

1 Sentence Structure

A sentence is a word or a group of words that has a stated or implied subject, a verb and expresses a complete thought.

Go!

Bob is leaving.

A sentence may be affirmative, negative or interrogative.

She studies.

She does not study.

Does she study?

In this section, we will examine types of sentences that people use when writing down their thoughts.

There are three basic types of sentences:

1. Simple

Mr. Johnson is a teacher.

2. Compound

Kevin is a student, and he works part-time.

Mary is tired; however, she will finish the work.

Edith is leaving; she is going home.

3. Complex

Tell Charlie to call me when he gets up.

Because he works hard, he does well in English.

Simple Sentences

Another term for a simple sentence is an *independent clause*.

A simple sentence has only one independent clause, typically comprising one subject and one verb.

Compound Sentences

A compound sentence has two (or more) independent clauses. There are three basic types.

TYPE	DESCRIPTION	EXAMPLE
1	Two (or more) independent clauses linked by a <i>coordinate conjunction</i>	Kent eats well, <i>and</i> he exercises.
2	Two (or more) independent clauses linked by an <i>adverbial conjunction</i>	I want you to leave; <i>moreover</i> , I want you to leave now!
3	Two (or more) independent clauses linked by a <i>semicolon</i>	I walk quickly; she walks slowly.
Note: • The coordinate conjunction is preceded by a comma. • The adverbial conjunction is preceded by a semicolon and followed by a comma.		

There are seven coordinate conjunctions.

COORDINATE CONJUNCTION	FUNCTION	EXAMPLE
and	To add	Sally moved to Toronto, <i>and</i> she got a job.
but	To contrast	Jennifer got an A, <i>but</i> Anne got a B.
for	To introduce a reason	Christopher did well on his test, <i>for</i> he worked hard.
nor	To add an idea after a negative statement	He didn't laugh, <i>nor</i> did he cry.
or	To show an alternative	You can do the dishes, <i>or</i> you can take out the trash.
so	To show a result	He worked hard, <i>so</i> he made a lot of money.
yet	To introduce two opposing ideas	I slept well, <i>yet</i> I am still tired.

- Note:
- *Nor* is followed directly by an auxiliary + subject + base form of the verb:
*She doesn't work, nor **does she study.***
 - As a coordinate conjunction, *for* means "because."
 - The acronym *fanboys* is a useful mnemonic: **for, and, nor, but, or, yet, so.**

There are many adverbial conjunctions. The following chart lists the more common ones:

ADVERBIAL CONJUNCTION	FUNCTION	EXAMPLES
accordingly as a result consequently hence therefore thus	To show a result	The instructions said to wash before using; <i>accordingly</i> , I put my new set of dishes in the dishwasher and turned it on. My gas gauge wasn't working properly; <i>as a result</i> , I ran out of gas on the way to the cottage. They arrived late for work every day last week; <i>consequently</i> , they were fired. Julie had a lot of alterations made to her wedding dress; <i>hence</i> , it cost twice the original price. Only residents are allowed to park in that lot; <i>therefore</i> , you must show your ID at the gate. Our bank account was overdrawn last month; <i>thus</i> , we had to pay a bank fee.
at the same time meanwhile	To show simultaneous actions	Please make the additions I have noted; <i>at the same time</i> , check the document for gender-specific vocabulary. Susan was rushing about; <i>meanwhile</i> , her husband was taking a nap.
for example for instance	To introduce an example	Strong earthquakes can actually move cities; <i>for example</i> , Concepción, Chile, was moved at least three metres in the February 2010 quake. Houseplants can remove chemical pollutants from the air; <i>for instance</i> , English ivy and rubber plants are very effective in cleaning the air in your house.



furthermore moreover	To add	Tina's parents bought her a car; <i>furthermore</i> , they paid for her studies. Students must register for the trip to Ecuador by Friday; <i>moreover</i> , a cheque for \$500 must accompany their registration forms.
however nevertheless nonetheless	To contrast	Todd does well in school; <i>however</i> , he is not enjoying his studies. Derek didn't have time to study very much for his geography exam; <i>nevertheless</i> , he passed the mid-term. I can't do a complete revision of your document; <i>nonetheless</i> , I will check it for spelling mistakes.
indeed in fact	To emphasize	Jenny did well on her test; <i>indeed</i> , she received a perfect grade. Joan won the half-marathon last weekend; <i>in fact</i> , she set a new record.
likewise similarly	To show similarity	Drivers must wear seat belts; <i>likewise</i> , all passengers must buckle up. Teenage boys often perform worse than teenage girls on tests; <i>similarly</i> , teenage boys often behave worse than teenage girls at school.
otherwise	To show an alternative consequence	Arrive at work on time; <i>otherwise</i> , you will be fired.

Note:

- Coordinate and adverbial conjunctions can express similar functions: to add, to contrast, to show a result and to show an alternative.
- An adverbial conjunction can also be used as an adverb at the start of a sentence:
Nevertheless, he was fired.

Complex Sentences

A complex sentence has two (or more) clauses, at least one of which is a dependent clause.

A dependent clause begins with a subordinate conjunction (or dependent marker) such as *because*: the idea expressed is incomplete. To complete the idea, an independent clause is required.

Because she had run five miles, *Shelly was exhausted.* } complex sentence
dependent clause independent clause

The following chart lists the more common subordinate conjunctions:

SUBORDINATE CONJUNCTIONS	FUNCTION	EXAMPLES
after before	To establish a sequence	<i>After</i> the police officer had stopped me last night, she asked me to take a Breathalyzer test. They had reviewed their notes <i>before</i> they went to class.



SUBORDINATE CONJUNCTIONS	FUNCTION	EXAMPLES
although even if even though though	To present opposing ideas	<i>Although</i> she likes mathematics, she is not doing well in his course. <i>Even if</i> the condominium is expensive, she is going to have a home of her own. He accepted the invitation <i>even though</i> he will have to rent a tuxedo for the occasion. He came to the party <i>though</i> he was not invited.
as as though just as	To make a comparison	You will do <i>as</i> you are told. He behaved <i>as though</i> he didn't want to be there. <i>Just as</i> smoking is bad for your health, it is a very expensive habit.
as long as	To introduce a period of time	He will love her <i>as long as</i> he lives.
because	To give a reason	<i>Because</i> the teachers were on strike, classes were cancelled.
if unless	To set a condition	<i>If</i> it rains, she will stay home. <i>Unless</i> skateboarders want to run the risk of serious head injuries, they should wear helmets.
since when	To refer to a point in time	<i>Since</i> they got married, they have been fighting like cats and dogs. <i>When</i> we painted the pool, we repaired the broken tiles as well.
until	To introduce a specific time	He will work <i>until</i> it's time to leave.
where wherever	To introduce a place	He will go <i>where</i> she goes. Special agents are sent <i>wherever</i> people report UFO sightings.
whether	To introduce a choice	She does not seem to care <i>whether</i> she lives or dies.
while	To show simultaneous actions	They were in chemistry class <i>while</i> their friends were in French class.

Note: • Sentences containing relative clauses are also complex sentences as a relative clause is a dependent clause. Relative clauses are introduced by relative pronouns such as *who*, *whom*, *that*, *which* and *whose*.

*The student **who ran five miles** was exhausted.*

GRAMMAR TIP

A compound-complex sentence is a sentence with two or more independent clauses and one or more dependent clauses: *Unless you work hard, you will not get good grades, and you will not get into medical school.*

Types of Dependent Clauses

There are three types of dependent clauses.²

TYPE	FUNCTIONS	EXAMPLES
Adjective clause	- Modifies a noun or a pronoun - Answers the questions “Which one?” or “What kind?”	There’s the book <i>that I wanted!</i> (The dependent clause “that I wanted” modifies the noun “book,” answering the question “Which one?”)
Adverb clause	- Modifies a verb, an adjective or another adverb - Answers the questions “When?” “Where?” “How?” “Why?” “To what extent?” or “Under what condition?”	John is smiling <i>because he is happy.</i> (The dependent clause “because he is happy” modifies the verb “is smiling,” answering the question “Why?”)
Noun clause	Acts as a subject, a direct object, an object of the preposition or a subjective complement	<i>Whatever you say</i> is of little importance. (subject) They hoped <i>that they would win.</i> (direct object) I was thinking about <i>when we first met.</i> (object of the preposition) My hope is <i>that you will leave.</i> (subjective complement)

- Note:
- Adjective clauses introduced by relative pronouns are also called *relative clauses*:
*Where’s the car **that she bought**?*
 - Noun clauses are singular:
*When she gets home **is** her business.*
 - A direct object follows a transitive verb in a sentence and answers the questions “What?” or “Whom?”
He wrote the report. (What did he write? Answer: The report.)
She took her sister to lunch. (Whom did she take to lunch? Answer: Her sister.)
 - A subjective complement is connected to a subject by a linking verb. Common linking verbs include the following: *appear, be, become, feel, grow, look, remain, seem, smell, sound, stay* and *taste*.
*He **looked** exhausted; now, he **looks** energized.* (*Exhausted* and *energized* are subjective complements.)

GRAMMAR TIP

Action verbs may be transitive or intransitive: a transitive verb is followed by a direct object whereas an intransitive verb is not.

He broke the window. (break = transitive)

She arrived. (arrive = intransitive)

2. Hefty, Marye, Sally Ortiz, and Sara Nelson. *Sentence Diagramming: A Step-by-Step Guide to Learning Grammar through Diagramming*. Toronto: Pearson Education, 2008. 45–67. Print.

Pinpoint

Part A

CC = Coordinate
Conjunction

AC = Adverbial
Conjunction

SC = Subordinate
Conjunction

Join each pair of sentences by adding the conjunction indicated. Make any necessary changes to punctuation, capitalization and sentence order. Write your answers in the space provided. In some cases, more than one answer is possible.

1. You can cut the grass. You can wash the car. (CC – show an alternative)

2. There had been an avalanche. The highway through the mountains was closed. (SC – give a reason)

3. He won the lottery. He quit his job. (CC – show a result)

4. Geoff exercises three times a week. He has not lost any weight. (AC – show a contrast)

5. Robin got an A. Ryland got a B. (CC – show a contrast)

6. There was a serious accident on the highway. They missed their exam. (AC – show a result)

7. My e-mail account was hacked yesterday. My computer was infected with a virus. (AC – add)

8. He lives two blocks from his office. He is often late for work. (SC – present opposing ideas)

9. She doesn't eat red meat. She doesn't drink wine. (CC – add)

10. I am finding my chemistry course difficult. I nearly failed my last exam. (AC – emphasize)

GRAMMAR TIP

If you cannot decide whether *that* introduces a noun clause or an adjective clause, apply the "which" test: if *which* cannot replace *that* at the beginning of a dependent clause, then it is a noun clause (Lester qtd. in Heft 62).

Part B

Indicate whether each of the clauses in *italics* is an independent clause or a dependent clause. If the clause is dependent, indicate the type of dependent clause: adjective, adverb or noun. The first one has been done for you as an example.

1. Where's the appetizer *that I ordered*?
☐ Independent clause ☒ Dependent clause
Type of dependent clause:
☒ adjective clause ☐ adverb clause ☐ noun clause
2. Her most cherished dream is *that she will retire*.
☐ Independent clause ☐ Dependent clause
Type of dependent clause:
☐ adjective clause ☐ adverb clause ☐ noun clause
3. *I enjoy walking my dogs* when the weather is fine.
☐ Independent clause ☐ Dependent clause
Type of dependent clause:
☐ adjective clause ☐ adverb clause ☐ noun clause
4. I was dreaming of *where I will vacation*.
☐ Independent clause ☐ Dependent clause
Type of dependent clause:
☐ adjective clause ☐ adverb clause ☐ noun clause
5. *I wanted to eat in*, but my girlfriend, who loves fine dining, wanted to eat out.
☐ Independent clause ☐ Dependent clause
Type of dependent clause:
☐ adjective clause ☐ adverb clause ☐ noun clause
6. That's the man *who I met*.
☐ Independent clause ☐ Dependent clause
Type of dependent clause:
☐ adjective clause ☐ adverb clause ☐ noun clause
7. The little boy is crying *because he is lost*.
☐ Independent clause ☐ Dependent clause
Type of dependent clause:
☐ adjective clause ☐ adverb clause ☐ noun clause
8. They wished *that he would leave*.
☐ Independent clause ☐ Dependent clause
Type of dependent clause:
☐ adjective clause ☐ adverb clause ☐ noun clause



Now that you have pinpointed your current level of understanding of sentence types, complete related exercises on the Companion Website for practice and instant feedback.

9. *This exercise is interesting*; however, I find it difficult.

☐ Independent clause ☐ Dependent clause

Type of dependent clause:

☐ adjective clause ☐ adverb clause ☐ noun clause

10. *Where she lives* is a mystery.

☐ Independent clause ☐ Dependent clause

Type of dependent clause:

☐ adjective clause ☐ adverb clause ☐ noun clause

2 Present, Past and Future Tenses

THE PRESENT

The Simple Present Tense

The simple present is used to express

- general or repeated actions;
*Jackson **drives** his children to school **every** morning.*
- facts.
*We **add** a day to February **every** leap year.*

KEY TERMS:

in the morning, every (afternoon, day, morning, year, etc.), often, on the weekend, in general, always, often, as a rule ...

Examine the conjugation chart below:

AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
I eat.	I do not eat. (I don't eat.)	Do I eat?
You eat.	You do not eat. (You don't eat.)	Do you eat?
He/She/It eats.	He/She/It does not eat. (He/She/It doesn't eat.)	Does he/she/it eat?
We eat.	We do not eat. (We don't eat.)	Do we eat?
They eat.	They do not eat. (They don't eat.)	Do they eat?

- Note:
- In the negative and interrogative forms, the auxiliary *does* is used for the third-person singular and *do* is used for all other persons.
 - In the negative and interrogative forms, only the auxiliary is conjugated.
 - In the negative form, the contractions *don't* and *doesn't* are formed by substituting an apostrophe for the letter *o* and contracting two words into one.



- In the interrogative form, the auxiliary precedes the subject.
- To transform a yes/no question into an information question, place the question word before the auxiliary:
Does he eat? ➔ **Why** does he eat?
Do they eat? ➔ **Where** do they eat?
- Common question words for information questions include *who*, *what*, *where*, *when*, *why* and *how*. (See Chart A, page 284.)

SPELLING TIPS:

- Add *s* to most verbs in the third-person singular.
answer ➔ *answers*
- If the verb ends in *ch*, *sh*, *s* or *x*, add *es*.
catch ➔ *catches* *wash* ➔ *washes*
miss ➔ *misses* *fix* ➔ *fixes*
- If the verb ends in *y*, change the *y* to *i* and add *es*.
study ➔ *studies*

Pronunciation of Final S

There are three ways to pronounce the final *s*:

1. When the last sound of the verb is voiceless,³ pronounce the final *s* as an /s/ sound: *eats*, *talks*, *walks* ...
2. When the last sound of the verb is voiced, pronounce the final *s* as a /z/ sound: *lives*, *loves*, *moves* ...
3. When the base form of the verb ends in *s*, *z*, *sh*, *ch*, *x*, *se*, *ge* or *ce*, pronounce the final *s* as an /iz/ sound: *kisses*, *fizzes*, *washes* ...

GRAMMAR TIP

Like the verb *be*, the verb *have* is conjugated differently in the third-person singular: *he has*, *she has*, *it has*.

The Verb Be

The verb *be* is conjugated differently from all other verbs. Take a look at the following conjugation chart:

AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
I am here. (I'm here.)	I am not here. (I'm not here.)	Am I here?
You are here. (You're here.)	You are not here. (You're not here. / You aren't here.)	Are you here?
He/She/It is here. (He's/She's/It's here.)	He/She/It is not here. (He's/She's/It's not here. / He/She/It isn't here.)	Is he/she/it here?
We are here. (We're here.)	We are not here. (We're not here. / We aren't here.)	Are we here?
They are here. (They're here.)	They are not here. (They're not here. / They aren't here.)	Are they here?

3. A voiceless sound causes no vocal-cord vibration when pronounced whereas a voiced sound does.



- Note:
- The first-person singular (*I*) and the third-person singular (*he, she* or *it*) have different conjugations from the other persons: *am* and *is* are used, not *are*.
 - No auxiliary is required for the negative and interrogative forms.
 - In the negative form, contractions can be formed in two ways for all persons but the first-person singular.
 - In the interrogative form, the verb precedes the subject.
 - To transform a yes/no question into an information question, place the question word before the verb:

Is he here? ➔ **Why** *is he here?*

GRAMMAR TIP

Use contractions for spoken English and informal writing:
I'm home.

The Present Continuous Tense

The present continuous is used to express

- actions occurring now;
*The mayor **is speaking** with reporters **right now**.*
- planned future actions.
*We **are leaving** for Europe **next Monday**.*

KEY TERMS:

at the moment, in an hour, now, right now, at this very minute, in a couple of hours, tomorrow, next (Monday, month, week, etc.) ...

The present continuous is composed of an auxiliary (*be* conjugated in the simple present, see above) and a present participle (verb + *ing*). Examine the conjugation chart below:

AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
I am eating. (I'm eating.)	I am not eating. (I'm not eating.)	Am I eating?
You are eating. (You're eating.)	You are not eating. (You're not eating. / You aren't eating.)	Are you eating?
He/She/It is eating. (He's/She's/It's eating.)	He/She/It is not eating. (He's/She's/It's not eating. / He/She/It isn't eating.)	Is he/she/it eating?
We are eating. (We're eating.)	We are not eating. (We're not eating. / We aren't eating.)	Are we eating?
They are eating. (They're eating.)	They are not eating. (They're not eating. / They aren't eating.)	Are they eating?

- Note:
- In the negative form, contractions can be formed in two ways for all persons but the first-person singular.
 - In the interrogative form, the auxiliary precedes the subject.
 - To transform a yes/no question into an information question, place the question word before the auxiliary:
Are they eating? ➔ **When** *are they eating?*
 - Non-action verbs (stative verbs) such as *know* cannot be used in the continuous form:
*I ~~am knowing~~ **know** you.* Other non-action verbs include *be, believe, belong, exist, forget, hate, hear, like, love, need, own, possess, prefer, remember, see* and *understand*.

SPELLING TIPS:

- Add *ing* to the base form of most verbs to form the present participle:
visit ➔ *visiting*
- If the verb ends in *e*, remove the *e* before adding *ing*:
place ➔ *placing*
- Some verbs ending with a consonant-vowel-consonant structure require that you double the last consonant before adding *ing*:
jog ➔ *jogging*
- If the verb ends in *ie*, change the *ie* to *y* before adding *ing*:
die ➔ *dying*

THE PAST

The Simple Past Tense

The simple past is used to express

- completed actions.
*She **won** two gold medals **at the 2010 Olympics**.* (past tense of irregular verb *win*)
*He **moved** to Ireland **three years ago**.* (past tense of regular verb *move*)

KEY TERMS:

last (month, night, weekend, year, etc.), yesterday, three years ago ...

Irregular Verbs

Irregular verbs have irregular past forms: *eat* ➔ *ate*. The only way to know the form is to memorize it—or refer to an irregular-verb chart such as the one on pages 285–286. Examine the conjugation chart below:

AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
I ate.	I did not eat. (I didn't eat.)	Did I eat?
You ate.	You did not eat. (You didn't eat.)	Did you eat?
He/She/It ate.	He/She/It did not eat. (He/She/It didn't eat.)	Did he/she/it eat?
We ate.	We did not eat. (We didn't eat.)	Did we eat?
They ate.	They did not eat. (They didn't eat.)	Did they eat?

- Note:
- In the affirmative form, the verb conjugation is always the same.
 - In the negative and interrogative forms, only the auxiliary is conjugated and it is always the same: *did*.
 - A yes/no question is created by placing the auxiliary before the subject. To transform a yes/no question into an information question, place the question word before the auxiliary:
Did you eat? ➔ **What** *did you eat?*
 - Some verbs are both regular and irregular.
The simple past of the verb *burn* can be either *burnt* (irregular) or *burned* (regular).
The simple past of the verb *learn* can be either *learnt* (irregular) or *learned* (regular).

The verb *be* is conjugated differently from all other verbs. Take a look at the conjugation chart below:

AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
I was there.	I was not there. (I wasn't there.)	Was I there?
You were there.	You were not there. (You weren't there.)	Were you there?
He/She/It was there.	He/She/It was not there. (He/She/It wasn't there.)	Was he/she/it there?
We were there.	We were not there. (We weren't there.)	Were we there?
They were there.	They were not there. (They weren't there.)	Were they there?

Note:

- *Be* is an “irregular” irregular verb. There are two simple-past forms: *was* for the first- and third-person singular (I, he/she/it) and *were* for all other persons.
- No auxiliary is required for the negative and interrogative forms.
- A yes/no question is created by placing the verb before the subject. To transform a yes/no question into an information question, place the question word before the verb:
Was he there? ➔ **Why** *was he there?*

Regular Verbs

Now let's turn our attention to the regular verbs. Examine the conjugation chart below:

AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
I asked.	I did not ask. (I didn't ask.)	Did I ask?
You asked.	You did not ask. (You didn't ask.)	Did you ask?
He/She/It asked.	He/She/It did not ask. (He/She/It didn't ask.)	Did he/she/it ask?
We asked.	We did not ask. (We didn't ask.)	Did we ask?
They asked.	They did not ask. (They didn't ask.)	Did they ask?

Note:

- In the affirmative form, the verb conjugation is always the same (ending with *ed*).
- In the negative and interrogative forms, only the auxiliary is conjugated—and it is always the same: *did*.
- A yes/no question is formed by placing the auxiliary before the subject. To transform a yes/no question into an information question, place the question word before the auxiliary:
Did you ask? ➔ **What** *did you ask?*

SPELLING TIPS:

- Add *ed* to form the simple past of most regular verbs:
visit ➔ *visited*
- If the regular verb ends in *e*, simply add a *d*:
place ➔ *placed*
- Some verbs ending with a consonant-vowel-consonant structure require that you double the last consonant before adding *ed*:
jog ➔ *jogged*
- If the regular verb ends in *y*, change the *y* to *i* before adding *ed*:
study ➔ *studied*

Pronunciation of *ed*

While the endings of regular verbs are quite regular (*ed*), the pronunciation of these endings is not. There are three ways to pronounce the final *ed* endings of regular verbs:

1. When the last sound of the verb is voiceless, pronounce the final *ed* as a /t/ sound: *walked, talked, stopped* ...
2. When the last sound of the verb is voiced, pronounce the final *ed* as a /d/ sound: *planned, exercised, moved* ...
3. When the last letters of the verb are *t, te, d* or *de*, pronounce the final *ed* as an /id/ sound: *downloaded, landed, planted* ...

GRAMMAR TIP

The past continuous is sometimes called the *past progressive*. Think about the terms *continuous* or *progressive* to remind yourself to use this tense for ongoing actions only.

The Past Continuous Tense

The past continuous is used to express

- actions in progress at a specific time in the past;
*They **were waiting** for the bus **at 8 a.m.***
- interrupted actions;
*He **was preparing** supper **when** the electricity went off.*
- simultaneous actions;
***While** he **was completing** the bibliography, she **was proofreading** the report.*
- background actions.
*The crew **was preparing** the stage **at the same time as** the band **was practising**.*

KEY TERMS:

at 8 a.m., when, while, at noon, at midnight, at the same time as ...

The past continuous is composed of an auxiliary (*be* conjugated in the simple past) and a present participle (verb + *ing*). Examine the conjugation chart below:

AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
I was eating.	I was not eating. (I wasn't eating.)	Was I eating?
You were eating.	You were not eating. (You weren't eating.)	Were you eating?
He/She/It was eating.	He/She/It was not eating. (He/She/It wasn't eating.)	Was he/she/it eating?
We were eating.	We were not eating. (We weren't eating.)	Were we eating?
They were eating.	They were not eating. (They weren't eating.)	Were they eating?

Note:

- The present participle is always the same—but remember that the verb *be* has two irregular forms: *was* and *were*.
- A yes/no question is created by placing the auxiliary before the subject. To transform a yes/no question into an information question, place the question word before the auxiliary:
Was he eating? ➔ *Why was he eating?*

GRAMMAR TIP

Don't use the past continuous to express past habits; use the simple past instead:
*When I was a teenager, I ~~was jogging~~ **jogged** every day.*

THE FUTURE

Both *will* and *be going to* can be used to express

- opinions about the future;
*I hope he **will** call **today**.*
*I hope he **is going to** call **today**.*
- predictions.
*It **will** snow **on the weekend**.*
*It **is going to** snow **on the weekend**.*

In most situations, *will* and *be going to* are interchangeable when used to express opinions about the future or to make predictions.

Exception: When the predicted action is imminent (about to happen), the *be going to* form is used.

*Look at those dark clouds! It ~~will rain~~ **is going to** rain any second.*

However, in some situations, only *will* can be used; in others, only the *be going to* form can be used.

Will

In addition to expressing opinions about the future and making predictions, *will* is used to express

- willingness;
(A kitchen timer is ringing.)
Sue: Barb, **will** you take the cookies out of the oven?
Barb: Sure, **I'll** do that.
- promises.
She promises she **will** finish the marketing plan on time.

KEY TERMS:

today, tomorrow, promise, next (month, week, weekend, year, etc.), soon, tonight ...

Examine the conjugation chart below:

AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
I will eat. (I'll eat.)	I will not eat. (I'll not eat. / I won't eat.)	Will I eat?
You will eat. (You'll eat.)	You will not eat. (You'll not eat. / You won't eat.)	Will you eat?
He/She/It will eat. (He'll/She'll/It'll eat.)	He/She/It will not eat. (He'll/She'll/It'll not eat. / He/She/It won't eat.)	Will he/she/it eat?
We will eat. (We'll eat.)	We will not eat. (We'll not eat. / We won't eat.)	Will we eat?
They will eat. (They'll eat.)	They will not eat. (They'll not eat. / They won't eat.)	Will they eat?

Note:

- The auxiliary *will* is used for all persons.
- In the negative form, contractions can be formed in two ways.
- In the interrogative form, the auxiliary precedes the subject.
- In the first-person singular and plural, *shall* is sometimes used instead of *will* in the interrogative form:
Shall I eat? Shall we eat?
- To transform a yes/no question into an information question, place the question word before the auxiliary:
Will you eat? ➔ **What** will you eat?
- We use the contracted form of *will* with nouns and interrogative pronouns in spoken English: **Bob'll** be on time. **What'll** he do?
Do not use this form in written English.

The Be Going To Form

In addition to expressing opinions about the future and making predictions, *be going to* is used to express

- prior plans;
(Papers, receipts and a calculator are on the desk.)
*He **is going to** prepare his income tax return **this evening**.*
(Suitcases are packed and at the door.)
***Tomorrow morning**, they **are going to** drive to PEI to visit their grandparents.*
- imminent actions.
*Hurry up! You **are going to** miss your flight! Don't you know what time it is?*

KEY TERMS:

in a minute, next (month, week, weekend, year, etc.), soon, tonight ...

The *be going to* form consists of the present continuous tense of the verb *go* + the full infinitive.

She is going to eat.

Examine *be going to* conjugations in the chart below:

AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
I am going to eat. (I'm going to eat.)	I am not going to eat. (I'm not going to eat.)	Am I going to eat?
You are going to eat. (You're going to eat.)	You are not going to eat. (You're not going to eat. / You aren't going to eat.)	Are you going to eat?
He/She/It is going to eat. (He's/She's/It's going to eat.)	He/She/It is not going to eat. (He's/She's/It's not going to eat. / He/She/It isn't going to eat.)	Is he/she/it going to eat?
We are going to eat. (We're going to eat.)	We are not going to eat. (We're not going to eat. / We aren't going to eat.)	Are we going to eat?
They are going to eat. (They're going to eat.)	They are not going to eat. (They're not going to eat. / They aren't going to eat.)	Are they going to eat?
Note: • To transform a yes/no question into an information question, place the question word before the auxiliary: <i>Is he going to eat? ➔ Where is he going to eat?</i>		

Pinpoint

Part A

Use the correct forms of the verbs in parentheses, choosing the appropriate tense from the two suggested at the end of each question. Do not use the same tense twice in the same question.

1. The city (fill) _____ potholes today. Workers (fill) _____ more than 30,000 potholes every year.
(simple present / present continuous)
2. She (understand) _____ why her business (lose) _____ money, but she can't do anything to stop the losses. (simple present / present continuous).
3. Is that music you (listen) _____ to? All I (hear) _____ is noise! (simple present / present continuous)
4. The DVD Depot (have) _____ a sale this weekend. The store (have) _____ a great selection of indie movies.
(simple present / present continuous)
5. The cashiers (count) _____ the deposits when a gunman (enter) _____ the bank.
(simple past / past continuous)
6. While I (wash) _____ the dishes last night, I (cut) _____ my finger on a knife. (simple past / past continuous)
7. I (pour) _____ coffee when the handle on the coffee pot (break) _____, splattering coffee everywhere.
(simple past / past continuous)
8. _____ you (be) _____ quiet? You (wake) _____ the baby! (future with *will* / future with *be going to*)
9. I (open) _____ that door for you; I can see your arms are full of groceries. _____ you (make) _____ supper tonight? (future with *will* / future with *be going to*)
10. I (bring) _____ the salad if you will bring the dessert. I am sure we (have) _____ a fabulous meal!
(future with *will* / future with *be going to*)

Part B

Fill in each blank with the correct form of the verb in parentheses, using one of the following tenses: simple present, present continuous, simple past, past continuous, future with *will* or *be going to*. Do not use contractions. In some cases, more than one answer is possible.

1. Gerry usually (take) _____ the bus to school, but it's really cold today, so his father (drive) _____ him.
2. The students (read) _____ three novels for their course last semester. They (tell) _____ their teacher that two would have been enough.
3. I (speak) _____ with my parents last night and (make) _____ plans for the holidays. They (pay) _____ for my ticket so I can fly home.
4. New furniture (cost) _____ a lot of money. Can you afford to redecorate your office?
5. Ned (change) _____ in the locker room when the fire alarm (ring) _____ yesterday.
6. I (go) _____ to the store in a few minutes. Do you need anything?
7. The children (sleep) _____. Don't disturb them.
8. Suzanne (travel) _____ a lot for her job. Last week, she (teach) _____ a course in Halifax. Right now, she (give) _____ a seminar in Quebec City. Next week, she (lead) _____ a workshop in Whitehorse.
9. We (need) _____ more printer paper today. We have only a hundred sheets left.
10. I (get) _____ the manager if you want more information about refunds.

COMPANION
Web+

Now that you have pinpointed your current level of understanding of the present, past and future tenses, complete related exercises on the Companion Website for practice and instant feedback.

3 The Perfect Aspect

In the previous section, you examined the present, past and future tenses. Here, you will examine the perfect aspect of these tenses.

The perfect aspect is used for a past happening that is seen in relation to a later time or event.⁴

The present perfect is used to express the past as it relates to a present time or event.

*This morning, I **have drunk** three cups of coffee.*

The past perfect is used to express the past as it relates to a past time or event. The past perfect shows a relationship between two past times or events, one of which is “more in the past” than the other.

*By 10 o'clock this morning, I **had drunk** three cups of coffee.*

The future perfect is used to express the past relative to a future time or event. The future perfect shows a relationship between two future times or events, one of which is “less in the future” than the other.

*By 10 o'clock tomorrow morning, I **will have drunk** three cups of coffee.*

All three perfect tenses—present, past and future—can be used in the continuous form: *I have been drinking*; *I had been drinking*; and *I will have been drinking*. The continuous form indicates the (limited) duration of an event and that the event may not be complete.

The Simple Present Perfect

The present perfect is used to express

- actions occurring at an indefinite time in the past;
*She **has eaten** at that restaurant.*
(We don't know *when* she ate there; we know just that she has eaten there.)
- actions occurring in an incomplete period of time;
*I **have done** my homework **today**.*
(*Today* is not finished.)
- incomplete actions (or actions beginning in the past and continuing in the present);
*They **have been** in that restaurant **for** two hours (or **since** 8:00 p.m.).*
(They arrived at the restaurant two hours ago, and they are still there now.)
- recent actions.
*They **have just finished** eating.*
(A recent action is a past action close in time to the present moment.)

KEY TERMS:

today, for, since, just, ever, never, yet, this week, this year, recently ...

The present perfect is formed by conjugating *have* in the simple present and adding the past participle of the main verb. The past participle of regular verbs is the same as the simple-past form: *walk* ➔ *walked* ➔ *walked*. The past participle of irregular verbs varies (see Chart B, page 285): *eat* ➔ *ate* ➔ *eaten*.

GRAMMAR TIP

Use *for* with periods of time (*two hours*) and *since* with points in time (*8:00 p.m.*).

4. Leech, Geoffrey N. *Meaning and the English Verb*. New York: Longman, 1987. 35. Print.

Examine the conjugation chart below:

AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
I have eaten. (I've eaten.)	I have not eaten. (I've not eaten. / I haven't eaten.)	Have I eaten?
You have eaten. (You've eaten.)	You have not eaten. (You've not eaten. / You haven't eaten.)	Have you eaten?
He/She/It has eaten. (He's/She's/It's eaten.)	He/She/It has not eaten. (He's/She's/It's not eaten. / He/She/It hasn't eaten.)	Has he/she/it eaten?
We have eaten. (We've eaten.)	We have not eaten. (We've not eaten. / We haven't eaten.)	Have we eaten?
They have eaten. (They've eaten.)	They have not eaten. (They've not eaten. / They haven't eaten.)	Have they eaten?

Note:

- The auxiliary *has* is used for the third-person singular, and *have* is used for all other persons.
- In the negative form, contractions can be formed in two ways.
- In the interrogative form, the auxiliary precedes the subject.
- To transform a yes/no question into an information question, place the question word before the auxiliary:
Have you eaten? ➔ **What** *have you eaten?*

Questions with *Ever* and *Yet*

Compare the following two questions and answers:

1. *Has Karen **ever** eaten at that restaurant?*
 ➔ *Yes, Karen has eaten at that restaurant.*
 ➔ *No, Karen has **never** eaten at that restaurant.*
2. *Has Karen eaten at that restaurant **yet**?*
 ➔ *Yes, Karen has eaten at that restaurant.*
 ➔ *No, Karen has not eaten at that restaurant **yet**.*

In the first question, the speaker does not know whether Karen has eaten at the restaurant.

In the second question, the speaker does not know whether Karen has eaten at the restaurant—but thinks she will eat there one day if she hasn't already done so.

GRAMMAR TIP

- The adverb *yet* is placed at the end of interrogative and negative sentences.
- *Ever* is placed before the past participle in interrogative sentences.
- *Never* is placed before the past participle in negative sentences.

Comparing the Simple Past and the Present Perfect

Examine the following two sentences:

Simple past: *I **did** my homework this morning.*

Present perfect: *I **have done** my homework this morning.*

Both of these sentences are correct—in the right contexts! The first sentence is correct *if it is no longer morning*, while the second sentence is correct *if it is still morning*.

Sometimes, students have difficulty knowing whether to use the simple past or the present perfect.

When unsure which tense to use, ask yourself the following questions:

1. Do I know when the action occurred?
2. Is the period of time in which the action is occurring finished?
3. Is the action finished?
4. Is the action in the distant past?

If the answer to any of these questions is “yes,” use the simple past; otherwise, use the present perfect.

GRAMMAR TIP

Conversations about past events often begin in the present perfect but continue in the simple past.

Q: *Have you eaten at any good restaurants lately?*

A: *Yes, yesterday we **ate** at the new bistro on the corner.*

The Present Perfect Continuous

Like the simple present perfect, the present perfect continuous is used to express

- actions occurring at an indefinite time in the past;
*She **has been sleeping** poorly.*
- actions occurring in an incomplete period of time;
*They **have been studying** hard **this year**.*
- incomplete actions (or actions beginning in the past and continuing in the present).
*We **have been dancing** for hours.*

When there is no specific reference to time, the present perfect continuous expresses a recent action.

KEY TERMS:

this year, today, for, since, just, recently ...

Unlike the simple present perfect, the present perfect continuous emphasizes the

- duration of an action, answering the question “How long?”;
*She **has been sleeping** poorly (for a couple of weeks now).*
- continuation of an action;
*They **have been studying** hard this year (as they always have).*
- temporariness of an action.
*We **have been dancing** for hours (and will need to stop soon).*

The present perfect continuous is formed by conjugating *be* in the simple present perfect and adding the present participle of the verb (verb + *ing*). Examine the conjugation chart below:

AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
I have been eating. (I've been eating.)	I have not been eating. (I've not been eating. / I haven't been eating.)	Have I been eating?
You have been eating. (You've been eating.)	You have not been eating. (You've not been eating. / You haven't been eating.)	Have you been eating?
He/She/It has been eating. (He's/She's/It's been eating.)	He/She/It has not been eating. (He's/She's/It's not been eating. / He/She/It hasn't been eating.)	Has he/she/it been eating?
We have been eating. (We've been eating.)	We have not been eating. (We've not been eating. / We haven't been eating.)	Have we been eating?
They have been eating. (They've been eating.)	They have not been eating. (They've not been eating. / They haven't been eating.)	Have they been eating?

- Note:
- The auxiliary *has* is used for the third-person singular, and *have* is used for all other persons.
 - In the negative form, contractions can be formed in two ways.
 - In the interrogative form, the auxiliary precedes the subject.
 - Remember that non-action verbs (stative verbs) cannot be used in the continuous form:
I have ~~been knowing~~ known them for decades.
 - To transform a yes/no question into an information question, place the question word before the auxiliary:
Have you been eating? ➔ What have you been eating?

The Simple Past Perfect

The simple past perfect is used to express

- an action that occurred before another past time or action.

*Before he started breakfast, he **had made** a big pot of coffee.*

*After she **had corrected** her students' exams, she entered the marks on her computer.*

*When Stephanie arrived at the arena, the team **had finished** its practice.*

In the first two examples, the time sequence is clear; it is not necessary to use the past perfect except in formal writing. In these examples, the simple past may be used.

*Before he started breakfast, he **made** a big pot of coffee.*

*After she **corrected** her students' exams, she entered the marks on her computer.*

In the third example, the time sequence is unclear; it is therefore necessary to use the past perfect to indicate that the team finished its practice *before* Stephanie arrived. Changing the past perfect to the simple past would also

change the meaning of the sentence, indicating that the team finished its practice *after* Stephanie arrived.

*When Stephanie arrived at the arena, the team **finished** its practice.*

The simple past perfect is formed by conjugating *have* in the simple past and adding the past participle. Examine the conjugation chart below:

AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
I had eaten. (I'd eaten.)	I had not eaten. (I'd not eaten. / I hadn't eaten.)	Had I eaten?
You had eaten. (You'd eaten.)	You had not eaten. (You'd not eaten. / You hadn't eaten.)	Had you eaten?
He/She/It had eaten. (He'd/She'd/It'd eaten.)	He/She/It had not eaten. (He'd/She'd/It'd not eaten. / He/She/It hadn't eaten.)	Had he/she/it eaten?
We had eaten. (We'd eaten.)	We had not eaten. (We'd not eaten. / We hadn't eaten.)	Had we eaten?
They had eaten. (They'd eaten.)	They had not eaten. (They'd not eaten. / They hadn't eaten.)	Had they eaten?

Note:

- The auxiliary *had* is used for all persons.
- In the negative form, contractions can be formed in two ways.
- In the interrogative form, the auxiliary precedes the subject.
- To transform a yes/no question into an information question, place the question word before the auxiliary:
Had you eaten? ➔ ***What** had you eaten?*

The Past Perfect Continuous

The past perfect continuous is used to express

- an ongoing action that occurred before another past time or action.
*It **had been snowing** heavily for two days when the police finally closed the roads.*

The past perfect continuous emphasizes the duration of the ongoing action and may indicate that the action is recent.

*His hands were dirty because he **had been gardening**.*

The past perfect continuous is formed by conjugating *be* in the simple past perfect and adding the present participle of the verb (verb + *ing*). Examine the following conjugation chart:

AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
I had been eating. (I'd been eating.)	I had not been eating. (I'd not been eating. / I hadn't been eating.)	Had I been eating?



AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
You had been eating. (You'd been eating.)	You had not been eating. (You'd not been eating. / You hadn't been eating.)	Had you been eating?
He/She/It had been eating. (He'd/She'd/It'd been eating.)	He/She/It had not been eating. (He'd/She'd/It'd not been eating. / He/She/It hadn't been eating.)	Had he/she/it been eating?
We had been eating. (We'd been eating.)	We had not been eating. (We'd not been eating. / We hadn't been eating.)	Had we been eating?
They had been eating. (They'd been eating.)	They had not been eating. (They'd not been eating. / They hadn't been eating.)	Had they been eating?

- Note:
- The auxiliary *had* is used for all persons.
 - In the negative form, contractions can be formed in two ways.
 - In the interrogative form, the auxiliary precedes the subject.
 - Remember that non-action verbs (stative verbs) cannot be used in the continuous form:
*I had ~~been knowing~~ **known** them for decades.*
 - To transform a yes/no question into an information question, place the question word before the auxiliary:
*Had you been eating? ➔ **What** had you been eating?*

The Simple Future Perfect

The simple future perfect is used to express

- an action that will be completed before another future time or action.
***By the time** we next see one another, I **will have graduated** college.*

The dependent clause refers to the future but uses the simple present, and not the future with *will*.

***Before** Steve ~~will return~~ **returns** home, he **will have played** golf in many different countries.*

KEY TERMS:

by the time, before, by next January ...

The simple future perfect is formed by conjugating *have* in the simple future (future with *will*) and adding the past participle. Examine the following conjugation chart:

AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
I will have eaten. (I'll have eaten.)	I will not have eaten. (I'll not have eaten. / I won't have eaten.)	Will I have eaten?
You will have eaten. (You'll have eaten.)	You will not have eaten. (You'll not have eaten. / You won't have eaten.)	Will you have eaten?



He/She/It will have eaten. (He'll/She'll/It'll have eaten.)	He/She/It will not have eaten. (He'll/She'll/It'll not have eaten. / He/She/It won't have eaten.)	Will he/she/it have eaten?
We will have eaten. (We'll have eaten.)	We will not have eaten. (We'll not have eaten. / We won't have eaten.)	Will we have eaten?
They will have eaten. (They'll have eaten.)	They will not have eaten. (They'll not have eaten. / They won't have eaten.)	Will they have eaten?

Note:

- The auxiliary *will* is used for all persons.
- In the negative form, contractions can be formed in two ways.
- In the interrogative form, the auxiliary precedes the subject.
- To transform a yes/no question into an information question, place the question word before the auxiliary:
Will you have eaten? ➔ **What** *will you have eaten?*

The Future Perfect Continuous

The future perfect continuous is used to express

- an ongoing action that will be completed before another future time or action.
*By the time I finish college, I **will have been studying** for nearly fifteen years.*

The future perfect continuous emphasizes the duration of the ongoing action.
*By next summer, I **will have been working** at my current job **for more than a decade!***

KEY TERMS:

by the time ... , by next summer, by 2055 ...

The future perfect continuous is formed by conjugating *be* in the simple future perfect and adding the present participle of the verb (verb + *ing*). Examine the following conjugation chart:

AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
I will have been eating. (I'll have been eating.)	I will not have been eating. (I'll not have been eating. / I won't have been eating.)	Will I have been eating?
You will have been eating. (You'll have been eating.)	You will not have been eating. (You'll not have been eating. / You won't have been eating.)	Will you have been eating?
He/She/It will have been eating. (He'll/She'll/It'll have been eating.)	He/She/It will not have been eating. (He'll/She'll/It'll not have been eating. / He/She/It won't have been eating.)	Will he/she/it have been eating?



AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
We will have been eating. (We'll have been eating.)	We will not have been eating. (We'll not have been eating. / We won't have been eating.)	Will we have been eating?
They will have been eating. (They'll have been eating.)	They will not have been eating. (They'll not have been eating. / They won't have been eating.)	Will they have been eating?

Note:

- The auxiliary *will* is used for all persons.
- In the negative form, contractions can be formed in two ways.
- In the interrogative form, the auxiliary precedes the subject.
- Remember that non-action verbs (stative verbs) cannot be used in the continuous form:
*I will have ~~been knowing~~ **known** them for decades.*
- To transform a yes/no question into an information question, place the question word before the auxiliary:
*Will you have been eating? ➔ **What** will you have been eating?*

Pinpoint

Fill in each blank with the correct form of the verb in parentheses, using one of the following tenses: simple present perfect, present perfect continuous, simple past perfect, past perfect continuous, simple future perfect or future perfect continuous. Do not use contractions. In some cases, more than one answer is possible.

1. I want to travel to Portugal next year. My grandmother (be) _____ there many times, and her favourite city is Lisbon. I (save) _____ money for two years now, and I (accumulated) _____ over \$1500. By the time this semester is over, I (add) _____ another \$800 to my savings.
2. Last summer, I decided to get a credit card. After I (compare) _____ information from several banks, I chose the GIP Bank. It (serve) _____ me well since then.
3. I wanted to buy a car last year. I checked out deals on the Internet. I (look) _____ for a used Corvette for a couple of weeks when I found one at a good price. However, I (not, check) _____ the fine print: the car needed a new motor!
4. Fraudsters (develop) _____ a lot of telephone and Internet scams. By the time you finish this exercise, people around the world (lose) _____ money.

5. Our family moved from Mexico to Canada back in July, and we (live) _____ here for five months. When the first snowstorm hit, we wondered whether we (make) _____ the right move.
6. I (run) _____ for the bus last Saturday evening when I tripped; I sprained an ankle and fractured a wrist.
7. Sheila (ski) _____ for many years now. She placed tenth in the last Winter Olympics and is hoping for a gold medal in the next Games.
8. My uncle drove off the road on the way home last night. It was no surprise. He (have) _____ too much to drink before he left the party.
9. Our sociology study group is talking to octogenarians for our project on aging. By the end of the month, we (conduct) _____ interviews for twenty-five days, and we (speak) _____ with more than one hundred people over the age of eighty.
10. I (have) _____ a lot of trouble with my computer lately. I (check) _____ it for viruses several times this week, but I (find) _____ any.



Now that you have pinpointed your current level of understanding of the perfect aspect, complete related exercises on the Companion Website for practice and instant feedback.

4 Modals, Conditionals and Subjunctives

MODALS

In this section, you will examine ways of expressing different moods, various conditions, and hypothetical situations.

Modal auxiliaries, also known as *modals*, are special verbs used along with other verbs to express a particular *mood*.

*Alexandre Despatie **can** dive superbly.* (ability)

*The government **should** negotiate with its workers.* (advisability)

Modals can be used to express

- ability;
*She **can** cook well.*
*He **could** jog for miles when he was a teenager.* (past)
- advisability;
*He **should** apologize to her today.*
*She **should** have put gas in the car yesterday.* (past)
- obligation;
*You **must** be on time.*
*You **have to** be on time.* (informal)
*He **has got to** pass all his exams to stay on the hockey team.* (informal)
*You **had to** be on time.* (past)
- possibility;
*They **may** study tonight.*
*He **might** do his homework.*
*John **could** call tomorrow morning.*
*She **might** have lost her gloves at the arena last night.* (past)
- logical conclusion;
*Someone is at the door. Oh, that **must** be Harold.*
*It **must** have snowed in the mountains.* (past)
- preference.
*I **would rather** have steak than chicken.*
*I **would rather** have had steak.* (past)

The base form of the verb directly follows most modal auxiliaries. In such cases, the modal auxiliary is the same for all persons. To indicate past time with some auxiliaries, use *have* plus the past participle, as seen in the above examples.

GRAMMAR TIP

Have to and *have got to* are semi-modals used to express obligation:

I have to study and *I have got to study* both mean *I must study*. These forms are frequently used in spoken English.

Examine the chart below:

FUNCTION	MODAL AUXILIARY	AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
Ability	can	He can skate.	He cannot skate. (He can't skate.)	Can he skate?
Past	could	He could skate.	He could not skate. (He couldn't skate.)	Could he skate?
Advisability	should	She should pay.	She should not pay. (She shouldn't pay.)	Should she pay?
Past	should	She should have paid.	She should not have paid. (She shouldn't have paid.)	Should she have paid?
Obligation	must	I must pay my bills.		Must I pay my bills?
Informal	have to	I have to pay the fine.	I do not have to pay the fine. (I don't have to pay the fine.)	Do I have to pay the fine?
Past	had to	I had to pay the fine.	I did not have to pay the fine. (I didn't have to pay the fine.)	Did I have to pay the fine?
Possibility	may	It may be sunny.	It may not be sunny.	
	might	It might rain.	It might not rain.	Might it rain?
	could	It could snow.		Could it snow?
Past	may	She may have remembered.	She may not have remembered.	
	might	He might have had an accident.	He might not have had an accident.	
	could	He could have prevented the accident.		Could he have prevented the accident?
Logical conclusion	must	That must be Carole at the door.	That must not be Carole at the door. (That mustn't be Carole at the door.)	Must that be Carole at the door?
Past	must	He must have been sick.	He must not have been sick. (He mustn't have been sick.)	
Preference	would rather	They would rather eat pizza.	They would rather not eat pizza.	Would they rather eat pizza?



- Note:
- *Could* can also be used to make suggestions: *You **could** study harder.* In this case, *could* takes on a function similar to *should* when used as a modal of advisability: *You **should** study harder.*
 - Do not use *must not* to express a lack of obligation: *He ~~must not~~ **does not have to** speak.* Only *had to* can be used to express a past obligation.
 - Do not use *may* in the interrogative form to express possibility: *~~May~~ **Might (Could)** he speak?*
 - Do not use *could not* to express a lack of possibility: *He ~~could~~ **may (might)** not speak.*
 - The contractions *mayn't* and *mighn't* are rarely used.
 - *Have to* is a semi-modal and is conjugated, unlike pure modals:
 - a) Present: In the negative and interrogative forms, the auxiliary *does* is used for the third-person singular, while *do* is used for all other persons: *They **do not have to** go. **Does** he **have to** leave?*
 - b) Past: In the negative and interrogative forms, the auxiliary *did* is used for all persons: *We **did not have to** do the test. **Did** she **have to** pay the fine?*
 - The semi-modals *have to* and *have got to* are also followed by the base form of the verb, but remember to conjugate them for he/she/it: *he has, she has, it has.*

<i>I have to leave.</i>	<i>I have got to leave.</i>
<i>You have to leave.</i>	<i>You have got to leave.</i>
<i>He/She/It has to leave.</i>	<i>He/She/It has got to leave.</i>
<i>We have to leave.</i>	<i>We have got to leave.</i>
<i>They have to leave.</i>	<i>They have got to leave.</i>
 - In the interrogative form, the modal auxiliary or the auxiliary *do, does* or *did* precedes the subject.
 - To transform a yes/no question into an information question, place the question word before the auxiliary:
*Should he apologize? ➔ **Why** should he apologize?*

Modals may also be used to make and respond to polite requests.

REQUESTS WITH I OR WE AS THE SUBJECT	REQUESTS WITH YOU AS THE SUBJECT
<i>May I (we) leave? Yes, you may. / No, you may not.</i>	<i>Will you show me how to do this? Yes, I will. / No, I will not.</i>
<i>Might I (we) be excused? Yes, you might may. / No, you might may not.</i>	<i>Would you explain this to me? Yes, I would will. / No, I would will not.</i>
<i>Could I (we) go? Yes, you could may. / No, you could may not.</i>	<i>Could you repeat that, please? Yes, I could will. / No, I could will not.</i>

CONDITIONALS

A conditional sentence contains an “if-clause” and a “result clause.” The most common conditionals can be classified as follows:

1. Present real conditional

If Sonia listens to the teacher, she will get great marks.

(Sonia will probably listen to her teacher, so great marks are to be expected.)

The present real conditional is used to talk about real present/future situations, as the action in the if-clause is quite *probable*.

2. Present unreal conditional

If John listened to the teacher, he would get great marks.

(John will probably not listen to his teacher, so great marks are not to be expected.)

The present unreal conditional is used to talk about unreal present/future situations, as the action in the if-clause is *improbable* or *imaginary*.

3. Past unreal conditional

If Adam and Christine had listened to the teacher, they would have gotten great marks.

(Adam and Christine did not listen to the teacher, so great marks were not obtained.)

The past unreal conditional is used to talk about unreal past situations, as the action in the if-clause did not occur. The situation is purely *hypothetical*.

GRAMMAR TIP

Use the present real conditional for *probable* situations.

Use the present unreal conditional for *improbable* or *imaginary* situations.

Use the past unreal conditional for *hypothetical* situations.

Examine the chart below:

CONDITIONAL	IF-CLAUSE	RESULT CLAUSE
Present real	Simple present If he studies,	Subject + <i>will</i> + base form of the verb he will (he'll) succeed.
Present unreal	Simple past If he studied,	Subject + <i>would</i> + base form of the verb he would (he'd) succeed.
Past unreal	Past perfect If he had (he'd) studied,	Subject + <i>would have</i> + past participle he would (he'd) have succeeded.

Note:

- Never use the simple future in an if-clause:
*If he ~~will study~~ **studies**, he will succeed.*
- Even though the simple past is used in the if-clause of the present unreal conditional, the situation being discussed is in the present/future.
- The negative form may be used in either—or both—clauses:
*If he **does not study** hard, he **will not** succeed.*
*If he **did not study** hard, his father would be upset.*
*If he had studied hard, his father **would not** have been disappointed in him.*

To form interrogative sentences, invert the subject and the auxiliary in the result clause.

If he studies, he will succeed. ➔ *If he studies, **will he** succeed?*

If he studied, he would succeed. ➔ *If he studied, **would he** succeed?*

If he had studied, he would have succeeded. ➔ *If he had studied, **would he** have succeeded?*

GRAMMAR TIP

If you place the result clause before the if-clause, remove the comma:

If he studies, he will succeed. ➔ *He will succeed if he studies.*

Conditionals with Modals

The result clause of a conditional can contain a modal. Refer to the chart below for examples:

CONDITIONAL	EXAMPLES WITH MODALS
Present real	Result clause with <i>may</i>, <i>can</i>, <i>must</i> or <i>should</i>: If she is hungry, she <i>may</i> eat my lunch. (permission) If he burns supper, we <i>can</i> eat out. (possibility) If his stomach is gurgling, he <i>must</i> be hungry. (logical conclusion) If we are served well, we <i>should</i> leave a good tip. (advisability)
Present unreal	Result clause with <i>could</i> or <i>might</i>: If she knew his name, she <i>could</i> call him. (present ability) If she asked him out, he <i>might</i> accept. (present possibility)
Past unreal	Result clause with <i>could have</i> or <i>might have</i>: If she had known his name, she <i>could have</i> called him. (past ability) If she had asked him out, he <i>might have</i> accepted. (past possibility)
Note: • Never use a modal in an if-clause: <i>If he would study studied, he would succeed.</i>	

SUBJUNCTIVES

Examine the following two sentences:

1. If Jane *were* here, we could start the meeting.
2. It is important that Jane *be* on time.

The verbs in italics are written in the subjunctive.

The subjunctive is used to express a hypothetical situation (sentence 1) or to stress importance (sentence 2). *Were* is used to express hypothetical situations, and the base form of the verb is used to stress importance.

Refer to the chart on the following page for examples.

FUNCTION	EXPLANATION AND EXAMPLES
To express a hypothetical situation	Use with <i>as if</i>, <i>if</i>, <i>suppose</i> and <i>wish</i>. She talks about her dog <i>as if</i> it <i>were</i> a child. <i>If I were</i> you, I would apologize. <i>Suppose</i> your father <i>were</i> here. What would you tell him? I <i>wish</i> the weather <i>were</i> nicer.
To stress importance	Use in noun clauses (see page 211) that come after the following verbs and expressions: <i>advise</i> (that); <i>ask</i> (that); <i>demand</i> (that); <i>insist</i> (that); <i>it is important/necessary/essential/vital/imperative</i> (that); <i>propose</i> (that); <i>recommend</i> (that); <i>request</i> (that); and <i>suggest</i> (that). I <i>propose that</i> the proposition <i>not be</i> adopted. It is <i>vital that</i> she <i>call</i> me as soon as possible. She <i>requested that</i> he <i>leave</i>.
Note: - You may omit <i>that</i> from the noun clause: <i>I propose the proposition not be adopted.</i> - To avoid the subjunctive when stressing importance, use a gerund (see page 248) or <i>should</i>: <i>I propose not adopting the proposition.</i> <i>I propose that the proposition should not be adopted.</i>	

Pinpoint

Part A

Use an appropriate modal or semi-modal auxiliary with each of the verbs in parentheses, modifying verb forms as required. Do not use contractions. In some cases, more than one answer is possible.

- My MP3 player isn't working; my brother (forgot) _____ to recharge it.
- The sky is clouding over. We (get) _____ some rain this afternoon.
- Riding a bike without a helmet is dangerous. You (wear) _____ protective headgear every time you go for a ride.
- I have an appointment on Delaney Street. _____ you (tell) _____ me how to get there?
- I drove into a ditch last night on the way home, but it wasn't my fault. I (avoid, not) _____ a deer on the highway.
- Someone is knocking at the door. It (be) _____ Steve; he said he would drop by today.
- I need some help. I (lift, not) _____ this heavy box.



8. He (renew) _____ his lease before the end of the month, or he will lose the apartment.
9. Dorothy did not go to work yesterday. She (sick) _____.
10. When Josh was in high school, he was in terrible shape. He (run, not) _____ more than a mile.

Part B

Complete each of the following conditional sentences, using the correct form of the verb in parentheses. Do not use contractions. In some cases, more than one answer is possible.

1. If my parents retire next year, they (sell) _____ their big house and buy a condo.
2. If he had been over sixty-five years of age, he (receive) _____ a discount at the cinema.
3. If Margaret worked Friday, she (take) _____ the following Monday off.
4. If seniors (be) _____ valued for their contribution to society, they would have higher self-esteem.
5. Karl could have been living a life of luxury if he (lose, not) _____ so much money in the stock-market crash.
6. They (sign) _____ the contract if the working conditions had been better.
7. If the storm hadn't damaged our boat, we (leave) _____ the island.
8. If the weather (be) _____ good tomorrow, we can go water skiing.
9. You (got) _____ a better tip if you had been polite to the customers.
10. If Mike (be) _____ here, we could serve the birthday cake.



Now that you have pinpointed your current level of understanding of modals, conditionals and subjunctives, complete related exercises on the Companion Website for practice and instant feedback.

5 Passive Voice and Reported Speech

In this section, you will examine two different ways of expressing yourself: using the active or the passive voice and using direct (quoted) or reported (indirect) speech.

The Active and the Passive Voice

There are two voices in English: the active voice and the passive voice. When the subject is doing the action, the active voice is being used. When the subject is being acted upon, the passive voice is being used.

ACTIVE	PASSIVE
Carol Shields <i>wrote</i> the story.	The story <i>was written</i> by Carol Shields.
You <i>must submit</i> the assignment on time.	The assignment <i>must be submitted</i> on time.

In the active voice, the subject (Carol Shields / you) “acts”: the subject is active.

In the passive voice, the subject (story/assignment) “is acted upon”: the subject is passive.

In general, the passive voice is used when the performer of the action is

- unimportant;
The lawn was mowed.
- unknown.
The necklace has been stolen.

To make an active sentence passive:

1. Identify the verb tense of the active verb.
2. Conjugate *be* in the same tense as the active verb.
3. Add the past participle of the active verb.

Andrew **is writing** the final report. (active)

➡ The final report **is being written** by Andrew. (passive)

Note:

- The active verb is in the present continuous tense.
- *Be* in the present continuous tense = *is being*.
- The past participle of *write* = *written*.

The object of the active sentence (“the final report”) becomes the subject in the passive sentence.

Look at the chart on the next page for examples of active and passive voices in different verb tenses and modal forms. Each example shows the affirmative, negative and interrogative forms.

GRAMMAR TIP

For passive-voice sentences containing modals, use the base form *be* followed by the past participle of the main verb:
*They **must** do their work.* ➡
*Their work **must be done**.*

VERB TENSE/FORMS	ACTIVE VOICE	PASSIVE VOICE
Simple present	She <i>sends</i> a cheque every month.	A cheque <i>is sent</i> every month.
	He <i>does not (doesn't)</i> send a reply.	A reply <i>is not (isn't)</i> sent.
	<i>Do they discuss</i> the problem?	<i>Is the problem discussed?</i>
Present continuous	The thief <i>is hiding</i> the cash.	The cash <i>is being hidden</i> .
	The police <i>are not (aren't)</i> arresting the thief.	The thief <i>is not (isn't)</i> being arrested.
	<i>Are the police handcuffing</i> the thief?	<i>Is the thief being handcuffed?</i>
Simple past	We <i>took</i> the dog for a walk.	The dog <i>was taken</i> for a walk.
	We <i>did not (didn't)</i> leash the dog.	The dog <i>was not (wasn't)</i> leashed.
	<i>Did they feed</i> the dog?	<i>Was the dog fed?</i>
Past continuous	He <i>was doing</i> the homework.	The homework <i>was being done</i> .
	He <i>was not (wasn't)</i> writing a report.	A report <i>was not (wasn't)</i> being written.
	<i>Was he revising</i> the essay?	<i>Was the essay being revised?</i>
Present perfect	Steven <i>has paid</i> the bill.	The bill <i>has been paid</i> .
	The chef <i>has not (hasn't)</i> made lunch.	Lunch <i>has not (hasn't)</i> been made.
	<i>Has someone washed</i> the dishes?	<i>Have the dishes been washed?</i>
Past perfect	They <i>had paid</i> the bill before the due date.	The bill <i>had been paid</i> before the due date.
	They <i>had not (hadn't)</i> painted the house for years.	The house <i>had not (hadn't)</i> been painted for years.
	<i>Had they cleaned</i> the condo before they left?	<i>Had the condo been cleaned</i> before they left?
Future • With <i>will</i> • With <i>be going to</i>	They <i>will sell</i> the house. They <i>are going to sell</i> the house.	The house <i>will be sold</i> . The house <i>is going to be sold</i> .
	We <i>will not (won't)</i> rent the condo. We <i>are not (aren't)</i> going to rent the condo.	The condo <i>will not (won't)</i> be rented. The condo <i>is not (isn't)</i> going to be rented.
	<i>Will he give away</i> the money? <i>Is he going to give away</i> the money?	<i>Will the money be given away?</i> <i>Is the money going to be given away?</i>
Future perfect	They <i>will have returned</i> the books.	The books <i>will have been returned</i> .
	He <i>will not (won't)</i> have done the dishes.	The dishes <i>will not (won't)</i> have been done.
	<i>Will they have left</i> the door unlocked?	<i>Will the door have been left</i> unlocked?
Modals	He <i>might donate</i> some money.	Some money <i>might be donated</i> .
	She <i>could not (couldn't)</i> answer the question.	The question <i>could not (couldn't)</i> be answered.
	<i>Must they raise</i> a lot of money?	<i>Must a lot of money be raised?</i>



Modals (past)	She <i>might have paid</i> the bill.	The bill <i>might have been paid</i> .
	They <i>could not (couldn't) have recovered</i> the missing money.	The missing money <i>could not (couldn't) have been recovered</i> .
	<i>Should he have returned</i> the dog?	<i>Should the dog have been returned</i> ?

- Note:
- Form the passive with *be* and the past participle of the verb.
(If you are unsure of the past participle of an irregular verb, refer to Chart B on pages 285–286.)
 - In the passive interrogative form, the auxiliary precedes the subject.
 - To transform a yes/no question into an information question, place the question word before the auxiliary:
Was the dog fed? ➔ **When** *was the dog fed?*
 - The passive voice may be used with *by* to stress the importance of the performer of the action: *The report was completed **by** Jason—not Andrew!*

GRAMMAR TIP

Only transitive verbs (verbs that take direct objects) can be used in the passive because the direct object becomes the subject of the passive sentence:

Sylvester walked to the store. ➔ ~~*The store was walked to by Sylvester.*~~

Direct (Quoted) and Reported (Indirect) Speech

You can directly relate (quote) or indirectly report someone's words:

Albert Einstein said, "The true sign of intelligence is not knowledge but imagination." (direct speech)

Albert Einstein said (that) the true sign of intelligence is not knowledge but imagination. (reported speech)

When reporting speech, you usually need to make changes to various parts of speech. Examine the following chart, paying particular attention to any underlined words; then read through the notes at the end of the chart.

DIRECT SPEECH	REPORTED SPEECH
1. He says, "I <u>always speak</u> Spanish with <u>my</u> girlfriend."	He says (that) <u>he</u> always <u>speaks</u> Spanish with <u>his</u> girlfriend.
2. Jerry said, "I <u>am</u> always tired."	Jerry said (that) <u>he</u> <u>was</u> always tired.
3. Estelle said, "I <u>am looking</u> for someone to work <u>my</u> Friday shift."	Estelle said (that) <u>she</u> <u>was looking</u> for someone to work <u>her</u> Friday shift.
4. The captain said, "The coach <u>cancelled</u> the afternoon practice."	The captain said (that) the coach <u>had cancelled</u> the afternoon practice.
5. The bystanders said, " <u>We were minding</u> <u>our</u> own business."	The bystanders said (that) <u>they</u> <u>had been minding</u> <u>their</u> own business.
6. Allan said, "I <u>have been</u> to Toronto."	Allan said (that) <u>he</u> <u>had been</u> to Toronto.
7. Harvey and Tanya said, " <u>We will make</u> <u>our</u> own supper <u>today</u> ."	Harvey and Tanya said (that) <u>they</u> <u>would make</u> <u>their</u> own supper <u>yesterday</u> .
8. Corinne said, "Victoria <u>is</u> the capital of British Columbia."	Corinne said (that) Victoria <u>is</u> the capital of British Columbia.

DIRECT SPEECH	REPORTED SPEECH
9. She said, "I <u>can</u> drive you to the airport."	She said (that) <u>she could</u> drive me to the airport.
10. She said, "I <u>must</u> drive you to the airport."	She said (that) <u>she had to</u> drive me to the airport.
11. She asked, "When does the meeting <u>start</u> ?"	She asked when the meeting <u>started</u> .
12. The instructions say, " <u>Shake</u> the container before opening."	The instructions say <u>to shake</u> the container before opening.

- Note:
- When the introductory verb is in the present tense (*say/says*), do not change the tense used in the reported speech (see 1).
 - When the introductory verb is in the past tense (*said, asked, replied, ...*), change the tense used in the reported speech by moving the tense *one step back into the past*. This is called *back-shifting*. See 2 through 7 for examples of back-shifting for the simple present, present continuous, simple past, past continuous, present perfect and simple future tenses respectively. Both the simple past and the present perfect are back-shifted to the past perfect (see 4 and 6).
 - If a general truth is reported, do not change the tense used in the reported speech even if the introductory verb is in the past tense (see 8).
 - Modals sometimes require a back-shift (see 9 and 10).
 - In reported speech, you can often omit *that* after the verb *said*.
 - Back-shift tenses when changing a direct question into an indirect question, and do not invert the subject and the auxiliary in an indirect question (see 11): *She asked when ~~did the meeting start~~ the meeting started.*
 - When reporting instructions or orders, use an infinitive (see 12).
 - Pronouns (references to people), adjectives and adverbs often need to be changed: *Bob said, "I am sailing away on **my** boat **today**." Bob said that **he** was sailing away on **his** boat **yesterday**.*

Pinpoint

Part A

Rewrite the following sentences in the passive voice. It is not necessary to repeat the subject. The first one has been done for you as an example.

1. The bank will process your loan request tomorrow.

Your loan request will be processed tomorrow.

2. The authorities released the prisoner last Saturday.

3. Mark hadn't cleaned the oven in years.

4. Must you throw out the food?

5. She pays the phone bill by credit card.

6. The cleaner wasn't washing the floors at 9:00 p.m.

7. Are they going to plow the roads tonight?

8. Someone has deleted all my files.

9. The students will have completed the tests by 10:00 a.m.

10. Could Carter have stolen the money?

Part B

Rewrite the following sentences using reported speech. Make required changes to verb tenses, pronouns, adjectives and adverbs. Maintain contracted forms. The first one has been done for you as an example.

1. Louise said, "I won't call you back."

Louise said (that) she wouldn't call you/me back.

2. Paul said, "I have never read such a clear report."

3. The children said, "We wanted to go to camp this summer."

4. George replied, "I am not interested in going to France."

5. Melissa said, "My parents are coming for dinner."

6. David answered, "Iqaluit is the capital of Nunavut."

7. The police officer said, "Put your hands up!"

8. Steve said, "I can fix the car."

9. Mike said, "The teacher was sitting at her desk."

10. The witness replied, "I have never seen this man in my life!"

10 Common Sentence Errors

Before submitting a writing assignment for evaluation, you should revise your work. An important part of revising is proofreading, a process in which you isolate and correct any errors you might have made. In this section, you will examine some of the more common types of sentence errors in order to assist you in the proofreading process. (For more information on proofreading, see Appendix C, page 203.)

Run-On Sentences

If you have two (or more) independent clauses, they must be joined by a comma followed by a coordinate conjunction, a semicolon followed by an adverbial conjunction or a semicolon (see page 207).

A run-on sentence error is committed when you omit the required punctuation or conjunction between two independent clauses.

There are two basic types of run-on sentences.

TYPE OF ERROR	EXAMPLE
Fused sentence	Ken wanted an SUV his wife wanted a convertible.
Comma splice	Ken wanted an SUV, his wife wanted a convertible.

Note: • Fused sentences and comma splices can be corrected by creating two simple sentences, one compound sentence or one complex sentence:

Ken wanted an SUV. His wife wanted a convertible.
(two simple sentences)

Ken wanted an SUV, but his wife wanted a convertible.
(compound sentence)

Ken wanted an SUV; however, his wife wanted a convertible.
(compound sentence)

Ken wanted an SUV; his wife wanted a convertible.
(compound sentence)

Although Ken wanted an SUV, his wife wanted a convertible.
(complex sentence)

Sentence Fragments

A sentence must have a subject and a verb and must express a complete thought (see page 207). A sentence fragment error occurs when you omit a subject, a verb and/or a complete thought.

In the garage. There is a racoon.

“In the garage” has neither a subject nor a verb but is followed by a period; as such, it constitutes a sentence fragment.

One possible correction would be:

There is a racoon in the garage.

The following is an example of a sentence fragment resulting from the expression of an incomplete thought.

Because she tripped a player. She was given a two-minute penalty.

“Because she tripped a player” is a dependent clause and as such, the thought expressed is incomplete (see page 209).

One possible correction would be:

Because she tripped a player, she was given a two-minute penalty.

(For more information on sentence structure, see section one, page 207.)

Misplaced or Dangling Modifiers

A modifier is a word or group of words that describes, explains or limits another word or group of words. Errors occur when the modifier is misplaced (not close enough to the word or group of words it describes, explains or limits) or dangling (does not describe, explain or limit any word or group of words in the sentence).

Examine the chart below:

TYPE OF ERROR	EXAMPLES AND CORRECTIONS
Misplaced modifier (word)	We can't complete the homework assigned by our math teacher <i>quickly</i>. (The modifier “quickly” modifies the verb “complete,” not the verb “assigned.”) Correct by moving the modifier closer to the word it modifies: We can't <i>quickly</i> complete the homework assigned by our math teacher.
Misplaced modifier (phrase or clause)	<i>Being completely blind</i>, Aunt Mary read the newspaper to Uncle Fred. (The phrase “being completely blind” wrongly modifies the subject of the sentence, “Aunt Mary,” since an adjective phrase placed at the beginning of a sentence modifies the subject of the sentence.) - Correct by changing the subject of the sentence: Being completely blind, <i>Uncle Fred</i> had Aunt Mary read him the newspaper. - Correct by changing the modifier into a dependent clause: <i>Because he was blind</i>, Aunt Mary read the newspaper to Uncle Fred. They wrote graffiti on the wall <i>that was offensive</i>. (The relative clause “that was offensive” wrongly modifies the noun “wall.”) - Correct by moving the modifier closer to the word it modifies: They wrote graffiti <i>that was offensive</i> on the wall.
Dangling modifier	<i>Having studied hard</i>, the test was easy. (The adjective phrase “having studied hard” should modify a person or a group of people, but neither is mentioned.) Correct by changing the modifier into a dependent clause: <i>Because I had studied hard</i>, the test was easy.

Note: • Place limiting modifiers such as *almost, barely, hardly, just, merely, nearly, only, quickly, rarely, scarcely* and *slowly* right before the words they modify:

*I ~~barely~~ had enough time to finish. ➔ I had **barely** enough time to finish.*

(“Barely” modifies the adjective “enough.”)

• For more information on the position of adverbs of manner, see page 257.

Faulty Parallelism

Items in a series should be written in the same grammatical form: they should respect parallelism. Faulty parallelism occurs when the items are of different forms.

*Campers like swimming, canoeing and **to hike**.*

“Swimming” and “canoeing” are both gerunds while “to hike” is an infinitive. (For more information on gerunds and infinitives, see page 248.) To correct errors in parallelism, give each of the items the same form.

*Campers like swimming, canoeing and **hiking**.*

(For more examples of non-parallel construction, see page 281.)

Subject-Verb Agreement Errors

Subjects and verbs need to agree; in other words, a singular subject takes a singular verb, and a plural subject takes a plural verb. When a subject and a verb don't agree, an error occurs.

*Each of the employees ~~have~~ **has** a private office.*

In the following chart, you will find ten basic rules of subject-verb agreement:

RULE	EXAMPLES
1. When two subjects are connected by <i>and</i> , use a plural verb.	His mother <i>and</i> her mother <i>are</i> here.
2. When two subjects separated by <i>and</i> refer to the same person or thing, use a singular verb.	Bacon <i>and</i> eggs <i>is</i> my favourite meal.
3. When the subject is <i>neither</i> or <i>either</i> , use a singular verb.	<i>Either is</i> right. <i>Neither is</i> right.
4. When two singular subjects are connected by <i>or</i> , <i>nor</i> , <i>either ... or</i> , or <i>neither ... nor</i> , use a singular verb.	His mother <i>or</i> her mother <i>is</i> invited. His mother is not invited, <i>nor is</i> her mother invited. <i>Either</i> his mother <i>or</i> her mother <i>is</i> invited. <i>Neither</i> his mother <i>nor</i> her mother <i>is</i> invited.
5. When a singular subject is connected to a plural subject by <i>or</i> , <i>nor</i> , <i>either ... or</i> , or <i>neither ... nor</i> , use the verb form for the subject that is nearer the verb.	His mother <i>or her parents are</i> invited. (Her parents <i>or his mother is</i> invited.) His mother is not invited, <i>nor are her parents</i> invited. (Her parents are not invited, <i>nor is his mother</i> .) <i>Either</i> his mother <i>or her parents are</i> invited. (<i>Either</i> her parents <i>or his mother is</i> invited.) <i>Neither</i> his mother <i>nor her parents are</i> invited. (<i>Neither</i> her parents <i>nor his mother is</i> invited.)
6. When a singular subject is separated from the verb by an expression such as <i>along with</i> , <i>as well as</i> or <i>together with</i> , use a singular verb.	Your curriculum vitae, <i>along with</i> a letter of introduction, <i>is</i> required. Good medical care, <i>as well as</i> a positive attitude, <i>is</i> the key. The driver, <i>together with</i> the passenger, <i>was</i> injured in the accident.



7. When sentences start with <i>there</i> or <i>here</i> , the subject follows the verb.	<i>There are</i> the receipts! <i>Here is</i> the calculator.
8. When the subject is an amount of money or a period of time, use a singular verb.	<i>Twenty dollars is</i> not too much to ask. <i>The 1960s is</i> an interesting decade to study.
9. When using a collective or group noun (see page 246), use a singular verb when the members are acting as a unit and a plural verb when the members are acting as individuals.	The <i>team is</i> great! The <i>team (members) need</i> to work together better.
10. When <i>the number</i> is the subject, use a singular verb; when <i>a number</i> is the subject, use a plural verb.	<i>The number of</i> people waiting in line <i>is</i> incredible! <i>A number of</i> people <i>are</i> waiting in line.

Note:

- Some nouns are always singular, some are always plural, and some have identical singular and plural forms: the noun *news* is singular; the noun *scissors* is plural; and the noun *fish* is the same in the singular and in the plural. (For more examples, see page 247.)
- Non-count nouns are always singular: *coffee, grass, clothing, advice, chemistry*, etc. (For more examples, see page 247.)
- Some indefinite pronouns are always singular, some are always plural, and some can be either singular or plural depending on their context: the pronoun *each* is singular, the pronoun *both* is plural, and the pronoun *all* can be either singular or plural. (For more examples and a detailed explanation, see page 251.)
- Prepositional phrases between the subject and the verb do not affect agreement unless the subject is a word that indicates portions, such as percentages or fractions:
*The dishes on the counter **is** clean.*
*Fifty percent of the floor **is** washed.*
*Fifty percent of the floors **are** washed.*

Pronoun-Antecedent Agreement Errors

A pronoun must agree in number with the noun it replaces and refer directly and correctly back to one noun.

There are three basic types of pronoun-antecedent agreement errors.

TYPE OF ERROR	EXAMPLES AND CORRECTIONS
Agreement (number, gender, person)	Where was the 2007 World Series? <i>They</i> were in Boston. (The noun “series” is singular.) • Correction: Where was the 2007 World Series? <i>It</i> was in Boston. A student should complete <i>his</i> homework. (Not all students are male.) • Correction: A student should complete <i>his or her</i> homework. Some readers enjoy adventure stories such as “Roger Woodward and Niagara Falls.” <i>You</i> like being on the edge of <i>your</i> seat! (Do not shift from the first or the third person to the second person.) • Correction: Some readers enjoy adventure stories such as “Roger Woodward and Niagara Falls.” <i>They</i> like being on the edge of <i>their</i> seats!

TYPE OF ERROR	EXAMPLES AND CORRECTIONS
Indefinite reference	Susan does not like to study with Carol because <i>she</i> is always tired. (The pronoun “she” could refer to Carol or Susan.) - Correction: Susan does not like to study with Carol because <i>Carol</i> is always tired. The teacher gave the wrong answer. <i>This</i> confused the students. (The pronoun “this” does not refer to anything definite.) - Correction: The teacher gave the wrong answer. <i>His error</i> confused the students.
Wrong reference	The teacher took out the plagiarized assignments, showed them to the two students and put them in an envelope. (The second pronoun “them” wrongly refers to the plural noun “students,” with somewhat bizarre implications.) Correction: The teacher took out the plagiarized assignments, showed them to the students and put <i>the assignments</i> in an envelope.
Note: • To avoid awkward structures, such as “his or her” in the second example of agreement errors, use the plural: <i>Students</i> should complete <i>their</i> homework <i>assignments</i>.	

Verb-Tense and Voice Shifts

Be consistent in your writing, avoiding unnecessary shifts in tense and voice.

*In winter, birds **eat** the seeds that I **bought**.* (verb-tense shift)

*The lights **were turned off**, and he **locked** the door.* (voice shift)

In the first example, “eat” is in the simple present tense and “bought” is in the simple past tense. In the second example, “were turned off” is in the passive voice and “locked” is in the active voice. To correct these errors, make sure the tenses and the voices are the same.

*In winter, birds **eat** the seeds that I **buy**.*

*He **turned off** the lights, and he **locked** the door.*

(For more information on the active and the passive voice, see section five, page 241.)

Pinpoint

Part A

Rewrite each of the following sentences, correcting run-on sentences, sentence fragments, misplaced or dangling modifiers, faulty parallelism, and verb-tense and voice shifts. In some cases, more than one answer is possible.

1. Having trained every day, the marathon went well.

2. I was tired out it was difficult for me to finish the race.

3. On weekends, we order food, open a bottle of wine and watched old movies.

4. Please wash the dishes. As soon as you clear the table.

5. She asked the teenager to babysit her newborn who lives next door.

6. The organizing committee decorated the cafeteria and a band was hired.

7. They realized the danger of neglecting car maintenance quickly.

Part B

Underline the correct form of the verb in parentheses.

1. Each of the children (was having / were having) fun.
2. His positive attitude, along with his volunteer work, (was / were) appreciated by all.
3. Neither his father nor his friends (know / knows).
4. A number of students (is / are) working full-time jobs while going to college.
5. The number of students who work full-time jobs while going to college (is / are) astounding.

Part C

Rewrite each of the following sentences, correcting pronoun-antecedent errors. In some cases, more than one answer is possible.

1. Angelo enjoys working with Carla and Sandra even though she has a reputation for being difficult.

2. I completed exercises A and B. It was hard.

3. Laura is a good writer, which she does often.

4. Have you heard the news? Yes, they're awful!

5. The teacher corrected tests, dined with colleagues and put them in her briefcase.

Now that you have pinpointed your current level of understanding of commonly misspelled and misused words, complete related exercises on the Companion Website for practice and instant feedback.

7. Their going to be late if they don't check there watches.

8. Wich author has effected you the most?

9. Would you please stop talking? I need some piece and quite.

10. Wow! And than what did he say?

12 Writing Style

Good writing style is never out of fashion!

The Elements of Style by William Strunk, Jr., was first published in 1920, and since its publication, it has been a much-appreciated reference book for writers wanting to improve *how* they express *what* they express.

In this section, we will focus on seven tenets adapted from *The Elements of Style*.⁶

1. Use the active voice.
2. Be positive.
3. Be specific, definite and concrete.
4. Be concise.
5. Vary sentence type.
6. Respect parallel construction.
7. Keep related words together.

Use the Active Voice

Compare the following two sentences:

*I will always **love** you.* (active)

*You will always **be loved** by me.* (passive)

The active sentence is bolder and more direct. And if you remove “by me” from the passive sentence, it becomes indefinite.

Nonetheless, the passive voice has its place and should be used when the performer of the action is unimportant or unknown.

The dishes were done. (performer unimportant)

The child was kidnapped. (performer unknown)

(For more information on using the passive voice and on making an active sentence passive, see page 241.)

6. Strunk, William Jr. *The Elements of Style*. New York: Dover Publications, 2006. 19–29. Print.

Be Positive

In your writing, “use the word *not* as a means of denial or an antithesis, never as a means of evasion” (Strunk 21).

*The world is **not** flat.* (denial)

*I will marry him; I will **not** marry you.* (antithesis)

*They did **not** think you were very nice.* (evasion)

• Correction: *They thought you were mean.*

Readers prefer being told “what is” as opposed to “what isn’t.” As a result, it is better to reframe a negative as a positive. Consider the following examples:

NEGATIVE	POSITIVE REFRAMING
not be bright/intelligent	be dull/unintelligent
not be handsome/pretty	be unattractive
not be hungry	be full
not be nice	be unkind
not be outgoing	be shy
not agree	disagree
not believe	doubt
not enjoy	dislike/detest/loathe
not feel well	feel unwell
not honest	dishonest
not important	unimportant
not like	dislike
not love	hate / have no feeling for
not pay attention to	ignore
not remember	forget

If you must use a negative, try using *never* instead of *not* for a stronger sentence.

*I will ~~not~~ **never** forgive you!* (Strunk 22)

Be Specific, Definite and Concrete

To capture and hold the reader’s attention, “prefer the specific to the general, the definite to the vague, the concrete to the abstract” (Strunk 22). Consider the following examples:

GENERAL/VAGUE/ABSTRACT	SPECIFIC/DEFINITE/CONCRETE
Her conversation was boring.	She spoke of subjects of little interest to anyone but herself: her button collection and her passion for polyester clothing.
It was a beautiful evening.	The evening was warm and the sky, lit by a thousand glittering stars.
I would just like to take this opportunity to offer you my gratitude for assisting me in my job search.	Thank you for helping me write up my resumé.

Be Concise

When revising, omit any unnecessary words and sentences.

*He didn't go to work ~~due to the fact that~~ **because** he was sick. ~~He wasn't feeling well at all, so he couldn't go.~~*

Many common and unnecessarily wordy expressions can be made concise. Consider the following examples:

WORDY EXPRESSION	CONCISE EXPRESSION
a large number of	many
a majority of	most
at the present time	now
at this point in time	at this point
due to the fact that	because
during the time that	while
has the ability to	can
has the opportunity to	can
in a strange way	strangely
in order to	to
in some cases	sometimes
in the event that	if
in the near future	soon
it is probable that	probably
it would appear that	apparently
she is a woman who	she
the question as to whether	whether
there is no doubt but that	no doubt / doubtless
this is a topic that is	this topic is
with regard to	regarding

The relative pronouns *whom*, *who* and *that* often can be omitted when they are objects of verbs in relative clauses.

*The car (**that**) I wanted to buy has been sold.*

(For more information on relative pronouns, see page 253.)

Structures such as “who is” and “which is” are often unnecessary.

*Your book report, (**which is**) due this Friday, must be double-spaced.*

A complex idea expressed in a series of independent clauses (sentences) often can be reduced to one sentence. Consider the examples on the next page:

COMPLEX IDEA	SINGLE SENTENCE
"My Husband's Jump" is a great story. It was written by Jessica Grant. She is a Canadian writer.	"My Husband's Jump," by Canadian writer Jessica Grant, is a great story.
They forgot their books. They didn't do their homework. They will probably fail the test. The test is next Monday.	Because they forgot their books and didn't do their homework, they will probably fail the test next Monday.

Vary Sentence Type

There are three basic types of sentence structure: simple, compound and complex.

A paragraph is weak when it contains only one type of sentence.

Consider the following paragraph:

"The Woman Who Talked to Horses" is an interesting story, *and* I enjoyed it very much. A racehorse owner is having difficulty with his horses, *so* he consults a woman who claims she can talk to them. The man and the woman discuss the horses, *but* they cannot agree on a price. The man dislikes the woman, *and* the woman dislikes the man. She decides not to help him, *so* he is left on his own to solve his problem.

The paragraph is a series of five compound sentences: two independent clauses joined by a coordinate conjunction (*and*, *so*, *but*). To improve paragraphs of this type, rewrite them using a variety of sentence types.

(For more information on sentence structure, see pages 207–211.)

Respect Parallel Construction

Expressions of similar content and function should be expressed in similar form: they should respect the principle of parallel construction (Strunk 26). Consider the following example:

NON-PARALLEL CONSTRUCTION	PARALLEL CONSTRUCTION
As a child, I was the centre of my parents' world; now, my parents are central to me.	As a child, I was the centre of my parents' world; now, they are the centre of mine.

Parallel construction is required when using *correlative conjunctions*—pairs of words that are used to link words together. Examples of correlative conjunctions include the following: *as ... as*, *both ... and*, *either ... or*, *neither ... nor*, *not only ... but also*, *whether ... or*, and *first, ... second, ... third, ...*

Consider the following examples of correlative conjunctions:

NON-PARALLEL CONSTRUCTION	PARALLEL CONSTRUCTION
My essay isn't <i>as good as</i> the essay you wrote.	My essay isn't <i>as good as</i> your essay.
<i>Both</i> the young <i>and</i> old people will enjoy the performance.	<i>Both</i> the young <i>and</i> the old will enjoy the performance.
You may have <i>either</i> a cup of coffee <i>or</i> tea.	You may have <i>either</i> a cup of coffee <i>or</i> a cup of tea.
I want <i>neither</i> a piece of steak <i>nor</i> fish.	I want <i>neither</i> steak <i>nor</i> fish.
He is <i>not only</i> nice <i>but also</i> looks good.	He is <i>not only</i> nice <i>but also</i> handsome.
She doesn't know <i>whether</i> to hate <i>or</i> love him.	She doesn't know <i>whether</i> to hate him <i>or</i> to love him.
<i>First</i> , you stole the money; <i>second</i> , you are a liar.	<i>First</i> , you stole the money; <i>second</i> , you told a lie.

(For more information on correcting faulty parallelism, see page 270.)

Keep Related Words Together

In a sentence, a subject should not be separated from the main verb by a phrase or clause that can be placed at the beginning.

The teacher, in the first course, distributed the course plan. ➔ In the first course, the teacher distributed the course plan.

A relative pronoun should come immediately after its antecedent.

They completed the homework on the short story that their teacher assigned. ➔ They completed the homework that their teacher assigned on the short story.

This is Kevin, a friend of my brother's, who won an Olympic medal. ➔ This is Kevin, who won an Olympic medal. He is a friend of my brother's.

Modifiers should be placed next to the words they modify.

We only have ten minutes. ➔ We have only ten minutes.

The prime minister will hold a press conference later this morning, to which only a few reporters have been invited, to respond to allegations of wrongdoing. ➔ Later this morning, the prime minister will hold a press conference to respond to allegations of wrongdoing. Only a few reporters have been invited.

Pinpoint

Each of the sentences below violates one of the seven tenets of good writing style: 1) use the active voice; 2) be positive; 3) be specific, definite and concrete; 4) be concise; 5) vary sentence type; 6) respect parallel construction; and 7) keep related words together. For each sentence, indicate the number of the tenet violated and suggest a correction in the space provided.

1. First, you should apologize; second, leave.

Tenet: ____ Correction: _____

2. He does not feel well.

Tenet: ____ Correction: _____

3. He is respected by her.

Tenet: ____ Correction: _____

4. He's retiring in the near future.

Tenet: ____ Correction: _____

5. I don't believe you are telling me the truth.

Tenet: ____ Correction: _____

6. My father and mother, every weekend, go golfing.

Tenet: ____ Correction: _____

7. My teacher isn't as demanding as the teacher you have.

Tenet: ____ Correction: _____

8. She's short.

Tenet: ____ Correction: _____

9. The professor is a man who likes to read novels.

Tenet: ____ Correction: _____

10. This is a difficult exercise because there are many possible answers to each question. My writing style needs work since I have never studied this topic before. I will do all the exercises even though it will take me a lot of time to complete them.

Tenet: ____ Correction: _____

