NEW EDITION

Common Mistakes in English

T.J. Fitikides

Get it right every time!



Common Mistakes in English

with Exercises

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

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Preface

Preface to the first edition

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

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

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

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

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

T. J. F.

August 1936

Preface to the Sixth Edition

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

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

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

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How this book should be used

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

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

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

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

T.J.F.

January 1961

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

How this book should be used

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

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

Using the wrong preposition

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

- 1 **Absorbed** (= very much interested) **in**, not *at*. *Don't say:* The man was absorbed at his work.
 - ✓ Say: The man was absorbed in his work.
- 2 Accuse of, not for.

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

✓ Say: She accused the man of stealing.

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

3 Accustomed to, not with.

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

✓ Say: I'm accustomed to hot weather.

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

4 Afraid of, not from.

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

✓ Say: Laura is afraid of the dog.

5 Aim at, not on or against.

Don't say: She aimed on (or against) the target.

✓ Say: She aimed at the target.

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

6 Angry with, not against.

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

✓ Say: The teacher was angry with him.

Note 1: We get **angry** with a person but at a thing: He was **angry** at the weather (not: with the weather).

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

7 Anxious (= troubled) about, not for.

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

✓ Say: They're anxious about his health.

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

8 Arrive at, not to.

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

✓ Say: We arrived at the village at night.

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

9 Ashamed of, not from.

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

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

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

10 Believe in, not to.

Don't say: We believe to God.

✓ Say: We believe in God.

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

11 Boast of or about, not for.

Don't say: James boasted for his strength.

- ✓ Say: James boasted of (or about) his strength.
- 12 Careful of, with or about, not for.

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

✓ Say: Elke's very careful of/about her health.
Or: You should be more careful with your money.

Note: Take care of: He takes care of his money.

- 13 **Travel by train**, etc., not with the train, etc. Don't say: He travelled with the train yesterday.
- ✓ Say: He travelled by train yesterday.

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

14 Complain about, not for.

Don't say: Annette complained for the weather.

✓ Say: Annette complained about the weather.

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

15 Composed of, not from.

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

✓ Say: Our class is composed of thirty students.

16 Confidence in, not to.

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

✓ Say: I have great confidence in you.

Note: In confidence: Let me tell you something in confidence (= as a secret)

17 Conform to, not with.

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

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

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

18 Congratulate on, not for.

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

- ✓ Say: I congratulate you on your success.
- 19 Consist of, not from.

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

✓ Say: A year consists of twelve months.

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

20 **Covered with,** not by.

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

- ✓ Say: The mountains are covered with/in snow.
- 21 Cure of, not from.

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

✓ Say: The man was cured of his illness.

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

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

Don't say: It depends from her.

✓ Say: It depends on (or upon) her.

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

23 **Deprive of,** not from.

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

- ✓ Say: Nelson Mandela was deprived of his freedom.
- 24 Die of an illness, not from an illness.

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

✓ Say: Many people have died of malaria.

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

25 **Different from**, not than.

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

- ✓ Say: My book is different from yours.
- 26 Disappointed by, about or at, not from.
 - (a) by/at/about:

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

- ✓ Say: Phillipa was disappointed by/about/at the low mark she got in the test.
 - (b) with/in:

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

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

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

27 Divide into parts, not in parts.

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

✓ Say: I divided the cake into four parts.

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

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

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

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

Note: Doubtful of: I am doubtful of his ability to pass.

29 Dressed in, not with.

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

✓ Say: The woman was dressed in black.

Note: The woman was in black is also correct.

30 Exception to, not of.

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

✓ Say: This is an exception to the rule.

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

31 Exchange for, not by.

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

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

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

32 Fail in, not from.

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

✓ Say: Steven failed in maths last year.

33 Full of, not with or from.

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

✓ Say: The jar was full of oil.

Note: Fill takes with: Jane filled the glass with water.

34 Get rid of, not from.

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

- ✓ Say: I'll be glad to get rid of him.
- 35 Glad about, not from or with.

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

- ✓ Say: Francis was glad about receiving your letter.
- 36 Good at, not in.

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

✓ Say: My sister's good at maths.

Note 1: Bad at, clever at, quick at, slow at, etc. However, weak in: He's weak in grammar.

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

37 Guard against, not from.

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

- ✓ Say: You must guard against bad habits.
- 38 **Guilty of,** not for.

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

- ✓ Say: He was found guilty of murder
- 39 **Independent of,** not *from*.

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

✓ Say: Clare's independent of her parents.

Note: We say dependent on: A child is dependent on its parents.

40 **Indifferent to,** not for.

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

✓ Say: They're indifferent to politics.

41 Insist on, not to.

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

✓ Say: He always insisted on his opinion.

Note: Persist takes in: He persisted in his silly ideas.

42 Interested in, not for.

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

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

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

43 Jealous of, not from.

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

- ✓ Say: He's very jealous of his brother.
- 44 Leave for a place, not to a place.

 Don't say: They're leaving to England soon.
 - ✓ Say: They're leaving for England soon.
- 45 Live on, not from.

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

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

Note: Feed on: Some birds feed on insects.

46 Look at, not to.

Don't say: Look to this beautiful picture.

✓ Say: Look at this beautiful picture.

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

47 Married to, not with.

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

✓ Say: Angela was married to a rich man.

Note: Also **engaged to**: Sally was **engaged to** Peter for a year before they got married.

48 **Opposite to,** not from

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

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

Note: Opposite ours is also correct.

49 Pass by a place, not from a place.

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

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

Note: Also pass the post-office is correct.

50 Play for a team, not with a team.

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

- ✓ Say: He plays regularly for that team.
- 51 Pleased with, not from.

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

✓ Say: The teacher is pleased with me.

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

52 Popular with, not among.

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

- ✓ Say: John's popular with his friends.
- 53 **Prefer to,** not from.

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

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

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

- Preside at or over, not in.

 Don't say: Who presided in the last meeting?
- ✓ Say: Who presided at (or over) the last meeting?
- 55 **Proud of,** not *for*.

 Don't say: He's very proud for his promotion.
 - ✓ Say: He's very proud of his promotion.

Note: We say take (a) pride in : A craftsman takes a pride in his work.

- 56 Rejoice at or in, not for.
 Don't say: We rejoiced for her success.
 - ✓ Say: We rejoiced at (or in) her success.
- 57 **Related to,** not with.

 Don't say: Are you related with Simon in any way?
- ✓ Say: Are you related to Simon in any way?
 Note: Also relation to: Is he any relation to you?
- 58 **Repent of,** not *from*.

 Don't say: He repented from his crime.
- ✓ Say: He repented of his crime.

Note Repentance takes for He feels repentance for his sin.

- 59 Satisfied with, not from.

 Don't say: Are you satisfied from your marks?
- Say: Are you satisfied with your marks?
 Note: Also content with, delighted with, unhappy with, happy with, displeased with, dissatisfied with, disgusted with.
- 60 Similar to, not with.

 Don't say: Your house is similar with mine.
 - ✓ Say: Your house is similar to mine.

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

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

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

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

62 Spend on, not for.

Don't say: I spend a lot of time for my computer.

- ✓ Say: I spend a lot of time on my computer.
- 63 **Succeed in,** not at.

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

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

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

64 Superior to, not from or than.

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

✓ Say: This is superior to that.

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

65 Sure of, not for.

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

✓ Say: I'm quite sure of her honesty.

Note: Also certain of: I am quite certain of it.

66 Surprised at or by, not for.

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

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

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

Have another look at ...

Prepositions after certain words

Note carefully the prepositions used after the following words:

accuse of accustomed to afraid of aim at angry with, at arrive at, in ashamed of believe in boast of careful of, with, about complain about composed of conform to congratulate on consist of cure of depend on deprive of die of different from dressed in fail in full of good at guard against

guilty of independent of indifferent to insist on interested in jealous of look at married to no doubt of or about pleased with prefer to proud of related to repent of satisfied with similar to succeed in superior to sure of surprised at, by suspect of tired of translate into warn of, about

67 Suspect of, not for.

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

✓ Say: I suspect Kate of stealing the pen.

Note: Also suspicious of: Dogs are suspicious of strangers.

68 Take by, not from.

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

✓ Say: Robert took his brother by the hand.

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

69 **Tie to,** not *on*.

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

✓ Say: The girl **tied** the string **to** the kite.

Note: Also bind to: The prisoner was bound to the stake.

70 Tired of, not from.

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

- ✓ Say: The boys are tired of eating boiled eggs.
- 71 Translate into, not to.

Don't say: Translate this passage to English.

- ✓ Say: Translate this passage into English.
- 72 **Tremble with cold**, etc., not *from cold*, etc.

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

✓ Say: The man was trembling with cold.

Note: Also shake with and shiver with. The thief was shaking with fear.

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

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

✓ Say: They were warned of the danger.

Note 1: Use warn about for specific things: They warned us about the bumps in the road.

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

74 Write in ink, not with ink.

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

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

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

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

Misuse of the infinitive

Use the gerund and not the infinitive:

- (a) After prepositions or preposition phrases:
- 75 Without, etc. + -ing.

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

- ✓ Say: Do your work without speaking.
- 76 Instead of, etc. + -ing.

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

- ✓ Say: He went away instead of waiting.
 - (b) After words which regularly take a preposition:
- 77 Capable of + -ing.

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

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

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

- 78 Fond of + -ing.

 Don't say: She's always fond to talk.
 - ✓ Say: She's always fond of talking.
- 79 Insist on + -ing.

 Don't say: Simon insisted to go to London.
 - ✓ Say: Simon insisted on going to London.
- 80 Object to + -ing.
 Don't say: I object to be treated like this.
 ✓ Say: I object to being treated like this.
- Prevent from + -ing.

 Don't say: The rain prevented me to go.
 - ✓ Say: The rain prevented me from going.
- Succeed in + -ing.
 Don't say: Paula succeeded to win the prize.

 ✓ Say: Paula succeeded in winning the prize.
- 83 Think of + -ing.
 Don't say: I often think to go to England.
 ✓ Say: I often think of going to England.
- 84 · Tired of + -ing.

 Don't say: The customer got tired to wait.
 ✓ Say: The customer got tired of waiting.
- Used to + -ing.
 Don't say: She's used to get up early.
 ✓ Say: She's used to getting up early.

(c) After certain verbs:

86 Avoid + -ing.

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

✓ Say: You can't avoid making mistakes.

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

87 Enjoy + -ing.

Don't say: I enjoy to play football.

✓ Say: I enjoy playing football.

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

88 Excuse + -ing.

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

✓ Say: Please excuse my being so late.
Or: Please excuse me for being so late.

89 Finish + -ing.

Don't say: Have you finished to speak?

✓ Say: Have you finished speaking?

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

90 Go on (continue) + -ing.

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

✓ Say: The music went on playing all day.

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

91 Mind (object to) + -ing.

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

✓ Say: Would you mind opening the door?

Have another look at ...

Use of the gerund

Use the gerund (and not the infinitive):

1 After prepositions.

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

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

 Examples: I'm tired of doing the work again. He succeeded in catching the rat.
- 3 After certain verbs, such as avoid, enjoy, finish, stop, risk, excuse.

 Examples: They enjoy playing football. The wind has stopped blowing.
- 4 After the adjectives busy and worth. Examples: Lena was busy writing a book. This date is worth remembering.
- 5 After certain phrases, such as it's no use, it's no good, I can't help, would you mind, look forward to. Examples: I think it's no use trying again. I can't help feeling angry about it.

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

Example: He began to talk or He began talking.

- 92 **Practise** + -ing.

 Don't say: You must practise to speak English.
 - ✓ Say: You must practise speaking English.
- 93 **Remember** + -ing.

 Don't say: I don't remember to have seen him.
 - ✓ Say: I don't remember seeing him.
 Or: I don't remember having seen him.
- 94 **Risk** + -ing.

 Don't say: We couldn't risk to leave him alone.
 - ✓ Say: We couldn't risk leaving him alone.
- 95 **Stop** + **-ing**. *Don't say:* The wind has almost stopped to blow.
 - ✓ Say: The wind has almost stopped blowing.

Note: Also **give up** (= stop): He **gave up smoking**.

- (d) After certain adjectives:
- 96 **Busy** + -ing.

 Don't say: He was busy to revise the exams.
 - ✓ Say: He was busy revising for the exams.
- 97 **Worth** + -ing.

 Don't say: Is today's film worth to see?
 - ✓ Say: Is today's film worth seeing?
 - (e) After certain phrases:
- 98 Have difficulty in + -ing.

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

99 Have the pleasure of + -ing.

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

✓ Say: I had the pleasure of meeting him.

Note: Also take pleasure in: He takes great pleasure in helping others.

100 It's no use + -ing.

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

- ✓ Say: It's no use crying like a baby.
- 101 It's no good + -ing.

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

- ✓ Say: It's no good getting angry.
- 102 Look forward to + -ing.

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

- ✓ Say: I look forward to seeing him soon.
- 103 There is no harm in + -ing.

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

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

(See Exercises 63 and 64 on page 164.)

Use of the wrong tense

- 104 Using the past tense after **did** instead of the infinitive without **to**.
 - (a) To ask questions:

Don't say: Did you went to school vesterday?

- ✓ Say: Did you go to school yesterday?
 - (b) To make negatives:

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

✓ Say: I did not go to school yesterday.

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

Note: the answer to a question beginning with **did** is always in the past tense: **Did** you see the picture? – Yes , **I saw** the picture; or Yes, **I did**.

- 105 Using the third person singular after **does** instead of the infinitive without **to**.
 - (a) To ask questions:

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

- ✓ Say: Does the gardener water the flowers?
 - (b) To make negatives:

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

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

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

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

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

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

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

✓ Say: Ian can speak English very well.

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

107 Wrong sequence of tenses.

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

✓ Say: Rachel asked me what I was doing.

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

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

1 She said, 'I am waiting for your answer'.

2 He said that London is a great city.

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

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

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

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

- 109 Using *may* instead of **might** in a subordinate clause. *Don't say:* Last Sunday Ailsa told me that she may come.
 - ✓ Say: Last Sunday Ailsa told me that she might come.

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

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

- 110 Using *can* instead of **could** in a subordinate clause. *Don't say*: Ben thought he can win the prize.
 - ✓ Say: Ben thought he could win the prize.

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

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

- 111 Using the past simple tense after **to** + the infinitive. *Don't say*: He tried to kicked the ball away.
- ✓ Say: He tried to kick the ball away.

Don't use the simple past tense after to.

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

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

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

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

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

 Don't say: You ought to come yesterday.
 - ✓ Say: You ought to have come yesterday. Or: You should have come yesterday.

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

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

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

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

✓ Say: I saw a good film yesterday.

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

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

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

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

✓ Say: I have seen the Parthenon of Athens.

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

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

Don't say: The clock struck.

✓ Say: The clock has struck.

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

117 Using the simple present instead of the present perfect.

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

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

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

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

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

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

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

119 Using the simple present instead of the present continuous.

Don't say: Look! Two boys fight.

✓ Say: Look! Two boys are fighting.

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

120 The continuous form of the tense misused.

Don't say: I'm understanding the lesson now.

✓ Say: I understand the lesson now.

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

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

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

✓ Say: Every morning I go for a walk.

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

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

- 122 Using the verb to use for the present habitual action. Don't say: I use to get up at six every morning.
 - ✓ Say: I get up at six every morning.Or: I'm accustomed to getting up at six, etc.

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

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

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

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

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

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

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

- 124 Using the past tense instead of the past perfect. *Don't say:* The train already left before I arrived.
 - ✓ Say: The train had already left before I arrived.

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

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

- 125 Using the past perfect instead of the simple past tense. Don't say: I'd finished the book yesterday
 - ✓ Say: I finished the book yesterday.

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

(See Section 124.)

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

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

✓ Say: I'll see you when I come back.

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

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

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

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

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

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

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

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

✓ Say: Janine talks as if she knew everything.

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

Note: Use the subjective **were** with the verb **to be** after **as if**: He acts **as if he were** a rich man.

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

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

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

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

- 130 Using a wrong tense with an **improbable** condition. Don't say: If he would/'d ask me, I would/'d stay.
- ✓ Say: If he asked me, I would/'d stay.

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

- 131 Using a wrong tense with a counterfactual condition. Don't say: If he would/'d have asked me, I would/'d stay.
- ✓ Say: If he had/'d asked me, I would/'d have stayed.

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

- 132 Using the infinitive instead of a finite verb. Don't say: Sir, to go home to get my book?
 - ✓ Say: Sir, may I go home to get my book?

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

133 Mixing up the tenses.

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

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

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

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

Have another look at ...

Use of certain tenses

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

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

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

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

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

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

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

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

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

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

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

Miscellaneous examples

134 Confusion of gender.

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

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

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

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

135 Using the possessive 's with inanimate objects.

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

✓ Say: The window of her room is open.

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

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

- 136 Using the objective case after the verb to be. Don't say: It was him.
 - ✓ Say: It was he.

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

- 137 Using the objective case after the conjunction **than**. Don't say: My sister is taller than me.
 - ✓ Say: My sister is taller than I (am).

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

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

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

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

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

Between is a preposition, and all prepositions take the objective case after them.

139 Using an object pronoun before a gerund.

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

✓ Say: His laughing at her was what made her angry.

When we use an **-ing** verb as a noun, the preceding noun or pronoun must be possessive.

- 140 Using an object pronoun in a double genitive. Don't say: A friend of him told us the news.
- ✓ Say: A friend of his told us the news.

We use the double genitive (of + name + 's, his, mine etc.) when we want to emphasise the person who possesses rather than the thing which he possesses: A friend of his is simply another way of saying one of his friends.

141 Misuse of -self forms.

Don't say: Michael and myself are here.

✓ Say: Michael and I are here.

Use the simple personal pronouns I, you, he, etc., if no emphasis is necessary.

Note: Use the **-self** pronouns in two ways: (1) for emphasis: *She herself* was hurt; (2) reflexively: *She hurt herself*.

142 Using hisself or theirselves instead of himself or themselves.

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

✓ Say: They fell down and hurt themselves.

The reflexive pronouns, third person, are **himself** and **themselves**, and not hisself and theirselves.

143 Misuse of noun/verb homonyms.

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

✓ Say: Becky played a good game of chess.

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

144 Using the relative pronoun *which* for persons.

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

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

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

145 Using what or which after everything, etc.

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

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

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

146 Who and whom.

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

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

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

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

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

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

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

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

148 The same as/same that.

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

✓ Say: Amelia bought the same bag as me.

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

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

149 Using who? or what? instead of which?

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

✓ Say: Which of the two boys is the taller?

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

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

(Compare Section 144.)

150 Who? and Whom?

(a) Who?

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

- ✓ Say: Who do you think will be chosen?
 - (b) Whom?

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

✓ Say: Whom do you think I saw yesterday?

In sentence (a) who is the subject of will be chosen; do you think is a

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

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

- 151 Using *one other* instead of **another**.

 Don't say: Please give me one other book.
 - ✓ Say: Please give me another book.

Another is formed from **an** and **other**, but instead of being written **an other** it's written as one word **another**.

- 152 Using the superlative instead of the comparative. *Don't say:* John is the tallest of the two boys.
 - ✓ Say: John is the taller of the two boys.
 Use the comparative when two people or things are compared. See 154.
- 153 Using *from* after the comparative instead of **than**. *Don't say*: Amy is taller from her brother.
- ✓ Say: Amy is taller than her brother.

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

- 154 Using the comparative instead of the superlative. *Don't say:* Cairo is the larger city in Africa.
 - ✓ Say: Cairo is the largest city in Africa.

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

- 155 Using *the more* instead of **most**.

 Don't say: The more people will agree with me.
 - ✓ Say: Most people will agree with me.

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

Note: Use **the more** in sentences like: The more I complain, the more laugh. The more we write, the happier our tutor becomes.

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

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

✓ Say: This one looks better than that.

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

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

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

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

✓ Say: In the afternoon I stay at home.

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

- 158 Using from instead of one of or among.

 Don't say: She is from the nicest girls I know.
 - ✓ Say: She is one of the nicest girls I know.

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

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

 Don't say: English isn't easy to be learned.
 - ✓ Say: English isn't easy to learn.

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

- 160 Using an intransitive verb in the passive form.

 Don't say: She was disappeared from the house.
 - ✓ Say: She disappeared from the house.

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

- 161 Mixing up one form of the verb with another. Don't say: It's better to enjoy yourself when you're young rather than wasting time worrying about the future.
- ✓ Say: It's better to enjoy yourself when you're young than to waste time worrying about the future.

Don't mix one form of the verb with another. If the first verb in a comparison is in the infinitive, the second must also be in the infinitive.

162 Wrong sequence of moods.

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

- Say: If you would/'d do me this favour, I would/'d be very grateful to you.
 Or: If you will/'ll do me this favour, I will/'d be very grateful to you.
- 163 The unrelated participle.

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

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

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

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

 Don't say: He played well yesterday, isn't it?
- ✓ Say: He played well yesterday, didn't he?

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

Note: In this form of question, use the same tense and person as in the preceding statement and use the correct auxiliary. If, however, the preceding statement is in the negative form, the question phrase omits **not**. We say:

- 1 They are on holiday, aren't they? They aren't on holiday, are they?
- You speak English, don't you? You don't speak French; do you?

(See Exercise 36 on page 154.)

165 Misuse of the gerund to express purpose.

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

✓ Say: I come here to learn English.

Express purpose by using the infinitive, not the gerund.

166 Yes or No in answer to negative questions.

Question: Didn't you see the game?

Answer: Yes, – that is, I saw it.

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

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

16. Using a double negative.

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

✓ Say: She says she's not afraid of anybody.
Or: She says she's afraid of nobody.

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

(See Exercise 38 on page 155.)

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

 Don't say: I was absent one time or two times.
 - ✓ Say: I was absent once or twice.

Use once and twice instead of one time and two times.

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

 Don't say: A day they went sight-seeing in Florence.
 - ✓ Say: One day they went sight-seeing in Florence.

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

- 170 Using the other day instead of the next day, etc. Don't say: David slept well and was better the other day.
 - ✓ Say: David slept well and was better the next day (or on the following day).

Note: **The other day** is an idiom meaning a few days ago: *I met an old friend* the other day

- 171 Using *one and a half*, instead of **half past one**, etc. *Don't say:* Lessons begin at eight and a half.
- ✓ Say: Lessons begin at half past eight.
 In telling time, say half past one, half past two, half past three, etc.
- 172 Using as usually instead of as usual.

 Don't say: As usually, he left his pen at home.
- ✓ Say: As usual, he left his pen at home.
- 173 Using according to my opinion instead of in my opinion.

Don't say: According to my opinion, she's right.

✓ Say: In my opinion, she's right.

Note: Avoid using the phrase as I think instead of I think. Say: He's lazy and I think he'll fail, not: as I think).

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

 Don't say: At the end they reached the city.
- ✓ Say: In the end they reached the city.

In the end means finally or at last: at the end means at the farthest point or part: There's an index at the end of this book. There's a holiday at the end of this month.

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

 Don't say: They played football under the rain.
 - ✓ Say: They played football in the rain.

Note: Also in the sun and in the shade: He was sitting in the sun (or in the shade).

Have another look at ...

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Negatives

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

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

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

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

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

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

The word order is:

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

Examples: I don't go there very often. He doesn't teach

English. They didn't see the game.

3 Use other words of negative meaning to express negatives: no, nobody, no one, nothing, nowhere. Example: They know nothing or They do not (don't) know anything.

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

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

✓ Say: The reason is that I believe it.

The word **reason** denotes cause, therefore **the reason** is **because** is repetition. The correct idiom is **the reason** is **that** ...

177 Using a country instead of the country.

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

✓ Say: I spend my holidays in the country.

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

178 Using if instead of whether.

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

✓ Say: I asked Paul whether he was going.

Where **or not** is implied, use **whether**, not **if**. Unlike **whether**, **if** does not expect a Yes or No reply: I shall speak to him **if** he comes.

179 Using any for two, instead of either.

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

✓ Say: Either of these two books is good.

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

180 Using likes me instead of I like.

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

✓ Say: I like the cinema very much.

Note: The cinema **appeals to me** is correct, and means I like the cinema very much.

- 181 Using *neither* ... or instead of **neither** ... **nor**.

 Don't say: Sara speaks neither English or French.
 - ✓ Say: Sara speaks neither English nor French.

Remember: **Neither** must be followed by **nor** and not by **or**. **Either** is followed by **or**: She drinks either orange juice or apple juice.

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

Remember: Change **both** into **neither** in a negative sentence and use a positive verb.

183 Using *also* or *too* in a negative sentence instead of **either**.

Don't say: Joe hasn't come also (or too).

✓ Say: Joe hasn't come either.

Remember: Change also or too into either in a negative sentence.

- 184 Using *and* in a negative sentence instead of **or**.

 Don't say: I don't like red and orange. I want the blue one.
 - ✓ Say: I don't like red or orange. I want the blue one.

The meaning of the first sentence is that you don't like the two colours together. The intended meaning is that you don't like either of them, even separately.

Note: If we join clauses with different subjects we use **and** even after a negative: He didn't write to me **and** I was worried.

- 185 Using *till* instead of **before** or **when**.

 Don't say: I'd reached the school till the rain started.
- ✓ Say: I'd reached the school before the rain started.
 Or: I'd reached the school when the rain started.

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

Un-English expressions

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

186 Take an exam, not give an exam.

Don't say: The pupil gave his exam.

✓ Say: The pupil took his exam.

Note: The teacher **gives** or **sets** the exam. The student **takes** the exam or **sits** the exam

- 187 **To be right or wrong**, not to have right or wrong. Don't say: You've right or You've wrong.
 - ✓ Say: You're right or You're wrong.
- 188 **To be busy**, not to have work.

 Don't say: I have much work this morning.
- ✓ Say: I'm very busy this morning.

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

- 189 **It's cold**, etc., not *it has cold*, etc. *Don't say:* It has cold this winter.
- ✓ Say: It's cold this winter.
- 190 **Go for a walk**, not *make a walk*.

 Don't say: We made a walk along the river.
 - ✓ Say: We went for a walk along the river.

Note: We can also say: We had a walk or We took a walk along the river.

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

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

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

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

192 **Mount or get on a horse**, etc. not *ride a horse*, etc. Don't say: Peter rode his horse and went home.

✓ Say: Peter got on his horse and rode home.

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

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

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

✓ Say: They got off their horses.

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

194 Go on foot, not go with the feet.

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

✓ Say: Shall we go there on foot?

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

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

✓ Say: I take a shower every morning.

Or: I have a shower every morning.

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

196 Ask a question, not make a question.

Don't say: Naomi made me several questions.

✓ Say: Naomi asked me several questions.

- 197 **Take an hour**, not *need an hour*, etc. Don't say: I'll need an hour to do that.
- ✓ Say: It'll take me an hour to do that.
- 198 **Give a discount**, not *make a discount*.

 Don't say: He made me a small discount.
- ✓ Say: He gave me a small discount.
- 199 **Take exercise**, not make exercise.

 Don't say: You ought to make more exercise.
- ✓ Say: You ought to take more exercise.
- 200 Give or deliver a lecture, not make a lecture. Don't say: He made an interesting lecture.
- ✓ Say: He gave an interesting lecture.
 Or: He delivered an interesting lecture.

Note: We say: He made an interesting speech.

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

 Don't say: I make my prayer before I go to bed:
- ✓ Say: I say my prayers before I go to bed.

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

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

 Don't say: She makes herself that she knows.
 - ✓ Say: She **pretends** to know.
- 203 **Have a dream**, not see a dream.

 Don't say: I saw a strange dream last night.
- ✓ Say: I had a strange dream last night.Or: I dreamt a strange dream last night.
- 204 **Smoke a cigarette**, etc., not *drink a cigarette*, etc. *Don't say:* He drinks too many cigarettes.
 - ✓ Say: He smokes too many cigarettes.

205 **Make a mistake**, not *do a mistake*.

Don't say: I did one mistake in dictation.

✓ Say: I made one mistake in dictation.

206 Tell or speak the truth, not say the truth.

Don't say: Fiona always says the truth.

✓ Say: Fiona always tells the truth.
Or: Fiona always speaks the truth.

Note: Also to tell a lie (not to say a lie): He told me a lie.

207 See or watch a game, not to follow a game. Don't say: Did you follow the game?

✓ Say: Did you see (or watch) the game?

Note: Avoid saying to follow the lesson when you mean to attend the class.

208 Turn (switch) the light on or off, not open or shut the light.

Don't say: Please open (or shut) the light.

✓ Say: Please turn on (or off) the light.
Or: Please switch on (or off) the light.

Note: We light, blow out or put out a lamp, a candle, or a fire.

209 Give an example, not bring an example.

Don't say: Can you bring a better example?

✓ Say: Can you give a better example?

210 Give a mark, not put a mark.

Don't say: The teacher put me a good mark.

✓ Say: The teacher gave me a good mark.

Note: Avoid to put a lesson, to put a goal. Say instead: to give a lesson, to score a goal.

211 Set a watch by, not put a watch with.

Don't say: I put my watch with the radio news.

✓ Say: I set my watch by the radio news.

212 A watch is slow or fast, not goes behind or in front.

Don't say: My watch goes two minutes behind.

✓ Say: My watch is two minutes slow.

Note: We can also say: My watch loses or gains.

213 **Show a film,** not *play a film*.

Don't say: This film will be played shortly.

✓ Say: This film will be shown shortly.

214 Have one's hair cut, not cut one's hair.

Don't say: I'm going to cut my hair.

✓ Say: I'm going to have my hair cut.

Note: Avoid I'll make a pair of shoes (or a suit of clothes). Say instead: I'll have a pair of shoes (or a suit of clothes) made.

215 Learn by heart, not learn from out.

Don't say: We have a poem to learn from out.

✓ Say: We have a poem to learn by heart.

216 Put on weight, not put weight.

Don't say: I've put at least three kilos.

✓ Say: I've put on at least three kilos.

Note: The opposite of to put on weight is to lose weight: She has lost five kilos.

217 It works miracles, not it makes miracles.
Don't say: That medicine makes miracles.

✓ Say: That medicine works miracles.

- 218 Getting on with, not going with.

 Don't say: How is Susan going with her work?
 - ✓ Say: How is Susan getting on with her work?
- 219 **This morning**, etc., not *today morning*, etc. *Don't say*: I haven't seen him today morning.
 - ✓ Say: I haven't seen him this morning.

Note: Avoid today morning, today afternoon, today evening, yesterday night, this night. Say: this morning, this afternoon, this evening, last night, tonight.

- 220 Quietly, not slowly, slowly.

 Don't say: The boy came in slowly, slowly.
 - ✓ Say: The boy came in quietly.
- 221 What's the matter not What have you? Don't say: What have you today?
- Say: What's the matter with you today?
 Note: What's wrong (with you)?, What's the trouble (with you)? and What's the problem? are also correct.
- 222 What do you call ...? not How do you call ...? Don't say: How do you call this in English?
 - ✓ Say: What do you call this in English?

Note: If the question isn't about a thing, but about some expression, we'd say, **How do you say this in English?**

(See Exercise 62 on pages 163-164.)

Omission of prepositions

The following are examples of mistakes made through the omission of the preposition after certain words:

- 223 **Ask for a thing,** not ask a thing.

 Don't say: She came and asked my book.
 - ✓ Say: She came and asked for my book.
- 224 Dispose/get rid of a thing, not dispose/get rid a thing. Don't say: He'll dispose/get rid all his property.
 - ✓ Say: He'll dispose/get rid of all his property.
- 225 **Dream of a thing**, not *dream a thing*.

 Don't say: Young men dream glory and riches.
 - ✓ Say: Young men dream of glory and riches.
- 226 Explain to a person, not explain a person. Don't say: She explained me the matter.
- ✓ Say: 'She explained the matter to me.
- 227 **Knock at the door,** not *knock the door.* Don't say: Who is knocking the door?
 - ✓ Say: Who is knocking at the door?

228 Listen to a person or thing, not listen a person or thing.

Don't say: They were listening the music.

- ✓ Say: They were listening to the music.
- 229 Pay for a thing, not pay a thing.

 Don't say: How much did you pay the book?
 - ✓ Say: How much did you pay for the book?

Note: A person can **pay** another person. He/She can also **pay** a bill, an account, or a subscription. He/She **pays for** a thing that he/she buys.

230 Point to or at a person or thing, not point a person or thing.

Don't say: He pointed the map on the wall.

✓ Say: He pointed to the map on the wall.
Or: He pointed at the map on the wall.

Note: Also **point out**: He **pointed out** the boy who did it. **To point** (without any preposition) means **to direct**: Don't **point** the gun this way.

231 Remind a person of something, not remind a person something.

Don't say: Please remind me that later.

- ✓ Say: Please remind me of that later.
- 232 **Reply to a person**, not reply a person. Don't say: She's not replied me yet.
 - ✓ Say: She's not replied to me yet.
- 233 **Say to a person**, not say a person.

 Don't say: Kevin said me, Come tomorrow.'
 - ✓ Say: Kevin said to me, 'Come tomorrow.'

234 Search for a lost thing, not search a lost thing.

Don't say: They're searching the ball.

✓ Say: They're searching for the ball.

Note: In search of: The wolf goes in search of sheep. To search someone or something (without the for) means to look in one's pockets or house: The policeman searched the man and his house.

235 Share with a person, not share a person.

Don't say: My friend shared me his book.

✓ Say: My friend shared his book with me.

236 Speak to a person, not speak a person.

Don't say: I'll speak him about that.

✓ Say: I'll speak to him about that.

Note: I'll speak **to** him means I'll do all the speaking; I'll speak **with** him means I'll have a conversation with him.

237 Supply a person with something, not supply a person something.

Don't say: Can you supply me all I need?

✓ Say: Can you supply me with all I need?

Note: Also provide a person with: She provided her son with all he needed.

238 Think of a person or thing, not think a person or thing.

Don't say: Think a number and then double it.

✓ Say: Think of a number and then double it.

239 Wait for a person or thing, not wait a person or thing. Don't say: I'll wait you at the cinema.

✓ Say: I'll wait for you at the cinema.

Note: Await takes no preposition: I'm awaiting your reply.

240 Wish for a thing, not wish a thing.

Don't say: He doesn't wish any reward.

- ✓ Say: He doesn't wish for any reward.
- 241 Write to a person, not write a person.

Don't say: I'll write her tomorrow.

✓ Say: I'll write to her tomorrow.

Note: When the direct object of **write** is expressed, omit the preposition: I'll write him a letter.

(See Exercises 84 and 85 on pages 173-174.)

Miscellaneous examples

- 242 The -s or -es of the third person singular omitted. Don't say: He speak English very well.
 - ✓ Say: He speaks English very well.

Take great care not to leave out the -s or -es from the present tense, when the subject is he, she, it, or a noun in the singular.

(See Exercise 31 on page 151.)

243 Using *don't* instead of **doesn't**.

Don't say: He don't care what he says.

✓ Say: He doesn't care what he says.

Use **don't** (= **do not**) with **I, we, you, they,** and with plural nouns. Use **doesn't** (= **does not**) with **he, she, it,** and with singular nouns.

(See Exercise 32 on page 152.)

244 The **-d** or **-ed** of the past tense omitted. Don't say: I receive a letter yesterday.

✓ Say: I received a letter yesterday.

Take care not to leave out the **-d** or **-ed** from the past tense of regular verbs. When speaking, pronounce the ending of the past tense clearly.

Have another look at ...

Third person singular, simple present

1 With the pronouns he, she, it, or any singular noun, the verb in the present tense takes a special ending, -s, -es or -ies: he works, it catches, the sun rises, she worries.

2 When the first person of the verb ends in s, x, ch, sh, or o, the third person singular takes -es:

I watch I finish I fix I go he watches he finishes he fixes he goes

3 When the first person of the verb ends in -y with a consonant before it, form the third person singular by changing y into ies:

I carry I study I fly he carries he studies he flies

Note: If there is a vowel before the -y, we only add s for the third person singular: he plays, he enjoys, he obeys.

4 A few verbs are irregular in the third person singular:

I am I have he is he has

5 Modal verbs such as will, can, may, must, and ought do NOT change their form in the third person singular:

I will I can I may I must he will he can he may he must

Remember: The third person singular of verbs in the present tense takes -s, -es or -ies.

245 The -s, -es or -ies of the plural form omitted. Don't say: I paid six pound for the book.

✓ Say: I paid six pounds for the book.

Take care not to leave out the -s, -es or -ies of the plural number.

Note: the following nouns have irregular plurals: man, men; woman, women; child, children; ox, oxen; foot, feet; tooth, teeth; goose, geese; mouse, mice.

246 The possessive ending omitted.

Don't say: A hen's egg is different from a pigeon.

✓ Say: A hen's egg is different from a pigeon's.

If the first noun in a comparison is in the possessive case, the second must also be in the possessive: My mother's nose is bigger than my father's

247 Omission of the article before a countable noun in the singular.

Don't say: I've no money to buy car.

✓ Say: I've no money to buy a car.

As a rule, use either the or a or an before a countable noun in the singular.

248 Omission of a or an after the verb to be. Don't say: I'm not teacher, I'm student.

✓ Say: I'm not a teacher, I'm a student.

Use the indefinite article **a** or **an** to express a singular noun-complement of the verb **to be**: There's an animal in there. It's a mouse.

249 Omission of a or an after the word half.

Don't say: He drank half glass of milk.

✓ Say: He drank half a glass of milk.

Note: Half a glass (an hour, a day, a mile, etc.) is the shortened form of half of a glass (of an hour, of a day, of a mile, etc.).

250 Omission of a or one before hundred, etc.

Don't say: Hundred years make a century.

Say: A hundred years make a century.
Or: One hundred years make a century.

Use the indefinite article **a** or the numeral **one** before **hundred** and **thousand**. See also Section 527.

251 Omission of a or an from make a noise, etc. Don't say: I told them not to make noise.

✓ Say: I told them not to make a noise.

Note: Also to make a mistake, to make a fortune, to make a will, to make an impression, to make an experiment, to make an attempt.

252 Omission of **the** before names of nationalities. *Don't say:* English are fond of sports.

✓ Say: The English are fond of sports.

Place the definite article before the names of nationalities, describing a people collectively: **the** British, **the** French, **the** Dutch, **the** Swiss, **the** Chinese, **the** Sudanese, etc.

- 253 Omission of **the** before names of musical instruments. *Don't say:* I play violin, but not piano.
 - ✓ Say: I play the violin, but not the piano.

Use the definite article before the names of musical instruments.

254 Omission of **the** before the word **cinema**, etc. *Don't say:* On Saturday I go to cinema.

✓ Say: On Saturday I go to the cinema.

Use definite article before the words **cinema**, **theatre**, **concert**, etc. (For Sections 247–254 see Exercises 16 and 17 on page 144.)

- 255 Omission of the verb **to be** from the passive. Don't say: Charles Dickens born in 1812.
 - ✓ Say: Charles Dickens was born in 1812.

Form the passive form by using the verb **to be**, combined with the past participle of the verb required (**to be** + past participle).

Have another look at ...

Indefinite article

Use the indefinite article:

- 1 Before every common noun in the singular, if it isn't preceded by the or some word such as this, that, my, his: I bought a new book (not: I bought new book).
- 2 Before the words hundred and thousand: A hundred soldiers were in the camp.
- 3 After the verb to be when a countable noun in the singular follows: Mary's father is a lawyer.
- 4 In certain phrases: to make a noise, a mistake, a fortune, an impression; to have a headache, a pain; a cold, a cough.

Don't use the indefinite article:

- 1 Before singular nouns that aren't used in the plural, such as advice, information, work, furniture, bread Example: He gave me good advice (not: a good advice).
- 2 After the phrase kind of or sort of: What kind of pen do you want?

a, an or one

Many languages use the numeral one instead of the indefinite article a or an. This is not so in English.

One man went into one shop ought to be A man went into a shop. One is used only when the number is emphatic: One swallow does not make a summer.

256 Omission of the auxiliary do from questions.

Don't say: You understand the problem?
He understands the problem?
She understood the problem?

✓ Say: Do you understand the problem? Does he understand the problem? Did she understand the problem?

Place the auxiliary verb **do** (**does, did**) before the subject to ask questions in the simple present and simple past tenses.

Note: Don't use the auxiliary **do** with modal verbs, like **can, may, must**: **Can** you meet me tomorrow?

(See Exercise 34 on page 153.)

- 257 Omission of auxiliary **do** when **do** is a principal verb. Don't say: Do pupils their work carefully?
 - ✓ Say: Do pupils do their work carefully?

In the correct form of the sentence, the first **do** means nothing on its own and only helps to make the question. The second **do** is the principal verb of the sentence, and has the meaning of **perform**.

258 Omission of the preposition indicating time. Don't say: I was born the third of December.

✓ Say: I was born on the third of December.

As a rule, don't use a noun without a preposition to show the time of some action.

Note: Don't use a preposition with last year, next year, some day, one day, this afternoon, etc.

- 259 Omission of the preposition after the infinitive. *Don't say:* They've no houses to live.
 - ✓ Say: They've no houses to live in.

The infinitive of an intransitive verb (like **live**, etc.); it must have a preposition after it.

Have another look at ...

Verb TO BE

Present Tense I am/'m, you are/'re, he (she, it) is/'s;

We, you, they are/'re.

Past Tense I was, you were, he (she, it) was;

We, you, they were.

Future Tense I, you, he (she, it) will/'ll be;

We, you, they will/'ll be.

Present Perfect I. you, have/'ve been, he (she, it)

has/'s been;

We, you, they have/'ve been.

Past Perfect I, you, he (she, it) had/'d been;

We, you, they had/'d been.

Future Perfect I, you, he (she, it) will/'ll have been;

We, you, they will'll have been.

Uses of the verb TO BE as auxiliary

Use the verb to be:

1 With the Present Participle to form the Continuous Tenses.

To be + Present Participle

Example: The sun was shining in the sky.

2 With the Past Participle to form the Passive Form. To be + Past Participle

Example: The letter was written by John.

260 Omission of there as an introductory word. Don't say: Once lived a great king.

✓ Say: Once there/There once lived a great king.

Use the adverb **there** to introduce the subject of a sentence in which the verb stands before the subject.

- 261 Omission of how after the verb to know. Don't say: She knows to play the piano.
 - ✓ Say: She knows how to play the piano.
 After the verb to know the adverb how always comes before an infinitive.
- 262 Omission of **other** after a comparative.

 Don't say: Homer was greater than all the Greek poets.

✓ Say: Homer was greater than all the other Greek poets.

Since Homer was a Greek poet, the first sentence makes him greater than himself, which is illogical.

263 Omission of before in comparisons.
Don't say: I'd never seen such a thing.

✓ Say: I'd never seen such a thing before.

Don't leave out the word **before** in making a comparison between one thing and all others of the same kind.

- 264 Omission of else after everybody, etc.
 Don't say: She is stronger than everybody.
 - ✓ Say: She is stronger than everybody else.

Use the word **else** in making a comparison between one person or thing and all others of the same kind after **everybody**, **anybody**, **anything**, etc.

- 265 Omission of the demonstrative pronoun one. Don't say: This is the only that I like.
 - ✓ Say: This is the only one that I like.

Use the demonstrative pronoun **one** (plural **ones**) in place of a noun mentioned before.

266 Omission of the personal pronoun before the infinitive.

Don't say: I want to tell me the truth.

✓ Say: I want you to tell me the truth.

Express the subject of the infinitive after verbs like **want**, **like**, **wish**, etc., if it is different from that of the main verb.

- 267 Omission of it as subject of an impersonal verb. *Don't say:* Is very hot in the Sudan.
 - ✓ Say: It's very hot in the Sudan.

Use the pronoun it as the subject of an impersonal verb.

268 Omission of the pronoun subject from the principal clause.

Don't say: When he saw the teacher, stood up.

✓ Say: When he saw the teacher, he stood up.

In a sentence beginning with an adverbial clause, express the personal pronoun as the subject of the main clause.

- 269 Omission of the personal pronoun after a quotation. *Don't say:* 'I'm learning English,' said.
 - ✓ Say: 'I'm learning English,' he said.

After a quotation, express the personal pronoun as the subject of the reporting verb.

- 270 The object of the transitive verb omitted.
 Don't say: I asked her for some paper, but she had not.
 - ✓ Say: I asked her for some paper, but she had none/didn't have any.

As a rule, every transitive verb must have an expressed object: here, **none** (equivalent to *not any*) is the object of **had**.

271 Omission of the direct object when there are two objects.

Don't say: I asked him for some ink, and he gave me.

✓ Say: I asked him for some ink, and he gave me some.

Some transitive verbs, like **give**, **bring**, **send**, **tell**, **buy**, **show**, must have two expressed objects, direct and indirect: here, **some** is the direct object of **gave**.

272 The object of the verb **enjoy** omitted.

Don't say: I enjoyed during the holidays.

✓ Say: I enjoyed myself during the holidays. Or: I enjoyed my holidays.

Don't follow the verb **enjoy** by a preposition. It must always have an object, which may either be a reflexive pronoun or a noun.

Note: We say: I had a good time, as this is an idiomatic expression, but we can't say I enjoyed my time. We must specify: I enjoyed my time in Greece.

273 Omission of the noun after an adjective. *Don't say:* The unfortunate was shot dead.

✓ Say: The unfortunate man was shot dead.

The noun that comes after an adjective can't be understood; it must be expressed.

Note: Omit the noun after an adjective only when the adjective is used **as a noun in the plural**: *The poor envy the rich*.

- 274 Cmission of the word and between numbers.
 - Don't say: Eight thousand thirty-seven.
 - ✓ Say: 21.5ht thousand and thirty-seven.

Use the conjunction **and** to connect **hundred**, **thousand**, **million** to a number of tens or units.

275 Omission of the word or between numbers.

Don't say: I've only two, three friends.

✓ Say: I've only **two or three** friends.

We must always insert the conjunction or between numbers like this: two or three men, five or six pages, eight or ten days.

276 Omission of the word old from age.

Don't say: My sister is fifteen years.

✓ Say: My sister is fifteen years old.

Note: We can also say: My sister is **fifteen years of age**, or simply, My sister is **fifteen**.

277 For this used instead of for this reason.

Don't say: For this he wants to leave.

✓ Say: For this reason he wants to leave.

The phrase for this is incorrect. Say for this reason or for that reason. Also owing to that or because of that.

278 Better used instead of had better.

Don't say: Better go home at once.

✓ Say: You'd better go home at once.

The correct phrase is had better. You had better go means It would be a good thing for you to go.

279 *Up* and *down* used instead of **upstairs** and **downstairs**. *Don't say:* He's up, he's down.

✓ Say: He's upstairs, he's downstairs.

He's up means he's out of bed. He's **upstairs** (**downstairs**) means he's on the upper (lower) floor of the building.

280 Throw it used instead of throw it away.

Don't say: It's dirty, throw it.

✓ Say: It's dirty, throw it away.

Throw it means to throw a thing at someone or somewhere, such as a ball. **Throw it away** means to get rid of it by throwing it aside.

281 I don't think used instead of I don't think so.

Don't say: I don't think.

J Say: I don't think so.

I don't think means I don't use my brains, while I don't think so means I am not of that opinion.

282 Before yesterday, etc., used instead of the day before yesterday, etc.

Don't say: Lynne arrived before yesterday.

✓ Say: Lynne arrived the day before yesterday.

The phrases before yesterday, after tomorrow, after next week are incorrect. Say instead, the day before yesterday, the day after tomorrow, the week after next.

- 283 Thank you used instead of No, thank you.

 Don't say: Thank you (if you want to refuse an offer).
 - ✓ Say: No, thank you.

Note: Use thank you to accept an offer. It generally means Yes, please.

Unnecessary words

Unnecessary prepositions

The words below do not require a preposition to go with them because they have within them the meaning of the preposition.

284 Answer (= reply to).

Don't say: Please answer to my question.

✓ Say: Please answer my question.

Note: The noun answer takes to: His answer to my question was wrong.

285 Approach (= come near to).

Don't say: Don't approach to that house.

✓ Say: Don't approach that house.

286 Ask (= put a question to).

Don't say: I asked to the teacher about it.

✓ Say: I asked the teacher about it.

287 Attack (= go and fight against).

Don't say: They attacked against the enemy.

✓ Say: They attacked the enemy.

Note: We say, to make an attack on: They made an attack on the enemy.

288 Comprise (= consist of).

Don't say: The book comprises of five chapters.

✓ Say: The book comprises five chapters.
Or: The book is comprised of five chapters.

289 Enter (= go into).

Don't say: We entered into the classroom.

✓ Say: We entered the classroom.

Note: We enter into a conversation, a debate, or a discussion

290 Finish (= come to the end of).

Don't say: I've finished from my work.

- ✓ Say: I've finished my work.
- 291 Leave (= depart from).

Don't say: Brian left from England last week.

- ✓ Say: Brian left England last week.
- 292 Obey (= act according to).

Don't say: We should obey to our teachers.

- ✓ Say: We should obey our teachers.
- 293 Allow (to) or let (= give permission to).

Don't say: The driver allowed/let to John (to) sit in the front seat.

✓ Say: The driver allowed/let John (to) sit in the front seat.

Note: **Permit** has a similar meaning to **let**, though it's used in more formal situations: The teacher doesn't **permit** us to talk in class.

294 Reach (= arrive at).

Don't say: We reached at the school early.

- ✓ Say: We reached the school early.
- 295 Resemble (= be similar to).

Don't say: Does she resemble to her father?

✓ Say: Does she resemble her father?

Note: **resemblance** takes **to** or **between**: She bears no **resemblance to** her father; There is no **resemblance** between them.

Unnecessary words

296 Tell (= say to).

Don't say: I told to him to come at once.

- ✓ Say: I told him to come at once.
- 297 Behind (= at the back of).

Don't say: Edward hid behind of a large tree.

- ✓ Say: Edward hid behind a large tree.
- 298 Inside (= in the interior of).

Don't say: The boys went inside of the room.

- ✓ Say: The boys went inside the room.
- 299 Outside (= on the exterior of).

Don't say: They stood outside of the door.

- ✓ Say: They stood outside the door.
- 300 Round (= on all sides of).

Don't say: The earth goes round of the sun.

✓ Say: The earth goes round the sun.

Note: Around is similar in meaning and use to round.

(See Exercises 86 and 87 on page 174.)

Unnecessary articles

- 301 Wrong use of *the* with proper nouns.

 Don't say: The Sarah will go to the England.
 - ✓ Say: Sarah will go to England.

Don't use the definite article with proper nouns.

Note: Generally place **the** before the names of rivers, seas, oceans, bays, gulfs, mountain ranges, groups of islands, and countries or provinces consisting of an adjective and a noun. We say: **the** Nile, **the** Mediterranean, **the** Atlantic, **the** Bay of Biscay, **the** Persian Gulf, **the** Alps, **the** Dodecanese, **the** United States, **the** Central Provinces of India.

- 302 Wrong use of the with proper nouns in the possessive.

 Don't say: The Euripides' tragedies are famous.
 - ✓ Say: Euripides' tragedies are famous.

Don't use the definite article with proper nouns in the possessive case.

Note: If the name ends in an **s** or **x** or is difficult to pronounce with the extra syllable 's we omit the final **s**: *Maria Callas' voice is divine*.

- 303 Wrong use of *the* with abstract nouns. Don't say: The bravery is a great virtue.
 - ✓ Say: Bravery is a great virtue.

Abstract nouns, if used in a general sense, can't take the article.

Note: Abstract nouns, used in a particular sense, use the article: **The bravery** of the Spartans was renowned.

- 04 Wrong use of the with material nouns. Don't say: The gold is a precious metal.
- ✓ Say: Gold is a precious metal.

Don't use any article with material nouns, if used in a general sense.

Note: Material nouns, used in a particular sense, require the definite article: **The coal from the Midlands** is exported to many countries.

305 Wrong use of *the* with plural nouns used in a general sense.

Don't say: The dogs are faithful animals.

✓ Say: Dogs are faithful animals.

Omit the definite article before common nouns in the plural if **used in a general sense**.

- 306 Wrong use of *the* with names of languages.

 Don't use: Tim speaks the English very well.
 - ✓ Say: Tim speaks English very. well.

Never use the definite article before the names of languages.

Note: We can say: He speaks the English language very well.

Unnecessary words

307 Wrong use of *the* with names of meals. *Don't say:* We'll start after the breakfast.

✓ Say: We'll start after breakfast.

Don't use the definite article before the names of meals, **breakfast**, **lunch**, **dinner**, or **supper** unless you are referring to a particular meal: **The** lunch they provided was excellent.

308 Wrong use of *the* with names of games.

Don't say: My favourite game is the football.

✓ Say: My favourite game is football.

Don't use an article before the names of games like football, hockey, tennis, cricket, volley-ball, basket-ball.

309 Wrong use of *the* with names of diseases.

Don't say: The cholera is a dreadful disease.

✓ Say: Cholera is a dreadful disease.

As a rule, don't use the definite article before the names of diseases.

Note: The indefinite article is needed with common names of illnesses: I was suffering from a cold (a fever, a cough, a headache).

310 Wrong use of *the* with names of colours.

Don't say: The green is a beautiful colour.

✓ Say: Green is a beautiful colour.

Don't use the definite article before the names of colours **when used** as **nouns**.

311 Wrong use of *the* with the names of the senses. *Don't say:* The sight is one of the five senses.

✓ Say: Sight is one of the five senses.

Don't use an article before the names of the five senses: **sight, smell, hearing, taste** and **touch**.

312 Wrong use of *the* with names of days and months.

Don't say: The Sunday can be a day of prayer.

The December is the last month.

✓ Say: Sunday can be a day of prayer.
December is the last month.

Don't use the definite article before the names of days and months.

Note: We say the Sunday before last, the December of 1940, etc.

- 313 Wrong use of *the* with **man** denoting the human race. Don't say: The man is born a sinner.
 - ✓ Say: Man is born a sinner.

Use **man**, denoting the human race, without the definite article. Also, **mankind** requires no article: *Disease is the enemy of mankind*.

314 Wrong use of *the* with **school**.

Don't say: My sister goes to the school.

✓ Say: My sister goes to school.

To go to school means to be a student, while to go to the school, means to visit the school.

Note: Similarly, to leave school means to stop being a student and to leave the school means to go away from the school premises.

315 Wrong use of the with church.

Don't say: On Sunday I go to the church.

✓ Say: On Sunday I go to church.

To go to church means to go and pray; while to go to the church means to go and visit the church.

Note: Similarly, distinguish between go to bed and go to the bed, go to prison and go to the prison, go to market and go to the market, go to hospital and go to the hospital, sit at table and sit at the table.

Unnecessary words

316 Wrong use of the with nature.

Don't say: The nature is beautiful in spring.

✓ Say: Nature is beautiful in spring.

Note: Use the definite article if **nature** is used in other meanings: It is in **the nature** of a dog to be faithful.

317 Wrong use of the with society.

Don't say: A thief is a danger to the society.

✓ Say: A thief is a danger to society.

Note: Use the definite article if **society** is used (1) in a particular sense: **The society** of the Greeks was based on freedom; (2) in the sense of companionship: I enjoy **the society** of my friends.

318 Wrong use of *the* in the phrase in future (= from now on).

Don't say: You must be careful in the future.

✓ Say: You must be careful in future.

Note: In the future means in the time to come: Nobody knows what will happen in the future.

319 Wrong use of the after whose.

Don't say: The boy whose the father is ill has left.

✓ Say: The boy whose father is ill has left.

Don't use the article after the relative determiner **whose**, because it takes the place of the article.

320 Wrong use of the indefinite article before **work**, etc. Don't say: Gillian has found a work at the bank.

✓ Say: Gillian has found work at the bank.

Don't use the indefinite article before such words as work, fun, health, permission.

(See Exercise 17 on page 144.)

Have another look at ...

Definite article

As a rule, nouns in English take no article when used in a general sense, but if they're used in a particular sense the article is needed. Note the difference in the use or omission of the article:

- 1 With plural nouns:

 Horses are strong animals.

 The horses in the field belong to the farmer.
- 2 With abstract nouns:
 Wisdom is a great virtue.
 The wisdom of Solomon was famous.
- 3 With material nouns:
 Water is necessary to life.
 The water in the kitchen is hot.
- 4 With days, months, and seasons: Summer is a hot season The summer of '99 was very hot.
- 5 With names of languages: English is spoken all over the world. The English she speaks is not correct.
- 6 With names of meals:

 Breakfast is at eight o'clock.

 The breakfast I had this morning was delicious.
- 7 With names of colours:

 Blue is my favourite colour.

 The blue in that picture has faded.

Unnecessary words

Use of the infinitive

Mistakes are frequently made by using the infinitive without to after the following verbs, which do not require it.

321 Can + infinitive without to.

Don't say: My mother can to swim very well.

✓ Say: My mother can swim very well.

Note: Always write the negative form **cannot** as one word. Alternatively, the short form **can't** can be used informally.

322 Could + infinitive without to.

Don't say: I could not to see you yesterday.

- ✓ Say: I could not/couldn't see you yesterday.
- 323 May + infinitive without to.

Don't say: May I to visit you next weekend?

- ✓ Say: May I visit you next weekend?
- 324 Might + infinitive without to.

Don't say: He might to come in the morning.

- ✓ Say: He might come in the morning.
- 325 Must + infinitive without to.

Don't say: I must to see her at her office,

- ✓ Say: I must see her at her office.
- 326 Let + infinitive without to.

Don't say: Tom's father would not let him to go out.

- ✓ Say: Tom's father would not let him go out.
- 327 Make (to force) + infinitive without to.

Don't say: You can't make Emma to understand.

✓ Say: You can't make Emma understand.

328 See + infinitive without to.

Don't say: They saw him to leave the house.

✓ Say: They saw him leave the house.

Note: They saw him leaving the house is also correct.

329 Watch + infinitive without to.

Don't say: I watched the girls to play hockey.

✓ Say: I watched the girls play hockey.

Note: I watched the girls playing hockey is also correct.

330 Hear + infinitive without to.

Don't say: We heard him to speak in English.

✓ Say: We heard him speak in English.

Note: We heard him speaking in English is also correct.

331 Feel + infinitive without to.

Don't say: I could feel her heart to beat.

✓ Say: I could feel her heart beat.

Or: I could feel her heart beating.

Note: If the verbs make, see, watch, hear, feel, are used in the passive, to must be used: He was seen to leave the house; He was heard to speak in English.

(See Exercise 65 on page 165.)

Miscellaneous examples

332 Wrong repetition of subject.

Don't say: My little brother he is at school.

✓ Say: My little brother is at school.

Never repeat the subject by using a pronoun after the noun. **My little brother** and **he** denote the same person. Therefore, use one or the other as subject, but not both.

Unnecessary words

- 333 Wrong repetition of subject in a compound sentence. Don't say: I went to the market and I bought fruit.
 - ✓ Say: I went to the market and bought fruit.

In a compound sentence, express the same subject once only and don't repeat it before each verb, unless the sentence is long and complicated.

- 334 Wrong repetition of subject after an adjectival clause. *Don't say:* David, who is a careless pupil, he lost his book.
 - ✓ Say: David, who is a careless pupil, lost his book.
- 335 Wrong repetition of subject after a non-finite verb phrase.

Don't say: Karen and Tom, having signed the register, they left the church.

- ✓ Say: Karen and Tom, having signed the register, left the church.
- 336 Wrong use of personal pronoun in a relative clause. *Don't say:* The book which I lost it was new.
 - ✓ Say: The book which I lost was new.

Don't use a personal pronoun as well as a relative in the relative clause **if they both refer to the same noun**. In the first sentence both **which** and **it** refer to **book**.

- 337 Wrong repetition of object.

 Don't say: The doctor I know him very well.
 - ✓ Say: I know the doctor very well.

In the sentence given, the words **doctor** and **him** denote one and the same object. Therefore, use either **doctor** or **him**, but not both in the same sentence.

In general we don't put the object before the verb so the word order in: The doctor I know him very well is also wrong.

338 Wrong repetition of object with infinitive.

Don't say: I bought an English book to read it.

✓ Say: I bought an English book to read.

Don't repeat an object with an infinitive of purpose if the verb takes an object.

(For Sections 332-338 see Exercise 20 on page 146.)

339 Wrong use of that in direct speech.

Don't say: She said that, 'I'm sure to pass.'

✓ Say: She said, 'I'm sure to pass.'

We can't use **that** in direct speech, i.e. when we repeat the words that some other person has spoken without any change.

Note: In indirect speech we say: He said that he was sure to pass.

340 Using a double comparative.

Don't say: He's more stronger than John.

✓ Say: He's stronger than John.

Double comparatives are incorrect: *more stronger* ought to be only **stronger**. However, we can say **much stronger**.

341 Misuse of adjectives that can't be compared.

Don't say: My work is more perfect than his.

Say: My work is superior to his.
Or: My work is better than his.

Certain adjectives can't be compared: perfect, unique, preferable, supreme, right, correct, etc.

342 Return back used instead of return.

Don't say: She has returned back to school.

✓ Say: She has returned to school

Don't use the word back with return, because return means to come back.

Unnecessary words

343 Begin from used instead of begin.

Don't say: Exams begin from Thursday.

✓ Say: Exams begin on Thursday.

A thing can **begin** only at a point of time. The word can't be used to apply to the whole time during which a thing is being done.

344 Consider as used instead of consider.

Don't say: Robert considers me as his best friend.

✓ Say: Robert considers me his best friend.

Don't use as after the word consider. We say: He regards me as his best friend or Robert considers me to be his best friend.

345 For to used instead of to.

Don't say: I came here for to learn English.

✓ Say: I came here to learn English.

346 From where used instead of where.

Don't say: From where can I buy a good watch?

✓ Say: Where can I buy a good watch?

Where means at what place, while from where denotes the point of origin: From where do tourists come?

347 And etc. used instead of etc.

Don't say: I, you, we, and etc. are pronouns.

✓ Say: I, you, we, etc., are pronouns.

Etc. is the short form of **et cetera**, a Latin phrase meaning **and other things**. The combination **and etc.** is wrong because it would mean **and and other things**.

Note: However, students are advised to avoid using **etc.** in an essay and to use phrases such as **and other things**, **and so on** instead.

348 So ... so that instead of so ... that.

Don't say: I'm so tired so that I can't go.

✓ Say: I'm so tired that I can't go.

When **so** or **such** is completed by a clause of result, introduce the clause by **that** and not by **so that**.

- 349 From now and on used instead of from now on. Don't say: From now and on I'll study hard.
 - ✓ Say: From now on I'll study hard.

The phrase from now and on is incorrect. Say, from now on.

350 Although/Though ... yet used instead of although/though.

Don't say: Although it's raining, yet he'll go.

✓ Say: Although it's raining, he'll go.

Although (though) is the conjunction introducing the subordinate clause, and a second one (yet or still) isn't required.

- 351 Go to home used instead of go home.

 Don't say: When school is over I go to home.
 - ✓ Say: When school is over I go home.

The expression I go to home is wrong. Say, I go home.

- 352 Using far with a phrase of definite distance. Don't say: Mary lives two miles far from here.
 - Say: Mary lives two miles from here.

When we use a phrase of definite distance (like **two miles**) in a sentence, don't use the word **far**. We can say, Mary lives **two miles away**.

Misplaced words

Wrong position of adverbs

- 353 The adverb of definite time misplaced. Don't say: I last night went to the cinema.
 - ✓ Say: I went to the cinema last night.

Adverbs or adverbial phrases of definite time, like **yesterday**, **today**, **tomorrow**, **last week**, **two months ago**, are usually placed at the end of the sentence. If we want to emphasise the time, we put the adverb at the beginning: **Yesterday** I was very busy.

Note: If there is more than one adverb of definite time in a sentence, put the more exact expression before the more general: He was born at two o'clock in the morning on April 12th 1942.

- 354 The adverb of indefinite time misplaced.

 Don't say: They come always to school by bus.
 - ✓ Say: They always come to school by bus.

Place adverbs of indefinite time, like ever, never, always, often, seldom, soon, sometimes and the adverbs almost, scarcely, hardly, nearly, even, before the principal verb.

Note: With the verb **to be** place the adverb of indefinite time **after** the verb: They **are always** beautifully dressed.

- 355 The adverb of time placed before the adverb of place. *Don't say:* The builders will be tomorrow here.
 - ✓ Say: The builders will be here tomorrow.

When using an adverb of time and an adverb of place together in a sentence, the adverb of place must come first.

356 The adverb misplaced with a transitive verb. *Don't say:* Janet wrote carefully her essay.

✓ Say: Janet wrote her essay carefully.

With a transitive verb, the adverb generally comes after the object.

Note: If, however, the object is long, the adverb may come after the transitive verb: She wrote carefully all the essays she had to do.

357 The adverb **enough** misplaced.

Don't say: Is the room enough large for you?

✓ Say: Is the room large enough for you?

Place the adverb **enough** after the word it qualifies and not before.

Note: When **enough** is an adjective it comes before the noun: We have **enough food** for six people.

358 Not misplaced with a compound verb.

Don't say: I should have not gone ...

✓ Say: I should **not** have gone ...

Position **not** in a compound verb after the first auxiliary.

Note: With the present or perfect participle, place **not** at the beginning: **Not** having set the alarm, he was late for work. **Not** being rich, he couldn't afford it.

359 **Not** misplaced with the negative infinitive.

Don't say: I told Liz to not come on Monday.

✓ Say: I told Liz not to come on Monday.

Position **not** in the negative infinitive immediately before the word **to**, and no after it

(See Exercises 66 and 67 on pages 165–166.)

Misplaced words

Miscellaneous examples

- 360 The subject of the sentence misplaced Don't say: Last week visited our school a man.
 - ✓ Say: A man visited our school last week.

In most English sentences place the subject **first**, the verb next, then the object, with the rest following.

361 The subject misplaced in questions.

Don't say: You were at the cinema yesterday? They'll come with us tomorrow?

✓ Say: Were you at the cinema yesterday Will they come with us tomorrow?

In interrogative sentences place the subject after the verb. If the tense is compound, the subject comes after the auxiliary, and the rest follows.

Note: Exception to this rule is occasionally made in spoken English, but students are advised to follow the rule.

362 The subject misplaced in questions beginning with an interrogative word.

Don't say: Why you were absent last Friday?

✓ Say: Why were you absent last Friday?

In questions beginning with an interrogative word, like **what, when, where, how,** place the verb before the subject as in all questions.

(For Sections 361–362 see Exercise 35 on page 153.)

- 363 The subject misplaced after **never**, etc. Don't say: Never I have heard of such a thing.
 - ✓ Say: Never have I heard of such a thing.

When **never**, **seldom**, **rarely**, **neither**, **nor**, **not only**, **no sooner**, are placed at the beginning of a complete clause, the verb must come before the subject as in a question.

364 All ... not used instead of Not all.

Don't say: All people are not hard-working.

Say: Not all people are hard-working.

The first sentence is wrong because it makes all people lazy.

Note: Similarly, Everybody doesn't like dancing should be **Not everybody** likes dancing.

365 The subject misplaced in indirect questions.

Don't say: The teacher asked me what games did I play?

✓ Say: The teacher asked me what games I played.

In indirect questions follow the usual order of words: subject first and then verb.

(See Exercise 37 on page 154.)

366 The direct object misplaced.

Don't say: He touched with his hand the ball.

Say: He touched the ball with his hand.

The object of a transitive verb generally comes directly after the verb.

367 The indirect object misplaced.

Don't say: I showed to her some of my stamps.

Say: I showed some of my stamps to her.

If the indirect object is preceded by a preposition, place it after the direct object.

Note: The indirect object usually comes first **without a preposition**: I showed **her** some of my stamps.

368 The qualifying adjective misplaced.

Don't say: My uncle has a garden very large.

Say: My uncle has a very large garden.

Put the adjective immediately before the noun it qualifies.

Misplaced words

Have another look at ...

Questions

Questions can be formed in three ways:

1 By putting the verb before the subject. Only use this method with the following twenty-one verbs: am, is, are, was, were; have, has, had; shall, should; will, would; can, could; may, might; must; need; dare; ought; used.

Examples: Are you ready? Can you write well? Will he come tomorrow? May I go now?

2 By using do, does, did, followed by the subject and then the infinitive (without to). Use this form with all verbs except the twenty-one given above. The word order is:

Do (does, did) + SUBJECT + INFINITIVE

Examples: Do you come here every day? Does the child learn English? Did they go to the theatre?

3 By using question words. The question word always begins the question, but the verb must be put before the subject as in questions of types 1 and 2.

Examples: Why are you late? When did you come?

Where is it? Whom did you see? Which book do you want?

If the question word is the subject of the sentence, put the verb after the subject:

Who wrote the letter? Whose dog bit the man?

369 The past participle misplaced.

Don't say: The ordered goods haven't arrived.

✓ Say: The goods ordered haven't arrived.

The goods ordered is a shortened form of The goods which have been ordered.

370 The relative clause misplaced.

Don't say: A girl has a pony who is in our class.

✓ Say: A girl who is in our class has a pony.

Put the relative clause immediately after the noun to which it refers.

Note: Enclose a relative clause that may be omitted between commas: My brother George, who is in another class, has a new bicycle. A relative clause that can't be omitted is not enclosed within commas: The boy who spoke to me is my brother.

371 The conjunction misplaced in a time clause.

Don't say: Emma when she arrived the boat had already gone.

✓ Say: When Emma arrived the boat had already gone.

Place the conjunction introducing an adverbial clause of time at the beginning of a clause.

372 Correlative conjunctions misplaced.

Don't say: Paul neither speaks English nor French.

✓ Say: Paul speaks neither English nor French.

Place correlative conjunctions (that is, conjunctions used in pairs, like **neither** ... **nor**, **not only** ... **but also**) before words of the same part of speech.

373 The ordinal numeral misplaced.

Don't say: I've read the two first chapters.

✓ Say: I've read the first two chapters.

Place ordinal numerals before cardinal numerals. There can't be two **first** chapters, only one. Similarly, we must say, *The last two* (*three, etc.*), and not *The two* (*three, etc.*) *last*.

Misplaced words

- 374 The indefinite article misplaced with such.

 Don't say: I never met a such good man before.
 - ✓ Say: I never met such a good man before.
 Place the indefinite article a or an after such: such a good man.
- 375 The definite article misplaced with half.

 Don't say: The half year is nearly finished.
 - ✓ Say: Half the year is nearly finished.
 Half the year is shortened form of half of the year.
- 376 The most used instead of most of the.

 Don't say: The most of girls are not present.
 - ✓ Say: Most of the girls are not present.
 The phrase the most of is incorrect. Say, most of the.
- 377 The apostrophe (') misplaced with contractions. Don't write: Did'nt, has'nt, is'nt, are'nt, etc.
- ✓ Write: Didn't, hasn't isn't, aren't, etc. (See Exercises 39 and 40 on pages 155–156.)
- 378 Mentioning oneself first.

 Don't say: Only I and my mother are present.
 - ✓ Say: Only my mother and I are present.

English idiom requires that when a person is speaking of himself/herself and others, he/she must mention the other person or persons first and leave himself/herself last.

Have another look at ...

Correct order of words

1 Subject

2 Verb

3 Object

- 1 The object is usually placed immediately after the verb. Example: I speak English very well.
- 2 The indirect object usually comes before the direct object without a preposition. Example: I gave him the money.
- 3 An expression of time comes after an expression of place.

Example: We stayed there all day.

4 Place adverbs of time and degree, such as always, often, never, nearly, hardly, scarcely, before the verb, or between the auxiliary and the verb.

Examples: I never see that man; or I have never seen that man.

Note: With the verb to be place the adverb after the verb: He is never late.

5 In indirect questions the subject comes first and then the verb.

Example: I want to know where they went.

6 In compound verbs with two auxiliaries, place not after the first one.

Example: She could not have been there.

7 In the negative infinitive, not comes before to. Example: I told him not to go there.

Prepositions often confused

- 379 To and At.
 - (a) To.

Don't say: We come at school every morning.

- ✓ Say: We come to school every morning.
 - (b) At.

Don't say: Someone is standing to the door.

✓ Say: Someone is standing at the door.

Use to to express motion from one place to another, use at to denote position.

(See Exercise 77 on page 170.)

- 380 To and Till.
 - (a) To.

Don't say: We walked till the river and back.

- ✓ Say: We walked to the river and back.
 - (b) Till.

Don't say: I'll stay here to next month.

✓ Say: I'll stay here till next month.

Use to with distance, and till (until) with time.

- 381 In and At.
 - (a) In.

Don't say: Liam has a flat at Paris.

✓ Say: Liam has a flat in Paris.

We use **in** to describe the physical location of something as part of a larger thing or place.

(b) At.

Don't say: My mother is staying in 66 Argyle Street.

✓ Say: My mother is staying at 66 Argyle Street.

We use **at** when we're talking about an address, a public place or building (a bus stop, the Post Office, the library etc.) and cases in which the location is irrelevant but what we do there is what matters (school, the dentist, dance class etc.).

(See Exercise 78 on page 170.)

382 In and Into.

(a) In.

Don't say: Gemma spent all the day into her room.

- ✓ Say: Gemma spent all the day in her room.
 - (b) Into.

Don't say: Richard came in the room and sat down.

✓ Say: Richard came into the room and sat down.

In denotes position inside something, while **into** denotes motion or direction towards the inside of something.

Note: Always write the preposition into as one word.

(See Exercise 79 on page 171.)

383 On, At, In. (Time.)

(a) On.

Don't say: My uncle will arrive at Saturday.

- Say: My uncle will arrive on Saturday.
 - (b) At.

Don't say: I usually get up on seven o'clock.

- ✓ Say: I usually get up at seven o'clock.
 - (c) In.

Don't say: She goes for a walk at the aftern

✓ Say: She goes for a walk in the afternoon.

(1) Use on with the days of the week or month: on Friday, on March 25, on New Year's Day. (2) Use at with the exact time: at four o'clock, at dawn, at noon, at sunset, at midnight. (3) Use in with a period of time: in April, in winter, in 1945, in the morning. Also at night and by day.

(See Exercise 80 on page 171.)

384 For and At. (Price.)

(a) For.

Don't say: I bought a book at fifty pence.

- ✓ Say: I bought a book for fifty pence.
 - (b) At.

Don't say: I can't buy it for such a high price.

✓ Say: I can't buy it at such a high price.

Use for if the actual sum is mentioned: use at if the actual sum isn't given.

Note: If the weight or measure follows the price, use **at** with the actual sum: That velvet is available **at** £5 a metre.

385 Between and Among.

(a) Between.

Don't say: There was a fight among two boys.

- ✓ Say: There was a fight between two boys.
 - (b) Among.

Don't say: Divide the apple between you three.

✓ Say: Divide the apple among you three.

Use between for two only. Use among for more than two.

(See Exercise 81 on page 172.)

386 Beside.

Don't say: Charlie was standing just besides me.

✓ Say: Charlie was standing just beside me.

387 Except for Besides/As well as Don't say: I have other books except these.

✓ Say: I have other books besides/as well as these (= in addition to these).

Note: Except means to leave out: Everyone was present except John.

388 *By* for With.

Don't say: The man shot the bird by a gun.

✓ Say: The man shot the bird with a gun.

When you want to show the means or the instrument with which the action is done, use with. By denotes the doer of the action: The bird was shot by the man

Note: The following take **by** and not **with**: **by** hand, **by** post, **by** phone, **by** one's watch, **by** the hour, **by** the dozen, **by** the metre.

389 From for By.

Don't say: Mary was punished from her father.

✓ Say: Mary was punished by her father.

Use by (not from) after the passive form to show the doer of the action.

390 From for Of or In.

Don't say: He's the tallest from all the boys.

Say: He's the tallest of all the boys.
Or: He's the tallest boy in the class.

Precede adjectives (or adverbs) in the superlative degree by **the** and follow them by **of** or **in**.

391 For for About.

Don't say: The teacher spoke for bad habits.

✓ Say: The teacher spoke about bad habits.

Don't use **for** in the sense of **about**. The chief use of **for** is to convey the idea of being in favour of. If we say that the teacher *spoke* **for** bad habits it's like saying that he/she spoke in favour of bad habits!

392 Since for For.

Don't say: She's lived here since two years.

✓ Say: She's lived here for two years.

Place the preposition **for** before words or phrases denoting a period of time: **for three days, for six weeks, for two years, for a few minutes, for a long time**. Use it with any tense except the present.

Note: For is often omitted. We can say: I've been here for two years or I've been here two years.

393 From for Since.

Don't say: Ian's been ill from last Friday.

✓ Say: Ian's been ill since last Friday.

Place the preposition **since** before words or phrases denoting a point in time: **since Monday, since yesterday, since eight o'clock, since Christmas.** When we use **since**, the verb is usually in the present perfect tense, but it may be in the past perfect: *I was glad to see Tom. I hadn't seen him since last Christmas*.

Note: From can also denote a point in time, but it must be followed by to or till: He works from eight o'clock till one o'clock without a break.

394 After for In.

Don't say: I may be able to go after a week.

✓ Say: I may be able to go in a week.
Or: I may be able to go in a week's time.

When speaking of a period of time in the future, use in, and not after. Here in means after the end of.

395 In for Within.

Don't say: I'll come back in an hour - if you mean before the end of an hour.

✓ Say: I'll come back within an hour.

In means after the end of, within means before the end of.

(See Exercises 82 and 83 on pages 172–173.)

Have another look ...

Use of certain prepositions

Prepositions of Place

TO and AT

Use TO for movement from one place to another.

Example: I walk to school every day.

Use AT to denote position or rest. Example: He's waiting at the door.

IN and INTO

IN denotes position or rest inside something. Example: The pencil is in the box.

INTO denotes movement towards the inside of. Example: They walk into the room. •

Prepositions of Time

AT, IN, ON

Use AT with the exact time.

Example: She arrived at 8 o'clock in the morning.

Use on with days and dates.

Examples: On Sunday we go to church. My birthday is

on the third of December.

Use IN with a period of time.

Example: In summer the weather is warm.

Verbs often confused

396 Shall and Will.

(a) To express simple futurity:

In the first person:

Don't say: I will go tomorrow if it's fine.

✓ Say: I shall go tomorrow if it's fine.

In the second person:

Don't say: She tells me you shall go tomorrow.

✓ Say: She tells me you will/'ll go tomorrow.

In the third person:

Don't say: He shall go if he has permission.

- ✓ Say: He will/'ll go if he has permission.
 - (b) To express something more than simple futurity: In the first person:

Don't say: I have determined that I shall go.

✓ Say: I have determined that I will/'ll go.

In the second person:

Don't say: You will/'ll go out if you are good.

✓ Say: You shall go out if you are good.

In the third person:

Don't say: My mind is made up: he will/'ll go.

✓ Say: My mind is made up: he shall go.

To form the simple future, use **shall** with the first person and **will** with the second and third persons. **Will** in the first person denotes resolution or personal determination, and **shall** in the second and third persons denotes either a command or a promise.

Note: **Should**, the past tense of **shall**, and **would**, the past tense of **will**, have the same differences of meaning and use as the present forms **shall** and **will**: I was afraid that I **should** fail, I promised that I **would** help him.

(See Exercise 41 on page 156.)

397 Shall and May.

Distinguish between:

- (a) May I shut the door? and
- (b) Shall I shut the door?

May I shut the door? Means that I wish the door closed and I ask your permission to shut it. **Shall** I shut the door? Means that I want to know whether **you** wish the door closed.

398 Say and Tell.

Don't say: He told, 'I will/'ll go home.'
He told that he'd go home.

✓ Say: He said, 'I will/'ll go home.'
He said that he'd go home.

Use **to say** (1) when referring to a person's actual words, and (2) in indirect speech **if the sentence doesn't contain an indirect object.**

Note: Common idioms with say and tell:

Say a prayer. Who says? I must say! You can say that again! If you say so. Tell the truth. Tell a lie. Tell a story. Tell the time. Tell your fortune. Tell someone your name.

(See Exercise 42 on pages 156-157.)

399 Make and Do.

(a) Make.

Don't say: The carpenter did a large table.

- ✓ Say: The carpenter made a large table.
 - (b) Do.

Don't say: You must make your work carefully.

Say: You must do your work carefully.

To make primarily means to construct or manufacture something, while **to do** means to accomplish a thing.

Note: Common exceptions with **make** and **do**: (a) To **make** a mistake, to **make** a promise, to **make** a speech, to **make** an excuse, to **make** haste, to **make** fun of, to **make** progress, to **make** a noise, to **make** a bed (= to prepare the bed for sleeping on). (b) To **do** good, to **do** evil, to **do** your best, to **do**

your duty, to **do** someone a favour, to **do** wrong, to **do** a puzzle, to **do** business, to **do** away with, to **do** gymnastics, to **do** exercises.

(See Exercise 43 on page 157.)

- 400 Lie and Lay.
 - (a) Lie.

Don't say: I'm going to lay down for an hour.

- ✓ Say: I'm going to lie down for an hour.
 - (b) Lay.

Don't say: Please lie the exam papers on the desk.

✓ Say: Please lay out the exam papers on the desk.

Lie (= to rest) is an intransitive verb and never has an object. Lay (= to put) is a transitive verb and always requires an object. Their principal parts are lie, lay, lain, and lay, laid, laid.

Note: **Lie, lied, lied** is to tell an untruth: *He has lied to me.* **Lay, laid, laid** also means to produce eggs: *The hen has laid an egg.* (Idiom: **Lay the table** is to prepare the table for a meal.)

(See Exercise 44 on page 157.)

- 401 Sit and Seat.
 - (a) Sit.

Don't say: We seat at a desk to write a letter.

- ✓ Say: We sit at a desk to write a letter.
 - (b) Seat.

Don't say: He sat the passengers one by one.

✓ Say: He seated the passengers one by one.

Use **sit** as an intransitive verb. **Seat** is a transitive verb and requires an object. Very often the object of **seat** is a reflexive pronoun: **He seated himself** near the fire. The principal parts of the two verbs are: **sit**, **sat**, **sat**, and **seat**, **seated**, **seated**.

Note: Don't confuse sit with set, which usually means to place. Common idioms with set: to set the table, to set on fire, to set off (or out), to set a trap, to set a clock, to set a price, to set your heart on, to set free, to set an example, to set a broken bone, to set to work (= to start work).

(See Exercise 45 on page 158.)

402 Rise and Raise.

(a) Rise.

Don't say: Val raises very early in the morning.

- ✓ Say: Val rises very early in the morning.
 - (b) Raise.

Don't say: She rose their salaries too often.

✓ Say: She raised their salaries too often.

Rise is an intransitive verb and means to go up, stand up, or get out of bed. It doesn't require an object. **Raise** is a transitive verb and means to lift up **something**. Their principal parts are: **rise**, **rose**, **risen**, and **raise**, **raised**, **raised**.

Note: **Arise** is often used for **rise**, but it is better to use **arise** only in the sense of **begin**: A quarrel (a discussion, an argument, a difficulty, etc.) may **arise**. This is formal but is still used.

(See Exercise 46 on page 158.)

403 Like and Love.

Don't say: I like you! Will you marry me?

✓ Say: I love you! Will you marry me?

Both verbs can be used for people and things, the only difference is one of degree. **Love** is much stronger than **like**.

404 Stay and Remain.

(a) Stay.

Don't say: We remained in a very good hotel.

- ✓ Say: We stayed in a very good hotel.
 - (b) Remain.

Don't say: Not many figs have stayed on the tree.

✓ Say: Not many figs have remained on the tree.

Here, **to stay** means to live for a short time as a guest or a visitor, and **to remain** means to be left after part has been taken or destroyed.

Note: Use either verb when the meaning is to continue in the same place or condition: I'll stay (or remain) at home till tomorrow. Remain is more formal.

405 Hanged and Hung.

(a) Hanged.

Don't say: No-one has been hung in Britain since 1964.

- ✓ Say: No-one has been hanged in Britain since 1964.
 - (b) Hung.

Don't say: We hanged the picture on the wall.

✓ Say: We hung the picture on the wall.

When the reference is to killing a person or animal by hanging, we use the form **hanged**. In other cases, the form is **hung**. The principal parts of the two verbs are: **hang**, **hanged**, **hanged**; **hang**, **hung**.

(See Exercise 50 on page 160.)

406 Wear and Put on.

(a) Wear.

Don't say: Kathy always puts on black shoes.

- ✓ Say: Kathy always wears black shoes.
 - (b) Put on.

Don't say: I wear my clothes in the morning.

✓ Say: I put on my clothes in the morning.

Wear means to have upon the body as a garment or as an ornament. **To put on** denotes a simple act.

Note: **To dress** has nearly the same meaning as **to put on**, but the object of **dress** is a person and not a thing: He **dressed himself** and went out, The mother **dressed** her **baby**.

(See Exercise 47 on pages 158-159.)

407 Tear and Tear up.

(a) Tear.

Don't say: John tore up his coat on a nail.

- ✓ Say: John tore his coat on a nail.
 - (b) Tear up.

Don't say: Philip was angry and tore the letter.

✓ Say: Philip was angry and tore up the letter.

To tear means to divide along a straight or irregular line, sometimes by cident. **To tear up** means to destroy by tearing to pieces.

Note: The word **up** is often used with verbs to express the idea of greater completeness: burn up, drink up, dry up, cut up, eat up, shut up, use up.

408 Grow and Grow up.

(a) Grow.

Don't say: These flowers grow up very quickly.

- ✓ Say: These flowers grow very quickly.
 - (b) Grow up.

Don't say: When I grow I'll be a doctor.

✓ Say: When I grow up I'll be a doctor.

To grow means to become bigger, to grow up means to become an adult.

Note: Other meanings of **grow**: (1) to occur naturally in the ground: *Rice* **grows** in *Egypt*; (2) to cause to grow: *We* **grow** flowers in our garden; (3) to allow to grow: *He* **grew** a beard; (4) to become: *The* nights **grow** cold in winter.

409 Pick and Pick up.

(a) Pick.

Don't say: We picked up flowers in the garden.

- ✓ Say: We picked flowers in the garden.
 - (b) Pick up.

Don't say: The naughty boy picked a stone.

✓ Say: The naughty boy picked up a stone.

To pick fruit or flowers means to pull them away with the fingers, **to pick up** means to lift up from the ground. The important element is that what is picked up isn't attached.

410 Deal with and Deal in.

(a) Deal with.

Don't say: This book deals in common errors.

✓ Say: This book deals with common errors.

(b) Deal in.

Don't say: A bookseller deals with books.

✓ Say: A bookseller deals in books.

To deal with means to have to do with, to deal in means to buy and sell.

Note: To deal with also means to take action on a matter: The headmaster will deal with that question.

411 Interfere in and Interfere with.

(a) Interfere in.

Don't say: Don't interfere with my private business!

- ✓ Say: Don't interfere in my private business!
 - (b) Interfere with.

Don't say: Paul is always interfering in the equipment.

✓ Say: Paul is always interfering with the equipment.

Interfere in means to concern yourself with something which you shouldn't. Interfere with means to do some damage or be a nuisance to someone or something.

412 Borrow and Lend.

(a) Borrow.

Don't say: I want to lend a book from you.

- ✓ Say: I want to borrow a book from you.
 - (b) Lend.

Don't say: Will you please borrow me a book?

✓ Say: Will you please lend me a book?

To borrow is to **get** something from someone, and **to lend** is to **give** something to someone.

(See Exercise 51 on page 160.)

413 Steal and Rob.

(a) Steal.

Don't say: Someone has robbed all her money.

✓ Say: Someone has stolen all her money.

(b) Rob.

Don't say: Some men stole a bank last night.

✓ Say: Some men robbed a bank last night.

The object of **steal** is the thing taken by the thief, such as money, a watch, a bicycle, etc., while the object of **rob** is the person or place from whom (or which) the thing is taken, such as a man, a house, or a bank.

(See Exercise 52 on page 160.)

414 Take revenge and Avenge.

Don't say: I must avenge myself for what he did to me!

✓ Say: I must take revenge for what he did to me!

Note: Avenge and revenge oneself are now only found in literary English. We usually use take revenge (on). We might also say: He must have his revenge.

415 Convince and Persuade.

Don't say: I am persuaded of Robin's innocence.

✓ Say: I am convinced of Robin's innocence.

Persuade and **convince** have very similar meanings and are mostly interchangeable in modern English: *Delia persuaded* me to take the exam = *Delia convinced* me to take the exam. Except in the case of **to be convinced** of **something** meaning to believe something.

Note: Care must be taken not to confuse **persuade** with **pursued**, the past tense of **pursue** (= to follow).

416 Refuse and Deny.

(a) Refuse.

Don't say: Sarah denied to take the money.

- Say: Sarah refused to take the money.
 - (b) Deny.

Don't say: John refused that he'd done it.

✓ Say: John denied that he'd done it.

To refuse means not to take what is offered or not to do what one is asked to do...
To deny means to answer in the negative or to say that a statement isn't true.

(See Exercise 53 on page 160.)

417 Discover and Invent.

(a) Discover.

Don't say: America was invented by Columbus.

- ✓ Say: America was discovered by Columbus.
 - (b) Invent.

Don't say: Edison discovered the gramophone.

✓ Say: Edison invented the gramophone.

To discover is to find that which existed before but was unknown, and to invent is to create that which didn't exist before.

418 Take place and Take part.

(a) Take place.

Don't say: The meeting will take part soon.

- ✓ Say: The meeting will take place soon.
 - (b) Take part.

Don't say: I'll take place in the meeting.

✓ Say: I'll take part in the meeting.

To take place means to happen or to be held, while to take part means to be involved in.

419 Made from and Made of.

(a) Made from.

Don't say: The bowl is made of glass.

- ✓ Say: The bowl is made from glass.
 - (b) Made of.

Don't say: The statue is made from marble.

✓ Say: The statue is made of marble.

We usually use **of** when you can still recognise the original material. We use **from** when the original materials are unrecognisable. In most cases either is possible.

420 Let for Rent and Hired out for Hire.

(a) Rent.

Don't say: I let the house from Mr Jones.

✓ Say: I rent the house from Mr Jones.

Note: To **rent** something is to pay to use it, usually for a long period of time: **a house**, **a car**, **a piano** etc. To **let** something is to allow someone to pay you for the use of something that belongs to you.

(b) Hire.

Don't say: I hired out a surf board when I was in America.

✓ Say: I hired a surf board when I was in America.

Note: To **hire** something is to pay to use it, usually for a short time, with one single payment: **a suit, a bicycle, a rowing boat** etc. To **hire out** is to offer something for someone else to hire.

421 Win for Earn.

Don't say: She wins her living by hard work.

✓ Say: She earns her living by hard work.

To earn means to receive in return for work, **to win** is to obtain as a result of fighting, competition, gambling, etc.

Note: The verb to gain may be used with either meaning: to gain one's living or to gain a victory, a prize, etc.

422 Substitute for Replace with.

Don't say: They substituted gold with paper money.

✓ Say: They replaced gold with paper money.

We **replace** one thing **with** another, but we **substitute** one thing **for** another. The two phrases mean the reverse of each other: You **replace** gold **with** paper money. You **substitute** paper money **for** gold.

423 Correct for Repair or Mend.

Don't say: Some men are correcting the road.

✓ Say: Some men are repairing the road.

To correct is to make something right: **to correct** mistakes, a composition, a translation, one's pronunciation, etc. **To repair** or **to mend** is to put in good condition after being damaged: to **repair** or **mend** a road, clothes, shoes, etc.

Note: To repair a watch is to put it in good condition again, but to correct a watch is to set it to the right time.

424 Dust for Cover with dust.

Don't say: A sandstorm dusted our clothes.

✓ Say: A sandstorm covered our clothes with dust.

To dust doesn't mean to cover with dust, but to remove dust from: After sweeping, she **dusted** the furniture.

425 Please for Ask or Thank.

Don't say: I pleased him to do me a favour; or: I pleased him for his lovely present.

✓ Say: I asked him to do me a favour; and: I thanked him for his lovely present.

To please means to give pleasure to: I worked hard to please my teacher.

426 Could for Was able to.

Don't say: Because Laura worked hard she could finish the job in time.

✓ Say: Because Laura worked hard she was able to finish the job in time.

If the meaning is managed to or succeeded in doing, use was able to, and not could.

427 Learn for Teach.

Don't say: Graham learned us how to play hockey.

✓ Say: Graham taught us how to play hockey.

Teach means to give instruction, **learn** means to receive instruction: He **taught** me English, and I **learned** it quickly.

(See Exercise 54 on page 161.)

428 Win or Beat.

Don't say: We've always won your team.

✓ Say: We've always beaten your team.

To win is to get something you wanted, **to beat** is to overcome an opponent: The girls **beat** the boys, and **won** the prize.

Remember: the principal parts of each verb: **beat, beat, beaten,** and **win, won, won**.

(See Exercise 55 on page 161.)

429 Accept for Agree.

Don't say: The teacher accepted to go with us.

✓ Say: The teacher agreed to go with us.

Accept means to take something that is offered to you. Maria accepted the bunch of flowers. It also means to believe something you're told: Ken accepted his explanation. Agree to means to do what one is asked to do: David agreed to come to London on Monday, but agree with means to have the same opinion as someone else. The Long family never agree with each other.

Note: We agree with a person, but to a thing. I agree with Luke, but I can't agree to this plan.

430 Leave for Let.

Don't say: Penny didn't leave me to get my book.

✓ Say: Penny didn't let me get my book.

Let means to allow. **Leave** means to abandon or to go away from: *Do you leave your books at school?*

(See also Sections 436 and 447.)

431 Bring for Take.

Don't say: The astronauts are bringing plants to the moon.

✓ Say: The astronauts are taking plants to the moon.

Using **bring** or **take** depends on where the speaker or doer is. We use **bring** for things coming to where we are and **take** for things going somewhere else: **Take** these cakes to your grandmother and **bring** (back) some flowers from her garden.

Note: **To fetch** means to go somewhere else and come back with something: Please **fetch** me a glass of water (= go and come back with a glass of water).

432 Drown for Sink.

Don't say: The ship drowned in the ocean.

✓ Say: The ship sank in the ocean.

To be drowned refers to living things, and means to die in water, to sink refers to people or things, and means to go down to the bottom of water.

433 See for Look.

Don't say: Neil was seeing out of the window.

✓ Say: Neil was looking out of the window.

To see is to notice with the eyes, but **to look** is to direct the eyes in order to see: *I looked up and saw the plane*.

(See Exercise 56 on page 161.)

434 Hear for Listen.

Don't say: I was hearing her CDs.

✓ Say: I was listening to her CDs.

To listen to may also mean to think carefully about what someone says: Gerry always **listens to** his mother.

(See Exercise 57 on pages 161-162.)

435 Remember for Remind.

Don't say: Please remember me to give it back.

✓ Say: Please remind me to give it back.

To remember is to have in mind: *I remember* what you told me. **To remind** is to make a person remember something.

436 Leave for Let go.

Don't say: Leave the other end of the string.

✓ Say: Let go of the other end of the string.

Leave isn't usually used in the sense of **let go**, but you will hear the idiom **leave go** in very informal English to mean **let go**.

(See also sections 430 and 447.)

437 Sleep for Go to Bed.

Don't say: I'll sleep early tonight.

✓ Say: I'll go to bed early tonight.

To ge to bed denotes the act of lying down on a bed in preparation for going to sleep. We can say that a person **went to bed** at nine o'clock, but that he didn't **sleep** until eleven o'clock. Then he **slept** soundly. **Go to sleep** means to fall asleep: He **went to sleep** while he was in the cinema.

438 Be found for Be.

Don't say: The man was found in his office.

✓ Say: The man was in his office.

In English, the verb **be found** generally means **be discovered**: *Diamonds are found* in *Africa and in India*. Therefore, **He was found in his office** would suggest that the man had hidden himself in his office and was later **discovered**.

439 Be with for Have.

Don't say: My English book is with my brother.

✓ Say: My brother has my English book.

Avoid using **be with** in the sense of **have**. **Be with** means to be together or in company of: He is with his parents.

440 Take for Get.

Don't say: Clare took a good mark in chemistry.

Say: Clare got a good mark in chemistry.

To take means to obtain something intentionally or by force: *I took* a book from the library; The army **took** the city. **To get** or **to receive** means to obtain something which is given such as a gift, a letter, money, or a mark in an exam.

441 Like for Want, etc.

Don't say: Do you like to see my collection?

✓ Say: Do you want to see my collection?

Do you like to do something? means do you enjoy doing it as a habitual action. Do you want to do something? means do you wish to do it now.

Note: I would/'d like means I want: I would/'d like (= I want) to play tennis today. Would you like (= do you want) to go for a walk with me? Would/'d like is more polite than want.

(See Exercise 58 on page 162.)

442 Know for Learn, etc.

Don't say: Dan went to school to know English.

✓ Say: Dan went to school to learn English.

Use **know** when **learning** is finished: She **knows** how to swim. Similarly, avoid using **know** to mean **find out** or **realise**.

443 Read for Study.

Don't say: Lucy is reading algebra in her room.

✓ Say: Lucy is studying algebra in her room.

To study means to try to learn, **to read** doesn't imply any effort. A student **studies** English, maths, history and other subjects, he/she **reads** a story, a letter, or a newspaper. *She is reading for a degree* is also correct.

(See Exercise 59 on page 162.)

444 Learn for Study.

Don't say: Kevin is learning at Gordon College.

✓ Say: Kevin is studying at Gordon College.

The expression I learn at (Gordon College, etc.) is incorrect. Say I study at (Gordon College, etc.) or I am a student at (Gordon College, etc.).

445 Take for Buy.

Don't say: I went to the baker's to take bread.

✓ Say: I went to the baker's to buy bread.

Never use take in the sense of buy.

446 Take out for Take off.

Don't say: Chris took out his hat and coat.

✓ Say: Chris took off his hat and coat.

The opposite of put on is take off, and not take out.

447 Leave for Give up, etc

Don't say: I've now left football.

✓ Say: I've now given up football.
Or: I've now stopped playing football.

Never use leave in the meaning of give up, or stop something.

(For sections 430, 436 and 447 see Exercise 48 on page 159.)

448 Sympathise for Like.

Don't say: I don't sympathise him very much.

✓ Say: I don't like him very much.

Sympathise isn't synonymous with **like**. **To sympathise with** means to share some feeling (usually of sorrow) with another person: *I sympathise with* you in your sorrow.

449 Put for Keep.

Don't say: Do you put your money in the bank?

✓ Say: Do you keep your money in the bank?

It's better to use **keep** for a more or less permanent resting place, and **put** for a temporary one.

450 Care about, Care for for Take care of.

Don't say: Oliver cares about (cares for) his brother's investments.

✓ Say: Oliver takes care of his brother's investments.

Care about means to like and be concerned about something or someone. Take care of means to look after someone or something: You should take care of your children, or do something to remedy a problem: I think I should take care of that broken pane of glass. Care for means to look after: I cared for you when you were ill. Care for can also mean to be fond of someone or something: William really cares for geraniums, though this use is rather old-fashioned.

Note: Avoid also such expressions as: (1) He doesn't care for my advice, (2) He doesn't care for his work, (3) He took no care of him, (4) No one cared for him during his illness. Say: (1) He pays no attention to my advice, (2) He takes no care over his work, (3) He took no notice of him, (4) No one took care of him during his illness.

451 Let for Make (= to force).

Don't say: The examiner let me sit quietly until everyone had finished.

✓ Say: The examiner made me sit quietly until everyone had finished.

Don't use let, in the sense of make, meaning to force.

452 Flown for Flowed.

Don't say: The river has flown over its banks.

✓ Say: The river has flowed over its banks.

Flown is the past participle of fly, the past participle of flow (= to move as water) is flowed. The principal parts of the two verbs are: fly, flew, flown – flow, flowed, flowed.

Note: Flee, fled, fled is formal but we still use it to mean to run away: We flee from danger. Float, floated, floated means to stay on the surface of water or other liquid: Ships float on the water.

(See Exercise 49 on page 159.)

453 Fall for Fell.

Don't say: John fall down and broke his leg.

✓ Say: John fell down and broke his leg.

The past tense of this verb is **fell**, not **fall**. It's principal parts are **fall**, **fell**, **fallen**.

Note: Fell, felled, felled means to knock or cut down: The wood-cutter felled a large tree.

(See Exercise 60 on page 162.)

454 Found for Find.

Don't say: Rosie tried to found her lost book,

✓ Say: Rosie tried to find her lost book.

To find is a very common verb meaning to get back a thing lost. It's principal parts: find, found, found.

Note: There is, however, another verb **to found**, meaning to establish: He **founded** the school fifty years ago.

Have another look at ...

Use of will and shall

l'll/will/shall You'll/will He/she/it'll/will We'll/will/shall You'll/will They'll/will

The short form 'll can be used for both will and shal'. We usually use the long form in writing and the short in speech, but when we are writing informally we also use the short form.

The future auxiliary will has several different meanings:

1 It can be used for things which we expect to happen:

He('ll) will speak to you about it tomorrow.

2 It can be used as a conditional with an if or whether clause:

Jane will give you a lift if you need one.

- 3 We use will or shall for requests and offers: Will you help me sort out these books?
- 4 When will is stressed it often means that someone insists on or persists in doing something:

 Barry will keep handing in his homework late.
- 5 Shall is always used in the first person in the question form:

Shall I leave the door open? Shall we have lunch now?

6 Shall is sometimes used in modern English with the first person (I or we) when we are speaking or writing formally:

We shall never forget your kindness.

Shall isn't generally used in other contexts nowadays, though it used to be quite common.

Adverbs often confused

- 455 Very and Too.
 - (a) Very.

Don't say: It's too hot in Rome in the summer.

- ✓ Say: It's very hot in Rome in the summer.
 - (b) Too.

Don't say: It's now very hot to play football.

✓ Say: It's now too hot to play football.

Very simply makes the adjective or adverb stronger. **Too** means more than enough, or so much that something else happens as a result.

(See Exercise 68 on page 166.)

- 456 Very and Much.
 - (a) Very.

Don't say: He's a much strong man.

It's a much interesting book.

✓ Say: He's a very strong man. It's a very interesting book.

(b) Much.

Don't say: He's very stronger than I am.

✓ Say: He's much stronger than I am.

Use **very** with adjectives and adverbs in the positive, and with present participles used as adjectives like interesting. Use **much** with comparatives.

(See Exercise 69 on page 167.)

457 Too much for Very much.

Don't say: She likes the cinema too much.

He's too much stronger than I am.

✓ Say: She likes the cinema very much.

He's very much stronger than I am.

Use very much instead of much for greater emphasis. Too much denotes an

excessive quantity or degree: She ate too much, and felt ill.

(See Exercise 70 on page 167.)

458 Before for Ago.

Don't say: I saw your friend before two weeks.

✓ Say: I saw your friend two weeks ago.

We use **ago** in counting from the time of speaking to a point in the past: **half** an hour ago, three days ago, four months ago, five years ago, a long time ago. We use **before** in counting from a distant to a nearer point in the past: Napoleon died in 1821, he had lost the battle of Waterloo six years **before**.

Note: When we use **ago**, the verb is always in the simple past tense: He **came** five minutes ago.

459 Hardly for Hard.

Don't say: She rubbed her eyes hardly.

✓ Say: She rubbed her eyes hard.

Hard means severely. Hardly means not quite or scarcely: The baby can hardly walk.

(See Exercise 71 on page 168.)

460 No so for Not very.

Don't say: I hear that he's not so rich.

✓ Say: I hear that he's not very rich.

We can't use **not so** in the sense of **not very**. The expression *He's not so rich* implies a comparison: *He's not so rich as you are*.

461 Just now for Presently, etc.

Don't say: The messenger will arrive just now.

✓ Say: The messenger will arrive presently.

If we are speaking of a near and immediate future time, we must use **presently, immediately, in a minute,** or **soon**. **Just now** refers to present or past time, and not to future time: *He's not at home just now* (= at this moment), *He left just now* (= a little time ago).

462 Presently for At present.

Don't say: His uncle is in London presently.

✓ Say: His uncle is in London at present.

At present and presently are not synonymous. At present means now, but presently means soon: She will come back presently (= soon).

463 Scarcely for Rarely.

Don't say: Zoe scarcely comes to see me now.

✓ Say: Zoe rarely comes to see me now.

Scarcely isn't synonymous with rarely. Rarely means not often, scarcely means not quite: I had scarcely finished when he came.

464 Lately for Late.

Don't say: Last night I went to bed lately.

✓ Say: Last night I went to bed late.

The opposite of early is late, not lately. Lately means in recent times: I haven't been there lately.

Adjectives often confused

465 Many and Much.

(a) Many.

Don't say: My brother hasn't much books.

- ✓ Say: My brother hasn't many books.
 - (b) Much.

Don't say: Is there many dust in the room?

✓ Say: Is there much dust in the room?

Use many with plural nouns: many books or many boys. Use much with uncountable nouns: much water or much bread.

Note: In affirmative sentences many and much are generally replaced by a lot (of), a great deal (of), plenty (of), a good deal (of), a good many (of), a great number (of), a large quantity (of), etc.

(See Exercise 9 on page 141.)

466 Few and A Few.

(a) Few.

Don't say: Although the question was easy, a few boys were able to answer it.

- Say: Although the question was easy, few boys were able to answer it.
 - (b) A few.

Don't say: Although the question was difficult, few boys were able to answer it.

Say: Although the question was difficult, a few boys were able to answer it.

Few means **not many** and emphasises the smallness of the number. It is distinguished from **a few**, which means **at least some**.

467 Little and A little.

(a) Little.

Don't say: He took a little exercise and wasn't very fit.

- ✓ Say: He took little exercise and wasn't very fit.
 - (b) A little.

Don't say: She took little exercise and felt much better.

✓ Say: She took a little exercise and felt much better.

Little means **not much** and emphasises the smallness of the amount. It's distinguished from **a little** which means **at least some**.

(For sections 466-467 see Exercise 10 on page 141.)

468 Each and Every.

(a) Each.

Don't say: She gave an apple to every of the children.

- ✓ Say: She gave an apple to each of the children.
 - (b) Every.

Don't say: Each child had an apple.

✓ Say: Every child had an apple.

Use **each** for one of two or more things, taken **one by one.** Never use **every** for two, but always for more than two things, taken **as a group**. **Each** is more individual and specific, but **every** is the more emphatic word.

Note: **Each** and **every** are always singular: **Each** (or **every**) one of the twenty boys **has** a book.

- 469 His and Her.
 - (a) His.

Don't say: John visits her aunt every Sunday.

- ✓ Say: John visits his aunt every Sunday.
 - (b) Her.

Don't say: Ann visits his uncle every Sunday.

✓ Say: Ann visits her uncle every Sunday.

In English, possessive adjectives (and pronouns) agree with the person **who possesses**, and not with the person or thing possessed. When the possessor is masculine, use **his**, and when the possessor is feminine, use **her**.

(See Exercise 13 on page 142.)

- 470 Older (oldest) and Elder (eldest).
 - (a) Older, Oldest.

Don't say: This girl is elder than that one.

This girl is the eldest of all

- ✓ Say: This girl is **older** than that one. This girl is the **oldest** of all.
 - (b) Elder, Eldest.

Don't say: My older brother is called John.

My oldest brother is not here.

✓ Say: My elder brother is called John. My eldest brother is not here.

Older and oldest are applied to both people and things, while elder and eldest are applied to people only, and most frequently to related people.

Note: **Elder** can't be followed by **than**: Jane is **older** (not **elder**) than her sister.

(See Exercise 8 on page 140 and Exercise 15 on page 143.)

471 Interesting and Interested.

(a) Interesting.

Don't say: I've read an interested story.

- ✓ Say: I've read an interesting story.
 - (b) Interested.

Don't say: Are you interesting in your work?

✓ Say: Are you interested in your work?

Interesting refers to the thing which arouses interest, while **interested** refers to the person who takes an interest in the thing.

(See Exercise 14 on page 143.)

472 Wounded and Injured or Hurt.

Don't say: Jack was wounded in a car accident.

✓ Say: Jack was injured in a car accident.

People are **injured** or **hurt** as a result of an accident or a fight, but people are **wounded** in wars and battles.

473 Farther and Further.

Don't say: Turn the page for farther instructions.

✓ Say: Turn the page for further instructions.

Note: Use **further** to mean both **greater distance** and **more of something**. We only use **farther** for distances: *I live a bit farther away than you*. Don't use it to mean **more**. We use **further** for both meanings in modern English.

474 A for An.

Don't say: A animal, a orange, a hour.

✓ Say: An animal, an orange, an hour.

Use **an** instead of **a** before a vowel or a silent **h** (as in **hour**, **heir**, **honest**). Before a long **u** or a syllable having the sound of **you**, we use **a** (not **an**): **a** union, **a** European (but **an uncle**).

475 One for A (n)

Don't say: Adam found one ring in the street.

✓ Say: Adam found a ring in the street

Don't use the numeral **one** instead of the indefinite article **a** or **an**. Use **one** only where the number is emphatic: He gave me **one** book instead of two.

476 Some for Any.

(a) Some.

Don't say: Louis has got any milk.

✓ Say: Louis has got some milk.

(b) Any.

Don't say: There aren't some books on the shelf.

✓ Say: There aren't any books on the shelf.

We usually use **some** for affirmative phrases: *She's got some* chicken, and **any** in negative and interrogative phrases: *Ian hasn't bought any food today. Have you bought any food?* We sometimes use **some** in questions: *Would you like some* soup?

(See Exercise 12 on page 142.)

477 Less for Fewer.

Don't say: They have less books than I have.

✓ Say: They have fewer books than I have.

Less denotes amount, quantity, value, or degree, fewer denotes number. We may have less water, less food, less money, less education, but fewer books, fewer letters, fewer friends.

Note: We say **less** than (five, six, etc.) pounds because the pounds are considered as a sum of money and not as a number of coins.

478 This for That.

Don't say: Look at this dog across the street!

✓ Say: Look at that dog across the street!

This is used to indicate something physically close to the speaker. In the case of abstract things we use **this** for things which are most immediately present: **This** is a lovely song! I'll help you do it **this** time. When we talk about more than one thing we use **this** for the closer or more immediate and **that** for the further away or more remote in time. If we're only talking about one thing we usually use **that**: What's **that** noise? **That's** a nice coat! Don't do **that**!

479 Latter for Later.

Don't say: She got to school latter than I did.

✓ Say: She got to school later than I did.

Latter refers to time. **Latter** refers to order and means the second of two things just mentioned: *Alexandria and Cairo are large cities. The latter has a population of over a million.* The opposite of **latter** is **former**.

480 Last for Latter.

Don't say: Sir Walter Scott and Charles Dickens are both excellent writers, but I prefer the last.

Say: Sir Walter Scott and Charles Dickens are both excellent writers, but I prefer the latter.

The latter means the second of two people or things which have been mentioned. **The last** refers to a series of more than two.

481 Last for Latest.

Don't say: What's the last news from the Palace?

✓ Say: What's the latest news from the Palace?

Latest is the last up to the present. **Last** is the final one: **Z** is the **last** letter of the alphabet.

482 Small, Big for Young, Old.

Don't say: I'm two years smaller than you. She's three years bigger than me.

✓ Say: I'm two years younger than you. She's three years older than me.

If reference is to age, say **young** or **old. Small** and **big** usually refer to size: He is **big** (or **small**) for his age.

Note: **Great** refers to the importance of a person or thing: *Napoleon was a great man, Homer's* Iliad *is a great book.* Use **great** with words like **distance**, **height, length, depth**: *There is a great distance between the earth and the moon.* Informally, use **great** to mean something nice or good: *We watched a great concert last night.*

483 High for Tall.

Don't say: My elder brother is six feet high.

✓ Say: My elder brother is six feet tall.

We generally use **tall** with people, and it's the opposite of **short**. Use **high** when referring to trees, buildings, or mountains, and it's the opposite of **low**.

484 Beautiful for Handsome or Good-looking.

Don't say: He's grown into a beautiful young man.

✓ Say: He's grown into a handsome young man.

We usually say that a man is **handsome** or **good-looking**, and that a woman is **beautiful**, **lovely**, **good looking** or **pretty**.

485 Sick or Ill.

Don't say: He's been sick for over a year.

✓ Say: He's been ill for over a year.

To be ill means to be in bad health. **To be sick** means to vomit. We sometimes use sick idiomatically to mean feeling ill: *The smell made me sick*.

Note: We can also use **sick** before certain nouns: The **sick room**, **a sick note**, **sick leave**. We use the plural noun the **sick** to mean ill people: *Angela worked with the sick on the streets of Birmingham*.

(See Exercise 11 on page 142.)

486 Clear for Clean.

Don't say: You should keep your hands clear.

✓ Say: You should keep your hands clean.

Clean is the opposite of **dirty Clear** means transparent or unclouded: **clear** water, a **clear** sky.

487 Angry for Sorry.

Don't say: I was angry to hear of her death.

✓ Say: I was sorry to hear of her death.

Sorry is the opposite of **glad. Angry** means **annoyed** or **enraged**: He was **angry** when a boy hit him in the face.

488 Nervous for Angry.

Don't say: Our teacher is very nervous today.

✓ Say: Our teacher is very angry today.

Nervous means to be easily frightened or upset and can be a temporary or permanent condition. **Angry** describes someone's mood at a given moment.

Nouns often confused

489 House and Home.

Don't say: You should go to your house now.

✓ Say: You should go home now.

Take care not to say **my house**, **his house**, or **your house** when you should say **home**. A **house** is any building used for dwelling in, and **home** is the particular house in which someone is living.

Note: **Home** may also denote one's own country. When an Englishman abroad says: I'm going **home** this summer he means going to England.

(See Exercise 4 on pages 138-139.)

490 Story and History.

(a) Story.

Don't say: She told me an interesting history.

- ✓ Say: She told me an interesting story.
 - (b) History.

Don't say: We study the story of the Romans.

✓ Say: We study the history of the Romans.

A **story** is an account of events which may or may not be true. **History** is a systematic record of past events.

491 Habit and Custom.

(a) Habit.

Don't say: Telling lies is a very bad custom.

✓ Say: Telling lies is a very bad habit.

(b) Custom.

Don't say: The Chinese have strange habits.

✓ Say: The Chinese have strange customs.

A **habit** belongs to the individual, but a **custom** belongs to a society or country.

(See Exercise 5 on page 139.)

492 Cause of and Reason for.

(a) Cause of.

Don't say: What's the reason for a sandstorm?

- ✓ Say: What's the cause of a sandstorm?
 - (b) Reason for.

Don't say: You have a good cause of coming.

✓ Say: You have a good reason for coming.

A **cause** is that which produces a result. A **reason** is that which explains or justifies a result.

493 Scene and Scenery.

(a) Scene.

Don't say: The TV crew arrived at the scenery.

- ✓ Say: The TV crew arrived at the scene.
 - (b) Scenery.

Don't say: The scene in Cyprus is beautiful

✓ Say: The scenery in Cyprus is beautiful.

A **scene** refers to one particular place, while **scenery** refers to the general appearance of the country. We don't use **scenery** in the plural.

494 Centre and Middle.

(a) Centre.

Don't say: Stand in the middle of the circle.

✓ Say: Stand in the centre of the circle.

(b) Middle.

Don't say: He was in the centre of the street.

✓ Say: He was in the middle of the street.

Centre is the point that is equidistant from the edge of a circle. Middle is the area equidistant from two sides: middle of the road, middle of the room, middle of the page, etc.

495 Shade or Shadow.

(a) Shade.

Don't say: I like to sit in the shadow.

- ✓ Say: I like to sit in the shade.
 - (b) Shadow.

Don't say: The dog saw his shade in the water.

✓ Say: The dog saw his shadow in the water.

Shade is a place sheltered from the sun. **Shadow** is a shade of a distinct form, as of a tree, a man, a dog, etc.

496 Customer and Client.

(a) Customer.

Don't say: That grocer has plenty of clients.

- ✓ Say: That grocer has plenty of customers.
 - (b) Client.

Don't say: That lawyer has plenty of customers.

✓ Say: That lawyer has plenty of clients.

A person can be a customer at a shop, but a client of a lawyer, a bank, etc.

497 Stranger for Guest.

Don't say: They had some strangers last night.

✓ Say: They had some guests last night.

A guest is usually a friend who comes to our house for a visit, while a stranger is a person unknown to us.

Note: A **foreigner** is a person from another country and speaking a foreign language.

498 Travel for Journey.

Don't say: Our travel to Wales was lovely.

✓ Say: Our journey to Wales was lovely.

Travel is a verb, used to describe any type of movement from one place to another. **Journey** is the noun but we also use (**take a**) trip for having a short journey: We **took** a trip to the seaside last Sunday. We also use **travelling** as a noun: Tim loves **travelling**. We use a possessive pronoun with **travels** as an idiom: Jenny is off on her **travels** again.

Note: We use the noun **travel** (1) in a general sense: *She loves travel*. (2) in the plural: *He has written a book about his travels*.

499 Foot for Leg.

Don't say: I hurt my foot - if the injury is anywhere above the ankle.

✓ Say: I hurt my leg.

Leg is the part of the body from the hip down to the ankle, and **foot** is the part below the ankle. (**Hand** must also be carefully distinguished from **arm**.)

Note: The **leg** of a chair, a table, a bed; the **foot** of a hill, a wall, a ladder, a page.

500 Finger for Toe.

Don't say: I hurt a finger of my right foot.

✓ Say: I hurt a toe of my right foot.

Fingers are on the hand, and toes are on the foot.

501 Poetry for Poem.

Don't say: I have a poetry to learn by heart.

✓ Say: I have a poem to learn by heart.

Poetry is the form of literature dealing with poems. A **poem** is one piece of poetry.

502 Theatre for Play.

Don't say: Sarah is going to see a theatre tonight.

✓ Say: Sarah is going to see a play tonight.

A theatre is a building in which plays are acted, not the play itself.

503 Play for Game.

Don't say: They had a nice play of football.

✓ Say: They had a nice game of football.

Avoid using play in the sense game. Play means amusement: He is fond of play.

504 Dress for Suit.

Don't say: My elder brother has a new dress.

✓ Say: My elder brother has a new suit.

Only girls and women wear **dresses**; anyone can wear **suits** (a jacket with trousers or a skirt). **Clothes** is a general word: *John (or Mary) is wearing new clothes*.

Note: We say a man in full evening dress, or morning dress for traditional, formal clothes.

505 Individual for Person/People.

Don't say: There were five individuals in the shop.

✓ Say: There were five people in the shop.

Use **individual** with a single person as opposed to the group: The **individual** must act for the good of the community.

506 Men for People.

Don't say: All the streets were full of men.

✓ Say: All the streets were full of people.

Use **people** and not **men** when the reference is to human beings in general.

507 Woman for Wife.

Don't use: The man took his woman with him.

✓ Say: The man took his wife with him.

In English, these two words are carefully distinguished: **wife** is the woman in a marriage. Both husbands and wives can be referred to as partners.

508 Cost for Price.

Don't say: What's the cost of this watch?

✓ Say: What's the price of this watch?

Price is the amount of money paid by the customer. **Cost** is the amount paid by the shopkeeper. We can say **How much does it cost?**

Note: **Value** is the usefulness or importance of something: *The value* of milk as a food, the **value** of education. **Face value** is the amount printed on a piece of-paper-money or on a postage stamp.

509 Air for Wind.

Don't say: The strong air blew her hat away.

✓ Say: The strong wind blew her hat away.

Air is what we breathe, and wind is what makes the leaves of the trees move.

510 Ground for Floor.

Don't say: When I entered the room, I saw a book on the ground.

✓ Say: When I entered the room, I saw a book on the floor.

The **floor** is the part of the room on which we walk. **The ground** is outside the house.

511 Place for Room.

Don't say: Is there place for me on the bus?

✓ Say: Is there room for me on the bus?

Don't use place in the sense of room, which means here unoccupied space.

512 Organ for Instrument.

Don't say: What other organ can you play?

✓ Say: What other instrument can you play?

The organ is a particular musical instrument used in some churches to accompany the singing of hymns. Don't use organ to denote any other musical instrument.

513 Appetite for Desire, etc.

Don't say: I've no appetite at all to study.

✓ Say: I've no desire at all to study.

Appetite is generally used with food. For study, work, or play we use such words as **desire**, **disposition**, and **inclination**.

(See also Exercise 6 on page 139.)

Confusion of number

The following can't be used in the plural:

514 Advice.

Don't say: Nick gave me some good advices.

✓ Say: Nick gave me some good advice.

Note: When we mean only one thing we say a piece of advice: Let me give you a piece of advice.

515 Information.

Don't say: Can you give me any informations?

✓ Say: Can you give me any information?

Note: When we mean only one thing we say an item or a bit of information: He gave me a useful item of information.

516 Furniture.

Don't say: Furnitures are often made of wood.

✓ Say: Furniture is often made of wood.

Note: **Furniture** is a singular noun and always takes a singular verb and pronoun. **A piece of furniture** means one thing only.

517 Luggage.

Don't say: Her luggages are at the station.

✓ Say: Her luggage is at the station.

Note: **Baggage**, another word for **luggage**, can't be used in the plural either: The **baggage** is ready for the train.

518 Damage.

Don't say: The fire caused many damages.

✓ Say: The fire caused much damage.

Note: The plural form **damages** denotes money paid to make good a loss: The insurance company paid the man **damages**.

519 Work.

Don't say: Today I've many works to do.

✓ Say: Today I've a lot of work to do.

Note: The plural form **works** means a factory or the writings of an author: The **works** of Shakespeare are many, I visited the steel **works**.

520 Character.

Don't say: The school builds good characters.

✓ Say: The school builds good character.

Note: The plural form **characters** denotes the letters of the alphabet or the people in a book or play.

521 Hair.

Don't say: That man has long hairs.

✓ Say: That man has long hair.

Note: When we use **hair** to denote a single thread, the plural form is **hairs**: I found two long **hairs** in my food.

522 Bread.

Don't say: Breads are sold at the baker's.

✓ Say: Bread is sold at the baker's.

Note: We can say a loaf of bread and loaves of bread: I bought a loaf (two, three, etc., loaves) of bread.

523 Fish.

Don't say: Yesterday we had fishes for dinner.

✓ Say: Yesterday we had fish for dinner.

Note: **Fish** as food or in bulk (= large numbers) is always singular. We rarely use the plural form (**fishes**) which denotes fish individually: I caught three small **fishes**.

524 Fruit.

Don't say: We didn't have many fruits this summer.

✓ Say: We didn't have much fruit this summer.

Note: We rarely use the plural form **fruits** which means different kinds of fruit: Cyprus produces oranges, apricots, and other **fruits**.

525 Grass.

Don't say: The dog lay down on the grasses.

✓ Say: The dog lay down on the grass.

526 Dozen.

Don't say: I want to buy three dozens eggs.

✓ Say: I want to buy three dozen eggs.

Note: (A dozen = 12): I'd like to buy a **dozen** eggs. When **dozen** isn't preceded by a numeral (like **three**) or by **a** we use the plural form: There were **dozens** of eggs.

527 Hundred, etc.

Don't say: The town has fifty thousands people.

✓ Say: The town has fifty thousand people.

Note: **Hundred, thousand,** and **million** take the plural form if they're not preceded by a numeral or by **a**: **Thousands** of people were present.

528 **Sheep.**

Don't say: Ten sheeps are grazing the field.

✓ Say: Ten sheep are grazing in the field.

Note: **Sheep, deer, salmon,** and a few other nouns have the same form for singular and plural. We say **one sheep** or **ten sheep.**

529 Knowledge.

Don't say: Karen has good knowledges of history.

✓ Say: Karen has a good knowledge of history.

530 Progress.

Don't say: Tom has made great progresses.

✓ Say: Tom has made great progress.

531 Thunder and Lightning.

Don't say: There were thunders and lightnings.

✓ Say: There was thunder and lightning.

Note: When only one thing is meant we say a *clap* of thunder and a **flash** or **bolt** of lightning.

532 Machinery.

Don't say: They're now using new machineries.

✓ Say: They're now using new machinery.

Note: **Machinery** is a singular noun and always takes a singular verb and pronoun. We can say a **piece of machinery** or **pieces of machinery**.

533 Mathematics, etc. + singular verb.

Don't say: Mathematics are not easy to learn.

✓ Say: Mathematics is not easy to learn.

Note: The names of sciences and subjects ending in -ics (like mathematics, physics, politics, gymnastics) generally take a singular verb.

534 Money + singular verb.

Don't say: All her money are kept in the bank.

✓ Say: All her money is kept in the bank.

Note: Money is a singular noun and always takes a singular verb and pronoun.

535 News + singular verb.

Don't say: I'm glad that the news are good.

✓ Say: I'm glad that the news is good.

Note: **News**, though plural in form, always takes a singular verb. If only one thing is meant we say **a piece or an item of news**: *This is a good piece of news*.

536 Scissors, etc. + plural verb.

Don't say: The scissor is lying on the table.

✓ Say: The scissors are lying on the table.

Note: All names of things consisting of two parts (like scissors, trousers, spectacles, shears, pliers) take a plural verb. We can say: a pair of (scissors, etc.) is ...

537 People + plural verb.

Don't say: There is lots of people in the cinema.

✓ Say: There are lots of people in the cinema.

Note: **People**, meaning **nation**, is singular. The plural is **peoples**: The Greeks are a brave **people**, The **peoples** of Europe are often engaged in war.

538 Clothes + plural verb.

Don't say: Your cloth is very fashionable.

✓ Say: Your clothes are very fashionable.

Note: **Cloth**, meaning the material of which clothes are made, is singular, and has a plural form **cloths** (without the **e**): She cleaned the table with a **cloth**, Merchants sell different kinds of **cloths**.

539 Riches + plural verb.

Don't say: All her riches was stolen.

✓ Say: All her riches were stolen.

Note: Riches is a plural noun and always takes a plural verb.

540 Wages + plural verb.

Don't say: Keith complains that his wage is low.

✓ Say: Keith complains that his wages are low.

Note: Wages is a plural noun and takes a plural verb. We say: a living wage.

541 Billiards.

Don't say: Billiard is a very difficult game.

✓ Say: Billiards is a very difficult game.

Note: **Billiards**, **draughts**, **darts** are always plural, but are followed by verbs in the singular.

542 Misuse of the adjective in the plural.

Don't say: The rich have a duty to help the poors.

✓ Say: The rich have a duty to help the poor.

Note: Adjectives can't take the plural form, even when they're used as nouns in the plural.

543 Misuse of as well as with a plural verb.

Don't say: Tom as well as Mark are coming.

✓ Say: Tom as well as Mark is coming.

Two singular nouns joined by as well as require the verb to be singular.

544 Misuse of **all** (= everything) with a plural verb. Don't say: Nothing's left; all are lost.

✓ Say: Nothing's left; all is lost.

All meaning **everything**, takes a singular verb, **all** meaning **everybody**, takes a plural verb: **All** of us **are** present.

545 Misuse of the plural before kind or sort.

Don't say: I don't like these kind of games.

✓ Say: I don't like this kind of game.
Or: I don't like games of this kind.

Note: The demonstrative word (**this/that** etc.) must agree with its noun. In the example, **kind** is singular and so **this** must agree with it.

546 Misuse of the plural with the name of a language. Don't say: English are easier than German.

✓ Say: English is easier than German.

Names of languages are singular and always take a singular verb.

547 Misuse of **one** and parts of **one** with the singular. Don't say: I read it in one and a half hour.

✓ Say: I read it in one and a half hours.

In English, use the plural with anything greater than one, even if it's less than two.

Have another look at . . .

Singular and plural

1 We generally form the plural of nouns by adding -s, -es or, when the noun ends in consonant y, -ies to the singular:

book church knife city journey books churches knives cities journeys

2 The following nouns have irregular plurals:

Plural Singular men man women woman children child oxen OX teeth tooth foot feet geese goose mice mouse

3 We don't use some nouns in the plural: advice, information, knowledge, news, progress, work, money, luggage, furniture, scenery, machinery or item.

Note: When only one thing is meant, we say a piece of advice (information, news, work, money, furniture, luggage, machinery).

4 We don't use some nouns in the singular: people, riches, clothes, wages, trousers, scissors, spectacles.

Note: We often use names of things consisting of two parts with the word pair: a pair of trousers (scissors, spectacles, etc.).

5 Some nouns have the same form for the singular as for the plural: sheep, deer, salmon.

548 Misuse of the singular with a collective noun of plurality.

Don't say: The class was divided in its opinion.

✓ Say: The class were divided in their opinions.

A collective noun usually takes a singular verb, but when it denotes the individual members of the group and not the group as a whole use a plural verb.

549 The number and A number.

(a) The number.

Don't say: The number of pupils are increasing.

- ✓ Say: The number of pupils is increasing.
 - (b) A number.

Don't say: A number of pupils is absent today.

✓ Say: A number of pupils are absent today.

When we precede **number** by **the** it denotes a **unit** and is singular. When it's preceded by **a** it means **several** or **many** and is plural.

550 Misuse of This for These.

Don't say: This errors are sometimes made by foreigners.

✓ Say: These errors are sometimes made by foreigners.

This changes to these if the noun that follows is in the plural.

Note: Also avoid the use of **this** instead of the personal pronoun. John had the book but he gave this to his brother should be John had the book but he gave **it** to his brother.

551 Misuse of There is for There are.

Don't say: There is some girls waiting outside.

✓ Say: There are some girls waiting outside.

There is changes to there are if the noun that follows is the plural.

552 Misuse of You was for You were.

Don't say: You was very foolish to do that.

✓ Say: You were very foolish to do that.

Was is singular and **were** is plural, but with the pronoun **you**, even when it's singular in meaning, we always use **were**.

Note: In conditions and wishes we can use **were** with the singular: If I were you, I'd go, I wish I were rich.

553 Misuse of life, etc., for lives, etc.

Don't say: Many people lost their life at sea.

✓ Say: Many people lost their lives at sea.

In English, we use words like **life, heart, soul, body, mind** in the plural when they refer to more than one person.

- 554 Agreement of number between noun and verb. Don't say: A large supply of toys are expected.
 - ✓ Say: A large supply of toys is expected.

When the subject is singular, the verb must be singular and when the subject is plural, the verb must also be plural. Take care when a plural noun comes between a singular subject and its verb, as in the example above.

(See Exercises 1 and 2 on pages 137–138.)

Confusion of parts of speech

555 As and Like.

Don't say: You don't look as your mother.

✓ Say: You don't look like your mother.

As is a conjunction, and is usually followed by a noun or pronoun in the nominative case. **Like** isn't a conjunction, but an adjective which behaves like a preposition in being followed by a noun or pronoun in the objective case.

(See Exercise 89 on page 176.)

556 So and Such.

(a) So.

Don't say: It's such small that you can't see it.

✓ Say: It's so small that you can't see it.

(b) Such.

Don't say: I've never seen a so large animal before.

✓ Say: I've never seen such a large animal before.

So is an adverb, and must qualify an adjective or another adverb. **Such** is an adjective, and must qualify a noun.

557 No and Not.

(a) No.

Don't say: I've not made any mistakes in dictation.

- ✓ Say: I've made no mistakes in dictation.
 - (b) Not.

Don't say: I have made no any mistakes in dictation.

✓ Say: I haven't (= have not) made any mistakes in dictation.

We use **no** meaning **not any**, as an adjective to qualify the noun. If the noun is already qualified by an adjective, like **any**, **much**, **enough**, we must use the adverb **not**.

Note: We only use **no** as an adverb before a comparative: I have **no more** to say.

(See Exercise 90 on page 176.)

558 Fool and Foolish.

(a) Fool.

Don't say: Anne said to me, 'You're fool.'

- ✓ Say: Anne said to me, 'You're a fool.'
 - (b) Foolish.

Don't say: Anne said to me, 'You're a foolish.

✓ Say: Anne said to me, 'You're foolish.

Fool is a noun, and requires the article when we use it with the verb **to be**. **Foolish** is an adjective, and can't be used with the article after the verb **to be**.

Note: A fool or a foolish person doesn't mean an insane person, but one who acts thoughtlessly. We tend to use **silly** or **stupid** instead of **foolish** in modern usage.

559 Misuse of due to as a preposition.

Don't say: William came late due to an accident.

✓ Say: William came late because of an accident.

Don't use **due to** as a preposition meaning **because of**. **Due**, as an adjective here, is used correctly only when it qualifies some noun: *His delay was due to* an accident.

560 Misuse of rest as an adjective.

Don't say: I spent the rest day at home.

✓ Say: I spent the rest of the day at home.

Here, **rest** is a noun, and we can't use it as an adjective in the meaning of **what's left**.

561 Misuse of miser as an adjective.

Don't say: Jill loved money; she was miser.

✓ Say: Jill loved money; she was a miser.

Miser is a noun, and we can't use it as an adjective. The adjective is **miserly**: She was **miserly**.

562 Misuse of opened as an adjective.

Don't say: I found all the windows opened.

✓ Say: I found all the windows open.

The adjective is **open**. The past participle is **opened**: Somebody has **opened** all the windows.

563 Misuse of friendly as an adverb.

Don't say: Andrew behaves friendly.

✓ Say: Andrew behaves in a friendly way.

The adverbial form is in a friendly way. Friendly is an adjective: a friendly game, to have friendly relations with one's neighbours, etc.

564 Misuse of truth as an adjective.

Don't say: Is it truth that Diana's very ill?

✓ Say: Is it true that Diana's very ill?

Truth isn't an adjective but a noun. The adjective is **true**, and we use it with no article between it and the verb **to be**.

565 Misuse of plenty as an adjective.

Don't say: Mike had plenty work to do.

✓ Say: Mike had plenty of work to do.

Plenty isn't an adjective, but a noun meaning a large number or amount. The adjective is **plentiful**: Oranges are cheap now because they are **plentiful**.

566 Misuse of coward as an adjective.

Don't say: She said, 'You are a coward boy.'

✓ Say: She said, 'You are a coward.'

Coward (= one without courage) is the noun. The adjective is cowardly.

567 Misuse of others as an adjective.

Don't say: The others boys aren't here.

✓ Say: The other boys aren't here.

Others isn't an adjective but a pronoun. The adjective is **other** (without the s). We can say: The **others aren't** here, omitting the noun **boys**.

568 Misuse of died for dead.

Don't say: I think his grandfather is died.

✓ Say: I think his grandfather is dead.

Died is the past tense of die. The adjective is dead.

(See Exercise 91 on page 177.)

569 Misuse of shoot for shot.

Don't say: I had a good shoot at the goal.

✓ Say: I had a good shot at the goal.

Shoot (in football) is the verb. The noun is shot.

570 Misuse of it's for its.

Don't write: The bird was feeding it's young.

✓ Write: The bird was feeding its young.

The possessive adjective **its** is correctly written without the apostrophe. So also **hers, ours, yours, theirs** take no apostrophe.

(See Exercise 92 on page 177.)

571 Misuse of hot as a noun.

Don't say: There's much hot this summer.

✓ Say: It's very hot this summer.

Hot is an adjective only, and we can't use it as a noun. The noun is heat.

572 Misuse of pain as a verb.

Don't say: I pain my leg or My leg is paining.

Say: There's (or I've got) a pain in my leg.
We generally use pain as a noun, and precede it by have or feel.

573 Misuse of worth as a verb.

Don't say: My bicycle worths £150.

✓ Say: My bicycle is worth £150.

Worth isn't a verb, but an adjective.

574 Misuse of *able* as a verb.

Don't say: The poor man doesn't able to pay.

✓ Say: The poor man isn't able to pay.

Able is an adjective, and we can't use it as a verb.

575 Misuse of afraid as a verb.

Don't say: John doesn't afraid of anybody.

✓ Say: John's not afraid of anybody.

Afraid isn't a verb but an adjective, and we generally use it with the verb **to be**.

576 Misuse of weight as a verb.

Don't say: Have you weighted the letter?

✓ Say: Have you weighed the letter?

Weight is a noun and we can't use it as a verb. The verb is **weigh** (without the t).

577 Misuse of good for well.

Don't say: The goalkeeper plays very good.

✓ Say: The goalkeeper plays very well.

Good is an adjective only, and we can't use it as an adverb.

(See Exercise 93 on pages 177–178.)

578 Misuse of adjective for adverb.

Don't say: The little girl sang beautiful.

✓ Say: The little girl sang beautifully.

We use an adverb, and not an adjective, to qualify a verb.

Note: After verbs such as **look**, **feel**, **sound**, **taste**, **smell** use an adjective instead of an adverb: Sugar tastes **sweet** (not **sweetly**).

579 Misuse of after for afterwards, etc.

Don't say: After we went home for dinner.

✓ Say: Afterwards we went home for dinner.

After is a preposition and we must use it with an object. Afterwards, then, after that are adverbs of time and we can use them alone.

580 And the two, etc., used for both, etc.

Don't say: I've seen and the two of them.

✓ Say: I've seen both of them.

Never say and the two instead of both. Also avoid and the three, four, etc Say, all three, four, etc.

581 Misuse of and for also or too.

Don't say: Let me do and the next exercise.

✓ Say: Let's also do the next exercise.

Or: Let me do the next exercise too.

And is a conjunction, and can only join similar forms of speech: He came **and** sat down. We can't use it instead of the adverbs **also** and **too**.

Part 5

582 Misuse of and for even.

Don't say: She doesn't trust and her friends.

✓ Say: She doesn't trust even her friends.

And is a conjunction only, and we can't use it instead of the adverb even.

583 Misuse of loose for lose.

Don't say: Be careful not to loose your money.

✓ Say: Be careful not to lose your money.

Lose (with one o) is the common verb meaning not to be able to find. Loose (with double o) is an adjective meaning unfastened, free: The horse was loose in the field.

584 Misuse of past for passed.

Don't say: I past by your house yesterday.

✓ Say: I passed by your house yesterday.

Past isn't a verb. The past tense and past participle of the verb to pass is passed.

Note: We can use **past** as a noun, *Don't think of the* **past**: an adjective, *The* **past** week was warm: a preposition, We walked **past** the church: an adverb, The train went **past**.

(See Exercises 94 and 95 on page 178.)

The following Exercises, which provide ample drill on the commonest mistakes dealt with in this book, are arranged under the headings of the various parts of speech.

TO THE STUDENT:

You'll need a separate exercise book to write your answers to many of these exercises.

Nouns

Confusion of number (Sections 514–554)

Exercise 1

Give the correct number, is or are, in the following:

1	The news I've received good.
	Where the money?
	His trainers worn out.
4	Maths my poorest subject.
5	Riches sought after by all.
	Our furniture getting old.
	This pair of scissors not sharp.
8	Eating fish very healthy.
9	The number of mobile phones increasing.
0	The sheep grazing in the field

Exercise 2

Correct the following sentences, giving reasons for your corrections:

- 1 Her advices were very wise.
- 2 You was the first to do it.
- 3 The class wasn't able to agree.
- 4 I've many works to do this morning.
- 5 The thunders and lightnings frightened the little girl.
- 6 I've more than two dozens of books at home.
- 7 The poors say that riches does not make a man happy.
- 8 She waited at the terminal for her luggages.
- 9 You should go and have your hairs cut, they're too long.
- 10 I'm waiting for more informations about this matter.

Exercise 3

Write sentences showing whether the following nouns can be used in the singular or in the plural:

1 news 4 riches 7 spectacles 9 furniture 2 money 5 dozen 8 gymnastics 10 damage 3 advice 6 knowledge

Nouns often confused (Sections 489–513)

Exercise 4

Use house or home in these sentences:

1	I live in a	•
2	My	is in Cyprus.
3	Many	are being built this year

4 East or West, is best. 5 The was sold for £150,000.
Exercise 5
Use habit or custom in these sentences:
 You should get into the of brushing your teeth after meals. It's the of many people to pray for rain. He has a of biting his nails. Smoking isn't a good The of showing hospitality to strangers is ancient.
Exercise 6
Fill in the blanks with one of the nouns in brackets:
1 The ancient of Greece is an interesting subject. (story, history) 2 His was swollen and he couldn't get his shoe
3 The strong spoilt the game. (wind, air) 4 Mr Brown is my lawyer and I've been his for many years. (customer, client)
5 We've been given a long to learn by heart. (poem, poetry)
6 She can play the violin and other
(organs, instruments) 7 The of Switzerland is very beautiful. (scene, scenery)
8 There wasn't much anywhere. (shade, shadow) 9 The ship was sunk in the of the Atlantic. (middle, centre)
10 The students will do a at the end of the year. (theatre, play)

Adjectives

Comparative or superlative (Sections 151–156, 470)

Exercise 7

Rewrite the following with the correct adjectives in brackets:

- 1 He's the (strong) boy in the whole school.
- 2 Of the two sisters, Mary is the (beautiful).
- 3 Ann is the (young) of four sisters.
- 4 John is the (old) of all my friends.
- 5 This is the (good) novel I've ever read.
- 6 Which do you think is (good), tea or coffee?
- 7 Iron is the (useful) of all metals.
- 8 The Nile is the (long) river in Africa.
- 9 Which of the two girls is (tall)?
- 10 David is (bad) than his brother.

Exercise 8

Correct the following, giving reasons for your corrections:

- 1 Alexandria is smaller from Cairo.
- 2 New York is the larger city in the United States.
- 3 He's the better student from all.
- 4 John is more stronger than his brother.
- 5 My handwriting is more bad than my sister's.
- 6 Which is the heaviest you or I?
- 7 Which of these three girls is the elder?
- 8 This boy's manners are more good than his brother's.
- 9 Which of the girls is the taller in the class?
- 10 Mount Everest is the higher mountain of the world.

Adjectives often confused (Sections 465–488)

Exercise 9

Use many or much in these sentences:

1	He hasn't money.
2	Have they books?
3	There isn't food in the house.
4	Does she take interest in it?
	I haven't time.
6	Are there pupils absent today?
7	How does this book cost?
8	rain has fallen on the mountains.
9	He doesn't know English.
10	Too people went to the concert.
	Exercise 10
Use	e few or a few, little or a little in these sentences:
1	As he has books, he isn't able to study.
2	Will you have tea?
3	He's very ill, there's hope for him.
4	There are apples in the bowl, help yourself
	to some.
5	people study Latin nowadays.
6	He can't afford it as he only has money left.
7	As she didn't speak clearly, people understood
	what she said.
8	people will admit their faults.
	We must save money for our journey home.
10	I have friends in London who will help me.

Exercise 11

Use ill or sick in these sentences: 1 She was suddenly taken _____. 2 The meat was bad, and made everybody _____. 3 He went to the hospital to visit the _____. 4 The _____ man died yesterday. 5 When we're ____ we go to the doctor. 6 Those who are in bad health are said to be _____. 7 The _____ and the wounded were taken to hospital. 8 He's _____ with a bad cold. 9 When I travel by boat I'm always _____. 10 She felt _____ and left in the middle of the game. Exercise 12 Use some or any in these sentences: 1 I've got _____ new CDs at home. 2 There aren't _____ flowers in the garden. 3 Have you _____ brothers in this school? 4 Did you buy _____ stamps at the post office? 5 Have I got _____ e-mails this morning? Exercise 13 Use his or her in these sentences: 1 The father told _____ daughter to come back. 2 She gave the money to _____ uncle's neighbour. 3 He sent a letter to _____ niece. 4 The woman lost _____ son. 5 The grandfather gave a nice gift to _____ daughter's eldest son.

Us	se interesting or interested in these sentences:
1	I'm in English.
	Was the film last night?
	The book is from beginning to end.
4	She's a most lady.
	Are you in computers?
	Exercise 15
Fil	l in the blanks with one of the adjectives in brackets:
1	He sat down and said nothing (farther, further)
	Is that the edition of The Times? (last, latest)
	Wash your hands if they're not (clean, clear)
4	A prize was given to one of the two best pupils.
	(each, every)
5	She knows words than her brother. (less, fewer)
6	Several people were when the train ran off the
	track. (wounded, injured)
7	Jane is than her cousin. (higher, taller)
8	Tom is three years old, he's too to go to school.
	(small, young)
9	James is my brother. (older, elder)
10	My sister Emma is than I am. (older, elder)

The articles (Sections 247–254, 301–320)

Fill	in the blanks with a or an where necessary.
1	Swimming is great fun.
	The plane made terrible noise.
	What sort of man is he?
4	My aunt made fortune in America.
	He saved up more than thousand pounds.
6	The train left half hour ago.
	She's made great progress in English.
8	She's clever girl.
9	He tried without success to find work.
10	Vitamins are necessary for good health.
	Exercise 17
Fill	in the blanks with the where necessary:
1	My little brother will go to school next year.
2	My father left school many years ago.
3	red, blue, and green are beautifu
	colours.
4	cotton of Egypt is exported to many countries.
	Nile flows into Mediterranean.
	What time is lunch?
	She can speak French.
8	She speaks German better than English.
	flies are harmful insects.
10	The boy was sent to post office to post a letter.

Pronouns

Relative pronouns (Sections 144–146)

Put	relative pronouns in each of the following:
1	That's the boy came yesterday.
2	The man to I spoke is my brother.
3	The girl mother is ill has left school.
4	This is the pen I bought.
5	I can't repeat all I heard.
6	He's a boy I know you can trust.
7	She's the girl we thought had been ill.
8	He's the tallest man I ever saw.
9	She's the same she's always been.
10	I like to help those I love and I know
	love me.
	Interrogative pronouns
	(Sections 149–150)
	Exercise 19
Pu	t interrogative pronouns in each of the following:
1	do you find easier to learn, English or French?
2	were you talking about? (the cinema)
	is this book? (my uncle's)
4	of the two players do you like better?

5	do you think I wanted? (your brother)
6	of the three boys spoke?
7	did you say won the prize?
8	is he, do you suppose? (a lawyer)
9	of your brothers works in the bank?
10	is the number of your house?

Repetition of subject or object (Sections 332–338)

Exercise 20

Rewrite the following sentences, leaving out unnecessary pronouns and making other necessary changes:

- 1 The prizes they were given to the boys.
- 2 The girl she said nothing.
- 3 The teacher gave us an exercise to do it.
- 4 He went home and he got his book.
- 5 The book which it is on the table is mine.
- 6 Students who are good at their lessons they get good marks.
- 7 She gave us a football to play with it.
- 8 The people, having seen the game, they went away.
- 9 The headmaster I have seen him just now.
- 10 The scorpion it has a sting in its tail.

Miscellaneous examples

Exercise 21

Correct the following sentences, giving reasons for your corrections:

- 1 One should mind his own business.
- 2 The most of the people are fond of the cinema.

- 3 This is the boy which is always late.
- 4 I speak English better than him.
- 5 She told her mother all what had been said.
- 6 This cake is for you and myself.
- 7 I want to give me your book, please.
- 8 Is a very good girl.
- 9 It is them.
- 10 I and Stephen are friends.

Verbs

Sequence of tenses (Sections 107–110)

Exercise 22

Put the verbs in brackets into the tenses required:

- 1 I thought that he (can) run much faster.
- 2 The boy said that he (begin) his work tomorrow.
- 3 She says she (understand) French very well.
- 4 The teacher said, 'London (be) the largest city in the world.'
- 5 The teacher said that London (be) the capital of England.
- 6 I was sure that he (will) succeed.
- 7 I asked her if she (want) anything.
- 8 They say that he (will) pass the exam.
- 9 She told me that she (feel) very tired.
- 10 The boy worked hard so that he (may) not fail in the exam.

Exercise 23

Complete the following, using a verb in the required tens	Complete	e the	following,	using a	a v	erb in	the	required	tense
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1	Laura told me that she
2	I asked him whether he
3	James said that he
4	Our teacher taught us that
5	Sarah gave me a promise that she
6	The boys said that
7	I knew that she
8	I asked him to wait until
9	I thought that she
10	He didn't come when .

Use of the wrong tense (Sections 111 – 133)

Exercise 24

Supply the correct tense, Simple Present or Present Continuous, in the following:

- 1 I (to go) to school every day.
- 2 He (to go) to the school now.
- 3 Look! They (to come) towards us.
- 4 Now I (to hear) her clearly.
- 5 Every morning I (to take) a walk by the river.
- 6 The sun (to rise) in the east and (to set) in the west.
- 7 The teacher (to watch) me when I (to write).
- 8 We (to go) to the cinema this evening.
- 9 I (to read) English now.
- 10 People (to use) umbrellas when it (to rain).

Exercise 25

Supply the correct tense, Simple Past Tense or Past Continuous, in the following:

- 1 When I (come) in, it (rain).
- 2 Many years ago people (travel) on horseback.
- 3 I (meet) him as I (go) home.
- 4 He (go) to another school last year.
- 5 My father (play) football in his youth.
- 6 We (eat) our dinner when he (come) to visit us.
- 7 In the past he (smoke) a great deal.
- 8 They (shout) when the teacher (enter) the room.
- 9 Last year he (study) very hard.
- 10 While he (play) football he (lose) his watch.

Exercise 26

Supply the correct tense, Simple Past Tense or Present Perfect, in the following:

- 1 He (come) back last week.
- 2 I just (finish) my work.
- 3 I (live) in London last year.
- 4 The bell (ring) five minutes ago.
- 5 I (see) the Pyramids of Egypt.
- 6 He (write) the book in 1936.
- 7 She (be) ill with fever since last Saturday.
- 8 The ship (arrive) yesterday.
- 9 I (stay) at my uncle's last night.
- 10 I (deposit) the money in the bank.

Exercise 27

Supply the correct tense, Simple Past Tense or Past Perfect, in the following:

- 1 I (want) to see you yesterday.
- 2 He (tell) me that he (see) me the day before yesterday.
- 3 There (be) a strong wind last night.
- 4 The girl (find) the book which she (lose).
- 5 When I (run) a mile, I (be) very tired.
- 6 The tourist (talk) about the countries she (visit).
- 7 When I (be) a boy I (study) music.
- 8 The Romans (speak) Latin.
- 9 After he (finish) his work he (go) to bed.
- 10 She (sleep) an hour when I (wake) her.

Exercise 28

Complete the following, using the correct tense:

1 We'll go for a picnic, if _____.
2 I'll visit the Pyramids when _____.
3 Some people talk as if _____.
4 Since he came here _____.
5 You would have passed if _____.

Exercise 29

Rewrite the following with the verbs in brackets in the correct tense:

- 1 After he (finish) his work he (go) home.
- 2 I (study) English for two years.
- 3 I (finish) my work this morning.
- 4 I (do) my homework before Tom (call) for me.
- 5 He said he (will) go to the cinema.
- 6 I not (see) her since Wednesday.
- 7 I (speak) to her five minutes ago.

- 8 I (study) grammar last year.
- 9 She always (whisper) during the lesson.
- 10 The courier (come) back.

Exercise 30

Correct the following sentences, giving reasons for your corrections:

- 1 Richard said that he is working hard.
- 2 How long did you waited for me yesterday?
- 3 She speaks English very well, but I'm not sure whether she can speaks French too.
- 4 He is on the team for two years.
- 5 I have seen her yesterday at church.
- 6 What do you do now? I do my project.
- 7 I use to get up early.
- 8 Paul acts as if he is a rich man.
- 9 I'll speak to him as soon as he will come.
- 10 I told Jill to come with us, but she says that she isn't feeling well.

Third person singular (Sections 242, 243)

Exercise 31

Put the following into the third person singular, present tense:

1	I always do my homework carefully, but Mike
	never
2	Karen's friends often go fishing, but she never
	I haven't got a new computer, but Rosie
4	Simon has tickets for the match, but Bruce
5	She walks to work every day, but her husband

6	We comb and brush our hair, but our sister
7	Robin has a broken arm, but Carol
	I haven't got time for breakfast, but my sister
9	I sit and talk to my friends, but my mother
	I go to school by bike, but my friend
	Exercise 32
Fill	the blanks with the right word, don't or doesn't, in the
foll	owing:
1	I think so.
2	John know how to swim.
3	He play football well.
	It matter what they say.
5	Some pupils take good care of their books.
6	you know where I live?
	Why you try?
8	Teachers like lazy pupils.
	Lucy speak English very well.
10	be afraid of the dog!

Questions and negations

(Sections 104-105, 256, 361-362)

Exercise 33

Rewrite the following sentences (a) as questions, (b) as negative sentences:

- 1 He went home.
- 2 You told me to wait.
- 3 I made a mistake.
- 4 She broke the window.

- 5 She opened the document.
- 6 He speaks English.
- 7 He bought a new calculator.
- 8 She found her disk.
- 9 Mary came late.
- 10 He knew the answer.

Exercise 34

Answer the following questions (a) in the affirmative, (b) in the negative, using complete sentences:

- 1 Did you buy a new printer?
- 2 Does John often swim across the river?
- 3 Did you find the book that you lost?
- 4 Does she always ring the bell?
- 5 Did he go to London last year?
- 6 Did she teach you anything?
- 7 Did you know the answer to the problem?
- 8 Does he speak many languages?
- 9 Do you think it will rain?
- 10 Did they catch the thief?

Exercise 35

Correct whatever is wrong with the following questions:

- 1 You were at the cinema last night?
- 2 At what time did she came yesterday?
- 3 You will go home next week?
- 4 He has returned from leave?
- 5 Does she speaks French?
- 6 You have some good news for me?
- 7 He can drive a car?
- 8 You heard about the accident?
- 9 Why she comes here every day?
- 10 When the post will come?

Question phrases

(Section 164)

Exercise 36

Complete the following, adding question phrases	Complete	the	following,	adding	question	phrases
---	----------	-----	------------	--------	----------	---------

1	She sings well,	_?	
2	He can't swim,	_?	
3	You play the piano, _		_?
4	It's cool today,	_?	
5	It isn't warm today,		- ?

Indirect questions (Section 365)

Exercise 37

Change the following into indirect questions:

- 1 I asked him, 'How much did you pay for your bicycle?'
 I asked him how much he ...
- 2 She asked her guest, 'Do you want tea or coffee?' She asked her guest if she ...
- 3 I asked him, 'What's your idea?' I asked him what his ...
- 4 We asked them, 'Where are you going' We asked them where ...
- 5 They asked the assistant, 'What's the price of this PC?'
 They asked the assistant what ...
- 6 He asked me, 'Did you ring the bell?' He asked me if ...
- 7 The tourist asked us, 'Which is the way to the airport?'
 The tourist asked us which ...

- 8 The teacher asked me, 'Why are you crying?'
 The teacher asked me why ...
- 9 My father asked me, 'Why are you so late?' My father asked me why ...
- 10 She asked me, 'How long does it take to get there?' She asked me how ...

Double negative (Section 167)

Exercise 38

Rewrite the following sentences correctly:

- 1 I couldn't find him nowhere.
- 2 There isn't no one here who knows her name.
- 3 I didn't see nobody there.
- 4 He didn't tell me nothing.
- 5 He isn't neither wise nor good.
- 6 You will not find the box nowhere.
- 7 We didn't give him nothing.
- 8 I don't know nothing.
- 9 He didn't speak to no one in the room.
- 10 Nobody never saw him without his stick.

Contractions (Section 377)

Exercise 39

Write the words which each of the following contractions stand for:

1 don't 3 aren't 5 wasn't 7 couldn't 9 we'll 2 doesn't 4 isn't 6 can't 8 haven't 10 you've

Exercise 40

Write contractions for the following:

- 1 would not 4 I will 7 it is 9 shall not 2 I am 5 had not 8 will not 10 must not
- 3 I have 6 he is

Verbs often confused (Sections 396–454)

Exercise 41

Put shall or will in the following:

1 Tomorrow _____ be Sunday.

2 All right, I ____ come.

3 You ____ not leave this room until you finish your work.

4 You ____ find your books on the table.

5 ___ I bring my books with me?

6 He ___ go to school this year.

7 No! I ___ never do that.

8 I ___ write a few letters tomorrow.

9 I ___ do it whether they like it or not.

10 'We ___ be as quiet as mice,' promised the children

Exercise 42

Use the correct form of say or tell in the following:

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1 He always _____ the truth.

4 They ____ that she is ill.

3 She ____ nothing.

2 Simon _____, 'I'll go tomorrow.'

5 He _____ that he'd go the next day.

6 I him that I'd go with him. 7 She to me, 'I'm not feeling well.' 8 What's he ing? 9 Don't lies. 10 Amy me that she would go home.
Exercise 43
Use the correct form of make or do in the following
1 Some of the best cheeses are in France. 2 He his best to help me. 3 Have you your homework? 4 I have only one mistake. 5 If you take this medicine, it'll you good. 6 whatever you like. 7 What were you ing when I came in? 8 Did you your homework carefully? 9 Don't a noise. 10 They often fun of her at school. Exercise 44
Use the correct form of lie or lay in the following:
1 I'll go and down.2 The book was ing on the floor.
3 He down to rest.
4 She told the dog to down.
5 The hen has an egg.
6 How long have you in bed?
7 She to the teacher.
8 He ordered his troops to down.
9 I the book on the table.
10 Yesterday she in bed until midday.

Use	the correct form of sit, seat, or set in the following:
1 J	Please down.
	Please yourself.
	Please be
	The sun in the west.
	The boat will twelve people.
	The old man wasing by the fire.
	the vase on the table.
8 7	The dog wasing on the chair.
9 7	The teacher the boys as they came in.
	once in that famous chair.
	Exercise 46
Use	the correct form of rise or raise in the following:
1 I	Prices during the war.
2 I	He promised to her salary.
3 7	The balloon in the sky.
	The sun at six o'clock.
5 I	He his hat to the teacher.
	Γhe box is too heavy, I can't it.
	She from her seat and left the room.
	very early in the morning.
	The teacher told him not to his voice.
10	We had from table before she came in.
	Exercise 47
Use	the correct form of wear, put on, or dress in the following:
1 Sł	ne often a green coat.
	my coat and went out.
	he mother the child.
	he a beautiful dress at the dance.
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6	It takes him a long time to his clothes. He a red tie yesterday. She never brown shoes.
	Mary herself and went to the party.
	I'll my new dress at the wedding.
10	When he came in he wasing his coat.
	Exercise 48
Use	the correct form of let, let go, leave, or give up in the
	owing:
1	your books here.
	Does your father you go swimming?
	Please my room.
4	I have music lessons.
5	Where have you your pen?
6	Mother will not me go.
7	His old friends him.
8	Please of my hand.
9	Someone always the door open.
10	me go, too.
	Exercise 49
Use	a correct form of fly, flow, or flee in the following:
1	The plane over the city.
	The birds have north for the summer.
	He from danger.
	The water all day.
	The flies through the window.
	The Nile into the Mediterranean.
7	He from London to New York.
8	The prisoner has from his guard.
9	Birds
10	The wild horses from the men.

Use hung or hanged in the following:
 1 He was found guilty and 2 Mother the clothes up to dry. 3 The picture on the wall. 4 The criminal was 5 She his jacket up.
Exercise 51
Use the correct form of borrow or lend in the following
 1 May I your pen? 2 Please me your book. 3 From whom did you the money? 4 He'll you his knife. 5 You should avoid ing things from others.
Exercise 52
Use the correct form of steal or rob in the following:
1 They the house and fled. 2 Someone has his money. 3 'I've been,' cried the lady. 4 When the bank was, the thieves escaped. 5 The cat will the dog's food.
Exercise 53
Use a correct form of refuse or deny in the following:
 1 He to do the work. 2 Clare that she'd seen him. 3 Do you that you broke the window? 4 I to take the money. 5 I asked her to come with us, but she

U	se a correct form of learn or teach in the following:
2 3 4	She her friends the new game. Will you me how to swim? He his lessons quickly. My teacher me English. Susan wanted to to drive.
	Exercise 55
U	se the correct form of win or beat in the following:
	We were sure to
2	I can him at chess.
3	The trophy was by our school.
	We've your team several times.
5	We've always
	Exercise 56
	2
U	se the correct form of see or look in the following:
	se the correct form of see or look in the following:
1	
1 2	se the correct form of see or look in the following: We can't in the dark. Don't out of the window.
1 2 3	we can't in the dark. Don't out of the window. Did you that film?
1 2 3	se the correct form of see or look in the following: We can't in the dark. Don't out of the window.
1 2 3 4	we can't in the dark. Don't out of the window. Did you that film? When he through the open window, he
1 2 3 4	we can't in the dark. Don't out of the window. Did you that film? When he through the open window, he it on the table.
1 2 3 4 5	we can't in the dark. Don't out of the window. Did you that film? When he through the open window, he it on the table. The blind can't
1 2 3 4 5	We can't in the dark. Don't out of the window. Did you that film? When he through the open window, he it on the table. The blind can't Exercise 57 se a correct form of hear or listen in the following: I carefully but nothing.
1 2 3 4 5	We can't in the dark. Don't out of the window. Did you that film? When he through the open window, he it on the table. The blind can't Exercise 57 se a correct form of hear or listen in the following:

4 The deaf can't 5 Let's to my new CD.
Exercise 58
Use the correct form of like or want in the following:
1 I to go to Athens next year. 2 Children to play computer games. 3 Do you to come with me for a drive? 4 She always to get up early. 5 Do you to play tennis this afternoon?
Exercise 59
Use a correct form of read or study in the following:
 1 My father The Times. 2 The boy is ing for the exam. 3 When I finish ing geography, I'll the letter. 4 She a lot, but she doesn't for her exams. 5 When the students had the exam paper, they were advised to the questions again.
Exercise 60
Use fall or fell in the following:
Did the child from the chair? The plane into the sea. He down and broke his leg. In winter the leaves from the trees. You'll if you're not careful.

Exercise 61

In the following sentences, choose the correct word from those in brackets:

- 1 Who (discovered, invented) the telephone?
- 2 The judge was (persuaded, convinced) that the man was guilty.
- 3 When will the meeting (take place, take part)?
- 4 He (took, received) a prize for his success.
- 5 It's not wise to (interfere with, interfere in) family quarrels.
- 6 He (is, is found) at the school in the morning.
- 7 At what time do you (sleep, go to bed)?
- 8 She didn't (accept, agree) to go.
- 9 How does that man (win, earn) his living?
- 10 Please (remember, remind) me to give you the change.

Un-English expressions (Sections 186–222)

Exercise 62

Correct the following sentences, giving the correct idiom:

- 1 Few people will admit that they have wrong.
- 2 Every day I put my watch with the school clock.
- 3 Will there be a game today afternoon?
- 4 He brought a good example.
- 5 Slowly, slowly, don't make a noise.
- 6 The teacher didn't put us a new lesson.

- 7 Come down from the bicycle.
- 8 When do you make your bath?
- 9 I have much work, I need an hour to finish it.
- 10 Many young people drink cigarettes.

Misuse of the infinitive (Sections 75–103)

Exercise 63

Put a suitable gerund in the following:

1	Do this wit	ho	ut	any	mistakes.		
2	We don't en	njo	у				
	He succeed				door.		
4	I can't prev	en	t you from	ı	•		
5	It's no use		about	eve	rything.		
6	She stoppe	d _	in c	class.	6		
	I was busy						
8	It's worth _		well.				
9	I'm thinkin	g c	of t	o Lo	ondon next	year.	
	It's no use					7.0	
			Exe	rcis	e 64		
	ke sentences following:	s o	f your ow	n, us	ing a gerun	d afte	er each of
1	avoid	4	finish	7	interested	9	insist
2	instead of	5	tired				

The infinitive without *to* (Sections 321–331)

Exercise 65

Make sentences of your own, using an infinitive after each of the following verbs:

1	can	3	may	5	must	7	make	9	hear
2	could	4	might	6	let	8	see	10	feel

Adverbs

Wrong position of adverbs (Sections 353–359)

Exercise 66

Rewrite the following sentences, placing the adverbs or adverbial phrases in the right position:

- 1 I can speak very well English.
- 2 I like very much music.
- 3 A beginner can't speak correctly English.
- 4 The teacher explained very well the problem.
- 5 Michael recorded with his video camera the concert.
- 6 He put into his pocket the money.
- 7 He likes very much tea.
- 8 She learnt by heart the poem.
- 9 I received from my aunt a nice present.
- 10 He shut quickly the book.

Exercise 67

Correct the following sentences, giving reasons for your corrections:

- 1 I always am on time.
- 2 It rains seldom in the desert.
- 3 We went yesterday there.
- 4 I'm not enough tall.
- 5 He begged the teacher to not punish him.
- 6 I could have not arrived sooner.
- 7 She will have not finished her work by tomorrow.
- 8 I prefer usually coffee to tea.
- 9 They are leaving for London this evening at seven o'clock.
- 10 Peter yesterday did not come to school.

Adverbs often confused (Sections 455–464)

Exercise 68

Give the correct adverb, very or too, in these sentences:

1	It's cold today.
2	He's old to work.
3	I can't drink that coffee, it's strong.
	Sugar is sweet.
5	These trainers are small for me.
6	The Eiffel Tower is high.
	Concorde flies fast.
8	My little brother is young to go to school.
9	I felt tired to study.
10	He's rich, he's a millionaire.

Giv	ve the correct adverb, very or much, in these sentences
1	I'm sorry that you can't come.
	I was pleased to meet him.
	She was frightened of failing in English.
4	It was a amusing game.
5	I feel tired.
6	He plays better than his brother.
7	Her essay is worse than yours.
8	It's a interesting book.
9	I was interested to hear what Becky said.
10	We're surprised at the news.
	Exercise 70
Giv	re the correct adverb, very much or too much, in these
sen	tences:
1	I like oranges
	Thank you
3	I can't study here, there's noise.
4	£25 is for that book.
5	He ate and felt sick.
6	I was awake when the baby started crying.
7	She talks, she's a chatterbox.
8	I'm obliged to you.
9	She was interested in the subject.

Exercise / 1
Give the correct adverb, hard or hardly, in these sentences:
 1 The country was hit very by the drought. 2 I know how to thank you for your kindness. 3 He's recovered from his illness. 4 If you work, perhaps you'll succeed. 5 Think before you come to a decision.
Exercise 72
Make five sentences of your own, using the word ago.
Prepositions Using the wrong preposition
(Sections 1–74)
Exercise 73
Fill in the blanks with suitable prepositions:
1 I wasn't pleased her. 2 Cats are afraid dogs. 3 Look this new book. 4 We're proud our country. 5 He feels ashamed his low marks. 6 We arrived the station late. 7 She's very different her sister. 8 Are you satisfied your bicycle? 9 I'm not accustomed life in a hotel.
10 Many people complain their low wages.

Exercise 74

Rewrite the following sentences, using the correct prepositions:

- 1 He was accused for lying.
- 2 I'm surprised from the news.
- 3 I'm interested for football.
- 4 Water is composed from oxygen and hydrogen.
- 5 Are you sure for his honesty.
- 6 She's very good in English.
- 7 When is he leaving to England?
- 8 That depends entirely from you.
- 9 She was dressed with a yellow dress.
- 10 He did his best to comply to the requirements.

Exercise 75

Write sentences, using the following words with suitable prepositions:

aim	boast	insist	marry
deprive	die	different	fail
repent	succeed	good	interested
afraid	used	look	satisfied
pleased	ashamed	depend	prefer

Exercise 76

Make sentences of your own, showing clearly the difference between the following:

- 1 arrive at/arrive in
- 2 angry with/angry at
- 3 pleased with/pleased at
- 4 look at/look for

- 5 write with/write in
- 6 divide in/divide into
- 7 die of/die from
- 8 disappointed in/disappointed of
- 9 sit at/sit on
- 10 tired of/tired with

Prepositions often confused (Sections 379–395)

Use	e to or at in these sentences:
1	He goes the supermarket every morning.
	Anne stood the window.
3	Simon is school.
4	I met him the airport.
5	I'm going a party tonight.
6	I enjoyed myself the party.
	The tourist stayed the Palace Hotel.
8	After his illness, he returned work.
9	I saw Lucy the cinema.
10	Please wait for me the gate.
	Exercise 78
Use	e in or at in these sentences:
1 7	There are skyscrapers New York.
	live a small village.
	spent my childhood Greece.
4 1	My friend was born Ceylon.
	He studied Oxford.
6 5	She lives Luxor Egypt.

7	It's more expensive living London than		
	Brighton.		
	He lives Paris.		
9	Diamonds are found Kimberley		
	South Africa.		
10	He lives here Hong Kong.		
	Exercise 79		
Use	e in or into in these sentences:		
1	The fish swim the river.		
	The man jumped the pool.		
	They were standing the room.		
	We're the classroom now.		
	There's a bird the cage.		
	We walked the next room.		
7	The children are playing the field.		
8	He poured the water the jug.		
9	She dived the sea.		
10	The river flows the sea.		
ž	Exercise 80		
Use	e at, in or on in these sentences.		
1	He was born 1978.		
2	winter the weather is cold.		
3	Christmas Day I received a lot of presents.		
4	We reached Cairo nine o'clock.		
5	The train arrived night.		
6	There's a holiday the 11th of December.		
7	People return from work five o'clock.		
8	July the weather is warm.		
9	the afternoon I went for a walk.		
10	The train will arrive Tuesday eleven		
	o'clock the morning.		

Exercise 81

Use between or among in these sentences:

1	The work was shared all of them.
2	He divided the money his three children.
3	He hid the trees.
4	The President walked the two lines of soldiers.
5	all those children, he didn't have a single friend.
6	There was a fight the two gangs.
7	The ball passed the goal posts.
8	We are friends.
9	His subject was 'Life the Eskimos.'
10	The cake was divided the two girls.

Exercise 82

In the following sentences, choose the correct preposition in brackets:

- 1 He's been ill (from, since) last Friday.
- 2 You've sold your car (at, for) a good price.
- 3 I sold my bicycle (at, for) forty pounds.
- 4 I expect to return (after, in) a week.
- 5 I can wait (to, till) next Tuesday.
- 6 We draw lines (by, with) a ruler.
- 7 She's been absent (since, for) a month.
- 8 They spoke (for, about) the weather.
- 9 He worked (with, by) candle light.
- 10 You can send the parcel (with, by) post.

Exercise 83

Write sentences of your own to show clearly the difference between the following pairs of prepositions:

1	between/among	6	with/by
2	to/till	7	for/since
3	in/into	8	for/about
4	to/at	9	in/within
5	for/at (price)	10	at/in

Omission of prepositions (Sections 223–241)

Exercise 84

Supply the prepositions omitted in the following:

- 1 Somebody is knocking the door.
- 2 I'm searching my lost book.
- 3 He said me, 'I won't come.'
- 4 She explained the difficult words him.
- 5 She never listens her mother.
- 6 I replied his letter at once.
- 7 Would you like me to send it you?
- 8 I'm too busy, I can't wait you.
- 9 I asked his phone number.
- 10 She pointed the ship in the distance.

Exercise 85

Make sentences of your own, using suitable prepositions after the following:

1	ask	4 listen	7 search	9 wait
2	explain	5 remind	8 speak	10 wish
2	11-	6		

3 knock 6 say

Unnecessary prepositions (Sections 284–300)

Exercise 86

Use each of the following in a separate sentence:

1 answer	4 enter	7 behind	9 outside
2 attack	5 reach	8 inside	10 around
3 approach	6 tell		9

Exercise 87

Fill in the blanks with prepositions where necessary:

1	Let's play outside the house.
2	She's searching her Walkman.
3	I waited him outside the cinema.
4	We entered a long discussion.
5	I taught my dog to obey me.
6	He entered the house by the back door.
7	Twins resemble each other.
8	The poor always wish riches.
9	I told him the truth.
0	I promised to write my mother.

Conjunctions

Miscellaneous examples

Exercise 88

Correct the following sentences, giving reasons for your corrections:

- 1 The book is neither green or red.
- 2 He can't speak English and French.
- 3 It costs two, three pounds.
- 4 She not only spoke loudly, but also clear.
- 5 He at and the three oranges.
- 6 I counted one hundred seven people.
- 7 She wants to learn and French.
- 8 He said that, 'You'll be sorry for it.'
- 9 I don't know if I'll be able to go.
- 10 From now and on I will work hard.

Answers to exercise

1	Section 181	5	Section 580	8	Section 339
2	Section 184	6	Section 274	9	Section 178
3	Section 275	7	Section 581	10	Section 349
4	Section 372				

Confusion of parts of speech (Sections 555–584)

Exercise 89

Fill	each blank with the correct word: as or like.	
1	Act a gentleman!	
2	He does he pleases.	
3	She behaved a baby.	
4	She looks her mother.	
5	Do he does.	
6	Play the game she does.	
7	He dances Fred Astaire.	
8	You walk she does.	
9	He acted just the rest.	
10	He speaks an Englishman.	
Exercise 90 Fill each blank with the correct word: no or not.		
	I have time to play.	
	She has a good memory.	
	He had reason to be angry.	
	There is enough furniture in this room.	
	Your plan is different from mine.	
	I had patience with him.	
	There were fewer than a thousand people.	
	There is furniture in this room. She has enough money.	
	I want more, thank you.	
10	want more, mank you.	

Exercise 91

6 7 8 9	It's to be with friends. He did work. She didn't seem Has he done in his training? I'm quite She speaks very		
	Exercise 94		
Fill	each blank with the correct word: past or passed.		
1	The month was wet.		
2	He his exam.		
3	The ball between the goal posts.		
4	The bullet whistled my ear.		
	Several months have since he left.		
6	Forget the		
7	The plane flew		
8	It's half eight.		
	She the salt to the guest.		
10	The door was open when I walked		
	Exercise 95		
Rev	write these sentences, choosing the correct word in brackets:		
1	This thing (is, does) not worth more than five pounds.		
	(After, then) he shut the door and went to bed.		
3	He (is, does) not able to speak English correctly.		
4	Don't be (fool, foolish).		
5	He's a (fcol, foolish).		
6	Flowers smell (sweet, sweetly).		
7	She's so proud that she doesn't (and, even) greet her friends.		
8	The mother (weighed, weighted) her baby.		
	I want to learn (and) other language; (too).		
10	Is it (trut'n, true)?		

GENERAL EXERCISE *

* The numbers in the brackets refer to the sections in which the mistakes are explained.

Correct whatever is wrong in the following:

- 1 Why you are studying the English? (362, 306)
- 2 John reads good, isn't it? (577, 164)
- 3 Why you not say the truth? (362, 206)
- 4 Will I go at the post-office? (396, 379)
- 5 How to make this problem, sir? (132, 399)
- 6 Is she more better than me? (340, 153, 137)
- 7 I've written him last week. (114, 241)
- 8 I past my time too well to the hotel. (584, 455, 379)
- 9 Let me to try to do this and me. (326, 581)
- 10 I have never seen a so good film. (374, 556, 263)
- 11 He's not ate nothing these two days. (112, 167)
- 12 When I sleep I take out my shoes. (437, 446)
- 13 He didn't obeyed to their advices. (104, 292, 514)
- 14 She's going each morning to the school. (121, 468, 315)
- 15 He works in the office since five years. (117, 392)
- 16 How you are going with your piano lessons? (362, 218)
- 17 Can you to come for dinner today evening? (321, 219)
- 18 My brother he's found in the first class. (332, 438)
- 19 It does not worth to say lies about it. (573, 97, 398)
- 20 I made all which I could for helping him. (399, 145, 165)
- 21 It's two years now since she left from England. (118, 291)
- 22 Please return back to shut the light. (342, 208)
- 23 Avoid to make these sort of mistakes. (86, 545)
- 24 Myself and my sister will not be present. (141, 378)

- 25 He got down from his bicycle and spoke me. (193, 236)
- 26 He travelled with the train from the Alexandria. (13, 301)
- 27 She wouldn't take fewer than hundred pounds. (477, 250)
- 28 The two first pages of my book has been lost. (373, 554)
- 29 The knife was laying on the table where I lay it. (400)
- 30 That punishment will learn him to do not do it again. (427, 359)
- 31 You neither work at school or at your house. (181, 372, 489)
- 32 I can't understand because he don't speak clear. (243, 578)
- 33 The man which you saw him yesterday is very rich. (144; 336)
- 34 She said that she's never not gone at London. (107, 167, 379)
- 35 I think to go to home for to spend the holidays. (83, 351, 345)
- 36 The office is open on the morning at Saturday. (383)
- 37 It's two years since I began to study the English. (117, 306)
- 38 She told that she was at England before three years. (398, 381, 458)
- 39 He was angry at me because I said him he has wrong. (6, 398, 107, 187)
- 40 When I went to home I found that the money was disappeared. (351, 160)
- 41 He said to me that he is not satisfied from his teacher. (398, 107, 59)
- 42 She told that she can't remember nothing about it. (398, 107, 167)

- 43 I and he intend to leave to England after two weeks. (378, 44, 394)
- 44 I am knowing the answer but cannot say it in the English. (120, 306)
- 45 I rang two times, but I could not make no one to hear. (168, 167, 327)
- 46 They bought a new house when the baby was born which it cost all their savings. (370, 336)
- 47 When he will return back, I shall say him everything. (126, 342, 398)
- 48 I am much pleased to inform you that I have reached to this station yesterday. (456, 114, 294)
- 49 The British Isles are consisted from England, Wales, Scotland and Ireland. (301, 19)
- 50 The English is not only difficult to write it, but also to speak it. (306, 372, 338)

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	bear	bore	born(e)	
	beat	beat	beaten	
	begin	began	begun	
	bend	beat	bent	
	bid	bade	bidden	
	bind	bound	bound	
	bite	bit	bitten	
	bleed	bled	bled	
	blow	blew	blown	
10	break	broke	broken	
	bring	brought	brought	
	build	built	built	
	burn	burnt	burnt	
	burst	burst	burst	
	buy	bought	bought	
	catch	caught	caught	
	choose	chose	chosen	
	come	came	come	
	cost	cost	cost	
20	creep	crept	crept	
	cut	cut	cut	
	deal	dealt	dealt	
	dig	dug	dug	
	do	did	done	
	draw	drew	drawn	
	dream	dreamed	dreamt	
	drink	drank	drunk	
	drive	drove	driven	
227,6271	dwell	dwelt	dwelt	
30	eat	ate	eaten	

In everyday use

	Present	Past	Past Participle
31	fall	fell	fallen
	feed	fed	fed
	feel	felt	felt
	fight	fought	fought
	find	found	found
	flee	fled	fled
	fling	flung	flung
	fly	flew	flown
	forget	forgot	forgotten
40	freeze	froze	frozen
	get	got	got
	give	gave	given
	go	went	gone
	grind	ground	ground
	grow	grew	grown
	hang	hung	hung
	hear	heard	heard
	hide	hid	hidden
	hit	hit	hit
50	hold	held	held
	hurt	hurt	hurt
	keep	kept	kept
	kneel	kneeled	knelt
	know	knew	known
	lay	laid	laid
	lead	led	led
	leave	left	left
	lend	lent	lent
	let	let	let
60	lie	lay	lain

Irregular verbs

	Present	Past	Past Participle		Present
61	light	lit	lit	91	smell
	lose	lost	lost		sow
	make	made	made		speak
	mean	meant	meant		spell
	meet	met	met		spend
	pay	paid	paid		spread
	put	put	put		spring
	read	read	read		stand
	ride	rode	ridden		steal
70	ring	rang	rung	100	stick
	rise	rose	risen		strike
	run	ran	run		strive
	say	said	said		swear
	see	saw	seen		sweep
	seek	sought	sought		swim
	sell	sold	sold		swing
	send	sent	sent		take
	set	set	set		teach
	sew	sewed	sewn		tear
80	shake	shook	shaken	110	tell
	shed	shed	shed		think
	shine	shone	shone		throw
	shoot	shot	shot		thrust
	show	showed	shown		tread
	shrink	shrank	shrunk		wake
	shut	shut	shut		wear
	sing	sang	sung		weep
	sink	sank	sunk		win
00	sit	sat	sat		wind
90	sleep	slept	slept	120	write

In everyday use

iple		Present	Past	Past Participle
	91	smell	smelt	smelt
		sow	sowed	sown
		speak	spoke	spoken
		spell	spelt	spelt
		spend	spent	spent
		spread	spread	spread
		spring	sprang	sprung
		stand	stood	stood
		steal	stole	stolen
	100	stick	stuck	stuck
		strike	struck	struck
		strive	strove	striven
		swear	swore	sworn
		sweep	swept	swept
		swim	swam	swum
		swing	swung	swung
		take	took	taken
		teach	taught	taught
		tear	tore	torn
	110	tell	told	told
		think	thought	thought
		throw	threw	thrown
		thrust	thrust	thrust
		tread	trod	trodden
		wake	woke	woken
		wear	wore	WOLL
		weep	wept	wept
		win	won	won
		wind	wound	wound
	120	write	wrote	written

Common Mistakes in English takes
more than 550 examples of typical
errors (for example, words that are
often confused, misused, or used
with the wrong preposition)and
offers a correct version and an
explanation that will help
students avoid making that
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