

# Grammar Troublespots

A Guide For Student Writers

*Grammar Troublespots* helps students identify and correct the grammatical errors they are likely to make when they write. It is the ideal aid for writing teachers preparing students for college-level writing. It can either be used in class or assigned as self-study material to individualize grammar instruction for writing students.

## Features

- Concise, clear grammar explanations
- Varied, challenging exercises
- Many useful grammar charts and tables
- Writing assignments
- Editing flowcharts
- Full answer key
- A unit on how to cite sources in academic essays

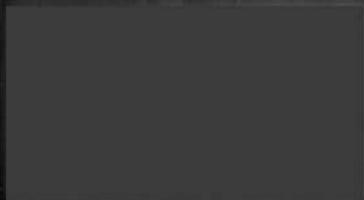
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Ann Raimes is a leading authority on grammar and second language writing. She is the author of numerous articles and books, including *How English Works* (Cambridge University Press, 1998) and *Exploring Through Writing* (Cambridge University Press, 1998). For over thirty years, she has been teaching composition and rhetoric at Hunter College, City University of New York.

## About the third edition

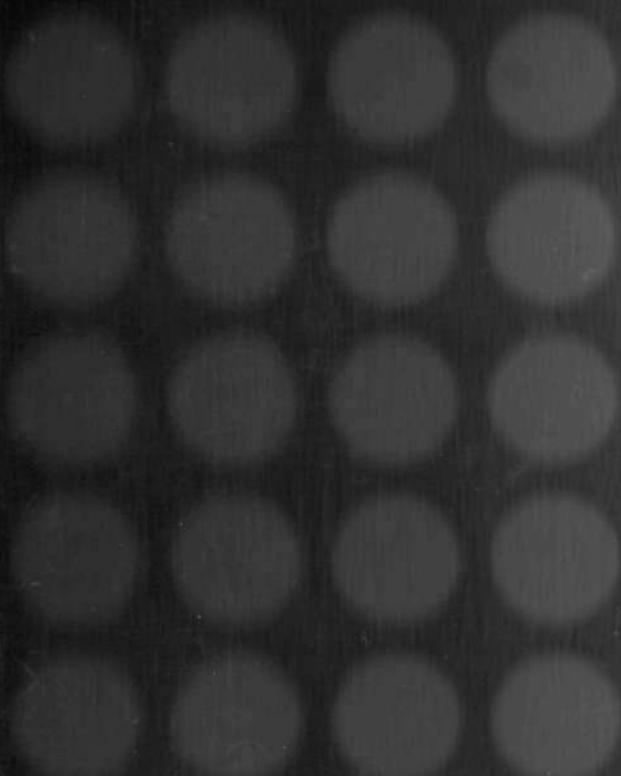
The third edition of *Grammar Troublespots* is a fully revised work. Every unit has been reworked, the book has been reorganized and redesigned, and many new features have been added. There is also a significant new focus on the troublespots that students will encounter when writing academic English.

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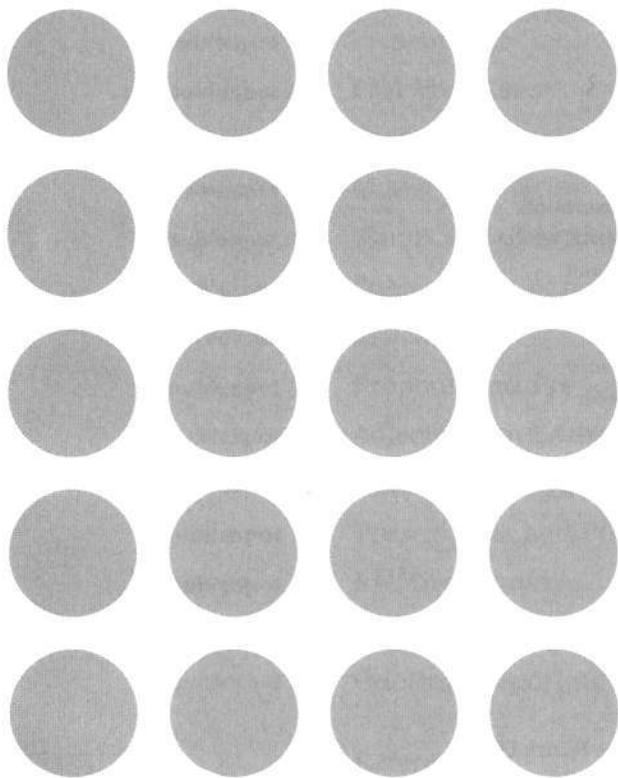
Third Edition





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Third Edition

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# Contents

	Introduction	iv
	Acknowledgements	v
<b>Troublespot 1</b>	Basic Sentence Structure	1
<b>Troublespot 2</b>	Sentence Building	9
<b>Troublespot 3</b>	Sentence Boundaries	19
<b>Troublespot 4</b>	Punctuation	26
<b>Troublespot 5</b>	Verbs and Auxiliaries	32
<b>Troublespot 6</b>	Verb Tense System	41
<b>Troublespot 7</b>	Present Verb Tenses	47
<b>Troublespot 8</b>	Past Verb Tenses	56
<b>Troublespot 9</b>	Active and Passive Voice	64
<b>Troublespot 10</b>	Modal Auxiliaries	73
<b>Troublespot 11</b>	Nouns and Quantity Words	81
<b>Troublespot 12</b>	Subject-Verb Agreement	90
<b>Troublespot 13</b>	Articles	98
<b>Troublespot 14</b>	Pronoun and Pronoun Reference	106
<b>Troublespot 15</b>	Adjectives and Adverbs	114
<b>Troublespot 16</b>	Infinitive, <i>-ing</i> , and Past Participle Forms	123
<b>Troublespot 17</b>	Prepositions and Phrasal Verbs	132
<b>Troublespot 18</b>	Relative Clauses	142
<b>Troublespot 19</b>	Conditions and Wishes	150
<b>Troublespot 20</b>	Quoting, Reporting, and Citing Sources	156
	References	167
	Appendix	168
	Answer Key	171
	Index	185

# Introduction

## To the Instructor

This third edition of *Grammar Troublespots: A Guide for Student Writers*, like its predecessors, can be used in at least two ways:

- Students can use it independently as they edit their writing assignments.
- You can assign it as a classroom text in a course primarily devoted to writing.

In either case, you can help your students use the book effectively by working through a few Troublespots in class, discussing the explanations, doing the exercises, setting the writing assignments, and then working with the flowcharts to examine the writing produced. Using the flowcharts with their writing will help students establish habits of rereading, closely examining text, asking questions about what they have written, and considering ways to correct errors.

Grammatical vocabulary is introduced for editing purposes but is kept simple: for example, *subject*, *noun*, *verb*, *article*, *clause*, *singular* and *plural*. Once students have become familiar with the limited grammatical vocabulary and worked their way through some sample Troublespots, they are then able to use the book independently or as you refer them to specific Troublespots.

## The Third Edition

You will find many changes in the third edition, in response to instructors' feedback:

- The book has been redesigned.
- Two Troublespots have been combined; some have been renamed; and the order of the Troublespots has been changed slightly.
- Each Troublespot begins with an introduction.
- More exercises have been added, so that every grammar explanation has some exercise material following it.
- There is an increased focus on the grammar of written discourse and many exercises are drawn from passages of expository prose.
- Cautionary notes appear with  to warn students of a particularly likely error that they might make.
- A writing assignment appears in each Troublespot, so that students can immediately apply the flowchart questions that follow to their own written work.

## To the Student

*Grammar Troublespots* offers you help with some “troublesome” areas of English grammar that might cause you difficulties in your writing. It is not intended to be a complete review of English grammar, nor is it intended to cover everything you need to know to correct all errors in a piece of writing. Rather, the book concentrates on rules, not exceptions, so it will help you apply general principles. It will also aid you in finding ways to examine your own writing in terms of grammatical accuracy.

In *Grammar Troublespots* you will discover explanations for some conventions of standard written English – areas of the language that operate systematically according to rules. These explanations are accompanied by exercises (an *Answer Key* is included in the back of the book) and by flowcharts that give you specific questions to ask as you evaluate your own writing. By focusing your attention directly on the problem area, these questions will help you find and correct your own errors, either independently or with the help of an instructor. Sometimes such focusing is precisely what a writer needs in order to find – and correct – errors.

After you have done the exercises in this book and worked through the editing advice, you should catch many of the grammar errors in your writing. However, experienced writers also often seek advice, so make sure to use the resources around you. Seek help: from a classmate, from your instructor, or from a dictionary. Certainly a dictionary such as the *Cambridge Dictionary of American English* (Cambridge University Press, 2000) is an invaluable tool for checking not only spelling but also irregular plural forms, verb forms, and idioms.

Throughout the book, a sentence preceded by an asterisk (\*) indicates an example sentence that is not acceptable in standard edited English. Also pay attention to the symbol , which warns you of a typical error that you might make.

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## Basic Sentence Structure

When you write sentences, you need to follow the conventions of standard written English. Do you always know exactly what a sentence needs and what it should look like? Do you know how to identify subject and verb and use appropriate word order and parallel structures? This Troublespot will cover the basic structure of a sentence and show you how to use words and phrases to expand on the basic structure.

### A Requirements of a Written Sentence

A sentence in standard written English has certain essential requirements.

1. Each new sentence must begin with a capital letter.

The author has written this example sentence.

2. A sentence must end with a period, a question mark, or an exclamation point.

The author has written this example sentence.

3. A sentence must contain a subject that is only stated once.

**The author** she has written this example sentence.

4. A sentence must contain a complete verb phrase, containing any auxiliary verbs, such as *is*, *were*, *has*, *will*, and so on, if necessary.

The author **has written** this example sentence.

5. A sentence must contain standard word order.

Subject	Verb	Object
The author	has written	this example sentence.

6. A sentence must have one independent core idea that can stand alone. In this book, we use the term “independent clause” to describe this part of the sentence; however, you may be more familiar with the term “main clause,” which is also often used.

**The author has written this example sentence.**

## Exercise 1

The following sentences appeared in students' essays describing a beach scene. Put a check (✓) next to any correct sentences. Then edit the incorrect sentences and write a correct version for each one.



- \_\_\_ 1. the sun is shining.
- \_\_\_ 2. Several clouds in the sky.
- \_\_\_ 3. Two people they are walking slowly and quietly.
- \_\_\_ 4. Splashing through the shallow water.
- \_\_\_ 5. They probably very happy.
- \_\_\_ 6. You can imagine walking on the white glittering sand.
- \_\_\_ 7. There is a big palm tree
- \_\_\_ 8. Some shells on the sand.
- \_\_\_ 9. Is a beach on the island of Maui in the Hawaiian Islands.
- \_\_\_ 10. No umbrellas to provide shade from the sun.
- \_\_\_ 11. On that beach, two people are enjoying the beautiful weather.

## B Subject

Every sentence must contain a subject.

1. The subject names the person or thing doing the action.

*Babies cry.*

2. Several types of structures can fill the subject position.

a noun phrase	<i>All babies cry.</i>
a pronoun	<i>They cry.</i>
an infinitive phrase	<i>To teach takes patience.</i>
an <i>-ing</i> phrase	<i>Parachuting is dangerous.</i>
a noun clause	<i>What you said made everyone unhappy.</i>

3. Only a command will not have a stated subject. The subject *you* is understood.

*Imagine the scene.*

*Remember how the writer first introduced the topic.*

4. *There* can function as a filler (or dummy) subject. The verb then agrees with the noun phrase that follows it.

*There are some new rules.*

*There is a new rule.*

5. *It* is a frequent subject in English, serving to fill the subject position particularly in expressions of time, weather, distance, and description. You must always include an *it* subject in the clause along with a third person singular verb form.

*It is 11 a.m.*

*It is raining.*

*It's 3,000 miles to England.*

*It is convenient to travel by train.*

## **C** Verb

Every sentence must contain a complete verb. The verb makes an assertion about the subject and indicates person, number, and time.

Subject	Complete verb	
The research study	<i>needs</i>	to be funded.
To err	<i>is</i>	human.
Selecting the participants	<i>has taken</i>	a long time.
Whatever they did	<i>should have been done</i>	earlier.

### Exercise 2

Indicate the complete subject and the verb in the following sentences.

**Example:** Amelia Earhart, a famous aviator, was born in 1897.

**Answer:** Amelia Earhart, a famous aviator, was born in 1897.

1. Earhart first flew across the Atlantic in 1928.
2. Her flight across the Atlantic in 1932 achieved recognition as the first solo flight by a woman.

3. She married G. P. Putnam in 1931.
4. Breaking records was her dream.
5. Her solo flight from Honolulu to California established another record.
6. Her attempt to fly around the world in 1937 failed dramatically.
7. Her plane disappeared over the Pacific.
8. The mystery of her disappearance intrigues writers today.
9. There are several theories in existence.
10. According to one popular theory, her plane crashed into the ocean.

## **D** Word Order

1. Use standard word order with verbs that are followed by a direct object. In some languages, such as Arabic, Hebrew, and Russian, the verb can come before the subject; in Bengali, Hindi, Japanese, and Korean, the verb can follow the direct object. However, in English, the regular sequence is Subject + Verb + Object.

S	V	O
Children	like	cookies.
She	eats	a lot of candy.
His former boss	has bought	a big expensive yacht.

2. Put time expressions first or last in the sentence, not between the verb and direct object.

time adverbial + S + V + O

S + V + O + time adverbial

The manager bought a new computer *yesterday*.

*Yesterday*, the manager bought a new computer.

*Almost every day*, she drinks five glasses of water.

She drinks five glasses of water *almost every day*.

**⚠** Never put the adverbial expression between the verb and the direct object.

\*The manager bought *yesterday* a new computer.<sup>1</sup>

\*She drinks *almost every day* five glasses of water.

3. For direct questions with no question word or with questions introduced by *what*, *when*, *where*, *why*, or *how*, use inverted word order, with the auxiliary verb before the subject.

**Statement:** She is eating.    They were laughing.    He has eaten something.

**Question:** *Is she* eating?    *Why were they* laughing?    *What has he* eaten?

<sup>1</sup>Throughout this book, an asterisk (\*) indicates a group of words that is grammatically incorrect.

If no auxiliary is present in the statement form, use the *do* auxiliary + the base form of the main verb to form the question. (See Troublespot 5 for more on auxiliary verbs.)

**Statement:** She likes chocolate ice cream.

**Question:** *Does she like* chocolate ice cream?

4. Use inverted word order for emphasis after *never* or *not only* at the beginning of a sentence.

Never *have I* seen such a lot of waste.

Not only *will he* repair the television, but he will do it without charge.

### Exercise 3

Each sentence in the following passage contains one word order error. Rewrite the passage, making corrections as necessary. More than one answer may be possible.

<sup>1</sup>Frederick Douglass, an African-American who was born into slavery, for the abolition of slavery fought all his life. <sup>2</sup>He wrote every month articles in the newspaper he established. <sup>3</sup>He used again and again his editorials to try to get his point across. <sup>4</sup>He gave frequently lectures. <sup>5</sup>However, success he did not find immediately. <sup>6</sup>He had to urge constantly president Abraham Lincoln to allow men of his race to enlist in the army. <sup>7</sup>Was very significant his work for the antislavery movement. <sup>8</sup>Not only he influenced the president, but he also changed the face of the nation. <sup>9</sup>Why there are no campaigners like him today?

## E Parallel Structures

1. Make structures in a sequence parallel in form. The word *and* connects similar structures: noun phrases, infinitive phrases, clauses, and so on.

The lottery winners plan <sup>to take</sup> a long vacation, <sup>to</sup> buy a house, and <sup>to</sup> quit their jobs.

2. When you use paired conjunctions (*either/or*; *neither/nor*; *not only/but also*; *both/and*; *as/as*; *whether/or*), use parallel structures on each side.

They enjoy both <sup>solving</sup> working long hours and <sup>to solve</sup> solve complex problems.

3. Make sure that you use parallel structures with comparisons using *as* or *than*.

For some people, <sup>lifting</sup> gardening is more exercise than <sup>to lift</sup> lift weights.

## Exercise 4

Complete the following sentences, using at least two parallel structures in each sentence.

**Example:** The best teachers both . . .

**Answer:** The best teachers both *know* their material and *present* it clearly.

1. The lawyers intend . . .
2. Dressing well means . . .
3. To make scrambled eggs, you need . . .
4. It is easier to . . .
5. In the twenty-first century, we will probably . . .
6. My parents dislike both . . .
7. The worst teachers not only . . .
8. My big ambitions are . . .
9. Politicians claim either . . .
10. Nurses want to . . .

## F Packing Information into an Independent Clause

We can add information at several points to a simple sentence containing one independent clause, and that information can take the form of different grammatical structures. However, even when we add information to the sentence, it does not necessarily increase beyond one independent clause. It just becomes a longer sentence.

Here are six different ways to pack an independent clause with information.

### 1. Add information at the beginning.

*Last week*, the man bought a new car.

*Wanting to impress his friends*, the man bought a new car.

*Bored with his life in the city*, the man bought a new car.

### 2. Expand the subject.

The *rich* man bought a new car.

The man *working in my office* bought a new car.

The man *and his wife* bought a new car.

### 3. Insert some additional information in the middle.

The man in my office, *Joseph Moran*, bought a new car.

The man, *wanting to impress his friends*, bought a new car.

The man, *proud and excited about his raise in salary*, bought a new car.

4. Expand the verb.

The man bought *and sold* a new car.

5. Expand the object.

The man bought a *fancy* new *red* car.

The man bought a new car *with fine red leather upholstery*.

The man bought a new car *and a computer*.

6. Add information at the end.

The man bought a new car *last week*.

The man bought a new car *for his wife*.

The man bought a new car *to try to impress his friends*.

### Exercise 5

Expand the sentence below, using the six different ways of adding information to a sentence explained in item F.

The doctor prescribed some pills.

### Writing Assignment

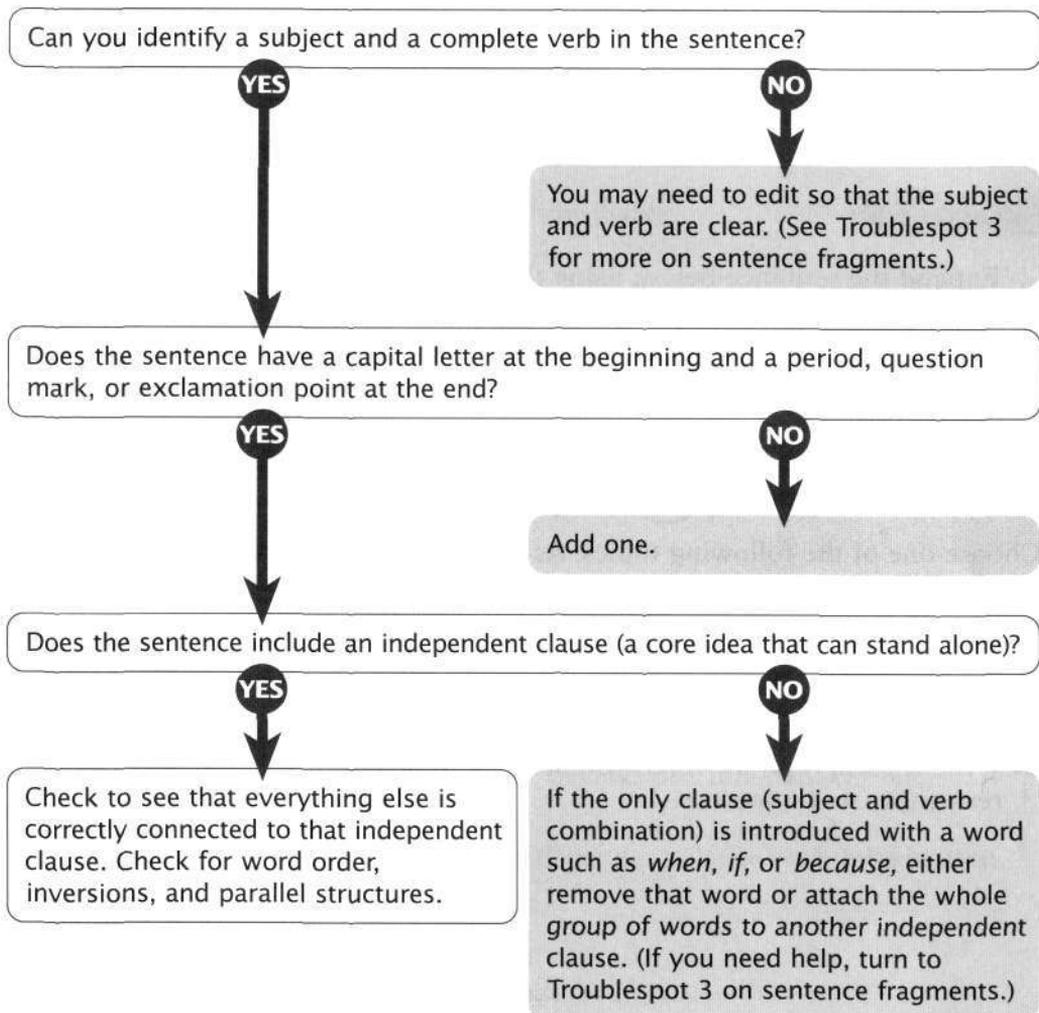


Choose one of the following topics. As you write, do not worry about sentence structure or grammar. You can check that later; once you have a paragraph on the page.

1. Write a paragraph in which you tell about your previous experience with writing in your own language and in English.
2. Write a paragraph in which you describe an event in the past that you remember with pleasure.



Use the following flowchart to find any problems with sentence structure in your writing (or the writing of a partner in your class). One technique you can use to check your sentence grammar is to begin with the last sentence of the draft and work backward. In this way, you can isolate each sentence from its context and examine it more objectively. Ask these questions for each sentence.



## Sentence Building

Sentences can, of course, contain more than one independent clause. Connecting and combining clauses is what writers do when they want to make their ideas clearer and flow better. When you use words such as *and*, *but*, *when*, *because*, *however*, and *therefore*, you signal certain logical relationships and your readers expect specific sentence structures and punctuation. This Troublespot shows the words and punctuation you need to build up your sentences. It shows you how to connect independent clauses, link them with transitions, or combine them by making one logically dependent on the other.

### A Coordination

There are several ways to connect independent clauses to form a coordinate sentence with two or more core ideas (that is, independent clauses of equal importance). Which way you choose will depend on what best fits the content and context of your piece of writing. So, consider all the options, in context, before you decide. Here are the options.

1. When sentences are closely connected and their structure is similar, you can use a semicolon in place of a period to indicate that close connection.

independent clause 1 + semicolon
independent clause 2

My mother took care of the housework; my father earned the money.

2. You can also indicate how two independent clauses are related in meaning within a sentence by connecting the two clauses with a comma followed by a coordinating conjunction. The seven coordinating conjunctions are *and*, *but*, *so*, *or*, *nor*, *for*, and *yet*.

Independent clause 1	Comma	Coordinating conjunction	Independent clause 2
My friend bought a sports car	,	<i>but</i>	his wife didn't know about it.
He bought the gas	,	<i>and</i>	his son paid for the repairs.
Some cars have four-wheel drive	,	<i>so</i>	they are safer on icy roads.

⚠ Remember to place the comma before the coordinating conjunction, not after it.

3. Two independent clauses with the same subject can also be combined without repeating the subject. Note that in this case no comma is used before the coordinating conjunction.

The bankers went to the best restaurant. The bankers ordered the most expensive wine.

The bankers went to the best restaurant and ordered the most expensive wine.

## B Transitions

Transitions help make connections between ideas. Use transitions to make ideas flow smoothly.

1. Use linking expressions, called “transitions,” to point out to readers any connections in meaning.

Transitions	
Writer's purpose	Transitional words and phrases
To add an idea	<i>in addition, furthermore, moreover, also</i>
To show time or sequence	<i>meanwhile, first, second, then, next, later, finally</i>
To contrast	<i>however, nevertheless, though, in contrast, on the other hand</i>
To show result	<i>therefore, thus, consequently, as a result</i>
To emphasize or expand	<i>in fact, of course, indeed, certainly</i>
To provide an example	<i>for example, for instance</i>
To generalize or summarize	<i>in general, overall, in short</i>
To contradict	<i>on the contrary</i>

The little girl had always hated spiders. *In fact*, she was terrified of them.

The little girl had always hated spiders; *in fact*, she was terrified of them.

The little boy collected stamps. *However*, this hobby never helped him learn geography.

The little boy collected stamps; *however*, this hobby never helped him learn geography.

⚠ Note that when you use these transitional expressions to connect two independent clauses, you must end the first independent clause with a period or a semicolon. A comma is not enough. (See Troublespot 3 for more on run-on sentences and comma splices.)

2. Transitions can occur at different places in the sentence.

The little girl had always hated spiders. She was, *in fact*, terrified of them.

The little girl had always hated spiders; she was terrified of them, *in fact*.

3. Use commas around a transition word or phrase to set it off from the rest of the sentence.

The weather, meanwhile, was changing for the better. However, deep snow remained on the ground.

### Exercise 1

The following passages are from an article called “The Changing Family in International Perspective.” Examine the use of transitions throughout the passages. List the transitions and write the author’s purpose in employing each one. Use the “Transitions” chart on page 10 to help you.

**Example:** The pace and timing of change differ from country to country; however, the general direction is the same practically everywhere.

**Answer:** *however*: to show contrast – between what is happening in different countries versus what is happening everywhere.

1. Household composition patterns over the past several decades have been away from the traditional nuclear family . . . and toward more single-parent households, more persons living alone, and more couples living together out of wedlock. Indeed, the “consensual union” has become the more visible and accepted family type in several countries.
2. Scandinavian countries have been the pacesetters in the development of many of the nontraditional forms of family living, especially births outside of wedlock and cohabitation outside of legal marriage. Women in these societies also have the highest rate of labor force participation. However, in at least two aspects, the United States is setting the pace.
3. Japan is the most traditional society of those studied, with very low rates of divorce and births out of wedlock and the highest proportion of married-couple households. In fact, Japan is the only country studied in which the share of such households has increased.
4. A trend toward fewer marriages is plain in all of the countries studied, although the timing of this decline differs from country to country. In Scandinavia and Germany, for example, the downward trend in the marriage rate was already evident in the 1960s.
5. Divorce laws were loosened in most European countries beginning in the 1970s, with further liberalization taking place in the 1980s. Consequently, divorce rates are rising rapidly in many European countries.

## Exercise 2

Combine the following pairs of sentences by using either a semicolon, a coordinating conjunction, or a transition. You need to determine the relationship between the two sentences before you can choose a conjunction or a transition. Write as many new combined sentences as you can.

**Example:** Hemingway looked like a strong man.

He suffered from health problems.

**Answer:** Hemingway looked like a strong man, but he suffered from health problems.

Hemingway looked like a strong man; however, he suffered from health problems.

1. Hemingway had some peculiarities as a writer.  
He always wrote standing up.
2. He was a gifted journalist, novelist, and short-story writer.  
He was an active sportsman.
3. This famous writer did most of his writing in pencil.  
He shifted to his typewriter when the writing was easy for him, as when writing dialogue.
4. His room looked untidy at first glance.  
He was a neat person at heart.
5. He was a sentimental man, keeping his possessions all around him.  
He hardly ever threw anything away.
6. Hemingway always did a surprising amount of rewriting of his novels.  
He rewrote the ending of *A Farewell to Arms* thirty-nine times.
7. He wrote his short story "The Killers" in one morning.  
After lunch, he wrote "Today Is Friday" and "Ten Indians."
8. He often wrote all through the afternoon and evening without stopping.  
His landlady worried that he wasn't eating enough.

## C Subordination

You have seen how you can combine two simple sentences by using coordinating conjunctions or transitions; in each case, the result is two independent clauses, with equal weight and equal importance for your readers.

However, another way to show logical connections between clauses is to use subordination instead of coordination. When you use subordination, you put the most important idea in the independent clause, and you put an idea of

secondary importance in a dependent clause. You make the dependent clause subordinate to the independent clause by using a subordinating conjunction.

- In the following sentences, the dependent clause is in italics and the subordinating conjunction is in bold. Note how when the dependent clause comes before the independent clause in the sentence, it must have a comma after it; however, no comma is used when the independent clause comes first.

The zookeeper orders tons of food every day *because he has many animals to feed*.

*Because he has many animals to feed*, the zookeeper orders tons of food every day.

⚠ A subordinate clause must always be attached to an independent clause. A subordinate clause standing alone is a fragment error.

The zookeeper orders tons of food <sup>because</sup> ~~because~~ he has many animals to feed.  
 ^

(Troublespot 3 deals in detail with sentence fragments.)

The box shows the relationships that allow one clause to be subordinated to another and the conjunctions used to subordinate the clause.

### Subordinate Clauses

Type of clause	Examples of subordinating conjunctions	Example sentences
Time	<i>when, before, after, until, since, as soon as</i>	<i>When</i> he won the money, he decided to buy a sports car.
Place	<i>where, wherever</i>	She drove <i>wherever</i> she wanted.
Reason/Cause	<i>because, as, since</i>	She got a parking ticket <i>because</i> she parked illegally.
Purpose	<i>so that, in order that</i>	He drove fast <i>so that</i> he could get to work on time.
Result	<i>so . . . that, such . . . that</i>	He drove <i>so</i> fast <i>that</i> he got a speeding ticket.
Condition	<i>if, unless</i>	<i>If</i> she hadn't lost her way, she would have arrived in time for dinner.
Concession (unexpected result)	<i>although, even though</i>	<i>Although</i> she thought she was a good driver, she got a lot of tickets for speeding.

2. You can also make the idea you want to emphasize the independent clause and condense the less important idea into a phrase, attaching it to the core idea.

The zookeeper, *with over eight thousand mouths to feed*, orders tons of food every day.

*In charge of feeding over eight thousand animals*, the zookeeper orders tons of food every day.

### Exercise 3

The following passage is adapted from a Web site on the history of Mount Rushmore. Rewrite the passage, combining sentences using subordination wherever appropriate.

**Example:** Mount Rushmore was planned as a tourist attraction. People wanted money to be drawn into the economy of South Dakota.

**Answer:** Mount Rushmore was planned as a tourist attraction because people wanted money to be drawn into the economy of South Dakota.

The idea of carving sculptures into Mount Rushmore was conceived in 1923. The original plan was to portray three Western heroes. John Gutzon Borglum accepted the commission. He immediately proposed sculpting four American presidents. The mountain was high and inaccessible. Working on it was extremely dangerous. The winters were bitter. The bad weather threatened to end construction. The sculptures were completed fourteen years later. They were regarded as a wonder. Each head – George Washington, Abraham Lincoln, Thomas Jefferson, and Theodore Roosevelt – measured 60 feet. The size of the faces was Borglum’s tribute to the important roles the presidents played in the history of the United States. Borglum died in 1941. His son completed the final details.

## D Summary of Options in Sentence Building

When you want to connect and combine ideas, you often have several options, each of which will be grammatically correct. Here is where you need to consider style and issues of sentence variety and clarity in the sentences that come before and after the conjunction or transition.

Meaning	Coordinating conjunction	Transition	Subordinating conjunction
Addition	<i>and</i>	<i>also, furthermore, moreover, in addition</i>	
Contrast	<i>but, yet</i>	<i>however, nevertheless, on the other hand</i>	<i>although, even though, though, whereas, while</i>
Alternative	<i>or, nor</i>	<i>instead, otherwise</i>	<i>unless</i>
Result	<i>so, for</i>	<i>therefore, as a result, consequently, accordingly, thus</i>	<i>because, as, since, so . . . that, such . . . that, now that</i>

## Exercise 4

Choose two ways to combine each of the following pairs of sentences. Indicate whether you are using coordination, subordination, or a transition.

**Example:** Emergency-room doctors work long hours.

They rarely get enough sleep.

**Answers:** (Any two of the following):

- a. Emergency-room doctors work long hours, *so* they rarely get enough sleep. (coordination – result)
- b. *Because* emergency-room doctors work long hours, they rarely get enough sleep. (subordination – result)
- c. Emergency-room doctors work *such* long hours *that* they rarely get enough sleep. (subordination – result)
- d. Emergency-room doctors work long hours. *Consequently*, they rarely get enough sleep. (transition – result)

1. Teachers say they want diligent students.  
What they really need is imaginative students.
2. Lawyers work long hours.  
They sometimes sleep at the office.
3. The researchers performed a successful experiment.  
They called the press immediately.
4. The toxic waste proposal was defeated.  
The proposers vowed to continue fighting for it.
5. Prices went up.  
Demand went down.
6. The prisoner escaped.  
The search began.
7. They were found guilty of robbery.  
They were sentenced to jail.
8. He made a lot of money for the company.  
He was not promoted to vice president.

## Exercise 5

Combine the following short sentences into one or two long sentences by using coordinating conjunctions, transitions, subordinating conjunctions, or phrases. You can also use relative pronouns, such as *who* or *which* (see Troublespot 18). Discuss your sentences with a partner. Which sentence of each group did you select as the independent clause of your new sentence? Why did you select that one? How does the meaning of your sentence change if you choose a different independent clause?

**Example:** I watched a little girl.

She was carrying a big shopping bag.

I felt sorry for her.

I offered to help.

**Answer:** As I watched a little girl carrying a big shopping bag, I felt so sorry for her that I offered to help.

1. My family was huge.  
My family met at my grandparents' house every holiday.  
There were never enough chairs.  
I always had to sit on the floor.
2. Computers save time.  
Many businesses are buying them.  
The managers have to train people to operate the machines.  
Sometimes they don't realize that.
3. All their lives they have lived with their father.  
Their father is a politician.  
He is powerful.  
He has made a lot of enemies.
4. She wanted to be successful.  
She worked day and night.  
She worked for a famous advertising agency.  
Eventually she became a vice president.
5. He really wants to go skiing.  
He has decided to go to a beach resort in California.  
He can visit his sister.  
He can get some sun.

6. Mr. Jackson wanted to make a good impression.  
He wore a suit.  
The suit was new.  
The suit belonged to his brother.  
Mr. Jackson was the new prison warden.  
The suit was too big for him.  
The pants kept falling down.

### Writing Assignment



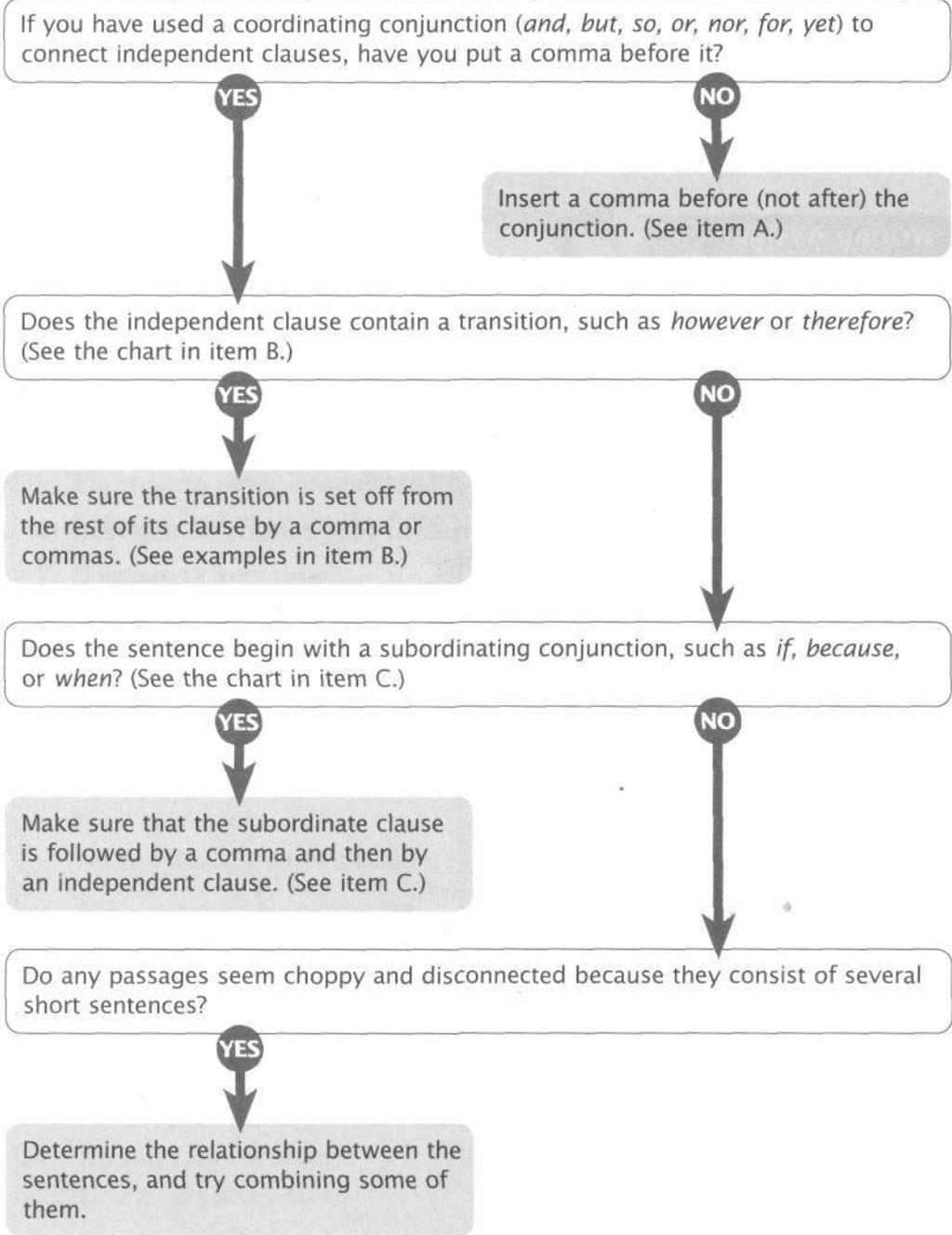
Choose one of the following topics.

1. Write a paragraph in which you describe the main patterns of family life in your country. You could, for instance, discuss family size (nuclear or extended?); number of children; role of husband and wife; the frequency of divorce; single-parent households; unmarried couples living together; or same-sex unions and marriages.
2. Write a paragraph about a famous writer in your country, telling readers about the writer's works, life, and fame.

## Editing Advice



To check whether a sentence is built correctly, ask these questions.



## Sentence Boundaries

It is sometimes difficult for language learners to know where to end one sentence and begin another. Do you know what distinguishes a long, well-constructed sentence from a run-on sentence? Do you know what a comma splice is – and how to correct it? And how confident are you in evaluating whether you have written a complete sentence or a sentence fragment? This Troublespot covers these common issues.

### A Fragments

A fragment is not a complete grammatical sentence; it is an error.

1. Every complete sentence needs a subject in each independent and dependent clause.

*They* sat down for a picnic. Then *they* immediately spotted a snake in the grass.

When *they* sat down for a picnic, *they* immediately spotted a snake in the grass.

⚠ If you omit the second *they*, you write a fragment, which is an error.

*They* sat down for a picnic. \*Then immediately spotted a snake in the grass.

\*When *they* sat down for a picnic, immediately spotted a snake in the grass.

2. You cannot omit an *it* subject from a clause.

The painting won a prize because <sup>it</sup> was so original.  
^

3. A clause needs a complete verb, with any and all necessary auxiliaries (see also Troublespot 5). A sentence written without a complete verb in a clause is a fragment.

The laboratory assistant <sup>has</sup> *been making* many mistakes recently.  
^



1. The dark scenery could frighten us. Because there are many trees.
2. A man is working at the gas pumps. To fix something that is wrong.
3. Is nobody in the street. The man is lonely.
4. The dark trees and the empty road make this a gloomy spot. One that we do not feel attracted to.
5. The street is deserted because it is late in the evening.
6. Because the gas station offers an attractive lighted place. It makes the scene less threatening.
7. If we had to work long hours in that place. It would be difficult.

## Exercise 2

Identify the fragments in the following passage. Then rewrite the passage making the necessary corrections.

Esther Pauline and Pauline Esther Friedman were twins. Known respectively as Eppie and Popo. They were born in 1918 in Sioux City, Iowa. Their father came from Russia and at first sold chickens. Then became successful and owned several movie theaters. His daughters each wanted to make a mark, but they also competed. To be the best. Eppie wrote a successful syndicated advice column under the name of Ann Landers; inspiring her sister to begin a rival column called "Dear Abby." The sisters did not speak for five years. Because the competition between them was so bitter. When Eppie died in 2002, everyone expected her column to die with her. It did, but her sister's rival "Dear Abby" column continued.

## B Run-on Sentences and Comma Splices

1. If you put two independent clauses together without any punctuation between them, you are making a run-on sentence error. Here is an example of a run-on sentence.

\*The man bought a new car his wife didn't know about it.

Always indicate the end of one sentence with a period or semicolon before you attach another independent clause.

The man bought a new car. His wife didn't know about it.

The man bought a new car; his wife didn't know about it.

⚠ Do not fall into the trap of thinking that a long sentence must be a run-on sentence. The following sentence is long, but it is constructed accurately and is not a run-on.

The computer repair technician who came to our offices two weeks ago fixed seven of the nine ailing computers as soon as he arrived.



Problem	Example of problem	Example of solution
<b>Run-on sentence</b>		
No end punctuation	My sister is shy she doesn't say much.	My sister is shy. She doesn't say much
A transition with no end punctuation	My brother works hard however he doesn't make a lot of money.	My brother works hard. However, he doesn't make a lot of money.
<b>Comma splice</b>		
A comma separating two independent clauses with no coordinating conjunction	My sister is shy, she doesn't say much.	My sister is shy, so she doesn't say much.
A comma separating two independent clauses with a transition word or phrase	My brother works hard, however he doesn't make a lot of money.	My brother works hard; however, he doesn't make a lot of money.
<b>Sentence fragment</b>		
An independent clause before a fragment	She was working very hard. Because she wanted to save a lot of money to buy a car.	She was working very hard because she wanted to save a lot of money to buy a car.
An independent clause after a fragment	Although he was offered a job in a new company in Florida. He decided not to take it.	Although he was offered a job in a new company in Florida, he decided not to take it.

#### Exercise 4

Identify any fragment, run-on, or comma splice errors in the following passage. Then rewrite the paragraph making corrections.

According to an article in the *New York Times* on June 18, 2002. Light smokers often think that they are in less danger than heavy smokers. Because they are not exposed to so much smoke, however researchers have found that the opposite is true. The researchers were surprised at the results, they had expected to find less damage to the cells of the light smokers. The researchers examined three groups: nonsmokers, light smokers, and heavy smokers. They found that all the smokers experienced changes in the cells that line the blood vessels. Regardless of the amount they smoked. The researchers did not establish the length of time smokers had been smoking, nor did they estimate the length of time for recovery. If the smokers stopped smoking.



Choose one of the following topics.

1. Find a photograph showing family or friends engaged in an activity. Write a paragraph describing the picture so that a reader can form an accurate image of the picture from your words without actually seeing the picture. Give details about the setting, the people and where they are in the photograph, the colors, and so on.
2. Find a striking advertisement in a magazine. Write a paragraph describing the advertisement in detail so that a reader can form an accurate image of the advertisement without actually seeing it. However, do not reveal what product is being advertised; let your reader try to guess from your description.

## Editing Advice



Ask and answer these questions about the sentences and punctuation in your writing.

Does every word group ending in a period, question mark, exclamation point, or semicolon contain both a subject and a complete verb in an independent clause?

YES

NO

You may have written a fragment. Try adding whatever element is missing. (See item A.)

If your sentence begins with a subordinating conjunction such as *if*, *because*, *when*, or *although*, have you put a comma at the end of the clause to separate it from and announce the beginning of the independent clause?

YES

NO

You need to add a comma between the dependent clause and the independent clause.

When you read a sentence aloud and identify an independent clause, do you also see another independent clause with no word or punctuation introducing it?

YES

NO

This may be a run-on sentence. (See item B1.)

Do you notice any new additional independent clause that has only a comma before it, with no coordinating conjunction?

YES

This could signal a comma splice. (See item B2.)

## Punctuation

Punctuation is a visual aid used to help readers understand the meaning of a written text. Inexperienced writers of English often have trouble with the conventions of English punctuation. For example, do you always use commas correctly? Do you understand the difference between a semicolon and a colon? Do you know when to use *its* or *it's*? This Troublespot will help you understand and overcome some common problems related to the use of end punctuation, commas, semicolons, colons, and apostrophes.

### **A** End Punctuation

A period, a question mark, or an exclamation point is used to show where a sentence ends.

1. A period ends a sentence that is a statement.  
I have lost my glasses.
2. A question mark ends a sentence that is a question.  
Has anyone seen my glasses?
3. An exclamation point ends a sentence that is an exclamation.  
They are on top of your head!

### **B** Comma

There are six main uses of commas.

1. Use a comma to set off an adverbial word or phrase before the subject.  
All day yesterday, my neighbor was playing loud music.
2. Use a comma to set off a dependent clause before the independent clause.  
While she was cooking, her friends arrived.
3. Separate items in a list with commas when no other internal commas are used.  
They bought lamps, chairs, and wastebaskets.

4. Use commas to indicate some additional, but not essential, information that is placed either in the middle or at the end of the independent clause.

Victoria, my boss, gave me a raise.

I like my boss, the woman in the corner office.

5. Use a comma to introduce or mark the end of a quotation that forms a complete sentence. (See Troublespot 20 for more on punctuating quotations.)

He said, "You've deserved it."

"You've deserved it," he said.

6. Place a comma between independent clauses connected with a coordinating conjunction.

I was grateful, so I sent him a birthday gift.

**⚠** Do not use a comma before a clause introduced by *that*:

He said that she should not worry.

The book that you gave me is very interesting.

## Exercise 1

Examine all the uses of commas in the following passage from an article called "Mr. Doherty Builds His Dream Life." Decide to which of the six categories in item B each comma belongs. The first one has been done for you as an example.

**Example:** There are two things I have always wanted to do – write and live on a farm. Today I'm doing both. I'm not in E.B. White's class as a writer or in my neighbors' league as a farmer,<sup>1</sup> but I'm getting by.

**Answer:** 1. Category 6.

(The comma separates independent clauses connected with a coordinating conjunction.)

It's a self-reliant sort of life. We grow nearly all of our fruits and vegetables. Our hens keep us in eggs,<sup>2</sup> with several dozen left over to sell each week. Our bees provide us with honey,<sup>3</sup> and we cut enough wood to just about make it through the heating season.

It's a satisfying life too. In the summer we canoe on the river,<sup>4</sup> go picnicking in the woods,<sup>5</sup> and take long bicycle rides. In the winter we ski and skate. We get excited about sunsets. . . .

But the good life can get pretty tough. Three months ago,<sup>6</sup> when it was 30 below,<sup>7</sup> we spent two miserable days hauling firewood up the river on a toboggan. Three months from now,<sup>8</sup> it will be 95 above and we will be cultivating corn,<sup>9</sup> weeding strawberries,<sup>10</sup> and killing chickens. Recently,<sup>11</sup> Sandy and I had to reshingle the back roof. Soon,<sup>12</sup> our children will help me make some long overdue improvements. . . .

## C Semicolon

There are four main uses of the semicolon.

1. A semicolon signals the end of one independent clause when the meaning of the independent clause following it is very closely related.

He likes dogs a lot; he even has four in his small apartment.

⚠ Don't use semicolons to separate independent clauses excessively.

2. A semicolon separates a transitional expression from the two clauses that it connects.

He always wears jeans; however, his mother persuaded him to wear a suit on his wedding day.

3. Use a semicolon to separate items in a list when commas are used elsewhere in the sentence.

They bought a big ham, big enough to feed twelve people; a turkey, which they had to wheel home in a shopping cart; and ten pounds of vegetables.

Compare this with:

They bought a ham, a turkey, and some vegetables.

4. Use a semicolon to separate items in a numbered list.

Consumer rights include (1) the right to choose freely; (2) the right to be informed; (3) the right to be heard; and (4) the right to be safe.

## D Colon

1. Use a colon to introduce an explanation and/or a list of items.

I need two new pieces of furniture: a dining table and a coffee table.

⚠ Do not use a colon after *such as* or *for example*.

He needs several new pieces of furniture, such as a desk, a lamp, and a bookcase.

2. Use a colon in place of a comma to introduce a direct quotation when the quotation is introduced by a long, complete sentence.

George Bernard Shaw described fox hunting in a memorable way:  
"The unspeakable in pursuit of the uneatable."

### Exercise 2

Punctuate the following sentences with commas, semicolons, and colons, as necessary.

**Example:** My sister plays loud music in her room however she always keeps her door closed.

**Answer:** My sister plays loud music in her room; however, she always keeps her door closed.

1. She did not simply like him she loved him.
2. It is important to delete your temp files from time to time otherwise your computer will start to slow down.
3. In an extensive review of the literature House et al. (1988) summarized the present situation as follows studies consistently show increased risk of death among persons with low quantity and sometimes low quality of social relationships.
4. Speakers of English are used to making nouns from verbs by adding *-er* consequently when they hear an unfamiliar noun with this suffix they may try to produce a related verb by removing it.
5. The living room contained only three pieces of furniture a desk a chair and a computer.
6. People generally go about solving a problem in four steps (1) defining the problem (2) devising a strategy (3) executing the strategy and (4) evaluating progress toward the goal.
7. The words above the door had a very clear message Do not enter.

## **E** Apostrophe

1. Use an apostrophe in contracted forms.

*can't, won't, isn't, didn't, he's, she'd, they're, let's*

⚠ Contractions are not usually used in formal academic writing. You should find out from your instructor whether he or she will accept contractions in your writing.

2. Use an apostrophe to signal possession or ownership.

If the noun is either singular or a plural noun that doesn't end in *-s*, add *'s* to signal possession.

her *son's* room (one son)

the *children's* books (more than one child, but no *-s* for plural form)

If the noun is a plural form ending in *-s*, add only an apostrophe.

her *daughters'* room (two daughters, one room)

the *teachers'* reports (more than one teacher: plural *-s*)

⚠ Do not use apostrophes with the names of buildings, objects, or pieces of furniture, for example, *the hotel pool*, *the car door*, and *the table leg*.

⚠ Do not use an apostrophe with the possessive adjective *its*. The form *it's* is a contraction for *it is* or *it has*.

The dog has lost <sup>its</sup> ~~it's~~ bone.

^

### Exercise 3

Rewrite the phrases below, using an apostrophe.

**Example:** the bone belonging to the dog

**Answer:** the dog's bone

1. the toys belonging to the baby
2. the toys belonging to the babies
3. the problems of the teachers
4. the decision made by my family
5. the plans made by the women
6. the proposals offered by the politicians
7. the desk belonging to the secretary
8. the home belonging to the couple

### F Quotation Marks

1. Use quotation marks to enclose an exact representation of a person's words. These can be words that you hear or read. (For more on quotation marks to indicate a direct quotation, see Troublespot 20, page 156.)
2. Use quotation marks around the title of a short work, such as a short story, a poem, an article, or a song that you refer to in a piece of your writing.

Last week, we read "The Story of an Hour."

 Do not use quotation marks around the title of an essay that you write.

### Exercise 4

Punctuation marks have been removed from the following passage from an article called "The Analysts Who Came to Dinner." Add punctuation where it is appropriate.

Lewis study offers a clue to why middle children often seem to have a harder time in life than their siblings Lewis found that in some families with three or four children dinner conversation tends to center on the oldest child who has the most to talk about and the youngest who needs the most attention middle children are invisible says Lewis when you see someone get up from the table and walk around during dinner chances are its the middle child there is however one great equalizer that stops all conversation and deprives everyone of attention when the TV is on Lewis says dinner is a nonevent

## Writing Assignment



Choose one of the following topics:

1. You have been shipwrecked and you are alone on a desert island. Write one or two paragraphs describing your experience. Describe the items you managed to save from the wreck, what you found on the island, and what you did on your first day on the island.
2. You are planning a big celebration, maybe a holiday or a birthday meal for a relative or friend. Write one or two paragraphs describing your plans: what you will buy and prepare; what roles you expect your friends to play; and what you expect will happen on the big day.

## Editing Advice



To check your punctuation, read your piece of writing slowly, and ask the following questions.

For all punctuation marks, especially commas, can you explain why you have used this punctuation?

YES



NO



If you have trouble explaining, look back at items A–D or check with your instructor.

When you read your piece of writing aloud, are there any unpunctuated places where you pause to figure out the meaning of what you have written?

YES



NO



Consider whether you need punctuation at a pause point.

Check all nouns ending in *-s*. Do any of them occur with another noun? If so, can their relationship be expressed in a phrase using *of* or *belonging to*?

YES



You probably need an apostrophe to show possession. Do you need *-s* or *-s'*?

## Verbs and Auxiliaries

In English, every sentence must contain a complete verb. Verbs form the backbone of a sentence. They are full of meaning and, in addition, provide information about person, number, tense, and time. Use this Troublespot to review the forms of regular and irregular verbs and the forms that follow auxiliary verbs. For instance, do you always know what verb form to use after *do*, *have*, or *has been*? Do you know when to use *drove* or *driven*? *Sang* or *sung*? This Troublespot covers some of the basics about verb forms and the auxiliary verbs *do*, *have*, and *be*.

### A Verb Forms

- All verbs (except the verb *be* – see item G) have five forms. Note that the form commonly called the “past participle” can occur in contexts that are not related to past time.

base form (no -s)	-s form	-ing form	past tense form	past participle form
drink	drinks	drinking	drank	drunk

- The *-ing* form and the past participle form can never function as a complete verb of a clause. They need an auxiliary verb.

*is*  
Her son *drinking* his milk.  
          <sup>^</sup>

*has*  
Her husband *drunk* his coffee.  
                  <sup>^</sup>

- The *-s* form and the past tense form can function as the complete main verb of a clause. They are never used with an auxiliary verb.

His sister *drinks* at least five cups of coffee a day.  
She *drank* six cups yesterday.

## B Regular and Irregular Verbs

There are two types of verbs in English: regular verbs and irregular verbs. These two types of verbs are mainly distinguished by the way they form their past tense and past participles.

1. Regular verbs always form the past tense and the past participle with *-ed* or *-d*.

<i>work</i>	<i>worked</i>	<i>worked</i>
<i>like</i>	<i>liked</i>	<i>liked</i>

2. The past tense and the past participle of irregular verbs never end in *-ed*. Instead, many of the verbs change the vowel or have other spelling changes in the past tense and past participle forms. (For a complete list of irregular verbs, see the Appendix on page 168.)

<i>sing</i>	<i>sang</i>	<i>sung</i>
<i>take</i>	<i>took</i>	<i>taken</i>

3. Some irregular verbs make no change for the past tense and past participle forms.

<i>put</i>	<i>put</i>	<i>put</i>
<i>cost</i>	<i>cost</i>	<i>cost</i>

4. A few irregular verbs have an irregular *-s* form as well.

<i>do</i>	<i>does</i>
<i>go</i>	<i>goes</i>
<i>have</i>	<i>has</i>

### Exercise 1

In the following passage, adapted from *Time* magazine, identify the form of each underlined verb and indicate if it is a regular or irregular verb.

**Example:** Strange motives drive shoplifters to steal repeatedly.

**Answer:** base form; irregular

Why would a Hollywood star steal<sup>1</sup> clothing from a store? Such behavior is complex and psychologists have been exploring<sup>2</sup> it ever since an aunt of British novelist Jane Austen was arrested<sup>3</sup> for taking some white lace from a store in 1800. For many years, kleptomania (from the Greek *kleptein*, “to steal”) has cost<sup>4</sup> retail stores billions of dollars. Offenders are sometimes arrested, but stores apparently have caught<sup>5</sup> many more offenders than they have reported<sup>6</sup>. Many kleptomaniacs steal<sup>7</sup> just for the challenge and thrill and to satisfy the need to steal. In 2002, movie star Winona Ryder pleaded<sup>8</sup> innocent to stealing clothes worth more than \$5,000 from Saks Fifth Avenue in Beverly Hills. The jury, however, found<sup>9</sup> her guilty of theft and vandalism, and she was later sentenced<sup>10</sup> to probation.

## C Verb Endings and Spelling Rules

1. When a one-syllable verb ends in one vowel + one consonant, double the consonant for the *-ing* form.

stop      stopping  
put      putting

With regular verbs, also double the consonant to form the past tense and the past participle.

stop      stopped  
plan      planned

2. When a two-syllable verb ends in one vowel + one consonant, and has the stress on the last syllable, double the consonant before adding *-ing* or *-ed*. When the stress falls on the first syllable, the consonant is not doubled.

### Stress on second syllable

occur    occurring    occurred  
begin    beginning    began (irregular verb – does not add *-ed* for past tense)

### Stress on first syllable

travel    traveling    traveled  
reason    reasoning    reasoned

3. Drop the *-e* in the *-ing* form for verbs ending in a silent *-e*.

hope    hoping  
write    writing

⚠ When a verb ends in *-ie*, change the *-ie* to *y* and add *-ing*.

die      dying  
lie      lying

4. Verbs ending in a consonant + *-y* have a spelling change from *-y* to *-ie* with the *-s* form and also from *-y* to *-ie* with the past and past participle forms.

cry      cries      crying      cried      cried  
deny    denies    denying    denied    denied

## Exercise 2

Fill in the blank in each sentence with the correct form of the verb.

**Example:** Her leg hurt, so she was hopping (hop) along the path.

1. The word *not* was \_\_\_\_\_ (write) in big red letters.
2. His boss is \_\_\_\_\_ (write) the annual report this weekend.
3. The tomatoes \_\_\_\_\_ (rot) on the vine last summer.



earthquake occur, so millions of people saw the stadium shake and saw the faces of the players and spectators as they realized what was happening. The city administration's response to the crisis has been investigated, but many citizens wonder whether better building codes could have prevented some major damage.

## **E** Auxiliary Verb *Do*

1. In questions, when no auxiliary verb is present in the statement (in simple present and simple past tenses), use *does*, *do*, or *did*, always followed by the base form of the verb.

**Statement:** He *waited* for an hour.

**Questions:** *Did* he *wait* for an hour?  
How long *did* he *wait*?

**Statement:** She *lives* in Los Angeles.

**Questions:** *Does* she *live* in Los Angeles?  
Where *does* she *live*?

2. Similarly, in negations, when no other auxiliary verb is present in a statement, use a form of *do* to form the negation, followed by a base form.

**Statement:** She *cheated*.

**Negation:** He *did* not *cheat*.

In conversation and in informal writing, negative forms are frequently contracted.

They *don't* go away very often.

The data *didn't* show the reasons for the decline in income.

**⚠** When you write, always assess the formality of the context and your readers' expectations before you use any contracted forms.

3. You can also use a form of *do* for emphasis.

He *did* try hard even though his boss didn't think so.

## **F** Auxiliary Verb *Have*

1. Use the *have* auxiliary verb in present perfect and past perfect tenses, always followed by a participle form.

They *have made* a lot of money.

She *has been* working too hard recently.

They *had planned* the changes by the time I arrived at the meeting.

2. In speech and in informal writing, you can use contracted forms.

*She's been working* too hard recently.

## G Auxiliary Verb *Be*

1. Unlike any other verb in English, *be* has eight forms. It has three different present tense forms: *am*, *is*, and *are*; all other verbs have two. It has two different past tense forms: *was* and *were*; all other verbs have one. The *-ing* form is *being*. The past participle is *been*.
2. Use a form of *be*, followed by an *-ing* form, in progressive tenses in the active voice.  
The leaves *are falling*.  
The water *was rising*.  
They have *been waiting* for hours.
3. Progressive forms are frequently contracted in speech and informal writing.  
*He's learning* French this semester.
4. Use a form of *be*, followed by the past participle, in passive voice verbs.  
The house *was painted*.  
The barn has *been demolished*.  
The criminals were *being watched*.

(For more on the passive voice, see Troublespot 9.)

### Exercise 4

*Do*, *have*, and *be* may function either as main verbs or auxiliary verbs. In the following passage, identify which underlined forms of *do*, *have*, and *be* are used as auxiliary verbs, and which are used as main verbs.

**Example:** I have never been a vengeful person.

**Answer:** *have*: auxiliary verb

*been*: main verb

"What are<sup>1</sup> you doing<sup>2</sup> to me?" was<sup>3</sup> my big wail in our household. I have<sup>4</sup> six brothers, each of whom did<sup>5</sup> whatever he could to tease me. As the only girl in the family, it was<sup>6</sup> not easy – and it still isn't.<sup>7</sup> I have<sup>8</sup> never had<sup>9</sup> much privacy. I have<sup>10</sup> been tormented mercilessly. My clothes have<sup>11</sup> been crumpled and hidden. And rarely did<sup>12</sup> my possessions stay where I had<sup>13</sup> put them. What am<sup>14</sup> I doing<sup>15</sup> about this now? I have<sup>16</sup> vowed that I will be<sup>17</sup> more successful than all my brothers put together. That will be<sup>18</sup> my revenge!

## H Active Verb Forms with and without Auxiliary Verbs

Regular rules determine which verb forms are used to form a complete verb in a clause. There are no exceptions. The charts show which active verb forms must be used when there is no auxiliary and when either auxiliary *do*, *have*, or *be* is the last auxiliary before the main verb. (For more details on the verb forms that accompany modal auxiliaries, see Troublespot 10. For passive verb forms, see Troublespot 9.)

### 1: Active verb forms used with no auxiliary

	base form	-s form	-ing form	past	past participle
<b>Simple time (past)</b> He <i>fell</i> asleep early. She <i>wanted</i> to have a party.					
<b>Simple time (present - he/she/it as subject)</b> She <i>seems</i> tired today. It <i>contains</i> the answers.					
<b>Simple time (present - I/you/we/they as subject)</b> I <i>like</i> chocolate. These cars <i>go</i> fast.					

### 2: Active verb forms used when *do*, *have*, or *be* is the last auxiliary

	base form	-s form	-ing form	past	past participle
<b>DO</b> <b>do/does/did</b> She <i>doesn't want</i> to leave. <i>Did</i> they answer correctly?					
<b>HAVE</b> <b>have/has/had</b> I <i>have seen</i> a ghost. They <i>must have</i> already left.					
<b>BE</b> <b>am/is/are/were/was/been/be</b> She <i>is watching</i> television. We should have <i>been studying</i> hard.					

## Exercise 5

Complete the sentences with an appropriate form of the verb in parentheses. Then, using the charts in item H, explain why that form of the verb had to be used.

**Example:** The author should have gone (go) to the places he described.  
(The past participle is used when *have* is the last auxiliary before the main verb.)

1. Does your sister \_\_\_\_\_ (intend) to change her job?
2. Her boss hasn't \_\_\_\_\_ (pay) her for last month's work.
3. Nowadays, my father always \_\_\_\_\_ (criticize) my mother.
4. Right now, my cousin and his wife are both \_\_\_\_\_ (plan) to become students at the University of London.
5. Workmen were \_\_\_\_\_ (repair) the building when the gas line \_\_\_\_\_ (explode).
6. Natural resources have \_\_\_\_\_ (diminish) over the past ten years.
7. Fortunately, the forest fires did not \_\_\_\_\_ (get) any worse.
8. The inspectors might be \_\_\_\_\_ (move) on to the next job soon.

## Writing Assignment



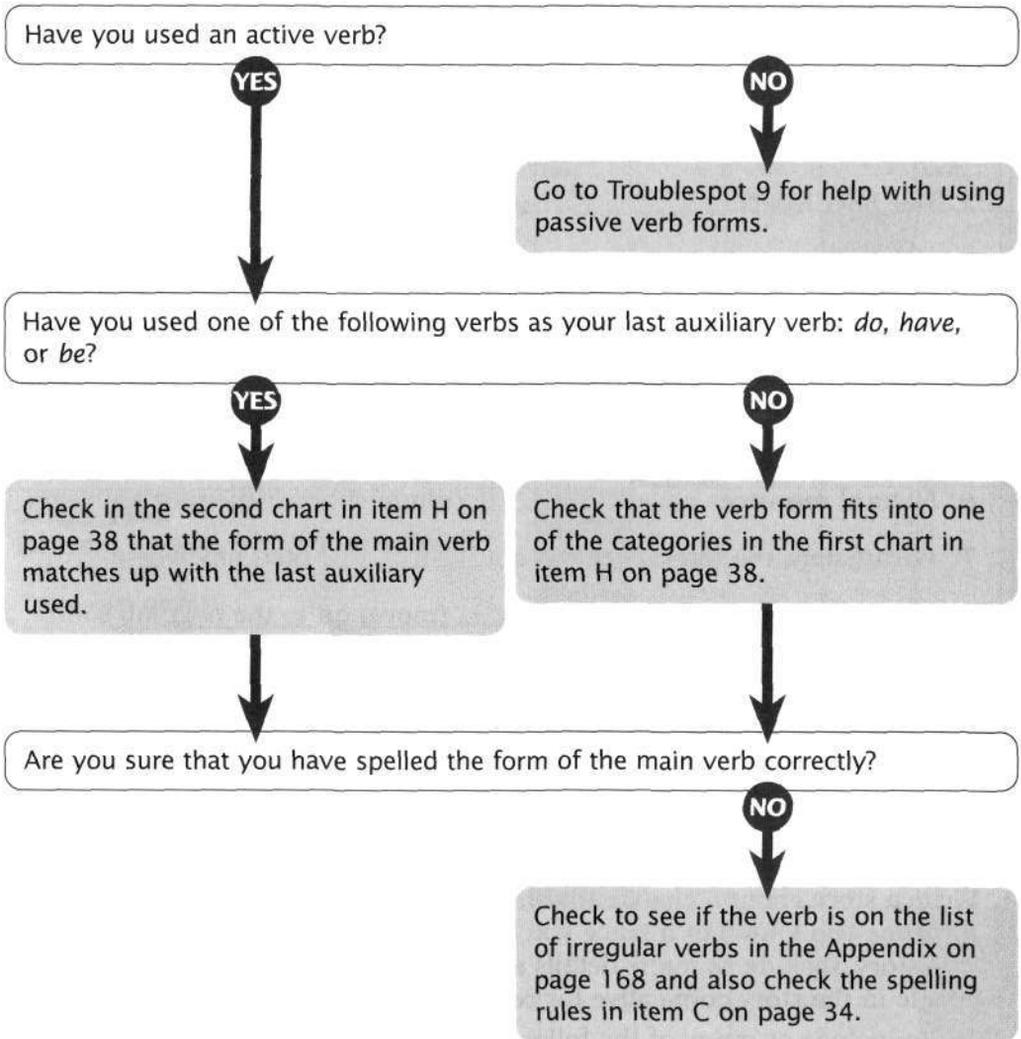
Choose one of the following topics. When you have finished writing, let a classmate read your work and decide if you wrote on topic 1 or 2.

1. Write a story about a change that happened to a person (yourself or someone you know) or a place you know well. Make sure the story is a true story. Include as many details as you can to make the events and people in the story come alive for readers.  
Try to include as many of the following items as you can:
  - The past tense or past participle form of a regular verb
  - The past tense or past participle form of an irregular verb
  - At least two of these auxiliary verbs: *do*, *have*, and *be*
  - A question and a negation
2. Use the same directions as above, but instead of a true story, invent a story about a person (yourself or someone else) or a place.

## Editing Advice



Identify all the complete verbs in a piece of your writing, one paragraph at a time. Ask these questions.



## Verb Tense System

Choosing a verb tense means that you have to think about whether you are referring to past, present, or future time. You also have to consider what kind of action or state the verb represents. Is it a simple action? Is it one in *progress*? Is it an action that is completed by a known point in time, or is it one that progresses up to a specific point in time? This Troublespot will cover these issues of verb tense and help you understand what information each tense gives to your readers.

### A Simple Tenses

Simple tenses are generally used to refer to a whole event or state – in the present, future, or past – rather than a specific moment or event that is ongoing.

Tense	Explanation	Example
<p>Simple present</p>	<p>True now and generally</p> <p>The whole event occurring at regular repeated intervals including now</p>	<p>She <i>writes</i> for a living.</p> <p>She <i>writes</i> three pages every day.</p>
<p>Simple past</p>	<p>The whole event completed in a specifically stated or understood past time</p>	<p>He <i>wrote</i> a story last year.</p>
<p>Simple future</p>	<p>Prediction or promise that a completed event will happen at a stated or understood future time</p>	<p>She <i>will write</i> to you next week.</p>

⚠ In clauses that refer to the future and begin with *when*, *before*, *after*, *until*, or *as soon as*, use the present – not the simple future tense – in the dependent clause.

When she *arrives*, we will begin the meeting.

## B Progressive Tenses

The action is in progress at a specified time in the present, past, or future. Always use the *-ing* form of the main verb with progressive tenses, together with an auxiliary or auxiliaries (such as *was* or *will be*).

Tense	Explanation	Example
Present progressive 	Action in progress right now – possibly temporarily	He <i>is writing</i> a letter of complaint.
Past progressive 	Action in progress at a specific time or event in the past or for a duration of time in the past	They <i>were writing</i> e-mail messages when I arrived.
Future progressive 	Action predicted to be in progress at a specific time or event in the future	We <i>will be writing</i> our research report next Tuesday.

⚠ Do not use progressive forms with verbs expressing mental activities (such as *believe*, *know*, *understand*, *like*, *hate*, *taste*, *smell*, *need*, and *prefer*), or states (such as *own*, *include*, and *seem*). Use the simple forms instead. (For more details, see Troublespot 7, item A3.)

### Exercise 1

Find and correct errors in the use of simple or progressive tenses in the following sentences.

freezes

**Example:** The pond ~~is freezing~~ over every winter.

1. In 2001, a disaster was occurring in New York City.
2. When I saw the farmer, he dug a big hole for a pond.
3. Students usually are preferring short-answer tests to essay tests.
4. The audience was cheering the band loudly the whole time they played the encore.
5. He was not understanding you while you spoke.
6. As I write this, the wind picks up speed.

## C Perfect Tenses

Perfect tenses indicate that an action has been completed (or *perfected*) before a known or specified time or event. Form perfect tenses with the appropriate form of the *have* auxiliary, followed by the past participle form of the main verb.

Tense	Explanation	Example
Present perfect 	Action was completed some time before now, but the time in the past is not known or is not important. What is important is the connection to <i>now</i> .	She <i>has written</i> several short stories.
Past perfect 	Action was completed before a specified time or event in the <i>past</i> .	He <i>had written</i> only one essay when he enrolled in college.
Future perfect 	Action is predicted to be completed by a stated time or event in the <i>future</i> .	He <i>will have written</i> the essay by tomorrow morning.

## D Perfect Progressive Tenses

Perfect progressive tenses indicate that an action is in progress before a known or specified time or event. Time expressions with *since* and *for* are frequently found with these tenses. Form the perfect progressive tenses with the appropriate form of the *have* auxiliary, followed by *been*, and the *-ing* form of the main verb.

Tense	Explanation	Example
Present perfect progressive 	Action continues from past until present; length of duration of action from past to present is usually indicated.	She <i>has been writing</i> her essay for five hours.
Past perfect progressive 	Action lasts a stated length of time and ends at a specific time or event in the past.	He <i>had been writing</i> for two hours when his computer crashed.
Future perfect progressive 	Length of action and the future time marking the end of the action are both stated.	By July 4, they <i>will have been writing</i> the report for five weeks.

### Exercise 2

In the following passage, several complete verbs have been underlined. For each one, refer to the charts in items A–D and indicate which tense is used and why.

I think that big families offer<sup>1</sup> their members a lot of support. When a child has done<sup>2</sup> something wrong, there is always someone to turn to. Or if he is feeling<sup>3</sup> upset about a fight with a friend, even if his mother isn't at home, an aunt or a grandmother is always there to comfort him and offer advice. Once, when I was six years old, I fell<sup>4</sup> off my bicycle. I had been riding<sup>5</sup> very fast around the block in a race with my friends. My father was working<sup>6</sup> and my mother was out shopping. But the house was still full of people; my aunt bathed<sup>7</sup> my knees, my grandmother gave me a glass of milk and a cookie, and my uncle drove<sup>8</sup> me to the doctor's office.

### Exercise 3

Complete the following sentences, with any necessary punctuation. Then indicate which tense you used.

**Example:** When my mother called at 9 a.m. yesterday . . .

**Possible answer:** When my mother called at 9 a.m. yesterday, I was still sleeping. (past progressive)

1. By 2050 . . .
2. By the time I reach the age of . . .
3. On New Year's Eve in 1999 . . .
4. . . . have never . . .
5. By the time I went to high school . . .
6. Right now . . .
7. This time next year . . .
8. Yesterday . . .
9. All last Saturday evening . . .
10. Every Sunday . . .

### E Time Clusters and Tense Switches

When you are writing, it is important not to switch time and tenses unless there is a good reason for doing so. Usually, the verb tenses a writer uses in a passage will fit into one of two time clusters: past or present (the future tenses are rarely used throughout a passage of writing, but appear along with present cluster verbs when the context demands). Any time switches should be clear to readers.

1. Learn to differentiate present cluster from past cluster verb tenses and forms. The accompanying chart summarizes the four tense-time relationships and divides them into time clusters of verb forms that can occur in a piece of writing with no switch in time reference.

**The Two Main Time Clusters**

	<b>Past cluster</b>	<b>Present/Future cluster</b>
Simple	wrote	writes/write; will write
Progressive	was/were writing	am/is/are writing; will be writing
Perfect	had written	has/have written; will have written
Perfect progressive	had been writing	has/have been writing; will have been writing

2. Sometimes the tense shift itself is sufficient to help a reader understand that the time reference has changed, especially when a generalization interrupts a past narrative.

**past event: past tense**
**generalization: present tense**

The roller-coaster ride *began*. Goosebumps *are* often a signal of fear,

**past event: past tense**

and I *realized* I was covered in them.

3. Usually, it is necessary for the writer to use a time signal to alert readers to a time switch.

**present tense**
**past tense**
**past time signal**

She *is* happy because she *won* a major chess tournament *last month*.

Note the following time signals.

Past	Present	Future
<i>once</i> (in the past)	<i>now</i>	<i>soon</i>
<i>in</i> (+ past year or month)	<i>at present</i>	<i>next week/month/year</i>
<i>last year/month/week</i>	<i>recently</i>	<i>in</i> (+ future year or month)
<i>... ago</i>	<i>for</i> . . . (+ length of time until now)	
<i>then</i>	<i>since</i> . . . (until now)	
<i>yesterday</i>		

#### Exercise 4

Make corrections to the following summary of an article about Portugal. Make sure the verb tenses are correct and fit into an appropriate cluster.

Tourist agency operators see a bright future for Portugal. They are predicting that it would host 40 million tourists in 2010. Currently, about 12 million tourists are visiting annually. If the forecast had proved correct, Portugal will be among the ten most visited countries. There is plenty there for tourists to do. Portugal offered beautiful beaches and wonderful golf courses. Visitors can enjoy many castles and cathedrals. Portugal also has a long history of making discoveries. In the fifteenth century, explorers have traveled to find new continents. Now, tourists were discovering Portugal for themselves.

## Writing Assignment



Choose one of the following topics.

1. Write three paragraphs describing a well-known person from your country.
2. Write three paragraphs describing someone in your family.

Whichever topic you choose, tell readers the following information about the person:

- who the person is, what the person does, where he or she lives, and what he or she is probably doing as you write
- an event in the past that the person was involved in and that was important to that person
- what the person will do next in his or her life and what he or she may be doing in five or ten years' time

## Editing Advice



Look at all the verbs in your piece of writing, one paragraph at a time, and ask these questions.

Can you identify which time cluster the first complete verb in your writing refers to?

YES

NO

Review item E.

Do the subsequent complete verbs belong to the same time cluster?

YES

NO

Make sure that readers will understand why the switch is necessary. Insert a time signal if necessary.

Do the tenses you have used fit with the time phrases you have included?

NO

Adjust the time phrase or the tense.

## Present Verb Tenses

Present tenses include the simple present, the present progressive, the present perfect, and the present perfect progressive. Do you know which auxiliaries to use to form these tenses? Do you always know when to use each one? This Troublespot will help you decide, for instance, whether to write “She teaches English,” or “She is teaching English.” It will help you determine the difference between “He has written an essay,” and “He has been writing an essay.”

### **A** Simple Present

1. Use the simple present tense (“no -s” form or “-s” form of the verb) to express a permanent truth or generalization.  
Water *turns* to ice when it *freezes*.  
Many elderly people *live* in Florida.
2. Use the simple present tense to describe a habitual action. Some time words associated with this use of the tense are *usually*, *frequently*, *sometimes*, *often*, and expressions such as *every day* or *once a year*.  
She *writes* to her brother once a month.  
The managers *meet* frequently.
3. Certain verbs appear in the simple present even though they are being used to describe a mental activity or physical state that may be in progress at the time of writing or speaking. Do not use the following lists of verbs with a progressive *-ing* form even when the state or activity is in progress in present time.

### Mental Activity Verbs

Senses	Thoughts	Preferences and desires
see	comprehend	need
hear	know	want
smell	believe	prefer
taste	understand	like
		love

The stew *tastes* good with potatoes.

I *believe* doctors will find a cure for the common cold.

The government *wants* to lower taxes.

### Physical State Verbs

Possession	Inclusion	Appearance
have	include	seem
own	contain	appear
belong	comprise	look

The park now *belongs* to the city.

The proposal *contains* complex finances.

The violinists *look* happy in the picture.

4. Use the simple present tense in a dependent clause introduced by *when*, *before*, *after*, *until*, *as soon as*, and *by the time*. Even though the dependent clause has future meaning, use the future tense only in the independent clause.

Dependent clause	Independent clause
As soon as he <i>arrives</i> ,	the meeting <i>will begin</i> .
Before they <i>leave</i> ,	they <i>will learn</i> the good news.

Independent clause	Dependent clause
The meeting <i>will begin</i>	as soon as he <i>arrives</i> .
They <i>will learn</i> the good news	just before they <i>leave</i> .

⚠ Be careful. Putting the dependent clause in the future tense is an easy mistake to make because it clearly has future meaning.

5. Use the simple present tense to refer to what an author has written or to cite an author, even if the author is dead.

In *The Old Man and the Sea*, Hemingway portrays the friendship between an old Cuban fisherman and a young boy.

## Exercise 1

Look at the underlined verbs in the following sentences. State why each of the verbs is in the simple present tense. Refer to the points made in item A: A1, A2, A3, A4, or A5.

**Example:** A1 Actors often work as waiters to earn money.

**Answer:** This is a generalization.

- \_\_\_ 1. A friend of mine always works for a French restaurant from November to February.
- \_\_\_ 2. Waiters usually make enough in tips to help them save.
- \_\_\_ 3. As soon as my friend saves enough this year, he will try to find an acting job.
- \_\_\_ 4. He will be happy when he finds a good role.
- \_\_\_ 5. Clearly, actors lead a stressful life.
- \_\_\_ 6. My friend's brother actually now prefers a waiter's life to the stress of being an actor.
- \_\_\_ 7. He likes the stage but not the uncertainty of an actor's life.
- \_\_\_ 8. Oscar Wilde says of acting, "Man is least himself when he talks in his own person. Give him a mask, and he will tell you the truth."

## B Present Progressive

1. Use the present progressive (*am, is, are + -ing* form of the verb) to indicate an action in progress at the moment of speaking or writing.

The students *are demonstrating* outside the administration building.

The old man *is fishing* from the dock.

**⚠** You must always include a form of the auxiliary verb *be* to form a complete progressive verb.

are  
The birds *are eating* all the berries on the tree.

2. Use the present progressive to indicate that a state or action is temporary.  
She *is staying* in Florida for a few weeks.  
A controversial picture *is hanging* in the new art show.

Note the contrast with a permanent or habitual state or action, for which the simple present is needed:

Whenever she goes to Florida, she *stays* in a beachside motel.  
(habitual action)

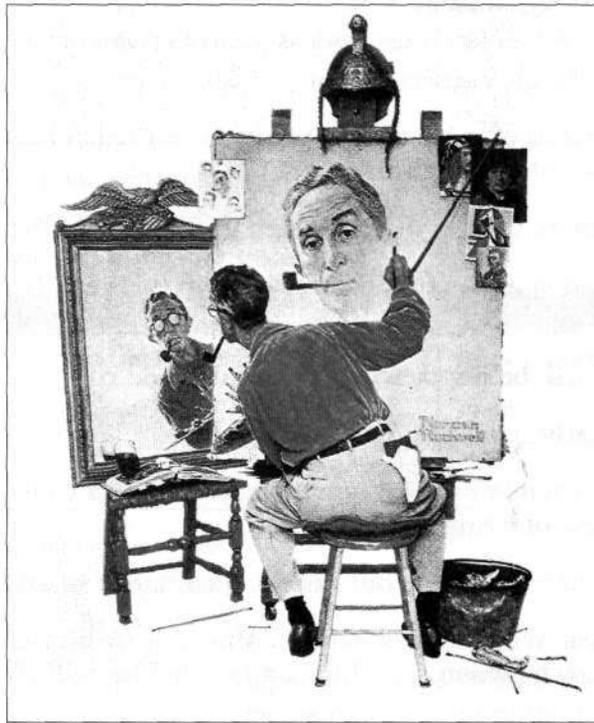
The *Mona Lisa hangs* in the Louvre in Paris. (permanently)

3. Use the present progressive to indicate a planned future event.

The committee *is meeting* next week.

I'm *leaving* for New York on Monday.

### Exercise 2



Write a description of the picture above with enough details so your reader can “see” the picture from your words. Use the present progressive wherever appropriate and include answers to the following questions.

- Who is in the picture?
- What is he doing?
- What is he sitting on?
- What is he wearing?
- What is he holding?
- Where is he looking?

Begin your description with: “I am looking at the painting *Triple Self-Portrait* by Norman Rockwell.”

### Exercise 3

Select either the simple present or the present progressive form for the verbs in parentheses.

**Example:** As far as I can see, the proposal contains (contain) no surprises.

1. Volunteer organizations \_\_\_\_\_ (provide) help for the poor and homeless.

2. Many scientists \_\_\_\_\_ (work) on finding a cure for cancer.
3. I hear that the government \_\_\_\_\_ (develop) plans to raise taxes quite soon.
4. He \_\_\_\_\_ (understand) everything his teacher says.
5. When the party \_\_\_\_\_ (end), everyone will go home by bus.
6. Billy Collins \_\_\_\_\_ (give) a poetry reading next week.
7. He \_\_\_\_\_ (stay) in New York at the Algonquin Hotel until next Thursday.
8. He always \_\_\_\_\_ (perform) very well.
9. He \_\_\_\_\_ (wear) his new winter coat today.
10. Most poets \_\_\_\_\_ (write) a few lines every day.

## **C** Present Perfect

The present perfect tense causes language learners trouble because it includes reference to the past, but its focus is on the connection between a past state or action and the present.

1. Use the present perfect (*has* or *have* + the past participle form of the verb) to indicate something that occurred at an unspecified time in the past and that affects present time. In this case, it is often used with time expressions such as *never*, *already*, *yet*, *frequently*, *several times*, and *often*.  
 I *have* already *seen* that movie.  
 Harry Potter *has* *captured* every child's imagination.
2. Use the present perfect to indicate a recent event, often with the word *just* or *recently*.  
 I *have* just *finished* my homework.  
 She *has* recently *hired* three lawyers.
3. Use the present perfect to indicate that a state or condition that began in the past is still true now. The words *since* or *for* occur with this usage.  
 They *have* *known* each other for a long time.  
 The patient *has* *had* poor vision since last May.

## Exercise 4

In the following adapted passage, H.L. Mencken discusses his job as journalist and book critic. He uses the present perfect to tell about all the things he has done in the previous eight and one-third years. Fill in the blanks with the present perfect tense of the given verbs.

In eight and a third years I have served<sup>(1)</sup> (serve) four editors, not including myself. I \_\_\_\_\_<sup>(2)</sup> (grow) two beards and \_\_\_\_\_<sup>(3)</sup> (shave) them off; I \_\_\_\_\_<sup>(4)</sup> (eat) 3,086 meals; I \_\_\_\_\_<sup>(5)</sup> (make) more than \$100,000 in wages, fees, . . . tips and bribes; I \_\_\_\_\_<sup>(6)</sup> (write) 510,000 words about books and not about books; I \_\_\_\_\_<sup>(7)</sup> (publish) eight books and critics \_\_\_\_\_<sup>(8)</sup> (review) them all favorably; I \_\_\_\_\_<sup>(9)</sup> (have) seventeen proposals of marriage from lady poets.

## D Present Perfect Progressive

Use the present perfect progressive (*have/has + been + -ing* form of the verb) to indicate that an activity that began in the past is still in progress at the moment of speaking or writing, and it may continue into the future. This tense is often used to tell the length of time an activity has been in progress.

*I have been waiting* for fifteen minutes.

*She has been working* at Morgan Stanley since 1999.

## Exercise 5

Write sentences that give readers the information that is indicated. In each instance, use a complete sentence and the present perfect progressive.

**Example:** You – length of time living in your present place of residence (state how many weeks, months, or years)

**Possible answer:** I have been living in San Francisco for five years.

1. You – studying English (use *since* and name the year you first started)
2. You – length of time playing your favorite sport or musical instrument (name the sport or the instrument)
3. Your parents or siblings – living now (name a place and state for how long, or since what date)

- A member of your family – working (name a family member, name where working, and for how long)
- You – length of time working on this exercise

## E The Present Cluster of Active Verbs

The chart shows how all the tenses in the present cluster connect to the idea of present time.

Tense	Verb form	Example	Relationship to now
Simple present	"No -s" form or "-s" form	Smoking <i>causes</i> health problems.	True <b>now</b> and always.
Present progressive	<i>am, is, are + -ing</i> form	The sun <i>is shining</i> .	True <b>now</b> , but only temporarily.
Present perfect	<i>has, have + past participle</i>	He <i>has written</i> five novels.	We can read them <b>now</b> . We are not interested in when he wrote them.
Present perfect progressive	<i>has, have + been + -ing</i> form	Global temperature <i>has been</i> slowly <i>increasing</i> since the 1980s.	A trend begun in the past but continuing without interruption up to <b>now</b> and likely to continue into the future.

### Exercise 6

In the following sentences written by students, correct the errors in verb tenses.

have been working

**Example:** The politicians ~~are working~~ on the plan this whole year.

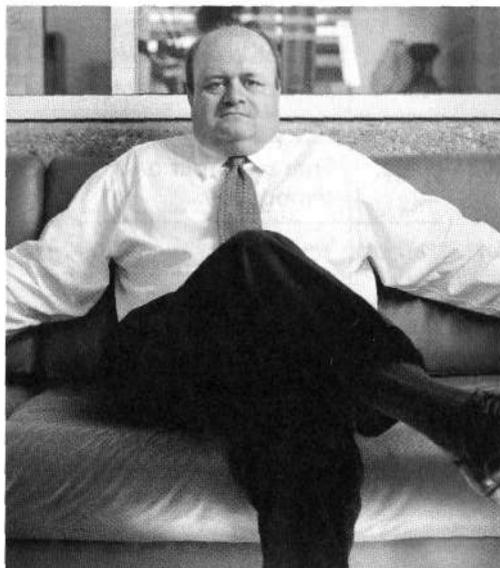
- He is working for Sony since he came to the United States.
- Most of the children in my country are wearing a uniform to school.
- A teacher doesn't want to have students in her class who had caused a lot of trouble.
- In kindergarten, teachers usually are teaching students the alphabet and the spelling of simple words.
- In the picture, the woman who sits in the middle looks like the most powerful member of the family.
- We see a lot of changes in China because right now a lot of people trying hard to educate themselves.
- This is the first time that my brother was in the hospital.
- They are sitting in that restaurant for the last three hours.

9. They will start building a new house as soon as they will get a mortgage.
10. Most people are doing exercises after work.

### Writing Assignment



Choose one of the two people in the photographs below to write about.



Use your imagination to write a paragraph about that person's life now. Include as many details as you can and as you write, practice using all the tenses covered in this Troublespot. Make sure to include the following information:

- where he or she lives and works
- what he or she does as a spare-time activity
- what he or she has done (for instance, something impressive, illegal, fun, or unusual)
- what that person has been doing recently



Look at your piece of writing, underline the complete verb forms, and ask the following questions.

Have you checked every use of the simple present and the present progressive to identify the reason for its use?

**YES**

**NO**

Use items A, B, and E to determine the reason.

If you have used the simple present tense, have you checked the verb for subject-verb agreement (and the -s ending)?

**YES**

**NO**

Turn to Troublespot 12 for more help with this.

If you have used verbs expressing a mental activity or a physical state, have you used them in the simple present tense?

**YES**

**NO**

See item A3.

Have you checked every use of the present perfect and the present perfect progressive to identify the reason for its use?

**YES**

**NO**

Use items C, D, and E to determine the reason.

Have you used a present tense in dependent clauses introduced by such expressions as *when*, *if*, *as soon as*, and *before*?

**NO**

See item A4.

## Past Verb Tenses

Past verb tenses tell readers about actions that took place at a specified time in the past. These tenses include the simple past, the past progressive, the past perfect, and the past perfect progressive. This Troublespot will review how to form these tenses and help you overcome some common problems students have using them. For instance, do you always remember to add the *-ed* ending to the past tense form of a regular verb? Do you know the past form of *choose*, *keep*, and *seek*? Are you always sure when to use *went*, *was going*, or *had gone*? And do you know when to switch between present and past tenses?

### A Simple Past

1. Form the past tense of a regular verb by adding *-d* or *-ed* to the base form of the verb.

watched

On September 11, 2001, people *watch* the events in horror.

2. Always check the past tense forms of irregular verbs, such as *take – took*, *become – became*. (See the Appendix on page 168 for a list of irregular verbs.)

The president *took* office in January.

In 1997, Hong Kong *became* a part of China again.

3. Use the simple past tense to state or imply that an event occurred at a specified time in the past. This tense often occurs with a time phrase indicating past time, such as *yesterday*, *last month*, *in 2002*, and *a few weeks ago*.

They *walked* home last night because they *wanted* some exercise.

George Washington *crossed* the Delaware in 1776.

4. Use the simple past to tell a story about something that happened in the past. In an essay, you will often use this tense when you support a generalization with an example or an incident.

Most people tell white lies, even those who regard themselves as very honest. Only a few days ago, my sister, for example, who is basically a very moral person, *told* our parents that she was going to the library. In fact, she *went* to a party.

### Exercise 1

In the following passage, write the appropriate past tense form of the verb in parenthesis to complete the sentence. Identify each verb as regular (R) or irregular (IR).

**Example:** The Williams sisters had (IR) (have) a phenomenally successful year in 2001.

Venus Williams, with more than twenty tennis titles, is truly a remarkable tennis player. In 1999, her career really \_\_\_\_\_ (1) (take off). She and her sister Serena \_\_\_\_\_ (2) (win) the doubles title at the French Open. Then she and Serena \_\_\_\_\_ (3) (be) the first sisters to be ranked in the Top 10. In that same year, Venus and Serena \_\_\_\_\_ (4) (become) the first sisters to win a singles title on the same day: Venus in Oklahoma City and Serena in Paris. When Venus \_\_\_\_\_ (5) (play) a semifinal match against Steffi Graf in Germany, she \_\_\_\_\_ (6) (serve) twelve aces, one of which \_\_\_\_\_ (7) (occur) at match point. Later in 1999, Venus \_\_\_\_\_ (8) (defeat) Serena in the Lipton final in New York. However, it was not until 2000 that Venus \_\_\_\_\_ (9) (battle) her way to victory at both Wimbledon and the US Open; she then \_\_\_\_\_ (10) (repeat) those victories in 2001. In 2002, Serena \_\_\_\_\_ (11) (take) charge and \_\_\_\_\_ (12) (become) Number 1 in the world.

### B Past Progressive

1. Use the past progressive (*was/were + -ing*) to tell about an action in progress at a specified time in the past.

When I arrived at the party at 9 p.m., everyone *was leaving*. (The leaving was in progress. People were putting on their coats.)

△ A different past tense in the main clause can change the meaning of a sentence. (See item C1 for examples.)

2. Use the past progressive to describe an activity in progress for a continuous period of time in the past.

During the summer, she *was traveling* in Australia.

3. Use the past progressive with *while* to indicate two actions occurring simultaneously over the same period of time in the past.

He *was working* while I *was playing* tennis.

## Exercise 2

Write six to eight sentences about the following scene. Imagine you saw the scene a week ago. Give names to the people and use the simple past and the past progressive where appropriate.

**Example:** While Tom was taking a photograph, Ann was setting up a picnic. Ben was fishing, when Jack fell into the water.



## Exercise 3

Write a sentence beginning with each of the following time signals. Use either the simple past or the past progressive to indicate a completed action or one in progress over time. Compare your sentences with a classmate's and check each other's use of tenses.

**Example:** In 2000 . . .

**Possible answer:** In 2000, Kim Dae-jung won the Nobel Peace Prize.

1. In 2000 . . .
2. While the journalist . . .
3. Two years ago . . .
4. During the race . . .
5. On New Year's Eve in 2000 . . .

6. When the president was sixteen . . .
7. At seven o'clock yesterday . . .
8. When the phone rang . . .
9. As soon as the phone rang . . .
10. While Professor Rodriguez was conducting the experiment . . .

## **C** Past Perfect

1. Use the past perfect (*had* + past participle) to refer to an action completed before another one in the past. Make sure that two past times are indicated: a past event and an event happening before it in the past.

When I arrived at the party at 9 p.m., everyone *had left*. (The room was empty. The leaving happened before the arriving.)

**⚠** Do not use the past perfect for activities occurring so close together in past time that they occur one after the other or are almost simultaneous.

When I arrived at the party at 9 p.m., everyone left. (They saw me and left!)

**⚠** Do not use the past perfect for a single past activity.

Yesterday, the whole class <sup>went</sup> ~~had gone~~ to the library.

2. The past perfect is frequently used in reported speech. (See Troublespot 20 for more on reported speech.)
3. If you specify both the length of the action and the point at which it ended, use the progressive form of the past perfect (*had been* + *-ing*).

He *had been playing* for two hours when he fell and twisted his ankle.

### **Exercise 4**

In the following sentences, insert the simple past or the past perfect tense of the given verbs, along with any other words in parentheses.

1. Shakespeare \_\_\_\_\_ (study) the classics at school in Stratford-upon-Avon.
2. Shakespeare \_\_\_\_\_ (marry) Anne Hathaway in 1582.
3. In 1594, Shakespeare \_\_\_\_\_ (become) an actor and a playwright in London.

4. Shakespeare \_\_\_\_\_ (return) to Stratford after he \_\_\_\_\_ (live) and \_\_\_\_\_ (work) in London for several years.
5. Before he \_\_\_\_\_ (write) his great historical dramas – *Richard II*, and the two parts of *Henry IV*, and *Henry V* – Shakespeare \_\_\_\_\_ (already, write) a series of plays about King Henry VI.
6. Shakespeare's sonnets first \_\_\_\_\_ (appear) in print in 1609; however, many people \_\_\_\_\_ (probably, read) them privately before this date.
7. Shakespeare \_\_\_\_\_ (address) many of his early sonnets to a young man.
8. When \_\_\_\_\_ (the students in your class, last, read) a work by Shakespeare?

## **D** Past Time Structures: *Used to* and *Would*

1. Use *used to* + base form to tell about a regularly repeated occurrence in the past, such as a habit or custom that no longer takes place in the present.

When I lived in China, I *used to walk* three miles to school every day.  
I *used to smoke*, but I gave it up three years ago.

**△** *Used to* can also occur after a form of the verb *be*. *Be used to* means *be accustomed to*. When it has this meaning, use the *-ing* form of the verb that follows.  
*Jennifer is used to studying* late and *getting* very little sleep.

2. *Would* + base form is similar in meaning to *used to* + base form. It is often used to indicate a series of events in the past that have taken place many times. In an extended narrative, it is not unusual to begin with *used to* and continue with *would*.

When I lived in China, I *used to walk* three miles to school every day.  
I *would get up* at 5 a.m. and *would take* my breakfast bowl with me.

### **Exercise 5**

In the following passage, insert appropriate past tense forms of the verbs in parentheses or use past time structures with *used to* or *would*. Add auxiliaries wherever necessary.

When I \_\_\_\_\_ (1) (be) a little girl, my mother \_\_\_\_\_ (2) (take) me to my grandmother's house and I \_\_\_\_\_ (3) (spend) all day with her and my cousins. We \_\_\_\_\_ (4) (play) together and \_\_\_\_\_ (5) (have) a lot of fun. One day, while we \_\_\_\_\_ (6) (play) by the river, my cousin \_\_\_\_\_ (7) (try) to catch a butterfly. His foot \_\_\_\_\_ (8) (slip) and he suddenly \_\_\_\_\_ (9) (disappear) under the water. My grandmother \_\_\_\_\_ (10) (have) to jump in and pull him out. Afterwards, my grandmother \_\_\_\_\_ (11) (tell) us that she \_\_\_\_\_ (12) (never, swim) before.

### E The Past Cluster of Active Verbs

The following chart summarizes the past cluster of active verbs that commonly occur together when you write about past time.

Tense	Verb Form	Example
<b>Simple past</b> Statement	-ed ending (regular verb)	Van Gogh <i>moved</i> to Arles in 1889.
Question, negative, and emphatic	<i>did (not) + base form</i>	He <i>did not move</i> to Marseilles.
<b>Fast progressive</b>	<i>was/were + -ing form</i>	Van Gogh <i>was living</i> in Arles when Gauguin visited him.
<b>Fast perfect</b>	<i>had + past participle</i>	When he moved to Arles, he <i>had</i> already <i>met</i> many French painters.
<b>Fast perfect progressive</b>	<i>had been + -ing form</i>	He <i>had been painting</i> for ten years before he died.

### Exercise 6

The following passage uses verb forms of the present-future cluster. Rewrite the passage using the past cluster and underline each verb you change. Begin with this sentence:

Last semester, most of the students in my courses were extremely busy. . . .

Most of the students in my courses are extremely busy. They are taking four or five courses at the same time, and many of them work at part-time or even full-time jobs as well. When they arrive home, they want to go to sleep, but instead they have to do all their homework assignments. Many of them live with their parents, so they are also sharing a room and a desk with brothers and sisters. It's difficult for them to find a quiet place to study; instead, they have to listen to loud music and conversations while they are trying to write an essay. In spite of all these problems, they all manage to hand in their assignments on time.

## Writing Assignment



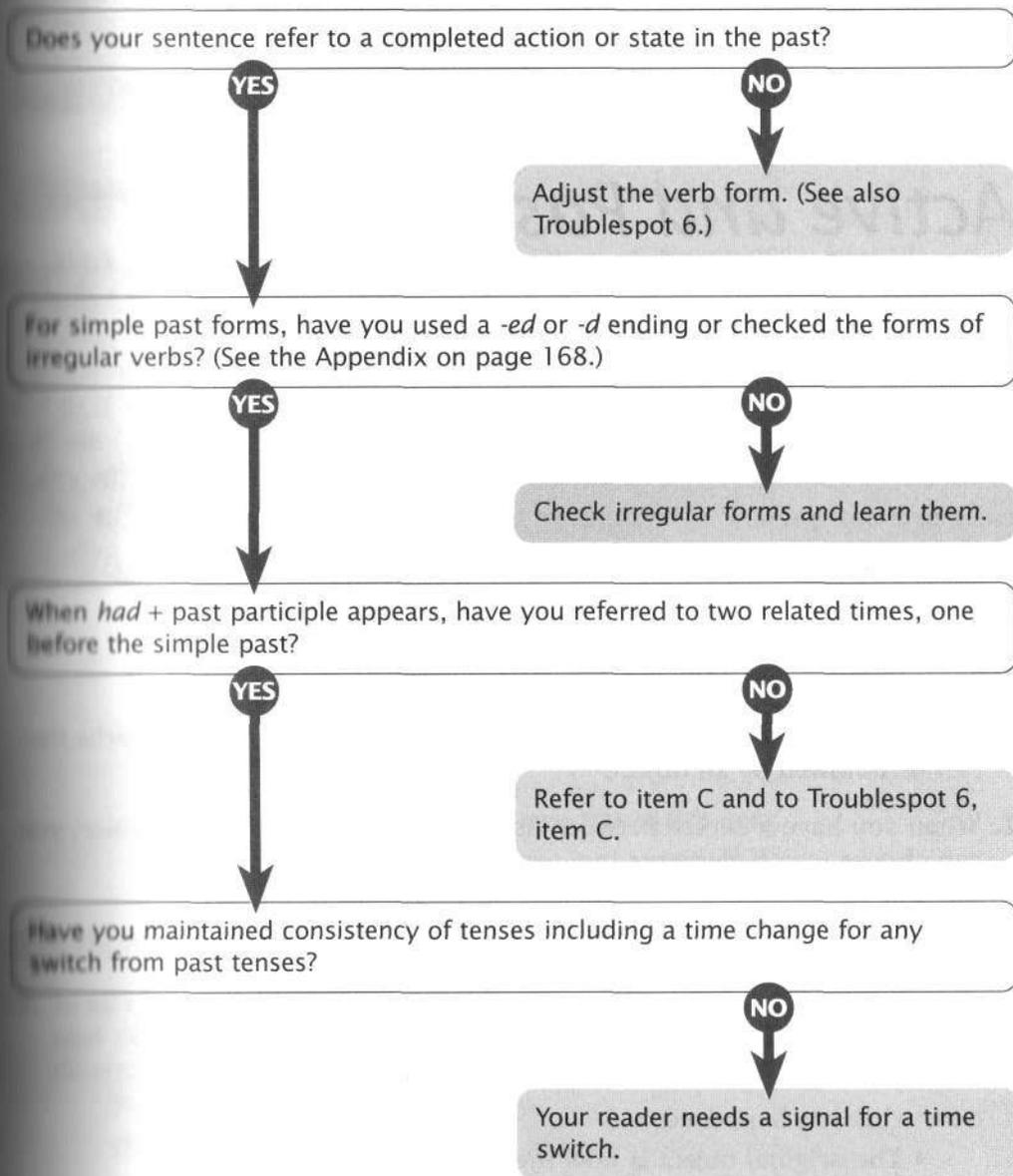
Write a paragraph giving an example or examples that support one of the following generalizations. Complete the paragraph using past cluster verbs. Choose one of the following beginnings.

1. Our world is continually becoming more technologically challenging with its computers, cell phones, household machines, DVDs, and other electronic devices. For instance, just in the last few weeks . . . (Describe your own or someone else's experiences with complex technology.)
2. The generation gap plays a role in every family. In my own family, for example, a while ago . . . (Describe a situation in which parents and children disagreed.)

## Editing Advice



To check your past cluster verb forms (active voice), ask the following questions about your piece of writing.



## Active and Passive Voice

Do you always know when to write “The treaty was signed,” or “The heads of state signed the treaty”? The former uses a verb in the passive voice; the latter uses an active voice verb. The passive voice tends to be used more frequently in writing than in speaking, and it is especially common in reporting and in technical or scientific writing. In academic writing in the humanities, however, avoid overusing the passive as it tends to give a flat and heavy effect to a piece of writing. Use this Troublespot to learn when and how to use the active or the passive voice.

### A The Differences between Active and Passive Voice

1. The passive voice can only be used with transitive verbs, that is, verbs that can be followed by an object.
2. When you have a choice between using the active or the passive voice, you can choose which elements in a sentence you want to emphasize.

The following sentence contains a verb in the active voice.

subject	active verb	object
Frank Lloyd Wright	designed	the Guggenheim Museum.

You can change the emphasis by rewriting the sentence like this:

The Guggenheim Museum *was designed* by Frank Lloyd Wright.

Note what has happened.

- The original object is now the subject of the new sentence.
  - A tense form of *be* has been added, followed by the past participle of the main verb.
  - The original subject appears at the end of the sentence with the preposition *by* in front of it.
3. Some passive voice verbs have no active equivalent.  
Wright *was born* in 1869.

4. Some transitive verbs have no acceptable passive transformation.

He has a big house.

A big house is had by him.

⚠ Some intransitive verbs such as *happen*, *appear*, *exist*, *occur*, *belong*, and *die* seem as if you can use them in the passive. However, you can use them only in the active voice.

The celebration was happened last Tuesday.

### Exercise 1

Mark (✓) next to the sentences below that can be rewritten in the passive voice. Mark (X) next to the sentences that cannot be in the passive voice.

- \_\_\_ 1. An off-duty officer arrested two young teens.
- \_\_\_ 2. An interesting event occurred last week.
- \_\_\_ 3. The groom carried the bride over the threshold.
- \_\_\_ 4. The lecturer tried to explain the theorem.
- \_\_\_ 5. Some young researchers conducted an innovative study of heart disease.
- \_\_\_ 6. The voters persuaded the candidate to place farm subsidies on the agenda.
- \_\_\_ 7. She has worn that hat only twice.
- \_\_\_ 8. Several difficult problems have arisen this year.

### B Forms of the Passive

1. In all clauses with a passive voice verb, use a form of *be*, followed by the past participle form of the main verb. Note that the form of *be* will be determined by the tense or by any modal auxiliary phrase preceding it.

The computer *was repaired* last week.

The VCR should have *been repaired* by now.

2. Recognize and use the passive equivalents of active voice tenses. Note that there are no passive equivalents for the present perfect progressive, past perfect progressive, future progressive, and future perfect progressive.

**Active**

- They paint the house every three years.
- They painted the house last year.
- They will paint the house next year.
- They are painting the house now.
- They were painting the house all last week.
- The have just painted the house.
- They had just painted the house when the roof collapsed.
- They will have painted the house by next Tuesday.
- They need to paint the house. (infinitive)

**Passive**

- The house *is painted* every three years.
- The house *was painted* last year.
- The house *will be painted* next year.
- The house *is being painted* now.
- The house *was being painted* all last week.
- The house *has just been painted*.
- The house *had just been painted* when the roof collapsed.
- The house *will have been painted* by next Tuesday.
- The house *needs to be painted*. (passive infinitive)

3. When appropriate, use a modal auxiliary with the passive voice. (See Troublespot 10.)

The house *should be painted*.

The house *might have been painted* last year; I'm not sure if it was.

**Exercise 2**

Read the following passages, and underline the complete forms of the passive verbs. The first one has been done for you.

1. If the nations of the world take immediate action, the destruction of the global environment can be slowed substantially. But . . . even if fossil-fuel emissions are cut drastically, the overall level of carbon dioxide in the atmosphere will still increase – along with the likelihood of global warming. Even if toxic dumping is banned outright and that ban is strictly enforced, some lakes and aquifers will be tainted by poisons that have already been released. (Philip Elmer-Dewitt, "Preparing for the Worst.")
2. There have been fewer studies of male speech style [than female speech style], reflecting a tradition that sees female speech as the 'special' variety; and a separate label for the male style is not often used. But the style can be clearly defined, and is heard in contexts where traditional notions of masculinity are to be found (assertiveness, toughness, etc.). By no means is all male language distinctive, however: as in the case of women, sex-neutral speech will often be used, and on occasion there may be the use of feminine features, as signals of gentleness or consideration. (David Crystal, "Japanese Male and Female Speech" in *The Cambridge Encyclopedia of Language*.)

3. Women have traditionally entered occupations that are thought to be particularly difficult to organize: jobs in small shops in which women were isolated from other female workers; clerical, secretarial or health-care jobs that replicate the patriarchal family structure; jobs that are seasonal, part-time, or temporary. And women themselves have been thought to be particularly difficult to organize. Much of their socialization as females has encouraged them to be passive rather than active. (Ruth Sidel, *Women and Children Last: The Plight of Poor Women in Affluent America.*)

### Being and Been

1. Language learners sometimes confuse the forms *being* and *been* because both are used in passive voice verbs and because pronunciation can blur a clear distinction. Remember the following:

*Being* is used after forms of *be* for passive voice verbs only.

*Been* is used after forms of *have* for verbs in both active and passive voice.

2. Learn these patterns:

(*be*) + *being* + past participle (passive)      He *is/was being* questioned.

(*have*) + *been* + past participle (passive)      He *has been* taken to the hospital.

(*have*) + *been* + -ing (active)      He *has been* working hard all day.

### Exercise 3

Complete each sentence with a form of the verb in parentheses that includes either the auxiliary *been* or *being*.

**Example:** My computer is being fixed (fix) even as we speak.

1. The old computers \_\_\_\_\_ (replace). The technicians should be finished by tomorrow.
2. The old computers \_\_\_\_\_ (replace). The technicians just finished the job an hour ago.
3. Many folk remedies \_\_\_\_\_ (use) in the last few years in an attempt to cure serious diseases. A few of them seem promising.
4. They \_\_\_\_\_ (skate) all morning, so now they are ready for lunch.
5. The buildings \_\_\_\_\_ (spray) with water to prevent them from catching fire in the heat. The technique seems to be working.
6. The polls have just closed. The election \_\_\_\_\_ (win) by a very small margin.

7. A clever advertisement \_\_\_\_\_ (promote) the safety of the car ever since the recent series of accidents.
8. All last year, my data \_\_\_\_\_ (steal) by a computer hacker working on a rival project.

## **D** Uses of the Passive

Do not overuse the passive voice, as it can make your writing seem flat and dull. But be aware of those instances when the passive is either preferred or necessary.

1. Use the passive when it is not important to mention the human doer of the action – sometimes called the *agent*. In this case, the agent is not even stated in the sentence.

Coffee *is grown* in Brazil.

When gold *was discovered* by people in the area, new towns sprang up overnight.

If you want to focus on the human doer of an action – the agent – then the active voice is often preferable to the passive.

Two prospectors *discovered* gold in the area.

~~Gold was discovered in the area by two prospectors.~~

2. The passive is often used in scientific writing, partly because we are not interested in who did an action, but in what happened.

The experiment *has been performed* several times with similar results.

3. Use the passive when the stated agent is a thing and not a person.

The clock *is set* by the computer's mechanism.

~~The computer's mechanism sets the clock.~~

4. Use the passive in contexts in which you prefer not to identify the agent or the agent is unknown.

Jewelry worth \$500,000 *was stolen* from the Hotel Eldorado late last night.

He *was promoted* to vice president a month ago.

5. Use the passive when you want to emphasize the action itself.

In the 1980s, many tall buildings *were built* in the middle of the city.

6. When you can use the subject or object from the previous clause as the subject of the next clause, it is often preferable to do this (even though the clause has to be in the passive) rather than name a new subject and make your writing change direction too suddenly.

They *were*

In the 1980s, many skyscrapers appeared in the city. ~~The city planners~~ *built* them to provide more office space.

That old family heirloom *had been made* by her father.

She stared at the chair. ~~Her father had made that old family heirloom.~~

7. Some transitive verbs such as *give, hand, send, show, sell, offer, tell, pay, pass, teach, and ask* take both a direct and an indirect object.

You can make either the direct or indirect object the grammatical subject of a passive sentence. The one you choose will depend on the context – in other words, on such factors as which noun has already been mentioned or which one you want to emphasize.

They gave a long report to the president.

A long report *has been given* to the president.

The president *has been given* a long report.

#### Exercise 4

The following sentences all have a very general subject. Rewrite the sentences using the passive voice so that you emphasize the action and not the vague agent *they* or *someone*. Retain the time reference and tense that the original sentence expresses.

**Example:** They have translated the book into fourteen languages.

**Answer:** The book has been translated into fourteen languages.

1. They have made a lot of changes in the curriculum.
2. They have canceled some popular courses.
3. They grow a lot of rice in Japan.
4. They are questioning the suspect right now.
5. They will revise the budget within the next few months.
6. Someone has changed the settings on this computer to make it more efficient.
7. Someone should have audited the accounts long ago.
8. They passed new tax laws a year ago.

#### Exercise 5

Rewrite the following paragraph, adapted from a *New York Times* article, changing verbs from the active to the passive voice wherever you think it is appropriate. More than one answer may be possible.

Mood changes are said to have a physiological basis in the brain. As a result, scientists are studying these changes. Because people believe that mood changes are affected by the level of serotonin in the brain, researchers have conducted a study to determine what factors affect the level of serotonin. The blood of a large number of volunteers was taken throughout the year. Researchers then analyzed the blood to see when the amount of serotonin was highest and lowest. Researchers found that sunlight affected the level of serotonin, but it was not affected by

temperature, air pressure, or amount of rain. Researchers have also noted an increase in depression with reduced sunlight. Consequently, scientists have named this depression “Seasonal Affective Disorder,” although people often just call it “winter blues.”

### Exercise 6

Use an encyclopedia to answer the following pairs of questions. You can respond by using one sentence or two. Use the passive voice in your response.

**Example:** When were X-rays discovered? Who were they discovered by?

**Answer:** X-rays were discovered in 1895 by W. C. Roentgen.

1. When was the Eiffel Tower built? Who was it designed by?
2. When was the Brooklyn Bridge built? Who was it designed by?
3. When was the telephone invented? Who was it invented by?
4. When was the United States Constitution drawn up? How many states was it ratified by?
5. When was the Great Wall of China begun? Why was it built?
6. When was radium discovered? Who was it discovered by?
7. When was the Berlin Wall demolished? Why was it erected in the first place?
8. When was Abraham Lincoln assassinated? Who was he assassinated by?
9. When was the steam engine invented? Who was it invented by?
10. When was *Crime and Punishment* written? Who was it written by?

### Exercise 7

Use an encyclopedia and look up the entry for *Titanic*. Find five passive verb forms and write the whole sentence in which the passive voice occurs. Explain why you think the writer chose the passive voice in each instance.



Choose one of the following topics.

1. Imagine that you are an inanimate object. Write about what is done to you and with you in the course of a day. Do not tell your readers what object you are. Let them guess.

**Example:**

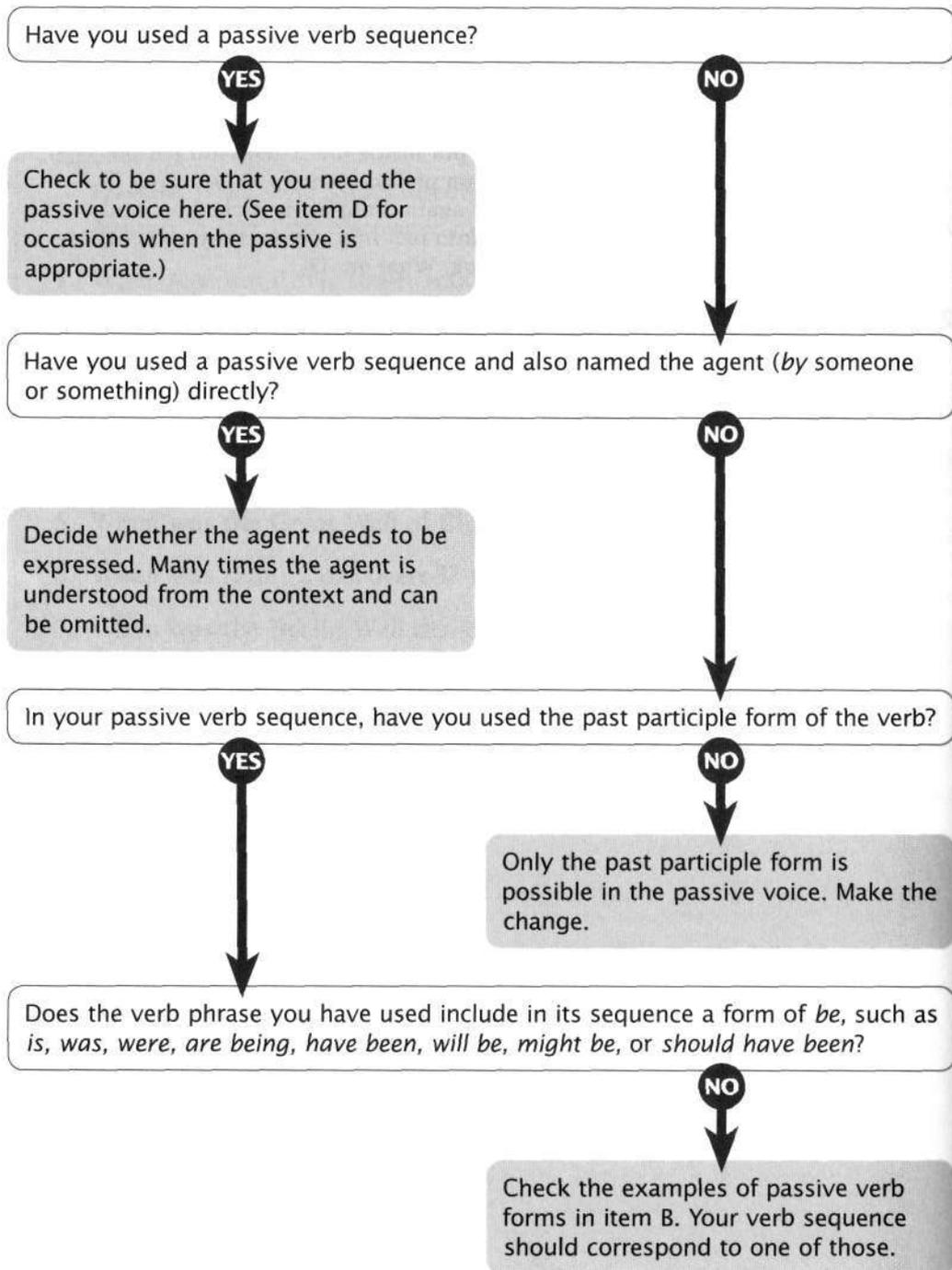
I am made of china. I am kept on a shelf in the kitchen. I am used every day. Leaves and hot water are put inside me. Then I am left on the table for a while. Afterwards, I am picked up and the hot water is poured out of me. Wait. Here we go again. I am being picked up, and leaves and hot water are being put into me. In a moment my contents are going to be poured out and drunk. What am I?

2. Write a past tense description of an observed activity, such as a video game, a household chore (for example, cleaning out the basement), or a task such as changing a bicycle tire. Emphasize what is done rather than who is doing it. Use the passive voice whenever appropriate.

## Editing Advice



When you want to examine whether a verb in the passive voice is accurate and appropriate, ask these questions.



## Modal Auxiliaries

When you use a verb, you give information about time. In addition, you can provide more shades of meaning, such as whether the action or state is advisable, possible, probable, necessary, and so on. In order to give more shades of meaning, use modal auxiliaries (the word *modal* is related to the idea of mood): *will, would, can, could, shall, should, may, might, and must*. In conversation, modals have many different uses such as to make polite requests (*Could you . . . ?*) or to request permission (*May I . . . ?*). However, in this Troublespot we will mainly focus on the most common uses of modals in writing.

### ▲ Form of Modals

1. Never add an *-s* ending to a modal auxiliary. Modals do not change form to show number or person.

I *can* swim.

He *can* swim.

They *can* swim.

2. Always use the base form of the main verb or auxiliary (*be* or *have*) after a modal auxiliary, whether present or past, active or passive.

We *must* leave now.

The letters *should have* been mailed last week.

▲ Never insert the word *to* between a modal auxiliary and the following verb or auxiliary:

She *can* ~~to~~ sing well.

I *must* ~~to~~ finish my essay.

3. Modal auxiliaries are used with the negative *not*, which always follows the modal even when there are other auxiliaries (*be* or *have*) present.

We *must not* leave now.

The letters *should not* have been mailed last week.

In conversation and in informal writing, some modals are often abbreviated: *cannot* = *can't*; *will not* = *won't*; *would not* = *wouldn't*; *should not* = *shouldn't*.

⚠ *Can* combines with *not* to form the new word *cannot*; therefore, if you are not using contractions in your writing, write *cannot* instead of *can not*.

## B Modals Expressing Ability

1. Use *can* to express a physical ability or skill and *can't/cannot* to express a lack of ability or skill.

They *can* speak French.

She *can't* swim very well.

2. Use *could* to express a past ability and *could not* (often abbreviated to *couldn't*) to express a lack of ability.

When they were little, they *could* also speak Arabic.

She *couldn't* reach the cookie jar.

3. The use of *could have* + past participle refers to a past situation in which the ability for something to happen existed, but the opposite happened.

He *could have* won. (But he didn't; he lost.)

## C Modals Expressing Degrees of Possibility

1. To express varying degrees of possibility, several different modal verbs are used.

unlikely ———— *cannot* ———— *may/might/could* ———— *should* ———— *must* ———— highly likely

2. To express impossibility or near impossibility, use *can't/cannot*.

The data are wrong, so the results *can't* be correct.

3. To express low possibility, use *may/may not*; *might/might not*; or *could/could not*.

Although the researchers have had problems with the experiment, results *may* (*might/could*) be available by the end of the year.

⚠ Note the difference between *may be* and *maybe*. *May be* is a modal auxiliary + base form of *be*; *maybe* is an adverb meaning "perhaps."

There *may be* a storm.

He *may be* working now.

*Maybe* profits will increase.

He could *maybe* take over the whole company.

4. To express moderate possibility, use *should/should not*.

They are coping with the problems, so results *should* be available by the end of next month.



## D Modals Expressing Advisability

1. To express whether something is a good idea or not, use *should* or *should not* (usually abbreviated to *shouldn't*).  
Job hunters *should* send in a resume.  
People with fair skin *shouldn't* stay out in the sun for too long.
2. To express an advisable action that did not occur in the past, use *should have* + past participle.  
We *should have* sent some flowers. (But we did not.)
3. To express a past action that was not advisable, use *should not have* + past participle.  
We *shouldn't have* spoken so rudely to the principal. (But we did.)

⚠ In speech, *should have* is often reduced to *should've*.

We *should've* sent some flowers.

Do not let the pronunciation of 've and its similarity to *of* confuse you into making a common mistake in writing:

*have*  
We should ~~of~~ left earlier.

## E Modals Expressing Necessity and Lack of Necessity

1. To express necessity, use *must* or the more frequently used phrasal alternative *has/have to*.  
They *must* hand in the report at the end of the month.  
They *have to* hand in the report at the end of the month.
2. To express lack of necessity, use the phrasal alternative *do/does/did not have to*.  
The essay *does not have to* be long.  
They *didn't have to* take the test until later.

⚠ The negative form *must not* expresses a prohibition, not a lack of necessity.

You *must not* use ink to mark your answers on the form.

3. To express a necessity in the past, use *had to*.  
Last month, they *had to* prepare for the oral examination.

## Exercise 2

Rewrite the following sentences. Use modal verbs expressing advisability, necessity, lack of necessity, or prohibition, as appropriate. Underline the modal phrase in your sentence.

**Example:** It is necessary for all police officer candidates to pass a physical fitness examination.

**Answer:** All police officer candidates must pass a physical fitness examination.

1. Last summer, it was necessary for her to move because her company opened a new office in Texas.
2. It would have been advisable for them to have promoted her (but they did not).
3. It is not a good idea for serious students to party all night every night.
4. There is no necessity for you to bring any food to the party.
5. It was not a good idea for the journalist to attack the mayor along with his policies.
6. It is necessary for you to leave as early as you can.
7. It is a good idea for candidates to send in an online résumé.
8. Dogs are prohibited from swimming in the wading pool.

## Exercise 3

Find a job advertisement in a newspaper. Write answers to the following questions, using modal verbs. Organize your answers into one or two paragraphs.

- What is it necessary for a candidate to do to apply for the job?
- What advice would you give to someone applying?
- What skill should/must a candidate have?
- What experience should a candidate have had in the past?

## F Phrasal Alternatives to Modal Auxiliaries

Alternatives exist to some modal verbs. Learn these common alternatives.

Meaning	Modal auxiliary	Phrasal alternative	Example
certainty/intention	<i>will</i>	<i>be going to</i>	She <i>is going to</i> look for a new job.
ability	<i>can</i>	<i>be able to</i>	He <i>was not able to</i> finish the report.
advisability	<i>should</i>	<i>had better, ought to</i>	We <i>had better</i> arrive on time. They <i>ought to</i> work harder.
necessity	<i>must</i>	<i>have to, have got to, be supposed to</i>	A researcher <i>has to</i> cite all sources.
past necessity		<i>had to</i>	He <i>had to</i> get a new passport last year.
lack of necessity		<i>do not have to</i>	Teachers <i>do not have to</i> work in the summer.

### Exercise 4

Explain the difference in meaning in the sentences in the following groups. Suggest a situation in which each sentence might be used.

**Example:** a. Sheila had to go to the dentist.

b. Sheila should have gone to the dentist.

**Answer:** a. It was necessary for Sheila to go to the dentist because she had a severe toothache.

b. Sheila never went to the dentist even though she needed to go.

- You mustn't use the computer.
  - You don't have to use the computer.
- You should send in a photograph.
  - You have to send in a photograph.
- His experimental results might be challenged.
  - His experimental results must be challenged.
  - His experimental results should be challenged.
  - His experimental results should have been challenged.
- She should have saved a lot of money.
  - She might have saved a lot of money.
  - She must have saved a lot of money.
  - She didn't have to save a lot of money.
  - She had to save a lot of money.

5. a. She had to see a therapist.
- b. She had better see a therapist.
- c. She didn't have to see a psychiatrist.

### Exercise 5

Write to your imaginary robot. Write a series of instructions, suggestions, advice, warnings, and reprimands (things the robot *should have done* or *should not have done*). Use modal auxiliaries and phrasal alternatives to modals.

**Examples:**

Dear Roger Robot:

You will do my laundry every Monday and Thursday.

You should make coffee at 8 a.m.

### Writing Assignment



Write a paragraph on **both** of the following topics. Work with a classmate to generate ideas before you begin to write.

1. Write a paragraph in which you speculate about what your life and life on this planet might be like twenty years from now. Tell your readers what you predict. Describe in detail what you think *might*, *may*, *should*, *will*, and *must* happen.
2. Write another paragraph in which you imagine an alien visiting our planet today, observing our life, and speculating about what humans did in the past and what they should or must do now. Write sentences such as, "They should have taken better care of their air quality."

## Editing Advice



To check your use of the nine modal auxiliaries or phrasal alternatives in a piece of writing, ask the following questions.

Does each modal auxiliary you have used appear without an -s ending?

**YES**

**NO**

Modals never add -s even with *he/she/it* subjects.

Is each modal auxiliary followed by the base form of the verb (without *to*)?

**YES**

**NO**

The base form is the only form possible after a modal.

Are you confident that you have chosen the correct modal to express present or past ability, possibility, advisability, or necessity?

**YES**

**NO**

Check items B–E to make sure you have used the correct modal in the appropriate structure.

If you have used a phrasal alternative to a modal, have you checked the pattern in the chart in item F?

**NO**

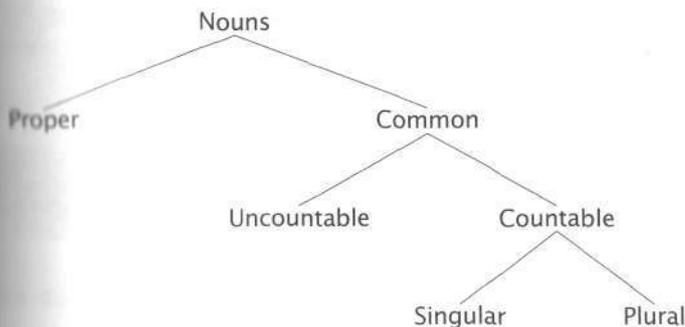
Use the chart in item F to check that the phrase expresses the same meaning as the modal auxiliary.

## Nouns and Quantity Words

There are many more nouns than any other part of speech. Since nouns are of various types in English, you are constantly having to make decisions as you write. For example, you may have to decide if a noun requires a capital letter or not. You may also have to decide if a noun should be in the plural form, and if so, how to form the plural. Most important, in English, you will have to decide if a noun can be counted or not. This distinction can affect much of the grammar of a sentence, including which quantity words can occur with a noun. This Troublespot will help you make these decisions and use appropriate quantity words.

### A Types of nouns

Nouns can be classified as follows:



### B Proper Nouns and Capitalization

1. Use proper nouns for the names of specific people or things, including names of countries, languages, nationalities, cities, oceans, rivers, lakes, mountains, parks, buildings, stores, schools, religions, historical periods and events, styles of art and architecture, months, holidays, and days of the week.

2. Always use a capital letter with a proper noun.

My birthday is in *June*.

*Henry Wright* went to *Columbia University* last *September* to study *French*.

⚠ When a proper noun is accompanied by the definite article *the*, do not capitalize the article unless it is the first word of the sentence or the first word of a title, such as the title of a book or movie.

The *Thames* runs through *London*, past the *Houses of Parliament*.

3. Use a capital letter with adjectives derived from proper nouns.

She is wearing a sari made of *Indian* silk.

⚠ Capital letters are not used for areas of study (unless you name a specific course), relatives (unless you name a specific person), seasons, or centuries.

He finds biology fascinating. She is taking Biology 101 this semester.

My uncle met me after school. I saw Uncle Jack in the diner.

I can't wait for spring.

She was born in the middle of the twentieth century.

4. Nouns that do not name unique one-of-a-kind places, people, or objects are called "common nouns." Do not use a capital letter with a common noun unless it is the first word of a sentence. Most nouns are common nouns. Here are some typical common nouns.

bird house happiness essay computer history

⚠ Do not use a capital letter to emphasize a common noun or to suggest that it is important.

boss assistant raise  
My ~~B~~oss, Mr. Morris, is giving his ~~A~~ssistant a big ~~R~~aise.

## Exercise 1

In the following sentences adapted from *The Cambridge Encyclopedia of Language*, find the proper nouns and capitalize them.

**Example:** Shorthand probably began in ancient greece and rome.

**Answer:** Shorthand probably began in Ancient Greece and Rome.

1. The historian xenophon used shorthand to write the memoirs of the philosopher socrates.
2. Later, a roman, marcus tullius tiro, invented a system to record the speeches made by the great orator cicero.
3. Many people in this period learned shorthand, including julius caesar.

4. In the eighteenth century, because of the industrial revolution, the use of shorthand grew in popularity in business administration.
5. The popularity of shorthand continued to grow in Europe, with the result that over 400 systems exist for the English language alone.

## **C** Countable Nouns and Their Plurals

Countable nouns form one of the two classes of common nouns.

1. A countable noun is a noun that you can count. You can talk about *one*, *two*, *more*, *several*, *many*, *seventeen*, and so on. Countable nouns have a plural form.

a <i>chair</i>	several <i>chairs</i>
one <i>chair</i>	four <i>chairs</i>

**⚠** A few countable nouns occur in the plural form only and cannot be counted. Examples are *clothes*, *pants*, *jeans*, *shorts*, and *pajamas*.

2. The most common way to form a plural countable noun is to add *-s* or *-es*. Add it even when there is a numeral included to signify more than one.

one <i>girl</i>	two <i>girls</i>
a <i>box</i>	some <i>boxes</i>
one <i>match</i>	a lot of <i>matches</i>

**⚠** Many languages do not mark nouns to show they are plural, so it is not uncommon for speakers and writers of such languages to make errors in English, simply forgetting to add *-s* to a countable noun.

	s		s
The two hiker		crossed	three river.
^			^

**⚠** Never add a plural *-s* ending to an adjective:

\*They bought some *specials* gifts.

3. For countable nouns ending in a consonant + *-y*, change the *-y* to *-ies*.

this <i>party</i>	these <i>parties</i>
his <i>family</i>	their <i>families</i>

However, when a vowel precedes *-y*, just add *-s* for the plural form:

one <i>monkey</i>	two <i>monkeys</i>
a <i>toy</i>	several <i>toys</i>

4. Add *-es* to countable nouns ending in a consonant + *-o*. For countable nouns ending in *-f* or *-fe*, change the *-f* to a *-v* and add *-es*.

one <i>potato</i>	two <i>potatoes</i>
a <i>wife</i>	several <i>wives</i>

5. Some countable nouns have highly irregular plural forms and do not end in -s.

one man	two <i>men</i>
a child	many <i>children</i>
one mouse	three <i>mice</i>
that tooth	those <i>teeth</i>
one foot	two <i>feet</i>
a person	some <i>people</i>

Use your dictionary to check any plural forms that you are not sure of.

6. Very rarely, you need an apostrophe before the -s to form the plural. You do this only when you form the plural of a letter of the alphabet or the plural of a word referred to as a word rather than the concept it represents.

I like to get *Q's* in Scrabble.

This paragraph has too many *and's* in it.

⚠ In all other cases, an apostrophe with a noun signals possession, not number.

## Exercise 2

Give the plural form of the following nouns. Use a dictionary to check your answers. Do not rely on general patterns; these often have exceptions.

**Example:** foot

**Answer:** feet

- |          |            |
|----------|------------|
| 1. house | 6. belief  |
| 2. mouse | 7. comedy  |
| 3. hoof  | 8. donkey  |
| 4. woman | 9. radio   |
| 5. thief | 10. tomato |

## D Uncountable Nouns

Uncountable nouns form the second of the two classes of common nouns.

1. Uncountable nouns are used for nouns describing a mass, a natural substance, food, an abstract concept, a game, a disease, or a subject of study. Some examples follow.

A mass: *clothing, equipment, furniture, garbage, homework, jewelry, luggage, machinery, money, scenery, traffic, transportation*

A natural substance: *air, blood, coal, copper, cotton, hair, heat, ice, iron, silver, water, wood, wool*

Food: *bacon, beef, bread, coffee, milk, rice, sugar*

An abstract concept: *advice, courage, education, fun, happiness, health, honesty, information, knowledge, success*

A game: *checkers, chess, soccer, tennis*

A disease: *arthritis, diabetes, influenza, measles, smallpox*

A subject of study: *biology, economics, history, physics, statistics*

⚠ Countable and uncountable nouns vary from language to language. Japanese, for example, makes no use of the countability concept. Also, nouns that are uncountable in English, such as *furniture, information, and hair*, may be countable in other languages.

2. Uncountable nouns have no plural form. You can use nouns such as *pieces, items, or bits* to indicate exact quantities.

She took a great deal of *luggage* on her trip. (singular; uncountable)

She took ten *pieces* of *luggage* on her trip.

(*Luggage* has no plural form; the countable noun *piece* is used to indicate the number of items.)

⚠ Note that even the uncountable nouns that end in *-s* in the list in item D1 (such as *diabetes* and *physics*) are singular and uncountable.

3. Some nouns can be considered as countable or uncountable, depending on the context. Used as an uncountable noun, they refer to the concept in general; used as a countable noun, they refer to a particular one.

Uncountable: *Chocolate* is fattening.

(All chocolate: generalization about a mass noun.)

Countable: He ate a *chocolate*.

(One piece, one serving in a box of chocolates.)

He ate four more *chocolates*.

Uncountable: *Life* is precious. (Generalization: life as a concept.)

Countable: She leads a busy *life*.

(Specifically the type of life she leads is a busy one. It could be a boring life, a dangerous life, and so on.)

People say that a cat has nine *lives*.

### Exercise 3

In the context of each of the following sentences, adapted from *Panati's Extraordinary Origins of Everyday Things*, indicate in the spaces after the nouns whether they are countable (C) or uncountable (U).

Levi Strauss came to California in the 1850s during the Gold Rush to make clothes for the miners (\_\_\_\_<sub>(1)</sub>). He knew that they would wear out their clothes quickly, so he made them out of canvas (\_\_\_\_<sub>(2)</sub>), which was used at the time to make tents (\_\_\_\_<sub>(3)</sub>). Later, he replaced the canvas with denim (\_\_\_\_<sub>(4)</sub>), a softer fabric (\_\_\_\_<sub>(5)</sub>) originating from the city of Nîmes in France. In Europe this fabric was known as “*serge de Nîmes*” and because of the way (\_\_\_\_<sub>(6)</sub>) it was pronounced, it came to be known as *denim* in America. Strauss began to dye the miners’ pants blue so that stains (\_\_\_\_<sub>(7)</sub>) would not show, and this color increased their popularity (\_\_\_\_<sub>(8)</sub>). To achieve a snug fit (\_\_\_\_<sub>(9)</sub>), cowboys (\_\_\_\_<sub>(10)</sub>) would soak them in water (\_\_\_\_<sub>(11)</sub>), then put them on and lie in the sun to shrink the material (\_\_\_\_<sub>(12)</sub>) as it dried.

## E Quantity Words

- Some quantity words can be used only with uncountable nouns, with countable singular nouns, or with countable plural nouns. Others can be used with both uncountable nouns and countable plural nouns. Refer to the following chart for correct usage.

Quantity Words		
With countable singular nouns ( <i>girl, child, fact</i> )	With countable plural nouns ( <i>girls, children, facts</i> )	With uncountable nouns ( <i>luggage, information, happiness</i> )
<i>each</i> <i>every</i> <i>another</i>	<i>several</i> <i>a large/small number of</i> <i>(not) many</i> <i>a few</i> <i>(very) few</i> <i>fewer</i>	<i>a great deal of</i> <i>a large/small amount of</i> <i>(not) much</i> <i>a little</i> <i>(very) little</i> <i>less</i>
	With countable plural nouns and with uncountable nouns ( <i>girls, children, facts; luggage, information, happiness</i> )	
	<i>some</i> <i>any</i> <i>a lot of</i> <i>all</i>	<i>no</i> <i>not any</i> <i>other</i>

2. Note the difference between *few* and *a few*, *little* and *a little*. *Few* and *little* have a negative connotation and mean *hardly any* or *almost no*. *A few* and *a little* are positive and mean *some*.

She has *few* friends.

She has *a few* friends.

The difference between *few* and *a few* means that the two sentences above must be continued in different ways.

She has *few* friends, so she stays home most weekends.

She has *a few* friends, so she often goes out with them on weekends.

3. Use *not* with *any*. Use *no* and *none* alone.

Where are the screwdrivers? I *don't* have *any*.

I have *no* screwdrivers.

I have *none*.

⚠ In standard English, do not use two negative expressions in a clause.

any  
He doesn't have ~~no~~ tools.

any  
He doesn't have ~~none~~.

#### Exercise 4

The student who wrote the following paragraph made mistakes with nouns, plurals, and quantity words. Correct the errors.

**Example:** My best Friend and I wanted to take another trips to Europe and africa, but we didn't have many money.

**Answer:** My best friend and I wanted to take another trip to Europe and Africa, but we didn't have much money.

When I saw my two ancient Suitcase, I knew it was time to buy some new luggages. I looked in the windows of all the store in the center of Town. But all I saw was clothing. I tried on three dress, but I didn't buy one. At last, I saw a wonderful bag made of spanish leather, but it was very expensive and I didn't have no money. I decided to go shopping other day.

## Writing Assignment



Choose one of the following topics.

1. Tell a story about an interesting or exciting trip that you or someone you know once took.
2. Imagine an adventurous trip taken to a foreign country for the first time by a student called Alice, who has never been far from home before. Tell the details of what she did, what happened to her, and how she felt about the events.

Whichever topic you choose, include in your story as many of the following words as you can:

information

suitcase

fun

advice

dictionary

every

trip

scenery

many

transportation

clothes

much

money

water

a great deal of

luggage

hair

a little

## Editing Advice



Look at the nouns in your writing, and ask these questions.

Is the noun a common noun (and not the name of a specific person, thing, or place)?

YES

NO

Make sure a proper noun begins with a capital letter.

Is the common noun countable? (Can you use *one*, *two*, or *three* before it?)

YES

NO

Make sure you have not added a plural ending. Uncountable nouns (see item D for examples) do not have a plural form. If you have used a quantity word, check whether it can be used with an uncountable noun. (See the chart "Quantity Words" in item E.)

Are you writing about *more than one* of a countable noun?

YES

Use the plural form, checking the form in the dictionary if necessary. If you have used a quantity word, check whether it can be used with a plural countable noun. (See the chart "Quantity Words" in item E.)

## Subject-Verb Agreement

Compared to many other languages, verb endings in English are relatively simple. In some languages, for example, every different type of subject – first, second, third person, singular and plural – affects the verb ending. However, in English the only subject that affects the ending of the auxiliary or main verb is the third person singular. The problem is that it is not always easy to determine if a subject should be treated as singular or plural. For example, are the subjects *everyone* or *each of the students* singular or plural? Use this Troublespot to help you with this difficult feature of English.

### A The Basics of Subject-Verb Agreement

1. Use an *-s* ending on a present simple tense verb with a third person singular (*it, he, she*) subject:

It

His computer *organizes* his life.

He

George *commutes* to work by train.

She

The woman over there *wants* to talk to you.

2. Apply the “one *-s*” rule. If the noun subject ends in a plural *-s*, do not add *-s* to the verb. If the verb ends in an *-s* ending, the subject noun cannot also end in a plural *-s*.

plural subject: *-s* on the noun; no *-s* on the verb

His dogs *bark* every night.

singular subject: no *-s* on the noun; *-s* on the verb

Her dog *barks* every night.

⚠ If a subject is followed by more than one present tense verb, all forms must be parallel, and all must show agreement.

She *bakes* bread, *takes* music lessons, and *does* research.

They *work* hard and *earn* a lot of money.

3. Auxiliary verbs must also agree with their subject. Singular subjects agree with the *-s* form of the auxiliary: *is/was/does/has*; plural subjects agree with the *no -s* form of the auxiliary: *are/were/do/have*.

The rivers *have* dried up.

Acid rain *has* caused many problems.

Those people *do* not work for GE anymore.

*Does* his wife want to go?

The cows *were* grazing in the corn.

The sun *was* shining.

4. When a sentence has a compound subject (more than one subject), make the verb plural in form.

My sister *visits* me every year. (subject: *sister*)

My aunt and my sister *visit* me every year.  
(compound subject: *aunt and sister*)

5. Make the verb agree with the head word of a long subject. Ignore phrases or clauses between the head word and the verb. If the head word is a *he/she/it* form, use the third person singular form (*-s* ending) of the verb. If the head word is a *they* form, use the plural form of the verb (the base form with *no -s* ending).

head word [*he*]

The man sitting on the steps works in the library.

subject

verb

head word [*they*]

The men sitting on the steps work in the library.

subject

verb

6. When you write a relative clause beginning with *who*, *which*, or *that*, look for the head word (the word the relative pronoun refers to). The head word determines whether the verb should be singular or plural. (See Troublespot 18 for more on relative clauses.)

head word [*they*]

The *people* in my class *who are* studying English *do* a lot of extra reading.

head word [*she*]

The *student* in my class *who is* sitting in the corner *does* a lot of extra reading.

7. The modal auxiliaries *will*, *would*, *can*, *could*, *shall*, *should*, *may*, *might*, and *must* do not have an *-s* form. In addition, it doesn't matter if their subject is singular or plural, the modals are always followed by the simple form of the verb and never by the *-s* form.

The river *might* freeze.

The streams *will* probably freeze, too.

## Exercise 1

Read the following excerpt from “Mr. Doherty Builds His Dream Life,” and then rewrite the passage beginning with “Sandy and her sister, meanwhile . . .” making any necessary changes to verbs and other parts of the sentence.

**Example:** Sandy, meanwhile, pursues her own hectic rounds.

**Answer:** Sandy and her sister, meanwhile, *pursue their* own hectic rounds.

Sandy, meanwhile, pursues her own hectic rounds. Besides the usual household routine, she oversees the garden and beehives, bakes bread, cans and freezes, chauffeurs the kids to their music lessons, practices with them, takes organ lessons on her own, does research and typing for me, writes an article herself now and then, tends the flower beds, stacks a little wood, and delivers the eggs.

## Exercise 2

Use each of the following words in two sentences – once as a noun subject and once as a verb. This means you will write twelve sentences. Use the word exactly in the form given.

**Example:** houses

**Answer:** Five houses on my block are painted blue. (*houses* = noun)

The corner building houses five big families. (*houses* = verb)

- |              |          |
|--------------|----------|
| 1. cook      | 4. stick |
| 2. surprises | 5. tears |
| 3. test      | 6. blows |

## B Singular Subjects

1. Nouns that refer to a group of people, such as *government*, *family*, *class*, *team*, and *committee*, are called “collective nouns.” When one of these nouns is the subject, use a singular verb.

My family *goes* to the beach every weekend.

2. Uncountable nouns have no plural form (see Troublespot 11D for more on uncountable nouns). Use a singular verb when the subject is an uncountable noun.

The information in the reports *seems* accurate.

The jewelry in the showcases *costs* a great deal.

⚠ Some uncountable nouns end in *-s*, such as *news*, *economics*, *physics*, *measles*, and *politics*. Nevertheless, these words are still singular and take the *-s* verb ending.

Politics <sup>s</sup> interest me a great deal.  
^

3. Use a singular verb with the following quantity words in the subject:  
*much*, *(a) little*, *a great deal of*, *a large amount of*, *less*.

Much of his work *consists* of preparing reports.

A large amount of construction *remains* to be done.

⚠ Quantity words such as *all*, *any*, *half*, *more*, *most*, *no*, *a lot of*, and *some* have a singular verb when they refer to an uncountable noun and a plural verb when they refer to a plural countable noun. (See Troublespot 11E for more on quantity words.)

All the *equipment* *needs* to be repaired.

All the *plants* *look* healthy.

With *none*, however, you can use either singular or plural verbs.

None of the books *was* returned.

None of the books *were* returned.

4. Use a singular verb with the following indefinite pronoun subjects: *each*, *every*, *everyone*, *everybody*, *someone*, *somebody*, *anyone*, *anybody*, *no one*, *nobody*, *anything*, *something*, *nothing*, *another*.

Everyone *wants* to be liked.

Somebody who is standing over there *has* asked to speak next.

Each of the dishes *tastes* delicious.

Every student *feels* challenged.

5. Use a singular verb when *-ing* forms of the verbs are used as subjects.

Driving on icy roads *is* dangerous.

6. Use a singular verb with subject clauses beginning with *what*.

What he has in his files *appears* to be adequate.

7. When the subject is formed with *either . . . or* or *neither . . . nor*, make the verb agree with the noun closest to it.

Either her brothers or her father <sup>↖</sup> *has* the money.

Neither her mother nor her sisters <sup>↖</sup> *have* the money.



1. All the people in my family . . .
2. All the information . . .
3. What she wants to do . . .
4. Everybody on the streets . . .
5. Each decision I make . . .
6. Nobody I know . . .
7. To succeed in life . . .
8. One of the best ways to . . .
9. My family . . .
10. Neither my parents nor my sister . . .
11. Every child . . .
12. Going to bed early . . .
13. Living with bothers and sisters . . .
14. Neither my sister nor my parents . . .
15. No child . . .
16. One of the most beautiful women in the world . . .

### **D** Agreement with *There* in Subject Position

1. When you begin a sentence with *there is/are* or *there was/were*, make the verb agree with the noun that follows the verb.

There *is* a *bottle* on the table.

There *are* two *bottles* on the table.

Even when there is more than one noun following the verb, make the verb agree with the first noun only.

There *were* some *napkins* on the table and a *vase* of flowers.

There *was* a *vase* of flowers on the table and some *napkins*.

2. In determining if the head word is singular or plural, remember that uncountable nouns are always singular.

There *is* some *wine* in the bottle.

There *is* a lot of *money* in my bag.

### **Exercise 5**

Insert *is* or *are* in the following sentences.

1. There \_\_\_\_\_ some apples in the bowl on the table.
2. There \_\_\_\_\_ some money in my wallet and some change in my pocket.
3. There \_\_\_\_\_ a carton of milk in the refrigerator.
4. There \_\_\_\_\_ a box of books and three suitcases full of letters in the basement.

5. There \_\_\_\_\_ a lot of voters in rural regions.
6. There \_\_\_\_\_ a lot of food on the shelves.
7. There \_\_\_\_\_ a few coffee cups in the dishwasher.
8. There \_\_\_\_\_ no knives or forks in the drawer.
9. There \_\_\_\_\_ no furniture in the room.
10. There \_\_\_\_\_ many serious problems that voters in this district have to face.

## Writing Assignment



Choose a profession or a job and write a paragraph describing the things that a person who has this job does on a daily basis. Do not announce what the profession is and do not make it too obvious. Let classmates read your paragraph or listen as you read it aloud; they will then guess what profession you are describing. Begin with *"This person . . ."* and end with *"What do you think this person does?"*

### Example:

This person has a great deal of responsibility. He is responsible for the lives of many people every day. If he makes a mistake, the consequences could be terrible. He also has to be vigilant to make sure that everyone he is responsible for acts safely and does not endanger anyone else's life. His work involves concentration and a high level of training and skill. He often works long hours without a break. He hardly ever meets the people whose lives are in his hands. He knows about machines, weather, mechanics, and aeronautics. He has to keep calm in an emergency. What do you think this person does?

**Answer:** He is an airline pilot.

## Editing Advice



Look at each verb you have written and ask the following questions.

Is the verb in the simple present tense or does it require a form of one of the following auxiliaries: *do/have/be*?

YES

NO

Past tense verbs or auxiliaries like *will* or *can* do not change their form to signal agreement.

Can you identify the head word of the subject?

YES

NO

Imagine how the sentence would read without any relative clauses coming between the head word and the verb.

Can you determine if the head word of the subject is singular or plural?

YES

NO

See Troublespot 11 for help.

If the head word is singular, have you used the *-s* form of the verb or the auxiliary? If the head word is plural, have you used the "no *-s*" form of the verb or the auxiliary?

NO

Fix the verb so that it agrees with the head word. Take care with words like *everyone* (see item B) and with *there is* and *there are* (see item D).

# Articles

Other languages do not use articles (*a*, *an*, and *the*) the way that English does, so some language learners find articles troublesome. Do you, for instance, always know whether to use *a*, *an*, *the*, or no article at all? Although there are rules to help you, there are also a lot of exceptions and a lot of fine distinctions to be made, so learning to use articles accurately takes a long time. You can use this Troublespot to help you decide whether to use an article and which article to use. However, to really master article usage, you should also read a great deal, notice how articles are used, and make notes.

## A Articles and Proper Nouns

1. Proper nouns that fall into certain categories are very rarely accompanied by an article.

Category of proper noun	Example
People's names	<i>Bruce Springsteen</i>
Cities and states	<i>San Francisco, California</i>
Countries and continents	<i>Greece, Europe</i>
Months and days of the week	<i>August, Saturday</i>
Streets	<i>Hollywood Boulevard</i>
Churches and religious buildings	<i>Westminster Abbey</i>
Mountains	<i>Mount Everest</i>
Parks	<i>Yellowstone Park</i>
Lakes	<i>Lake Victoria</i>

2. Proper nouns that fall into the following categories must always be accompanied by the definite article *the*.

Category of proper noun	Example
Museums and art galleries	<i>the Guggenheim</i>
Buildings	<i>the Sears Tower</i>
Highways	<i>the Long Island Expressway, the M4</i>
Seas and oceans	<i>the Dead Sea, the Pacific Ocean</i>
Rivers	<i>the Yangtze</i>
Deserts	<i>the Gobi Desert</i>
Periods and events in history	<i>the Renaissance, the Civil War</i>
Bridges	<i>the Golden Gate Bridge</i>
Parts of a country	<i>the South</i>

3. As a general rule, use *the* with plural proper nouns: *the United States, the Great Lakes, the Alps, the Philippines, the Chinese (people), the Saudis, the Brazilians*.
4. The definite article *the* is often used with proper nouns that include a phrase with *of*: *the Baseball Hall of Fame, the University of Michigan, the City of New York*.
5. The indefinite article *a/an* is rarely used with proper nouns.

### Exercise 1

Write a paragraph of advice for a tourist visiting the United States or any other country (choose one you know well). In the paragraph, include advice about which specific sights to visit: cities, streets, buildings, lakes, mountains, parks, museums, rivers, bridges, and so on. Pay attention to the use of articles with proper nouns.

**Example:**

When you are in Italy, visit Venice, and make sure to include the Rialto Bridge, the Grand Canal, Saint Mark's Square, and the Academy of Fine Arts. Then go to the vineyards of Tuscany . . .

### B Specific Reference with Countable and Uncountable Nouns

1. Use the definite article *the* to show specific reference with a common noun (singular or plural, countable or uncountable). A noun that has specific reference is one that both the writer and the reader recognize as something unique. We know exactly which one or ones are being referred

to. Sometimes we know that the noun being referred to is unique because of our knowledge of the world or the topic.

The earth revolves around *the* sun.

(We know we are talking about the sun of our solar system and that there is only one.)

She took *the* children to school and then took *the* dog for a walk.

(We know she has children and we know that the dog is the one that she owns.)

**2.** A reference can be made specific by previous mention in a text.

My neighbor bought a dog. My daughter is looking after *the* dog this week.

(In the second sentence, the dog has now been identified as the specific dog that my neighbor bought.)

She ordered plants and furniture from a catalog. *The* plants and *the* furniture look wonderful in her apartment.

(The second sentence refers to the specific plants and the furniture that she ordered.)

**3.** A reference can be made specific by an adjectival phrase or clause that comes after the noun. The phrase or clause limits it to something specific and unique.

*The* dogs that belong to the night guard have been trained to attack.

(We know specifically which dogs – the ones that belong to the night guard.)

*The* furniture in the shop window is on sale this week.

(Again, we know specifically which furniture is being referred to.)

## **C** Nonspecific and Generic Reference with Countable and Uncountable Nouns

The choice of article with common nouns depends on several factors: whether the noun referred to is specific or nonspecific; whether the noun is countable or uncountable; and if countable, whether the noun is singular or plural in form. (For a full discussion of countable and uncountable nouns, see Troublespot 11.)

When both writer and reader do not identify a noun as something known, unique, or familiar, the reference is nonspecific.

**Articles with Common Nouns**

Type of noun	Specific	Nonspecific/Generic
Countable singular	<i>the</i>	<i>a/an</i>
Countable plural	<i>the</i>	zero (no article)
Uncountable	<i>the</i>	zero (no article)

1. Use *a/an* with a singular countable noun when the noun referred to is nonspecific.

My neighbor bought *a* dog.

(The writer does not expect the reader to know anything about the dog.)

The artist painted *an* attractive landscape.

⚠ Use *an* before a word beginning with a vowel sound: *an elephant, an ugly building*. Words beginning with the letters *h* and *u* can be a problem as they sometimes have a vowel and sometimes a consonant sound: *an honest man, a house, a uniform, an understudy*.

2. Use no article (known as zero article) when a plural countable noun is nonspecific.

They went to the country store and bought *eggs* and *cucumbers*.

Note that quantity words are often used when a reference is nonspecific.

They bought *some* eggs and *a lot of* cucumbers.

3. Use zero article when you make a generalization (a generic reference) about a plural countable noun.

*Dogs* are friendly animals.

(The writer is making a generalization about all dogs, not any specific dogs.)

*Flowers* add color to a room.

4. Use zero article when you make a generalization (a generic reference) about an uncountable noun.

*Love* never lasts.

*Gold jewelry* is expensive.

⚠ Do not add the definite article to a generalization just because the noun has an adjective in front of it. The adjective does not make the noun more specific. It just narrows the noun.

The Cgold jewelry is expensive.

The Red cars are popular with the young people.

5. Use zero article (or maybe a quantity word) for a nonspecific reference to an uncountable noun.

She offered him advice and information.

She offered him *some* advice and *a great deal of* information.

⚠ Never use *a/an* with an uncountable noun.

## Exercise 2

In the following quotations, identify each of the underlined nouns according to where it fits in the chart in item C.

**Example:** Gentlemen prefer bonds. (Andrew Mellon)

**Answer:** Gentlemen = countable plural/nonspecific

bonds = countable plural/nonspecific

1. The difference between men and boys is the price of their toys. (Malcolm Forbes)
2. Happiness is having a large, loving, caring, close-knit family in another city. (George Burns)
3. Happiness is a warm puppy. (Charles Schulz)
4. As far as I'm concerned, *whom* is a word that was invented to make everyone sound like a butler. (Calvin Trillin)
5. The reward of labor is life. Is that not enough? (William Morris)

### Exercise 3

In the following passage from "Carless in America," identify each underlined noun phrase as making a specific (S) or nonspecific (NS) reference.

My life would have been much simpler, I think, if I had learned how to drive when I came to America. An American<sup>1</sup> without a car<sup>2</sup> is a sick creature<sup>3</sup>, a snail<sup>4</sup> that has lost its shell. Living without a car<sup>5</sup> is the worst form of destitution<sup>6</sup>, more shameful by far than not having a home<sup>7</sup>. A carless person<sup>8</sup> is a stationary object<sup>9</sup>, a prisoner<sup>10</sup>, not really a grown-up<sup>11</sup>. A homeless person<sup>12</sup>, by contrast, may be an adventurer<sup>13</sup>, a vagabond<sup>14</sup>, a lover<sup>15</sup> of the open sky<sup>16</sup>.

### Exercise 4

Write one sentence for each phrase in the following pairs. Make sure that your sentences illustrate clearly the difference in meaning and context between the two phrases.

**Example:** a job    the job

**Answer:** She has been looking for a job for three months.

Unfortunately, she did not get the job she wanted most.

1. a woman    the woman
2. computers    the computers
3. beauty    the beauty
4. traffic    the traffic
5. a rose    the rose

## D Superlatives, Ordinals, and Sole References

1. The definite article is always used with superlative adjectives and nouns formed from superlative adjectives.

She was *the fastest* swimmer in the race.

Only *the strongest* survive.

2. The definite article is always used with ordinals that show the position of something in relation to other things: *first, last, next, second, third*, etc.

Labor Day in the United States falls on *the first* Monday in September.

That's *the tenth* time today I have told you not to do that.

3. The definite article is used with certain adjectives that point to something being one of a kind: *main, only, sole, chief*.

*The main* reason that I came to the United States was to get a better education.

He was *the only* man she ever wanted to marry.

### Exercise 5

Write five sentences about people who are well known. In your sentences use the following words and phrases: *most famous, best, first, main, only*.

**Example:** Neil Armstrong was the first man to step on the moon.

### E Articles Used in Phrases

1. Here are some examples of phrases in which the use of articles is not predictable.

Destinations: *to go to the store, to go to the post office, to go to the bank, but to go to school, to go to church, to go to bed, to go home*

Locations: *at home, in bed, in school, in college, but in the hospital*

Parts of the day: *in the morning, in the evening, but at night*

Chores: *to do the dishes, to do the gardening, to do the cleaning*

Mealtimes: *at breakfast, after dinner, for lunch*

2. There are hundreds of idiomatic expressions in English containing nouns. Here are just a few examples of idiomatic expressions; some of the nouns in the phrases have articles and some do not.

#### Idioms with Articles

idioms with <i>a/an</i>	idioms with <i>the</i>	idioms with zero article
to give a hand	to be over the hill	to be on time
to keep a straight face	to pass the buck	to learn by heart
just for a lark	in the end	by mistake

It is usually impossible to explain why some idioms have articles and others don't. Be alert. When you meet a new idiomatic expression, look it up in the dictionary, write it down, and pay attention to whether an article is used or not.

# Pronouns and Pronoun Reference

Pronouns are useful words. They are used in place of or to refer to a noun, thus helping you to avoid having to repeat a noun that you have just used in your writing. The forms of pronouns are clear and rule-governed, but their use can be tricky, even for native speakers of English. Do you ever have trouble deciding whether to use *I* or *me*? *Her* or *hers*? *These* or *those*? Which pronouns can you use to refer to a word such as *everyone*? This Troublespot covers these questions.

## A Personal Pronouns

The forms of pronouns are rule-governed; that is, which form to use is determined by specific rules. The chart shows the rule-governed forms of the personal pronouns. No other forms are possible.

Personal Pronouns				
Subject pronoun	Object pronoun	Possessive adjective	Possessive pronoun	Reflexive pronoun
<i>I</i>	<i>me</i>	<i>my</i>	<i>mine</i>	<i>myself</i>
<i>we</i>	<i>us</i>	<i>our</i>	<i>ours</i>	<i>ourselves</i>
<i>you</i>	<i>you</i>	<i>your</i>	<i>yours</i>	<i>yourself, yourselves</i>
<i>he</i>	<i>him</i>	<i>his</i>	<i>his</i>	<i>himself</i>
<i>she</i>	<i>her</i>	<i>her</i>	<i>hers</i>	<i>herself</i>
<i>it</i>	<i>it</i>	<i>its</i>	—	<i>itself</i>
<i>they</i>	<i>them</i>	<i>their</i>	<i>theirs</i>	<i>themselves</i>
<i>one</i>	<i>one</i>	<i>one's</i>	—	<i>oneself</i>

1. Use the correct subject or object pronoun in a compound subject or object (connected by the word *and*).

He  
Him and his wife planned a vacation.

me  
They invited my sister and I to the party.

To test that you have used the correct pronoun, simply restate the sentence with only the pronoun as the subject or object.

\*Him planned a vacation.

\*They invited I to the party. (These sentences are obviously not correct.)

⚠ With *I* as part of a compound subject, make the pronoun *I* the last subject, not the first.

My boss and I  
~~I and my boss~~ presented a budget plan.

2. Use an object pronoun after a preposition.

me  
Between you and I, taking a long vacation would not be a good idea.

3. Use a possessive pronoun alone, with no noun following it. Use the possessive adjective form before a noun.

That coat is *hers*.

That is *her* coat.

4. Do not confuse the forms *its* and *it's*. *Its* is a possessive adjective. *It's* is the contracted form of *it is* or *it has*.

The car is losing *its* muffler. *It's* a new one, too. *It's* been replaced before.

5. Use only the forms in the chart for reflexive pronouns. Forms such as *hissself* or *theirselves* are not standard English.

The hikers brought the disaster upon *themselves*.

## Exercise 1

Find any errors in pronouns in the following passage, and make the necessary corrections.

She

**Example:** Georgia walked into her office. Her and her colleagues began to make plans for their presentation.

Georgia proposed that her company should advertise it's products more widely. The people in the office would theirselves appear in an advertisement for the company's shampoo. She began her presentation like this: "Me and my colleagues have an interesting proposal to put before you. Ours is an original idea, not a revision of an old idea. For our first shot, we will show a man and a woman talking to Mary and I next to a

swimming pool – his hair is dark, hers hair is blonde. Even after swimming and diving, every hair is in place. He says to she: ‘Between you and I, I used glue, but I wish I’d used Stayset shampoo’.”

## **B** Pronoun Reference

1. Use a pronoun to make a reference to a noun phrase or another pronoun that you mention nearby in your writing – called an “antecedent.”

The general promised *his* troops that *he* would send *them* home soon.  
(General is the antecedent of *his* and of *he*; troops is the antecedent of *them*.)

2. The antecedent should be stated clearly. Do not use *they* to refer to people you have not specified.

\*When the refugee applied for a passport, *they* asked him for many documents.

Here the pronoun *they* does not refer to any word stated in the sentence. The pronoun has no antecedent. The sentence needs to be revised as follows.

When the refugee met with officials to apply for a passport, *they* asked him for many documents.

3. The antecedent should be clear and not ambiguous.

The argument between Max and his boss upset him a great deal.

Here we don't know who was upset – Max or his boss. The pronoun reference is ambiguous. To avoid ambiguity the pronoun needs to be replaced by the full noun.

The argument between Max and his boss upset Max a great deal.

## **C** Pronoun Agreement

1. A singular pronoun must refer to a singular word or phrase, and a plural pronoun must refer to a plural word or phrase.

Mary has lost *her* purse.

The *twins* have lost *their* passports.

2. Make a possessive adjective agree in gender (male, female, or neuter) with the noun it refers to (its antecedent) and not with the noun following it. Note that some languages, French, for instance, make the possessive adjective agree with the noun following the possessive form.

My father never visits *his* aunt.

My mother often visits *her* uncle.

3. Singular words such as a singular countable noun, a singular collective noun, a singular indefinite pronoun, and an uncountable noun need singular pronouns to refer to them. Here are some examples.

Singular countable noun

- a person: *he or she* (used when we don't know the gender)
- a book: *it*
- a woman: *she*
- a lawyer: *he or she*
- a child: *he or she*

Singular collective noun

- a group: *it*
- a family: *it*
- a collection: *it*

Singular indefinite pronoun

- everyone, everybody, someone: *he or she*
- each, every + noun: *he or she, or it*

Uncountable noun: always singular

- advice: *it*
- furniture: *it*
- information: *it*

4. Use *they, them, their, theirs* to refer to plural countable nouns, compound noun phrases, and some collective nouns.

*Doctors have their code of ethics.*

When the reporter saw *the teacher and the student* together, she questioned *them* about the curriculum.

*The young* need *their* sleep.

*The police* want citizens to respect *them*.

⚠ Take care with the pronouns *they* and *their*. While the basic rule is that a pronoun must match its antecedent in number, problems arise when a singular noun is used to make a generalization:

\*When *a teenager* rebels, *they* make *their* parents angry.

Strictly speaking, the word *teenager* is singular and countable so it should be used with singular pronouns. However, this can lead to a clumsy sentence.

When a teenager rebels, *he or she* makes *his or her* parents angry.

This is precisely the reason that *they* is used so often to refer to a singular noun phrase. However, one way to be grammatically correct without writing an awkward sentence is to use plural nouns – and plural pronouns – whenever possible.

When *teenagers* rebel, *they* make *their* parents angry.



## Exercise 2

Insert a correct pronoun form into the sentences.

**Example:** The Indian tribes want to tell their story by themselves.

1. In 1804, Meriwether Lewis and William Clark began \_\_\_\_\_ expedition to explore the continent.
2. As they walked, Lewis cut \_\_\_\_\_ feet on cactus.
3. The group was careful with \_\_\_\_\_ food supplies.
4. Everyone in the team did \_\_\_\_\_ share of the work.
5. The slave they took with \_\_\_\_\_ was allowed to vote on where to build a camp.
6. As they forced \_\_\_\_\_ way through the wilderness, \_\_\_\_\_ impressed them with \_\_\_\_\_ wild beauty.
7. The travelers owed \_\_\_\_\_ survival to the help \_\_\_\_\_ received time and time again from Indian tribes.
8. When Lewis and Clark saw the ocean, \_\_\_\_\_ were overjoyed.
9. The Corps failed in \_\_\_\_\_ primary mission, though – to find a water passage from the East Coast to the West Coast.
10. Clark was shocked to hear in 1809 that Lewis had killed \_\_\_\_\_ in a fit of depression.

## Exercise 3

Find a piece of your own writing and circle any pronouns. Then draw an arrow to connect each pronoun to its antecedent.

### D Demonstrative Pronouns

Demonstrative pronouns (also used as adjectives) are used to point out (or “demonstrate”) what you are referring to. In speech, *this/these* are used for indicating proximity in space and time and *that/those* for indicating distance. In writing, such distinctions are not so clear, and while it is often possible to use either *this/these* or *that/those*, writers tend to use *this/these* more frequently. Whichever demonstrative pronoun you use, make sure it is clear which word, phrase, or clause in the text it refers back to.

## Demonstrative Adjectives or Pronouns

Singular	Plural
this	these
that	those

⚠ In writing, do not use a demonstrative adjective if you have not mentioned an object or concept previously.

The actress wore <sup>a</sup> *this* hideous purple dress.

### Exercise 4

Read the following passages and underline the words or concepts that the demonstrative pronouns refer to.

1. The researcher ordered mice and rats for the experiment. *These* were the animals his committee had approved.
2. Right now, women still hold a low percentage of middle-management positions and even fewer upper-management jobs. But one female executive at a large brokerage company thinks that *this* is gradually changing.
3. University trustees recommended raising tuition by 41%. *This* would be the largest increase in the university's history.
4. The official was accused of offering money for a favorable mention in the press. He called *that* an error in judgment.
5. Profits are being boosted by the sleazy reality shows on TV. *These* moneymakers, however, have little educational value.

### Exercise 5

In the following passages, circle any personal pronouns, demonstratives, or possessive adjectives that you find. Then decide which words or ideas in the passages each refers to.

**Example:** J. K. Rowling's books have brought her fame and fortune. Her hero, Harry Potter, pleases his fans more with every book.

**Answer:** J. K. Rowling's books have brought (her) fame and fortune. (Her) hero, Harry Potter, pleases (his) fans more with every book.

*her, Her* = J. K. Rowling; *his* = Harry Potter

1. Parents who have to stay in jobs that they don't like in order to support their children often cannot spend as much time with them after school as they would like. The children sometimes resent that.
2. A major problem is pollution. Many people are concerned about this, but they cannot find an easy solution.
3. The company hired a new manager. He was only 38 years old, but everybody respected him.
4. Fred Jones and his son used to ride their bicycles to work until the managers told them that the parking lot would expand its space into the bicycle racks.
5. Children love their toys. They usually have one favorite, which they take to bed with them.

### Writing Assignment



Choose one of the following topics.

1. Write a paragraph about a current situation in the news, telling readers about the people involved and their actions, opinions, and purposes.
2. Write a paragraph about two friends (choose a man and a woman). Write about their similarities and differences in detail.



Look at each pronoun in your writing, and ask these questions.

If the word (or words) that the pronoun refers to has been mentioned in the text, is the pronoun close enough to the antecedent so that the pronoun reference is absolutely clear?

**YES**

**NO**

Change the pronoun or its antecedent so that the reader knows without a doubt what your pronoun refers to.

Does a singular pronoun form (*he/she/it, this/that*) refer to a word or concept that is singular, and does a plural pronoun form (*we/they, these/those*) refer to a word or concept that is plural?

**YES**

**NO**

Change either the pronoun or its antecedent so that both are singular or both are plural.

Does a *he/she/it* pronoun form refer to a noun phrase that corresponds to it in gender?

**YES**

**NO**

Draw a line to connect the pronoun to the word or words it refers to. Fix the gender of the pronoun.

Is the pronoun form you have used exactly the same form as one shown in the chart on page 106? (Check especially that you have not confused *I* with *me* or *its* with *it's*.)

**NO**

Ask for help if you need it.

## Adjectives and Adverbs

Do you always know whether to use *happy* or *happily*, *good* or *well*, *prettier* or *more pretty*? Do you know the differences in form and use between adjectives and adverbs, and between comparative and superlative forms? This Troublespot will help you when you wonder whether to use an *-er* ending or the word *more* to make a comparison. It will help you when you are not sure where to position adjectives and adverbs in a sentence. In short, this Troublespot helps you use adjectives and adverbs correctly so that you can effectively add details to your descriptions.

### A Adjectives

1. Use adjectives to modify nouns or pronouns.

I like a *tidy* room.

I keep my room *tidy*.

It is *tidy*.

2. Adjectives have no plural form. Use the same form with singular or plural nouns.

a *different* story

some *different* stories

3. Always use a capital letter with an adjective describing nationality.

a *Turkish* restaurant

a *Korean* wedding

4. The *-ing* form of the verb and the past participle form can be used as adjectives.

an *exciting* movie

The movie is *exciting*.

an *educated* man

That man is *educated*.

5. With a compound adjective that contains a number, use hyphens and a singular form.

They sent their nephew a *twenty-dollar* bill.

She has a *six-year-old* son.

6. Compound adjectives of physical description use the *-ed* form.

left-handed                      bow-legged

broad-shouldered              dark-haired

7. Some adjectives are regularly used with prepositions.

I am *afraid of* ghosts.

I confess that I am *proud of* winning the race.

Whenever you come across an adjective + preposition structure in your reading, make a note of the preposition that goes with the adjective and write them both down. (See Troublespot 17, "Prepositions and Phrasal Verbs," for lists of common adjective + preposition combinations.)

### Exercise 1

Write a series of descriptive sentences about the accompanying picture. Try to use adjectives in as many of the ways mentioned in item A as possible.



### B Position of Adjectives in a Series

Adjectives in a series tend to occur in a certain order, though there are frequent exceptions. In the following chart, you will see that opinion adjectives come before physical-description adjectives that come before nationality adjectives, and so on.

They demolished *three beautiful old* houses

I sold *my long blue silk* evening gown.

We ate *a delicious French* meal.

## Usual Order of Adjectives

Determiner	Opinion	Physical Description				Nationality	Religion	Material	Noun	Head Noun
		Size	Shape	Age	Color					
three	beautiful			old						houses
my			long		blue			silk	evening	gown
a	delicious					French				meal
her		big		old		English		oak	writing	desk
Lee's	charming						Catholic			teacher
several		little	round					marble	coffee	tables
their	successful			young		Greek				cousin

⚠ Use a comma only between opinion adjectives.  
He wrote a *well-organized, insightful* paper.

### Exercise 2

Write four sentences describing people you know or some of your possessions. In each sentence, use a determiner and two or three adjectives. Use the chart in item B to help you.

## C Adverbs

1. Many adverbs are formed by adding *-ly* to an adjective. Use an *-ly* adverb to modify a verb, adjective, or a clause.

She speaks *quietly*.

The suit he wore was *quietly* tasteful.

*Quietly*, she made her way across the room.

2. Adding *-ly* to an adjective to create an adverb may also create a change in spelling, as in the following examples.

easy	easily
careful	carefully
sensible	sensibly
probable	probably
basic	basically (but public – publicly)
true	truly
whole	wholly

⚠ A few adjectives already end in *-ly*, for example, *friendly, lovely, lively, fatherly*. For an adverbial sense, use the adjective in the phrase "in a \_\_\_\_\_ way."  
She spoke to me *in a friendly way*.

- Not all adverbs are derived from adjectives. Here are some common adverbs that indicate place or time: *here, there, nowhere, anywhere, somewhere, already, soon, now, then*.
- Some adverbs, called "adverbs of frequency," tell how often or regularly an action occurs: *never, rarely, seldom, sometimes, occasionally, often, always* and also *once a week, twice a month*, etc. See item E for the position of these adverbs in a sentence.
- Adverbs modify not only verbs. They are also often used to modify an adjective or another adverb. Here are a few of the more frequent such adverbs: *very, extremely, terribly, fairly, somewhat, too, almost, quite*.

Bill Gates is *very* rich.

He runs his company *quite* efficiently.

⚠ Some adverbs are used almost exclusively with certain adjectives.

highly unlikely	*vastly unlikely
badly injured	*highly injured
vastly improved	*extremely improved

You should learn and use these adjective-adverb combinations. A good dictionary should be able to give you this information.

### Exercise 3

Insert the appropriate adjective or adverb in the blanks in the following sentences.

- A servant thought that Charles Darwin was \_\_\_\_\_ (idle/idly) because he stared at an anthill for an hour.
- Darwin wanted to observe every creature in \_\_\_\_\_ (minute/minutely) detail.
- He studied ants and turtles \_\_\_\_\_ (particular/particularly) \_\_\_\_\_ (close/closely).
- Darwin always held a \_\_\_\_\_ (powerful/powerfully) affection for family.
- He wanted to observe \_\_\_\_\_ (accurate/accurately) human beings' emotions.
- Darwin argued that love, affection, morality, and sympathy had \_\_\_\_\_ (gradual/gradually) developed from our primate ancestors.

7. Even baboons can feel \_\_\_\_\_ (evil, evilly) passions.
8. When correcting the proofs for his book *The Expression of the Emotions in Man and Lower Animals*, Darwin \_\_\_\_\_ (emphatic/emphatically) deleted the word "lower."

## D Tricky Adjective and Adverb Forms

1. Some adverbs do not add *-ly* to the adjective form.

They seem to be *good* writers.      They write *well*.

He is a *fast* swimmer.                  He swims *fast*.

She is a *hard* worker.                  She works *hard*.

⚠ Take care with *hard* and *hardly*. The adverb form *hardly* does exist, but it is not associated with the adjective *hard* and it has negative connotations. It means "scarcely" or "almost not at all."

He *hardly* ever offers to help.

I'd *hardly* describe her looks as beautiful!

2. After linking verbs such as *feel*, *seem*, and *become*, use an adjective.

The teachers feel *bad*.

⚠ Some verbs (such as *appear*, *look*, *see*, *smell*, *taste*) can be used as either linking verbs or action verbs.

She looked *sad* when she heard the news. (*look* = linking verb)

She looked *sadly* around the room. (*look* = action verb)

## Exercise 4

Write sentences about a member of your family, each containing one of the words in the list.

**Example:** efficiently

**Answer:** My cousin organizes his files at work very efficiently.

- |            |                     |
|------------|---------------------|
| 1. good    | 7. fast (adjective) |
| 2. well    | 8. fast (adverb)    |
| 3. bad     | 9. hard (adjective) |
| 4. badly   | 10. hard (adverb)   |
| 5. happy   | 11. hardly          |
| 6. happily |                     |

## E Position of Adverbs

1. Adverbs can appear in different positions in a sentence.

Usual Order of Adverbs				
Adverb	Subject	Adverb	Verb + Object	Adverb
Systematically,	the teacher			reviewed the tenses.
	The teacher		reviewed the tenses	systematically.
	The teacher	systematically	reviewed the tenses.	

⚠ Never place an adverb between a verb and the direct object. The following sentence is incorrect in English.

\*The teacher reviewed systematically the tenses.

2. Another type of adverb that can move around in the sentence is one that modifies the whole sentence, for example, *fortunately*, *actually*, *obviously*, *certainly*, and *recently*.

*Certainly*, he is very intelligent.

He is *certainly* very intelligent.

He is very intelligent, *certainly*.

3. The adverb *only* also has the ability to move around in the sentence, but its position changes the meaning of the sentence.

In the following sentence – the context of which is a bus accident – the word *only* can be inserted at each one of the points (1–6) indicated. Except for when it appears at points 4 and 6, the position of *only* changes the meaning of the sentence. Can you work out the five different meanings of this sentence, depending on the position of *only*?

(1) The (2) passenger (3) hurt (4) his (5) arm (6).

4. Many adverbs of frequency (such as *always*, *sometimes*, *often*, *seldom*, *usually*, *frequently*) modify the whole sentence and not just the verb. They usually occur in the middle position in a sentence after the subject.

He *always* behaves tactfully. (before a main verb)

He has *always* spoken tactfully to his boss. (after the first auxiliary verb)

He is *always* tactful. (after *be* as a main verb)

5. Adverbial phrases are best placed at the end of a sentence.

She approached me *in a very friendly manner*.

My friend works out in the gym *three times a week*.

## Exercise 5

Use an insertion mark ( ^ ) to indicate where to place the given adverb in the sentence.

**Example:** Tom Hanks makes political speeches. (sometimes)

**Answer:** Tom Hanks<sup>^</sup>makes political speeches.

1. Tom Hanks plays romantic roles. (frequently)
2. He acts very well. (usually)
3. He has played a villain a few times. (only)
4. He prepares for each role. (apparently, with a great deal of care)
5. In the film *Castaway*, he managed to alter his body. (drastically)
6. He has won an Oscar twice even though he has been nominated many times. (only)
7. He was grateful to receive the Oscar for Best Actor two years in a row – 1994 and 1995. (extremely)
8. Hanks accepts the Oscar. (always, graciously)

## F Comparisons

1. To form comparative and superlative forms of most one-syllable adjectives, add *-er* and *-est* endings.

cool	cooler	coolest
warm	warmer	warmest

⚠ Comparative forms are usually followed by the word *than*. Superlative forms are almost always preceded by the word *the*.

In Brazil, January is warmer *than* July.

In Canada, July is *the* warmest month.

⚠ One-syllable adjectives ending in a single vowel + a single consonant double the consonant when adding the *-er* and *-est* endings.

big	bigger	biggest
hot	hotter	hottest

2. To form comparative and superlative forms of most adjectives of more than one syllable, use *more* and *most* (or *less* and *least*).

famous	more famous	most famous
efficient	less efficient	least efficient

⚠ Two-syllable adjectives ending in *-y* or *-le* are the exception to this rule. For adjectives ending in *-y*, change the *y* to *i* and add the *-er* or *-est* ending. For adjectives ending in *-le*, just add *r* or *st* to the ending.

pretty	prettier	prettiest
simple	simpler	simplest

⚠ Do not use both the *-er* form and *more* or both the *-est* form and *most*.

My car is ~~more~~ *faster* than yours.  
My car is the ~~most~~ *fastest* on the block.

3. To form the comparative and superlative forms of *-ly* adverbs, use *more* and *most* (or *less* and *least*).

carefully    more carefully    most carefully

4. Some adjectives and adverbs have irregular forms for the comparative and superlative.

good/well	better	best
bad/badly	worse	worst

## Exercise 6

Write five sentences comparing two members of your family, two friends, or yourself and a friend or a sibling. Use adverbs, and some short and long adjectives.

**Example:** I am taller and much more athletic than my sister.

## Writing Assignment



Write a story that begins with one of the following sentences. Use adjectives and adverbs that create a detailed picture in the reader's mind. Do not, however, use more adjectives than are really necessary.

1. As I was walking to the bus stop in the rain, I saw Helen. She was with Alfred.
2. He watched in amazement as the spaceship landed. Out of it walked . . .

## Editing Advice



Check your use of an adjective or adverb by asking yourself these questions.

If you have used a series of adjectives, does their order fit the order listed in the chart in item B?

YES

NO

Try the chart order. Ask a student or your instructor how it sounds.

If you have compared two things or actions using an adjective + *than*, have you used a comparative form (-*er* or *more* . . .)?

YES

NO

Check in your dictionary or ask your instructor to see if you have used the correct form.

If you have compared more than two things or actions, have you used *the* \_\_\_*est* or *the most* + adjective or adverb?

YES

NO

Check in your dictionary or ask your instructor to see if you have used the correct form.

If you have used an adverb to modify (give information about) a verb, adjective, or the whole sentence, are you sure it is in the correct position.

YES

NO

Check the information in item E.

Are you sure the spelling of the adverb form is correct?

NO

Check it in a dictionary, and fix it if necessary.

## Infinitive, -ing, and Past Participle Forms

Some verb forms can never be used as complete verbs: the infinitive (*to* + base form), the *-ing* form, and the past participle. But do you know when to use each of these forms? Sometimes the infinitive must follow certain verbs and phrases and sometimes you must use the *-ing* form. Sometimes you must use an adjective formed from the *-ing* form and sometimes you must use an adjective formed from the past participle. This Troublespot will outline in detail when and how you can use forms such as *to drive*, *driving*, and *driven*, and what you need to do to avoid making errors.

### A The Infinitive

1. Use the infinitive (*to* + base form of the verb) after verbs such as the following: *agree*, *ask*, *beg*, *bother*, *choose*, *claim*, *decide*, *expect*, *fail*, *forget*, *hope*, *manage*, *need*, *offer*, *plan*, *pretend*, *promise*, *prove*, *refuse*, *venture*, *want*, and *wish*.

They expect *to win* the game.

She needs *to apply* for a scholarship.

2. Use the infinitive after certain verb + direct object structures. Verbs with this pattern include *advise*, *allow*, *ask*, *cause*, *command*, *convince*, *encourage*, *expect*, *force*, *help*, *need*, *order*, *persuade*, *remind*, *require*, *tell*, *urge*, *want*, and *warn*.

She persuaded us *to wait*.

She urged her supporters not *to leave*.

⚠ Some languages (for example, Spanish and Russian) use a *that* clause after *want*. Such a structure is incorrect in English.

Fathers want <sup>to</sup> ~~that~~ their children become successful.

⚠ After the verb *help* + direct object, it is possible to use the infinitive either with *to* or without *to*.

This book helps me *to understand* English grammar.

This book helps me *understand* English grammar.

3. Use the infinitive without *to* after causative *make, let, have* + direct object.

He made his sister ~~to~~ *drive* the whole way.

She let her boyfriend ~~to~~ *borrow* her computer.

He had her ~~to~~ *pay* for the tickets.

⚠ Many learners feel they need to include *to* in these structures, but this is a mistake.

4. Use the infinitive after adjectives such as *anxious, difficult, eager, easy, impossible, proud, right, sorry, and wrong*.

It's easy for anyone *to do* Internet research.

He was eager *to meet* his new boss.

5. Use the infinitive after nouns such as *way, place, time, decision, job, and aim*.

He has no place *to relax*.

It is time *to go*.

6. Use the infinitive to express purpose.

He is working at night (in order) *to earn* more money.

## Exercise 1

Write answers to the following questions, using the underlined words in your answer. You can change the tense of the verb if necessary.

**Example:** What do you like to do in your spare time?

**Answer:** I like to go to the movies in my spare time.

1. Where do you expect to be ten years from now?
2. Who did you pretend to be when you were a child?
3. What did your parents advise you to do when you were a teenager?
4. What did your parents make you do and let you do when you were a teenager?
5. If you could live anywhere, where would you want to live?
6. What would you like to persuade a friend to do?
7. Is it easy to learn English? Why? Why not?
8. Why are you studying English? (Use *to* in the answer.)

## **B** The *-ing* Form

1. Use the *-ing* form as part of a complete active verb phrase, with auxiliaries.  
He is *painting* the house.  
He has been *painting* the house all day,
2. Use the *-ing* form to include additional information in the sentence.  
The man *wearing* blue jeans is her brother.  
*Driving* over the bridge, we admired the lights of the city.

⚠ The *-ing* form at the beginning of a sentence must refer to the subject of the adjacent clause. Otherwise, it is known as a “dangling modifier.”

\*Driving over the bridge, the lights looked magnificent. (The lights were not driving.)

You can revise the sentence in the following ways.

Driving over the bridge, we all thought the lights looked magnificent.

As we drove over the bridge, the lights looked magnificent.

3. You can also use *-ing* forms as adjectives.  
a *crying* baby  
an *interesting* movie
4. The *-ing* form (derived from a verb) can function as a noun. These *-ing* nouns are called “gerunds.” The *-ing* noun can be the subject of a clause, followed by a third-person singular (*he/she/it*) form of the verb.  
*Driving* on icy roads *makes* me feel nervous.  
*Swimming* *is* good for you.
5. The *-ing* noun can also be the direct object of certain verbs: *admit*, *appreciate*, *avoid*, *be worth*, *can't help*, *consider*, *delay*, *deny*, *discuss*, *dislike*, *enjoy*, *finish*, *imagine*, *keep*, *miss*, *postpone*, *practice*, *recall*, *resist*, *risk*, *suggest*, and *tolerate*. It is a good idea to learn this list.  
She dislikes *swimming*.  
He enjoys *playing* golf.  
She avoids *driving* on icy roads.

⚠ Some verbs (*begin*, *continue*, *hate*, *like*, *love*, *start*) can be followed by either an infinitive or by an *-ing* form, with little difference in meaning.

He hates *jogging*.

He hates *to jog*.

⚠ With verbs such as *forget*, *remember*, *stop*, and *try*, however, the choice of the infinitive or *-ing* creates a difference in meaning.

She didn't remember *to write* the report. (She intended to do it, but never did.)

She didn't remember *writing* the report. (She did it, but can't recall that she did!)

6. Use the *-ing* form after a preposition.

He swam a mile without *stopping*.

After *hearing* the news, she called all her friends.

7. Many nouns, adjectives, and verbs may be followed by a preposition. Use a noun or the *-ing* form after the preposition. (See Troublespot 17, items E and F, for extensive lists of verbs and adjectives followed by prepositions.)

What was the novelist's reason for *choosing* such a tragic ending?

She is good at *baking* cakes.

They insisted on *paying*.

He complained about *my being* late.

(Sometimes, informal *me* is used instead of *my*.)

⚠ The preposition *to* can cause problems, since sometimes it is a true preposition and must be followed by a gerund, but sometimes it is simply part of the infinitive and followed by the base verb (*to go, to say, and so on*). In the following phrases, *to* is a preposition, so an *-ing* form follows as the direct object of the preposition: *look forward to, get (be) used to*.

I am looking forward *to seeing* my family again.

She is getting used *to working* longer hours now that she has a full-time job.

8. Use the *-ing* form after some common idiomatic expressions: *have difficulty, have a good time, have fun, spend time*, and expressions with *go*.

*go shopping*

*have difficulty concentrating*

*go fishing*

*have a good time playing baseball*

*go sightseeing*

*have fun watching the game*

*go dancing*

*spend a lot of time doing homework*

## Exercise 2

Complete the sentences with the correct form of the verbs in parentheses. Use either the infinitive with or without *to* or the *-ing* form.

1. They want \_\_\_\_\_ (arrange) all the details carefully.
2. You can't expect your boss \_\_\_\_\_ (wait) for you all day.
3. They really enjoy \_\_\_\_\_ (have) nothing to do.
4. He hasn't finished \_\_\_\_\_ (write) his essay yet.
5. She complained about \_\_\_\_\_ (be) the only person without the books.
6. They forced the hostages \_\_\_\_\_ (lie) on the floor.
7. Then they made them \_\_\_\_\_ (close) their eyes.

8. Sometimes we tell a lie \_\_\_\_\_ (prevent) embarrassment.
9. Is it difficult \_\_\_\_\_ (make) an omelet?
10. When did you last go \_\_\_\_\_ (skate)?

### Exercise 3

Write answers to the following questions, using the underlined phrase in your answer. You can change the tense of the verb if necessary.

**Example:** When did you last go sightseeing?

**Answer:** I went sightseeing on Saturday.

1. What is the most confusing movie you have ever seen?
2. Who do you usually go shopping with when you want to buy clothes?
3. What activity makes you feel nervous?
4. What are you looking forward to doing next year?
5. What do you enjoy doing?
6. What are you good at doing?
7. What do you dislike doing more than anything?
8. What are you responsible for doing at home?
9. What would you like to thank a friend for doing for you? (Name the friend.)
10. What would you like to spend time doing next weekend?

### C The Past Participle Form

1. Use the past participle as part of a complete active verb phrase, with *have* auxiliaries.  
*He has painted* the house.  
*They had painted* the house before I arrived.
2. In a complete passive voice verb phrase, use the past participle after *be* auxiliaries. (See also Troublespot 9, "Active and Passive Voice.")  
*The house is being painted.*  
*The house might have been painted.*

3. Use the past participle form in a phrase to supply additional information.

*Confused* by the traffic, Jack wandered around for hours before he found his sister's apartment building.

The food *prepared* in that restaurant is very exotic.

Note that these participial phrases come from relative clauses with a passive meaning.

Jack, *who was confused by the traffic*, wandered around . . .

The food *that had been prepared in that restaurant* . . .

4. Use the past participle form as an adjective.

The *stolen* goods were never recovered.

He tried to repair the *broken* window.

The people were *surprised* to see her hair color.

### Exercise 4

Use each of the following participial expressions in a sentence. Try to use the four types of past participle shown in item C.

**Example:** embarrassed

**Answer:** My sister laughed when she saw my embarrassed face. (item C4)

1. forbidden

5. worn

2. surprised

6. stolen

3. broken

7. made

4. worried

8. inherited

### D Confusion of *-ing* and Past Participle Forms Ending in *-ed*

1. Be aware that both the *-ing* form and the past participle (*-ed*) form of some transitive verbs can function as adjectives. However, each form has a different meaning.

The movie was *amusing*.

(The *-ing* form of the verb *amuse* is used here as an adjective with active meaning.)

The audience was *amused*.

(The past participle form of the verb *amuse* is used here as an adjective with passive meaning.)

⚠ If you do not use the correct form, the sentence may be grammatically correct, but you will convey the wrong idea. The writer of the following sentence intended to say that the party was not at all interesting or exciting for his girlfriend.

My girlfriend was *boring* at the party.

However, because he mistakenly used *boring* in place of *bored*, he implied that nobody found his girlfriend interesting – a comment that obviously did not please her!

2. Here is a partial list of some adjectives that are easily confused.

amazing	amazed
annoying	annoyed
disappointing	disappointed
embarrassing	embarrassed
exciting	excited
interesting	interested
satisfying	satisfied

### Exercise 5

Write three sentences for each of the following groups of words. In each sentence, use a different form of the verb (the first word in each group). In the first sentence, use the past tense; in the second sentence, use the *-ing* form; and in the last sentence, use the past participle form. Add any other words you need.

**Example:** shock    the spectators    the accident

**Answer:** The accident shocked the spectators.

The spectators found the accident shocking.

The spectators were shocked by the accident.

1. annoy      Sarah              the loud radio
2. confuse    the students    the difficult lecture
3. surprise    we/us            the end of the movie

### Exercise 6

Complete the following passages with the infinitive form, the *-ing* form, or the past participle of the verbs in parentheses.

I expected . . . that I would have difficulty personally \_\_\_\_\_  
(adjust) to \_\_\_\_\_ (do) housework. This expectation was all the  
(1)  
greater because I came from a home in which my father never did any  
(2)  
housework, and I never did any either. . . . A few things about child care  
are unpleasant, such as \_\_\_\_\_ (have) to wake up at five in the  
(3)  
morning when a little girl wants \_\_\_\_\_ (play) or  
(4)  
\_\_\_\_\_ (take) care of a baby who can only cry because she  
(5)  
can't tell you that her head hurts or that she has a fever. (Adapted from  
William R. Beer, *Househusbands*.)

Man has always shown a great capacity for \_\_\_\_\_<sup>(6)</sup> (adjust) to change. Past generations have survived floods and ice ages, famines and world wars. But when \_\_\_\_\_<sup>(7)</sup> (deal) with the environment, there is a grave danger in \_\_\_\_\_<sup>(8)</sup> (rely) on adaptation alone: societies could end up \_\_\_\_\_<sup>(9)</sup> (wait) too long. Many of the global processes under way, like the wholesale destruction of species, are irreversible. Others, like global climate changes \_\_\_\_\_<sup>(10)</sup> (cause) by man, are so profound that if \_\_\_\_\_<sup>(11)</sup> (allow) \_\_\_\_\_<sup>(12)</sup> (progress) too far, they could prove \_\_\_\_\_<sup>(13)</sup> (be) overwhelming. (Adapted from Philip Elmer-DeWitt, "Preparing for the Worst.")

### Writing Assignment



Choose one of the following topics and write a paragraph. As you write or when you revise, practice using infinitives, *-ing* forms, and past participles.

1. The events of a terrible week
2. Housework in your household

## Editing Advice



To check for any possible problems with infinitives, *-ing* forms, or past participle forms, ask the following questions about any troublesome sentence.

If you have written a phrase with a past participle form used as an adjective, can you rewrite the phrase in the passive voice? (*the confused student* = *the student who was confused*)

YES



If you have written a phrase with an *-ing* form used as an adjective, does the adjective have an active meaning? (*the confusing schedule* = *The schedule confused the student.*)

YES



If you have used a verb followed by an infinitive or by an *-ing* form, are you sure that you have used the correct form of the verb?

YES



If you have used a verb after a preposition, have you used the *-ing* form of the verb?

NO



A preposition must be followed by an *-ing* form, not by an infinitive form. Make the change.

Participial adjectives usually have a passive implication, so you should be able to do this. Ask for help if you need it.

Try to fix it.

Use this Troublespot or a dictionary to check which forms can follow the introductory verb.

# Prepositions and Phrasal Verbs

Prepositions – which include all those little words such as *in*, *on*, *at*, *for*, and *by* – are difficult words for language learners since they do not appear to operate according to a clear set of rules. They are often used idiomatically with verbs and adjectives, and a preposition used with a verb can even change the meaning of the verb. This Troublespot introduces you to some of the uses of prepositions in English, but since there are many hundreds of prepositional phrases you should keep a preposition notebook or a section in a notebook, and each time you come across a new usage, make a note of it.

## A Prepositions of Location

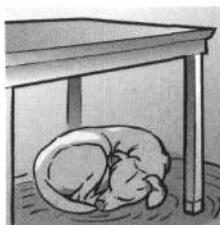
1. Prepositions can be used to describe how one thing is located in relation to another. Look at the pictures below to see how some common prepositions of location are used.



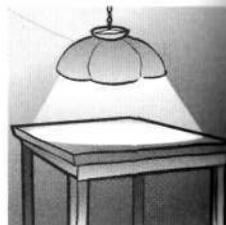
on the table



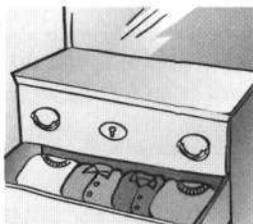
at the table



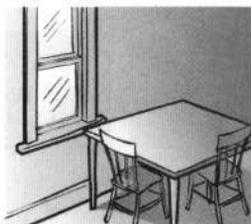
under the table



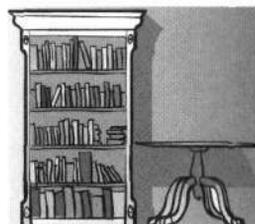
above the table



in the drawer

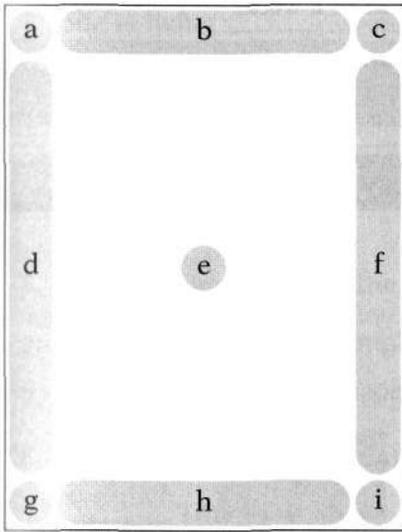


by the window



next to the table

2. Another important use of prepositions is to show where something is located in a space. Look at the diagram below to see how prepositions are used to describe location on a page.



*in* the corner  
*at* the top/bottom  
*in* the center/middle  
*on* the side

a = *in* the upper left corner  
b = *at* the top of the page  
c = *in* the upper right corner  
d = *on* the left hand side of the page  
e = *in* the center/middle of the page  
f = *on* the right hand side of the page  
g = *in* the lower left corner  
h = *at* the bottom of the page  
i = *in* the lower right corner

3. Note the following common uses of *at* to describe a location.  
*at home, at school, at work, at a party, at the post office*
4. Note the following common uses of *on* to describe a location.  
*on the fifth floor, on a farm, on a bicycle, on a train*
5. Note the following common uses of *in* to describe a location.  
*in bed, in jail, in a picture, in a mirror, in one's hand, in the water, in the newspaper, in the front row, in a car, in a taxi*
6. The prepositions *at*, *on*, and *in* are also used to describe someone's address.  
*at* + specific address (He lives *at* 950 Collins Street, Tacoma.)  
*on* + a street (He lives *on* Collins Street.)  
*in* + a city, state, and country (He lives *in* Tacoma/*in* Washington/*in* the United States.)

## **B** Prepositions of Time

The prepositions *at*, *on*, and *in* are also used to indicate time and are frequently confused.

1. The preposition *at* is used with a specific time of the day.  
He got up *at* 6 o'clock.
2. The preposition *on* is used with days of the week and dates.  
John Fitzgerald Kennedy was assassinated *on* November 22, 1963.

The preposition *in* is used with parts of the day, months, seasons, years, and a time in the future.

Madame Curie won her second Nobel Prize *in* 1911.

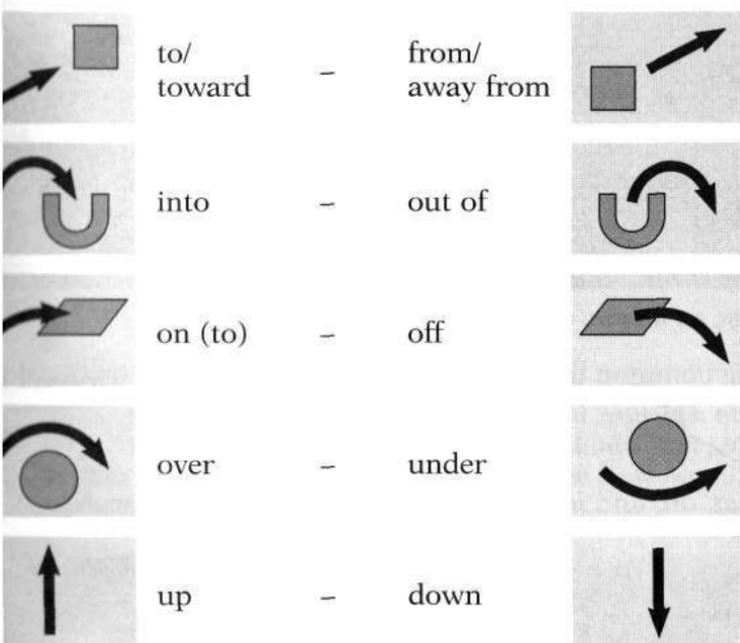
The scientists will be presenting their report *in* a week.

You can say *in the morning*, but if you state the specific day of the week, you must use the preposition *on* – *on Saturday morning*.

Another exception is the use of *at* with *night* – *at night*.

## Prepositions of Direction

The following pairs of prepositions show opposing directions:



Note you say *get into* and *out of* a car or a taxi, but *get on* and *off* a bus or train.

Note that the following expressions of place and direction using the noun *home* include no prepositions: *to go home*, *to arrive home*, *to be/stay home*.

## Exercise 1

Insert an appropriate preposition in the following sentences.

1. She is living \_\_\_\_\_ Denver, Colorado.
2. Her parents live \_\_\_\_\_ the same street.
3. Her brother lives \_\_\_\_\_ 356 Clinton Street.
4. He knocked the glass \_\_\_\_\_ the table and it smashed on the tile floor.
5. It often rains \_\_\_\_\_ the afternoon.
6. It often rains \_\_\_\_\_ night.
7. She got \_\_\_\_\_ the bus \_\_\_\_\_ the library.
8. They signed the document \_\_\_\_\_ the lower right-hand corner.
9. \_\_\_\_\_ Thursday, he sat \_\_\_\_\_ his desk and put his papers \_\_\_\_\_ a drawer.
10. He wrote his name \_\_\_\_\_ the top of a sheet of paper \_\_\_\_\_ his desk.

## Exercise 2

Find a family photograph and write ten sentences about it. In each one, use a preposition of time, place, or direction. Underline the preposition.

**Examples:** My brother is sitting on the couch.

This picture was taken in 2002.

### D Tricky Prepositions

1. *Since* indicates a point in time at which something started. *For* indicates the length of a period of time. *During* indicates that something occurred at some time within a period.

I have lived in New York *since* 1994.

I lived in St. Louis *for* ten years.

*During* the time I lived in St. Louis, I got married.

2. *Near* indicates general proximity. *Next to* indicates more direct proximity.

They live *near* each other. (They live a few blocks apart.)

His house is *next to* mine. (They live in adjoining houses.)

3. *Between* indicates a position relative to two markers. *Among* indicates a position relative to more than two.

The file cabinet is *between* the computer and the fax machine.

The document is *among* my papers somewhere.

4. *By* is used with a point in time, a deadline; it is the equivalent of *no later than*. *Until* is used with a point in time also; it indicates the end point of an action.

We have to register *by* August 28.

She was reading *until* midnight.

### Exercise 3

Write four questions to ask classmates that force them to answer by using one of each of the sets of “tricky prepositions” in item D. Hand your classmate your questions in writing and have him or her answer by using a complete sentence.

**Example:** How long have you been studying English?

**Answer:** I’ve been studying English for twelve years.

## E Prepositions Following Verbs and Adjectives

1. Certain verbs are frequently followed by prepositions. Here are some common combinations.

apologize *for*

apply *for*

arrive *at* (a building or event)

arrive *in* (a country or city)

believe *in*

complain *about*

concentrate *on*

consist *of*

depend *on*

insist *on*

rely *on*

search *for*

smile *at*

succeed *in*

suffer *from*

worry *about*

2. Some verbs are followed by a direct object and a preposition. Add to this list whenever you can.

blame someone *for* something

congratulate someone *on* something

explain something *to* someone

protect someone *from* something

thank someone *for* something

throw something *at* someone (intending to hit the person)

throw something *to* someone (intending it to be caught)

3. Here are some common adjective + preposition combinations.

	<i>about</i>	<i>at</i>	<i>for</i>	<i>in</i>	<i>of</i>	<i>to</i>	<i>with</i>
<i>anxious</i>	✓						
<i>happy</i>	✓		✓				✓
<i>sorry</i>	✓		✓				
<i>bad</i>		✓	✓				
<i>good</i>		✓	✓				
<i>famous</i>			✓				
<i>responsible</i>			✓				
<i>interested</i>				✓			
<i>ashamed</i>					✓		
<i>aware</i>					✓		
<i>fond</i>					✓		
<i>jealous</i>					✓		
<i>proud</i>					✓		
<i>tired</i>					✓		
<i>grateful</i>			✓			✓	
<i>similar</i>						✓	
<i>angry</i>	✓	✓					✓

(See Troublespot 16 for the use of the *-ing* form of the verb after a preposition following a verb or an adjective.)

#### Exercise 4

Select eight of the verbs or adjectives listed in items E1, E2, and E3 and write a sentence using each with an appropriate preposition.

#### F Phrasal Verbs

Although prepositions are little words, they are packed full of meaning. In fact, one of these little words attached to a verb can completely change the meaning of the verb. When a preposition is attached to a verb in a certain way, the preposition is known as a “particle,” and the verb is known as a “phrasal verb” or a “two-word verb.” Phrasal verbs are used more in conversation and informal writing; in formal and scientific writing, one-word equivalents are more common.

1. The combination of verb + particle takes on a new idiomatic meaning, often quite far from the meaning of the verb alone.

put off = postpone

put out = extinguish

She *put off* going to the dentist.

He *put out* the flames with a bucket of water.

2. Some phrasal verbs are separable, which means that the particle can be placed after the direct object as well as before it.

He *filled out* the form.

He *filled* the form *out*.

Some examples of separable phrasal verbs are.

fill out

throw away

look up

try on

pick up

turn on/down/up/off

put on

wake up

take off

 When the object is a pronoun, then you must use it to separate the verb + preposition phrase.

When you want to know the meaning of a word, look <sup>it up</sup> ~~up~~ it.

3. Some phrasal verbs are used with a particle and a preposition, making in effect a three-word verb. These phrasal verbs are inseparable, which means that the direct object cannot come between the verb and the particle or preposition.

I can't *put up with* that noise any longer!

The whole office staff *came down with* the flu last winter.

Add to the list of three-word verbs below as you learn new examples.

catch on to

give up on

check up on

keep up with

come down with

look down on

come up with

look up to

drop in on

put up with

get along with

## Exercise 5

Write sentences using the following phrasal verbs in any appropriate tense. Try to make the meaning of the phrasal verb clear in your sentence. Then write a second version using a one-word equivalent in place of the phrasal verb.

**Example:** look into

**Answers:** The committee decided to look into the decrease in sales.

The committee decided to investigate the decrease in sales.

- |               |                |
|---------------|----------------|
| 1. call off   | 6. leave out   |
| 2. turn down  | 7. look up to  |
| 3. keep on    | 8. get across  |
| 4. find out   | 9. cut down on |
| 5. take after | 10. get rid of |

## Exercise 6

Choose a preposition or particle to fit into each blank.

1. Before she went to bed, she turned \_\_\_\_\_ the lights.
2. I'll write the report \_\_\_\_\_ next Tuesday. That's a promise.
3. He is looking forward \_\_\_\_\_ seeing his nephew when he visits his sister next week.
4. He didn't turn \_\_\_\_\_ at work, so the meeting had to be called \_\_\_\_\_.
5. When my daughter was sick, Nora's sister offered to help look \_\_\_\_\_ her.
6. They called to congratulate him \_\_\_\_\_ winning the prize.
7. They wanted to watch TV, so I turned it \_\_\_\_\_ immediately.
8. He explained \_\_\_\_\_ me why I had to stay and work \_\_\_\_\_ nine o'clock \_\_\_\_\_ the evening.
9. He said he thought he could rely \_\_\_\_\_ me, but then he apologized \_\_\_\_\_ asking me to work late two nights in a row.
10. However, I decided not to complain \_\_\_\_\_ the boss \_\_\_\_\_ my long working hours.

## Writing Assignment



Choose one of the topics below.

1. Do some encyclopedia or Internet research to find out details and then write a paragraph about **one** of the following people, telling readers personal details such as when and where they were born, where they lived, what they did, what they were responsible for, interested in, grateful for, proud of, and so on. Use as many of the prepositions in this Troublespot as you can.
  - Babe Ruth
  - Benjamin Franklin
  - Rosa Parks
2. Write a paragraph describing your daily routine. Use as many two-word and three-word verbs as you can.

## Editing Advice



To check prepositions and phrasal verbs, ask the following questions as you read through your writing.

Have you used any prepositions of location, time, or direction?

YES

Check items A–C in this Troublespot to see if they can help you decide whether you have used them correctly.

NO

If you have used a preposition + verb, have you used the *-ing* form of the verb?

YES

A preposition cannot be followed by a base form or by an infinitive: *He ran without stopping.* NOT \**He ran without to stop.*

NO

Are you sure that any adjectives or verbs that you have used require or do not require a preposition? And if they do, are you sure which one to use?

YES

See item E.

NO

Have you used a phrasal verb where it might be more appropriate to use a one-word equivalent?

YES

Consider using the more formal verb to create the effect that you want.

## Relative Clauses

Relative clauses connect ideas by using pronouns that relate to something previously mentioned. They can be a problem for language learners because they are handled differently across languages, so many learners have difficulty not only with relative pronouns such as *who*, *whom*, *which*, *whose*, and *that* but also with the punctuation of the clauses. Relative clauses cause problems for native speakers of English, too. So if you have ever wondered whether to use *which* or *that* or whether to enclose a relative clause in commas, this Troublespot is for you.

### A Function of Relative Clauses

A relative clause allows you to add extra information about a previously mentioned noun, called the “antecedent.” A relative clause, therefore, allows you to combine two independent clauses into one sentence.

The experiment was repeated. It had produced the best results.

antecedent
relative clause  
 The experiment *that had produced the best results* was repeated.

### B Types of Relative Clauses

There are two types of relative clauses: restrictive and nonrestrictive. Writers use restrictive clauses much more frequently than nonrestrictive relative clauses, so it is particularly important that you make sure you can use restrictive relative clauses correctly in your writing.

1. A restrictive relative clause provides information that is necessary to identify the antecedent. The restrictive relative clause narrows the meaning and restricts the antecedent to only one of several possibilities.

The space shuttle was old. (Which space shuttle?)

The space shuttle *that exploded* was old.

(The relative clause restricts the meaning to a specific space shuttle.)

⚠ Never use commas around the relative clause when it is restrictive.

\*The space shuttle, *that exploded*, was old.

2. A nonrestrictive relative clause gives additional, nonessential information about the antecedent.

The author's wife, *who works as an editor*, always reads her husband's books. (The relative clause is not needed to identify which wife is under discussion – he only has one! – but provides additional information about her.)

## C Restrictive Relative Clauses

1. The following chart shows which relative pronouns to use depending on whether the antecedent is human or nonhuman and on the grammatical function of the relative pronoun within a restrictive relative clause. (Items 2–8 below provide details and examples.)

Relative Pronouns in Restrictive Clauses		
Grammatical function within clause	Human antecedent	Nonhuman antecedent
Subject	<i>who</i> <i>that</i> (informal)	<i>which</i> <i>that</i>
Object	<i>whom</i> <i>who</i> <i>that</i> omitted relative pronoun (preferred usage)	<i>which</i>  <i>that</i> omitted relative pronoun (preferred usage)
Possessive	<i>whose</i>	<i>whose</i> <i>of which</i> (formal)

2. Use *who* when the antecedent is human and the relative pronoun is the subject of the relative clause (*that* is possible, but is used less often in written English).

The woman is a teacher. She lives next door to me.

The woman *who lives next door to me* is a teacher.

⚠ Do not use a personal pronoun to repeat the subject of the independent clause after a relative clause.

The woman *who lives next door to me* she is a teacher.

3. Use *that* or *which* when the antecedent is nonhuman and the relative pronoun is the subject of the relative clause. (See item E2 for situations when you must use *which*.)

The bill deals with taxes. It is before Congress.

The bill *that is before Congress* deals with taxes.





3. Do not use *that* as a relative pronoun immediately following a preposition.

**which**

The house in ~~that~~ she is living is old.

4. Be aware of your options. For example, you can combine the following two sentences in five ways.

The woman is a teacher. My friend is talking to the woman.

The woman *whom* my friend is talking to is a teacher.

The woman *who* my friend is talking to is a teacher. (less formal)

The woman *that* my friend is talking to is a teacher.

(Some readers may, however, object to *that* used with a person.)

The woman my friend is talking to is a teacher.

(omitted relative pronoun: common usage)

The woman *to whom* my friend is talking is a teacher. (formal usage)

## Exercise 2

Write two sentences for each item. In the first sentence, omit the relative pronoun. In the second sentence, include one.

**Example:** The cottage is dilapidated. She is living in the cottage.

**Answers:** The cottage she is living in is dilapidated.

The cottage that she is living in is dilapidated.

1. The movies are action-packed. Teenagers are interested in the movies.
2. The bicycle trip is planned for Tuscany. Rosie is looking forward to the trip.
3. The man is an airline pilot. My cousin worked for him last summer.
4. The keyboard was badly designed. The secretary had insisted on the keyboard.
5. The pond is full of weeds. The children are swimming in the pond.

## F Nonrestrictive Relative Clauses

1. The antecedent of a nonrestrictive relative clause is usually a proper noun or a common noun referring to a unique person, thing, or event.

Lake Superior, *which covers more than 31,000 square miles*, is the biggest lake in the world.

My father, *who was born in Ecuador*, now lives in Peru.

2. A nonrestrictive clause uses commas to show that the information is an interesting addition; it does not define the antecedent in the independent clause. The commas act almost like parentheses. If the information were omitted, readers would still understand exactly who or what the antecedent is.

3. The following chart shows which relative pronouns to use within a non-restrictive relative clause.

Relative Pronouns in Non-restrictive Clauses		
Grammatical function within clause	Human antecedent	Nonhuman antecedent
Subject	<i>who</i>	<i>which</i>
Object	<i>whom</i> <i>who</i>	<i>which</i>
Possessive	<i>whose</i>	<i>whose</i> <i>of which</i> (formal)

4. While you can use the relative pronoun *that* in a restrictive relative clause, you can never use *that* in a nonrestrictive relative clause.

**which**

The company has sold its private jet, ~~that~~ <sup>which</sup> it bought only a year ago.

5. While you can omit the object relative pronoun in a restrictive relative clause, you can never omit it in a nonrestrictive relative clause.

**which**

Her new computer, <sup>which</sup> she bought only last week, has crashed.

### Exercise 3

In the following summary of a newspaper article, correct the use of relative pronouns and punctuation.

Elizabeth Blackwell that was born in England in 1821 became the first woman doctor. Everything, what she did, was notable. She came to live in New York State which she received her doctor's degree. She set up a hospital in Manhattan who employed only women. There she trained nurses. The nurses which she trained served in the Civil War what began in 1861. People who knew her were always impressed by her talent and energy. More than a hundred years later, in 1981, the United States issued a postage stamp what honored her and showed her picture.

### Exercise 4

Correct the errors in the following sentences.

- Two years ago, my friend Zhi-Wei, who just got married. He was working as a manager in a big company.
- My favorite plant looks droopy is actually about to produce flowers.

3. My father, whose living in Atlanta, writes to me every week.
4. I have found the book that I was looking for it.
5. The students in my class who studies hard will pass the test.
6. Franklin D. Roosevelt whom was president from 1933–1945 helped establish the United Nations.

## Writing Assignment



Choose one of the following topics.

1. Describe the scene in the picture. Decide what you think is happening. Who are the people and what are their relationships to each other? Use as many relative clauses of different kinds as you can. Take care with punctuation.

**Example:** The man who is carrying a large teddy bear is the little girl's grandfather.



2. Tell about a travel incident – in a car, train, bus, or plane – and try to use as many relative clauses of different kinds as you can. Take care with punctuation.

## Editing Advice



Check on your use of relative clauses by asking the following questions.

Is the relative clause non-restrictive, in other words, does it refer to unique people, things, or events and add extra information that a reader doesn't necessarily need to identify the antecedent?

**YES**

Be sure it is set off with commas. Do not use *that*. (See item F.)

**NO**

Is the relative clause restrictive and is the relative pronoun the subject of its own clause?

**YES**

You should use *who*, *which*, or *that*. (See item B.) Make the verb agree with the noun to which the relative pronoun refers. (See item D.)

**NO**

Is the relative clause restrictive and is the relative pronoun the direct object of its own clause?

**YES**

Use *whom*, *which*, or *that*, or, best of all, omit the pronoun.

**NO**

Does the relative pronoun indicate possession?

**YES**

Use *whose* or *of which*.

**NO**

Is the relative pronoun the object of a preposition?

**YES**

Follow either of these patterns: "The apartment (that) she is living in is huge," or "The apartment in which she is living is huge."

## Conditions and Wishes

When you use *if* or *I wish* in English, you signal that what you are about to say or write may be somewhat speculative. The grammar of English reflects this use of the imagination. Verb tenses no longer fit their neat slots, and so you will need to put aside what you have learned so well about verbs expressing present and past time. For example, when you speculate about the future, you use the present tense; and when you speculate about the present, you use the past tense. This Troublespot demonstrates some other meanings that verb tenses can signify when expressing wishes and conditions.

### A Types of Conditional Sentences

You can express four types of conditions.

- a condition that leads to a fact
- a condition that leads to a prediction
- a condition that leads to speculation about the present or future
- a condition that leads to speculation about the past

#### 1. The following sentences contain conditions of fact.

If water freezes, it turns into ice.

Prices rise if demand rises.

The team practices every day unless it rains. (*unless = except if*)

⚠ Use a comma between the clauses only when the dependent clause comes before the independent clause.

#### 2. The following sentences contain conditions of future prediction.

If I get promoted, I will be very happy.

She might take the job if she can work a shorter day.

The singer will perform unless his sore throat prevents him.

3. The following sentences contain conditions of present-future speculation.

If he gave up his job, he'd have to sell his car.

If I had enough money, I would take a long vacation.

If students read more, they would spell better.

When you write sentences like these, readers understand them in the following way.

If he gave up his job . . . (but he probably won't)

If I had enough money . . . (but I don't have enough)

If students read more . . . (but they do not read much)

4. The following sentences contain conditions of past speculation (contrary to fact).

The dam would not have collapsed in the storm if they had reinforced it.

(But they did not reinforce the dam, so it collapsed.)

If she had applied for the training program last year, she would have learned about accounting.

(But she didn't apply, so she didn't learn about accounting.)

### Exercise 1

Write 1–4 in the blank next to each sentence below depending on which type of condition it contains: 1 = condition of fact; 2 = condition of future prediction; 3 = condition of present-future speculation; 4 = condition of past speculation.

**Example:** 1 Children become undisciplined if their parents do not control them.

- \_\_\_ 1. If the temperature is low, citrus crops suffer.
- \_\_\_ 2. They would have finished the report if they had had more time.
- \_\_\_ 3. The engine will start if you turn on the ignition.
- \_\_\_ 4. If the computer had a better keyboard, I would buy it.
- \_\_\_ 5. Arizona will have a severe drought unless irrigation is provided.
- \_\_\_ 6. If mosquitoes became extinct, birds would die.
- \_\_\_ 7. If I had a million dollars, I would buy you a house.
- \_\_\_ 8. He would have bought a house if he had won the lottery.

### B The Use of *Were*

You have probably learned to use *was* with *I*, *he*, *she*, *it*, and third-person singular subjects and to use *were* only with *we*, *you*, *they*, and other third-person plural subjects. However, in speculative conditions, different conventions apply.

Use *were* in place of *was* for all subjects when you signal something hypothetical and speculative, contrary to present fact.

If my grandmother *were* alive today, she would be 105 years old.

The clause “If my grandmother were alive today” signals “but she is not.” The condition is hypothetical and contrary to fact.

## Exercise 2

Write five sentences speculating what you would do if you were a different age, sex, nationality, profession, or person.

**Example:** If I were 60 years old, I would retire.

## C Summary of Verb Forms in Conditional Sentences

The chart shows the patterns of verb forms used in conditional sentences. Some other forms can be used, and you will probably come across them in your reading. However, for general guidelines for your own writing, use the chart as a guide.

Verb Forms in Conditional Sentences		
Type of condition/ example	Conditional clause	Independent clause
Factual: If the water faucet <i>drips</i> , you <i>waste</i> a lot of water.	simple present	simple present
Future prediction/possibility: If you <i>spend</i> more, you <i>will get</i> better value.	simple present	<i>will</i> <i>can</i> <i>should</i> <i>might</i> + base form
Speculation about present or future: If I <i>were</i> the mayor, I <i>would raise</i> taxes.	simple past (use <i>were</i> for past tense of <i>be</i> )	<i>would</i> <i>could</i> <i>should</i> <i>might</i> + base form
Speculation about the past: If the mayor <i>had raised</i> taxes, he <i>might have lost</i> the election.	past perfect ( <i>had</i> + past participle)	<i>would have</i> <i>could have</i> <i>should have</i> <i>might have</i> + past participle

⚠ Do not use *would* or *would have* in the conditional clause, but only in the independent clause.

had  
If he ~~would have~~ tried harder, he would have passed the test.

### Exercise 3

Read the following sentences and speculate about the situation using a conditional clause with *if*.

**Example:** He's hoping to receive his paycheck tomorrow, and then he will pay the rent.

**Answer:** If he receives his paycheck tomorrow, he'll pay the rent.

1. I didn't see him yesterday, so I couldn't pay him the money I owed him.
2. She doesn't spend much time with her children, so she doesn't know their friends.
3. They didn't lock the windows; a burglar climbed in and took their jewelry.
4. The woman wasn't able to find an ambulance, so her husband died on the street.
5. He doesn't have anyone to help him, so he won't finish the job on time.
6. She doesn't have any money, so she can't buy that expensive textbook.

### D Wishes

When we make a wish, we are also speculating or imagining a different future, present, or past. The tenses we use reflect this.

1. For a wish about the future, use *would* in the dependent clause.  
I wish you *would* help me tomorrow.
2. For a wish about the present, use the past tense in the dependent clause (using *were* as the past tense of *be* for all subjects).  
I wish I *had* a faster computer.  
We all wish that John Lennon *were* still alive.
3. For a wish about the past, use *had* + past participle in the dependent clause.  
I wish I *had bought* those tickets on the Internet.

## Exercise 4

Write sentences using the verb *wish* to respond to the following situations.

**Example:** The Senator did not vote for the tax cut. (He regrets this.)

**Answer:** The Senator wishes he had voted for the tax cut.

1. It isn't raining (and my garden needs water).
2. Her forty-year-old sister is not married.
3. I don't have a fast sports car.
4. The office manager does not have a color printer.
5. The students did not study hard for the exam.
6. The public wants the mayor to reduce the sales tax.
7. I did not eat breakfast this morning.

## Writing Assignment



Write a paragraph on one of these topics. Use several *if* clauses in your paragraph.

1. If you won two million dollars or more, what would you do with it?
2. Tell readers about something you once did that you wish you had not done (or something you did not do that you now wish you had done). How would your life have been different if you had made a different decision? What conditions might have changed the situation?

## Editing Advice



If you have doubts about the accuracy of the tenses in a sentence expressing a condition or a wish, ask the following questions.

Have you written a sentence using an *if* clause and are unsure which tense to use in the dependent and independent clauses?

YES



Use the chart in item C to help you decide which tenses to use.

NO



Have you written a sentence in which you express a wish?

YES



For a wish for the future, use *would*; for a wish for the present, use the simple past tense; for a wish about the past, use the past perfect.

## Quoting, Reporting, and Citing Sources

When you record what people say or write, you can quote exact words, you can report in indirect speech, or you can use your own words entirely in paraphrase or summary. This Troublespot shows you the differences in these approaches. It shows you how to punctuate quotations and provides a few basic guidelines for how to cite and document any source material you use in order to avoid plagiarism. While this Troublespot will help you with this important area of writing, you should consult a style manual or a writer's handbook for more detailed instructions and examples.

### A Quotation of Direct Speech

Observe the following basic guidelines when you want to report exactly what people say.

1. Use double quotation marks (“”) around a speaker's exact words whether part of a sentence, a whole sentence, or more than one sentence.
2. When reporting a dialogue, as in telling a story, begin a new speaker's words in a new paragraph.
3. Use a reporting verb, such as *say* (*said*) for statements and *ask* (*asked*) for questions.

⚠ Do not overuse the verbs *say* and *ask*. There are many other reporting verbs that can be used depending on the context, for example, *deny*, *admit*, *exclaim*, *confess*, *scream*, and *shout*.

4. When the quotation following the reporting verb is a complete sentence, put the end punctuation inside the quotation marks and use a capital letter to start the quotation.

Her husband declared, “We're lost.”

5. When the quotation comes at the end of the sentence, it is most common to use a comma after the reporting verb and before the quotation marks, as in the example in item 4.
6. When the quotation comes at the beginning of the sentence, use a comma – not a period – to end a statement.

“We’re lost,” her husband declared.

### Exercise 1

Read the following passage from *The Golden Youth of Lee Prince*. Find examples of each of the six guidelines for reported speech in item A.

Mrs. Stein, with her hat on, came back into the room, digging into her purse.

“Marilyn and I are going to that new Italian place,” she said, “and I’ve lost the address. It’s that real elegant place where they serve everything burning on a sword.”

Priscilla started coughing.

“I think that cough is psychosomatic,” Lee said.

Priscilla put a handkerchief to her lips, and Mrs. Stein said, “What does that mean? Does that mean we’ll all get it?”

“Probably,” Lee said. “Probably.”

“Ah, here it is,” the woman exclaimed, snatching a piece of paper from her purse. “Priscilla, don’t light another cigarette.”

Priscilla was moving a hand around in the pocket of her mink coat.

“What’s this?” she asked, pulling out a small box. “Lee, it’s for you.”

She handed him the box, which was from Tiffany’s, and he opened it and found a pair of gold cuff links.

### Exercise 2

After you engage in an interesting dialogue (at home, in class, or with friends), write the dialogue so that readers know exactly who said what to whom.

## B Direct Quotation in Academic Writing

1. In academic writing, quote passages from your reading to support a point you make and to show readers what others have said about your topic. Quote only the exact words that appear on the page. (See item E for how to cite sources in academic writing.)

### Original source:

The discovery of DNA's double helix 50 years ago was the founding event of molecular biology. It was also the moment that forged the reputations of two of biology's most compelling figures and united their names, no doubt in perpetuity.

(Nicholas Wade, "Watson and Crick, Both Aligned and Apart, Reinvented Biology," *New York Times*, 25 Feb. 2003: F3.)

### Quotation from the source:

Nicholas Wade calls Watson and Crick's discovery "~~a major event~~ <sup>the founding event</sup> of molecular biology."

⚠ Make sure that your quotation is integrated into your sentence structure.

Nicholas Wade sees the discovery of DNA as "was the founding event of molecular biology."

2. For the first mention of an author in your text, use the author's first and last names (such as *Nicholas Wade*). For subsequent references, use the last name only (*Wade*).
3. Use the present tense to introduce a writer's words.

Wade *calls* Watson and Crick "two of biology's most compelling figures."

⚠ Use the present tense to report a writer's words even if the writer is dead.

In an 1865 study of peas, Gregor Mendel *speculates* about "inheritance factors," which determine what is passed on to the next generation.

4. If you change or add words for clarification, enclose the addition or change in square brackets.  
Wade reminds us that "the discovery of DNA's double helix 50 years ago [that is, in 1953] was the founding event of molecular biology."
5. If you omit any word or words, use three ellipsis dots (. . .) to signal an omission.  
According to Wade, "the discovery of DNA's double helix . . . was the founding event of molecular biology."
6. If you quote more than four typed lines, do not use quotation marks. Start the quoted passage on a new line and indent the whole quotation. Introduce the quotation with a sentence ending in a colon.

Wade provides details of Watson's career:

He became a scientific impresario, building Harvard's biology department into a leading institution and then doing the same at the Cold Spring Harbor Laboratory on Long Island, where he is now president. He created political support for the Human Genome Project and, becoming its first director in 1988, set the goals and strategy that are now bringing it to fruition.

7. Do not overuse quotations. Readers want to hear what you have to say, not read a string of quotations, so avoid such sequences as the following: “He says that . . . He also says that . . . He then says that . . . He goes on to say that . . .”

### Exercise 3

Following the passage below, taken from the book *Genome* by Matt Ridley, are six sentences that include direct quotations from it. In each sentence there is one error. Find the error and write a correct version of each sentence. Note that item 1 mentions the author’s name for the first time.

Human beings are an ecological success. They are probably the most abundant large animals on the whole planet. There are nearly six billion of them, amounting collectively to something like 300 million tons of biomass. The only large animals that rival or exceed this quantity are the ones we have domesticated – cows, chickens and sheep – or that depend on man-made habitats: sparrows and rats.

1. Ridley argues that “human beings are an ecological success.”
2. He suggests that “they (human beings) are probably the most abundant large animals on the whole planet.”
3. Ridley estimates that “there are nearly six billion of us” on the planet.
4. Ridley makes a fascinating observation when he stated that human beings amount to “something like 300 million tons of biomass.”
5. Ridley notes that “the only large animals that rival or exceed this quantity are cows, chickens, and sheep.”
6. Besides animals that have been domesticated, Ridley says that other animals with a large biomass are “depend on man-made habitats.”

### C Indirect Speech

Unlike direct speech, indirect speech does not use the exact words of a speaker.

**Direct speech:** The mayor asked, “How am I doing?”

**Indirect speech:** The mayor asked how he was doing.

Observe the following guidelines when you are using indirect speech.

1. Do not use quotation marks.

The mayor asked “how he was doing.”

2. Do not use a question mark at the end of a reported question.  
The mayor asked ~~how he was doing?~~  
he was  
The mayor asked how ~~was he~~ doing.

3. In a reported question, use statement word order (subject + verb) and not question word order.  
The mayor asked ~~how he is doing.~~  
was  
The mayor asked how he ~~is~~ doing.

4. After an introductory verb in the past (like *said*), use a tense from the past cluster of verb tenses (see Troublespot 6, item E) or modal auxiliaries *would*, *could*, *should*, or *might*.  
The mayor asked how he ~~is~~ doing.

5. Change pronouns such as *I*, *we*, and *you* when you write reported speech.  
The mayor asked how ~~I~~ was doing.  
he  
The mayor asked how ~~I~~ was doing.

6. When you report incomplete sentences, you may have to reword them and provide some implied missing language.

**Direct speech:** The journalist replied, "Fine."

**Indirect speech:** The journalist replied that he was doing fine.

7. There are several other changes that may be required when reporting speech. For example, the pronoun *this* is usually reported as *that*; *tomorrow* is reported as *the following day*, etc.

## Exercise 4



1. Write a description of each frame of the four-frame cartoon. Quote directly what the characters Lucy and Charlie Brown say, using quotation marks. Begin like this:  
One day Lucy was sitting and offering psychiatric help for 5 cents. Charlie Brown came along, sat down, and said, “. . .”
2. Rewrite your description of the cartoon. This time use indirect speech. Keep the indirect speech as close to the original quotations as possible. Begin like this:  
One day Lucy was sitting and offering psychiatric help for 5 cents. Charlie Brown came along, sat down and said that . . .

### Exercise 5

Look at the passage from *The Golden Youth of Lee Prince* on page 157. Rewrite the passage, changing all the direct speech to reported speech. Use no direct quotations at all. Begin like this:

Mrs. Stein told the people in the room that she and Marilyn were going to a new Italian restaurant . . .

## D Paraphrase and Summary in Academic Writing

1. When you want to report someone's ideas in detail from something you have read, if you choose not to use quotation marks, you must paraphrase. Paraphrasing means stating the author's ideas but using your own words, not the original words of the author. To paraphrase, you do not simply change the order of the words or find synonyms. Rather, you must transform the original text into something quite different. A paraphrase may even be longer than the original source text.

Here is a paraphrase of the passage by Nicholas Wade in item B1.

Wade claims that when the double helix was discovered half a century ago, the era of molecular biology was established. In addition, the discovery has made the names of the scientists Watson and Crick famous forever as an outstanding scientific team.

2. Even when you paraphrase, you must cite the source of the ideas (see item E for how to cite appropriately).
3. When you summarize a long passage or a whole chapter or article, pick out only the most important points; your summary will be a great deal shorter than the original source text. Again, use your own words, not the words of the original text.

## E Citing Sources in Academic Essays

1. In an essay, always state where ideas come from. Even if you do not quote a writer word for word but instead refer to and paraphrase his or her ideas, you still have to say where those ideas came from. Using another author's words or ideas as your own and not citing the source is called "plagiarism." This is a serious academic offense.
2. Various disciplines follow various conventions for citing sources. The style guides published by the MLA (Modern Language Association) and APA (American Psychological Association) are used widely for the humanities and the social sciences, respectively. There are also many other style guides available for other disciplines and media. When you write for your instructor, find out which system he or she would like you to use.
3. If you are using MLA, for every reference, summary, paraphrase, and quotation, provide the name of the author(s), either in your introductory sentence or in parentheses at the end of the sentence; also include the page number of a print source that is longer than one page. (If a work is written by four or more authors, it is common to cite only the first author, followed by "et al." – an abbreviation of *et alii*, Latin for "and others.")

The examples below come from a news article of more than one page. The article appeared in section F of the *New York Times*. It started on page 1 of the section and continued on page 11.

Natalie Angier points out that "DNA, on its own, does nothing" (F1).

DNA is often thought to be more powerful than it actually is. In fact, it has been pointed out that "DNA, on its own, does nothing" (Angier F1).

Angier explores DNA and the issue of nature versus nurture (F1, F11).

4. If you are using APA, give the name of the author or authors (even when there are four or more), the year of publication, and the page number only of a quotation. Give no page number for a paraphrase or summary. The examples below come from an article that appeared in the same section F of the *New York Times* as the Angier article. However, this article is only one page in length.

Nicholas Wade calls Watson and Crick's discovery "the founding event of molecular biology" (2003, p. F3).

Watson and Crick's discovery has been called "the founding event of molecular biology" (Wade, 2003, p. F3).

Wade (2003) describes the contribution made by Watson and Crick to the field of molecular biology.

5. In both MLA and APA style, do not provide a page number for an Internet source.

**MLA:** It seems that "dogs can be trained to discriminate" (Jeffery).

**APA:** It seems that "dogs can be trained to discriminate" (Jeffery, 2003).

## Exercise 6

Paraphrase the following passages, using MLA style. In each case, refer to item E3 and vary how you cite the author and page number of the source. (Only some of the source information is necessary for this exercise; you will need the rest for Exercise 8.)

1. Online chat lets you communicate with people live, just as you would do on the telephone – except that you type what you want to say and read the other person’s reply on your computer screen. An entire Internet subculture has grown up around chat.

Source information:

Authors: John Levine, Arnold Reinhold, and Margaret Levine Young

Title of book: *The Internet for Dummies*

Place of publication: Foster City, CA

Publisher: IDG Books

Date of publication: 1998

Page number: 136

2. Sports records provide a superb illustration of the laws of probability and averages. There is good evidence, for example, that the notion of a “hot hand” – a long streak of consecutive successful shots in basketball or of hitting safely in consecutive games in baseball – can be adequately explained by chance alone.

Source information:

Author: John Allen Paulos

Title of book: *A Mathematician Reads the Newspaper*

Place of publication: New York

Publisher: Anchor-Doubleday

Date of publication: 1995

Page number: 181

3. People who spend hours talking to their friends, family members, and coworkers often freeze up when they’re asked to give a five-minute presentation. A manager who can drop in on a colleague to discuss a new project may panic when asked to give a talk explaining that project to a group of vice presidents.

Source information:

Authors: John A. Daly and Isa N. Engleberg

Title of book: *Presentations in Everyday Life*

Place of publication: Boston

Publisher: Houghton Mifflin

Date of publication: 2001

Page number: 8

## Exercise 7

Summarize the following passage and cite the source, using MLA style. (Only some of the source information is necessary for this exercise; you will need the rest for Exercise 8.)

Although both movies and radio provided hours of entertainment and escape from everyday life [in the depression in the 1930s], radio also played a key role in providing information about world and national events. News commentators like Walter Winchell drew faithful audiences, and the president's fireside chats frequently attracted more than 20 percent of radio listeners. Equally popular was Eleanor Roosevelt's spot on the "Vanity Fair" program. Perhaps radio's biggest impact occurred when Orson Welles merged news with entertainment in his 1938 Halloween broadcast of "War of the Worlds," a science-fiction story in which Martians invade New Jersey. Welles presented the tale in such a skillful newscast style that millions of panic-stricken Americans believed earth really had been invaded.

Source information:

Authors: Carol Berkin, Christopher L. Miller, Robert W. Cherny, and James L. Gormly

Title of book: *Making America* 2nd ed.

Place of publication: Boston

Publisher: Houghton Mifflin

Date of publication: 1999

Page number: 810

## F Listing Sources at the End of an Essay

At the end of your essay, provide a detailed, double-spaced list of all the works you cite, organized alphabetically by the last names of the authors.

Here are examples of how to document a book, a Web site (with the date of online publication and the date on which you access, or retrieve, the work from the Web), and print articles in both MLA and APA styles. Note the differences in underlining versus italics, the position of the date, the use of full name or initials, the presentation and punctuation for a URL, the use of capital letters in titles, and the use of short or full names for publishers. Consult a style handbook for conventions for citing the many other types of sources.

### MLA

#### Works Cited

Angier, Natalie. "Not Just Genes: Moving beyond Nature vs. Nurture." New York Times, 25 Feb. 2003: F1+.

Goodman, Aubrey. The Golden Youth of Lee Prince. Greenwich: Crest, 1959.

Jeffery, Clara. "Can a Dog Be Racist?" *Slate* 26 Feb. 2003. 27 Feb. 2003

<<http://slate.msn.com/id/2079214>>.

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APA

## References

Angier, N. (2003, February 25). Not just genes: Moving beyond nature vs. nurture. *The New York Times*, pp. F1, F11.

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Jeffery, C. (2003, February 26). Can a dog be racist? *Slate*. Retrieved February 27, 2003, from <http://slate.msn.com/id/2079214>

Wade, N. (2003, February 25). Watson and Crick, both aligned and apart, reinvented biology. *The New York Times*, p. F3.

### Exercise 8

Make an alphabetized list of works for the three sources used in Exercise 6 and the source of the passage you summarized in Exercise 7. Use either MLA style or APA style. Consult a style handbook, if necessary.

### Writing Assignment



Interview someone about a controversial topic, such as the handling of juvenile criminals, cloning, animal rights, or downloading music from the Internet. Take notes. Research the same topic in the library or on the Internet, finding at least two reliable sources. Write two or three paragraphs on the topic, reporting what your interviewee said in both direct and in indirect speech. Paraphrase and summarize your written sources. End by drawing your own conclusions and stating your opinion. Cite all your sources in the text and provide a list of works cited in either MLA or APA style at the end of the text.



Check the use of quotations, paraphrasing, and citing of sources by asking the following questions.

If you have quoted a speaker, have you used the speaker's exact words?

**YES**

Use quotation marks and make sure you have followed the guidelines in item A.

**NO**

You have used indirect speech, so make sure that you have followed the guidelines in item C.

If you have cited from a written text, have you used the exact words?

**YES**

Use quotation marks and make sure you have followed the guidelines in item B.

**NO**

If you have not used direct quotation but you have paraphrased, have you really moved away from the exact words of the original speaker or writer you are quoting?

**YES**

**NO**

If you used someone else's words without quoting them and stating the source, it is regarded as plagiarism – a serious offense. So, either quote directly or report in your own words.

Have you cited the source of the quotation – the author's name or title of work and the page number (or year for APA style) – and attached a bibliographical list of works cited at the end?

**NO**

Acknowledge the source of your information briefly in the text and then fully in a bibliographic reference at the end. (See items E and F).

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## Works Cited

The author and the publishers would like to acknowledge the following works, which have been used as source material for exercises.

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- Page 30, "The Analysts Who Came to Dinner." *Newsweek* 19 Oct. 1981: 92.
- Page 33, Labi, Nadya. "Why Did She Do It?" *Time* 18 Nov. 2002: 69.
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- Page 147, "First Woman Physician." *Brooklyn Daily Eagle* 3 Feb. 2003: 6.
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# Appendix

## Irregular Verbs

The *-ing* form of regular verbs has been included only in instances where the spelling sometimes causes students trouble.

Base Form	<i>-ing</i>	Past	Past Participle
arise	arising	arose	arisen
be	being	was, were	been
beat	beating	beat	beaten
become	becoming	became	become
begin	beginning	began	begun
bend		bent	bent
bet	betting	bet	bet
bind		bound	bound
bite	biting	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
catch		caught	caught
choose	choosing	chose	chosen
cling		clung	clung
come	coming	came	come
cost		cost	cost
creep	creeping	crept	crept
cut	cutting	cut	cut
deal	dealing	dealt	dealt
dig	digging	dug	dug
do		did	done
draw		drew	drawn
drink		drank	drunk
drive	driving	drove	driven
eat	eating	ate	eaten
fall		fell	fallen
feed		fed	fed
feel	feeling	felt	felt
fight		fought	fought
find		found	found
flee		fled	fled

Base Form	-ing	Past	Past Participle
fly	flying	flew	flown
forbid	forbidding	forbad(e)	forbidden
forget	forgetting	forgot	forgotten
forgive	forgiving	forgave	forgiven
freeze	freezing	froze	frozen
get	getting	got	gotten, got
give	giving	gave	given
go		went	gone
grind		ground	ground
grow		grew	grown
hang*		hung	hung
have	having	had	had
hear		heard	heard
hide	hiding	hid	hidden
hit	hitting	hit	hit
hold		held	held
hurt		hurt	hurt
keep		kept	kept
know		knew	know
lay	laying	laid	laid
lead		led	led
leave	leaving	left	left
lend		lent	lent
let	letting	let	let
lie†	lying	lay	lain
light		lit, lighted	lit, lighted
lose	losing	lost	lost
make	making	made	made
mean		meant	meant
meet	meeting	met	met
pay		paid	paid
put	putting	put	put
quit	quitting	quit	quit
read		read	read
ride	riding	rode	ridden
ring		rang	rung
rise		rose	risen
run	running	ran	ran
say		said	said
see		saw	seen
seek		sought	sought
sell		sold	sold
send		sent	sent
set	setting	set	set
shake	shaking	shook	shaken

\**Hang* in the sense “put to death” is regular: *hang, hanged, hanged*

†*Lie* in the sense “not tell the truth” is regular: *lie, lied, lied*

Base Form	<i>-ing</i>	Past	Past Participle
shine	shining	shone	shone
shoot		shot	shot
show		showed	shown, showed
shrink		shrank	shrunk
shut	shutting	shut	shut
sing		sang	sung
sink		sank	sunk
sit	sitting	sat	sat
sleep	sleeping	slept	slept
slide	sliding	slid	slid
slit	slitting	slit	slit
speak		spoke	spoken
spend		spent	spent
spin	spinning	spun	spun
spit	spitting	spit	spit
split	splitting	split	split
spread		spread	spread
spring		sprang	sprung
stand		stood	stood
steal	stealing	stole	stolen
stick		stuck	stuck
sting		stung	stung
stink		stank	stunk
strike	striking	struck	struck
swear		swore	sworn
sweep	sweeping	swept	swept
swim	swimming	swam	swum
swing		swung	swung
take	taking	took	taken
teach		taught	taught
tear		tore	torn
tell		told	told
think		thought	thought
throw		threw	thrown
tread		trod	trodden, trod
understand		understood	understood
upset	upsetting	upset	upset
wake	waking	woke	waked, woken
wear		wore	worn
weave	weaving	wove	woven
weep	weeping	wept	wept
win	winning	won	won
wind		wound	wound
withdraw		withdrew	withdrawn
wring		wrung	wrung
write	writing	wrote	written

# Answer Key

There is often more than one correct answer to an exercise. If your answer is different from the answer given here, do not assume that your answer is wrong. You may have found an alternative solution. Check with your instructor.

## Troublespot 1 Basic Sentence Structure

**Exercise 1** (page 2) Answers may vary.

1. The sun is shining.
2. There are several clouds in the sky.
3. Two people are walking slowly and quietly.
4. They are splashing through the shallow water.
5. They are probably very happy.
6. CORRECT
7. There is a big palm tree.
8. Some shells are lying on the sand.
9. It is a beach on the island of Maui in the Hawaiian Islands.
10. There are no umbrellas to provide shade from the sun.
11. CORRECT

**Exercise 2** (page 3)

1. s: Earhart; v: flew
2. s: Her flight across the Atlantic in 1932; v: achieved
3. s: She; v: married
4. s: Breaking records; v: was
5. s: Her solo flight from Honolulu to California; v: established.
6. s: Her attempt to fly around the world in 1937; v: failed
7. s: Her plane; v: disappeared
8. s: The mystery of her disappearance; v: intrigues
9. s: There (filler subject for "several theories"); v: are
10. s: her plane; v: crashed

**Exercise 3** (page 5) Answers may vary.

<sup>1</sup>Frederick Douglass, an African American who was born into slavery, fought all his life for the abolition of slavery. <sup>2</sup>Every month, he wrote articles in the newspaper he established. <sup>3</sup>He used his editorials again and again to try to get his point across. <sup>4</sup>He frequently gave lectures. <sup>5</sup>However, he did not find success immediately. <sup>6</sup>He constantly had to urge President Abraham Lincoln to allow men of his race to enlist in the army. <sup>7</sup>His work for the anti-slavery movement was very significant. <sup>8</sup>Not only did he influence the president, but he also changed the face of the nation. <sup>9</sup>Why are there no campaigners like him today?

**Exercise 4** (page 6) Answers will vary.

**Exercise 5** (page 7) Answers will vary.

## Troublespot 2 Sentence Building

**Exercise 1** (page 11)

1. *indeed*: to emphasize – the "consensual union" is now more accepted in some places than the traditional family
2. *also*: to provide additional information – Scandinavian countries are pacesetters in nontraditional forms of family living + highest rate of labor force participation by women;  
*however*: to show contrast – between these societies and the US

3. *in fact*: to emphasize or expand – Japan has low rates of nontraditional family types and also an increase in traditional households.
4. *for example*: to provide an example – the downward trend in Scandinavia and Germany
5. *consequently*: to show a result – loosening of divorce laws caused a rise in divorce rates

**Exercise 2** (page 12) Several solutions for each pair are possible; only one is given here.

1. . . . writer. For example, he always wrote standing up.
2. . . . writer. In addition, he was an active sportsman.
3. . . . pencil, but he shifted to his typewriter . . .
4. . . . glance. He was, nevertheless, a neat person at heart.
5. . . . him; in fact, he hardly ever threw anything away.
6. . . . novels; for instance, he rewrote the ending of *A Farewell to Arms* thirty-nine times.
7. . . . morning. Then, after lunch, . . .
8. . . . stopping. Consequently, his landlady worried that he wasn't eating enough.

**Exercise 3** (page 14) Answers may vary.

The idea of carving sculptures into Mount Rushmore was conceived in 1923. *Although* the original plan was to portray three Western heroes, *when* John Gutzon Borglum accepted the commission, he immediately proposed sculpting four American presidents. *Because* the mountain was high and inaccessible, working on it was extremely dangerous. The winters were *so* bitter *that* the bad weather threatened to end construction. *When* the sculptures were completed fourteen years later, they were regarded as a wonder. Each head – George Washington, Abraham Lincoln, Thomas Jefferson, and Theodore Roosevelt – measured 60 feet. The size of the faces was Borglum's tribute to the important roles the presidents played in the history of the United States. *After* Borglum died in 1941, his son completed the final details.

**Exercise 4** (page 15) Answers may vary. One example of each of the three ways of combining sentences is given here.

1. . . . students, *but* what they . . . (coordination)  
*Although* teachers say they want diligent students, what they . . . (subordination)  
. . . students. *However*, what they . . . (transition)
2. . . . long hours, *so* they sometimes . . . (coordination)  
*Because* lawyers work long hours, they sometimes . . . (subordination)  
. . . long hours. *As a result*, they sometimes . . . (transition)
3. . . . experiment *and* called the press immediately. (coordination)  
*Because* the researchers performed a successful experiment, they . . . (subordination)  
. . . experiment. *Therefore*, they called the press immediately. (transition)
4. . . . defeated, *but* the proposers . . . (coordination)  
*Even though* the toxic waste proposal was defeated, the proposers . . . (subordination)  
. . . defeated; *nevertheless*, the proposers . . . (transition)
5. Prices went up, *so* demand went down. (coordination)  
As prices went up, demand went down. (subordination)  
Prices went up; *as a result*, demand went down . . . (transition)
6. . . . escaped, *so* the search began. (coordination)  
*Because* the prisoner escaped, the search began. (subordination)  
The prisoner escaped. *Thus*, the search began. (transition)
7. . . . robbery, *so* they were . . . (coordination)  
*Since* they were found guilty of robbery, they were . . . (subordination)  
. . . robbery; *as a result*, they were . . . (transition)
8. . . . money for the company, *but* he was not . . . (coordination)  
*Although* he made a lot . . . , he was not . . . (subordination)  
. . . money for the company; *however*, he was not . . . (transition)

**Exercise 5** (page 16) Answers may vary.

1. My huge family met at my grandparents' house every holiday. Since there were never enough chairs, I always had to sit on the floor.
2. Because computers save time, many businesses are buying them. However, managers sometimes don't realize that they have to train people to operate them.
3. All their lives they have lived with their father, a powerful politician who has made a lot of enemies.
4. Because she wanted to be successful, she worked day and night for a famous advertising agency, and eventually became a vice president.
5. Although he really wants to go skiing, he has decided to go to a beach resort in California where he can visit his sister and get some sun.
6. Mr. Jackson, the new prison warden, wanted to make a good impression, so he wore a new suit. However, because the suit, which belonged to his brother, was too big for him, the pants kept falling down.

**Troublespot 3** *Sentence Boundaries*

**Exercise 1** (page 20) Answers may vary.

1. The dark scenery could frighten us because there are many trees.
2. A man is working at the gas pumps, fixing something that is wrong.
3. There is nobody in the street. The man is lonely.
4. The dark trees and the empty road make this a gloomy spot, one that we do not feel attracted to.
5. CORRECT
6. Because the gas station offers an attractive lighted place, it makes the scene less threatening.
7. If we had to work long hours in that place, it would be difficult.

**Exercise 2** (page 21) Answers may vary.

Esther Pauline and Pauline Esther Friedman were twins, known respectively as Eppie and Popo. They were born in 1918 in Sioux City, Iowa. Their father came from Russia and at first sold chickens. He then became successful and owned several movie theatres. His daughters each wanted to make a mark, but they also competed to be the best. Eppie wrote a successful syndicated advice column under the name of Ann Landers, inspiring her sister to begin a rival column called "Dear Abby." The sisters did not speak for five years because the competition between them was so bitter. When Eppie died in 2002, everyone expected her column to die with her. It did, but her sister's rival "Dear Abby" column continued.

**Exercise 3** (page 22) Answers may vary.

- |  |  |
|--|--|
| 1. CS It was close to 7 o'clock, so I began to prepare dinner.       | 5. CS He picked the flowers, and two hours later they died.  |
| 2. RO My grandparents have a small field where they grow vegetables. | 6. CS The dogs were barking. The birds were singing.         |
| 3. OK  | 7. OK  |
| 4. OK  | 8. CS They had not eaten lunch, so they bought some popcorn. |

**Exercise 4** (page 23) Answers may vary.

According to an article in the *New York Times* on June 18, 2002, light smokers often think that they are in less danger than heavy smokers because they are not exposed to so much smoke; researchers, however, have found that the opposite is true. The researchers were surprised at the results because they had expected to find less damage to the cells of the light smokers. The researchers examined three groups: nonsmokers, light smokers, and heavy smokers. They found that all the smokers experienced changes

in the cells that line the blood vessels, regardless of the amount they smoked. The researchers did not establish the length of time smokers had been smoking, nor did they estimate the length of time for recovery if the smokers stopped smoking.

## Troublespot 4 Punctuation

### Exercise 1 (page 27)

- |               |               |                |                |
|---------------|---------------|----------------|----------------|
| 2. Category 4 | 5. Category 3 | 8. Category 1  | 11. Category 1 |
| 3. Category 6 | 6. Category 1 | 9. Category 3  | 12. Category 1 |
| 4. Category 3 | 7. Category 2 | 10. Category 3 |                |

### Exercise 2 (page 28)

1. She did not simply like him; she loved him.
2. It is important to delete your temp files from time to time; otherwise, your computer will start to slow down.
3. In an extensive review of the literature, House et al. (1988) summarized the present situation as follows: studies consistently show increased risk of death among persons with low quantity and sometimes low quality of social relationships.
4. Speakers of English are used to making nouns from verbs by adding *-er*; consequently, when they hear an unfamiliar noun with this suffix, they may try to produce a related verb by removing it.
5. The living room contained only three pieces of furniture: a desk, a chair, and a computer.
6. People generally go about solving a problem in four steps: (1) defining the problem; (2) devising a strategy; (3) executing the strategy; and (4) evaluating progress toward the goal.
7. The words above the door had a very clear message: Do not enter.

### Exercise 3 (page 30)

- |                           |                               |                         |
|---------------------------|-------------------------------|-------------------------|
| 1. the baby's toys        | 4. my family's decision       | 7. the secretary's desk |
| 2. the babies' toys       | 5. the women's plans          | 8. the couple's home    |
| 3. the teachers' problems | 6. the politicians' proposals |                         |

### Exercise 4 (page 30)

Lewis's study offers a clue to why middle children often seem to have a harder time in life than their siblings. Lewis found that in some families with three or four children, dinner conversation tends to center on the oldest child, who has the most to talk about, and the youngest, who needs the most attention. "Middle children are invisible," says Lewis. When you see someone get up from the table and walk around during dinner, chances are it's the middle child. There is, however, one great equalizer that stops all conversation and deprives everyone of attention. "When the TV is on," Lewis says, "dinner is a nonevent."

## Troublespot 5 Verbs and Auxiliaries

### Exercise 1 (page 33)

- |   |  |
|---|--|
| 1. <i>steal</i> : base form; irregular          | 7. <i>steal</i> : base form for present tense; irregular |
| 2. <i>exploring</i> : <i>-ing</i> form; regular | 8. <i>pleaded</i> : past tense; regular                  |
| 3. <i>arrested</i> : past participle; regular   | 9. <i>found</i> : past tense; irregular                  |
| 4. <i>cost</i> : past participle; irregular     | 10. <i>sentenced</i> : past participle; regular          |
| 5. <i>caught</i> : past participle; irregular   |  |
| 6. <i>reported</i> : past tense; regular        |  |

**Exercise 2** (page 34)

1. written      2. writing      3. rotted      4. referring      5. studied

**Exercise 3** (page 35)

The earthquake in the Bay Area of San Francisco in 1989 caused widespread damage. Houses fell, bridges and roads *heaved* and *cracked*, and people *wandered* around feeling *confused*. Some people sat on the floor when they *heard* the first rumbling. A baseball game was being *televised* when the earthquake *occurred*, so millions of people saw the stadium shake and saw the faces of the players and spectators as they realized what was happening. The city administration's response to the crisis has been investigated, but many citizens wonder whether better building codes could have *prevented* some major damage.

**Exercise 4** (page 37)

- |                                |                                  |                                  |
|--------------------------------|----------------------------------|----------------------------------|
| 1. <i>are</i> : auxiliary verb | 7. <i>isn't</i> : main verb      | 13. <i>had</i> : auxiliary verb  |
| 2. <i>doing</i> : main verb    | 8. <i>have</i> : auxiliary verb  | 14. <i>am</i> : auxiliary verb   |
| 3. <i>was</i> : main verb      | 9. <i>had</i> : main verb        | 15. <i>doing</i> : main verb     |
| 4. <i>have</i> : main verb     | 10. <i>have</i> : auxiliary verb | 16. <i>have</i> : auxiliary verb |
| 5. <i>did</i> : main verb      | 11. <i>have</i> : auxiliary verb | 17. <i>be</i> : main verb        |
| 6. <i>was</i> : main verb      | 12. <i>did</i> : auxiliary verb  | 18. <i>be</i> : main verb        |

**Exercise 5** (page 39)

- intend*: The base form is used when *do* (*does*) is the last auxiliary before the main verb.
- paid*: The past participle is used when *have* (*hasn't*) is the last auxiliary before the main verb.
- criticizes*: The *-s* form is used with no auxiliary for the simple present tense with a third-person subject.
- planning*: The *-ing* form is used when *be* (*are*) is the last auxiliary before the main verb.
- repairing*: The *-ing* form is used when *be* (*were*) is the last auxiliary before the main verb.
- exploded*: The past form is used with no auxiliary for a simple past tense.
- diminished*: The past participle is used when *have* is the last auxiliary before the main verb.
- get*: The base form is used when *do* (*did*) is the last auxiliary before the main verb.
- moving*: The *-ing* form is used when *be* is the last auxiliary before the main verb.

**Troublespot 6** Verb Tense System**Exercise 1** (page 42)

- |   |  |  |
|---|--|--|
| 1. <del>was occurring</del> : <i>occurred</i> | 4. <del>played</del> : <i>were playing</i> | 6. <del>write</del> : <i>am writing</i> ;  |
| 2. <del>dug</del> : <i>was digging</i>        | 5. <del>was not understanding</del> :      | <del>picks up</del> : <i>is picking up</i> |
| 3. <del>are preferring</del> : <i>prefer</i>  | <i>did not understand</i>                  |  |

**Exercise 2** (page 43)

- offer*: simple present; true now and generally
- has done*: present perfect; action completed before now, time not known
- is feeling*: present progressive; action in progress now, temporary
- fell*: simple past; action completed in a specifically stated past time
- had been riding*: past perfect progressive; action lasted a length of time and ended at a specific event in the past
- was working*: past progressive; action in progress for a duration of time in the past
- bathed*: simple past; action completed in a specifically understood past time
- drove*: simple past; action completed in a specifically understood past time

**Exercise 3** (page 44) Answers will vary.

**Exercise 4** (page 45)

Tourist agency operators see a bright future for Portugal. They *predict* that it will host 40 million tourists in 2010. Currently, about 12 million tourists *visit* annually. If the forecast *proves* correct, Portugal will be among the ten most visited countries. There is plenty there for tourists to do. Portugal *offers* beautiful beaches and wonderful golf courses. Visitors can enjoy many castles and cathedrals. Portugal also has a long history of making discoveries. In the fifteenth century, explorers *traveled* to find new continents. Now, tourists *are discovering* Portugal for themselves.

**Troublespot 7 Present Verb Tenses****Exercise 1** (page 49)

1. A2    2. A1    3. A4    4. A4    5. A1    6. A3    7. A3    8. A5

**Exercise 2** (page 50) Answers will vary.**Exercise 3** (page 50)

- |                  |                |               |           |
|------------------|----------------|---------------|-----------|
| 1. provide       | 4. understands | 7. is staying | 10. write |
| 2. are working   | 5. ends        | 8. performs   |           |
| 3. is developing | 6. is giving   | 9. is wearing |           |

**Exercise 4** (page 52)

- |                  |                   |                    |
|------------------|-------------------|--------------------|
| 2. have grown    | 5. have made      | 8. (have) reviewed |
| 3. (have) shaved | 6. have written   | 9. have had        |
| 4. have eaten    | 7. have published |                    |

**Exercise 5** (page 52) Answers will vary.

- |   |  |
|---|--|
| 1. I have been studying . . . since . . . | 4. My brother/aunt/father has been working . . . |
| 2. I have been playing . . . for . . .    | 5. I have been working . . .                     |
| 3. My parents have been living . . .      |  |

**Exercise 6** (page 53)

- |                     |                           |        |
|---------------------|---------------------------|--------|
| 1. has been working | 5. is sitting             | 9. get |
| 2. wear             | 6. are seeing; are trying | 10. do |
| 3. cause            | 7. has been               |        |
| 4. teach            | 8. have been sitting      |        |

**Troublespot 8 Past Verb Tenses****Exercise 1** (page 57)

- |                 |               |                 |                  |
|-----------------|---------------|-----------------|------------------|
| 1. took off (I) | 4. became (I) | 7. occurred (R) | 10. repeated (R) |
| 2. won (I)      | 5. played (R) | 8. defeated (R) | 11. took (I)     |
| 3. were (I)     | 6. served (R) | 9. battled (R)  | 12. became (I)   |

**Exercise 2** (page 58) Answers will vary.**Exercise 3** (page 58) Answers will vary.**Exercise 4** (page 59)

- |                                      |   |
|--------------------------------------|---|
| 1. studied                           | 6. appeared; had probably read                            |
| 2. married                           | 7. addressed  |
| 3. became                            | 8. . . . did the students in your class last read . . . . |
| 4. returned; had lived; (had) worked |   |
| 5. wrote; had already written        |   |

**Exercise 5** (page 60)

- |                        |                 |                    |
|------------------------|-----------------|--------------------|
| 1. was                 | 5. would have   | 9. disappeared     |
| 2. would/used to take  | 6. were playing | 10. had            |
| 3. would/used to spend | 7. tried        | 11. told           |
| 4. would play          | 8. slipped      | 12. had never swum |

**Exercise 6** (page 61)

Last semester, most of the students in my courses were extremely busy. They were taking four or five courses at the same time, and many of them were working at part-time or even full-time jobs as well. When they arrived home, they wanted to go to sleep, but instead they had to do all their homework assignments. Many of them were living with their parents, so they were also sharing a room and a desk with brothers and sisters. It was difficult for them to find a quiet place to study; instead, they had to listen to loud music and conversations while they were trying to write an essay. In spite of all these problems, they all managed to hand in their assignments on time.

**Troublespot 9** Active and Passive Voice**Exercise 1** (page 65)

1. ✓    2. ✗    3. ✓    4. ✗    5. ✓    6. ✓    7. ✓    8. ✗

**Exercise 2** (page 66)

- can be slowed; are cut; is banned; is (strictly) enforced; will be tainted; have (already) been released
- is not (often) used; can be (clearly) defined; is heard; are to be found; will (often) be used
- are thought; were isolated; have been thought

**Exercise 3** (page 67)

- |                       |                              |
|-----------------------|------------------------------|
| 1. are being replaced | 5. are being sprayed         |
| 2. have been replaced | 6. is being won/has been won |
| 3. have been used     | 7. has been promoting        |
| 4. have been skating  | 8. were being stolen         |

**Exercise 4** (page 69)

- A lot of changes *have been made* in the curriculum.
- Some popular courses *have been canceled*.
- A lot of rice *is grown* in Japan.
- The suspect *is being* questioned right now.
- The budget *will be revised* within the next few months.
- The settings on this computer *have been changed* to make it more efficient.
- The accounts should *have been audited* long ago.
- New tax laws *were passed* a year ago.

**Exercise 5** (page 69) Answers may vary.

Mood changes are said to have a physiological basis in the brain. As a result, these changes *are being studied*. Because *it is believed* that mood changes are affected by the level of serotonin in the brain, a study *has been conducted* to determine what factors affect the level of serotonin. The blood of a large number of volunteers was taken throughout the year. This blood *was then analyzed* to see when the amount of serotonin was highest and lowest. *It was found* that the level of serotonin *was affected* by sunlight but it was not affected by temperature, air pressure or amount of rain. An increase in depression with reduced sunlight *was also noted*. Consequently, this depression *has been named* "Seasonal Affective Disorder," although *it is often just called* "winter blues."

### Exercise 6 (page 70)

1. The Eiffel Tower was built in 1889 and was designed by Gustave Eiffel.
2. The Brooklyn Bridge was built from 1870 to 1883 and was designed by John A. Roebling.
3. The telephone was invented by Alexander Graham Bell in 1876.
4. The United States Constitution was drawn up in 1787 and was ratified by 9 states.
5. The Great Wall of China was begun over 2000 years ago to keep out invading tribes.
6. Radium was discovered by Pierre and Marie Curie in 1898.
7. The Berlin Wall was demolished in 1989. It was erected in 1961 to prevent the people from communist East Berlin from escaping to West Berlin.
8. Abraham Lincoln was assassinated in 1865 by John Wilkes Booth.
9. The steam engine was invented by James Watt in 1765.
10. *Crime and Punishment* was written in 1866 by Fyodor Dostoevsky.

### Exercise 7 (page 70) Answers will vary.

## Troublespot 10 Modal Auxiliaries

### Exercise 1 (page 75) Answers may vary.

1. The scientist *couldn't present* her analysis because . . .
2. The shipment *might have arrived* yesterday afternoon.
3. Locally grown tomatoes *should be* available . . .
4. He *can't be* the person they hired!
5. . . . so the ground *must be* very soggy.
6. He *should see* benefits from his exercise program . . .
7. They *could have finished* the job, but . . .
8. . . . so a tornado *must be* on the way.

### Exercise 2 (page 77)

1. Last summer, she *had to* move because her company opened a new office in Texas.
2. They *should have* promoted her (but they did not).
3. Serious students *shouldn't* party all night every night.
4. You *don't have to* bring any food to the party.
5. The journalist *shouldn't have* attacked the mayor along with his policies.
6. You *must* leave as early as you can.
7. Candidates *should* send in an online résumé.
8. Dogs *must not* swim in the wading pool.

### Exercise 3 (page 77) Answers will vary.

### Exercise 4 (page 78) Answers will vary.

- |   |                                      |
|---|--------------------------------------|
| 1. a. You are prohibited                                | 4. a. It would have been a good idea |
| b. It's not necessary                                   | b. It's possible                     |
| 2. a. It's a good idea                                  | c. She probably did                  |
| b. It's necessary                                       | d. It wasn't necessary               |
| 3. a. It's possible                                     | e. It was necessary                  |
| b. It's necessary                                       | 5. a. It was necessary               |
| c. It's a good idea                                     | b. It's advisable                    |
| d. His results weren't challenged but they needed to be | c. It wasn't necessary               |

### Exercise 5 (page 79) Answers will vary.

## Troublespot 11 Nouns and Quantity Words

### Exercise 1 (page 82)

1. The historian *Xenophon* used shorthand to write the memoirs of the philosopher *Socrates*.
2. Later, a *Roman*, *Marcus Tullius Tiro*, invented a system to record the speeches made by the great orator *Cicero*.
3. Many people in this period learned shorthand, including *Julius Caesar*.
4. In the eighteenth century, because of the *Industrial Revolution*, the use of shorthand grew in popularity in business administration.
5. The popularity of shorthand continued to grow in *Europe*, with the result that over 400 systems exist for the *English* language alone.

### Exercise 2 (page 84)

- |                         |                            |                             |
|-------------------------|----------------------------|-----------------------------|
| 1. house: <i>houses</i> | 5. thief: <i>thieves</i>   | 9. radio: <i>radios</i>     |
| 2. mouse: <i>mice</i>   | 6. belief: <i>beliefs</i>  | 10. tomato: <i>tomatoes</i> |
| 3. hoof: <i>hooves</i>  | 7. comedy: <i>comedies</i> |                             |
| 4. woman: <i>women</i>  | 8. donkey: <i>donkeys</i>  |                             |

### Exercise 3 (page 86)

- |      |      |      |      |       |       |
|------|------|------|------|-------|-------|
| 1. C | 3. C | 5. C | 7. C | 9. C  | 11. U |
| 2. U | 4. U | 6. C | 8. U | 10. C | 12. C |

### Exercise 4 (page 87)

When I saw my two ancient ~~Suitease~~ *suitcases*, I knew it was time to buy some new ~~luggages~~ *luggage*. I looked in the windows of all the ~~store~~ *stores* in the center of the ~~Town~~ *town*. But all I saw was clothing. I tried on three ~~dress~~ *dresses*, but I didn't buy one. At last, I saw a wonderful bag made of ~~spanish~~ *Spanish* leather, but it was very expensive and I didn't have ~~no~~ *any* money. I decided to go shopping ~~other~~ *another* day.

## Troublespot 12 Subject-Verb Agreement

### Exercise 1 (page 92)

Sandy and her sister, meanwhile, *pursue* their own hectic rounds. Besides the usual household routine, *they oversee* the garden and beehives, *bake* bread, *can* and *freeze*, *chauffeur* the kids to their music lessons, *practice* with them, *take* organ lessons on their own, *do* research and typing for me, *write* articles *themselves* now and then, *tend* the flower beds, *stack* a little wood, and *deliver* the eggs.

### Exercise 2 (page 92) Answers will vary.

### Exercise 3 (page 94)

1. One of the students in my class *comes* from Bangladesh.
2. The people who have invited me to the opening of the exhibition *want* me to write an article about it afterward.
3. Almost everyone in my class *has* a part-time job.
4. Writing essays *requires* a lot of skill.
5. Neither his wife nor his children *know* that he has lost his job.
6. Every book that is assigned for this course *costs* more than \$20.
7. The president and his wife *have* agreed to attend the ceremony.
8. My sister always *tries* her hardest.
9. Today's news *is* surprising.
10. The bunch of flowers that she *wants* to buy *is* very expensive.

### Exercise 4 (page 94) Answers will vary.

**Exercise 5** (page 95)

- |        |       |        |        |         |
|--------|-------|--------|--------|---------|
| 1. are | 3. is | 5. are | 7. are | 9. is   |
| 2. is  | 4. is | 6. is  | 8. are | 10. are |

**Troublespot 13** Articles**Exercise 1** (page 99) Answers will vary.**Exercise 2** (page 101)

- |  |   |  |   |   |
|--|---|--|---|---|
| 1. <i>difference</i> = countable singular/specific<br><i>men</i> = countable plural/nonspecific<br><i>boys</i> = countable plural/nonspecific<br><i>price</i> = countable singular/specific<br><i>toys</i> = countable plural/specific | 2. <i>Happiness</i> = uncountable/nonspecific<br><i>family</i> = countable singular/nonspecific<br><i>city</i> = countable singular/nonspecific | 3. <i>Happiness</i> = uncountable/nonspecific<br><i>puppy</i> = countable singular/nonspecific | 4. <i>word</i> = countable singular/nonspecific<br><i>butler</i> = countable singular/nonspecific | 5. <i>reward</i> = countable singular/specific<br><i>labor</i> = uncountable/nonspecific<br><i>life</i> = uncountable/nonspecific |
|--|---|--|---|---|

**Exercise 3** (page 102)

- |                         |                             |                        |
|-------------------------|-----------------------------|------------------------|
| 1. An American (NS)     | 7. a home (NS)              | 13. an adventurer (NS) |
| 2. a car (NS)           | 8. A careless person (NS)   | 14. a vagabond (NS)    |
| 3. a sick creature (NS) | 9. a stationary object (NS) | 15. a lover (NS)       |
| 4. a snail (NS)         | 10. a prisoner (NS)         | 16. the open sky (S)   |
| 5. a car (NS)           | 11. a grown-up (NS)         |                        |
| 6. destitution (NS)     | 12. A homeless person (NS)  |                        |

**Exercise 4** (page 102) Answers will vary.**Exercise 5** (page 103) Answers will vary.**Exercise 6** (page 104) Answers will vary.**Exercise 7** (page 104)

- |        |               |      |               |               |
|--------|---------------|------|---------------|---------------|
| 1. a   | 3. the        | 5. a | 7. the        | 9. no article |
| 2. the | 4. no article | 6. a | 8. no article |               |

**Troublespot 14** Pronouns and Pronoun Reference**Exercise 1** (page 107)

Georgia proposed that her company should advertise *it's its* products more widely. The people in the office would ~~themselves~~ *themselves* appear in an advertisement for the company's shampoo. She began her presentation like this: "~~Me and my colleagues~~ *My colleagues and I* have an interesting proposal to put before you. Ours is an original idea, not a revision of an old idea. For our first shot, we will show a man and a woman talking to Mary and I *me* next to a swimming pool – his hair is dark, ~~hers hair~~ *hers* is blonde. Even after swimming and diving, every hair is in place. He says to ~~she~~ *her*: 'Between you and I *me*, I used glue, but I wish I'd used Stayset shampoo'."

**Exercise 2** (page 110)

- |          |               |                   |                |             |
|----------|---------------|-------------------|----------------|-------------|
| 1. their | 3. its        | 5. them           | 7. their, they | 9. its      |
| 2. his   | 4. his or her | 6. their, it, its | 8. they        | 10. himself |

**Exercise 3** (page 110) Answers will vary.

**Exercise 4** (page 111)

1. *These* = mice and rats
2. *this* = women still hold a low percentage of middle-management positions and even fewer upper-management jobs
3. *This* = raising tuition by 41%
4. *that* = offering money for a favorable mention in the press
5. *These* = the sleazy reality shows on TV

**Exercise 5** (page 111)

1. *they* = parents; *their* = parents; *them* = children; *they* = parents; *that* = the fact that parents cannot spend time with their children after school
2. *this* = the major problem of pollution; *they* = many people
3. *He* = the new manager; *him* = the new manager
4. *his* = Fred Jones; *their* = Fred Jones and his son; *them* = Fred Jones and his son; *its* = the parking lot
5. *their* = children; *They* = children; *they* = children; *them* = children

**Troublespot 15** *Adjectives and Adverbs***Exercise 1** (page 115) Answers will vary.**Exercise 2** (page 116) Answers will vary.**Exercise 3** (page 117)

- |                          |               |                 |
|--------------------------|---------------|-----------------|
| 1. idle                  | 4. powerful   | 7. evil         |
| 2. minute                | 5. accurately | 8. emphatically |
| 3. particularly; closely | 6. gradually  |                 |

**Exercise 4** (page 118) Answers will vary.**Exercise 5** (page 120) Answers may vary.

- |  |  |
|--|--|
| 1. Tom Hanks <sub>^</sub> plays . . .                    | 5. . . he managed to alter his body <sub>^</sub> .     |
| 2. He <sub>^</sub> acts very well.                       | 6. He has won an Oscar <sub>^</sub> twice . . .        |
| 3. . . a villain <sub>^</sub> a few times.               | 7. He was <sub>^</sub> grateful to receive . . .       |
| 4. He <sub>^</sub> prepares for each role <sub>^</sub> . | 8. Hanks <sub>^</sub> accepts the Oscar <sub>^</sub> . |

**Exercise 6** (page 121) Answers will vary.**Troublespot 16** *Infinitive, -ing, and Past Participle Forms***Exercise 1** (page 124) Answers will vary.**Exercise 2** (page 126)

- |               |            |           |               |             |
|---------------|------------|-----------|---------------|-------------|
| 1. to arrange | 3. having  | 5. being  | 7. close      | 9. to make  |
| 2. to wait    | 4. writing | 6. to lie | 8. to prevent | 10. skating |

**Exercise 3** (page 127) Answers will vary.**Exercise 4** (page 128) Answers will vary.**Exercise 5** (page 129) Answers may vary.

1. The loud radio annoyed Sarah.  
Sarah found the loud radio annoying.  
Sarah was annoyed by the loud radio.

- The difficult lecture confused the students.  
The student found the difficult lecture confusing.  
The students were confused by the difficult lecture.
- The end of the movie surprised us.  
We found the end of the movie surprising.  
We were surprised by the end of the movie.

### Exercise 6 (page 129)

- |              |              |            |                 |           |
|--------------|--------------|------------|-----------------|-----------|
| 1. adjusting | 4. to play   | 7. dealing | 10. caused      | 13. to be |
| 2. doing     | 5. taking    | 8. relying | 11. allowed     |           |
| 3. having    | 6. adjusting | 9. waiting | 12. to progress |           |

## Troublespot 17 Prepositions and Phrasal Verbs

### Exercise 1 (page 135)

- |       |        |       |               |               |
|-------|--------|-------|---------------|---------------|
| 1. in | 3. at  | 5. in | 7. on/off; at | 9. On; at; in |
| 2. on | 4. off | 6. at | 8. in         | 10. at; on    |

### Exercise 2 (page 135) Answers will vary.

### Exercise 3 (page 136) Answers will vary.

### Exercise 4 (page 137) Answers will vary.

### Exercise 5 (page 139) Answers will vary.

### Exercise 6 (page 139)

- |        |            |          |                  |               |
|--------|------------|----------|------------------|---------------|
| 1. off | 3. to      | 5. after | 7. on            | 9. on; for    |
| 2. by  | 4. up; off | 6. on    | 8. to; until; in | 10. to; about |

## Troublespot 18 Relative Clauses

### Exercise 1 (page 145) Answers may vary.

- The man *who won the race* was awarded a prize.
- The girl *who asks a lot of questions* is sitting in the front row.
- The people *I met at a party last night* are from California.
- Antibiotics *that have not been fully tested* can be dangerous.
- The scientist proposed an experiment *that would compare types of X-rays*.
- The journalist *whose story you read yesterday* has won a lot of prizes.
- The radio *I bought yesterday* was made in Taiwan.
- She told her friends about the book *that she had just read*.
- The man *whose dog I am looking after* is a radio announcer.
- The pediatrician *I recommend* lives in my neighborhood.

### Exercise 2 (page 146) Answers may vary.

- The movies teenagers are interested in are action-packed.  
The movies that teenagers are interested in are action-packed.
- The bicycle trip Rosie is looking forward to is planned for Tuscany.  
The bicycle trip that Rosie is looking forward to is planned for Tuscany.
- The man my cousin worked for last summer is an airline pilot.  
The man whom my cousin worked for last summer is an airline pilot.
- The keyboard the secretary had insisted on was badly designed.  
The keyboard that the secretary had insisted on was badly designed.
- The pond the children are swimming in is full of weeds.  
The pond which the children are swimming in is full of weeds.

**Exercise 3** (page 147) Answers may vary.

Elizabeth Blackwell, who was born in England in 1821, became the first woman doctor. Everything that she did was notable. She came to live in New York State, where she received her doctor's degree. She set up a hospital in Manhattan that employed only women. There she trained nurses. The nurses she trained served in the Civil War, which began in 1861. People who knew her were always impressed by her talent and energy. More than a hundred years later, in 1981, the United States issued a postage stamp which honored her and showed her picture.

**Exercise 4** (page 147)

1. Two years ago, my friend Zhi-Wei, who just got married, was working as a manager in a big company.
2. My favorite plant, which looks droopy, is actually about to produce flowers.
3. My father, who's living in Atlanta, writes to me every week.
4. I have found the book that I was looking for.
5. The students in my class who study hard will pass the test.
6. Franklin D. Roosevelt, who was president from 1933–1945, helped establish the United Nations.

## Troublespot 19 Conditions and Wishes

**Exercise 1** (page 151)

1. 1      2. 4      3. 2      4. 3      5. 2      6. 3      7. 3      8. 4

**Exercise 2** (page 152) Answers will vary.

**Exercise 3** (page 153)

1. If I had seen him yesterday, I could have paid him the money I owed him.
2. If she spent more time with her children, she would know their friends.
3. If they had locked the windows, a burglar would not have climbed in and taken their jewelry.
4. If the woman had been able to find an ambulance, her husband wouldn't have died on the street.
5. If he had someone to help him, he would finish the job on time.
6. If she had enough money, she would be able to buy that expensive textbook.

**Exercise 4** (page 154)

1. I wish it would rain.
2. She wishes her sister were married.
3. I wish I had a fast sports car.
4. The office manager wishes she had a color printer.
5. The students wished they had studied hard for the exam.
6. The public wishes the mayor would reduce the sales tax.
7. I wish I had eaten breakfast this morning.

## Troublespot 20 Quoting, Reporting, and Citing Sources

**Exercise 1** (page 157)

Guideline 1. Examples are all the double quotation marks around a speaker's words.

Guideline 2. Examples are all new paragraphs that show a new speaker's words are beginning, such as the one beginning with "I think that cough . . ."

Guideline 3. Examples are *she said*; *Lee said*; *Mrs. Stein said*; *the woman exclaimed*; and *she asked*.

Guidelines 4 and 5. The only examples are the capital letter in *What* and the comma in . . . *Mrs Stein said, "What does that mean?"*

Guideline 6. Examples are the commas in “*I think that cough is psychosomatic,*” Lee said; “*Probably,*” Lee said; “. . . here it is,” the woman exclaimed . . .”; and “. . . that new Italian place,” she said.

**Exercise 2** (page 157) Answers will vary.

**Exercise 3** (page 159)

1. Matt Ridley argues that “human beings are an ecological success.”
2. He suggests that “they [human beings] are probably the most abundant large animals on the whole planet.”
3. Ridley estimates that there are nearly six billion human beings on the planet.
4. Ridley makes a fascinating observation when he states that human beings amount to “something like 300 million tons of biomass.”
5. Ridley notes that “the only large animals that rival or exceed this quantity are . . . cows, chickens, and sheep.”
6. Besides animals that have been domesticated, Ridley says that other animals with a large biomass “depend on man-made habitats.”

**Exercise 4** (page 160) Answers may vary.

1. Charlie Brown came along, sat down, and said, “I have deep feelings of depression.” Then he asked, “What can I do about this?” Lucy replied, “Snap out of it! Five cents, please.”
2. Charlie Brown came along, sat down, and said that he had deep feelings of depression. He asked Lucy what he could do about that. She advised him to snap out of it and politely asked him for five cents.

**Exercise 5** (page 161) Answers may vary.

Mrs. Stein told the people in the room that she and Marilyn were going to a new Italian restaurant, an elegant place where they served everything burning on a sword. However, she had lost the address. At that point, Priscilla started coughing, and Lee wondered aloud if the cough was psychosomatic. Mrs. Stein didn’t know what that word meant and wanted to know if they would all get the cough. Lee said that they probably would. Suddenly, Mrs. Stein found the piece of paper with the address on it. As Priscilla put her hand in her mink-coat pocket, Mrs. Stein told her not to light another cigarette, but Priscilla pulled out a little box and told Lee it was for him. It was a Tiffany’s box, and in it he found a pair of gold cuff links.

**Exercise 6** (page 163) Answers will vary.

**Exercise 7** (page 164) Answers will vary.

**Exercise 8** (page 165)

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# Index

- A, an*, see Articles  
Active voice, 64–72  
Adjectives, 114–122  
    comparatives, 120  
    compound, 115  
    demonstrative, 111  
    with linking verbs, 118  
    position in a series, 115–6  
    prepositions and, 115,  
    136–7  
    superlatives, 120  
Adverbs, 114–122  
    of frequency, 117, 119  
    modification of adjectives,  
    117  
    position of, 119  
    tricky forms, 118  
Agent, in passive voice, 68  
Agreement  
    with *one of*, 94  
    with pronouns, 108–9  
    with subject relative  
    pronouns, 145  
    subject-verb, 90–7  
APA, 162, 165  
Apostrophe, possession  
    shown with, 29  
    in contractions, 29  
Articles, 98–105  
    with countable nouns,  
    99–101  
    with idioms, 103  
    with nonspecific and  
    generic reference, 100–1  
    with ordinals, 103  
    with phrases, 103  
    with proper nouns, 98–9  
    with sole reference, 103  
    with specific reference,  
    99–100  
    with superlatives, 102  
    with uncountable nouns,  
    99–101  
    zero, 101  
Auxiliaries, 32–40  
    *be*, 37, 38  
    *do*, 36, 38  
    *have*, 36–7, 38  
    modal, see Modal  
    auxiliaries  
    verb forms and, 38  
*Be*, verb forms of, 37  
*Been* vs. *being*, 67  
Capitalization, 1, 82, 114  
Citing in academic writing,  
157–8, 162  
    at the end of an essay, 164  
Colon, 28  
Comma, 11, 26–7  
Comma splice, 22, 23  
Common nouns, 81–2  
Comparatives, 120  
Compound adjectives, 115  
Compound subjects, 91, 107  
Conditional sentences, 150–5  
    types of, 150–1  
    verb tenses in, 152  
    *were* in, 151–2  
Contractions, 29, 36, 37  
Coordinating conjunctions,  
9–10, 14, 23, 27  
Countable nouns, 81, 83–4,  
109  
Demonstrative adjectives and  
pronouns, 110–1  
Dependent clauses, 13, 20, 26,  
48  
Direct quotation in academic  
writing, 157–9  
Direct speech, 156–7  
*Do*, auxiliary, 36  
End punctuation, 1, 26  
Fragments, 19–20, 23  
Gerunds, 125  
*Have*, auxiliary, 36–7  
Independent clauses, 1, 9, 20,  
23, 27, 28, 48  
    combining, 9–10  
    packing information in, 6  
Indirect speech, 159–60  
Infinitives, 123–31  
Infinitive without *to*, 124  
*-ing* forms, 32, 34, 123–31  
    after prepositions, 126  
    as adjectives, 114, 125  
    confused with *-ed* forms,  
    128–9  
Irregular verbs, 33, 56,  
168–70  
Mental activity verbs, 48  
MLA, 162, 164–5  
Modal auxiliaries, 73–80, 91  
    expressing ability, 74, 78  
    expressing advisability, 76,  
    78  
    expressing degrees of  
    possibility, 74–5, 78  
    expressing necessity and  
    lack of necessity, 76, 78  
    forms of, 73–4  
    phrasal alternatives to, 78  
Nouns, 81–89  
    capitalization and, 82  
    collective, 92  
    common, 81–2  
    countable, 81, 83–4, 109  
    gerunds, 125  
    plurals of, 83–4  
    proper, 81–2  
    quantity words with, 86–7  
    types of, 81  
    uncountable, 84–5, 92  
*One of*, 94  
“One -s” rule, 90  
*Only*, position of, 119  
Parallel structures, 5  
Paraphrasing, 161, 162  
Passive voice, 64–72  
    agent in, 68  
    forms of, 65–6  
    uses of, 68–9  
Past cluster of active verbs,  
61  
Past participle forms, 32, 33,  
35, 114, 123–131  
Past perfect tense, 59, 61  
Past progressive tense, 57–8,  
61  
Past tense verb forms, 32–4  
Past verb tenses, 56–63  
Perfect progressive verb  
tenses, 43, 61  
Perfect verb tenses, 42, 61  
Personal pronouns, 106–7

- Phrasal verbs, 137–141  
 inseparable, 138  
 separable, 138  
 three-word, 138
- Physical state verbs, 48
- Plagiarism, 156, 162
- Plural nouns, 83–4
- Prepositions, 132–141  
 adjectives and, 115, 136–7  
 of direction, 134  
 -*ing* form, and, 126  
 of location, 132–3  
 relative clauses and, 145–6  
 tricky, 135–6  
 of time, 133–4  
 verbs and, 136
- Present verb tenses, 47–55
- Present perfect progressive  
 verb tenses, 52, 53
- Present perfect verb tenses,  
 51, 53
- Present progressive verb  
 tenses, 49–50, 53
- Progressive verb tenses, 42
- Pronouns, 106–13  
 agreement, 108–9  
 demonstrative, 110–1  
 indefinite, 93, 109  
 personal, 106–7  
 reference, 108  
 reflexive, 106–7  
 relative, 143–7
- Proper nouns, 81–2, 98–9
- Punctuation, 26–31  
 apostrophe, 29  
 colon, 28  
 comma, 11, 22, 27–8  
 period and end, 26  
 quotation marks, 156, 158,  
 159  
 semicolon, 9, 21, 22, 28  
 with transitions, 10
- Quantity words, 86–7, 93
- Quotation marks, 30, 156,  
 158, 159
- Quoting, 27, 28, 156–166  
 punctuation with, 27,  
 156–7  
 with direct speech, 30,  
 156–7
- Relative clauses, 142–9  
 subject-verb agreement in,  
 91, 145  
 function of, 142  
 nonrestrictive, 142, 146–7  
 prepositions and, 145–6  
 restrictive, 142, 143–4  
 types of, 142–3
- Relative pronouns, 143–7  
 omitting, 144, 147
- Reported speech, see Indirect  
 speech
- Run-on sentences, 21–2, 23
- s* form of the verb, 5, 32, 34
- Semicolon, 9, 21, 22, 28  
 independent clauses  
 combined with, 9
- Sentences  
 basic structure of, 1–8  
 boundaries of, 19–25  
 building, 9–18  
 dependent clauses in, 13,  
 20, 26, 48  
 independent clauses in, 1,  
 9, 20, 23, 27, 28, 48  
 parallel structures in, 5  
 requirements of, 1  
 run-on, 21  
 word order in, 1, 4–5
- Simple past tense, 56–7, 61
- Simple present verb tenses,  
 47–8
- Simple verb tenses, 41
- Subject of sentence, 1, 2–3,  
 compound, 91  
 verb agreeing with, 90–1
- Subject-verb agreement, 90–7  
*one of*, 94  
 “one -*s*” rule, 90  
 singular or plural, 92–3  
*there* in subject position, 3,  
 95
- Subordination, 12–3  
 subordinating conjunctions,  
 13, 14, 20
- Summary in academic  
 writing, 161
- Superlatives, 120
- Tense switches, 44–5
- That*, relative clauses with,  
 143–4, 146, 147
- The*, see Articles
- There*, sentence starting with,  
 2, 95
- Time clusters, 44, 53, 61
- Time signals, 45
- Transitions, 10–1, 14, 28
- Uncountable nouns, 81, 84–5,  
 92, 109
- Used to*, 35, 60
- Verb forms  
 auxiliaries and, 32–46  
 active, after auxiliary, 38  
 active after no auxiliary, 38  
 base form, 32  
 of *be*, 37  
 infinitive, 123–4  
 -*ing* form, 32  
 past participle, 32  
 past tense form, 32, 35  
 -*s* form, 32
- Verbs  
 auxiliary, 36–8  
 irregular, 33, 56  
 mental activity, 48  
 phrasal, 137–8  
 physical state, 48  
 prepositions and, 136  
 regular, 33, 56  
 subject-verb agreement,  
 90–7
- Verb tenses  
 future perfect, 43  
 future perfect progressive,  
 43  
 future progressive, 42  
 past, 35, 45, 56–63  
 past perfect, 43, 59, 61  
 past perfect progressive, 43,  
 61  
 past progressive, 42, 57–8,  
 61  
 perfect, 42–3, 44  
 perfect progressive, 44  
 present, 47–55  
 present perfect, 43, 51, 53  
 present perfect progressive,  
 42, 52, 53  
 present progressive, 42,  
 49–50, 53  
 progressive, 42, 44  
 simple, 41, 44  
 simple future, 41  
 simple past, 41, 56–7, 61  
 simple present, 41, 47–8, 53
- Were*, and conditionals, 151–2
- Which*, relative clauses with,  
 143–4, 147
- Who*, relative clauses with,  
 143–4, 147
- Wishes, 153
- Word order, 1, 4–5,  
 inverted, 5  
 in reported questions, 160
- Would*, 60
- Zero article, 101

