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Parts of Speech

There are 8 parts of speech:

1. **Noun** A word used to name something.
2. **Pronoun** A word used to replace a noun.
3. **Adjective** A word that qualifies (describes) a noun
4. **Verb** A word (of group) of words used to denote actions, states or happenings.
5. **Adverb** A word used to modify a verb, an adjective or another adverb.
6. **Conjunction** A word used to connect one part of a sentence to another.
7. **Interjection** A word used to express mood or reaction.
8. **Preposition** A word placed before another word to locate the latter in time and space

Each **part of speech** explains not what the word is, but how the word is used. In fact, the same word can be a noun in one sentence and a verb or adjective in the next. The next few examples show how a word's part of speech can change from one sentence to the next:

Books are made of ink, paper and glue.

(In this sentence, "books" is a noun, the subject of the sentence.)

Sneha waits patiently while Seema **books** the tickets.

(Here "books" is a verb, and its subject is "Seema.")

We **walk** down the street.

(In this sentence, "walk" is a verb, and its subject is the pronoun "we".)

The mail carrier stood on the **walk**.

(In this example, "walk" is a noun, which is part of a prepositional phrase describing where the mail carrier stood.)

The town decided to build a new **jail**.

(Here "jail" is a noun, which is the object of the infinitive phrase "to build.")

The cop told us that if we did not leave town immediately he would **jail** us.

(Here "jail" is part of the compound verb "would jail.")

They heard high pitched **cries** in the middle of the night.

(In this sentence, "cries" is a noun acting as the direct object of the verb "heard.")

The baby **cries** all night long and all day long.

(But here "cries" is a verb that describes the actions of the subject of the sentence, the baby.)

1.1 Noun

A **noun** is the name of a person, place, animal, thing or idea. Anything that exists, we assume, can be named, and that name is a noun.

A **proper noun**, which names a specific person, place or thing (Rahul, Queen Elizabeth, Middle East, Delhi, Malaysia, Sanskrit, God, Hinduism, Buddhism, the Congress Party), is almost always capitalized.

Common nouns are the general terms/names we use to refer to one of a class of a person, place, or thing (boy, tiger, flower); things that usually are not capitalized.

A **noun clause** is a group of words containing a subject and a verb and acts as a noun. Thus it can do anything that a noun can do:

That he freed humans from slavery is one of his greatest achievements.

A **noun phrase** can be a noun or pronoun alone, but is frequently a noun or pronoun with pre- and/or post-modification:

the name an odd name the name of the game the name he gave

1.2. Pronoun

A **pronoun** replaces a noun or another pronoun. You use pronouns like “he,” “which,” “none,” and “you” to avoid repetition. A pronoun gets its meaning from the noun it stands for. The noun is called the *antecedent*.

Although *Mumbai* is humid, *it* is my favorite city.

antecedent pronoun

There are different kinds of pronouns. Most of them have antecedents, but a few do not.

Pronouns can be classified into several types, including the personal pronoun, the demonstrative pronoun, the interrogative pronoun, the indefinite pronoun, the relative pronoun, the reflexive pronoun, and the intensive pronoun.

1.2.a. Personal Pronouns

A **personal pronoun** refers to a specific person or thing and changes its form to indicate person, number, gender, and caste.

	Singular	Plural
First person	I, me, mine, my	we, us, our, ours
Second person	you, your, yours	you, your, yours
Third person	he, him, his, she, her, hers it	they, them, their, theirs, its

1.2.b. Possessive Pronouns

A **possessive pronoun** indicates that the pronoun is acting as a marker of possession and defines who owns a particular object or person. It shows a sense of belonging. The **possessive personal pronouns** are “mine,” “yours,” “hers,” “his,” “its,” “ours,” and “theirs.” Note that possessive personal pronouns are very similar to possessive adjectives like “my,” “her,” and “their.”

In each of the following sentences, the highlighted word is a possessive personal pronoun:

The Xbox is **mine**.

(Here the possessive pronoun “mine” functions as a subject complement.)

This is yours.

(Here too the possessive pronoun “yours” functions as a subject complement.)

His is on the kitchen counter.

(In this example, the possessive pronoun “his” acts as the subject of the sentence.)

Theirs will be delivered tomorrow.

(In this sentence, the possessive pronoun “theirs” is the subject of the sentence.)

Ours is the green one on the corner.

(Here too the possessive pronoun “ours” function as the subject of the sentence.)

1.2.c. Demonstrative Pronouns

A **demonstrative pronoun** points to and identifies a noun or a pronoun. “This” and “these” refer to things that are nearby either in space or in time, while “that” and “those” refer to things that are farther away in space or time.

The demonstrative pronouns are “this,” “that,” “these,” and “those.” “This” and “that” refer to singular nouns or noun phrases and “these” and “those” refer to plural nouns and noun phrases. Note that the demonstrative pronouns are identical to demonstrative adjectives, though, obviously, you use them differently. Also that “that” can also be used as a relative pronoun.

In the following sentences, each of the highlighted words is a demonstrative pronoun:

This must not happen.

Here “this” is used as the subject of the compound verb “must not happen.”

This is Bunny; **that** is the dog that bit me.

In this example “this” is used as subject and refers to something close to the speaker. The demonstrative pronoun “that” is also a subject but refers to something farther away from the speaker.

1.2.d. Interrogative Pronouns

Interrogative pronouns are used to ask questions. The interrogative pronouns are “who,” “whom,” “which,” “what” and the compounds formed with the suffix “ever” (“whoever,” “whomever,” “whichever,” and “whatever”).

The highlighted word in each of the following sentences is an interrogative pronoun:

Who got the highest in the test?

“Who” is the subject of the sentence.

Whom do you think he has rewarded?

In this sentence, “whom” is the object of the verb “rewarded”.

To **whom** it may concern?

Here the interrogative pronoun “whom” is the object of the preposition “to”.

Who will do this for me?

In this sentence, the interrogative pronoun “who” is the subject of the compound verb “do this”.

What did she say?

Here the interrogative pronoun “what” is the direct object of the verb “say”.

1.2.e. Relative Pronouns

Relative pronouns begin a subordinate clause. There are five relative pronouns: that, which, who, whom, those.

Piyush claimed **that** he could run the entire marathon.

Ram was the person **who** helped Piyush after Piyush had collapsed.

1.2.f. Indefinite Pronouns

An **indefinite pronoun** is a pronoun referring to an identifiable but not specified person or thing. An indefinite pronoun conveys the idea of all, any, none, or some.

The most common indefinite pronouns are

all	another	any	anybody	anyone	anything
each	everybody	everyone	everything	few	many
nobody	none	one	several	some	somebody

someone.

Note that some indefinite pronouns can also be used as indefinite adjectives.

The highlighted words in the following sentences are indefinite pronouns:

Many were invited to the party but only six showed up.

Here “many” acts as the subject of the compound verb “were invited”.

The cops searched the house and **everything** was thrown onto the floor.

In this example, “everything” acts as a subject of the compound verb “was thrown”.

1.2.g. Reflexive Pronouns

You can use a **reflexive pronoun** to refer back to the subject of the clause or sentence. In other words when the subject and the object of a sentence are the same, the object takes the reflexive case.

Reflexive pronouns end in *self* and *selves*: “myself,” “yourself,” “herself,” “himself,” “itself,” “ourselves,” “yourselves,” and “themselves.”

People fool **themselves** all the time.

Rita hurt **herself** while cutting vegetables.

Sometimes I ask **myself** the reasons behind my choices.

Varun needs to force **himself** to do his homework.

We need to find **ourselves**.

1.2.h. Intensive/Emphatic Pronouns

An **intensive** or **emphatic** pronoun is a pronoun that just emphasises its antecedent. In other words it is not necessary for the meaning of the sentence. We can do without it. Intensive pronouns are identical in form to reflexive pronouns.

I **myself** cooked the food today.

Siddhartha **himself** said that he would pick up the kids.

They **themselves** are responsible for the mess.

In each of the above sentences, eliminating the intensive pronouns does not change or affect the meaning of the sentences. For e.g.:

I cooked the food today.

It does not alter the meaning of the first sentence above.

	Subjective	Possessive	Objective
Nouns			
Singular	Cat	Cat's	Cat
	Shweta	Shweta's	Shweta
Plural	Cats witches	Cats' witches'	Cats witches
Personal Pronouns			
Singular			
1st person	I	my, mine	me
2nd person	you	your, yours	you
3rd person	he, she, it	his, her, hers, its	him, her, it
Plural			
1st person	we	our, ours	us
2nd person	you	your, yours	you
3rd person	they	their, theirs	them
Relative & Interrogative pronouns			
	who whoever which/that/what	whose	whom whoomever which/that/what
Indefinite pronouns			
	everybody	everybody's	everybody

1.3. Adjective

Adjectives are words that describe nouns and pronouns. Adjectives answer the questions:

What kind? How much? Which one? How many?

For example:

What kind?	<i>lovely</i> girl	<i>diamond</i> pearl
How much?	<i>more</i> freedom	<i>little</i> effort
Which one?	<i>third</i> time	<i>those</i> people
How many?	<i>several</i> chances	<i>five</i> oranges

There are five kinds of adjectives: *common adjectives*, *proper adjectives*, *compound adjectives*, *articles*, and *indefinite adjectives*.

1. *Common adjectives* describe nouns or pronouns.

frail man *yellow* flower *beautiful* scene

2. *Proper adjectives* are formed from proper nouns.

Italian fruits (from the noun “Italy”)

Punjabi food (from the noun “Punjab”)

3. *Compound adjectives* are made up of more than one word.

far-off island *teenage* boy

4. *Articles* are a special type of adjective. There are three articles: *a*, *an*, *the*.

The is called a “definite article” because it refers to a specific thing.

A and *an* are called “indefinite articles” because they refer to general things. Use *a* with consonant sounds; use *an* before vowel sounds.

5. *Indefinite adjectives* don’t specify the specific amount of something.

all	another	any	both	each	either
few	many	more	most	neither	other
several	some				

Important things to remember when you use adjectives:

1. Use an adjective to describe a noun or a pronoun.

Shreya was *reluctant* to leave *the* job.

noun adj. adj. noun

2. Use vivid adjectives to make your writing more specific and descriptive.

Take a *larger* slice of the *luscious* cake.

adj. noun adj. noun

3. Use an adjective after a linking verb. A linking verb connects a subject with a descriptive word. The most common linking verbs are *be* (*is*, *am*, *are*, *was*, *were*, and *so on*), *seem*, *appear*, *look*, *feel*, *smell*, *sound*, *taste*, *become*, *grow*, *remain*, *stay*, and *turn*.

Chicken made this way *tastes* more *delicious* (not deliciously).

The adjective that follows a linking verb is known as a predicative adjective.

1.4. Adverbs

Adverbs are words that describe verbs, adjectives, or other adverbs. Adverbs answer the questions: *When?* *Where?* *How?* or *To what extent?*

When?	fell <i>yesterday</i>	start <i>now</i>
Where?	went <i>below</i>	move <i>up</i>
How?	<i>sadly</i> thought	danced <i>badly</i>
To what extent?	<i>partly</i> finished	eat <i>completely</i>

Most adverbs are formed by adding *-ly* to an adjective. For example:

Adjective	Adverb
quick	quickly
careful	carefully
accurate	accurately

Here are some of the most common non-*ly* adverbs:

afterward	almost	already	also	back	even	far
fast	hard	here	how	late	long	
low	more	near	never	next	now	
often	quick	rather	slow	soon	still	
then	today	tomorrow	too	when	where	
yesterday						

1.5. Verbs

Verbs are words used to denote an action or describe a state of being in a sentence.

Every sentence must have a verb. There are three basic types of verbs: *action verbs*, *linking verbs*, and *helping verbs*.

1.5.a. Action Verbs

Action verbs tell what the subject does. The action can be visible (*jump, kiss, laugh*) or mental (*think, learn, study*).

The baby *broke* the glass.

Priya *considered* going for shopping.

1.5.b. Linking Verbs

Linking verbs join the subject and the predicate. They do not express action. Instead, they connect the subject of the verb to additional information about the subject. The most common linking verbs include: *be, feel, grow, seem, smell, remain, appear, sound, stay, look, taste, turn, become*. Look for forms of *to be*, such as *am, are, is, was, were, am being, can be, have been*, and so on.

Sheela *was* not satisfied with her result.

He *is* going for a walk.

Many linking verbs can also be used as action verbs.

Linking: The kids *looked* excited.

Action: I *looked* for Reema in the fair.

1.5.c. Helping Verbs

Helping verbs, also known as “*auxiliary verbs*”, are added to another verb to make the meaning clearer. Helping verbs include any form of *to be*, *do*, *does*, *did*, *have*, *has*, *had*, *shall*, *should*, *will*, *would*, *can*, *could*, *may*, *might*, *must*. *Verb phrases* are made up of one main verb and one or more helping verbs.

She *has* finished her work.

They *still have not yet found* what they’re looking for.

1.6. Conjunctions

Conjunctions connect words or groups of words and show how the words are related. There are three kinds of conjunctions: *coordinating conjunctions*, *correlative conjunctions*, and *subordinating conjunctions*.

Coordinating conjunctions link similar words or word groups. There are seven coordinating conjunctions:

for and nor but or yet so

Correlative conjunctions also link similar words or word groups, but they are always used in pairs. The correlative conjunctions are:

both . . . and either . . . or neither . . . nor
not only . . . but also whether . . . or

Subordinating conjunctions link an independent clause (complete sentence) to a dependent clause (fragment). The most often used subordinating conjunctions are:

after	although	as	as if	as long as
as soon as	as though	because	before	even though
if	in order that	since	so that	though
till	unless	until	when	whenever
where	wherever			

1.7. Interjections

An **interjection** is a word added to a sentence to convey emotion. Since interjections are not linked grammatically to other words in the sentence, they are set off from the rest of the sentence with a comma or an exclamation mark. For example:

Hey! Don’t do that.

Wow! What a fabulous apartment.

1.8. Prepositions

First of all a *preposition* is a “pre-position”. So it is usually (not always) placed before a noun or a pronoun. And it links this noun or a pronoun to another word in the sentence.

Some of the most common prepositions are:

about	above	across	after	against	along	amid
around	as	at	before	behind	below	beneath
beside	between	beyond	but	By	despite	down

during	except	for	from	in	inside	into
like	near	On	onto	of	off	opposite
out	outside	over	past	since	through	to
toward	under	underneath		until	upon	with

A noun or pronoun always follows a preposition – almost. This noun or pronoun is called the *object* of the preposition. A *prepositional phrase* is a preposition and its object. A prepositional phrase can be two or three words long.

under the wall

at home

However, prepositional phrases also can be much longer, depending on the length of the preposition and the number of words that describe the object of the preposition.

near the beautifully crafted furniture

on account of his nearly devilish attitude

Exercise:

Identify the part of speech for the underlined word.

- The outside of the house needs painting.
a) Noun b) Adjective c) Adverb d) Preposition
- You should paint the house without outside help.
a) Noun b) Adjective c) Adverb d) Preposition
- Let's sit outside and work out a way to do it.
a) Noun b) Adjective c) Adverb d) Preposition
- The car is parked right outside the garden, next to the tree.
a) Noun b) Adjective c) Adverb d) Preposition
- The politician repented of his past mistakes.
a) Noun b) Adjective c) Adverb d) Preposition
- Turn right past the house with a huge banyan tree.
a) Noun b) Adjective c) Adverb d) Preposition
- Did you watch that movie before?
a) Conjunction b) Adjective c) Adverb d) Preposition
- Always follow through with what you start.
a) Interjection b) Conjunction c) Adverb d) Preposition
- He went right through the glass wall, which he couldn't make out.
a) Noun b) Adjective c) Conjunction d) Preposition
- The girl started dressing up after she watched the movie.
a) Conjunction b) Adjective c) Adverb d) Preposition

2. Pronouns

2.1. Overview of Pronoun Case

Only two parts of speech, nouns and pronouns, have *case*. This means that they change form depending on how they are used in a sentence. English has three cases: *subjective*, *objective*, and *possessive*.

In the *subjective* case, the pronoun is used as a subject. It is also known as the nominative case.

I took that picture.

In the *objective* case, the pronoun is used as an object.

Give the picture to *me*.

In the *possessive* case, the pronoun is used to show ownership.

The picture is *mine*.

The following chart shows the three cases of personal pronouns:

Subjective	Objective	Possessive
(Pronoun as subject)	(Pronoun as object)	(Ownership)
I	me	my, mine
you	you	your, yours
he	him	his
she	her	her, hers
it	it	its
we	us	our, ours
they	them	their, theirs
who	whom	whose
whoever	whomever	whoever

To avoid errors in personal pronoun use, you must understand how to use each case. The rules are explained below. Relax: They're actually not difficult at all!

2.1.a. Using the Subjective Case

Use the subjective case when...

1. The pronoun is the subject of a verb.

Sam and (I, me) like to click photographs.

I is the subject of the sentence. Therefore, the pronoun is in the subjective case:

Correct: "Sam and *I* like to click photographs."

Quick Tip

When you list two or more subjects, always put yourself last. Therefore, the sentence would read "Sam and I," never "I and Sam."

To help determine the correct pronoun, take away the first subject and try each choice. See which one sounds better. For example:

I like to click photographs OR *Me* like to click photographs.

The first one definitely sounds better.

(Who, Whom) do you believe is the better photographer?

Who is the subject of the verb *is*. Therefore, the sentence would read, “*Who* do you believe is the better photographer?”

Ignore interrupting expressions such as *do you believe*, *you think*, *do you suppose* (and so on). They do not affect pronoun case.

2. The pronoun is a predicate nominative.

A *predicate nominative* is a noun or pronoun that follows a linking verb and identifies or renames the subject. Remember that a *linking verb* connects a subject to a word that renames it. *Linking verbs* indicate a state of being (*am*, *is*, *are*, etc.), relate to the senses (*look*, *smell*, *taste*, etc.), or indicate a condition (*appear*, *seem*, *become*, etc.). In other words, use the subjective case if the pronoun is the complement of the linking verb “to be”.

The person on the terrace was (*I*, *me*).

Use *I*, since the pronoun renames the subject, the person on the terrace.

Correct: “The person on the terrace was *I*.”

Which is correct: “It is *I*” or “It is *me*”? Technically, the correct form is “It is *I*,” since we’re dealing with a predicate nominative. However, “It is *me*” (and “It is *us*”) has become increasingly acceptable as standard usage.

2.1.b. Using the Objective Case

Use the objective case when...

1. The pronoun is the direct object of a verb.

A *direct object* is a noun or pronoun that receives the action. (***On what the action is performed***)

The teacher failed (*he*, *him*).

Correct: The teacher failed *him*.

(*Who*, *Whom*) did she finally invite to the party?

Correct: *She* is the subject, the person doing the action. Therefore, the sentence should read: “*Whom* did she finally invite to the party?”

Of course, she can invite (*whoever*, *whomever*) she wants.

Correct: Of course, she can invite *whomever* she wants.

Quick Tip

When you have a pronoun combined with a noun (such as *we family*, *us family*), try the sentence without the noun. You can usually “hear” which pronoun sounds right.

It is always a pleasure for *we* to attend the reunion.

It is always a pleasure for *us* to attend the reunion.

The second sentence sounds correct; doesn’t it?

2. The pronoun is the indirect object of a verb.

An *indirect object* tells *to* or *for* whom something is done. You can tell a word is an indirect object if you can insert *to* or *for* before it without changing the meaning. For example:

The book gave (to) my boss and (to) me some new strategies.

The movie gave (we, us) a shock.

Correct: The movie gave *us* a shock.

3. The pronoun is the object of a preposition.

Remember that a preposition is a small word that links a noun or a pronoun following it to another word in the sentence. **The noun or pronoun is known as the object of the preposition.**

Put the sheet over (I, me).

Correct: The pronoun is the object of the preposition *over*, so the sentence reads: "Put the sheet over *me*."

2.1.c. Using the Possessive Case

1. Use the possessive case to show ownership.

Shweta said that the CD was (her's, hers).

Correct: *Hers* is the correct spelling of the possessive case, which is needed here to express ownership (belonging to her). Therefore, the sentence should read: "Shweta said that the CD was *hers*."

2. Use the possessive case before gerunds.

A *gerund* is a form of a verb that acts as a noun. Gerunds always end in *-ing*, and they always function as nouns.

(You, Your) singing has been greatly appreciated.

Correct: The gerund *singing* requires the possessive pronoun *your*. Therefore, the sentence should read: "*Your* singing has been greatly appreciated."

Do you mind (my, me) borrowing your cell phone?

Correct: Do you mind *my* borrowing your cell phone?

3. Use some possessive pronouns alone to show ownership.

This cell phone is *mine*, not *yours*.

Quick Tip

Pronouns that express ownership never get an apostrophe. Watch for these possessive pronouns: yours, his, hers, its, ours, theirs.

2.1.d. Three Other Rules for Using Pronouns

Here are three more rules that apply to pronouns and case.

1. A pronoun used in apposition with a noun is in the same case as the noun.

An *appositive phrase* is a noun or pronoun that adds information and details.

Appositives can often be removed from the sentence, so they are set off with commas.

The appositive in the following sentence is underlined.

Two girls, Priya and (she, her), were recommended for scholarship.

Correct: The pronoun must be in the subjective case (*she*) because it is in apposition with the noun *girls*, which is in the subjective case. Therefore, the sentence should read: Two girls, Priya and *she*, were commended for bravery.

Exception: A pronoun used as the subject of an infinitive is in the objective case. For example:

“The Boss wants Anuj and (I, me) to host the show.” The correct pronoun here is *me*, since it is the subject of the infinitive *to host*.

2. Use *-self* forms correctly with reflexive and intensive situations.

As you learned earlier, *reflexive pronouns* reflect back to the subject or object. In other words when the subject and object of a sentence refer to the same person or thing, we use a *reflexive pronoun* as the object rather than a personal pronoun.

Compare:

She forced **her** to visit the doctor. (‘she’ and ‘her’ refer to different people) and

She forced **herself** to visit the doctor. (‘she’ and ‘herself’ refer to the same person)

Don’t use reflexive pronouns in place of subjects and objects.

The boss and (myself, I) went for a trip.

Correct: Use the pronoun *I*, not the reflexive form. Therefore, the sentence reads: “The boss and *I* went for a trip.”

Intensive usage is just like it sounds: adding emphasis, or intensity, to the subject as a way to reinforce the idea that it’s that person who’s involved and not someone else.

For example:

You yourself should go there.

I will keep it myself.

The mountain itself caused his fall.

Notice that in each of the other 3 examples the intensive pronoun can be removed without affecting the meaning of the sentence. So it’s not really essential; it just adds emphasis as already mentioned. It’s also known as *emphatic pronoun*.

3. *Who* is the subjective case; *whom* is the objective case.

No one will argue that *who* and *whom* are the most troublesome pronouns in English.

Even though *who* and *whom* were discussed earlier in this chapter, these little words cause such distress that they deserve their own subsection. Let's start by looking back at our pronoun-use chart.

	Subjective	Objective	Possessive
	(Subject case)	(Object case)	(Ownership)
Singular	who	whom	whose
	whoever	whomever	whosoever
Plural	who	whom	whose
	whoever	whomever	whosoever

Now, some guidelines:

Use *who* or *whoever* when the pronoun is the subject of a verb.

Who was responsible for this mess?

Use *who* or *whoever* when the pronoun is the predicate nominative.

The winner was *who*?

Use *whom* or *whomever* when the pronoun is the direct object of a verb or the object of a preposition.

Whom did he beat up this time?

The “m” test

When deciding between “who” and “whom,” it can be easier if you use the **“m” test**: Think of how you would restate the sentence with the pronoun he/him or they/them, and if you use a form that ends in “m,” you need “whom.” For example, in this sentence, you’d say, *Did he beat him*? You wouldn’t say, *Did he beat he*. That “him,” in the objective case—with the “m” on the end—is your clue that you need the objective case form “whom” with the “m” on the end. Or you can figure out how you’d answer a who/whom question using he or him. In the sentence *Who/whom was the friend you brought with you?* You would answer “he is the friend” not “him is the friend.” Subjective case, no “m”—that’s the signal that “who” is correct.

Here are more correct uses of “who” and “whom”:

That’s the boy whom Simran dislikes. (Simran dislikes him.)

Can I tell her who is calling? (He is calling.)

Whom are you inviting for the dinner? (You are inviting them for the dinner.)

To whom are you giving these flowers? (You are giving the flowers to him.)

I want the people who did this to step forward. (They did this.)

Now here’s a tricky correct example that even “who/whom” whizzes can get confused:

She’ll marry the man who she thinks has the finest collection of ties.

The “she thinks” gives a lot of people fits here: It may seem as if the pronoun should be the object of “thinks” and that therefore we need “whom.” But the pronoun is actually the subject of “has,” which becomes clear when we apply the “m” test. You

wouldn't say She thinks him has the finest collection of ties, instead, you'd say, She thinks he has the finest collection of ties. No "m," so we need "who." Many sentences follow a similar pattern when they include an extra clause reporting what people believe, think, or say.

Sheila, who I believe has the largest collection of fountain pens in India, always writes letters on her computer.

My blind date, who you'd said would be "interesting," proved to be just that.

As must be clear from the table, whoever and whomever, just replace who and whom respectively. So they follow the same pattern.

Quick Tip

In spoken English, who and whomever are becoming more and more uncommon.

Informally, people use who and whoever in almost all situations.

2.2. Use Correct Pronoun Reference

The meaning of a pronoun comes from its antecedent, the noun or pronoun to which it refers.

Your speech and writing will be confusing if your pronoun reference is unclear.

Carelessly placed pronouns can create unintentionally funny sentences as well as confusing ones.

Consider the difference between what the writer *thinks* he or she said and what is *really* being said in the following sentences:

Last week, a wart appeared on my right thumb, and I want *it* removed.

(Are you removing the wart or the thumb?)

Guilt and unkindness can be emotionally destructive to you and your friends. You must get rid of *them*.

(Are you getting rid of the guilt or your friends?)

There are three ways to prevent pronoun confusion.

1. A pronoun must clearly refer to a single antecedent.
2. Place pronouns close to their antecedents.
3. Make a pronoun refer to a definite antecedent.

Let's look at each guideline in detail.

1. A pronoun must clearly refer to a single antecedent. A common writing and speech problem occurs when the same pronoun refers to more than one antecedent. For instance, in the last example in the previous section, *them* can refer to *guilt*, *unkindness*, or *your friends*.

Remember that a pronoun replaces a noun. To make sure that your writing and speech are clear, always use the noun first before you use the pronoun. Clarify the sentence by replacing the unclear pronouns with nouns. That way, all the remaining pronouns will clearly refer to a single antecedent.

Guilt and unkindness can be emotionally destructive to you and your friends. You must get rid of *them*.

Here are two ways you could rewrite this sentence:

Guilt and unkindness can be emotionally destructive to you and your friends. You must get rid of *these issues*.

Guilt and unkindness can be emotionally destructive to you and your friends. You must get rid of *these destructive emotions*.

2. Place pronouns close to their antecedents. If too many phrases come between a pronoun and its antecedent, the sentence can be difficult to read and understand. This can happen even if the intervening material is logically related to the rest of the sentence. Consider the following sentence:

After meeting a few guests, the Prime Minister entered the reception. At that point, the Finance Minister and the other elected officials began to pose for pictures. Even so, *he* did not join them.

In this sentence *he* is too far away from its antecedent, the Prime Minister. One solution is to replace *he* with *the Prime Minister*. The other solution is to rewrite the sentences to move the pronoun closer.

After meeting a few guests, the Prime Minister entered the reception. At that point, the Finance Minister and the other elected officials began to pose for pictures. Even so, the Prime Minister did not join them.

After meeting a few guests, the Prime Minister entered the reception. He did not join the Finance Minister and the other elected officials, even though they began to pose for pictures.

3. Make a pronoun refer to a definite antecedent. Be sure all pronouns refer to only one antecedent. The pronouns *it*, *this*, *that*, and *which* are especially prone to unclear pronoun reference. Consider the following sentence:

I told my friends that I was going to be a rock star, which annoyed my mother.

The following form is better because it is less ambiguous:

My mother was annoyed because I told my friends that I was going to be a rock star.

Quick Tip

When you start a new paragraph, repeat the noun from the previous paragraph rather than using a pronoun in its place. Repeating the noun (usually a name) can help your reader more easily follow your logic.

2.3. Using Who, Which, That

Special rules govern the use of the relative pronouns *who*, *which*, and *that*.

1. *Who* refers to people or animals (only animals with names or special talents, like Lassie).

She is not the actress *who* was originally cast in the role.

2. *That* and *which* refer to things, groups, and unnamed animals.

The choice between *which* and *that* depends on whether the clause introduced by the pronoun is *restrictive* or *nonrestrictive*.

A *restrictive* clause is essential to the sentence.

A *nonrestrictive* clause adds extra meaning, is set off by commas, and can be removed from the sentence.

Use *that* for restrictive clauses and *which* with nonrestrictive clauses.

The cat, which had been sleeping for hours, woke up when the canary sang.

The cat that had been sleeping for hours was hungrier than the cat that ate the canary.

Now, in the first sentence, the clause “which had been sleeping for hours” gives us some information about the cat, but it isn’t essential to the meaning of the sentence; we know the significant fact, that the cat awoke, whether or not we have the additional information contained in the clause, “which had been sleeping.” This clause is, we can say, nonessential, or, as the grammarians put it, a nonrestrictive clause—nonrestrictive because, although it does describe what the cat has been doing, it doesn’t restrict or limit the meaning of the principal clause; the cat awoke, regardless of how long it had been sleeping. Because our clause is thus nonrestrictive, or nonessential, we indicate its “expendable” nature by using the pronoun “which” and, in writing, by setting off the clause with commas.

In the second sentence, on the other hand, the clauses beginning with “that” are clearly essential to the meaning of the sentence, which would otherwise only tell us that one (unspecified) cat was hungrier than another (unspecified) cat. For the sentence to do any sort of job, it must narrow its meaning down; it must distinguish between cats, between the sleeper and the canary-eater, and thus restrict the principal action to two particular, clearly different creatures. These restrictive clauses are not expendable; they are essential to and inseparable from the basic meaning of the sentence. They are signaled by the pronoun “that,” and, in writing, they are not set off by commas.

As you can see, the rules can be pretty clearly stated:

Use **which** in a **nonrestrictive** clause (a clause not essential to the meaning of the sentence).

Use **that** in a **restrictive** clause (a clause essential to the meaning of the sentence).

There's one pretty obvious exception to these rules. If you have a nonrestrictive clause (calling for "which") but you are referring to a person, follow the earlier rule (and probably your own instinct); avoid the "which" and go back to "who" or "whom." So it's proper (and certainly natural) to say:

Bob, who (and not, in this case, "which") had been spending his day fishing, ate all the hot dogs.

With a restrictive clause referring to a person, you can, as with all restrictive clauses, use "that," or, as many people prefer, "who" or "whom." Here are a few examples:

The man that you just insulted is my brother-in-law.

Or: The man whom you just insulted is my brother-in-law.

3. In "it-clauses (clauses beginning with 'it')", use 'that'.

It is this book *that* I was referring to.

4. Clauses having a 'superlative' should use 'that'.

This is the *worst* movie *that* I have ever seen.

The *best* book *that* anyone can find.

5. If a clause has two relative pronouns; they should not be the same.

Who is the boy *that* you were talking about? (Not: Who is the boy whom you were talking about?)

That is the boy *whom* I was talking about. (Not: That is the boy that I was talking about.)

Which is the book *that* you like? (Not: Which is the book which you like?)

Exercise:

State if each of the following statement is True or False

1. *Case* refers to the way a noun or pronoun changes, depending on how it is used in a sentence.
2. English has three cases: nominative, objective, and possessive.
3. In the *nominative case*, the pronoun is used to show possession.
4. In the *possessive case*, the pronoun is used as an object.
5. *Who* is in the nominative case; *whom* is in the objective case.
6. A *predicate nominative* is a noun or pronoun that follows a linking verb and identifies or renames the subject.
7. Use the objective case to show the object of a noun, verb, or adjective.
8. Gerunds always end in *-ed*, and they always function as verbs.
9. A pronoun used in apposition with a noun is in the same case as the noun.
10. A pronoun used as the subject of an infinitive is in the subjective case.
11. Pronouns that express ownership always take an apostrophe.
12. Use reflexive pronouns in place of subjects and objects.
13. A pronoun must clearly refer to a single, definite antecedent.
14. Place pronouns close to their antecedents.
15. *Who* refers to people or animals, while *that* and *which* refer to things, groups, and unnamed animals.

Select the word that best completes each sentence.

1. Krish and (I, me) have decided to finish this together.
2. The new friends are (they, them).
3. The problem is unquestionably (she, her).
4. Human beings, (who, whom) are the most fascinating species on earth, are also the most deplorable.
5. Those (whom, who) are early to bed and early to rise are healthy, wealthy, and very tired.
6. The most amazing person has always been (him, he).
7. The winning contestants are the Mehtas and (they, them).
8. The concept (which, that) intrigued (we, us) had not yet been publicized.
9. My car, (who, which) was brand new, had relatively little damage.
10. The car (which, that) hit me was speeding.
11. From (who, whom) did you buy that beautiful purse?
12. The thunderstorm frightened my cat and (I, me).
13. Please sit next to Rita and (me, I).
14. Shreya gave (he, him) a lot of unsolicited advice.
15. With (who, whom) have you agreed to carpool?

Select the best revision for each sentence.

1. When Sam and Chuck return home, he will call.
 - a) When Sam and Chuck return home, they will call.
 - b) When Sam and Chuck return home, Sam will call.
 - c) When Sam and Chuck return home, him will call.
 - d) When Sam and Chuck return home, calling will take place.
2. When Deepa spoke to Diya that morning, she did not realize that she would win the international beauty pageant.
 - a) When Deepa spoke to Diya that morning, her did not realize that she would win the international beauty pageant.
 - b) When Deepa spoke to Diya that morning, they did not realize that she would win the international beauty pageant.
 - c) When Deepa spoke to Diya that morning, Deepa did not realize that she would win the international beauty pageant.
 - d) When Deepa spoke to Diya that morning, no one realized that she would win the international beauty pageant.
3. When the rain started, we pulled out an umbrella. It annoyed the people around us, but we decided to stay at the ball field.
 - a) When the rain started, we pulled out an umbrella. It's annoyed the people around us, but we decided to stay at the ball field.
 - b) When the rain started, we pulled out an umbrella. Its annoyed the people around us, but we decided to stay at the ball field.
 - c) When the rain started, we pulled out an umbrella. The umbrella annoyed people around us, but we decided to stay at the ball field.
 - d) When the rain started, we pulled out an umbrella. They annoyed the people around us, but we decided to stay at the ball field.
4. If you asked Siddhartha to describe Arjun, he would say that he was sly, boring, and cheap—and then he would snicker.
 - a) If you asked Siddhartha to describe Arjun, Siddhartha would say that he was sly, boring, and cheap—and then Siddhartha would snicker.
 - b) If you asked Siddhartha to describe Arjun, Siddhartha would say that he was sly, boring, and cheap—and then he would snicker.
 - c) If you asked Siddhartha to describe Arjun, he would say that he was sly, boring, and cheap—and then snickering would occur.
 - d) If you asked Siddhartha to describe Arjun, Arjun would say that Arjun was sly, boring, and cheap—and then Siddhartha would snicker.

5. They gave we losers a gag prize.
 - a) They gave them losers a gag prize.
 - b) They gave yours losers a gag prize.
 - c) They gave they losers a gag prize.
 - d) They gave us losers a gag prize.
6. My neighbor agreed to support he for the corporation.
 - a) My neighbor agreed to support she for the corporation.
 - b) My neighbor agreed to support him for the corporation.
 - c) My neighbor agreed to support I for the corporation.
 - d) My neighbor agreed to support we for the corporation.
7. Naturally, you can invite whoever you want.
 - a) Naturally, you can invite who you want.
 - b) Naturally, you can invite which ever you want.
 - c) Naturally, you can invite whomever you want.
 - d) Naturally, you can invite that you want.
8. A student must understand that homework is very important to them.
 - a) Students must understand that homework is very important to them.
 - b) A student must understand that homework is very important to him.
 - c) A student must understand that homework is very important to her.
 - d) A student must understand that homework is very important to I.
9. The story was good, but they didn't explain what happened in the end.
 - a) The story was good, but he didn't explain what happened in the end.
 - b) The story was good, but the author didn't explain what happened in the end.
 - c) The story was good, but she didn't explain what happened in the end.
 - d) The story was good, but explaining what happened in the end didn't happen.
10. Shreyas saw the ad on the newspaper yesterday, but he can't seem to find it today.
 - a) Shreyas saw the ad in the newspaper yesterday, but he can't seem to find the today.
 - b) Shreyas saw the ad in the newspaper yesterday, but he can't seem to find its today.
 - c) Shreyas saw the ad in the newspaper yesterday, but he can't seem to find today.
 - d) Shreyas saw the ad in the newspaper yesterday, but he can't seem to find the ad today.

3. Tenses

A Tense is nothing but a **verb** indicating the time of an action, event or condition by changing its form.

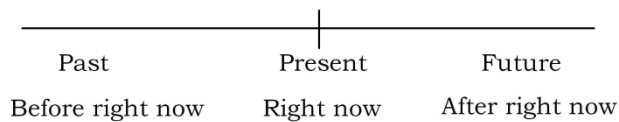
Basically there are three Tenses:

Past Tense – indicates an action that **finished** before the **present** (right now)

Present Tense – indicates an action that is occurring in the present or that is generally true.

Future Tense – indicates an action that hasn't happened yet (will happen in the future).

On a time line they can be represented as:

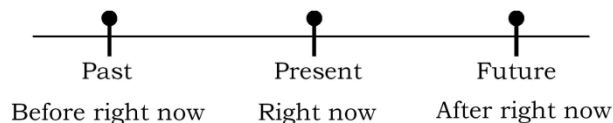


Each one of these tenses has 3 aspects. An Aspect refers to the nature or form of the action described by the verb. There are three aspects: indefinite (or **simple**), complete (or **perfect**), continuing (or **progressive**).

	Past	Present	Future
Simple	I went	I go	I will go
Progressive	I was going	I am going	I will be going
Perfect	I had gone	I have gone	I will have gone
Perfect Progressive	I had been going	I have been going	I will have been going

3.1. The Simple Aspect

When we use the simple aspect, we view the action or series of actions as a whole. It shows the state of being.



The dots, in the above figure, represent points in time with respect to past, present and future.

The Simple aspect indicates one or both of the following:

That an action or series of actions is complete.

That the situation is permanent or is regarded as permanent.

We can use both action and stative (linking) verbs in the simple aspect.

Action verbs are verbs which describe actions, e.g. go, ask, walk, explain, work.

Stative verbs are verbs which do not describe actions: they describe feelings, thoughts, wishes, the senses and states of being, e.g. believe, belong, know, smell, understand, want.

3.1.a. Present Simple

FORM

I work, etc.

Do/Does + infinitive for questions, negatives and short answers

USE

A regular repeated activity.

I **catch** the 8 o'clock train every day.

He **attends** the board meeting every Monday.

Something that is generally true; a statement of fact:

Water **boils** at 100 degrees centigrade.

Cats **don't like** water.

Introducing a quotation:

This book **says** that too much butter and milk is bad for you.

The local newspaper **says** that the government should do more to create jobs in the area.

3.1.b. Past Simple

FORM

Positive: past simple form of verb:

I **arrived**, etc. (regular)

I **came**, etc. (irregular)

Negative and question form: **did** + infinitive

Short answer: **did**

USE

Completed actions.

To talk about events and actions in the past that are now finished. The past simple refers to the complete event. The time or approximate time that the event took place is stated or is understood from the context. It may be in the very recent past:

Your mother **phoned** a few minutes ago.

Who **opened** this window?

or it may be in the more distant past:

I never **learnt** to swim as a child.

Past habit or regular event.

To talk about a regular, repeated or habitual event (in the past):

We **went out** for a meal every evening on holiday.

He **got up** at 7 o'clock every morning to go to work.

or a past habit or situation of some duration:

He **smoked** for most of his life.

She **worked** there for twenty years.

Past situation at a point in time.

With stative verbs, to talk about a situation that existed at a certain time in the past:

In 1950, there **were** fewer than 50 million cars in use around the world.

At the time, I **had** a poorly-paid job in the local shop.

3.1.c. Future Simple

FORM

will ('ll) + bare infinitive: I **will** (I'll) go, etc.

Short form of **will not**: **won't**

USE

To make a statement of fact or a prediction about the future:

Ajay **will be** here tomorrow.

Tonight's programme **will be** very interesting.

To make formal announcements of future plans and to present weather forecasts. It is therefore often used in newspapers and on the television and radio:

The new President **will move** into the White House tomorrow.

Rain **will continue** throughout the day.

Notes: The use of **shall**

In spoken English, **shall** is most often used in the question form with I or we to make offers or suggestions or to ask for suggestions, advice, instructions:

Shall I come with you?

What **shall** we do tomorrow?

Shall is occasionally used to express strong determination about oneself or someone else:

I **shall** go anyway. I don't care what you think.

I **shan't** let him bully me.

You **shall** have whatever you want.

Shall can be used in the same way as **will** in the first person but **will** is more common. In spoken English, the contraction **'ll** is the most common.

Shall is used more frequently in formal written English than in informal written or spoken English:

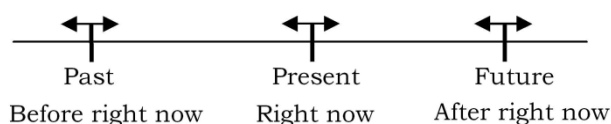
We **shall** make every effort to answer your enquiry as soon as possible.

I **shall** be at the airport to meet you in person.

Short form of shall not: **shan't**.

3.2. The Continuous (or Progressive) aspect

When we use the continuous aspect, we view the action or series of actions in progress. The continuous aspect does not describe the whole event.



The arrows, in the above figure, represent unfinished events in time with respect to past, present and future

The continuous aspect indicates one or more of the following:

That the action or series of actions are in progress. We view the action at some point between its beginning and its end.

That the action is not complete.

That the situation is temporary.

When we use the continuous aspect, we describe an activity in progress. We therefore use the continuous aspect with action verbs but not with stative (linking) verbs.

3.2.a. Present continuous

FORM

Verb **to be** + present participle:

I **am working**, etc.

USE

Activity in progress at this moment:

Where's Hari?

He's **doing** his homework.

An activity that is taking place in the present time period and will continue for a limited time. The activity may or may not be in progress at the moment of speaking.

The present continuous is often used in this way with *these days*, *this week*, *today*, *this month*, etc:

'And what's Linda **doing** these days?'

'She's **doing** a course in engineering.'

(Linda may not be studying engineering at this minute.)

The decorator's **painting** the children's bedrooms this week so they're **sleeping** in the living room.

(The decorators may not be painting at this moment and the children may not be sleeping.)

A situation that is in the process of changing:

Venice **is falling** into the sea.

The number of cars on the road **is increasing** rapidly each year.

A future intention with a verb of motion:

We're **driving** up to Scotland next week.

He's **flying** back on Saturday.

3.2.b. Past continuous

FORM

was/were + present participle: I **was studying**, etc.

USE

Used in conjunction with the past simple to describe an action or event that started before the event in the past simple and was in progress when the event in the past simple occurred:

They **were watching** a film when we arrived.

She **was studying** law when the war started.

To describe an action, event or situation that was in progress at a specified time in the past:

In 1982, we **were living** in a small flat in Agra.

In May of last year, she **was studying** hard for her final exams.

At 6 o'clock this morning, I **was walking** along the beach.

Contrast: Past Continuous versus Past Simple

The past simple describes a complete event in the past. The past continuous does not describe the complete event; it describes the event in progress, at some time between its beginning and its end.

Look at the difference between these sentences:

He **was cooking** the dinner when I arrived.

(He started cooking the dinner before my arrival and the cooking was in progress at the time of my arrival.)

He **cooked** the dinner when I arrived.

(I arrived and then he cooked the dinner. Two complete events.)

I **was reading** a book about astrology last night.

(The reading of the book was in progress last night. The past continuous does not describe the complete event so we assume that the book was not finished last night.)

I **read** a book about astrology last night.

(I read the whole book from beginning to end last night.)

3.2.c. Future Continuous

FORM

will be + present participle: **I'll be coming**, etc.

USE

To describe an activity that will be in progress at a point in the future:

This time tomorrow we **will be eating** dinner together.

To describe an activity that will cover the whole of a future time period:

I'll be studying at Takshzila all day.

Note: The future continuous is not used with verbs that do not normally take the continuous form.

Contrast: future continuous versus *will* future

will future: expresses intention, belief, hope, assumption and willingness

future continuous: indicates future activity or event but does not express intention or willingness

I'll come and visit you tomorrow	<i>intention / promise</i>
I'll be coming to visit you tomorrow	<i>future activity in normal course</i>
so I can bring the magazines then.	<i>of events</i>
Will you come to the meeting tonight?	<i>request</i>
Will you be coming to the meeting tonight?	<i>casual question about future event</i>

Contrast: future continuous versus present continuous as future

Present continuous as future: used for plans. The intention is not important. Future

continuous: can also be used to refer to plans. It is not generally used when we first tell someone about a plan. It is often used to refer to a plan when this plan is relevant to the main future event in the sentence:

We're **spending** the summer on the coast. (Telling someone about our plans)

A: Have you ever been sailing?

B: No, but we'll **be spending** the summer on the coast so I might try it then.

(Referring to the arrangement to spend summer on the coast in connection with the main idea of the sentence - to try sailing)

A: **Will** you **be using** your bike tomorrow?

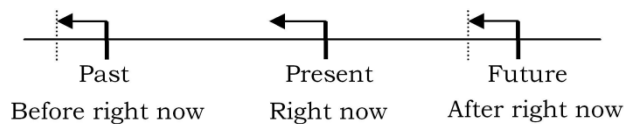
B: No, I won't.

A: Well, I wonder if I could borrow it for the afternoon.

(Asking about plans in order to make a request for the future that is connected to those plans)

3.3. The Perfect Aspect

The use of the perfect aspect indicates that the event took place before the time being referred to (see figure below) **or** that it covered a period of time up to the time being referred to. It also shows that this event has some relevance to the time being referred to:



Veer **has left**. (present perfect)

Veer left before the present time.

He is not here now.

Veer **had left** when we got there. (past perfect)

Veer left before we got there.

He was not there when we got there.

Veer **will have left** when we get there. (future perfect)

Veer will leave before we get there.

He will not be there when we get there.

3.3.a. Present Perfect

FORM

have ('ve) / has ('s) + past participle: I **'ve decided**, etc.

USE

The present perfect shows a relationship between past time and present time.

It can be used in the following ways:

A. To describe an action that happened at an indefinite time before the present.

For example:

To refer to things that people have done and experiences they have had. Its connection with the present is that the experience is part of that person in the present:

He's **taught** English in five different countries.

Have you **been** round the National Gallery?

I've **been** to Spain but I **haven't** been to Italy.

When there is very specific evidence in the present of the event that took place in the past:

Oh, you've **had** a haircut.

I see they've **knocked** down the old cinema in the centre of town.

Often in news reporting. The use of the present perfect makes the event seem more immediate and of direct relevance to the present:

At least twenty people have been killed in a motorway crash.

The Prime Minister **has** announced that taxes are to increase from the beginning of next year.

B. With *since*, *for* and *how long* to describe the duration of an activity or situation that started in the past and continues up to the present and possible into the future:

She's **been** away from home for six months.

Hello, I **haven't seen** you for ages.

He's **lived** there since he was a child.

How long **have you** had this problem?

Contrast: Present Perfect versus Past Simple

I've **been** to Spain and Italy. (indefinite time)

I **went** to Spain a couple of years ago and I **visited** Italy a few times as a child. (specific time)

Have you **been** busy this morning? (It is still the morning now.)

Were you busy this morning? (This morning is now the finished past.)

He's **been** in the army for fifteen years. (And he is still in the army now.)

He **was** in the army for fifteen years. (But he is no longer in the army. The time period of fifteen years finished in the past.)

3.3.b. Past Perfect

The past perfect simple is used to refer to a past time which preceded the past time already being referred to.

It is used in combination with other past tenses to clarify the sequence of events in a past narrative.

FORM

I **had** ('d) + *past participle*: I **had finished**, etc.

USE

It is used to make it clear that the event in the past perfect came before the event in the past simple:

When I got to the station, the train **had left**.

(The train left before I got to the station.)

Compare with:

When I got to the station, the train left.

(The train left as I arrived or immediately after my arrival.)

As the equivalent of the present perfect.

The present perfect looks back from the past:

Richa and Siddhartha have just got married.

It was June 1991. Richa and Siddhartha **had just got married**.

Jeremy's 21 now and he's been in a wheelchair since he was 10.

Jeremy was 21 and he **had been** in a wheelchair since he was 10.

(Note that we use **was** in the *since* clause in both sentences.)

3.3.c. Future Perfect

To talk about the past from a point in the future. It is the equivalent of the present perfect with the reference point in the future. The present perfect looks back from now: the future perfect looks back from the future.

FORM

Future perfect simple: **will have** + *past participle*:

I'll have finished, etc.

USE

We use the future perfect simple to say that, at a certain time in the future, something will be completed and be in the past. It is often used with *by* + time reference:

I'll have finished this book by tomorrow.

I'll have told him the news by the time you get here.

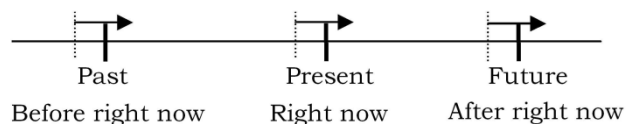
We use the future perfect simple (and continuous) with *for* to talk about the duration of an activity or state up to a time in the future:

We'll have lived here for two years in January.

She'll have been working here for ten years soon.

3.4. The Perfect Continuous (Progressive) Aspect

The use of the perfect continuous aspect indicates the continuity of an action as well as the point in time (or duration) since the event started.



3.4.a. Present perfect continuous

FORM

have ('ve) / has ('s) + been + present participle: I've been studying, etc.

USE

A To refer to an activity which has been taking place in the recent period up to the present. The activity may have finished shortly before the moment of speaking or finish at the moment of speaking in the present:

'You look tired. What **have** you **been doing**?'

I've **been playing** football.'

'Have you had a good evening?'

'Well, I've **been watching** this film on television but it's rubbish so I think I'll turn it off now.'

They've **been going** out a lot recently.

B With *since*, *for* and *how long* to refer to an activity which started in the past and continues up to the present and possibly into the future. Also used with phrases starting with *all* (*all day*, *all night*, *all morning*), phrases which emphasize the duration of the activity:

They've **been studying** English for three years.

John's **been looking** for a job since he finished university.

How long **have** you **been feeling** so depressed?

She's **been working** all day.

Contrast: Present Perfect Simple versus Present Perfect Continuous

A. With no time reference:

I've **been reading** that book. (Describes the activity. The book is not finished.)

I've **read** that book. (Describes the completion of an event. The book is finished.)

She's **been running**. (Describes the activity of running.)

She's **run** three miles. (This describes the completion of the three miles. We cannot say ~~She's been running three miles.~~

He's **written** a book about wind-surfing. (Completed at an unspecified time in the past.)

He's **been writing** a book about wind-surfing. (Describes his recent activity.)

B. With a time reference:

We can use both the present perfect simple and the present perfect continuous to describe an activity that started in the past and continues up to the present and possibly into the future:

They've **been studying** English for three years.

They've **studied** English for three years.

(Both these sentences are correct. The present perfect continuous puts more emphasis on the continuity of the activity.)

We can use the present perfect simple and the present perfect continuous with **lately** and **recently**:

I've **been working** really hard lately. (The activity of working is important.)

I've **done** a lot of work lately. (The completion of a lot of work is important.)

3.4.b. Past Perfect Continuous

FORM

had ('d) been + *present participle*: I **had been** running, etc.

USE

The past perfect continuous is the equivalent of the present perfect continuous. The present perfect continuous describes an activity looking back from the present and the past perfect continuous describes an activity looking back from the past:

I'm very tired. I've been working all day.

I was very tired. I **had been working** all day.

Why are you so wet? What have you been doing?

Why were you so wet? What **had** you **been doing**?

The dog from next door has been barking for two hours.

It was 1 o'clock and the dog from next door **had been barking** for two hours.

It's been raining here for days,' she said.

She said it **had been raining** there for days.

(Present perfect continuous becomes past perfect continuous in reported speech.)

3.4.c. Future Perfect Continuous

FORM

Future perfect continuous: **will have been** + *present participle*: I'll **have been** working, etc

USE

We use the future perfect continuous (and simple) with *for* to talk about the duration of an activity or state up to a time in the future:

She'll **have been working** here for ten years soon.

We'll **have lived** here for two years in January.

We use the future perfect continuous to describe an activity leading up to a time in the future:

They might be tired when you see them because they'll **have been working hard**.

Other ways of referring to the future

We often express future actions with the expression **to be going to**:

I **am going to move** to another apartment as soon as possible.

The simple present tense is also used to speak of future events. This is called the *anticipatory future*. We often use the anticipatory future with verbs of motion such as *come, go, arrive, depart, and leave*:

The flight **arrives** at 7:30 tomorrow morning.

The minister **is leaving** for Europe tomorrow.

We also use the anticipatory future in two-clause sentences when one verb is in the regular future tense:

By the time the textbook **is** completed, it will already be obsolete.

The disputants will announce the new truce as soon as they **agree** on its terms.

3.5. SEQUENCE OF TENSES

When a sentence has two or more verbs in it, you should always check to see whether the tenses of those verbs correctly indicate the order in which things happened. As a general rule, if two things happened at the same time, the verbs should be in the same tense.

Wrong: Just as the sun rose, the rooster crows.

Rose is past tense and crows is present tense, but the words just as indicate that both things happened at the same time. The verbs should be in the same tense.

Correct: Just as the sun **rose**, the rooster **crowed**.

Also Correct: Just as the sun **rises**, the rooster **crows**.

When we're talking about the past or the future, we often want to indicate that one thing happened or will happen before another. That's where the past perfect and the future perfect come in.

Use the past perfect for the earlier of two past events, and the simple past for the later event.

Wrong: Mozart finished about two thirds of the Requiem when he died.

Putting both verbs of the sentence in the simple past tense makes it sound as if Mozart wrote two thirds of the Requiem after dying. If we put the first verb into the past perfect, though, the sentence makes much more sense.

Correct: Mozart **had finished** about two thirds of the Requiem when he **died**.

NOTE: Occasionally, the test won't use the past perfect for the earlier event. They'll use a word like *before* or *after* to make the sequence of events clear. You should always look for the past perfect, but if it's not there you can settle for the simple past with a time word such as *before* or *after*.

Use the future perfect for the earlier of two future events.

Wrong: By the time I write to Leo he will probably move.

The point the author is trying to get across is not that Leo will move when he gets the letter, but that by the time the letter arrives he'll be living somewhere else.

Correct: By the time I write to Leo, he **will** probably **have moved**.

When you use a participial phrase in a sentence, the action or the situation that phrase describes is assumed to take place at the same time as the action or state described by the verb of the sentence. In other words, if we say:

Being a French colony, Senegal is a Francophone nation.

We imply (wrongly, in this case) that Senegal is now a French colony. To make it clear that Senegal used to be a French colony and that that's why its citizens speak French, we say:

Having been a French colony, Senegal is a Francophone nation.

In other words, we can make the information in the participial phrase refer to an earlier time than does the verb by changing the regular participle to what's called a perfect participle. The name isn't important as long as you remember that the way to do it is to use *having* + *the past participle*.

You can do the same thing with infinitives by replacing the regular infinitive with *to have* + *the past participle*.

I'm glad **to meet** you. (I'm glad to be in the process of meeting you right now.)

I'm glad **to have** met you. (I'm glad now that I met you earlier today, last week, or whenever.)

3.6. THE SUBJUNCTIVE MOOD

The subjunctive mood is used to indicate a hypothetical situation, a wish, or a circumstance contrary to fact. Examples of the last might be, "If I were rich," said by someone who is not, or "If I were you," because one could never actually be the other person. The subjunctive is also used occasionally to make a suggestion or a demand. Here are some uses of the subjunctive:

Hypothetical Situation: If we were to leave on Friday, we'd get there early.

Wish: I wish I were on the morning shift.

Contrary to Fact: If I were you, I would run for office.

Suggestion: I suggest she take her things with her on the trip.

Demand: His teacher demanded that Ed show up on time.

You'll notice that in most of these examples, the form of the verb doesn't seem to match the person and number of the subject—it says, "I were" instead of "I am," "she take" instead of "she takes" and "Ed show" instead of "Ed shows." There is a whole thicket full of odd-sounding constructions in the subjunctive mood, most of them used only in poetic or parliamentary contexts. However, all you really need to know

in order to navigate the subjunctive waters successfully for most occasions are two rules. Here's the less important one first:

In the subjunctive mood, verbs in the present tense drop the "s" they normally end with in the third person. In other words, instead of *I suggest she attends*, it should be *I suggest she attend*.

The most significant rule, though, is for the verb "to be," because that's the verb most commonly used in the subjunctive mood today. And the rule is this:

The past tense form "was" is always replaced by "were" in the subjunctive mood, no matter what the person and number of the subject is. For example, you shouldn't say *If he was there, this wouldn't have happened*. You should say *If he were there, this wouldn't have happened*.

How can you be sure you're dealing with the subjunctive so you know whether "were" is correct? Here's a litmus test:

First, check for key words, such as "if," "as though," and "wish." They are used in all the moods but are so common in the subjunctive that their presence in a sentence increases the odds that that's the mood you're dealing with. Second, ask yourself if the sentence is about an uncertainty, a wish, a suggestion, a demand, or a condition clearly contrary to fact, such as *If wishes were horses then beggars would ride*. If it is, you're definitely in the subjunctive and you need to change your "wases" to "weres."

3.7. CONDITIONAL SENTENCES

Conditional sentences are if-then statements.

If you go, then I'll go, too.

If I were you, (then) I wouldn't do that.

We use conditional sentences when we want to speculate about the results of a particular situation.

There are three types of conditional sentences.

Statements of Fact

If Mamta Banerjee resigns, there will be unrest in West Bengal.

If John Milton met Galileo, they probably discussed astronomy.

Contrary-to-Fact: The situation in the *if* clause never happened, so what is said in the *then* clause is pure speculation.

Blaise Pascal wrote that if Cleopatra's nose had been shorter, the face of the world would have changed.

Alexander the Great said, "If I were not Alexander, I would want to be Diogenes."

Future Speculation: Some conditional sentences speculate about the future, but with the idea that the situation in the *if* clause is extremely unlikely to happen.

If Shakespeare's manuscripts were to be discovered, the texts of some of his plays would be less uncertain.

Exercise:

Fill in the blank with the correct option from the choices given

1. any one object if I turn the heating down?
a) do b) does c) did d) doing
2. I come to the conclusion that nowadays nobody cares about anything.
a) will b) had c) do d) have
3. No matter what happens next I help you.
a) am b) have c) will d) would
4. They for 3 hours when the storm suddenly broke.
a) had been running b) have been running c) are running d) will be running
5. I assumed you paying for the repairs until the end of last year.
a) have been b) was been c) are being d) had been
6. get tired of answering the same questions every day?
a) Have you ever b) had you ever c) do you ever d) are you ever
7. She working on that manuscript for 2 years now.
a) will be b) has been c) had been d) is
8. I there once a long time ago and haven't been back since.
a) went b) go c) have gone d) was going
9. She trying to pass her driving test but fails every time.
a) kept b) is keeping c) had kept d) keeps
10. I complete silence now while I try this experiment.
a) am wanting b) want c) did want d) have wanted
11. Many people tried but no-one has succeeded so far.
a) did b) have been c) were d) have
12. That programme is so boring that it's like watching paint
a) dries b) dried c) dry d) has dried
13. By the end of this year I realize I writing tests for three years now.
a) shall be b) shall have been c) will be d) shall have
14. Do you mind the door as I find it very hot in here?
a) to open b) opened c) opens d) opening
15. I honestly think that the time come when we should celebrate our success.
a) has b) had c) will d) having
16. How anyone to live in those conditions in the 18th century is difficult to imagine.
a) manages b) will manage c) managed d) is managing

17. ever heard of this writer before?
 a) Did you b) Have you c) Do you d) Will you
18. That stupid dog all day long.
 a) does always bark b) always is barking
 c) had always barked d) is always barking
19. They were eating dinner when the lights out.
 a) go b) are going c) went d) goes
20. No-one believe your story when you tell them.
 a) will b) did c) has d) is

Select the word that best completes each sentence.

1. Croatia (is, was) the first country to recognize the United States in 1776.
2. Ross Perot (resign, resigned, resigning) from the General Motors board of directors because of its decision to purchase Hughes Aircraft Company.
3. John Wilkes Booth (shotted, shot, shooted) Lincoln in a theater and was found in a warehouse.
4. Theodore Roosevelt (won, winned, wonned) the Nobel Prize for his arbitration of treaty discussions at the end of the Russo-Japanese War.
5. The Dominican Republic was called Santo Domingo when it first (gained, gain) independence.
6. The national anthem of the Netherlands is the oldest national anthem in the world: The music (appeart, appeared) in 1572, the lyrics in 1590.
7. James Garfield could (wrote, write) Latin with one hand and Greek with the other—simultaneously.
8. Before Bill Clinton, no left-handed American president had ever (serve, served) two terms.
9. Only three Presidents (have graduated, graduate) from the military academies: Grant and Eisenhower from West Point, and Carter from Annapolis.
10. The U.S. Constitution stipulates that, to be eligible for the Presidency, a candidate must be a natural-born citizen, must (have lived, live) in the United States for a minimum of 14 years, and must be at least 35 years old.
11. Franklin D. Roosevelt was the first U.S. president to have a presidential aircraft, but he only (flewed, flew) on the airplane once, to travel to the Yalta conference during World War II.
12. Of all U.S. presidents, none (live, lived) to be older than John Adams, who died at the age of 91.
13. John Quincy Adams (taked, took) his last skinny-dip in the Potomac on his seventyninth birthday.
14. All U.S. presidents (have worn, weared, have weared) glasses, but some of these men didn't like to be seen wearing eyeglasses in public.
15. When Harry Truman left office in 1952, he (get, got) in his own car and (drived, drove) himself back to Missouri.

4. Subject-Verb Agreement

Subject-Verb Agreement, as the phrase suggests, is when there is agreement between the verb and the subject to which it refers. The verb should agree with the subject in *number* and in *person*. *Number* means singular or plural; *person* means whether the subject is: the speaker – *1st person*, the person being spoken to – *2nd person*, or the person being spoken about or being referred to – *3rd person*.

Agreement in number

Shiela is going for a walk.

Shiela and Seema are going for a walk.

They are going for a walk.

Agreement in person

I am going for a walk.

You are going for a walk.

He is going for a walk.

Attention:

Verbs, unlike nouns, are singular with an 's' or 'es' and plural without an 's' or 'es'.

Singular verbs end in -s or -es.

Plural nouns end in -s or -es.

Here are some examples:

Singular			Plural		
First	Second	Third	First	Second	Third
I begin	You begin	(He, she, it) begins	We begin	You begin	They begin
I do	You do	(He, she, it) does	We do	You do	They do

Here are some rules you need to remember:

1. When two or more subjects are separated by an **either ...or...** or **(neither) ...nor...** the verb agrees with the nearest subject.

Either he **or** his friends **are** going.

Neither his students **nor** the teacher **is** going.

2. When two or more subjects are separated by an **and...** the verb will obviously be plural.

The baby **and** its toy **are** looking so cute in the photograph.

However there are a few exceptions to this rule, and all these exceptions have one thing in common, i.e. when they function as a single unit or item, they take a singular verb.

Sita and Gita **was** a good movie. (Title of a movie)

Chhola and Bhatura **is** tasty. (Name of a dish)

Other phrases like this include *fish and chips*, *bacon and eggs*, *research and development* etc.

When two or more things separated by an **and** refer back to the same subject, the verb will be singular.



His fame and popularity **is** on the decline.

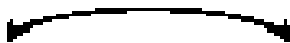
(Fame and popularity both refer to the same subject)

When each of the two subjects is preceded with an article, the verb will be plural as we are talking about two different individuals or things. However when only the first subject has an article preceding it, the verb will be singular, as we are now talking about the same person.

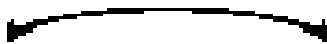
The politician and **the** businessman **have** arrived.

The politician and businessman **has** arrived.

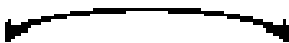
3. When you have two subjects separated by anything but an **and** the verb agrees with the main subject. Such expressions include *with*, *together with*, *including*, *accompanied by*, *in addition to*, or *as well as*. This rule doesn't apply to the 1st rule.



Jack, as well as his friends, **is** going for the dance.



Amit, accompanied by his wife, **has** gone for dinner.



All the **books**, including yours, **are** in the cupboard.

4. Do not be misled by a phrase that comes between the subject and the verb. The verb agrees with the subject, not with a noun or pronoun in the phrase.



One of the boys **is** supposed to do it.



The **man** with all his children **is** running.

5. Subjects that are singular in meaning but plural in form require a singular verb. These subjects include words such as *means* (= 'method' or 'money') some diseases, e.g. *diabetes*, *rabies*, *measles*, *mumps*, some academic disciplines e.g. *civics*, *social studies*, *economics*, *mathematics*, some sports, e.g. *gymnastics*, *athletics* etc. However these academic disciplines when used in the general sense can take plural verbs.



Politics **is** my favourite subject.



His **politics are** bordering on the communist.

(=political belief)

Economics is an interesting discipline

The **economics** behind their policies **are** unreasonable.

(= financial system)

6. Indefinite pronouns such as *each*, *each one*, *either*, *neither*, *everyone*, *everybody*, *anybody*, *anyone*, *nobody*, *somebody*, *someone*, and *no one* are singular and require a singular verb.



Everyone is supposed to dance.



Either is correct



Each one of these questions **is** difficult.

Note: 'Many a' also takes a singular verb. Note that 'many a' will also take a singular subject.



Many a little boy **has** wanted to become a doctor.

7. Nouns such as *scissors*, *tweezers*, *trousers*, and *shears* require plural verbs. (There are two parts to these things.). Compare;



All my **trousers are** woollen.



This **pair** of trousers **is** dirty.



These **scissors are** not sharp.



A **pair** of scissors **is** kept on the shelf.

8. Collective nouns are words that imply more than one person but that are considered singular and take a singular verb, such as: *group*, *team*, *committee*, *class*, and *family*.

In very few cases, the plural verb is used if the individuals in the group are thought of and specifically referred to.

A collective noun is considered *singular* when it functions as a single unit. Collective nouns used as one unit take a singular verb.

A collective noun is considered *plural* when the group it identifies is considered to be individuals. Collective nouns that indicate many units take a plural verb.

Compare:

The jury **has** given **its** verdict (body)

The jury **are** divided over the issue (individuals)

The committee **decides** how to proceed. (unit)

The committee **were** asked to raise **their** hands. (individuals)

9. Some phrases with a plural form are thought of as a single thing and have a singular verb. These include phrases referring to measurements, amounts and quantities:



Three hundred meters is not very much.



Fifty rupees is not what I want.

10. The nouns police, people and staff always have a plural verb in the English Language.

11. **A number** of anything is plural and **the number** of anything is singular

A number of boys **are** required to do this job.

The number of boys required to do this job **is** quite large.

12. Countable nouns take singular or plural form depending on the subject with which they are used and uncountable nouns take singular verbs. (See section on *Nouns in Parts of Speech* chapter)



Three **chocolates are** fine for me. (Plural Countable)



A **chocolate is** one of the most amazing things. (Singular Countable)



Money is the root of most evils. (Uncountable)



All the **equipment has** been removed. (Uncountable)

13. Phrases such as **any of**, **none of**, **a lot of**, **plenty of**, **all (of)**, **some of**, look plural but the verb they take is a function of the subject with which they are used, depending on which the verb can be singular or plural.



Some of the **girls have** not turned up. (Plural Countable)



Some of the **cake has** been eaten (Singular Countable)



Some of the **furniture is** antique. (Uncountable)

14. We use the word **percent** as part of a numerical expression. We use the word **percentage** to suggest a portion. So **percent** can be singular or plural depending on the subject, whereas **percentage** will always be singular.

Only two **percent** of the **students have** failed. (Plural Countable)

Around 10 **percent** of the **forest is** destroyed each year (Uncountable)

The **percentage** of students who fail **has** decreased (Percentage)

15. Check the Correct Pronoun Reference section of the Pronouns chapter.

Exercise

State if each of the following statements is True or False

1. A subject must agree with its verb in number. *Number* means singular or plural.
2. A *plural* subject names *one* person, place, thing, or idea.
3. A *singular* subject names *more than one* person, place, thing, or idea.
4. In English, the plural of most nouns is formed by adding -s or -es to the singular form.
5. Pronouns do not have singular and plural forms.
6. Verbs also show singular and plural forms.
7. The form of the verb changes only in the third-person singular form.
8. A plural subject must have a singular verb. A singular subject must have a plural verb.
9. Two or more singular subjects joined by *or* or *nor* must have a singular verb.
10. Subjects that are singular in meaning but plural in form require a singular verb.
11. Plural subjects that function as a single unit take a plural verb.
12. Titles are always singular.
13. Two or more plural subjects joined by *or* or *nor* must have a plural verb.
14. A compound subject joined by *and* is singular and must have a singular verb.
15. If two or more singular and plural subjects are joined by *or* or *nor*, always use a plural verb.
16. A *collective noun* names a group of people or things.
17. *Collective nouns* are always plural, no matter how they are used in a sentence.
18. *Indefinite pronouns* can be singular or plural, depending on how they are used in a sentence.
19. Indefinite pronouns include words such as *everyone*, *someone*, *all*, and *more*.
20. When you are determining agreement, disregard words or phrases that come between the subject and the verb.
21. A pronoun agrees (or matches) with its antecedent in *number* and *person*, but not *gender*.

22. Use a singular personal pronoun with a singular indefinite pronoun.
23. In general, use a plural pronoun when the antecedents are joined by *and*. This is not true if the antecedents are singular.
24. Antecedents joined by *or*, *nor*, or correlative conjunctions such as *either . . . or*, *neither . . . nor* agree with the antecedent closer to the pronoun.
25. Agreement makes sentences sound smooth and logical.
26. The noun *car* is singular, but *cars* is plural.
27. The noun *tomatoes* is singular, but *tomato* is plural.
28. The noun *women* is singular, but *woman* is plural.
29. The pronoun *I* is singular, but *we* is plural.
30. The verb *stands* is singular, but *stand* is plural.
31. The verb *are* is singular, but *is* is plural.
32. The verb *was eating* is singular, but *were eating* is plural.
33. The verb *were* is singular, but *was* is plural.
34. The verb *grows* is singular, but *grow* is plural.
35. The verb phrase *have been watching* is singular, but *has been watching* is plural.

Select the word that best completes each sentence.

1. The pop you get when you crack your knuckles (are, is) actually a bubble of gas bursting.
2. Polar bears (is, are) left-handed.
3. The name of all the continents (ends, end) with the same letter that they start with.
4. No president of the United States (were, was) an only child.
5. Everyone (are, is) entitled to my opinion.
6. Here is some good advice: Don't sneeze when someone (is, are) cutting your hair.
7. If a man (are, is) wearing a striped suit, it's against the law to throw a knife at him in Natoma, Kansas.
8. In 1659, Massachusetts (makes, made) Christmas illegal.
9. Unless you have a doctor's note, it (are, is) illegal to buy ice cream after 6 P.M. in Newark, New Jersey.
10. It is a misdemeanour to show movies that (depicts, depict) acts of felonious crime in Montana.
11. I (drives, drive) way too fast to worry about cholesterol.
12. If Barbie (are, is) so popular, why do you have to (buys, buy) her friends?
13. Many people (quits, quit) looking for work when they find a job.
14. A Rolling Stone (play, plays) the guitar.
15. It's always darkest just before I (open, opens) my eyes.
16. The squeaking wheel (get, gets) annoying.
17. A journey of a thousand miles (begin, begins) with a blister.

18. Don't count your chickens—it (take, takes) too long.
19. Donald Duck comics (was, were) banned from Finland because he doesn't wear pants.
20. *Kemo Sabe* (mean, means) "soggy shrub" in Navajo.
21. All porcupines (floats, float) in water.
22. The only nation whose name (begins, begin) with an A but doesn't end in an A is Afghanistan.
23. Emus cannot (walks, walk) backwards.
24. Most Americans' car horns (beep, beeps) in the key of "F."
25. No word in the English language (rhymes, rhyme) with *month*.

Choose the best answer to each question.

1. The American slogan for Salem cigarettes, "Salem-Feeling Free," _____ translated into the Japanese market as "When smoking Salem, you will feel so refreshed that your mind _____ to be free and empty."
 - a) Was, seems
 - b) Was, seem
 - c) Were, seem
 - d) Were, seems
2. Frank Perdue's chicken slogan, "It takes a strong man to make a tender chicken," _____ translated into Spanish as "It _____ an aroused man to make a chicken affectionate."
 - a) Were, takes
 - b) Were, take
 - c) Was, takes
 - d) Was, take
3. I had a linguistics professor who said that it's man's ability to use language that _____ him the dominant species on the planet. That may be. But I think there's one other thing that _____ us from animals. We aren't afraid of vacuum cleaners. —Jeff Stilson
 - a) Make, separate
 - b) Make, separates
 - c) Makes, separate
 - d) Makes, separates
4. According to the national average: Once someone _____ an elevator button, 58 seconds will pass before they will _____ it again. In New York, it's 11 seconds.
 - a) Push, push
 - b) Push, pushes
 - c) Pushes, push
 - d) Pushes, pushes
5. If police arrest a mime, do they _____ him he _____ the right to remain silent?
 - a) Tell, have
 - b) Tell, has
 - c) Tells, has
 - d) Tells, have
6. I've learned that it _____ years to build up trust and only seconds to destroy _____.
 - a) Takes, them
 - b) Takes, it
 - c) Take, them
 - d) Take, it
7. I've learned that either you _____ your attitude or it _____ you.
 - a) Control, controls
 - b) Control, control
 - c) Controls, control
 - d) Controls, controls
8. I've learned that our background and circumstances may have influenced who we _____, but we are responsible for who we _____.
 - a) Is, become
 - b) Is, becomes
 - c) Are, becomes
 - d) Are, become
9. I've learned that credentials on the wall do not _____ you a decent human being.
 - a) Made
 - b) Makes
 - c) Make
 - d) Making
10. Up to 3,000 species of trees _____ been catalogued in one square mile of the Amazon jungle.
 - a) Is
 - b) Was
 - c) Has
 - d) Have

Further Exercises

1. Correct all errors in agreement in the following paragraph.

Two people left a 15-mile-long trail of doughnuts after they took a donut truck from a parking lot and fled, police said Thursday. The truck were parked at a convenience store with its rear doors open and its engine running while a deliveryman carried doughnuts inside, said a Slidell police spokesman. Two suspects hopped in the truck and sped off to the nearby town of Lacombe, with doughnuts spilling out along the way, he said. They abandoned the truck when they was spotted by police responding to reports of a dangerous driver who were losing his doughnuts. A passenger were captured, but the driver, whose name were not released, ran away. Their motive for taking the truck filled with donuts were unclear. "I don't know if it were a need for transportation or if they just had the munchies," the police said.

2. Correct all errors in agreement in the following paragraph.

A wife are complaining about her husband spending all his time at the local tavern, so one night he take her along with him.

"What'll ya have?" he ask.

"Oh, I don't know. The same as you, I suppose," she reply.

So the husband order a couple of Jack Daniels and gulp his down in one go.

His wife watch him, then take a sip from her glass and immediately spit it out.

"Yuck, it tastes awful, worse than awful!" she splutter. "I don't know how you can drink this stuff!"

"Well, there you goes," cry the husband. "And you thinks I'm out enjoying myself every night!"

5. Modifiers and Parallel Structure

5.1. Dangling modifiers

Incorrect: Flying over the countryside, cars and houses looked like toys.

Correct: As we flew over the countryside, cars and houses looked like toys.

A *modifier* is a word or phrase that describes a subject, verb, or object. (To “modify” is to qualify the meaning.). The modifier is said to “dangle” when the word it modifies has been left out of the sentence. Dangling modifiers confuse your readers and obscure your meaning because the sentence doesn’t make sense.

Correct a dangling modifier by adding the word or words that have been left out. Here, the subject *we* was added and *flying* was changed to *flew* so the sentence makes sense.

And while we’re dangling, let’s look at another mangled construction, *dangling participles*. A *participle* is a verb ending in *-ing*. It is *dangling* when the subject of the participle and the subject of the sentence don’t agree. For example:

Incorrect: Rushing to finish the paper, Sandy’s printer broke.

(The subject is Sandy’s printer, but the printer isn’t doing the rushing.)

Correct: While Sandy was rushing to finish the paper, his printer broke.

One way to tell whether the participle is dangling is to put the clause with the participle right after the subject of the sentence: “Sandy’s printer, rushing to finish the paper, broke.” You can easily hear that it doesn’t sound right.

Note: Not all words that end in *-ing* are participles. For example: “Completing the task by Tuesday is your next assignment.” The word *completing* functions as a noun, not a verb. (Nouns ending in *-ing* are called *gerunds*.)

5.2. Misplaced modifiers

Incorrect: My parents bought a kitten for my sister they call Paws.

Correct: My parents bought a kitten they call Paws for my sister.

A *misplaced modifier* is a phrase, clause, or word placed too far from the noun or pronoun it describes. As a result, the sentence fails to convey your exact meaning. As this sentence is written, it means that the sister, not the kitten, is named Paws. That’s because the modifier *they call Paws* is in the wrong place in the sentence. **To correct a misplaced modifier, move the modifier as close as possible to the word or phrase it describes.**

You also need to watch the placement of modifiers such as *almost*, *even*, *hardly*, *nearly*, *often*, and *only*. A couple of examples should be enough:

1. Big Dog almost ran around the yard twenty times.
2. He nearly ate a whole box of treats.

In both sentences—when he “almost ran” and “nearly ate”—nothing happened! He didn’t quite get around to doing either thing. What is intended is:

1. Big Dog ran around the yard *almost* twenty times.
2. He ate *nearly* a whole box of treats.

5.3. Squinting Modifier

A third problem in modifier placement is described as a “squinting modifier.” This is an unfortunate result of an adverb’s ability to pop up almost anywhere in a sentence; structurally, the adverb may function fine, but its meaning can be obscure or ambiguous. For instance, in the sentence below, do the students seek advice frequently or can they frequently improve their grades by seeking advice? You can’t tell from that sentence because the adverb often is “squinting” (you can’t tell which way it’s looking). Let’s try placing the adverb elsewhere.

Confusion Danger!

Students who seek their instructors’ advice often can improve their grades.

Repair Work: Students who often seek their instructors’ advice can improve their grades OR Students who seek their instructors’ advice can often improve their grades.

5.4. Split Infinitive

What is a split infinitive, and why should I avoid using one?

This is a split infinitive:

To boldly go where no man has gone before!

The infinitive is *to go*, and it has been ‘split’ by the adverb *boldly*. Split infinitives have been the cause of much controversy among teachers and grammarians, but the notion that they are ungrammatical is simply a myth: in his famous book *Modern English Usage*, Henry Fowler listed them among ‘superstitions’!

Split infinitives are frequently poor style, but they are not strictly bad grammar. In the example above, to avoid the split infinitive would result either in weakness (*to go boldly*) or over-formality (*boldly to go*): either would ruin the rhythmic force and rhetorical pattern of the original. It is probably good practice to avoid split infinitives in formal writing, but clumsy attempts to avoid them simply by shuffling adverbs about can create far worse sentences.

5.5. Parallel Structure

In 1946, Winston Churchill travelled to Fulton, Missouri, *to deliver* a speech and *to be present* at the dedication of a bust in his honour. After his speech, an *attractive* and *ample* woman approached the wartime prime minister of England and said, “Mr. Churchill, *I have travelled* over a hundred miles for the unveiling of your bust.” Churchill, who was known *far* and *wide* for his quick wit, responded, “I assure you, in that regard, *I would gladly return the favour.*”

Parallel structure means putting ideas of the same rank in the same grammatical structure. In the above anecdote, the italicized words and phrases show parallel structure. Your writing and speech should have parallel words, phrases, and clauses. Parallel structure gives your writing many admirable strengths, including tempo, stress, balance, and conciseness.

1. *Parallel words* share the same part of speech (such as nouns, adjectives, or verbs) and tense (if the words are verbs).

To some people, travelling by air is *safe*, *inexpensive*, and *convenient*.

To others, it’s *dangerous*, *expensive*, and *inconvenient*.

You should eat foods that are *nourishing* as well as *tasty*.

2. *Parallel phrases* contain modifiers.

Polyester shirts wash easily, drip-dry quickly, and wear durably.

Nick took the new job to learn more about finance, make important connections, and get a health plan.

“For taking away our Charters, abolishing our laws, and altering the Forms of our Government . . .” (Declaration of Independence)

3. *Parallel clauses* can be complete sentences or dependent clauses.

I came, I saw, I conquered.

“Our chiefs are killed; Looking-Glass is dead; Ta-Hool-Shute is dead.” (Chief Joseph’s surrender speech, 1877)

Exercise:

Modifiers:

Type 1: From the following pairs of sentences, select the one which is correct.

1. a) Piled up next to the washer, I began doing the laundry.
b) I began doing the laundry piled up next to the washer.
2. a) While Rohan was talking on the phone, the doorbell rang.
b) While talking on the phone, the doorbell rang.
3. a) Standing on the balcony, the ocean view was magnificent.
b) Standing on the balcony, we had a magnificent ocean view.
4. a) As I was running across the floor, the rug slipped and I lost my balance,
b) Running across the floor, the rug slipped and I lost my balance.
5. a) While taking out the trash, the sack broke.
b) While Jamie was taking out the trash, the sack broke.
6. a) I almost listened to the whole album.
b) I listened to almost the whole album.
7. a) He was staring at the girl wearing dark glasses by the vending machine.
b) He was staring at the girl by the vending machine wearing dark glasses.
8. a) We read that Janet was married in her last letter.
b) In her last letter, we read that Janet was married.
9. a) The faulty alarm nearly sounded five times yesterday.
b) The faulty alarm system sounded nearly five times yesterday.
10. a) On the evening news, I heard that there was a revolution.
b) I heard that there was a revolution on the evening news

Type 2:

1. Select the correctly written sentence in this group.
a) Spending way too much money on his old car, Asim's salary just wasn't enough.
b) Spending way too much money on his old car, Asim soon found he'd used up his salary.
2. Select the correctly written sentence in this group.
a) To become a respected politician, one must administer campaign funds carefully.
b) To become a respected politician, campaign funds must be carefully administered.
3. Select the correctly written sentence in this group.
a) I like to listen to rock music doing my homework.
b) I like to listen to rock music while I do my homework.
4. Select the correctly written sentence in this group.
a) The soccer team only won four games in the last three years.
b) The soccer team won only four games in the last three years.

5. Select the correctly written sentence in this group.
 - a) Without a plan for the weekend, we decided to take in a Saturday matinee.
 - b) Without a plan for the weekend, a Saturday matinee seemed a good idea at the time.
6. Select the correctly written sentence in this group.
 - a) The children were delighted by the monkeys swinging wildly through the trees.
 - b) Swinging wildly through the trees, the children were delighted by the monkeys.

Type 3:

1. Which of the following sentences contains a dangling modifier?
 - A. To raise a good dog, patience is useful.
 - B. Moving slowly, Bobby stalked the rabbits.
 - C. After eating the catfood, Bobby belched.
 - D. all of the above
 - E. none of the above
2. Which of the following sentences contains a dangling participial phrase?
 - A. Fiza got into serious trouble missing the grammar quiz last Monday.
 - B. To complete the grammar quiz on time, you will have to click your heels three times.
 - C. When taking a grammar quiz, concentration is everything.
 - D. all of the above
 - E. none of the above
3. Which of the following sentences contains a dangling gerund phrase?
 - A. On completing the grammar quiz, spiking your pencil is acceptable.
 - B. Wearing a helmet is a sign of a healthy awareness of death.
 - C. When she talks to her parents, she is reminded that she is lucky that they are happy and healthy.
 - D. all of the above
 - E. none of the above
4. Which of the following sentences contains a dangling modifier?
 - A. After washing my car, I waxed it.
 - B. After talking with our veterinarian, I felt better about the prognosis.
 - C. She called her boyfriend because she missed him.
 - D. all of the above
 - E. none of the above
5. Which of the following sentences contains a dangling modifier?
 - A. Having worked for the company for twenty years, I was surprised to learn that my retirement benefits would not be sufficient.
 - B. Having taught phonology every semester for the last five years, he was eager to teach syntax.
 - C. After sweating in Reavis Hall throughout the summer, I am ready for winter.
 - D. all of the above
 - E. none of the above

6. The sentence “John wants to really do well on this exam” contains which of the following errors?
A. dangling modifier B. squinting modifier C. split infinitive
D. all of the above E. none of the above
7. Which of the following sentences has a misplaced modifier?
A. He only talks about changing his habits. [Intended meaning: He only talks but does nothing else, like consulting a physician or psychiatrist, about changing his habits.]
B. A dog appeared in my dreams that sang like an angel.
C. The steak on the grill is hers.
D. all of the above
E. none of the above
8. Which of the following sentences is grammatically correct?
A. Only Bill wanted to go to the lake. [Intended meaning: Bill wanted to go to the lake, but no one else did.]
B. Bill only hinted that he would help us move. [Intended meaning: Bill hinted but did not, for example, promise that he would help us move.]
C. Bill wanted only Mary to win. [Intended meaning; Bill wanted Mary to win, but did not want anyone else to win.]
D. all of the above
E. none of the above
9. Which of the following sentences has a misplaced modifier?
A. The dog bit only the mail carrier. [Intended meaning: The dog bit the mail carrier but didn’t bite anyone else.]
B. He talked too quickly.
C. You should consider your options carefully.
D. all of the above
E. none of the above
10. Which of the following sentences has a misplaced modifier?
A. Most stress disorders can be effectively treated with serotonin-uptake inhibitors.
B. These disorders include depression, heat intolerance, onychophagia, pathologic jealousy, dysthymia, and trichotillomania.
C. Most dictionaries will not have obscure medical terminology, although most good dictionaries will have the Latin and Greek roots that morphologically compose the terminology.
D. all of the above
E. none of the above

Parallelism:

Type 1: Select the sentences that illustrate the use of proper parallel construction:

1. a) Shweta Sinha has wit, charm, and she has an extremely pleasant personality.
b) Shweta Sinha has wit, charm, and a pleasing personality.
2. a) In English class, Saloni learned to read poems critically and to appreciate good prose.
b) In English class, Saloni learned to read poems critically and she appreciated good prose.
3. a) Rahul's GPA is higher than Ramesh.
b) Rahul's GPA is higher than Ramesh's.
4. a) He wanted three things out of college: to learn a skill, to make good friends, and to learn about life.
b) He wanted three things out of college: to learn a skill, to make good friends, and learning about life.
5. a) Coach Gupta was a brilliant strategist, a caring mentor, and a wise friend.
b) Coach Gupta was a brilliant strategist, a caring mentor, and friend.
6. a) We found the film repulsive, offensive, and we thought it was embarrassing.
b) We found the film repulsive, offensive, and embarrassing.
7. a) Mr. Singh kept his store clean, neat, and he made it conveniently arranged.
b) Mr. Singh kept his store clean, neat, and conveniently arranged.
8. a) Professor Ali rewarded his students for working hard on the final project and going beyond the call of duty.
b) Professor Ali rewarded his students for their hard work on the final project and going beyond the call of duty.
9. a) There's nothing I like better than finding a good trout stream, setting up camp, and spending a couple of days fishing.
b) There's nothing I like better than finding a good trout stream, setting up camp, and to spend a couple of days fishing.

Type 2: Make the following sentences parallel. Enter the correct version of the item in the series which does not match the others. (Don't worry about closing punctuation.)

1. Meena wanted to paint her office, to add some new draperies, and the carpet need cleaning.
2. When Friday rolls around, do you go to the mall, head for a bar, or are you going to work?
3. Last year, my brother dropped out of school, was looking for work, and needed a place to stay.
4. He watched the latest version of King Lear, studied for his math test, and was talking on the phone.

6. Review of Prepositions

A **preposition** is used to connect nouns and noun structures to other structures in a sentence. A noun structure following the preposition is called the *object of the preposition*.

The *object of the preposition* can be

A noun: We gave a present **to** *our friends*.

A pronoun: We gave a present **to** *them*.

A gerund: We thought **about** *giving* a present to them.

A noun clause: We thought about giving a present **to** *whoever partied with us*.

6.1. Placement of Preposition

The preposition is usually placed *before* the object. But it may be placed at the *end* of a sentence in a

A question: Which place did you go **to**?

An adjective clause: This map shows the countries which we went **to**.

A noun clause: We forget which countries we went **to**.

An *adjectival prepositional phrase* is placed *after* the noun it modifies.

The book **on** *the desk* is mine.

The girl **next** *door* bothers me.

An *adverbial prepositional phrase*, like an adverb, may be placed *anywhere* in the sentence.

Or it may be placed at the

end: I came **at** *nine o'clock*.

middle: He leaves **in** *two hours* to visit his dad.

beginning: **On** *Monday*, I have my Takshzila class.

6.2. Types of Prepositions

There are one- or two- word prepositions:

One-word: in, at over, among

Two-word: next to, instead of

There are times when prepositions can be used without objects. At such times, they no longer function as prepositions but become either (1) two-word verbs; (2) adverbs; or (3) conjunctions.

Two-word verbs (verb + particle)

bring up (raise) find out (discover)

Call off (cancel) catch on (understand)

Adverbs

Did you take the elevator? No, we walked up.

Conjunctions

He came before I did.

Please come before the class starts.

Idiomatic prepositions are very common and just as hard to use. Here's a chart of the most useful ones:

Incorrect

according with the plan
accuse with perjury acquaint to
apologize about authority about
board of build confidence of, to
capable to
comply to the rules
concerned to
conform in standards
deposit to (an account, bank)
different than
in search for
in accordance to policy
independent from
inferior than ours
interested about
in parallel with
jealous for others
outlook of life
puzzled on
role on
similar with
unequal for

Correct

according to the plan
accuse of perjury acquaint with
apologize for authority on
bored with build confidence in
capable of
comply with the rules
concerned about, over, with
conform to, with standards
deposit in
different from
in search of
in accordance with policy
independent of
inferior to ours
interested in, by
parallel to
jealous of others
outlook on life
puzzled at, by
role in
similar to
unequal to

6.3. Preposition Use

6.3.a. Prepositions of place - in / at / on

IN

Use 'in' with spaces: in a room / in a building in a garden / in a park

Use 'in' with bodies of water: in the water / in the sea / in a river

Use 'in' with lines: in a row / in a line / in a queue

AT

Use 'at' with places: at the bus-stop / at the door / at the cinema / at the end of the street

Use 'at' with places on a page: at the top of the page / at the bottom of the page

Use 'at' in groups of people: at the back of the class / at the front of the class

ON

Use 'on' with surfaces: on the ceiling / on the wall / on the floor / on the table

Use 'on' with small islands: I stayed on Maui.

Use 'on' with directions: on the left / on the right / straight on

IMPORTANT NOTES

In / at / on the corner

We say 'in the corner of a room', but 'at the corner (or 'on the corner') of a street'

In / at / on the front

We say 'in the front / in the back' of a car

We say 'at the front / at the back' of buildings / groups of people

We say 'on the front / on the back' of a piece of paper

DO NOT use 'to' with 'home'

Exercise 1

1. The label is _____ the bottle.
a) in b) at c) on
2. Jack is waiting _____ the bottom of the stairs.
a) In b) at c) on
3. Our seats are _____ the third row.
a) In b) at c) on
4. Turn left _____ the lights.
a) In b) at c) on
5. He's sitting _____ the chair next to the piano.
a) In b) at c) on
6. I met Jack _____ the street.
a) In b) at c) on
7. He has a lot of beautiful pictures _____ the wall.
a) In b) at c) on

8. I live _____ the fifth floor of my apartment building.
a) In b) at c) on
9. We waited for over an hour _____ the bus-stop.
a) In b) at c) on
10. Who is that woman _____ the photograph
a) In b) at c) on

6.3.b. Prepositions of place and movement

IN

Use 'in' with static (non-movement) verbs and cities, countries, states, etc.:
stay in the USA / work in New York

AT

Use 'at' with static (non-movement) verbs and places: at the cinema / at work / at home

TO

Use 'to' with verbs of movement such as go, come, drive, etc.: go to work / drive to California

IMPORTANT NOTES

The use of ' ' (nothing)

With verbs of movement and the noun 'home'

He went home / they drove home.

With the verb 'visit'

She visited France last summer.

Exercise 2

1. He lives _____ New York.
a) In b) at c) on d) to e) NOTHING
2. She went _____ home.
a) In b) at c) on d) to e) NOTHING
3. I work _____ Delhi.
a) In b) at c) on d) to e) NOTHING
4. He went _____ his friend's house.
a) In b) at c) on d) to e) NOTHING
5. She arrived _____ Mumbai for the celebrations.
a) In b) at c) on d) to e) NOTHING

6. I'm going to stay ____ home this weekend.
a) In b) at c) on d) to e) NOTHING
7. He works ____ the hospital.
a) In b) at c) on d) to e) NOTHING
8. Why don't we go ____ the movies tonight?
a) In b) at c) on d) to e) NOTHING
9. I'm going to see John ____ Himachal this summer.
a) In b) at c) on d) to e) NOTHING
10. I arrived ____ work early this morning.
a) In b) at c) on d) to e) NOTHING

6.3.c. Preposition Use - for / while / during

FOR

Use 'for' with a period of time to express the duration or 'how long' something has happened: for three weeks / for many years

WHILE

Use 'while' plus a verb form: while I was watching TV / while I lived in New York

DURING

Use 'during' with a noun to express 'when' something happens: during class / during my vacation / during the discussion

Exercise 3

1. He's been working ____ three weeks.
a) For b) while c) during
2. I fell asleep ____ the film.
a) For b) while c) during
3. Did you see Shelly ____ your vacation?
a) For b) while c) during
4. We talked ____ an hour.
a) For b) while c) during
5. She watched TV ____ I cooked.
a) For b) while c) during
6. ____ our stay in London, we visited a lot of museums.
a) For b) while c) during

7. What did you do ____ you were in London?
a) For b) while c) during
8. I think I need to study French ____ a few months before I go there.
a) For b) while c) during
9. I came up with a great idea ____ I was thinking about my class.
a) For b) while c) during
10. They drove through the countryside ____ they were staying in France.
a) For b) while c) during

6.3.d. Preposition of time and date - in / at / on -

IN

Use 'in' months and years and periods of time: in January / in 1978 / in the twenties

Use 'in' a period of time in the future: in a few weeks / in a couple of days

AT

Use 'at' with precise time: at six o'clock / at 10.30 / at two p.m.

ON

Use 'on' with days of the week: on Monday / on Fridays

Use 'on' with specific calendar days: on Christmas day / on October 22nd

IMPORTANT NOTES

in the morning / afternoon / evening - at night

We say in the morning, afternoon or evening BUT we say 'at night'

Exercise 4

1. Let's meet ____ six o'clock.
a) In b) on c) at
2. He was born ____ July.
a) In b) on c) at
3. I went there ____ 1978.
a) In b) on c) at
4. She'll be at work ____ Friday.
a) In b) on c) at
5. We met ____ Christmas day.
a) In b) on c) at

6. They drove to Manali _____ September 15th.
a) In b) on c) at
7. We arrived in this country _____ October.
a) In b) on c) at
8. I love to go shopping _____ Diwali time.
a) In b) on c) at
9. We get up early _____ the morning.
a) In b) on c) at
10. Do you dream _____ night?
a) In b) on c) at

6.3.e. Noun Prepositions

FOR

Use 'for' preceded by the following nouns:

a check for (amount of money)

She gave me a check for \$50.

a demand for something

Unfortunately, there wasn't enough demand for our product.

a need for something

There is a real need for discipline in this class.

a reason for something

I have a reason for doing that!

IN

Use 'in' preceded by the following nouns:

a rise in something

There has been a rise in prices recently.

an increase in something

We have seen many increases in production levels.

a fall in something

There has been a fall in prices recently.

a decrease in something

We have seen many decreases in production levels.

OF

Use 'of' preceded by the following nouns:

a cause of something

She is the cause of all his problems.

a photograph OR a picture of something or someone

He took a photograph of the mountains.

TO

Use 'to' preceded by the following nouns:

damage to something

I did a lot of damage to my car the other day.

an invitation to a celebration of some type

We were invited to their wedding.

reaction to something

Her reaction to his behavior was quite funny.

a solution to a problem

He provided the solution to our financial situation.

an attitude to something (or TOWARDS something)

Your attitude to your problems doesn't help them get resolved.

WITH

Use 'with' preceded by the following nouns:

a relationship with someone or something

My relationship with Mary is wonderful.

a connection with someone or something

His connections with the CIA are very limited.

a contact with someone or something

Have you had any contact with Sarah?

BETWEEN

Use 'between' preceded by the following nouns:

a connection between TWO things

There is no connection between the two crimes.

a relationship between TWO things

The relationship between the two friends was very strong.

a contact between TWO things

There is little contact between the two parents.

a difference between TWO things

There is no difference between those two colors.

Exercise 5

1. He gave her a check ____ a lot of money.
a) For b) in c) of d) to e) with
2. The reason ____ this meeting is to discuss the merger.
a) For b) in c) of d) to e) with f) between
3. The decrease ____ profits is due to the bad market.
a) For b) in c) of d) to e) with f) between
4. There is a real demand ____ new products.
a) For b) in c) of d) to e) with f) between
5. We have seen a fall ____ prices recently.
a) For b) in c) of d) to e) with f) between
6. The cause ____ his problems is his family.
a) For b) in c) of d) to e) with f) between
7. Did you do any damage ____ the house?
a) For b) in c) of d) to e) with f) between
8. I think your attitude ____ your sister is very bad indeed.
a) For b) in c) of d) toward e) with f) between
9. The difference ____ the two is very slight.
a) For b) in c) of d) to e) with f) between
10. He took a photograph ____ his girlfriend.
a) For b) in c) of d) to e) with f) between

6.3.f. Prepositions Nouns

BY

Use 'by' with the following nouns:

to pay by check (credit card)

I paid the bill by check.

to do something by accident

I broke the vase by mistake.

to do something by mistake

I'm afraid I brought the wrong book by mistake.

to do something by chance

I saw Jack at the supermarket by chance.

a play, song, book, etc. by someone

The opera 'Otello' is by Giuseppe Verdi.

FOR

Use 'for' with the following nouns:

(to go / come) for a walk

Let's go for a walk.

(to go / come) for a swim

We went for a swim as soon as we arrived.

(to go / come) for a drink

Would you like to come over for a drink?

(to go / come) for a visit

I'd love to come for a visit sometime.

(to have something) for breakfast / lunch / dinner / supper (US English)

I had bacon and eggs for breakfast.

IN

Use 'in' with the following nouns:

to be OR to fall in love with someone

I fell in love with my wife at first sight.

in my opinion

In my opinion, we need to invest in some development.

a need for something

ON

Use 'on' with the following nouns:

(to be) on fire

Help! The house is on fire!

(to be) on the telephone / phone

I think Tom is on the phone at the moment.

on television

There is a good film on television tonight.

on the radio

Mahler's fifth was on the radio last night.

(to be / go) on a diet

I really need to go on a diet.

(to be / go) on strike

The sanitary engineers have gone on strike again.

(to be / go) on holiday (UK English) / vacation (American English)

I really need to go on vacation soon.

(to be / go) business

He went away this weekend on business.

(to be / go) on a trip

We were on a trip this past weekend.

(to be / go) a tour

Have you ever been on a tour of the French countryside?

(to be / go) on an excursion

We went on an excursion to Versailles when we were in Paris.

Exercise 6

1. _____ my opinion, he is an excellent pianist.
a) For b) in c) by d) on
2. I'm afraid I took your coat _____ mistake.
a) For b) in c) by d) on
3. Where would you like to go _____ vacation this year?
a) For b) in c) by d) on
4. Where should we go _____ a drink?
a) For b) in c) by d) on
5. That book was written _____ Wilbur Smide.
a) For b) in c) by d) on
6. She found the \$100 _____ accident!
a) For b) in c) by d) on
7. She bought a painting _____ Hussain for her son.
a) For b) in c) by d) on
8. We went _____ a short business trip to Delhi.
a) For b) in c) by d) on
9. Would you like to come _____ a walk with me?
a) For b) in c) by d) on
10. We fell _____ love on a hot summer night.
a) For b) in c) by d) on

6.3.g. Adjective Preposition Combinations - # 1 – about / at / by / for / from

ABOUT

Use the following adjectives followed by 'about'. Each group of adjectives have the same or related meanings. Use the verb 'to be' with these expressions.

angry / annoyed / furious about something

He's excited about his birthday party next week.

worried / upset about something

He's worried about his upcoming examinations.

sorry about something

I'm very sorry about Losing your book.

AT

Use the following adjectives followed by 'at'. Each group of adjectives have the same or related meanings. Use the verb 'to be' with these expressions.

good / excellent / brilliant at something OR at doing something

They are excellent at planning fun parties.

bad / hopeless at something OR at doing something

Unfortunately, I'm hopeless at being on time.

AT / BY

Use the following adjectives followed by 'at' or 'by'. Each group of adjectives have the same or related meanings. Use the verb 'to be' with these expressions.

I'm really angry about our losses on the stock market!

excited about something

amazed / astonished / shocked / surprised at OR by something

I was amazed at his stamina.

FOR

Use the following adjectives followed by 'for'. Each group of adjectives have the same or related meanings. Use the verb 'to be' with these expressions.

angry with someone for something

I'm really angry with John for his total lack of responsibility.

famous for something

She's famous for her watercolor paintings.

responsible for something

You'll have to speak to John, he's responsible for customer complaints.

sorry for doing something

He says he's sorry for shouting at you.

(to feel or be) sorry for someone

I really feel sorry for Pam.

FROM

Use the following adjectives followed by 'from'.

different from someone / something

His photographs are very different from his paintings

Exercise 7

1. They are excited ____ their trip to Rome next June.
a) About b) at c) by d) for e) from
2. I feel sorry ____ Somesh. He is so lonely these days. Are you good at golf?
a) About b) at c) by d) for e) from
3. That house is different ____ the one I was looking for.
a) About b) at c) by d) for e) from
4. Cezanne is famous ____ his landscapes.
a) About b) at c) by d) for e) from
5. I must admit I was shocked ____ her behavior at the party.
a) About b) at c) by d) for e) from
6. She's rather worried ____ her son's studies.
a) About b) at c) by d) for e) from
7. I'm just hopeless ____ playing the guitar.
a) About b) at c) by d) for e) from
8. She's furious ____ her son's grades in school.
a) About b) at c) by d) for e) from
9. They were surprised ____ their good fortune.
a) About b) at c) by d) for e) from
10. I'm upset ____ my health.
a) About b) at c) by d) for e) from

6.3.h. Adjective Preposition Combinations - # 2 - 'of / on / to / with'

OF

Use the following adjectives followed by 'of'. Each group of adjectives have the same or related meanings. Use the verb 'to be' with these expressions.

nice / kind / good / generous of someone (to do something)

It was very nice of him to buy me a present.

mean of someone (to do something)

It was very mean of Shweta to say that to Ankur.

stupid / silly of someone (to do something)

I'm afraid it was stupid of me to come.

intelligent / clever / sensible of someone (to do something)

That was quite sensible of Tom.

polite of someone (to do something)

It was very polite of Vikram to invite my sister to the party.

impolite / rude of someone (to do something)

I can't believe how rude it was of Somesh to shout at his daughter in front of all those people.

unreasonable of someone (to do something)

Don't be so hard on yourself! It's unreasonable of you to expect to understand everything immediately.

proud of something or someone

I'm very proud of my daughter's wonderful progress in school.

ashamed of someone or something

She's ashamed of her bad grades.

jealous / envious of someone or something

She's really envious of her sister's wealth.

aware / conscious of something

Teens are often overly conscious of skin blemishes.

capable / incapable of something

Gill is quite capable of conducting the meeting on his own.

fond of someone or something

She is so fond of her niece.

short of something

I'm afraid I'm short of cash tonight.

tired of something

I'm tired of your complaining!

ON

Use the following adjective followed by 'on'. Use the verb 'to be' with these expressions.

to be keen on something

She is very keen on horses.

TO

Use the following adjectives followed by 'to'. Each group of adjectives have the same or related meanings. Use the verb 'to be' with these expressions.

married / engaged to someone

Jack is engaged to Jill.

nice / kind / good / generous to someone

She was very generous to me when I was staying with her.

mean / impolite / rude / unpleasant / unfriendly / cruel to someone

How can you be so unfriendly to your neighbors?

similar to something

His painting is similar to Van Gough.

WITH

Use the following adjectives followed by 'with'. Each group of adjectives have the same or related meanings. Use the verb 'to be' with these expressions.

angry / annoyed / furious with someone for something

I'm furious with my brother for having lied to me!

delighted / pleased / satisfied with something

He is quite satisfied with his results.

disappointed with something

She's really disappointed with her new car.

bored / fed up with something

Let's go. I'm fed up with this party.

crowded with (people, tourists, etc.)

Khandala is crowded with tourists in July.

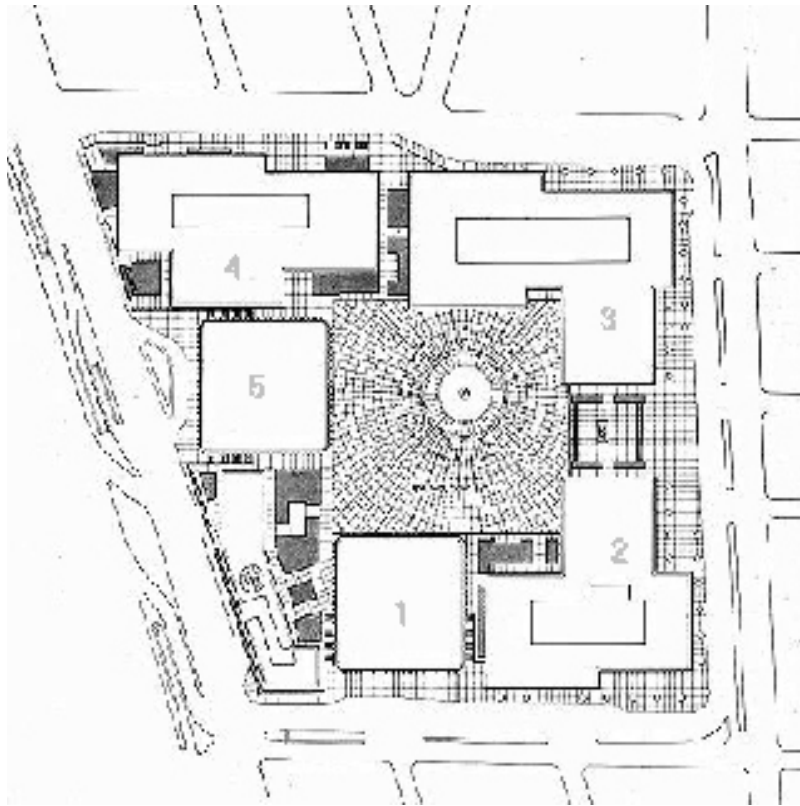
Exercise 8

1. It was very kind ____ you to buy me such a wonderful present. Thank you!
a) Of b) on c) to d) with
2. The store was crowded ____ people.
a) Of b) on c) to d) with
3. I have been married ____ Barbara for over ten years.
a) Of b) on c) to d) with
4. She was very good ____ Jack while he was visiting.
a) Of b) on c) to d) with
5. It was very good ____ you to come.
a) Of b) on c) to d) with
6. They are very keen ____ stamp collecting.
a) Of b) on c) to d) with
7. Their house is quite similar ____ ours.
a) Of b) on c) to d) with
8. I'm afraid I'm rather disappointed ____ my new computer.
a) Of b) on c) to d) with
9. His teachers were cruel ____ him when he was young.
a) Of b) on c) to d) with
10. She is proud ____ her high marks on the exam.
a) Of b) on c) to d) with

6.3.i. Prepositions of Place and Direction

Look at this plan of the ground floor of a skyscraper:

Here are a number of preposition combinations that can be used to describe the floor plan:



Prepositions of Position

at the back of
at the bottom of
at the top of
behind
between
in the corner of
in the middle of
next to
to the left of
on the other side of
to the right of
on the side of
on top of
opposite

There is a large garden in the middle of the skyscraper.

The smallest room is located to the left of the internal garden.

The entrance to room number three is opposite the entrance to room number two.

Prepositions of Direction

Here are a number of preposition that can be used to show direction and movement around the floor plan:

across	between	into	out of
past	round	through	towards

Walk through the exit of room two and enter into building number three.

Walk across the indoor garden to reach room number five.

Walk past the side entrance to reach the main entrance.

6.3.j. Prepositional Phrase Reference

Here is a reference sheet of some of the most common prepositional phrases arranged by preposition:

AT	BY	FOR	FROM	UNDER	WITHOUT
at first	by accident	for now	from now on	under age	without fail
at least	by far	for instance	from then on	under control	without notice
at most	by all means	for example	from bad to worse	under the impression	without exception
at times	by heart	for sale	from my point of view	under guarantee	without someone's consent
at any rate	by chance	for a while	from what I understand	under the influence of	without success
at last	by and by the way	for the moment	from personal experience	under obligation	without warning
at the latest	by the time	for ages		under no obligation	
at once	by no means	for a change		under suspicion	
at short notice	by name	for better or worse		under his thumb	
at an advantage	by sight			under discussion	
at a disadvantage	by now			under consideration	
at risk	by then				
at a profit / loss					

Exercise 9

1. You will find an explanation ____ page 18.
a. In b) at c) on
2. Paris is ____ the river Seine.
a. In b) at c) on
3. The instructions are ____ the back of the box.
a. In b) at c) on
4. What do you have ____ your hands?
a. In b) at c) on
5. Can you see who is ____ the door?
a. In b) at c) on
6. She came ____ home early.
a) In b) at c) on d) NOTHING
7. We stayed ____ the Grand Hotel.
a) In b) at c) on d) NOTHING
8. They visited ____ Italy last summer.
a) In b) at c) on d) NOTHING
9. She's going to travel ____ Greece this summer.
a) In b) at c) on d) NOTHING
10. I'll be ____ school later today.
a) In b) at c) on d) for
e) by f) NOTHING
11. What did you have ____ lunch?
a) For b) in c) by d) on
12. I'm afraid it's time for him to go ____ a diet.
a) For b) in c) by d) on
13. Did you see Vikas ____ chance?
a) For b) in c) by d) on
14. Let's drive today. I think the bus drivers are ____ strike.
a) For b) in c) by d) on
15. She was annoyed with Tom ____ ignoring their agreement.
a) About b) at c) by d) for e) from
16. Unfortunately, he is quite jealous ____ his neighbor's new car.
a) Of b) on c) to d) with
17. It was rather clever ____ George to combine his business trip with a visit to his favorite museum.

- a) Of b) on c) to d) with
18. He's become bored _____ his latest hobby.
a) Of b) on c) to d) with
19. I'm afraid he is incapable _____ understanding the most basic concepts.
a) Of b) on c) to d) with
20. Alice! Don't be rude _____ your grandmother.
a) Of b) on c) to d) with
21. He was out of work _____ six months before he found a new job.
a) For b) while c) during
22. I broke my arm _____ I was playing squash.
a) For b) while c) during
23. Please, don't interrupt the teacher _____ she is speaking.
a) For b) while c) during
24. He broke into tears _____ the film.
a) For b) while c) during
25. Could you hold on _____ a few moments?
a) For b) while c) during
26. What do you like doing _____ Fridays?
a) In b) on c) at
27. He's working on his homework _____ the moment.
a) In b) on c) at
28. I lived in the US _____ the 1980s.
a) In b) on c) at
29. I'll see you _____ a few weeks.
a) In b) on c) at
30. We like going to the movies _____ the evening.
a) In b) on c) at
31. Do you have a good relationship _____ most of your relatives?
a) For b) in c) of d) to e) with f) between
32. She wasn't aware _____ his reaction to the problem.
a) For b) in c) of d) to e) with f) between
33. Did you send Alice an invitation _____ the party?
a) For b) in c) of d) to e) with f) between
34. The connection _____ the two victims was minimal.
a) For b) in c) of d) to e) with f) between
35. The advantage _____ having free time is that you can do anything you want with it.
a) For b) in c) of d) to e) with f) between

Grammar Assignment

Directions for Question 1 to 20: Replace the underlined part with the most grammatically correct answer choice. In some cases the original can also be the best option.

1. To be a leading producer in the computer industry, a company must be international, achieve a turnover that makes efficient large-scale production possible, and secure information about technical advances.
 A) and secure information about technical advances
 B) and securing information about technical advances
 C) while secure information about technical advances
 D) and secure information of how to technically advance
 E) and secure information in regards to technical advances
2. Of the people who brought about the Reformation, the religious revolution that grew out of objections to the doctrines of the medieval church, Martin Luther is the best known of them.
 A) Martin Luther is the best known of them B) the best known is Martin Luther
 C) the better known of them was Martin Luther D) Martin Luther is better known
 E) the best known one was Martin Luther
3. Declining enrolments are forcing smaller private colleges to choose between raising tuition and reduction of the staff.
 A) between raising tuition and reduction of the staff
 B) among raising tuition and reducing staff
 C) between raising tuition or reducing staff
 D) between raising tuition and reducing staff
 E) between the rise of tuition and the reduction of the staff
4. The bylaws of a corporation specify how the directors of the corporation are to be elected, whether the existing stockholders will have first right to buy any new stock issued by the firm, as well as duties of management committees.
 A) as well as duties of management committees
 B) as well as the duties that the management committees have
 C) and that the management committees have duties
 D) and the management committees have duties too
 E) and what the duties of management committees will be
5. Although it is conceivable that certain electronic devices implanted in the brain may someday correct blindness caused by nerve damage, there is now no clear evidence of their ability to do it.
 A) of their ability to do it B) of their doing that
 C) that they can do so D) that they might one day be able to do it
 E) to do so

6. Setting up a corporation requires more paperwork and legal provision than to establish either a proprietorship or a partnership.
- A) than to establish either a proprietorship or a partnership
 - B) than what it requires to establish either a proprietorship or a partnership
 - C) than to either establish a proprietorship or a partnership
 - D) than establishing either a proprietorship or a partnership
 - E) than establishing proprietorships and partnerships
7. The Minnesota Multiphasic Personality Inventory, a test developed in the 1930s to assess character, attitudes, and behaviour, is finally being revised, after many attacks recently as dated and culturally biased.
- A) is finally being revised, after many attacks recently as dated and culturally biased
 - B) has recently been attacked as dated and culturally biased and is finally being revised
 - C) is finally under revision for receiving much recent attack as dated and culturally biased
 - D) was finally revised recently because it is being attacked as dated and culturally biased
 - E) is finally to be revised after recent attacks as dated and culturally biased
8. In the Champagne region of France, wine growers still harvest grapes as they have done for centuries, by carefully handpicking their crop and storing their precious fruit in specially aged casks.
- A) wine growers still harvest grapes as they have done
 - B) the wine grower still harvests grapes as he has
 - C) wine growers still harvest grapes as was done
 - D) wine growers still harvest grapes as has been done
 - E) wine growers still harvest grapes as they did
9. A new generation of sophisticated copy machines, capable of unprecedented detail and accuracy, are prompting the development of more complex currency designs to prevent counterfeiting.
- A) sophisticated copy machines, capable of unprecedented detail and accuracy, are
 - B) sophisticated copy machines, capable for unprecedented detail and accuracy, is
 - C) sophisticated copy machines, capable of unprecedented detail and accuracy, is
 - D) sophisticated copy machines, capable for unprecedented detail and accuracy, are
 - E) sophisticated copy machines that are capable of unprecedented detail and accuracy are
10. In an unusual move for a Republican, the president's directive established price controls.
- A) the president's directive established price controls
 - B) the president's directive was to establish price controls
 - C) the president was successful in the establishment of controls on prices
 - D) the president had instituted controls on prices
 - E) the president established price controls

11. The United Automobile Workers returned to the A.F.L.-C.I.O. because of the wish of both groups to strengthen labour's role not only in politics but also industry.
- A) of the wish of both groups to strengthen labour's role not only in politics but also industry
 - B) both groups wished to strengthen labour's role in politics as well as in industry
 - C) the strengthening of labour's role in politics as well as industry was wished for by both groups
 - D) it was wished by both groups to strengthen labour's role in politics and industry as well
 - E) both groups wished to strengthen labour's role in both of the two areas of politics and industry
12. Of all the countries contiguous to China, the Soviet Union's borders were most strongly defended.
- A) the Soviet Union's borders were most strongly defended
 - B) the borders of the Soviet Union were defended more strongly than any of the others
 - C) the Soviet Union's borders stood out for the strength of their defensive capability
 - D) the Soviet Union had the most strongly defended borders
 - E) the Soviet Union's were the most strongly defended borders
13. Unlike the people whom settled the Western states after the passage of the Homestead Act of 1862, the hope of the prospectors and adventurers who came to California during the gold rush was to get rich quickly.
- A) the people whom settled the Western states after the passage of the Homestead Act of 1862, the hope of the prospectors and adventurers who came to California during the gold rush was
 - B) the people who settled the Western states after the passage of the Homestead Act of 1862, the hope of the prospectors and adventurers who came to California during the gold rush was
 - C) that of the people who settled the Western states after the passage of the Homestead Act of 1862, the prospectors and adventurers who came to California during the gold rush hoped
 - D) that of the people whom settled the Western states after the passage of the Homestead Act of 1862, the hope of the prospectors and adventurers who came to California during the gold rush was
 - E) the people who settled the Western states after the passage of the Homestead Act of 1862, the prospectors and adventurers who came to California during the gold rush hoped
14. Before George Eliot became the popular and respected novelist known as George Eliot, she was an anonymous translator and essayist of formidably far-ranging scholarship.
- A) Before George Eliot became the popular and respected novelist known as George Eliot, she was
 - B) Before she had been the popular and respected novelist, George Eliot, she was
 - C) George Eliot has been the popular and respected novelist, George Eliot, after such time as she was
 - D) Before George Eliot became the popular and respected novelist, George Eliot, she was
 - E) George Eliot, before she was the popular and respected novelist, George Eliot, had been

15. Just like Congress is the legislative branch of the Federal government of the United States, so Parliament is the legislative body of the United Kingdom of Great Britain and Northern Ireland.
- A) Just like Congress is the legislative branch of the Federal government of the United States, so
- B) As Congress is the legislative branch of the Federal government of the United States,
- C) As Congress is the legislative branch of the Federal government of the United States, in the same way
- D) Just as Congress is the legislative branch of the Federal government of the United States, so
- E) Just as the Federal government of the United States' legislative branch is Congress,
16. The reason Frances Willard founded the Women's Christian Temperance Union was because she believed that national prohibition of alcohol will empty the poorhouses, jails, and asylums of the United States.
- A) The reason Frances Willard founded the Women's Christian Temperance Union was because she believed that national prohibition of alcohol will empty the poorhouses, jails, and asylums of the United States
- B) Frances Willard founded the Women's Christian Temperance Union, the reason being that she believed that national prohibition of alcohol will empty the poorhouses, jails, and asylums of the United States
- C) The reason Frances Willard founded the Women's Christian Temperance Union was she believed that national prohibition of alcohol will empty the poorhouses, jails, and asylums of the United States
- D) Because she believed that national prohibition of alcohol would empty the poorhouses, jails, and asylums of the United States, so Frances Willard founded the Women's Christian Temperance Union
- E) Frances Willard founded the Women's Christian Temperance Union because she believed that national prohibition of alcohol would empty the poorhouses, jails, and asylums of the United States
17. The combination of technical expertise, commercial enterprise and that the government backs them judiciously should ensure Italian firms continuing to innovate and gain competitively in world markets.
- A) that the government backs them judiciously should ensure Italian firms continuing
- B) the government backing them judiciously should ensure Italian firms of being about to continue
- C) judicious government backing should ensure that Italian firms will continue
- D) the government's judicious backing should ensure Italian firms that they will continue
- E) the government to back them judiciously should ensure Italian firms of continuing

21. The colour and sound of plasma television _____ with movie fans.

A) account for its popularity B) accounts for its popularity

C) account for their popularity D) are a reason for their popularity

22. Although Jimmy practiced for the driving test for months, _____ on test day.
A) passing it by only one point
B) he passed it by only one point
C) but he passed it by only one point
D) and he did pass them by only one point
23. Plywood and boxes of nails are stacked _____.
A) in the third aisle they can be bought individually or in bulk
B) in the third aisle, where individually or in bulk they can be bought
C) in the third aisle; they can be bought individually or in bulk
D) individually or in bulk, they can be bought in the third aisle
24. By combining elegance and strength so seamlessly, _____ in the twentieth century.
A) the ideal for a screen hero was embodied by Cary Grant more fully than by any other film star
B) the screen hero idea was embodied more fully by Cary Grant than by any other film star
C) a more fully ideal screen hero was embodied by Cary Grant than by any other film star
D) Cary Grant embodied the ideal for a screen hero more fully than any other film star
25. Bone reinforced corsets were long considered proper apparel for both men and _____, before fashion made them undesirable.
A) women, yet they were in use for centuries, in fact
B) women; they were in use for centuries, in fact
C) women, having been used for centuries
D) women; and in use for centuries
26. Anthony Trollope created characters that evoke sympathy _____ of the trappings of nineteenth century English society.
A) no matter their situation, and they are frequently victims
B) no matter what their situation is, and they are frequently victims
C) no matter their situations, frequently victims
D) no matter their situation, and are frequently victims
27. Among singers, the *Star Spangled Banner* is celebrated and feared _____, and its powerful meaning to many Americans.
A) for its extended range, its powerful melody
B) because it has extended range, its powerful melody
C) for its extended range and powerful melody
D) for their extended range and powerful melody
28. Even the politician's most positive ideas were mocked by his opponent, _____.
A) this negativity produces an extremely divisive campaign season
B) an extremely divisive campaign season is produced by this negativity
C) yet this negativity has produced an extremely divisive campaign season
D) and this negativity produced an extremely divisive campaign season

29. The energy bar made it possible for marathon runner Joe Smith to replenish his body's carbohydrates _____ without slowing to a walk.
 A) and he could continue
 B) along with continuing
 C) and to continue
 D) so he could continue
30. Point Pleasant needed increased revenue from tourism and as a result _____ in the main square.
 A) a new park, hotel and fine restaurant were built
 B) a new park, hotel and fine restaurant were built by them
 C) built a new park, hotel and fine restaurant
 D) had built a new park, hotel and fine restaurant
31. After the crushing loss, one of the players said that the other team simply played better, _____.
 A) an explanation for losing that was obvious
 B) which is obvious and it is just an explanation for losing
 C) a statement that is obvious as an explanation for losing
 D) this makes it an obvious explanation for losing
32. Mario's tendency to seek adventure and spontaneity wherever possible has caused him to live through some truly exciting moments as well as _____.
 A) events who also really scare him
 B) he experienced some really scary events
 C) very scary events are also encountered
 D) some very scary events
33. _____ heavily on hearing and smell to navigate in the dark.
 A) The common housecat's eyes are remarkably well adapted to seeing at night yet relying
 B) Because its eyes are remarkably well adapted to seeing at night, the common housecat relying
 C) Although the common housecat's eyes are remarkably well adapted to seeing at night, it relies
 D) Although its eyes are remarkably well adapted to seeing at night, the common housecat, it relies
34. The concessions made by the union _____ more vacation time.
 A) were that workers would be paid more and, at the same time, to give them
 B) was that workers would be paid more and given
 C) were that workers would be paid more and given
 D) were about them paying workers more and giving the workers
35. Hoping to achieve maximum weight loss with minimal effort, _____.
 A) the number of people trying fad diets are becoming considerably larger
 B) the number of people trying fad diets is considerably larger
 C) considerably larger numbers of people are trying fad diets
 D) people are trying fad diets in considerably larger numbers

36. Buying a car can be an unpleasant experience, in part because of all the options offered on modern cars, but mainly because _____.
A) of it being notoriously intimidating B) it is notorious how it intimidates
C) the process is notoriously intimidating D) intimidating it is notorious
37. When their editor announces an impending _____ to gather more information for their articles.
A) deadline, this is when writers generally hurry
B) deadline is generally when writers are hurrying
C) deadline is the reason writers generally hurry
D) deadline, writers generally hurry
38. All the advantages the French had over the English in manpower, horses, and military _____ cunning tactics at the Battle of Agincourt.
A) equipment, forcing Henry V to rely on deception and using
B) equipment has tempted Henry V not only to rely on deception but then to use
C) equipment forced Henry V to rely on deception and to use
D) equipment not only forced Henry V to rely on deception plus he used
39. Guided by Dr. Peck, _____.
A) rainforest ecology is safeguarded by the service of concerned college students in Florida through daily testing and water analysis
B) concerned college students in Florida safeguard rainforest ecology through daily testing and water analysis
C) the daily testing and water analysis of rainforest ecology is safeguarded by concerned college students in Florida
D) it is concerned college students that serve to safeguard the daily testing and water analysis of rainforest ecology in Florida
40. The reason that canoes can be on the lake but motorboats cannot is that their wakes are _____.
A) much smaller than motorboats
B) much smaller than the wakes that are made by motorboats
C) much smaller than those of motorboats
D) much smaller than a motorboat

Directions for questions 41 to 55 : Replace the underlined part with the most grammatically correct answer choice. In some cases the original can also be the best option.

41. Words in English are often spelled quite differently from the way they sound, not only because English has so many irregular verbs but because English vowels do not have standardized pronunciations.
 - A) but because English vowels do not have standardized pronunciations
 - B) but also because English vowels do not have standardized pronunciations
 - C) and also English vowels do not have standardized pronunciations
 - D) and additionally English vowels not having standardized pronunciations
42. In strip cropping, two or more different crops are planted in alternating strips, and this is not true of traditional farming, in which only one crop is planted in each field.
 - A) and this is not true of traditional farming, in which
 - B) not true of traditional farming, in which
 - C) as opposed to traditional farming, where
 - D) but in traditional farming
43. The advertising campaign for the company's new flavoured colas have stimulated unprecedented demand and shortages.
 - A) have stimulated unprecedented demand and shortages
 - B) has stimulated unprecedented demand, which caused shortages
 - C) have stimulated unprecedented demand and there were shortages
 - D) have stimulated unprecedented demand which caused there to be shortages
44. If you want to write an interesting short story for the magazine contest, one has to use vivid, descriptive language.
 - A) for the magazine contest, one has to use vivid, descriptive language
 - B) for the magazine contest, one uses vivid, descriptive language
 - C) for the magazine contest, you have to use vivid, descriptive language
 - D) in connection with the magazine contest, you had to use vivid, descriptive language
45. Knowing how their professor graded his final exams, the students spent their time on the multiple choice questions less than it did on the essays.
 - A) students spent their time on the multiple choice questions less than it did on
 - B) students' time is spent less on the multiple choice questions than it was on
 - C) students spent less time on the multiple choice questions than on
 - D) students' time being spent less on the multiple choice questions than it was on

46. Nouns referring to things that can be recognized by the senses are called concrete, nouns describing ideas, concepts, thoughts, or emotions are referred to as *abstract*.
- A) *concrete*, nouns describing
B) *concrete*, however, nouns describing
C) *concrete*, yet nouns describing
D) *concrete*; nouns describing
47. One reason for the high unemployment rate is when companies merge and eliminate positions that are no longer necessary within the new structure.
- A) One reason for the high unemployment rate is when
B) One reason for the high unemployment rate is that
C) The high unemployment rate results in part from when
D) The high unemployment rate is in part the result of when
48. In contrast to that in the Northeastern states, houses in California are generally built on concrete slabs, rather than over basements.
- A) In contrast to that in the Northeastern states, houses in California
B) California houses, when contrasted to them in the Northeastern states,
C) Houses in California, when in contrast to those in the Northeastern states,
D) Houses in California, in contrast to those in the Northeastern states,
49. Because of spiralling costs and several tragic accidents, the space program was severely reduced.
- A) Because of spiralling costs and several tragic accidents
B) Costs are spiralling and there were several tragic accidents
C) Due to costs being spiralling and there being several tragic accidents
D) Because of having spiralling costs and several tragic accidents
50. David applied for a number of part-time jobs, most of them were in the medical field.
- A) of them were in the medical field
B) of them had been in the medical field
C) of whom were in the medical field
D) of which were in the medical field
51. The company went out of business after suffering unexpected cost overruns, materials shortages, and several of its officers resigned abruptly.
- A) materials shortages, and several of its officers resigned abruptly
B) materials were in short supply, and several of its officers resigned abruptly
C) materials shortages, and the abrupt resignation of several of its officers
D) a shortage of materials, and several of its officers resigned abruptly
52. Being as yesterday was my birthday, several of my friends took me out to dinner.
- A) Being as yesterday was my birthday
B) With it being my birthday yesterday
C) Due to its being my birthday yesterday
D) Because yesterday was my birthday

53. Dublin is one of the best-preserved Viking settlements, it was established more than a thousand years before it started to look like the city it is today.
- A) it was established B) though it was established
C) and so established D) established
54. The waiter's nervous trembling had been frightening to some customers; fortunately, he was steadier after a few messy spills.
- A) had been frightening to some customers; fortunately, he was
B) had been frightening for some customers; but he had been
C) had been frightening to some customers; however, he had become
D) frightened some customers, fortunately, he was
55. If vulnerability to periods of unemployment persist in certain U.S. populations, the unemployment figures have decreased nationwide.
- A) If vulnerability to periods of unemployment persist
B) Although vulnerability to periods of unemployment persists
C) Where vulnerability to unemployment periods persist
D) Although vulnerability about periods of unemployment persist

Directions for questions 56 to 75: Choose the answer choice that has an error. If there is no error, then choose (E).

60. The author's short stories were submitted for publication in 1999, but not until four years later
 A B
 did his dream of seeing his name in print become a reality. No error
 C D E
61. If one is interested in becoming even more proficient at solving logic problems, you should
 A B C D
 subscribe to a monthly puzzle magazine. No error
 E
62. The number of weather-related accidents decreases noticeably whenever local school systems
 A B
 and employers delays opening until the plows have cleared the roads. No error
 C D E
63. Internships allow students to experience situations that gives them both experience and school
 A B C D
 credit. No error
 E
64. Although both women as well as men suffer from Alzheimer's disease, studies have shown that
 A B
 men's relatively stable levels of testosterone make them less likely to develop this condition.
 C D
No error
 E
65. Despite his family's attempts to install in him a sense of responsibility, David continued to skip
 A B C D
 school. No error
 E
66. Most of the students enrolled in home-schooling programs are able to complete a day's class
 A B C
 work in about four hours; hardly none of them can do it in less time. No error
 D E
67. Many scholars have written about the French Revolution, but never before have the history of
 A C D
 this era been told so well. No error
 D E

68. There is still a considerable amount of competition between my sister and I, even though we no longer attend the same school. No error
- A B C
D E
69. The extraordinary talent displayed by the acrobats in Cirque du Soleil is the reason for its tremendous success. No error
- A B C D
E
70. Amy Tan's novels The Joy Luck Club and The Kitchen God's Wife provide many interesting insights of Chinese-American culture as well as the problems that can develop between mothers and their adult daughters. No error
- A B C D
E
71. A color-blind and nearly deaf patient, Tom is considered one of the toughest cases who the surgeon has had since she began specializing in neurology. No error
- A B C
D E
72. In 2003, most cellular telephone companies in the U.S. offered text messaging; however, the same technology would be available in Europe in the late 1990s. No error
- A B C D E
73. From his analysis of polling numbers, Bently can specific determine which issues voters find most important to their daily lives and adapt campaigns accordingly. No error
- A B C
D E
74. Many decades have elapsed since religious leaders met for the second Vatican Council, in an effort to reform the Catholic church for the 20th century. No error
- A B C D E
75. Gian thought fondly of the time when him and his friend Megan were awarded full scholarships in honour of their academic achievements while in high school. No error
- A B C D E

Idioms

An **idiom** is a phrase where the words considered together have a meaning that is different from the dictionary definitions of the individual words. It can have a literal meaning in one situation and a different idiomatic meaning in another situation.

E.g. : 'I sat on the fence and watched the game' can be easily understood from the literal meaning of the sentence. However in the sentence 'the diplomat *sat on the fence* and did not voice out his opinion', the phrase 'sat on the fence' does not imply the literal meaning. The phrase here is used in the idiomatic sense and means 'not making a clear choice'.

In other words, idioms have meanings that can't be figured out by looking up the individual words in the dictionary. They have meanings that are understood by people who speak that language, but are very hard to understand for people who don't speak that language.

Idioms can often be very difficult to understand. You *may* be able to guess the meaning from context but if not, it is not easy to know the meaning. Further, most idioms are unique and fixed in their grammatical structure. The expression *to sit on the fence* cannot become *to sit on a fence* or *to sit on the fences*. It is best to learn idioms as you do vocabulary. In other words, select and actively learn idioms which will be useful to you. Write the idiom in a relevant and practical sentence so that you will be able to remember its meaning easily.

sooner or later	eventually, after a period of time	at all/ in the least	to any degree
all along	all the time, from the beginning (without change)	to look up	to locate information in a directory, dictionary, book, etc.
little by little/ step by step	gradually, slowly	to wait on someone	to serve in a store or restaurant
to tire out/ to wear out	to make very weary due to difficult conditions or hard effort	so far	until now, until the present time
to call on	to ask for a response from; to visit	to try on	to wear clothes to check the style or fit before buying
never mind	don't be concerned about it; ignore what was just said	to think over	to consider carefully before deciding
to pick out	to choose, to select	to put away	to remove from sight, to put in the proper place
to take one's (my, his, your, etc.) time	to do without rush, not to hurry	to look out/ to watch out	to be careful or cautious
to get along with someone (something)	to associate or work well with; to succeed or manage in doing	to get over	to recover from an illness; to accept a loss or sorrow
to make a difference (to someone)	to be of importance (to), to affect	to make up one's (my, his, your, etc.) mind	to reach a decision, to decide finally

to change one's (my, his, your, etc.) mind	to alter one's decision or opinion
for good	permanently, forever
to call off	to cancel
to put off	to postpone
under the weather	not feeling well, sick
to count on	to trust someone in time of need
to get to	to be able to do something special; to arrive at a place, such as home, work, etc.
few and far between	not frequent, unusual, rare
to look over/ to go over	to examine, to inspect closely
to have (time) off	to have free time, not to have to work
to go on	to happen; to resume, to continue
to put out	to extinguish, to cause to stop functioning
to be up	to expire, to be finished
to be over/ to be through	to be finished, to end
in time to (do something)	before the time necessary to do something
had better (do something)	should, ought to, be advisable to
would rather (do something)	prefer to
to call it a day/ night	to stop working for the rest of the day/ night
to figure out	to solve, to find a solution; to understand
to take turns (doing something)	to alternate, to change people while doing something
to brush up on something	to review something in order to refresh one's memory

to wear out	to use something until it has no value or worth anymore, to make useless through wear
out of the question	impossible, not feasible
to have to do with	to have some connection with or relationship to
to be in charge (of something)	to manage, to have responsibility for
to get in touch with	to communicate with, to contact
to have a good time	to enjoy oneself
in no time	very quickly, rapidly
to cut down on/ to cut back on	to reduce, to lessen
quite a few	many
to get used (to something)	to become used to, to become adjusted to
back and forth	in a backward and forward motion
now and then	occasionally, sometimes
every other (one)	every second (one), alternate (ones)
to go with	to match, to compare well in color or design; to date, to accompany
first-rate	excellent, superb
to make good time	to travel a sufficient distance at a reasonable speed
to see about	to give attention or time to
by heart	by memorizing
to keep out	not to enter, not allow to enter
to keep away (from)/ stay away from	to stay at a distance (from); to avoid use of
to be up to	to be responsible for deciding; to be doing as a regular activity
ill at ease	uncomfortable or worried in a situation

to do over	to revise, to do again
to look into	to investigate, to examine carefully
to take hold of	to grasp, to grip with the hands
to get through doing something, to get through with something	to finish, to complete
to keep track of	to keep or maintain a record of; to remember the location of
to be carried away (by, with)	to be greatly affected by a strong feeling
up to date	modern, current, timely
out of date	not modern, not current, not timely; no longer available in published form
to blow up	to inflate, to fill with air; to explode, to destroy (or be destroyed) by explosion
to burn down	to burn slowly, but completely (usually said of candles); to destroy completely by fire
to burn up	to destroy completely by fire; to make angry or very annoyed
to burn out	to stop functioning because of overuse; to make tired from too much work
to make good	to succeed
stands to reason	to be clear and logical
to break out	to become widespread suddenly
to feel sorry for	to pity, to feel compassion for
to break down	to stop functioning
to turn out	to become or result; to appear, to attend

once in a blue moon	rarely, infrequently
to give up	to stop trying; to stop a bad habit; to surrender
to cross out	to cancel by marking with a horizontal line
to take for granted	not to appreciate fully; to assume to be true without giving much thought
to take something into account	to consider a fact while evaluating a situation
to make clear	to clarify, to explain
clear-cut	clearly stated, definite, apparent
to come to	to regain consciousness; to equal, to amount to
to call for	to require; to request, to urge
to eat in/to eat out	to eat at home/to eat in a restaurant
cut and dried	predictable, known beforehand; boring
to look after/ to keep an eye on	to watch, to supervise, to protect
to feel like	to have the desire to, to want to consider
once and for all	finally, absolutely
to hear of	to know about, to be familiar with
to make fun of	to laugh at, to joke about
to come true	to become reality, to prove to be correct
as a matter of fact	really, actually
to have one's way	to arrange matters the way one wants (especially when someone else doesn't want the same way)
to look forward to	to expect or anticipate with pleasure

inside out	with the inside facing the outside
upside down	with the upper side turned toward the lower side
to fill in	to write answers in; to inform, to tell
to fill out	to complete a form
to take advantage of	to use well, to profit from; to use another person's weaknesses to gain what one wants
no matter	regardless of
to take up	to begin to do or study, to undertake; to occupy space, time, or energy
to take up with	to consult someone about an important matter
to take after	to resemble a parent or close relative (for physical appearance only)
in the long run	eventually, after a long period of time
be in touch (with)	having contact
out of touch with	not having contact; not having knowledge of
on one's toes	alert, cautious
to get along	to make progress; to manage to live in a certain state of health
hard of hearing	partially deaf, not able to hear well
to see eye to eye; on something with somebody	to agree, to concur
to have in mind	to be considering, to be thinking
to keep in mind	to remember, not to forget
for once	this one time, for only one time

to go off	to explode, to sound as an alarm; to leave suddenly without explanation
to grow out of	to outgrow, to become too old for, to be a result of
to make the best of	to do the best that one can in a poor situation
to cut off	to shorten by cutting the ends; to disconnect or stop suddenly
to cut out	to remove by cutting; to stop doing something
to blow out	to explode, to go flat (for tires); to extinguish by blowing
to become of	to happen to (a missing object or person)
have got to	must
to keep up with	to maintain the same speed or rate as
on the other hand	however, in contrast
to turn down	to reduce in brightness or volume; to reject, to refuse
fifty-fifty	divided into two equal parts
to break in/ to cut in	to interrupt
a lost cause	a hopeless case, a person or situation having no hope of positive change
above all	mainly, especially
to do without/ to go without	survive or exist without something
to be bound to do something	to be certain to do something, to be sure to do something
for sure/ for certain	without doubt
to take for	to perceive or understand as
to try out	to test, to use during a trial period
to tear down	to destroy by making flat, to demolish

to tear up	to rip into small pieces
go over	to be appreciated or accepted
to run out of	to exhaust the supply of, not to have more of
at heart	basically, fundamentally
to bite off	to accept as a responsibility or task
to tell apart	to distinguish between
all in all	considering everything
to pass out	to distribute; to lose consciousness
to go around	to be sufficient or adequate for everyone present, to circulate, to move from place to place
to be in (the/ one's) way	to block or obstruct; not to be helpful, to cause inconvenience
to put on	to gain (pounds or weight); to present, to perform
to put up	to construct, to erect; to lift, to raise upwards
to put up with	to tolerate to accept unwillingly
in vain	useless, without the desired result
day in and day out	continuously, constantly
to catch up with	to work with the purpose of fulfilling a requirement or being equal to others
to hold still	not to move
to know by sight	to recognize
to be the matter	to be unsatisfactory, to be improper, to be wrong
to bring up	to rear, to raise from childhood; to mention, to raise an issue, to introduce a topic

to get lost	to become lost; to go away in order not to bother
to hold up	to delay, to make late; to remain high in quality
to run away	to leave without permission; to escape
to rule out	to refuse to consider, to prohibit
by far	by a great margin, clearly
to see off	to say good-bye upon departure by train, airplane, bus, etc.
to see out	to accompany a person out of a house, building, etc.
no wonder	it's no surprise that, not surprisingly
to go up	to increase; to be constructed, to be erected
to go up to	to approach
to hand in	to submit or deliver something that is due
in case	in order to be prepared if
to take apart	to disassemble, to separate the parts of something
to put together	to assemble
to be better off	to be in a more favorable condition or situation
to be well-off	to have enough money to enjoy a comfortable life, to be rich
to take by surprise	to surprise, to amaze, to astonish
to keep in touch with/ to stay in touch with	to maintain contact with
to name after	to give the same name as another
to hold on	to grasp tightly or firmly; to wait, to be patient

to stop by	to visit or stop somewhere briefly in order to do something
to drop (someone) a line	to write a note to someone
to come across	to meet or find unexpectedly
to stand for	to represent, to signify; to tolerate
to stand a chance	to have the possibility of accomplishing something
to take pains	to work carefully and conscientiously
to look on	to watch as a spectator, to observe
to look up to	to admire, to respect greatly
to look down on	to feel superior to, to think of someone as less important
to take off	to leave the ground (for airplanes); to leave, often in a hurry
to pull off	to succeed in doing something difficult; to exit to the side of a highway
to keep time	to operate accurately (for watches and clocks)
to make do with	to manage, to cope
to give birth to	to bear a human being or animal
close call	a situation involving a narrow escape from danger
to get on one's nerves/ to bug	to annoy or disturb
to put down	to suppress, to quell; to criticize unfairly
to go for	to be sold at a certain price; to seek or strive for
to go in for	to have as an interest, such as a sport or hobby
to stay up	to remain awake, not to go to bed
to stay in	to remain at home, not to go out

to take over	to assume control or responsibility for; to do or perform again
to show up	to appear, to arrive; to be found or located
to clean out	to empty, to tidy by removing; to steal, to rob; to buy or purchase all of something
to knock out	to make unconscious; to impress or attract greatly
to knock oneself out	to work very hard (sometimes too hard) to do something
to carry out/ to go through with	to accomplish, to execute
to run into/ to bump into	to meet someone unexpectedly; to crash or collide into
to set out/ to set off/ to head out	to start traveling toward a place
to set out to do something	to intend to, to act purposefully to
to draw up	to create by drawing, such as a map; to prepare documents or legal papers
give and take	compromise, cooperation between people
to drop out of	to stop attending; to withdraw from
to believe in	to accept as true, have faith in
to cheer up	to make happier, to feel less sad
to make sense	to be sensible or reasonable
to burst out/ to storm out	to depart quickly
to get away	to get free, to escape
to get away with	to avoid punishment for
to serve (someone) right	to receive one's just punishment

to keep up	to prevent from sleeping; to continue maintaining (speed, level of work, condition, etc.)
to keep up with	to have current knowledge of; to understand as an explanation
to stand out/ to stick out	to be easily visible or noticeable
to let on	to reveal or tell what you know, to hint
to go wrong	to fail, to result badly
to meet (someone) halfway	to compromise with someone
to check up on	to examine with the purpose of determining condition
to stick up	to point or place upwards; to rob
to come about	to happen
to bring about	to cause to happen
to build up	to increase slowly, to make stronger gradually
to die down	to decrease, to lessen in strength
to fade away	to diminish gradually in time or distance
to die out	not to exist anymore; to be in the process of disappearing
to make out	to read or see clearly; to prepare a legal document, such as a will, a check, etc.
to live up to	to fulfill (a standard or promise)
to stick to	to adhere to (a promise), to follow or obey (a set of rules, procedures, etc.)
to stick it to somebody	to cheat, to take unfair advantage of
to stand up for	to insist on, to demand; to defend, to support
to cut corners	to economize, to save money

to take on	to employ, to hire, to accept responsibility for, to undertake
to take down	to remove from an elevated place, to write what is said, to note
to fall through	to fail to materialize, not to succeed
to fall behind	to lag, to fail to keep up
to give in	to surrender, to stop resisting
to give off	to release, to produce, to release
to give out	to distribute, to become exhausted or depleted
to have it in for/ to hold a grudge against	to want revenge on, to feel hostile towards
to have it out with	to quarrel with, to confront
to hold off	to delay, or to be delayed, in occurring
to hold out	to endure to be sufficient, to survive by resisting, to persist in one's efforts
to hold over	to extend to keep for a longer time
to let up/ to take it easy	to slacken, to lessen in intensity; to relax or ease one's effort
to lay off	to abstain from, stop using as a habit; to release or discharge from a job
to bring out	to show or introduce (to the public); to make available
to bring back/ to take back	to return a bought or borrowed item
to wait up for	to wait until late at night without going to bed

to leave (someone or something) alone/ to let alone	not to disturb, to stay away from
let alone/ to say nothing of	and certainly not
to break off	to terminate, to discontinue
to wear off	to disappear gradually
to wear down	to become worn gradually through use
on the whole/ by and large	in general, in most ways
touch and go	risky, uncertain until the end
to work out	to exercise; to develop, to devise (a plan)
to back up	to drive or go backwards, to defend, to support; to return to a previous thought
to back out	to drive a vehicle out of a parking space; to withdraw support, to fail to fulfill a promise or obligation
to have one's heart set on	to desire greatly, to be determined to
to buy up	to buy the complete stock of
to buy out	to purchase a business or company; to purchase all of a person's shares or stock
to sell out	to sell all items; to arrange for the sale of a company or business
to catch on	to become popular or widespread; to understand, to appreciate a joke
to be cut out for	to have the necessary skills or talent for
to throw out	to discard; to remove by force; to refuse to consider, to reject
to throw up	to erect or construct quickly; to vomit

to clear up/ to straighten out	to make understandable
to slow down/ to slow up	to go, or cause to go, more slowly
to dry up	to lose, or cause to lose, all moisture; to be depleted
to dry out	to lose, or cause to lose, moisture gradually; to stop drinking alcohol in excess
to be up to (something)	to be doing something; to be planning or plotting something, scheming
to beat around the bush	to avoid discussing directly, to evade the issue
to come to an end	to end, to stop
to put an end to/ to do away with	to cause to end, to terminate in a definite manner
to get even with	to seek revenge, to retaliate
to fool around	to waste time; to joke, not to be serious
to look out on	to face, to overlook
to stir up	to cause anger; to create (trouble or difficulty)
to take in	to visit in order to enjoy; to decrease the size of clothes; to deceive, to fool
to go through	to undergo, to experience; to consume, to use
to go without saying	to be known without the need to mention
to put (someone) on	to mislead by joking or tricking
to keep one's head	to remain calm during an emergency
to lose one's head	not to think clearly, to lose one's self-control
narrow-minded	not willing to accept the ideas of others (the opposite of narrow minded is broad-minded)

to stand up	to withstand use or wear; to fail to appear for a date or social engagement
to get the better of	to win or defeat by gaining an advantage over someone
to break loose	to become free or loose, to escape
on edge	nervous, anxious; upset, irritable
to waste one's breath	not be able to convince someone
to cut short	to make shorter, to interrupt
to step in	to become involved or concerned with something; to enter a place for a brief time
to step down	to retire or leave a top position, to resign
to step on	to treat severely, to discipline; to go faster, to work more quickly
a steal	very inexpensive, a bargain
to play up to	to behave so as to gain favor with someone
more or less	approximately, almost; somewhat, to a certain degree
to goof up/ to mess up/to slip up	to perform badly, to make a mistake
to go off the deep end	to get very angry and do something hastily
to lose one's touch	to fail at what one used to do well
in hand	under firm control, well managed
on hand	available, nearby
to kick (something) around/ to toss around	to discuss informally (over a period of time)
be on the ball	be attentive, competent, alert

to make up	to meet or fulfill a missed obligation at a later time; to create, to invent (an idea), to apply cosmetics to, to comprise, to be composed of
to make up with	to resolve differences with
to pull together	to gather, to collect (information); to gain control of one's emotions
to be looking up	to appear promising or optimistic, to be improving
to kick the habit	to stop a bad habit
to cover up	to conceal, to hide
to drop off	to fall asleep; to take to a certain location; to decrease
to turn over	to place upside down; to flip, to turn upside down; to pass or give control to someone
to go through channels	to send a request through the normal way
the last straw	the final event in a series of unacceptable actions
to get cold feet	to become unable or afraid to do something
to trade in	to receive credit for the value of an old item towards the purchase of a new item
face-to-face	direct, personal; directly, personally (written without hyphens)
to be with (someone)/ to go along with	to support, to back; to understand or follow what someone is saying
to be with it	to be able to focus or concentrate on
to fall for	to fall in love quickly; to be fooled or tricked by
it figures	it seems likely, reasonable, or typical
to fill (someone) in	to inform, to give background information to

to make (someone) tick	to motivate to behave or act in a certain way
to cover for	to take someone's place temporarily, to substitute for; to protect someone by lying or deceiving
to give (someone) a break	to provide a person with another opportunity or chance; not to expect too much work from; not to expect someone to believe
to bow out	to stop doing as a regular activity, to remove oneself from a situation
to pin on	to find guilty of a crime or offense
to get a rise out of	to provoke a response from
to stick around	to stay or remain where one is, to wait
to pick up the tab	to pay the cost or bill
by the way	incidentally
to go to town	to do something with enthusiasm and thoroughness
to let slide	to neglect a duty; to ignore a situation
search me/ beats me	I don't know
to get off ones chest	to express ones true feelings
to live it up	to spend money freely, to live luxuriously
to liven up/ to pick up	to energize, to make more active
to have a voice in	to share involvement in
to check in	to register at a hotel or motel; to leave or deposit for transporting or safekeeping

to check out	to pay the bill at a hotel or motel and then leave; to investigate, to examine
to take somebody at one's word	to accept what one says as true, to believe
to serve (the/ one's) purpose	to be useful, to suit one's needs or requirements
to cop out	to avoid one's responsibility, to quit
to line up	to form a line; to arrange to have, to manage to obtain
to lose one's cool	to get excited, angry, or flustered
to leave open	to delay making a decision on
to turn on	to interest greatly, to excite
to miss the boat	to lose an opportunity, to fail in some undertaking
to think up/ to dream up	to invent, to create
to throw (someone) a curve	to introduce an unexpected topic, causing embarrassment
to make waves	to create a disturbance, usually by complaining
to carry on	to continue as before; to conduct, to engage in
not on your life/ no way	absolutely not
to cover ground	to be extensive, to discuss much material
to mind the store	to be responsible for an office while others are gone
to throw the book at	to punish with full penalty, to be harsh on
to put one's foot in mouth	to say or do the wrong thing
to be up for grabs	to become available to others

to show off	to display one's ability in order to attract attention, to let others see, to expose to public view
to learn the ropes	to become familiar with routine procedures at work or school
to keep one's fingers crossed	to hope to have good results, to hope that nothing bad will happen
to land on one's feet	to recover safely from an unpleasant or dangerous situation
to dish out	to distribute in large quantity, to speak of others in a critical manner
to get through to/ to break through to	to communicate with, to make someone understand
to keep one's word	to fulfill a promise, to be responsible
to be over one's head/ to be up to one's ears	to be very busy, to have too much to do
to ask for/ to bring upon	to deserve, to receive a just punishment
to be a far cry from	to be very different from
by all means	certainly, definitely, naturally using any possible way or method
to get out from under	to restore one's financial security, to resolve a difficult financial obligation
to take the bull by the horns	to handle a difficult situation with determination

to give (someone) a hand/ to lend (someone) a hand	to assist, to aid, to help
to give (someone) a big hand	to clap one's hands in applause, to applaud
to goof off	to waste time, to be idle
to talk back to	to answer in a rude manner, to speak disrespectfully
to be in	to be popular or fashionable, to be available at one's work or home
to be out	to be unpopular or no longer in fashion; to be away from one's work or home
to draw the line at	to determine to be unacceptable, to refuse to consider
to get out of line/ to step out of line	to disobey or ignore normal procedures or rules
dry run	rehearsal, practice session
to play by ear	to play music that one has heard but never read; to proceed without plan, to do spontaneously
to be in (someone's) shoes	to be in another person's position, to face the same situation as another person
to keep after	to remind constantly, to nag
to fix up	to repair or put back in good condition; to arrange a date or an engagement for another person
to be had	to be victimized or cheated

Idioms Assignment

Directions for 1 to 9: Match the idioms given in the right column to their appropriate usage in the sentences given the left column. The idioms have to be placed in the blank underlined space in each sentence.

1. It doesn't _____ to me where we eat out tonight. It's your decision.	a. to make the best of
2. Children love _____ each other by joking and teasing.	b. to make fun of
3. It took the Petersons only two hours to go from downtown Los Angeles to San Diego by car. They really _____ on that trip.	c. to make do
4. Could you help me understand this lesson? It doesn't _____ to me.	d. to make sense
5. The recipe calls for butter, but I don't have any. I'll just have _____ with margarine.	e. to make out
6. I'm sure that Ted will _____ on his promise to help us with the arrangements for the meeting.	f. to make good time
7. Cheryl couldn't _____ the letters on the sign in the distance because it was getting too dark.	g. to make a difference
8. Did you _____ it _____ to Deborah that she's not welcome at the dinner party? She'd better not show up.	h. to make good
9. There's nothing we can do at this point to change the unfortunate situation. We'll just have _____ it and go on from here.	i. to make clear

Directions for 10 to 19: In each question a sentence using an idiom, the italicized phrase, is given. Choose the option that is closest to the meaning of the idiom.

10. I cannot understand why she did that, it really *doesn't add up*.
 - a. doesn't calculate
 - b. isn't mathematics
 - c. doesn't make sense
 - d. makes the wrong addition
11. All the students got high marks in the test but Mary *stood out*.
 - a. got a lot of marks
 - b. got higher marks than someone
 - c. got very good marks
 - d. got the most marks of all
12. He has sold his house and has no job and so now *he has next to nothing*.
 - a. he is unemployed
 - b. he has almost no money
 - c. he has a few things
 - d. he has nothing at all

13. As a newspaper reporter she always wanted to get information *at first hand*.
a. quickly b. slowly c. easily d. directly
14. I think we can safely say now that we have got our money back, we are *home and dry*.
a. have not got wet b. have got no water
c. have been successful d. have got home dry
15. He is the man who owns all the land and is *the big fish* around here.
a. the fat man b. the huge man c. the important man d. the enormous man
16. She never stops talking about herself and is *full of herself*.
a. is very fat b. is too fat c. is very full d. is very conceited
17. You will not slip over because the floor is *as dry as a bone*.
a. completely hard b. extremely flat c. totally dry d. completely cracked
18. He kept saying he didn't do it but *in the end* he said he had done it.
a. at the end b. finally c. at last d. by the end
19. I know you are very sorry that you broke the pot but *accidents will happen*.
a. things will take place b. things do occur
c. things take place often d. things often go wrong

Directions for 20 to 26: Match the idioms given in the right column to their appropriate usage in the sentences given the left column. The idioms have to be placed in the blank underlined space in each sentence.

20. Johnny, before you can go outside to play, you have _____ all the toys and clothes on the floor of your room.	a. to put on
21. There's too much noise in here for me to study. I can't _____ it any longer.	b. to put away
22. It's quite cold tonight. I think we should _____ some warmer clothing before we go outside.	c. to put off
23. Please _____ your cigarette in the ashtray immediately. No smoking is allowed in here.	d. to put out
24. I can't _____ doing that important assignment any longer. It's due in just three days.	e. to put down
25. The military troops used force _____ the mass demonstration against the corrupt government.	f. to put up with
26. Shari's father helped _____ her new bicycle, which came in pieces in a box.	g. to put together

Directions for 27 to 38: Match the idiom in the left column with the definition in the right column.

- | | |
|----------------------|-------------------------------|
| 27. once and for all | a) in order to be prepared if |
| 28. lost cause | b) especially, mainly |
| 29. all in all | c) hopeless situation |
| 30. by far | d) eventually |
| 31. give and take | e) clearly, by a great margin |
| 32. in touch | f) for only one time |
| 33. above all | g) compromise, cooperation |
| 34. in the long run | h) basically, fundamentally |
| 35. close call | i) finally, absolutely |
| 36. in case | j) narrow escape from danger |
| 37. for once | k) considering everything |
| 38. at heart | l) having contact |

Directions for 39 to 47: Match the idioms given in the right column to their appropriate usage in the sentences given the left column. The idioms have to be placed in the blank underlined space in each sentence.

39. Mrs. Johnson was very surprised when she _____ twin boys.	a. give and take
40. Because it was the first time that I had fooled around in class I asked the teacher _____.	b. to give up
41. A successful marriage is mostly a matter of _____ between husband and wife.	c. to give in
42. This box is too heavy for me to lift alone. Could you _____.	d. to give off
43. The lecturer was so interesting that the audience _____ at the end of the talk.	e. to give out
44. The man stood on the street corner and _____ advertising flyers to the people passing by.	f. to give one a break
45. Could you please take this garbage outside? It _____ a very bad smell.	g. to give birth to
46. The army forces _____ when they discovered that they were surrounded by the enemy.	h. to give one a hand
47. I usually don't _____ so easily, but this work is too hard for me to do.	i. to give one a big hand

Directions for 58 to 66: Match the idioms given in the right column to their appropriate usage in the sentences given the left column. The idioms have to be placed in the blank underlined space in each sentence.

58. In the emergency situation, Alex was able _____ and save the child from drowning in the ocean.	a. to keep one's head
59. At the racetrack, none of the horses were able _____ the horse that was expected to win the race.	b. to keep up with
60. When we visited Disneyland, we had to be careful _____ our children in the large crowds of people.	c. to keep in touch with
61. You have _____ Tanya to return the typewriter or she will forget time and again.	d. to keep one's word
62. You should _____ about doing that important task and not neglect to attend to it any longer.	e. to keep after
63. Even though you're moving to another city, we should _____ each other as much as possible.	f. to keep in mind
64. While I was cooking with hot grease on the stove, I warned others _____ in order not to get burned.	g. to keep track of
65. When teaching beginning-level English students, it is important _____ that their range of vocabulary is quite limited.	h. to keep away
66. The weather forecast is calling for cloudy skies tomorrow. We should _____ that it doesn't rain during the picnic.	i. to keep one's fingers crossed

Directions for 67 to 78: Match the idiom in the left column with the definition in the right column.

67. let alone	a) I don't know
68. on the ball	b) certainly, definitely
69. search me	c) nervous, irritable
70. by the way	d) rehearsal, practice session
71. on hand	e) and certainly not
72. by all means	f) incidentally
73. more or less	g) available, nearby
74. a steal	h) in general
75. dry run	i) attentive, alert
76. on the whole	j) directly, personally
77. on edge	k) approximately, almost
78. face-to-face	l) very inexpensive

Directions for 79 to 87: Match the idioms given in the right column to their appropriate usage in the sentences given the left column. The idioms have to be placed in the blank underlined space in each sentence.

79. I was too tired to get up in the morning when my alarm clock _____, so I turned it off and went back to sleep.	a. to go through
80. My presentation to the class _____ so well that the students gave me a big hand.	b. to go to town
81. The delicate operation was _____ for several hours, but finally the surgeons were able to finish successfully.	c. to go without saying
82. We just went to the store an hour ago to buy more beer, and already there isn't enough _____.	d. touch and go
83. I can't understand how we _____ so much beer in such a short time.	e. to go in for
84. When we remodeled our house, we added a master bedroom, a large bathroom with jacuzzi, and a walk-in closet. We really _____.	f. to go around
85. I really enjoy playing chess. Do you _____ playing chess as well?	g. to go over
86. That you should stay home if you are very sick _____.	h. to go off
87. Do you think that this grey shirt _____ these beige pants?	i. to go with

Directions for 88 to 97: In each question a sentence using an idiom, the italicized phrase, is given. Choose the option that is closest to the meaning of the idiom.

88. There are times when you must decide and *take the bull by the horns*.
- a. make the right decision b. make the wrong decision
c. make a bold decision d. make a final decision
89. He *leads a dog's life* really because his freedom is always curtailed.
- a. never knows what to do b. sometimes does something wrong
c. never goes out d. never does what he wants
90. No-one ever mentions him because he's regarded as *the black sheep of the family*.
- a. the one with a sense of humour b. the one with a bad reputation
c. the one who is always late d. the one who never washes
91. I shouldn't go outside without a raincoat because *it's raining cats and dogs*.
- a. it's just started to rain b. it's going to rain
c. it's raining very heavily d. it's raining a little

92. You shouldn't sign there I think he's about *to make a monkey out of you*.
a. to make a fool of you b. to make you lose money
c. to make you feel stupid d. to make you lose interest
93. It's a lovely house and very big but nobody uses it so it's *a bit of a white elephant*.
a. something very beautiful and useful b. something very big and useful
c. something very cheap and useless d. something very expensive and useless
94. When the business folded, he took *the lion's share* of the assets.
a. the easiest part b. the smallest part c. the biggest part d. the only part
95. Without my glasses I can't see where I'm going in fact I'm *as blind as a bat*.
a. very short sighted b. very long sighted c. very far sighted d. very clear sighted
96. I get very irritated sometimes because they're always *up with the lark* and I like to lie in.
a. up very easily b. up very early c. up very often d. up very noisily
97. I would advise you to do that as well and in that way you'll *kill two birds with one stone*.
a. get things done twice b. get something done two times
c. get two things done at the same time d. get two things done twice

Directions for 98 to 100: In each question a sentence is given with a part of the sentence being italicized. And four idioms are given as the answer choices. Choose the idiom that can replace the italicized part of the sentence most appropriately.

98. The campers lost on the high mountain were able *to survive* against the cold weather by building a fire and keeping together.
- a. to hold still b. to hold out c. to put out d. to stick together
99. The committee *delayed* in deciding when to have the next board election.
- a. held off b. fell behind c. called off d. cut short
100. My boss hasn't spoken to me in a week. I wonder if he *feels hostile towards* me because of our conflicting views on the labor negotiations.
- a. has it in for b. has it out with c. holds out d. sees eye to eye

Reading Comprehension

Reading comprehension is about assimilating information from a given text as quickly and effectively as possible. Conceptually RC is perhaps the easiest section in the exam, since you do not need to carry information with you when it comes to attempting the section, whatever you need is right there, it is the ideal scenario that all students wish for, the book with all the answers is right there. However in reality RC is the Achilles heel of many a strong contenders.

Some of the reasons that students find it difficult

- The level of language/words used in the passages is, more often than not, is a step or two above the kind of language we are used to. These passages are picked from top journals magazines, papers and books. Where most of the students are used to Times of India type of language usage at best. So for tons of students the language used is quite a shock.
- Time is another factor that adds to the difficulty and the pressure; especially since most of us are not used to time bound reading.
- Lack of exposure to variety of topics is another major impediment in the process, the test is designed to look for people who are either extremely good at reading or the kind who have been reading a lot and regularly or both. Again most students have at best a modest reading experience.
- The passages are out of context i.e. before the student starts reading he has no idea of what the passage is about, which further adds to his woes.
- Some of the questions asked at the end of the passage are inferential in nature, or look for implied meaning rather than explicitly stated facts, again poor reasoning skills in the English language are responsible for a majority of students missing such questions.

How to overcome the above difficulties

- Read a lot and from a variety of sources. Make sure besides reading what you enjoy, you also read a lot of material which challenges you, that is the only way you are going to build your RC muscles, you have to move out of your comfort zone
- Practice and practice a lot and while practicing learn to keep an eye on the time factor, whenever reading keep time limits for yourself and gradually reduce it, this will help eliminate wastages and also improve concentration
- Work on your reasoning skills, when you study critical or inferential reasoning remember that is going to help you in RC too. Newspapers are full of arguments. Analyze these arguments on a daily basis
- Build a good strong vocabulary

The most important point to remember is that Reading is a skill, and it is skill you will require if you want to conquer this particular section. The preparation strategy, in this book, is divided into number of small easily learnable skills followed by a lot of practice. It is a skill driven activity rather than a knowledge driven activity, and therefore practice would make a huge difference in your preparation. Keep in mind that one of the core features of the module is its emphasis on practice.

While designing we looked at what is the ideal strategy to attempt a RC passage and then divided the process into components, where we focus on one component at a time and spend a lot of time practicing that one particular skill.

Comprehension Skills

Skill number 1: Skimming and getting the basic idea quickly from a given text

Before you start attempting any RC passage, it is a good idea to just scan the passage to get one basic piece of information: **“what is the passage about?”** This very simple piece of information makes a huge difference in our overall efficacy in cracking the passage.

When we read anything out of the exam pattern, we more often than not, know what the text is about, say you read a newspaper article the headline gives you a pretty good idea of what the passage is about, or when you read a novel you have a reasonably clear idea of the plot. This **Pre-Knowledge** makes capturing the information easier, think of it as giving advance notice to the brain about what is about to come, so the brain can start creating compartments where the information will be stored before you start reading, the brain with this early notice of information also brings out all the relevant information to the forefront, making the assimilation of information that much easier.

What is Skimming ?

This means moving very quickly through the whole passage or text to get a general sense of what it is about. You read as little as you can, while still picking up some idea of what is being discussed. Read any subheadings and a couple of sentences from each paragraph. Paragraphs often have a topic sentence which contains the main idea. It usually comes fairly early on, although it is sometimes at the end. One method is to **read just the first and last sentence of each paragraph**. Alternatively, you could go a bit further into each paragraph, looking for the topic sentence but being ready to skip ahead at any moment. All you want, usually, are the main ideas of the paragraph. You should skip over any material which develops, further explains, qualifies or illustrates, or provides evidence for the main idea. You don't want to read examples, so you should be alert to signpost words that introduces examples ('for example', 'for instance', 'such as'). Skip any qualifications ('but on the other hand') or comparison

Questioning is another very basic concept which can improve your performance in RC tests, it basically involves, as the name suggests, asking questions: **who is doing what, what is being discussed, what aspect** of a topic is being discussed, **is it an argument or is it a description**, etc. Asking questions helps you focus on relevant information while skimming. Take a look at following paragraph and just skim through it without reading in detail

Therein lies the basic conundrum of doing business with the world's largest retailer. By selling a gallon of kosher dills for less than most grocers sell a quart, Wal-Mart may have provided a service for its customers. But what did it do for Vlasic? The pickle maker had spent decades convincing customers that they should pay a premium for its brand. Now Wal-Mart was practically giving them away. And the fevered buying spree that resulted distorted every aspect of Vlasic's operations, from farm field to factory to financial statement.

If you were reading with questions in your head, let's say who, two names jump up easily enough, Wal-Mart and Vlasic, so we know the paragraph has some information pertaining to Wal-Mart and Vlasic, your next question could be what is going on between Wal-Mart and Vlasic? ...**distorted every aspect of Vlasic's operations** is the answer. You can ask further questions, of course... say, what caused the said distortion, and so on.

So whether it is skimming or reading, you must question for effective comprehension. Questioning has another huge advantage: when we read, some portion of our brain is still free which starts wandering around and soon we lose complete concentration in what we were reading. But if we ask questions we commit a higher portion of our brain to the process which means better concentration, and better concentration leads to more juice coming out of the text which also increases our interest in the text, further leading to better comprehension.

To be able to do this effectively at passage level, we need practice at paragraph level, actually we could have started at sentence level, but let's not make it too easy.

Practice

For each of the paragraphs below, identify the main idea, gist, central theme. Basically you should be able to determine what the paragraph is about. Looking for the main subject and main verb will be a good idea. For each paragraph take 30 seconds, we will gradually try and increase the paragraph size to hone time management skills too.

- At least 12 people are reported to have been killed in a series of violent clashes between black demonstrators and police in several South African townships. Angry youths threw stones and beer bottles at police, as a protest against the compulsory use of Afrikaans as the main teaching language in black schools turned violent. The violence spread from one end of the city to the other, with fires in Soweto reaching Alexandra, a township in the northern outskirts close to some of the rich white suburbs.

Main Idea : _____

- A former textile worker from the Soviet Union has become the first woman in space. Lieutenant Valentina Tereshkova, 26, was the fifth Russian cosmonaut to go into the Earth's orbit when her spaceship Vostok VI was launched at 1230 Moscow time. Moscow Television broadcast the first pictures of the elated blonde-code-named Seagull-ninety minutes later.

Main Idea : _____

- Former Communist prime minister Imre Nagy, the man who symbolises the 1956 Hungarian uprising, has been given a formal public funeral 31 years after he was executed. The capital, Budapest, came to a standstill as thousands came to pay their respects to Nagy who in 1956 formed a government dedicated to freeing itself from Soviet communism.

Main Idea : _____

- A controversial new book about the Princess of Wales claims she attempted suicide on several occasions over the last decade, and portrays her as a deeply depressed and unstable character. Author Andrew Morton insists he has reliable sources for the allegations, which appear in *Diana: Her True Story*. Buckingham Palace would not comment on any specific claims, and said Princess Diana did not co-operate with the biography in any way whatsoever.

Main Idea : _____

- Thousands of Allied troops have begun landing on the beaches of Normandy in northern France at the start of a major offensive against the Germans. Thousands of paratroops and glider-borne troops have also been dropped behind enemy lines and the Allies are already said to have penetrated several miles inland.

Main Idea : _____

Skill 2: Understanding Complex text

In the previous exercise we looked at quickly identifying the main idea of the given text. Learning the skill further, we look at understanding complex text which basically means longer sentences. Students get easily intimidated by longer sentences and loose concentration as well as confidence. Here we try to build the skill of understanding complex text. Two sets of words which can make our task reasonably easy are Reference and Link words

Reference Words

One Common way of linking independent sentences in order to get a meaningful text is to use words such as **this, that, it** etc. Which refer to something already mentioned or to something which is going to be mentioned. The failure to understand such references leads to serious misunderstanding of the text. And a clear understanding of reference helps us understand exactly who is involved in whatever that is happening.

In the following paragraph look at the italicized reference words.

With no contact with other children, and mollycoddled by **her** parents, Amélie's only refuge is the world **she** makes up. In **that** world, vinyls are made the same way as pancakes, and the neighbor's wife, **who** has been in a coma for months, just decided to do all **her** sleeping at once. "This way, **I'll** stay awake night and day for the rest of **my** life." Amélie's only friend is called "the Cachalot". But the atmosphere at home turned **it** into a neurasthenic and suicidal fish.

Let us now look at what each reference word referred to

... and mollycoddled by her parents...	Amélie
... the world she makes up...	Amélie
.... In that world...	world she makes up
... who has been in a coma...	Neighbor's Wife
... all her sleeping at once...	Neighbor's Wife
... This way, I'll stay awake	Neighbor's Wife
... home turned it into a...	the Cachalot

Understanding reference words helps us understand all possible characters in a given text and therefore enhance understanding especially when the text is complex. Remember sometimes the reference words might not be there at all, but still looking for the concept of reference will boost your comprehension.

Let us get more familiar with the process through the following exercise

Practice

In the following paragraphs few reference words are highlighted. Connect them to the words they refer to. Also identify the main idea while at it.

1. As an American historian **who** knows something of economic law, having **learned** from the Austrians, I became intrigued with how the United States had remained prosperous, **its** economy still so dynamic and productive, given the serious and recurring economic fallacies to which **our** top leaders (political, corporate, academic) have subscribed and from **which they** cannot seem to free themselves—and alas, **keep passing down** to the younger generation.
2. William Graham Sumner described how the Civil War, which **he** lived through, **had** squandered capital and labor: “The mills, forges, and factories **were active in working** for the government, while the men who ate the grain and wore the clothing **were active in destroying**, and not in creating capital. **This**, to be sure, was war. **It** is what war means, but **it** cannot bring prosperity.”
3. And for 15 minutes, people just stared right through me. The first person **who** stopped, tapped me on the shoulder and **told me** how her dog had just died that morning. How that morning had been the **one year anniversary** of **her** only daughter dying in a car accident. How what **she** needed **now**, when she felt most alone in the world, was a hug. I got down on one knee, we put our arms around each other and when **we** parted, she was smiling.
4. Free the Slaves’ partner organization, **Bal Vikas Ashram**, reported a major rescue operation in India this week. The victims were identified by a man **whose** own children had been rescued from slavery. **He** reported the situation to the the Ashram’s staff, telling **them** he knew there were even **more** held - forced to weave rugs for the past 10 years.
5. **He** is best known as the composer and original performer of the rock standard “Louie Louie.” The song, **which** was inspired by René Touzet’s “El Loco Cha Cha” and by Chuck Berry’s “Havana Moon,” **was** a regional hit when released on the American West Coast in 1956, and The Kingsmen’s more raucous version became a national hit in 1963. **The song** has been recorded over 1,000 times. The nearly unintelligible (and innocuous) lyrics of The Kingsmen’s versions **were** widely misinterpreted as obscene, and the song was banned by radio stations and even investigated by the Federal Bureau of Investigation.

Link Words

It is extremely important to be able to recognize connective words. Not only are they essential to the understanding of the ideas and facts mentioned in the passage, but they also indicate the rhetorical value of what follows. In other words they tell us about the function of what is about to follow, helping us in understanding the overall structure of the text. Link words will help us understand the flow of reason and information in the text, for example, the moment we see a ‘but’, we know that what follows is going to be a contradiction to what came before the ‘but’.

You will see the importance of these words especially when we move to skill 3. Here is an indicative list of Link Words and what purpose do they serve

When the author wants to add to his argument or emphasize a statement

...and, also, as well as, moreover, further, furthermore, in addition, additionally, next, secondly, thirdly.

When the author wants to make comparisons

...similarly, likewise, in the same way, equally.

When the author wants to highlight contrast

...although, for all that, however, on the contrary, conversely, otherwise, yet, but, even so, despite.

When the author wants to show differences or similarities

...yet, even so, despite, notwithstanding.

When providing reasons

...for this reason, to this end, for this purpose, because, since, so that.

When explaining results

...as, as a consequence, as a result, hence, therefore, thus, inevitably, so.

When providing examples

...for example, for instance, in other words, by way of illustration, such as, this demonstrates.

When drawing conclusions

...as has been noted, finally, in brief, in short, to summarise, consequently, therefore, in conclusion, so, in other words, accordingly.

The above list is not comprehensive. Reading and reading a lot from variety of sources will help you to further this cause. Once again let us try and hone our link word scanning skills with the help of an exercise

Practice

In the following paragraphs, identify and underline the link words. Also identify the main idea while at it.

1. Though the numbers look good, few of the CEOs surveyed by Inc or PWC act as if they've just received a clean bill of health. Greatly concerned about ongoing weak demand for their products and services, the CEOs surveyed by PWC are only cautiously hiring and spending. (PWC notes that, not surprisingly, that very caution is likely to prolong the economic slowdown.) The skittish Oesterle, for instance, has created cost-cutting contingency plans, even putting his \$2-million advertising budget into the mix of items that could be trimmed. And this year — his seventh in business and his best yet — is the first in which Angie's List won't open any new markets. (The company operates in 13 cities, and its business is local to each metropolitan area.) "We just do not want to get hung out with extra burn in case something were to go wrong," Oesterle says. "Maybe we're being too afraid of our own shadow here, but it just seems like things are going well, so let's not muck it up."

2. Younger generations have a self-centered work ethic. This is not necessarily the negative that it may seem at first. Millennials are dedicated to completing their task well. They have not been raised in a way that demands them to look around and see what should be done next. Instead they ask “what is my job” and go about figuring the best, fastest way to complete that task. Then they consider themselves done. This is a key differentiator between your employees and yourself.
3. If you are like most business leaders, you’ve no doubt noticed a trend in the way employees behave in recent years. Most likely you consider it a negative trend - too much entitlement, not enough loyalty, no work ethic, only interested in themselves, and on and on. But I challenge you to consider that perhaps these are not negative trends, just different ones. Things aren’t always what they seem.
4. Toyota’s top hybrid engineers say they are all for plug-ins, but they don’t think the lithium-ion batteries they depend on will be ready to meet their stringent quality standards for several years. (They cannot resist a polite titter about spontaneously combusting laptop batteries.) Toyota is therefore likely to stick with the heavy and range-limited nickel-metal hydride battery for the third-generation Prius, due in 2009.
5. Substantial empirical evidence demonstrates that advertising of prices increases competition and lowers the average market price and variance of prices. Conversely, banning price advertising can have the opposite effect, but consumers might derive information from other sources — such as direct observation and word-of-mouth — or firms can compete more on quality (Kwoka 1984). Bans of price advertising also affect product quality indirectly by making it difficult to inform consumers of price-quality tradeoffs. Products for which empirical evidence demonstrates that advertising reduces the average price include toys, drugs, eyeglasses, optometric services, gasoline, and grocery products. Thus, for relatively homogeneous goods, banning price advertising is expected to increase average prices and make entry more difficult. A partial offset occurs if significant costs of advertising increases product prices.

Skill 3: Understanding Types of Reading Comprehension Questions

The questions in the Reading comprehension tests can be broadly divided into the following

- | | |
|-----------------------------------|------------------------------|
| 1. Main Theme, Idea, or Point | 2. Author’s Attitude or Tone |
| 3. Specific Information | 4. Implied Information |
| 5. Understanding Words in Context | |

Below, we describe each of these seven question types and provide examples of each. The examples should familiarize you with the most common ways that an examiner sets questions, and get you thinking about what sort of understanding each question tests.

1. Main Theme, Idea, or Point Questions

Main theme, idea, or point questions—which we’ll call main idea questions—test your understanding of the entire passage. The questions do not provide line numbers or specific quotations to focus your search. Instead, they ask broad questions that focus on the passage’s primary issues. It is unlikely that you’ll see more than one or two main idea questions for a given passage. Often, though not always, main idea questions will be among the first few you encounter.

Main idea questions come in a variety of forms. Below are examples of the most common ones. We include answer choices with each example to give you a better idea of what the question will look like. You shouldn't be able to answer these questions, since you haven't seen the reading passage on which they are based. Don't worry about that. Just study the questions and figure out what they're asking and how you would have to read the unknown passage from which they came to answer them. If while reading the passage you remain alert to the sorts of general questions that the test is likely to ask, you probably won't have to go back to the passage to answer such questions when you encounter them, thereby saving valuable time.

Examples

Q. The primary purpose of the passage is to:

Q. The passage as a whole suggests that the author disagrees with his parents about

Q. Which of the following titles best summarizes the passage?

2. Author's Attitude or Tone Questions

This type of question tests whether you understand how the author views the subject about which he or she writes. Attitude and tone questions will ask you for a description of the author's feelings about the subject. As you read these kinds of passages, think to yourself about whether the argument the writer is making seems to support or attack his subject. Also pay attention to the language the author uses, which will help you to determine tone.

As you will see in the examples, the differences between the answer choices are sometimes slight. For example, you might have to choose between "anger" and "disapproval." Both of these words imply that the author has negative sentiments about what the passage is discussing, so to answer this question correctly you have to determine the intensity of the author's negative perspective. Is the author enraged, mildly disturbed, or strongly disapproving? If you have one answer choice that describes the author as feeling positive about his subject and one as feeling negative, then you know one must be wrong. If you are unable to figure out the definitive answer to this type of question, you may still have a good chance of eliminating some answers so that you can guess.

Examples

The author's attitude toward those who believe that better technology is the only measure of progress is one of

- (A) disgust (B) amazement (C) agreement (D) disbelief

In this question, if you know that the author's attitude toward these people is not negative, you can immediately throw out disgust as a possible answer, and possibly also (D) disbelief.

The tone of the passage might best be described as

- (A) gently mocking (B) bitterly angry
(C) emphatically approving (D) cautiously ambivalent
(E) powerfully optimistic

In this example, the negative answer choices (A) and (B) are direct opposites of the positive (C) and (E). You should definitely be able to eliminate at least two choices simply by determining whether the passage's tone is positive or negative.

3. Specific Information Questions

Questions on specific information ask you to find precisely that: specific information. The questions will indicate a section of the passage, usually through the use of line numbers, and ask a question about the information presented within that specific area. The specific information that these questions ask about varies widely, making it difficult to provide you with representative examples covering all possible forms. However, we will provide you with a few sample questions to help you get a feel for the type of information these questions are after.

Examples

Q. Lines 15–18 suggest that the attempted restoration of the paintings actually served to reveal

Q. The author claims which of the following about the “fops” (line 12)?

Q. The claim that “everyone is always wrong” (line 18) is presented by the passage as the opinion of

Because these questions test specific information, you can eliminate an answer only if you know that the information it states is wrong. Sometimes you might be able to eliminate an answer simply because it seems rather flimsy. In the case of the first question, it seems unlikely that a restoration of a painting would suddenly illuminate the great skill of medieval painters, so (B) seems weak as an answer choice. Otherwise, there is no easy strategy for eliminating answers. However, because the answer choices state facts, you should be able to compare what they say with the facts discussed in the indicated section of the passage.

4. Implied Information Questions

Questions on implied information are quite similar in form to those on specific information. Just as in specific information questions, these questions will identify and inquire about a particular section of the passage. However, whereas specific information questions ask about concrete information contained in the text, implied information questions ask about the less obvious information contained “between the lines” of the text. Often, you will be able to identify these questions through the use of words such as “inferred,” “implied,” “indicated,” or “suggested.”

Examples

Q. The author’s use of the phrase “irreconcilable tragedy” (line 18) in reference to the bombing of Hiroshima suggests that

Q. In the context of the passage, lines 80–82 imply that the author

Q. It can be inferred that “early architects” (line 47) did their work with little concern for

Each of these examples asks you to discern information that is vital to the passage but that is not offered outright. As you might imagine, questions on implied information are therefore fairly uncommon in science passages, in which the author’s main goal is to be clear and specific. But in passages where the author tries to create a picture or portrait of something, information is often implied, since a straight retelling of facts can be boring.

As with questions on specific information, there is no distinct strategy to help you answer question choices. Some answer choices might simply seem weak to you, but that is a gut instinct more than a strategy. Your best bet is to go back to the passage and see how each answer fits with what the passage says.

5. Words-in-Context Questions

Words-in-context questions follow a very standard form. These questions will provide you with a line number and a word or short phrase in quotes and ask you about the meaning of that word in the context of the passage.

The majority of words-in-context questions look like this:

The word “content” (line 34) most nearly means

- (A) destitute (B) satisfied (C) subject (D) matter

Unlike most other reading comprehension questions, you can approach these questions in a strategic way that will—at the very least—help you eliminate choices. When you see a words-in-context question, before looking at the answer choices, go to the line number of the passage indicated by the question. Then, turn the question into a sentence completion. Read the sentence that contains the word on which you’re being tested, but ignore the word itself. Come up with a different word or phrase to fill that space. Once you have your synonym in mind, go back to the question and compare your synonym to the answers. When you’ve found a match, you have your answer. In effect, you are building a sort of Synonym Bridge between the word in the passage and the correct word in the answer choices.

Using this bridge-building method is important because it can help you avoid the tricks embedded in the answer choices. Often, the answer choices will include words that are correct secondary meanings of the tested word. For instance, in the example above, satisfied and subject are both correct meanings of the word content. Remember that these questions are testing the word in context. By going back to the passage and approaching the sentence as if it were a sentence completion, you can take the context into account and make sure that you aren’t distracted by tricky answer choices. Also, by approaching the question as a sentence completion, you can use the sentence completion strategies you already know for eliminating answer choices even if you cannot come up with a definite answer.

Some words in context questions take different forms. The two most common are:

Which of the following best captures the meaning of the word “traitorous” in line 65?

The phrase “subliminal influence” (line 18) refers to

These modified forms should not affect your strategy for tackling the question. Be aware, however, that the answers may be phrases rather than words.

Speed Reading

In the previous chapter we looked at skills which help us tackle an exam setting RC passage effectively, so we are all prepared to break down a given text, understand the structure and organization and answer questions at the end. But one aspect we have so far ignored is the pressure which is generated by the scarcity of time.

Most students, even those who are comfortable with RC struggle with time management, especially since the total time one has for the RC section is anywhere between 25-35 minute depending on total exam time and how quickly one manages to attempt the remaining part of the EU+RC section. That boils down to an average of 8-10 minutes per passage. Also keeping an eye out for competition, you must remember that there are scores of students who are good at this skill and are managing a RC passage in 5-7 minutes. These are important differences when it comes to managing the cut-off if English is your weak section or acing the section if you are good at the language.

So in this chapter, keeping in mind the challenge that time factor presents we look at techniques of improving our reading speed and reducing the time that is needed to tackle passages. This overall technique of reading faster is called Speed Reading which is combinations of many sub-skills. Reading speed is measured in **words per minute**.

Before we jump to the techniques and the exercises let us take a minute to look at the what is our speed now and what is the desired speed if we want to do well in the exam.

Speed Diagnostic

In each of the following passages, measure the time taken to read the passage, while reading apply techniques that you learnt in the previous chapter i.e. skim it first to get the overall idea and then attack it in detail. There are true and false type questions at the end of the passage but read the passage looking for as much comprehension as possible, the way you would normally do with a passage with regular questions.

You may use a stop watch if it is handy or you can use your wrist watch to capture the start time and end time.

Passage 1:

Start Time _____

The Senate effectively killed a bill that would have loosened formal standards for workers seeking to gain union representation. Needing 60 votes to continue consideration of the measure, the bill's supporters failed to advance the bill as the result of a 51-48 vote on June 26, 2007. The House of Representatives already had passed the bill in March, but President George W. Bush said he would veto it if it reached his desk.

Under the bill—the Employee Free Choice Act—the current secret-ballot-vote method for workers to establish a new union would be replaced by a procedure allowing workers to simply sign a card authorizing the union to be its bargaining representative. If a majority of the workers signed these cards, the union would be recognized. The card-check practice is allowed under current law, but only if the employer agrees to forego a formal election supervised by federal officials.

Republican opponents of the bill criticized it, saying it was open to intimidation and other abusive tactics. “We don’t want people looking over one’s shoulder while one votes,” remarked Sen. Lindsey Graham (R-S.C.). “We have the secret ballot, and we ought to keep it.” Republicans also characterized the bill as payback to organized labor for its political support of Democrats.

Like Senate Republicans, the Bush administration made clear its opposition to the legislation. “The Administration strongly opposes (the card-check legislation), which would strip workers of the fundamental democratic right to a supervised private ballot election, interfere with the ability of workers and employers to bargain freely and come to agreement over working terms and conditions, and impose penalties for unfair labor practices only on employers—and not on union organizers—who intimidate workers. If (the bill) were presented to the President, he would veto the bill,” the administration said in a June 20 statement.

Democrats say the bill is needed to counter employers who harass and intimidate pro-union workers during union elections. According to Sen. Edward Kennedy (D-Mass.), more than 30,000 workers in 2005 were fired or retaliated against for their union activity. The reason workers don’t have union representation is because “our labor laws are too weak to protect workers’ basic rights,” Kennedy said. “Unscrupulous employers routinely break the law to keep unions out.”

The bill would increase current penalties for employers that illegally fire or discriminate against workers for their union activity. Employers would be required to pay treble back pay to workers who are illegally fired and would face civil penalties of up to \$20,000 per violation. If an employer and union are unable to reach agreement within 90 days of bargaining for their first contract, either party could refer the dispute to mediation. Arbitration would follow if mediation does not result in an agreement.

The bill is the top legislative priority of organized labor, and union officials said they were gratified that a majority of senators supported the measure. “This historic vote is proof that momentum is building to win real change for America’s workers,” said SEIU Secretary-Treasurer Anna Burger. “Today’s vote is a step forward to creating a new American Dream for working people.” Union leaders promised to continue to press for passage of the legislation.

Mark as true or false

1. President Bush will support the bill if it reaches his desk
2. If majority of the workers signed the card the union would be recognized
3. Republicans are supporting the bill discussed in passage
4. More than 30,000 workers were fired in 2005
5. The employer would have to pay treble back pays to illegally fired workers
6. There is a civil penalty of \$ 30,000 for violations
7. The bill is the top legislative priority of democrats
8. The bill being discussed is known as the Employee Free Choice Act
9. The bill supporter were successful in advancing the bill
10. Anna Burger is a republican senator

End Time _____

Reading Speed = 582 / (End time – Start time)

Reading Speeds and measure to be taken:

Between 100 -175 : You are not very comfortable with the language and especially reading complex passages, need to expose yourself to a variety of text from as many sources, besides practicing speed reading principles every day. The low speed is indicative of bad reading habits which can be easily rectified provided there is willingness to experiment and move away from those habits even if it is uncomfortable at the beginning

Between 200- 300 : You are like most students in India, comfortable with reading general text, a little troubled by complex passages. Focusing on few basic techniques should take care of your reading woes and propel you to the next level.

Above 325 : You are very comfortable with reading and can easily manage tough exam passages provided your comprehension skills are in shape (skills in chapter one). You have the opportunity to make RC one of your strong suites

375+ : you are already set for the exam, skip this chapter and go ahead and read a book for fun

How to Build Speed

Some background theory

Think about the way in which you are reading this text. Most people think that they read the way young children read - either letter-by-letter, or at best word-by-word.

If you notice the way in which your eye muscles actually move when reading a printed text, you will probably find that you are fixing your eyes on one block of words, then moving your eyes to the next block of words, and so on: effectively you are reading not words, but blocks of words at a time. The period of time during which the eye rests on one word is called a '**fixation**'.

You may also notice that you don't always proceed from one block of words to the next: sometimes you may move back to a preceding block of words if you are unsure about something. These disruptions to the forward flow of reading are called '**skip-backs**'. Skip-backs are one of the worst habits for a reader, since not only does it mean you are reading most of the stuff twice which obviously lowers your speed, but since you know you can always skip-back your concentration is never optimum the first time around. Which leads to stunted flow of information to your brain, resulting in loss of interest and comprehension which further reduces your concentration and the circle goes on.

The number of words you read in each fixation is called a **span**. A skilled reader will read many words in each fixation (typically from five to an entire line), will only fixate for a very short period of time (maybe quarter of a second), and will move on with very few skip-backs. This minimises the amount of work that the reader's eyes have to do, increases the volume of information that can be examined in a period of time, and maximises understanding of the material.

A poor reader will become bogged down, spending a lot of time reading small fixations. He or she will skip back often, losing the flow and structure of the text and hence overall understanding of the subject. The increased amount of irregular eye movement will make the reading tiring. A poor reader may therefore find the text significantly less satisfying, and may find it harder to concentrate and understand the text than a good reader.

The afore mentioned aspects namely fixation, span and skip back are important starting points in the journey toward cruise speed. It should be easy enough to guess that if you want to increase your speed you have to **decrease** your fixation time, **increase** your span and **eliminate** skip-back. Taking

care of these basic steps will often simply double your speed. Remember it is not difficult as a task but it requires constant practice and a real desire to reach cruise speed levels.

One easy way to take care of the above problems is **pacing** or reading with your hand. Smooth, consistent eye motion is essential to speed reading. You can maximize your eyes' efficiency by using your hand to guide them. One such method is to simply draw your **hand down (Vertical hand movement)** each page as you read. You can also brush your **hand under each line you read (Horizontal hand movement)**, as if you are brushing dust off the lines. Your eyes instinctively follow motion, and the movement of your hand serves to keep your eyes moving constantly forward. Note, however, that many speed reading instruction books warn off using a tracking member in speed reading as it inhibits the process. Try not to become dependent on using your hand or fingers.

Of the two methods HHM is easier to begin with and the results are almost instantaneous. When you move your hand under a line the following things happen

- You tend to look at a broader set of words, improving scan
- Since controlling your hand movement is much easier than controlling your eye movement, hand can be moved faster across the lines, making the eye follow where the hand points trains the eyes to move faster. You can also gradually increase the speed at which you move your hand across the page. Remember all those movies where the hero trains for an event by running along with a cycle or a jeep. In this case your eyes are the heroes and the hand is the vehicle which is training them to move faster.
- Another big advantage of HHM is that it eliminates unconscious skip-back, since your eyes should be where your hand are pointing, the moment you regress you will realize it, helping you gradually eliminate this habit.

You may find the following summary and tips useful too.

Time your current reading speed. It's important to find out how fast you read now so that you can track your improvement through subsequent timings. Not only will timing help you to tell if you're improving, but it will also keep you motivated.

- You can break out a book and a stopwatch and either time how long it takes you to read a certain number of words on a page or find out how many words you read in a given amount of time.
- An easier way to time yourself is to take an online reading speed test. There are a plethora of these available: just enter "reading speed test" in your search engine. Many of these have reading comprehension tests, as well, so you can see how well you're understanding what you're reading.
- Regardless of how you decide to time yourself, be sure to read at your normal speed during the timing, and time yourself on a few different pages - the average of your times should approximate your average reading speed.

Get rid of distractions. Even if you think you read better when you have music playing or when you're in a crowded coffee house, you can probably increase your speed if you reduce distractions to a bare minimum. Try to find a solitary place to read, and turn off the TV, radio and cell phone. Even being in a room of people talking is distracting. If no solitary place is available, try using earplugs to drown out the distractions. In order to maximize comprehension while reading quickly, you'll need to focus on the material as closely as possible.

Adjust reading speed depending on the material. Often, we must trade off comprehension for speed, so an important part of increasing reading speed is deciding how thoroughly you need to comprehend a particular piece of writing. So before you even start reading, decide how fast you intend to go. If you're reading a newspaper article, chances are you just want to get the main ideas, and you can skim through the passages quite rapidly. If, however, you're reading a mathematics textbook or a demanding philosophical treatise - and you need to fully understand the material - you don't want to rush.

Learn to separate the wheat from the chaff with pre-reading. No matter what you're reading, there is frequently a lot of "filler" that you can read quickly through or even skim over. With practice, you'll be able to identify the most important parts of a book as you skim through it. When you get to such a passage, slow down. Before you begin a chapter or book, look over the entire piece very quickly. Try to find patterns of repeated words, key ideas, bold print and other indicators of important concepts. Then, when you actually do your reading you may be able to skim over large portions of the text, slowing only when you come to something you know is important.

Train yourself not to reread. Most people frequently stop and skip back to words or sentences they just read to try to make sure they understood the meaning. This is usually unnecessary, but it can easily become a habit, and many times you will not even notice you're doing it. One exercise to help you avoid rereading is to take a sheet of paper or index card and drag it down the page as you read, covering each line once you've read it. Try to drag the card in a steady motion; start slowly, and increase your speed as you feel more comfortable.

Stop reading to yourself. As you read you probably subvocalise, or pronounce the words to yourself. Almost everybody does it, although to different degrees: some people actually move their lips or say the words under their breath, while others simply say each word in their heads. Regardless of how you subvocalise, it slows you down. To break the habit, try to be conscious of it. When you notice yourself pronouncing words to yourself, try to stop doing it. It may help to focus on key words and skip over others, or you may want to try humming to yourself in order to prevent subvocalising. One exercise to stop your lips from moving is to put one of your fingers or a long but safe object (for example, a pencil) into your mouth and keep it there while you read.

Read with your hand. Smooth, consistent eye motion is essential to speed reading. You can maximize your eyes' efficiency by using your hand to guide them. One such method is to simply draw your hand down each page as you read. You can also brush your hand under each line you read, as if you are brushing dust off the lines. Your eyes instinctively follow motion, and the movement of your hand serves to keep your eyes moving constantly forward. Note, however, that many speed reading instruction books warn off using a tracking member in speed reading as it inhibits the process. Try not to become dependent on using your hand or fingers.

Practice reading blocks of words. Nearly everyone learned to read word-by-word or even letter-by-letter, but once you know the language, that's not the most efficient method of reading. Not every word is important, and in order to read quickly, you'll need to read groups of words - or even whole sentences or short paragraphs - instantaneously. The good news is you probably already do this to some extent: most people read three or four words at a time. Once you make an effort to be aware of your reading style, you'll discover how many words you read at a time. Now you just need to increase that number. Using your hand as a guide may help, as may holding the book a little further from your eyes than you usually do.

Practice and push yourself. While you may see some gains in speed the moment you start using these tips, speed reading is a skill that requires a lot of practice. Always push yourself to your comfort level and beyond - if you end up having to reread a section, it's not a big deal. Keep practicing regularly.

Time yourself regularly. After a week or so of practice, time yourself as in step two. Do this regularly thereafter, and keep track of your improvement. Don't forget to pat yourself on the back every time your reading speed increases!

Build a Sense of Urgency. Keeping all the reading theory, techniques and jargon aside a simple technique which often yields great results when it comes to reading in an exam is **reading with a sense of urgency** which in simple words means reading in a hurry and with a purpose, a run to your destination instead of a long leisurely walk. It is easy enough to master this method, all you have to do is whenever you read, read as if you have to catch a train and you are already late or maybe the way you read outside the exam hall, just minutes before the exam. And keep at it no matter what you read. There will be an initial level of discomfort but as you devour passages that will gradually move away and be replaced with confidence in reading quickly.

At the end of it all 2 words which will make a real difference to your preparation are **READ** and **PRACTICE**. So get cracking and happy reading.

RC Assignment

Passage 1

An ecosystem is a group of animals and plants living in a specific region and interacting with one another and with their physical environment. Ecosystems include physical and chemical components, such as soils, water, and nutrients that support the organisms living there. These organisms may range from large animals to microscopic bacteria. Ecosystems also can be thought of as the interactions among all organisms in a given habitat; for instance, one species may serve as food for another. People are part of the ecosystems where they live and work. Human activities can harm or destroy local ecosystems unless actions such as land development for housing or businesses are carefully planned to conserve and sustain the ecology of the area. An important part of ecosystem management involves finding ways to protect and enhance economic and social well-being while protecting local ecosystems.

1. What is the main idea of the passage?
 - a. An ecosystem is a community that includes animals, plants, and microscopic bacteria.
 - b. Human activities can do great damage to local ecosystems, so human communities should be cautiously planned.
 - c. In managing the ecology of an area, it is important to protect both human interests and the interests of other members of local ecosystems.
 - d. People should remember that they are a part of the ecosystems where they live and work.
2. Which of the following best sums up activities within an ecosystem?
 - a. predator-prey relationships b. interactions among all members
 - c. human-animal interactions d. human relationship with the environment
3. An ecosystem can most accurately be defined as a
 - a. geographical area b. community. c. habitat. d. protected environment.

There are quicker and less costly measures that can be taken as well. One way to save money is to replace incandescent lights with fluorescents. This can result in a savings of more than 50% on your monthly lighting costs.

When it's time to replace old appliances, it's wise to spend a bit more for an energy-efficient model, and be sure that you are taking advantage of energy-saving settings already on your current refrigerator, dishwasher, washing machine, or dryer.

Windows provide another opportunity to cut your energy costs. Caulk old windows that might be leaky to prevent drafts, and choose double-paned windows if you're building an addition or replacing old windows.

Most areas of your home or apartment offer opportunities to save energy and money. The results are significant and are well worth the effort.

8. Which two main organizational schemes can be identified in this passage?
 - a. hierarchical order and order by topic
 - b. order by topic and cause and effect
 - c. hierarchical order and chronological order
 - d. chronological order and compare and contrast
9. Which of the following ideas is NOT included in this passage?
 - a. You can reduce your \$130 monthly lighting costs to \$65 by using fluorescent bulbs instead of incandescent.
 - b. Double-paned windows can cut energy costs.
 - c. Your local energy company will send an energy auditor at your request.
 - d. Some appliances have energy-saving settings.
10. Which of the following best expresses the main idea of this passage?
 - a. There are many things a homeowner or renter can do to save energy and money.
 - b. Hiring an energy auditor will save energy and money.
 - c. Homeowners and renters don't know what they can do to save energy and money.
 - d. Replacing windows and light bulbs are well worth the effort and cost.
11. According to the passage, which of the following would an energy auditor NOT do?
 - a. Check for construction flaws.
 - b. Look for problems with heat distribution.
 - c. Offer solutions to lower your energy costs.
 - d. Locate a variety of flaws that may result in energy inefficiency and fix them.
12. According the passage, double-paned windows
 - a. are energy efficient.
 - b. should only be used as replacement windows.
 - c. should only be used in new additions to homes.
 - d. will lower your heating costs by 50%.

Passage 4

The crystal clear, blue water and the magnificent sun make the Caribbean island of Saint Maarten a favorite vacation spot, one that is popular with North Americans during their winter holidays from December through March, as well as with South Americans and Europeans from April through August. The French and Dutch settled on the island in the 1600s, and to this day, the island is divided between the two of them. The French capital is Marigot; the Dutch capital is Philipsburg.

Tourists soon discover that St. Maarten has an intriguing history. Ancient artifacts found on the island date back to the Stone Age, 6,000 years ago! Tourists also learn that 1,200 years ago the Arawak Indians inhabited all the islands of the West Indies and were a peaceful people living under the guidance of their chiefs. Three hundred years after the Arawaks first arrived on St. Maarten, in the 1300s, they were defeated and forced to abandon the island by a hostile tribe of Indians originating in South America. This new tribe was called the Carib. The Caribbean Sea was named after them. Unlike the Arawaks, they had no permanent chiefs or leaders, except in times of strife. And they were extremely warlike. Worse, they were cannibalistic, eating the enemy warriors they captured. In fact, the very word *cannibal* comes from the Spanish name for the Carib Indians. The Spanish arrived in the fifteenth century and, unfortunately, they carried diseases to which the Indians had no immunity. Many Indians succumbed to common European illnesses; others died from the hard labor forced upon them.

13. One can infer from the passage that the Stone Age people lived on St. Maarten around the year
 - a. 6000 B.C.
 - b. 4000 B.C.
 - c. 800 A.D.
 - d. 1300 A.D.
14. Which of the following is NOT true about the Carib Indians?
 - a. The sea was named after them.
 - b. They were peaceful fishermen, hunters, and farmers.
 - c. They ate human flesh.
 - d. They settled after defeating the Arawak Indians.
15. According to the passage, the Carib Indians were finally defeated by
 - a. sickness and forced labor.
 - b. the more aggressive Arawak tribe.
 - c. the Dutch West India Company.
 - d. the French explorers.
16. One can infer from the passage that the underlined word *strife* means
 - a. cannibalism.
 - b. war.
 - c. duty-free.
 - d. chief.
17. According to the article, present-day St. Maarten
 - a. belongs to the Spanish.
 - b. is independent.
 - c. is shared by the French and the Dutch.
 - d. is part of the U.S. Virgin Islands.

Passage 5

Once people wore garlic around their necks to ward off disease. Today, most Americans would scoff at the idea of wearing a necklace of garlic cloves to enhance their well-being. However, you might find a number of Americans willing to ingest capsules of pulverized garlic or other herbal supplements in the name of health.

Complementary and alternative medicine, which includes a range of practices outside of conventional medicine such as herbs, homeopathy, massage therapy, yoga, and acupuncture, hold increasing appeal for Americans. In fact, according to one estimate, 42% of Americans have used alternative therapies. In all age groups, the use of unconventional healthcare practices has steadily increased in the last 30 years, and the trend is likely to continue, although people born before 1945 are the least likely to turn to these therapies.

Why have so many patients turned to alternative therapies? Many are frustrated by the time constraints of managed care and alienated by conventional medicine's focus on technology. Others feel that a holistic approach to healthcare better reflects their beliefs and values. Others seek therapies that relieve symptoms associated with chronic disease; symptoms that mainstream medicine cannot treat. Some alternative therapies have even crossed the line into mainstream medicine, as scientific investigation has confirmed their safety and efficacy. For example, physicians may currently prescribe acupuncture for pain management or to control the nausea associated with chemotherapy. Additionally, many U.S. medical schools teach courses in alternative therapies, and many health insurance companies offer some alternative medicine benefits.

18. What is the main idea of this passage?
 - a. Alternative medicine is now a big business in the United States with more Americans seeking it out than ever before.
 - b. Today, it is not unusual for mainstream doctors to incorporate alternative therapies into their practice.
 - c. Over the last few decades, alternative medicine has become more popular, accepted, and practiced in the United States.
 - d. People are tired of conventional medicine's focus on technology.
19. According to the passage, which practice would not be defined as alternative medicine?
 - a. pain management
 - b. acupuncture
 - c. taking herbal garlic supplements
 - d. massage therapy
20. Based on the information given, what kind of person would be least likely to seek out alternative medical treatment?
 - a. a senior citizen suffering from chemotherapy induced nausea
 - b. a young woman suffering from chronic fatigue syndrome
 - c. a 45-year-old man who believes that his body and mind must be treated together.
 - d. a 25-year-old track star with chronic back pain
21. The passage indicates that alternative treatments are increasingly being used by mainstream medical professionals because
 - a. more and more Americans are demanding alternative therapies.
 - b. healthcare insurance companies are now providing some benefits for alternative medical treatments.
 - c. they are frustrated by the time constraints of managed care.
 - d. scientific studies are becoming available that prove their effectiveness and safety.

Passage 6

Book clubs are a great way to meet new friends or keep in touch with old ones, while keeping up on your reading and participating in lively and intellectually stimulating discussions. If you're interested in starting a book club, you should consider the following options and recommendations.

The first thing you'll need are members. Before recruiting, think carefully about how many people you want to participate and also what the club's focus will be. For example, some book clubs focus exclusively on fiction, others read nonfiction. Some are even more specific, focusing only on a particular genre such as mysteries, science fiction, or romance. Others have a more flexible and open focus. All of these possibilities can make for a great club, but it is important to decide on a focus at the outset so the guidelines will be clear to the group and prospective member.

After setting the basic parameters, recruitment can begin. Notify friends and family, advertise in the local newspaper, and hang flyers on bulletin boards in local stores, colleges, libraries, and bookstores. When enough people express interest, schedule a kick-off meeting during which decisions will be made about specific guidelines that will ensure the club runs smoothly. This meeting will need to establish where the group will meet (rotating homes or a public venue such as a library or coffee shop); how often the group will meet, and on what day of the week and at what time; how long the meetings will be; how books will be chosen and by whom; who will lead the group (if anyone); and whether refreshments will be served and if so, who will supply them. By the end of this meeting, these guidelines should be set and a book selection and date for the first official meeting should be finalized.

Planning and running a book club is not without challenges, but when a book club is run effectively, the experience can be extremely rewarding for everyone involved.

22. Which of the following organizational patterns is the main one used in the passage?
a. chronological b. hierarchical c. comparison-contrast d. cause and effect
23. According to the passage, when starting a book club, the first thing a person should do is
a. hang flyers in local establishments.
b. put an ad in a local newspaper.
c. decide on the focus and size of the club.
d. decide when and where the group will meet.
24. Which of the following would NOT be covered during the book club's kick-off meeting?
a. deciding on whether refreshments will be served.
b. discussing and/or appointing a leader.
c. choosing the club's first selection.
d. identifying what kinds of books or genre will be the club's focus.
25. A good title for this passage would be
a. Book Clubs: A Great Way to Make New Friends
b. Starting a Successful Book Club: A Guide
c. Five Easy Steps to Starting a Successful Book Club
d. Reading in Groups: Sharing Knowledge, Nurturing Friendships

26. Which of the following is NOT something that successful book clubs should do?
- a. focus exclusively on one genre
 - b. have guidelines about where and when to meet
 - c. have a focus
 - d. decide how to choose and who will choose book selections
27. Which of the following inferences can be drawn from the passage?
- a. Smaller groups are better for a variety of reasons.
 - b. The social aspect of book clubs is more important than the intellectual.
 - c. Starting your own book club is better than joining an existing one.
 - d. When starting and running a book club, a casual approach is risky.

Passage 7

The composer Wolfgang Amadeus Mozart's remarkable musical talent was apparent even before most children can sing a simple nursery rhyme. Wolfgang's older sister Maria Anna (who the family called Nannerl) was learning the clavier, an early keyboard instrument, when her three-year-old brother took an interest in playing. As Nannerl later recalled, Wolfgang "often spent much time at the clavier picking out thirds, which he was always striking, and his pleasure showed that it sounded good." Their father Leopold, an assistant concertmaster at the Salzburg Court, recognized his children's unique gifts and soon devoted himself to their musical education.

Born in Salzburg, Austria, on January 27, 1756, Wolfgang had composed his first original work by age five. Leopold planned to take Nannerl and Wolfgang on tour to play before the European courts. Their first venture was to nearby Munich where the children played for Maximilian III Joseph, elector of Bavaria. Leopold soon set his sights on the capital of the Hapsburg Empire, Vienna. On their way to Vienna, the family stopped in Linz, where Wolfgang gave his first public concert. By this time, Wolfgang was not only a virtuoso harpsichord player, but he had also mastered the violin. The audience at Linz was stunned by the six-year-old, and word of his genius soon traveled to Vienna. In a much anticipated concert, the Mozart children appeared at the Schonbrunn Palace on October 13, 1762. They utterly charmed the emperor and empress.

Following this success, Leopold was inundated with invitations for the children to play, for a fee. Leopold seized the opportunity and booked as many concerts as possible at courts throughout Europe. A concert could last three hours, and the children played at least two per a day. Today, Leopold might be considered the worst kind of stage parent, but at the time, it was not uncommon for prodigies to make extensive concert tours. Even so, it was an exhausting schedule for a child who was just past the age of needing an afternoon nap.

28. A good title for this passage would be
- a. Classical Music in the Eighteenth Century: An Overview.
 - b. Stage Parents: A Historical Perspective.
 - c. Mozart: The Early Life of a Musical Prodigy.
 - d. Mozart: The Short Career of a Musical Genius.

29. According to the passage, Wolfgang became interested in music because
- his father thought it would be profitable.
 - he had a natural talent.
 - he saw his sister learning to play an instrument.
 - he came from a musical family.
30. What was the consequence of Wolfgang's first public appearance?
- He charmed the emperor and empress of Hapsburg.
 - Word of Wolfgang's genius spread to the capital.
 - Leopold set his sights on Vienna.
 - Invitations for the miracle children to play poured in.
31. Each of the following statements about Wolfgang Mozart is directly supported by the passage EXCEPT
- Mozart's father, Leopold, was instrumental in shaping his career.
 - Maria Anna was a talented musician in her own right.
 - Wolfgang's childhood was devoted to his musical career.
 - Wolfgang preferred the violin to other instruments.
32. According to the passage, during Wolfgang's early years, child prodigies were
- few and far between.
 - accustomed to extensive concert tours.
 - expected to spend at least six hours per a day practicing their music.
 - expected to play for courts throughout Europe.
33. Based on information found in the passage, Mozart can best be described as
- a child prodigy.
 - a workaholic.
 - the greatest composer of the eighteenth century.
 - a victim of his father's ambition.

Passage 8

A metaphor is a poetic device that deals with comparison. It compares similar qualities of two dissimilar objects. With a simple metaphor, one object becomes the other: *Love is a rose*. Although this does not sound like a particularly rich image, a metaphor can communicate so much about a particular image that poets use them more than any other type of figurative language. The reason for this is that poets compose their poetry to express what they are experiencing emotionally at that moment. Consequently, what the poet imagines love to be may or may not be our perception of love. Therefore, the poet's job is to enable us to *experience* it, to feel it the same way that the poet does. We should be able to nod in agreement and say, "Yes, that's it! I understand precisely where this person is coming from."

Let's analyze this remarkably unsophisticated metaphor concerning love and the rose to see what it offers. Because the poet uses a comparison with a rose, first we must examine the characteristics of that flower. A rose is spectacular in its beauty, its petals are velvety soft, and its aroma is soothing and pleasing. It's possible to say that a rose is actually a veritable feast to the senses: the visual, the tactile, and the aural [more commonly known as the senses of sight, touch, and sound]. The rose's appearance seems to border on perfection, each petal seemingly symmetrical in form. Isn't this the way one's love should be? A loved one should be a delight to one's senses and seem perfect. However, there is another dimension added to the comparison by using a rose. Roses have thorns. This is the comprehensive image the poet wants to communicate; otherwise, a daisy or a mum would have been presented to the audience as the ultimate representation of love—but the poet didn't, instead conveying the idea that roses can be treacherous. So can love, the metaphor tells us. When one reaches out with absolute trust to touch the object of his or her affection, ouch, a thorn can cause great harm! "Be careful," the metaphor admonishes: Love is a feast to the senses, but it can overwhelm us, and it can also hurt us. It can prick us and cause acute suffering. This is the poet's perception of love—an admonition. What is the point? Just this: It took almost 14 sentences to clarify what a simple metaphor communicates in only five words! *That* is the artistry and the joy of the simple metaphor.

34. The main idea of this passage is
- a. poetic devices are necessary for poets.
 - b. poetry must never cater to the senses.
 - c. always use words that create one specific image.
 - d. the metaphor is a great poetic device.
35. It can be inferred that a metaphor is
- a. a type of figurative language.
 - b. the only poetic device.
 - c. not precise enough.
 - d. a type of flower in a poem.
36. According to the passage, thorns
- a. protect the rose from harm.
 - b. reduce the ability to love another.
 - c. add a new element to the image of love.
 - d. are just more images to compare to a rose.
37. It can be inferred that the true meaning of the *love is a rose* metaphor is that
- a. love is a true joy.
 - b. love comes only once in a lifetime.
 - c. love is never permanent.
 - d. love is a combination of good and bad experiences.
38. According to the passage, the poet's intention is
- a. to release anger.
 - b. to announce heartache.
 - c. to enable you to experience the poet's point of view.
 - d. to reward the senses.

Passage 9

An upsurge of new research suggests that animals have a much higher level of brainpower than previously thought. If animals do have intelligence, how do scientists measure it? Before defining animals' intelligence, scientists defined what is not intelligence. *Instinct* is not intelligence. It is a skill programmed into an animal's brain by its genetic heritage. Rote conditioning is also not intelligence. Tricks can be learned by repetition, but no real thinking is involved. *Cuing*, in which animals learn to do or not to do certain things by following outside signals, does not demonstrate intelligence. Scientists believe that insight, the ability to use tools, and communication using human language are all effective measures of the mental ability of animals.

When judging animal intelligence, scientists look for insight, which they define as a flash of sudden understanding. When a young gorilla could not reach fruit from a tree, she noticed crates scattered about the lawn near the tree. She piled the crates into a pyramid, then climbed on them to reach her reward. The gorilla's insight allowed her to solve a new problem without trial and error.

The ability to use tools is also an important sign of intelligence. Crows use sticks to pry peanuts out of cracks. The crow exhibits intelligence by showing it has learned what a stick can do. Likewise, otters use rocks to crack open crab shells in order to get at the meat. In a series of complex moves, chimpanzees have been known to use sticks and stalks in order to get at a favorite snack—termites. To make and use a termite tool, a chimp first selects just the right stalk or twig. He trims and shapes the stick, then finds the entrance to a termite mound. While inserting the stick carefully into the entrance, the chimpanzee turns it skillfully to fit the inner tunnels. The chimp attracts the insects by shaking the twig. Then it pulls the tool out without scraping off any termites. Finally, he uses his lips to skim the termites into his mouth.

Many animals have learned to communicate using human language. Some primates have learned hundreds of words in sign language. One chimp can recognize and correctly use more than 250 abstract symbols on a keyboard. These symbols represent human words. An amazing parrot can distinguish five objects of two different types. He can understand the difference between the number, color, and kind of object. The ability to classify is a basic thinking skill. He seems to use language to express his needs and emotions. When ill and taken to the animal hospital for his first overnight stay, this parrot turned to go. "Come here!" he cried to a scientist who works with him. "I love you. I'm sorry. Wanna go back?"

The research on animal intelligence raises important questions. If animals are smarter than once thought, would that change the way humans interact with them? Would humans stop hunting them for sport or survival? Would animals still be used for food, clothing, or medical experimentation? Finding the answer to these tough questions makes a difficult puzzle even for a large-brained, problem-solving species like our own.

39. Crows use sticks to pry peanuts out of cracks.

Which of the following is the kind of intelligence or conditioning the situation describes?

- a. rote learning b. tools c. communication d. instinct

40. The underlined word *upsurge*, as it is used in the first paragraph of the passage, most nearly means

- a. an increasingly large amount. b. a decreasing amount.
c. a well-known amount. d. an immeasurable amount.

41. The concluding paragraph of this passage infers which of the following?
- There is no definitive line between those animals with intelligence and those without.
 - Animals are being given opportunities to display their intelligence.
 - Research showing higher animal intelligence may fuel debate on ethics and cruelty.
 - Animals are capable of untrained thought well beyond mere instinct.
42. According to the passage, which of the following is true about animals communicating through the use of human language?
- Parrots can imitate or repeat a sound.
 - Dolphins click and whistle.
 - Crows screech warnings to other crows.
 - Chimpanzees and gorillas have been trained to use sign language or geometric shapes that stand for words.
43. In paragraph 3, what conclusion can be reached about the chimpanzee's ability to use a tool?
- It illustrates high intelligence because he is able to get his food and eat it.
 - It illustrates instinct because he faced a difficult task and accomplished it.
 - It illustrates high intelligence because he stored knowledge away and called it up at the right time.
 - It illustrates high intelligence because termites are protein-packed.
44. Which of the following is NOT a sign of animal intelligence?
- shows insight
 - cues
 - uses tools
 - makes a plan

Passage 10

Arteries of the heart blocked by plaque can reduce the flow of blood to the heart possibly resulting in heart attack or death. Plaque is actually fat and cholesterol that accumulates on the inside of the arteries. The arteries of the heart are small and can be blocked by such accumulations. There is a medical procedure that creates more space in the blocked artery by inserting and inflating a tiny balloon into the blood vessel. It is called coronary balloon angioplasty. *Angioplasty* means "blood vessel repair." When the balloon is inflated, it compresses the plaque against the wall of the artery, creating more space and improving the flow of blood.

Many doctors choose this technique, because it is less invasive than bypass surgery. Yes, both involve entering the body cavity, but in bypass surgery, the chest must be opened, the ribs must be cut, and the section of diseased artery must be removed and replaced. To replace it, the patient's body is opened, once again, to acquire a healthy section of artery. Usually, this blood vessel is removed from an artery located in the calf of the leg. This means the patient now has two painful incisions that must heal at the same time. There is far more risk in such bypass surgery than in angioplasty, which involves threading a thin tube, called a catheter, into the circulatory system and working it to the damaged artery.

Angioplasty may take between 30 minutes to 3 hours to complete. It begins with a distinctive dye that is injected into the bloodstream. A thin catheter is then inserted into the femoral artery of the leg, near the groin. The doctor monitors the path of the dye using x-rays. He moves the tube through the heart and into the plaque-filled artery. He inflates the balloon, creating more space, deflates the balloon, and removes the tube. It is important to note that the plaque has not been removed; it has just been compressed against the sides of the artery. Sometimes, a *stent* may be implanted, a tiny tube of stainless steel that is expandable when necessary. Its function is to keep the artery open.

There is good news and there is bad news. The good news is that the statistics compiled are superb. Ninety percent of all angioplasty procedures are successful. The risk of dying during an operation of this type is less than 2%. The risk of heart attack is also small: 3–5%. Yet heart surgeons do not take any risk lightly; therefore, a team of surgeons stands ready to perform bypass surgery if needed. The length of hospitalization is only three days. The bad news is twofold. First, this procedure treats the condition but does not eradicate the cause. In 20% of the cases, there is a recurrence of plaque. Second, angioplasty is not recommended for all patients. The surgeons must consider the patient's age, physical history, how severe the blockage is, and, finally, the degree of damage to the artery before they make their determination.

45. When coronary arteries are blocked by plaque, one of the results could be
- a. stroke.
 - b. heart attack.
 - c. hospitalization.
 - d. femoral artery deterioration.
46. According to the passage, angioplasty is defined as
- a. a tiny balloon.
 - b. a plaque-laden artery.
 - c. blood vessel repair.
 - d. bypass surgery.
47. It can be inferred from the passage that *invasive* most closely means
- a. entering the body cavity.
 - b. causing infection.
 - c. resulting in hospitalization.
 - d. requiring a specialist's opinion.
48. The angioplasty procedure begins with
- a. a thin catheter being inserted into the femoral artery.
 - b. a balloon being inflated in the heart.
 - c. a special dye being injected into the bloodstream.
 - d. a healthy artery being removed from the calf.
49. It can be inferred from the passage that
- a. a healthy artery is removed and awaits possible bypass surgery.
 - b. patients have trouble accepting the idea that a tiny balloon will cure the problem.
 - c. 3–5% of the patients refuse to undergo this procedure.
 - d. surgeons do not take even a 2% chance of death lightly.

50. Which one of the following statements is true?
- The plaque that has caused the problem is not removed during angioplasty.
 - The risk of dying during an angioplasty procedure is 3–5%.
 - The coronary balloon angioplasty is a separate procedure from inflating a balloon into a blocked artery.
 - All of the above statements are true.

Passage 11

Glaciers consist of fallen snow that compresses over many years into large, thickened ice masses. Most of the world's glacial ice is found in Antarctica and Greenland, but glaciers are found on nearly every continent, even Africa. Presently, 10% of land area is covered with glaciers. Glacial ice often appears blue because ice absorbs all other colors but reflects blue. Almost 90% of an iceberg is below water; only about 10% shows above water. What makes glaciers unique is their ability to move. Due to sheer mass, glaciers flow like very slow rivers. Some glaciers are as small as football fields, whereas others grow to be over 100 kilometers long.

Within the past 750,000 years, scientists know that there have been eight Ice Age cycles, separated by warmer periods called *interglacial* periods. Currently, the earth is nearing the end of an interglacial, meaning that another Ice Age is due in a few thousand years. This is part of the normal climate variation cycle. Greenhouse warming may delay the onset of another glacial era, but scientists still have many questions to answer about climate change. Although glaciers change very slowly over long periods, they may provide important global climate change signals.

The girth of the ice, combined with gravity's influence, causes glaciers to flow very slowly. Once a mass of compressed ice reaches a critical thickness of about 18 meters thick, it becomes so heavy that it begins to deform and move. Ice may flow down mountains and valleys, fan across plains, or spread out to sea. Movement along the underside of a glacier is slower than movement at the top due to the friction created as it slides along the ground's surface.

Most glaciers are found in remote mountainous areas. However, some found near cities or towns present a danger to the people living nearby. On land, lakes formed on top of a glacier during the melt season may cause floods. At the narrow part of a valley glacier, ice falling from the glacier presents a hazard to hikers below. When ice breaks off over the ocean, an iceberg is formed.

Glaciers are a natural resource and contain 75% of the world's freshwater. People worldwide are trying to harness the power of these frozen streams. Some towns rely on glacial melting from a nearby ice cap to provide drinking water. Some farmers spread soil or ashes over snow to promote melting, hoping that the melting will provide water to irrigate crops in drought-stricken areas. Others have channeled meltwater from glaciers to their fields. Scientists and engineers have worked together to tap into glacial resources, using electricity that has been generated in part by damming glacial meltwater.

51. According to paragraph 4, what is a negative effect of living too close to a glacier?
- The mass of the glacier reaches a critical thickness.
 - About 10% of a glacier shows above water.
 - Spreading dark material over snow promotes melting.
 - Lakes formed on top of glaciers may cause floods.

52. The underlined word *remote*, as used in paragraph 4 of the passage, most nearly means
a. isolated. b. nearby. c. slow traveling. d. difficult to see.
53. The passage explains that glaciers can be found where?
a. only on Antarctica b. only Greenland and Alaska
c. on nearly every continent d. only the north and south poles
54. According to the passage, why does glacial ice often appear blue?
a. because it does not absorb the color blue
b. because it absorbs all other colors but reflects blue
c. because it does not absorb all other colors including blue
d. because it is blue in color
55. After reading the passage, what can one conclude about glaciers?
a. There will not be another Ice Age coming.
b. Glaciers have both negative and positive effects on human life.
c. Scientists have difficulty studying glaciers.
d. Scientists have minimal data on the formation of glaciers.

Passage 12

Oil companies need offshore platforms primarily because the oil or natural gas the companies extract from the ocean floor has to be processed before pumps can be used to move the substances ashore. But because processing crude (unprocessed oil or gas) on a platform rather than at facilities onshore exposes workers to the risks of explosion and to an unpredictable environment, researchers are attempting to diminish the need for human labour on platforms and even to eliminate platforms altogether by redesigning two kinds of pumps to handle crude. These pumps could then be used to boost the natural pressure driving the flow of crude, which, by itself, is sufficient only to bring the crude to the platform, located just above the wellhead. Currently, pumps that could boost this natural pressure sufficiently to drive the crude through a pipeline to the shore do not work consistently because of the crude's content. Crude may consist of oil or natural gas in multiphase states-combinations of liquids, gases, and solids under pressure-that do not reach the wellhead in constant proportions. The flow of crude oil, for example, can change quickly from 60 percent liquid to 70 percent gas. This surge in gas content causes loss of "head," or pressure inside a pump, with the result that a pump can no longer impart enough energy to transport the crude mixture through the pipeline and to the shore.

Of the two pumps being redesigned, the positive-displacement pump is promising because it is immune to sudden shifts in the proportion of liquid to gas in the crude mixture. But the pump's design, which consists of a single or twin screw pushing the fluid from one end of the pump to the other, brings crude into close contact with most parts of the pump, and thus requires that it be made of expensive, corrosion-resistant material. The alternative is the centrifugal pump, which has a rotating impeller that sucks fluid in at one end and forces fluid out at the other. Although this pump has a proven design and has worked for years with little maintenance in waste-disposal plants, researchers have discovered that because the swirl of its impeller separates gas out from the oil that normally accompanies it, significant reductions in head can occur as it operates.

Research in the development of these pumps is focused mainly on trying to reduce the cost of the positive-displacement pump and attempting to make the centrifugal pump more tolerant of gas. Other researchers are looking at ways of adapting either kind of pump for use underwater, so that crude could be moved directly from the sea bottom to processing facilities onshore, eliminating platforms.

56. Which one of the following best expresses the main idea of the passage?
- Oil companies are experimenting with technologies that may help diminish the danger to workers from offshore crude processing.
 - Oil companies are seeking methods of installing processing facilities underwater.
 - Researchers are developing several new pumps designed to enhance human labour efficiency in processing facilities.
 - Researchers are seeking to develop equipment that would pre-empt the need for processing facilities onshore.
 - Researchers are seeking ways to separate liquids from gases in crude in order to enable safer processing.
57. The passage supports which one of the following statements about the natural pressure driving the flow of crude?
- It is higher than that created by the centrifugal pump.
 - It is constant, regardless of relative proportions of gas and liquid.
 - It is able to carry the crude only as far as the wellhead.
 - It is able to carry the crude to the platform.
 - It is able to carry the crude to the shore.
58. Which one of the following best describes the relationship of the second paragraph to the passage as a whole?
- It offers concrete detail designed to show that the argument made in the first paragraph is flawed.
 - It provides detail that expands upon the information presented in the first paragraph.
 - It enhances the author's discussion by objectively presenting in detail the pros and cons of a claim made in the first paragraph.
 - It detracts from the author's discussion by presenting various problems that qualify the goals presented.
 - It modifies an observation made in the first paragraph by detailing viewpoints against it.
59. Which one of the following phrases, if substituted for the word "head" in last line of 2nd para, would LEAST change the meaning of the sentence?
- the flow of the crude inside the pump
 - the volume of oil inside the pump
 - the volume of gas inside the pump
 - the speed of the impeller moving the crude
 - the pressure inside of the pump

60. With which one of the following statements regarding offshore platforms would the author most likely agree?
- a. If a reduction of human labour on offshore platforms is achieved, there is no real need to eliminate platforms altogether.
 - b. Reducing human labour on offshore platforms is desirable because researchers' knowledge about the transportation of crude is dangerously incomplete.
 - c. The dangers involved in working on offshore platforms make their elimination a desirable goal.
 - d. The positive-displacement pump is the better alternative for researchers, because it would allow them to eliminate platforms altogether.
 - e. Though researchers have succeeded in reducing human labour on offshore platforms, they think that it would be inadvisable to eliminate platforms altogether, because these platforms have other uses.
61. Which one of the following can be inferred from the passage about pumps that are currently available to boost the natural pressure of crude?
- a. The efficiency of these pumps depends on there being no gas in the flow of crude.
 - b. These pumps are more efficient when the crude is less subject to sudden increases in the proportion of gas to liquid.
 - c. A sudden change from solid to liquid in the flow of crude increases the efficiency of these pumps.
 - d. The proportion of liquid to gas in the flow of crude does not affect the efficiency of these pumps.
 - e. A sudden change from liquid to gas in the flow of crude increases the risk of explosion due to rising pressure inside these pumps.
62. The passage implies that the positive-displacement pump differs from the centrifugal pump in that the positive-displacement pump
- a. is more promising, but it also is more expensive and demands more maintenance
 - b. is especially well researched, since it has been used in other settings
 - c. involves the use of a single or twin screw that sucks fluid in at one end of the pump
 - d. is problematic because it causes rapid shifts from liquid to gas content in crude
 - e. involves exposure of many parts of the pump to crude
63. The passage implies that the current state of technology necessitates that crude be moved to shore
- a. in a multiphase state
 - b. in equal proportions of gas to liquid
 - c. with small proportions of corrosive material
 - d. after having been processed
 - e. largely in the form of a liquid

Assignment Explanations

1. A

All items in a list must be in parallel form. The word “secure” is used in its secondary meaning of “to make safe.” “Secure” is in the same form as “be” and “achieve,” so A. is fine as is. (D) and (E) also use the correct form of “secure,” but they contain unidiomatic phrases.

2. B

After you read the sentence, always scan the choices quickly to spot differences. Two choices here use “better,” three use “best.” “Better” is used when you compare two people or things. “Best” is used when you compare one person or thing to a whole group. Since you’re comparing Martin Luther to ALL the people who brought about the Reformation, you have to use “best.” “Them” and “one” in A. and (E) are ambiguous and unnecessary.

3. D

Words linked by “and” must be in similar grammatical form. A. is wrong because “and” links “raising” and “reduction.” We’re discussing two things, so we need “between,” not “among” in (B). (C) uses “or” when it should use “and.” (You choose between X and Y not X or Y.) In (E), colleges aren’t choosing “the rise.”

4. E

Elements in a list must be in similar form. In A., there’s a list of three things specified in the corporation’s bylaws: “how . . .,” “whether . . .,” and “as well as . . .”. “As well as” doesn’t fit, does it? “What,” in (E), is in the same form as “how” and “whether.”

5. C

On a question as short as this, you don’t have to worry as much about scanning for differences. Just read quickly through the answer choices and you should be able to “hear” which one’s best. In (C), “doing so” is an academic sounding but correct usage which can pop up on the CAT. Watch out for it and other bookish-sounding phrases typical of CAT style. If you can’t use your ear for correct English, use logic and process of elimination. (E) is short. That might be a reason to prefer it. But if you plug (E) in, you see it makes the sentence say that “evidence” is doing something. In A, B and (D), “it” and “that” are ambiguous. That is, they don’t clearly refer to one and only one noun.

6. D

“Than” must compare grammatically similar terms: cooking chickens is different than cooking eggs, not cooking chickens is different than eggs. Since “setting” is not underlined, you’ll have to make the underlined portion agree with it. So let’s look for an “-ing” form. That narrows it down to (D) and (E) “Corporation” is singular, so we have to compare it to singular nouns: a proprietorship or a partnership, in (D).

7. B

Listen for things that sound funny in the original sentence, and find the choice that’s most precise. In A., “attacks recently” is illogical and awkward-sounding. The test isn’t under revision “FOR receiving attack,” in (C). It’s under revision AFTER receiving attack. In (D), it seems as though the attack happens before and after the revision. In (E), it’s not clear that it’s the test that’s being attacked. B makes the sequence of events clear: the test *has* recently *been* attacked and is finally *being* revised.

8. A

If you can’t spot an error in the original, scan the choices and look for reasons to cross some out. Then guess from the rest. (B) uses the singular “wine grower,” but you need the plural to go with “their crop” and “their fruit” in the non-underlined part of the sentence. (C) and (D) make the sentence switch from active (“harvest”) to passive (“as was done, as has been done”) for no good reason. Avoid the passive if possible. In (E), “did” implies that the wine growers have stopped harvesting. Growers still harvest, so you need “have done” in A. to indicate continuing action.

9. C

Like many CAT sentences, this one is complex, but contains a predictable, relatively simple error. If you familiarize yourself with commonly tested errors and learn how to correct them, sentence corrections can be a breeze. As soon as you see a subject (“a generation”) followed by a long phrase (“of sophisticated copy machines capable of unprecedented detail and accuracy”) beware! CAT sentence corrections often contain subjects and verbs that are separated. The verb “are” here is separated from the subject “generation,” but they still need to agree. Generation is singular, so it should be “a new generation IS prompting.” In (B) it’s unidiomatic to say “capable for.” You need to say “capable of” detail.

10. E

What should an introductory phrase followed by a comma prompt you to do? Check to see if the phrase correctly modifies what follows it. You can’t say that a directive is making “an unusual move for a Republican.” No, it’s a person, the president, that’s making the move. (E) says what the author of the sentence wants to say, clearly and simply. That’s preferable on the CAT.

11. B

Connectors like “as well as” or “not only . . . but also” must link like terms. So if you say “in politics,” you have to say “in industry.” (E) is unnecessarily wordy.

12. D

This question contains the same type of recognizable error as number 9 does. “Of all the countries contiguous to China” can’t modify “the Soviet Union’s borders,” “the Soviet Union’s,” or “the borders of the Soviet Union.” It has to modify “the Soviet Union.”

13. E

“Like” or “unlike” signal comparisons, one of the test makers’ favourite places to introduce errors. So when you see a sentence like this, which hits you with “unlike” first thing, make sure that the sentence compares similar things, things that can be logically compared *and* things that are in the same grammatical form. Here, “the people whom settled the Western states . . .” and “the hope of the prospectors . . .” are both nouns, but they can’t be logically compared. You can’t compare people to “hope,” a feeling. You have to compare people to people, and that’s what choice (E) does. In (E), “the people who settled the Western states” are compared to “the prospectors and adventurers.” Also note that you need “who” instead of “whom.” For more on this distinction, see the Grammar Reference.

14. A

Don’t hypercorrect. About one fifth of sentence corrections will be correct as is. Many of these sound like something you’d never say or write unless you were writing a term paper. George Eliot didn’t become George Eliot, as (B)–(E) have it. She became *known as* George Eliot. The word “before” determines the sequence of events in the sentence. Hence, “Before George Eliot became. . . she was. . .”

15. D

Be on the lookout for connectors like “as,” “just as” and “like.” Here you have to decide which one to use. In everyday speech, this distinction isn’t so important, but on the CAT it is. If you’re a native speaker of English, you should be able to use your sense of correct English to tell that “just as . . . so” is correct. Otherwise, jot down this and other commonly-used CAT idioms as you come across them, and learn them.

16. E

It’s fine to skip a few long, heavily-underlined sentences if you get bogged down on them. Sentences like this one can be intimidating, but they don’t have to be if you can spot the error quickly. Phrases like “the reason . . . was because” are too wordy to be correct. Practice so you can quickly recognize and reject them. (D) would be OK if “so” were eliminated. As it is, stick with the most economical and logical phrase: “Willard . . . founded the . . . Union because . . .”

17. C

When you see a list or series, ask yourself “Are all the listed items similar grammatically and logically?” The phrase that matches “technical expertise” and “commercial enterprise” is “judicious government backing,” in (C). (D) is close but it’s not as compact, and CAT often rewards compact language. Also, (D)’s “ensure Italian firms that they will” is unclear.

18. C

Every pronoun must CLEARLY and LOGICALLY refer to ONE specific noun, and agree with that noun. You’re talking about the sloth here. That’s singular. To be CAT-

correct, you have to compare *the* sloth to *the* armadillo and *the* anteater. That knocks out (A) and (B). (D) uses “they.” “They” can’t stand for “sloth.” It can only stand for the plural noun “forests,” which makes no sense. If you were working quickly, you might think it’s OK to substitute “they” for “the sloth.” But CAT English is picky. If the noun “sloth” is singular, its pronoun must be singular too. (E) is wrong because the phrase “in relation to” is unidiomatic. You say “X is related to Y,” not “X is in relation to Y.”

19. E

The correct idiom is “discourage from exhibiting.” You can’t say “despite him completely lacking.” You have to say “despite his complete lack of.”

20. A

Here’s another connector you should know: *between . . . and* (as in “Between me and you . . .”). When you scan the choices, quickly narrow down the possibilities by picking out incorrect idioms like “between. . . to.” In (C), you could use “have” only if you were talking about continuing action. You say “the recent poll taxes have disenfranchised many citizens,” but if you’re talking about action that started and finished in the past you simply say “the taxes disenfranchised many citizens.” In (E), “had the effect of” and “inasmuch as” are wordy and therefore wrong.

21. A

Issues: subject–verb, pronouns

The subject *colour and sound* is plural (two items joined by *and*), so the plural verb *account* is correct. *Television*, on the other hand, is singular, so the singular possessive pronoun *its* is also appropriate.

(B) incorrectly uses singular verb.

(C) and (D) incorrectly use the plural pronoun *their*.

22. B

Issues: transitions, pronouns, idiom

As written, the original sentence has a dependent clause (because it’s introduced by *although*) and therefore it needs to have an independent clause.

(A) is a phrase that is intended to be the independent clause but has no subject or verb. (B), (C) and (D) all add the subject *he*, which correctly refers to *Jimmy*, but only (B) is correct.

(C) adds the contrasting transition word *but*, which is redundant with a first clause using *although*.

(D) adds the conjunction *and*, which isn’t required or logical, and the verb tense is needlessly complex.

23. C

Issues: idiom, modifiers

(A) is a run-on sentence, with two independent clauses, *plywood and boxes....stacked in the third aisle* and *they can be bought... bulk strung together*.

(C) correctly inserts a semicolon between the two complete, independent clauses.

(B) fixes the run-on problem by adding a comma and *where*, but awkwardly places the adverbs *individually* and *in bulk* far from the verb *bought*.

(D) changes the meaning by stating that the plywood and nails are stacked *individually or in bulk*, and can be bought *in the third aisle*.

24. D

Issues: modifiers, verb tense, adjective/adverb, comparison, passives

The introductory phrase *by combining elegance and strength so seamlessly* should modify *Cary Grant*. Only (D) places *Cary Grant* directly after the introductory phrase. It also changes the passive voice in the original sentence to the active *embodied the ideal*, which is always preferable in most forms of writing.

In (A) the noun that directly follows the phrase is *the ideal*, as if ‘the idea’ combined elegance and strength.

(B) and (C) don’t address the modification error.

25. B Category:

Issues: run-ons and fragments, verb tenses, idiom

In (A) the transition words *yet* and *in fact* contradict each other. It also uses the contrasting transition word *yet* to link two like phrases.

The other choices remove *yet* but only (B) is grammatically correct, linking the two independent clauses with a semicolon.

(C) changes the meaning slightly, indicating that the corsets were *considered necessary* because they had *been used for centuries*.

(D) incorrectly links an independent and a dependent clause with a semicolon.

26. D

Issues: pronouns, transitions, idiom

(A) inserts the pronoun *they* as a subject which is unnecessary and wordy. The characters *evoke sympathy* and *are frequently victims*. (D) makes this change.

(B) corrects *no matter their situation* to *no matter what their situation is* but doesn’t remove *they*.

(C) changes the singular *situation* to the plural *situations*, which alters the meaning slightly, and omits the verb *are* from *are frequently victims*, which makes the sentence less clear.

27. A

Issues: parallelism, transitions, pronouns

(A) is correct as it follows parallelism and the possessive pronoun ‘its’ clearly refers to its antecedent.

(C) incorrectly adds the conjunction *and* before the second item in the list.

(B) makes each of the three items different, instead of making them parallel.

(D) uses the plural pronoun *their* to refer to *the Star Spangled Banner* (*their* could only refer to the *singers*, which doesn’t make sense).

28. D

Issues: transitions, verb tenses

(A) has two errors. It is a run-on—the comma separates two independent clauses. You can’t change the comma because it isn’t underlined, so you must use an appropriate conjunction (FANBOYS) or make the second clause dependent on the first. (D) uses the conjunction *and*, and corrects the tense of *produces* to *produced*.

(B) uses the passive voice, making the sentence wordier and more convoluted.

(C) adds the contrast transition word *yet*, even though there is no contrast between the clauses.

29. D

Issues: run-ons and fragments, idiom, verb tenses

(A) is clumsy and doesn’t explain the relationship between the two ideas expressed. Smith *could continue* because *the energy bar* replenished his carbohydrates. (D) fixes this concisely.

(B) replaces *and* with *along with*, which doesn’t address the problem.

(C) removes *he*, which is grammatically correct, but leaves the two actions independent of each other.

30. C

Issues: verb tense, parallelism, wordiness

Once you see that the items in a list are parallel (*park, hotel, and fine restaurant*), check for other errors.

Although (A) is grammatically correct, it is in the passive voice (the items *were built*).

(C) correctly changes to the active voice, making Point Pleasant the subject of both clauses.

(B) is still in the passive voice, and incorrectly uses the plural *them* to refer to the singular *Point Pleasant*.

(D) switches to the past perfect *had built*, which is incorrect because it does not precede another past action in the sentence.

31. A

Issues: modifiers, verb tense, pronoun agreement, run-ons and fragments, idiom

(A) is correct. The phrase modifies the preceding clause, indicating that the statement was an obvious explanation for losing. The verb *was* is correctly in the simple past, as it does not precede any other past event.

(B) is wordy.

(C) redundantly includes the noun *statement* and is wordy.

(D) creates a run-on sentence, with a subject and verb in each independent clause.

32. D

Issues: wordiness, verb tenses

(A) uses the incorrect relative pronoun *who* to refer to *events*. (D) eliminates the incorrect pronoun.

(B) and (C) create grammatically incorrect sentences; additionally, (C) introduces an inconsistent verb tense and adds *also*, which is redundant with *as well as*.

33. C

Issues: run-ons and fragments, style problems, parallelism

In (A), the compound verb *are...yet relying* does not follow the rules of parallel structure.

(C) makes the second verb parallel to the first.

(B) creates sentence fragment.

(D) is grammatically incorrect because the additional pronoun subject *it* is unnecessary with the subject *the common housecat*.

34. C

Issues: subject-verb, ambiguity, transitions

In (A), the verb phrases *would be paid* and *to give* are not parallel; additionally, the sentence is wordier than it needs to be.

(C) is concise and also makes the verb forms parallel.

The verb in (B) does not agree with its plural subject, *concessions*.

(D) uses the pronoun *them* with no clear antecedent.

35. D

Issues: run-ons and fragments

(A) has two problems: the plural verb *are* does not agree with its singular subject *the number*, and the introductory phrase modifies *number* rather than *people*. (D) corrects both errors.

(B) and (C) do not address the modifier problem.

36. C

Issues: adjective/adverb

(A) provides no clear antecedent for the pronoun *it*. Only (C) eliminates the ambiguous pronoun.

(B), (D), and (E) do not address the error; additionally, (D) changes the meaning of

the original sentence

37. D

Issues: ambiguity

(A) makes the sentence unnecessarily wordy. (D) makes the same point concisely, without changing the meaning of the sentence.

(B) is still unnecessarily wordy.

(C) changes the meaning of the original sentence, which concerns *when* writers

gather their information, not *why*.

38. C

Issues: verb tenses, idiom

(A) Despite this sentence's length, it is a fragment because it lacks a predicate verb.

(C) replaces *forcing* with *forced*, creating a complete, correct sentence; it also makes the verbs *to rely* and *to use* parallel.

(B) introduces an inconsistent verb tense and fails to properly complete the idiom *not only...but also*.

(D) also incorrectly uses *not only* without *but also*.

39. B

Issues: ambiguity

The passive voice in (A) results in a modifier error; *concerned college students*, not *rainforest ecology*, are *guided by Dr. Peck*. Only (B) makes the correction.

In (C), the opening phrase modifies *the daily testing and water analysis*.

(D) uses the pronoun *it* without a clear antecedent.

40. C

Issues: wordiness

(A) makes an illogical comparison between the *wakes* of canoes and *motorboats*.

(B) and (C) both correct this error, but (B) is unnecessarily wordy.

(D) does not address the error.

41. B

Issues: parallelism

A parallel construction beginning with *not only* requires "but also" at the beginning of the second item.

(B) is the only choice using the correct construction.

(C) does not address the error.

(D) does not address the error and breaks the parallel construction.

42. E

Issues: diction, transitions

As written, this sentence is wordy. Although there are several ways to correct this, only (D) does so without introducing any additional errors.

(B) creates a grammatically incorrect sentence.

(C) corrects the error, but uses *where* incorrectly.

43. B**Issues:** Subject-Verb

The logic of the sentence is that new flavours stimulated demand, which in turn led to shortages. We wouldn't say the flavours *stimulated...shortages*. What's more, the subject here is *campaign* (not *colas*) so the verb should be singular. (B) captures all of the meaning and corrects the agreement error.

(C) simply changes the verb tense from the present to the past.

(D) makes the sentence longer and does not address the problem.

44. C**Issues:** parallelism, verb tense, wordiness

If *you* is used initially, you cannot then switch to *one*. Only (C) corrects the inconsistent usage without introducing a new problem.

(B) just uses a simpler verb form; it does not address the error.

(D) uses the correct pronoun, but introduces an inconsistent verb tense and

wordiness.

45. C**Issues:** idiom, verb tense, run-ons and fragments

This sentence has several problems. Both the plural pronoun *their* and the singular pronoun *it* refer to the noun *students*. Although there are a number of ways these issues could be addressed, only (C) does so without introducing a new error.

(B) corrects the errors, but uses inconsistent verb tenses.

(D) eliminates the pronoun problem, but also eliminates the verb, making the sentence a fragment.

46. D**Issues:** transitions, verb tense

(D) correctly combines the two independent clauses, using a semicolon.

(B) does not address the error.

(C) incorrectly relates the two thoughts expressed in the sentence.

47. B**Issues:** idiom

When is only correctly used in reference to time.

Only (B) correctly replaces *when* with *that*.

(C) and (D) don't address the error.

48. D**Issues:** transitions, wordiness

When answer choices reword the selection, make sure you note everything that's changed. Some choices may address the existing problem, but introduce a new problem.

The pronoun *that* is the singular form, but it refers to *houses*; *those* is the plural of *that*, so it is correct here. Note that, though it isn't frequently tested, it is generally preferable to have the antecedent precede the pronoun, rather than follow it.

(B) uses the pronoun *them*—which doesn't correct the error.

(C) correctly changes *that* to *those*, but misstates the relationship of the clauses in

the sentence (California homes are not built on slabs only when they're compared

to houses in other areas).

49. A**Issues:** verb tense, run-ons and fragments, wordiness

This sentence contains no error. It presents an effect (*the space program has been severely curtailed*),

with its cause (*spiralling costs and several tragic accidents*) clearly identified by the transition *because*.

(B) creates a run-on sentence and loses the cause-and-effect relationship present in the original; it is also wordier than necessary.

(C), and (D) are awkward and wordy.

50. D**Issues:** verb tense, relative pronouns

As written, this is a run-on sentence. (D) replaces *them* with *which*, making the second clause a modifier instead of an independent clause.

(B) uses an inappropriate verb tense (both actions are simultaneous) and does not correct the error.

(C) addresses the error, but uses the incorrect relative pronoun; *whom* is only correct when referring to people.

51. C**Issues:** Parallelism

(C) changes the structure of the third item in the list so it matches the structure of the first two. Don't make the mistake of thinking that the last item might be a separate, independent clause. The comma before *materials shortages* would have to be an "and" to make that possible. These are clearly three items in a list.

(B) puts items two and three in a parallel form, but they are not consistent with the first item.

(D) rewords item two but does not correct the error.

52. E**Issues:** idiom, transitions, run-ons and fragments

Some constructions commonly used in everyday speech are grammatically incorrect.

Although *being as* is commonly used in some parts of the country, *because* is the correct word to use when trying to establish a cause-and-effect relationship between these two clauses. (D) corrects the error.

(B) and (C) use the pronouns *it* and *its* respectively with no clear antecedent. (B) is also not idiomatically correct English.

53. D

Issues: transition words

This is a run-on sentence—two independent clauses connected with a comma.

Getting to the Answer: You can make the second clause dependent by removing *it was*. (D) makes that change.

(B) incorrectly adds the contrasting transition word *though*.

(C) incorrectly adds the causal words *and so*.

54. A

Issues: verb tenses, transition words, run-ons and fragments, idiom

The original sentence is the correct sequence of events (*he was* steadier after his trembling *had frightened some*), and *fortunately* correctly shows the transition between the two parts of the sentence. It also uses the idiomatically correct preposition with *frightening*.

(B) erroneously uses the semicolon to join clauses already joined with the conjunction *but*. It also puts

both ideas in the same tense instead of maintaining the sequence and uses the wrong preposition with *frightening*.

(D) loses the sequence of tenses.

55. B

Issues: idiom, verb tense

The word *if* needs to be followed by a consequence (e.g., if it rains, then we get wet). This sentence should simply express contrast.

A contrasting transition word is more appropriate. (B), (D) and (E) all use *although*, but only (B) is entirely correct. It uses the singular verb with the singular subject *vulnerability*.

(D) uses the incorrect preposition to follow *vulnerability*.

(C) uses the transition word *where*, which is not contrasting. In the Tests, *where* will only be used to refer to location, so it isn't logical here.

56. A

The past perfect tense of the verb *to go* is *had gone*.

(A) contains the error. Knowing your irregular verb forms can save you time on Test Day, since you can stop reading as soon as you see an impossible verb form.

(B) is correctly in the past. If the construction confuses you, switch the order: "The coach was able to make use of the list..."

(C) is idiomatically correct with *was able*.

(D) uses the appropriate preposition with *list*.

57. D

In (D), *they will give* is not consistent with the structure of the first two elements of the list (*laugh* and *cry*).

(A) and (C) use the correct preposition.

(B) is the proper use of both the present tense and the idiom.

58. A

Than like is incorrect. Either baseball *is more a pastime than a career path* or it *is more like a pastime than [like] a career path*.

(B) correctly relates the two different thoughts in the second clause of the sentence.

(C) is the correct form with *opportunity*.

(D) is the proper preposition.

59. C

A pronoun must agree with the noun to which it refers.

Courses requires the plural pronoun *they*.

(A) is the proper past tense verb form.

(B) correctly establishes the cause-and-effect relationship.

(D) is both the correct verb form (because it refers to what happened earlier than the time when the *courses filled*) and an appropriate use of the negative.

60. E

There is no error in the sentence as written.

(A) is appropriate use of the passive voice. The focus of both parts of the sentence should be the author, not the stories.

(B) correctly connects the two ideas presented in the sentence.

(C) is an idiomatically correct expression with *dream*.

(D) is correct idiomatic usage.

61. D

Since the sentence starts with *one*, it can't use *you should* later.

(A) is correctly present and singular.

(B) is idiomatically correct with *interested*.

(C) is appropriate to modify *proficient*.

62. C

Even if each part wasn't already plural, the compound subject *local school systems and employers* requires a plural verb; so *delay* would be proper here.

(A) correctly modifies the verb *decreases* with an adverb.

(B) is appropriate to connect the two ideas in this sentence.

(D) is the proper verb tense.

63. B

The subject of the verb *gives* is *situations*; this plural noun requires a plural verb form.

(A) is idiomatically correct with *allow*.

(C) properly refers back to the plural noun *students*.

(D) is appropriate to refer to the two elements, *experience* and *school credit*.

64. A

The construction *both ... as well as* is redundant. Either *both women and men* or *women as well as men* would be correct.

(B) is appropriate use of the perfect tense.

(C) properly uses the present tense verb.

(D) is idiomatically correct with *likely*.

65. B

The verb *install* is incorrect here. *Instill* is the proper verb in this context.

(A) is the correct preposition.

(C) is the proper preposition with *sense*.

(D) is appropriate use of the past tense.

66. D

Since, in context, “no students” or “hardly any students” can finish their work in less than four hours, the double negative (D) is incorrect.

(A) uses the superlative correctly, since all students enrolled at home are compared.

(B) uses the present tense appropriately.

(C) is idiomatically correct with *are able*.

67. C

Here, *never before...been told so well* refers to *history*, which is singular, so the proper verb form is “has,” not *have*.

(A) is the correct tense in this context.

(B) is proper idiomatic usage.

(D) correctly uses an adverb to modify the verb *told*.

68. B

Choice (B) contains the error.

(A) uses an adjective to modify the noun *amount*.

(C) properly combines and relates the two parts of the sentence.

(D) is correct use of the present tense.

69. E

This sentence is correct as written.

In (A), *by* is the correct preposition with the verb *displayed*.

(B) is correctly in the singular, since *talent* is the subject.

(C) is correct idiomatic usage.

(D) refers to the singular noun *Cirque du Soleil*.

70. B

The noun *insight* in this context requires the preposition “into.” (B) contains the error.

(A) correctly uses the plural verb *provide* with the noun *novels*.

(C) is idiomatically correct usage.

(D) is correct since only two entities (*mothers* and *daughters*) are being discussed.

71. C

In this sentence, *who* refers to *cases*. Although Tom is one of those cases, the cases themselves are things. (C) should use the pronoun “that.”

(A) properly uses an adverb to modify an adjective.

(B) uses the correct preposition, and *toughest* is correctly superlative since all the

surgeon’s cases are compared.

(D) is the correct use of *since* as a conjunction.

72. C

The technology was available in Europe before it was offered in the U.S. (C) would be better in the past perfect tense (“had been available”), which indicates that the action preceded another past action.

(A) is correctly in the simple past, because that action occurred after the European technology.

(B) indicates the contrast between the two clauses.

(D) is idiomatically correct usage.

73. B

Here, the adjective *specific* modifies the verb *determine*. Only an adverb can modify a verb, so (B) should be “specifically.”

(A) uses the correct preposition with *analysis*.

(C) is the correct form with *can*.

(D) uses the correct preposition with *important* in context; the pronoun *their* clearly refers to *voters*.

74. E

This sentence is correct as written.

(A) agrees with its plural subject and uses an appropriate verb tense in context.

(B), (C), and (D) are idiomatically correct.

75. A

The pronoun *him* in (A) is part of the subject of a clause, so it should be the subjective case “he.”

The verb phrase in (B) agrees with its compound subject.

(C) and (D) are idiomatically correct.

Answer Key

Parts of Speech

1. a 2. b 3. c 4. d 5. b 6. d
7. c 8. c 9. d 10. a

Pronouns

True-False Questions

1. T 2. T 3. F 4. F 5. T 6. T
7. F 8. F 9. T 10. F 11. F 12. F
13. T 14. T 15. T

Completion Questions

1. I 2. they 3. she 4. who
5. who 6. he 7. they 8. that, us
9. which 10. that 11. whom 12. me
13. me 14. him 15. whom

Multiple-Choice Questions

1. b 2. c 3. c 4. a 5. d 6. b
7. c 8. a 9. b 10. d

Tenses

Fill in the Blanks

1. b 2. d 3. c 4. a 5. d 6. c
7. b 8. a 9. d 10. b 11. d 12. c
13. b 14. d 15. a 16. c 17. b 18. d
19. c 20. a

Completion Questions

1. was 2. resigned 3. shot
4. won 5. gained 6. appeared
7. write 8. served 9. have graduated
10. have lived 11. flew 12. lived
13. took 14. have worn 15. got, drove

Subect Verb Areement

True-False Questions

1. T 2. F 3. F 4. T 5. F 6. T
7. T 8. F 9. T 10. T 11. F 12. T
13. T 14. F 15. F 16. T 17. F 18. T
19. T 20. T 21. F 22. T 23. F 24. T
25. T 26. T 27. F 28. F 29. T 30. T
31. F 32. T 33. F 34. T 35. F

Completion Questions

1. is 2. are 3. ends 4. was
5. is 6. is 7. is 8. made
9. is 10. depict 11. drive 12. is, buy
13. quit 14. plays 15. open 16. gets
17. begins 18. takes 19. were 20. means
21. float 22. begins 23. walk 24. beep
25. rhymes

Multiple-Choice Questions

1. a 2. c 3. d 4. c 5. b 6. b
7. a 8. d 9. c 10. d

Further Exercises

1. Two people left a 15-mile-long-trail of doughnuts after they took a donut truck from a parking lot and fled, police said Thursday. The truck was parked at a convenience store with its rear doors open and its engine running while a deliveryman carried doughnuts inside, said a Slidell police spokesman. Two suspects hopped in the truck and sped off to the nearby town of Lacombe, with doughnuts spilling out along the way, he said. They abandoned the truck when they were spotted by police responding to reports of a dangerous driver who was losing his doughnuts. A passenger was captured, but the driver, whose name was not released, ran away.

Their motive for taking the truck filled with donuts was unclear.

"I don't know if it was a need for transportation or if they just had the munchies," the police said.

2. A wife is complaining about her husband spending all his time at the local tavern, so one night he takes her along with him.

"What'll ya have?" he asks.

"Oh, I don't know. The same as you, I suppose," she replies.

So the husband orders a couple of Jack Daniels and gulps his down in one go.

His wife watches him, then takes a sip from her glass and immediately spits it out.

"Yuck, it tastes awful, worse than awful!" she splutters. "I don't know how you can drink this stuff!"

"Well, there you go," cries the husband. "And you think I'm out enjoying myself every night!"

Modifiers

Type 1:

1. b 2. a 3. b 4. a 5. b 6. b
 7. a 8. b 9. b 10. a

Type 2:

1. b 2. a 3. b 4. b 5. a 6. a

Type 3:

1. A 2. C 3. A 4. E 5. E 6. C
 7. B 8. D 9. E 10. E

Parallelism

Type 1:

1. b 2. a 3. b 4. a 5. a 6. b
 7. b 8. a 9. a

Type 2:

1. Meena wanted to paint her office, to add some new draperies, and to clean the carpet.
2. When Friday rolls around, do you go to the mall, head for a bar, or go to work?
3. Last year, my brother dropped out of school, looked for work, and needed a place to stay.
4. He watched the latest version of King Lear, studied for his math test, and talked on the phone.

Review of Prepositions

Exercise 1:

1. On 2. At 3. In 4. At
 5. On 6. In 7. On 8. On
 9. At 10. in

Exercise 2:

1. in 2. nothing 3. in 4. to
 5. in 6. at 7. at 8. to
 9. in 10. at

Exercise 3:

1. for 2. during 3. during 4. for
 5. while 6. during 7. while 8. for
 9. while 10. while

Exercise 4:

1. At 2. In 3. In 4. On
 5. on 6. On 7. In 8. At
 9. In 10. at

Exercise 5:

1. For 2. For 3. In 4. For
 5. In 6. Of 7. To 8. Towards
 9. Between 10. of

Exercise 6:

1. In 2. by 3. On 4. For
 5. by 6. By 7. By 8. On
 9. for 10. in

Exercise 7:

1. About 2. For 3. From 4. For
 5. At 6. About 7. At 8. About
 9. At 10. about

Exercise 8:

1. of 2. with 3. to 4. to
 5. of 6. on 7. to 8. with
 9. to 10. of

Exercise 9:

1. on 2. on 3. on 4. in
 5. at 6. nothing 7. at 8. nothing
 9. to 10. at 11. for 12. on
 13. by 14. on 15. for 16. of
 17. of 18. with 19. of 20. to
 21. for 22. while 23. while 24. during
 25. for 26. on 27. at 28. in
 29. in 30. in 31. with 32. of
 33. to 34. between 35. of

Grammar Assignment

1. A	2. B	3. D	4. E	5. C
6. D	7. B	8. A	9. C	10. E
11. B	12. D	13. E	14. A	15. D
16. E	17. C	18. C	19. E	20. A
21. A	22. B	23. C	24. D	25. B
26. D	27. A	28. D	29. D	30. C
31. A	32. D	33. C	34. C	35. D
36. C	37. D	38. C	39. B	40. C
41. B	42. E	43. B	44. C	45. C
46. D	47. B	48. D	49. A	50. D
51. C	52. E	53. D	54. A	55. B
56. A	57. D	58. A	59. C	60. E
61. D	62. C	63. B	64. A	65. B
66. D	67. C	68. B	69. E	70. B
71. C	72. C	73. B	74. E	75. A

Idioms Assignment

1. g	2. b	3. f	4. d	5. c
6. h	7. e	8. i	9. a	10. c
11. d	12. b	13. d	14. c	15. c
16. d	17. c	18. b	19. b	20. b
21. f	22. a	23. d	24. c	25. e
26. g	27. i	28. c	29. k	30. e
31. g	32. l	33. b	34. d	35. j
36. a	37. f	38. h	39. g	40. f
41. a	42. h	43. i	44. e	45. d
46. c	47. b	48. a	49. b	50. a
51. b	52. d	53. a	54. c	55. d
56. a	57. c	58. a	59. b	60. g
61. e	62. d	63. c	64. h	65. f
66. i	67. e	68. i	69. a	70. f
71. g	72. b	73. k	74. l	75. d
76. h	77. c	78. j	79. h	80. a
81. d	82. f	83. b	84. g	85. e
86. c	87. i	88. c	89. d	90. b
91. c	92. a	93. d	94. c	95. a
96. b	97. c	98. b	99. a	100. a

Reading Comprehension Assignment

1. c	2. b	3. b	4. b	5. b
6. c	7. b	8. b	9. c	10. a
11. d	12. a	13. b	14. b	15. a
16. b	17. c	18. c	19. a	20. a
21. d	22. a	23. c	24. d	25. b
26. a	27. d	28. c	29. c	30. b
31. d	32. b	33. a	34. d	35. a
36. c	37. d	38. c	39. b	40. a
41. c	42. d	43. c	44. b	45. b
46. c	47. a	48. c	49. d	50. a
51. d	52. a	53. c	54. b	55. b
56. a	57. d	58. b	59. e	60. c
61. b	62. e	63. d		