Parts of Speech
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# Table of Contents

Parts of Speech .......................... 3

Parts of Speech Checkup .................. 5
Noun Plurals .......................... 7
Quiz Yourself: Noun Plurals ................. 11
Challenge Yourself: Noun Plurals .......... 13

Noun Forms .......................... 15
Quiz Yourself: Noun Forms ................ 19
Challenge Yourself: Noun Forms ........... 20

Article Use .......................... 21
Quiz Yourself: Article Use ................ 25
Challenge Yourself: Article Use .......... 27

Pronoun Cases ......................... 29
Quiz Yourself: Pronoun Cases ............... 35
Challenge Yourself: Pronoun Cases ....... 37

Adjective versus Adverb Usage .......... 39
Quiz Yourself: Adjectives and Adverbs .... 42
Challenge Yourself: Adjectives and Adverbs ........ 43

Verb Forms .......................... 45
Quiz Yourself: Verb Forms ................ 53
Challenge Yourself: Verb Forms .......... 55

Verb Tenses .......................... 57
Quiz Yourself: Verb Tenses ............... 63
Challenge Yourself: Verb Tenses ......... 65

Active and Passive Voice .............. 67
Quiz Yourself: Active and Passive Voice .... 70
Challenge Yourself: Active and Passive Voice ........ 72

Preposition Usage .................... 73
Quiz Yourself: Preposition Usage ......... 79
Challenge Yourself: Preposition Usage ... 80

Word Forms .......................... 81
Quiz Yourself: Word Forms ............... 85
Challenge Yourself: Word Forms .......... 87

Putting It Together ................... 89

Answer Key .......................... 91
Do you know how to form an abstract noun? Do you know proper usage of a definite and indefinite articles? How about the difference between subjective pronouns and objective pronouns? If you’re feeling a little rusty, this resource will help you review parts of speech.
Instructions

The text on the following page contains many errors pertaining to parts of speech. Parts of speech errors include mistakes in verb forms, verb tense, articles, noun plurals, noun forms, prepositions, pronoun cases, adjectives and adverbs, passive voice, and word forms.

Read through the text titled “Personality” and underline any word or phrase that contains an error.

Once you have completed the Parts of Speech Checkup, compare your answers to the key on page 253. If you find all the errors of a particular type, then place a checkmark in “Topic Mastered.” If you miss an error of a particular type, then place a checkmark in “Topic to Review.” You may then use this chart to guide what topics you need to review in this section.

<table>
<thead>
<tr>
<th>Error Type</th>
<th>Topic Mastered</th>
<th>Topic to Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. noun plurals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. noun forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. article use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. pronoun cases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. adjective versus adverb usage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. verb forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. verb tenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. active and passive voice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. preposition usage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. word forms</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Personality

At times, when I have thought about it, I belong to many different groups. From the time I was born, I was a member of more than one family group. My mother’s family couldn’t have been more unlike my father’s family. My mother’s family was always somewhat stiff and reserved. My father’s family was always outgoing, loud, and welcoming. As I grew up, I spent a lot of time wishing I was more like my two families. Because they were so different, I could never be like both of them at once.

I also found myself a member of a community group, simply by being born in a particular location. I felt at home with the group of artistic and talented people living in my funky east-side neighbourhood. We lived in a three-floors house with two other families, so there was a kind of group there, too, of which I felt a part. I don’t think people who live in large cities full of smaller neighbourhoods identify as having an “urban” or “big city” life. I certainly didn’t have a strong sense of being part of a city group.

When I got a little older, I wasn’t just a member of my family or community groups anymore. I became a member of a school. My school was small, with the strong identity. They were always holding school pride events and showing off the talent of the school community. Students there were always nice to my best friend and I because we were popular. We shared so many good times and bad times, laugh and sorrow. When I graduated, I missed being part of that tightly knit group and seeing my friends every day. Several of them moved to different parts of the country, so it really felt as though I had less friends after graduating. I joined the alumni association to keep in touch with some of my former classmates, and I became part of a new group that gets together about twice a year and communicates occasionally.

My career has been varied, but most of the time I’ve worked into the graphic design industry. The people I work with at my job have really different skills, from computer programming to illustration. But various projects have been worked on together by us, and I definitely feel part of the group. They’re is always someone to go to for advise or to help me brainstorm.

I’m a little artistic and a lot reserved in personality - at least, until I’m at a party. I have many close friends. It’s funny, when I consider what nurture contributes to making up a person’s character, my first instinctiveness is to think about families of origin. But my parents are nothing like me! My dad was an accountant, and my mother always said she couldn’t draw a circle if her life depended on it. And neither of them had any friends who were as close as my are. It seems the groups I will be part of over the years have made up more of my character than with what I was born.
Count Nouns

Nouns that can be counted as individual items are referred to as count nouns. Count nouns can take a singular or plural form and often name things perceived by the senses. If there can be more than one of something, it’s likely a count noun.

<table>
<thead>
<tr>
<th>Examples of count nouns in the singular form:</th>
<th>Examples of count nouns in the plural form:</th>
</tr>
</thead>
<tbody>
<tr>
<td>nut</td>
<td>nuts</td>
</tr>
<tr>
<td>hen</td>
<td>hens</td>
</tr>
<tr>
<td>door</td>
<td>doors</td>
</tr>
<tr>
<td>boy</td>
<td>boys</td>
</tr>
<tr>
<td>computer</td>
<td>computers</td>
</tr>
<tr>
<td>idea</td>
<td>ideas</td>
</tr>
</tbody>
</table>

You may find some exceptions to the definitions. Also, what may be countable in other languages might not be countable in English.
Add *s* to pluralize most count nouns.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>house</td>
<td>houses</td>
</tr>
<tr>
<td>mountain</td>
<td>mountains</td>
</tr>
<tr>
<td>bag</td>
<td>bags</td>
</tr>
</tbody>
</table>

Add *es* to pluralize count nouns ending in ss, ch, s, sh, or x.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>glass</td>
<td>glasses</td>
</tr>
<tr>
<td>beach</td>
<td>beaches</td>
</tr>
<tr>
<td>fax</td>
<td>faxes</td>
</tr>
</tbody>
</table>

Add *s* or *es* to nouns ending in o.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>echo</td>
<td>echoes</td>
</tr>
<tr>
<td>video</td>
<td>videos</td>
</tr>
<tr>
<td>hippo</td>
<td>hippos</td>
</tr>
<tr>
<td>tomato</td>
<td>tomatoes</td>
</tr>
</tbody>
</table>

Add *ies* to nouns ending in a consonant and y.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>baby</td>
<td>babies</td>
</tr>
<tr>
<td>city</td>
<td>cities</td>
</tr>
</tbody>
</table>

Numbers can be used with count nouns.

- three hens
- two boys
- one idea

When a singular count noun is the subject in a sentence, it must be used with the singular verb form.

*The cover of that book* tells us nothing
The plural count noun is used with the plural verb form.

The whales were swimming very close to shore.

Incorrect: The woman who were working on the magazine received awards for design, layout, and content development.

Explanation: The count noun is the subject of the plural verb were, so the two must agree.

Correct: The women who were working on the magazine received awards for design, layout, and content development.

Non-count Nouns

When something cannot be counted directly, we call these non-count nouns. These nouns do not have a plural form.

Non-count nouns are often substances, such as water or rice, which cannot easily be counted, or they may be abstract ideas, such as intelligence or honesty.

| rain      | confidence  |
| money     | laughter    |
| grass     | oxygen      |

Non-count nouns do not pluralize.

Incorrect: Our teacher gives us a lot of homeworaks.

Explanation: Homework is a non-count noun, so it cannot take a plural form.

Correct: Our teacher gives us a lot of homework.
Count and Non-count Nouns and the Use of Prepositions

Prepositions link nouns to other words in a sentence. The preposition indicates the relationship of its object to the rest of the sentence.

Consider the nature of the relationship between the noun and the rest of the sentence indicated by the preposition.

Incorrect: We can put partitions up between the table.

Explanation: Between suggests more than one item. We should choose the plural count noun.

Correct: We can put partitions up between the tables.

Irregular Noun Plurals

There are some common exceptions to the plural rules for nouns. Some of them include:

- tooth → teeth
- mouse → mice
- child → children
- man → men
- woman → women

Some other count nouns do not have a plural form. Some of these include:

- fish → fish
- aircraft → aircraft
- moose → moose
- means → means

Incorrect: Deers come in our yard and eat all our flowers.

Correct: Deer come in our yard and eat all our flowers.
Quiz Yourself:
Noun Plurals

Identify whether each sentence contains a correct or an incorrect noun plural by circling on the correct response.

1. How many person are in your class?
   a. This sentence is correct.
   b. This sentence contains an incorrect noun plural.

2. We have a lot of fish in the freezer.
   a. This sentence is correct.
   b. This sentence contains an incorrect noun plural.

3. Baby like to be rocked, sung to, and cuddled.
   a. This sentence is correct.
   b. This sentence contains an incorrect noun plural.

4. How many cups of tea do we need for Table Six?
   a. This sentence is correct.
   b. This sentence contains an incorrect noun plural.

5. How much garbages do we have for Friday’s pick up?
   a. This sentence is correct.
   b. This sentence contains an incorrect noun plural.

6. The informations I read on the Internet was extremely valuable.
   a. This sentence is correct.
   b. This sentence contains an incorrect noun plural.

continued on next page
7. There are bound to be better ways to study than to sleep with books under your pillow.
   a. This sentence is correct.
   b. This sentence contains an incorrect noun plural.

8. I need to buy sugars before I can bake those cookies you like.
   a. This sentence is correct.
   b. This sentence contains an incorrect noun plural.

9. Three men and a woman were spotted at the scene of the crime.
   a. This sentence is correct.
   b. This sentence contains an incorrect noun plural.

10. Most of the player in my chess club can’t meet until 7:00 pm, so I don’t think we should make the times of our meetings earlier.
    a. This sentence is correct.
    b. This sentence contains an incorrect noun plural.
1. The McKechney sisters get together every Tuesday to watch their children practise gymnastics.

2. The two women lean against the wall wrapping their hands around their coffee during the lesson.

3. Susie McKechney would rather play baseball, but gymnastics is Ava McKechney’s favourite sport.

4. Ava dreams of doing back flips from rooftop to rooftop, along all the roofs on her street.

5. Susie’s mom complains that the lessons are a lot of money given there isn’t much 1:1 instruction.

6. Ava’s mom shrugs it off, saying the chance for their daughter’s friendship to blossom is worth it.

7. She wants another generation of McKechnies to have the same bond she has with her sister.

8. “Stop stressing,” says Ava’s mom, passing a bag to Susie’s mom. “The tomatoes are from my garden.”
Forming Abstract Nouns

Many abstract nouns are formed by adding suffixes (-ness, -ity, -tion) to adjectives or verbs to make a noun form. Examples are happiness, formality, and gradation.

Some nouns take one suffix and not another.

- extensiveness not extensivity
- centrality not centralness

The difficulty comes in choosing the best noun form for your specific sentence. For example, the following two words are both abstract nouns with similar meanings. You will find both words in your dictionary.

fragility - a noun referring to the condition of being fragile

fragileness - a noun referring to how fragile something is

One of them will be the better noun form in the following sentence:

The author argued that culture’s fragility was the main problem.

Fragility is more easily used than fragileness, which sounds awkward.

Consider the words productiveness and productivity:

Incorrect: The new office arrangement increased the productiveness of the staff.

Correct: The new office arrangement increased the productivity of the staff.
Sometimes the noun form created with a suffix is not the best form.

In the following example, the noun phrase is better than the noun form created with the *ity* suffix:

The *central placement* of the new building will make it easy to reach from any place on campus.

**Explanation:** In this sentence, *central placement* is better than *centrality* because we’re not talking about an abstract quality belonging to the new building; we’re talking about its specific site.

In the following sentence, *centrality* is the better form because we’re talking about the abstract quality:

We want to keep the old mascot, given its *centrality* to the history of the school.

**FOOT NOTE**

Nouns ending in *ness* are always abstract nouns and cannot be pluralized. Some nouns ending in *ity* are concrete and can be pluralized.

- monstrosity — monstrosities
- variety — varieties
Noun Usage

Some nouns can mean the same thing, but not in every instance.

Narration and narrative can both mean a continuous story.

**Which is the proper noun used in this sentence?**

The __________ that went along with that movie was very loud and expressive.

We would use narration here because the context tells us this is specifically a spoken accompaniment to a film, which is always called the narration.

Some nouns look very close, but they mean different things.

The noun employee is a person who works for wages or salary.
The noun employ means the state of being employed.

**Incorrect:** I have been in the employee of the college for four months.

**Correct:** I have been in the employ of the college for four months.

Some nouns are made from shorter nouns with different meanings.

The noun horse refers to the four-legged animal.
The noun sawhorse refers to the four-legged workbench.

**Incorrect:** I used my horse to support the 2 x 4 while I cut off the ends.

**Correct:** I used my sawhorse to support the 2 x 4 while I cut off the ends.
Examples of noun usage:

Incorrect: My hate of him has me turning red.

Correct: My hatred of him has me turning red.

Incorrect: We have many more mileage to drive before we reach our vacation spot.

Correct: We have many more miles to drive before we reach our vacation spot.
Circle the incorrect noun form in each sentence.

1. You’ll find the best dines in the west end of the city.

2. How do you plan to earn a life after you’re finished with school?

3. The citizens are concerned that the new security legislation will restrict their freeness.

4. It was a superstitiousness that led him to avoid walking under that ladder.

5. The soldier raised her arm, hand flat and straight, in a military salutation to her senior officer.

6. The locality of the closing ceremony has yet to be decided by the faculty.

7. Being among the literati makes daily life easier: I can read signs, complete forms, and follow the simple instructions of a recipe.

8. I’m not going to give credential to the claim that eating turnips will improve my quality of life.

9. At spring break, students like to make a pilgrim to warmer climates.

10. I keep a diary so my thoughts and feelings are recorded for perpetualism.
Our media class was instructed to film a documentation while we were on our outdoor education trip.

Our outdoor education leader showed us how to make a sweat lodging using driftwood for the frame.

The film shows the shapelessivity of the structure before we rebuilt the frame properly.

Now we have the knowing to make a better one next time.

The steam filled the structure, and we soon built up a good sweatness.

I’ve never felt a more intense exhilaratingness!

We almost forgot to film that part; we were having such a blasting.

I hope we win the treasure!
Articles are short words that come before a noun. There are two kinds of articles used in front of noun groups: indefinite and definite articles.

A or *an* is an indefinite article.

**Use *a* or *an* to refer to a non-specific, singular noun.**

- a book
- an angel
- a person
- an elephant

*The* is a definite article.

**Use *the* to refer to a specific singular or plural noun.**

- the cake in the refrigerator
- the movies we saw last night
- the past

### The Indefinite Article *A* or *An*

*A* or *an* is used in front of a noun that can be counted.

- a pleasant afternoon.
  - We can count a number of afternoons.

Use an indefinite article when you talk about people or things without saying exactly who or what they are.

- I went to see a doctor.

Use an indefinite article the first time you refer to something that is not specifically known to the person you are communicating with.

- While we were on vacation, we went to a show. The show we saw was called *Les Miserables.*
If the next word begins with a consonant sound when spoken, for example “uniform,” use a. We say “uniform” with a “y” sound at the beginning, as though it were spelt “youniform”; so, “a uniform” is correct.

If the next word begins with a vowel sound when spoken, for example “honourable,” use an. We say “honourable” with a silent h, as though it were spelled “onorable”; so, “an honourable student” is correct.

**The Definite Article The**

*The* is used in front of a count noun, and when the noun cannot be counted, but is specific:

- the dollar he lent me. (We can count the number of dollars.)
- the sadness I feel. (We cannot count a number of sadness.)

Use a definite article when the person you are talking to knows which person or thing you mean.

We saw him in the cafeteria.

Use a definite article when you have already mentioned the person or thing.

I was looking after a dog this weekend. The dog was very disobedient.

**Some non-count nouns do not require an article.**

I need to buy coffee.

Do not use an article when talking about languages, places, sports, or countries, except when the country name includes an article, such as The Netherlands, or The U.S.A.
Do not use an article when you talk about things in general.
Textbooks are expensive. (all textbooks)
Sugar is sweet. (all sugar)

**Using Articles in Front of a Modifier**

Put the correct article in front of a noun group or in front of numbers or adjectives.

<table>
<thead>
<tr>
<th>Specific</th>
<th>Non-specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you like the delightful cherry tart on this plate?</td>
<td>Would you like a delightful cherry tart?</td>
</tr>
<tr>
<td>The three witches of Eastwick flew by.</td>
<td>A witch from Eastwick flew by.</td>
</tr>
</tbody>
</table>

**Examples of Article Usage:**

**Incorrect:** There was great lecture this evening.

**Correct:** There was a great lecture this evening.

**Incorrect:** The students nodded at the teacher to show the comprehension.

**Correct:** The students nodded at the teacher to show their comprehension.
**Be careful of words that have both a count and a non-count meaning.**

Non-count nouns normally cannot have the indefinite article a or an in front of them. We make an exception when using words that have both a count and non-count meaning.

**Non-count meaning:** I need to buy coffee.

**Count meaning:** Can I buy you a coffee?

**Explanation:** A cup of coffee is something that you can count.

**Non-count meaning:** I value friendship along with the virtues of honesty and compassion.

**Explanation:** Friendship refers to the general idea.

**Count meaning:** I have many friendships that span more than a decade.

**Explanation:** Friendships refer to a number of specific bonds with friends.

**Foot Note**

Food and beverage non-count nouns can be used in a count sense.

I enjoy juices from B.C.

**count meaning:** kinds of juice

The foods presented at the culinary arts show impressed all.

**count meaning:** kinds of food
Circle the response that best completes the sentence. Sometimes no article is required.

1. If three sides of a triangle are of equal length, the triangle is _________ equilateral.
   a. an
   b. a
   c. the

2. Benny swears he saw ____________ UFO flying over his house last night.
   a. an
   b. a
   c. nothing

3. ___ number of hours I sleep does not depend on how late I go to bed, but on what time I get up.
   a. An
   b. A
   c. The
   d. nothing

4. Tina’s had more trouble with her back, so she’s thinking of going to _____ acupuncturist.
   a. an
   b. a
   c. nothing

5. Is there _____ good coffee shop around here?
   a. an
   b. a
   c. the
   d. nothing

continued on next page
6. We ate at the Funky Monkey last night, too. Just before dessert, we saw you leaving __________ restaurant.
   a. an
   b. a
   c. the
   d. nothing

7. I have your ______ bag in the trunk of my car.
   a. an
   b. a
   c. the
   d. nothing

8. Now Dino lives in _____ house, not a condo.
   a. an
   b. a
   c. the
   d. nothing

9. If it looks like it may rain when I leave for work, I always take ______ umbrella.
   a. an
   b. a
   c. the
   d. nothing

10. Next year we’ll travel to _____ Australia, a country we haven’t visited before.
    a. an
    b. a
    c. the
    d. nothing
I started working at the restaurant last week.

I’m a hostess at The Funky Monkey: I greet people at the front door and help them find a seat.

I ask the customers if they would like a table near the window, or one of a booth along the wall.

A restaurant is really nice, so I have to make sure I dress up for the work.

I went to the mall last week and bought a pair of black dress pants and the white dress shirt.

When I get my first paycheque, maybe I’ll go back and buy a dress I saw this morning.

One of my new coworkers said the tips at The Funky Monkey are great on weekends.

If they don’t schedule me to work at least Fridays, I may have to find a second job somewhere.

I have to start work at 2:00 p.m., and usually I work an eight-hour shift, unless business is slow.
Subjective Pronouns

When the pronoun is the subject of the verb, use the subjective case. The following are subjective pronouns:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I you (singular) he, she, it</td>
<td>we you (plural) they</td>
</tr>
</tbody>
</table>

I am taking English next year. → I is the subject of the verb take.
We saw the thief leave the store. → We is the subject of the verb saw.
You help at the veterinary clinic. → You is the subject of the verb help.

Objective Pronouns

When the pronoun is the object of the verb or preposition, use the objective case. The following are object pronouns:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>me you (singular) him, her, it</td>
<td>us you (plural) them</td>
</tr>
</tbody>
</table>

Your sister is going with us to see that play. → Us is the object of the verb going.
Please pass me that tool by your foot. → Me is the object of the verb pass.
The dog jumped right over him. → Him is the object of the preposition over.
Choose the correct pronoun when replacing noun groups or a noun and a pronoun together.

It is common to make a pronoun error when using these structures. It helps to drop one pronoun or the noun temporarily to see if the sentence is correct.

**Examples:**  *Shau-yu and me like* to check out the market on Saturdays. Drop *Shau-yu*. Is “*Me like* to check out the market” correct? The pronoun is the subject of *like* - the correct subject pronoun is *I*.

**Corrected:** *Shau-yu and I like* to check out the market on Saturdays.

**Examples:** Annie wants to go to the story workshop with *Olaulu and I*. Drop *Olaulu*. Is “With *I*” correct? The pronoun is the object of the verb *go* - the correct object pronoun is *me*.

**Corrected:** Annie wants to go to the story workshop with *Olaulu and me*.

It is also helpful to imagine the sentence with the pronoun directly beside the verb.

**Incorrect:** *Us two enjoy* snowshoeing. *(Would you say “Us enjoy snowshoeing”?)*

**Correct:** *We two enjoy* snowshoeing.

Informal writing allows the subjective case *who* when the pronoun is the object in the sentence.

*Who am I speaking to?*
In formal writing, you use the objective case *whom* when the pronoun is the object in the sentence.

To whom am I speaking?

**Foot Note**

You is used for both the singular and plural form in both the subjective and objective cases.

**Possessive Pronouns**

When you want to indicate ownership of something, use the possessive pronoun form. The following are possessive pronouns:

- my/mine
- your/yours
- their/theirs
- our/ours
- his, her/hers, it/its
- whose

This is my stop.
I didn’t think much of that presentation of theirs.
Her decorating sense is unique.
Whose idea was it to have dinner here?
Some possessive pronouns are used to show possession or ownership.

I never go a whole month without washing my car.

Some possessive pronouns can stand alone.

I never go a whole month without washing mine.

### FOOT NOTE

Your and you’re sound exactly the same, but they’re different parts of speech.

---

**Incorrect:** Your going to like this beach we’re hiking to.

**Explanation:** The correct word here would be the contraction of you are: you’re.

**Correct:** Your shoes are coming undone!

### Relative Pronouns

Relative pronouns introduce clauses that are dependent on the rest of the sentence.

- that
- whom
- who
- which
- whose

Relative pronouns have different forms according to their case.

<table>
<thead>
<tr>
<th></th>
<th>Subject</th>
<th>Object</th>
<th>Possessive</th>
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</thead>
<tbody>
<tr>
<td>personal</td>
<td>who</td>
<td>whom</td>
<td>whose</td>
</tr>
<tr>
<td>impersonal</td>
<td>which</td>
<td>which</td>
<td>whose</td>
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<tr>
<td></td>
<td>that</td>
<td>that</td>
<td></td>
</tr>
</tbody>
</table>
I went to see the singer who played on Saturday.

**Explanation:** Who is a relative pronoun, which is the subject of the clause who played on Saturday.

I read the book that my roommate recommended to me.

**Explanation:** That, an impersonal relative pronoun, is the object of the clause that my roommate recommended to me.

Note: roommate is the subject.

### Interrogative Pronouns

Interrogative pronouns are used to ask a question. These pronouns can all be used as relative pronouns. What makes these pronouns interrogative? They are found in a question.

- what
- whom
- who
- which
- whose

- Whose pencils are these?
- What time do we have to leave?
- Who told you that?
- To whom did you tell that?

**Foot Note**

The suffix “ever” or “soever” can be added to make the pronouns whoever, whichever, whosoever.
Use *who*, *which*, and *what* as subjective pronouns; use *whom* as the objective pronoun.

**Incorrect:** Which did you give that piece of advice to?

**Explanation:** Which is not an interrogative pronoun.

**Correct:** To whom did you give that piece of advice?

### Pronouns Following “to be” Verbs

Informal writing and speaking allows the use of the objective case following *to be* verbs.

- It was her.
- This is him speaking.
- I hope it is me who wins the prize.

**In formal writing, you use the subjective case.**

- It was she.
- This is he speaking.
- I hope it is I who wins the prize.
Select the correct pronoun from the options provided.

1. The people in the lineup gave the pop to Hanifa and ___________.
   a. me
   b. I

2. The contributors to the magazine, Morris and ___, received their cheques three weeks late.
   a. him
   b. he

3. Haru sent flowers to ________.
   a. she
   b. her

4. Several of ____ are going to Hawaii for our spring vacation.
   a. we
   b. us

5. I knew that _____ running up the staircase would wake up the baby.
   a. his
   b. he

6. To __________ should I address my letter of acceptance?
   a. who
   b. whom

7. _______ two are planning a reunion for everyone who took that summer language course last year.
   a. Us
   b. We

8. The chances of _______ completing the race in under one hour are not looking good.
   a. us
   b. we

continued on next page
9. Amadi and _____ ate the whole chocolate cake ourselves.
   a. me
   b. I

10. It was _____ who called so late last night.
    a. he
    b. him

11. To ______ do you want to award the prize?
    a. whom
    b. which

12. Give these jerseys to the team ______ is playing on the back field.
    a. whom
    b. who

13. We need a frame for the picture _____ will go above our bed.
    a. who
    b. that

14. My sister is six inches taller than______ .
    a. I
    b. me

15. Some students leave their laptops in their study carrels while they use the restroom, but I’d never leave _____ .
    a. mine
    b. my
1. Whom will be the one to look after us when we’re no longer able to work?

2. Its easy to say the government will.

3. You and me hope that our government has taken steps to ensure the Canadian Pension Plan is secure.

4. But should us people spend everything we get, knowing that there is a social security net?

5. Many people think them’ll be fine with the income they will get from CPP alone.

6. Take my mother. Her and I have very different lifestyles.

7. The best approach for we to take is saving, and saving early.

8. I contribute to my retirement savings plan every month. I wonder if my mother ever adds to her?

9. I tell my kids this, but they look at me as if to say, “Are you talking to Lisa and I?”

10. They don’t have any interest. Give you ten years, and they’ll be starting to think about this.
Adjective versus Adverb Usage

Purpose of Adjectives

Adjectives are words that describe nouns or pronouns.

ripe peaches  a week’s vacation  hot, humid weather
purple shorts  two-year-old child

Purpose of Adverbs

Adverbs are words that describe verbs, adjectives, or other adverbs. A word is an adverb if it answers how, when, or where. Many—but not all—adverbs are formed by adding ly to an adjective.

She ran by quickly.
Pour the milk into the batter slowly.
He left early.

Avoid confusing adjectives and adverbs.

Examples of adverb versus adjective confusion

Incorrect: He did fair on that last test.
Correct: He did fairly on that last test.

Incorrect: Something has gone wrongly with programming the new DVR.
Correct: Something has gone wrong with programming the new DVR.
Some words do not change their form.

Adjective: hard
The hard shell of the crab could not be cracked.

Adverb: hard
I ran hard, but I still didn’t win the race.

Some words have a different suffix.

Adjective: beautiful
It was such a beautiful day that we couldn’t sit in the library to read.

Adverb: beautifully
The student recited the poem beautifully to the class.

Some words take on a completely different form.

Adjective: good
That bouquet of roses smells good.
That was a good stir-fry you made for dinner.

Adverb: well
She knows well what to do.
He performs well on stage.

Incorrect: Annika did good on her last essay.

Correct: Annika did well on her last essay.

To say I am good usually implies you are not only in good health, but your spirits are high.
The exception comes when we use well as an adjective to mean “not sick.”

I am well, thank you.

Another Exception

Use the adjective form bad after verbs when referring to human emotions—to use badly would mean your sense of touch isn’t working right.

My friend’s cat died this weekend. I felt bad for him.

Incorrect: The driver felt badly about the accident.

Correct: The driver felt bad about the accident.
Circle the word that better completes the sentence.

1. She did a ______ good job of completing that painting.
   a. really
   b. real

2. Now that my knee has healed, I’m running ______ again.
   a. quickly
   b. quick

3. Leba is quite ______.
   a. smartly
   b. smart

4. The taxi driver drove __________ through the traffic.
   a. skillfully
   b. skillful

5. He was _______ enough to go to school, even though he had the flu last week.
   a. well
   b. good

6. I hope to be flying to California in the _______ future.
   a. nearly
   b. near

7. The team ______ was ready to play the game after a year of practice.
   a. surely
   b. sure

8. My dog has been ______ since last week.
   a. sickly
   b. sick

9. The baby’s cough sounds __________ so we should take her to the doctor.
   a. badly,
   b. bad,

10. Jacob walks _______ down the street when he listens to music.
    a. carelessly
    b. careless
1. My sister looked after my house while I was away. I wanted to do something nicely for her.

2. I’ve always got along with my sister fabulous.

3. I called to see if she wanted to go to a concert, but she had the flu and was not feeling good.

4. After the concert, I let myself into her place quiet with a bouquet of flowers.

5. It was lately, so I didn’t want to disturb her if she was already asleep.

6. I peeked in her room, and she looked so sweetly, lying with her head propped on a pile of pillows.

7. I backed out of the room stealth and ran the water in the kitchen to fill up the vase.

8. I could happy live here, I thought, if my sister wanted me to be her roommate.

9. Just then, my sister threw the door open violent, and yelled, “What are you doing here?”

10. “I felt so scarily when I heard someone here. Thank goodness it is you!”
All *verbs* have five forms, often called the principal parts.

<table>
<thead>
<tr>
<th>the infinitive</th>
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<th>past participle</th>
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<tbody>
<tr>
<td>to walk</td>
<td>walk, walks</td>
<td>walked</td>
<td>walked</td>
<td>walking</td>
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<tr>
<td>to approve</td>
<td>approve, approves</td>
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<tr>
<td>to help</td>
<td>help, helps</td>
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</tr>
<tr>
<td>to navigate</td>
<td>navigate, navigates</td>
<td>navigated</td>
<td>navigated</td>
<td>navigating</td>
</tr>
</tbody>
</table>

All verbs take a final -s in the third person singular form when the tense is simple present.

**Incorrect:** She desire to become a doctor someday.

**Correct:** She desires to become a doctor someday.

**Incorrect:** The essay convey its message in a clear, concise manner.

**Correct:** The essay conveys its message in a clear, concise manner.
Simple past and past participle regular verbs both end in \(-ed\).

Dhara *painted* the rooms upstairs a light green.

*painted* = simple past

Dhara *had painted* these rooms before, but she didn’t like the colour.

*had* = helping verb

*painted* = past participle

**Verb Forms**

The principal parts of verbs change depending on the form they take. There are many rules to follow to avoid using the incorrect form of a verb.

**Simple past tense verbs always have just one part: no helping verb is needed.**

Please *throw* this in the trash for me.

**Many multi-part verbs require the past participle after one or more helping verbs.**

We *have thrown* a surprise party for Bren on more than one occasion.

*have* = helping verb

*thrown* = past participle

We *might have thrown* another for her this year, but we didn’t.

*might have* = helping verbs

*thrown* = past participle

Verbs that describe states generally cannot be used in the \(-ing\) form to express something going on right now, or going on in the past.

**Action verbs describe actions.**

go  hit  charge  speak  run
Non-action verbs describe states.

- appearance - *seem, appear*
- emotions - *love, like, prefer, dislike*
- mental states - *know, appreciate, believe, doubt*
- perceptions - *hear, recognize*
- possession - *own*
- want - *need, desire*

Use the simple form *without*-ing to describe a whole action or the action in general.

Pies *bake* in a hot oven.

Use the progressive form *with*-ing to describe part of an action in progress at one time.

The pie is *baking* in the oven.

Non-action verbs are generally used in the simple form.

She *has* a new puppy. He *looks* sad today.

Some verbs can be used to describe actions or states.

I *hear* she won’t come to the party.
She *is hearing* a strange noise coming from the closet.
He *is* sorry for what he did.
They *are being* noisy passengers.

**Incorrect:** I am *having* a new scanner.
**Correct:** I *have* a new scanner.

**Incorrect:** I am *liking* my new roommate.
**Correct:** I *like* my new roommate.
After a modal, the next verb is always in the simple form.

Modals are words used to express ideas such as possibility, intention, obligation, and necessity. Some examples are *would, can, could, should,* and *will.*

**Incorrect:** I *will goes* with you.
**Correct:** I *will go* with you.

**Incorrect:** She *should been* going with me.
**Correct:** She *should be* going with me.

This rule also applies to verbs that come after the helping verb *do.*

You *do know* how to make us laugh. (emphasizes the main verb)
I *do not want* to move back to Ontario. (expresses the negative with *not*)
Do we ever *get* a day of sunshine in November? (asks a question)

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**FOOT NOTE**

Verbs after *has/have/had* must be in the past participle form.

Regular past participles:
- The teacher *has talked* for most of the class.
- I *have asked* my husband for help around the house.

Irregular past participles:
- I *had been* to Mexico once before.
- I *have chosen* some pretty paper to make the invitations.

Verbs that come after the verb *to be* in the active voice (*is* and *are*) must be in the present participle form.

Habeeb *is helping* me move this weekend.
They *are* just *pretending* to like us.
How *are* you *planning* to get that bed frame through that door?
Verbs after *to be* in the passive voice must be in the past participle form.

The part of Ophelia will be played by my friend Marie-France.
The leaflet was designed by me.

A verb that follows a preposition must be in the present participle -*ing* form.

By following me around, you’ll see what a typical workday is like on this job.
Are you thinking about applying for that new job?
After a verb followed by *to*, the next verb must be in the simple form.
He asks to play with video games every day.

Follow this rule even if the sentence is about something that happened in the past.

Incorrect: I wanted to finished my homework before going out.
Correct: I want to finish my homework before going out.

Be careful not to confuse the verb forms with -*ing* and -*ed* endings in verb phrases that act as adjectives.

The following sentences are both correct, but they have different meanings.

He is a frightened little boy. - the child is scared
He is a frightening little boy. - the child is badly behaved

Explanation: The -*ed* ending means that the noun - the little boy - has a passive relationship with something. Something scary happened that made the child frightened. The -*ing* ending implies an action going on. The child is behaving badly, so he is frightening to those around him.

The -*ed* modifying verbs are often followed by a preposition.

We were baffled by the strange behaviour of our friend’s child.
We were tired of talking in a shouting voice to hear each other.
Irregular Verbs

Irregular verbs form the simple past and past participle in a variety of different ways, with no consistent pattern.

<table>
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<td>throwing</td>
</tr>
<tr>
<td>to be</td>
<td>are, is</td>
<td>was, were</td>
<td>been</td>
<td>being</td>
</tr>
</tbody>
</table>

Do not add an -ed to the end of an irregular verb or use the simple past for past participle, or vice versa.

Incorrect: Nikolay putted a load of laundry in the dryer and gone outside to the pool, where he swum so long that he forgot the laundry and his outfit shrunk.

Correct: Nikolay put a load of laundry in the dryer and went outside to the pool, where he swam so long that he forgot the laundry and his outfit shrunk.

To avoid mistakes, familiarize yourself with all the irregular verbs; the table above is just a sample.
Verbal Phrases and Prepositions They Take

Some verbs are followed by a preposition. These two-part verbs are called verbal phrases.

Often the usual meaning of the verb is different in a verbal phrase. If you brush, you make sweeping physical contact with something. But if you brush up on something, you revive your former knowledge of something.

My boyfriend and I broke up last week.
Before the barbeque, I’m going to rinse off the deck.
I didn’t like it at first, but the story grew on me.
The main character made so many mistakes, I really felt for him.
Sometimes Jarrel’s imagination runs away with him.

Sometimes you can separate the verb from the preposition and insert a noun or pronoun.

Correct: We will carry out the plan after midnight.
Correct: We will carry it out after midnight.

Other verb phrases cannot have the verb separated from the preposition.

Correct: Jeanine said she would keep to her promise.
Incorrect: Jeanine said she would keep her promise to.

Other verb phrases cannot take a direct object.

Correct: When I asked about the alternate plan, she said she wouldn’t back down.
Correct: She wouldn’t back down the alternate plan.
There is no rule for determining which verbal phrases can be separated. The only solution is to familiarize yourself with the different verbal phrases.

It’s important to use the correct verb form within the verbal phrase. Even though the verb phrase may change the meaning of the verb, the verb will still follow the same forms it takes when it is not in a verbal phrase.

Incorrect: My father is buy out his partner’s share of their business.

Explanation: The meaning is something going on in the present tense. Use the present participle.

Correct: My father is buying out his partner’s share of their business.
Select the correct verb form from the options provided.

1. Where _____ you go last night?
   a. did
   b. does
   c. do

2. I will ______ her at the train station at 11:58 a.m.
   a. meets
   b. met
   c. meet

3. Do you know I spend four hours _________ to my mother’s house every week?
   a. travelled
   b. travelling
   c. to travel

4. It has _________ for most of January.
   a. snow
   b. snowing
   c. snowed

5. I don’t let my cat ____ out at night after dark.
   a. go
   b. going
   c. to go

continued on next page
6. When I’m finished school, I want _____ an engineer.
   a. being
   b. to be
   c. be

7. By _______ carefully, you’ll understand the instructions.
   a. listen
   b. listening
   c. to listen

8. I’m not crazy about _______ long lists of verb forms.
   a. learnt
   b. to learn
   c. learning

9. I would love _______ a different language.
   a. to speak
   b. speaking
   c. spoke

10. I hate it when I have _______ in the rain waiting for the bus.
    a. standing
    b. to stand
    c. stand
1. Soledad had always wanting to see the National Parks of Canada.

2. She was happy, even though she live a very hardworking life in the concrete jungle of Scarborough.

3. One day she was woke up by the sound of jackhammers.

4. “No one starting operating heavy machinery before 7 a.m.,” she said.

5. But when she look out the window, she was seeing that construction had begin on a new tower.

6. That was the moment she decides she needed a vacation. She had to get out of the city!

7. So she headed to the travel agency where she was planned on booking a flight to Newfoundland.

8. When she got there, the agency was to have a sale on flights to Banff.
There are three verb tenses: present, past, and future. Each takes a different form depending on whether the action is completed, continues, continues in the past, present or future, or is expected to be completed in the future.

**Common Forms of Tenses**

Two tenses use the verb alone with no helping verbs.

- **present** → he runs
- **past** → he ran

Other tenses use other words called auxiliaries. The auxiliary verbs are forms of **be,** **have,** and **do.**

| Verb Tense Forms |
|------------------|------------------|------------------|------------------|
| Simple Present Tense | Present Continuous Tense | Present Perfect Tense | Present Perfect Tense |
| I do             | I am doing, I am doing tomorrow | I have done | I have been doing |
| Simple Past Tense | Past Continuous Tense | Past Perfect Tense | Past Perfect Continuous Tense |
| I did do, I did  | I was doing | I had done | I had been doing |
| Simple Future Tense | Future Continuous Tense | Future Perfect Tense | Future Perfect Continuous Tense |
| I will do        | I will be doing | I will have done | I will have been doing |

Other auxiliaries are called **modals,** and these express possibility, intention, obligation, and necessity. **Can,** **could,** **will,** **would,** **shall,** **should,** **ought to,** and **need** are some examples.

- I **would** have picked you up, if you had wanted me to.
- Yes, I **can** come now.
The following are some guidelines for using the more complex verb tenses.

Use the *present perfect* tense to describe an action which began in the past but continues into the present.

*I studied* computer science for eight years.
This implies that the speaker’s studying is complete. The speaker no longer studies.

*I have studied* computer science for eight years.
This implies that the speaker not only began studying eight years ago but continues to study today.

Use the *present perfect* tense when combining an infinitive with *have* in talking about something hoped or planned for the future.

*Brian hoped to have gone* to the fair with Zorana.
The hoping went on in the past, but is completed, now. The fair is over, and Brian knows Zorana did not accompany him.

Use of the *past perfect* tense designates action completed in the past before another action.

1. *Indira cut* curtains and later *sewed* them. (past)
2. *Indira sewed* curtains that she *had cut*. (past perfect—the curtains were cut before they were sewn.)

1. *Daniel cleaned* the house when his mother-in-law *arrived*. (simple past)
2. *Daniel had cleaned* the house when his mother-in-law *arrived*. (past perfect)

**Explanation:** In (1), Daniel waited until his mother-in-law arrived, and then he cleaned the house. In (2), he had already finished cleaning the house by the time she arrived.
Use the **past perfect tense** in the part that states a condition in sentences that describe a condition and result.

1. If I **had pressed** that button, I **would have deleted** my file.
2. I think Tim would **have won if he hadn’t made** an error in his final move.

**Foot Note**

There can be only one **would have** action group in a sentence—we do not say: I think Tim **would have won** if he **would not have** made an error in his final move.

Use the **future perfect tense** to designate an action that will have been completed at a specified time in the future.

1. On Saturday I **will finish** my essay. (simple future)
2. By Saturday noon, I **will have finished** my essay. (future perfect)

**Common Tense Errors**

Be careful not to shift verb tenses unnecessarily.

**Incorrect:** Last week we **had registered** for our classes and picked up our student cards.

**Correct:** Last week we **registered** for our classes and picked up our student cards.

**Explanation:** There isn’t a need to shift tense in this sentence. Change the past perfect **had registered** to simple past **registered** in order to be consistent with the simple past verb **picked**.
Correct: I love my new purse which I bought on sale.

Explanation: Shifting tense here is necessary. The speaker loves the purse in the present, but the action of buying the purse occurred in the past.

Be aware the simple present tense can be used for the future. We can use the simple present to express future, scheduled events with verbs that express beginning and end, or departure and arrival.

When does our plane leave?
It leaves at 6:30 tomorrow morning.
I visit my friends next week.
We go to the museum on Thursday.

When using the future tense in the past, follow the same rules for the simple future tense.

Incorrect: I knew Akiko was going to fell in love with Lorsen.

Correct: I knew Akiko was going to fall in love with Lorsen.

Explanation: The speaker knew the two were going to fall in love at some point in the future, so the form is was/were + going to + simple present tense verb. It helps to remember the verb form rule regarding infinitives when writing these sentences: always use the simple verb form after the word “to.”

Incorrect: I said I would talked to Todov later.

Correct: I said I would talk to Todov later.
Take care deciding when to use present perfect tense or simple past tense. Use present perfect for the following:

1. an action that happened at an unspecified time in the past
   They have moved houses. -no specific time is indicated.

2. repetition of an activity in the past
   I have told Irina many times not to put marbles up her nose.

3. with the expression “for” or “since,” meaning that the event began in the past and continues until the present
   I have been training for a half marathon.
   I have wanted to run this distance for a long time.

4. the action began in the past and continues until the present time
   We have argued all morning. (it is still morning.)

Use past perfect to compare two events in the past, one happening before the other. Past perfect shows which event happened first and which one followed.

The cat hopped off the bookshelf and went outside. His owner had forgotten to shut the door.

Noriko had already left when the doctor arrived.

**FOOT NOTE**

When comparing two events, if before or after is used, the simple past can be used instead because the relationship of time is already clear. In this sentence, had is not needed and can be removed.

**Incorrect:** After the girls had left, the whole gang talked about them.

**Correct:** After the girls left, the whole gang talked about them.
Use *past perfect* for conditional clauses that talk about events of the past that aren’t real, but just imagined.

**Incorrect:** Zorana wonders what would have happened if she *have decided* to go to the fall fair with Brian.

**Explanation:** Zorana’s decision in the past happens before she wonders about it—so past perfect should be used, not present perfect, in the part of the sentence referring to the decision.

**Correct:** Zorana wonders what would have happened if she *had decided* to go to the fall fair with Brian.

**Note:** In the main clause you use *would have* and the past participle.

Use the *simple present* verb form for something that is a habit or fact.

**Incorrect:** She always *is leaving* her purse at home.

**Correct:** She always *leaves* her purse at home.

Use the verb form *were* if something is untrue or merely wished for when using the verb *be*.

**Incorrect:** If I *was* the boss, I’d let everyone leave early on Fridays.

**Correct:** If I *were* the boss, I’d let everyone leave early on Fridays.

**Correct:** I wish he *were* coming with us.
Circle the correct verb tense from the options provided.

1. He _______ there since he was a child and doesn’t plan on moving.
   a. had lived
   b. has lived

2. I haven’t _____ her since last year.
   a. saw
   b. seen

3. I __________ my project last night.
   a. was finishing
   b. finished

4. I _____________ in swimming races a long time ago.
   a. was competing
   b. competed

5. After Lucy ______________ her first text message, she became an addict.
   a. had written
   b. wrote

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6. As I was ________ into the express lane on the highway, I dropped my cup of coffee.
   a. merging
   b. merged

7. We’re having dinner right now. Can I call you back when I _______ ?
   a. ate
   b. have eaten

8. I am so excited that we __________ the same English course next term.
   a. will be taking
   b. took

9. I knew the election result __________ out that way.
   a. turned
   b. was going to turn

10. Even when she was a child, she _____ not see the meaning in making others suffer.
    a. did
    b. does
Challenge Yourself: Verb Tenses

Edit the following sentences to change the incorrect verbs to reflect the correct tense.

1. I started designed web pages in 1995.

2. I hope to have my own company by now, but sometimes these things taking longer than expected.

3. I knew it would being a challenge to start up a business when I was already working full time.

4. If I was a more focused person, I might have achieved my goal by now.

5. Today, I sold some page templates that I have designed a few months ago, back when I had time.

6. I had already told my client that when he would arrive, I would have some exciting pages for him.

7. If I am able to spend time this past year on designs, I would have had more templates.

8. I felt okay about that now, though.

9. By next year, I will be creating new templates as I will use this year’s vacation to complete them.
In the **active voice**, the subject performs the action expressed by the verb.

Carlos *unwrapped* the chocolate bar.
Micki *eats* a piece.

In the **passive voice**, the object of the action is made into the grammatical subject of the sentence.

**Form the passive voice by using a form of the verb to be and a past participle.**
*object + be + participle + subject.*

The chocolate bar was **opened by Carlos**.
A piece is **eaten by Micki**.

<table>
<thead>
<tr>
<th>Verb Form</th>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Simple present</strong></td>
<td>Sung teaches Tiffany</td>
<td>Tiffany is taught by Sun</td>
</tr>
<tr>
<td><strong>Present continuous</strong></td>
<td>Sung is teaching Tiffany</td>
<td>Tiffany is being taught by Sung</td>
</tr>
<tr>
<td><strong>Present perfect</strong></td>
<td>Sung has taught Tiffany</td>
<td>Tiffany has been taught by Sung</td>
</tr>
<tr>
<td><strong>Simple past</strong></td>
<td>Sung taught Tiffany</td>
<td>Tiffany was taught by Sung</td>
</tr>
<tr>
<td><strong>Past continuous</strong></td>
<td>Sung was teaching Tiffany</td>
<td>Tiffany was being taught by Sung</td>
</tr>
<tr>
<td><strong>Past perfect</strong></td>
<td>Sung had taught Tiffany</td>
<td>Tiffany had been taught by Sung</td>
</tr>
<tr>
<td><strong>Simple future</strong></td>
<td>Sung will teach Tiffany</td>
<td>Tiffany will be taught by Sung</td>
</tr>
<tr>
<td><strong>Be going to</strong></td>
<td>Sung is going to teach Tiffany</td>
<td>Tiffany is going to be taught by Sung</td>
</tr>
<tr>
<td><strong>Future perfect</strong></td>
<td>Sung will have taught Tiffany</td>
<td>Tiffany will have been taught by Sung</td>
</tr>
<tr>
<td><strong>Modals</strong></td>
<td>Sung can teach Tiffany</td>
<td>Tiffany can be taught by Sung</td>
</tr>
</tbody>
</table>
Stylistic Choices:

The passive voice is used to emphasize the action instead of the subject doing the action. Normally it is considered weak writing to use the passive voice, but there are times when the passive voice is appropriate:

- reporting the results of experiments, to focus on the thing affected by the action
- giving theatre directions, to focus on the actions to be directed on stage

Solution A was changed to bright red after adding a drop of Solution B.

A rumbling sound is heard offstage.

Micki is accosted by the robbers.

Often the subject is omitted from the sentence in the passive voice.

Micki was robbed by the gang from the east side would be shortened to Micki was robbed.

This illustrates the main problem with the inappropriate use of passive voice: the subject of the action is not clearly indicated within the sentence.
Converting Passive to Active Voice

The active voice is preferable for almost all of your writing.

1. First, identify the subject doing the action expressed in the verb.

   The floor *is being cleaned* by the housekeeper.  
   (The housekeeper is the subject doing the action.)

2. Our next step is to make the housekeeper the subject of the sentence, and change the verb:

   The housekeeper *is cleaning* the floor.

Example: The mint green uniform *was required*.

   The main verb here is required. We need to find out who is doing the requiring, and make that person the subject of the verb.

   The subject isn’t specified within the sentence. We’ll say it is the manager. We will make that person the subject of the sentence, and change the verb:

   **Active Voice:** The manager *required* mint green uniforms.

Example: My defensive wall *can be raised* or *lowered* depending on the safety of my environment.

   The speaker is the subject doing the raising or lowering of the wall. Change the subject to I, and change the verb accordingly:

   **Active voice:** I *can raise* or *lower* my defensive wall depending on the safety of my environment.
1. Mostly, I work with information technology.
   a. active voice
   b. passive voice

2. My paragraph was edited by another student in the class.
   a. active voice
   b. passive voice

3. Elsie hid from me until I yelled, “Come out, come out, wherever you are!”
   a. active voice
   b. passive voice

4. Kennedy was given new socks for Christmas.
   a. active voice
   b. passive voice

5. I will send him a sympathy card.
   a. active voice
   b. passive voice

6. At the beginning of the scene, a chair is brought in by the butler.
   a. active voice
   b. passive voice
7. When I walk across campus after dark, I tense up.
   a. active voice
   b. passive voice

8. A general mistrust has been felt by the population since that party came to power.
   a. active voice
   b. passive voice

9. An official translator was appointed by the Lieutenant Governor in Council.
   a. active voice
   b. passive voice

10. Genevieve observed that the solution stayed the same colour after vigorous stirring.
    a. active voice
    b. passive voice
Select the sentence that is written in the active voice.

1. a. The summer after graduation, our new sailboat on its maiden voyage was taken up the West Coast of Vancouver Island by Bill, his mother Monica, and me.  
   b. The summer after graduation, Bill, his mother, and I took our new sailboat on its maiden voyage up the West Coast of Vancouver Island.

2. a. With luck, Hot Springs Cove was reached by us by the third day.  
   b. With luck, we would reach Hot Springs Cove by the third day.

3. a. The first night, we moored our new vessel at Bamfield on the West Coast Trail.  
   b. The first night, our new vessel was moored by us at Bamfield on the West Coast Trail.

4. a. The ship was so new she did not yet have a name on her side; the Coast Guard in Bamfield were made suspicious by this, so they asked to see her papers.  
   b. The ship was so new she did not yet have a name on her side; this made the Coast Guard in Bamfield suspicious, so they asked to see her papers.

5. a. We joked about names for the ship: “Swan Song” and “Desperate.”  
   b. Names for the ship were joked about by us: “Swan Song” and “Desperate.”

6. a. As the boat headed out of Tofino Harbour the next day, it occurred to me strips of green painter’s tape could be used for a name.  
   b. As the boat headed out of Tofino Harbour the next day, it occurred to me I could use strips of green painter’s tape for a name.

7. a. Mocking the way Bill used pirate-speak on the boat, we wanted to call her “Arr, Monica,” but then it was decided that the name “Harmonica” would be nicer.  
   b. Mocking the way Bill used pirate-speak on the boat, we wanted to call her “Arr, Monica,” but then we decided that the name “Harmonica” would be nicer.
**Prepositions** link nouns, pronouns, and phrases to other words in a sentence. The word or phrase that the preposition links to is called its object. In each of the following sentences, a preposition locates the noun *diary* in space or in time.

The diary is beneath the table.
The diary is on the table.
The diary is leaning against the table.
The diary is beside the table.
She held the diary over the table.
She read the diary during class.

The preposition with its object make up a **prepositional phrase**, which can act like an adjective or adverb to modify a noun phrase or verb phrase.

- Irina has a can of cola.
  The preposition is *of*, and its object is the noun *cola*.

- Shilpa sat on the sofa.
  The preposition is *on* and its object is *the sofa*. These combine to form the prepositional phrase *on the sofa*, modifying the verb *sat*.

Sometimes a **prepositional phrase** can act as the object in a sentence.

- Get the cat out from under there!
  The object of the preposition *from* is another prepositional phrase, *under there*.

**Foot Note**
The object of a preposition is at times implied: *Get out of here* may be shortened to *Get out*. 
General Usage Tips

Prepositions used to express abstract thoughts can create confusion. We can picture the book being on the table versus under the table. But how can we picture the difference between being the prepositions in the following two sentences?

Donald is concerned with something in the environment.
Donald is concerned by something in the environment.

In the first sentence, Donald is likely talking about having a concerned interest in an aspect of the environment—maybe the decreased wetlands due to urban development, or the pollution of the air we breathe. In the second sentence, Donald is bothered personally by something in his immediate environment—maybe there’s a strange noise coming from the closet.

There are no easy rules for using prepositions. The best you can do is familiarize yourself with the different prepositions and prepositional phrases, practise using them, and memorize the different uses of common prepositions. The following are some general guidelines. The next section includes a list of prepositions and their usage.

Use by with most forms of transport; use in, into, and out of with cars; use on, onto and off with other forms of transport such as planes.

We went there by car.
We got into the car.
We got onto the boat at the lower dock.
We got off the plane at Vancouver.

Use prepositional phrases to say where a person or thing is, or to describe the direction they are moving in.

They sat by the lake.
We went over the hill.
Use *at* to talk about a place or point; use *in* to talk about a place as an area; use *on* to talk about a place as a surface.

I waited *at* the farm but the tractor wasn’t delivered that day.
I took a walk *in* the pasture.
I skated *on* the pond.

*Of* can be used to add different types of information; *with* is used to specify a quality or possession.

She wore a coat of rabbit fur.
The one *with* the red ribbon tied around her neck.

**A List of Prepositions and Their Usage**

The following are prepositions that describe relations of time:

- **during**: during the meal, during the morning hours
- **before**: before 8 o’clock, before I left for the store
- **until**: until eleven p.m., until he arrives
- **throughout**: throughout the performance, throughout the night
- **after**: after he thought about it, after ten p.m.
- **about**: about four p.m.
- **by**: by six in the morning
- **from**: from Saturday to Monday
- **at**: at last, at 2 o’clock
- **on**: he was on time, on a Wednesday
- **past**: a quarter past nine
- **for**: for a long while, for two hours
- **in**: in time, in the wee hours, in 2006, in the summer
- **to**: a quarter to five, ten minutes to

The following are prepositions that describe place or direction:

- **around**: She walked around the park.
- **at**: We’ll be at home.
- **down**: They lived down the hall.
- **at**: We were at the restaurant. The cat looked at me.
- **from**: I came here from downtown.
in: in a church, in the pasture
from: The reception is two kilometers from here.
inside: Put this tape inside my purse.
of: They took the road south of Innisfil.
on: We lay on the beach.
through: He drove through the tunnel.
to: He went to Salmon Arm. Pass the sugar to me.
towards: Push your side of the couch towards me.
up: We climbed up the hill.
with: Bill went with her.

The following are prepositions that describe the means or agent:

by: She was hit by a ball. Dannika came by train. I made it by trial and error.
from: His success results from careful planning.
in: He takes pleasure in his work.
on: My baby lives on crackers and raisins.
with: He poked the sea anemone with a stick.

The following are prepositions that describe the manner:

by: By building your own garden shed, you save money.
like: She carries herself like a model.
with: She cut the cake with a knife.
in: The party ended in chaos.

The following are prepositions that describe the state or condition:

at: My son is at daycare.
by: We are by ourselves.
in: Her desk is in a state of confusion.
on: He is on duty.
for: Don’t mistake the baking soda for the baking powder.
as: I see it as a small problem.
To describe quantity or measure

for: We ran for ten kilometres.
by: She adds sugar by the spoonful.

The following are prepositions that describe purpose:

for: She’s saving her money for a rainy day. She wanted to go out for New Year’s Eve.
Confusing Prepositions and Some Further Guidelines

The preposition *from* is also used in making comparisons.

Use *from* when the comparison is between two different things.

My book is very different *from* your book.

Use *than* when the object of comparison is a full clause.

I am a much better writer *than* I was ten years ago.

Prepositions can be used interchangeably.

He sat *in front of* me in class.
He sat *ahead of* me in class.

Prepositions are often combined with verbs to make phrasal verbs.

to burn *down* a house
  to get so mad you *burn up*

A single preposition can express many different ideas.

The old table is standing *by* the dumpster.
I got this A *by* studying.
Be careful not to use prepositions where they are not needed.

Incorrect: Meiko fell off of the ladder.
Correct: Meiko fell off the ladder.

Incorrect: Where are you going to?
Correct: Where are you going?

Incorrect: Please take the delivery in back of the house.
Correct: Please take the delivery behind the house.

When parallelism requires the same preposition to be correct, do not use the preposition twice.

Incorrect: Mom wanted me to vacuum, to weed the garden, and to take out the trash.
Correct: Mom wanted me to vacuum, weed the garden, and take out the trash.

When the sentence calls for different prepositions, be sure not to omit one.

Incorrect: She refused to become cruel to and controlling others.
Correct: She refused to become cruel to and controlling of others.
Underline the incorrect preposition in each sentence.

1. My father is scared from heights.

2. I’m envious by those people who can read bad news and not be affected.

3. Jin was confused of what you told him.

4. Eating your greens is good in you.

5. He was so rude; he talked on the phone all to the meal.


7. I’m tired at working long days and going into the office on weekends.

8. When my sister and brother-in-law told me they were having a baby, I was happy of them.

9. Don’t mistake the salt by the sugar.

10. At my mother’s house, the television is always kept in, even when no one’s watching it.
1. Jin came in the realization three years ago that he was eating a lot of expensive cheese.

2. He thought it for, and concluded it would be less expensive to make his own cheese in home.

3. After researching the art to making cheese, he started through assemble the necessary ingredients.

4. Aside he could begin shopping, he first had to make a choice from cow’s milk and goat’s milk.

5. Jin decided to use goat’s milk, as his mom lived with her own goat farm and had extra goat’s milk.

6. Jin had to decide where he would make the cheese. He decided to use his sunroom as his new hobby.

7. Lactic acid bacteria are present in milk, so keeping milk into a warm place is important.

8. He opened down his new recipe book and read the first instruction for making sweet curd cheese.

9. Begin pasteurizing the goat’s milk in heating it by 30 minutes.

10. He was well into his way to producing his own delicious cheese!
The following words are often confused or used incorrectly. Some of these are homonyms, which have the same sound, but have different meanings. Other words in the list are often confused for words that they resemble.

**Commonly Confused Words**

- **air**: the invisible gas surrounding the earth
- **err**: a mistake
- **heir**: the one who inherits
- **accept**: take or receive
- **except**: exclude
- **advice**: a noun, words given or offered as an opinion
- **advise**: a verb, to offer one’s advice
- **affect**: most commonly a verb meaning to influence; less commonly a verb meaning to pretend or imitate
- **effect**: a noun meaning a result; also, a verb meaning to bring about or accomplish
- **allowed**: permitted
- **aloud**: audible
- **beside**: a preposition indicating location
- **besides**: an adverb meaning: in addition to
- **capital**: most important
- **capitol**: a building where heads of government gather
- **coarse**: rough to the touch
- **course**: a program of study
- **council**: an advisory body, a group meeting regularly
- **counsel**: as a noun—formally given advice; as a verb—to advise formally
decent: proper, right
descent: going down, or ancestry

elicit: to draw forth
illicit: illegal

eminent: distinguished
imminent: about to happen

fair: reasonable, just
fair: blond or light in complexion
fair: a moderate quantity or amount
fair: a gathering or stalls and/or amusements, usually outdoors
fare: a fee charged

farther: refers to actual distance
further: refers to figurative distance meaning more
• example: There is nothing further to discuss.

insure: protection against loss
• example: We will insure our house.
assure: convince, make sure
ensure: make sure, make safe

less: use less with uncountable amounts
• example: I have less work to do than Noriko.
fewer: use with countable quantities.
• example: I have fewer assignments to do.

lie: to recline, or rest. An intransitive verb, not taking an object.
• example: I will lie on the couch for ten minutes when I get home.
The dog lies in the hot sun.
lay: to place something down. A transitive verb, taking an object.
• example: Lay the fresh towels on the table. He won’t let me lay this matter to rest.

Confusion comes in forming the past tense of lie—it’s spelled and pronounced the same as the present tense of lay.
• example: This morning we lay in the hammock.
loose: adjective, opposite of tight or confined
lose: verb, to misplace, cease to have

may be: a modal + verb, meaning: might be
• example: It may be true that ghosts are real.
maybe: an adverb, meaning perhaps

passed: a verb, past tense of to pass
• example: the past years at this school
  • also a preposition, meaning by or beyond: He drove past us too quickly
  • also a noun, meaning a period of time: I have ridden horseback in the past.
past: an adjective, meaning former:

precede: verb, to go before
proceed: verb, to begin or continue

presence: being present, attendance
presents: gifts

quiet: not noisy
quite: very, completely

than: a conjunction that makes a comparison:
• example: I am taller than you.
then: an adverb meaning at that time:
• example: We will eat dinner; then, I will start the movie.
their: a possessive pronoun:
• example: It is their decision.
they’re: a contraction of they are:
• example: They’re going to decide.
there: an adverb referring to place:
• example: They’re going to build their new house there.

who’s: a contraction of who is
whose: possessive pronoun of who
Other Common Errors

**all, all of:** redundant when used with common nouns. Just use all.
- example: *all the women at the party*

**alright for all right:** alright is incorrect. The correct form is all right.

**alot for a lot:** alot is a misspelling. A lot is a colloquial term used for many or much.

**irregardless:** not a word. Use regardless.

**have got:** a colloquial term for have. Use *I have two chocolate bars not I have got two chocolate bars.*

**reason is because:** a redundancy. Use **that:** *The reason the cookies are burned is that I didn’t hear the oven timer. OR: The cookies burned because I didn’t hear the oven timer.*

**if, whether:** If is sometimes used to introduce alternative conditions.
- example: *Tell us *if you see Leo;* which can mean not only tell us whether you can see Leo or not, but also tell us in case you ever see him. To be clear, use whether.*
1. _______were fifty questions on their final exam.
   a. They’re
   b. There
   c. Their

2. I wonder what the ________ will be of the new policies in health care.
   a. effect
   b. affect

3. When you’re knitting this pattern, you want your stitch tension to be _____.
   a. loose
   b. lose

4. I look forward to __________ in the sun on my day off.
   a. laying
   b. lying

5. He __________ his exam by a few marks.
   a. passed
   b. past

6. _______ boots are these lying in the front hall?
   a. Who’s
   b. Whose

7. ________ of people like to meet new friends online.
   a. A lot
   b. A lot

8. I want you to call me when you get home _____________ of the time.
   a. irregardless
   b. regardless
9. Whatever you decide is ___________ with me.
   a. alright
   b. all right

10. We’ll have dinner out; _______ we’ll go to the dance club.
    a. then
    b. than

11. I ____________ a new backpack.
    a. have got
    b. have

12. I love the peace and _______ in the library.
    a. quite
    b. quiet

13. The work crew have been _______ the new wood floor in the living room.
    a. lying
    b. laying

14. I don’t know what the best _______ would be to give someone in that situation.
    a. advice
    b. advise

15. I’m going to _______ that my pets will be safe while I’m gone.
    a. ensure
    b. insure
1. Kat has laid in bed all day because Chen never called her back after he said he would.

2. He’s been calling her fewer frequently lately.

3. She wants to heir on the side of caution and stick around her apartment in case he calls.

4. Her friends tell her not to wait around; the affect will be sadness and depression.

5. Beside, even if Chen is worth waiting by the phone, it’s too beautiful a day to stay in bed.

6. Kat’s friends gather outside and start throwing stones at her window, hoping to illicit a response.

7. Their more persistent then she thought.

8. Finally, Kat yells out the window. “Alright, alright! I’m coming down. Quit pestering me!”
Instructions

The text on the following page contains many errors pertaining to usage. Usage errors include mistakes in verb formation, verb tense, articles, noun plurals, noun forms, prepositions, pronoun cases, adjectives and adverbs, passive voice, and word forms.

Read through the text, and underline any word or phrase that contains an error.

Once you have completed the Putting It Together quiz, compare your answers to the key on page 262. If you find all the errors of a particular type, then place a checkmark in “Topic Mastered.” If you miss an error of a particular type, then place a checkmark in “Topic to Review.” You may then use this chart to guide what topics you need to review before moving on to the next section.

<table>
<thead>
<tr>
<th>Error Type</th>
<th>Topic Mastered</th>
<th>Topic to Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. noun plurals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. noun forms</td>
<td></td>
<td></td>
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<tr>
<td>3. article use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. pronoun case</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. adjective versus adverb usage</td>
<td></td>
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<tr>
<td>6. verb forms</td>
<td></td>
<td></td>
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<tr>
<td>7. verb tense</td>
<td></td>
<td></td>
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<tr>
<td>8. active and passive voice</td>
<td></td>
<td></td>
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<tr>
<td>9. preposition usage</td>
<td></td>
<td></td>
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<tr>
<td>10. word forms</td>
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Victoria’s Inner Harbour

Whether your first glimpse of the harbour is from the deck of the Coho ferry, from high above on a float plane, or from the Wharf Street level, your first impression will have been a bustling harbour rich with histories and beauties. Listen to the sounds of street musicians, double-decker buses, chiming bells from a nearby tower, and horses’ hooves from the carriage tours.

When you stand in the middle of the causeway, you are surrounded by Victoria history. The causeway’s hugely stone retaining wall behind you was built in 1902 when this section of Wharf Street was still a bridge over a mudflats. Look south and see the Rattenbury-designed British Columbia Parliament Buildings. Look east and see the famous chateau-style Empress Hotel. Take in the nineteenth-century architectures as you look north up historic Government Street to Victoria’s business district. Victorians older than me may remember when the landmark Munro’s Bookstore building housed the Royal Bank.

The Inner Harbour was the Songhees First Nations’ main village site. Look by the west shore and you will see the Commonwealth Totem Pole standing on the point called “Pallastis,” which means “place of cradle” and is a sacred site of the Songhees. When their children learned to walk, they would place their cradles along this point to insure their children lived a long life.

Sights can be enjoyed by you in Victoria’s Inner Harbour year round, day or night. There is so much to see within the short walk along the lower causeway. Flowers spell out a welcome to Victoria and spill out of hanging baskets on the lamp posts. Tall ships and yachts fill the harbour, and little passenger ferries shuffle people between stop along the harbour. Peruse the wares of jewelry makers and artists along the causeway and stop momentary to watching the buskers’ entertainment. The Inner Harbour was still the site of many summer festivals: the Victoria Classic Boat Festival, Folk Festival, and Symphony Splash to name a few.

At night on an evening stroll, watching the sun set over the water or listen to live music as you sit on a restaurant patio. The harbour is lit up of the lightedness from luxury hotels and restaurants. Each night, 3,000 lights outline the Parliament Buildings.

Classic Victoria attractions along the harbour include the Royal BC Museum, Royal London Wax Museum, and a Undersea Gardens. The north side of the causeway is where the Tourism Information Centre for Victoria can be found, where staff can help you plan how to best experience the city and surrounding attractions.
Success Key

PARTS OF SPEECH

Checkup: Usage—Success Key

This success key is divided into two parts. In the first part, the errors in the text are underlined for you. Each error is assigned a number, which corresponds to the error types listed below the text. The second part of the answer key contains a corrected version of this text.

Personality

At times, when I have thought (7) about it, I belong to many different groups. From the time I was born, I was a member of more than one family group. My mother's family couldn't have been more unlike my father's family. My mother's family was always somewhat stiff and reserved. My father's family was always outgoing, loud, and welcoming. As I grew up, I spent a lot of time wishing I was (7) more like my two families. Because they were so different, I could never be like both of them at once.

I also founded (6) myself a member of a community group, simply by being born in a particular location. I felt at home with the group of artistic and talented people living in my funky east-side neighbourhood. We lived in a three-floors (10) house with two other families, so there was a kind of group there, too, of which I felt a part. I don't think people who live in large cities (1) full of smaller neighbourhoods identify as having an “urban” or “big city” life. I certainly (5) didn't have a strong sense of being part of a city group.

When I got a little older, I wasn't just a member of my family or community groups anymore. I became a member of a school. My school was small, with the (3) strong identity. They were always holding school pride events and showing on (9) the talent of the school community. Students there were always nice to my best friend and I (4) because we were popular. We shared so many good times and bad times, laughter (1) and sorrow. When I graduated, I missed being part of that tightly knit group and seeing my friends every day. Several of them moved to different parts of the country, so it really felt as though I had less (5) friends after graduating. I joined the alumni association to keeping (6) in touch with some of my former classmates, and I became part of a new group that gets together about twice a year and communicates occasionally.

My career has been varied, but most of the time I've worked into (9) the graphic design industry. The people I work with at my job have really different skills, from computer programming to illustration. But various projects have been worked on together by us, (8) and I definitely feel part of the group. They're (10) is always someone to go to for advise (10) or to help me brainstorm.

I'm a little artistic and a lot reserved in personality - at least, until I'm at a party. I have many close friends. It's funny, when I consider what nurture contributes to making up a person's character, my first instinctiveness (1) is to think about families of origin. But my parents are nothing like me! My dad was a (3) accountant, and my mother always said she couldn't draw a circle if her life depended on it. And neither of them had any friends who were as close as my (4) are. It seems the groups I will be (6) part of over the years have made up more of my character than with what I was born.
### Error Types:

- (1) noun plurals
- (2) noun forms
- (3) article use
- (4) pronoun case
- (5) adjective versus adverb usage
- (6) verb forms
- (7) verb tense
- (8) active and passive voice
- (9) preposition usage
- (10) word forms

### Checkup: Usage—Corrected Text

#### Personality

At times, when I **think** about it, I belong to many different groups. From the time I was born, I was a member of more than one family group. My mother’s family couldn’t have been more unlike my father’s family. My mother’s family was always somewhat stiff and reserved. My father’s family was always outgoing, loud, and welcoming. As I grew up, I spent a lot of time wishing I **were** more like my two families. Because they were so different, I could never be like both of them at once.

I also **found** myself a member of a community group, simply by being born in a particular location. I felt at home with the group of artistic and talented people living in my funky east-side neighbourhood. We lived in a **three-storey** house with two other families, so there was a kind of group there, too, of which I felt a part. I don’t think people who live in large **cities** full of smaller neighbourhoods identify as having an “urban” or “big city” life. I **certainly** didn’t have a strong sense of being part of a city group.

When I got a little older, I wasn’t just a member of my family or community groups anymore. I became a member of a school. My school was small, with a strong identity. They were always holding school pride events and showing off the talent of the school community. Students there were always nice to my best friend and **me** because we were popular. We shared so many good times and bad times, laughter and sorrow. When I graduated, I missed being part of that tightly knit group and seeing my friends every day. Several of them moved to different parts of the country, so it really felt as though I had **fewer** friends after graduating. I joined the alumni association to **keep** in touch with some of my former classmates, and I became part of a new group that gets together about twice a year and communicates occasionally.

My career has been varied, but most of the time I’ve worked in the graphic design industry. The people I work with at my job have really different skills, from computer programming to illustration. But we **have worked on various projects together**, and I definitely feel part of the group. **There** is always someone to go to for advice or to help me brainstorm.

I’m a little artistic and a lot reserved in personality - at least, until I’m at a party. I have many close friends. It’s funny, when I consider what nature contributes to making up a person’s character, my first instinct is to think about families of origin. But my parents are nothing like me! My dad was an accountant, and my mother always said she couldn’t draw a circle if her life depended on it. And neither of them had any friends who were as close as **mine** are. It seems the groups I have **been** a part of over the years have made up more of my character than with what I was born.
Quiz Yourself: Noun Plural
1. This sentence contains an incorrect noun plural.
2. This sentence is correct.
3. This sentence contains an incorrect noun plural.
4. This sentence is correct.
5. This sentence contains an incorrect noun plural.
6. This sentence contains an incorrect noun plural.
7. This sentence is correct.
8. This sentence contains an incorrect noun plural.
9. This sentence is correct.
10. This sentence contains an incorrect noun plural.

Challenge Yourself: Noun Plurals
1. The McKechney sisters get together every Tuesday to watch their children practise gymnastics.
2. The two women lean against the wall wrapping their hands around their coffees during the lesson.
3. Susie McKechnley would rather play baseball, but gymnastics is Ava McKechnley’s favourite sport.
4. Ava dreams of doing back flips from rooftop to rooftop, along all the roofs on her street.
5. Susie’s mom complains that the lessons are a lot of money given there isn’t much 1:1 instruction.
6. Ava’s mom shrugs it off, saying the chance for their daughters’ friendship to blossom is worth it.
7. She wants another generation of McKechneys to have the same bond she has with her sister.
8. “Stop stressing,” says Ava’s mom, passing a bag to Susie’s mom. “The tomatoes are from my garden.”

Quiz Yourself: Noun Forms
1. dines 6. locality
2. life 7. literati
3. freeness 8. credential
4. superstitiousness 9. pilgrim
5. salutation 10. perpetualism
Challenge Yourself: Noun Forms (Note: other responses may be correct)
1. Our media class was instructed to film a documentary while we were on our outdoor education trip.
2. Our outdoor education leader showed us how to make a sweat lodge using driftwood for the frame.
3. The film shows the shapelessness of the structure before we rebuilt the frame properly.
4. Now we have the knowledge to make a better one next time.
5. The steam filled the structure, and we soon built up a good sweat.
6. I’ve never felt a more intense exhilaration!
7. We almost forgot to film that part; we were having such a blast.
8. I hope we win the prize!

Quiz Yourself: Article Use
1. an 6. the
2. a 7. nothing
3. The 8. a
4. an 9. an
5. a 10. nothing

Challenge Yourself: Article Use
1. I started working at a restaurant last week.
2. I’m a hostess at The Funky Monkey: I greet people at the front door and help them find a seat.
3. I ask the customers if they would like a table near the window, or one of the booths along the wall.
4. The restaurant is really nice, so I have to make sure I dress up for work.
5. I went to the mall last week and bought a pair of black dress pants and a white dress shirt.
6. When I get my first paycheque, maybe I’ll go back and buy the dress I saw this morning.
7. One of my new coworkers said the tips at The Funky Monkey are great on weekends.
8. If they don’t schedule me to work at least Fridays, I may have to find a second job somewhere.
9. I have to start work at 2:00 p.m., and usually I work an eight-hour shift, unless business is slow.
**Quiz Yourself: Pronoun Cases**

1. me  
2. he  
3. her  
4. us  
5. his  
6. whom  
7. We  
8. us  
9. I  
10. he  
11. whom  
12. who  
13. that  
14. I  
15. mine

**Challenge Yourself: Pronoun Cases**

1. Who will be the one to look after us when we’re no longer able to work?  
2. It’s easy to say the government will.  
3. You and I hope that our government has taken steps to ensure the Canadian Pension Plan is secure.  
4. But should we people spend everything we get, knowing that there is a social security net?  
5. Many people think they’ll be fine with the income they will get from CPP alone.  
6. Take my mother. She and I have very different lifestyles.  
7. The best approach for me to take is saving, and saving early.  
8. I contribute to my retirement savings plan every month. I wonder if my mother ever adds to hers?  
9. I tell my kids this, but they look at me as if to say, “Are you talking to Lisa and I?”  
10. They don’t have any interest. Give them ten years, and they’ll be starting to think about this.

**Quiz Yourself: Adjective versus Adverb Use**

1. really  
2. quickly  
3. smart  
4. skillfully  
5. well  
6. near  
7. surely  
8. sick  
9. bad,  
10. carelessly
Challenge Yourself: Adjective versus Adverb Use
1. My sister looked after my house while I was away. I wanted to do something nice for her.
2. I’ve always got along with my sister fabulously.
3. I called to see if she wanted to go to a concert, but she had the flu and was not feeling well.
4. After the concert, I let myself into her place quietly with a bouquet of flowers.
5. It was late, so I didn’t want to disturb her if she was already asleep.
6. I peeked in her room, and she looked so sweet, lying with her head propped on a pile of pillows.
7. I backed out of the room stealthily and ran the water in the kitchen to fill up the vase.
8. I could happily live here, I thought, if my sister wanted me to be her roommate.
9. Just then, my sister threw the door open violently, and yelled, “What are you doing here?”
10. “I felt so scared when I heard someone here. Thank goodness it is you!”

Quiz Yourself: Verb Forms
1. did  
2. meet  
3. travelling  
4. snowed  
5. go  
6. to be  
7. listening  
8. learning  
9. to speak  
10. to stand

Challenge Yourself: Verb Forms
1. Soledad has always wanted to see the National Parks of Canada.
2. She was happy, even though she lived a very hardworking life in the concrete jungle of Scarborough.
3. One day she was woken up by the sound of jackhammers.
4. “No one starts operating heavy machinery before 7 a.m.,” she said. “What could be going on?”
5. But when she looked out the window, she saw that construction had begun on a new tower.
6. That was the moment she decided she needed a vacation. She had to get out of the city!
7. So she headed to the travel agency where she was planning on booking a flight to Newfoundland.
8. When she got there, the agency had a sale on flights to Banff.

**Quiz Yourself: Verb Tenses**

1. has lived  
2. seen  
3. finished  
4. competed  
5. had written  
6. merging  
7. have eaten  
8. will be taking  
9. was going to turn  
10. did

**Challenge Yourself: Verb Tenses**

1. I started designing web pages in 1995.
2. I hoped to have my own company by now, but sometimes these things take longer than expected.
3. I knew it would be a challenge to start up a business when I was already working full time.
4. If I were a more focused person, I might have achieved my goal by now.
5. Today, I sold some page templates that I had designed a few months ago, back when I had time.
6. I had already told my client that when he arrived, I would have some exciting pages for him.
7. If I had been able to spend time this past year on designs, I would have had more templates.
8. I feel okay about that now, though.
9. By next year, I will have created new templates as I will use this year’s vacation to complete them.

**Quiz Yourself: Active and Passive Voice**

1. active voice  
2. passive voice  
3. active voice  
4. passive voice  
5. active voice  
6. passive voice  
7. active voice  
8. passive voice  
9. passive voice  
10. active voice

**Challenge Yourself: Active and Passive Voice**

1. The summer after graduation, Bill, his mother, and I took our new sailboat on its maiden voyage up the West Coast of Vancouver Island.
2. With luck, we would reach Hot Springs Cove by the third day.
3. The first night, we moored our new vessel at Bamfield on the West Coast Trail.
4. The ship was so new she did not yet have a name on her side; this made the Coast Guard in Bamfield suspicious, so they asked to see her papers.
5. We joked about names for the ship: “Swan Song” and “Desperate.”
6. As the boat headed out of Tofino Harbour the next day, it occurred to me I could use strips of green painter’s tape for a name.
7. Mocking the way Bill used pirate-speak on the boat, we wanted to call her “Arr, Monica,” but then we decided that the name “Harmonica” would be nicer.

Quiz Yourself: Preposition Usage
1. from 6. on
2. by 7. at
3. of 8. of
4. in 9. by
5. to 10. in

Challenge Yourself: Preposition Usage (Note: other responses may be correct)
1. Jin came to the realization three years ago that he was eating a lot of expensive cheese.
2. He thought it through, and concluded it would be less expensive to make his own cheese at home.
3. After researching the art of making cheese, he started to assemble the necessary ingredients.
4. Before he could begin shopping, he first had to make a choice between cow’s milk and goat’s milk.
5. Jin decided to use goat’s milk, as his mom lived on her own goat farm and had extra goat’s milk.
6. Jin had to decide where he would make the cheese. He decided to use his sunroom for his new hobby.
7. Lactic acid bacteria are present in milk, so keeping milk in a warm place is important.
8. He opened up his new recipe book and read the first instruction for making sweet curd cheese.
9. Begin pasteurizing the goat’s milk by heating it for 30 minutes.
10. He was well on his way to producing his own delicious cheese!
Quiz Yourself: Word Forms
1. There
2. effect
3. loose
4. lying
5. passed
6. Whose
7. A lot
8. regardless
9. all right
10. then
11. have
12. quiet
13. laying
14. advice
15. ensure

Challenge Yourself: Word Forms (Note: other responses may be correct)
1. Kat has lain in bed all day because Chen never called her back after he said he would.
2. He’s been calling her less frequently lately.
3. She wants to err on the side of caution and stick around her apartment in case he calls.
4. Her friends tell her not to wait around; the effect will be sadness and depression.
5. Besides, even if Chen is worth waiting by the phone, it’s too beautiful a day to stay in bed.
6. Kat’s friends gather outside and start throwing stones at her window, hoping to elicit a response.
7. They’re more persistent than she thought.
8. Finally, Kat yells out the window. “All right, all right! I’m coming down. Quit pestering me!”
Whether your first glimpse of the harbour is from the deck of the Coho ferry, from high above on a float plane, or from the Wharf Street level, your first impression will have been a bustling harbour rich with histories and beauties. Listen to the sounds of street musicians, double-decker buses, chiming bells from a nearby tower, and horses’ hooves from the carriage tours.

When you stand in the middle of the causeway, you are surrounded by Victoria history. The causeway’s hugely stone retaining wall behind you was built in 1902 when this section of Wharf Street was still a bridge over a mudflats. Look south and see the Rattenbury-designed British Columbia Parliament Buildings. Look east and see the famous chateau-style Empress Hotel. Take in the nineteenth-century architectures as you look north up historic Government Street to Victoria’s business district. Victorians older than me may remember when the landmark Munro’s Bookstore building housed the Royal Bank.

The Inner Harbour was the Songhees First Nations’ main village site. Look by the west shore and you will see the Commonwealth Totem Pole standing on the point called “Pallastis,” which means “place of cradle” and is a sacred site of the Songhees. When their children learned to walk, they would place their cradles along this point to insure their children lived a long life.

Sights can be enjoyed by you in Victoria’s Inner Harbour year round, day or night. There is so much to see within the short walk along the lower causeway. Flowers spell out a welcome to Victoria and spill out of hanging baskets on the lamp posts. Tall ships and yachts fill the harbour, and little passenger ferries shuffle people between stop along the harbour. Peruse the wares of jewelry makers and artists along the causeway and stop momentary to watching the buskers’ entertainment. The Inner Harbour was still the site of many summer festivals: the Victoria Classic Boat Festival, Folk Festival, and Symphony Splash to name a few.

At night on an evening stroll, watching the sun set over the water or listen to live music as you sit on a restaurant patio. The harbour is lit up of the lightedness from luxury hotels and restaurants. Each night, 3,000 lights outline the Parliament Buildings.

Classic Victoria attractions along the harbour include the Royal BC Museum, Royal London Wax Museum, and a Undersea Gardens. The north side of the causeway is where the Tourism Information Centre for Victoria can be found, where staff can help you plan how to best experience the city and surrounding attractions.
Putting It Together: Parts of Speech—Corrected Text

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