TOPIC 1

SUBJECT-VERB AGREEMENT

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| |  |  |  | | --- | --- | --- | | BasicRule. | The basic rule states that a singular subject takes a singular verb, while a plural subject takes a plural verb.  NOTE: The trick is in knowing whether the subject is singular or plural. The next trick is recognizing a singular or plural verb. | | | Hint: Verbs do not form their plurals by adding an s as nouns do. In order to determine which verb is singular and which one is plural, think of which verb you would use with he or she and which verb you would use with they. | | |  | **Example:** | talks, talk Which one is the singular form? Which word would you use with he? We say, "He talks." Therefore, talks is singular. We say, "They talk." Therefore, talk is plural. | |

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| |  |  |  | | --- | --- | --- | | Rule 1. | Two singular subjects connected by orornor require a singular verb. | | |  | Example: | My *aunt* or my *uncleis arriving* by train today. | |

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| |  |  |  | | --- | --- | --- | | Rule 2. | Two singular subjects connected by either/ororneither/nor require a singular verb as in Rule 1. | | |  | **Examples:** | Neither *Juan* nor *Carmenis* available. | | Either *Kiana* or *Caseyis helping* today with stage decorations. | |

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| |  |  |  | | --- | --- | --- | | Rule 3. | When I is one of the two subjects connected by either/ororneither/nor, put it second and follow it with the singular verb am. | | |  | **Example:** | Neither *she* nor *Iam going* to the festival. | |

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| |  |  |  | | --- | --- | --- | | Rule 4. | When a singular subject is connected by orornor to a plural subject, put the plural subject last and use a plural verb. | | |  | **Example:** | The *serving bowl* or the *platesgo* on that shelf. | |

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| |  |  |  | | --- | --- | --- | | Rule 5. | When a singular and plural subject are connected by either/ororneither/nor, put the plural subject last and use a plural verb. | | |  | **Example:** | Neither *Jenny* nor the *othersare* available. | |

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| |  |  |  | | --- | --- | --- | | Rule 6. | As a general rule, use a plural verb with two or more subjects when they are connected by and. | | |  | **Example:** | A *car* and a *bikeare* my means of transportation. | |

The verb is singular if the two subjects separated by “and” refer to the same person or thing.

Example: *Red beans and rice* is my mom’s favorite dish.

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| |  |  |  | | --- | --- | --- | | Rule 7. | Sometimes the subject is separated from the verb by words such as along with, as well as, besides, or not. Ignore these expressions when determining whether to use a singular or plural verb. | | |  | **Examples:** | The *politician*, along with the newsmen, *is expected* shortly. | | *Excitement*, as well as nervousness, *is* the cause of her shaking. | |

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| |  |  |  | | --- | --- | --- | | Rule 8. | The pronouns each, everyone, every one, everybody, anyone, anybody, someone, and somebody are singular and require singular verbs. Do not be misled by what follows. | | |  | **Examples:** | *Each* of the girls *sings* well. | | Every *one* of the cakes *is* gone. NOTE: Everyone is one word when it means everybody. Every one is two words when the meaning is each one. | |

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| |  |  |  | | --- | --- | --- | | Rule 9. | With words that indicate portions—percent, fraction, part, majority, some, all, none, remainder, and so forth —look at the noun in your of phrase (object of the preposition) to determine whether to use a singular or plural verb. If the object of the preposition is singular, use a singular verb. If the object of the preposition is plural, use a plural verb. | | |  | **Examples:** | Fifty *percent* of the pie *has* disappeared. Pie is the object of the preposition of. | | Fifty *percent* of the pies *have* disappeared.Pies is the object of the preposition. | | *One-third* of the city *is* unemployed. | | *One-third* of the people *are* unemployed.  NOTE: Hyphenate all spelled-out fractions. | | *All* of the pie *is* gone. | | *All* of the pies *are* gone. | | *Some* of the pie *is* missing. | | *Some* of the pies *are* missing. | |  |  | None of the garbage *was picked* up. | |  |  | None of the sentences *were punctuated* correctly. | |  |  | Of all her books, *nonehave sold* as well as the first one | |
| |  |  |  | | --- | --- | --- | | Rule 10. | When either and neither are subjects, they always take singular verbs. | | |  | **Examples:** | *Neither* of them *is* available to speak right now. | | *Either* of us *is* capable of doing the job. | |

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| |  |  |  | | --- | --- | --- | | Rule 11. | The words here and there have generally been labeled as adverbs even though they indicate place. In sentences beginning with here or there, the subject follows the verb. | | |  | **Examples:** | There *are* four hurdles to jump. | | There *is* a high hurdle to jump. | |

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| |  |  |  | | --- | --- | --- | | Rule 12. | Use a singular verb with sums of money or periods of time. | | |  | **Examples:** | *Ten dollarsis* a high price to pay. | | *Five yearsis* the maximum sentence for that offense. | |

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| |  |  |  | | --- | --- | --- | | Rule 13. | Sometimes the pronoun who, that, or which is the subject of a verb in the middle of the sentence. The pronouns who, that, and which become singular or plural according to the noun directly in front of them. So, if that noun is singular, use a singular verb. If it is plural, use a plural verb. | | |  | **Examples:** | Salma is the scientist *whowrites*/write the reports. The word in front of who is scientist, which is singular. Therefore, use the singular verb writes. | | He is one of the men *who* does/*do* the work. The word in front of who is men, which is plural. Therefore, use the plural verb do. | |

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| |  |  |  | | --- | --- | --- | | Rule 14. | Collective nouns such as team and staff may be either singular or plural depending on their use in the sentence. | | |  | **Examples:** | The *staffis* in a meeting. Staff is acting as a unit here. | | The *staffare* in disagreement about the findings. The staff are acting as separate individuals in this example. | | The sentence would read even better as: The staff *membersare* in disagreement about the findings | |

# Rule 15 Just because a word ends in –s does not automatically make it plural.

# Examples Statistics is offered every year at the college.

# Mathematics is my favourite subject.

# The news is at 6.

Rule 16 Certain nouns are always treated as plural and take plural verbs.

Scissors, spectacles, pants, suspendors, tweezers etc.

Example The scissors are blunt. My spectacles are missing.

TOPIC 2

PRONOUNS

Singular Pronouns

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| --- | --- | --- | --- | --- |
| Person | Subject | Object | Possessive | Intensive  Reflexive |
| 1st | I | me | mine | myself |
| 2nd | you | you | yours | yourself |
| 3rd | he/she/it | him/her/it | his/hers | himself/herself/itself |

Plural Pronouns

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Person | Subject | Object | Possessive | Intensive  Reflexive |
| 1st | we | Us | Ours | Ourselves |
| 2nd | you | You | Yours | Yourselves |
| 3rd | they | Them | Theirs | Themselves |

Pronoun ErrorsA pronoun is a word that stands for a noun. This noun is termed as antecedent of pronoun.(1). Pronouns must agree with their ntecedent in both number (singular or plural) and person (1st, 2nd, 3rd, etc.).Definite Pronouns –Has antecedents.  
Indefinite Pronouns –Has no antecedents.Always singular Indefinite Pronoun– Anybody, either, one, each, neither, another, some one, each one,anything, nobody,somebody,no-one, something, everybody, nothing, everyone, whatever, everything, whichever, whoever.Always plural Indefinite Pronouns–Both, few, others, several.Sometimes singular sometimes plural Indefinite Pronouns–All, many, some, any, most.e.gEverythingwasinitsplace.Everyoneat the meeting voicedhis/heropinion.(2). Singular or plural depends on number of word or phrase to which it refers.

e.gSomeof the grass has lostitscolour.Someof the flowers have losttheirpetals.(3). A pronoun should refer to one and only one noun or compound noun. This is the most common error in test questions. If a pronoun follows two nouns, it is often unclear which of the nouns the pronoun refers to.Incorrect–The destabilization of the economy has left unstable stocks in the hands of frightened investors. It is imperative that they be more tightly controlled.Should the unstable stocks be controlled or the frightened investors? Either interpretation is possible from the structure of the sentence.Correct–The destabilization of the economy has left unstable stocks in the hands of frightened investors. It is imperative that the unstable stocks be more tightly controlled.(4). Subjects and objects: Subject Form --------- Object FormI --------------------------- MeYou -----------------------YouHe ------------------------HimShe ---------------------- HerIt ------------------------- ItWe ---------------------- UsThey -------------------- ThemIncorrect –Her and me fought over the tea.Correct –She and I fought over the tea.(5). “They” or “it” should not be used without definite antecedents.e.gIn that store they make a customer feel stupid. ---Here use of ‘they’ is incorrect as there is no antecedent for “they” in this sentence so instead of ‘they’ a proper noun should be used.Note: In expressions of time and weather antecedent of it is not given.e.g It is too hot today.(6). A pronoun must also agree with its antecedent in personIncorrect –When atheletes break training rules,we sometimes pay with poor performances.Correct –When atheletes break training rules,they sometimes pay with poor performances.(7). Subjective form of pronoun always comes after ‘than’ or ‘as’.

egPeggy is smaller than I (am).(8). Indefinite pronouns which are always singular require singular verbs.

egSomebody has left her purse.Everyone has done his/her homework.(9) Pronouns either and neither require singular verbs even if they seem to refer two things.

egNeither of the two traffic lights is working.

TOPIC 3

# TENSES

# Simple Present

### FORM

[VERB] + s/es in third person

Examples:

* You **speak** English.
* **Do** you **speak** English?
* You **do not speak** English.

### USE 1 Repeated Actions

simplepresentusual

Use the Simple Present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.

Examples:

* I **play** tennis.
* She **does not play** tennis.
* **Does** he **play** tennis?
* The train **leaves** every morning at 8 AM.

### USE 2 Facts or Generalizations

simplepresentfact

The Simple Present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future. It is not important if the speaker is correct about the fact. It is also used to make generalizations about people or things.

Examples:Cats**like** milk.

* Birds **do not like** milk.
* **Do** pigs **like** milk?
* California **is** in America..

### USE 3 Scheduled Events in the Near Future

simplefuture

Speakers occasionally use Simple Present to talk about scheduled events in the near future. This is most commonly done when talking about public transportation, but it can be used with other scheduled events as well.

Examples:

* The train **leaves** tonight at 6 PM.
* The bus **does not arrive** at 11 AM, it **arrives** at 11 PM.
* When **do** we **board** the plane?

### USE 4 Now (Non-Continuous Verbs)

presentcontinuousnow

Speakers sometimes use the Simple Present to express the idea that an action is happening or is not happening now. This can only be done with Non-Continuous Verbs and certain Mixed Verbs.

Examples:

* I **am** here now.
* She **is not** here now.
* He **needs** help right now.
* He **has** his passport in his hand.

# Present Continuous

### FORM : [am/is/are + present participle]

Examples:

* You **are watching** TV.
* **Are** you **watching** TV?
* You **are not watching** TV.

### USE 1 Now

presentcontinuousnow

Use the Present Continuous with [Normal Verbs](http://www.englishpage.com/verbpage/types.html) to express the idea that something is happening now, at this very moment. It can also be used to show that something is not happening now.

Examples:

* You **are learning** English now.
* You **are not swimming** now.
* **Are** you **sleeping**?

### USE 2 Longer Actions in Progress Now

presentcontinuouslongnow

In English, "now" can mean: this second, today, this month, this year, this century, and so on. Sometimes, we use the Present Continuous to say that we are in the process of doing a longer action which is in progress; however, we might not be doing it at this exact second.

Examples: (All of these sentences can be said while eating dinner in a restaurant.)

* I **am studying** to become a doctor.
* I **am not studying** to become a dentist.
* I **am reading** the book Tom Sawyer.

### USE 3 Near Future

simplefuture

Sometimes, speakers use the Present Continuous to indicate that something will or will not happen in the near future.

Examples:

* I **am meeting** some friends after work.
* I **am not going** to the party tonight.
* **Is** he **visiting** his parents next weekend?

USE 4 Repetition and Irritation with "Always"

simplepresentusual

The Present Continuous with words such as "always" or "constantly" expresses the idea that something irritating or shocking often happens. Notice that the meaning is like Simple Present, but with negative emotion. Remember to put the words "always" or "constantly" between "be" and "verb+ing."

Examples:

* She **is always coming** to class late.
* He **is constantly talking**. I wish he would shut up.
* I don't like them because they **are always complaining**.

# Present Perfect

### FORM

[has/have + past participle]

Examples:

* You **have seen** that movie many times.
* **Have** you **seen** that movie many times?
* You **have not seen** that movie many times.

### 1 Unspecified Time Before Now

presentperfect

We use the Present Perfect to say that an action happened at an unspecified time before now. The exact time is not important. You CANNOT use the Present Perfect with specific time expressions such as: yesterday, one year ago, last week, when I was a child, when I lived in Japan, at that moment, that day, one day, etc. We CAN use the Present Perfect with unspecific expressions such as: ever, never, once, many times, several times, before, so far, already, yet, etc.

Examples:

* I **have seen** that movie twenty times.
* I think I **have met** him once before.
* There **have been** many earthquakes in California.
* People **have traveled** to the Moon.
* .

### How Do You Actually Use the Present Perfect?

The concept of "unspecified time" can be very confusing to English learners. It is best to associate Present Perfect with the following topics:

### TOPIC 1 Experience

You can use the Present Perfect to describe your experience. It is like saying, "I have the experience of..." You can also use this tense to say that you have never had a certain experience. The Present Perfect is NOT used to describe a specific event.

Examples:

* I **have been** to France.  
  This sentence means that you have had the experience of being in France. Maybe you have been there once, or several times.
* I **have been** to France three times.  
  You can add the number of times at the end of the sentence.
* I **have** never **been** to France.  
  This sentence means that you have not had the experience of going to France.

### TOPIC 2 Change Over Time

We often use the Present Perfect to talk about change that has happened over a period of time.

Examples:

* You **have grown** since the last time I saw you.
* The government **has become** more interested in arts education.

### TOPIC 3 Accomplishments

We often use the Present Perfect to list the accomplishments of individuals and humanity. You cannot mention a specific time.

Examples:

* Man **has walked** on the Moon.
* Our son **has learned** how to read.
* Doctors **have cured** many deadly diseases.
* Scientists **have split** the atom.

### TOPIC 4 An Uncompleted Action You Are Expecting

We often use the Present Perfect to say that an action which we expected has not happened. Using the Present Perfect suggests that we are still waiting for the action to happen.

Examples:

* James **has not finished** his homework yet.
* Susan **hasn't mastered** Japanese, but she can communicate.
* Bill **has** still **not arrived**.
* The rain **hasn't stopped**.

### TOPIC 5 Multiple Actions at Different Times

We also use the Present Perfect to talk about several different actions which have occurred in the past at different times. Present Perfect suggests the process is not complete and more actions are possible.

Examples:

* The army **has attacked** that city five times.
* I **have had** four quizzes and five tests so far this semester.
* We **have had** many major problems while working on this project.
* She **has talked** to several specialists about her problem, but nobody knows why she is sick.

### Time Expressions with Present Perfect

When we use the Present Perfect it means that something has happened at some point in our lives before now. Remember, the exact time the action happened is not important.

presentperfect

Sometimes, we want to limit the time we are looking in for an experience. We can do this with expressions such as: in the last week, in the last year, this week, this month, so far, up to now, etc.

presentperfectlimit

Examples:

* **Have** you **been** to Mexico **in the last year**?
* I **have seen** that movie six times **in the last month**.
* They **have had** three tests **in the last week**.
* She graduated from university less than three years ago. She **has worked** for three different companies **so far**.
* My car **has broken** down three times **this week**.

#### NOTICE

"Last year" and "in the last year" are very different in meaning. "Last year" means the year before now, and it is considered a specific time which requires Simple Past. "In the last year" means from 365 days ago until now. It is not considered a specific time, so it requires Present Perfect.

Examples:

* I **went** to Mexico **last year**.  
  I went to Mexico in the calendar year before this one.
* I **have been** to Mexico **in the last year**.  
  I have been to Mexico at least once at some point between 365 days ago and now.

### USE 2 Duration From the Past Until Now (Non-Continuous Verbs)

presentperfectcontinuous

With Non-Continuous Verbs and non-continuous uses of Mixed Verbs, we use the Present Perfect to show that something started in the past and has continued up until now. "For five minutes," "for two weeks," and "since Tuesday" are all durations which can be used with the Present Perfect.

Examples:

* I **have had** a cold for two weeks.
* She **has been** in England for six months.
* Mary **has loved** chocolate since she was a little girl.

Although the above use of Present Perfect is normally limited to Non-Continuous Verbs and non-continuous uses of Mixed Verbs, the words "live," "work," "teach," and "study" are sometimes used in this way even though they are NOT Non-Continuous Verbs.

**Present Perfect Continuous**

### FORM

[has/have + been + present participle]

Examples:

* You **have been waiting** here for two hours.
* **Have** you **been waiting** here for two hours?
* You **have not been waiting** here for two hours.

### USE 1 Duration from the Past Until Now

presentperfectcontinuous

We use the Present Perfect Continuous to show that something started in the past and has continued up until now. "For five minutes," "for two weeks," and "since Tuesday" are all durations which can be used with the Present Perfect Continuous.

Examples:

* They **have been talking** for the last hour.
* She **has been working** at that company for three years.
* What **have** you **been doing** for the last 30 minutes?

### USE 2 Recently, Lately

presentperfectcontinuous

You can also use the Present Perfect Continuous WITHOUT a duration such as "for two weeks." Without the duration, the tense has a more general meaning of "lately." We often use the words "lately" or "recently" to emphasize this meaning.

Examples:

* Recently, I **have been feeling** really tired.
* She **has been watching** too much television lately.
* **Have** you **been exercising** lately?

### IMPORTANT

Remember that the Present Perfect Continuous has the meaning of "lately" or "recently." If you use the Present Perfect Continuous in a question such as "Have you been feeling alright?", it can suggest that the person looks sick or unhealthy. A question such as "Have you been smoking?" can suggest that you smell the smoke on the person. Using this tense in a question suggests you can see, smell, hear or feel the results of the action. It is possible to insult someone by using this tense incorrectly.

# Simple Past

### FORM

[VERB+ed] or irregular verbs

Examples:

* You **called** Debbie.
* **Did** you **call** Debbie?
* You **did not call** Debbie.

### USE 1 Completed Action in the Past

simplepast

Use the Simple Past to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.

Examples:

* I **saw** a movie yesterday.
* I **didn't see** a play yesterday.
* Last year, I **traveled** to Japan.
* Last year, I **didn't travel** to Korea.
* **Did** you **have** dinner last night?
* She **washed** her car.
* He **didn't wash** his car.

### USE 2 A Series of Completed Actions

simplepastseries

We use the Simple Past to list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th, and so on.

Examples:

* I **finished** work, **walked** to the beach, and **found** a nice place to swim.
* He **arrived** from the airport at 8:00, **checked** into the hotel at 9:00, and **met** the others at 10:00.
* **Did** you **add** flour, **pour** in the milk, and then **add** the eggs?

### USE 3 Duration in Past

simplepastduration

The Simple Past can be used with a duration which starts and stops in the past. A duration is a longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, etc.

Examples:

* I **lived** in Brazil for two years.
* Shauna **studied** Japanese for five years.
* They **sat** at the beach all day.
* They **did not stay** at the party the entire time.
* We **talked** on the phone for thirty minutes.
* A: How long **did** you **wait** for them?  
  B: We **waited** for one hour.

### USE 4 Habits in the Past

simplepasthabit

The Simple Past can also be used to describe a habit which stopped in the past. It can have the same meaning as "[used to](http://www.englishpage.com/verbpage/usedto.html)." To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was a child, when I was younger, etc.

Examples:

* I **studied** French when I was a child.
* He **played** the violin.
* He **didn't play** the piano.
* **Did** you **play** a musical instrument when you were a kid?
* She **worked** at the movie theater after school.
* They never **went** to school, they always **skipped** class.

### USE 5 Past Facts or Generalizations

simplepastfact

The Simple Past can also be used to describe past facts or generalizations which are no longer true. As in USE 4 above, this use of the Simple Past is quite similar to the expression "[used to](http://www.englishpage.com/verbpage/usedto.html)."

Examples:

* She **was** shy as a child, but now she is very outgoing.
* He **didn't like** tomatoes before.
* **Did** you **live** in Texas when you **were** a kid?
* People **paid** much more to make cell phone calls in the past.

# Past Continuous

### FORM

[was/were + present participle]

Examples:

* You **were studying** when she called.
* **Were** you **studying** when she called?
* You **were not studying** when she called.

### USE 1 Interrupted Action in the Past

pastcontinuous

Use the Past Continuous to indicate that a longer action in the past was interrupted. The interruption is usually a shorter action in the Simple Past. Remember this can be a real interruption or just an interruption in time.

Examples:

* I **was watching** TV when she called.
* When the phone rang, she **was writing** a letter.
* While we **were having** the picnic, it started to rain.
* What **were** you **doing** when the earthquake started?

### USE 2 Specific Time as an Interruption

pastcontinuous

In USE 1, described above, the Past Continuous is interrupted by a shorter action in the Simple Past. However, you can also use a specific time as an interruption.

Examples:

* Last night at 6 PM, I **was eating** dinner.
* At midnight, we **were** still **driving** through the desert.
* Yesterday at this time, I **was sitting** at my desk at work.

#### IMPORTANT

In the Simple Past, a specific time is used to show when an action began or finished. In the Past Continuous, a specific time only interrupts the action.

Examples:

* Last night at 6 PM, I **ate** dinner.  
  I started eating at 6 PM.
* Last night at 6 PM, I **was eating** dinner.  
  I started earlier; and at 6 PM, I was in the process of eating dinner.

### USE 3 Parallel Actions

pastcontinuousparallel

When you use the Past Continuous with two actions in the same sentence, it expresses the idea that both actions were happening at the same time. The actions are parallel.

Examples:

* I **was studying** while he **was making** dinner.
* While Ellen **was reading**, Tim **was watching** television.
* **Were** you **listening** while he **was talking**?
* I **wasn't paying** attention while I **was writing** the letter, so I made several mistakes.

### USE 4 Atmosphere

In English, we often use a series of parallel actions to describe the atmosphere at a particular time in the past.

Example:

* When I walked into the office, several people **were** busily **typing**, some **were talking** on the phones, the boss **was yelling** directions, and customers **were waiting** to be helped. One customer **was yelling** at a secretary and **waving** his hands. Others **were complaining** to each other about the bad service.

### USE 5 Repetition and Irritation with "Always"

simplepasthabit

The Past Continuous with words such as "always" or "constantly" expresses the idea that something irritating or shocking often happened in the past. The concept is very similar to the expression "[used to](http://www.englishpage.com/verbpage/usedto.html)" but with negative emotion. Remember to put the words "always" or "constantly" between "be" and "verb+ing."

# Past Perfect

### FORM

[had + past participle]

Examples:

* You **had studied** English before you moved to New York.
* **Had** you **studied** English before you moved to New York?
* You **had** not **studied** English before you moved to New York.

### USE 1 Completed Action Before Something in the Past

pastperfect

The Past Perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

Examples:

* I **had** never **seen** such a beautiful beach before I went to Kauai.
* I did not have any money because I **had lost** my wallet.
* Tony knew Istanbul so well because he **had visited** the city several times.

### USE 2 Duration Before Something in the Past (Non-Continuous Verbs)

pastperfectcontinuous

With Non-Continuous Verbs and some non-continuous uses of Mixed Verbs, we use the Past Perfect to show that something started in the past and continued up until another action in the past.

Examples:

* We **had had** that car for ten years before it broke down.
* By the time Alex finished his studies, he **had been** in London for over eight years.
* They felt bad about selling the house because they **had owned** it for more than forty years.

Although the above use of Past Perfect is normally limited to Non-Continuous Verbs and non-continuous uses of Mixed Verbs, the words "live," "work," "teach," and "study" are sometimes used in this way even though they are NOT Non-Continuous Verbs.

### IMPORTANT Specific Times with the Past Perfect

simplepastspecific

Unlike with the Present Perfect, it is possible to use specific time words or phrases with the Past Perfect. Although this is possible, it is usually not necessary.

Example:

* She **had visited** her Japanese relatives once in 1993 before she moved in with them in 1996.

#### MOREOVER

If the Past Perfect action did occur at a specific time, the Simple Past can be used instead of the Past Perfect when "before" or "after" is used in the sentence. The words "before" and "after" actually tell you what happens first, so the Past Perfect is optional. For this reason, both sentences below are correct.

Examples:

* She **had visited** her Japanese relatives once in 1993 before she moved in with them in 1996.
* She **visited** her Japanese relatives once in 1993 before she moved in with them in 1996.

#### HOWEVER

pastperfect

If the Past Perfect is not referring to an action at a specific time, Past Perfect is not optional. Compare the examples below. Here Past Perfect is referring to a lack of experience rather than an action at a specific time. For this reason, Simple Past cannot be used.

Examples:

* She never **saw** a bear before she moved to Alaska. Not Correct
* She **had** never **seen** a bear before she moved to Alaska. Correct

# Past Perfect Continuous

### FORM

[had been + present participle]

Examples:

* You **had been waiting** there for more than two hours when she finally arrived.
* **Had** you **been waiting** there for more than two hours when she finally arrived?
* You **had not been waiting** there for more than two hours when she finally arrived.

### USE 1 Duration Before Something in the Past

pastperfectcontinuous

We use the Past Perfect Continuous to show that something started in the past and continued up until another time in the past. "For five minutes" and "for two weeks" are both durations which can be used with the Past Perfect Continuous. Notice that this is related to the Present Perfect Continuous; however, the duration does not continue until now, it stops before something else in the past.

Examples:

* They **had been talking** for over an hour before Tony arrived.
* She **had been working** at that company for three years when it went out of business.
* How long **had** you **been waiting** to get on the bus?
* .

### USE 2 Cause of Something in the Past

pastperfectcontinuous

Using the Past Perfect Continuous before another action in the past is a good way to show cause and effect.

Examples:

* Jason was tired because he **had been jogging**.
* Sam gained weight because he **had been overeating**.
* Betty failed the final test because she **had not been attending** class.

### Past Continuous vs. Past Perfect Continuous

If you do not include a duration such as "for five minutes," "for two weeks" or "since Friday," many English speakers choose to use the Past Continuous rather than the Past Perfect Continuous. Be careful because this can change the meaning of the sentence. Past Continuous emphasizes interrupted actions, whereas Past Perfect Continuous emphasizes a duration of time before something in the past. Study the examples below to understand the difference.

Examples:

* He was tired because he **was exercising** so hard.  
  This sentence emphasizes that he was tired because he was exercising at that exact moment.
* He was tired because he **had been exercising** so hard.  
  This sentence emphasizes that he was tired because he had been exercising over a period of time. It is possible that he was still exercising at that moment OR that he had just finished.

**TOPIC 4**

# ACTIVE VOICE, PASSIVE VOICE

There are two special forms for verbs called **voice**:

1. **Active voice**
2. **Passive voice**

The **active voice** is the "normal" voice. This is the voice that we use most of the time. You are probably already familiar with the active voice. In the active voice, the **object** receives the action of the verb:

|  |  |  |  |
| --- | --- | --- | --- |
| **active** | **subject** | **verb** | **object** |
|  |  | |
| Cats | eat | fish. |

The **passive voice** is less usual. In the passive voice, the **subject** receives the action of the verb:

|  |  |  |  |
| --- | --- | --- | --- |
| **Passive** | **Subject** | **verb** | **object** |
| < | |  |
| Fish | are eaten | by cats. |

The **object** of the active verb becomes the **subject** of the passive verb:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **subject** | **verb** | **object** |
| **Active** | Everybody | drinks | **water**. |
| **Passive** | **Water** | is drunk | by everybody |

# Passive Voice

The passive voice is less usual than the active voice. The active voice is the "normal" voice. But sometimes we need the passive voice.

## Construction of the Passive Voice

The structure of the **passive voice** is very simple:

subject + auxiliary verb (be) + main verb (past participle)

The main verb is **always** in its past participle form.

Look at these examples:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **subject** | **auxiliary verb (to be)** |  | **main verb (past participle)** |  |
| Water | is |  | drunk | by everyone. |
| 100 people | are |  | employed | by this company. |
| I | am |  | paid | in euro. |
| We | are | not | paid | in dollars. |
| Are | they |  | paid | in yen? |

## Use of the Passive Voice

We use the passive when:

* we want to make the **active object** more important
* we do not know the **active subject**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **subject** | **verb** | **object** |
| give importance to active object (President Kennedy) | **President Kennedy** | was killed | By Lee Harvey Oswald. |
| active subject unknown | My wallet | has been stolen. | ? |

Note that we always use **by** to introduce the **passive object** (Fish are eaten **by** cats).

## Conjugation for the Passive Voice

The passive voice is formed with the suitable tense of *be* forms of the verb followed by the past participle.

Here are some examples with most of the possible tenses:

|  |  |  |
| --- | --- | --- |
| **Tense** | **Active Voice** | **Passive Voice** |
| Simple Present | take  takes | am taken  is taken  are taken |
| Present continuous | Am taking  Is taking  Are taking | Am being taken  Is being taken  Are being taken |
| Present Perfect | Has taken  Have taken | Has been taken  Have been taken |
| Simple Past | took | Was taken  Were taken |
| Past Continuous | Was taking  Were taking | Was being taken  Were being taken |
| Past Perfect | Had taken | Had been taken |
| Simple future | Will take  Shall take | Will be taken  Shall be taken |
| Can/may/must, etc + base | Can take  Must take | Can be taken  Must be taken |

### ACTIVE AND PASSIVE TENSES CHART

|  |  |
| --- | --- |
| **SIMPLE PRESENT and SIMPLE PAST** The active object becomes the passive subject.  am/is/are +  past participle  was/were + past participle | |
| **Active: Simple Present** The movie fascinates me.  The movie bores Jack.  The movie surprises them. | **Passive: Simple Present** I am fascinated by the movie.  Jack is bored by the movie.  They are surprised by the movie. |
| **Active: Simple Past** The movie bored me.  The movie fascinated Jack.  The movie surprised them. | **Passive: Simple Past** I was bored by the movie.  Jack was fascinated by the movie.  They were surprisedby the movie. |

|  |  |
| --- | --- |
| **PRESENT and PAST CONTINUOUS (PROGRESSIVE)** Passive form:   am/is/are + being + past participle  was/were + being + past participle | |
| **Active: Present Continuous** I am helping Shannon.  June is helping Su and Ling. | Passive: Present Continuous  Shannon is being helped by me.  Su and Ling are being helped by June. |
| **Active: Past Continuous** I was cleaning the bathroom.  They were cleaning the bedroom.  Susan was cleaning the kitchen and patio. | **Passive: Past Continuous** The bathroom was being cleaned by me.  The bedroom  was being cleaned by them.  The kitchen and patio were being cleaned by Susan. |

|  |  |
| --- | --- |
| **PRESENT PERFECT, PAST PERFECT and FUTURE PERFECT** Passive form:   have/has been + past participle  had been + past participle | |
| **Active: Present Perfect** I have mailed the gift.  Jack has mailed the gifts. | **Passive: Present Perfect** The gift has been mailed by me.  The gifts have been mailed by Jack. |
| **Active: Past Perfect** Steven Spielberg had directed the movie.  Penny Marshall had directed those movies. | **Passive: Past Perfect** The movie had been directed by Steven Spielberg.  The movies had been directed by Penny Marshall. |
| **Active: Future Perfect** John will have finished the project next month.  They will have finished the projects before then. | **Passive: Future Perfect** The project will have been finished by next month.  The projects will have been finished before then. |

|  |  |
| --- | --- |
| **FUTURE TENSES** Passive forms: will + be + past participle  is/are going to be + past participle | |
| **Active: Future with WILL** I will mail the gift.  Jack will mail the gifts. | **Passive: Future with WILL** The gift will be mailed by me.  The gifts will be mailed by Jack. |
| **Active: Future with GOING TO** I am going to make the cake.  Sue is going to make two cakes. | **Passive: Future with GOING TO** The cake is going to be made by me.  Two cakes are going to be made by Sue. |

|  |  |
| --- | --- |
| **PRESENT / FUTURE MODALS** The passive form follows this pattern:  modal + be + past participle | |
| **Active: WILL / WON'T (WILL NOT)** Sharon will invite Tom to the party.  Sharon won't invite Jeff to the party.  (Sharon will not invite Jeff to the party.) | **Passive: WILL / WON'T (WILL NOT)** Tom will be invited to the party by Sharon.  Jeff won't be invited to the party by Sharon.  (Jeff will not be invited to the party by Sharon.) |
| **Active: CAN / CAN'T (CAN NOT)** Mai can foretell the future.  Terry can't foretell the future.  (Terry can not foretell the future.) | **Passive: CAN / CAN'T (CAN NOT)** The future can be foretold by Mai.  The future can't be foretold by Terry.  (The future can not be foretold by Terry.) |
| **Active: MAY / MAY NOT** Her company may give Katya a new office.  The lazy students may not do the homework.  **MIGHT / MIGHT NOT** Her company might give Katya a new office.  The lazy students might not do the homework. | **Passive: MAY / MAY NOT** Katya may be given a new office by her company.  The homework may not be done by the lazy students.  **MIGHT / MIGHT NOT** Katya might be given a new office by her company.  The homework might not be done by the lazy students. |
| **Active: SHOULD / SHOULDN'T** Students should memorize English verbs.  Children shouldn't smoke cigarettes. | **Passive: SHOULD / SHOULDN'T** English verbs should be memorized  by students.  Cigarettes shouldn't be smoked  by children. |
| **Active: OUGHT TO** Studentsought to learn English verbs.  (negative *ought to* is rarely used) | **Passive: OUGHT TO**  English verbs ought to be memorized by students. |
| **Active: HAD BETTER / HAD BETTER NOT** Students had better practice English every day.  Children had better not drink whiskey. | **Passive: HAD BETTER / HAD BETTER NOT** English had better be practiced every day by students.  Whiskey had better not be drunk by children. |
| **Active: MUST / MUST NOT** Tourists must apply for a passport to travel abroad.  Customers must not use that door. | **Passive: MUST / MUST NOT** A passport to travel abroad must be applied for.  That door must not be used by customers. |
| **Active: HAS TO / HAVE TO** She has to practice English every day.  Sara and Miho have to wash the dishes every day.  **DOESN'T HAVE TO/ DON'T HAVE TO** Maria doesn't have to clean her bedroom every day.  The children don't have to clean their bedrooms every day. | **Passive: HAS TO / HAVE TO** English has to be practiced every day.  The dishes have to be washed by them every day.  **DOESN'T HAVE TO/ DON'T HAVE TO** Her bedroom doesn't have to be cleaned every day.  Their bedrooms don't have to be cleaned every day. |
| **Active: BE SUPPOSED TO** I am supposed to type the composition.  I am not supposed to copy the stories in the book.  Janet is supposed to clean the living room.  She isn't supposed to eat candy and gum.  They are supposed to make dinner for the family.  They aren't supposed to make dessert. | **Passive: BE SUPPOSED TO** The composition is supposed to be typed by me.  The stories in the book are not supposed to be copied.  The living room is supposed to be cleaned by Janet.  Candy and gum aren't supposed to be eaten by her.  Dinner for the family is supposed to be made by them.  Dessert isn't supposed to be made by them. |

|  |  |  |
| --- | --- | --- |
| **PAST MODALS** The past passive form follows this pattern:  modal + have been + past participle | | |
| **Active: SHOULD HAVE / SHOULDN'T HAVE** The students should have learned the verbs.  The children shouldn't have broken the window. | **Passive: SHOULD HAVE / SHOULDN'T HAVE** The verbs should have been learned by the students.  The window shouldn't have been broken by the children. |  |
| **Active: OUGHT TO** Studentsought to have learned the verbs.  (negative *ought to* is rarely used) | **Passive: OUGHT TO** The verbs ought to have been learned by the students. |  |
| **Active: BE SUPPOSED TO (past time)** I was supposed to type the composition.  I wasn't supposed to copy the story in the book.  Janet was supposed to clean the living room.  She wasn't supposed to eat candy and gum.  Frank and Jane were supposed to make dinner.  They weren't supposed to make dessert. | **Passive: BE SUPPOSED TO (past time)** The composition was supposed to be typed  by me.  The story in the book wasn't supposed to be copied.  The living room was supposed to be cleaned by Janet.  Candy and gum weren't supposed to be eaten by her.  Dinner was supposed to be made by them.  Dessert wasn't supposed to be made by them. |  |
| **Active: MAY / MAY NOT** That firm may have offered Katya a new job.  The students may not have written the paper.  **MIGHT / MIGHT NOT** That firm might have offered Katya a new job.  The students might not have written the paper. | **Passive: MAY / MAY NOT** Katya may have been offered a new job by that firm.  The paper may not have been written by the students.  **MIGHT / MIGHT NOT** Katya might have been offered a new job by that firm.  The paper might not have been written by the students. |  |

**TOPIC 5**

**MODIFIERS**

What meaning changes you perceive while reading the sentences given below?

The Aztec rulers **almost** sacrificed all of their own people.

The Aztec rulers sacrificed **almost** all of their own people.

He told her that he wanted to marry her **often.**

He told her that he **often** wanted to marry her.

He **often** told her that he wanted to marry her.

He told her that he wanted to marry her **also**.

He told her that he **also** wanted to marry her.

He **also** told her that he wanted to marry her.

**Correct these sentences**

1. Orwell shot the elephant under pressure.

2. Screaming all the way, the roller coaster thrilled us.

3. After reading the original study, the article remains unconvincing.

4. Relieved of your responsibilities at your job, your home should be a place to relax.

5. The experiment was a failure, not having studied the lab manual carefully.

*6. Carrying a heavy pile of books*, his foot caught on a step.

**A dangling modifier is a word or phrase that modifies a word not clearly stated in the sentence. A modifier describes, clarifies, or gives more detail about a concept.**

Look at the sentence:

Having finished the assignment, Jill turned on the TV.

"Having finished" states an action but does not name the doer of that action.

**In English sentences, the doer must be the subject of the main clause that follows.**

In this sentence, it is Jill.

She seems logically to be the one doing the action ("having finished"), and this sentence therefore does not have a dangling modifier.

The following sentence has an incorrect usage:

Having finished the assignment, the TV was turned on.

"Having finished" is a participle expressing action, but the doer is not the TV set (the subject of the main clause):

TV sets don't finish assignments.

Since the doer of the action expressed in the participle has not been clearly stated, the participle phrase is said to be a dangling modifier.

**Strategies for revising dangling modifiers:**

**1. Name the appropriate or logical doer of the action as the subject of the main clause:**

Example: Having arrived late for practice, a written excuse was needed.

**Who arrived late?**

This sentence says that the written excuse arrived late.

To revise, decide who actually arrived late.

The possible revision might look like this:

Having arrived late for practice, the team captain needed a written excuse.

The main clause now names the person (the captain) who did the action in the modifying phrase (arrived late).

**2. Change the phrase that dangles into a complete introductory clause by naming the doer of the action in that clause:**

Example: Without knowing his name, it was difficult to introduce him.

**Who didn't know his name?**

This sentence says that "it" didn't know his name.

To revise, decide who was trying to introduce him.

The revision might look something like this:

Because Maria did not know his name, it was difficult to introduce him.

The phrase is now a complete introductory clause; it does not modify any other part of the sentence, so is not considered "dangling."

**3. Combine the phrase and main clause into one:**

Example: To improve his results, the experiment was done again.

**Who wanted to improve results?**

This sentence says that the experiment was trying to improve its own results.

To revise, combine the phrase and the main clause into one sentence.

The revision might look something like this:

**He improved his results by doing the experiment again.**

**TOPIC 6**

**FAULTY PARALLELISM**

Lesson Topic: Using Parallel Structure And Avoiding The Repetition of Words in Writing.  
  
Is there anything wrong with the following sentence?

|  |  |
| --- | --- |
| |  | | --- | | Martin felt the movie was boring, silly, and was too long. | |

Yes, there is something wrong.  Did you find the problem?  Well, if you didn't find the problem, keep reading, and we'll tell you later.

Did you ever pick up a book and read something like this:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | |  | | --- | | Carol picked up her books. | | Carol picked up her pens. | | Carol picked up her jacket. | | |

Hopefully, you haven't seen too much of this type of writing.  Although there are some situations where this form of writing is necessary (maybe for emphasis), it is usually not necessary to repeat words over and over again.  We can write the above sentences like this:

|  |  |
| --- | --- |
| |  | | --- | | Carol picked up her books, pens, and jacket. | |

Taking out repetitive words and combining similar sentences and ideas is called **parallel structure**, **parallel construction**, and **parallelism**.   In **parallel structure**, it is important to group similar ideas and items together.  For example, in the three sentences above, the words **Carol picked up her...** repeat.  Additionally, the words that do NOT repeat are all nouns: **books**, **pens**, and **jacket**.  Since **books**, **pens**, and **jacket** are all nouns, they can be grouped together.  Thus, we can correctly write the following:

|  |  |
| --- | --- |
| |  | | --- | | Carol picked up her books**,** pens**,** and jacket. | |

Notice that the commas are placed after each noun in the list except the last one.  For more information about [commas](http://www.myenglishteacher.net/usingcommas.html), please see our previous lesson about [commas](http://www.myenglishteacher.net/usingcommas.html).

When using parallel structure, the main rule to remember is that the things in the list must be the same grammatical form.  This is best summed up in the following:

Take a look at this sentence:

|  |  |
| --- | --- |
| |  | | --- | | Paula went to work, a restaurant, and to the movies. | |

If the preposition or article (a, an, the) is the same for all items in the list, the writer can decide to include them in all of the items or write it just in the first.  Therefore, the above sentence is incorrect.   The items in the list are **work**, **a restaurant**, and **the movies**.  However, the writer used the preposition **to** with the first and third items only.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **INCORRECT** | Paula went **to** work, a restaurant, and **to** the movies. | | **CORRECT** | Paula went **to** work, a restaurant, and the movies. | | **CORRECT** | Paula went **to** work, **to** a restaurant, and **to** the movies. | |

Here is another example:

|  |  |
| --- | --- |
| |  | | --- | | There are trains leaving the station in the morning and noon. | |

The preposition is **in**.  When proofreading, ask yourself, "Is this the correct word for each item?"

|  |  |  |
| --- | --- | --- |
| |  | | --- | | **In** the morning?  **YES!** | | **In** noon?  **NO!** | |

The correct preposition for **noon** is **at**.  Therefore, we must write

|  |  |
| --- | --- |
| |  | | --- | | There are trains leaving the station **in** the morning and **at** noon. | |

Some words and verbs use prepositions as well.   Look at this example:

|  |  |
| --- | --- |
| |  | | --- | | The cancer researcher is interested and excited about the new advances in medical technology. | |

What are the words in the parallel structure?  They are **interested** and **excited**.  When the writer wrote **excited**, she also correctly wrote **about**.  How about **interested**?  Do you use **about** with **interested**?  Let's do the proofreading test that we learned above.

|  |  |  |
| --- | --- | --- |
| |  | | --- | | excited**about** the advances...?  **YES!** | | interested **about** the advances...?  **NO!** | |

The correct preposition used with **interested** is **in**.  Therefore, the above sentence is INCORRECT.   The correct preposition must be used in each item of the parallel structure.  The following is correct:

|  |  |
| --- | --- |
| |  | | --- | | The cancer researcher is **interested in** and **excited about** the new advances in medical technology. | |

For a list of common verbs with prepositions, [click here](http://www.myenglishteacher.net/common_verbs_with_prep.html).

There are a number of situations which require you to use parallel structure.  They are

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | |  | | --- | | Both **X** and **Y** . . . | | Not **X** but **Y** | | Not only **X** but also **Y** . . . | | Neither **X** nor **Y** . . . | | Either **X** or **Y** . . . | | |

Remember the rule of parallel structure: the words in the list must be the same grammatical form.  In this situation, the **X** and **Y** must be the same grammatical form.  Many common problems with parallel structure can be easily corrected.  Look at the chart of examples below.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  | | --- | --- | | **INCORRECT** | **CORRECT** | | In counseling, I think both **talking** and **to listen** are important | In counseling, I think both **talking** and **listening** are important. | | We are not **for war** but **peace** | We are not **for war** but **for peace**. | | This car is not only **fast** but also **it is safe to drive**. | This car is not only **fast** but also **safe**. | | The trip to the city is neither **a long one** nor **expensive**. | The trip to the city is neither **long** nor **expensive**. | | Either **you must stay home** or **go with us**. | You must either **stay home** or **go with us**. | | |

When using the above constructions, the X and Y must be the same grammatical forms:  both nouns, both infinitives, both prepositional phrases, both gerunds, or both clauses.