

SECTION I Noun-Definition and Types:

A Noun is the name of a person, place or a thing. The Nouns are of five kinds : Common Noun, Proper Noun, Material Noun, Collective Noun and Abstract Noun:

- i) **COMMON NOUNS:** Common Nouns are names of common things, persons or places e.g. chair, house, mango, town.
- ii) **PROPER NOUNS:** Proper Nouns are names of particular persons, places, things, e.g. Delhi, Rajiv Gupta, Union Bank of India.
- iii) **MATERIAL NOUNS:** Material Nouns are names of substances e.g. gold, iron, wood.
- iv) **COLLECTIVE NOUNS:** Collective Nouns are groups of objects of same type taken as one e.g. crowd, herd, procession.
- v) **ABSTRACT NOUNS:** Abstract Nouns are names of things which we can think of but cannot grasp e.g. truth, ugliness, goodness.

RULES REGARDING USE OF NOUNS:-

- a) Some Nouns are used only in singular form: examples of such Nouns are:- Scenery, furniture, advice, information, machinery, infantry, cavalry, abuse, vice, gram, poultry, issue, bedding, off-spring. Some of these nouns may be at times, used in plural forms also, but also in a special sense e.g. ‘abuses’ in the sense of “wrong done”
- b) Some nouns though expressed as plural always take a singular verb e.g. Matematics, Gymnastics, Athletics, Economics, Classics, News, Innings, Mechanics, Summons etc.

GENDER

Gender- Definition and Types:

A Gender denotes the sex of a noun. Genders are of four kinds: Masculine, Feminine, Neutral and Common.

- i) A masculine Gender names males, e.g. king, horse.
- ii) A feminine Gender denotes names of females, e.g. cow, actress, bee.
- iii) Neutral Genders are things which do not have life and, as such, have no sex e.g. table, chair, tree, glass. It may be noted that Abstract Nouns are always classified as Neutral Genders e.g. truth, ability.
- iv) A Common Gender may denote male or female either or both of them, such as, architect, student, doctor, banker, Collective Nouns are always classified as Common Genders, such as class, crowd.

NUMBERS

Types of Number:

The Numbers are two- Singular and Plural. A Singular Number denotes a single thing, e.g. horse, cow, flower, home, town. A plural Number, on the other hand, denotes more than one thing, e.g. horses, cows, flowers, homes, towns.

PRONOUNS

Pronoun- Definition and Types:

A pronoun is used in place of a noun. The main purpose of a pronoun is to prevent repetition of the same word again and again. The pronouns are of eight types:

- i) **PERSONAL PRONOUNS** are used for persons or things which are living such as I, we, me, us, my, you, your, they, she, he, his, her.
- ii) **REFLEXIVE PRONOUNS** are formed by addition of words, such as, 'self' or 'selves' e.g. ourselves, yourselves, himself, itself.
- iii) **EMPHATIC PRONOUNS** help in making other pronouns emphatic e.g. You yourself are responsible for your failure.
- iv) **DEMONSTRATIVE PRONOUNS** point to certain things e.g. that, those, this, these.
- v) **RELATIVE PRONOUNS** are pronouns such as, which, whom, who, what.
- vi) **INDEFINITE PRONOUNS** refer to persons or things in a general way e.g. one, none, any, many, both, few, all.
- vii) **DISTRIBUTIVE PRONOUNS** are each, either, neither.
- viii) **RECIPROCAL PRONOUNS** are used in case where something is done in return e.g. each other, one another.

ADJECTIVES

Adjectives- Definition and Types:

An adjective is a word which describes a Noun. There are four types of adjectives.

- i) **DESCRIPTIVE ADJECTIVES** describe quality, kind or condition e.g. good house, good horse, interesting, book, bad handwriting, excellent customer service.
- ii) **ADJECTIVES OF QUANTITY** show number or quantity, such as ten, thousand etc.
- iii) **DEMONSTRATIVE ADJECTIVES** point to a particular thing or things, such as that, this, those, these.
- iv) **INDEFINITE ADJECTIVES** are also adjectives of quantity, but these are indefinite in character e.g. much, more, few, little, least, less etc. These adjectives are, at times, called **DISTRIBUTIVE ADJECTIVES**.

PREPOSITIONS

Prepositions-Definition and meanings:

The prepositions are words which are placed before nouns and pronouns to indicate how other nouns and pronouns are related to them, e.g. after, on, in, at, of, from, to, up. The Prepositions govern nouns and pronouns. The nouns and pronouns which follow prepositions are in objective case. At times, prepositions follow the nouns and pronouns whom they govern.

THE SIMPLE SENTENCE:

John is an honest man.

The sentence has only one subject and one predicate and is, therefore, a **SIMPLE SENTENCE**.

A simple sentence is one which has only one subject and one predicate.
(or) A simple sentence is one which has only one Finite Verb.

THE COMPLEX SENTENCE

1. We returned when the sun set.
2. As we tried to enter the hotel, the manager said that there was no room.

The first sentence consists of two parts:-

- a) we returned.
- b) when the sun set

As each part has a subject and a predicate of its own and is part of a larger sentence, each is a Clause.

We further notice that the clause, we returned, makes good sense by itself, and can stand alone. Such a Clause is Called the Main or Principal Clause.

But the clause, when the sun set, cannot make good sense by itself and cannot, therefore, stand alone. It depends for its full meaning on the clause, 'we returned'. Such a clause is called a Dependent or Subordinate Clause.

A complex sentence is one which consists of one main clause and one or more subordinate clauses(dependent for their full meaning on the Main Clause).

SPECIAL VERBS AUXILIARIES AND MODALS

Verbs can be either (i) Non-Finites or (ii) Finites.

1. The Non-Finites are the Infinitives (present and perfect), the participles (present and past), and the Gerund (also called the verbal Noun). The Non-Finites of the verb 'be' are:- (to) be, (to) have been, being and been.
2. The Finites are parts of the verbs other than the Non-Finites. The Finites of the Verb 'be' are:-
am, is, are, was, were.

MODAL AUXILIARIES

May, might, can, could, must, shall, should, will, would, ought, need, dare, used, are called Modal Auxiliaries because they are used to form certain moods for which English has no inflected verb forms. We can express such conceptions of the mind as ability (e.g. with may, might, can, could) and obligation (e.g. with, must, ought, have to).

We shall now consider the use of the modal Auxiliaries one by one.

MAY, MIGHT

I. May as a Principal Verb is used to denote:-

1. Permission, as, May I go out? May I come in? Yes, you may.
2. Possibility, as, It may rain tonight. (It is possible that it will rain tonight).
It may be true. (It is possibly true).

II. May and Might are used in questions.

May trouble you to pass the salt?

Might I borrow your pen for a minute?

III. May as an Auxiliary Verb is used to express:

1. A wish, as, May you have a happy and long life?
2. A purpose, as, We eat so that we may live.

IV. Might is sometimes used to express reproach:

You might tell me the truth.

You might have told me the truth.

V. May is also used to indicate hesitation or apology when asking a question that could be considered impertinent.

‘ And how much did you pay for your new TV, if I may/might ask (i.e. if you will allow me to ask the question)’?

VI. May is also used, in formal style, in statements that give authoritative permission. May not is similarly used in statements (not necessarily in answer to a request).

You may borrow from the library three books. Borrowers may not take out more than three video cassettes.

For a prohibition (stronger than a denial of permission) must not is used.

Books must not be removed from the library.

In colloquial style can/could often replaces may/might.

Can I go for a swim this afternoon?

Can I go out and play?

Ram asked his father if (=whether) he could go to his friend.

The father said he could.

Cannot is used to indicate what is not permitted.

You can't (=must not, are not allowed to) play hockey here.

VII. Could(and less often are used to make informal requests)

Could you lend me Rs.500/- until tomorrow?

Could I have that book for a few minutes?

Can I see your new VCR?

May and might are used in the same way.

May I have the sugar, please?

May/might I borrow your pen for a minute?

Might (but not may) is used to make a request or suggestion in statement form.

You might make a little less noise.

CAN

Can is used as a Principal Verb to express :

1. Power or ability as,

I can speak English(=I am able to speak English)

2. Permission; as,

You can go now.(=are permitted to go now).

MUST

Must is used to express:

1. Compulsion of strong moral obligations; as,

We must keep our promises.

2. Fixed determination, as, I must have my money back.

3. Duty, as; A Judge must be upright.

4. Certainty or strong likelihood, as;

We must be up by this time.

5. Inevitability; as; We must all die.

USE OF SHALL

- I. In Assertive Sentences, Shall in the First Person implies given information about the future action; as; I shall help you. We shall go together.

- II. Shall in the second and third person is used to denote:
 1. Promise; as; You shall have a holiday tomorrow.
 2. A command; as; Thou shall not steal (=Thou are commanded not to steal)
 3. A threat; as; If you do this, you shall be dismissed.
 4. Determination; as; You shall go there.(You will be obliged to go there)
 5. Compulsions; as; You shall come to school at ten.

- III. In interrogative Sentences:
 1. Shall indicates simple futurity, permission or desire of the person spoken to in the first person; as; Shall I be waiting in despair ? (Simple futurity)
 2. Shall indicates simple futurity in the second person, as; Shall you go there ? (Simple futurity).
 3. Shall expresses the command or desire of the person spoken to in the Third Person; as; Shall he go? (= Do you wish or command him to go?)

Shall the porter carry your box upstairs ? (= Do you want, or would you like, the porter to carry your box upstairs ?)

USE OF WILL

- I. In Assertive Sentences, will in the second and third persons indicates simple futurity, without any reference to the wish of the agent; as

He will win the first prize.

- II. Will in the first person is used to denote:
 1. Determination; as; I will do as I like.(= I am determined to do as I like)
 2. A promise, as; I will help you.(= I promise to help you)
 3. A threat; as; I will expose her.(=I threaten to expose her)
 4. A wish; as; I will go home.(= It denotes wish on the part of the speaker)
 5. Willingness; as; I will lend you my pen.(=I am willing to lend you my pen)

- III. In interrogative Sentences:
 1. Will is not used at all in the first person. Never say, Will I? Will we?
 2. Will denotes willingness, intention or wish of the person spoken to in the second person, as; Will you sing at the concert tomorrow evening?
 3. Will denotes simple futurity in the third person; as; Will he come today?
 4. The most usual form of request is that introduced by will you? ‘Will you be back by 10 O’Clock?’

USE OF SHOULD

Should, the past form of shall, is used:

1. To express duty or obligation in all persons; as; We should help the poor.
I should have attended the meeting yesterday, but I forgot all about it.
2. When giving or asking advice; as; You shouldn't laugh at her mistakes.
3. To indicate disapproval of something that was done in the past; as; You shouldn't have laughed at her mistakes.
4. To express supposition, possibility, condition, as; If it should rain, the school will remain closed.
5. To express purpose and result in the clauses introduced by in order that and so that; as; We put up a fence so that our neighbours should not look at us.
6. After lest to express a negative purpose; as; Take heed lest you should fall.
7. In dependent clauses, after verbs and phrases indicating determination or willingness, threats, orders or promises, as; I promised my brother that he should have a new pen.

USE OF WOULD

Would, the past form of will, is used:

1. To express a wish; as; I would know what my duty is.
2. To indicate refusal; as; She wouldn't (=refused to) answer any questions.
3. To express determination; as; He would have his own way.(=He was determined to have his own way)
4. To express past habits; as; She would sit(=Was in the habit of sitting) for hours in her garden and knit.
5. To express willingness in the past; as; She said that he would help me.
6. In polite speech; as; Would you please lend me your book? (Please lend me your book.)
7. To denote condition or uncertainty; as; If he should hear of your marriage, he would be surprised.

OUGHT TO

- I. Ought, is used to express desirability and moral obligation. Ought is defective verb. It can indicate present or future time. It takes an Infinitive as Object, as; We ought to love our neighbours.
- II. Ought to have, with a Past Participle is used to indicate a past obligation that was not fulfilled or carried out.

You ought to have helped her (but you did not).

- III. Ought not to have , is used to indicate disapproval of something that was done in the past.

You ought not to have laughed at her mistakes.

NEED

- I. When need = stand in need of, require, it has third person singular Present Tense needs

I need to work harder.

USED TO

- I. Used is anomalous. It has the negative use didn't. In tag questions and responses however, did often replaces used.

There used to be building here before the war.

- II. Used to = be accustomed to; as
He is not used to hard manual labour.

DARE

Note the following uses of the verb 'dare'

1. Present Tense:

I dare to declare that what she says is not true.

2. The verb dare (=venture, have courage) has the form dare for a third person singular, present tense, when it is followed by negative; as;

He dare not take such a foolish step.

3. Past Tense:

They dare not say such things again.

4. Interrogative sentences:

How dare you ride a cycle without brakes?

VERBS OF THE SENSES

The verbs of the senses (smell, taste, feel) are used in this pattern. Same rule is applicable for run i.e. He ran fast.

Subjective	Adjective
1. The food smells	good
2. These roses do smell	sweet
3. This cotton shirt looks	soft and smooth
4. Quinine tastes	bitter

AUXILIARY VERBS:-

Auxiliary verbs are verbs used with other verbs in a compound form. For example, in "I have read this book", "have" is the auxiliary verb in the compound verb form "have read".

BECAUSE, ON ACCOUNT OF

“Because” should be used only to introduce a clause.

For example: “I did not eat the apple because it was unripe.”

“On account of” should be used only before a phrase.

For example: “We could not go for a drive on account of the fog.”

BESIDE-BESIDES

“Beside” means “close or near to”

For example: “There were five men in the room beside me.”

This means that the five men were near or close to you.

“Besides” has the same meaning as “in addition to”, “otherwise” and “moreover”

For example: “There were two men in the room besides me” meaning that there were two men in the room in addition to yourself. “Besides” should not be used instead of “except” as in “No crops grow here besides(say except) rice”.

CASE

In English grammar, five CASES are recognized:

Nominative: the Case of the subject or the noun or pronoun referring to the subject.

Accusative or Objective: the Case of the object in a sentence for the noun governed by a preposition.

Vocative: the Case of the person or thing addressed, as for example, “I believe, Sir, that you are mistaken.

Possessive or Genitive: always marked by the apostrophe. This is the Case used to denote that a thing or person belongs to or is connected with another, as; for example, Jane’s book.

Dative: this is the case of the indirect object, as for example: “ I gave her the book.”

e) Use of possessive of compounds:

In compounds, or when a noun is followed by a descriptive phrase, or in complex names, the 's' is affixed to the last word; as; 'the heir-at-law's will, 'the Queen of England's reign', 'Smith, the Baker's son', 'Messrs. Jagdish, Suresh, and Co's shop', 'Julius Caesar's death'. Ram Gopal Singh's book', we also say 'some one else's book.

f) Possessive of inanimate objects:

In formal usage, inanimate objects do not take the possessive case, except for some constructions that have long been in the language. For instance, Say- pages of a book (rather than a book's pages). Principles of Grammar (rather than grammar's principles) Legs of table (rather than the table's legs).

BUT WE SAY:

Goodness' sake, day's march, earth's surface, conscience' call etc.

DEGREE OF COMPARISON

In the English language, there are three degrees of comparison:

1. Positive- Simple, e.g. rich.
2. Comparative- used to compare two persons or things, e.g. richer.
3. Superlative-used when more than two persons or things are compared, e.g. richest.

These degrees of comparison are applicable to adjectives as well as to adverbs.

FEW

According to S. Johnson, there is difference in meaning expressed by the following two sentences:

“ I have a few books.”

“ I have few books.”

He writes: “ I have a few books suggests that I possess books, but not very many of them. It makes no comment on my views as to whether I am satisfied or not with the number. On the other hand, I have few books, goes further than the previous sentence. It tells practically all that the first one did and more; it indicates quite clearly that I am dissatisfied with the number on account of its small nature.”

FEW-LITTLE

“Few” should be used in reference to something that can be counted. For example: “I have few books in my library.”

“Little” should be used to refer to that which can be measured but not counted.

For example: “There is very little milk in the bottle.”

FEWER-LESS

“Fewer” and “less” are the comparative forms of “few” and “little.” “Fewer” should be used for persons or things which can be counted: “fewer books”, “fewer boys”, etc. “Less” should be used to refer to degree, quantity, or quality.

“less milk”, “less vitality”, “less severe”, etc.

FEWER-SMALLER

“Fewer” should be used only when referring to number, as for example: “Fewer persons have arrived than expected, “but not when used to refer the word ‘number’. For example, “The number of persons that came was fewer than expected” is incorrect. Substitute “smaller” for fewer”- The number of persons that came was smaller than expected.”

ISE-IZE

It is often difficult to decide whether to spell certain words with “-ise” or “-ize”. Some persons use “-ise” for all such words: criticize, organize, etc.

It is better, however, to spell with “-ize” those words which have a Greek origin and with “-ise” those of French origin. The following should always be spelled with “-ise”:

Advertise	Advise	Apprise	Chastise
Comprise	Compromise	Demise	Despise
Devise	Disfranchise	Enfranchise	Enterprise
Excise	Exercise	Improviser	Incise
Promise	Supervise	Surmise	Surprise

LAY-LAY

“Lay” and “lie” are often misused, probably because the past tense of “lie” is “lay”.

“To lay” is a transitive verb, but “to lie” is intransitive. When we go to bed, we lie down; when a duck has produced eggs in her body, she lays them. Note the following examples:

Incorrect: “You should lay down for an hour.”

Correct: “You should lie down for an hour.”

“This hen will lay eggs regularly.”

“The book lay on the table for a long time.”

MOOD

The tenses of a verb have three moods.

Indicative: used in questions and statements. For example:

“Did you meet Sita yesterday?”

“Sita came home yesterday.”

Imperative: used in entreaties and commands. For example:

“Come here at once.”

Subjunctive: used when asserting something desirable or thought of as possible.

For example:

“I wish Ram were here to help me.”

The tenses in the Indicative and Subjunctive moods are different:

TO BE (Present Tense)

Indicative: I am, thou art, he is, we are, you are, they are.

Subjunctive: I be, thou be, he be, we be, you be, they be.

TO BE (Past Tense)

Indicative: I was, thou was, he was, we were, you were, they were.

Subjunctive: I were, thou were, he were, we were, you were, they were.

MORE-MOST

Use “more” only when referring to two persons or things being compared.

“Most” should be used when more than two are being compared. For example:

“ Of the two books, this more useful.”

“ This is the most useful of all the books on this shelf.”

INDEFINITE ARTICLES-A/AN

1. Countables in the singular number take the indefinite article a/an with them:
a boy, a rupee, an egg, an elephant.

Uncountables do not generally take any article with them. We do not say a beauty, a milk, a wisdom.

2. A is used before

- i) Word beginning with a consonant.
- ii) Words which begin with a vowel symbol pronounced with the same sound as that of y in yet or as that o in one:

A girl, a map, a University, a Union, a one-rupee note, a one-sided affair.

Well-known words which begin with a vowel but take 'a' with them are:

European, Uniform, Union, Unit, University, Universal, Useful.

3. An is used before

- i) words beginning with a vowel or with a letter h which is not sounded:
an opportunity, an umbrella,
an honest person, an honourable proposition.

- ii) Consonants beginning with a vowel sound:

An M.P., an S.P., an M.L.A.

common words in English which begin with an uncounted h are :

honest, honourable, honorary, hour.

4. Note the use of a in the following :

a noise, a pity, a shame, a nuisance, a bad cold.

THE DEFINITE ARTICLE-THE

The, the definite article is a weakened form of that. It is used to define, particularise, or single out:

I have read the book you are talking about (not any book but a particular book which is being referred to).

We use the definite article 'the'

- i) with superlative and the words used in the superlative sense: The most profitable venture.
- ii) When special emphasis is needed :
She is the leader today. (the greatest leader)
- iii) even in the imperative degree, when one of the two items is singled out is preference to the other :
This is the better of the two proposals.
- iv) with things of which there is only one in our world, or things which are otherwise well-known but do not begin with a capital letter :
The sun, the moon, the world, the equator, the north, the east.
- v) with common nouns when one noun is used to represent the whole class of species :
The horse is a faithful animal. The lion is the king of animals.
- vi) with an adjective with a plural notion to indicate a class of persons :
The rich should help the poor.
- vii) as an adverb with comparatives :
The more we get, the more we desire. The harder you work, the better it will be.
- viii) To suggest distribution :
We can buy oranges by the dozen. Cloth is sold by the metre.

SECTION II

COMMON ERRORS IN THE USE OF ADJECTIVE

1. Comparative ending in 'or' superior, inferior, senior, junior, prior are followed by 'to' and not by 'than'. Preferable is also followed by to. We do not use 'more' with these words : He is senior to me by three years.
2. As.....as; so.....as
As.....as is usually used with positive statements :
So.....as is used with negative ones.
She is as accurate as any other typist.
It didn't take so long as we expected.
3. Adjectives like unique, extreme, chief, complete, perfect, ideal, universal, full, unanimous that represent the highest degree cannot be used in the comparative or superlative degree :
This was a unique plan. They form an ideal couple.
4. **Some, any.**
'Some' is used in an affirmative sentence, 'any' in a negative sentence. In an interrogating sense, either 'some' or 'any' may be used accordingly as the answer expected is in the affirmative or negative. :
Some members have already sent their subscriptions.
Do you have some money ? Could you spare some for me ?
5. **Little, a little, the little :**
All these words denote quantity. Little should be distinguished from few, which is used for number.
Little means not much, hardly any. It is almost a negative adjective.
A little means at least some.
The little means the whole amount, though very little.

6. **Few, a few, the few :**

All these adjectives denote number.

Few means not many, in fact almost none.

A few means all of them, though very few.

The few means all of them, though very few.

Few friends offered to help me. (almost no friends offered to help)

I have still a few friends left to approach for help. (at least some)

The few friends he had did not help him.

7. **Much, many :**

Much means a large quantity of and is used with uncountables.

Many means 'a large number of', any is used with the plural of countables.

Much discussion, much worry.

Many customers, many projects.

8. **Distributive Pronouns**

Each, every :

Each means two or more than two things, taken one by one.

Every means all of a number of things (more than two) taken individually.

Each is used when the number in the group is limited, definite.

Every is used when the number is indefinite. Both each and every take a singular verb.

Each member of the family fell ill.

Every student should feel proud of his Alma Mater.

9. **Later, latter, latest, last :**

Later and latest denote time;

Later and last denote position.

Latter means more late in time. Latter is the opposite of former and means the second in the order of original mentioning.

Latest means last upto now only. Last means last of all, final :

He came later than I expected.

Have you heard of the latest news ?

Vijay Amritraj and Jaideep entered the finals. The latter won the match.

The peon was the last person to leave the hall.

10. **Further, farther :**

Further is the comparative degree of fore and denotes something additional. Farther is the comparative of far and means a greater distance.

Now it is common to use further in all meanings. Farther is not common except where distance is implied :

Please read further.

He went to England for further studies.

Further discussion will be held in the next morning.

Bombay is farther from Delhi than Ahmedabad.

11. **Nearest, next :**

Nearest denotes distance; next denotes position;

His house is next to mine.

Who lives nearest to the college ?

COMMON ERRORS IN THE USE OF ADVERBS

12. **Very, Much :**

- (a) Very qualifies adjectives or adverbs in the positive degree, much qualifies them in the comparative degree :

She is a very intelligent girl.

Today she is looking much weaker than usual.

She runs very fast.

She runs much faster than Savita.

- (b) Very never modifies a verb. Only much modifies a verb, particularly in questions, in negative statements and in conditional clauses :

Did the beggar pester you much ?

I do not smoke much.

If the scooter troubles you much, change its plug.

- (c) Adjectives like afraid, alone, alike, obliged, take much.

I am much obliged to you for this favour.

The two are much alike.

13. **Too**

- (a) Too denotes a higher degree than is desirable, natural, proper or expected. It should never be used instead of very or much. It is

incorrect to say, 'The water is too cold,' instead, one should say, 'The water is very cold.'

- (b) Too generally has a negative sense and it is then followed by an infinitive :

He is too lazy to work hard.

She is too young to go to the University.

English verbs have three moods. They are called the INDICATIVE the IMPERATIVE, and the SUBJUNCTIVE.

The Indicative Mood is used for ordinary statements and questions.

The Imperative Mood is used for making requests and for giving orders :

Shut the door, please !

Hurry up !

Don't do that !

The Subjunctive is not much used in modern written English. It was formerly used to show such feelings as doubt and to indicate conditions. It is still used to express wishes in sentences such as :

God bless you !

Heaven forbids that....!

TENSE

He drives

He drove

He will drive

They dance

They danced

They will dance

Tense may also indicate whether an action is, was or will be continuous or completed, if the latter, the verb is in the perfect tense:

Present

Past

Future continuous

We are working.

We were working.

We will be working.

They have finished.

They had finished.

They will have finished.

3. That which performs the action described in the verb is called the subject of the verb:

An enormous crowd of passengers disembarked.

What train do you normally travel on ?

To locate the subject, identify the verb and ask : who or what is performing the action of the verb ?

A verb which has a subject is called a **Finite Verb**.

4. The object of a verb is the word or words upon which the action of the verb takes effect:

The fire destroyed most of the street.

The library will contain sixty thousand books.

To locate the object, identify the verb and ask ‘on whom or what is the action of the verb performed ? In the case of the two sentences quoted, who or what is destroyed and who or what is contained ?

Because participles do the work of adjectives, it is essential that they are clearly linked to their appropriate nouns or pronouns. The rule in English is that adjectives or their equivalents must be placed closed to the nouns or pronouns they described in order to avoid confusion. The following are examples of incorrect use:

Driving on the road, an upturned lorry came into view.

Having reached the summit, the view was splendid.

PROBLEM WITH VERBS

S	V	C	M
Mohan	had planned	to leave	day before yesterday

Remember that the following verbs require an infinitive in the complement:

agree	intend
decide	learn
expect	plan
fail	promise
hope	refuse
	want

Avoid using an –ing after the verbs listed. Avoid using a verb word after want.

S	V	C	M
They	enjoy	traveling	by road

Remember that the following verbs require an –ing form in the complement:

admit	deny	quit
appreciate	enjoy	regret
avoid	finish	risk
consider	practise	stop

S	Vph	C	M
They	forgot about	doing	their task

Remember that the following verb phrases require an –ing form in the complement:

Approve of,	donot mind,	keep on,
Be better off,	forgot about,	look forward to,
can't help,	get through,	object to,
count on,	insist on,	think about,
		thing of,

Avoid using an infinitive after the verb phrases listed.

Avoid using a verb work after ‘look forward to’ and ‘object to’.

INCHOATIVE VERBS :

The term INCHOATIVE VERB is used for a verb that denotes the beginning, development or final stage, of a change of condition. The commonest verbs in this class are get, become, and grow.

The old man is getting weaker.

Green has become the richest man in the town.

It is growing dark.

Other inchoative verbs are come, go, turn, fall, run, wear.

Will her dream come true ?

Everything has gone wrong.

THE VERB-RULE OF CONCORD

(A) Agreement of subject with Verb-An Exceedingly Common Mistake. There are two varieties of the mistakes :

- (1) SINGULAR SUBJECT + PLURAL NOUN + PLURAL VERB
- (2) PLURAL SUBJECT + SINGULAR NOUN + SINGULAR VERB

The following are examples :-

- (1) “The opportunity for the specialisation of the good forms of production and transit were lost.” Say ‘was’, because the subject is opportunity and not forms.
- (2) “One of the two books above were substituted.” Again the subject is one say ‘was’.
- (3) “The ending in this and in all the above names are exceedingly uncertain.” Say ‘is’ or ‘endings’.

THE OPPOSITE MISTAKES ARE SHOWN IN THE SENTENCES

- (1) “Cases of the neglect of duty through impatience has led to this step being taken.” Say have.
- (2) “Considerations of space forbids individual mention of the supporting players.” Say forbid; the subject is considerations.

- (B) Will, shall; would should –(1) “ If the fate spare me I will pay a visit...” Say shall.
- (1) “ The lists shall receive careful attention.” Say ‘will’.

These two pairs of words are often wrongly used, as in the above examples. The rules about them are rather complicated and only the most important ones will be mentioned here. ‘Will’ and ‘shall’ may be mentioned here. Will and shall may be used with different senses. They may be used merely to express futurity, or they may be used to express determination. When futurity alone is expressed the customs is to say :

I shall (go)	We shall
You will	They will
He, She, It, Will.	

We see, then, that in this case the first person has shall, the other two persons have will.

When intention or determination is expressed the usage is exactly opposite- i.e.:

I will (go)= I intend, am determined, to go.

You shall(go)= You must go (i.e. I am determined that you go)

He, she, it shall(go)= must go.

We will(go)= We are determined to go.

They shall(go)=must go.

Good examples of this difference are seen in the following two sentences:-

- (1) No one will save me and I shall be drowned.
- (2) No one will save me and I will be drowned.

The first has the obvious meaning, both verbs being simply future; the second has the idea of determination, and means I shall not allow any one to save me, and I am determined to be drowned.

In indirect speech and in subordinate clauses generally after a past tense it is usual to use 'should' and 'would', according as 'shall' and 'will' appear in the original or in the present tense. If we take the two sentences given above we get, in indirect speech :

- (1) (He said that) one would save him and he should be drowned (Futurity).
- (2) (He said that) no one should save him and he would be drowned (Determination).

In ordinary direct speech 'should', in the sense of ought to, is used in all three persons, and would, with the idea of intention, determination, is used in all three persons. Compare:-

- (1) No one(I, you, we, they) should (i.e. ought to) save him, because he is worthless.
- (2) No one(I, you, we, they) would (i.e. wished to intended to) save him.

(C) **Elliptical Expressions-Their Dangers :**

(1) “The tents are erected and a bonfire built.” This means, as it stands, “ The tents are erected and a bonfire are built.”

Insert ‘is’ after bonfire.

(2) “Her heart was so light and her eyes so clear.”

Insert ‘were’ after eyes.

(3) “No one has and no one ever will be found to do it.”

Insert been after ‘has’.

(4) “Special trades are taught and a systematic effort made.”

Insert ‘is’ to be after effort.

(5) “That train is as fast, if not faster, than the other.

Say as fast as, if not faster than....

(6) “He is as good and even better than you.”

Insert as after good.

(7) “ One of the best book on the market.”

Say one of the best books, if not the best book, on the market.

In all elliptical expressions of this sort certain words are omitted and are understood from the rest of the sentence. It is important, however, that the proper word is suggested by the rest of the sentence. If not, it must be inserted.

Expansion is a good test of correctness.

PARALLELISM

We have seen that less important ideas must be made subordinate to the main idea of a sentence. If, however, two ideas are coordinate, they must be given equal rank in the sentence.

Ramesh is my brother.

Sunil is my cousin.

If these two statements are to form a single sentence, it is clear that the result will be:

Ramesh is my brother and Sunil is my cousin.

for it would be absurd to attempt to subordinate one statement to the other as in this sentence:

Ramesh is my brother, Sunil being my cousin.

If we have three statements instead of two, our problem is the same:-

He was born in 1950.

He attended school at Shimla.

He entered Govt. College in 1972.

The three thoughts are logically coordinates and must be made parallel in the completed sentence.

He was born in 1950, he attended school at Shimla and he entered Govt. College in 1972.

Observe that we have written a compound sentence. We may also reduce predication and write:

He was born in 1950, attended school at Shimla, and entered Govt. College in 1972.

In this, three independent clauses have been reduced to one simple sentence with a compound predicate, without violating the principle of parallelism. But if we attempt subordination, we shall succeed only in giving a distorted thought as in this:

Born in 1950, he attended school at Shimla, entering Govt. College in 1972.

Consider these statements:

He was born of poor parents.

He was obliged to work his way through school.

He graduated at the head of his class.

Two of these may readily be subordinated to the third :

Although he was born of poor parents and was obliged to work his way through school, he graduated at the head of his class.

Great care must be exercised in this matter of parallel structure. **Nouns must be parallel to nouns, verbs to verbs, subordinate clauses to subordinate clauses, gerunds to gerunds, and so on. The following illustrative sentences will call attention to certain pitfalls:-**

WRONG : She told us to look on the table and that we should tell her what we found.

RIGHT : She told us to look on the table and to tell her what we found.

WRONG : Jasvinder's job is reading books and to writ book review.

RIGHT : Jasvinder's job is reading books and writing book review.

WRONG : We want to travel extensively and new experiences.

RIGHT : We want to travel extensively and to have new experiences.

WRONG : He was sympathetic, tolerant, and people respected him.

RIGHT : He was sympathetic, tolerant and respected by people.

RIGHT : Because he was sympathetic and tolerant, most people respected him.

WRONG : The lecturer called attention to the beginning of the war and, how it ended.

RIGHT : The lecturer called attention to the beginning and end of the war.

1. RULES FOR SUBJECT-VERB AGREEMENT

1. Words that come between a subject and its verb do not change the number of the subject. Prepositional phrases often have this position.

2. The subject form is used for pronouns that follow the verb to be.

It was *he* at the door.

It must have been *they* who left the message.

3. The subject form is used when the subjects of two clauses are being compared.

She is taller than he (is).

They have more money than *we* (have).

RULES FOR PRONOUN FORMS (CONTINUED) :

RULES FOR OBJECT FORM.

4. The object form is used for a pronoun that functions as the object (either direct or indirect) of a verb in main clause or in a subordinate clause.

The policeman is watching *me*. (direct object-main clause).

The student *whom* I advised is an Iranian (direct object-adjective clause)

If I send him a letter, he will be happy. (indirect adverb clause).

5. The object form is used for a pronoun that functions as the object.

Everyone *except her* took the test.

Between you and me, I didn't like that party.

Bill won't go to the party *without her*.

The person *with whom* I live is my cousin.

The person *whom* I live with is my cousin.

6. The object form is used when the objects of two clauses are being compared.

The teacher likes *you* better than (she likes) *me*.

REFLEXIVE PRONOUNS

1. The reflexive form is used to emphasize the noun or pronoun it refers to.

The Principal himself wrote me a letter.

I always do the dishes *myself*.

2. The reflexive form is used as the object of the preposition by to mean that a person does something alone or without help.

The child cannot get dressed *by himself*.

3. The reflexive form is used when the object of the sentence or of a preposition is the same person as the subject.

You may harm *yourself* with this knife.

He is always talking to *himself*.

4. Words such as enjoy, acquit, absent, avail, pride take a reflexive pronoun.

PRONOUN REFERENCE

The pronouns which begin adjective clauses, who, which, etc. refer to the nouns that come before them. Different pronouns are used to refer to different types of noun.

Who, who : refer to people and household animals.

Which: refer to things, collective nouns and animals.

That, whose : refer to all types of nouns.

DEGREES OF COMPARISON

Most adjectives have three forms : absolute, comparative, superlative. The comparative is used to describe a difference between two people or things. The superlative is used when three or more persons or things are involved.

RULES FOR WORD ORDER: INVERSION OF SUBJECT AND VERB

The most common word order of the core parts of a sentence in English is subject + verb + object (S+V+O). The subject comes before the verb in all but a few special situations. In these situations the word order of the core parts is inverted and the verb is placed before the subject; just as it is in all direction questions.

Inverted order is needed:

1. When a sentence begins with (There)

There *is* no *basis* for this conclusion.

There are *few excuses* that officers will accept.

2. When a sentence begins with a prepositional phrase, has an intransitive verb as a main verb, and states a location.

On the *corner* stood a student.

In a box *were several* pens.

3. In Conditional Sentences without if or unless (If Sham asked him, he would surely help him)

Were Sham to ask her, she would surely help him.

If they had known, they would have come.

4. When a sentence begins with a “negative” word of expression such as never, hardly, seldom, barely, scarcely, not only, at no time, nowhere, etc.

Not only *did they* go but they also stayed until the end.

Never *has India* faced so many problems.

At no time *were the soldiers* in any danger.

5. When a sentence begins with *only* and a time expression, the subject and verb of the main clause are inverted.

Only once was *Ramesh* late to class.

Only after her mother died, did *Surinder* know loneliness.

6. When an adverb such as *down*, *in*, *out*, *up* is placed at the beginning of the sentence, the verb is placed before the subject or noun.

Down came the rain.

In walked the advocate with his file in hand.

7. When a sentence begins with *few*, *such*, *so little*, *unless* this word modifies a noun.

Little did she know that she had become a rich person.

8. When a passive verb is split and the main verb begins the sentence.

Held as hostages were several children.

Note: Although inverted word order is required in the situations listed above, normal word order (S+V+O) is required in indirect questions. No inversion is possible.

The man asked where *the cinema* was.

The reporters want to know when *the principal* will give his message.

ERRORS IN PARALLEL STRUCTURE ARISING FROM THE
USE OF A MIXTURE OF INFINITIVES AND GERUNDS IN A
SINGLE SENTENCE.

It is important to watch for gerunds and infinitives when checking the parallel structure of a sentence. Although both gerunds and infinitives can function as nouns and can be used interchangeably in many places, it is not good to change from one type of verbal noun to another in the same sentence.

Wrong : She likes to paint, to sing and playing cards.

Correct : She likes painting, singing and playing cards.

Correct : She likes to paint, to sing and to play cards.

MISTAKES IN PARALLEL STRUCTURE CAUSED BY AN INCORRECT
SHIFT FROM CLAUSES TO PHRASES.

Within a sentence, phrases must be parallel with other clauses. It is not good to express one or two similar ideas in the form of phrase and the other in the form of a clause. For example:

Clasue : *Because* Rita works hard *because* she is intelligent.

Phrase : *Because* of her hard work *because* of her intelligence.

Wrong : She has succeeded *because* of her hard work and *because* she is intelligent.

Correct : She has succeeded *because* she works hard and *because* she is intelligent.

Correct : She has succeeded *because* of her hard work and *because* of her intelligence.

MISTAKES IN PARALLEL STRUCTURE RELATED TO THE PLACEMENT OF PAIRS OF CORRELATIVE CONJUNCTIONS.

Attention to parallel structure is very important when a sentence contains any of the pairs correlative conjunctions : eitheror, neither.....nor, not only.....but also, both.....and. The correlatives must be correctly placed so that the structures which follow them have the same grammatical structure.

Wrong : Air both *flows* over and *through* this room.

Correct : Air *flows* both over and *through* this room.

RULES TO IDENTIFY ERRORS IN PARALLEL STRUCTURE RELATIVE TO INCOMPLETE COMPARISONS.

Good parallel structure demands that only those things that are alike can actually be compared.

Wrong : The area of U.P. is greater than Rajasthan.

Correct : The area of U.P. is greater than that of Rajasthan.

It is possible to compare the area of U.P. to the area of Rajasthan but it is not possible to compare the area of U.P. to Rajasthan.

IDENTIFY ERRORS IN PARALLEL STRUCTURE ARISING FROM INCOMPLETE COMPARISONS.

When one member of a group is compared to the other members of the group, it is necessary to exclude that member from the group by using the words any other or anyone else.

Wrong : U.P. is larger than any state.(U.P. is larger than U.P.)

Correct : U.P. is larger than any *other* state.

ERRORS IN PARALLEL STRUCTURE IN SENTENCE CONTAINING DOUBLE COMPARISONS.

In some sentences, two persons or things are compared in two ways. When two comparisons are combined, all parts of both comparisons must be retained.

For example:

Comparison 1 : Madhu is *as tall* as Suresh.

Comparison 2 : Madhu may be *taller than* Suresh.

Combined comparisons:

Wrong : Madhu is *as tall*, if not taller than Suresh.

Correct : Madhu is *as tall*, if not taller, than Suresh.

RULES OF GRAMMAR AT A GLANCE

1. Agreement of subject with verb e.g. The Manager as well as his wife and children *was* shocked at the news.
2. A singular subject requires a singular verb even though intervening words may be plural.
e.g. A new system of ideas and principles *has* been started.
3. The verb agrees with the subject not with the predicate noun (noun which follows the subject).
e.g. The best time to see the stars is two hours after midnight.
4. A compound subject connected by 'and' takes a plural verb. e.g. Precision and speed in typing are acquired by practice. But when the compound subject consists of two words of closely related meaning or of two nouns naming the same person, the verb is singular.
e.g. My coach and helper gives me confidence.
5. Use singular verbs *with* singular pronouns including each, either, anyone, neither, someone, anybody, everybody, nobody, none, e.g. Each of five patients *has* been cured.
6. None usually takes a plural verb unless a singular idea is clearly expressed.
e.g. None of them are willing to take the responsibility.

7. When a subject is connected by either-or, neither-nor the verb is usually made to agree with the nearer.

e.g. (i) Neither the car nor its occupants *were* shaken.

(ii) Neither the occupants nor the car *was* shaken.

Rule: Neither + Subject 1 + Nor + Subject 2 + Verb of Subject 2 + Object (Same Rule for Either-Or).

Subject 1 + as well as + subject 2 + verb of object 1 + object (Same Rule for In addition to, alongwith besides).

8. Use a singular verb when the subject is the name of the book, a poem, a newspaper, a motion picture or a drama or the like, e.g. The complete works of Shaw *is* an immense book.

‘The Times of India’ *is* an excellent paper.

9. Quantity and sums or multiples of numbers when expressing a singular idea may take a singular verb.

e.g. 12 inches *is* one foot.

10. Fractions take a singular verb if the subject of the following phrase is singular. They take a plural verb if the object of the following phrase is plural.

e.g. 1/2 of the table *has* been set (2) 1/2 of the tables *have* been set.

11. 'There is' should be followed by a singular noun and 'There are' by plural noun.

Nouns plural in form, singular in meaning usually govern a singular verb.

e.g. The whereabouts of culprit is unknown.

Herpes is no longer a dreadful disease.

12. Collective noun requires a singular verb when the group is regarded as a unit.

A plural verb when the action involves the members of the group.

e.g. The jury is selected.

The Jury is unable to agree.

Collective noun :

The class is held nearby.

The herd of ship is gone etc.

13. 'A number' is plural, 'The number' is singular.

14. **RULE : SOME WORDS-INSIST, PERSIST, ABSTAIN, REFRAIN, FOND, KEEN, SUCCEED, PROHIBIT, CONFIDENT ARE USED IN GERUND ALONG WITH PREPOSITIONS (GERUND MEANS ITS FORM OF VERB FOLLOWED BY 'ING')**

Incorrect : She is confident of speak English even in the presence of her officers.

Correct : She is confident of speaking English even in the presence of her officers.

Incorrect : Though he was advised not to drive heavy vehicle yet he insisted to do so.

Correct : Though he was advised not to drive heavy vehicles yet he insisted in doing so.

Incorrect : I prohibited her to park her car near the police station.

Correct : I prohibited her from parking her car near the police station.

Incorrect : Everybody in this country should abstain to abuse.

Correct : Everybody in this country should abstain from abusing others.

15. **RULE : ATTRACT, AFFORD, ACCOMPANY ASSIST, RECOMMEND, REQUEST, REACH, RESIST, SHIRK, SIGN, LOVE ARE NOT FOLLOWED BY ANY PREPOSITION IF THESE ARE USED IN ACTIVE VOICE. e.g.**

Incorrect : It is difficult to say whether Sita resembles with her mother or not.

Correct : It is difficult to say whether Sita resembles her mother or not.

16. **RULE : JUNIOR, SENIOR, INFERIOR, SUPERIOR, PRIOR, INTERIOR, POSTERIOR, PREFER, ARE FOLLOWED BY 'TO' WHEN WE SAY, MY SENIOR OFFICER, MY JUNIOR OFFICER, HIS PRIOR APPROVAL etc. these words are used without 'TO' these words are also not followed by any comparison word.**

17. **RULE : NEED, DARE, HAD, BETTER, HAD RATHER ARE NOT FOLLOWED BY 'TO' e.g.**

Incorrect : Nobody can dare to challenge my authority.

Correct : Nobody can dare challenge my authority.

18. RULE : USE 'THAT' IN PLACE OF 'WHO' AND 'WHICH' AFTER SUPERLATIVE DEGREE (SUPERLATIVE DEGREE MEANS WORD FOLLOWED BY 'EST' OR MOST) e.g.

RULE : THE WORD 'THAT' IS NOT USED WITH THE WORDS, HOW, WHO, WHETHER, WHAT, WHERE, WHEN, WHOM, WHOSE, WHICH e.g.

RULE : THE WORDS 'ONE OF' IS FOLLOWED BY THE PLURAL WORD BUT IS USED IN SINGULAR e.g.

Incorrect : One of the proposal, made by the students are still to be viewed.

Correct : One of the proposals, made by the students is still to be viewed.

19. RULE : SCENERY, MACHINERY WORK, BUSINESS, FURNITURE, LUGGAGE, BREAD, HAIR, POETRY, FRUIT ARE SOME OF THE NOUNS WHICH ARE USED IN SINGULAR ONLY.

Incorrect : The owner of the shop is going to sell all his furnitures.

Correct : The owner of the shop is going to sell all his furniture.

20. RULE: WORDS- A FIVE YEAR PLAN, A FIVE RUPEE NOTE, A TEN MILE RACE, A FIVE YEAR OLD STUDENT, A SIX MAN DELEGATION, ETC. ARE USED IN SINGULAR AND THESE WORDS ARE NOT FOLLOWED BY 'S' e.g.

Incorrect : Yesterday he gave me a ten rupee notes.

Correct : Yesterday he gave me a ten rupee note.

21. RULE : AS MANY AS 'FOR NUMBER AND 'AS MUCH AS' is used FOR QUANTITY. Similarly ' No fewer than' for number 'No less than' are used for quantity.

22. RULE : WORH-PRAISING, 'WORTH SEEING', 'ENOUGH' ARE PLACED AFTER THE WORDS TO WHICH THEY QUALIFY e.g.

Incorrect : Vinod a worth-praising young man in this area.

Correct : Vinod is a worth-praising young man in this area.

RULE : 'PART FROM' FROM PERSONS AND 'PART WITH' FOR PROPERTY. SIMILARLY 'DEPART' IS USED.

Incorrect : He can part with his father but not from property.

Correct : He can part from his father but not with his property.

23. RULE : 'EXCEED' AND 'MORE THAN' ARE NOT USED TOGETHER. ONE OF THE TWO IS USED e.g.

Incorrect : In the examination, your essay should not exceed more than ten lines.

Correct : In the examination, your essay should not exceed ten lines.

24. RULE : USE OF 'AS IF'

Incorrect : She behaves as if she is the Captain of this team.

Correct : She behaves as if she were the Captain of this team.

25. RULE : IF TWO NOUNS DENOTE THE SAME MEANING, BOTH THE NOUNS ARE TREATED AS SINGULAR, e.g.

Incorrect : The Principal and Clerk of this office are on leave today.

Correct : The Principal and the Clerk of this office are on leave today.

26. RULE : 'A MAJORITY' IS TREATED AS ONE GROUP. THE MAJORITY IS TREATED AS PLURAL i.e. MORE THAN ONE GROUP WHEREAS 'A NUMBER' IS TREATED AS PLURAL AND 'THE NUMBER AS SINGULAR.

Incorrect : A large number of students has got through the written tests.

Correct : A large number of students have got through the written tests.

27. RULE : WE DO NOT USE DOUBLE COMPARATIVE DEGREE IN A SENTENCE e.g.

Incorrect : In Table-Tennis, he is more better than I.

Correct : In Table-Tennis he is better than I.

Incorrect : She is more cleverer than her brother.

Correct : She is cleverer than her brother.

RULE : IN ONE SENTENCE DOUBLE NEGATIVE SHOULD NOT BE USED.

Incorrect : He has not done nothing wrong in the case.

Correct : He has not done anything wrong in the case.

28. RULE : SOME WORDS SEEM TO BE SINGULAR, BUT THEY ARE USED AS PLURAL. THEY ALSO TAKE PLURAL VERB WITH THEM. THEY ARE GIVEN BELOW:

Gentry, Mankind, Public, Police, Cattle, Clergy, Majority.

29. RULE : FLOW, FLOWED, FLOWED (FOR WATER) FLY, FLEW, FLOWN, (FOR BIRDS), FLEE, FLED, FLED (FOR PERSONS).

Incorrect : The water is flowing in river.

Correct : The water is flowing in the river.

Incorrect : This parrot has flew away.

Correct : This parrot has flown away.

Incorrect : The criminal has flown away.

Correct : The criminal has fled away.

30. RULE : THERE ARE CERTAIN VERBS (AVENGE, ACQUIT, PRIDE, ABSENT, RESIGN, AVAIL, APPLY, EXERT, SET ETC.) WHICH, IF USED REFLEXIVELY, DO NOT OMIT THE REFLEXIVE PRONOUN, AS,

- (i) He avenged himself upon his enemy.
- (ii) She absented herself from college yesterday.
- (iii) He resigned himself to the will of the Almighty.
- (iv) He availed himself of this opportunity.

31. RULE : CERTAIN VERBS (KEEP, BREAK, ENLIST, QUALIFY, MAKE, HIDE, DASH, SET, SPREAD, BUST, FEED, GATHER, STOPPED, ETC) DO NOT CARRY THE REFLEXIVE PRONOUN.

32. RULE : WHEN TWO NOUNS ARE CONNECTED BY ‘AS WELL AS’ BESIDES ‘IN ADDITION TO’, ‘LIKE’, ‘TOGETHER...A VERB IN THE SINGULAR IS USED, WHEN THE FIRST NOUN IS IN THE SINGULAR, AS,

- (i) Seema as well as Sapna has joined the school.
- (ii) The leader besides his followers has been arrested.
- (iii) The professor together with all his students was present there.

33. RULE : WHENEVER A SENTENCE BEGINS WITH NEGATIVE EXPRESSION, THE VERB USUALLY PRECEDES THE SUBJECT; AS,

Never have I undertaken such a great risk.

A verb should agree with its subject and not with its complement.

Incorrect : The stars was our only guide.

Correct : The stars were our only guide.

34. RULE : WHEN TWO NOUNS OR PRONOUNS ARE JOINED BY ‘NOT ONLY-BUT ALSO’, THE VERB AGREES WITH THE SECOND NOUN OR PRONOUN, AS,

Not only the students but also the teacher is going to take part in this debate.

35. RULE : IN A COMPOUND SENTENCE, A SINGLE VERB CANNOT STAND FOR TWO SUBJECTS IF THEY ARE NOT IN THE SAME NUMBER. BUT IF THE SUBJECTS ARE IN THE SAME NUMBER, A SINGLE VERB WILL DO FOR BOTH OF THEM.

Incorrect : His nature is good and his habits simple.

Correct : His nature is good and his habits are simple.

36. RULE : CERTAIN VERBS SUCH AS AVOID, ENJOY, WORTH, HELP, REMEMBER, STAY.....TAKE GERUND.

Incorrect : She avoids to tell a lie.

Correct : She avoids telling a lie.

Certain verbs (regard, treat, describe, represent) are followed by ‘as’ while certain other verbs (call, name, think, etc) omit ‘as’ and take to accusatives.

Incorrect : Please treat him your friend.

Correct : Please treat him as your friend.

37. RULE : DANGLING MODIFIERS

Modifiers are single words or word groups that modify the meaning of others. As such they are used properly when (1) there is a definite word that they modify and (2) there are situated as close to that word as possible.

A modifier is said to ‘dangle’ when the word it modifies has been omitted from a sentence. To convert this problem, rewrite the sentence to include the modified word.

Incorrect : Driving along the highway, the mountain came into my view.

Correct : Driving along the highway, I viewed the mountain.

38. **RULE : SPLIT INFINITIVE**

When using infinitive phrases, avoid separating the infinitive marker “to” from the rest of the phrase.

Incorrect : He wants to immediately go.

Correct : He wants to go immediately.

THE CORRECT USE OF TENSES

If the verb in the principal clause of a complex sentence is in the past tense, the verb in the subordinate clause must also be in the past tense.

Incorrect : I would make a mistake if I trust her.

Correct : I would make a mistake if I trusted her.

EXCEPTION

(A) : The past tense in the principal clause of a complex sentence may be followed by a present tense if a universal truth or a habitual fact is stated in the subordinate clause.

(B) A universal truth can be either a scientific fact or moral or spiritual truth.

Incorrect : The teacher told us that earth moved round the sun.

Correct : The teacher told us that the earth moves round the sun.

Incorrect : The headmaster said that he never forgave a bad boy.

Correct : The headmaster said that he never forgives a bad boy.

2. In case of two past actions in the same sentence, the first action should be in the Past Perfect Tense and the second in the Past Indefinite Tense.

3. A conjunction of comparison can be followed by any tense in the subordinate clause, according to the sense; as

(i) Ram works as much as Sham works.

(ii) Surinder walked as fast as John has walked.

4. (a) If the verb in the principal clause is in the Present or Future Tense, the verb in the dependent clause may be in any tense according to the sense.

(b) If the subordinate clause is an adjective clause, it may have any tense according to the sense.

(i) I think I work honestly.

(ii) I think I shall work honestly.

5. 'Shall' or 'Will' is not all necessary in the first clause of sentence showing condition; as, (Present Indefinite Tense is combined with Future Indefinite Tense)

(i) If it rains, we shall not go out.

(ii) When I go home, I shall see my brother.

6. The Present Perfect Continuous Tense should be used to express an action that began in the past and continues in the present time; as

(i) Sheel has been working in this college for the last four years.

7. The Past Indefinite Tense should be used to express an action that took place in the past.

Incorrect : He has come back from Bombay yesterday.

Correct : He came back from Bombay yesterday.

NOTE: Whenever the word 'yesterday' last year, previous day occur in a sentence, it shows that an action took place in the past and the sentence is always in the Past Indefinite Tense.

An Exception: The Past Indefinite Tense is not to be used with an adverb or any other word that expresses the present time. For example:

(i) Rajbir came back from Delhi just now.

Rajbir has come back from Delhi just now.

(ii) I did not finish the work yet.

I have not finished the work yet.

8. The Past Perfect Tense should be used when one action had been completed before another began.

Incorrect : The train left before I reached the station.

Correct : The train had left before I reached the station.

9. The Past Perfect Continuous Tense should be used to express an action that was finished at a certain time in the past, but had been going on till that time.

Incorrect : She was playing for one hour when I went to see her.

Correct : She had been playing for one hour when I went to see her.

IMPORTANT POINTS TO REMEMBER ABOUT THE USE OF PREPOSITION

(1) Between, Among :

Between is used for two things and Among for more than two; as

- (i) Distribute these copies among all these students.
- (ii) Distribute these chocolates between these two children.

(2) In, Into:

‘In’ is used for things at rest while ‘into’ is used for things in motion; as,

- (i) I went into my class room.
- (ii) She was standing in her drawing room.

(3) At, In :

‘At’ is used with names of small towns and villages while ‘in’ is used for big cities and countries. Also ‘at’ is used for a point of time, while ‘in’ is used for a period of time.

IMPORTANT POINTS TO REMEMBER ABOUT THE USE OF CONJUNCTIONS.

- (1) The use of of and, but, both, as well as.
 - (i) The use of ‘and’ and ‘but’ is often confusing. Remember that ‘and’ is used to join two words of clauses of the same type; ‘but’ is used to join two antithetical clauses.
 - (ii) ‘Both’ is always used in the positive sense. It is followed by ‘and’ (not by as well as) and is placed just before the words which it refers to.
 - (iii) “As well as” joints two statements or facts and is followed by a verb which agrees with the subject immediately preceding the conjunction.

- (2) The use of Though, Although, Hardly, Scarcely, Lest, No sooner, Neither, Either, such, Not only.
 - (i) ‘Though’ and ‘Although’ are followed by ‘yet’ and not by ‘but.’
 - (ii) ‘Hardly’ and ‘Scarcely’ are followed by ‘when’ and not by ‘then’.
 - (iii) ‘Lest’ is followed by ‘Should’. Do not use ‘not’ after lest.
 - (iv) ‘No sooner’ is followed by ‘than’.
 - (v) ‘Neither’ is followed by ‘nor’ and ‘Either’ is followed by ‘Or’
 - (vi) ‘Such’ is followed ‘as’.
 - (vii) ‘Not only’ is followed by ‘but also’ or ‘but’.

(3) The use of 'Unless', 'Until', 'As long as' :

(i) 'Unless' is used to mean 'If not'. Do not confuse it with 'if'.

(ii) 'Until' is used to express 'time before'. Avoid its confusion with 'unless' and 'as long as'.

(iii) 'As long as' is used to express 'time how long'

Examples :

Incorrect : Unless they do not work hard, they will fail.

Correct : Unless they work hard, they will fail. (or, If they do not work hard, they will fail.)

RULE : 'As' may be followed by 'so' when some emphasis is to be given e.g. As you sow, so shall you reap.

