

SİSTEM DİL EĞİTİM MERKEZİ

FREE ENGLISH GRAMMAR



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English Grammar

ENGLISH GRAMMAR: EXPLANATIONS AND EXERCISES

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The contents of the book can be seen at a glance from the Table of Contents, which contains links to all of the material covered. There is also an Index.

TO THE READER

This book has the following features:

- * All of the essential points of English grammar are covered.
- * Each point of grammar is clearly explained, and is illustrated by examples.
- * For every important point of grammar, one or more exercises are provided, to make it easier to learn and remember the material.
- * Answers for the exercises are provided.
- * A summary of the uses and formation of the English verb tenses is given for easy reference.
- * Grammatically determined rules for spelling, pronunciation, and punctuation are included.
- * The grammar of North American English is emphasized.
- * Grammatical differences between formal and informal English are pointed out.

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THE USES AND FORMATION OF THE ENGLISH VERB TENSES

The Uses of the English Tenses

<u>Type of Tense</u>	<u>Type of Action Expressed</u>
Simple	<ul style="list-style-type: none"> - actions occurring at regular intervals - general truths, or situations existing for a period of time - non-continuous actions
Continuous	- continuous, ongoing actions
Perfect	- non-continuous actions completed before a certain time
Perfect Continuous	- continuous, ongoing actions completed before a certain time

The Formation of the Indicative Mood of the Active Voice

<u>Tense</u>	<u>Auxiliary</u>	<u>Verb Form</u>
Simple Present	do/does *	bare infinitive **
Present Continuous	am/is/are	present participle
Present Perfect	have/has	past participle
Present Perfect Continuous	have/has been	present participle
Simple Past	did *	bare infinitive ***
Past Continuous	was/were	present participle
Past Perfect	had	past participle
Past Perfect Continuous	had been	present participle
Simple Future	will (shall) ****	bare infinitive
Future Continuous	will (shall) be	present participle
Future Perfect	will (shall) have	past participle
Future Perfect Continuous	will (shall) have been	present participle

The Formation of the Subjunctive Mood of the Active Voice

<u>Tense</u>	<u>Auxiliary</u>	<u>Verb Form</u>
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Present Continuous	be	present participle
Present Perfect	have	past participle
Present Perfect Continuous	have been	present participle

Simple Past	did *	bare infinitive ***
Past Continuous	were	present participle
Past Perfect	had	past participle
Past Perfect Continuous	had been	present participle

The Formation of the Indicative Mood of the Passive Voice

<u>Tense</u>	<u>Auxiliary</u>	<u>Verb Form</u>
Simple Present	am/is/are	past participle
Present Continuous	am/is/are being	past participle
Present Perfect	have/has been	past participle
Present Perfect Continuous	have/has been being	past participle
Simple Past	was/were	past participle
Past Continuous	was/were being	past participle
Past Perfect	had been	past participle
Past Perfect Continuous	had been being	past participle
Simple Future	will (shall) **** be	past participle
Future Continuous	will (shall) be being	past participle
Future Perfect	will (shall) have been	past participle
Future Perfect Continuous	will (shall) have been being	past participle

The Formation of the Subjunctive Mood of the Passive Voice

<u>Tense</u>	<u>Auxiliary</u>	<u>Verb Form</u>
Simple Present	be	past participle
Present Continuous	be being	past participle
Present Perfect	have been	past participle
Present Perfect Continuous	have been being	past participle
Simple Past	were	past participle
Past Continuous	were being	past participle
Past Perfect	had been	past participle
Past Perfect Continuous	had been being	past participle

* In the Simple Present and Simple Past tenses of the Active Voice, the auxiliaries are used only for emphasis, and for the formation of questions and negative statements. Auxiliaries are never used with the Simple Present or Simple Past of the verb **to be**.

** When used without the auxiliary, the third person singular of the Simple Present, in the Indicative Mood of the Active Voice, has the ending **s**.

*** When used without the auxiliary, the Simple Past form of the verb is used. For regular verbs, and for many irregular verbs, the Simple Past has the same form as the past participle.

**** The other modal auxiliaries **could, may, might, must, should** and **would** form conjugations in the same way as **will** and **shall**.

THE ACTIVE VOICE OF THE VERB TO SHOW

Simple Past: showed
Past Participle: shown

INDICATIVE MOOD

Simple Present

I show
you show
he shows
she shows
it shows
we show
they show

Simple Past

I showed
you showed
he showed
she showed
it showed
we showed
they showed

Present Continuous

I am showing
you are showing
he is showing
she is showing
it is showing
we are showing
they are showing

Past Continuous

I was showing
you were showing
he was showing
she was showing
it was showing
we were showing
they were showing

Present Perfect

I have shown
you have shown
he has shown
she has shown
it has shown
we have shown
they have shown

Past Perfect

I had shown
you had shown
he had shown
she had shown
it had shown
we had shown
they had shown

Present Perfect Continuous

I have been showing
you have been showing
he has been showing
she has been showing
it has been showing

Past Perfect Continuous

I had been showing
you had been showing
he had been showing
she had been showing
it had been showing

we have been showing
they have been showing

we had been showing
they had been showing

Simple Future

I will (shall) show
you will show
he will show
she will show
it will show
we will (shall) show
they will show

Simple Conjugation with Would

I would show
you would show
he would show
she would show
it would show
we would show
they would show

Future Continuous

I will (shall) be showing
you will be showing
he will be showing
she will be showing
it will be showing
we will (shall) be showing
they will be showing

Continuous Conjugation with Would

I would be showing
you would be showing
he would be showing
she would be showing
it would be showing
we would be showing
they would be showing

Future Perfect

I will (shall) have shown
you will have shown
he will have shown
she will have shown
it will have shown
we will (shall) have shown
they will have shown

Perfect Conjugation with Would

I would have shown
you would have shown
he would have shown
she would have shown
it would have shown
we would have shown
they would have shown

Future Perfect Continuous

I will (shall) have been showing
you will have been showing
he will have been showing
she will have been showing
it will have been showing
we will (shall) have been showing
they will have been showing

Perfect Continuous Conjugation with Would

I would have been showing
you would have been showing
he would have been showing
she would have been showing
it would have been showing
we would have been showing
they would have been showing

SUBJUNCTIVE MOOD

Simple Present

I show
you show
he show

Simple Past

I showed
you showed
he showed

she show
it show
we show
they show

she showed
it showed
we showed
they showed

Present Continuous

I be showing
you be showing
he be showing
she be showing
it be showing
we be showing
they be showing

Past Continuous

I were showing
you were showing
he were showing
she were showing
it were showing
we were showing
they were showing

Present Perfect

I have shown
you have shown
he have shown
she have shown
it have shown
we have shown
they have shown

Past Perfect

I had shown
you had shown
he had shown
she had shown
it had shown
we had shown
they had shown

Present Perfect Continuous

I have been showing
you have been showing
he have been showing
she have been showing
It have been showing
we have been showing
they have been showing

Past Perfect Continuous

I had been showing
you had been showing
he had been showing
she had been showing
it had been showing
we had been showing
they had been showing

THE VERB TO BE AND THE PASSIVE VOICE OF THE VERB TO SHOW

INDICATIVE MOOD

Simple Present

I am
you are
he is
she is
it is
we are
they are

Simple Present

I am shown
you are shown
he is shown
she is shown
it is shown
we are shown
they are shown

Present Continuous

I am being
you are being
he is being
she is being
it is being
we are being
they are being

Present Continuous

I am being shown
you are being shown
he is being shown
she is being shown
it is being shown
we are being shown
they are being shown

Present Perfect

I have been
you have been
he has been
she has been
it has been
we have been
they have been

Present Perfect

I have been shown
you have been shown
he has been shown
she has been shown
it has been shown
we have been shown
they have been shown

Present Perfect Continuous

have been being
you have been being
he has been being
she has been being
it has been being
we have been being
they have been being

Present Perfect Continuous

I have been being shown
you have been being shown
he has been being shown
she has been being shown
it has been being shown
we have been being shown
they have been being shown

Simple Past

I was
you were
he was
she was
it was
we were
they were

Simple Past

I was shown
you were shown
he was shown
she was shown
it was shown
we were shown
they were shown

Past Continuous

I was being
you were being
he was being
she was being
it was being
we were being
they were being

Past Continuous

I was being shown
you were being shown
he was being shown
she was being shown
it was being shown
we were being shown
they were being shown

Past Perfect

I had been
you had been
he had been
she had been
it had been
we had been
they had been

Past Perfect

I had been shown
you had been shown
he had been shown
she had been shown
it had been shown
we had been shown
they had been shown

Past Perfect Continuous

I had been being
you had been being
he had been being
she had been being
it had been being
we had been being
they had been being

Past Perfect Continuous

I had been being shown
you had been being shown
he had been being shown
she had been being shown
it had been being shown
we had been being shown
they had been being shown

Simple Future

I will (shall) be
you will be
he will be
she will be
it will be
we will (shall) be
they will be

Simple Future

I will (shall) be shown
you will be shown
he will be shown
she will be shown
it will be shown
we will (shall) be shown
they will be shown

Future Continuous

I will (shall) be being
you will be being
he will be being
she will be being
it will be being
we will (shall) be being
they will be being

Future Continuous

I will (shall) be being shown
you will be being shown
he will be being shown
she will be being shown
it will be being shown
we will (shall) be being shown
they will be being shown

Future Perfect

I will (shall) have been
you will have been
he will have been
she will have been
it will have been
we will (shall) have been
they will have been

Future Perfect

I will (shall) have been shown
you will have been shown
he will have been shown
she will have been shown
it will have been shown
we will (shall) have been shown
they will have been shown

Future Perfect Continuous

I will (shall) have been being
you will have been being
he will have been being
she will have been being
It will have been being
we will (shall) have been being
they will have been being

Future Perfect Continuous

I will (shall) have been being shown
you will have been being shown
he will have been being shown
she will have been being shown
it will have been being shown
we will (shall) have been being shown
they will have been being shown

SUBJUNCTIVE MOOD**Simple Present**

I be
you be
he be
she be
it be
we be
they be

Simple Present

I be shown
you be shown
he be shown
she be shown
it be shown
we be shown
they be shown

Present Continuous

I be being
you be being
he be being
she be being
it be being
we be being
they be being

Present Continuous

I be being shown
you be being shown
he be being shown
she be being shown
it be being shown
we be being shown
they be being shown

Present Perfect

I have been
you have been
he have been
she have been
it have been
we have been
they have been

Present Perfect

I have been shown
you have been shown
he have been shown
she have been shown
it have been shown
we have been shown
they have been shown

Present Perfect Continuous

I have been being
you have been being
he have been being
she have been being
it have been being

Present Perfect Continuous

I have been being shown
you have been being shown
he have been being shown
she have been being shown
it have been being shown

we have been being
they have been being

we have been being shown
they have been being shown

Simple Past

I were
you were
he were
she were
it were
we were
they were

Simple Past

I were shown
you were shown
he were shown
she were shown
it were shown
we were shown
they were shown

Past Continuous

I were being
you were being
he were being
she were being
it were being
we were being
they were being

Past Continuous

I were being shown
you were being shown
he were being shown
she were being shown
it were being shown
we were being shown
they were being shown

Past Perfect

I had been
you had been
he had been
she had been
it had been
we had been
they had been

Past Perfect

I had been shown
you had been shown
he had been shown
she had been shown
it had been shown
we had been shown
they had been shown

Past Perfect Continuous

I had been being
you had been being
he had been being
she had been being
it had been being
we had been being
they had been being

Past Perfect Continuous

I had been being shown
you had been being shown
he had been being shown
she had been being shown
it had been being shown
we had been being shown
they had been being shown

Common English Irregular Verbs

Bare Infinitive

be
bear
beat
become

Simple Past

was/were
bore
beat
became

Past Participle

been
born
beaten
become

begin	began	begun
bend	bent	bent
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built	built
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbid	forbade	forbidden
forecast	forecast	forecast
forget	forgot	forgotten
forgive	forgave	forgiven
forsake	forsook	forsaken
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden

hit
hold
hurt
keep
kneel
know
lay
lead
leave
lend
let
lie
lose
make
mean
meet
mistake
partake
pay
put
read
rid
ride
ring
rise
run
say
see
seek
sell
send
set
shake
shed
shine
shoe
shoot
show
shrink
shut
sing
sink
sit
sleep
slide
sling
slink
slit
speak
speed

hit
held
hurt
kept
knelt
knew
laid
led
left
lent
let
lay
lost
made
meant
met
mistook
partook
paid
put
read
rid
rode
rang
rose
ran
said
saw
sought
sold
sent
set
shook
shed
shone
shod
shot
showed
shrank or shrunk
shut
sang
sank
sat
slept
slid
slung
slunk
slit
spoke
sped

hit
held
hurt
kept
knelt
known
laid
led
left
lent
let
lain
lost
made
meant
met
mistaken
partaken
paid
put
read
rid
ridden
rung
risen
run
said
seen
sought
sold
sent
set
shaken
shed
shone
shod
shot
shown
shrunk
shut
sung
sunk
sat
slept
slid
slung
slunk
slit
spoken
sped

spend	spent	spent
spin	span or spun	spun
spit	spit or spat	spat
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
stride	strode	strode
strike	struck	struck
string	strung	strung
strive	strove	striven
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
thrive	throve	thriven
throw	threw	thrown
thrust	thrust	thrust
tread	trod	trodden
understand	understood	understood
wake	woke	woken
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
wring	wrung	wrung
write	wrote	written

CHAPTER 1. THE SIMPLE PRESENT OF THE VERB TO BE

1. Grammar

The **grammar** of a language is an analysis of the various functions performed by the words of the language, as they are used by native speakers and writers.

There are many different ways of analyzing a language. In such an analysis, words can be given various names, depending on the function which they perform. For instance, words which perform the function of naming things are commonly referred to as **nouns**, and words which perform the function of expressing states or actions are commonly referred to as **verbs**.

It should be kept in mind that many English words can perform more than one function. For instance, in the following sentences, the underlined words can be referred to as **nouns** because they perform the function of naming things.

e.g. I have lost my comb.

Water is one of the necessities of life.

However, in the following sentences, the same words can be referred to as **verbs** because they perform the function of expressing actions.

e.g. I comb my hair every morning.

Do you water your plants once a week?

In this book, widely used terms such as **noun**, **verb**, **pronoun** and so on, will be used in order to explain the way in which words function in the English language.

2. Verb forms

English verbs may have different forms, depending on the **subject** of the verb, and depending on when the action expressed by the verb takes place.

In the following sentences, the subjects of the verbs indicate who or what is performing the actions expressed by the verbs. The verbs in these examples are underlined.

e.g. We live in the city.

He lives on Queen Street.

These examples illustrate how the form of a verb may vary, depending on the subject of the verb. In the first example, the subject is **we**, and the form of the verb is **live**. In the second example, the subject is **he**, and the form of the verb is **lives**.

The different verb forms which indicate when the action expressed by a verb takes place are usually referred to as **tenses**.

e.g. We always walk to work.

We walked to work yesterday.

In the first sentence, the verb **walk** is in the Simple Present tense. In the second sentence, the verb **walked** is in the Simple Past tense. Present tenses are usually used to express actions which are taking place in the present; whereas past tenses are usually used to express actions which took place in the past.

The **infinitive** form of a verb can be used without reference to any particular subject or any particular time. In English, the infinitive form of a verb begins with the word **to**. For instance, **to walk** is the infinitive of the verb used in the two preceding examples.

3. Uses of the simple present tense

The Simple Present is one of four present tenses in English, and is used in various ways. In the examples given below, the verbs in the Simple Present tense are underlined.

For instance, the Simple Present can be used to refer to actions which occur at regular intervals.

e.g. We visit our friends every Sunday.

They take a holiday once a year.

Geese fly south every fall.

The Simple Present is also used in stating general truths.

e.g. Gas expands when heated.

The Pacific Ocean is the largest ocean in the world.

Canada lies north of the United States.

In addition, the Simple Present is used when referring to printed material, and when describing events portrayed in a book, film, or other work of art.

e.g. The report presents the information clearly.

At the end of the film , the hero finds the hidden treasure.

Occasionally, the Simple Present is used to express actions occurring in the future or the past.

e.g. Our plane leaves at eight o'clock tomorrow night.

Burglar Steals Valuable Paintings

In the first example, the Simple Present is used to refer to something which will happen in the future. In the second example, which is written in the style of a newspaper headline, the Simple Present is used to refer to something which happened in the past.

4. The simple present of the verb To Be

A **conjugation** of a verb is a list showing the different forms a verb may take. When a verb is conjugated, it is usually accompanied by all of the **personal pronouns** which can act as subjects of a verb. Thus, a conjugation can show the different forms a verb must take when it is used with different subjects.

The English personal pronouns which may be used as subjects of verbs are as follows:

I

you

he

she

it

we

they

It should be noted that in modern English, the same verb forms are used with the

subject **you**, whether **you** refers to one or more than one person or thing. In an older form of English, there was another personal pronoun, **thou**, which was used with different verb forms, and which generally referred to one person or thing.

The Simple Present of the verb **to be** is conjugated as follows. In spoken English, contractions are often used.

Without contractions

I am
you are
he is
she is
it is
we are
they are

With contractions

I'm
you're
he's
she's
it's
we're
they're

In written English, an apostrophe: ' is used in a contraction, to indicate that one or more letters have been omitted.

a. Affirmative statements

An affirmative statement states that something is true. In an affirmative statement, the verb follows the subject.

e.g. I am awake.

They are ready.

In the first example, the verb **am** follows the subject **I**. In the second example, the verb **are** follows the subject **they**. In written English, statements are always followed by a period: . Statements and questions must begin with a capital letter.

In order to review the preceding points, see [Exercise 1](#).

b. Questions

For the Simple Present of the verb **to be**, questions are formed by reversing the order of the subject and the verb, so that the verb precedes the subject.

e.g. Am I awake?

Are they ready?

In the first example, the verb **am** precedes the subject **I**. In the second example, the verb **are** precedes the subject **they**. In written English, questions are always followed by a question mark: ?

See [Exercise 2](#).

c. Negative statements

In the Simple Present of the verb **to be**, negative statements are formed by adding the word **not** after the verb.

e.g. I am not awake.

They are not ready.

In the first example, **not** follows the verb **am**. In the second example, **not** follows the

verb **are**.

In spoken English, the following contractions are often used:

Without contractions

is not
are not

With contractions

isn't
aren't

See [Exercise 3](#).

d. Negative questions

In the Simple Present of the verb **to be**, negative questions are formed by reversing the order of the subject and verb, and adding **not** after the subject.

e.g. Am I not awake?

Are they not ready?

In spoken English, contractions are usually used in negative questions. In the contracted form of a negative question, the contraction of **not** follows immediately after the verb. For example:

Without contractions

Are you not awake?
Is he not awake?
Are we not awake?
Are they not awake?

With contractions

Aren't you awake?
Isn't he awake?
Aren't we awake?
Aren't they awake?

It should be noted that there is no universally accepted contraction for **am not**. In spoken English, **am I not?** is often contracted to **aren't I?** However, although the expression **aren't I?** is considered acceptable in informal English, it is not considered to be grammatically correct in formal English. In formal English, no contraction should be used for **am I not**.

See [Exercise 4](#).

e. Tag questions

A **tag question** is a question added at the end of a sentence. A tag question following an affirmative statement generally has the form of a negative question, with the meaning: **Isn't that true?** In some languages, such tag questions are invariable. However, in English, tag questions vary, depending on the verbs and subjects of the preceding statements.

In the following examples, the tag questions are underlined. Contractions are usually used in negative tag questions. For example:

Affirmative statement

Are you not awake?
I am awake.
You are awake.
She is awake.
We are awake.

Affirmative statement with tag question

Aren't you awake?
I am awake, am I not?
You are awake, aren't you?
She is awake, isn't she?
We are awake, aren't we?

They are awake.

They are awake, aren't they?

These examples illustrate how the subjects and verbs of the preceding statements are repeated in tag questions. For instance, in the first example, the subject **I** and the verb **am** are repeated in the tag question. In the second example, the subject **you** and the verb **are** are repeated in the tag question.

In spoken English, the expression **aren't I?** is often used as a tag question. However, this is not considered to be grammatically correct in formal, written English.

EXERCISES for Chapter 1

1. Change the following pairs of words into sentences, using the correct forms of the Simple Present of the verb **to be**. For example:

I, cautious

I am cautious.

they, friendly

They are friendly.

1. you, careful

2. it, warm

3. he, here

4. we, bold

5. they, careless

6. she, clever

7. we, ready

8. you, reckless

9. I, shy

10. they, polite

[Answers](#)

2. Change the affirmative statements resulting from Exercise 1 into questions. For example:

I am cautious.

Am I cautious?

They are friendly.

Are they friendly?

[Answers](#)

3. Change the affirmative statements resulting from Exercise 1 into negative statements. For example:

I am cautious.

I am not cautious.

They are friendly.

They are not friendly.

[Answers](#)

4. Change the affirmative statements resulting from Exercise 1 into negative questions. Except where the subject of the verb is I, write both the form without contractions and the form with contractions. For example:

I am cautious.

Am I not cautious?

They are friendly.

Are they not friendly?

Aren't they friendly?

Answers

5. Add negative tag questions to the ends of the affirmative statements resulting from Exercise 1. Except where the subject of the verb is I, use contractions for the tag questions. For example:

I am cautious.

I am cautious, am I not?

They are friendly.

They are friendly, aren't they?

Answers

6. Using the Simple Present of the verb **to be**, and making sure that the word order is correct, form the following groups of words into grammatically correct statements or questions. If the symbol ? is present, form the words into a question. If the word **not** is present, form the words into a negative statement or negative question. Do not use contractions in this exercise. For example:

it, brown

It is brown.

you, ?, excited

Are you excited?

I, satisfied, not

I am not satisfied.

not, ?, they, ready

Are they not ready?

1. you, ?, hungry
2. we, ?, not, correct
3. he, ?, happy
4. not, ?, it, cold
5. she, here
6. I, early, ?
7. they, wrong, not
8. you, ?, comfortable
9. they, ?, not, strong
10. not, ?, I, fortunate
11. it, slippery, ?

12. not, you, late
13. it, not, ?, important
14. we, famous
15. they, present, ?

Answers

ANSWERS TO THE EXERCISES for Chapter 1

Answers to [Exercise 1](#):

1. You are careful. 2. It is warm. 3. He is here. 4. We are bold. 5. They are careless. 6. She is clever. 7. We are ready. 8. You are reckless. 9. I am shy. 10. They are polite.

Answers to [Exercise 2](#):

1. Are you careful? 2. Is it warm? 3. Is he here? 4. Are we bold? 5. Are they careless? 6. Is she clever? 7. Are we ready? 8. Are you reckless? 9. Am I shy? 10. Are they polite?

Answers to [Exercise 3](#):

1. You are not careful. 2. It is not warm. 3. He is not here. 4. We are not bold. 5. They are not careless. 6. She is not clever. 7. We are not ready. 8. You are not reckless. 9. I am not shy. 10. They are not polite.

Answers to [Exercise 4](#):

1. Are you not careful? Aren't you careful? 2. Is it not warm? Isn't it warm? 3. Is he not here? Isn't he here? 4. Are we not bold? Aren't we bold? 5. Are they not careless? Aren't they careless? 6. Is she not clever? Isn't she clever? 7. Are we not ready? Aren't we ready? 8. Are you not reckless? Aren't you reckless? 9. Am I not shy? 10. Are they not polite? Aren't they polite?

Answers to [Exercise 5](#):

1. You are careful, aren't you? 2. It is warm, isn't it? 3. He is here, isn't he? 4. We are bold, aren't we? 5. They are careless, aren't they? 6. She is clever, isn't she? 7. We are ready, aren't we? 8. You are reckless, aren't you? 9. I am shy, am I not? 10. They are polite, aren't they?

Answers to [Exercise 6](#):

1. Are you hungry? 2. Are we not correct? 3. Is he happy? 4. Is it not cold? 5. She is here. 6. Am I early? 7. They are not wrong. 8. Are you comfortable? 9. Are they not strong? 10. Am I not fortunate? 11. Is it slippery? 12. You are not late. 13. Is it not important? 14. We are famous. 15. Are they present?

CHAPTER 2. THE SIMPLE PRESENT OF VERBS OTHER THAN THE VERB TO BE

1. Formation of the simple present

The Simple Present of any verb other than the verb **to be** is formed from the **bare infinitive** of the verb. As shown in the following examples, the bare infinitive of a verb consists of the infinitive without the word **to**. The bare infinitive is the form in which English verbs are usually listed in dictionaries. For example:

Infinitive

to be
to walk
to work

Bare Infinitive

be
walk
work

In the Simple Present of verbs other than the verb **to be**, the form of the verb used with the subjects **I** , **you**, **we** and **they** is the same as the bare infinitive. The form of the verb used with the subjects **he**, **she** and **it** has the ending **s** added to the bare infinitive.

For example, the Simple Present of the verb **to work** is conjugated as follows:

I work
you work
he works
she works
it works
we work
they work

The form of the verb used with the subjects **he**, **she** and **it** is generally referred to as the **third person singular**

See [Exercise 1](#).

a. The simple present of the verb To Have

The Simple Present of the verb **to have** is slightly irregular, since the bare infinitive is **have**, whereas the form of the verb used in the third person singular is **has**. The Simple Present of the verb **to have** is conjugated as follows:

I have
you have
he has
she has
it has
we have
they have

See [Exercise 2](#).

2. Spelling rules for adding s in the third person singular

Some verbs change their spelling when **s** is added in the third person singular.

a. Verbs ending in y

The English letters **a**, **e**, **i**, **o** and **u** are generally referred to as **vowels**. The other English letters are generally referred to as **consonants**.

When a verb ends in **y** immediately preceded by a consonant, the **y** is changed to **ie** before the ending **s** is added. In each of the following examples, the consonant immediately preceding the final **y** is underlined.

Bare Infinitive

study
fly
carry

Third Person Singular

studies
flies
carries

However, when a verb ends in **y** immediately preceded by a vowel, the **y** is not changed before the ending **s** is added. In each of the following examples, the vowel immediately preceding the final **y** is underlined.

Bare Infinitive

say
enjoy
buy

Third Person Singular

says
enjoys
buys

See [Exercise 3](#).

b. Verbs ending in o

When a verb ends in **o**, the letter **e** is added before the **s** ending. For example:

Bare Infinitive

do
echo
go

Third Person Singular

does
echoes
goes

c. Verbs ending in ch, s, sh, x or z

When a verb ends in a sibilant sound such as **ch**, **s**, **sh**, **x** or **z**, the letter **e** is added before the **s** ending. For example:

Bare Infinitive

pass
push
watch
fix
buzz

Third Person Singular

passes
pushes
watches
fixes
buzzes

See [Exercise 4](#).

3. Pronunciation of the es ending

A syllable is a unit of pronunciation, usually consisting of a vowel sound which may or may not be accompanied by consonants.

When a verb ends in a sibilant sound such as **ch**, **s**, **sh**, **x** or **z**, the **es** ending of the third person singular is pronounced as a separate syllable. The reason for this is that these sounds are so similar to the sound of the **es** ending, that the ending must be

pronounced as a separate syllable in order to be heard clearly.

In each of the following examples the bare infinitive consists of one syllable, whereas the form of the verb used in the third person singular consists of two syllables.

Bare Infinitive

pass
push
catch
mix

Third Person Singular

passes
pushes
catches
mixes

Similarly, when s is added to verbs ending in **ce**, **ge**, **se** or **ze**, the final **es** is usually pronounced as a separate syllable. In each of the following examples the bare infinitive consists of one syllable, whereas the form of the verb used in the third person singular consists of two syllables.

Bare Infinitive

race
rage
praise
doze

Third Person Singular

races
rages
praises
dozes

However, when s is added to a verb ending in **e** preceded by a letter other than **c**, **g**, **s** or **z**, the final **es** is not pronounced as a separate syllable. In each of the following examples, both the bare infinitive and the form of the verb used in the third person singular consist of one syllable.

Bare Infinitive

make
smile
dine
save

Third Person Singular

makes
smiles
dines
saves

See [Exercise 5](#).

4. The auxiliary Do

With the exception of the verb **to be**, verbs in modern English use the auxiliary **do** to form questions and negative statements in the Simple Present. The Simple Present of the verb **to do** is conjugated as follows:

I do
you do
he does
she does
it does
we do
they do

Auxiliaries are verbs which are combined with other verbs to form various tenses. It should be noted that when an auxiliary is combined with another verb, it is the auxiliary which must agree with the subject, while the form of the other verb remains invariable.

When the auxiliary **do** is combined with another verb, the other verb always has the form of the bare infinitive.

a. Questions

In order to form a question in the Simple Present of any verb other than the verb **to be**, the Simple Present of the auxiliary **do** is added before the subject, and the bare infinitive of the verb is placed after the subject. For example:

Affirmative Statement

I work.
You work.
He works.
She works.
It works.
We work.
They work.

Question

Do I work?
Do you work?
Does he work?
Does she work?
Does it work?
Do we work?
Do they work?

See [Exercise 6](#).

b. Negative statements

In order to form a negative statement, the Simple Present of the auxiliary **do** followed by the word **not** is placed before the bare infinitive of the verb. For example:

Affirmative Statement

I work.
You work.
He works.
She works.
It works.
We work.
They work.

Negative Statement

I do not work.
You do not work.
He does not work.
She does not work.
It does not work.
We do not work.
They do not work.

See [Exercise 7](#).

In spoken English, the following contractions are often used:

Without contractions

do not
does not

With contractions

don't
doesn't

c. Negative questions

To form a negative question, the Simple Present of the auxiliary **do** is placed before the subject, and the word **not** followed by the bare infinitive is placed after the subject. However, when contractions are used, the contracted form of **not** follows immediately after the Simple Present of the auxiliary **do**. For example:

Without contractions

Do I not work?
Do you not work?
Does he not work?
Does she not work?
Does it not work?
Do we not work?
Do they not work?

With contractions

Don't I work?
Don't you work?
Doesn't he work?
Doesn't she work?
Doesn't it work?
Don't we work?
Don't they work?

See [Exercise 8](#).

d. Tag questions

The auxiliary **do** or **does** is used for a tag question which follows a statement containing the Simple Present of a verb other than the verb **to be**. In the following examples, the negative tag questions are underlined. Contractions are usually used in negative tag questions.

Affirmative Statement

I work.
You work.
He works.
She works.
It works.
We work.
They work.

Affirmative Statement with Tag Question

I work, don't I?
You work, don't you?
He works, doesn't he?
She works, doesn't she?
It works, doesn't it?
We work, don't we?
They work, don't they?

See [Exercise 9](#).

e. The verb To Have

It should be noted that, particularly in British English, in the case of the Simple Present and Simple Past of the verb **to have**, questions and negative statements are sometimes formed in the same way as for the verb **to be**, without the use of the auxiliary **do**.

e.g. He has a sister, hasn't he?

EXERCISES for Chapter 2

1. Using the Simple Present tense, fill in the blanks with the correct forms of the verbs shown in brackets. For example:

I _____ to the radio. (to listen)

I listen to the radio.

He _____ to the radio. (to listen)

He listens to the radio.

1. She _____ the guitar. (to play)
2. We _____ soccer. (to play)
3. They _____ to talk. (to like)
4. He _____ ice cream. (to like)
5. You _____ your friends often. (to call)

6. He _____ the office every day. (to call)
7. She _____ regularly. (to practise)
8. They _____ once a week. (to practise)
9. We _____ here. (to shop)
10. It _____ delicious. (to taste)

Answers

2. Using the Simple Present tense, fill in the blanks with the correct forms of the verb **to have**. For example:

I _____ a pen.

I have a pen.

He _____ two pencils.

He has two pencils.

1. I _____ many books.
2. You _____ an apartment.
3. He _____ a bicycle.
4. We _____ fun.
5. They _____ two sleds.
6. She _____ milk in her tea.
7. I _____ a warm sweater.
8. We _____ breakfast at eight o'clock.
9. He _____ an alarm clock.
10. They _____ a sense of humor.

Answers

3. Paying attention to which verbs change their spelling before adding s in the third person singular, fill in the blanks with the Simple Present of the verbs shown in brackets. For example:

He always _____ promptly. (to reply)

He always replies promptly.

She _____ little. (to say)

She says little.

They _____ bridge once a week. (to play)

They play bridge once a week.

1. He _____ it. (to deny)
2. They _____ to be on time. (to try)
3. It _____ to be careful. (to pay)
4. She _____ hard. (to study)
5. You _____ good manners. (to display)
6. He always _____ himself. (to enjoy)
7. She _____ to Ireland once a year. (to fly)
8. We _____ five people. (to employ)
9. He _____ his friends. (to accompany)
10. She _____ chocolate chip cookies every week. (to buy)

Answers

4. Paying attention to which verbs take **s** and which take **es** in the third person singular, fill in the blanks with the Simple Present of the verbs shown in brackets. For example:

He _____ everywhere on foot. (to go)

He goes everywhere on foot.

It _____ surprising. (to seem)

It seems surprising.

They _____ skiing. (to teach)

They teach skiing.

1. She _____ a great deal of work. (to do)
2. He _____ television every evening. (to watch)
3. She _____ a horse. (to own)
4. We _____ the dishes every night. (to do)
5. She _____ she had a pair of skates. (to wish)
6. He _____ us to call him. (to want)
7. She _____ she made a mistake. (to confess)
8. He usually _____ the truth. (to tell)
9. They _____ apples to make cider. (to press)
10. It _____ out easily. (to wash)

[Answers](#)

5. For each of the following verbs, underline the letter or letters representing the sound preceding the **es** ending, and then indicate the number of syllables in the verb.

For example:

wishes ____

wishes 2

laces ____

laces 2

takes ____

takes 1

1. watches ____
2. teases ____
3. likes ____
4. rushes ____
5. faces ____
6. dines ____
7. misses ____
8. tames ____
9. scares ____
10. passes ____
11. pinches ____
12. wades ____

[Answers](#)

6. Change the following affirmative statements into questions. For example:

She walks to work.
Does she walk to work?

They take the bus.
Do they take the bus?

1. I hurry home.
2. He drives a truck.
3. You follow the news.
4. They want a pet.
5. She likes flowers.
6. We need tea.
7. She answers the questions.
8. He drinks coffee.
9. I learn quickly.
10. It rains heavily.

[Answers](#)

7. Change the affirmative statements given in Exercise 6 into negative statements. For example:

She walks to work.
She does not walk to work.

They take the bus.
They do not take the bus.

[Answers](#)

8. Change the affirmative statements given in Exercise 6 into negative questions. Give both the forms without contractions, and the forms with contractions. For example:

She walks to work.
Does she not walk to work?
Doesn't she walk to work?

They take the bus.
Do they not take the bus?
Don't they take the bus?

[Answers](#)

9. Add negative tag questions to the affirmative statements given in Exercise 6. Use contractions for the tag questions. For example:

She walks to work.
She walks to work, doesn't she?

They take the bus.
They take the bus, don't they?

[Answers](#)

ANSWERS TO THE EXERCISES for Chapter 2

Answers to **Exercise 1:**

1. plays 2. play 3. like 4. likes 5. call 6. calls 7. practises 8. practise 9. shop 10. tastes

Answers to **Exercise 2:**

1. have 2. have 3. has 4. have 5. have 6. has 7. have 8. have 9. has 10. have

Answers to **Exercise 3:**

1. denies 2. try 3. pays 4. studies 5. display 6. enjoys 7. flies 8. employ 9. accompanies
10. buys

Answers to **Exercise 4:**

1. does 2. watches 3. owns 4. do 5. wishes 6. wants 7. confesses 8. tells 9. press 10.
washes

Answers to **Exercise 5:**

1. watches 2. teases 3. likes 4. rushes 5. faces 6. dines 7. misses 8. tames
1 9. scares 10. passes 11. pinches 12. wades 1

Answers to **Exercise 6:**

1. Do I hurry home? 2. Does he drive a truck? 3. Do you follow the news? 4. Do they want
a pet? 5. Does she like flowers? 6. Do we need tea? 7. Does she answer the questions? 8.
Does he drink coffee? 9. Do I learn quickly? 10. Does it rain heavily?

Answers to **Exercise 7:**

1. I do not hurry home. 2. He does not drive a truck. 3. You do not follow the news. 4.
They do not want a pet. 5. She does not like flowers. 6. We do not need tea. 7. She
does not answer the questions. 8. He does not drink coffee. 9. I do not learn quickly.
10. It does not rain heavily.

Answers to **Exercise 8:**

1. Do I not hurry home? Don't I hurry home? 2. Does he not drive a truck? Doesn't he
drive a truck? 3. Do you not follow the news? Don't you follows the news? 4. Do they not
want a pet? Don't they want a pet? 5. Does she not like flowers? Doesn't she like flowers?
6. Do we not need tea? Don't we need tea? 7. Does she not answer the questions?
Doesn't she answer the questions? 8. Does he not drink coffee? Doesn't he drink coffee?
9. Do I not learn quickly? Don't I learn quickly? 10. Does it not rain heavily? Doesn't it
rain heavily?

Answers to **Exercise 9:**

1. I hurry home, don't I? 2. He drives a truck, doesn't he?
3. You follow the news, don't you? 4. They want a pet, don't they? 5. She likes flowers,
doesn't she? 6. We need tea, don't we? 7. She answers the questions, doesn't she? 8. He
drinks coffee, doesn't he? 9. I learn quickly, don't I? 10. It rains heavily, doesn't it?

CHAPTER 3. THE PRESENT CONTINUOUS

1. Uses of the present continuous

In English, the Present Continuous tense is usually used to express continuing, ongoing actions which are taking place at the moment of speaking or writing. In the examples given below, the verbs in the Present Continuous tense are underlined.

e.g. Right now I am cooking supper.

At the moment the plane is flying over the Gulf of St. Lawrence.

The Present Continuous tense is often used in conversation.

e.g. "What are you doing?"

"I am working on my English assignment."

Occasionally, the Present Continuous tense is used to refer to a future event.

e.g. We are leaving tomorrow.

2. Formation of the present continuous

The Present Continuous tense of any verb is formed from the Simple Present of the auxiliary **to be**, followed by what is generally referred to as the **present participle** of the verb.

The present participle of a verb is formed by adding **ing** to the bare infinitive. For instance, the present participle of the verb **to work** is **working**.

Thus, the Present Continuous tense of the verb **to work** is conjugated as follows:

I am working
you are working
he is working
she is working
it is working
we are working
they are working

See [Exercise 1](#).

3. Spelling rules for the formation of the present participle

Some verbs change their spelling when the ending **ing** is added to form the present participle.

a. Verbs ending in a silent e

When a verb ends in a silent **e**, the silent **e** is dropped before the ending **ing** is added. For example:

<u>Infinitive</u>	<u>Present Participle</u>
to close	closing
to dine	dining
to leave	leaving
to move	moving

However, when a verb ends in an **e** which is not silent, the final **e** is not dropped before the ending **ing** is added. For example:

<u>Infinitive</u>	<u>Present Participle</u>
to be	being
to see	seeing

b. Verbs ending in ie

When a verb ends in **ie**, the **ie** is changed to **y** before the ending **ing** is added. For example:

<u>Infinitive</u>	<u>Present Participle</u>
to die	dying
to lie	lying

When a verb ends in **y**, no change is made before the ending is added. For example:

<u>Infinitive</u>	<u>Present Participle</u>
to fly	flying
to play	playing

See [Exercise 2](#).

c. One-syllable verbs ending in a single consonant preceded by a single vowel

Except in the case of the final consonants **w**, **x** and **y**, when a one-syllable verb ends in a single consonant preceded by a single vowel, the final consonant must be doubled before the ending **ing** is added. The reason for this is to reflect the fact that the pronunciation of the single vowel does not change when the ending **ing** is added.

English vowels have a variety of pronunciations. For instance, each English vowel has two contrasting pronunciations, which are sometimes referred to as **short** and **long**. Vowels which are followed by two consonants, and vowels which are followed by a single consonant at the end of a word, are generally pronounced **short**. In contrast, vowels which are followed by a single consonant followed by another vowel are generally pronounced **long**.

In the table below, the underlined vowels in the left-hand column are pronounced

short; whereas the underlined vowels in the right-hand column are pronounced **long**. For example:

Short Vowels

fat
tapping
let
win
filling
not
hopping
flutter

Long Vowels

fate
taping
deete
wine
filing
note
hoping
flute

Thus, in the case of most one-syllable verbs ending in a single consonant preceded by a single vowel, the vowel is pronounced **short**. In order to reflect the fact that the vowel is also pronounced short in the corresponding present participle, except in the case of **w**, **x** and **y**, the final consonant must be doubled before the ending **ing** is added.

In the following examples, the consonants which have been doubled are underlined. For example:

Infinitive

to nod
to dig
to run
to clap
to set

Present Participle

nodding
digging
running
clapping
setting

When a verb ends in **w**, **x** or **y** preceded by a single vowel, the final consonant is not doubled before the ending is added. For example:

Infinitive

to draw
to fix
to say

Present Participle

drawing
fixing
saying

It should also be noted that when a verb ends in a single consonant preceded by two vowels, the final consonant is not doubled before the ending is added. The reason for this is that two vowels together are generally pronounced **long**. For example:

Infinitive

to rain
to read
to meet
to soak

Present Participle

raining
reading
meeting
soaking

See [Exercise 3](#).

d. Verbs of more than one syllable which end in a single consonant preceded by a single vowel

When a verb of more than one syllable ends in a single consonant other than **w**, **x** or **y** preceded by a single vowel, the final consonant is doubled to form the present participle only when the last syllable of the verb is pronounced with the heaviest stress.

For instance, in the following examples, the last syllables of the verbs have the heaviest stress, and the final consonants are doubled to form the present participles. In these examples, the syllables pronounced with the heaviest stress are underlined. For example:

<u>Infinitive</u>	<u>Present Participle</u>
to exp <u>el</u>	expelling
to beg <u>in</u>	beginning
to occ <u>ur</u>	occurring
to om <u>it</u>	omitting

When a verb of more than one syllable ends in **w**, **x** or **y**, the final consonant is not doubled before the ending **ing** is added. In the following examples, the syllables pronounced with the heaviest stress are underlined. For example:

<u>Infinitive</u>	<u>Present Participle</u>
to all <u>ow</u>	allowing
to aff <u>ix</u>	affixing
to con <u>vey</u>	conveying

When the last syllable of a verb is not pronounced with the heaviest stress, the final consonant is usually not doubled to form the present participle. For instance, in the following examples, the last syllables of the verbs do not have the heaviest stress, and the final consonants are not doubled to form the present participles. In these examples, the syllables pronounced with the heaviest stress are underlined. For example:

<u>Infinitive</u>	<u>Present Participle</u>
to <u>l</u> isten	listening
to <u>o</u> der	ordering
to <u>f</u> ocus	focusing
to <u>l</u> imit	limiting

If necessary, a dictionary can be consulted to determine which syllable of a verb has the heaviest stress. Many dictionaries use symbols such as apostrophes to indicate which syllables are pronounced with the heaviest stress.

See [Exercise 4](#).

It should be noted that British and American spelling rules differ for verbs which end in a single **l** preceded by a single vowel. In British spelling, the **l** is always doubled before the endings **ing** and **ed** are added. However, in American spelling, verbs ending with a single **l** follow the same rule as other verbs; the **l** is doubled only when the last syllable has the heaviest stress. In the following examples, the syllables with the heaviest stress are underlined. For example:

<u>Infinitive</u>	<u>Present Participle</u> <u>American Spelling</u>	<u>British Spelling</u>
to <u>signal</u> to <u>travel</u>	signaling traveling	signalling travelling
to <u>compel</u> to <u>propel</u>	compelling propelling	compelling propelling

From these examples it can be seen that the American and British spellings for verbs ending in a single l differ only when the last syllable does not have the heaviest stress.

4. Questions and negative statements

a. Questions

In the Present Continuous, the verb **to be** acts as an auxiliary. As is the case with other English tenses, it is the auxiliary which is used to form questions and negative statements.

To form a question in the Present Continuous tense, the auxiliary is placed before the subject. For example:

Affirmative Statement

I am working.
You are working.
He is working.
She is working.
It is working.
We are working.
They are working.

Question

Am I working?
Are you working?
Is he working?
Is she working?
Is it working?
Are we working?
Are they working?

See [Exercise 5](#).

b. Negative statements

To form a negative statement, the word **not** is added after the auxiliary. For example:

Affirmative Statement

I am working.
You are working.
He is working.
She is working.
It is working.
We are working.
They are working.

Negative Statement

I am not working.
You are not working.
He is not working.
She is not working.
It is not working.
We are not working.
They are not working.

See [Exercise 6](#).

c. Negative questions

To form a negative question, the auxiliary is placed before the subject, and the word

not is placed after the subject. However, when contractions are used, the contracted form of **not** follows immediately after the auxiliary. Although there is no universally accepted contraction for **am not**, the expression **aren't I?** is often used in spoken English. For example:

Without Contractions

Am I not working?
Are you not working?
Is he not working?
Is she not working?
Is it not working?
Are we not working?
Are they not working?

With Contractions

[Aren't I working?] - used in speaking
Aren't you working?
Isn't he working?
Isn't she working?
Isn't it working?
Aren't we working?
Aren't they working?

See [Exercise 7](#).

d. Tag questions

Tag questions are also formed using the auxiliary. In the following examples, the tag questions are underlined. In spoken English, **aren't I?** is often used as a tag question. For example:

Affirmative Statement

I am working.
You are working.
He is working.
She is working.
It is working.
We are working.
They are working.

Affirmative Statement with Tag Question

I am working, am I not?
You are working, aren't you?
He is working, isn't he?
She is working, isn't she?
It is working, isn't it?
We are working, aren't we?
They are working, aren't they?

See [Exercise 8](#).

5. Comparison of the uses of the simple present and present continuous

As pointed out in Chapter 1, the Simple Present tense may be used for stating general truths, and for referring to actions which occur at regular intervals. In the following examples, the verbs in the Simple Present tense are underlined.
e.g. Nova Scotia is a Canadian province. Geese fly south every winter.

In contrast, the Present Continuous tense is usually used to refer to ongoing actions happening at the time of speaking or writing. In the following examples, the verbs in the Present Continuous tense are underlined.
e.g. Right now, I am visiting the province of Nova Scotia. At the moment, a flock of geese is flying overhead.

1. Using the Present Continuous tense, fill in the blanks with the correct forms of the verbs shown in brackets. For example:

He _____ hard. (to work)

He is working hard.

We _____ anxious. (to feel)

We are feeling anxious.

1. I _____ the questions. (to answer)

2. You _____ boots. (to wear)

3. We _____ for work. (to look)

4. She _____ her friend. (to call)

5. He _____ a house. (to build)

6. They _____ supper. (to cook)

7. We _____ a story. (to tell)

8. You _____ for the bus. (to wait)

9. I _____ a book. (to read)

10. They _____ berries. (to pick)

[Answers](#)

2. Using the Present Continuous tense, fill in the blanks with the correct forms of the verbs shown in brackets. For example:

They _____ the lemons. (to squeeze)

They are squeezing the lemons.

It _____ on the sidewalk. (to lie)

It is lying on the sidewalk.

I _____ the groceries. (to carry)

I am carrying the groceries.

1. She _____ a letter. (to write)

2. They _____ about it. (to worry)

3. He _____ jam. (to make)

4. It _____. (to die)

5. We _____ to school. (to hurry)

6. She _____ us to do it. (to dare)

7. You _____ on the blanket. (to lie)

8. He _____ the problem. (to solve)

9. I _____ now. (to leave)

10. They _____ to help us. (to try)

[Answers](#)

3. Using the Present Continuous tense, fill in the blanks with the correct forms of the verbs shown in brackets. For example:

We _____ to come. (to plan)

We are planning to come.

They _____ the lawn. (to mow)

They are mowing the lawn.

It _____. (to rain)

It is raining.

1. I _____ the grass. (to cut)
2. It _____ downstream. (to float)
3. They _____ the game. (to win)
4. We _____ the present. (to wrap)
5. She _____ lettuce. (to grow)
6. He _____ for us. (to look)
7. I _____ a sweater. (to knit)
8. They _____ wood. (to saw)
9. She _____ the windows. (to clean)
10. We _____ the floor. (to scrub)
11. I _____ the toaster. (to fix)
12. He _____ his coffee. (to sip)
13. They _____ the hedge. (to trim)
14. You _____ the ducks. (to feed)
15. She _____ her head. (to nod)

Answers

4. Each of the following sentences is preceded by a bare infinitive, the most heavily stressed syllable of which is underlined. Paying attention to whether or not the final consonant should be doubled before **ing** is added, fill in the blanks with the present participles corresponding to the bare infinitives. Use the American spelling for verbs ending in l. For example:

whisper: They are _____ to their friends.
They are whispering to their friends.

refer: I was _____ to your letter.
I was referring to your letter.

1. open: I am _____ the door.
2. display: She is _____ her talents.
3. submit: He is _____ his report tomorrow.
4. limit: The store is _____ the number of items on sale.
5. permit: We are not _____ him to go.
6. sharpen: They are _____ the pencils.
7. confer: She is _____ with her colleagues.
8. focus: He is _____ the camera.
9. repel: They are _____ the attack.
10. shovel: I am _____ the steps.
11. destroy: Hail is _____ the crops.
12. dispel: They are _____ our doubts.
13. squander: He is _____ his money.
14. prefer: We are _____ our new school to the old one.
15. color: The child is _____ the picture.
16. unravel: We are _____ the wool.
17. propel: Jet engines are _____ the plane.
18. flower: The pansies are _____

19. infer: They are _____ that we do not want to come.

20. listen: The children are _____ to us.

[Answers](#)

5. Change the following affirmative statements into questions. For example:

It is snowing.

Is it snowing?

They are being cautious.

Are they being cautious?

1. I am learning English.

2. You are carrying a parcel.

3. It is growing colder.

4. We are living in Halifax.

5. They are running a race.

6. He is drinking coffee.

7. She is shopping for presents.

8. I am cleaning the window.

9. We are buying pencils.

10. They are playing football.

[Answers](#)

6. Change the affirmative statements given in Exercise 5 into negative statements. For example:

It is snowing.

It is not snowing.

They are being cautious.

They are not being cautious.

[Answers](#)

7. Change the affirmative statements given in Exercise 5 into negative questions.

Except when the subject of the verb is I, write both the form without contractions and the form with contractions. For example:

It is snowing.

Is it not snowing?

Isn't it snowing?

They are being cautious.

Are they not being cautious?

Aren't they being cautious?

[Answers](#)

8. Add negative tag questions to the affirmative statements given in Exercise 5. Except when the subject of the verb is I, use contractions for the tag questions. For example:

It is snowing.

It is snowing, isn't it?

They are being cautious.

They are being cautious, aren't they?

Answers

9. For each of the following sentences, determine whether the Simple Present tense or the Present Continuous tense is more appropriate, and fill in the blank with the correct form of the verb given in brackets. For example:

Right now, he _____ ridiculous. (to be)

Right now, he is being ridiculous.

She _____ to Sydney every weekend. (to drive)

She drives to Sydney every weekend.

1. At the moment, I _____ supper. (to cook)

2. He _____ the paper every weekday. (to read)

3. We _____ right now. (to study)

4. She _____ every day. (to study)

5. Now it _____. (to rain)

6. They _____ to Mexico every year. (to travel)

7. Just now we _____ the shopping. (to do)

8. She always _____ correctly. (to answer)

9. You _____ never late. (to be)

10. Now I _____ to the radio. (to listen)

11. Each Sunday, we _____ the flea market. (to visit)

12. At present, I _____ for work. (to look)

Answers

ANSWERS TO THE EXERCISES for Chapter 3

Answers to **Exercise 1**:

1. am answering 2. are wearing 3. are looking 4. is calling 5. is building 6. are cooking
7. are telling 8. are waiting 9. am reading 10. are picking

Answers to **Exercise 2**:

1. is writing 2. are worrying 3. is making 4. is dying 5. are hurrying 6. is daring 7. are lying
8. is solving 9. am leaving 10. are trying

Answers to **Exercise 3**:

1. am cutting 2. is floating 3. are winning 4. are wrapping 5. is growing 6. is looking 7. am knitting
8. are sawing 9. is cleaning 10. are scrubbing 11. am fixing 12. is sipping 13. are trimming
14. are feeding 15. is nodding

Answers to **Exercise 4**:

1. opening 2. displaying 3. submitting 4. limiting 5. permitting 6. sharpening 7. conferring
8. focusing 9. repelling 10. shoveling 11. destroying 12. dispelling 13. squandering
14. preferring 15. coloring 16. unraveling 17. propelling 18. flowering 19. inferring
20. listening

Answers to **Exercise 5**:

1. Am I learning English? 2. Are you carrying a parcel? 3. Is it growing colder? 4. Are we living in Halifax? 5. Are they running a race? 6. Is he drinking coffee? 7. Is she shopping for presents? 8. Am I cleaning the window? 9. Are we buying pencils? 10. Are they playing football?

Answers to **Exercise 6**:

1. I am not learning English. 2. You are not carrying a parcel. 3. It is not growing colder. 4. We are not living in Halifax. 5. They are not running a race. 6. He is not drinking coffee. 7. She is not shopping for presents. 8. I am not cleaning the window. 9. We are not buying pencils. 10. They are not playing football.

Answers to **Exercise 7**:

1. Am I not learning English? 2. Are you not carrying a parcel? Aren't you carrying a parcel? 3. Is it not growing colder? Isn't it growing colder? 4. Are we not living in Halifax? Aren't we living in Halifax? 5. Are they not running a race? Aren't they running a race? 6. Is he not drinking coffee? Isn't he drinking coffee? 7. Is she not shopping for presents? Isn't she shopping for presents? 8. Am I not cleaning the window? 9. Are we not buying pencils? Aren't we buying pencils? 10. Are they not playing football? Aren't they playing football?

Answers to **Exercise 8**:

1. I am learning English, am I not? 2. You are carrying a parcel, aren't you? 3. It is growing colder, isn't it? 4. We are living in Halifax, aren't we? 5. They are running a race, aren't they? 6. He is drinking coffee, isn't he? 7. She is shopping for presents, isn't she? 8. I am cleaning the window, am I not? 9. We are buying pencils, aren't we? 10. They are playing football, aren't they?

Answers to **Exercise 9**:

1. am cooking 2. reads 3. are studying 4. studies 5. is raining 6. travel 7. are doing 8. answers 9. are 10. am listening 11. visit 12. am looking

CHAPTER 4. THE PRESENT PERFECT AND THE PRESENT PERFECT CONTINUOUS

1. Use of the present perfect

The English Present Perfect tense is used to express actions which have already been completed, or **perfected**, at the time of speaking or writing. In the examples given below, the verbs in the Present Perfect tense are underlined.

e.g. I have done the work.

She has answered half the questions.

In the first example, the use of the Present Perfect tense emphasizes the fact that, at the time of speaking or writing, the work has already been completed. In the second example, the use of the Present Perfect indicates that, at the time of speaking or writing, half the questions have been answered.

2. Formation of the present perfect: Regular verbs

The Present Perfect tense of any English verb is formed from the Simple Present of the auxiliary **to have**, followed by what is generally referred to as the **past participle** of the verb.

Most English verbs form the past participle in a regular, predictable manner. These verbs are commonly referred to as **regular verbs**.

The past participle of a regular English verb is formed by adding the ending **ed** to the bare infinitive of the verb. For instance, the past participle of the verb **to work** is **worked**.

Thus, the Present Perfect tense of the verb **to work** is conjugated as follows:

I have worked
you have worked
he has worked
she has worked
it has worked
we have worked
they have worked

See [Exercise 1](#).

The following contractions are often used in spoken English:

Without Contractions

I have
you have
he has
she has
it has
we have
they have

With Contractions

I've
you've
he's
she's
it's
we've
they've

It should be noted that the contractions for **he has**, **she has** and **it has** are the same as the contractions for **he is**, **she is** and **it is**.

See [Exercise 2](#).

3. Spelling rules for adding ed to form the past participle

Some regular verbs change their spelling when the ending **ed** is added to form the past participle.

a. Verbs ending in a silent e

When a regular verb ends in a silent **e**, only the letter **d** must be added in order to form the past participle. For example:

<u>Infinitive</u>	<u>Past Participle</u>
to close <u>e</u>	closed
to move <u>e</u>	moved
to please <u>e</u>	pleased
to receive <u>e</u>	received

b. Verbs ending in y

When a regular verb ends in **y** immediately preceded by a consonant, the **y** is changed to **i** before the ending **ed** is added. For example:

<u>Infinitive</u>	<u>Past Participle</u>
to study	studied
to rely	relied
to carry	carried

However, when a regular verb ends in **y** immediately preceded by a vowel, the **y** is not changed before the ending **ed** is added. For example:

<u>Infinitive</u>	<u>Past Participle</u>
to play	played
to convey	conveyed
to enjoy	enjoyed

See [Exercise 3](#).

c. Verbs ending in a single consonant preceded by a single vowel

The rules concerning the doubling of final consonants which apply when adding the ending **ing** to form the present participle also apply when adding the ending **ed** to form the past participle.

Thus, when a one-syllable verb ends in a single consonant other than **w**, **x** or **y** immediately preceded by a single vowel, the final consonant must be doubled before the ending **ed** is added to form the past participle. In the following examples, the consonants which have been doubled are underlined. For example:

<u>Infinitive</u>	<u>Past Participle</u>
to rub	rub <u>bed</u>
to trim	trim <u>med</u>
to plan	plan <u>ned</u>
to stop	stop <u>ped</u>

When a verb of more than one syllable ends in a single consonant other than **w**, **x** or **y** immediately preceded by a single vowel, the final consonant is doubled before the ending **ed** only when the last syllable of the verb is pronounced with the heaviest

stress. In the following examples, the syllables pronounced with the heaviest stress are underlined. For example:

<u>Infinitive</u>	<u>Past Participle</u>
to control <u>l</u>	controlled
to in <u>fer</u>	inferred
to occ <u>ur</u>	occurred
to per <u>mit</u>	permitted
to <u>fasten</u>	fastened
to <u>order</u>	ordered
to <u>focus</u>	focused
to <u>limit</u>	limited

In the first four examples, the last syllable of the verb is pronounced with the heaviest stress, and the final consonant is doubled before **ed** is added. In the last four examples, the first syllable of the verb is pronounced with the heaviest stress, and the final consonant is not doubled before **ed** is added.

The final consonants **w**, **x** and **y** are never doubled when the ending **ed** is added. For example:

<u>Infinitive</u>	<u>Past Participle</u>
to <u>follow</u>	followed
to <u>box</u>	boxed
to port <u>ray</u>	portrayed

It should also be noted that final consonants immediately preceded by two vowels are not doubled when the ending **ed** is added. For example:

<u>Infinitive</u>	<u>Past Participle</u>
to greet	greeted
to rain	rained
to soak	soaked
to treat	treated

See [Exercise 4](#).

4. Pronunciation of the **ed** ending

The ending **ed** is usually not pronounced as a separate syllable. For instance, in each of the following examples, both the bare infinitive and the past participle consist of one syllable. For example:

<u>Bare Infinitive</u>	<u>Past Participle</u>
puff	puffed
work	worked

miss
watch

missed
watched

However, when the ending **ed** is added to verbs which end in **d** or **t**, the **ed** ending of the past participle is pronounced as a separate syllable. The reason for this is that the sounds of **d** and **t** are so similar to the sound of the **ed** ending, that the ending must be pronounced as a separate syllable in order to be heard clearly.

In each of the following examples, the bare infinitive consists of one syllable; whereas the past participle consists of two syllables. For example:

Bare Infinitive

add
land
hunt
wait

Past Participle

added
landed
hunted
waited

Similarly, when **d** is added to verbs ending in a silent **e** preceded by **d** or **t**, the final **ed** of the past participle is pronounced as a separate syllable. In each of the following examples, the bare infinitive consists of one syllable; whereas the past participle consists of two syllables. For example:

Bare Infinitive

fade
glide
cite
note

Past Participle

faded
glided
cited
noted

See [Exercise 5](#).

5. Formation of the present perfect: Irregular verbs

In addition to **regular** English verbs, there are many **irregular** English verbs, which do not form the past participle with the ending **ed**. The English irregular verbs are related to the **strong** verbs of the German language. The following are examples of irregular English verbs. For example:

Bare Infinitive

begin
find
go
let
take

Past Participle

begun
found
gone
let
taken

The past participles of irregular English verbs are formed in an unpredictable manner, and must be memorized. A [table of common English irregular verbs](#) is provided.

Except for the irregularity of the past participle, the formation of the Present Perfect

tense is the same for an irregular verb as for a regular verb. In both cases, the Simple Present of the auxiliary **to have** is followed by the past participle of the verb.

For instance, the irregular verb **to take** has the past participle **taken**. Thus, the Present Perfect of the irregular verb **to take** is conjugated as follows:

I have taken
you have taken
he has taken
she has taken
it has taken
we have taken
they have taken

See [Exercise 6](#).

6. Questions and negative statements

As is the case with other English tenses, questions and negative statements in the Present Perfect are formed using the auxiliary. In the case of the Present Perfect, the auxiliary is **have** or **has**.

a. Questions

In order to form a question, the auxiliary is placed before the subject of the verb. For example:

Affirmative Statement

I have worked.
You have worked.
He has worked.
She has worked.
It has worked.
We have worked.
They have worked.

Question

Have I worked?
Have you worked?
Has he worked?
Has she worked?
Has it worked?
Have we worked?
Have they worked?

b. Negative statements

In order to form a negative statement, the word **not** is placed after the auxiliary. For example:

Affirmative Statement

I have worked.
You have worked.
He has worked.
She has worked.
It has worked.

Negative Statement

I have not worked.
You have not worked.
He has not worked.
She has not worked.
It has not worked.

We have worked.
They have worked.

We have not worked.
They have not worked.

The following contractions are often used in spoken English:

Without Contractions

have not
has not

With Contractions

haven't
hasn't

c. Negative questions

In order to form a negative question, the auxiliary is placed before the subject, and the word **not** is placed after the subject. However, when contractions are used, the contracted form of **not** follows immediately after the auxiliary. For example:

Without Contractions

Have I not worked?
Have you not worked?
Has he not worked?
Has she not worked?
Has it not worked?
Have we not worked?
Have they not worked?

With Contractions

Haven't I worked?
Haven't you worked?
Hasn't he worked?
Hasn't she worked?
Hasn't it worked?
Haven't we worked?
Haven't they worked?

d. Tag questions

Tag questions are also formed using the auxiliary. In the following examples, the negative tag questions are underlined.

Affirmative Statement

I have worked.
You have worked.
He has worked.
She has worked.
It has worked.
We have worked.
They have worked.

Affirmative Statement with Tag Question

I have worked, haven't I?
You have worked, haven't you?
He has worked, hasn't he?
She has worked, hasn't she?
It has worked, hasn't it?
We have worked, haven't we?
They have worked, haven't they?

See [Exercise 7](#).

7. The present perfect continuous

a. Use

The Present Perfect Continuous tense is used to express continuous, ongoing actions which have already been completed at the time of speaking or writing.

In the following example, the verb in the Present Perfect Continuous tense is underlined.

e.g. The bus has been waiting for one hour.

The use of the Present Perfect Continuous tense in this example indicates that, at the time of speaking or writing, the bus has completed one hour of continuous waiting.

b. Formation

The Present Perfect Continuous tense of any English verb is formed from the Present Perfect of **to be**, followed by the present participle of the verb. For instance, the Present Perfect Continuous tense of the verb **to work** is conjugated as follows:

I have been working
you have been working
he has been working
she has been working
it has been working
we have been working
they have been working

Thus, it can be seen that the Present Perfect Continuous tense has two auxiliaries. The first auxiliary is **have** or **has**, and the second auxiliary is **been**.

See [Exercise 8](#).

c. Questions and negative statements

When a verb has more than one auxiliary, it is the first auxiliary which must change its form to agree with the subject of the verb. It is also the first auxiliary which is used to form questions and negative statements.

Questions are formed by placing the first auxiliary before the subject of the verb. For example:

Affirmative Statement

I have been working.
You have been working.
He has been working.
She has been working.
It has been working.
We have been working.
They have been working.

Question

Have I been working?
Have you been working?
Has he been working?
Has she been working?
Has it been working?
Have we been working?
Have they been working?

Negative statements are formed by placing the word **not** after the first auxiliary. For example:

Affirmative Statement

I have been working.
You have been working.
He has been working.
She has been working.
It has been working.
We have been working.

Negative Statement

I have not been working.
You have not been working.
He has not been working.
She has not been working.
It has not been working.
We have not been working.

They have been working.

They have not been working.

Negative questions are formed by placing the first auxiliary before the subject, and the word **not** after the subject. However, when contractions are used, the contracted form of **not** follows immediately after the first auxiliary. For example:

Without Contractions

Have I not been working?
Have you not been working?
Has he not been working?
Has she not been working?
Has it not been working?
Have we not been working?
Have they not been working?

With Contractions

Haven't I been working?
Haven't you been working?
Hasn't he been working?
Hasn't she been working?
Hasn't it been working?
Haven't we been working?
Haven't they been working?

Tag questions are formed using the first auxiliary. In the following examples, the negative tag questions are underlined. For example:

Affirmative Statement

I have been working.
You have been working.
He has been working.
She has been working.
It has been working.
We have been working.
They have been working.

Affirmative Statement with Tag Question

I have been working, haven't I?
You have been working, haven't you?
He has been working, hasn't he?
She has been working, hasn't she?
It has been working, hasn't it?
We have been working, haven't we?
They have been working, haven't they?

EXERCISES for Chapter 4

1. Using the Present Perfect tense, fill in the blanks with the correct forms of the verbs shown in brackets. For example:

We _____ the contest. (to enter)

We have entered the contest.

He _____ the work. (to finish)

He has finished the work.

1. They _____ a pizza. (to order)
2. It _____ to rain. (to start)
3. You _____ the question. (to answer)
4. I _____ the eggs. (to cook)
5. We _____ the sauce. (to heat)
6. He _____ the room. (to clean)
7. She _____ the car. (to start)
8. They _____ on the door. (to knock)
9. You _____ on the lights. (to turn)
10. She _____ them to come. (to ask)

Answers

2. Rewrite the following sentences, using the contracted form of the auxiliary **to have**.

For example:

It has started.

It's started.

We have telephoned.

We've telephoned.

1. I have agreed.
2. You have moved.
3. He has looked.
4. We have argued.
5. They have explained.
6. You have waited.
7. She has answered.
8. We have finished.
9. It has cooled.
10. I have ordered.

[Answers](#)

3. Paying attention to the spelling of the past participles, fill in the blanks using the Present Perfect tense of the regular verbs shown in brackets. For example:

She _____ hard. (to try)

She has tried hard.

He _____ his friend. (to annoy)

He has annoyed his friend.

1. We _____ them. (to envy)
2. She _____ the clarinet for five years. (to play)
3. You _____ for the job. (to apply)
4. We _____ the eggs. (to fry)
5. They _____ six people. (to employ)
6. He _____ the wall with paint. (to spray)
7. I _____ home. (to hurry)
8. They _____ unusual intelligence. (to display)
9. It _____ our chances. (to destroy)
10. You _____ on your bicycle. (to rely)

[Answers](#)

4. Paying attention to the spelling of the past participles, fill in the blanks using the Present Perfect tense of the regular verbs shown in brackets. For example:

He _____ the child. (to scare)

He has scared the child.

They _____ the hillside. (to scar)

They have scarred the hillside.

1. She _____. (to apologize)
2. I _____ the soup. (to stir)

3. It _____. (to stop)
4. We _____ what happened. (to explain)
5. They _____ a concert. (to plan)
6. You _____ the table. (to wipe)
7. We _____ our hopes on you. (to pin)
8. She _____ the choir. (to join)
9. They _____ an eagle. (to spot)
10. It _____ every day. (to rain)
11. You _____ the cream. (to whip)
12. She _____ everything. (to arrange)

Answers

5. Keeping in mind that the ending **ed** forms a separate syllable only when it follows the letter **d** or **t**, indicate the number of syllables in each of the following past participles. Read each of the the past participles aloud. For example:

___ pained
1 pained

___ painted
2 painted

1. ___ waited
2. ___ wailed
3. ___ pinned
4. ___ printed
5. ___ acted
6. ___ added
7. ___ wanted
8. ___ warned
9. ___ raced
10. ___ rated
11. ___ joined
12. ___ jumped
13. ___ folded
14. ___ frowned
15. ___ passed
16. ___ patted
17. ___ raided
18. ___ rained
19. ___ stared
20. ___ started

Answers

6. Referring to the table of [irregular verbs](#) if necessary, fill in the blanks with the Present Perfect tense of the irregular verbs shown in brackets. For example:

They _____ tall. (to grow)
They have grown tall.

He _____ it. (to choose)
He has chosen it.

1. We _____ lunch. (to eat)
2. I _____ the floor. (to sweep)
3. She _____ in a choir. (to sing)
4. They _____ to work. (to go)
5. You _____ your way. (to lose)
6. He _____ earlier than usual. (to rise)
7. We _____ to everyone. (to speak)
8. I _____ the kingfisher. (to see)
9. They _____ each other a long time. (to know)
10. She _____ here from France. (to fly)
11. He _____ very helpful. (to be)
12. I _____ the blue cloth. (to cut)
13. We _____ two letters. (to write)
14. They _____ the competition. (to win)
15. She _____ no one. (to tell)
16. It _____ a long time. (to take)
17. You _____ to do it. (to forget)
18. I _____ it. (to hear)
19. They _____ town. (to leave)
20. He _____ the problem. (to understand)

Answers

7. Following the model of the examples, rewrite the following affirmative statements as questions, negative statements, negative questions without contractions, negative questions with contractions, and affirmative statements followed by negative tag questions. For example:

I have read this book.
Have I read this book?
I have not read this book.
Have I not read this book?
Haven't I read this book?
I have read this book, haven't I?

He has found the answer.
Has he found the answer?
He has not found the answer.
Has he not found the answer?
Hasn't he found the answer?
He has found the answer, hasn't he?

1. They have eaten the cookies.
2. She has told the truth.
3. He has run fast.
4. We have watered the plants.
5. You have hurried.

Answers

8. Paying attention to the spelling of the present participles, fill in the blanks using the correct forms of the verbs shown in brackets. For example:

I _____ all night. (to work)
I have been working all night.

She _____ the trumpet. (to practise)
She has been practising the trumpet.

1. We _____ for you. (to wait)
2. They _____ a race. (to run)
3. He _____ a book. (to read)
4. You _____ a letter. (to write)
5. I _____ the table. (to set)
6. It _____ for hours. (to rain)
7. We _____ here for three years. (to live)
8. She _____ to us. (to speak)
9. You _____ presents. (to buy)
10. They _____ a trip. (to plan)

Answers

9. Following the model of the example, rewrite the following two affirmative statements as questions, negative statements, negative questions without contractions, negative questions with contractions, and affirmative statements followed by negative tag questions. For example:

They have been enjoying themselves.
Have they been enjoying themselves?
They have not been enjoying themselves.
Have they not been enjoying themselves?
Haven't they been enjoying themselves?
They have been enjoying themselves, haven't they?

1. It has been snowing.
2. You have been visiting your friends.

Answers

ANSWERS TO THE EXERCISES for Chapter 4

Answers to [Exercise 1](#):

1. have ordered 2. has started 3. have answered 4. have cooked 5. have heated 6. has cleaned 7. has started 8. have knocked 9. have turned 10. has asked

Answers to [Exercise 2](#):

1. I've agreed. 2. You've moved. 3. He's looked. 4. We've argued. 5. They've explained. 6. You've waited. 7. She's answered. 8. We've finished. 9. It's cooled. 10. I've ordered.

Answers to [Exercise 3](#):

1. have envied 2. has played 3. have applied 4. have fried 5. have employed 6. has sprayed 7. have hurried 8. have displayed 9. has destroyed 10. have relied

Answers to [Exercise 4](#):

1. has apologized 2. have stirred 3. has stopped 4. have explained 5. have planned 6. have wiped 7. have pinned 8. has joined 9. have spotted 10. has rained 11. have whipped 12. has arranged

Answers to **Exercise 5**:

1. 2 2. 1 3. 1 4. 2 5. 2 6. 2 7. 2 8. 1 9. 1 10. 2 11. 1 12. 1 13. 2 14. 1 15. 1 16. 2 17. 2 18. 1 19. 1 20. 2

Answers to **Exercise 6**:

1. have eaten 2. have swept 3. has sung 4. have gone 5. have lost 6. has risen 7. have spoken 8. have seen 9. have known 10. has flown 11. has been 12. have cut 13. have written 14. have won 15. has told 16. has taken 17. have forgotten 18. have heard 19. have left 20. has understood

Answers to **Exercise 7**:

1. Have they eaten the cookies? They have not eaten the cookies. Have they not eaten the cookies? Haven't they eaten the cookies? They have eaten the cookies, haven't they?
2. Has she told the truth? She has not told the truth. Has she not told the truth? Hasn't she told the truth? She has told the truth, hasn't she?
3. Has he run fast? He has not run fast. Has he not run fast? Hasn't he run fast? He has run fast, hasn't he?
4. Have we watered the plants? We have not watered the plants. Have we not watered the plants? Haven't we watered the plants? We have watered the plants, haven't we?
5. Have you hurried? You have not hurried. Have you not hurried? Haven't you hurried? You have hurried, haven't you?

Answers to **Exercise 8**:

1. have been waiting 2. have been running 3. has been reading 4. have been writing 5. have been setting 6. has been raining 7. have been living 8. has been speaking 9. have been buying 10. have been planning

Answers to **Exercise 9**:

1. Has it been snowing? It has not been snowing. Has it not been snowing? Hasn't it been snowing? It has been snowing, hasn't it?
2. Have you been visiting your friends? You have not been visiting your friends. Have you not been visiting your friends? Haven't you been visiting your friends? You have been visiting your friends, haven't you?

CHAPTER 5. THE SIMPLE PAST

1. Uses of the simple past

The uses of the Simple Past are somewhat similar to the uses of the Simple Present, except that past states or actions are expressed. In the examples given below, the verbs in the Simple Past are underlined.

For instance, the Simple Past can be used to express actions which occurred at regular intervals in the past.

e.g. Last year I drove to Yarmouth once a week.

In addition, the Simple Past is used to describe situations which existed for a period of time in the past.

e.g. Millions of years ago, dinosaurs inhabited the earth.

George Washington was the first president of the United States.

The Simple Past is also used to express non-continuous actions which occurred at a definite time in the past.

e.g. Columbus reached America in 1492.

I graduated from school last year.

2. Formation of the simple past

a. The verb To Be

The Simple Past of the verb **to be** is conjugated as follows:

I was
you were
he was
she was
it was
we were
they were

See [Exercise 1](#).

i. Questions and negative statements

The Simple Present and Simple Past of the verb **to be** do not use auxiliaries to form questions and negative statements. Instead, the verb itself is used.

The verb **to be** forms questions and negative statements in the same way in the Simple Past as in the Simple Present. In order to form a question, the verb is placed before the subject. For example:

Affirmative Statement

I was awake.
They were ready.

Question

Was I awake?
Were they ready?

In order to form a negative statement, the word **not** is placed after the verb. For example:

Affirmative Statement

I was awake.
They were ready.

Negative Statement

I was not awake.
They were not ready.

In spoken English, the following contractions are often used:

Without Contractions

With Contractions

was not
were not

wasn't
weren't

In order to form a negative question, the verb is placed before the subject, and the word **not** is placed after the subject. However, when contractions are used, the contracted form of **not** immediately follows the verb. For example:

Without Contractions

Was I not awake?
Were they not ready?

With Contractions

Wasn't I awake?
Weren't they ready?

In order to form tag questions, the verb itself is used. In the following examples, the negative tag questions are underlined. Contractions are usually used in negative tag questions.

Affirmative Statement

I was awake.
They were ready.

Affirmative Statement with Tag Question

I was awake, wasn't I?
They were ready, weren't they?

See [Exercise 2](#).

b. Other verbs

English verbs other than the verb **to be** have the same form in the Simple Past, regardless of the subject.

In the case of regular English verbs, the Simple Past has the same form as the past participle. For example, the Simple Past of the regular verb **to work** is conjugated as follows:

I worked
you worked
he worked
she worked
it worked
we worked
they worked

See [Exercise 3](#).

In the case of irregular English verbs, the form of the Simple Past must be memorized. As illustrated by the examples below, for some irregular verbs, the Simple Past is the same as the past participle; whereas for others, the Simple Past differs from the past participle. A table of [140 common English irregular verbs](#) is provided. For example:

Bare Infinitive

begin
find
go

Simple Past

began
found
went

Past Participle

begun
found
gone

let
take

let
took

let
taken

Like the regular verbs, irregular verbs other than the verb **to be** do not modify in the Simple Past, but have the same form, regardless of the subject. For example, the Simple Past of the irregular verb **to take** is conjugated as follows:

I took
you took
he took
she took
it took
we took
they took

See [Exercise 4](#).

i. Questions and negative statements

In both the Simple Present and the Simple Past of verbs other than the verb **to be**, questions and negative statements are formed using the auxiliary **to do** and the bare infinitive.

For questions and negative statements in the Simple Past, the Simple Past of the auxiliary **to do** is used. The Simple Past of **to do** is conjugated as follows:

I did
you did
he did
she did
it did
we did
they did

In order to change an affirmative statement into a question, **did** is placed before the subject, and the form of the verb is changed from the Simple Past to the bare infinitive. In the following example, the regular verb **to work** is used. The verb **to work** has the Simple Past **worked**, and the bare infinitive **work**.

Affirmative Statement

I worked.
You worked.
He worked.
She worked.
It worked.
We worked.
They worked.

Question

Did I work?
Did you work?
Did he work?
Did she work?
Did it work?
Did we work?
Did they work?

See [Exercise 5](#).

In order to change an affirmative statement into a negative statement, **did not** is placed after the subject, and the form of the verb is changed to the bare infinitive. In the following example, the irregular verb **to speak** is used. The verb **to speak** has the bare infinitive **speak** and the Simple Past **spoke**.

Affirmative Statement

I spoke.
You spoke.
He spoke.
She spoke.
It spoke.
We spoke.
They spoke.

Negative Statement

I did not speak.
You did not speak.
He did not speak.
She did not speak.
It did not speak.
We did not speak.
They did not speak.

See [Exercise 6](#).

In spoken English, the following contraction is often used:

Without Contraction

did not

With Contraction

didn't

In order to change an affirmative statement into a negative Question, **did** is placed before the subject, **not** is placed after the subject, and the form of the verb is changed to the bare infinitive. However, when contractions are used, the contracted form of **not** follows immediately after the auxiliary **did**. For example:

Without Contractions

Did I not work?
Did you not work?
Did he not work?
Did she not work?
Did it not work?
Did we not work?
Did they not work?

With Contractions

Didn't I work?
Didn't you work?
Didn't he work?
Didn't she work?
Didn't it work?
Didn't we work?
Didn't they work?

Tag questions are formed using the auxiliary **did**. In the following examples, the negative tag questions are underlined. Contractions are usually used in negative tag questions.

Affirmative Statement

I worked.
You worked.
He worked.
She worked.
It worked.
We worked.
They worked.

Affirmative Statement with Tag Question

I worked, didn't I?
You worked, didn't you?
He worked, didn't he?
She worked, didn't she?
It worked, didn't it?
We worked, didn't we?
They worked, didn't they?

See [Exercise 7](#).

3. The simple past of To Use followed by an infinitive

The Simple Past of the verb **to use**, followed by an infinitive, generally refers to something which took place repeatedly or continuously in the past, but which no longer takes place.

In the following examples, the Simple Past of **to use** is printed in bold type, and the infinitives which follow it are underlined. The Simple Past of **to use** is **used**.

e.g. The ferry **used** to operate every day.

We **used** to live on Duke Street.

In the first example, the use of **used** followed by the infinitive indicates that in the past the ferry operated every day, but now it does not operate every day. In the second example, the use of **used** followed by the infinitive indicates that in the past we lived on Duke Street, but now we do not live on Duke Street.

EXERCISES for Chapter 5

1. Using the Simple Past tense, fill in the blanks with the correct forms of the verb **to be**. For example:

I ____ calm.

I was calm.

You ____ right.

You were right.

1. He _____ happy.
2. We _____ students.
3. They _____ ambitious.
4. You _____ clever.
5. It _____ hot.
6. I _____ busy.
7. We _____ patient.
8. She _____ eleven years old.
9. They _____ intelligent.
10. He _____ in a hurry.

[Answers](#)

2. Rewrite the following affirmative statements as questions, negative statements, negative questions without contractions, negative questions with contractions, and affirmative statements followed by negative tag questions. For example:

You were on time.

Were you on time?

You were not on time.

Were you not on time?
Weren't you on time?
You were on time, weren't you?

It was warm enough.
Was it warm enough?
It was not warm enough.
Was it not warm enough?
Wasn't it warm enough?
It was warm enough, wasn't it?

1. I was late.
2. They were in a hurry.
3. He was an artist.
4. We were right.
5. She was there.

Answers

3. Paying attention to the correct spelling, fill in the blanks with the Simple Past of the regular verbs shown in brackets. For example:

It _____ raining. (to stop)
It stopped raining.

I _____ myself. (to disguise)
I disguised myself.

1. She _____ through the book. (to flip)
2. We _____ the traffic. (to watch)
3. You _____ the flowers carefully. (to arrange)
4. He _____ about his success. (to brag)
5. They _____ sightseeing. (to enjoy)
6. He _____ us with pencils. (to supply)
7. I _____ the child. (to reassure)
8. We _____ for them. (to wait)
9. They _____ the books overseas. (to ship)
10. She _____ too much. (to worry)

Answers

4. Referring to the table of English [irregular verbs](#) if necessary, fill in the blanks with the Simple Past tense of the irregular verbs shown in brackets. For example:

They _____ a song. (to write)
They wrote a song.

We _____ the floor. (to sweep)
We swept the floor.

1. She _____ the dishes. (to do)
2. They _____ for a walk. (to go)
3. He _____ his time. (to take)
4. I _____ the beds. (to make)

5. They _____ to catch the bus. (to run)
6. She _____ up quickly. (to get)
7. You _____ the coffee. (to drink)
8. We _____ soundly. (to sleep)
9. He _____ his books. (to forget)
10. I _____ the house. (to leave)

Answers

5. Paying attention to the correct forms of the bare infinitives, change the following affirmative statements into questions. For example:

He lifted the suitcase.
Did he lift the suitcase?

I paid the rent.
Did I pay the rent?

1. She hurried to school.
2. They carried the parcels.
3. You closed the door.
4. I plugged in the lamp.
5. They planned the party.
6. We taught the class.
7. She told a story.
8. They struck a bargain.
9. He met his friends.
10. I shook hands.

Answers

6. Paying attention to the correct forms of the bare infinitives, change the following affirmative statements into negative statements. For example:

I scanned the newspaper.
I did not scan the newspaper.

They flew to Toronto.
They did not fly to Toronto.

1. We enjoyed ourselves.
2. She pinned on the brooch.
3. I fanned myself.
4. They emptied their pockets.
5. You replied at once.
6. He went to work.
7. We swam across the river.
8. They took the bus.
9. I shut the windows.
10. You ran fast.

Answers

7. Paying attention to the correct forms of the bare infinitives, change the following affirmative statements into negative questions. Give both the forms without

contractions and the forms with contractions. For example:

You walked quickly.
Did you not walk quickly?
Didn't you walk quickly?

He burst the balloon.
Did he not burst the balloon?
Didn't he burst the balloon?

1. You watched the game.
2. I climbed the ladder.
3. We pleased the visitors.
4. They canned the peaches.
5. He received the letter.
6. You saw the fireworks.
7. It cost five dollars.
8. She hit the ball.
9. He did his homework.
10. They cut the ribbon.

[Answers](#)

8. Rewrite the following sentences, changing the underlined verbs from the Simple Past to the form with **used** followed by the infinitive. For example:

They took the bus.
They used to take the bus.

She traveled every year.
She used to travel every year.

1. It snowed heavily.
2. I came often.
3. We were neighbors.
4. He wrote many letters.
5. They walked to work.
6. He teased us.
7. She told us stories.
8. You rode a bicycle.

[Answers](#)

ANSWERS TO THE EXERCISES for Chapter 5

Answers to [Exercise 1](#):

1. was 2. were 3. were 4. were 5. was 6. was 7. were 8. was 9. were 10. was

Answers to [Exercise 2](#):

1. Was I late? I was not late. Was I not late? Wasn't I late? I was late, wasn't I?
2. Were they in a hurry? They were not in a hurry. Were they not in a hurry? Weren't they in a hurry? They were in a hurry, weren't they?

3. Was he an artist? He was not an artist. Was he not an artist? Wasn't he an artist? He was an artist, wasn't he?
4. Were we right? We were not right. Were we not right? Weren't we right? We were right, weren't we?
5. Was she there? She was not there. Was she not there? Wasn't she there? She was there, wasn't she?

Answers to **Exercise 3**:

1. flipped 2. watched 3. arranged 4. bragged 5. enjoyed 6. supplied 7. reassured 8. waited 9. shipped 10. worried

Answers to **Exercise 4**:

1. did 2. went 3. took 4. made 5. ran 6. got 7. drank 8. slept 9. forgot 10. left

Answers to **Exercise 5**:

1. Did she hurry to school? 2. Did they carry the parcels? 3. Did you close the door? 4. Did I plug in the lamp? 5. Did they plan the party? 6. Did we teach the class? 7. Did she tell a story? 8. Did they strike a bargain? 9. Did he meet his friends? 10. Did I shake hands?

Answers to **Exercise 6**:

1. We did not enjoy ourselves. 2. She did not pin on the brooch. 3. I did not fan myself. 4. They did not empty their pockets. 5. You did not reply at once. 6. He did not go to work. 7. We did not swim across the river. 8. They did not take the bus. 9. I did not shut the windows. 10. You did not run fast.

Answers to **Exercise 7**:

1. Did you not watch the game? Didn't you watch the game?
2. Did I not climb the ladder? Didn't I climb the ladder?
3. Did we not please the visitors? Didn't we please the visitors?
4. Did they not can the peaches? Didn't they can the peaches?
5. Did he not receive the letter? Didn't he receive the letter?
6. Did you not see the fireworks? Didn't you see the fireworks?
7. Did it not cost five dollars? Didn't it cost five dollars?
8. Did she not hit the ball? Didn't she hit the ball?
9. Did he not do his homework? Didn't he do his homework?
10. Did they not cut the ribbon? Didn't they cut the ribbon?

Answers to **Exercise 8**:

1. It used to snow heavily. 2. I used to come often. 3. We used to be neighbors. 4. He used to write many letters. 5. They used to walk to work. 6. He used to tease us. 7. She used to tell us stories. 8. You used to ride a bicycle.

CHAPTER 6. THE PAST CONTINUOUS, THE PAST PERFECT AND THE PAST PERFECT CONTINUOUS

1. Summary of the uses of the English tenses

There are four types of verb tense in English: the Simple, the Continuous, the Perfect, and the Perfect Continuous. Each type of tense has a Present, a Past, and a Future

form, as well as other modal forms.

Thus, just as there are four present tenses in English, there are also four past tenses: the Simple Past, the Past Continuous, the Past Perfect, and the Past Perfect Continuous.

As will be shown below, the three forms of each type of tense are closely related in terms of their use and formation. For instance, the Present Continuous, Past Continuous, and Future Continuous tenses are all used to express continuous, ongoing actions; and are all formed from the verb **to be** followed by the present participle. The differences are that the Present Continuous is formed with the Simple Present of the verb **to be**, and is used mainly to express present actions; the Past Continuous is formed with the Simple Past of the verb **to be**, and is used to express past actions; and the Future Continuous is formed with the Simple Future of the verb **to be**, and is used to express future actions.

The uses of the Simple, Continuous, Perfect, and Perfect Continuous tenses are summarized in the following table.

The Uses of the English Tenses

<u>Type of Tense</u>	<u>Type of Action Expressed</u>
Simple	<ul style="list-style-type: none">- actions occurring at regular intervals- general truths, or situations existing for a period of time- non-continuous actions
Continuous	<ul style="list-style-type: none">- continuous, ongoing actions
Perfect	<ul style="list-style-type: none">- non-continuous actions completed before a certain time
Perfect Continuous	<ul style="list-style-type: none">- continuous, ongoing actions completed before a certain time

2. The past continuous

a. Use

The Past Continuous tense is used to express continuous, ongoing actions which took place in the past. In the following examples, the verbs in the Past Continuous tense are underlined.

e.g. He was traveling in Europe last summer.

They were playing tennis yesterday afternoon.

The Past Continuous tense is frequently used to refer to an ongoing action which was taking place when something else occurred in the past.

e.g. I was washing the dishes when the telephone rang.

We were entertaining friends when the parcel arrived.

In the first example, the use of the Past Continuous tense indicates that the action of washing the dishes was taking place at the time when the telephone rang. In the second

example, the use of the Past Continuous tense indicates that the action of entertaining friends was taking place at the time when the parcel arrived.

b. Formation

The Past Continuous tense is formed from the Simple Past of the auxiliary **to be**, followed by the present participle of the verb. For example, the Past Continuous of the verb **to work** is conjugated as follows:

I was working
you were working
he was working
she was working
it was working
we were working
they were working

See [Exercise 1](#).

c. Questions and negative statements

As is the case with other English tenses, questions and negative statements in the Past Continuous are formed using the auxiliary.

Questions are formed by placing the auxiliary before the subject. For example:

Affirmative Statement

I was working.
They were working.

Question

Was I working?
Were they working?

Negative statements are formed by placing the word **not** after the auxiliary. For example:

Affirmative Statement

I was working.
They were working.

Negative Statement

I was not working.
They were not working.

In spoken English, the contractions **wasn't** and **weren't** are often used.

Negative questions are formed by placing the auxiliary before the subject, and the word **not** after the subject. However, when contractions are used, the contracted form of **not** immediately follows the auxiliary. The following are examples of negative questions with and without contractions:

Without Contractions

Was I not working?
Were they not working?

With Contractions

Wasn't I working?
Weren't they working?

Tag questions are formed using the auxiliary. In the following examples, the negative

tag questions are underlined. Contractions are usually used in negative tag questions. For example:

Affirmative Statement

I was working.

They were working.

Affirmative Statement with Tag Question

I was working, wasn't I?

They were working, weren't they?

See [Exercises 2](#) and [3](#).

3. The past perfect

a. Use

The Past Perfect tense is used to refer to a non-continuous action in the past, which was already completed by the time another action in the past took place. In the following examples, the verbs in the Past Perfect tense are underlined.

e.g. She had heard the news before I saw her.

I had finished my work by the time the clock struck twelve.

In the preceding examples, the verbs **had heard** and **had finished** are in the Past Perfect tense, and the verbs **saw** and **struck** are in the Simple Past. The use of the Past Perfect tense indicates that the actions of hearing the news and finishing the work were already completed by the time the actions expressed by the verbs in the Simple Past took place.

b. Formation

The Past Perfect tense is formed from the Simple Past of the auxiliary **to have**, followed by the past participle of the verb.

The Simple Past of **to have** is **had**. In spoken English, the auxiliary **had** is often contracted to 'd. For example, the Past Perfect of the verb **to work** is conjugated as follows:

Without Contractions

I had worked

you had worked

he had worked

she had worked

it had worked

we had worked

they had worked

With Contractions

I'd worked

you'd worked

he'd worked

she'd worked

it'd worked

we'd worked

they'd worked

The contraction **it'd** is less frequently used than the other contractions, since it is more difficult to pronounce.

See [Exercise 4](#).

c. Questions and negative statements

As is the case with other English tenses, questions and negative statements in the Past Perfect tense are formed using the auxiliary.

Questions are formed by placing the auxiliary before the subject. For example:

Affirmative Statement

I had worked.
They had worked.

Question

Had I worked?
Had they worked?

Negative statements are formed by placing the word **not** after the auxiliary. For example:

Affirmative Statement

I had worked.
They had worked.

Negative Statement

I had not worked.
They had not worked.

In spoken English, the following contraction is often used:

Without Contraction

had not

With Contraction

hadn't

Negative questions are formed by placing the auxiliary before the subject, and the word **not** after the subject. However, when contractions are used, the contracted form of **not** follows immediately after the auxiliary. For example:

Without Contraction

Had I not worked?
Had they not worked?

With Contraction

Hadn't I worked?
Hadn't they worked?

Tag questions are formed using the auxiliary. In the following examples, the negative tag questions are underlined. Contractions are usually used in negative tag questions.

Affirmative Statement

I had worked.
They had worked.

Affirmative Statement with Tag Question

I had worked, hadn't I?
They had worked, hadn't they?

See [Exercises 5](#) and [6](#).

4. The past perfect continuous

a. Use

The Past Perfect Continuous tense is used to refer to a continuous, ongoing action in the past which was already completed by the time another action in the past took place. In the following examples, the verbs in the Past Perfect Continuous tense are underlined.

e.g. I had been waiting for two months by the time I received the reply.

He had been thinking about his friends shortly before they called.

In the preceding examples, the verbs **had been waiting** and **had been thinking** are in the Past Perfect Continuous tense, and the verbs **received** and **called** are in the Simple Past. The use of the Past Perfect Continuous tense indicates that the actions of waiting and thinking were continuous, and were completed by the time the actions expressed by the verbs in the Simple Past took place.

b. Formation

The Past Perfect Continuous tense is formed from the Past Perfect of the auxiliary **to be**, followed by the present participle of the verb. For example, the Past Perfect Continuous tense of the verb **to work** is conjugated as follows:

I had been working
you had been working
he had been working
she had been working
it had been working
we had been working
they had been working

The auxiliary **had** is often contracted to **'d** in spoken English.

See [Exercise 7](#).

c. Questions and negative statements

As is the case with other English tenses, questions and negative statements in the Past Perfect Continuous tense are formed using the first auxiliary.

Questions are formed by placing the first auxiliary before the subject. For example:

Affirmative Statement

I had been working.
They had been working.

Question

Had I been working?
Had they been working?

Negative statements are formed by placing the word **not** after the first auxiliary. For example:

Affirmative Statement

I had been working.
They had been working.

Negative Statement

I had not been working.
They had not been working.

Negative questions are formed by placing the first auxiliary before the subject, and the word **not** after the subject. However, when contractions are used, the contracted form of **not** follows immediately after the first auxiliary. For example:

Without Contractions

Had I not been working?
Had they not been working?

With Contractions

Hadn't I been working?
Hadn't they been working?

Tag questions are formed using the first auxiliary. In the following examples, the negative tag questions are underlined. Contractions are usually used in negative tag questions.

Affirmative Statement

I had been working.
They had been working.

Affirmative Statement with Tag Question

I had been working, hadn't I?
They had been working, hadn't they?

See [Exercises 8](#) and [9](#).

5. Summary of the formation of the English present and past tenses

The following table summarizes the formation of the English present and past tenses.

<u>Tense</u>	<u>Auxiliary</u>	<u>Verb Form</u>
Simple Present	do/does *	bare infinitive **
Present Continuous	am/is/are	present participle
Present Perfect	have/has	past participle
Present Perfect Continuous	have/has been	present participle
Simple Past	did *	bare infinitive ***
Past Continuous	was/were	present participle
Past Perfect	had	past participle
Past Perfect Continuous	had been	present participle

* In the Simple Present and Simple Past tenses, the auxiliaries are used only for emphasis, and for the formation of questions and negative statements. Auxiliaries are never used with the Simple Present or Simple Past of the verb **to be**.

** When used without the auxiliary, the third person singular of the Simple Present has the ending **s**.

*** When the verb is used without the auxiliary, the Simple Past form of the verb is used. For regular verbs, and for many irregular verbs, the Simple Past has the same form as the past participle.

See [Exercise 10](#).

6. Emphatic statements

In spoken English, words can be emphasized by being pronounced with a heavier stress than usual. This type of emphasis is usually indicated in written English by means of italics or underlining. In the following examples, emphasized words are indicated by means of underlining.

Emphatic statements are often used in conversation; for instance, when one speaker is contradicting another.

e.g. "I don't believe he works very hard."

"Yes, he does work hard."

When it is desired to emphasize a verb, it is generally the first auxiliary which is stressed. For instance, in the sentence **I am working hard**, the verb can be emphasized by stressing the auxiliary **am**.

e.g. I am working hard.

Usually, no auxiliary is required for affirmative statements in the Simple Present and Simple Past. However, in order to make such statements emphatic, for verbs other than the verb **to be**, the auxiliary **to do** is used, followed by the bare infinitive. For example, in the Simple Present, the emphatic form of the verb **to work** is formed with the Simple Present of the auxiliary **to do**, as shown below:

Affirmative Statement

I work.
You work.
He works.
She works.
It works.
We work.
They work.

Emphatic Affirmative Statement

I do work.
You do work.
He does work.
She does work.
It does work.
We do work.
They do work.

In the Simple Past, the emphatic form of the verb **to work** is formed with the Simple Past of the auxiliary **to do**, as shown below:

Affirmative Statement

I worked.
You worked.
He worked.
She worked.
It worked.
We worked.
They worked.

Emphatic Affirmative Statement

I did work.
You did work.
He did work.
She did work.
It did work.
We did work.
They did work.

For the emphatic form of the Simple Present of the verb **to be**, no auxiliary is used. Instead, the verb itself is stressed. For example:

Affirmative Statement

I am ready.
It is ready.
They are ready.

Emphatic Affirmative Statement

I am ready.
It is ready.
They are ready.

Similarly, for the emphatic form of the Simple Past of the verb **to be**, no auxiliary is used. Instead, the verb itself is stressed. For example:

Affirmative Statement

Emphatic Affirmative Statement

I was ready.
It was ready.
They were ready.

I was ready.
It was ready.
They were ready.

Examples of emphatic statements in all of the present and past tenses are given in the following table:

<u>Tense</u>	<u>Affirmative Statement</u>	<u>Emphatic Statement</u>
Simple Present	I work.	I <u>do</u> work.
Present Continuous	I am working.	I <u>am</u> working.
Present Perfect	I have worked.	I <u>have</u> worked.
Present Perfect Continuous	I have been working.	I <u>have</u> been working.
Simple Past	I worked.	I <u>did</u> work.
Past Continuous	I was working.	I <u>was</u> working.
Past Perfect	I had worked.	I <u>had</u> worked.
Past Perfect Continuous	I had been working.	I <u>had</u> been working.
Simple Present of to be	I am ready.	I <u>am</u> ready.
Simple Past of to be	I was ready.	I <u>was</u> ready.

It should be noted that questions may be emphasized in the same way as statements.

e.g. Did it work?

Are they ready?

Sometimes it is desired to emphasize a negative statement containing the word **not**. In spoken English, often both the auxiliary and the word **not** are stressed, but in written English, usually only the word **not** is underlined or written in italics. For example:

<u>Negative Statement</u>	<u>Emphatic Negative Statement</u>
He does not know the answer.	He does <u>not</u> know the answer.

When a contracted form of the word **not** is used, it is generally the auxiliary which is stressed in an emphatic statement. For example:

<u>Negative Statement</u>	<u>Emphatic Negative Statement</u>
He doesn't know the answer.	He <u>doesn't</u> know the answer.

EXERCISES for Chapter 6

1. Using the Past Continuous tense, fill in the blanks with the correct forms of the verbs shown in brackets. For example:

I _____ a salad. (to make)

I was making a salad.

They _____ to find some boots. (to try)

They were trying to find some boots.

1. He _____ a book. (to read)

2. We _____ money. (to save)
3. She _____ school. (to attend)
4. It _____. (to thunder)
5. They _____ for the exam. (to study)
6. We _____ ourselves. (to sun)
7. They _____ their way. (to lead)
8. You _____ by bus. (to leave)
9. We _____ through the snow. (to plod)
10. You _____ your goals. (to attain)

Answers

2. Rewrite the following affirmative statements as questions, negative statements, negative questions without contractions, negative questions with contractions, and affirmative statements followed by negative tag questions. For example:

You were learning French.
 Were you learning French?
 You were not learning French.
 Were you not learning French?
 Weren't you learning French?
 You were learning French, weren't you?

1. We were starting a business.
2. She was waiting outside.
3. He was singing.

Answers

3. Using the Past Continuous tense, fill in the blanks with the correct forms of the verbs shown in brackets. For example:

_____ you _____ last night? (to work)
Were you working last night?

It ____ not _____. (to rain)
 It was not raining.

They _____ home. (to hurry)
 They were hurrying home.

1. We _____ for the test. (to prepare)
2. _____ she _____ notes? (to take)
3. I _____ not _____ long. (to wait)
4. They _____ at Woolco. (to shop)
5. _____ it not _____ outside? (to freeze)
6. She _____ on Almond Street last year. (to live)
7. _____ you _____ supper when the phone rang? (to eat)
8. He _____ asleep by the time the lesson ended. (to fall)
9. _____ we not _____ the next chapter? (to discuss)
10. They _____ their books away, when their friends arrived. (to put)
11. You _____ not _____ the news. (to follow)
12. _____ I _____ too much noise? (to make)

Answers

4. Using the Past Perfect tense, fill in the blanks with the correct forms of the verbs shown in brackets. For example:

I _____ the parcel. (to open)
I had opened the parcel.

They _____ to the opera. (to be)
They had been to the opera.

1. She _____ a sweater. (to buy)
2. He _____ to work. (to start)
3. You _____ the message. (to understand)
4. We _____ the appointment. (to forget)
5. They _____ us. (to convince)
6. She _____ the book. (to find)
7. He _____ the envelope. (to tear)
8. You _____ your breakfast. (to finish)
9. We _____ to school. (to go)
10. They _____ the beds. (to make)

[Answers](#)

5. Rewrite the following affirmative statements as questions, negative statements, negative questions without contractions, negative questions with contractions, and affirmative statements followed by negative tag questions. For example:

He had attended the concert.
Had he attended the concert?
He had not attended the concert.
Had he not attended the concert?
Hadn't he attended the concert?
He had attended the concert, hadn't he?

1. You had entered the contest.
2. I had wanted to come.
3. We had arrived on time.

[Answers](#)

6. Using the Past Perfect tense, fill in the blanks with the correct forms of the verbs shown in brackets. For example:

He _____ hard. (to practise)
He had practised hard.

____ they ____ a good job? (to do)
Had they done a good job?

I ____ not ____ the news. (to hear)
I had not heard the news.

1. You _____ it carefully. (to consider)
2. She _____ her way in the woods. (to lose)
3. _____ he not _____ his hands? (to wash)

4. _____ they _____ the letter? (to read)
5. I _____ not _____ the words. (to forget)
6. We _____ to come even before we received the letter. (to decide)
7. _____ he not _____ everything well? (to organize)
8. They _____ not _____ a holiday in a long time. (to have)
9. She _____ to talk to us. (to stop)
10. He _____ not yet _____. (to arrive)
11. _____ you _____ to meet him? (to plan)
12. I _____ not _____ her for a long time. (to see)

Answers

7. Using the Past Perfect Continuous tense, fill in the blanks with the correct forms of the verbs shown in brackets. For example:

We _____ for an apartment. (to search)
 We had been searching for an apartment.

She _____ extra courses. (to take)
 She had been taking extra courses.

1. We _____ the grass. (to cut)
2. You _____ at the photographs. (to look)
3. They _____ you the letters. (to give)
4. He _____ for us. (to wait)
5. She _____ a business. (to run)
6. It _____ all night. (to rain)
7. We _____ them. (to encourage)
8. You _____ on the beach. (to lie)
9. They _____ the sauce. (to taste)
10. He _____ behind. (to lag)

Answers

8. Rewrite the following affirmative statements as questions, negative statements, negative questions without contractions, negative questions with contractions, and affirmative statements followed by negative tag questions. For example:

She had been keeping a diary.
 Had she been keeping a diary?
 She had not been keeping a diary.
 Had she not been keeping a diary?
 Hadn't she been keeping a diary?
 She had been keeping a diary, hadn't she?

1. We had been raking the leaves.
2. You had been visiting your cousins.
3. They had been swimming in the lake.

Answers

9. Using the Past Perfect Continuous tense, fill in the blanks with the correct forms of the verbs shown in brackets. For example:

We _____. (to argue)
 We had been arguing.

____ he _____ well? (to feel)
Had he been feeling well?

I ____ not _____ much walking. (to do)
I had not been doing much walking.

1. You _____ the stove. (to clean)
2. She ____ not _____ regularly. (to come)
3. ____ they not _____ on you? (to count)
4. We _____ for shoes. (to look)
5. ____ it not _____ that day? (to snow)
6. I _____ for groceries. (to shop)
7. ____ he not _____ to the news? (to listen)
8. They ____ not _____ to drive far. (to intend)
9. ____ we _____ on time? (to leave)
10. ____ you _____ that? (to expect)
11. They _____ television. (to watch)
12. He ____ not _____ long when the bus arrived. (to wait)

Answers

10. For each of the following sentences, paying attention to whether the underlined auxiliary is a form of **to be**, **to do** or **to have**, fill in the blank with the bare infinitive, present participle, or past participle of the verb given in brackets, as appropriate. Refer if necessary to the table summarizing the [formation of the English present and past tenses](#). For example:

He was _____ medicine. (to study)
He was studying medicine.

You have _____ the food. (to bring)
You have brought the food.

We had been _____ a long time. (to wait)
We had been waiting a long time.

Does she _____ classical music? (to like)
Does she like classical music?

1. She was _____ a picture. (to draw)
2. We have _____ our homework. (to finish)
3. I have been _____ for an opportunity. (to wait)
4. Do you _____ a bicycle? (to own)
5. We are _____ coffee. (to drink)
6. Did he _____ the book? (to enjoy)
7. They were _____ us. (to expect)
8. You had _____ a job. (to find)
9. He is _____ the truth. (to tell)
10. It had been _____ all morning. (to snow)
11. We had _____ the window. (to open)
12. I am _____ potatoes. (to peel)

13. You did not _____ my letter. (to answer)
14. It does not _____. (to matter)
15. I have _____ this movie before. (to see)

Answers

11. Make the following statements emphatic. For example:

He likes cats.

He does like cats.

You have finished.

You have finished.

They were here.

They were here.

We are not ready.

We are not ready.

1. I enjoy reading.
2. They do not like music.
3. It snowed.
4. I have found my pen.
5. She cooks well.
6. You were listening to the radio.
7. They found the answer.
8. He was right.
9. She understands.
10. They had locked the door.
11. He did not arrive late.
12. You ran fast.

Answers

ANSWERS TO THE EXERCISES for Chapter 6

Answers to Exercise 1:

1. was reading 2. were saving 3. was attending 4. was thundering 5. were studying 6. were sunning 7. were leading 8. were leaving 9. were plodding 10. were attaining

Answers to Exercise 2:

1. Were we starting a business? We were not starting a business. Were we not starting a business? Weren't we starting a business? We were starting a business, weren't we?
 2. Was she waiting outside? She was not waiting outside. Was she not waiting outside? Wasn't she waiting outside? She was waiting outside, wasn't she?
 3. Was he singing? He was not singing. Was he not singing? Wasn't he singing? He was singing, wasn't he?

Answers to Exercise 3:

1. were preparing 2. Was, taking 3. was, waiting 4. were shopping 5. Was, freezing 6.

was living 7. Were, eating 8. was falling 9. Were, discussing 10. were putting 11. were, following 12. Was, making

Answers to **Exercise 4**:

1. had bought 2. had started 3. had understood 4. had forgotten 5. had convinced 6. had found 7. had torn 8. had finished 9. had gone 10. had made

Answers to **Exercise 5**:

1. Had you entered the contest? You had not entered the contest. Had you not entered the contest? Hadn't you entered the contest? You had entered the contest, hadn't you?
2. Had I wanted to come? I had not wanted to come. Had I not wanted to come? Hadn't I wanted to come? I had wanted to come, hadn't I?
3. Had we arrived on time? We had not arrived on time. Had we not arrived on time? Hadn't we arrived on time? We had arrived on time, hadn't we?

Answers to **Exercise 6**:

1. had considered 2. had lost 3. Had, washed 4. Had, read 5. had, forgotten 6. had decided 7. Had, organized 8. had, had 9. had stopped 10. had, arrived 11. Had, planned 12. had, seen

Answers to **Exercise 7**:

1. had been cutting 2. had been looking 3. had been giving 4. had been waiting 5. had been running 6. had been raining 7. had been encouraging 8. had been lying 9. had been tasting 10. had been lagging

Answers to **Exercise 8**:

1. Had we been raking the leaves? We had not been raking the leaves. Had we not been raking the leaves? Hadn't we been raking the leaves? We had been raking the leaves, hadn't we?
2. Had you been visiting your cousins? You had not been visiting your cousins. Had you not been visiting your cousins? Hadn't you been visiting your cousins? You had been visiting your cousins, hadn't you?
3. Had they been swimming in the lake? They had not been swimming in the lake. Had they not been swimming in the lake? Hadn't they been swimming in the lake? They had been swimming in the lake, hadn't they?

Answers to **Exercise 9**:

1. had been cleaning 2. had/been coming 3. Had/been counting 4. had been looking 5. Had/been snowing 6. had been shopping 7. Had/ been listening 8. had/been intending 9. Had/been leaving 10. Had/ been expecting 11. had been watching 12. had/been waiting

Answers to **Exercise 10**:

1. drawing 2. finished 3. waiting 4. own 5. drinking 6. enjoy 7. expecting 8. found 9. telling 10. snowing 11. opened 12. peeling 13. answer 14. matter 15. seen

Answers to **Exercise 11**:

1. I do enjoy reading. 2. They do not like music. 3. It did snow. 4. I have found my pen. 5. She does cook well. 6. You were listening to the radio. 7. They did find the answer.

8. He was right. 9. She does understand. 10. They had locked the door. 11. He did not arrive late. 12. You did run fast.

CHAPTER 7. THE FUTURE TENSES

Just as there are four present tenses and four past tenses in English, there are also four future tenses: the Simple Future, the Future Continuous, the Future Perfect, and the Future Perfect Continuous.

1. The simple future

a. Use

The Simple Future tense is used to express non-continuous actions which will take place in the future. In the following examples, the verbs in the Simple Future tense are underlined.

e.g. They will finish the work tomorrow.

He will arrive next Saturday.

b. Formation

The Simple Future of any verb is formed from the auxiliary **will** or **shall**, followed by the bare infinitive of the verb.

In informal English, particularly in American English, the Simple Future is usually conjugated entirely with the auxiliary **will**. The auxiliary **will** is a **modal** auxiliary. Modal auxiliaries do not modify, but have the same form, regardless of the subject.

The auxiliary **will** is often contracted to 'll. Thus, in informal English, the Simple Future of the verb **to work** is usually conjugated as follows:

Without Contractions

I will work
you will work
he will work
she will work
it will work
we will work
they will work

With Contractions

I'll work
you'll work
he'll work
she'll work
it'll work
we'll work
they'll work

Verbs used with the subjects **I** and **we** are generally referred to as being in the **first person**; verbs used with the subject **you** are generally referred to as being in the **second person**; and verbs used with the subjects **he**, **she**, **it** and **they** are generally referred to as being in the **third person**.

For formal English, there is a rule which states that in the Simple Future, the auxiliary **shall** should be used in the first person, and the auxiliary **will** should be used in the second person and third person. Like the auxiliary **will**, the auxiliary **shall** is a modal auxiliary.

Thus, in formal English, the Simple Future of the verb **to work** may be conjugated as follows:

I shall work
you will work
he will work
she will work
it will work
we shall work
they will work

Even in informal English, the auxiliary **shall** is usually used in the first person for questions in which a request for permission is implied.

e.g. Shall I call the office?

Shall we go to the library?

However, the use of **will** for the first person of the Simple Future is beginning to be considered acceptable in formal English. Thus, except for questions where a request for permission is implied, either **will** or **shall** may be used for the first person of the Simple Future. In this chapter, the alternative use of the auxiliary **shall** in the first person will be indicated by the word **shall** in brackets.

The rules for the use of **will** and **shall** which apply to the Simple Future tense, also apply to the other future tenses.

See [Exercise 1](#).

c. Questions and negative statements

As is the case with other English tenses, questions and negative statements in the Simple Future are formed using the auxiliary.

Questions are formed by placing the auxiliary before the subject. For example:

Affirmative Statement

It will work.

They will work.

Question

Will it work?

Will they work?

Negative statements are formed by placing the word **not** after the auxiliary. For example:

Affirmative Statement

It will work.

They will work.

Negative Statement

It will not work.

They will not work.

In spoken English, the following contraction is often used:

Without Contraction

With Contraction

will not

won't

The contracted form of **will not** is unusual, since it is not only the **o** of **not** which is omitted. In addition, the **ll** of **will** is omitted, and the **i** of **will** is changed to **o**. The contracted form, **won't**, is pronounced to rhyme with **don't**.

In addition, **shall not** is sometimes contracted to **shan't**. However, the word **shan't** is rarely used in modern American English.

Negative questions are formed by placing the auxiliary before the subject, and the word **not** after the subject. However, when contractions are used, the contracted form of **not** immediately follows the auxiliary. The following are examples of negative questions with and without contractions:

Without Contractions

Will it not work?
Will they not work?

With Contractions

Won't it work?
Won't they work?

Tag questions are formed using the auxiliary. In the following examples, the negative tag questions are underlined. Contractions are usually used in negative tag questions.

Affirmative Statement

It will work.
They will work.

Affirmative Statement with Tag Question

It will work, won't it?
They will work, won't they?

See [Exercises 2](#) and [3](#).

2. The conjugation expressing determination and compulsion

In formal English, there is a rule which states that, in order to express determination and compulsion, the auxiliary **will** is to be used in the first person, and the auxiliary **shall** is to be used in the second person and third person. This is the reverse of the use of **will** and **shall** found in the Simple Future. The use of **will** in the first person is supposed to express determination, and the use of **shall** in the second person and third person is supposed to express compulsion.

For instance, for the verb **to work**, the Simple conjugation which expresses determination and compulsion is as follows:

I will work
you shall work
he shall work
she shall work
it shall work
we will work
they shall work

In this conjugation, the expressions **I will work**, and **we will work**, have the meaning **I am determined to work**, and **we are determined to work**. In contrast, the expressions **you shall work**, and **they shall work**, for instance, have the meaning **you will be compelled to work**, and **they will be compelled to work**.

See [Exercise 4](#).

The rule for expressing determination and compulsion which applies to the Simple conjugation, also applies to the Continuous, Perfect, and Perfect Continuous conjugations.

However, particularly in American English, the use of the conjugations expressing determination and compulsion is beginning to be considered old-fashioned.

3. The present continuous of To Go followed by an infinitive

The Present Continuous tense of **to go**, followed by an infinitive, is often used to refer to an event which is about to happen, or to refer to an action which someone intends to carry out in the future.

The Present Continuous tense of the verb **to go** is conjugated as follows:

I am going
you are going
he is going
she is going
it is going
we are going
they are going

The examples below illustrate the use of the Present Continuous tense of **to go**, followed by an infinitive, to refer to a future event. In each of these examples, the Present Continuous of **to go** is printed in bold type, and the infinitive which follows it is underlined.

e.g. It **is going** to rain.

I **am going** to write a letter tonight.

They **are going** to study in France next year.

In the first example, the use of the Present Continuous of **to go** followed by the infinitive **to rain** indicates that it is about to rain. In the second and third examples, the use of the Present Continuous of **to go** followed by the infinitives **to write** and **to study** indicates that the actions of writing and studying are intended to be carried out in the future.

See [Exercise 5](#).

It should also be noted that the Past Continuous tense of **to go** can be used to express actions which were about to happen in the past.

e.g. I **was going to write** a letter last night.

In this example, the use of the Past Continuous of **to go** followed by the infinitive **to write** indicates that the action of writing was intended to be carried out in the past.

4. The future continuous

a. Use

The Future Continuous tense is used to express continuous, ongoing actions which will take place in the future. In the following examples, the verbs in the Future Continuous tense are underlined.

e.g. He will be waiting for us.

They will be arriving tomorrow.

b. Formation

The Future Continuous of any verb is formed from the Simple Future of the auxiliary **to be**, followed by the present participle of the verb. For instance, the Future Continuous of the verb **to work** is conjugated as follows:

I will (shall) be working
you will be working
he will be working
she will be working
it will be working
we will (shall) be working
they will be working

See [Exercise 6](#).

It can be seen that the Future Continuous tense has two auxiliaries. The first auxiliary is **will** or **shall**, and the second auxiliary is **be**.

c. Questions and negative statements

As is the case with other English tenses, questions and negative statements in the Future Continuous are formed using the first auxiliary.

Questions are formed by placing the first auxiliary before the subject. For example:

Affirmative Statement

It will be working.

They will be working.

Question

Will it be working?

Will they be working?

Negative statements are formed by placing the word **not** after the first auxiliary. For example:

Affirmative Statement

Negative Statement

It will be working.
They will be working.

It will not be working.
They will not be working.

Negative questions are formed by placing the first auxiliary before the subject, and the word **not** after the subject. However, when contractions are used, the contracted form of **not** immediately follows the first auxiliary. For example:

Without Contractions

Will it not be working?
Will they not be working?

With Contractions

Won't it be working?
Won't they be working?

Tag questions are formed using the first auxiliary. In the following examples, the negative tag questions are underlined. Contractions are usually used in negative tag questions.

Affirmative Statement

It will be working.
They will be working.

Affirmative Statement with Tag Question

It will be working, won't it?
They will be working, won't they?

See [Exercises 7](#) and [8](#).

5. The future perfect

a. Use

The Future Perfect tense is used to refer to a non-continuous action which will be completed by a certain time in the future. In the following examples, the verbs in the Future Perfect tense are underlined.

e.g. She will have finished the work by Wednesday.

I will have cleaned the room before the guests arrive.

They will have eaten breakfast by the time he gets up.

In these examples, the use of the Future Perfect indicates that the actions of finishing the work, cleaning the room, and eating breakfast will have been completed before the coming of Wednesday, the arrival of the guests, and his getting up take place.

b. Formation

The Future Perfect of any verb is formed from the Simple Future of the auxiliary **to have**, followed by the past participle of the verb. For instance, the Future Perfect of the verb **to work** is conjugated as follows:

I will (shall) have worked
you will have worked
he will have worked
she will have worked
it will have worked
we will (shall) have worked

they will have worked

See [Exercise 9](#).

c. Questions and negative statements

As is the case with other English tenses, questions and negative statements in the Future Perfect are formed using the first auxiliary.

Questions are formed by placing the first auxiliary before the subject. For example:

Affirmative Statement

It will have worked.
They will have worked.

Question

Will it have worked?
Will they have worked?

Negative statements are formed by placing the word **not** after the first auxiliary. For example:

Affirmative Statement

It will have worked.
They will have worked.

Negative Statement

It will not have worked.
They will not have worked.

Negative questions are formed by placing the first auxiliary before the subject, and the word **not** after the subject. However, when contractions are used, the contracted form of **not** immediately follows the first auxiliary. For example:

Without Contractions

Will it not have worked?
Will they not have worked?

With Contractions

Won't it have worked?
Won't they have worked?

Tag questions are formed using the first auxiliary. In the following examples, the negative tag questions are underlined. Contractions are usually used in negative tag questions.

Affirmative Statement

It will have worked.
They will have worked.

Affirmative Statement with Tag Question

It will have worked, won't it?
They will have worked, won't they?

See [Exercises 10](#) and [11](#).

6. The future perfect continuous

a. Use

The Future Perfect Continuous tense is used to express a continuous, ongoing action which will be completed by a certain time in the future. In the following examples, the verbs in the Future Perfect Continuous tense are underlined.

e.g. By next January, she will have been living here for a year.

You will have been traveling a great deal by the time you return home.
He will have been working for ten months by the time he takes his vacation.

In these examples, the use of the Future Perfect Continuous indicates that the continuous, ongoing actions of living, traveling, and working, will have been completed before the events of the coming of January, your returning home, and his taking a vacation, take place.

b. Formation

The Future Perfect Continuous of any verb is formed from the Future Perfect of the auxiliary **to be**, followed by the present participle of the verb. For instance, the Future Perfect Continuous of the verb **to work** is conjugated as follows:

I will (shall) have been working
you will have been working
he will have been working
she will have been working
it will have been working
we will (shall) have been working
they will have been working

See [Exercise 12](#).

c. Questions and negative statements

As is the case with other English tenses, questions and negative statements in the Future Perfect Continuous are formed using the first auxiliary.

Questions are formed by placing the first auxiliary before the subject. For example:

Affirmative Statement

It will have been working.
They will have been working.

Question

Will it have been working?
Will they have been working?

Negative statements are formed by placing the word **not** after the first auxiliary. For example:

Affirmative Statement

It will have been working.
They will have been working.

Negative Statement

It will not have been working.
They will not have been working.

Negative questions are formed by placing the first auxiliary before the subject, and the word **not** after the subject. However, when contractions are used, the contracted form of **not** immediately follows the first auxiliary. For example:

Without Contractions

Will it not have been working?
Will they not have been working?

With Contractions

Won't it have been working?
Won't they have been working?

Tag questions are formed using the first auxiliary. In the following examples, the negative tag questions are underlined. Contractions are usually used in negative tag questions. For example:

Affirmative Statement

It will have been working.
They will have been working.

Affirmative Statement with Tag Question

It will have been working, won't it?
They will have been working, won't they?

See [Exercises 13](#) and [14](#).

7. Summary of the formation of the English future tenses

The following table summarizes the formation of the English future tenses.

<u>Tense</u>	<u>Auxiliary</u>	<u>Verb Form</u>
Simple Future	will (shall)	bare infinitive
Future Continuous	will (shall) be	present participle
Future Perfect	will (shall) have	past participle
Future Perfect Continuous	will (shall) have been	present participle

8. Clauses

If a sentence has only one subject and one verb, it is said to consist of a single clause, called the **main** or **principal** clause. A **main clause** is a clause which can stand alone to form a complete sentence. Each of the following sentences has only one clause. In the following examples, the verbs are underlined.

e.g. It is cold.

The flowers are blooming.

If a sentence contains more than one verb, and each verb has its own subject, the sentence is said to consist of more than one clause. The following sentences each have two clauses. The verbs are underlined.

e.g. He said that he was ready.

The door opened, and my uncle entered the room.

In the first example, **he said** is the first clause, and **that he was ready** is the second clause. In the second example, **the door opened** is the first clause, and **my uncle entered the room** is the second clause.

a. Coordinate clauses

When two clauses are joined by a word such as **and**, **or** or **but**, the two clauses are called **coordinate** clauses, and the word which joins them is called a **coordinate**

conjunction. In the following examples, the verbs are underlined.

e.g. It is cold, but the flowers are blooming.

The flowers are blooming and the birds are singing.

In the first example, the coordinate conjunction **but** joins the clause **it is cold** to the clause **the flowers are blooming**. In the second example, the coordinate conjunction **and** joins the clause **the flowers are blooming** to the clause **the birds are singing**. The clauses in these examples are coordinate clauses.

b. Subordinate clauses

Coordinate clauses are main clauses. A main clause is grammatically independent, in that it may stand alone to form a complete sentence. In contrast, a clause which describes some part of the main clause, or which is in some other way grammatically dependent on the main clause, is called a **subordinate** clause. A subordinate clause cannot stand alone to form a complete sentence.

In the following examples, the subordinate clauses are underlined.

e.g. The book which I lent you is a library book.

He told me what he had seen.

If you are ready, we will go.

In the preceding examples, the main clauses are **the book is a library book**, **he told me** and **we will go**; and the subordinate clauses are **which I lent you**, **what he had seen** and **if you are ready**. A subordinate clause usually begins with a connecting word or phrase which joins it to the main clause. In the preceding examples, these connecting words are **which**, **what** and **if**.

c. The past perfect and the simple past

It has already been seen that the tense of a verb in one clause is related to the tenses of verbs in other clauses in the same sentence. For instance, if one action happened before another in the past, the action that happened first would usually be expressed by a verb in the Past Perfect tense, and the action that happened subsequently would usually be expressed by a verb in the Simple Past tense.

For instance, each of the following sentences has one verb in the Past Perfect tense, and one verb in the Simple Past tense. In the following examples, the verbs are underlined.

e.g. She was late, because she had lost her way.

It had started to snow before we reached the inn.

In the first example, the verb **had lost** is in the Past Perfect, and the verb **was** is in the Simple Past. This indicates that the action of losing the way occurred before the action of being late. In the second example, the verb **had started** is in the Past Perfect, and the verb **reached** is in the Simple Past. This indicates that the action of starting to snow occurred before the action of reaching the inn.

d. The use of the present in subordinate clauses to express future actions

It should be noted that if the verb in the main clause of a sentence is in a future tense, the verb of any subordinate clause which refers to the future is usually in a present tense. This is illustrated in the following examples. The verbs are underlined.

e.g. We will welcome him when he arrives.
I will have finished the work before it is time to leave.

In these examples, the main clauses are **we will welcome him** and **I will have finished the work**; and the subordinate clauses are **when he arrives** and **before it is time to leave**. In the main clauses, the **will welcome** is in the Simple Future tense, and the **will have finished** is in the Future Perfect tense. However, in the subordinate clauses, the verbs **arrives** and **is** are both in the Simple Present, even though they refer to future events.

In most cases, the rule is that if the verb in the main clause of a sentence is in a future tense, the verb of any subordinate clause which refers to the future must be in a present tense. There is usually no ambiguity in such sentences, because the fact that the verb in the main clause is in a future tense is generally enough to indicate that all of the actions expressed in the sentence are to take place in the future.

See [Exercise 15](#).

However, there are a few cases in which the verb in a subordinate clause must be put into a future tense in order to avoid ambiguity. For instance, in subordinate clauses beginning with **although** or **because**, it is sometimes necessary to use future tenses, to make it clear that the actions expressed relate to the future, rather than the present.

e.g. We will not need to send for her, because she will already be here.
Although he will be in the neighborhood, we will have to search for him.

In these examples, the use of the Simple Future tense in the subordinate clauses **because she will already be here** and **although he will be in the neighborhood** is necessary to make it clear that the events of her being here, and his being in the neighborhood, relate to the future rather than the present.

EXERCISES for Chapter 7

1. Using either the auxiliary **shall** or the auxiliary **will** for the first person, fill in the blanks with the Simple Future of the verbs shown in brackets. For example:

I _____. (to agree)
I shall agree or I will agree.

You _____ the results. (to publish)
You will publish the results.

1. We _____. (to succeed)
2. They _____ the site. (to excavate)
3. He _____ the situation. (to study)
4. We _____. (to hurry)
5. I _____ soon. (to follow)
6. It _____ a surprise. (to be)
7. He _____ us. (to remind)
8. She _____ tomorrow. (to depart)

9. I _____ here. (to remain)
10. They _____ university. (to enter)

Answers

2. Rewrite the following affirmative statements as questions, negative statements, negative questions without contractions, negative questions with contractions, and affirmative statements followed by negative tag questions. For example:

She will notice us.
Will she notice us?
She will not notice us.
Will she not notice us?
Won't she notice us?
She will notice us, won't she?

1. You will wash the windows.
2. They will help you.

Answers

3. Using either the auxiliary **shall** or the auxiliary **will** for the first person, fill in the blanks with the Simple Future of the verbs shown in brackets. Use **shall** in the first person for questions in which a request for permission is implied. For example:

I _____ out soon. (to go)
I shall go out soon. or I will go out soon.

_____ we _____ now? (to leave)
Shall we leave now?

_____ they _____ France? (to visit)
Will they visit France?

It _____ not _____ long. (to take)
It will not take long.

1. We _____ you at the museum. (to meet)
2. _____ you _____ me a pen? (to lend)
3. _____ they not _____ the competition? (to win)
4. She _____ not _____ to come. (to forget)
5. _____ he not _____ the boat? (to sail)
6. You _____ the expedition. (to enjoy)
7. _____ I _____ this? (to order)
8. _____ you not _____ for me? (to wait)
9. We _____ not _____ late. (to be)
10. He _____ us the news. (to send)
11. I _____ not _____ my way. (to lose)
12. _____ they _____ the program? (to watch)

Answers

4. Using the Simple conjugation which expresses determination and compulsion, fill in the blanks with the verbs shown in brackets. For example:

We _____ the exam. (to pass)

We will pass the exam.

You _____ the work on time. (to finish)

You shall finish the work on time.

1. They _____ the tickets. (to buy)
2. I _____ home. (to go)
3. He _____ our guide. (to be)
4. You _____ with me. (to come)
5. I _____ it. (to remember)
6. She _____ us. (to call)
7. We _____ the money. (to earn)
8. They _____ us. (to respect)
9. I _____ you. (to help)
10. It _____ not _____ us. (to hinder)
11. We _____ it. (to find)
12. You _____ not _____ it. (to regret)

Answers

5. The following sentences refer to future events. Complete each sentence by filling in the blank with the correct form of the Present Continuous tense of **to go**, followed by the infinitive of the verb shown in brackets. For example:

She _____ swimming. (to teach)

She is going to teach swimming.

_____ we _____ home? (to walk)

Are we going to walk home?

He _____ not _____ us. (to find)

He is not going to find us.

1. _____ he _____ horseback riding? (to learn)
2. I _____ the windows. (to wash)
3. _____ you _____ with us? (to come)
4. It _____ not _____ cold tonight. (to be)
5. _____ he not _____ the letter? (to answer)
6. We _____ to the library. (to go)
7. _____ she _____ a sweater? (to buy)
8. _____ you not _____ us? (to call)
9. I _____ not _____ late. (to stay)
10. They _____ supper. (to cook)

Answers

6. Using either the auxiliary **shall** or the auxiliary **will** for the first person, fill in the blanks with the Future Continuous of the verbs shown in brackets. For example:

We _____ you tomorrow. (to see)

We shall be seeing you tomorrow. or We will be seeing you tomorrow.

He _____ school next year. (to attend)

He will be attending school next year.

1. You _____ with us. (to come)
2. It _____ warmer. (to grow)
3. They _____ new furniture. (to buy)
4. She _____ the clock. (to watch)
5. I _____ downtown. (to go)
6. You _____ the cake. (to cut)
7. They _____ the newspaper. (to read)
8. We _____ the museum. (to visit)

Answers

7. Rewrite the following affirmative statements as questions, negative statements, negative questions without contractions, negative questions with contractions, and affirmative statements followed by negative tag questions. For example:

They will be serving the dessert.
 Will they be serving the dessert?
 They will not be serving the dessert.
 Will they not be serving the dessert?
 Won't they be serving the dessert?
 They will be serving the dessert, won't they?

1. He will be needing this.
2. They will be living here.

Answers

8. Using either the auxiliary **shall** or the auxiliary **will** for the first person, fill in the blanks with the Future Continuous of the verbs shown in brackets. For example:

I _____ soon. (to leave)
 I shall be leaving soon. or I will be leaving soon.

____ you _____ coffee? (to make)
Will you be making coffee?

He ____ not _____ the bus. (to use)
 He will not be using the bus.

1. He _____ a new language. (to learn)
2. _____ she _____ help? (to need)
3. _____ you not _____ your jacket? (to mend)
4. He _____ not _____ here. (to stay)
5. _____ we not _____ them a card? (to mail)
6. They _____ the telephone. (to answer)
7. _____ you _____ downtown? (to go)
8. I _____ not _____ at the school. (to stop)
9. _____ she not _____ a trip? (to plan)
10. I _____ the arrangements. (to make)
11. They _____ not _____ tired. (to feel)
12. _____ we _____ at the library? (to meet)

Answers

9. Using either the auxiliary **shall** or the auxiliary **will** for the first person, fill in the blanks with the Future Perfect of the verbs shown in brackets. For example:

She _____ by then. (to arrive)

She will have arrived by then.

We _____ everyone. (to meet)

We shall have met everyone or We will have met everyone.

1. You _____ the advertisement. (to study)

2. He _____ the newspapers. (to scan)

3. I _____ here for five years. (to be)

4. They _____ the proposal. (to consider)

5. It _____ raining by tomorrow. (to stop)

6. You _____ your plans. (to make)

7. I _____ the flowers. (to pick)

8. They _____ their minds. (to change)

Answers

10. Rewrite the following affirmative statements as questions, negative statements, negative questions without contractions, negative questions with contractions, and affirmative statements followed by negative tag questions. For example:

She will have foreseen the difficulty.

Will she have foreseen the difficulty?

She will not have foreseen the difficulty.

Will she not have foreseen the difficulty?

Won't she have foreseen the difficulty?

She will have foreseen the difficulty, won't she?

1. It will have happened by then.

2. You will have paid the rent.

Answers

11. Using either the auxiliary **shall** or the auxiliary **will** for the first person, fill in the blanks with the Future Perfect of the verbs shown in brackets. For example:

He _____ it soon. (to finish)

He will have finished it soon.

You ____ not _____ time to read the book. (to have)

You will not have had time to read the book.

____ they _____ before? (to fly)

Will they have flown before?

1. I _____ for a walk. (to go)

2. They _____ not yet _____. (to arrive)

3. _____ she not _____ the apples? (to eat)

4. _____ you _____ the letter? (to send)

5. They _____ an apartment by then. (to find)

6. He _____ not _____ soundly. (to sleep)

7. _____ I not _____ you before then? (to see)

8. _____ he _____ the puzzle? (to solve)
9. We _____ the parcel by Monday. (to receive)
10. _____ she not _____ the chairs? (to sell)
11. _____ we _____ the bus schedules? (to study)
12. You _____ not _____ the rabbits. (to feed)

Answers

12. Using either the auxiliary **shall** or the auxiliary **will** for the first person, fill in the blanks with the Future Perfect Continuous of the verbs shown in brackets. For example:

You _____ all night. (to wait)

You will have been waiting all night.

They _____ a good time. (to have)

They will have been having a good time.

1. She _____ with them. (to argue)
2. We _____ the city. (to tour)
3. He _____ what happened. (to wonder)
4. I _____ inventory. (to take)
5. It _____ for two days. (to snow)
6. They _____ to come. (to long)
7. You _____ a speech. (to give)
8. We _____ our breath. (to hold)

Answers

13. Rewrite the following affirmative statements as questions, negative statements, negative questions without contractions, negative questions with contractions, and affirmative statements followed by negative tag questions. For example:

You will have been reading the timetable.

Will you have been reading the timetable?

You will not have been reading the timetable.

Will you not have been reading the timetable?

Won't you have been reading the timetable?

You will have been reading the timetable, won't you?

1. He will have been guarding the luggage.

2. They will have been preparing the meal.

Answers

14. Using either the auxiliary **shall** or the auxiliary **will** for the first person, fill in the blanks with the Future Perfect Continuous of the verbs shown in brackets. For example:

They _____ the house. (to clean)

They will have been cleaning the house.

_____ you _____ to call? (to try)

Will you have been trying to call?

He _____ not _____ the paper. (to read)

He will not have been reading the paper.

1. She _____ to help us. (to offer)
2. _____ it not _____ by then? (to snow)
3. We _____ not _____ to leave. (to plan)
4. _____ they _____ for rain? (to hope)
5. I _____ my friends. (to visit)
6. He _____ not _____ the pictures. (to develop)
7. _____ she _____ the hedge? (to clip)
8. _____ we not _____ them often? (to see)
9. They _____ for twenty-four hours. (to wait)
10. _____ he not _____ down? (to lie)
11. _____ you _____ croquet? (to play)
12. They _____ not _____ here long. (to live)

Answers

15. For each of the following sentences, paying attention to the tense of the underlined verb, complete the sentence correctly by filling in the blank with either the Past Perfect or the Simple Present of the verb shown in brackets. For example:

When I first met him, he ___ already _____. (to graduate)

When I first met him, he had already graduated.

We will read the information before we _____ a decision. (to make)

We will read the information before we make a decision.

1. They _____ already _____ the letter when they heard the news.
2. They will wait until he _____. (to come)
3. She will help us if we _____ for assistance. (to ask)
4. Although I _____ him to come, he stayed away. (to beg)
5. He will send for us as soon as he _____ time. (to have)
6. After I _____ the grass, it started to rain. (to water)
7. When we called, they _____ already _____ the house. (to leave)
8. He will watch while they _____ their tricks. (to perform)
9. By the time I _____ everything, it was past nine o'clock. (to organize)
10. They will signal when they _____ ready. (to be)
11. Even though we _____ warm clothes, we became quite cold. (to bring)
12. If it _____ tomorrow, we will go skiing. (to snow)
13. We _____ just _____ supper, when the phone rang. (to finish)
14. I will let you know when I _____ it. (to find)

Answers

ANSWERS TO THE EXERCISES for Chapter 7

Answers to **Exercise 1**:

1. shall succeed or will succeed
2. will excavate
3. will study
4. shall hurry or will hurry
5. shall follow or will follow
6. will be
7. will remind
8. will depart
9. shall remain or will remain
10. will enter

Answers to **Exercise 2**:

1. Will you wash the windows? You will not wash the windows. Will you not wash the

windows? Won't you wash the windows? You will wash the windows, won't you?
2. Will they help you? They will not help you. Will they not help you? Won't they help you? They will help you, won't they?

Answers to [Exercise 3](#):

1. shall meet or will meet 2. Will, lend 3. Will, win 4. will, forget 5. Will, sail 6. will enjoy 7. Shall, order 8. Will, wait 9. shall or will, be 10. will send 11. shall or will, lose 12. Will, watch

Answers to [Exercise 4](#):

1. shall buy 2. will go 3. shall be 4. shall come 5. will remember 6. shall call 7. will earn 8. shall respect 9. will help 10. shall, hinder 11. will find 12. shall, regret

Answers to [Exercise 5](#):

1. Is, going to learn 2. am going to wash 3. Are, going to come 4. is, going to be 5. Is, going to answer 6. are going to go 7. Is, going to buy 8. Are, going to call 9. am, going to stay 10. are going to cook

Answers to [Exercise 6](#):

1. will be coming 2. will be growing 3. will be buying 4. will be watching 5. shall be going or will be going 6. will be cutting 7. will be reading 8. shall be visiting or will be visiting

Answers to [Exercise 7](#):

1. Will he be needing this? He will not be needing this. Will he not be needing this? Won't he be needing this? He will be needing this, won't he?
2. Will they be living here? They will not be living here. Will they not be living here? Won't they be living here? They will be living here, won't they?

Answers to [Exercise 8](#):

1. will be learning 2. Will, be needing 3. Will, be mending 4. will, be staying 5. Shall or Will, be mailing 6. will be answering 7. Will, be going 8. shall or will, be stopping 9. Will, be planning 10. shall be making or will be making 11. will, be feeling 12. Shall or Will, be meeting

Answers to [Exercise 9](#):

1. will have studied 2. will have scanned 3. shall have been or will have been 4. will have considered 5. will have stopped 6. will have made 7. shall have picked or will have picked 8. will have changed

Answers to [Exercise 10](#):

1. Will it have happened by then? It will not have happened by then. Will it not have happened by then? Won't it have happened by then? It will have happened by then, won't it?
2. Will you have paid the rent? You will not have paid the rent. Will you not have paid the rent? Won't you have paid the rent? You will have paid the rent, won't you?

Answers to [Exercise 11](#):

1. shall have gone or will have gone 2. will, have arrived 3. Will, have eaten 4. Will, have sent 5. will have found 6. will, have slept 7. Shall or Will, have seen 8. Will, have

solved 9. shall have received **or** will have received 10. Will, have sold 11. Shall **or** Will, have studied 12. will, have fed

Answers to **Exercise 12**:

1. will have been arguing 2. shall have been touring **or** will have been touring 3. will have been wondering 4. shall have been taking **or** will have been taking 5. will have been snowing 6. will have been longing 7. will have been giving 8. shall have been holding **or** will have been holding

Answers to **Exercise 13**:

1. Will he have been guarding the luggage? He will not have been guarding the luggage. Will he not have been guarding the luggage? Won't he have been guarding the luggage? He will have been guarding the luggage, won't he?
2. Will they have been preparing the meal? They will not have been preparing the meal. Will they not have been preparing the meal? Won't they have been preparing the meal? They will have been preparing the meal, won't they?

Answers to **Exercise 14**:

1. will have been offering 2. Will, have been snowing 3. shall **or** will, have been planning 4. Will, have been hoping 5. shall have been visiting **or** will have been visiting 6. will, have been developing 7. Will, have been clipping 8. Shall **or** Will, have been seeing 9. will have been waiting 10. Will, have been lying 11. Will, have been playing 12. will, have been living

Answers to **Exercise 15**:

1. had, mailed 2. comes 3. ask 4. had begged 5. has 6. had watered 7. had, left 8. perform 9. had organized 10. are 11. had brought 12. snows 13. had, finished 14. find

CHAPTER 8. CONJUGATIONS WITH THE AUXILIARY WOULD

1. Uses of the auxiliary Would

English verbs conjugated with the auxiliary **would** are used in a variety of ways. For instance, the auxiliary **would** is often used in polite requests and suggestions. In the following examples, the verbs conjugated with **would** are underlined.

e.g. Would you please tell me the time?

Perhaps it would be a good idea to call the office.

The auxiliary **would** can also express a **future in the past**, and is used in reporting statements and questions which pertained to the future at the time they were made.

e.g. She asked if we would help her the next day.

They said they would arrange to meet us the following week.

The auxiliary **would** can also be used in wishes pertaining to the future, and in the main clauses of sentences containing false or improbable conditions. These two uses of the auxiliary **would** will be discussed in the next chapter.

e.g. I wish they would help us.

It would have saved time if I had known what to do.

2. Formation of conjugations with the auxiliary **Would**

There are four types of conjugation formed with the auxiliary **would**: the Simple, the Continuous, the Perfect, and the Perfect Continuous.

The conjugations with **would** are formed in the same way as the Future conjugations, except that instead of **will** and **shall**, **would** and **should** are used. In the conjugations with **would**, **should** may be used for the first person in British English; however, **would** is normally used for the first person in American English.

Like **will** and **shall**, **would** is a modal auxiliary. When verbs are conjugated with modal auxiliaries, the results are sometimes referred to as **moods** rather than tenses.

a. The simple conjugation with the auxiliary **Would**

The Simple conjugation with the auxiliary **would** is used to express non-continuous actions.

In spoken English, the auxiliary **would** is frequently contracted to 'd. It should be noted that this contraction is the same as that used for **had**.

In the case of the verb **to work**, the Simple conjugation with the auxiliary **would** is as follows:

Without Contractions

I would work
you would work
he would work
she would work
it would work
we would work
they would work

With Contractions

I'd work
you'd work
he'd work
she'd work
it'd work
we'd work
they'd work

The contraction **it'd** is used less frequently than the other contractions, since it is more difficult to pronounce.

As illustrated below, the word order for questions and negative statements in the Simple conjugation with the auxiliary **would** is similar to that in other English conjugations. The negative tag questions are underlined.

In spoken English, **would not** is frequently contracted to **wouldn't**.

Simple conjugation with **Would**

Type of Statement

Examples

Affirmative Statement:

I would work.
They would work.

Question:

Would I work?
Would they work?

Negative Statement:	I would not work. They would not work.
Negative Question without Contractions:	Would I not work? Would they not work?
Negative Question with Contractions:	Wouldn't I work? Wouldn't they work?
Negative Tag Question:	I would work, <u>wouldn't I?</u> They would work, <u>wouldn't they?</u>

See [Exercises 1](#) and [2](#).

The Simple conjugation with the auxiliary **would** is often used in polite requests and suggestions.

e.g. Would you please pass the butter?

Perhaps it would be best to postpone the meeting.

In the first example, **would pass** is used in a polite request. In the second example, **would be** is used in a polite suggestion.

See [Exercise 3](#).

b. The continuous conjugation with the auxiliary Would

The Continuous conjugation with the auxiliary **would** is used to express continuous, ongoing actions.

In the case of the verb **to work**, the Continuous conjugation with the auxiliary **would** is as follows:

I would be working
you would be working
he would be working
she would be working
it would be working
we would be working
they would be working

As illustrated below, the word order for questions and negative statements in the Continuous conjugation with the auxiliary **would** is similar to that in other English conjugations. The negative tag questions are underlined.

Continuous conjugation with Would

Type of Statement

Examples

Affirmative Statement:	I would be working. They would be working.
Question:	Would I be working? Would they be working?
Negative Statement:	I would not be working. They would not be working.
Negative Question without Contractions:	Would I not be working? Would they not be working?
Negative Question with Contractions:	Wouldn't I be working? Wouldn't they be working?
Negative Tag Question:	I would be working, <u>wouldn't I?</u> They would be working, <u>wouldn't they?</u>

See [Exercises 4](#) and [5](#).

c. The perfect conjugation with the auxiliary **Would**

In the case of the verb **to work**, the Perfect conjugation with the auxiliary **would** is as follows:

I would have worked
you would have worked
he would have worked
she would have worked
it would have worked
we would have worked
they would have worked

As illustrated below, the word order for questions and negative statements in the Perfect conjugation with the auxiliary **would** is similar to that in other English conjugations. The negative tag questions are underlined.

Perfect conjugation with **Would**

<u>Type of Statement</u>	<u>Examples</u>
Affirmative Statement:	I would have worked. They would have worked.
Question:	Would I have worked? Would they have worked?
Negative Statement:	I would not have worked.

	They would not have worked.
Negative Question without Contractions:	Would I not have worked? Would they not have worked?
Negative Question with Contractions:	Wouldn't I have worked? Wouldn't they have worked?
Negative Tag Question:	I would have worked, <u>wouldn't I?</u> They would have worked, <u>wouldn't they?</u>

See [Exercises 6](#) and [7](#).

Unlike the Perfect conjugations in the English past, present, and future tenses, the Perfect conjugation with the auxiliary **would** is not generally used to express an action completed by a certain time.

Instead, the Perfect conjugation with the auxiliary **would** may be used as a past form of the Simple conjugation with the auxiliary **would**. The verbs in the following examples are underlined.

Present Form

I would like that.
We would write to him.

Past Form

I would have liked that.
We would have written to him.

In the first example, the Perfect conjugation **would have liked** is used as the past form of the Simple conjugation **would like**. In the second example, the Perfect conjugation **would have written** is used as the past form of the Simple conjugation **would write**.

See [Exercises 8](#) and [9](#).

d. The perfect continuous conjugation with the auxiliary Would

In the case of the verb **to work**, the Perfect Continuous conjugation with the auxiliary **would** is as follows:

I would have been working
you would have been working
he would have been working
she would have been working
it would have been working
we would have been working
they would have been working

As illustrated below, the word order for questions and negative statements in the Perfect Continuous conjugation with the auxiliary **would** is similar to that in other English conjugations. The negative tag questions are underlined.

Perfect continuous conjugation with Would

<u>Type of Statement</u>	<u>Examples</u>
Affirmative Statement:	I would have been working. They would have been working.
Question:	Would I have been working? Would they have been working?
Negative Statement:	I would not have been working. They would not have been working.
Negative Question without Contractions:	Would I not have been working? Would they not have been working?
Negative Question with Contractions:	Wouldn't I have been working? Wouldn't they have been working?
Negative Tag Question:	I would have been working, <u>wouldn't I?</u> They would have been working, <u>wouldn't they?</u>

See [Exercises 10](#) and [11](#).

Like the Perfect conjugation with the auxiliary **would**, the Perfect Continuous conjugation with the auxiliary **would** is not generally used to express an action completed by a certain time.

Instead, the Perfect Continuous conjugation with the auxiliary **would** may be used as a past form of the Continuous conjugation with the auxiliary **would**. The verbs in the following examples are underlined.

Present Form

I would be waiting outside.
He would be helping you.

Past Form

I would have been waiting outside.
He would have been helping you.

In the first example, the Perfect Continuous conjugation **would have been waiting** is used as the past form of the Continuous conjugation **would be waiting**. In the second example, the Perfect Continuous conjugation **would have been helping** is used as the past form of the Continuous conjugation **would be helping**.

See [Exercise 12](#).

3. Summary of the formation of the conjugations with the auxiliary Would

The following table summarizes the formation of the conjugations with the auxiliary **would**.

<u>Conjugation</u>	<u>Auxiliary</u>	<u>Verb Form</u>
Simple	would	bare infinitive
Continuous	would be	present participle
Perfect	would have	past participle
Perfect Continuous	would have been	present participle

4. The "future in the past"

The modal auxiliary **would** is the past form of the modal auxiliary **will**. For this reason, the auxiliary **would** can be used to form what is sometimes called a **future in the past**.

The **future in the past** is used in reporting statements and questions which pertained to the future at the time they were made. In the following examples, the verbs in the main clauses are printed in bold type, and the verbs in the subordinate clauses are underlined.

<u>Tense of Verb in Main Clause</u>	<u>Complete Sentence</u>
Simple Present	I think you <u>will succeed</u> .
Simple Past	I thought you <u>would succeed</u> .

In the sentence I **think** you **will succeed**, the verb of the main clause, **think**, is in the Simple Present, and the verb of the subordinate clause, **will succeed**, is in the Simple Future. If the verb **think** is changed to the Simple Past, then the verb **will succeed** must also be put into the past, by using the auxiliary **would** instead of **will**.

The following are other examples of the use of the **future in the past**:

<u>Tense of Verb in Main Clause</u>	<u>Complete Sentence</u>
Simple Present	She says she <u>will visit</u> us next week.
Simple Past	She said she <u>would visit</u> us the following week.
Simple Present	They know that we <u>will be arriving</u> tomorrow.
Simple Past	They knew that we <u>would be arriving</u> the next day.

In both pairs of examples, when the verb in the main clause is changed from the Simple Present to the Simple Past, the verb in the subordinate clause is changed from a future tense to the **future in the past**, by changing the auxiliary **will** to **would**.

It should be noted that adverb and adverb phrases such as **tomorrow**, **yesterday** and **next year** can be used only with reference to present time. When used with reference to past or future time, as in reported speech, these adverbs and adverb phrases must be changed.

For instance, **tomorrow** must be changed to an expression such as **the next day** or the

following day; and next year must be changed to an expression such as the next year or the following year. Other examples are given in the table below.

<u>Used with Reference to Present Time</u>	<u>Used with Reference to Past or Future Time</u>
tomorrow	the next day or the following day
today	that day or the same day
yesterday	the day before or the previous day
next week	the next week or the following week
this week	that week or the same week
last week	the week before or the previous week
next year	the next year or the following year
this year	that year or the same year
last year	the year before or the previous year

EXERCISES for Chapter 8

1. Rewrite the following affirmative statements as questions, negative statements, negative questions without contractions, negative questions with contractions, and affirmative statements followed by negative tag questions. For example:

He would like to help us.
 Would he like to help us?
 He would not like to help us.
 Would he not like to help us?
 Wouldn't he like to help us?
 He would like to help us, wouldn't he?

1. She would find it easy.
2. They would be on time.

Answers

2. Complete the following sentences, using the indicated verbs in the Simple conjugation with the auxiliary **would**. For example:

I _____ some coffee. (to like)
 I would like some coffee.

_____ he _____ us? (to believe)
Would he believe us?

They _____ not _____ the interruption. (to mind)
 They would not mind the interruption.

_____ you not _____ to stay at home? (to prefer)
Would you not prefer to stay at home?

1. We _____ our best. (to try)
2. _____ you not _____ your glasses? (to need)

3. I _____ everything carefully. (to plan)
4. _____ they _____ us? (to remember)
5. _____ he not _____ willing to help them? (to be)
6. _____ she not _____ a good job? (to do)
7. We _____ not _____ much luggage. (to bring)
8. _____ they _____ their decision? (to reconsider)
9. You _____ a great deal. (to learn)
10. _____ he not _____ the tickets ahead of time? (to purchase)

Answers

3. Complete the following polite requests and suggestions, using the indicated verbs in the Simple conjugation with the auxiliary **would**. For example:

_____ you _____ some help? (to like)

Would you like some help?

_____ you please _____ me the way to the post office? (to tell)

Would you please tell me the way to the post office?

1. _____ you _____ for some coffee? (to care)
2. _____ you not _____ to visit the library? (to prefer)
3. I think it _____ wise to let them know. (to be)
4. _____ you please _____ here? (to wait)
5. I _____ not _____ that excursion. (to recommend)
6. _____ you _____ the door open? (to hold)

Answers

4. Rewrite the following affirmative statements as questions, negative statements, negative questions without contractions, negative questions with contractions, and affirmative statements followed by negative tag questions. For example:

She would be arriving by bus.

Would she be arriving by bus?

She would not be arriving by bus.

Would she not be arriving by bus?

Wouldn't she be arriving by bus?

She would be arriving by bus, wouldn't she?

1. You would be coming with us.
2. He would be setting an example.

Answers

5. Complete the following sentences, using the indicated verbs in the Continuous conjugation with the auxiliary **would**. For example:

I _____ for good weather. (to wish)

I would be wishing for good weather.

_____ you _____ them? (to visit)

Would you be visiting them?

He _____ not _____ to come. (to expect)

He would not be expecting to come.

_____ they not _____ their car? (to drive)
Would they not be driving their car?

1. I _____ not _____ overtime. (to work)
2. _____ she not _____ to stay? (to intend)
3. He _____ for us to call. (to wait)
4. _____ they _____ warm clothes? (to wear)
5. You _____ twenty dollars on books. (to spend)
6. _____ we _____ early? (to arrive)
7. _____ I not _____ the guests? (to receive)
8. They _____ not _____ him for a long time. (to see)
9. _____ he not _____ what to do? (to wonder)
10. She _____ not _____ her bicycle. (to ride)

Answers

6. Rewrite the following affirmative statements as questions, negative statements, negative questions without contractions, negative questions with contractions, and affirmative statements followed by negative tag questions. For example:

It would have been a disaster.
Would it have been a disaster?
It would not have been a disaster.
Would it not have been a disaster?
Wouldn't it have been a disaster?
It would have been a disaster, wouldn't it?

1. We would have told you.
2. They would have won.

Answers

7. Complete the following sentences, using the indicated verbs in the Perfect conjugation with the auxiliary **would**. For example:

They _____ this interesting. (to find)
They would have found this interesting.

_____ she _____ without us? (to come)
Would she have come without us?

He _____ not _____ the map. (to lose)
He would not have lost the map.

_____ we not _____ him the news? (to tell)
Would we not have told him the news?

1. I _____ everything. (to arrange)
2. She _____ not _____ to come. (to forget)
3. _____ they not _____ what to do? (to know)
4. _____ he _____ this route? (to choose)
5. We _____ them make a contribution. (to let)
6. _____ you not _____ it was missing? (to notice)

7. He _____ not _____ it to your old address. (to send)
8. _____ you _____ it? (to mention)
9. I _____ able to find you. (to be)
10. _____ they not _____ us? (to join)

Answers

8. Rewrite the following sentences so that they refer to the past, by changing the verbs from the Simple conjugation to the Perfect conjugation. For example:

I would like to come.

I would have liked to come.

Would he appreciate it?

Would he have appreciated it?

They would not mind.

They would not have minded.

Would she not remember us?

Would she not have remembered us?

1. They would mail us their address.
2. Would you recognize him?
3. He would not order pizza.
4. Would I not need your help?
5. She would prefer to play the violin.
6. Would they not provide clear instructions?
7. It would not be a good idea.
8. Would you feel left out?

Answers

9. Rewrite the following sentences so that they refer to the present, by changing the verbs from the Perfect conjugation to the Simple conjugation. For example:

It would have been preferable.

It would be preferable.

Would we have succeeded?

Would we succeed?

They would not have understood.

They would not understand.

Would you not have preferred to go?

Would you not prefer to go?

1. Would she have drunk the lemonade?
2. You would not have wanted to be late.
3. We would have begun at once.
4. I would not have stayed up all night.
5. Would he not have eaten the ice cream?
6. Would they have made the dessert?

7. She would have known what to do.
8. Would you not have recommended it?

Answers

10. Rewrite the following affirmative statements as questions, negative statements, negative questions without contractions, negative questions with contractions, and affirmative statements followed by negative tag questions. For example:

I would have been playing in the orchestra.
 Would I have been playing in the orchestra?
 I would not have been playing in the orchestra.
 Would I not have been playing in the orchestra?
 Wouldn't I have been playing in the orchestra?
 I would have been playing in the orchestra, wouldn't I?

1. He would have been listening to the radio.
2. She would have been watering the lawn.

Answers

11. Complete the following sentences, using the indicated verbs in the Perfect Continuous conjugation with the auxiliary **would**. For example:

He _____ to see us. (to hope)
 He would have been hoping to see us.

_____ you _____ to come? (to plan)
Would you have been planning to come?

We _____ not _____ rubber boots. (to wear)
 We would not have been wearing rubber boots.

_____ she not _____ this? (to expect)
Would she not have been expecting this?

1. I _____ to catch the bus. (to hurry)
2. _____ you _____ with us? (to stay)
3. He _____ not _____ by train. (to travel)
4. _____ we not _____ you here? (to meet)
5. They _____ to Halifax. (to come)
6. _____ we _____ a report? (to make)
7. _____ she not _____ the parcels? (to open)
8. We _____ not _____ to the radio. (to listen)
9. You _____ for a long time. (to wait)
10. _____ they _____ the operation? (to run)

Answers

12. Put each of the following sentences into the past, by changing the verb from the Continuous conjugation to the Perfect Continuous conjugation. For example:

I would be enjoying it.
 I would have been enjoying it.

Would she be preparing for the trip?

Would she have been preparing for the trip?

We would not be entertaining such suspicions.

We would not have been entertaining such suspicions.

Would he not be organizing the evidence?

Would he not have been organizing the evidence?

1. I would be investigating the report.
2. Would he be following the shoreline?
3. You would not be listening to rumors.
4. It would be growing colder.
5. They would not be exceeding the speed limit.
6. Would she not be weeding the garden?
7. Would we be receiving the messages?
8. They would be reporting to us.

Answers

13. For each of the following sentences, change the verb in the main clause from the Simple Present to the Simple Past; and change the verb in the subordinate clause from the Simple Future to the **future in the past**. If necessary, alter the adverb or adverb phrase referring to time. For example:

He thinks it will snow tomorrow.

He thought it would snow the next day.

We believe she will succeed.

We believed she would succeed.

I think she will come next week.

I thought she would come the next week.

1. I promise I will help you.
2. She says the letter will arrive tomorrow.
3. The boys are certain that their plane will fly.
4. We expect the weather will improve.
5. He maintains that he will win next year.
6. We feel that the plan will not work.
7. You know I will return next week.
8. They tell us that the harvest will be good.
9. He hopes the circus will come tomorrow.
10. I am sure they will be welcome.
11. We think the fruit will be ripe next month.
12. They say they will follow us.

Answers

Answers to [Exercise 1](#):

1. Would she find it easy? She would not find it easy. Would she not find it easy? Wouldn't she find it easy? She would find it easy, wouldn't she?
2. Would they be on time? They would not be on time. Would they not be on time? Wouldn't they be on time? They would be on time, wouldn't they?

Answers to [Exercise 2](#):

1. would try 2. Would, need 3. would plan 4. Would, remember 5. Would, be 6. Would, do 7. would, bring 8. Would, reconsider 9. would learn 10. Would, purchase

Answers to [Exercise 3](#):

1. Would, care 2. Would, prefer 3. would be 4. Would, wait 5. would, recommend 6. Would, hold

Answers to [Exercise 4](#):

1. Would you be coming with us? You would not be coming with us. Would you not be coming with us? Wouldn't you be coming with us? You would be coming with us, wouldn't you?
2. Would he be setting an example? He would not be setting an example. Would he not be setting an example? Wouldn't he be setting an example? He would be setting an example, wouldn't he?

Answers to [Exercise 5](#):

1. would, be working 2. Would, be intending 3. would be waiting 4. Would, be wearing 5. would be spending 6. Would, be arriving 7. Would, be receiving 8. would, be seeing 9. Would, be wondering 10. would, be riding

Answers to [Exercise 6](#):

1. Would we have told you? We would not have told you. Would we not have told you? Wouldn't we have told you? We would have told you, wouldn't we?
2. Would they have won? They would not have won. Would they not have won? Wouldn't they have won? They would have won, wouldn't they?

Answers to [Exercise 7](#):

1. would have arranged 2. would, have forgotten 3. Would, have known 4. Would, have chosen 5. would have let 6. Would, have noticed 7. would, have sent 8. Would, have mentioned 9. would have been 10. Would, have joined

Answers to [Exercise 8](#):

1. They would have mailed us their address. 2. Would you have recognized him? 3. He would not have ordered pizza. 4. Would I not have needed your help? 5. She would have preferred to play the violin. 6. Would they not have provided clear instructions? 7. It would not have been a good idea. 8. Would you have felt left out?

Answers to [Exercise 9](#):

1. Would she drink the lemonade? 2. You would not want to be late. 3. We would begin at once. 4. I would not stay up all night. 5. Would he not eat the ice cream? 6. Would they make the dessert? 7. She would know what to do. 8. Would you not recommend it?

Answers to [Exercise 10](#):

1. Would he have been listening to the radio? He would not have been listening to the radio. Would he not have been listening to the radio? Wouldn't he have been listening to the radio? He would have been listening to the radio, wouldn't he?
2. Would she have been watering the lawn? She would not have been watering the lawn. Would she not have been watering the lawn? Wouldn't she have been watering the lawn? She would have been watering the lawn, wouldn't she?

Answers to [Exercise 11](#):

1. would have been hurrying
2. Would, have been staying
3. would, have been traveling
4. Would, have been meeting
5. would have been coming
6. Would, have been making
7. Would, have been opening
8. would, have been listening
9. would have been waiting
10. Would, have been running

Answers to [Exercise 12](#):

1. I would have been investigating the report.
2. Would he have been following the shoreline?
3. You would not have been listening to rumors.
4. It would have been growing colder.
5. They would not have been exceeding the speed limit.
6. Would she not have been weeding the garden?
7. Would we have been receiving the messages?
8. They would have been reporting to us.

Answers to [Exercise 13](#):

1. I promised I would help you.
2. She said the letter would arrive the next day.
3. The boys were certain that their plane would fly.
4. We expected the weather would improve.
5. He maintained that he would win the next year.
6. We felt that the plan would not work.
7. You knew I would return the next week.
8. They told us that the harvest would be good.
9. He hoped the circus would come the next day.
10. I was sure they would be welcome.
11. We thought the fruit would be ripe the next month.
12. They said they would follow us.

CHAPTER 9. THE SUBJUNCTIVE

1. Uses of the subjunctive

In modern English, the Simple Present Subjunctive is most commonly used in formal commands and requests. In the following examples, the verbs in the Simple Present Subjunctive are underlined.

e.g. They demand that he submit a report.

We request that you be here tomorrow.

The Simple Present Subjunctive is also still used in a few traditional expressions.

e.g. Long live the King!

The past tenses of the Subjunctive, and the auxiliary **would**, are used in expressing wishes.

e.g. I wish you were here.

I wish I had known that.

I wish the rain would stop.

The past tenses of the Subjunctive, and the auxiliary **would**, can also be used in order to indicate that conditions being expressed are false or improbable.

e.g. If I were rich, I would travel around the world.
If he had been here, he would have been glad to see you.

In the first example, the use of the Simple Past Subjunctive **were** and the Simple conjugation with **would** indicates that the condition expressed in the clause **If I were rich** is false or improbable. In the second example, the use of the Past Perfect Subjunctive **had been**, and the Perfect conjugation with **would**, indicates that the condition expressed in the clause **If he had been here** is false.

2. Formation of the subjunctive

The English past and present tenses discussed in previous chapters are in what is usually referred to as the **Indicative Mood**. Each of the past and present tenses in the Indicative Mood has a corresponding tense in the **Subjunctive Mood**.

In modern English, most verb tenses in the Subjunctive Mood are similar or identical to the corresponding tenses in the Indicative Mood. It should be noted that verbs in the Subjunctive Mood do not modify, but have the same form regardless of the subject.

The Simple Present Subjunctive and Simple Past Subjunctive of the verb **to be** are shown below. The Indicative forms are also given, for purposes of comparison. The Subjunctive forms which differ from the corresponding Indicative forms are shown in bold type.

The simple indicative and subjunctive tenses of the verb To Be

Simple Present

Indicative

I am
you are
he is
she is
it is
we are
they are

Subjunctive

I **be**
you **be**
he **be**
she **be**
it **be**
we **be**
they **be**

Simple Past

Indicative

I was
you were
he was
she was
it was
we were

Subjunctive

I **were**
you **were**
he **were**
she **were**
it **were**
we **were**

they were

they were

For any verb, the Simple Present Subjunctive is formed from the bare infinitive of the verb.

For any verb except the verb **to be**, the Simple Past Subjunctive is identical to the Simple Past Indicative.

For all of the past and present tenses conjugated with auxiliaries, the Subjunctive tenses are formed in the same way as the Indicative tenses, except that the Subjunctive of the auxiliaries is used.

Using the example of the verb **to work**, the following table compares the tenses of the Indicative and Subjunctive Moods. The Subjunctive forms which differ from the corresponding Indicative forms are printed in bold type.

The indicative and subjunctive tenses of the verb To Work

Simple Present

Indicative

I work
you work
he works
she works
it works
we work
they work

Subjunctive

I work
you work
he **work**
she **work**
it **work**
we work
they work

Present Continuous

Indicative

I am working
you are working
he is working
she is working
it is working
we are working
they are working

Subjunctive

I **be** working
you **be** working
he **be** working
she **be** working
it **be** working
we **be** working
they **be** working

Present Perfect

Indicative

I have worked
you have worked
he has worked

Subjunctive

I have worked
you have worked
he **have** worked

she has worked
it has worked
we have worked
they have worked

she **have** worked
it **have** worked
we have worked
they have worked

Present Perfect Continuous

Indicative

I have been working
you have been working
he has been working
she has been working
it has been working
we have been working
they have been working

Subjunctive

I have been working
you have been working
he **have** been working
she **have** been working
it **have** been working
we have been working
they have been working

Simple Past

Indicative

I worked
you worked
he worked
she worked
it worked
we worked
they worked

Subjunctive

I worked
you worked
he worked
she worked
it worked
we worked
they worked

Past Continuous

Indicative

I was working
you were working
he was working
she was working
it was working
we were working
they were working

Subjunctive

I **were** working
you were working
he **were** working
she **were** working
it **were** working
we were working
they were working

Past Perfect

Indicative

I had worked
you had worked
he had worked
she had worked
it had worked

Subjunctive

I had worked
you had worked
he had worked
she had worked
it had worked

we had worked
they had worked

we had worked
they had worked

Past Perfect Continuous

Indicative

I had been working
you had been working
he had been working
she had been working
it had been working
we had been working
they had been working

Subjunctive

I had been working
you had been working
he had been working
she had been working
it had been working
we had been working
they had been working

The following table summarizes the formation of the English Subjunctive tenses:

<u>Tense</u>	<u>Auxiliary</u>	<u>Verb Form</u>
Simple Present	do	bare infinitive
Present Continuous	be	present participle
Present Perfect	have	past participle
Present Perfect Continuous	have been	present participle
Simple Past	did	bare infinitive
Past Continuous	were	present participle
Past Perfect	had	past participle
Past Perfect Continuous	had been	present participle

3. Formal commands and requests

The Simple Present Subjunctive was once more extensively used than it is today. In modern American English, the Simple Present Subjunctive is still used in clauses beginning with the word **that** which express formal commands or requests. In the following examples, the word **that** is printed in bold type, and the verbs in the Simple Present Subjunctive are underlined.

e.g. They requested **that** she arrive early.

It is important **that** they be present at the meeting.

The demand **that** he provide identification will create a delay.

The main clauses of the preceding examples are **they requested**, **it is important** and **the demand will create a delay**. In the first example, the verb **requested** is in the Simple Past; in the second example, the verb **is** is in the Simple Present; and in the third example, the verb **will create** is in the Simple Future.

As illustrated in these examples, the use of the Simple Present Subjunctive in the subordinate clause of a formal command or request is independent of the tense of the verb in the main clause.

The Simple Present Subjunctive is more commonly used in formal English than in informal English. For instance, the sentence "He advises **that** you not be late," is an example of formal English. In informal English, the same idea would probably be expressed by the sentence "He advises you not to be late," in which the infinitive is used, rather than a clause requiring the Simple Present Subjunctive.

See [Exercise 1](#).

4. Wishes

The past tenses of the Subjunctive, and the auxiliary **would**, are used in the subordinate clauses of sentences which use the verb **to wish** in the main clause. In the following examples, the verb **to wish** is printed in bold type, and the verbs in the subordinate clauses are underlined.

e.g. He **wishes** that he were rich.

They **wish** that they had studied harder when they were young.

She **wishes** that you would come to the meeting tomorrow.

It should be noted that the word **that** can be omitted from a sentence which uses the verb **to wish** in the main clause.

e.g. He **wishes** he were rich.

They **wish** they had studied harder when they were young.

She **wishes** you would come to the meeting tomorrow.

The form of the verb used in the subordinate clause of a wish is independent of the tense of the verb in the main clause. As explained below, the form of the verb used in the subordinate clause of a wish is determined by whether the time of the action referred to in the subordinate clause is earlier than, the same as, or later than the time of the action referred to in the main clause.

a. An earlier time

When the subordinate clause refers to an earlier time than the main clause, the Past Perfect Subjunctive is usually used in the subordinate clause. In the following examples, the verbs in the Past Perfect Subjunctive are underlined.

e.g. We **wished** he had spoken to us.

I **wish** you had called earlier.

They **will wish** they had listened to us sooner.

In the case of a continuous, ongoing action, the Past Perfect Continuous Subjunctive may be used instead of the Past Perfect Subjunctive. In the following example, the verb in the Past Perfect Continuous Subjunctive is underlined.

e.g. She **wishes** she had been staying with us last week.

In each of these examples, the use of the Past Perfect Subjunctive or the Past Perfect Continuous Subjunctive indicates that the subordinate clause refers to an earlier time than the main clause.

See [Exercise 2](#).

b. The same time

When the subordinate clause refers to the same time as the main clause, the Simple Past Subjunctive is usually used in the subordinate clause. In the following examples, the verbs in the Simple Past Subjunctive are underlined.

e.g. When she was at the party, she **wished** she were at home.

Now that he is in China, he **wishes** he understood Chinese.

When we begin the trip, they **will wish** they were with us.

In the case of a continuous, ongoing action, the Past Continuous Subjunctive may be used instead of the Simple Past Subjunctive. In the following example, the verb in the Past Continuous Subjunctive is underlined.

e.g. They **wish** they were traveling now.

In each of these examples, the use of the Simple Past Subjunctive or the Past Continuous Subjunctive indicates that the subordinate clause refers to the same time as the main clause.

See [Exercise 3](#).

c. A later time

When the subordinate clause refers to a later time than the main clause, the Simple conjugation with the auxiliary **would** is usually used in the subordinate clause. In the following examples, the verbs in the Simple conjugation with **would** are underlined.

e.g. You **wished** she would arrive the next day.

I **wish** she would change her mind.

He **will wish** we would join him the following week.

In each of these examples, the use of the Simple conjugation with **would** indicates that the subordinate clause refers to a later time than the main clause.

See [Exercise 4](#).

d. Summary

The following table summarizes the verb forms most often used in the subordinate clauses of sentences expressing wishes.

<u>Time Referred to in Subordinate Clause</u> <u>Compared to Time Referred to in Main Clause</u>	<u>Form of Verb Used in Subordinate Clause</u>
---	--

Earlier

Past Perfect Subjunctive or
Past Perfect Continuous Subjunctive
e.g. I wish it had snowed yesterday.

Same

Simple Past Subjunctive or
Past Continuous Subjunctive
e.g. I wish it were snowing now.

Later

Simple conjugation with **would**
e.g. I wish it would snow tomorrow.

See [Exercise 5](#).

e. Use of the auxiliary **Could** in expressing wishes

It should be noted that the modal auxiliary **could**, which will be discussed further in the next chapter, can also be used in the subordinate clause of a sentence expressing a wish. The auxiliary **could** forms conjugations in the same way as the auxiliary **would**.

e.g. I wish I could help you tomorrow.

I wish I could help you now.

As illustrated in the preceding examples, the Simple conjugation with **could** may be used when the time referred to in the subordinate clause is later than, or the same as, the time referred to in the main clause.

As illustrated in the following example, the Perfect conjugation with **could** may be used when the time referred to in the subordinate clause is earlier than the time referred to in the main clause.

e.g. I wish I could have helped you yesterday.

5. Conditions which are false or improbable

Conditions are most often expressed in subordinate clauses beginning with the word **if**. In the following examples, the word **if** is printed in bold type.

e.g. **If** it had rained yesterday, we would have stayed at home.

The condition contained in this sentence is expressed in the subordinate clause **if it had rained yesterday**.

Sometimes the word **if** is omitted from a subordinate clause expressing a condition. When the word **if** is omitted, the verb (in the case of the Simple tenses of **to be**), or the first auxiliary, must be placed before the subject. The following pairs of sentences illustrate the change in word order which occurs when the word **if** is omitted from a clause expressing a condition. In these examples, the verbs of the subordinate clauses are underlined.

e.g. **If** I were braver, I would challenge him.

Were I braver, I would challenge him.

If they had been expecting us, they would have arranged to meet us.

Had they been expecting us, they would have arranged to meet us.

If I had not received your message, I would have left.

Had I not received your message, I would have left.

See [Exercise 6](#).

As well as being expressed in subordinate clauses beginning with the word **if**, conditions may also be expressed in subordinate clauses beginning with the word **unless**.

e.g. **Unless** he were a giant, he would not be able to see over the wall.

Either the Indicative Mood or the Subjunctive Mood can be used to express a condition.

In the case of a condition which is considered true or probable, the Indicative Mood is used.

e.g. If she is here now, we will ask her opinion.

In this example, the verb **is** is in the Simple Present Indicative. The use of the Simple Present Indicative indicates that the condition **if she is here now** is considered to be probable.

In the case of a condition which is considered false or improbable, the Subjunctive Mood is used.

e.g. If she were here now, we would ask her opinion.

In this example, the verb **were** is in the Simple Past Subjunctive. The use of the Simple Past Subjunctive indicates that the condition **if she were here now** is considered to be false or improbable.

a. Forms of the verb used in the main clause

When a sentence contains a condition which is considered false or improbable, the verb in the main clause is usually in the Simple or Perfect conjugation with the auxiliary **would**.

i. Referring to present or future time

In a sentence containing a false or improbable condition, if the main clause refers to present or future time, the Simple conjugation with the auxiliary **would** is usually used. In the following examples, the verbs in the Simple conjugation with **would** are underlined.

e.g. If he were ready, I would accompany him.

If she came, I would lend her my bicycle.

In these examples, the use of the Simple conjugation with **would** indicates that the main clauses **I would accompany him** and **I would lend her my bicycle** refer to present or future time.

In the case of a continuous, ongoing action, the Continuous conjugation with **would** may be used. In the following examples, the verbs in the Continuous conjugation with **would** are underlined.

e.g. If they were here, he would be speaking to them now.

If they arrived tomorrow, he would be giving them a tour of the city.

See [Exercise 7](#).

ii. Referring to past time

In a sentence containing a false or improbable condition, if the main clause refers to

past time, the Perfect conjugation with the auxiliary **would** is usually used. In the following example, the verb in the Perfect conjugation with **would** is underlined.
e.g. If it had snowed, I would have skied in the park.

In this example, the use of the Perfect conjugation with **would** indicates that the main clause I **would have skied in the park** refers to past time. The use of the Perfect conjugation with **would**, combined with the use of the Past Perfect in the subordinate clause, indicates that the condition **it had snowed** is false, and that the action of skiing did not take place.

In the case of a continuous, ongoing action, the Perfect Continuous conjugation with **would** may be used. In the following example, the verb in the Perfect Continuous conjugation with **would** is underlined.

e.g. If they had been here, he would have been speaking to them.

See [Exercise 8](#).

iii. Summary

The forms of the verb most commonly used in the main clauses of sentences containing false or improbable conditions are summarized in the following table.

<u>Referring To</u>	<u>Verb in Main Clause</u>
Present or future time	Simple conjugation with would or Continuous conjugation with would e.g. If you started now, you <u>would arrive</u> on time.
Past time	Perfect conjugation with would or Perfect Continuous conjugation with would e.g. If you had started yesterday, you <u>would have arrived</u> on time.

See [Exercise 9](#).

iv. Use of the auxiliary Could in sentences containing false or improbable Conditions

It should be noted that the auxiliary **could** can be used in either the main clause or the subordinate clause of a sentence containing a false or improbable condition. The first pair of examples illustrates the use of the auxiliary **could** in the main clause. The second pair of examples illustrates the use of the auxiliary **could** in the subordinate clause.

e.g. If they studied hard, they could pass the exam next year.

If they had studied hard, they could have passed the exam last year.

If you could see me now, you would not recognize me.

If you could have seen me yesterday, you would not have recognized me.

In these examples, the verbs **could pass** and **could see** are in the Simple conjugation with **could**; and the verbs **could have passed** and **could have seen** are in the Perfect conjugation with **could**. As illustrated in these examples, the Simple conjugation with **could** may be used to refer to present or future time; whereas the Perfect conjugation with **could** may be used to refer to past time.

b. Forms of the verb used in the subordinate clause

i. Referring to present or future time

In a sentence containing a false or improbable condition, if the subordinate clause refers to present or future time, the Simple Past Subjunctive is usually used. In the following examples, the verbs in the Simple Past Subjunctive are underlined.

e.g. If it snowed, I would ski in the park.

If he were here, I would give him the books.

In these examples, the use of the Simple Past Subjunctive indicates that the subordinate clauses **if it snowed** and **if he were here** refer to present or future time.

In the case of a continuous, ongoing action, the Past Continuous Subjunctive may be used. In the following example, the verb in the Past Continuous Subjunctive is underlined.

If she were staying here now, I would let her ride my horse.

See [Exercise 10](#).

It should be noted that, in the case of the verb **to be**, in informal English, the Simple Past Indicative is often used instead of the Simple Past Subjunctive. For instance, the following pair of examples shows how the same idea might be expressed in formal and informal English.

Formal: If he were here now, I would give him the books.

Informal: If he was here now, I would give him the books.

It should be observed that, even when the Indicative is used instead of the Subjunctive, the use of a past tense for an action pertaining to present time, combined with the use of the conjugation with **would** in the main clause, is enough to indicate clearly that the condition expressed is considered false or improbable. However, this use of **was** instead of **were** is considered grammatically incorrect in formal English.

ii. Referring to past time

In a sentence containing a false or improbable condition, if the subordinate clause refers to past time, the Past Perfect Subjunctive is usually used. In the following example, the verb in the Past Perfect Subjunctive is underlined.

e.g. If he had wanted to come, he would have called us.

In this example, the use of the Past Perfect Subjunctive indicates that the subordinate clause **if he had wanted to come** refers to past time. The use of the Past Perfect Subjunctive also indicates that the condition **he had wanted to come** is false.

In the case of a continuous, ongoing action, the Past Perfect Continuous Subjunctive may be used. In the following example, the verb in the Past Perfect Continuous Subjunctive is underlined.

e.g. If it had been raining yesterday, I would have taken my umbrella.

See [Exercise 11](#).

iii. Summary

The forms of the Subjunctive most commonly used in subordinate clauses expressing false or improbable conditions are summarized in the following table.

<u>Referring To</u>	<u>Verb in Subordinate Clause</u>
Present or future time	Simple Past Subjunctive or Past Continuous Subjunctive e.g. If you <u>started</u> now, you would arrive on time.
Past time	Past Perfect Subjunctive or Past Perfect Continuous Subjunctive e.g. If you <u>had started</u> yesterday, you would have arrived on time.

See [Exercise 12](#).

c. Changing a statement containing a probable condition into a statement containing an improbable condition

A statement containing a probable condition can be changed into a statement containing an improbable condition, by changing the forms of the verbs.

For instance, in each of the following pairs of examples, the first statement contains a probable condition; whereas the second statement contains an improbable condition. The verbs in the subordinate clauses and main clauses are underlined.

Probable: If he is here now, we will give him the book.

Improbable: If he were here now, we would give him the book.

Probable: If I have time tonight, I will help you with your homework.

Improbable: If I had time tonight, I would help you with your homework.

In these examples, **he is here now** and **I have time tonight** express probable conditions; whereas **he were here now** and **I had time tonight** express improbable conditions.

These examples illustrate how, when referring to non-continuous actions in present or future time, a statement containing a probable condition can be changed into a statement containing an improbable condition. The verb in the subordinate clause is changed from the Simple Present Indicative to the Simple Past Subjunctive; and the verb in the main clause is changed from the Simple Future to the Simple conjugation with **would**.

See [Exercise 13](#).

It is sometimes said that when a verb is in the Indicative Mood, the use of a past tense indicates remoteness in terms of time; however, when a verb is in the Subjunctive Mood, the use of a past tense indicates remoteness in terms of probability.

6. The imperative mood

The Imperative Mood is used for giving commands. Like the Simple Present Subjunctive, the Imperative Mood of a verb is formed from the bare infinitive of the verb. For instance, the Imperative of the verb **to work** is **work**. In the following examples, the verbs in the Imperative Mood are underlined.

e.g. Work!

Work harder!

Likewise, the Imperative of the verb **to be** is **be**.

e.g. Be more alert!

You be ready to come with us.

The Imperative Mood can be used only in the second person. As shown in the first three examples above, the subject of the sentence is often omitted when the Imperative Mood is used. In such sentences, the subject **you** is said to be "understood". In written English, when the subject of the verb is omitted from a command, the command is often followed by an exclamation mark: !

The Imperative Mood can also be used in negative statements. Negative statements are formed using the auxiliary **do**, followed by the word **not**. The contraction **don't** is often used in spoken English. For example:

Without Contractions

Do not work so hard.

Do not be afraid.

With Contractions

Don't work so hard.

Don't be afraid.

EXERCISES for Chapter 9

1. Fill in the blanks with the Simple Present Subjunctive of the verbs shown in brackets. For example:

They insisted that she _____ at once. (to come)

They insisted that she come at once.

The proposal that she _____ us has merit. (to meet)

The proposal that she meet us has merit.

1. He suggested that I _____ ready by eight o'clock. (to be)
2. We request that she _____ the window. (to open)
3. They demanded that he _____ the room. (to leave)
4. I will ask that she _____ me. (to accompany)
5. They recommended that he _____ to Bermuda. (to fly)
6. The request that we _____ ready to leave at six is a nuisance. (to be)
7. The recommendation that she _____ a holiday was carried out. (to take)
8. It is necessary that you _____ able to come with us. (to be)
9. They asked that we _____ standing. (to remain)
10. The requirement that he _____ work will be hard to meet. (to find)
11. It is important that he _____ everything he can. (to learn)
12. The demand that she _____ the report has been carried out. (to complete)

Answers

2. Complete each of the following sentences with the Past Perfect Subjunctive of the verb shown in brackets. For example:

They wished they ____ not _____. (to come)

They wished they had not come.

I wish I _____ ready on time. (to be)

I wish I had been ready on time.

Will she wish she _____ her bicycle? (to ride)

Will she wish she had ridden her bicycle?

1. I wish I _____ not _____ the answers. (to lose)
2. They wished they _____ not _____ the appointment. (to forget)
3. He will wish he _____ us the book. (to show)
4. Will they wish we _____ them some food? (to give)
5. We wish it _____ yesterday. (to snow)
6. She wished she _____ not _____ the window. (to open)
7. I wished I _____ the news. (to hear)
8. You wish you _____ what to do. (to know)

Answers

3. Complete each of the following sentences with the Simple Past Subjunctive of the verb shown in brackets. For example:

He wished he ____ able to do it. (to be)

He wished he were able to do it.

I wish I _____ with you. (to agree)

I wish I agreed with you.

They will wish they _____ time to come. (to have)

They will wish they had time to come.

1. I wish it _____ possible to finish the work tonight. (to be)
2. Will he wish he _____ ready? (to be)
3. She wished she _____ how to sing. (to know)
4. We wish they _____ to come with us. (to want)
5. You wished you _____ better. (to feel)
6. They will wish it _____ warmer. (to be)
7. Does he wish he _____ younger? (to be)
8. I wish I _____ the subject more interesting. (to find)

Answers

4. Complete the following sentences, using the indicated verbs in the Simple conjugation with **would**. For example:

They wished the sun _____. (to shine)

They wished the sun would shine.

Does she wish it _____? (to snow)

Does she wish it would snow?

You will wish the bell _____. (to ring)

You will wish the bell would ring.

1. They wished she _____ the arrangements. (to make)
2. He will wish you _____ him. (to help)
3. She wishes the mail _____. (to come)
4. We wished they _____. (to hurry)
5. You will wish the door _____. (to open)
6. They wish we _____ for them. (to wait)
7. I wish you _____ to me. (to write)
8. Will she wish you _____ her? (to join)

Answers

5. Paying attention to the underlined adverbs indicating time, complete each of the following sentences with the correct form of the verb shown in brackets. Use the Past Perfect Subjunctive, the Simple Past Subjunctive, or the Simple conjugation with **would**, depending on whether the time of the action referred to in the subordinate clause is earlier than, the same as, or later than, the time of making the wish. For example:

We wished they _____ us earlier. (to call)

We wished they had called us earlier.

She wishes she _____ in Rome now.

She wishes she were in Rome now.

I wish you _____ with us tomorrow. (to come)

I wish you would come with us tomorrow.

1. I wish he _____ here now. (to be)
2. I wish that you _____ here yesterday. (to be)
3. We wish you _____ tomorrow. (to come)
4. You will wish you _____ earlier. (to leave)
5. They wished he _____ with them the next day. (to come)
6. We wish you _____ yesterday. (to arrive)
7. I wish that he _____ us next year. (to visit)
8. She wishes that she _____ at home now. (to be)
9. You wish that he _____ you last week. (to help)
10. He will always wish he _____ rich. (to be)
11. The boy wished that he _____ the competition the next day. (to win)
12. She will wish she _____ the arrangements earlier. (to make)
13. I wish the weather _____ warmer now. (to be)
14. We always wished we _____ fluent in other languages. (to be)
15. They wish he _____ them next week. (to telephone)

Answers

6. For each of the following sentences, rewrite the subordinate clause, using the form in which the word **if** is omitted. For example:

If I were in your position, I would pay close attention.

Were I in your position, I would pay close attention.

If it had been raining, we would have used our umbrellas.

Had it been raining, we would have used our umbrellas.

1. If he were here, he would lend us his car.
2. If I had remembered their address, I would have sent them a card.
3. If we were not waiting for a telephone call, we would go downtown.
4. If they had recognized her, they would have spoken to her.
5. If I had been intending to go shopping, I would have let you know.
6. If you had seen the movie, you would have liked it.
7. If it were not snowing, we would go out.
8. If he had been shoveling the walk, we would have seen him.

Answers

7. Complete the following sentences, using the indicated verbs in the Simple conjugation with **would**. For example:

We _____ if we were ready. (to come)

We would come if we were ready.

_____ you _____ more if you had time? (to travel)

Would you travel more if you had time?

If they saw us, they _____ not _____ us. (to recognize)

If they saw us, they would not recognize us.

_____ you not _____ glad if you were rich? (to be)

Would you not be glad if you were rich?

1. If we were hitchhiking, _____ you _____ to pick us up? (to stop)
2. If we waited for him, we _____ not _____ on time. (to be)
3. _____ he _____ us know if we made a mistake? (to let)
4. I _____ not _____ to have a party if you were not there. (to want)
5. If you knew more about her, you _____ your opinion. (to change)
6. _____ you _____ pizza if you did not like it? (to order)
7. _____ they not _____ to come if we asked them? (to agree)
8. We _____ not _____ a car unless we were insured. (to drive)

Answers

8. Complete the following sentences, using the indicated verbs in the Perfect conjugation with **would**. For example:

If it had rained, I _____ at home. (to stay)

If it had rained, I would have stayed at home.

_____ you _____ with us if we had asked you? (to come)

Would you have come with us if we had asked you?

If he had hurried, he _____ not _____ the bus. (to miss)

If he had hurried, he would not have missed the bus.

_____ she not _____ if she had seen us? (to wave)
Would she not have waved if she had seen us?

1. If he had arrived late, _____ we _____ without him? (to begin)
2. If they had felt thirsty, _____ they not _____ the lemonade? (to drink)
3. If we had been here, we _____ not _____ the fireworks. (to miss)
4. If his office had called, _____ he not _____ to work? (to return)
5. She _____ not _____ early if she had not had a good reason. (to leave)
6. If they had searched more carefully, they _____ the watch sooner. (to find)
7. If you had visited Rome, _____ you _____ to the opera? (to go)
8. She _____ down if she had been tired. (to lie)

Answers

9. The following statements contain false or improbable conditions. Paying attention to the underlined adverbs indicating time, complete the following sentences, using the indicated verbs in the appropriate conjugations with **would**. Use the Simple conjugation for actions pertaining to the present or the future, and use the Perfect conjugation for actions pertaining to the past. For example:

If you came with us now, you _____ everything. (to see)
If you came with us now, you would see everything.

_____ he _____ us yesterday if we had slept in? (to wake)
Would he have woken us yesterday if we had slept in?

1. If he were here now he _____ not _____ to help us. (to hesitate)
2. I _____ the book last week if I had known you wanted it. (to finish)
3. _____ you _____ to him last night if you had seen him? (to speak)
4. If they were old enough, they _____ the contest next week. (to enter)
5. _____ she not _____ a vacation now if she had more time? (to take)
6. If he had sent a message, we _____ it two days ago. (to receive)
7. I _____ it if you came with me now. (to appreciate)
8. _____ she not _____ grateful if we offered to help her tomorrow? (to be)
9. _____ he _____ yesterday if he had entered the race? (to win)
10. _____ they not _____ more books last month if they had noticed the stock was low? (to order)
11. _____ she not _____ us now if she knew where we lived? (to visit)
12. _____ you _____ cucumbers yesterday if they had been on sale? (to buy)

Answers

10. For each of the following sentences, complete the subordinate clause with the Simple Past Subjunctive of the verb shown in brackets. For example:

If he _____ in town, he would call us. (to be)
If he were in town, he would call us.

Would you go to the party if you _____ an invitation? (to receive)
Would you go to the party if you received an invitation?

If he _____ not _____ his work, he would find another job. (to like)

If he did not like his work, he would find another job.

1. If he _____ rich, he would travel. (to be)
2. _____ I not anxious to meet him, I would stay at home. (to be)
3. He would have more free time if he _____ not _____ so hard. (to work)
4. If I _____ a car, I would visit Cape Breton. (to have)
5. We would take the bus if it _____ to snow. (to begin)
6. If you _____ him, you would surely recognize him. (to see)
7. I would not confide in him if I _____ not _____ him. (to trust)
8. If we _____ not _____ time, we would let you know. (to have)
9. If he _____ an expedition, I would certainly join it. (to organize)
10. I would not worry about it if I _____ you. (to be)

Answers

11. For each of the following sentences, complete the subordinate clause with the Past Perfect Subjunctive of the verb shown in brackets. For example:

If I _____ him to do it, he would have obeyed me. (to order)

If I had ordered him to do it, he would have obeyed me.

Had it not _____ yesterday, we would have raked the leaves. (to snow)

Had it not snowed yesterday, we would have raked the leaves.

1. I would not have got lost if I _____ the map. (to study)
2. _____ he _____ at home, we would have visited him. (to be)
3. We would have invited him if we _____ he would come. (to think)
4. He would have applied for the job if he _____ the advertisement. (to see)
5. We would not have ordered tea, _____ we _____ how late it was. (to know)
6. _____ it not _____, they would have held the party in the park. (to rain)
7. We would have agreed with you if we _____ what you meant. (to understand)
8. If you _____ salt on the steps, they would not have been so slippery. (to put)
9. _____ he _____ to us, we would have known when to expect him. (to write)
10. If he _____ to take the course, he would have had to work hard. (to choose)

Answers

12. The following statements contain false or improbable conditions. Paying attention to the underlined adverbs indicating time, complete the subordinate clauses with the correct forms of the verbs shown in brackets. Use the Simple Past Subjunctive for actions pertaining to the present or the future, and use the Past Perfect Subjunctive for actions pertaining to the past. For example:

If she _____ here now, she would be admiring the rose bushes. (to be)

If she were here now, she would be admiring the rose bushes.

_____ he _____ here last week, we would have met him. (to stay)

Had he stayed here last week, we would have met him.

1. If he _____ here now, we would ask his opinion. (to be)
2. We would have forgotten our tickets last night, if she _____ not _____ us. (to)

remind)

3. _____ I _____ earlier, I would have arrived on time yesterday. (to leave)
4. Would you visit Spain next summer, if you _____ enough money? (to have)
5. If it _____ yesterday, we would not need to water the lawn. (to rain)
6. If he _____ you last Wednesday, he would have asked your advice. (to see)
7. If they _____ to leave now, they would need special permission. (to want)
8. _____ they _____ of the concert yesterday, they would have arranged to go. (to know)
9. Would you not have stayed longer last week, if you _____ able to? (to be)
10. If they _____ the letter tomorrow, they would receive an answer in two weeks. (to write)
11. If he _____ the book now, he would enjoy it. (to read)
12. If we _____ more attention yesterday, we would know what time to be there. (to pay)

Answers

13. Change each of the following sentences from a statement containing a probable condition to a statement containing a false or improbable condition. Following the model of the examples, change the underlined verb in the subordinate clause from the Simple Present Indicative to the Simple Past Subjunctive; and change the underlined verb in the main clause from the Simple Future to the Simple conjugation with **would**. For example:

If she is angry, she will scold us.

If she were angry, she would scold us.

If he wins, we will congratulate him.

If he won, we would congratulate him.

They will join us, if we send them a message.

They would join us, if we sent them a message.

1. If they want to see you, they will come to the party.
2. If he is curious, he will ask what we are doing.
3. She will help us, if she has time.
4. If they work hard, they will succeed.
5. If I find the culprits, I will teach them a lesson.
6. If she recognizes us, she will wave.
7. They will treat you well, if you are honest with them.
8. If she likes you, she will tell you.
9. If he is ready, we will invite him to come.
10. If they see me, they will want to speak to me.

Answers

14. Complete the following sentences by filling in the blanks with the Imperative form of the verbs shown in brackets. For example:

_____ the door. (to open)

Open the door.

Don't _____ to come. (to forget)

Don't forget to come.

1. Don't _____ out late. (to stay)
2. Please _____ ready on time. (to be)
3. Don't _____ about that. (to worry)
4. _____ your own business! (to mind)
5. _____ careful not to trip. (to be)
6. Do not _____ everything you hear. (to believe)
7. Always _____ both ways before crossing the street. (to look)
8. You _____ here while I go into the store. (to wait)
9. _____ me! (to excuse)
10. _____ me a postcard if you have time. (to send)

Answers

ANSWERS TO THE EXERCISES for Chapter 9

Answers to Exercise 1:

1. be 2. open 3. leave 4. accompany 5. fly 6. be 7. take 8. be 9. remain 10. find 11. learn 12. complete

Answers to Exercise 2:

1. had, lost 2. had, forgotten 3. had shown 4. had given 5. had snowed 6. had, opened 7. had heard 8. had known

Answers to Exercise 3:

1. were 2. were 3. knew 4. wanted 5. felt 6. were 7. were 8. found

Answers to Exercise 4:

1. would make 2. would help 3. would come 4. would hurry 5. would open 6. would wait 7. would write 8. would join

Answers to Exercise 5:

1. were 2. had been 3. would come 4. had left 5. would come 6. had arrived 7. would visit 8. were 9. had helped 10. were 11. would win 12. had made 13. were 14. were 15. would telephone

Answers to Exercise 6:

1. Were he here, he would lend us his car. 2. Had I remembered their address, I would have sent them a card. 3. Were we not waiting for a telephone call, we would go downtown. 4. Had they recognized her, they would have spoken to her. 5. Had I been intending to go shopping, I would have let you know. 6. Had you seen the movie, you would have liked it. 7. Were it not snowing, we would go out. 8. Had he been shoveling the walk, we would have seen him.

Answers to Exercise 7:

1. would, stop 2. would, be 3. Would, let 4. would, want 5. would change 6. Would, order 7. Would, agree 8. would, drive

Answers to Exercise 8:

1. would, have begun 2. would, have drunk 3. would, have missed 4. would, have returned 5. would, have left 6. would have found 7. would, have gone 8. would have lain

Answers to **Exercise 9**:

1. would, hesitate 2. would have finished 3. Would, have spoken 4. would enter 5. Would, take 6. would have received 7. would appreciate 8. Would, be 9. Would, have won 10. Would, have ordered 11. Would, visit 12. Would, have bought

Answers to **Exercise 10**:

1. were 2. Were 3. did, work 4. had 5. began 6. saw 7. did, trust 8. did, have 9. organized 10. were

Answers to **Exercise 11**:

1. had studied 2. Had, been 3. had thought 4. had seen 5. had, known 6. Had, rained 7. had understood 8. had put 9. Had, written 10. had chosen

Answers to **Exercise 12**:

1. were 2. had, reminded 3. Had, left 4. had 5. had rained 6. had seen 7. wanted 8. Had, known 9. had been 10. wrote 11. read 12. had paid

Answers to **Exercise 13**:

1. If they wanted to see you, they would come to the party. 2. If he were curious, he would ask what we are doing. 3. She would help us, if she had time. 4. If they worked hard, they would succeed. 5. If I found the culprits, I would teach them a lesson. 6. If she recognized us, she would wave. 7. They would treat you well, if you were honest with them. 8. If she liked you, she would tell you. 9. If he were ready, we would invite him to come. 10. If they saw me, they would want to speak to me.

Answers to **Exercise 14**:

1. stay 2. be 3. worry 4. Mind 5. Be 6. believe 7. look 8. wait 9. Excuse 10. Send

CHAPTER 10. MODAL VERBS

There are nine modal verbs in English: can, could, may, might, must, shall, should, will, and would. Two of these, **will** and **would**, have already been discussed in detail.

1. Formation of the modal conjugations

All of the modal verbs are used as auxiliaries, and all of them form conjugations in the same way. Thus, the other modal auxiliaries form conjugations in the same way as **will** and **would**. For instance, the conjugation of the modal auxiliary **could** with the verb **to work** is formed as follows:

Conjugations of the modal auxiliary Could with the verb To Work

Simple

I could work
you could work
he could work
she could work
it could work
we could work
they could work

Continuous

I could be working
you could be working
he could be working
she could be working
it could be working
we could be working
they could be working

Perfect

I could have worked
you could have worked
he could have worked
she could have worked
it could have worked
we could have worked
they could have worked

Perfect Continuous

I could have been working
you could have been working
he could have been working
she could have been working
it could have been working
we could have been working
they could have been working

The formation of conjugations using the modal auxiliaries can be summarized as follows:

<u>Conjugation</u>	<u>Auxiliary</u>	<u>Verb Form</u>
Simple	modal auxiliary	bare infinitive
Continuous	modal auxiliary + be	present participle
Perfect	modal auxiliary + have	past participle
Perfect Continuous	modal auxiliary + have been	present participle

Verbs in the Simple conjugation with a modal auxiliary generally refer to present or future time; whereas verbs in the Perfect conjugation with a modal auxiliary generally refer to past time.

Verbs in the Continuous conjugation with a modal auxiliary generally refer to continuous, ongoing actions in present or future time; whereas verbs in the Perfect Continuous conjugation with a modal auxiliary generally refer to continuous, ongoing actions in past time.

The word order for questions and negative statements in the conjugations with the modal auxiliaries is similar to that in other English conjugations.

a. Questions

To form a question, the first auxiliary is placed before the subject. For example:

Affirmative Statement

She can work.
He would be working.
They should have worked.
I could have been working.

Question

Can she work?
Would he be working?
Should they have worked?
Could I have been working?

See [Exercise 1](#).

b. Negative statements

To form a negative statement, the word **not** is placed after the first auxiliary. It should be noted that the auxiliary **can**, followed by **not**, is written as a single word. For example:

Affirmative Statement

She can work.
He would be working.
They should have worked.
I could have been working.

Negative Statement

She cannot work.
He would not be working.
They should not have worked.
I could not have been working.

See [Exercise 2](#).

In spoken English, the following contractions may be used:

Without Contractions

cannot
could not
might not
must not
shall not
should not
will not
would not

With Contractions

can't
couldn't
mightn't
mustn't
shan't
shouldn't
won't
wouldn't

However, it should be noted that the contractions **mightn't** and **shan't** are rarely used in modern American English.

c. Negative questions

To form a negative question, the first auxiliary is placed before the subject, and the word **not** is placed after the subject. However, when contractions are used, the contracted form of **not** follows immediately after the auxiliary. For example:

Without Contractions

Can she not work?
Would he not be working?
Should they not have worked?
Could I not have been working?

With Contractions

Can't she work?
Wouldn't he be working?
Shouldn't they have worked?
Couldn't I have been working?

See [Exercise 3](#).

d. Tag questions

Tag questions are formed using the first auxiliary. In the following examples, the negative tag questions are underlined.

Affirmative Statement

She can work.
He would be working.
They should have worked.
I could have been working.

Affirmative Statement with Tag Question

She can work, can't she?
He would be working, wouldn't he?
They should have worked, shouldn't they?
I could have been working, couldn't I?

2. Relationships among the modal auxiliaries

Just as **would** can be used as the past of **will**; **could** can be used as the past of **can**; **might** can be used as the past of **may**; and **should** can be used as the past of **shall**. The auxiliary **must** can refer either to the present or to the past. These relationships among the modal auxiliaries can be summarized as follows:

Present

can
may
must
shall
will

Past

could
might
must
should
would

The following examples illustrate these relationships:

Tense of Verb in Main Clause

Simple Present
Simple Past

Complete Sentence

I think I can do it.
I thought I could do it.

Simple Present
Simple Past

He **predicts** it may rain.
He **predicted** it might rain.

Simple Present
Simple Past

She **knows** she must be there.
She **knew** she must be there.

Simple Present
Simple Past

I **wonder** what we shall do tomorrow.
I **wondered** what we should do the next day.

See [Exercises 4](#) and [5](#).

Each of the modal auxiliaries has more than one meaning. The meaning depends upon the context in which the auxiliary is used.

3. Can and Could

The modal auxiliary **can** is most often used in the Simple conjugation.

The most important meaning of **can** and **could** is **to be able to**.

e.g. He can walk thirty miles a day.

When she was young, she could swim across the lake.

The first example has the meaning, **He is able to walk thirty miles a day**. The second example has the meaning, **When she was young, she was able to swim across the lake**.

Like the auxiliary **would**, **could** can be used in polite requests and suggestions.

e.g. Could you please tell me how to get to Almond Street?

You could try asking the bus driver to help you.

As indicated in the previous chapter, **could** can be used in sentences expressing wishes.

e.g. He wished he could visit France.

I wish I could have helped you.

See [Exercise 6](#).

It has also been pointed out that **could** can be used in either the main clause or the subordinate clause of a statement expressing a false or improbable condition.

e.g. If he were stronger, he could help us push the car out of the snow.

She could have caught the bus if she had left right away.

I would be glad if I could help you.

If he could have solved the problem, he would have felt happier.

See [Exercises 7](#) and [8](#).

In informal English, **can** is often used with the meaning **to be allowed to**.

e.g. He says I can take the day off.

Can I have some more soup?

However, in formal English, it is considered more correct to use the auxiliary **may** in such situations.

He says I may take the day off.

May I have some more soup?

4. May, Might and Must

One of the meanings of **may** and **might** is **to be allowed to**.

e.g. The members of the organization agree that I may join it.

The members of the organization agreed that I might join it.

The auxiliary **must** is a stronger form of **may** and **might**. One of the meanings of **must** is **to be obliged to** or **to have to**.

e.g. You must provide proper identification in order to cash a check.

They must work harder if they are to succeed.

It should be noted that the meaning of **must not** is **to be obliged not to**.

e.g. You must not leave.

He must not speak.

The first example has the meaning, **You must stay**. The second example has the meaning, **He must be silent**.

In order to express the idea of not being obliged to do something, an expression such as **not to be obliged to** or **not to have to** is generally used.

e.g. You do not have to leave.

He is not obliged to speak.

The first example has the meaning, **You may stay, if you wish**. The second example has the meaning, **He may be silent, if he wishes**.

Like **could** and **would**, **might** can be used in polite requests and suggestions. The auxiliaries **could**, **would** and **might** can be used to express differing degrees of politeness:

Degree of Politeness

somewhat polite

quite polite

very polite

Auxiliary

could

would

might

Thus, **might** expresses the highest degree of politeness.

e.g. Might I observe what you are doing?

Might I offer some advice?

See [Exercise 9](#).

May, **might** and **must** are also used to express differing degrees of probability:

Degree of Probability

somewhat probable

highly probable

Auxiliary

may, might

must

For instance, **may** and **might** are often used in the Simple conjugation to express the idea that an event is somewhat probable.

e.g. You might be right.

It may snow later this afternoon.

Similarly, **must** can be used in the Simple conjugation to express the idea that an event is highly probable.

e.g. He must be mistaken.

In the following examples, the Perfect conjugations with **may**, **might** and **must** are used to express differing degrees of probability relating to past events.

Rupert might have taken the money, but it seems unlikely.

It is possible he may have called while we were out.

It must have rained last night, because the streets are wet.

See [Exercise 10](#).

5. Should

In British English, the Simple conjugation with the auxiliary **should** is often used in subordinate clauses stating conditions. This construction is usually used to refer to events that may occur by chance.

e.g. If I should see him, I will tell him what I think.

Should is also used with the meaning **ought to**. This is the most common use of **should** in American English.

e.g. You should take an umbrella with you, in case it starts to rain.

I should answer his letter as soon as possible.

Ought is said to be a **defective** verb, since it has no infinitive, or present or past participle. It does not modify, but has the same form, regardless of the subject. **Ought** can be used only in combination with other verbs. Unlike the modal auxiliaries, which are followed by the bare infinitive, **ought** is followed by the infinitive of whatever verb it accompanies.

In each of the following examples, **ought** is underlined, and the infinitive which follows it is printed in bold type.

e.g. You ought **to take** an umbrella with you.

He ought **to stop** smoking.

They ought **to drive** more carefully.

6. Expressions which are synonymous with the modal auxiliaries

The modal verbs can be used only as auxiliaries; they cannot be used on their own. They are defective, since they have no infinitive, or present or past participle.

It should be noted that in addition to the modal auxiliaries **will** and **can**, there are two other English verbs, **to will** and **to can**, which are conjugated regularly. The verb **to will** has the meaning **to direct one's willpower toward something**, or **to bequeath by means of a will**. The verb **to can** has the meaning **to put into a can**.

Because the modal auxiliaries are defective, they cannot be combined with one another. Thus, the fact that the English future tenses are formed with the modal auxiliaries **will** and **shall** means that the other modal auxiliaries cannot be put into the future.

When it is desired to put the ideas expressed by the modal auxiliaries into the future, synonymous expressions must be used. The following are the synonymous expressions most often used:

Modal Auxiliary

can
may

Synonymous Expression

be able to
be allowed to

must

have to

It should be noted that the expression **be allowed to** is synonymous with **may** only when **may** is used in the sense of permission being granted.

The following examples illustrate how synonymous expressions may be used when it is desired to put the modal auxiliaries **can**, **may** and **must** into the future.

Present

I can work.

You may work.

He must work.

Future

I will be able to work.

You will be allowed to work.

He will have to work.

See [Exercise 11](#).

a. The pronunciation of Have To

The following table illustrates how the pronunciation of the words **have** and **has** in the expression **have to** differs from the usual pronunciation of the verb **to have**. In the expression **have to**, the consonant preceding the **t** of **to** is unvoiced. An imitated pronunciation of **has** and **have** is indicated in the right-hand column.

Usual pronunciation of Have

Example

She has two children.

We have two children.

Imitated Pronunciation

"haz"

"hav"

Pronunciation of Have in the expression Have To

Example

She has to leave.

We have to leave.

Imitated Pronunciation

"hass"

"haff"

7. The use of auxiliaries in tag questions, short answers and ellipsis

In English, the verbs used as auxiliaries are **to be**, **to do**, **to have**, and the modal auxiliaries. All of these auxiliaries can be used in tag questions and short answers.

a. Negative tag questions

Negative tag questions have already been discussed. An affirmative statement is often followed by a negative tag question, in order to ask for confirmation of the affirmative statement. In the following examples, the negative tag questions are underlined. Contractions are usually used in negative tag questions.

e.g. You are coming with me, aren't you?

You like coffee, don't you?

For the Simple Present and the Simple Past of the verb **to be**, tag questions are formed using the verb itself. For instance, in the following examples, the verbs **is** and **were** are used in negative tag questions.

e.g. She is very nice, isn't she?

They were ready on time, weren't they?

For the Simple Present and the Simple Past of verbs other than the verb **to be**, the auxiliary **to do** is used in tag questions. For instance, in the following examples, the auxiliaries **does** and **did** are used in negative tag questions.

e.g. He rides a bicycle, doesn't he?

They ordered pizza, didn't they?

For all other tenses and conjugations, the first auxiliary is used in tag questions. For instance, in the following examples, the first auxiliaries **have**, **would**, **should** and **can** are used in negative tag questions.

e.g. You have worked all night, haven't you?

He would have helped us, wouldn't he?

They should get more exercise, shouldn't they?

She can speak five languages, can't she?

See [Exercise 12](#).

b. Affirmative tag questions

A negative statement is often followed by an affirmative tag question, in order to ask for confirmation of the negative statement, or in order to ask for more information. In the following examples, the affirmative tag questions are underlined.

e.g. He is not very tall, is he?

They don't want to work, do they?

The rules for forming affirmative tag questions are similar to those for forming negative tag questions. In the case of the Simple Present and Simple Past of the verb **to be**, the verb itself is used; and in the case of all other tenses and conjugations, the first auxiliary is used.

e.g. He wasn't much help, was he?

They didn't want to come with us, did they?

You hadn't slept well, had you?

She can't speak Greek, can she?

They wouldn't mind helping us, would they?

See [Exercise 13](#).

c. Short answers

Sometimes it is possible to reply to a question by means of a short answer, consisting of a subject, followed by the verb or first auxiliary used in the question. The rules for forming affirmative and negative short answers are similar to those for forming affirmative and negative tag questions. Thus, in the case of the Simple Present and Simple Past of the verb **to be**, the verb itself is used; and in the case of all other tenses and conjugations, the first auxiliary is used.

The following are examples of questions with affirmative and negative short answers. The verbs and auxiliaries are underlined.

Contractions are usually used in negative short answers.

<u>Question</u>	<u>Affirmative Short Answer</u>	<u>Negative Short Answer</u>
<u>Is</u> he ready?	Yes, he <u>is</u> .	No, he <u>isn't</u> .
<u>Were</u> you finished?	Yes, I <u>was</u> .	No, I <u>wasn't</u> .
<u>Do</u> you <u>know</u> them?	Yes, I <u>do</u> .	No, I <u>don't</u> .
<u>Did</u> we <u>win</u> ?	Yes, we <u>did</u> .	No, we <u>didn't</u> .
<u>Has</u> he <u>left</u> ?	Yes, he <u>has</u> .	No, he <u>hasn't</u> .
<u>Will</u> they <u>need</u> help?	Yes, they <u>will</u> .	No, they <u>won't</u> .
<u>Could</u> you <u>help</u> me?	Yes, I <u>could</u> .	No, I <u>couldn't</u> .

It should be noted that the form of the verb in a short answer is not always the same as the form of the verb in the question, since the verb of a short answer must agree with its subject. In the following examples, the verbs are underlined, and their subjects are printed in bold type.

e.g. Are **you** ready? Yes, I am.

Were **you** excited? Yes, I was.

See [Exercises 14](#) and [15](#).

d. Ellipsis

In English, words can sometimes be omitted from a sentence without changing the meaning of the sentence. The words which are omitted are said to be "understood". This type of short form is usually referred to as **ellipsis**.

Short answers are one kind of ellipsis. For instance, in the example:

Can you speak Spanish? Yes, I can.

the short answer **Yes, I can**, means **Yes, I can speak Spanish**. The words **speak Spanish** are understood.

Another kind of ellipsis uses the words **and so**, followed by the verb or first auxiliary, followed by the subject.

For instance, the sentence:

He can speak Spanish, and I can speak Spanish too.

would normally be shortened to:

He can speak Spanish, and so can I.

Other examples of this type of ellipsis are given below. The verbs and auxiliaries are underlined.

Without Ellipsis: She is tired, and I am tired too.

With Ellipsis: She is tired, and so am I.

Without Ellipsis: They like ice cream, and we like ice cream too.

With Ellipsis: They like ice cream, and so do we.

Without Ellipsis: He wrote a letter, and I wrote a letter too.

With Ellipsis: He wrote a letter, and so did I.

Without Ellipsis: You had worked all night, and I had worked all night too.

With Ellipsis: You had worked all night, and so had I.

Without Ellipsis: You should get more sleep, and we should get more sleep too.

With Ellipsis: You should get more sleep, and so should we.

As illustrated above, the rules for forming the construction with **and so** are similar to the rules for forming tag questions and short answers. Thus, in the case of the Simple Present and Simple Past of the verb **to be**, the verb itself is used; in the case of the Simple Present and Simple Past of verbs other than the verb **to be**, the auxiliary **to do** is used; and in the case of all other tenses and conjugations, the first auxiliary is used.

See [Exercise 16](#).

The construction using the words **and so** is used to express an affirmative idea, following an affirmative statement.

In contrast, a similar construction, using the words **and neither**, is used to express a negative idea, following a negative statement.

For instance, the sentence:

He cannot speak Danish, and I cannot speak Danish either.
would normally be shortened to:

He cannot speak Danish, and neither can I.

Other examples of this type of ellipsis are given below. The verbs and auxiliaries are underlined.

Without Ellipsis: She is not ready, and you are not ready either.

With Ellipsis: She is not ready, and neither are you.

Without Ellipsis: They do not own a car, and he does not own a car either.

With Ellipsis: They do not own a car, and neither does he.

Without Ellipsis: We have not forgotten, and she has not forgotten either.

With Ellipsis: We have not forgotten, and neither has she.

Without Ellipsis: They couldn't find it, and we couldn't find it either.

With Ellipsis: They couldn't find it, and neither could we.

EXERCISES for Chapter 10

1. Change the following affirmative statements into questions. For example:
I may go.
May I go?

We could have found it.
Could we have found it?

1. I must leave at four o'clock.
2. He might be leaving for work now.
3. We can solve the puzzle.
4. You should have called him.
5. They could have been waiting for the bus.
6. I shall go out now.
7. You will have finished the book.
8. We should be making the arrangements.
9. She would like to know the answer.
10. They can explain what happened.

Answers

2. Change the following affirmative statements into negative statements. For example:

I can answer the question.

I cannot answer the question.

He shall be sorry.

He shall not be sorry.

1. You must come with us.
2. It may be sunny tomorrow.
3. She could have won the race.
4. We might be right.
5. You would have liked that movie.
6. They can swim very well.
7. She might be finishing school now.
8. He should have been walking to work.
9. I shall be happy to see him.
10. You will have been working all night.

Answers

3. Change the following affirmative statements into negative questions. Do not use contractions in this exercise. For example:

He must be at work now.

Must he not be at work now?

They might call us later.

Might they not call us later?

1. You should be wearing a warm hat.
2. He could have decided to stay at home.
3. They might have forgotten the message.
4. She will see you again next week.
5. They would enjoy riding on the ferry.
6. He may decide to go camping.
7. They could have been playing football yesterday.

8. We shall visit our friends.
9. She must have wanted to join us.
10. He should be getting more sleep.

Answers

4. For each of the following sentences, change the verb in the main clause from the Simple Present to the Simple Past; and change the modal auxiliary from the present to the past. For example:

He says he can do it.

He said he could do it.

Do you think she will manage it?

Did you think she would manage it?

1. She says he may go.
2. I think we can finish on time.
3. They know we will help them.
4. He says he must leave.
5. We believe she will be there.
6. Do you hope they will reply soon?
7. Does he not realize we may meet him there?
8. You think we can reach our destination by nightfall.
9. I suppose he must be at home.
10. I predict I shall succeed.

Answers

5. For each of the following sentences, change the verb in the main clause from the Simple Past to the Simple Present; and change the modal auxiliary from the past to the present. For example:

They felt they could not win.

They feel they cannot win.

He believed he would reach the Amazon River in a few days.

He believes he will reach the Amazon River in a few days.

1. He thought he might arrive early.
2. She felt she must make a phone call.
3. I maintained they would not have any difficulty.
4. They realized they could not do all the work in one day.
5. We knew we should not be able to return home for Christmas.
6. They hoped they could find their way.
7. He imagined he would be able to convince us.
8. She suspected they must be living nearby.
9. I hoped you would enjoy the play.
10. We thought you might know him.

Answers

6. Complete the following sentences, using the indicated verbs in the Simple conjugation with the auxiliary **could**. For example:

I wish I _____ Portuguese. (to speak)

I wish I could speak Portuguese.

They will wish they _____ the questions. (to answer)
They will wish they could answer the questions.

You wished you _____ some chocolate. (to buy)
You wished you could buy some chocolate.

1. He wishes he _____ them. (to call)
2. We wish we _____ more time sightseeing. (to spend)
3. She wished she _____ you. (to visit)
4. They will wish they _____ to the concert. (to go)
5. I wished I _____ my way home. (to find)
6. He wishes he _____ famous. (to become)
7. I wish I _____ it to you. (to describe)

Answers

7. Complete the following sentences, using the indicated verbs in the Simple conjugation with the auxiliary **could**. For example:

If he wanted to, he _____ how to sail a boat. (to learn)
If he wanted to, he could learn how to sail a boat.

If we _____ anywhere, we would visit Greece. (to travel)
If we could travel anywhere, we would visit Greece.

1. If I _____ you, I would be glad to do it. (to help)
2. If she played the piano, she _____ your singing. (to accompany)
3. We _____ before dawn if we made all our preparations tonight. (to depart)
4. He would be thrilled if he _____ to ride a horse. (to learn)
5. If she came with us, we _____ her all the sights. (to show)
6. If they gave us their address, we _____ them a card. (to send)
7. He would move at once if he _____ a better place to live. (to find)

Answers

8. Complete the following sentences, using the indicated verbs in the Perfect conjugation with the auxiliary **could**. For example:

Had I studied harder, I _____ every question. (to answer)
Had I studied harder, I could have answered every question.

_____ she _____ you earlier, she would have spoken to you. (to see)
Could she have seen you earlier, she would have spoken to you.

1. If you _____ him trying to skate, you would have laughed. (to see)
2. If I had experienced difficulties, I _____ him for help. (to ask)
3. It would have been better if we _____ everything to her. (to explain)
4. Had they had permission, they _____ the arrangements themselves. (to make)
5. We _____ easily our way if we had not brought a compass with us. (to lose)
6. _____ they _____ what he had in mind, they would not have been so complacent. (to know)

7. Had a flying saucer landed on the roof, he _____ not _____ more surprised.
(to be)
8. If only I _____ them of the truth, much time and trouble would have been saved. (to convince)
9. If you _____ what might happen, would you have acted differently?
(to guess)
10. Had I realized he was in town, I _____ him. (to contact)

Answers

9. Fill in the blanks, indicating whether each of the following sentences is somewhat polite (S), quite polite (Q), or very polite (V). Notice the indirect phrasing of the most polite requests and suggestions. For example:

- Could you pass the butter? S
 Would you please pass the butter? Q
 Might I trouble you to pass the butter? V

1. Could you help me? ____
2. Would you like some help? ____
3. Might I be of assistance? ____
4. You could come with us. ____
5. You might wish to accompany us. ____
6. Would you like to come with us? ____
7. Might I trouble you for two pounds of fish? ____
8. I would like to buy two pounds of fish, please. ____
9. Could you give me two pounds of fish? ____
10. Could I have your opinion on this? ____
11. Would you please tell me what you think? ____
12. Might I know your feelings on the matter? ____

Answers

10. Complete each of the following sentences with the auxiliary **may**, **might** or **must**. Use **may** or **might** when the event described seems somewhat probable, and use **must** when the event described seems very probable. For example:

You ____ be right; we shall have to wait and see.

You may be right; we shall have to wait and see. or You might be right; we shall have to wait and see.

That ____ be our landlord; I would recognize him anywhere.

That must be our landlord; I would recognize him anywhere.

1. Although it _____ be true, it seems unlikely.
2. That _____ have been the number 10 bus, because no other bus runs on this street.
3. We _____ have to wait a long time for a bus, because they do not run very frequently.
4. That _____ be the right answer; there is no other possibility.
5. Tell me your problem; I _____ be able to help you.
6. It _____ have been he who answered the phone, because no one else was at home.
7. Since we have never been to this store before, we _____ have difficulty finding

what we want.

8. You _____ be pleased that you are doing so well in your new job.

9. I _____ go downtown tomorrow; it depends on the weather.

10. Although he is a very careful worker, it is possible that he _____ have made a mistake.

Answers

11. Rewrite the following sentences, putting the underlined verbs into the future. For example:

They can explain the situation to us.

They will be able to explain the situation to us.

May they leave whenever they wish?

Will they be allowed to leave whenever they wish?

She must obtain a license.

She will have to obtain a license.

1. She can describe it to you.

2. You must lock the doors when you leave.

3. He can follow the instructions.

4. May they stay overnight?

5. We must remember to buy groceries.

6. She can finish the work on time.

7. Must he take his glasses with him?

8. Can they buy the tickets in advance?

9. She must learn to be more careful.

10. You may choose your own seat.

Answers

12. Add negative tag questions to the following affirmative statements. For example:

They are lucky.

They are lucky, aren't they?

You know what I mean.

You know what I mean, don't you?

We will tell him the truth.

We will tell him the truth, won't we?

She could try harder.

She could try harder, couldn't she?

1. You are cold.

2. They passed the test.

3. I can do this well.

4. You live near the school.

5. He went downtown.

6. We should call them.

7. She likes toffee.

8. They could help us.
9. I won the race.
10. You were reading.
11. He rides a bicycle.
12. We would need more time.

Answers

13. Add affirmative tag questions to the following negative statements. For example:
She isn't well.
She isn't well, is she?

You don't eat fish.
You don't eat fish, do you?

He hadn't found it.
He hadn't found it, had he?

They won't mind.
They won't mind, will they?

1. They won't reach their destination before five o'clock.
2. He doesn't want to come with us.
3. She hasn't eaten breakfast yet.
4. They aren't very clever.
5. I couldn't have persuaded you.
6. You won't forget to come.
7. We weren't expecting company.
8. They wouldn't like that.

Answers

14. Write affirmative short answers to the following questions. For example:
Is he thirsty?
Yes, he is.

Haven't they read the book?
Yes, they have.

Can they finish the work by themselves?
Yes, they can.

Should she leave now?
Yes, she should.

1. Do we need any butter?
2. May they send for you?
3. Is she sure she is right?
4. Does he enjoy studying?
5. Had they been meaning to call us?
6. Couldn't he send us the information?
7. Would she like to listen to the radio?

8. Had he been wanting to travel?

[Answers](#)

15. Write negative short answers to the following questions. For example:

Wasn't he thirsty?

No, he wasn't.

Were they watching television?

No, they weren't.

Should we turn left here?

No, we shouldn't.

Will they want some coffee?

No, they won't.

1. Isn't she driving her own car?

2. Will he be visiting Denmark?

3. Would she mind?

4. Could they understand everything?

5. Will she have to get up early?

6. Should he warn them?

7. Didn't we sell all the chocolate bars?

8. Couldn't they find any evidence?

[Answers](#)

16. Add the short form construction using the words **and so** to each of the following affirmative statements. Use the subjects shown in brackets. For example:

He is lucky. (I)

He is lucky, and so am I.

She likes chocolate. (you)

She likes chocolate, and so do you.

They can swim well. (we)

They can swim well, and so can we.

1. We are thirsty. (they)

2. You have been helpful. (she)

3. I swam to the island. (he)

4. He was riding a horse. (you)

5. They can understand Dutch. (we)

6. She enjoyed the trip. (I)

7. You should study hard. (they)

8. He reads a great deal. (she)

[Answers](#)

17. Add the short form construction using the words **and neither** to each of the following negative statements. Use the subjects shown in brackets. For example:

He is not angry. (we)

He is not angry, and neither are we.

They didn't visit you. (I)

They didn't visit you, and neither did I.

I couldn't understand it. (she)

I couldn't understand it, and neither could she.

1. You haven't finished supper. (she)
2. He couldn't tell the time. (they)
3. She is not planning to go. (we)
4. We didn't wait long. (he)
5. He has not been feeling well. (I)
6. She cannot run fast. (they)
7. We do not own a canary. (he)
8. You won't be needing an umbrella. (we)

[Answers](#)

ANSWERS TO THE EXERCISES for Chapter 10

Answers to [Exercise 1](#):

1. Must I leave at four o'clock? 2. Might he be leaving for work now? 3. Can we solve the puzzle? 4. Should you have called him? 5. Could they have been waiting for the bus? 6. Shall I go out now? 7. Will you have finished the book? 8. Should we be making the arrangements? 9. Would she like to know the answer? 10. Can they explain what happened?

Answers to [Exercise 2](#):

1. You must not come with us. 2. It may not be sunny tomorrow. 3. She could not have won the race. 4. We might not be right. 5. You would not have liked that movie. 6. They cannot swim very well. 7. She might not be finishing school now. 8. He should not have been walking to work. 9. I shall not be happy to see him. 10. You will not have been working all night.

Answers to [Exercise 3](#):

1. Should you not be wearing a warm hat? 2. Could he not have decided to stay at home? 3. Might they not have forgotten the message? 4. Will she not see you again next week? 5. Would they not enjoy riding on the ferry? 6. May he not decide to go camping? 7. Could they not have been playing football yesterday? 8. Shall we not visit our friends? 9. Must she not have wanted to join us? 10. Should he not be getting more sleep?

Answers to [Exercise 4](#):

1. She said he might go. 2. I thought we could finish on time. 3. They knew we would help them. 4. He said he must leave. 5. We believed she would be there. 6. Did you hope they would reply soon? 7. Did he not realize we might meet him there? 8. You thought we could reach our destination by nightfall. 9. I supposed he must be at home. 10. I predicted I should succeed.

Answers to [Exercise 5](#):

1. He thinks he may arrive early. 2. She feels she must make a phone call. 3. I maintain they will not have any difficulty. 4. They realize they cannot do all the work in one day. 5. We know we shall not be able to return home for Christmas. 6. They hope they can find their way. 7. He imagines he will be able to convince us. 8. She suspects they must be living nearby. 9. I hope you will enjoy the play. 10. We think you may know him.

Answers to [Exercise 6](#):

1. could call 2. could spend 3. could visit 4. could go 5. could find 6. could become 7. could describe

Answers to [Exercise 7](#):

1. could help 2. could accompany 3. could depart 4. could learn 5. could show 6. could send 7. could find

Answers to [Exercise 8](#):

1. could have seen 2. could have asked 3. could have explained 4. could have made 5. could, have lost 6. Could, have known 7. could, have been 8. could have convinced 9. could have guessed 10. could have contacted

Answers to [Exercise 9](#):

1. S 2. Q 3. V 4. S 5. V 6. Q 7. V 8. Q 9. S 10. S 11. Q 12. V

Answers to [Exercise 10](#):

1. may or might 2. must 3. may or might 4. must 5. may or might 6. must 7. may or might 8. must 9. may or might 10. may or might

Answers to [Exercise 11](#):

1. She will be able to describe it to you. 2. You will have to lock the doors when you leave. 3. He will be able to follow the instructions. 4. Will they be allowed to stay overnight? 5. We will have to remember to buy groceries. 6. She will be able to finish the work on time. 7. Will he have to take his glasses with him? 8. Will they be able to buy the tickets in advance? 9. She will have to learn to be more careful. 10. You will be allowed to choose your own seat.

Answers to [Exercise 12](#):

1. You are cold, aren't you? 2. They passed the test, didn't they? 3. I can do this well, can't I? 4. You live near the school, don't you? 5. He went downtown, didn't he? 6. We should call them, shouldn't we? 7. She likes toffee, doesn't she? 8. They could help us, couldn't they? 9. I won the race, didn't I? 10. You were reading, weren't you? 11. He rides a bicycle, doesn't he? 12. We would need more time, wouldn't we?

Answers to [Exercise 13](#):

1. They won't reach their destination before five o'clock, will they? 2. He doesn't want to come with us, does he? 3. She hasn't eaten breakfast yet, has she? 4. They aren't very clever, are they? 5. I couldn't have persuaded you, could I? 6. You won't forget to come, will you? 7. We weren't expecting company, were we? 8. They wouldn't like that, would they?

Answers to [Exercise 14](#):

1. Yes, we do. 2. Yes, they may. 3. Yes, she is. 4. Yes, he does. 5. Yes, they had. 6. Yes, he could. 7. Yes, she would. 8. Yes, he had.

Answers to [Exercise 15](#):

1. No, she isn't. 2. No, he won't. 3. No, she wouldn't. 4. No, they couldn't. 5. No, she won't. 6. No, he shouldn't. 7. No, we didn't. 8. No, they couldn't.

Answers to [Exercise 16](#):

1. We are thirsty, and so are they. 2. You have been helpful, and so has she. 3. I swam to the island, and so did he. 4. He was riding a horse, and so were you. 5. They can understand Dutch, and so can we. 6. She enjoyed the trip, and so did I. 7. You should study hard, and so should they. 8. He reads a great deal, and so does she.

Answers to [Exercise 17](#):

1. You haven't finished supper, and neither has she. 2. He couldn't tell the time, and neither could they. 3. She is not planning to go, and neither are we. 4. We didn't wait long, and neither did he. 5. He has not been feeling well, and neither have I. 6. She cannot run fast, and neither can they. 7. We do not own a canary, and neither does he. 8. You won't be needing an umbrella, and neither will we.

CHAPTER 11. TRANSITIVE AND INTRANSITIVE VERBS

1. Direct objects

Most of the verbs examined so far have been in the **Active Voice**. When a verb is in the Active Voice, the subject of the verb refers to the person or thing performing the action described by the verb; and the **object** of the verb refers to the person or thing receiving the action described by the verb.

In the following examples, the objects of the verbs are printed in bold type.

e.g. He read the **book**.

I did not see the **balloon**.

They ate the **potatoes** quickly.

She rode her **bicycle** along the sidewalk.

Do we understand **it**?

In these sentences, the verbs **read**, **did see**, **ate**, **rode** and **do understand** are in the Active Voice; and the words **book**, **balloon**, **potatoes**, **bicycle** and **it** are the objects of the verbs. These objects are said to be **direct objects**, because they refer to things which receive directly the actions described by the verbs.

See [Exercise 1](#).

2. Lay and Lie, Raise and Rise, and Set and Sit

Verbs which take an object are usually called **transitive** verbs. Verbs which do not take an object are usually called **intransitive** verbs.

Many English verbs can be used either intransitively or transitively. For instance, in the sentence **Most birds can fly**, the verb **to fly** is intransitive, since it is used without an object. But in the sentence **This pilot will fly the plane**, the verb **to fly** is transitive, since it takes the object **plane**.

However, some English verbs can be used only intransitively. A few pairs of verbs should be noted. The two verbs of each pair have similar meanings, but one of the verbs can take an object, and the other cannot. In the following table, the verbs labeled **intransitive** are those which cannot take an object.

	<u>Infinitive</u>	<u>Simple Past</u>	<u>Past Participle</u>
<u>Transitive:</u>	to lay	laid	laid
<u>Intransitive:</u>	to lie	lay	lain
<u>Transitive:</u>	to raise	raised	raised
<u>Intransitive:</u>	to rise	rose	risen
<u>Transitive:</u>	to set	set	set
<u>Intransitive:</u>	to sit	sat	sat

Particular care must be taken not to confuse the verbs **to lay** and **to lie**, since, as shown above, the Simple Past of the verb **to lie** has the same form as the bare infinitive of the verb **to lay**.

a. To Lay and To Lie

To lay is a transitive verb, which can take an object. The following examples illustrate the use of the Present Continuous, Simple Past, and Present Perfect tenses of the verb **to lay**. The verbs are underlined, and the objects of the verbs are printed in bold type.
e.g. I am laying the **table**.

He laid a **bet** on the white horse.

The hen has laid an **egg**.

To lie is an intransitive verb, which cannot take an object. The following examples illustrate the use of the Present Continuous, Simple Past, and Present Perfect tenses of the verb **to lie**.

e.g. She is lying on the sofa.

We lay on the beach in the sun.

He has lain in bed for a week.

In these examples, it might appear that the words **sofa**, **beach**, and **bed** act as objects of the verb **to lie**. However, this is not the case.

Not only verbs, but also **prepositions** have the ability to take objects. A few commonly used English prepositions are **at**, **by**, **for**, **from**, **in**, **of**, **on**, **to** and **with**. Prepositions will be discussed in detail in a later chapter.

In the examples above, **sofa**, and **beach** are objects of the preposition **on**; and **bed** is the object of the preposition **in**.

See [Exercise 2](#).

b. To Raise and To Rise

To raise is a transitive verb, which can take an object. The following examples illustrate the use of the Present Continuous, Simple Past, and Present Perfect tenses of the verb **to raise**. The verbs are underlined, and the objects of the verbs are printed in bold type.

e.g. She is raising **poodles**.

He raised the **window**.

They have raised a **crop** of wheat.

To rise is an intransitive verb, which cannot take an object. The following examples illustrate the use of the Present Continuous, Simple Past, and Present Perfect tenses of the verb **to rise**.

e.g. The moon is rising in the east.

They rose to the occasion.

The temperature has risen by five degrees.

In these sentences, the verbs have no objects. The words **east**, **occasion** and **degrees** are the objects of the prepositions **in**, **to** and **by**.

See [Exercise 3](#).

c. To Set and To Sit

To set is a transitive verb, which can take an object. The following examples illustrate the use of the Present Continuous, Simple Past, and Present Perfect tenses of the verb **to set**. The verbs are underlined, and the objects of the verbs are printed in bold type.

e.g. They are setting a **record**.

We set the **jars** on a shelf.

Have you set the **date** for your trip?

To sit is an intransitive verb, which cannot take an object. The following examples illustrate the use of the Present Continuous, Simple Past, and Present Perfect tenses of the verb **to sit**.

e.g. They are sitting by the front steps.

I sat at my desk for an hour.

You have sat on the couch all afternoon.

In these sentences, the verbs have no objects. The words **steps**, **desk**, and **couch** are the objects of the prepositions **by**, **at** and **on**.

See [Exercises 4](#) and [5](#).

3. Indirect objects

In addition to taking direct objects, some verbs also take **indirect** objects. In the following examples, the direct objects are printed in bold type, and the indirect objects are underlined.

e.g. We gave the child a **toy**.
I sent the man the **information**.

In these examples, the words **child** and **man** are said to be the indirect objects of the verbs **gave** and **sent**. Indirect objects refer to things which receive indirectly the actions described by the verbs. In the above examples, the words **toy** and **information** are the direct objects of the verbs.

Indirect objects usually refer to living things.

It is possible for a sentence containing an indirect object to be rewritten by placing a preposition before the indirect object. When this is done, the original indirect object can be regarded either as the indirect object of the verb, or as the object of the preposition.

For example, the sentence **We gave the child a toy**, can be rewritten as follows:

We gave a **toy** to the child.

In the rewritten sentence, **child** can be regarded either as the indirect object of the verb **gave**, or as the object of the preposition **to**.

The following examples illustrate the position of the indirect object in a sentence. The direct object, **toy**, is printed in bold type, and the indirect object, **child**, is underlined.
e.g. We gave the child a **toy**.

We gave a **toy** to the child.

When an indirect object is not preceded by a preposition, the indirect object must be placed before the direct object. Thus, in the sentence **We gave the child a toy**, the indirect object **child** is placed before the direct object **toy**.

However, when an indirect object is preceded by a preposition, the indirect object must be placed after the direct object. In the sentence **We gave a toy to the child**, the indirect object **child** is preceded by the preposition **to**. Therefore, the indirect object, **child** is placed after the direct object **toy**.

The object which is placed last in a sentence tends to receive greater emphasis than the object which is placed first. Thus, the word order of a sentence can be varied in order to give greater emphasis to one object or the other. For instance, in the sentence **We lent the teacher a book**, the direct object **book** is slightly emphasized. However, in the sentence **We lent a book to the teacher**, the indirect object **teacher** is emphasized.

See [Exercises 6](#) and [7](#).

A few English verbs, such as **to describe**, **to distribute**, **to explain** and **to say**, can take an indirect object only when the indirect object is preceded by a preposition. In the following examples, the direct objects are printed in bold type, and the indirect objects are underlined.

e.g. He described his **experiences** to the reporters.

They distributed the **leaflets** to their friends.

We explained the **situation** to the participants.

She said **something** to her teacher.

These verbs cannot take an indirect object which immediately follows the verb. One reason for this may be to avoid creating sentences which are ambiguous or confusing. For instance, a sentence which began with the words **He described the reporters...** would create the impression that it was the reporters who were being described. When **the reporters** is preceded by the preposition **to**, there is no ambiguity.

EXERCISES for Chapter 11

1. In each of the following sentences, underline the direct object of the verb. For example:

She forgot the pencils.
She forgot the pencils.

Was he writing a letter?
Was he writing a letter?

You did not answer the question.
You did not answer the question.

1. I watched the birds.
2. He did not close the window.
3. She rang the bell.
4. Did you find the answer?
5. I opened the door.
6. Did she play the violin?
7. You will need an umbrella.
8. They are not carrying the parcels.
9. You organized the race.
10. Were they using the blankets?

Answers

2. In the following sentences, the direct objects of the verbs are printed in bold type. In addition, each sentence contains an adverb or adverb phrase indicating time. Depending upon whether or not there is a direct object, complete each sentence using either **to lay** or **to lie**, as appropriate. Use the Present Continuous tense if the action takes place in the present, and use the Simple Past tense if the action took place in the past. For example:

They _____ the **bricks** now.
They are laying the **bricks** now.

I _____ the **money** on the counter last night.
I laid the **money** on the counter last night.

Right now, the dogs _____ in the middle of the road.
Right now, the dogs are lying in the middle of the road.

Yesterday, he ____ in bed until ten o'clock.

Yesterday, he lay in bed until ten o'clock.

1. Now I _____ too close to the fire.
2. Last night he _____ twenty **dollars** on top of the bookcase.
3. Right now she _____ a **fire**.
4. Until last year, the treasure _____ hidden under the earth.
5. Yesterday she _____ her **coat** on the bed.
6. His books _____ on the floor all last week.
7. Right now he _____ low in order to stay out of danger.
8. Yesterday morning he _____ the **parcel** close to the door.
9. Last night they _____ in wait for the thieves.
10. Now they _____ their **cards** on the table.

Answers

3. In the following sentences, the direct objects of the verbs are printed in bold type. In addition, each sentence contains an adverb or adverb phrase indicating time. Depending upon whether or not there is a direct object, complete each sentence using either **to raise** or **to rise**, as appropriate. Use the Present Continuous tense if the action takes place in the present; and use the Simple Past tense if the action took place in the past. For example:

Right now, he _____ **sheep**.

Right now, he is raising **sheep**.

Last night he _____ their **expectations**.

Last night he raised their **expectations**.

The price of housing _____ now.

The price of housing is rising now.

Last year she _____ at six o'clock every morning.

Last year she rose at six o'clock every morning.

1. Last night, when we heard the news, our hopes _____.
2. Last year they _____ six hundred **dollars** by selling chocolate bars.
3. Now they _____ the **price** of gasoline.
4. The price of gold _____ yesterday.
5. At the moment, he _____ **corn**.
6. Right now mist _____ from the water.
7. Last week, you _____ a difficult **question**.
8. The temperature _____ at the moment.
9. Now he _____ his **hat**.
10. The water level _____ last week.

Answers

4. In the following sentences, the direct objects of the verbs are printed in bold type. In addition, each sentence contains an adverb or adverb phrase indicating time. Depending upon whether or not there is a direct object, complete each sentence using either **to set** or **to sit**, as appropriate. Use the Present Continuous tense if the action takes place in the present; and use the Simple Past tense if the action took place in the past. For example:

Now they _____ the **table**.

Now they are setting the **table**.

Last night we ____ our alarm **clock** for six o'clock.

Last night we set our alarm **clock** for six o'clock.

At the moment, the cat _____ on top of the car.

At the moment, the cat is sitting on top of the car.

Yesterday he ____ at his desk all afternoon.

Yesterday he sat at his desk all afternoon.

1. Right now they _____ down to a good meal.
2. Yesterday they _____ the empty **bottles** on the front step.
3. At the moment, she _____ in front of the fire.
4. Now we _____ the **suitcases** on the moving belt.
5. In ancient times, King Arthur's knights _____ at the Round Table.
6. Yesterday morning the doctor _____ the broken **bone**.
7. Right now, we _____ around the table.
8. He _____ a good **example** last week, by studying hard.
9. Now she _____ her **watch** to the correct time.
10. Yesterday afternoon we _____ at the end of the dock, in the sun.

Answers

5. In the following sentences, the direct objects of the verbs are printed in bold type. Paying attention to whether or not there is a direct object, for each sentence, choose the correct verb from the pair given in brackets, and complete the sentence using the Present Perfect tense of the verb. For example:

I _____ two **blankets** on the bed. (to lay, to lie)

I have laid two **blankets** on the bed.

He _____ down for half an hour. (to lay, to lie)

He has lain down for half an hour.

They _____ the **flag**. (to raise, to rise)

They have raised the **flag**.

Our opinion of them _____. (to raise, to rise)

Our opinion of them has risen.

We _____ the electric **train** in motion. (to set, to sit)

We have set the electric **train** in motion.

She ____ just ____ down. (to set, to sit)

She has just sat down.

1. They _____ a **limit** of four cartons per customer. (to set, to sit)
2. We _____ our **plans** carefully. (to lay, to lie)
3. You _____ very early for the past three weeks. (to raise, to rise)
4. We _____ in the car all afternoon. (to set, to sit)

5. They _____ four **children**. (to raise, to rise)
6. He _____ a **record** for endurance. (to set, to sit)
7. I _____ awake half the night. (to lay, to lie)
8. They _____ the **table**. (to lay, to lie)
9. She _____ still for fifteen minutes. (to set, to sit)
10. You _____ your **standards**. (to raise, to rise)
11. Your standards _____. (to raise, to rise)
12. Your gloves _____ on the table all week. (to lay, to lie)

Answers

6. Rewrite each of the following sentences, omitting the underlined preposition which precedes the indirect object, and making the necessary changes in word order. For example:

I bought a rose for the singer.
I bought the singer a rose.

She gave an apple to the boy.
She gave the boy an apple.

1. I handed the book to the student.
2. He wrote a letter to the twins.
3. She made a scarf for the girl.
4. I told the story to the audience.
5. We paid the money to the dentist.
6. He sent a reply to the doctor.
7. We offered the job to the students.
8. She told the news to her friends.

Answers

7. Rewrite each of the following sentences, inserting the preposition **to** before the indirect object, and making the necessary changes in word order. For example:

I wrote the president a letter.
I wrote a letter to the president.

They showed the visitor the garden.
They showed the garden to the visitor.

1. We sent the reporters a photograph.
2. They mailed the agency a postcard.
3. I paid the manager the fee.
4. We sold the students the doughnuts.
5. You read the teacher the story.
6. She mailed the seamstress the material.
7. I sent the workers a message.
8. He offered his guest the wine.

Answers

Answers to **Exercise 1**:

1. birds 2. window 3. bell 4. answer 5. door 6. violin 7. umbrella 8. parcels 9. race 10. blankets

Answers to **Exercise 2**:

1. am lying 2. laid 3. is laying 4. lay 5. laid 6. lay 7. is lying 8. laid 9. lay 10. are laying

Answers to **Exercise 3**:

1. rose 2. raised 3. are raising 4. rose 5. is raising 6. is rising 7. raised 8. is rising 9. is raising 10. rose

Answers to **Exercise 4**:

1. are sitting 2. set 3. is sitting 4. are setting 5. sat 6. set 7. are sitting 8. set 9. is setting 10. sat

Answers to **Exercise 5**:

1. have set 2. have laid 3. have risen 4. have sat 5. have raised 6. has set 7. have lain 8. have laid 9. has sat 10. have raised 11. have risen 12. have lain

Answers to **Exercise 6**:

1. I handed the student the book. 2. He wrote the twins a letter. 3. She made the girl a scarf. 4. I told the audience the story. 5. We paid the dentist the money. 6. He sent the doctor a reply. 7. We offered the students the job. 8. She told her friends the news.

Answers to **Exercise 7**:

1. We sent a photograph to the reporters. 2. They mailed a postcard to the agency. 3. I paid the fee to the manager. 4. We sold the doughnuts to the students. 5. You read the story to the teacher. 6. She mailed the material to the seamstress. 7. I sent a message to the workers. 8. He offered the wine to his guest.

CHAPTER 12. THE PASSIVE VOICE

1. Use of the passive voice

As explained in the preceding chapter, the Active Voice of a verb is used when the subject of the verb refers to the person or thing performing the action described by the verb.

In contrast, the **Passive Voice** of a verb is used when the subject of the verb refers to the person or thing receiving the action described by the verb. Only a verb which can take an object can be put into the Passive Voice.

The Passive Voice is more commonly used in English than it is in other European languages such as German or French. As well as being used in everyday English, the Passive Voice is used extensively in official documents and scientific papers.

In the following examples, the verbs in the Passive Voice are underlined.

e.g. The ball was struck by the boy.

Gold has been found by the explorers.

In these examples, the verbs **was struck** and **has been found** are in the Passive Voice. The subjects **ball** and **gold** refer to things receiving the actions described by the verbs.

2. Formation of the indicative mood of the passive voice

For every tense in the Active Voice, there is a corresponding tense in the Passive Voice. In the Passive Voice, the verb **to be** acts as an auxiliary. The Passive Voice tenses of an English verb are formed from the corresponding conjugations of **to be**, followed by the past participle of the verb.

a. The simple present indicative

For instance, the Simple Present Indicative of **to be**, and the Simple Present Indicative of the Passive Voice of the verb **to show** are conjugated as follows:

Simple Present Indicative of To Be

I am
you are
he is
she is
it is
we are
they are

Simple Present Indicative of Passive Voice of To Show

I am shown
you are shown
he is shown
she is shown
it is shown
we are shown
they are shown

b. The other indicative tenses

Similarly, the other Indicative tenses of the Passive Voice of the verb **to show** are conjugated as indicated in the following table. The corresponding tenses of the verb **to be** are included for purposes of comparison.

The verb To Be compared with the Passive Voice of the verb To Show

Present Continuous

I am being
you are being
he is being
she is being
it is being
we are being
they are being

Present Continuous

I am being shown
you are being shown
he is being shown
she is being shown
it is being shown
we are being shown
they are being shown

Present Perfect

I have been
you have been
he has been
she has been
it has been
we have been

Present Perfect

I have been shown
you have been shown
he has been shown
she has been shown
it has been shown
we have been shown

they have been

Present Perfect Continuous

have been being
you have been being
he has been being
she has been being
it has been being
we have been being
they have been being

Simple Past

I was
you were
he was
she was
it was
we were
they were

Past Continuous

I was being
you were being
he was being
she was being
it was being
we were being
they were being

Past Perfect

I had been
you had been
he had been
she had been
it had been
we had been
they had been

Past Perfect Continuous

I had been being
you had been being
he had been being
she had been being
it had been being
we had been being
they had been being

Simple Future

I will (shall) be
you will be

they have been shown

Present Perfect Continuous

I have been being shown
you have been being shown
he has been being shown
she has been being shown
it has been being shown
we have been being shown
they have been being shown

Simple Past

I was shown
you were shown
he was shown
she was shown
it was shown
we were shown
they were shown

Past Continuous

I was being shown
you were being shown
he was being shown
she was being shown
it was being shown
we were being shown
they were being shown

Past Perfect

I had been shown
you had been shown
he had been shown
she had been shown
it had been shown
we had been shown
they had been shown

Past Perfect Continuous

I had been being shown
you had been being shown
he had been being shown
she had been being shown
it had been being shown
we had been being shown
they had been being shown

Simple Future

I will (shall) be shown
you will be shown

he will be
she will be
it will be
we will (shall) be
they will be

Future Continuous

I will (shall) be being
you will be being
he will be being
she will be being
it will be being
we will (shall) be being
they will be being

Future Perfect

I will (shall) have been
you will have been
he will have been
she will have been
it will have been
we will (shall) have been
they will have been

Future Perfect Continuous

I will (shall) have been being
you will have been being
he will have been being
she will have been being
It will have been being
we will (shall) have been being
they will have been being

he will be shown
she will be shown
it will be shown
we will (shall) be shown
they will be shown

Future Continuous

I will (shall) be being shown
you will be being shown
he will be being shown
she will be being shown
it will be being shown
we will (shall) be being shown
they will be being shown

Future Perfect

I will (shall) have been shown
you will have been shown
he will have been shown
she will have been shown
it will have been shown
we will (shall) have been shown
they will have been shown

Future Perfect Continuous

I will (shall) have been being shown
you will have been being shown
he will have been being shown
she will have been being shown
it will have been being shown
we will (shall) have been being shown
they will have been being shown

c. Summary of the formation of the indicative tenses of the passive voice

The following table summarizes the formation of the Indicative tenses of the Passive Voice.

The Formation of the Indicative Mood of the Passive Voice

<u>Tense</u>	<u>Auxiliary</u>	<u>Verb Form</u>
Simple Present	am/is/are	past participle
Present Continuous	am/is/are being	past participle
Present Perfect	have/has been	past participle
Present Perfect Continuous**	have/has been being	past participle
Simple Past	was/were	past participle
Past Continuous	was/were being	past participle
Past Perfect	had been	past participle
Past Perfect Continuous**	had been being	past participle

Simple Future	will (shall) be*	past participle
Future Continuous**	will (shall) be being	past participle
Future Perfect	will (shall) have been	past participle
Future Perfect Continuous**	will (shall) have been being	past participle

* The other modal auxiliaries form conjugations in the same way as shown for **will** and **shall**.

** The Present Perfect Continuous, Past Perfect Continuous, Future Continuous, and Future Perfect Continuous tenses of the Passive Voice are cumbersome, and are rarely used. Only the more commonly used tenses of the Passive Voice will be discussed below.

3. Questions and negative statements

As is the case for other English conjugations, verbs in the Passive Voice form questions and negative statements using the first auxiliary.

a. Questions

To form a question, the first auxiliary is placed before the subject. For example:

Affirmative Statement

You were shown the sights.
 She is being shown the sights.
 He will have been shown the sights.
 We should be shown the sights.

Question

Were you shown the sights?
 Is she being shown the sights?
 Will he have been shown the sights?
 Should we be shown the sights?

See [Exercise 1](#).

b. Negative statements

To form a negative statement, the word **not** is placed after the first auxiliary. For example:

Negative Statements

You were not shown the sights.
 She is not being shown the sights.
 He will not have been shown the sights.
 We should not be shown the sights.

See [Exercise 2](#).

c. Negative questions

To form a negative question, the first auxiliary is placed before the subject, and the word **not** is placed after the subject. However, when contractions are used, the

contracted form of **not** follows immediately after the auxiliary. Contractions are often used in spoken English. For example:

Without Contractions

Were you not shown the sights?
Is she not being shown the sights?
Will he not have been shown the sights?
Should we not be shown the sights?

With Contractions

Weren't you shown the sights?
Isn't she being shown the sights?
Won't he have been shown the sights?
Shouldn't we be shown the sights?

See [Exercise 3](#).

4. Changing the voice of a verb

When the verb of a sentence is changed from the Active Voice to the Passive Voice and the other words in the sentence are left unaltered, a change in meaning results. In the following examples, the verbs are underlined.

e.g. Active Voice: He is driving to the airport.

Passive Voice: He is being driven to the airport.

The person referred to by the subject of the first sentence is behaving actively; the person is doing the driving. The person referred to by the subject of the second sentence is behaving passively; someone else is doing the driving.

Using the first person singular of the verb **to show** as an example, the following table compares the most commonly used tenses of the Indicative Mood of the Passive Voice with the corresponding tenses of the Active Voice.

<u>Tense</u>	<u>Active Voice</u>	<u>Passive Voice</u>
Simple Present	I show	I am shown
<u>Negative Statement:</u>	I do not show	I am not shown
Present Continuous	I am showing	I am being shown
Present Perfect	I have shown	I have been shown
Simple Past	I showed	I was shown
<u>Negative Statement:</u>	I did not show	I was not shown
Past Continuous	I was showing	I was being shown
Past Perfect	I had shown	I had been shown
Simple Future	I will show	I will be shown
Future Perfect	I will have shown	I will have been shown
Simple, with would	I would show	I would be shown

Perfect, with **would**

I would have shown

I would have been shown

See [Exercises 4](#) and [5](#).

5. Changing the voice of a verb while preserving the meaning of a sentence

In order to preserve the meaning of a sentence when the Voice of the verb is changed, it is necessary to alter the order of the words in the sentence.

a. Changing the verb from the active voice to the passive voice

When a verb which takes an object is changed from the Active Voice to the Passive Voice, in order to preserve the meaning of the sentence, the former object becomes the subject of the verb, and the former subject may be preceded by the preposition **by**, and placed after the verb. In the following examples, the verbs are underlined, and the direct objects of the verbs are printed in bold type.

For instance, in the sentence:

The wind is rippling the **water**.

the verb **is rippling** has the subject **wind** and takes the object **water**. When the verb is put into the Passive Voice and the meaning of the sentence is preserved, the former object, **water**, becomes the subject of the verb, and the former subject, **wind**, becomes the object of the preposition **by**, as follows:

The water is being rippled by the wind.

Other examples are:

Active: The squirrel ate the **nut**.

Passive: The nut was eaten by the squirrel.

Active: The child will open the **parcel**.

Passive: The parcel will be opened by the child.

In the first pair of examples, the verb **ate**, in the Active Voice, is changed to **was eaten**, in the Passive Voice. In order to preserve the meaning, **nut**, the object of the verb in the Active Voice, becomes the subject of the verb in the Passive Voice, and is placed before the verb; and **squirrel**, the subject of the verb in the Active Voice, becomes the object of the preposition **by**, and is placed after the verb.

Similarly, in the second pair of examples, **parcel**, the object of the verb in the Active Voice, becomes the subject of the verb in the Passive Voice and is placed before the verb; and **child**, the subject of the verb in the Active Voice, becomes the object of the preposition **by**, and is placed after the verb.

See [Exercise 6](#).

It should be noted that, when changing the Voice of a verb in a sentence while preserving the meaning of the sentence, it is necessary to make sure that the verb agrees with its new subject.

e.g. Active: The boys are mowing the **lawn**.
Passive: The lawn is being mowed by the boys.

In the first sentence, the subject **boys** is plural; therefore a plural auxiliary **are** is used. In the second sentence, the subject **lawn** is singular; therefore a singular auxiliary **is** is used. The agreement of verbs with noun subjects is discussed in the next chapter.

b. Changing the verb from the passive voice to the active voice

When a verb is changed from the Passive Voice to the Active Voice, in order to preserve the meaning of the sentence, the former subject becomes the object of the verb, and, if the sentence includes a phrase beginning with the preposition **by**, the former object of the preposition becomes the subject of the verb.

e.g. Passive: The clover is being eaten by the cow.
Active: The cow is eating the **clover**.

In this pair of examples, the verb **is being eaten**, in the Passive Voice, is changed to **is eating**, in the Active Voice. In order to preserve the meaning of the sentence, **clover**, the subject of the verb in the Passive Voice, becomes the object of the verb in the Active Voice, and is placed after the verb; and **cow**, the object of the preposition **by**, becomes the subject of the verb in the Active Voice, and is placed before the verb.

Other examples are:

Passive: The wine was ordered by the dealer.
Active: The dealer ordered the wine.

Passive: The deer could have been killed by the poacher.
Active: The poacher could have killed the deer.

See [Exercise 7](#).

c. Changing the voice of a verb which takes both a direct object and an indirect object

When a verb in the Active Voice takes both a direct object and an indirect object, either object can become the subject of the verb when the verb is put into the Passive Voice, and the meaning of the sentence is preserved. The object which does not become the subject remains as an object. When a verb in the Passive Voice takes an indirect object, the indirect object is usually preceded by a preposition.

e.g. Active: The guide will show you the **museum**.
Passive: You will be shown the **museum** by the guide.
Passive: The museum will be shown to you by the guide.

In the first sentence, the verb **will show**, in the Active Voice, takes the direct object **museum**, and the indirect object **you**. In the second and third sentences, the verb **will be shown** is in the Passive Voice, and the meaning has been preserved by altering the word order and using the preposition **by**. In the second sentence, the former indirect object, **you**, is the subject of the verb, and the former direct object, **museum**, remains the direct object. In the third sentence, the former direct object, **museum**, is the subject of the verb, and the former indirect object, **you**, is preceded by the preposition **to**.

A similar example is:

Active: The policeman gave you a **medal**.

Passive: You were given a **medal** by the policeman.

Passive: A medal was given to you by the policeman.

In the first sentence, the verb **gave**, in the Active Voice, takes the direct object **medal** and the indirect object **you**. In the second and third sentences, the verb **was given** is in the Passive Voice. In the second sentence, the former indirect object, **you**, is the subject of the verb, and the former direct object, **medal**, remains the direct object. In the third sentence, the former direct object, **medal**, is the subject of the verb, and the former indirect object, **you**, is preceded by the preposition **to**.

6. The subjunctive mood of the passive voice

The Passive Voice tenses discussed so far have all been in the Indicative Mood. However, verbs in the Passive Voice can also be put into the Subjunctive Mood.

It has been seen that all of the tenses in the Passive Voice are formed using auxiliaries. As has already been explained, the Subjunctive Mood of tenses using auxiliaries is formed by putting the first auxiliary into the Subjunctive Mood.

Using the verb **to show** as an example, the following table illustrates the formation of the tenses of the Subjunctive Mood of the Passive Voice.

The Subjunctive Mood of the Passive Voice of the verb To Show

Simple Present

I be shown
you be shown
he be shown
she be shown
it be shown
we be shown
they be shown

Simple Past

I were shown
you were shown
he were shown
she were shown
it were shown
we were shown
they were shown

Present Continuous

I be being shown
you be being shown
he be being shown
she be being shown
it be being shown
we be being shown
they be being shown

Past Continuous

I were being shown
you were being shown
he were being shown
she were being shown
it were being shown
we were being shown
they were being shown

Present Perfect

I have been shown
you have been shown
he have been shown

Past Perfect

I had been shown
you had been shown
he had been shown

she have been shown
it have been shown
we have been shown
they have been shown

she had been shown
it had been shown
we had been shown
they had been shown

Present Perfect Continuous

I have been being shown
you have been being shown
he have been being shown
she have been being shown
it have been being shown
we have been being shown
they have been being shown

Past Perfect Continuous

I had been being shown
you had been being shown
he had been being shown
she had been being shown
it had been being shown
we had been being shown
they had been being shown

The following table summarizes the formation of the Subjunctive tenses of the Passive Voice.

The Formation of the Subjunctive Mood of the Passive Voice

<u>Tense</u>	<u>Auxiliary</u>	<u>Verb Form</u>
Simple Present	be	past participle
Present Continuous	be being	past participle
Present Perfect	have been	past participle
Present Perfect Continuous	have been being	past participle
Simple Past	were	past participle
Past Continuous	were being	past participle
Past Perfect	had been	past participle
Past Perfect Continuous	had been being	past participle

a. Use of the simple present subjunctive

Like the Simple Present Subjunctive of the Active Voice, the Simple Present Subjunctive of the Passive Voice is often used in subordinate clauses beginning with **that** in sentences which contain formal commands, or requests.

As can be seen from the preceding table, the Simple Present Subjunctive of The Passive Voice is formed from the invariable auxiliary **be**, followed by the past participle of the verb. The following sentences are examples of the use of the Simple Present Subjunctive of the Passive Voice.

e.g. I request that he be invited to speak.

We asked that our suggestions be considered.

They will insist that their colleague be admitted to the association.

See [Exercise 8](#).

b. Use of the past forms of the subjunctive

Like the past forms of the Subjunctive of the Active Voice, the past forms of the Subjunctive of the Passive Voice are used in wishes, and in statements containing false

or improbable conditions.

e.g. I wish he were allowed to come.

It would have been better if they had been invited.

In the first example, the Simple Past Subjunctive of the Passive Voice, **were allowed**, is used in expressing a wish. In the second example, the Past Perfect Subjunctive of the Passive Voice, **had been invited**, is used in expressing the false condition **they had been invited**.

EXERCISES for Chapter 12

1. Change the following affirmative statements into questions. For example:

You are required to attend the meeting.

Are you required to attend the meeting?

She is being ignored.

Is she being ignored?

1. They should be notified.
2. He might have been allowed to come.
3. You had been told about it.
4. They will be needed.
5. It has been adjourned.
6. They were being prepared.

[Answers](#)

2. Change the following affirmative statements into negative statements. For example:

They would have been instructed to join us.

They would not have been instructed to join us.

It was sent on time.

It was not sent on time.

1. We could have been seen from the island.
2. It is being dealt with satisfactorily.
3. They were being kept under observation.
4. You will be held responsible.
5. They were expected at six o'clock.
6. He will be asked to participate.

[Answers](#)

3. Change the following affirmative statements into negative questions. Do not use contractions in this exercise. For example:

He is respected by everyone.

Is he not respected by everyone?

She should be consulted.

Should she not be consulted?

1. They were recognized immediately.
2. We were being assisted by volunteers.
3. It had been delivered.
4. They should have been guarded more carefully.
5. We will be given financial assistance.
6. It had been organized by the club members.

Answers

4. For each of the following sentences, first indicate the tense of the underlined verb, and then change the verb from the Active Voice to the corresponding tense in the Passive Voice. Take note of the resulting change in the meaning of the sentence. For example:

They drive to work at seven o'clock every morning.

Simple Present: They are driven to work at seven o'clock every morning.

Did he notice?

Simple Past: Was he noticed?

She is not telling the truth.

Present Continuous: he is not being told the truth.

We have sent a message.

Present Perfect: We have been sent a message.

I will pay.

Simple Future: I will be paid.

1. Do they expect to leave? _____
2. He is giving instructions. _____
3. They have moved to a new location. _____
4. She will fly to London. _____
5. He has offered a discount. _____
6. They have stopped. _____
7. Will you have given the order? _____
8. We sent a favorable reply. _____
9. We were teaching German. _____
10. I understand. _____
11. He is offering free advice. _____
12. She will rush to the reception. _____

Answers

5. For each of the following sentences, first indicate the tense of the underlined verb, and then change the verb from the Passive Voice to the corresponding tense in the Active Voice. Take note of the resulting change in the meaning of the sentence. For example:

We are paid regularly.

Simple Present: We pay regularly.

She is not assisted every day.

Simple Present: She does not assist every day.

Was he not being flown to Boston?

Past Continuous: Was he not flying to Boston?

It has been grown here for the past twenty years.

Present Perfect: It has grown here for the past twenty years.

Might they be called at nine o'clock?

Simple conjugation with **might**: Might they call at nine o'clock?

1. We can be heard easily. _____
2. She is being given advice. _____
3. Were they not flown over the lake? _____
4. I had been transferred to another department.
5. He is being stopped. _____
6. We have been sent a letter. _____
7. He is not being taught music theory. _____
8. Should they have been flown to their next destination? _____
9. They will be watched constantly. _____
10. We had been driven to the beach this morning. _____
11. Has he been checked into the hotel? _____
12. Could I have been told the news yesterday? _____

Answers

6. Change the underlined verbs in the following sentences from the Active Voice to the corresponding tenses in the Passive Voice. Preserve the meaning of the sentences by using the preposition **by** and making the necessary changes in word order. For example:

The teenager rowed the boat.

The boat was rowed by the teenager.

The girl is riding the horse.

The horse is being ridden by the girl.

The student has prepared the lunch.

The lunch has been prepared by the student.

The president will thank the members.

The members will be thanked by the president.

The children can understand the poem.

The poem can be understood by the children.

1. The woman founded the club.
2. This entry took the prize.
3. The girl is playing the guitar.
4. The mailman has delivered the letter.
5. The chauffeur can drive the car.
6. The child chose the hat.
7. The cat chased the mouse.
8. The workers will weave the carpet.

9. The stranger could have bought the hiking boots.
10. The dealer has sold the car.
11. The dog splashed the water.
12. The man has watered the garden.

Answers

7. Change the underlined verbs in the following sentences from the Passive Voice to the corresponding tenses in the Active Voice. Preserve the meaning of the sentences by omitting the preposition **by** and making the necessary changes in word order. For example:

The news was heard by everyone.
Everyone heard the news.

The orders were followed by the officials.
The officials followed the orders.

The money is being counted by the cashier.
The cashier is counting the money.

The ducks have been fed by the tourists.
The tourists have fed the ducks.

The flowers will be photographed by the naturalist.
The naturalist will photograph the flowers.

1. The bill was paid by the manager.
2. The bread was made by the baker.
3. The wiring must be checked by the electrician.
4. The crow was being scolded by the squirrel.
5. The book was written by a doctor.
6. The house was painted by a student.
7. The seeds were taken by the chickadee.
8. The cider has been drunk by the guest.
9. The mail is opened by the secretary.
10. The ingredients have been measured by the cooks.
11. The bird was seen by the photographers.
12. His work will be published by the magazine.

Answers

8. Complete the following sentences using the Simple Present Subjunctive of the Passive Voice of the verbs shown in brackets. For example:

She ordered that the most important details _____ known. (to make)
She ordered that the most important details be made known.

He advises that the plane _____ at a high altitude. (to fly)
He advises that the plane be flown at a high altitude.

1. They demand that the change of plans _____ at nine o'clock. (to announce)
2. We ask that permission to compete _____ to everyone. (to grant)
3. It is important that their accomplishments _____. (to recognize)

4. It is crucial that we _____ of any change. (to advise)
5. He asks that his affairs _____ in order. (to put)
6. They requested that their qualifications _____. (to accept)
7. We insist that he not _____ his rights. (to deny)
8. It is necessary that the requirements _____. (to meet)
9. She requests that the most experienced candidate _____. (to choose)
10. It is recommended that care _____ in making the repairs. (to take)
11. He insists that smoking _____. (to forbid)
12. It is essential that supplies _____ well in advance. (to order)

Answers

ANSWERS TO THE EXERCISES for Chapter 12

Answers to [Exercise 1](#):

1. Should they be notified? 2. Might he have been allowed to leave? 3. Had you been told about it? 4. Will they be needed? 5. Has it been adjourned? 6. Were they being prepared?

Answers to [Exercise 2](#):

1. We could not have been seen from the island. 2. It is not being dealt with satisfactorily. 3. They were not being kept under observation. 4. You will not be held responsible. 5. They were not expected at six o'clock. 6. He will not be asked to participate.

Answers to [Exercise 3](#):

1. Were they not recognized immediately? 2. Were we not being assisted by volunteers? 3. Had it not been delivered? 4. Should they not have been guarded more carefully? 5. Will we not be given financial assistance? 6. Had it not been organized by the club members?

Answers to [Exercise 4](#):

1. Simple Present: Are they expected to leave?
2. Present Continuous: He is being given instructions.
3. Present Perfect: They have been moved to a new location.
4. Simple Future: She will be flown to London.
5. Present Perfect: He has been offered a discount.
6. Present Perfect: They have been stopped.
7. Future Perfect: Will you have been given the order?
8. Simple Past: We were sent a favorable reply.
9. Past Continuous: We were being taught German.
10. Simple Present: I am understood.
11. Present Continuous: He is being offered free advice.
12. Simple Future: She will be rushed to the reception.

Answers to [Exercise 5](#):

1. Simple conjugation with can: We can hear easily.
2. Present Continuous: She is giving advice.
3. Simple Past: Did they not fly over the lake?

4. Past Perfect: I had transferred to another department.
5. Present Continuous: He is stopping.
6. Present Perfect: We have sent a letter.
7. Present Continuous: He is not teaching music theory.
8. Perfect conjugation with should: Should they have flown to their next destination?
9. Simple Future: They will watch constantly.
10. Past Perfect: We had driven to the beach this morning.
11. Present Perfect: Has he checked into the hotel?
12. Perfect conjugation with could: Could I have told the news yesterday?

Answers to **Exercise 6**:

1. The club was founded by the woman.
2. The prize was taken by this entry.
3. The guitar is being played by the girl.
4. The letter has been delivered by the mailman.
5. The car can be driven by the chauffeur.
6. The hat was chosen by the child.
7. The mouse was chased by the cat.
8. The carpet will be woven by the workers.
9. The hiking boots could have been bought by the stranger.
10. The car has been sold by the dealer.
11. The water was splashed by the dog.
12. The garden has been watered by the man.

Answers to **Exercise 7**:

1. The manager paid the bill.
2. The baker made the bread.
3. The electrician must check the wiring.
4. The squirrel was scolding the crow.
5. A doctor wrote the book.
6. A student painted the house.
7. The chickadee took the seeds.
8. The guest has drunk the cider.
9. The secretary opens the mail.
10. The cooks have measured the ingredients.
11. The photographers saw the bird.
12. The magazine will publish his work.

Answers to **Exercise 8**:

1. be announced
2. be granted
3. be recognized
4. be advised
5. be put
6. be accepted
7. be denied
8. be met
9. be chosen
10. be taken
11. be forbidden
12. be ordered

CHAPTER 13. NOUNS: THE FORMATION OF PLURALS

A **noun** is a word used as the name of a person or a thing. In the following examples, the nouns are underlined.

He opened the parcel.

She is a student.

The weather is warm.

A cat is sitting on the steps.

1. Proper nouns

Names of individual persons or things are referred to as **proper nouns**. In English, proper nouns must begin with a capital letter. The underlined words in the following sentences are proper nouns.

e.g. The capital of England is London.

My friend, George, is an American.

2. Countable nouns

Countable nouns are nouns which can form a plural, and which can be preceded by **a**, **an**, or a number. In the following examples, the countable nouns are underlined.

e.g. A bus is coming.

You may need an umbrella.

Here are two books.

Twenty students are present.

3. The formation of plurals

In general, when a countable noun refers to two or more things, it must be put into the plural. In English, the plural of most countable nouns is formed by adding **s**. For example:

Singular

hat

letter

pencil

student

Plural

hats

letters

pencils

students

It has already been explained that a verb must agree with its subject. When the subject of a verb is a singular noun, the verb must be in the third person singular. The third person singular is the form of the verb used with the personal pronouns **he**, **she**, and **it**.

When the subject of a verb is a plural noun, the verb must be in the third person plural. The third person plural is the form of the verb used with the personal pronoun **they**. In the following examples, the verbs are printed in bold type and their subjects are underlined.

Singular Subject: The book **is** interesting.

Plural Subject: The books **are** interesting.

Singular Subject: A duck **was flying** overhead.

Plural Subject: Two ducks **were flying** overhead.

Singular Subject: One student **lives** here.

Plural Subject: Three students **live** here.

See [Exercise 1](#).

a. Nouns ending in ch, s, sh, x or z

For nouns ending in **ch**, **s**, **sh**, **x** or **z**, the plural is formed by adding **es**. The reason for this is that these words would be difficult to pronounce if only **s** were added. The ending **es** is pronounced as a separate syllable. For example:

Singular

branch

Plural

branches

match	matches
bus	buses
pass	passes
dish	dishes
marsh	marshes
ax	axes
fox	foxes
buzz	buzzes

It should be noted that when a plural is formed by adding **s** to words ending in **ce**, **ge**, **se** or **ze**, the final **es** is pronounced as a separate syllable. For example:

<u>Singular</u>	<u>Plural</u>
place	places
voice	voices
change	changes
page	pages
house	houses
phrase	phrases
size	sizes

In each of the preceding examples, the singular noun consists of one syllable, whereas the plural noun consists two syllables.

See [Exercise 2](#).

b. Nouns ending in y

Nouns ending in **y** preceded by a consonant usually form the plural by changing the **y** to **i** and adding **es**. For example:

<u>Singular</u>	<u>Plural</u>
candy	candies
city	cities
lady	ladies
story	stories

Nouns ending in **y** preceded by a vowel usually form the plural simply by adding **s**. For example:

<u>Singular</u>	<u>Plural</u>
boy	boys
day	days
key	keys
toy	toys

See [Exercise 3](#).

c. Plurals of proper nouns

Proper nouns form plurals following the rules given above, except that proper nouns ending in **y** always form the plural simply by adding **s**, even when the **y** is preceded by a consonant. For example:

<u>Singular</u>	<u>Plural</u>
Jill	Jills
Tom	Toms
George	Georges
Grace	Graces
Jones	Joneses
Max	Maxes
May	Mays
Nancy	Nancys
Sally	Sallys

See [Exercise 4](#).

d. Nouns ending in **f** or **fe**

Some English nouns ending in **f** or **fe** change the **f** to **v** when forming the plural. For instance, the following nouns ending in **f** form the plural by changing the **f** to **v** and adding **es**:

<u>Singular</u>	<u>Plural</u>
calf	calves
elf	elves
half	halves
leaf	leaves
loaf	loaves
self	selves
sheaf	sheaves
shelf	shelves
thief	thieves
wolf	wolves

In addition, the following nouns ending in **fe** form the plural by changing the **f** to **v** and adding **s**:

<u>Singular</u>	<u>Plural</u>
knife	knives
life	lives
wife	wives

There are also a few nouns ending in **f** which can form the plural in two different ways. For example:

<u>Singular</u>	<u>Plural</u>
hoof	hoofs or hooves
scarf	scarfs or scarves

staff
wharf

staffs or staves
wharfs or wharves

Most other nouns ending in **f** or **fe** form the plural simply by adding **s**.

See [Exercise 5](#).

e. Nouns ending in o

Some English nouns ending in **o** form the plural by adding **s**, some form the plural by adding **es**, and some can form the plural by adding either **s** or **es**. The following fairly commonly used nouns form the plural by adding **es**:

Singular

archipelago
cargo
echo
hero
innuendo
mosquito
potato
tomato
tornado
torpedo
veto
volcano

Plural

archipelagoes
cargoes
echoes
heroes
innuendoes
mosquitoes
potatoes
tomatoes
tornadoes
torpedoes
vetoes
volcanoes

Most other nouns ending in **o**, particularly those of Spanish or Italian origin, can form the plural simply by adding **s**; however a good dictionary should be consulted in cases of doubt. For example:

Singular

albino
alto
casino
piano
radio
ratio
silo
solo
sombrero
soprano
studio

Plural

albinos
altos
casinos
pianos
radios
ratios
silos
solos
sombreros
sopranos
studios

See [Exercise 6](#).

f. Foreign words

Many words from other languages have been adopted into the English language. Most of these form the plural by adding **s** or **es**, but some, particularly Greek and Latin words

used for scientific purposes, form the plural in the same way that they do in the original language. For example:

Singular

analysis
axis
basis
crisis
criterion
honorarium
hypothesis
medium
nebula
nucleus
oasis
parenthesis
phenomenon
spectrum
stimulus
stratum
synopsis
synthesis
thesis
vertebra

Plural

analyses
axes
bases
crises
criteria
honoraria
hypotheses
media
nebulae
nuclei
oases
parentheses
phenomena
spectra
stimuli
strata
synopses
syntheses
theses
vertebrae

See [Exercise 7](#).

g. Hyphenated nouns

In the case of nouns formed from two or more words joined by hyphens, usually only the last word forms a plural. However, there are a few cases in which only the first word forms a plural. For example:

Singular

brother-in-law
daughter-in-law
father-in-law
mother-in-law
runner-up
sister-in-law
son-in-law

Plural

brothers-in-law
daughters-in-law
fathers-in-law
mothers-in-law
runners-up
sisters-in-law
sons-in-law

h. Numbers and letters

Numbers, letters, and other symbols can form plurals by adding 's. For example:

Singular

3
b

Plural

3's
b's

%

%'s

i. Irregular plurals

The English language has not always used *s* to form plurals. There are still a few words surviving from Old English, which do not use *s* to form the plural. For example:

Singular

child
foot
goose
tooth
louse
mouse
ox
man
woman

Plural

children
feet
geese
teeth
lice
mice
oxen
men
women

Nouns ending in **man** usually form the plural by changing **man** to **men**. For example:

Singular

gentleman
policeman
policewoman

Plural

gentlemen
policemen
policewomen

A few nouns do not change in the plural. For example:

Singular

deer
sheep
salmon

Plural

deer
sheep
salmon

EXERCISES for Chapter 13

1. For each of the following sentences, change the subject of the verb to the plural, and change the verb so that it agrees with its subject. For example:

The room is large.

The rooms are large.

The letter was delivered yesterday.

The letters were delivered yesterday.

The tourist has a map.

The tourists have a map.

The girl studies hard.

The girls study hard.

1. The book was heavy.

2. The train has left.
3. The bird was singing.
4. The door was closed by the superintendent.
5. The shoe fits well.
6. The parcel is being opened.
7. The newspaper is read by many people.
8. The flame is flickering.
9. The ship has been sighted.
10. The street was being cleaned.

Answers

2. For each of the following sentences, change the subject of the verb to the plural, and change the verb so that it agrees with its subject. For example:

The beach is supervised by lifeguards.

The beaches are supervised by lifeguards.

The singer performs twice a week.

The singers perform twice a week.

The class was visiting the museum.

The classes were visiting the museum.

The vase has been filled with flowers.

The vases have been filled with flowers.

1. The box was empty.
2. The river flows to the sea.
3. The bush has grown in the last two months.
4. The hat was on sale.
5. The bench is made of stone.
6. The plant has been watered.
7. The hedge is being trimmed.
8. The process was invented last year.
9. The sketch is nearly finished.
10. The breeze was warm.
11. The wall is being painted.
12. The church is two hundred years old.
13. The bridge will soon be completed.
14. The carpet has been cleaned.
15. The branch is covered with ice.

Answers

3. For each of the following sentences, change the subject of the verb to the plural, and change the verb so that it agrees with its subject. For example:

The party was held downtown.

The parties were held downtown.

The society accomplishes a great deal.

The societies accomplish a great deal.

The day seemed long.
The days seemed long.

1. The berry was red.
2. The key was difficult to use.
3. The valley is very beautiful.
4. The eddy can be dangerous for swimmers.
5. The journey was undertaken by pilgrims.
6. The daisy was picked by the child.
7. The monkey is considered to be sacred.
8. The gully is full of water.
9. The boy ran to school.
10. The facility is open to the public.
11. The secretary works overtime.
12. The toy was being sold at a discount.
13. The tray is being piled high with dishes.
14. The dairy opens at nine o'clock.
15. The chimney has been repaired.

Answers

4. Rewrite each of the following sentences, adding the word **two** before the proper noun. Change the proper noun to the plural, and change the verb so that it agrees with its subject. For example:

Smith lives in this building.
Two Smiths live in this building.

Harry was nominated for the position.
Two Harrys were nominated for the position.

Alex is here.
Two Alexes are here.

1. Maurice is volunteering.
2. Jones was ordered to leave.
3. Harrison owns land.
4. Sandy has telephoned us.
5. Susan met us.
6. Trish is studying French.
7. Pat does well in school.
8. Liz has arrived early.
9. Jacky was making the cake.
10. Russ knows all the answers.
11. Eric is planning the party.
12. Terry has difficulty understanding Spanish.

Answers

5. For each of the following sentences, change the subject of the verb to the plural, and change the verb so that it agrees with its subject. For example:

The knife has been sharpened.
The knives have been sharpened.

The reef attracts tourists.
The reefs attract tourists.

The thief will be caught.
The thieves will be caught.

1. The leaf has turned red.
2. The fife had the solo.
3. The calf is hungry.
4. The scarf kept him warm.
5. The knife will be useful.
6. The giraffe was eating leaves.
7. The cliff is being explored by geologists.
8. The wolf howls every night.
9. The loaf is rising.
10. The chief will decide.
11. The shelf is being used.
12. The proof is convincing.

Answers

6. For each of the following sentences, change the subject of the verb to the plural, and change the verb so that it agrees with its subject. For example:

The hero was enthusiastically welcomed.
The heroes were enthusiastically welcomed.

The studio is used by many artists.
The studios are used by many artists.

1. The radio is broadcasting news every hour.
2. The tomato was being baked.
3. The mosquito woke us up.
4. The soprano performed with the orchestra.
5. The solo was played by the violinist.
6. The archipelago lies off the coast of South America.
7. The silo is used for storing corn.
8. The potato has been boiled.
9. The volcano is not active.
10. The casino was open until one o'clock in the morning.
11. The innuendo should be ignored.
12. The ratio has been favorable.

Answers

7. For each of the following sentences, change the subject of the verb to the plural, and change the verb so that it agrees with its subject. For example:

The hypothesis is still tentative.
The hypotheses are still tentative.

The nebula has been studied by many scientists.
The nebulae have been studied by many scientists.

The thesis will have been reviewed by experts.
The theses will have been reviewed by experts.

1. The synopsis is accurate.
2. The phenomenon surprised us.
3. The stratum contains fossils.
4. The analysis was proved correct.
5. The crisis has caused concern.
6. The spectrum includes many different colors of light.
7. The axis of rotation will be investigated.
8. The stimulus has been found to be effective.
9. The criterion was used to judge which proposals should be accepted.
10. The oasis is visited by many travelers.
11. The honorarium is being presented today.
12. The parenthesis was omitted.

Answers

8. For each of the following sentences, change the subject of the verb to the plural, and change the verb so that it agrees with its subject. For example:

The goose likes to eat daisies.

The geese like to eat daisies.

The ox was being led to the barn.

The oxen were being led to the barn.

The salmon has been caught by the bear.

The salmon have been caught by the bear.

1. The child is happy.
2. The sheep has been sheared.
3. The man was being given directions.
4. The deer is eating the hay.
5. The woman has visited us.
6. The mouse makes a great deal of noise at night.
7. The gentleman would like to have breakfast early.
8. The louse is a nuisance.
9. Your foot is size ten.
10. The fisherman has had a good season.
11. The tooth needs to be filled.
12. The policewoman was directing traffic.

Answers

ANSWERS TO THE EXERCISES for Chapter 13

Answers to [Exercise 1](#):

1. The books were heavy. 2. The trains have left. 3. The birds were singing. 4. The doors were closed by the superintendent. 5. The shoes fit well. 6. The parcels are being

opened. 7. The newspapers are read by many people. 8. The flames are flickering. 9. The ships have been sighted. 10. The streets were being cleaned.

Answers to [Exercise 2](#):

1. The boxes were empty. 2. The rivers flow to the sea. 3. The bushes have grown in the last two months. 4. The hats were on sale. 5. The benches are made of stone. 6. The plants have been watered. 7. The hedges are being trimmed. 8. The processes were invented last year. 9. The sketches are nearly finished. 10. The breezes were warm. 11. The walls are being painted. 12. The churches are two hundred years old. 13. The bridges will soon be completed. 14. The carpets have been cleaned. 15. The branches are covered with ice.

Answers to [Exercise 3](#):

1. The berries were red. 2. The keys were difficult to use. 3. The valleys are very beautiful. 4. The eddies can be dangerous for swimmers. 5. The journeys were undertaken by pilgrims. 6. The daisies were picked by the child. 7. The monkeys are considered to be sacred. 8. The gullies are full of water. 9. The boys ran to school. 10. The facilities are open to the public. 11. The secretaries work overtime. 12. The toys were being sold at a discount. 13. The trays are being piled high with dishes. 14. The dairies open at nine o'clock. 15. The chimneys have been repaired.

Answers to [Exercise 4](#):

1. Two Maurices are volunteering. 2. Two Joneses were ordered to leave. 3. Two Harrisons own land. 4. Two Sandys have telephoned us. 5. Two Susans met us. 6. Two Trishes are studying French. 7. Two Pats do well in school. 8. Two Lizes have arrived early. 9. Two Jackys were making the cake. 10. Two Russes know all the answers. 11. Two Erics are planning the party. 12. Two Terries have difficulty understanding Spanish.

Answers to [Exercise 5](#):

1. The leaves have turned red. 2. The fives had the solo. 3. The calves are hungry. 4. The scarfs kept him warm. or The scarves kept him warm. 5. The knives will be useful. 6. The giraffes were eating the leaves. 7. The cliffs are being explored by geologists. 8. The wolves howl every night. 9. The loaves are rising. 10. The chiefs will decide. 11. The shelves are being used. 12. The proofs are convincing.

Answers to [Exercise 6](#):

1. The radios are broadcasting news every hour. 2. The tomatoes were being baked. 3. The mosquitoes woke us up. 4. The sopranos performed with the orchestra. 5. The solos were played by the violinist. 6. The archipelagoes lie off the coast of South America. 7. The silos are used for storing corn. 8. The potatoes have been boiled. 9. The volcanoes are not active. 10. The casinos were open until one o'clock in the morning. 11. The innuendoes should be ignored. 12. The ratios have been favorable.

Answers to [Exercise 7](#):

1. The synopses are accurate. 2. The phenomena surprised us. 3. The strata contain fossils. 4. The analyses were proved correct. 5. The crises have caused concern. 6. The spectra include many different colors of light. 7. The axes of rotation will be investigated. 8. The stimuli have been found to be effective. 9. The criteria were used to judge which proposals should be accepted. 10. The oases are visited by many travelers. 11. The honoraria are being presented today. 12. The parentheses were

omitted.

Answers to [Exercise 8](#):

1. The children are happy. 2. The sheep have been sheared. 3. The men were being given directions. 4. The deer are eating the hay. 5. The women have visited us. 6. The mice make a great deal of noise at night. 7. The gentlemen would like to have breakfast early. 8. The lice are a nuisance. 9. Your feet are size ten. 10. The fishermen have had a good season. 11. The teeth need to be filled. 12. The policewomen were directing traffic.

CHAPTER 14. SINGULAR COUNTABLE NOUNS

1. The use of determiners with singular countable nouns

In English, singular countable nouns usually cannot be used alone; they must be preceded by a word such as **a**, **the**, **each** or **every**.

e.g. a box
the person
each child
every tree

The words **a**, **the**, **each** and **every** are examples of a group of words which can be referred to as **determiners**. Such words, when used together with nouns, help to determine to which particular entities the nouns are referring. Determiners other than **a** and **the** are dealt with in detail in a separate chapter.

Singular countable nouns must usually be preceded by determiners even when the nouns are also preceded by various descriptive words.

e.g. a heavy, awkward box
the right person
each young child
every tall tree

The meanings of the words **a** and **the** are less specific than the meanings of the other determiners. **A** and **the** are sometimes referred to as **articles**. They are the determiners most frequently used with singular countable nouns.

2. A and An

The word **a** is often referred to as **the indefinite article**. The indefinite article has two forms: **a** and **an**. The form **a** is used before words which begin with a consonant sound.

e.g. a broom
a garage
a green apple

As well as being used before words beginning with consonants, **a** is also used before words which begin with vowels, but which are pronounced with an initial consonant sound. For instance, **a** is used before words beginning with **eu** and words beginning with

a long **u**, since these words are pronounced with an initial **y** sound. **A** is also used before the word **one**, since **one** is pronounced with an initial **w** sound.

e.g. a euphonium

a utensil

a one-way street

As was mentioned in Chapter 3, a vowel followed by a single consonant, followed by another vowel, is usually pronounced long. **A** is used before the following words which begin with a long **u**:

ubiquitous

unicorn

unified

union

unison

united

uranium

useful

usual

utensil

Utopia

unanimous

unification

uniform

unique

unit

university

use

useless

usurper

utility

The word **an** is used before words beginning with a vowel sound.

e.g. an apple

an old broom

an umbrella

an hour

As well as being used before words beginning with vowels, **an** is also used before the following words which begin with a silent **h**:

heir

heirloom

honest

honor

honorable

honorarium

honorary

honorific

hour

hourglass

hourly

See [Exercise 1](#).

3. The use of **A** and **An** before singular countable nouns

In many languages, the word for **a** is the same as the word for **one**. This was also formerly the case in English. Because of the association of **a** and **an** with the idea of **one**, **a** and **an** are usually used only with singular countable nouns.

a. A weakened form of One

A or **an** frequently has the meaning of a weakened form of **one**.

e.g. I would like a cup of tea.

A car is parked in front of the house.

The child owns a bicycle.

b. Naming a profession

When a sentence such as the following is used to name someone's profession, **a** or **an** must precede the name of the profession.

e.g. She is an artist.

He is a student.

c. Making a general statement

A is referred to as the **indefinite** article because it can be used to refer to something in general terms. **A** and **an** are often used in general statements.

e.g. A bank account can provide a good means of saving money.

An accountant must have a good knowledge of arithmetic.

A good pair of scissors should be used for cutting cloth.

d. Referring to something not mentioned before

In dialogue and descriptions, **a** and **an** are used with nouns that name something which has not been referred to previously.

e.g. Where can I find a telephone?

Suddenly we heard an eerie sound.

All at once a moose appeared in front of us.

In these examples, it is assumed that the things referred to by the nouns **telephone**, **sound** and **moose** have not been referred to previously.

e. A or An with the meaning of Per

A or **an** can also be used with the meaning of **per**.

e.g. once a week

two dollars a dozen

four times a year

In these examples, **a** has the meaning of **per**. For instance, **once a week** means **once per week**, and **two dollars a dozen** means **two dollars per dozen**.

4. The use of The before singular countable nouns

The word **the** is often referred to as the **definite article**. The Old English word from which **the** is derived was used as a demonstrative pronoun, with a meaning similar to that of the modern English words **this** and **that**. In modern English, the word **the** is usually used with a noun when the speaker or writer feels that there will be no doubt about which particular thing is meant.

a. Referring to something mentioned before

The is used with nouns referring to things previously mentioned.

e.g. Here is the book I mentioned to you last week.

As I was walking to work I passed a garden. The garden was full of roses.

In the first example, **the** is used with **book**, because the book has been mentioned previously. In the second example, the first time the garden is referred to, the indefinite article **a** is used, because the garden has not been mentioned previously. The second time the garden is referred to, the definite article **the** is used, because the garden has already been mentioned.

See [Exercise 2](#).

b. Referring to something unique

The is used when referring to things which are unique, since in such cases there can be no doubt about which particular thing is meant.

e.g. I have found the answer.

This is the shortest route into town.

In the first example, **the** would be used if there is only one possible answer. In the second example, **the** is used because only one route can be the shortest one.

Expressions such as **middle of** and **top of** are generally preceded by **the**, since it is considered that there can, for example, be only one middle or one top of something.

e.g. There is a car stopped in the middle of the road.

She is at the top of her class.

They like to be the center of attention.

The police are determined to get to the bottom of the mystery.

c. Referring to something when it is considered obvious what is meant

The is also used when, because the thing being referred to is the most important one of its kind to the speaker or writer, it is assumed that it will be understood which particular thing is meant.

e.g. The house needs to be painted.

The sun rose at six o'clock this morning.

I'm going to the park.

Don't slam the door.

These sentences give examples of the use of **the** to refer to things which are not in fact unique, but which are uniquely important to the speaker or writer. The expression **the house** is often used when referring to one's own house. The expression **the sun** almost always refers to the sun which is closest to the earth. The expression **the park** might be used to refer to the only park in the vicinity, or to a park which one visits often. In the sentence **Don't slam the door**, the expression **the door** might refer to the door of the room or building which one is presently occupying.

d. Referring to something as a class

When preceded by **the**, a singular countable noun can be used to represent something as a class.

e.g. The telephone is a modern convenience.

The horse is a domesticated animal.

The eagle is a bird of prey.
In the first example, **the telephone** refers to telephones considered as a class.
Likewise, in the other examples, **the horse** refers to horses considered as a class, and **the eagle** refers to eagles considered as a class.

It should be noted that **the** is not used when the word **man** represents the human race considered as a class.

e.g. Man has invented many things.

The dolphin may be as intelligent as man.

EXERCISES for Chapter 14

1. Rewrite each of the following sentences, changing the subject of the verb to the singular, inserting **a** or **an** before the subject, as appropriate, and changing the verb to agree with the subject. For example:

Violins are difficult to play.

A violin is difficult to play.

Unions have been formed.

A union has been formed.

Answers are always provided.

An answer is always provided.

Heirs have many friends.

An heir has many friends.

1. Avocados are expensive.
2. Windows are an important feature of an artist's studio.
3. Umbrellas should not be used during a thunderstorm.
4. Horses can be useful in the mountains.
5. Cashews are a type of nut.
6. Onions can be used for flavoring soup.
7. Trucks have many uses.
8. Hours passed.
9. Sentences should have proper punctuation.
10. Escalators are very convenient.
11. Uniforms must be worn.
12. Boxes were found on the floor.
13. Marshes lie beyond the city boundary.
14. Ideas can be valuable.
15. Eggs are a good source of protein.

Answers

2. Fill in each blank with either the indefinite article (**a** or **an**) or the definite article (**the**). Use **a** or **an** with nouns referring to people or things which have not been mentioned previously, and use **the** with nouns referring to people or things which have been mentioned previously.

I had never visited Seretnay Park before. Last week I went to ____ park and chose ____ tour to take. There were twenty tourists and one guide. ____ guide asked what we wanted to see. I said I had never seen ____ eagle, and I would like to see one. ____ child on ____ tour said he would like to see ____ beaver, since he had heard there were many in ____ park. ____ guide said he would do his best. First he led us along ____ road, and then we turned off onto ____ path. To our right was ____ marshy pond.

Suddenly ____ child who had spoken before shouted, "Look! I see ____ beaver!" Of course ____ beaver was startled. It slapped its tail and disappeared into pond.

Our guide pointed to ____ pile of sticks and said, "That's where ____ beaver lives. That's his house." I had my camera with me, and took ____ photograph of ____ house.

As we were standing there, ____ guide was looking across ____ pond through ____ small telescope. After a minute, he tapped my shoulder and handed me ____ telescope. He pointed to ____ tall tree and said, "Do you see that white speck? That's ____ bald eagle."

I had difficulty focusing ____ telescope, but finally I saw ____ eagle. As I watched, ____ eagle spread its wings and soared over the water.

It was ____ wonderful experience for me to see some of the wild creatures that live in ____ park.

[Answers](#)

3. Fill in each blank with **a**, **an** or **the**. Be prepared to justify your choice. For example:

____ moon is full tonight.

The moon is full tonight.

He is ____ singer.

He is a singer.

Please sit in ____ center of the boat.

Please sit in the center of the boat.

The room costs twenty dollars ____ day.

The room costs twenty dollars a day.

____ wheel is considered one of mankind's most important inventions.

The wheel is considered one of mankind's most important inventions.

1. His aunt is ____ teacher.

2. ____ architect is trained in design, drafting, and economics.

3. ____ ostrich is the world's largest bird.

4. Buses pass this point two or three times ____ hour.

5. Plants gain energy from the light of ____ sun.

6. I woke up in ____ middle of the night.

7. She is ____ doctor.

8. ____ seal is an excellent swimmer.

9. Our eyes usually blink several times ____ minute.

10. At ____ equator, sunrise occurs at the same time each day.
11. He is ____ author.
12. They wanted to hear ____ end of the story.
13. Such a severe storm occurs only once ____ decade.
14. Mount Everest is tallest mountain in ____ world.
15. There is an index at ____ back of the book.

Answers

ANSWERS TO THE EXERCISES for Chapter 14

Answers to **Exercise 1**:

1. An avocado is 2. A window is 3. An umbrella should not be used 4. A horse can be 5. A cashew is 6. An onion can be used 7. A truck has 8. An hour passed 9. A sentence should have 10. An escalator is 11. A uniform must be worn 12. A box was found 13. A marsh lies 14. An idea can be 15. An egg is

Answers to **Exercise 2**:

the park, a tour. The guide. an eagle. A child, the tour, a beaver, the park. The guide. a road, a path, a marshy pond. the child, a beaver. the beaver. the pond. a pile, the beaver. a photograph, the house. the guide, the pond, a small telescope. the telescope. a tall tree. a bald eagle. the telescope, the eagle. the eagle. a wonderful experience, the park.

Answers to **Exercise 3**:

1. a [profession] 2. An [general statement] 3. The [considered as a class] 4. an [per] 5. the [obvious what is meant] 6. the [unique] 7. a [profession] 8. A [general statement] 9. a [per] 10. the [unique] 11. an [profession] 12. the [unique] 13. a [per] 14. the [unique], the [obvious what is meant] 15. the [unique]

CHAPTER 15. PLURAL COUNTABLE NOUNS

1. The absence of a determiner before plural countable nouns

The absence of a determiner before plural countable nouns generally has the same significance as the presence of **a** or **an** before singular countable nouns.

a. Making a general statement

When used in general statements, plural countable nouns are usually not preceded by determiners. The plural countable nouns in the following general statements are underlined.

e.g. Musicians must practise a great deal.

Newspapers can contain valuable information.

Larches are conifers.

A general idea can often be expressed either by means of a singular countable noun preceded by **a** or **an**, or by means of a plural countable noun not preceded by a determiner. For instance, in each of the following pairs of sentences, both sentences in the pair have the same meaning.

Musicians must practise a great deal.

A musician must practise a great deal.

Newspapers can contain valuable information.
A newspaper can contain valuable information.

Larches are conifers.
A larch is a conifer.

See [Exercises 1, 2, 3 and 4](#).

b. Referring to something not mentioned before

Plural countable nouns are generally not preceded by a determiner when referring to something not mentioned before.

e.g. Branches blocked our path.

Clouds were gathering overhead.

Suddenly we saw buildings in front of us.

In these examples, the plural nouns **branches**, **clouds** and **buildings** are not preceded by determiners. It is assumed that the branches, clouds and buildings have not been referred to previously.

c. Naming a profession

When a sentence such as the following is used to name a profession practised by two or more people, the name of the profession is in the plural and is not preceded by a determiner.

e.g. They are doctors.

My friends are electricians.

We were chefs.

2. The use of The before plural countable nouns

a. Referring to something mentioned before

In general, **the** has the same meaning when used with plural countable nouns as when used with singular countable nouns. For instance, **the** is used with plural countable nouns when referring to something which has been mentioned before.

e.g. Fallen leaves covered the ground. The leaves rustled as we walked.

In the orchard were apples and pears. The apples were nearly ripe.

The doors opened, and students and teachers began leaving the building. The students were talking and laughing.

In these examples, the first time the words **leaves**, **apples** and **students** appear, they are not preceded by determiners, because the things referred to have not been mentioned previously. The second time the words **leaves**, **apples** and **students** appear, they are preceded by **the**, since the things referred to have already been mentioned.

See [Exercise 5](#).

b. Referring to something when it is considered obvious what is meant

The is used with plural countable nouns when the speaker or writer considers it obvious which particular persons or things are meant.

e.g. The stars are shining brightly.

The roses are blooming.

We have put the children to bed.

I was sitting on the front steps.

These sentences give examples of the use of **the** to refer to things which are particularly important to the speaker or writer. The expression **the stars** usually refers to the stars which can be seen from the part of the earth where one lives. The expression **the roses** might refer to roses in one's own garden, or to roses in which one feels a particular interest. **The children** might refer to one's own children or to children for whom one is responsible. **The front steps** might refer to the front steps of one's own house.

c. Names of nationalities

The is sometimes used with the name of a nationality in order to make a general statement about the people of that nationality. A plural verb must be used in such a statement.

When the name of a nationality ends in the sound of **ch**, **s**, **sh** or **z**, the name of the nationality must usually be preceded by **the**.

<u>Nationality</u>	<u>Example</u>
French	The French are famous for their fine wines.
Irish	The Irish are known as poets and songwriters.

When the name of a nationality does not end in the sound of **ch**, **s**, **sh** or **z**, the letter **s** must be added to the end of the name when it is used in a general statement. Names of nationalities to which **s** has been added are often used without being preceded by **the**.

<u>Nationality</u>	<u>Example</u>
Argentinian	Argentini <u>ans</u> like to eat beef.
Canadian	Canadi <u>ans</u> have a tradition of playing hockey.

d. Adjectives referring to classes of people

Adjectives such as **rich** and **poor** can be used with **the** in order to refer to a group of people as a class. A plural verb must be used.

e.g. The blind attend special schools.

The poor do not own their own homes.

The rich often married for money.

In the above examples, **the blind** has the meaning of **blind people**, **the poor** has the meaning of **poor people**, and **the rich** has the meaning of **rich people**.

The following table summarizes the most important uses of the determiners **a**, **an**, and **the** with singular and plural countable nouns.

The absence of a determiner and the use of A, An and The before countable nouns

<u>Use</u>	<u>Singular Countable Nouns</u>	<u>Plural Countable Nouns</u>
A weakened form of One	a/an	
Naming a profession	a/an	no determiner
Making a general statement	a/an	no determiner
Something not mentioned before	a/an	no determiner
Something referred to as a class	the	
Something mentioned before	the	the
When it is obvious what is meant	the	the
Nationalities ending in ch, se, sh		the
Adjectives referring to classes of people		the

See [Exercise 6](#).

3. The use of The with proper nouns

a. Names of people

In English, names of people in the singular are not usually preceded by a determiner.

e.g. Washington was the first president of the United States.

Jack and Eleanor saw the movie.

Determiners are also usually not used when a title precedes a person's name.

Doctor Defoe has a good reputation.

Mr. Carpenter is a friend of ours.

In these examples, the titles **Doctor** and **Mr.** are not preceded by determiners.

However, names of people in the plural are usually preceded by **the**.

e.g. The Smiths live in that house.

I have known the Harrisons for years.

b. Names of places

In English, **the** is usually used before the following types of place name:

Type of Place Name

canal

desert

ocean

river

sea

plural place names

place names containing the word **of**

The following are examples of names of canals, deserts, oceans, rivers, and seas:

e.g. the Panama Canal

the Mojave Desert

the Atlantic Ocean
the St. Lawrence River
the Beaufort Sea

The following are examples of plural place names:

e.g. the United States
the British Isles
the Great Lakes
the Rocky Mountains

The following are examples of place names containing the word **of**:

e.g. the Gulf of Mexico
the Cape of Good Hope
the Bay of Biscay
the Isle of Wight

Other types of place name are usually not preceded by determiners. For instance, determiners are usually not used before the following types of place name:

<u>Type of Place Name</u>	<u>Example</u>
lake	Lake Superior
island	Manhattan Island
mountain	Mount Rainier
park	Yosemite National Park
city	Boston
street	Main Street
country	Canada
state	Kansas
province	Nova Scotia
county	Halifax County

See [Exercise 7](#).

4. Nouns used only in the plural

Some English nouns are usually used only in the plural. Such nouns take a plural verb, and generally have a plural form. For instance, the following nouns, which all refer to objects with two parts, are usually used only in the plural:

e.g. jeans
pajamas
pliers
scissors

If it is desired to refer to such objects individually, the expression **pair of** is often used.

e.g. a pair of jeans
a pair of pajamas

a pair of pliers
a pair of scissors

When the expression **pair of** is used as the subject of the verb, the verb must agree with the word **pair**.

e.g. Jeans are fashionable.

A pair of jeans is expensive.

Pliers are very useful.

A pair of pliers is often useful.

In the above examples, the nouns **jeans** and **pliers** take the plural verb **are**, and the noun **pair** takes the singular verb **is**.

EXERCISES for Chapter 15

1. Rewrite the following general statements using singular nouns. Make sure that the verbs agree with their subjects. For example:

Engineers must be familiar with computers.

An engineer must be familiar with computers.

Trees produce oxygen.

A tree produces oxygen.

1. Automobiles should be kept in good repair.
2. Bats locate insects by means of sonar.
3. Diplomats should, if possible, be multilingual.
4. Hats are useful in cold weather.
5. Physicists must study a great deal.
6. Elephants can be dangerous.

Answers

2. Rewrite the following general statements using plural nouns. Make sure that the verbs agree with their subjects. For example:

A bicycle is a convenient means of transportation.

Bicycles are a convenient means of transportation.

A secretary should be proficient in spelling and grammar.

Secretaries should be proficient in spelling and grammar.

1. A sportsman needs to remain calm under pressure.
2. An eagle has good eyesight.
3. A conference requires careful planning.
4. A rock is composed of minerals.
5. A potato is rich in starch.
6. An omelette is made of eggs and other ingredients.

Answers

3. Rewrite the following general statements using singular nouns. Make sure that the verbs agree with their subjects. For example:

Frogs are amphibians.
A frog is an amphibian.

Wrenches are tools.
A wrench is a tool.

1. Pines are evergreens.
2. Otters are mammals.
3. Computers are machines.
4. Crabs are crustaceans.
5. Crickets are insects.
6. Oaks are hardwoods.

Answers

4. Rewrite the following general statements using plural nouns. Make sure that the verbs agree with their subjects. For example:

A robin is a bird.
Robins are birds.

A refrigerator is an appliance.
Refrigerators are appliances.

1. A schooner is a ship.
2. A mallard is a duck.
3. A rhododendron is a bush.
4. A beech is a tree.
5. A kangaroo is a marsupial.
6. An emerald is a gem.

Answers

5. Paying attention to whether the people and things referred to have been mentioned previously, fill in each blank with **a**, **an** or **the**, or leave the blank empty if no determiner is required.

I once had the chance to see ___ Chinese opera. It was very exciting. As well as ___ singers, there were ___ dancers and ___ acrobats. ___ acrobats staged ___ fights. During ___ fights, some of ___ acrobats wielded ___ swords, and others leaped over ___ swords. Many of ___ dancers carried scarves. ___ dancers ___ flourished ___ scarves to make ___ patterns in the air.

Behind ___ screen was a group of ___ musicians. ___ musicians played various oriental instruments. ___ instruments included ___ drums, ___ cymbals, ___ flutes and ___ gong. ___ flutes usually played the melody, and ___ gong was sounded at particularly exciting moments.

Of course there were ___ hero and ___ heroine. ___ hero had to rescue ___ heroine from ___ magician. ___ hero and ___ heroine had both proved their courage by the end of ___ opera.

Answers

6. Fill in each blank with **the** or leave it empty, as appropriate. Be prepared to justify your choices. For example:

Those participants are ____ lawyers.

Those participants are lawyers.

____ eagles are birds of prey.

Eagles are birds of prey.

____ deaf have their own language.

The deaf have their own language.

____ Dutch are members of the European Union.

The Dutch are members of the European Union.

____ planets circle the sun.

The planets circle the sun.

1. ____ English have a reputation for being animal lovers.
2. ____ wounded were treated immediately.
3. His friends are ____ scientists.
4. ____ crows are black.
5. ____ stars are covered by clouds.
6. ____ French make excellent pastries.
7. Two of the women are ____ reporters.
8. ____ turtles are reptiles.
9. ____ wealthy generally have a good knowledge of finance.
10. ____ Americans like to watch television.
11. They are ____ businessmen.

Answers

7. Paying attention to the rules for the use of **the** with proper nouns, fill in the blanks with **the** or leave them empty, as appropriate. For example:

____ Rick is one of ____ Smiths who live on our street.

Rick is one of the Smiths who live on our street.

____ Channel Islands lie south of ____ England.

The Channel Islands lie south of England.

____ Rhine River flows through ____ Lake Constance.

The Rhine River flows through Lake Constance.

____ Isle of Man lies in ____ Irish Sea.

The Isle of Man lies in the Irish Sea.

Part of ____ New York City is situated on ____ Long Island.

Part of New York City is situated on Long Island.

1. ____ Hawaiian Islands are in the middle of ____ Pacific Ocean.
2. ____ Salt Lake City is the capital of Utah.
3. ____ London lies on ____ Thames River.

4. ____ Suez Canal connects ____ Mediterranean Sea with Red Sea.
5. ____ Lake Huron and ____ Lake Erie are two of ____ Great Lakes.
6. ____ Calcutta lies north of ____ Bay of Bengal.
7. ____ North Sea separates British Isles from ____ Norway and ____ Denmark.
8. ____ Bay of Biscay lies to the west of ____ France.
9. ____ Orkney Islands are in the north of ____ Scotland.
10. ____ Anticosti Island lies in ____ Gulf of St. Lawrence.
11. Part of ____ Sahara Desert lies in ____ Algeria.
12. ____ Gerry, one of ____ Johnsons, lives on ____ Bellevue Street.
13. ____ Mount Kilimanjaro is south-east of ____ Lake Victoria.
14. ____ Vancouver Island lies off the west coast of ____ Canada.
15. ____ Serengeti National Park lies in ____ Tanzania.

Answers

8. Paying attention to whether a singular or plural verb should be used, complete each of the following sentences by filling in the blank with **is** or **are**. For example:

My scissors ____ very sharp.

My scissors are very sharp.

One pair of scissors ____ not enough for the whole class.

One pair of scissors is not enough for the whole class.

Five pairs of scissors ____ sufficient for a small class.

Five pairs of scissors are sufficient for a small class.

1. Her jeans _____ white.
2. Only one pair of jeans _____ clean.
3. Three pairs of jeans _____ being washed.
4. A good pair of pliers _____ handy for repairing a bicycle.
5. His pliers _____ equipped with a sharp edge for cutting wire.
6. Several pairs of pliers _____ on sale.

Answers

ANSWERS TO THE EXERCISES for Chapter 15

Answers to **Exercise 1**:

1. An automobile should be kept 2. A bat locates 3. A diplomat should be 4. A hat is 5. A physicist must study 6. An elephant can be

Answers to **Exercise 2**:

1. Sportsmen need 2. Eagles have 3. Conferences require 4. Rocks are composed 5. Potatoes are 6. Omelettes are made

Answers to **Exercise 3**:

1. A pine is an evergreen. 2. An otter is a mammal. 3. A computer is a machine. 4. A crab is a crustacean. 5. A cricket is an insect. 6. An oak is a hardwood.

Answers to **Exercise 4**:

1. Schooners are ships. 2. Mallards are ducks. 3. Rhododendrons are bushes. 4. Beeches are trees. 5. Kangaroos are marsupials. 6. Emeralds are gems.

Answers to **Exercise 5**:

a Chinese opera. singers, dancers, acrobats. The acrobats, fights. the fights, the acrobats, swords, the swords, the dancers, scarves. The dancers, the scarves, patterns. a screen, musicians. The musicians. The instruments, drums, cymbals, flutes, a gong. The flutes, the gong. a hero, a heroine. The hero, the heroine, a magician. The hero, the heroine the opera.

Answers to **Exercise 6**:

1. The [nationality ending in **sh**] 2. The [considered as a class] 3. [a profession] 4. [general statement] 5. The [obvious what is meant] 6. The [nationality ending in **ch**] 7. [profession] 8. [general statement] 9. The [considered as a class] 10. [nationality not ending in **ch**, **se** or **sh**] 11. [profession]

Answers to **Exercise 7**:

1. The Hawaiian Islands, the Pacific Ocean 2. Salt Lake City, Utah 3. London, the Thames River 4. The Suez Canal, the Mediterranean Sea, the Red Sea 5. Lake Huron. Lake Erie, the Great Lakes 6. Calcutta, the Bay of Bengal 7. The North Sea, the British Isles, Norway, Denmark 8. The Bay of Biscay, France 9. The Orkney Islands, Scotland 10. Anticosti Island the Gulf of St. Lawrence 11. the Sahara Desert, Algeria 12. Gerry, the Johnsons, Bellevue Street 13. Mount Kilimanjaro, Lake Victoria 14. Vancouver Island, Canada 15. Serengeti National Park, Tanzania

Answers to **Exercise 8**:

1. are 2. is 3. are 4. is 5. are 6. are

CHAPTER 16. UNCOUNTABLE NOUNS

Some English nouns usually cannot form a plural or be preceded by **a**, **an** or a number. Because they usually cannot be preceded by a number, such nouns can be referred to as **uncountable**. English uncountable nouns include:

a) nouns naming intangible things which normally cannot be counted:

e.g. honesty
courage
impatience

b) nouns naming tangible things which are thought of as substances:

e.g. butter
milk
sand

c) nouns naming groups of things which in English are referred to collectively:

e.g. furniture
luggage
news

d) names of languages:

e.g. English
German
Spanish

An uncountable noun takes a singular verb.

e.g. Honesty is a virtue.
Butter tastes good.
Furniture was provided.

1. The absence of a determiner before uncountable nouns

a. Making a general statement

In general statements, uncountable nouns are usually not preceded by determiners. The uncountable nouns in the following general statements are underlined.

e.g. Information is often valuable.

Butter is fattening.

Courage and honesty are admirable qualities.

Sunlight and water are usually required for plants to grow.

b. Referring to something not mentioned before

In descriptions, uncountable nouns are generally not preceded by a determiner when naming something which has not been referred to previously.

e.g. Rain was forecast for the next day.

However, thunder and lightning were not expected.

Our breakfast consisted of bread, honey and marmalade.

In these examples, the uncountable nouns **rain**, **thunder**, **lightning**, **bread**, **honey** and **marmalade** are not preceded by determiners. It is assumed that the things referred to by these nouns have not been mentioned previously.

See [Exercise 1](#).

2. The use of The before uncountable nouns

a. Referring to something mentioned before

The is used with uncountable nouns referring to things previously mentioned.

e.g. We were served bread and cheese. The bread was somewhat stale, but the cheese was delicious.

Gold was discovered in the Klondike. The gold attracted thousands of prospectors.

Furniture and clothing are being sold at the flea market. The furniture is reasonably priced, and the clothing is cheap.

In these examples, the first time the uncountable nouns **bread**, **cheese**, **gold**, **furniture** and **clothing** are used, they are not preceded by determiners, because the things

referred to have not been mentioned previously. The second time these nouns are used, they are preceded by **the**, since the things referred to have already been mentioned.

See [Exercise 2](#).

b. Referring to something when it is considered obvious what is meant

The is used with uncountable nouns when the speaker or writer considers it obvious which particular thing is meant.

e.g. The weather is fine.

The butter is hard.

The music is too loud.

The expression **the weather** usually refers to the local weather. The expression **the butter** could refer to butter which one plans to use, and the expression **the music** could refer to music which is playing nearby.

The is often used before uncountable nouns followed by descriptive phrases, since such phrases tend to make it clear to which particular things the uncountable nouns are referring.

e.g. The warmth of the sun causes water to evaporate.

The coal mined in Germany is used in making steel.

The milk which they produce is marketed locally.

In the first sentence, **the** is used with the uncountable noun **warmth**, since the phrase **of the sun** specifies what warmth is meant. In the second sentence, **the** is used with the uncountable noun **coal**, since the phrase **mined in Germany** specifies which particular coal is meant. In the third sentence, **the** is used with the uncountable noun **milk**, since the phrase **which they produce** makes it clear which particular milk is meant.

As shown in the following table, the absence of a determiner and the use of **the** before uncountable nouns follows a pattern similar to the absence of a determiner and the use of **the** before plural countable nouns.

The absence of a determiner and the use of The before uncountable nouns

<u>Use</u>	<u>Uncountable Nouns</u>
Making a general statement	no determiner
Something not mentioned before	no determiner
Something mentioned before	the
When it is obvious what is meant	the

3. The use of uncountable nouns to refer to individual things

Uncountable nouns can be used to refer to individual things by being preceded by a countable noun and the word **of**. For example:

<u>Uncountable Noun</u>	<u>Referring to an Individual Thing</u>
information	a piece of information

wheat	a grain of wheat
milk	a glass of milk
sunlight	a patch of sunlight

The countable nouns may, of course, be put into the plural. For example:

Singular

one piece of information
one grain of wheat
one glass of milk
one patch of sunlight

Plural

two pieces of information
three grains of wheat
four glasses of milk
five patches of sunlight

In sentences such as the following, it is the countable noun which is the subject of the verb.

e.g. Fifty grains of wheat are required.

Two glasses of milk are enough.

In the above examples, the plural countable nouns **grains** and **glasses** each take the plural verb **are**.

In English, the names of games are usually uncountable nouns.

e.g. He plays hockey.

Chess is a challenging game.

When it is desired to refer to individual games, the word **game** must usually be used. For example:

Uncountable Noun

chess
hockey

Referring to an Individual Thing

a game of chess
a game of hockey or a hockey game

See [Exercise 3](#).

4. Nouns which can be either countable or uncountable

Many English nouns are used sometimes as countable nouns and sometimes as uncountable nouns. Nouns which can be either countable or uncountable include nouns which may have different shades of meaning; normally uncountable nouns which are used to refer to types of things; and a few nouns which refer to places used for specific activities.

a. Differences in meaning

Many nouns are uncountable when they refer to something as a substance or a concept, but are countable when they refer to an individual thing related to the substance or concept. For instance, **cake** is used as an uncountable noun when referring to cake as a substance, but is used as a countable noun when referring to individual cakes.

e.g. Cake and ice cream is my favorite dessert.

This afternoon we baked two cakes.
In the first sentence **cake** is an uncountable noun, and in the second sentence **cakes** is a countable noun.

Similarly, **life** is used as an uncountable noun when referring to life as an abstract concept, but is used as a countable noun when referring to individual lives.
e.g. Life is full of surprises.

It was feared that two lives had been lost.
In the first sentence **life** is an uncountable noun, and in the second sentence **lives** is a countable noun.

b. Referring to a type of something

An uncountable noun can be used as countable noun when it refers to a type of something.

e.g. He has an honesty which is rare nowadays.

The wheats of Canada differ from those of India.
In the first sentence, the usually uncountable noun **honesty** is used with **an** as a countable noun to refer to a type of honesty. In the second sentence, the usually uncountable noun **wheat** is used as a countable noun in the plural to refer to types of wheat.

c. Referring to places used for specific activities

A few nouns referring to places used for specific activities can be either countable or uncountable. These nouns are used as uncountable nouns when referring to places as locations where specific activities are carried out, but are used as countable nouns when referring to the places as objects. In the following pairs of sentences, the words **bed** and **church** are used first as uncountable nouns, and then as countable nouns.

e.g. Because I was tired, I stayed in bed.

Please help me to move the bed.

She goes to church.

She likes to photograph churches.

In the first pair of sentences, **stayed in bed** refers to the activity of resting in bed; whereas **move the bed** refers to a bed as an object. In the second pair of sentences, **goes to church** refers to the activity of taking part in church services; whereas **likes to photograph churches** refers to churches as objects.

Nouns which are used in this way include:

bed	home	sea
church	hospital	town
college	prison	university
court	school	

d. Names of meals

Similarly, the word **television** and the names of meals such as **breakfast**, **lunch**, **dinner** and **supper** are used as uncountable nouns when it is desired to emphasize the activity being carried out.

e.g. They are watching television.
We are eating breakfast.

See [Exercise 4](#).

5. Infinitives used in the place of nouns

Infinitives are sometimes used in the place of nouns.

e.g. To ski well is one of my goals.
They plan to call us.

In the first sentence, the infinitive **to ski** performs the function of a noun, since it is the subject of the verb **is**. In the second sentence, the infinitive **to call** performs the function of a noun, since it is the object of the verb **to plan**. These infinitives also function as verbs, since **to ski** is described by the adverb **well**, and **to call** takes the object **us**.

Like an uncountable noun, an infinitive which is the subject of a verb takes a singular verb. Unlike an uncountable noun, an infinitive usually cannot be preceded by the word **the**.

6. Gerunds

Present participles are often used in the place of nouns. A present participle used in the place of a noun is usually referred to as a **gerund**. In the following sentences, the gerunds are underlined.

e.g. Skating is good exercise.
They like jogging.

In the first sentence, **skating** is the subject of the verb **is**. In the second sentence, **jogging** is the object of the verb **like**.

A gerund can perform the functions of a noun and a verb at the same time.

e.g. Riding a bicycle is good exercise.
They like playing hockey.

In the first sentence, the gerund **riding** functions as a noun, since it is the subject of the verb **is**; and also functions as a verb, since it takes the object **bicycle**. In the second sentence, the gerund **playing** functions as a noun, since it is the object of the verb **like**; and also functions as a verb, since it takes the object **hockey**.

In their role as nouns, gerunds are sometimes regarded as uncountable nouns. Like an uncountable noun, a gerund which is the subject of a verb takes a singular verb. Also, like an uncountable noun, a gerund can be preceded by **the** when referring to a particular thing or to something previously mentioned.

e.g. The skiing was excellent.
He went hunting. The hunting was good.

In the first example, **the skiing** could refer to skiing done at a particular place. In the second example, **the hunting** refers to the hunting mentioned in the previous sentence.

7. Specific verbs followed by infinitives and gerunds

a. Verbs followed by infinitives

Many English verbs can be followed by an infinitive. In the following examples, the verbs are underlined, and the infinitives are printed in bold type.

e.g. They want **to succeed**.

He hopes **to travel** next year.

The following verbs can take an infinitive as an object, but cannot take a gerund as an object:

agree	demand	learn	promise
appear	deserve	manage	refuse
arrange	expect	mean	seem
ask	fail	need	tend
claim	forget	offer	threaten
consent	hesitate	plan	wait
dare	hope	prepare	want
decide	intend	pretend	

Other examples of the use of infinitives with these verbs are:

They agreed **to come**.

He expected **to win**.

She managed **to keep** the secret.

We pretended **to agree** with them.

b. Verbs followed by either infinitives or gerunds

Some English verbs can be followed either by an infinitive or by a gerund. In the following examples, the verbs are underlined, and the infinitives and gerunds are printed in bold type.

e.g. I like **to fish**.

I like **fishing**.

She prefers **to ride** a bicycle.

She prefers **riding** a bicycle.

The following verbs can take either an infinitive or a gerund as an object:

attempt	like
begin	love
cease	prefer
commence	propose
continue	start
hate	try

c. Verbs followed by gerunds

Other English verbs can be followed by a gerund, but cannot be followed by an infinitive used as an object. In the following examples, the verbs are underlined, and the gerunds are printed in bold type.

e.g. They disliked **waiting**.

It stopped **raining**.

The following verbs can take a gerund as an object, but cannot take an infinitive as an object:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
keep	appreciate	admit	avoid	complete
practise	deplore	anticipate	defer	finish
risk	detest	consider	delay	quit
	dislike	deny	escape	stop
	dread	discuss	miss	
	enjoy	mention	postpone	
	loathe	recall		
	mind	recommend		
	regret	suggest		
	resent			
	resist			
	tolerate			

It should be noted that many of the verbs listed above have similar meanings. The second column contains verbs which express feelings about doing something; many of the feelings are negative. The third column contains verbs which refer to thoughts about doing something. The fourth column contains verbs which refer to negative actions with respect to doing something. The fifth column contains verbs which refer to ceasing to do something.

Other examples of the use of gerunds with these verbs are:

I kept **calling** the office.

We appreciate **hearing** from you.

He denies **following** us.

They avoid **discussing** the subject.

She finished **filling** in the blanks.

EXERCISES for Chapter 16

1. For the following sentences, fill in the blanks with **a** or **an** or leave the blanks empty, as appropriate. Fill in the blanks with **a** or **an** before countable nouns, and leave them empty before uncountable nouns. For example:

___ bird is singing outside the window.

A bird is singing outside the window.

___ copper is used in making electrical wiring.

Copper is used in making electrical wiring.

1. ___ air is made up of elements such as ___ oxygen and ___ nitrogen.
2. ___ book is lying on the floor.
3. ___ Russian is a difficult language.
4. ___ onion is ___ vegetable.
5. ___ butter and ___ cream are made from ___ milk.
6. ___ letter has been delivered to the wrong house.
7. ___ child is playing on the sidewalk.
8. ___ asbestos is a fireproof material.
9. ___ tree is growing outside the house.
10. ___ curiosity is considered a sign of ___ intelligence.
11. They want to buy ___ camera.
12. ___ egg was added to the soup.
13. ___ rain is expected this evening.
14. The farmers wished for ___ peace and ___ prosperity.
15. ___ bicycle is parked in front of the store.

Answers

2. Paying attention to whether the nouns in the following paragraphs are countable or uncountable, and to whether or not the nouns refer to things which have been mentioned before, fill in the blanks with **a** or **the**, or leave the blanks empty, as appropriate.

Phil Jones was ___ prospector, who was looking for ___ gold. He had to travel a long way, crossing ___ mountains and ___ streams to reach his destination.

Previously, he had been ___ miner and had mined ___ copper and ___ coal. But ___ copper had given out, and mining ___ coal was dangerous work. When he had heard about ___ gold in ___ mountains, Phil had left his job and traveled west. He knew he would need ___ courage and ___ determination to reach his goal.

One evening he camped beside ___ stream. When he tested ___ stream, he found there was a small amount of glittering gold dust in it. As usual, Phil made ___ fire to prepare his evening meal. He took ___ flour and ___ salt from his knapsack, and got ___ water from ___ stream. Then he mixed ___ salt with ___ flour, and gradually added ___ water, to make ___ pancakes over ___ fire.

As ___ fire died away, Phil looked up and down ___ stream. Expecting to see only ___ darkness, to his surprise, he saw ___ lights from many small fires. He knew they must be ___ fires of other prospectors. "I've reached end of my journey", he thought. Now he was in the goldfields, and with ___ luck, he would find ___ gold he had come to seek.

Answers

3. For each of the following sentences, change the word **one** to **two**, put the subject of the verb into the plural, and make sure that the verb agrees with its subject. For example:

One bar of soap will be provided.

Two bars of soap will be provided.

One bag of flour is on the counter.
Two bags of flour are on the counter.

1. One piece of luggage is allowed per passenger.
2. One bottle of water is enough.
3. One jar of honey is larger than the others.
4. One piece of furniture will be delivered.
5. One grain of rice has fallen onto the table.
6. One bucket of sand was needed to build the sand castle.
7. One cup of sugar should be mixed with the flour.
8. One game of chess will be played at four o'clock.

Answers

4. Fill in each blank with **a** or **an** if the noun following the blank is used as a countable noun, or leave the blank empty if the noun following the blank is used as an uncountable noun. For example:

The bowl is made of ___ glass.

The bowl is made of glass.

Would you like ___ glass of water?

Would you like a glass of water?

1. The sun gives off ___ heat and ___ light.
2. There is ___ light suspended from the ceiling.
3. She will buy ___ paper to find out what movies are being shown.
4. ___ paper can be made from ___ wood or ___ cloth.
5. She has a keen sense of ___ honor.
6. It is ___ honor to be invited to speak.
7. There is ___ bed near the window.
8. He has gone to ___ bed early because he is tired.
9. ___ iron used in making ___ steel.
10. If I had ___ iron, I would press my new suit.
11. They always eat ___ lunch at twelve o'clock.
12. We will pack you ___ lunch to take with you.

Answers

5. Paying attention to which verbs can be followed by an infinitive and which can be followed by a gerund, for each sentence, fill in the blank with the infinitive or gerund of the verb shown in brackets. For example:

Please stop _____ that! (to do)

Please stop doing that!

He has decided _____ a holiday. (to take)

He has decided to take a holiday.

1. Has he finished _____ the report? (to read)
2. We plan _____ the concert. (to attend)
3. They will discuss _____ a club. (to organize)
4. She offered _____ the letter. (to write)
5. They asked _____ us. (to accompany)

6. You should practise _____ the speech. (to give)
7. I would suggest _____ the work by next week. (to finish)
8. He has not dared _____ you. (to contradict)
9. They delayed _____ us. (to call)
10. She deserves _____. (to succeed)
11. We forgot _____ the letter. (to mail)
12. He enjoys _____. (to ski)
13. They would not risk _____ the bus. (to miss)
14. Do you want _____ the book? (to borrow)
15. I don't mind _____. (to wait)
16. Her daughter is learning _____ a bicycle. (to ride)
17. It has stopped _____. (to snow)
18. He is preparing _____ a business. (to open)
19. They hesitated _____ the invitation. (to accept)
20. I miss _____ from them. (to hear)

Answers

ANSWERS TO THE EXERCISES for Chapter 16

Answers to **Exercise 1**:

1. ___ Air, ___ oxygen, ___ nitrogen 2. A book 3. ___ Russian 4. An onion, a vegetable 5. ___ Butter, ___ cream, ___ milk 6. A letter 7. A child 8. ___ Asbestos 9. A tree 10. ___ Curiosity, ___ intelligence 11. a camera 12. An egg 13. ___ Rain 14. ___ peace, ___ prosperity 15. A bicycle

Answers to **Exercise 2**:

a prospector, ___ gold. ___ mountains, ___ streams. a miner, ___ copper, ___ coal. the copper, the coal. the gold, the mountains, ___ courage, ___ determination. a stream. the stream. a fire. ___ flour, ___ salt, ___ water, the stream. the salt, the flour the water, ___ pancakes, the fire. the fire, the stream. ___ darkness, ___ lights. the fires. the end. ___ luck, the gold.

Answers to **Exercise 3**:

1. Two pieces of luggage are allowed 2. Two bottles of water are 3. Two jars of honey are 4. Two pieces of furniture will be delivered. 5. Two grains of rice have fallen 6. Two buckets of wand were needed 7. Two cups of sugar should be mixed 9. Two games of chess will be played

Answers to **Exercise 4**:

1. ___ heat, ___ light 2. a light 3. a paper 4. ___ Paper, ___ wood, ___ cloth 5. ___ honor 6. an honor 7. a bed 8. ___ bed 9. ___ Iron, ___ steel 10. an iron 11. ___ lunch 12. a lunch

Answers to **Exercise 5**:

1. reading 2. to attend 3. organizing 4. to write 5. to accompany 6. giving 7. finishing 8. to contradict 9. calling 10. to succeed 11. to mail 12. skiing 13. missing 14. to borrow 15. waiting 16. to ride 17. snowing 18. to open 19. to accept 20. hearing

CHAPTER 17. NOUNS INDICATING POSSESSION AND COMPOUND SUBJECTS

1. Ways in which possession is indicated

a. The ending 's

One way in which English nouns indicate possession is by means of the ending 's.

e.g. the boy's hat

Sally's bicycle

In the above examples, the ending 's indicates that the hat is possessed by the boy, and that the bicycle is possessed by Sally. The English ending 's is related to the German possessive ending **es**.

The ending 's is most often used with nouns referring to human beings or animals.

e.g. the child's toy

the bird's song

Nouns formed from two or more words joined by hyphens indicate possession by adding 's to the last word.

e.g. the runner-up's score

the sister-in-law's children

The ending 's may also be used with nouns referring to non-living things which are sometimes thought of as if they were living, such as ships, countries, corporations, and the earth.

e.g. the ship's bell

Italy's exports

the city's parks

the earth's surface

The ending 's may also be used with nouns referring to units of time.

e.g. a day's work

a week's delay

In addition, the ending 's is used with nouns referring to non-living things in a few idioms such as the following:

e.g. a stone's throw away

your money's worth

It should be noted that the ending 's is used only with singular and plural nouns which do not end in **s**.

e.g. the girl's hat

the children's books

the men's jackets

b. The ending s'

For plural nouns which end in **s**, the ending 's is not used. Instead, an apostrophe: ' is placed after the **s** which indicates a plural. The following examples illustrate how the plural nouns **students** and **Smiths** indicate possession.

e.g. the students' books

the Smiths' house

In these examples, the apostrophes indicate that the books belong to the students, and

that the house belongs to the Smiths.

It should be noted that both 's and s' are pronounced like s. Thus, in spoken English, there is no distinction between a singular noun with the ending 's and a plural noun ending in s'. For instance, the phrase **the student's books** is pronounced in the same way as the phrase **the students' books**.

In American English, singular nouns ending in s can also indicate possession by means of a final apostrophe.

e.g. James' scarf

Dickens' novels

In these examples, a final apostrophe is used with the singular proper nouns **James** and **Dickens** to indicate possession.

See [Exercises 1](#) and [2](#).

c. Phrases beginning with Of

When the possessor is not a human being or animal, possession is often indicated by the use of a phrase beginning with **of** following the name of the thing possessed. A phrase beginning with **of** is most commonly used when the thing possessed is an abstract quality, such as size. This means of indicating possession is related to the method used in French, and may be the result of the influence of French on the English language.

e.g. the size of the portrait

the color of the carpet

the beginning of the story

See [Exercise 3](#).

d. Two consecutive nouns

When the possessor and the thing possessed are both concrete objects, possession can often be indicated by placing the noun naming the possessor before the noun naming the thing possessed.

e.g. the car radio

the tree trunk

the kitchen sink

the onion skin

These examples indicate that the radio belongs to the car, the trunk belongs to the tree, the sink belongs to the kitchen, and the skin belongs to the onion. This type of construction will be discussed further in the section on [Defining Adjectives](#).

2. Agreement of verbs with collective nouns and compound subjects

The following rules apply in formal English, but may or may not be observed in informal English.

a. Collective nouns

Collective nouns are singular nouns which refer to a group. The words **audience**, **class**, **family**, **flock**, **group** and **team** are examples of collective nouns.

A collective noun takes a singular verb when the group referred to acts as a whole or is considered as a whole.

e.g. Our team has won the game.

That family is well-known.

In the first example, the singular verb **has won** is used, since the collective noun **team** refers to a group acting as a whole. In the second example, the singular verb **is** is used, since the collective noun **family** refers to a group being considered as a whole.

However, a collective noun takes a plural verb when the members of the group are considered to be acting individually.

e.g. The flock were running, playing and searching for fresh grass.

The audience were throwing flowers and jewelry onto the stage.

In the first example, the use of the plural verb **were running** indicates that the members of the flock are considered to be acting individually. Similarly, in the second example, the use of the plural verb **were throwing** indicates that the members of the audience are considered to be acting individually.

b. Amounts considered as a whole

A noun subject naming a unit of currency or a unit of measurement takes a singular verb when the amount referred to is being considered as a whole.

e.g. Ten dollars is my best offer.

Five minutes is all that is required.

Two years is a long time.

In each of the above examples, the amount of money or length of time referred to by the subject is being considered as a whole. Thus, in each case a singular verb, **is**, is used.

See [Exercise 4](#).

c. Compound subjects

When the subject of a verb consists of two or more nouns joined by **and**, **or** or **nor**, the subject can be referred to as a **compound** subject. In the following examples, the compound subjects are underlined.

e.g. Cars and buses were filling the streets.

One apple or one pear is needed.

Neither ducks nor pigeons were in the yard.

i. Compound subjects with And

A compound subject consisting of two nouns joined by the word **and** usually takes a plural verb. In the following examples, the compound subjects consist of various combinations of singular and plural nouns joined by the word **and**. In all of the examples, the compound subject with **and** takes a plural verb.

e.g. Red and white are my favorite colors.

One egg and one lemon are required to make the cake.

One teacher and twenty students are present.

Roses and tulips are blooming in the garden.

However, a compound subject with **and** takes a singular verb when the subject as a whole refers to only one thing, or is considered as referring to only one thing.

e.g. Our vice-president and treasurer is a person everyone likes.

Strawberries and cream is my favorite dessert.

In the first example, the use of the singular verb **is** indicates that the compound subject **vice-president and treasurer** refers to a single person. In the second example, the use of the singular verb **is** indicates that the compound subject **strawberries and cream** is being considered as referring to a single type of dessert.

Likewise, a compound subject with **and** takes a singular verb when the subject is the title of a book or the name of a company.

e.g. War and Peace is a long book.

Johnson and Sons is a company which sells musical instruments.

In each of the above examples a singular verb, **is**, is used, since the compound subject is the name of a single thing.

ii. Compound subjects with Or or Nor

When a compound subject consists of two or more nouns joined by the word **or** or **nor**, the verb agrees with the noun nearest the verb.

In the following examples the verbs are singular, since the nouns nearest the verbs are singular.

e.g. A bus or a streetcar passes this point every two minutes.

Neither my friend nor his brother knows what to do.

Cookies or cake is available.

Neither sardines nor salmon was served.

In the following examples the verbs are plural, since the nouns nearest the verbs are plural.

e.g. Sandals or slippers are suitable.

Neither pencils nor pens were provided.

Cake or cookies are available.

Neither salmon nor sardines were served.

When a compound subject consists of one singular noun and one plural noun joined by **or** or **nor**, it is sometimes considered advisable to place the plural noun directly before the verb, so that the verb will be plural.

e.g. A coat or two sweaters are needed.

Neither the teacher nor the students were there.

In these examples, the plural nouns **sweaters** and **teachers** have been placed immediately before the verbs, so that the verbs will be plural.

The following table summarizes the rules for the agreement of verbs with compound subjects:

Agreement of Verbs with Compound Subjects

<u>Nouns of Compound Subject</u>	<u>Conjunction</u>	<u>Verb</u>
Nouns referring to a single thing	and	singular
Nouns referring to two or more things	and	plural
Singular noun nearest the verb	or/nor	singular

Plural noun nearest the verb

or/nor

plural

See [Exercise 5](#).

d. Nouns followed by descriptive phrases

Two or more nouns can form a compound subject when joined by **and**, **or** or **nor**. However, when a noun subject is followed by a descriptive phrase containing another noun, the two nouns do not form a compound subject. In this case, the verb must agree with the noun subject, not with the noun in the descriptive phrase.

In the following examples, the subjects of the verbs are printed in bold type, and the descriptive phrases following the subjects are underlined.

e.g. One **book**, larger than the others, was lying open on the desk.

The **leader** of the students was an excellent speaker.

My **friend**, as well as her sisters, is here.

In the above examples, the verbs **was lying**, **was** and **is** are singular, to agree with the singular subjects **book**, **leader** and **friend**. The descriptive phrases **larger than the others**, **of the students** and **as well as her sisters** have no effect on which form of the verb is used.

EXERCISES for Chapter 17

1. For each of the following phrases, change the noun indicating possession from the singular to the plural. For example:

the man's experiences
the men's experiences

the doctor's office
the doctors' office

1. the musician's instruments
2. the child's adventures
3. the animal's habitat
4. the workman's instructions
5. the ship's passengers
6. the pilot's vacation
7. the officer's friends

[Answers](#)

2. For each of the following phrases, change the noun indicating possession from the plural to the singular. For example:

the owners' permission
the owner's permission

the mice's nest
the mouse's nest

1. the surgeons' skill

2. the policemen's warning
3. the directors' decision
4. the secretaries' correspondence
5. the eagles' aerie
6. the women's errand
7. the managers' assistants

Answers

3. Show the relationships between the possessors and the things possessed by using the ending 's or the word **of**, as appropriate. For example:

	<u>Possessor</u>	<u>Thing Possessed</u>	<u>Indicating Possession</u>
	visitor	map	the visitor's map
	stairs	top	the top of the stairs
1.	woman	scarf	
2.	children	answers	
3.	door	color	
4.	concert	beginning	
5.	instructor	advice	
6.	deficit	size	
7.	girl	tricycle	
8.	building	height	
9.	hen	cackling	
10.	boy	parents	
11.	chair	arm	
12.	street	length	

Answers

4. For each of the following sentences, fill in the blank with either the singular or the plural verb form shown in brackets. Be prepared to explain why the form you have chosen is correct. For example:

The committee ____ put forward a new proposal. (has, have)

The committee has put forward a new proposal.

In this example the committee is acting as a whole. Therefore a singular verb is used.

The committee ____ disagreed on what policy to adopt. (has, have)

The committee have disagreed on what policy to adopt.

In this example, the members of the committee are acting as individuals. Therefore a plural verb is used.

Two tons of coal ____ required. (is, are)

Two tons of coal is required.

In this example, the amount **two tons** is considered as a whole. Therefore a singular verb is used.

1. The crew _____ preparing the ship to go to sea. (is, are)

2. The crew _____ different levels of experience. (has, have)
3. Two pounds of butter _____ too much. (is, are)
4. The class _____ not agree on what should be done. (does, do)
5. The class _____ contributed eighty dollars to the cause. (has, have)
6. Three ounces of gold _____ worth more than three ounces of copper. (is, are)
7. The group _____ decided to hold a meeting once a month. (has, have)
8. The group _____ varied backgrounds. (has, have)
9. Fifty cents _____ the regular price. (was, were)
10. Six dollars _____ been collected. (has, have)

Answers

5. For each of the following sentences, fill in the blank with either the singular or the plural verb form shown in brackets. Be prepared to explain why the form you have chosen is correct. For example:

Both the sky and the water ____ blue. (is, are)

Both the sky and the water are blue.

The two nouns of a compound subject with **and** refer to two different things. Therefore a plural verb is used.

Wilson and Brothers __ a company dealing in antiques. (is, are)

Wilson and Brothers is a company dealing in antiques.

The two nouns of a compound subject with **and** refer to one thing. Therefore a singular verb is used.

Either Richard or his uncle __ sure to be there. (is, are)

Either Richard or his uncle is sure to be there.

A singular noun is nearest the verb in a compound subject with **or**. Therefore a singular verb is used.

Neither the main office nor the branch offices ____ open. (is, are)

Neither the main office nor the branch offices are open.

A plural noun is nearest the verb in a compound subject with **nor**. Therefore a plural verb is used.

1. Either a large jar or two small jars _____ required. (is, are)
2. Neither the road nor the highway _____ to Pictou. (leads, lead)
3. A duck and a heron _____ in the pond. (is, are)
4. Either spring or summer _____ a good time to visit our region. (is, are)
5. Both the bow and the arrows _____ to the instructor. (belongs, belong)
6. Neither the boats nor the raft _____ in good repair. (was, were)
7. Milk and porridge _____ a nutritious breakfast. (is, are)
8. Either his brother or his sister _____ here. (lives, live)
9. Both boys and girls _____ eligible to apply. (is, are)
10. Neither threats nor persuasion _____ proved effective. (has, have)
11. Bread and potatoes _____ staple foods in many parts of North America. (is, are)
12. Either the twins or their friend _____ in the class. (is, are)
13. The Picts and the Martyrs _____ a book I would like to read again. (is, are)
14. Both feathers and fur _____ to keep animals warm. (helps, help)
15. Rope or string _____ required. (is, are)

16. Either plates or saucers _____ suitable. (is, are)
17. Smith and Smith _____ a family business. (is, are)
18. Neither the apples nor the plums _____ ripe. (was, were)

Answers

6. For each of the following sentences, place brackets around the phrase which describes the noun subject. Then, using the Simple Present tense, fill in the blank with the correct form of the verb shown in brackets. For example:

The tools, including the hammer, _____ made of iron. (to be)

The tools, [including the hammer,] are made of iron.

The ferry, as well as the other boats, _____ at anchor. (to be)

The ferry, [as well as the other boats,] is at anchor.

1. The letter, as well as the postcards, _____ on the table. (to be)
2. The windows at the front of the house _____ to be repaired. (to need)
3. His friends, as well as his sister, _____ about to leave. (to be)
4. The meadow, filled with flowers, _____ a beautiful sight. (to be)
5. The children in the class _____ eager to learn. (to be)
6. The kettle, in contrast to the saucepans, _____ pitch black. (to be)
7. The books, although purchased only last year, already _____ worn. (to look)
8. The leader of the musicians _____ responsible for the arrangements. (to be)
9. The table, together with the chairs, _____ quite old. (to be)
10. The members of the club _____ attending the meetings. (to enjoy)

Answers

ANSWERS TO THE EXERCISES for Chapter 17

Answers to Exercise 1:

1. the musicians' instruments 2. the children's adventures 3. the animals' habitat 4. the workmen's instructions 5. the ships' passengers 6. the pilots' vacation 7. the officers' friends

Answers to Exercise 2:

1. the surgeon's skill 2. the policeman's warning 3. the director's decision 4. the secretary's correspondence 5. the eagle's aerie 6. the woman's errand 7. the manager's assistants

Answers to Exercise 3:

1. the woman's scarf 2. the children's answers 3. the color of the door 4. the beginning of the concert 5. the instructor's advice 6. the size of the deficit 7. the girl's tricycle 8. the height of the building 9. the hen's cackling 10. the boy's parents 11. the arm of the chair 12. the length of the street

Answers to Exercise 4:

1. is [acting as a whole] 2. have [considered individually] 3. is [considered as a whole] 4. do [acting individually] 5. has [acting as a whole] 6. is [considered as a whole] 7. has [acting as a whole] 8. have [considered individually] 9. was [considered as a whole] 10.

has [considered as a whole]

Answers to **Exercise 5**:

1. are [**or**: noun nearest the verb is plural] 2. leads [**nor**: noun nearest the verb is singular] 3. are [**and**: subject refers to more than one thing] 4. is [**or**: noun nearest the verb is singular] 5. belong [**and**: subject refers to more than one thing] 6. was [**nor**: noun nearest the verb is singular] 7. is [**and**: subject refers to a single type of breakfast] 8. lives [**or**: noun nearest the verb is singular] 9. are [**and**: subject refers to more than one thing] 10. has [**or**: noun nearest the verb is singular] 11. are [**and**: subject refers to more than one thing] 12. is [**or**: noun nearest the verb is singular] 13. is [**and**: title of a book] 14. help [**and**: subject refers to more than one thing] 15. is [**or**: noun nearest the verb is singular] 16. are [**or**: noun nearest the verb is plural] 17. is [**and**: name of a company] 18. were [**nor**: noun nearest the verb is plural]

Answers to **Exercise 6**:

1. The letter, [as well as the postcards,] is on the table. 2. The windows [at the front of the house] need to be repaired. 3. His friends, [as well as his sister,] are about to leave. 4. The meadow, [filled with flowers,] is a beautiful sight. 5. The children [in the class] are eager to learn. 6. The kettle, [in contrast to the saucepans] is pitch black. 7. The books, [although purchased only last year] already look worn. 8. The leader [of the musicians] is responsible for the arrangements. 9. The table, [together with the chairs,] is quite old. 10. The members [of the club] enjoy attending the meetings.

CHAPTER 18. PERSONAL PRONOUNS

Pronouns are words which can be used in the place of nouns. The personal pronouns in the following sentences are underlined.

e.g. She will do the work herself.

They gave it to him.

We want to know who was there.

In the following examples, pronouns are used in the place of nouns, instead of repeating the nouns.

e.g. I saw a boy on the steps. He seemed to recognize me.

My friend and her brother like to ski. They ski whenever they can.

In the first example, the pronoun **he** is used instead of repeating the noun **boy**. In the second example, the pronoun **they** is used instead of repeating the nouns **friend** and **brother**.

1. The subjective case

The following English personal pronouns were listed in Chapter 1. They are usually referred to as indicated below:

	<u>Singular</u>	<u>Plural</u>
First Person	I	we
Second Person	you	you

Third Person

he, she, it

they

Thus, I is referred to as the **first person singular**; **we** is referred to as the **first person plural**; **you** is referred to as the **second person**; **he**, **she** and **it** are referred to as the **third person singular**; and **they** is referred to as the **third person plural**.

These pronouns are said to be in the **subjective case**, because they can each be used as the subject of a verb. In the following examples, the personal pronouns in the subjective case are underlined.

e.g. I am ready.

He is fortunate.

She is a teacher.

It is raining.

We are coming.

You are right.

They are determined.

The agreement of verbs with subjects which are personal pronouns has been discussed in previous chapters.

2. Agreement of personal pronouns with their antecedents

The pronoun **I** is used to refer to the speaker or writer. The pronoun **you** is used to refer to one or more persons or things which are being addressed by the speaker or writer. The pronoun **we** is normally used to refer to the speaker or writer together with one or more other people.

When a pronoun stands for a noun which has already been mentioned, the noun is sometimes referred to as the **antecedent** of the pronoun.

e.g. The apples are cheap, but they are not ripe yet.

In the preceding example, the noun **apples** is the antecedent of the pronoun **they**.

The antecedents of pronouns usually precede the pronouns. However, a pronoun may also stand for a noun which follows the pronoun, provided that it is obvious to what the pronoun is referring.

e.g. Because they are sour, the apples will be used for cooking.

In this example, the pronoun **they** stands for the noun **apples**, which occurs later in the sentence.

a. Male and female antecedents

The third person singular pronouns **he** and **she** are the only pronouns in the subjective case which are differentiated with respect to gender. The pronoun **he** is used to refer to male antecedents, and the pronoun **she** is used to refer to female antecedents.

e.g. A girl was sitting on the steps. She was waiting for her friend.

A boy was delivering papers. He seemed to be in a hurry.

In the above examples, the pronoun **she** agrees with the female antecedent **girl**, and the pronoun **he** agrees with the male antecedent **boy**.

b. Singular and plural antecedents

English third person pronouns are also differentiated with respect to number. If the antecedent of a pronoun is singular, a singular pronoun must be used. If the antecedent of a pronoun is plural, a plural pronoun must be used.

e.g. I have one watch. It is quite accurate.

I have two watches. They are quite accurate.

This is my sister. She is younger than I am.

These are my sisters. They are younger than I am.

This is my brother. He is older than I am.

These are my brothers. They are older than I am.

In the above examples, the singular pronouns **it**, **he** and **she** agree with the singular antecedents **watch**, **sister** and **brother**. The plural pronoun **they** agrees with the plural antecedents **watches**, **sisters** and **brothers**.

As illustrated above, the third person plural pronoun **they** can be used to stand for either male or female antecedents.

e.g. The men liked to play cards. They took turns keeping score.

The women came, but they did not stay long.

The men and women greeted each other. They all knew one another.

c. Human and non-human antecedents

The third person singular pronouns **he**, **she** and **it** usually distinguish between antecedents which refer to human beings, and antecedents which refer to things which are not human. The pronouns **he** and **she** usually refer to human beings. However, **he** or **she** may also be used to refer to an animal, if the gender of the animal is known to the speaker or writer.

e.g. My aunt is very intelligent. She has a degree in philosophy.

His brother was not there, because he had to work late.

Your dog is well trained. He is a good guard dog.

In the first two examples, **he** and **she** are used to refer to human beings. In the third example, **he** is used to refer to an animal.

If a third person singular antecedent does not refer to a human being, the pronoun **it** is usually used. However, when the thing named by the antecedent is referred to as if it had human qualities, the pronoun **he** or **she** may be used. For instance, ships and countries are sometimes referred to as **she**.

e.g. There is a robin on the lawn. It has a nest in that tree.

This is a good book. It is interesting and well-written.

The Bonnie Belle is a sailing ship. She is very seaworthy.

In the first two examples, **it** is used to refer to things which are not human. In the third example, **she** is used to refer to a thing which is not human.

The third person plural pronoun **they** can stand for either human or non-human antecedents.

e.g. The children bought ice cream, because they felt hungry.

The umbrellas are popular, because they are inexpensive.

In the first example, **they** stands for the human antecedent **children**. In the second example, **they** stands for the non-human antecedent **umbrellas**.

The main rules for the agreement of the third person pronouns **he**, **she**, **it** and **they** with their antecedents can be summarized as follows:

Agreement of Third Person Pronouns with their Antecedents

<u>Pronoun</u>	<u>Antecedent</u>
he	singular, male, usually human
she	singular, female, usually human
it	singular, non-human
they	plural

See [Exercises 1](#) and [2](#).

A pronoun should not be used to stand for a noun, unless it is obvious to which noun the pronoun is referring. For instance, in the following examples, it is not clear to which nouns the underlined pronouns refer.

e.g. My friend was there with her mother. She was wearing a blue dress.

The children stared at the horses. They were ready to start.

In the first example, the pronoun **she** could stand either for the noun **friend** or for the noun **mother**. Similarly, in the second example, the pronoun **they** could stand for either **children** or **horses**.

In written English, when it is not obvious to which antecedent a pronoun refers, the relevant sentence should be corrected. This can be done either by repeating the noun, instead of using a pronoun; or by rewriting the sentence to make the meaning clear. For instance, the preceding examples could be corrected as follows. It will be assumed that **she** refers to **friend**, and that **they** refers to **horses**.

e.g. My friend was there with her mother. My friend was wearing a blue dress.

or My friend, wearing a blue dress, was there with her mother.

The children stared at the horses. The horses were ready to start.

or The children stared at the horses, which were ready to start.

See [Exercise 3](#).

3. Special uses of It

The pronoun **it** can be used without an antecedent in sentences referring to general conditions such as the weather or the time.

e.g. It is raining.

It has been a wet summer.

It is too hot here.

It is the twenty-fourth of April.

It is seven o'clock.

It is Friday.

The pronoun **it** can also be used in expressions such as the following.

e.g. It would be a good idea to attend the meeting.

It is not necessary to buy tickets in advance.

It will be easy to find the right house.

It was clever of you to think of that.

In these sentences, **it** can be thought of as standing for the infinitive which follows the verb. The ideas expressed in such sentences may be expressed without the use of **it** by changing the infinitive to a gerund, which is placed before the verb.

For instance, the preceding sentences can be rewritten as follows:

Attending the meeting would be a good idea.

Buying tickets in advance is not necessary.

Finding the right house will be easy.

Thinking of that was clever of you.

See [Exercise 4](#).

4. The objective case

Objects of verbs have already been discussed in the chapter on transitive and intransitive verbs. When a personal pronoun is the object of a verb, the pronoun must be in the objective case. In the following sentences, the pronouns in the objective case are underlined.

e.g. They need me.

We like you.

They understand him.

I wanted her to help them.

We mended it yesterday.

As shown in the following table, each personal pronoun in the subjective case has a corresponding form in the objective case.

Personal pronouns in the subjective and objective cases

Subjective Case

I
you
he
she
it
we
they

Objective Case

me
you
him
her
it
us
them

It can be seen that only the personal pronouns **you** and **it** have the same form in the objective case as in the subjective case.

When a personal pronoun is the subject of a verb, the subjective form of the pronoun must be used.

e.g. I understand what you mean.

He saw the comet.

In these sentences, the underlined pronouns are the subjects of the verbs **understand** and **saw**; therefore, the subjective forms **I** and **he** must be used.

When a personal pronoun is the object of a verb, the objective form of the pronoun must be used.

e.g. My friends understand me.

We saw him last night.

In these sentences, the underlined pronouns are the objects of the verbs **understand** and **saw**; therefore, the objective forms **me** and **him** must be used.

The rules for the agreement of pronouns with their antecedents are the same for pronouns in the objective case as for the corresponding pronouns in the subjective case.

e.g. When your son won the prize, we congratulated him.

Your daughter thinks we have not noticed her.

When the letter arrived, we answered it immediately.

He and I were right, but no one believed us.

Because the boats were barely moving, we overtook them easily.

In the preceding sentences, the pronouns **him**, **her**, **it**, **us** and **them** agree with the antecedents **son**, **daughter**, **letter**, **he and I** and **boats**, respectively.

See [Exercises 5, 6 and 7](#).

It should be noted that the verb **to be** does not take an object. In formal, written English, when the verb **to be** is immediately followed by a personal pronoun, the pronoun must usually be in the subjective case. In the following examples, the pronouns following the verb **to be** are in the subjective case.

e.g. It is I.

That was he.

This is she.

Those are they.

However, in informal English, this rule is usually ignored. In informal English, when a pronoun immediately follows any verb, including the verb **to be**, the objective form of the pronoun is usually used. Thus, in informal English the sentence **It is I** would usually be expressed **It is me**, and the sentence **That was he** would usually be expressed **That was him**.

See [Exercise 8](#).

As well as being used as the objects of verbs, personal pronouns in the objective case are used as objects of prepositions. **Prepositions** are words such as **at**, **in**, **on**, **to** and **with**. A preposition links the words immediately following it to the rest of the sentence.

A noun or pronoun which forms part of a prepositional phrase is said to be the **object** of the preposition. For instance, the underlined pronouns in the following examples are

objects of prepositions.

e.g. Please give the book to me.

We have heard a great deal about you.

They went with him.

I bought a present for her.

He walked across it.

The cake was made by us.

Here is a letter from them.

In the preceding examples, the underlined pronouns are the objects of the prepositions **to, about, with, for, across, by** and **from**.

See [Exercises 9](#) and [10](#).

5. Possessive personal pronouns

Each of the personal pronouns has forms which indicate possession. For instance, in the following sentences, the underlined words are the possessive forms of personal pronouns.

e.g. This is your book.

This book is yours.

His apartment is large, but mine is small.

Their marks are higher than ours.

The subjective, objective and possessive forms of the English personal pronouns are shown in the following table.

<u>Subjective</u> <u>Case</u>	<u>Objective</u> <u>Case</u>	<u>Possessive Form used</u> <u>before a Noun</u>	<u>Possessive Form used</u> <u>Independently</u>
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	[its]
we	us	our	ours
they	them	their	theirs

a. Possessive adjectives

As shown in the preceding table, the personal pronouns have two possessive forms. One form shows possession by preceding a noun. A personal pronoun in this form may be referred to as a **possessive adjective**, since, like an adjective, it describes the thing to which the noun refers.

In the following sentences, the possessive adjectives are underlined.

e.g. My bicycle is new.

Does your uncle play hockey?

His answer was correct.

Her father is not here.

The tree has lost two of its branches.
He is our friend.
Their house is one block from the school.

The rules for the agreement of personal pronouns with their antecedents also apply to the corresponding possessive adjectives. In languages such as French and Spanish, possessive adjectives agree with the nouns they precede. However, in English, possessive adjectives agree with their antecedents, as illustrated in the following table.

Agreement of English Possessive Adjectives with their Antecedents

<u>Antecedent</u>	<u>Possessive Adjective</u>	<u>Example</u>
boy	his	The <u>boy</u> obeys his mother.
girl	her	The <u>girl</u> likes her brothers.
bird	its	The <u>bird</u> sat on its nest.
cows	their	The <u>cows</u> have lost their way.

In the preceding examples, the antecedents are underlined, and the possessive adjectives are printed in bold type.

See [Exercise 11](#).

i. Possessive adjectives used with gerunds

In formal English, when a gerund is preceded by a personal pronoun, the pronoun must usually be in the form of a possessive adjective. In the following examples, the gerunds are underlined, and the possessive adjectives are printed in bold type.

e.g. The boy said that **his** skating had improved.

The girl entertained the guests with **her** singing.

We think **our** lobbying for new street lights will be effective.

See [Exercise 12](#).

b. Possessive pronouns

The possessive form of a personal pronoun which can be used independently can be referred to as a **possessive pronoun**, since it can be used in the place of a noun. In the following sentences, the possessive pronouns are underlined.

e.g. He did not bring his coat, but I brought mine.

Our mail has been delivered, but theirs has not.

In the above examples, **mine** stands for **my coat**, and **theirs** stands for **their mail**.

The following table compares the possessive pronouns with the possessive adjectives. It can be seen that only **his** and **its** have the same form when used as pronouns as when used as adjectives. The possessive pronoun **its** is seldom used.

<u>Possessive Adjective</u>	<u>Possessive Pronoun</u>
my	mine
your	yours
his	his
her	hers

its
our
their

[its]
ours
theirs

Except for the pronoun **mine**, all of the possessive pronouns end in **s**. However, it should be noted that, unlike possessive nouns, the possessive personal pronouns are not spelled with an apostrophe. Care should be taken not to confuse the possessive form **its** with the contraction **it's**, which stands for **it is** or **it has**.

In the following sentences, the possessive personal pronouns are underlined.

e.g. That book is mine.

Are these gloves yours?

The red bicycle is his.

Because I forgot my umbrella, she lent me hers.

Their teacher is stricter than ours.

Our teacher is relaxed, but theirs is short-tempered.

See [Exercises 13](#) and [14](#).

6. Reflexive Pronouns

Reflexive pronouns are often used when the action described by the verb is directed toward the thing referred to by the subject of the verb. This use of reflexive pronouns is illustrated in the following examples. The reflexive pronouns are underlined.

e.g. I washed myself thoroughly before putting on clean clothes.

Did you hurt yourself?

Reflexive pronouns can also be used when it is desired to emphasize a personal pronoun. The reflexive pronouns in the following examples are underlined.

e.g. I myself saw what happened.

Did he solve the problem himself?

She did the work herself.

In these examples, the reflexive pronouns **myself**, **himself** and **herself** are used to emphasize the personal pronouns **I**, **he** and **she**.

The reflexive personal pronouns are listed below.

Subjective Case

I
you
he
she
it
we
you
they

Reflexive Pronoun

myself
yourself
himself
herself
itself
ourselves
yourselves
themselves

It can be seen that in the second person, a differentiation is made between **yourself**,

which agrees with singular antecedents, and **yourselves**, which agrees with plural antecedents.

It should be noted that the first and second person reflexive pronouns are formed from the corresponding possessive adjectives, whereas the third person reflexive pronouns are formed from the corresponding pronouns in the objective case. This is illustrated in the following table.

<u>Objective Case</u>	<u>Possessive Adjective</u>	<u>Reflexive Pronoun</u>
me	my	myself
you	your	yourself
him	his	himself
her	hers	herself
it	its	itself
us	our	ourselves
you	your	yourselves
them	their	themselves

EXERCISES for Chapter 18

1. In the sentences below, fill in the blanks with the personal pronouns which agree with the underlined antecedents. For example:

The man walked slowly, because ___ was carrying a heavy parcel.

The man walked slowly, because he was carrying a heavy parcel.

Although ___ knew it was dangerous, the girl wanted to ride the horse.

Although she knew it was dangerous, the girl wanted to ride the horse.

The tree is very tall, but ___ does not give much shade.

The tree is very tall, but it does not give much shade.

She and I are not coming, because ___ are too busy.

She and I are not coming, because we are too busy.

Doughnuts taste best when ___ are fresh.

Doughnuts taste best when they are fresh.

1. The children are happy because _____ have a holiday today.
2. My father and I had planned to visit the park, but since it was raining _____ decided not to go.
3. This chair is valuable because _____ is so old.
4. The woman is pleased because _____ has found work.
5. Until _____ retired, their father managed a business.
6. After the apples have been cut up, _____ should be sprinkled with cinnamon.
7. Because her husband used to study music, _____ knows how to play several musical instruments.
8. My neighbor and I like to go shopping together, so that _____ can help each other choose what to buy.
9. Her daughter likes to study, because _____ finds the work interesting.
10. The car is in good condition, but _____ needs a new muffler.

Answers

2. Paying attention to the meanings of the sentences below, fill in each blank with **he**, **she**, **it**, **we** or **they**, and underline the antecedent of the pronoun. For example:

My grandfather does not want to retire, because ___ likes his work.

My grandfather does not want to retire, because he likes his work.

His wife will be there if ___ can find a baby-sitter.

His wife will be there if she can find a baby-sitter.

The bicycle must be repaired before ___ can be ridden again.

The bicycle must be repaired before it can be ridden again.

My cousin and I live in different towns, but ___ write to each other often.

My cousin and I live in different towns, but we write to each other often.

The bananas are quite soft, but ___ can be used in banana cake.

The bananas are quite soft, but they can be used in banana cake.

1. When the moon is full, _____ rises just as the sun sets.
2. Tracy and I like spending time together, because _____ share many interests.
3. When my uncle was young, _____ enjoyed playing soccer.
4. The students worked hard, because _____ were anxious to complete the assignment.
5. When the lady entered the hotel, _____ asked to speak with the manager.
6. The man was surprised when _____ heard the news.
7. My friend and I had to leave early so that _____ could catch the bus.
8. I liked the picture so much that I had _____ framed.
9. Your grandmother is old, but _____ is still beautiful.
10. The boats look picturesque when _____ are tied up in the harbor.

Answers

3. The underlined pronouns in the following sentences are ambiguous, since it is not obvious to which antecedents they refer. For each sentence, first underline the two possible antecedents of the pronoun. Then make the sentence unambiguous by choosing one of the antecedents and repeating it, instead of using the pronoun. When repeating the antecedent, it is also necessary to repeat any words which modify it. For example:

I invited the woman and her sister, but she could not come.

I invited the woman and her sister, but her sister could not come.

or I invited the woman and her sister, but the woman could not come.

George gave Tom a book. Then he went home.

George gave Tom a book. Then Tom went home.

or George gave Tom a book. Then George went home.

The boys challenged the girls to a game, but they did not play well.

The boys challenged the girls to a game, but the boys did not play well.

or The boys challenged the girls to a game, but the girls did not play well.

1. I used your pen to finish the assignment, but then I lost it.

2. My father told my uncle the story, but he did not believe it.
3. When the students met the teachers for the first time, they were not sure what to expect.
4. The girl was dressed like her mother, except that she was not wearing a hat.
5. The man had arranged to meet his son at four o'clock, but he was late.
6. The box was the same size as the trunk, but it was much heavier.
7. The lady wanted to visit my aunt, but she had to leave town unexpectedly.
8. The riders slowed down their horses because they were growing tired.
9. The butterfly was sitting close to the flower, but it could not be seen in the photograph.
10. The cups were supposed to match the saucers, but they were a lighter shade of blue.

Answers

4. Rewrite each of the following sentences, using the construction with the pronoun **it**, followed by the verb, followed by an infinitive. For example:

Traveling by ship was quite relaxing.

It was quite relaxing to travel by ship.

Finding the right path could take a long time.

It could take a long time to find the right path.

1. Paying close attention can be crucial.
2. Crossing the mountains would be very difficult.
3. Learning everything was not easy.
4. Skiing down the mountain was exciting.
5. Walking on a glacier can be dangerous.
6. Visiting Rome was a wonderful experience.

Answers

5. For each of the following sentences, fill in the blank with the personal pronoun which agrees with the underlined word. The objective case must be used, since the pronouns in these sentences are the objects of verbs. For example:

I am looking for the post office. Can you help ___?

I am looking for the post office. Can you help me?

Since you are new here, I will show ___ the way.

Since you are new here, I will show you the way.

If my father is at home, I will ask ___ what to do.

If my father is at home, I will ask him what to do.

My aunt and uncle invited me to visit ___.

My aunt and uncle invited me to visit them.

1. Because she is your friend, I offered to help ____.
2. I wish someone would tell ____ the answer.
3. They look familiar. I am sure we have met ____ before.
4. If you are ready, we will drive ____ home.
5. We would like you to call ____.

6. He is our neighbor. We have known _____ for years.
7. This is the book I need. May I borrow _____ ?
8. If you like, I will call _____ when we arrive.
9. We were surprised they remembered _____.
10. That man waved to us, but I do not recognize _____.
11. I think they expect _____ to come.
12. The piano is out of tune, but I am having _____ tuned tomorrow.
13. Will she mind if I ask _____ a question?
14. The beans will grow faster if you water _____.

Answers

6. For each of the following sentences, fill in the blank with the personal pronoun which agrees with the underlined word. Use the subjective case if the pronoun is the subject of a verb, and use the objective case if the pronoun is the object of a verb. For example:

They invited me to come, but ____ did not have time.

They invited me to come, but I did not have time.

Just after we had mailed you the letter, ____ called us.

Just after we had mailed you the letter, you called us.

That boy is quite friendly. I like ____.

That boy is quite friendly. I like him.

He offered to lend me two books, but I had read ____ already.

He offered to lend me two books, but I had read them already.

1. I saw your brother after school. _____ lent me his bicycle.
2. Would you like me to help _____ ?
3. My friend and I expect the woman to call _____.
4. If I am ready in time, _____ will meet you there.
5. This woman is one of our relatives, _____ is my husband's cousin.
6. Her grandfather is a wise man. Everybody respects _____.
7. The chimney is old. _____ needs to be repaired.
8. My sister likes sports. We should invite _____ to join us.
9. Those people are your new neighbors. Have you met _____ yet?
10. She and I will call you if _____ are late.
11. I waited for you for twenty minutes, but _____ did not come.
12. The camera was heavy, but he carried _____ everywhere he went.
13. Some ducks swim underwater when _____ are searching for food.
14. I waved to you. Did you see _____ ?

Answers

7. Paying attention to the case of the personal pronouns, rewrite each of the following sentences so that the meaning is reversed. For example:

We gave them the pen.

They gave us the pen.

I like you.

You like me.

1. She helped us.
2. He asked them to come.
3. I recognized her.
4. You warned me.
5. We reminded them to call.
6. They told him the truth.
7. She invited us for tea.
8. He offered me a sandwich.

Answers

8. Fill in each blank with either the subjective case or the objective case of the pronoun given in brackets. Use the subjective case if the pronoun follows the verb **to be**. Otherwise, use the objective case. For example:

That is _____. (he)

That is he.

We remember _____. (he)

We remember him.

It was _____ who did it. (we)

It was we who did it.

He threw _____ the ball. (we)

He threw us the ball.

1. It was _____. (I)
2. Please hand _____ the book. (I)
3. I told _____ the secret. (she)
4. It was _____ who was here. (she)
5. It was _____ who knew the answer. (they)
6. Let _____ go. (they)
7. This is _____. (he)
8. I knew _____ before. (he)
9. Those were _____. (they)
10. It is _____ who will be there. (we)

Answers

9. For each of the following sentences, fill in the blank with the personal pronoun which agrees with the underlined word. The objective case must be used, since the pronouns in these sentences are the objects of prepositions. For example:

I want you to address the letter to _____.

I want you to address the letter to me.

This jar is the largest. Rice was stored in _____.

This jar is the largest. Rice was stored in it.

The girl was shy, but we had an enjoyable conversation with _____.

The girl was shy, but we had an enjoyable conversation with her.

We went to the post office, but there was no mail for ____.

We went to the post office, but there was no mail for us.

1. They want us to go with ____.
2. I would like you to wrap this gift for ____.
3. She thinks we are talking about ____.
4. The wall was so high that I could not see over ____.
5. Your nephew wants us to write to ____.
6. You should ask them to send it to ____.
7. Nancy and I would like you to come with ____.
8. He asked us to wait for ____.
9. I would be grateful if you would explain this to ____.
10. Because you were late, we saved some food for ____.
11. We told you that the costumes were designed by ____.
12. The swans were so beautiful that we wrote a song about ____.
13. The car is worth more than you paid for ____.
14. Your daughter wants me to read to ____.

Answers

10. For each of the following sentences, fill in the blank with the personal pronoun which agrees with the underlined word. Use the subjective case if the pronoun is the subject of a verb, and use the objective case if the pronoun is the object of a verb or the object of a preposition. For example:

They looked at me, but ____ did not recognize them.

They looked at me, but I did not recognize them.

We told you what would happen, but ____ did not listen.

We told you what would happen, but you did not listen.

We saw them, but they did not see ____.

We saw them, but they did not see us.

They asked us a question, but we could not tell ____ the answer.

They asked us a question, but we could not tell them the answer.

Their son did not know the way, but we pointed it out to ____.

Their son did not know the way, but we pointed it out to him.

The girl is so mischievous, we do not know what to do with ____.

The girl is so mischievous, we do not know what to do with her.

1. His father works hard. ____ is a doctor.
2. Because the woman seemed friendly, we asked ____ for directions.
3. The cupboards are so full, we cannot put anything else into ____.
4. You will be surprised if we beat ____ in the race.
5. Have you been looking for me? ____ had to run an errand.
6. My niece wants us to send the photographs to ____.
7. We have invited them to visit ____.
8. The store was open, but we did not have time to go into ____.
9. She will be angry if we make fun of ____.

10. You and I are good friends, _____ hardly ever argue.
11. Your son-in-law asked us to describe it to _____.
12. The windows are very stiff. We open _____ only in the summer.
13. The basket is heavy. _____ is full of oranges.
14. Your husband does not like anyone to contradict _____.
15. I hope you were not anxious about _____.
16. Would you like me to mail the information to _____
17. The leaves rustled in the breeze, _____ were already starting to change color.
18. The road was long, but we followed _____ to the end.
19. I asked him to tell _____ the time.
20. You will enjoy yourself if _____ come to the concert.
21. We want you to wait for _____.

Answers

11. Fill in each blank with the possessive adjective which agrees with the underlined antecedent. For example:

I am looking for _____ keys.

I am looking for my keys.

The lady left _____ gloves on the counter.

The lady left her gloves on the counter.

Personal pronouns must agree with _____ antecedents.

Personal pronouns must agree with their antecedents.

1. I opened _____ book.
2. Did the man finish _____ work?
3. The bear is licking _____ paws.
4. Please show us to _____ seats.
5. She has already purchased _____ ticket.
6. Have you heard from _____ friends recently?
7. The students live near _____ school.
8. The gentleman would like to have _____ watch repaired.
9. We eat _____ breakfast at the same time every morning.
10. That woman always walks _____ dog in the park.
11. I would like to renew _____ subscription.
12. The eagle was holding something in _____ claws.
13. Will you give me _____ address?
14. The gymnasts asked _____ coach for advice.

Answers

12. For each of the following sentences, fill in the blank with the possessive adjective which agrees with the noun or pronoun shown in brackets. For example:

_____ barking kept us awake. (the dog)

Its barking kept us awake.

_____ arriving on time was fortunate. (we)

Our arriving on time was fortunate.

_____ swooping and darting was a sign that it would rain. (the swallows)

Their swooping and darting was a sign that it would rain.

1. _____ following the guidelines was a good idea. (you)
2. _____ agreeing to forward the mail was helpful. (the students)
3. _____ answering the questions so easily was unexpected. (he)
4. _____ driving the car saved a great deal of time. (I)
5. _____ speaking so forcefully impressed the audience. (the woman)
6. _____ entering the race was intended as a gesture of goodwill. (we)
7. _____ chiming told us the time. (the clock)

Answers

13. Fill in each blank with the possessive pronoun which agrees with the underlined antecedent. For example:

If you cannot find your pen, I will lend you ____.

If you cannot find your pen, I will lend you mine.

I failed my exams, but my brother passed ____.

I failed my exams, but my brother passed his.

Their umbrellas are rather tattered, but we have mended ____.

Their umbrellas are rather tattered, but we have mended ours.

1. Your coat may be warm, but I think _____ is more elegant.
2. Because I had no gloves, my niece offered me _____.
3. I forgot to bring my camera. Did you bring _____.
4. When I lost my map, your son lent me _____.
5. They discarded their old telephone directories, but we kept _____.
6. We have not planted our peas yet, but the farmers have planted _____ already.
7. I never cut my hair, but my sister cuts _____ once a month.
8. The neighbors' children are very independent, but we have to help _____.
9. We store our bicycles in the shed, but they leave _____ outside.
10. I water my plants every day, but you never water _____.
11. Although she likes her school, I prefer _____.
12. My niece studies for all her tests, but my nephew refuses to study for _____.

Answers

14. Fill in each blank with either the possessive adjective or the possessive pronoun which agrees with the underlined antecedent. Remember that the possessive adjective must precede a noun or gerund, whereas the possessive pronoun is used independently. For example:

Last night I wrote to __ sister.

Last night I wrote to my sister.

I thought the book was yours, but in fact, it was ____.

I thought the book was yours, but in fact, it was mine.

She has ordered __ tickets in advance.

She has ordered her tickets in advance.

Although they do not know it yet, the prize is _____.

Although they do not know it yet, the prize is theirs.

The rain continued ____ pattering on the roof.

The rain continued its pattering on the roof.

1. I always enjoy _____ vacation.
2. I mailed my letter. Did you mail _____?
3. He is eager to try out _____ skis.
4. I am sure _____ handling of the situation was correct.
5. I rarely use a car, but they drive _____ everywhere.
6. My aunt visits _____ cousins once a year.
7. We are proud of _____ record.
8. I have never met your children. Have you met _____?
9. The gate swung noiselessly on _____ hinges.
10. I have received my diploma, but she has not yet received _____.
11. Have you filled out _____ application?
12. The bird continued _____ twittering long after dusk.
13. They are going to sublet _____ apartment.
14. I got my driver's license last month, but he got _____ a year ago.
15. Most businesses try to expand, but we have kept _____ small.
16. They saw _____ friend on television.
17. I finished my assignment yesterday. Have you finished _____?

Answers

15. For each of the following sentences, fill in the blank with the reflexive pronoun which agrees with the underlined word. For example:

I found _____ in a difficult situation.

I found myself in a difficult situation.

The children warmed _____ in front of the fire.

The children warmed themselves in front of the fire.

1. He should take better care of _____.
2. You may help _____.
3. I saw it _____.
4. She likes to involve _____ in community affairs.
5. We could see _____ reflected in the mirror.
6. The bird perched _____ on the window sill.
7. The students found the solution _____.
8. You _____ must decide what to do.
9. The teenagers amused _____ by telephoning their friends.
10. We _____ were surprised at the news.
11. He likes to hear _____ talk.
12. She prides _____ on her ability to speak French.
13. I told _____ not to lose hope.
14. The fox hid _____ under a bush.

Answers

ANSWERS TO THE EXERCISES for Chapter 18

Answers to **Exercise 1**:

1. they 2. we 3. it 4. she 5. he 6. they 7. he 8. we 9. she 10. it

Answers to **Exercise 2**:

1. it 2. we 3. he 4. they 5. she 6. he 7. we 8. it 9. she 10. they

Answers to **Exercise 3**:

1. your pen **or** the assignment 2. my father **or** my uncle 3. the students **or** the teachers
4. the girl **or** her mother 5. the man **or** his son 6. the box **or** the trunk 7. the lady **or** my
aunt 8. the riders **or** their horses 9. the butterfly **or** the flower 10. the cups **or** the
saucers

Answers to **Exercise 4**:

1. It can be crucial to pay close attention. 2. It would be very difficult to cross the
mountains. 3. It was not easy to learn everything. 4. It was exciting to ski down the
mountain. 5. It can be dangerous to walk on a glacier. 6. It was a wonderful experience
to visit Rome.

Answers to **Exercise 5**:

1. her 2. me 3. them 4. you 5. us 6. him 7. it 8. you 9. us 10. him 11. me 12. it 13. her
14. them

Answers to **Exercise 6**:

1. He 2. you 3. us 4. I 5. She 6. him 7. It 8. her 9. them 10. we 11. you 12. it 13. they
14. me

Answers to **Exercise 7**:

1. We helped her. 2. They asked him to come. 3. She recognized me. 4. I warned you.
5. They reminded us to call. 6. He told them the truth. 7. We invited her for tea. 8. I
offered him a sandwich.

Answers to **Exercise 8**:

1. I 2. me 3. her 4. she 5. they 6. them 7. he 8. him 9. they 10. we

Answers to **Exercise 9**:

1. them 2. me 3. her 4. it 5. him 6. you 7. us 8. him 9. me 10. you 11. us 12. them 13. it
14. her

Answers to **Exercise 10**:

1. He 2. her 3. them 4. you 5. I 6. her 7. us 8. it 9. her 10. We 11. him 12. them 13. It
14. him 15. me 16. you 17. They 18. it 19. me 20. you 21. us

Answers to **Exercise 11**:

1. my 2. his 3. its 4. our 5. her 6. your 7. their 8. his 9. our 10. her 11. my 12. its 13.
your 14. their

Answers to **Exercise 12**:

1. Your 2. Their 3. His 4. My 5. Her 6. Our 7. Its

Answers to [Exercise 13](#):

1. mine 2. hers 3. yours 4. his 5. ours 6. theirs 7. hers 8. ours 9. theirs 10. yours 11. mine 12. his

Answers to [Exercise 14](#):

1. my 2. yours 3. his 4. my 5. theirs 6. her 7. our 8. mine 9. its 10. hers 11. your 12. its 13. their 14. his 15. ours 16. their 17. yours

Answers to [Exercise 15](#):

1. himself 2. yourself or yourselves 3. myself 4. herself 5. ourselves 6. itself 7. themselves 8. yourself or yourselves 9. themselves 10. ourselves 11. himself 12. herself 13. myself 14. itself

CHAPTER 19. OTHER PRONOUNS

1. Indefinite pronouns

Indefinite pronouns may be used without antecedents. The indefinite pronouns in the following sentences are underlined.

e.g. One cannot believe everything one hears.

I will try to think of something.

Nobody will believe it!

Is there anyone here by the name of Smith?

The following are examples of indefinite pronouns:

one		
anyone	anybody	anything
everyone	everybody	everything
[no one]	nobody	nothing
someone	somebody	something

All of the pronouns listed above take verbs in the third person singular. The phrase **no one** is used like the other indefinite pronouns, but is spelled as two separate words.

The pronoun **one** can refer to persons or things.

e.g. One of the boys will help you.

Please hand me one of the boxes.

However, when used in a general sense, the pronoun **one** is usually understood as referring to persons.

e.g. One should always look both ways before crossing the street.

In addition, the other indefinite pronouns ending in **one**, and the indefinite pronouns ending in **body**, generally refer to persons. The indefinite pronouns ending in **thing** generally refer to things.

Unlike most of the personal pronouns, the indefinite pronouns have the same form in

the objective case as in the subjective case. As shown in the following table, the indefinite pronouns which refer to persons form possessive adjectives by adding 's.

<u>Indefinite Pronoun</u>	<u>Possessive Adjective</u>
one	one's
anyone	anyone's
everyone	everyone's
no one	no one's
someone	someone's
anybody	anybody's
everybody	everybody's
nobody	nobody's
somebody	somebody's

The indefinite pronouns which refer to things usually do not form possessive adjectives.

a. The use of One in general statements

The indefinite pronoun **one** is used in formal English to make general statements.

e.g. By working systematically, one may achieve the results one desires.

In legal matters, one must always make sure of one's facts.

When used in this way, **one** refers to persons in general, and has the reflexive form **oneself**.

e.g. One should prepare oneself to deal with any emergency.

In informal English, the personal pronoun **you** is usually used in making general statements. Thus, in informal English, the ideas in the above sentences might be expressed:

e.g. By working systematically, you may achieve the results you desire.

In legal matters, you must always make sure of your facts.

You should prepare yourself to deal with any emergency.

Occasionally, the pronoun **we** is used in general statements. This use of the pronoun **we** is most likely to occur in formal speeches.

e.g. By working systematically, we may achieve the results we desire.

In legal matters, we must always make sure of our facts.

We should prepare ourselves to deal with any emergency.

It is considered grammatically incorrect to use more than one type of pronoun in a general statement such as those given above. For instance, if a general statement is begun using the pronoun **one**, the pronoun **one** must be used throughout the statement. As shown above, the possessive adjectives and reflexive pronouns in a general statement must agree with their antecedents.

The following table summarizes the forms of the personal pronouns and the indefinite pronoun **one**.

Summary of the Forms of the Personal Pronouns and One

<u>Subjective</u>	<u>Objective</u>	<u>Possessive</u>	<u>Possessive</u>	<u>Reflexive</u>
-------------------	------------------	-------------------	-------------------	------------------

<u>Case</u>	<u>Case</u>	<u>Adjective</u>	<u>Pronoun</u>	<u>Pronoun</u>
I	we	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	[its]	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves
one	one	one's		oneself

See [Exercise 1](#).

In formal English, it is considered grammatically correct to use the adjective **his** to agree with indefinite pronouns such as **anyone** and **everyone**.

e.g. Everyone took his seat.

However, it is considered less discriminatory to use a phrase such as **his or her** to agree with such pronouns.

e.g. Everyone took his or her seat.

In informal English, the problem of gender is often avoided by the use of the plural adjective **their**.

e.g. Everyone took their seat.

However, this use of **their** is considered to be grammatically incorrect in formal English.

2. Reciprocal pronouns

Reciprocal pronouns refer to persons or things which are acting on each other. In English, the following two phrases are used as reciprocal pronouns:

each other
one another

Both phrases may be used to refer to either persons or things.

e.g. You and I saw each other last week.

The houses faced each other.

The two friends helped one another with their work.

The wires were touching one another.

3. Demonstrative pronouns

The words **this**, **that**, **these** and **those** are used to indicate specific persons or things. In the following examples, the words **this**, **that**, **these** and **those** are used independently,

and can be referred to as **demonstrative pronouns**.

e.g. This is an apple pie.

That is a good idea.

These are my friends.

Those are maple trees.

The words **this**, **that**, **these** and **those** can also be used immediately preceding a noun, in which case they can be referred to as **demonstrative adjectives**.

e.g. This pie is made with apples.

That idea seems practical.

These people are my friends.

Those trees are maples.

In the preceding examples, **this**, **that**, **these** and **those** act as adjectives, modifying the nouns **pie**, **idea**, **people** and **trees**, respectively.

This and **these** are used to indicate persons or things that are close to the speaker or writer. **This** takes a singular verb, and is used when referring to a single person or thing.

e.g. This is my brother.

This book belongs to him.

These takes a plural verb, and is used when referring to more than one person or thing.

e.g. These are my brothers.

These books belong to him.

See [Exercise 2](#).

That and **those** are used to indicate persons or things that are at a distance from the speaker or writer. **That** takes a singular verb, and is used when referring to a single person or thing.

e.g. That is a computer.

That woman is a professor.

Those takes a plural verb, and is used when referring to more than one person or thing.

e.g. Those are computers.

Those women are professors.

See [Exercise 3](#).

The use of **this**, **these**, **that** and **those** is summarized in the following table.

	<u>Location Indicated</u>	<u>Singular or Plural</u>
This	Close to speaker or writer	Singular
These	Close to speaker or writer	Plural
That	Distant from speaker or writer	Singular
Those	Distant from speaker or writer	Plural

See [Exercises 4](#) and [5](#).

4. Interrogative pronouns

Interrogative pronouns are used in asking questions. The pronouns **who**, **what** and **which** are used as interrogative pronouns.

e.g. Who telephoned?

What did you say?

Which is your brother?

a. Direct questions

Interrogative pronouns can be placed at the beginning of a sentence in order to ask a question. Such questions can be referred to as **direct questions**.

In a direct question, when the interrogative pronoun is the subject of a verb, the verb follows the subject. In the following examples, the verbs are underlined, and the subjects of the verbs are printed in bold type.

e.g. **What** has happened?

Who has been invited?

In these examples, **what** is the subject of the verb **has happened**, and **who** is the subject of the verb **has been invited**. The presence of the interrogative pronoun transforms the statement into a question, and a question mark must be used.

When the interrogative pronoun is the object of the verb or the object of a preposition, inverted word order must be used, with the first auxiliary preceding the subject of the verb. In the case of verbs in the Simple Present or Simple Past, the auxiliary **do** or **did** must be used.

e.g. What do you mean?

Which did she choose?

What is he doing?

To what can one attribute their success?

In the preceding examples, the subjects **you**, **she**, **he** and **one** are preceded by the auxiliaries **do**, **did**, **is** and **can**. In the first three examples, **what** and **which** are the objects of the verbs. In the fourth example, **what** is the object of the preposition **to**.

See [Exercise 6](#).

b. The pronoun Who

The pronoun **who** usually refers only to persons. Unlike the other interrogative pronouns, **who** changes its form depending on the case, as shown in the following table.

Subjective Case

who

Objective Case

whom

Possessive Case

whose

i. Who

When **who** is the subject of a verb, the subjective case must be used.

e.g. **Who** opened the door?

Who will help me?

It should be noted that when **who** is used with the verb **to be**, or with verbs in the Passive Voice, the subjective case must usually be used, since such verbs cannot take an object.

e.g. **Who** is it?

Who was the fastest runner?

Who will be there?

Who has been elected?

The first three examples above illustrate the use of **who** with the verb **to be**. The fourth example illustrates the use of **who** with a verb in the Passive Voice.

ii. Whom

In formal English, when the pronoun **who** is the object of a verb or the object of a preposition, the objective form **whom** must be used.

e.g. **Whom** did you see downtown?

To **whom** did you send the invitations?

In the first example, **whom** is the object of the verb **see**. In the second example, **whom** is the object of the preposition **to**.

In informal English, the form **who** is often used for the objective as well as for the subjective case. For instance, in informal English, the preceding examples might be expressed **Who did you see downtown?** and **Who did you send the invitations to?** However, this use of **who** is considered to be grammatically incorrect in formal English.

See [Exercise 7](#).

iii. Whose

The form **whose** can be used either as a possessive adjective followed by a noun, or as a possessive pronoun.

e.g. **Whose** books are these?

Whose are these?

In the first example, **whose** is used as a possessive adjective, followed by the noun **books**. In the second example, **whose** is used as a possessive pronoun.

The possessive form **whose** expresses the idea of **belonging to**. For instance, the idea expressed in the sentence: **Whose books are these?** could also be expressed by the sentence: **To whom do these books belong?**

See [Exercise 8](#).

c. What and Which

What and **which** can be used either as interrogative pronouns, or as interrogative adjectives followed by nouns.

e.g. **What** is that?

Which is his sister?

What time is it?

Which woman is his sister?

In the first two examples, **what** and **which** are used as interrogative pronouns. In the last two examples, **what** and **which** are used as interrogative adjectives preceding the nouns **time** and **woman**.

When used as adjectives or as interrogative pronouns, **what** and **which** can refer to either persons or things. In the following examples, **what** and **which** are used as interrogative adjectives referring to persons and things.

e.g. What girl would not like to own a horse?

What color are the apples?

Which boy is the best horseback rider?

Which road leads to Chicago?

However, it should be noted that when used as a relative pronoun, **which** can refer only to things. Relative pronouns will be discussed later in this chapter.

Which as an adjective or interrogative pronoun usually implies a choice of one or more things from a limited number of alternatives.

e.g. Which apple would you like?

Which children were ready on time?

The first example implies a choice of one apple from two or more apples. The second example implies that an answer is expected which will indicate certain children from a limited group of children.

In contrast, **what** as an adjective or interrogative pronoun is usually used in order to ask for general information.

e.g. What time is it?

What does he want?

What can also be used in exclamations. For instance, the exclamation **What!** can be used to express surprise or disbelief. The following are other examples of the use of **what** in exclamations.

e.g. What nonsense!

What a shame!

What a beautiful day!

In written English, an exclamation must be followed by an exclamation mark: ! It should be noted that exclamations often do not contain verbs.

As illustrated above, when an exclamatory **what** precedes a singular, countable noun, the word **what** must be followed by **a** or **an**.

e.g. What a coincidence!

What an elegant dress!

See [Exercise 9](#).

d. Indirect questions

As well as being used at the beginning of direct questions, interrogative pronouns and adjectives can also be used at the beginning of **indirect** questions.

Whereas a direct question forms a complete sentence in itself, an indirect question is part of a longer sentence. The following examples show the difference between a direct question and an indirect question.

e.g. Who is there?

He wants to know who is there.

Will you tell me who is there?

In the first example, **Who is there?** is a direct question. In the second example, **who is there** is an indirect question which is part of a longer statement. In the third example, **who is there** is an indirect question which is part of a longer question.

i. Interrogative word as the subject

When the interrogative word is the subject of a verb, or modifies the subject of a verb, the word order of an indirect question is usually the same as that of a direct question. In the following examples, the verbs of the direct and indirect questions are underlined, and their subjects are printed in bold type.

e.g. Direct Question: **What** has happened?

Indirect Question: We shall ask **what** has happened.

Direct Question: Which **child** won the race?

Indirect Question: They will ask which **child** won the race.

In the first pair of examples, the interrogative pronoun **what** is the subject of the verb **has happened**. In the second pair of examples, the interrogative adjective **which** modifies **child**, the subject of the verb **won**. In both pairs of examples, the word order of the indirect questions is the same as that of the direct questions.

ii. Interrogative word as the object of a verb or preposition

When the interrogative word is the object of a verb or preposition, or modifies the object of a verb or preposition, the word order of an indirect question differs from that of a direct question. In a direct question, the first auxiliary precedes the subject, and the auxiliary **to do** must be used for verbs in the Simple Present and Simple Past. In an indirect question, the subject precedes the verb, and the auxiliary **to do** is not used. Thus, in an indirect question, the word order used is the same as that used for an affirmative statement.

This difference in word order is illustrated in the following examples.

e.g. Direct Question: What is he doing?

Indirect Question: I will ask what **he is doing**.

Direct Question: What story did they tell you?

Indirect Question: I wonder what story **they told** you.

Direct Question: Which does she prefer?

Indirect Question: We asked which **she prefers**.

Direct Question: Whom did he meet?

Indirect Question: Tell me whom **he met**.

Direct Question: To whom has she sent the invitations?

Indirect Question: They will ask to whom **she has sent** the invitations.

Direct Question: For which friend did they make the arrangements?

Indirect Question: Do you know for which friend **they made** the arrangements?

As illustrated in the preceding examples, when the interrogative word is the object of a

verb or preposition, or modifies the object of a verb or preposition, the first auxiliary precedes the subject in a direct question, but the subject precedes the verb in an indirect question.

See [Exercise 10](#).

iii. The verb To Be with a noun or pronoun complement

A noun, noun phrase or pronoun which follows the verb **to be** is said to be the **complement** of the verb. When **what** or **who** is followed by both the verb **to be** and a noun or pronoun complement of the verb, the word order of an indirect question usually differs from that of a direct question. As illustrated in the following examples, in a direct question, the verb **to be** is followed by its complement; whereas in an indirect question, the verb **to be** is usually preceded by its complement.

In each of the following examples, the verb **to be** is underlined, and its noun or pronoun complement is printed in bold type.

e.g. Direct Question: What is **that**?

Indirect question: Can you tell me what **that** is?

Direct Question: What was **that noise**?

Indirect Question: I wonder what **that noise** was.

Direct Question: What time is **it**?

Indirect Question: Ask him what time **it** is.

Direct Question: Who is **she**?

Indirect Question: Do you know who **she** is?

Direct question: Who was **that man**?

Indirect Question: I will ask who **that man** was.

Direct Question: Whose shoes are **these**?

Indirect Question: I wonder whose shoes **these** are.

Similarly, when **which** is followed by the verb **to be**, followed by a pronoun, the pronoun complement generally precedes the verb in an indirect question.

e.g. Direct question: Which was **it**?

Indirect Question: I want to know which **it** was.

Direct Question: Which organization is **that**?

Indirect Question: Please ask which organization **that** is.

However, when **which** is followed by the verb **to be** followed by a noun or noun phrase, the noun complement often follows the verb in an indirect question.

e.g. Direct Question: Which is **the right road**?

Indirect Question: Please tell me which **is** the right road.

Direct Question: Which insects are **predators**?

Indirect Question: He wants to know which insects are **predators**.

It should be noted that in sentences with the verb **to be**, the word order of indirect questions differs from that of direct questions only when the verb is accompanied by a noun or pronoun complement.

If the verb **to be** is accompanied by an adjective, the word order of direct and indirect questions is the same. In each of the following examples, the verb **to be** is underlined, and the accompanying adjective is printed in bold type.

e.g. Direct Question: Who is **here**?

Indirect Question: I will ask who is **here**.

Direct Question: Who was **successful**?

Indirect Question: Tell me who was **successful**.

Direct Question: Which answer is **correct**?

Indirect Question: Please tell us which answer is **correct**.

See [Exercise 11](#).

The following table summarizes the variations in word order which occur in direct and indirect questions. The examples of direct questions should be compared with the corresponding examples of indirect questions.

Word order of Direct and Indirect Questions beginning with What, Which and Who

Direct Questions

Type of Question

The interrogative word is the **subject** of the verb, or modifies the subject of the verb

The interrogative word is the **object** of a verb or preposition, or modifies the object of a verb or preposition

The verb **to be** is accompanied by a **noun** or **pronoun complement**

Word Order

Subject precedes verb. Examples:

Who told her?

Which **boy** did it?

Subject follows the first auxiliary:

What has **he** done?

To whom shall **we** send it?

Which questions did **she** answer?

For which child did **you** buy it?

The verb **to be** precedes its complement:

Who are **their friends**?

What was **that**?

What time is **it**?

Which book was **it**?

Which is **the right answer**?

Indirect Questions

Type of Question

In all cases

Word Order

Subject precedes verb. Examples:

I wonder **who** told her.

You asked which **boy** did it.
She wants to know what **he** has done.
He wonders to whom **we** shall send it.
I wonder which questions **she** answered.
Please tell me for which child **you** bought it.

The verb **to be** is accompanied
by a **noun** or **pronoun complement**

The verb **to be** usually follows
its complement. Examples:
He will ask who **their friends** are.
I wonder what **that** was.
Do you know what time **it** is?
Please tell me which book **it** was.

However, in the case of **which**,
the verb **to be** often precedes a
noun complement. For example:
I wonder which is **the right answer**.

See [Exercise 12](#).

5. Relative pronouns

A pronoun which is used to begin a subordinate clause can be referred to as a **relative pronoun**, since it indicates the relationship of the subordinate clause to the rest of the sentence.

For instance, the underlined words in the following sentences are relative pronouns.
e.g. The woman who is standing near the window is a doctor.

The door, which was bright red, was very conspicuous.

Have you found the book that was missing?

A subordinate clause which is introduced by a relative pronoun is often referred to as a **relative clause**.

a. Defining and non-defining relative clauses

Relative clauses can be divided into two types: those which merely give a description of the object to which they refer, and those which define or identify the object to which they refer.

i. Non-defining relative clauses

When a relative clause merely describes an object without having the function of defining or identifying to which object the speaker or writer is referring, the clause must be placed between commas. Such a clause can be called a **non-defining** or **non-limiting** relative clause.

For instance, in the example:

The door, which was bright red, was very conspicuous.

the commas indicate that the clause **which was bright red** is a non-defining relative clause. In other words, this sentence implies that it has already been made clear to which door the speaker or writer is referring, and the clause **which was bright red** merely provides additional, descriptive information about the door.

Whereas in written English the presence of a non-defining relative clause is indicated by the use of commas, in spoken English the presence of such a clause is indicated by slightly emphasizing the word immediately preceding the clause, and the last word of the clause. In the following example, the emphasized words are underlined.

e.g. The door, which was bright red, was very conspicuous.

It should be noted that when material written in English is read aloud, the presence of a comma is usually indicated by a slight pause.

ii. Defining relative clauses

When a relative clause has the function of defining or identifying the object being referred to, the clause is not placed between commas. Such a clause can be called a **defining** or **limiting** relative clause.

For instance, in the example:

The woman who is standing near the window is a doctor.
the absence of commas indicates that the clause **who is standing near the window** is a defining relative clause. In other words, the clause has the function of identifying to which woman the speaker or writer is referring.

See [Exercise 13](#).

b. That

When used as a relative pronoun, **that** can refer to either persons or things. The relative pronoun **that** is generally used only in defining relative clauses. In the following examples, the relative clauses are underlined.

e.g. The people that were here yesterday will return in a month.

The newspaper that was on the steps belongs to our neighbor.

In these examples, **that** has the antecedents **people** and **newspaper**, and introduces the defining relative clauses **that were here yesterday** and **that was on the steps**.

In the preceding examples, **that** acts as the subject of the verbs **were** and **was**. When it acts as the object of a verb or preposition, the relative pronoun **that** can usually be omitted.

e.g. The books that we bought are heavy.

The town that this road leads to is five miles away.

In the first sentence, **that** acts as the object of the verb **bought**. In the second sentence, **that** acts as the object of the preposition **to**. The following examples show how the above sentences can be rewritten without the use of **that**.

The books we bought are heavy.

The town this road leads to is five miles away.

c. Which

As was pointed out in an earlier section, when used as an adjective or interrogative

pronoun, **which** can refer to either persons or things. However, it is important to note that when used as a relative pronoun, **which** can refer only to things.

The relative pronoun **which** can be used in either defining or non-defining relative clauses.

e.g. The suitcase which we purchased last week is very strong.

The sack, which was full of rocks, was too heavy to lift.

In the first example, **which** has the antecedent **suitcase**, and introduces the defining relative clause **which we purchased last week**. In the second example, **which** has the antecedent **sack**, and introduces the non-defining relative clause **which was full of rocks**.

d. Who, Whom and Whose

The use of **who**, **whom** and **whose** as relative pronouns is similar to their use as interrogative pronouns. **Who** is used as the subject of a verb, **whom** is used as the object of a verb or the object of a preposition, and **whose** is used as an adjective indicating possession. The relative pronouns **who**, **whom** and **whose** can generally refer only to persons, and can be used either in defining or non-defining relative clauses.

In the following examples, **who** introduces the defining relative clause **who runs the fastest** and the non-defining relative clause **who is studying German**.

e.g. The child who runs the fastest will receive a prize.

My sister, who is studying German, wants to travel to Switzerland.

In these examples, **who** has the antecedents **child** and **sister**, and acts as the subject of the verbs **runs** and **is studying**.

In the following examples, **whom** introduces the defining relative clause **whom we visited** and the non-defining relative clause **whom we will meet tomorrow**.

e.g. The boy whom we visited is her nephew.

Mr. Henry, whom we will meet tomorrow, will be our guide.

In these examples, **whom** has the antecedents **boy** and **Mr. Henry**, and acts as the object of the verbs **visited** and **will meet**.

In the following examples, **to whom** introduces the defining relative clause **to whom you sold your skis** and the non-defining relative clause **to whom we send a birthday card every year**.

e.g. The girl to whom you sold your skis lives in the next block.

His uncle, to whom we send a birthday card every year, is ninety-one years old.

In these examples, **whom** has the antecedents **girl** and **uncle**, and is the object of the preposition **to**.

In the following examples, **whose** introduces the defining relative clause **whose house was sold** and the non-defining relative clause **whose family lives in Europe**.

e.g. The woman whose house was sold will retire to the country.

My cousin, whose family lives in Europe, will visit us for a few weeks.

In these examples, **whose** has the antecedents **woman** and **cousin**, and modifies the nouns **house** and **family**. In the case of **whose**, it should be noted that it is the antecedent which must be a person; the noun being modified may be a person or a thing.

See [Exercises 14](#) and [15](#).

In informal English, **whose** at the beginning of a clause is occasionally used to refer not only to persons, but also to things, in order to make a simpler sentence. For example, the following sentence is considered grammatically correct in formal English.

e.g. The tree, the branches of which overhung the street, was covered with blossoms.

In informal English, the phrase **the branches of which** might be replaced by **whose branches**, as illustrated in the following example.

e.g. The tree, whose branches overhung the street, was covered with blossoms.

However, this use of **whose** is considered to be grammatically incorrect in formal English.

e. Comparison of the use of That, Which and Who

The use of the relative pronouns **that**, **which** and **who** is summarized in the following table.

<u>Relative Pronoun</u>	<u>Type of Clause</u>	<u>Type of Antecedent</u>
that	defining clause only	persons or things
which	defining or non-defining	things only
who/whom/whose	defining or non-defining	persons only

From the preceding table it can be inferred that in the case of defining relative clauses, **that** may be used to replace **who**, **whom** or **which**. For instance, the following sentences:

The boy whom we saw is her brother.

The hat which you are wearing is rather large.

could be rewritten:

The boy that we saw is her brother.

The hat that you are wearing is rather large.

Like the relative pronoun **that**, **whom** and **which** can generally be omitted when they act as the object of the verb in a relative clause. Thus, the preceding sentences could also be rewritten:

The boy we saw is her brother.

The hat you are wearing is rather large.

It should be noted that when **whom** or **which** is the object of a preposition, the preposition immediately precedes the relative pronoun.

e.g. The boy to whom we sent the message was excited.

The room to which you will be conducted has beautiful furniture.

In these examples, **whom** and **which** are immediately preceded by the preposition **to**.

However, when the relative pronoun **that** is the object of a preposition, the preposition is normally placed at the end of the relative clause. For instance, if **that** is used, the second example must be rewritten as follows:

The room that you will be conducted to has beautiful furniture.

f. Other relative pronouns

Relative pronouns such as **what**, **whatever** and **whoever** are normally used without

antecedents. When used as a relative pronoun, **what** has the meaning **the thing or things that**.

e.g. What you say is true.

What he did was wrong.

In these examples, the relative pronoun **what** introduces the clauses **what you say** and **what he did**. Such clauses are often referred to as **noun clauses**, since they can serve some of the functions of a noun. For instance, in the preceding sentences, the clause **what you say** acts as the subject of the verb **is**, and the clause **what he did** acts as the subject of the verb **was**.

Whatever has the meaning **no matter what**, or **anything which**. **Whoever** has the meaning **no matter who**, or **anyone who**.

e.g. You can tell me whatever you like.

Let in whoever comes to the door.

In these examples, the noun clauses **whatever you like** and **whoever comes to the door** act as the objects of the verbs in the main clauses.

EXERCISES for Chapter 19

1. For each of the following general statements, change all of the pronouns and possessive adjectives to agree with the pronoun given in brackets. For example:

We must work to keep our environment healthy. (you)

You must work to keep your environment healthy.

You should always pay your income tax before the deadline. (one)

One should always pay one's income tax before the deadline.

One should not think only of oneself. (we)

We should not think only of ourselves.

1. We should work in order to realize our ambitions. (one)
2. When you are overworked, you should try to give yourself time to relax. (we)
3. One can never be sure whether one's intuitions are correct. (you)
4. If one organizes one's time properly, one can accomplish a great deal. (we)
5. If you own property, you should protect yourself with a good insurance policy. (one)
6. We should never be afraid to state our views. (you)
7. One should try to educate oneself as well as possible. (you)
8. We should try to teach our children a sense of responsibility. (one)
9. One can choose one's friends, but one cannot choose one's relatives. (we)
10. We become mature when we learn to trust our own judgement. (you)
11. You learn from your mistakes. (we)
12. You should always treat your friends well. (one)

Answers

2. For each of the following sentences, fill in the blank with **this** or **these**. Use **this** to refer to a single person or thing, and use **these** to refer to more than one person or thing. For example:

_____ is her bicycle.

This is her bicycle.

Is ____ jacket too large?
Is this jacket too large?

____ are our books.
These are our books.

____ boots are warm.
These boots are warm.

1. Does _____ bus go downtown?
2. _____ are their suitcases.
3. _____ is his camera.
4. _____ trees are over one hundred years old.
5. Is _____ flower a daffodil?
6. _____ women will perform the skit.
7. _____ is the main entrance.
8. _____ lakes are very deep.
9. _____ is their school.
10. Are _____ radishes?

Answers

3. For each of the following sentences, fill in the blank with **that** or **those**. Use **that** to refer to a single person or thing, and use **those** to refer to more than one person or thing. For example:

____ is a hovercraft.
That is a hovercraft.

____ plane flies to Geneva.
That plane flies to Geneva.

____ are peacocks.
Those are peacocks.

Are ____ children on vacation?
Are those children on vacation?

1. _____ is his pen.
2. _____ girls are Australian.
3. Has _____ chair been painted?
4. _____ watches are not expensive.
5. Does _____ train usually arrive on time?
6. Was _____ your friend?
7. _____ are my cousins.
8. _____ is a swan.
9. Do _____ notebooks belong to you?
10. _____ are the places we will visit.

Answers

4. Rewrite the following sentences, changing the subjects and verbs from the singular to the plural. For example:

Is this ready?
Are these ready?

This towel is fluffy.
These towels are fluffy.

That measures the temperature.
Those measure the temperature.

That pail is made of aluminum.
Those pails are made of aluminum.

1. This was finished last week.
2. Is that radiator working?
3. This picture is ours.
4. That has been completed.
5. This was designed by his aunt.
6. That does not need to be altered.
7. This table is made of wood.
8. Has that student seen the play?
9. This umbrella is new.
10. That river flows through the mountains.

Answers

5. Rewrite the following sentences, changing the subjects and verbs from the plural to the singular. For example:

These were on sale.
This was on sale.

Are these books interesting?
Is this book interesting?

Those have been useful.
That has been useful.

Those plays were popular.
That play was popular.

1. These were necessary.
2. Those colors are beautiful.
3. Are these bells too loud?
4. Have those been polished?
5. These shirts are clean.
6. Those windows are on the west side of the house.
7. Are these correct?
8. These boys like to play soccer.
9. Those are sufficient.
10. Those curtains are crimson.

Answers

6. Paying attention to correct word order, arrange each of the following sets of words to form questions beginning with interrogative pronouns which are the objects of the verbs. If necessary, add the auxiliary **do**, **does** or **did**. For example:

you, prefer, which
Which do you prefer?

they, heard, what
What did they hear?

we, have found, what
What have we found?

I, should choose, which
Which should I choose?

1. they, have decided, what
2. you, want, which
3. I, should wear, what
4. she, said, what
5. he, likes, what
6. you, are reading, what
7. one, can do, what
8. they, bought, which
9. he, will be studying, what
10. I, saw, which
11. she, expects, what
12. they, had discovered, what
13. it, costs, what
14. you, would have done, what
15. he, will submit, which
16. she, received, what

Answers

7. For each of the following sentences, fill in the blank with the interrogative pronoun **who** or **whom**. Use **who** if the pronoun is the subject of the verb, and use **whom** if the pronoun is the object of the verb or the object of a preposition. For example:

___ is there?

Who is there?

___ has been notified?

Who has been notified?

___ are we expecting?

Whom are we expecting?

For ___ did you buy the flowers?

For whom did you buy the flowers?

1. _____ has read the book?
2. To _____ did he give the letter?

3. _____ is at the door?
4. _____ was awarded the prize?
5. _____ did he tell?
6. _____ answered the question correctly?
7. _____ does she like the best?
8. _____ would be the most suitable person for the job?
9. For _____ are they waiting?
10. _____ has been informed of the situation?
11. _____ can we ask?
12. _____ will be ready by eight o'clock?
13. _____ is watering the flowers?
14. _____ did you photograph?
15. _____ attended the meeting?
16. _____ was at the party?
17. _____ could be heard most easily?
18. _____ do you believe?
19. To _____ did you sell your car?
20. _____ will be waiting for us?

Answers

8. Paying attention to grammatically correct usage, for each of the following sentences, fill in the blank with **who**, **whom** or **whose**. In these sentences, use **whose** only as a possessive adjective, preceding a noun. For example:

_____ is raking the leaves?

Who is raking the leaves?

_____ did you call?

Whom did you call?

To _____ was he speaking?

To whom was he speaking?

_____ bicycle is leaning against the steps?

Whose bicycle is leaning against the steps?

1. By _____ was this written?
2. _____ gloves are lying on the table?
3. _____ lives here?
4. _____ did they help?
5. _____ child is this?
6. _____ was allowed to enter the competition?
7. _____ handwriting is the most legible?
8. With _____ was she speaking?
9. _____ sang the song?
10. _____ does she know?
11. _____ shoes are these?
12. _____ will make the cake?
13. _____ was present?
14. _____ curiosity would not be aroused by such a tale?
15. _____ will he teach?

Answers

9. For each of the following sentences, fill in the blank with either **what** or **which**. For example:

_____ is happening?

What is happening?

_____ of my coats do you like the best?

Which of my coats do you like the best?

_____ a surprise!

What a surprise!

1. _____ time does the train leave?
2. _____ of the three schools do you attend?
3. _____ is your name?
4. _____ a wonderful idea!
5. _____ planet is larger, Jupiter or Saturn?
6. _____ of your children is the cleverest?
7. _____ a mess!
8. _____ is your favorite dessert?
9. _____ would you prefer, tea or coffee?
10. _____ of these bicycles is yours?

Answers

10. Using the introductory phrase **Please tell me**, rewrite the following direct questions as indirect questions. Make sure that the subjects precede the verbs in the indirect questions. For example:

Who will choose the winners?

Please tell me who will choose the winners.

Whom did they choose?

Please tell me whom they chose.

For whom had you bought the present?

Please tell me for whom you had bought the present.

1. Who was selected?
2. Whom have you consulted?
3. To whom will she address the letter?
4. What did you accomplish?
5. Which boy opened the door?
6. To which cities has he traveled?
7. Which music did the orchestra perform?
8. For whose sake has he come?
9. What caused the delay?
10. Whose house did they visit?
11. Whose dog chased the cat?
12. Which books have you read?

Answers

11. Using the introductory phrase **We will ask**, and paying attention to the correct word order, rewrite the following direct questions as indirect questions. For example:

Who is that?

We will ask who that is.

What was that noise?

We will ask what that noise was.

Who is here?

We will ask who is here.

1. What is this?
2. Who was there?
3. Who was first?
4. Which was it?
5. Which is ready?
6. Who is she?
7. Whose book is this?
8. Whose work is ready?
9. Who was right?
10. Who was that singer?
11. Which students are here?
12. Who were they?

Answers

12. Paying attention to correct word order, use the phrases given in brackets to rewrite the following direct questions as indirect questions. For example:

Who baked the cake? (They will ask)

They will ask who baked the cake.

Whom did you tell? (We want to know)

We want to know whom you told.

To which student had she given the prize? (Did you find out)

Did you find out to which student she had given the prize?

Who was that? (Please tell me)

Please tell me who that was.

1. Who are you? (I want to know)
2. Who swept the floor? (We will ask)
3. For whom did you organize the party? (Tell me)
4. Whom had they met? (I asked)
5. At what time will you reach the station? (I need to know)
6. Which horse won the race? (They will ask)
7. Whose answer is correct? (I wonder)
8. Which hill did they climb? (We will ask)
9. What do you mean? (Please tell us)
10. What made that noise? (I wonder)

11. Which students are ready? (Will you tell me)
12. For what purpose has he called the meeting? (Ask him)
13. Whom can we trust? (I am not sure)
14. Whose work was chosen? (They will ask)
15. Which book has she ordered? (We will find out)
16. Who am I? (Do you know)

Answers

13. For each of the following sentences, underline the relative clause, and indicate whether the clause is defining or non-defining. For example:

The sky, which was perfectly clear, was covered with stars.

The sky, which was perfectly clear, was covered with stars. [Non-defining]

The shoes which are by the bed are mine.

The shoes which are by the bed are mine. [Defining]

1. The new appliances, which are quite expensive, will be on sale next week.
2. The picture which is hanging on the wall was painted by our friend.
3. The people who own the hotel have a great deal of business experience.
4. His uncle, who sings in the choir, is a friend of my father.
5. The building, which is in excellent repair, is over two hundred years old.
6. The door that is open leads to the study.
7. My friend, who is coming for a visit, is anxious to meet you.
8. Did you see the exhibition which was held here last week?

Answers

14. Paying attention to grammatically correct usage, for each of the following sentences, fill in the blank with **who**, **whom** or **whose**. For example:

The person ____ owns the bookstore is my friend.

The person who owns the bookstore is my friend.

The singer to ____ we gave the bouquet will be performing again tonight.

The singer to whom we gave the bouquet will be performing again tonight.

The contestants _____ names were announced should prepare to start.

The contestants whose names were announced should prepare to start.

1. My best friend, _____ I see every day, always has something new to tell me.
2. Most students _____ live in residence find it easy to make friends.
3. Our neighbors, to _____ we lent our lawnmower, are conscientious and considerate.
4. The volunteers, _____ enthusiasm was obvious, finished the work quickly.
5. The musicians _____ we heard yesterday have played together for many years.
6. Parents _____ children do well in school usually consider themselves fortunate.
7. Children _____ like music are often good at mathematics.
8. The student to _____ the prize was awarded had an impressive record.
9. My friend, _____ I visited last week, is taking a holiday soon.
10. The class treasurer, to _____ we gave the money, announced the balance of the account.
11. The engineers _____ designed the building received an award.

12. The townspeople, _____ pride in their community is well-known, raised enough money to build a new town hall.

Answers

15. Paying attention to grammatically correct usage, for each of the following sentences, fill in the blank with **who**, **whom** or **which**. Use **who** or **whom** for antecedents which refer to persons, and use **which** for antecedents which refer to things. For example:

The woman ____ borrowed the books is a librarian.

The woman who borrowed the books is a librarian.

The key ____ opens this door is difficult to turn.

The key which opens this door is difficult to turn.

The children ____ we met are well-behaved.

The children whom we met are well-behaved.

The story ____ you heard is true.

The story which you heard is true.

The man to ____ you told the news is my brother.

The man to whom you told the news is my brother.

I have not yet received the letter to ____ you refer.

I have not yet received the letter to which you refer.

1. The window _____ is open is the kitchen window.

2. The girl _____ recited the poem is my niece.

3. The woman to _____ we were introduced was quite helpful.

4. The opportunity to _____ she owed her success came unexpectedly.

5. The man _____ they trusted was unreliable.

6. The book _____ you read is the best book by that author.

7. The Pacific Ocean, _____ may have been crossed by raft during the Stone Age, is the world's largest ocean.

8. His mother, _____ he visited frequently, ran her own business.

9. The boy, _____ was friendly and intelligent, soon found work.

10. Her husband, to _____ she told the story, was just as surprised as I was.

11. The pictures, _____ were taken in Algeria, were very striking.

12. The newspaper to _____ we subscribe is delivered regularly.

Answers

ANSWERS TO THE EXERCISES for Chapter 19

Answers to **Exercise 1**:

1. One should work in order to realize one's ambitions. 2. When we are overworked we should try to give ourselves time to relax. 3. You can never be sure whether your intuitions are correct. 4. If we organize our time properly, we can accomplish a great deal. 5. If one owns property, one should protect oneself with a good insurance policy.

6. You should never be afraid to state your views. 7. You should try to educate yourself as well as possible. 8. One should try to teach one's children a sense of responsibility. 9. We can choose our friends, but we cannot choose our relatives. 10. You become mature when you learn to trust your own judgement. 11. We learn from our mistakes. 12. One should always treat one's friends well.

Answers to **Exercise 2**:

1. this 2. These 3. This 4. These 5. this 6. These 7. This 8. These 9. This 10. these

Answers to **Exercise 3**:

1. That 2. Those 3. that 4. Those 5. that 6. that 7. Those 8. That 9. those 10. Those

Answers to **Exercise 4**:

1. These were finished last week. 2. Are those radiators working? 3. These pictures are ours. 4. Those have been completed. 5. These were designed by his aunt. 6. Those do not need to be altered. 7. These tables are made of wood. 8. Have those students seen the play? 9. These umbrellas are new. 10. Those rivers flow through the mountains.

Answers to **Exercise 5**:

1. This was necessary. 2. That color is beautiful. 3. Is this bell too loud? 4. Has that been polished? 5. This shirt is clean. 6. That window is on the west side of the house. 7. Is this correct? 8. This boy likes to play soccer. 9. That is sufficient. 10. That curtain is crimson.

Answers to **Exercise 6**:

1. What have they decided? 2. Which do you want? 3. What should I wear? 4. What did she say? 5. What does he like? 6. What are you reading? 7. What can one do? 8. Which did they buy? 9. What will he be studying? 10. Which did I see? 11. What does she expect? 12. What had they discovered? 13. What does it cost? 14. What would you have done? 15. Which will he submit? 16. What did she receive?

Answers to **Exercise 7**:

1. Who 2. whom 3. Who 4. Who 5. Whom 6. Who 7. Whom 8. Who 9. whom 10. Who 11. Whom 12. Who 13. Who 14. Whom 15. Who 16. Who 17. Who 18. Whom 19. whom 20. Who

Answers to **Exercise 8**:

1. whom 2. Whose 3. Who 4. Whom 5. Whose 6. Who 7. Whose 8. whom 9. Who 10. Whom 11. Whose 12. Who 13. Who 14. Whose 15. Whom

Answers to **Exercise 9**:

1. What 2. Which 3. What 4. What 5. Which 6. Which 7. What 8. What 9. Which 10. Which

Answers to **Exercise 10**:

1. Please tell me who was selected. 2. Please tell me whom you have consulted. 3. Please tell me to whom she will address the letter. 4. Please tell me what you accomplished. 5. Please tell me which boy opened the door. 6. Please tell me to which cities he has traveled. 7. Please tell me which music the orchestra performed. 8. Please tell me for whose sake he has come. 9. Please tell me what caused the delay. 10.

Please tell me whose house they visited. 11. Please tell me whose dog chased the cat.
12. Please tell me which books you have read.

Answers to **Exercise 11**:

1. We will ask what this is. 2. We will ask who was there. 3. We will ask who was first.
4. We will ask which it was. 5. We will ask which is ready. 6. We will ask who she is. 7.
We will ask whose book this is. 8. We will ask whose work is ready. 9. We will ask who
was right. 10. We will ask who that singer was. 11. We will ask which students are here.
12. We will ask who they were.

Answers to **Exercise 12**:

1. I want to know who you are. 2. We will ask who swept the floor. 3. Tell me for whom
you organized the party. 4. I asked whom they had met. 5. I need to know at what time
you will reach the station. 6. They will ask which horse won the race. 7. I wonder whose
answer is correct. 8. We will ask which hill they climbed. 9. Please tell us what you
mean. 10. I wonder what made that noise. 11. Will you tell me which students are
ready? 12. Ask him for what purpose he has called the meeting. 13. I am not sure whom
we can trust. 14. They will ask whose work was chosen. 15. We will find out which book
she has ordered. 16. Do you know who I am?

Answers to **Exercise 13**:

1. The new appliances, which are quite expensive, will be on sale next week. [Non-
defining] 2. The picture which is hanging on the wall was painted by our friend.
[Defining] 3. The people who own the hotel have a great deal of business experience.
[Defining] 4. His uncle, who sings in the choir, is a friend of my father. [Non-defining] 5.
The building, which is in excellent repair, is over two hundred years old. [Non-defining]
6. The door that is open leads to the study. [Defining] 7. My friend, who is coming for a
visit, is anxious to meet you. [Non-defining] 8. Did you see the exhibition which was
held here last week? [Defining]

Answers to **Exercise 14**:

1. whom 2. who 3. whom 4. whose 5. whom 6. whose 7. who 8. whom 9. whom 10.
whom 11. who 12. whose

Answers to **Exercise 15**:

1. which 2. who 3. whom 4. which 5. whom 6. which 7. which 8. whom 9. who 10.
whom 11. which 12. which

CHAPTER 20. DETERMINERS

As indicated in the tables below, many determiners can be used either as adjectives or
as pronouns. As will be pointed out in the next chapter, when a determiner is used as
an adjective modifying a noun, the determiner usually precedes any other adjectives
modifying the same noun.

The use of the following determiners has already been discussed in previous chapters:
a, an, the, this, that, these and **those**. The possessive adjectives **my, your, his, her,**
our and **their** can also be classified as determiners.

As indicated below, many determiners may be used only with certain types of noun. In the following tables, the abbreviation **CN** stands for **Countable Noun**, and the abbreviation **UN** stands for **Uncountable Noun**. In these tables, the noun **tree** is used as an example of a countable noun, and the noun **grass** is used as an example of an uncountable noun.

Determiners used as Adjectives

<u>Determiner</u>	<u>Used With</u>	<u>Example</u>	<u>Meaning</u>
all	plural CN UN	all trees all grass	trees in general grass in general
another	singular CN	another tree	one additional or different tree
any	singular CN	any tree	refers to one tree, without specifying which, of a group of more than 2 trees
	plural CN	any trees	refers to 2 or more trees, without specifying which
	UN	any grass	refers to some grass, without specifying which
both	plural CN	both trees	refers to 2 trees of a group of 2
each	singular CN	each tree	refers to every tree, considered individually, of a group of 2 or more
either	singular CN	either tree	refers to 1 of 2 trees, without specifying which
enough	plural CN UN	enough trees enough grass	a sufficient number of trees a sufficient amount of grass
every	singular CN	every tree	all trees, without exception, of a group of more than 2 trees
few	plural CN	few trees	a small number of trees
fewer	plural CN	fewer trees	a smaller number of trees
less	UN	less grass	a smaller amount of grass
little	UN	little grass	a small amount of grass
many	plural CN	many trees	a large number of trees
more	plural CN UN	more trees more grass	an additional number of trees an additional amount of grass

most	plural CN UN	most trees most grass	nearly all trees nearly all grass
much	UN	much grass	a large amount of grass
neither	singular CN	neither tree	no tree of a group of 2 trees
no	singular CN plural CN UN	no tree no trees no grass	not any tree not any trees not any grass
one	singular CN	one tree	a single tree
only	plural CN UN	only trees only grass	nothing except trees nothing except grass
other	plural CN UN	other trees other grass	different trees different grass
several	plural CN	several trees	more than 2 trees, but not a large number of trees
some	singular CN plural CN UN	some tree some trees some grass	an unspecified tree unspecified trees unspecified grass
such	singular CN plural CN UN	such a tree such trees such grass	a tree of a certain kind trees of a certain kind grass of a certain kind
that	singular CN UN	that tree that grass	a particular tree, which is not nearby particular grass, which is not nearby
these	plural CN	these trees	particular trees, which are nearby
this	singular CN UN	this tree this grass	a particular tree, which is nearby particular grass, which is nearby
those	plural CN	those trees	particular trees, which are not nearby
what	singular CN plural CN	what tree what trees	asks in general for one tree to be specified asks in general for particular

	UN	what grass	trees to be specified asks in general for particular grass to be specified
which	singular CN	which tree	asks for one tree to be specified from a certain group of trees
	plural CN	which trees	asks for trees to be specified from a certain group of trees
	UN	which grass	asks for some of certain grass to be specified

The following determiners can be used independently, as pronouns:

Determiners used as Pronouns

<u>Determiner</u>	<u>Used With</u>	<u>Example</u>	<u>Meaning</u>
all	plural CN	all (of) the trees	refers to every tree in a group of more than 2 trees
	UN	all (of) the grass	refers to the whole amount of certain specified grass
another	plural CN	another of the trees	one more of certain specified trees
any	plural CN	any of the trees	refers to 1 or more unspecified trees from a group of more than 2
	UN	any of the grass	refers to some of certain specified grass
both	plural CN	both of the trees	refers to 2 trees of a group of 2
each	plural CN	each of the trees	refers to every tree, considered individually, of a group of 2 or more
either	plural CN	either of the trees	refers to 1 of 2 trees, without specifying which
enough	singular CN	enough of the tree	a sufficient amount of a specified tree
	plural CN	enough of the trees	a sufficient number of certain specified trees
	UN	enough of the grass	a sufficient amount of certain specified grass

few	plural CN	few of the trees	a small number from a specified group of trees
fewer	plural CN	fewer of the trees	a smaller number from a specified group of trees
less	UN	less of the grass	a smaller amount of certain specified grass
little	UN	little of the grass	a small amount of certain specified grass
many	plural CN	many of the trees	a large number of certain specified trees
more	plural CN	more of the trees	an additional number of certain specified trees
	UN	more of the grass	an additional amount of certain specified grass
most	plural CN	most of the trees	nearly all of certain specified trees
	UN	most of the grass	nearly all of certain specified grass
much	UN	much of the grass	a large proportion of certain specified grass
neither	plural CN	neither of the trees	no tree of a group of 2 trees
none	plural CN	none of the trees	no tree of certain specified trees
	UN	none of the grass	no grass of certain specified grass
one	plural CN	one of the trees	a single tree of certain specified trees
others	plural CN	others of the trees	different trees, from a particular group of trees
several	plural CN	several of the trees	more than 2, but not a large number, of certain specified trees
some	singular CN	some of the tree	an unspecified portion of a particular tree
	plural CN	some of the trees	unspecified trees from a particular group of trees
	UN	some of the grass	an unspecified portion

			of particular grass
such	plural CN	such of the trees	trees of a certain kind, from a certain specified group of trees
	UN	such of the grass	grass of a certain kind, from certain specified grass
those	plural CN	those of the trees	particular trees, from a certain specified group of trees
which	plural CN	which of the trees	asks for one or more trees to be specified, from a particular group of trees

1. Determiners used to refer to groups of two persons or things

In Old English, there were singular forms, plural forms and dual forms. Dual forms are used to refer to two persons or things. In modern English, a few words still remain which refer to two persons or things.

For example, the determiners **both**, **either** and **neither** are used when referring to groups of two. **Both** refers to two things of a group of two, **either** refers to one thing of a group of two, and **neither** refers to zero things of a group of two.

e.g. I have two brothers. **Both** of them are engineers.

I had two maps of the city, but I cannot find **either** of them.

There are two textbooks for the course. **Neither** of them is expensive.

In contrast, the determiners **all**, **any** and **none** may be used when referring to groups with more than two members. **All** may refer to every member of a group of three or more, **any** may refer to one member of a group of three or more, and **none** may refer to zero members of a group of three or more.

e.g. I have three brothers. **All** of them are engineers.

I had four maps of the city, but I cannot find **any** of them.

There are six textbooks for the course. **None** of them is expensive.

See [Exercise 1](#).

The following rules for the use of **either** and **neither** should be noted.

If it is desired to change a clause beginning with **either** so as to express a negative meaning, **either** must be changed to **neither**.

e.g. Affirmative Meaning: **Either** of the alternatives is acceptable.

Negative Meaning: **Neither** of the alternatives is acceptable.

Affirmative Meaning: **Either** hotel will offer you its best room.

Negative Meaning: **Neither** hotel will offer you its best room.

A sentence which contains the word **either**, in which **either** does not occur at the beginning of a clause, can be changed to express a negative meaning either by using the word **not**, or by changing **either** to **neither**.

e.g. Affirmative Meaning: You may borrow **either** of the books.

Negative Meaning: You may **not** borrow **either** of the books.

Negative Meaning: You may borrow **neither** of the books.

Affirmative Meaning: I might give the message to **either** boy.

Negative Meaning: I might **not** give the message to **either** boy.

Negative Meaning: I might give the message to **neither** boy.

It should be noted that in modern English, the determiner **neither** is most often used only at the beginning of a clause. Otherwise, the meaning of **neither** is usually expressed by the combination **not ... either**.

In addition to being used as determiners, the words **both**, **either** and **neither** can also be used as conjunctions. Conjunctions will be discussed in [Chapter 28](#).

2. Determiners used as singular or plural pronouns

In formal English, the pronouns **another**, **each**, **either**, **neither** and **one** always take singular verbs.

e.g. **Each** of the children wants to win the prize.

Either of the alternatives is acceptable.

Neither of the books has good illustrations.

Every **one** of the students was ready on time.

In these examples, the singular verbs **wants**, **is**, **has**, and **was** are used with the pronouns **each**, **either**, **neither** and **one**.

In informal English, plural verbs are sometimes used with pronouns such as **each**, **either** and **neither**.

e.g. **Neither** of the books have good illustrations.

However, this use of the plural verb is considered to be grammatically incorrect in formal English.

It should also be noted that in formal English, when the words **another**, **each**, **every**, **either**, **neither** and **one** are used in combination with personal pronouns or possessive adjectives, singular forms are always used. As mentioned previously, in formal English, the adjective **his** or the phrase **his or her** may be used when referring to a group containing both male and female members.

e.g. **Each** of the children waited impatiently for **his** turn.

Every student raised **his or her** hand.

Neither of the girls has finished **her** homework.

Either of the hotels will offer you **its** best room.

In these examples, **each**, **every**, **neither** and **either** are used in combination with the singular forms **his**, **his or her**, **her** and **its**.

In informal English, plural possessive adjectives are often used in this type of sentence.
e.g. **Neither** of the girls finished **their** homework.
However, this use of the plural possessive adjective is considered to be grammatically incorrect in formal English.

It should be noted that in both formal and informal English, **none** is used sometimes with singular, and sometimes with plural verbs.
e.g. None of them is here. **or**
None of them are here.

In contrast, the pronouns **both**, **few**, **many** and **several** are always plural. They take plural verbs, and are used in combination with plural personal pronouns and possessive adjectives. In addition, the pronoun **all** is always plural when used with countable nouns.
e.g. **Both** of the boys have completed **their** essays.
Several of the musicians are giving **their** first performances tonight.
All of the girls have finished **their** homework.

In these examples, the pronouns **both**, **several** and **all** take the plural verbs **have completed**, **are giving** and **have finished**, and are used in combination with the plural possessive adjective **their**.

See [Exercise 2](#).

3. The use of All, Both and Each

In addition to being used as attributive adjectives and as pronouns followed by **of**, the words **all**, **both** and **each** can also be used in **apposition**. A word used in apposition immediately follows the subject of a verb, or the object of a verb or preposition, and refers to the same thing as the subject or object. In the following examples, the words in apposition are printed in bold type.

e.g. We **both** wondered what would happen next.
The boys **all** looked forward to seeing the circus.
I sent them **each** an invitation.

In the first two examples, **both** and **all** are used in apposition to the subjects **we** and **the boys**. In the third example, **each** is used in apposition to the object **them**.

Words used in apposition can be referred to as **appositives**. Like relative clauses, appositives can be defining or non-defining. Non-defining appositives must be preceded and followed by commas.

e.g. Our leader, **Tom Smith**, was prepared for any emergency.
In this example **Tom Smith** is a non-defining appositive, in apposition to **our leader**.

Defining appositives such as **all**, **both** and **each** are not preceded and followed by commas.

e.g. We **each** have our own ideas.

In this example, the defining appositive **each** is in apposition to **we**. It should be noted that although **each** is singular, the verb **have** must be plural to agree with the subject **we**.

When used in clauses with auxiliary verbs or with the Simple Present or Simple Past of the verb **to be**, **all**, **both** and **each** generally follow the first auxiliary or the verb **to be**, rather than being used in apposition to the subject of the verb.

e.g. The boys had **all** been looking forward to seeing the circus.

We are **both** very happy to see you.

In the first example, **all** follows the first auxiliary **had**. In the second example, **both** follows the Simple Present of the verb **to be**.

4. The use of No, None and Not

The words **no**, **none** and **not** have similar meanings, but different grammatical functions.

The determiner **no** can be used as an adjective, but not as a pronoun; whereas **none** can be used as a pronoun, but not as an adjective.

e.g. He has **no** books.

None of the books are his.

In the first example, **no** is used as an adjective modifying the noun **books**. In the second example, **none** functions as a pronoun.

As has already been pointed out, the adverb **not** may be placed after the Simple Present or Simple Past of the verb **to be**, or after the first auxiliary of other verbs, in order to form a negative sentence or clause.

e.g. You are **not** late.

I have **not** forgotten what you said.

See [Exercise 3](#).

Just as **neither** can be said to be equivalent to the combination **not ... either**, **none** can be said to be equivalent to **not ... any**. For instance, the following sentence:

He will have **no** difficulty.

could also be written:

He will **not** have **any** difficulty.

5. The use of Some and Any

The determiners **some** and **any** have slightly different meanings. The use of the word **some** generally implies a belief in the existence of the object or objects under consideration, whereas the use of the word **any** may imply a doubt about the existence of the object or objects under consideration.

The words **some**, **somebody**, **someone**, **something** and **somewhere** are used in affirmative statements, as well as in polite questions and questions expecting an affirmative reply.

e.g. Affirmative Statement: I saw **some** birds in the park.

Polite Question: Would you like **some** tea?

Affirmative Reply Expected: You seem worried. Is **something** wrong?

In contrast, the words **any**, **anybody**, **anyone**, **anything** and **anywhere** are used in questions and negative statements, as well as in affirmative statements referring in an indefinite way to a type of object, without specifying a particular object.

e.g. Question: Did you see **any** birds in the park?

Negative Statement: I do not know **anyone** here.

Indefinite Reference: **Any** drug store can supply you with aspirin.

The words **some**, **somebody**, **someone**, **something** and **somewhere** usually cannot be used in a negative statement. If it is desired to change a clause beginning with the word **some** so that it expresses a negative meaning, **some** may be changed to **no** or **none**, depending on whether an adjective or pronoun is required.

In the following example, **some** is used as an adjective modifying the noun **books**. In order to change the sentence to express a negative meaning, **some** is replaced by the adjective **no**.

e.g. Affirmative Meaning: **Some** books were left on the shelf.

Negative Meaning: **No** books were left on the shelf.

In the following example, **some** is used as a pronoun. In order to change the sentence to express a negative meaning, **some** is replaced by the pronoun **none**.

e.g. Affirmative Meaning: **Some** of the visitors arrived late.

Negative Meaning: **None** of the visitors arrived late.

Similarly, if it is desired to change a clause beginning with **somebody**, **someone**, **something** or **somewhere** so that it expresses a negative meaning, these words may be replaced by **nobody**, **no one**, **nothing** and **nowhere**, respectively.

e.g. Affirmative Meaning: **Someone** left a message.

Negative Meaning: **No one** left a message.

Affirmative Meaning: **Something** has happened.

Negative Meaning: **Nothing** has happened.

A sentence containing the word **some**, in which **some** does not occur at the beginning of a clause, can be changed to express a negative meaning by changing the sentence to a negative statement using **not**, and by changing **some** to **any**.

e.g. Affirmative Meaning: I bought **some** potatoes.

Negative Meaning: I did **not** buy **any** potatoes.

Affirmative Meaning: We will copy **some** of the recipes.

Negative Meaning: We will **not** copy **any** of the recipes.

It is possible to use **no** or **none** in such sentences instead of the construction with **not ... any**.

e.g. I bought **no** potatoes.

We will copy **none** of the recipes.

However, in modern English, the construction with **not ... any** is more often used than the construction with **no** or **none**.

See [Exercise 4](#).

Similarly, a sentence containing the word **somebody**, **someone**, **something** or **somewhere**, in which the word beginning with **some** does not occur at the beginning of a clause, can be changed to express a negative meaning by changing the sentence to a negative statement using **not**, and by changing the word beginning with **some** to the corresponding word beginning with **any**.

e.g. Affirmative Meaning: I met **someone** I used to know.

Negative Meaning: I did **not** meet **anyone** I used to know.

Affirmative Meaning: We will buy **something**.

Negative Meaning: We will **not** buy **anything**.

In such sentences, **nobody**, **no one**, **nothing** or **nowhere** may be used instead of a negative statement with **not** and the word **anybody**, **anyone**, **anything** or **anywhere**.

e.g. I met **no one** I used to know.

We will buy **nothing**.

However, the construction with **not** is more often used.

See [Exercise 5](#).

6. The use of Another, Other, Others and Else

The words **another**, **other**, **others** and **else** are used to indicate one or more additional or different things.

Another is formed from a combination of the words **an** and **other**, and has a meaning similar to **one other**. When used as an adjective, **another** can precede only a singular countable noun. When used as a pronoun, **another** takes a singular verb.

e.g. Please bring me **another** knife.

Another of her uncles lives in Montreal.

In the first example, **another** modifies the singular noun **knife**. In the second example, the pronoun **another** is the subject of the singular verb **lives**.

Other can be used with singular countable, plural countable or uncountable nouns.

e.g. The **other** door is open.

The **other** streets are paved.

Do you have any **other** luggage?

In these examples, **other** modifies the singular countable noun **door**, the plural countable noun **streets**, and the uncountable noun **luggage**.

Another usually cannot be immediately preceded by a determiner. In contrast, when used before a singular countable noun, **other** usually must be preceded by a determiner.

e.g. Please pass me the other cup.

I do not know any other way to do it.

There must be some other explanation.

In these examples, **other** is used with the singular countable nouns **cup**, **way** and **explanation**, and is preceded by the determiners **the**, **any** and **some**.

When **other** modifies a singular countable noun, the noun is sometimes omitted, particularly in the expression **one ... the other**.

e.g. I have two pens. **One** is green and the **other** is blue.

One of my parents is a teacher; the **other** is a doctor.

In these examples, the nouns following the word **other** are understood, rather than expressed. In the following sentences, the nouns which are understood are enclosed in square brackets.

e.g. I have two pens. **One** is green and the **other** [pen] is blue.

One of my parents is a teacher; the **other** [parent] is a doctor.

Others is a pronoun. **Others** can be used to take the place of the word **other**, followed by a plural countable noun.

e.g. Those trees are hemlocks; the **others** are pines.

Ten people belong to the group, and five **others** are planning to join.

In the first example, **others** takes the place of the words **other trees**. In the second example, **others** takes the place of the words **other people**.

Others is often used in the expression **some ... others**.

e.g. **Some** books are easy to read, but **others** are quite difficult.

Some people like classical music, while **others** prefer jazz.

The word **else** has a meaning similar to **other**. However, rather than being used as an adjective preceding a noun, **else** usually follows interrogative pronouns such as **who** and **what**, and indefinite pronouns such as **anyone** and **someone**.

e.g. Who **else** was at the meeting?

What **else** is on the agenda?

Has anyone **else** solved the problem?

Someone **else** may be able to help you.

See [Exercise 6](#).

7. The use of Only

In addition to being used as a determiner, the word **only** can be used to modify almost any part of a sentence. In general, the word **only** immediately precedes the part of the sentence which it modifies.

The following examples illustrate how changing the position of the word **only** can change the meaning of a sentence.

e.g. **Only** the trees were somewhat damaged by last year's storm.

Meaning: Nothing except the trees was somewhat damaged by last year's storm.

The **only** trees were somewhat damaged by last year's storm.

Meaning: The few trees which existed were somewhat damaged by last year's storm.

The trees were **only** somewhat damaged by last year's storm.

Meaning: The trees were not completely damaged by last year's storm.

The trees were somewhat damaged **only** by last year's storm.

Meaning: The trees were somewhat damaged by nothing except last year's storm.

The trees were somewhat damaged by last year's **only** storm.

Meaning: The trees were somewhat damaged by the one storm which occurred last year.

See [Exercise 7](#).

8. The use of Few, Little and Several

The use of the word **a** with the determiners **few** and **little** somewhat changes the meaning which is expressed.

The expressions **a few** and **a little** merely refer to a small quantity of something.

e.g. **A few** of his friends came to the party.

Meaning: Some of his friends came to the party.

I had **a little** time to consider the situation.

Meaning: I had a small amount of time to consider the situation.

In contrast, **few** and **little** not only refer to a small quantity of something, but also imply that the quantity is remarkably, or undesirably small.

e.g. **Few** of his friends came to the party.

Meaning: Only a very small number of his friends came to the party.

I had **little** time to consider the situation.

Meaning: I had almost no time to consider the situation.

See [Exercise 8](#).

The expressions **a few** and **several** can both be used to refer to three or more things. However, there is a slight difference in meaning. The expression **a few** generally emphasizes that the quantity referred to is relatively small, while the expression **several** generally emphasizes that the quantity referred to is relatively large.

For instance, the following sentences could both refer to an event which occurred four or five times.

e.g. I saw him **a few** times.

Meaning: I saw him, but I did not see him often.

I saw him **several** times.

Meaning: I saw him more than once or twice.

9. The expressions Such ... That, So ... That, and Too

a. Such ... That

The determiner **such** is often used in combination with a clause beginning with **that**, in order to indicate a cause and effect relationship.

e.g. There was **such** a strong wind **that** we decided to stay indoors.

He has **such** high marks **that** he has applied for a scholarship.

In the first example, a **strong wind** refers to the cause, and **we decided to stay indoors** refers to the effect. In the second example, **high marks** refers to the cause, and **he has applied for a scholarship** refers to the effect.

It should be noted that when **such** is used as an adjective modifying a singular countable noun, the word **a** or **an** usually follows the word **such**.

e.g. **such** a strong wind

such an unusual event

The construction usually used with the expression **such ... that** is summarized below, followed by examples.

such a such an + or such	adjective +	noun +	that clause stating the effect of the situation described in the main clause
She is such a	hard	worker	that she is sure to succeed.
That is such an	interesting	book	that I read it three times.
He has such	good	ideas	that he may be promoted.

b. So ... That

The word **so** combined with a clause beginning with **that** can also be used in order to indicate a cause and effect relationship.

Whereas **such** usually modifies a noun, in this construction **so** is used as an intensifier modifying an adjective or adverb. **Intensifiers** will be discussed in a later chapter.

e.g. The wind was **so** strong **that** we decided to stay indoors.

His marks are **so** high **that** he has applied for a scholarship.

The wind blew **so** fiercely **that** we decided to stay indoors.

In the first two examples, **so** modifies the adjectives **strong** and **high**. In the last example, **so** modifies the adverb **fiercely**.

This construction is summarized below, followed by examples.

subject +	verb +	so +	adverb or adjective +	that clause stating the effect of the situation
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described in the main clause

She	sang	so	well	that she had to sing an encore.
The moon	was	so	bright	that we could see for miles.

In informal English, the word **that** in the expressions **such ... that** and **so ... that** is often omitted.

e.g. There was **such** a strong wind, we decided to stay indoors.

The moon was **so** bright, we could see for miles.

So can also be followed by **many**, **much**, **few** or **little**, followed by a noun, followed by a clause beginning with **that**. This construction is summarized below, followed by examples.

	so	+	many much, few or little	+	noun	+	that clause stating the effect of the situation described in the main clause
There were	so		many		spectators		that there was standing room only.
I did	so		much		swimming		that I became very strong.
He knew	so		few		people		that he often felt lonely.
There was	so		little		snow		that we could not go skiing.

c. Too

The intensifier **too** used in combination with an infinitive can also be used to indicate a cause and effect relationship. In the following examples, the word **too** is printed in bold type, and the infinitives are underlined.

e.g. It is **too** windy for us to go outside.

He is **too** poor to continue studying without a scholarship.

It was raining **too** hard for us to leave the house.

In the first two examples, **too** modifies the adjectives **windy** and **poor**. In the last example, **too** modifies the adverb **hard**.

The construction usually used with **too** in combination with an infinitive is summarized below, followed by examples.

subject	+	verb	+	too	+	adverb or adjective	+	phrase containing an infinitive, indicating the effect of the situation described using too
They		walked		too		quickly		for me to overtake them.
The writing		was		too		difficult		to read.

EXERCISES for Chapter 20

1. Paying attention to whether reference is being made to a group of two objects, or a group of more than two objects, for each of the following sentences fill in the blank with the correct word chosen from the pair given in brackets. For example:

There are two trees on the lawn. ____ of them are spruce trees. (All, Both)

There are two trees on the lawn. Both of them are spruce trees.

I had three pencils. Have you seen ____ of them? (any, either)

I had three pencils. Have you seen any of them? (any, either)

There are four bushes in the garden, but ____ of them are rhododendrons. (neither, none)

There are four bushes in the garden, but none of them are rhododendrons.

1. I have three winter coats, but _____ of them are new. (neither, none)
2. There are two umbrellas here, but _____ of them is mine. (neither, none)
3. He owns twelve cows. _____ of them are Jerseys. (All, Both)
4. She has painted dozens of pictures. Have you seen _____ of them? (any, either)
5. Amy and Beth are twins. They _____ play the guitar. (all, both)
6. Two people said "Hello" to me, but I did not recognize _____ of them. (any, either)
7. My wife and I _____ enjoy classical music. (all, both)
8. I found all of the questions difficult. Did you answer _____ of them correctly? (any, either)
9. I asked six different people, but _____ of them knew where Walnut Street was. (neither, none)
10. My friends and I would like to thank you for your hospitality. We _____ enjoyed ourselves very much. (all, both)
11. There are two public libraries in the city, but _____ of them is located close to where I live. (neither, none)
12. Two wrist watches were left here. Is _____ of them yours? (any, either)
13. He has three nephews. _____ of them have graduated from university. (All, Both)
14. I have two violins. You are welcome to use _____ of them. (any, either)
15. My aunt and uncle are _____ coming for a visit. (all, both)
16. George and Tom like playing chess together, but _____ of them likes to lose a game. (neither, none)
17. The bush is covered with blueberries. Are _____ of them ripe yet? (any, either)
18. I have read five books on the subject, but _____ of them were very helpful. (neither, none)

Answers

2. Paying attention to whether the singular or the plural form is correct, fill in the blanks with the correct words chosen from the pairs given in brackets. For example:

Several of my friends ____ present. (was, were)

Several of my friends were present.

One of his friends ____ absent. (was, were)

One of his friends was absent.

Each of the dogs pricked up ____ ears. (its, their)

Each of the dogs pricked up its ears.

All of the dogs pricked up _____ ears. (its, their)

All of the dogs pricked up their ears.

1. Each of her friends _____ a university degree. (has, have)
2. Many of the birds in this park _____ here throughout the year. (live, lives)
3. Both of the children wanted to finish _____ work early. (his, their)
4. Every writer should learn from _____ own experiences. (his or her, their)
5. Either of my daughters can lend you _____ skis. (her, their)
6. Few of her ideas _____ as intriguing as this one. (are, is)
7. All of the visitors expressed _____ thanks. (his or her, their)
8. Each of our customers _____ important. (are, is)
9. One of the canaries ate only half _____ food. (its, their)
10. Either of the routes _____ a good choice. (are, is)
11. Neither of the boys forgot _____ books. (his, their)
12. Both of the drawings _____ beautiful. (are, is)
13. Neither of my uncles _____ to us often. (write, writes)
14. Every girl clapped _____ hands. (her, their)

Answers

3. Paying attention to whether an adjective, pronoun or adverb is required, complete the following sentences by filling in the blanks with **no**, **none** or **not**, as appropriate.

For example:

There is ___ danger.

There is no danger.

___ of the trees are evergreens.

None of the trees are evergreens.

It was ___ raining when I left home.

It was not raining when I left home.

1. There is _____ wind this morning.
2. I have _____ finished reading the book.
3. _____ of the children were late for school.
4. We did _____ tell anyone the secret.
5. I have _____ idea what time it is.
6. _____ of the streets have been plowed.
7. _____ bicycles are allowed on the grass.
8. He is _____ ready.
9. _____ harm was done.
10. There is _____ time to lose.
11. She is _____ expected to arrive until tomorrow.
12. _____ of the stores are open.

Answers

4. Rewrite the following sentences as negative statements, in which the word **some** is replaced by the word **any**. For example:

He has sold some apples.

He has not sold any apples.

I need to buy some shoes.

I do not need to buy any shoes.

1. I will make some salad.
2. We need some onions.
3. I have met some of your friends.
4. He has photographed some of the most beautiful parts of the city.
5. She wants to take some courses in Archaeology.
6. I recognized some of the students.
7. We have visited some of the offshore islands.
8. I have read some books by that author.
9. There is some danger involved.
10. I have some reservations about your plan.
11. They have interviewed some of the contestants.
12. She bought some of the books second-hand.

Answers

5. Rewrite each of the following sentences to express a negative meaning. Each sentence contains a word beginning with **some**. If the word beginning with **some** occurs at the beginning of the sentence, change the word beginning with **some** to the appropriate word or phrase beginning with **no**. For example:

Some of the coats are expensive.

None of the coats are expensive.

Someone is at home.

No one is at home.

If the word beginning with **some** occurs later in the sentence, change the sentence to a negative statement, and change the word beginning with **some** to the appropriate word beginning with **any**. For example:

I have **some** paper.

I do not have any paper.

I saw your glasses **somewhere**.

I did not see your glasses anywhere.

1. He has some relatives in the city.
2. I know someone here.
3. Some of us were surprised by the announcement.
4. I plan to go somewhere on my vacation.
5. Some tickets were sold this morning.
6. I heard someone playing the bagpipes.
7. I gave her some advice.
8. Something is wrong.
9. We bought something at the flea market.
10. They had some exciting adventures.
11. Someone offered to help me.
12. She knows someone working at the Library.
13. He lives somewhere near here.
14. Somebody left early.
15. I saw someone arriving by taxi.

16. Some books are missing.
17. I have something to do this afternoon.
18. Some of the magazines are worth reading.

Answers

6. Paying attention to the grammatical structure, complete each of the following sentences by filling in the blank with **another**, **other**, **others** or **else**, as appropriate.

For example:

Would you like _____ cup of tea?

Would you like another cup of tea?

The _____ guests have already arrived.

The other guests have already arrived.

Five of the books were returned on time , but three _____ were overdue.

Five of the books were returned on time, but three others were overdue.

Who _____ was at the party?

Who else was at the party?

1. I want to borrow _____ book from the library.
2. Three people moved out, and two _____ moved in.
3. Who _____ knows the secret?
4. There are several _____ possibilities.
5. Where _____ should I look?
6. Some students enjoyed the film, but _____ did not.
7. He lives on the _____ side of the lake.
8. I have _____ idea.
9. _____ people soon followed her example.
10. Do you know anyone _____ here?
11. We are going to move to _____ city.
12. Some birds feed on insects, while _____ eat berries.
13. Somebody _____ should have a turn now.
14. Few _____ people attended the ceremony.
15. You may borrow this eraser. I have several _____
16. What _____ have you decided?

Answers

7. The following five sentences, labelled **A** to **E**, are identical except for the position of the word **only**:

- A. My only friend drew the picture of the child yesterday.
- B. My friend drew only the picture of the child yesterday.
- C. My friend drew the only picture of the child yesterday.
- D. My friend drew the picture of the only child yesterday.
- E. My friend drew the picture of the child only yesterday.

The meanings of the preceding five sentences are given in the five sentences below. For each sentence, fill in the blank with the letter (**A** to **E**) which corresponds to the sentence above which has the same meaning.

1. ___ My friend drew the one existing picture of the child yesterday.
2. ___ My friend drew nothing except the picture of the child yesterday.
3. ___ My friend drew the picture of the child as short a time ago as yesterday.
4. ___ The one friend that I have drew the picture of the child yesterday.
5. ___ My friend drew the picture of the one child in the family yesterday.

Answers

8. Explain the differences in meaning of the sentences in the following pairs.

1. There is a little butter left.
2. There is little butter left.
3. We encountered a few difficulties.
4. We encountered few difficulties.

Answers

9. Paying attention to the grammatical structure, for each of the following sentences, fill in the blank with **such**, **so** or **too**, as appropriate. In some of the sentences, the word **that** has been omitted. For example:

I saw ___ beautiful flowers, I wished I had brought my camera with me.

I saw such beautiful flowers, I wished I had brought my camera with me.

The sun was ___ bright that we had to wear sunglasses.

The sun was so bright that we had to wear sunglasses.

I saw ___ many flowers that I could not identify them all.

I saw **so** many flowers that I could not identify them all.

By the time I received your message, it was ___ late to call you.

By the time I received your message, it was too late to call you.

1. She sang _____ soothing lullabies that the baby was soon asleep.
2. He owned _____ many books that his walls were lined with bookcases.
3. The boys were _____ excited to sit still.
4. He has _____ varied interests, one never knows what he will do next.
5. They have _____ few enemies, they are accepted wherever they go.
6. The snow was _____ deep for us to walk across the field.
7. Yesterday I walked _____ far that I fell asleep immediately after supper.
8. I had _____ a good time at the party, I did not want to leave.
9. I see her _____ often that I feel I know her quite well.
10. The visibility was _____ poor for the mountains to be seen.
11. This is _____ an interesting book, I stayed up all night to read it.
12. This puzzle is _____ easy that a child could do it.
13. There was _____ much traffic, I could not cross the street.
14. She was _____ tired to watch the video.
15. They have _____ little furniture, it will be easy for them to move.

Answers

ANSWERS TO THE EXERCISES for Chapter 20

Answers to **Exercise 1**:

1. none 2. neither 3. All 4. any 5. both 6. either 7. both 8. any 9. none 10. all 11. neither 12. either 13. All 14. either 15. both 16. neither 17. any 18. none

Answers to **Exercise 2**:

1. has 2. live 3. their 4. his or her 5. her 6. are 7. their 8. is 9. its 10. is 11. his 12. are 13. writes 14. her

Answers to **Exercise 3**:

1. no 2. not 3. None 4. not 5. no 6. None 7. No 8. not 9. No 10. no 11. not 12. None

Answers to **Exercise 4**:

1. I will not make any salad. 2. We do not need any onions. 3. I have not met any of your friends. 4. He has not photographed any of the most beautiful parts of the city. 5. She does not want to take any courses in Archaeology. 6. I did not recognize any of the students. 7. We have not visited any of the offshore islands. 8. I have not read any books by that author. 9. There is not any danger involved. 10. I do not have any reservations about your plan. 11. They have not interviewed any of the contestants. 12. She did not buy any of the books second-hand.

Answers to **Exercise 5**:

1. He does not have any relatives in the city. 2. I do not know anyone here. 3. None of us were surprised by the announcement. 4. I do not plan to go anywhere on my vacation. 5. No tickets were sold this morning. 6. I did not hear anyone playing the bagpipes. 7. I did not give her any advice. 8. Nothing is wrong. 9. We did not buy anything at the flea market. 10. They did not have any exciting adventures. 11. No one offered to help me. 12. She does not know anyone working at the Library. 13. He does not live anywhere near here. 14. Nobody left early. 15. I did not see anyone arriving by taxi.

Answers to **Exercise 6**:

1. another 2. others 3. else 4. other 5. else 6. others 7. other 8. another 9. Other 10. else 11. another 12. others 13. else 14. other 15. others 16. else

Answers to **Exercise 7**:

1. C 2. B 3. E 4. A 5. D

Answers to **Exercise 8**:

Meanings:

1. There is some butter left. 2. There is a very small amount of butter left. 3. We encountered some difficulties. 4. We encountered a very small number of difficulties. [The phrase "few difficulties" implies that the difficulties were unimportant.]

Answers to **Exercise 9**:

1. such 2. so 3. too 4. such 5. so 6. too 7. so 8. such 9. so 10. too 11. such 12. so 13. so 14. too 15. so

CHAPTER 21. ADJECTIVES: POSITION IN A SENTENCE

Words which are used to modify nouns or pronouns are usually referred to as **adjectives**. For instance, the adjectives in the following sentences are underlined.
e.g. Large trees could be seen.

They are happy.

In the preceding examples, the adjective **large** modifies the noun **trees**, and the adjective **happy** modifies the pronoun **they**.

It should be noted that adjectives can be formed from two or more words combined by the use of hyphens.

e.g. the three-month-old baby

a ninety-dollar jacket

a two-hour trip

As illustrated in these examples, the nouns in such hyphenated expressions are generally in the singular. Thus, the singular forms of the nouns **month**, **dollar** and **hour** are used.

Most English adjectives have the same form for the singular as for the plural. The only exceptions are the demonstrative adjectives **this** and **that**, discussed [Chapter 19](#).

1. Proper adjectives

Proper adjectives are adjectives derived from proper nouns. In English, proper adjectives must begin with a capital letter. The proper adjectives in the following sentences are underlined.

e.g. The French town has an interesting history.

Many of my friends are American.

This house is a fine example of Victorian architecture.

The derivation of proper adjectives from proper nouns is somewhat irregular. For instance, the spelling of the following proper nouns and proper adjectives can be compared.

<u>Proper Noun</u>	<u>Proper Adjective</u>
America	American
Canada	Canadian
Germany	German
Mexico	Mexican
George	Georgian
Victoria	Victorian

Many proper adjectives end with **an** or **ian**. However, other endings are also used, as indicated below.

<u>Proper Noun</u>	<u>Proper Adjective</u>
--------------------	-------------------------

England
France
China

English
French
Chinese

2. Attributive adjectives

Adjectives which precede the noun they modify are usually referred to as **attributive** adjectives. For instance, in the following examples, the attributive adjectives are underlined.

e.g. Heavy rain is expected.

We saw white swans on the river.

In these examples, **heavy** is an attributive adjective modifying the noun **rain**, and **white** is an attributive adjective modifying the noun **swans**.

a. Order of attributive adjectives

It is possible for a noun to be preceded by many different types of attributive adjective. In the following example, the attributive adjectives are underlined.

e.g. Two large red cardboard milk cartons stood on the steps.

In this example, **two** is a cardinal number, **large** is an adjective indicating size, **red** is an adjective indicating color, **cardboard** is an adjective indicating a type of material, and **milk** is a defining adjective indicating purpose.

When a noun is preceded by more than one type of attributive adjective, the different types of adjective are usually arranged in a particular order. For instance, the following example contains eleven different types of attributive adjective.

e.g. a small, heavy, snug, warm, 100-year-old, round-bellied black iron Norwegian wood stove

In this example, **a** is an article, **small** is an adjective indicating size, **heavy** is an adjective indicating weight, **snug** is a general descriptive adjective, **warm** is an adjective indicating temperature, **100-year-old** is an adjective indicating age, **round-bellied** is an adjective indicating shape, **black** is an adjective indicating color, **iron** is an adjective indicating a type of material, **Norwegian** is a proper adjective, and **wood** is a defining adjective indicating a method of operation.

The different types of attributive adjective are usually arranged in the order shown in the following table.

Usual Order of Attributive Adjectives

- 1) certain determiners such as **all**, **both** and **half**
- 2) determiners including the articles **a**, **and** and **the**;
possessive adjectives e.g. **my**, **his**, **her**, **our** and **their**;
demonstrative adjectives e.g. **that**, **these**, **this**, and **those**; and

- certain other determiners such as **another, any, each, either, enough, every, neither, no, some, what** and **which**
- 3) cardinal numbers e.g. **one, two, three**; and
certain other determiners such as **few, many** and **several**
 - 4) determiners such as **fewer, fewest, least, less, more** and **most**
 - 5) general descriptive adjectives, often in the following order:
 - a) adjectives indicating size e.g. **large, long, narrow**
 - b) adjectives indicating weight e.g. **heavy, light**
 - c) participles and other adjectives e.g. **clever, excited, interesting**
 - d) adjectives indicating temperature e.g. **cold, hot, warm**
 - e) adjectives indicating humidity e.g. **dry, damp, wet**
 - f) adjectives indicating age e.g. **new, six-month-old, young**
 - g) adjectives indicating shape e.g. **barrel-shaped, round, square**
 - 6) adjectives indicating color e.g. **blue, grey, white**
 - 7) adjectives indicating materials e.g. **cloth, leather, metal**
 - 8) proper adjectives e.g. **American, Victorian**
 - 9) defining adjectives, usually indicating purpose, method of operation, location, time or categories of people

i. Determiners

The usual order of different types of determiner is indicated in the first four categories of the table above.

- 1) The determiners in the first category, **all, both** and **half**, usually precede other attributive adjectives.
e.g. all three tables
both the students
half the red roses

Alternatively, before the article **the**, the words **all, both** and **half** may be used as pronouns, followed by the word **of**.

- e.g. all of the tables
both of the students
half of the red roses

- 2) The determiners in the second category of the table above include articles, possessive adjectives, demonstrative adjectives, and the determiners **another, any, each, either, enough, every, neither, no, some, what** and **which**. A noun can usually be modified by only one of the attributive adjectives in this category.

If it is desired to convey the idea expressed by a possessive adjective combined with another adjective in this category, the possessive adjective must be changed to the corresponding possessive pronoun preceded by **of**, and must follow the noun.

For instance, the ideas expressed by the phrase **this black horse**, combined with the possessive adjective **my**; and the phrase **a book** combined with the possessive adjective **your** may be conveyed as follows:

- e.g. this black horse of mine
a book of yours

In a somewhat similar way, the determiners **another**, **any**, **each**, **either**, **enough**, **neither**, **some** and **which** may be combined with other members of the second category of adjective by being used as pronouns followed by **of**.

For instance, the ideas expressed by the phrase **my dresses**, combined with the determiner **any**; and the phrase **these white flowers**, combined with the determiner **either** may be conveyed as follows:

e.g. any of my dresses

either of these white flowers

Since the determiners **every** and **no** cannot be used as pronouns, the expressions **every one** and **none** must be used. For instance, the ideas expressed in the phrase **these children**, combined with the determiner **every**; and the phrase **their opinions**, combined with the determiner **no** may be conveyed as follows:

e.g. every one of these children

none of their opinions

See [Exercise 1](#).

3) The determiners in the third category of the table above include the cardinal numbers, and the determiners **few**, **many** and **several**. As illustrated in the following examples, the determiners in this category usually follow determiners in the previous two categories, and precede other attributive adjectives.

e.g. all twelve red roses

their many exciting adventures

It should be noted that **other** usually precedes a cardinal number when an article or possessive adjective is present, but usually follows a cardinal number when no article or possessive adjective is present.

e.g. the other three chairs

my other two cousins

three other chairs

two other cousins

In the first two examples, the article **the** and the possessive article **my** are present, and **other** precedes the cardinal numbers **three** and **two**. In the second two examples, no article or possessive adjective is present, and **other** follows the cardinal numbers **three** and **two**.

4) The determiners **fewer**, **fewest**, **least**, **less**, **more** and **most** usually follow other determiners.

e.g. the fewest mistakes

two more children

In the first example, **fewest** follows the determiner **the**. In the second example, **more** follows the determiner **two**.

See [Exercise 2](#).

ii. General descriptive adjectives

As indicated in the preceding table, general descriptive adjectives usually follow determiners and precede other types of attributive adjective. As shown in the table, there are several types of general descriptive adjective, which often occur in a certain order. However, the order of different types of general descriptive adjective is more flexible than the order of other types of attributive adjective.

a) Attributive adjectives indicating size usually follow any determiners, but precede other types of attributive adjective. In the following phrases, the adjectives indicating size are underlined.

e.g. three large, level platforms
her two tiny brown lap dogs
that enormous English dictionary

Below are pairs of adjectives with opposite meanings, indicating size:

deep	shallow
enormous	tiny
large	small
long	short
wide	narrow
thick	thin

b) Adjectives indicating weight usually follow adjectives indicating size, but precede other types of attributive adjective. In the following phrases, the adjectives indicating weight are underlined.

e.g. a small, heavy parcel
two light nylon knapsacks

The following are examples of adjectives indicating weight:

heavy
light
5-kilogram
2-ton

See [Exercise 3](#).

c) Participles and other general descriptive adjectives which do not fall into any of the other categories usually follow adjectives indicating size and weight, and precede other types of attributive adjective. In the following examples, the adjective **alert**, and the participles **twittering** and **excited** are underlined.

e.g. two large, alert black cats
eleven tiny, twittering birds
many excited children

d) to g) The order of adjectives indicating temperature, humidity, age and shape is not as predictable as the order of other attributive adjectives. For instance, adjectives indicating temperature occur sometimes before and sometimes after general descriptive adjectives such as **clear** and **hard**.

e.g. clear, cold water
cold, hard ice

It should be noted that the position of attributive adjectives indicating age may be altered to change the emphasis.

e.g. a new, efficient method
an efficient, new method

In the first example, the adjective **new** is emphasized. In the second example, the adjective **efficient** is emphasized.

However, the most usual order of adjectives indicating temperature, humidity, age and shape is that indicated in the table. For instance, adjectives indicating temperature usually precede adjectives indicating humidity.

e.g. a hot, dry wind
a cold, wet dog

In these examples, the adjectives **hot** and **cold**, indicating temperature, precede the adjectives **dry** and **wet**, indicating humidity.

As can be seen in the preceding examples, general descriptive adjectives are usually separated from one another by commas. This is illustrated in the following examples, in which the general descriptive adjectives are underlined.

e.g. a small, triangular wooden boat
those five thick, strong, two-hundred-year-old oak trees

Below are examples of adjectives which indicate temperature, humidity, age and shape.

<u>Temperature</u>	<u>Humidity</u>	<u>Age</u>	<u>Shape</u>
hot	wet	new	square
cold	dry	old	round
warm	damp	young	triangular
cool	humid	six-week-old	octagonal
	moist	two-year-old	spherical

See [Exercise 4](#).

iii. Adjectives indicating color

Adjectives indicating color usually precede adjectives indicating materials, proper adjectives, and defining adjectives, but follow other types of attributive adjective.

In the following examples, the adjectives indicating color are underlined.

e.g. threatening black clouds
her new red leather jacket
a square brown mahogany table

Below are examples of adjectives which indicate color:

red	black	pink
orange	white	magenta

yellow	brown	scarlet
green	beige	crimson
blue	silver	fox-red
violet	golden	olive-green
purple	turquoise	sky-blue, etc.

iv. Adjectives indicating materials

Attributive adjectives indicating the materials from which objects are made usually follow any adjectives indicating color and precede any proper or defining adjectives. In the following examples, adjectives indicating materials are underlined.

e.g. a beautiful grey silk scarf
 ten black plastic coat hangers
 the clean wooden floor

In modern English, most adjectives indicating the materials from which objects are made have the same form as the corresponding nouns. For instance, the words **silk** and **plastic** can be used either as nouns or as adjectives. One of the few exceptions is the adjective **wooden**, which corresponds to the noun **wood**.

Below are examples of adjectives which indicate materials:

wooden	cotton	metal
paper	wool	iron
cardboard	silk	steel
plastic	satin	brass
rock	corduroy	gold
stone	velvet	silver
brick	flannel	copper
concrete	denim	lead
glass	nylon	tin
leather	polyester	aluminum

v. The position of proper adjectives

Proper adjectives usually follow all other types of attributive adjective except defining adjectives.

Proper adjectives are usually derived from proper nouns referring to places or persons. In the following examples, the proper adjectives are underlined.

e.g. sparkling French wine
 three red brick Georgian manor houses

In the first example, the proper adjective **French** is derived from the place name **France**, and indicates the place of origin of the wine. In the second example, the proper adjective **Georgian** is derived from **George**, the name of an English king, and indicates that the houses are built in a style developed during the reign of that king.

It should be noted that proper adjectives may sometimes precede adjectives indicating materials, as in the following examples. This occurs when the adjective indicating a

material is used as a type of defining adjective, to help identify what type of object is being described.

e.g. Mexican straw hats
an American pearl necklace

See [Exercises 5](#) and [6](#).

vi. Defining adjectives

When a word preceding a noun does not merely describe the object being referred to, but helps to define or identify the type of object meant, the word preceding the noun can be called a **defining** adjective. The defining adjectives in the following examples are underlined.

e.g. an enjoyable birthday party
a fine young man
the new telephone directory

Defining adjectives are combined with nouns to form fixed expressions, in order to refer to certain types of things. In the above examples, **birthday party**, **young man** and **telephone directory** are fixed expressions which are commonly used to refer to certain types of things.

In many such expressions, the defining adjectives are words which are usually used as nouns. For instance, in the above examples, **birthday**, and **telephone** are words which are usually used as nouns. In such cases, the fixed expressions are sometimes thought of as **compound nouns**.

Many words which are used as gerunds can also be used as defining adjectives, as illustrated in the following examples.

e.g. black hiking boots
our drinking water

In this type of fixed expression, it is also possible for two words to be used together as defining adjectives. In the following examples, the words used as defining adjectives are underlined.

e.g. a roller skating rink
a hot water bottle

Defining adjectives usually immediately precede the nouns they modify. Many defining adjectives indicate the purpose for which the object being referred to is used. In the following examples, the defining adjectives are underlined.

e.g. an egg carton
a coat hanger
a dish cloth

An **egg carton** is a carton used for storing eggs, a **coat hanger** is an object used for hanging up coats, and a **dish cloth** is a cloth used for washing dishes.

As can be seen in these examples, when a word usually used as a countable noun is used as a defining adjective, it is normally the singular form of the word which is used. Thus, in the preceding examples, the singular forms **egg**, **coat** and **dish** are used.

See [Exercise 7](#).

Defining adjectives can also indicate the method of operation of an object. This is the case in the following examples.

e.g. a steam iron
a ten-speed bicycle
an electric light

Defining adjectives sometimes help to define the object being referred to by indicating time or location.

e.g. the morning star
the winter term
the front door
the kitchen window

In these examples the adjectives **morning** and **winter** indicate time, and the adjectives **front** and **kitchen** indicate location.

Defining adjectives are also used in fixed expressions which refer to certain categories of people.

e.g. a little girl
a baby boy
an old woman

See [Exercise 8](#).

vii. Ordinal adjectives

Attributive adjectives such as **next**, **last**, **first**, **second**, **third** and so on, are sometimes referred to as **ordinal** adjectives, since they indicate the order in which things occur.

When they are not followed by commas, ordinal adjectives have the property of modifying any following attributive adjectives together with the accompanying noun. For this reason, the position of an ordinal adjective relative to other attributive adjectives can affect the meaning of a phrase.

e.g. the first reluctant witness
the reluctant first witness

The two preceding examples have different meanings. In the phrase **the first reluctant witness**, the adjective **first** modifies the following adjective **reluctant** together with the noun **witness**. This means that although there may have been previous witnesses, the phrase refers to the first witness who was reluctant.

However, in the phrase **the reluctant first witness**, the adjective **first** modifies only the noun **witness**. This means that there were no previous witnesses. The phrase refers to the first witness, indicating that this witness was reluctant.

Below is a similar example, giving two phrases with different meanings.

e.g. the second unpredictable year
the unpredictable second year

In the phrase **the second unpredictable year**, the adjective **second** modifies the

following adjective **unpredictable** together with the noun **year**. This means that although there may have been more than one previous year, the phrase refers to the second year which was unpredictable.

However, in the phrase **the unpredictable second year**, the adjective **second** modifies only the noun **year**. This means that there was only one previous year. The phrase refers to the second year, indicating that this year was unpredictable.

As illustrated in the preceding examples, the position of ordinal attributive adjectives varies depending upon what meaning is to be conveyed.

See [Exercise 9](#).

b. Punctuation used with attributive adjectives

As already indicated, general descriptive adjectives, including adjectives indicating size, weight, temperature, humidity, age and shape are usually separated from one another by commas.

e.g. the long, winding road
a heavy, awkward box
a cold, wet mist
a small, square room

In contrast, determiners, possessive adjectives, adjectives representing cardinal numbers, and ordinal adjectives are usually not followed by commas. In the following examples, adjectives of these types are underlined.

e.g. those large chairs
my new shirts
two narrow paths
the first tall building

In addition, defining adjectives, proper adjectives, and adjectives indicating color and materials are usually not preceded by commas. In the following examples, adjectives of these types are underlined.

e.g. a large egg carton
a beautiful Chinese vase
elegant black boots
a dilapidated stone building

However, it should be noted that in some cases, proper adjectives and adjectives indicating shape, color and materials may or may not be preceded by commas. In the following examples, adjectives of these types are underlined.

e.g. a beautiful Japanese necklace or a beautiful, Japanese necklace
a small square tower or a small, square tower
a thin grey cat or a thin, grey cat
a black leather briefcase or a black, leather briefcase

When such adjectives are **not** preceded by commas, there is an implication that the adjectives are used to help identify the object being described. However, when such adjectives **are** preceded by commas, there is an implication that the adjectives are provided only for purposes of description, and are not being used to help identify the

object being described.

For example, in the phrase **a small square tower**, there is the implication that the shape of the tower helps to identify which tower is meant. However, in the phrase **a small, square tower** there is the implication that the adjective **square** is provided only for purposes of description, and is not being used to help identify which tower is meant.

See [Exercise 10](#).

There is also a distinction in meaning associated with the presence or absence of commas following ordinal adjectives. When followed by commas, ordinal adjectives function similarly to general descriptive adjectives, and modify only the accompanying noun.

e.g. the last, lonely outpost

the first, faint morning light

In the first example, the adjective **last** modifies the noun **outpost**. In the second example, the adjective **first** modifies the noun **light**.

However, as explained in the section on ordinal adjectives, when they are not followed by commas, ordinal adjectives have the property of modifying any following attributive adjectives together with the accompanying noun.

c. Stress used with attributive adjectives

In speaking, nouns are usually pronounced with more stress than the preceding attributive adjectives. In the following examples, the words which are pronounced with the heaviest stress are underlined.

e.g. a small, green cucumber

an old, rectangular courtyard

In these examples, the nouns **cucumber** and **courtyard** are pronounced with slightly more emphasis than the preceding adjectives.

i. Adjectives indicating materials

However, there are several exceptions to the rule that the noun has the most emphasis. For instance, when a noun is immediately preceded by an adjective naming a material, the adjective is usually pronounced with the same degree of emphasis as the noun.

e.g. a leather belt

a silver spoon

In these examples, the adjectives **leather** and **silver** are pronounced with the same degree of emphasis as the nouns **belt** and **spoon**.

ii. Defining adjectives indicating location or time

Also, when a noun is preceded by a defining adjective indicating location or time, the adjective is usually pronounced with the same degree of emphasis as the noun.

e.g. the front door

the fall term

In these examples, the defining adjectives **front**, indicating location, and **fall**, indicating time, are pronounced with the same degree of emphasis as the nouns **door** and **term**.

iii. Defining adjectives indicating purpose

However, when a defining adjective indicates the purpose of the object being described, the defining adjective usually has a strong emphasis, while the noun which follows it has a weak emphasis.

e.g. brown hiking boots

a red milk carton

In these examples, the defining adjectives **hiking** and **milk** receive a stronger emphasis than either the succeeding nouns **boots** and **carton**, or the preceding attributive adjectives.

See [Exercise 11](#).

3. Predicate adjectives

a. Attributive adjectives which can be used as predicate adjectives

An adjective which is separated from the noun or pronoun it modifies by a verb is often referred to as a **predicate** adjective. The predicate adjectives in the following examples are underlined.

e.g. The horse is black.

The streets are long and narrow.

It is large, heavy and awkward.

In these examples, the adjective **black** modifies the noun **horse**. the adjectives **long** and **narrow** modify the noun **streets**, and the adjectives **large**, **heavy** and **awkward** modify the pronoun **it**.

Most general descriptive adjectives, as well as adjectives indicating color, can be used as predicate adjectives. In the following examples, the predicate adjectives are underlined.

e.g. The answer is puzzling.

These envelopes are small.

The bucket was heavy.

The weather will be cool and dry.

That child is young.

The cake is round.

The leaves are red, yellow and orange.

However, there are a few general descriptive adjectives which cannot be used as predicate adjectives. For example, the adjectives listed below are normally used only as attributive adjectives.

Adjectives used only Attributively

chief

main

principal

sheer

utter

It should be noted that although they cannot be used with attributive adjectives,

pronouns can be used with predicate adjectives.

e.g. He is happy.

She is proud.

We are careful.

They are successful.

Proper adjectives are sometimes used as predicate adjectives.

e.g. That car is American.

This one is Japanese.

It should be noted that hyphenated adjectives containing nouns often cannot be used as predicate adjectives. When such an expression follows the verb, the hyphens are omitted and the noun assumes a plural form, if required. In the following examples, the nouns contained in the hyphenated adjectives are underlined.

e.g. the two-year-old child

the one-hour program

forty-dollar shoes

When placed after the verb, the hyphenated adjectives must be changed as follows:

e.g. The child is two years old.

The length of the program is one hour.

The price of the shoes is forty dollars.

However, hyphenated adjectives which do not contain nouns can often be used as predicate adjectives. For instance, in the following examples, the hyphenated adjectives are underlined.

e.g. the long-winded orator

the wide-spread belief

These adjectives contain past participles. Hyphenated adjectives containing past participles are frequently used as predicate adjectives.

e.g. The orator was long-winded.

The belief is wide-spread.

i. Order

The order of predicate adjectives relative to one another is generally the same as the order of attributive adjectives relative to one another. The following examples illustrate the order of predicate adjectives.

e.g. The package is small and light.

The weather is clear, cold and dry.

The footstool is round and black.

In the first example, the adjective **small**, indicating size, precedes the adjective **light**, indicating weight. In the second example, the general descriptive adjective **clear** precedes the adjective **cold**, indicating temperature, which precedes the adjective **dry**, indicating humidity. In the third example, the adjective **round**, indicating shape, precedes the adjective **black**, indicating color.

ii. Punctuation

As can be seen in these examples, the last two adjectives in a list of predicate

adjectives are usually separated from each another by the word **and**, and any preceding adjectives are usually separated from one another by commas.

e.g. The clothes were clean **and** dry.

The dancers were tall, slender **and** graceful.

In a list of three or more predicate adjectives, an additional comma is sometimes placed before the word **and**.

e.g. The dancers were tall, slender, **and** graceful.

However, this additional comma is usually considered unnecessary.

See [Exercise 12](#).

b. Adjectives which can be used only as predicate adjectives

The following are examples of adjectives with the prefix **a** which can be used only as predicate adjectives, not as attributive adjectives. The prefix **a** was formerly a preposition meaning **on**.

Adjectives used only Predicatively

afloat

afraid

aglow

alive

alone

asleep

In some cases, related words can be used as attributive adjectives. In the following examples, words used only as predicate adjectives and related words used as attributive adjectives are underlined.

Predicate Adjectives

The boat is afloat.

The child is afraid.

The sky is aglow.

The animal is alive.

The boy is asleep.

Attributive Adjectives

the floating boat

the frightened child

the glowing sky

the live animal

the sleeping boy

As illustrated below, the words **here**, **there** and **ready** can be used as predicate adjectives.

e.g. The children are here.

The records were there.

I am ready.

The words **here** and **there** are often used as adverbs, and cannot be used as attributive adjectives. The word **ready** is used as an attributive adjective only in certain expressions such as **ready money** and **a ready answer**.

As illustrated in the following examples, a few adjectives differ in meaning, depending upon whether they are used as predicate adjectives or attributive adjectives.

e.g. The treasurer was present.

the present treasurer

Robin Harris was late.
the late Robin Harris

My friend is poor.
my poor friend

In the sentence **the treasurer was present**, the predicate adjective **present** indicates that the treasurer was not absent. However, in the phrase **the present treasurer**, the attributive adjective **present** indicates that the person referred to holds the position of treasurer at the present time.

In the sentence **Robin Harris was late**, the predicate adjective **late** indicates that Robin Harris did not arrive on time. However, in the phrase **the late Robin Harris**, the attributive adjective **late** indicates that Robin Harris is no longer alive.

In the sentence **my friend is poor**, the predicate adjective **poor** indicates that my friend has little money. However, in the phrase **my poor friend**, the attributive adjective **poor** indicates that my friend is in an unfortunate situation.

See [Exercise 13](#).

c. Linking verbs

In addition to the verb **to be**, certain other verbs can be followed by predicate adjectives. Such verbs are sometimes referred to as **linking verbs**, since they can link nouns or pronouns to modifying adjectives. For instance, the following verbs can be used as linking verbs.

<u>Linking Verb</u>	<u>Linking Verb used with Predicate Adjective</u>
to become	The wind <u>became</u> stronger.
to feel	The blanket <u>feels</u> soft, warm and comfortable.
to grow	The weather <u>is growing</u> cold.
to look	The sky <u>looked</u> grey and overcast.
to seem	His reasoning <u>seems</u> logical.
to smell	The soup <u>smelled</u> good.
to sound	The story <u>sounds</u> interesting.
to taste	The carrots <u>tasted</u> sweet.
to turn	The leaves <u>turned</u> scarlet.

In the above examples, the linking verbs link noun subjects with predicate adjectives.

When a verb is used as a linking verb, it is intransitive, since it does not take an object. It should be noted that many of the verbs listed above can also be used transitively.
e.g. The child felt the blankets.

We smelled the soup.

In these examples, the verbs **to feel** and **to smell** are used transitively, taking the objects **blankets** and **soup** respectively.

See [Exercise 14](#).

4. Interpolated adjectives

As well as being used as attributive or predicate adjectives, general descriptive adjectives and adjectives indicating color can also be placed elsewhere in a sentence. When used in this way, adjectives can be said to be **interpolated** into a sentence. In the following sentences, the interpolated adjectives are underlined.

e.g. The child, happy and excited, ran along the beach.

Startled, the small yellow bird stopped singing.

Tense, expectant and alert, we waited to see what would happen.

Since the use of interpolated adjectives is somewhat uncommon, the use of interpolation can serve to emphasize the adjectives. Interpolated adjectives are most often placed immediately after a noun, as shown in the first example; or before a noun or pronoun at the beginning of a sentence, as shown in the second and third examples.

As illustrated above, a noun can be modified simultaneously by both interpolated and attributive adjectives. For instance, in the second example, the noun **bird** is modified by both the interpolated adjective **startled** and the attributive adjectives **the small yellow**.

Care must be taken in the positioning of interpolated adjectives, since the reader or listener will usually assume that the adjectives modify the nearest noun or pronoun.

As can be seen from the examples, the punctuation of interpolated adjectives is similar to that of predicate adjectives. When more than one adjective is used, the last two adjectives are separated from one another by the word **and**, and previous adjectives are separated from one another by commas.

However, unlike predicate adjectives, interpolated adjectives must also be separated from the rest of the sentence by commas. For instance, in the first example above, the interpolated adjectives **happy and excited** are separated from the rest of the sentence by a comma before the word **happy**, and a comma following the word **excited**. Likewise, in the second example, the interpolated adjective **startled** is separated from the rest of the sentence by a comma; and in the third example, the interpolated adjectives **tense, expectant and alert** are separated from the rest of the sentence by a comma following the word **alert**.

Interpolated adjectives are used more often in written English than in spoken English.

See [Exercise 15](#).

5. Adjectival phrases and clauses

Nouns and pronouns can be modified not only by adjectives, but also by adjectival phrases and clauses. In the following examples, the adjectival phrases and clauses are underlined.

e.g. The table near the door is made of oak.
The one on the desk is mine.
The chair, which was placed in front of the window, was an heirloom.
Those who decide to come will not be disappointed.

In the first example, the noun **table** is modified by the adjectival phrase **near the door**. In the second example, the pronoun **one** is modified by the adjectival phrase **on the desk**. In the third example, the noun **chair** is modified by the adjectival clause **which was placed in front of the window**. In the fourth example, the pronoun **those** is modified by the adjectival clause **who decide to come**.

It should be noted that phrases do not contain verbs, whereas clauses do contain verbs. Phrases and clauses will be discussed further in the chapters dealing with prepositions and conjunctions. As illustrated in the preceding examples, an adjectival phrase or clause usually immediately follows the noun or pronoun being modified.

6. Participles used as adjectives

As has already been mentioned, present and past participles of verbs can be used as adjectives.

a. Present participles

Present participles used as adjectives refer to actions being performed **by** the things being described. In the following examples the present participles used as adjectives are underlined.

e.g. the falling star
the barking dog

The first example indicates that the star is performing the action of falling. The second example indicates that the dog is performing the action of barking.

b. Past participles

Past participles used as adjectives refer to actions which have been performed **on** the things being described. In the following examples, the past participles used as adjectives are underlined.

e.g. the scattered leaves
the broken drum

The first example indicates that something has scattered the leaves. The second example indicates that something has broken the drum.

See [Exercise 16](#).

c. Dangling participles

As well as being used as attributive and predicate adjectives, past and present participles can also be used at the beginning of adjectival phrases interpolated into a sentence. In the following sentences, the interpolated adjectival phrases are underlined. As illustrated by the examples, an interpolated phrase must be separated from the rest of the sentence by a comma.

e.g. Feeling hungry, the child ate an apple.

Disconcerted by the news, we headed for the nearest farmhouse.

In the first example, the present participle **feeling** begins the adjectival phrase **feeling hungry**, which modifies the noun **child**. In the second example, the past participle **disconcerted** begins the adjectival phrase **disconcerted by the news**, which modifies the pronoun **we**.

Since the listener or reader tends to assume that an interpolated adjectival phrase is meant to modify the nearest noun or pronoun, care must be taken to make sure that such a phrase is positioned close to the noun or pronoun to be modified. A participle that begins an interpolated phrase that is not sufficiently close to the noun or pronoun to be modified is usually referred to as a **dangling** participle. Dangling participles can result in ambiguity, or in sentences which do not make sense.

In the following sentences, the phrases beginning with dangling participles are underlined.

e.g. The photographer focused the camera, holding his breath.
Running across the road, his hat blew off.

In the first example, the noun to be modified is **photographer**. However, the phrase **holding his breath** is separated from the noun to be modified by the noun **camera**. Thus, the phrase **holding his breath** seems to modify the noun **camera**. In the second example, the noun or pronoun to be modified is missing from the sentence, and the phrase **running across the road** seems to modify the noun **hat**.

These examples illustrate two basic types of dangling participle. In one type, the participle begins an adjectival phrase which is separated from the noun or pronoun to be modified by another noun or pronoun. In the other type, the participle begins an adjectival phrase that is meant to modify a noun or pronoun which in fact is not present in the sentence.

When an adjectival phrase is separated from the noun or pronoun to be modified by another noun or pronoun, the sentence can be corrected by positioning the adjectival phrase next to the noun or pronoun to be modified. This can often be accomplished by moving the phrase from one end of the sentence to the other.

For instance, in the sentences below, the nouns to be modified and the phrases containing dangling participles are underlined.

e.g. The photographer focused the camera, holding his breath.
Working as quickly as possible, our car was repaired by a mechanic.
Lost for over thirty years, she was overjoyed to find the diaries.

In these examples, **holding his breath** seems to modify the noun **camera**, **working as quickly as possible** seems to modify the noun **car**, and **lost for over thirty years** seems to modify the pronoun **she**.

These sentences can be corrected as follows.

e.g. Holding his breath, the photographer focused the camera.
Our car was repaired by a mechanic, working as quickly as possible.
She was overjoyed to find the diaries, lost for over thirty years.

In the corrected sentences, the adjectival phrases are correctly positioned near the

nouns to be modified.

See [Exercise 17](#).

When an adjectival phrase is meant to modify a noun or pronoun which in fact is not present in the sentence, the sentence can be corrected by rewriting either the adjectival phrase or the rest of the sentence, so that the missing noun or pronoun is supplied. For instance, in the sentences below, the phrases containing dangling participles are underlined.

e.g. Running across the road, his hat blew off.

Sitting lost in thought, the book slipped from her hand.

Determined not to be late, our watches were set ten minutes fast.

These sentences can be corrected as follows. In the corrected sentences, the noun or pronoun which was missing from the original sentence is underlined. Two corrected versions are given for each of the preceding sentences.

e.g. As he ran across the road, his hat blew off.

Running across the road, he lost his hat.

As she sat lost in thought, the book slipped from her hand.

Sitting lost in thought, she let the book slip from her hand.

Because we were determined not to be late, our watches were set ten minutes fast.

Determined not to be late, we set our watches ten minutes fast.

In the first corrected version of each of the preceding sentences, the adjectival phrase has been changed to an adjectival clause containing the pronoun which was missing from the original sentence. Thus, the interpolated phrase **running across the road** has been changed to the subordinate clause **as he ran across the road**, the interpolated phrase **sitting lost in thought** has been changed to the subordinate clause **as she sat lost in thought**, and the interpolated phrase **determined not to be late** has been changed to the subordinate clause **because we were determined not to be late**.

In the second corrected version of each of the sentences, the main clause of the sentence has been rewritten so that the pronoun which was missing from the original sentence is positioned next to the adjectival phrase which is meant to modify the pronoun. Thus, whereas in the incorrect sentences, the underlined adjectival phrases seem to modify the adjacent nouns **hat**, **book** and **watches**; in the corrected sentences, the adjectival phrases correctly modify the pronouns **he**, **she** and **we**.

See [Exercise 18](#).

d. Past participles which follow the verb To Be

In English, the verb **to be** followed by a past participle used as a predicate adjective has the same form as a verb in the Passive Voice. This feature of the language can result in ambiguity. For instance, the following examples each have more than one possible meaning.

e.g. The doors will be closed at nine o'clock.

The train was stopped at midnight.

In the first example, **will be closed** could be the Simple Future of the verb **to be**, followed by the predicate adjective **closed**. In this case, the sentence would have the meaning that at nine o'clock, the doors will not be open. On the other hand, **will be closed** could be the Simple Future Passive of the verb **to close**. In this case, the sentence would imply that at nine o'clock, someone will close the doors.

Similarly, in the second example, **was stopped** could be the Simple Past of the verb **to be**, followed by the predicate adjective **stopped**. In this case, the sentence would indicate that at midnight, the train was not moving. On the other hand, **was stopped** could be the Simple Past Passive of the verb **to stop**. In this case, the sentence would imply that at midnight, someone stopped the train.

EXERCISES for Chapter 21

1. Combine each of the following phrases with the adjective given in brackets by changing the adjective to a pronoun, and using the word **of**. For example:

an original recipe (our)
an original recipe of ours

these red scarves (either)
either of these red scarves

the old movies (no)
none of the old movies

1. that new bicycle (my)
2. the students (each)
3. those leather briefcases (neither)
4. these two books (your)
5. her latest inventions (some)
6. that second-hand typewriter (his)
7. their unusual experiences (another)
8. these rubber boots (no)
9. that velvet dress (her)
10. those black shoes (any)

Answers

2. Place the adjectives given in brackets before the accompanying nouns, arranging the adjectives in the correct order. For example:

cats (two, my)
my two cats

apples (these, three)
these three apples

people (other, four)
four other people

chairs (more, seven)
seven more chairs

1. maps (our, ten)
2. cows (twenty-five, all)
3. book (one, that)
4. socks (other, six)
5. lamps (those, twenty)
6. icicles (two, the)
7. manuscripts (her, three)
8. folders (twelve, these)
9. mistakes (other, seven)
10. pencils (more, two)
11. questions (another, five)
12. children (three, which)

Answers

3. Place the adjectives given in brackets before the accompanying nouns, arranging the adjectives in the correct order. For example:

bags (heavy, three)
three heavy bags

windows (two, large, the)
the two large windows

1. envelopes (large, four, her)
2. tables (small, both, the)
3. birds (tiny, those, three)
4. brothers (tall, two, her)
5. quilts (six, thick, all)
6. coats (heavy, his, two)
7. rooms (these, four, huge)
8. pumpkins (ten, his, medium-sized)

Answers

4. Place the adjectives given in brackets before the accompanying nouns, arranging the adjectives in the correct order. Make sure that the general descriptive adjectives are separated from one another by commas. For example:

mirror (small, octagonal, the, highly-polished)
the small, highly-polished, octagonal mirror

horses (frisky, their, young, three)
their three frisky, young horses

1. jacket (light, your, short-sleeved)
2. lenses (curved, small, three)
3. puppy (four-week-old, our, damp, warm)
4. discoveries (two, unexpected)
5. carpet (heavy, a, round, thick)
6. climate (humid, hot, the)
7. blankets (dry, warm)
8. table (low, oval, their)

Answers

5. Place the adjectives given in brackets before the accompanying nouns, arranging the adjectives in the correct order. For example:

cloth (cotton, purple)
purple cotton cloth

vases (Chinese, blue)
blue Chinese vases

1. tents (canvas, green)
2. houses (Victorian, crimson)
3. curtains (white, lace)
4. cheese (Swiss, yellow)
5. ladders (wooden, brown)
6. blinds (pink, Venetian)
7. hats (felt, black)
8. cabinets (Renaissance, red)

Answers

6. Place the adjectives given in brackets before the accompanying nouns, arranging the adjectives in the correct order. Make sure that the general descriptive adjectives are separated from one another by commas. For example:

skirt (beautiful, black, new, velvet, a)
a beautiful, new black velvet skirt

fossils (Devonian, three, white, small)
three small white Devonian fossils

box (brass, her, square, heavy)
her heavy, square brass box

1. belt (green, beautiful, leather, a)
2. hood (dry, his, warm)
3. actors (old, two, Shakespearian, famous)
4. beads (glass, round, blue, tiny)
5. baby (lively, her, six-month-old)
6. dress (satin, a, white, long)
7. steps (narrow, cement, ten)
8. basement (cool, damp, the)
9. wolfhounds (Russian, two, grey, huge)
10. carvings (delicate, sandalwood, three)

Answers

7. Rewrite the following phrases, changing the underlined words to defining adjectives. For example:

black boots used for hiking
black hiking boots

a plastic cup used for holding eggs

a plastic egg cup

a green carton used for storing milk

a green milk carton

1. a new beater used for beating eggs
2. a wooden ladle used for serving soup
3. a large tin used for storing cookies
4. an old brush used for scrubbing
5. a glass plate used for baking pies
6. a light shovel used for shoveling snow
7. a metal rack used for storing hats
8. leather shoes used for jogging
9. a small house used for storing boats
10. a wicker basket used for holding bread

Answers

8. Paying attention to the usual order of attributive adjectives, place the adjectives given in brackets before the accompanying fixed expressions. Insert commas between the adjectives where appropriate. For example:

cuckoo clock (brown, a, Swiss, small)

a small brown Swiss cuckoo clock

life jackets (foam, thick, orange, three, new)

three thick, new orange foam life jackets

1. watering can (round, a, heavy, metal)
2. salt shaker (white, beautiful, porcelain, her)
3. computer games (Nintendo, new, two, exciting)
4. rose bush (prickly, small, two-year-old, this)
5. table cloths (cotton, these, pink)
6. willow branches (green, trailing, long)
7. fire engines (medium-sized, red, two)
8. coffee cup (his, yellow, heavy)
9. flower beds (heart-shaped, five, beautifully-designed)
10. front door (imposing, the, blue)
11. flower pot (green, big, plastic, that)
12. bath towel (damp, a, white, warm, flannel)
13. city buses (beige, ten, efficient, large)
14. watch dog (one-year-old, fierce, small, their)

Answers

9. Explain how the following expressions differ in meaning:

the last interesting chapter

the interesting last chapter

Answers

10. Underline the attributive adjectives in the following paragraph, and insert commas where necessary.

At one end of the large old rectangular room was a long low sofa covered with an orange cotton cloth. Against the two wooden arms of the sofa rested red velvet cushions with beautiful long dangling silk tassels. Near the sofa was a small intricately-woven Persian carpet with a fascinating design. Two proud elegant peacocks with shimmering turquoise feathers were depicted against a background of short lush grass, clear reflecting pools, and white marble statues in a delightful palace garden.

Answers

11. Paying attention to the types of adjectives which immediately precede the nouns, for each of the following phrases, underline the word or words which receive the most stress in spoken English. For example:

a big black box

a big black box

a yellow straw hat

a yellow straw hat

convenient downtown shopping

convenient downtown shopping

an ordinary Monday morning

an ordinary Monday morning

a towel rack

a towel rack

1. soup bowls
2. a convenient cupboard
3. underwater photography
4. the telephone directory
5. rubber gloves
6. a bread board
7. a sunny day
8. a new kitchen sink
9. long green grass
10. a fine Sunday afternoon
11. a red pencil sharpener
12. the back door
13. a prancing horse
14. an egg beater
15. a gold watch
16. a glass jar
17. a library card
18. the evening star
19. a thick carpet
20. a butter dish

Answers

12. Using the Simple Present of the verb **to be**, rewrite the following phrases as

sentences, changing the attributive adjectives to predicate adjectives, and making any other changes that are required. For example:

the strong wind
The wind is strong.

the thick, warm shirts
The shirts are thick and warm.

the lively, interesting, entertaining festivals
The festivals are lively, interesting and entertaining.

the long, broad, well-managed, intensively-cultivated estate
The estate is long, broad, well-managed and intensively-cultivated.

the three-day-old colts
The colts are three days old.

1. the hot water
2. the large, threatening grey clouds
3. the thin blue book
4. the Spanish recipe
5. the one-year-old park
6. the collapsible umbrellas
7. the large white basins
8. the detailed, colorful, captivating painting
9. the two-year-old child
10. the purple cloth
11. the fast, efficient service
12. the ten-month-old houses
13. the intelligent, hard-working, responsible, reliable student
14. the long, well-written, informative letters

Answers

13. Paying attention to which adjectives are normally used only attributively and which are normally used only predicatively, write phrases or sentences in which the adjectives shown in brackets modify the accompanying nouns. Write a phrase if the adjective can be used only attributively, and write a sentence if the adjective can be used only predicatively. For example:

nonsense (utter)
utter nonsense

the bird (alive)
The bird is alive.

1. the children (asleep)
2. the street (main)
3. our friends (here)
4. their assistant (afraid)
5. the consideration (principal)
6. her brother (alone)

7. the performers (ready)
8. the cliffs (sheer)
9. the house (there)
10. the reason (chief)

Answers

14. Using the Simple Past tense of the verbs shown in brackets, change the following phrases into sentences in which the adjectives are used as predicate adjectives. For example:

the beautiful music (to sound)
The music sounded beautiful.

the delicious stew (to smell)
The stew smelled delicious.

1. the sour lemon (to taste)
2. the rough surface (to feel)
3. the excited child (to grow)
4. the relieved students (to seem)
5. the awkward silence (to become)
6. the sweet roses (to smell)
7. the golden wheat (to turn)
8. the confident singer (to look)

Answers

15. For each of the following sentences, insert commas where appropriate, in order to separate the interpolated adjectives from the rest of the sentence. For example:

The marshes broad and windy stretched as far as the eye could see.

The marshes, broad and windy, stretched as far as the eye could see.

Delighted and encouraged the researchers continued their efforts.

Delighted and encouraged, the researchers continued their efforts.

1. Leaping and dancing the flames lit up the lakeshore.
2. The bells deep and resonant could be heard a mile away.
3. The flowers sweet-smelling and colorful attracted many bees.
4. Sunny and warm the climate was ideal for tourists.
5. The shears heavy and awkward were difficult to use.
6. Beautiful and delicate the flowers could be found only in the high mountains.
7. Twittering and chirping the birds circled overhead.
8. The children silent and attentive watched the magician closely.

Answers

16. For each of the following sentences, fill in the blank with either the present participle or the past participle of the verb shown in brackets. Use a present participle to refer to something being done by the thing being described; and use a past participle to refer to something which has been done to the thing being described. For example:

The evidence is _____. (to convince)

The evidence is convincing.

The _____ treasure was discovered accidentally. (to hide)

The hidden treasure was discovered accidentally.

1. Yesterday she heard _____ news. (to surprise)
2. The _____ tools must be returned by five o'clock. (to rent)
3. The _____ rabbit stayed perfectly still. (to frighten)
4. We had a _____ experience. (to frighten)
5. The play is _____. (to entertain)
6. The _____ picture hung on the wall. (to complete)
7. That is an _____ story. (to interest)
8. The king sat on a _____ chair. (to raise)
9. The situation is _____. (to alarm)
10. An _____ bowl covered the cake. (to invert)
11. The _____ lullaby sent the infant to sleep. (to soothe)
12. A _____ walkway joined the two buildings. (to cover)
13. They laid the _____ clothes on the bed. (to fold)
14. _____ smells floated out of the kitchen. (to entice)
15. He stacked the _____ wood near the fireplace. (to chop)

Answers

17. Each of the following sentences contains an interpolated adjectival phrase which is separated from the noun or pronoun to be modified by another noun or pronoun. For each sentence, underline the word to be modified, and correct the sentence by moving the adjectival phrase so that it is positioned close to the word to be modified. For example:

The bird perched in the tree, folding its wings.

Folding its wings, the bird perched in the tree.

Lighting a cigarette, the door was opened by a young woman.

The door was opened by a young woman, lighting a cigarette.

He searched for his keys, tired from the journey.

Tired from the journey, he searched for his keys.

1. Wanting to entertain us, the story was told to us by a nurse.
2. She decided to apply for the position, attracted by the advertisement.
3. Driving a brightly colored van, the parcel was delivered by a courier.
4. He looked through the book, glancing from time to time at his watch.
5. Wilted from the sun, we replaced the flowers.
6. The fire delighted the children, crackling and throwing off sparks.
7. Our friend made us a cake, wishing to do us a favor.
8. Anticipating an entertaining evening, the arena was soon filled with eager spectators.

Answers

18. This exercise contains sentences in which the noun or pronoun to be modified by the interpolated adjectival phrase is missing. Below each sentence is a rewritten, partially corrected version of the sentence. Study the corrections which have already been made, and complete the sentences with personal pronouns which make sense in the sentences. For example:

Incorrect: Following in his footsteps, our destination was soon reached.

Corrected: Following in his footsteps, we soon reached our destination.

Following in his footsteps, we soon reached our destination.

Incorrect: Finding no one at home, his plans had to be changed.

Corrected: Finding no one at home, he had to change his plans.

Finding no one at home, he had to change his plans.

1. Incorrect: Anxiously waiting for her guests to appear, the hands of the clock seemed to stand still.

Corrected: As she anxiously waited for her guests to appear, the hands of the clock seemed to stand still.

2. Incorrect: Wanting to make a good impression, his hair was carefully combed.

Corrected: Wanting to make a good impression, he carefully combed his hair.

3. Incorrect: Knowing what we did, the message was easy to interpret.

Corrected: Knowing what we did, we easily interpreted the message.

4. Incorrect: Quickly opening her presents, wrapping paper was scattered all over the floor.

Corrected: Quickly opening her presents, she scattered wrapping paper all over the floor.

5. Incorrect: Attempting to dry the dishes, one of the plates slipped out of his hand.

Corrected: As he attempted to dry the dishes, one of the plates slipped out of his hand.

6. Incorrect: Having been elected president, her plans could now be carried out.

Corrected: Having been elected president, she could now carry out her plans.

7. Incorrect: Wondering what had happened, our questions remained unanswered.

Corrected: Although we wondered what had happened, our questions remained unanswered.

8. Incorrect: Entering the room, all eyes were turned in her direction.

Corrected: As she entered the room, all eyes were turned in her direction.

9. Incorrect: Rearranging her papers, her notes fell onto the floor.

Corrected: As she rearranged her papers, her notes fell onto the floor.

10. Incorrect: Pretending not to mind, their disappointment was obvious.

Corrected: Although they pretended not to mind, their disappointment was obvious.

[Answers](#)

19. Explain the two possible meanings of each of the following sentences.

The flag was lowered at noon.

The work was finished yesterday evening.

ANSWERS TO THE EXERCISES for Chapter 21

Answers to Exercise 1:

1. that new bicycle of mine 2. each of the students 3. neither of those leather briefcases 4. these two books of yours 5. some of her latest inventions 6. that second-hand typewriter of his 7. another of their unusual experiences 8. none of these rubber boots 9. that velvet dress of hers 10. any of those black shoes

Answers to Exercise 2:

1. our ten maps 2. all twenty-five cows 3. that one book 4. six other socks 5. those twenty lamps 6. the two icicles 7. her three manuscripts 8. these twelve folders 9. seven other mistakes 10. two more pencils 11. another five questions 12. which three children

Answers to Exercise 3:

1. her four large envelopes 2. both the small tables 3. those three tiny birds 4. her two tall brothers 5. all six thick quilts 6. his two heavy coats 7. these four huge rooms 8. his ten medium-sized pumpkins

Answers to Exercise 4:

1. your light, short-sleeved jacket 2. three small, curved lenses 3. our warm, damp, four-week-old puppy 4. two unexpected discoveries 5. a thick, heavy, round carpet 6. the hot, humid climate 7. warm, dry blankets 8. their low, oval table

Answers to Exercise 5:

1. green canvas tents 2. crimson Victorian houses 3. white lace curtains 4. yellow Swiss cheese 5. brown wooden ladders 6. pink Venetian blinds 7. black felt hats 8. red Renaissance cabinets

Answers to Exercise 6:

1. a beautiful green leather belt 2. his warm, dry hood 3. two famous, old Shakespearian actors 4. tin, round blue glass beads 5. her lively, six-month-old baby 6. a long white satin dress 7. ten narrow cement steps 8. the cool, damp basement 9. two huge grey Russian wolfhounds 10. three delicate sandalwood carvings

Answers to Exercise 7:

1. a new egg beater 2. a wooden soup ladle 3. a large cookie tin 4. an old scrubbing brush 5. a glass pie plate 6. a light snow shovel 7. a metal hat rack 8. leather jogging shoes 9. a small boat house 10. a wicker bread basket

Answers to Exercise 8:

1. a heavy, round metal watering can 2. her beautiful white porcelain salt shaker 3. two exciting, new Nintendo computer games 4. this small, prickly, two-year-old rose bush 5. these pink cotton table cloths 6. long, trailing green willow branches 7. two medium-sized red fire engines 8. his heavy yellow coffee cup 9. five beautifully-designed, heart-shaped flower beds 10. the broad, imposing blue front door 11. that big green plastic

flower pot 12. a warm, damp white flannel bath towel 13. ten large, efficient beige city buses 14. their small, fierce, one-year-old watch dog

Answers to **Exercise 9**:

"The last interesting chapter" means that this chapter is interesting, but none of the following chapters are interesting.

"The interesting last chapter" means that this is the last chapter, and it is interesting.

Answers to **Exercise 10**:

At one end of the large, old, rectangular room was a long, low sofa covered with an orange cotton cloth. Against the two wooden arms of the sofa rested red velvet cushions with beautiful, long, dangling silk tassels. Near the sofa was a small, intricately-woven Persian carpet with a fascinating design. Two proud, elegant peacocks with shimmering turquoise feathers were depicted against a background of short, lush grass; clear, reflecting pools and white marble statues in a delightful palace garden.

Answers to **Exercise 11**:

1. soup bowls 2. a convenient cupboard 3. underwater photography 4. the telephone directory 5. rubber gloves 6. a bread board 7. a sunny day 8. a new kitchen sink 9. long green grass 10. a fine Sunday afternoon 11. a red pencil sharpener 12. the back door 13. a prancing horse 14. an egg beater 15. a gold watch 16. a glass jar 17. a library card 18. the evening star 19. a thick carpet 20. a butter dish

Answers to **Exercise 12**:

1. The water is hot. 2. The clouds are large, threatening and grey. 3. The book is thin and blue. 4. The recipe is Spanish. 5. The park is one year old. 6. The umbrellas are collapsible. 7. The basins are large and white. 8. The painting is detailed, colorful and captivating. 9. The child is two years old. 10. The cloth is purple. 11. The service is fast and efficient. 12. The houses are ten months old. 13. The student is intelligent, hard-working, responsible and reliable. 14. The letters are long, well-written and informative.

Answers to **Exercise 13**:

1. The children are asleep. 2. the main street 3. Our friends are here. 4. Their assistant is afraid. 5. the principal consideration 6. Her brother is alone. 7. The performers are ready. 8. the sheer cliffs 9. The house is there. 10. the chief reason

Answers to **Exercise 14**:

1. The lemon tasted sour. 2. The surface felt rough. 3. The child grew excited. 4. The students seemed relieved. 5. The silence became awkward. 6. The roses smelled sweet. 7. The wheat turned golden. 8. The singer looked confident.

Answers to **Exercise 15**:

1. Leaping and dancing, the flames lit up the lakeshore. 2. The bells, deep and resonant, could be heard a mile away. 3. The flowers, sweet-smelling and colorful, attracted many bees. 4. Sunny and warm, the climate was ideal for tourists. 5. The shears, heavy and awkward, were difficult to use. 6. Beautiful and delicate, the flowers could be found only in the high mountains. 7. Twittering and chirping, the birds circled overhead. 8. The children, silent and attentive, watched the magician closely.

Answers to **Exercise 16**:

1. surprising 2. rented 3. frightened 4. frightening 5. entertaining 6. completed 7. interesting 8. raised 9. alarming 10. inverted 11. soothing 12. covered 13. folded 14. Enticing 15. chopped

Answers to **Exercise 17**:

1. The story was told to us by a nurse, wanting to entertain us. 2. Attracted by the advertisement, she decided to apply for the position. 3. The parcel was delivered by a courier driving a brightly colored van. 4. Glancing from time to time at his watch, he looked through the book. 5. We replaced the flowers, wilted from the sun. 6. Crackling and throwing off sparks, the fire delighted the children. 7. Wishing to do us a favor, our friend made us a cake. 8. The arena was soon filled with eager spectators, anticipating an entertaining evening.

Answers to **Exercise 18**:

1. she 2. he 3. we 4. she 5. he 6. she 7. we 8. she 9. she 10. they

Answers to **Exercise 19**:

"The flag was lowered at noon" can mean: 1) At noon, the flag was already down, or 2) At noon, someone lowered the flag.

"The work was finished yesterday evening" can mean: 1) Yesterday evening, the work was already complete, or 2) Yesterday evening, someone finished the work.

CHAPTER 22. ADJECTIVES USED IN COMPARISONS: PART 1

As well as being used to describe persons and things, adjectives which refer to qualities can also be used to compare two or more different persons or things. For instance, in the following sentences, the adjectives used in comparisons are underlined.

e.g. He is as tall as his brother.

She is older than her sister.

They are the youngest students in the class.

1. Positive forms of adjectives preceded and followed by As

The unaltered form of an adjective is often referred to as the **positive** form of the adjective. In the preceding chapter, only the positive form of adjectives was used.

The positive forms of adjectives referring to qualities can be used in making certain types of comparisons. For example, in the following sentences, the positive forms of the adjectives **proud** and **intelligent** are combined with the word **as** in order to make comparisons.

e.g. She is as proud as a peacock.

They are as intelligent as I am.

When used in making comparisons, the positive form of an adjective is usually employed

as a predicate adjective, preceded and followed by the word **as**. This construction is summarized below, followed by examples.

noun, pronoun or other expression representing 1st thing being compared	+	to be or other linking verb	+	as	+	positive form of adjective	+	as	+	noun, pronoun or other expression representing 2nd thing being compared
Swans		are		as		white		as		snow.
Tom		is		as		tall		as		his father.

This type of construction can be used to indicate that the things being compared are equal in some respect. For instance, the first example indicates that swans and snow are equally white. The second example indicates that Tom and his father are equally tall.

The sentence **She is as proud as a peacock** gives an example of a traditional English saying which compares a person having a certain quality to an animal which is noted for possessing that quality. In the following sentences, the traditional expressions are underlined.

e.g. He is as clever as a monkey.

She is as wise as an owl.

My sister looks as pretty as a princess.

The use of this construction with **as** to compare two different types of thing, such as a person and an animal, results in a type of comparison referred to as a **simile**.

See [Exercise 1](#).

The meaning of an expression using **as**, followed by an adjective, followed by **as** can be qualified by adverbs such as **not**, **almost**, **twice**, **three times**, **half**, **one-third** and so on. The adverbs in the following sentences are underlined.

e.g. He is not as hard-working as his brother.

She is almost as tall as he is.

Her sister is twice as old as I am.

A millimeter is one-tenth as long as a centimeter.

As shown below, in such a construction, the adverb is placed before the first occurrence of the word **as**.

noun, pronoun or other expression representing 1st thing being compared	+	to be or other linking verb	+	<u>adverb</u>	+	as	+	positive form of adjective	+	as	+	noun, pronoun or other expression representing 2nd thing being compared
He		is		<u>nearly</u>		as		clever		as		his uncle.
The trees		are		<u>not</u>		as		tall		as		the house.

See [Exercise 2](#).

a. The positive form combined with a noun

The construction **as**, followed by an adjective, followed by **as** can also be combined with a noun, as shown in the following examples.

e.g. Gail is as strong a swimmer as Beth.

Mabel is as clever an administrator as Robin.

The girls are as good students as the boys.

In the first example, Gail is being compared as a swimmer to Beth. In the second example, Mabel is being compared as an administrator to Robin. In the third example, the girls are being compared as students to the boys.

As illustrated in these examples, if the noun following the adjective is a singular countable noun, it must be separated from the adjective by the indefinite article **a** or **an**. The position of **a** or **an** is indicated in the summary below.

	as	+	positive form of adjective	+	a or an	+	noun	+	as	
He is	as		fine		a		man		as	his father.
She is	as		good		an		instructor		as	her colleague.

In the case of plural nouns, no article is required.

e.g. The boys are as reliable workers as one can find.

They are as powerful athletes as their competitors.

See [Exercise 3](#).

b. The use of ellipsis

The construction **as** followed by an adjective, followed by **as**, can also be combined with longer phrases and clauses, as illustrated in the following examples.

e.g. New York is as distant from San Francisco as Boston is from London.

Music is as important to Cora as literature is to her brother.

In the first example, the distance of New York from San Francisco is being compared to the distance of Boston from London. In the second example, the importance of music to Cora is being compared to the importance of literature to her brother.

The preceding examples illustrate the use of ellipsis. The sentences could also be written as follows. The words which would usually be omitted are enclosed in square brackets.

e.g. New York is as distant from San Francisco as Boston is [distant] from London.

Music is as important to Cora as literature is [important] to her brother.

In such sentences, the adjective in the second part of the sentence is usually omitted, in order to make the sentence less awkward.

Ellipsis is also commonly used following a noun representing the second thing being compared. For instance, in the following sentences, the final verbs are omitted.

e.g. He is as tall as his brother.
I am as good a swimmer as her sisters.

These sentences could also be written:

e.g. He is as tall as his brother is.
I am as good a swimmer as her sisters are.

In informal English, the final verb is usually not omitted following a personal pronoun representing the second thing being compared.

e.g. I am as tall as he is.
She is as good a swimmer as I am.

However, in formal English, the final verb following a personal pronoun representing the second thing being compared is sometimes omitted.

e.g. I am as tall as he.
She is as good a swimmer as I.

c. The use of the subjective case

As shown above, when a personal pronoun is used in a comparison to represent the second thing being compared, the subjective case of the pronoun should be used. The reason for this is that the pronoun is the subject of a verb, even when the verb is omitted by means of ellipsis.

In informal English, the objective case of such personal pronouns is sometimes used.

e.g. I am as tall as him.
She is as good a swimmer as me.

However, this use of the objective case is considered to be grammatically incorrect.

See [Exercise 4](#).

2. Comparative and superlative forms of adjectives which use endings

As pointed out in the discussion on the [possessive forms](#) of nouns, some elements of English grammar are derived from Teutonic languages, such as German, while other elements are derived from Romance languages, particularly French.

Many English adjectives follow the model of French adjectives. These adjectives are combined with adverbs in order to express different types of comparison. In the following examples, the adjectives **careful** and **excitable** are combined with the adverbs **more** and **most**.

e.g. She is more careful than I am.
He is the most excitable boy in the class.

However, in general, the shortest and most commonly used English adjectives follow the model of languages such as German. These adjectives use endings in order to express different types of comparison.

e.g. She is taller than I am.
He is the oldest boy in the class.

The adjectives which use endings in order to express different types of comparison include most one-syllable adjectives, and two-syllable adjectives ending in **y**. For example:

brave
tall
easy
happy

In the above examples, **brave** and **tall** are one-syllable adjectives, while **easy** and **happy** are two-syllable adjectives ending in **y**.

A few other two-syllable adjectives are also sometimes used with endings. For example:

able
simple
clever
quiet
narrow
shallow

It should be noted that one-syllable past participles used as adjectives are usually not used with endings.

a. Comparative forms of adjectives which use endings

The comparative form of an adjective is most often used to compare things which differ in some respect. In the following examples, the comparative forms of adjectives are underlined.

e.g. Louis is younger than Mark.

You are a better actor than he is.

The comparative form of adjectives which use endings is formed with the ending **er**. As illustrated below, the spelling rules which apply when adding the ending **er** to an adjective are the same as those which apply when adding the ending **ed** to a verb.

i. Spelling Rules

In most cases, the ending **er** is simply added to the positive form of the adjective. For example:

<u>Positive Form</u>	<u>Comparative Form</u>
fast	faster
strong	stronger
tall	taller
young	younger

However, when an adjective ends in a silent **e**, the silent **e** is dropped before the ending **er** is added. For example:

<u>Positive Form</u>	<u>Comparative Form</u>
brave	braver
close	closer

late

later

When an adjective ends in **y** preceded by a consonant, the **y** is changed to **i** before the ending **er** is added. For example:

Positive Form

dry
early
easy

Comparative Form

drier
earlier
easier

When an adjective ends in a single consonant other than **w**, **x** or **y**, following a single stressed vowel, the final consonant is doubled before the ending **er** is added. For example:

Positive Form

big
hot
sad

Comparative Form

bigger
hotter
sadder

When an adjective ends in **w**, **x** or **y**, following a single stressed vowel, the final consonant is not doubled before the ending **er** is added. For example:

Positive Form

slow
lax
grey

Comparative Form

slower
laxer
greyer

It should be kept in mind that when an adjective ends in a single consonant following two vowels, the final consonant is not doubled before the ending **er** is added. For example:

Positive Form

loud
neat
soon

Comparative Form

louder
neater
sooner

See [Exercise 5](#).

ii. Irregular adjectives

A few of the adjectives which are used with endings have irregular comparative forms. The comparative forms of the irregular English adjectives are as follows.

Positive Form

bad
far
good
little
many
much

Comparative Form

worse
farther or further
better
less
more
more

As shown above, the adjective **far** has two comparative forms. The distinction is sometimes made that **farther** is used to refer to physical distances, while **further** is used to refer to figurative distances. For example:

The farther side of the river is more picturesque than this side.

Nothing could have been further from my mind.

It should be noted that the adjectives **many** and **much** both have the same comparative form, **more**.

See [Exercise 6](#).

iii. The comparative form followed by Than

When used in comparisons, the comparative forms of adjectives are usually followed by the word **than**. For instance, the way in which two things differ in some respect can be expressed by using the comparative form of an adjective as a predicate adjective followed by **than**.

e.g. Paul is wiser than Greg.

The tree is taller than the house.

The first sentence indicates that Paul possesses greater wisdom than Greg. The second sentence indicates that the tree possesses greater height than the house.

This type of construction is summarized below, followed by examples.

noun, pronoun or other expression representing 1st thing being compared	+	to be or other linking verb	+	comparative form of adjective	+	than	+	noun, pronoun or other expression representing 2nd thing being compared
Jill		is		shorter		than		Maureen.
Ice		feels		colder		than		snow.
Driving a car		is		easier		than		riding a horse.

See [Exercise 7](#).

iv. The comparative form followed by a noun, followed by Than

The comparative form of an adjective followed by **than** can also be combined with a noun.

e.g. She is a better cook than her sister.

He has wiser ideas than they do.

It should be noted that in this type of construction, when a singular countable noun is used after the adjective, the comparative form of the adjective follows the indefinite article **a** or **an**. This position of **a** or **an** is indicated in the summary below.

verb	+	a or an	+	comparative form of adjective	+	noun	+	than
------	---	------------	---	-------------------------------------	---	------	---	------

Kate	is	a	braver	person	than	you are.
Steel	is	a	stronger	material	than	iron.
He	has	a	busier	schedule	than	I do.

It should be noted that this position of **a** or **an** is in contrast to the word order found in the construction with **as**. For instance, in the following examples, the adjectives are underlined and the indefinite article **a** is printed in bold type.

e.g. Kate is **as** brave a person **as** Robin.

Kate is **a** braver person than I am.

In the case of nouns which are uncountable or plural, no article is required. In the following examples, the uncountable or plural nouns preceding the word **than** are underlined.

e.g. We produce sweeter honey than they do.

They are better actors than we are.

She has warmer gloves than her friend does.

See [Exercise 8](#).

The comparative form of an adjective followed by **than** can also be combined with longer phrases and clauses, as illustrated in the following examples.

e.g. The air is fresher in the mountains **than** in the valleys.

The work seems easier once one becomes familiar with it **than** it does at first.

v. The use of ellipsis

In comparisons using the comparative form of an adjective, the second half of the comparison is often omitted completely, when it is considered obvious what is meant. In each of the following examples, the part of the comparison which might normally be omitted is enclosed in square brackets.

e.g. Things could get worse [than they are now].

I do not want to walk much further [than this].

Would you like more milk [than you already have]?

vi. The use of the subjective case

In comparisons using **than**, personal pronouns following **than** should be in the subjective case.

e.g. I am taller than he is.

She is a better student than I am.

In formal English, the final verb of such sentences is sometimes omitted.

e.g. I am taller than he.

She is a better student than I.

In informal English, the objective case of a personal pronoun is often used after **than**.

e.g. I am taller than him.

She is a better student than me.

However, this use of the objective case is considered to be grammatically incorrect.

See [Exercise 9](#).

vii. Progressive comparisons

As well as being used in combination with **than** to compare objects which differ in some respect, the comparative form of an adjective can also be used to describe a characteristic which is becoming progressively more pronounced.

e.g. The waves are growing rougher and rougher.

The sounds became fainter and fainter.

The first example indicates that the waves are growing progressively rougher than they were before. The second example indicates that the sounds became progressively fainter than they were before. The meaning expressed in these two examples can also be expressed as follows.

e.g. The waves are growing increasingly rough.

The sounds became increasingly faint.

In this type of construction, the comparative form of an adjective is used as a predicate adjective, and is repeated. The two occurrences of the adjective are connected by the word **and**. This construction is summarized below, followed by examples.

noun, pronoun or other expression representing thing being described	+	linking verb, such as to grow or to become	+	comparative form of adjective	+	and	+	comparative form of adjective
The noise		is becoming		louder		and		louder.
The lights		grew		brighter		and		brighter.

In informal English, the verb **to get** is often used in this type of construction.

e.g. The noise is getting louder and louder.

The lights got brighter and brighter.

See [Exercise 10](#).

b. Superlative forms of adjectives which use endings

The superlative form of an adjective is used to describe something which possesses a characteristic in the greatest degree. In the following examples, the superlative forms of the adjectives are underlined.

e.g. Louis is the youngest boy in our class.

She is the best actress I have ever seen.

i. Spelling rules

The superlative form of adjectives which use endings is formed with the ending **est**. As illustrated in the following table, the spelling rules for adding the ending **est** to the positive form of an adjective are the same as those which apply when adding the ending **er**.

Illustration of Spelling Rules for Adjectives which use Endings

<u>Final Letter(s) of Positive Form of Adjective</u>	<u>Positive Form</u>	<u>Comparative Form</u>	<u>Superlative Form</u>
--	----------------------	-------------------------	-------------------------

two consonants (other than y)	fast	faster	fastest
y preceded by a consonant	dry	drier	driest
silent e	brave	braver	bravest
one consonant preceded by 2 vowels	loud	louder	loudest
w, x or y preceded by a vowel	new	newer	newest
one consonant (other than w, x or y), preceded by a single stressed vowel	fat	fatter	fattest

See [Exercise 11](#).

ii. Irregular adjectives

As can be seen from the following table, the superlative forms of the English irregular adjectives are closely related to the comparative forms of these adjectives.

English Irregular Adjectives

<u>Positive Form</u>	<u>Comparative Form</u>	<u>Superlative Form</u>
bad	worse	worst
far	farther or further	farthest or furthest
good	better	best
little	less	least
many	more	most
much	more	most

It should be noted that the adjective **far** has two superlative forms, **farthest** and **furthest**, corresponding to the two comparative forms **farther** and **further**; and also that the adjectives **many** and **much** share the same superlative form, **most**, corresponding to the comparative form **more**.

See [Exercise 12](#).

iii. The superlative form preceded by The

The superlative forms of adjectives are usually preceded by **the**, and followed by the nouns they modify. For example, in the following sentences, the superlative forms **tallest** and **fastest** are preceded by **the** and followed by the nouns **boy** and **runner**.
e.g. Frank is the tallest boy in the class.

Nancy is the fastest runner on the team.

The first example indicates that no other boy in the class is as tall as Frank. The second example indicates that no one else on the team is as fast a runner as Nancy.

This type of construction is summarized below, followed by examples.

	the	+	superlative form of adjective	+	noun	
This is	the		newest		building	in the city.
They are	the		best		students	I have met.

It should be noted that this use of **the** is consistent with the previously discussed use of **the** to refer to things which are considered unique in some way.

See [Exercises 13](#) and [14](#).

It should also be noted that the superlative forms of adjectives can be preceded by possessive adjectives, instead of by the definite article **the**. In the following examples, the possessive adjectives are underlined.

e.g. My worst suspicions were aroused.

He promised to give it his closest attention.

Jack's best friend is a member of the hockey team.

iv. The use of ellipsis

When the superlative forms of adjectives are employed to make comparisons, ellipsis is commonly used in the second part of the comparisons. The following are examples of the use of ellipsis in this type of comparison.

e.g. She is the best doctor I know.

This is the worst thing that could have happened.

These two sentences could also be written as follows. The words which would usually be omitted are enclosed in square brackets.

e.g. She is the best doctor [of all the doctors that] I know.

This is the worst thing [of all the things] that could have happened.

It should be noted that the noun following the superlative form of an adjective is often omitted, when it is obvious what is meant. This is illustrated in the following examples.

e.g. That star is the brightest.

These cookies are the best.

These sentences could also be written as follows. The nouns which would usually be omitted are enclosed in square brackets.

e.g. That star is the brightest [star].

These cookies are the best [cookies].

v. The comparison of one or more things with a group

When one or more things are compared with a group to which they do not belong, the comparative form of an adjective is normally used.

e.g. Alan is younger than all the other boys in the class.

In this example, Alan is being compared with all the **other** boys in the class. Thus, he is being compared with a group to which he does not belong, and the comparative form **younger** is used.

In general, the presence of the word **other** in the second half of a comparison usually indicates that one or more things are being compared with a group to which they do not belong.

In contrast, when one or more things are compared with members of a group to which they belong, the superlative form of an adjective is normally used.

e.g. Alan is the youngest of all the boys in the class.

In this example, Alan is being compared with members of the group identified as **all the boys** in the class. This is a group to which he belongs. Therefore, the superlative form **youngest** is used.

The following examples provide a further illustration of the difference between the two types of comparison.

e.g. The girls are neater than the boys.

The girls are the best students in the school.

In the first example, the girls are being compared with **the boys**, a group to which they do not belong. Therefore, the comparative form **neater** is used.

In the second example, the girls are being compared with members of a group consisting of all the students in the school, a group to which the girls belong. Therefore, the superlative form **best** is used.

EXERCISES for Chapter 22

1. Make up your own comparisons, using the pronouns **he**, **she** and **I** with the adjectives given below. For example:

brave

She is as brave as a lion.

stubborn

He was as stubborn as a mule.

1. strong
2. beautiful
3. slow
4. frightened
5. busy
6. happy

[Answers](#)

2. The following table gives the ages of five children:

<u>Child's Name</u>	<u>Age (years)</u>
Ruth	18
Angela	12
Tom	6
May	3
Joe	1

Write sentences comparing the ages of the children in each of the pairs indicated below. Use expressions such as **twice**, **three times**, **four times**, **five times**, **one-half**, **one-third** and **one-quarter**. For example:

Ruth and Tom

Ruth is three times as old as Tom.

Angela and Tom
Angela is twice as old as Tom

May and Angela
May is one-quarter as old as Angela.

1. Angela and May
2. Tom and May
3. Tom and Angela
4. Ruth and May
5. Tom and Ruth
6. Tom and Joe
7. May and Tom
8. Angela and Joe
9. Joe and May
10. May and Joe

Answers

3. Rewrite each of the following sentences as a comparison, using the word or words given in brackets as the second part of the comparison. For example:

He has a heavy workload. (Tom)
He has as heavy a workload as Tom.

She was a good actress. (her cousin)
She was as good an actress as her cousin.

They are talented musicians. (their parents)
They are as talented musicians as their parents.

1. She is a skilled carpenter. (her father)
2. Terry is an efficient manager. (Kay)
3. They are wonderful performers. (their predecessors)
4. He won a prestigious prize. (his competitor)
5. The white hens are good layers. (the brown ones)
6. Rupert is an able administrator. (his boss)
7. She is carrying a heavy parcel. (you)
8. He is a brilliant engineer. (we had been told)
9. She found an important clue. (anyone)
10. They are experienced directors. (one could wish)

Answers

4. Complete each of the following sentences by filling in the blank with the subjective case of the personal pronoun indicated in brackets, followed by the form of the Simple Present of the verb **to be** which agrees with the pronoun. For example:

I am as clever as _____. (he, him)
I am as clever as he is.

They are as curious as _____. (us, we)
They are as curious as we are.

1. We are as proud as _____. (they, them)
2. Henrietta is as silly as _____. (your, you)
3. They are as confident as _____. (her, she)
4. Amanda is as surprised as _____. (I, me)
5. I am not as patient as _____. (he, him)
6. Ray is as old as _____. (them, they)
7. Dan is as eager to attend the concert as _____. (we, us)
8. You are as quick-witted as _____. (she, her)
9. She is almost as shy as _____. (him, he)
10. Leonora is just as beautiful as _____. (me, I)

Answers

5. Paying attention to the correct spelling, complete the following sentences by filling in the blanks with the comparative forms of the adjectives shown in brackets. For example:

This room is _____ than that one. (warm)
This room is warmer than that one.

This sand is _____ than that sand. (fine)
This sand is finer than that sand.

My towel is _____ than yours. (dry)
My towel is drier than yours.

The grass is _____ than it was yesterday. (wet)
The grass is wetter than it was yesterday.

There are _____ people here than I expected. (few)
There are fewer people here than I expected.

Her room is _____ than mine. (neat)
Her room is neater than mine.

1. The village is _____ than the city. (pretty)
2. This building is _____ than the one next to it. (big)
3. Your watch is _____ than mine. (slow)
4. Her roses smell _____ than ours. (sweet)
5. The corner store is _____ than the supermarket. (close)
6. The temperature is _____ today than it was yesterday. (high)
7. His cat is _____ than yours. (fat)
8. We arrived _____ than she had expected. (soon)
9. It is _____ on this side of the valley. (sunny)
10. She is _____ than her sister. (young)
11. The afternoon is usually _____ than the morning. (hot)
12. He is _____ than you are. (weak)
13. The table is _____ at this end. (low)
14. This book is _____ than that one. (thin)
15. The bag is _____ than the suitcase. (heavy)

Answers

6. Complete the following sentences by filling in the blanks with the comparative forms of the irregular adjectives given in brackets. For example:

Pam is a _____ student than Roger. (good)

Pam is a better student than Roger.

His cough is _____ than yours. (bad)

His cough is worse than yours.

1. I have _____ eggs than I need. (many)
2. The bread tastes even _____ than the rolls. (good)
3. She does not want to travel _____ than necessary. (far)
4. Alice drinks _____ coffee than Jerry does. (little)
5. We have _____ honey than we need. (much)
6. Things may be _____ than you think. (bad)
7. Business is _____ this year than it was last year. (good)
8. Alan has _____ money than Ben. (little)
9. She has _____ self-confidence than I do. (much)
10. The weather was _____ yesterday than it is today. (bad)

[Answers](#)

7. The following table gives the ages and heights of five children:

<u>Child's Name</u>	<u>Age (years)</u>	<u>Height (centimeters)</u>
Nancy	16	150
Dick	15	160
Lorne	12	140
Sara	8	110
Barbara	7	115

Following the model of the examples, write sentences comparing the age or height of the children in each of the following pairs. For example:

Dick and Lorne (age)

Dick is older than Lorne.

Lorne and Dick. (height)

Lorne is shorter than Dick.

Sara and Dick (age)

Sara is younger than Dick.

Dick and Sara (height)

Dick is taller than Sara.

1. Nancy and Dick (age)
2. Dick and Nancy (height)
3. Nancy and Lorne (age)
4. Lorne and Nancy (height)
5. Sara and Lorne (age)
6. Lorne and Sara (height)

7. Sara and Barbara (age)
8. Sara and Barbara (height)
9. Barbara and Sara (age)
10. Barbara and Sara (height)

Answers

8. Rewrite the following sentences as comparisons, using the comparative form of the adjective, and the word **than**. For each sentence, use the word or words given in brackets as the second part of the comparison. For example:

Tracy is a fast worker. (I am)

Tracy is a faster worker than I am.

He is a kind person. (his brother is)

He is a kinder person than his brother is.

Bob is a good student. (Tom)

Bob is a better student than Tom.

1. She is a fine musician. (her cousin is)
2. He has a strong voice. (he used to have)
3. This chair has short legs. (that one does)
4. We are having a hot summer. (you are)
5. She is a good doctor. (her friend is)
6. He has a big book. (you do)
7. They have new boots. (we do)
8. He took an early train. (I did)
9. She is a bad typist. (her colleague is)
10. We order a sweet dessert. (Susan did)

Answers

9. Complete each of the following sentences by filling in the blank with the subjective case of the personal pronoun indicated in brackets, followed by the form of the Simple Present of the verb **to be** which agrees with the pronoun. For example:

She is luckier than _____. (I, me)

She is luckier than I am.

We are faster than _____. (them, they)

We are faster than they are.

1. She is older than _____. (we, us)
2. They are slower than _____. (him, he)
3. He is fatter than _____. (me, I)
4. You are stronger than _____. (they, them)
5. We are younger than _____. (her, she)
6. I am taller than _____. (he, him)
7. She is shorter than _____. (I, me)
8. He is happier than _____. (them, they)
9. They are no better than _____. (us, we)
10. I am thinner than _____. (she, her)

Answers

10. Rewrite each of the following sentences, using the construction in which the comparative form of the adjective is repeated. For example:

The wind is becoming increasingly strong.

The wind is becoming stronger and stronger.

The bag seemed to grow increasingly heavy.

The bag seemed to grow heavier and heavier.

1. The sky is growing increasingly dark.
2. The grass is becoming increasingly green.
3. Our hands became increasingly dirty.
4. The situation is growing increasingly bad.
5. Their opponents are growing increasingly weak.
6. The mist became increasingly thick.
7. His singing is becoming increasingly good.
8. The trees are growing increasingly tall.
9. The soil is becoming increasingly dry.
10. The time remaining grew increasingly short.

Answers

11. Paying attention to the correct spelling, complete the following sentences by filling in the blanks with the superlative forms of the adjectives shown in brackets. For example:

He is the _____ runner on the team. (fast)

He is the fastest runner on the team.

Have you heard the _____ news? (late)

Have you heard the latest news?

They are the _____ people I know. (lazy)

They are the laziest people I know.

This is the _____ part of the day. (hot)

This is the hottest part of the day.

The black horse was the _____ horse in the race. (slow)

The black horse was the slowest horse in the race.

She is the _____ student in the class. (poor)

She is the poorest student in the class.

1. This is the _____ highway in the country. (wide)
2. That was the _____ sunset I have ever seen. (red)
3. Yesterday was the _____ day of the year. (cold)
4. This is the _____ way to do it. (easy)
5. The kitchen is the _____ room in the house. (clean)
6. This is the _____ model currently available. (new)
7. This is the _____ cake I have ever eaten. (sweet)
8. The third act is the _____ part of the play. (sad)

9. The _____ temperature on record was minus forty degrees. (low)
10. That is probably the _____ thing to do. (wise)
11. This is the _____ route into town. (short)
12. She is the _____ girl I know. (lucky)

Answers

12. Complete the following sentences by filling in the blanks with the superlative forms of the irregular adjectives shown in brackets. For example:

Pam is the _____ student in the class. (good)

Pam is the best student in the class.

That is the _____ essay I have ever read. (bad)

That is the worst essay I have ever read.

1. This is the _____ we have ever traveled in one day. (far)
2. Their farm has produced the _____ tomatoes. (many)
3. Our strawberries have the _____ flavor. (good)
4. He ate the _____ jam. (little)
5. That is the _____ news I have heard yet. (bad)
6. She has the _____ cheese. (much)
7. They have eaten the _____ pancakes. (many)
8. That is the _____ thing that could happen. (bad)
9. We have used the _____ honey. (much)
10. That is the _____ suggestion we have heard yet. (good)
11. This is the _____ stretch of road. (bad)
12. They produced the _____ butter this year. (little)

Answers

13. The following table gives the age, height, and weight of each child in a group of eight children, together with the amount of money possessed by each child. The highest and lowest numbers in each column have been underlined.

<u>Child's Name</u>	<u>Age (years)</u>	<u>Height (cm)</u>	<u>Weight (kg)</u>	<u>Money (dollars)</u>
Denise	<u>12</u>	140	40	90
Ted	11	<u>154</u>	43	70
Ray	10	135	<u>45</u>	25
Bev	9	130	42	<u>100</u>
Carl	8	125	35	<u>10</u>
Amber	7	115	<u>28</u>	30
Victor	6	<u>110</u>	32	20
Sally	<u>5</u>	112	29	15

Following the model of the examples, complete the rest of the sentences, indicating which is the youngest, shortest, heaviest, lightest, richest, and poorest child in the group. For example:

Denise is

Denise is the oldest child in the group.

Ted is

Ted is the tallest child in the group.

1. Ray is
2. Bev is
3. Sally is
4. Victor is
5. Amber is
6. Carl is

Answers

14. Rewrite each of the following sentences, changing the positive form of the adjective to the superlative form, and using the definite article **the**. Use the words given in brackets as the second part of the comparison. For example:

This is a cold room. (in the house)

This is the coldest room in the house.

That is a good example. (he could find)

That is the best example he could find.

1. This is an old house. (on the street)
2. That is a large store. (in the city)
3. This is a cool evening. (we have had this week)
4. He is a kind man. (I know)
5. This is a fine view. (in the area)
6. That is a new building. (in town)
7. This is a dusty road. (I have ever walked along)
8. That was a bad storm. (we have had for ten years)
9. This is a long river. (in the country)
10. That is a funny story. (you have ever told)

Answers

ANSWERS TO THE EXERCISES for Chapter 22

Answers to [Exercise 1](#):

Examples:

1. He is as strong as an ox. 2. She is as beautiful as a butterfly. 3. He is as slow as a tortoise. 4. She is as frightened as a rabbit. 5. I am as busy as a bee. 6. He is as happy as a lark.

Answers to [Exercise 2](#):

1. Angela is four times as old as May. 2. Tom is twice as old as May. 3. Tom is half as old as Angela. 4. Ruth is six times as old as May. 5. Tom is one-third as old as Ruth. 6. Tom is six times as old as Joe. 7. May is half as old as Tom. 8. Angela is twelve times as old as Joe. 9. Joe is one-third as old as May. 10. May is three times as old as Joe.

Answers to [Exercise 3](#):

1. She is as skilled a carpenter as her father. 2. Terry is as efficient a manager as Kay. 3. They are as wonderful performers as their predecessors. 4. He won as prestigious a prize as his competitor. 5. The white hens are as good layers as the brown ones. 6.

Rupert is as able an administrator as his boss. 7. She is carrying as heavy a parcel as you. 8. He is as brilliant an engineer as we had been told. 9. She found as important a clue as anyone. 10. They are as experienced directors as one could wish.

Answers to [Exercise 4](#):

1. they are 2. you are 3. she is 4. I am 5. he is 6. they are 7. we are 8. she is 9. he is 10. I am

Answers to [Exercise 5](#):

1. prettier 2. bigger 3. slower 4. sweeter 5. closer 6. higher 7. fatter 8. sooner 9. sunnier 10. younger 11. hotter 12. weaker 13. lower 14. thinner 15. heavier

Answers to [Exercise 6](#):

1. more 2. better 3. farther 4. less 5. more 6. worse 7. better 8. less 9. more 10. worse

Answers to [Exercise 7](#):

1. Nancy is older than Dick. 2. Dick is taller than Nancy. 3. Nancy is older than Lorne. 4. Lorne is shorter than Nancy. 5. Sara is younger than Lorne. 6. Lorne is taller than Sara. 7. Sara is older than Barbara. 8. Sara is shorter than Barbara. 9. Barbara is younger than Sara. 10. Barbara is taller than Sara.

Answers to [Exercise 8](#):

1. She is a finer musician than her cousin is. 2. He has a stronger voice than he used to have. 3. This chair has shorter legs than that one does. 4. We are having a hotter summer than you are. 5. She is a better doctor than her friend is. 6. He has a bigger book than you do. 7. They have newer boots than we do. 8. He took an earlier train than I did. 9. She is a worse typist than her colleague is.. 10. We ordered a sweeter dessert than Susan did.

Answers to [Exercise 9](#):

1. we are 2. he is 3. I am 4. they are 5. she is 6. he is 7. I am 8. they are 9. we are 10. she is

Answers to [Exercise 10](#):

1. The sky is growing darker and darker. 2. The grass is becoming greener and greener. 3. Our hands became dirtier and dirtier. 4. The situation is growing worse and worse. 5. Their opponents are growing weaker and weaker. 6. The mist became thicker and thicker. 7. His singing is becoming better and better. 8. The trees are growing taller and taller. 9. The soil is becoming drier and drier. 10. The time remaining grew shorter and shorter.

Answers to [Exercise 11](#):

1. widest 2. reddest 3. coldest 4. easiest 5. cleanest 6. newest 7. sweetest 8. saddest 9. lowest 10. wisest 11. shortest 12. luckiest

Answers to [Exercise 12](#):

1. farthest 2. most 3. best 4. least 5. worst 6. most 7. most 8. worst 9. most 10. best 11. worst 12. least

Answers to [Exercise 13](#):

1. Ray is the heaviest child in the group. 2. Bev is the richest child in the group. 3. Sally is the youngest child in the group. 4. Victor is the shortest child in the group. 5. Amber is the lightest child in the group. 6. Carl is the poorest child in the group.

Answers to [Exercise 14](#):

1. This is the oldest house on the street. 2. That is the largest store in the city. 3. This is the coolest evening we have had this week. 4. He is the kindest man I know. 5. This is the finest view in the area. 6. That is the newest building in town. 7. This is the dustiest road I have ever walked along. 8. That was the worst storm we have had for ten years. 9. This is the longest river in the country. 10. That is the funniest story you have ever told.

CHAPTER 23. ADJECTIVES USED IN COMPARISONS: PART 2

1. Comparative and superlative forms of adjectives which do not use endings

Adjectives which follow the model of the French language do not use the endings **er** and **est**. Instead, the adjectives are preceded by the adverbs **more** and **most**.

a. Comparative forms: The use of **More**

The comparative form of an adjective which does not take endings is formed by placing the word **more** before the positive form of the adjective.

e.g. She is more intelligent than her sister.

He is more determined than his brother.

In these examples, the comparative forms of the adjectives **intelligent** and **determined** have been formed by placing the word **more** before the positive forms of the adjectives.

See [Exercise 1](#).

With the exception of two-syllable adjectives ending in **y**, most adjectives of more than one syllable form the comparative with the adverb **more**.

In addition, a few one-syllable adjectives, including one-syllable past participles used as adjectives, form the comparative with the adverb **more**.

e.g. This nail is more bent than that one.

He is more skilled than his brother.

She is more spoiled than her cousin.

The following table summarizes the formation of the comparative forms of English adjectives.

The Comparative forms of English Adjectives

Adjectives which take Endings

Most one-syllable adjectives,
e.g. strong, stronger

Two-syllable adjectives ending
in **y**, e.g. easy, easier,

Adjectives used with **More**

A few one-syllable adjectives,
e.g. bent, more bent

Most adjectives of more than one
syllable, e.g. graceful, more graceful

and a few other two-syllable adjectives, e.g. quiet, quieter

i. The comparative form followed by **Than**

Adjectives which form the comparative with the adverb **more** are used in the same constructions as adjectives which form the comparative with the ending **er**.

The following examples illustrate the use of the two types of comparative form followed by **than**.

e.g. Tom is wiser **than** Ned.

Tom is more intelligent **than** Ned.

Parchment is stronger **than** paper.

Parchment is more durable **than** paper.

See [Exercise 2](#).

The following examples illustrate the use of the two types of comparative form followed by a noun, followed by **than**.

e.g. Kirby is a finer musician **than** Tim.

Kirby is a more confident musician **than** Tim.

Rubber is a tougher material **than** leather.

Rubber is a more waterproof material **than** leather.

She has better tools **than** we do.

She has more expensive tools **than** we do.

See [Exercise 3](#).

ii. Progressive comparisons

Like adjectives which take endings, adjectives which form the comparative with the adverb **more** can be used in progressive comparisons.

In the case of an adjective which takes endings, the comparative form of the adjective is repeated in a progressive comparison. However, in the case of an adjective which forms the comparative with **more**, only the word **more** is repeated. This construction is summarized below, followed by examples.

noun, pronoun or other expression + representing thing being described	linking verb, such as to grow or to become	more	and	more	positive form of adjective
The park	is becoming	more	and	more	beautiful.
The horses	grew	more	and	more	restless.

The following examples illustrate the use of the two types of comparative form in progressive comparisons.

e.g. Tom became angrier and angrier.

Tom became more and more anxious.

The stars grew brighter and brighter.
The stars grew more and more brilliant.

See [Exercise 4](#).

b. The use of Less

Adjectives which form the comparative with the adverb **more** may also be used in a similar way with the adverb **less**. **Less** and **more** have opposite meanings.

i. The construction Less ... Than

The following examples illustrate the use of adjectives preceded by **less** and followed by **than**.

e.g. Arnold is less confident **than** Charles is.

The red bicycle is less expensive **than** the blue one.

The first example indicates that Arnold possesses a smaller degree of confidence than Charles does. The second example indicates that the red bicycle has a lower cost than the blue one.

See [Exercise 5](#).

The following examples illustrate the use of adjectives preceded by **less**, and followed by a noun, followed by **than**.

e.g. He is a less well-known performer **than** his brother is.

They found themselves in a less fortunate situation **than** they had expected.

In these examples, the adjectives **well-known** and **fortunate** are followed by the nouns **performer** and **situation**.

ii. The construction Not As ... As

In informal English, the following construction is often used:

	not as	+	positive form of adjective	+	as	
e.g. He is	not as		reliable		as	his brother.

For adjectives which form the comparative with **more**, either the construction **less ... than** or the construction **not as ... as** may be used. The construction **not as ... as** is somewhat less formal than the construction **less ... than**.

For instance, the two sentences in each of the following pairs have the same meaning.

e.g. Formal: The red bicycle is less expensive **than** the blue one.

Informal: The red bicycle is **not as** expensive **as** the blue one.

Formal: Arnold is less confident **than** Charles is.

Informal: Arnold is **not as** confident **as** Charles is.

For adjectives which form the comparative with the ending **er**, either the construction **not as ... as**, or the comparative form of an adjective of opposite meaning may be used.

For instance, the two sentences in each of the following pairs have similar meanings.
e.g. This chair is **not as soft as** that one.

This chair is **harder than** that one.

He is **not as old as** his sister.

He is **younger than** his sister.

iii. The construction **Less and Less**

Both adjectives which take endings and adjectives which form the comparative with the adverb **more** can be used with the idiom **less and less**. This construction is summarized below, followed by examples.

noun, pronoun or other expression + representing thing being described	linking verb, such as + to grow or to become	less	+	and	+	less	+	positive form of adjective
The water	is becoming	less		and		less		rough.
The situation	grew	less		and		less		predictable.

The meaning of these two examples can also be expressed as follows:

e.g. The water is becoming decreasingly rough.

The situation grew decreasingly predictable.

See [Exercise 6](#).

It should be noted that an adjective in a progressive comparison does not express exactly the same meaning as an adjective of opposite meaning used with the idiom **less and less**.

For instance, the following two sentences have somewhat different meanings.

e.g. The water is becoming less and less rough.

The water is becoming calmer and calmer.

The adjectives **rough** and **calm** have opposite meanings. The first example implies that the water is still quite rough, but that it is becoming decreasingly rough. The second example implies that the water is already quite calm, but that it is becoming increasingly calm.

c. Superlative Forms

As illustrated in the following table, the superlative form of adjectives which do not use endings is formed by placing the word **most** before the positive form of the adjective.

<u>Positive Form</u>	<u>Comparative Form</u>	<u>Superlative Form</u>
beautiful	more beautiful	<u>most</u> beautiful
dangerous	more dangerous	<u>most</u> dangerous

intelligent
interesting

more intelligent
more interesting

most intelligent
most interesting

For example:

She is the most intelligent child in the family.

This is the most interesting book I have ever read.

Adjectives which form the superlative with the adverb **most** are used in the same constructions as adjectives which form the superlative with the ending **est**.

The following examples illustrate the use of the two types of superlative form preceded by the word **the** and followed by a noun.

e.g. Quebec is one of **the** oldest cities in Canada.

Quebec is one of **the** most attractive cities in Canada.

This is **the** hardest question on the test.

This is **the** most difficult question on the test.

The following examples illustrate the use of the two types of superlative form preceded by a possessive adjective and followed by a noun.

e.g. This is **his** newest invention.

This is **his** most recent invention.

She is **my** closest friend.

She is **my** most trusted friend.

See [Exercise 7](#).

Adjectives which form the superlative with the adverb **most** may also be used in a similar way with the adverb **least**. **Least** and **most** have opposite meanings.

e.g. This is **the** least interesting book I have ever read.

This is **the** least difficult question on the test.

2. The adjectives **Many**, **Much**, **Few** and **Little** used to compare quantities

a. The use of **Many**, **Much**, **Few** and **Little** with countable and uncountable nouns

The adjectives **many** and **much** have the same meaning, except that **many** is used with plural countable nouns, and **much** is used with uncountable nouns.

e.g. He has written many books.

How much snow has fallen?

In these examples, **books** is a plural countable noun modified by **many**, and **snow** is an uncountable noun modified by **much**.

As pointed out in the previous chapter, the two adjectives **many** and **much** have the same comparative form, **more**, and the same superlative form, **most**. **More** and **most** can be used to modify both countable and uncountable nouns.

Similarly, the adjectives **few** and **little** have the same meaning, except that **few** is used

with plural countable nouns, and **little** is used with uncountable nouns.

e.g. I made few mistakes.

They have little hope of success.

In these examples, **mistakes** is a plural countable noun modified by **few**, and **hope** is an uncountable noun modified by **little**.

The comparative and superlative forms of **few** and **little** follow the same rules as the positive forms. Thus, the adjectives **fewer** and **fewest** are used to modify plural countable nouns, and the adjectives **less** and **least** are used to modify uncountable nouns.

e.g. This recipe requires fewer eggs than that recipe.

This street has less traffic than that street.

This recipe requires **the** fewest eggs.

This street has **the** least traffic.

In these examples **eggs** is a plural countable noun modified by **fewer** and **fewest**, and **traffic** is an uncountable noun modified by **less** and **least**.

The use of these adjectives with countable and uncountable nouns is summarized below. The adjectives in the left-hand column are used to compare quantities of things which can be counted, while those in the right-hand column are used to compare amounts of things which are considered as substances.

<u>Used with</u> <u>Countable Nouns</u>	<u>Used with</u> <u>Uncountable Nouns</u>
many	much
more	more
most	most
few	little
fewer	less
fewest	least

See [Exercise 8](#).

b. Synonyms for Many and Much

In questions and negative statements, the adjectives **many** and **much** are commonly used in both formal and informal English.

e.g. Question: How many museums have you visited?

Negative Statement: He does not have much confidence.

In affirmative statements, the adjectives **many** and **much** are commonly used in combination with words such as **as**, **so** and **too**.

e.g. I have read twice as many books as you have.

He has so much money he can buy whatever he likes.

There are too many possibilities to consider.

However, in affirmative statements not containing words such as **as**, **so** and **too**, the

adjective **much** is rarely used in either formal or informal English, and the adjective **many** is rarely used in informal English. Instead, synonyms are used.

The phrases **a great deal of**, **a lot of**, and **lots of** are used as synonyms for **much**. The phrase **a great deal of** may be used in formal English, and the phrases **a lot of** and **lots of** may be used in informal English. The phrase **lots of** is more informal than the phrase **a lot of**.

e.g. Formal: He has a great deal of confidence.

Informal: He has a lot of confidence.

More Informal: He has lots of confidence.

In informal English, the phrases **a lot of** and **lots of** are used as synonyms for **many**. The phrase **lots of** is more informal than the phrase **a lot of**.

e.g. Formal: There are many possibilities.

Informal: There are a lot of possibilities.

More Informal: There are lots of possibilities.

c. Positive forms used in comparisons

In order to indicate that the things being compared are equal in some respect, the positive forms **many**, **much**, **few** and **little** can be used as follows:

	as	+	positive form	+	noun	+	as	
e.g. She has	as		many		brothers		as	sisters.
He has	as		much		courage		as	you do.
They take	as		few		risks		as	possible.
He knows	as		little		English		as	they do.

It is possible to modify such expressions by placing an adverb before the first occurrence of **as**, as illustrated below.

	<u>adverb</u>	+	as	+	positive form	+	noun	+	as	
e.g. She has	<u>twice</u>		as		many		brothers		as	sisters.
He has	<u>nearly</u>		as		much		courage		as	you do.
He knows	<u>almost</u>		as		little		English		as	they do.

See [Exercise 9](#).

The positive forms **many**, **much**, **few** and **little** can also be combined with expressions referring to a quantity of something. This type of construction is summarized below, followed by examples.

	as	+	positive form	+	as	+	expression indicating a quantity of something
The course includes	as		many		as		ten tests.

Yesterday he drank	as	much	as	three liters of milk.
The game requires	as	few	as	two players.
The magazines cost	as	little	as	fifteen cents.

It should be noted that when a noun names a unit of currency or a unit of measurement, the amount referred to is usually considered as a whole. When this is the case, the noun acts as an uncountable noun, in that it may be modified by the adjectives **much**, **little** and **less**.

For instance, in the examples:

Yesterday he drank as much as three **liters** of milk.

The magazines cost as little as fifteen **cents**.

the noun **liters** names a unit of measurement, and the noun **cents** names a unit of currency. Since the amounts referred to are each considered as a whole, the adjectives **much** and **little** are used.

Likewise, in the following examples, the noun **dollars** names a unit of currency, and the nouns **ounces** and **degrees** name units of measurement.

e.g. We saved as much as fifteen **dollars**.

The kittens weighed as little as three **ounces** each.

The temperature this morning was less than five **degrees**.

In these examples, the nouns printed in bold type refer to amounts considered as a whole, and the adjectives **much**, **little** and **less** are used.

d. Comparative forms used in comparisons

The comparative forms **more**, **fewer** and **less** are often employed in comparisons using the following construction:

	comparative form	+	noun	+	than
e.g. I bought	more		apples		than I needed.
We eat	more		rice		than they do.
The class has	fewer		boys		than girls.
They ate	less		cake		than we did.

This type of construction can also be combined with phrases or clauses. When two phrases or clauses are used to distinguish the things being compared, the word **than** may be placed before the second phrase or clause.

e.g. There is more wood in the park **than** on the island.

We have more fun when we go out **than** when we stay at home.

In the first example two locations are distinguished by the phrases **in the park** and **on the island**, and the second phrase, **on the island**, is preceded by the word **than**. In the second example two situations are distinguished by the clauses **when we go out** and **when we stay at home**, and the second clause, **when we stay at home**, is preceded by the word **than**.

See [Exercise 10](#).

The comparative forms **more**, **fewer** and **less** can also be used in comparisons referring to a quantity of something. The type of construction used is summarized below, followed by examples.

	comparative form	+	than	+	expression indicating a quantity of something
The bicycle costs	more		than		twenty dollars.
The class has	fewer		than		ten students.
The book costs	less		than		five dollars.

In addition, the comparative forms **more**, **fewer** and **less** can be combined with nouns to form comparisons similar to progressive comparisons. The type of construction used is summarized below, followed by examples.

	comparative form	+	and	+	comparative form	+	noun
The baby is drinking	more		and		more		milk.
The student made	fewer		and		fewer		mistakes.
The boy is spending	less		and		less		money.

The first example indicates that the baby is drinking an increasing quantity of milk. The second example indicates that the student made a decreasing number of mistakes. The third example indicates that the boy is spending a decreasing amount of money.

See [Exercise 11](#).

e. Superlative forms used in comparisons

The superlative forms **most**, **fewest** and **least** can be used in the following construction:

	the	+	superlative form	+	noun
e.g. She scored	the		most		points.
He made	the		fewest		mistakes.
This room has	the		least		furniture.

3. The adjectives Similar, Different and Same used in comparisons

The idioms **similar to**, **different from** and **the same as** can each be used in the following construction:

noun, pronoun or other expression representing 1st thing being compared	+	to be or other linking verb	+	different from, similar to, or the same as	+	noun, pronoun or other expression representing 2nd thing being compared
--	---	--------------------------------------	---	--	---	--

e.g. Her bicycle	looks	similar to	mine.
The result	was	different from	what I had expected.
His timetable	is	the same as	yours.

See [Exercise 12](#).

The adjective **similar** followed by the preposition **to** can be used in comparing things which have characteristics in common.

e.g. The landscape of Maine is similar to that of Scandinavia.
His background is similar to yours.

The adjective **different** followed by the preposition **from** can be used in comparing things which have differing characteristics.

e.g. His ideas are different from mine.
Fish that live in the ocean are different from fish that live in rivers and lakes.

The verb **differ** followed by the preposition **from** can also be used in comparing things which have differing characteristics.

e.g. His ideas differ from mine.
Fish that live in the ocean differ from fish that live in rivers and lakes.

The phrase **the same** followed by **as** can be used in comparing things which are identical in some respect.

e.g. Your shoes look the same as mine.
The temperature of the water is the same as the temperature of the air.

It should be noted that the phrase **the same** can also be followed by a noun or other expression, as indicated below:

noun, pronoun or other expression representing 1st thing being compared	verb	the same	expression stating what aspect is being compared	noun, pronoun or other expression representing 2nd thing being compared
+	+	+	+	+
e.g. My coat	is	the same	color	as hers.
She	has	the same	postal code	as you do.

If desired, adverbs may be used before the expressions **similar to**, **different from** and **the same**, in order to modify these types of comparisons. The adverbs in the following examples are underlined.

e.g. Her bicycle looks quite similar to mine.
The result was somewhat different from what I had expected.
His timetable is almost the same as yours.
My coat is nearly the same color as hers.

It is also possible for the expressions **similar**, **different** and **the same** to be used at the

end of a sentence. This type of construction is summarized below, followed by examples.

expression representing the objects being compared	+	linking verb	+	different, similar or the same
The flavors of strawberries and kiwi fruit		are		similar.
My conclusion and your conclusion		are		different.
The two sweaters		look		the same.

See [Exercise 13](#).

4. Making logical comparisons

If complex sentences containing phrases or clauses are used to make comparisons, care must be taken, particularly in formal English, to ensure that the comparisons are logical and that the appropriate objects are in fact being compared.

For example, the following sentence is logically incorrect, because it compares **life in the country** to **the city**.

e.g. Life in the country is different from the city.

In order to be logically correct, the sentence must be changed so that similar types of things are being compared.

e.g. Life in the country is different from life in the city.

This sentence is logically correct, since it compares **life in the country** to **life in the city**.

Similarly, the following sentence is logically incorrect, because it compares **the vowel sounds of English** to **Spanish**.

e.g. The vowel sounds of English are more numerous than Spanish.

In order to be logically correct, the sentence must be changed so that similar types of things are being compared. Thus, the sentence may be corrected as follows:

e.g. The vowel sounds of English are more numerous than the vowel sounds of Spanish.

See [Exercise 14](#).

In such sentences, the noun or phrase which is repeated in the second part of the comparison may be replaced by **that** or **those**. **That** is used if the noun being replaced is singular, and **those** is used if the noun being replaced is plural.

e.g. Life in the country is different from that in the city.

The vowel sounds of English are more numerous than those of Spanish.

In the first example, **that** is used to replace the singular noun **life**. In the second

example, **those** is used to replace the phrase **the vowel sounds**. The form **those** must be used, since the noun **sounds** is plural.

EXERCISES for Chapter 23

1. For each of the following sentences, fill in the blank with the comparative form of the adjective indicated in brackets. For example:

They are _____ than they used to be. (careful)

They are more careful than they used to be.

1. Wool is _____ than cotton. (resilient)
2. He is _____ than I had expected. (excited)
3. She is a _____ scholar than her sister is. (diligent)
4. Bev is a _____ engineer than Pat. (experienced)
5. Russian is a _____ language to learn than English is. (difficult)
6. This book is _____ than that one. (interesting)

Answers

2. Paying attention to which adjectives form the comparative with the adverb **more** and which form the comparative with the ending **er**, fill in the blanks with the comparative forms of the adjectives indicated in brackets. For example:

The clothes are _____ than I had expected. (dry)

The clothes are drier than I had expected.

Walter Scott is _____ than Walter Brooks. (famous)

Walter Scott is more famous than Walter Brooks.

1. The pears are _____ than the plums. (hard)
2. The roses are _____ than the nasturtiums. (beautiful)
3. The tomatoes are _____ than the apples. (expensive)
4. My bicycle is _____ than yours. (new)
5. Cold lemonade is _____ than water. (refreshing)
6. The front yard is _____ than the back yard. (big)
7. This map is _____ than that one. (good)
8. Spinach is _____ than Swiss chard. (delicate)
9. His room is _____ than yours. (tidy)
10. Her report is _____ than ours. (accurate)

Answers

3. Paying attention to which adjectives form the comparative with the adverb **more** and which form the comparative with the ending **er**, rewrite the following sentences as comparisons, in the manner indicated by the examples. Use the words given in brackets as the second parts of the comparisons. For example:

Collies have long hair. (dalmations do)

Collies have longer hair than dalmations do.

He is an experienced architect. (we thought)

He is a more experienced architect than we thought.

1. Terry is a good cook. (I am)

2. That is a complex question. (you realize)
3. My puppy has big feet. (yours does)
4. It was a difficult decision. (you might think)
5. That is a sandy part of the beach. (this is)
6. He runs a successful business. (his father did)
7. Cliff has a bad temper. (his brother does)
8. This rose bush has small flowers. (that one does)
9. They own expensive bicycles. (we do)
10. Robin proved to be a courageous leader. (anyone had expected)
11. The school has a large auditorium. (the city library does)
12. That car has an efficient engine. (this one does)

Answers

4. Paying attention to which adjectives form the comparative with the ending **er** and which form the comparative with the adverb **more**, rewrite each of the following sentences, using the construction in which the word **more** or the comparative form of the adjective is repeated. For example:

The water grew increasingly warm.

The water grew warmer and warmer.

I became increasingly impatient.

I became more and more impatient.

1. The rain became increasingly heavy.
2. The crowd grew increasingly enthusiastic.
3. We became increasingly uneasy.
4. Manufacturing companies were becoming increasingly large.
5. The weather grew increasingly bad.
6. The compilation of accurate statistics is becoming increasingly necessary.
7. Methods of diagnosis are becoming increasingly accurate.
8. Their contribution to the project became increasingly important.
9. Standards are becoming increasingly high.
10. They became increasingly optimistic.

Answers

5. Rewrite each of the following sentences as comparisons, using the form of the adjective with **less** and the word **than**. For each sentence, use the words given in brackets as the second part of the comparison. For example:

The plot of the movie was predictable. (we expected)

The plot of the movie was less predictable than we expected.

The second explanation was confusing. (the first)

The second explanation was less confusing than the first.

1. The issue is important. (I thought)
2. The train is punctual. (it used to be)
3. The spoons are valuable. (the candlesticks)
4. Nora is excited. (Karen is)
5. The bus is crowded. (the subway)
6. This movie is entertaining. (the one we saw last night)

Answers

6. Rewrite each of the following sentences, using the construction in which the word **less** is repeated. For example:

The idea became decreasingly attractive.

The idea became less and less attractive.

1. The wind grew decreasingly fierce.
2. The tune became decreasingly recognizable.
3. Word processors are becoming decreasingly expensive.
4. The rainbow grew decreasingly bright.
5. The children became decreasingly alert.
6. The service became decreasingly convenient.

Answers

7. Paying attention to which adjectives form the superlative with the adverb **most** and which form the superlative with the ending **est**, fill in the blanks with the superlative forms of the adjectives indicated in brackets. For example:

The first question is the _____. (difficult)

The first question is the most difficult.

The last question is the _____. (easy)

The last question is the easiest.

1. Sarah is the _____ girl in the class. (intelligent)
2. He is the _____ boy in the school. (lucky)
3. This is the _____ book I have ever read. (good)
4. That is the _____ painting in the museum. (valuable)
5. Yesterday was the _____ day of the year. (hot)
6. She is the _____ student in the school. (new)
7. This movie is the _____. (entertaining)
8. He is the _____ man in the village. (brave)
9. Summer is usually the _____ time of the year. (dry)
10. He is the _____ player on the team. (talented)
11. This is the _____ route into town. (direct)
12. The library is the _____ building on the street. (old)

Answers

8. Paying attention to whether the noun to be modified is countable or uncountable, complete each of the following sentences by filling in the blank with the correct adjective chosen from the pair given in brackets. For example:

_____ schools were closed because of the snowstorm. (many, much)

Many schools were closed because of the snowstorm.

_____ time could have been saved. (many, much)

Much time could have been saved.

There are _____ buildings as beautiful as the Taj Mahal. (few, little)

There are few buildings as beautiful as the Taj Mahal.

There was _____ furniture in the room. (few, little)

There was little furniture in the room.

The storm caused _____ damage than had been expected. (fewer, less)

The storm caused less damage than had been expected.

1. There are _____ ducks in the park. (many, much)
2. _____ water is left in the pond. (few, little)
3. _____ authors are as famous as Shakespeare. (few, little)
4. How _____ rice do you have? (many, much)
5. There are _____ books on the subject which she has not read. (few, little)
6. _____ attention has been paid to the importance of the mass media. (many, much)
7. _____ people prefer soccer to football. (many, much)
8. There are _____ stores downtown than there are in the suburbs. (fewer, less)
9. _____ information was available. (few, little)
10. _____ sports are as fast-paced as hockey. (few, little)
11. She made the _____ mistakes of all the children in the class. (fewest, least)
12. _____ work remains to be done. (few, little)
13. There is often _____ wind in the evening than there is at midday. (fewer, less)
14. He does not have _____ money. (many, much)
15. He did the _____ work of all the boys in the class. (fewest, least)
16. She told _____ stories to amuse the children. (many, much)

Answers

9. The following table shows the number of books and amount of money possessed by each of eight children.

<u>Child's Name</u>	<u>Number of Books</u>	<u>Amount of Money (\$)</u>
Debbie	12	20
Penny	6	30
Alex	4	10
Tim	24	5
Chris	8	2
Lisa	3	15
Terry	16	6
Helen	2	3

Following the model of the examples, use the adjectives **much** and **many** to write sentences comparing the number of books or the amount of money possessed by the children in each of the following pairs. For example:

Debbie and Penny (books)

Debbie has twice as many books as Penny.

Alex and Debbie (money)

Alex has half as much money as Debbie.

Lisa and Helen (money)

Lisa has five times as much money as Helen.

1. Penny and Alex (money)
2. Chris and Terry (books)
3. Penny and Lisa (books)
4. Debbie and Tim (money)
5. Tim and Alex (money)
6. Penny and Tim (books)
7. Terry and Helen (money)
8. Terry and Helen (books)
9. Tim and Chris (books)
10. Penny and Tim (money)

Answers

10. Rewrite each of the following sentences as a comparison, using the comparative form of the underlined adjective, and the word **than**. Note that the phrase **a great deal of** is used instead of the adjective **much**. For each sentence, use the word or words given in brackets as the second part of the comparison. For example:

We took many photographs. (he did)
We took more photographs than he did.

He drinks a great deal of coffee. (tea)
He drinks more coffee than tea.

She has few responsibilities. (I do)
She has fewer responsibilities than I do.

There is little danger. (you think)
There is less danger than you think.

1. She reads many books. (I do)
2. They have had little success. (you have)
3. We bought a great deal of rice. (flour)
4. We had few accidents, we had expected)
5. The proposal has many advantages. (disadvantages)
6. She uses a great deal of honey. (sugar)
7. We eat little cheese. (meat)
8. They entertain few visitors. (we do)
9. He can speak many languages. (anyone else I know)
10. They have few customers. (they would like)
11. The project will take a great deal of time. (you think)
12. This stove requires little fuel. (one would expect)

Answers

11. Rewrite each of the following sentences as a progressive comparison using the comparative form of the underlined adjective. For example:

Many ducks flew overhead.
More and more ducks flew overhead.

Few leaves were falling.
Fewer and fewer leaves were falling.

1. We had many adventures.
2. Few visitors remained.
3. There was little danger that we would lose our way.
4. Few trees were planted.
5. Many tourists visit our city each year.
6. I saw few cars on the road.
7. The weather caused little difficulty.
8. They met many people.

Answers

12. Write three sentences of your own, using the phrases **similar to**, **different from** and **the same as**.

13. Rewrite each of the following sentences, keeping the meaning of the sentence, but using one of the phrases **similar to**, **different from** or **the same as**, as appropriate. Make sure that the verb of the rewritten sentence agrees with the subject of the sentence. For example:

My essay and your essay are similar.
My essay is similar to your essay.

Their results and our results are different.
Their results are different from our results.

The price of the scarf and the price of the gloves are the same.
The price of the scarf is the same as the price of the gloves.

1. My skates and his skates look similar.
2. This book and that book are different.
3. The child's height and the height of the table are the same.
4. This story and that story seem similar.
5. The date of the concert and the date of the play are the same.
6. The view from the window and the view from the door are different.
7. My sister and my cousin look similar.
8. This cake and that cake taste the same.
9. My experiences and your experiences are different.
10. His schedule and your schedule are the same.

Answers

14. Each of the following sentences contains a comparison which is logically incorrect. Rewrite the sentences, adding whatever nouns or phrases are necessary in order to make the comparisons logically correct. For example:

The price of honey was higher than sugar.
The price of honey was higher than the price of sugar.

The average rainfall for September is the same as February.
The average rainfall for September is the same as the average rainfall for February.

1. The vegetation of Europe differs from North America.

2. The taxes in Singapore are lower than Canada.
3. The invention of the clarinet occurred more recently than the flute.
4. The speed limit in residential areas is lower than uninhabited areas.
5. The grammar of English is simpler than Arabic.
6. The climate of California is somewhat similar to Greece.
7. The boiling point of oil is higher than water.
8. The geometry of a pentagon is more complex than a square.
9. The density of water is greater than ice.
10. The location of the library is more convenient than the post office.

Answers

15. Simplify each of the following sentences by using **that** or **those** to replace the noun or phrase which is repeated in the second part of the comparison. For example:

The song of the chickadee is more melodious than the song of the nuthatch.

The song of the chickadee is more melodious than that of the nuthatch.

The landforms of eastern Canada are similar to the landforms of Finland.

The landforms of eastern Canada are similar to those of Finland.

1. The cuisine of France is more famous than the cuisine of England.
2. The fruits of the tropics are more varied than the fruits of temperate regions.
3. The growth form of the strawberry differs from the growth form of the raspberry.
4. The freezing point of salt water is lower than the freezing point of fresh water.
5. The traditions of Austria are as fascinating as the traditions of Greece.
6. The nutritional value of whole grain flour is greater than the nutritional value of refined flour.
7. The mountains of Nepal are higher than the mountains of Europe.
8. The teaching methods of today differ from the teaching methods of one hundred years ago.
9. The tone of an old violin is often more beautiful than the tone of a new violin.
10. The flowers of alpine pastures are more colorful than the flowers of the lowlands.

Answers

ANSWERS TO THE EXERCISES for Chapter 23

Answers to **Exercise 1**:

1. more resilient 2. more excited 3. more diligent 4. more experienced 5. more difficult
6. more interesting

Answers to **Exercise 2**:

1. harder 2. more beautiful 3. more expensive 4. newer 5. more refreshing 6. bigger 7. better
8. more delicate 9. tidier 10. more accurate

Answers to **Exercise 3**:

1. Terry is a better cook than I am. 2. That is a more complex question than you realize. 3. My puppy has bigger feet than yours does. 4. It was a more difficult decision than you might think. 5. That is a sandier part of the beach than this is. 6. He runs a more successful business than his father did. 7. Cliff has a worse temper than his brother does. 8. This rose bush has smaller flowers than that one does. 9. They own

more expensive bicycles than we do. 10. Robin proved to be a more courageous leader than anyone had expected. 11. The school has a larger auditorium than the city library does. 12. That car has a more efficient engine than this one does.

Answers to [Exercise 4](#):

1. The rain became heavier and heavier. 2. The crowd grew more and more enthusiastic. 3. We became more and more uneasy. 4. Manufacturing companies were becoming larger and larger. 5. The weather grew worse and worse. 6. The compilation of accurate statistics is becoming more and more necessary. 7. Methods of diagnosis are becoming more and more accurate. 8. Their contribution to the project became more and more important. 9. Standards are becoming higher and higher. 10. They became more and more optimistic.

Answers to [Exercise 5](#):

1. The issue is less important than I thought. 2. The train is less punctual than it used to be. 3. The spoons are less valuable than the candlesticks. 4. Nora is less excited than Karen is. 5. The bus is less crowded than the subway. 6. This movie is less entertaining than the one we saw last night.

Answers to [Exercise 6](#):

1. The wind grew less and less fierce. 2. The tune became less and less recognizable. 3. Word processors are becoming less and less expensive. 4. The rainbow grew less and less bright. 5. The children became less and less alert. 6. The service became less and less convenient.

Answers to [Exercise 7](#):

1. most intelligent 2. luckiest 3. best 4. most valuable 5. hottest 6. newest 7. most entertaining 8. bravest 9. driest 10. most talented 11. most direct 12. oldest

Answers to [Exercise 8](#):

1. many 2. Little 3. Few 4. much 5. few 6. Much 7. Many 8. fewer 9. Little 10. Few 11. fewest 12. Little 13. less 14. much 15. least 16. many

Answers to [Exercise 9](#):

1. Penny has three times as much money as Alex. 2. Chris has half as many books as Terry. 3. Penny has twice as many books as Lisa. 4. Debbie has four times as much money as Tim. 5. Tim has half as much money as Alex. 6. Penny has one-quarter as many books as Tim. 7. Terry has twice as much money as Helen. 8. Terry has eight times as many books as Helen. 9. Tim has three times as many books as Chris. 10. Penny has six times as much money as Tim.

Answers to [Exercise 10](#):

1. She reads more books than I do. 2. They have had less success than you have. 3. We bought more rice than flour. 4. We had fewer accidents than we had expected. 5. The proposal has more advantages than disadvantages. 6. She uses more honey than sugar. 7. We eat less cheese than meat. 8. They entertain fewer visitors than we do. 9. He can speak more languages than anyone else I know. 10. They have fewer customers than they would like. 11. The project will take more time than you think. 12. This stove requires less fuel than one would expect.

Answers to [Exercise 11](#):

1. We had more and more adventures. 2. Fewer and fewer visitors remained. 3. There was less and less danger that we would lose our way. 4. Fewer and fewer trees were planted. 5. More and more tourists visit our city each year. 6. I saw fewer and fewer cars on the road. 7. The weather caused us less and less difficulty. 8. They met more and more people.

Answers to [Exercise 13](#):

1. My skates look similar to his skates. 2. This book is different from that book. 3. The child's height is the same as the height of the table. 4. This story seems similar to that story. 5. The date of the concert is the same as the date of the play. 6. The view from the window is different from the view from the door. 7. My sister looks similar to my cousin. 8. This cake tastes the same as that cake. 9. My experiences are different from your experiences. 10. His schedule is the same as your schedule.

Answers to [Exercise 14](#):

1. The vegetation of Europe differs from the vegetation of North America. 2. The taxes in Singapore are lower than the taxes in Canada. 3. The invention of the clarinet occurred more recently than the invention of the flute. 4. The speed limit in residential areas is lower than the speed limit in uninhabited areas. 5. The grammar of English is simpler than the grammar of Arabic. 6. The climate of California is somewhat similar to the climate of Greece. 7. The boiling point of oil is higher than the boiling point of water. 8. The geometry of a pentagon is more complex than the geometry of a square. 9. The density of water is greater than the density of ice. 10. The location of the library is more convenient than the location of the post office.

Answers to [Exercise 15](#):

1. The cuisine of France is more famous than that of England. 2. The fruits of the tropics are more varied than those of temperate regions. 3. The growth form of the strawberry differs from that of the raspberry. 4. The freezing point of salt water is lower than that of fresh water. 5. The traditions of Austria are as fascinating as those of Greece. 6. The nutritional value of whole grain flour is greater than that of refined flour. 7. The mountains of Nepal are higher than those of Europe. 8. The teaching methods of today differ from those of one hundred years ago. 9. The tone of an old violin is often more beautiful than that of a new violin. 10. The flowers of alpine pastures are more colorful than those of the lowlands.

CHAPTER 24. ADVERBS: POSITION IN A SENTENCE

Words which are used to modify verbs or adjectives are usually referred to as **adverbs**. For instance, the adverbs in the following sentences are printed in bold type, and the words they modify are underlined.

e.g. I **often** visit the library.

It is **surprisingly** hot today.

In the first example, the adverb **often** modifies the verb visit. In the second example, the adverb **surprisingly** modifies the adjective hot.

Words which are used to modify adverbs can also be referred to as **adverbs**.

e.g. The train travels **very** quickly.

In this example, the adverb **very** modifies the adverb **quickly**.

1. Adverbs which modify adjectives and other adverbs

Adverbs which modify adjectives or other adverbs usually immediately precede the words they modify.

e.g. The package is **extremely** large.

We experienced **relatively** few difficulties.

Buses depart **quite** regularly.

In these examples, the underlined adverbs immediately precede the words they modify.

Extremely modifies the adjective **large**, **relatively** modifies the adjective **few**, and **quite** modifies the adverb **regularly**.

The adverbs **ago** and **enough** are exceptional, since they usually follow the adjectives or adverbs they modify.

e.g. That happened long **ago**.

He is old **enough** to make his own decisions.

We ran fast **enough** to catch the bus.

In these examples, the adverbs **ago** and **enough** follow the words they modify. **Ago** modifies the adverb **long**, and **enough** modifies the adjective **old** and the adverb **fast**.

It should be noted that in modern English, when **enough** is used as an adjective modifying a noun, it precedes the noun. For instance, in the following example, the adjective **enough** precedes the noun **apples**.

e.g. Do we have **enough** apples to make a pie?

However, when **ago** is used with a noun, it follows the noun. For instance, in the following example, **ago** follows the noun **months**.

e.g. That happened six months **ago**.

The reason for this may be found in the history of the word. **Ago**, formerly spelled **agone**, was originally a past participle.

a. Intensifiers

An adverb which is used to modify adjectives and adverbs, but which is not usually used to modify verbs, can be referred to as an **intensifier**. In the following examples, the intensifiers are printed in bold type.

e.g. I am **very** happy.

The film was **quite** good.

You did that **rather** well.

Must you leave **so** soon?

In these examples, **very** modifies the adjective **happy**, **quite** modifies the adjective **good**, **rather** modifies the adverb **well**, and **so** modifies the adverb **soon**.

The following words are commonly used as intensifiers:

fairly

quite

rather
so
too
very

In addition, the word **really** is often used as an intensifier in informal English.

e.g. The film was **really** good.

You did that **really** well.

2. Adverbs which modify verbs

The following table gives examples of six different types of adverb which can be used to modify verbs.

<u>Adverbs of Frequency</u>	<u>Adverbs of Manner</u>	<u>Adverbs of Location</u>	<u>Adverbs of Time</u>	<u>Connecting Adverbs</u>	<u>Negative Adverbs</u>
always	carefully	ahead	again	also	barely
ever	correctly	back	early	consequently	hardly
frequently	eagerly	forward	late	furthermore	little
generally	easily	here	now	hence	never
never	fast	high	sometime	however	not
often	loudly	low	then	moreover	nowhere
rarely	patiently	near	today	nevertheless	rarely
seldom	quickly	outside	tomorrow	otherwise	scarcely
sometimes	quietly	somewhere	tonight	therefore	seldom
usually	well	there	yesterday	thus	

a. Adverbs of frequency

Adverbs of frequency answer the question **How often?**

An adverb which modifies a verb may occupy one of three main positions in a clause. These positions may be referred to as the beginning position, the middle position, and the end position. Adverbs of frequency may occupy any of these positions. In the following examples, the adverbs of frequency are printed in bold type.

An adverb in the beginning position is located at the beginning of a clause. For example:

Often the wind blows less strongly at night.

In this example, the adverb of frequency **often** is located at the beginning of the clause.

Most adverbs can occupy the beginning position in a clause. The use of this position tends to emphasize the adverb.

An adverb in the end position occurs after an intransitive verb, or after the direct object of a transitive verb.

e.g. He speaks **seldom**.

I visit her **frequently**.

In the first example, **seldom** follows the intransitive verb **speaks**. In the second example, **frequently** follows the direct object **her** of the transitive verb **visit**.

Usually only one adverb at a time can occupy the beginning position or the middle position in a clause. However, more than one adverb at a time can occupy the end position in a clause.

When more than one adverb occurs in the end position, the different types of adverb are usually placed in a certain order. For instance, in the end position, adverbs of frequency usually follow adverbs of manner and adverbs of location, and precede adverbs of time and adverbs of purpose.

Adverbs of frequency which consist of single words most often occupy the middle position of a clause. The location of adverbs in the middle position varies depending on the type of verb used. Adverbs in the middle position occupy the locations indicated below:

- 1) They follow the Simple Present and Simple Past of the verb **to be**.
- 2) They precede the Simple Present and Simple Past of verbs other than the verb **to be**.
- 3) They follow the first auxiliary, in tenses which have auxiliaries.
- 4) They precede the first auxiliary, or the Simple Present or Simple Past of the verb **to be**, in short answers.

The following examples illustrate the use of adverbs of frequency in the middle position of a clause. The relevant verbs are underlined.

- 1) We are **always** on time.
- 2) He **rarely** makes a mistake.
- 3) I have **often** wondered about that.
- 4) Have you seen this movie before? No, I **never** have.

In the preceding examples, **always** follows **are**, the Simple Present of the verb **to be**; **rarely** precedes **makes**, the Simple Present of a verb other than the verb **to be**; **often** follows the first auxiliary **have** of the verb **have wondered**; and **never** precedes the auxiliary **have** in the short answer **I never have**.

See [Exercise 1](#).

In negative statements, and negative questions with **not**, adverbs in the middle position of a clause usually follow the word **not**.

e.g. Negative Statement: They do **not** **often** miss the bus.

Question with Not: Does he **not** **usually** know the answers?

In these examples, the adverbs **often** and **usually** follow the word **not**.

In affirmative questions, and negative questions with **n't**, adverbs in the middle position of a clause usually follow the subject of the clause. In the following examples, the subjects are underlined.

e.g. Affirmative Question: Is it **always** this cold in February?

Question with n't: Doesn't he **usually** know the answers?

In the first example, the adverb **always** follows the subject **it**. In the second example, the adverb **usually** follows the subject **he**.

It should be noted that the adverbs **daily**, **weekly**, **monthly**, **yearly** and **annually** usually do not occupy the middle position of a clause.

See [Exercise 2](#).

Verbs may be modified not only by single-word adverbs, but also by adverb phrases and clauses. Like adverbs of frequency, adverb phrases and clauses of frequency answer the question **How often?**

Adverb phrases and clauses of frequency usually occupy either the beginning or end position of a clause.

e.g. Once in a while, I like to try something new.

We visited the museum as often as we could.

In the first example, the adverb phrase of frequency **once in a while** occupies the beginning position of the clause **I like to try something new**. In the second example, the adverb clause of frequency **as often as we could** occupies the end position of the clause **We visited the museum**.

It should be noted that except in the case of commonly used adverbs such as **now**, **then**, **today**, **tomorrow**, **sometimes**, **usually**, **maybe** and **perhaps**, adverbs and adverb phrases at the beginning of a clause must usually be followed by commas. In the following examples, the commas are underlined.

e.g. Unfortunately, it began to rain.

As often as possible, we went outside for a walk.

b. Adverbs of time

Adverbs of time answer the question **When?**

Adverbs of time usually occupy either the beginning position or the end position of a clause. In the following examples, the adverbs of time are printed in bold type.

e.g. **Today** I will go to the library.

I will go to the post office **tomorrow**.

In the first example, **today** occupies the beginning position of a clause. In the second example, **tomorrow** occupies the end position of a clause.

In the end position, adverbs of time usually follow adverbs of manner and adverbs of location.

With a few exceptions, such as **now**, **then** and **once**, most adverbs of time may not occupy the middle position of a clause.

The adverbs **now**, **then** and **once** may occupy any of the three positions in a clause. For instance, in the following examples, **now** occupies the first position, the middle position, and the end position of a clause.

e.g. **Now** it is time to leave.

It is **now** time to leave.

It is time to leave **now**.

It should be noted that **sometimes** is an adverb of frequency, whereas **sometime** is an

adverb of time.

e.g. I **sometimes** see him in the park.

I would like to read that book **sometime**.

In the first example, the adverb of frequency **sometimes** occupies the middle position of a clause. In the second example, the adverb of time **sometime** occupies the end position of a clause.

Adverb phrases and clauses of time usually occupy either the beginning or end position of a clause.

e.g. At nine o'clock, the train will leave.

I will call you when I am ready.

In the first example, the adverb phrase **at nine o'clock** occupies the beginning position of the clause **the train will leave**. In the second example, the adverb clause **when I am ready** occupies the end position of the clause **I will call you**.

c. Adverbs of manner

Adverbs of manner answer the question **How?** Many adverbs of manner have the ending **ly**. The formation and use of adverbs of manner will be discussed in more detail in the next chapter.

Adverbs of manner most often occupy the end position of a clause, where they follow an intransitive verb, or the direct object of a transitive verb.

e.g. We waited **patiently** for the play to begin.

I sold the strawberries **quickly**.

In the first example, the adverb of manner **patiently** follows the intransitive verb **waited**. In the second example, the adverb of manner **quickly** follows the direct object **strawberries** of the transitive verb **sold**.

An adverb of manner may be placed at the beginning of a clause, in order to emphasize the idea expressed by the adverb.

e.g. **Patiently**, we waited for the show to begin.

Quickly, I sold the strawberries.

In these examples, the ideas expressed by **patiently** and **quickly** are emphasized.

Adverbs of manner are often placed in the middle position of a clause, particularly when the clause contains no adverb of frequency.

e.g. I **slowly** opened the door.

I have **carefully** considered all of the possibilities.

In the first example, the adverb of manner **slowly** precedes **opened**, a verb in the Simple Past. In the second example, the adverb of manner **carefully** follows the auxiliary **have** of the verb **have considered**.

In informal English, adverbs of manner are often placed immediately after the word **to** of an infinitive. When this is done, the infinitive is referred to as a **split infinitive**.

e.g. I wanted to **carefully** consider the situation.

In this example, the infinitive **to consider** is split by the adverb **carefully**.

However, in formal English, it is considered preferable not to use split infinitives. In formal English, the above example could be written:

I wanted to consider the situation **carefully**.

Adverb phrases and clauses of manner usually occupy the end position of a clause.
e.g. We arrived on foot.

We finished the work as quickly as we could.

In the first example, the adverb phrase of manner **on foot** follows the intransitive verb **arrived**. In the second example, the adverb clause of manner **as quickly as we could** follows the direct object **work** of the transitive verb **finished**.

Adverb phrases and clauses of manner are sometimes placed at the beginning of a clause, for emphasis. For example:

As quickly as we could, we finished the work.

In this example, the adverb clause **as quickly as we could** is emphasized.

d. Connecting adverbs

Adverbs such as **however**, **nevertheless** and **therefore** are often used to connect the ideas expressed by the clauses in which they occur to ideas expressed in previous clauses. In the following examples, the connecting adverbs are printed in bold type.

Connecting adverbs are often placed at the beginning of a clause.

e.g. I would like to go skiing. **However**, I have too much work to do.

She was very busy; **nevertheless**, she found time to go swimming.

In the first example, the adverb **however**, which occurs at the beginning of the clause **I have too much work to do**, connects the idea expressed in this clause with the idea expressed in the previous clause, **I would like to go skiing**. In the second example, the adverb **nevertheless**, which occurs at the beginning of the clause **she found time to go swimming**, connects the idea expressed in this clause with the idea expressed in the previous clause, **she was very busy**.

Many connecting adverbs may be placed in the middle position of a clause. This is often done when the clause contains no adverb of frequency.

e.g. I am, **nevertheless**, anxious to continue.

We **thus** had no difficulty finding the motel.

We have, **therefore**, decided to do it.

In the first example, **nevertheless** follows **am**, the Simple Present of the verb **to be**. In the second example, **thus** precedes **had**, the Simple Past of a verb other than the verb **to be**. In the third example, **therefore** follows the auxiliary **have** of the verb **have decided**.

The adverb **however** may occupy any of the three positions in a clause. As illustrated in the following examples, a connecting adverb is usually separated by commas from the rest of the sentence.

e.g. **However**, it has stopped snowing.

It has, **however**, stopped snowing.

It has stopped snowing, **however**.

It should be noted that the adverb **instead** is often placed at the end of a clause.

e.g. Because there was no meat, I bought fish **instead**.

Connecting adverb phrases are most often placed at the beginning of a clause. For example:

As a result, I decided to study hard.

In this example, the phrase **as a result** is placed at the beginning of the clause I **decided to study hard**.

The following table summarizes the most commonly used positions for the four different types of adverb discussed above.

<u>Type of Adverb</u>	<u>Most commonly used Position in Clause</u>
Adverb of frequency	Middle position
Adverb of time	End position, following adverbs of manner and location
Adverb of manner	End position, preceding other adverbs
Connecting adverb	Beginning position

See [Exercise 3](#).

e. Adverb phrases and clauses of purpose

Adverb phrases and clauses of purpose answer the question **Why?** This question is usually answered by a phrase or clause, rather than by a single-word adverb. In the following examples, the adverb phrases and clauses of purpose are underlined.

Adverb phrases and clauses of purpose usually occupy the end position of a clause, and follow any other adverbs, or adverb phrases or clauses.

e.g. I went to the store yesterday to buy a coat.

I need to buy a new coat soon because my old one is worn out.

In the first example, the adverb phrase of purpose **to buy a coat** occupies the end position of a clause, following the adverb of time **yesterday**. In the second example, the adverb clause of purpose **because my old one is worn out** occupies the end position of a clause, following the adverb of time **soon**.

Adverb phrases or clauses of purpose are sometimes placed at the beginning of a clause, for emphasis.

e.g. To reach the airport on time, we had to complete the trip in two hours.

Because it was such a beautiful day, I decided to go for a walk.

In the first example, the adverb phrase of purpose **to reach the airport on time** is placed at the beginning of the clause **we had to complete the trip in two hours**. In the second example, the adverb clause **because it was such a beautiful day** is placed at the beginning of the clause **I decided to go for a walk**.

f. Adverbs of location

Adverbs of location answer the question **Where?**

Adverbs of location, and adverb phrases and clauses of location, most often occupy the end position of a clause, where they precede adverbs of time and adverbs of purpose. In the following examples, the adverbs and adverb phrases and clauses of location are underlined.

e.g. I am going there tomorrow.

He left his bicycle in the driveway last night.
I know the office where she works.

In the first example, the adverb of location **there** follows the verb **am going**, and precedes the adverb of time **tomorrow**. In the second example, the adverb phrase of location **in the driveway** follows the object **bicycle** of the verb **left**, and precedes the adverb phrase of time **last night**. In the third example, the adverb clause of location **where she works** follows the object **office** of the verb **know**.

It should be noted that the position of adverbs and adverb phrases and clauses of location relative to other types of adverb is affected by whether or not the verb being modified is a **verb of motion**.

A verb of motion is a verb which describes some type of movement. The verbs **come**, **go**, **arrive**, **leave**, **walk**, **run** and **fly** are examples of verbs of motion.

If the verb of a clause is not a verb of motion, the most usual order of the different types of adverb in the end position of a clause is as follows:

Adverb of Manner
Adverb of Location
Adverb of Time
Adverb of Purpose

The following example illustrates this order:

We waited	patiently	outside the theater	all afternoon	to buy tickets.
<u>Type of Phrase:</u>	Manner	Location	Time	Purpose

See [Exercise 4](#).

The order may be varied if it is desired to emphasize one of the adverb phrases. For instance, the adverb phrase of time **all afternoon** could be given more emphasis by placing it immediately after the adverb **patiently**, as follows:

We waited patiently all afternoon outside the theater to buy tickets.

When the verb of a clause is a verb of motion, any adverb of location, or adverb phrase or clause of location, is usually placed immediately after the verb. The following table compares the position of adverbs following verbs of motion with the position of adverbs following other verbs.

The most usual Position of Adverbs following a Verb

Order of Adverbs following a Verb of Motion

Adverb of Location
Adverb of Manner
Adverb of Time
Adverb of Purpose

Order of Adverbs following a Verb which is not a Verb of Motion

Adverb of Manner
Adverb of Location
Adverb of Time
Adverb of Purpose

It can be seen that the order of the adverbs following the two types of verb is the same except for the relative order of the adverb of location and the adverb of manner.

The following example illustrates the most usual order of the four different types of adverb phrase following a verb of motion:

I will go	to the library	by bus	tomorrow	to return the book.
<u>Type of Phrase:</u>	Location	Manner	Time	Purpose

See [Exercise 5](#).

Adverbs and adverb phrases and clauses of location are sometimes placed at the beginning of a clause, for emphasis.

e.g. Here, the glacier deposited soil and rocks.

On the way to school, she saw a robin building its nest.

Wherever I look, I see signs of spring.

In these examples, the adverb **here**, the adverb phrase **on the way to school** and the adverb clause **wherever I look** are each placed at the beginning of a clause.

Adverbs of location usually cannot be placed in the middle position of a clause.

i. Here and There

The words **here** and **there**, indicating location, are often used at the beginning of a clause, followed by the verb **to be**.

In this construction, if the subject of the verb is a noun, the subject follows the verb.

e.g. **Here** are the tickets.

There was our bus.

In these examples, the noun subjects **tickets** and **bus** follow the verbs **are** and **was**.

However, if the subject of the verb is a personal pronoun, the subject precedes the verb.

e.g. **Here** they are.

There it was.

In these examples, the personal pronoun subjects **they** and **it** precede the verbs **are** and **was**.

When the subject follows the verb, care must be taken to make sure that the verb agrees with its subject.

e.g. **Here** is one of the examples.

There are his aunt and uncle.

In the first example, the verb **is** is singular to agree with the singular subject **one**. In the second example, the verb **are** is plural to agree with the plural subject **his aunt and uncle**.

See [Exercise 6](#).

ii. There used as an introductory word

In addition to being used to indicate location, **there** can also be used as an introductory

word, in clauses indicating the existence of something. **There** as an introductory word is often used with verbs such as **to be**, **to appear** and **to seem**. In the following examples, the verbs are underlined.

e.g. **There** is a public holiday on Monday.

There are three universities in the city.

There seem to be two possible answers to this question.

In affirmative statements using this construction, the subject follows the verb. In the following examples, the subjects are underlined.

e.g. **There** are only twenty-four hours in a day.

There seems to be a message for you.

In the first example, the verb **are** is plural, to agree with the plural subject **hours**. In the second example, the verb **seems** is singular, to agree with the singular subject **message**.

In questions using this construction, **there** follows the verb in the case of the Simple Present or Simple Past of the verb **to be**; otherwise, **there** follows the first auxiliary. In the case of the Simple Present and Simple Past of verbs other than the verb **to be**, the auxiliary **to do** must be used. In the following examples, the verbs are underlined.

e.g. Is **there** a post office near here?

Were **there** many people on the train?

Can **there** be any doubt about it?

Do **there** seem to be any maple trees in this forest?

In the first two examples, **there** follows **is** and **were**, the Simple Present and Simple Past of the verb **to be**. In the last two examples, **there** follows the first auxiliaries **can** and **do**.

iii. Inverted word order

When used with a verb of motion, an adverb or adverb phrase of location may be placed at the beginning of a clause, followed immediately by the verb, followed by the noun subject of the verb. This construction is summarized below, followed by examples.

adverb phrase of location	+	verb of motion	+	noun subject
Up the hill		trundled		the train.
Here		come		our friends.

If the subject of the verb is a personal pronoun, the subject must precede the verb, as illustrated below:

adverb phrase of location	+	pronoun subject	+	verb of motion
Up the hill		it		trundled.
Here		they		come.

See [Exercise 7](#).

g. Negative adverbs

Negative adverbs include adverbs with an explicit negative meaning, such as **never**, **not** and **nowhere**, as well as adverbs with an implied negative meaning, such as **hardly**, **scarcely** and **seldom**.

i. Double negatives

In modern English, there is a rule that a clause containing one negative word expresses a negative meaning, but a clause containing two negative words expressed an affirmative meaning. In the case of a clause with two negative words, it is considered that one of these words negates the other, so that an affirmative meaning results. The presence of two negative words in a clause is referred to as a **double negative**.

In some dialects of English, clauses containing two negative words may be used to express a negative meaning.

e.g. I'm not saying nothing about it.

He never told nobody the secret.

However, this use of the double negative is considered to be grammatically incorrect in standard English.

For each of the above examples, the double negative can be eliminated by omitting or altering one of the negative words. Thus, the meaning of the first example could be correctly expressed by either of the following sentences:

I'm saying **nothing** about it. **or**

I'm **not** saying **anything** about it.

Similarly, the meaning of the second example could be correctly expressed by either of the following sentences:

He told **nobody** the secret. **or**

He **never** told **anybody** the secret.

See [Exercise 8](#).

ii. Inverted word order

If a clause begins with a negative adverb, inverted word order must usually be used, with the subject following the Simple Present or Simple Past of the verb **to be**, or the first auxiliary. In the case of the Simple Present or Simple Past of any verb other than the verb **to be**, the auxiliary **to do** must be used. This construction is summarized below, followed by examples.

negative adverb or adverb phrase	+	Simple form of verb to be or first auxiliary	+	subject	
Never before		was		I	so eager to reach home.
Little		did		we	think we would meet again.
Seldom		had		they	tasted such a delicacy.

Following are other examples of this type of construction. The negative adverbs and adverb phrases are printed in bold type, and the subjects of the verbs are underlined.
e.g. **Seldom** was he at a loss for words.

Scarcely had we left the house, when it began to rain.

Not for many years was the true story known.

No sooner did the bell ring than the children ran out of the school.

In the first example, the subject **he** follows **was**, the Simple Past of the verb **to be**. In the succeeding examples, the subjects **we**, **story** and **bell** follow the auxiliaries **had**, **was** and **did**, respectively.

See [Exercise 9](#).

In this type of inverted construction, if **there** is used as an introductory word, **there** follows the Simple Past or Simple Present of the verb **to be**, or the first auxiliary.

e.g. **Seldom** were there more than five ducks on the pond.

Rarely had there been more swans on the lake than there were that day.

In the first example, **there** follows **were**, the Simple Past of the verb **to be**. In the second example, **there** follows the auxiliary **had**, of the verb **had been**.

It should be noted that the expression **so ... that** can also be used with inverted word order.

e.g. **So** exhausted were we **that** we fell asleep at the table.

In this example, the subject **we** follows the verb **were**.

3. Interrogative adverbs

The adverbs **how**, **when**, **where** and **why** can be used as interrogative adverbs at the beginning of direct questions. The interrogative adverbs in the following direct questions are printed in bold type.

e.g. **How** are you?

When is he coming?

Where were you?

Why did you say that?

As shown in these examples, inverted word order must be used, with the subject following the Simple Past or Simple Present of the verb **to be**, or the first auxiliary. In the case of the Simple Present and Simple Past of verbs other than the verb **to be**, the auxiliary **to do** must be used. In the following examples, the subjects are underlined.

e.g. **How** is your sister?

When did you see him?

Where is she going?

Why has he changed his mind?

In these examples, the subject **sister** follows the verb **is**, and the subjects **you**, **she** and **he** follow the auxiliaries **did**, **is** and **has**, respectively.

See [Exercise 10](#).

As well as being used as interrogative adjectives at the beginning of direct questions, **how**, **when**, **where** and **why** can also be used at the beginning of subordinate clauses.

In the following examples, the subordinate clauses are underlined.

e.g. Be ready to start when you hear the signal.

He camped close to where the brook flows into the lake.

In the first example, **when you hear the signal** is an adverb clause of time. In the second example, **where the brook flows into the lake** is an adverb clause of location.

In addition to being used at the beginning of adverb clauses, **how**, **when**, **where** and **why** can also be used at the beginning of indirect questions. In the following examples, the indirect questions are underlined.

e.g. I want to know how he did that.

I wonder when they will arrive.

Please tell me where the school is.

I will ask why she left early.

As pointed out previously, inverted word order is not used in indirect questions. Thus, the subject of an indirect question precedes the verb. In the following examples, the subjects are underlined.

e.g. We should find out how the information was transmitted.

Ask her when she will be here.

I wonder where they are.

Please find out why he could not come with us.

In these examples, the subjects **information**, **she**, **they** and **he** precede the verbs **was transmitted**, **will be**, **are** and **could come**.

EXERCISES for Chapter 24

1. Rewrite each of the following sentences, placing the adverb of frequency given in brackets in the middle position of the main clause. For example:

She is late for work. (rarely)

She is rarely late for work.

We visit him on Sundays. (sometimes)

We sometimes visit him on Sundays.

I have read that book before. (never)

I have never read that book before.

Yes, I do. (usually)

Yes, I usually do.

1. I had wanted to see the ocean. (always)

2. They do. (frequently)

3. She is very friendly. (usually)

4. They have the opportunity to travel. (seldom)

5. I am at home in the mornings. (generally)

6. He has. (always)

7. We were given free transportation to the school. (frequently)

8. Birds return to the place where they were born to build their nests. (often)

9. Albatrosses are seen close to shore. (seldom)

10. We would. (never)

11. They follow the news. (rarely)
12. Maple wood is used to make violins. (sometimes)

Answers

2. Rewrite each of the following sentences, placing the adverb of frequency given in brackets in the middle position of the main clause. For example:

Have you visited New York? (ever)

Have you ever visited New York?

I do not go to the library on the weekend. (always)

I do not always go to the library on the weekend.

1. He did not arrive on time. (ever)
2. Do you visit Boston? (often)
3. Are they surprised at the results? (frequently)
4. The children do not follow our instructions. (always)
5. Do you wonder what will happen next? (sometimes)
6. Did they find the missing information? (ever)
7. We do not stay out after dark. (usually)
8. The facts are not known. (generally)

Answers

3. For each of the following sentences, place the adverbs given in brackets in their most usual positions in the sentence. Place connecting adverbs in the beginning position, place adverbs of frequency in the middle position, and place adverbs of manner and adverbs of time in the end position. Adverbs of manner should precede adverbs of time. For example:

They left. (early, usually)

They usually left early.

We proceeded. (cautiously, therefore)

Therefore, we proceeded cautiously.

We will review our options. (tomorrow, carefully)

We will review our options carefully tomorrow.

1. We pick the flowers. (carefully, usually)
2. She answers. (correctly, rarely)
3. He is wrong. (however, seldom)
4. We will attend the concert. (therefore, tonight)
5. We found the hotel. (easily, nevertheless)
6. They left. (quietly, this morning)
7. She wins first prize. (always, furthermore)
8. He finished. (late, often)
9. We reached the station. (quickly, consequently)
10. You speak. (loudly, never)
11. We would have gone to the beach. (otherwise, yesterday)
12. They worked. (quickly, today)
13. I want to analyze the book. (carefully, sometime)
14. We arrive. (early, sometimes)

Answers

4. The following sentences do not contain verbs of motion. Complete each sentence by placing the adverbs and adverb phrases given in brackets in the end position, in the following order:

- Adverb of Manner
- Adverb of Location
- Adverb of Time
- Adverb of Purpose

For example:

The tickets sold. (at the box office, quickly, this afternoon)

The tickets sold quickly at the box office this afternoon.

I bought some film. (to photograph the parade, at the store, yesterday)

I bought some film at the store yesterday to photograph the parade.

1. We ate. (at the restaurant, well, yesterday evening)
2. They will be. (next month, on business, in France)
3. The children whispered. (on Christmas Eve, excitedly, in front of the tree)
4. We hung the picture. (on the wall, carefully)
5. The birds twittered. (this morning, outside the window, loudly)
6. The boys and girls waited. (for the parade to pass by, impatiently)
7. We slept. (all afternoon, on the grass, soundly)
8. The choir sang. (last week, beautifully, at the competition)
9. We watched the skaters. (to determine who might win the competition, avidly, this morning)
10. The moon shone. (over the water, long after the sun had set, brilliantly)

Answers

5. For each of the following sentences, paying attention to whether or not the sentence contains a verb of motion, place the adverbs and adverb phrases given in brackets in the correct order in the end position of the sentence. For example:

He lived. (for six years, happily, in Copenhagen)

He lived happily in Copenhagen for six years.

They returned. (from Holland, last week, unexpectedly)

They returned from Holland unexpectedly last week.

1. They stood. (at the bus stop, for twenty minutes, patiently)
2. We arrived. (here, last night, on foot)
3. The young child walked. (by herself, this morning, to school)
4. They were waiting. (at seven o'clock, eagerly, outside the fairgrounds)
5. She arrived. (in a black limousine, at the hotel)
6. Chickadees build their nests. (in dense evergreens, in the early spring, secretly)
7. The waves crashed. (against the shore, loudly)
8. I walked. (in the rain, to work, yesterday)
9. He sat. (until the announcements were finished, on the edge of his chair, expectantly)
10. We left. (this morning, home, in a hurry)

11. She went. (by bus, downtown, today)
12. They talked. (for an hour, animatedly, on the front lawn)

Answers

6. For each of the following sentences, fill in the blank with **is** or **are**, as appropriate.
For example:

Here one of the computations.

Here is one of the computations.

There all of the results.

There are all of the results.

1. There his brother and sister.
2. Here the news.
3. There several of her classmates.
4. Here both of the disks.
5. There a pair of pliers.
6. Here a few chocolates.
7. Here a box of eggs.
8. There two of the books.
9. Here another of the magazines.
10. Here some of the answers.
- ii. There one of his brothers.
12. Here the essays.

Answers

7. Rewrite the following sentences, replacing the underlined phrases with personal pronouns, and changing the word order as necessary. For example:

Over the treetops sailed the kite.

Over the treetops it sailed.

Here comes our teacher.

Here he comes.

1. Up the stairs dashed the reporter.
2. Onto the stage glided the ballerina.
3. Here is the butter.
4. There go the geese.
5. To and fro rode the girl on the horse.
6. Here come the children.
7. High in the heavens shone the lights of a million stars.
8. There goes the train.
9. Into the hotel darted the boy.
10. Here are your keys.
11. Over the grass rolled the ball.
12. There is my aunt.

Answers

8. The following sentences are incorrect, because each contains a double negative.
Each sentence can be corrected by omitting or altering one of the negative expressions.

Write two corrected versions for each sentence. For example:

We have not got no sugar.

We have got no sugar.

or We have not got any sugar.

I have never seen nothing like it before.

I have seen nothing like it before.

or I have never seen anything like it before.

1. He does not need no advice.
2. We never go nowhere interesting.
3. I did not get none of the answers right.
4. She does not know nothing.
5. We had not met neither of the boys before.
6. They did not do no harm.
7. He never speaks to nobody.
8. You do not have no reason to behave like that.
9. I do not know nothing about it.
10. I do not have no time for such things.

Answers

9. For each of the following sentences, add the negative expression shown in brackets at the beginning of the sentence, and make any other changes that are necessary. For example:

I had reached home when I remembered the message. (hardly)

Hardly had I reached home when I remembered the message.

We had the opportunity to do whatever we wanted. (seldom)

Seldom did we have the opportunity to do whatever we wanted.

1. We had entered the room when the telephone rang. (scarcely)
2. I have seen a more beautiful ballet than that one. (never)
3. We realized that a dangerous stretch of road lay ahead of us. (little)
4. I have worked as hard as I could. (never before)
5. A writer can express his exact feelings in words. (rarely)
6. We perceive everything that is around us. (hardly ever)
7. One can find a more striking example of erosion than the Grand Canyon. (nowhere)
8. They guessed what was about to happen. (little)
9. I am entirely satisfied with my situation. (seldom)
10. One comprehends a complex situation immediately. (rarely)

Answers

10. Paying attention to the correct word order, rewrite the underlined indirect questions as direct questions. For example:

I would like to know why you are here.

Why are you here?

I wonder how often he comes here.

How often does he come here?

Tell me where you have been.
Where have you been?

1. I want to know how much money you collected.
2. I wonder where they were.
3. Tell me why I should attend the meeting.
4. I would like to know when he finds time for his hobbies.
5. Do you know why she left school?
6. I am curious to know how many times you have seen this movie.
7. Will you tell me when you completed the assignment?
8. He will ask how long it will take.
9. Tell me where you are.
10. I wonder why she did not reply.
11. Find out when the bank opens.
12. Can you tell me where she is staying?

Answers

11. Paying attention to the correct word order, use the phrases given in brackets to rewrite the following direct questions as indirect questions. For example:

Where is the nearest store? (Please find out)
Please find out where the nearest store is.

How many boxes of paper did he order? (We need to know)
We need to know how many boxes of paper he ordered.

Why has she not finished the assignment? (I will ask her)
I will ask her why she has not finished the assignment.

1. Why is the information not here? (Please tell me)
2. When will they finish work? (Did you ask)
3. Where has she studied? (I wonder)
4. How many pounds of cherries did you sell? (Tell us)
5. Why was the meeting cancelled? (Will you tell me)
6. How long will the trip take? (I wonder)
7. How is he? (Did you hear)
8. Why do they have difficulty with the work? (I wonder)
9. When does she plan to leave? (Ask her)
10. How much time do you have? (Please let me know)
11. Where is the post office? (I am not sure)
12. Where did you buy that book? (Tell me)

Answers

ANSWERS TO THE EXERCISES for Chapter 24

Answers to **Exercise 1**:

1. I had always wanted to see the ocean. 2. They frequently do. 3. She is usually very friendly. 4. They seldom have the opportunity to travel. 5. I am generally at home in the mornings. 6. He always has. 7. We were frequently given free transportation to the

school. 8. Birds often return to the place where they were born to build their nests. 9. Albatrosses are seldom seen close to shore. 10. We never would. 11. They rarely follow the news. 12. Maple wood is sometimes used to make violins.

Answers to **Exercise 2**:

1. He did not ever arrive on time. 2. Do you often visit Boston? 3. Are they frequently surprised at the results? 4. The children do not always follow our instructions. 5. Do you sometimes wonder what will happen next? 6. Did they ever find the missing information? 7. We do not usually stay out after dark. 8. The facts are not generally known.

Answers to **Exercise 3**:

1. We usually pick the flowers carefully. 2. She rarely answers correctly. 3. However, he is seldom wrong. 4. Therefore, we will attend the concert tonight. 5. Nevertheless, we found the hotel easily. 6. They left quietly this morning. 7. Furthermore, she always wins first prize. 8. He often finished late. 9. Consequently, we reached the station quickly. 10. You never speak loudly. 11. Otherwise, we would have gone to the beach yesterday. 12. They worked quickly today. 13. I want to analyze the book carefully sometime. 14. We sometimes arrive early.

Answers to **Exercise 4**:

1. We ate well at the restaurant yesterday evening. 2. They will be in France next month on business. 3. The children whispered excitedly in front of the tree on Christmas Eve. 4. We hung the picture carefully on the wall. 5. The birds twittered loudly outside the window this morning. 6. The boys and girls waited impatiently for the parade to pass by. 7. We slept soundly on the grass all afternoon. 8. The choir sang beautifully at the competition last week. 9. We watched the skaters avidly this morning, to determine who might win the competition. 10. The moon shone brilliantly over the water long after the sun had set.

Answers to **Exercise 5**:

1. They stood patiently at the bus stop for twenty minutes. 2. We arrived here on foot last night. 3. The young child walked to school by herself this morning. 4. They were waiting eagerly outside the fairgrounds at seven o'clock. 5. She arrived at the hotel in a black limousine. 6. Chickadees build their nests secretly in dense evergreens in the early spring. 7. The waves crashed loudly against the shore. 8. I walked to work in the rain yesterday. 9. He sat expectantly on the edge of his chair until the announcements were finished. 10. We left home in a hurry this morning. 11. She went downtown by bus today. 12. They talked animatedly on the front lawn for an hour.

Answers to **Exercise 6**:

1. are 2. is 3. are 4. are 5. is 6. are 7. is 8. are 9. is 10. are 11. is 12. are

Answers to **Exercise 7**:

1. Up the stairs he (or she) dashed. 2. Onto the stage she glided. 3. Here it is. 4. There they go. 5. To and fro she rode. 6. Here they come. 7. High in the heavens they shone. 8. There it goes. 9. Into the hotel he darted. 10. Here they are. 11. Over the grass it rolled. 12. There she is.

Answers to **Exercise 8**:

1. He needs no advice. or He does not need any advice. 2. We go nowhere interesting. or We never go anywhere interesting. 3. I got none of the answers right. or I did not get any of the answers right. 4. She knows nothing. or She does not know anything. 5. We had met neither of the boys before. or We had not met either of the boys before. 6. They did no harm. or They did not do any harm. 7. He speaks to nobody. or He never speaks to anybody. 8. You have no reason to behave like that. or You do not have any reason to behave like that. 9. I know nothing about it. or I do not know anything about it. 10. I have no time for such things. or I do not have any time for such things.

Answers to [Exercise 9](#):

1. Scarcely had we entered the room when the telephone rang. 2. Never have I seen a more beautiful ballet than that one. 3. Little did we realize that a dangerous stretch of road lay ahead of us. 4. Never before have I worked as hard as I could. 5. Rarely can a writer express his exact feelings in words. 6. Hardly ever do we perceive everything that is around us. 7. Nowhere can one find a more striking example of erosion than the Grand Canyon. 8. Little did they guess what was about to happen. 9. Seldom am I entirely satisfied with my situation. 10. Rarely does one comprehend a complex situation immediately.

Answers to [Exercise 10](#):

1. How much money did you collect? 2. Where were they? 3. Why should I attend the meeting? 4. When does he find time for his hobbies? 5. Why did she leave school? 6. How many times have you seen this movie? 7. When did you complete the assignment? 8. How long will it take? 9. Where are you? 10. Why did she not reply? 11. When does the bank open? 12. Where is she staying?

Answers to [Exercise 11](#):

1. Please tell me why the information is not here. 2. Did you ask when they will finish work? 3. I wonder where she has studied. 4. Tell us how many pounds of cherries you sold. 5. Will you tell me why the meeting was cancelled? 6. I wonder how long the trip will take. 7. Did you hear how he is? 8. I wonder why they have difficulty with the work. 9. Ask her when she plans to leave. 10. Please let me know how much time you have. 11. I am not sure where the post office is. 12. Tell me where you bought that book.

CHAPTER 25. ADVERBS OF MANNER AND ADVERBS USED IN COMPARISONS

1. Adverbs of manner

Adverbs of manner are the largest group of adverbs. Most adverbs of manner are closely related to corresponding adjectives. Although some words can be used as either adjectives or adverbs, in most cases, adverbs of manner are formed by adding **ly** to the corresponding adjectives.

a. Spelling rules for adding **ly**

In most cases, **ly** is simply added to the positive form of the adjective. For example:

<u>Adjective</u>	<u>Adverb of Manner</u>
bad	badly
complete	completely
normal	normally

surprising surprisingly

i. Adjectives ending in ic

However, when the adjective ends in **ic**, the syllable **al** is usually added before the **ly** ending. For example:

<u>Adjective</u>	<u>Adverb of Manner</u>
dramatic	dramatically
scientific	scientifically
specific	specifically

ii. Adjectives ending in le

When the adjective ends in **le** preceded by a consonant, the final **e** is usually changed to **y**, to form the **ly** ending. For example:

<u>Adjective</u>	<u>Adverb of Manner</u>
favorable	favorably
humble	humbly
simple	simply

When the adjective ends in **le** preceded by a vowel, in most cases, **ly** is simply added to the positive form of the adjective. For example:

<u>Adjective</u>	<u>Adverb of Manner</u>
agile	agilely
sole	solely

However, in the case of the adjective **whole**, the final **e** is removed before the ending **ly** is added:

<u>Adjective</u>	<u>Adverb of Manner</u>
whole	wholly

iii. Adjectives ending in ll

When the adjective ends in **ll**, only **y** is added. For example:

<u>Adjective</u>	<u>Adverb of Manner</u>
dull	dully
full	fully
shrill	shrilly

iv. Adjectives ending in ue

When the adjective ends in **ue**, the final **e** is usually omitted before the ending **ly** is added. For example:

<u>Adjective</u>	<u>Adverb of Manner</u>
due	duly
true	truly

v. Adjectives ending in y

When the adjective ends in **y** preceded by a consonant, the **y** is usually changed to **i** before the ending **ly** is added. For example:

<u>Adjective</u>	<u>Adverb of Manner</u>
busy	busily
easy	easily
happy	happily

However, in the case of the adjectives **shy** and **sly**, **ly** is simply added to the positive form of the adjective:

<u>Adjective</u>	<u>Adverb of Manner</u>
shy	shyly
sly	slyly

When the adjective ends in **y** preceded by a vowel, in most cases, **ly** is simply added to the positive form of the adjective. For example:

<u>Adjective</u>	<u>Adverb of Manner</u>
coy	coily
grey	greyly

However, in the case of the adjective **gay**, **y** is changed to **i** before the ending **ly** is added:

<u>Adjective</u>	<u>Adverb of Manner</u>
gay	gaily

See [Exercise 1](#).

It should be noted that while most adverbs which end in **ly** are adverbs of manner, other types of adverb may also end in **ly**. For instance, **consequently** and **subsequently** are connecting adverbs. The following are adverbs of frequency which are formed by adding **ly** to the corresponding adjectives.

<u>Adjective</u>	<u>Adverb of Frequency</u>
frequent	frequently
rare	rarely
usual	usually

b. Adverbs which do not use the ending ly

The adverb of manner **well** appears unrelated to the corresponding adjective, **good**. **Good** and **well** both have the comparative form **better** and the superlative form **best**.

<u>Adjective</u>	<u>Adverb of Manner</u>
good	well

It should be noted that in addition to being used as an adverb, the word **well** can also be used as an adjective with the meaning **healthy**. The adjective **well** is most often used as a predicate adjective.

e.g. **Well** used as an Adjective: I hope you are **well**.

Well used as an Adverb: He did **well** on the examination.

In the first example, **well** is a predicate adjective, modifying the pronoun **you**. In the second example, **well** is an adverb of manner, modifying the verb **did**.

The following table gives examples of adverbs of manner, location, time and frequency which have the same forms as the corresponding adjectives.

<u>Adjective</u>	<u>Adverb of Manner</u>
fast	fast
hard	hard
little	little
loud	loud or loudly
much	much
straight	straight

<u>Adjective</u>	<u>Adverb of Location</u>
far	far
high	high
low	low
near	near
wide	wide

<u>Adjective</u>	<u>Adverb of Time</u>
early	early
first	first
late	late
long	long

<u>Adjective</u>	<u>Adverb of Frequency</u>
daily	daily
monthly	monthly
weekly	weekly
yearly	yearly

See [Exercise 2](#).

It should also be noted that there are several adjectives ending in **ly** which have no corresponding adverbs:

friendly
likely
lively
lonely
silly

ugly

When it is desired to use one of these words to modify a verb, an adverb phrase of manner may be used. In the following examples, the adverb phrases are underlined.
e.g. He behaved in a friendly manner.

They acted in a silly way.

The following table gives examples of pairs of adverbs which are closely related, but which have different meanings.

Adverbs With and Without ly Endings

<u>Adverb</u>	<u>Meaning</u>	<u>Adverb</u>	<u>Meaning</u>
hard	with effort	hardly	scarcely
high	opposite of low	highly	very; very well
late	opposite of early	lately	recently
near	opposite of far	nearly	almost
wide	opposite of narrow	widely	commonly

The meanings of these adverbs are illustrated in the following examples.

e.g. I worked **hard**.

I have **hardly** enough time to finish.

He threw the ball **high** into the air.

He is **highly** successful in what he does.

The class began **late**.

The weather has been cold **lately**.

I held my breath as the squirrel crept **near** to get the nuts.

I have **nearly** finished reading the book.

I opened the door **wide**.

That theory is **widely** believed.

c. The differing functions of adjectives and adverbs

When an adverb differs in form from a corresponding adjective, it is necessary to distinguish between the functions of adjectives and adverbs in order to determine which form should be used in a given situation.

Whereas adjectives modify nouns, pronouns, and expressions which serve the same grammatical functions as nouns; adverbs modify verbs, adjectives and adverbs.

i. Adjectives which modify nouns compared with adverbs which modify verbs

The following examples illustrate the distinction which must be made between adjectives which modify nouns and adverbs which modify verbs. The adjectives and adverbs are printed in bold type, and the words which are modified are underlined.

e.g. Adjective: It has been a **quiet** afternoon.

Adverb: The afternoon passed **quietly**.

Adjective: She is a **good** musician.

Adverb: She plays the flute very **well**.

In the first pair of sentences, the adjective **quiet** modifies the noun **afternoon**, whereas the adverb **quietly** modifies the verb **passed**. In the second pair of sentences, the adjective **good** modifies the noun **musician**, whereas the adverb **well** modifies the verb **plays**.

In informal English, adjectives are sometimes used to modify verbs.

e.g. She plays good.

In this example, the adjective **good** is used to modify the verb **plays**. However, this use of adjectives is considered to be grammatically incorrect.

See [Exercise 3](#).

ii. Adjectives which modify nouns compared with adverbs which modify adjectives

The following examples illustrate the distinction which must be made between adjectives which modify nouns and adverbs which modify adjectives.

e.g. Adjective: a **large** wooden building

Adverb: a **largely** wooden building

Adjective: **conspicuous** dark clouds

Adverb: **conspicuously** dark clouds

In the first pair of phrases, the adjective **large** modifies the noun **building**, and the adverb **largely** modifies the adjective **wooden**. Thus, the phrase **a large wooden building** has the meaning **a big wooden building**, whereas the phrase **a largely wooden building** has the meaning **a building mostly made of wood**.

In the second pair of phrases, the adjective **conspicuous** modifies the noun **clouds**, and the adverb **conspicuously** modifies the adjective **dark**. Thus, the phrase **conspicuous dark clouds** means that the clouds themselves are noticeable; whereas the phrase **conspicuously dark clouds** means that the darkness of the clouds is noticeable.

See [Exercise 4](#).

iii. Predicate adjectives which modify the subjects of verbs compared with adverbs which modify verbs

As pointed out previously, certain verbs, called **linking verbs**, can be followed by predicate adjectives. A distinction must be made between predicate adjectives which modify the subjects of linking verbs, and adverbs which modify verbs.

A few linking verbs, such as the verb **to be**, can be followed by predicate adjectives, but cannot be modified by adverbs of manner. In the following examples using the verb **to be**, the nouns which are modified are underlined.

e.g. He is **happy**.

The wind was **strong**.

In these examples, the predicate adjectives **happy** and **strong** modify the subjects **he** and **wind**.

However, there are several verbs which can be used either as linking verbs followed by predicate adjectives, or as non-linking verbs modified by adverbs of manner. The following examples illustrate the use of the verb **to appear** as a linking verb and as a non-linking verb.

e.g. Linking Verb: His uncle appeared **kind**.

Non-linking Verb: His uncle appeared **punctually** at ten o'clock.

In the first example, **kind** is a predicate adjective which modifies the noun **uncle**. In the second example, **punctually** is an adverb of manner which modifies the verb **appeared**.

The verbs below can be used either as linking or non-linking verbs:

to appear	to become
to feel	to grow
to look	to remain
to smell	to sound
to taste	to turn

If the subject of the verb is to be modified, a predicate adjective is required after such verbs; whereas if the verb is to be modified, an adverb is required. In the pairs of examples below, the verbs **to grow**, **to look** and **to turn** are used first as linking verbs followed by adjectives, and then as non-linking verbs modified by adverbs. The adjectives and adverbs are printed in bold type, and the words which are modified are underlined.

e.g. Adjective: As he became old, he grew **slow** at remembering dates.

Adverb: The tree grew **slowly**.

Adjective: They looked **anxious**.

Adverb: We looked **anxiously** up the street.

Adjective: The weather turned **cold**.

Adverb: She turned **coldly** away from the salesman.

In these examples, the predicate adjectives **slow**, **anxious** and **cold** modify the subjects **he**, **they** and **weather**; whereas the adverbs of manner **slowly**, **anxiously** and **coldly** modify the verbs **grew**, **looked** and **turned**.

See [Exercise 5](#).

2. Adverbs used in comparisons

a. The formation of comparative and superlative forms of adverbs

It should be noted that many adverbs, such as **sometimes**, **never**, **here**, **there**, **now**, **then**, **first**, **again**, **yesterday** and **daily** have no comparative or superlative forms.

i. Adverbs used with More and Most

Most adverbs used in comparisons, including those formed from corresponding adjectives by adding the ending **ly**, form the comparative with the word **more**, and the superlative with the word **most**. For example:

<u>Positive Form</u>	<u>Comparative Form</u>	<u>Superlative Form</u>
carefully	more carefully	most carefully
easily	more easily	most easily
frequently	more frequently	most frequently
slowly	more slowly	most slowly
softly	more softly	most softly

ii. Adverbs used with the endings **er** and **est**

Adverbs which have the same positive forms as corresponding adjectives generally also have the same comparative and superlative forms as the corresponding adjectives. For example:

<u>Positive Form</u>	<u>Comparative Form</u>	<u>Superlative Form</u>
early	earlier	earliest
fast	faster	fastest
hard	harder	hardest
high	higher	highest
late	later	latest
long	longer	longest
low	lower	lowest
near	nearer	nearest
straight	straighter	straightest

The adverb of time **soon** also uses the endings **er** and **est**:

<u>Positive Form</u>	<u>Comparative Form</u>	<u>Superlative Form</u>
soon	sooner	soonest

It should be noted that adverbs formed by adding **ly** to one-syllable adjectives are sometimes used with the endings **er** and **est**.

e.g. We walked slower and slower.

They sang the softest.

However, in modern English, it is generally considered to be more correct to write:

We walked more and more slowly.

They sang the most softly.

iii. Irregular adverbs

The irregular adverbs have the same comparative and superlative forms as the corresponding irregular adjectives:

<u>Positive Form</u>	<u>Comparative Form</u>	<u>Superlative Form</u>
badly	worse	worst
far	farther or further	farthest or furthest

little	less	least
much	more	most
well	better	best

b. Positive forms of adverbs used in comparisons

The constructions employed when adverbs are used in comparisons are very similar to those employed when adjectives are used in comparisons.

i. The construction with As ... As

When used in making comparisons, the positive form of an adverb is usually preceded and followed by **as**. This construction is summarized below, followed by examples.

	as	+	positive form of adverb	+	as	
I can run	as		fast		as	you can.
He moves	as		slowly		as	a snail.
Her eyes shone	as		brightly		as	stars.

If desired, an adverb may be placed before the first occurrence of **as**:

	<u>adverb</u>	+	as	+	positive form of adverb	+	as	
I can run	<u>twice</u>		as		fast		as	you can.
Her eyes shone	<u>almost</u>		as		brightly		as	stars.

ii. Ellipsis

Ellipsis is often employed in comparisons using adverbs. For instance, in the second half of such comparisons, instead of repeating the verb, the first auxiliary may be used, or the verb may be omitted entirely. In the following examples, the words which would usually be omitted are enclosed in square brackets.

e.g. I can run as fast as you can [run].

He moves as slowly as a snail [moves].

Her eyes shone as brightly as stars [shine].

c. Comparative forms of adverbs used in comparisons

i. The construction with Than

When used in making comparisons, the comparative form of an adverb is usually followed by **than**. This construction is summarized below, followed by examples.

	comparative form of adverb	+	than	
He can swim	farther		than	I can.
She sings	more beautifully		than	her sister does.

As is the case with comparisons using adjectives, comparisons using adverbs can be combined with phrases or clauses.

e.g. She performs **better in front of an audience** **than** she does **in rehearsal**.

They walked **faster** when they were on their way to school **than** they did when they were on their way home.

In the first example, the two situations being compared are distinguished by the phrases **in front of an audience** and **in rehearsal**. In the second example, the two situations being compared are distinguished by the clauses **when they were on their way to school** and **when they were on their way home**. The use of ellipsis should be noted. In the first example, the auxiliary **does** is used instead of repeating the verb **performs**. In the second example, the auxiliary **did** is used instead of repeating the verb **walked**.

See [Exercise 6](#).

ii. Progressive comparisons

The comparative forms of adverbs can be used in progressive comparisons. For adverbs with the ending **er**, the following construction is used:

	comparative form of adverb	+	and	+	comparative form of adverb
e.g.	The plane flew	higher		and	higher.
	The team performed	better		and	better.

The meanings expressed in these examples can also be expressed as follows:

e.g. The plane flew increasingly high.

The team performed increasingly well.

For adverbs which form the comparative with **more**, the following construction is used:

	more	+	and	+	more	+	positive form of adverb
He solved the problems	more		and		more		easily.
We visited them	more		and		more		frequently.

The meanings expressed in these examples can also be expressed as follows:

e.g. He solved the problems increasingly easily.

We visited them increasingly frequently.

iii. The construction with Less and Less

A similar construction, employing the expression **less and less**, can also be used. The expressions **less and less** and **more and more** have opposite meanings.

	less	+	and	+	less	+	positive form of adverb
He solved the problems	less		and		less		easily.

We visited them less and less frequently.

The meanings expressed in these examples can also be expressed as follows:

e.g. He solved the problems decreasingly easily.

We visited them decreasingly frequently.

See [Exercise 7](#).

iv. The construction with The ..., the ...

Two clauses, each beginning with **the**, and each containing a comparative form of an adjective or adverb, can be used together in order to indicate a cause and effect relationship between two different things or events. This construction is summarized below, followed by examples.

The +	comparative form of adverb + or adjective	1st part of comparison, +	the +	comparative form of adverb + or adjective	2nd part of comparison
The	more	they eat,	the	fatter	they get.
The	faster	we skated,	the	warmer	we felt.

The following are further examples of the use of this type of construction. In these examples, the comparative forms are underlined.

e.g. **The** more cleverly we hid the Easter eggs, **the** more enthusiastically the children searched for them.

The more I scold her, **the** worse she behaves.

As shown in the examples, in this type of construction the two clauses beginning with **the** must be separated by a comma.

d. Superlative forms of adverbs used in comparisons

i. The construction with The

When used in making comparisons, the superlative form of an adverb is usually preceded by **the**. This construction is summarized below, followed by examples.

	the +	superlative form of adverb	
He jumped	the	highest	of all the boys in the class.
Our team plays	the	best	of all the teams in the league.
They sing	the	most sweetly	of all the choirs I have heard.

See [Exercises 8](#) and [9](#).

In the case of adverbs which form the superlative with the ending **est**, the superlative is sometimes preceded by a possessive adjective, instead of by the definite article, **the**.

In the following examples, the possessive adjectives are printed in bold type.

e.g. He ran **his** fastest.

I did **my** best.

ii. The construction with The Least

Adverbs may also be preceded by the expression **the least**. This construction is summarized below, followed by examples. The words **least** and **most** have opposite meanings.

	the	+	least	+	positive form of adverb	
She speaks	the		least		loudly	of all the children.
This bus runs	the		least		often.	

EXERCISES for Chapter 25

1. For each of the following sentences, fill in the blank with the adverb which corresponds to the adjective given in brackets. For example:

The letter was _____ legible. (scarce)

The letter was scarcely legible.

He did the work as _____ as possible. (careful)

He did the work as carefully as possible.

They won the game _____. (easy)

They won the game easily.

She handled the situation very _____. (capable)

She handled the situation very capably.

I _____ expected that to happen. (full)

I fully expected that to happen.

The view was _____ magnificent. (true)

The view was truly magnificent.

The theory has never been _____ proved. (scientific)

The theory has never been scientifically proved.

1. I was _____ impressed by their courage. (due)

2. The children chattered _____. (noisy)

3 The sun shone _____ behind the clouds. (pale)

4. They have settled in _____. (comfortable)

5. He _____ maintained his point of view. (dogmatic)

6. Everything is proceeding _____. (normal)

7. Please drive _____. (slow)

8. She worked _____ until nine o'clock. (steady)

9. The cost of fuel has risen _____. (dramatic)

10. He _____ scrambled up the slope. (agile)

ii. Everything was explained clearly and _____. (simple)

12. The train whistle blew _____ at the crossing. (shrill)

13. _____, it stopped raining before we had to leave. (lucky)

14. She was signaling _____. (frantic)
15. That was _____ unexpected. (whole)
16. We arrived _____. (punctual)
17. England is a _____ populated country. (dense)
18. They are _____ dependent on coal for fuel. (sole)
19. The material was produced _____. (synthetic)
20. They _____ agreed to the proposal. (ready)

Answers

2. For each of the following sentences, fill in the blank with the adverb which corresponds to the adjective given in brackets. For example:

He hit the ball _____. (hard)

He hit the ball hard.

The newspaper is delivered _____. (daily)

The newspaper is delivered daily.

She did _____ in the competition. (good)

She did well in the competition.

Please close the door _____. (quiet)

Please close the door quietly.

1. I drove _____ home. (straight)
2. We came to work _____. (early)
3. She _____ filled in the answers. (quick)
4. He like to drive _____. (fast)
5. We proceeded _____. (cautious)
6. He threw the ball _____ into the air. (high)
7. How _____ do you know her? (good)
8. We arrived _____. (late)
9. They did the work _____. (bad)
10. He spoke _____. (little)
- ii. The gathering is held . (annual)
12. They replied _____. (immediate)
13. The workers met _____. (weekly)
14. I will deal with that problem _____. (first)
15. They were _____ dressed for the occasion. (suitable)

Answers

3. For each of the following sentences, pay attention to whether the word to be placed in the blank modifies a noun or a verb, and complete the sentence with either the adjective given in brackets or the corresponding adverb, as appropriate. For example:

It is necessary to wear _____ clothes in the winter. (thick)

It is necessary to wear thick clothes in the winter.

Snow fell _____ on the ground. (thick)

Snow fell thickly on the ground.

1. We _____ concluded the deal. (successful)

2. He is a _____ businessman. (successful)
3. There was a _____ rain in the morning. (light)
4. She ran _____ up the steps. (light)
5. The path was _____ marked. (clear)
6. We gave him a _____ signal to continue. (clear)
7. I _____ disagree with you. (strong)
8. There is a _____ wind from the north. (strong)
9. She waved _____. (cheerful)
10. I gazed at the _____ water of the lake. (tranquil)
11. The engine operates as _____ as possible. (efficient)
12. Is that a _____ decision? (recent)
13. He has behaved very _____. (responsible)
14. _____ snow is forecast for tomorrow. (heavy)
15. I opened the door _____ and stepped outside. (quiet)
16. Icicles hung from the _____ needles of the pine trees. (dark)

Answers

4. For each of the following sentences, pay attention to whether the word to be placed in the blank modifies a noun or an adjective, and complete the sentence with either the adjective given in brackets or the corresponding adverb, as appropriate. For example:

A _____ wooden fence surrounded the playground. (high)

A high wooden fence surrounded the playground.

A _____ skilled worker will be required for this job. (high)

A highly skilled worker will be required for this job.

1. They have a _____ front lawn. (wide)
2. He has challenged a _____ held theory. (wide)
3. Every author likes to receive _____ book reviews. (favorable)
4. _____ situated farms often produce higher yields than other farms. (favorable)
5. Many _____ incomprehensible phenomena have been explained with the help of modern science. (previous)
6. Many _____ city councils have succeeded in balancing the budget. (previous)
7. _____ weather conditions have prevailed for the past ten days. (unusual)
8. An _____ large number of variables must be taken into account. (extreme)
9. _____ few people understand the situation. (relative)
10. She wrote a _____ short story. (humorous)
11. That was a _____ occurring event. (frequent)
12. Our city boasts a _____ bus service. (frequent)
13. It was a _____ Easter Sunday. (hot)
14. It was a _____ debated issue. (hot)

Answers

5. For each of the following sentences, pay attention to whether the word to be placed in the blank modifies the verb or the subject of the verb, and complete the sentence with either the adjective given in brackets or the corresponding adverb, as appropriate. For example:

We tasted the soup _____. (suspicious)

We tasted the soup suspiciously.

The meal tasted _____. (delicious)

The meal tasted delicious.

1. The moon appeared _____ between the clouds. (brief)
2. He looked _____. (happy)
3. He looked _____ at the timetable. (attentive)
4. We felt _____ after supper. (sleepy)
5. After the lights went out, we felt our way _____ to our rooms. (sleepy)
6. The maple tree grew _____. (quick)
7. The sky grew _____. (dark)
8. He became _____ at the thought of giving a speech. (excited)
9. She became a teacher _____ after graduating. (immediate)
10. The pastries smelled _____. (sweet)
11. We _____ smelled the aroma of fresh bread. (eager)

Answers

6. Rewrite the following sentences as comparisons, using the comparative form of the adverb, and the word **than**. For each sentence, use the word or words given in brackets as the second part of the comparison. For example:

The living room was furnished elegantly. (the study)

The living room was furnished more elegantly than the study.

Because they were nervous, they performed badly. (they should have)

Because they were nervous, they performed worse than they should have.

1. The train travels fast. (the bus)
2. In the morning, the sun shone brightly. (in the afternoon)
3. The footpath runs straight. (the road)
4. Joe sings badly. (Rick)
5. I got up early. (you did)
6. The wild deer came near. (I had expected)
7. Her son plays the violin well. (her daughter does)
8. Captain Cook sailed far. (Columbus did)
9. You are late. (the others)
10. The stream flows swiftly. (the river)
11. She studies hard. (her classmates)
12. The project was completed successfully. (we had anticipated)

Answers

7. Rewrite the following sentences, using progressive comparisons instead of the adverb **increasingly**, and using the expression **less and less** instead of the adverb **decreasingly**. For example:

The rain fell increasingly heavily.

The rain fell more and more heavily.

The wind blew increasingly hard.

The wind blew harder and harder.

Finally, the rain drummed decreasingly loudly on the roof.
Finally, the rain drummed less and less loudly on the roof.

1. As the evening wore on, we spoke decreasingly animatedly.
2. The spectators cheered increasingly loudly.
3. The chirping of the crickets disturbed us increasingly little.
4. As he grew older, he walked increasingly far.
5. The new shuttle service functioned increasingly reliably.
6. The sun shone decreasingly intensely.
7. As I became tired, I wrote increasingly slowly.
8. The boy learned to read increasingly well.

Answers

8. Rewrite each of the following sentences, changing the positive form of the adverb to the superlative form, and using the definite article **the**. Use the words given in brackets as the second part of the comparison. For example:

This window opens easily. (of all the windows in the room)

This window opens the most easily of all the windows in the room.

He plays this piece well. (of anyone in the band)

He plays this piece the best of anyone in the band.

1. She understood the lesson readily. (of all the pupils in the class)
2. This kite flies badly. (of all the kites I have ever made)
3. That train leaves early. (of all the trains departing from this station)
4. Last night it snowed hard. (of any night in the year)
5. The potato field produces little. (of all the fields on the farm)
6. This highway runs straight. (of all the highways in the country)
7. She speaks quietly. (of all the people I know)
8. The bass sings low. (of all the singers)
9. Eagles fly high. (of all the birds which live in the mountains)
10. She prepares meals well. (of all the students in the class)
11. They regard his proposal favorably. (of all the proposals they have received)
12. Bill ran far. (of all the boys)
13. His arrow came near. (to the center of the target)
14. This bus travels slowly. (of all the buses)

Answers

9. Paying attention to the sentence structure, complete each of the following sentences correctly by filling in the blank with the positive, comparative, or superlative form of the adverb given in brackets. For example:

We clapped as _____ as we could. (loudly)

We clapped as loudly as we could.

They arrived _____ than they had expected. (promptly)

They arrived more promptly than we had expected.

She swam the _____ of all the girls in the school. (far)

She swam the farthest of all the girls in the school.

The more you study, the _____ you will do on the test. (well)
The more you study, the better you will do on the test.

1. Cheetahs run the _____ of all mammals. (fast)
2. We described our experiences as _____ as we could. (vividly)
3. The more encores she sings, the _____ the audience applauds. (enthusiastically)
4. He practises the _____ of all the members of the team. (diligently)
5. The _____ you study, the poorer your marks will be. (little)
6. He explains his ideas _____ than you do. (convincingly)
7. They wrote as _____ as possible. (intelligibly)
8. Seagulls fly _____ than ducks do. (well)
9. Birds of prey soar the _____ of all birds. (impressively)
10. The _____ you exercise, the stronger you will become. (much)
11. They have traveled as _____ as possible. (widely)
12. She examined the material _____ than I did. (thoroughly)
13. He explains the subject the _____ of all the teachers in the school. (well)
14. Advanced skiers complete the course twice as _____ as beginners. (rapidly)
15. I have written out the assignment _____ than you have. (neatly)
16. The _____ I walk, the more refreshed I feel. (far)

Answers

ANSWERS TO THE EXERCISES for Chapter 25

Answers to **Exercise 1**:

1. duly 2. noisily 3. palely 4. comfortably 5. dogmatically 6. normally 7. slowly 8. steadily 9. dramatically 10. agilely 11. simply 12. shrilly 13. luckily 14. frantically 15. wholly 16. punctually 17. densely 18. solely 19. synthetically 20. readily

Answers to **Exercise 2**:

1. straight 2. early 3. quickly 4. fast 5. cautiously 6. high 7. well 8. late 9. badly 10. little 11. annually 12. immediately 13. weekly 14. first 15. suitably

Answers to **Exercise 3**:

1. successfully 2. successful 3. light 4. lightly 5. clearly 6. clear 7. strongly 8. strong 9. cheerfully 10. tranquil 11. efficiently 12. recent 13. responsibly 14. Heavy 15. quietly 16. dark

Answers to **Exercise 4**:

1. wide 2. widely 3. favorable 4. Favorably 5. previously 6. previous 7. Unusual 8. extremely 9. Relatively 10. humorous 11. frequently 12. frequent 13. hot 14. hotly

Answers to **Exercise 5**:

1. briefly 2. happy 3. attentively 4. sleepy 5. sleepily 6. quickly 7. dark 8. excited 9. immediately 10. sweet 11. eagerly

Answers to [Exercise 6](#):

1. The train travels faster than the bus. 2. In the morning, the sun shone more brightly than in the afternoon. 3. The footpath runs straighter than the road. 4. Joe sings worse than Rick. 5. I got up earlier than you did. 6. The wild deer came nearer than I had expected. 7. Her son plays the violin better than her daughter does. 8. Captain Cook sailed farther than Columbus did. 9. You are later than the others. 10. The stream flows more swiftly than the river. 11. She studies harder than her classmates. 12. The project was completed more successfully than we had anticipated.

Answers to [Exercise 7](#):

1. As the evening wore on, we spoke less and less animatedly. 2. The spectators cheered more and more loudly. 3. The chirping of the crickets disturbed us less and less. 4. As he grew older, he walked farther and farther. 5. The new shuttle service functioned more and more reliably. 6. The sun shone less and less intensely. 7. As I became tired, I wrote more and more slowly. 8. The boy learned to read better and better.

Answers to [Exercise 8](#):

1. She understood the lesson the most readily of all the pupils in the class. 2. This kite flies the worst of all the kites I have ever made. 3. That train leaves the earliest of all the trains departing from this station. 4. Last night it snowed the hardest of any night in the year. 5. The potato field produces the least of all the fields on the farm. 6. This highway runs the straightest of all the highways in the country. 7. She speaks the most quietly of all the people I know. 8. The bass sings the lowest of all the singers. 9. Eagles fly the highest of all the birds which live in the mountains. 10. She prepares meals the best of all the students in the class. 11. They regard his proposal the most favorably of all the proposals they have received. 12. Bill ran the farthest of all the boys. 13. His arrow came the nearest to the center of the target. 14. This bus travels the most slowly of all the buses.

Answers to [Exercise 9](#):

1. fastest 2. vividly 3. more enthusiastically 4. most diligently 5. less 6. more convincingly 7. intelligibly 8. better 9. most impressively 10. more 11. widely 12. more thoroughly 13. best 14. rapidly 15. more neatly 16. farther

CHAPTER 26. PREPOSITIONS

The words **at**, **in**, **of**, **on** and **to** are examples of prepositions. A word such as a noun, pronoun or gerund following a preposition is said to be the **object** of the preposition. As pointed out previously, a personal pronoun following a preposition must be in the objective case.

A phrase beginning with a preposition can be referred to as a **prepositional phrase**. The prepositional phrases in the following examples are underlined.

e.g. He owns the house on the corner.

We are waiting for her.

She has read many books about flying.

In the first example, the noun **corner** is the object of the preposition **on**. In the second example, the personal pronoun **her** is the object of the preposition **for**. It can be seen that the personal pronoun **her** is in the objective case. In the third example, the gerund **flying** is the object of the preposition **about**.

A preposition serves to connect its object with the rest of a sentence. In doing so, a preposition indicates the relationship of the idea expressed in the prepositional phrase to the ideas expressed in the rest of the sentence.

For instance in the sentence **He owns the house on the corner**, the preposition **on** indicates that the words **the corner** express the location of the house referred to in the rest of the sentence. Similarly, in the sentence **We are waiting for her**, the preposition **for** indicates that the word **her** expresses the reason for the action of waiting referred to in the rest of the sentence.

Although there are fewer than one hundred English prepositions, although prepositions do not take endings, and although the structure of most prepositional phrases is simple, the use of English prepositions is very complex. The reasons for this are that most prepositions have more than one meaning, many prepositions can also be used as adverbs, prepositions are used in hundreds of idioms, many adjectives, nouns, and verbs must usually be followed by certain prepositions, and there are hundreds of phrasal verbs formed from combinations of verbs with adverbs and prepositions.

It should also be noted that the use of prepositions varies somewhat among the different dialects of English. For instance, as illustrated in the following example, there are some differences between British and North American English in the use of prepositions.

e.g. British Usage: There is a fence **about** the garden.

American Usage: There is a fence **around** the garden.

The discussion below emphasizes the North American usage of English prepositions.

1. The meanings of prepositions

The table below gives the most usual meanings of English prepositions. Each meaning is illustrated by an example.

About

1. On the subject of: This is a story **about** elephants.
2. Approximately: He is **about** ten years old.

Above

1. Higher than; over: The plane flew **above** the clouds.
2. Earlier on a page: There is a heading **above** each diagram.

Across

1. From one side to the other: We walked **across** the field.

2. On the other side of: There is a store **across** the street.

After

1. Later in time: **after** ten o'clock; **after** lunch
2. Later in a series: Q comes **after** P in the alphabet.
3. In pursuit of: The dog ran **after** the cat.

Against

1. In opposition to: Theft is **against** the law.
2. Touching; supported by: I leaned my bicycle **against** the wall.

Along

1. Following the length of: We walked **along** the road.

Among

1. Within a group: The money was shared **among** three people.

Note: In formal English, **among** is usually used only when referring to more than two persons or things. In contrast, **between** is used when referring to two persons or things.

Around

1. Circling something: We walked **around** the block.
2. Surrounding: There is a fence **around** the garden.
3. In different parts of: I looked **around** the house for the keys.
4. In the other direction: We turned **around** and went back home.
5. Approximately: He is **around** six feet tall.

At

1. A specific location: **at** 23 Chestnut Street; **at** the park
2. A point in time: **at** 5 o'clock; **at** Christmas
3. A condition: **at** peace; **at** war; **at** rest
4. An activity: **at** work; **at** school; **at** play
5. Towards: Look **at** someone; wave **at** someone

Note: When referring to a specific location or to a point in time, **at** is usually used. When referring to a certain street or a certain day, **on** is usually used. When referring to a location as an area, or when referring to a unit of time longer than a day, **in** is usually used.

e.g. **at** Christmas; **on** Christmas day; **in** the Christmas holidays

Before

1. Earlier in time: **before** two o'clock; **before** Christmas
2. Earlier in a series: S comes **before** T in the alphabet.

Behind

1. At the back of: The little girl hid **behind** her mother.
2. Late: I am **behind** in my work.
3. Cause; origin: Who was **behind** that idea?

Below

1. Lower than; under: **below** freezing; **below** sea level
2. Later on a page: Footnotes are provided **below** the text.

Beneath

1. Lower than; below: **beneath** the earth

Beside

1. Next to; at the side of: I sit **beside** her in class.

Besides

1. Also; as well as: We study other languages **besides** English.

Note the differing meanings of **beside** and **besides**. **Beside** is usually used with reference to a physical location.

Between

1. An intermediate location: Toronto lies **between** Montreal and Vancouver.
2. An intermediate time: **between** Christmas and New Year's Day
3. Intermediate in a series: B comes **between** A and C in the alphabet.
4. An intermediate amount: **between** five and ten people
5. Within a group of two: The money was shared **between** two people.

Beyond

1. Farther than: The mountains lie **beyond** the horizon.
2. Further than; exceeding: That was **beyond** my expectations.

But

1. Except: I have read all **but** the last chapter.

Note: **But** is used more often as a conjunction than as a preposition.

By

1. Near: a house **by** the sea
2. Past: He waved as he drove **by** the house.
3. Not later than: Try to finish the work **by** next week.
4. In units of: cheaper **by** the dozen; sold **by** weight
5. Through the means of: travel **by** plane; written **by** him

Note: **By** is often used in combination with verbs in the Passive Voice.

Concerning

1. Connected with; about: He studies everything **concerning** trees.

Despite

1. In spite of: We walked downtown **despite** the rain.

Down

1. To a lower position: The ball rolled **down** the hill.
2. Further along: He lives **down** the street.

During

1. Throughout a period: She works **during** the day.
2. Sometime within a period: An accident occurred **during** the night.

Except

1. Not including: I have visited everyone **except** him.

For

1. Duration of time: We walked **for** two hours.
2. Distance: I walked **for** five kilometers.
3. Purpose: I bought this jacket **for** you.
4. In the direction of: She left **for** New York.
5. In favor of: We are **for** the proposal.
6. Considering: The boy is clever **for** his age.

From

1. Place of origin: We left **from** Boston; he comes **from** Mexico
2. Start of a period of time: **from** now on; **from** yesterday until today
3. Start of a range: **From** 20 to 30 people were present.
4. Cause: He suffers **from** nervousness.
5. Source: I first heard the story **from** you.

In

1. Place thought of as an area: **in** London; **in** Europe
2. Within a location: **in** the room; **in** the building
3. Large units of time: That happened **in** March, **in** 1992.
4. Within a certain time: I will return **in** an hour.
5. By means of: write **in** pencil; speak **in** English
6. Condition: **in** doubt; **in** a hurry; **in** secret
7. A member of: He is **in** the orchestra; **in** the navy
8. Wearing: the boy **in** the blue shirt
9. With reference to: lacking **in** ideas; rich **in** oil

Inside

1. Within: They are **inside** the house.

Into

1. To the inside of: We stepped **into** the room.
2. Change of condition: The boy changed **into** a man.

Like

1. Resembling: That looks **like** him.
2. Appearing possible: It looks **like** rain.
3. Be in a suitable mood for: I feel **like** going swimming.

Minus

1. Less: Three **minus** two equals one.

Near

1. Close to: **near** the school; **near** the ocean

Of

1. Location: east **of** here; the middle **of** the road
2. Possession: a friend **of** mine; the sound **of** music
3. Part of a group: one **of** us; a member **of** the team
4. Measurement: a cup **of** milk; two meters **of** snow

Off

1. Not on; away from: Please keep **off** the grass.
2. At some distance from: There are islands **off** the coast.

On

1. Touching the surface of: **on** the table; **on** the wall
2. A certain day: That happened **on** Sunday, **on** the 6th of June.
3. A certain street: **on** South Street
4. About: a book **on** engineering
5. A state or condition: **on** strike; **on** fire; **on** holiday
6. By means of: live **on** a pension; shown **on** television

Onto

1. To a position on: The child climbed **onto** the table.

Opposite

1. Facing: The library is **opposite** the fire station.

Out of

1. To the outside of: She went **out of** the room.
2. From among: We won two games **out of** three.
3. Motive: We spoke to them **out of** politeness.
4. Material: The bridge is made **out of** steel.
5. Beyond: **out of** control; **out of** danger

Outside

1. On the outer side of: **outside** the house
2. Beyond the limits of: **outside** my experience

Over

1. Above; higher than: There are cupboards **over** the sink.
2. Covering: We spread an extra blanket **over** the bed.
3. Across: I jumped **over** a puddle.
4. More than: It cost **over** ten dollars; it took **over** an hour
5. During: I saw him several times **over** the past week.
6. By means of: We made plans **over** the telephone.

Past

1. Up to and beyond: I walked **past** the house.
2. After (in time): It was **past** 2 o'clock; half **past** two
3. Beyond: **past** belief

Per

1. For each: 60 kilometers **per** hour; price **per** liter

Plus

1. With the addition of: Six **plus** four equals ten.

Since

1. From a specific time in the past: I had been waiting **since** two o'clock.
2. From a past time until now: I have been waiting here **since** noon.

Note: Because of its meaning, the preposition **since** is usually used in combination with a perfect tense. It should be noted that the preposition **for** can also be used with a perfect tense. However, when used with reference to time, **for** is usually followed by a phrase referring to a **period** of time; whereas **since** is usually followed by a phrase referring to a **specific** time.

e.g. I have known him **for** six months.

I have known him **since** January.

In the first example, **for** is followed by **six months**, which refers to a period of time. In the second example, **since** is followed by **January**, which refers to a specific time.

Through

1. Across; from end to end of: the main road **through** town
2. For the whole of a period: I slept **through** the night.
3. By means of: Skill improves **through** practice.

Throughout

1. In every part of: **throughout** the world
2. For the whole of a period: **throughout** the winter

Till

Note: **Till** can be used instead of **until**. However, at the beginning of a sentence, **until** is usually used.

To

1. In the direction of: Turn **to** the right.
2. Destination: I am going **to** Rome.
3. Until: from Monday **to** Friday; five minutes **to** ten
4. Compared with: They prefer hockey **to** soccer.
5. With indirect object: Please give it **to** me.
6. As part of infinitive: I like **to** ski; he wants **to** help.
7. In order to: We went to the store **to** buy soap.

Toward (or Towards)

1. In the direction of: We walked **toward** the center of town.
2. Near; just before (time): It rained **towards** evening.

Under

1. Beneath: **under** the desk; **under** the trees
2. Less than: **Under** 100 people were present.
3. In circumstances of: **under** repair; **under** way; **under** discussion

Underneath

1. Below, under: **underneath** the carpet

Until

1. Up to a certain time: She will stay **until** Friday; **until** 5 p.m.

Upon

Note: **On** and **upon** have similar meanings. **Upon** may be used in certain expressions, as in **once upon a time**, and following certain verbs, as in to **rely upon** someone.

Up

1. To a higher place: We went **up** the stairs.
2. In a higher place: She lives **up** the hill.

Up to

1. As far as: **up to** now; I have read **up to** page 100.
2. Depending on: The decision is **up to** you.
3. As good as; ready for: His work is **up to** standard.

Versus

1. Against (sports, legal): The next game is England **versus** Australia.

Via

1. By way of: He went to Los Angeles **via** San Francisco.

With

1. Accompanying: He came **with** her; I have my keys **with** me.
2. Having; containing: Here is a book **with** a map of the island.
3. By means of; using: I repaired the shoes **with** glue.
4. Manner: **with** pleasure; **with** ease; **with** difficulty
5. Because of: We were paralyzed **with** fear.

Within

1. Inside of: **within** twenty minutes; **within** one kilometer

Without

1. Not having: Do not leave **without** your coat; **without** money

See [Exercises 1](#) and [2](#).

2. Prepositions used in idioms

Below are examples of idioms consisting of prepositional phrases. The following selection of idioms emphasizes those used in North American English. The meaning of each idiom is indicated after the colon.

At

not **at all**: not in any way
at all times: always
at any rate: whatever happens
keep someone **at arm's length**: avoid becoming closely involved with someone
at close quarters: very near
at one's disposal: to be used as one wishes
at a distance: not near
at fault: causing something wrong
at first: at the beginning
see **at a glance**: see immediately
at hand: near; readily available
at last: finally, after some delay
at a loss: uncertain what to do or say
at the mercy of: without defense against
at the moment: now
at once: immediately
at present: now
at rest: not moving
at risk: threatened by danger or loss
at short notice: with little warning
at stake: to be won or lost
at a stretch: continuously
at that rate: under those circumstances
at this point: at this place; at this moment
at the wheel: in control

Behind

behind the scenes: (of persons) influencing events secretly; (in a theater) behind the stage

behind schedule: not on time

Beside

be **beside** oneself: lose one's self-control

beside the point: irrelevant

Between

read **between** the lines: deduce a meaning that is not actually expressed

Beyond

beyond help: unable to be helped

beyond a joke: too annoying to be amusing

beyond reproach: perfect; blameless

By

by accident: not deliberately

by all means: by any possible method

bit **by** bit: gradually

by chance: by accident; without planning

by courtesy of: with the help or permission of

win **by** default: win because of lack of competition

by degrees: gradually
perform by ear: perform (music) by listening to the sound, without referring to written music
by hand: without the use of machinery
by heart: from memory
little by little: gradually
by means of: by using
by mistake: accidentally
by no means: not at all
one by one: one at a time
by oneself: alone
side by side: beside one another
by the way: incidentally (used to introduce an unrelated topic of conversation)
by word of mouth: orally

For

once and for all: for the last time (e.g. used when giving someone a final warning)
for certain: definitely; without doubt
for a change: for the sake of variety
for example: as an illustration
for fun: for the sake of enjoyment
for good: permanently
for good measure: in addition to the necessary amount
for instance: for example; as an illustration
for keeps: (colloquial) permanently
for a living: as a profession
for now: temporarily
run for office: compete for an elected position
for one thing: because of one reason (out of several)
for the sake of: for the benefit of; for the purpose of
for sale: intended to be sold
for sure: definitely (more colloquial than **for certain**)
food for thought: something which makes one think
play for time: delay doing something in the hope that the situation will improve
for the time being: until some other arrangement is made
ask for trouble: act in a dangerous or foolish way
for a while: for a period of time
word for word: exactly as said or written

From

from afar: from a distance
from all sides: from all directions
from head to foot: (of a person) completely; all over
from scratch: from the beginning
from time to time: occasionally

In

in addition to: as well as
in advance: before
be in agreement with: have the same opinion as

in any case: whatever happens
in brief: in a few words
in bulk: (of goods) in large amounts; not in packages
be in charge of: have responsibility for
in common: shared by all members of a group
in control: having the power to direct something
in the course of: during
in danger: likely to be harmed
in a daze: unable to think clearly; confused
in debt: owing money
in demand: (of goods or persons) desired by many people
in depth: (investigate something) thoroughly
in detail: (explain something) thoroughly
in disgrace: regarded with disapproval because of having done something wrong
in the distance: far away
in doubt: uncertain
in duplicate: so that there are two identical copies (of a document)
in earnest: seriously; in a determined way
in effect: (of rules) operating
in the end: finally
in fact: in reality; really
in fashion: fashionable; accepted as being the most desirable and up to date
in favor of: supporting (an idea)
in flames: burning, with visible flames
in a flash: very quickly; suddenly
in full: without omitting anything
in general: usually; as a whole
hand in hand: (of persons) holding hands; (of related situations) occurring together
in a hurry: trying to accomplish something quickly
in jest: as a joke
in kind: (payment) in goods rather than in money
in itself: without reference to anything else
in league with: (of persons) joined together with (usually for a dishonest purpose)
be in the limelight: be the focus of attention; receive great publicity
in the long run: in the end; eventually
in the long term: looking ahead to the distant future
leave someone in the lurch: abandon someone who is in a difficult situation
be in the minority: be in the smaller of two groups
in mint condition: (of manufactured goods) perfect; brand-new
in a minute: soon
in a moment: soon; quickly
set something in motion: start something going
nip something in the bud: put an end to something before it gets properly started
in no time: very soon; very quickly
in order of: arranged according to
in order to: for the purpose of
in part: to some degree
in particular: especially
in power: (of a political party) holding office
in practice: able to do something well because of recent practice; in reality

(opposite of **in** theory)

in print: (of a book) printed and available from the publisher

in private: not in front of other people

in public: openly; not in private

in reality: really

in reserve: saved for later use

in retrospect: looking back over past events

in return for: as repayment for

be **in** the right: be correct

in season: (of fruit or vegetables) readily available at that time of year

in a second: soon; quickly

in short supply: scarce; not easily obtainable

in sight: able to be seen

in stock: (of goods at a store) present and available

in that case: if that is true

in theory: ideally; according to theoretical considerations

be **in** time: not be late

in touch with **in**: communication with; informed about

in triplicate: so that there are three identical copies (of a document)

be **in** trouble: be in a difficult situation; be blamed or punished for doing something

wrong

in tune: at the correct pitch

act **in** unison: act together

in vain: without success

in the vicinity of: near

once **in** a while: occasionally

in words of one syllable: (explain something) clearly and simply

in working order: able to function properly

in the wrong: responsible for an error; guilty

Inside

inside out: with the inner side out; thoroughly

Into

paint oneself **into** a corner: take a course of action which greatly narrows one's future choices of action

go **into** hiding: hide oneself

get **into** a rut: get into a fixed and uninteresting way of life

get **into** trouble: get into a difficult situation; do something deserving blame or punishment

Of

of course: certainly; as one would expect; as everyone knows

hard **of** hearing: somewhat deaf

next **of** kin: nearest relative or relatives

of one's own accord: voluntarily; on one's own initiative

of one's own free will: voluntarily; by choice

one's point **of** view: one's opinion about something

right **of** way: public right to use a path or road; (of road traffic) right to proceed before others

rule of thumb: a simple way to calculate what procedure to follow, based on extensive experience, rather than on theoretical considerations

Off

go off the air: (of radio or television) stop broadcasting

off duty: not engaged in one's regular work

off one's hands: no longer one's responsibility

off and on: from time to time

off the record: say something privately, that is not to be officially recorded

off the track: following a wrong line of thought or action

On

on account of: because of

be on the air: (of radio or television) be in the process of broadcasting

on the alert: ready to act

be on all fours: (of a person) be on hands and knees

on the average: usually; normally

on behalf of: for; in the interests of

on board: on a ship or airplane

on business: as part of one's work

on condition that: only if; provided that

on demand: when asked for

on display: being exhibited

on duty: engaged in one's regular work

on fire: burning

to go on foot: to walk

be on one's guard: be alert and ready to meet an attack

on hand: available

on loan: lent and not yet returned

shoot on location: (of a movie) film in natural surroundings, not in a studio

on the lookout: watchful

put something on the map: cause something to become well-known

get on one's nerves: annoy; irritate

on no account: absolutely not

on the one hand: (used to introduce one side of an argument)

on one's own: alone; without help

act on one's own initiative: act independently, without orders from anyone else

on order: requested but not yet delivered

on the other hand: (used to introduce a contrasting side of an argument)

act on principle: do something to support a policy

on purpose: deliberately

go on record: say something which is to be officially recorded

on sale: being sold at a lower price than usual

on schedule: at the correct time; as planned or predicted

on second thoughts: after thinking further about something

on a shoestring: with a very small amount of money

be on the spot: be where important events are taking place; be placed in an awkward situation

on the spur of the moment: on a sudden impulse

go off on a tangent: change suddenly to a new line of thought or action

on time: at the correct time
walk on tiptoe: walk on the toes and balls of the feet
accept something on trust: accept something without proof
on the verge of: very close to; about to
on the whole: taking everything into consideration

Out of

out of the blue: unexpectedly
out of breath: (after running) panting from a shortage of oxygen
out of character: unlike a person's known character
out of control: not able to be regulated or guided
out of danger: safe
out of date: no longer used; old-fashioned; (of news) no longer true
out of debt: having paid one's debts
be out of one's depth: be unable to handle a situation because of lack of experience
out of doors: in the open air; not in a building
out of fashion: not fashionable; not presently in common use
out of hand: not under control
out of harm's way: safe
out of line with: in disagreement with
be out of one's mind: be insane
out of order: not functioning properly; (at a formal meeting) not behaving according to the rules
out of the ordinary: unusual
out of place: unsuitable
out of practice: unable to do something as well as one has in past, because of lack of recent practice
out of print: (of a book) no longer available from the publisher
out of proportion: too big or too small; not having the appropriate relationship to something
out of the question: impossible; not to be considered
out of season: (of fruit or vegetables) not readily available at that time of year
out of shape: (of persons) not in top condition because of lack of exercise
out of sight: hidden, not able to be seen
out of stock: (of goods at a store) temporarily unavailable
out of style: not fashionable
out of touch: with not in communication with; not informed about
out of town: having temporarily left town
out of trouble: not in trouble
out of tune: not at the correct pitch
out of work: no longer having employment

To

to all intents and purposes: in all important ways
to a certain extent: partly
to date: so far; until now
up to date: current; modern
see eye to eye with: agree entirely with
take something to heart: be much affected by something
made to measure: exactly suitable; (of clothes) made for a certain person

keep something **to** oneself: not tell anyone
to the point: relevant

Under

under age: below the age of being legally permitted to do something
be **under** arrest: be held prisoner and charged with wrongdoing
under the auspices of: with the patronage of; supported by
under one's breath: in a whisper
under the circumstances: because this is true
under consideration: being thought about
under control: able to be regulated or guided
under cover of: protected by; undetected because of
under fire: being shot at; being criticized
under the impression that: having the idea that
be **under** the influence of: be affected by
be **under** oath: have sworn to tell the truth
under observation: being watched carefully
under restraint: prevented from doing something

Up

have something **up** one's sleeve: have a secret idea or plan in reserve

With

with impunity: without risk of injury or punishment
with the naked eye: without using a magnifying lens
with no strings attached: (of help given) with no conditions; to be used freely
take **with** a pinch of salt: not believe completely
with regard to: concerning; about
with respect to: concerning; about
tarred **with** the same brush: having the same faults
with a vengeance: very much; more than usual

Within

within limits: to a certain extent; not too much
within living memory: within the memory of people now alive

Without

go **without** saying: be obvious

See [Exercises 3](#) and [4](#).

3. Nouns followed by prepositions

The following are examples of nouns which are usually followed by certain prepositions. In the case of phrases which are idioms, the meanings of the phrases are indicated in brackets.

Against

take precautions against

For

have affection for
have compassion for
a reason for
have respect for
have a talent for
pave the way for (prepare for)

make allowances for
an excuse for
have a reputation for
have sympathy for
lie in wait for (ambush)

From

absence from

In

have confidence in
have an interest in
make progress in

have faith in
take part in

Into

have insight into

Of

have an abhorrence of
take advantage of
take command of
an example of
make a fool of
have an impression of
neglect of
a pair of
a possibility of
a proof of
recognition of
a result of
catch sight of (see suddenly)
a survey of
a symptom of
make use of
wash one's hands of (stop caring
about and dealing with)

an acknowledgement of
take care of
evidence of
an excess of
make fun of (ridicule)
a lack of
a number of
be part of
make a practice of (do often)
a quantity of
a recollection of
run the risk of (risk)
a sign of
a symbol of
a token of
a way of

On

an attack on
make an impression on
shed light on (explain)

dependence on
play a joke on
have pity on

To

have access to
an objection to

pay attention to
a reply to

a response to
shut one's eyes to (deliberately
ignore a problem)

lay siege to (besiege)

Toward or Towards
animosity toward(s)

an attitude toward(s)

With

have a connection with
fall in love with

find fault with (criticize)
change places with

See [Exercise 5](#).

4. Adjectives and verbs in the passive voice followed by prepositions

In some cases different prepositions can be used without causing a change in meaning. For instance, the following examples both have the same meaning.
e.g. I was angry **at** them.

I was angry **with** them.

However, in many cases, the use of different prepositions causes a change in meaning. For instance, the past participle **protected** is typically followed by the preposition **from**. However, like many other past participles, **protected** may also be followed by the preposition **by**, where **by** serves to introduce the performer of the action expressed by the past participle.

e.g. The city is protected **from** the soldiers.

The city is protected **by** the soldiers.

The first example indicates that the soldiers are a threat to the city; whereas the second example indicates that the soldiers are protecting the city.

The following are examples of predicate adjectives and past participles of verbs in the Passive Voice which are usually followed by certain prepositions. In addition, it should be kept in mind that most verbs in the Passive Voice can be followed by a phrase beginning with the preposition **by**.

About

anxious about
curious about
doubtful about
excited about
pleased about
worried about

concerned about
depressed about
enthusiastic about
happy about
wrong about

At

adept at
amazed at
shocked at

alarmed at
overjoyed at
surprised at

Between
torn between

By
accompanied by
guided by
obsessed by

caused by
manufactured by
written by

For
blamed for
famous for
known for
noted for
punished for
ready for
ripe for
suitable for

eligible for
fit for
late for
praised for
qualified for
responsible for
sorry for

From
absent from
derived from
detached from
distinct from
far from
omitted from
removed from
separated from

apart from
descended from
different from
exempt from
isolated from
protected from
safe from

In
absorbed in
engaged in
interested in

disappointed in
immersed in
involved in

Of
accused of
ashamed of
capable of
composed of
convinced of
devoid of
ignorant of
jealous of
regardless of
sure of
suspected of
tired of

afraid of
aware of
certain of
conscious of
deprived of
fond of
independent of
proud of
reminded of
suspicious of
terrified of
worthy of

On
based on
intent on

dependent on

To

acceptable to
accustomed to
addicted to
attached to
close to
comparable to
detrimental to
due to
equivalent to
exposed to
favorable to
impervious to
indispensable to
kind to
next to
obliged to
opposed to
partial to
preferable to
proportional to
reduced to
relative to
resigned to
restricted to
sensitive to
subject to
suited to
susceptible to

accessible to
adapted to
adjacent to
attributable to
committed to
dedicated to
devoted to
equal to
essential to
faithful to
foreign to
indifferent to
inferior to
loyal to
obedient to
oblivious to
parallel to
peculiar to
prior to
reconciled to
related to
relevant to
resistant to
senior to
similar to
subordinate to
superior to
tied to

Toward or Towards
protective toward(s)**With**

acquainted with
associated with
compared with
confronted with
covered with
exasperated with
finished with
infatuated with
pleased with
synonymous with

affiliated with
besieged with
compatible with
consistent with
cursed with
familiar with
identified with
patient with
satisfied with
threatened with

See [Exercise 6](#).

5. Verbs followed by prepositions

The following are examples of verbs which are often followed by certain prepositions.

About

care about
forget about
reminisce about
think about
worry about

complain about
lie about (tell a lie)
talk about
wonder about

Against

discriminate against
react against
turn against

protest against
rebel against

At

aim at
connive at
gaze at
growl at
look at
shoot at
snap at
stare at
wink at

bark at
frown at
glare at
hint at
point at
smile at
sneer at
wave at

For

apply for
beg for
budget for
long for
mourn for
plead for
pray for
press for
search for
substitute for
wait for

apologize for
blame for
hope for
look for
pay for
pose for
prepare for
register for
shop for
vouch for
wish for

From

abstain from
deduct from
desist from
detract from
differ from
escape from
flee from
profit from
quote from

benefit from
derive from
deter from
deviate from
divert from
extricate from
infer from
protect from
radiate from

recoil from
refrain from
stem from

recover from
shrink from
suffer from

In

believe in
indulge in
invest in
persist in

engage in
intervene in
participate in
succeed in

Into

change into
delve into
develop into
fall into
plunge into
sink into

convert into
dip into
divide into
merge into
pry into
transform into

Of

approve of
conceive of
deprive of
disapprove of

beware of
consist of
die of
smell of

On

blame on
depend on
impose on
intrude on
reflect on
report on
subsist on

concentrate on
impinge on
insist on
pounce on
rely on
spy on
thrive on

Over

preside over

trip over

To

adapt to
adjust to
belong to
contribute to
listen to
pertain to
refer to
respond to
revert to
subscribe to
surrender to

adhere to
amount to
conform to
correspond to
object to
prefer to
relate to
resort to
submit to
succumb to
yield to

With

agree with
collaborate with
communicate with
concur with
contend with
cope with
flirt with
share with

associate with
combine with
comply with
consort with
cooperate with
correspond with
mingle with
sympathize with

EXERCISES for Chapter 26

1. Paying attention to the meanings of the prepositions, fill in the blanks with the most appropriate prepositions chosen from those given in brackets. For example:

She made a speech _____ the future of the school. (about, around)

She made a speech about the future of the school.

D comes _____ C and E in the alphabet. (between, beyond)

D comes between C and E in the alphabet.

1. This train travels from London _____ Paris. (at, to)
2. We stood at the back _____ the theater. (of, on)
3. She went to Rome _____ France. (versus, via)
4. The store is open daily _____ Monday to Friday. (for, from)
5. I took my hat _____ the table. (of, off)
6. He looks _____ his brother. (despite, like)
7. The children ran _____ the school. (of, out of)
8. He opened the box _____ a screwdriver. (at, with)
9. I will work _____ five o'clock. (until, up)
10. We walked _____ the restaurant. (despite, past)
11. At three o'clock we reached the top _____ the hill. (of, off)
12. You have delivered all of the papers _____ this one. (between, but)
13. The bank is _____ the school. (opposite, out of)
14. _____ the danger, he decided to climb the mountain. (despite, except)
15. The treasure was hidden _____ the earth. (under, up to)
16. A comes _____ B in the alphabet. (before, behind)
17. I went to work _____ my umbrella. (out of, without)
18. When it is heated, water changes _____ steam. (in, into)
19. Nocturnal animals usually sleep _____ the day. (during, underneath)
20. The squirrel ran _____ the wall. (along, among)

Answers

2. Paying attention to the uses of the prepositions **among**, **at**, **beside**, **besides**, **between**, **for**, **in**, **on** and **since**, fill in the blanks with the correct prepositions chosen from those given in brackets. For example:

They live __ 359 Southdale Avenue. (at, on)

They live at 359 Southdale Avenue.

The meeting will take place __ Tuesday. (at, on)

The meeting will take place on Tuesday.

We have been traveling ____ several days. (for, since)
We have been traveling for several days.

She has been working _____ six o'clock this morning. (for, since)
She has been working since six o'clock this morning.

1. He lives _____ 19 Tower Road. (at, on)
2. We will be gone _____ two days. (for, since)
3. Tom and his friend will divide the money _____ themselves. (among, between)
4. They will be returning _____ November. (in, on)
5. I have known him _____ three years. (for, since)
6. Many foods _____ milk contain calcium. (beside, besides)
7. I will arrive _____ six o'clock. (at, in)
8. He has been gone _____ Friday. (for, since)
9. The store is located _____ North Street. (at, on)
10. She is leaving _____ five minutes. (at, in)
11. Bridget, Leslie and Sarah will discuss the matter _____ themselves. (among, between)
12. I have known her _____ last year. (for, since)
13. We expect them _____ Wednesday. (in, on)
14. The cat was sitting _____ the stove. (beside, besides)
15. The play begins _____ seven thirty. (at, on)
16. We waited _____ fifteen minutes. (for, since)
17. Columbus crossed the Atlantic _____ 1492. (at, in)
18. There are many possibilities _____ the ones I have mentioned. (beside, besides)
19. She will call us _____ half an hour. (at, in)
20. His birthday is _____ the 8th of January. (in, on)

Answers

3. Fill in the blanks with the missing prepositions. For example:

She wants to leave ____ once.

She wants to leave at once.

I brought the wrong book ____ mistake.

I brought the wrong book by mistake.

1. Since the restaurant is usually crowded, it is advisable to make reservations _____ advance.
2. Because we have no car, we go everywhere _____ foot.
3. I was _____ breath after running up the long flight of stairs.
4. We walked out of the room _____ tiptoe, so as not to disturb the sleeping baby.
5. Inside your passport, you should write the name of your next _____ kin.
6. We made out the report _____ triplicate.
7. Citrus fruits, _____ example oranges and lemons, require a long growing season.
8. The movie seemed to go on forever, but _____ last it was over.
9. She is so busy, she always seems to be _____ a hurry.
10. Many people believe birds are incapable of reasoning, but _____ fact, some birds

are quite intelligent.

11. Since he is not very trustworthy, I advise you to take what he says _____ a pinch of salt.
12. I went to the library, but the book I wanted was out _____ loan.
13. To save money, we usually buy flour and rice _____ bulk.
14. Since he could offer us no proof, we had to take his story _____ trust.
15. She knows hundreds of poems _____ heart.
16. Since we cannot find a place to live, _____ the time being, we are staying at a cheap hotel.
17. Little _____ little, the clouds dispersed and the sun became brighter.
18. Because of its importance, we studied the report _____ detail.
19. All of the clothes sold in this store were made _____ hand.
20. At an intersection, pedestrians usually have the right _____ way.

Answers

4. For each underlined word or phrase, substitute an idiom containing the preposition indicated in brackets. For example:

She came punctually. (on)

She came on time.

His remarks were brief and relevant. (to)

His remarks were brief and to the point.

1. Incidentally, I heard that there is a sale at the bookstore. (by)
2. What do you do as a profession? (for)
3. The boy left his books at school deliberately. (on)
4. There is a great deal to be won or lost. (at)
5. Before long, the ship had cast off and was moving. (under)
6. The violin strings are not at the correct pitch. (out of)
7. Her paintings are being exhibited at the library. (on)
8. The university operates with a very small amount of money. (on)
9. Occasionally we have a picnic by the river. (in)
10. There are no job openings in the company now. (at)
11. We have a large variety of produce available. (on)
12. I want to speak to you not in front of other people. (in)
13. Under those circumstances, we should proceed cautiously. (at)
14. Gradually, we began to unravel the mystery. (by)
15. At the beginning, it was not obvious what to do. (at)
16. When looking back over past events, we can see that important changes have taken place. (in)
17. The two friends sat beside one another. (by)
18. I could see immediately that something was wrong. (at)
19. I see her occasionally. (from)
20. Does the store have any paint brushes available? (in)

Answers

5. Paying attention to the nouns which are usually followed by certain prepositions, fill in the blanks with the correct prepositions chosen from the pairs given in brackets. For example:

Do you have any objection ____ my plan? (on, to)

Do you have any objection to my plan?

She has a good attitude _____ her job. (of, toward)

She has a good attitude toward her job.

1. We played a joke _____ him. (of, on)
2. Who else has access _____ the computer files? (of, to)
3. I have no recollection _____ the event. (of, on)
4. Missing the bus is no excuse _____ being late. (for, of)
5. I have confidence _____ his ability. (for, in)
6. That is only one example _____ what I mean. (in, of)
7. Pay close attention _____ the traffic signals. (for, to)
8. She takes an active interest _____ community events. (in, of)
9. Do you have any proof _____ that? (of, to)
10. You should make allowances _____ their lack of experience. (for, on)
11. There is a lack _____ information on this subject. (for, of)
12. The report should shed some light _____ the situation. (for, on)
13. He has a talent _____ putting people at ease. (for, with)
14. I received no reply _____ my letter. (on, to)
15. We soon took command _____ the situation. (of, with)
16. They are constantly finding fault _____ other people. (of, with)
17. I have faith _____ their good intentions. (in, to)
18. She has a reputation _____ having the ability to deal with any situation. (for, of)
19. People often make fun _____ what they do not understand. (of, to)
20. We will take a survey _____ the participants. (of, on)

Answers

6. Paying attention to the adjectives which are usually followed by certain prepositions, fill in the blanks with the correct prepositions chosen from the pairs given in brackets.

For example:

We were curious _____ what they were doing. (about, for)

We were curious about what they were doing. (about, for)

The design of most computers is based _____ binary arithmetic. (for, on)

The design of most computers is based on binary arithmetic.

1. We are ready _____ anything. (for, to)
2. I was anxious _____ her. (about, to)
3. Photographic film is sensitive _____ light. (of, to)
4. Seals are adapted _____ life in the water. (at, to)
5. He is descended _____ Mary, Queen of Scots. (from, of)
6. Cotton is more resistant _____ fire than nylon is. (for, to)
7. After the show, the radio station was besieged _____ telephone calls. (from, with)
8. She was praised _____ her achievements. (for, to)
9. The public library is accessible _____ everyone. (to, with)
10. Are you familiar _____ the procedures? (for, with)
11. They were overjoyed _____ the news. (at, to)
12. We are proud _____ our accomplishments. (for, of)
13. I was pleased _____ the results. (of, with)

14. Are you aware _____ the risks involved? (of, with)
15. Lack of exercise can be detrimental _____ one's health. (of, to)
16. We are satisfied _____ the arrangement. (for, with)
17. She is interested _____ animals. (for, in)
18. He is well qualified _____ the job. (for, to)
19. Young children are often suspicious _____ strangers. (of, to)
20. A knowledge of mathematics is essential _____ an engineer. (to, with)

Answers

7. Paying attention to the verbs which are usually followed by certain prepositions, fill in the blanks with the correct prepositions chosen from the pairs given in brackets. For example:

He likes listening __ music. (on, to)

He likes listening to music.

They cooperated ____ one another. (of, with)

They cooperated with one another.

1. Heat and light radiate _____ the sun. (from, of)
2. Where the event will be held depends _____ the weather. (of, on)
3. She loves to quote _____ Shakespeare's plays. (from, to)
4. You need to concentrate _____ what you are doing. (into, on)
5. The students protested _____ the high student fees. (against, from)
6. A balanced meal consists _____ vitamins, minerals, proteins and carbohydrates. (of, with)
7. Twenty people applied _____ the job. (for, with)
8. She likes to participate _____ extracurricular activities. (in, with)
9. He paid _____ the meal. (for, on)
10. We do not approve _____ that type of behavior. (of, in)
11. He subscribes _____ four magazines. (of, to)
12. The dog barked _____ the mailman. (at, to)
13. Please refrain _____ smoking. (from, to)
14. Do you concur _____ my conclusions? (for, with)
15. The problem stems _____ a lack of proper training. (for, from)
16. We apologized _____ our absence. (for, to)
17. He is engaged _____ starting a business. (in, on)
18. The two children stared _____ each other. (at, to)
19. They registered _____ the course. (for, of)
20. We rely _____ the city bus service. (on, with)

Answers

ANSWERS TO THE EXERCISES for Chapter 26

Answers to **Exercise 1**:

1. to 2. of 3. via 4. from 5. off 6. like 7. out of 8. with 9. until 10. past 11. of 12. but 13. opposite 14. Despite 15. under 16. before 17. without 18. into 19. during 20. along

Answers to **Exercise 2**:

1. at 2. for 3. between 4. in 5. for 6. besides 7. at 8. since 9. on 10. in 11. among 12. since 13. on 14. beside 15. at 16. for 17. in 18. besides 19. in 20. on

Answers to **Exercise 3**:

1. in 2. on 3. out of 4. on 5. of 6. in 7. for 8. at 9. in 10. in 11. with 12. on 13. in 14. on 15. by 16. for 17. by 18. in 19. by 20. of

Answers to **Exercise 4**:

1. By the way, 2. for a living, 3. on purpose, 4. at stake, 5. under way, 6. out of tune, 7. on display 8. on a shoestring, 9. Once in a while 10. at the moment, or at present, 11. on hand, 12. in private, 13. At that rate, 14. Bit by bit or By degrees or Little by little, 15. At first 16. In retrospect, 17. side by side, 18. see at a glance, 19. from time to time, 20. in stock?

Answers to **Exercise 5**:

1. on 2. to 3. of 4. for 5. in 6. of 7. to 8. in 9. of 10. for 11. of 12. on 13. for 14. to 15. of 16. with 17. in 18. for 19. of 20. of

Answers to **Exercise 6**:

1. for 2. about 3. to 4. to 5. from 6. to 7. with 8. for 9. to 10. with 11. at 12. of 13. with 14. of 15. to 16. with 17. in 18. for 19. of 20. to

Answers to **Exercise 7**:

1. from 2. on 3. from 4. on 5. against 6. of 7. for 8. in 9. for 10. of 11. to 12. at 13. from 14. with 15. from 16. for 17. in 18. at 19. for 20. on

CHAPTER 27. PHRASAL VERBS

A phrasal verb is an idiom which consists of a verb followed by a preposition, a verb followed by an adverb, or a verb followed by an adverb, followed by a preposition. The phrasal verbs in the following examples are printed in bold type.

e.g. I **ran into** an old friend.

We **put off** washing the dishes.

They all **look up to** him.

In these examples, the phrasal verb **to run into** consists of the verb **to run** followed by the preposition **into**, the phrasal verb **to put off** consists of the verb **to put** followed by the adverb **off**, and the phrasal verb **to look up to** consists of the verb **to look** followed by the adverb **up**, followed by the preposition **to**.

Many phrasal verbs are used more often in informal English than in formal English. In most cases, the ideas expressed by such phrasal verbs may also be expressed by other phrases which are more likely to be used in formal English.

For instance in the table below, the phrasal verbs used in the preceding examples are listed in the left-hand column and other phrases with the same meanings are listed in the right-hand column.

Informal

Formal

to run into
to put off
to look up to

to meet unexpectedly
to postpone
to admire

It should be noted that the use of many phrasal verbs varies among the different dialects of English. For instance, in order to express the idea of contacting someone by means of the telephone, the expression **to ring someone up** is frequently used in British English; whereas the expression **to call someone** is frequently used in American English.

Because of differences in dialect, the forms of the verbs and the meanings given may vary from one dictionary to another. In addition, some phrasal verbs have more than one meaning. The meanings provided in this chapter are samples of meanings which are used in North American English.

1. Phrasal verbs consisting of a verb followed by a preposition

Some phrasal verbs consist of a verb followed by a preposition. As has been seen in previous chapters, it is very common for English verbs to be followed by prepositions. However, in the case of a phrasal verb, the verb followed by the preposition forms an expression with an idiomatic meaning.

For instance, the phrasal verb **to come across** is an idiomatic expression with the meaning **to find**. Similarly, the phrasal verb **to frown on** is an idiomatic expression with the meaning **to disapprove of**.

e.g. We **came across** an old diary while we were cleaning out the attic.

The workers **frowned on** the practice of smoking in the office.

It should be noted that some phrasal verbs consisting of a verb followed by a preposition can be used in the Passive Voice.

e.g. The practice of smoking in the office **was frowned on** by the workers.

The children **were looked after** by their aunt.

In these examples, the phrasal verbs **to frown on** and **to look after** are used in the Passive Voice.

The following are examples of phrasal verbs which consist of a verb followed by a preposition. Each phrasal verb is followed by its meaning and an example of its use.

Verbs Followed by Prepositions

abide by: adhere to

We **abided by** the rules.

account for: explain

He **accounted for** the discrepancy.

ask for: request

They **asked for** an extension.

bank on: depend on

We are **banking on** good weather tomorrow.

bear with: be patient with

Please **bear with** the delay.

border on: be near, be next to

Their excitement **bordered on** hysteria.

break into: enter by force

Thieves **broke into** the store.

build on: develop from
burst into: suddenly enter
call for: demand
call on: ask, order
come across: find accidentally
come upon: discover
confide in: share a secret
count on: depend on
cut across: use a short route
dawn on: realize
deal in: stock, sell
deal with: handle successfully
decide on: settle on
dispense with: proceed without
dispose of: get rid of
dwelt on: emphasize
enlarge on: say more about
enter into: begin, commence
expand on: say more about
frown on: disapprove of
get at: reach
get into: become involved with
get over: recover from
get through: survive, finish
go against: oppose
go over: review
go through: examine in detail
go with: look good with
grow on: become more attractive to
guard against: take precautions
hinge on: depend on
inquire into: investigate
keep to: adhere to
laugh at: mock, make fun of
launch into: start
leaf through: turn the pages
live on: survive using
look after: take care of
look into: investigate
look through: examine quickly
part with: give up reluctantly
pick on: be unkind to

We want to **build on** our success.
 He **burst into** the room.
 This **calls for** an investigation.
 We will **call on** you to give a speech.
 She **came across** some old papers.
 We **came upon** a small lake.
 The two friends **confided in** each other.
 We are **counting on** you.
 I **cut across** the parking lot.
 Finally the truth **dawned on** him.
 He **deals in** gold and jewels.
 She can **deal with** any situation.
 They **decided on** a course of action.
 The chairman **dispensed with** formalities.
 If he moves, he will have to **dispose of** his furniture.
 He **dwelt on** the risks involved.
 Please **enlarge on** your proposal.
 The brothers **entered into** an agreement.
 Please **expand on** what you said before.
 Absenteeism is **frowned on**.
 The store was so crowded, it was hard to **get at** the food.
 I don't want to **get into** an argument.
 Have you **got over** the flu yet?
 I don't know how I can **get through** all this work.
 Don't **go against** the rules.
 I would like to **go over** the report again.
 Have you **gone through** the evidence?
 Those shoes don't **go with** that outfit.
 I'm sure the idea will **grow on** you.
 We must **guard against** possible attack.
 Everything **hinges on** her decision.
 Please **inquire into** the alternatives.
 The train will **keep to** the schedule.
 Don't **laugh at** me!
 He **launched into** an explanation.
 She **leafed idly through** the book.
 What did you **live on**?
 I will **look after** the children.
 He will **look into** the situation.
 We **looked through** the magazines while we were waiting.
 She refused to **part with** her necklace.
 Because he was the youngest, the other boys **picked on** him.

prey on: hunt and eat; disturb	Ospreys prey on fish; the idea preys on my mind.
provide for: prepare for	We have provided for any emergency.
reason with: try to persuade	It is hard to reason with an angry person.
reckon on: calculate on	I hadn't reckoned on being the center of attention.
rise above: be superior to	He rose above his circumstances and managed to succeed.
run across: find accidentally	They ran across some interesting information.
run into: meet accidentally	I ran into my cousin downtown.
run over: injured by a vehicle	Children must be careful not to be run over by cars.
see through: not be deceived by	I instantly saw through the disguise.
send for: ask to be sent	You will have to send for your transcripts.
settle for: reluctantly accept	Since there was no kale, we had to settle for cabbage.
side with: support in a dispute	Why did you side with him?
sit through: sit and endure	It was all I could do to sit through the lecture without falling asleep.
stand by: support	I hope you will stand by me.
stand for: represent	What does the abbreviation <u>etc.</u> stand for ?
stick to: adhere to	We shall stick to the original plan.
stumble across: find accidentally	He stumbled across an interesting fossil.
survive on: survive using	During the winter, we had to survive on turnips and parsnips.
take after: resemble an ancestor	He takes after his grandfather.
tamper with: interfere with	Someone has tampered with the lock.
touch on: mention	She touched on many important subjects.
verge on: approach	His behavior verges on rudeness.
wade through: slowly peruse	We had to wade through a pile of documents.
watch over: guard	The shepherd watched over the sheep.

See [Exercise 1](#).

a. The position of the object of the preposition

The object of a preposition usually follows the preposition, whether the object is a noun or a pronoun. In the following examples, the objects are underlined.

e.g. We have **launched into** a new project.

We have **launched into** it.

In these examples, the noun **project** and the pronoun **it** are the objects of the preposition **into** of the phrasal verb **to launch into**. Both the noun object and the pronoun object follow the preposition.

See [Exercise 2](#).

b. The position of an adverb of manner modifying the verb

If a verb is followed by a preposition, an adverb of manner may be placed between the verb and the preposition. In the following examples, the adverbs of manner are

underlined.

e.g. We **reasoned** patiently with the little girl.

I **leafed** quickly through the book.

In the first example, the adverb of manner **patiently** is placed between the verb **reasoned** and the preposition **with** of the phrasal verb **to reason with**. In the second example, the adverb of manner **quickly** is placed between the verb **leafed** and the preposition **through** of the phrasal verb **to leaf through**.

See [Exercise 3](#).

c. Stress in spoken English

When a verb followed by a preposition occurs at the end of a clause, it is usually the verb which is stressed in spoken English. In the following examples, the words which are stressed are printed in bold type.

e.g. No one likes to be **laughed** at.

I need someone to **confide** in.

In the first example, the verb **laughed** followed by the preposition **at** occurs at the end of a clause, and the verb **laughed** is stressed. In the second example, the verb **confide** followed by the preposition **in** occurs at the end of a clause, and the verb **confide** is stressed.

It should be noted that, when used in a phrasal verb at the end of a clause, the prepositions **after**, **into** and **over** are often pronounced with somewhat greater emphasis than the verb. In this case, both the verb and the preposition are stressed.

For example:

The twins are easy to **look after**.

The building would be difficult to **break into**.

You'll never guess whom I **ran into**.

I heard that someone was **run over**.

The prepositions **above**, **across** and **through** are also occasionally emphasized in this way. For example:

The research papers were difficult to **wade through**.

d. Expressions in which the verb has an object

In the case of some phrasal verbs consisting of a verb followed by a preposition, the verb and the preposition may each have an object. In the following examples, the objects are underlined.

e.g. I can **make** nothing of the situation.

We **talked** my sister **into** agreeing.

In the first example, the verb **make** of the phrasal verb **to make of** has the object **nothing**, and the preposition **of** has the object **situation**. In the second example, the verb **talked** of the phrasal verb **to talk into** has the object **sister**, and the preposition **into** has the object **agreeing**.

The following are examples of phrasal verbs consisting of a verb followed by a preposition, where the verb may have an object. The objects of the verbs are underlined. Each phrasal verb is followed by its meaning and an example of its use. The last example illustrates the use of the Passive Voice.

Verbs followed by Objects followed by Prepositions

drag into: involve unwillingly	Don't drag <u>me</u> into this <u>discussion</u> !
draw into: involve gradually	We managed to draw <u>her</u> into the <u>conversation</u> .
drum into: teach by repetition	We drummed the safety <u>rules</u> into the <u>children</u> .
frighten into: control by fear	The little girl frightened her <u>brother</u> into <u>obeying</u> her.
hold against: blame for	Please don't hold my <u>mistakes</u> against <u>me</u> .
lay before: present to	We will lay the <u>evidence</u> before the <u>court</u> .
let into: allow to share	Shall we let <u>her</u> into the <u>secret</u> ?
make of: understand	Can you make <u>anything</u> of this <u>message</u> ?
read into: find other meanings	You are reading too <u>much</u> into her <u>remarks</u> .
set against: make antagonistic	She likes to set <u>people</u> against <u>one another</u> .
set on: order to attack	We will set our <u>dogs</u> on any <u>intruders</u> .
talk into: persuade	Can you talk <u>him</u> into <u>changing</u> his mind?
thrust upon: force upon	We thrust the <u>responsibility</u> upon the <u>treasurer</u> .
write into: add to in writing	The terms were written into the <u>lease</u> .

2. Phrasal verbs consisting of a verb followed by an adverb

Many phrasal verbs consist of a verb followed by an adverb. Some of these phrasal verbs are intransitive and some are transitive.

For instance, the intransitive phrasal verb **to show up** is formed from the verb **to show** followed by the adverb **up**. In the following example, the phrasal verb does not have an object.

At ten o'clock, her brother **showed up**.

The following are examples of intransitive phrasal verbs which consist of a verb followed by an adverb. Each phrasal verb is followed by its meaning and an example of its use.

Intransitive Verbs followed by Adverbs

blow over: pass	I wonder when the trouble will blow over .
boil away: disappear by boiling	If the water boils away , the stew will burn.
boil over: overflow by boiling	The soup boiled over .
bounce back: recover	He bounced back from his previous defeat.
buckle down: work seriously	You may fail your courses if you don't buckle down to work.
catch on: be widely accepted	Do you think the idea will catch on ?
cloud over: become overcast	Although it clouded over in the afternoon, the

die down: become less
double up: bend over
drop in: visit
fade away: become less
fall off: become less
get away: escape
get by: barely succeed
give in: admit defeat
go on: continue
grow up: become an adult
keep on: persist in
level off: stop rising
log on: contact a computer
log off: break contact with a computer system
move in: take possession of living quarters
move out: give up possession of living quarters
nod off: go to sleep
pass out: faint
pitch in: help

play along: pretend to agree
pull in: arrive (of vehicles)
pull out: leave (of vehicles)
set off: leave

settle down: become peaceful
settle in: become used to
show up: arrive
stay up: not go to bed
step down: resign

step in: intervene

take off: leave the ground
touch down: land (of planes)
tune in: find a station on the radio
watch out: beware
wear off: gradually disappear

rain held off.

After a few days, the excitement **died down**.

We were **doubled up** with laughter.

Please **drop in** any time.

The sound gradually **faded away**.

Attendance at the concerts has **fallen off**.

I hooked a fish, but it **got away**.

She studied just hard enough to **get by**.

I will never **give in**!

Please **go on**. Don't let me interrupt you.

What do you want to do when you **grow up**?

He **kept on** changing the subject.

Prices finally **leveled off**.

Do you know how to **log on**?

The system was overloaded, so I had to **log off**.

When are you **moving in**?

He **moved out** yesterday.

Half the bus passengers **nodded off**.

It was so hot, I almost **passed out**.

If everyone **pitches in**, the work will be done in a few minutes.

Let's **play along** until we find out what his plans are.

The bus **pulled in** next to the curb.

The train **pulled out** at ten o'clock.

They **set off** at six o'clock in the morning.

After the excitement, the students found it difficult to **settle down**.

How are you **settling in** to your new job?

She **showed up** at noon.

We **stayed up** until midnight.

He **stepped down** for health reasons.

The government had to **step in** to save the business.

The plane **took off** on time.

The plane **touched down**.

We **tuned in** to listen to the hockey game.

Watch out! The roads are icy.

The feeling of excitement gradually **wore off**.

See [Exercise 4](#).

The transitive phrasal verb **to sort out** is formed from the verb **to sort** followed by the adverb **out**. For example:

We **sorted out** the papers.

In this example, the phrasal verb **sorted out** has the object **papers**.

The following are examples of transitive phrasal verbs which consist of a verb followed by an adverb. Each phrasal verb is followed by its meaning and an example of its use.

Transitive Verbs followed by Adverbs

back up: support	I will back up your story.
bail out: rescue	If you run into difficulties, who will bail you out ?
break in: make something new fit for use	I broke in my new hiking boots.
breathe in: inhale	We breathed in the fresh air.
breathe out: exhale	I breathed out a sigh of relief.
bring back: return	She brought back her library books.
bring around: persuade	We gradually brought her around to our point of view.
bring up: raise	Bringing up children is never easy.
butter up: flatter	We buttered him up , hoping that he would agree to our proposal.
call in: ask to assist	I think it is time we called in an expert.
call off: cancel	We called off the meeting.
call up: telephone	Why don't you call him up ?
cheer on: cheer, encourage	I will be there to cheer you on .
chop down: fell	They chopped down the dead tree.
clean up: tidy	The mayor asked everyone to help clean up the city streets.
fend off: repel	The goalie fended off every attack.
ferret out: find with difficulty	We managed to ferret out the information.
figure out: solve, understand	I can't figure out what happened.
fill in: complete	Please fill in this form.
fill out: complete	I filled out the form.
fill up: make full	We filled up the glasses with water.
give back: return	I gave back the bicycle I had borrowed.
give off: send out	Skunk cabbage gives off an unpleasant odor.
hand down: give to someone younger	The tradition was handed down from father to son.
hand in: give to person in authority	The students handed their assignments in to the teacher.
hand on: give to another person	I am not sorry to hand the responsibility on to you.
hand over: transfer	We had to hand the evidence over to the police.
hang up: break a telephone connection	After receiving a busy signal, I hung up the phone.
hold back: restrain, delay	He is so enthusiastic, it is hard to hold him back .
iron out: remove	I am sure we can iron out every difficulty.
knock out: make unconscious	Boxers are often knocked out .
lap up: accept eagerly	The public lapped up the story.
lay off: put out of work	The company laid off seventy workers.
leave behind: leave, not bring	I accidentally left my umbrella behind .
leave out: omit	Tell me what happened. Don't leave anything out !
let down: disappoint	We will let him down if we don't arrive on time.
live down: live so that past faults	This will be hard to live down !

are forgotten

look up: find (information)

make up: invent

pass up: not take advantage

pension off: dismiss with a pension

phase in: introduce gradually

phase out: cease gradually

pick up: collect

pin down: get a commitment

play down: de-emphasize

point out: draw attention to

polish off: finish

pull down: demolish

pull off: succeed

put away: put in proper place

put back: return to original location

put off: postpone

reel off: recite a long list

rope in: persuade to help

rub out: erase

rule out: remove from consideration

scale down: reduce

sell off: dispose of by selling

set back: delay

shout down: stop from speaking by shouting

shrug off: dismiss as unimportant

single out: select from others

size up: assess

sort out: organize

sound out: talk with to learn the opinion of

stammer out: stammer

sum up: summarize

summon up: gather

take in: absorb

take out: invite to a restaurant

take over: assume control

talk over: discuss

tear up: destroy by tearing

think over: consider

We **looked up** the word in a dictionary.

She likes to **make up** stories.

I couldn't **pass up** such an opportunity.

He was **pensioned off** at the age of sixty.

The new program will be **phased in** over the next six months.

The practice will gradually be **phased out**.

You may **pick up** the papers at the office.

When the guest speaker is **pinned down**, we can set a date for the conference.

He **played down** the importance of the news.

She **pointed out** the advantages of the proposal.

We **polished off** the rest of the apple pie.

Many old buildings are **pulled down** to make way for new ones.

Do you think she can **pull off** her plan?

It is time to **put** the toys **away**.

Please **put** the book **back** on the shelf.

We cannot **put off** the meeting again.

She **reeled off** a long list of names.

We **roped in** everyone we could to help with the work.

Be sure to **rub out** all the pencil marks.

None of the possibilities can be **ruled out** yet.

Because of lack of funds, we had to **scale down** our plans.

We **sold off** all the books and furniture.

This could **set back** the project by several years.

The crowd **shouted down** the speaker.

He attempted to **shrug off** the mistake.

You have been **singled out** for special attention.

I quickly **sized up** the situation.

It will take some time to **sort out** this mess.

We attempted to **sound him out**.

They **stammered out** their apologies.

He **summed up** the discussion in a few well-chosen words.

I attempted to **summon up** my courage.

We tried to **take in** the new information.

May I **take you out** for supper?

They will **take over** at the beginning of June.

Let us **talk it over** before we decide.

She **tore up** the letter.

I need some time to **think it over**.

think up: invent	What will they think up next?
track down: search for and find	We finally tracked him down at the bookstore.
trade in: give as part payment	Why don't you trade in your old vacuum cleaner for a new one?
try on: test clothes by putting them on	I tried on the new suit, but it didn't fit me.
try out: test by using	Would you like to try out my fountain pen?
turn away: refuse admission	The event was so popular that many people had to be turned away .
turn back: reverse direction	Every fall the clocks must be turned back by one hour.
turn off: deactivate by using a switch	I turned off the radio.
turn on: activate by using a switch	Please turn on the light.
water down: dilute	The soup has been watered down .
wear out: gradually destroy by wearing or using	My jacket is wearing out , although it is only a year old.
write down: make a note	I wrote down the instructions.
write off: cancel, regard as	They were forced to write off several irretrievable debts.
write up: compose in writing	I used my notes to write up the report.

See [Exercise 5](#).

a. The position of the object of the verb

In the case of transitive phrasal verbs consisting of a verb followed by an adverb, if the object of the verb is a noun, the object can usually either follow or precede the adverb. In the following examples, the objects are underlined.

e.g. I **called off** the meeting.

I **called** the meeting **off**.

In the first example the object **meeting** follows the adverb **off**, while in the second example the object **meeting** precedes the adverb **off**.

However, in the case of a few phrasal verbs, a noun object must usually follow the adverb.

e.g. We attempted to **smooth over** the disagreement.

In this example, the phrasal verb **to smooth over** is followed by the noun object **disagreement**. In this case, the object **disagreement** cannot be placed before the adverb **over**.

The following are examples of transitive phrasal verbs where a noun object must usually follow the adverb. Each phrasal verb is accompanied by its meaning and an example of its use. The objects of the verbs are underlined.

Verbs followed by Adverbs followed by Noun Objects

drum up: raise	She has drummed up <u>support</u> for the plan.
paper over: repair superficially	They attempted to paper over their <u>differences</u> .

smooth over: improve

We tried to **smooth over** the situation.

In the case of transitive phrasal verbs consisting of a verb followed by an adverb, if the object of the verb is a pronoun, the object must usually precede the adverb. In the following examples, the pronoun objects are underlined.

e.g. I **called** it **off**.

We attempted to **smooth** it **over**.

In these examples, the pronoun object **it** precedes the adverbs **off** and **over**.

See [Exercise 6](#).

Most transitive phrasal verbs may be used in the Passive Voice.

e.g. The meeting was **called off** by me.

The disagreement was **smoothed over**.

In these examples, the phrasal verbs **to call off** and **to smooth over** are used in the Passive Voice.

b. The position of an adverb of manner modifying the verb

In the case of a phrasal verb consisting of a verb followed by an adverb, the verb and the adverb usually may not be separated by an adverb of manner. In the following example, the adverb of manner is underlined.

e.g. I hurriedly **called off** the meeting.

In this example, the adverb of manner **hurriedly** precedes the phrasal verb **called off**. The adverb **hurriedly** may also be placed at the beginning or the end of the sentence, but may not be placed between the verb **called** and the adverb **off**.

c. Stress in spoken English

When a phrasal verb consisting of a verb followed by an adverb occurs at the end of a clause, it is usually the adverb which is stressed in spoken English. In the following examples, the words which are stressed are printed in bold type.

e.g. How did that come **about**?

Please drop **in** whenever you have time.

In the first example, the verb **come** followed by the adverb **about** occurs at the end of a clause, and the adverb **about** is stressed. In the second example, the verb **drop** followed by the adverb **in** occurs at the end of a clause, and the adverb **in** is stressed.

d. Ergative verbs

It should be noted that there are a few phrasal verbs consisting of a verb followed by an adverb, which have the same meaning whether they are used transitively or intransitively. For example:

The engineer **slowed down** the train.

The train **slowed down**.

In the first example, the phrasal verb **to slow down** is used transitively, with the object **train**. In the second example, the phrasal verb **to slow down** is used intransitively, without naming the originator of the action. In these two examples, it can be seen that the object of the transitive verb is the subject of the intransitive verb. However, the general meaning of the two sentences is the same. Verbs which can be used in this way may be referred to as **ergative verbs**.

The following are examples of expressions which can function as ergative phrasal verbs. Each ergative phrasal verb is followed by its meaning and examples of its use.

Ergative Phrasal Verbs

blare out: make a loud sound	The loudspeakers blared out the music. The music blared out .
blow up: destroy by an explosion	Troops blew up the bridge. The bridge blew up .
break up: break into pieces	The icebreaker broke up the ice. The ice broke up .
burn down: destroy by fire	We burned down the old barn. The old barn burned down .
calm down: become calm	I calmed down the child. The child calmed down .
dry out: become dry	The sun dried out the earth. The earth dried out .
get across: transmit	We got our point across to the audience. Our point got across to the audience.
liven up: become lively	He livened up the party. The party livened up .
pull through: recover from, survive	The doctor pulled her through the illness. She pulled through the illness.
roll up: wrap into a cylinder	I rolled up the window blind. The window blind rolled up .
shut down: close, stop working	They shut down the factory. The factory shut down .
wake up: stop sleeping	I woke her up . She woke up .
wash out: remove by washing	We washed out the dye. The dye washed out .
wear away: gradually remove	Water wore away the rock. The rock wore away .
wear out: gradually destroy by using	I wore out the sweater. The sweater wore out .

3. Distinguishing between verbs followed by prepositions and verbs followed by adverbs

It has been seen that the position of pronoun objects, adverbs of manner and stress in spoken English varies according to whether a verb is followed by a preposition or by an adverb.

These differences are summarized in the following table. The verbs **to sit** and **to turn** are used as examples. The verb **to sit** is followed by **on** used as a preposition, whereas the verb **to turn** is followed by **on** used as an adverb.

Verb followed by Preposition

Verb followed by Adverb

Pronoun object is placed after the preposition:
I sat on it.

Adverb of manner may be placed between verb and preposition:
I sat **quietly** on it.

Verb is stressed:
This is what I **sat** on.

Pronoun object is placed before the adverb:
I turned **it** on.

Adverb of manner may not be placed between verb and adverb:
I **quietly** turned it on.

Adverb is stressed:
This is what I turned **on**.

Because of the differences summarized above, it is important to be able to distinguish between a verb followed by a preposition, and a verb followed by an adverb.

a. Adverb phrases of location compared with phrasal verbs followed by objects

In many cases, it is necessary to distinguish between an ordinary verb followed by an adverb phrase of location, and a phrasal verb followed by an object.

e.g. I turned up the street.
I turned up the volume.

In the first example, the verb **turned** is followed by the adverb phrase of location **up the street**. In the second example, the phrasal verb **turned up** is followed by the object **volume**. In this example, the phrasal verb **turned up** has the meaning **increased**.

In the first example, **street** is the object of the preposition **up**. If the object is changed to a pronoun, the pronoun must follow the preposition:

I turned up the street.
I turned up it.

In the second example, **volume** is the object of the phrasal verb **turned up**. If the object is changed to a pronoun, the pronoun must precede the adverb **up**.

I turned up the volume.
I turned it up.

In the first example, if the verb is modified by an adverb of manner, the adverb of manner may precede the adverb phrase of location:

I turned up the street.
I turned quickly up the street.

In the second example, if the verb is modified by an adverb of manner, the adverb of manner may not be placed between the two parts of the phrasal verb:

I turned up the volume.
I quickly turned up the volume.

See [Exercises 7](#) and [8](#).

b. Words used as prepositions or adverbs

It is also necessary to be able to distinguish between a phrasal verb consisting of a verb

followed by a preposition, and a phrasal verb consisting of a transitive verb followed by an adverb. In many cases it is possible to make the distinction by means of the preposition or adverb following the verb.

For example, the following words are used in phrasal verbs as prepositions, but are not usually used in phrasal verbs as adverbs following transitive verbs:

after	against
at	before
by	for
from	into
of	to
toward	with
without	

In contrast, the following words are used in phrasal verbs as adverbs following transitive verbs, but are not usually used in phrasal verbs as prepositions:

along	aside
away	back
behind	down
forward	out
together	up

It should be noted that of these words, **aside**, **away**, **back**, **forward**, **out** and **together** are usually never used as prepositions. In contrast, the words **along**, **behind**, **down** and **up** are often used as prepositions, but are not usually used as prepositions in phrasal verbs.

See [Exercises 9](#) and [10](#).

The following words present more difficulty, since they can be used in phrasal verbs both as prepositions and as adverbs following transitive verbs:

across	around or round
in	off
on or upon	over
through	

Thus, it is advisable to study which phrasal verbs use these words as prepositions, and which phrasal verbs use these words as adverbs. The following table gives examples of phrasal verbs containing each of these words. The left-hand column gives phrasal verbs consisting of verbs followed by prepositions, while the right-hand column gives phrasal verbs consisting of transitive verbs followed by adverbs.

Words used as Prepositions or Adverbs

Verb + Preposition
come across
cut across

Transitive Verb + Adverb
get across (an idea)
put across (an idea)

run across
stumble across

Verb + Preposition

hang around
lounge around
mill around
pass around
rally round
show around

Verb + Preposition

confide in
deal in
join in

Verb + Preposition

glance off
keep off
warn off

Verb + Preposition

bank on
border on
build on
call on
come upon
count on
dawn on
decide on
dwell on
enlarge on
expand on

Transitive Verb + Adverb

bring round

Transitive Verb + Adverb

break in
breathe in
call in
fill in
hand in
phase in
rope in
take in
trade in

Transitive Verb + Adverb

call off
fend off
give off
lay off
pair off
pension off
polish off
pull off
put off
reel off
sell off
shrug off
turn off
write off

Transitive Verb + Adverb

cheer on
hand on
try on
turn on

frown on
grow on
hinge on
live on
pick on
prey on
reckon on
survive on
thrust upon
touch on
verge on

Verb + Preposition

get over
go over
run over
watch over

Transitive Verb + Adverb

take over
talk over
think over
paper over
smooth over

Verb + Preposition

break through
get through
go through
leaf through
look through
sail through
scrape through
see through
sit through
wade through

Transitive Verb + Adverb

pull through

See [Exercise 11](#).

4. Phrasal verbs consisting of a verb followed by a word which may function either as an adverb or as a preposition

Some phrasal verbs consist of an intransitive verb followed by a word which may function either as an adverb or as a preposition. For example:

We **passed by**.

We **passed by** the library.

In the first example, the word **by** of the phrasal verb **passed by** functions as an adverb. In the second example, the word **by** of the phrasal verb **passed by** functions as a preposition which has the object library.

The following are examples of phrasal verbs which contain words which may function either as adverbs or as prepositions. Each phrasal verb is followed by its meaning and examples of its use. The objects of the prepositions are underlined.

Intransitive Verbs followed by words which may function either as Adverbs or Prepositions

break through: appear	The sun broke through . The sun broke through the <u>clouds</u> .
do without: survive without	We had to do without . We had to do without <u>electricity</u> .
glance off: hit and bounce off	The ball glanced off . The ball glanced off the <u>wall</u> .
go without: not have	They went without . They went without <u>food</u> .
hang around: stay near	We hung around . We hung around the movie <u>theater</u> .
join in: become involved in	I joined in . I joined in the <u>game</u> .
lounge around: relax in	We lounge d around. We lounge d around the living <u>room</u> .
mill around: (of a crowd) move randomly	The students milled around . The students milled around the <u>lobby</u> .
pass by: pass	I passed by . I passed by the <u>house</u> .
rally round: gather to give support	We rallied round . We rallied round our class <u>president</u> .
sail through: succeed easily	She sailed through . She sailed through the <u>exam</u> .
scrape through: barely succeed	They scraped through . They scraped through the <u>course</u> .
turn off: leave a road	We turned off . We turned off the main <u>highway</u> .

a. Expressions in which the verb has an object

There are a few phrasal verbs consisting of a verb followed by a word which may function either as an adverb or as a preposition, where the verb may have an object. In the following examples the objects are underlined.

e.g. We **passed** the candies **around**.

We **passed** the candies **around** the class.

In each of these examples, the verb **passed** of the phrasal verb **to pass around** has the object **candies**. In the first example, the word **around** functions as an adverb, while in the second example, the word **around** functions as a preposition with the object **class**.

The following are examples of phrasal verbs consisting of a verb followed by a word which may function either as an adverb or as a preposition, where the verb may have an object. Each phrasal verb is followed by its meaning and examples of its use. The objects of the verbs and prepositions are underlined. The last example illustrates the use of the Passive Voice.

Verbs followed by objects followed by words which may function either as Adverbs or Prepositions

cross off: put a line through	I crossed his <u>name</u> off .
--------------------------------------	---

pass around: distribute	I crossed his <u>name</u> off the <u>list</u> . I passed the <u>papers</u> around .
show around: conduct on a tour	I passed the <u>papers</u> around the <u>class</u> . We showed the <u>visitors</u> around .
tide over: provide for temporarily	We showed the <u>visitors</u> around the <u>city</u> . This money will tide <u>me</u> over . This money will tide <u>me</u> over the <u>weekend</u> .
warn off: warn to leave	We were warned off . We were warned off the <u>premises</u> .

5. Phrasal verbs consisting of a verb followed by an adverb followed by a preposition

There are several commonly used phrasal verbs which consist of a verb, followed by an adverb, followed by a preposition. For example:

I **went along with** the idea.

In this example, the phrasal verb **went along with** consists of the verb **to go**, followed by the adverb **along**, followed by the preposition **with** which has the object **idea**.

The following table gives examples of phrasal verbs which consist of a verb, followed by an adverb, followed by a preposition. Each phrasal verb is followed by its meaning and an example of its use.

Verbs followed by Adverbs followed by Prepositions

add up to: amount to	It is hard to see what that adds up to .
back down from: withdraw, avoid	She never backs down from a challenge.
back out of: not fulfill	I wish I could back out of the agreement.
boil down to: can be reduced to	All his arguments boil down to a belief in the supernatural.
bow out of: withdraw	He bowed out of the race.
brush up on: refresh knowledge of	I must brush up on my English.
carry on with: continue with	We carried on with our conversation.
catch up to: overtake	The boy ran quickly to catch up with his friends.
clean up after: tidy for	She spent half her time cleaning up after the children.
come down to: can be reduced to	Your choices come down to these.
come down with: become ill with	She came down with a cold.
come out in: develop	He came out in a rash.
come up against: meet an obstacle	They came up against many difficulties.
come up with: produce	She came up with a solution to the problem.
creep up on: approach undetected	Old age tends to creep up on one.
cry out for: urgently require	The education system is crying out for improvement.
cut back on: reduce	The government has cut back on spending.
do away with: abolish	We want to do away with delays.
face up to: accept and deal with	It is best to face up to one's problems.
fall back on: turn to for help	Because of unexpected expenses, we had to fall back on our savings.

fit in with: be suited to
fool around with: not be serious, have as a hobby
get away with: not be punished
get down to: begin dealing seriously with
get in on: manage to participate in
give up on: stop trying
go along with: agree, not resist
go back on: break a promise
go through with: fulfill, carry out
grow out of: become too big for
hold out for: not compromise
keep up with: be on the same level as
lead up to: be a preparation for
live up to: maintain a standard
log on to: contact a computer
look down on: regard as inferior
look forward to: anticipate
look out for: watch for
look up to: admire
make up for: compensate for
pull out of: leave (of vehicles)
push on with: go ahead, continue
put up with: endure, tolerate
read up on: read about
rub off on: acquire from someone
run up against: meet
send away for: order by mail
stick up for: defend, support
stock up on: lay in supplies
talk down to: speak patronizingly
walk away with: win easily
watch out for: beware of
wriggle out of: avoid
zero in on: focus on

You don't **fit in with** this group.
 He likes to **fool around with** computers.
 He **got away with** being late for school.
 It is time to **get down to** business.
 I want to **get in on** the planning for the new school.
 I've **given up on** the situation.
 I'm willing to **go along with** your idea.
 He never **goes back on** his word.
 Are you going to **go through with** your plan to conduct a survey?
 My son has **grown out of** most of his clothes.
 We want to **hold out for** better conditions.
 She has a hard time **keeping up with** her brother.
 The first thirty chapters of the book **lead up to** the dramatic conclusion.
 She has **lived up to** her reputation as a great singer.
 She **logged on to** the new system.
 He **looks down on** his classmates.
 I'm **looking forward to** the holidays.
Look out for fallen branches.
 We **looked up to** her.
 She tried to **make up for** her past mistakes.
 The train **pulled out of** the station.
 I must **push on with** my work.
 Bus passengers must often **put up with** crowded conditions.
 Whenever I travel, I like to **read up on** the place I am going to visit.
 Some of his enthusiasm has **rubbed off on** me.
 One **runs up against** many different kinds of people.
 We **sent away for** warm winter boots.
 Will you **stick up for** me?
 We should **stock up on** bananas.
 He always **talks down to** people younger than he is.
 They **walked away with** all the prizes.
Watch out for snakes.
 She always tries to **wriggle out of** her responsibilities.
 Let us **zero in on** the heart of the problem.

a. Expressions in which the verb has an object

There are a few phrasal verbs consisting of a verb, followed by an adverb, followed by a preposition, where the verb may have an object. In the following example, the objects are underlined.

e.g. We **played** them **off** **against** each other.

In this example, the verb **played** of the phrasal verb **to play off against** has the object **them**, while the preposition **against** has the object **each other**.

The following are examples of phrasal verbs consisting of a verb, followed by an adverb, followed by a preposition, where the verb may have an object. Each phrasal verb is followed by its meaning and an example of its use. The objects of the phrasal verbs are underlined.

Verbs followed by Objects followed by Adverbs followed by Prepositions

get over with: undergo, finish If I must visit the dentist, I prefer to **get it over with** as soon as possible.

let in on: allow to share We **let them in on** the secret.

play off against: encourage to fight In the last century, the British weakened their enemies by **playing them off against** one another.

put down to: attribute to We **put** his bad temper **down to** fatigue.

put up to: urge to do wrong She **put me up to** playing a trick on the teacher.

take out on: vent bad feelings on She **took** her dissatisfaction with her job **out on** her neighbors.

take up on: accept an offer I would like to **take you up on** your offer.

talk out of: dissuade from We tried to **talk him out of** retiring.

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EXERCISES for Chapter 27

1. For each of the following sentences, substitute the appropriate phrasal verb given in brackets for the underlined word or phrase. For example:

I will request a bus schedule. (ask for, stand for)

I will ask for a bus schedule.

Don't worry. They won't make fun of you. (call on, laugh at)

Don't worry. They won't laugh at you.

1. She resembles her mother. (looks after, takes after)

2. We perused the report. (sided with, waded through)

3. I will adhere to what I said before. (burst into, stick to)

4. We will demand a review of the situation. (call for, guard against)

5. His parents disapprove of his participating in so many extracurricular activities. (bank on, frown on)

6. Without hesitating, she started her speech. (launched into, hinged on)

7. I am depending on your support. (counting on, picking on)

8. He will take care of everything. (look after, settle for)
9. What do these initials represent? (provide for, stand for)
10. All of our plans depend on the availability of transportation. (hinge on, touch on)

Answers

2. Rewrite the following sentences, changing the object of the preposition to a pronoun. For example:

He lived on a small allowance.

He lived on it.

I sided with my brother.

I sided with him.

1. We are counting on our friends.
2. Will you stick to the agreement?
3. She takes after her grandmother.
4. No one has tampered with the letters.
5. Yesterday I ran into your uncle.
6. They saw through the plot.
7. He cut across the vacant lot.
8. I confided in my niece.

Answers

3. For each of the following sentences, place the adverb of manner given in brackets between the verb and the preposition. For example:

He deals in rare stamps. (exclusively)

He deals exclusively in rare stamps.

The introduction touches on the main points. (briefly)

The introduction touches briefly on the main points.

1. He dealt with every objection to his plan. (confidently)
2. She sided with her friend. (unhesitatingly)
3. We cut across the lawn. (quickly)
4. Since we were very hungry, we settled for bread and potatoes. (uncomplainingly)
5. I leafed through the material. (rapidly)
6. They watched over the children. (patiently)
7. You cannot survive on tea and biscuits. (solely)
8. We entered into the discussion. (eagerly)

Answers

4. For each of the following sentences, substitute the appropriate phrasal verb given in brackets for the underlined word or phrase. For example:

He will leave tomorrow morning. (level off, set off)

He will set off tomorrow morning.

The storm will soon pass. (blow over, boil over)

The storm will soon blow over.

1. I hope she arrives soon. (stays up, shows up)

2. He usually sleeps after lunch. (buckles down, nods off)
3. We saw the plane land. (settle down, touch down)
4. I told her to beware. (pass out, watch out)
5. Someone should intervene before the situation gets worse. (pull in, step in)
6. They waited until the train left. (logged off, pulled out)
7. Don't let them escape. (get away, wear off)
8. We were worried when she fainted. (moved out, passed out)
9. The barometric pressure has stopped rising. (leveled off, settled in)
10. I hope you will all help. (give in, pitch in)

Answers

5. For each of the following sentences, substitute the appropriate phrasal verb given in brackets for the underlined word or phrase. For example:

He refused to support what I had said. (back up, hold back)

He refused to back up what I had said.

The game was canceled because of the rain. (called off, phased out)

The game was called off because of the rain.

1. He raised a difficult question. (brought up, filled up)
2. She is good at assessing people. (buttering up, sizing up)
3. We should de-emphasize the dangers of the situation. (hand down, play down)
4. I am returning the raincoat I borrowed. (backing up, giving back)
5. The wine had been diluted. (played down, watered down)
6. I want to organize my photographs. (sort out, try out)
7. We discussed the situation. (shouted down, talked over)
8. May I test your bicycle? (point out, try out)
9. You can collect the tickets at the box office. (fill up, pick up)
10. I erased the notes in the margins of the book. (bailed out, rubbed out)
- ii. Do you think they invented the whole story? (hung up, made up)
12. She summarized what we had learned so far. (sounded out, summed up)

Answers

6. The following sentences contain transitive phrasal verbs which consist of verbs followed by adverbs. Rewrite each sentence, changing the object of the verb to a pronoun, and placing the pronoun object in the correct position in the sentence. For example:

I picked up the clothes.

I picked them up.

1. We ironed out the difficulties.
2. She called up her sister.
3. We sent back the material.
4. He sent out the invitations.
5. I gave away the bicycle.
6. She brought along her younger brother.
7. We wrote down the answer.
8. She let in the cats.
9. He turned over the stone.
10. We emptied out the baskets.

Answers

7. For each of the following sentences, determine whether the underlined object indicates **where** the action took place, or **what** was acted upon, and fill in the blank with **where** or **what**, as appropriate. Then rewrite the sentence, changing the object to a pronoun, and placing the pronoun object in the correct position in the sentence. If the object indicates **where**, place the pronoun object after the preposition; however, if the object indicates **what**, place the pronoun object before the adverb. For example:

I looked up the staircase. _____

I looked up the staircase. where

I looked up it.

I looked up the word. _____

I looked up the word. what

I looked it up.

1. I turned off the light. _____
2. She walked into the room. _____
3. He climbed up the ladder. _____
4. They sent in the report. _____
5. Children should not play on the road. _____
6. We set off the fireworks. _____
7. Please put on some music. _____
8. We turned off the main road. _____
9. I cut up the cake. _____
10. The plane flew over the lake. _____
11. She lives down the street. _____
12. Please pass on the information. _____
13. He put down the box. _____
14. They work in this building. _____
15. The ball rolled down the hill. _____
16. We handed over the document. _____
17. He walked off the stage. _____
18. She turned down the offer. _____
19. They sat on the floor. _____
20. I wound up the clock. _____

Answers

8. Following the instructions for the previous exercise, fill in each blank with **where** or **what**. Then rewrite each sentence to include the adverb of manner given in brackets. If the object indicates **where**, place the adverb of manner between the verb and the preposition; however, if the object indicates **what**, place the adverb of manner before the verb. For example:

I walked across the bridge. _____ (quickly)

I walked across the bridge. where

I walked quickly across the bridge.

We tidied up the papers. _____ (hurriedly)

We tidied up the papers. what

We hurriedly tidied up the papers.

1. The car slipped off the road. _____ (suddenly)
2. We lifted up the buckets. _____ (wearily)
3. The cable cars moved up the hill. _____ (slowly)
4. She let down the dress. _____ (carefully)
5. The book had been placed on the table. _____ (neatly)
6. He was leaning against the wall. _____ (idly)
7. She filed away the new material. _____ (methodically)
8. We shut off the power. _____ (hastily)
9. They closed up the cottage. _____ (sadly)
10. The swallows flew over our house. _____ (swiftly)

Answers

9. Paying attention to whether the last word in the clause is a preposition or an adverb, for each of the following sentences, underline the word which would usually be stressed in spoken English. For example:

Why did you go out?

Why did you go out?

This is what you asked for.

This is what you asked for.

1. What time did you get up?
2. What are you looking at?
3. The following idea has been put forward.
4. Which group did you come with?
5. What are they searching for?
6. Is he moving away?
7. What kind of music do you like to listen to?
8. When did you get back?
9. How did he find out?
10. When you look at this picture, what are you reminded of?
11. Which diving board did she jump from?
12. Why did you jump back?

Answers

10. For each of the following sentences, paying attention to whether the word following the verb is usually used as a preposition or as an adverb in a phrasal verb, change the object to a pronoun object and place it in the correct position in the sentence. For example:

How did you deal with the situation?

How did you deal with it?

We put away the books.

We put them away.

1. Let us look into the possibility.
2. Who brought up the question?
3. Remember to rub out the mistakes.
4. Perhaps we can reason with your uncle.

5. They had to turn away twenty people.
6. We have scaled down our operation.
7. She looked after the baby girl.
8. Remember to stick to the plan.
9. Did you give back the dictionary?
10. How did you dispose of their objections?
11. We confided in her sister.
12. Have you figured out the answer?

Answers

11. For each of the following sentences, paying attention to whether the phrasal verb consists of a verb followed by a preposition or a verb followed by an adverb, change the object to a pronoun, and place it in the correct position in the sentence. For example:

Squirrels can survive on nuts.

Squirrels can survive on them.

Did you try on the new shoes?

Did you try them on?

1. I know I can count on my friends.
2. They put off the rehearsal.
3. I stumbled across an interesting story.
4. He is good at putting across his ideas.
5. We watched over the children.
6. She hung around the museum.
7. I would like to hand on the responsibility.
8. She leafed through the exercises.
9. I came across a city map.
10. Would you like to think over the proposal?
11. Are you going to trade in your old machine?
12. All our plans hinge on the weather.

Answers

12. For each of the following sentences, substitute the appropriate phrasal verb given in brackets for the underlined word or phrase. For example:

Don't try to avoid it. (walk away with, wriggle out of)

Don't try to wriggle out of it.

1. What does that amount to? (add up to, lead up to)
2. He is trying to compensate for the time he lost. (look out for, make up for)
3. I want to continue my studies. (carry on with, get in on)
4. We want to focus on new developments. (fall back on, zero in on)
5. Do you think you can overtake the others? (catch up with, look down on)
6. We want to abolish the waiting period. (come down to, do away with)
7. The tenants had to tolerate noisy conditions. (get away with, put up with)
8. I developed spots after walking through a patch of poison ivy. (brushed up on, came out in)
9. He admires his older brother. (looks up to, sticks up for)
10. You should reduce the number of cigarettes you smoke per day. (cut back on, zero in on)

11. The problem urgently requires a solution. (adds up to, cries out for)
12. She always defends her friends. (holds out for, sticks up for)

Answers

ANSWERS TO THE EXERCISES for Chapter 27

Answers to Exercise 1:

1. She takes after her mother. 2. We waded through the report. 3. I will stick to what I said before. 4. We will call for a review of the situation. 5. His parents frown on his participating in so many extracurricular activities. 6. Without hesitating, she launched into her speech. 7. I am counting on your support. 8. He will look after everything. 9. What do these initials stand for? 10. All of our plans hinge on the availability of transportation.

Answers to Exercise 2:

1. We are counting on them. 2. Will you stick to it? 3. She takes after her. 4. No one has tampered with them. 5. Yesterday I ran into him. 6. They saw through it. 7. He cut across it. 8. I confided in her.

Answers to Exercise 3:

1. He dealt confidently with every objection to his plan. 2. She sided unhesitatingly with her friend. 3. We cut quickly across the lawn. 4. Since we were very hungry, we settled uncomplainingly for bread and potatoes. 5. I leafed rapidly through the material. 6. They watched patiently over the children. 7. You cannot survive solely on tea and biscuits. 8. We entered eagerly into the discussion.

Answers to Exercise 4:

1. I hope she shows up soon. 2. He usually nods off after lunch. 3. We saw the plane touch down. 4. I told her to watch out. 5. Someone should step in before the situation gets worse. 6. They waited until the train pulled out. 7. Don't let them get away. 8. We were worried when she passed out. 9. The barometric pressure has leveled off. 10. I hope you will all pitch in.

Answers to Exercise 5:

1. He brought up a difficult question. 2. She is good at sizing up people. 3. We should play down the dangers of the situation. 4. I am giving back the raincoat I borrowed. 5. The wine has been watered down. 6. I want to sort out my photographs. 7. We talked over the situation. 8. May I try out your bicycle? 9. You can pick up the tickets at the box office. 10. I rubbed out the notes in the margins of the book. 11. Do you think they made up the whole story? 12. She summed up what we had learned so far.

Answers to Exercise 6:

1. We ironed them out. 2. She called her up. 3. We sent it back. 4. He sent them out. 5. I gave it away. 6. She brought him along. 7. We wrote it down. 8. She let them in. 9. He turned it over. 10. We emptied them out.

Answers to Exercise 7:

1. what: I turned it off. 2. where: She walked into it. 3. where: He climbed up it. 4.

what: They sent it in. 5. where: Children should not play on it. 6. what: We set them off. 7. what: Please put it on. 8. where: We turned off it. 9. what: I cut it up. 10. where: The plane flew over it. 11. where: She lived down it. 12. what: Please pass it on. 13. what: He put it down. 14. where: They work in it. 15. where: The ball rolled down it. 16. what: We handed it over. 17. where: He walked off it. 18. what: She turned it down. 19. where: They sat on it. 20. what: I wound it up.

Answers to **Exercise 8**:

1. where: The car slipped suddenly off the road. 2. what: We wearily lifted up the buckets. 3. where: The cable cars moved slowly up the hill. 4. what: She carefully let down the dress. 5. where: The book had been placed neatly on the table. 6. where: He was leaning idly against the wall. 7. what: She methodically filed away the new material. 8. what: We hastily shut off the power. 9. what: They sadly closed up the cottage. 10. where: The swallows flew swiftly over our house.

Answers to **Exercise 9**:

1. What time did you get up? 2. What are you looking at? 3. The following idea has been put forward. 4. Which group did you come with? 5. What are they searching for? 6. Is he moving away? 7. What kind of music do you like to listen to? 8. When did you get back? 9. How did he find out? 10. When you look at this picture, what are you reminded of? 11. Which diving board did she jump from? 12. Why did you jump back?

Answers to **Exercise 10**:

1. Let us look into it. 2. Who brought it up? 3. Remember to rub them out. 4. Perhaps we can reason with him. 5. They had to turn them away. 6. We have scaled it down. 7. She looked after her. 8. Remember to stick to it. 9. Did you give it back? 10. How did you dispose of them? 11. We confided in her. 12. Have you figured it out?

Answers to **Exercise 11**:

1. I know I can count on them. 2. They put it off. 3. I stumbled across it. 4. He is good at putting them across. 5. We watched over them. 6. She hung around it. 7. I would like to hand it on. 8. She leafed through them. 9. I came across it. 10. Would you like to think it over? 11. Are you going to trade it in? 12. All our plans hinge on it.

Answers to **Exercise 12**:

1. What does that add up to? 2. He is trying to make up for the time he lost. 3. I want to carry on with my studies. 4. We want to zero in on new developments. 5. Do you think you can catch up with the others? 6. We want to do away with the waiting period. 7. The tenants had to put up with noisy conditions. 8. I came out in spots after walking through a patch of poison ivy. 9. He looks up to his older brother. 10. You should cut back on the number of cigarettes you smoke per day. 11. The problem cries out for a solution. 12. She always sticks up for her friends.

CHAPTER 28. CONJUNCTIONS

A conjunction may be used to indicate the relationship between the ideas expressed in a clause and the ideas expressed in the rest of a sentence. The conjunctions in the following examples are printed in bold type.

e.g. We could go to the library, **or** we could go to the park.

He **neither** finished his homework **nor** studied for the test.
I went out **because** the sun was shining.

1. Coordinate conjunctions

Coordinate conjunctions are used to join two similar grammatical constructions; for instance, two words, two phrases or two clauses.

e.g. My friend **and** I will attend the meeting.

Austria is famous for the beauty of its landscape **and** the hospitality of its people.

The sun rose **and** the birds began to sing.

In these examples, the coordinate conjunction **and** is used to join the two words **friend** and **I**, the two phrases **the beauty of its landscape** and **the hospitality of its people**, and the two clauses **the sun rose** and **the birds began to sing**.

The most commonly used coordinate conjunctions are **and**, **but** and **or**. In addition, the words **nor** and **yet** may be used as coordinate conjunctions. In the following table, each coordinate conjunction is followed by its meaning and an example of its use. Note the use of inverted word order in the clause beginning with **nor**.

Coordinate Conjunctions

and: in addition	She tried and succeeded.
but: however	They tried but did not succeed.
or: alternatively	Did you go out or stay at home?
nor: and neither	I did not see it, nor did they.
yet: however	The sun is warm, yet the air is cool.

As illustrated above, when a coordinate conjunction joins two verbs which have the same subject, the subject need not be repeated. For instance, in the example **she tried and succeeded**, the pronoun **she** acts as the subject for both the verb **tried** and the verb **succeeded**. It should also be noted that when a coordinate conjunction joins two verbs which do not have the same subject, the two coordinate clauses may be separated by a comma or semicolon, in order to make the meaning clear.

See [Exercise 1](#).

2. Correlative conjunctions

Correlative conjunctions are used in pairs, in order to show the relationship between the ideas expressed in different parts of a sentence. For instance, in the following example, the expression **either ... or** is used to indicate that the ideas expressed in the two clauses represent two alternative choices of action.

e.g. **Either** you should study harder, **or** you should take a different course.

The most commonly used correlative conjunctions are **both ... and**, **either ... or** and **neither ... nor**. In the table below, each pair of correlative conjunctions is accompanied by an example of its use. Note that in the construction **if ... then**, the word **then** can usually be omitted.

Correlative Conjunctions

both ... and	He is both intelligent and good-natured.
either ... or	I will either go for a walk or read a book.
neither ... nor	He is neither rich nor famous.
hardly ... when	He had hardly begun to work, when he was interrupted.
if ... then	If that is true, then what happened is not surprising.
no sooner ... than	No sooner had I reached the corner, than the bus came.
not only ... but also	She is not only clever, but also hard-working.
rather ... than	I would rather go swimming than go to the library.
scarcely ... when	Scarcely had we left home, when it started to rain.
what with ... and	What with all her aunts, uncles and cousins, she has many relatives.
whether ... or	Have you decided whether you will come or not?

See [Exercise 2](#).

3. Subordinate conjunctions

As has been seen in previous chapters, subordinate clauses may begin with relative pronouns such as **that**, **what**, **whatever**, **which**, **who** and **whom**, as well as with words such as **how**, **when**, **where**, **wherever** and **why**. In the following examples, the subordinate clauses are underlined.

e.g. The house, which stood on a hill, could be seen for miles.

I wonder how he did that.

In addition, subordinate clauses may also begin with words which are commonly referred to as **subordinate conjunctions**. In the following examples, the subordinate conjunctions are printed in bold type.

e.g. **Because** it was cold, I wore my winter coat.

Let us wait **until** the rain stops.

The subordinate conjunctions below are accompanied by their meanings and examples of use.

Subordinate Conjunctions

As

1. because: **As** he is my friend, I will help him.
2. when: We watched **as** the plane took off.

After

1. later in time: **After** the train left, we went home.

Although or though

1. in spite of the fact that: **Although** it was after midnight, we did not feel tired.

Before

1. earlier than: I arrived **before** the stores were open.

Because

1. for the reason that: We had to wait, **because** we arrived early.

For

1. for, because: He is happy, **for** he enjoys his work.

If

1. on condition that: **If** she is here, we will see her.

Lest

1. for fear that: I watched closely, **lest** he make a mistake.

Note the use of the Subjunctive Mood in the clause with **lest**.

Providing or provided

1. on condition that: All will be well, **providing** you are careful.

Since

1. from a past time: I have been here **since** the sun rose.
2. as, because: **Since** you are here, you can help me.

So or so that

1. consequently: It was raining, **so** we did not go out.
2. in order that: I am saving money **so** I can buy a bicycle.

Note: When used with the meaning **in order that**, **so** is usually followed by **that** in formal English.

e.g. I am saving money **so that** I can buy a bicycle.

Supposing

1. if: **Supposing** that happens, what will you do?

Than

1. used in comparisons: He is taller **than** you are.

Unless

1. except when, if not: **Unless** he helps us, we cannot succeed.

Until or till

1. up to the time when: I will wait **until** I hear from you.

Whereas

1. because: **Whereas** this is a public building, it is open to everyone.
2. on the other hand: He is short, **whereas** you are tall.

Whether

1. if: I do not know **whether** she was invited.

While

1. at the time when: **While** it was snowing, we played cards.
2. on the other hand: He is rich, **while** his friend is poor.
3. although: **While** I am not an expert, I will do my best.

In addition, the following phrases are often used at the beginning of subordinate clauses.

As if

1. in a similar way: She talks **as if** she knows everything.

As long as

1. if: **As long as** we cooperate, we can finish the work easily.
2. while: He has lived there **as long as** I have known him.

As soon as

1. immediately when: Write to me **as soon as** you can.

As though

1. in a similar way: It looks **as though** there will be a storm.

Even if

1. in spite of a possibility: I am going out **even if** it rains.

In case

1. because of a possibility: Take a sweater **in case** it gets cold.

Or else

1. otherwise: Please be careful, **or else** you may have an accident.

So as to

1. in order to: I hurried **so as to** be on time.

See [Exercise 3](#).

Certain words, such as **after**, **before**, **since** and **until** may function either as prepositions or subordinate conjunctions. However it should be noted that in some cases different words must be used as prepositions and subordinate conjunctions, in order to express similar meanings. This is illustrated in the table below.

Differing Prepositions and Conjunctions

<u>Meaning</u>	<u>Preposition</u>	<u>Conjunction</u>
for this reason	because of	because

in spite of this
at the time when
in a similar way

despite
during
like

although
while
as if

In the following examples, the objects of the prepositions, and the verbs of the subordinate clauses are underlined.

Preposition: They were upset **because of** the delay.

Conjunction: They were upset **because** they were delayed.

Preposition: **Despite** the rain, we enjoyed ourselves.

Conjunction: **Although** it rained, we enjoyed ourselves.

Preposition: We stayed indoors **during** the storm.

Conjunction: We stayed indoors **while** the storm raged.

Preposition: It looks **like** rain.

Conjunction: It looks **as if** it will rain.

In the above examples, it can be seen that the prepositions **because of**, **despite**, **during** and **like** have the noun objects **delay**, **rain** and **storm**; whereas the subordinate conjunctions **because**, **although**, **while** and **as if** introduce subordinate clauses containing the verbs **were delayed**, **rained**, **raged** and **will rain**.

It should be noted that **like** is sometimes used as a subordinate conjunction in informal English.

e.g. It looks like it will rain.

However, this use of **like** is considered incorrect in formal English.

See [Exercise 4](#).

4. Connecting adverbs

Connecting adverbs are often used to show the relationship between the ideas expressed in a clause and the ideas expressed in a preceding clause, sentence or paragraph. In the following examples, the connecting adverbs are printed in bold type. e.g. I wanted to study; **however**, I was too tired.

We knew what to expect. **Therefore**, we were not surprised at what happened.

In the first example, the connecting adverb **however** shows that there is a conflict between the idea expressed in the clause **I was too tired** and the idea expressed in the preceding clause **I wanted to study**. In the second example, the connecting adverb **therefore** shows that there is a cause and effect relationship between the idea expressed in the sentence **we knew what to expect**, and the clause **we were not surprised at what happened**.

Connecting adverbs are similar to conjunctions in that both may be used to introduce clauses. However, the use of connecting adverbs differs from that of conjunctions in the ways indicated below.

a. Stress and punctuation

In spoken English, a connecting adverb is usually given more stress than a conjunction. Correspondingly, in formal written English a connecting adverb is usually separated from the rest of a clause by commas, whereas a conjunction is usually not separated from the rest of a clause by commas.

In addition, in formal written English a clause containing a connecting adverb is often separated from a preceding clause by a semicolon; whereas a clause beginning with a conjunction is usually not separated from a preceding clause by a semicolon.

e.g. I wanted to study; **however**, I was too tired.

I wanted to study, **but** I was too tired.

In the first example, the connecting adverb **however** is preceded by a semicolon, and is separated from **I was too tired** by a comma. In the second example, the conjunction **but** is preceded by a comma rather than by a semicolon, and is not separated from **I was too tired** by a comma.

It should be noted that when no conjunction is present, a semicolon may be used to connect two main clauses. For example:

The clouds dispersed; the moon rose.

In this example, the two main clauses **the clouds dispersed** and **the moon rose** are connected by a semicolon rather than by a conjunction.

b. Connecting adverbs used to connect sentences

Unlike conjunctions, connecting adverbs may be used in formal English to show the relationship between ideas expressed in separate sentences. For example:

The wind was strong. **Thus**, I felt very cold.

In this example, the connecting adverb **thus** shows that there is a cause and effect relationship between the ideas expressed by the two sentences **the wind was strong** and **I felt very cold**.

In informal English, coordinate conjunctions are sometimes used to show the relationship between the ideas expressed in separate sentences. For example:

The wind was strong. And I felt very cold.

However, this use of coordinate conjunctions is considered to be grammatically incorrect in formal English.

c. Position in a clause

A subordinate conjunction must usually be placed at the beginning of a clause.

However, as was seen in the discussion on [adverbs](#), a connecting adverb may be placed at the beginning, in the middle, or at the end of a clause. This is illustrated below.

e.g. His visit was unexpected. **Nevertheless**, I was pleased to see him.

His visit was unexpected. I was, **nevertheless**, pleased to see him.

His visit was unexpected. I was pleased to see him, **nevertheless**.

d. Examples of connecting adverbs

The following are examples of words which may be used as connecting adverbs. Each connecting adverb is followed by its meaning and an example of its use.

Connecting Adverbs

accordingly: so	He was very persuasive; accordingly , I did what he asked.
also: in addition	She is my neighbor; she is also my best friend.
besides: in addition	I like the job. Besides , I need the money.
consequently: so	She had a fever; consequently , she stayed at home.
furthermore: in addition	You should stop smoking. Furthermore , you should do it at once!
hence: for that reason	He is a good friend. Hence , I was not embarrassed to ask him for help.
however: but	We wanted to arrive on time; however , we were delayed by traffic.
likewise: in addition	The region is beautiful. Likewise , the climate is excellent.
moreover: in addition	She is very intelligent; moreover , she is very ambitious.
nevertheless: but	They are proud. Nevertheless , I like them.
nonetheless: but	The ascent was dangerous. Nonetheless , he decided to attempt it.
otherwise: if not, or else	We should consult them; otherwise , they may be upset.
still: but	It is a long way to the beach. Still , it is a fine day to go swimming.
then: 1. next, afterwards	We went shopping, then we had lunch.
2. so	If you are sure, then I must believe you.
therefore: for that reason	I was nervous; therefore , I could not do my best.
thus: so, in this way	He travelled as quickly as possible. Thus , he reached Boston the next day.

As indicated in the following table, several connecting adverbs have meanings similar to those of the conjunctions **and**, **but** or **so**.

Connecting Adverbs with meanings similar to And, But and So

<u>Similar to And</u>	<u>Similar to But</u>	<u>Similar to So</u>
also	however	accordingly
besides	nevertheless	consequently
furthermore	nonetheless	hence
likewise	still	therefore
moreover		thus

See [Exercises 5](#) and [6](#).

5. Parallel construction

The repetition of a particular grammatical construction is often referred to as **parallel construction**. This is illustrated in the following examples.

e.g. I am **neither** angry **nor** excited.

The resort contains tennis courts, swimming pools and a snack bar.

In the first example, the two phrases **neither angry** and **nor excited** exhibit parallel construction. In the second example, the three phrases **tennis courts**, **swimming pools** and **a snack bar** exhibit parallel construction.

In English, it is considered preferable to use parallel construction whenever parallel ideas are expressed.

Thus, whenever possible, parallel construction should be employed when correlative conjunctions are used. In the following example, the correlative conjunctions are printed in bold type.

e.g. Incorrect: He has **both** a good education, **and** he has good work habits.

Corrected: He has **both** a good education **and** good work habits.

The first sentence is incorrect, since **both** and **and** are followed by different grammatical constructions. **Both** is followed by the phrase **a good education**; whereas **and** is followed by the clause **he has good work habits**. The second sentence has been corrected by changing the clause **he has good work habits** into the phrase **good work habits**.

The following example illustrates the use of parallel construction with the correlative conjunctions **neither ... nor**.

e.g. Incorrect: She turned **neither** right **nor** to the left.

Corrected: She turned **neither** right **nor** left.

or Corrected: She turned **neither** to the right **nor** to the left.

The first sentence is incorrect, since **neither** is followed by a single word; whereas **nor** is followed by a prepositional phrase. The second sentence has been corrected by changing the phrase **to the left** to the word **left**. Alternatively, as shown in the third sentence, two prepositional phrases can be used.

See [Exercise 7](#).

Parallel construction should also be used when listing a series of ideas. For example:

Incorrect: The hotel is charming, well-situated and is not expensive.

Corrected: The hotel is charming, well-situated and inexpensive.

The first sentence is incorrect, since the first two items in the series, **charming** and **well-situated**, are adjectives, whereas the last item, **is not expensive**, contains a verb. The second sentence has been corrected by changing **is not expensive** to the adjective **inexpensive**.

The following is another example of the use of parallel construction when listing a series of ideas.

e.g. Incorrect: I like to ski, skating and swimming.

Corrected: I like skiing, skating and swimming.

The first sentence is incorrect, since the first item in the series, **to ski**, is an infinitive, whereas the second and third items, **skating** and **swimming**, are gerunds. The second sentence has been corrected by changing the infinitive **to ski** to the gerund **skiing**.

EXERCISES for Chapter 28

1. Paying attention to the meanings of the sentences, and to the presence of inverted word order, fill in the blanks with the correct coordinate conjunctions chosen from the

pairs given in brackets. For example:

I would like to come, ___ I do not have time. (but, nor)

I would like to come, but I do not have time.

He has not written, ___ has he called me. (but, nor)

He has not written, nor has he called me.

1. I opened the door _____ looked out. (and, yet)
2. She was not in the back yard, _____ was she upstairs. (or, nor)
3. The sun had set, _____ it was still light outside. (or, yet)
4. Do you know his address _____ telephone number? (but, or)
5. He has not arrived yet, _____ have they. (and, nor)
6. I read the book, _____ did not understand it. (but, or)
7. We searched diligently, _____ found nothing. (or, yet)
8. I invited him _____ his friends. (and, but)

Answers

2. Paying attention to the expressions used in the following sentences, fill in the blanks with the words **and**, **but also**, **nor**, **or**, **than**, **then** and **when**, as appropriate. For example:

We should either walk quickly ___ take the bus.

We should either walk quickly or take the bus.

I had scarcely sat down _____ the telephone rang.

I had scarcely sat down when the telephone rang.

1. I have both respect _____ admiration for them.
2. Hardly had I finished reading over the problem, _____ the answer leapt to my mind.
3. It will rain either today _____ tomorrow.
4. He could not decide whether to tell the truth _____ keep silent.
5. It was not only a beautiful day, _____ the first day of Spring.
6. If you follow the instructions, _____ you should have no difficulty.
7. He is neither proud _____ condescending.
8. What with one thing _____ another, it was very late by the time we left the house.
9. No sooner had I opened my eyes, _____ I remembered where I was.
10. Scarcely had I heard the news, _____ my friend arrived.
11. I do not know whether he has seen the movie before _____ not.
12. I would rather wait here _____ risk missing the bus.
13. She could find the book neither at the Library, _____ at the bookstore.
14. No sooner had I opened the window, _____ a butterfly flew into the room.
15. The crowd was both large _____ enthusiastic.

Answers

3. Paying attention to the meanings of the sentences, fill in the blanks with the correct subordinate conjunctions or similar expressions chosen from the pairs given in brackets. For example:

I went for a walk _____ the sun was shining. (because, otherwise)

I went for a walk because the sun was shining.

Do you know _____ the stores are open today? (as if, whether)
Do you know whether the stores are open today?

1. We recognized her at once, _____ we had not seen her for years. (although, in case)
2. He kept reading _____ he fell asleep. (for, until)
3. The moon will rise _____ the sun sets. (as soon as, than)
4. It looks _____ the train will be late. (while, as though)
5. _____ she got her degree, she became a teacher. (After, Than)
6. We will not go skiing _____ the weather is good. (as if, unless)
7. _____ he left, he made sure he had his keys with him. (Before, For)
8. _____ I told the truth, you would not believe me. (Even if, So that)
9. They have known her _____ she was a child. (until, since)
10. I must leave now, _____ I have a great deal of work to do. (as, than)
11. What shall we do _____ it rains? (or else, supposing)
12. _____ you read this book, you would be sure to enjoy it. (If, Until)
13. The door was open, _____ we could hear everything. (in case, so)
14. I studied more _____ he did. (than, whereas)
15. We packed a lunch, _____ we knew we would soon be hungry. (lest, for)
16. I will join you, _____ the weather is fine. (providing, than)
17. _____ he is very busy, he is seldom at home. (Or else, Because)
18. We must hurry, _____ we will be late. (so that, or else)

Answers

4. For each of the following sentences, paying attention to the structure of the sentence, fill in the blank with either the conjunction or the preposition given in brackets. For example:

_____ my warning, they went ahead with their plan. (Although, Despite)
Despite my warning, they went ahead with their plan.

_____ the sun was shining, the water was cold. (Although, Despite)
Although the sun was shining, the water was cold.

The price of oranges is high, _____ frost damage. (because, because of)
The price of oranges is high, because of frost damage. (because, because of)

I went to see the play, _____ it had good reviews. (because, because of)
I went to see the play, because it had good reviews. (because, because of)

1. We stayed up late, _____ we were tired. (although, despite)
2. They went swimming, _____ the coldness of the water. (although, despite)
3. I enjoy the course, _____ the professor is a good teacher. (because, because of)
4. She looks _____ your sister. (as if, like)
5. Please wait _____ I make a phone call. (during, while)
6. Did you hear any noises _____ the night? (during, while)
7. It looked _____ we would not be able to leave until the next day. (as if, like)
8. We all felt tired _____ the hot weather. (because, because of)
9. I read a book _____ I was waiting. (during, while)

10. Her eyes shone _____ stars. (as if, like)
11. They managed to work together, _____ their differences of opinion. (although, despite)
12. I left home early, _____ I had to do several errands. (because, because of)
13. He speaks about the subject _____ he were an expert. (as if, like)
14. We rested _____ the hottest part of the day. (during, while)
15. _____ she lost her way twice, she arrived safely. (Although, Despite)
16. _____ their interest in comets, they decided to study astronomy. (Because, Because of)

Answers

5. Paying attention to the meanings of the sentences, fill in the blanks with the correct connecting adverbs chosen from the pairs given in brackets. For example:

Will you come with me? _____ I shall have to go alone. (Also, Otherwise)

Will you come with me? Otherwise I shall have to go alone.

She is kind. _____, she is rather forgetful. (However, Consequently)

She is kind. However, she is rather forgetful.

1. The work was new to me. _____, it did not seem difficult. (Consequently, Nevertheless)
2. Continue along Queen Street. _____ turn left. (Then, Therefore)
3. It was very misty. _____, we could not get a clear view of the mountain. (Hence, However)
4. We had walked several miles. _____, we did not feel tired. (Accordingly, Still)
5. She is a talented actress. _____, she is very beautiful. (Moreover, Thus)
6. We take the bus every day. _____, we are familiar with the bus route. (Nevertheless, Thus)
7. The child was sleepy. _____, we went home early. (Otherwise, Therefore)
8. The food was delicious. _____, the service was excellent. (Likewise, Nevertheless)
9. We looked everywhere. _____, we could not find the keys. (However, Thus)
10. The book is long. _____, the vocabulary is difficult. (Consequently, Furthermore)
11. Luckily, the moon was bright. _____, we could not have seen the path. (Accordingly, Otherwise)
12. He is old. _____, his mind is still active. (Nonetheless, Therefore)

Answers

6. Paying attention to the structure of the sentences, fill in the blanks with the conjunctions or connecting adverbs given in brackets. Make sure that the sentences conform to the rules of correct formal English. For example:

It was very hot. _____, we decided to go swimming. (Consequently, So)

It was very hot. Consequently, we decided to go swimming.

It was very hot, ___ we decided to go swimming. (Consequently, So)

It was very hot, so we decided to go swimming.

1. I have invited him. _____, I have invited his sister. (Also, And)

2. He walked up to the door _____ knocked. (and, likewise)
3. The bus fare is expensive; _____, I prefer to walk. (so, therefore)
4. She is well-educated. _____, she has very good manners. (And, Besides)
5. I would rather travel by train, _____ the bus leaves earlier. (but, however)
6. We were born in this village; _____, we know everyone here. (hence, so that)
7. Put less wood on the fire, _____ it will be too smoky. (or, otherwise)
8. They got off the train. _____ they began to search for a hotel. (And, Then)
9. She studied for many months; _____, she knew the material thoroughly. (consequently, so that)
10. The weather was hot; _____, the air was humid. (and, moreover)
11. Please come with us, _____ I can introduce you to my friends. (thus, so that)
12. The sun was warm, _____ a cool breeze blew in from the sea. (but, however)
13. I have read this book before; _____, I do not remember the plot. (but, however)
14. They were hot _____ tired. (also, and)
15. The door was locked; _____, we would have waited inside. (or, otherwise)
16. I have known her for many years; _____, I understand her character well. (so that, thus)
17. We opened the window _____ fresh air would blow into the room. (consequently, so that)
18. He is ignorant; _____, he is lazy. (and, furthermore)
19. They visited many stores; _____, they could not find what they were looking for. (but, however)
20. You should go to sleep now, _____ you will be tired tomorrow. (or, otherwise)
21. I was worried; _____, I was determined not to show it. (but, nevertheless)

Answers

7. The following sentences are incorrect, because they contain correlative conjunctions, but do not use parallel construction. Rewrite the sentences correctly, using parallel construction. For example:

He owns both a typewriter and he has a word processor.

Corrected: He owns both a typewriter and a word processor.

I prefer either to read or going hiking.

Corrected: I prefer either to read or to go hiking.

1. The train proceeded neither quickly nor was it smooth.
2. They will leave either today or they will go tomorrow.
3. The child hates both getting up in the morning and to go to bed at night.
4. She is neither kind nor has patience.
5. He is not only talented, but also he has charm.
6. The street is lined with both oak trees and there are elm trees.
7. The lecture was not only very long but also it was very dull.
8. You should either eat less, or should exercise more.
9. I am not only proud to be here, but also feel happy to meet you.
10. The town is both historical and it is picturesque.

Answers

8. The following sentences are incorrect, because they present lists of ideas, but do not use parallel construction. Rewrite the sentences correctly, using parallel construction. For example:

The air was cool, dry, and was clear.

Corrected: The air was cool, dry, and clear.

He has started making kites and to fly them.

Corrected: He has started making kites and flying them.

1. We walked out of the door, down the steps and went across the street.
2. She loves singing, dancing and to play the piano.
3. The wind moaned, shrieked and was howling.
4. The music was fast, brilliant and sounded exciting.
5. He proposes to borrow money, open a store and going into business.
6. The town boasts four libraries, two theaters and there are many schools.
7. The clouds were thick, black and looked threatening.
8. He likes running, jumping and to ride a bicycle.
9. They worked carefully, quickly and were quiet.
10. The vegetables were fresh, tender and tasted delicious.

Answers

ANSWERS TO THE EXERCISES for Chapter 28

Answers to [Exercise 1](#):

1. and 2. nor 3. yet 4. or 5. nor 6. but 7. yet 8. and

Answers to [Exercise 2](#):

1. and 2. when 3. or 4. or 5. but also 6. then 7. nor 8. and 9. than 10. when 11. or 12. than 13. nor 14. than 15. and

Answers to [Exercise 3](#):

1. although 2. until 3. as soon as 4. as though 5. After 6. unless 7. Before 8. Even if 9. since 10. as 11. supposing 12. If 13. so 14. than 15. for 16. providing 17. Because 18. or else

Answers to [Exercise 4](#):

1. although 2. despite 3. because 4. like 5. while 6. during 7. as if 8. because of 9. while 10. like 11. despite 12. because 13. as if 14. during 15. Although 16. Because of

Answers to [Exercise 5](#):

1. Nevertheless 2. Then 3. Hence 4. Still 5. Moreover 6. Thus 7. Therefore 8. Likewise 9. However 10. Furthermore 11. Otherwise 12. Nonetheless

Answers to [Exercise 6](#):

1. Also 2. and 3. therefore 4. Besides 5. but 6. hence 7. or 8. Then 9. consequently 10. moreover 11. so that 12. but 13. however 14. and 15. otherwise 16. thus 17. so that 18.

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Answers to **Exercise 7**:

1. The train proceeded neither quickly nor smoothly. 2. They will leave either today or tomorrow. 3. The child hates both getting up in the morning and going to bed at night. 4. She is neither kind nor patient. 5. He is not only talented, but also charming. 6. The street is lined with both oak trees and elm trees. 7. The lecture was not only very long but also very dull. 8. You should either eat less, or exercise more. 9. I am not only proud to be here, but also happy to meet you. 10. The town is both historical and picturesque.

Answers to **Exercise 8**:

1. We walked out of the door, down the steps and across the street. 2. She loves singing, dancing and playing the piano. 3. The wind moaned, shrieked and howled. 4. The music was fast, brilliant and exciting. 5. He proposes to borrow money, open a store and go into business. 6. The town boasts four libraries, two theaters and many schools. 7. The clouds were thick, black and threatening. 8. He likes running, jumping and riding a bicycle. 9. They worked carefully, quickly and quietly. 10. The vegetables were fresh, tender and delicious.

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Predicate adjectives compared with adverbs
Predicate adjectives, order
Prepositions, introduction
Prepositions, meanings and examples
Prepositions, use of
Prepositions, used in idioms
Prepositions which follow certain nouns
Prepositions which follow certain adjectives and verbs in the passive voice
Prepositions which follow certain verbs
Prepositions with pronoun objects
Present and past tenses, summary of the formation of
Present continuous tense, formation of
Present continuous, uses of, compared with the simple present
present, meaning of
Present participles used as adjectives
Present perfect continuous tense, use of
Present perfect continuous tense, formation of
Present perfect tense, irregular verbs
Present perfect tense, regular verbs
Present perfect tense, use of
Present tense, used in subordinate clauses to express future actions
Progressive comparisons with adverbs
Progressive comparisons, adjectives which use endings
Progressive comparisons, adjectives which do not use endings
Pronoun, object of a preposition
Pronouns, agreement of third person pronouns with their antecedents
Pronouns, defined
Pronouns, demonstrative
Pronouns, indefinite
Pronouns, interrogative
Pronouns, objective case
Pronouns, personal
Pronouns, possessive
Pronouns, reciprocal

Pronouns, reflexive
Pronouns, relative
Pronouns, subjective case
Pronouns, summary of personal pronouns
Pronouns, unambiguous use of
Pronunciation of the **ed** ending
Pronunciation of the **es** ending
Proper adjectives
Proper adjectives, position of
Proper nouns
Proper nouns, plural forms
provided or **providing**, used as subordinate conjunction
Punctuation, use of period
Punctuation, use of question mark
Punctuation used with attributive adjectives
Punctuation used with predicate adjectives

Q

Question mark, use of
Questions and negative statements, simple present of **to have**
Questions and negative statements, present perfect continuous tense
Questions and negative statements, simple past of **to be**
Questions and negative statements, simple past
Questions and negative statements, past continuous tense
Questions and negative statements, past perfect tense
Questions and negative statements, past perfect continuous
Questions and negative statements, simple future
Questions and negative statements, future continuous
Questions and negative statements, future perfect
Questions and negative statements, future perfect continuous
Questions and negative statements, passive voice
Questions, modal verbs
Questions, passive voice
Questions, present continuous tense
Questions, present perfect tense
Questions, simple present of **to be**
Questions, simple present
Questions, word order of direct and indirect questions

R

raise and **rise**
raise, verb forms
rather ... than
Reciprocal pronouns
Reflexive pronouns
Regular verbs, present perfect tense
Regular verbs, simple past
Relative clauses, defining and non-defining
Relative clauses, defining
Relative pronouns

rise, verb forms

round, used as preposition or adverb

S

s ending, third person singular

s ending, used to form plurals

s' ending, used to indicate possession

same as

scarcely ... when

second, used as ordinal adjective

set and sit

set, verb forms

several, use of

shall and will

shan't

she

she'd (she had)

she'd (she would)

she'll

she's (she has)

she's (she is)

Short answers

should

shouldn't

similar to

Simple future tense, formation of

Simple future tense, use of

Simple past and past perfect, use of

Simple past of **to be**

Simple past of **to use** followed by an infinitive

Simple past tense, formation of

Simple past tense, uses of

Simple present of **to be**

Simple present of **to have**

Simple present tense, formation of

Simple present tense, uses of

Simple present, uses of, compared with the present continuous

since, use of

since, used as subordinate conjunction

Singular antecedents of personal pronouns

sit, verb forms

so ... that

so as to

so, used as subordinate conjunction

some, use of

somebody, use of

someone, use of

something, use of

sometime and sometimes

somewhere, use of

Spelling rules for adding **ed** to form the past participle
Spelling rules for adding **s** in the third person singular
Spelling rules for adjectives with **er** ending
Spelling rules for adjectives with **est** ending
Spelling rules for adverbs with **ly** ending
Spelling rules for formation of the present participle
Spelling rules for past participles, verbs ending in a silent **e**
Spelling rules for past participles, verbs ending in **y**
Spelling rules for past participles, verbs ending in a single consonant preceded by a single vowel
Spelling rules for present participles, verbs ending in a silent **e**
Spelling rules for present participles, verbs ending in **ie**
Spelling rules for present participles, one-syllable verbs ending in a single consonant preceded by a single vowel
Spelling rules for present participles, verbs of more than one syllable which end in a single consonant preceded by a single vowel
Spelling, verbs ending in **y**
Spelling, verbs ending in **o**
Spelling, verbs ending in **ch, s, sh, x** or **z**
Split infinitive
still, used as connecting adverb
Stress, adjectives indicating materials
Stress, defining adjectives indicating location or time
Stress, defining adjectives indicating purpose
Stress used with attributive adjectives
Style, parallel construction
Subjective case, pronouns
Subjunctive mood of the passive voice
Subjunctive, formation of
Subjunctive, uses of
Subordinate clause of conditional statement, verb forms
Subordinate clause of conditional statement, present or future time
Subordinate clause of conditional statement, past time
Subordinate clause of conditional statement, summary
Subordinate clauses
Subordinate clauses, use of the present tense to express future actions
Subordinate conjunctions
such ... that
Superlative form of adjectives which use endings
Superlative form of adjectives using **most**
Superlative forms of adverbs used in comparisons
supposing, used as subordinate conjunction

T

Tag questions, modal verbs
Tag questions, present continuous tense
Tag questions, present perfect tense
Tag questions, simple present of **to be**
Tag questions, simple present
Tag questions, summary

Tenses, summary of the uses of
than, followed by subjective case
than, used as subordinate conjunction
than, used in comparisons with adjectives which use endings
than, used in comparisons with adjectives which do not use endings
than, used with adverbs in comparisons
that
that, compared with **which** and **who**
That, used as relative pronoun
the ..., **the ...**
the least, used with adverbs in comparisons
the same as
the, summary of use of
the, used before singular countable nouns
the, used to refer to something unique
the, used to refer to something as a class
the, used with adjectives referring to classes of people
the, used with adverbs in comparisons
the, used with names of nationalities
the, used with names of people
the, used with names of places
the, used with proper nouns
the, used with the superlative form of an adjective
the with plural nouns, used to refer to something mentioned before
the with plural nouns, used to refer to something when it is considered obvious what is meant
the with singular nouns, used to refer to something mentioned before
the with singular nouns, used to refer to something when it is considered obvious what is meant
the with uncountable nouns, used to refer to something mentioned before
the with uncountable nouns, used to refer to something when it is considered obvious what is meant
their
their, informal use of
theirs
them
themselves
then, used as connecting adverb
there and here
there used as an introductory word
therefore, used as connecting adverb
therefore, used as connecting adverb
these
they
they'd (they had)
they'd (they would)
they'll
they're
they've
Third person singular, endings

this
those
thou
though, used as subordinate conjunction
through, use of
through, used as preposition or adverb
throughout, use of
thus, used as connecting adverb
till, use of
till, used as subordinate conjunction
to, use of
to, used after certain adjectives and verbs in the passive voice
to, used after certain nouns
to, used after certain verbs
to, used in idioms
too
toward or towards, use of
toward or towards, used after certain adjectives and verbs in the passive voice
toward or towards, used after certain nouns
Transitive and intransitive verbs
turn

U

ue changed to u before adding ly
Uncountable nouns, used in making a general statement
Uncountable nouns, used to refer to something not mentioned before
Uncountable nouns, used to refer to individual things
Uncountable nouns
under, use of
under, used in idioms
underneath, use of
unless, used as subordinate conjunction
until, use of
until, used as subordinate conjunction
up to, use of
up, use of
up, used in idioms
upon, use of
upon, used as preposition or adverb
us
use, simple past followed by an infinitive
used to
Uses of the English verb tenses
Uses of the present continuous

V

Verb + adverb + preposition, where the verb has an object
Verb + adverb + preposition
Verb + adverb, ergative verbs
Verb + adverb, examples of intransitive phrasal verbs

Verb + adverb, examples of transitive phrasal verbs
Verb + adverb, position of adverb of manner
Verb + adverb, position of object of the verb
Verb + adverb, stress in spoken English
Verb + preposition compared with verb + adverb
Verb + preposition or adverb, where the verb has an object
Verb + preposition or adverb
Verb + preposition, examples of phrasal verbs
Verb + preposition, position of object of the preposition
Verb + preposition, position of adverb of manner
Verb + preposition, stress in spoken English
Verb + preposition, where the verb has an object
Verb agreement, amounts considered as a whole
Verb agreement, collective nouns and compound subjects
Verb agreement, nouns followed by descriptive phrases
Verb agreement with compound subjects, summary
Verb forms, introduction
Verb tenses, active voice of **to show**
Verb tenses, summary of the uses of
Verb tenses, **to be** and the passive voice of **to show**
Verb tenses, uses and formation of
Verbs followed by either infinitives or gerunds
Verbs followed by gerunds
Verbs followed by infinitives
Verbs followed by prepositions
Verbs in the passive voice followed by prepositions
Verbs of motion
Verbs of motion, used with adverb phrases of location
Verbs, 140 common irregular verbs
Verbs, ergative
Verbs, linking
Verbs, phrasal
Verbs, phrasal verbs consisting of a verb followed by a preposition
Verbs, phrasal verbs consisting of a verb followed by an adverb
versus, use of
via, use of
Voice of a verb, changing from active to passive
Voice of a verb, changing from passive to active
Voice of a verb, changing the voice while preserving the meaning
Voice of a verb, comparison of active and passive
Voice of a verb with both a direct object and an indirect object

W

was

was, used as an auxiliary

wasn't

we

we'd (we had)

we'd (we would)

we'll

we're
we've
well, use of
were
were, used as an auxiliary
weren't
what with ... and
what and which
what, used as relative pronoun
whatever, used as relative pronoun
when, use of
where, use of
whereas, used as subordinate conjunction
whether ... or
whether, used as subordinate conjunction
which and what
which, compared with that and who
Which, used as relative pronoun
while and during
while, used as subordinate conjunction
who, compared with which and that
who, used as interrogative pronoun
Who, used as relative pronoun
whoever, used as relative pronoun
whom, objective case of who
whom, use of
Whom, used as relative pronoun
whose, possessive case of who
whose, use of
Whose, used as relative pronoun
Whose, used in informal English
why, use of
wide and widely
will
will and shall
will be
will have been
will have
Wishes, a later time
Wishes, an earlier time
Wishes, summary
Wishes, the same time
Wishes
with, use of
with, used after certain nouns
with, used after certain adjectives and verbs in the passive voice
with, used after certain verbs
with, used in idioms
within, use of
within, used in idioms

without, use of

without, used in idioms

won't

won't

Word order of direct and indirect questions, summary

Words used as prepositions or adverbs

would, conjugations with

would, continuous conjugation

would, perfect conjugation

would, perfect continuous conjugation

would, simple conjugation

would, summary of conjugations

would, used as auxiliary

wouldn't

Y

y changed to i before adding **es**

y changed to i before adding **ly**

yet, used as coordinate conjunction

you'd (you had)

you'd (you would)

you'll

you're

you've

you, objective case

you, subjective case

your

yours

yourself

yourselves