

**ENGLISH
GRAMMAR
DIGEST**

 **ADVANCED ESL**

 **TOEFL PREPARATION**

 **REMEDIAL REVIEW**

**TRUDY
ARONSON**

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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.

Teachers, particularly those of longer-term courses, may choose to have their students remove either all or a part of the perforated answer pages, returning them to the students at a later date. For writing improvement we suggest that teachers require their students to do all of the written exercises, to write complete answers to the oral exercises, and to initiate sentences of their own, patterning them after the modeled examples. For the oral exercises, "Practice Asking and Answering Questions Such as the Following," teachers may wish to pair students for classroom practice in order to promote correct usage in speaking as well as in writing.

The pretest, given initially to apprise students of the kind of knowledge they will need, should be given again at the end of the course with the four other simulated TOEFL tests.

TO THE STUDENT

Carefully study each section of the book, including the Supplement, until you thoroughly understand and become familiar with the material presented. Make use of the index and the table of contents to find specific subject matter. The goal to strive for is, of course, to apply what you have learned. It is advisable to examine the sentence examples in the book for their construction, vocabulary, idioms, and expressions as well as for their grammatical structures. Any words that you don't understand should be looked up in a dictionary.

We hope that you will retain the English Grammar Digest as a reference book, referring to it freely and repeatedly, and that the book will continue to benefit you in your pursuit of good English usage.

ACKNOWLEDGMENTS

I wish to thank Dean de La Peña and Director Fimbres of the Cambria English Institute in Los Angeles for the opportunity to develop an intensive review course in grammar and writing structure preparatory to college and university classes and preparatory to taking the TOEFL and other qualifying English tests.

Trudy Aronson

7. Our cactus plant _____ magnificent flowers once a year. (A) (B) (C) (D)
 A is been producing C have produced
 B producing D produces
8. Mr. Sims is in the newspaper room _____ to find a particular article. (A) (B) (C) (D)
 A trying C tries
 B try D he's trying
9. The accountants are examining the new calculators but they _____ financial matters. (A) (B) (C) (D)
 A should to discuss C are supposed to be discussing
 B supposed to discuss D must be discussing
10. Ever since Picasso's paintings went on exhibit, there _____ large crowds at the museum every day. (A) (B) (C) (D)
 A is C has been
 B have been D are being

MIXED EXERCISE 1: PART B

Fill in the circled letter that represents the *incorrect* form, as in 1. Before you answer each question, think about: clues, sentence logic, subject-verb agreement, etc. Be able to explain why the word or phrase you have chosen is not acceptable and how you can correct it.

1. Although the tickets have just went on sale, the students are rushing to buy them. (A) (B) (C) (D)
 A B C D
2. Emanuel being careful not to make grammatical errors while he's writing his composition. (A) (B) (C) (D)
 A B C D
3. His English is excellent because he has been speaking English since he has been a boy of twelve. (A) (B) (C) (D)
 A B C D
4. The plants in their garden looks unhealthy because they haven't had enough sunlight. (A) (B) (C) (D)
 A B C D
5. Whenever the days are very warm, the animals in the wild animal zoo aren't seldom active. (A) (B) (C) (D)
 A B C D
6. Jareonta, the student who makes a speech right now, is majoring in drama and hopes some day to become a great actress. (A) (B) (C) (D)
 A B C D
7. Apparently the plant manager has left the country. He may be in Europe negoti-ate a contract. (A) (B) (C) (D)
 A B C D
8. Even though the bankers are still arranging the loan, the architect prepares the building plans. (A) (B) (C) (D)
 A B C D

9. Although the doctor is usually available for office visits, he ~~was~~ sometimes able to make house calls. A B C D
10. When disasters occur in local communities, it ~~is~~ the students who have been agreeing to help again and again. A B C D

PAST TIME FORMS

Past Tense

The *past tense* is used to express a completed action which took place at a specified time in the past. The specified time is either stated or implied.

Stated: Our friends *were* late for the concert last night.

Implied: Our friends *were* late for the concert. (*The concert* refers to a special event. A special event is understood to be held at a specific time.)

NOTE: More than one past tense may be used in a sentence when the actions occurred in the past at the same time.

1. When Alice *lost* her puppy, she *cried*.
2. The Wymans *attended* the art auction but they *didn't buy* any of the paintings.
3. Historians believe that the Chinese *invented* glasses about 2,400 years ago.
4. As soon as the actress *began* to speak, everyone *applauded*.
5. When the institution *ran* daily counseling sessions, absenteeism *decreased* significantly.
6. Last week the commissioner *had to attend* five meetings which *took place* consecutively.
7. At the conclusion of the exhibition, the scientist *indicated* that the dolphins *were able to distinguish* certain commands.
8. When my father was a young man, he *could risk* a horse as expertly as a cowboy.
9. Mrs. Siegel *knew how to speak* Chinese years ago but she has forgotten how.

NOTE: In the case of achieving a goal, use "be able to," not "could."
 Steve applied everywhere and finally he was able to get a good job.
 (wrong): (Steve applied everywhere and finally he could get a good job.)

Used to and *would* are used to refer to frequently repeated action in the past. *Used to* implies "not anymore."

When I was a child, I *used to ice skate*.

When Kuang saw a beautiful sunset, he *would watch* it until it disappeared.

There *used to be* bluebirds in the northeast region but they disappeared some years ago.

Every time Elsie heard a particular song, she *would become* sad.

Five

THE CONDITIONAL FORM

CONDITIONAL CLAUSES

*Conditional clauses describe an activity that may or may not occur, depending on circumstances. They frequently begin with *if* or *unless*. The conditional form is used in four ways: present general, future possible, present unreal, and past unreal. In examining the following examples, you will recognize that you studied the present general in the Present Time section, and the future possible in the Future Time section. Note that conditional clauses may precede or come after the main (independent) clause.*

Present general: He gets good grades *if* (or: *when*) he studies.
He doesn't get good grades *unless* he studies.
Future possible: If it doesn't rain, the party will be outdoors.
Unless it rains, the party will be outdoors.

NOTE: In the sentences above, notice the difference between an *if* clause and an *unless* clause. The *if* clause has the effect of "cooperating" with the main clause action. The *unless* clause has the potential effect of "cancelling" the main clause action.

Conditional unreal clauses describe imagined situations rather than true or real situations. Such clauses are said to be in the subjunctive mood, "subjunctive" meaning "unreal." The unreal situation may, in fact, be the exact opposite of the truth. *Past form verbs are used in unreal situations.*

Compare:

Future possible: If I *have* time, I'll call her. (I may have time)
Present unreal: If I *had* time, I *would* call her. (but I don't have time so I can't call her)
Past unreal: If I *had had* time yesterday, I *would have called* her. (but I didn't have time yesterday, so I couldn't call her)

Use the present unreal form to describe an imagined situation in the present or in the future. Note the verb forms in the following chart.

118 Parts of Speech

She likes to take long walks *in the spring*.
He is *in Chicago* right now.

ON

surface; specific day; specific date; on a vehicle (except car); on a street; on a team

The book is *on the shelf*.
He will arrive *on Sunday*.
She plans to leave *on May 30*.
He is *on an airplane* right now.
He lives *on Pico Boulevard*.
Mike is *on the college football team*.

A variety of prepositional phrases are demonstrated below. Some of these phrases are idiomatic. (Reminder! The possessive form is used before a gerund or a gerund phrase, as well as before a noun.)

1. We had confidence *in Robert's ability*.
2. She doesn't approve *of their staying out late at night*.
3. The Smiths called *off their fishing plans because of rain*.
4. That baker is famous *for her pies*.
5. There's no point *in my delaying you*.
6. Educators, *on the whole*, are supportive *of those who, much later in life, decide to resume academic study*.
7. Everyone was pleased *with Roger's singing*.
8. *Besides using theirs*, we can use two *of ours*.
9. A dinner party was held *in honor of the guest speaker*.
10. As John walked *into the room*, he was asked *by the team captain* to become a member *of the team*.

The student must practice using the correct preposition. Sometimes it is helpful to think of two words as being one word. For example, *recover from* may be thought of as *recoverfrom*: "recoverfrom a cold," "recoverfrom the measles," "recoverfrom an illness," "recoverfrom grief." After such practice, the sound of the word *from* becomes firmly related to the word *recover*. Study the lists below for the correct prepositions. See Idioms in the Supplement for unfamiliar expressions and for further verbs with prepositions.

Verbs with Prepositions

accuse of	experiment with	insist on, upon	object to
approve of	interfere with	keep on	refer to
consist of	sympathize with	rely on, upon	respond to
be in charge of	argue about, with	call off	subscribe to
be in favor of	boast about	put off	arrive at (airport, school, theater, etc.)
remind (one) of	complain about, of	apologize to, for	arrive in (city, state, country)
take care of	find out about	apply to, for	look at, for
take advantage of	forget about	be used to	preside over
what's the use of	speak about	compare to	believe in
argue with, about	think about, of	compare with	excel in
agree with	worry about	contribute to	major in
compete with	depend on, upon	dedicate to	participate in
communicate with	comment on	devote to	
cooperate with	count on	look forward to	

NOTE: Without the correlative conjunction, two sentences would be required.
 The city council will meet Tuesday. The public is invited to attend.

The sky is overcast but the air is clear.

In tomorrow's seminar, Dr. Gooch will demonstrate and discuss new burn treatment or Dr. Gold and Dr. Yoo will debate the subject of tranquilizers.

A complex sentence contains one independent clause and one or more dependent clauses.

When the sculpture was unveiled, everyone cheered.

Mr. Fuller, who has been in charge of surveys for the county, will personally inspect the site before he completes his report.

If George is selected as a delegate, he'll vote representatively, even though he doesn't like the candidate.

A compound-complex sentence contains two or more independent clauses and one or more dependent clauses.

We had eaten all of the rolls and relishes and we were no longer hungry by the time the main dish was served.

After the document had been sealed with an insignia that identified the owner, it was put into the company safe and the locking device was set.

He graduated with a Bachelor of Science degree but he decided, when he had reviewed career opportunities, to return for an advanced degree.

Avoid incomplete sentences.

(incomplete): (Since the zoning laws for new construction have been changed.)

COMPLETE: The zoning laws for new construction have been changed.

COMPLETE: Since the zoning laws for new construction have been changed, many high-rise buildings will soon be built.

(incomplete): (The problem of where to store unsold goods that people might request in the future.)

COMPLETE: There was a problem of where to store unsold goods.

COMPLETE: The problem of where to store unsold goods that people might request in the future was finally solved.

(incomplete): (Andy who was declared the most valuable player of the season.)

COMPLETE: Andy was declared the most valuable player of the season.

COMPLETE: Andy, who was declared the most valuable player of the season, was offered a job with a professional team.

COMPLETE: Andy, declared the most valuable player of the season, was offered a job with a professional team.

(incomplete): (Neil Armstrong a member of the first group of astronauts who walked on the moon.)

COMPLETE: Neil Armstrong was a member of the first group of astronauts who walked on the moon.

COMPLETE: Neil Armstrong, a member of the first group of astronauts who walked on the moon, was a hero to many.

When the fire broke out in the laboratory, Mr. Cawley, *having been a fireman at one time*, knew exactly what to do.

After Raissa had resigned from the police force, a real estate agent persuaded her to enroll in a real estate training class.

After having resigned from the police force, Raissa was persuaded to enroll in a real estate training class.

Also: *After resigning* from the police force, Raissa was persuaded to enroll in a real estate training class.

Also: *Having resigned from the police force*, Raissa was persuaded to enroll in a real estate training class.

Use the perfect passive participle (*having been* plus the past participle) when the action is passive and occurs usually earlier than the main verb action.

George, who was chosen by the student council to give the graduation speech, is considering the subject of space exploration.

George, *having been chosen by the student council to give the graduation speech*, may talk about space exploration.

NOTE: *Having been* may be omitted. The meaning is the same. Compare:

George, *chosen by the student council to give the graduation speech*, may talk about space exploration.

Since the computer had not been fed the correct information, a serious error was made by the company.

Not having been fed the correct information, the computer caused a serious error to be made by the company.

Not fed the correct information, the computer caused a serious error to be made by the company.

The plants, which had been sadly neglected, appeared unhealthy and diseased.

Having been sadly neglected, the plants appeared unhealthy and diseased.

Sadly neglected, the plants appeared unhealthy and diseased.

The taxi driver hadn't been given directions; therefore he didn't know where to go.

The taxi driver, *not having been given directions*, didn't know where to go.

The taxi driver, *not given directions*, didn't know where to go.

Although the Watts Tower was built from discarded materials, people think it's beautiful.

Although built from discarded materials, the Watts Tower is considered beautiful.

Avoid the following kinds of errors.

(wrong): (Announced as the winner of the scholarship, everybody congratulated Dimitri.)

.....
 The adjective phrase is a "dangling modifier." It does not describe the word next to it.

RIGHT: Announced as the winner of the scholarship, Dimitri was congratulated by everybody.

RIGHT: Everybody congratulated Dimitri, announced as the winner of the scholarship.

Let (someone) know ...	inform (someone) I called him to let him know that I would be late.
Let up ...	ease, be less strong After she had taken the medicine, the pain let up.
Like nothing better ...	prefer one thing to all other things My friend likes nothing better than to listen to classical music.
Little by little ...	gradually His health is improving little by little.
N.S. Look around ...	examine one's surroundings While he was waiting for her, he looked around.
N.S. Look down on ...	show disrespect to People are equal; one shouldn't look down on others.
Look forward to ...	anticipate with pleasure I look forward to seeing you again.
N.S. Look into ...	investigate He promised to look into the matter as soon as possible.
N.S. Look like; ... sound like; smell like; feel like; taste like	resemble She looks like her mother.
N.S. Look out; ... watch out Look over ...	be careful Here comes a car. Look out! Watch out! examine, study Before you sign a contract, look it over carefully.
Look up ...	find information in a book If you don't know the meaning of a word, look it up.
Lose one's balance ...	lose equilibrium After drinking so much beer, he lost his balance.
Made by hand ...	not manufactured The lace on her collar was made by hand.
Make a bed ...	also: make peace; make friends; make a mistake; make a wish; make an effort; make a loan; make a deposit; make a decision; make an announcement; make arrangements; make a deal; make progress distort one's features The child did not like the food and she made a face.
Make a face ...	
Make a living; ... earn a living Make believe ...	earn money to live on She made a living by selling weavings. pretend The child made believe that she was a bird.
Make ends meet ...	be able to provide necessities of life In a depression, it is difficult for some people to make ends meet.
N.S. Make fun of ...	joke about (something or someone) He made fun of her new hat.
Make (meals) ...	prepare (meals) Sydney used to make breakfasts on Sunday mornings.
Make sure ...	confirm, be certain Make sure that you lock the door of your car.
Make up ...	invent, create The boy made up a story about a planet.
N.S. Make up ...	reconcile after an argument The couple had quarreled but later they made up.

- 9 not to risk, having had/having; losing
- 10 being carried
11. their reducing/their having reduced
12. laughing

Exercise VI. 4.

- 1 rehearsing
- 2 not being able
- 3 going
- 4 didn't hand in
5. look it over
6. major
7. be
8. to spread

Mixed Exercise 7: Part A

1. C Perfect infinitive
2. A Tag endings
3. D Past tense with past reporting verb
4. A Possessive with gerund
- 5 D Infinitive
- 6 A *Would*, Past tense

Mixed Exercise 7: Part B

- 1 C is elected. Present tense in conditional clause with future
2. C to finish. Infinitive
- 3 B did he tell you Formation of questions
- 4 B were to be inspected. Future passive
- 5 B his working. Gerund with possessive

SECTION VII

Exercise VII. 1

1. the
- 2 no article
- 3 the
4. no article
- 5 no article
- 6 the; an
- 7 the

Exercise VII. 2.

1. three-minutes egg. a three-minute egg
- 2 a third time the third time
- 3 University of Colorado. the University of Colorado
- 4 the raw fish. raw fish
5. a honorable man. an honorable man
- 6 the page thirty-four. page thirty-four
7. the telephone. a telephone
8. has largest animal has the largest animal
- 9 the fish or the chicken. fish or chicken
- 10 security system. a security system
- 11 two childs. two children
12. One of hospitals One of the hospitals
- 13 the Fred's restaurant. Fred's restaurant
- 14 the cotton. cotton
- 15 a house. the house; tree. trees; the glass. a glass

Exercise VII 5.

- 1 to bring
- 2 laid
3. was raised
4. hung up
5. her boyfriend
6. is used

Exercise VII. 6

See Irregular Verbs in the Supplement for Correct Answers

13. your speaking; writing
14. to purchase
15. to go; (to) work; arranging
16. our visiting; to discuss

9. open; to find
10. his having received; to hear
11. my playing the piano
12. having; breathing; trying; to remain
13. being carried
14. to have been running
15. to watch; surf

7. D Present tense in conditional clause with future possible
8. C Proposal clause
9. B Present perfect passive
10. A Present tense

6. B composing. Present continuous
7. B omit should. Proposal clause
8. D to be. Infinitive
9. D to become. Infinitive
10. C become familiar. Proposal

8. the
9. no article
10. the; the; the
11. a
12. no article; the
13. a; the
14. a

- 16 one luggage one piece of luggage
17. typewriter's keys. typewriter keys
18. Pacific Ocean. The Pacific Ocean; west coast the west coast
19. the lettuce, the apples, the fish. lettuce, apples, and fish
20. the chess chess
21. Peace-keeping force. The peace-keeping force
22. an information. information
23. city of Venice the city of Venice
24. only one. the only one; statistic class the statistics class
25. in the past times. in past times; in the present times. in present times

7. is lying
8. lend
9. came; began
10. took over the responsibility
11. laid

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