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GMAT[®] Ultimate Grammar



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The Only Guide You Need

This is only a sample of the first part (Basic Grammar). The full book consists of 2 other parts (Intermediate and Advanced grammar) and is 294 pages.

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Thank you for downloading this e-book.

Significant time and work were put into creating it. I hope you will find it helpful and comprehensive. This book is a collective product based on input and feedback from many members. If you have any questions or suggestions, please do not hesitate to post them here, on gmat club forum:

Good luck on the GMAT!

Updated: 1/24/2011

Best Regards,
BB, Founder of GMAT Club

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

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 <i>The</i> WITH	DON'T USE <i>The</i> WITH
<i>oceans, seas, rivers, gulfs, plural lakes</i> the Pacific Ocean, the Caspian Sea, the Mississippi River, the Gulf of Mexico, the Finger Lakes <i>mountains</i> the Smoky Mountains, the Andes <i>sun, moon, earth</i> the sun, the moon, the earth <i>schools, colleges, universities (when the phrase begins with one of these words)</i> the School of Fine Arts, the University of Southern California	<i>singular lakes</i> Lake Titicaca, Lake Michigan <i>mounts</i> Mount Rushmore, Mount St. Helens <i>planets, constellations</i> Mercury, Saturn, Gemini, Leo <i>schools, colleges, universities (when the phrase begins with a proper noun)</i> Arizona University, Bardstown Community College

USE <i>The</i> WITH	DON'T USE <i>The</i> WITH
<p><i>ordinal numbers before nouns</i></p> <p>the First Amendment, the third floor</p> <p><i>wars (except world wars)</i></p> <p>the Vietnam War, the War of 1812</p> <p><i>certain countries or groups of countries with more than one word (except Great Britain)</i></p> <p>the United States, the United Kingdom, the United Arab Emirates</p> <p><i>historical documents</i></p> <p>the Constitution, the Bill of Rights</p>	<p><i>cardinal numbers after nouns</i></p> <p>Apollo One, floor three</p> <p>World War One, World War Two</p> <p><i>countries preceded by New or an adjective such as a direction</i></p> <p>New Zealand, South Africa, North Korea</p> <p><i>one word countries</i></p> <p>China, Australia, Germany, Italy</p> <p><i>continents</i></p> <p>Asia, North America, South America</p> <p><i>states</i></p> <p>Kentucky, Alabama, Utah, California</p> <p><i>sports</i></p> <p>baseball, volleyball, football, soccer</p> <p><i>abstract nouns</i></p> <p>intelligence, beauty, happiness</p> <p><i>general areas of subject matter</i></p> <p>science, algebra, social studies</p> <p><i>holidays</i></p> <p>New Years, Christmas, Thanksgiving</p>

Exercise 3: Using Articles

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

1. John is wearing _____ baseball cap today.
2. _____ chair is _____ useful piece of furniture.
3. _____ chairs in _____ living room are antiques.
4. She cried when she peeled _____ onion.
5. _____ women like to wear _____ jewelry.
6. _____ jewelry that my sister wears is made of _____ gold.
7. When you look at _____ moon, you can see _____ face.
8. _____ hour ago I saw _____ eagle flying overhead.
9. _____ life can be fun, but sometimes there are _____ problems.
10. _____ 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.

- a. five
- b. a few
- c. hardly any
- d. several
- e. no
- f. a lot of
- g. a great deal of
- h. too much
- i. some
- j. a number of
- k. too many
- l. a little

2. Randy drank _____ coffee.

- a. ~~five~~
- b. a few
- c. hardly any
- d. several
- e. no
- f. a lot of
- g. a great deal of
- h. too much
- i. some
- j. a number of
- k. too many
- 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.

<i>army</i>	<i>choir</i>	<i>Congress</i>	<i>government</i>	<i>minority</i>	<i>police</i>
<i>audience</i>	<i>class</i>	<i>crew</i>	<i>group</i>	<i>orchestra</i>	<i>public</i>
<i>band</i>	<i>clump</i>	<i>family</i>	<i>herd</i>	<i>organization</i>	<i>set</i>
<i>bunch</i>	<i>colony</i>	<i>flock</i>	<i>jury</i>	<i>pack</i>	<i>staff</i>
<i>bundle</i>	<i>committee</i>	<i>gang</i>	<i>majority</i>	<i>pair</i>	<i>team</i>

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 _____”.

<i>eyeglasses</i>	<i>pants</i>	<i>scissors</i>	<i>slacks</i>	<i>tongs</i>	<i>binoculars</i>
<i>jeans</i>	<i>pliers</i>	<i>shorts</i>	<i>trousers</i>	<i>tweezers</i>	<i>goggles</i>

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 hike was eight hours to the temple.

These tickets cost forty dollars.

It was an eight-hour hike to the temple.

These are forty-dollar tickets.

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
Simple	I	work	worked	will work
	he, she, it	works	worked	will work
	we, they	work	worked	will work
Continuous	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
Perfect	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

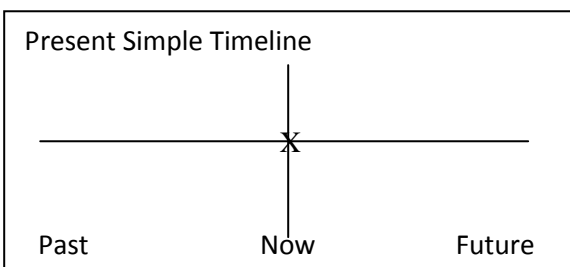
Study the following chart which shows the use of each verb tense with an example.

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 Simple	I have played	*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 playing	*Actions begun in the past which continue to present	*I have been working since 6 a.m.
Past Simple	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 Simple	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.

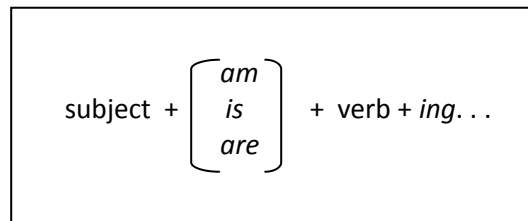
Examples of present simple tense:

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)

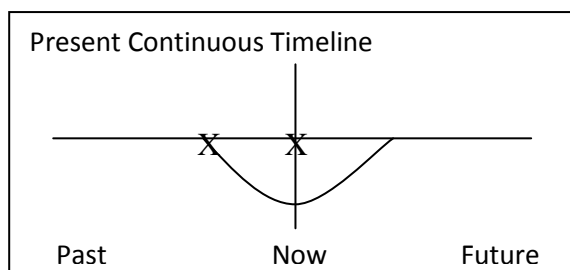
Present Continuous (Progressive)

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.



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.

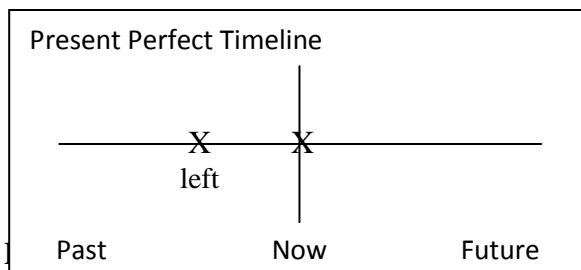
Present Perfect

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 + $\left[\begin{array}{c} \textit{has} \\ \textit{have} \end{array} \right]$ + verb in past participle. . .



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

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

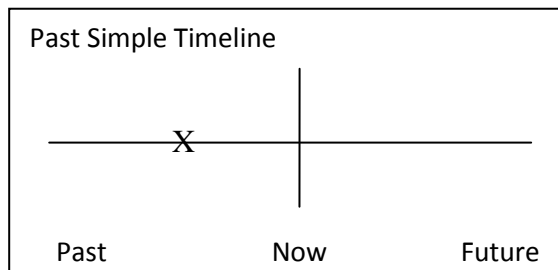
Fill in the blanks with the correct present tense form of the verb in parentheses. NOTE: You may need to consult the irregular verb list at the end of the book.

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.

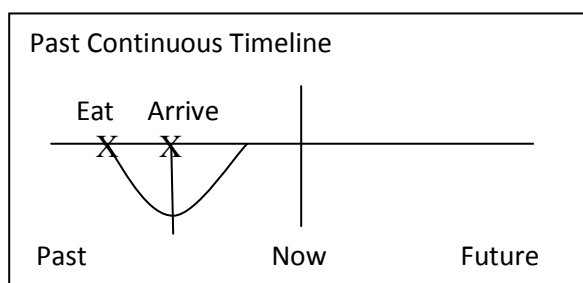
George ate all his dinner.

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 + $\begin{bmatrix} \text{was} \\ \text{were} \end{bmatrix}$ + verb + *ing*. . .

The moon was shining brightly last night.

The girls were laughing at his joke yesterday in class.

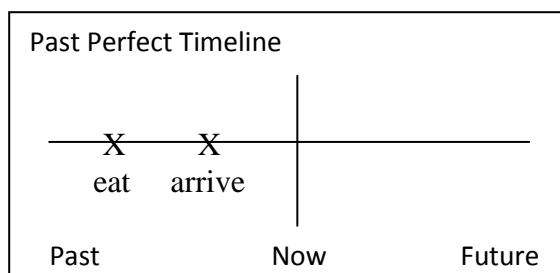
Past Perfect

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 + *had* + verb in past participle. . .

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 +	$\left(\begin{array}{c} \textit{before} \\ \textit{when} \\ \textit{after} \\ \textit{since} \\ \textit{by the time} \end{array} \right)$	+ subject + simple past
--------------------------	--	-------------------------

$\left(\begin{array}{c} \textit{before} \\ \textit{when} \\ \textit{after} \\ \textit{since} \\ \textit{by the time} \end{array} \right)$	+ subject + simple past + subject + past perfect
--	--

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.

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

OR

After he had taken his exams, Jerrod 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

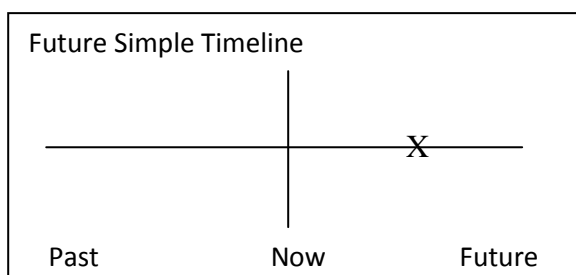
Fill in the blanks with the correct past tense form of the verb in parentheses. NOTE: You may need to consult the irregular verb list at the end of the book.

1. She _____ (talk) on the phone when the door bell 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:

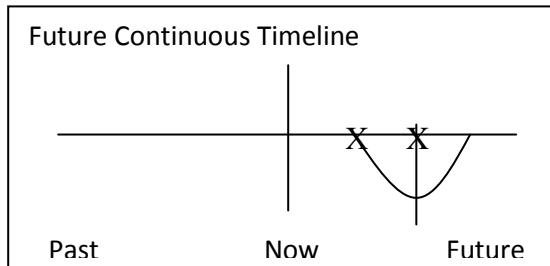
1. I will go to the store after lunch.
2. Randy will travel to Europe this summer.
3. Many birds will migrate south for the winter.

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:

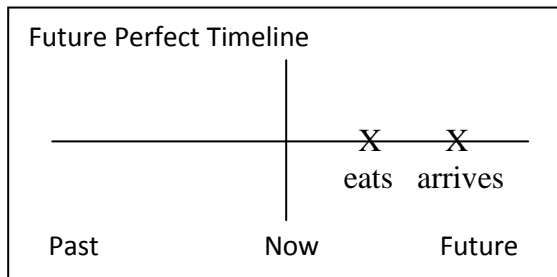
1. It will be raining when our plane lands in London.
2. Madonna will be signing autographs after the concert.
3. Joe will be participating in the competition this summer.

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.

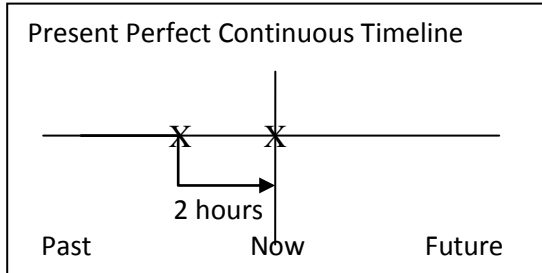
	Present	Past	Future
I	have been studying	had been studying	will have been studying
he, she, it	has been studying	had been studying	will have been studying
we, they	have been studying	had been studying	will have been studying

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 + $\left[\begin{array}{c} \text{has} \\ \text{have} \end{array} \right] + \text{been} + \text{verb} + \text{ing} \dots$



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:

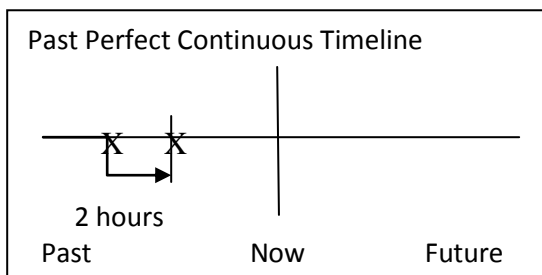
1. I have been working on the car engine since this morning.
2. Ruth has been babysitting the neighbor's kids for six hours.
3. The carnival employees have been working since 5 a.m. this morning.

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:

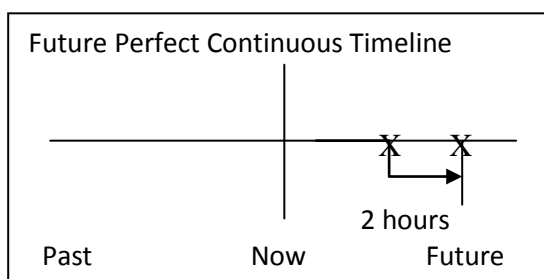
1. He had been drinking when the accident occurred.
2. Sarah had been exercising before the surgery.
3. The horses had been ridden many times before the ranch was sold.

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. (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 doubts she is sincere.

INCORRECT: He is doubting she is sincere.

CORRECT: Sarah hates her new hair style.

INCORRECT: Sarah is hating her new hair style.

CORRECT: Jonathon understands the assignment.

INCORRECT: Jonathon is understanding 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	mean
astonish	please
deny	promise
disagree	satisfy
impress	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	deserve	matter
concern	fit	need
consist	include	owe
contain	involve	own
cost	lack	possess
depend		

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

<i>There</i> <u>is</u>	a clean <u>towel</u>	<u>in the linen closet.</u>
Verb	subject	expression of place

<i>There</i> <u>are</u>	six <u>kittens</u>	<u>under my bed.</u>
Verb	subject	expression of place

<i>There</i> <u>has been</u>	a <u>fire</u>	<u>at the warehouse.</u>
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:

<i>Here</i> <u>was</u>	<u>the accident.</u>
verb	subject

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

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

Underline the correct word in parentheses in the following sentences.

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

8. SUBJECT/VERB AGREEMENT & PLACEMENT

It is important that the subject and verb in a sentence agree in person and number. If the subject is singular then the verb is also usually singular. If the subject is plural then the verb is also usually plural (although some exceptions do exist).

The professional demonstrates the idea well.
singular singular

The professionals demonstrate the idea well.
plural plural

Quite often, the verb is separated from the subject, which makes them very difficult to identify. Many times the subject and the verb will be separated by a prepositional phrase, which has no effect on the verb.

The danger with many products is that they harm children.
singular subject singular verb

Several polls on this particular problem have been taken.
plural subject plural verb

The war between the opposing forces has caused many people to flee the city.
singular subject singular verb

The answers to these various questions are final.
plural subject plural verb

Sometimes, other phrases are used to separate the subject from the verb besides prepositional phrases. These phrases do not affect the verb.

Here are some examples:

accompanied by	along with
together with	as well as

Angelina Jolie, together with her husband Brad Pitt, is arriving to the fund raiser.
Singular subject singular verb

However, if the conjunction *and* is used instead of the phrase then the verb would be plural.

Angelina Jolie and Brad Pitt are arriving to the fund raiser.
plural subject plural verb

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://gmatchclub.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 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://gmatchclub.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.)

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.

<u>All</u> – All the <u>boys</u> <u>are</u> tired of playing.	OR	All the <u>time</u> <u>has</u> gone.
<u>Any</u> – Any <u>choices</u> <u>are</u> good.	OR	Any <u>choice</u> <u>is</u> good.
<u>More</u> – More <u>colors</u> <u>are</u> good.	OR	More <u>color</u> <u>is</u> good.
<u>Most</u> – Most of the <u>fires</u> <u>are</u> quenched.	OR	Most of the <u>fire</u> <u>is</u> out.
<u>None</u> – None of the <u>pies</u> <u>have been</u> sold.	OR	None of the <u>pie</u> <u>has been</u> eaten.
<u>Some</u> – Some of my <u>friends</u> <u>are</u> coming.	OR	Some of my <u>family</u> <u>is</u> 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 do, does, did	} + subject + verb
----------------------------------	--------------------

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 *extremely* nervous.

(How nervous is she?)

We *almost* won.

(How did we win?)

The bird flew *fast*.

(How did the bird fly?)

Steven eats *too* much candy.

(How much candy does Steven eat?)

Stacy plays violin well.

(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

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 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://gmatchclub.com/forum/search.php?search_id=tag&tag_id=141

PREPOSITIONS AND PREPOSITIONAL PHRASES

Prepositional phrases are an important part of the English language. A prepositional phrase begins with a preposition. Often, the preposition shows direction, or placement, such as *in*, *at*, *under*, *around*, *through*, *to*, *over*, etc., but not always, such as *about*, *of*, *since*, *till*, *until*, etc. The preposition includes an object of the preposition, which is a noun or pronoun. (See a list of commonly used prepositions.)

prepositional phrase = on the horse preposition = on object of preposition = the horse

The man rode on the horse. OR The man rode on it.
prep. noun phrase prep. pronoun

Prepositional phrases can contain adjectives that modify the noun, or object.

The man rode on the *brown* horse.

There can also be multiple prepositional phrases used in order to give more information. Each additional phrase provides more information to the main idea of the sentence.

The man rode on the horse across the prairie in the rain .
prep. phrase prep. phrase prep. phrase

Sometimes, a prepositional phrase can be at the beginning of a sentence. If this is the case, it is followed by a comma (see more about comma usage in the punctuation section.)

In the first inning, he scored a goal.

Exercise 22: Identifying Prepositions and Objects of Prepositions

Underline each prepositional phrase in the sentences below and write “P” underneath the preposition and “OP” under the object of the preposition. NOTE: Some sentences may have more than one prepositional phrase.

Example: The lion roared from the jungle.
 P OP

1. The dragon blew fire at the knight.
2. Yesterday, I saw Kathy at the store around the corner.
3. The scared rabbit ran under the porch.
4. In the beginning, John was nervous about the test.
5. The eggs were broken in the carton.
6. Sally hurt her knee on the ice from the fall.

7. Children love to play in the snow.
8. The band played passionately to the fans at the stadium.
9. The medics rushed the patient down the hall into the emergency room.
10. Carla and Amy love to go to the movies on Saturday night.

12. 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 <u>more painstakingly than</u> Ralph.	(comparative)
He behaved <u>more comically than</u> all the other clowns.	(comparative)
That bull acts <u>the most chaotic</u> of all.	(superlative)
That kid cries <u>the most pitifully</u> 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 <u>taller than</u> yours.	OR	His dad is <u>taller</u> .
This disease is <u>more contagious than</u> that one.	OR	This disease is <u>more contagious</u> .
Martin is <u>less dynamic than</u> his brother.	OR	Martin is <u>less dynamic</u> .

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	farthest
O R	further	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 began 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

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.

13. 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.

14. 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 like 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.

plural count noun = girls

None of the water has leaked into the basement.

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.

Single count noun = boy

No cars are completely energy efficient.

Plural count noun = cars

No water is safe to drink from that county.

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.

I don't want any coffee.

Daniel has some pizza.

Daniel doesn't have any pizza.

Debby had some homework.

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.

15. 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 in that country.
 - 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-storey building, and is built as the entrance arch to the 1889 World's Fair.

- a) standing as tall as an 81-storey building, and is built
- b) standing taller as an 81-storey building, and was built
- c) standing as tall as an 81-storey building, and was built
- d) standing as tall as a 81-storey building, and was being built
- e) stood as tall as an 81-storey 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 16th President of the United States, Abraham Lincoln was borned the second child to Nancy and Thomas Lincoln, February 12th, 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, bluely Northern Lights were an awesome spectacle for the kids on their first trip to Alaska.

- a) The eerie, bluely 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 bluely 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.

- 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 sit close to the celebrities and have a vantage point to sit up my camera to take
- b) had a good seat to sit 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 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. five |
| 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 |

Exercise 6: Using the Present Tense Forms of Verbs

1. John is sleeping (sleep) on the couch at the moment.
2. My dad always sits (sit) in that chair.
3. I like (like) to go to the movies on the weekends.
4. The children are playing (play) at the neighbor's house today.
5. The company is building (build) a new store.
6. Water washes (wash) away dirt.
7. My little brother has eaten (eat) all the candy! It's all gone!
8. Jane is reading (read) her favorite book now.
9. Those boys have scared (scare) that cat many times before.
10. 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 be going (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 (and) Randy went to the dance together. nouns
2. The children played lively (and) energetically. adverbs
3. Johnny is jumping (and) bouncing on the trampoline. verbs
4. Margaret has lost her earrings (but) not her bracelet. nouns
5. That color isn't really brown, orange, (or) 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 anything . |
| 2. There isn't no milk in the refrigerator. | There isn't any milk in the refrigerator. |
| | OR There is no milk in the refrigerator. |
| 3. I can't never understand him. | I can't ever understand him. |
| 4. We couldn't see nothing at the concert. | We couldn't see anything at the concert |
| 5. They didn't trust nobody. | They didn't trust anybody . |

Practice Test 1

Basic Level

6.	1.	b	11.	b	21.	c	31.	d	41.	d
7.	2.	d	12.	c	22.	e	32.	b	42.	d
8.	3.	a	13.	b	23.	c	33.	c	43.	e
9.	4.	e	14.	e	24.	a	34.	d	44.	c
10.	5.	b	15.	a	25.	d	35.	a	45.	a
11.	6.	e	16.	d	26.	d	36.	e	46.	d
12.	7.	b	17.	e	27.	b	37.	c	47.	b
13.	8.	d	18.	c	28.	e	38.	b	48.	b
14.	9.	c	19.	e	29.	c	39.	a	49.	d
15.	10.	a	20.	b	30.	a	40.	e	50.	e

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