4. She is afraid. (Add a subordinate clause containing the present perfect of hear.)
5. Joel liked watching the storm clouds gather. (Change watching to a present infinitive.)
6. A weathervane spun in the wind. (Add a phrase containing the past participle of perch.)
7. Lisa is working industriously at her new job. (Add a subordinate clause containing the present of earn.)
8. She was glad she had gained experience in the field of electronics. (Change gained to a perfect infinitive.)
9. The conductor listened to the cacophony in angry silence. (Add a phrase containing the perfect participle of expect.)
10. You will notice the difference. (Add a subordinate clause containing the present perfect of observe.)

APPLICATION: Correcting Errors in Tense. The following paragraph has errors in tense. Rewrite it, making necessary corrections. Circle verbs you have corrected on your paper.

(1) General Custer was not quite the honorable soldier that some historical accounts would have us believe. (2) Shortly after he returned to duty after years of suspension from the army—Custer was being found guilty at a court martial for, among other things, abandoning his men and having deserters shot without trial—he and General Elliott lead their troops against a Cheyenne village. (3) When it has become clear that the warriors would retaliate, Custer retreated, not waiting for Elliott and Elliott’s soldiers, who will all be killed. (4) Just before the end of his military career and his life, Custer was receiving permission to ride into the Black Hills to gather “information” about the land and to explore the possibility of locating a military post in the area. (5) The Black Hills, a territory that was being owned by the Northern Plains tribes in perpetuity, has been rumored to be rich in gold. (6) With him Custer takes geologists who did find this precious metal. (7) As a result, hordes of prospectors have invaded the land, violating the treaty. (8) The Indians had objected and the government was sending soldiers, supposedly to force the miners’ departure. (9) However, both miners and soldiers remained on the land. (10) In 1876 Custer is disobeying two orders by taking the Seventh Cavalry, which is under the command of another general, and by taking along a reporter who was supposed to be making Custer a newspaper hero. (11) The rest is common knowledge. (12) Custer has led them to a bloody defeat in the battle of Little Big Horn.

The Subjunctive Mood

In today’s English there are three moods, or ways in which a verb can express an action or condition: indicative, imperative, and subjunctive. The indicative mood, the most common of the three, is used to make factual statements and to ask questions. The imperative mood is limited to sentences that give orders or directions.

**INDICATIVE:** He is always helpful.

**IMPERATIVE:** Be helpful.

The third mood, the subjunctive, is used less frequently than either of the other moods. The subjunctive mood is used less often partly because some of its uses have been taken over by other words in modern English and partly because many people forget that the subjunctive mood still fulfills an important function that the other two moods cannot.

There are only two important differences between verbs in the subjunctive mood and those in the indicative mood. (1) In the present tense, third-person singular verbs in the subjunctive mood do not have the usual -s or -es ending. (2) The subjunctive mood of be in the present tense is be, and in the past tense it is were, regardless of which personal pronoun or noun the verb follows.

<table>
<thead>
<tr>
<th>Indicative Mood</th>
<th>Subjunctive Mood</th>
</tr>
</thead>
<tbody>
<tr>
<td>He listens to my arguments.</td>
<td>I suggest that he listen to my arguments.</td>
</tr>
<tr>
<td>The paramedics are ready for emergencies.</td>
<td>The doctor insists that the paramedics be ready for emergencies.</td>
</tr>
<tr>
<td>She was impatient.</td>
<td>If she were impatient, she would not be suited for this work.</td>
</tr>
</tbody>
</table>

Knowing when and how to use these subjunctive verb forms will enable you to express certain ideas more clearly and accurately.
The Correct Use of the Subjunctive Mood

There are two general uses of the subjunctive mood in modern English.

Use the subjunctive mood (1) in clauses beginning with if, as if, as though, or that to express an idea that is contrary to fact or (2) in clauses beginning with that to express a request, a demand, or a proposal.

You should not have any problem using the subjunctive mood correctly if you remember the two ways subjunctive verbs differ from indicative verbs and if you take notice of clauses that either express ideas contrary to fact or express requests, demands, or proposals.

Expressing Ideas Contrary to Fact. Ideas contrary to fact are most commonly expressed as wishes or conditions. Using the subjunctive mood in these situations helps to show that the idea expressed is not now true and may never be true.

EXAMPLES: He wishes that he were more likable. (He is not now likable—and may never be likable.)

One impossible condition of employment was that she be ready to travel at any time. (She is not now ready to travel freely.)

He talks about art as though he were an expert. (However, he is not an expert.)

Expressing Requests, Demands, and Proposals. Even though this use of the subjunctive mood also suggests that the ideas expressed are not now true, it indicates that they could or should be true in the future. Most verbs that make a request, a demand, or a proposal are usually followed by a that-clause, which will generally contain a verb in the subjunctive mood.

<table>
<thead>
<tr>
<th>VERBS USUALLY FOLLOWED BY THAT-CLAUSES AND SUBJUNCTIVE VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>request</td>
</tr>
<tr>
<td>ask</td>
</tr>
<tr>
<td>prefer</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

REQUEST: The proctor requests that we be on time for the examination.

DEMAND: This school requires that each student wear a uniform.

PROPOSAL: He proposed that a motion be made to adjourn the meeting.

EXERCISE A: Using the Subjunctive Mood. Each of the following sentences contains a verb in the indicative mood that should be subjunctive. Rewrite each sentence, making the appropriate verb subjunctive.

1. He wishes that he was a few inches taller than his brother George.
2. The judge insisted that the reporter leaves the camera outside the courtroom.
3. I prefer that she waits in the lobby until I am ready to leave.
4. They stared at me as if I was a ghost.
5. If I was offended, I would certainly not be smiling.
6. On the contrary, he does not merely ask that a student attends his class.
7. Adam reacted as though he was being paid a compliment.
8. Every blouse on the rack looked as if it was second-hand.
9. I move that the minutes from yesterday’s meeting are read.
10. It is necessary that you are more patient.

Auxiliary Verbs That Help Express the Subjunctive Mood

Since certain helping verbs suggest conditions contrary to fact, they can often be used in place of the usual subjunctive mood.

Could, would, or should can be used to help a verb express the subjunctive mood.

The following chart contrasts two ways of expressing the subjunctive mood. The sentences on the left contain the usual subjunctive form of the verb be: were. The sentences on the right have been reworded with could, would, and should.
EXERCISE B: Using Auxiliary Verbs to Express the Subjunctive Mood. Each of the following sentences uses a subjunctive verb correctly. Rewrite each sentence, using an auxiliary verb to express the subjunctive mood.

1. If you were less messy, I would not have to pick up after you.
2. This meeting would run more smoothly if he were to leave.
3. She wishes that Kate were relaxed and comfortable.
4. If Noreen were to invite you, would you attend?
5. The house would be warmer if everyone were to keep the windows closed.

APPLICATION: Writing Sentences Using the Subjunctive Mood. Use each of the following words or phrases in a sentence of your own that contains the subjunctive mood. Underline the subjunctive verbs in your sentence.

1. require that
2. I suggest
3. that she be
4. as if
5. could be more enjoyable

5.4 Voice

If you studied the preceding sections, you know that verbs change form according to tense and mood. This section shows that verbs also have voice—the ability to indicate whether the subject performs the action or has the action performed on it.

Voice is the form of a verb that shows whether or not the subject is performing the action.

Only action verbs can indicate voice; linking verbs cannot. In English there are two voices: active and passive.

Active and Passive Voice

When the subject of a verb performs the action, the verb is active; when the subject receives the action, the verb is passive.

Active Voice. Any action verb, regardless of whether it is transitive (with a direct object) or intransitive (without a direct object) can be in the active voice. (See Section 1.2 for more about transitive and intransitive verbs.)

A transitive or intransitive verb is active when its subject performs the action.

In both of the following examples, the subjects perform the action. In the first example, the verb is transitive and, therefore, has a direct object, which receives the action of the verb. In the second example, the verb is intransitive; it has no direct object.

**ACTIVE VERBS:** The puppeteer manipulated the strings.
Leaves gathered in the corner of the garden.

**Passive Voice.** Most action verbs can be passive as well as active.

A verb is passive when its action is performed upon the subject. A passive verb almost never has a direct object and is always a verb phrase made from a form of be plus the past participle of a transitive verb.

In the following examples, the subjects are the receivers of the action. Instead of being responsible for the action, they are affected by the action. The first example names the performer, the puppeteer, but puppeteer is now the object of the preposition by instead of the subject. In the second example, no performer of the action is mentioned. Notice that neither example has a direct object.

**PASSIVE VERBS:** The strings were manipulated by the puppeteer.
The leaves were gathered into large plastic bags.

The tense of the helping verb be determines the tense of a passive verb. If, for example, the form of be is in the present