2

| ✕ The tool kit is consist of just two spanners, two screw drivers and a jack. | ✓ The tool kit consists of just two spanners, two screw drivers and a jack. |

Consist of and *comprise* are not used with *be*. We cannot say 'is consist/ comprise of' or 'is consisted/comprised of'. Compare:

The team *consists of* two girls and two boys.
The team *comprises* two girls and two boys.

The team *is composed of* two girls and two boys.
The team *is made up of* two girls and two boys.

3

| ✕ The board is consisting of a chairman and twelve directors. | ✓ The board consists of a chairman and twelve directors. |

Consist of is not used in progressive tenses.   ⮕ 627.3

consult   173

| ✕ They decided to consult with a marriage guidance counsellor. | ✓ They decided to consult a marriage guidance counsellor. |

Users of British English *consult someone* (NOT *with* someone). In American English, *with* is optional.

contact   174

| ✕ I shall contact with you again as soon as the dates of the trip have been confirmed. | ✓ I shall contact you again as soon as the dates of the trip have been confirmed. |

We *contact* someone (NOT *with* someone). Compare: 'I suggest that you get *in contact with* one of our local agents.'

contain   175

| ✕ Both bottles were containing sulphuric acid. | ✓ Both bottles contained sulphuric acid. |

Contain is not used in progressive tenses.   ⮕ 627.3

control   176

1

| ✕ The driver must have lost the control of the car. | ✓ The driver must have lost control of the car. |

In the phrases *take/gain/lose control of*, *in control*, *out of control*, *under control*, there is no determiner before *control*: 'Iacocca *took control of* Chrysler in 1978.' 'Everything is now *under control*.'

2

✗ We are no longer able to control over our eldest child.	✓ We are no longer able to control our eldest child.

We *control* someone/something (WITHOUT *over*). Compare: 'We have no *control over* our eldest child.' We use *over* after the noun but not after the verb.

cooperation 177

✗ The principal stressed the importance of a good cooperation between teachers and parents.	✓ The principal stressed the importance of good cooperation between teachers and parents.

Cooperation is an uncountable noun and is not used with *a/an*.   ⇨ 2.1

coordination 178

1

✗ The walls were covered with pictures, cards, posters.	✓ The walls were covered with pictures, cards and posters.
✗ I prefer men who are lively, handsome, amusing.	✓ I prefer men who are lively, handsome and amusing.

When a sentence or part of a sentence consists of two equal units, we link the two units or 'coordinates' with *and*, *or* or *but*: 'Would you like *tea or coffee*?' 'She chased him *out of the house and down the street*.'

When there are three or more coordinates, we link the last two: 'Would you like *milk, orange juice, tea or coffee*?' 'She chased him *down the stairs, out of the house and down the street*.'

2

! I enjoy jogging and I enjoy playing the piano.	✓ I enjoy jogging and playing the piano.

When we link parts of a sentence, we normally omit any words that would produce unnecessary repetition.

I enjoy	jogging
	and
(*I enjoy*)	playing the piano.

Note, however, that words are sometimes repeated deliberately to give emphasis, especially in informal styles: '*I don't like* cricket *and I don't like* football *either*.'

3

| ! He never washes or polishes his car. | ✓ He never washes his car or polishes it. |

When we omit words to avoid repetition, we have to make sure that the final sentence is not ambiguous. 'He never washes or polishes his car' has two possible meanings:

either   He never washes (himself). He never polishes his car.
or   He never washes his car. He never polishes his car.

The intended meaning is often clear from the context, but this is not always the case.

4

| × I hope that you will enjoy your stay and to visit us again soon. | ✓ I hope that you will enjoy your stay and visit us again soon. |
| × Mr Leggitt allowed us to interrupt and asking questions. | ✓ Mr Leggitt allowed us to interrupt and ask questions. |

Whenever we omit words to avoid repetition, it should always be possible to 'replace the missing words' and produce a grammatical sentence:

She is packing her bags and (*she is*) *going* on holiday.
She should pack her bags and (*she should*) *go* on holiday.
She could have packed her bags and (*she could have*) *gone* on holiday.

When we replace the missing words in the error sentences above, the sentences that we produce are not grammatical: ' ... and (*I hope that you will*) *to visit* us again soon.' ' ... and (*Mr Leggitt allowed us to*) *asking* him questions.'

5

| ! She invited me to sit down and to have something to drink. | ✓ She invited me to sit down and have something to drink. |
| × She told me to go and to buy her some tissues. | ✓ She told me to go and buy her some tissues. |

Compare the two patterns below:

Pattern A

sit down
He invited me *to*   and
have something to drink.

Pattern B

to sit down
He invited me   and
to have something to drink.

Although both patterns are grammatical, Pattern A is more common, especially in informal styles.

When two actions are considered as a single event ('go and buy'), only Pattern A is possible: 'I've invited them to *come and see* us.'

After *have to*, *ought to* and *used to*, we normally use Pattern A:

He used to	*sleep* in the daytime and *work* at night.

6

× Interviewees should be encouraged to relax, talk freely about themselves, and to ask the panel questions.	✓ Interviewees should be encouraged to relax, talk freely about themselves, and ask the panel questions.
× I am interested in history, politics and in music.	✓ I am interested in history, politics and music.

Having chosen Pattern A or Pattern B (⇨ .5 above) we have to keep to it. Compare:

Interviewees should be encouraged to	*relax*, *talk* freely about themselves, and *ask* the panel questions.

Interviewees should be encouraged	*to relax*, *to talk* freely about themselves, and *to ask* the panel questions.

The same principle of consistency applies to the use of prepositions. Compare:

I am interested *in*	*history*, *politics* and *music*.

I am interested	*in* history, *in* politics and *in* music.

As with the infinitive marker *to*, a preposition should be used before the first coordinate only, or before each coordinate.

7

× He told us about the history of the school, the school curriculum, and a brief speech about his job as principal.	✓ He told us about the history of the school, the school curriculum, and his job as principal.
	✓ He told us about the history of the school and the school curriculum, and he made a brief speech about his job as principal.

If we replace the missing words in the error sentence above, the sentence that we produce is grammatical but the last part is illogical:

He told us about	the history of the school,
(*he told us about*)	the school curriculum,
× and (*he told us about*)	a brief speech about his job as principal.

To correct the sentence, we can edit the last of the three linked units to fit 'He told us about'. The sentence is then a single clause with three linked noun phrases:

	the history of the school,
He told us about	the school curriculum,
	and
	his job as principal.

Alternatively, by adding 'he made', we can make the last noun phrase a clause. The sentence then has two linked clauses, the first clause having two linked noun phrases.

He told us about	the history of the school
	and
	the school curriculum,

and

he made a brief speech about his job as principal.

8

| × We found the hotel very convenient and was not too expensive. | √ We found the hotel very convenient and not too expensive. |
| | √ We found the hotel very convenient and it was not too expensive. |

Linked units must be grammatically equal. For example, we can say: 'She is *very young* and *extremely intelligent*' (adjective phrase + adjective phrase) but we cannot say 'She is *very young* and *an extremely intelligent girl* (adjective phrase + noun phrase).

In the error sentence, an adjective phrase ('very convenient') is wrongly linked with a predicate ('was not too expensive'). To correct the sentence, we can simply delete 'was', leaving two linked adjective phrases.

We found the hotel	very convenient
	and
	not too expensive.

Alternatively, we can add *it* to the second unit so that it becomes a clause. The sentence then consists of two linked clauses.

We found the hotel very convenient
and
it was not too expensive.

9

× She both lost her money and her passport.	√ She lost both her money and her passport.
× The visitor can either choose the normal train or the express which stops only at major stations.	√ The visitor can choose either the normal train or the express which stops only at major stations.
× The watch is either broken or it needs a new battery.	√ Either the watch is broken or it needs a new battery.

Sometimes two units are linked with a pair of conjunctions, e.g. **both ... and**, **either ... or**, **neither ... nor**, **whether/if ... or**, **not only ... but (also)**. Linking with a pair of conjunctions follows the same basic rule as linking with a single conjunction: it must be possible to replace the missing words and produce a grammatical sentence. This means that the linked units must be grammatically equal.

The most common error is to put the first conjunction in the wrong place. Compare:

She	*both*	
	lost her money	
	and	
× (*she*)	her passport.	('she her passport' is ungrammatical)
She lost	*both*	
	her money	
	and	
(*she lost*)	her passport.	('she lost her passport' is grammatical)

The two other sentences above display the same fault. When we replace the missing words (the words before the first conjunction), we get:

   × (*the visitor can*) the express which stops only at major stations.
   × (*the watch is*) it needs a new battery.

To correct each sentence, we move the first conjunction to make the linked units grammatically equal (noun phrase + noun phrase; clause + clause).

10

| × I would like both more free time and to be given extra help with writing. | √ I would like both more free time and extra help with writing. |
| | √ I would like to be given both more free time and extra help with writing. |

Sometimes unbalanced co-ordination cannot be corrected just by moving the position of the first conjunction (⇨ .9 above) In the first sentence above, a noun phrase ('more free time') is awkwardly linked with a clause ('to be given extra help with writing'). To improve the sentence, we can reduce the clause to a noun phrase in one of the two ways shown.

11

| × The cheese looks and smells of rubber. | √ The cheese looks like and smells of rubber. |
| × Their children are the ones that I feel worried and sorry for. | √ Their children are the ones that I feel worried about and sorry for. |

When we link two units that both end with a preposition, we can omit the first preposition if both prepositions are the same: 'The cheese *tastes of* and *smells of* rubber.' 'The cheese *tastes* and *smells of* rubber.'

We cannot omit the first preposition if it is different from the second one: 'The cheese *looks like* and *smells of* rubber.'

The same principle applies when we link more than two units. As long as all the prepositions are the same, all except the last one may be omitted.

12

✗ The building is very old and beginning to fall down.	✓ The building is very old and is beginning to fall down.

When we link two clauses, we do not omit **be** when it is used as a main verb in the first clause ('The building is very old') and as an auxiliary verb in the second clause ('is beginning'). The same rule applies to **have** and **do**:

✗ She **has** a car and **taken** her driving test.
✓ She **has** a car and **has taken** her driving test.

13

✗ My friend had been to London before, but I didn't.	✓ My friend had been to London before, but I hadn't.

When there is an auxiliary verb in the first clause ('had'), we use the same auxiliary in the second clause:

Helga **is** arriving on Monday and so **is** Lucy.
My sister **can** swim, but I **can't**.

We use **do** in the second clause only when there is no auxiliary in the first clause:
My friends all bought a copy of the book, but I **didn't**.
Singapore imports cars from Japan, and so **does** Malaysia.

14

✗ Many of us travel to countries where meals require the use of a fork and knife.	✓ Many of us travel to countries where meals require the use of a knife and fork.

When certain pairs of nouns are linked, they always occur in the same sequence, e.g. 'bread and butter', 'a knife and fork', 'a cup and saucer', 'a bucket and spade', 'father and son'.

corner   179

✗ You should write your address on the top right-hand corner.	✓ You should write your address in the top right-hand corner.

Something is **in the corner** of an envelope, form, sheet of paper, etc (NOT **on**)

cost   180

1

✗ I couldn't understand why the meal had costed so much.	✓ I couldn't understand why the meal had cost so much.

Cost (infinitive), **cost** (past simple), **cost** (past participle).

2

✗ A child's education can cost to parents a lot of money.	✓ A child's education can cost parents a lot of money.

Something **costs** someone an amount of money (NOT **to** someone).

⟹ 387.1

5

✗ The fields were full of cows and sheeps.	✓ The fields were full of cows and sheep.
✗ Give your childrens a holiday they will never forget.	✓ Give your children a holiday they will never forget.

Some nouns have irregular plural forms (i.e. they do not take *-s*, *-es* or *-ies*). This group includes:

aircraft, aircraft; child, children; deer, deer; fireman, firemen; fish, fish; foot, feet; gentleman, gentlemen; goose, geese; grandchild, grandchildren; grouse, grouse; hovercraft, hovercraft; mackerel, mackerel; man, men; mouse, mice; offspring, offspring; ox, oxen; penny, pence/pennies; person, people/persons; postman, postmen; salmon, salmon; sheep, sheep; spacecraft, spacecraft; tooth, teeth; trout, trout; woman, women; workman, workmen.

In addition, some nationality words have the same form for both singular and plural reference, e.g. *a Vietnamese, two Vietnamese* ⇨ 504.4

6

✗ We still don't have explanations for such phenomenons.	✓ We still don't have explanations for such phenomena.
✗ The medias, especially television, have a very powerful influence.	✓ The media, especially television, have a very powerful influence.

Some nouns, usually of Greek or Latin origin, have kept the plural form of the original language. This group includes:

analysis, analyses; basis, bases; crisis, crises; criterion, criteria; curriculum, curricula; diagnosis, diagnoses; hypothesis, hypotheses; larva, larvae; medium, media; neurosis, neuroses; oasis, oases; parenthesis, parentheses; phenomenon, phenomena; stimulus, stimuli; stratum, strata; thesis, theses; vertebra, vertebrae.

countable nouns: use   182

1

✗ In my country it is too cold to grow the bananas.	✓ In my country it is too cold to grow bananas.
✗ It is sometimes said that the teachers have a very easy life.	✓ It is sometimes said that teachers have a very easy life.

When we mean bananas in general, we say 'bananas', NOT 'the bananas' or 'some bananas'. A plural count noun used for general reference does not have a determiner. Compare:

Bananas are good for you. (general reference)
Some bananas have thick skins; others have thin skins.
The bananas you bought this morning aren't ripe.

Teachers spend a lot of time preparing lessons. (general reference)
Some teachers do a lot of work at home.
The teachers at my school are very friendly.

2

✗ Suddenly I had good idea.	✓ Suddenly I had a good idea.
✗ My father is teacher.	✓ My father is a teacher.
✗ Doctor told me to go home and rest.	✓ The doctor told me to go home and rest.

A singular count noun (e.g. 'idea', 'teacher', 'doctor') cannot be used without a determiner, e.g. *a/an*, *the*, *this*, *each*, *my*, *which*. The two articles, ***a/an*** and ***the***, are often wrongly omitted. ⇨ 3.1–2, 783.2

3

✗ Each school is surrounded by the brick wall.	✓ Each school is surrounded by a brick wall.
✗ She telephoned the police and told them that her daughter had not come home. They asked her to describe a missing child.	✓ She telephoned the police and told them that her daughter had not come home. They asked her to describe the missing child.

When we mention someone or something for the first time, we normally use ***a/an***. When we mention the same person or thing a second time, we use ***the***. ⇨ 782.2–4

4

✗ There are as much advantages as disadvantages.	✓ There are as many advantages as disadvantages.
✗ There are too many people for too little jobs.	✓ There are too many people for too few jobs.

Some quantifiers (e.g. 'much, little') cannot be used before countable nouns. ⇨ 640.3, 202.1

couple 183

1

✗ Couple of days was not long enough to see all the sights.	✓ A couple of days was not long enough to see all the sights.
✗ The train should have arrived a couple hours ago.	✓ The train should have arrived a couple of hours ago.

A couple of (*two* or *few*) is a fixed phrase.

2

✗ I gave him a couple of dollars, which were enough to buy something to eat.	✓ I gave him a couple of dollars, which was enough to buy something to eat.

⇨ 44.10

3

✗ The Japanese couple at the back of the coach was obviously newly-weds.	✓ The Japanese couple at the back of the coach were obviously newly-weds.

⟹ 43.2

courage   184

✗ The girl showed a great courage for someone so young.	✓ The girl showed great courage for someone so young.

Courage is an uncountable noun and is not used with **a/an**.   ⟹ 2.1

course   185

1

✗ I am doing an evening course on computer programming.	✓ I am doing an evening course in computer programming.

We do/take a **course in** a particular subject (NOT **on** or **of**).

2

! Most of the students in my course speak very good English.	✓ Most of the students on my course speak very good English.

Users of British English talk about the students **on** a **course**. Users of American English talk about the students **in** a **course**.

covered   186

✗ The boot of the car was covered by sand.	✓ The boot of the car was covered with sand.

If a surface has a layer of sand/dust/oil/snow/etc all over it, we say that it is **covered in** or **with** something: 'The table was **covered in** dust.'

crash   187

✗ The car had crashed the back of a petrol tanker.	✓ The car had crashed into the back of a petrol tanker.

In a road accident, a moving vehicle **crashes into** something. Compare: 'Did you know that Alan has **crashed** his new car? Apparently, it went off the road and **crashed into** a tree.'   ⟹ 149

crazy   188

✗ Some of my friends are crazy for keeping fit.	✓ Some of my friends are crazy about keeping fit.

If someone is very enthusiastic about something, we say that they are **crazy about** it, NOT **for** it. This expression is not used in formal styles.

criteria   189

✗ One important criteria is staff workload.	✓ One important criterion is staff workload.
✗ These new criterias make it more difficult for people to emigrate.	✓ These new criteria make it more difficult for people to emigrate.

Criteria (without **-s**) is the plural form of **criterion**.   ⟹ 181.6

criticize   190

✗ My teachers used to criticize me that I didn't try hard enough.	✓ My teachers used to criticize me for not trying hard enough.

We **criticize** someone **for doing** something.

crockery   191

✗ 'Whizzo' removes stains from ovens, pots and crockeries.	✓ 'Whizzo' removes stains from ovens, pots and crockery.

Crockery (cups, plates, bowls, etc) is an uncountable noun and does not have a plural form.

crowded   192

✗ The room was crowded of people.	✓ The room was crowded with people.

An area or enclosed space is **crowded with** people. Compare: 'A large crowd of people had gathered round the speaker.'

cry   193

✗ Whenever I put the baby down, she cryed.	✓ Whenever I put the baby down, she cried.

Cry (infinitive), **cried** (past simple), **cried** (past participle).   ⟹ 666.2