

# Common Mistakes in English

**with Exercises**

by **T. J. Fitikides, B.A.. F.I.L.**

Senior English Master

The Pancyprian Gymnasium, Nicosia

Author of *Key Words for Easy Spelling  
Lessons in Greek-English Translation*

Errors, like straws, upon the surface flow ;  
He who would search for pearls must dive below.

**John Dryden**

**Pearson Education Limited**

Edinburgh Gate, Harlow

Essex CM20 2JE, England

and Associated Companies throughout the world

[www.longman-elt.com](http://www.longman-elt.com)

This edition © Pearson Education Limited 2002

The right of Timothy Fitikides to be identified as author of this work has been asserted on his behalf in accordance with the Copyright, Designs and Patents Act 1988.

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the express permission of the Copyright holders.

First published 1936

Second edition 1937

Third edition 1939

Fourth edition 1947

Fifth edition 1963

Sixth edition 2002

Printed in Malaysia

ISBN 0 582 34458 1

Formatted by CjB Editorial Plus

## Preface

### Preface to the first edition

This book has been designed to meet the requirements of students whose mother tongue is not English, Its main purpose is to help to correct the common mistakes to which foreign learners of English are liable.

The method adopted throughout this work is uniform. All the errors dealt with are singled out, for they have to be recognised before they can be corrected: then correct forms are substituted for incorrect ones ; finally, simple explanations are given wherever necessary to justify particular usages. Exercises are set at the end to ensure that the principles may become firmly fixed in the students' minds.

It is not claimed that this manual is exhaustive. Nevertheless, the difficulties tackled are real, and the examples are representative of the mistakes commonly made by foreign students of English, being the result of observations made over a long period of time.

Much care has been given to the preparation of the Index, which it is hoped will make the book a useful work of reference.

My acknowledgements are due to Mr VV. H. G. Popplestone, who has read my manuscript and made many valuable suggestions.

**T. J. F**

*August* **J 9.3ft**

## **Preface to the Sixth Edition**

It is now more than 60 years since this book was first published. It has gone through many revisions, and additions have been made at different times in its history. With the millennium approaching it was decided that there were some points of usage which are no longer relevant and so this new edition has been prepared. The content has been completely reviewed in the light of modern English usage, and the type - faces and design up-dated for clarity.

And yet the original concept and, indeed, most of the original mistakes listed, are still pertinent to students of English even in the year 2000. This little book has sold several hundred thousand copies all over the world and seems likely to go on doing so.

The author's note on how the book should be used is on page vti, with an addition for this edition.

## Useful lists and summaries

Have another look at . . .	
Prepositions after certain words	14
Use of the gerund	19
Use of certain tenses	27
Negatives	37
Third person singular, simple present	50
Indefinite article	53
Verb TO <i>BE</i>	55
Definite article	68
Questions	79
Correct order of words	82
Use of certain prepositions	88
Use of will and shall	106
Singular and plural	130
Irregular verbs in everyday use	
<i>bear to He</i>	198- 1 9 9
<i>light to write</i>	200- 2 0 1

## How this book should be used

This book is intended for two uses, it may be used as a reference book and as an ordinary text book.

As a book of reference it should be consulted with every composition. The teacher may refer the student to the appropriate section dealing with his mistake by a number in the margin of his exercise book. For example, a misuse of a preposition of time (*at, on or in*) is indicated by 383 in the margin to enable the student to look up his mistake and correct it. This method has been tested and found more effective than the common practice of writing the correct form for the student. It is axiomatic that the greater the student's individual effort, the more thorough will be his learning.

With regard to its second use, as an actual text book, we strongly recommend that the teacher should start off with the exercises on pages 137 to 181. These are arranged under the headings of the various parts of speech: nouns, adjectives, pronouns, etc. However, before an exercise is attempted, the teacher should make certain that the students have comprehended the particular usage involved. An occasional reference to some specific section may be made whenever this is deemed necessary, but under no circumstances is it advisable to go through the various sections of the book consecutively- or to commit to memory rules concerning usage.

Despite the fact that this book has been designed for two separate uses, the writer is of the opinion that the best results will be achieved if it is used by the student both as a text book and as a book of reference.

**T.J.F.**

*January 1961*

While the above is still true, there is also a self-study use for this little book. With more varied teaching materials available now, it can also be used as a self-study book by

## Contents

Part 1	Misused forms	
	Using the wrong preposition	1
	Misuse of the infinitive	13
	Use of the wrong tense	18
	Miscellaneous examples	28
	Un-English expressions	40
Part 2	Incorrect omissions	
	Omission of prepositions ,	46
	Miscellaneous examples	49
Part 3	Unnecessary words	
	Unnecessary propositions	61
	Unnecessary articles	63
	Use of the infinitive	69
	Miscellaneous examples	70
Part 4	Misplaced words	
	Wrong position of adverbs	75
	Miscellaneous examples	77
Part 5	Confused words	
	Prepositions often confused	83
	Verbs often confused	89
	Adverbs often confused	107
	Adjectives often confused	109
	Nouns often confused	116
	Confusion of number	122
	Confusion of parts of speech	129
	Exercises	137
	Index	182

## How this book should be used

students of English as a foreign language who are preparing work either as part of their studies or for their occupations. With a view to this, it is suggested that, when a question of correct usage arises, the student should look first for the core word in the index and so find the section detailing the usage. For example, is it *by foot* or *on foot*? Look up *foot* in the index and you will be directed to Section 13 which will explain that *on foot* is correct.

Students and teachers will decide for themselves what is the best way to use this book. What is constant is the quality of content and how helpful it is to all those who use English as a foreign language.



# used forms

## Using the wrong preposition

*Mistakes are often made by using the wrong preposition after certain words. The following list includes the words which most often give trouble:*

- 1 **Absorbed** ( - very much interested) **in**, not *at*.

*Don't say:* The man was absorbed at his work.

*/ Say:* The man was **absorbed in** his work.

- 2 **Accuse of**, not *for*.

*Don't say:* She accused the man for stealing.

*/ Say:* She **accused** the man **of** stealing.

Note: Charge takes with. The man was charged with murder.

- 3 **Accustomed to**, not *with*.

*Don't say:* I'm accustomed with hot weather. /

*Say:* I'm **accustomed to** hot weather.

Note: Also used to: He is used to the heat.

- 4 **Afraid of**, not *from*.

*Don't say:* Laura **is** afraid from the dog. /

*Say:* Laura **is afraid of** the dog.

## Part 1

### 5 **Aim at**, not *on* or *against*.

*Don't say:* She aimed **on** {or against} the target.

/ *Say:* She **aimed at** the target,

Note Use the preposition **at** to denote direction, throw **at**, shout **at**, fire **at**, shoot **at**. Shoot (without the **at**) means to kill. He shot a bird (= he hit and killed it)

### 6 **Angry with**, not *against*.

*Don't say:* The teacher was angry against **him**. /

*Say:* The teacher was **angry with** him.

note 1 We get angry with a person but at a thing. He was angry at the weather ('not with the weather')

Note 2 Also annoyed with, vexed with, indignant with a person, but at a thing.

### 7 **Anxious** (= troubled) **about**, not *for*.

*Don't say:* They're anxious **for** his health.

•/ *Say:* They're **anxious about** his health.

Note **Anxious** meaning wishing very much takes **for**. Parents are anxious for their children's success.

### 8 **Arrive at**, not *to*.

*Don't say:* We arrived **to** the village at night.

/ *Say:* We **arrived at** the village at night.

Note Use **arrive in** with countries and large cities. Mr Smith has arrived in London (or New York, India, etc)

### 9 **Ashamed of**, not *from*.

*Don't say:* He's now ashamed **from** his conduct. /

*Say:* He's now **ashamed of** his conduct.

Note it isn't correct to use **ashamed of** meaning shy. **Ashamed** means feeling shame or guilt about something. **Shy** means feeling nervous with someone. Instead of saying, I'm ashamed (or shamed) of my teacher, say I'm shy of my teacher

## Misused forms

### 10 Believe in, not *to*.

*Don't say:* We believe **to** God.

*/ Say:* We believe **in** God.

Note: To believe in means to have faith in. To believe (without the in) means to regard something as true: / believe everything he says.

### 11 Boast of or about, not *for*.

*Don't say:* James boasted **for** his strength.

*/ Say:* James boasted **of** (or about) his strength.

### 12 Careful of, with or about, not *for*.

*Don't say:* Elke's very careful **for** her health.

*/ Say:* Elke's very careful **of/about** her health.

*Or:* You should be more careful with your money.

Note Take care of He takes care of his money.

### 13 Travel by train, etc., not *with the train, etc.*

*Don't say:* He travelled **with the train** yesterday. /

*Say:* He travelled **by train** yesterday.

Note: We say: by train, by boat, by plane, by bike; also, by land, by sea, by air, by bus; in a bus or on a bus; by car or in a car, by taxi or in a taxi; on horse-back, on a donkey, on a bicycle; on foot.

### 14 Complain about, not *for*.

*Don't say:* Annette complained **for** the weather. /

*Say:* Annette complained **about** the weather.

Note When talking about illness we use complain of. We say She complained of a sore throat.

### 15 Composed of, not *from*.

*Don't say:* Our class **is** composed **from** thirty students. /

*Say:* Our class **is** composed **of** thirty students.

## Part 1

### 16 **Confidence in**, not *to*.

*Don't say:* I have great confidence **to** you.

*/ Say:* I have great **confidence in** you.

Note In confidence : Let me tell you something in confidence { = a i a secret }

### 17 **Conform to**, not *with*.

*Don't say:* 'We must conform with the rules. /

*Say:* We must **conform to** the rules.

Note comply takes with. We'll comply with your request.

### 18 **Congratulate on**, not *for*.

*Don't say:* I congratulate you **for** your success. /

*Say:* I **congratulate you on** your success.

### 19 **Consist of**, not *from*.

*Don't say:* A year consists from twelve months. /

*Say:* A year **consists of** twelve months.

Note Take great care never to use consist in the passive form.

### 20 **Covered with**, not *by*.

*Don't say:* The mountains are covered **by** snow.

*/ Say:* The mountains are **covered with/in** snow.

### 21 **Cure of**, not *from*.

*Don't say:* The man was cured from his illness.

*/ Say:* The man was **cured of** his illness.

Note The noun cure takes for. There is no cure for that disease

### 22 **Depend on** or **upon**, not *from*.

*Don't say:* It depends from her.

*/ Say:* It **depends on** (or **upon**) her.

Note Rely on or upon ' can't rely on (or upon) him.

## Misused forms

23 Deprive **of**, not *from*.

*Don't say:* Nelson Mandela was deprived from his freedom.

/ *Say:* Nelson Mandela was **deprived of** his freedom.

24 Die **of** an illness, not *from an illness*.

*Don't say:* Many people have died from malaria. /

*Say:* Many people have **died of** malaria.

Note People die of illness, of hunger, of thirst, of or from wounds; from overwork; by violence, by the sword, by pestilence; in battle; for their country, for a cause, through neglect; on the scaffold; at the stake.

25 Different **from**, not *than*.

*Don't say:* My book is different than yours. /

*Say:* My book is **different from** yours.

26 **Disappointed by, about or at**, not *from*.

(a) by /at/about :

*Don't say:* Phillipa was disappointed from the low mark she got in the test .

/ *Say:* Phillipa was **disappointed by/about/at** the low mark she got in the test.

(b) with/in:

*Don't say:* Jane was disappointed from her son. /

*Say:* Jane was **disappointed with/in** her son.

Note. Before a person we use with or in, before a thing we use at, about or by and before a gerund we use at: Keith is very disappointed at not winning the prize. We use that (optional before a new clause) / was disappointed (that) I didn't get an invitation.

27 Divide **into parts**, not *in parts*.

*Don't say:* I divided the cake in four parts. /

*Say:* I **divided the cake into** four parts .

Note A thing may be divided in half or in two Paul divided the apple in half (or in two).

## Part 1

28 **No doubt** (*n*) **of** or **about**, not *for*.

*Don't say:* I've **no doubt for** his ability.

*/ Say:* I've **no doubt of** (or **about**) his ability.

Note - Doubtful of: / am doubtful of his ability to pass

29 **Dressed in**, not *with*.

*Don't say:* The woman was dressed with black. /

*Say:* The woman was **dressed in** black.

Note: The woman was in black is also correct

30 **Exception to**, not *of*.

*Don't say:* This is an exception of the rule. /

*Say:* This is an **exception to** the rule.

Note: We say with the exception of: She liked all her subjects with the exception of physics

31 **Exchange for**, not *by*.

*Don't say:* He exchanged his collection of matchboxes by some foreign stamps.

*/ Say:* He **exchanged** his collection of matchboxes **for** some foreign stamps.

Note: In exchange for He gave them his old car in exchange for a new one.

32 **Fail in**, not *from*.

*Don't say:* Steven failed from maths last year. /

*Say:* Steven **failed in** maths last year.

33 **Full of**, not *with* or *from*.

*Don't say:* The jar was full with (or from) oil.

*/ Say:* The jar was **full of** oil.

Note: Fill takes with Jane filled the glass with water

**34 Getrid of, not from.**

*Don't say: I'll be glad to get rid from him. /*

*Say: I'll be glad to **getrid** of him.*

**35 Glad about, not from or with.**

*Don't say: Francis was glad from (or with) receiving your letter.*

*/ Say: Francis was glad about receiving your letter.*

**36 Good at, not in.**

*Don't say: My sister's good in maths. /*

*Say: My sister's **good at** maths.*

Note 1: B a d at , clever at , quick at , slow at , etc. However, w e a k in : *He's weak in grammar.*

Note 2 : *He's good in class* means that his conduct is good.

**37 Guard against, not from.**

*Don't say: You must guard from bad habits. /*

*Say: You must **guard against** bad habits.*

**38 Guilty of, not for.**

*Don't say: He was found guilty for murder.*

*/ Say: He was found **guilty of** murder*

**39 Independent of, not from.**

*Don't say: Clare's independent from her parents.*

*/ Say: Clare's **independent of** her parents.*

Note: W e say dependent on : *A child is dependent on its parents.*

**40 Indifferent to, not for.**

*Don't say: They're indifferent for politics. /*

*Say: They're **indifferent to** politics.*

## Part 1

### 41 **Insist on**, not *to*.

*Don't say:* He always insisted **to** his opinion.

*Say:* He always **insisted on** his opinion.

Note: Persist take ; , in He persisted in his silly ideas

### 42 **Interested in**, not *for*.

*Don't say:* She's **not** interested **for** her work.

*Say:* She's not **interested in** her work.

Note: Also take an interest in She takes a great interest in music

### 43 **Jealous of**, not *from*.

*Don't say:* He's very jealous **from** his brother. /

*Say:* He's very **jealous of** his brother.

### 44 **Leave for a place**, not *to a place*.

*Don't say:* They're leaving **to** England soon. /

*Say:* They're **leaving for** England soon.

### 45 **Live on**, not *from*.

*Don't say:* He lives **from** his brother's money. /

*Say:* He **lives on** his brother's money.

Note: Feed on: Some birds feed **on** insects

### 46 **Look at**, not *to*.

*Don't say:* Look **to** this beautiful picture. /

*Say:* **Look at** this beautiful picture.

Note: Also gaze at, stare at, etc B u i. look after (= take care of); look for (= try to find), look over (= examine); look into (= examine closely), look on or upon (= consider), look down on (= have a low opinion of), look up to (= respect), look out for (= expect); look forward to (= expect with pleasure), look to (= rely on)



## Misused forms

47 **Engaged to**, not *with*.

*Don't say*: Angela was married with a rich man.

*Say*: Angela was **married to** a rich man.

Note Also engaged to Sally was engaged to Peter for a year be'c're they go; married.

48 **Opposite to**, not *from*

*Don't say*: Their house is opposite from ours. -/

*Say*: Their house is **opposite to** ours.

Note Opposite ours is also correct

49 **Pass by a place**, not *from a place*.

*Don't say*: Will you pass from the post-office? /

*Say*: Will you **pass by** the post-office?

Note Also pass the post-office is correct.

50 **Play for a team**, not *with a team*.

*Don't say*: He plays regularly with that team. /

*Say*: He **plays** regularly **for** that team.

51 **Pleased with**, not *from*.

*Don't say*: The teacher is pleased from me. /

*Say*: The teacher is **pleased with** me.

Note. We say pleased at or pleased with if an abstract noun or a clause follows; They were pleased at (or with) what he said; They were pleased at (or with) her results

52 **Popular with**, not *among*.

*Don't say*: John's popular among his friends. /

*Say*: John's **popular with** his friends.

53 **Prefer to**, not *from*.

*Don't say*: I prefer a blue pen from a red one. /

*Say*: I prefer a blue pen **to** a red one.

Note Also preferable to This car is preferable to my old one.

## Part 1

54 **Preside at** or **over**, not *in*.

*Don't say:* Who presided **in** the last meeting?

/ *Say:* Who **presided at** (or **over**) the last meeting?

55 **Proud of**, not *for*.

*Don't say:* He's very proud **for** his promotion . /

*Say:* He's very **proud of** his promotion .

Note We say take \ai pride in A craftsman takes a pride in his work

56 **Rejoice at** or **in**, not *for*.

*Don't say:* We rejoiced **for** her success.

/ *Say:* We **rejoiced at** (or **in**) her success.

57 Related **to**, not *with*.

*Don't say:* Are you related **with** Simon **in** any way?

•/ *Say:* Are you **related to** Simon **in** any way?

Note Also relation to. Is he any relation to you?

58 **Repent of**, not *from*.

*Don't say:* He repented **from** his crime.

/ *Say:* He **repented of** his crime.

Note Repentance ^akes for. H e feels repentance for his sin

59 **Satisfied with**, not *from*.

*Don't say:* Are you satisfied **from** your marks? /

*Say:* Are you **satisfied with** your marks?

Noty Also content with , delighted with , unhappy with , happy with , displeased with , dissatisfied with , disgusted with .

60 **Similar to**, not *with*.

*Don't say:* Your house **is** similar **with** mine. /

*Say:* Your house **is** similar **to** mine.

## Misused forms

### 61 Sit at a desk etc., not on a desk etc.

*Don't say:* The bank manager was sitting on his desk. /

*Say:* The bank manager was sitting at his desk.

*Note* Also sit at a table. But on a chair, on a bench, on a sofa, etc; in an arm-chair, in a tree or up a tree. A bird sometimes perches (= sits) on a tree

### 62 Spend on, not for.

*Don't say:* \ spend a lot of time for my computer. /

*Say:* I spend a lot of time on my computer.

### 63 Succeed in, not at.

*Don't say:* I hope he'll succeed at his work. /

*Say:* I hope he'll succeed in his work.

*Note.* A person succeeds to a property, a title, or an office: Queen Elizabeth II succeeded to the throne in 1952 Also one person can succeed another.

### 64 Superior to, not from or than.

*Don't say:* This is superior from (or than) that.

/ **5** <y>. This is superior to that.

*Note* Also inferior to, junior to, senior to, subsequent to, prior to.

### 65 Sure of, not for.

*Don't say:* I'm quite sure for her honesty. /

*Say:* I'm quite sure of her honesty.

*Note:* Also certain of I am quite certain of >t

### 66 Surprised at or by, not for.

*Don't say:* Harold was surprised for the loud bang. /

*Say:* Harold was surprised at/by the loud bang.

*Note.* Also astonished at/by, amazed at/by, alarmed at/by, puzzled at/by, shocked at/by

**Have another look at ...**

## Prepositions after certain words

Note carefully the prepositions used after the follow in words:

accuse <i>of</i>	guilty <i>of</i>
accustomed <i>to</i>	independent <i>of</i>
afraid <i>of</i>	indifferent <i>to</i>
aim <i>at</i>	insist
angry <i>with, at</i>	interested <i>in</i>
arrive <i>at, in</i>	jealous <i>of</i>
ashamed <i>of</i>	look <i>at</i>
believe <i>in</i>	married <i>to</i>
boast <i>of</i>	no doubt <i>of</i> or <i>about</i>
careful <i>of, with, about</i>	pleased <i>with</i> <sup>it</sup>
complain <i>about</i>	prefer <i>to</i>
composed <i>of</i>	proud <i>of</i>
conform <i>to</i>	related <i>to</i>
congratulate <i>on</i>	repent <i>of</i>
consist <i>of</i>	satisfied <i>with</i>
cure <i>of</i>	similar <i>to</i>
depend <i>on</i>	succeed <i>in</i>
deprive <i>of</i>	superior <i>to</i>
die <i>of</i>	sure <i>of</i>
different <i>from</i>	surprised <i>at, by</i>
dressed' m	<i>suspect of</i>
fail <i>in</i>	tired <i>of</i>
full <i>of</i>	translate <i>into</i>
good <sup>of</sup>	warn <i>of, about</i>
guard <i>against</i>	

## Misused forms

### 67 Suspect of, not *for*.

*Don't say:* I suspect Kate **for** stealing the pen.

*Say:* I suspect Kate **of** stealing the pen .

Note Also suspicious of: Oogs are suspicious of strangers

### 68 Take by» not *from*.

*Don't say:* Robert **took** his brother **from** the hand.

*Say:* Robert **took** his **brother by** the hand.

Note: Also: hold by, catch by, seize by, snatch by, grasp by.

### 69 Tie to, not OK.

*Don't say ;*The girl **tied** the string on the kite.

*i'i7y:*The girl **tied the string to** the kite.

U'.nt Also bind to : The prisoner was bound to r^p iMA-17

### 70 Tired of, not *from*.

*Don't say:* The boys **are** tired **from** eating boiled eggs . /

.V<2y:The boys are **tired of** eating boiled eggs.

### 71 Translate into, not *to*.

*Don't say ;* Translate this passage **to** English. /

*Say:* Translate this passage **into** English.

### 72 Tremble with cold, etc., not *from cold*. etc.

*Don't say:* The man was trembling **from** cold.

*/Sm':*The man was **trembling with** cold.

Note? Also shake with and shiver with . The thief i^As shaking ywith le-)

### 73 Warn (a person) of danger, not *about danger*.

*Don't say:* They were **warned** about the danger.

*/Say:* They were **warned of** the danger.

No'? i Use warn about for specific things rhy v/amed w, abom t., f'j-i, '.m  
-th' road

## Part 1

Note 2 We warn a person against a fault. His teacher warned him against breaking the rules.

### 74 Write **in ink**, not *with ink*.

*Don't say:* I've written the letter with ink. /

*Say:* I've **written** the letter **in ink**.

Note We use **in** when we are referring to the final work. The drawing was done in charcoal. Dora writes her letters in green ink. When we are referring to the instrument used we use **with**. The children are learning to write with a pen. Helen prefers to paint with a thin brush.

(See Exercises 73-76 on pages 168-170)

## Misuse of the infinitive

*Use the gerund and not the infinitive:*

(a) *After prepositions or preposition phrases:*

### 75 **Without**, etc. + **-ing**.

*Don't say:* Do your work without to speak. /

*Say:* Do your work **without speaking**.

### 76 **Instead of**, etc. + **-ing**.

*Don't say:* He went away instead to wait. /

*Say:* He went away **instead of waiting**.

(b) *After words which regularly take a preposition:*

### 77 **Capable of** + **-ing**.

*Don't say:* They're quite capable to do that.

*Say:* They're quite **capable of doing** that.

Note Also incapable of; to + the infinitive follows able or unable. He is unable to do anything.

## Misused forms

78 **Fond of + -ing.**

*Don't say:* She's always fond to talk.

*Say:* She's always **fond of talking**.

79 **Insist on + -ing.**

*Don't say:* Simon insisted to go to London.

*Say:* Simon **insisted on going** to London.

80 **Object to + -ing.**

*Don't say:* I object to be treated like this.

*Say:* I **object to being** treated like this.

81 **Prevent from + -ing.**

*Don't say:* The rain prevented me to go.

*Say:* The rain **prevented me from going**.

82 **Succeed in + -ing.**

*Don't say:* Paula succeeded to win the prize.

*Say:* Paula **succeeded in winning** the prize.

83 **Think of + -ing.**

*Don't say:* I often think to go to England.

*Say:* I often **think of going** to England.

84 **Tired of + -ing.**

*Don't say:* The customer got tired to wait.

*Say:* The customer got **tired of waiting**.

85 **Used to + -ing.**

*Don't say:* She's used to get up early.

*Say:* She's **used to getting** up early.

(c) After certain verbs:

86 **Avoid -i- -ing.**

*Don't say:* You can't avoid **to** make mistakes.

*/ Say:* You can't **avoid making** mistakes.

Note: Also can't help (= can't avoid). / can't help laughing.

87 **Enjoy + -ing.**

*Don't say:* I enjoy **to** play football.

*/ Say:* I **enjoy playing** football.

Note: Use the gerund or to + infinitive after verbs meaning to like or to dislike. He likes reading English books, or He likes to read English books.

88 **Excuse + -ing.**

*Don't say:* Please excuse me **to** be **so** late.

*/ Say:* Please **excuse my being so** late.

*Or:* Please excuse **me for being so** late.

89 **Finish + -ing.**

*Don't say:* Have you finished **to** speak? /

*Say:* Have you **finished speaking**?

Note, to + infinitive or the gerund follow verbs meaning to begin. She began to speak, or She began speaking.

90 **Go on (continue) + -ing.**

*Don't say:* The music went on **to** play all day.

*/ Say:* The music **went on playing** all day.

Note: Also keep on; She kept on playing the piano.

91 **Mind (object to) + -ing.**

*Don't say:* Would you mind **to** open the door?

*/ Say:* Would you **mind opening** the door?



### Have another look at . . .

## Use of the gerund

Use the gerund {and not the infinitive): 1

After prepositions.

Examples: He worked *without stopping*. She played *instead of working*.

2 After words which regularly take a preposition, such as *fond of, insist on, tired of, succeed in*.

Examples: I'm *tired of doing* the work again. He *succeeded in catching* the rat.

3 After certain verbs, such as *avoid, enjoy, finish, stop, risk, excuse*.

Examples: They *enjoy playing* football. The wind has *stopped blowing*.

4 After the adjectives *busy* and *worth*.

Examples: Lena was *busy writing* a book . This date is *worth remembering*.

5 After certain phrases , such as *it's no use, it's no good, I can't help, would you mind, look forward to*.

Examples: I think *it's no use trying* again. I *can't help feeling* angry about it.

Use the gerund or the infinitive after certain verbs, such as *begin, like, dislike, hate, love, prefer*.

Example: He began to talk *or* He began *gerund* talking.

92 Practise + **-ing**.

*Don't say:* You must practise to speak English. /

*Say:* You must practise **speaking** English.

93 Remember + **-ing**.

*Don't say:* I don't remember to have seen *b\ra.* /

*Say:* I don't remember **seeing** him.

Or; I don't **remember having** seen him.

94 **Risk** + **-ing**.

*Don't say:* We couldn't risk to leave him alone .

/ *Say:* We couldn't risk leaving him alone.

95 Stop f **-rag**.

*Don't say:* The wind has almost stopped'to *b'rAv.*

/ *Say:* The wind has almost stopped blowing.

Note give up ' = xto-pl g;ve u:: smoking.

(d) *Afiei ce.rtah: adjectives:*

95 **Busy** + **-ing**.

*Don't say:* He was busy to revise the exams .

*Say:* He was busy revising for the exams .

97 **Worth** + **-ing**.

*Don't say.* Is today's film worth to see?

/ *Say:* Is today's film **worth seeing**?

(e) After certain phrases:

98 **Have difficulty in** + **-ing**.

*Don't say:* She has no difficulty to do it.

/ *Say:* She has no **difficulty in doing it**.

## Misused forms

### 99 Have the pleasure of + -ing.

*Don't say:* I had the pleasure to meet him.

*/ Say:* I had the pleasure of meeting him.

Not?      take pleasure in   Ho takes great pleasure   in h\*tp't'<g others

### 100 It's no use + -ing.

*Don't say:* It's no use to cry like a baby. /

*Say:* It's no use crying like a baby.

### 101 It's no good + -ing.

*Don't say:* It's no good to get angry. /

*Say:* It's no good getting angry.

### 102 Look forward to + -ing.

*Don't say:* I look forward to see him soon.

*/ Say:* I look forward to seeing him soon.

### 103 There is no harm in + -ing.

*Don't say:* There's no harm to visit her now.

*/ Say:* There's no harm in visiting her now.

(See Exercises 63 and 64 on page 164.)

## Use of the wrong tense

### 104 Using the past tense after **did** instead of the infinitive without **to**.

(a) To ask questions:

*Don't say:* **Did** you went to school yesterday? /

*Say:* **Did** you **go** to school yesterday?

(b) To make negatives:

*Don't say:* I **did not** went to school yesterday.

/ **Say: I did not go to school yesterday.**

Use the present infinitive without to, not the past tense after the auxiliary did.

Note: the answer to a question beginning with did is always in the past tense.

Did you see *the picture*? -Yes . I saw *the picture*; or Yes, I did.

## 105 Using the third person singular after does instead of the infinitive without to.

(a) To ask questions:

*Don't say: Does the gardener waters the flowers? /*

*Say: Does the gardener water the flowers?*

(b) To make negatives:

*Don't say: The man doesn't waters the flowers. /*

*Say: The man doesn't water the flowers.*

After the auxiliary does use the infinitive without to, and not the third person of the present.

Note The answer to a question beginning with Does is always in the present tense, third person: Does *he like the cinema?* - Yes, *he likes the cinema*, or

Yes, *he* does.

**(For Sections 104 - 105 see Exercises 33 and 34 on pages 152 - 153.)**

## 106 Using the third person singular after can, must, etc., instead of the infinitive without to.

*Don't say: Ian can speaks English very well. /*

*Say: Ian can speak English very well.*

After the verbs can, must, may, shall, and will, use the infinitive without to, and not the third person of the present.

## 107 Wrong sequence of tenses.

*Don't say: Rachel asked me what I am doing. /*

*Say: Rachel asked me what I was doing.*

When the verb in the main clause is in the past tense, use a past tense in subordinate clauses.

## Misused forms

Note. This rule doesn't apply (1) to verbs within quotations. (2) to facts that are true at all times. We say:

1 She said, 'I am waiting for your answer.'  
2 He said that London is a great city.

### 108 Using *will/ll* instead of **would/'d** in a subordinate clause.

*Don't say:* He said (that) he will/'ll come tomorrow. /

*Say:* He **said** (that) he **would/'d** come tomorrow.

*Will/'ll* changes to *would/'d* in subordinate clauses, when the verb in the main clause is in a past tense.

### 109 Using *may* instead of **might** in a subordinate clause.

*Don't say:* Last Sunday Ailsa told me that she may come.

/ *Say:* Last Sunday Ailsa told me that she **might** come.

*May* changes to *might* in subordinate clauses, when the verb in the main clause is in the past simple tense.

Note: The conjunction *that* is never preceded by a comma.

### 110 Using *can* instead of **could** in a subordinate clause.

*Don't say:* Ben thought he can win the prize.

/ *Say:* Ben **thought** he **could** win the prize.

*Can* changes to *could* in subordinate clauses, when the verb in the main clause is in the past simple tense.

(For Sections 107 - 110 see Exercises 22 and 23 on pages 147 - 148.)

### 111 Using the past simple tense after **to** + the infinitive.

*Don't say:* He tried to kicked the ball away.

/ *Say:* He tried **to kick** the ball away.

Don't use the simple past tense after *to*.

## Part 1

112 Using the past simple tense after an auxiliary verb, instead of the past participle.

*Don't say:* I've forgot to bring my book.

*Say:* I've **forgotten** to bring my book .

Use the past participle (and not the past tense) with the auxiliary verb have and its parts.

113 Using *must* or *ought to* to express a past obligation.

*Don't say:* You ought to come yesterday.

•/ *Say:* You **ought to have come** yesterday.

*Or:* You should **have come** yesterday.

Don't use *must* and *ought to* as past tenses. To express a past duty (which wasn't done) use the perfect infinitive without *to* after *ought to* or *should*, or expressions such as *had to*, *was obliged to*.

Note' In indirect speech use *must* and *ought to* as past tenses: He said *he must do it*.

114 Using the present perfect instead of the simple past tense.

*Don't say:* I have seen a good film yesterday. /

*Say:* I saw a good film yesterday .

Use the simple past tense (and not the present perfect!) for an action completed in the past at a stated time.

Note' When a sentence has a word or a phrase denoting past time, like *yesterday*, *last night*, *last week*, *last year*, *then*, *ago*, etc., always use a simple past tense.

115 Using the simple past tense instead of the present perfect.

*Don't say:* I **saw** the Parthenon of Athens .

/ *Say:* I **have seen** the Parthenon of Athens .

If we are speaking of the result of a past action rather than of the action itself we must use the present perfect tense. When somebody says, / have seen Parthenon, he or she is not thinking so much of the past act of seeing it, as the present result of that past action.

## Misused forms

116 Using the simple past tense with a recent, action, instead of the present perfect.

*Don't say:* The clock struck.

*/ Say:* The clock has struck.

If we are speaking of an action just finished, we must use the present perfect instead of the simple past tense. For example, immediately after the clock strikes, we shouldn't say The clock struck, but The clock has struck.

117 Using the simple present instead of the present perfect.

*Don't say:* I'm at this school two years.

*/ Say:* **I've been** at this school two years.

Use the present perfect (and not the simple present) for an action begun in the past and continuing into the present. I've been at this school two years means I'm still here.

118 Using the simple present instead of the present perfect after a **since** clause of time.

*Don't say:* Since he came, we're happy.

*/ Say:* Since he came, we've **been** happy.

The verb after a since clause of time is generally in the present perfect tense.

19 Using the simple present instead of the present continuous.

*Don't say:* Look! Two boys fight.

*/ Say:* Look! Two boys **are fighting**.

Note. We also use the present continuous for the future 'when something is pre-arranged or expected with some certainty' Lorna is arriving tomorrow at six. Tom and I are eating out tonight.

20 The continuous form of the tense misused.

*Don't say:* Pm understanding the lesson now. /

*Say:* **I understand** the lesson now.

As a rule, verbs denoting a state rather than an act have no continuous forms, like understand, know, believe, like, love, belong, prefer, consist, mean, hear, see, etc.

## Part 1

121 Using the present continuous for a habitual action, instead of the simple present.

*Don't say:* Every morning I'm going for a walk. /

*Say:* Every morning **I go** for a walk.

Use the simple present (and not the present continuous) to express a present habitual action.

Note. Use the present continuous to express a habitual action with the word *always* or with a verb denoting a continuous state: He is always talking in class; He is living in London.

122 Using the verb *to use* for the present habitual action.

*Don't say:* I use to get up at six every morning.

*/ Say:* **I get up** at six every morning.

*Or:* **I'm accustomed to** getting up at six, etc.

The verb *to use* doesn't express a habit in the present. / *use* means / employ. I use a pen to write with.

Note. *Used to* expresses a past state or habit and it usually refers to some old situation which no longer exists: / *used to* see him every day; My father used to play football very well.

123 Using the past continuous for a habitual action, instead of the simple past tense.

*Don't say:* Last year I was walking to school every day. /

*Say:* Last year **I walked** to school every day.

Use the simple past tense to express a habit in the past, and not the past continuous.

Note: Use the past continuous tense to describe events in the past happening at the time another action took place: / *was* walking to school when I met him.

124 Using the past tense instead of the past perfect.

*Don't say:* The train already left before I arrived.

*/ Say:* The train **had already left** before I arrived.

Use the past perfect when the time of one past action is more past than that of another. Put the action which was completed first in the past perfect and the second action in the past tense.



## Misused forms

Note: Don't use the present tense and the past perfect in the same sentence. It would be incorrect to say: My brother says that he had not gone to the cinema last night.

### 125 Using the past perfect instead of the simple past tense.

*Don't say: I'd finished the book yesterday*

*/ Say: I finished the book yesterday.*

Don't use the past perfect unless there is another verb in the past tense in the same sentence.

(See Section 124.)

### 126 Using the future in a clause of time, instead of the present tense.

*Don't say: I'll see you when I shall come back. /*

*Say: I'll see you when I come back.*

If the verb in the main clause is in the future, the verb in the time clause must be in the present tense.

### 127 Using the future in the if clause instead of the present tense.

*Don't say: If he'll ask me, I will/'ll stay. /*

*Say: If he asks me, I will/'ll stay.*

Use the present tense in a future conditional in the if clause and the future tense in the main clause.

Note: But the future tense may be used in an if clause expressing a request: If you will/'ll give me some money I will/'ll buy you a drink.

### 128 Using the present tense after as if or as though instead of the past.

*Don't say: Janine talks as if she knows everything. /*

*Say: Janine talks as if she knew everything.*

Use the past tense after the phrase as if or as though. He talks as if he knew everything, means He talks as he would talk if he knew everything.

Note: Use the subjunctive were with the verb to be after as if: We acts as if he were a rich man.

**129 Using the past conditional of wish instead of the present indicative.**

*Don't say:* **I would wish to know more English.** /

*Say:* **I wish (that) I knew more English.**

Use the present tense of wish to express a present meaning, followed by a that clause containing a past tense.

**130 Using a wrong tense with an improbable condition.**

*Don't say:* **If he would/'d ask me, I would/'d stay.**

*/ Say:* **If he asked me, I would/'d stay.**

Express an improbable condition by the past tense and use the conditional in the main clause. This use of the past tense doesn't indicate a time but a degree of probability.

**131 Using a wrong tense with a counterfactual condition.**

*Don't say:* **If he would/'d have asked me, I would/'d stay.**

*/ Say:* **If he had/'d asked me, I would/'d have stayed.**

Express a counterfactual (that didn't happen) condition by the past perfect and use the past conditional in the main clause. This use of the past perfect doesn't indicate a time but an impossible happening.

**132 Using the infinitive instead of a finite verb.**

*Don't say:* **Sir, to go home to get my book?**

*/ Say:* **Sir, may I go home to get my book?**

The infinitive simply names an action without reference to person, number or time. Therefore, it can't make sense without the help of a finite verb.

**133 Mixing up the tenses.**

*Don't say:* **They asked him to be captain, but he refuses.**

*/ Say:* **They asked him to be captain, but he refused.**

If you begin with a verb referring to past time, keep the verb forms in the past. The same rule applies to tenses throughout a composition.

(See Exercises 24-30 on pages 148-151.)

How **look at ...**

## Use of certain tenses

1 Use the Simple Present for habitual or frequent actions, and use the Present Continuous for actions taking place at the present moment.

Examples: I *read* the newspaper every day. I'm *reading* an English book (now).

2 Use the Simple Past when a definite time or date is mentioned, and use the Present Perfect when no time is mentioned.

Examples: I **did** my homework *last night*. I've *done* my homework (so I can watch TV - or whatever - now).

2 Express habitual or repeated actions in the past either by the Simple Past or by the phrase *used to*.

Example: I *went* (or *I used to go*) to the cinema every week last year.

Note: Don't use the Past Continuous (*was going*) for a past habitual action, but for an action in the past continuing at the time another action took place (*was going to the cinema when I met him*).

4 The only correct tense to use is the Present Perfect if the action began in the past and is still continuing in the present.

Example: I've *been* in this class for two months.

5 Be very careful NOT to use the future but the Present tense in a clause of time or condition, if the verb in the main clause is in the future.

Example: I will/ll visit the Parthenon *when I go* (or *if I go*) to Athens.

## Miscellaneous examples

### 134 Confusion of gender.

*Don't say:* The door **is** open , please shut **her** . S

*Say:* The door **is** open , please shut **it** .

In English only names of people and animals have gender (masculine or feminine). Inanimate things are neuter, and take the pronoun *it* in the singular.

Note: It's possible to use masculine or feminine pronouns when inanimate things are personified: England *is* proud of her navy.

### 135 Using the possessive 's with inanimate objects.

*Don't say:* **Her** room's window **is** open .

*/ Say:* **The window of her room** **is** open .

With inanimate objects we usually use the *of* structure: The door of the car. The leg of the table. The surface of the water. With the names of places and organisations we can use either – London's streets = The streets of London. Italy's climate. = The climate of Italy. The school's main office = The main office of the school.

Note: However, we do say a day's work, a night's rest, a week's holiday, a pound's worth, etc., especially with similar measures of time.

### 136 Using the objective case after the verb **to be**.

*Don't say:* It was **him** .

*/ Say:* It was **he** .

The pronoun coming after the verb *to be* must be in the nominative case, and not in the objective in written composition. However, the objective case is now usually used in conversation: It's me. It was him / her / them, etc.

### 137 Using the objective case after the conjunction **than**.

*Don't say:* My sister **is** taller **than** me .

*/ Say:* My sister **is** taller **than I (am)** .

The word *than* is a conjunction, and can only be followed by a pronoun in the nominative case. The verb coming after the pronoun is generally omitted.

Note: Use the objective case in spoken English. You're much taller than me.

## Misused forms

138 Using the subject pronoun after **between**.

*Don't say:* It's a secret between you and I.

*/ Say:* It's a secret **between** you and **me**.

Between ij preposition, and all preposition; takt- the objective case

"hem

139 Using an object pronoun before a gerund.

*Don't say:* Him laughing at her was what made her angry.

*/ Say:* **His** laughing at her was what made her angry.

When ive use an -ing verb as a noji, t f v preced'nc noun or pronoun f".iy, i be possess .ve

140 Using an object pronoun in a double genitive.

*Don't say:* A friend of him told us the news.

*/ Say:* A friend of **his** told us the news.

We use the double genitive ;of + name + 's, his, mine etc iwh =n we v.,in>. v..  
empli .jSise the person who possesses rather than the th.no w r v c h nc oov .psse'  
A friend of his is simply another way of saying one of his friends

141 Misuse of **-self** forms.

*Don't say:* Michael and myself are here,

*/ Say:* Michael and **I** are here.

Use l'-n? s rrole Der .cia pronouns I, you, tie, etc .if no emoh<r,i-

**ip'i'-,;i>';**

Note Use the -self pronouns n t w o v ,avs > 1) \*'cr emoha;,'.-. \$h>> herself

hun . iji 'p'le ^veiv h!' herself.

142 Using *hisself* or *then selves* instead of **himself** or **themselves**.

*Don't say:* They fell down and hurt theirselves. /

*Say:* They fell down and hurt **themselves**.

The ret'exive pronouns , thud person , are h i m s e l f and t h e m s e l v e s , and c o t h s s e l f and theirseivi

## Part 1

### 3 Misuse of noun /verb homonyms .

*Don't say:* *Becky* played, a good play of chess. '

*Say:* Beck<sup>y</sup>/ **played** a good **game** of chess.

Some verbs and nouns do have the same form and analogous meaning in English. The police fight a hard fight. Heather dreams long vivid dreams. If you lie the lie will eat you out. The company danced an African dance. However, we seldom use the same word like this. Usually we try to avoid it in some way: She fought a long battle with them. If you lie you will be caught out. The company did an African dance.

### 14 Using the relative pronoun *which* for persons .

*Don't say:* I've a brother which is at school.

*f Say:* I've a brother **who** is at school.

Only use *which* as a relative pronoun for animals or things. The right pronoun to use for people is *who* (whose, whom).

### 45 Using *what* or *which* after **everything**, etc.

*Don't say:* I heard everything which (or what) he said. /

*Say:* I heard **everything (that)** he said.

Don't use the relative pronouns *which* and *what* after *everything*, *anything*, *something*, *anything*, *a lot*, (not much), *little*, or *nothing*. We can use *that* after these words, or it can be omitted.

### 46 **Who** and **whom**.

*Don't say:* I saw the woman whom you said lived next door.

*Say:* I saw the woman (**who**) you said lived next door.

We rarely use *whom* in modern English. We still use it after prepositions *to*, *by*, *with*, *after*, *on*, etc. For example: The girl to whom you were speaking is Nigerian. We prefer to avoid this nowadays by changing the order of the sentence. The girl you were speaking to is Nigerian. You can also use *that* in place of *who*: The girl that you were speaking to is Nigerian.

(For Sections 144 - 146 see Exercise 18 on page 145.)

## Misused forms

147 Using *who*, *whom*, *or which* after the superlative, instead of **that**.

*Don't say:* It's the best which I've seen. /

*Say:* **It's the best (that) I've seen.**

Use the relative **that** (not **who**, **whom**, or **which**) after a superlative. It can, however, be omitted.

148 **The same as/same that.**

*Don't say:* Amelia bought the same bag that me. /

*Say:* Amelia bought the **same bag as** me.

After the **same** we use **as** unless it's followed by a subordinate clause, in which case we use **that**, or omit it. Mr Smith ordered the same meal if that he ordered before.

Note Sometimes we use **that** instead of **who** or **which** after **same**. He wore the same dress that he wore on Sunday.

149 Using *who?* or *what?* instead of **which?**

*Don't say:* Who of the two boys **is** the taller?

</ *Say:* **Which** of the two boys is the taller?

Use the interrogative pronoun **which?** for both people and things, asks for one out of a definite number.

Note The interrogative pronoun **what?** doesn't imply choice. What's your telephone number? It's also used to ask for a person's profession. What's your father? - He's a /ai-vyer

(Compare Section 144.)

150 **Who? and Whom?**

(a) Who?

*Don't say:* Whom do you think will be chosen?

/ *Say:* **Who** do you think **will be chosen?**

(b) Whom?

*Don't say:* Who do you think I saw yesterday? /

*Say:* **Whom** do you think **I saw** yesterday?

In sentence a < who is the subject of will be chosen, do you think is a

## Part 1

parenthesis In sentence (b) whom is the object of I saw, do you think is a parenthesis

(For Sections 149 and 150 see Exercise 19 on page 145.)

51 Using *one other* instead of **another**.

*Don't say:* Please give me one other book. /

*Say:* Please give me **another** book.

Another is formed from an and other, but instead of being written another it's written ~~an~~ other.

52 Using the superlative instead of the comparative.

*Don't say:* John is the tallest of the two boys.

*Say:* John is the **taller** of the **two** boys.

Use the comparative when two people or things are compared See 154

53 Using *from* after the comparative instead of **than**.

*Don't say:* Amy is taller from her brother.

*Say:* Amy is **taller than** her brother.

Adjectives (or adverbs) in the comparative are followed by than and not by from

54 Using the comparative instead of the superlative.

*Don't say:* Cairo is the larger city in Africa.

*Say:* Cairo is the **largest** city in **Africa**.

Use the superlative when more than two persons or things are compared

55 Using *the more* instead of **most**.

*Don't say:* The more people will agree with me. /

*Say:* **Most** people will agree with me.

Use most (not the more) when you mean the majority of

Use the more in sentences like The more I complain, the more-

often The more we write, the happier our furor becomes.



## Misused forms

156 Using *more good* or *more bad* instead of better or worse .

*Don't say:* This one looks more good than that . /

*Say:* This one looks **better** than that.

The adjectives good and bad have irregular forms of comparison: good, better, best and bad, worse, worst.

(For Sections 151 - 156 see Exercises 7 and 8 on page 140.)

157 Using *home* instead of **at home**.

*Don't say:* In the afternoon I stay home . /

*Say:* In the afternoon I stay **at home**.

Use the phrase at home to mean <in the house>. With such verbs as, come or go no preposition is necessary. He wants to go *home*.

158 Using *from* instead of **one of** or **among**.

*Don't say:* She is from the nicest girls I know. /

*Say:* She is **one of the nicest** girls I know.

Avoid using from in the sense of one of or among.

159 Using the passive infinitive (**to be** + past participle) instead of the active (*to* + infinitive).

*Don't say:* English isn't easy to be learned . /

*Say:* English isn't easy **to learn**.

The adjectives easy, difficult, hard, heavy, good, etc., are generally followed by the active infinitive.

160 Using an intransitive verb in the passive form.

*Don't say:* She was disappeared from the house.

*Say:* She **disappeared** from the house.

As a rule, don't use intransitive verbs, like appear, seem, become, consist, in the passive form. Intransitive verbs don't have an object.

## Part 1

161 Mixing up one form of the verb with another.

*Don't say:* It's better to enjoy yourself when you're young rather than wasting time worrying about the future.

/ *Say:* It's better **to enjoy** yourself when you're young than **to waste** time worrying about the future.

Don't mix or reform of [h]e verb with another. If the first verb in a comparison is in the infinitive, the second must also be in the infinitive.

162 Wrong sequence of moods .

*Don't say:* If you would'd do me this favour, I will'll be very grateful to you.

/ *Say:* **If you would'd** do me this favour, **I would'd** be very grateful to you.

*Or:* **If you will'll** do me this favour, **I will'd** be very grateful to you.

163 The unrelated participle.

*Don't say:* Being in a hurry, the door was left open . /

*Say:* **Being in a hurry, he** left the door open .

Take care to provide the logical subject relating to the participle phrase. In the sentence given, the logical subject to being in haste is he and not the door.

164 The question phrase *isn't it?* misused.

*Don't say:* He played well yesterday, isn't it? /

*Say:* He played well yesterday, **didn't he?**

Use the question phrase *isn't it?* only when the preceding statement contains the word *is*: It is a hot day, isn't it!

Note In this form of question, use the same tense and person as in the preceding statement and use the correct auxiliary if, however, the preceding statement is in the negative form, the question phrase omits *not*. We say: They are on holiday, aren't they?

They aren't on holiday, are they?

7 You speak English, don't you?

You don't speak French; do you?

,

## Misused forms

165 Misuse of the gerund to express purpose.

*Don't say:* I come here for learning English. /

*Say:* I come here **to learn** English.

Express purpose by using the infinitive, not the gerund

166 *Yes* or *No* in answer to negative questions.

*Question:* Didn't you see the game?

*Answer:* **Yes**, - that is, I saw it.

**No**, - that is, I didn't see it.

In answering negative questions, say **Yes** if the answer is an affirmation, and **No** if it's a negative. That is, answer without any regard to the negative form of the question.

16 Using a double negative.

*Don't say:* She says she's not afraid of nobody. /

*Say:* She says she's **not** afraid of **anybody**.

*Or:* She says she's afraid of **nobody**.

In English two negatives are equal to an affirmative statement. You should avoid using two negative words in the same clause when not is used, none changes to any, nothing to anything, nobody to anybody, no one to anyone, nowhere to anywhere, neither . nor to either or

(See Exercise 38 on page 155.)

168 Using *one time* or *two times* instead of **once** or **twice**.

*Don't say:* I was absent one time or two times.

*Say:* I was absent **once** or **twice**.

Use once and twice instead of one time and two times

169 Using *a day*, etc., instead of **one day**, etc.

*Don't say:* A day they went sight-seeing in Florence. /

*Say:* **One day** they went sight-seeing in Florence.

Use one (not a or an) with day, night, morning, afternoon and evening, when the one means on a certain ...

## Part 1

170 Using *the other day* instead of *She next day*, etc.

*Don't say:* David slept well and was better the other day.

/ *Say:* David slept well and was better the next day (or on the following day).

Note The other day is an informal expression, a few days ago is more formal.  
the other day

171 Using *one and a half*, instead of *half past one*, etc.

*Don't say:* Lessons begin at eight and a half.

/ *Say:* Lessons begin at half past eight.

Tell me, say half past one half past two, half past three, ...

172 Using *as usually* instead of *as usual*.

*Don't say:* As usually, he left his pen at home. /  
*Say:* As usual, he left his pen at home.

173 Using *according to my opinion* instead of *in my opinion*.

*Don't say:* According to my opinion, she's right. /  
*Say:* In my opinion, she's right.

Note Avoid using the phrase *as I think* instead of *in my opinion*; *Say:* He's lazy. *Don't say:*  
*think* he'll fail, not *as I think*

174 Using *at the end* instead of **in the end**.

*Don't say:* At the end they reached the city. /  
*Say:* In the **end** they reached the city.

*In the end* means finally or at last. *At the end* means at the farthest point or part.  
"Here's an example: *at the end* of this book. There's a holiday *at the end* of this month.

175 Using *under the rain* instead of **in the rain**.

*Don't say:* They played football under the rain.  
/ *Say:* They played football **in the rain**.

Note Also *in the sun* and *in the shade*. He was sitting *in the sun* (not *in the shade*).

### Have another look at ...

## Negatives

Express the negative in the present + past simple in one of two ways:

1 By putting *not* (*n't*) after the verb. Use this method with the following twenty-one verbs.

*am, is, are, was, were: have, has, had; shall, should; will, would, can, could; may, might; must; need; dare; ought ... to; used ... to.*

Examples: *I'm not* ready. You *mustn't* do that. He *can't* write well. He *oughtn't* to go.

In conversation, *not* is often shortened to *n't*. We say *don't* for *do not*, *doesn't* for *does not*, *didn't* for *did not*, *hadn't* for *had not*, *wouldn't* for *would not*, etc. (But we say *shan't* for *shall not*, *won't* for *will not*, *can't* for *cannot*.)

2 Use *do, does, did*, with *not* and the present infinitive (without *to*). Use this method with all verbs except those twenty-one given above.

The word order is:

SUBJECT + *do (does, did)* + *not* + INFINITIVE

Examples: I *don't* go there very often. He *doesn't* teach English. They *didn't* see the game.

3 Use other words of negative meaning to express negatives: *no, nobody, no one, nothing, nowhere*.

Example: They know *nothing*

or They do not (don't) know *anything*.

## Part 1

176 Using *the reason is because* instead of **the reason is that**.

*Don't say:* The reason is because **I** believe **it**. /

*Say:* **The reason is that I** believe it.

The word reason denotes cause, therefore the reason is because is fe peiion. The correct idiom is the reason is that ...

177 Using *a country* instead of **the country**.

*Don't say:* I spend my holidays in a country. /

*Say:* **I** spend my holidays in **the country**.

A country is a place like France, India, or Egypt. The country is a rural area where there are no towns or cities.

178 Using *if* instead of **whether**.

*Don't say:* I asked Paul if he was going.

*/ Say:* **I** asked Paul **whether** he was going.

Where or not is implied, use whether, not if. Unlike whether, if does not expect a Yes or No reply: 'sha" speak to him if he comes

179 Using *any* for two, instead of **either**.

*Don't say:* Any of these two books is good. /

*Say:* **Either** of these two books is good.

Either means one or the other of two, any means one of three or more. Any of these books will do.

180 Using *likes me* instead of **I like**.

*Don't say:* The cinema likes me very much. /

*Say:* **I like** the cinema very much.

Note The cinema appeals to me is coned, and means / like the cinema very much

## ?VI»syesd forms

- 181 Using *neither ...or* instead of *neither ... nor*.  
*Don't say:* Sara speaks neither English or French.  
*/ Say:* Sara speaks neither English nor French.

Semembe i Neither must be followed by nor and not by or. Either is followed by or  
she dunks either orange [juice or apple] juice

- 182 Using *both* in a negative sentence instead of *neither*.  
*Don't say:* Both of them didn't go to school today.  
*/ Say:* **Neither** of them went to school today.

Remembsr Change both into neither in a negative sentence and use h positive?  
vtrb

- 1 SB Using *also* or *too* in a negative sentence instead of *either*.  
*!)on'r say:* Joe hasn't come also (*or too*).  
*Say:* Joe hasn't come either.

Rpmfvvt'her L.'lange also or too into wither in r. negative sentences

- 184 U:,ing *and* in a negative sentence instead of *or*.  
*Don't say:* I don't like red and orange. I want the blue one.  
*/ Soy:* I don't like red or orange. I want the bine one.

i he mednn -q of the first i.&nentence is that you don'' like trie two LOIOU1STOOT  
her The intended meaning is that you don't like either of them,  
even separately

Note If w\*. lom clauses with different suojects we use and even after a ne  
gative. He didn't write to me and I was worned.

- 185 Using *till* instead of **before** or **when**.  
*Don't say:* I'd reached the school till the rain started.  
*/ Say:* I'd reached the school **before** the rain started.  
*Or* Ed reached the school **when** the rain started.

Before or when introduces a clause of time, if the verb of the main clause den  
otes an action completed before that of the time clause.

## Un-English expressions

*Mistakes often result from too close a translation into English of foreign idiomatic expressions. The following are examples of such mistakes:*

186 **Take an exam**, not *give an exam*.

*Don't say:* The pupil gave his exam.

*/ Say:* The pupil **took** his exam.

Not \*?. The teacher gives or sets the exam. The student takes the exam or sits the exam.

187 **To be right or wrong**, not *to have right or wrong*.

*Don't say:* You've right or You've wrong.

*/ Say:* You're **right or wrong**.

188 **To be busy**, not *to have work*.

*Don't say:* I have much work this morning. */*

*Say:* **I'm very busy** this morning.

Note. We can say I have a lot of work to do this morning.

189 **It's cold**, etc., not *it has cold*, etc.

*Don't say:* It has cold this winter.

*/ Say:* **It's cold** this winter.

190 **Go for a walk**, not *make a walk*.

*Don't say:* We made a walk along the river.

*/ Say:* **We went for a walk** along the river.

Note. We can also say We had a walk. < We too\* a walk along the river.



## Misused forms

191 **Go for a ride on a bicycle**, etc., not *go for a walk on a bicycle*, etc.

*Don't say:* We went for a walk **on** our bicycles. /

*Say:* We went for a **ride on** our bicycles.

Note We ride on a bicycle, on horseback, etc., but we ride **in** a bus, train, or other public vehicle.

192 **Mount or get on a horse**, etc. not *ride a horse*, etc.

*Don't say:* Peter rode his horse and went home.

*/ Say:* Peter **got on** his horse and **rode** home.

Note To ride denotes a continuous action. To mount or to get on denotes a simple action.

193 **Dismount or get off a horse**, etc., not *come down from a horse*, etc.

*Don't say:* They came down from their horses.

*/ Say:* They **got off** their horses.

Note We get out of a taxi or a car. We get on or off the tram, the bus, etc.

194 **Go on foot**, not *go with the feet*.

*Don't say:* Shall we go there with the feet? /

*Say:* Shall we go there **on foot**?

195 **Take or have a shower**, not *make a shower*.

*Don't say:* **I** make a shower every morning.

*/ Say:* **I take** a shower every morning.

*Or:* **I have** a shower every morning.

Note When speaking of the sea or the river, say **to bathe**, **to have a bathe**, **to go for a bathe**, **to go bathing**, **to go for a swim** or **to go swimming**.

196 **Ask a question**, not *make a question*.

*Don't say:* Naomi made me several questions. /

*Say:* Naomi **asked me** several questions.

197 **Take an hour**, not *need an hour*, etc.

*Don't say:* I'll need an hour to do that.

*/ Say:* **It'll take me an hour** to do that.

198 **Give a discount**, not *make a discount*.

*Don't say:* He made me a small discount. /

*Say:* He **gave** me a small discount.

199 **Take exercise**, not *make exercise*.

*Don't say:* You ought to make more exercise. /

*Say:* You ought to **take** more exercise.

200 **Give or deliver a lecture**, not *make a lecture*.

*Don't say:* He made an interesting lecture.

*/ Say:* He **gave** an interesting lecture.

*Or:* He **delivered** an interesting lecture.

Note We say He *made* an interesting *speech*

201 Say one's prayers, not *make or do one's prayer*.

*Don't say:* I make my prayer before I go to bed.

*/ Say:* I **say** my prayers before **I** go to bed.

Note To say grace is to ask God's blessing before beginning a meal

202 **Pretend**, not *make oneself that*.

*Don't say:* She makes herself that she knows. /

*Say:* She **pretends** to know.

203 **Have a dream**, not *see a dream*.

*Don't say:* I saw a strange dream last night.

*/ Say:* I **had** a strange dream last night.

*Or:* I **dreamt** a strange dream last night.

204 **Smoke a cigarette**, etc., not *drink a cigarette*, etc.

*Don't say:* He drinks too many cigarettes.

*/ Say:* He **smokes** too many cigarettes.

## Misused forms

205 **Make a mistake**, not *do a mistake*.

*Don't say:* I did one mistake in dictation. /

*Say:* I **made** one mistake in dictation.

206 **Tell or speak the truth**, not *say the truth*.

*Don't say:* Fiona always says the truth.

*/ Say:* Fiona always **tells** the truth .

*Or:* Fiona always **speaks** the truth.

Note Also to tell a lie (no! to say a lie): He *told* me a lie.

207 **See or watch a game**, not *to follow a game*.

*Don't say:* Did you follow the game?

*/ Say:* Did you **see** (or **watch**) the game?

Note Avoid saying fo follow the lesson when you mean to attend the cla

208 **Turn (switch) the light on or off**, n o t *open or shut the light*.

*Don't say:* Please open (or shut) the light.

*/ Say:* Please **turn on** (or **off**) the light.

*Or:* Please **switch on** (or **off**) the light.

Note We light, blow out oi put out a lamp, a candle, or a fire.

209 **Give an example**, not *bring an example*.

*Don't say:* Can you bring a better example? /

*Say:* Can you **give** a better example?

210 **Give a mark**, not *put a mark*.

*Don't say:* The teacher put me a good mark. /

*Say:* The teacher **gave** me a good mark.

Note. Avoid to put a lesson, to put a goal Say instead, to give a lesson, to score a goal.

## Part 1

211 **Set a watch by**, not *put a watch with*.

*Don't say:* I put my watch with **the** radio news. /

*Say:* **I set my watch by** the radio news.

212 **A watch is slow or fast**, not *goes behind or in front*.

*Don't say:* My watch goes two minutes behind.

*/ Say:* My watch **is** two minutes **slow**.

Note We can also say My watch loses or gains

213 **Show a film**, not *play a film*.

*Don't say:* This film will be played shortly. /

*Say:* This film will be **shown** shortly.

214 **Have one's hair cut**, not *cut one's hair*.

*Don't say:* I'm going to cut my hair.

*/ Say:* I'm going **to have my hair cut**.

Note Avoid I'll have a pair of shoes (or a suit of clothes) made. Say instead I'll have a pair of shoes (or a suit of clothes) made.

215 **Learn by heart**, not *learn from out*.

*Don't say:* We have a poem to learn from out. /

*Say:* We have a poem to learn **by heart**.

216 **Put on weight**, not *put weight*.

*Don't say:* I've put at least three kilos.

*/ Say:* I've **put on** at least three kilos.

Note. The opposite of to put on weight is to lose weight: She has lost five kilos

217 **It works miracles**, not *it makes miracles*.

*Don't say:* That medicine makes miracles.

*/ Say:* That medicine **works miracles**.

## Misused forms

218 **Getting on with**, not *going with*.

*Don't say:* How is Susan going with her work?

•/ *Say:* How is Susan **getting on with** her work?

219 **This morning**, etc., not *today morning*, etc.

*Don't say:* I haven't seen him today morning.

/ *Say:* I haven't seen him **this morning**.

Note Avoid *today morning*, *today afternoon*, *today evening*, *yesterday night*, *this night*. *Say:* *this morning*, *this afternoon*, *this evening*, *last night*, *tonight*.

220 **Quietly**, not *slowly*, *slowly*.

*Don't say:* The boy came in slowly, slowly. /

*Say:* The boy came in **quietly**.

221 What's **the matter** not *What have you?*

*Don't say:* What have you today?

/ *Say:* **What's the matter with you today?**

Note *What's wrong (with you)?*, *What's the trouble 'with you'?* and *What's the problem?* are also correct.

222 **What do you call . . . ?** not *How do you call*

*Don't say:* How do you call this in English?

/ *Say:* **What do you call this in English?**

Note. If the question isn't about a thing, but about some expression, we'd say: *How do you say this in English?*

(See Exercise 62 on pages 163 - 164.)

# Incorrect omissions

## Omission of prepositions

*The following are examples of mistakes made through the omission of the preposition after certain words:*

223 **Ask for a thing**, not *ask a thing*.

*Don't say:* She came and asked my book .

*/ Say:* She came and **asked for** my book.

224 **Dispose/get rid of a thing**, not *dispose/get rid a thing*.

*Don't say:* He'll dispose/get rid all his property.

*/ Say:* He'll **dispose/get rid of** all his property.

225 **Dream of a thing**, not *dream a thing*.

*Don't say:* Young men dream glory and riches. /

*Say:* Young men **dream of** glory and riches.

226 **Explain to a person**, not *explain a person*.

*Don't say:* She explained me the matter.

*/ Say:* She **explained** the matter **to** me.

227 **Knock at the door**, not *knock the door*.

*Don't say:* Who is knocking the door?

*/ Say:* Who is **knocking at** the door?

## Incorrect omissions

228 **Listen to a person or thing**, not *listen a person or thing*.

*Don't say:* They were listening the music. /

*Say:* They were **listening to** the music.

229 **Pay for a thing**, not *pay a thing*.

*Don't say:* How much did you pay the book?

*/Say:* How much did you **pay for** the book?

Note. A person can pay another person. He/She can also pay a bill, an account, or a subscription. He/She pays for a thing that he/she buys.

230 **Point to or at a person or thing**, not *point a person or thing*.

*Don't say:* He pointed the map on the wall.

*/Say:* He **pointed to** the map on the wall.

*Or:* He **pointed at** the map on the wall.

Note. Also point out. He pointed out the boy who did it. To point (without any preposition) means to direct: Don't point the gun this way.

231 **Remind a person of something**, not *remind a person something*.

*Don't say:* Please remind me that later. /

*Say:* Please **remind me of** that later.

232 **Reply to a person**, not *reply a person*.

*Don't say:* She's not replied me yet,

*/Say:* She's not **replied to** me yet.

233 **Say to a person**, not *say a person*.

*Don't say:* Kevin said me, 'Come tomorrow.'

*/Say:* Kevin **said to** me, 'Come tomorrow.'

234 Search for a **lost thing**, not *search a lost thing*.  
*Don't say:* They're searching the ball.

/ *Say:* They're **searching for** the ball.

Note. In search of: The wolf goes in search of sheep To search someone or something (without the for) means to look in one's pockets or house: The policeman searched the man and his house.

235 **Share with a person**, not *share a person*.

*Don't say:* My friend shared me his book .

/ *Say:* My friend **shared** his book **with** me .

236 **Speak to a person**, not *speak a person*.

*Don't say:* I'll speak him about that.

/ *Say:* I'll **speak to** him about that.

Note: I'll speak to him means I'll do all the speaking; I'll speak with him means I'll have a conversation with him.

237 **Supply a person with something**, not *supply a person something*.

*Don't say:* Can you supply me all I need ?

/ *Say:* Can you **supply me with** all I need ?

Note: Also provide a person with: She provided her son with all he needed.

238 **Think of a person or thing**, not *think a person or thing*.

*Don't say:* Think a number and then double it.

/ *Say:* **Think of** a number and then double it.

239 **Wait for a person or thing**, not *wait a person or thing*.

*Don't say:* I'll wait you at the cinema.

/ *Say:* I'll **wait for** you at the cinema.

Note. Await takes no preposition: I'm awaiting your reply.



## Incorrect omissions

### 240 Wish for a thing, not *wish a thing*.

*Don't say:* He doesn't wish any reward.

*/ Say:* He doesn't wish for any reward.

### 241 Write to a person, not *write a person*.

*Don't say:* I'll write her tomorrow.

*/ Say:* I'll write to her tomorrow.

Note When the direct object of write is expressed, omit the preposition  
*I'll write him a letter.*

(See Exercises 84 and 85 on pages 173 - 174.)

## Miscellaneous examples

### 242 The -s or -es of the third person singular omitted.

*Don't say:* He speak English very well.

*/ Say:* He speaks English very well.

Take great care not to leave out the -s or -es from the present tense, when the subject is he, she, it, or a noun in the singular

(See Exercise 31 on page 151.)

### 243 Using *don't* instead of *doesn't*.

*Don't say:* He don't care what he says. /

*Say:* He doesn't care what he says.

Use don't (= do not) with I, we, you, they, and with plural nouns. Use doesn't (= does not) with he, she, it, and with singular nouns.

(See Exercise 32 on page 152.)

### 244 The -d or -ed of the past tense omitted.

*Don't say:* I receive a letter yesterday.

*/ Say:* I received a letter yesterday.

Take care not to leave out the -d or -ed from the past tense of regular verbs. When speaking, pronounce the ending of the past tense clearly.

h <i, ° another look at ...

## Third person singular, simple present

1 With the pronouns **he, she, it**, or any singular noun, the verb in the present tense takes a special ending, *-s, -es* or *-ies*: *he works, it catches, the sun rises, she worries*.

2 When the first person of the verb ends in *s, x, ch, sh*, or *o*, the third person singular takes *-es*:

I watch	I finish	I fix	I go
he watches	he finishes	he fixes	he goes

3 When the first person of the verb ends in *-y* with a consonant before it, form the third person singular by changing *y* into *ies*:

I carry	I study	I fly
he carries	he studies	he flies

Note: If there is a vowel before the *-y*, we only add *s* for the third person singular: he *plays*, he *enjoys*, he *obeys*.

4 A few verbs are irregular in the third person singular:

I am	I have
he is	he has

5 Modal verbs such as *will, can, may, must*, and *ought* do NOT change their form in the third person singular:

I will	I can	I may	I must
he will	he can	he may	he must

Remember : The third person singular of verbs in the present tense takes *-s, -es* or *-ies*.

## Incorrect omissions

245 The -s, -es or **-ies** of the plural form omitted.

*Don't say:* I paid six pound for the book.

*/ Say:* I paid **six pounds** for the book.

Take care not to leave out the -s, -es or -ies of the plural number.

Note the following nouns have irregular plurals, man, men; woman, women; child, children; ox, oxen; foot, feet; tooth, teeth; goose, geese; mouse, mice.

246 The possessive ending omitted.

*Don't say:* A hen's egg is different from a pigeon. /

*Say:* A hen's egg is different from a pigeon's.

If the first noun in a comparison is in the possessive case, the second must also be in the possessive: My mother's nose is bigger than my father's.

247 Omission of the article before a countable noun in the singular.

*Don't say:* I've no money to buy car. /

*Say:* I've no money to buy **a car**.

As a rule, use either the or a or an before a countable noun in the singular.

248 Omission of **a** or **an** after the verb **to be**.

*Don't say:* I'm not teacher, I'm student.

*/ Say:* I'm not **a** teacher, I'm **a** student.

Use the indefinite article a or an to express a singular noun-complement of the verb to be. There's an animal in there. It's a mouse.

249 Omission of **a** or **an** after the word **half**.

*Don't say:* He drank half glass of milk.

*/ Say:* He drank **half a glass** of milk.

Note. Half a glass (an hour, a day, a mile, etc.) is the shortened form of half of a glass (of an hour, of a day, of a mile, etc.)

250 Omission of **a** or **one** before **hundred**, etc.

*Don't say:* Hundred years make a century.

## Part 2

/ Say: **A** hundred years make a century.

Or: **One hundred** years make a century.

Use the indefinite article **a** or the numeral **one** before **hundred** and **thousand**. See also Section 5 2 7.

251 Omission of **a** or **an** from **make a noise**, etc.

*Don't say:* **I** told them **not** to make noise.

/ *Say:* **I** told them **not to make a noise**.

Note Also to make a mistake, to make a fortune, to make a will, to make an impression, to make an experiment, to make an attempt.

252 Omission of **the** before names of nationalities.

*Don't say:* English are fond of sports.

/ *Say:* **The English** are fond of sports.

Place the definite article before the names of nationalities, describing a people collectively: the British, the French, the Dutch, the Swiss, the Chinese, the Sudanese, etc.

253 Omission of **the** before names of musical instruments.

*Don't say:* I play violin, but not piano.

/ *Say:* I play **the violin**, but **not the piano**.

Use the definite article before the names of musical instruments.

254 Omission of **the** before the word **cinema**, etc.

*Don't say:* **On Saturday I** go to cinema.

/ *Say:* **On Saturday I go to the cinema**.

Use definite article before the words **cinema**, **theatre**, **concert**, etc.

(For Sections 2 4 7 - 2 5 4 see Exercises 16 and 17 on page 144.)

255 Omission of the verb **to be** from the passive.

*Don't say:* Charles Dickens born in 1 8 1 2.

/ *Say:* Charles Dickens **was born** in 1 8 1 2.

Form the passive form by using the verb **to be**, combined with the past participle of the verb required (**to be** + past participle)

## Have another look at . . .

### Indefinite article

Use the indefinite article:

1 Before every common noun in the singular, if it isn't preceded by *the* or some word such as *this, that, my, his*: *I bought a new book* (*not*: I bought new book ).

2 Before the words *hundred* and *thousand*: *A hundred soldiers were in the camp.*

3 After the verb *to be* when a countable noun in the singular follows; *Mary's father is a lawyer*

4 In certain phrases : to make *a* noise, *a* mistake, *a* fortune, *an* impression; to have *a* headache , *a* pain, *a* cold, *a* cough.

Don't use the indefinite article:

1 Before singular nouns that aren't used in the plural, such as *advice, information, work, furniture, bread*  
Example: He gave me good advice (*not*: a good advice).

2 After the phrase **kind of** or **sort of**: *What kind of pen do you want?*

a, an or one

Many languages use the numeral **one** instead of the indefinite article **a** or **an**. This is not so in English.

*One man went into one shop* ought to be *A man went into a shop*. **One** is used only when the *number* is emphatic: *One sivalloiv does not make a summer.*

**256 Omission of the auxiliary do from questions.**

*Don't say:* You understand the problem?

He understands the problem?

She understood the problem?

*/ Say:* Do you understand the problem?

Does he understand the problem?

Did she understand the problem?

Place the auxiliary verb *do* (does, did) before the subject to ask questions in the simple present and simple past tenses.

Note: Don't use the auxiliary *do* with modal verbs, like *can*, *may*, *must*: Can you meet me tomorrow?

(See Exercise 34 on page 153.)

**257 Omission of auxiliary do when do is a principal verb.**

*Don't say:* Do pupils their work carefully?

*/ Say:* Do pupils do their work carefully?

In the correct form of the sentence, the first *do* means nothing on its own and only helps to make the question. The second *do* is the principal verb of the sentence, and has the meaning of perform.

**258 Omission of the preposition indicating time.**

*Don't say:* I was born the third of December.

*/ Say:* I was born on the third of December.

As a rule, don't use a noun without a preposition to show the time of some action.

Note: Don't use a preposition with *last year*, *next year*, *some day*, *one day*, *this afternoon*, etc.

**259 Omission of the preposition after the infinitive.**

*Don't say:* They've no houses to live.

*/ Say:* They've no houses to live in.

The infinitive of an intransitive verb (like *live*, etc.): it must have a preposition after it.

**Have another look at . . .**

**Verb TO BE**

<i>Present Tense</i>	I am /'m , you <b>are/'re</b> , he (she, it) <b>is/'s</b> ; We, you, they <b>are/'re</b> .
<i>Past Tense</i>	<b>It^as</b> , you <b>were</b> , he (she, it) <b>was</b> ; We, you, they <b>were</b> .
<i>Future Tense</i>	I, you, he (she, it) <b>will/'H be</b> ; We, you, they <b>will/'H be</b> .
<i>Present Perfect</i>	I, you, <b>have/'ve been</b> , he (she, it) <b>has/'s been</b> ; We, you, they <b>have/'ve been</b> .
<i>Past Perfect</i>	I, you, he (she, it) <b>had/'d been</b> ; We, you, they <b>had/'d been</b> .
<i>Future Perfect</i>	I, you, he (she, it) <b>will /'llhave been</b> ; We, you, they <b>will/'H have been</b> .

**Uses of the verb TO BE as auxiliary**

Use the verb *to be*:

1 With the Present Participle to form the Continuous Tenses. .

*To be* + Present Participle

Example : The sun *was shining* in the sky,

2 With the Past Participle to form the Passive Form.

*To be* + Past Participle

Example : The letter *was written* by John,

## Part 2

### 160 Omission of there as an introductory word.

*Don't say:* Once lived a great king.

*/ Say:* Once there/Tiere once lived a great king.

Use the adverb there to introduce the subject of a sentence in which the verb stands before the subject.

### 161 Omission of how after the verb to know.

*Don't say:* She knows to play the piano.

*/ Say:* She knows how to play the piano.

After the verb to know the adverb how always comes before an infinitive.

### 162 Omission of other after a comparative.

*Don't say:* Homer was greater than all the Greek poets.

*/ Say:* Homer was greater than all the other Greek poets.

Since Homer was a Greek poet, the first sentence makes him greater than himself, which is illogical.

### 163 Omission of before in comparisons.

*Don't say:* I'd never seen such a thing.

*/ Say:* I'd never seen such a thing before.

Don't leave out the word before in making a comparison between one thing and all others of the same kind.

### 164 Omission of else after everybody, etc.

*Don't say:* She is stronger than everybody.

*/ Say:* She is- stronger than everybody else.

Use the word else in making a comparison between one person or thing and all others of the same kind after everybody, anybody, anything, etc.

### 165 Omission of the demonstrative pronoun one.

*Don't say:* This is the only that I like.

*/ Say:* This is the only one that I like.



## Incorrect omissions

Use the demonstrative pronoun **one** (plural **ones** \* in place of a noun mentioned before.

- 266 Omission of the personal pronoun before the infinitive.

*Don't say:* I want to tell me the truth .

*/ Say:* I want **you to tell** me the truth .

Express the subject of the infinitive after verbs like **want** , **like** , **wish** , etc , if it is different from that of the main verb .

- 267 Omission of **it** as subject of an impersonal verb.

*Don't say:* Is very hot in the Sudan.

*/ Say:* **It's** very hot in the Sudan.

Use the pronoun **it** as the subject of an impersonal verb

- 268 Omission of the pronoun subject from the principal clause.

*Don't say:* When he saw the teacher, stood up. /

*Say:* When he saw the teacher, **he** stood up.

In a sentence beginning with an adverbial clause, express the personal pronoun as the subject of the main clause

- 269 Omission of the personal pronoun after a quotation .

*Don't say:* 'I'm learning English,' said.

*/ Say:* 'I'm learning English,' **he** said.

After a quotation, express the personal pronoun as the subject of the reporting verb

- 270 The object of the transitive verb omitted .

*Don't say:* I asked her for some paper, but she had not .

*/ Say:* I asked her for some paper, but she had **none/didn't have any**.

As a rule, every transitive verb must have an expressed object here, **none** (equivalent to **not any**) is the object of **had**

271 Omission of the direct object when there are two objects.

*Don't say:* I asked him for some ink, and he gave me.

*/ Say:* I asked him for some ink, and he gave me **some**.

Some transitive verbs, like give, bring, send, tell, buy, show, must have two expressed objects, direct and indirect here, some is the direct object of gave

272 The object of the verb **enjoy** omitted.

*Don't say:* I enjoyed during the holidays. /

*Say:* **I enjoyed myself** during the holidays.

*Or:* **I enjoyed my holidays**.

Don't follow the verb enjoy by a preposition. It must always have an object, which may either be a reflexive pronoun or a noun.

Note. We say I had a good time, as this is an idiomatic expression, but we can't say / enjoyed my time. We must specify. / enjoyed my time in Greece.

273 Omission of the noun after **an** adjective.

*Don't say:* The unfortunate was shot dead.

*/ Say:* The **unfortunate man** was shot dead.

The noun that comes after an adjective can't be understood; it must be expressed

Note Omit the noun after an adjective only when the adjective is used as a noun in the plural The poor envy the rich

274 Omission of the word **and** between numbers.

*Don't say:* Eight thousand thirty-seven.

*/ Say:* Eight thousand **and** thirty-seven.

Use the conjunction and to connect hundred, thousand, million to a number of tens or units

275 Omission of the word **or** between numbers.

*Don't say:* I've only two, three friends.

*/ Say:* I've only **two or three** friends.

We must always insert the conjunction or between numbers like this two or three men, five or six pages, eight or ten days.

## Incorrect omissions

276 Omission of the word **old** from age.

*Don't say:* My sister is fifteen years.

*/ Say:* My sister is **fifteen years old**.

Note: We can also say My sister is fifteen years of age, or Simply, My sister is fifteen

277 *For this* used instead of **for this reason**.

*Don't say:* For this he wants to leave.

*/ Say:* **For this reason** he wants to leave.

The phrase for this is incorrect. Say for this reason or for that reason Also o wing to that or because of that

278 *Better* used instead of **had better**.

*Don't say:* Better go home at once.

*/ Say:* **You'd better** go home at once.

The correct phrase is had better. You had better go means It would be a good thing for you to go.

279 *Up and down* used instead of **upstairs and downstairs**.

*Don't say:* He's up, he's down.

*/ Say:* He's **upstairs, he's downstairs**.

He's up means he's out of bed. He's upstairs (downstairs) means he's on the upper (lower) floor of the building

280 *Throw it* used instead of **throw it away**.

*Don't say:* It's dirty, throw it.

*/ Say:* It's dirty, **throw it away**.

Throw it means to throw a thing at someone or somewhere, such as a ball. Throw it away means to get rid of it by throwing it aside

281 */ don't think* used instead of **I don't think so**.

*Don't say:* I don't think.

*/ Say:* **I don't think so**.

I don't think means I don't use my brains, while I don't think so means I am not of that opinion.

## Part 2

282 *Before yesterday, etc.*, used instead of **the day before yesterday**, etc .

*Don't say:* Lynne arrived before yesterday.

*/ Say:* Lynne arrived **the day before yesterday**.

The phrases before yesterday after tomorrow, after next week are incorrect  
Say instead, the day before yesterday, the day after tomorrow, the week after next .

283 *Thank you* used instead of **No, thank you**.

*Don't say:* Thank you (if you want to refuse an offer).

*/ Say:* **No, thank you**.

Note Use thank you to accept an offer, it generally means Yes, please .

# Unnecessary words

## Unnecessary prepositions

*The words below do not require a preposition to go with them because they have within them the meaning of the preposition.*

### 284 Answer (= reply to).

*Don't say:* Please answer to my question. /

*Say:* Please **answer my question**.

Note The noun answer takes to. His answer to my question was wrong.

### 285 Approach (- come near to).

*Don't say:* Don't approach to that house. /

*Say:* Don't **approach that house**.

### 286 Ask (= put a question to).

*Don't say:* I asked to the teacher about it. /

*Say:* **I asked the teacher** about it.

### 287 Attack (= go and fight against).

*Don't say:* They attacked against the enemy. /

*Say:* They **attacked the enemy**.

Note We say, to make an attack on: They made an attack on the enemy

### 288 Comprise (= consist of).

*Don't say:* The book comprises of five chapters.

/ *Say:* The book **comprises** five chapters.

*Or:* The book **is comprised of** five chapters.

## Part 3

### >89 Enter (= go into).

*Don't say:* We entered into the classroom. /

*Say:* We **entered the classroom.**

Note: We enter into a conversation, a debate, or a discussion.

### 290 Finish (= come to the end of).

*Don't say:* I've finished from my work. /

*Say:* I've **finished my work.**

### 291 Leave (= depart from).

*Don't say:* Brian left from England last week. /

*Say:* Brian **left England** last week.

### 292 Obey (= act according to).

*Don't say:* We should obey to our teachers. /

*Say:* We should **obey our teachers.**

### 293 Allow (to) or let (= give permission to).

*Don't say:* The driver allowed/let to John (to) sit in the front seat.

/ *Say:* The driver **allowed/let** John (to) sit in the front seat.

Note Permit has a similar meaning to let, though it's used in more formal situations. The teacher doesn't permit us to talk in class.

### 294 Reach (- arrive at).

*Don't say:* We reached at the school early.

/ *Say:* We **reached the school** early.

### 295 Resemble (- be similar to).

*Don't say:* Does she resemble to her father?

/ *Say:* Does she **resemble her father?**

Note resemblance takes to or between. She bears no resemblance to her father. There is no resemblance between them.

## Unnecessary words

296 **Tel!** (= **say to**).

*Don't say:* I told to him to come at once. /

*Say:* **I told him** to come at once.

297 **Behind** (= **at the back of**).

*Don't say:* Edward hid behind of a large tree. /

*Say:* Edward hid **behind a large tree**.

298 **Inside** (= **in the interior of**).

*Don't say:* The boys went inside of the room. /

*Say:* The boys went **inside the room**.

299 **Outside** (= **on the exterior of**).

*Don't say:* They stood outside of the door. /

*Say:* They stood **outside the door**.

300 **Round** (= **on all sides of**).

*Don't say:* The earth goes round of the sun. /

*Say:* The earth goes **round the sun**.

*Note.* Around is similar in meaning and use to round

(See Exercises 86 and 87 on page 174.)

## Unnecessary articles

301 Wrong use of *the* with proper nouns.

*Don't say:* The Sarah will go to the England. /

*Say:* **Sarah** will go to **England**.

*Don't use the definite article with proper nouns.*

*Note.* Generally place *the* before the names of rivers, seas, oceans, bays, gulfs, mountain ranges, groups of islands, and countries or provinces consisting of an adjective and a noun. *Example:* the Nile, the Mediterranean, the Atlantic, the S. of Biscay, the Persian Gulf, the Alps, the Dodecanese, the United States, the Central Provinces of India.

302 Wrong use of *the* with proper nouns in the possessive,  
*Don't say:* The Euripides' tragedies are famous.

*J Say:* Euripides' tragedies are famous.

Don't use the definite article with proper nouns in the possessive case.

Note. If the name ends in *an* or *x* or is difficult to pronounce with the extra syllable's we omit the final *s*. Maria *Ca*'s voice is divine.

303 Wrong use of *the* with abstract nouns.  
*Don't say:* The bravery is a great virtue.

*/ Say:* Bravery is a great virtue.

Abstract nouns, if used in a general sense, can't take the article.

Note. Abstract nouns, used in a particular sense, use the article *The*.  
*The* bravery of the Spartans was renowned.

304 Wrong use of *the* with material nouns.  
*Don't say:* The gold is a precious metal.

*/ Say:* Gold is a precious metal.

Don't use the article with material nouns, if used in a general sense.

Note. Material nouns, used in a particular sense, require the definite article.  
*The* coal from *the* Midlands is exported to many countries.

305 Wrong use of *the* with plural nouns used in a general sense.

*Don't say:* The dogs are faithful animals. /

*Say:* Dogs are faithful animals.

Omit the definite article before common nouns in the plural if used in a general sense.

306 Wrong use of *the* with names of languages.  
*Don't use:* Tim speaks the English very well.

*/ Say:* Tim speaks English very well.

Never use the definite article before the names of languages.

Note. We can say: He speaks the English language very well.



## Unnecessary words

307 Wrong use of *the* with names of meals.

*Don't say:* We'll start after the breakfast.

*Say:* We'll start **after breakfast**.

Don't use the definite article before the names of meals, breakfast, lunch, dinner, or supper unless you are referring to a particular meal: The lunch they provided was excellent.

308 Wrong use of *the* with names of games.

*Don't say:* My favourite game is the football. /

*Say:* My favourite game **is football**.

Don't use an article before the names of games like football, hockey, tennis, cricket, volley-ball, basket-ball.

309 Wrong use of *the* with names of diseases.

*Don't say:* The cholera is a dreadful disease. /

*Say:* **Cholera** is a dreadful disease.

As a rule, don't use the definite article before the names of diseases.

Note The indefinite article is needed with common names of illnesses: I was suffering from a cold (a fever, a cough, a headache).

310 Wrong use of *the* with names of colours.

*Don't say:* The green is a beautiful colour. /

*Say:* Green **is** a beautiful colour.

Don't use the definite article before the names of colours when used as nouns.

311 Wrong use of *the* with the names of the senses.

*Don't say:* The sight is one of the five senses. /

*Say:* **Sight** is one of the five senses.

Don't use an article before the names of the five senses: sight, smell, hearing, taste and touch.

## Part 3

312 Wrong use of *the* with names of days and months .

*Don't say:* The Sunday can be a day of prayer.  
The December is the last month .

*/ Say:* Sunday can be a day of prayer.  
December is the last month .

Don't use the definite article before the names of days and months

Note We say the Sunday before last, the December of 1940, etc

313 Wrong use of *the* with man denoting the human race.

*Don't say:* The man is born a sinner.

*/ Say:* Man is born a sinner,

Use man, denoting the human race, without the definite article Also, mankind requires no article "Disease is the enemy of mankind

314 Wrong use of *the* with school.

*Don't say:* My sister goes to the school. /

*Say:* My sister goes to school.

To go to school means to be a student, while to go to the school, means to visit the school

Note - Similarly, to leave school means to stop being a student and to leave the school means to go away from the school premises

315 Wrong use of *the* with church.

*Don't say:* On Sunday I go to the church. /

*Say:* On Sunday I go to church.

To go to church means to go and pray, while to go to the church means to go and visit the church .

Note Similarly, distinguish between go to bed and go to the bed, go to prison and go to the prison, go to market and go to the market, go to hospital and go to the hospital, sit at table and sit at the table

## Unnecessary words

### 316 Wrong use of *the* with nature.

*Don't say:* The nature **is** beautiful in spring. /

*Say:* Nature **is** beautiful in spring.

Note: Use the definite article if nature is used in other meanings: *It is in the nature of a dog to be faithful*

### 317 Wrong use of *the* with society.

*Don't say:* **A** thief is a danger **to** the society. /

*Say:* A thief **is** a danger **to** society.

Note: Use the definite article if society is used ( » in a particular sense : The society *of the Greeks* was based on freedom; (2) in the sense of companionship; / *enjoy the society of my friends.*

### 318 Wrong use of *the* in the phrase in future (= from now on).

*Don't say:* You **must** be careful **in** the future. /

*Say:* You **must** be careful **in** future.

Note: In the future means in the time to come: *Nobody knows what will happen in the future.*

### 319 Wrong use of *the* after whose.

*Don't say:* The boy whose the father **is** ill has left. /

*Say:* The boy whose father **is** ill has left.

Don't use the article after the relative determiner *whose*, because it takes the place of the article.

### 320 Wrong use of the indefinite article before work, etc.

*Don't say:* Gillian has found **a** work at the bank.

*/ Say:* Gillian has found work **at** the bank.

Don't use the indefinite article before such words as work, fun, health, permission.

(See Exercise 17 on page 144.)

Have another look at ...

## Definite article

As a rule, nouns in English take no article when used *in a general sense*, but if they're used *in a particular sense* the article is needed. Note the difference in the use or omission of the article:

1 With plural nouns:

*Horses* are strong animals.

*The horses* in the field belong to the farmer.

2 With abstract nouns:

*Wisdom* is a great virtue.

*The wisdom* of Solomon was famous.

3 With material nouns :

*Water* is necessary to life.

*The water* in the kitchen is hot.

4 With days, months, and seasons:

*Summer* is a hot season

*The summer* of '99 was very hot.

5 With names of languages:

*English* is spoken all over the world.

*The English* she speaks is not correct.

6 With names of meals:

*Breakfast* is at eight o'clock.

*The breakfast* I had this morning was delicious.

7 With names of colours:

*Blue* is my favourite colour.

*The blue* in that picture has faded.

## Use of the infinitive

*Mistakes are frequently made by using the infinitive without to after the following verbs, which do not require it.*

### 321 Can + infinitive without *to*.

*Don't say:* My mother can **to** swim very well. /

*Say:* My mother **can swim** very well.

Note: Always write the negative form cannot as one word. Alternatively, the short form can't can be used informally.

### 322 Could + infinitive without *to*.

*Don't say:* I could **not to** see you yesterday.

*/ Say:* I could **not/couldn't** see you yesterday.

### 323 May + infinitive without *to*.

*Don't say:* May I **to** visit you next weekend? /

*Say:* **May I visit** you next weekend?

### 324 Might + infinitive without *to*.

*Don't say:* He might **to** come in the morning. /

*Say:* He **might come** in the morning.

### 325 Must + infinitive without *to*.

*Don't say:* I must **to** see her at her office. /

*Say:* I **must see** her at her office.

### 326 Let + infinitive without *to*.

*Don't say:* Tom's father would **not let him to** go out. /

*Say:* Tom's father would **not let him go** out.

### 327 Make (to force) + infinitive without *to*.

*Don't say:* You can't make Emma **to** understand. /

*Say:* You can't **make Emma understand**.

## Part 3

### 328 See + infinitive without *to*.

*Don't say:* They saw him to leave the house.

*Say:* They **saw him leave** the house .

Note: They saw him leaving the house is also correct .

### 329 Watch + infinitive without *to*.

*Don't say:* I watched the girls to play hockey.

*Say:* I **watched the girls play** hockey.

Note: I watched the girls playing hockey is also correct

### 330 Hear + infinitive without *to*.

*Don't say:* We heard him to speak in English. /

*Say:* We **heard him speak** in English.

Note: We heard him speaking in English is also correct

### 331 Feel + infinitive without *to*.

*Don't say:* I could feel her heart to beat, /

*Say:* I could **feel her heart beat**.

*Or:* I could **feel her heart beating**.

Note: if the verbs make, see, watch, hear, feel, are used in the passive, to must be used. He was seen to leave the house. He was heard to speak in English.

(See Exercise 65 on page 165.)

## Miscellaneous examples

### 332 Wrong repetition of subject.

*Don't say:* My little brother he is at school, /

*Say:* My **little brother** is at school.

Never repeat the subject by using a pronoun after the noun. My little brother, and he denote the same person. Therefore, use one or the other as subject, but not both.

## Unnecessary words

333 Wrong repetition of subject in a compound sentence.

*Don't say:* **I** went to the market and **I** bought fruit.

*/ Say:* **I** went to the market and bought fruit.

In a compound sentence, express the same subject once only and don't repeat it before each verb, unless the sentence is long and complicated

334 Wrong repetition of subject after an adjectival clause,

*Don't say:* David, who is a careless pupil, **he** lost his book,

*/ Say:* David, who is a careless pupil, **lost his book.**

335 Wrong repetition of subject after a non-finite verb phrase .

*Don't say:* Karen and Tom, having signed the register, they left the church.

*J Say:* **Karen and Tom**, having signed the register, left **the church.**

336 Wrong use of personal pronoun in a relative clause.

*Don't say ;*The book which **I** lost it was new.

*/ .Say:* The book which I lost was new.

Don't use a personal pronoun as well as a relative in the relative clause if they both refer to the same noun In the first sentence both which and it refer to book .

337 Wrong repetition of object.

*Don't say:* The doctor **I** know him very well. /

*Say:* **I know the doctor** very well.

In the sentence given, the words doctor and him denote one and the same object Therefore, use either doctor or him, but not both in the same sentence.

In general we don't put the object before the verb so the word order in The doctor I know him very well is also wrong

## Part 3

338 Wrong repetition of object with infinitive.

*Don't say:* I bought an English book to read it. /

*Say:* I bought an English book **to read**.

Don't repeat an object with an infinitive of purpose if the verb takes an object

(For Sections 332 - 338 see Exercise 20 on page 146.)

339 Wrong use of *that* in direct speech.

*Don't say:* She said that, 'Em sure to pass.' /

*Say:* **She said**, 'I'm sure to pass.'

We can't use *that* in direct speech, i.e. when we repeat the words that some other person has spoken without any change

Note, in indirect speech we say: He said that he was sure to pass.

340 Using a double comparative.

*Don't say:* He's more stronger than John .

/ *Say:* He's **stronger** than John .

Double comparatives are incorrect more stronger ought to be only stronger. However, we can say much stronger .

341 Misuse of adjectives that can't be compared .

*Don't say:* My work **is** more perfect than his.

/ *Say:* My work **is superior** to his.

*Or:* My work **is better** than **his**.

Certain adjectives can't be compared perfect , unique , preferable , supreme , right , correct , etc

342 *Return back* used instead of **return**.

*Don't say:* She has returned back to school. /

*Say:* She has **returned** to school

Don't use the word back with return , because return means to come back



## Unnecessary words

343 *Begin from* used instead of **begin**.

*Don't say:* Exams begin from Thursday. /

*Say:* Exams **begin on Thursday**.

A Hung can begin unhat a pomi oInme The word cant be used \O apply to the whole time during which a thing is being done.

344 *Consider as* used instead of **consider**.

*Don't say:* Robert considers me as his best friend.

•/ *Say:* Robert **considers me his best friend**.

Don't as \*; a5 after the word consider We say He regards me as his best friend oi Robert considers me to be his best friend.

345 For *to* used instead of **to**.

*Don't say:* I came here for to learn English. /

*Say:* I came here **to learn** English.

346 From *where* used instead of **where**.

*Don't say:* From where can I buy a good watch? /

*Say:* **Where** can I buy a good watch?

Where means at what place, while from where denotes the point of origin from where do tourists come?

347 *And etc.* used instead of **etc.**

*Don't say:* I, you, we, and etc. are pronouns. /

*Say:* I, you, we, **etc.**, are pronouns.

Etc. is the short form of et cetera, a Latin phrase meaning and other things. The combination and etc. is wrong because it would mean and and other things.

Note However, students are advised to avoid using etc. in an essay and to use phrases such as and other things, and so on instead.

348 *So ... so that* instead of **so ... that**.

*Don't say:* I'm SO tired SO that I can't go.

/ **Say: I'm so tired that I can't go.**

When *so* or *such* is completed by a clause of result, introduce the clause by *that* and not by *so that*

349 *From now and on* used instead of **from now on**.

*Don't say:* From now and on I'll study hard.

/ **Say: From now on I'll study hard.**

The phrase *from now and on* is incorrect. Say, *from now on*

350 *Although/Though ... yet* used instead of **although/though**.

*Don't say:* Although it's raining, yet he'll go. /

**Say: Although it's raining, he'll go.**

*Although (though)* is the conjunction introducing the subordinate clause, and a second one (*yet* or *still*) isn't required.

351 *Go to home* used instead of **go home**.

*Don't say:* When school is over I go to home. /

**Say: When school is over I go home.**

The expression (*go to home*) is wrong. Say, *go home*.

352 Using *far* with a phrase of definite distance.

*Don't say:* Mary lives two miles far from here. /

**Say: Mary lives two miles from here.**

When we use a phrase of definite distance (like *two miles*!) in a sentence, don't use the word *far*. We can say, *Mary lives two miles, away*

353 The adverb of definite time misplaced.

*Don't say:* I last night went to the cinema.

•/ *Say:* I went to the cinema **last night**.

Adverbs or adverbial phrases of definite time, like yesterday, today, tomorrow, last week, two months ago, are usually placed at the end of the sentence. If we want to emphasise the time, we put the adverb at the beginning. Yesterday I was very busy.

Note: if there is more than one adverb of definite time in a sentence, put the more exact expression before the more general. He was born at two o'clock in this morning on April 12th 1942.

354 The adverb of indefinite time misplaced.

*Don't say:* They come always to school by bus. /

*Say:* They always **come** to school by bus.

Pat. " adverbs of indefinite time, like ever, never, always, often, seldom, soon, sometimes and the adverbs almost, scarcely, hardly, nearly, even, before the principal verb

Note: With the verb to be place the adverb of indefinite time after the verb. They are always beautifully dressed

355 The adverb of time placed before the adverb of place.

*Don't say:* The builders will be tomorrow here.

/ *Say:* The builders will be **here tomorrow**.

When using an adverb of time and an adverb of place together in a sentence, the adverb of place must come first

## Part 4

356 *The* adverb misplaced with a transitive verb.

*Don't say:* Janet wrote carefully her essay.

*/ Say:* Janet wrote her essay **carefully**.

With a transitive verb, the adverb generally comes after the object.

Note. If, however, the object is long, the adverb may come after the transitive verb.  
She wrote carefully all the essays she had to do.

357 The adverb **enough** misplaced.

*Don't say:* Is the room enough large for, you? /

*Say:* Is the room **large enough** for you?

Place the adverb enough after the word it qualifies and not before.

Note. When enough is an adjective it comes before the noun: We have enough food for six people.

358 **Not** misplaced with a compound verb.

*Don't say:* I should have not gone ...

*/ Say:* I should **not** have gone ...

Position not in a compound verb after the first auxiliary

Note. With the present or perfect participle, place not at the beginning'

Not having set the alarm, he was late for work. Not being rich, he couldn't afford it.

359 **Not** misplaced with the negative infinitive.

*Don't say:* I told Liz to not come on Monday. /

*Say:* I told Liz **not to come** on Monday.

Position not in the negative infinitive immediately before the word to, and not after it.

(See Exercises 66 and 67 on pages 165 - 166.)

## Miscellaneous examples

360 The subject of the sentence misplaced

*Don't say:* Last week visited our school a man. /

*Say:* A man visited our school last week.

in most English sentences place the subject first, the verb next, then the object with the rest following

361 The subject misplaced in questions.

*Don't say:* You were at the cinema yesterday?

They'll come with us tomorrow?

/ *Say:* Were you at the cinema yesterday

Will they come with us tomorrow?

in interrogative sentences place the subject after the verb. If the response is compound, the subject comes after the auxiliary, and the verb follows.

Note: Exception: In this rule is occasionally made in colloquial English, but students are advised to follow the rule.

362 The subject misplaced in questions beginning with an interrogative word.

*Don't say:* Why you were absent last Friday? /

*Say:* Why were you absent last Friday?

in questions beginning with an interrogative word like what, when, where, how, place the verb before the subject as in all questions.

(For Sections 361 - 362 see Exercise 35 on page 153.)

363 The subject misplaced after never, etc.

*Don't say:* Never I have heard of such a thing. /

*Say:* Never have I heard of such a thing.

When never, seldom, rarely, neither, nor, not only, no sooner, etc. appear at the beginning of a complete clause, the verb must come before the subject as in a question.

## Part 4

364 *All... not* used instead of **Not all**.

*Don't say:* All people are not hard-working.

</ *Say:* Not all people are hard-working.

The first sentence is wrong because it makes all people lazy

Note Similarly, Everybody doesn't like dancing should be Not every body likes dancing

365 The subject misplaced in indirect questions.

*Don't say:* The teacher asked me what games did I play?

</ *Say:* The teacher asked me what games **I** played.

In indirect questions follow the usual order of words: subject first and then verb

(See Exercise 37 on page 154.)

366 The direct object misplaced.

*Don't say:* He touched with his hand the ball.

</ *Say:* He **touched the ball** with his hand.

The object of a transitive verb generally comes directly after the verb

367 The indirect object misplaced.

*Don't say:* I showed to her some of my stamps. /

*Say:* I showed some of **my stamps to her**.

If the indirect object is preceded by a preposition, place it after the direct object

Note The indirect object usually comes first without a preposition / showed her some of my stamps.

368 The qualifying adjective misplaced.

*Don't say:* My uncle has a garden very large. /

*Say:* My uncle has a very **large garden**.

Put the adjective immediately before the noun, it qualifies

## Have another look at ...

### Questions

Questions can be formed in three ways:

1 By putting the verb before the subject. Only use this method with the following twenty -one verbs:

*am, is, are, was, were; have, has, had; shall, should; will, would; can, could; may, might; must; need; dare; ought; used.*

Examples : Are you ready? Can you write well?

Will he come tomorrow ? May I go now?

2 By using *do, does, did*, followed by the subject and then the infinitive (without *to*). Use this form with all verbs except the twenty -one given above. The word order is:

*Do (does, did) + SUBJECT + INFINITIVE*

Examples: Do you come here every day? Does the child learn English? Did they go to the theatre ?

3 By using question words. The question word always begins the question , but the verb must be put before the subject as in questions of types 1 and 2 .

Examples: Why are you late? When did you come? Where is it? Whom did you see? Which book do you want?

If the question word is the subject of the sentence , put the verb *after* the subject:

Who wrote the letter? Whose dog bit the man?

### 369 The past participle misplaced.

**Don't say:** The ordered goods haven't arrived. /  
**Scry;** The goods ordered haven't arrived.

The goods ordered is a shortened form of The goods which have been ordered.

### 370 The relative clause misplaced.

**Don't say:** A girl has a pony who is in our class. /  
**Say:** A girl who is in our class has a pony.

Put the relative clause immediately after the noun to which it refers.

Note Enclose a relative clause that may be omitted between commas. *My brother George, who is in another class, has a new bicycle.* A relative clause that can't be omitted is not enclosed within commas: *The boy who spoke to me is my brother.*

### 371 The conjunction misplaced in a time clause.

**Don't say:** Emma when she arrived the boat had already gone.  
**/ Say:** When Emma arrived the boat had already gone.

Place the conjunction introducing an adverbial clause of time at the beginning of a clause.

### 372 Correlative conjunctions misplaced.

**Don't say:** Paul neither speaks English nor French. /  
**Say:** Paul speaks neither English nor French.

Place correlative conjunctions (that is, conjunctions used in pairs, like neither . . . nor, not only . . . but also) before words of the same part of speech.

### 373 The ordinal numeral misplaced.

**Don't say:** I've read the two first chapters. /  
**Say:** I've read the first two chapters.

Place ordinal numerals before cardinal numerals. There can't be two **first** chapters, only one. Similarly, we must say *The last two (three, etc.), and not The two (three, etc.) last.*



## Misplaced words

374 The indefinite article misplaced with **such**.

*Don't say:* I never met **a** such good man before. /

*Say:* I never met **such a** good man before.

Place the indefinite article **a** or **an** after **such**: such a good man.

375 The definite article misplaced with **half**.

*Don't say:* The half year **is** nearly finished. /

*Say:* Half the **year** **is** nearly finished.

Half the year is shortened form of half of the year.

376 *The most* used instead of **most of the**.

*Don't say:* The most **of** girls are not present. /

*Say:* **Most of the** girls are not present.

The phrase the most of is incorrect. Say, most of the.

377 The apostrophe (') misplaced with contractions.

*Don't write:* Did'nt, has'nf, is'nt, are'nt, etc.

*Write:* **Didn't, hasn't isn't, aren't**, etc.

(See Exercises 39 and 40 on pages 155 - 156.)

378 Mentioning oneself first.

*Don't say:* Only **I** and my mother are present. /

*Say:* Only **my mother and I** are present.

English idiom requires that when a person is speaking of himself/herself and others, he/she must mention the other person or persons first and leave himself/herself last.

Have another look at ...

## Correct order of words

1 Subject

2 Verb

3 Object

1 The object is usually placed immediately after the verb.  
Example: I speak English very well.

2 The indirect object usually comes before the direct object *without a preposition*.  
Example: I gave him the money.

3 An expression of time comes after an expression of place.  
Example: We stayed there all day.

4 Place adverbs of time and degree, such as *always, often, never, nearly, hardly, scarcely*, before the verb, or between the auxiliary and the verb.  
Examples: I *never* see that man; *or* I have *never* seen that man.

Note: With the verb *to be* place the adverb after the verb: He *is never* late.

5 In indirect questions the subject comes first and then the verb.  
Example: I want to know where they went.

6 In compound verbs with two auxiliaries, place *not* after the first one.  
Example: She could *not* have been there .

7 In the negative infinitive, *not* comes before *to*.  
Example: I told him *not to go* there.

# Confused words

## Prepositions often confused

379 To and At.

(a) To.

*Don't say:* We come at school every morning,

/ *Say:* We come to school every morning.

(b) At.

*Don't say:* Someone is standing to the door. /

*Say:* Someone is standing at the door.

Use to to express motion from one place to another, use at to indicate a location.

(See Exercise 77 on page 170.)

380 To and Till.

(a) To.

*Don't say:* We walked till the river and back.

/ *Say:* We walked to the river and back.

(b) Till.

*Don't say:* I'll stay here to next month.

/ *Say:* I'll stay here till next month.

Use to with distance, and till (until) with time.

381 In and At.

(a) In.

*Don't say:* Liam has a flat at Paris. S

*Say:* Liam has a flat in Paris.

We use in to describe the physical location of something as part of a larger thing or place.

(b) At.

*Don't say:* My mother is staying in 66 Argyle Street. /

*Say:* My mother is staying at 66 Argyle Street.

We use *at* when we're talking about an address, a public place or building (a bus stop, the Post Office, the library etc.) and cases in which the location is irrelevant but what we do there is what matters (school, the dentist, dance class etc.)

(See Exercise 78 on page 170.)

382 **In and Into.**

(a) In.

*Don't say:* Gemma spent all the day into her room. /

*Say:* Gemma spent all the day **in** her room.

(b) Into.

*Don't say:* Richard came in the room and sat down. /

*Say:* Richard came **into** the room and sat down.

*In* denotes position inside something, while *into* denotes motion or direction towards the inside of something

Note Always write the preposition *into* as one word

(See Exercise 79 on page 171.)

383 **On, At, In.** (Time.)

(a) On.

*Don't say:* My uncle will arrive at Saturday.

/ *Say:* My uncle will arrive **on Saturday**.

(b) At.

*Don't say:* I usually get up on seven o'clock. /

*Say:* I usually get up **at seven o'clock**.

(c) In.

*Don't say:* She goes for a walk at the afternoon. /

*Say:* She goes for a walk **in the afternoon**.

## Confused words

(1) Use **on** with the days of the week or month: **on Friday, on March 25, on New Year's Day** (2) Use **at** with the exact time, at four o'clock, at dawn, at noon, at sunset, at midnight. (3) Use **in** with a period of time: **in April, in winter, in 1945, in the morning** Also **at night** and **by day**

(See Exercise 80 on page 171.)

### 384 **For** and **At**. (Price.)

(a) **For**.

*Don't say:* I bought a book at fifty pence.

/ *Say:* I bought a book **for fifty pence**.

(b) **At**.

*Don't say:* I can't buy it for such a high price.

/ *Say:* I can't buy it **at such a high price**.

Use **for** if the actual sum is mentioned use **at** if the actual sum isn't given

**Note:** If the weight or measure follows the price, use **at** with the actual sum  
That velvet is available at £5 a metre

### 385 **Between** and **Among**.

(a) **Between**.

*Don't say:* There was a fight among two boys. /

*Say:* There was a fight **between two boys**.

(b) **Among**.

*Don't say:* Divide the apple between you three. /

*Say:* Divide the apple **among you three**.

Use **between** for two only Use **among** for more than two

(See Exercise 81 on page 172.)

### 386 **Beside**.

*Don't say:* Charlie was standing just besides me. /

*Say:* Charlie was standing just **beside** me.

## Part 5

387 *Except for Besides/As well as*

*Don't say:* I have other books except these.

/ *Say:* I have other books besides/as well as these  
(= in addition to these).

hnie Except me-ms 'n leavp out £V\*«yO'; e wJ<sup>S</sup> present except John

388 *By for With.*

*Don't say:* The man shot the bird by a gun.

/ *Say:* The man shot the bird with a gun.

'Vfren you ^r'i .,no\ Me -it-^r',ei i) I'^tfimer.t .,-ih which 'he action  
. -iorj.,e with By denote\* the uer n; the action The bird i-va^; hor by t  
/ie man

"jivu r-,i-oi- -v.r.iq ul. - by and not with by nan'; by post, by phone,  
by cip^w ann, by the four. by the Jo:piv by the metre

30-1 *From for By.*

*Don't say:* Mary was punished from her father. /

*Say:* Mary was punished by her father.

'lit- by "...-)! from, {ituvhf- pdSy.v\* form to show the doer of the -Ktion

390 *From for Of or In.*

*Don't say:* He's the tallest from all the boys. /

*Say:* He's the tallest of all the boys.

*Or.* He's the tallest boy in the class

Preu -de .idi Ai tives (or adverbs) IN the superlative degree by the jnc! follow  
mem bi of or in

391 *FAT FOR About.*

*Don't say:* The teacher spoke for bad habits.

</ *Say:* The teacher spoke about bad habits.

Don.t usr- for in th=-scr.se of about fhe chief u-e of for r; (a convey the idea  
of fj'jm.y m fj'vo.,jr of " we sa>'thai the tt-arhei yoke for bad habits it's like  
saying :hdt he /,he spoke in favour nl bad habits.

### 392 *Since* for **For**.

*Don't say:* She's lived here since two years

•/ *Say:* She's lived here **for two years**.

Place the preposition **for** before words or phrases denoting a period of time: for three days, for six weeks, for two years, for a few minutes, for a long time. Use it with any tense except the present.

Note **For** is often omitted. We can say, I've been here for two years or I've been here two years.

### 393 *From* for **Since**.

*Don't say:* Ian's been ill from last Friday. •

*Say:* Ian's been ill **since last Friday**.

Place the preposition **since** before words or phrases denoting a point in time: since Monday, since yesterday, since eight o'clock, since Christmas. When we use **since**, the verb is usually in the present perfect tense, but it may be in the past perfect. I was glad to see Tom. I hadn't seen him since last Christmas.

Note: **From** can also denote a point in time, but it must be followed by **to** or **till**: He works from eight o'clock till one o'clock without a break.

### 394 *After* for **In**.

*Don't say:* I may be able to go after a week.

/ *Say:* I may be able to go **in a week**.

*Or:* I may be able to go **in a week's time**.

When speaking of a period of time in the future, use **in**, and not **after**. Here **in** means after the end of.

### 395 *In* for **Within**.

*Don't say:* I'll come back in an hour - **if you mean before the end of an hour**.

/ *Say:* I'll come back **within an hour**.

**In** means after the end of, **within** means before the end of.

(See Exercises 82 and 83 on pages 172 - 173.)

Have another look ...

## Use of certain prepositions

### Prepositions of Place

#### TO and AT

Use **TO** for movement from one place to another .

Example: I *walk to* school every day.

Use **AT** to denote position or rest.

Example: He's *waiting at* the door.

#### IN and INTO

**IN** denotes position or rest inside something.

Example: The pencil ("5 *in* the box.

**INTO** denotes movement towards the inside of.

Example: They *walk into* the room.

### Prepositions of Time

#### AT, IN, O'S

Use **AT** with the exact time.

Example: She arrived *at 8 o'clock* in the morning.

Use **ON** with days and dates.

Examples: *On Sunday* we go to church. My birthday is *on the third of December*.

Use **IN** with a period of time.

Example: *In summer* the weather is warm.



## Verbs often confused

### 396 **Shall and Will.**

(a) **To express simple futurity:**

In the first person:

*Don't say:* I will go tomorrow if it's fine.

S *Say:* I **shall** go tomorrow if it's fine.

In the second person:

*Don't say:* She tells me you shall go tomorrow. /

*Say:* She tells me you **will/'ll** go tomorrow.

In the third person:

*Don't say:* He shall go if he has permission.

S *Say:* He **will/'ll** go if he has permission.

(b) **To express something more than simple futurity:** In the first person:

*Don't say:* I have determined that I shall go. /

*Say:* I have determined that I **will/'ll** go.

In the second person:

*Don't say:* You will/'ll go out if you are good.

*Say:* You **shall** go out if you are good.

In the third person:

*Don't say:* My mind is made up : he will/'ll go. /

*Say:* My mind is made up : he **shall** go.

To form the simple future, use shall with the first person and will with the second and third persons. Will in the first person denotes resolution or personal determination, and shall in the second and third persons denotes either a command or a promise.

Note: Should, the past tense of shall, and would, the past tense of will, have the same differences of meaning and use as the present forms shall and will / was afraid that I should fail, I promised that I would help him.

(See Exercise 41 on page 156.)

## Part 5

### 397 Shall and May.

Distinguish between:

(a) May I shut the door? *and*

(b) Shall I shut the door ?

May ' ihui 'he door'. Me-di'is thail wi-.,l. "he rjror closed and I ask , 'ntji permission to -/nut it. *Shail* -J-.ui >=> doer'-' Means that I ./. /ant io know-- whether you wish the door oo'.ed

### 398 Say and Tell.

*Don't say:* He told. 'I wili/'ll go home .'

He told that he'd go home .

/ *Say:* He said, 'I will/'ll go home.'

He said that he'd go home .

Use to Say (i) when referring to a person's actual words, and (2) in indirect speech if the sentence doesn't contain an indirect object..

Note Common idioms with say una teff

Say a prayer Who says-' I must say! You can say that age'' If von say so Tell the- truth Tell a lie. Tell a story Tell the Time Tell your fortune Tell someone your name

(See Exercise 42 on pages. 156 - 157.)

### 399 Make and Do .

(a) Make,

*Don't say:* The carpenter did a large table.

/ *Say* The carpenter made a large table.

(hi Do.

*Don't say:* You must make your work carefully. *J*

*Say:* You must do your work carefully.

To make primarily means to construct or manufacture something, while to do mean: to accomplish a thing

JJoie Common exceptions with make and do (a) To make a mistake, to make a promise, to make a spet-'n to make an excuse, to make ha^te, to make fun of, to make progress, to make a noise, to make a bed i- to prepare the bed for sleeping on) lb) To do good, to do evil, to do-/our best to do

## Confused words

your duty, to do someone a favour, to do wrong, to do a puzzle, to do business, to do away with, to do gymnastics, to do exercises

(See Exercise 43 on page 157.)

### 400 Lie and Lay.

(a) Lie.

*Don't say:* Em going to lay down for an hour. *S*

*Say:* Em going **to lie down** for an hour.

(b) Lay.

*Don't say:* Please lie the exam papers on the desk.

*S Say:* Please **lay out** the exam papers on the desk.

Lie (= to rest) is an intransitive verb and never has an object. Lay (= to put) is a transitive verb and always requires an object. Their principal parts are lie, lay, lain, and lay, laid, laid.

Note: Lie, lied, lied is to tell an untruth: He has lied to me. Lay, laid, laid also means to produce eggs: The hen has laid an egg. (Idiom. Lay the table is to prepare the table for a meal.)

(See Exercise 44 on page 157.)

### 401 Sit and Seat.

(a) Sit.

*Don't say:* We seat at a desk to write a letter.

</ *Say:* We **sit** at a desk to write a letter.

(b) Seat.

*Don't say:* He sat the passengers one by one. /

*Say:* He **seated** the passengers one by one.

Use sit as an intransitive verb. Seat is a transitive verb and requires an object. Very often the object of seat is a reflexive pronoun: He seated himself near the fire. The principal parts of the two verbs are: sit, sat, sat, and seat, seated, seated.

Note: Don't confuse sit with set, which usually means to place. Common idioms with set: to set the table, to set on fire, to set off (or out), to set a trap, to set a clock, to set a price, to set your heart on, to set free, to set an example, to set a broken bone, to set to work (= to start work).

(See Exercise 45 on page 158.)

402 **Rise and Raise.**

(a) Rise.

*Don't say:* Val raises very early **in** the morning.

*/ Say:* Val rises very early **in** the morning.

(b) Raise.

*Don't say:* She rose their salaries too **often.** /

*Say:* She **raised** their salaries too often.

Rise is an intransitive verb and means to go up, stand up, or get out of bed. It does not require an object. Raise is a transitive verb and means to lift up something. Their principal parts are: rise, rose, risen, and raise, raised, raised.

Note: Arise is often used for rise, but it is better to use arise only in the sense of begin. A quarrel (a discussion, an argument, a difficulty, etc) may arise. This is formal but is still used.

(See Exercise 46 on page 158.)

403 **Like and Love.**

*Don't say:* I like you! Will you marry me? /

*Say:* I love you! Will you marry me?

Both verbs can be used for people and things. The only difference is one of degree. Love is much stronger than like.

404 **Stay and Remain.**

(a) Stay.

*Don't say:* We remained **in** a very good hotel.

*/ Say:* We **stayed in** a very good hotel.

(b) Remain.

*Don't say:* Not many figs have stayed **on** the tree. /

*Say:* Not many figs have **remained on** the tree.

Here, to stay means to live for a short time as a guest or a visitor, and to remain means to be left after part has been taken or destroyed.

Note: Use either verb when the meaning is to continue in the same place or condition. // stay [or remain] at home till tomorrow. Remain is more formal.

## Confused words

### 405 Hanged and Hung.

(a) Hanged.

*Don't say:* No -one has been hung in Britain since 1964.

/ *Say:* No -one has been **hanged** in Britain since 1964.

(b) Hung.

*Don't say:* We hanged the picture on the wall. /

*Say:* We **hung** the picture on the wall.

When the reference is to killing a person or animal by hanging, we use the form *hanged*. In other cases, the form is *hung*. The principal parts of the two verbs are: hang, hanged, hanged; hang, hung, hung.

(See Exercise 50 on page 160.)

### 406 Wear and Put on.

(a) Wear.

*Don't say:* Kathy always puts on black shoes. «/

*Say:* Kathy always wears black shoes.

(b) Put on.

*Don't say:* I wear my clothes in the morning.

</ *Say:* I **put on** my clothes in the morning.

*Wear* means to have upon the body as a garment or as an ornament. To *put on* denotes a simple act.

*Note.* To *dress* has nearly the same meaning as to *put on*, but the object of *dress* is a person and not a thing. He *dressed* himself and went out. The mother *dressed* her baby.

(See Exercise 47 on pages 158 - 159.)

### 407 Tear and Tear up.

(a) Tear.

*Don't say:* John tore up his coat on a nail.

/ *Say:* John **tore** his coat on a nail.

(b) Tear up.

*Don't say:* Philip was angry and tore the letter.

## Parts

/ *Say:* Philip was angry and tore up the letter.

To tear means to divide along a straight or irregular line, sometimes by accident: To tear up means to destroy by tearing to pieces.

The word up is often used with verbs to express the idea of completeness: burn up, drink up, dry up, cut up, eat up, shut up, use up

408 Grow and Grow up.

*(a) Grow.*

*Don't say:* These flowers grow up very quickly.

/ *Say:* These flowers grow very quickly.

*(b) Grow up.*

*Don't say:* When I grow I'll be a doctor.

/ *Say:* When I grow up I'll be a doctor.

To grow means to become bigger, to grow up means to become an adult

Other meanings of grow: (1) to occur naturally in the ground Rice grows in Egypt. (2) to cause to grow We grow flowers in our garden, (3) to allow to grow He grew a beard. (4) to become The nights grow cold in winter

409 Pick and Pick up.

*(a) Pick.*

*Don't say:* We picked up flowers in the garden.

✓ *Say:* We picked flowers in the garden.

*(b) Pick up.*

*Don't say:* The naughty boy picked a stone.

/ *Say:* The naughty boy picked up a stone.

To pick fruit or flowers means to pull them away with the fingers, to pick up means to lift up from the ground. The important element is that what is picked up isn't attached

410 Deal with and Deal in.

*(a) Deal with.*

*Don't say:* This book deals in common errors. /

*Say:* This book deals with common errors.

## Confused words

(b) Deal in.

*Don't say:* A bookseller deals with books .

/ *Say:* A bookseller deals in books .

To deal with means to have to do with, to deal in means to buy and sell

Note. To deal with also means to take action on a matter The headmaster will deal with that question

411 Interfere in and Interfere with.

(a) Interfere in.

*Don't say:* Don't interfere with my private business! /

*Say:* Don't interfere in my private business!

(b) Interfere with.

*Don't say:* Paul is always interfering in the equipment . /

*Say:* Paul is always interfering with the equipment .

Interfere in means to concern yourself with something which you shouldn't  
Interfere with means to do some damage or be a nuisance to someone or something.

412 Borrow and Lend.

(a) Borrow.

*Don't say:* I want to lend a book from you. /

*Say:* I want to borrow a book from you.

(b) Lend.

*Don't say:* Will you please borrow me a book? /

*Say:* Will you please lend me a book?

To borrow is to get something from someone, and to lend is to give something to someone

(See Exercise 51 on page 160.)

413 Steal and Rob.

(a) Steal.

*Don't say:* Someone has robbed all her money. /

*Say:* Someone has stolen all her money.

(b) Rob.

*Don't say:* Some men stole a bank last night. /

*Say:* Some men **robbed a bank** last night.

The object of steal is the thing taken by the thief, such as money, a watch, a bicycle, etc, while the object of rob is the person or place from whom (or which) the thing is taken, such as a man, a house, or a bank.

(See Exercise 52 on page 160.)

#### 414 Take revenge and Avenge.

*Don't say:* I must avenge myself for what he did to me!

/ *Say:* I must **take revenge** for what he did to me !

Note: Avenge and revenge oneself are now only found in literary English: We usually use take revenge (on). We might also say He must have his revenge

#### 415 Convince and Persuade.

*Don't say:* I am persuaded of Robin's innocence.

/ *Say:* **I am convinced** of Robin's innocence.

Persuade and convince have very similar meanings and are mostly interchangeable in modern English. Delia persuaded me to take the exam = Delia convinced me to take the exam. Except in the case of to be convinced of something meaning to believe something.

Note. Care must be taken not to confuse persuade with pursued, the past tense of pursue (= to follow)

#### 416 Refuse and Deny.

(a) Refuse.

*Don't say':* Sarah denied to take the money.

/ *Say:* Sarah **refused** to take the money.

(b) Deny.

*Don't say:* John refused that he'd done it. /

*Say:* John **denied** that he'd done it.

To refuse means not to take what is offered or not to do what one is asked to do... To deny means to answer in the negative or to say that a statement isn't true.

(See Exercise 53 on page 160.)



## Confused words

### 417 Discover and Invent.

(a) Discover.

**Don't say:** America was invented by Columbus.

/ **Say:** America was discovered by Columbus.

(B) Invent.

**Don't say:** Edison discovered the gramophone. /

**Say:** Edison invented the gramophone.

TO DISCOVER is to find that which existed before but was unknown, and TO INVENT is to create that which didn't exist before

### 418 Take place and Take part.

(a) Take place.

**Don't say:** The meeting will take part soon. /

**Say:** The meeting will take place soon.

(b) Take part.

**Don't say:** I'll take place in the meeting. /

**Say:** I'll take part in the meeting.

TO TAKE PLACE means to happen or to be held, while TO TAKE PART means to be involved in

### 419 Made from and Made of.

(a) Made from.

**Don't say:** The bowl is made of glass. /

**Say:** The bowl is made from glass.

(b) Made of.

**Don't say:** The statue is made from marble. /

**Say:** The statue is made of marble.

We usually use OF when you can still recognise the original material. We use FROM when the original materials are unrecognisable. In most cases either is possible.

420 *Let* for **Rent** and *Hired out* for **Hire** .

(a) **Rent.**

*Don't say:* I let the house from Mr Jones. /

*Say:* **I rent** the house from Mr Jones.

**Note** To rent something is to pay to use it, usually for a long period of time a house, a car, a piano etc To let something is to allow someone to pay you for the use of something that belongs to you

(b) **Hire.**

*Don't say:* I hired out a surf board when I was in America.

•/ *Say:* **I hired** a surf board when I was in America.

**Note** To hire something is, to pay to use it, usually for a short time, with one single payment a suit, a bicycle, a rowing boat etc To hire out is to offer something for someone else to hire

421 *Win* for **Earn.**

*Don't say:* She wins her living by hard work. /

*Say:* She **earns** her living by hard work.

To earn means to receive in return for work, to win is to obtain as a result of fighting, competition, gambling, etc

**Note.** The verb to gain may be used with either meaning to gain one's living or to gain a victory, a prize, etc.

422 *Substitute* for **Replace** with.

*Don't say:* They substituted gold with paper money. /

*Say:* They **replaced** gold with paper money.

We replace one thing with another, but we substitute one thing for another the two phrases mean the reverse of each other You replace gold with paper money You substitute paper money for gold-

423 *Correct* for **Repair** or **Mend.**

*Don't say:* Some men are correcting the road. /

*Say:* Some men are **repairing** the road.

To correct is to make something right to correct mistakes, a composition a translation, one's pronunciation, etc To repair or to mend is to put m good conuit on a fil'i be mg aarriagpo. to repair or mend a road, clothes, shoes, etc

## Confused words

Note: To repair a watch is to put it in good condition again, but to correct a watch is to set it to the right time

### 424 *Dust* for **Cover with dust**.

*Don't say:* A sandstorm dusted our clothes.

/ *Say:* A sandstorm **covered** our clothes **with dust**.

To dust doesn't mean to cover with dust, but to remove dust from. After sweeping, she dusted the furniture

### 425 *Please* for **Ask** or **Thank**.

*Don't say:* I pleased him to do me a favour;

*or:* I pleased him for his lovely present.

</ *Say:* **I asked** him to do me **a** favour;

*and:* **J thanked** him for his lovely present.

To please means to give pleasure to / worked hard to please my teacher

### 426 *Could* for **Was able to**.

*Don't say:* Because Laura worked hard she could finish the job in time.

/ *Say:* Because Laura worked hard she **was able to** finish the job in time.

If the meaning is managed to or succeeded in doing, use was able to, and not could.

### 427 *Learn* for **Teach**.

*Don't say:* Graham learned us how to play hockey.

/ *Say:* Graham **taught** us how to play hockey,

Teach means to give instruction, learn means to receive instruction. He taught me English, and I learned it quickly

{See Exercise 54 on page 161.}

### 428 *Win* or **Beat**.

*Don't say:* We've always won your team.

## Parts

/ **Say: We've always beaten your team.**

To win is to get something you wanted, to beat is to overcome an opponent: The girls beat the boys, and won the prize.

Remember; the principal parts of each verb: beat, beat, beaten, and win, won, won.

**(See Exercise 55 on page 161.)**

429 **Accept for Agree.**

**Don't say: The teacher accepted to go with us.**

/ **Say: The teacher agreed to go with us.**

Accept means to take something that is offered to you. Maria accepted the bunch of flowers. It also means to believe something you're told: Ken accepted his explanation. Agree to means to do what one is asked to do: David agreed to come to London on Monday, but agree with means to have the same opinion as someone else. The Long family never agree with each other.

Note: We agree with a person, but to a thing. / agree with Luke, but I can't agree to this plan

430 **Leave for Let.**

**Don't say: Penny didn't leave me to get my book. /**

**Say: Penny didn't let me get my book.**

Let means to allow. Leave means to abandon or to go away from. Do you leave your books at school?

**(See also Sections 436 and 447.)**

431 **Bring for Take.**

**Don't say: The astronauts are bringing plants to the moon.**

/ **Say: The astronauts are taking plants to the moon.**

Using bring or take depends on where the speaker or doer is. We use bring for things coming to where we are and take for things going somewhere else: Take these cakes to your grandmother and bring (back) some flowers from her garden.

Note: To fetch means to go somewhere else and come back with something: Please fetch me a glass of water (= go and come back with a glass of water).

## Confused words

### 432 *Drown* for *Sink*.

*Don't say:* The ship drowned **in** the ocean. /

*Say:* The ship **sank** **in** the ocean.

To be **drowned** refers to living things, and means to die in water, to **sink** refers to people or things, and means to go down to the bottom of water

### 1-33 *See* for *Look*.

*Don't say:* Neil was seeing **out of** the window. /

*Say:* Neil was **looking** **out of** the window.

To **see** is to notice with the eyes, but to **look** is to direct the eyes *moidei tn see- / looked up and saw the plane*

(See Exercise 56 on page 161.)

### 434 *Hear* for *Listen*.

*Don't say:* I was hearing her CDs.

*/ Say:* I was **listening** to her CDs.

To **listen** to may also mean to think carefully about what someone says  
*Oeny always listens to his mother.*

(See Exercise 57 on pages 161 - 162.)

### 435 *Remember* for *Remind*.

*Don't say:* Please remember me to give it back.

*/ Say:* Please **remind** me to give it back.

To **remember** is to have in mind. I remember what you told me To **remind** is to make a person remember something

### 435 *Leave* for *Let go*.

*Don't say:* Leave the other end of the string. /

*Say:* **Let go of** the other end of the string.

**Leave** isn't usually used in the sense of **let go** but you will hear the idiom *leave go mver / informal English to mean let go*

(See also sections 430 and 447.)

437 *Sleep* for **Go to Bed**.

*Don't say:* I'M sleep early tonight.

*</ Say:* I'll **go to bed** early tonight.

To go to bed denotes the act of lying down on a bed in preparation for going to sleep, we can say that a person went to bed at nine o'clock, but that he didn't sleep until eleven o'clock when he slept soundly. Go to sleep means to fall asleep. He went to sleep while he was in the cinema.

438 *Be found* for **Be**.

*Don't say:* The man was found in his office. /

*Say:* The man **was in** his office.

In English, the verb be found generally means 'be discovered'. Diamonds are found in Africa and in India. Therefore, He was found in his office would suggest that the man had hidden himself in his office and was later discovered.

439 *Be with* for **Have**.

*Don't say:* My English book **is with** my brother. /

*Say:* **My brother has** my English book.

Avoid 'ismg be with in the sense of have. Be with means to be together or in company of. He is with his parents.

440 *Take* for **Get**.

*Don't say:* Clare took a good mark **in** chemistry. /

*Say:* Clare **got** a good mark **in** chemistry.

To take means to obtain something intentionally or by force: / took a book from the library, The army took the city. To get or to receive means to obtain something which is given such as a gift, a letter, money, or a mark in an exam.

441 *Like* for **Want**, etc.

*Don't say:* Do you like to see my collection? /

*Say:* Do you want to see my collection?

Do you like to do something? means do you enjoy doing it as a habitual action. Do you want to do something? means do you wish to do it now.

## Confused words

Note I would/'d like means I want / would/'d like (<= I want) to play tennis today. Would you like (= do you want) to go for a walk with me. Would /'d like is more polite than want.

(See Exercise 58 on page 162.)

### 442 Know for Learn, etc.

*Don't say:* Dan went to school to know English. /

*Say:* Dan went to school to **learn** English.

Use know when learning is finished: She knows how to swim. Similarly, avoid using know to mean find out or realise.

### 443 Read for Study.

*Don't say:* Lucy is reading algebra in her room. /

*Say:* Lucy is **studying** algebra in her room.

To study means to try to learn, to read doesn't imply any effort. A student studies English, maths, history and other subjects, he/she reads a story, a letter, or a newspaper. She is reading for a degree is also correct.

(See Exercise 59 on page 162.)

### 444 Learn for Study.

*Don't say:* Kevin is learning at Gordon College.

*Say:* Kevin is **studying** at Gordon College.

The expression I learn at (Gordon College, etc) is incorrect. Say I study at (Gordon College, etc.) or I am a student at (Gordon College, etc.).

### 445 Take for Buy.

*Don't say:* I went to the baker's to take bread. /

*Say:* I went to the baker's to **buy** bread.

Never use take in the sense of buy

### 446 Take out for Take off.

*Don't say:* Chris took out his hat and coat. /

*Say:* Chris **took off** his hat and coat.

The opposite of put on is take off, and not take out.

## Part 5

### 447 *Leave for Give up, etc*

*Don't say:* I've now left football.

*/ Say:* I've now **given up** football.

*Or:* I've now **stopped** playing football.

Never use *leave* in the meaning of *give up*, or *stop* something

(For sections 430, 436 and 447 see Exercise 4 8 on page 159.)

### 448 *Sympathise for Like.*

*Don't say:* I don't sympathise him very much. */*

*Say:* I don't like him very much.

*Sympathise* isn't synonymous with *like*. To *sympathise with* means to share some feeling (usually of sorrow) with another person: */ sympathise with you in your sorrow*

### 449 *Put for Keep.*

*Don't say:* Do you put your money in the bank ? */*

*Say:* Do you **keep** your money in the bank ?

It's better to use *keep* for a more or less permanent resting place, and *put* for a temporary one

### 450 *Care about, Care for for Take care of.*

*Don't say:* Oliver cares about (cares for) his brother's investments.

*/ Say:* Oliver **takes care of** his brother's investments.

*Care about* means to like and be concerned about something or someone.

*Take care of* means to look after someone or something: You should take care of our children, or do something to remedy a problem. I think / should

take care of that broken pane of glass. *Care for* means to look after: I cared for you when you were ill. *Care for* can also mean to be fond of someone or something. William really cares for geraniums, though this use is rather old-fashioned.

Note: Avoid also such expressions as: (1) He doesn't care for my advice, (2) He doesn't care for his work, (3) He took no care of him, (4) No one cared for him during his illness. Say: (1) He pays no attention to my advice, (2) He takes no care over his work, (3) He took no notice of him, (4) No one took care of him during his illness.



## Confused words

### 451 *Let* for **Make** (= to force).

*Don't say:* The examiner let me sit quietly until everyone had finished.

*/ Say:* The examiner **made** me sit quietly until everyone had finished.

Don't use let, in the sense of make, meaning to force.

### 452 *Flown* for **Flowed**.

*Don't say:* The river has flown over its banks. /

*Say:* The river has **flowed** over its banks.

Flown is the past participle of fly, the past participle of flow (= to move as water) is flowed. The principal parts of the two verbs are; fly, flew, flown - flow, flowed, flowed.

Note: Flee, fled, fled is formal but we still use it to mean to run away. We flee from danger. Float, floated, floated means to stay on the surface of water or other liquid. Ships float on the water.

(See Exercise 49 on page 159.)

### 453 *Fall* for **Fell**.

*Don't say:* John fall down and broke his leg. /

*Say:* John **fell** down and broke his leg.

The past tense of this verb is fell, not fall. Its principal parts are- fall, fell, fallen.

Note: Fell, felled, felled means to knock or cut down: The wood-cutter felled a large tree.

(See Exercise 60 on page 162.)

### 454 *Found* for **Find**.

*Don't say:* Rosie tried to found her lost book, /

*Say:* Rosie tried **to find** her lost book.

To find is a very common verb meaning to get back a thing lost. Its principal parts: find, found, found.

Note: There is, however, another verb to found, meaning to establish: He founded the school fifty years ago.

Have another look at . . .

## Use of will and shall

I'll/will/shall	You'll/will	He/she/it'll/will
We'll/will/shall	You'll/will	They'll/will

The short form *ll* can be used for both *will* and *shall*. We usually use the long form in writing and the short in speech, but when we are writing informally we also use the short form.

The future auxiliary *will* has several different meanings:

1 It can be used for things which we expect to happen :

*He('ll) will speak to you about it tomorrow.*

2 It can be used as a conditional with an *if* or *whether* clause:

*jane will give you a lift if you need one.*

3 We use *will* or *shall* for requests and offers:

*Will you help me sort out these books?*

4 When *will* is stressed it often means that someone insists on or persists in doing something:

*Barry will keep handing in his homework late.*

5 *Shall* is always used in the first person in the question form:

*Shall I leave the door open? Shall we have lunch now?*

6 *Shall* is sometimes used in modern English with the first person (I or we) when we are speaking or writing formally:

*We shall never forget your kindness.*

*Shall* isn't generally used in other contexts nowadays , though it used to be quite common .

## Adverbs often confused

455 Very and Too.

(a) Very.

*Don't say:* It's too hot **in** Rome **in** the summer.

/ *Say:* It's **very** hot **in** Rome **in** the summer.

(b) Too.

*Don't say:* It's now very hot **to** play football. /

*Say:* It's now too hot **to** play football.

Very simply makes the adjective c adverb stronger TOO means more than eno  
ugh, or so much that something else happens as a result

(See Exercise 68 on page 166.)

456 Very and Much.

(a) Very.

*Don't say:* He's a much strong man .

It's a much interesting book.

/ *Say:* He's a very strong man .

It's a **very** interesting book .

(b) Much.

*Don't say:* He's very stronger than I am. /

*Say:* He's **much** stronger than I am.

Use very with adjectives and adverbs in the positive, and with present  
participles used as adjectives like interesting. Use much with comparatives

(See Exercise 69 on page 167.)

457 Too much for Very much.

*Don't say:* She likes **the** cinema too much.

He's too much stronger than I am. /

*Say:* She likes **the** cinema **very much**.

He's **very much** stronger than I am.

Use very much instead of much for greater emphasis Too much denotes an

## Part 5

excessive quantity or degree. She ate too much, and felt ill. (See

Exercise 70 on page 167.)

### 458 *Before* for **Ago**.

*Don't say:* I saw your friend before two weeks. /

*Say:* I saw your friend **two weeks ago**.

We use ago in counting from the time of speaking to a point in the past; half an hour ago, three days ago, four months ago, five years ago, a long time ago. We use before in counting from a distant to a nearer point in the past. Napoleon died in 1821, he had lost the battle of Waterloo six years before.

Note. When we use ago, the verb is always in the simple past tense. He came five minutes ago.

### 459 *Hardly* for **Hard**.

*Don't say:* She rubbed her eyes hardly. /

*Say:* She rubbed her eyes **hard**.

Hard means severely. Hardly means not quite or scarcely. The baby can hardly walk.

(See Exercise 71 on page 168.)

### 460 *No so* for **Not very**.

*Don't say:* I hear that he's not so rich. /

*Say:* I hear that he's **not very** rich.

We can't use not so in the sense of not very. The expression He's not so rich implies a comparison: He's not so rich as you are.

### 461 *Just now* **r\*** or **Presently**, etc.

*Don't say:* The messenger will arrive just now. /

*Say:* The messenger will arrive **presently**.

If we are speaking of a near and immediate future time, we must use presently, immediately, in a minute, or soon. Just now refers to present or past time, and not to future time: He's not at home just now (= at this moment). He left just now (= a little time ago).

## Confused words

### 462 *Presently* for *At present*.

***Don't say:* His uncle is in London presently. /**

***Say:* His uncle is in London at present.**

At present and presently are not synonymous. At present means now, but presently means soon: She will come back presently (= soon).

### 463 *Scarcely* for *Rarely*.

***Don't say:* Zoe scarcely comes to see me now. /**

***Say:* Zoe rarely comes to see me now.**

Scarcely isn't synonymous with rarely. Rarely means not often, scarcely means not quite / had scarcely finished when he came

### 464 *Lately* for *Late*.

***Don't say:* Last night I went to bed lately. /**

***Say:* Last night I went to bed late.**

The opposite of early is late, not lately. Lately means in recent times: / haven't been there lately.

## Adjectives often confused

### 465 *Many* and *Much*.

(a) *Many*.

***Don't say:* My brother hasn't much books.**

**/ *Say:* My brother hasn't many books.**

(b) *Much*.

***Don't say:* Is there many dust in the room? /**

***Say:* Is there much dust in the room?**

Use many with plural nouns: many books or many boys. Use much with uncountable nouns: much water or much bread.

Note: In affirmative sentences many and much are generally replaced by a lot (of), a great deal (of), plenty (of), a good deal (of), a good many (of), a great number (of), a large quantity (of), etc.

(See Exercise 9 on page 141.)

## Part 5

### 466 Few and A Few.

(a) Few.

*Don't say:* Although the question was easy, a few boys were able to answer it.

*S Say:* Although **the** question was easy, **few** boys were able to answer it.

(b) A few.

*Don't say:* Although the question was difficult, few boys were able to answer it.

*/ Say:* Although **the** question was difficult, **a few** boys were able to answer it.

Few means not many and emphasises the smallness of the number it is distinguished from a few, which means at least some.

### 467 Little and A little.

(a) Little.

*Don't say:* He took a little exercise and wasn't very fit.

*/ Say:* **He** took **little** exercise and wasn't very fit.

(b) A little.

*Don't say:* She took little exercise and felt much better.

*/ Say:* She took **a little** exercise and felt much better.

Little means not much and emphasises the smallness of the amount. It's distinguished from a little which means at least some.

(For sections 466 - 467 see Exercise 10 on page 141.)

### 468 Each and Every.

(a) Each.

*Don't say:* She gave an apple to every of the children. /

*Say:* She gave an apple to **each** of the children.

(b) Every.

*Don't say:* Each child had an apple. /

*Say:* **Every** child had an apple.

## Confused words

Use each of two or more things, „an one by one . Never use every for two, but always for more than two things, taken as a group Each is more individual and specific, but every is the more emphatic word

Note: Each and every are always singular: Each (or every) one of the twenty boys has a book

### 469 His and Her .

(a) His.

*Don't say:* John visits her aunt every Sunday. /

*Say:* **John** visits **his** aunt every Sunday .

(b) Her.

*Don't say:* Ann visits his uncle every Sunday.

</ *Say:* Ann visits **her** uncle every Sunday.

In English, possessive adjectives (and pronouns) agree with the person who possesses, and not with the person or thing possessed. When the possessor is masculine, use his, and when the possessor is feminine, use her.

(See Exercise 13 on page 142.)

### 470 Older (oldest) and Elder (eldest).

(a) Older, Oldest.

*Don't say:* This girl is elder than that one.

This girl is the eldest of all

/ *Say:* This girl is **older** than that one .

This girl is the oldest of all.

(b) Elder, Eldest.

*Don't say:* My older brother is called John.

My oldest brother is **not** here.

/ *Say:* My **elder** brother is called John.

My **eldest** brother is not here .

Older and oldest are applied to both people and things, while elder and eldest are applied to people only, and most frequently to related people.

Note: Elder can't be followed by than. Jane is older [not elder] than her sister.

(See Exercise 8 on page 140 and Exercise 15 on page 143.)

471 interesting and Interested .

(a) Interesting.

*Don't say:* I've read **an** interested story. /

*Say:* I've read **an** interesting story.

(b) Interested.

*Don't say:* Are you interesting **in** your work? /

*Say:* Are you interested **in** your work?

Interesting refers to the thing which arouses interest, while interested refers to the person who takes an interest in the thing.

(See Exercise 14 on page 143.)

472 Wounded and Injured or Hurt .

*Don't say:* Jack was wounded **in** a car accident. /

*Say:* Jack was injured **in** a car accident.

People are injured or hurt as a result of an accident or a fight, but people are wounded in wars and battles.

473 Farther and Further.

*Don't say:* Turn **the** page for farther instructions. /

*Say:* Turn **the** page for further instructions.

Note: Use further to mean both greater distance and more of something. We only use farther for distances. / live a bit farther away than you. Don't use it to mean more. We use further for both meanings in modern English.

474 A for An.

*Don't say:* **A** animal, **a** orange, **a** hour.

*Say:* **An** animal, **an** orange, **an** hour.

Use an instead of a before a vowel or a silent h (as in hour, heir, honest). Before a long u or a syllable having the sound of you, we use a (not an); a union, a European (but an untie)

475 One for A (n)

*Don't say:* Adam found one ring **in** the street. /

*Say:* Adam found **a** ring **in** the street



## Confused words

Don't use the numeral one instead of the indefinite article a or an. Use one only where the number is emphatic; He gave me one book instead of two.

### 476 *Some* for *Any*.

(a) *Some*.

*Don't say:* Louis has got any milk.

*J Say:* Louis has got some milk.

(b) *Any*.

*Don't say:* There aren't some books on the shelf. *S*

*Say:* There aren't **any** books on the shelf.

We usually use *some* for affirmative phrases: She's got some chicken, and any in negative and interrogative phrases: Ian hasn't bought any food today. Have you bought any food? We sometimes use *some* in questions: Would you like some soup?

(See Exercise 12 on page 142.)

### 477 *Less* for *Fewer*.

*Don't say:* They have less books than I have. /

*Say:* They have fewer books than I have.

*Less* denotes amount, quantity, value, or degree, *fewer* denotes number. We may have less water, less food, less money, less education, but fewer books, fewer letters, fewer friends.

Note. We say less than {five, si/., etc.} pounds because the pounds are considered as a sum of money and not as a number of coins.

### 478 *This* for **That**.

*Don't say:* Look at this dog across the street! /

*Say:* Look at **that** dog across the street!

*This* is used to indicate something physically close to the speaker. In the case of abstract things we use *this* for things which are most immediately present. This is a lovely song. I'll help you do it this time. When we talk about more than one thing we use *this* for the closer or more immediate and *that* for the further away or more remote in time. If we're only talking about one thing we usually use *that*. What's that noise? That's a nice coat. Don't do that!

479 *Latter* for **Later**.

*Don't say:* She got to school **latter** than I did. /

*Say:* She got to school **later** than I did.

Later refers to time. Latter refers to order and means the second of two things just mentioned. Alexandria and Cairo are large cities. The latter has a population of over a million. The opposite of latter is former.

480 *Last* for **Latter**.

*Don't say:* Sir Walter Scott and Charles Dickens are both excellent writers, but I prefer the last.

*/Say:* Sir Walter Scott and Charles Dickens are both excellent writers, but I prefer the **latter**.

The latter means the second of two people or things which have been mentioned. The last refers to a series of more than two.

481 *Last* for **Latest**.

*Don't say:* What's the last news from the Palace? /

*Say:* What's the **latest** news from the Palace?

Latest is the last up to the present. Last is the final one. Z is the last letter of the alphabet.

482 *Small, Big* for **Young, Old**.

*Don't say:* I'm two years smaller than you.

She's three years bigger than me.

*/Say:* I'm two years **younger** than you.

She's three years **older** than me.

If reference is to age, say young or old. Small and big usually refer to size. He is big (or small) for his age.

Note: Great refers to the importance of a person or thing: Napoleon was a great man, Homer's Iliad is a great book. Use great with words like distance, height, length, depth. There is a great distance between the earth and the moon. Informally, use great to mean something nice or good. We watched a great concert last night.

## Confused words

### 483 *High* for **Tall**.

*Don't say:* My elder brother **is** six feet high. /

*Say:* My elder brother **is** six feet tall.

We generally use tall with people, and it's the opposite of short. Use high when referring to trees, buildings, or mountains, and it's the opposite of low.

### 484 *Beautiful* for **Handsome** or **Good-looking**.

*Don't say:* He's grown into a beautiful young man. /

*Say:* He's grown into a **handsome** young man.

We usually say that a man is handsome or good-looking, and that a woman is beautiful, lovely, good looking or pretty.

### 485 *Sick* or **Ill**.

*Don't say:* He's been sick for over a year. /

*Say:* He's been **ill** for over a year.

To be ill means to be in bad health. To be sick means to vomit. We sometimes use sick idiomatically to mean feeling ill. The smell made me sick.

Note: We can also use sick before certain nouns. The sick room, a sick note, sick leave. We use the plural noun the sick to mean ill people. Angela worked with the sick on the streets of Birmingham.

(See Exercise 11 on page 142.)

### 486 *Clear* for **Clean**.

*Don't say:* You should keep your hands clear. /

*Say:* You should keep your hands **clean**.

Clean is the opposite of dirty. Clear means transparent or unclouded: clear water, a clear sky.

### 487 *Angry* for **Sorry**.

*Don't say:* [I] was angry to hear of her death.

*Say:* **I** was **sorry** to hear of her death.

Sorry is the opposite of glad. Angry means annoyed or enraged. He was angry when a boy hit him in the face.

**488 Nervous for Angry.**

*Don't say: Our teacher **is** very nervous today. /*

*Say: Our teacher **is** very angry today.*

Nervous means to be easily frightened or upset and can be a temporary or permanent condition. Angry describes someone's mood at a given moment.

## Nouns often confused

**489 House and Home.**

*Don't say: You should go **to** your house now. /*

*Say: You should go home now.*

Take care not to say my house, his house, or your house when you should say home. A house is any building used for dwelling in, and home is the particular house in which someone is living.

Note Home may also denote one's own country. When an Englishman abroad says I'm going home this summer, he means going to England.

**(See Exercise 4 on pages 138-139.)**

**490 Story and History.**

*(a) Story.*

*Don't say: She told me an interesting history.*

*/ Say: She told me an interesting story.*

*(b) History.*

*Don't say: We study the story of the Romans. /*

*Say: We study the history of the Romans.*

A story is an account of events which may or may not be true. History is a systematic record of past events.

**491 Habit and Custom.**

*(a) Habit.*

*Don't say: Telling lies **is** a very bad custom. /*

*Say: Telling lies **is** a very bad habit.*

## Confused words

(b) Custom.

*Don't say:* The Chinese have strange habits.

*Say:* The Chinese have strange **customs**.

A habit belongs to the individual, but a custom belongs to a society or country

(See Exercise 5 on page 139.)

### ^92 Cause of and Reason for.

(a) Cause of.

*Don't say:* What's the reason for a sandstorm? /

*Say:* What's the **cause of** a sandstorm?

(b) Reason for.

*Don't say:* You have a good cause of coming.

*Say:* You have a good **reason for** coming.

A cause is that which produces a result. A reason is that which explains or justifies a result.

### 493 Scene and Scenery,

(a) Scene.

*Don't say:* The TV crew arrived at the scenery. /

*Say:* The TV crew arrived at the **scene**.

(b) Scenery.

*Don't say:* The scene in Cyprus is beautiful.

*Say:* The **scenery** in Cyprus is beautiful.

A scene refers to one particular place, while scenery refers to the general appearance of the country. We don't use scenery in the plural.

### 194 Centre and Middle.

(a) Centre.

*Don't say:* Stand in the middle of the circle. /

*Say:* Stand in the **centre** of the circle.

(b) Middle.

*Don't say:* He was in the **centre** of the street. /

*Say:* He was in the **middle** of the street.

Centre is the point that is equidistant from the edge of a circle. Middle is the area equidistant from two sides: middle of the road, middle of the room, middle of the page, etc.

#### 495 Shade or Shadow.

(a) Shade.

*Don't say:* I like to sit in the shadow.

/ *Say:* I like to sit in the **shade**.

(b) Shadow.

*Don't say:* The dog saw his **shade** in the water.

«/ *Say:* The dog saw his **shadow** in the water.

Shade is a place sheltered from the sun. Shadow is a shade of a distinct form as of a tree, a man, a dog, etc.

#### 496 Customer and Client.

(a) Customer.

*Don't say:* That grocer has plenty of clients.

/ *Say:* That grocer has plenty of **customers**.

(b) Client.

*Don't say:* That lawyer has plenty of customers. /

*Say:* That lawyer has plenty of **clients**.

A person can be a customer at a shop, but a client of a lawyer, a bank, etc.

#### 497 Stranger for Guest.

*Don't say:* They had some strangers last night. /

*Say:* They had some **guests** last night.

A guest is usually a friend who comes to our house for a visit, while a stranger is a person unknown to us.

Note. A foreigner is a person from another country and speaking a foreign language.

## Confused words

### 498 *Travel* for **Journey**.

**Don't say:** Our travel to Wales was lovely.

/ **Say:** Our **journey** to Wales was lovely.

Travel is a verb, used to describe any type of movement from one place to another. Journey is the noun but we also use (take a) trip for having a short journey: We took a trip to the seaside last Sunday. We also use travelling as a noun: Jim loves travelling. We use a possessive pronoun with travels as an idiom: Jenny is off on her travels again.

Note: We use the noun travel (1) in a general sense: She loves travel. (2) in the plural: We have written a book about his travels.

### 499 *Foot* for **Leg**.

**Don't say:** I hurt my foot - **if the injury is anywhere above the ankle.**

/ **Say:** I hurt my **leg**.

Leg is the part of the body from the hip down to the ankle, and foot is the part below the ankle. (Hand must also be carefully distinguished from arm.)

Note: The leg of a chair, a table, a bed; the foot of a hill, a wall, a ladder, a page.

### 500 *Finger* for **Toe**.

**Don't say:** I hurt a finger of my right foot. /

**Say:** I hurt a **toe** of my right foot.

Fingers are on the hand, and toes are on the foot.

### 501 *Poetry* for **Poem**.

**Don't say:** I have a poetry to learn by heart.

, / **Say:** I have a **poem** to learn by heart.

Poetry is the form of literature dealing with poems. A poem is one piece of poetry.

## Part 5

502 *Viatre* for Play.

*Don't say:* Sarah is going to see a theatre tonight. /

*Say:* Sarah is going to see a play tonight.

A theatre is a building in which plays are acted, not the play itself.

503 *Play* for Game .

*Don't say:* They had a nice play of football. /

*Say:* They had a nice **game** of football.

Avoid using play in the sense game. Play means 'amusement'. He is fond of play.

504 *Dress* for **Suit**.

*Don't say:* My elder brother has a new dress.

/ *Say:* My elder brother has a new **suit**.

Only girls and women wear dresses; anyone can wear suits (a jacket with trousers or a skirt). Clothes is a general word: John (or Mary-) is wearing new clothes.

Note We say a man in full evening dress, or morning dress for traditional, formal clothes.

505 *Individual* for **Person/People**.

*Don't say:* There were five individuals in the shop. /

*Say:* There were five **people** in the shop.

Use individual with a single person as opposed to the group: The individuals must act for the good of the community.

506 *Men* for **People**.

*Don't say:* All the streets were full of men. /

*Say:* All the streets were full of **people**.

Use people and not men when the reference is to human beings in general.

507 *Woman* for **Wife**.

*Don't use:* The man took his woman with him. /

*Say:* The man took his **wife** with him.



## Confused words

In English, these two words are carefully distinguished. *wife* is the woman in a marriage. Both husbands and wives can be referred to as partners.

### 508 *Cost* for **Price**.

*Don't say:* What's the cost of this watch? /

*Say:* What's the **price** of this watch?

*Price* is the amount of money paid by the customer. *Cost* is the amount paid by the shopkeeper. We can say: How much does it cost?

*Note:* *Value* is the usefulness or importance of something. The value of milk, as a food, the value of education. *Face value* is the amount printed on a piece of paper-money or on a postage stamp.

### 509 *Air* for **Wind**.

*Don't say:* The strong air blew her hat away. /

*Say:* The strong **wind** blew her hat away.

*Air* is what we breathe, and *wind* is what makes the leaves of the trees move.

### 510 *Ground* for **Floor**.

*Don't say:* When I entered the room, I saw a book on the ground.

•/ *Say:* When I entered the room, I saw a book on the **floor**.

The *floor* is the part of the room on which we walk. The *ground* is outside the house.

### 511 *Place* for **Room**.

*Don't say:* Is there place for me on the bus? /

*Say:* Is there **room** for me on the bus?

Don't use *place* in the sense of *room*, which means here unoccupied space.

### 512 *Organ* for **Instrument**.

*Don't say:* What other organ can you play? /

*Say:* What other **instrument** can you play?

The *organ* is a particular musical instrument used in some churches to accompany the singing of hymns. Don't use *organ* to denote any other musical instrument.

**513 Appetite for Desire, etc.**

*Don't say: I've **no appetite at all to study.** /*

*Say: I've **no desire at all to study.***

Appetite is generally used with food. For study, work, or play we use such words as desire, disposition, and inclination.

**(See also Exercise 6 on page 139.)**

## Confusion of number

**The following can't be used in the plural:**

**514 Advice.**

*Don't say: Nick gave me **some good advices.** /*

*Say: Nick gave me **some good advice.***

Note: When we mean only one thing we say a piece of advice: *Let me give you 3 pieces of advice.*

**515 Information.**

*Don't say: Can you give me **any informations?** /*

*Say: Can you give me **any information?***

Note: When we mean only one thing we say an item or a bit of information. *He gave me a useful item of information.*

**516 Furniture.**

*Don't say: **Furnitures are often made of wood.** /*

*Say: **Furniture is often made of wood.***

Note: Furniture is a singular noun and always takes a singular verb and pronoun. A piece of furniture means one thing only.

**517 Luggage.**

*Don't say: **Her luggages are at the station.***

*/ Say: **Her luggage is at the station.***

Note: Baggage, another word for luggage, can't be used in the plural either. *The baggage is ready for the tram.*

518 Damage .

*Don't say:* The fire caused many damages.

</ *Say:* The fire caused much **damage**.

Note: The plural form damages denotes money paid to make good a loss. The insurance company paid the man damages.

519 Work.

*Don't say:* Today I've many works to do. /

*Soy:* Today I've a lot of **work** to do.

Note: The plural form works means a factory or the writings of an author. The works of Shakespeare are many, I visited the steel works.

520 Character.

*Don't say:* The school builds good characters. /

*Say:* The school builds good **character**.

Note: The plural form characters denotes the letters of the alphabet or the people in a book or play.

521 Hair .

*Don't say :* That man has long hairs.

</ *Say:* That man has long **hair**.

Note: When we use hair to denote a single thread, the plural form is hairs / found two long hairs in my food.

522 Bread.

*Don't soy:* Breads are sold at the baker's. /

*Say:* Bread is sold at the baker's.

Note: We can say a loaf of bread and loaves of bread: I bought a loaf (two, three, etc , loaves) of bread.

523 Fish.

*Don't say:* Yesterday we had fishes for dinner.

</ *Say:* Yesterday we had **fish** for dinner.

Note: Fish as food or in bulk (= large numbers) is always singular. We rarely use the plural form (fishes) which denotes fish individually: / caught three small fishes.

### 524 Fruit.

***Don't say:* We didn't have many fruits this summer. /**

***Say:* We didn't have much fruit this summer.**

Note: We rarely use the plural form fruits which means different kinds of fruit.  
*Cyprus produces oranges, apricots, and other fruits*

### 525 Grass.

***Don't say:* The dog lay down on the grasses. /**

***Say:* The dog lay down on the grass.**

### 526 Dozen.

***Don't say:* I want to buy three dozens eggs. /**

***Say:* I want to buy three dozen eggs.**

Note: (A dozen = 12): *I'd like to buy a dozen eggs.* When dozen isn't preceded by a numeral (like three) or by a we use the plural form: *There were dozens of eggs.*

### 527 Hundred, etc.

***Don't say:* The town has fifty thousands people. /**

***Say:* The town has fifty thousand people.**

Note. Hundred, thousand, and million take the plural form if they're not preceded by a numeral or by a: *Thousands of people were present.*

### 528 Sheep.

***Don't say:* Ten sheeps are grazing the field. /**

***Say:* Ten sheep are grazing in the held.**

Note. Sheep, deer, salmon, and a few other nouns have the same form for singular and plural. We say one sheep or ten sheep.

### 529 Knowledge.

***Don't say:* Karen has good knowledges of history. /**

***Say:* Karen has a good knowledge of history.**

## Confused words

### 530 Progress.

*Don't say:* Tom has made great progresses.

</ *Say:* Tom has made great **progress**.

### 531 Thunder and Lightning.

*Don't say:* There were thunders and lightnings.

</ *Say:* There was thunder and **lightning**.

Note When only one thing is meant we say a clap of Thunder and a flash or bolt of lightning

### 532 Machinery.

*Don't say:* They're now using new machineries. *S*

*Say:* They're now using new **machinery**.

Note: Machinery is a singular noun and always takes a singular verb and pronoun. We can say a piece of machinery or pieces of machinery.

### 533 Mathematics, etc. + singular verb.

*Don't say:* Mathematics are not easy to learn .

</ *Say:* **Mathematics is** not easy to learn.

Note The names of sciences and sublets ending in -ics (like mathematics, physics, politics, gymnastics) generally take a singular verb

### 534 Money + singular verb.

*Don't say:* All her money are kept in the bank . /

*Say:* All her **money is** kept in the bank .

Note Money is a singular noun ,and always takes a singular verb and pronoun

### 535 News + singular verb.

*Don't say:* **I'm** glad that the news are good. /

*Say:* **I'm** glad that the **news is** good.

Note News, though plural in form, always takes a singular verb. If only one thing is meant we say a piece or an item of news. This is a good piece of news.

**536 Scissors, etc. + plural verb.**

*Don't say: The scissor is lying on the table.*

*1/ Say: The scissors are lying on the table.*

Note: All names of things consisting of two parts (like scissors, trousers, spectacles, shears, pliers) take a plural verb. We can say: a pair of (scissors, etc.) Is

**537 People + plural verb.**

*Don't say: There is lots of people in the cinema.*

*</ Say: There are lots of people in the cinema.*

Note: People, meaning nation, is singular. The plural is peoples: *The Greeks are 3 brave people, The peoples of Europe are often engaged in war*

**538 Clothes + plural verb.**

*Don't say: Your cloth is very fashionable.*

*S Say: Your clothes are very fashionable.*

Note: Cloth, meaning the material of which clothes are made, is singular, and has a plural form cloths (without the e). *She cleaned the table with a cloth. Merchant sell different kinds of cloths.*

**539 Riches + plural verb.**

*Don't say: All her riches was stolen.*

*/ Say: All her riches were stolen.*

Note: Riches is a plural noun and always takes a plural verb.

**540 Wages + plural verb.**

*Don't say: Keith complains that his wage is low.*

*/ Say: Keith complains that his wages are low.*

Note: Wages is a plural noun and takes a plural verb. We say: a living wage

**541 Billiards.**

*Don't say: Billiard is a very difficult game. /*

*Say: Billiards is a very difficult game.*

Note: Billiards, draughts, darts are always plural, but are followed by verbs in the singular

## Confused words

### 542 Misuse of the adjective in the plural.

**Don't say:** The rich have a duty to help the **poors.** /

**Say:** The rich have a duty to help the **poor.**

Note: Adjectives can't take the plural form, even when they're used as nouns in the plural.

### 543 Misuse of as well as with a plural verb.

**Don't say:** Tom as well as Mark are coming. /

**Say:** Tom as well as Mark **is** coming.

Two singular nouns joined by as well as require the verb to be singular.

### 544 Misuse of all (~ everything) with a plural verb.

**Don't say:** Nothing's left; all are lost.

/ **Say:** Nothing's left; all **is** lost.

All meaning everything, takes a singular verb, all meaning everybody, takes a plural verb: All of us are present.

### 545 Misuse of the plural before kind or sort.

**Don't say:** I don't like these kind of games. /

**Say:** I don't like this kind of game.

**Or:** I don't like games of this kind.

Note: The demonstrative word (this /that etc.) must agree with its noun. In the example, kind is singular and so this must agree with it

### 546 Misuse of the plural with the name of a language.

**Don't say:** English are easier than German.

/ **Say:** English **is** easier than German.

Names of languages are singular and always take a singular verb.

### 547 Misuse of one and parts of one with the singular.

**Don't say:** I read it in one and a half hour.

/ **Say:** I read it in one and a half hours.

In English, use the plural with anything greater than one, even if it's less than two.

Have another look *at* . . .

## Singular and plural

} We generally form the plural of nouns by adding *-s*, *-es* or, when the noun ends in consonant *y*, *-ies* to the singular:

book	church	knife	city	journey
books	churches	knives	cities	journeys

2 The following nouns have irregular plurals:

<i>Singular</i>	<i>Plural</i>
man	men
woman	women
child	children
ox	oxen
tooth	teeth
foot	feet
goose	geese
mouse	mice

3 We don't use some nouns in the plural:

*advice, information, knowledge, news, progress, work, money, luggage, furniture, scenery, machinery* or *item*.

Note: When only one thing is meant, we say *a piece of advice* (*information, news, work, money, furniture, luggage, machinery*).

4 We don't use some nouns in the singular:

*people, riches, clothes, wages, trousers, scissors, spectacles*.

Note: We often use names of things consisting of two parts with the word *pair*: *a pair of trousers* (*scissors, spectacles, etc.*).

5 Some nouns have the same form for the singular as for the plural: *sheep, deer, salmon*.



**548 Misuse of the singular with a collective noun of plurality.**

*Don't say:* **The class was divided in its opinion.**

*/ Say:* **The class were divided in their opinions.**

A collective noun usually takes a singular verb, but when it denotes the individual members of the group and not the group as a whole use a plural verb

**549 The number and A number.**

(a) **The number.**

*Don't say:* **The number of pupils are increasing. /**

*Say:* **The number of pupils is increasing.**

(b) **A number.**

*Don't say:* **A number of pupils is absent today. /**

*Say:* **A number of pupils are absent today.**

When we precede number by the it denotes a unit and is singular When it's preceded by a it means several or many and is plural.

**550 Misuse of This for These.**

*Don't say:* **This errors are sometimes made by foreigners.**

*/ Say:* **These errors are sometimes made by foreigners.**

This changes to these if the noun that follows is in the plural.

Note: Also avoid the use of this instead of the personal pronoun John had the book but he gave this to his brother should be John had the book but he gave it to his brother

**551 Misuse of There is for There are.**

*Don't say:* **There is some girls waiting outside. /**

*Soy:* **There are some girls waiting outside.**

There is changes to there are if the noun that follows is the plural

**552 Misuse of You was for You were.**

*Don't say:* **You was very foolish to do that.**

*Say:* **You were very foolish to do that.**

## Part 5

Was is singular and were is plural, but with the pronoun you, even when it's singular in meaning, we always use were.

Note: In conditions and wishes we can use were with the singular - If *you*, I'd go, I wish I *were* rich. *we*

### •53 Misuse of *life*, etc., for *Jives*, etc.

**Don't say:** Many people lost their life at sea.

**/ Say:** Many people lost their lives at sea.

In English, we use words like life, heart, soul, body, mind in the plural when they refer to more than one person.

### >54 Agreement of number between noun and verb.

**Don't say:** A large supply of toys are expected.

**/ Say:** A large supply of toys is expected.

When the subject is singular, the verb must be singular and when the subject is plural, the verb must also be plural. Take care when a plural noun comes between a singular subject and its verb, as in the example above.

(See Exercises 1 and 2 on pages 137-138.)

## Confusion of parts of speech

### i55 As and Like.

**Don't say:** You don't look as your mother. /

**Say:** You don't look like your mother.

As is a conjunction, and is usually followed by a noun or pronoun in the nominative case. Like isn't a conjunction, but an adjective which behaves like a preposition in being followed by a noun or pronoun in the objective case.

(See Exercise 89 on page 176.)

### 556 So and Such.

(a) So.

**Don't say:** It's such small that you can't see it. /

**Say:** It's so small that you can't see it.

(b) **Such.**

**Don't say:** I've never seen a **so** large animal before.

**/ Say:** I've never seen **such** a large animal before.

So is an adverb, and must qualify an adjective or another adverb. Such is an adjective and must qualify a noun.

### 557 No and Not.

(a) **No.**

**Don't say:** I've not made any mistakes **in** dictation. *S*

**Say:** I've made no mistakes **in** dictation.

(b) **Not.**

**Don't say:** I have made **no** any mistakes **in** dictation. *S*

**Say:** I haven't ( - have not) made any mistakes **in** dictation.

We use no meaning not any, as an adjective to qualify the noun. If the noun is already qualified by an adjective, like any, much, enough, we must use the adverb not.

Note: We only use no as an adverb before a comparative: / have no more to say.

(See Exercise 90 on page 176.)

### 558 Fool and Foolish.

(a) **Fool.**

**Don't say:** Anne said **to** me, 'You're fool.'

**/ Say:** Anne said **to** me, 'You're a fool.'

(b) **Foolish.**

**Don't say:** Anne said **to** me, 'You're a foolish. /

**Say:** Anne said **to** me, 'You're foolish.

Fool is a noun, and requires the article when we use it with the verb to be. Foolish is an adjective, and can't be used with the article after the verb to be.

Note: A fool or a foolish person doesn't mean an insane person, but one who acts thoughtlessly. We tend to use silly or stupid instead of foolish in modern usage.

59 Misuse of **due** to as a preposition.

*Don't say:* William came late **due to** an accident.

*-/ Say:* William came late **because of** an accident.

Don't use **due to** as a preposition because of. **Due**, as an adjective here, is used correctly only when it qualifies some noun: His decay **due to** an accident.

60 Misuse of **rest** as an adjective.

*Don't say:* I spent the **rest day** at home.

*/ Say:* I spent **the rest** of the day at home.

Here, **rest** is a noun, and we can't use it as an adjective in the meaning of 'what's left'.

• 51 Misuse of **raiser** as an adjective.

*Don't say:* Jill loved money; she was **miser**.

*Say:* Jill loved money; she was a **miser**.

**\*1isev** is a noun, and we can't use it as an adjective. **fh^ - Adj ^cuv** is miserly. She **<?** was **rrtiteriy**.

>b/ Misuse of **opened** as an adjective.

*'Don't say:* I found all the window? **opened**.

*Say:} found all the windows open.*

The adjective is **open**. The past participle is **opened**. Somebody **h\*i** opened all the windows.

i63 Misuse of **friendly** as an adverb.

*Don't say:* Andrew behaves **friendly**.

*/ Soy:* Andrew behaves **in a friendly way**.

The adverbial form is **in a friendly way**. **Friendly** is an adjective: a friendly game, to have friendly relations with one's neighbours, **c-tc**.

564 Misuse of **truth** as an adjective.

*Don't say:* Is it **truth** that Diana's very ill?

*Say:* **Is it true** that Diana's very ill?

**Truth** isn't an adjective but a noun. The adjective is **true**, and we use **!** with no article between it and the verb to be.



## Confused word :

**565** Misuse of **plenty** as an adjective.

**Don't say:** Mike had plenty work to do. /

**Say:** Mike had **plenty of work** to do.

Plenty isn't an adjective, but a noun meaning a large number or amount. The adjective is plentiful  
Oranges are cheap now because they are plentiful

**566** Misuse of **coward** as an adjective.

**Don't say:** She said, 'You are a coward boy.'

/ **Say:** She said, 'You are a **coward.**'

Coward (=one without courage) is the noun. The adjective is cowardly.

**567** Misuse of **others** as an adjective.

**Don't My:** The others boys aren't here.

/ **Say:** The **other** boys aren't here.

Others isn't an adjective but a pronoun The adjective is other (without the s)  
We can say The others aren't here omitting the noun boys

**568** Misuse of *died* for **dead**.

**Don't say:** I think his grandfather is **died.** /

**Say:** I think his grandfather is **dead.**

Died is the past tense of die. The adjective is dead (See Exercise 91 on page 177.)

**569** Misuse of *shoot* for **shot**.

**Don't say:** I had a good shoot at the goal. /

**Say:** I had a good **shot** at the goal.

Shoot (on football) is the verb The noun is shot

**570** Misuse of *it's* for **its**.

**Don't write:** The bird was feeding it's young. /

**Write:** The bird was feeding **its** young.

The possessive adjective - its is correctly written without the apostrophe So also her s, ours, yours, theirs take no apostrophe.

(See Exercise 92 on page 177.)

## Part 5

### 571 Misuse of *hot* as a noun.

***Don't say: There's much hot this summer. /***

***Say: It's very hot this summer.***

Hot is an adjective only, and we can't use it as a noun. The noun is heat.

### 572 Misuse of *pain* as a verb.

***Don't say: I pain my leg or My leg is paining. /***

***Say: There's (or I've got) a pain in my leg.***

We generally use pain as a noun, and precede it by have or feel.

### 573 Misuse of *worth* as a verb.

***Don't say; My bicycle worths £ 1 5 0 . /***

***Say: My bicycle is worth £ 1 5 0 .***

Worth isn't a verb, but an adjective.

### 574 Misuse of *able* as a verb.

***Don't say; The poor man doesn't able to pay. •***

***Say: The poor man isn't able to pay.***

Able is an adjective, and we can't use it as a verb.

### 575 Misuse of *afraid* as a verb.

***Don't say: John doesn't afraid of anybody. /***

***Say: John's not afraid of anybody.***

Afraid isn't a verb but an adjective, and we generally use it with the verb to be

### 576 Misuse of *weight* as a verb.

***Don't say: Have you weighted the letter? /***

***Say: Have you weighed the letter?***

Weight is a noun and we can't use it as a verb. The verb is weigh (without the t).

## Confused words

### 577 Misuse of good for well.

*Don't say:* The goalkeeper plays very good. /

*Say:* The goalkeeper plays very well.

Good is an adjective only, and we can't use it as an adverb (See Exercise 93 on pages 177 - 178.)

### 578 Misuse of adjective for adverb.

*Don't say:* The little girl sang beautiful. /

*Say:* The little girl sang beautifully.

We use an adverb, and not an adjective, to qualify a verb

Note After verbs such as took, feel, sound, taste, smell use an adjective instead of an adverb: Sugar tastes sweet (not sweetly).

### 579 Misuse of after for afterwards, etc.

*Don't say:* After we went home for dinner.

*Say:* Afterwards we went home for dinner.

After is a preposition and we must use it with an object. Afterwards, then, after that are adverbs of time and we can use them alone

### 580 And the two, etc., used for both, etc.

*Don't say:* I've seen and the two of them. /

*Say:* I've seen both of them.

Never say and the two instead of both. Also avoid and the three, four, etc. Say, all three, four, etc

### 531 Misuse of and for also or too.

*Don't say:* Let me do and the next exercise. /

*Say:* Let's also do the next exercise.

*Or:* Let me do the next exercise too.

And is a conjunction, and can only join similar forms of speech. He came and sat down. We can't use it instead of the adverbs also and too.



**582 Misuse of *and* for *even*.**

*Don't say:* **She doesn't trust and her friends. /**

*Say:* **She doesn't trust even her friends.**

And is a conjunction only, and we can't use it instead of the adverb even

**583 Misuse of *loose* for *lose*.**

*Don't say:* **Be careful not to loose your money. /**

*Say:* **Be careful not to lose your money.**

Lose (with one o) is the common verb meaning not to be able to find. Loose (with double o) is an adjective meaning unfastened, free' The horse was loose in The field

**584 Misuse of *past* for *passed*.**

*Don't say:* **I past by your house yesterday. /**

*Say:* **I passed by your house yesterday.**

Past isn't a verb The past tense and past participle of the verb to pass is passed

Note' We can use past as a noun, Don't think of the past: an adjective. The past week was warm: a preposition, We walked past the church: an adverb, The train went past

**(See Exercises 94 and 95 on page 178.)**

# Exercises

*The following Exercises, which provide ample drill on the commonest mistakes dealt with in this book, are arranged under the headings of the various parts of speech.*

## TO THE STUDENT:

*You'll need a separate exercise book to write your answers to many of these exercises.*

## Nouns

Confusion of number  
(Sections 5 1 4 - 5 5 4 )

### Exercise 1

Give the correct number, is or are, in the following:

- 1 The news I've received                      good.
- 2 Where                      the money?
- 3 His trainers                      worn out.
- 4 Maths                      my poorest subject.
- 5 Riches                      sought after by all.
- 6 Our furniture                      getting old.
- 7 This pair of scissors                      not sharp.
- 8 Eating fish                      very healthy.
- 9 The number ->f mobile phones                      increasing.
- 10 The sheep                      grazing in the field.

## Exercise 2

Correct the following sentences, giving reasons for your corrections:

- 1 Her advices were very wise.
- 2 You was the first to do it.
- 3 The class wasn't able to agree.
- 4 I've many works to do this morning .
- 5 The thunders and lightnings frightened the little girl.
- 6 I've more than two dozens of books at home .
- 7 The poors say that riches does not make a man happy.
- 8 She waited at the terminal for her luggages.
- 9 You should go and have your hairs cut, they're too long.
- 10 I'm waiting for more informations about this matter.

## Exercise 3

Write sentences showing whether the following nouns can be used in the singular or in the plural:

- |          |             |              |             |
|----------|-------------|--------------|-------------|
| 1 news   | 4 riches    | 7 spectacles | 9 furniture |
| 2 money  | 5 dozen     | 8 gymnastics | 0 damage    |
| 3 advice | 6 knowledge |              |             |

Nouns often confused  
(Sections 4 8 9 - 5 1 3 )

## Exercise 4

Use house or home in these sentences:

- 1 I live in a \_\_\_\_\_
- 2 My \_\_\_\_\_ is in Cyprus.
- 3 Many \_\_\_\_\_ are being built this year.

- 4 East or West, \_\_\_\_\_ is best.  
 5 The \_\_\_\_\_ was sold for £ 1 5 0 , 0 0 0 .

## Exercise 5

Use habit or custom in these sentences:

- 1 You should get into the \_\_\_\_\_ of brushing your teeth after meals.  
 2 It's the \_\_\_\_\_ of many people to pray for rain.  
 3 He has a \_\_\_\_\_ of biting his nails.  
 4 Smoking isn't a good \_\_\_\_\_  
 5 The \_\_\_\_\_ of showing hospitality to strangers is ancient.

## Exercise 6

Fill in the blanks with one of the nouns in brackets:

- 1 The ancient \_\_\_\_\_ of Greece is an interesting subject.  
*{story, history}*  
 2 His \_\_\_\_\_ was swollen and he couldn't get his shoe on.  
*(foot, leg)*  
 3 The strong \_\_\_\_\_ spoiled the game, *(wind, air)*  
 4 Mr Brown is my lawyer and I've been his \_\_\_\_\_ for many years,  
*{customer, client}*  
 5 We've been given a long \_\_\_\_\_ to learn by heart.  
*{poem, poetry}*  
 6 She can play the violin and other \_\_\_\_\_  
*(organs, instruments)*  
 7 The \_\_\_\_\_ of Switzerland is very beautiful.  
*(scene, scenery)*  
 8 There wasn't much \_\_\_\_\_ anywhere, *(shade, shadow)*  
 9 The ship was sunk in the \_\_\_\_\_ of the Atlantic.  
*(middle, centre)*  
 10 The students will do a \_\_\_\_\_ at the end of the year.  
*(theatre, play)*

# Adjectives

Comparative or superlative  
(Sections 1 5 1 - 1 5 6 , 470)

## Exercise 7

Rewrite the following with the correct adjectives in brackets:

- 1 He's the (*strong*) boy in the whole school.
- 2 Of the two sisters, Mary is the (*beautiful*).
- 3 Ann is the (*young*) of four sisters.
- 4 John is the (*old*) of all my friends.
- 5 This is the (*good*) novel I've ever read.
- 6 Which do you think is (*good*), tea or coffee? 7  
Iron is the (*useful*) of all metals.
- 8 The Nile is the (*long*) river in Africa.
- 9 Which of the two girls is (*tall*)?
- 10 David is (*bad*) than his brother.

## Exercise 8

Correct the following, giving reasons for your corrections: 1

Alexandria is smaller from Cairo.

- 2 New York is the larger city in the United States. 3  
He's the better student from all.
- 4 John is more stronger than his brother.
- 5 My handwriting is more bad than my sister's. 6  
Which is the heaviest you or I?
- 7 Which of these three girls is the elder?
- 8 This boy's manners are more good than his brother's.
- 9 Which of the girls is the taller in the class?
- 10 Mount Everest is the higher mountain of the world.

# Adjectives often confused

(Sections 465 - 488)

## Exercise 9

Use many or much in these sentences:

- 1 He hasn't money.
- 2 Have they books?
- 3 There isn't food in the house.
- 4 Does she take interest in it?
- 5 I haven't time.
- 6 Are there pupils absent today?
- 7 How does this book cost?
- 8 rain has fallen on the mountains.
- 9 He doesn't know English.
- 10 Too people went to the concert.

## Exercise 10

Use few or a few, little or a little in these sentences:

- 1 As he has books, he isn't able to study.
- 2 Will you have tea?
- 3 He's very ill, there's hope for him.
- 4 There are apples in the bowl, help yourself to some.
- 5 people study Latin nowadays.
- 6 He can't afford it as he only has money left.
- 7 As she didn't speak clearly, people understood what she said.
- 8 people will admit their faults.
- 9 We must save money for our journey home.
- 10 I have friends in London who will help me.

## Exercise 1 1

Use ill or sick in these sentences:

- 1 She was suddenly taken
- 2 The meat was bad, and made everybody
- 3 He went to the hospital to visit the
- 4 The                    man died yesterday.
- 5 When we're                    we go to the doctor.
- 6 Those who are in bad health are said to be
- 7 The                    and the wounded were taken to hospital.
- 8 He's                    with a bad cold.
- 9 When I travel by boat I'm always
- 10 She felt                    and left in the middle of the game.

## Exercise 12

Use some or any in these sentences:

- 1 I've got                    new CDs at home.
- 2 There aren't                    flowers                    in the garden.
- 3 Have you                    brothers in this school?
- 4 Did you buy                    stamps at the post office?
- 5 Have I got                    e-mails this morning?

## Exercise 1 3

Use his or her in these sentences:

- 1 The father told                    daughter to come back.
- 2 She gave the money to                    uncle's neighbour.
- 3 He sent a letter to                    niece.
- 4 The woman lost                    son.
- 5 The grandfather gave a nice gift to                    daughter's  
eldest son.

## Exercise 14

Use interesting or interested in these sentences:

- 1 I'm \_\_\_\_\_ in English.
- 2 Was the film \_\_\_\_\_ last night?
- 3 The book is \_\_\_\_\_ from beginning to end.
- 4 She's a most \_\_\_\_\_ lady.
- 5 Are you \_\_\_\_\_ in computers?

## Exercise 15

Fill in the blanks with one of the adjectives in brackets:

- 1 He sat down and said nothing \_\_\_\_\_ (*farther, further*)
- 2 Is that the \_\_\_\_\_ edition of *The Times*? (*last, latest*)
- 3 Wash your hands if they're not \_\_\_\_\_ (*clean, clear*)
- 4 A prize was given to \_\_\_\_\_ one of the two best pupils.  
(*each, every*)
- 5 She knows \_\_\_\_\_ words than her brother, (*less, fewer*)
- 6 Several people were \_\_\_\_\_ when the train ran off the  
track, (*wounded, injured*)
- 7 Jane is \_\_\_\_\_ than her cousin, (*higher, taller*)
- 8 Tom is three years old, he's too \_\_\_\_\_ to go to school.  
(*small, young*)
- 9 James is my \_\_\_\_\_ brother, (*older, elder*)
- 10 My sister Emma is \_\_\_\_\_ than I am. (*older, elder*)



The articles  
(Sections 247-254, 301-320)

Exercise 16

Fill in the blanks with a or an where necessary.

- 1 Swimming is                      great fun.
- 2 The plane made                      terrible noise.
- 3 What sort of                      man is he?
- 4 My aunt made                      fortune in America.
- 5 He saved up more than                      thousand pounds.
- 6 The train left half                      hour ago.
- 7 She's made                      great progress in English.
- 8 She's                      clever girl.
- 9 He tried without success to find                      work.
- 10 Vitamins are necessary for                      good health.

Exercise 17

Fill in the blanks with the where necessary:

- 1 My little brother will go to                      school next year.
- 2 My father left                      school many years ago.
- 3                      red,                      blue, and                      green are beautiful colours.
- 4                      cotton of Egypt is exported to many countries,
- 5                      Nile flows into                      Mediterranean.
- 6 What time is                      lunch?
- 7 She can speak                      French.
- 8 She speaks                      German better than                      English.
- 9                      flies are harmful insects.
- 10 The boy was sent to                      post office to post a letter.

# Pronouns

## Relative pronouns (Sections 144- 146)

### Exercise 18

Put relative pronouns in each of the following:

- 1 That's the boy                      came yesterday.
- 2 The man to                      I spoke is my brother.
- 3 The girl                      mother is ill has left school.
- 4 This is the pen                      I bought.
- 5 I can't repeat all                      [ heard.
- 6 He's a boy                      I know you can trust.
- 7 She's the girl                      we thought had been ill.
- 8 He's the tallest man                      I ever saw.
- 9 She's the same                      she's always been.
- 10 I like to help those                      I love and                      I know  
    love me.

## Interrogative pronouns (Sections 149- 150)

### Exercise 19

Put interrogative pronouns in each of the following:

- 1                      do you find easier to learn, English or French?
- 2                      were you talking about? (*the cinema*)
- 3                      is this book? (*my uncle's*)
- 4                      of the two players do you like better?

- 5     \_. do you think I wanted? (*your brother*)  
 6     \_\_\_\_\_ of the three boys spoke?  
 7     \_\_\_ did you say won the prize?  
 8     \_\_\_\_\_ is he, do you suppose? (*a lawyer*)  
 9     \_\_\_\_\_ of your brothers works in the bank?  
 10  \_\_\_\_\_ is the number of your house?

Repetition of subject or object  
(Sections 3 3 2 - 3 3 8 )

Exercise 2 0

Rewrite the following sentences, leaving out unnecessary pronouns and making other necessary changes:

- 1 The prizes they were given to the boys. 2  
 The girl she said nothing.  
 3 The teacher gave us an exercise to do it.  
 4 He went home and he got his book.  
 5 The book which it is on the table is mine.  
 6 Students who are good at their lessons they get  
 good marks.  
 7 She gave us a football to play with it.  
 8 The people, having seen the game, they went away. 9  
 The headmaster I have seen him just now.  
 10 The scorpion it has a sting in its tail.

Miscellaneous examples

Exercise 2 1

Correct the following sentences, giving reasons for your corrections:

- 1 One should mind his own business.  
 2 The most of the people are fond of the cinema.

- 3 This is the boy which is always late.
- 4 I speak English better than him.
- 5 She told her mother all what had been said. 5  
This cake is for you and myself.
- 7 I want to give me your book , please. 8  
Is a very good girl.
- 9 It is them .
- 10 I and Stephen are friends.

## Sequence of tenses (Sections 107- 110)

### Exercise 22

Put the verbs in brackets into the tenses required:

- 1 I thought that he (*can*) run much faster.
- 2 The boy said that he (*begin*) his work tomorrow.
- 3 She says she (*understand*) French very well.
- 4 The teacher said, 'London (*be*) the largest city in the world.'
- 5 The teacher said that London (*be*) the capital of England.
- 6 I was sure that he (*will*) succeed.
- 7 I asked her if she (*want*) anything.
- 8 They say that he (*will*) pass the exam.
- 9 She told me that she (*feel*) very tired.
- 10 The boy worked hard so that he (*may*) not fail in the exam.

## Exercise 23

Complete the following, using a verb in the required tense:

- 1 Laura told me that she
- 2 I asked him whether he
- 3 James said that he
- 4 Our teacher taught us that •
- 5 Sarah gave me a promise that she 6
- The boys said that
- 7 I knew that she
- 8 I asked him to wait until
- 9 I thought that she
- 10 He didn't come when

## Use of the wrong tense (Sections 1 1 1 - 1 3 3 )

### Exercise 24

Supply the correct tense, Simple Present or Present Continuous, in the following:

- 1 I (*to go*) to school every day.
- 2 He (*to go*) to the school now.
- 3 Look! They (*to come*) towards us. 4
- Now I (*to hear*) her clearly.
- 5 Every morning I (*to take*) a walk by the river.
- 6 The sun (*to rise*) in the east and (*to set*) in the west. 7
- The teacher (*to watch*) me when I (*to write*),
- 8 We (*to go*) to the cinema this evening.
- 9 I (*to read*) English now.
- 10 People (*to use*) umbrellas when it (*to rain*).

## Exercise 25

Supply the correct tense, Simple Past Tense or Past Continuous, in the following:

- 1 When I (*come*) in, it (*rain*).
- 2 Many years ago people (*travel*) on horseback. 3 I (*meet*) him as I (*go*) home.
- 4 He (*go*) to another school last year.
- 5 My father (*play*) football in his youth.
- 6 We (*eat*) our dinner when he (*come*) to visit us. 7 In the past he (*smoke*) a great deal.
- 8 They (*shout*) when the teacher (*enter*) the room. 9 Last year he (*study*) very hard.
- 10 While he (*play*) football he (*lose*) his watch.

## Exercise 26

Supply the correct tense, Simple Past Tense or Present Perfect, in the following:

- 1 He (*come*) back last week.
- 2 I just (*finish*) my work.
- 3 I (*live*) in London last year.
- 4 The bell (*ring*) five minutes ago.
- 5 I (*see*) the Pyramids of Egypt.
- 6 He (*write*) the book in 1936.
- 7 She (*be*) ill with fever since last Saturday. 8 The ship (*-arrive*) yesterday.
- 9 I (*stay*) at my uncle's last night.
- 10 I (*deposit*) the money in the bank.

## Exercise 2 7

Supply the correct tense, Simple *Fast* Tense or Pas\* Perfect, in the following:

- 1 I (*want*) to see you yesterday.
- 2 He (*tell*) me that he (*see*) me the day before yesterday. 3
- There (*be*) a strong wind last night.
- 4 The girl (*find*) the book which she (*lose*).
- 5 When I (*run*) a mile, I (*be*) very tired.
- 6 Trie tourist (*talk*) about the countries she (*visit*).
- 7 When I (*be*) a boy I (*study*) music.
- 8 The Romans (*speak*) Latin.
- 9 After he (*finish*) his work he (*go*) to bed.
- 10 She (*sleep*) an hour when I (*wake*) her.

## Exercise 2 8

Complete the following, using the correct tense: 1

- We'll go for a picnic, if
- 2 I'll visit the Pyramids when
  - 3 Some people talk as if
  - 4 Since he came here
  - 5 You would have passed if

## Exercise 29

Rewrite the following with the verbs in brackets in the correct tense:

- 1 After he (*finish*) his work he (*go*) home.
- 2 I (*study*) English for two years.
- 3 I (*finish*) my work this morning.
- 4 I (*do*) my homework before Tom (*call*) for me. 5
- He said he (*will*) go to the cinema.
- 6 I not (*see*) her since Wednesday.
- 7 I (*speak*) to her five minutes ago.

- 8 I (*study*) grammar last year.
- 9 She always (*whisper*) during the lesson.
- 10 The courier (*come*) back.

## Exercise 3 0

Correct the following sentences, giving reasons for your corrections:

- 1 Richard said that he is working hard.
- 2 How long did you waited for me yesterday?
- 3 She speaks English very well, but I'm not sure whether she can speaks French too.
- 4 He is on the team for two years.
- 5 I have seen her yesterday at church.
- 6 What do you do now? - I do my project. 7  
I use to get up early.
- 8 Paul acts as if he is a rich man.
- 9 I'll speak to him as soon as he will come.
- 10 I told Jill to come with us, but she says that she isn't feeling well.

## Third person singular (Sections 2 4 2 , 243)

## Exercise 3 1

Put the following into the third person singular, present tense:

- 1 I always do my homework carefully, but Mike never
- 2 Karen's friends often go fishing, but she never
- 3 I haven't got a new computer, but Rosie
- 4 Simon has tickets for the match, but Bruce
- 5 She walks to work every day, but her husband



- 6 We comb and brush our hair, but our sister
- 7 Robin has a broken arm, but Carol
- 8 I haven't got time for breakfast, but my sister
- 9 I sit and talk to my friends, but my mother
- 10 I go to school by bike, but my friend

## Exercise 3 2

Fill the blanks with the right word, don't or doesn't, in the following:

- 1 E \_\_\_\_\_ think so.
- 2 John \_\_\_\_\_ know how to swim.
- 3 He \_\_\_\_\_ play football well.
- 4 It \_\_\_\_\_ matter what they say.
- 5 Some pupils \_\_\_\_\_ take good care of their books.
- 6 \_\_\_\_\_, you know where I live?
- ~l Why \_\_\_\_\_ you try?
- 8 Teachers \_\_\_\_\_ like lazy pupils.
- 9 Lucy \_\_\_\_\_ speak English very well.
- 10 \_\_\_\_\_, be afraid of the dog!

## Questions and negations

(Sections 1 0 4 - 1 0 5 , 2 5 6 , 3 6 1 - 3 6 2 )

### Exercise 3 3

Rewrite the following sentences (a) as questions, (b) as negative sentences:

- 1 He went home.
- 2 You told me to wait.
- 3 I made a mistake.
- 4 She broke the window.

- 5 She opened the document. 6  
He speaks English.  
7 He bought a new calculator. 8  
She found her disk.  
9 Mary came late.  
10 He knew the answer.

## Exercise 34

Answer the following questions (a) in the affirmative, (b) in the negative, using complete sentences:

- 1 Did you buy a new printer?
- 2 Does John often swim across the river?
- 3 Did you find the book that you lost?
- 4 Does she always ring the bell?
- 5 Did he go to London last year?
- 6 Did she teach you anything?
- 7 Did you know the answer to the problem? 8  
Does he speak many languages?
- 9 Do you think it will rain?
- 10 Did they catch the thief?

## Exercise 35

Correct whatever is wrong with the following questions:

- 1 You were at the cinema last night?
- 2 At what time did she came yesterday? 3  
You will go home next week?
- 4 He has returned from leave?
- 5 Does she speaks French?
- 6 You have some good news for me? 7  
He can drive a car?
- 8 You heard about the accident?
- 9 Why she comes here every day?
- 10 When the post will come?

# Question phrases

(Section 164)

## Exercise 36

Complete the following, adding question phrases:

- 1 She sings well,
- 2 He can't swim, \_\_\_\_\_
- 3 You play the piano,
- 4 It's cool today,
- 5 It isn't warm today,

## Indirect questions (Section 365)

### Exercise 37

Change the following into indirect questions:

- 1 I asked him, 'How much did you pay for your bicycle?'  
I asked him how much he ...
- 2 She asked her guest, 'Do you want tea or coffee?'  
She asked her guest if she ...
- 3 I asked him, 'What's your idea?'  
I asked him what his ...
- 4 We asked them, 'Where are you going?'  
We asked them where ...
- 5 They asked the assistant, 'What's the price of this PC?'  
They asked the assistant what ...
- 6 He asked me, 'Did you ring the bell?'  
He asked me if ...
- 7 The tourist asked us, 'Which is the way to the airport?'  
The tourist asked us which ...

- 8 The teacher asked me, 'Why are you crying?'  
The teacher asked me why ...
- 9 My father asked me, 'Why are you so late?'  
My father asked me why ...
- 10 She asked me, 'How long does it take to get there?'  
She asked me how ...

## Double negative (Section 167)

### Exercise 3 8

Rewrite the following sentences correctly: 1

I couldn't find him nowhere.

2 There isn't no one here who knows her name. 3

I didn't see nobody there.

4 He didn't tell me nothing.

5 He isn't neither wise nor good.

6 You will not find the box nowhere. 7

We didn't give him nothing.

8 I don't know nothing.

9 He didn't speak to no one in the room.

10 Nobody never saw him without his stick.

## Contractions (Section 377)

### Exercise 3 9

Write the words which each of the following contractions stand for:

- |           |          |          |            |           |
|-----------|----------|----------|------------|-----------|
| 1 don't   | 3 aren't | 5 wasn't | 7 couldn't | 9 we'll   |
| 2 doesn't | 4 isn't  | 6 can't  | 8 haven't  | 10 you've |

## Exercise 4 0

Write contractions for the following:

- |             |           |            |             |
|-------------|-----------|------------|-------------|
| 1 would not | 4 I will  | 7 it is    | 9 shall not |
| 2 I am      | 5 had not | S will not | 10 must not |
| 3 I have    | 6 he is   |            |             |

Verbs often confused  
(Sections 3 9 6 - 4 5 4 )

## Exercise 4 1

Put shall or will in the following:

- 1 Tomorrow be Sunday.
- 2 All right, 1 come.
- 3 You not leave this room until you finish your work.
- 4 You find your books on the table.
- 5 I bring my books with me?
- 6 He go to school this year.
- 7 No! I never do that.
- 8 I write a few letters tomorrow.
- 9 I do it whether they like it or not.
- 10 'We be as quiet as mice,' promised the children

## Exercise 4 2

Use the correct form of say or tell in the following:

- 1 He always the truth.
- 2 Simon , T'U go tomorrow.'
- 3 She nothing.
- 4 They that she is ill.
- 5 He that he'd go the next day.

- 6 I                    him that I'd go with him.  
 7 She                    to me, 'I'm not feeling well.'  
 8 What's he                    ing?  
 9 Don't                    lies.  
 10 Amy                    me that she would go home.

### Exercise 4 3

Use the correct form of make or do in the following

- 1 Some of the best cheeses are                    in France.  
 2 He                    his best to help me.  
 3 Have you                    your homework?  
 4 I have only                    one mistake.  
 5 If you take this medicine, it'll                    you good.  
 6 \_\_\_\_\_ whatever you like.  
 7 What were you                    ing when I came in?  
 8 Did you                    your homework carefully?  
 9 Don't                    a noise.  
 10 They often                    fun of her at school.

### Exercise 44

Use the correct form of lie or lay in the following:

- 1 I'll go and                    down.  
 2 The book was                    ing on the floor.  
 3 He                    down to rest.  
 4 She told the dog to                    down.  
 5 The hen has                    an egg.  
 6 How long have you                    in bed?  
 7 She                    to the teacher.  
 8 He ordered his troops to                    down.  
 9 I                    the book on the table.  
 10 Yesterday she                    in bed until midday.

## Exercise 4 5

Use the correct form of sit, seat, or set in the following:

- 1 Please                    down,
- 2 Please                    yourself.
- 3 Please be
- 4 The sun                    in the west.
- 5 The boat will                    twelve people.
- 6 The old man was                    ing by the fire.
- 7                    the vase on the table.
- 8 The dog was                    ing on the chair.
- 9 The teacher                    the boys as they came in.
- 10 I once                    in" that famous chair.

## Exercise 46

Use the correct form of rise or raise in the following:

- 1 Prices                    during the war.
- 2 He promised to                    her salary.
- 3 The balloon                    in the sky.
- 4 The sun                    at six o'clock.
- 5 He ,                    his hat to the teacher.
- 6 The box is too heavy, I can't \_\_\_\_\_ it.
- 7 She \_\_\_\_\_ from her seat and left the room.
- 8 I                    very early in the morning.
- 9 The teacher told him not to                    his voice.
- 10 We had                    from table before she came in.

## Exercise 4 7

Use the correct form of wear, put on, or dress in the following:

- 1 She often                    a green coat.
- 2 I                    my coat and went out.
- 3 The mother                    ^ the child.
- 4 She                    a beautiful dress at the dance.

- 5 It takes him a long time to \_\_\_\_\_ his clothes.
- 6 He \_\_\_\_\_ a red tie yesterday.
- 7 She never \_\_\_\_\_ brown shoes.
- 8 Mary \_\_\_\_\_ herself and went to the party.
- 9 I'll \_\_\_\_\_ my new dress at the wedding.
- 10 When he came in he was \_\_\_\_\_ ing his coat.

## Exercise 48

Use the correct form of **let**, **let go**, **leave**, or **give up** in the following:

- 1 \_\_\_\_\_ your books here.
- 2 Does your father \_\_\_\_\_ you go swimming?
- 3 Please \_\_\_\_\_ my room.
- 4 I have \_\_\_\_\_ music lessons.
- 5 Where have you \_\_\_\_\_ your pen?
- 6 Mother will not \_\_\_\_\_ me go.
- 7 His old friends \_\_\_\_\_ him.
- 8 Please \_\_\_\_\_ of my hand.
- 9 Someone always \_\_\_\_\_ the door open.
- 10 \_\_\_\_\_ me go. too.

## Exercise 49

Use a correct form of **fly**, **flow**, or **flee** in the following:

- 1 The plane \_\_\_\_\_ over the city.
- 2 The birds have \_\_\_\_\_ north for the summer. 3  
He \_\_\_\_\_ from danger.
- 4 The water \_\_\_\_\_ all day.
- 5 The flies \_\_\_\_\_ through the window.
- 6 The Nile \_\_\_\_\_ into the Mediterranean .
- 7 He \_\_\_\_\_ from London to New York.
- 8 The prisoner has \_\_\_\_\_ from his guard.
- 9 Birds \_\_\_\_\_
- 10 The wild horses \_\_\_\_\_ from the men.



## Exercise 50

Use hung or hanged in the following: 1

He was found guilty and

2 Mother \_\_\_\_\_ the clothes up to dry.

3 The picture \_\_\_\_\_ on the wall. 4

The criminal was

5 She \_\_\_\_\_ his jacket up.

## Exercise 51

Use the correct form of borrow or lend in the following:

1 May I \_\_\_\_\_ your pen?

2 Please \_\_\_\_\_ me your book.

3 From whom did you \_\_\_\_\_ the money?

4 He'll \_\_\_\_\_ you his knife.

5 You should avoid \_\_\_\_\_ ing things from others.

## Exercise 52

Use the correct form of steal or rob in the following:

1 They \_\_\_\_\_ the house and fled.

2 Someone has \_\_\_\_\_ his money.

3 'I've been \_\_\_\_\_ ,' cried the lady.

4 When the bank was \_\_\_\_\_ , the thieves escaped.

5 The cat will \_\_\_\_\_ the dog's food.

## Exercise 53

Use a correct form of refuse or deny in the following:

1 He \_\_\_\_\_ to do the work.

2 Clare \_\_\_\_\_ that she'd seen him.

3 Do you \_\_\_\_\_ that you broke the window?

4 I \_\_\_\_\_ to take the money.

5 I asked her to come with us, but she \_\_\_\_\_

## Exercise 54

Use a correct form of **learn** or **teach** in the following:

- 1 She \_\_\_\_\_ her friends the new game.
- 2 Will you \_\_\_\_\_ me how to swim?
- 3 He \_\_\_\_\_ his lessons quickly.
- 4 My teacher \_\_\_\_\_ me English.
- 5 Susan wanted to \_\_\_\_\_ to drive.

## Exercise 55

Use the correct form of **win** or **beat** in the following:

- 1 We were sure to \_\_\_\_\_.
- 2 I can \_\_\_\_\_ him at chess.
- 3 The trophy was \_\_\_\_\_ by our school.
- 4 We've \_\_\_\_\_ your team several times.
- 5 We've always \_\_\_\_\_.

## Exercise 56

Use the correct form of **see** or **look** in the following:

- 1 We can't \_\_\_\_\_ in the dark.
- 2 Don't \_\_\_\_\_ out of the window.
- 3 Did you \_\_\_\_\_ that film?
- 4 When he \_\_\_\_\_ through the open window, he \_\_\_\_\_ it on the table.
- 5 The blind can't \_\_\_\_\_.

## Exercise 57

Use a correct form of **hear** or **listen** in the following:

- 1 I \_\_\_\_\_, carefully but \_\_\_\_\_ nothing.
- 2 He can't \_\_\_\_\_ very well.
- 3 I was \_\_\_\_\_ ing to the music.

- 4 The deaf can't \_\_\_\_\_, ..  
 5 Let's \_\_\_\_\_ to my new CD.

## Exercise 5 8

Use the correct form of like or **want** in the following: 1

- 1 I \_\_\_\_\_ to go to Athens next year.  
 2 Children \_\_\_\_\_ to play computer games.  
 3 Do you \_\_\_\_\_ to come with me for a drive?  
 4 She always \_\_\_\_\_ to get up early.  
 5 Do you \_\_\_\_\_ to play tennis this afternoon?

## Exercise 59

Use a correct form of **read** or **study** in the following:

- 1 My father \_\_\_\_\_ *'The limes*.  
 2 The boy is \_\_\_\_\_ing for the exam.  
 3 When I finish \_\_\_\_\_ing geography, I'll \_\_\_\_\_ the letter.  
 4 She \_\_\_\_\_ a lot, but she doesn't \_\_\_\_\_, for her exams.  
 5 When the students had \_\_\_\_\_ the exam paper, they were advised to \_\_\_\_\_ the questions again.

## Exercise 60

Use **fall** or **fell** in the following:

- 1 Did the child \_\_\_\_\_ from the chair? 2  
 The plane \_\_\_\_\_ into the sea.  
 3 He \_\_\_\_\_ down and broke his leg.  
 4 In winter the (eaves \_\_\_\_\_ from the trees.  
 5 You'll \_\_\_\_\_ if you're not careful.

## Exercise 6 1

In the following sentences, choose the correct word from those in brackets:

- 1 Who (*discovered, invented*) the telephone?
- 2 The judge was (*persuaded, convinced*) that the man was guilty.
- 3 When will the meeting (*take place, take part*)? 4  
He (*took, received*) a prize for his success.
- 5 It's not wise to (*interfere with, interfere in*) family quarrels.
- 6 He (*is, is found*) at the school in the morning.
- 7 At what time do you (*sleep, go to bed*)?
- 8 She didn't (*accept, agree*) to go.
- 9 How does that man (*win, earn*) his living?
- 10 Please (*remember, remind*) me to give you the change.

## Un-English expressions (Sections 186-222)

### Exercise 62

Correct the following sentences, giving the correct idiom:

- 1 Few people will admit that they have wrong.
- 2 Every day I put my watch with the school clock. 3  
Will, there be a game today afternoon?
- 4 He brought a good example.
- 5 Slowly, slowly, don't make a noise.
- 6 The teacher didn't put us a new lesson.

- 7 Come down from the bicycle.
- 8 When do you make your bath?
- 9 I have much work, I need an hour to finish it.
- 10 Many young people drink cigarettes.

## Misuse of the infinitive (Sections 75- 103)

### Exercise 63

Put a suitable gerund in the following:

- 1 Do this without \_\_\_\_\_ any mistakes.
- 2 We don't enjoy \_\_\_\_\_
- 3 He succeeded in \_\_\_\_\_ the door.
- 4 I can't prevent you from \_\_\_\_\_
- 5 It's no use \_\_\_\_\_ about everything.
- 6 She stopped \_\_\_\_\_ in class.
- 7 I was busy \_\_\_\_\_ ready for dinner.
- 8 It's worth \_\_\_\_\_ well.
- 9 I'm thinking of \_\_\_\_\_ to London next year.
- 10 It's no use \_\_\_\_\_ . over spilt milk.

### Exercise 64

Make sentences of your own, using a gerund after each of the following:

- |              |           |              |               |
|--------------|-----------|--------------|---------------|
| 1 avoid      | 4 finish  | 7 interested | 9 insist      |
| 2 instead of | 5 tired   | 8 worth      | 10 can't help |
| 3 stop       | 6 prevent |              |               |

The infinitive without *to*  
(Sections 321- 331)

Exercise 65

Make sentences of your own, using an infinitive after each of the following verbs:

- |         |         |        |        |         |
|---------|---------|--------|--------|---------|
| 1 can   | 3 may   | 5 must | 7 make | 9 hear  |
| 2 could | 4 might | 6 let  | 8 see  | 10 feel |

Adverbs

Wrong position of adverbs  
(Sections 353 - 359)

Exercise 66

Rewrite the following sentences, placing the adverbs or adverbial phrases in the right position:

- 1 I can speak very well English.
- 2 I like very much music.
- 3 A beginner can't speak correctly English.
- 4 The teacher explained very well the problem.
- 5 Michael recorded with his video camera the concert.
- 6 He put into his pocket the money.
- 7 He likes very much tea.
- 8 She learnt by heart the poem.
- 9 I received from my aunt a nice present.
- 10 He shut quickly the book.

## Exercise 67

Correct the following sentences, giving reasons for your corrections:

- 1 I always am on time.
- 2 It rains seldom in the desert. 3 We went yesterday there. 4 I'm not enough tall.
- 5 He begged the teacher to not punish him. 6 I could have not arrived sooner.
- 7 She will have not finished her work by tomorrow. 8 I prefer usually coffee to tea.
- 9 They are leaving for London this evening at seven o'clock.
- 10 Peter yesterday did not come to school.

Adverbs often confused  
(Sections 455 - 464)

## Exercise 68

Give the correct adverb, very or too, in these sentences:

- 1 It's cold today.
- 2 He's old to work.
- 3 I can't drink that coffee, it's strong.
- 4 Sugar is sweet.
- 5 These trainers are small for me.
- 6 The Eiffel Tower is high.
- 7 Concorde flies fast.
- 8 My little brother is young to go to school.
- 9 I felt tired to study.
- 10 He's rich, he's a millionaire.

## Exercise 69

Give the correct adverb, very or much, in these sentences:

- 1 I'm sorry that you can't come.
- 2 I was pleased to meet him.
- 3 She was frightened of failing in English.
- 4 It was a amusing game.
- 5 I feel tired.
- 6 He plays better than his brother.
- 7 Her essay is worse than yours.
- 8 It's a interesting book.
- 9 I was interested to hear what Becky said.
- 10 We're surprised at the news.

## Exercise 70

Give the correct adverb, very much or too much, in these sentences:

- 1 I like oranges
- 2 Thank you
- 3 I can't study here, there's noise.
- 4 £25 is for that book.
- 5 He ate and felt sick.
- 6 I was awake when the baby started crying.
- 7 She talks ., she's a chatterbox.
- 8 I'm obliged to you.
- 9 She was interested in the subject.
- 10 She helped us



## Exercise 7 1

Give the correct adverb, **hard** or **hardly**, in these sentences;

- 1 The country was hit very \_\_\_\_\_ by the drought .
- 2 I \_\_\_\_\_ know how to thank you for your kindness.
- 3 He's \_\_\_\_\_ recovered from his illness.
- 4 If you work \_\_\_\_\_ , perhaps you'll succeed.
- 5 Think \_\_\_\_\_ before you come to a decision.

## Exercise 7 2

Make five sentences of your own, using the word **ago**.

# Prepositions

## Using the wrong preposition (Sections 1-74)

## Exercise 7 3

Fill in the blanks with suitable prepositions:

- 1 I wasn't pleased \_\_\_\_\_ her.
- 2 Cats are afraid \_\_\_\_\_ dogs.
- 3 Look \_\_\_\_\_ this new book.
- 4 We're proud \_\_\_\_\_ our country.
- 5 He feels ashamed \_\_\_\_\_ his low marks .
- 6 We arrived \_\_\_\_\_ the station late.
- 7 She's very different \_\_\_\_\_ her sister.
- 8 Are you satisfied \_\_\_\_\_ your bicycle?
- 9 I'm not accustomed \_\_\_\_\_ life in a hotel.
- 10 Many people complain \_\_\_\_\_ their low wages.

## Exercise 7 4

Rewrite the **following** sentences, using the correct prepositions:

- 1 He **was accused** for lying.
- 2 I'm surprised from the news.
- 3 I'm interested for football.
- 4 Water is composed from oxygen and hydrogen. 5
- Are you sure for his honesty.
- 6 She's very good in English.
- 7 When is he leaving to England?
- 8 That depends entirely from you.
- 9 She was dressed with a yellow dress.
- 10 He did his best to comply to the requirements.

## Exercise 7 5

Write sentences, using the following words with suitable prepositions:

aim	boast	insist	marry
deprive	die	<b>different</b>	fail
repent	succeed	good	interested
afraid	used	look	satisfied
pleased	ashamed	depend	<b>prefer</b>

## Exercise 7 6

Make sentences of your own, showing clearly the difference between the following:

- 1 arrive at/arrive in
- 2 angry with/angry at
- 3 pleased with/pleased at
- 4 look at/look for

- 5 write with/write in
- 6 divide in/divide into
- 7 die of/die from
- 8 disappointed in/disappointed of
- 9 sit at/sit on
- 10 tired of/tired with

## Prepositions often confused (Sections 379 - 395)

### Exercise 77

Use to or at in these sentences;

- 1 He goes \_\_\_\_\_ the supermarket every morning.
- 2 Anne stood \_\_\_\_\_ the window.
- 3 Simon is \_\_\_\_\_ school.
- 4 I met him \_\_\_\_\_ the airport.
- 5 I'm going \_\_\_\_\_ a party tonight.
- 6 I enjoyed myself \_\_\_\_\_ the party.
- 7 The tourist stayed \_\_\_\_\_ the Palace Hotel.
- 8 After his illness, he returned \_\_\_\_\_ work.
- 9 I saw Lucy \_\_\_\_\_ the cinema.
- 10 Please wait for me \_\_\_\_\_ the gate.

### Exercise 78

Use in or at in these sentences:

- 1 There are skyscrapers \_\_\_\_\_ New York.
- 2 I live \_\_\_\_\_ a small village.
- 3 I spent my childhood \_\_\_\_\_ Greece.
- 4 My friend was born \_\_\_\_\_ Ceylon.
- 5 He studied \_\_\_\_\_ Oxford.
- 6 She lives \_\_\_\_\_ Luxor \_\_\_\_\_ Egypt-

- 7 It's more expensive living \_\_\_\_\_ London than Brighton.
- 8 He lives \_\_\_\_\_ Paris.
- 9 Diamonds are found \_\_\_\_\_ Kimberley South Africa.
- 10 He lives here \_\_\_\_\_ Hong Kong.

## Exercise 79

Use in or into in these sentences:

- 1 The fish swim \_\_\_\_\_ the river.
- 2 The man jumped \_\_\_\_\_ the pool.
- 3 They were standing \_\_\_\_\_ the room.
- 4 We're \_\_\_\_\_ the classroom now.
- 5 There's a bird \_\_\_\_\_ the cage.
- 6 We walked \_\_\_\_\_ the next room.
- 7 The children are playing \_\_\_\_\_ the field.
- 8 He poured the water \_\_\_\_\_ the jug.
- 9 She dived \_\_\_\_\_ the sea.
- 10 The river flows \_\_\_\_\_ the sea.

## Exercise 80

Use at, in or on in these sentences.

- 1 He was born \_\_\_\_\_ 1978.
- 2 \_\_\_\_\_ winter the weather is cold.
- 3 \_\_\_\_\_ Christmas Day I received a lot of presents.
- 4 We reached Cairo \_\_\_\_\_ nine o'clock.
- 5 The train arrived \_\_\_\_\_ night.
- 6 There's a holiday \_\_\_\_\_ the 11th of December.
- 7 People return from work \_\_\_\_\_ five o'clock.
- 8 \_\_\_\_\_ July the weather is warm.
- 9 \_\_\_\_\_ the afternoon I went for a walk.
- 10 The train will arrive \_\_\_\_\_ Tuesday . \_\_\_\_\_ eleven o'clock \_\_\_\_\_ the morning.

## Exercise 81

Use **between** or **among** in these sentences:

- 1 The work was shared \_\_\_\_\_ all of them .
- 2 He divided the money \_\_\_\_\_ his three children.
- 3 He hid \_\_\_\_\_ the trees.
- 4 The President walked \_\_\_\_\_, \_\_\_\_\_ the two lines of soldiers.
- 5 \_\_\_\_\_ all those children, he didn't have a single friend.
- 6 There was a fight \_\_\_\_\_ the two gangs.
- 7 The ball passed \_\_\_\_\_ the goal posts.
- 8 We are \_\_\_\_\_ friends.
- 9 His subject was 'Life \_\_\_\_\_ the Eskimos.'
- 10 The cake was divided \_\_\_\_\_ the two girls.

## Exercise 82

In the following sentences, choose the correct preposition in brackets:

- 1 He's been ill (*from, since*) last Friday.
- 2 You've sold your car (*at, for*) a good price.
- 3 I sold my bicycle (*at, for*) forty pounds .
- 4 I expect to return (*after, in*) a week.
- 5 I can wait (*to, till*) next Tuesday.
- 6 We draw lines (*by, with*) a ruler.
- 7 She's been absent (*since, for*) a month .
- 8 They spoke (*for, about*) the weather.
- 9 He worked (*with, by*) candle light.
- 10 You can send the parcel (*with, by*) post.

**Write** sentences of your own to show clearly the difference <sup>W</sup> between the following **pairs** of prepositions:

1 **between/among**

2 to/till

3 in/in to

4 to /at

5 for/at (price)

6 with/by

7 for/since

8 for/about

9 in/within

10 at/in

## Omission of prepositions (Sections 223- 241 )

### Exercise 84

Supply the prepositions omitted in the following:

- 1 Somebody is knocking the door.
- 2 I'm searching my lost book .
- 3 He said me, 'I won't come.'
- 4 She explained the difficult words him.
- 5 She never listens her mother.
- 6 I replied his letter at once.
- 7 Would you like me to send it you?
- 8 I'm too busy, I can't wait you.
- 9 I asked his phone number .
- 10 She pointed the ship in the distance.

## Exercise 85

Make sentences of your own, using suitable prepositions after the following:

- |           |          |          |         |
|-----------|----------|----------|---------|
| 1 ask     | 4 listen | 7 search | 9 wait  |
| 2 explain | 5 remind | 8 speak  | 10 wish |
| 3 knock   | 6 say    |          |         |

## Unnecessary prepositions (Sections 284- 300)

## Exercise 86

Use each of the following in a separate sentence:

- |            |         |          |           |
|------------|---------|----------|-----------|
| 1 answer   | 4 enter | 7 behind | 9 outside |
| 2 attack   | 5 reach | 8 inside | 10 around |
| 3 approach | 6 tell  |          |           |

## Exercise 87

Fill in the blanks with prepositions where necessary:

- Let's play outside \_\_\_\_\_ the house.
- She's searching \_\_\_\_\_ her Walkman.
- I waited \_\_\_\_\_ him outside the cinema.
- We entered \_\_\_\_\_ a long discussion.
- I taught my dog to obey \_\_\_\_\_ me.
- He entered \_\_\_\_\_ the house by the back door.
- Twins resemble \_\_\_\_\_ each other.
- The poor always wish \_\_\_\_\_ riches.
- I told \_\_\_\_\_ him the truth.
- I promised to write \_\_\_\_\_ my mother.

# Conjunctions

## Miscellaneous examples

### Exercise 8 8

Correct the following sentences, giving reasons for your corrections:

- 1 The book is neither green or red.
- 2 He can't speak English and French.
- 3 It costs two, three pounds.
- 4 She not only spoke loudly, but also clear.
- 5 He at. and the three oranges.
- 6 I counted one hundred seven people.
- 7 She wants to learn and French.
- 8 He said that, 'You'll be sorry for it.'
- 9 I don't know if I'll be able to go.
- 10 From now and on I will work hard.

### Answers to exercise

- |                 |                 |                |
|-----------------|-----------------|----------------|
| 1 Section 1 8 1 | 5 Section 5 8 0 | 8 Section 339  |
| 2 Section 184   | 6 Section 2 7 4 | 9 Section 178  |
| 3 Section 2 7 5 | 7 Section 5 8 1 | 10 Section 349 |
| 4 Section 3 7 2 |                 |                |



# Confusion of parts of speech (Sections 555-584)

## Exercise 89

Fill each blank with the correct word: as or like.

- 1 Act \_\_\_\_\_ a gentleman!
- 2 He does \_\_\_\_\_ he pleases.
- 3 She behaved \_\_\_\_\_ a baby.
- 4 She looks \_\_\_\_\_ her mother.
- 5 Do \_\_\_\_\_ he does.
- 6 Play the game \_\_\_\_\_ she does.
- 7 He dances \_\_\_\_\_ Fred Astaire.
- 8 You walk \_\_\_\_\_ she does.
- 9 He acted just \_\_\_\_\_ the rest.
- 10 He speaks \_\_\_\_\_ an Englishman.

## Exercise 90

Fill each blank with the correct word: no or not.

- 1 I have \_\_\_\_\_ time to play.
- 2 She has \_\_\_\_\_ a good memory.
- 3 He had \_\_\_\_\_ reason to be angry.
- 4 There is \_\_\_\_\_ enough furniture in this room.
- 5 Your plan is \_\_\_\_\_ different from mine.
- 6 I had \_ \_ patience with him.
- 7 There were \_\_\_\_\_ fewer than a thousand people.
- 8 There is \_\_\_\_\_ furniture in this room.
- 9 She has \_\_\_\_\_ enough money.
- 10 I want \_\_\_\_\_ more, thank you.

## Exercise 91

Fill in the blanks with the correct word: **died** or **dead**.

- 1 Her grandfather is \_\_\_\_\_
- 2 She \_\_\_\_\_ of old age.
- 3 The \_\_\_\_\_ leaves fell from the trees.
- 4 Her aunt is \_\_\_\_\_, she \_\_\_\_\_ many years ago.
- 5 The soldier \_\_\_\_\_ for his country.
- 6 The \_\_\_\_\_ horse is lying in the field.
- 7 They \_\_\_\_\_ a cruel death .
- 8 The flowers have \_\_\_\_\_
- 9 The soldier \_\_\_\_\_ from his wounds .
- 10 Dinosaurs \_\_\_\_\_ out millions of years ago.

## Exercise 92

Fill each blank with the correct word: **it's** or **its**.

- 1 The bird has broken \_\_\_\_\_ wing.
- 2 **I** fear \_\_\_\_\_, going to rain.
- 3 \_\_\_\_\_ almost nine o'clock.
- 4 **I** think \_\_\_\_\_ yours.
- 5 The tree will soon lose \_\_\_\_\_ leaves.
- 6 \_\_\_\_\_ time to go home .
- 7 Every river has \_\_\_\_\_, \_\_\_\_\_ source.
- 8 \_\_\_\_\_ a long time until Christmas.
- 9 An animal will often die for \_\_\_\_\_ young.
- 10 \_\_\_\_\_ too late to go now.

## Exercise 93

Fill each blank with the correct word: **good** or **well**.

- 1 Mary **did** her work ,
- 2 She speaks \_\_\_\_\_ English.
- 3 **I** did \_\_\_\_\_ in the exam.
- 4 She looks \_\_\_\_\_ today.

- 5 It's \_\_\_\_\_ to be with friends.
- 6 He did \_\_\_\_\_ work.
- 7 She didn't seem \_\_\_\_\_
- 8 Has he done \_\_\_\_\_ in his training?
- 9 I'm quite \_\_\_\_\_
- 10 She speaks very \_\_\_\_\_

## Exercise 94

Fill each blank with the correct word: past or passed.

- 1 The \_\_\_\_\_ month was wet.
- 2 He \_\_\_\_\_ his exam.
- 3 The ball \_\_\_\_\_ between the goal posts.
- 4 The bullet whistled \_\_\_\_\_ my ear.
- 5 Several months have \_\_\_\_\_ since he left.
- 6 Forget the \_\_\_\_\_
- 7 The plane flew \_\_\_\_\_
- 8 It's half \_\_\_\_\_ eight.
- 9 She \_\_\_\_\_ the salt to the guest.
- 10 The door was open when I walked \_\_\_\_\_

## Exercise 95

Rewrite these sentences, choosing the correct word in brackets:

- 1 This thing (*is, does*) not worth more than five pounds. 2  
{*After, then*} he shut the door and went to bed.
- 3 He (*is, does*) not able to speak English correctly.
- 4 Don't be (*fool, foolish*).
- 5 He's a (*fool, foolish*).
- 6 Flowers smell (*sweet, sweetly*).
- 7 She's so proud that she doesn't (*and, even*) greet her friends.
- 8 The mother (*weighed, weighted*) her baby.
- 9 I want to learn (*and*) other languages (*too*).
- 10 Is it (*truth, true*)?

## GENERAL EXERCISE \*

\* The numbers in the brackets refer to the sections in which the mistakes are explained.

Correct whatever is wrong in the following:

- 1 Why you are studying the English? (362, 306)
- 2 John reads good, isn't it? (577,164)
- 3 Why you not say the truth? (362, 206)
- 4 Will I go at the post-office? (396, 379)
- 5 How to make this problem, sir? (132, 399)
- 6 Is she more better than me? (340,153,137)
- 7 I've written him last week. (114, 241)
- 8 I past my time too well to the hotel. (584, 455, 379)
- 9 Let me to try to do this and me. (326, 581)
- 10 I have never seen a so good film. (374, 556, 263)
- 11 He's not ate nothing these two days. (112, 167)
- 12 When I sleep I take out my shoes. (437, 446)
- 13 He didn't obeyed to their advices. (104, 292, 514)
- 14 She's going each morning to the school.  
(121, 468, 315)
- 15 He works in the office since five years. (117, 392)
- 16 How you are going with your piano lessons?  
(362, 218)
- 17 Can you to come for dinner today evening?  
(321, 219)
- 18 My brother he's found in the first class. (332, 438)
- 19 It does not worth to say lies about it. (573, 97, 398)
- 20 I made all which I could for helping him.  
(399,145,165)
- 21 It's two years now since she left from England.  
(118, 291)
- 22 Please return back to shut the light. (342, 208)
- 23 Avoid to make these sort of mistakes. (86, 545)
- 24 Myself and my sister will not be present. (141,378)

- 25 He got down from his bicycle and spoke me.  
(193, 236)
- 26 He travelled with the train from the Alexandria.  
(13, 301)
- 27 She wouldn't take fewer than hundred pounds.  
(477, 250)
- 28 The two first pages of my book has been lost.  
(373, 554)
- 29 The knife was laying on the table where I lay it. (400)
- 30 That punishment will leam him to do not do it again.  
(427, 359)
- 31 You neither work at school or at your house.  
(181, 372, 489)
- 32 I can't understand because he don't speak clear.  
(243, 578)
- 33 The man which you saw him yesterday is very rich.  
(144, 336)
- 34 She said that she's never not gone at London.  
(107,167, 379)
- 35 I think to go to home for to spend the holidays.  
(83,351,345)
- 36 The office is open on the morning at Saturday. (383)
- 37 It's two years since I began to study the English.  
(117, 306)
- 38 She told that she was at England before three years.  
(398, 381, 458)
- 39 He was angry at me because I said him he has wrong.  
(6, 398, 107, 187)
- 40 When I went to home I found that the money was  
disappeared. (351,160)
- 41 He said to me that he is not satisfied from his teacher.  
(398,107, 59)
- 42 She told that she can't remember nothing about it.  
(398,107, 167)

- 43 I and he intend to leave to England after two weeks.  
(378, 44, 394)
- 44 I am knowing the answer but cannot say it in the  
English. (120,306)
- 45 I rang two times, but I could not make no one to hear.  
(168, 167,327)
- 46 They bought a new house when the baby was born  
which it cost all their savings. (.370, 336)
- 47 When he will return back, I shall say him everything.  
(126,342,398)
- 48 I am much pleased to inform you that I have reached  
to this station yesterday. (456, 114, 294)
- 49 The British Isles are consisted from England, Wales,  
Scotland and Ireland. (301, 19)
- 50 The English is not only difficult to write it, but also to  
speak it. (306, 372, 338)