Learn to use pronouns and prepositions in context

Apply your new skills to sentence building

Practice with dozens of goal-oriented exercises

Ed Swick
English Pronouns and Prepositions
English Pronouns and Prepositions

Second Edition

Ed Swick
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Introduction

Pronouns

Some learners believe that they understand everything about pronouns, because they know that *pronouns replace nouns* in a sentence and because they are familiar with the personal pronouns: *I, you, he, she, it, we, and they*. But the story about pronouns is much longer and more complicated than that.

For one thing, there are many types of pronouns. They range from the personal pronouns that everyone identifies with relative ease to possessive pronouns, demonstrative pronouns, relative pronouns, reflexive pronouns, reciprocal pronouns, and others. The names may seem meaningless to you now, but with some experience with the pronouns and adequate practice, they will make sense to you.

In this book you will encounter the various types of pronouns. They will be described for you, and they will be illustrated with examples. Then you will have the opportunity to practice with them in a variety of exercises.

The exercises appear in different forms in order to give you practice with the pronouns from different angles. Some of the exercises ask you to select the word that completes a sentence correctly:

Jim had an accident with **him/his/me/myself** new car.

Others ask you to complete a sentence with any appropriate pronoun:

I hit Tom, and then he hit **me** back.

And still others ask for you to write an original sentence that includes a specific target phrase:

Target phrase: one another

*They loved one another very much.*

The end result will be that you will have developed a better understanding of English pronouns and will have increased your effectiveness in using pronouns.

Prepositions

You probably know what each of these words mean: *to, get, out, of, my, sight*. But when the words are combined as a single phrase they become a verb with a new meaning:

<table>
<thead>
<tr>
<th>New Phrase</th>
<th>New Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get out of my sight!</td>
<td>Leave!</td>
</tr>
</tbody>
</table>
The prepositions in that phrase had a lot to do with changing the meaning.

There is a rather old-fashioned rule that says that you should never end a sentence with a preposition. In general, it’s not a bad rule to follow. But there are times when the rule just doesn’t work. Winston Churchill, the famed Prime Minister of Great Britain and a highly competent writer and speaker, once joked about the difficulty of conforming to that rule about prepositions when he said:

“That is nonsense up with which I shall not put.”

Sometimes a preposition just has to fall at the end of a sentence in order to make sense and not to sound awkward. You will encounter prepositions here in practical forms and in forms that conform to contemporary English.

This book will guide you through the maze of prepositional types and uses and clarify their function in a sentence. They will be described and illustrated for you, and then you will have ample opportunity to practice with them in the exercises. And, as with pronouns, there will be numerous kinds of exercises for prepositions.

Take advantage of the contents of this book and increase your ability to use pronouns and prepositions effectively and accurately. This will be an important step in increasing your skill in speaking and writing English.
English Pronouns and Prepositions
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Pronouns are almost all very small words. This fact causes some people to think that pronouns are, therefore, a small and unimportant part of the language. But the opposite is true. Understanding the various types of pronouns and how they are used is very important for developing accuracy in English.

Every pronoun shares the same simple characteristic: it is a word that replaces a noun.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>John is young.</td>
<td>He is young.</td>
</tr>
<tr>
<td>Six men were hurt.</td>
<td>Six were hurt.</td>
</tr>
<tr>
<td>These words make no sense.</td>
<td>These make no sense.</td>
</tr>
<tr>
<td>I really enjoyed the party.</td>
<td>I really enjoyed myself.</td>
</tr>
</tbody>
</table>

You should have noticed in the list above that only the first sentence changed from a noun to a familiar pronoun form—a subject or personal pronoun. The other three pairs of examples illustrate that there is something more to pronouns than just substituting a personal pronoun for a noun.

This does not make personal pronouns unimportant. In fact, knowing how personal pronouns function in the language is a good basis for discovering how other types of pronouns function. Looking carefully at personal pronouns will be the first step toward developing an understanding of other types of pronouns and toward acquiring greater skill in using pronouns, which will make you a more effective user of English.
Pronouns as the Subject of a Sentence

The *first person* pronouns refer to one’s self. The *second person* pronouns refer to others to whom you are speaking. And the *third person* pronouns are substitutes for all other nouns. The pronouns that can act as the subject of a sentence (and are for this reason called subject, or personal, pronouns) are listed in the chart below.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Person</strong></td>
<td>I</td>
<td>we</td>
</tr>
<tr>
<td><strong>Second Person</strong></td>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td><strong>Third Person</strong></td>
<td>he, she, it</td>
<td>they</td>
</tr>
</tbody>
</table>

Note that *you* has both a singular and plural meaning: “Mary, you are a great athlete.” “Tom and Mary, you have to study more.”

In addition, there are two more pronouns that are used to ask questions about people (*who*) and about things (*what*).

The pronoun *he* can replace nouns that refer to males:
- the man → he
- a boy → he
- the doctor → he

The pronoun *she* can replace nouns that refer to females:
- the woman → she
- a girl → she
- the doctor → she

The pronoun *it* can replace nouns that refer to objects:
- the rock → it
- a building → it
- his nose → it
The pronoun *they* can replace nouns that refer to plurals:

- the girls → they
- men → they
- two rocks → they

The pronoun *who* can replace animate nouns to form a question:

- The man became ill. → Who became ill?
- A few women went shopping. → Who went shopping?

The pronoun *what* can replace inanimate nouns to form a question:

- Our house burned down. → What burned down?
- His tools are in the garage. → What is in the garage?

There is one notable exception to the rule that pronouns are derived by the gender of nouns. It is common to refer to a boat or sometimes an automobile as a female:

- “What a beautiful sailboat! She’s a real beauty.”
- “What about the Titanic?” “She sank in the Atlantic in 1912.”
- “She’s been a good old car, but it’s time to trade her in.”

Note that a noun or pronoun combined with *I* can be replaced by *we*:

- you and I = we
- she and I = we
- the boy and I = we
- the girls and I = we

The subject pronouns determine the form of the verb in the sentence. In the present tense most verbs require an *-s* ending when the subject is a third person singular pronoun or noun: *he has, the girl sings*. The other pronouns do not require an ending on the verb. The only exception to this is the verb *to be*, which has a more complicated conjugation than other verbs:

<table>
<thead>
<tr>
<th>Subject Pronoun</th>
<th>to come</th>
<th>to help</th>
<th>to be</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>come</td>
<td>help</td>
<td>am</td>
</tr>
<tr>
<td>you</td>
<td>come</td>
<td>help</td>
<td>are</td>
</tr>
<tr>
<td>he, she, it</td>
<td>comes</td>
<td>helps</td>
<td>is</td>
</tr>
<tr>
<td>we</td>
<td>come</td>
<td>help</td>
<td>are</td>
</tr>
<tr>
<td>you</td>
<td>come</td>
<td>help</td>
<td>are</td>
</tr>
<tr>
<td>they</td>
<td>come</td>
<td>help</td>
<td>are</td>
</tr>
</tbody>
</table>

In the past tense the subject pronouns do not require an additional ending on the verb beyond the past tense formation. There is only one exception to this rule, and, again, it is the verb *to be*. Look at these examples in the past tense:

<table>
<thead>
<tr>
<th>Subject Pronoun</th>
<th>to come</th>
<th>to help</th>
<th>to be</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>came</td>
<td>helped</td>
<td>was</td>
</tr>
<tr>
<td>you</td>
<td>came</td>
<td>helped</td>
<td>were</td>
</tr>
<tr>
<td>he, she, it</td>
<td>came</td>
<td>helped</td>
<td>was</td>
</tr>
<tr>
<td>we</td>
<td>came</td>
<td>helped</td>
<td>were</td>
</tr>
<tr>
<td>you</td>
<td>came</td>
<td>helped</td>
<td>were</td>
</tr>
<tr>
<td>they</td>
<td>came</td>
<td>helped</td>
<td>were</td>
</tr>
</tbody>
</table>
There is another second person singular pronoun. It is *thou*. It is considered archaic and is only found in very old documents or literature and in certain versions of the Bible. Its forms are:

- Subject pronoun: *thou*
- Object pronoun: *thee*
- Possessive pronouns: *thy, thine*

As the subject of a present tense sentence, *thou* requires an -*st* ending on the verb: *thou hast, thou canst*. You should be aware of this pronoun’s existence, but it will not be considered further in this book.

**exercise 1-1**

Circle the pronoun that correctly completes each sentence.

1. We/She/I has to go home at five o’clock.
2. When do you/she/he leave on your trip?
3. I/She/They were frightened during the storm.
4. I/You/We am planning on early retirement.
5. Why are it/you/he crying?
6. They/Who/We wants to arrange a surprise party for her?
7. He/You/We was sound asleep.
8. What/I/They needs to be repaired right away?
9. Where does I/you/she go every afternoon?
10. They/She/He earn a very good salary.

**exercise 1-2**

Rewrite each sentence, changing the italicized noun phrase to the appropriate pronoun.

1. My little sister is such a sweet child.

2. These boys just can’t seem to get along.

3. Where did the sleepy soldiers find a place to rest?
4. My friends and I spent a week camping in the mountains.

5. The new school burned down last night.

6. Where is John from?

7. Two jet planes roared overhead.

8. Why is Ms. Brown laughing?

9. Does your arm still hurt?

10. Tom and I can help you today.

---

You should be aware that personal pronouns used as subjects can form contractions. Contractions are formed with pronouns and certain verbs. Look at the examples that follow:

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>have</th>
<th>has</th>
<th>is</th>
<th>are</th>
<th>am</th>
<th>would</th>
<th>will</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I’ve</td>
<td></td>
<td></td>
<td>I’m</td>
<td></td>
<td>I’d</td>
<td>I’ll</td>
</tr>
<tr>
<td>you</td>
<td>you’ve</td>
<td></td>
<td>you’re</td>
<td>you’d</td>
<td>you’ll</td>
<td></td>
<td></td>
</tr>
<tr>
<td>he</td>
<td>he’s</td>
<td>he’s</td>
<td>he’s</td>
<td>he’d</td>
<td>he’ll</td>
<td></td>
<td></td>
</tr>
<tr>
<td>she</td>
<td>she’s</td>
<td>she’s</td>
<td>she’s</td>
<td>she’d</td>
<td>she’ll</td>
<td></td>
<td></td>
</tr>
<tr>
<td>it</td>
<td>it’s</td>
<td>it’s</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>we</td>
<td>we’ve</td>
<td></td>
<td></td>
<td>we’re</td>
<td>we’d</td>
<td>we’ll</td>
<td></td>
</tr>
<tr>
<td>they</td>
<td>they’ve</td>
<td></td>
<td></td>
<td>they’re</td>
<td>they’d</td>
<td>they’ll</td>
<td></td>
</tr>
<tr>
<td>who</td>
<td>who’s</td>
<td>who’s</td>
<td>who’s</td>
<td>who’d</td>
<td>who’ll</td>
<td></td>
<td></td>
</tr>
<tr>
<td>what</td>
<td>what’s</td>
<td>what’s</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There is one special contraction formed from the words let us: let’s.

Other contractions are a combination of a verb and the negative word not:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Contraction</th>
<th>Verb</th>
<th>Contraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>are</td>
<td>aren’t</td>
<td>must</td>
<td>mustn’t</td>
</tr>
<tr>
<td>can</td>
<td>can’t</td>
<td>need</td>
<td>needn’t</td>
</tr>
<tr>
<td>could</td>
<td>couldn’t</td>
<td>should</td>
<td>shouldn’t</td>
</tr>
<tr>
<td>did</td>
<td>didn’t</td>
<td>was</td>
<td>wasn’t</td>
</tr>
<tr>
<td>do</td>
<td>don’t</td>
<td>were</td>
<td>weren’t</td>
</tr>
<tr>
<td>has</td>
<td>hasn’t</td>
<td>will</td>
<td>won’t</td>
</tr>
<tr>
<td>have</td>
<td>haven’t</td>
<td>would</td>
<td>wouldn’t</td>
</tr>
<tr>
<td>is</td>
<td>isn’t</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pronouns in a contraction should only be used in complete utterances and not in an elliptical phrase (a phrase in which information is understood):

He’ll arrive here on the five-thirty bus.
I’m sure tomorrow will be a better day for you.

But it is common to respond to someone’s question with an elliptical phrase. An elliptical phrase is one that leaves out certain words that are understood from the words in the question. In elliptical phrases contractions should not be used, unless the contraction is the combination of a verb and the negative word not. Let’s look at some examples:

Question: Is he going to work today?
Answer: Yes, he’s going to work today.
Elliptical answer: Yes, he is. (no contraction)

Question: Are you afraid of mice?
Answer: Yes, I’m afraid of mice.
Elliptical answer: Yes, I am. (no contraction)

Question: Did she have enough money?
Answer: No, she didn’t have enough money.
Elliptical answer: No, she didn’t. (combination of a verb and not)

Write an elliptical answer to each of the following questions.

1. Do you like living in San Francisco?

2. Is she a good programmer?

3. Have they ever seen the Grand Canyon?

4. Was he always such a complainer?

5. Am I permitted to study in this room?

6. Aren’t we spending too much time on this problem?

7. Should she really buy such an expensive car?
8. Can you understand what he’s talking about?

9. Shouldn’t he rest for a while?

10. Will they have to spend the night here?
Although nouns do not change when they are used as direct objects in a sentence, most pronouns do.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Direct Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
</tr>
<tr>
<td>you (singular)</td>
<td>you (singular)</td>
</tr>
<tr>
<td>he, she, it</td>
<td>him, her, it</td>
</tr>
<tr>
<td>we</td>
<td>us</td>
</tr>
<tr>
<td>you (plural)</td>
<td>you (plural)</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
</tr>
<tr>
<td>who</td>
<td>whom</td>
</tr>
<tr>
<td>what</td>
<td>what</td>
</tr>
</tbody>
</table>

You should be aware that in casual language, most people substitute who for whom as the direct object form.

Now look at the pronouns when they are used as direct objects in a sentence:

Bill saw me at the bank yesterday.

I like you a lot. (singular you)

Mom sent her to the store.

We bought it a week ago.

She found us hiding in the garage.

I’ll help you. (plural you)

Michael warned them about the danger.

Whom did you meet at the party? (or, in casual language, Who did you meet at the party?)

What are they making for supper?

Look at these examples that show what occurs when direct object nouns are changed to direct object pronouns:
Jim tried to kiss the girl. → Jim tried to kiss her.
They really like their former coach. → They really like him.
Who threw the ball to him? → Who threw it to him?
You’ll find the new tools in the shed. → You’ll find them in the shed.

exercise 2-1

Fill in the blank with the word or phrase shown in parentheses. Make any necessary changes to form the pronouns.

1. Why would the police want to arrest __________ (we)?
2. My uncle visited __________ (I) in Chicago.
3. Did the doctor ask __________ (you singular) about the accident?
4. John caught __________ (he) stealing a bicycle.
5. Can you join __________ (she and I) for dinner?
6. I just can’t believe __________ (it)!
7. How can I reach __________ (you plural) after you move?
8. The boys watched __________ (she) all afternoon.
9. You can help __________ (Tom and I) clean up the kitchen.
10. __________ (Who) should I call about a leaky faucet?

exercise 2-2

Rewrite each sentence and change the direct object noun phrase to a pronoun.

1. My sister liked Jim’s roommate a lot.

2. Can you understand that foreign language?

3. I bought several CDs at the mall.

4. When did you first meet my brother and me?
5. I spent a lot of money.

6. We used to visit the twins regularly.

7. I’d like to introduce my girlfriend Anita.
Pronouns as Indirect Objects

Nouns used as indirect objects look the same as when they are used as subjects or direct objects. Look at these examples with the phrase *the man*.

**SUBJECT:** The man is a stranger to me.

**DIRECT OBJECT:** Do you know the man?

**INDIRECT OBJECT:** I gave the man a few dollars.

But pronouns change. Pronouns used as indirect objects have the same form as pronouns used as direct objects.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Direct Object</th>
<th>Indirect Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
<td>me</td>
</tr>
<tr>
<td>you (singular)</td>
<td>you (singular)</td>
<td>you (singular)</td>
</tr>
<tr>
<td>he, she, it</td>
<td>him, her, it</td>
<td>him, her, it</td>
</tr>
<tr>
<td>we</td>
<td>us</td>
<td>us</td>
</tr>
<tr>
<td>you (plural)</td>
<td>you (plural)</td>
<td>you (plural)</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
<td>them</td>
</tr>
<tr>
<td>who</td>
<td>whom</td>
<td>whom</td>
</tr>
<tr>
<td>what</td>
<td>what</td>
<td>what</td>
</tr>
</tbody>
</table>

Notice how indirect object nouns change to pronouns:

- Mike gave *the girls* the tickets. → Mike gave *them* the tickets.
- I bought *James* a new shirt. → I bought *him* a new shirt.
- Did Bill send *your sister* a postcard? → Did Bill send *her* a postcard?

**exercise 3-1**

*Change the italicized indirect objects to pronouns.*

1. He won’t sell *Jim* the car.
2. Did you bring your girlfriend a gift?

3. I loaned the Smith family a hundred dollars.

4. Please give Ms. Garcia a copy of the will.

5. I’m going to buy the children some new pajamas.

6. James sent his elderly aunt a bouquet of roses.

7. She wrote her boyfriend several letters.

exercise 3-2

Fill in the blank with the word or phrase shown in parentheses. Make any necessary changes to form the pronouns.

1. I wanted to give ____________ (you singular) something nice.

2. Please send ____________ (she) a telegram with the news.

3. They brought ____________ (we) breakfast in bed.

4. Can you lend ____________ (I) a few dollars until tomorrow?

5. You ought to write ____________ (he) a letter every week.

6. She’ll buy ____________ (you plural) new socks and underwear.

7. Mr. Brown gave ____________ (Jim and I) a lecture on politics again.

8. I’m sending ____________ (they) the directions to our new house.

9. Tell ____________ (I) a story.

10. Who bought ____________ (we) these tools?
Pronouns in a Prepositional Phrase

Nouns do not change their form when used in a prepositional phrase. But pronouns do, and they take the same form they do as direct or indirect objects.

**Form of Pronouns That Follow Prepositions**

<table>
<thead>
<tr>
<th>me</th>
<th>us</th>
<th>whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>you (singular)</td>
<td>you (plural)</td>
<td>what</td>
</tr>
<tr>
<td>him, her, it</td>
<td>them</td>
<td></td>
</tr>
</tbody>
</table>

In sentences, the pronouns following a preposition look like this:

- Repeat this sentence after me.
  - She wants to speak with you. (singular)
  - I took a picture of him.
  - What do you know about her?
  - There’s something hiding in it.
  - What do they want from us?
  - The thief was sitting between you. (plural)
  - Is that a deer coming up to them?

If the pronoun is who or what, the preposition often stands at the end of the question in casual speech, and who may be substituted for whom.

- With whom were you chatting?
  - Who were you chatting with?
  - On what did you place the book?
  - What did you place the book on?
Fill in the blank with the word or phrase shown in parentheses. Make any necessary changes to form the pronouns.

1. They were asking questions about ____________ (you singular).
2. I received several letters from ____________ (she).
3. From ____________ (who) did you borrow the money?
4. ____________ (What) were they all laughing about?
5. Someone threw a rock at ____________ (I).
6. This problem has nothing to do with ____________ (you plural).
7. That shirt really looks good on ____________ (he).
8. A crow was flying directly over ____________ (they).
9. An old woman came up to ____________ (we).
10. Those stories were written by ____________ (the girls and I).

Fill in the blank with any preposition from the list below.

about after at by for from
in near of on to with

1. Three of the girls wanted to dance ____________ me.
2. The artist painted a wonderful portrait ____________ her.
3. ____________ whom did you send the manuscript?
4. A little bird was sitting ____________ it.
5. What did you put it ____________?
6. I entered the building right ____________ him.
7. There’s a new bank ____________ it.
8. The frightened dog came slowly up ____________ us.
Direct and Indirect Object Pronouns in the Same Sentence

When a direct object and an indirect object are used in the same sentence and both are nouns, the indirect object (IO) always precedes the direct object (DO).

- Father showed Mr. Garcia (IO) his new car (DO).
- Will you give the dogs (IO) some water (DO)?

If only the indirect object is changed to a pronoun, the same word order occurs:

- Father showed him (IO) his new car (DO).
- Will you give them (IO) some water (DO)?

But if the direct object is changed to a pronoun, there is a significant change in the word order and the indirect object becomes the object of the preposition to or for. This occurs whether the indirect object is a noun or a pronoun. Look at these examples:

**Direct Object as Noun** | **Direct Object as Pronoun**
--- | ---
I sent the men some fresh coffee. | I sent it to the men.
Who gave him these gifts? | Who gave them to him?
We bought the girls a few flowers. | We bought them for the girls.
Bring me a hammer. | Bring it to me.
Rewrite each sentence changing the direct object to a pronoun.

1. The magician showed us a fantastic trick.

2. Don’t give the children the cookies.

3. I can’t lend you the money.

4. Who sent your cousin this awful letter?

5. Tom is going to buy them a kitten.

6. The lawyer did him a favor.

7. The lonely soldier wrote his girlfriend four long letters.

8. She gave me her phone number.

9. Uncle Robert bought us a new TV.

10. Do you send them a check every week?

Rewrite each sentence, changing the direct and indirect objects to pronouns.

1. The judge sent the lawyers the documents.

2. Why did you show Mary that picture?
3. I can’t lend my boyfriend so much money.

4. Dr. Brown gave the nurse the surgical instruments.

5. Show the police officer your license.

6. They’re going to buy their nephew several CDs.

7. Will you save Maria a seat at this table?

exercise 5-3

Rewrite each sentence, changing the italicized word or phrase to a pronoun. Make all other necessary changes.

1. Several boys were standing on the corner and laughing.

2. Someone threw a rock through that window!

3. Bill wants to buy his mother a birthday present.

4. You shouldn’t speak about your brother in that terrible way.

5. Where did you buy such a beautiful necklace?

6. Ms. Smith has moved out of her apartment.

7. Do you know these women?

8. Bill and I were on our way to the party when it happened.
9. I bought you some flowers.

10. Do you want to go there with my sister and me?

11. That young lady has been elected chairperson of the committee.

12. He hates spiders.

13. Put those old clothes in the attic, please.

14. Is that tall man the new boss?

15. We love beautiful warm weather.

exercise 5-4

Write three original sentences with the pronoun given in parentheses. In the first sentence, use the pronoun as a direct object. In the second sentence, use the pronoun as an indirect object. In the third sentence, use the pronoun as the object of a preposition.

1. (I) 

2. (she) 

3. (we) 

A Word of Caution

You will sometimes hear native speakers use pronouns incorrectly. This is particularly true when two pronouns are used together or a noun and a pronoun are used together—for example, you and I, Tom and he.

You have seen examples in this book that show which pronouns are used as the subject of a sentence. But compare what is correct with what you might hear a native say:

Correct: Tom and she are playing baseball tomorrow.
Incorrect: Tom and her are playing baseball tomorrow.

Correct: He and I have the same birthday.
Incorrect: Him and me have the same birthday.

Similar errors occur when such phrases are used as a direct or indirect object or the object of a preposition. In order to sound loftier, some speakers “overcorrect” the pronoun and use a nominative case pronoun where an objective case pronoun is really required. This seems most prevalent with the first person singular pronoun I:

Correct: Martha gave Barbara and me a list of chores.
Incorrect: Martha gave Barbara and I a list of chores.

Correct: Did he want to speak with both you and me?
Incorrect: Did he want to speak with both you and I?
Possessive Pronouns

Just as nouns can be formed to show ownership or possession, so too can pronouns. Most nouns add an apostrophe plus an -s to show possession: John’s car, the woman’s dress, a winter’s night. But pronouns form a completely new word. The following chart shows each subject pronoun and its possessive form.

<table>
<thead>
<tr>
<th>Subject Pronoun</th>
<th>Possessive Pronoun 1</th>
<th>Possessive Pronoun 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>my</td>
<td>mine</td>
</tr>
<tr>
<td>you (singular)</td>
<td>your</td>
<td>yours</td>
</tr>
<tr>
<td>he, she, it</td>
<td>his, her, its</td>
<td>his, her, its</td>
</tr>
<tr>
<td>we</td>
<td>our</td>
<td>ours</td>
</tr>
<tr>
<td>you (plural)</td>
<td>your</td>
<td>yours</td>
</tr>
<tr>
<td>they</td>
<td>their</td>
<td>theirs</td>
</tr>
<tr>
<td>who</td>
<td>whose</td>
<td>whose</td>
</tr>
</tbody>
</table>

A possessive pronoun 1 is used to modify a noun. It is always used in a combination of the possessive pronoun and a noun or noun phrase. It shows to whom something belongs:

I have books. = my books
You have a car. = your car
We have money. = our money
Who has a funny hat? = whose funny hat

The third person possessive pronouns are used to replace possessive nouns:

the young man’s wallet = his wallet
our daughter’s party = her party
the roach’s nest = its nest
my friends’ new house = their new house
There is a difference in the use of the possessive pronoun 1 and 2. The possessive pronoun 2 replaces a possessive pronoun 1 and a noun when the noun is understood.

This is my glove. = This is mine.
Where is your car? = Where is yours?
That was his dinner. = That was his.
Her dog is smarter. = Hers is smarter.
Did you meet our friends? = Did you meet ours?
Their son is a sailor. = Theirs is a sailor.

**Exercise 6-1**

Rewrite each sentence changing the possessive noun phrase to a possessive pronoun.

1. The pretty girl’s brother goes to college.

2. Do you know Mr. Brown’s niece?

3. The snake’s hole was behind a large rock.

4. The birds’ chirping woke me up early.

5. She loved the ballerina’s solo.

6. I had to hold my mother’s purse.

7. The old sow’s piglets slept in a cool pile of mud.

8. Did you borrow your sister’s skis?

9. The strikers’ demands were too much for the company.

10. Where is the little puppies’ bed going to be?
exercise 6-2

Fill in the blank with the possessive pronoun formed from the one in parentheses.

1. I wanted to dance with ____________ (she) older sister.
2. Will you help me carry ____________ (I) books up to the second floor?
3. They said ____________ (you) father had been a colonel in the army.
4. ____________ (We) tent was put up near a bend in the river.
5. Michael wanted to spend time at ____________ (Maria and I) campsite.
6. I still haven’t met ____________ (they) parents.
7. ____________ (Who) sailboat is that out on the lake?
8. I just can’t get interested in ____________ (he) novels.
9. ____________ (It) roof has been replaced with cedar shingles.
10. Ms. Garcia wanted to borrow ____________ (you and I) garden hose.
Demonstrative Pronouns

It is easy to identify a demonstrative pronoun. It is a pronoun that points out the noun that is being spoken or written about. It modifies the noun like an adjective. The four demonstrative pronouns are this, that, these, and those.

This and these indicate something that is close by. This is used with singular nouns, and these is used with plural nouns:

This man is a good friend of mine. (The man is here.)
These books are on sale now. (The books are here.)

That and those indicate something that is far away. That is used with singular nouns, and those is used with plural nouns:

That woman is my teacher. (I see the woman in the distance.)
Did you see those airplanes? (Did you see the airplanes in the distance?)

exercise 7-1

Using the information in parentheses, fill in the blank with the appropriate demonstrative pronoun.

1. (located next to me) I found ___________ puppy behind a bush.

2. (on my lap) She thought ___________ magazines were interesting.
3. (two blocks from here) ___________ tall building is the city hall.

4. (in my hand) Would you like some of ___________ nuts?

5. (above the city) ___________ dark clouds mean a storm is coming.

6. (in another state) ___________ town is about two hundred miles from here.

7. (in the apartment down the hall) Why do ___________ people make so much noise?

8. (around my neck) I bought ___________ necklace on sale.

9. (out in the yard) ___________ swing set is just for children.

10. (back at the school) ___________ boys played soccer all afternoon.

### Indefinite Pronouns

The indefinite pronouns are used to refer to a person or thing that has been mentioned earlier. Their list is rather long:

<table>
<thead>
<tr>
<th>All</th>
<th>Either</th>
<th>Neither</th>
<th>Several</th>
</tr>
</thead>
<tbody>
<tr>
<td>Another</td>
<td>Everybody</td>
<td>No one</td>
<td>Some</td>
</tr>
<tr>
<td>Any</td>
<td>Everyone</td>
<td>Nobody</td>
<td>Somebody</td>
</tr>
<tr>
<td>Anybody</td>
<td>Everything</td>
<td>None</td>
<td>Someone</td>
</tr>
<tr>
<td>Anyone</td>
<td>Few</td>
<td>Nothing</td>
<td>Something</td>
</tr>
<tr>
<td>Anything</td>
<td>Many</td>
<td>One</td>
<td></td>
</tr>
<tr>
<td>Both</td>
<td>Most</td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Each</td>
<td>Much</td>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>

Like any other pronoun, an indefinite pronoun replaces a noun, but it is usually a noun that has appeared earlier in an utterance. Look at these examples:

- **The children** were in an accident. But all are safe and sound now.
- Were the **robbers** finally caught? Only some of them.
- **Mary and Barbara** were born on the same day. Yes, but each has a separate birthday party.

You need to be aware that a few of the indefinite pronouns can be used as a singular or plural: *all, any, more, most, none, and some*. Here are a few examples:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>All is well.</td>
<td>All speak English and Spanish.</td>
</tr>
<tr>
<td>Most was done by John.</td>
<td>Most aren’t going to vote for him.</td>
</tr>
<tr>
<td>Some was left on the table.</td>
<td>Some think she’s very beautiful.</td>
</tr>
</tbody>
</table>
Circle the indefinite pronoun that best completes each sentence.

1. He has three brothers. Some/Much/Each served in the navy for three years.
2. I bought seven tickets. All/Something/Neither were purchased at a discount.
3. The children didn’t like her, and most/none/any would play with her.
4. Nobody/Other/Either put in enough time on the project.
5. Someone/Many/Everything he said turned out to be a lie.
6. Many of them enjoyed the concert. Others/Each/Another went home early.
7. They invited a hundred guests. Much/Several/Anybody are already in the reception hall.
8. The two girls took part in the competition, but any/somebody/neither had a chance of winning.
9. Anyone/Another/Few found without proper identification will be arrested.
10. Many/Anything/Much has been said about the problem, but nothing has been done.

**Interrogative Pronouns**

The interrogative pronouns are who, whom, whose, which, and what. They are called interrogative because they ask a question. And like other pronouns, they replace nouns.

- **Who** invited these people to the party? (Tom invited these people.)
- **Whom** can I rely upon in these difficult times? (I can rely upon Tom.)
- **Whose** was voted the best cake at the fair? (Tom’s cake was voted best.)
- **Which** is the hat you decided to buy? (I decided to buy that gray hat.)
- **What** is he talking about? (He is talking about the theory of relativity.)

These pronouns can be separated into nominative, objective, and possessive forms:

<table>
<thead>
<tr>
<th>Nominative</th>
<th>Objective</th>
<th>Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>who</td>
<td>whom</td>
<td>whose</td>
</tr>
<tr>
<td>which</td>
<td>which</td>
<td></td>
</tr>
<tr>
<td>what</td>
<td>what</td>
<td></td>
</tr>
</tbody>
</table>

The nominative is used as the subject of a sentence. The objective is used as the direct object, indirect object, or object of a preposition. The possessive form shows ownership. Look at these examples with who and which:

- Nominative: **Who** rented your apartment?
- Objective: **Whom** will they elect as president?
- Possessive: **Whose** is the brightest child?
Nominative: **Which** came first, the chicken or the egg?
Objective: **Which** do you want to sell?

Just like indefinite pronouns, interrogative pronouns are used when the noun in question is understood.

---

**exercise 7-3**

*Change the italicized word or phrase to the appropriate interrogative pronoun and form a question.*

1. *This gentleman* would like to order some dinner.

   **What** gentleman would like to order some dinner?

2. She found *some old documents* in the drawer.

   **What** old documents did she find in the drawer?

3. *Mr. Brown’s* is the fastest horse in the race.

   **What** horse is the fastest in the race?

4. They were discussing *the last one*.

   **What** were they discussing?

5. Several women were talking about *the coming election*.

   **What** were several women talking about?

6. We met *him* while traveling in Mexico.

   **What** did we meet while traveling in Mexico?

7. *Maria and James* spent a lot of time in the mountains.

   **What** did Maria and James spend a lot of time in?

8. They prefer *the new one*.

   **What** do they prefer?

9. *A long, black snake* slithered across the road.

   **What** slithered across the road?

10. They received several letters *from their attorney*.

    **What** letters did they receive from their attorney?
If a pronoun is a word that replaces a noun, then *a number* that does the same thing can be considered a pronoun. If the number stands alone, it is no longer just a numerical value or an adjective modifying a noun. It functions as a pronoun. Look at some examples:

<table>
<thead>
<tr>
<th>Number Modifying a Noun</th>
<th>Number Used as a Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>One boy was crying.</td>
<td>One felt sad but would not cry.</td>
</tr>
<tr>
<td>Three kittens played with the ball.</td>
<td>Three were born just a few minutes apart.</td>
</tr>
<tr>
<td>Ten soldiers watched the enemy approach.</td>
<td>Ten fled the battlefield in fear.</td>
</tr>
</tbody>
</table>

Just like indefinite pronouns, numbers are used as pronouns when the noun in question is understood.

**Numbers as Nouns**

Careful! A number can also act as a noun. When it is a noun, the verb used is singular. When it is a pronoun, the verb is plural (except with *one*):

Noun: **Thirteen** is an unlucky number.

Pronoun: **Thirteen** are hiding in the brush.

Noun: **One** is pronounced like the word *won*.

Pronoun: **One** is still in the nest.
Rewrite each sentence changing the noun phrase to a number used as a pronoun.

1. Five little boys were playing in the mud.

2. I have eleven pairs of socks in that drawer.

3. The two older gentlemen are friends of mine.

4. One excellent suggestion came from Ms. Garcia.

5. There were five clean plates on the table a moment ago.

6. The new sales clerk sold her eight beautiful skirts.

7. Three people applied for the same job.

8. There were at least fifty pennies scattered about the floor.
Many people use the pronoun *one* in a more traditional or formal style. But it can be replaced by *you* in casual speech. Either pronoun—*one* or *you*—is used when someone does not want to use a pronoun that identifies a specific person; they are used to speak in general. If you substitute the pronoun *someone* for *one*, you will have the approximate meaning of *one*. Like other pronouns, *one* and *you* have four functions:

<table>
<thead>
<tr>
<th>Nominative</th>
<th>Objective</th>
<th>Possessive</th>
<th>Reflexive</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>one</td>
<td>one’s</td>
<td>oneself</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
<td>your</td>
<td>yourself</td>
</tr>
</tbody>
</table>

(The reflexive will be taken up separately in Unit 11.)

Look how they are used in sentences:

**FORMAL:** If *one* believes in ghosts, *one* might be considered superstitious.

**APPROXIMATE MEANING:** If *someone* believes in ghosts, *someone* might be considered superstitious.

**CASUAL:** If *you* believe in ghosts, *you* might be considered superstitious.

*One* is a third person pronoun and, therefore, verbs used with this pronoun require the same ending as any other third person pronoun: *he talks, one talks; she goes, one goes; it is, one is.* But if *you* replaces *one*, the ending -s is not required in the present tense.

**FORMAL:** If *one* plays fairly, *one* always wins.

**CASUAL:** If *you* play fairly, *you* always win.

Do not confuse this special use of *you* with the second person pronoun *you*. They can be used in identical sentences, but the meaning of each sentence is different.
Second person pronoun: John, you should always wash your hands. Replacement for third person pronoun one: You should always wash your hands. (One should always wash one’s hands. Someone should always wash his hands.)

**exercise 9-1**

 Rewrite each sentence changing the pronoun one in each sentence to you.

1. One must have strength to carry on.

2. Should one always be on time for one’s lessons?

3. If one loses one’s wallet, one should report that to the police.

4. One ought to try to stay in shape.

5. When one drinks too much, one gets drunk.

6. One has little choice when it comes to love.

7. One should always behave oneself.

8. How can one be so mean to her?

9. If one has too much time on one’s hands, one needs to find a job.

10. When one has humility, one also has respect.
Rewrite each sentence below twice: once with the pronoun one and once with the casual replacement pronoun you.

1. She might get into a lot of trouble.
   - One might get into a lot of trouble.
   - You might get into a lot of trouble.

2. If they speak slowly, they are better understood.
   - If one speaks slowly, one is better understood.
   - If you speak slowly, you are better understood.

3. My friends ought to consider taking the train there.
   - My friends ought to consider taking the train there.
   - Your friends ought to consider taking the train there.

4. Should he criticize his own mistakes?
   - Should one criticize his own mistakes?
   - Should you criticize your own mistakes?

5. Children learn slowly when they are very young.
   - Children learn slowly when they are very young.
   - Children learn slowly when they are very young.

6. In time, people accept their limitations.
   - In time, people accept their limitations.
   - In time, people accept their limitations.

7. If the man carries on like a fool, he’ll be considered a fool.
   - If the man carries on like a fool, he’ll be considered a fool.
   - If the man carries on like a fool, he’ll be considered a fool.

8. When the girls get a little too heavy, they should begin to exercise.
   - When the girls get a little too heavy, they should begin to exercise.
   - When the girls get a little too heavy, they should begin to exercise.
Relative Pronouns

Two sentences can be combined by using a relative pronoun. If the same noun appears in two sentences, one of the nouns can be changed to a relative pronoun and the two sentences can be stated as one, the one with the relative pronoun being called a relative clause.

He likes the car. His father bought the car. = He likes the car that his father bought.

The English relative pronouns are:

- **who, whom, whose** → used to replace animate nouns
- **which** → used to replace inanimate nouns
- **that** → used to replace animate or inanimate nouns

In casual speech *whom* is almost always replaced by *who*.

There is also an *elliptical* relative pronoun form, which omits the use of a relative pronoun entirely.

**RELATIVE PRONOUN THAT:** He likes the car that his father bought.

**ELLiptical FORM:** He likes the car his father bought.

Although there are some traditional rules for choosing between *that* and the forms of *who* and *which*, in casual speech they are often used interchangeably:

This is the man that I told you about.

This is the man who I told you about.

The general rule for more formal usage requires using *that* if the relative clause is **restrictive**. A restrictive relative clause is one that defines or identifies the antecedent (the word to which the relative pronoun refers). Look at this example:

The house that his grandfather built many years ago burned down last night.
The relative clause (in bold type) identifies which house burned down last night. The sentence would not have the same meaning if the relative clause were omitted. The meaning of house is restricted by the information provided in the relative clause.

The relative pronouns who and which tend to be used in relative clauses that provide nonessential information. Nonrestrictive clauses are set off by commas. The meaning of the original sentence is not affected by such relative clauses:

Our mayor, who has been in office for two years, is traveling to Canada.
Some articles, which appeared in newspapers across the country, ridiculed the mayor.

In these nonrestrictive relative clauses, the mayor and the articles are not identified by the relative clauses. They do not answer the questions, Which mayor? Which articles? The sentences make complete sense when the relative clauses are omitted:

Our mayor is traveling to Canada.
Some articles ridiculed the mayor.

When changing a noun to a relative pronoun, the function of the noun must remain the function of the relative pronoun: subject, direct object, indirect object, object of a preposition, or possessive. Here are some examples that use the sentence, The boxer was the champ:

Subject: The boxer won the bout. ➞ The boxer that won the bout was the champ.
Direct object: He knocked out the boxer. ➞ The boxer that he knocked out was the champ.
Object of preposition: I spoke with the boxer. ➞ The boxer that I spoke with was the champ.
Possession: The boxer’s training was best. ➞ The boxer whose training was best was the champ.

If a noun is used as an indirect object, the relative pronoun becomes the object of the preposition to or for in the relative clause:

Indirect object: I gave the boxer some good advice. ➞ The boxer that I gave some good advice to was the champ.

When the relative pronoun is that and is the object of a preposition, the preposition must stand at the end of the clause:

We found the scientist that Professor Jones had written about.

If the relative pronoun is who(m) or which, the preposition will stand before the relative pronoun in formal style but at the end of the clause in more casual style. Notice again that nonrestrictive relative clauses are separated by commas:

Formal: It was a terrible event, about which much had been written.
Casual: It was a terrible event, which much had been written about.

Formal: The criminal, from whom they received several threats, was finally located.
Casual: The criminal, who they received several threats from, was finally located.

Use whose for the possessive of an animate. Use of which or whose for the possessive of an inanimate:
They visited their grandfather, whose farm is located in Maryland. She bought a dreadful hat, the color of which was green. She bought a dreadful hat, whose color was green.

The elliptical form of a relative clause occurs when the relative pronoun is a direct object or the object of a preposition. Look at these examples:

Direct object: They spoke with the thief that the police arrested yesterday. Elliptical form: They spoke with the thief the police arrested yesterday.

Object of preposition: I found the document that you inquired about. Elliptical form: I found the document you inquired about.

In the elliptical form of a relative pronoun used as the object of a preposition, the preposition is always at the end of the clause.

**exercise 10-1**

Combine the pairs of sentences below with the relative pronoun that or whose. Make any necessary changes.

1. He found a puppy. The puppy needed a home.

2. Where did you put the groceries? I bought the groceries at the supermarket.

3. That’s my car. My car has the convertible top.

4. There’s the scientist. I told you about the scientist.

5. Do you know the woman? The woman’s son is serving in the army.

6. They hired the lawyer. They got the best deal from the lawyer.

7. I need the map. The map has Cook County on it.

8. I was introduced to the girl. John was dancing with the girl.
9. Don’t spend the money. I put the money on the dresser.

10. Do you know the song? I’m playing the song on the piano.

exercise 10-2

Rewrite the sentences that can be changed to the elliptical form. Be careful. Not all can be changed.

1. I lost the book that I got from Maria last week.

2. We like the dress, which was probably designed in Paris.

3. He read a sentence, which he can’t understand at all.

4. I have all the documents that I was speaking of.

5. Will you give me some money, which I can use to buy new underwear?

6. The champion, who is a native of Mexico, is touring the United States.

7. He bought a used car that had been in an accident.

8. Maria wants to use the umbrella that Mom bought last week.

9. Do you understand the words that I wrote on this sheet of paper?

10. I like Uncle Henry, from whom I received a beautiful gift.
Complete each sentence with any appropriate relative clause.

1. Please show me the books

2. I met the actor

3. He bought a watch that

4. The boss, who

5. Where are the gifts?

6. This car, which

7. I have the DVD

Reflexive Pronouns

The personal pronouns have a form that is used when that form is in the objective case and is the counterpart of its personal pronoun. That form is called a reflexive pronoun. The reflexive pronouns look like this:

<table>
<thead>
<tr>
<th>Subject Pronoun</th>
<th>Object Pronoun</th>
<th>Reflexive Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
<td>myself</td>
</tr>
<tr>
<td>you (singular)</td>
<td>you</td>
<td>yourself</td>
</tr>
<tr>
<td>he</td>
<td>him</td>
<td>himself</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
<td>herself</td>
</tr>
<tr>
<td>it</td>
<td>it</td>
<td>itself</td>
</tr>
<tr>
<td>we</td>
<td>us</td>
<td>ourselves</td>
</tr>
<tr>
<td>you (plural)</td>
<td>you</td>
<td>yourselves</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
<td>themselves</td>
</tr>
<tr>
<td>one</td>
<td>one</td>
<td>oneself</td>
</tr>
</tbody>
</table>

If the subject pronoun and the object pronoun refer to the same person, you should use the reflexive pronoun counterpart in the sentence. If the object pronoun refers to someone or something else, use its object pronoun form:

- I suddenly saw myself in the mirror. (counterpart of I)
- I suddenly saw him in the mirror. (different person)
- We sometimes have to help ourselves. (counterpart of we)
- We sometimes have to help them. (different persons)

Notice the difference between these pairs of sentences and the use of him and himself:

**Using Nouns:** Jim accidentally hurt Jim.
**Using Pronouns:** Jim accidentally hurt himself.

**Using Nouns:** Jim accidentally hurt Michael.
**Using Pronouns:** Jim accidentally hurt him.
Rewrite each sentence, changing the italicized word or phrase to the appropriate reflexive pronoun.

1. She sometimes writes stories about her friends.

2. We really enjoyed the party very much.

3. My uncle cut his little finger with a sharp knife.

4. The ugly dragon hid the bones behind a pile of stones.

5. I described the boys honestly.

6. Would you recommend this woman for the job?

7. The girls saw their reflection in the still water of the pond.

8. He didn’t recognize the gentleman in his new suit of clothes.

9. A young woman was admiring the dress in the store window.

10. Maria and Juan! You’ve hurt him again! Shame on you!

Rewrite the following sentences with each of the pronouns given in parentheses. Use the appropriate reflexive pronouns.

1. John believes himself to be innocent.
   a. (we) ______________________________________
   b. (I) ______________________________________

2. She considers herself lucky.
   a. (they) ______________________________________
   b. (I) ______________________________________
   c. (you singular) ______________________________________
   d. (he) ______________________________________
Reciprocal Pronouns

There are only two reciprocal pronouns: *each other* and *one another*. They are never used as the subject of a sentence, and they always refer to a plural antecedent. Their use is similar to how a reflexive pronoun is used, but they refer back to two or more persons or things in a plural antecedent. Look at these examples:

Maria helps Tom. Tom helps Maria. → Maria and Tom help **one another**.
   or Maria and Tom help **each other**.

He loves her. She loves him. → They love **one another**.
   or They love **each other**.

Two boys spoke with five girls. → They spoke with **one another**.
   or They spoke with **each other**.

You saw my lesson. I saw your lesson. → You and I saw **one another**’s lesson.
   or You and I saw **each other**’s lesson.

Notice how a possessive pronoun is changed to a possessive formed with an *apostrophe-s*: *my lesson*, *your lesson* = **one another**’s lesson.

exercise 12-1

*Rewrite each of the pairs of sentences as one sentence using a reciprocal pronoun.*

1. My father sits next to my mother. My mother sits next to my father.
   → **Maria and Tom help one another**.
   or **Maria and Tom help each other**.

2. The soprano harmonizes with the tenor. The tenor harmonizes with the soprano.
   → **They love one another**.
   or **They love each other**.
3. The boys danced with the girls. The girls danced with the boys.

4. My boss spoke about the manager. The manager spoke about my boss.

5. St. Paul is located near Minneapolis. Minneapolis is located near St. Paul.


7. The lioness slept near the three cubs. The three cubs slept near the lioness.

8. You respect me. I respect you.


10. He likes her voice. She likes his voice.

exercise 12-2

Write three original sentences using the reciprocal pronouns in parentheses.

1. (one another)
   a. 
   b. 
   c. 

2. (each other)
   a. 
   b. 
   c. 
Prepositions are another category of words that, like pronouns, are sometimes underestimated. Prepositions are not simply little words that introduce a prepositional phrase such as in the room, from the top floor, near the beach, or with mother. Many prepositions have some very specific uses. Sometimes they even act as other parts of speech. They can be adverbs. Or they can be the prefix on a noun or verb. And they can combine with other words to create a completely new meaning, far different from the original meaning of the individual words.

Prepositions show the relationship between a noun or a pronoun and some other element in a sentence or phrase. Although numerous prepositions can be used in the same position in a sentence, the simple change of a preposition makes a significant change in the meaning of the sentence. Prepositions may look like insignificant little words, but in reality they have very important functions, and the effective user of English has to understand those functions.

The variety of prepositions is not great. But there are clearly defined differences between the categories of prepositions. An examination of these categories is a good place to start.
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Location can be thought of as the *area, point, or surface* of something. Certain prepositions indicate those locations. Here are some of the most commonly used ones:

- above
- in back of
- along
- in front of
- among
- in the middle of
- at
- near
- behind
- next to
- below
- on
- beside
- over
- between
- under
- in
- with

Most of these prepositions make sense in the same sentence, because they all indicate location:

- The boy is *at* the table.
- The boy is *behind* the table.
- The boy is *beside* the table.
- The boy is *next to* the table.
- The boy is *under* the table.

Besides the verb *to be*, which is frequently used to show location, there are several other verbs that also indicate *where* someone or something is:
to be found  

to be located  

to be situated  

to lie  

to live  

to remain  

to sit  

to stand  

to stay  

Of course, there are many other such verbs. Those in the preceding list are among the ones used frequently. Look at these examples:

Is Guadalajara located in the east or west?
The center of the earthquake was situated near Los Angeles.
Shells like this can be found along the banks of the river.
John sits in front of me.
The girl was lying on a cot and resting.
A stranger stood next to us.
I have to remain at my workbench until noon.
You can stay with me.
We live between two large houses.

As long as you know the meaning of the prepositions, you can use them with relative accuracy. But in English, just like in all other languages, certain prepositions can only be used with certain verbs or phrases. And even if two or more prepositions can be used with the same phrase, there is a change in meaning—even if it’s only a slight change.

Let’s look at the prepositions at and in. They are used quite commonly and have a meaning that is easy to understand. In most cases, at is used to show that someone or something is positioned next to a horizontal or vertical surface:

at the table  
at the computer  
at the desk  
at the door  
at the window  
at the blackboard

The preposition in indicates that someone or something is located inside something:

in the car  
in the house  
in the garden  
in the city  
in the box  
in the center

These two prepositions, while having very distinct uses in a sentence, are also often used with the same phrases. But when they are, the meanings are different.

Use at to show that someone is at the location of his or her occupation, preoccupation, or some activity:

at school  
at the movies  

at the store  
at the library  
at the hospital  
at the factory

With certain phrases, in can also be used:

in school  
in the movies  

in the store  
in the library  
in the hospital  
in the factory

Notice the difference in meaning between the two prepositions:
at school = Someone is on the campus of the school, perhaps inside the building, or perhaps outside the building. This person is probably a student or teacher: “The chemistry teacher was at school until 7:00 P.M.”

in school = Someone is inside the school building. This person is probably a student or teacher: “The injured student was in school again today.”

Take note of yet another difference of meaning when the definite article the is added to the phrase:

at the school = Someone is on the campus of the school, perhaps inside the building, or perhaps outside the building. This person is not necessarily a student or teacher: “The landscaper was at the school to plant some new shrubs.”

in the school = Someone is inside the school building. This person is not necessarily a student or teacher: “My father was in the school for a meeting.”

There are several phrases that omit the definite article the when the preposition at is involved. Such phrases indicate that someone is involved in the activity described in the phrase:

He’s at work. = He is working.
They’re at church. = They’re attending a religious ceremony.
The children are at play. = The children are playing.
She’s at home. = She is staying in her house.
Tom’s at lunch. = Tom is eating lunch. (also used with breakfast, dinner, and supper)
He’s at class. = He is attending a class.

In general, at indicates that someone is involved in an activity at a location. In says that someone is inside that location:

The students are at school. (They are on campus somewhere.)
The students are in school. (They are in the building in their classes.)

Father is at the hospital. (Father is visiting. Or he may be a doctor or nurse.)
Father is in the hospital. (Father is a patient. Or he was outside. Now he’s inside.)

Maria is at the factory. (She probably works there.)
Maria is in the factory. (She was outside. Now she’s inside.)

Mom is at the store. (She is shopping there. Or perhaps she works there.)
Mom is in the store. (She was outside. Now she’s inside.)

Be sure to distinguish between the prepositions among and between. Use among to say that you are in the company of more than just two people. Use between to say that you are in the company of only two people:

He sat among the members of the tribe and told them stories.
My sister sat between Jim and me.

Another pair of prepositions is often used to show “by means of what transportation” a person travels. It is common to use the preposition by to show the concept of traveling in a conveyance: I went by car. We travel by plane. They go by train. But in and on are also often used to show location on the forms of transportation:
We were in the car ready to leave for vacation.  They’re on a train somewhere in Oregon.  What bus were you on?  Haven’t you ever been on a plane before?

**exercise 13-1**

Select the preposition that best completes each sentence.

1. A tiny rabbit was hiding under/with/on a bush.
2. Please don’t sit at/next to/over me.
3. We saw several baby birds at/behind/in a nest in that tree.
4. There was nothing below/with/among the plane but empty space.
5. Father stays on/above/at the factory until 5:00 P.M.
6. An angry man stood directly with/in the middle of/at us.
7. John stayed between/beside/among me the entire time.
8. I saw Maria in back of/above/among the many people at the party.
9. There was a huge bug sitting on/with/at my bed!
10. I saw a stranger crouching above/between/at my car and the truck.

**exercise 13-2**

Fill in the blank with any appropriate word or phrase.

1. I saw a jet flying above ____________________.
2. Someone was hiding under ____________________.
3. Are you familiar with ____________________?
4. My sisters both work at ____________________.
5. The frightened kitten hid in ____________________.
6. Someone stood behind ____________________.
7. Who was sitting among ____________________?
8. There’s nothing in front of ____________________.
9. Gray clouds hovered over ____________________.

10. Have a seat next to ____________________.

11. He found his keys on ____________________.

12. I found a couple seats beside ____________________.

13. Let’s set up our camp near ____________________.

14. We used to live between ____________________.

15. A puppy sat lazily in the middle of ____________________.

**exercise 13-3**

Write original sentences with the prepositional phrases given in parentheses. Use the prepositional phrase to show a location.

1. (on the train) ____________________

2. (at work) ____________________

3. (behind the dresser) ____________________

4. (next to her) ____________________

5. (in the hospital) ____________________

6. (with Maria) ____________________

7. (between them) ____________________

8. (over the mountains) ____________________

9. (in front of us) ____________________

10. (under a palm tree) ____________________
The prepositions in this category do not suggest where someone or something is located. Instead, they describe someone’s or something’s movement or direction. Below is a list of some commonly used prepositions for this concept:

- along
- off
- at
- on
- by
- onto
- from
- out of
- in
- to
- into
- toward(s)

There are two forms of this preposition: toward and towards. Both are acceptable.

Certain verbs tell you that a preposition is being used to show location: to be, to be located, to sit, and many more. Certain other verbs tell you that a preposition is being used to show movement or direction. Here are some important ones:

- to come
- to journey
- to drive
- to jump
- to fall
- to return
- to fly
- to run
- to go
- to travel
- to hurry
- to walk
Just like prepositions that show location, a variety of prepositions that show movement or direction can be used in the same sentence. The basic sentence remains the same, but the preposition alters the kind of movement or direction involved. Look at these example sentences:

The women walked along the river.
The women walked from the river.
The women walked into the river.
The women walked out of the river.
The women walked to the river.
The women walked toward the river.

You need to be aware of the difference between to and toward. The preposition to says that someone is going in the direction of a place and will arrive there soon:

John is going to the park.

The preposition toward means that someone is going in the direction of a place but may decide to change direction:

John is going toward the park. (But he may decide to turn left and go to the bank instead.)

The prepositions in and on are used to show location. But they are also used to show movement or direction. Traditionally, only into and onto are used to show movement or direction, but many people today use in and on in place of them:

She runs into the house. She runs in the house.
He fell onto the floor. He fell on the floor.

If you consider the phrase She runs in the house literally, it means that a girl is inside a house and running. But English speakers know what is meant by this sentence from the context of the conversation where that sentence was used. So in casual speech you will hear both in and into and on and onto used interchangeably.

**exercise 14-1**

Select the preposition that best completes each sentence.

1. The children ran in/toward/at the gate.
2. The young couple strolled along/out of/into the beach.
3. The ball rolled off/in/at the table.
4. Is Thomas already at/to/in work?
5. I was hurrying at/to/in my desk.
6. Someone came running into/onto/off the room.
7. We slowly drove off/at/onto their house.

9. The poor girl fell out of/onto/by bed.

10. I dropped the tools into/from/off the box.

exercise 14-2

Fill in the blank with any appropriate word or phrase.

1. The cattle were heading toward ____________________.

2. Someone came out of ____________________.

3. Why were you going into ____________________?

4. My family frequently travels to ____________________.

5. Do you come from ____________________?

6. The carpenter fell off ____________________.

7. The burglar quietly climbed onto ____________________.

8. Maria wants to come into ____________________.

9. The men were walking along ____________________.

10. He came at ____________________ with a knife.

11. She drove by ____________________ without stopping.

12. What time did you come home from ____________________?

13. We’re planning on traveling to ____________________.

14. The cat jumped into ____________________.

15. The woman moved cautiously toward ____________________.

exercise 14-3

Write original sentences with the prepositional phrases given in parentheses. Use the prepositional phrase to show movement or direction.

1. (along the shore) ____________________

2. (by the school) ____________________
3. (from the yard) ________________________________

4. (into the living room) ________________________________

5. (onto the shelf) ________________________________

6. (off the bed) ________________________________

7. (out of the garage) ________________________________

8. (to the mountains) ________________________________

9. (toward the wall) ________________________________

10. (into a darkened room) ________________________________
Prepositions That Indicate Time

There are several prepositions that are used in expressions of time:

- after
- from
- at
- in
- before
- on
- by
- since
- during
- to
- for
- until

These prepositions are used with a variety of moments in time and in phrases that answer the question *when*. Some, such as *at, on, in* and *for*, have a limited use.

The preposition *at* is used primarily to point out an event in time or a time shown on a clock:

- at dawn, at dusk, at daybreak, at holiday time, at lunchtime, at midnight, at the end of the day, at 4:30 P.M., at 11:55 A.M.

The soldiers finally got back at dawn.

*On* is used primarily with days of the week and dates:

- on Monday, on Tuesday, on Wednesday, on Thursday, on Friday, on Saturday, on Sunday, on June twelfth, on the fifteenth of May

We’re starting a new project on the first of the month.

Use *in* for a nonspecific time of a day, of a month, of a year, or of a season:

- in the morning, in January, in 2001, in summer

We like going camping in autumn.
Use *for* with a specific event in time:

- for Christmas, for the holidays, for your birthday party, for the celebration
- I’ll be there for your baby’s christening.

Most other prepositions can be used in many varied expressions of time:

- She can be here by five o’clock.
- I want to speak with you before the end of the day.
- He works every day from dawn to dusk.
- The drought has continued since last June.
- We spend a lot of time in Mexico during the winter months.
- Tom won’t come home until next year.
- Maria went out to dinner after work yesterday.

*From* and *to* are usually used in the same sentence to show a long period of time. *Until* often replaces *to*:

- He worked here from 1997 to 2002.
- She’ll be in Europe from June until August.

### exercise 13-1

Select the preposition that best completes each sentence.

1. They left the theater on/before/until the end of the film.
2. I should be home during/for/by ten o’clock.
3. She only works from/at/for nine to three.
4. We always have a picnic on/in/to the Fourth of July.
5. Do you always eat lunch for/since/at noon?
6. Bill has been sad for/since/at his fortieth birthday.
7. Aunt Jane came to town in/on/for Carmen’s big party.
8. We do a lot of shopping during/on/by the holiday season.
9. It’s coldest here from December to/at/on February.
10. I’m afraid that we’ll have to wait to/until/since tomorrow.
Fill in the blank with any appropriate word or phrase that expresses time.

1. The children were very noisy during ________________.
2. We can expect Jim here for ________________.
3. It’s very rainy from May to ________________.
4. I haven’t seen you since ________________.
5. Can you stay with me until ________________?
6. Tom works hard ________________ morning to night.
7. They wanted to leave work before ________________.
8. The doctor gave him a checkup after ________________.
9. Try to get here by ________________.
10. His family usually stays at the lake in ________________.
11. The twins were born on ________________.
12. Dark shadows covered the ground at ________________.
13. They were living in Europe during ________________.
14. He’s had a job in the city since ________________.
15. They want to start the marathon by ________________.

Write original sentences with the prepositional phrases given in parentheses.

1. (from noon until midnight) ________________
2. (by June) ________________
3. (since the end of winter) ________________
4. (in spring) ________________
5. (on May tenth) ________________
6. (after 11:00 P.M.)

7. (before next year)

8. (during his lifetime)

9. (after dark)

10. (at sunset)
Compound Prepositions

When two or more words are strung together and end with *to*, *of*, or sometimes *from*, they are called *compound prepositions*. They function like all other prepositions. The only difference is that they are composed of more than a single word. Here is a list of the compound prepositions:

- according to
- ahead of
- apart from
- because of
- by means of
- by way of
- in back of
- in front of
- in reference to
- in regard to
- in spite of
- instead of
- on account of
- out of
- up to
- with respect to

Look at their use in a sentence and at the meaning that is derived:

<table>
<thead>
<tr>
<th>Use in a Sentence</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>According to Jim, the plan is perfect.</td>
<td>Jim’s opinion</td>
</tr>
<tr>
<td>The project was completed ahead of schedule.</td>
<td>before expected, earlier than scheduled</td>
</tr>
<tr>
<td>Apart from a few complaints, everyone was satisfied.</td>
<td>except for a few complaints</td>
</tr>
<tr>
<td>Work stopped because of the storm.</td>
<td>the cause was the storm</td>
</tr>
<tr>
<td>The problem was solved by means of a complex formula.</td>
<td>by using a complex formula</td>
</tr>
<tr>
<td>Take a look at these examples as a contrast.</td>
<td>by way of a contrast</td>
</tr>
<tr>
<td>A stranger stood in front of me.</td>
<td>before me</td>
</tr>
<tr>
<td>No one was in back of us.</td>
<td>behind us</td>
</tr>
</tbody>
</table>
I gave this response in regard to his letter. We pointed out the law that is in reference to this crime. In spite of the blizzard, we drove all the way home. Instead of a long dress, she chose a short one. He stayed in bed on account of his cold. The girl suddenly ran out of the room. The little boy stepped up to the microphone. With respect to all these losses, I have a few harsh words to say.

exercise 16-1

Select the preposition that best completes each sentence.

1. Some men stood in front of / instead of / up to the store.
2. Out of / By means of / According to the forecast, it’s going to rain today.
3. By way of / Ahead of / In reference to his remark, I just said, “Shame.”
4. We stayed home because of / out of / in regard to the power outage.
5. Do you still live with respect to / in back of / by way of the shop?
6. There ahead of / because of / on account of us stood a large bison.
7. He quickly drove by means of / out of / apart from the driveway.
8. I was too nervous to walk up to / in regard to / by way of the president.
9. It happened instead of / by means of / on account of your carelessness!
10. She can’t comment in regard to / according to / up to that matter.

exercise 16-2

Fill in the blank with any appropriate word or phrase.

1. Please write a report in reference to _____________________.
2. In spite of _____________________, she continued to love him.
3. In regard to _____________________, I have a statement to make.
4. I bought a compact car instead of _________________________.
5. Who’s waiting in front of ________________________?
6. The man was arrested on account of _______________________.

Concerning his letter
Concerning this crime
Not caring about the blizzard
Not choosing a long dress
The cause was his cold
From inside the room
Approached the microphone
Concerning all these losses
7. There were several tables and chairs in back of _________________.
8. A strange smell came out of _________________.
9. I sent her some flowers by way of _________________.
10. A baby rabbit hopped up to _________________.
11. You can get to the top of the mountain by means of _________________.
12. With respect to _________________, some changes have to be made.
13. Apart from _________________, everyone else will be fired.
15. I could see a winding road ahead of _________________.

exercise 16-3

Write original sentences with the prepositional phrases given in parentheses.

1. (ahead of time) __________________________________________________________
2. (because of an illness) ____________________________________________________
3. (in front of the factory) __________________________________________________
4. (in reference to your last report) ___________________________________________
5. (instead of a check) ______________________________________________________
6. (out of the clouds) _______________________________________________________ 
7. (with respect to his last wishes) ____________________________________________
8. (according to the almanac) ________________________________________________
9. (apart from a few friends) ________________________________________________
10. (by means of the subway) ________________________________________________
11. (in back of the garage) __________________________________________________
12. (in spite of the darkness) ________________________________________________
13. (on account of his riches) ________________________________________________
14. (up to the river) _________________________________________________________
15. (in regard to these lies) _________________________________________________
Adverbs modify verbs and answer the questions *where*, *when*, and *how* of the action of the verb:

The sick girl remained *upstairs.* → Where did the sick girl remain?

The books arrived *today.* → When did the books arrive?

Bill ran *slowly.* → How did Bill run?

Often prepositions combine with another word to form a commonly used adverb. Prepositions in this form are frequently used as prefixes. Look at these examples:

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>by and by</td>
<td>soon</td>
</tr>
<tr>
<td>by and large</td>
<td>mostly, generally</td>
</tr>
<tr>
<td>downstairs</td>
<td>one floor below</td>
</tr>
<tr>
<td>indoors</td>
<td>in a building</td>
</tr>
<tr>
<td>inside</td>
<td>in the interior</td>
</tr>
<tr>
<td>outdoors</td>
<td>in the open air</td>
</tr>
<tr>
<td>outside</td>
<td>in the out-of-doors</td>
</tr>
<tr>
<td>underwater</td>
<td>beneath the surface of the water</td>
</tr>
<tr>
<td>up-country</td>
<td>toward the interior of the land</td>
</tr>
<tr>
<td>uphill</td>
<td>going up an incline</td>
</tr>
<tr>
<td>upstairs</td>
<td>one floor above</td>
</tr>
<tr>
<td>uptown</td>
<td>toward the center of the town</td>
</tr>
</tbody>
</table>
Sometimes the combination of a preposition and another word forms a noun:

<table>
<thead>
<tr>
<th>Noun</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>bylaw</td>
<td>an organization’s rule</td>
</tr>
<tr>
<td>bypass</td>
<td>a detour</td>
</tr>
<tr>
<td>downfall</td>
<td>collapse, ruin</td>
</tr>
<tr>
<td>infield</td>
<td>the inner playing area in baseball</td>
</tr>
<tr>
<td>insight</td>
<td>understanding</td>
</tr>
<tr>
<td>outbreak</td>
<td>sudden or violent appearance</td>
</tr>
<tr>
<td>outgrowth</td>
<td>something that grows out of something else</td>
</tr>
<tr>
<td>outline</td>
<td>a preliminary or general plan</td>
</tr>
<tr>
<td>outlook</td>
<td>view, foresight</td>
</tr>
<tr>
<td>underarm</td>
<td>the area under the arm beneath the shoulder</td>
</tr>
<tr>
<td>underclassman</td>
<td>a freshman or sophomore in a school</td>
</tr>
<tr>
<td>underwear</td>
<td>garments worn under the clothes</td>
</tr>
<tr>
<td>upheaval</td>
<td>something rising up suddenly or violently</td>
</tr>
<tr>
<td>uproar</td>
<td>violent noise, tumult</td>
</tr>
</tbody>
</table>

At other times the combination of a preposition and another word results in a verb:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>install</td>
<td>establish or place in position</td>
</tr>
<tr>
<td>intone</td>
<td>recite in a monotone, give inflection</td>
</tr>
<tr>
<td>outdo</td>
<td>exceed, surpass</td>
</tr>
<tr>
<td>outline</td>
<td>draw the border, sketch</td>
</tr>
<tr>
<td>outlive</td>
<td>live longer than someone else</td>
</tr>
<tr>
<td>undergo</td>
<td>bear up under stress and survive</td>
</tr>
<tr>
<td>upgrade</td>
<td>raise to a higher level</td>
</tr>
<tr>
<td>uphold</td>
<td>raise, support, encourage</td>
</tr>
<tr>
<td>upset</td>
<td>overturn or disquiet someone</td>
</tr>
</tbody>
</table>

Adjectives are also formed in this way:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>bygone</td>
<td>from a past time</td>
</tr>
<tr>
<td>down-and-out</td>
<td>poor or hopeless</td>
</tr>
<tr>
<td>downcast</td>
<td>looking downward or in low spirits</td>
</tr>
<tr>
<td>downhearted</td>
<td>discouraged, dejected</td>
</tr>
<tr>
<td>ingrown</td>
<td>having grown into the flesh</td>
</tr>
<tr>
<td>inland</td>
<td>land away from the sea</td>
</tr>
<tr>
<td>together</td>
<td>with each other, jointly</td>
</tr>
<tr>
<td>underage</td>
<td>not of legal age</td>
</tr>
<tr>
<td>undercover</td>
<td>secret, engaged in spying</td>
</tr>
<tr>
<td>upstanding</td>
<td>respectable, honest</td>
</tr>
<tr>
<td>up-to-date</td>
<td>modern, fashionable</td>
</tr>
</tbody>
</table>

The four preceding lists are only a small sampling of the many words that are derived from a preposition combining with another word. When you encounter such words, it is sometimes possible to analyze the meaning of the preposition and the meaning of the word with which it has been combined in order to determine the meaning of the new word. Consider these examples:

(up = rising upward + grade = level) = to upgrade (to raise to a higher level)
(down = going downward + fall = stumble) = downfall (collapse, ruin)
Keeping this in mind, you can sometimes guess the meaning of new words that are formed when a preposition is used as a prefix.

**exercise 17-1**

Select the word that best completes each sentence.

1. The strange woman was an **undercover/downstairs/upheaval** agent.
2. The newly elected governor is a(n) **bygone/ingrown/upstanding** person.
3. She **underwent/upset/intoned** her voice with the anger she felt.
4. They decided to go **by and large/uptown/uphill** for dinner.
5. Did you follow our club’s **insight/bylaws/outlook**?
6. Her views just aren’t **up-to-date/underage/down-and-out**.
7. The hikers followed the creek **downstairs/up-country/by and by**.
8. The old man didn’t want to **outline/outlive/outlook** his wife.
9. My aunt **underwent/installed/upheld** a serious operation last year.
10. His look was **upstanding/bygone/downcast** and his face quite sad.

**exercise 17-2**

Fill in the blank with any appropriate word or phrase.

1. The new members refused to follow the bylaws ________________.
2. Out in the street there was an uproar over ________________.
3. While swimming underwater, he saw ________________.
4. They were flying coach class but wanted to upgrade ________________.
5. An underage girl came into ________________.
6. The brothers were always trying to outdo ________________.
7. The road uphill was ________________.
8. There was a sudden outbreak of ________________.
9. You need a technician to install ________________.
10. The downhearted young man began to ________________.
11. The couple lives downstairs from ________________.
12. The underclassmen in ________________ behaved badly.
13. I didn’t mean to upset ________________.
14. The undercover agent hid ________________.
15. Within hours there was a total downfall of ________________.

 exe 17-3

Write original sentences with the words or phrases given in parentheses.

1. (outdoors) __________________________________________________________________
2. (to a bypass) __________________________________________________________________
3. (intone) ____________________________________________________________________
4. (ingrown toenail) __________________________________________________________________
5. (by and large) __________________________________________________________________
6. (insight) _____________________________________________________________________
7. (his underarms) __________________________________________________________________
8. (underwear) ___________________________________________________________________
9. (outline) ____________________________________________________________________
10. (uphold the law) __________________________________________________________________
11. (inland) _____________________________________________________________________
12. (uptown) ____________________________________________________________________
13. (upheaval) ___________________________________________________________________
14. (undergo) ___________________________________________________________________
15. (upstanding person) __________________________________________________________________
Participial Prepositions

This is a small category of prepositions but one that has some important uses. The present participial form of certain verbs, although not true prepositions, sometimes have the characteristic of a preposition and are used as one. Present participles are formed by adding -ing to the verb: go → going, sing → singing, buy → buying, etc.

Only certain present participles can act as prepositions:

- concerning
- following
- considering
- regarding
- excluding

Their use as a preposition is different from their use as a verb form. Take careful note of the differences:

- This is concerning to me. = participle used as an adjective
- He often wrote me concerning this problem. = preposition (about this problem)
- The club was considering buying new equipment. = present participle
- The group spent hours considering this issue. = preposition (on this issue)
- Why are you excluding our old friends? = present participle
- We shall meet every Tuesday excluding the first Tuesday in May. = preposition (except the first Tuesday in May)
- An old woman was following us. = present participle
- The show will go on following one more rehearsal. = preposition (after one more rehearsal)
- Do you have details regarding this case? = participle used as an adjective
- She finally spoke up regarding her son’s behavior. = preposition (about her son’s behavior)
Rewrite each sentence changing the italicized preposition to a participial preposition.

1. We’ll need to put in a lot of time on this problem.

2. I had a lot to tell about the crimes he had committed.

3. I wanted to speak to her about our future together.

4. Maria passed every test except the one in math.

5. The picnic will go on as planned after the rainstorm.

Write two original sentences with the words in parentheses. One should contain a present participle; the other should contain a present participle used as a preposition.

1. (concerning)

2. (considering)

3. (excluding)

4. (following)
Postpositive Prepositions

This is another very small category of prepositions. They are derived from the shortened form of the preposition toward, which is -ward. Postpositive means that the prepositional form -ward occurs as a suffix. Notice how often another preposition acts as the prefix (up, down, in, out). Look at these examples:

backward       landward
downward       leeward
forward        outward
heavenward     seaward
homeward       upward
inward         windward

The points on a compass can also be combined with this suffix: westward, eastward, northward, southward, southeastward.

In each case, the word is adjectival or adverbial and means in the direction of. For example:

heavenward = in the direction of heaven
homeward   = in the direction of home
seaward    = in the direction of the sea

Two words that may be unfamiliar to you are leeward and windward. They do not conform precisely to the general meaning of this category of words. Leeward means the direction in which the wind is blowing. Windward means the direction from which the wind is coming.

Here are some sample sentences with each of these new words:

He walked backward without tripping.
When he looked downward, he saw a valley.
Tom moved forward a little in the crowded bus.
The balloons slowly rose heavenward.
Tomorrow I’m homeward bound!
You have to look inward to understand yourself.
The little boat drifted landward.
We sailed leeward into the sunset.
His outward appearance is good, but he’s a nasty man.
Our ship moved seaward out of the little harbor.
When I looked upward, I saw the streaks of pink in the sky.
A steamer can travel windward with ease.
The troops marched westward toward the front lines.

**exercise 19-1**

Write two original sentences with the words in parentheses.

1. (backward)

2. (downward)

3. (homeward)

4. (inward)

5. (upward)

6. (windward)

7. (eastward)
Words That Require a Specific Preposition

Prepositions have a precise use. They cannot be used randomly but rather serve a particular function. As already discussed, some show a location. Others indicate a movement or a direction. In fact, there are some words and phrases that require a specific preposition in order to achieve the proper meaning. For example, you have to use the preposition *in* with the words *interested* or *interest*. Other prepositions make no sense:

**CORRECT:** I’m very interested *in* computer technology.

**INCORRECT:** Have you always been interested *about* classical music?

**CORRECT:** She shows no interest *in* such things.

**INCORRECT:** Tom has a great deal of interest *of* sports.

The same is true with many other words, most of which appear in verb phrases. Here is a list of commonly used expressions that require a specific preposition:

- to ask for
- to be alarmed by
- to be capable of
- to be generous with
- to be interested in/interest in
- to be sure of
- to beg for
- to belong to
- to care about
- to care for

- to long for
- to look after
- to look at
- to look for
- to look forward to
- to plead for/plea for
- to rely (up)on
- to speak about/of
- to think about/of
- to wait for
Several phrases use the preposition *for* to complete their meaning. Whatever follows the preposition becomes the object of the preposition and forms a prepositional phrase. Look at the examples that follow:

Juan *asked for* a second helping of potatoes. (ask for = request)
The dog *begged for* a treat.
Maria *is caring for* her sick mother. (care for = tend to)
Jim really *cares for* Barbara. (care for = feel affection)
The crowd *was hoping for* a win, but the team lost.
Their family *longed for* a vacation in Europe.
They spent hours *looking for* the lost kitten.
She *pleaded* with the judge *for* mercy.
The lawyer made a brilliant *plea for* justice in this case.
How long do we have *to wait for* a bus?
The little boy *wished for* a new bicycle.

There are many phrases that begin with *to be*. They usually include an adjective or a participle, and each one requires the use of a specific preposition:

The woman *was suddenly alarmed by* the threat of a storm.
I didn’t think you *were capable of* such a terrible thing.
Mr. Garcia *is always so generous with* his time.
She’s not *interested in* old movies.
I’m developing an *interest in* science.
How can you *be sure of* what to do next?

Phrases that require *to*:

That red car *belongs to* me. (belongs to = ownership)
Tom wants *to belong to* our sports club. (belong to = membership)
I *listened to* the speaker’s remarks with great interest.
Everyone *is looking forward to* the start of vacation.
A beautiful woman *walked up to* me and shook my hand.

Phrases that require *about*:

My brother *cares a lot about* his girlfriend.
Last night I *dreamt about* our trip to Alaska.
She says she’ll never *forget about* me.
You shouldn’t *speak about* such things!
It seems I’m always *thinking about* food.
My parents still *worry about* my sister and me.

Phrases that require *on* or *upon*:

You can always *depend (up)on* us.
There’s no one here that I can *rely (up)on*. 

Phrases that require *to*:

to depend (up)on

to walk up to

to dream about/of

to watch over

to forget about

to wish for

to hope for

to worry about

to listen to
Phrases that require *of*. Notice that these phrases are often the same ones that use *about*:

- The dog seemed to be **dreaming of** chasing a rabbit.
- Someone was **speaking of** the new boss’s bad temper.
- Guess what I’m **thinking of**.

The verb **to look** forms two new expressions with the prepositions *after* (meaning “to care for”) and *at*:

- The men stayed home **to look after** the children.
- They were **looking upward at** the stars in the sky.

When the verb **watch** is combined with the preposition *over*, it means “to tend to” and “to protect”:

- The shepherd **watched over** the nervous flock of sheep.

When an active sentence is changed to a passive sentence, the subject of the active sentence becomes the object of the preposition *by* in the passive sentence:

**Active**: A thief stole the wallet.
**Passive**: The wallet was stolen **by** the thief.

Here are a few more examples of sentences in the passive voice:

**Active**: A raging fire destroyed the house.
**Passive**: The house **was destroyed by** a raging fire.

**Active**: The proud father tucks the little girl into bed.
**Passive**: The little girl **is tucked by** the proud father.

**Active**: The chief of police himself had warned them.
**Passive**: They **had been warned by** the chief of police himself.

**Active**: Will a new chef prepare dinner?
**Passive**: Will dinner **be prepared by** a new chef?

---

**exercise 20-1**

Select the word that best completes each sentence.

1. I began to beg my father **of/about/for** more money.

2. She was being followed **by/to/for** a strange man.

3. Juanita also **depends/belongs/wishes** to our club now.

4. Don’t you want to **watch/ask/care** for a little help?

5. I never stop worrying **for/of/about** my daughter.

6. I really care **by/at/for** her. I’m in love.

7. Tom has absolutely no interest **at/in/to** jazz.
8. It’s difficult for them to forget of/(up)on/about the war.
9. I know I can rely/hope/plead on your honesty.
10. I long/walk/dream for a good night’s sleep.
11. She was deeply hurt to/over/by his insults.
12. The child is hardly capable of/for/(up)on hurting anyone.
13. I’ll worry/wait/plead for you in front of the theater.
14. You shouldn’t be so generous with/for/at us.
15. Are you looking forward for/at/to the party?

exercise 20-2

Fill in the blank with any appropriate word or phrase.

1. He became alarmed by ____________________.
2. You shouldn’t worry about ____________________.
3. These women are very interested in ____________________.
4. I’m going to wish for ____________________.
5. Are you absolutely sure of ____________________?
6. The immigration officer walked up to ____________________.
7. Does this jacket belong to ____________________?
8. You’re always thinking about ____________________.
9. How can I depend on ____________________?
10. The wounded soldier was pleading for ____________________.
11. Never forget about ____________________.
12. The barn was blown down by ____________________.
13. We need a guard to watch over ____________________.
14. You should listen to ____________________.
15. A large animal was looking at ____________________.
Fill in the blank with the appropriate phrase. Choose from the phrases in this unit that require a specific preposition. Write all your sentences in the past tense.

EXAMPLE: My uncle was interested in American history.

1. The young man ________ me with a gift in his hand.
2. The orator ________ the importance of saving money.
3. I think this umbrella ________ to Aunt Norma.
4. I ________ the exam! I’m going to fail for sure!
5. If you needed anything, you always ________ me.
6. A police officer ________ the injured pedestrian.
7. Where were you? I ________ you for two hours!
8. Dad ________ me, but I knew how to take care of myself.
9. The boys ________ the missing child for several hours.
10. Jim ________ an extra ten dollars but got nothing.

Write original sentences with the phrases given in parentheses.

1. (to be capable of) ____________________________________________
2. (to look for) _________________________________________________
3. (a passive structure + by) _______________________________________
4. (no interest in) ______________________________________________
5. (to wish for) ________________________________________________
6. (a plea for) _________________________________________________
7. (to be sure of) ______________________________________________
8. (to rely upon) ______________________________________________
9. (to beg for) ________________________________________________
10. (to look forward to) __________________________________________
11. (to care about) ____________________________
12. (to hope for) ____________________________
13. (to look after) ____________________________
14. (to dream of) ____________________________
15. (a passive structure + by) ____________________________
This is a very large category of verbal expressions that use prepositions to change the meaning of a verb. It is different from the ordinary combination of a verb and a preposition because the verb-plus-preposition phrase as a whole acquires a completely new meaning and one that is often radically different from the original meaning of the verb.

Here are a few sentences with the verb *to come* used with its regular meaning. Each one has a prepositional phrase in it, but the meaning of *to come* is not changed:

- These young people *come from* Spain.
- He *came into* the room and sat down.
- *Come with* me, please.

Now look at these sentences with *to come* and a preposition. The meaning of the verb *to come* is changed:

- The man *came to* after a few minutes. (He regained consciousness.)
- Tom finally *came around* and signed the contract. (He changed his mind.)
- How did you *come up with* this idea? (How did you create this idea?)

Verbs that change their meaning when combined with one or more prepositions are called *phrasal verbs*. They are numerous in English and are an important element of grammar. It is essential to identify them and to be able to understand the new meanings that are derived by their formation. Let’s look at some important phrasal verbs.
The regular verb to ask means “to pose a question” or “to make a request.” That meaning is altered when the verb is combined with certain prepositions. In phrasal verbs those prepositions are sometimes called particles. You will notice that the particle-prepositions are often used as adverbs.

The phrasal verb to ask around means “to seek information from a variety of sources.” The particle about is sometimes used in place of around:

I asked around about the new girl and learned she was from Poland.
Ask around and you’ll learn where you can rent a cheap apartment.
Ask about and you’ll discover where there’s a nice place to eat.

The phrasal verb to ask out has changed its meaning again. It now means “to invite someone to go somewhere” or “to invite on a date.” It suggests that someone is romantically interested in another person:

John asked Maria out, but she refused.
I was too shy to ask her out.
The handsome man was asked out by his friend’s cousin.

You are already familiar with the verb to be. It shows the existence of someone or something (They are here.) or helps to describe a condition or quality (I am old.). It is an irregular verb and is the only English verb that has a complex conjugation in the present and past tenses:

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>I was</td>
</tr>
<tr>
<td>you are</td>
<td>you were</td>
</tr>
<tr>
<td>he, she, it is</td>
<td>he, she, it was</td>
</tr>
<tr>
<td>we are</td>
<td>we were</td>
</tr>
<tr>
<td>you were</td>
<td>you were</td>
</tr>
<tr>
<td>they are</td>
<td>they were</td>
</tr>
</tbody>
</table>

Its participle is been: I have been, you have been, he has been, and so on.

The verb to be is also used as an auxiliary with a present participle to show a continuing action:

I am singing.
You were writing.
They have been studying.
Tom will be working.

But the meaning of the verb is altered when it is used in certain phrases. Let’s look at some examples of phrasal verbs formed from this verb.

The verb to be in has a very specific meaning. It says that someone is at home or available at the office:

I’m in for the night.
Is Dr. Jones in this afternoon?
Tell my client that I won’t be in until eight in the morning.
The opposite of *to be in* is *to be out*. It says that someone is not at home or not available at the office:

- John is *out* and won’t be home until late.
- I believe Dr. Jones is *out* for the day. He’ll be in the office at 8:00 A.M. tomorrow.

In the phrasal verb *to be on*, only the preposition *on* has been added, but the meaning is completely changed by it. This verb means that some apparatus, machinery, or equipment is functioning. It is the opposite of *to be off*:

- Press the green button, and the machine is *on*. Press the red button, and the machine is *off*.
- It’s hot here. Is the air conditioning *on*?
- The engine is so quiet that I can’t tell if it is *on*.

Use *to be out of sight* to say that you can no longer see someone or something or that someone or something is no longer in your range of vision:

- He ran up the hill and was soon *out of sight*.
- In a couple more minutes the ship will be *out of sight*.
- The rocket was *out of sight* in just a matter of seconds.

The verb *to be with it* has two specific meanings. One describes a person who is very contemporary and in fashion. The other suggests that a person is in a good state of mind and is thinking properly:

- Mary has another new dress. She is always so *with it*.
- Your hairdo is old fashioned. Why can’t you be more *with it*?
- John drank a lot last night and isn’t *with it* today.
- I forget everything. I’m just not *with it* anymore.

Use *to be onto something* to say that someone is discovering something important or has an important idea. It also suggests that someone has found a clue that will help to solve a problem:

- What a great invention! You’re really *onto something*!
- I read her article about stopping pollution. I think she’s *onto something*.
- Look at the map I found. We’re finally *onto something* that will help to find the treasure.

The verb *to be up to something* says that someone looks suspicious and has some kind of evil intentions. It is sometimes stated as *to be up to no good*:

- What’s that man doing? I think he’s *up to something*.
- I knew you were *up to something* when I saw you holding a shovel.
- Her children are always *up to no good*.

**exercise 21-1**

Select the word or phrase that best completes each sentence.

1. It’s cold. The heat *ask/on/is* probably off.

2. If you ask *around/with/out*, you’ll get his address.
3. The old woman was up to/onto/about something again.
4. She was too timid to be/ask/out of Juan out.
5. The scientist knew she was onto/out of/up something.
6. My lawyer won’t be off/out of sight/in until noon.
7. Your parents are so up-to-date and onto something/with it/around.
8. Why was the TV on/out/up to something all night?
9. The detective believed she was up with it/to no good/and around.
10. He wants to take a shower but the water is on/onto/off again.

**exercise 21-2**

*Fill in the blank with any appropriate word or phrase taken from the phrasal verbs formed from ask and be.*

1. I wanted to know who he was and __________________ about him.
2. The jumbo jet was quickly __________________.
3. The burglar was obviously __________________ no good.
4. What time will Professor Gomez __________________ in?
5. Did your nephew __________________ my niece out?
6. Having found a clue, they knew they were __________________.
7. If the fan __________________, why is it so hot in here?
8. When he turned to look, her train was already out __________________.
9. Use makeup! Color your hair! Try to be __________________!
10. The dentist is __________________ for the day.

**Come**

You’re already familiar with this verb of motion that means “to approach, to move toward, or to arrive.” Its conjugation is irregular and has these principal parts:

<table>
<thead>
<tr>
<th></th>
<th>Present</th>
<th>Past</th>
<th>Present Perfect</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td>come</td>
<td>came</td>
<td>have come</td>
<td>will come</td>
</tr>
<tr>
<td>he, she, it</td>
<td>comes</td>
<td>came</td>
<td>has come</td>
<td>will come</td>
</tr>
</tbody>
</table>
Four distinct meanings are derived from the phrasal verb *to come through (for) (with)*: (1) to endure or survive, (2) to be approved by some official body or institution, (3) to perform a helpful service for someone, and (4) to produce something that has been promised. Check these examples:

- Somehow they came through the storm without a scratch.
- Your loan came through and you’ll receive a check in the mail.
- Mom always came through for me whenever I had a problem.
- Tom will never come through with the money he promised.

With the particle *to*, *come to* has a simple new meaning: to become conscious again or to wake up:

- Her eyes opened and she slowly came to.
- The old man fell asleep and never came to again.

The verb *to come up with* means “to find someone or something that someone needs.” Look at these examples:

- I’ll try to come up with a piano player for your party.
- She came up with another good idea.

The phrasal verb *to come upon* means “to happen upon someone or something.” The particle *on* is sometimes used in place of *upon*:

- When she comes on her brother, she’ll have the shock of her life.
- I came upon an interesting book in the library.

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**Get**

This complicated verb has two basic meanings: “to receive” and “to become.” But it is used in many other phrases and its meaning is altered each time. It’s irregular and has these principal parts:

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In this form, *to get back (at)* has two new meanings: (1) to return from someplace, and (2) using the preposition *at*, to seek revenge upon a person or group. Look at these examples:

- When did you get back from Mexico?
- He said he’d get back at you for lying about him.
- The terrorist wanted to get back at the government.

To *get behind (in)* has two meanings: (1) to promote or support someone or some activity, and (2) using the preposition *in*, to be late or lagging behind in performing a task. Here are some examples:

- You have to get behind your candidate, if you want him to win the election.
- I’m getting behind in my work again.
- If you get behind in your exercising, you’ll put on weight again.
To get in on means “to participate in an event or to receive a share in something because of that participation.” Some examples:

You’ll need an invitation, if you want to get in on the conference.
I got in on the deal to sell farming equipment in Canada.

The phrase to get into it doesn’t reveal what it means by the makeup of the words. Its new meaning is “to have an argument or a fight.” Look at these examples:

John got into it with another driver over a parking space.
My parents always get into it over money.

In this form the phrasal verb to get off has two meanings: (1) often using the preposition of, to depart from your job, and (2) to have a person cleared of criminal wrongdoing. Some examples:

I got off early and came straight home.
What time will you get off of work tomorrow?
The clever lawyer got the burglar off with a small fine.
I’m innocent! You have to get me off!

With the particle on, to get on (with) has three meanings: (1) to cooperate and thrive with somebody, (2) often with the phrase in years it means to grow old, and (3) using the preposition with, to continue with something. Some examples:

The two former enemies seemed to be getting on without a problem.
My grandparents are getting on in years.
The crisis is over. Now we have to get on with our lives.

Select the word or phrase that best completes each sentence.

1. Jim came through with/for/up me again.

2. Let’s get on to/with/back to the meeting.

3. The drowsy woman came to/onto/up with very slowly.
4. The children came upon/off/at a little cottage in the woods.

5. I work all afternoon. I get back at/into it/off at 5:00 P.M.

6. Ms. Brown came up/comes to/has come upon with a wonderful slogan.

7. Hurry! You’re getting/got/coming behind in your work.

8. How can I get behind in/on with/in on this deal?

9. The two boys got back at/into it/up with after school.

10. She got back at/up with/on with us for gossiping.

---

exercise 21-4

Fill in the blank with any appropriate word or phrase taken from the phrasal verbs formed from come and get.

1. Start the music. Let’s get ________________ the show.

2. I don’t want to stay in jail! Please ________________ me off!

3. Mr. Brown finally ________________ with our loan.

4. They were arguing over the accident and soon ________________ it.

5. Maybe she’ll come ________________ if you give her some water.

6. Jim ________________ an old magazine in the attic.

7. Did Maria get ________________ the stock purchase?

8. We all ________________ Ms. Brown, and she won the election.

9. The car dealer eventually came through ________________ us.

10. I ________________ at six. You can pick me up then.

---

Keep

This is an irregular verb that means “to retain, maintain, or cause to continue.” Look at its principal parts:

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Followed by a present participle, *to keep on (with)* means “to continue doing something.” Using the preposition *with* followed by a noun or pronoun, it also means “to continue doing something.” Look at these examples:

The professor told the students to *keep on* studying.
The professor told the students to *keep on with* their studies.

*To keep out (of)* has three meanings: (1) to stay outside a place, (2) to remain neutral about something as in “minding one’s own business,” and (3) to stop someone from entering a place:

**Keep out!** This means you!
I want you *to keep out of* my office when I’m working.
**Keep out of** this! This is none of your business!
I want you *to keep* Ms. Johnson *out of* our meeting.

Three new meanings are derived by using *to keep to (oneself)*: (1) to maintain an agreed-upon plan or promise, and (2) to remain withdrawn and alone. If you add *something* to the phrase (*to keep something to oneself*), it has a third meaning: “to maintain a secret.” Some examples:

If we *keep to* our original plan, we’ll achieve our goals.
The old woman *kept* more and more *to herself*.
Please *keep* this information *to yourself*. Don’t tell anyone.

The phrasal verb *to keep up (with)* also has three meanings: (1) to hold someone or something upright, (2) to prevent a person from falling asleep, and (3) using the preposition *with*, to remain equal with someone or something. Look at these examples:

*Keep* him *up*. Don’t let him fall.
He’s very sleepy, but somehow we have *to keep Jim up* until midnight.
I can’t *keep up with* you. Walk slower.

---

**Kick**

*Kick* is a regular verb and means “to strike with a foot.” Look what happens to its meaning when it becomes a phrasal verb.

The phrasal verb *to kick off* means “to start something” and comes from the start of a football game, which is the *kickoff*. It has a colloquial meaning that is casual and somewhat crude: “to pass away or die.” This second meaning is used without compassion:

Let’s *kick off* the meeting with a few words from Ms. Johnson.
The poor old man *kicked off* during the night.

In this form the verb *to kick out (of)* means “to evict someone or eject something from a place”:

Maria *kicked out* her boyfriend last night.
I *kicked* the boxes *out of* my way.
Knock

This verb is regular. It means “to strike, hit, or rap.”

With the particle down, to knock down means “to hit someone or something to the ground.” Here are some examples:

   The bully knocked me down and ran off laughing.
   The wind is going to knock down that old fence.

In this form the verb to knock off (it, work) derives a few new meanings: (1) to stop doing something, (2) using the pronoun it to make a rather rude meaning, “to cease a certain behavior,” (3) as a slang expression, “to murder a person,” and (4) using the noun work, “to conclude the day’s work.” As a noun—knockoff—the word means “an imitation.” Some examples:

   You can knock off digging. The plans have been changed.
   Knock it off! Acting like that isn’t funny!
   The gangsters knocked off an old enemy.
   My father usually knocks off work around 6:00 p.m.
   He wanted a Rolex but bought a knockoff from a street vendor.

Look at the meanings that are derived for the verb to knock out: (1) to cause someone to become unconscious, (2) to develop or make something quickly, and (3) to cause something to stop functioning.

   Bill hit the man so hard that he knocked him out.
   That drink almost knocked me out.
   The workers knocked out a prototype in a matter of hours.
   A lightning strike knocked out the radio station.

Phrasal Verbs That Act as Nouns

The phrasal verbs to kick off, to knock off, and to knock out have a noun formation:

   This party is the kickoff to a week of celebrating.
   This isn’t a Cartier. It’s a knockoff.
   The champ won the boxing match by a knockout.
Select the word or phrase that best completes each sentence.

1. You run too fast. I can’t keep up with/to/out of you.
2. With one blow, he knocked the man on/out/it off.
3. We have to keep on/kick off/keep to working until we’re done.
4. The landlord kicked us up with/off/out of our apartment.
5. Knock it/out/yourself off. You’re bothering me.
6. The carpenters knocked down/kicked out of/kept up with the wall in just a few minutes.
7. They kicked out/off the parade with a patriotic march.
8. He was shot in the morning. He kicked off/to/up with in the afternoon.
9. What time do you knock out/off/up with work?
10. She’s so lonely, yet she still keeps up with us/off it/to herself.

Fill in the blank with any appropriate word or phrase taken from the phrasal verbs formed from keep, kick, and knock.

1. The coach wanted them to ____________________ practicing.
2. Careful or you’ll knock ____________________ the window!
3. How can we keep those kids ____________________ our yard?
4. You had better knock ____________________ before I get really angry.
5. If you keep ____________________ this road, you’ll get there in an hour.
6. They had an argument, and she ____________________ him out.
7. The champ knocked his opponent ____________________, but he got up immediately.
8. If you pedal faster, you’ll ____________________ with the other cyclists.
9. We’ll ____________________ off the party with a few drinks.
10. What time do you ____________________ of work?
Put

To put is an irregular verb and means “to place or set.” Its principal parts look like this:

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The phrasal verb to put down (for) has four new meanings: (1) to cease holding someone or something up, (2) to ridicule or demean someone or something, (3) to write down, and (4) using the preposition for, to sign someone up to participate in something. Look at these examples:

I don’t want you to carry me. **Put me down!**
I try very hard, but still you **put me down.** I can’t do any better.
The stenographer **put down** every word the lawyer said.
Tim likes soccer. You can **put him down for** that.

In this form the verb to put on has three meanings: (1) to place on headgear or wear a certain garment, (2) to pretend, and (3) to tease someone. Some examples:

The woman **put on** a new hat and dress and went to the party.
He’s not really sick. He’s just **putting on**.
It can’t be true! You’re **putting me on**! Anna is married again?

This phrasal verb to put out (oneself, of) also has various new meanings: (1) to generate an abundance of something (often used as a noun: output), (2) to annoy a person, (3) using a reflexive pronoun, to allow oneself to be inconvenienced or to do a favor for someone, and (4) to eject someone or something from a place.

That new copy machine really **puts out**.
What’s the total **output** of this department each month?
Professor Jones was really **put out** by all the silly questions.
I really **put myself out** for you. Is this the thanks I get?
Please **put the dog out**. I can’t stand his barking.

To put up (with) has three new meanings: (1) to provide someone with housing (usually for one night), (2) to erect, and (3) using the preposition with, to tolerate someone or something:

It’s storming. We had better **put you up** for the night.
We always **put up** the Christmas tree in early December.
I can’t **put up with** your lying and cheating anymore.

Quiet

Quiet is a regular verb that means “to make calm or silent.” As a phrasal verb its meaning changes only slightly.

To quiet down means “to become calm or silent” or “to make someone calm or silent.” Here are some examples:

As the grieving woman came in, the room suddenly **quieted down**.
Give the man a shot to **quiet him down**.
Rest

To rest is another regular verb. It means “to relax and enjoy an idle moment.”

In the form to rest up (from), the meaning of the verb is not altered greatly. With the particle up, the suggestion is that the goal is to rest completely and not just for a moment. With the preposition from you can tell what activity is avoided to provide rest:

You’re exhausted. I want you to rest up and leave everything else to me.
I ache all over. I need to rest up from all this exercising.

Select the word or phrase that best completes each sentence.

1. Put me on/up/down for the refreshments committee.
2. The baby is feverish and won’t put/quiet/rest down.
3. I need to rest up for/with/from all this exercise.
4. Carmen rest up/put on/put up with his lies for many years.
5. You’re so hospitable, but don’t put down/put up/put yourself out.
6. He’s so excited, but he needs to quiet on/up/down.
7. I rested up/quieted down/put up with all morning and went to work at noon.
8. She’s not sick! She’s just putting out/off/on!
9. It can’t be true! Are you put/down for/putting me on?
10. The janitor was quieted down/put up with/put out by all the garbage in the hallway.

Fill in the blank with any appropriate word or phrase taken from the phrasal verbs formed from put, quiet, and rest.

1. Why don’t you ____________________? You’ve had a long day.
2. You’re never satisfied with my work. You always ____________________ me down.
3. Spend the night here. We can put you ____________________.
4. When the class ____________________ down, I’ll pass out the new material.
5. I love soccer. Put me ____________________ that team.
6. Tom __________________ a dress and a wig for the Halloween party.

7. Anita can’t put __________________ his deceit any longer.

8. I think you should rest __________________ that long trip.

9. He wished he could put his roommate __________________ his house.

10. You can put the groceries __________________ on that table.

**Take**

This is an irregular verb. It means “to receive, grasp, or accept.” Look at its principal parts.

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The combination of words to take back (from) has four meanings: (1) to return something, (2) to remind someone of something in the past, (3) to retract something that has been said or written, and (4) using the preposition from, to return something to the original owner from someone who had temporary possession of it. Some examples:

I took the tools I borrowed back to Jim.

Hearing that song takes me back to when I was still in college.

Take that back! You’re lying!

She wants to take back the ring from me.

The phrasal verb to take down (from) has three new meanings: (1) to write something on paper, (2) to guide or transport someone or something to a place, (3) to dismantle or raze, and (4) using the preposition from, to remove someone or something from a high location. Look at these examples:

Take the phone number down for me: 555-0884.

Ms. Johnson took the reports down to the meeting.

If you don’t know the way, I can take you down there.

They’re going to take down the old movie palace.

Anna takes a box of letters down from the shelf.

To take in has three meanings: (1) to decrease the size of a garment, (2) to give someone shelter, and (3) to fool someone. Here are some examples:

I’ve lost some weight. I need to take these pants in.

My parents took the homeless man in for the night.

Robert took me in with one of his silly schemes again.

Another phrasal verb can be used with three different prepositions. To take off (after, for, of) has a variety of meanings: (1) to remove a garment, (2) often using the word day, to stay home from school or work, (3) to leave the ground in flight, (4) using the preposition after, to run in the direction of someone or something, (5) using the preposition for, to depart for a place, and (6) using the preposition of, to remove from a place.
The doctor asked me to take off my shirt.
I felt ill, so I took the day off.
The jet fighters took off in a matter of minutes.
When he saw the prowler, Mike took off after him.
Last night Jim and Maria took off for Vancouver.
She took a spider off of the piano.

To take on has three meanings: (1) to accept, (2) to hire, and (3) to become emotional about something.

You always take on too much work.
If you take on Bill, he’ll work as hard as two men.
Anna often takes on about the death of her husband.

The verb to take over (from) has four new meanings: (1) to take control of a business, (2) to accept responsibility for something, (3) to deliver something, and (4) using the preposition from, to assume control of something from someone. Some examples:

The corporation took over two smaller companies.
Can you take over the Johnson account? They need someone like you.
I took the CD player over to Maria’s house.
We’re taking over the travel agency from Mr. Gomez.

Another phrasal verb with a variety of meanings is to take up (with, on). It means (1) to raise the hem of a garment, (2) often using the preposition with, to discuss a person or issue, (3) to be involved in a special skill or hobby, (4) using the preposition with, to have an affair with someone, (5) using the preposition on, to agree to someone’s proposal or offer. Look at these examples:

That dress is too long. Take it up a couple inches.
The committee took up the problem of recycling plastics.
I need to take up the question of Jim’s employment with you.
My daughter has taken up stamp collecting.
My ex-wife is taking up with a man from Texas.
I’d like to take them up on their offer to buy my house.

Talk

Talk is a regular verb. It means “to speak or to converse.”

With the particle back, to talk back means “to respond to someone rudely or disrespectfully.” Some examples:

The boy has no fear of talking back to his father.
You shouldn’t talk back to a teacher like that.
Phrasal Verbs That Act as Nouns

The verbs *to take down*, *to take off*, *to take over*, and *to talk back* have a noun formation. Nouns can often also act as adjectives.

- The wrestling match was over with two quick **takedowns**. (noun)
- **Takeoff** can be a dangerous time for an aircraft. (noun)
- The **takeoff** distance is 1,500 meters. (noun used as adjective)
- The **takeover** of our firm came as a surprise. (noun)
- We learned of the **takeover** bid too late. (noun used as adjective)
- **Talking back** to a parent is a terrible thing. (noun)

*To talk someone into* means “to convince someone of something”:

- You’ll never **talk** me **into** investing in that stock.
- Juan can **talk** anyone **into** anything.

The verb *to talk over* has two new meanings: (1) to discuss someone or something with another person, and (2) to use a microphone while speaking.

- We have **to talk over** Barbara’s recent behavior.
- They’re going **to talk** the matter **over** after lunch.
- My boss loves **talking over** a microphone.

Phrasal Verbs as Participles

The phrasal verbs *to take back*, *to take down*, *to take in*, *to take off*, *to take on*, *to take over*, *to take up*, and *to talk over* can act as the participle in a passive voice sentence:

- The books **are being taken back** by Tim.
- The drapes **have been taken down** for cleaning.
- They **were taken in** by his smooth talk.
- The vases **will be taken off** the shelf.
- The new girl **was taken on** last week.
- Why **was** this firm **taken over**?
- Your hemline should **be taken up** a bit.
- The matter **will be talked over** in a private meeting.
Select the word or phrase that best completes each sentence.

1. Ms. Brown will take over from/off/on Mr. Jones.
2. Let’s sit down and talk this problem into/over/back.
3. I took everything off of/down/back from her apartment.
4. You shouldn’t talk back/take back/take over to your mother!
5. You’re not going to talk me over/into/back that again.
6. I’ll take down/off of/on the curtains and wash them.
7. The shelter takes over from/takes down/takes in homeless people.
8. Take on/over/off your coat and relax.
9. That skirt is long. Let’s take it up/off/over from.
10. My brother takes over/took up/has taken in with my ex-girlfriend.

Fill in the blank with any appropriate word or phrase taken from the phrasal verbs formed from take and talk.

1. A new company took ________________ the factory.
2. His store is ________________ several new employees.
3. ________________ back to a teacher is terrible behavior.
4. In the summer the students took off ________________ California.
5. Your waist is smaller. You should take ________________ your pants.
6. I’d like to take you ________________ your offer.
7. Anita ________________ me into going to the dance with her.
8. The reporter took ________________ every word I said.
9. You ought to ________________ what you said to her.
10. No one talked it ________________ with me.
Remember These Separable Phrasal Verbs

Sometimes particles have two possible positions in a sentence with a phrasal verb when the direct object in the sentence is a noun: after the object or before the object. But when the object is a pronoun, it has only one position: after the object.

You encountered these separable phrasal verbs: to kick off, to kick out, to knock down, to knock off, to knock out, to put down, to put on, to put up, to quiet down, to take back, to take down, to take in, to take off, to take on, to take over, to take up, and to talk over. In these verbs the particles are back, down, in, off, on, out, over, and up. Look at these examples that show the position of the particle with nouns and pronouns:

He kicked his shoes off.
He kicked off his shoes.
He kicked them off.

We knocked the wall down.
We knocked down the wall.
We knocked it down.

Jim knocked the bully out.
Jim knocked out the bully.
Jim knocked him out.

Put that dress on.
Put on that dress.
Put it on.

I can’t quiet the boy down.
I can’t quiet down the boy.
I can’t quiet him down.

We took the curtains down.
We took down the curtains.
We took them down.

John takes his shoes off.
John takes off his shoes.
John takes them off.

Their company took our company over.
Their company took over our company.
Their company took us over.

Let’s talk the problem over.
Let’s talk over the problem.
Let’s talk it over.

She kicked the woman out.
She kicked out the woman.
She kicked her out.

I knocked his hat off.
I knocked off his hat.
I knocked it off.

I put the baby down.
I put down the baby.
I put her down.

We put a shelf up.
We put up a shelf.
We put it up.

Take what you said back!
Take back what you said!
Take it back!

Mom takes the old woman in.
Mom takes in the old woman.
Mom takes her in.

Did they take another man on?
Did they take on another man?
Did they take him on?

Take the hem up.
Take up the hem.
Take it up.

Select the word or phrase that best completes each sentence.

1. Grandmother put on it/an apron.
2. We need to talk it/these people over.
3. I can’t put up with they/your insults.

4. They’ll kick off them/the celebration at ten o’clock.

5. We’re going to take in him/some boarders.

6. The drug knocked her/the doors out.

7. Mr. Johnson took over myself/our business.

8. Put we/the gun down and turn around.

9. I’ll measure the skirt and you take it/the hem in.

10. We need to quiet he/your mother down.

**exercise 21-12**

Write three original sentences with the phrasal verbs in parentheses. Use the same noun in the first two and place the particle in the two different positions that are possible. Use a pronoun in the third sentence. Follow the example.

**Example:** (to put on)

- He put his gloves on.
- He put on his gloves.
- He put them on.

1. (to knock down)

2. (to put up)

3. (to take over)
You have had only a small sampling of phrasal verbs and the prepositions that help to form them. It is important to recognize phrasal verbs in order to determine their actual meaning. Frequently, someone who is learning English assumes the meaning of a sentence knowing the meaning of the basic verb in that sentence. But the verb could be a phrasal verb and, therefore, the meaning might escape the learner.

When you identify a phrasal verb in a sentence, look it up in a good dictionary. In the submeanings of the basic verb are often frequently used phrasal verbs. Here is a sample dictionary entry:

**come verb** *(came, come, coming)*
1. to move to a place; to move here; to approach.
2. to arrive; to be present.
3. **to come about**
   1. to happen or take place.
   2. to turn to the opposite tack, as of a ship.
4. **to come to**
   1. to revive; to regain consciousness.
   2. to amount to

You will notice that *to come about* and *to come to* are both phrasal verbs, and the meaning of the phrases differ considerably from the meaning of the basic verb *come*. It is unwise to guess at the meaning of phrasal verbs. Rely on a good dictionary.
You have encountered a wide variety of prepositions and learned how they are used. The following exercises will give you practice in identifying these varieties and in using them in context.

Select the word or phrase that best completes each sentence.

1. We’ve been living in this house because of/during/since/concerning last March.

2. Coach is filled, but I can to hope for/upgrade/agree with/into you to first class.

3. The security guard watched over/came up/agreed/agreed with the new shipment of computers.

4. The electricity gets on/on/came through with/has been off for two days.

5. I often dream about/for/on account of/off my home in Ireland.

6. The frightened dog had been bitten from/because/at/by a snake.

7. The Constitution was finally ratified by means of/by/at/on this date.

8. I enjoy it here along/at/in spite of/except the bad weather.
9. There’s a newspaper boy of/at/on/onto the front door.

10. We really look at/forward to/with respect to/from your next visit.

exercise 92-9

Complete each sentence with any appropriate phrase.

1. Why do you spend so much time with ____________________?

2. Several fans came rushing up to ____________________.

3. Who asked for ____________________?

4. I usually get off ____________________.

5. I learned not to depend upon ____________________.

6. They should be in Detroit on ____________________.

7. The ship docked at ____________________.

8. Maria can’t seem to forget about ____________________.

9. The sleek sailboat headed seaward and ____________________.

10. The new golf clubs belong to ____________________.

11. My relatives will return to New York in ____________________.

12. I haven’t been in Europe since ____________________.

13. Did you remain in the United States during ____________________?

14. According to ____________________, there’s going to be a storm today.

15. Somehow the new employee came up with ____________________.

16. The embarrassed girl decided to get back at ____________________.

17. Our flight arrived ahead of ____________________.

18. I don’t like waiting for ____________________.

19. ____________________ upset the poor woman.

20. ____________________ in the pasture.

21. ____________________ was soon out of sight.
22. ___________ wanted to belong to our fraternity.
23. ___________ out of the conference hall.
24. Apart from my own parents, ___________.
25. ___________ toward the covered bridge.

Write an original sentence for each word or phrase in parentheses.

1. (onto) ___________
2. (because of ) ___________
3. (after) ___________
4. (homeward) ___________
5. (concerning) ___________
6. (to be interested in) ___________
7. (to keep to oneself) ___________
8. (at) ___________
9. (in the middle of) ___________
10. (out of sight) ___________
11. (to be in) ___________
12. (out of) ___________
13. (instead of) ___________
14. (by) ___________
15. (down-and-out) ___________
By now you should be well acquainted with English pronouns and prepositions. Use the following exercises as a review of pronouns and prepositions and as a check of your accurate usage of them.

Pronouns

**exercise R-1**

*Fill in the blank with the appropriate subject pronoun.*

**Example:** __/__ am sure I’ve lost my wallet.

1. Is _________ your new girlfriend?

2. This is my youngest son. _________ is in the third grade now.

3. _________ have to behave yourself, Barbara.

4. _________ fell and scraped her knee.

5. Is _________ going to snow tomorrow?

6. Two strangers are on the corner. _________ look suspicious.

7. _________ should not lose one’s head in such matters.

8. _________ can’t even read his own writing.

9. You and I are good friends. _________ have known one another for ten years.

10. _________ knows how to fix a car? You or Robert?
Circle the pronoun that correctly completes each sentence.

**Example:**  He/I/You has to be at work by 7 a.m.

1. I/It/He don’t want to spend a lot of money tonight.
2. Why does she/they/it have to rain so much?
3. If they/you/one studies hard, success will follow.
4. He/What/You and I is hiding there in the darkness?
5. He has no money, but she/we/I is quite rich.
6. He/She/You don’t seem to understand, Mr. Smith.
7. Jane and me/her/I have worked here together since March.
8. Have she/it/we ever met before?
9. He/We/It was a long and difficult day.
10. Do you know what/who/one bought these roses?

Fill in the blank with the correct pronoun replacement for the direct object in boldface.

**Example:** I caught the **ball** with one hand. **it**

1. Will you buy a **few apples** for me? ________________
2. The doctor examined the **little boy** carefully. ________________
3. John saw Mary and me in the garden. ________________
4. I hate such **rainy weather**. ________________
5. Allow me to introduce my parents to you. ________________
6. The boys watched the **girls** playing soccer. ________________
7. I first met Margaret and her children when I lived in Toronto. ________________
8. Do you like the **new coach**? She’s so strict. ________________
9. She tried to scare the mice with a broom. 

10. Can you understand these German phrases?

**exercise R-4**

*Fill in the blank with the pronoun that correctly replaces the noun or noun phrase used as an indirect object.*

**Example:** We gave Thomas a couple of dollars. **him**

1. I ought to write the editor a letter on the subject. 

2. Are you going to buy Tom and me new bikes?

3. I want to send my mother-in-law a birthday bouquet.

4. Tell the children a story.

5. I brought his wife and him a bottle of wine.

**exercise R-5**

*Circle the letter of the pronoun, noun, or noun phrase that is the correct replacement for the word or phrase in boldface.*

**Example:** Martin bought John a few magazines.

(a) him
(b) for them
(c) he
(d) them

1. Aunt Sarah bought Jane and me some new CDs.
   (a) for us
   (b) them
   (c) us
   (d) one

2. Can you describe them to me?
   (a) to the men
   (b) the man
   (c) for the children
   (d) the stolen books

3. We will send your lawyers the final contracts.
   (a) them to them
   (b) it to them
   (c) them it
   (d) your lawyers it
4. They wanted to give **us** some gifts.
   a. we
   b. the women
   c. all the boys and girls
   d. Robert and me

5. Why did she show **him** that letter?
   a. her father
   b. to her mother
   c. for his brother
   d. his daughter

6. She gave **her phone number** to the secretary.
   a. them
   b. her
   c. it
   d. they

7. I give **the doorman a tip** every week.
   a. it him
   b. him to it
   c. it to him
   d. them for him

8. Do you know **this person**?
   a. him
   b. it
   c. us
   d. them

9. I bought **these rings** for you.
   a. it
   b. to it
   c. to you
   d. them

10. We just love **these beautiful sunny days**.
    a. them
    b. it
    c. to them
    d. for it
exercise  R-6

Fill in the blank with the pronouns that correctly replace the phrase in boldface.

Example: They sent the men new tools. them to them

1. Mr. Martin sent a gift to her. __________________
2. I won’t lend my brother money ever again. __________________
3. Barbara gave Jack and me a crossword puzzle. __________________
4. I bought my fiancée an expensive necklace yesterday. __________________
5. I wrote the boss a long memo. __________________

exercise  R-7

Fill in the blank with the correct possessive pronoun for the personal pronoun or noun in parentheses.

Example: This is his house. This is his. (he)

1. Mother found _______ purse. She found _______. (I)
2. Where is _______ bed? Where is _______? (the puppies)
3. Mary bought _______ car. Mary bought _______. (you)
4. We can’t find _______ tent. We can’t find _______. (Tom and I)
5. Are these _______ sister’s books? Are these _______ sister’s? (you)
6. _______ cage is dirty again. _______ is dirty again. (the rabbit)
7. I think those are _______ seats. I think those are _______. (we)
8. Did you see _______ drawing? Did you see _______? (she)
9. Bill likes _______ new car. Bill likes _______. (they)
10. Someone stole _______ coat. Someone stole _______. (Jack)
Circle the letter of the word that best completes each sentence.

Example: John has lost ________ keys again.
   a. him
   b. to him
   c. his
   d. for him

1. Do you see ________ strange woman over there?
   a. those
   b. hers
   c. that
   d. this

2. The children played games, and ________ were quite happy.
   a. all
   b. each
   c. anybody
   d. either

3. I found ________ in that old trunk.
   a. other
   b. something
   c. whose
   d. whom

4. He had ten dollars, but ________ is already gone.
   a. another
   b. these
   c. neither
   d. most

5. ________ were they talking about?
   a. What
   b. Some
   c. Any
   d. Our

6. They’re all good stories, but ________ was voted the best?
   a. much
   b. which
   c. several
   d. everything
7. Six pups ran away. ______ are hiding in the brush.
   a. Three
   b. One
   c. Anybody
   d. Any

8. This is the artist ______ I wrote you about.
   a. which
   b. whose
   c. that
   d. this

9. There was an accident, ______ was reported on the television news.
   a. what
   b. about whom
   c. which
   d. from whom

10. I met the gentleman Jim was talking ______.
    a. that
    b. whom
    c. what
    d. with

11. Do you really believe ______ to be innocent?
    a. yourself
    b. themselves
    c. my
    d. your

12. The ducklings looked down and saw ______ in the water.
    a. their
    b. ourselves
    c. our
    d. themselves

13. We checked ______ homework.
    a. with another
    b. one another’s
    c. theirs
    d. several

14. They haven’t spoken to ______ in years.
    a. each other
    b. other
    c. much
    d. few
15. I have to learn to respect ____________.
   a. they  
   b. your  
   c. myself  
   d. one another

Prepositions

exercise  R-9

Circle the preposition that best completes each sentence.

   Example: The boys sat at/up/from the table.

1. Someone was hiding out/between/into our house and the garage.
2. John stood for/behind/on his sons.
3. The tourists were sitting with/of/under the palm trees.
4. I often go to work behind/above/on the train.
5. The teacher stood in the middle of/from/to a group of students.
6. A waltz off/by/out of an old Viennese composer was recently found.
7. They said the poems of/at/until Robert Frost are their favorites.
8. Ms. Keller spoke about/from/since her quite often.
9. He sat to/onto/on the old horse and looked out under/over/by the fields.
10. We were forced to stay at home from/during/on the hurricane.

exercise  R-10

Fill in the blank with an appropriate preposition.

   Example: Tomorrow we are going to a museum.

1. Because __________ the storm, the game had to be cancelled.
2. I must choose __________ a red skirt and a red dress.
3. We cannot leave __________ dawn, but we’ll still arrive there around 10 A.M.
4. Does she know the way __________ the campground?
5. In spite __________ the dense fog, they set out on the mountain hike.

6. She spent a lot of time alone __________ her bedroom.

7. They had to borrow some furniture __________ their grandmother.

8. In light __________ your poor grades, I feel you should retake the course.

9. __________ the party guests, he saw many old friends.

10. I’ve always been interested __________ physics.

11. I bought a convertible __________ a more practical, family car.

12. __________ to the weather forecast, we’re going to have a blizzard today.

13. These gloves don’t belong __________ me.

14. Don’t be alarmed __________ the dog’s barking.

15. I love you, Karen. I really care __________ you.

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Circle the letter of the word or phrase that best completes each sentence.

Example: We waited a long time __________ a bus.
   a. to
   b. for
   c. from
   d. until

1. We spent a lot of time __________.
   a. of the university
   b. in Manhattan
   c. from our cottage
   d. to the lake

2. They have been in Canada for __________.
   a. the ranch
   b. several years
   c. its
   d. regarding his health

3. __________ the drawer I found a lovely old comb.
   a. To
   b. Out
   c. Out of
   d. In
4. The library has been located in this part _________ for years.
   a. the town
   b. on our street
   c. of the city
   d. near the park

5. What are you hiding _________ your back?
   a. under
   b. of
   c. off of
   d. behind

6. Why are you so generous _________ us?
   a. with
   b. toward
   c. of
   d. next to

7. The dresses _________ all ten dancers looked like flour sacks.
   a. onto
   b. into
   c. of
   d. off of

8. A poem _________ a Roman poet was destroyed in the fire.
   a. belong to
   b. by
   c. at
   d. since

9. I had to beg my father _________ more allowance.
   a. for
   b. from
   c. to
   d. regarding

10. The tired man _________ a few days’ vacation.
    a. concerning
    b. longed for
    c. belong to
    d. depend on

11. Look in the basement in a little can on the floor _________ that old bed.
    a. to
    b. capable of
    c. under
    d. among
12. The men worked on the roof ___________ a rusty smokestack.
   a. heavenward
   b. following
   c. by means of
   d. next to

13. He was arrested __________ account __________ drunkenness.
   a. of . . . to
   b. on . . . of
   c. to . . . in
   d. of . . . of

14. Marie was locked in a room ___________.
   a. to her father
   b. by her father
   c. without the house
   d. to the house

   a. to a village
   b. on a field
   c. apart from a city
   d. with respect to this country

16. The capital is located __________ the border.
   a. of
   b. considering
   c. onto
   d. near

17. I found the treasure __________ the flooring of the old kitchen.
   a. in regard to
   b. beneath
   c. up to
   d. up

18. There was an old well __________ back __________ the house.
   a. in . . . of
   b. on . . . of
   c. in . . . to
   d. on . . . from

19. Who's the man waiting in __________ of the entrance to the mall?
   a. behind
   b. near
   c. front
   d. part
20. I know I can __________ upon you now.
   a. look forward
   b. plea
   c. watch
   d. rely

Circle the word in boldface that correctly completes the phrasal verb in each sentence.

   Example: This sedative will quiet her from/down/up.

1. The hikers rested up/to/out before continuing the journey.
2. I cannot put to/back/up with your exaggerations.
3. After losing ten pounds, I had my pants taken for/in/back about an inch.
4. The officer took off/down/onto his address and phone number.
5. I still can’t talk John out/over/into joining our club.
6. During spring break, the students usually take off in/from/for Cancun.
7. Why did you put that tie off/on/over?
8. The landlord kicked the rowdy tenants toward/out/off.
9. How did this problem go/take/come about?
10. The burglar refused to make/talk/put the gun down.
11. You should take/knock/kick off that sweaty shirt.
12. We need to talk/come/took over our financial problems.
13. The crying child just won’t put/quiet/kick down.
14. The large company come/took/came over our business.
15. The drunken man was come/kicked/talk out of the bar.
16. We’ll take/quiet/kick off the party at 10 p.m.
17. Why did you put/take/come off your shoes and socks?
18. You never talked/took/knock back to me before.
19. We **took/kicked/came** down the drapes to have them cleaned.

20. The strong drug immediately **kicked/take/knocked** the lion out.

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**exercise** R-13

Fill in the blank with the phrase provided in parentheses and add the appropriate preposition. Make any changes as necessary.

Example: Rose went **up to the little boy**. (to the little boy)

1. We enjoyed our vacation _________________. (spite of the bad weather)

2. The teacher was waiting ________________ to arrive. (her students)

3. The angry boy wanted to get back ________________. (those bullies)

4. The coach came rushing ________________. (to the injured boy)

5. A guard was watching _________________. (it)

6. The contracts were signed _________________. (the same day)

7. How do you put up ________________? (they)

8. They seldom get off ________________ before 6 p.m. (work)

9. She paused ________________. (the middle of her speech)

10. I was disappointed, because the boss chose Mr. Brown ________________. (I)

11. Because ________________, they rarely left the house. (their son’s illness)

12. The ship was finally ________________. (of sight)

13. Those suitcases belong ________________. (we)

14. I haven’t been back to Guatemala ________________. (1998)

15. Mother often worries ________________. (Bill and I)
Fill in the blank with the letter of the word or phrase from the column on the right that correctly completes the sentence.

Example: Bill wants to remain \( b \) England. a. from
She just came \( a \) school. b. in

1. \( \quad \) broke the new lamp? You? a. one
2. \( \quad \) CDs are these? b. of sight
3. \( \quad \) has always been a complainer. c. put
4. \( \quad \) is raining quite hard today. d. down
5. \( \quad \) is wrong? Are you sick? e. either
6. A group of men escaped, and four \( \quad \) hiding in the attic. f. over
7. Can you stop by \( \quad \) four o’clock? g. from whom
8. Dad wouldn’t talk it over \( \quad \) me. h. got
9. How dare you \( \quad \) back to me with that tone? i. came
10. I \( \quad \) on a clean shirt and tie. j. them
11. I like both suits, so \( \quad \) will be just fine with me. k. that
12. I never \( \quad \) behind in my studies. l. us
13. Jack watched \( \quad \) the sleeping child. m. to himself
14. Many people like her, but \( \quad \) don’t vote for her. n. are
15. One should watch what \( \quad \) says. o. It
16. She was still dizzy but finally \( \quad \) to. p. She
17. That old man sometimes talks \( \quad \). q. Whose
18. The kind woman saw Sue and me and gave \( \quad \) some pie. r. with
19. The reporter took \( \quad \) every word she said. s. most
20. The train arrived \( \quad \) of schedule. t. Ours
21. Their house is on the lake. \( \quad \) is in the city. u. ahead
22. They were old, and I threw __________ in the trash.  v. What
23. This is the lady, __________ you received your scholarship. w. Who
24. This is the watch __________ I plan to buy someday. x. talk
25. When I turned to look, Mary was already out __________. y. at

exercise  R-15

Circle the letter of the word or phrase that correctly completes each sentence.

EXAMPLE: We often spoke __________ them.
   a. from
   b. about
   c. toward
   d. homeward

1. Am __________ spending too much money on this gift?
   a. I
   b. they
   c. me
   d. theirs

2. Tom will buy __________ some ice cream.
   a. its
   b. us
   c. we
   d. myself

3. __________ are great tourists. They love to spend time in museums.
   a. Someone
   b. Laura and Phil
   c. We
   d. Betty and me

4. Our teacher, __________ parents are from Canada, also speaks French.
   a. whom
   b. that
   c. of which
   d. whose

5. We sat __________ and chatted for a long time.
   a. to them
   b. in front of us
   c. next
   d. among the natives
6. The ball rolled off _________.
   a. the hole
   b. the desk
   c. the people
   d. few

7. The children never go out _________.
   a. from
   b. after
   c. behind
   d. during

8. I bought several books _________.
   a. by
   b. out of
   c. before
   d. apart from

9. Their car was hidden in _________.
   a. behind
   b. for
   c. ahead
   d. back

10. A single ship left harbor and headed _________.
    a. apart
    b. down from
    c. seaward
    d. capable of
aboard
about
above
according to
across
after
against
ahead of
along
amid
among
apart from
around
as
at
because of
before
behind
below
beneath
beside
between
beyond
by
by means of
by way of
concerning
considering
despite
down
during
except
excluding
following
for
from
in
in back of
in front of
in reference to
in regard to
in spite of
inside
instead of
into
like
near
of
off
on
on account of
onto
opposite
out
out of
outside
over
past
per
regarding
round
since
than
through
till
to
toward(s)
under
underneath
until
up
up to
upon
with
with respect to
within
without
Answer Key

Part I Pronouns
Unit 1 Pronouns as the Subject of a Sentence

1-1
1. She has to go home at five o’clock.
2. When do you leave on your trip?
3. They were frightened during the storm.
4. I am planning on early retirement.
5. Why are you crying?
6. Who wants to arrange a surprise party for her?
7. He was sound asleep.
8. What needs to be repaired right away?
9. Where does she go every afternoon?
10. They earn a very good salary.

1-2
1. She is such a sweet child.
2. They just can’t seem to get along.
3. Where did they find a place to rest?
4. We spent a week camping in the mountains.
5. It burned down last night.
6. Where is he from?
7. They roared overhead.
8. Why is she laughing?
9. Does it still hurt?
10. We can help you today.

1-3
1. Yes, I do. No, I don’t.
2. Yes, she is. No, she isn’t.
3. Yes, they have. No, they haven’t.
4. Yes, he was. No, he wasn’t.
5. Yes, you are. No, you aren’t.
6. Yes, we are. No, we aren’t.
7. Yes, she should. No, she shouldn’t.
8. Yes, I can. No, I can’t.
9. Yes, he should. No, he shouldn’t.
10. Yes, they will. No, they won’t.

Unit 2 Pronouns as Direct Objects

2-1
1. Why would the police want to arrest us?
2. My uncle visited me in Chicago.
3. Did the doctor ask you about the accident?
4. John caught him stealing a bicycle.
5. Can you join us for dinner?
6. I just can’t believe it!
7. How can I reach you after you move?
8. The boys watched her all afternoon.
9. You can help **us** clean up the kitchen.
10. **Whom** should I call about a leaky faucet?

Unit 3 Pronouns as Indirect Objects

1. He won’t sell **him** the car.
2. Did you bring **her** a gift?
3. I loaned **them** a hundred dollars.
4. Please give **her** a copy of the will.
5. I’m going to buy **them** some new pajamas.
6. James sent **her** a bouquet of roses.
7. She wrote **him** several letters.

Unit 4 Pronouns in a Prepositional Phrase

1. They were asking questions about **you**.
2. I received several letters from **her**.
3. From **whom** did you borrow the money?
4. **What** were they all laughing about?
5. Someone threw a rock at **me**.
6. This problem has nothing to do with **you**.
7. That shirt really looks good on **him**.
8. A crow was flying directly over **them**.
9. An old woman came up to **us**.
10. Those stories were written by **us**.

1. Three of the girls wanted to dance with **me**.
2. The artist painted a wonderful portrait of **her**.
3. To **whom** did you send the manuscript?
4. A little bird was sitting on it. (**near** it, **by** it, **with** it)
5. What did you put it in? (**near**, **on**)
6. I entered the building right after **him**.
7. There’s a new bank **near** it. (**by** it)
8. The frightened dog came slowly up to **us**.
Unit 5 Direct and Indirect Object Pronouns in the Same Sentence

5-1
1. The magician showed it to us.
2. Don’t give them to the children.
3. I can’t lend it to you.
4. Who sent it to your cousin?
5. Tom is going to buy it for them.
6. The lawyer did it for him.
7. The lonely soldier wrote them to his girlfriend.
8. She gave it to me.
9. Uncle Robert bought it for us.
10. Do you send it to them every week?

5-2
1. The judge sent them to them.
2. Why did you show it to her?
3. I can’t lend it to him.
4. Dr. Brown gave them to her (him).
5. Show it to her (him).
6. They’re going to buy them for him.
7. Will you save it for her?

5-3
1. They were standing on the corner and laughing.
2. Someone threw it through that window!
3. Bill wants to buy it for her.
4. You shouldn’t speak about him in that terrible way.
5. Where did you buy it?
6. Ms. Smith has moved out of it.
7. Do you know them?
8. We were on our way to the party when it happened.
9. I bought them for you.
10. Do you want to go there with us?
11. She has been elected chairperson of the committee.
12. He hates them.
13. Put them in the attic, please.
14. Is he the new boss?
15. We love it.

Sample Answers:
1. They met me in Chicago. Someone gave me ten dollars. Maria danced with me.
2. Do you know her? I sent her some flowers. I was thinking of her.
3. Mother introduced us to them. Jim bought us a hot dog. They got a letter from us.
4. The girl kissed them. Tom sent them a telegram. Did you speak with them?
5. Whom would you elect mayor? To whom did you give permission? From whom did they get these gifts?

Unit 6 Possessive Pronouns

6-1
1. Her brother goes to college.
2. Do you know his niece?
3. Its hole was behind a large rock.
4. Their chirping woke me up early.
5. She loved her solo.
6. I had to hold her purse.
7. Her piglets slept in a cool pile of mud.
8. Did you borrow her skis?
9. Their demands were too much for the company.
10. Where is their bed going to be?
1. I wanted to dance with her older sister.
2. Will you help me carry my books up to the second floor?
3. They said your father had been a colonel in the army.
4. Our tent was put up near a bend in the river.
5. Michael wanted to spend time at our campsite.
6. I still haven’t met their parents.
7. Whose sailboat is that out on the lake?
8. I just can’t get interested in his novels.
9. Its roof has been replaced with cedar shingles.
10. Ms. Garcia wanted to borrow our garden hose.

Unit 7 Demonstrative, Indefinite, and Interrogative Pronouns

1. I found this puppy behind a bush.
2. She thought these magazines were interesting.
3. That tall building is the city hall.
4. Would you like some of these nuts?
5. Those dark clouds mean a storm is coming.
6. That town is about two hundred miles from here.
7. Why do those people make so much noise?
8. I bought this necklace on sale.
9. That swing set is just for children.
10. Those boys played soccer all afternoon.

1. He has three brothers. Each served in the navy for three years.
2. I bought seven tickets. All were purchased at a discount.
3. The children didn’t like her, and none would play with her.
4. Nobody put in enough time on the project.
5. Everything he said turned out to be a lie.
6. Many of them enjoyed the concert. Others went home early.
7. They invited a hundred guests. Several are already in the reception hall.
8. The two girls took part in the competition, but neither had a chance of winning.
9. Anyone found without proper identification will be arrested.
10. Much has been said about the problem, but nothing has been done.

Unit 8 Numbers as Pronouns

1. Five were playing in the mud.
2. I have eleven in that drawer.
3. Two are friends of mine.
4. One came from Ms. Garcia.
5. There were five on the table a moment ago.
6. The new sales clerk sold her eight.
7. Three applied for the same job.
8. There were at least fifty scattered about the floor.
Unit 9 The Pronoun One

1. You must have strength to carry on.
2. Should you always be on time for your lessons?
3. If you lose your wallet, you should report that to the police.
4. You ought to try to stay in shape.
5. When you drink too much, you get drunk
6. You have little choice when it comes to love.
7. You should always behave yourself.
8. How can you be so mean to her?
9. If you have too much time on your hands, you need to find a job.
10. When you have humility, you also have respect.

9-2

1. One might get into a lot of trouble. You might get into a lot of trouble.
2. If one speaks slowly, one is better understood. If you speak slowly, you are better understood.
3. One ought to consider taking the train there. You ought to consider taking the train there.
4. Should one criticize one’s own mistakes? Should you criticize your own mistakes?
5. One learns slowly when one is very young. You learn slowly when you are very young.
6. In time, one accepts one’s limitations. In time, you accept your limitations.
7. If one carries on like a fool, one will be considered a fool. If you carry on like a fool, you will be considered a fool.
8. When one gets a little too heavy, one should begin to exercise. When you get a little too heavy, you should begin to exercise.

Unit 10 Relative Pronouns

10-1

1. He found a puppy that needed a home.
2. Where did you put the groceries that I bought at the supermarket?
3. That’s my car that has the convertible top.
4. There’s the scientist that I told you about.
5. Do you know the woman whose son is serving in the army?
6. They hired the lawyer that they got the best deal from.
7. I need the map that has Cook County on it.
8. I was introduced to the girl that John was dancing with.
9. Don’t spend the money that I put on the dresser.
10. Do you know the song that I’m playing on the piano?

10-2

1. I lost the book I got from Maria last week.
2. We like the dress, which was probably designed in Paris. (no change)
3. He read a sentence he can’t understand at all.
4. I have all the documents I was speaking of.
5. Will you give me some money I can use to buy new underwear?
6. The champion, who is a native of Mexico, is touring the United States. (no change)
7. He bought a used car that had been in an accident. (no change)
8. Maria wants to use the umbrella Mom bought last week.
9. Do you understand the words I wrote on this sheet of paper?
10. I like Uncle Henry, from whom I received a beautiful gift. (no change)

10-3

Sample Answers:
1. Please show me the books that you have for sale.
2. I met the actor who studied in Berlin.
3. He bought a watch that keeps perfect time.
4. The boss, who graduated from Harvard, is rather nice.
5. Where are the gifts that you received from Martha?
6. This car, which was recently repainted, is from Germany.
7. I have the DVD that came out just last month.
Unit 11 Reflexive Pronouns

1. She sometimes writes stories about herself.
2. We really enjoyed ourselves very much.
3. My uncle cut himself with a sharp knife.
4. The ugly dragon hid itself behind a pile of stones.
5. I described myself honestly.
6. Would you recommend yourself for the job?
7. The girls saw themselves in the still water of the pond.
8. He didn’t recognize himself in his new suit of clothes.
9. A young woman was admiring herself in the store window.
10. Maria and Juan! You’ve hurt yourselves again! Shame on you!

1. John believes himself to be innocent.
   a. We believe ourselves to be innocent.
   b. I believe myself to be innocent.
   c. She believes herself to be innocent.
   d. You believe yourselves to be innocent.
2. She considers herself lucky.
   a. They consider themselves lucky.
   b. I consider myself lucky.
   c. You consider yourself lucky.
   d. He considers himself lucky.

Unit 12 Reciprocal Pronouns

1. My father and mother sit next to one another.
2. The soprano and the tenor harmonize with one another.
3. The boys and the girls danced with each other.
4. My boss and the manager spoke about each other.
5. St. Paul and Minneapolis are located near one another.
6. Barbara and Juan kissed one another.
7. The lioness and the three cubs slept near one another.
8. You and I respect each other.
9. James and Maria sang for each other.
10. They like one another’s voices.

Sample Answers:
1. (one another)
   a. They love one another.
   b. The boys and girls wouldn’t play with one another.
   c. Bob and Jim fought one another after school.
2. (each other)
   a. We stared at each other.
   b. Tom and I often helped each other.
   c. They cared for each other’s dogs.

Part II Prepositions

Unit 13 Prepositions That Indicate Location

1. A tiny rabbit was hiding under a bush.
2. Please don’t sit next to me.
3. We saw several baby birds in a nest in that tree.
4. There was nothing below the plane but empty space.
5. Father stays at the factory until 5:00 P.M.
6. An angry man stood directly in the middle of us.
7. John stayed beside me the entire time.
8. I saw Maria among the many people at the party.
9. There was a huge bug sitting on my bed!
10. I saw a stranger crouching between my car and the truck.

Sample Answers:
1. I saw a jet flying above the Rocky Mountains.
2. Someone was hiding under a large bush.
3. Are you familiar with the new family down the block?
4. My sisters both work at the new mall.
5. The frightened kitten hid in an old shoe box.
6. Someone stood behind the door and listened.
7. Who was sitting among the honored guests at the conference?
8. There’s nothing in front of the broken-down SUV.
9. Gray clouds hovered over the dark forest.
10. Have a seat next to my mother-in-law.
11. He found his keys on the backseat of the car.
12. I found a couple seats beside the manager of the team.
13. Let’s set up our camp near the bank of the river.
14. We used to live between the Miller family and old Mrs. Jones.
15. A puppy sat lazily in the middle of the freshly painted floor.

Sample Answers:
1. We were on the train for over five hours.
2. I spend much too much time at work.
3. There was a mouse hiding behind the dresser.
4. Please take a seat next to her.
5. The elderly man is in the hospital again.
6. I like dancing with Maria.
7. I stood between them and stopped the fight.
8. An eagle was gliding over the mountains.
9. An angry bear stood up in front of us.
10. Grandfather slept under a palm tree.

Unit 14 Prepositions That Indicate Movement or Direction

1. The children ran toward the gate.
2. The young couple strolled along the beach.
3. The ball rolled off the table.
4. Is Thomas already at work?
5. I was hurrying to my desk.
6. Someone came running into the room.
7. We slowly drove by their house.
9. The poor girl fell out of bed.
10. I dropped the tools into the box.

Sample Answers:
1. The cattle were heading toward a distant watering hole.
2. Someone came out of a dark corner of the room.
3. Why were you going into my private office?
4. My family frequently travels to the countryside of Mexico.
5. Do you come from Canada or the United States?
6. The carpenter fell off the steep roof.
7. The burglar quietly climbed onto the porch and reached for the window.
8. Maria wants to come into the dining room for a moment.
9. The men were walking along one of the beams of the building.
10. He came at his frightened victim with a knife.
11. She drove by our house without stopping.
12. What time did you come home from the rock concert?
13. We’re planning on traveling to South America next year.
14. The cat jumped into my sister’s lap.
15. The woman moved cautiously toward the open door.

Sample Answers:
1. A little boy wandered along the shore.
2. The retired teacher drove by the school again.
3. She ran from the yard shouting.
4. Michael bolted into the living room and fell on the floor.
5. I threw a magazine onto the shelf.
6. The puppy fell off the bed.
7. The young driver slowly pulled out of the garage.
8. We’ve never traveled to the mountains.
9. The rabbit hopped toward the wall.
10. She was afraid of going into a darkened room.

Unit 15 Prepositions That Indicate Time

Sample Answers:
1. They left the theater before the end of the film.
2. I should be home by ten o’clock.
3. She only works from nine to three.
4. We always have a picnic on the Fourth of July.
5. Do you always eat lunch at noon?
6. Bill has been sad since his fortieth birthday.
7. Aunt Jane came to town for Carmen’s big party.
8. We do a lot of shopping during the holiday season.
9. It’s coldest here from December to February.
10. I’m afraid that we’ll have to wait until tomorrow.

Sample Answers:
1. The children were very noisy during the long meeting.
2. We can expect Jim here for your birthday party.
3. It’s very rainy from May to August.
4. I haven’t seen you since you were a little girl.
5. Can you stay with me until I finish this report?
6. Tom works hard from morning to night.
7. They wanted to leave work before their shift ended.
8. The doctor gave him a checkup after a long illness.
9. Try to get here by dusk.
10. His family usually stays at the lake in the summer months.
11. The twins were born on September fifth.
12. Dark shadows covered the ground at daybreak.
13. They were living in Europe during their youth.
14. He’s had a job in the city since he came back from Mexico.
15. They want to start the marathon by twelve thirty.
Sample Answers:
1. Her shift is from noon until midnight.
2. I hope to graduate by June.
3. We’ve been planting shrubs since the end of winter.
4. Tom returns home in spring.
5. The parade was on May tenth.
6. Quiet hours begin after 11:00 P.M.
7. I hope to finish the course before next year.
8. He’s had many different jobs during his lifetime.
10. We usually sit on the porch at sunset.

Unit 16 Compound Prepositions

1. Some men stood in front of the store.
2. According to the forecast, it’s going to rain today.
3. In reference to his remark, I just said, “Shame.”
4. We stayed home because of the power outage.
5. Do you still live in back of the shop?
6. There ahead of us stood a large bison.
7. He quickly drove out of the driveway.
8. I was too nervous to walk up to the president.
9. It happened on account of your carelessness!
10. She can’t comment in regard to that matter.

Sample Answers:
1. Please write a report in reference to the latest sales figures.
2. In spite of his odd behavior, she continued to love him.
3. In regard to recent events, I have a statement to make.
4. I bought a compact car instead of a large SUV.
5. Who’s waiting in front of that newsstand?
6. The man was arrested on account of several unpaid tickets.
7. There were several tables and chairs in back of the conference room.
8. A strange smell came out of the trash barrel.
9. I sent her some flowers by way of thanks for a great evening.
10. A baby rabbit hopped up to my foot and sniffed.
11. You can get to the top of the mountain by means of the aerial tramway.
12. With respect to our company’s low morale, some changes have to be made.
13. Apart from two senior managers, everyone else will be fired.
14. According to the latest weather report, we’re in a heat wave.
15. I could see a winding road ahead of us in the hills.

Sample Answers:
1. Fortunately the bus arrived ahead of time.
2. She cancelled the trip because of an illness.
3. The strikers marched in front of the factory.
4. I have some comments in reference to your last report.
5. I paid with cash instead of a check.
6. A small plane flew out of the clouds.
7. With respect to his last wishes, a memorial service will be held tomorrow.
8. There will be a drought according to the almanac.
9. Apart from a few friends in Chicago, he knows no one in Illinois.
10. Travel is easiest by means of the subway.
11. You’ll find a wheelbarrow in back of the garage.
12. In spite of the darkness, the carpenter continued his work.
13. He was only respected on account of his riches.
14. The hikers came up to the river.
15. I have something to say in regard to these lies.
Unit 17 Prepositions That Combine with Other Words

1. The strange woman was an undercover agent.
2. The newly elected governor is an upstanding person.
3. She intoned her voice with the anger she felt.
4. They decided to go uptown for dinner.
5. Did you follow our club’s bylaws?
6. Her views just aren’t up-to-date.
7. The hikers followed the creek up-country.
8. The old man didn’t want to outlive his wife.
9. My aunt underwent a serious operation last year.
10. His look was downcast and his face quite sad.

Sample Answers:
1. The new members refused to follow the bylaws of our organization.
2. Out in the street there was an uproar over a minor traffic accident.
3. While swimming underwater, he saw the outline of a boat.
4. They were flying coach class but wanted to upgrade to business class.
5. An underage girl came into the little tavern.
6. The brothers were always trying to outdo one another.
7. The road uphill was too steep for our little car.
8. There was a sudden outbreak of measles in our area.
9. You need a technician to install such complicated equipment.
10. The downhearted young man began to regret his decision to live alone.
11. The couple lives downstairs from a retired opera singer.
12. The underclassmen in our high school behaved badly.
13. I didn’t mean to upset her relatives.
14. The undercover agent hid a package in a hollow tree trunk.
15. Within hours there was a total downfall of morale among the workers.

Unit 18 Participial Prepositions

1. We’ll need to put in a lot of time considering this problem.
2. I had a lot to tell concerning the crimes he had committed.
3. I wanted to speak to her regarding our future together.
4. Maria passed every test excluding the one in math.
5. The picnic will go on as planned following the rainstorm.
Sample Answers:
1. I had the reports that were concerning your work here. He spoke for several minutes concerning the company’s future.
2. I’ve been considering all your suggestions. He did a good job considering his lack of skill.
3. This club has been excluding women for years. He visited all the dealerships excluding the ones that sell foreign cars.
4. Someone is following us! He took a long shower following the two-hour workout.

Unit 19 Postpositive Prepositions

Sample Answers:
1. The pup fell over backward. He walked backward toward the door.
2. When I looked downward, I saw the footprints. The eagle swooped downward and targeted a rabbit.
3. Tomorrow we’re homeward bound. The tourists eagerly headed homeward.
4. She looked inward for a reason for her behavior. Inwardly, he knew he couldn’t believe the boy.
5. With a glance upward, he saw the missing package on a shelf. With an upward thrust, he knocked the man off his feet.
6. The lions moved windward so as not to leave a scent. Sailing vessels have difficulty sailing windward.
7. The refugees hiked eastward. An eastward wind meant that a storm was coming.

Unit 20 Words That Require a Specific Preposition

1. I began to beg my father for more money.
2. She was being followed by a strange man.
3. Juanita also belongs to our club now.
4. Don’t you want to ask for a little help?
5. I never stop worrying about my daughter.
6. I really care for her. I’m in love.
7. Tom has absolutely no interest in jazz.
8. It’s difficult for them to forget about the war.
9. I know I can rely on your honesty.
10. I long for a good night’s sleep.
11. She was deeply hurt by his insults.
12. The child is hardly capable of hurting anyone.
13. I’ll wait for you in front of the theater.
14. You shouldn’t be so generous with us.
15. Are you looking forward to the party?

Sample Answers:
1. He became alarmed by the patient’s condition.
2. You shouldn’t worry about unimportant things.
3. These women are very interested in computer science.
4. I’m going to wish for a brand new car.
5. Are you absolutely sure of the doctor’s diagnosis?
6. The immigration officer walked up to the last applicant in line.
7. Does this jacket belong to anyone here?
8. You’re always thinking about other people.
9. How can I depend on a man like Jim?
10. The wounded soldier was pleading for release from his pain.
11. Never forget about what happened to me.
12. The barn was blown down by a sudden northern gale.
13. We need a guard to watch over the shipment that just came in.
14. You should listen to your elders.
15. A large animal was looking at me from out of the brush.
1. The young man came up to me with a gift in his hand.
2. The orator spoke about the importance of saving money.
3. I think this umbrella belonged to Aunt Norma.
4. I forgot about the exam! I’m going to fail for sure!
5. If you needed anything, you always depended (relied) on me.
6. A police officer cared for the injured pedestrian.
7. Where were you? I waited for you for two hours!
8. Dad worried about me, but I knew how to take care of myself.
9. The boys looked for the missing child for several hours.
10. Jim begged (pleaded) for an extra ten dollars but got nothing.

Sample Answers:
1. You’re capable of better work than this.
2. She was looking for her keys.
3. The tree was struck by lightning.
4. I have no interest in that man.
5. It’s silly to wish for things.
6. The mother made a plea for her son’s life.
8. You know you can rely upon my word.
9. The pup sat up and begged for the bone.
10. Anita is looking forward to her date with Jim.
11. I don’t care about ancient history.
12. Barbara hoped for a chance to be on the team.
13. The flight attendant looked after the passengers’ needs.
15. They were motivated by their greed.

Unit 21 Prepositions and Phrasal Verbs

1. It’s cold. The heat is probably off.
2. If you ask around, you’ll get his address.
3. The old woman was up to something again.
4. She was too timid to ask Juan out.
5. The scientist knew she was onto something.
6. My lawyer won’t be in until noon.
7. Your parents are so up-to-date and with it.
8. Why was the TV on all night?
9. The detective believed she was up to no good.
10. He wants to take a shower but the water is off again.

1. I wanted to know who he was and asked around about him.
2. The jumbo jet was quickly out of sight.
3. The burglar was obviously up to no good.
4. What time will Professor Gomez be in?
5. Did your nephew ask my niece out?
6. Having found a clue, they knew they were onto something.
7. If the fan is on, why is it so hot in here?
8. When he turned to look, her train was already out of sight.
9. Use makeup! Color your hair! Try to be with it!
10. The dentist is out (in) for the day.
| 21-3 | 1. Jim came through for me again.  
2. Let’s get on with the meeting.  
3. The drowsy woman came to very slowly.  
4. The children came upon a little cottage in the woods.  
5. I work all afternoon. I get off at 5:00 P.M.  
7. Hurry! You’re getting behind in your work.  
8. How can I get in on this deal?  
9. The two boys got into it after school.  
10. She got back at us for gossiping. |
| 21-4 | 1. Start the music. Let’s get on with the show.  
2. I don’t want to stay in jail! Please get me off!  
3. Mr. Brown finally came up with our loan.  
4. They were arguing over the accident and soon got into it.  
5. Maybe she’ll come to if you give her some water.  
6. Jim came upon an old magazine in the attic.  
7. Did Maria get in on the stock purchase?  
8. We all got behind Ms. Brown, and she won the election.  
9. The car dealer eventually came through for us.  
10. I get off at six. You can pick me up then. |
| 21-5 | 1. You run too fast. I can’t keep up with you.  
2. With one blow, he knocked the man out.  
3. We have to keep on working until we’re done.  
4. The landlord kicked us out of our apartment.  
5. Knock it off. You’re bothering me.  
6. The carpenters knocked down the wall in just a few minutes.  
7. They kicked off the parade with a patriotic march.  
8. He was shot in the morning. He kicked off in the afternoon.  
9. What time do you knock off work?  
10. She’s so lonely, yet she still keeps to herself. |
| 21-6 | 1. The coach wanted them to keep on practicing.  
2. Careful or you’ll knock out the window!  
3. How can we keep those kids out of our yard?  
4. You had better knock it off before I get really angry.  
5. If you keep to this road, you’ll get there in an hour.  
6. They had an argument, and she kicked him out.  
7. The champ knocked his opponent down, but he got up immediately.  
8. If you pedal faster, you’ll keep up with the other cyclists.  
9. We’ll kick off the party with a few drinks.  
10. What time do you knock off work? |
| 21-7 | 1. Put me down for the refreshments committee.  
2. The baby is feverish and won’t quiet down.  
3. I need to rest up from all this exercise.  
4. Carmen put up with his lies for many years.  
5. You’re so hospitable, but don’t put yourself out.  
6. He’s so excited, but he needs to quiet down.  
7. I rested up all morning and went to work at noon.  
8. She’s not sick! She’s just putting on!  
9. It can’t be true! Are you putting me on?  
10. The janitor was put out by all the garbage in the hallway. |
1. Why don’t you rest up? You’ve had a long day.
2. You’re never satisfied with my work. You always put me down.
3. Spend the night here. We can put you up.
4. When the class quiets down, I’ll pass out the new material.
5. I love soccer. Put me down for that team.
6. Tom put on a dress and a wig for the Halloween party.
7. Anita can’t put up with his deceit any longer.
8. I think you should rest up from that long trip.
9. He wished he could put his roommate out of his house.
10. You can put the groceries down on that table.

1. Ms. Brown will take over from Mr. Jones.
2. Let’s sit down and talk this problem over.
3. I took everything back from her apartment.
4. You shouldn’t talk back to your mother!
5. You’re not going to talk me into that again.
6. I’ll take down the curtains and wash them.
7. The shelter takes in homeless people.
8. Take off your coat and relax.
9. That skirt is long. Let’s take it up.
10. My brother took up with my ex-girlfriend.

1. A new company took over the factory.
2. His store is taking on several new employees.
3. Talking back to a teacher is terrible behavior.
4. In the summer the students took off for California.
5. Your waist is smaller. You should take in your pants.
6. I’d like to take you up on your offer.
7. Anita talked me into going to the dance with her.
8. The reporter took down every word I said.
9. You ought to take back what you said to her.
10. No one talked it over with me.

1. Grandmother put on an apron.
2. We need to talk it over.
3. I can’t put up with your insults.
4. They’ll kick off the celebration at ten o’clock.
5. We’re going to take in some boarders.
6. The drug knocked her out.
7. Mr. Johnson took over our business.
8. Put the gun down and turn around.
9. I’ll measure the skirt and you take it in.
10. We need to quiet your mother down.

Sample Answers:
1. She knocked the thief down. She knocked down the thief. She knocked him down.
2. Help put the tents up. Help put up the tents. Help put them up.
3. Norma took the company over. Norma took over the company. Norma took it over.
4. The fireman kicked the window out. The fireman kicked out the window. The fireman kicked it out.
5. She puts the baby down for a nap. She puts down the baby for a nap. She puts her down for a nap.
6. Let’s take the old carpet up. Let’s take up the old carpet. Let’s take it up.
7. Can you quiet the kids down? Can you quiet down the kids? Can you quiet them down?
8. Don’t knock the vase off. Don’t knock off the vase. Don’t knock it off.
Unit 22 A Variety of Prepositional Uses

1. We’ve been living in this house since last March.
2. Coach is filled, but I can upgrade you to first class.
3. The security guard watched over the new shipment of computers.
4. The electricity has been off for two days.
5. I often dream about my home in Ireland.
6. The frightened dog had been bitten by a snake.
7. The Constitution was finally ratified on this date.
8. I enjoy it here in spite of the bad weather.
9. There’s a newspaper boy at the front door.
10. We really look forward to your next visit.

Sample Answers:
1. Why do you spend so much time with such rude people?
2. Several fans came rushing up to the rock star.
3. Who asked for a Coke and a hamburger?
4. I usually get off at half past eight.
5. I learned not to depend upon anyone but myself.
6. They should be in Detroit on New Year’s Day.
7. The ship docked at 5:00 P.M.
8. Maria can’t seem to forget about her ex-boyfriend.
9. The sleek sailboat headed seaward and then set a course for Bermuda.
10. The new golf clubs belong to the boss’s wife.
11. My relatives will return to New York in two weeks.
12. I haven’t been in Europe since the fall of 2002.
13. Did you remain in the United States during the gas crisis?
14. According to the local newspaper, there’s going to be a storm today.
15. Somehow the new employee came up with a very clever idea.
16. The embarrassed girl decided to get back at the boy who played a trick on her.
17. Our flight arrived ahead of schedule.
18. I don’t like waiting for food deliveries.
19. The dog’s snarling upset the poor woman.
20. Lazy cattle were grazing in the pasture.
21. The giant dirigible was soon out of sight.
22. The captain of the soccer team wanted to belong to our fraternity.
23. A disruptive visitor was shown out of the conference hall.
24. Apart from my own parents, no one came to see me in the play.
25. The horse and carriage clattered toward the covered bridge.

Sample Answers:
1. Throw a log onto the fire.
2. We crashed into a tree because of a deer.
3. I don’t know what I want to do after college.
4. We were heading homeward when we decided to go to Las Vegas instead.
5. He was making some notes concerning the debate about pollution.
6. Are you interested in botany?
7. Jim likes keeping to himself.
8. Someone was standing at the window and looking in.
9. Don’t interrupt me when I’m in the middle of a sentence.
10. He went over the top of the hill and was out of sight.
11. Is my attorney in today?
12. She jumped out of the closet and startled him.
13. I’ll have a cheeseburger instead of the pizza.
14. This portrait was painted by Rembrandt.
15. The poor man was down-and-out and had no place to go.
Review Exercises

R-1

R-2

R-3
1. them 2. him 3. us 4. it 5. them 6. them 7. them 8. her 9. them 10. them

R-4
1. him/her 2. us 3. her 4. them 5. them

R-5
1. c 2. d 3. a 4. d 5. a 6. c 7. c 8. a 9. d 10. a

R-6
1. it to her 2. it to him 3. it to us 4. it for her 5. it to him/her

R-7
1. my mine 2. their theirs 3. your yours 4. our ours 5. your your 6. Its Its 7. our ours 8. her hers 9. their theirs 10. his his

R-8

R-9
1. between 2. behind 3. under 4. on 5. in the middle of 6. by 7. of 8. about 9. on over 10. during

R-10

R-11

R-12

R-13
1. in spite of the bad weather 2. for her students 3. at those bullies 4. up to the injured boy 5. over it 6. on the same day 7. with them 8. of/from work 9. in the middle of her speech 10. instead of/over me 11. of their son’s illness 12. out of sight 13. to us 14. since 1998 15. about Bill and me

R-14

R-15