myself
7. herself
8. yourselves
9. herself
10. himself/herself

### **EXERCISE 4**

---

1. We
2. I
3. himself

4. him
5. yours
6. themselves
7. Mine
8. herself
9. them
10. her
11. they
12. I
13. ourselves

## EXERCISE 5

---

1. I met an actor whose picture won an Oscar.
2. We bought a house, **which** cost \$150,000.
3. Sally introduced me to her boyfriend, **who** is a civil engineer.
4. Maureen bought a dress, **which** cost her \$45, and had to return it.
5. Jake gave Isabel a ring **that** had diamonds and rubies.
6. Mrs. Duncan is talking to her students **whose** project are due on Friday.
7. Norman lives with his sister **who** is a nurse.
8. The soldiers **to whom** the president is awarding the medal were injured in combat. (The president is awarding medals to the soldiers **who** were injured in combat.)
9. Mr. Franklin graded the tests **that** we took on Friday.
10. The director knows the candidate **who** was chosen to be manager.

## EXERCISE 6

---

1. who
2. whose
3. that
4. whom
5. whom
6. that
7. which
8. that
9. that
10. whose
11. which

12. which

## **EXERCISE 7**

---

1. are
2. are
3. was
4. have
5. Has
6. have
7. are
8. wasn't
9. Were
10. was
11. Has
12. is
13. Are
14. have
15. Were
16. Have
17. are
18. are
19. Are
20. Was

## **EXERCISE 8**

---

1. to
2. to
3. that
4. to
5. that
6. to
7. that
8. to
9. that
10. that
11. that
12. to

13. that
14. to
15. that
16. that
17. to
18. that
19. that
20. to

## **EXERCISE 9**

---

1. It
2. there
3. It
4. It
5. it
6. there
7. there
8. it
9. It
10. there
11. there
12. it
13. there
14. there
15. there
16. It
17. It
18. There
19. It
20. It

## **EXERCISE 10**

---

1. C
2. A
3. A
4. B
5. B

6. A

## **EXERCISE 11**

---

1. A
2. C
3. C
4. A
5. D
6. A
7. C
8. C

## **EXERCISE 12**

---

1. whom
2. any
3. I
4. there
5. whomever
6. whose

## **EXERCISE 13**

---

1. my
2. Peter's
3. her students'
4. their
5. his
6. your
7. the landlord's
8. Terry's
9. my
10. your
11. Kim's
12. our
13. the workers'
14. the policeman's
15. Tom's

16. the group's
17. my
18. the club's
19. Ann's
20. the government's

## **EXERCISE 14**

---

1. his
2. Helen's
3. friend's
4. clowns'
5. your
6. my
7. Anne's
8. citizens'
9. brother's
10. boy's
11. son's
12. Tony's
13. Anita's
14. Our
15. their
16. children's
17. Lonnie's
18. birds'
19. neighbors'
20. their

## **EXERCISE 15**

---

1. some
2. any
3. any
4. Someone/Somebody
5. any
6. anyone/anybody
7. anyone/anybody (someone-conv.)
8. someone/somebody

9. any
10. anything
11. some
12. some
13. any
14. some
15. something
16. some
17. someone/somebody
18. anyone/anybody
19. anything
20. anything

## **EXERCISE 16**

---

1. wider
2. paler
3. braver
4. cuter
5. humbler
6. nobler
7. wiser
8. politer
9. closer
10. staler
11. later
12. larger
13. riper
14. rarer
15. safer

## **EXERCISE 17**

---

1. cozier
2. shier
3. dizzier
4. angrier
5. easier
6. heavier

7. prettier
8. uglier
9. merrier
10. earlier
11. noisier
12. friendlier
13. lonelier
14. healthier
15. lovelier

## **EXERCISE 18**

---

1. quieter than
2. lovelier than
3. faster than
4. closer
5. slimmer than
6. hazier than
7. sleepier than
8. narrower than
9. colder than
10. coyer than

## **EXERCISE 19**

---

1. more famous
2. more helpful
3. more pensive
4. more captive
5. more exact
6. more loving
7. more daring
8. more basic
9. more fiendish
10. more morose
11. more cutting
12. more clever
13. more normal
14. more sheepish



15. more festive
16. more glorious
17. more childlike
18. more alive
19. more flagrant
20. more fragrant
21. more callous
22. more forward
23. more grateful
24. more useless
25. more selfish

## **EXERCISE 20**

---

1. many more
2. much prettier than
3. more abundant than
4. less intelligent than
5. far less cramped than
6. many more
7. more straightforward than
8. much (far) less
9. more rapidly
10. much (far) less interesting

## **EXERCISE 21**

---

1. Mexico City has many more inhabitants than Micanopy. Micanopy has fewer inhabitants than Mexico City.
2. Philip earns much more (money) than Tony. Tony earns much less than Philip.
3. Nancy is younger than her brother. Nancy's brother is older than she.
4. The millionaire has many more cars than I have. I have fewer cars than the millionaire.
5. The art building is taller than the language lab.
6. A chocolate bar has more calories than a banana. A banana has fewer calories than a chocolate bar.
7. It is much hotter in Arizona than in Anchorage. It is much cooler in Anchorage than in Arizona.

8. Rudy studies less than Ralph. Ralph studies more (harder) than Rudy.
9. It is warmer in Cleveland than in Buffalo. It is colder in Buffalo than in Cleveland.
10. Betty learned Portuguese more easily than Arabic. Betty learned Arabic more slowly than Portuguese.

## **EXERCISE 22**

---

Answers will vary.

1. Silver costs less than gold. Gold is more valuable than silver.
2. An elephant is larger and stronger than a monkey. A monkey is smaller, weaker, and more intelligent than an elephant.
3. Cotton is softer than plastic. Plastic is harder than cotton.
4. Coca-Cola is sweeter than milk. Coca-Cola is less nutritious than milk. Milk is more nutritious than Coca-Cola.
5. Spinach is less tasty than cake. Cake is tastier than spinach.
6. Tom Cruise is younger (more handsome) than Paul Newman. Paul Newman is older (more mature) than Tom Cruise.
7. A yacht is more expensive (faster) than a canoe. A canoe is less expensive (slower) than a yacht.
8. An airplane is faster (bigger, more expensive) than a train. A train is slower (smaller, less expensive) than an airplane.
9. Swimming is more active than watching television. Watching television is less active than swimming.
10. The North Pole is colder (farther away) than California. California is warmer (closer) than the North Pole.

## **EXERCISE 23**

---

1. better
2. farther
3. better
4. worse
5. better
6. Farther
7. better
8. better
9. worse
10. better

## EXERCISE 24

---

1. Kevin hit as many home runs as Dave.
2. It's as warm in Oahu as in Dallas.
3. Maureen ate as many pieces of pizza as her sister.
4. Brian sleeps as many hours as Rita.
5. Phil weighs as much as Harry.
6. Tracy works as diligently in school as Trisha.
7. This sweater costs as much as the yellow one.
8. Joel runs as fast as his brother.
9. The long dress is as elegant as the short dress.
10. José spends as much time studying English as math.
11. Some high school students do as many homework assignments as college students.
12. Joan Collins has as much jewelry as Liz Taylor.
13. The Andersons have as many pieces of furniture in the dining room as in the living room.
14. There are as few students in the chemistry class as in the physics class.
15. I paid as much for my textbook as Anne did (paid for hers).

## EXERCISE 25

---

1. Semi-gloss paint is the most expensive. Flat paint is the least expensive (cheapest).
2. The can of corn is the largest. The can of mushrooms is the smallest.
3. Apricots are the most fattening fruit. (Apricots have the most calories.) Cantaloupe is the least fattening fruit. (Cantaloupe has the fewest calories.)
4. Cleveland is the hottest city. Trenton is the coolest city.
5. Bremerton is the farthest (city) from Olympia. Tacoma is the closest (city) to Olympia.
6. The red candle will burn the longest. The white candle will burn the shortest.
7. The kitchen cabinet is the largest (widest). The bath cabinet is the smallest. (narrowest)
8. The quarterback was the hungriest. (The quarterback ate the most hamburgers.) The cheerleader was the least hungry. (The cheerleader ate the fewest hamburgers.)
9. Arthur is the healthiest athlete. Ted is the least healthy athlete.
10. Diane was the thirstiest. (Diane drank the most lemonade.) Suzy was the least thirsty. (Suzy drank the least lemonade.)

## **EXERCISE 26**

---

1. farther
2. best
3. hotter
4. more expensive
5. more famous
6. more boring
7. more helpful
8. more interested
9. more frequently
10. worst
11. most quietly
12. most quickly
13. best
14. colder
15. most foolish

## **EXERCISE 27**

---

1. from
2. as
3. than
4. than
5. as
6. as
7. from
8. as
9. than
10. from
11. more
12. as
13. from
14. more
15. than

## **EXERCISE 28**

---

1. C

2. C
3. A
4. C
5. B
6. A
7. B
8. C
9. B
10. A
11. C
12. A
13. B
14. A
15. C
16. B

## **EXERCISE 29**

---

1. C
2. A
3. D
4. A
5. B
6. B
7. A
8. C

## **EXERCISE 30**

---

1. basically
2. historically
3. majestically
4. economically
5. comically
6. strategically
7. critically
8. antiseptically
9. cryptically
10. sympathetically

11. artistically
12. domestically
13. automatically
14. aromatically
15. organically
16. systematically

### **EXERCISE 31**

---

1. sloppily
2. heavily
3. angrily
4. clumsily
5. readily
6. busily
7. steadily
8. merrily

### **EXERCISE 32**

---

1. nobly
2. ably
3. capably
4. responsibly
5. feasibly
6. comfortably

### **EXERCISE 33**

---

1. always
2. rarely (seldom)
3. often (usually/frequently)
4. never
5. hardly
6. Occasionally (Sometimes)
7. hardly (rarely, scarcely)
8. sometimes
9. usually (frequently)
10. seldom (rarely)

## EXERCISE 34

---

1. Football fans always watch the games on Sunday afternoons.
2. Pasquale has **never** written a letter to his cousin in Italy.
3. I have seen that program **occasionally**, but I don't like it. (I have **occasionally** seen . . .)
4. We **usually** study on Friday afternoons.
5. Marta **generally** prepares a peach pie for special occasions.
6. They **hardly** see us on weekends, because we are so busy during the week.
7. Monica has **seldom** gone shopping in the new mall, because it is so far away.
8. This neighborhood is **usually** quiet, but today it is rather noisy.
9. Has Jude **sometimes** sung and played for the local dances?
10. Have you **often** thought about writing a novel?
11. The girls **generally** take the bus to work, but today it was raining and they got a ride.
12. I have **seldom** seen Tom without his wife at the council meetings.
13. They **barely** talk to us since they moved to the new neighborhood.
14. We **frequently** take the children to the park for a picnic on Sundays.
15. Have you **never** won the lottery.

## EXERCISE 35

---

1. yet
2. never/already
3. still
4. still
5. yet
6. yet (already)
7. already
8. still (already)
9. yet (already)
10. ever
11. still
12. yet
13. yet
14. still
15. yet
16. already
17. never

18. ever

### **EXERCISE 36**

---

1. already
2. still
3. already
4. never
5. still
6. ever
7. ever
8. never
9. ever
10. ever
11. never
12. ever
13. yet
14. already
15. ever
16. still
17. yet

### **EXERCISE 37**

---

1. in
2. by/at
3. in
4. to
5. among
6. because of
7. Before
8. in
9. above/over
10. on
11. in
12. in
13. on
14. at
15. in



16. with
17. from
18. off
19. between
20. for
21. for
22. before
23. on
24. above/over
25. of/about

### **EXERCISE 38**

---

1. of
2. into
3. about/of
4. for/to
5. of/to
6. of/for
7. to
8. in/at
9. of
10. for/for
11. into
12. in
13. away
14. by/across
15. to
16. off
17. about/up
18. about
19. at
20. to/about

### **EXERCISE 39**

---

1. In
2. on
3. in

4. in
5. about
6. of
7. of
8. of
9. of
10. on
11. in
12. of
13. from
14. to
15. On
16. off
17. for
18. to
19. for
20. from
21. to

## **EXERCISE 40**

---

1. A
2. D
3. B
4. A
5. B
6. A
7. C
8. C
9. D
10. A
11. C
12. A
13. A

## **EXERCISE 41**

---

1. and—two ideas
2. but—contrast

3. so—two ideas
4. but—contrast
5. nor—two ideas
6. yet—two ideas
7. and—two words of the same part of speech
8. for—two ideas
9. nor—two words of the same part of speech
10. but—contrast
11. and—two ideas
12. but—two ideas
13. and—two words of the same part of speech
14. and—two ideas (commands = two ideas)
15. or—two words of the same part of speech but—contrast

## **EXERCISE 42**

---

1. fries
2. magnifies
3. pinch
4. itches
5. deny
6. does
7. marches
8. teaches
9. hurry
10. blush
11. wash
12. fishes
13. studies
14. go
15. scorches
16. apply
17. dries
18. flies
19. bleaches
20. cries

## **EXERCISE 43**

---

1. have
2. did
3. is
4. can
5. will
6. do
7. painted
8. seems
9. had
10. were

### EXERCISE 44

---

1. Can we see . . . ?
2. Does Nancy have . . . ?
3. Might the landlord raise . . . ?
4. Would he like . . . ?
5. Will Susan be . . . ?
6. Should the students . . . ?
7. Did I have . . . ?
8. Did Enrico buy . . . ?
9. Does Tara paint . . . ?
10. Do the carpenters know . . . ?

### EXERCISE 45

---

1. Tomatoes **don't** grow on trees.
2. The sun **doesn't** shine at night.
3. Roosters **can't** lay eggs.
4. Alligators **didn't** live in the desert long ago.
5. My roses **can't** grow without water.
6. The French **didn't** invent the concept of zero.
7. He **shouldn't** study statistics.
8. Most luxury cars **don't** get good gas mileage.
9. Bolivia **doesn't** have a large port.
10. Lions **don't** have feathers.

### EXERCISE 46

---

1. will grow
2. will serve
3. will arrive
4. will sleep
5. will begin
6. will be
7. will live
8. will happen
9. won't bloom
10. will count

## **EXERCISE 47**

---

Answers will vary.

1. It begins at 8:00. It doesn't begin at 11:00.
2. The children eat peanut butter sandwiches. They don't eat spinach.
3. She sleeps eight hours every day. She does not sleep late on week days.
4. The dog runs away from the cat. The dog does not run away from the children.
5. Yes, he drives to the university every day. No, he doesn't drive to work every day.
6. Yes, she walks with the children. No, she doesn't walk with the dog.
7. Ingrid sings Spanish songs. She doesn't sing Italian songs.
8. Maja dances at parties. She doesn't dance in class.
9. The manager talks with the sales department. He does not talk with the advertising department.
10. Alia reads the *Washington Post*. She does not read *Newsweek*.
11. Yes, she writes letters to her family. No, she doesn't write letters to her students.
12. Yes, it serves excellent food. No, it doesn't serve Japanese food.

## **EXERCISE 48**

---

1. forgotten
2. gone
3. dug
4. brought...sang
5. sold
6. slept

7. drank
8. flew
9. fell
10. froze
11. eaten
12. sank
13. understood
14. told
15. saw
16. blew

## **EXERCISE 49**

---

1. were
2. saw
3. seemed
4. decided
5. approached
6. saw
7. bought
8. parked
9. walked
10. were
11. looked
12. asked
13. wanted
14. said
15. wanted
16. picked
17. moved
18. selected
19. could
20. told
21. advertised
22. put
23. made

## **EXERCISE 50**

---

1. I painted the house two weeks ago.
2. I began to study English three semesters ago.
3. Yes, the plane arrived ten minutes ago.
4. We (you) studied the past tense five days ago.
5. Janice began working for the electric company eight years ago.
6. No, I didn't finish my homework two hours ago.
7. They caught the bus one hour ago.
8. Carol moved here seven months ago.
9. This class began 20 minutes ago.
10. I met Mrs. Nelson six weeks ago.
11. Waldemar started his weight lifting program four months ago.
12. Nina and Ben got married 10 years ago.
13. No, we didn't buy a new car six days ago.
14. Sandy and Joan sent the wedding invitations one month ago.
15. The new museum opened four years ago.

## **EXERCISE 51**

---

1. was dreaming
2. will be meeting
3. is acting
4. are taking
5. is writing
6. was running
7. was raining
8. will be visiting
9. will be marrying
10. was preparing
11. will be sailing
12. was trying
13. will be driving
14. is eating
15. will be graduating
16. will . . . be getting
17. will be programming
18. will be growing
19. was copying
20. will be photographing

## **EXERCISE 52**

---

1. am
2. think
3. am walking
4. am wondering/wonder
5. are doing
6. imagine
7. is dancing
8. are playing
9. is writing
10. is meeting
11. go
12. sit
13. study
14. swim
15. plan
16. know
17. are having
18. are doing
19. like
20. need

## **EXERCISE 53**

---

1. are taking
2. calls
3. knows
4. is growing
5. play
6. buys
7. are using
8. park
9. is preparing
10. is packing
11. is studying
12. go
13. is eating
14. is talking



15. works
16. is forcing
17. is hopping
18. mixes
19. tries
20. are waiting

## **EXERCISE 54**

---

1. ferociously
2. firmly
3. easy
4. fragrant
5. angry
6. exclusively
7. delicious
8. depressed
9. hurriedly
10. zealously
11. courageously
12. quickly
13. unbelievably
14. madly
15. good
16. wonderful
17. surprisingly
18. carefully
19. unwilling
20. smooth

## **EXERCISE 55**

---

1. grateful
2. tired
3. quietly
4. excited
5. sour
6. beautiful
7. uncertain

8. durable
9. silently
10. rich
11. honest
12. discreet
13. threatening
1. violent
1. recklessly
16. cold
17. correctly
18. good
19. firm
20. quickly

## **EXERCISE 56**

---

1. N
2. F
3. M
4. E
5. C
6. G
7. D
8. J
9. K
10. I
11. A
12. B
13. H
14. L

## **EXERCISE 57**

---

1. J
2. N
3. E
4. I
5. G
6. L

7. K
8. D
9. C
10. H
11. B
12. M
13. F
14. A

## **EXERCISE 58**

---

1. F
2. D
3. A
4. B
5. C
6. E
7. G
8. L
9. H
10. J
11. K
12. O
13. N
14. I
15. P
16. M

## **EXERCISE 59**

---

1. do
2. made
3. make
4. made
5. make
6. do
7. do
8. made
9. make

10. make
11. do
12. done
13. doing
14. make
15. do
16. do
17. do
18. do
19. do
20. make
21. do
22. make
23. make
24. make
25. made

## **EXERCISE 60**

---

Answers will vary.

## **EXERCISE 61**

---

Answers will vary.

## **EXERCISE 62**

---

Answers will vary.

## **EXERCISE 63**

---

1. **Don't buy** ice cream at the grocery store.
2. **Don't cook** the spaghetti for only ten minutes.
3. We always tell our friends **not to go** to the Chinese restaurant.
4. My mother always asks me **not to walk** slowly.
5. **Don't tell** us what your problem is.
6. **Don't ride** your bicycle in the street.
7. **Don't send** your letter to the office.
8. **Don't ask** them to send the check in the mail.

9. If you cannot solve the problem, **don't ask** Ted.
10. The insurance company ordered the client **not to make** payment on the bill.

## EXERCISE 64

---

1. Study the vocabulary in Chapter 3. Don't study the vocabulary in Chapter 4.
2. **Don't pay** your fees before June 20.
3. Park in the blue zone. **Don't park** in the red zone.
4. Arrive before 8:15. **Don't arrive** after 9:00.
5. Return the books after June 30. **Don't return** them before June 30.
6. Eat in the faculty dining area. **Don't eat** in your office.
7. **Don't ride** on the sidewalk.
8. **Don't bring** a Spanish dictionary to class.
9. Do your laundry on Saturday. **Don't do** your laundry on Friday.
10. **Don't write** your Social Security number on the front of your checks.

## EXERCISE 65

---

Answers will vary, but here are some possibilities:

1. Get up earlier and arrive on time.
2. Give your wife more money for medicine. Buy the medicine for your children.
3. Stop being so bossy. Be nicer to everyone.
4. Ms. Tamuko, clean up your yard. Get rid of all that junk in your yard.
5. Ms. Davis, pay your creditors immediately.
6. Raymond, be quiet in my courtroom. Don't talk unless I speak to you.
7. Mrs. Kaley, keep your children quiet. Tell your children to be quiet. Control your children.
8. Vincent, get a job. Get up and go to work.
9. Mandy, stop reading trashy novels. Get a good book. Go to the library and find a good book.
10. Flo, go on a diet. See a doctor about your weight. Stop eating junk food. Eat healthy food.
11. Dennis, stop spending so much money. Control your spending. Spend wisely. Get a better job.
12. Bobby, stop stealing cars. Get counseling.
13. Ms. Jackson, learn to cook. Take this back and fix me something else.
14. Dr. Taylor, lower your prices. Have a heart.
15. Mrs. Riordan, get help for your son. Stop giving him alcohol.

16. Mario, study harder and get better grades. Get a tutor. Talk to your professors and get some help.
17. Sandy, be nicer to your brothers and sisters. Speak kindly to them.
18. Mark, learn to type. Get a professional typist.
19. Dr. Daniels, get a microphone, speak loud and clearly. Use a better choice of words.
20. Sue, get a life. Take up some sports. Join a club. Meet some interesting people.

## **EXERCISE 66**

---

1. cooking
2. speaking
3. be
4. swimming
5. go
6. attending
7. wearing
8. belong
9. be
10. practicing
11. getting
12. driving
13. dance
14. live
15. working
16. eating
17. typing
18. sewing
19. direct
20. skiing

## **EXERCISE 67**

---

1. had
2. is
3. has
4. would
5. had

6. is
7. is
8. had
9. had
10. is
11. is
12. would
13. would
14. is
15. would
16. would
17. is
18. is
19. had
20. has

## **EXERCISE 68**

---

1. Joan's
2. Who'd
3. What's
4. Mel's
5. You'd
6. he'd
7. Sonya's
8. Mark's
9. he'd
10. I'd . . . they'd
11. what's
12. When's
13. It's been . . . I've gone
14. We'd
15. Sue'd
16. Bernie'd . . . it'd been
17. you'd
18. Kurt's
19. You'd be
20. Mrs. Hart's

## EXERCISE 69

---

1. C
2. A
3. C
4. A
5. C
6. C
7. A
8. C
9. A
10. B
11. C
12. C
13. B
14. C
15. C
16. C

## EXERCISE 70

---

1. sing, sings; sang; will sing; am, is, are singing
2. write, writes; wrote; will write; am, is, are writing
3. fly, flies; flew; will fly; am, is, are flying
4. think, thinks; thought; will think; am, is, are thinking
5. bake, bakes; baked; will bake; am, is, are baking
6. send, sends; sent; will send; am, is, are sending
7. swim, swims; swam; will swim; am, is, are swimming
8. see, sees; saw; will see; am, is, are seeing
9. dance, dances; danced; will dance; am, is, are dancing
10. run, runs; ran; will run; am, is, are running
11. drive, drives; drove; will drive; am, is, are driving
12. eat, eats; ate; will eat; am, is, are eating
13. fry, fries; fried; will fry; am, is, are frying
14. prepare, prepares; prepared; will prepare; am, is, are preparing
15. carry, carries; carried; will carry; am, is, are carrying

## EXERCISE 71

---



	has/ have (n) ever	done	would, could	do	Do! Don't Let's	do. do.		
1. sing	"	sung	"	sing	"	sing	"	sung
2. write	"	written	"	write	"	write	"	written
3. fly	"	flown	"	fly	"	fly	"	flown
4. think	"	thought	"	think	"	think	"	thought
5. bake	"	baked	"	bake	"	bake	"	baked
6. send	"	sent	"	send	"	send	"	sent
7. swim	"	swum	"	swim	"	swim	"	swum
8. see	"	seen	"	see	"	see	"	seen
9. dance	"	danced	"	dance	"	dance	"	danced
10. run	"	run	"	run	"	run	"	run
11. drive	"	driven	"	drive	"	drive	"	driven
12. eat	"	eaten	"	eat	"	eat	"	eaten
13. fry	"	fried	"	fry	"	fry	"	fried
14. prepare	"	prepared	"	prepared	"	prepare	"	prepared
15. carry	"	carried	"	carried	"	carry	"	carried

## EXERCISE 72

---

1. C
2. D
3. B
4. A
5. B
6. B
7. D
8. A
9. B
10. A
11. B
12. B
13. A
14. A
15. B
16. B
17. B
18. B
19. A
20. B

## EXERCISE 73

---

1. **His** live in Kansas.
2. **Theirs** is downtown.
3. **Theirs** has a patio.
4. We bought **ours**.
5. You need **yours** stamped.
6. Can he eat **his** now?
7. Do **hers** work in the office?
8. When will you receive **yours**?
9. All of you took **yours** last week.
10. **ours** is higher than **yours**.

## EXERCISE 74

---

1. They have **theirs** and **mine**.
2. **Mine** will be ready after 3 p.m.
3. She passed **hers**.
4. **His** live in Greeneville.
5. Those are **hers**.
6. James can identify **his**.
7. **Ours (Yours)** have expired (are lost).
8. I've written **mine**.
9. **Yours** come to visit often (seldom, etc.).
10. **Ours (Mine)** will arrive tomorrow.

## EXERCISE 75

---

1. Get **me** some coffee.
2. The teacher read **them** the story.
3. Tim left **you** this gift.
4. The artist drew **me** a portrait.
5. My son feeds **the dog** its food every day.
6. The company will build **us** a house very soon.
7. Sally, show **me** your doll.
8. Mr. Dixon offered **Tracy** the job.
9. Please find **me** my sweater.
10. I promised to get **him** a bird.

## EXERCISE 76

---

1. Peter owes many favors to *you*.
2. Annette showed the new dress *to her mother*.
3. Alice is making an afghan *for her sister*.
4. Cut some cake *for them* before it disappears.
5. I'll send the photos *to you* as soon as they arrive.
6. Bring that cart *to me*.
7. Janet's grandmother left a special ring *to her*.
8. Sonia paid the money *to the ticket agent*.
9. My friend read the notice in the paper *to me*.
10. Nobody bought anything *for us* to eat.

## EXERCISE 77

---

1. Mr. and Mrs. Smith sing to each other often.
2. Chris and Rachel see each other on weekends.
3. We find each other in a world of great technological advances.
4. Henry and Joan look for each other in the crowd.
5. Marty and his sister tease each other about their pronunciation.
6. Stan and Nancy and their friends buy one another Christmas gifts.
7. My sister and I give each other moral support.
8. The soldier and his wife held each other tightly after his return from Iraq.
9. Tom and Sally knew each other for years before getting married.
10. Tony and his mother meet on Thursdays for lunch.
11. Nancy and her mother speak to each other on the telephone every day.
12. Romeo and Juliet loved each other very much.
13. John and Paul do not take each other seriously.
14. Judy and Christine tell each other secrets.

## EXERCISE 78

---

1. who
2. whom
3. who
4. whomever
5. whoever
6. whom
7. whom

8. whom
9. Whoever
10. whom
11. whoever
12. who
13. who
14. whom
15. who
16. who
17. whomever
18. whom
19. Whoever
20. Whoever

## **EXERCISE 79**

---

1. they want > he wants, they don't > he doesn't
2. their > his/her
3. their > her
4. they > he
5. their > his/her
6. their > he/she come > comes
7. they > he they will be good citizens > he will be a good citizen.
8. their > its
9. himself > themselves
10. her > their
11. it > them
12. it > them
13. it > the
14. they > he, their > his
15. it > them
16. their > its
17. they are > he, she is,
18. we > you
19. their > its
20. their > his/her

## **EXERCISE 80**

---

1. B
2. D
3. D
4. B
5. D
6. A

## **EXERCISE 81**

---

1. B
2. A
3. D
4. B
5. D
6. D
7. B
8. B
9. B
10. B
11. A
12. D
13. D
14. C

## **EXERCISE 82**

---

1. any other
2. the others/another
3. The other
4. others
5. any other
6. another
7. the other
8. another
9. the others
10. another
11. Some (Other)
12. another
13. others

14. the other/other
15. others
16. any other (another)

### **EXERCISE 83**

---

1. C
2. B
3. C
4. C
5. D

### **EXERCISE 84**

---

1. C
2. B
3. C
4. B
5. A

### **EXERCISE 85**

---

1. any
2. another
3. his
4. others
5. Other
6. its
7. they
8. him
9. us
10. its

### **EXERCISE 86**

---

1. pale
2. corporeal
3. terrestrial
4. celestial

5. religious
6. studious
7. nocturnal
8. well-timed
9. annual
10. paternal

## EXERCISE 87

---

1. beautiful
2. amiable
3. organized
4. holy
5. uncourageous
6. materialistic
7. expensive
8. diurnal
9. fraternal
10. maternal

## EXERCISE 88

---

1. Ivan has just bought a ***five-door station wagon***.
2. My cousin likes that lovely gray ***four-compartment purse***.
3. We have a new ***9.6-GB computer***.
4. There is a new ***30-inch-screen television*** in the lobby.
5. Sherry likes her new ***four-speaker stereo***.
6. When we went on vacation we took an ***80-quart cooler***.
7. The Empire State Building is a ***92-story structure***.
8. Can you change this ***\$20 bill***.
9. In our English class last week, we had to write a ***250-word composition***.
10. We took a ***10-week trip*** across America.
11. Gastonia is ***six-hour drive*** from here.
12. Angela was very upset because she had spilled a ***five-gallon can of olive oil***.
13. Susie needs three yards of ***60-inch material*** for her dress.
14. Tom has just bought a ***five-piece bedroom set***.
15. Eva lives in a house with a ***two-car garage***.
16. Barbara made a new ***five-button winter coat***.
17. Paul has a new ***five-speed bicycle***.

18. Monty repairs cars, so he bought a *125-piece tool set*.
19. We need a *nine-foot extension cord*.
20. My new camp light needs a *nine-volt battery*.

## EXERCISE 89

---

1. He needs a *four-volt battery* for his radio.
2. We took a *six-day journey* through the mountains.
3. Can you change this *ten-dollar bill*?
4. My cousin has just bought a *three-story house*.
5. Nancy just bought a *two-piece bathing suit*.
6. Marcella has a *ten-room apartment*.
7. The teacher said that we needed *three-inch margins* on the composition.
8. The Manleys own a *19-inch color television*.
9. We installed an *eight-track tape player* in the car.
10. My friend has a *five-gallon gas can*.
11. There is a new model *44-key typewriter*.
12. The flag kit comes with a *17-foot pole*.
13. Mandy always uses the *three-tier platter* when she entertains.
14. The salesman tried to sell us a *five-piece dining set*.
15. My new microwave has a *25-minute timer*.
16. Susan has a new *two-gold button mink coat*.
17. Peter always uses *800-speedfilm* for his camera.
18. The Nelsons have a new *four-door car*.
19. When the President passed, the soldiers gave him a *21-gun salute*.
20. Veronica bought a new *15-piece tea set*.

## EXERCISE 90

---

1. gold jewelry
2. wool clothes
3. plastic forks
4. mink coat
5. silk flowers
6. brass chimes
7. paper flowers
8. taffeta skirt
9. brick house
10. china plates



11. eel skin shoes
12. crayon art kit
13. leather briefcase
14. wood bookcases
15. copper frame
16. silk dress
17. rayon clothes
18. tree house
19. stone patio
20. diamond ring

## **EXERCISE 91**

---

1. coffee cream
2. vegetable soup
3. fruit salad
4. wrist watch
5. desk lamp
6. movie camera
7. book covers
8. dress factory
9. leather gloves
10. cotton shirt
11. Christmas tree
12. shopping bag
13. photo album
14. chemistry lab
15. summer vacation
16. stained glass window
17. train ticket
18. bus station
19. paper plates
20. hand cream

## **EXERCISE 92**

---

1. raided
2. requested
3. interesting

4. settled
5. explored
6. paid
7. working
8. stolen
9. dreaded
10. escaping
11. hated
12. missing
13. planning
14. postponed
15. wandering
16. fighting
17. graduating
18. freezing
19. locked
20. invited

## **EXERCISE 93**

---

1. admiring
2. conflicting
3. shaped
4. warped
5. climbing
6. rising
7. questioning
8. lettered
9. simmering
10. smiling
11. speeding
12. enveloping
13. littered
14. bouncing
15. crushed
16. exhausting
17. opened
18. whining
19. returned

20. polluted

## **EXERCISE 94**

---

Answers will vary.

1. . . . the sooner you will get there.
2. . . . the farther it went.
3. . . . the hotter it got.
4. . . . the sooner you can leave.
5. . . . the darker the photograph got.
6. . . . the more horse power you will have.
7. . . . the thirstier I get.
8. . . . the more it looked like rain.
9. . . . the more nervous I got.
10. . . . the longer it will take you to get here.

## **EXERCISE 95**

---

1. Students in the United States study three-quarters as much as students in Costa Rica.
2. It is twice as hot in Phoenix as in Butte.
3. Washington state was a territory 12 times as long as Nevada.
4. Peru has twice as many national holidays as the United States.
5. England and Wales produce eight times as many major products as the Falkland Islands.
6. You need six times as many Turkish pounds as Indonesian rupiahs to equal one American dollar.
7. Iceland is about one-third as large as the continent of Africa. Africa is about 300 times as large as Iceland.
8. The diameter of the earth is almost four times as big as that of the moon.
9. The Snake River is about one-fourth as large as the Nile.
10. The Anapurna Mountains in Nepal are about four and a half times as high as Mount Mitchell in North Carolina.

## **EXERCISE 96**

---

1. fox
2. bear
3. done

4. picture
5. rock
6. the harder
7. wind
8. never
9. day/nose on your face
10. wink
11. sorry
12. the better
13. the better
14. mule
15. ghost/sheet
16. beet/lobster/tomato
17. tack
18. bee
19. owl
20. ox

## **EXERCISE 97**

---

1. Pharmacists' jobs are different from electricians' jobs.
2. Chicago's temperatures are lower than Florida's temperatures.
3. Susana's coat is prettier than Rosa's coat.
4. Chestnut's supplies are more expensive than Kmart's supplies.
5. Eric's sports car is faster than David's car.
6. Connie's exam was more difficult than her sister's exam.
7. Ralph's new Corvette cost more than his uncle's Corvette.
8. Painters' lives are more diversified than teachers' lives.
9. Musicians' practice sessions are longer than dancers' sessions.
10. The university's faculty is more experienced than the college's faculty.

## **EXERCISE 98**

---

1. quality
2. material
3. color
4. quality
5. noun
6. limiting

7. limiting
8. form
9. form
10. material
11. description
12. form
13. form
14. texture
15. description
16. texture
17. noun/color
18. intensity
19. limiting
20. size
21. quality
22. form
23. form
24. description
25. quality
26. quality
27. texture
28. color/noun
29. color/noun
30. quality
31. quality

## **EXERCISE 99**

---

Answers will vary.

Answers will vary

## **EXERCISE 100**

---

1. the long elegant red satin dress
2. the boy's big round beach ball
3. a small bright oval diamond ring
4. Rita's new sleek blue sports car
5. December's many long cold winter nights
6. 15 little fat furry koala bears

7. two big white ostrich feathers
8. five round ripe red tomatoes
9. a large old soft comfortable chair
10. the long delicate ruby-encrusted handle

## EXERCISE 101

---

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

## EXERCISE 102

---

1. C
2. D
3. D
4. A
5. A
6. B

## EXERCISE 103

---

1. both are
2. their sister is
3. members go
4. we have cards not only for . . .
5. either is
6. planning to go not only to Switzerland but also
7. John . . . hopes to be a professional writer
8. sweets are
9. bouquet was filled with not only . . . but also . . .
10. guests pay

11. I want to buy both . . .
12. doors . . . have
13. flowers are
14. government has both the power and . . .
15. both . . . are

### **EXERCISE 104**

---

1. Yes, the child has drunk his milk. No, the child hasn't drunk his milk.
2. Yes, Mary has sold her house. No, Mary hasn't sold her house.
3. Yes, the directors have thought about a solution to the problem. No, the directors haven't though about a solution to the problem.
4. Yes, all of us have spoken to the teacher. No, all of us haven't spoken to the teacher.
5. Yes, I have worn my new shirt. No, I haven't worn my new shirt.
6. Yes, you have done a good job on the presentation. No, you haven't done a good job on the presentation.

### **EXERCISE 105**

---

1. I have not eaten breakfast yet.
2. it hasn't snowed a lot since February
3. Mark has already worked 33 hours
4. has already typed 100 letters
5. has already given
6. have not paid my bills yet
7. has visited Mexico
8. I have received five

### **EXERCISE 106**

---

Answers will vary, but here are some possibilities:

1. I have (never) traveled
2. My family has (never) eaten
3. My friends have (never) been in
4. My friends have (not) visited
5. The plane has (not) arrived
6. My best friend has (not, never) played
7. My (our) teachers have (not) helped us

8. I have taken \_\_\_\_\_ exams
9. I (we) have eaten \_\_\_\_\_
10. I have (not) told my parents

### **EXERCISE 107**

---

1. has written
2. wore
3. thought
4. has read
5. has quit
6. hurt
7. took
8. have waited
9. has set
10. has seen
11. finally received
12. left
13. danced
14. ran
15. blew
16. has sung
17. ate
18. heard
19. has swum
20. caught

### **EXERCISE 108**

---

Answers will vary.

### **EXERCISE 109**

---

Answers will vary.

### **EXERCISE 110**

---

1. had visited
2. had arrived



3. read
4. told
5. had prepared
6. improved
7. made
8. had ordered
9. had waited
10. had promised
11. had danced
12. had mailed
13. gave
14. had understood
15. had gone

### **EXERCISE 111**

---

1. had won
2. had returned
3. repaired
4. remained
5. had driven
6. had paid
7. sank
8. had gone
9. had not frozen
10. rang
11. built
12. caught
13. had not taken
14. landed
15. had not bought
16. had put
17. had not eaten
18. had flown

### **EXERCISE 112**

---

1. Luis has been studying in the university for three semesters.
2. Mandy has been skiing for six hours.

3. Phil has been taking his final exams for three hours.
4. We have been attending the conference for six days.
5. Harry and I have been dancing for three months.
6. They have been eating for two hours.
7. I have been speaking Spanish for six semesters.
8. Noel Phelps has been writing novels for 21 years.
9. Jack has been driving a truck for 14 years.
10. Paul and Dorothy have been building their house for six months.
11. Kent has been playing baseball for 14 years.
12. I have been watching my favorite television program for four months.
13. You have been playing the role of King Arthur for five years.
14. I have been taking my summer vacations in Europe for eight years.

### **EXERCISE 113**

---

Answers will vary; however, the verbs should be the following:

1. I have been studying
2. I have been living
3. My family has been writing
4. He/She has been working
5. They have been studying
6. We have been eating

### **EXERCISE 114**

---

1. was walking
2. pulled
3. looked
4. saw
5. was waiting
6. appeared
7. was carrying
8. moved
9. were talking
10. arrived
11. was reading
12. was writing
13. were not paying
14. realized

15. got
16. began
17. had
18. were
19. entered
20. was

## **EXERCISE 115**

---

1. went
2. arrived
3. found
4. was leaving
5. was parking
6. jumped
7. wasn't paying
8. hit
9. got
10. started
11. was looking
12. brought
13. said
14. picked
15. put
16. was cutting
17. decided
18. was pushing
19. fell
20. helped

## **EXERCISE 116**

---

1. was traveling
2. wrote
3. was brushing
4. was changing
5. made
6. was cooking
7. called

8. walked
9. were talking
10. said
11. brought
12. was going
13. packed
14. asked
15. was closing
16. was pouring
17. was playing
18. hurried/was hurrying
19. was typing
20. was washing

### **EXERCISE 117**

---

1. to debate
2. to go
3. to be
4. seeing
5. performing
6. to obey
7. driving
8. to allow
9. to buy
10. going
11. to repair
12. to yield
13. to eat
14. spending
15. to paint
16. going
17. singing
18. to have
19. to entertain
20. playing

### **EXERCISE 118**

---

1. were raising
2. rose
3. risen
4. raise
5. raised
6. rise
7. will raise
8. rise

### **EXERCISE 119**

---

1. lies
2. lain
3. lay
4. laid
5. lie
6. lay
7. laid
8. laid

### **EXERCISE 120**

---

1. sets/is setting
2. set
3. set
4. set
5. sitting
6. sit
7. set
8. sat
9. sit

### **EXERCISE 121**

---

1. would have gone
2. had done
3. had not left
4. pick
5. speak

6. took
7. had seen
8. will graduate
9. had had
10. would have attended
11. could go
12. had not eaten
13. had
14. had studied
15. could catch
16. were not/had not been
17. would stop
18. had won
19. could lose
20. were

## **EXERCISE 122**

---

Answers will vary.

## **EXERCISE 123**

---

Answers will vary.

## **EXERCISE 124**

---

1. will evict
2. will (may, can) attend
3. show
4. had (had had)
5. will be
6. gets
7. finds
8. purchase
9. will (may, can) not read
10. arrives
11. try
12. prepare
13. answer

14. will (may, can) not insure
15. receive
16. leave
17. will (can, may) miss
18. tries
19. put
20. asks

## **EXERCISE 125**

---

Possible answers:

1. Tom must be a good swimmer. Tom must be strong.
2. John probably didn't study (must not have studied).
3. Hal must be worried.
4. He must be obnoxious.
5. John must be sick.
6. It will probably rain. It must be going to rain.
7. It will probably snow. It must be going to snow.
8. Xian and Mai must be very good friends. They will probably get married someday.
9. He must have heard a funny joke.
10. Tom must not get too much exercise. Tom probably eats too much.
11. They must like meat.
12. They must have a lot of money. They probably have a large family.
13. They must be having fun. They will probably going swimming.
14. I wonder if José failed the test.
15. We will probably arrive late (miss the first act).
16. Mel must have a lot of debts. Mel probably does not budget his money.
17. . . . must have arrived . . .
18. He must be a good employer. He probably received a promotion.
19. . . . must be 20 (any number) years . . .
20. Jake must be nervous. He must be rehearsing right now.

## **EXERCISE 126**

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Answers will vary.

1. He was probably the new director (a professor, an artist, . . .)
2. It was probably (must have been) eight o'clock (any time).
3. They must have been very happy.

4. He must have trained very hard.
5. He must not have studied. He must be very unhappy.
6. He must have been tired. He must have enjoyed his trip.
7. They must have been sailing on the high seas. They must have a lot of money.
8. She probably didn't feel good. She must have had an early class. She probably had to get up early today.
9. They must have been sick. They must have had to work today.
10. He must have enjoyed the movie.
11. It must have rained earlier.
12. He probably got good grades in all of them.
13. She must have been very tired.
14. Your check has probably cleared by now.
15. It must have arrived about 10 o'clock (any time).
16. There were probably 50 (any number) people there.
17. They probably went (must have gone) to Gatlinburg.
18. He must have seen it 10 times. (any number)
19. I was probably eight years old. (any age)
20. They must have announced the winners on Saturday. (any day)

## **EXERCISE 127**

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1. pass
2. talks
3. sits
4. feeds
5. fly
6. peck
7. throws
8. come
9. know
10. approaches
11. gives
12. sees
13. decides
14. is
15. has
16. speaks
17. rides



18. says
19. is
20. takes

## **EXERCISE 128**

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1. clashes
2. is
3. has
4. walk
5. are
6. are
7. grow
8. have
9. distribute
10. is
11. come
12. contain
13. is
14. was
15. Was
16. looks
17. offers
18. say
19. breaks
20. photograph

## **EXERCISE 129**

---

1. has
2. are
3. likes
4. is
5. need
6. are
7. wants
8. frightens
9. trains
10. excels

11. requires
12. hurt
13. seems
14. spend
15. costs
16. represents
17. goes
18. solve
19. drive
20. occur

### **EXERCISE 130**

---

1. *Death of a Salesman* was written in 1949.
2. The fort was captured by the attacking troops.
3. Monticello was designed by Thomas Jefferson.
4. The Declaration of Independence was signed in Philadelphia.
5. Rain is being predicted for tomorrow.
6. Most of the prairie was destroyed by a forest fire.
7. Many trees will be cut down by the lumberjacks to build twelve new homes.  
(Twelve new homes will be built after the trees have been cut down.)
8. Before the ceremony had begun, the candles were lit by the altar boys.
9. Houdini had been locked in a box for one of his tricks.
10. The final episode of the program was watched by thousands of viewers.
11. The author's name is not known.
12. *Passion* was directed by Mel Gibson.
13. The treaty was signed in 1863.
14. Five hundred speeding tickets were issued yesterday.
15. The stock market will be closed on July 4.
16. A program on Spain will be featured on Channel 5 on Wednesday.
17. Plans for a celebration have been made by the committee.
18. The old church had been torn down before 1875.

### **EXERCISE 131**

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1. The salesman ordered a new car.
2. The technician analyzed the water to see whether it was polluted.
3. I (any name) am sending your package air freight.
4. We (someone) will sing the national anthem before the soccer match.

5. The painters are painting Frank's house this week.
6. The fishermen are catching fish in large numbers
7. Mel Fisher has discovered much treasure from the sunken ship *The Atocha*.
8. The orchestra played my favorite song.
9. At one time the French occupied St. Augustine.
10. Nancy bought her dress in Atlanta two weeks before the wedding.

### **EXERCISE 132: BEAUTIFUL HAWAII**

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The pilot flew a planeload of tourists out of Los Angeles toward Hawaii. The flight crew served a wonderful meal on board. The passengers enjoyed the beautiful scenery en route to the island paradise. Upon arrival, native women wearing grass skirts greeted the tourists. They were swaying to Hawaiian melodies of traditional music that the local musicians were playing on their ukuleles. Many consider these instruments to be native to the islands. One of the lovely natives gave each of the tourists a colorful lei of tiny orchids. The citizens of this Pacific island received the tourists warmly.

### **EXERCISE 133: STONEHENGE**

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In 2750 B.C. an agricultural tribe of sun worshipers built Stonehenge, a megalithic structure located in England. Scientists have proposed a number of theories about the purpose of such a structure and the mystery of Stonehenge. In 1963 a British astronomer, Gerald S. Hawkins, proposed the most accepted theory regarding its significance. He believed that Stonehenge was a giant stone calendar and observatory. "Heel stones" in the center of the complex marked the point at which the sun rose during the midsummer solstice. A religious sect called Druids performed rites there that anthropologists say date back to the time of Atlantis. Scientists discovered that historically and chronologically, however, the Druids and Stonehenge are from different eras.

### **EXERCISE 134**

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1. to tease
2. see
3. apologize
4. take
5. to write

6. drive
7. to eat
8. to visit
9. live
10. to appear
11. to be
12. to accept
13. move
14. to give
15. to arrive
16. to study
17. to pay
18. to get
19. dance
20. swim

### **EXERCISE 135**

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(verbs only)

1. had gone
2. had had
3. could have cooked
4. had been
5. hadn't had to take
6. could have gotten
7. had not been snowing
8. had not had to make
9. could have typed
10. would have bought

### **EXERCISE 136**

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Answers will vary.

### **EXERCISE 137**

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1. had bought
2. had not driven
3. had gotten

4. had taken
5. had
6. knew
7. had not drunk
8. would dry
9. had not been
10. read/could read

### **EXERCISE 138**

---

We wish Solange hadn't had to work late. I wish I hadn't had to wait for her to shower and dress. We wish we hadn't arrived late at the party and missed so much of the fun. We wish we would have been able to hear Johnny Durango. We wish we could have eaten more than just the leftovers. I wish I could have danced with Pete Sinclair. (I wish Pete Sinclair had danced with me.) Solange wishes she hadn't drunk so much and gotten sick at the party. She wishes she hadn't lost her keys. We all wish Tom hadn't offered to drive us home. I wish he weren't such a bore! I wish Solange hadn't gone to bed at 11:00. I wish I hadn't watched (hadn't had to watch) television. I wish I had stayed home that night!

### **EXERCISE 139**

---

1. told
2. said
3. says
4. tell
5. tell
6. told
7. said
8. tell
9. telling
10. told

### **EXERCISE 140**

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1. to tell
2. says
3. said

4. told
5. said
6. tell
7. tells
8. tell
9. says
10. say

## **EXERCISE 141**

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1. Helen asked where he was going . . .
2. The project director said we would raise . . .
3. Dr. Janske said that my (your, our) case was unusual.
4. No one moved when the president said that he was resigning his office.
5. Yolanda asked what kind of job it was.
6. Columbo said that he wondered where the murder weapon was.
7. In tomorrow's speech, the ambassador will say that we (they) would negotiate this treaty.
8. Danny asked his teacher when the exam would be.
9. Mark Antony said that he had come to bury Caesar, not to praise him.
10. Sandra asked whether Harlan knew how to fill out these (those) forms.
11. The mayor asked what we (they) could do to improve the park.
12. The strikers said that they would not return until working conditions improved.
13. The old lady said that Debra looked silly in that dress.
14. The unhappy flood victims said that there was nothing left for them to do.
15. Flora insisted (by saying) that she would discuss . . .
16. Milo always says that nobody understands him.
17. The policeman said that he was afraid that he would have to give me a ticket . . .

## **EXERCISE 142**

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1. Jane asked me if (whether) I planned . . .
2. A famous American patriot told his soldiers not to fire until they saw . . .
3. The Customs inspector told us to open . . .
4. The boss told Thomas that if he worked very hard, he would be . . .
5. The witness told the judge that he (she) had nothing . . .
6. Trudy is telling the contestants that the judges' decision will be final.

7. The restaurant manager told his customer that he was sorry that he/she did not enjoy his/her veal cutlet.
8. Kerry told a group of physicists that the company had to concentrate on. . . .

### **EXERCISE 143**

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Yesterday Carlos and I went to visit some friends of ours. While we were there, our host said that he wanted to make an addition to his house and that he was looking for someone to help him with the project. Carlos said that he was interested in his project and would gladly help him with it.

After hearing that, our host told Carlos the he would show him exactly what he had planned to do and asked him to give him some suggestions on how to do it.

While the men were looking at the house, our hostess took me into their green-house and showed me her lovely collection of plants. She told me that this was the first year that all of her plants had bloomed. I asked her whether the cold bothered them. She told me that she had a small gas heater installed to use on cold nights.

We all went inside to discuss plans for the new project.

### **EXERCISE 144**

---

1. told
2. said
3. told
4. told
5. told
6. said
7. tell
8. told
9. tell
10. said
11. told
12. told
13. says
14. tells
15. told

16. said
17. said
18. said
19. said
20. told

### **EXERCISE 145**

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1. The professor said, "The class will meet at 11."
2. My friend said, "They (We) are going to Europe for the spring."
3. John said, "I always feel better in the morning."
4. Mary said, "I am going to the dance tonight."
5. The secretary said, "I remember mailing the letter."
6. Frank's daughter said, "My friend has graduated with honors."
7. The doctor said, "I need your help."
8. John asked, "Where did you go on your vacation last month?"
9. The lawyer asked, "Where is the courthouse?"
10. The students asked, "When will the class begin?"

### **EXERCISE 146**

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1. Our neighbors said that they were going to buy a new car.
2. The politician said that poverty would be abolished.
3. The professor said that the students were all present.
4. The lawyer told Mr. Green that he thought he could help him.
5. The senator will tell his constituents that he is interested in conservation.
6. The guest told the hostess that her dinner was delicious.
7. The coach told the players that they had to practice more.
8. Mary asked John if (whether) he enjoyed classical music.
9. The waitress asked me if (whether) I was ready to order.
10. The diplomat asked whether (if) the meeting had already begun.

### **EXERCISE 147**

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1. A
2. B
3. A
4. A
5. A



- 6. B
- 7. B
- 8. A
- 9. B
- 10. B
- 11. B
- 12. C
- 13. A
- 14. C
- 15. B
- 16. B
- 17. A

## **TEST ON VERBS**

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- 1. A
- 2. B
- 3. A
- 4. C
- 5. B
- 6. A
- 7. B
- 8. C
- 9. C
- 10. A
- 11. B
- 12. B
- 13. B
- 14. B
- 15. B
- 16. B
- 17. A
- 18. B
- 19. B
- 20. A
- 21. C
- 22. C
- 23. A