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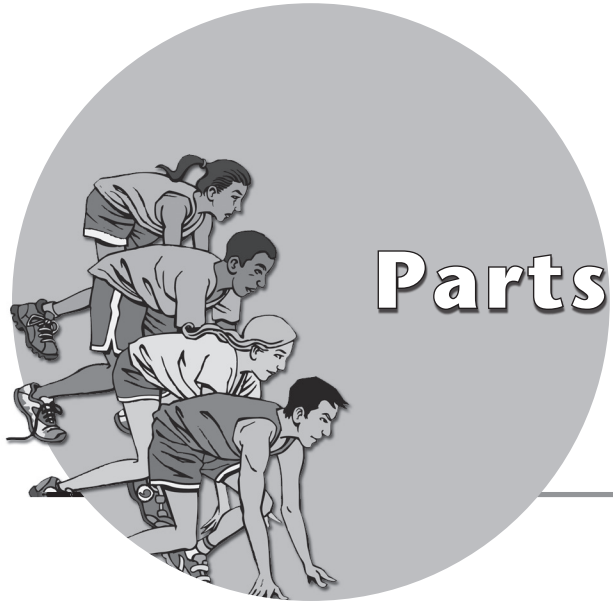
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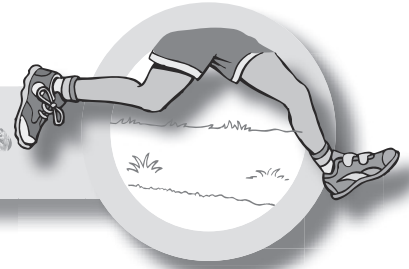


# Parts of Speech

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



# Parts of Speech Checkup



## Instructions

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

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

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

Error Type	Topic Mastered	Topic to Review
1. noun plurals		
2. noun forms		
3. article use		
4. pronoun cases		
5. adjective versus adverb usage		
6. verb forms		
7. verb tenses		
8. active and passive voice		
9. preposition usage		
10. word forms		

## Checkup



### Personality

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

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

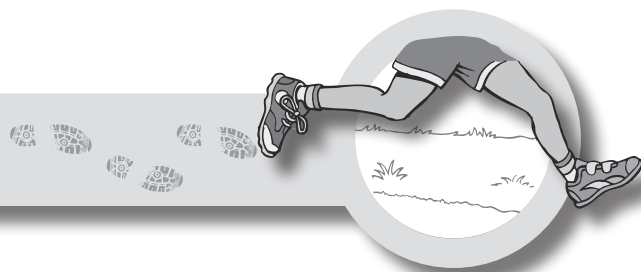
When I got a little older, I wasn't just a member of my family or community groups anymore. I became a member of a school. My school was small, with the strong identity. They were always holding school pride events and showing on the talent of the school community. Students there were always nice to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

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

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



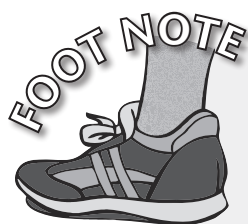
# Noun Plurals



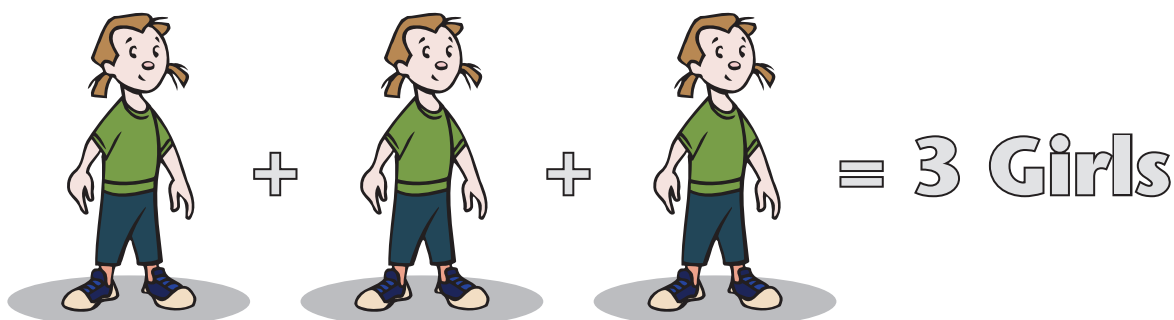
## Count Nouns

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

Examples of count nouns in the singular form:	Examples of count nouns in the plural form:
nut	nuts
hen	hens
door	doors
boy	boys
computer	computers
idea	ideas



You may find some exceptions to the definitions. Also, what may be countable in other languages might not be countable in English.



**Add s to pluralize most count nouns.**

house	→	houses
mountain	→	mountains
bag	→	bags

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

glass	→	glasses
beach	→	beaches
fax	→	faxes

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

echo	→	echoes
video	→	videos
hippo	→	hippos
tomato	→	tomatoes

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

baby	→	babies
city	→	cities

**Numbers can be used with count nouns.**

three hens  
two boys  
one idea

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

The cover of that book **tells** us nothing

**The plural count noun is used with the plural verb form.**

The whales **were** swimming very close to shore.

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

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

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

## Non-count Nouns

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

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

rain	confidence
money	laughter
grass	oxygen

**Non-count nouns do not pluralize.**

**Incorrect:** Our teacher gives us a lot of **homeworks**.

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

**Correct:** Our teacher gives us a lot of **homework**.

## Count and Non-count Nouns and the Use of Prepositions

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

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

**Incorrect:** We can put partitions up between the **table**.

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

**Correct:** We can put partitions up between the **tables**.

## Irregular Noun Plurals

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

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

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

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

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

**Correct:** **Deer** come in our yard and eat all our flowers.

## Quiz Yourself: Noun Plurals

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

1. How many person are in your class?
  - a. This sentence is correct.
  - b. This sentence contains an incorrect noun plural.
  
2. We have a lot of fish in the freezer.
  - a. This sentence is correct.
  - b. This sentence contains an incorrect noun plural.
  
3. Baby like to be rocked, sung to, and cuddled.
  - a. This sentence is correct.
  - b. This sentence contains an incorrect noun plural.
  
4. How many cups of tea do we need for Table Six?
  - a. This sentence is correct.
  - b. This sentence contains an incorrect noun plural.
  
5. How much garbages do we have for Friday's pick up?
  - a. This sentence is correct.
  - b. This sentence contains an incorrect noun plural.
  
6. The informations I read on the Internet was extremely valuable.
  - a. This sentence is correct.
  - b. This sentence contains an incorrect noun plural.

continued on next page

## Quiz Yourself: Noun Plurals

Continued

7. There are bound to be better ways to study than to sleep with books under your pillow.
  - a. This sentence is correct.
  - b. This sentence contains an incorrect noun plural.
  
8. I need to buy sugars before I can bake those cookies you like.
  - a. This sentence is correct.
  - b. This sentence contains an incorrect noun plural.
  
9. Three men and a woman were spotted at the scene of the crime.
  - a. This sentence is correct.
  - b. This sentence contains an incorrect noun plural.
  
10. Most of the player in my chess club can't meet until 7:00 pm, so I don't think we should make the times of our meetings earlier.
  - a. This sentence is correct.
  - b. This sentence contains an incorrect noun plural.

## Challenge Yourself: Noun Plurals

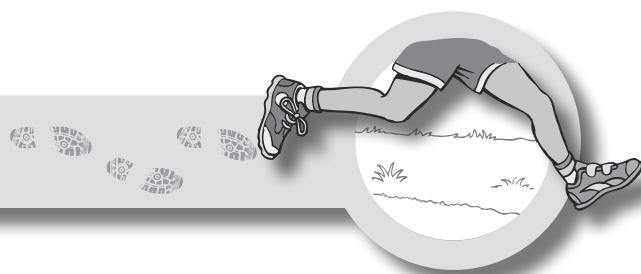
Correct the incorrect noun plurals in the following sentences. Watch, there may be more than one error per sentence.

1. The McKechney sisters get together every Tuesday to watch their childs practise gymnastics.
2. The two womans lean against the wall wrapping their hands around their coffee during the lesson.
3. Susie McKechney would rather play baseballs, but gymnastics is Ava McKechney's favourite sport.
4. Ava dreams of doing back flips from rooftop to rooftop, along all the rooves on her street.
5. Susie's mom complains that the lessons are a lot of monies given there isn't much 1:1 instruction.
6. Ava's mom shrugs it off, saying the chance for their daughter's friendship to blossom is worth it.
7. She wants another generation of McKechnies to have the same bond she has with her sister.
8. "Stop stressing," says Ava's mom, passing a bag to Susie's mom. "The tomatos are from my garden."





# Noun Forms



## Forming Abstract Nouns

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

**Some nouns take one suffix and not another.**

**extensiveness** not **extensivity**  
**centrality** not **centralness**

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

**fragility** - a noun referring to the condition of being fragile

**fragileness** - a noun referring to how fragile something is

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

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

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

Consider the words **productiveness** and **productivity**:

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

**Correct:** The new office arrangement increased the **productivity** of the staff.

**Sometimes the noun form created with a suffix is not the best form.**

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

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

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

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

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



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

monstrosity — monstrosities

variety — varieties

## Noun Usage

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

**Narration** and **narrative** can both mean a continuous story.

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

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

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

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

The noun **employee** is a person who works for wages or salary.

The noun **employ** means the state of being employed.

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

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

**Some nouns are made from shorter nouns with different meanings.**

The noun **horse** refers to the four-legged animal.

The noun **sawhorse** refers to the four-legged workbench.

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

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

## Examples of noun usage:

**Incorrect:** My **hate** of him has  
me turning red.

**Correct:** My **hatred** of him  
has me turning red.



## Quiz Yourself: Noun Forms

Circle the incorrect noun form in each sentence.

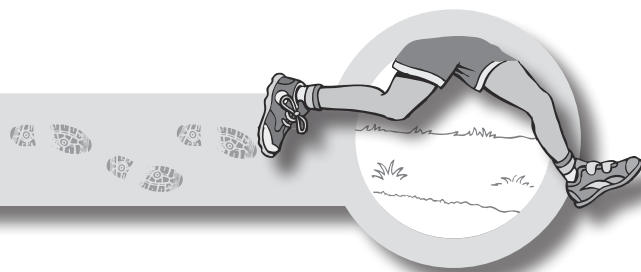
1. You'll find the best **dines** in the west end of the city.
2. How do you plan to earn a **life** after you're finished with school?
3. The **citizens** are concerned that the new security legislation will restrict their **freeness**.
4. It was a **superstitiousness** that led him to avoid walking under that ladder.
5. The soldier raised her arm, hand flat and straight, in a military salutation to her senior officer.
6. The **locality** of the closing ceremony has yet to be decided by the faculty.
7. Being among the **literati** makes daily life easier: I can read signs, complete forms, and follow the simple instructions of a recipe.
8. I'm not going to give **credential** to the claim that eating turnips will improve my quality of life.
9. At spring break, students like to make a **pilgrim** to warmer climates.
10. I keep a diary so my thoughts and feelings are recorded for **perpetualism**.

## Challenge Yourself: Noun Forms

Change the incorrect noun forms, and replace the nouns used incorrectly with an appropriate noun. In some instances, more than one answer is acceptable.

1. Our media class was instructed to film a documentation while we were on our outdoor education trip.
2. Our outdoor education leader showed us how to make a sweat lodging using driftwood for the frame.
3. The film shows the shapelessness of the structure before we rebuilt the frame properly.
4. Now we have the knowing to make a better one next time.
5. The steam filled the structure, and we soon built up a good sweatness.
6. I've never felt a more intense exhilaratingness!
7. We almost forgot to film that part; we were having such a blasting.
8. I hope we win the treasure!

# Article Use



Articles are short words that come before a noun. There are two kinds of articles used in front of noun groups: **indefinite** and **definite** articles.

**A or *an* is an indefinite article.**

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

a book      an angel      a person      an elephant

***The* is a definite article.**

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

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

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

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

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

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

I went to see a doctor.

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

While we were on vacation, we went to a show. The show we saw was called *Les Misérables*.



If the next word begins with a consonant sound when spoken, for example “uniform,” use **a**. We say “uniform” with a “y” sound at the beginning, as though it were spelt “youniform”; so, “**a** uniform” is correct.

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

## The Definite Article *The*

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

the dollar he lent me. (We can count the number of dollars.)

the sadness I feel. (We cannot count a number of sadness.)

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

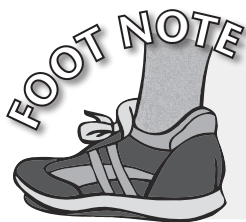
We saw him in the cafeteria.

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

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

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

I need to buy coffee.



Do not use an article when talking about languages, places, sports, or countries, except when the country name includes an article, such as The Netherlands, or The U.S.A.



**Do not use an article when you talk about things in general.**

Textbooks are expensive. (all textbooks)

Sugar is sweet. (all sugar)

## Using Articles in Front of a Modifier

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

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



### Examples of Article Usage:

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

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

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

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

**Be careful of words that have both a count and a non-count meaning.**

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

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

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

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

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

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

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

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



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

I enjoy **juices** from B.C.

**count meaning:** kinds of juice

The **foods** presented at the culinary arts show impressed all.

**count meaning:** kinds of food

## Quiz Yourself: Article Use

Circle the response that best completes the sentence. Sometimes no article is required

1. If three sides of a triangle are of equal length, the triangle is \_\_\_\_\_ equilateral.
  - a. an
  - b. a
  - c. the
  
2. Benny swears he saw \_\_\_\_\_ UFO flying over his house last night.
  - a. an
  - b. a
  - c. nothing
  
3. \_\_\_\_ number of hours I sleep does not depend on how late I go to bed, but on what time I get up.
  - a. An
  - b. A
  - c. The
  - d. nothing
  
4. Tina's had more trouble with her back, so she's thinking of going to \_\_\_\_\_ acupuncturist.
  - a. an
  - b. a
  - c. nothing
  
5. Is there \_\_\_\_\_ good coffee shop around here?
  - a. an
  - b. a
  - c. the
  - d. nothing

continued on next page

## Quiz Yourself: Article Use

Continued

6. We ate at the Funky Monkey last night, too. Just before dessert, we saw you leaving \_\_\_\_\_ restaurant.
  - a. an
  - b. a
  - c. the
  - d. nothing
7. I have your \_\_\_\_\_ bag in the trunk of my car.
  - a. an
  - b. a
  - c. the
  - d. nothing
8. Now Dino lives in \_\_\_\_\_ house, not a condo.
  - a. an
  - b. a
  - c. the
  - d. nothing
9. If it looks like it may rain when I leave for work, I always take \_\_\_\_\_ umbrella.
  - a. an
  - b. a
  - c. the
  - d. nothing
10. Next year we'll travel to \_\_\_\_\_ Australia, a country we haven't visited before.
  - a. an
  - b. a
  - c. the
  - d. nothing

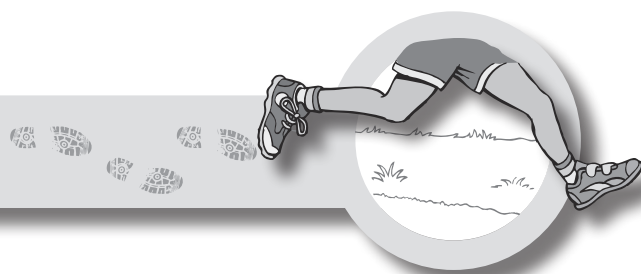
## Challenge Yourself: Article Use

Correct the article errors in the following sentences by adding, deleting, or changing the article. Note: There may be more than one error per sentence.

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



# Pronoun Cases



## Subjective Pronouns

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

Singular	Plural
I    you (singular)    he, she, it	we    you (plural)    they

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

## Objective Pronouns

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

Singular	Plural
me    you (singular)    him, her, it	us    you (plural)    them

Your sister is going with **us** to see that play. → **Us** is the object of the verb **going**.  
Please pass **me** that tool by your foot. → **Me** is the object of the verb **pass**.  
The dog jumped right over **him**. → **Him** is the object of the preposition **over**.

**Choose the correct pronoun when replacing noun groups or a noun and a pronoun together.**

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

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

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

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

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

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

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

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

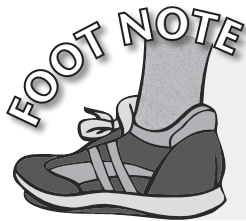
**Informal writing allows the subjective case *who* when the pronoun is the object in the sentence.**

**Who am I speaking to?**



In formal writing, you use the objective case *whom* when the pronoun is the object in the sentence.

To whom am I speaking?



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

## Possessive Pronouns

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

my/mine  
your/yours

their/theirs  
our/ours

his, her/hers, it/its  
whose

This is **my** stop.

I didn't think much of that presentation of **theirs**.

**Her** decorating sense is unique.

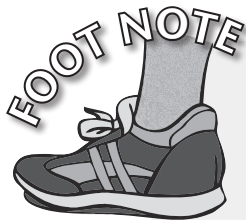
**Whose** idea was it to have dinner here?

Some possessive pronouns are used to show possession or ownership.

I never go a whole month without washing **my** car.

Some possessive pronouns can stand alone.

I never go a whole month without washing **mine**.



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

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

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

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

## Relative Pronouns

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

**that**      **whom**      **who**      **which**      **whose**

Relative pronouns have different forms according to their case.

	Subject	Object	Possessive
<b>personal</b>	who	whom	whose
<b>impersonal</b>	which	which	whose
	that	that	

I went to see the singer **who** played on Saturday.

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

I read the book that my roommate recommended to me.

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

Note: **roommate** is the subject.

## Interrogative Pronouns

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

<b>what</b>	<b>whom</b>	<b>who</b>
<b>which</b>	<b>whose</b>	

**Whose** pencils are these?

**What** time do we have to leave?

**Who** told you that?

To **whom** did you tell that?



The suffix “ever” or “soever” can be added to make the pronouns **whoever**, **whichever**, **whosoever**.

Use *who*, *which*, and *what* as subjective pronouns; use *whom* as the objective pronoun.

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

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

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

## Pronouns Following "to be" Verbs

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

It **was** her.

This **is** him speaking.

I hope it **is** me who wins the prize.

In formal writing, you use the subjective case.

It **was** she.

This **is** he speaking.

I hope it **is** I who wins the prize.



## Quiz Yourself: Pronoun Cases

Select the correct pronoun from the options provided.

1. The people in the lineup gave the pop to Hanifa and \_\_\_\_\_.  
a. me  
b. I
2. The contributors to the magazine, Morris and \_\_\_\_\_, received their cheques three weeks late.  
a. him  
b. he
3. Haru sent flowers to \_\_\_\_\_.  
a. she  
b. her
4. Several of \_\_\_\_\_ are going to Hawaii for our spring vacation.  
a. we  
b. us
5. I knew that \_\_\_\_\_ running up the staircase would wake up the baby.  
a. his  
b. he
6. To \_\_\_\_\_ should I address my letter of acceptance?  
a. who  
b. whom
7. \_\_\_\_\_ two are planning a reunion for everyone who took that summer language course last year.  
a. Us  
b. We
8. The chances of \_\_\_\_\_ completing the race in under one hour are not looking good.  
a. us  
b. we

continued on next page

## Quiz Yourself: Pronoun Cases

Continued

9. Amadi and \_\_\_\_\_ ate the whole chocolate cake ourselves.
  - a. me
  - b. I
10. It was \_\_\_\_\_ who called so late last night.
  - a. he
  - b. him
11. To \_\_\_\_\_ do you want to award the prize?
  - a. whom
  - b. which
12. Give these jerseys to the team \_\_\_\_\_ is playing on the back field.
  - a. whom
  - b. who
13. We need a frame for the picture \_\_\_\_\_ will go above our bed.
  - a. who
  - b. that
14. My sister is six inches taller than\_\_\_\_\_.
  - a. I
  - b. me
15. Some students leave their laptops in their study carrels while they use the restroom, but I'd never leave \_\_\_\_\_.
  - a. mine
  - b. my

## Challenge Yourself: Pronoun Cases

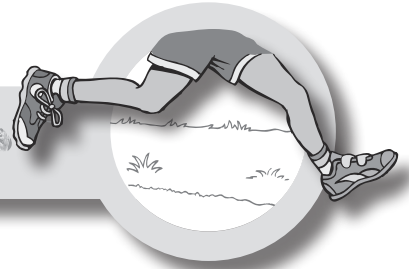
Edit the following sentences by correcting the incorrect pronoun use in the text.

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





# Adjective versus Adverb Usage



## Purpose of Adjectives

**Adjectives** are words that describe nouns or pronouns.

**ripe** peaches

**a week's** vacation

**hot, humid** weather

**purple** shorts

**two-year-old** child

## Purpose of Adverbs

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

She ran by **quickly**.

Pour the milk into the batter **slowly**.

He left **early**.

### Avoid confusing adjectives and adverbs.

Examples of adverb versus adjective confusion

**Incorrect:** He did fair on that last test.

**Correct:** He did fairly on that last test.

**Incorrect:** Something has gone wrongly with programming the new DVR.

**Correct:** Something has gone wrong with programming the new DVR.

### Some words do not change their form.

**Adjective:** hard

The **hard** shell of the crab could not be cracked.

**Adverb:** hard

I ran **hard**, but I still didn't win the race.

### Some words have a different suffix.

**Adjective:** beautiful

It was such a **beautiful** day that we couldn't sit in the library to read.

**Adverb:** beautifully

The student recited the poem **beautifully** to the class.

### Some words take on a completely different form.

**Adjective:** good

That bouquet of roses smells **good**.

That was a **good** stir-fry you made for dinner.

**Adverb:** well

She knows **well** what to do.

He performs **well** on stage.

**Incorrect:** Annika did **good** on her last essay.

**Correct:** Annika did **well** on her last essay.



To say **I am good** usually implies you are not only in good health, but your spirits are high.

The exception comes when we use *well* as an adjective to mean “not sick.”

I am *well*, thank you.



## Another Exception

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

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

**Incorrect:** The driver felt **badly** about the accident.

**Correct:** The driver felt **bad** about the accident.

## Quiz Yourself: Adjectives and Adverbs

Circle the word that better completes the sentence.

1. She did a \_\_\_\_\_ good job of completing that painting.  
a. really  
b. real
2. Now that my knee has healed, I'm running \_\_\_\_\_ again.  
a. quickly  
b. quick
3. Leba is quite \_\_\_\_\_ .  
a. smartly  
b. smart
4. The taxi driver drove \_\_\_\_\_ through the traffic.  
a. skillfully  
b. skillful
5. He was \_\_\_\_\_ enough to go to school, even though he had the flu last week.  
a. well  
b. good
6. I hope to be flying to California in the \_\_\_\_\_ future.  
a. nearly  
b. near
7. The team \_\_\_\_\_ was ready to play the game after a year of practice.  
a. surely  
b. sure
8. My dog has been \_\_\_\_\_ since last week.  
a. sickly  
b. sick
9. The baby's cough sounds \_\_\_\_\_ so we should take her to the doctor.  
a. badly,  
b. bad,
10. Jacob walks \_\_\_\_\_ down the street when he listens to music.  
a. carelessly  
b. careless

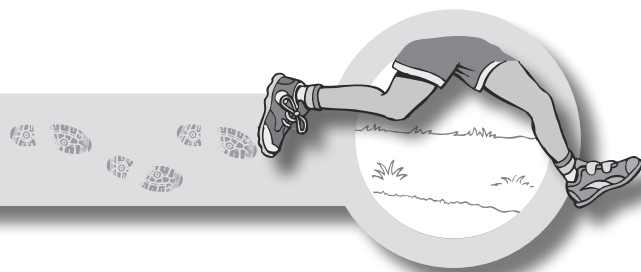
## Challenge Yourself: Adjectives and Adverbs

Edit the sentences to change the incorrect adjectives to adverbs, and vice versa.

1. My sister looked after my house while I was away. I wanted to do something nicely for her.
2. I've always got along with my sister fabulous.
3. I called to see if she wanted to go to a concert, but she had the flu and was not feeling good.
4. After the concert, I let myself into her place quiet with a bouquet of flowers.
5. It was lately, so I didn't want to disturb her if she was already asleep.
6. I peeked in her room, and she looked so sweetly, lying with her head propped on a pile of pillows.
7. I backed out of the room stealth and ran the water in the kitchen to fill up the vase.
8. I could happy live here, I thought, if my sister wanted me to be her roommate.
9. Just then, my sister threw the door open violent, and yelled, "What are you doing here?"
10. "I felt so scarily when I heard someone here. Thank goodness it is you!"



# Verb Forms



All **verbs** have five forms, often called the principal parts.

the infinitive	simple present	simple past	past participle	present participle
to walk	walk, walks	walked	walked	walking
to approve	approve, approves	approved	approved	approving
to help	help, helps helped	helped	helped	helping
to navigate	navigate, navigates	navigated	navigated	navigating

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

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

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

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

**Correct:** The essay **conveys** its message in a clear, concise manner.

**Simple past and past participle regular verbs both end in *-ed*.**

Dhara **paint~~ed~~** the rooms upstairs a light green.

**paint~~ed~~** = simple past

Dhara **had paint~~ed~~** these rooms before, but she didn't like the colour.

**had** = helping verb

**paint~~ed~~** = past participle

## Verb Forms

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

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

Please **throw** this in the trash for me.

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

We **have throw~~n~~** a surprise party for Bren on more than one occasion.

**have** = helping verb

**throw~~n~~** = past participle

We **might have throw~~n~~** another for her this year, but we didn't.

**might have** = helping verbs

**throw~~n~~** = past participle

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

**Action verbs describe actions.**

go      hit      charge      speak      run



**Non-action verbs describe states.**

appearance - **seem, appear**

emotions - **love, like, prefer, dislike**

mental states - **know, appreciate, believe, doubt**

perceptions - **hear, recognize**

possession - **own**

want - **need, desire**

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

Pies **bake** in a hot oven.

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

The pie **is baking** in the oven.

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

She **has** a new puppy.

He **looks** sad today.

**Some verbs can be used to describe actions or states.**

I **hear** she won't come to the party.

She **is hearing** a strange noise coming from the closet.

He **is** sorry for what he did.

They **are being** noisy passengers.

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

**Correct:** I **have** a new scanner.

**Incorrect:** I **am liking** my new roommate.

**Correct:** I **like** my new roommate.

**After a modal, the next verb is always in the simple form.**

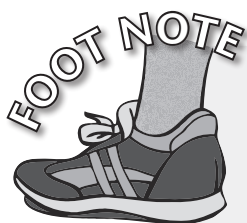
Modals are words used to express ideas such as possibility, intention, obligation, and necessity. Some examples are **would**, **can**, **could**, **should**, and **will**.

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

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

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

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



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

You **do know** how to make us laugh. (emphasizes the main verb)

I **do not want** to move back to Ontario. (expresses the negative with **not**)

**Do** we ever **get** a day of sunshine in November? (asks a question)

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

Regular past participles:

The teacher **has talked** for most of the class.

I **have asked** my husband for help around the house.

Irregular past participles:

I **had been** to Mexico once before.

I **have chosen** some pretty paper to make the invitations.

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

Habeeb **is helping** me move this weekend.

They **are just pretending** to like us.

How **are you planning** to get that bed frame through that door?

**Verbs after *to be* in the passive voice must be in the past participle form.**

The part of Ophelia **will be played** by my friend Marie-France.

The leaflet **was designed** by me.

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

**By following** me around, you'll see what a typical workday is like on this job.

Are you thinking **about applying** for that new job?

**After a verb followed by *to*, the next verb must be in the simple form.**

He **asks to play** with video games every day.

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

**Incorrect:** I **wanted to finished** my homework before going out.

**Correct:** I **want to finish** my homework before going out.

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

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

He is a **frightened** little boy. - the child is scared

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

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

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

We **were baffled by** the strange behaviour of our friend's child.

We **were tired of** talking in a shouting voice to hear each other.

## Irregular Verbs

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

the infinitive	simple present	simple past	past participle	present participle
to put	put, puts	put	put	putting
to go	go, goes	went	gone	going
to swim	swim, swims	swam	swum	swimming
to shrink	shrink, shrinks	shrank	shrunk	shrinking
to throw	throw, throws,	threw	thrown	throwing
to be	are, is	was, were	been	being

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

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

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

To avoid mistakes, familiarize yourself with all the irregular verbs; the table above is just a sample.

## Verbal Phrases and Prepositions They Take

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

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

My boyfriend and I **broke up** last week.

Before the barbeque, I'm going to **rinse off** the deck.

I didn't like it at first, but the story **grew on** me.

The main character made so many mistakes, I really **felt for** him.

Sometimes Jarrel's imagination **runs away with** him.

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

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

**Correct:** We will **carry it out** after midnight.

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

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

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

Other verb phrases cannot take a direct object.

**Correct:** When I asked about the alternate plan, she said she wouldn't **back down**.

**Correct:** She wouldn't **back down** the alternate plan.

There is no rule for determining which verbal phrases can be separated. The only solution is to familiarize yourself with the different verbal phrases.

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

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

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

**Correct:** My father is **buying out** his partner's share of their business.



## Quiz Yourself: Verb Forms

Select the correct verb form from the options provided.

1. Where \_\_\_\_\_ you go last night?
  - a. did
  - b. does
  - c. do
  
2. I will \_\_\_\_\_ her at the train station at 11:58 a.m.
  - a. meets
  - b. met
  - c. meet
  
3. Do you know I spend four hours \_\_\_\_\_ to my mother's house every week?
  - a. travelled
  - b. travelling
  - c. to travel
  
4. It has \_\_\_\_\_ for most of January.
  - a. snow
  - b. snowing
  - c. snowed
  
5. I don't let my cat \_\_\_\_\_ out at night after dark.
  - a. go
  - b. going
  - c. to go

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## Quiz Yourself: Verb Forms

Continued

6. When I'm finished school, I want \_\_\_\_\_ an engineer.
  - a. being
  - b. to be
  - c. be
  
7. By \_\_\_\_\_ carefully, you'll understand the instructions.
  - a. listen
  - b. listening
  - c. to listen
  
8. I'm not crazy about \_\_\_\_\_ long lists of verb forms.
  - a. learnt
  - b. to learn
  - c. learning
  
9. I would love \_\_\_\_\_ a different language.
  - a. to speak
  - b. speaking
  - c. spoke
  
10. I hate it when I have \_\_\_\_\_ in the rain waiting for the bus.
  - a. standing
  - b. to stand
  - c. stand



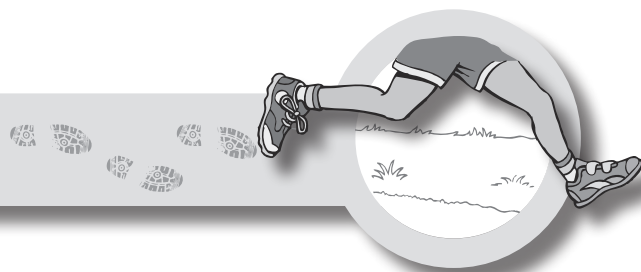
## Challenge Yourself: Verb Forms

Revise each sentence to ensure the verb forms are correct.

1. Soledad had always wanting to see the National Parks of Canada.
2. She was happy, even though she live a very hardworking life in the concrete jungle of Scarborough.
3. One day she was woke up by the sound of jackhammers.
4. "No one starting operating heavy machinery before 7 a.m.," she said.
5. But when she look out the window, she was seeing that construction had begin on a new tower.
6. That was the moment she decides she needed a vacation. She had to get out of the city!
7. So she headed to the travel agency where she was planned on booking a flight to Newfoundland.
8. When she got there, the agency was to have a sale on flights to Banff.



# Verb Tenses



There are three verb tenses: present, past, and future.

Each takes a different form depending on whether the action is completed, continues, continues in the past, present or future, or is expected to be completed in the future.

## Common Forms of Tenses

Two tenses use the verb alone with no helping verbs.

**present** → he runs

**past** → he ran

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

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

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

I **would** have picked you up, if you had wanted me to.  
Yes, I **can** come now.

The following are some guidelines for using the more complex verb tenses.

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

**I *studied* computer science for eight years.**

This implies that the speaker's studying is complete. The speaker no longer studies.

**I *have studied* computer science for eight years.**

This implies that the speaker not only began studying eight years ago but continues to study today.

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

**Brian *hoped to have gone* to the fair with Zorana.**

The hoping went on in the past, but is completed, now. The fair is over, and Brian knows Zorana did not accompany him.

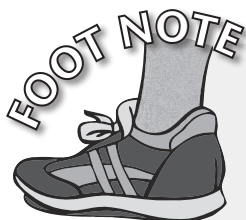
Use of the *past perfect* tense designates action completed in the past before another action.

1. Indira **cut** curtains and later **sewed** them. (past)
2. Indira **sewed** curtains that she **had cut**. (past perfect—the curtains were cut before they were sewn.)
1. Daniel **cleaned** the house when his mother-in-law **arrived**. (simple past)
2. Daniel **had cleaned** the house when his mother-in-law **arrived**. (past perfect)

**Explanation:** In (1), Daniel waited until his mother-in-law arrived, and then he cleaned the house. In (2), he had already finished cleaning the house by the time she arrived.

Use the *past perfect tense* in the part that states a condition in sentences that describe a condition and result.

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



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

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

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

## Common Tense Errors

Be careful not to shift verb tenses unnecessarily.

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

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

**Explanation:** There isn't a need to shift tense in this sentence. Change the past perfect **had registered** to simple past **registered** in order to be consistent with the simple past verb **picked**.

**Correct:** I **love** my new purse which I **bought** on sale.

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

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

When **does** our plane leave?

It **leaves** at 6:30 tomorrow morning.

I **visit** my friends next week.

We **go** to the museum on Thursday.

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

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

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

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

**Incorrect:** I said I *would talked* to Todov later.

**Correct:** I said I *would talk* to Todov later.

Take care deciding when to use present perfect tense or simple past tense.  
Use *present perfect* for the following:

1. an action that happened at an unspecified time in the past

They *have moved* houses. -no specific time is indicated.

2. repetition of an activity in the past

I *have told* Irina many times not to put marbles up her nose.

3. with the expression "for" or "since," meaning that the event began in the past and continues until the present

I *have been* training for a half marathon.

I *have wanted to run* this distance for a long time.

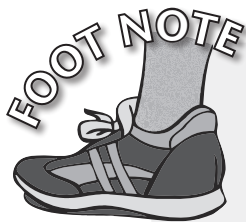
4. the action began in the past and continues until the present time

We *have argued* all morning. (it is still morning.)

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

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

Noriko **had** already **left** when the doctor **arrived**.



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

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

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

Use *past perfect* for conditional clauses that talk about events of the past that aren't real, but just imagined.

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

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

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

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

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

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

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

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

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

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

**Correct:** I wish he **were** coming with us.



## Quiz Yourself: Verb Tenses

Circle the correct verb tense from the options provided.

1. He \_\_\_\_\_ there since he was a child and doesn't plan on moving.
  - a. had lived
  - b. has lived
  
2. I haven't \_\_\_\_\_ her since last year.
  - a. saw
  - b. seen
  
3. I \_\_\_\_\_ my project last night.
  - a. was finishing
  - b. finished
  
4. I \_\_\_\_\_ in swimming races a long time ago.
  - a. was competing
  - b. competed
  
5. After Lucy \_\_\_\_\_ her first text message, she became an addict.
  - a. had written
  - b. wrote

continued on next page

## Quiz Yourself: Verb Tenses

Continued

6. As I was \_\_\_\_\_ into the express lane on the highway, I dropped my cup of coffee.
  - a. merging
  - b. merged
  
7. We're having dinner right now. Can I call you back when I \_\_\_\_\_ ?
  - a. ate
  - b. have eaten
  
8. I am so excited that we \_\_\_\_\_ the same English course next term.
  - a. will be taking
  - b. took
  
9. I knew the election result \_\_\_\_\_ out that way.
  - a. turned
  - b. was going to turn
  
10. Even when she was a child, she \_\_\_\_\_ not see the meaning in making others suffer.
  - a. did
  - b. does

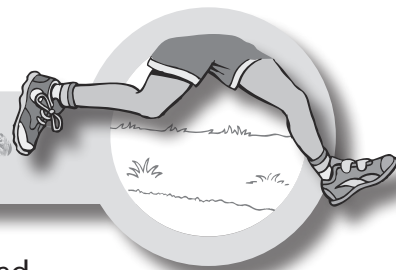
## Challenge Yourself: Verb Tenses

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

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



# Active and Passive Voice



In the **active voice**, the subject performs the action expressed by the verb.

**Carlos** *unwrapped* the chocolate bar.

**Micki** *eats* a piece.

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

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

The chocolate bar **was opened by Carlos.**

A piece **is eaten by Micki.**

Active and Passive Forms		
Verb Form	Active	Passive
Simple present	Sung teaches Tiffany	Tiffany is taught by Sung
Present continuous	Sung is teaching Tiffany	Tiffany is being taught by Sung
Present perfect	Sung has taught Tiffany	Tiffany has been taught by Sung
Simple past	Sung taught Tiffany	Tiffany was taught by Sung
Past continuous	Sung was teaching Tiffany	Tiffany was being taught by Sung
Past perfect	Sung had taught Tiffany	Tiffany had been taught by Sung
Simple future	Sung will teach Tiffany	Tiffany will be taught by Sung
Be going to	Sung is going to teach Tiffany	Tiffany is going to be taught by Sung
Future perfect	Sung will have taught Tiffany	Tiffany will have been taught by Sung
Modals	Sung can teach Tiffany	Tiffany can be taught by Sung

## Stylistic Choices:

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

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

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



A rumbling sound ***is heard*** offstage.

Micki ***is accosted*** by the robbers.

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

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

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

## Converting Passive to Active Voice

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

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

The floor *is being cleaned* by the housekeeper.

(The **housekeeper** is the subject doing the action.)

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

**The housekeeper** *is cleaning* the floor.

**Example:** The mint green uniform *was required*.

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

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

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

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

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

**Active voice:** I *can raise* or *lower* my defensive wall depending on the safety of my environment.

## Quiz Yourself: Active and Passive Voice

Is the sentence in the active or passive voice? Circle the correct response from the options provided.

1. Mostly, I work with information technology.
  - a. active voice
  - b. passive voice
  
2. My paragraph was edited by another student in the class.
  - a. active voice
  - b. passive voice
  
3. Elsie hid from me until I yelled, "Come out, come out, wherever you are!"
  - a. active voice
  - b. passive voice
  
4. Kennedy was given new socks for Christmas.
  - a. active voice
  - b. passive voice
  
5. I will send him a sympathy card.
  - a. active voice
  - b. passive voice
  
6. At the beginning of the scene, a chair is brought in by the butler.
  - a. active voice
  - b. passive voice



## Quiz Yourself: Active and Passive Voice

Continued

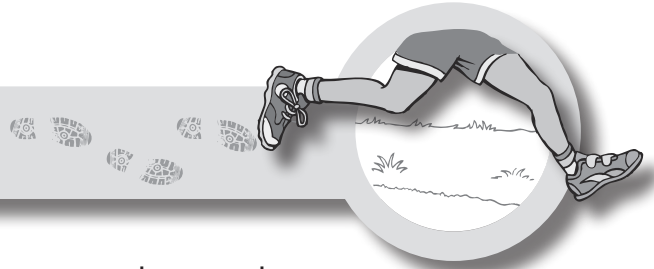
7. When I walk across campus after dark, I tense up.
  - a. active voice
  - b. passive voice
  
8. A general mistrust has been felt by the population since that party came to power.
  - a. active voice
  - b. passive voice
  
9. An official translator was appointed by the Lieutenant Governor in Council.
  - a. active voice
  - b. passive voice
  
10. Genevieve observed that the solution stayed the same colour after vigorous stirring.
  - a. active voice
  - b. passive voice

## Challenge Yourself: Active and Passive Voice

Select the sentence that is written in the active voice.

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

# Preposition Usage



**Prepositions** link nouns, pronouns, and phrases to other words in a sentence. The word or phrase that the preposition links to is called its object. In each of the following sentences, a preposition locates the noun **diary** in space or in time.

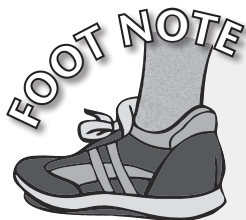
The diary is **beneath** the table.  
The diary is **on** the table.  
The diary is leaning **against** the table.  
The diary is **beside** the table.  
She held the diary **over** the table.  
She read the diary **during** class.

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

- Irina has a can of cola.  
The preposition is **of**, and its object is the noun **cola**.
- Shilpa sat **on** the sofa.  
The preposition is **on** and its object is **the sofa**. These combine to form the prepositional phrase **on the sofa**, modifying the verb **sat**.

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

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



The object of a preposition is at times implied:  
**Get out of here** may be shortened to **Get out**.

## General Usage Tips

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

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

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

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

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

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

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

They sat **by** the lake.  
We went **over** the hill.

Use *at* to talk about a place or point; use *in* to talk about a place as an area; use *on* to talk about a place as a surface.

I waited **at** the farm but the tractor wasn't delivered that day.

I took a walk **in** the pasture.

I skated **on** the pond.

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

She wore a coat **of** rabbit fur.

The one **with** the red ribbon tied around her neck.

## A List of Prepositions and Their Usage

The following are prepositions that describe relations of time:

**during:** during the meal, during the morning hours

**before:** before 8 o'clock, before I left for the store

**until:** until eleven p.m., until he arrives

**throughout:** throughout the performance, throughout the night

**after:** after he thought about it, after ten p.m.

**about:** about four p.m.

**by:** by six in the morning

**from:** from Saturday to Monday

**at:** at last, at 2 o'clock

**on:** he was on time, on a Wednesday

**past:** a quarter past nine

**for:** for a long while, for two hours

**in:** in time, in the wee hours, in 2006, in the summer

**to:** a quarter to five, ten minutes to

The following are prepositions that describe place or direction:

**around:** She walked around the park.

**at:** We'll be at home.

**down:** They lived down the hall.

**at:** We were at the restaurant. The cat looked at me.

**from:** I came here from downtown.

**in:** in a church, in the pasture  
**from:** The reception is two kilometers from here.  
**inside:** Put this tape inside my purse.  
**of:** They took the road south of Innisfil.  
**on:** We lay on the beach.  
**through:** He drove through the tunnel.  
**to:** He went to Salmon Arm. Pass the sugar to me.  
**towards:** Push your side of the couch towards me.  
**up:** We climbed up the hill.  
**with:** Bill went with her.

**The following are prepositions that describe the means or agent:**

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

**The following are prepositions that describe the manner:**

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

**The following are prepositions that describe the state or condition:**

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

**The following are prepositions that describe purpose:**

**for:** She's saving her money for a rainy day. She wanted to go out for New Year's Eve.

## Confusing Prepositions and Some Further Guidelines

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

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

My book is very different **from** your book.

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

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

Prepositions can be used interchangeably.

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

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

Prepositions are often combined with verbs to make phrasal verbs.

to **burn down** a house

to get so mad you **burn up**

A single preposition can express many different ideas.

The old table is standing **by** the dumpster.

I got this A **by** studying.



**Be careful not to use prepositions where they are not needed.**

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

**Correct:** Meiko fell **off** the ladder.

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

**Correct:** Where are you going?

**Incorrect:** Please take the delivery **in back of** the house.

**Correct:** Please take the delivery **behind** the house.

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

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

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

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

**Incorrect:** She refused **to** become cruel **to** and controlling others.

**Correct:** She refused **to** become cruel **to** and controlling **of** others.



## Quiz Yourself: Preposition Usage

Underline the incorrect preposition in each sentence.

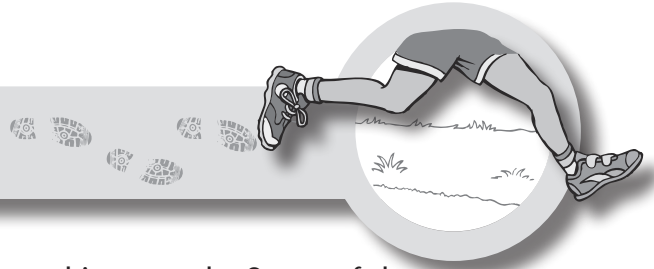
1. My father is scared from heights.
2. I'm envious by those people who can read bad news and not be affected.
3. Jin was confused of what you told him.
4. Eating your greens is good in you.
5. He was so rude; he talked on the phone all to the meal.
6. My "A" grades result on my hours of preparation.
7. I'm tired at working long days and going into the office on weekends.
8. When my sister and brother-in-law told me they were having a baby, I was happy of them.
9. Don't mistake the salt by the sugar.
10. At my mother's house, the television is always kept in, even when no one's watching it.

## Challenge Yourself: Preposition Usage

Edit the following sentences by correcting the incorrect prepositions.  
There may be more than one incorrect preposition per sentence.

1. Jin came in the realization three years ago that he was eating a lot of expensive cheese.
2. He thought it for, and concluded it would be less expensive to make his own cheese in home.
3. After researching the art to making cheese, he started through assemble the necessary ingredients.
4. Aside he could begin shopping, he first had to make a choice from cow's milk and goat's milk.
5. Jin decided to use goat's milk, as his mom lived with her own goat farm and had extra goat's milk.
6. Jin had to decide where he would make the cheese. He decided to use his sunroom as his new hobby.
7. Lactic acid bacteria are present in milk, so keeping milk into a warm place is important.
8. He opened down his new recipe book and read the first instruction for making sweet curd cheese.
9. Begin pasteurizing the goat's milk in heating it by 30 minutes.
10. He was well into his way to producing his own delicious cheese!

# Word Forms



The following words are often confused or used incorrectly. Some of these are homonyms, which have the same sound, but have different meanings. Other words in the list are often confused for words that they resemble.

## Commonly Confused Words

**air:** the invisible gas surrounding the earth

**err:** a mistake

**heir:** the one who inherits

**accept:** take or receive

**except:** exclude

**advice:** a noun, words given or offered as an opinion

**advise:** a verb, to offer one's advice

**affect:** most commonly a verb meaning to influence; less commonly a verb meaning to pretend or imitate

**effect:** a noun meaning a result; also, a verb meaning to bring about or accomplish

**allowed:** permitted

**aloud:** audible

**beside:** a preposition indicating location

**besides:** an adverb meaning: in addition to

**capital:** most important

**capitol:** a building where heads of government gather

**coarse:** rough to the touch

**course:** a program of study

**council:** an advisory body, a group meeting regularly

**counsel:** as a noun—formally given advice; as a verb—to advise formally

**decent:** proper, right

**descent:** going down, or ancestry

**elicit:** to draw forth

**illicit:** illegal

**eminent:** distinguished

**imminent:** about to happen

**fair:** reasonable, just

**fair:** blond or light in complexion

**fair:** a moderate quantity or amount

**fair:** a gathering or stalls and/or amusements, usually outdoors

**fare:** a fee charged

**farther:** refers to actual distance

**further:** refers to figurative distance meaning more

- example: *There is nothing further to discuss.*

**insure:** protection against loss

- example: *We will insure our house.*

**assure:** convince, make sure

**ensure:** make sure, make safe

**less:** use less with uncountable amounts

- example: *I have less work to do than Noriko.*

**fewer:** use with countable quantities.

- example: *I have fewer assignments to do.*

**lie:** to recline, or rest. An intransitive verb, not taking an object.

- example: *I will lie on the couch for ten minutes when I get home.*

*The dog lies in the hot sun.*

**lay:** to place something down. A transitive verb, taking an object.

- example: *Lay the fresh towels on the table. He won't let me lay this matter to rest.*

**Confusion comes in forming the past tense of lie—it's spelled and pronounced the same as the present tense of lay.**

- example: *This morning we lay in the hammock.*

**loose:** adjective, opposite of tight or confined

**lose:** verb, to misplace, cease to have

**may be:** a modal + verb, meaning: might be

- example: *It may be true that ghosts are real.*

**maybe:** an adverb, meaning perhaps

**passed:** a verb, past tense of **to pass**

- example: *the past years at this school*
  - also a preposition, meaning by or beyond: *He drove past us too quickly*
  - also a noun, meaning a period of time: *I have ridden horseback in the past.*

**past:** an adjective, meaning former:

**precede:** verb, to go before

**proceed:** verb, to begin or continue

**presence:** being present, attendance

**presents:** gifts

**quiet:** not noisy

**quite:** very, completely

**than:** a conjunction that makes a comparison:

- example: *I am taller than you.*

**then:** an adverb meaning at that time:

- example: *We will eat dinner; then, I will start the movie.*

**their:** a possessive pronoun:

- example: *It is their decision.*

**they're:** a contraction of they are:

- example: *They're going to decide.*

**there:** an adverb referring to place:

- example: *They're going to build their new house there.*

**who's:** a contraction of who is

**whose:** possessive pronoun of who

## Other Common Errors

**all, all of:** redundant when used with common nouns. Just use all.

- example: *all the women at the party*

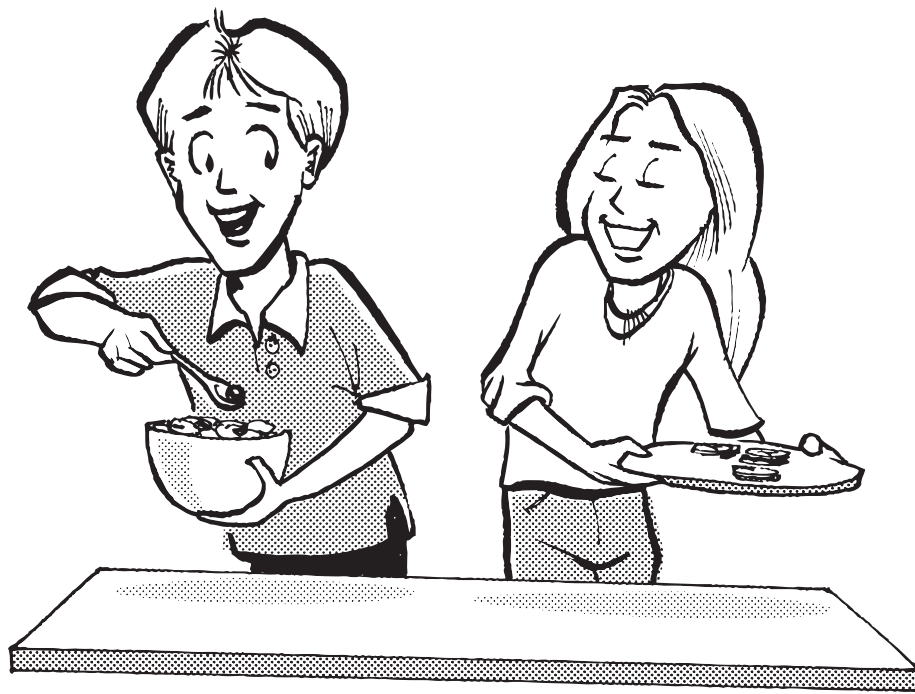
**alright for all right:** alright is incorrect. The correct form is all right.

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

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

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

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



**if, whether:** If is sometimes used to introduce alternative conditions.

- example: *Tell us if you see Leo;* which can mean not only tell us whether you can see Leo or not, but also tell us in case you ever see him. To be clear, use whether.

## Quiz Yourself: Word Forms

Circle the correct word from the options provided.

1. \_\_\_\_\_ were fifty questions on their final exam.
  - a. They're
  - b. There
  - c. Their
2. I wonder what the \_\_\_\_\_ will be of the new policies in health care.
  - a. effect
  - b. affect
3. When you're knitting this pattern, you want your stitch tension to be \_\_\_\_\_.
  - a. loose
  - b. lose
4. I look forward to \_\_\_\_\_ in the sun on my day off.
  - a. laying
  - b. lying
5. He \_\_\_\_\_ his exam by a few marks.
  - a. passed
  - b. past
6. \_\_\_\_\_ boots are these lying in the front hall?
  - a. Who's
  - b. Whose
7. \_\_\_\_\_ of people like to meet new friends online.
  - a. A lot
  - b. Alot
8. I want you to call me when you get home \_\_\_\_\_ of the time.
  - a. irregardless
  - b. regardless

continued on next page

## Quiz Yourself: Word Forms

Continued

9. Whatever you decide is \_\_\_\_\_ with me.
  - a. alright
  - b. all right
10. We'll have dinner out; \_\_\_\_\_ we'll go to the dance club.
  - a. then
  - b. than
11. I \_\_\_\_\_ a new backpack.
  - a. have got
  - b. have
12. I love the peace and \_\_\_\_\_ in the library.
  - a. quite
  - b. quiet
13. The work crew have been \_\_\_\_\_ the new wood floor in the living room.
  - a. lying
  - b. laying
14. I don't know what the best \_\_\_\_\_ would be to give someone in that situation.
  - a. advice
  - b. advise
15. I'm going to \_\_\_\_\_ that my pets will be safe while I'm gone.
  - a. ensure
  - b. insure



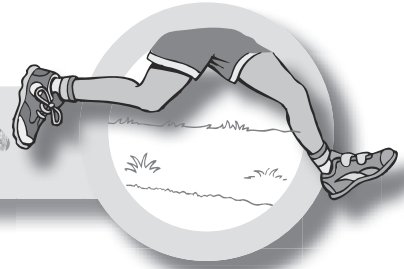
## Challenge Yourself: Word Forms

Edit each of the following sentences to correct any errors in word forms.

1. Kat has laid in bed all day because Chen never called her back after he said he would.
2. He's been calling her fewer frequently lately.
3. She wants to heir on the side of caution and stick around her apartment in case he calls.
4. Her friends tell her not to wait around; the affect will be sadness and depression.
5. Beside, even if Chen is worth waiting by the phone, it's too beautiful a day to stay in bed.
6. Kat's friends gather outside and start throwing stones at her window, hoping to illicit a response.
7. Their more persistent then she thought.
8. Finally, Kat yells out the window. "Alright, alright! I'm coming down. Quit pestering me!"



# Putting It Together



## Instructions

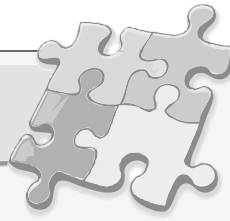
The text on the following page contains many errors pertaining to usage. Usage errors include mistakes in verb formation, verb tense, articles, noun plurals, noun forms, prepositions, pronoun cases, adjectives and adverbs, passive voice, and word forms.

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

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

Error Type	Topic Mastered	Topic to Review
1. noun plurals		
2. noun forms		
3. article use		
4. pronoun case		
5. adjective versus adverb usage		
6. verb forms		
7. verb tense		
8. active and passive voice		
9. preposition usage		
10. word forms		

## Putting It Together



### Victoria's Inner Harbour

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

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

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

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

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

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

# Answer Key

## PARTS OF SPEECH

### Checkup: Usage—Answer Key

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

### Personality

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

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

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

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

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

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

## Checkup: Usage—Corrected Text

### Personality

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

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

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

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

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

### Quiz Yourself: Noun Plural

1. This sentence contains an incorrect noun plural.
2. This sentence is correct.
3. This sentence contains an incorrect noun plural.
4. This sentence is correct.
5. This sentence contains an incorrect noun plural.
6. This sentence contains an incorrect noun plural.
7. This sentence is correct.
8. This sentence contains an incorrect noun plural.
9. This sentence is correct.
10. This sentence contains an incorrect noun plural.

### Challenge Yourself: Noun Plurals

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

### Quiz Yourself: Noun Forms

- |                      |                  |
|----------------------|------------------|
| 1. dines             | 6. locality      |
| 2. life              | 7. literati      |
| 3. freeness          | 8. credential    |
| 4. superstitiousness | 9. pilgrim       |
| 5. salutation        | 10. perpetualism |

### **Challenge Yourself: Noun Forms (Note: other responses may be correct)**

1. Our media class was instructed to film a documentary while we were on our outdoor education trip.
2. Our outdoor education leader showed us how to make a sweat lodge using driftwood for the frame.
3. The film shows the shapelessness of the structure before we rebuilt the frame properly.
4. Now we have the knowledge to make a better one next time.
5. The steam filled the structure, and we soon built up a good sweat.
6. I've never felt a more intense exhilaration!
7. We almost forgot to film that part; we were having such a blast.
8. I hope we win the prize!

### **Quiz Yourself: Article Use**

- |        |             |
|--------|-------------|
| 1. an  | 6. the      |
| 2. a   | 7. nothing  |
| 3. The | 8. a        |
| 4. an  | 9. an       |
| 5. a   | 10. nothing |

### **Challenge Yourself: Article Use**

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



### Quiz Yourself: Pronoun Cases

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

### Challenge Yourself: Pronoun Cases

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

### Quiz Yourself: Adjective versus Adverb Use

- |               |                |
|---------------|----------------|
| 1. really     | 6. near        |
| 2. quickly    | 7. surely      |
| 3. smart      | 8. sick        |
| 4. skillfully | 9. bad,        |
| 5. well       | 10. carelessly |

### **Challenge Yourself: Adjective versus Adverb Use**

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

### **Quiz Yourself: Verb Forms**

- |               |              |
|---------------|--------------|
| 1. did        | 6. to be     |
| 2. meet       | 7. listening |
| 3. travelling | 8. learning  |
| 4. snowed     | 9. to speak  |
| 5. go         | 10. to stand |

### **Challenge Yourself: Verb Forms**

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

8. When she got there, the agency had a sale on flights to Banff.

**Quiz Yourself: Verb Tenses**

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

**Challenge Yourself: Verb Tenses**

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

**Quiz Yourself: Active and Passive Voice**

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

**Challenge Yourself: Active and Passive Voice**

1. The summer after graduation, Bill, his mother, and I took our new sailboat on its maiden voyage up the West Coast of Vancouver Island.
2. With luck, we would reach Hot Springs Cove by the third day.
3. The first night, we moored our new vessel at Bamfield on the West Coast Trail.

4. The ship was so new she did not yet have a name on her side; this made the Coast Guard in Bamfield suspicious, so they asked to see her papers.
5. We joked about names for the ship: "Swan Song" and "Desperate."
6. As the boat headed out of Tofino Harbour the next day, it occurred to me I could use strips of green painter's tape for a name.
7. Mocking the way Bill used pirate-speak on the boat, we wanted to call her "Arr, Monica," but then we decided that the name "Harmonica" would be nicer.

### Quiz Yourself: Preposition Usage

- |         |        |
|---------|--------|
| 1. from | 6. on  |
| 2. by   | 7. at  |
| 3. of   | 8. of  |
| 4. in   | 9. by  |
| 5. to   | 10. in |

### Challenge Yourself: Preposition Usage (Note: other responses may be correct)

1. Jin came to the realization three years ago that he was eating a lot of expensive cheese.
2. He thought it through, and concluded it would be less expensive to make his own cheese at home.
3. After researching the art of making cheese, he started to assemble the necessary ingredients.
4. Before he could begin shopping, he first had to make a choice between cow's milk and goat's milk.
5. Jin decided to use goat's milk, as his mom lived on her own goat farm and had extra goat's milk.
6. Jin had to decide where he would make the cheese. He decided to use his sunroom for his new hobby.
7. Lactic acid bacteria are present in milk, so keeping milk in a warm place is important.
8. He opened up his new recipe book and read the first instruction for making sweet curd cheese.
9. Begin pasteurizing the goat's milk by heating it for 30 minutes.
10. He was well on his way to producing his own delicious cheese!

### Quiz Yourself: Word Forms

1. There
2. effect
3. loose
4. lying
5. passed
6. Whose
7. A lot
8. regardless
9. all right
10. then
11. have
12. quiet
13. laying
14. advice
15. ensure

### Challenge Yourself: Word Forms (Note: other responses may be correct)

1. Kat has lain in bed all day because Chen never called her back after he said he would.
2. He's been calling her less frequently lately.
3. She wants to err on the side of caution and stick around her apartment in case he calls.
4. Her friends tell her not to wait around; the effect will be sadness and depression.
5. Besides, even if Chen is worth waiting by the phone, it's too beautiful a day to stay in bed.
6. Kat's friends gather outside and start throwing stones at her window, hoping to elicit a response.
7. They're more persistent than she thought.
8. Finally, Kat yells out the window. "All right, all right! I'm coming down. Quit pestering me!"

## Putting it Together: Parts of Speech—Answer Key

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

Whether your first glimpse of the harbour is from the deck of the Coho ferry, from high above on a float plane, or from the Wharf Street level, your first impression will **have been** (7) a bustling harbour rich with **histories** (1) and **beauties**. (1) Listen to the sounds of street musicians, double-decker buses, chiming bells from a nearby tower, and horses' hooves from the carriage tours.

When you stand in the middle of the causeway, you are surrounded by Victoria history. The causeway's **hugely** (5) stone retaining wall behind you was built in 1902 when this section of Wharf Street was still a bridge over **a** (3) mudflats. Look south and see the Rattenbury-designed British Columbia Parliament Buildings. Look east and see the famous chateau-style Empress Hotel. Take in the nineteenth-century **architectures** (1) as you look north up historic Government Street to Victoria's business district. Victorians older than **me** (4) may remember when the landmark Munro's Bookstore building housed the Royal Bank.

The Inner Harbour was the Songhees First Nations' main village site. Look **by** (9) the west shore and you will see the Commonwealth Totem Pole standing on the point called "Pallastis," which means "place of cradle" and is a sacred site of the Songhees. When their children learned to walk, they would place their cradles along this point to **insure** (10) their children lived a long life.

**Sights can be enjoyed by you** (8) in Victoria's Inner Harbour year round, day or night. There is so much to see within the short walk along the lower causeway. Flowers spell out a welcome to Victoria and spill out of hanging baskets on the lamp posts. Tall ships and yachts fill the harbour, and little passenger ferries **shuffle** (10) people between **stop** (1) along the harbour. Peruse the wares of jewelry makers and artists along the causeway and stop **momentary** (5) to **watching** (6) the buskers' entertainment. The Inner Harbour **was** (7) still the site of many summer festivals: the Victoria Classic Boat Festival, Folk Festival, and Symphony Splash to name a few.

At night on an evening stroll, **watching** (6) the sun set over the water or listen to live music as you sit on a restaurant patio. The harbour is lit up **of** (9) the **lightedness** (2) from luxury hotels and restaurants. Each night, 3,000 lights outline the Parliament Buildings.

Classic Victoria attractions along the harbour include the Royal BC Museum, Royal London Wax Museum, and **a** (3) Undersea Gardens. The north side of the causeway is where the Tourism Information Centre for Victoria **can be found**, (8) where staff can help you plan how to best experience the city and surrounding attractions.

**Error Types:** (1) noun plurals

(2) noun forms

(3) article use

(4) pronoun case

(5) adjective versus adverb usage

(6) verb forms

(7) verb tense

(8) active and passive voice

(9) preposition usage

(10) word forms

### Putting It Together: Parts of Speech—Corrected Text

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

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

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**You can enjoy sights** in Victoria's Inner Harbour year round, day or night. There is so much to see within the short walk along the lower causeway. Flowers spell out a welcome to Victoria and spill out of hanging baskets on the lamp posts. Tall ships and yachts fill the harbour, and little passenger ferries **shuttle** people between **stops** along the harbour. Peruse the wares of jewelry makers and artists along the causeway and stop **momentarily** to **watch** the buskers' entertainment. The Inner Harbour **is** still the site of many summer festivals: the Victoria Classic Boat Festival, Folk Festival, and Symphony Splash to name a few.

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

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

