

CHAPTER 13

Case of Nouns
and Pronouns

Case is the form of a noun or pronoun that shows the reader how it functions in a sentence—that is, whether it functions as a subject, as an object, or in some other way. As shown in the box on the next page, only *I*, *we*, *he*, *she*, *they*, and *who* change form for each case. Thus these pronouns are the focus of this chapter.

The **subjective case** generally indicates that the word is a subject or a subject complement. (See pp. 233 and 239–40.)

subject
She and Novick discussed the proposal.

subject
The proposal ignores many who need help.

subject complement
The disgruntled planners were she and Novick.

The **objective case** generally indicates that the word is the object of a verb or preposition. (See pp. 238–41 and 245.)

object of verb
The proposal disappointed her and Novick.

object of verb object of verb
A colleague whom they respected let them down.

object of preposition
Their opinion of him suffered.

The **possessive case** generally indicates ownership or source:

Her counterproposal is in preparation.
Theirs is the more defensible position.
The problem is not his.

Do not use an apostrophe to form the possessive of personal pronouns: *yours* (not *your's*); *theirs* (not *their's*). (See p. 465. See also p. 461 for the possessive forms of nouns, which do use apostrophes.)

Note Grammar and style checkers may flag some problems with pronoun case, but they will also miss a lot. For instance, one checker spotted the error in *We asked whom would come* (should be *who would come*), but it overlooked *We dreaded them coming* (should be *their coming*).

In standard American English, *-self* pronouns do not change form to show function. Their only forms are *myself*, *your-self*, *himself*, *herself*, *itself*, *ourselves*, *yourselves*, *themselves*. Avoid non-standard forms such as *hissself*, *oursself*, and *theirselves*.

**Use the subjective case for compound subjects
and for subject complements.**

In compound subjects use the same pronoun form you would use if the pronoun stood alone as a subject:

subject

She and Novick will persist.

The others may lend their support when she and Novick ^{subject} get a hearing.

If you are in doubt about the correct form, try the test in the box below.

After a linking verb, such as a form of *be*, a pronoun renaming the subject (a subject complement) should be in the subjective case:

The ones who care most are she and Novick. ^{subject complement}

It was they ^{subject complement} whom the mayor appointed.

If this construction sounds stilted to you, use the more natural order: *She and Novick are the ones who care most. The mayor appointed them.*

Use the objective case for compound objects.

In compound objects use the same pronoun form you would use if the pronoun stood alone as an object:

The mayor nominated Zhu and him. ^{direct object}

The mayor gave Zhu and him awards. ^{indirect object}

Credit goes equally to them and the mayor. ^{object of preposition}

If you are in doubt about the correct form, try the test in the box above.

EXERCISE 13.1 Choosing between subjective and objective pronouns

From the pairs in brackets, select the appropriate subjective or objective pronoun(s) for each of the following sentences. (You can do this exercise online at ablongman.com/littlebrown.)

Example:

“Between you and [I, me],” the seller said, “this deal is a steal.”
 “Between you and me,” the seller said, “this deal is a steal.”

1. Lisa and [I, me] were competing for places on the relay team.
2. The fastest runners at our school were [she, her] and [I, me], so [we, us] expected to make the team.
3. [She, Her] and [I, me] were friends but also intense rivals.
4. The time trials went badly, excluding both [she, her] and [I, me] from the team.
5. Next season we are determined to earn at least one place between [she, her] and [I, me].

Use the appropriate case when the plural pronoun *we* or *us* occurs with a noun.

Whether to use *we* or *us* with a noun depends on the use of the noun:

Freezing weather is welcomed by us skaters. ^{object of preposition}

We skaters ^{subject} welcome freezing weather.

In appositives the case of a pronoun depends on the function of the word described or identified.

^{object of verb} ^{appositive identifies object}

Ordinarily, use a possessive pronoun or noun immediately before a gerund.

A **gerund** is the *-ing* form of a verb (*running, sleeping*) used as a noun (p. 248). Like nouns, gerunds are commonly preceded by possessive nouns and pronouns: *our vote* (noun), *our voting* (gerund).

The coach disapproved of their lifting weights.

The coach's disapproving was a surprise.

A noun or pronoun before an *-ing* verb form is not always possessive. Sometimes the *-ing* form will be a present participle modifying the preceding word:

Everyone had noticed him weightlifting. [Emphasis on *him*.]

objective participle
pronoun

Everyone had noticed his weightlifting. [Emphasis on the activity.]

possessive gerund
pronoun

Note that a gerund usually is not preceded by the possessive when the possessive would create an awkward construction:

Awkward	A rumor spread about everybody's on the team want- ing to quit.
Less awkward	A rumor spread about everybody on the team wanting to quit.
Better	A rumor spread that everybody on the team wanted to quit.

EXERCISE 13.5 Revising: Case

Revise all inappropriate case forms in the following paragraph, and explain the function of each case form. (You can do this exercise online at ablongman.com/littlebrown.)

Written four thousand years ago, *The Epic of Gilgamesh* tells of the friendship of Gilgamesh and Enkidu. Gilgamesh was a bored king who his people thought was too harsh. Then he met Enkidu, a wild man whom had lived with the animals in the mountains. Immediately, him and Gilgamesh wrestled to see whom was more powerful. After hours of struggle, Enkidu admitted that Gilgamesh was stronger than him. Now the friends needed adventures worthy of the two strongest men on earth. Gilgamesh said, "Between you and I, mighty deeds will be accomplished, and our fame will be everlasting." Among their acts, Enkidu and him defeated a giant bull, Humbaba, and cut down the bull's cedar forests. Them bringing back cedar logs to Gilgamesh's treeless land won great praise from the people. When Enkidu died, Gilgamesh mourned his death, realizing that no one had been a better friend than him. When Gilgamesh himself died many years later, his people raised a monument praising Enkidu and he for their friendship and their mighty deeds of courage.

Note See page 331 for an exercise involving case along with other aspects of grammar.

CHAPTER 14

Verbs

The verb is the most complicated part of speech in English, changing form to express a wide range of information.

Verb Forms

All verbs except *be* have five basic forms. The first three are the verb's **principal parts**.

- v **The plain form is the dictionary form of the verb.** When the subject is a plural noun or the pronoun *I, we, you, or they*, the plain form indicates action that occurs in the present, occurs habitually, or is generally true.

A few artists live in town today.
They hold classes downtown.

- v **The past-tense form indicates that the action of the verb occurred before now.** It usually adds *-d* or *-ed* to the plain form, although some irregular verbs form it in other ways (see p. 278).

Many artists lived in town before this year.
They held classes downtown. [Irregular verb.]

- v **The past participle is the same as the past-tense form, except in most irregular verbs.** It combines with forms of *have* or *be* (*has climbed, was created*), or by itself it modifies nouns and pronouns (*the sliced apples*).

Artists have lived in town for decades.
They have held classes downtown. [Irregular verb.]

- v **The present participle adds *-ing* to the verb's plain form.** It combines with forms of *be* (*is buying*), modifies nouns and pronouns (*the boiling water*), or functions as a noun (*Running exhausts me*).

A few artists are living in town today.
They are holding classes downtown.

- v **The *-s* form ends in *-s* or *-es*.** When the subject is a singular noun, a pronoun such as *everyone*, or the personal pronoun *he, she, or it*, the *-s* form indicates action that occurs in the present, occurs habitually, or is generally true.

The artist lives in town today.
She holds classes downtown.

The verb *be* has eight forms rather than the five forms of most other verbs:

Plain form	be		
Present participle	being		
Past participle	been		
	<i>I</i>	<i>he, she, it</i>	<i>we, you, they</i>
Present tense	am	is	are
Past tense	was	was	were

If standard American English is not your native language or dialect, you may have difficulty with verbs' *-s* forms (including those for *be: is, was*) or with the forms that indicate time (such as the past-tense form). See pages 282–83 and 295–96, respectively, for more on these forms.

v Helping verbs

Helping verbs, also called **auxiliary verbs**, combine with some verb forms to indicate time and other kinds of meaning, as in *can run, was sleeping, had been* eaten. These combinations are **verb phrases**. Since the plain form, present participle, or past participle in any verb phrase always carries the principal meaning, it is sometimes called the **main verb**.

Verb phrase

Helping *Main*

Artists can train others to draw.

The techniques have changed little.

These are the most common helping verbs:

be able to	had better	must	used to
be supposed to	have to	ought to	will
can may	shall	would	
could	might	should	

Forms of *be*: be, am, is, are, was, were, been, beingForms of *have*: have, has, had, havingForms of *do*: do, does, did

The helping verbs of standard American English may be problematic if you are used to speaking another language or dialect. See pages 283–87 for more on helping verbs.

Use the correct forms of regular and irregular verbs.

Most verbs are **regular**; that is, they form their past tense and past participle by adding *-d* or *-ed* to the plain form.

Plain form	Past tense	Past participle
live	lived	lived
act	acted	acted

Since the past tense and past participle are created in the same way, the forms of regular verbs do not often cause problems in speech and writing (but see p. 282).

About two hundred English verbs are **irregular**; that is, they form their past tense and past participle in some irregular way.

Plain form	Past tense	Past participle
begin	began	begun
break	broke	broken
sleep	slept	slept

You can see the difference between a regular and an irregular verb in these examples:

Plain form Today the birds twitter.
 Today the birds sing.

Past tense Yesterday the birds twittered.
 Yesterday the birds sang.

Past participle In the past the birds have twittered.
 In the past the birds have sung.

Check a dictionary under the plain form if you have any doubt about a verb's principal parts. If no other forms are listed, the verb is regular: both the past tense and the past participle add *-d* or *-ed* to the plain form. If the verb is irregular, the dictionary will list the plain form, the past tense, and the past participle in that order (*go, went, gone*). If the dictionary gives only two forms (as in *think, thought*), then the past tense and the past participle are the same.

Some English dialects use distinctive verb forms that differ from those of standard American English: for instance, *drug* for *dragged*, *growed* for *grew*, *come* for *came*, or *went* for *gone*. In situations requiring standard American English, use the forms in the list opposite or in a dictionary.

Note A grammar and style checker may flag incorrect forms of irregular verbs, but it may also fail to do so. For example, a checker flagged *The runner stealed second base* (*stole* is correct) but not *The runner had steal second base* (*stolen* is correct). When in doubt about the forms of irregular verbs, refer to the preceding list, consult a dictionary, or consult the links at this book's companion Web site (ablongman.com/littlebrown).

EXERCISE 14.1 Using irregular verbs

For each irregular verb in brackets, give either the past tense or the past participle, as appropriate, and identify the form you used. (You can do this exercise online at ablongman.com/littlebrown.)

Example:

Though we had [hide] the cash box, it was [steal].

Though we had hidden the cash box, it was stolen. [Two past participles.]

1. The world population has [grow] by two-thirds of a billion people in less than a decade.
2. In 2000 it [break] the 6 billion mark.
3. Experts have [draw] pictures of a crowded future.
4. They predict that the world population may have [slide] up to as much as 10 billion by the year 2050.
5. Though the food supply [rise] in the last decade, the share to each person [fall].

Distinguish between *sit* and *set*, *lie* and *lay*, and *rise* and *raise*.

The forms of *sit* and *set*, *lie* and *lay*, and *rise* and *raise* are easy to confuse:

Plain form	Past tense	Past participle
sit	sat	sat
set	set	set
lie	lay	lain
lay	laid	laid
rised	risen	
raise	raised	raised

In each of these confusing pairs, one verb is **intransitive** (it does not take an object) and one is **transitive** (it does take an object). (See pp. 238–41 for more on this distinction.)

Intransitive

The patients lie in their beds. [*Lie* means “recline” and takes no ob-ject.]

Visitors sit with them. [*Sit* means “be seated” or “be located” and takes no object.]

Patients’ temperatures rise. [*Rise* means “increase” or “get up” and takes no object.]

Transitive

Orderlies lay the dinner trays on tables. [*Lay* means “place” and takes an object, here *trays*.]

Orderlies set the trays down. [*Set* means “place” and takes an object, here *trays*.]

Nursing aides raise the shades. [*Raise* means “lift” or “bring up” and takes an object, here *shades*.]

EXERCISE 14.2 DISTINGUISHING *SIT/SET*, *LIE/LAY*, *RISE/RAISE*

Choose the correct verb from the pair given in brackets. Then supply the past tense or past participle, as appropriate. (You can do this exercise online at ablongman.com/littlebrown.)

Example:

After I washed all the windows, I [lie, lay] down the squeegee and then I [sit, set] the table.

After I washed all the windows, I laid down the squeegee and then I set the table.

1. Yesterday afternoon the child [lie, lay] down for a nap.
2. The child has been [rise, raise] by her grandparents.
3. Most days her grandfather has [sit, set] with her, reading her stor-ies.
4. She has [rise, raise] at dawn most mornings.
5. Her toys were [lie, lay] out on the floor.

Use the *-s* and *-ed* forms of the verb when they are required.

Speakers of some English dialects and nonnative speakers of English sometimes omit the *-s* and *-ed* verb endings when they are required in standard American English.

Note A grammar and style checker will flag many omitted *-s* and *-ed* endings from verbs, such as in *he ask* and *was ask*. But it will miss many omissions, too.

▼ **Required *-s* ending**

Use the *-s* form of a verb when *both* of these situations hold:

- ▼ **The subject is a singular noun (*boy*), an indefinite pronoun (*everyone*), or *he, she, or it*.**
These subjects are **third person**, used when someone or something is being spoken about.
- ▼ **The verb's action occurs in the present.**

The letter asks [not ask] for a quick response.
Delay costs [not cost] money.

Be especially careful with the *-s* forms of *be* (*is*), *have* (*has*), and *do* (*does, doesn't*). These forms should always be used to indicate pres-ent time with third-person singular subjects.

The company is [not be] late in responding.
It has [not have] problems.
It doesn't [not don't] have the needed data.
The contract does [not do] depend on the response.

In addition, *be* has an *-s* form in the past tense with *I* and with third-person singular subjects:

The company was [not were] in trouble before.

I, you, and plural subjects do *not* take the *-s* form of verbs:

I am [not is] a student.
You are [not is] also a student.
They are [not is] students, too.

▼ **Required *-ed* or *-d* ending**

The *-ed* or *-d* verb form is required in *any* of these situations:

- ▼ **The verb's action occurred in the past:**

Yesterday the company asked [not ask] for more time.

- ▼ **The verb form functions as a modifier:**

The data concerned [not concern] should be retrievable.

- ▼ **The verb form combines with a form of *be* or *have*:**

The company is supposed [not suppose] to be the best.
It has developed [not develop] an excellent reputation.

Watch especially for a needed *-ed* or *-d* ending when it isn't pronounced clearly in speech, as in *asked, discussed, mixed, supposed, walked, and used*.

EXERCISE 14.3 Using *-s* and *-ed* verb endings

Supply the correct form of each verb in brackets. Be careful to include *-s* and *-ed* (or *-d*) endings where they are needed for standard English. (You can do this exercise online at ablongman.com/littlebrown.)

A teacher sometimes [ask] too much of a student. In high school I was once [punish] for being sick. I had [miss] some school, and I [realize] that I would fail a test unless I had a chance to make up the classwork. I [discuss] the problem with the teacher, but he said I was [suppose] to make up the work while I was sick. At that I [walk] out of the class. I [receive] a failing grade then, but it did not change my attitude. Today I still balk when a teacher [make] unreasonable demands or [expect] miracles.

Use helping verbs with main verbs appropriately.

Helping verbs combine with main verbs to form verb phrases (see p. 277).

Note Grammar and style checkers often spot omitted helping verbs and incorrect main verbs with helping verbs, but sometimes they do not. A checker flagged *Many been fortunate* and *She working* but overlooked other examples on the following pages, such as *The conference will be occurred*.

Use helping verbs when they are required.

Standard American English requires helping verbs in certain situations:

✓ **The main verb ends in *-ing*:**

Researchers are conducting fieldwork all over the world. [Not Re-searchers conducting. . . .]

✓ **The main verb is *been* or *be*:**

Many have been fortunate in their discoveries. [Not Many been. . . .]
Some could be real-life Indiana Joneses. [Not Some be. . . .]

✓ **The main verb is a past participle, such as *talked*, *begun*, or *thrown*.**

Their discoveries were covered in newspapers and magazines. [Not Their discoveries covered. . . .]
Often the researchers have done TV interviews. [Not the researchers done. . . .]

In every example above, omitting the helping verb would create an incomplete sentence, or **sentence fragment** (see Chapter 17). In a complete sentence, some part of the verb (helping or main) must be capable of changing form to show changes in time: *I run, I ran; you are running, you were running* (see p. 335). But a present participle (*conducting*), an irregular past participle (*been*), and the infinitive *be* cannot change form in this way. They need helping verbs to work as sentence verbs.

Combine helping verbs and main verbs appropriately for your meaning.

Helping verbs and main verbs combine into verb phrases in specific ways.

Note The main verb in a verb phrase (the one carrying the main meaning) does not change to show a change in subject or time: *she has sung, you had sung*. Only the helping verb may change.

✓ **Form of *be* + present participle**

The **progressive tenses** indicate action in progress (see p. 295). Create them with *be, am, is, are, was, were, or been* followed by the main verb's present participle:

She is working on a new book.

Be and *been* always require additional helping verbs to form the progressive tenses:

can	might	should		have		
could	must	will		be working	has	been working
may	shall	would			had	

When forming the progressive tenses, be sure to use the *-ing* form of the main verb:

Faulty Her ideas are grow more complex. She is developed a new approach to ethics.

Revised Her ideas are growing more complex. She is developing a new approach to ethics.

✓ **Form of *be* + past participle**

The **passive voice** of the verb indicates that the subject *receives* the action of the verb (see p. 302). Create the passive voice with *be, am, is, are, was, were, being, or been* followed by the main verb's past participle:

Her latest book was completed in four months.

Be, being, and been always require additional helping verbs to form the passive voice:

have		am	was	
has been completed		is	were	being completed
had	are			

will be completed

Be sure to use the main verb's past participle for the passive voice:

Faulty Her next book will be publish soon.

Revised Her next book will be published soon.

Note Only transitive verbs may form the passive voice:

Faulty A philosophy conference will be occurred in the same week.

[*Occur* is not a transitive verb.]

Revised A philosophy conference will occur in the same week.

See pages 302–03 for advice on when to use and when to avoid the passive voice.

v **Forms of *have***

Four forms of *have* serve as helping verbs: *have, has, had, having*. One of these forms plus the main verb's past participle creates one of the **perfect tenses**, those expressing action completed before another specific time or action (see p. 294):

Some students have complained about the laboratory.

Others had complained before.

Will and other helping verbs sometimes accompany forms of *have* in the perfect tenses:

Several more students will have complained by the end of the week.

v **Forms of *do***

Do, does, and did have three uses as helping verbs, always with the plain form of the main verb:

v **To pose a question:** *How did the trial end?*

v **To emphasize the main verb:** *It did end eventually.*

v **To negate the main verb, along with *not* or *never*:** *The judge did not withdraw.*

Be sure to use the main verb's plain form with any form of *do*:

Faulty The judge did remained in court.

Revised The judge did remain in court.

v **Modals**

The modal helping verbs include *can, could, may, and might*, along with several two- and three-word combinations, such as *have to* and *be able to*. (See p. 277 for a list of helping verbs.) Use the plain form of the main verb with a modal unless the modal combines with another helping verb (usually *have*):

Faulty The equipment can detects small vibrations. It should have detect the change.

Revised The equipment can detect small vibrations. It should have detected the change.

Modals convey various meanings, with these being most common:

v **Ability:** *can, could, be able to*

The equipment can detect small vibrations. [Present.]

The equipment could detect small vibrations. [Past.]

The equipment is able to detect small vibrations. [Present. Past: was able to. Future: will be able to.]

✓ **Possibility:** *could, may, might, could/may/might have* + past participle

The equipment could fail. [Present.]

The equipment may fail. [Present or future.]

The equipment might fail. [Present or future.]

The equipment may have failed. [Past.]

✓ **Necessity or obligation:** *must, have to, be supposed to*

The lab must purchase a backup. [Present or future.]

The lab has to purchase a backup. [Present or future. Past: had to.]

The lab will have to purchase a backup. [Future.]

The lab is supposed to purchase a backup. [Present. Past: was supposed to.]

✓ **Permission:** *may, can, could*

The lab may spend the money. [Present or future.]

The lab can spend the money. [Present or future.]

The lab could spend the money. [Present or future, more tentative.]

With budget approval, the lab could have spent the money. [Past.]

✓ **Intention:** *will, shall, would*

The lab will spend the money. [Future.]

Shall we offer advice? [Future. Use *shall* for questions requesting opinion or consent.]

We would have offered advice. [Past.]

✓ **Request:** *could, can, would*

Could [or can or would] you please obtain a bid? [Present or future.]

✓ **Advisability:** *should, had better, ought to, should have* + past participle

You should obtain three bids. [Present or future.]

You had better obtain three bids. [Present or future.]

You ought to obtain three bids. [Present or future.]

You should have obtained three bids. [Past.]

✓ **Past habit:** *would, used to*

In years past we would obtain five bids.

We used to obtain five bids.

EXERCISE 14.4 Using helping verbs

Add helping verbs in the following sentences where they are needed for standard English. (You can do this exercise online at ablongman.com/littlebrown.)

Example:

The story been told for many years.

The story has been told for many years.

1. Each year thousands of new readers been discovering Agatha Christie's mysteries.
2. The books written by a prim woman who had worked as a nurse during World War I.
3. Christie never expected that her play *The Mousetrap* be performed for decades.
4. During her life Christie always complaining about movie versions of her stories.
5. Readers of her stories been delighted to be baffled by her.

EXERCISE 14.5 Revising: Helping verbs plus main verbs

Revise the following sentences so that helping verbs and main verbs are used correctly. Mark the number preceding any sentence that is already correct. (You can do this exercise online at ablongman.com/littlebrown.)

Example:

The college testing service has test as many as five hundred students at one time.

The college testing service has tested as many as five hundred students at one time.

1. A report from the Bureau of the Census has confirm a widening gap between rich and poor.
2. As suspected, the percentage of people below the poverty level did increased over the last decade.
3. More than 17 percent of the population is make 5 percent of all the income.
4. About 1 percent of the population will keeping an average of \$500,000 apiece after taxes.
5. The other 99 percent all together may retain about \$300,000.

Use a gerund or an infinitive after a verb as appropriate.

Nonnative speakers of English sometimes stumble over using a gerund or an infinitive after a verb. A **gerund** is the *-ing* form of a verb used as a noun (*opening*). An **infinitive** is the plain form of a verb preceded by *to* (*to open*). (See pp. 248–49 for more on these forms.)

Gerunds and infinitives may follow certain verbs but not others. And sometimes the use of a gerund or infinitive with the same verb changes the meaning.

Note A grammar and style checker will spot some but not all errors in matching gerunds or infinitives with verbs. For example, a checker failed to flag *I practice to swim* and *I promise helping out*. Use the lists given here and a dictionary of English as a second language to determine whether an infinitive or a gerund is appropriate. (See p. 537 for a list of ESL dictionaries.)

v Either gerund or infinitive

A gerund or an infinitive may follow these verbs with no significant difference in meaning:

begin	hate	love
can't bear	hesitate	prefer
can't stand	intend	start
continue	like	

The pump began working.

The pump began to work.

v Meaning change with gerund or infinitive

With four verbs, a gerund has quite a different meaning from an infinitive:

forget	stop
remember	try

The engineer stopped eating. [He no longer ate.]

The engineer stopped to eat. [He stopped in order to eat.]

v Gerund, not infinitive

Do not use an infinitive after these verbs:

admit	discuss	mind	recollect
adore	dislike	miss	resent
appreciate	enjoy	postpone	resist
avoid	escape	practice	risk
consider	finish	put off	suggest
deny	imagine	quit	tolerate
detest	keep	recall	understand

Faulty He finished to eat lunch.

Revised He finished eating lunch.

v **Infinitive, not gerund**

Do not use a gerund after these verbs:

agree	decide	mean	refuse
appear	expect	offer	say
ask	have	plan	wait
assent	hope	pretend	want
beg/manage	promise	wish	
claim			

Faulty He decided checking the pump.

Revised He decided to check the pump.

v **Noun or pronoun + infinitive**

Some verbs may be followed by an infinitive alone or by a noun or pronoun and an infinitive. The presence of a noun or pronoun changes the meaning.

ask	dare	need	wish
beg/expect	promise	would like	
choose	help	want	

He expected to watch.

He expected his workers to watch.

Some verbs *must* be followed by a noun or pronoun before an infinitive:

admonish	encourage	oblige	require
advise	forbid	order	teach
allow	force	permit	tell
cause	hire	persuade	train
challenge	instruct	remind	urge
command	invite	request	warn
convince			

He instructed his workers to watch.

Do not use *to* before the infinitive when it follows one of these verbs and a noun or pronoun:

feel/make ("force")	
have	see
hear	watch
let	

He let his workers learn by observation.

EXERCISE 14.6 REVISING: VERBS PLUS GERUNDS OR INFINITIVES

Revise the following sentences so that gerunds or infinitives are used correctly with verbs. Mark the number preceding any sentence that is already correct. (You can do this exercise online at ablongman.com/littlebrown.)

Example:

A politician cannot avoid to alienate some voters.

A politician cannot avoid alienating some voters.

1. A program called HELP Wanted tries to encourage citizens take action on behalf of American competitiveness.
2. Officials working on this program hope improving education for work.
3. American businesses find that their workers need learning to read.
4. In the next ten years the United States expects facing a shortage of 350,000 scientists.
5. HELP Wanted suggests creating a media campaign.

Use the appropriate particles with two-word verbs.

Standard American English includes some verbs that consist of two words: the verb itself and a **particle**, a preposition or adverb that affects the meaning of the verb. For example:

Look up the answer. [Research the answer.]
Look over the answer. [Examine the answer.]

The meanings of these two-word verbs are often quite different from the meanings of the individual words that make them up. (There are some three-word verbs, too, such as *put up with* and *run out of*.)

A dictionary of English as a second language will define two-word verbs and say whether the verb may be separated in a sentence, as explained below. (See p. 537 for a list of ESL dictionaries.) A grammar and style checker will recognize few if any misuses of two-word verbs.

Note Many two-word verbs are more common in speech than in more formal academic or business writing. For formal writing, consider using *research* instead of *look up*, *examine* or *inspect* instead of *look over*.

v Inseparable two-word verbs

Verbs and particles that may not be separated by any other words include the following:

call on	go out with	run across	stay away
catch on	go over	run into	stay up
come across	grow up	run out of	take care of
get along	keep on	speak up	turn out
get up	look for	speak with	turn up at
give in	look into	stand up	work for
go on	play around		

Faulty Children grow quickly up.
Revised Children grow up quickly.

v Separable two-word verbs

Most two-word verbs that take direct objects may be separated by the object:

Parents help out their children.
Parents help their children out.

If the direct object is a pronoun, the pronoun *must* separate the verb from the particle:

Faulty Parents help out them.
Revised Parents help them out.

The separable two-word verbs include the following:

bring up	give back	make up	throw out
call off	hand in	point out	try on
call up	hand out	put away	try out
drop off	help out	put back	turn down
fill out	leave out	put off	turn on
fill up	look over	take out	wrap up
give away	look up	take over	

EXERCISE 14.7 Revising: Verbs plus particles

The two- and three-word verbs in the sentences below are underlined. Some are correct as given, and some are not because they should or should not be separated by other words. Revise the verbs and other words that are incorrect. Consult the lists above and on the preceding page or an ESL dictionary if necessary to determine whether verbs are separable. (You can do this exercise online at ablongman.com/littlebrown.)

Example:

Hollywood producers never seem to come up with entirely new plots, but they also never run new ways out of to present old ones.

Hollywood producers never seem to come up with [correct] entirely new plots, but they also never run out of new ways to present old ones.

1. American movies treat everything from going out with someone to making up an ethnic identity, but few people look their significance into.
2. While some viewers stay away from topical films, others turn at the theater up simply because a movie has sparked debate.
3. Some movies attracted rowdy spectators, and the theaters had to throw out them.
4. Filmmakers have always been eager to point their influence out to the public.
5. Everyone agrees that filmmakers will keep creating controversy on, if only because it can fill up theaters.

Tense

Tense shows the time of a verb's action. The table on the facing page defines and illustrates the tense forms for a regular verb in the active voice. (See pp. 278 and 302 on regular verbs and voice.)

Note Grammar and style checkers can provide little help with incorrect verb tenses and tense sequences because correctness usually depends on meaning. You'll have to proofread carefully yourself to catch errors in tense or tense sequence.

In standard American English, a verb conveys time and sequence through its form. In some other languages and English dialects, various markers besides verb form may indicate the time of a verb. For instance, in African American dialect *I be attending class on Friday* means that the speaker attends class every Friday. To a speaker of standard American English, however, the sentence may be unclear: last Friday? this Friday? every Friday? The intended meaning must be indicated by verb tense: *I attended class on Friday. I will attend class on Friday. I attend class on Friday.*

Use the appropriate tense to express your meaning.

Many errors in verb tense are actually errors in verb form like those discussed earlier. Still, the present tense, the perfect tenses, and the progressive tenses can cause problems.

Observe the special uses of the present tense.

Most academic and business writing uses the past tense (*the rebellion occurred*), but the present tense has several distinctive uses:

Action occurring now

She understands the problem.

We define the problem differently.

Habitual or recurring action

Banks regularly undergo audits.

The audits monitor the banks' activities.

A general truth

The mills of the gods grind slowly.

The earth is round.

Discussion of literature, film, and so on (see also p. 744)

Huckleberry Finn has adventures we all envy.

In that article, the author examines several causes of crime.

Future time

Next week we draft a new budget.

Funding ends in less than a year.

(In the last two examples, time is really indicated by *Next week* and *in less than a year*.)

Observe the uses of the perfect tenses.

The perfect tenses generally indicate action completed before another specific time or action. (The term *perfect* derives from the Latin *perfectus*, “completed.”) The present perfect tense also indicates action begun in the past and continued into the present. The perfect tenses consist of a form of *have* plus the verb’s past participle.

^{present perfect}
The dancer has performed here only once. [The action is completed at the time of the statement.]

^{present perfect}
Critics have written about the performance ever since. [The action began in the past and continues now.]

^{past perfect}
The dancer had trained in Asia before his performance. [The action was completed before another past action.]

^{future perfect}
He will have performed here again by next month. [The action begins now or in the future and will be completed by a specified time in the future.]

With the present perfect tense, the words *since* and *for* are followed by different information. After *since*, give a specific point in time: *The United States has been a member of the United Nations since 1945*. After *for*, give a span of time: *The United States has been a member of the United Nations for many decades*.

Observe the uses of the progressive tenses.

The progressive tenses indicate continuing (therefore progressive) action. In standard American English the progressive tenses consist of a form of *be* plus the verb’s *-ing* form (present participle). (The words *be* and *been* must be combined with other helping verbs. See pp. 284–85.)

^{present progressive}
The economy is improving.

^{past progressive}
Last year the economy was stagnating.

^{future progressive}
Economists will be watching for signs of growth.

^{present perfect progressive}
The government has been expecting an upturn.

^{past perfect progressive}
Various indicators had been suggesting improvement.

^{future perfect progressive}
By the end of this month, investors will have been pushing the mar-kets up for half a year.

Note Verbs that express unchanging states (especially mental states) rather than physical actions do not usually appear in the progressive tenses. These verbs include *adore*, *appear*, *believe*, *belong*, *care*, *doubt*, *hate*, *have*, *hear*, *imagine*, *know*, *like*, *love*, *mean*, *need*, *own*, *prefer*, *realize*, *remember*, *see*, *sound*, *taste*, *think*, *understand*, and *want*.

Faulty She is wanting to study ethics.

Revised She wants to study ethics.

Use the appropriate sequence of verb tenses.

The term **sequence of tenses** refers to the relation between the verb tense in a main clause and the verb tense in a subordinate clause or phrase. The tenses should change when necessary to reflect changes in actual or relative time. (For a discussion of tense shifts—changes *not* required by meaning—see pp. 359–60.)

subordinate clause: present main clause: present
When a voter casts a ballot, he or she has complete privacy.

subordinate clause: past main clause: past
When voters registered in some states, they had to pay a poll tax.

Prediction

Predictions generally use the present tense in the subordinate clause and the future tense in the main clause:

subordinate clause: present main clause: future
Unless citizens regain faith in politics, they will not vote.

Sometimes the verb in the main clause consists of *may*, *can*, *should*, or *might* plus the verb's plain form: *If citizens regain faith, they may vote.*

Speculation

The verbs in speculations depend on whether the linked events are possible or impossible. For possible events in the present, use the past tense in the subordinate clause and *would*, *could*, or *might* plus the verb's plain form in the main clause:

subordinate clause: past main clause: would + verb
If voters had more confidence, they would vote more often.

Always use *were* in the subordinate clause, even when the subject is *I*, *he*, *she*, *it* or a singular noun. (See p. 300 for more on this distinctive verb form.)

subordinate clause: past main clause: would + verb
If the voter were more confident, he or she would vote more often.

For impossible events in the present—events that are contrary to fact—use the same forms as above (including the distinctive *were* when applicable):

subordinate clause: past main clause: might + verb
If Lincoln were alive, he might inspire confidence.

For impossible events in the past, use the past perfect tense in the subordinate clause and *would*, *could*, or *might* plus the present perfect tense in the main clause:

subordinate clause: past perfect main clause: might + present perfect
If Lincoln had lived past the Civil War, he might have helped stabilize the country.

EXERCISE 14.8 Adjusting tense sequence: Past or past perfect tense

The tenses in each sentence below are in correct sequence. Change the tense of one verb as instructed. Then change the tense of infinitives, participles, and other verbs to restore correct sequence. Some items have more than one possible answer. (You can do this exercise online at ablongman.com/littlebrown.)

Example:

Delgado will call when he reaches his destination. (*Change will call to called.*)

Delgado called when he reached [or had reached] his destination.

1. Diaries that Adolf Hitler is supposed to have written have surfaced in Germany. (*Change have surfaced to had surfaced.*)
2. Many people believe that the diaries are authentic because a well-known historian has declared them so. (*Change believe to be-lieved.*)
3. However, the historian's evaluation has been questioned by other authorities, who call the diaries forgeries. (*Change has been questioned to was questioned.*)
4. They claim, among other things, that the paper is not old enough to have been used by Hitler. (*Change claim to claimed.*)

5. Eventually, the doubters will win the debate because they have the best evidence. (*Change will win to won.*)

EXERCISE 14.9 Revising: Tense sequence with conditional sentences

Supply the appropriate tense for each verb in brackets below. (You can do this exercise online at ablongman.com/littlebrown.)

Example:

If Babe Ruth or Jim Thorpe [be] athletes today, they [remind] us that even sports heroes must contend with a harsh reality.

If Babe Ruth or Jim Thorpe were athletes today, they might [or could or would] remind us that even sports heroes must contend with a harsh reality.

1. When an athlete [turn] professional, he or she [commit] to a gruel-ing regimen of mental and physical training.
2. If athletes [be] less committed, they [disappoint] teammates, fans, and themselves.
3. If professional athletes [be] very lucky, they [play] until age forty.
4. Unless an athlete [achieve] celebrity status, he or she [have] few employment choices after retirement.
5. If professional sports [be] less risky, athletes [have] longer careers and more choices after retirement.

Mood

Mood in grammar is a verb form that indicates the writer's or speaker's attitude toward what he or she is saying. The **indicative mood** states a fact or opinion or asks a question:

The theater needs help. [Opinion.]

The ceiling is falling in. [Fact.]

Will you contribute to the theater? [Question.]

The **imperative mood** expresses a command or gives a direction. It omits the subject of the sentence, *you*:

Help the theater. [Command.]

Send contributions to the theater. [Direction.]

The **subjunctive mood** expresses a suggestion, a requirement, or a desire, or it states a condition that is contrary to fact (that is, imaginary or hypothetical). The subjunctive mood uses distinctive verb forms.

- √ **Suggestion or requirement:** plain form with all subjects.

The manager asked that he donate money. [Suggestion.]

Rules require that every donation be mailed. [Requirement.]

- √ **Desire or present condition contrary to fact:** past tense; for *be*, the past tense *were* for all subjects, singular as well as plural.

We wish that the theater had more money. [Desire.]

It would be in better shape if it were better funded. [Present condition contrary to fact.]

- √ **Past condition contrary to fact:** past perfect.

The theater could have been better funded if it had been better managed.

Note that with conditions contrary to fact, the verb in the main clause also expresses the imaginary or hypothetical with the helping verb *could*, *would*, or *might*. (See also p. 298.)

For a discussion of keeping mood consistent within and among sentences, see page 360.

Use the subjunctive verb forms appropriately.

Contemporary English uses distinctive subjunctive verb forms in only a few constructions and idioms. (For the sequence of tenses in many subjunctive sentences, see pp. 297–98.)

Note A grammar and style checker may spot some simple errors in the subjunctive mood, but it may miss others. For example, a checker flagged *I wish I was home* (should be *were home*) but not *If I had a hammer, I will hammer in the morning* (should be *would hammer*).

Use the subjunctive in contrary-to-fact clauses beginning with *if* or expressing desire.

If the theater were saved, the town would benefit.
We all wish the theater were not so decrepit.
I wish I were able to donate money.

Note The indicative form *was* (*We all wish the theater was not so decrepit*) is common in speech and in some informal writing, but the subjunctive *were* is usual in formal English.

Not all clauses beginning with *if* express conditions contrary to fact. In the sentence *If Joe is out of town, he hasn't heard the news*, the verb *is* is correct because the clause refers to a condition presumed to exist.

Use *would*, *could*, or *might* only in the main clause of a conditional statement.

The helping verb *would*, *could*, or *might* appears in the main clause of a sentence expressing a condition contrary to fact. The helping verb does not appear in the subordinate clause beginning with *if*:

Not Many people would have helped if they would have known.
But Many people would have helped if they had known.

Use the subjunctive in *that* clauses following verbs that demand, request, or recommend.

Verbs such as *ask*, *demand*, *insist*, *mandate*, *recommend*, *request*, *require*, *suggest*, and *urge* indicate demand or suggestion. They often precede subordinate clauses beginning with *that* and containing the substance of the demand or suggestion. The verb in such a *that* clause should be in the subjunctive mood:

The board urged that everyone contribute.
The members insisted that they themselves be donors.
They suggested that each donate both time and money.

Note These constructions have widely used alternative forms that do not require the subjunctive, such as *The board urged everyone to contribute* or *The members insisted on donating*.

EXERCISE 14.10 Revising: Subjunctive mood

Revise the following sentences with appropriate subjunctive verb forms. (You can do this exercise online at ablongman.com/littlebrown.)

Example:

I would help the old man if I was able to reach him.
I would help the old man if I were able to reach him.

1. If John Hawkins would have known of the dangerous side effects of smoking tobacco, would he have introduced the dried plant to England in 1565?
2. Hawkins noted that if a Florida Indian was to travel for several days, he would have smoked tobacco to satisfy his hunger and thirst.
3. Early tobacco growers feared that their product would not gain acceptance unless it was perceived as healthful.
4. To prevent fires, in 1646 the General Court of Massachusetts passed a law requiring that colonists smoked tobacco only if they were five miles from any town.
5. To prevent decadence, in 1647 Connecticut passed a law mandating that one's smoking of tobacco was limited to once a day in one's own home.

Voice

The **voice** of a verb tells whether the subject of the sentence performs the action (**active voice**) or is acted upon (**passive voice**). In the passive voice, the actual actor may be named in a prepositional phrase (such as *by the city*) or may be omitted.

A passive verb always consists of a form of *be* plus the past participle of the main verb: *rents are controlled*. Other helping verbs must also be used with *be*, *being*, and *been*: *rents have been controlled*. Only a transitive verb (one that takes an object) may be used in the passive voice. (See p. 285.)

v Converting active to passive

To change a transitive verb from active to passive voice, convert either an indirect object or a direct object into the subject of the sentence, and use the passive verb form:

Active	subject The city	transitive verb gives	indirect object tenants	direct object leases.
Passive	new subject Tenants	passive verb are given	direct object leases.	
	new subject Leases	passive verb are given	indirect object tenants	old subject by the city.

v Converting passive to active

To change a passive verb to active, name the verb's actor as the subject, use an active verb form, and convert the old subject into an object:

Passive	subject Tenants	passive verb are protected	by leases.
Active	new subject Leases	active verb protect	old subject = object tenants.

Generally, prefer the active voice. Use the passive voice when the actor is unknown or unimportant.

Because the passive omits or de-emphasizes the actor (the performer of the verb's action), it can deprive writing of vigor and is often vague or confusing. The active voice is usually stronger, clearer, and more forthright.

Weak passive The Internet is used for research by many scholars, and its expansion to the general public has been criticized by some.

Strong active Many scholars use the Internet for research, and some have criticized its expansion to the general public.

The passive voice is useful in two situations: when the actor is unknown and when the actor is unimportant or less important than the object of the action.

The Internet was established in 1969 by the US Department of Defense. The network has now been extended internationally to governments, foundations, corporations, educational institutions, and private individuals. [In the first sentence the writer wishes to stress the Internet rather than the Department of Defense. In the second sentence the actor is unknown or too complicated to name.]

After the solution had been cooled to 10°C, the acid was added. [The person who cooled and added, perhaps the writer, is less important than the facts that the solution was cooled and acid was added. Passive sentences are common in scientific writing. See p. 809.]

Except in such situations, however, you should prefer the active voice in your writing.

Note Most grammar and style checkers can be set to spot the passive voice. (See p. 61.) But the checkers will flag appropriate passives as well, such as when the actor is unknown.

EXERCISE 14.11 Converting between active and passive voices

To practice using the two voices of the verb, convert the following sentences from active to passive or from passive to active. (In converting from passive to active, you may have to add a subject for the new sentence.) Which version of each sentence seems more effective, and why? (You can do this exercise online at ablongman.com/littlebrown.) For additional exercises with the passive voice, see pages 264 and 386.

Example:

The aspiring actor was discovered in a nightclub.

A talent scout discovered the aspiring actor in a nightclub.

1. When the Eiffel Tower was built in 1889, it was thought by the French to be ugly.
2. At that time many people still resisted industrial technology.
3. The tower's naked steel construction epitomized this technology.
4. Beautiful ornament was expected to grace fine buildings.
5. Further, the tower could not even be called a building because it had no solid walls.

EXERCISE 14.12 Revising: Verb forms, tense, mood

Mark all the verbs and verbals in the following paragraph and correct their form, tense, or mood if necessary. (You can do this exercise online at ablongman.com/littlebrown.)

For centuries the natives of Melanesia, a group of islands laying northeast of Australia, have practice an unusual religion. It began in the eighteenth century when European explorers first have visited the islands. The natives were fascinated by the rich goods or "cargo" possessed by the explorers. They saw the wealth as treasures of the gods, and cargo cults eventually had arised among them. Over the centuries some Melanesians turned to Christianity in the belief that the white man's religion will bring them the white man's treasures. During World War II, US soldiers, having arrived by boat and airplane to have occupied some of the islands, introduced new and even more wonderful cargo. Even today some leaders of the cargo cults insist that the airplane is worship as a vehicle of the Melanesians' future salvation.

Note See page 331 for an exercise involving verbs along with other aspects of grammar.

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Visit the companion Web site for more help and additional exercises on noun and pronoun case.

Case forms of nouns and pronouns

	Subjective	Objective	Possessive
Nouns	boy Jessie	boy Jessie	boy's Jessie's
Personal pronouns			
<i>Singular</i>			
1st person	I	me	my, mine
2nd person	you	you	your, yours
3rd person	he she it	him her it	his her, hers its
<i>Plural</i>			
1st person	we	us	our, ours
2nd person	you	you	your, yours
3rd person	they	them	their, theirs
Relative and interrogative pronouns			
	who whoever which, that, what	whom whomever which, that, what	whose — —
Indefinite pronouns			
	everybody	everybody	everybody's

A test for case forms in compound constructions

1. **Identify a compound construction** (one connected by *and*, *but*, *or*, *nor*).

[He, Him] and [I, me] won the prize.

The prize went to [he, him] and [I, me].

2. **Write a separate sentence for each part of the compound.**

[He, Him] won the prize. [I, Me] won the prize.

The prize went to [he, him]. The prize went to [I, me].

3. **Choose the pronouns that sound correct.**

He won the prize. I won the prize. [Subjective.]

The prize went to him. The prize went to me. [Objective.]

4. **Put the separate sentences back together.**

He and I won the prize.

The prize went to him and me.

A test for *who* versus *whom* in questions

1. **Pose the question.**

[Who, Whom] makes that decision?

[Who, Whom] does one ask?

2. **Answer the question, using a personal pronoun.** Choose the pronoun that sounds correct, and note its case.

[She, Her] makes that decision. She makes that decision. [Subjective.]

One asks [she, her]. One asks her. [Objective.]

3. **Use the same case (*who* or *whom*) in the question.**

Who makes that decision? [Subjective.]

Whom does one ask? [Objective.]

A test for *who* versus *whom* in subordinate clauses

1. Locate the subordinate clause.

Few people know [who, whom] they should ask.

They are unsure [who, whom] makes the decision.

2. Rewrite the subordinate clause as a separate sentence, substituting a personal pronoun for *who*, *whom*. Choose the pronoun that sounds correct, and note its case.

They should ask [she, her]. They should ask her. [Objective.]

[She, Her] makes the decision. She makes the decision. [Subjective.]

3. Use the same case (*who* or *whom*) in the subordinate clause.

Few people know whom they should ask. [Objective.]

They are unsure who makes the decision. [Subjective.]

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Visit the companion Web site for more help and additional exercises on verb forms.

Terms used to describe verbs

Tense

The time of the verb's action—for instance, present (*kick*), past (*kicked*), future (*will kick*). (See p. 292.)

Mood

The attitude of the verb's speaker or writer—the difference, for example, in *I kick the ball*, *Kick the ball*, and *I suggest that you kick the ball*. (See p. 299.)

Voice

The distinction between the **active**, in which the subject performs the verb's action (*I kick the ball*), and the **passive**, in which the subject is acted upon (*The ball is kicked by me*). (See p. 302.)

Person

The verb form that reflects whether the subject is speaking (*I/we kick the ball*), spoken to (*You kick the ball*), or spoken about (*She kicks the ball*). (See p. 306.)

Number

The verb form that reflects whether the subject is singular (*The girl kicks the ball*) or plural (*Girls kick the ball*). (See p. 308.)

Principal parts of common irregular verbs

Plain form	Past tense	Past participle
arise	arose	arisen
become	became	become
begin	began	begun
bid	bid	bid
bite	bit	bitten, bit
blow	blew	blown
break	broke	broken
bring	brought	brought
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
dive	dived, dove	dived
do	did	done
draw	drew	drawn
dream	dreamed, dreamt	dreamed, dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
find	found	found
flee	fled	fled
fly	flew	flown
forget	forgot	forgotten, forgot
freeze	froze	frozen
get	got	got, gotten
give	gave	given
go	went	gone
grow	grew	grown
hang (suspend)	hung	hung
hang (execute)	hanged	hanged
hear	heard	heard
hide	hid	hidden
hold	held	held
keep	kept	kept
know	knew	known

lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
pay	paid	paid
prove	proved	proved, proven
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
set	set	set
shake	shook	shaken
shrink	shrank, shrunk	shrunk, shrunken
sing	sang, sung	sung
sink	sank, sunk	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
speak	spoke	spoken
spring	sprang, sprung	sprung
stand	stood	stood
steal	stole	stolen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
throw	threw	thrown
wear	wore	worn
write	wrote	written

Sit/set; lie/lay; rise/raise

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Visit the companion Web site for more help and additional exercises on verb tense.
Tense

Tenses of a regular verb (active voice)

Present Action that is occurring now, occurs habitually, or is generally true

Simple present Plain form
or -s form

I walk.
You/we/they walk.
He/she/it walks.

Present progressive *Am, is, or are*
plus -ing form

I am walking.
You/we/they are walking.
He/she/it is walking.

Past Action that occurred before now

Simple past Past-tense
form (-d or -ed)

I/he/she/it walked.
You/we/they walked.

Past progressive *Was or were*
plus -ing form

I/he/she/it was walking.
You/we/they were walking.

Future Action that will occur in the future

Simple future Plain form
plus *will*

I/you/he/she/it/we/they will
walk.

Future progressive *Will be* plus
-ing form

I/you/he/she/it/we/they will be
walking.

Present perfect Action that began in the past and is linked to the
present

Present perfect *Have or*
has plus past participle (-d
or -ed)

I/you/we/they have walked.
He/she/it has walked.

Present perfect progressive
Have been or has been plus -ing
form

I/you/we/they have been walking.
He/she/it has been walking.

Past perfect Action that was completed before another past action

Past perfect *Had* plus past
participle (-d or -ed)

I/you/he/she/it/we/they had
walked.

Past perfect progressive *Had*
been plus -ing form

I/you/he/she/it/we/they had been
walking.

Future perfect Action that will be completed before another future action

Future perfect *Will have* plus
past participle (-d or -ed)

I/you/he/she/it/we/they will
have walked.

Future perfect progressive
Will have been plus -ing form

I/you/he/she/it/we/they will have
been walking.

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Visit the companion Web site for more help and additional exercises on verb mood.

Active and passive voice

Active voice The subject acts.

Passive voice The subject is acted upon.

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Visit the companion Web site for more help and additional exercises on verb voice.