

## For Multilingual Writers

### 55.1 Identifying count and noncount nouns

Identify each of the common nouns in the following short paragraph as either a count or a noncount noun.

In his book *Hiroshima*, John Hersey tells the story of six people who survived the destruction of Hiroshima on August 6, 1945. The bomb detonated at 8:15 in the morning. When the explosion occurred, Mrs. Hatsuyo Nakamura was looking out her window and watching a neighbor work on his house. The force of the explosion lifted her into the air and carried her into the next room, where she was buried by roofing tiles and other debris. When she crawled out, she heard her daughter, Myeko, calling out; she was buried up to her waist and could not move.

### 55.2 Using appropriate determiners; stating plural forms explicitly

Each of the following sentences contains an error with a noun phrase. Revise each sentence.

They made <sup>an</sup> important linguistic breakthrough.

- At an end of the eighteenth century, England and France were at war.
- Napoleon, the French ruler, invaded Egypt with much soldiers.

- His ultimate goal was India, which England had conquered many year before.
- At Rosetta, near the Nile, some French soldiers were building fort.
- They made an historic discovery—the Rosetta Stone.
- The stone contained three sections of writing.
- To linguists, the Rosetta Stone became very important.
- The stone became the basis for an huge insight into ancient writing.
- Do archeologists think much discoveries like the Rosetta Stone will occur in the future?
- We do not know what future dig will uncover.

### 55.3

#### Using articles appropriately

Insert articles as necessary in the following passage from *The Silent Language*, by Edward T. Hall. If no article is needed, leave the space blank.

Hollywood is famous for hiring \_\_\_\_\_ various experts to teach \_\_\_\_\_ people technically what most of us learn informally. \_\_\_\_\_ case in point is \_\_\_\_\_ story about \_\_\_\_\_ children of one movie couple who noticed \_\_\_\_\_ new child in \_\_\_\_\_ neighborhood climbing \_\_\_\_\_ tree. \_\_\_\_\_ children immediately wanted to be given \_\_\_\_\_ name of his instructor in \_\_\_\_\_ tree climbing.

### 55.4

#### Positioning modifiers

Possible modifiers for each of the following nouns are listed alphabetically in brackets after the noun. Indicate the order in which

the adjectives should precede the noun.

Example:

Popular New Orleans jazz album (jazz/New Orleans/popular)

1. \_\_\_\_\_ team (coed/volleyball)
2. \_\_\_\_\_ subway (New York/hectic)
3. \_\_\_\_\_ rental (movie/X-rated)
4. \_\_\_\_\_ freeway (congested/endless)
5. \_\_\_\_\_ program (educational/worthwhile)
6. \_\_\_\_\_ encyclopedia (multivolume/valuable)
7. \_\_\_\_\_ question (surprising/trick)
8. \_\_\_\_\_ park (amusement/deserted/large)
9. \_\_\_\_\_ cloth (batik/orange/unusual)
10. \_\_\_\_\_ novel (new/Spanish/well-received)

### 56.1

#### Using the present, the present perfect, and the past forms of verbs

Rewrite the following passage, adapted from "In a Jumbled Drawer" by Stephen Jay Gould, by adding appropriate forms of *have* and main-verb endings or forms for the italicized verbs in parentheses.

As my son \_\_\_\_\_ (*grow*), I \_\_\_\_\_ (*monitor*) the changing fashions in kiddie culture for words expressing deep admiration—what I \_\_\_\_\_ (*call*) "cool" in my day, and my father \_\_\_\_\_ (*designate*) "swell." The half-life \_\_\_\_\_ (*seem*) to be about six months, as "excellent" (with curious lingering emphasis on the first syllable) \_\_\_\_\_ (*give*) way to "bad" (extended, like a sheep

bleat, long enough to turn into its opposite), to "wicked," to "rad" (short for radical). The latest incumbent—"awesome"—\_\_\_\_\_ (*possess*) more staying power, and \_\_\_\_\_ (*reign*) for at least two years.

### 56.2

#### Using specified forms of verbs

Using the subjects and verbs provided, write the specified sentences.

Example:

subject: *Bernie* verb: *touch*

sentence using a present form: *Bernie touches the soft fur.*

sentence using the auxiliary verb *had*: *Bernie had touched a squid before.*

1. subject: *I* verb: *discuss*  
sentence using a past form:  
sentence using an auxiliary verb + the present participle form:
2. subject: *they* verb: *decide*  
sentence using a present form:  
sentence using an auxiliary verb + the past participle form:
3. subject: *geese* verb: *migrate*  
sentence using a past form:  
sentence using an auxiliary verb + the present participle form:
4. subject: *we* verb: *ask*  
sentence using a present form:  
sentence using the auxiliary *had* + the past participle form:
5. subject: *teen-agers* verb: *consume*  
sentence using a past form:  
sentence using the auxiliary verb *were* + the present participle form:

6. subject: *snakes* verb: *slither*  
sentence using a present form:  
sentence using an auxiliary verb + past participle form:
7. subject: *pasla* verb: *stenni*  
sentence using a past form:  
sentence using an auxiliary verb + present participle form:
8. subject: *Yankees* verb: *wih*  
sentence using a past form:  
sentence using an auxiliary verb + a present participle form:
9. subject: *hamburger* verb: *taste*  
sentence using a present form:  
sentence using an auxiliary verb + a past participle form:
10. subject: *pilots* verb: *fly*  
sentence using a past form:  
sentence using an auxiliary verb + a present participle form:

### 56.3 Identifying tenses and forms of verbs

From the following list, identify the form of each verb or verb phrase in each of the numbered sentences.

simple present	past perfect
simple past	present progressive
present perfect	past progressive

Example:

Judge Cohen considered the two arguments. Simple past

1. She had forgotten the assignment.
2. This morning in class he is explaining his project.
3. My mother has driven the same Mazda for ten years.
4. Paul required special medical attention for years.
5. I have attempted that math problem several times now.
6. Just as we took our seats, the movie began.
7. As guests were arriving, Cheryl was still getting dressed.
8. She is exercising to reduce stress.
9. The elephant's floppy ears were delighting my son.
10. The twins Aimee and Sarah befuddled their teachers.

### 56.4 Using verbs appropriately

Each of the following sentences contains an error with verbs. Revise each sentence.

*could not*

Linguists ~~cannot~~ interpret hieroglyphics before they discovered the Rosetta Stone.

1. The Rosetta Stone was cover with inscriptions in two ancient languages, Greek and Egyptian.
2. Ancient Egyptian writing called hieroglyphics.
3. In the eighteenth century, no one can read hieroglyphics.
4. Very soon after its discovery, the French have made copies of the stone.
5. They sent these copies to scholars who were interesting in hieroglyphics.

- By comparing the Egyptian writing with the Greek writing, the scholars interpreting the former.
- The scholars were praise for their work.
- They have carried out their work almost two hundred years ago.
- Museum goes visit the stone for more than a hundred years.
- We have visited it in 1966.

### 57.1

#### Using prepositions idiomatically

Insert one or more appropriate prepositions in each of the following sentences.

Example:

We will have the answer by four o'clock this afternoon.

- Newspapers and magazines report problems \_\_\_\_\_ elementary education.
- Some articles say that teachers give attention only \_\_\_\_\_ children who are disruptive.
- Other articles report on schools \_\_\_\_\_ areas of poverty and crime.
- These articles say schools can't solve problems \_\_\_\_\_ themselves.
- How can schools help when children arrive \_\_\_\_\_ the morning without breakfast?
- Education needs participation \_\_\_\_\_ all of us.
- Classrooms need books \_\_\_\_\_ their shelves.
- Children should fall \_\_\_\_\_ love with reading.
- Children should have pencils \_\_\_\_\_ their pencil cases.
- They should get to school precisely \_\_\_\_\_ time.

### 57.2

#### Recognizing and using two-word verbs

Identify each italicized expression as either a two-word verb or as a verb + preposition.

Example:

*Look up* John Brown the next time you're in town. *two-word verb*

- Shortly after the French invasion of Egypt, the British *struck at* Napoleon.
- By 1801, the French forces in Egypt were compelled to *fall back*.
- The French *gave up* the Rosetta Stone reluctantly.
- The British *took it back*.
- The Rosetta Stone is now in the British Museum, where millions of visitors have *looked at* it.
- The camp counselor *handed* the candy *out* as if it were gold.
- Put* the garbage *out* on the sidewalk, please.
- Don't *put* yourself *out* on my behalf.
- The frog *turned into* a prince.
- The car *turned into* the driveway.

### 58.1

#### Expressing subjects and objects explicitly

Revise the following sentences or nonsentences so that they have explicit subjects and objects as necessary. If a sentence does not contain an error, write C.

Example:

There is  
is a coffee bar in my apartment building.

- Is of great importance that I know Yiddish, a dying language, according to some observers.

2. Snowed during my entire vacation.
3. No hot water tomorrow.
4. Having a great time; wish you were here.
5. We were losing patience with her because was always late.
6. There's no difference between us.
7. The poster publicizing the charity said, "Give!" in big letters.
8. We walked to the mailbox and mailed.
9. "I will now go to my chambers and consider," explained Judge Cohen.
10. Was even windier in Chicago than I'd expected.

## 58.2

## Editing for English word order

Revise the following sentences as necessary. If a sentence does not contain an error, write C.  
Example:

(On vacation, she wants to go)

1. Chocolate eats the baby messily.
2. To sleep he wishes to go now.
3. "Speak fluently English," ordered the instructor.
4. John watches videos incessantly.
5. Desserts some restaurant guests would like to begin with.
6. She not can pronounce all English sounds.
7. A week's vacation he expects.

8. Put on the table the silverware.
9. Slow and easy wins the race.
10. Comes in first the runner from Kenya.

## 58.3

## Using noun clauses, infinitives, and gerunds appropriately

Revise the following sentences as necessary so that each contains an appropriate noun clause, infinitive, or gerund positioned well. If a sentence does not contain an error, write C.  
Example:

It pleases me <sup>that</sup> you like me.

1. Makes me very proud that my English vocabulary is expanding.
2. It annoys the teacher we don't practice conversation.
3. What he has to say is of great interest to me.
4. Is important that we think in English.
5. I enjoy to study languages of native Americans.
6. I expect understanding more as I proceed with my studies.
7. We appreciated to get the invitation.
8. I agree to invest at least three hours a week in improving my English.
9. Her mother stopped to drive on her ninetieth birthday.
10. It is obvious that she made the right decision.

### 58.4 Using adjective clauses well

Revise the following sentences so that each includes an appropriate adjective clause positioned well. Make sure the sentence does not include unnecessary words or omit necessary relative pronouns. If a sentence does not contain an error, write C.

Example:

The doctor prescribed medicine for her headache, (that was no help).

1. Who has red hair the young man is picking up English very quickly.
2. The textbook that I am using it contains many examples of English sentences.
3. The class in that I enrolled has only a few students.
4. The class dinner we cooked together represented food from a dozen countries.
5. The chef works at my club helped by lending us pots and pans.
6. A reporter attended the dinner and wrote an article which he praised the chefs in it.
7. The results of the test, which we all prepared for, demonstrate the progress that we have made.
8. I want that is the newest the textbook.
9. The book that is the biggest is not necessarily the best.
10. The student practices the most gains the most.

### 58.5 Writing conditional sentences

Revise each of the following sentences so that both the *if*-clause and the main, or independent, clause contain appropriate verb forms. If a sentence does not contain an error, write C.

Example:

If you had loved me, I would <sup>have stayed</sup> stay.

1. If the Rosetta Stone was not discovered, it would have been much more difficult to decipher hieroglyphics.
2. If I win a fellowship, I would go to graduate school.
3. If you had read the instructions, you had been finished assembling the desk by now.
4. If John Kennedy were alive today, he would question what we see as progress.
5. If he did not wear a seat belt, he would not have survived.
6. When you feel the flu coming on, you should consider getting more rest.
7. She will face months of therapy if the tests were positive.
8. If I'd known you were coming, I would bake a cake.
9. When she is good, she is very good, but when she is bad, she is horrid.
10. If it stopped raining, we will go biking.