

ENGLISH GRAMMAR DIGEST

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TO SYDNEY, CAROL, RICHARD, JANET, ZOBI, AND LUKE

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PREFACE

The English Grammar Digest is an intensive review course in grammar and in writing structure for intermediate and advanced students of English as a Second Language. The book has been designed to promote good sentence construction and writing habits and to prepare students for college and university classes and for the "Structure and Written Expressions" section of the TOEFL, a college or university qualifying English test which measures knowledge of standard English.

The text progresses developmentally from grammatical structures to proper forms in sentence writing. Included are succinct, easily understood explanations; numerous examples that serve as models and reinforcement; firm reminders to avoid typical errors; contrasts and comparisons of structures; oral and writing reinforcement; and a variety of exercises including progressively-complex TOEFL-type tests plus five full simulated TOEFL tests on "Structure and Written Expression."

In the Supplement of the book are the principal parts of irregular verbs; common errors in word usage; and a considerable number of popular idioms and two-word verbs illustrated by examples.

The book is intended for class and independent study and may be used in either short-term or long-term courses. Answers to the tests and references to the explanations are on pages 199 to 206. A complete index is provided on pages 207 to 214.

TO THE TEACHER

There is no single approach or absolute chronology in the use of this book. The procedure will inevitably vary, depending on the time allowed for the course, the course itself, and the nature of the class. Since both aural and visual approaches are effective, we recommend, after the initial presentation, reading selected material aloud as the students follow, emphasizing points and answering questions as they arise. Students may then be assigned to review the material and to prepare for the exercises and tests. Teachers of short-term courses can cover a relatively large number of grammar points at each class session and can assign large portions for independent study and review. The graphic nature of the explanations and examples facilitates home reinforcement. Section tests, too, may be assigned as homework wherein the need for specific areas of review will become quickly apparent to the student.

Any exercise may be oral, written, or both; omitted or included; executed and corrected at home or in class. It must be emphasized that all of the grammar and writing points in the book, including those dealing with less common forms, are important in preparation for the TOEFL. Questions on the simulated TOEFL tests are deliberately complex in preparation for the actual tests.

EXERCISE I. 15.

Practice asking and answering the following questions. Answer in complete sentences.

1. What do you think you'll be doing a year from now?
2. What do you think she'll be doing when we get there?
3. Are you hoping to be working by next fall?
4. Is your friend expecting to be staying with you when he comes?
5. How long will you be using the telephone?
6. Will your friends be waiting for you at the airport when you arrive?
7. What are you going to be doing tonight?

Future Perfect

The ***future perfect tense*** is used to describe an action that will have been completed by a certain time in the future, often in relation to another action. It is formed with the auxiliary ***will have*** plus the ***past participle of the verb***.

Compare:

Present perfect: Elba *has given* the teacher her test paper.

Future perfect: Lorraine hasn't given the teacher her test paper yet, but she *will have given* the teacher her test paper by the end of the period.

Notice the use of present tense in the time and conditional clauses of the examples below. Notice also other future perfect expressions with ***expect, plan, hope, intend, may***.

1. By the time you **arrive**, Sidney and Perle **will have left**.
2. When we see Luke again, he **will have grown** tall.
3. They **will have completed** the English course by January.
4. Yoji **expects to have graduated** before he returns to his country.
5. Mr. Lee **plans to have visited** every national park by next September.
6. The presidential advisors **hope to have resolved** the problem by the time they **return**.
7. Although the incident **is disturbing** to you now, in a few months you **may have forgotten** all about it.
8. A year from now my nephew **will have begun** to practice medicine.
9. Because of illness, he **will not have been able** to get his degree by the end of the year.

Avoid the following kinds of errors:

(wrong): (By the time Christmas is over, Betty **will spend** all the money she has saved.)
xxxxxxxxxxxxx

RIGHT: By the time Christmas is over, Betty **will have spent** all the money she has saved.

(wrong): (When the prisoner **is released**, he **will be** in prison for seven years.)
xxxxxxxxxx

RIGHT: When the prisoner **is released**, he **will have been** in prison for seven years.

NOTE: Some past participles, such as ***finished, done, gone, and repaired***, are more commonly used as past participle adjectives and used in causative passive forms. (See Adjectives—Past Participles as Adjectives and see Causative Passive Forms.)

Compare:

When her guests arrive, Jean **will have finished** the preparations. (future perfect)

When her guests arrive, Jean **will have the preparations finished**. (causative passive)

When her guests arrive, Jean **will be finished with** the preparations. (past participle adjective)

8. She complains that she _____ headaches. Ⓐ Ⓑ Ⓒ Ⓓ

A. has frequently C. frequently has
B. has had frequently D. have frequent

9. New officers _____ by our club when we hold our next meeting. Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ

A. elected C. expect to elect
B. will elect D. will be elected

10. Brigitte thinks her dress is a little too long, so she plans to get it _____.
A. shortened C. shorten Ⓐ Ⓑ Ⓒ Ⓓ
B. be shortened D. to have shortened

MIXED EXERCISE 4: PART B

Fill in the circled letter that represents the *incorrect* form. Be able to explain why the word or phrase you have chosen is not acceptable and how you can correct it.

1. On the days that he's not busy, he liked to write poetry, or paint with watercolors, or cook an unusual dish. (A) (B) (C) (D)

2. My brakes had not been tested yet when I came to pick up my car; in fact, the brakes were testing as I walked into the service station. (A) (B) (C) (D)

3. When we next see Alice and Max, who are presently parents of two children, they will had had a new baby in their family. (A) (B) (C) (D)

4. As an editor, Ms. Zeitland must do a voluminous amount of reading, but she says that the fact that she has to read a great deal doesn't bother her because she used to it. (A) (B) (C) (D)

5. The music for the opera, which will perform next month, has been written by one of the students in the music department. (A) (B) (C) (D)

6. Pedro must not be very adventurous. He claims that he never ate Chinese food, Japanese food, or German food. (A) (B) (C) (D)

7. When the dealer sold the appliance to the customer, he should give him an instruction book to be sure the appliance would be operated properly. (A) (B) (C) (D)

8. We can begin the meeting when Josephina brings the report that she has prepared last week. (A) (B) (C) (D)

Avoid the following kinds of errors:

(wrong): (Emiko, my neighbor, had a wonderful time last summer to go to the Broadway shows.)

RIGHT: Emiko, my neighbor, **had a wonderful time** last summer *going* to the Broadway shows.

Prepositions, including prepositions that follow verbs, must be followed by a noun or a pronoun. Since a **gerund** functions as a noun, it can be the object of a preposition.

Practice following verbs plus prepositions with *gerunds*, as in the following examples. (See Verbs with Prepositions in Section VII.)

1. Some people **disapprove** of *marching* as a means of protesting.
2. He **apologized** to them for *taking up* their time.
3. One can always depend on their *being* helpful.
4. We walked in the rain *without* *carrying* umbrellas.
5. The experience was like *floating* on a cloud.
6. Besides *working* eight hours every day, he works three hours at night.

Avoid the following kinds of errors:

(wrong): (Tito was capable of *to do* the work unassisted.)

RIGHT: Tito was capable of *doing* the work unassisted.

Idioms and Two-Word Verbs with prepositions, (such as *feel like*, "be" *used to*, *keep on*, *look forward to*) must be followed by a noun, pronoun, or gerund. (See Idioms in the Supplement.)

1. It was such a lovely day, we **felt like** *taking* a walk along the beach.
2. Henry Thoreau, a well-known American writer, **had been used to** *living* very simply when he wrote "Walden Pond."
3. At his wife's insistence, Mr. Neiman **cut out** *working* twelve hours a day.

Avoid the following kinds of errors:

(wrong): (The child was irritable because he wasn't used to *stay up* late.)

RIGHT: The child was irritable because he wasn't used to *staying up* late.

Gerunds are used in many common expressions with the verb *go*.

| | | |
|------------|-------------|-------------|
| go camping | go hunting | go skating |
| go dancing | go jogging | go skiing |
| go fishing | go sailing | go swimming |
| go hiking | go shopping | go walking |

Practice the *go* expressions as in the following examples.

1. The girls *went shopping* last night.
2. We're *going to go sailing* next weekend.
3. The Petrovich family *will have gone camping* by the time we finish summer school.

Avoid the following kinds of errors:

(wrong): (The Chang brothers aren't home. Every Sunday they go to sail.)

RIGHT: The Chang brothers aren't home. Every Sunday they go *sailing*.

USING CONJUNCTIONS

Conjunctions are used to combine thoughts and to extend sentences.

When Steve and Fred had a vacation, they went to Italy *so that* they could learn about Italian art; *in addition*, they were eager to improve their conversational skills in the Italian language.

Kinds of Conjunctions

Correlative conjunctions (connectors) join words, phrases, and clauses with *and, or, nor, but*.

Last night I washed my hair *and* I wrote a letter to my sister.

Mary *or* John will meet you at the airport.

The cat is neither in the kitchen *nor* in the dining room.

Linda likes jazz *but* Rita prefers country music.

Adverbial conjunctions introduce dependent adverbial clauses which tell more about the independent clause. Some of these are *because, since, so that, so, although, even though, before, when, while, since, as soon as, after, if, unless, until*. **Adverbial clauses may precede or follow the independent clause.**

As soon as Victor arrived, he rented a car.

He'll telephone them *when* he arranges his schedule.

Transitional conjunctions introduce the second of two independent clauses which tells more about the first independent clause. Transitional conjunctions include *therefore, consequently, as a result, however, nevertheless, in addition, furthermore, moreover, besides that, as a matter of fact, in fact, otherwise, for instance, on the other hand, on the contrary, later, afterwards*. **Transitional conjunctions must be preceded by a semicolon when used to extend a sentence.**

He didn't know the meaning of the word; *therefore* he looked it up.

NOTE: Transitional conjunctions may begin a new sentence or may be used at different points in the sentence.

He didn't know the meaning of the word. *Therefore*, he looked it up.

He didn't know the meaning of the word. He *therefore* looked it up.

He didn't know the meaning of the word. He looked it up, *therefore*.

Some Common Conjunctions

Below are examples of conjunctions under general classified headings. Notice the punctuation. Wherever you see a semicolon, you may, instead, begin a new sentence. Notice how the verb tenses in the clauses "go with" each other.

Time

1. Columbus had to wait seven years *before* he was given ships and supplies.
2. *When* the economy is uncertain, people tend to spend less.

| | |
|---------------------------------|--|
| Take advantage of ... | abuse a kindness She takes advantage of her neighbor by borrowing things too often. |
| N.S. Take after ... | resemble, look like Who do you take after, your mother or father? |
| Take ... (an amount of time) | use a particular amount of time for an action It took her two hours to get ready for the party. |
| Take apart ... | disassemble, separate the parts The repairman took the clock apart. |
| Take care of ... | watch over, be responsible for She took good care of her children. |
| Take down ... | remove from a high place Will you take down that painting? |
| Take down ... | write (write down on paper) The teacher asked us to take down some information. |
| Take hold of ... | grasp If you are frightened, take hold of my hand. |
| Take off ... | remove (clothing) Since it was a warm day, Jan took off his jacket. |
| Take off ... | depart (referring to) an airplane The plane took off at exactly 6:15 A.M. |
| Take one's time ... | not hurry, not rush It's early; take your time getting ready. |
| Take out ... | escort someone somewhere The young man took the girl out to dinner. |
| N.S. Take over ... | assume responsibility The teacher asked the student to take over the class. |
| Take pains ... | be very careful with, be particular Mrs. Beuhel took great pains with her sewing. |
| Take part in ... | participate in Helene didn't want to take part in the demonstration. |
| Take place ... | occur, happen The festival will take place on Sunday. |
| Take responsibility ... | assume responsibility The children took responsibility for feeding their dog. |
| Take something for granted ... | not appreciate, expect continuance Some people take their friends for granted. |
| Take time off ... | obtain free time from work She took time off to do some shopping. |
| Take turns ... | alternate Pedro and Thomas took turns driving to San Francisco. |
| Talk over ... | discuss Before deciding, she talked it over with a friend. |
| Tear down ... | demolish The building was torn down to make room for the new museum. |
| Tell apart ... | distinguish between or differentiate The twins look so much alike, it's difficult to tell them apart. |
| These days; today, ... nowadays | currently; present passage of time Everything is costly these days. |
| Think over ... | consider carefully Before we bought the house, we thought it over carefully. |
| Throw away ... | discard, get rid of Please throw away all the old newspapers. |

9. were watching (are watching)

Exercise IV. 2.

(Answers in an informal style are added in the parentheses when the statement is assumed to be currently true.)

- I told them that Betty was an excellent student. (I told them that Betty is an excellent student.)
- She said that she was going (was going to go) on a business trip next week. (She said that she is going on a business trip next week.)

Exercise IV. 4.

- is soon. was soon
- wili help. would help
- would the politioian. the politician would
- divorced. had divorced
- had to. has to

SECTION V

Exercise V. 1.

- had remembered/had remembered to
- hadn't repaired, woud be/might be/could be
- remodel
- were
- hadn't been changed
- would have cooked/might have cooked/could have cooked, had had

Exercise V. 2.

- was. were
- would visit. would have visited
- stops. would stop/stopped
- returned. return

Mixed Exercise 6: Part A

- B Past passive
- C Conditional unreal past
- D Past continuous
- A Past form with past reporting verb
- D Continuous modal in present time expressing probability

Mixed Exercise 6: Part B

- C found. Past tense
- B had broken. Past perfect with reporting verb
- A would like. Would in polite form
- D were. As if, unreal present
- A had better. Modal

SECTION VI

Exercise VI. 1.

(Wherever necessary a "sample object" has been included.)

- us to come
- not to move
- to compete
- him to use
- to pass
- to obtain
- to be repaired
- didn't mean to
- to change
- to have been chosen
- Jane to apply

Exercise VI. 2.

- working
- being picked up
- to be; talking
- not turning on

10. had

- He wanted to know if you were planning to take a speech course. (He wanted to know if you are planning to take a speech course.)
- We thought that Paul hadn't eaten breakfast yet.
- Joe wondered how long she had been married.

7. will she. she will

- do I like. If I liked; whether I liked/whether or not I liked
- can't answer. couldn't answer; he's. he was
- has just awakened. had just awakened

7. were; could get/might get/would get

- may/might/could
- received
- had been made

5. was. were

- would be. will be
- weren't discovered hadn't been discovered
- was. were

6. C Present continuous

- D Conditional passive past unreal
- B Nominative clause with reporting verb
- D Tag endings
- A Past perfect

6. C had been. Conditional unreal past

- C would have to. Past form with past reporting verb
- A had been built. Past perfect passive
- A omit us. Past reporting verb
- B would never have. Past perfect modal

12. not to have won

- to have
- to set
- not to touch
- to give
- to practice
- the teacher to give you/to be given
- to register
- to speak
- to make
- to go
- to find; to have been taken

5. taking; to get

- to communicate
- questioning; using/having used
- to have been found; hunting