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# GMAT<sup>®</sup> Ultimate Grammar



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**The Only Guide You Need**

# **GMAT®**

# **Ultimate**

# **Grammar**

First Edition



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BB, Founder of GMAT Club

August 1<sup>st</sup>, 2011

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## HOW TO USE THIS GUIDE

This guide is designed to lead a foreign student from a basic level of English, where English is minimally understood, through an intermediate level and then through an advanced level. Begin at Chapter 1 and work through the guide systematically. (If you already have some knowledge of English, it is still advisable to work through the chapters in this way. If you already know the information in the chapters, you will move through them quickly and it is always good to review.) If you have a question on another grammar point then utilize the Table of Contents to briefly go to that section and become familiar with what you are seeking to know. Then return to where you were and proceed.

Complete all exercises as you come to them. If you are not sure of an answer, review the material and work through them again. Don't just guess! When you complete an exercise, go to the end of the guide to consult the answers. Try to fully understand why each answer is correct before proceeding.

Important lists are found in Part IV. Refer to these as you come to the promptings in the guide. It's difficult for many people to memorize long lists. However, memorizing is not really necessary. If you review the material frequently, you will soon come to recognize these words and phrases in daily reading and conversation. It will serve you well to become very familiar with the information in these lists.

In Part V, a small section is included which covers correct punctuation when writing English. Understanding all aspects of English will help you to grow in the language, as well as correctly and efficiently communicate your ideas.

## RULES

Grammar rules are created in order to give structure to the language. Rules reflect the **usual** behavior of a grammatically constructed pattern. A rule does not necessarily have to behave absolutely the same every time, but will behave according to the rule **most** of the time.

What you will learn in this guide is the **CORRECT** way to read, write and speak English. However, English is not always spoken, or written, correctly. This is especially true with conversational English. Often, you will hear others conversing in English who will break many of the rules contained within this guide. **DO NOT** let that discourage, or dissuade, you from learning English the correct way. Once you become familiar with the correct way of structuring English and gain more practice, you can then expand into more free forms of expression.

## PART I – BASIC

## 1. BASIC ENGLISH SENTENCE STRUCTURE

SUBJECT	VERB	COMPLEMENT	MODIFIER
Darrel	wrote	a novel	last year
They	rode	bicycles	to school

### Subject

The subject is the actor of a sentence in active voice. It is the person or thing that performs, or is responsible for, the action of the sentence. It usually begins the sentence and precedes the verb.

Every sentence in English must have a subject. Commands will not have a visible subject, however, the subject [you] is understood. Example: Run quickly! = You run quickly! (See more under Commands later in the book.)

The subject can be a single noun.

Cats chase mice.

Children like candy.

The subject can also be a noun phrase, which is a group of words ending with a noun. A noun phrase CANNOT begin with a preposition (See more under Prepositions and Prepositional Phrases later in the book).

The car is in the garage.

That hot red dress looks fabulous.

Examples of subjects:

Tom likes to go fishing.

The English teacher is a very nice person.

Susan and Alex went to the movie together.

Those boys are good basketball players.

We actors are a happy group.

## Verb

The verb follows the subject when the sentence is declarative. A verb normally reveals the action of the sentence. Every sentence in English must have a verb.

The verb can be a single word.

Mary likes chocolate cake.

They play soccer.

The verb can also be a verb phrase. A verb phrase contains one, or more, auxiliary verbs and one main verb. The main verb is always preceded by the auxiliary verbs. (See more about verb structure later in the book.)

Martha has been talking to her new friend.

Terry is visiting his aunt today.

Examples of verbs and verb phrases:

Jerry has returned from lunch.

The storm made a lot of noise.

George is playing in a tournament tomorrow.

I will go to bed soon.

Sally was jealous of Lisa's new dress.

## Complement (Object)

A complement (object) provides more information about the verb. Often, it consists of a noun, or noun phrase, and will usually follow the verb in a sentence relaying active voice.

A complement (object) CANNOT begin with a preposition (See more under Prepositions and Prepositional Phrases later in the book).

A complement (object) answers the question what? or whom?

Examples of complements:

Jack threw the stone far.

(*What* did Jack throw?)

The hungry bird ate a worm.

(*What* did the bird eat?)

He called Janice after the party.

(*Whom* did he call?)

She was chewing gum in class.

(*What* was she chewing?)

The ball hit Mike during the game last night.

(*Whom* did the ball hit?)

## Modifier

A modifier tells the time, place, or manner of action. The modifier usually follows the complement. Not every sentence requires a modifier.

Prepositional phrases are commonly used as modifiers (See more under Prepositions and Prepositional Phrases later in the book).

Examples of prepositional phrases:

under the house, after breakfast, in the morning

Adverbs and adverbial phrases are also used as modifiers, or modifiers of time. A modifier of time will usually come last when more than one modifier is used.

Examples of adverbs and adverbial phrases:

yesterday, quickly, last semester, overhead, quite awful

A modifier answers the question of where? When? or how?

Examples of modifiers:

She is earning her degree <u>at Cornell University</u> .	( <i>Where</i> is she earning her degree?)
John fell <u>down the stairs</u>	( <i>Where</i> did John fall?)
<u>yesterday</u> .	( <i>When</i> did John fall?)
The cheetah was running <u>quite fast</u> .	( <i>How</i> was the cheetah running?)
We have an appointment <u>at ten o'clock tomorrow</u> .	( <i>When</i> do we have an appointment?)
The soldier fired the gun <u>repeatedly</u> .	( <i>How</i> did the soldier fire the gun?)

**Exercise 1: Identifying Subject, Verb, Complement and Modifier**

Mark the subject, verb, complement and modifier in the following sentences. Use an “S” for subject, “V” for verb, “C” for complement and “M” for modifier. NOTE: Remember that not all sentences have a complement or modifier. Also, some sentences can have more than one modifier.

Examples:

Juan / is eating / tacos / at the new restaurant.

S        V        C        M

The girls / are talking / to the boys.

S        V        C

Madonna / is performing / tonight.

S        V        M

1. Jerry opened his present.
2. Mr. Johnson drinks coffee every morning.
3. Birds fly.
4. The dog chased the cat up the tree.
5. The wind blew violently.
6. Jimmy scored a goal at the soccer match last Saturday.
7. They ran inside quickly.
8. Bill, George and Alice bought CDs at the music store today.
9. The barrel rolled down the hill.
10. Terry is watching television.



## 2. **NOUNS**

A noun can be a person, place, or thing. Nouns can be the actor of a sentence (as the subject), a receiver of the action (as the object/complement), or contained in a prepositional phrase to add more information to the idea of the sentence.

### **The Noun Phrase**

A noun phrase is a group of words that ends with a noun and can contain determiners (a, an, the, these, etc.), adjectives and adverbs. Both subjects and complements often consist of noun phrases. A prepositional phrase is NOT considered a noun phrase.

### **Count and Non-Count Nouns**

A noun that can be counted is called a count noun.

*chair* – one chair, two chairs, three chairs...

*boy* – one boy, two boys, three boys...

*dog* – one dog, two dogs, three dogs...

A noun that cannot be counted is called a non-count noun.

*coffee* – you cannot say: one coffee, two coffees, etc.

However, you can make some non-count nouns countable by placing them into a countable container.

*Can of coffee* – one can of coffee, two cans of coffee...

The following chart gives some common non-count nouns and their groupings.

1. WHOLE GROUPS CONSISTING OF SIMILAR ITEMS: *jewelry, traffic, clothing, furniture, luggage, scenery, mail, makeup, money, cash, food, fruit, equipment, etc.*
2. FLUIDS: *water, blood, oil, tea, milk, gasoline, soup, etc*
3. SOLIDS: *wood, meat, bread, butter, ice, gold, silver, glass, wool, paper, iron, etc.*
4. GASES: *air, smoke, pollution, nitrogen, oxygen, steam, etc.*
5. PARTICLES: *sand, salt, sugar, flour, dust, corn, wheat, grass, hair, chalk, dirt, etc.*
6. ABSTRACTIONS: *advice, beauty, courage, education, energy, fun, grammar, health, help, homework, information, intelligence, knowledge, luck, music, news, peace, progress, slang, sleep, space, time, truth, vocabulary, wealth, work, etc.*
7. LANGUAGES: *Chinese, English, German, Spanish, etc.*
8. FIELDS OF STUDY: *chemistry, history, literature, mathematics, etc.*
9. RECREATIONAL SPORTS: *baseball, chess, football, poker, soccer, tennis, etc.*
10. ACTIVITIES (used as gerunds): *driving, fishing, hiking, studying, swimming, etc.*
11. NATURAL OCCURANCES: *darkness, electricity, fire, fog, gravity, hail, heat, humidity, light, lightning, rain, snow, sunshine, thunder, weather, wind, etc.*

Some common irregular count nouns are listed below:

child = children	man = men	person = people	woman = women
foot = feet	mouse = mice	tooth = teeth	

## Exercise 2: Identifying Count and Non-Count Nouns

Identify the following nouns as countable or non-countable by placing a “C” after countable nouns and a “N” after non-countable nouns.

Examples:

<i>radio</i> C	<i>algebra</i> N		
<i>minute</i>	<i>clothing</i>	<i>canyon</i>	<i>gas</i>
<i>smoke</i>	<i>food</i>	<i>eye</i>	<i>bus</i>
<i>spoon</i>	<i>advice</i>	<i>milk</i>	<i>math</i>

## Articles: A And An

*A* or *an* only precede singular count nouns and refer to one thing. Either is used for a general statement, or to introduce a new subject that has not been mentioned before.

A leopard has spots. (in general – speaking of all leopards)  
I talked to a girl today. (We are introducing this subject. We don't know which girl.)

*A* is used with words that begin with a consonant sound. *An* is used with words that begin with a vowel sound.

a car                      an elephant

Some words can be confusing because the pronunciation is different from the spelling. Listening to the sound will help determine which article is used.

Words such as *union*, *uniform*, *university* and *European*, *eucalyptus*, *eulogy* have a long “u” sound which is the same sound as *y* in *yellow* or *yard*. Therefore, they are considered to have a consonant sound and *a* is used before these words.

A yellow dog ran past us.                      A uniform is required for school.  
A yard consists of three feet.                      I went to school with a European.

Some words have a silent first letter, so the correct article depends on the heard sound. Words such as *hot*, *home* and *head* have a pronounced “h” consonant sound and, thus, begin with *a*. However, words such as *honor*, *hour* and *herb* have a silent “h” and are considered to have a vowel sound.

It is a hot day.                      It was an honor to meet the president.

## Articles: The

Use *the* when you know, or assume, that the listener is familiar with the same person, place, or thing that you are talking about.

The earth is a beautiful planet. (There is only one earth.)  
The teacher asked me a question. (It is assumed the listener knows your teacher.)

Use *the* with non-count nouns only when you are speaking specifically. If you are speaking in general, no article is used.

Water is wet. (general)  
The water in the stream is cold. (specific water located in the stream)

The same rule applies for plural count nouns. Specific plural count nouns use *the*, while general plural count nouns do not.

I like apples. (all apples)

The apples on the tree are not ripe. (specific apples on the tree)

USE <b><i>The</i></b> WITH	DON'T USE <b><i>The</i></b> WITH
<b><i>Ordinal numbers before nouns</i></b> the First Amendment, the third floor	<b><i>Cardinal numbers after nouns</i></b> Apollo One, floor three, bus fifteen
<b><i>Schools, colleges, universities (when the phrase begins with one of these words)</i></b> The School of Fine Arts, the University of Southern California	<b><i>Schools, colleges, universities (when the phrase begins with a proper noun)</i></b> Arizona University, Bardstown Community College
<b><i>Oceans, seas, rivers, gulfs, plural lakes</i></b> the Pacific Ocean, the Caspian Sea, the Mississippi River, the Gulf of Mexico, the Finger Lakes	<b><i>Singular lakes</i></b> Lake Titicaca, Lake Michigan
<b><i>Mountains (Plural and ranges)</i></b> the Smoky Mountains, the Andes	<b><i>Mounts</i></b> Mount Rushmore, Mount St. Helens
<b><i>Wars (except world wars)</i></b> the Vietnam War, the War of 1812	World War One, World War Two
<b><i>Certain countries or groups of countries with more than one word (except Great Britain)</i></b> the United States, the United Kingdom, the United Arab Emirates	<b><i>Countries preceded by New or an adjective such as a direction</i></b> New Zealand, South Africa, North Korea  <b><i>One word countries</i></b> China, Australia, Germany, Italy  <b><i>Continents</i></b> Asia, North America, South America  <b><i>States</i></b> Kentucky, Alabama, Utah, California

USE <b>The</b> WITH	DON'T USE <b>The</b> WITH
<b><i>Sun, Moon, Earth</i></b> the sun, the moon, the earth	<b><i>Planets, Constellations</i></b> Mercury, Saturn, Gemini, Leo
	<b><i>Sports</i></b> baseball, volleyball, football, soccer  <b><i>Abstract concepts</i></b> intelligence, beauty, love  <b><i>Holidays</i></b> New Years, Christmas, Thanksgiving

### Exercise 3: Using Articles

Fill in the blanks of the following sentences using **a**, **an**, **the**, or **Ø** (if no article is needed).

- John is wearing \_\_\_\_\_ baseball cap today.
- \_\_\_\_\_ chair is \_\_\_\_\_ useful piece of furniture.
- \_\_\_\_\_ chairs in \_\_\_\_\_ living room are antiques.
- She cried when she peeled \_\_\_\_\_ onion.
- \_\_\_\_\_ women like to wear \_\_\_\_\_ jewelry.
- \_\_\_\_\_ jewelry that my sister wears is made of \_\_\_\_\_ gold.
- When you look at \_\_\_\_\_ moon, you can see \_\_\_\_\_ face.
- \_\_\_\_\_ hour ago I saw \_\_\_\_\_ eagle flying overhead.
- \_\_\_\_\_ life can be fun, but sometimes there are \_\_\_\_\_ problems.
- \_\_\_\_\_ last time I saw \_\_\_\_\_ bear, I was travelling in \_\_\_\_\_ Europe.

### ***Other / Another***

Often, correctly using the word *other* can be confusing. The word *another* and *other* are not specific, while *the other* is specific. If the subject is understood then *other* can be used as a pronoun. If the understood noun is a plural count noun then *other* becomes *others*. (Note: *other* CANNOT be plural if followed by a noun.) Look at the following examples.

This knife is dull. Please give me another.

(***an + other*** + singular noun = any other knife – not specific)

This knife is dull. Please give me the other.

(***the other*** + singular noun = the only other option – specific)

This cake is delicious. Other cakes are delicious also.

**OR** This cake is delicious. Others are delicious also.

(***other*** + plural noun = other cakes: not specific) Since the subject is understood from the first sentence, you can omit the plural noun “cakes” in the second sentence and pluralize *other* to *others*.

These apples are bad. I want the other apples.

**OR** These apples are bad. I want the others.

(***the other*** + plural noun = other apples: specific) Since the subject is understood from the first sentence, you can omit the plural noun “apples” in the second sentence and pluralize *the other* to *the others*.

You can also substitute *other + one* (for a singular noun) and *other + ones* (for a plural noun.)

This knife is dull. Please give me another one. (not specific)

This knife is dull. Please give me the other one. (specific)

This cake is delicious. Other ones are delicious also. (not specific)

These apples are bad. I want the other ones. (specific)

**Exercise 4: Using *Other* / *Another***

Fill in the blanks of the following sentences with the correct form of *other* or *another*.

1. I received two gifts for my birthday. One was from my parents. \_\_\_\_\_ one was from my brother.
2. This pie is fantastic! Can I have \_\_\_\_\_ piece?
3. These pants don't fit well. Let me try \_\_\_\_\_ ones.
4. I have a large stamp collection. The stamps in this section are from the United States. \_\_\_\_\_ are from \_\_\_\_\_ places in the world.
5. Joshua likes to wear Nike shoes. He won't wear any \_\_\_\_\_ brand.
6. I'm almost finished with my homework. I just need \_\_\_\_\_ ten minutes.
7. John, Melissa and I are going to the movies. \_\_\_\_\_ are going to the Craft Fair.
8. This house is brand new. \_\_\_\_\_ house is really old.
9. We like to swim. \_\_\_\_\_ like to surf, and still \_\_\_\_\_ like to ski.
10. You can buy this shirt and \_\_\_\_\_ one. Which \_\_\_\_\_ would you like?



## Determiners of Quantity

Words that determine quantity are used to show how much of something to which you are referring. Some expressions of quantity are only used with count nouns, some are only used with non-count nouns and others are used with both. Study the chart below.

Determiners of Quantity	With Count Nouns	With Non-Count Nouns
<i>one</i> <i>each</i> <i>every</i>	<i>one</i> ball <i>each</i> ball <i>every</i> ball	∅ ∅ ∅
<i>two, three, etc.</i> <i>both</i> <i>a couple of</i> <i>a few</i> <i>several</i> <i>many</i> <i>a number of</i>	<i>two</i> balls <i>both</i> balls <i>a couple of</i> balls <i>a few</i> balls <i>several</i> balls <i>many</i> balls <i>a number of</i> balls	∅ ∅ ∅ ∅ ∅ ∅ ∅
<i>a little</i> <i>much</i> <i>a great deal of</i>	∅ ∅ ∅	<i>a little</i> water <i>much</i> water <i>a great deal of</i> water
<i>no</i> <i>some/any</i> <i>a lot of/lots of</i> <i>plenty of</i> <i>most</i> <i>all</i>	<i>no</i> balls <i>some/any</i> balls <i>a lot of/lots of</i> balls <i>plenty of</i> balls <i>most</i> balls <i>all</i> balls	<i>no</i> water <i>some/any</i> water <i>a lot of/lots of</i> water <i>plenty of</i> water <i>most</i> water <i>all</i> water

Consider the sentence structure to determine whether a singular or plural verb is used with a determiner of quantity. Sentences that begin with words that indicates portions, such as: percent, fraction, part, majority, some, all, none, remainder, etc., look at the noun of the prepositional phrase (object of the preposition) in order to determine whether or not to use a singular or plural verb.

**RULE:** If the object of the preposition is singular, use a singular verb. If the object of the preposition is plural, use a plural verb.

Example 1:

Half of the dresses are dirty.

In this sentence, *half* is the subject and *of the dresses* is a prepositional phrase which gives reference to what *half* is referring. In this case, the countable noun *dresses* requires a plural verb.

Example 2:

Half of the sugar is gone.

In this sentence, *half* is the subject, but the non-countable noun *sugar* in the modifying prepositional phrase requires a singular verb.

More examples:

Two-thirds of the work is complete.

Two-thirds of the workers are angry.

A high percentage of the population is educated.

A high percentage of the people are happy.

The majority of Congress has voted for the bill.

The majority of Senators have voted favorably.

Also, when the subject is a sum of money or a period of time, a singular verb is used.

Fifteen dollars is a high price to pay for entering the movies.

Five years is the maximum sentence for that offense.

### Exercise 5: Determining Quantity

Cross out the words that CANNOT be used to complete each sentence correctly. An example is given in sentence number two.

- |                            |                              |
|----------------------------|------------------------------|
| 1. Joan drank _____ sodas. | 2. Randy drank _____ coffee. |
| a. five                    | a. <del>five</del>           |
| b. a few                   | b. a few                     |
| c. hardly any              | c. hardly any                |
| d. several                 | d. several                   |
| e. no                      | e. no                        |
| f. a lot of                | f. a lot of                  |
| g. a great deal of         | g. a great deal of           |
| h. too much                | h. too much                  |
| i. some                    | i. some                      |
| j. a number of             | j. a number of               |
| k. too many                | k. too many                  |
| l. a little                | l. a little                  |

## Collective Nouns

Some nouns reflect a group of people or animals and are usually singular. Following are examples of some common collective nouns.

Army	Choir	Congress	Government	Minority	Pack
Audience	Class	Crew	Group	Orchestra	Set
Band	Clump	Family	Herd	Police	Staff
Bunch	Colony	Flock	Jury	Pair	Team
Bundle	Committee	Gang	Majority	Public organization	

Our **class** is going on a field trip today.  
The **pack** of dogs was chasing the deer.  
The **public** is against the war.  
Our **team** is playing the champions next week.

## Nouns That Are Always Plural

Some nouns are always plural and cannot be singular, unless used in the phrase “a pair of \_\_\_\_\_”.

Binoculars	Eyeglasses	Pants	Scissors	Slacks	Tongs
Goggles	Jeans	Pliers	Shorts	Trousers	Tweezers

My favorite jeans are in the washer.  
This pair of jeans needs to be washed.  
My eyeglasses are new.  
This pair of eyeglasses is new.

## Nouns That Function As Adjectives

Many nouns can function as adjectives when they are coupled with other nouns. The first noun acts to describe the second noun. Nouns which function as adjectives are always singular, even when they modify a plural noun.

The car doors have all been replaced.  
We hurried to get to the train station.  
This gold coin is worth a lot.

When number noun combinations are used, they are always hyphenated.

The <u>hike</u> was <u>eight hours</u> to the temple.	It was an <u>eight-hour hike</u> to the temple.
These <u>tickets</u> cost <u>forty dollars</u> .	These are <u>forty-dollar tickets</u> .

### 3. VERBS

Verbs indicate the action of the actors (nouns) in a sentence and can be single, or can be verb phrases that contain auxiliaries, which always precede the main verb. Verb forms reveal Past, Present, or Future tenses and are used in their infinitive form, or are changed to a Simple, Continuous, or Perfect form.

Study the following Regular Verb Conjugation Chart and Verb Tense Usage Chart, and refer back to them as you work through the verb section.

#### Regular Verb Conjugation Chart

Study the following chart. Notice how the verb changes in its simple form, depending on the noun (pronouns are used in the chart) and how the auxiliary verb changes in the continuous and perfect form of the verb phrase. This same pattern works for all regular verbs. NOTE: Changes in the verb forms are in bold.

		Present	Past	Future
<b>Simple</b>	I	work	worked	will work
	he, she, it	works	worked	will work
	we, they	work	worked	will work
<b>Continuous</b>	I	am working	was working	will be working
	he, she, it	is working	was working	will be working
	we, they	are working	were working	will be working
<b>Perfect</b>	I	have worked	had worked	will have worked
	he, she, it	has worked	had worked	will have worked
	we, they	have worked	had worked	will have worked

NOTE: A list of irregular verbs can be found at the end of the book.

## Verb Tense Usage Chart

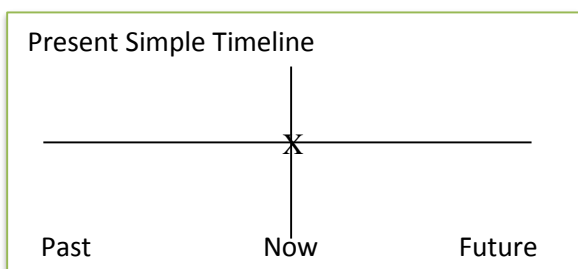
Study the following chart which shows the use of each verb tense with an example.

Tense	Verb (to work)	Use	Example
Present Simple	I work	* Regular Activities	* I work in a large building
Present Continuous	I am working	* Continuous action; present time	* I am working at the moment
Present Perfect	I have worked	* Finished part of a continuous action * Completed actions in an unfinished period of time * Recent events (no time mentioned) * Past action with a result in present * Experiences (no time mentioned)	* I have worked nine hours today * I have worked several weekends this month * I have just started * I have worked long hours so I need a vacation * I have worked on many accounts
Present Perfect Continuous	I have been working	* Actions begun in the past which continue to present	* I have been working since 6 a.m.
Past Simple (aka Simple Past)	I worked	* Finished actions at a specific time in the past	* I worked last Saturday
Past Continuous	I was working	* Continuous actions at a specific time in the past	* I was working when lunch arrived
Past Perfect	I had worked	* Actions before a specific time in the past	* I had worked a lot before lunch arrived.
Past Perfect Continuous	I had been working	* Past continuous action	* I had been working for another company
Future Simple	I will work	* Predictions * Spontaneous decisions or offers	* I will work this weekend * I will work for you tomorrow
Future Continuous	I will be working	* Future continuous actions	* I will be working when the owner arrives.
Future Perfect	I will have worked	Completed future action	* I will have worked here 3 years tomorrow.
Future Perfect Continuous	I will have been working	* Continuous future action completed at a given time	* I will have been working 12 hours by the time I leave tonight

NOTE: Refer to the Perfect Continuous forms of the verb later in the book.

### Present Simple

The present simple tense generally expresses events, or situations, that exist usually, always, or habitually. They have existed in the past, exist now (in the present) and will probably exist in the future.



Ms. Bailey teaches English.

Susie brushes her teeth every day.

Present simple is used to express a state or condition (stative), or habitual action.

Examples of present simple tense:

Fresh bread <u>smells</u> wonderful.	(stative)
John <u>takes</u> the bus to school <u>usually</u> .	(habitual)
Mary <u>always sings</u> in the church choir.	(habitual)
I <u>understand</u> what you're saying.	(stative)
My new car <u>runs</u> great!	(stative)

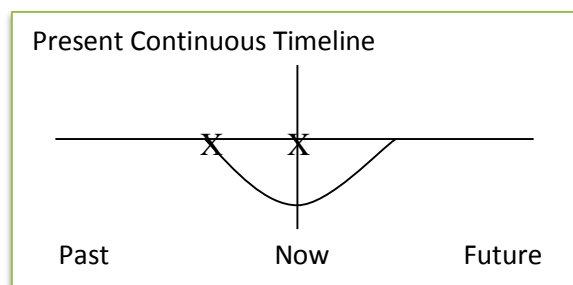
## Present Continuous (Progressive)

The present continuous tense expresses an action which began in the past, is in progress now and will probably continue into the future.

Study the following formula and timeline for present continuous use.

subject +	<i>am</i>	
	<i>is</i>	
	<i>are</i>	+ verb + <i>ing</i> . . .

The present continuous uses present conjugated forms of the auxiliary verb **to be** with the “ing”, form of the action verb.



Ms. Bailey is teaching right now.  
(She will probably continue teaching.)

Examples of present continuous tense:

The boys are playing ball.  
I am riding my bike.  
She is watching the ball game.  
Tom is chewing gum.  
The students are calling for a boycott.

Present continuous is also commonly used in English to express a continuous action in the future by adding a time word to the sentence.

My plane is leaving tomorrow.  
My uncle is arriving from Germany at 7:00 p.m.  
Next year, we are camping in the mountains.

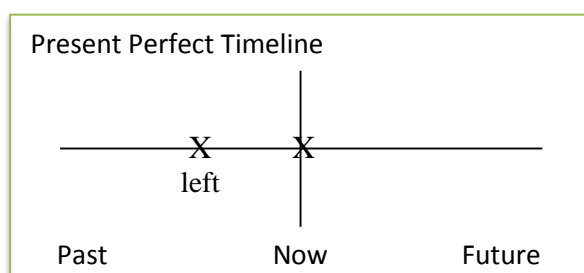
## Present Perfect

The present perfect tense expresses an action that occurs before another time, or event.

The present perfect tense uses the present conjugated forms of the auxiliary verb **to have** with the past participle form of the action verb.

Study the following formula and timeline for present continuous use.

subject + *has*  
*have* + verb in past participle. . .



The boss has left the office.  
(He left sometime before now.)

Examples of present perfect:

I have seen the movie already.

Sally has lost her favorite ring.

Tom and Hank have ridden horses before.

We have won the championship!

The rabbit has eaten all its food.

### Exercise 6: Using the Present Tense Forms of Verbs

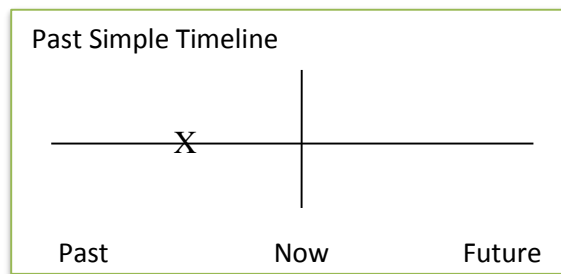
Fill in the blanks with the correct present tense form of the verb in parentheses. NOTE: You may need to consult the irregular verb list at the end of the book.

1. John \_\_\_\_\_ (sleep) on the couch at the moment.
2. My dad always \_\_\_\_\_ (sit) in that chair.
3. I \_\_\_\_\_ (like) to go to the movies on the weekends.
4. The children \_\_\_\_\_ (play) at the neighbor's house today.
5. The company \_\_\_\_\_ (build) a new store.
6. Water \_\_\_\_\_ (wash) away dirt.
7. My little brother \_\_\_\_\_ (eat) all the candy! It's all gone!
8. Jane \_\_\_\_\_ (read) her favorite book now.
9. Those boys \_\_\_\_\_ (scare) that cat many times before.
10. My wife and I \_\_\_\_\_ (cry) when we watch sad movies.



## Past Simple

The past simple tense is an action that began and ended at one particular time in the past.



It snowed yesterday.

Examples of past simple tense:

The pack of dogs ran through the woods.

Mike fell on the slippery ice.

Molly and Rita embraced at the airport.

The mountain lion attacked the herd of cattle during the night.

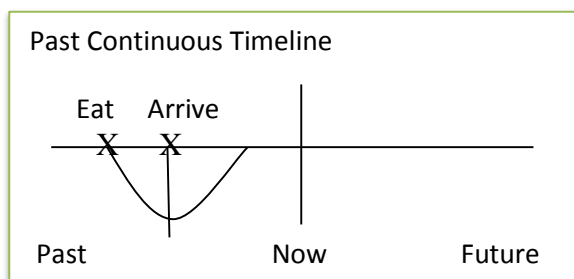
George ate all his dinner.

## Past Continuous (Progressive)

The past continuous tense normally links an action in the past with another past action. The first past action continues through the second past action.

Study the following timeline for past continuous use.

The past continuous uses present conjugated forms of the auxiliary verb **to be** with the “ing”, form of the action verb.



Jack was eating when I arrived.  
(Jack started to eat before I arrived.  
He continued eating after I arrived.  
Both actions are in the past.)

There are different sentence structure formulas depending on variations in past continuous use. Study the following examples:

- The following formula is used when an action was taking place in the past and was interrupted by another action.

subject + past continuous + *when* + subject + simple past tense. . .

OR

*when* + subject + simple past tense + subject + past progressive. . .

Jerry was painting a picture *when* we arrived at his house.

OR

*When* we arrived at his house, Jerry was painting a picture.

Alfred, Ann and I were playing cards *when* the lights went out.

OR

*When* the lights went out, Alfred, Ann and I were playing cards.

- The following formula is used when two actions occur at the same time in the past.

subject + past continuous + *while* + subject + past continuous. . .

OR

*while* + subject + past continuous + subject + past continuous. . .

My mother was gardening *while* my father was mowing the lawn.

OR

*While* my father was mowing the lawn, my mother was gardening.

The children were crying *while* the clowns were performing.

OR

*While* the clowns were performing, the children were crying.

NOTE: The following sentence structure is also possible, but is not commonly used.

subject + simple past + *while* + subject + past continuous. . .

I fed our cat *while* my sister was taking a nap.

- Past continuous can also be used by itself to indicate that something was occurring at a specific time in the past.

subject +	<i>was</i> <i>were</i>	+ verb + <i>ing</i> . . .
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The moon was shining brightly last night.

The girls were laughing at his joke yesterday in class.

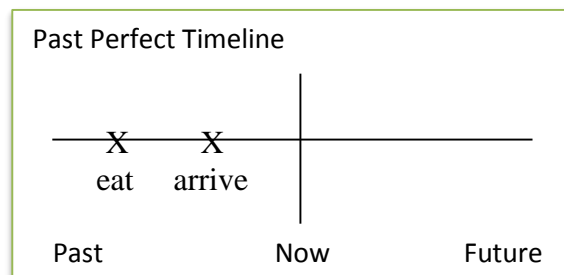
## Past Perfect

The past perfect tense links an action which was started and finished before another past action occurred.

Study the following formula and timeline for past perfect:

subject + <i>had</i> + verb in past participle. . .
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The past perfect tense uses the past conjugated form of the auxiliary verb ***to have*** with the past participle form of the action verb.



Jack had eaten by the time I arrived.  
(Jack started and finished eating by the time I arrived. Both actions are in the past.)

The past perfect tense is normally used with words such as *before*, *when*, *after*, *since*, *by the time*, etc. Study the following formulas for past perfect used with these words. As in the first example, sentences for these formulas can begin with the second clause. Just remember to add a comma between the clauses when doing so.

subject + past perfect +	<i>before</i> <i>when</i> <i>after</i> <i>since</i> <i>by the time</i>	+ subject + simple past
--------------------------	--	-------------------------

OR

*before*  
*when*  
*after*      + subject + simple past + subject + past perfect  
*since*  
*by the time*

The students had studied *before* they took the test.

OR

*Before* they took the test, the students had studied.

I had finished mowing *when* the storm came.

OR

*When* the storm came, I had finished mowing.

Jerrold left school *after* he had taken his exams.

OR

*After* he had taken his exams, Jerrold left school.

Six years had passed *since* I last saw her.

OR

*Since* I last saw her, six years had passed.

Joan had already performed *by the time* her parents arrived.

OR

*By the time* her parents arrived, Joan had already performed.

### Exercise 7: Using the Past Tense Forms of Verbs

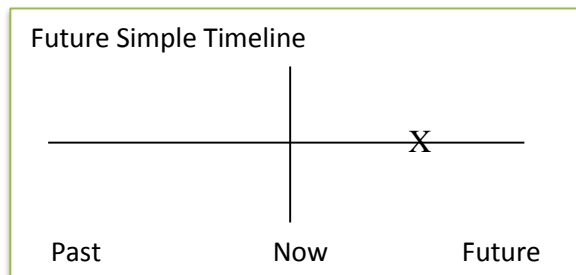
Fill in the blanks with the correct past tense form of the verb in parentheses. NOTE: You may need to consult the irregular verb list at the end of the book.

1. She \_\_\_\_\_ (talk) on the phone when the doorbell rang.
2. Yesterday, I \_\_\_\_\_ (catch) a big fish on our camping trip.
3. Our group \_\_\_\_\_ (hike) the full length of the Inca Trail last week.
4. The bear \_\_\_\_\_ (climb) a tree before the dogs got there.
5. The sky diver \_\_\_\_\_ (fall) very fast when the parachute opened.
6. My grandparents \_\_\_\_\_ (arrive) before I returned from school.
7. I \_\_\_\_\_ (read) that story last year in literature class.
8. Mary \_\_\_\_\_ (watch) a movie when her aunt called from New York.
9. Jason \_\_\_\_\_ (fish) in the pond when he saw a big snake.
10. The plumber \_\_\_\_\_ (find) the source of the water leak.

## Future Simple

The future simple tense is an action which occurs at one particular time in the future.

The future simple tense uses the modal auxiliary verb **will** with the infinitive form of the action verb.



It will snow tomorrow.

Examples of future simple tense:

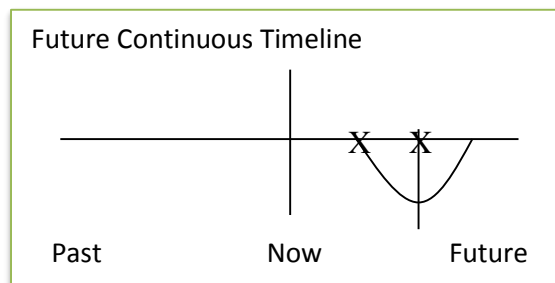
1. I will go to the store after lunch.
2. Randy will travel to Europe this summer.
3. Many birds will migrate south for the winter.

## Future Continuous (Progressive)

The future continuous tense is an action that will have already started by the time another action occurs and will probably continue after.

The future continuous tense is normally used with words such as *before*, *when*, *after*, *since*, *by the time*, etc.

The future continuous tense uses the modal auxiliary verb **will** + the verb **be** + the “ing” form of the action verb.



Jack will be eating when I arrive.  
(Jack will start to eat before I arrive and will probably continue eating afterwards. Both actions are in the future.)

Examples of future continuous tense:

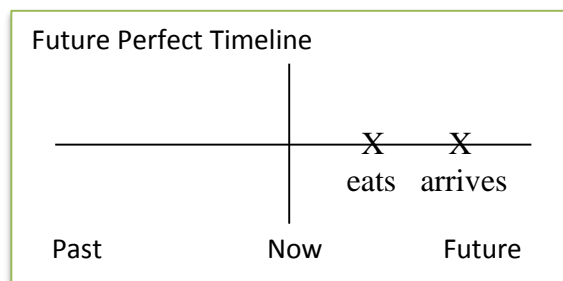
1. It will be raining when our plane lands in London.
2. Madonna will be signing autographs after the concert.
3. Joe will be participating in the competition this summer.

## Future Perfect

The future perfect tense is a future action that has started and finished before another future action occurs.

The future perfect tense is normally used with words such as *before*, *when*, *after*, *since*, *by the time*, etc.

The future perfect tense uses modal auxiliary verb **will** + the verb **be** + the past participle form of the action verb.



Sally will have eaten when Sue arrives.  
(Sally starts and finishes eating by the time Sue arrives. Both actions are in the future.)

Examples of the future perfect tense:

1. The pirates will have buried the treasure by the time the ships arrive.
2. John will have scored 40 points by the end of the game.
3. My parents will have had three children after this baby is born.

### Exercise 8: Using the Future Tense of Verbs

Fill in the blanks with the correct future tense form of the verb in parentheses. NOTE: You may need to consult the irregular verb list at the end of the book.

1. Steve, Lucy and I \_\_\_\_\_ (go) to Harvard University this fall.
2. I \_\_\_\_\_ (start) classes by the time Rachel returns from Europe.
3. Rachel \_\_\_\_\_ (join) me in class when she returns.
4. I \_\_\_\_\_ (think) about Rachel until she returns safely.
5. My cat \_\_\_\_\_ (cry) when I get home because she is hungry.
6. Our dog, Rufus, \_\_\_\_\_ (travel) with us this summer.
7. My letter \_\_\_\_\_ (arrive) to Rita by the time I get there.
8. The pilot said that it \_\_\_\_\_ (rain) when we arrive in Brazil.
9. My sister \_\_\_\_\_ (marry) this coming June.
10. Tom \_\_\_\_\_ (eat) three hamburgers when he finishes this one.

## The Perfect Continuous (Progressive) Tense

The perfect continuous tense are used to express the duration between two actions or events. Often, an expression of time is used with perfect continuous tenses.

Study the conjugation chart below. NOTE: Changes in the verb forms are in bold.

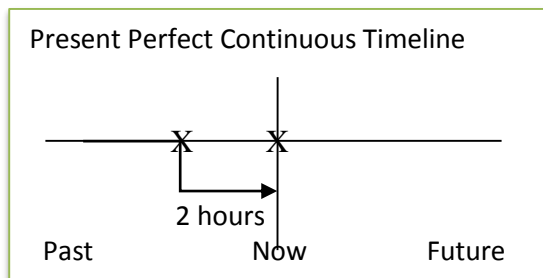
	Present	Past	Future
I	have been studying	had been studying	will have been studying
he, she, it	has been studying	had been studying	will have been studying
we, they	have been studying	had been studying	will have been studying

## Present Perfect Continuous (Progressive)

The present perfect continuous tense is an event in progress, which started in the past and continues to the present. It will probably continue into the future.

Study the following formula and timeline for present perfect continuous (progressive):

subject	+	<i>has have</i>	+	<i>been</i>	+	verb + <i>ing.</i> . .
---------	---	---------------------	---	-------------	---	------------------------



Sue has been studying for two hours.  
(Sue started studying and continues to study up to the present. She will probably continue to study.)

NOTE: The present perfect continuous tense is normally used with words such as *before*, *when*, *after*, *since*, *by the time*, etc.

Examples of present perfect continuous tense:

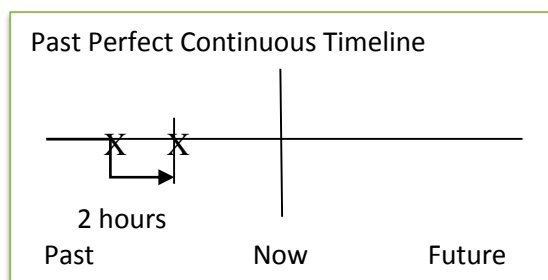
1. I have been working on the car engine since this morning.
2. Ruth has been babysitting the neighbor's kids for six hours.
3. The carnival employees have been working since 5 a.m. this morning.

## Past Perfect Continuous (Progressive)

The past perfect continuous tense is an event that was in progress when another past event occurred.

Study the following formula and timeline for past perfect continuous (progressive):

subject + *had* + *been* + verb + *ing* . .



Sue had been studying for two hours before her friend arrived.  
(Sue had started and finished studying before her friend arrived.)

NOTE: The past perfect continuous tense is normally used with words such as *before*, *when*, *after*, *since*, *by the time*, etc.

Examples of past perfect continuous tense:

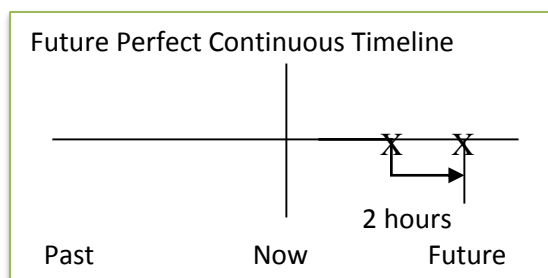
1. He had been drinking when the accident occurred.
2. Sarah had been exercising before the surgery.
3. The horses had been ridden many times before the ranch was sold.

## Future Perfect Continuous (Progressive)

The future perfect continuous tense reflects an event that will have happened before another future event occurs.

Study the following formula and timeline for future perfect continuous (progressive):

subject + *will* + *have* + *been* + verb + *ing*...



Sue will have been studying for two hours when her friend arrives.  
(Sue starts and finishes studying before her friend arrives. Both actions are in the future.)

NOTE: The future perfect continuous tense is normally used with words such as *before*, *when*, *after*, *since*, *by the time*, etc.



Examples of future perfect continuous tense:

1. Larry will have been exercising for two hours before we go to dinner.
2. My kids will have been playing outside all afternoon by the time night falls.
3. We will have been walking for three hours before the first break.

### **Exercise 9: Using the Perfect Continuous Tense of Verbs**

Fill in the blanks with the correct perfect continuous tense form of the verb in parentheses.

1. John \_\_\_\_\_ (hunt) for six hours when the sun goes down.
2. Sally and Mary \_\_\_\_\_ (play) together for three hours.
3. Our fans \_\_\_\_\_ (cheer) until the other team scored.
4. Ralph and I \_\_\_\_\_ (shop) all day.
5. The truck \_\_\_\_\_ (make) bad noises until we got it fixed.
6. All the turkey \_\_\_\_\_ (eat) by the time we arrive.

## 4. *LINKING VERBS*

A verb that can be immediately followed by an adjective is called a linking verb. The adjective that follows the verb describes the subject of the sentence. The verb “links” the adjective to the subject it describes.

Common verbs which are followed by an adjective are given below.

be\*  
feel, look, smell, sound, taste  
appear, seem  
become (also the verbs *get*, *turn*, and *grow* when they mean “become”)

\*NOTE: The verb *be* can also be used as an auxiliary (*is* watching), to link a noun with the main subject (Jack is a professional), or to link a prepositional phrase to the main subject (Jack is at the office). It is only considered a linking verb when it is used to link an adjective to the main subject (Jack is intelligent).

Examples of linking verbs:

This pie tastes delicious.

Jeff became frightened when he saw the snake.

The weather turned cold overnight.

Ellen feels confident about the competition.

Grandma’s breakfast smells delicious.

## 5. CONTINUOUS VERSUS NON-CONTINUOUS VERBS

As we have seen, the continuous (progressive) tense is used to describe an action that is occurring at a particular point in time; it is an action in progress. However, there are some exceptions of when to use the continuous tense with certain verbs.

### Non-Continuous Verbs

The following verbs are used in a non-continuous form. There are several categories in which these verbs are categorized.

#### Mental and Emotional States

believe	like	recognize
dislike	love	remember
doubt	hate	suppose
imagine	prefer	understand
know	realize	want

Examples:

CORRECT:	He <u>doubts</u> she is sincere.
INCORRECT:	He <u>is doubting</u> she is sincere.
CORRECT:	Sarah <u>hates</u> her new hair style.
INCORRECT:	Sarah <u>is hating</u> her new hair style.
CORRECT:	Jonathon <u>understands</u> the assignment.
INCORRECT:	Jonathon <u>is understanding</u> the assignment.

#### Sense

appear	seem	taste
hear	smell	
see	sound	

Examples:

CORRECT:	The answer appears correct.
INCORRECT:	The answer is appearing correct.
CORRECT:	The roast smells good.
INCORRECT:	The roast is smelling good.
CORRECT:	The band sounds great.
INCORRECT:	The band is sounding great.

**Communication**

agree  
astonish  
deny  
disagree  
impress

mean  
please  
promise  
satisfy  
surprise

Examples:

CORRECT: Margaret agrees with Michael.  
INCORRECT: Margaret is agreeing with Michael.

CORRECT: The boy impresses his coach.  
INCORRECT: The boy is impressing his coach.

CORRECT: George promises to finish his homework.  
INCORRECT: George is promising to finish his homework.

**Other States**

belong  
concern  
consist  
contain  
cost  
depend

deserve  
fit  
include  
involve  
lack

matter  
need  
owe  
own  
possess

Examples:

CORRECT: He said it depends on how late he works.  
INCORRECT: He said it is depending on how late he works.

CORRECT: The project involves a lot of work.  
INCORRECT: The project is involving a lot of work.

CORRECT: The length of the show doesn't matter.  
INCORRECT: The length of the show isn't mattering.

## Mixed Verb Forms

There are also some verbs which can be used, both in a continuous and non-continuous form. It depends on the meaning of the verb as to which form is used. Following are some of the most important verbs to consider:

### Continuous Meanings

Feel = “to physically feel” – I’m feeling tired today.

See = “to visit” – Joe is seeing his doctor.

Think = “to use the brain” – We are thinking deeply about the question.

Appear = “to be on stage/perform” – Madonna is appearing at the Waldorf stadium tonight.

Look = “to stare at” – She is looking at me intently.

Taste = “to use the mouth” – I’m tasting my mom’s apple pie.

### Non-continuous Meanings

Feel = “to have an opinion” – Mary feels she should be able to go on the trip also.

See = “to understand” – I see what you’re saying.

Think = “to have an opinion” – I think you should visit your parents.

Appear = “to look like” – The project appears to be difficult.

Look = “to seem” – This contest looks easy.

Taste = “to have a taste” – Her muffins taste great!

## 6. COMMON DISTINGUISHMENTS

### *There + Be*

When using the combination of *there* + *be*, *there* is called an “expletive”. It has no meaning as a vocabulary word. It simply introduces the idea that something exists in a particular place. When beginning a sentence with this combination, the subject follows the verb. NOTE: *There* is never considered the subject of the sentence.

*There + be + subject + expression of place*

*There is*      a clean towel      in the linen closet.

Verb          subject                  expression of place

*There are*      six kittens      under my bed.

Verb          subject                  expression of place

*There has been*      a fire      at the warehouse.

Verb                  subject                  expression of place

Sometimes the expression of place is omitted when the meaning is clear.

*There are* seven continents. (The implied expression of place is clearly *in the world.*)

### **Beginning a Sentence with *Here* or *There***

When a sentence begins with *here* or *there*, the subject is located after the verb.

NOTE: *Here* or *there* is NEVER considered the subject of the sentence.

Examples:

*Here*   was   the accident.  
verb      subject

*There*   are   the girls.  
verb      subject

*Here* is the definition of the word.

*There* was a loud explosion.

## *Say / Tell*

**Say** and **tell** both mean to communicate verbally with someone, but they are usually used differently. Normally, you **say something** and you **tell someone something**.

You **say** something

Jeff **said** that he was tired.  
Jennifer **says** you have a new job.  
Patricia **said**, "I love you."

You **tell** someone something

Jeff **told** Sam that he was tired.  
Jennifer **tells** me you have a new job.  
Patricia **told** John that she loves him.

**Tell** uses an object directly following.

Bob **told** the boss that he wasn't working tomorrow.  
Janice **told** me that she loves John.

**Say** uses the word "to" or "that" before the object.

Bob **said** to the boss that he wasn't working tomorrow.  
Janice **said** to me that she loves John.  
Bob **said** that he wasn't working tomorrow.  
Janice **said** that she loves John.

When using direct speech, **say** is normally used.

Amanda **said**, "Sweetheart, I'm going to work now."  
"John, that's a beautiful car!" George **said**.

Sometimes **tell** is used in direct speech if it is an instruction, or information. (Notice the object directly after **tell** as described above.)

Rebecca **told** her assistant, "Open the door for the caterer."  
He **told** me, "This is the key to the front door."

**Say** and **tell** cannot be used with reported questions. Ask, or a similar verb, must be used.

Roy asked if I had ever been to Miami.  
Mary's mother asked what I wanted to eat.  
The policeman asked me where I lived.  
He asked if she wanted to leave.

**Tell** + *object* + *infinitive* is used to give orders, or advice.

The teacher **told** the child to sit down.  
She **told** me to wait in the lobby.  
**Tell** Bill to have a great trip to Europe.

**Exercise 10: Using Say and Tell**

Fill in the blanks with the correct form of the verb *say* or *tell*.

1. Jason \_\_\_\_\_ his friend to shut up.
2. Jane \_\_\_\_\_ that she is feeling sick.
3. My English teacher \_\_\_\_\_ I'm learning quickly.
4. The driver \_\_\_\_\_, "I'll pick you up at the airport."
5. Please, \_\_\_\_\_ me where to find the washing detergent.
6. The angry mother \_\_\_\_\_, "I \_\_\_\_\_ you not to do that!"
7. I heard Peter \_\_\_\_\_ that he was going out with Becky tonight.
8. The security guard \_\_\_\_\_ me to get off the stage.
9. \_\_\_\_\_ me the story again!
10. Will you \_\_\_\_\_ John to meet me after work?

**Know / Know How**

The verb **know**, when used by itself, is usually followed by a noun, a prepositional phrase, or a sentence.

She **knew** the answer.

Everyone **knows** about gravity.

Jason **knew** that he was going to be in trouble.

**Know how** is used to indicate a skill, or ability to do something. This form is followed by the infinitive form of a verb.

Jim **knows how** to make cool inventions.

Monkeys **know how** to use primitive tools.

Do you **know how** to make fudge brownies?

**Exercise 11: Using Know and Know How**

Fill in the blanks with the correct form of **know** or **know how**.

1. The boys \_\_\_\_\_ to catch rabbits with snares.
2. Do you \_\_\_\_\_ to get to the airport from here?
3. I didn't \_\_\_\_\_ that Jenny was pregnant.
4. I am amazed that Jack \_\_\_\_\_ where to go from here.
5. Some primitive tribes \_\_\_\_\_ to perform surgery long ago.



## *Need / In Need Of*

Usually, when the subject of a sentence is an animate object, the verb **need** is followed by an infinitive verb.

Hector **needs to get** a haircut.

We **need to leave** now.

My dog **needs to learn** new tricks.

Usually, when the subject of a sentence is an inanimate object, the verb **need** is followed by either a gerund (or “ing” verb), or the verb **to be** followed by the past participle of the action verb.

The grass **needs cutting**.

OR

The grass **needs to be cut**.

The motorcycle **needs repairing**.

OR

The motorcycle **needs to be repaired**.

The guest list **needs writing**.

OR

The guest list **needs to be written**.

Be aware that there are some exceptions to these rules. Sometimes, animate objects follow the second rule.

My dog **needs to be fed**.

The baby **needs burping**.

OR

The baby **needs to be burped**.

Sometimes, inanimate objects follow the first rule.

The buzzer **needs to ring** before we can leave class.

The grass **needs to grow** more before I can cut it.

The expression **in need of** can be used in some cases in place of using the verb **need**. However, because the word **need** is not a verb in the phrase **in need of**, it must be preceded by the verb *be*.

Darren is **in need of** a haircut.

(Darren needs a haircut.)

The car was **in need of** new tires.

(The car needed new tires.)

The girls were **in need of** prom dresses.

(The girls needed prom dresses.)

**Exercise 12: Using *Need***

Fill in the correct form of the verb in parentheses after the verb ***need***.

1. I need \_\_\_\_\_ finish) my homework.
2. The bus needs to be \_\_\_\_\_ (fill) with gas.
3. Mary's garden needs \_\_\_\_\_ (water).
4. The thief needs to be \_\_\_\_\_ (punish).
5. Harold will need \_\_\_\_\_ (make) extra cash for his trip.
6. This problem needs \_\_\_\_\_ (solve).
7. Nancy needs \_\_\_\_\_ (wash) the dishes soon.
8. The crops need to be \_\_\_\_\_ (harvest) before it rains.
9. Stacy and I need \_\_\_\_\_ (move) to another apartment.
10. That hole in the road needs \_\_\_\_\_ (fill).

***Like / As***

The word *like* is very often misused in conversational English. In written English, *like* is traditionally used as a preposition (different from *like* the verb), while *as* is a conjunction (clause connector).

Like is used to compare only nouns (i.e. use *like* to say two things are similar, and let the clause that follows tell how they are similar).

The earth, *like* other planets, spins on an axis.

*Like* other planets, the earth spins on an axis.

*As* is used to compare clauses (i.e. use *as* if two actions are similar).

A globe spins around an axis, *as* does the Earth itself.

**A few rules of thumb:**

1. You should have two verbs in a sentence with an *As* comparison, one verb in a sentence with a *Like* comparison.
2. *Like* comparisons work the same way as noun modifiers-make sure the right nouns are touching!
3. The GMAT tends to use *like* mostly at the beginning of sentences. It is tough to put *like* at the end of a sentence and get the meaning right.

A simple rule to follow, which will assist in using these two words correctly, is that the word *like* is not closely followed by a verb (there is no verb in a prepositional phrase), while *as* is followed by a clause which contains a verb.

Example:

The new boy acts like a clown. In this sentence, *like* is correctly used as a preposition. The prepositional phrase does not contain a verb.

The new boy acts as if he were a clown. In this sentence, *as* is correctly used as a conjunction (connector) between two clauses. Both clauses contain a verb.

More examples:

My sister sings like Mariah Carey.

My sister sings as though she were Mariah Carey.

My neighbor's house is like a zoo.

My neighbor's house is as if it were a zoo.

NOTE: There is no difference of meaning between *as if* and *as though*; they can be used interchangeably. Refer to Comparisons for more uses of the connector *as*.

### Exercise 13: Using *Like* / *As*

Complete the following sentences with *like*, or *as if* / *as though*.

1. My little brother cries \_\_\_\_\_ a baby.
2. My stomach felt \_\_\_\_\_ a train had run through it.
3. Darren appeared \_\_\_\_\_ he needed help on the exam.
4. The Olympic sprinter can run \_\_\_\_\_ the wind during competition.
5. The actor plays the part \_\_\_\_\_ he were the actual character.
6. Margie's computer is so old that it runs \_\_\_\_\_ a turtle.
7. George's mom is short and fat \_\_\_\_\_ my mom.
8. Mr. Brown spoke \_\_\_\_\_ he knew about quantum physics.
9. The winning fans responded \_\_\_\_\_ their team was the greatest.
10. The winning fans responded \_\_\_\_\_ a bunch of crazed maniacs.

For more exercises on using Like/As, please see:

<http://gmatclub.com/forum/as-like-98308.html>

### ***Between / Among***

The word *between* is always used when talking about a distinct relationship of **two** individual items, groups, or people.

Examples:

Sally had to choose between the red and white dresses.

Let's keep this secret between you and me.

However, *between* can also be used when talking about a distinct relationship of more than two individual items, groups, or people

Examples:

Johnny had to decide between going to Europe, buying a new car, or staying in college.

Business negotiations between the governments of the United States, China and South America are going well despite cultural differences.

The word *among* is used when talking about items, groups, or people in general.

Examples:

Disease spread among the earthquake survivors.

The economic collapse caused panic among investors.

Terry was quite popular among his classmates.

She was relieved to find a friend among strangers.

Business negotiations among governments are going well despite cultural differences. (Compare this to the above example with *between*, here there is a group of governments rather than a distinct group.)

There is also a difference when using *between* and *among* for location.

Example:

The children played between the fields.

The children played among the fields.

The word *between* in the first sentence gives the idea that the children were playing in a location in the middle of two fields or in a central area which is surrounded by fields.

The word *among* in the second sentence gives the idea that the children were playing inside and throughout two or more fields.

**Exercise 14: Using *Between* / *Among***

Complete the following sentences using either *between* or *among*.

1. Can you tell the difference \_\_\_\_\_ this photo and the other one?
2. Joanne found her wallet \_\_\_\_\_ the bed and dresser.
3. Walter looked for his dog \_\_\_\_\_ the houses of his neighborhood.
4. Charles and Sandra took a romantic walk \_\_\_\_\_ the park fountains.
5. John felt at home \_\_\_\_\_ his classmates at the school reunion.
6. The children couldn't decide \_\_\_\_\_ chocolate or vanilla ice cream.
7. Ms. Jennings was the most appreciated teacher \_\_\_\_\_ her colleagues.
8. Our group was the noisiest \_\_\_\_\_ all the fans that cheered at the game.
9. Walking \_\_\_\_\_ the veterans' graves made my grandfather very sad.
10. Could you get my keys laying on the table \_\_\_\_\_ the couch and chair?

## 7. PROPER USE OF PROBLEM VERBS

It can be quite confusing to distinguish which correct verb to use when it comes to **raise/rise**, **set/sit**, or **lay/lie**. **Raise**, **set** and **lay** are transitive verbs and are followed by an object. **Rise**, **sit** and **lie** are intransitive verbs and are NOT followed by an object.

Study the chart below to understand the correct conjugation and use of these verbs.

Transitive	Intransitive
<b>raise, raised, raised</b> Tony <b>raised</b> his <u>hand</u>	<b>rise, rose, risen</b> Tony <b>rises</b> early
<b>set, set, set</b> Julie <b>set</b> <u>the book</u> on my desk	<b>sit, sat, sat</b> I <b>sit</b> in the third row
<b>lay, laid, laid</b> Julie is <b>laying</b> <u>the book</u> on my desk	<b>lie, lay, lain</b> John is <b>lying</b> on the floor. (Notice the changed spelling of <i>lie</i> when “ing” is added.) NOTE: The verb <b>lie</b> , which means “not to tell the truth”, is a regular verb

### Exercise 15: Using *Raise/Rise*, *Set/Sit* and *Lay/Lie*

Underline the correct word in parentheses in the following sentences.

1. Hens (*lay, lie*) eggs.
2. Janice (*set, sat*) the table for dinner.
3. Janice (*set, sat*) at the table for dinner.
4. Mrs. Smith (*raises, rises*) a garden every year.
5. I (*laid, lay*) my wallet on top of the dresser.
6. The ability to succeed (*lies, lays*) within you.
7. The old lady (*set, sat*) on the bench because she was tired.
8. Hot air (*raises, rises*).
9. When I get tired, I (*lay, lie*) down and take a nap.
10. Jennifer (*raised, rose*) from her seat to pick up her test paper.



**Exercise 16: Subject/Verb Agreement**

Underline the correct form of the verb in parentheses in the following sentences.

1. The daughter of my best friend (*has/have*) won the spelling competition.
2. The geese that fly south for the winter (*is/are*) nesting around the lake.
3. The mayor, together with his wife, (*is/are*) attending the inaugural ball.
4. John and his wife Mary will (*has/have*) been married seven year tomorrow.
5. Police cars, which are old and outdated, (*is/are*) being auctioned off today.
6. Earthquakes around the ring of fire (*has/have*) been more frequent lately.
7. Joan of Arc, who led many Frenchmen in revolution, (*was/were*) the subject of my report.
8. The jury, which has been deliberating the Johnson trial, (*has/have*) been ordered to make a decision soon.
9. The grandson of the late Mr. Hopkins (*has/have*) inherited the billionaire's estate.
10. Michele, along with Sam and Justin, (*is/are*) coming for my birthday party.

For more exercises on Subject/Verb Agreement, please see:

[http://gmatclub.com/forum/search.php?search\\_id=tag&tag\\_id=131](http://gmatclub.com/forum/search.php?search_id=tag&tag_id=131)



## 9. PRONOUNS

Five forms of pronouns exist in English. These are subject pronouns, complement (object) pronouns, possessive pronouns, possessive adjectives and reflexive pronouns.

### Subject Pronouns

Subject pronouns are used in place of subject nouns. A singular pronoun is used to refer to a singular noun and a plural pronoun is used to refer to a plural noun.

Subject Pronouns	
Singular	Plural
I	We
You	You
He, She, It	They

Examples of subject pronoun use:

I am late for work.  
Subject

He owns six dogs and three cats.  
Subject

You and I are traveling to Las Vegas this weekend.  
Subject

They were worried about making the trip in bad weather.  
Subject

A subject pronoun can also be used after the verb *be* in certain circumstances, such as:

It was I who threw the ball at you. (Notice that **I** is the subject of “threw the ball”)

The pronoun *we*, *you* and *us* can be directly followed by a noun in order to make it clearer to whom is being referred.

We parents are very concerned about our children.

### Comparative (Object) Pronouns

Comparative, or object, pronouns are used in place of the object of the verb. Again, a singular comparative pronoun is used for a singular comparative noun and a plural comparative pronoun is used for a plural comparative noun.

Comparative Pronouns	
Singular	Plural
Me	Us
You	You
Him, Her, It	Them

Examples of comparative (object) pronouns:

Sally emailed me.  
complement

The merchant offered him a good deal.  
complement

I wanted to find you so we could go to the movies.  
complement

Jerry told them that he wasn't playing in the game tomorrow.  
complement

A sentence can also contain variations in structure, such as containing prepositions and conjunctions followed by clauses. Identifying these various parts of speech will help in determining the correct usage of pronouns.

Alex arrived at the house before her.  
preposition complement pronoun

Alex arrived at the house before she left work.  
conjunction subject verb  
clause

NOTE: A clause is a full sentence that has been connected to the first sentence by a conjunction (connector) and, therefore, also has a subject and verb.

## Possessive Pronouns

Possessive pronouns show possession of something by someone. They are not followed by nouns, but stand alone. Possessive pronouns replace a noun that is understood by context.

NOTE: You do NOT use apostrophes with possessive pronouns. The pronoun *its* is different from the word *it's*, which is a contraction of *it is*. (For information on the correct use of apostrophes, see the punctuation section.)

Possessive Pronouns	
Singular	Plural
Mine	Ours
Your	Yours
His, Hers, Its	Theirs

Examples of possessive pronouns:

That is my money.

John's car is slow and my car is fast.

Our class is boring.

Their dresses are too short.

That is mine. OR That money is mine.

His is slow and mine is fast.

Ours is boring.

Theirs are too short.

## Possessive Adjectives

Possessive adjectives are pronouns which are used as adjectives and are located directly before another noun. They do not replace a noun, but modify it.

Possessive Adjectives	
Singular	Plural
My	Our
Your	Your
His, Her, Its	Their

Examples of possessive adjectives:

Carol is reading her book.

The bird is grooming its wings.

He received his award this morning.

My homework is due next Monday.

Their names were not called in class.

## Reflective Pronouns

Reflective pronouns indicate that the subject of a sentence is both giving and receiving the action of the verb. They are normally located after the verb.

Reflective Pronouns	
Singular	Plural
Myself	Ourselves
Yourself	Yourselves
Himself, Herself, Itself	Themselves

NOTE: English never uses the forms *hissself* or *thierselves*. These forms are always incorrect.

Notice the difference between the comparative (object) pronoun and the reflective pronoun in the following sentences.

Mary bought her a birthday gift. (*her* = another person)  
 Mary bought herself a birthday gift. (*herself* = Mary)

Examples of reflective pronouns:

The bird bathed itself in the water hole.  
 I hurt myself playing soccer.  
 The boys treated themselves to ice cream after school.  
 We convinced ourselves not to be scared at the haunted house.  
 Protect yourself from the rain by taking an umbrella.

Reflexive pronouns can also be used to give emphasis, showing that the subject did the action alone (you can actually substitute the word *alone* for the pronoun in this case). When used this way, it usually follows the subject, but not always. It can also be placed at the end of the sentence, often used with the word *by* (*by himself*).

I myself believe in ghosts.  
 You yourself must choose what you will believe.  
 Robert completed the complex puzzle by himself.  
 The girls themselves made all the plans for the party.  
 We ourselves think the new voting law is unfair.  
 You will have to do the work on your car yourself.

### Exercise 17: Using Pronouns

Underline the correct form of the pronoun or possessive adjective in the following sentences.

1. I think (*he, his, him*) is a great teacher.
2. Jason had to get (*he, him, himself*) ready for school today.
3. That yellow cat over there is (*me, mine, my*).
4. The snake bit (*we, us, our*) horse on (*it, it's, its*) leg.
5. Joanne and (*I, me*) don't want to go to (*him, his, he*) party.
6. I can't believe that (*you, your*) mother doesn't like (*our, ours*).
7. John thought that (*he, his, him*) could do the job by (*hissself, himself*).
8. The cute boy speaks to (*she, her*) every morning as (*they, them, themselves*) walk to school.
9. All of (*we, us*) boy scouts are going camping this weekend.
10. (*She, Her*) scolded (*she, her*) dog for ruining (*it, its, it's*) new toy.

For more exercises on Pronouns, please see:

[http://gmatclub.com/forum/search.php?search\\_id=tag&tag\\_id=134](http://gmatclub.com/forum/search.php?search_id=tag&tag_id=134)

## Pronouns in Apposition

An appositive is a word, phrase, or clause in apposition – that is, it is a word placed next to another word so that the second explains the first.

Martha, my sister, and her boyfriend, Doug, are in town for the weekend.

In this sentence, *my sister* is in apposition to *Martha* and *Doug* is in apposition to *her boyfriend*.

In each case, the second word or phrase gives more information about the first word or phrase.

*Martha = my sister and her boyfriend = Doug*

A pronoun of apposition must take the form of the noun it is in apposition with, whether a subject noun, or a comparative (object) noun.

The weightlifters, John, George and I, are ready for the competition.  
subject pronoun in apposition

In the above sentence, the pronoun *I* is in apposition with the subject noun *weightlifters*, therefore a subject pronoun is used. (       I        am one of the weightlifters.)

subject

The labor party chose three officers, Sandra, Paul and me.  
object pronoun in apposition

In the above sentence, the pronoun *me* is in apposition with the object of the verb *officers*, therefore a complement, or object pronoun, is used. (The labor party chose me as one of their officers.)

object

## Indefinite Pronouns

An indefinite pronoun refers to something that is not definite, specific, or exact. Most indefinite pronouns are considered singular and require singular verbs, but some require plural verbs and some can be used with either singular or plural verbs depending on the noun.

Refer to the following lists of indefinite pronouns for proper verb selection. (Note: examples begin with indefinite pronouns to show best which verb form to use.)

## Singular Indefinite Pronouns

The following indefinite pronouns are considered singular and must be followed by singular verbs.

Another – Another bus is coming soon.

Anybody – Anybody knows the answer to that question.

Anyone – Anyone has the ability to do this job.

Anything – Anything is possible if you believe.

Each – Each of the kittens is different.

Either - Either route has a gas station.

Everybody – Everybody is happy today.

Everyone – Everyone is going on the fieldtrip.

Everything – Everything has been ruined by the flood.

Less – Less is known about this period of history.

Little – Little has been considered about this problem.

Much – Much was discussed at the meeting.

Neither – Neither person was selected for the position.

No one – No one has the keys to the gym.

Nobody – Nobody was at the library.

Nothing – Nothing is going to stop me.

One – One of the clients is unhappy with our work.

Somebody – Somebody needs to call a doctor.

Someone – Someone is stealing money from the register.

Something – Something has gone wrong at work.

The following indefinite pronouns are considered plural and must be followed by plural verbs.

Both – Both are guilty.

Few – Few were happy with the outcome.

Fewer – Fewer are eating healthy in this time.

Many – Many were selected to play in the tournament.

Others – Others can do the job much better.

Several – Several were capable of getting the job done.

The following indefinite pronouns can take either a singular or plural verb depending on the noun used.

All – All the boys are tired of playing.

OR All the time has gone.

Any – Any choices are good.

OR Any choice is good.

More – More colors are good.

OR More color is good.

Most – Most of the fires are quenched.

OR Most of the fire is out.

None – None of the pies have been sold.

OR None of the pie has been eaten.

Some – Some of my friends are coming.

OR Some of my family is coming.

## 10. QUESTIONS

When forming questions, the auxiliary, or *be*, verb is placed before the subject. If one of these is not used then a correct form of the verb *do* should be used. The tense and person are shown only by the auxiliary and not by the main verb.

### Yes/No Questions

Some questions can only be answered with either *yes*, or *no*. They use this formula:

*auxiliary*  
*be* + subject + verb  
*do, does, did*

Is Mark coming with us to the mall?

Was Darrell at work yesterday?

Have you ever been skydiving?

Will Mr. Johnson announce the contest winner today?

Do you know if math homework is due tomorrow?

Does Lisa like roses?

Did Carlton receive his priority package?

### Informative Questions

These are questions that require more detailed answers than simply yes or no. More information is being requested. There are three different types of informative questions.

- *Who* or *what* questions are requesting information concerning the subject. The subject is unknown.

Who has a question? (Someone has a question.)

What came in the mail today? (Something came in the mail today.)

- *Whom* and *what* are considered complement questions. The complement is unknown and information on it is being requested.

NOTE: *Who* is often misused in spoken English to ask a complement question. However, *whom* is the correct form in written English to indicate that the question is requesting information on the complement position.

Whom does Jackie see from the office? (Jackie sees *someone* from the office.)

What are you doing Friday night? (You are doing *something* Friday night.)

- *When*, *where*, *why* and *how* questions are similar to complement questions as they are seeking more information about the action of the subject.

When did Erin receive her letter jacket?

Where do you go to get assistance?

Why does Kathy have such a big dog?

How can you make my car go faster?



## Embedded Questions

An embedded question is included in a sentence or another question. The word order is different from that in a typical question, except for subject questions. There must NOT be an auxiliary between the question word and the subject in an embedded question.

Normal Question:	<u>When will</u> the court hearing begin?
Embedded Question:	They haven't determined <u>when</u> the court hearing <u>will begin</u> .

Normal Question:	<u>Why did</u> John <u>hit</u> that girl?
Embedded Question:	I don't understand <u>why</u> John <u>hit</u> that girl.

Question words within a sentence can be single words, or phrases. Phrases include: *whose* + noun, *how many*, *how much*, *how long*, *how often*, *what time* and *what kind*.

Betty didn't know how many cupcakes to make for the Girl Scout troop.

I asked Doug how often he jogs every week.

The girls asked the ranger how far it was to the next camping point.

We wanted to know what kind of fruit was in this delicious ice cream.

The boss wanted to know whose break time it was.

When there is an embedded question within a question, the embedded question is seeking the actual information.

Do you know what time it is?

The questioner is requesting the time.

Could you tell me how to get to the post office?

The questioner is asking directions.

## Exercise 18: Creating Embedded Questions

Complete the following sentences to create embedded questions from the given question.

Example: Why is she angry? I don't know why she's angry.

1. Who has seen the new vampire movie?

I'd like to know \_\_\_\_\_.

2. How do you do this algebra homework?

Could you tell me \_\_\_\_\_?

3. Where can I find that new fantasy book?

Tell me \_\_\_\_\_.

4. When will the train arrive?

The travel updates \_\_\_\_\_.

5. Why is Sally crying?

Do you have any idea \_\_\_\_\_?

## Tag Questions

A tag question is placed at the end of a sentence clause which the speaker is uncertain about. The tag question is separated from the main clause by a comma and ends in a question mark.

Follow these guidelines for using tag questions:

- If the main clause is negative then the tag is affirmative. If the main clause is affirmative then the tag is negative.
- Negative forms are usually contracted (She was happy, wasn't she?)
- Use the same auxiliary verb in the tag as in the main clause. If an auxiliary is not used then use *do*, *does*, or *did*.
- Don't change the tense of the verb from the main clause to the tag.
- Use the same subject that is in the main clause for the tag. Always use a subject pronoun for the tag.
- Sentence forms that use *there is*, *there are* and *it is* will have the same use of *there*, or *it*, in the tag. (*There is* enough for everyone, isn't there?)
- The verb *have* can be used as the main verb (I *have* a headache), or as an auxiliary verb (Jenny *has received* her diploma). When *have* functions as the main verb, a form of *do*, *does*, or *did* must be used (You have a headache, don't you?)

Examples of tag questions:

Eric is in gym class now, isn't he?

Julie isn't in gym class now, is she?

The train will be arriving soon, won't it?

There aren't any potato chips left, are there?

You have a new car, don't you?

### Exercise 19: Creating Tag Questions

Complete the following sentences by adding a tag question with the correct form of the verb and subject pronoun.

1. You're learning English quickly, \_\_\_\_\_?
2. Tommy is going to the party with us, \_\_\_\_\_?
3. Tom and Andy will be coming to the movies with us, \_\_\_\_\_?
4. It's a great time of the year for a vacation, \_\_\_\_\_?
5. There isn't any pizza left from last night, \_\_\_\_\_?
6. We've already taken that test, \_\_\_\_\_?
7. Yvette is going to Peru this year, \_\_\_\_\_?
8. There's plenty of room left in the bus, \_\_\_\_\_?
9. They shouldn't be playing around that area, \_\_\_\_\_?
10. You have been to Washington D.C., \_\_\_\_\_?

## 11. ADJECTIVES AND ADVERBS

## Adjectives

Adjectives are used to describe, or modify, nouns. They give additional descriptive information to a noun: *hungry* child, *beautiful* flowers, *French* doors, *old* man.

An adjective is considered neither singular nor plural. A final plural –s is never added to an adjective.

I saw some *beautiful* models at the show. NOT: I saw some *beautifuls* models at the show.

Adjectives only modify nouns, pronouns and linking verbs (see Linking Verbs section for more information on linking verbs). Adjectives normally come before the nouns they modify, or follow linking verbs. If more than one adjective is used, a comma is placed between to separate them.

The *giant, green* monster chased the *tiny, frightened* astronauts.  
adjectives      noun                      adjectives              noun

Adjectives that modify a singular countable noun are usually preceded by *a*, *an*, or *the* which is determined by the vowel sound of the adjective, not the noun.

*a* delicious apple      *an* ugly duckling      *the* scary story

## Adverbs

Adverbs are used to describe, or modify, verbs (except linking verbs), adjectives, or other adverbs.

Adverbs are often formed by adding *-ly* to an adjective.

Adjective: *rapid*      Adverb: *rapidly*

Adverbs are often used to modify, give additional information to, adjectives.

She is extremely nervous.  
adverb      adjective

The following words are also adverbs: *almost, fast, often, so, too, well*. An adverb can be identified because it answers the question: How?

She is <u>extremely</u> nervous.	(How nervous is she?)
We <u>almost</u> won.	(How did we win?)
The bird flew <u>fast</u> .	(How did the bird fly?)
Steven eats <u>too</u> much candy.	(How much candy does Steven eat?)
Stacy plays violin <u>well</u> .	(How does Stacy play violin?)

Adverbs can be placed in several positions, depending on the sentence.

- Adverbs are often placed at the beginning of a sentence. It is followed by a comma in this instance.

Usually, the girls go to the mall on the weekend.

- Adverbs can also be placed at the end of a sentence.

The girls go to the mall on the weekend usually.

- Adverbs can be placed before simple present and simple past verbs (except *be*).

The girls usually go to the mall on the weekend.

The girls usually went to the mall on the weekend.

- Adverbs follow the verb *be* in its simple and past forms.

Joan is normally in the competition.      Cows were frequently in the field.

- Adverbs are placed between an auxiliary verb and a main verb.

He has always gone to work early.

- In a question, an adverb is placed directly after the subject.

Does the bus always come on time?

**Exercise 20: Using Adjectives and Adverbs**

Underline the correct adjective or adverb in parentheses. Then write AJ for adjective, or AV for adverb, in the blank at the end of the sentence to determine in what capacity the chosen word is used.

Example: He likes (sad, sadly) movies. AJ

1. They sing (*good*, *well*). \_\_\_\_\_
2. Ellen's chocolate cake is (*delicious*, *deliciously*). \_\_\_\_\_
3. The students speak (*fluent*, *fluently*) English. \_\_\_\_\_
4. The students speak English (*fluent*, *fluently*). \_\_\_\_\_
5. This is an (*awesome*, *awesomely*) painting. \_\_\_\_\_
6. The lady at the opera sang (*beautiful*, *beautifully*). \_\_\_\_\_
7. (*Incredible*, *Incredibly*), the baby survived the plane crash. \_\_\_\_\_
8. That is a (*considerable*, *considerably*) fee to enter the game. \_\_\_\_\_
9. The fee is (*considerable*, *considerably*) more than I expected. \_\_\_\_\_
10. He needs to swim (*fast*, *fastly*) in order to beat the champion. \_\_\_\_\_

For more exercises on using Adjectives and Adverbs, please see:

[http://gmatclub.com/forum/search.php?search\\_id=tag&tag\\_id=137](http://gmatclub.com/forum/search.php?search_id=tag&tag_id=137)

## 12. COORDINATING CONJUNCTIONS: PART I

Coordinating conjunctions are words which link, or coordinate, two or more similar words, phrases, or clauses together into one fluid idea. Words that are considered coordinating conjunctions are *and*, *but*, *or* and *nor*.

### Parallel Structure

Parallel structure is when conjunctions are used to connect words or phrases that have the same grammatical function in a sentence. There are several ways to create parallel structure.

- Two nouns are connected by a conjunction.

Laura *and* her sister are coming to the party.  
Roger *or* Beth will win the election.

- Two verbs are connected by a conjunction.

Michael raised his hand *and* asked a question.  
 Denise hesitated *but* continued the race anyway.

When both verbs contain the same auxiliary verb, the second auxiliary is usually omitted.

Terry is doing his homework *and* (is) listening to the radio.

When two infinitive verbs are connected, the second *to* is usually omitted.

The reporter wants to go *and* (to) interview the celebrity in person.  
 We want to attend the theater *or* (to) play a board game tonight.

- Two adjectives are connected by a conjunction.

The singer's voice was tender *but* strong.  
 The cake was tasty *and* sweet.

- Two adverbs are connected by a conjunction.

The thief walked softly *and* quietly.  
 The plane was flying fast *but* low.

A parallel structure can contain more than two parts. When a series of items are connected, commas are used to separate each unit. A comma can be used or omitted before the connector, but the same pattern should be used throughout the text. (See more on comma usage later in the book.)

Paul, John, George, *and* Ringo formed the Beatles band.  
 Charlie entered the boat, took to the water, *and* began fishing.  
 Our school colors are black, gold, *and* green.  
 Paul didn't react peacefully, correctly, *or* intelligently.

Connected nouns  
 Connected verbs  
 Connected adjectives  
 Connected adverbs

**Exercise 21: Using Conjunctions in Parallel Structure**

In the following sentences, circle the conjunction, underline the two words it connects and write what the words are in the blank to the right (nouns, verbs, adjectives, or adverbs).

Example: The old lady was extremely kind and gentle. adjectives

1. Sally and Randy went to the dance together. \_\_\_\_\_
2. The children played lively and energetically. \_\_\_\_\_
3. Johnny is jumping and bouncing on the trampoline. \_\_\_\_\_
4. Margaret has lost her earrings but not her bracelet. \_\_\_\_\_
5. That color isn't really brown, orange, or red. \_\_\_\_\_

For more exercises on Parallel Structure, please see:

[http://gmatclub.com/forum/search.php?search\\_id=tag&tag\\_id=141](http://gmatclub.com/forum/search.php?search_id=tag&tag_id=141)





## 14. **COMPARISONS**

Comparisons use adjectives and adverbs to indicate degrees of difference, which can be equal or unequal.

### **Equal Comparisons**

An equal comparison shows that two entities are exactly the same, if positive, or not the same, if negative. The word *as* is used on either side of the adjective or adverb.

Mary is as tall as her sister.                      OR                      Mary is not as tall as her sister.

Sometimes, the word *so* is used in the first position of a negative comparison.

Mary is not so tall as her sister.

NOTE: In correct English, a subject pronoun is always used after the comparison phrase. This is often misused in speech.

Mary is as tall as she.                      You are not as old as I.

Examples of equal comparisons:

My brother is as big as an ox.                      (adjective)

Robert is as intelligent as Jane.                      (adjective)

That sprinter runs as fast as a cheetah.                      (adverb)

Our choir sings as well as yours.                      (adverb)

Sometimes, nouns can be used in comparative phrases of equality by using *the same* in front of it.

My car runs the same speed as yours.                      My car runs as fast as yours.

Their party ran the same length as the concert.                      Their party ran as long as the concert.

NOTE: The opposite of *the same as* is *different from*. You should never use *different than*.

My ice cream is different from yours.

Their uniforms are different from ours.

## Unequal Comparisons

Unequal comparatives show that there is a greater or lesser degree of difference.

The word *than* is always used at the end of the comparative, unless the object has already been established and is known.

My brother is bigger than your brother.      OR      My brother is bigger. (object known)

The following rules generally apply to this type of comparative.

- Add *-er* to the adjective or adverb base of most one and two syllable words. (fast = faster; tall = taller; smart = smarter)
- When the adjective or adverb has three or more syllables then you add the word *more* without changing the adjective or adverb. (more important; more gorgeous; more intelligent)
- Also, use *more* with words ending in these suffixes: *-ed*, *-ing*, *-ful*, *-ous*, *-ish*. (more enraged, more careful, more caring, more porous, more bullish)
- With one-syllable words that end in a single consonant and are preceded by a single vowel, the consonant is doubled before adding *-er* (with the exception of *w*, *x* and *z*). (hot = hotter; big = bigger; red = redder)
- When a word ends in a consonant + *y*, change the *y* to *i* and add *-er*. (clumsy = clumsier, funny = funnier, dry = drier)

NOTE: The suffix *-er* means the same as *more*. It is incorrect to use them together. You can NOT say:      *more nicer, more uglier, more faster*

Using *much* or *far* before the unequal comparative intensifies the meaning even more.

Your outfit is far more fashionable than mine.

A jet is much faster than a plane.

Silver is much less desirable than gold.

Nouns can also be used in comparisons, but the correct determiners must be used with countable or uncountable nouns.

Countable nouns use *more*, *fewer*, *less* + noun + *than*

He has more comics than me.

Non-countable nouns use *many*, *much*, *little*, *less* + noun + *as*

They have as much food as we.

Examples of countable and non-countable nouns used in comparatives:

Emily has as little money as I.	(non-countable)
I have fewer coins than Emily.	(countable)
My friend doesn't have as much work as Sam.	(non-countable)
I have more classes than my friend.	(countable)

## Positives, Comparatives and Superlatives

Most adjectives have three forms: the positive (*sad*), the comparative (*sadder*) and the superlative (*saddest*).

If the adjective has three or more syllables then it will usually begin with *more* or *less*, or *most* or *least*, without changing the adjective. Study the following chart.

Positive	Comparative	Superlative
large	larger	largest
pretty	prettier	prettiest
intelligent	less intelligent	least intelligent
beautiful	more beautiful	most beautiful

Adverbs are also sometimes used as comparatives and superlatives. Usually, adverbs have three or more syllables. If so, they are used with *more* or *less* for the comparative and *most* or *least* for the superlative.

She worked more painstakingly than Ralph. (comparative)  
 He behaved more comically than all the other clowns. (comparative)  
 That bull acts the most chaotic of all. (superlative)  
 That kid cries the most pitifully of all the rest. (superlative)

The positive doesn't show any comparison, but simply describes the quality of a person, group, or thing.

The girl is pretty.  
 The doctor is smart.

The comparative shows a greater, or lesser, degree of difference between two people, groups, or things. The word *than* is used if the object of comparison is mentioned. It is not needed if the object of comparison is understood.

His dad is taller than yours. OR His dad is taller.  
 This disease is more contagious than that one. OR This disease is more contagious.  
 Martin is less dynamic than his brother. OR Martin is less dynamic.

The superlative compares three or more people, groups, or things and shows which one is superior, or inferior, to the others.

Sally is the nicest girl in our class.  
 Ralph is the most successful graduate of our school.  
 This computer is the least expensive of all of them.

The phrase "*one of the*" is commonly used with superlative form to show that one person, group, or thing out of a number of people, groups, or things is the most, or least. When this phrase is used, the "group" noun is plural while the verb is singular.

One of the fastest planes in the world is the Concord.  
 Mohammad Ali is one of the greatest boxers in the world.

## Irregular Comparatives and Superlatives

A few adjectives and superlatives used in comparative and superlative phrases are irregular. Study the examples in the chart below.

Adjective or Adverb	Comparative	Superlative
far	farther further	farthest furthest
little	less	least
much or many	more	most
good or well	better	best
bad or badly	worse	worst

Examples of irregular comparatives and superlatives:

Sally's cooking is much better than Mary's.  
 My car is running worse now than it did yesterday.  
 I live farther away than you.  
 Why do these shoes cost less than those?

## Numbered Comparatives

Numbered comparatives can include such words or phrases as: *half*, *twice*, *three times*, *four times*, etc. The phrase *as much as* is used for non-countable nouns and *as many as* is used for countable nouns. The phrase *more than* is NOT used with numbered comparatives. It is incorrect to say *four times more than*, etc.

This rock weighs twice as much as that one.  
 Ronald has four times as much money as Paul.  
 The cat had half as many kittens as before.

## Double Comparatives

When a sentence begins with a comparative structure then the second clause must also begin with a comparative.

The harder you study, the easier the class will be.  
The sooner you get to work, the earlier you can go home.  
The more you resist, the harder it will be.  
The more he studied, the better he got at Math.

## No Sooner

If the phrase *no sooner* begins a sentence, the word *than* must begin the second clause. Also, notice that the auxiliary verb is placed before the subject in this sentence structure.

No sooner had Lisa hung out the laundry than it began to rain.  
No sooner will I receive my check than it will all be spent on bills.  
No sooner had he begun the competition than he felt a tear in his leg muscle.

**Exercise 23: Using Comparisons**

Fill in the blank with the correct form of the adjectives and adverbs in parentheses. Supply any other words that may be necessary. Pay attention to the words *as* and *than* for guidance.

1. This bowl of soup is \_\_\_\_\_ (hot) than the last bowl.
2. She acts \_\_\_\_\_ (well) as Sandra Bullock.
3. Jerry's pet is \_\_\_\_\_ (exotic) than Sue's.
4. Your graduation gift is \_\_\_\_\_ (good) than mine.
5. My job is \_\_\_\_\_ (serious) as yours.
6. He was \_\_\_\_\_ (determined) than Joe to win the race.
7. Charlie has grown \_\_\_\_\_ (tall) as his brother.
8. She was \_\_\_\_\_ (shock) as I to see the test results.
9. Johnny was \_\_\_\_\_ (truthful) than before in telling his story.
10. I feel \_\_\_\_\_ (bad) today than yesterday.

For more exercise on Using Comparisons, please see:

[http://gmatclub.com/forum/search.php?search\\_id=tag&tag\\_id=140](http://gmatclub.com/forum/search.php?search_id=tag&tag_id=140)

**Exercise 24: Using Comparisons: *Than, As, From***

Fill in the blank with the correct comparative word of *than*, *as*, or *from*.

1. A cat is much quicker \_\_\_\_\_ a mouse.
2. The dolphins swam as fast \_\_\_\_\_ our boat.
3. Jennifer was much more certain of the answer \_\_\_\_\_ Julie.
4. My twin cousin is indistinguishable \_\_\_\_\_ the other.
5. Unmanned rockets can now travel much further \_\_\_\_\_ the moon.
6. John's speech was much different \_\_\_\_\_ mine.
7. The ball game continued much longer \_\_\_\_\_ expected.
8. Our cheerleaders were as good \_\_\_\_\_ theirs.
9. Nathan was stronger \_\_\_\_\_ Michael, so he won the match.
10. I think crumpets are much tastier \_\_\_\_\_ crepes.

## 15. COMMANDS

A command is an order given to another person. It can be preceded by *please* in order to make it more polite. The simple form of the verb is used and *you* is the understood subject.

Make your bed.

Please open the door for me.

Clean your room.

Be quiet.

### Negative Commands

A negative command adds the word *don't* before the simple verb.

Don't get in my way.

Please don't do that again.

Don't miss the bus.

Don't put that there.

### Indirect Commands

Indirect commands will normally use the verbs *ask*, *tell*, *order*, or *say*. They are followed by the infinitive of the verb (*to* + verb).

The judge ordered him to pay what he owed.

The professor asked the class to open their books.

Please tell Paul to return the library book.

He told me to wait in the hall.

### Negative Indirect Commands

Add the word *not* before the infinitive verb to make an indirect command negative.

I told Rachel not to walk that way to school.

Abigail ordered Jerry not to pull her hair.

Please ask the kids not to make so much noise.

Sue asked the hairdresser not to shorten her hair length.

## 16. NEGATION – PART I - USING NOT

In order to make a sentence negative, use the word *not* after the auxiliary verb, or verb *be*.

NOTE: When adding *not* to the auxiliary *can*, the word is written as one word – *cannot*.

Robert is happy.

George has done his homework.

Stephanie has arrived.

You can climb the wall.

Robert is *not* happy.

George has *not* done his homework.

Stephanie has *not* arrived.

You cannot climb the wall.

If there is no auxiliary or *be* verb then add the correct form of *do* (*do*, *does*, *did*) and place the word *not* after that.

Examples of sentences which do not contain an auxiliary verb and must be used with *do*, *does*, or *did*.

Mark likes to swim.

Stacy went to the dentist.

We want to travel to Europe.

Mark does *not* like to swim.

Stacy did *not* go to the dentist.

We do *not* want to travel to Europe.

### None / No

*None* is used with either a plural count or non-count noun. It CANNOT be used with a single count noun. The verb form will depend on the noun used.

None of the girls have played soccer before.

None of the water has leaked into the basement.

plural count noun = girls

Non-count noun = water

*No* can be used with all nouns. The verb form will depend on the noun used.

No boy is going to date my daughter.

No cars are completely energy efficient.

No water is safe to drink from that county.

Single count noun = boy

Plural count noun = cars

Non-count noun = water

### Some / Any

*Some* is used before the complement in a positive/affirmative sentence, while *any* is used before the complement in a negative sentence.

I want some coffee.

Daniel has some pizza.

Debby had some homework.

I don't want any coffee.

Daniel doesn't have any pizza.

Debby didn't have any homework.

It is also possible to make a sentence negative by adding the word *no* before the complement noun. When this occurs, the verb CANNOT be negative (see Double Negatives next).

Daniel has no pizza.

Debby has no homework.



## ***Either / Neither***

*Either* is used as an indication of selection between two choices, while *neither* is used to indicate that none of the two choices is viable.

NOTE: When *either* or *neither* are used as the subject, they always use a singular verb.

Either of the jackets is a good choice for the banquet.

Neither of the cars is fast enough to win the race.

Also, when indicating the two choices individually, *either* uses the word *or* between choices while *neither* uses the word *nor* between choices.

Either Sue or Helen has your keys.

Neither Sue nor Helen has your keys.

## **17. DOUBLE NEGATIVES**

In English, double negatives must be avoided. It is incorrect to use two negatives in the same sentence clause.

Study the examples below:

### INCORRECT

I don't have no money.  
We didn't want no ice.  
He doesn't like nobody.  
She can't never come out.

### CORRECT

I don't have any money.  
We didn't want any ice.  
He doesn't like anybody.  
She can't ever come out.

### OR

I have no money.  
We wanted no ice.  
He likes nobody.  
She can't come out.

## **Exercise 25: Avoiding Double Negatives**

Correct the following sentences, all of which contain double negatives.

Example: Jimmy doesn't have no manners.      *Jimmy doesn't have any manners.*

1. Kathy didn't do nothing.
2. There isn't no milk in the refrigerator.
3. I can't never understand him.
4. We couldn't see nothing but people at the concert.
5. They didn't trust nobody.

# Practice Test 1

## Basic Level

Choose the best answer for each of the underlined sections of the following sentences based on the material covered in this section.

1. The Lake Titicaca has the most volume of the water of any lake in South America, making it the largest lake on that continent.
  - a) The Lake Titicaca has the most volume of the water of any lake in South America
  - b) Lake Titicaca has the most volume of water of any lake in South America
  - c) Lake Titicaca has the most volume of a water of each lake in South America
  - d) The Lake Titicaca has the most volume of water of any lake in South America
  - e) Lake Titicaca has the most volume of water of some lakes in South America
  
2. The courts ruled that have there being safety protocols initiated, the accident would not have occurred.
  - a) The courts ruled that have there being safety protocols initiated
  - b) The courts ruled that had there being safety protocols initiated
  - c) The courts rule that had there been safety protocols initiated
  - d) The courts ruled that had there been safety protocols initiated
  - e) The courts ruled that have there been safety protocols initiated

3. Because they were eye witnesses to the crime, Amy, Sue and Jack were called to testify at the robbery hearing.
- a) Amy, Sue and Jack were called to testify at the robbery hearing
  - b) Amy, Sue and Jack they were called to testify at the robbery hearing
  - c) Amy, Sue and Jack was called to testify at the robbery hearing
  - d) Amy, Sue and Jack were calling to testify at the robbery hearing
  - e) Amy, Sue and Jack were called to testifying at the robbery hearing
4. Terry is a great pianist who plays gooder than anyone in our city and has even become famouser than anyone in our state.
- a) who plays gooder than anyone in our city and has even become famouser than anyone
  - b) whom plays better than anyone in our city and has even become more famous of anyone
  - c) who plays better of anyone in our city and has even become famouser than anyone
  - d) who plays gooder than anyone in our city and has even become more famous than anyone
  - e) who plays better than anyone in our city and has even become more famous than anyone
5. Due to traffic being backed up, by the time I arrived at my parent's house the reunion was over for hours and all my relatives have gone.
- a) was over for hours and all my relatives have gone
  - b) had been over for hours and all my relatives had gone
  - c) were over for hours and all my relatives had gone
  - d) has been over for hours and all my relatives was gone
  - e) had been over for hours and all my relatives had been gone

6. When Mary rises in the morning, she already has her clothes layed out to wear to work in order to save time so she isn't late.
- a) rises in the morning, she already has her clothes layed out
  - b) raises in the morning, she already has her clothes lain out
  - c) rises in the morning, she already has her clothes lain out
  - d) rose in the morning, she already has her clothes laid out
  - e) rises in the morning, she already has her clothes laid out
7. The jury have been in deliberation since very early this morning over this case.
- a) The jury have been in deliberation
  - b) The jury has been in deliberation
  - c) The jury it has been in deliberation
  - d) The jurys have been in deliberation
  - e) The jury has been for deliberation
8. After history class, my wife asked me to stop and pick up three meat, two sticks of butter and a carton of milk from the store.
- a) three meat, two sticks of butter and a carton of milk
  - b) three meat, two butter and a milk
  - c) three cuts of meat, two butter and a carton of milk
  - d) three cuts of meat, two sticks of butter and a carton of milk
  - e) three meats, two butters and a milk

9. When John returned from Thai Land, he said the people were intellegenter and more small than what he imagined.
- a) were intelligenter and more small than what he imagined
  - b) was more intelligent and more small than he imagined
  - c) were more intelligent and smaller than he had imagined
  - d) were intelligenter and smaller than he had imagined
  - e) was more intelligent and smaller than he was imagining
10. Mr. Schuler had finished repairing my computer by the time I arrived at his shop even though I was early.
- a) by the time I arrived at his shop even though I was early
  - b) when I arrived at his shop a bit early
  - c) because I was early to arrive at his shop
  - d) by the time I arrived at his shop because I was early
  - e) in case I arrived at his shop early
11. Jimmy likes to play basketball as he were Michael Jordan, flying through the air and dunking the ball.
- a) as he were Michael Jordan
  - b) as though he were Michael Jordan
  - c) like he were Michael Jordan
  - d) as though he was like Michael Jordan
  - e) as if he was like Michael Jordan

12. Alice doesn't really like to eat vegetables, but she ate a little peas, some carrots and both corn at her grandmother's for dinner.

- a) she ate a little peas, some carrots and both corn
- b) she ate some peas, much carrots and a couple corn
- c) she ate some peas, a lot of carrots and a couple ears of corn
- d) she ate a little peas, a little carrots and lots of corn
- e) she ate some peas, a lot of carrots and a much ears of corn

13. After being frightened, the mouses ran so fast the children couldn't see their feets.

- a) the mouses ran so fast the children couldn't see their feets
- b) the mice ran so fast the children couldn't see their feet
- c) the mice ran so fast the childs couldn't see their feet
- d) the mouses ran so fast the children couldn't see their feet
- e) the mice ran so fast the children couldn't see their feets

14. The girls didn't have a good time at the dance last night because no boys ask them to dance.

- a) because no boys ask them to dance
- b) because none of the boys they liked ask them to dance
- c) therefore no boys did ask them to dance
- d) so none of the boys asked none of the girls to dance
- e) because none of the boys asked them to dance

15. Jonathon didn't believe in UFOs until he saw one hover above his house and take off like a streak across the sky.
- a) didn't believe in UFOs until he saw one
  - b) don't believe in UFOs until he saw one
  - c) believed not in UFOs until he seen one
  - d) hasn't believed in UFOs until he sees one
  - e) didn't never believe in UFOs until he saw one
16. The suit made superbly by the tailor, causing the cowardly, old man feel like a fierce, young lion.
- a) The suit made superbly by the tailor, causing
  - b) The suit was altered superbly by the tailor, causing
  - c) When the suit can be made superbly by the tailor, it caused
  - d) The suit was altered superbly by the tailor, making
  - e) The altered suit is made superbly by the tailor, causing
17. Ralph is hating Jessica's new dress even though he loves her deeply.
- a) is hating Jessica's new dress even though he loves
  - b) hates Jessica's new dress even though he will be loving
  - c) will be hating Jessica's new dress even though he is loving
  - d) hates Jessica's new dress even though he is loving
  - e) hates Jessica's new dress even though he loves

18. The fanatical, young group of girls have been waiting in the concert line all night by the time the tickets go on sale.

- a) have been waiting in the concert line all night
- b) will have been waiting in the concert line each night
- c) will have been waiting in the concert line the entire night
- d) had been waiting in the concert line all night
- e) has been waiting in the concert line the whole night

19. Perplexing questions there are in quantum mechanics because of how things change in their behavior on a subatomic level.

- a) Perplexing questions there are in quantum mechanics
- b) There is in quantum mechanics many perplexing questions
- c) There is lots of perplexing questions when it comes to quantum mechanics
- d) Perplexing questions there is in the field of quantum mechanics
- e) There are some very perplexing questions in quantum mechanics

20. Molly said her friend that Jeff told that he was going to ask her to marry him at the party tonight.

- a) Molly said her friend that Jeff told that
- b) Molly told her friend that Jeff said that
- c) The friend was telling by Molly that Jeff told everyone that
- d) Molly was telling to her friend that Jeff said that
- e) Molly told her friend that Jeff was telling that



21. Mr. Worthington, accompanied by his wife, are receiving the Teacher's Excellence Award tonight at the university auditorium.

- a) Mr. Worthington, accompanied by his wife, are receiving
- b) Mr. Worthington, and his wife who is accompanying him, are receiving
- c) Mr. Worthington, accompanied by his wife, is receiving
- d) Mr. Worthington and his wife is receiving
- e) Mr. Worthington is receiving, who is accompanied by his wife,

22. My sister, Lucy, still hasn't decided the country where she wants to travel after she graduates from university.

- a) still hasn't decided the country where she wants to travel
- b) which country she wants to visit still doesn't know it
- c) is undecided about the country where she wants to travel
- d) hasn't decided which country where she is traveling
- e) still hasn't decided what country she wants to visit

23. The Eiffel Tower is the tallest building in Paris, standing as tall as an 81-story building, and is built as the entrance arch to the 1889 World's Fair.

- a) standing as tall as an 81-story building, and is built
- b) standing taller as an 81-story building, and was built
- c) standing as tall as an 81-story building, and was built
- d) standing as tall as a 81-story building, and was being built
- e) stood as tall as an 81-story building, and would be built

24. My teacher used to always say that the harder you study, the easier any subject would be to master.

- a) the harder you study, the easier any subject would be
- b) the more hard you study, the easier any subject would be
- c) the harder you study, the easiest any subject would be
- d) the harder you study, the more easy any subject would be
- e) the more hard you study, the more easy any subject would be

25. Marjorie don't want to go to the amusement park with the kids and they no want to go to the beach with her.

- a) don't want to go to the amusement park with the kids and they no want
- b) don't want to go to the amusement park with the kids and they don't want
- c) no wants to go to the amusement park with the kids and they no want
- d) doesn't want to go to the amusement park with the kids and they don't want
- e) wants to not go to the amusement park with the kids and they want not

26. Forensic experts caught a break in the disappearance of the woman when they found a cloth from her jacket on iron post and her shoe in an lake.

- a) a cloth from her jacket on iron post and her shoe in an lake
- b) some cloth from her jacket on a iron post and her shoe in a lake
- c) an piece of cloth from her jacket on an iron post and her shoe in an lake
- d) a piece of cloth from her jacket on an iron post and her shoe in a lake
- e) cloth from her jacket on iron post and her shoe in a area of the lake

27. The boys were really hungry so they ordered two pizzas, ate the first one, finished the other one and then ordered other.

- a) finished the other one and then ordered other
- b) finished the other one and then ordered another
- c) finished another and then ordered other pizza
- d) finished the other pizza and then ordered other
- e) finished other and then ordered another one

28. Two-thirds the students voted to visit the zoo and other one-third voted to go the amusement park, so the class went to the zoo.

- a) Two-thirds the students voted to visit the zoo and other one-third
- b) Two-thirds of students voted to visit the zoo while another one-third
- c) Since two-thirds of the students voted to visit the zoo, leaving a one-third that
- d) More than two-thirds of the students voted to visit the zoo and another one-third
- e) Two-thirds of the students voted to visit the zoo and another one-third

29. Three people from work had to be going to prison because they had stealed money from the company.

- a) had to be going to prison because they had stealed
- b) were having gone to prison because they stealed
- c) went to prison because they had stolen
- d) are gone to prison because they had to be stealing
- e) went to prison because they are stealing

30. The army is focusing on specialized training in order to be better prepared to combat terrorism.

- a) is focusing on specialized training in order to be better prepared to combat
- b) are focusing on specialized training so they are better prepared to combat
- c) are focusing on specialized training in order of being better prepared to combat
- d) is focusing on specialized training for to be better prepared combating
- e) are to focus on specialized training so they can be better prepared at combating

31. Although a trend in the stock market have shown investor confidence may finally be rising, the current economic recovery continues to fluctuate sporadically which keeps hopes in check.

- a) have shown investor confidence may finally be rising
- b) has shown investor confidence is to be finally rising
- c) is to show that consumer confidence may be rising
- d) has shown investor confidence may finally be rising
- e) may be showing a raising in investor confidence

32. The 16<sup>th</sup> President of the United States, Abraham Lincoln was borned the second child to Nancy and Thomas Lincoln, February 12<sup>th</sup>, 1809 in Hardin County, Kentucky.

- a) was borned the second child to
- b) was born the second child to
- c) could have been born the second child for
- d) born as a second child for
- e) has been born the second child to

33. The Fountain of Time sculpture is a monument to the first 100 years of peace between the United States and Great Britain because it is located in Washington Park in Chicago's South Side.
- a) because it is located in Washington Park in Chicago's South Side
  - b) at the Washington Park in Chicago's South Side location
  - c) and is located within Washington Park in Chicago's South Side
  - d) which locates within Washington Park at Chicago's South Side
  - e) of the location at Chicago's South Side within Washington Park
34. In August 2010, a report was published on stone projectile points dating back 64,000 years excavating from layers of ancient sediment in Sibudu Cave, South Africa.
- a) was published on stone projectile points dating back 64,000 years excavating from layers
  - b) were published on stone projectile points dating back 64,000 years layers excavated
  - c) published about stone projectile points dating back 64,000 years excavated from layers
  - d) was published on stone projectile points dating back 64,000 years excavated from layers
  - e) on stone projectile points dating back 64,000 years was published about layers
35. William Basse, a British poet, is best known for his *Epitaph on Shakespeare*, which is a poem in the form of a sonnet.
- a) for his *Epitaph on Shakespeare*, which is a poem in the form of a sonnet
  - b) because of his *Epitaph on Shakespeare*, which is a sonnet poem
  - c) by the way of his *Epitaph on Shakespeare* sonnet poem
  - d) his poem being *Epitaph on Shakespeare*, a sonnet
  - e) for his *Epitaph on Shakespeare*, it is a poem in the form of a sonnet

36. John and Eric wanted to go on the class trip to Europe, but either of them had money sufficient to go.

- a) but either of them had money sufficient to go
- b) however neither of them had too much money to go
- c) but both of them didn't have enough money for going
- d) but either of them had enough money to go
- e) but neither of them had sufficient money to go

37. When it came down to who would be chosen as team captain, Joe, Charlie and me were the final candidates.

- a) Joe, Charlie and me were the final candidates
- b) Joe, Charlie and me are those of us who are the final candidates
- c) Joe, Charlie and I were the final candidates
- d) we were the final candidates, Joe, Charlie and me
- e) the best choice being Joe, Charlie and I

38. My boss was quite angry with him because it took over a hour to prepare for the audit.

- a) with him because it took over a hour
- b) with himself because it took over an hour
- c) because it took himself over an hour
- d) with hisself because it took over an hour
- e) with himself because it took over a hour

39. The Soviet Red Army formed at least 42 divisions during the Second World War which had substantial ethnic majorities in their composition.
- a) formed at least 42 divisions during the Second World War which had
  - b) was formed at least 42 divisions during the Second World War that had
  - c) was comprised of at least 42 divisions throughout World War II who has
  - d) formed at least 42 divisions during the Second World War which have had
  - e) created some 42 divisions for World War II wherein
40. Bob won the fishing competition because he caught three pounds greater than his closest rival George.
- a) caught three pounds greater than
  - b) has caught three pounds better than
  - c) would have caught three pounds more than
  - d) caught better than three pounds greater to
  - e) had caught three pounds more than
41. Mr. Gordons comic book collection grew extensively with it's addition of Korean *Manhwa* comics.
- a) Mr. Gordons comic book collection grew extensively with it's
  - b) Mr. Gordon's comic book collection it grew extensively with the
  - c) Mr. Gordons collection of comic books grew extensively with its
  - d) Mr. Gordon's comic book collection grew extensively with its
  - e) The collection of Mr. Gordon's comics grew extensively because of it's

42. John Glenn, Jr., which was the first American to orbit the earth, was both an astronaut and a United States Senator.

- a) which was the first American to orbit the earth
- b) which was orbiting the earth as the first American
- c) who was the first American astronaut for which to orbit the earth
- d) who was the first American to orbit the earth
- e) the first American of who orbited the earth

43. The eerie, bluey Northern Lights were an awesome spectacle for the kids on their first trip to Alaska.

- a) The eerie, bluey Northern Lights were an awesome
- b) The blue Northern Lights of eeriness were an awesome
- c) The eerie, blue Northern Lights were a awesome
- d) The bluey and eerily Northern Lights was an awesome
- e) The eerie, blue Northern Lights were an awesome

44. Our trip to Australia will be very long due that it will take 14 hours to arrive there by plane.

- a) due that it will take
- b) as it could possibly be taking
- c) since it takes
- d) for it to take
- e) that it will take



45. *The X-Files* was a popular television series which explored the popular theory of a government plot to cover up anything pertaining to the existence of extraterrestrial life.

- a) which explored the popular theory of a government plot to cover up
- b) that explores the theoretical plot of popular cover up of
- c) which explored the popular plot of the government that should hide
- d) who explored the plot theory of the government's attempt to hide
- e) which theoretically explored the popular government cover up for

46. The freshly baked pie is smelling so good that the kids couldn't wait to eat it.

- a) is smelling so good
- b) was smelling so good
- c) smelled too good
- d) smelled so good
- e) was so well smelling

47. Johnny was so feeling bad that he couldn't go to school and had to go to the doctor instead.  
instead.

- a) was so feeling bad
- b) was feeling so bad
- c) was feeling too bad
- d) could have been feeling so bad
- e) felt so bad enough

48. Hurling is a team sport created by the ancient Gaelic people who is played by using sticks and a ball to score a goal.

- a) who is played by using sticks and a ball to score a goal
- b) that is played by using sticks and a ball to score a goal
- c) which plays by the use of sticks and a ball to score a goal
- d) that, using sticks and a ball, someone scores a goal
- e) who scores a goal by the use of sticks and a ball

49. There are a group of kids in our neighborhood who like to get together on the weekends and help less fortunate children.

- a) There are a group of kids in our neighborhood who like to get together on the weekends and help
- b) Getting together on the weekends are a group of kids which like helping
- c) A group of kids on the weekend getting together in our neighborhood like the helping of
- d) There is a group of kids in our neighborhood who like to get together on the weekends and help
- e) In our neighborhood, there is a group of kids who likes to get together on the weekends and helping

50. I arrived at the event early so that I could set close to the celebrities and have a vantage point to sit up my camera to take good photos.

- a) could set close to the celebrities and have a vantage point to sit up my camera to take
- b) had a good seat to set close to the celebrities and have a vantage point to set up my camera to take
- c) could sit close to the celebrities and have a vantage point of setting up my camera of taking
- d) should be able to sit close to the celebrities for having a vantage point to set up my camera in taking
- e) could sit close to the celebrities and have a vantage point to set up my camera to take

## **PART II: INTERMEDIATE**

## 18. COORDINATING CONJUNCTIONS: PART II

Coordinating conjunctions are words which link, or coordinate, two or more similar words, phrases, or clauses together into one fluid idea. Words that are considered coordinating conjunctions are *and*, *but*, *or* and *nor*.

### Correlative (Paired) Conjunctions

Correlative conjunctions (also called paired conjunctions) are as follows: *both...and*; *not only...but also*; *either...or*; *neither...nor*.

When using the *both...and* conjunctions with two subjects, the plural form of the verb is used because you are speaking of the two subjects together.

*Both my shirt and my pants **are** brand new.*

When two subjects are connected by *not only...but also*; *either...or*, or *neither...nor*, the subject which is closer to the verb determines whether the verb is singular or plural.

*Not only Susie but also her friend **is** coming to dinner.*

*Not only Susie but also her friends **are** coming to dinner.*

*Neither Susie nor her friend **is** coming to dinner.*

*Neither Susie nor her friends **are** coming to dinner.*

Examples of correlative conjunctions that occur after the subject:

The trip will require *both a visa and tickets*.

Yesterday, it *not only rained but also snowed*.

The soup in the cafeteria is *either too hot or too cold*.

The band played *neither harmoniously nor rhythmically*.

connected nouns

connected verbs

connected adjectives

connected adverbs

### Combining Independent Clauses with Coordinating Conjunctions

Two or more independent clauses (ie. complete sentences) can be combined by using a coordinating conjunction. If the combined sentences are long, a comma is normally used before the conjunction. However, the comma is usually omitted if the combined sentence is short. (See more about comma usage in the punctuation section.)

The sun was shining. The birds were singing.

The sun was shining *and* the birds were singing.

Sometimes, in informal writing, a conjunction can begin a sentence.

The sun was shining. *And* the birds were singing.

The conjunctions *so* (meaning “therefore”, “as a result of”), *for* (meaning “because”) and *yet* (meaning “but”, “nevertheless”) are also used to connect independent clauses. A comma is almost always used before these words when they are used as coordinating conjunctions.

She was angry, *so* she yelled at her brother.

Brad was excited, *for* he had won the contest.

The basketball player was tall, *yet* quick.

However, take care in identifying these words as they have other meanings in other structures.

*So* is also used in comparisons (She is not *so* old as her sister.), or as an adjective that means “very” (Angela is *so* sweet!).

*For* is also used as a preposition (She waited *for* her friend.).

*Yet* is also used as an adverb, meaning “up to this time” (Her friend hasn’t arrived *yet*.).

### Subordinating Conjunctions (Which Connect Adverb Clauses)

Subordinating conjunctions are words that are used to introduce adverb clauses. Adverb clauses provide more information to the initial verb action relative to time, cause and effect, contrast, direct contrast, or condition. In the below sentence, *because he was sleepy* is the cause of John going to bed.

John went to bed *because he was sleepy*.

An adverb clause will often begin a sentence. When this occurs, a comma is used to separate it from the main clause. (See more about comma use in the punctuation section.)

*Because he was sleepy*, John went to bed.

Adverb clauses are dependent clauses and cannot stand alone as a complete sentence.

INCORRECT: John went to bed. *Because he was sleepy*.

Below is a list of subordinating conjunctions used to introduce adverb clauses.

Time			
after	as	once	every time (that)
before	as soon as	as/so long as	the first time (that)
when	since	whenever	the last time (that)
while	until	by the time (that)	the next time (that)

# 19. RELATIVE CLAUSES

A relative clause is used to combine two separate sentences into one complete sentence. Any sentence that utilizes a relative clause can be separated into two complete sentences as the relative pronoun combines the two ideas together by replacing a duplicate noun phrase.

The ancient stone contains strange symbols. The symbols are from a forgotten language.

The ancient stone contains strange symbols that are from a forgotten language.

## Relative Pronouns

Relative pronouns that are used in relative clauses to replace duplicate noun phrases are listed below.

Pronoun	Use in English
That	Things
Which	Things
Who	People
Whom	People
Whose	Usually people

Dr. Won is the teacher. Dr. Won will accompany us.

ACCEPTABLE INFORMAL: Dr. Won is the teacher that (or who) will accompany us.

ACCEPTABLE FORMAL: Dr. Won is the teacher who will accompany us.

NOTE: The relative pronoun *which* is NEVER used with people in English.

UNACCEPTABLE: Dr. Won is the teacher which will accompany us.

A regular pronoun CANNOT be used with a relative pronoun.

INCORRECT: This is the dress that I will wear it at the dance.

CORRECT: This is the dress that I will wear at the dance.

## Who / Whom / Whose

When the subject noun phrase of a sentence is being replaced, use relative pronoun *who*. This pronoun will be followed by a verb. When the complement noun phrase of a sentence is being replaced, use the relative pronoun *whom*. This pronoun will be followed by a noun.

Study the following sentences:

**Who** replaces the subject noun/phrase and is followed by a verb. (Note: The subject that *who* is replacing is the same.)

The students are going to Europe.    The students have good grades.  
The students *who* have good grades are going to Europe.

verb

The girls are intelligent.                  The girls like computer class.  
The girls *who* like computer class are intelligent.

verb

**Whom** replaces the object noun/phrase and is followed by a noun/phrase. (Note: There is a subject AND an object being linked when *whom* is used.)

The girl is pretty. Jerry likes the girl.  
The girl *whom* Jerry likes is pretty.  
 noun

Robin Williams is funny.                  The world adores Robin Williams.  
Robin Williams, *whom* the world adores, is funny.  
                                      noun

The form *whom* can also be used with a preposition. *Whom* will always follow the preposition when used in this way.

Ben Franklin was an interesting man.                      The book was written about Ben Franklin.  
Ben Franklin, about *whom* the book was written, was an interesting man.  
                                  prep.

The football players are handsome.                      Charlene is talking to the football players.  
The football players to *whom* Charlene is talking are handsome.  
                                  prep.

**Whose** is a relative pronoun that indicates possession. Study the following examples of how to use *whose*.

John doesn't like publicity.      John's wife is famous.  
John, *whose* wife is famous, doesn't like publicity.

I have a new pet dog.                      The dog's eyes are albino red.  
I have a new pet dog *whose* eyes are albino red.

## Restrictive and Nonrestrictive Clauses

A relative clause is considered to be either restrictive or nonrestrictive. A restrictive clause cannot be omitted from the sentence without disrupting the meaning. A nonrestrictive clause is one that contains additional information and can be removed without disrupting the original meaning of the sentence.

A nonrestrictive clause is separated from the original sentence by commas and a restrictive clause is not. (See more information about the use of commas in the punctuation section.) The relative pronouns *who*, *whom*, *whose* and *which* can be used in either restrictive or nonrestrictive clauses. However, *that* can ONLY be used in restrictive clauses.

Restrictive Clause:

The man who lives in the old, spooky house is always walking around at night.

If the relative clause “who lives in the old, spooky house” is removed, it would change the meaning of the sentence because we are only talking about the man who lives in that particular house, not just any man.

The tomatoes that are ripe should be harvested today before they spoil.

The relative clause “that are ripe” cannot be removed because we are talking about particular tomatoes which need to be harvested, those that are ripe.

Examples of restrictive clauses:

The mechanic who is on duty will attend to your vehicle.

Spiders that are poisonous are being studied in class today.

The woman to whom I spoke was very rude.

Nonrestrictive Clause:

Dr. Thompson, who has received a prestigious science award, is my science teacher.

The relative clause can be removed from this sentence without changing the original meaning that “Dr. Thompson is my science teacher”. That he has received a prestigious science award is extra information that has been added.

The store’s entire furniture inventory, which consisted of rare antiques, was destroyed in the storm.

The relative clause “which consisted of rare antiques” can be removed without disrupting the main idea of the sentence which is that all the furniture was destroyed in the storm. The relative clause is added information which is not necessary to the main idea of the sentence.

Examples of nonrestrictive clauses:

Albert Einstein, who created the theory of relativity, was considered to be a genius.

All the lions in the zoo, which are large and ferocious, escaped into the surrounding area.

I comforted the lost boy, whom was shivering and cold, before the authorities arrived.



## Adjective Clause Pronouns Used as the Subject

An adjective clause is added to an independent clause to modify the subject of the independent clause. However, the noun directly before the relative pronoun usually indicates whether the verb of the second clause is singular or plural, not the subject of the independent clause.

Examples:

Regina is the <u>reporter</u> <u>who</u> <u>writes</u> for our school paper.	(reporter = writes – singular)
She is one of the <u>writers</u> <u>who</u> <u>present</u> quality material.	(writers = present – plural)
John is a <u>person</u> <u>who</u> <u>likes</u> to work hard.	(person = likes – singular)
He is one of our <u>workers</u> <u>who</u> <u>like</u> to excel.	(workers = like – plural)

## Exercise 26: Creating Relative Clauses

In each sentence below, combine the two individual sentences into one sentence using a relative clause. Indicate whether the relative clause is restrictive or nonrestrictive by placing an “R” or “NR” in the blank at the end of the sentence. NOTE: Be sure to add commas before and after a nonrestrictive relative clause.

Example: John runs very fast.

John won the state sprinting title.

John, who won the state sprinting title, runs very fast. NR

- |                                       |  |  |
|---------------------------------------|--|--|
| 1. The cat is in my yard again.       | The cat has a broken leg.                    |  |
| <hr/>                                 |  |  |
| 2. I am going to see the doctor.      | The doctor delivered me when I was born.     |  |
| <hr/>                                 |  |  |
| 3. Jim Carey autographed my shirt.    | Jim Carey is the funniest man ever.          |  |
| <hr/>                                 |  |  |
| 4. Once, I met a man.                 | The man's teeth were all gold.               |  |
| <hr/>                                 |  |  |
| 5. The chain broke.                   | The chain keeps the bear from escaping.      |  |
| <hr/>                                 |  |  |
| 6. Dragons breathe columns of fire.   | Dragons fly through the night sky.           |  |
| <hr/>                                 |  |  |
| 7. <i>Free Willy</i> was a cute move. | <i>Free Willy</i> was a story about freedom. |  |
| <hr/>                                 |  |  |
| 8. Chester came to my party.          | Chester was an amazing guitar player.        |  |
| <hr/>                                 |  |  |

9. The baby was rushed to the hospital.      The baby's arm was broken.

---

10. Jessica met a new friend.      Jessica liked her friend very much.

---

## 20. GERUNDS AND INFINITIVES

A **gerund** is the “ing” form of a verb that is used as a noun in the subject or object (complement) position.

Fishing is fun.  
subject verb

Here, the “ing” form of the verb *to fish* is the subject.

He enjoys fishing.  
subject verb object

Here, the gerund *fishing* is the object (complement).

He's excited about fishing.  
prep. object

Here, *fishing* is the object of the preposition.

An **infinitive** is the simple, base form of the verb preceded by *to* (to + verb) as in *to fish*.

### Gerunds as Subjects

If a sentence begins with a gerund then the verb must be singular.

Telling a lie got him into a great deal of trouble.

Surfing is a popular sport along coastal areas.

Taking good photos is a good way to make extra money.

Eating during depressed periods makes her feel better.

### Noun + Preposition Followed by a Gerund

Certain nouns, when followed by certain prepositions, are always followed by a gerund. Consider the following samples in the chart below.

choice of	intention of	possibility of
excuse for	method for (of)	reason for

He was given the choice of staying after school or being expelled.

Stacey had no intention of doing her homework.

Walter has developed a special method of cleaning clothes.

There was absolutely no reason for skipping class.

Our class considered the possibility of getting out early.

Whenever a preposition is followed directly by a verb, the verb will be in gerund form.

Molly felt very sick after eating at the new restaurant.

Before leaving the house, Mark had to feed the animals.

## Verbs Always Followed by a Gerund

Some verbs are always followed by a gerund. Following is a list of the most common.

admit	discuss	miss	resent
appreciate	enjoy	postpone	resist
avoid	finish	practice	resume
consider	keep	quit	risk
delay	mention	recall (remember)	suggest
deny	mind	report	

The thief has admitted stealing the jewelry from the store.

You should delay travelling until the weather clears up.

Did Jack mention picking up the dry cleaning after work?

I don't recall telling her that.

John suggested feeding the homeless on the weekends.

## Adjective + Preposition Followed by a Gerund

The adjectives + prepositions in the box below are commonly followed by a gerund.

accustomed to	capable of	intent on	successful in
afraid of	fond of	interested in	tired of

Darrell is accustomed to going to the gym each day after class.

Both of my sisters are afraid of being alone in the dark.

You are capable of playing guitar much better.

Maggie is quite fond of eating chocolate.

The climbing team was intent on reaching the top of the mountain.

They were interested in seeing the test results.

Susie was successful in finding her hidden friends.

My dad is tired of working such long hours.

## Pronouns before a Gerund or Infinitive

Sometimes, the infinitive is used as a complement after certain verbs. An indirect object pronoun is required before the infinitive in these sentences.

subject + verb + complement form +	pronoun noun	+ to + verb (infinitive). . .
------------------------------------	-----------------	-------------------------------

Verbs commonly followed by an infinitive which usually require an indirect object are listed in the chart below.

allow	expect	permit	remind
ask	instruct	persuade	urge
beg	invite	prepare	want
convince	order	promise	

Jennifer begged them *to take* her to the movies too.

The teacher expected them *to act* differently.

Julie's mother prepared her *to compete* in the talent show.

Terry wanted her *to go* to the dance with him.

However, when a noun or pronoun precedes a gerund, it must be in the possessive form in formal English. Informal English usually does not use the possessive form before a gerund.

subject + verb +	Possessive noun form Possessive adjective	+ verb + ing (gerund). . .
------------------	--	----------------------------

They resented his not *telling* the truth.

FORMAL

They resented him not telling the truth.

INFORMAL

Our neighbors complained about our *playing* loud music.

FORMAL

Our neighbors complained about us playing loud music.

INFORMAL

She couldn't understand his not *wanting* to dance with her.

FORMAL

She couldn't understand him not wanting to dance with her.

INFORMAL

The policeman didn't like Michael's *arguing* with him.

FORMAL

The policeman didn't like Michael arguing with him.

INFORMAL

We resented the man's *telling* us to leave the store.

FORMAL

We resented the man telling us to leave the store.

INFORMAL

## Verbs Always Followed by an Infinitive

Some verbs are always followed by an infinitive. Following is a list of some of the most common.

agree to	desire to	hope to	seem to
attempt to	expect to	intend to	strive to
claim to	fail to	learn to	tend to
decide to	forget to	pretend to	want to
demand to	hesitate to	refuse to	wish to

Jordan claims to be a relative of George Washington.

My parents expect to retire this year.

Don't hesitate to throw the ball next time!

My little brother pretends to fight dangerous dragons.

Mary strives to receive straight A's in school.

## Adjectives Followed by an Infinitive

Following is a list of adjectives which can be immediately followed by an infinitive form of the verb.

amazed to	eager to	motivated to	sad to
anxious to	fortunate to	pleased to	sorry to
ashamed to	glad to	prepared to	strange to
astonished to	happy to	proud to	surprised to
certain to	hard to	ready to	(un) usual to
dangerous to	hesitant to	relieved to	upset to
delighted to	lucky to	reluctant to	willing to

George was anxious to begin the project.

Monica was glad to discover she had passed the exam.

The children were hesitant to enter the haunted house.

Betty's parents were relieved to learn that she wasn't hurt in the accident.

I am willing to help with feeding the poor on the weekends.

NOTE: *Able* means the same as *capable* in most cases. However, *able* is always followed by an infinitive while *capable* is followed by *of* + gerund.

Shelly is able to play the violin much better than Andy.

Shelly is capable of playing the violin much better than Andy.

**Exercise 27: Using Gerunds and Infinitives**

Correctly fill in the blanks in the following sentences with either the gerund or infinitive form of the verb in parentheses.

1. She isn't accustomed to (drink) \_\_\_\_\_ water with her meals.
2. I'm prepared (answer) \_\_\_\_\_ any question that might be required during my interview.
3. John was (hope) \_\_\_\_\_ to receive a scholarship for his efforts.
4. They agreed (cooperate) \_\_\_\_\_ with the investigation.
5. Kelly opened the window (let) \_\_\_\_\_ in some fresh air.
6. (Live) \_\_\_\_\_ in a large city can be stressful.
7. I'll help you as soon as I finish (mow) \_\_\_\_\_ the lawn.
8. Did you remember (deliver) \_\_\_\_\_ the package before going to work?
9. Ivan took a deep breath (relax) \_\_\_\_\_ himself before taking the stage.
10. The policeman couldn't tolerate his (run) \_\_\_\_\_ away.

21. CAUSATIVE VERBS

Causative verbs are used to indicate that one person causes another person to do something for them. The true causative verbs are: *have*, *get* and *make*. NOTE: Causative verbs are normally used with people, although things can sometimes be “made to do something” also.

Have / Get

The clause following *have* or *get* can be either active or passive. Study the following examples. (See Passive Voice chapter for more information on passive voice.)

ACTIVE <i>Have</i>	subject + <i>have</i> + complement + verb in simple form . . .
-----------------------	--

I had my brother feed the dog all week. (My brother fed the dog.)

ACTIVE <i>Get</i>	subject + <i>get</i> + complement + verb in infinitive . . .
----------------------	--

I got my brother to feed the dog all week. (My brother fed the dog.)

PASSIVE <i>Have/ Get</i>	subject + have get + complement + verb in past participle . . .
-----------------------------	--

I had the dog fed.  
OR (The dog was fed by somebody.)  
I got the dog fed

Examples of active causative clauses:

Gary is getting his girlfriend to pick up the dry cleaning.  
The president had the reporters wait outside the conference room.  
Martha is having her friend help with her assignment.  
The doctor got his patient to take the bitter medicine.

Examples of passive causative clauses:

Robert has his stories published each month.  
My sister had her dress altered for the wedding by my aunt.  
I can’t believe she is getting her hair colored like mine!  
My son is having his eyes tested this week.  
We all had our heads shaved before the big game.



## ***Make***

The causative verb *make* can only be followed by a clause in the active voice. *Make* is a much stronger command than *have* or *get* and means to force someone to do something.

subject + *make* + complement + verb in simple form . . .

The judge made me give him my driver's license.

NOTE: Even though *make* means the same as *force*, if *force* is used then the infinitive of the verb is used.

subject + *force* + complement + verb in infinitive form . . .

The judge forced me to give him my driver's license.

Examples of sentences using the causative verb *make*:

My boss makes me finish the daily report each day before I go home.

I made my little sister give me half of her candy.

Our teacher is making us bring our homework to him tomorrow.

Ralph had made us promise not to tell what he did before he entered the forbidden zone.

### ***Let / Help* – Verbs often considered Causative**

*Let* and *help* are often considered to be causative verbs, but they are actually not. These words request permission or assistance from another person.

*Let* means *allow* or *permit*. When *let* is used, the simple form of the verb is used with it.

subject + <i>let</i> + complement + verb in simple form . . .
---

However, if *allow* or *permit* is used then the infinitive of the verb must be used with them.

subject + <div style="display: inline-block; vertical-align: middle; text-align: center;">allow permit</div> + complement + verb in infinitive form . . .
---

Examples:

Mark's dad let him play in the baseball game.

Mark's dad allowed him to play in the baseball game.

Mark's dad permitted him to play in the baseball game.

My boss let me leave early from work.

They are going to let me enter the ancient text archives to do research.

Jamie always lets her kids have slumber parties on the weekends.

Ralph is letting his son go to the concert.

*Help*, which means *assist*, is also usually followed by the simple form of the verb, but can be followed by the infinitive in some cases.

subject + <i>help</i> + complement + <div style="display: inline-block; vertical-align: middle; text-align: center;">verb in simple form verb in infinitive form</div>
--

Examples:

Lisa helped her mom fold the clothes.

The librarian helped me find the reference book I needed.

Her stories always help him to sleep better.

**Exercise 28: Using Causative Verbs**

Fill in the blank with the correct form of the verb in parentheses in the following sentences.

1. Johnny's mom made him \_\_\_\_\_ (clean) his room.
2. I am having the seamstress \_\_\_\_\_ (alter) my dress.
3. My parents got me \_\_\_\_\_ (visit) my aunt before leaving town.
4. Our boss let us \_\_\_\_\_ (leave) the meeting early.
5. We should help Jennifer \_\_\_\_\_ (study) for her final exam.
6. They will have to get the judge \_\_\_\_\_ (sign) the form before they can proceed.
7. The Johnson's always have us \_\_\_\_\_ (feed) their dog for them during their summer vacation.
8. Ralph is getting Julia \_\_\_\_\_ (write) his essay for him.
9. The dog made the cat \_\_\_\_\_ (climb) the tree quickly.
10. I got the mechanic \_\_\_\_\_ (fix) my car before he went to lunch.

## 22. AFFIRMATIVE AGREEMENT (SO / TOO)

We use the word *so* or *too* when indicating that one person or thing does the same thing as another person or thing. Also, the conjunction *and* is used to avoid repetition of the affirmative statement and the simple statement containing either *so* or *too*. The order of the simple statement will depend on which word, *so* or *too*, is used.

Study the following formulas for using affirmative agreement statements after various verb forms.

- When a form of the verb *be* is used in the main clause, the same tense must be used in the following simple statement.

affirmative statement (verb <i>be</i> )	+ <i>and</i> +	subject + verb ( <i>be</i> ) + <i>too</i> <i>so</i> + verb ( <i>be</i> ) + subject
--	----------------	---

She is smart and you are *too*.

She is smart and *so* are you.

- When a compound verb (auxiliary + verb) is used in the main clause, the auxiliary verb is used in the simple statement. The subject and verb of the simple statement must also agree.

affirmative statement (compound verb)	+ <i>and</i> +	subject + auxiliary verb + <i>too</i> <i>so</i> + auxiliary verb + subject
--	----------------	---

She should finish her homework and you should *too*.

She should finish her homework and *so* should you.

Mark has eaten all his dinner and Shirley has *too*.

Mark has eaten all his dinner and *so* has Shirley.

- When any other verb (except *be*) appears without an auxiliary in the main clause, the auxiliary *do*, *does*, or *did* is used in the simple statement. Again, the subject and verb must agree and the same tense must be used.

affirmative statement (single verb except <i>be</i> )	+ <i>and</i> +	subject + <i>do, does, or did</i> + <i>too</i> <i>so</i> + <i>do, does, or did</i> + subject
--	----------------	---

I walk to school and my friends do *too*.

I walk to school and *so* do my friends.

Other examples of affirmative agreement sentences:

Jeff will be in Toronto and Elaine will *too*.

Jeff will be in Toronto and *so will Elaine*.

My sister was valedictorian of her class and my brother was *too*.

My sister was valedictorian of her class and *so was my brother*.

Their parents are going to the conference and ours are *too*.

Their parents are going to the conference and *so are ours*.

### Exercise 29: Using Affirmative Agreement

Fill in the blanks of the simple statements below with the correct form of the appropriate verb.

1. Randall wants to go to Europe and I \_\_\_\_\_ too.
2. Their parents are attending the benefit dinner and so \_\_\_\_\_ mine.
3. My English teacher likes to go dancing and so \_\_\_\_\_ I.
4. Ellen needs to go to the dentist and her husband \_\_\_\_\_ too.
5. I need to finish my homework and you \_\_\_\_\_ too.
6. My car should have its tires replaced and so \_\_\_\_\_ yours.
7. Sally wrote her congressman and Robert \_\_\_\_\_ too.
8. They like to play board games and so \_\_\_\_\_ we.
9. George is very tall and so \_\_\_\_\_ his sister.
10. Mary is flying to France today and Mark \_\_\_\_\_ too.

## 23. *NEGATION – PART II*

### *Hardly, Barely, Rarely, Seldom, Etc.*

Remember that it is incorrect to use two negatives together in English grammar. This is called a double negative and is unacceptable. The words in the chart below have negative meaning therefore they must be used with a positive verb.

#### INCORRECT

There is hardly no bread left.  
She doesn't seldom sleep well.

#### CORRECT

There is hardly any bread left.  
She seldom sleeps well.

hardly	
barely	means <u>almost nothing</u> , or <u>almost not at all</u>
scarcely	
rarely	
seldom	means <u>almost never</u>
hardly ever	

Martha hardly slept last night because of all the construction noise.

The kids barely arrived to the movie on time.

Anna scarcely thinks about her old boyfriend.

Our children rarely come to visit us these days.

Scott seldom gets headaches since taking the new medicine.

We hardly ever go bowling in the summer.

## 24. MODAL AUXILIARY VERBS

Modal auxiliary verbs and verb phrases are used to indicate that something is necessary, advisable, permissible, possible, or probable. The following chart shows the modal verbs and verb phrases in their present/future and past uses.

Auxiliary	Uses	Present/Future	Past
<i>will</i>	(1) 100% certainty (2) willingness (3) polite request	Joe will arrive at 3:00 I will pay for lunch Will you please come too?	
<i>would</i>	(1) desire (2) polite request (3) repeated past action	I would like to come too Would you like to come too?  When I worked there, I would get free meals	I would have gone, but I was busy
<i>may</i>	(1) polite request (2) formal permission (3) uncertainty	May I borrow ten dollars? You may leave class early  Joe may be at the office	Joe may have been at the office
<i>might</i>	(1) uncertainty (2) polite request (uncommon)	Joe might be at the office Might I borrow ten dollars?	Joe might have been at the office
<i>can</i>	(1) permissible (2) polite request (3) possibility	I can carry that for you Can you carry this for me?  I can win this game	
<i>could</i>	(1) conditional (2) polite request	I could carry that for you if you'd like Could you carry this for me?	I could have won the game if I'd have trained harder
<i>shall</i>	(same as will, only formal and uncommonly used)	Joe shall arrive at 3:00 I shall pay for lunch	
<i>should</i>	(1) advisability (2) uncertainty/ expectation	I should study for the test I should do well on the test	I should have studied for the test I should have done well on the test
<i>ought to</i>	(1) advisability (2) uncertainty/ expectation	I ought to study tonight I ought to do well on the test	I ought to have studied tonight, but I didn't I ought to have done well on the test
<i>had better</i>	(1) advisability with threat or bad result	You had better tell the truth, or you will get into trouble	

NOTE: Most modals are followed by the simple form of the verb (without "to"). *Ought* is an exception (see above), as well as some modal verb phrases. The modals above should never be followed directly by a verb + ing, verb + s, past tense verb, or an infinitive (except for *ought*).

## Negation of Modals

In order to make a modal sentence negative, the particle *not* is added after the modal.

I would like to go to Europe.  
You should play with that toy.

I would not like to go to Europe.  
You should not play with that toy.

## Forming Questions with Modals

The modal begins a sentence when forming questions from sentences with modals.

Would you like to go to Europe?  
Should you play with that toy?

## Exercise 30: Using Modals

Fill in the correct form of the modal to complete the sentences. NOTE: Some sentences can use more than one modal. See the Answers to Exercises section for other alternatives.

1. If I finish this large pot of stew before lunchtime, I \_\_\_\_\_ take it to the homeless shelter.
2. Had Jonathon not fallen down the stairs, he \_\_\_\_\_ be playing in the game tonight.
3. You \_\_\_\_\_ get that cough checked if you don't want to end up in the hospital.
4. Mike \_\_\_\_\_ have won the competition if he had studied harder.
5. Sally \_\_\_\_\_ be able to go with us if she finishes her errands.
6. \_\_\_\_\_ you please tell me where the museum is located?
7. If he grows any bigger, he \_\_\_\_\_ fit into any of his clothes.
8. You \_\_\_\_\_ do that if you don't want to get into trouble.



## Conditional Sentences

Conditional sentences include the modals *will*, *would*, *can* and *could*, usually with the word *if*. There are two types of conditional sentences: the real, which are based on factual and habitual situations, and the unreal, which are based on untrue or hypothetical situations.

The **real conditional** is used when an action or situation is expressed which normally will occur if the circumstances in the main clause are met. The real conditional is sometimes referred to as the “future possible” because it refers to a possible future outcome.

Situation: I am not planning on doing anything this weekend. Someone asks me if I want to go to the concert with them. I say:

I will go to the concert if it is possible.

The sentence is true because: I will go to the concert unless it is impossible.

We can have a party if my dad leaves.

The sentence is true because: We will have a party unless my dad is here.

The **unreal conditional** conveys a situation that would take place, or would have taken place, if the circumstances were, or had been, different. It can refer to past, present, or future situations.

Situation: It is impossible for me to go, but I want to go. I say:

I would go to the concert if it were possible.

This sentence is untrue because: I know that I cannot go to the concert.

John could buy that car if he had the money.

This sentence is untrue because: John doesn't have the money and cannot buy the car.

The *if* clause can also come at the beginning of the sentence without changing the meaning. However, when the *if* clause begins the sentence, a comma is used to separate it from the main clause.

I could go to the ball game if I didn't have to work.

OR

If I didn't have to work, I could go to the ball game.

The word *if* is usually not followed directly by the modal.

if + subject + conjugated verb . . . + modal . . .
--

subject + modal . . . + if . . . + conjugated verb . . .
--

NOTE: In the unreal condition, the past tense form of the verb *be* is always *were*. It can NEVER be *was*.

If I <i>were</i>	
If you <i>were</i>	If we <i>were</i>
If he <i>were</i>	If you <i>were</i>
If she <i>were</i>	If they <i>were</i>
If it <i>were</i>	

If the verb in the unreal conditional sentence is negative, the meaning is actually positive. If the verb is positive, the meaning is actually negative.

If he were taller, he could play professional basketball.  
(He's not tall.)    (He cannot play professional basketball.)

I could record an album, if I were a better singer,  
(I cannot record an album.) (I am not a better singer.)

BUT

If the taxi driver hadn't been speeding, he wouldn't have been in an accident.  
(The taxi driver was speeding.)    (He was in an accident.)

They would have received tickets if they hadn't been late.  
(They didn't receive tickets.)    (They were late.)

## Real Conditions (Possibly True)

Following are the formulas for conditional sentences which have the possibility of being true.

Remember: The formula can be reversed, placing the *if* clause in the middle of the sentence. Also, when placing the *if* clause first, a comma is used after it.

Future		
<i>if</i> + subject + simple present tense +	<i>will</i> <i>can</i> <i>may</i> <i>must</i>	+ verb in simple form

If I raise enough money, I will start my own business.

Our team will win if they play well.

Habitual	
<i>if</i> + subject + simple present tense. . .	+ simple present tense. . .

NOTE: A modal is not used in the habitual conditional form of a sentence.

If the traffic is heavy, I am late for work.

Margaret sings in the church choir if she has free time.

Command	
<i>if</i> + subject + simple present tense. . .	+ command (simple verb form)

If you go to the store after work, please buy bread.

Contact me if we win the project bid.

## Unreal Conditions (Not True)

Following are the formulas for conditional sentences which are not true.

Remember: Unreal conditionals use the opposite verb tense then what is being relayed.

Present or Future		
<i>if</i> + subject + simple past tense +	<i>would</i> <i>could</i> <i>might</i>	+ verb in simple form

If John knew math better, he could help you with your homework.  
(John doesn't know math better) (He can't help you with your homework.)

I would drive you to town if I had a car.  
(I won't drive you to town.) (I don't have a car.)

If you didn't have to work, we could go to the party.  
(You have to work.) (We cannot go to the party.)

Past		
<i>if</i> + subject + past perfect +	<i>would</i> <i>could</i> <i>might</i>	+ have + verb in past participle

If she had taken that bus, she would have been in the accident.  
(She didn't take that bus.) (She wasn't in the accident.)

They might have arrived on time if they hadn't taken that bus.  
(They didn't arrive on time.) (They took that bus.)

If Rob hadn't gone to the party, he wouldn't have lost his job.  
(Rob went to the party.) (He lost his job.)

The unreal condition can also be expressed without using *if*. In this situation, the auxiliary verb *had* is placed before the subject instead of after it. This clause normally comes first in the sentence.

Past		
<i>Had</i> + subject + past perfect +	<i>would</i> <i>could</i> <i>might</i>	+ have + verb in past participle

Had he heard the news sooner, he would have prepared a better speech.  
Had they flown to Italy last week, they would have encountered the horrible storm.

### Exercise 31: Using Real and Unreal Conditionals

Provide the correct form of the verb in parentheses for each of the following sentences.

1. Had Bob known it was his cousins birthday he would \_\_\_\_\_ (take) the day off.
2. You could \_\_\_\_\_ (move) in today if they offered the place to you.
3. Sue might \_\_\_\_\_ (accept) your offer if she thought it was fair.
4. The repairmen would fix your problem if you \_\_\_\_\_ (contact) them.
5. If you \_\_\_\_\_ (go) when I told you, you wouldn't have missed him.
6. If I \_\_\_\_\_ (talk) slower, do you think you could understand me?
7. We wouldn't be lost if we \_\_\_\_\_ (take) better instructions.
8. If I can go to the concert, I \_\_\_\_\_ (call) you later.
9. Mary can go swimming if she \_\_\_\_\_ (have) extra time.
10. I would help you with the equation if I \_\_\_\_\_ (know) more about physics.

### Whether / If

Basically, the difference between the words *whether* and *if* is that *whether* indicates a choice between two possibilities, whereas *if* is based on a condition of something happening or not.

Sometimes, *whether* or *if* can be used interchangeably. In the following sentences, both indicate that Alex may or may not call Shelly tonight.

Shelly didn't know whether Alex would call her tonight.

Shelly didn't know if Alex would call her tonight.

However, if the sentence gives two distinct possibilities then *whether* should be used.

Shelly didn't know whether Alex would call her tonight or tomorrow night.

Using the word *if* in the above sentence would change the meaning.

Example:

Shelly didn't know if Alex would call her tonight or tomorrow night.

Now this sentence indicates that Alex may call Shelly tonight, tomorrow night, or not at all. Therefore, always use *whether* when two clear choices are given and use *if* for conditional sentences.

## Because / Because Of

... *because* + subject + verb + subject

... *because of* + noun (phrase)

Ralph missed class *because* the bus broke down.  
  subject       verb

Ralph missed class because of the bus.  
noun phrase

Christy was crying because there were spiders.  
verb subject

Christy was crying because of the spiders.  
noun phrase

The cause clause can also begin the sentence. When this occurs, a comma is used to separate it from the main clause.

Because of the spiders, Christy was crying.

### Exercise 32: Using Because /Because Of

Fill in the blank with the appropriate form of *because* or *because of*.

1. Jack couldn't go to the game \_\_\_\_\_ he had homework.
2. The writer wasn't able to concentrate \_\_\_\_\_ all the noise.
3. Nancy had to go to the doctor's \_\_\_\_\_ her throat hurt.
4. I love to play golf \_\_\_\_\_ it relaxes me.
5. John couldn't play golf with me \_\_\_\_\_ his bad back.
6. They went to that restaurant \_\_\_\_\_ the recommendation.
7. \_\_\_\_\_ he was arrogant, Sally didn't like the new boy.
8. We ended up going another way \_\_\_\_\_ the road was blocked.
9. The storm was extra strong \_\_\_\_\_ the weather conditions.
10. I am learning English quickly \_\_\_\_\_ I am studying a lot.

### Purpose and Result (*So That*)

Clauses which show purpose are followed by the conjunction *so that*. A result clause containing a subject and a verb then follows the conjunction. The result clause must occur after the main clause in relation to time.

subject + verb + *so that* + subject + verb

NOTE: The word *that* is often left out of these types of sentences in spoken English. However, it should always be included in formal written English.

The actors are practicing very hard so that they will be ready for the opening of the play.

We left early so that we wouldn't be late to the conference.

George studied all night so that he would pass the exam.

She wrote detailed instructions so that we could complete the project correctly.

I exercise daily so that I feel good throughout the day.

## Cause and Effect (So, Such)

Cause and effect relationships are constructed using the following formula.

subject + verb + <i>so</i> + <table> <tr> <td>adjective</td> <td rowspan="2">+ <i>that</i> + subject + verb</td> </tr> <tr> <td>adverb</td> </tr> </table>	adjective	+ <i>that</i> + subject + verb	adverb
adjective	+ <i>that</i> + subject + verb		
adverb			

He was so hungry that he ate the entire pizza.

The hill was so steep that Mario couldn't climb it.

John needed money so badly that he sold his baseball card collection.

The children are playing so intently that they don't notice it's raining.

That fire is so hot that it could easily burn you if you get too close.

Intensive modifiers are commonly added to provide extra emphasis. Study the following rules for using intensive modifiers with plural count and non-count nouns.

subject + verb + <i>so</i> + <table> <tr> <td>many</td> <td rowspan="2">+ plural count noun + <i>that</i> + subject + verb</td> </tr> <tr> <td>few</td> </tr> </table>	many	+ plural count noun + <i>that</i> + subject + verb	few
many	+ plural count noun + <i>that</i> + subject + verb		
few			

Eric had so many puppies that he gave some away to friends.

My aunt's health food store had so few customers that she had to close it.

subject + verb + <i>so</i> + <table> <tr> <td>much</td> <td rowspan="2">+ non-count noun + <i>that</i> + subject + verb</td> </tr> <tr> <td>little</td> </tr> </table>	much	+ non-count noun + <i>that</i> + subject + verb	little
much	+ non-count noun + <i>that</i> + subject + verb		
little			

She put so much sugar in her coffee that she couldn't drink it.

Jason spent so little time on the project that it wasn't ready for the meeting.

Other forms which are commonly used are *such a* and *such that*.

subject + verb + <i>such</i> + <i>a</i> + adjective + singular count noun + <i>that</i> . . .
---

Ricky had such a bad attitude that he was expelled from school.

Charlotte was such an intelligent student that she was offered a valuable scholarship.

subject + verb <i>such</i> + adjective + plural count noun + <i>that</i> + subject + verb
---

Tommy has such outstanding skills that he could play professional baseball.  
plural count noun

The referees made such bad calls that the fans were very angry.  
plural count noun

She had such tarnished silver that she was embarrassed to use it for the reunion.  
non-count noun

The burning building had such thick smoke that the firemen had difficulty seeing.  
non-count noun



**Exercise 33: Using So / Such**

Fill in the blank with the appropriate form of *so* or *such*, using the above formulas.

1. Bill was \_\_\_\_\_ happy about the promotion that he bought everyone lunch.
2. We had \_\_\_\_\_ expectations for going that we cancelled all appointments.
3. Larry was \_\_\_\_\_ a good friend that he loaned me his car.
4. The artwork was \_\_\_\_\_ amazing that it won every prize.
5. The earthquake happened at \_\_\_\_\_ an hour that we weren't expecting it.
6. There were \_\_\_\_\_ many ants on the cake that we had to throw it away.
7. Sally prepared \_\_\_\_\_ thoroughly that she easily won the competition.
8. The Henderson's were \_\_\_\_\_ happy people that we visited them often.
9. The comedian was \_\_\_\_\_ entertaining that we lost track of time.
10. Ronny was \_\_\_\_\_ disappointed that he missed the party.

# Practice Test 2

## Intermediate Level

1. Robert didn't have either no money or a ride to the party so he stayed home, invited some neighborhood friends over and played board games.
  - a) didn't have either no money or a ride to the party
  - b) had neither money nor a ride to the party
  - c) didn't have neither money or a ride to the party
  - d) had no money nor a ride to the party
  - e) had either no money or no ride to the party
  
2. Mrs. Baker is the lady which has the annoying dog who likes to jump up on people and lick their faces.
  - a) which has the annoying dog who likes to jump up on people
  - b) who has the annoying dog who likes to jump up on people
  - c) that has the annoying dog who likes to jump up on people
  - d) who has the annoying dog that likes to jump up on people
  - e) which has the annoying dog that likes to jump up on people
  
3. Natalie had no intention of to go to the ceremony to receive her award to swimming because she had won by default and felt as if she didn't deserve it.
  - a) no intention of to go to the ceremony to receive her award to swimming
  - b) no intention of going to the ceremony for receiving her award to swim
  - c) no intention of to go to the ceremony to receive her award for swimming
  - d) no intention of going to the ceremony to receive her award for swimming
  - e) no intention of going to the ceremony to receive her award to swim

4. Because he was angry with the team, Aaron failed to play his best during the game and everyone knew he was capable to play better.
- a) failed to play his best during the game and everyone knew he was capable to play better
  - b) failed playing his best during the game and everyone knew he was capable of playing better
  - c) failed playing his best during the game and everyone knew he was capable to play better
  - d) failed to play his best during the game and everyone knew he was capable of playing better
  - e) failed to playing his best during the game and everyone knew he was capable of playing better
5. Charlotte and Annie shopped so long that they barely had no time left for to arrive at the concert before it started.
- a) they barely had no time left for to arrive
  - b) they barely had any time left to arrive
  - c) they barely have any time left to arrive
  - d) they barely had no time left arriving
  - e) they barely have any time left which to arrive
6. Had Mr. Michaels taken the earlier train, he could have avoided the lengthy delay due to the severe storm that flooded the crossing.
- a) taken the earlier train, he could have avoided
  - b) took the earlier train, he could had avoided
  - c) had took the earlier train, he could have avoided
  - d) taken the earlier train, he could have to avoid
  - e) taken the earlier train, he could had avoided

7. Mr. Tuttle, along with five other teachers, are driving to the convention themselves instead of taking the bus like most of the others.
- a) are driving to the convention themselves
  - b) is driving to the convention himself
  - c) are driving to the convention himself
  - d) is driving to the convention themselves
  - e) are going driving to the convention by themselves
8. Johnny has been practicing very hard to compete in the band solo competition and of that Mark has been practicing too.
- a) of that Mark has been practicing too
  - b) practices very hard is Mark also
  - c) also Mark is practicing too
  - d) Mark has been practicing hard also
  - e) Mark too was practicing so hard
9. Located on the North Sea coast of Scotland, Lauriston Castle was the stronghold of Gregory the Great which was the last one of the Pictish kings.
- a) which was the last one of the Pictish kings
  - b) who was the last one of the Pictish kings
  - c) who was one of the last Pictish kings
  - d) who was a Pictish king being the last
  - e) which was one of the last Pictish kings

10. Monday's test was said to be very difficult, so not only Matt but too his friends had to study all weekend instead of hanging out.

- a) so not only Matt but too his friends had to study
- b) so not only Matt but also his friends have to study
- c) so too Matt and also his friends they needed studying
- d) so not only Matt but also his friends had to study
- e) therefore Matt and also his friends they have to study

11. It is well known that if the South had used better military tactics, they could had won the war with the North.

- a) had used better military tactics, they could had won
- b) have used better military tactics, they could have won
- c) could have used better military tactics, they could have won
- d) had used better military tactics, they could win
- e) had used better military tactics, they could have won

12. The sport of freestyle Frisbee in the early to mid 1970s emerged then to feature fast-paced trick throws and catches with a plastic disc.

- a) in the early to mid 1970s emerged then to feature
- b) emerged in the early to mid 1970s and featured
- c) came to be the early to mid 1970s and was featured as
- d) did emerge in the early to mid 1970s and had
- e) was a early to mid 1970s emergence that featured

13. Mr. Myers was very angry that he missed the meeting with the international clients because of the bus broke down.
- a) because of the bus broke down
  - b) because the breaking down of the bus
  - c) for the reasoning that the bus broke down
  - d) because the bus had broken down
  - e) due to the bus had broke down
14. The gymnastic team had put so much time into practice it was heartbreaking when they found out they couldn't participate in the competition.
- a) so much time into practice it was heartbreaking
  - b) lots of extra time into practice so it was quite depressing
  - c) so much time into practice that it was heartbreaking
  - d) too much time into practice that it was heartbreaking
  - e) incredible effort into practice that it was a let down
15. If my new job interview works out just right, I might be able to afford that nice apartment by the park.
- a) I might be able to afford that nice apartment by the park
  - b) I could be able to rent the really nice apartment overlooking the park
  - c) the chances are I can be affording the apartment in the park
  - d) perhaps that nice apartment by the park should be affordable
  - e) I think I can be able to afford that nice apartment by the park

16. Because when Gene Roddenberry created the fictional transporter for the Star Trek series which aired in the 1960s, scientists today are discovering the very real possibilities of particle transference.
- a) Because when Gene Roddenberry created the fictional transporter
  - b) Although the fictional transporter who by Gene Roddenberry was created
  - c) Even though Gene Roddenberry created the fictional transporter
  - d) When the fictional transporter was created by Gene Roddenberry
  - e) It's clear that Gene Roddenberry created the fictional transporter
17. Referring to the dangerous cliffs that were located near to the back of their new home, the boys' mother advised that they not ought to play close to them.
- a) advised that they not ought to play
  - b) was advising that they ought to not play
  - c) advised they might not ought to play
  - d) said advisably that they ought not playing
  - e) advised that they ought not to play
18. Due to his high metabolism rate, Jeff can eat anything he wants and he barely gain any weight at all.
- a) barely gain any weight at all
  - b) barely gains any weight at all
  - c) hardly at all gains any weight
  - d) can barely gain some whenever
  - e) scarcely can gain much weight

19. The community turned out to help the Jones family who's house was destroyed by fire over the weekend.

- a) who's house was destroyed by fire
- b) because a fire destroyed a house
- c) whereby a fire destroyed much of the house
- d) whose house was destroyed by fire
- e) when a raging fire destroys their house

20. Brad wanted to go to fish with his dad, but they had to wait because it was a dreary and rainy day.

- a) wanted to go to fish with his dad, but they had to wait
- b) and his dad were wanting to go to fish, but they were waiting
- c) wanted to go fishing with his dad, but they had to wait
- d) wanted to go fishing, but they were waiting
- e) planned on going fishing with his dad, but it needed waiting

21. After returning home from school, Alison got her little brother to make feeding for the dog.

- a) Alison got her little brother to make feeding for the dog
- b) Alison's little brother she got to feed the dog
- c) her little brother was made to feed the dog by Alison
- d) Alison got her little brother to feed the dog
- e) Alison made her little brother feeding him the dog



22. Since all flights were being cancelled because of the blizzard, Eric has to be taking the train if he wants to get home for Christmas.

- a) Eric has to be taking the train if he wanted to get
- b) the train was what Eric must have to take for getting
- c) taking a train was that which Eric had to consider for getting
- d) the option was of Eric having to take a train to get
- e) Eric had to take a train if he wanted to get

23. Because of her excellent grades in school, Jessica's parents permitted her to go visit her best friend who lived in California.

- a) permitted her to go visit her best friend who lived in California
- b) allowed her going to visit California where her best friend lived
- c) said she could go visiting her best friend in California
- d) allowed her to go to visit her best friend which lived in California
- e) had permitted her going visiting her best friend in California

24. The old fisherman who had a wooden leg that made an eerie sound scaring the children with it as he walked.

- a) that made an eerie sound scaring the children with it as he walked
- b) that made an eerie sound which scaring the children as he walked
- c) it made an eerie sound scaring the children when he was walking
- d) that it made a scary sound for the children while he walks
- e) which made an eerie sound as he walked which scared the children

25. Ms. Whittaker having such a horrible headache she couldn't teach her second period class and she asked a temporary teacher to take her place.

- a) having such a horrible headache
- b) had such a horrible headache that
- c) was having such a horrible headache so
- d) being inflicted with a horrible headache that
- e) had such an awful headache which

26. Our archeological team which consisted of 30 specialists traveled to the Amazon to search for advanced civilizations that were thought to have thrived in the thick jungle.

- a) team which consisted of 30 specialists traveled
- b) team, consisting of 30 specialists, were traveling
- c) team, which consisted of 30 specialists, traveled
- d) team which were consisting of 30 specialists are traveling
- e) team of 30 specialists which were to travel

27. Mohammed Ali is a former American boxer and three-time World Heavyweight Champion who, as it can be said, was well known for his fighting style described as "float like a butterfly, sting like a bee"

- a) as it can be said, was well known
- b) coincidentally, is to be well known
- c) as it is a fact, was quite famous
- d) incidentally, is quite well known
- e) being a true fact, is heralded

28. Aaron's report on the "Persian Immortals" told how a powerful army acted as both Imperial Guard and standing army during the expansion of the Persian Empire in the fourth and fifth century B.C.
- a) told how a powerful army acted as both
  - b) said much how a powerful army filled the ranks of both
  - c) determined that a powerful army acted as such
  - d) was saying that of a great army which acted as each a
  - e) did tell how a powerful army carried out the responsibilities of a
29. Ivan was so excited about to travel to Japan that he almost forgot to take his passport.
- a) was so excited about to travel to Japan that
  - b) so much was excited about traveling to Japan
  - c) was so excited about traveling to Japan that
  - d) had so much excitement about to travel to Japan that
  - e) was being excited about traveling to Japan so
30. When the volunteers arrived at the concert, they were given the choice of to either work in concessions or cleaning up after the event.
- a) they were given the choice of to either work
  - b) a choice was given them of either working
  - c) they had the choice of to work
  - d) giving them the choice of either to work
  - e) they had the choice of either working

31. Susie was running so late that barely did she have the time to eat lunch before going to the meeting.
- a) that barely did she have the time to eat lunch before
  - b) that she barely had enough time to eat lunch before
  - c) she barely had enough time to eat lunch and then
  - d) she had barely time enough eating lunch before
  - e) she herself barely had time enough to eat her lunch before
32. The reporter knew that the actress was very busy, but he wanted to know if he could ask her a few questions.
- a) wanted to know if he could ask
  - b) would like to know if it's ok asking
  - c) requested if he can ask
  - d) requested to know if he could maybe ask
  - e) would know if he could be asking
33. The chef's soufflé was much so a mess he had to throw it away and start over.
- a) was so much a mess he had to throw it away
  - b) was so a mess that he threw it away
  - c) was such a mess that he had to throw it away
  - d) was so much messy that he needed to begin again
  - e) turned out such a mess he must throw it way

34. Jessie is looking for you and wants to know if you will like to go to her birthday party next weekend.
- a) wants to know if you will like to go
  - b) would like knowing if you can go
  - c) is wanting to know if you like going
  - d) wants to know if you would like to go
  - e) is wondering if you would be interested to go
35. Bigfoot, also knowing as Sasquatch, is supposedly an ape-like creature that inhabits forests, mainly in the forests of the Pacific Northwest of North America.
- a) also knowing as Sasquatch
  - b) being known too as Sasquatch
  - c) Sasquatch which it too is known as
  - d) that is also is known as
  - e) also known as Sasquatch
36. The citizen didn't have no hesitation about apprehending the thief that stole the old lady's purse.
- a) The citizen didn't have no hesitation about
  - b) There was no hesitation of the citizen for
  - c) No hesitation was of the citizen about
  - d) The citizen didn't hesitate when
  - e) None hesitation was shown by the citizen for

37. Just before the test began, Alexander asked his classmate if he might be borrowing an extra sheet of paper.

- a) if he might be borrowing an extra sheet of paper
- b) if he would be borrowing an extra sheet of paper
- c) if he might be able to borrow an extra sheet of paper
- d) if an extra sheet of paper might be borrowed
- e) perhaps if he could borrow an additional piece of paper

38. My brother was fired from his job at the aerospace company because he don't pass the random drug test.

- a) he don't pass the random drug test
- b) the random drug test wasn't passed by him
- c) he wasn't passing the random drug test
- d) he didn't pass the random drug test
- e) he didn't barely pass the random drug test

39. Gary's brother told him that he would attend the graduation ceremony if it would be possible.

- a) would attend the graduation ceremony if it would be possible
- b) will attend the graduation ceremony if it is possible
- c) might be able to attend the graduation ceremony if it could be a possibility
- d) should be able to attend the graduation ceremony if it might be a possibility
- e) will attend the graduation ceremony if it was possible

40. Due to the generous invitation by the host, Jeremy, along with five of his best friends, is attending the grand opening of the new night club.
- a) Jeremy, along with five of his best friends, is attending
  - b) Jeremy and five of his best friends is attending
  - c) Jeremy himself, along with five of his best friends, is attending
  - d) Jeremy, along with a group of his best friends, are attending
  - e) Jeremy, his best friends which are also invited, are attending
41. The professor assumed that Michelle probably have stayed up late last night since she fell asleep in class.
- a) Michelle probably have stayed up
  - b) for a fact Michelle was staying up too
  - c) Michelle must have stayed up
  - d) Michelle probably must had stayed up
  - e) it was possible of Michelle staying up
42. Jerrod was advised by his lawyer that he should have better told the truth or he could go to jail for a long time.
- a) he should have better told the truth or he could go
  - b) telling the truth should be done since he could go
  - c) Jerrod might ought to tell the truth for not going
  - d) the truth have better be told or he should go
  - e) Jerrod had better tell the truth or he could go

43. The newly released 3D Disney movie was supposed to be the best of all time and Joe's little sister begged for taking her to see it.
- a) begged for taking
  - b) cried and begged him to take
  - c) pestered him greatly for taking
  - d) persistently begged him to take
  - e) insisted him taking
44. Since we didn't know where Bobby lives, we will have to ask around for someone to give us his address.
- a) Since we didn't know where Bobby lives
  - b) Therefore we don't know where Bobby lives at
  - c) Because we don't know where Bobby lives
  - d) Because where Bobby lives isn't in our knowledge
  - e) In that we know not to where Bobby resides
45. The music for which we heard last night at the concert was exceptionally good.
- a) for which we heard last night at the concert
  - b) to which we listened at the concert last night
  - c) last night at the concert that we listened
  - d) of last night's concert who we heard
  - e) which we listened last night at the concert



46. The brave men at the Alamo decided to stay and fight even though they were greatly outnumbered by Santa Ana's Mexican forces.

- a) decided to stay and fight even though
- b) made a decision for staying and fighting although
- c) all came to a decision for to stay and fight in the end that
- d) deciding to stay and fight because
- e) who decided unanimously to staying and fighting even though

47. Multitudes of slaves in Egypt was made to bear immense stones up the slopes of the pyramids to build them.

- a) was made to bear immense stones
- b) had to carry up huge stones of
- c) were made to carry gigantic stones up
- d) were got to lift heavy stones and carry them up
- e) had forcibly to carry very large stones up

48. Jane told Marcos that in spite to him being small, he would still be a great asset to the team because of his athletic abilities.

- a) that in spite to him being small, he would still
- b) in spite of his being of small stature, he possibly might
- c) that despite he is small, he could yet
- d) that in spite of him being small, he would definitely
- e) because he was being small, despite that, he could still

49. Margaret, accompanied by her entire family, are arriving to give an acceptance speech at the Best Writers Guild Award Ceremony.

- a) Margaret, accompanied by her entire family, are arriving to give
- b) Margaret's entire family along with herself is arriving to give
- c) The entire family of Margaret will arrive for giving
- d) Herself, along with all the family of Margaret, will be giving
- e) Margaret, accompanied by her supportive family, is arriving soon to give

50. Can you be telling me the best route to take from here to Providence, Rhode Island?

- a) Can you be telling me the best route to take
- b) Could you possibly tell me the best route to take
- c) Might you of told me the goodest route to be taking
- d) May you tell me the most direct route to take
- e) Can you of told me which is the best route for taking

## **PART III: ADVANCED**

## 26. MODAL AUXILIARY VERBS – PART II

### *Must*

The modal *must* is used to indicate total obligation. Stronger than the word *should*, which offers the person some choice, *must* carries with it the idea that the person has no choice.

You must disarm the security system before entering the house.

Sherry must call and cancel her appointment before leaving on vacation today.

The game warden must tranquilize the bear in order to relocate it.

When applying for this job, you must take a series of tests.

*Must* is also used to indicate a logical conclusion. Even though the situation isn't completely verifiable, a determined outcome is assumed based on the available facts.

Alice isn't answering her phone. She must not be home.

(We assume that Alice isn't home because she isn't answering her phone.)

I can't find my blue sweater. It must be in the laundry.

(I assume that my blue sweater is in the laundry because I can't find it.)

### *Have To*

The phrase *have to* means the same as *must* (total obligation), therefore it is often considered to be a modal.

Greg has to go to school today if he wants to go on the field trip.

Our star quarterback has to play in the game tonight if we expect to win.

However, *had to* can be used to indicate a past obligation, but *must* CANNOT be used for a past obligation.

Greg had to go to school yesterday if he wanted to go on the field trip.

Our star quarterback had to play in the game last night for us to win.

## *Used To*

The modal phrase *used to* has two grammar rules. Study the following rules for difference in usage and meaning. With the first rule, *used to* has the same meaning as *would*. NOTE: This phrase can never be expressed as *use to*. It must always be *used to*.

subject + *used to* + verb in simple form. . .

Margaret *used to* always take off her shoes when she was a child.  
(This represents a past habit.)

This second rule uses a form of the verb *be* or *get* in order to show that someone either *is* accustomed to something, or *became* accustomed to something.

subject +       $\begin{matrix} \text{be} \\ \text{get} \end{matrix}$       + *used to* + verb + *ing*

I am *used to* taking a shower every morning before work.  
(I am accustomed to taking a shower every morning before work.)

I got used to taking a shower every morning before work.  
(I became accustomed to taking a shower every morning before work.)

### **Exercise 34: Using *Used To***

Based on the formulas above, complete the following sentences with either the simple or *ing* form of the verb in parentheses.

1. Eric was used to \_\_\_\_\_ (go) to the movies every Friday night.
2. Mary and Phillip used to \_\_\_\_\_ (date) back in high school.
3. When I had extra time and money, I used to \_\_\_\_\_ (travel) a lot.
4. I got used to \_\_\_\_\_ (eat) llama when I lived in South America.
5. My parents are used to \_\_\_\_\_ (fly) to Paris for their anniversary.
6. William used to \_\_\_\_\_ (be) a faster runner than his brother.
7. The actors got used to \_\_\_\_\_ (rehearse) long hours for that production.
8. Do you ever get used to \_\_\_\_\_ (perform) in front of an audience?
9. Jessica used to \_\_\_\_\_ (visit) her grandmother every afternoon when she was sick.
10. Jonathon isn't used to \_\_\_\_\_ (sleep) alone so he still sleeps with his parents.

### ***Would Like***

The expression *would like* is used when inviting someone to do something. It means the same as *want*.

subject + <i>would like</i> + infinitive (to + verb). . .
---

Would you like to have lunch with me?  
Susie would like to date Jason.  
I would like to see the new James Bond movie.  
Jack would like to go to Harvard University.  
Would John like to come with us?

### ***Would Rather***

The phrase *would rather* has the same meaning as *prefer*. However, *would rather* must always be followed by a verb, whereas *prefer* may or may not be followed by a verb. Also, when two things are being compared, *would rather* is followed by *than* while *prefer* is followed by *to*.

Beth would rather study at the library than go to parties.

Beth prefers studying at the library to going to parties.

OR

Beth prefers studying to partying.

Several rules apply to *would rather*, depending on the form of the sentence. Study the following rules and examples.

Present Tense
subject + <i>would rather</i> + verb in simple form. . .

Elizabeth would rather go swimming than camping.

Past Tense
subject + <i>would rather</i> + have + verb in past participle (present perfect tense)

Elizabeth would rather have gone swimming than camping.

*Would rather* *that* is followed by the simple form of the verb when it has a subjunctive meaning, or by the past tense form of the verb when the meaning of the sentence is contrary to fact (as discussed under Conditional Sentences).

<b>Present Subjunctive</b>
subject + <i>would rather that</i> + subject + verb in simple form. . .

She would rather that the plane leave early in the morning.

My parents would rather that I drive slowly.

<b>Present Contrary to Fact</b>
subject + <i>would rather that</i> + subject + verb in simple past tense. . .

Debby would rather that her boyfriend spent Friday nights with her.

(Debby's boyfriend does **not** spend Friday nights with her.)

We would rather that our play was successful.

(Our play is **not** successful.)

The following rule is used when the sentence with *would rather that* contains two subjects and the time is past tense. When this occurs, the meaning is always contrary to fact.

<b>Past Contrary to Fact</b>
subject + <i>would rather that</i> + subject + verb in past perfect. . .

Doug would rather that his dad had bought him the red car.

(Doug's dad did **not** buy him the red car.)

In order to make a sentence negative which has one subject and is in present subjunctive form, simply add *not* before the verb.

Eric would rather not go to the conference tomorrow.

Eric would rather not have gone to the conference yesterday.

Eric would rather that you not go with him to the conference tomorrow.

Eric would rather that you not had gone to the conference with him yesterday.

For the present contrary to fact sentences, use *didn't* + verb in simple form. For the past contrary to fact sentences, use *hadn't* + verb in past participle.

Sally would rather that her cousin didn't wear the same clothes as her.

(Her cousin does wear the same clothes as Sally.)

Robert would rather that Jennifer hadn't told his secret.

(She did tell his secret.)

**Exercise 35: Using *Would Rather***

Complete the sentences with the correct form of the verb in parentheses in the following sentences.

1. Debby would rather \_\_\_\_\_ (go) to the movies with her friends tonight.
2. Ralph would rather \_\_\_\_\_ (go) to the ball game yesterday.
3. Our teacher would rather that we \_\_\_\_\_ (study) for the exam than go to the pep rally.
4. Harold would rather \_\_\_\_\_ (work; negative) tomorrow.
5. The politician would rather that we \_\_\_\_\_ (vote) for him in the upcoming election.
6. I would rather \_\_\_\_\_ (play) soccer than volleyball.
7. Mark's parents would rather that he \_\_\_\_\_ (go; negative) to that school last semester.
8. Mary would rather they \_\_\_\_\_ (serve) seafood than pizza at the convention last night.
9. Bill would rather \_\_\_\_\_ (take) his exam tomorrow than today.
10. John's sister would rather that he \_\_\_\_\_ (embarrass; negative) her in front of her friends all the time.



## *As If / As Though*

*As if* and *as though* are similar to conditional sentences in that they indicate something that is unreal or contrary to fact. The verb following these conjunctions must be in the past or past perfect tense.

NOTE: Remember that the past tense of the verb *be* must always be *were* and never *was* in a contrary to fact sentence.

subject + verb in present +      as if  
   as though      + subject + verb in past . . .

That boy acts *as if* he were stupid, but he is really smart.  
(The boy is **not** stupid.)

Aaron drives *as though* he were a racecar driver.  
(He is **not** a racecar driver.)

Jane dances *as though* she practiced all her life.  
(She has **not** practiced all her life.)

subject + verb in past +      as if  
   as though      + subject + verb in past perfect . . .

Barry told the story *as if* he had been there.  
(He wasn't there.)

The prisoner appeared *as if* he had won the case.  
(He hadn't won the case.)

Martha responded *as though* she had studied her homework.  
(She hadn't studied.)

Sometimes a sentence indicates a contrary to fact meaning, but the use of *as if* or *as though* means *perhaps* something has occurred. In this case, another form of the verb is used.

The boy looked *as though* he was going home.  
(*Perhaps* he was going home.)

She looks *as if* she has won the election.  
(*Perhaps* she has won the election.)

*Hope / Wish*

These two verbs are similar in meaning, but are different in their grammatical usage. The verb *hope* indicates that something possibly happened or will possibly happen. The verb *wish* indicates that something definitely did not happen or definitely will not happen. Also, the verb *hope* can be followed by any verb tense, while the verb *wish* must NEVER be followed by a present tense verb or auxiliary verb. Study the following sentences.

I hope that I will arrive on time.  
(I don't know if I will arrive on time.)

I wish that I could arrive on time.  
(I am not going to arrive on time.)

We hope that no one died in the storm.  
(We don't know if anyone died in the storm.)

We wish that no one had died in the storm.  
(Someone did die in the storm.)

Keep in mind that *wish* is very similar to a contrary to fact or unreal condition.

Present unreal condition and wish:  
If I were famous, I would help the poor.  
I wish I were famous.  
(In both sentences, I am **not** famous.)

Past unreal condition and wish:  
If they had arrived earlier, they would have gone with us.  
I wish they had arrived earlier.  
(In both sentences, they **didn't** arrive early.)

Study the following formulas for using *wish* in past, present and future conditions.

NOTE: The word *that* can be added or omitted. The sentence is correct either way.

Past Wish	
subject + wish + (that) +	past perfect could have + verb in past participle

I wish that I had eaten earlier.  
(I didn't eat earlier.)

George wishes that he could have played in the championship game.  
(He couldn't play in the game.)

We wish that we had had more opportunities to advance in the competition.  
(We didn't have more opportunities.)

Present Wish
subject + <i>wish</i> + (that) + subject + simple past tense. . .

John wishes that he had the money to go on the trip.  
(He doesn't have the money.)

I wish that I were qualified enough to be an astronaut.  
(I am not qualified enough.)

We wish that we didn't have to take the exam today.  
(We have to take the exam.)

Future Wish
subject + <i>wish</i> + (that) + subject + <i>could</i> + verb <i>would</i> + verb <i>were</i> + verb

I wish that you could go to Italy with me this summer.  
(You can't go to Italy this summer.)

Mike wishes that his sister would write his essay for him.  
(She won't write his essay for him.)

The farmer wishes that his crops were producing more.  
(They are not producing more.)

### Exercise 36: Using *Wish* / *Hope*

Fill in the blank with the correct form of the verb in parentheses in the following sentences.  
Some sentences could have more than one option.

- Mary wishes that John \_\_\_\_\_ (go) with her to the prom next weekend.
- I hope that my plane \_\_\_\_\_ (crash; negative)!
- The defeated warriors wish they \_\_\_\_\_ (won) the battle.
- We wish that John \_\_\_\_\_ (play) in the championship game last night.
- Darren hopes that his grandparents \_\_\_\_\_ (come) to his graduation.
- Natalie wishes that she \_\_\_\_\_ (have) enough time to visit her cousin.
- The government wishes that it \_\_\_\_\_ (do) more to help the economy.
- I wish that Freddie \_\_\_\_\_ (arrive) on time.
- They hope that the movie \_\_\_\_\_ (start; negative) yet.
- The boy wishes that his sister \_\_\_\_\_ (feel) better tomorrow.

## 27. MODAL + PRESENT PERFECT (PERFECTIVE)

The modal – present perfect (perfective) is usually used to indicate past time.

NOTE: Remember that a modal is always followed by the simple form of the verb. Example:  
*have* can never be *has* or *had*.

modal + *have* + verb in past participle. . .

### ***Could / May / Might* + Present Perfect (Perfective)**

These modals indicate a past possibility. They can also mean a possibility in the present.

Our team *could* have won the game.

Alex *may* have passed the test, but he's not sure.

My parents *might* have stopped at the grocery store.

### ***Should* + Present Perfect (Perfective)**

The modal *should* is used to indicate an obligation that was supposed to have occurred in the past, but didn't.

The bus *should* have arrived by now.  
 (It hasn't arrived.)

I *shouldn't* have eaten so much for dinner.  
 (I did eat too much.)

Jeff *should* have finished his report for class today.  
 (He didn't finish his report.)

NOTE: The expression *was/were supposed to* + verb in simple form is similar in meaning to this.

Jeff *was* supposed to finish his report for class today.  
 (He didn't finish his report.)

They *were* supposed to stop at the doctor's office before coming home.  
 (They didn't stop at the doctor's office.)

### ***Must* + Past Perfect (Perfective)**

The modal *must* is not used to indicate a past obligation. *Must* + past perfect (perfective) is used only to indicate a logical conclusion in the past.

Jack's car is in the driveway.      He *must* have stayed home today.  
 (He probably stayed home.)

Alex is still in bed.      She *must* have had a good time at the party.  
 (She probably had a good time.)

They haven't arrived yet.      They *must* have got caught in traffic.  
 (They probably got caught in traffic.)

**Exercise 37: Using *Should* / *Must***

Correctly fill in the blank with *should* + past perfect, or *must* + past perfect in the following sentences.

1. The girls were forbidden to reenter the cinema. They \_\_\_\_\_ (keep) their ticket stubs.
2. Eric began vomiting in class. He \_\_\_\_\_ (eat) something bad for lunch.
3. Julie was crying in the hallway. Her boyfriend \_\_\_\_\_ (say) something to hurt her.
4. My little brother was thrown from the horse. I \_\_\_\_\_ (allow; negative) him to ride it.
5. It was very late. We \_\_\_\_\_ (leave) much earlier.
6. The teacher is very angry. His class \_\_\_\_\_ (do) something wrong.
7. Ralph failed his English exam. He \_\_\_\_\_ (pay) more attention in class.
8. My boss looks very upset. He \_\_\_\_\_ (have) a bad meeting.
9. Mary won't talk to Mike. He \_\_\_\_\_ (say; negative) those bad things to her.
10. Henry's cat hasn't returned. He \_\_\_\_\_ (let) it out of the house.



ACTIVE:     Massachusetts Bay Colony founded Harvard University in 1636.  
                  actor                                  action                                  object

PASSIVE:     Harvard University was     founded     in 1636.  
                                  object                                  be     past participle

In this example, the actor is unknown in the passive voice.

ACTIVE:     Our company sells millions of computer chips each year.  
                  actor                                  action                                  object

PASSIVE:     Millions of computer chips are     sold     by our company each year.  
                                  object                                  be     past participle                                  actor

In this example, the actor is less important and placed at the end of the sentence, separated with the preposition *by* in the passive voice.

Present Progressive or Past Progressive	
<i>am</i>	
<i>is</i>	
<i>are</i>	
<i>was</i>	+ <i>being</i> + verb in past participle
<i>were</i>	

ACTIVE:     Mr. Stanford is painting our house in the morning.

PASSIVE:     Our house is being painted in the morning.

OR             Our house is being painted by Mr. Stanford in the morning.

ACTIVE:     The scientist was researching electron atoms.

PASSIVE:     Electron atoms were being researched.

OR             Electron atoms were being researched by the scientist.

NOTE: Notice that the verb changes from a singular subject in the active (the scientist was researching) to a plural object in the passive (electron atoms were being researched).

Present Perfect
<i>has</i> <i>have</i> + <i>been</i> + verb in past participle <i>had</i>

ACTIVE: The pizza man has delivered our pizza on time.

PASSIVE: Our pizza has been delivered on time.

OR Our pizza has been delivered by the pizza man on time.

ACTIVE: The owner had hired many people before the economy collapsed.

PASSIVE: Many people had been hired before the economy collapsed.

OR Many people had been hired by the owner before the economy collapsed.

Modals
modal + <i>be</i> + verb in past participle

ACTIVE: The chef should prepare the meal.

PASSIVE: The meal should be prepared.

OR The meal should be prepared by the chef.

Modal + Perfect Tense
modal + <i>have</i> + <i>been</i> + verb in past participle

ACTIVE: Margaret should have billed the patients yesterday.

PASSIVE: The patients should have been billed yesterday.

OR The patients should have been billed by Margaret yesterday.



### Exercise 38: Passive Voice

Change the following sentences from active to passive voice.

1. The doctor treats patients every day.
2. Allen is treating the visitors to lunch.
3. The teacher should score the tests today.
4. Somebody left a baby at the church doors.
5. Teresa has chosen ten team members to help with the campaign.
6. The driver was delivering a package when the accident occurred.
7. The judge has delivered the verdict.
8. The staff has finished the tasks for the day.
9. Renaldo will have deciphered the code by the weekend.
10. My parents should have received the tickets yesterday.

## 29. OTHER USES OF THAT

### Optional *That*

The word *that* can be used in several ways besides introducing relative clauses. Sometimes, it is used as a conjunction. When *that* is used as a conjunction, it can be either optional or obligatory, depending on the sentence.

The word *that* is usually optional when it comes after the following verbs.

say	tell	think	believe
-----	------	-------	---------

Erica said *that* she was coming over after work.

OR

Erica said she was coming over after work.

Michael thought *that* the new girl was pretty.

OR

Michael thought the new girl was pretty.

### Obligatory *That*

The word *that* is usually obligatory after the following verbs when introducing another clause.

mention	declare	report	state
---------	---------	--------	-------

The president stated *that* he would introduce new legislation before recess.

Alice mentioned *that* she was going to the prom with Bob.

The newspaper reported *that* the strike was ending today.

### *That* with Noun Phrase Clauses

Often, when *that* introduces a noun clause which also contains a verb, the sentence can be reversed.

It is a fact *that* the earth revolves around the sun.

OR

*That* the earth revolves around the sun is a fact.

It was noted *that* the witness wasn't quite sure.

OR

*That* the witness wasn't quite sure was noted.

It was noticed by several people *that* an explosion occurred before the fire.

OR

*That* an explosion occurred before the fire was noticed by several people.

### 30. ENOUGH WITH NOUNS, ADJECTIVES AND AVERBS

The modifier *enough* is used before nouns and after adjectives and adverbs.

<i>enough</i> + noun
----------------------

Examples of *enough* preceding a noun:

There isn't enough gas in the car to make the entire trip.

Ronny has enough strength to lift twice his weight.

The girls don't have enough time to go to the mall after the movie.

Do you have enough money to eat at the restaurant later?

If the noun which *enough* is modifying is understood, the noun can be eliminated.

I ran out of money. Do you have enough?

Yes, I have enough.

adjective adverb	+ <i>enough</i>
---------------------	-----------------

Is the game exciting enough for you?

Ronald speaks English well enough to work at the embassy.

It isn't raining hard enough to take an umbrella.

The boy isn't old enough to enter the amusement ride.

#### Exercise 39: Using *Enough*

Choose the correct option from the parentheses in the following sentences.

1. Mary didn't have (time enough / enough time) to go to Mark's game.
2. Do you have (sugar enough / enough sugar) to make brownies?
3. The teacher's voice was (loud enough / enough loud) to be heard down the hall.
4. This board isn't (long enough / enough long) to finish the project.
5. Jimmy didn't have (jam enough / enough jam) for his toast.
6. Mr. Jenkins didn't get up (early enough / enough early) to make the meeting.
7. Martin found (coins enough / enough coins) to buy a comic book.
8. Our youth group raised (money enough / enough money) to go on the mission trip.
9. The train couldn't produce (steam enough / enough steam) to climb the mountain.
10. Johnny wasn't (good enough / enough good) to go on the field trip.

### 31. SUBJUNCTIVE

The subjunctive is used to indicate that one person wants another person to do something. The simple form of the verb is used after certain other verbs and *that* is always used. If *that* is omitted then it changes the structure of the second verb to the infinitive.

We require *that* he come to the office.

We require him to come to the office.

The following verbs in the below list are used in a subjunctive sentence.

advise	demand	prefer	require
ask	insist	propose	stipulate
command	move	recommend	suggest
decree	order	request	urge

NOTE: The verb *want* is not included in the above list. *Want* is not used in a subjunctive sentence.

In the following formula, substitute one of the verbs from the list (in any tense).

subject + verb + *that* + subject + verb in simple form. . .

The pilot requested *that* everyone fasten their seatbelts.

My mother insists *that* I practice piano for an hour every day after school.

The general commanded *that* his men charge up the hill.

I propose *that* you do odd jobs to earn enough money for the trip.

The powerful king decreed *that* his birthday be a national holiday.

Impersonal expressions which have the same meaning as the verbs above use a form of the verb *be* followed by certain adjectives. This form of the subjunctive also uses a simple form of the verb following it.

advised	necessary	recommended	urgent
important	obligatory	required	imperative
mandatory	proposed	suggested	

In the following formula, substitute one of the adjectives from the list above. The verb *be* can be in any singular tense (which agrees with the subject *it*).

it + *be* + adjective + *that* + subject + verb in simple form. . .

It was advised *that* we wear our lifejackets because of the bad weather.

It is obligatory *that* you present your passport at the airport.

It is important *that* they catch the first train.

It has been suggested *that* we arrive early for the ceremony.

It was proposed *that* the mayor attend the meeting at city hall.

### Exercise 40: Using Subjunctives

Find and correct the errors in the following sentences. If there are no errors, write correct at the end of the sentence.

1. The professor insisted that Shelly turned in her paper.
2. It was imperative that they stopped the bleeding immediately.
3. It have been suggested that Shaun give the ceremonial speech.
4. She is to propose that the meeting end early for the holiday.
5. The president ordered that Congress takes an action on the bill soon.
6. The officer demanded that the suspect should stop running.
7. It was urged that they leave the island before nightfall.
8. Johnny prefers that the girls cheer when he scores.
9. The teacher asked that the students not stood in the middle of the hall.
10. It was recommended that we arrive at the theater early.

For more exercises on Subjunctive, please see:

[http://gmatclub.com/forum/search.php?search\\_id=tag&tag\\_id=214](http://gmatclub.com/forum/search.php?search_id=tag&tag_id=214)

## 32. INCLUSIVES

An inclusive (or correlative conjunction) is an expression that means *in addition to*. When using an inclusive, the same word form must be used in parallel (noun/noun, adjective/adjective, adverb/adverb, prepositional phrase/prepositional phrase).

### *Not Only. . . But Also*

The correlative conjunction *not only. . . but also* is used to join like entities. The word *also* is sometimes omitted, but it is best to include it.

subject + verb + <i>not only</i> +	noun adjective adverb prepositional phrase	+ <i>but also</i> +	noun adjective adverb prepositional phrase
------------------------------------	---	---------------------	---

OR

subject + *not only* + verb + *but also* + verb

They customize *not only* cars *but also* trucks.  
noun noun

Jason is *not only* tall *but also* athletic.  
adjective adjective

The marine shoots *not only* rapidly *but also* accurately.  
adverb adverb

Deer are seen *not only* in the mountains *but also* in the fields.  
prep. phrase prep. phrase

Laura *not only* sings *but also* dances.  
verb verb

Be careful to place the *not only* clause immediately before the phrase to which it refers. In the following samples, notice how the adjective should be placed before the *not only* clause and not after it. The adjective *good* refers to both *baseball* and *soccer*.

INCORRECT: Johnny is *not only* good at baseball *but also* at soccer.

CORRECT: Johnny is good *not only* at baseball *but also* at soccer.

***Both . . . And***

The correlative conjunctions *both . . . and* are used together in a sentence. They follow the same formula as *not only . . . but also* above.

Jeremy collects both stamps and baseball cards.  
  noun                          noun

The vase is both valuable and rare.  
  adjective                  adjective

She reacts both boldly and quickly.  
  adverb                  adverb

Martha cooks both at home and at work.  
  prep. phrase                  prep. phrase

Robert both plays football and receives good grades.  
  verb                                  verb

***As Well As***

Study the following formulas for the conjunction *as well as*.

	noun		noun
	adjective		adjective
subject + verb +	adverb	+ <i>as well as</i> +	adverb
	prepositional phrase		prepositional phrase

OR

subject + verb + <i>as well as</i> + verb . . .
---

I write books as well as eBooks.  
  noun                          noun

The new movie is thrilling as well as interesting.  
  adjective                          adjective

He speaks English clearly as well as correctly.  
  adverb                                  adverb

Marcia practices in the gym as well as at her home.  
  prep. phrase                          prep. phrase

Mel Gibson acts as well as directs.  
  verb                                  verb

The conjunction *as well as* can also be used to indicate a compound subject. When this occurs, the phrase should be separated by commas. The verb in the sentence will agree with the main subject and not the noun following the conjunction.

Mike, as well as his cousins, is going to the championship game.  
The teachers, as well as the principal, are invited to the conference.

### Exercise 41: Using Inclusives

Fill in the blank with the missing connector in the following sentences.

1. Jonathon plays violin \_\_\_\_\_ guitar.
2. My sister bought \_\_\_\_\_ a new house but also a new car.
3. Our teacher can speak \_\_\_\_\_ English and Spanish.
4. I am learning not only to speak English \_\_\_\_\_ to teach it.
5. Alison was sweating \_\_\_\_\_ vomiting.
6. I can both rub my belly \_\_\_\_\_ pat my head.
7. The new student speaks \_\_\_\_\_ fast but also unclear.
8. Mr. Milton is my football coach \_\_\_\_\_ my baseball coach.
9. Sally is both pretty \_\_\_\_\_ intelligent.
10. Randolph is not only intelligent \_\_\_\_\_ handsome.



### 33. CLAUSES OF CONCESSION

Clauses of concession provide a contrast between two ideas. These clauses begin with *although*, *even though*, *though*, *despite* or *in spite of*.

#### *Despite / In Spite Of*

These are actually prepositions which can be used interchangeably. They have the same meaning as *although*, but different grammar rules apply. They can begin a sentence, or be placed in the middle of a sentence. However, as with any prepositional phrase which begins a sentence, a comma is used to separate it from the main sentence clause.

despite in spite of      +   noun phrase
---

Despite feeling badly, Aaron performed in the theatrical production.

In spite of feeling badly, Aaron performed in the theatrical production.

Our teacher was on time to class despite the heavy traffic.

Our teacher was on time to class in spite of the heavy traffic.

#### *Although / Even Though / Though*

These words are subordinate conjunctions which are used to connect two clauses. Notice the difference in grammar compared to *despite* and *in spite of*.

although  even though      + subject + verb + (complement) . . .  though
--

Although Sam was tall for his age, he was too clumsy to play basketball.

Alison was very popular at school even though she had a bad attitude.

The children wanted to play outside though it was very cold.

Further examples of clauses of concession:

Despite his misbehavior, John was allowed to go on the class trip.  
noun phrase

Denise competed in the race in spite of her ankle injury.  
noun phrase

Though the doctor told him to quit, Alex continued to smoke.  
subject + verb

She got on the airplane even though she was afraid of flying.  
subject + verb

Mr. Henderson continued teaching class although he was sick.  
subject + verb

**Exercise 42: Using Clauses of Concession**

Modify the following sentences to correctly correspond with the words in parentheses.

1. My friend showed me how to do the magic trick despite having promised to keep it a secret. (though)  
\_\_\_\_\_
2. In spite of it being expensive, Jack likes to dine at that fine restaurant. (even though)  
\_\_\_\_\_
3. Michael searched hours for his favorite photo even though he never found it. (although)  
\_\_\_\_\_
4. Mary went for a long walk though it was raining. (despite)  
\_\_\_\_\_
5. He continued to exercise although his back hurt. (in spite of)  
\_\_\_\_\_
6. The group enjoyed the concert even though it was noisy. (despite)  
\_\_\_\_\_
7. In spite of his bad grades, Greg passed the class. (though)  
\_\_\_\_\_
8. Fred asked Susie to the dance even though she didn't like him. (although)  
\_\_\_\_\_
9. Though Roger was much older than Lisa, he looked much younger. (in spite of)  
\_\_\_\_\_
10. George joined the army despite his parent's objections. (even though)  
\_\_\_\_\_

### 34. VAGUE PRONOUN REFERENCES

Remember, a pronoun is a word that substitutes for a noun. A vague pronoun reference occurs when it's not clear what noun a pronoun refers to. Review the following example:

Ms. Johnson gave Sally her book.

In this sentence, we do not know which noun the pronoun *her* refers to, Ms. Johnson or Sally.

A vague pronoun reference occurs in one of two situations:

1. When a pronoun such as *it*, *this*, *that* and *which* refers to an implied idea or word rather than a specific noun.

- He hurt his knee, and this is the reason he didn't play in the game.

In this example, *this* refers to an implied idea and, therefore, is not a clear reference. This sentence could be better phrased as the following:

- The fact that he hurt his knee explains why he didn't play in the game.

Another example:

- Mr. Atkins is an angry man, but he keeps it hidden.

In this example, *it* refers to "anger". Although the idea of anger is implied, the word *anger* is absent. Thus, the pronoun is referring to a noun which isn't present in the sentence. This is not good and could be better phrased as the following:

- Mr. Atkins is an angry man, but he keeps his anger hidden.

Another example:

- Steven's cheat notes got him into trouble.

Here, the pronoun *him* is assumed to refer to Steven. However, the subject is *cheat notes* so the pronoun doesn't have a noun with which to correctly link. It is better to rephrase the sentence in another way.

- His cheat notes got Steven into trouble.

2. The other situation in which a vague pronoun reference occurs is when a pronoun is used to refer to the object of a prepositional phrase.

- In a large city, it is dangerous to enter dark alleys at night.

In this example, the pronoun *it* refers to *a large city* and this is the object of the prepositional phrase *in a large city*. It is better to rephrase the sentence another way.

- Large cities have dark alleys that are dangerous to enter at night.

Another example:

- In the directions, they said to attach the small piece to the top of the large piece.

Here, the pronoun *they* refers to the directions. However, *directions* is the object of the prepositional phrase *in the directions*. It is better to rephrase the sentence another way.

- The directions say to attach the small piece to the top of the large piece.

### Exercise 43: Identifying Vague Pronoun References

In the following pairs of sentences, one sentence is correct, and the other sentence contains a vague pronoun reference. Mark the CORRECT sentence.

1. A\_\_\_\_\_ Mel Gibson produced Brave Heart at the height of his career and it was a phenomenal accomplishment.  
B\_\_\_\_\_ Mel Gibson produced Brave Heart at the height of his career and the movie was a phenomenal accomplishment.
2. A\_\_\_\_\_ Gibson received much praise and made a lot of money, but he was very modest about his achievements.  
B\_\_\_\_\_ Gibson received much praise and made a lot of money, but he was very modest about it.
3. A\_\_\_\_\_ Henry bought a German made car because he read that they make the best models.  
B\_\_\_\_\_ Henry bought a German made car because he read that the Germans make the best models.
4. A\_\_\_\_\_ Nancy was extremely overweight and it was hard.  
B\_\_\_\_\_ Nancy was extremely overweight and her life was hard.
5. A\_\_\_\_\_ Derrick's father wondered if Derrick were good enough to play college ball.  
B\_\_\_\_\_ Derrick's father wondered if he were good enough to play college ball.
6. A\_\_\_\_\_ Lowering the puppy into the mother's cage, Janet felt it bite her.  
B\_\_\_\_\_ Lowering the puppy into the mother's cage, Janet felt the puppy bite her.
7. A\_\_\_\_\_ At the local fair, the manager allows children under five to enter free.  
B\_\_\_\_\_ At the local fair, they allow children under five to enter free.
8. A\_\_\_\_\_ Mary and Allison left their purses at the table, but then they weren't sure if they were safe.  
B\_\_\_\_\_ Mary and Allison left their purses at the table, but then they weren't sure if their purses were safe.
9. A\_\_\_\_\_ My car scraped the farmer's fence, but the fence wasn't damaged.  
B\_\_\_\_\_ My car scraped the farmer's fence, but it wasn't damaged.

### 35. *DANGLING MODIFIERS*

A modifier is a word or phrase that describes, clarifies, or gives more detail about a concept. A dangling modifier has an unclear or absent concept for which to provide more information.

Remember, in English sentences, the doer of the action must be the subject of the main clause that follows. Dangling modifiers occur when a modifying phrase begins a sentence.

INCORRECT: Having finished his dinner, a piece of cake was eaten.

CORRECT: Having finished his dinner, Bob ate a piece of cake.

In the first sentence, there is no subject to modify or to link to the pronoun.

INCORRECT: Without knowing his name, it was awkward to meet him.

CORRECT: Because Susie didn't know his name, it was awkward to meet him.

In the first sentence, *it* didn't know his name. The sentence needs to be revised to add a subject that who was meeting him.

#### Exercise 44: Correcting Sentences with Dangling Modifiers

Rewrite the sentences below with dangling modifiers so that they have proper English form.

NOTE: There may be various ways to reword these sentences.

1. To teach more thoroughly, the demonstration was given again.

---

2. After reading the original manuscript, the play lacks excitement.

---

3. Leaving the stress of your job, your home should be a place to relax.

---

4. The experiment was a failure, not having listened closely to instructions.

---

5. Having been thrown in the air, the dog caught the stick.

---

6. While playing a computer game, the telephone rang.

---

7. Running across the floor, the rug slipped and I fell.

---

8. Standing on the hotel balcony, the mountainous view was spectacular.

---

9. Being piled up next to the washer, I began doing laundry.

---

10. While taking out the trash, the sack broke.

---

### 36. *SENTENCE FRAGMENTS*

Complete sentences are used to convey complete thoughts. A complete sentence consists of a subject, verb and words to complete the thought. A sentence fragment occurs when one of these parts is omitted, leaving the receiver of the thought with insufficient or incomplete information to understand the thought.

Example:

I enjoy.

Although this sentence contains a subject and a verb, it lacks enough information to express to the receiver what it is that I enjoy. It is, therefore, a sentence fragment and needs to be completed.

I enjoy coffee in the morning.

Most sentence fragments are created when a second phrase which belongs to the first sentence is placed in a sentence of its own.

Example:

INCORRECT: Jennifer likes many activities. Such as playing golf and swimming.

CORRECT: Jennifer likes many activities such as playing golf and swimming.

The second sentence of the incorrect example is a sentence fragment because, by itself, it is not a complete sentence. It expounds on the complement noun *activities*. This sentence is a continuation of the first thought and should be combined with that thought.

Another example:

INCORRECT: He was a genius. Albert Einstein who was the father of modern physics.

CORRECT: Albert Einstein, who was the father of modern physics, was a genius.

This example should be combined into one idea using a nonrestrictive relative clause. The clause is not a complete sentence by itself, but adds more information about Albert Einstein and should be combined with that thought.

### 37. ***RUN-ON SENTENCES***

A run-on sentence occurs when two complete sentences have been blended or fused together without the correct punctuation or linking word.

Example:

Jennifer Lopez is a famous singer, she is also a famous actress.

A comma is not strong enough to properly separate these two thoughts, and it is not an appropriate link. There are several ways to correct this sentence.

1. Create two separate sentences by using a period.

Jennifer Lopez is a famous singer. She is also a famous actress

2. Use a semi-colon to separate the sentences. A semi-colon is not as strong as a period, but strong enough to separate the two ideas.

Jennifer Lopez is a famous singer; she is also a famous actress.

3. Use a comma and a linking word to link the two ideas together. A comma provides a pause between the thoughts and the linking word continues the thought fluently.

Jennifer Lopez is a famous singer, and she is also a famous actress.



# Practice Test 3

## Advanced Level

Choose the best answer for each of the underlined sections of the following sentences based on the material covered in this section.

1. After the bomb exploded and the terrorists entered the building, the boy acted as though he were dead so he wouldn't be noticed.
  - a) acted as though he were dead so he wouldn't be noticed
  - b) acted as though he was dead so he shouldn't be noticed
  - c) acted as though he was dead so he wouldn't be noticed
  - d) acted as he were dead so he shouldn't be noticed
  - e) acted as he was dead so he wouldn't be noticed
  
2. Alison is still sleeping which means she must had had a good time at the Guns and Roses concert last night.
  - a) which means she must had had a good time
  - b) that means she must have had a good time
  - c) that means she must had had a good time
  - d) which means she must have had a good time
  - e) which means she must have a good time
  
3. For this particular job interview, it was stated you come in early for specialized testing.
  - a) it was stated you come in early for specialized testing
  - b) it was stated you to come in early for specialized testing
  - c) it was stated that you come in early for specialized testing
  - d) it was stated that you to come in early for specialized testing
  - e) it is required that you come in early by specialized testing

4. Hiram Bingham, explorer and professor of South American history, first crossed the Andes Mountains in February 1909, the wettest month of the year, which makes his travels difficult.
- a) which makes his travels difficult
  - b) that had made his travels difficult
  - c) which should have made his travels difficult
  - d) because it made his travels difficult
  - e) making his travels difficult
5. Catherine travels a great deal with her mother and this is the reason she isn't available to lead the city Finance Committee.
- a) this is the reason she isn't available to lead
  - b) this is why she isn't available in leading
  - c) this is the reason that Catherine isn't available to lead
  - d) this is the reason Catherine isn't available to lead
  - e) might this be the reason that she can't lead
6. Because she didn't know the answer, Janie found it to be quite awkward when she was questioned in the final round of the Junior Science Competition.
- a) Janie found it to be quite awkward when she was questioned
  - b) it was an awkward experience at the time she was questioned
  - c) it was quite awkward to answer the question
  - d) Janie found it to be quite awkward when she is being questioned
  - e) it was an awkward feeling answering the question
7. When the new lawn mower quit working, Carl's anger toward it was unleashed and he kicked the gate and broke it.
- a) Carl's anger toward it was unleashed and he kicked the gate and broke it
  - b) Carl became angry and the gate was kicked and broke
  - c) Carl's anger toward it was unleashed and it was broken when he kicked the gate
  - d) Carl became angry and he kicked the gate and broke it
  - e) Carl kicked the gate and broke it when it angered him

8. Scientists and archeologists remain puzzled to this day about how the pyramids were by the ancient Egyptians built.
- a) about how the pyramids were by the ancient Egyptians built
  - b) because of the pyramid structures who the ancient Egyptians had built
  - c) about the ancient Egyptians building for the pyramids
  - d) by the inspiring pyramid structures built by the Egyptians ancient
  - e) by how the pyramids were built by the ancient Egyptians
9. Molly would like to go with her friends to the concert than going to the sales convention with her parents.
- a) Molly would like to go with her friends to the concert than
  - b) It would have more appeal for Molly in going to the concert with her friends than
  - c) Going with her friends to the concert would Molly like more than to
  - d) Molly would rather go to the concert with her friends instead of
  - e) Molly would be more pleased for going with her friends to the concert than
10. Once he had finished taking his exams, he hurried home to prepare for his friend's surprise birthday party.
- a) Once he had finished taking his exams, he hurried home
  - b) Running home after Eric finished his exams he had
  - c) Upon completing his exams, Eric hurried home
  - d) After finishing Eric's exams, he ran home
  - e) Eric quickly ran home upon he completed his exams
11. Sally found her roommate's bed unused, so Sally figured that she must have slept over at Steve's house.
- a) so Sally figured that she must have slept over at
  - b) therefore it was figured that she slept over to
  - c) because of this Sally made the assumption that she must had been sleeping at
  - d) so it would have been determined by Sally that she slept over in
  - e) therefore Sally assumed that she probably could have possibly stayed at

12. Mr. and Mrs. O'Leary couldn't get away from their grandchildren, and this is why they didn't make it to the opening night of the new theater performance.
- a) Mr. and Mrs. O'Leary couldn't get away from their grandchildren, and this is why they couldn't
  - b) The grandchildren of Mr. and Mrs. O'Leary wouldn't let them go, so this is the reason
  - c) The fact that Mr. and Mrs. O'Leary didn't want to leave their grandchildren is the reason why they didn't
  - d) This being the reason why Mr. and Mrs. O'Leary didn't want to leave their grandchildren and couldn't
  - e) The problem was that Mr. and Mrs. O'Leary couldn't leave their grandchildren and that is why they hadn't
13. The judge had required them return from deliberation and to give their verdict on the case.
- a) The judge had required them return from deliberation
  - b) By the judge were they required to return from deliberation
  - c) The judge gave a requirement that they are returning
  - d) The judge required them to return
  - e) It was required by the judge them to return
14. You should had gone with us to the concert last night because we got to meet Elton John!
- a) You should had gone with us to the concert
  - b) You should have gone with us to the concert
  - c) You must have gone to the concert with us
  - d) Too bad you weren't going with us to the concert
  - e) It's a shame with us you didn't go last night to the concert

15. German engineered cars are not only fast but too they are of precision quality.
- a) not only fast but too they are
  - b) very fast but also of precision quality
  - c) so very fast that they too are
  - d) not only extremely fast but shall be
  - e) not only fast but also
16. Since China is his favorite country, Marvin hoped that he go on the business trip that his company was sponsoring.
- a) hoped that he go
  - b) was wishing that he be able to go
  - c) had a wish to be going
  - d) had great hope of being able for going
  - e) strongly hoped that he could go
17. In my country, a girl and boy must not be able to go out on a date unless they are accompanied by a chaperone.
- a) must not be able to go out
  - b) shouldn't consider going out
  - c) best not think about the idea for go
  - d) mustn't even consider the going
  - e) probably mustn't think about the going out
18. In spite of the fact that Justin had sprained his ankle early in the baseball game, he continued playing and even scored the winning run.
- a) In spite of the fact that Justin had sprained
  - b) Because of the fact that Justin sprained
  - c) Despite Justin had sprained
  - d) Although the spraining that Justin has done to
  - e) Even though the fact was that Justin was spraining

19. By the time the meal had been prepared, the guests were incredibly hungry by the chef.

- a) had been prepared, the guests were incredibly hungry by the chef
- b) was being prepared, the guests were incredibly hungry
- c) had been prepared by the chef, the guests were quite hungry
- d) by the chef was prepared, the guests were very hungry
- e) had been prepared, all the guests had been hungered by the chef

20. Since you're going into town anyway, would you mind to mail this letter for me?

- a) would you mind to mail
- b) could you mind mailing
- c) wouldn't you mind mailing
- d) would you mind mailing
- e) could you be mailing

21. My mother wanted to bake my father a wonderful cake for his birthday, but there weren't enough sugar to prepare it properly.

- a) there weren't enough sugar to prepare
- b) there was no enough sugar for preparing
- c) not enough sugar was for preparing
- d) there wasn't enough sugar to prepare
- e) existed not enough sugar for preparing

22. Mark Antony is a famous Latin singer, he is also married to Jennifer Lopez.

- a) singer, he is also married to
- b) singer because he is married too with
- c) singer which happens to also be married to
- d) singer, he is happily married with
- e) singer who is happily married to

23. Without fully understanding the problem, it was difficult to explain to the mechanic.

- a) Without fully understanding the problem
- b) Because I didn't understand the problem well
- c) Because the problem wasn't fully understood
- d) Because of the lack of understanding of the problem
- e) The problem which I didn't understand well

24. Even though the Apollo 13 space craft was supposed to landing on the moon, there was a problem and it had to return to Earth.

- a) Even though the Apollo 13 space craft was supposed to landing
- b) Although the Apollo 13 space craft has supposed to land
- c) The landing of the Apollo 13 space craft was supposed to be
- d) Even though the Apollo 13 space craft was supposed to land
- e) Supposedly because the Apollo 13 space craft was landing

25. Our school band could might have won first place, but they didn't get to the completion on time and were disqualified.

- a) could might have won first place
- b) possibly could be winning first place
- c) probably could have won first place
- d) of first place could have won
- e) might had been winning first place

26. When I got into trouble at school, the principal called in my parents and both my mother talked to him and my father.

- a) both my mother talked to him and my father
- b) either of them both talked to him
- c) both my mother and my father talked to him
- d) it was both my parents talking to him
- e) he talked with both my mother or my father

27. In 1877, a network of lines was discovered on the surface of Mars by an Italian astronomer, Giovanni Schiaparelli.

- a) a network of lines was discovered
- b) a network of lines were discovered
- c) discovered a network of lines
- d) it was discovered that a network of lines
- e) which had been discovered a network of lines

28. The cheeks, chin, ears, fingers, nose and toes is affected the most by frostbite, which occurs when the skin is exposed to extreme cold.

- a) is affected the most by frostbite
- b) would happen to be affected much more by frostbite
- c) are the areas of skin that are affected most by frostbite
- d) are the frostbite areas affected
- e) can be affected by frostbite so much more

29. I always enjoy spending summers at my aunt and uncle's home because the entire valley is able to be seen from their front porch.

- a) the entire valley is able to be seen
- b) the entire valley can be seen
- c) you are being able to see the entire valley
- d) it is seen the entire valley
- e) the entire valley must be seen



30. He encouraged massive strides in equality, Dr. Martin Luther King Jr., who was a champion in proclaiming equal rights for all people.
- a) He encouraged massive strides in equality, Dr. Martin Luther King Jr., who was a champion in proclaiming equal rights for all people.
  - b) Dr. Martin Luther King Jr. encouraged massive strides in equality, who was a champion in proclaiming equal rights for all people.
  - c) Dr. Martin Luther King Jr., who was a champion in proclaiming equal rights for all people, encouraging massive strides in equality.
  - d) Being a champion in proclaiming equal rights for all people, Dr. Martin Luther King Jr. encouraged massive strides in equality.
  - e) Encouraging massive strides in equality, Dr. Martin Luther King Jr., who was a champion in proclaiming equal rights for all people.
31. In the beginning, it was made clear to wait in the cafeteria until you were called for an interview.
- a) In the beginning, it was made clear
  - b) It was made quite clear in the beginning
  - c) The supervising manager made it quite clear in the beginning
  - d) Before the process started, it was made crystal clear
  - e) In the beginning, they made it clear to us
32. After discussing things with my friends, we decided that the English exam was not only long but as well as difficult.
- a) was not only long but as well as difficult
  - b) was not only long but also quite difficult
  - c) was very long and much difficult
  - d) was extremely long and well as difficult
  - e) had been long but too difficult also

33. Since her report was due on Monday, Tracy decided that she had better work on it this weekend instead of going to the lake with her friends.
- a) had better work on it this weekend instead of going
  - b) should have had to work on it this weekend instead of going
  - c) might ought to work on it this weekend besides to go
  - d) better have worked on it this weekend and not going
  - e) had better work on it this weekend by not going
34. I don't feel like going to the library this afternoon, but should be rather going to the shopping mall.
- a) should be rather going to the shopping mall
  - b) would rather be going to the shopping mall
  - c) to the shopping mall should rather go
  - d) must rather go shopping at the mall
  - e) would rather be liking to go to the shopping mall
35. Timothy should have been really sick for him not to be at work on such an important day.
- a) should have been really sick
  - b) ought to be very sick
  - c) might happen to be really sick
  - d) must have been very sick
  - e) happened being very sick
36. Even though the nightclub was very pleasant, I had a horrible time last night because the woman stepped on my toe I was dancing with.
- a) the woman stepped on my toe I was dancing with
  - b) the woman I was dancing with on my toe she stepped
  - c) on my toe a woman stepped that I was dancing with
  - d) the woman I was dancing with kept stepping on my toe
  - e) my toe was stepped on with the woman I was dancing by

37. Since the library carries catalogues of most of the universities in the U.S., you ought be able to find information there.
- a) you ought be able to find
  - b) this is where you should be able to find
  - c) you should be able to locate
  - d) you could possibly be able to locate
  - e) you might being able in finding
38. My boss would love to hire Chris as his assistant, but he may already been offered a position from the other company where he interviewed.
- a) he may already been offered a position
  - b) already he could be offered a position
  - c) a position which Chris might had been offered
  - d) maybe he had been offered a position
  - e) Chris may have already been offered a position
39. Because they are extremely brittle, scientists could also want to be careful when handling ancient manuscripts.
- a) could also want to be careful
  - b) must take great care
  - c) should want to be really careful
  - d) ought to preferably take careful
  - e) really should ought to be taking care
40. With global warming causing so much havoc with weather patterns recently, many farmers hope that their crops are producing more.
- a) hope that their crops are producing more
  - b) are wishing that their crops ought to produce more
  - c) are hoping that that their crops will be producing more
  - d) wishes the production of their crops was more
  - e) desperately hope that their crops are giving more production

41. While performing for an audience of thousands, the young child prodigy played the piano as if she was playing for many years.

- a) as if she was playing for many years
- b) as though she had been playing for many years
- c) just like for many years she was playing
- d) as if her playing were of too many years
- e) like she must have been playing for great time

42. Left intentionally blank.

43. The Titanic was the largest ship to sail the seas of its day and it was sunk by hitting a large floating glacier on its maiden voyage to New York City.

- a) day and it was sunk
- b) day, it was sunk
- c) day which had been sank
- d) day and it was being sunken
- e) day, that was sank

44. The object which Shawn saw on his way home last night could had been a UFO but, because he was traveling close to the airport, he wasn't sure.

- a) could had been a UFO but, because he was traveling
- b) might have been a UFO but, therefore it wasn't likely since he traveled
- c) may have been a UFO but, since he was traveling
- d) might possibly had been a UFO but,
- e) could have been a UFO but likely not since it could be

45. Michael was the obvious choice to lead the New Energy Contest since he was before a nuclear physicist.
- a) since he was before a nuclear physicist
  - b) because a nuclear physicist was what he has been before
  - c) since he used to be a nuclear physicist
  - d) in that being a nuclear physicist was what he was
  - e) because he had been previously such as a nuclear physicist
46. When you enter this antique store, you couldn't supposed to touch the items as they could break and then you would have to pay for them.
- a) you couldn't supposed to touch
  - b) you aren't supposed to handle
  - c) better not be touching
  - d) it's wise to don't handle
  - e) you really shouldn't of touch
47. Because he had played an embarrassing trick on the teacher, Matthew wasn't allowed to participate in the team mathematics competition although of the fact that he was the best math student in school.
- a) although of the fact that he was
  - b) in spite of the fact that he was
  - c) in spite of the fact that he being
  - d) despite the fact of his being able to be
  - e) because of the fact that he was

48. It was terribly exciting to be attending the Celebrity Charity Dinner and after she finished her dinner, an introduction to Vin Diesel was made.

- a) an introduction to Vin Diesel was made
- b) Vin Diesel was making an introduction to Suzie
- c) Vin Diesel made an introduction to her
- d) Suzie was formally introduced to Vin Diesel
- e) a formal introduction was made to Vin Diesel

49. If you really want to experience a wonderful and relaxing vacation, you should travel to Hawaii where the climate is perfect and there are plenty of beautiful sites to see and fun things to do.

- a) If you really want to experience a wonderful and relaxing vacation, you should travel to Hawaii
- b) Traveling to Hawaii is what you should really want should you experience a wonderful and relaxing vacation
- c) Should you want the experience of a wonderful and relaxing vacation, you should ought to travel to Hawaii
- d) Being a wonderful and relaxing vacation experience, the going to Hawaii is where you should go
- e) If a wonderful and relaxing vacation experience is what you're after, should you travel to Hawaii

50. Angie, along with her best friend Betsy, are thinking that they should rather go on a trip to to the beach instead of going to the mountains.

- a) are thinking that they should rather go on a trip to the beach instead of going
- b) are considering they should be able to go to the beach instead of
- c) is thinking that they would rather go on a nice trip to the beach instead of going
- d) might be thinking they ought to go to the beach instead go
- e) is to believe that they would rather take a nice trip to the beach other than going

## PART IV: PUNCTUATION

**Optional – not tested on the Sentence Correction Section but helpful for  
AWA and general education**

## 38. APOSTROPHE

### Possession

When the possessor is singular, possession is indicated by using an apostrophe followed by the letter *s*:

*The **man's** car*

*My **mother's** ring*

When the possessors are plural, the apostrophe is placed after the final *s*:

*All the **girls'** shoes*

*Both of his **sisters'** dresses*

When a name ends with the letter *s*, two uses are acceptable:

***James'** home*

OR

***James's** home*

The apostrophe is never used with possessive pronouns (*his, hers, its, ours, yours, theirs*).

However, it is used with *one*:

*One should study **one's** homework*

### Contractions

Contractions are very common in English and contractions are used in the contracted forms of words.

Examples:

I am	=	<b>I'm</b>
you are	=	<b>you're</b>
she is	=	<b>she's</b>
we have	=	<b>we've</b>
they are	=	<b>they're</b>
do not	=	<b>don't</b>
will not	=	<b>won't</b>
should not	=	<b>shouldn't</b>

NOTE: Remember, an apostrophe is used to contract the words *it is* to *it's*. However, *its* (the possessive pronoun) does NOT use an apostrophe. Also, the form *its'* (with the apostrophe following the *s*) is never used in English.



### 39. COMMA

There are numerous uses for the comma, and it is the most misused punctuation mark in the English language.

A comma provides a brief pause. Study the following points for correctly using the comma and listen for the brief pause in the given examples. Strengthening an “ear” for hearing this pause will help to guide you in proper comma placement.

**Use commas to separate items in a list.**

*Could you stop at the store and buy butter, milk, lettuce and cheese?*

OR

*Could you stop at the store and buy butter, milk, lettuce, and cheese?*

NOTE: A comma can be used before the last item to separate it and the conjunction *and* (as in the second example), or it can be omitted. However, you should be consistent throughout the entire text. If you use it then use it throughout. If you omit it then omit it throughout.

**Use commas to separate words and word groups when there are three or more to avoid confusion.**

*The million dollar lottery prize will be split between Jason, Alison, Beth, and Sue.*

NOTE: If the comma is omitted after Beth, it changes the meaning of the sentence. If it is omitted then Beth and Sue will split one third of the prize (instead of it being split four ways).

*The million dollar lottery prize will be split between Jason, Alison, Beth and Sue.*

**A comma is used to separate two or more adjectives when the word *and* can be placed between them.**

*My English teacher is a tall, strong, intelligent man.*

However, you would not use a comma if the word *and* would not be used.

*His expensive new car was destroyed in the flood.*

**Use a comma after a name or title when starting a sentence, or surrounding it within a sentence, when a person is addressed directly.**

*Carmen, will you stop at the office and pick up my briefcase?*

*Yes, Professor, I will follow your instructions.*

NOTE: Capitalize the title when addressing someone directly.

**Use a comma to separate the day and the month from the year and after the year.**

*Julie graduated on May 5, 2007 from Haley University.*

However, if any part of the date is omitted then the comma is not used.

*Julie graduated in May 2007 from Haley University.*

**Use a comma to separate a city from the state and after the state.**

*We lived in Nashville, Tennessee, for 10 years.*

However, if the two letter abbreviation of the state is used, the comma is omitted after it.

*We lived in Nashville, TN for 10 years.*

**Use commas before and after degrees or titles used with names. Commas are no longer required to separate *Jr.* or *Sr.*, and they are never used to separate *II*, *III*, etc.**

*Andrew Whitehall, M.D., is related to Eric Stephenson Jr. and Mark Ellington II.*

**Use commas to separate expressions that interrupt sentence flow.**

*This assignment, as you can see, will be very interesting.*

**Use a comma after a weak clause or phrase when it begins a sentence. These are meant to follow a strong clause without a pause of interruption.**

NOTE: Listen for the pause after the weaker clause. This pause is absent in the strong sentence example and, therefore, doesn't require a comma.

STRONG: *Contact me when you are ready to go to the movies.*

WEAK: *When you are ready to go to the movies, contact me.*

STRONG: *You must present the necessary documents in order to come along.*

WEAK: *In order to come along, you must present the necessary documents.*

STRONG: *We will travel to Europe on Friday.*

WEAK: *On Friday, we will travel to Europe.*

**Use commas to separate a nonrestrictive relative clause.**

*Mr. Johnson, who has been dancing all his life, won the national dance competition.*

**Use a comma to separate two clauses joined by a coordinating conjunction – *and*, *but*, *or*, *for*, *nor*. The comma can be omitted if the two clauses are short.**

*Our dog ran off into the park yesterday, and we still haven't found him today.*

*I sing and she dances.*

**Use commas to introduce or interrupt direct quotations.**

*Mary said, "I don't like you anymore."*

*"Why in the world," my mother questioned, "would you do such a thing?"*

**Use a comma to separate a statement from a question.**

*You're going to the beach with us this weekend, aren't you?*

**Use a comma to separate contrasting segments of a sentence.**

*Those are our seats, not yours.*

**Use a comma when you begin a sentence with an introductory word, such as *yes*, *well*, or *now*.**

*Yes, I should finish my homework.*

*Well, if you put it that way then I will have to agree.*

*Now, should you finish your test early then sit quietly.*

**Use commas before and/or after words, such as *however* or *therefore* when they interrupt a sentence.**

*My boss, therefore, would like for us to work next Saturday.*

*However, I will agree to the terms if you can guarantee a return on my money.*

**Use a comma (or semicolon) before introductory words, such as *namely*, *that is*, *i.e.*, *for example*, *e.g.*, or *for instance*.**

*You may be required to provide important documentation, namely a driver's license, social security card, and birth certificate.*

OR

*You may be required to provide important documentation; namely a driver's license, social security card, and birth certificate.*

**Use a comma in a conditional sentence that uses the word *then* when omitting it.**

*If Johnny studies very hard then he will pass Algebra.*

*If Johnny studies very hard, he will pass Algebra.*

*Should you meet Alice at the meeting then tell her I need to see her.*

*Should you meet Alice at the meeting, tell her I need to see her.*

## 40. SEMICOLON

A semicolon provides a stronger pause than a comma, but is not quite as strong as a full stop (period). Study the following proper uses of the semicolon.

### Link Two Independent Clauses

Use a semicolon to link together two independent clauses when not using a conjunction.

*Some people like to take the bus to **work**; others like to take the train.*

### Link Lists When Items Contain Commas

Use a semicolon to link together two or more lists when the items contain commas. This is done to avoid confusion between the listed items.

*When you go to town, could you pick up some things: eggs, bacon, and bread from the **grocery**; and nails and caulk from the hardware?*

### Link Lengthy Clauses Containing Commas

Use a semicolon to link together lengthy clauses when they contain commas to avoid confusion.

*There are basically two ways in which people like to commute to work: by taking a bus, which offers more boarding points, but is small and **crowded**; or by taking a train, which is limited in boarding points, but offers more space and is often faster.*

### Link Clauses Connected by Conjunctive Adverbs or Transitional Phrases

Use a semicolon to link together clauses which are connected by either conjunctive adverbs or transitional phrases.

*But however they choose to commute, people have various options to choose **from**; as a result, city commuter population usually flows steady and uninterrupted.*

## 41. COLON

A colon is used to show that information is following. Study the following correct uses of the colon.

### Introduce a List

Use a colon to introduce a list of items.

*After inspection, your vehicle requires several **replacements**: tires, battery cables, and a fan belt.*

### Introduce a Quotation that Follows an Introductory Sentence

Use a colon to introduce a quotation which follows an introductory sentence.

*Will Rogers once wisely **stated**: "Never let yesterday use up too much of today."*

### After a Formal Business Letter Salutation

Use a colon after the salutation of a formal business letter.

*Dear Sir:*

*Dear Madam:*

*Dear Dr. Laughlin:*

### Between Standard Hours and Minutes of Time

Use a colon to separate hours and minutes of standard time.

*9:30 A.M.*

*12:45 P.M.*

NOTE: A colon is NOT used in military (24-hour clock) time.

*1430 hrs.*

## 42. DASH

### Separate a Strong Sentence Interruption

Use a dash before and after a strong interruption within a sentence (a strong interruption forcefully disrupts the flow of the sentence and usually contains a verb).

*Everyone says that they want peace on earth – some work very hard to achieve it – but it is much easier said than done.*

Only one dash is used when the strong interruption comes at the beginning or end of the sentence.

*I had dinner at the new restaurant – but it made me severely sick.*

### Add Emphasis

Use a dash to add emphasis to a thought.

*She said that she would win the competition – and she did!*

### Link Two Connected Words

Use a dash to link two words which are connected.

*I took the **Dallas-Houston** bus to go on vacation.*

*The **Masters-Douglas** wedding is scheduled for 10 A.M. this Saturday.*

### Indicate a Range of Numbers

Use a dash to indicate a range of numbers.

*Our active client list grew by **2000-3000** this year.*

*The reservation for our company consisted of sections **1-7** at the Wellington Theater.*

### After a Quotation to Indicate the Author

Use a dash after a quotation to separate it from the author.

*“It's not the will to win, but the will to prepare to win that makes the difference.” - Paul "Bear" Bryant*

## 43. ***HYPHEN***

### **HYPHENS BETWEEN WORDS**

There are several uses of hyphens in between words. Study the following examples of the correct use of hyphens.

#### **Compound Nouns**

Hyphens are sometimes used in between compound nouns. However, you may need to check a dictionary if you have doubts whether the word should be hyphenated or not as some are combined, some don't use hyphens, and some do use them.

<i>eye-opener</i>	-	compound noun which is hyphenated
<i>eye shadow</i>	-	compound noun which has two separate nouns, unhyphenated
<i>eyewitness</i>	-	compound noun which is written as one word

#### **Compound Verbs**

Compound verbs can either be written as one word or are hyphenated. Again, you may need to use a dictionary. If you do not find a compound verb in the dictionary then hyphenate it.

*Because of the extreme summer heat, we decided to **air-condition** our new house.*

#### **Compound Adjectives**

Use a hyphen between two or more adjectives when they indicate a single idea and come before a noun.

<i><b>Ugly-looking</b> creature</i>	-	compound adjective before a noun with a single idea
<i>Ugly, old room</i>	-	two separate adjectives before a noun

#### **Compound Adverbs**

Use a hyphen when compound adverbs not ending in *-ly* are used before a noun. When used after a noun, do not hyphenate.

HYPHENATE:	<i>The <b>well-known</b> author is signing books at our local library.</i>
DON'T HYPHENATE:	<i>The author signing books at our library is <b>well known</b>.</i>

Other examples of hyphenated adverbs:

*The **long-awaited** test scores were finally released.*  
*Mary received her **much-needed** makeover this afternoon.*

## Numbers and Fractions

Hyphenate all numbers from twenty-one through ninety-nine.

***Thirty-one** of our graduating class went on to university.*

*Christopher counted **fifty-six** deer in the pasture yesterday evening.*

Also, hyphenate all fractions which are spelled out.

*George cut his sandwich into four pieces and gave each of us **one-third**.*

*More than **one-half** of the football team came down with food poisoning.*

## Hyphens with Prefixes

The current trend is to remove unnecessary hyphens from words with prefixes. Many words that used to carry hyphens are now simply combined with prefixes without hyphens.

*copayment*

*semiconscious*

*noncompliant*

*thirtyish*

However, there are still several situations which require hyphens when prefixes are used. Study the following examples of the correct use of hyphens with prefixes.

## Proper Nouns

Hyphenate prefixes when they are used with proper nouns.

*The rally held downtown was **un-American**.*

*My father was **anti-Nixon**.*

## Vowel-ending Prefix with Vowel-beginning Root

Use a hyphen when a prefix ends in an *a* or *i* and the root word begins with the same letter.

*semi-interesting*

*ultra-annoying*

Sometimes a hyphen is used, and sometimes it isn't when the prefix ends in an *e* or *o* and the root word begins in the same letter. You should check a dictionary if you are not sure whether a hyphen is or is not used for a specific case.

NOT USED:

*preexclusive*

*coordinate*

USED:

*co-owner*

*re-emphasize*

Generally a hyphen is NOT used when the prefix begins with one vowel and the root word begins with another vowel.

*antiageing*

*proactive*



### Words with the Prefix *Self*

Use a hyphen with all words beginning with the word *self* except for *selfish* and *selfless*.

*self-respect*

*self-addressed*

*self-assured*

### Words with the Prefix *Ex*

Use a hyphen with the prefix *ex*.

ex-wife

ex-husband

### Words with the Prefix *Re*

Use a hyphen with words beginning with the prefix *re* ONLY when omitting the hyphen causes confusion with another word.

Look at the following examples. A hyphen is used in the first sentence to distinguish the word from a word which is spelled the same without using a hyphen.

*A professional seamstress **re-covered** my old car seats.*

*My aunt has **recovered** from her illness.*

*I had to **re-press** my pants because they were wrinkled from sitting all day.*

*Doug needs to **repress** his anger before it gets him into trouble.*

# Practice Test 4

## Final Exam

Choose the best answer for each of the underlined sections of the following sentences based on the material covered in this entire course. It is recommended to complete the entire practice exam before checking your answers.

1. Thank you for inviting me to the neighborhood picnic, but unfortunately I have made the other plans.
  - a) unfortunately I have made the other plans
  - b) I have been making other plans unfortunately
  - c) I have unfortunately made few other plans
  - d) unfortunately I have already made other plans
  - e) the other plans have unfortunately been made
  
2. The woman about who I was talking about suddenly entered the room, so I hope she didn't overhear me.
  - a) about who I was talking about suddenly entered the room
  - b) of which I was talking about suddenly walked into the room
  - c) whom I was talking about suddenly entered the room
  - d) suddenly entered the room of who I was talking about
  - e) of who I was talking about suddenly she entered the room
  
3. If Alicia has enough time after the game, she would write her parents an email and tell them how she's doing in school.
  - a) she would write her parents an email
  - b) an email would be written to her parents
  - c) then writing an email could be done to her parents
  - d) she should like to writer an email to her parents
  - e) she will write an email to her parents

4. When we went out to eat with the Ramsey's, Charlie ate everything on his plate except the spinach which tells me he don't like to eat spinach.
- a) which tells me he don't like to eat spinach
  - b) that lets me know he's not liking spinach
  - c) giving me the impression that he must not like spinach
  - d) which shows that the spinach he doesn't much like it
  - e) which reveals he must not be liking spinach
5. The article explained that there is evidence that the dolphins suffer in captivity, living only a average of 12 years, with some even committing suicide.
- a) evidence that the dolphins suffer in captivity, living only a average
  - b) ample proof that dolphins living in captivity only survive an average
  - c) study that the dolphins only live the average
  - d) a proof that, in captivity, dolphins suffer and only live an average
  - e) a great deal of the evidence that dolphins suffer in a captivity and live only an average
6. The farmhands have been working nonstop all day in order to get all the crops in before the big storm arrives.
- a) The farmhands have been working nonstop all day
  - b) Continuously, throughout the day the farmhands they were working
  - c) Throughout the day, the farmhands had been working very hard
  - d) The farmhands have they been working tirelessly all day
  - e) Nonstop work throughout the day were what the farmhands had been doing
7. A new hospital in our small town should be built years ago because the current hospital is very old and no longer serves the needs of the community well.
- a) A new hospital in our small town should be built years ago
  - b) A new hospital ought to be builded years ago in our small town
  - c) Years ago in our small town, a new hospital could be built
  - d) A new hospital should have been built years ago in our small town
  - e) Builded years ago in our small town was a new hospital

8. The jury found Mr. Adams guilty by taking money from the company he worked for and to keep it for himself.
- a) by taking money from the company he worked for and to keep
  - b) of embezzling money from his company and keeping
  - c) for the taking of money from the company he worked for and keeping
  - d) of stealing money from his company and the keeping
  - e) to take money from the company he worked for and keeping
9. The president has been accused of lying to the public concerning the war issue, but his assistant will not confirm or either deny the allegation.
- a) will not confirm or either deny
  - b) won't confirm neither deny
  - c) cannot confirm or neither will deny
  - d) will neither confirm nor deny
  - e) mustn't not confirm or deny
10. Charles doesn't seem to care for his bad grades although his parents have tried numerous forms of discipline and encouragement.
- a) seem to care for his bad grades although
  - b) too much care of his bad grades even though
  - c) really seem to take much care in his bad grades though
  - d) seems not to care about his bad grades basically because
  - e) seem to care about his bad grades even though
11. My sister is a very indecisive person who has trouble to make up her mind about anything important!
- a) who has trouble to make up her mind about
  - b) which has a great deal of trouble making up her mind over
  - c) whom has a lot of trouble making up her mind about
  - d) who has a difficult time making up her mind concerning
  - e) that has a hard time of making her mind up for

12. The old man had a strange vision while he was laying on his bed of a great bird raising from the ashes and sitting on a tomb.
- a) he was laying on his bed of a great bird raising from the ashes and sitting on a tomb
  - b) lying on his bed of a great bird rising from the ashes and sitting on a tomb
  - c) he laid comfortably on his bed of a great bird raising from the ashes and coming to sit on a tomb
  - d) comfortably laying in his bed of a great bird that rose from ashes and sat on a tomb
  - e) lying in his bed of a great bird rising from smoldering ashes and then setting on a tomb
13. Johnny and Lisa are receiving their community's Good Samaritan Award at seven tonight, but they supposed to be there an hour early to rehearse their reception speeches.
- a) but they supposed to be there
  - b) by the way they are having to be there
  - c) so much so that they have to be there
  - d) although being there they should be
  - e) although they are supposed to be there
14. The secret should be told to someone because the old pirate died and the mystery of the large treasure was buried with him.
- a) The secret should be told to someone
  - b) Incredibly, the well kept secret might be telling to someone
  - c) The secret should have been told to someone
  - d) Being told by someone of the secret
  - e) It is a sad fact that someone should of being told the secret

15. After setting up his campsite, a meal was eaten and a nap was taken before having to prepare for other activities that evening.
- a) a meal was eaten and a nap was taken
  - b) Jason ate a meal and took a nap
  - c) Jason ate a meal and was taking a nap
  - d) a meal was desperately needed and nap taken
  - e) a meal needed to be eaten and a nap took
16. Winters are very harsh in Michigan, so my sister and her husband want to move to other state because they don't like a cold.
- a) want to move to other state because they don't like a cold
  - b) would like moving to another state because they aren't liking the cold
  - c) are thinking about moving to another state because they don't like the cold
  - d) might be moving to some another state because they won't like the cold
  - e) are considering to move to another state because the cold they aren't liking
17. My aunt travels a lot and can pack everything she needs into two small suitcases, whether her trip lasts for a few days or a month.
- a) she needs into two small suitcases, whether her trip lasts for a few days or a month
  - b) that's needed into two small suitcase in spite of her trip lasting few days or a month
  - c) needed into two small suitcases in regards to her trip lasting a few days or a month
  - d) that she is needing into a couple small pieces of luggage despite her trip lasting few days or month
  - e) she needs into two small bags regardless of her being gone few days or a month

18. Don't forget telling Jane to call me about going to swim tomorrow because we are leaving early in the morning for Myrtle Beach.

- a) telling Jane to call me about going to swim
- b) to tell Jane that she needs to call me about to go swimming
- c) about the telling of Jane to call me of going swimming
- d) to tell Jane to call me about going swimming
- e) telling Jane of calling me about to go swimming

19. All the neighbors think our dog is crazy because it's always seen walking on it's hind legs and chasing in circles.

- a) it's always seen walking on it's hind legs and chasing in circles
- b) its always seen walking on its hind legs and chasing the self in circles
- c) it's been seen walking on its hind legs and chasing the self in circles
- d) its constantly walking on it's hind legs and chasing itself in circles
- e) it's always seen walking on its hind legs and chasing itself in circles

20. Professor Alexander seriously is doubting that the students are understanding how to calculate physics correctly because the entire class did badly on the quiz.

- a) seriously is doubting that the students are understanding
- b) is doubting very seriously the understanding that the students have of
- c) has great doubt that the students are fully understanding
- d) has doubting that the students understand
- e) doubts seriously that the students fully understand

21. The boys spent the entire night lost in the forest, therefore they were not only cold and tired but too they were hungry.

- a) they were not only cold and tired but too they were hungry
- b) they had not only cold and tired but also much hunger
- c) they were not only cold and tired but also hungry
- d) because they had been cold and tired, they also had hungry
- e) they were cold and tired in the event that they were hungry too

22. Due to the fact that there are many sensitive equipments and dangerous chemicals in the lab, undergraduates are not permitted there without supervision.

- a) Due to the fact that there are many sensitive equipments and dangerous chemicals
- b) Because there is much sensitive equipment and many dangerous chemicals
- c) Since there is sensitive equipment and much dangerous chemicals
- d) Existing much sensitive equipment and many dangerous chemicals there
- e) Be it that there are much sensitive equipment and dangerous chemicals

23. The Australians, who had admittedly dominated worldwide International Surfing Association competition since 1996, recognize surfing as a part of their national identity.

- a) who had admittedly dominated
- b) which have overwhelmingly been dominated
- c) having been dominating overwhelmingly
- d) who have easily dominated
- e) which have domination superiority of the



24. Eight centuries ago, Marco Polo anointed Hangzhou, China "the most splendid city in the world", and today it's one of China's best-preserved destinations, with thanks be to the careful tending of its pagodas and pavilions, mountain-fringed West Lake, and terraced plantations growing the region's famous green tea.
- a) with thanks be to the careful tending of its
  - b) due to its painstaking care of those
  - c) having great care being given to it's
  - d) thanks to the careful stewardship of its
  - e) giving thanks to those which tend its
25. The hit country music song "Unanswered Prayers" by Garth Brooks tells the story of a happily married man who has a run-in with his high school sweetheart at a football game in their hometown.
- a) tells the story of a happily married man who has a run-in with
  - b) is a story telling about a happily married man which runs into
  - c) was told of a story that a happily married man had a encounter with
  - d) artistically tells the story of a happily married man who was run into by
  - e) is the told story of an happily married man who runs into
26. When you send for the travel brochure on Exotic Caribbean Getaways, you should included a self-addressed, stamped envelope for a faster response.
- a) you should included a self-addressed, stamped envelope
  - b) it is recommended that you would be including a self-addressed, stamped envelope
  - c) a self-addressed, stamped envelope is that which you should be including
  - d) you might should have included a self-addressed, stamped envelope
  - e) you might ought to include a self-addressed, stamped envelope

27. Every boy and girl are required to have certain immunizations before enrolling in public school.

- a) are required to have
- b) need to be having
- c) should be considering to have
- d) is required to get
- e) should ought to be getting

28. Although often portrayed as modern day Robin Hoods who robbed from the rich and gave to the poor, Frank and Jesse James were actually mere outlaws who robbed banks, stagecoaches and trains.

- a) Although often portrayed as modern day Robin Hoods who robbed from the rich and gave to the poor
- b) Being modern day heroes like Robin Hood which robbed from the rich and gave to the poor
- c) Having a resemblance to Robin Hood they would rob from rich folks and give to poor folks
- d) Robbers of the rich and givers to the poor somewhat like Robin Hood is they were portrayed
- e) Since they were often portrayed being like Robin Hood who robbed from the rich and gave to the poor

29. Because the United States is such a large country, it means that they're various kinds of people living there and it has a diverse population.

- a) it means that they're various kinds of people living there and it has a diverse population
- b) it has quite a diverse population and various cultures of people live there
- c) lots of kinds of people live there where the population is so diverse
- d) much people from many different cultures and backgrounds live there
- e) there are a great amount of different people who live there from different places

30. Established as a national park on July 1, 1941, Mammoth Cave National Park, located in central Kentucky, is the most long cave system known in the world.
- a) is the most long cave system known in the world
  - b) is considering being a much longer cave system known in the world
  - c) is considered to be the longest cave system known in the world
  - d) is a cave system in the world considered to be much longer
  - e) is in the world the longest cave system to be known
31. Elizabeth was appalled when she saw the dormitory room she was assigned because there aren't any furniture and is dirty.
- a) there aren't any furniture and is dirty
  - b) it was a filthy mess and has no furniture
  - c) there wasn't any furniture and it was filthy
  - d) it had no furniture and their wasn't any furniture
  - e) there were no furniture and it wasn't clean
32. Captain Hook is most knowed as the villain who pursued Peter Pan, but was not based on any known historical character.
- a) Captain Hook is most knowed as the villain who pursued
  - b) The villainous Captain Hook, who was known to pursue
  - c) The best known villain Captain Hook to have pursued Peter Pan
  - d) Captain Hook was the greater known villain of pusuing
  - e) Captain Hook is well known as the villain who pursued
33. When an insect or spider are crawling along the leaves for a Venus flytrap and contacts its sensitive hairs, the trap closes and imprisons it.
- a) are crawling along the leaves for a
  - b) will be crawling much against the leaves of a
  - c) goes to crawl amongst the leaves into a
  - d) is crawling among the leaves of a
  - e) of the leaves does crawl through the

34. Mr. Kindle's dog was hit by a car, and this is the reason he was so sad in class today.
- a) and this is the reason
  - b) and this being a good reason why
  - c) which is the reason why
  - d) because that is the reason why
  - e) and it is the well known reason
35. We went shopping after dinner, but the stores were all closed so we had to return home even after we hadn't found what we were looking for.
- a) even after we hadn't found what
  - b) without finding what
  - c) not finding that to which
  - d) with no success to find what
  - e) without finding that to which
36. The house plants that mom set out on the patio yesterday are dead which determines we must had had frost last night.
- a) which determines we must had had frost
  - b) which means it must have frosted
  - c) that goes to show the frost must have been
  - d) and this proves the frost has been falling
  - e) showing that it had been frosting
37. Rob's father reminded him that Rob was supposedly changing the tire hisself so that he could have more practice doing it.
- a) was supposedly changing the tire hisself
  - b) had better been able to change the tire himself
  - c) might want to be changing the tire hisself
  - d) was supposed to have changed the tire himself
  - e) was hisself to have gotten the tire changed

38. My friend won't ever lend me his new car, but I wish he would lend it to me tomorrow night for my date with Stacey.
- a) but I wish he would lend it to me
  - b) but for me I wish he would be lending it
  - c) although my wish is that it be lend to me
  - d) but I wish that it would be lend to me
  - e) which I wish he is lending it to me
39. Mrs. Clarkson had been birthing their child by the time her husband made it to the hospital from work.
- a) had been birthing their child
  - b) is in the process of giving birth to their child
  - c) must have birthed the child
  - d) had already given birth to their child
  - e) had their child already being birthed
40. Shelly chuckled at the bedtime story of the ravenous troll who had too much to eat that he couldn't pick his big, round belly up off the floor.
- a) who had too much to eat that
  - b) who ate such great amounts which
  - c) which devoured such a tremendous amount that
  - d) having a huge amount to eat which
  - e) who had such a large amount to eat that

41. Five of the committee members will be unable to attend the meeting due to the severity of the snow storm, so I suggest that it be postponed until a later time.

- a) so I suggest that it be postponed until a later time
- b) therefore I suggest that the meeting should be cancelled until another time
- c) and my suggestion is to be postponing the meeting until a better time
- d) for which at another time we can be having it
- e) thereby it ought to be postponed until a more safe time

42. Mr. Peterson, along with his very athletic family members, were the winners in they're division in this year's community flag football tournament.

- a) were the winners in they're division in
- b) were the first place winners in their neighborhood division during
- c) was the winner in his neighborhood division in
- d) won their neighborhood division among
- e) was the champion among their neighborhood division on

43. The Great Wall of China was originally built for protecting the northern border of intrusions through various nomadic groups.

- a) for protecting the northern border of intrusions through
- b) to protect the northern border from intrusions by
- c) to the protection of the northern border by invading
- d) to be protecting their northern border from intrusions of
- e) for the protection to the northern border by intrusions of

44. I didn't mean to be interrupting you, so please keep on and do whatever you had done before I arrived.
- a) to be interrupting you, so please keep on and do whatever you had done
  - b) interrupting you, so please keeping on to do what you were doing
  - c) to interrupt you, therefore be continuing doing what you were to do
  - d) the interruption of you, so go ahead and do whatever it was you had been doing
  - e) to interrupt you, so please continue to do whatever you were doing
45. The Mayflower ship set sail from England in 1620 with a planned destination of the Jamestown Settlement in New York with respect for bringing the Pilgrims to the New World.
- a) with respect for bringing the Pilgrims
  - b) in order to carry the Pilgrims
  - c) for the purpose that the Pilgrims are to be carried
  - d) in such a case which the Pilgrims be carried
  - e) so that the carrying of the Pilgrims take place
46. A majority of the goods that have been produced since the beginning of the twentieth century are totally machine made.
- a) that have been produced since
  - b) which had been produced around
  - c) that maybe are the production of
  - d) produced by the time of
  - e) made during the time of

47. The trip takes around four hours to make, so Jack figured he will leave around noon in order for him arriving around four.

- a) will leave around noon in order for him arriving
- b) should be leaving around noon so that he might be arriving
- c) will leave around noon so that he arrives
- d) ought to be leaving at noon for him to be arriving
- e) must leave around noon to the extent that he needs to arrive

48. Since the mechanic discovered that the throttle stuck, I'm not blaming you to wreck my car.

- a) stuck, I'm not blaming you to wreck
- b) had been stuck, I don't be blaming you for the wreck
- c) sticks, you're not to be blaming about the wreck
- d) had gotten stuck, I can't blame you for wrecking
- e) has gotten stuck, nor can I blame you for

49. Alexandra loves going to her new school because she lives in a dormitory that the residents come from many different countries.

- a) that the residents come from
- b) which is being filled with residents that are coming of
- c) whose residents come from
- d) that are coming the residents out of
- e) who boasts having residents coming from



50. Having all the allegations thrown at him concerning taking steroids and his fight against testicular cancer, Lance Armstrong has remained Tour De France's leading cyclist with seven consecutive wins.
- a) Having all the allegations thrown at him concerning taking steroids
  - b) In spite of the many allegations made against him concerning illegal steroid use
  - c) In the spite of lots of claims of his illegally taking steroids
  - d) By the time all the allegations had been made concerning steroid doping
  - e) Despite being constantly accused to take the steroids
51. Before his election in 1860 as the first Republican president, Abraham Lincoln, which was raised in a family of modest means and became self-educated, had been a country lawyer, an Illinois state legislator, and a member of the United States House of Representatives.
- a) which was raised in a family having a modest living and became self-educated
  - b) who was borned into a poor family and mostly educated himself
  - c) from a family with little material goods and who had educated himself
  - d) of a family without too many materials and mostly self-educated
  - e) born into a family of modest means and mainly self-educated
52. Some of the exchange students had not never spoken English before they came to the U.S. last fall.
- a) Some of the exchange students had not never spoken
  - b) Many of the exchange students must not ever be speaking
  - c) A few of the exchange students had never spoken
  - d) Much of the exchange students hadn't ever spoken
  - e) A portion of the exchange students hadn't never spoke

53. Such inventions much like the washing machine and electric stove have made life at home much easier.
- a) Such inventions much like
  - b) Them inventions that are like
  - c) Inventions being much as the same as
  - d) Inventions which are such like
  - e) Inventions such as
54. Jonathon, together with his brother Saul, is accompanying me on my trip to Florida to visit Disney World, my childhood dream.
- a) is accompanying me on my trip to
  - b) are coming with me on my trip to
  - c) will be traveling with me for my trip unto
  - d) can be going along with me of my trip for
  - e) would much like coming with me on my trip to
55. The concert we went to last weekend was really great because we only got to see U2 and also Genesis!
- a) we only got to see U2 and also Genesis
  - b) did we not only see U2 but also Genesis
  - c) that both U2 and Genesis we got to see together
  - d) not only did we get to see U2 but also Genesis
  - e) we got to see them together both U2 and Genesis too
56. When the snake finally cornered the frog along the rock fence, it started making strange hissing sounds.
- a) it started making strange hissing sounds
  - b) strange hissing sounds came billowing out of it
  - c) immediately it began to make weird hissing sounds
  - d) the frog proceeded to make some very strange hissing sounds
  - e) the hissing sounds that came forth were really strange

57. NASCAR racing is the second most watched sport on television in the United States with professional football is the only other sport to be holding more viewers.
- a) is the only other sport to be holding more viewers
  - b) to be the only other sport viewed by much people
  - c) being the only other sport to hold more viewers
  - d) that is the other sport having more viewers
  - e) likely as the other most viewed sport
58. Mr. and Mrs. Jones were very concerned that their daughter had not returned home from university yet, and they figured that she could've had had car trouble.
- a) figured that she could've had had car trouble
  - b) thought that she must have had trouble with the car
  - c) assumed trouble with the car was what she was having
  - d) might be thinking she must've been having car trouble
  - e) really thought it could be possible that she must be having car trouble
59. All the students at the summer celebration received a list of items for the scavenger hunt which included a yam, an university pin, an onion, a scissors, and an hour glass.
- a) a yam, an university pin, an onion, a scissors, and an hour glass
  - b) an yam, a university pin, a onion, a scissors, and a hour glass
  - c) a yam, a university pin, an onion, a pair of scissors, and an hour glass
  - d) a yam, an university pin, an onion, a pair of scissors, and a hour glass
  - e) an yam, an university pin, an onion, a pair of scissors, and a hour glass
60. Gerard was amazed at how much Lucy's cat weighed in that he couldn't barely lift it over his head.
- a) in that he couldn't barely lift it over his head
  - b) because he could hardly lift it above his head
  - c) therefore it was impossible for him to raise it over his head
  - d) being that to raise it over his head was barely impossible
  - e) because to be lifted over his head he could barely do it

61. While preparing for the month long trip to the Far East, it was decided that stops should be made at Beijing, Bangkok, Seoul and Tokyo.
- a) it was decided that stops should be made at
  - b) it was voted on and passed that stops would be made in
  - c) the group all decided that more time should be spending at
  - d) a unanimous decision was made by our tour group to visit
  - e) it was a unanimous decision that there should be stops in
62. The monarch is the only butterfly that migrates south in the fall and north in the spring, although not one, but several, generations are required to make the trip.
- a) although not one, but several, generations are required to make the trip
  - b) such as there being more than one generation in making the trip
  - c) because several generations must be needed to make such a long trip
  - d) even though the trip is needing to be made by both one and several generations
  - e) but the fact that it is needed for more than one generation to make such a trip
63. Ever since it was built three centuries ago, the Taj Mahal in Agra, India, was described as the most beautiful building in the world.
- a) was described as the most beautiful building
  - b) had been described like the prettiest building
  - c) has the description of being a building richest in beauty
  - d) has been described as the most beautiful building
  - e) has been described as the beautifulest building
64. While traveling in Italy, I didn't know where I was supposed to get off the bus, so I asked the driver and she tells me when I should get off.
- a) and she tells me when I should get off
  - b) whom told me that she would let me know when to get off
  - c) who said she would tell me when I should get off
  - d) that told me when should I get off
  - e) who told me to get off when I should have

65. Jennifer couldn't believe that the hotel refused to take a check, but wanted all customers to pay in cash instead.
- a) to take a check, but wanted all customers to pay in cash instead
  - b) the taking of a check instead of all customers paying in cash
  - c) taking a check, but required all its customers paying in cash
  - d) to take a check, but insisted that all customers be paying in cash
  - e) taking her check, but requested being paid in cash instead
66. A modern powwow is a specific type of event where both Native American and non-Native American people meet to dance and celebrate Native American Indian traditions.
- a) both Native American and non-Native American people
  - b) each Native American and other non-Native American people
  - c) Native American and also the non-Native American peoples
  - d) is held not only the Native Americans but also the non-Native Americans that
  - e) every Native and non-Native American do like to
67. While out having drinks after work, Jerry and his coworkers discussed to quit their jobs and to open their own business.
- a) discussed to quit their jobs and to open
  - b) jokingly talked about quitting their jobs and opening
  - c) are having a discussion about quitting their jobs and to open
  - d) talked seriously to quit their jobs and opening
  - e) talked about the idea to quit their jobs and open
68. Mike's wife told him that he really is needing to go to the doctor to have the cut on his foot looked at before it gets infected.
- a) really is needing to go to the doctor to have
  - b) should consider in going for the doctor to have
  - c) should be going to the doctor for having
  - d) needs to be going at the doctor in having
  - e) ought to go to the doctor to have

69. As he was riding his bike to school, Jimmy almost was being hit by a speeding ambulance on its way to the hospital.

- a) almost was being hit
- b) barely escaped being hit
- c) came close to the hitting
- d) nearly did being hit
- e) was just about being hit

70. Veronica's seventy-year-old grandfather, who owns his own business, is probably continuing the work as much as he is able to live.

- a) is probably continuing the work as much as he is able to live
- b) is liking to continue to work as well as he can live
- c) will probably continue to work as long as he lives
- d) wants to remain working all the time he'll be living
- e) hopes in continuing working for as all as he has to live

71. To be noted that the initial concept called for each of the four presidents (George Washington, Thomas Jefferson, Theodore Roosevelt and Abraham Lincoln) to be depicted from head to waist, lack of funding forced construction on Mount Rushmore to end before completion.

- a) To be noted that the initial concept called for
- b) It came to pass that the initial concept had been called that
- c) Because the initial concept was planned for
- d) Although the initial concept called for
- e) It is less known that the initial concept which was called by

72. If the cowboy had of been quicker to pull the trigger, the rattlesnake wouldn't have bit his horse on the foot, causing the cowboy to fall off and roll down the hill.
- a) had of been quicker to pull the trigger, the rattlesnake wouldn't have bit
  - b) was a bit quicker to pull the trigger, the rattlesnake ought not have bitten
  - c) were pulling the trigger faster, the rattlesnake might not have bit
  - d) was quicker to pull the trigger, the rattlesnake wouldn't have bit
  - e) had faster pulled the trigger, the rattlesnake shouldn't have bitten
73. Even though Margaret's lifelong dream was to go to university at Harvard, she hadn't neither the money nor the grades to attend the prestigious school.
- a) hadn't neither the money nor
  - b) couldn't have either the money nor
  - c) didn't have neither the money or
  - d) had neither the money nor
  - e) was having neither the money nor
74. Maria was late for class and couldn't find her grammar book, so she wanted to know have I seen it.
- a) wanted to know have I saw it
  - b) is asking me if I was seeing it
  - c) had been asking me about if I saw it
  - d) was wanting to know about me seeing it
  - e) asked me if I had seen it
75. The new crime thriller book is about the crown jewels of London which had been stolen by an international cat burglar who turns out to be the cousin of Prince Harry.
- a) which had been stolen by an international cat burglar who
  - b) that were stole by a famous international cat burglar who
  - c) which were stealed by a famous cat burglar that
  - d) that had been stolen by an international cat burglar which
  - e) who an international cat burglar had stolen and

76. The garden department attendant told Rachel not to leave her new plants out overnight because if they're exposed of temperatures below freezing, they'll die.
- a) of temperatures below freezing
  - b) to temperatures under freezing
  - c) with freezing temperatures
  - d) for temperatures down below freezing
  - e) to temperatures below freezing
77. The Australian blue heeler is a breed of cattle dog is known of its ability to drove herds of cattle, sheep and other herd animals over long distances across rough terrain.
- a) is known of its ability to drove
  - b) has the knowing of its ability for droving
  - c) is well known for its ability to drove
  - d) has known the ability through driving
  - e) has to be well known for its ability of droving
78. There is an old legend telling among people in my country about a man lived in the seventeenth century who saved a village from destruction.
- a) telling among people in my country about a man lived
  - b) told among the people in my country about a man who lived
  - c) that's told among my people in the country of a man living
  - d) that's telling among the people in my country of a man which lived
  - e) told of my people in my country that a man living
79. The Buddhist monk explained to the gathered crowd how all people want loving and needing by other people.
- a) want loving and needing
  - b) wants to be loved and need
  - c) want the love and the needing
  - d) want to be loved and needed
  - e) are wanting loving and needed



80. When threatened, the Ostrich will either not stick its head in the sand as believed, but will hide itself by lying flat against the ground, or run away.

- a) either not stick its head in the sand as believed, but will hide itself by lying flat against the ground, or run away
- b) either hide itself by lying flat against the ground or run away, but won't stick its head in the sand as believed
- c) neither hide itself by laying flat against the ground or run away, and will not believably stick its head in the sand
- d) quickly hide itself and lying flat against the ground will run away, but don't stick its head in the sand
- e) hide itself by laying flat against the ground or also run away, so as it won't stick its head in the sand

81. While playing in a big poker game over the weekend, Roger's uncle came about to lose his entire paycheck but also much of his savings.

- a) came about to lose his entire paycheck but also much
- b) didn't not only lose his entire paycheck but too much
- c) not only lost his entire paycheck but also most
- d) was losing his entire paycheck and too most
- e) had lost his entire paycheck but also many

82. It should be easy for Bob to find more time to spend with his children now that he no longer has to work in the evenings and on weekends.

- a) now that he no longer has to work
- b) despite the fact that he doesn't have to work
- c) nevertheless he doesn't have to be working
- d) therefore he doesn't any longer have to work
- e) in that he wasn't to be working

83. If I would have been you, I would tell your father exactly what happened and avoid making him angry when he finds out the truth.
- a) would have been you, I would tell
  - b) was you, I would be telling
  - c) might be you, I would tell
  - d) had to be you, I am telling
  - e) were you, I would tell
84. As a scientist, Benjamin Franklin was a major figure in developing the American way of life by being a leading printer, political theorist, politician, postmaster, inventor, statesman, and diplomat.
- a) As a scientist
  - b) Like a scientist
  - c) For being a scientist
  - d) Much to be like a scientist
  - e) Of a scientist
85. Photosynthesis is a process that converts carbon dioxide through organic compounds, especially sugars, using the energy from the sun.
- a) that converts carbon dioxide through
  - b) which is converting carbon dioxide into
  - c) that may be converting carbon dioxide by
  - d) that converts carbon dioxide into
  - e) who converts the carbon dioxide to
86. It's getting late and Alex and Becky aren't here yet. They should like to come with us, aren't they?
- a) should like to come with us, aren't
  - b) wanted to come with us, didn't
  - c) must be coming with us, weren't
  - d) were coming with us, aren't
  - e) ought to be coming with us, weren't

87. Mr. Grant became the CEO of the company because he had not patience with non successful businesses.

- a) had not patience with non successful businesses
- b) couldn't have patience with businesses unsuccessful
- c) didn't have patience with unsuccessful businesses
- d) won't be patient with unsuccessful businesses
- e) can't have the patience with businesses that aren't successful

88. The entire family thoroughly enjoyed this year's Fourth of July fireworks display because they were the most biggest of all time.

- a) because they were the most biggest of all time
- b) in the event that they happened being the most extravagant ever
- c) therefore they were the bestest of any year
- d) in fact they had been more nice than any other year
- e) because they were the biggest and most extravagant that we had ever seen

89. Marcy told me that she was envious of people who can speak three or four languages fluently.

- a) told me that she was envious of people who can speak
- b) is telling me she was envious for people who can speak
- c) told to me that she is envious of people that are speaking
- d) had told me she was envious at people that speak
- e) was telling me that she was envious of people which spoke

90. Medical science has made many advances, yet there are still serious diseases that weren't conquered, much like cancer or AIDS.
- a) yet there are still serious diseases that weren't conquered, much like
  - b) because of the fact that still there are serious diseases which aren't conquered, being
  - c) although there remain serious diseases which haven't yet been conquered, such as
  - d) to the point that there remain serious diseases who haven't been conquered, like
  - e) so there are still serious diseases which are to be conquered, being like
91. During the weekly meeting, the head of the English department told the faculty don't be forgetting to turn in the grade reports by the 15<sup>th</sup>.
- a) told the faculty don't be forgetting to turn in
  - b) was telling the faculty of to don't forget turning in
  - c) told the faculty to not forget to turn in
  - d) had told the faculty of not forgetting the turning in
  - e) had to be telling the faculty about not to forget to turn in
92. When Randy told the woman at the house that his car had broke down, she was very sympathetic and was allowing Randy to use her phone to call his friend Bill.
- a) was allowing Randy to use her phone to call
  - b) allowed Randy the using of her phone in the making of the call
  - c) allowed Randy in using her phone for to make a call
  - d) allowed Randy to use her phone to call
  - e) had been allowing Randy to use her phone for the calling of
93. Haley's children enjoyed going to the beach yesterday where they could dig in sand and find various kinds of the animals and the seashells.
- a) could dig in the sand and find various kinds of the animals and the seashells
  - b) dug in the sand and found various kinds of animals and seashells
  - c) were digging in sand and found various types of the animals and seashells
  - d) had to dig in sand and finding various types of animals and seashells
  - e) were digging in the sand to find various kinds of the animals and seashells

94. Could you please stop at the store on the way home from work and pick up a meat, some cheese, coffee and a ounce of fresh rosemary?
- a) a meat, some cheese, coffee and a ounce of fresh rosemary
  - b) some meat, the cheese, a coffee and a ounce of fresh rosemary
  - c) some meat, a cheese, the can of coffee and an ounce of fresh rosemary
  - d) meat, cheese, coffee and a ounce of fresh rosemary
  - e) some meat, some cheese, a can of coffee and an ounce of fresh rosemary
95. My brother was really funny when he was little because every time we watched a scary movie he would run and be hidden in a closet!
- a) would run and be hidden in a closet
  - b) had to run and be hidden in a closet
  - c) would run and hide in a closet
  - d) ran to be hidden in a closet
  - e) ran into a closet for the hiding
96. The tornado struck so suddenly and with so great force that it lifted large trucks off the ground and destroyed homes.
- a) so suddenly and with so great force
  - b) with so much suddenness and much great force
  - c) suddenly and having such great force
  - d) with much suddenness and too much force
  - e) so suddenly and with such great force
97. After he finished hunting for Easter eggs at the Annual Easter Bunny Celebration, Johnny was crying because he didn't find none.
- a) was crying because he didn't find none
  - b) cried because he didn't find any
  - c) had been crying because he wasn't finding any
  - d) had cried because he couldn't find anything
  - e) cried because he didn't find nothing

98. Jason wishes that Susie goes to the prom dance with him, but he knows that she won't because she doesn't like him.

- a) wishes that Susie goes
- b) wishes that Susie will be going
- c) is wishing Susie could have gone
- d) wishes Susie would go
- e) has wished that Susie is going

99. There are very strict rules at the apartment complex where I live about residents could not be allowed to have pets in the building.

- a) could not be allowed to have
- b) shouldn't allow having
- c) are not allowed having
- d) cannot allow having
- e) not being allowed to have

100. All plants need light to have a suitable climate, an ample supply of water, and minerals from the soil.

- a) to have a suitable climate, an ample supply of water, and minerals from the soil
- b) for a suitable climate to have an ample supply of water and minerals from the soil
- c) and a suitable climate which provides an ample supply of water and minerals from the soil
- d) an ample supply of water and minerals from the soil in order to have a suitable climate
- e) in order to have a suitable climate of an ample water supply and minerals of the soil

## PART V: REFERENCE

## ***1. LIST OF COMMON PREPOSITIONS***

There are approximately 150 prepositions in the English language, which includes complex (multi-word) prepositions. This list contains the most common single-word prepositions. Some of these have more than one meaning so you may need to consult a dictionary for proper use and meaning.

aboard	beside	following	onto	toward
about	besides	for	opposite	towards
above	between	from	outside	
across	beyond		over	under
after	but	in		underneath
against	by	inside	past	unlike
along		into	per	until
amid	concerning		plus	up
among	considering	like		upon
around			regarding	
as	despite	minus	round	versus
at	down			via
	during	near	save	
before			since	with
behind	except	of	than	within
below	excepting	off	through	without
beneath	excluding	on	to	



## 2. *LIST OF IRREGULAR VERBS*

Simple	Past	Past Participle	Simple	Past	Past Part
arise	arose	arisen	forbid	forbade	forbidden
be	was/were	been	forecast	forecast	forecast
bear	bore	borne/born	forget	forgot	forgotten
beat	beat	beaten/beat	forgive	forgave	forgiven
become	became	become	forsake	forsook	forsaken
begin	began	begun	freeze	froze	frozen
bend	bent	bent	get	got	gotten/got
bet	bet	bet	give	gave	given
bid	bid	bid	go	went	gone
bind	bound	bound	grind	ground	ground
bite	bit	bitten	grow	grew	grown
bleed	bled	bled	hang*	hung	hung
blow	blew	blown	have	had	had
break	broke	broken	hear	heard	heard
breed	bred	bred	hide	hid	hidden
bring	brought	brought	hit	hit	hit
broadcast	broadcast	broadcast	hold	held	held
build	built	built	hurt	hurt	hurt
burn	burned/burnt	burned/burnt	keep	kept	kept
burst	burst	burst	kneel	kneeled/	kneeled/
buy	bought	bought	-----	knelt	knelt
cast	cast	cast	know	knew	known
catch	caught	caught	lay	laid	laid
choose	chose	chosen	lead	led	led
cling	clung	clung	lean	leaned	leaned
come	came	come	leap	leaped/	leaped/
cost	cost	cost	-----	leapt	leapt
creep	crept	crept	learn	learned/	learned/
cut	cut	cut	-----	learnt	learnt
deal	dealt	dealt	leave	left	left
dig	dug	dug	lend	lent	lent
do	did	done	let	let	let
draw	drew	drawn	lie	lay	lain
dream	dreamed/	dreamed/	light	lighted/lit	lighted/lit
-----	dreamt	dreamt	lose	lost	lost
eat	ate	eaten	make	made	made
fall	fell	fallen	mean	meant	meant
feed	fed	fed	meet	met	met
feel	felt	felt	mislay	mislaid	mislaid
fight	fought	fought	mistake	mistook	mistaken
find	found	found	pay	paid	paid
fit	fit/fitted	fit/fitted	put	put	put
flee	fled	fled	quit	quit	quit
fling	flung	flung	read	read	read
fly	flew	flown	rid	rid	rid
			ride	rode	ridden
			ring	rang	rung

### 3. *LIST OF COMMON AMERICAN IDIOMS*

There are literally hundreds of idioms in the English language. This is a list containing some common idiomatic expressions in American English. Each idiom is followed by a brief description of its meaning and an example of its use. (Refer to the internet for more idioms, their definitions and uses.)

**Tongue-in-Cheek** – to say something as a hidden joke (often sarcastically)

Ralph made a tongue-in-cheek comment about the new girl's weight.

**Jump Down Someone's Throat** – to criticize or chastise someone severely.

Roger's boss jumped down his throat about the unfinished report.

**Smell a Rat** – to strongly suspect that something is wrong or someone is lying

Elizabeth smelled a rat in what the mechanic was telling her about her engine problem.

**Shoot Off One's Mouth** – to boast, brag, or say something emotionally without control

Jim shot his mouth off after the game which started the fight.

**Go to the Dogs** – something which has gone bad and lost all of its value

Since Ms. Hamilton has been sick, her garden has gone to the dogs.

**Get Something Off Your Chest** – to tell someone something that has been bothering you

Johnny was full of guilt about stealing the money and needed to get it off his chest.

**Pull Someone's Leg** – to lightheartedly tease someone

My teacher told me I failed the exam and should go back to kindergarten, but he was only pulling my leg because I got the highest score in the class.

**Cat Got Your Tongue** - usually posed as a question, someone wants to know why you won't say something when they think you should

Why won't you tell Shelly you like her? Cat got your tongue?

**Leave Someone High and Dry** – to leave someone with a problem without helping

Renaldo was left high and dry on figuring out his math homework.

**On the Line** – to stand a good chance of losing something

Mike's driving privileges were on the line because of his bad grades.

**Horse Around** – to joke or play recklessly

The boys were horsing around and broke the antique lamp.

**Feel Like a Million Dollars/Bucks** – to feel extremely well and happy

After graduating the difficult course, Margie felt like a million dollars.

**Straight From the Horse's Mouth** – to receive information from the source

She knew the rumor was true because she got it straight from the horse's mouth.

**Hang by a Thread** – to have a very small chance of something being successful or surviving

Because he provided false information, his chance of getting the great job was hanging by a thread.

**For the Birds** – something that is worthless or ridiculous

Your excuse of why you missed class is for the birds.

**Make Ends Meet** – to have problems living on the amount of money earned

Even working two jobs, Robert was having a hard time making ends meet.

**Let the Cat Out of the Bag** – to reveal a secret

Mary's little brother let the cat out of the bag when he told their parents where she was last night.

**Money Talks** – anything can be obtained with enough money

Jason said he would never sell his favorite comic book, but I pulled out \$300 and money talks!

**Drive Someone Up a Wall** – to make someone crazy; to irritate someone

Her constant complaining during our trip drove me up a wall.

**Jump the Gun** – to do something before the appropriate time

Our team jumped the gun on that play and they were penalized.

**Bend Over Backwards** – to do everything one can to help someone

Mr. Andrews bent over backwards to help Alison with her English exam.

**Cough Up** – to give something reluctantly

Jonathon really wanted that car so he coughed up the extra money to buy it.

**Scrap the Bottom of the Barrel** – to barely have anything remaining so you have to use what you have

They're scraping the bottom of the barrel by accepting the little kid on their team.

**Turn Someone Off/On** – OFF = to repulse or disinterest someone; ON = to excite someone

That guy at the office really turned me off by all of his rude behavior.

The new band at the club turned me on!

**Fishy** – suspicious

That story Brad told about saving the girl from the burning building sounds fishy to me.

**Kick the Bucket** – to die

Did you know that Ron's old dog finally kicked the bucket?

**Get Off Someone's Back** – to stop bothering someone

I didn't say that about you so just get off my back!

**Straw that Broke the Camel's Back** – the final thing to occur that causes the collapse of something

When he called me a chicken that was the straw that broke the camel's back and I hit him!

**All Thumbs** – to be very clumsy

I wouldn't recommend hiring her for a job in your crystal shop. She's all thumbs.

**Up One's Sleeve** – to have or plan to do something unsuspected, unknown, or hidden

He gave up too easily. He must have something up his sleeve.

**Knock Someone's Socks Off** – to amaze someone

Wait until you see what I got for my birthday. It will knock your socks off!

**Lose One's Shirt** – to lose everything

Mr. Jones wagered everything on the last hand of poker and lost his shirt.

**Out of the Woods** – to be free from trouble

Once the thief made it across the state line, he knew he was out of the woods.

**Spill the Beans** – to tell everything you know

Rodney tickled his little sister until she spilled the beans about his birthday surprise party.

**The Early Bird Catches the Worm** – the one who goes after something first

How did you get such good seats for the concert? I arrived six hours before tickets went on sale. The early bird gets the worm!

**Pay Through the Nose** – to pay a very high price

He had to pay through the nose because his credit is so bad.

**Stick Out One's Neck** – to take a risk

Rob stuck his neck out for his girlfriend by passing her the answers during the exam.

**Play It by Ear** – to improvise and do something without a plan or directions

I didn't make any tour plans for when I arrive in Europe. I'll just play it by ear when I get there.

**Bite the Dust** – to have an accident or die

The runner tripped over the last hurdle and bit the dust.

#### 4. *LIST OF COMMONLY MISUSED/CONFUSED WORDS*

Many words in English have similar spellings, but are different in meaning and use. Following is a list of some commonly misused and confused words and their proper meaning and use.

**ACCEPT** – to receive

The organization accepts charitable donations.

**EXCEPT** – to take or leave out

Remove everything from off your desk except for your pencil.

**AFFECT** – to influence

Drugs affect the quality of your work.

**EFFECT** – noun: result; verb: to accomplish

The blinding effect of the strobe lights caused people to stumble.

The president effected great change during his term.

**ALLUSION** – an indirect reference

The professor made an allusion to Einstein's theory of relativity.

**ILLUSION** – a false perception of reality

The ghostly image was an illusion caused by the light and smoke.

**ALL READY** – prepared

My car was all ready when I arrived.

**ALREADY** – by the time

My car was already fixed when I arrived.

**ALL TOGETHER** – gathered, with everything in the same place

We were all together at home when the earthquake struck.

**ALTOGETHER** – entirely

Altogether, I thought that the band played quite well.

**A PART** – to be joined with

A pre-dawn raid was a part of the attack plan.

**APART** – to be separated

We should keep the two teams apart. OR My bicycle fell apart when I hit the large hole.

**ASCENT** – climb

The mountaineer's ascent was slowed because of the bad weather.

**ASSENT** – agreement

She gave her assent to run for class president.

**BREATH** – noun: air that is inhaled or exhaled

Mary's breath fogged up the mirror.

**BREATHE** – verb: to inhale or exhale

The paramedic calmed the victim so they could breathe deeper.

**CAPITAL** – seat of government; or financial resources

The capital of the United States is Washington, DC.

Isaac raised enough capital to start his new business.

**CAPITOL** – the actual building of a legislative body

Congress met at the capitol today to vote on the bill.

**CITE** – to quote or document

I cited many things that Abraham Lincoln said in my book report.

**SITE** – position or place

A monument will be built on the site of the Twin Towers.

**SIGHT** – vision

Jessica lost her sight from a bad fever when she was a baby.

**COMPLEMENT** – noun: something that completes; verb: to complete

Julie's new blue purse complemented her blue dress.

**COMPLIMENT** – noun: praise; verb: to praise

John complimented Julie on her beautiful new outfit.

**CONSCIENCE** – sense of right and wrong

Thelma's conscience kept her from lying to her parents.

**CONSCIOUS** – awake

Even though it was a bad accident, the driver was still conscious when help arrived.

**COUNCIL** – a group that consults or advises

The city council decided to have a celebration.

**COUNSEL** – to advise

The chaplain went to the prison every Wednesday to counsel the inmates.

**ELICIT** – to draw or bring out

The girl finally elicited the kitten from the tree.

**ILLICIT** – illegal

The internet company was shut down because of its illicit business.

**EMINENT** – famous, respected

The eminent scientist won the prestigious award for discovery.

**IMMINENT** – ready to happen

A conflict between the teacher and student was imminent because of the student's behavior.

**IMMANENT** – inherent or indwelling

Edgar Allen Poe's writings were often immanent and not easily understood.

**LEAD** – noun: a type of metal

Lead paint is poisonous if eaten by children.

**LED** – past tense of the verb *lead*

The dog led the children to safety.

**LOSE** – verb: to misplace or not win

If we lose the game then there won't be a celebration party.

**LOOSE** – adjective: to not be tight; verb (uncommon) to release

Harold's pants were too loose so he had to wear suspenders.

After the hawk's wing was healed, we loosed it back into the wild.

**PAST** – a former time or place

Richard Nixon was a past president of the United States.

The Post Office is just past the next traffic light on the right.

**PASSED** – past tense of the verb *pass* – to move beyond

The new race car driver passed all the other cars to win first place.

**PRECEDE** – to come before

Washing clothes precedes drying them.

**PROCEED** – to go forward

The judge proceeded to give the criminal his sentence.

**PRINCIPAL** – noun: a person of authority; adjective: most important

The teacher sent the two boys to see the principal.

The principal rule to remember when facing an angry dog is not to run.

**PRINCIPLE** – a fundamental truth

Randall refused to lie about breaking the window because of his principle of honesty.

**STATIONARY** – standing still

The concrete bridge remained stationary through the ravaging flood.

**STATIONERY** – writing paper

Jennifer's stationery was scented with perfume.

**THAN** – use with comparisons

He would rather go fishing than go to school.

**THEN** – at that time, or next

We ate pizza and then went to the movies.

**THERE** – location

Our game is in that field over there.

**THEIR** – possessive form of *they*

Their house was robbed last night.

**THEY'RE** – contraction of *they are*

They're coming with us to the party.

**THROUGH** – by means of; finished; into or out of

The bullet went through the window and the wall.

**THREW** – past tense of the verb *throw*

Robert threw the ball farther than anyone else.

## PART VI: ANSWERS TO EXERCISES



## Exercise 1: Identifying Subject, Verb, Complement and Modifier

1. Jerry / opened / his present.  
S        V        C
2. Mr. Johnson / drinks / coffee / every morning.  
S        V        C        M
3. Birds / fly.  
S        V
4. The dog / chased / the cat / up the tree.  
S        V        C        M
5. The wind / blew / violently.  
S        V        M
6. Jimmy / scored / a goal / at the soccer match / last Saturday.  
S        V        C        M        M
7. They / ran / inside / quickly.  
S        V        M        M
8. Bill, George and Alice / bought / CDs / at the music store / today.  
S        V        C        M        M
9. The barrel / rolled / down the hill.  
S        V        M
10. Terry / is watching / television.  
S        V        C

## Exercise 2: Identifying Count and Non-Count Nouns

<i>minute</i>	C	<i>clothing</i>	N	<i>canyon</i>	C	<i>gas</i>	N
<i>smoke</i>	N	<i>food</i>	N	<i>eye</i>	C	<i>bus</i>	C
<i>spoon</i>	C	<i>advice</i>	N	<i>milk</i>	N	<i>math</i>	N

### Exercise 3: Using Articles

1. John is wearing a baseball cap today.
2. The chair is a useful piece of furniture.
3. The chairs in the living room are antiques.
4. She cried when she peeled the or an onion. (Depends if *onion* is being referred to specifically or generally.)
5. The or Ø women like to wear Ø jewelry. (Depends if *women* are being referred to specifically or generally.)
6. The jewelry that my sister wears is made of Ø gold.
7. When you look at the moon, you can see a face.
8. An hour ago I saw an eagle flying overhead.
9. Ø life can be fun, but sometimes there are Ø problems.
10. The last time I saw a bear, I was travelling in Ø Europe.

### Exercise 4: Using *Other* / *Another*

1. I received two gifts for my birthday. One was from my parents. The other one was from my brother.
2. This pie is fantastic! Can I have another piece?
3. These pants don't fit well. Let me try the other ones.
4. I have a large stamp collection. The stamps in this section are from the United States. Others are from other places in the world.
5. Joshua likes to wear Nike shoes. He won't wear any other brand.
6. I'm almost finished with my homework. I just need another ten minutes.
7. John, Melissa and I are going to the movies. The others are going to the Craft Fair.
8. This house is brand new. The other house is really old.
9. We like to swim. Others like to surf, and still others like to ski.
10. You can buy this shirt and another one. Which other would you like?

### Exercise 5: Determining Quantity

- |                            |                              |
|----------------------------|------------------------------|
| 1. Joan drank _____ sodas. | 2. Randy drank _____ coffee. |
| a. five                    | a. <del>five</del>           |
| b. a few                   | b. <del>a few</del>          |
| c. <del>hardly any</del>   | c. hardly any                |
| d. several                 | d. <del>several</del>        |
| e. no                      | e. no                        |
| f. a lot of                | f. a lot of                  |
| g. a great deal of         | g. a great deal of           |
| h. <del>too much</del>     | h. too much                  |
| i. some                    | i. some                      |
| j. a number of             | j. <del>a number of</del>    |
| k. too many                | k. <del>too many</del>       |
| l. <del>a little</del>     | l. a little                  |

### Exercise 6: Using the Present Tense Forms of Verbs

- John is sleeping (sleep) on the couch at the moment.
- My dad always sits (sit) in that chair.
- I like (like) to go to the movies on the weekends.
- The children are playing (play) at the neighbor's house today.
- The company is building (build) a new store.
- Water washes (wash) away dirt.
- My little brother has eaten (eat) all the candy! It's all gone!
- Jane is reading (read) her favorite book now.
- Those boys have scared (scare) that cat many times before.
- My wife and I cry (cry) when we watch sad movies.

**Exercise 7: Using the Past Tense Forms of Verbs**

1. She was talking (talk) on the phone when the door bell rang.
2. Yesterday, I caught (catch) a big fish on our camping trip.
3. Our group hiked (hike) the full length of the Inca Trail last week.
4. The bear had climbed (climb) a tree before the dogs got there.
5. The sky diver was falling (fall) very fast when the parachute opened.
6. My grandparents had arrived (arrive) before I returned from school.
7. I read (read) that story last year in literature class.
8. Mary was watching (watch) a movie when her aunt called from New York.
9. Jason was fishing (fish) in the pond when he saw a big snake.
10. The plumber found (find) the source of the water leak.

**Exercise 8: Using the Future Tense of Verbs**

1. Steve, Lucy and I will go (go) to Harvard University this fall.
2. I will have started (start) classes by the time Rachel returns from Europe.
3. Rachel will join (join) me in class when she returns.
4. I will be thinking (think) about Rachel until she returns safely.
5. My cat will be crying (cry) when I get home because she is hungry.
6. Our dog, Rufus, will travel (travel) with us this summer.
7. My letter will have arrived (arrive) to Rita by the time I get there.
8. The pilot said that it will be raining (rain) when we arrive in Brazil.
9. My sister will marry (marry) this coming June.
10. Tom will have eaten (eat) three hamburgers when he finishes this one.

### Exercise 9: Using the Perfect Continuous Tense of Verbs

1. John will have been hunting (hunt) for six hours when the sun goes down.
2. Sally and Mary have been playing (play) together for three hours.
3. Our fans had been cheering (cheer) until the other team scored.
4. Ralph and I have been shopping (shop) all day.
5. The truck had been making (make) bad noises until we got it fixed.
6. All the turkey will have been eaten (eat) by the time we arrive.

### Exercise 10: Using *Say* and *Tell*

1. Jason told his friend to shut up.
2. Jane said that she is feeling sick.
3. My English teacher said that I'm learning quickly.
4. The driver said, "I'll pick you up at the airport."
5. Please, tell me where to find the washing detergent.
6. The angry mother said, "I told you not to do that!"
7. I heard Peter say that he was going out with Becky tonight.
8. The security guard told me to get off the stage.
9. Tell me the story again!
10. Will you tell John to meet me after work?

### Exercise 11: Using *Know* and *Know How*

1. The boys know how to catch rabbits with snares.
2. Do you know how to get to the airport from here?
3. I didn't know that Jenny was pregnant.
4. I am amazed that Jack knows where to go from here.
5. Some primitive tribes knew how to perform surgery long ago.

**Exercise 12: Using *Need***

1. I need **to finish** (finish) my homework.
2. The bus needs to be **filled** (fill) with gas.
3. Mary's garden needs **watering** (water).
4. The thief needs to be **punished** (punish).
5. Harold will need **to make** (make) extra cash for his trip.
6. This problem needs **solving** (solve).
7. Nancy needs **to wash** (wash) the dishes soon.
8. The crops need to be **harvested** (harvest) before it rains.
9. Stacy and I need **to move** (move) to another apartment.
10. That hole in the road needs **filling** (fill).

**Exercise 13: Using *Like/As***

1. My little brother cries **like** a baby.
2. My stomach felt **as if/as though** a train had run through it.
3. Darren appeared **as if/as though** he needed help on the exam.
4. The Olympic sprinter can run **like** the wind during competition.
5. The actor plays the part **as if/as though** he were the actual character.
6. Margie's computer is so old that it runs **like** a turtle.
7. George's mom is short and fat **like** my mom.
8. Mr. Brown spoke **as if/as though** he knew about quantum physics.
9. The winning fans responded **as if/as though** their team was the greatest.
10. The winning fans responded **like** a bunch of crazed maniacs.

### Exercise 14: Using *Between/Among*

1. Can you tell the difference between this photo and the other one?
2. Joanne found her wallet between the bed and dresser.
3. Walter looked for his dog among the houses of his neighborhood.
4. Charles and Sandra took a romantic walk among the park fountains.
5. John felt at home among his classmates at the school reunion.
6. The children couldn't decide between chocolate or vanilla ice cream.
7. Ms. Jennings was the most appreciated teacher among her colleagues.
8. Our group was the noisiest among all the fans that cheered at the game.
9. Walking among the veterans' graves made my grandfather very sad.
10. Could you get my keys laying on the table between the couch and chair?

### Exercise 15: Using *Raise/Rise, Set/Sit and Lay/Lie*

1. Hens (lay, *lie*) eggs.
2. Janice (set, *sat*) the table for dinner.
3. Janice (*set*, sat) at the table for dinner.
4. Mrs. Smith (raises, *rises*) a garden every year.
5. I (laid, *lay*) my wallet on top of the dresser.
6. The ability to succeed (lies, *lays*) within you.
7. The old lady (*set*, sat) on the bench because she was tired.
8. Hot air (*raises*, rises).
9. When I get tired, I (*lay*, lie) down and take a nap.
10. Jennifer (*raised*, rose) from her seat to pick up her test paper.

**Exercise 16: Subject/Verb Agreement**

1. The daughter of my best friend (has/have) won the spelling competition.
2. The geese that fly south for the winter (is/are) nesting around the lake.
3. The mayor, together with his wife, (is/are) attending the inaugural ball.
4. John and his wife Mary will (has/have) been married seven year tomorrow.
5. Police cars, which are old and outdated, (is/are) being auctioned off today.
6. Earthquakes around the ring of fire (has/have) been more frequent lately.
7. Joan of Arc, who led many Frenchmen in revolution, (was/were) the subject of my report.
8. The jury, which has been deliberating the Johnson trial, (has/have) been ordered to make a decision soon.
9. The grandson of the late Mr. Hopkins (has/have) inherited the billionaire's estate.
10. Michele, along with Sam and Justin, (is/are) coming for my birthday party.

**Exercise 17: Using Pronouns**

1. I think (he, his, him) is a great teacher.
2. Jason had to get (he, him, himself) ready for school today.
3. That yellow cat over there is (me, mine, my).
4. The snake bit (we, us, our) horse on (it, it's, its) leg.
5. Joanne and (I, me) don't want to go to (him, his, he) party.
6. I can't believe that (you, your) mother doesn't like (our, ours).
7. John thought that (he, his, him) could do the job by (hissself, himself).
8. The cute boy speaks to (she, her) every morning as (they, them, themselves) walk to school.
9. All of (we, us) boy scouts are going camping this weekend.
10. (She, Her) scolded (she, her) dog for ruining (it, its, it's) new toy.



### Exercise 18: Creating Embedded Questions

1. Who has seen the new vampire movie?

I'd like to know who has seen the new vampire movie.

2. How do you do this algebra homework?

Could you tell me how to do this algebra homework?

3. Where can I find that new fantasy book?

Tell me where I can find that new fantasy book.

4. When will the train arrive?

The travel updates show when the train will arrive.

5. Why is Sally crying?

Do you have any idea why Sally is crying?

### Exercise 19: Creating Tag Questions

1. You're learning English quickly, aren't you?
2. Tommy is going to the party with us, isn't he?
3. Tom and Andy will be coming to the movies with us, won't they?
4. It's a great time of the year for a vacation, isn't it?
5. There isn't any pizza left from last night, is there?
6. We've already taken that test, haven't we?
7. Yvette is going to Peru this year, isn't she?
8. There's plenty of room left in the bus, isn't there?
9. They shouldn't be playing around that area, should they?
10. You have been to Washington D.C., haven't you?

### Exercise 20: Using Adjectives and Adverbs

1. They sing (*good*, **well**). **AV**
2. Ellen's chocolate cake is (**delicious**, *deliciously*). **AJ**
3. The students speak (**fluent**, *fluently*) English. **AJ**
4. The students speak English (*fluent*, **fluently**). **AV**
5. This is an (**awesome**, *awesomely*) painting. **AJ**
6. The lady at the opera sang (*beautiful*, **beautifully**). **AV**
7. (*Incredible*, **Incredibly**), the baby survived the plane crash. **AV**
8. That is a (**considerable**, *considerably*) fee to enter the game. **AJ**
9. The fee is (*considerable*, **considerably**) more than I expected. **AV**
10. He needs to swim (**fast**, *fastly*) in order to beat the champion. **AV**

### Exercise 21: Using Conjunctions in Parallel Structure

1. Sally (an) Randy went to the dance together. **nouns**
2. The children played lively (an) energetically. **adverbs**
3. Johnny is jumping (an) bouncing on the trampoline. **verbs**
4. Margaret has lost her earrings (bu) not her bracelet. **nouns**
5. That color isn't really brown, orange, (o) red. **adjectives**

## Exercise 22: Identifying Prepositions and Objects of Prepositions

1. The dragon blew fire at the knight.  
P OP
2. Yesterday, I saw Kathy at the store around the corner.  
P OP P OP
3. The scared rabbit ran under the porch.  
P OP
4. In the beginning, John was nervous about the test.  
P OP P OP
5. The eggs were broken in the carton.  
P OP
6. Sally hurt her knee on the ice from the fall.  
P OP P OP
7. Children love to play in the snow.  
P OP
8. The band played passionately to the fans at the stadium.  
P OP P OP
9. The medics rushed the patient down the hall into the emergency room.  
P OP P OP
10. Carla and Amy love to go to the movies on Saturday night.  
P OP P OP

## Exercise 23: Using Comparisons

1. This bowl of soup is hotter (hot) than the last bowl.
2. She acts as well as (well) as Sandra Bullock.
3. Jerry's pet is more exotic (exotic) than Sue's.
4. Your graduation gift is better (good) than mine.
5. My job is as serious (serious) as yours.
6. He was more determined (determined) than Joe to win the race.
7. Charlie has grown as tall (tall) as his brother.
8. She was as shocked (shock) as I to see the test results.
9. Johnny was more truthful (truthful) than before in telling his story.
10. I feel worse (bad) today than yesterday.

**Exercise 24: Using Comparisons: *Than, As, From***

1. A cat is much quicker than a mouse.
2. The dolphins swam as fast as our boat.
3. Jennifer was much more certain of the answer than Julie.
4. My twin cousin is indistinguishable from the other.
5. Unmanned rockets can now travel much further than the moon.
6. John's speech was much different from mine.
7. The ball game continued much longer than expected.
8. Our cheerleaders were as good as theirs.
9. Nathan was stronger than Michael, so he won the match.
10. I think crumpets are much tastier than crepes.

**Exercise 25: Avoiding Double Negatives**

- |   |  |
|---|--|
| 1. Kathy didn't do nothing.                 | Kathy didn't do <b>anything</b> .                |
| 2. There isn't no milk in the refrigerator. | There isn't <b>any</b> milk in the refrigerator. |
|   | OR There is <b>no</b> milk in the refrigerator.  |
| 3. I can't never understand him.            | I can't <b>ever</b> understand him.              |
| 4. We couldn't see nothing at the concert.  | We couldn't see <b>anything</b> at the concert   |
| 5. They didn't trust nobody.                | They didn't trust <b>anybody</b> .               |

# Practice Test 1

## Basic Level

1.	b	11.	b	21.	c	31.	d	41.	d
2.	d	12.	c	22.	e	32.	b	42.	d
3.	a	13.	b	23.	c	33.	c	43.	e
4.	e	14.	e	24.	a	34.	d	44.	c
5.	b	15.	a	25.	d	35.	a	45.	a
6.	e	16.	d	26.	d	36.	e	46.	d
7.	b	17.	e	27.	b	37.	c	47.	b
8.	d	18.	c	28.	e	38.	b	48.	b
9.	c	19.	e	29.	c	39.	a	49.	d
10.	a	20.	b	30.	a	40.	e	50.	e

## Part II Intermediate

### Exercise 26: Creating Relative Clauses

1. The cat is in my yard again.                      The cat has a broken leg.  
**The cat, *that* (or *which*) has the broken leg, is in my yard again.**                      **NR**
2. I am going to see the doctor.                      The doctor delivered me when I was born.  
**I am going to see the doctor *who* delivered me when I was born.**                      **R**
3. Jim Carey autographed my shirt.                      Jim Carey is the funniest man ever.  
**Jim Carey, *who* is the funniest man ever, autographed my shirt.**                      **NR**
4. Once, I met a man.                      The man's teeth were all gold.  
**Once, I met a man *whose* teeth were all gold.**                      **R**
5. The chain broke.                      The chain keeps the bear from escaping.  
**The chain *that* (or *which*) keeps the bear from escaping broke.**                      **R**  
**OR The chain broke *that* (or *which*) keeps the bear from escaping.**
6. Dragons breathe columns of fire.                      Dragons fly through the night sky.  
**Dragons *that* (or *which*) fly through the night breath columns of fire.**                      **R**
7. *Free Willy* was a cute movie.                      *Free Willy* was a story about freedom.  
***Free Willy, that* (or *which*) was a story about freedom, was a cute movie.** **NR**
8. Chester came to my party.                      Chester was an amazing guitar player.  
**Chester, *who* was an amazing guitar player, came to my party.**                      **NR**
9. The baby was rushed to the hospital.                      The baby's arm was broken.  
**The baby, *whose* arm was broken, was rushed to the hospital.**                      **NR**
10. Jessica met a new friend.                      Jessica liked her friend very much.  
**Jessica met a new friend *whom* she liked very much.**                      **R**

### Exercise 27: Using Gerunds and Infinitives

1. She isn't accustomed to (drink) drinking water with her meals.
2. I'm prepared (answer) to answer any question that might be required during my interview.
3. John was (hope) hoping to receive a scholarship for his efforts.
4. They agreed (cooperate) to cooperate with the investigation.
5. Kelly opened the window (let) to let in some fresh air.
6. (Live) Living in a large city can be stressful.
7. I'll help you as soon as I finish (mow) mowing the lawn.
8. Did you remember (deliver) to deliver the package before going to work?
9. Ivan took a deep breath (relax) to relax himself before taking the stage.
10. The policeman couldn't tolerate his (run) running away.

### Exercise 28: Using Causative Verbs

1. Johnny's mom made him clean (clean) his room.
2. I am having the seamstress alter (alter) my dress.
3. My parents got me to visit (visit) my aunt before leaving town.
4. Our boss let us leave (leave) the meeting early.
5. We should help Jennifer study (study) for her final exam.
6. They will have to get the judge to sign (sign) the form before they can proceed.
7. The Johnson's always have us feed (feed) their dog for them during their summer vacation.
8. Ralph is getting Julia to write (write) his essay for him.
9. The dog made the cat climb (climb) the tree quickly.
10. I got the mechanic to fix (fix) my car before he went to lunch.

**Exercise 29: Using Affirmative Agreement**

1. Randall wants to go to Europe and I do too.
2. Their parents are attending the benefit dinner and so are mine.
3. My English teacher likes to go dancing and so do I.
4. Ellen needs to go to the dentist and her husband does too.
5. I need to finish my homework and you do too.
6. My car should have its tires replaced and so should yours.
7. Sally wrote her congressman and Robert did too.
8. They like to play board games and so do we.
9. George is very tall and so is his sister.
10. Mary is flying to France today and Mark is too.

**Exercise 30: Using Modals**

1. If I finish this large pot of stew before lunchtime, I will take it to the homeless shelter.
2. Had Jonathon had not fallen down the stairs, he would (or could) be playing in the game tonight.
3. You should (or ought to) get that cough checked if you don't want to end up in the hospital.
4. Mike could (or might) have won the competition if he had studied harder.
5. Sally will be able to go with us if she finishes her errands.
6. Can (or Could or Would) you please tell me where the museum is located?
7. If he grows any bigger, he won't fit into any of his clothes.
8. You shouldn't do that if you don't want to get into trouble.



### Exercise 31: Using Real and Unreal Conditionals

1. Had Bob known it was his cousins birthday he would have taken (take) the day off.
2. You could move (move) in today if they offered the place to you.
3. Sue might have accepted (accept) your offer if she thought it was fair.
4. The repairmen would fix your problem if you contacted (contact) them.
5. If you had gone (go) when I told you, you wouldn't have missed him.
6. If I talk (talk) slower, do you think you could understand me?
7. We wouldn't be lost if we had taken (take) better instructions.
8. If I can go to the concert, I will call (call) you later.
9. Mary can go swimming if she has (have) extra time.
10. I would help you with the equation if I knew (know) more about physics.

### Exercise 32: Using *Because* / *Because Of*

1. Jack couldn't go to the game because he had homework.
2. The writer wasn't able to concentrate because of all the noise.
3. Nancy had to go to the doctor's because her throat hurt.
4. I love to play golf because it relaxes me.
5. John couldn't play golf with me because of his bad back.
6. They went to that restaurant because of the recommendation.
7. Because he was arrogant, Sally didn't like the new boy.
8. We ended up going another way because the road was blocked.
9. The storm was extra strong because of the weather conditions.
10. I am learning English quickly because I am studying a lot.

**Exercise 33: Using *So* / *Such***

1. Bill was so happy about the promotion that he bought everyone lunch.
2. We had such expectations for going that we cancelled all appointments.
3. Larry was such a good friend that he loaned me his car.
4. The artwork was so amazing that it won every prize.
5. The earthquake happened at such an hour that we weren't expecting it.
6. There were so many ants on the cake that we had to throw it away.
7. Sally prepared so thoroughly that she easily won the competition.
8. The Henderson's were such happy people that we visited them often.
9. The comedian was so entertaining that we lost track of time.
10. Ronny was so sick that he missed the party.

## Practice Test 2

### Intermediate Level

1.	b	11.	e	21.	d	31.	b	41.	c
2.	d	12.	b	22.	e	32.	a	42.	e
3.	d	13.	d	23.	a	33.	c	43.	d
4.	d	14.	c	24.	e	34.	d	44.	c
5.	b	15.	a	25.	b	35.	e	45.	b
6.	a	16.	c	26.	c	36.	d	46.	a
7.	b	17.	e	27.	d	37.	c	47.	c
8.	d	18.	b	28.	a	38.	d	48.	d
9.	c	19.	d	29.	c	39.	b	49.	e
10.	d	20.	c	30.	e	40.	a	50.	b

## Part III Advanced

### Exercise 34: Using *Used To*

1. Eric was used to going to the movies every Friday night.
2. Mary and Phillip used to date back in high school.
3. When I had extra time and money, I used to travel a lot.
4. I got used to eating llama when I lived in South America.
5. My parents are used to flying to Paris for their anniversary.
6. William used to be a faster runner than his brother.
7. The actors got used to rehearsing long hours for that production.
8. Do you ever get used to performing in front of an audience?
9. Jessica used to visit her grandmother every afternoon when she was sick.
10. Jonathon isn't used to sleeping alone so he still sleeps with his parents.

### Exercise 35: Using *Would Rather*

1. Debby would rather go to the movies with her friends tonight.
2. Ralph would rather have gone to the ball game yesterday.
3. Our teacher would rather that we study for the exam than go to the pep rally.
4. Harold would rather not work tomorrow.
5. The politician would rather that we vote for him in the upcoming election.
6. I would rather play soccer than volleyball.
7. Mark's parents would rather that he not had gone to that school last semester.
8. Mary would rather they had served seafood than pizza at the convention last night.
9. Bill would rather take his exam tomorrow than today.
10. John's sister would rather that he not embarrass her in front of her friends all the time.

### Exercise 36: Using *Wish* / *Hope*

1. Mary wishes that John would go with her to the prom next weekend.
2. I hope that my plane doesn't crash !
3. The defeated warriors wish they had won the battle.
4. We wish that John would/could have played in the championship game last night.
5. Darren hopes that his grandparents can/will come to his graduation.
6. Natalie wishes that she would/could have had enough time to visit her cousin.
7. The government wishes that it could do/could have done more to help the economy.
8. I wish that Freddie would/could arrive on time.
9. They hope that the movie hasn't started yet.
10. The boy wishes that his sister will/would feel better tomorrow.

### Exercise 37: Using *Should* / *Must*

1. The girls were forbidden to reenter the cinema. They should have kept their ticket stubs.
2. Eric began vomiting in class. He must have eaten something bad for lunch.
3. Julie was crying in the hallway. Her boyfriend must have said something to hurt her.
4. My little brother was thrown from the horse. I shouldn't have allowed him to ride it.
5. It was very late. We should have left much earlier.
6. The teacher is very angry. His class must have done something wrong.
7. Ralph failed his English exam. He should have paid more attention in class.
8. My boss looks very upset. He must have had a bad meeting.
9. Mary won't talk to Mike. He shouldn't have said those bad things to her.
10. Henry's cat hasn't returned. He must have let it out of the house.

**Exercise 38: Passive Voice**

1. Every day patients are treated (by the doctor).
2. The visitors are being treated to lunch (by Allen).
3. The tests should be scored today (by the teacher).
4. A baby was left at the church doors (by somebody).
5. Ten team members have been chosen (by Teresa) to help with the campaign.
6. The package was being delivered (by the driver) when the accident occurred.
7. The verdict has been delivered (by the judge).
8. The tasks have been finished (by the staff) for the day.
9. The code will have been deciphered (by Renaldo) by the weekend.
10. The tickets should have been received (by my parents) yesterday.

**Exercise 39: Using *Enough***

1. Mary didn't have (time enough / **enough time**) to go to Mark's game.
2. Do you have (sugar enough / **enough sugar**) to make brownies?
3. The teacher's voice was (**loud enough** / enough loud) to be heard down the hall.
4. This board isn't (**long enough** / enough long) to finish the project.
5. Jimmy didn't have (jam enough / **enough jam**) for his toast.
6. Mr. Jenkins didn't get up (**early enough** / enough early) to make the meeting.
7. Martin found (coins enough / **enough coins**) to buy a comic book.
8. Our youth group raised (money enough / **enough money**) to go on the mission trip.
9. The train couldn't produce (steam enough / **enough steam**) to climb the mountain.
10. Johnny wasn't (**good enough** / enough good) to go on the field trip.

### Exercise 40: Using Subjunctives

1. The professor insisted that Shelly ~~turned~~ **turn** in her paper.
2. It was imperative that they ~~stopped~~ **stop** the bleeding immediately.
3. It ~~have~~ **has** been suggested that Shaun give the ceremonial speech.
4. She ~~is to propose~~ **proposed** that the meeting end early for the holiday.
5. The president ordered that Congress ~~takes~~ **take** an action on the bill soon.
6. The officer demanded that the suspect ~~should~~ stop running.
7. It was urged that they leave the island before nightfall. **correct**
8. Johnny prefers that the girls cheer when he scores. **correct**
9. The teacher asked that the students not ~~stood~~ **stand** in the middle of the hall.
10. It was recommended that we arrive at the theater early. **correct**

### Exercise 41: Using Inclusives

Fill in the blank with the missing connector in the following sentences.

1. Jonathon plays violin **as well as** guitar.
2. My sister bought **not only** a new house but also a new car.
3. Our teacher can speak **both** English and Spanish.
4. I am learning not only to speak English **but also** to teach it.
5. Alison was sweating **as well as** vomiting.
6. I can both rub my belly **and** pat my head.
7. The new student speaks **not only** fast but also unclear.
8. Mr. Milton is my football coach **as well as** my baseball coach.
9. Sally is both pretty **and** intelligent.
10. Randolph is not only intelligent **but also** handsome.

**Exercise 42: Using Clauses of Concession**

1. My friend showed me how to do the magic trick despite having promised to keep it a secret. (though)

**My friend showed me how to do the magic trick though he promised to keep it a secret.**

2. In spite of it being expensive, Jack likes to dine at that fine restaurant. (even though)

**Jack likes to dine at the fine restaurant even though it's expensive.**

3. Michael searched hours for his favorite photo even though he never found it. (although)

**Although Michael searched hours for his favorite photo, he never found it.**

4. Mary went for a long walk though it was raining. (despite)

**Mary went for a long walk despite the rain.**

5. He continued to exercise although his back hurt. (in spite of)

**He continued to exercise in spite of the pain in his back.**

6. The group enjoyed the concert even though it was noisy. (despite)

**Despite it being noisy, the group enjoyed the concert.**

7. In spite of his bad grades, Greg passed the class. (though)

**Greg passed the class even though he had bad grades.**

8. Fred asked Susie to the dance even though she didn't like him. (although)

**Although Susie didn't like him, Fred asked her to the dance.**

9. Though Roger was much older than Lisa, he looked much younger. (in spite of)

**In spite of being older than Lisa, Roger looked much younger.**

10. George joined the army despite his parent's objections. (even though)

**George joined the army even though his parents objected.**



**Exercise 43: Identifying Vague Pronoun References**

1. A\_\_\_\_\_ Mel Gibson produced Brave Heart at the height of his career and it was a phenomenal accomplishment.  
B\_\_X\_\_ Mel Gibson produced Brave Heart at the height of his career and the movie was a phenomenal accomplishment.
2. A\_\_X\_\_ Gibson received much praise and made a lot of money, but he was very modest about his achievements.  
B\_\_\_\_\_ Gibson received much praise and made a lot of money, but he was very modest about it.
3. A\_\_\_\_\_ Henry bought a German made car because he read that they make the best models.  
B\_\_X\_\_ Henry bought a German made car because he read that the Germans make the best models.
4. A\_\_\_\_\_ Nancy was extremely overweight and it was hard.  
B\_\_X\_\_ Nancy was extremely overweight and her life was hard.
5. A\_\_X\_\_ Derrick's father wondered if Derrick were good enough to play college ball.  
B\_\_\_\_\_ Derrick's father wondered if he were good enough to play college ball.
6. A\_\_\_\_\_ Lowering the puppy into the mother's cage, Janet felt it bite her.  
B\_\_X\_\_ Lowering the puppy into the mother's cage, Janet felt the puppy bite her.
7. A\_\_X\_\_ At the local fair, the manager allows children under five to enter free.  
B\_\_\_\_\_ At the local fair, they allow children under five to enter free.
8. A\_\_\_\_\_ Mary and Allison left their purses at the table, but then they weren't sure if they were safe.  
B\_\_X\_\_ Mary and Allison left their purses at the table, but then they weren't sure if their purses were safe.
9. A\_\_X\_\_ My car scraped the farmer's fence, but the fence wasn't damaged.  
B\_\_\_\_\_ My car scraped the farmer's fence, but it wasn't damaged.

**Exercise 44: Correcting Sentences with Dangling Modifiers**

1. To teach more thoroughly, the demonstration was given again.

**The demonstration was repeated in order for it to be more thorough.**

2. After reading the original manuscript, the play lacks excitement.

**The original play manuscript lacked excitement so it was rewritten.**

3. Leaving the stress of your job, your home should be a place to relax.

**Your home should be a place to relax and escape the stress of your job.**

4. The experiment was a failure, not having listened closely to instructions.

**The experiment was a failure because the instructions were not closely followed.**

5. Having been thrown in the air, the dog caught the stick.

**The dog caught the stick that had been thrown in the air.**

6. While playing a computer game, the telephone rang.

**The telephone rang while I was playing a computer game.**

7. Running across the floor, the rug slipped and I fell.

**While running across the floor, I slipped on the rug and fell.**

8. Standing on the hotel balcony, the mountainous view was spectacular.

**The mountain view was spectacular from the hotel balcony.**

9. Being piled up next to the washer, I began doing laundry.

**I began to do laundry because the clothes were piled up next to the washer.**

10. While taking out the trash, the sack broke.

**The trash sack broke when I was taking it out.**

## Practice Test 3

### Advanced Level

1.	a	11.	a	21.	d	31.	c	41.	b
2.	d	12.	c	22.	e	32.	b	42.	d
3.	c	13.	d	23.	b	33.	a	43.	a
4.	e	14.	b	24.	d	34.	b	44.	c
5.	c	15.	e	25.	c	35.	d	45.	c
6.	a	16.	e	26.	c	36.	d	46.	b
7.	d	17.	b	27.	a	37.	c	47.	b
8.	e	18.	a	28.	c	38.	e	48.	d
9.	d	19.	c	29.	b	39.	b	49.	a
10.	c	20.	d	30.	d	40.	c	50.	c

# Practice Test 4

## Final Exam

1.	d	21.	c	41.	b	61.	d	81.	c
2.	c	22.	b	42.	c	62.	a	82.	a
3.	e	23.	d	43.	b	63.	d	83.	e
4.	c	24.	d	44.	e	64.	c	84.	a
5.	b	25.	a	45.	b	65.	a	85.	d
6.	a	26.	e	46.	a	66.	a	86.	b
7.	d	27.	d	47.	c	67.	b	87.	c
8.	b	28.	a	48.	d	68.	e	88.	e
9.	d	29.	b	49.	c	69.	b	89.	a
10.	e	30.	c	50.	b	70.	c	90.	c
11.	d	31.	c	51.	e	71.	d	91.	c
12.	b	32.	e	52.	c	72.	d	92.	d
13.	e	33.	d	53.	e	73.	d	93.	b
14.	c	34.	c	54.	a	74.	e	94.	e
15.	b	35.	b	55.	d	75.	a	95.	c
16.	c	36.	b	56.	d	76.	e	96.	e
17.	a	37.	d	57.	c	77.	c	97.	b
18.	d	38.	a	58.	b	78.	b	98.	d
19.	e	39.	d	59.	c	79.	d	99.	e
20.	e	40.	e	60.	b	80.	b	100.	c

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