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PART I-GRAMMAR

Chapter-1 Subject Verb Agreement

Before we move on to the main subject of this article, we will discuss the definition of a sentence.

A *sentence* is a group of words that make *complete sense*. A sentence also must have an appropriate punctuation mark. Without an appropriate punctuation mark, the sentence may be considered grammatically incorrect or incomplete.

Let's take a few examples of a sentence:

Example 1: She went to the market to buy a washing machine.

Example 2: She went to the market.

Example 3: She went.

All of the above are examples of a complete sentence. A sentence may be simple, compound or complex; but it must necessarily have a subject and a verb. Without a subject and a finite verb, a sentence cannot be created. So, in the English language, a subject and a verb are the two minimum requirements to frame a complete sentence.

Subject Verb Agreement: The subject and the verb must agree both in number and person. This is the only principle which governs the Subject Verb Agreement in a Sentence.

The table below explains that rule:

Person	Singular	Verb	Plural	Verb
First Person	I	am	We	are
Second Person	You	are	You	are
Third Person	He, She , It	is	They	are

As highlighted in the above table, the changes in the verb are governed both by the Person and by the Number of the subject.

The Person rule is simple and straightforward; but the number rule is subject to a few exceptions. We will later discuss those exceptions in detail.

What can be a subject in a sentence? Here is a table that highlights the various forms in which a subject might appear.

Form of subject	Example
Noun (phrase) or pronoun	The large car stopped outside our house.
A gerund (phrase)	His constant hammering was annoying.
A <i>to</i> -infinitive (phrase)	To read is easier than to write.
A full <i>that</i> -clause	That he had traveled the world was known to everyone.
A free relative clause	Whatever he did was always of interest.
A direct quotation	I love you is often heard these days.
Zero (but implied) subject	Take out the trash!
An expletive	It is Sunday.

To identify the subject, one must spot the verb and ask a question that the verb along with the predicate is supposed to answer. The answer that one would get is the Subject of the sentence.

Example 1: The large car stopped outside the house- *What stopped outside the house? The Large car.*

Example 2: His constant hammering was annoying- *What was annoying? His constant hammering*

Example 3: To read is easier than to write-*What is easier than to write? To read*

Example 4: That he had travelled the world was known to everyone-*What was known to everyone? That he travelled the world.*

Example 5: Whatever he did was always of interest-*What was always of Interest? Whatever he did.*

Example 6: I love you is often heard these days- *What is often heard these days? I love you*

Example 7: The subject is implied. It is not visible. 'Take out the trash!' can be rephrased as 'You take out the trash.' *Who should take out the trash- You.*

Example 8: It is Sunday. Here 'it' is just a filler and has no meaning. *The subject is 'Sunday'. What is it? It is Sunday.*

Countable and Uncountable Nouns: *Count nouns* or *countable nouns* are common nouns that can take a plural, can combine with numerals or counting quantifiers (e.g., *one, two, several, every, most*), and can take an indefinite article such as *a* or *an* (in languages which have such articles). Examples of count nouns are *chair, nose, and occasion*.

Mass nouns or *uncountable* (or *non-count*) *nouns* differ from count nouns in precisely that respect: they cannot take plurals or combine with number words or the above type of quantifiers. For example, it is not possible to refer to *a furniture* or *three furnitures*. This is true even though the pieces of furniture comprising *furniture* could be counted. Thus the distinction between mass and count nouns should not be made in terms of what sorts of things the nouns refer to, but rather in terms of how the nouns *present* these entities.

Many nouns have both countable and uncountable uses; for example, *beer* is countable in "give me three beers", but uncountable in "he likes beer"

Examples of countable nouns: boy, boys; child, children; alumnus, alumni; tooth, teeth; criterion, criteria; basis, bases; etc.

Examples of uncountable nouns: knowledge, information, water, air, garbage, money, etc.

Since countable nouns can be counted, they have singular and plural forms.

Uncountable nouns on the other hand are always singular.

Subject Verb Agreement (SVA) is one of the most important principles of standard and grammatically correct English. Sentences with incorrect subject verb agreement are considered fundamentally flawed.

The subject and the verb are the elements that represent the most important information in the sentence; remove either the subject or the verb, and you have a sentence that is incomplete, incorrect and incomprehensible.

The SVA rule says that: If the subject of the sentence is singular, then the corresponding verb must also be singular; similarly, if the subject of the sentence is plural, then the corresponding verb must also be plural. Compare:

The teacher is from India. (The subject here is a singular noun ‘The teacher’)

The teachers are from India. (The subject here is a plural noun ‘The teachers’)

In both the cases above, we have a simple subject ‘The teacher/the teachers’; but the subject of the sentence may not always be simple. When the subject of the sentence is complex, the verb must agree with the main noun in that in the subject.

Many leading members of the club have accused me of ignoring the long-term interests of the club.

Here we have a complex subject: Many leading members of the club. The main noun in this subject is ‘members’. Since the main noun is plural, the verb is plural.

The only man who is capable of doing this is he.

Here we have a complex subject: The only man who is capable of doing this. The main noun of the subject is ‘man’. Since the main noun is singular, the verb is singular.

The reader or the writer must develop the habit of spotting the subject and its corresponding verb in a glance.

We have seen that the subject could be a simple noun, plural or singular; or the subject could be a complex phrase with many modifiers. When our ideas are simple, the subjects usually are very simple, but when our ideas are complex, the subjects may in turn become complex.

Man is a social animal (‘man’ is the subject without any modifier)

The modern man is a social animal (‘man’ is the main subject with two modifiers: the, modern)

The man with a sense of humor is a social animal (‘man’ is the main subject with three modifiers: the, man, and the prepositional phrase ‘with a sense of humor’)

The man sitting on the extreme right hand side is a social animal (‘man’ is the main subject with three modifiers: the, man, and the participial phrase ‘sitting on the extreme right hand side’)

The man who has a sense of humor is a social animal (man' is the main subject with three modifiers: the, man, and the relative clause 'who has a sense of humor')

Reading the above sentences, we see that the subjects of the sentences have become more and more complex. This complexity must be carefully understood by the writer. But is there any practical need of having a complex subject? The answer is 'YES'.

We live in a world in which we have complex situations and circumstances that give rise to complex ideas, each idea being unique and independent from the others. To express these ideas, one may need a complex subject; these complex subjects separate the idea from myriads of other similar ideas.

The sentences expressed by a matured and educated man must not appear like those written by school boy.

Compare:

The results are not accurate (The results in general are not accurate)

The results declared on the website are not accurate (The results declared on the website are not accurate)

The engineering entrance results declared on the website are not accurate (The engineering entrance results and not any other entrance)

Rule1: before framing a sentence, the writer must ponder over the subject of his sentence; by doing so he would be able to avoid repetition and redundancy.

John is rich

John, the son of the village parson, is rich

John, the son of the village parson who was honored last year by the king, is rich

John, the son of the village parson who was honored last year by the king, is rich and famous

Today, John, the son of the village parson who was honored last year by the king, is rich and famous, so rich and famous that every girl in the village desires to marry him.

Today, John, the son of the village parson who was honored last year by the king, is rich and famous, so rich and famous that every girl in the village, regardless of caste or class, desires to marry him.

In all of the above examples, the subject of the sentence is a simple proper noun: John.

Subject Verb Agreement Rules:

1. Beware of the “Error of Proximity”.

The quality of the oranges were not good-Incorrect

The quality of the oranges was not good-Correct

Here the subject of the sentence is ‘The quality’ and not ‘the oranges’

The state of his affairs were such as to cause anxiety to his creditors-Incorrect

The state of his affairs was such as to cause anxiety to his creditors-Correct

His knowledge of Indian Vernaculars are far beyond the common-Incorrect

His knowledge of Indian Vernaculars is far beyond the common-Correct

2. Two or more singular nouns or pronouns joined by and require a plural verb.

Gold and Silver are precious metals.

She and I were playing hide and seek.

Love and power cannot go hand in hand.

3. If the nouns suggest one idea to the mind, or refer to the same person or thing, the verb is singular

Rajma and Chawal is my favourite dish.

War and Peace is one of the greatest novels ever written

The rise and fall of the tide is due to lunar influence.

The horse and the carriage is at the door.

4. Words joined to a singular subject by with, as well as, etc., add unnecessary or extra information to the subject and therefore must be followed by a singular verb.

French, *as well as German*, was taught here.

The ship, *with its crew*, was lost.

He *along with his friends* has gone for a movie.

5. Proximity Rule: This rule is applicable where two or more subjects are connected by: or, either...or, neither...nor. The subject that is closest to the verb decides the number of the verb.
Our happiness or our sorrow is largely due to our actions.
Neither praise nor blame seems to affect him.
Neither my uncle nor my aunts are coming.
Either my sisters or my brother is responsible.
Either he or I am mistaken.
6. Either, neither, each, everyone, many a must be followed by a singular verb.
Each of these substances is found in India
Everyone has come.
Many a man has done so.
Neither of the two men was very strong
He asked me whether either of the applicants was suitable.
7. Two nouns qualified by each and every, even though connected by and, require a singular verb
Every boy and every girl was given a packet of sweets.
8. Some nouns which are plural in form but singular meaning take a singular verb.
The news is true
The wages of sin is death
Mathematics is easier than Physics
9. A collective noun takes a singular verb when the collection is thought of as one whole; plural verb when the individuals of which it is composed are thought of.
The committee has issues its report.
The committee are divided on one minor point.
10. When the plural noun is a proper name for some single object or some collective unit, it must be followed by a singular verb.
The United States has a big navy.
The Arabian Nights is still my favorite book.
11. When the plural noun denotes some specific quantity or amount considered as a whole, the verb is generally singular.
Ten kilometers is not a long distance.

Fifty thousand rupees is a large sum.

12. Words such as glasses, pants, pliers, and scissors are regarded as plural (and require plural verbs) unless they're preceded the phrase *pair of* (in which case the word *pair* becomes the subject).

My glasses were on the bed

My pants were torn

A pair of scissors is in the closet (the reader must note that in this case the subject is 'a pair', which is singular; hence the verb should also be singular)

13. Usually all indefinite pronouns are singular, with a few exceptions (to know more about pronouns and indefinite pronouns, please read the article on Pronouns)

Some of the chief indefinite pronouns are: ***each, either, none, one, some, few, many, all etc.***

A number of compounds are sometimes classed as indefinite pronouns; as, ***anybody, anything, everybody, everything, nothing, somebody, something and a few more.***

Each of the girls is good at singing (the subject here is the indefinite pronoun 'each')

Either of the girls is good at singing (the subject here is the indefinite pronoun 'either')

Everyone is good at singing (the subject here is the indefinite pronoun 'everyone')

The Pronouns 'some, all, any, none, most' may refer to both countable nouns and uncountable nouns.

Some of the boys are rich

Some of the milk has leaked

All of the boys are rich

All of the milk has leaked

Most of the boys are rich

Most of the milk has leaked

We observe that in each set the verb is singular or plural, depending on the noun to which the pronoun refers.

Chapter II- Pronouns

The pronoun is a word used in place of a noun. It is used in place of noun in two different ways:

- I. As a substitute for some definite noun which might be put in its place.

By allowing the noun to be replaced by it, the pronoun plays a very important role in making our sentences less tedious and cumbersome. Instead of having a sentence like ‘The man told the wife that he loved her’, we would have had a sentence ‘The man told the wife that man loved the wife’.

The sentence in the first form is elegant and more agreeable to our ears. The pronoun carries on the thought in a lighter and easier way. According to James Fernald ‘It is the great labor-saving contrivance of language’.

The noun to which the pronoun refers is called ‘The Antecedent’. The antecedent of a pronoun is ordinarily a noun, but may be another pronoun.

- II. As taking the place and having the effect of a noun, without being a substitute for any definite noun, expressed or understood.

Thus in the phrase ‘It snowed all day’, no noun can be thought of for which ‘it’ is a substitute. We cannot say ‘the weather snowed all day’ OR ‘The atmosphere snowed all day’. ‘It’ is not a substitute for any particular noun, but holds a place such as a noun might hold, as the subject of a verb, maintaining the form of the sentence.

Here are a few properties of the pronouns:

1. The interrogative pronoun, as a rule, has no antecedent; we ask just because we do not know any definite object to refer to; as, who owns that property?
2. The pronoun must agree with its antecedent in gender, person and number if the gender, person and number of the pronoun referring to the antecedent are indicated.
3. If the gender, person and the number of the pronoun are indicated, the pronoun called an ‘indefinite pronoun’; we shall discuss this category of pronouns later in detail.

Pronouns may be divided into six classes or groups:

1. Personal pronouns: I, you, he, she and it
2. Demonstrative pronouns: this and that
3. Interrogative Pronouns: who, which and what
4. Relative Pronouns: who, which, what and that
5. Indefinite Pronouns: another, any, each, either, none etc.
6. Adjective Pronouns: this, that, any, each etc.

These classes, with their differences in form and use, will be treated independently in different sections.

Personal Pronouns:

A personal pronoun is one that shows by its form whether the person speaking, the person spoken to, or the person or thing spoken of is referred to

The table below gives a snapshot of the different personal pronouns used in the English language:

		Nominative	Objective	Possessive
First person	Singular	I	Me	Mine
	Plural	We	Our	Ours
Second person	Singular	You	You	Yours
	Plural	You	You	Yours
Third person	Singular	He, She, it	Him, Her, It	His, hers, its
	Plural	They	Them	Theirs

The nominative case of the pronoun is the case in which the pronoun is the subject of the sentence or the entity that takes the action. The interrogative pronoun ‘*who*’ is the equivalent of the nominative case.

He is far ahead of others

(Here the pronoun ‘He’ is the subject of the sentence and hence it is in the nominative case). The interrogative form for this would be: ***Who is far ahead of us?***

It is he who is responsible for the disaster OR It is he who yelled at me yesterday

(Here, again, the pronoun 'he' is the subject of the discussion; the other way of writing this would be: He is responsible for the disaster OR he yelled at me yesterday). The interrogative form for this would be: ***Who is responsible for the disaster?***

The man whom I saw yesterday is he

(Here, again, the pronoun 'he' and the subject 'the man' are one and the same thing; in formal English, the sentence: the man whom I saw yesterday is him, would be considered incorrect). The interrogative form for this would be:

Who is he?

Thus, the nominative case of the pronoun is determined not by the position of the pronoun in the sentence but by the role of that pronoun in that sentence. Asking a question 'Who...' will help us determine whether the pronoun required is the objective case or the nominative case.

The objective case of the pronoun is the case in which the pronoun is the object of the verb (the recipient of the action) or the object of the preposition. The interrogative pronoun 'whom' is the equivalent of the objective case.

He slapped them OR He got the message from them

(In both the versions we have used one pronoun in the nominative case and one in the objective case; the pronoun in the nominative case is the subject of the sentence; the pronouns in the objective case are the object of the verb 'slapped' and the object of preposition 'from' respectively)

It is he whom I met yesterday in the train

(Here the pronoun 'he' is the subject of the sentence, but the object of the verb 'met' in the relative clause 'whom I met yesterday'; for this reason, though the pronoun 'he' is the subject of the sentence, it is referred to by the objective 'whom')

The following version of the above sentence would be considered incorrect:

It is him whom I met yesterday in the train/It is he who I met yesterday in the train)

Observe the following examples:

Whom did you meet? (NOT who did you meet?)

I met him/ It is he whom I met (In the first case, the subject is 'I', the object of the verb 'him'; in the second case, the same person becomes the subject of the sentence)

The nominative 'who' and the objective 'whom', though very much interchangeable in conversation, must be used very carefully in formal writing.

Demonstrative Pronouns:

A demonstrative pronoun is one that directly indicates its antecedent. 'This' points out its object near in space, time or thought; 'that' points its object as comparatively remote in space, time or thought.

This or that may refer not to any single noun as an antecedent, but to a phrase, clause, or sentence, or even an implied thought. Thus: 'Is the theory of evolution a mere hypothesis?' 'It is not for me to answer; let matters such as this (is the theory of evolution a hypothesis?) be taken by the naturalists'.

Interrogative Pronouns:

Interrogative pronouns: who, which and what are used to ask questions.

Nominative case: who (who is he? He is my friend)

Objective case: whom (who do you know? I know him)

Possessive case: whose (whose book is this? This book is his)

Certain points the reader must keep in mind:

- Who as an interrogative is used only for persons
- 'Which' as an interrogative may be used for things, animals and in rarest of the rare cases for persons.

- Interrogative pronouns have no antecedents

Relative Pronouns:

A relative pronoun is a pronoun that relates to an antecedent and at the same time joins it to a limiting or qualifying clause; as, this is the *man* **who has seen the pyramids**; this is the *house* **that I live in**; he is fond of *oranges*, **which are very healthful**; *John*, **whose mother passed away last week**, is all set to become the new sheriff; *Raj*, **whom my father has never seen**, will come to my place.

In all the examples stated above, the relative pronouns are underlined.

The relative pronouns bring with them relative clauses (having a subject and a verb); the relative clauses in the above examples are in bold. All the relative clauses have a relative pronoun, and these relative pronouns point to the noun that comes immediately before the relative pronoun. In the above examples, the nouns to which the relative pronouns refer are italicized.

The relative clauses may be essential or non-essential; compare the examples below

The boy ***who is wearing a white shirt*** is my class mate/ Nishant, ***who is wearing a white shirt***, is my classmate

The man ***who helps his neighbors*** is indeed generous/ John, ***who helps his neighbors***, is generous

If the relative clause, as in the second case of the above examples, points to something that is sufficiently identified, then the relative clause should come in commas; but if the relative clause, as in the first case of the above examples, points to something that is not sufficiently identified, then the relative clause should not come in commas. Because Nishant and John are sufficiently identified, as the name itself is enough for the identification, the relative clauses qualifying them are enclosed in commas. But because the boy and the man are not sufficiently identified, making the relative clauses restrictive in nature, the relative clauses qualifying them are not enclosed in commas.

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Thus, depending upon whether the restrictive clauses are providing essential or non-essential information, we can say that restrictive clauses are restrictive or non-restrictive.

Taking the discussion of relative clauses ahead, I will now lay down the difference between the relative pronoun 'that' and 'which'.

Much of the discussion above is relevant here as well. Just as 'who' and 'whom' point to human beings, so which and that point to inanimate objects or things.

If the relative clause provides essential information, the removal of which could lead to a significant loss of information, then that information should be introduced with the relative pronoun 'that'. But if the relative clause provides essential information, the removal of which may not lead to a significant loss of information, then that information should be introduced with the relative pronoun 'which'.

Mumbai, **which is a coastal city**, is the financial capital of India. (Even if we remove the part that is underlined, there isn't any significant loss of information)

The cities **that are located on the banks of major rivers** are the financial capitals of their regions. (If you remove that part that is underlined, then there is a vital loss of information)

Indefinite Pronouns:

An Indefinite Pronoun is a pronoun that represents an object indefinitely or generally; as, ***any of you can take the lead; either of them is not here; someone must be responsible for this; some of the men are rich.***

Some of the chief indefinite pronouns are: ***each, either, none, one, some, few, many, all etc.***

A number of compounds are sometimes classed as indefinite pronouns; as, ***anybody, anything, everybody, everything, nothing, somebody, something and a few more.***

The indefinite pronouns each, either, and neither are sometimes termed Distributive Pronouns, because they separate some one of the objects referred to from other spoken in the same connection.

The indefinite pronouns grouped in the phrases, each other, one another are sometimes called Reciprocal pronouns because the action of each is regarded as affecting the other. Strictly, each other should be used only of two persons, one another of more than two; as, the husband and wife love each other; the players were congratulating one another.

Indefinite pronouns and the subject-verb relationships that govern the indefinite pronouns are discussed in the Subject Verb Agreement section:

Adjective Pronouns:

The demonstratives this (plural these) and that (plural those), the interrogatives which and what, and all the indefinite pronouns, except none, may be used with nouns and pronouns like adjectives; as ***this book, those apples, that man, some boys, all women*** etc.

Who is never used as an adjective pronoun. ‘None’ is never used in modern English as an adjective pronoun; the adjective ‘no’ takes the place of ‘none’ before a noun or a pronoun; as, no man, no one.

Chapter III- Verbs, Gerunds, and Participles

The word verb is derived from the Latin verbum, “word”. This part of speech was so called because it was felt to be the most important word.

The noun is dead mass or substance; the adjective is mere quality or description; the verb adds movement, action; by the verb the language becomes alive.

A verb is a word expressing action; as, I dined; go to this place.

The action expressed may be outward action; as walk, run, ride, go, come, look, etc. or the action may be only a movement of the mind; as, be, exist, remain, endure etc.

Verbs of the latter class are said to express being or state, but they express this being or state in the form of mental action. The verb can express time, and time always indicates action or movement. No noun, pronoun or adjective expresses time.

Classes of Verbs:

Transitive and Intransitive Verbs:

According to their relation to objects, the verbs are divided into two classes: (1) Transitive Verb and (2) Intransitive Verb.

Transitive Verbs take object; as, the enemy destroyed the city (Here, the verb destroyed takes the object 'the city')

Intransitive Verbs do not need or cannot take an object; as, the building collapsed (Here, the verb 'collapsed' does not take any object)

On the other hand, numerous verbs are used both transitively and intransitively according to the meaning to be conveyed; as,

He is studying his lesson (transitive)

He is studying (intransitive)

Principal and Auxiliary Verbs:

A principal verb is one that expresses by itself some act or state, or if in combination with some other verb, expresses the leading thought of the combination; as, I read, I will go.

An auxiliary verb is one that is joined to a principal verb in order to express the action or state of that principal verb in a certain manner of time; as, I will run; I can read; I shall go.

The auxiliary verb cannot express a complete idea by itself; as ***I can*** (the sentence sounds incomplete because the principal verb is missing; ***I can come*** sounds complete and meaningful because of the presence of the main verb 'come')

The verb is the most important element of a sentence; for a sentence to be meaningful, the subject and the verb must go hand in hand. **The verb that has a definite relation with the subject is called the finite verb.**

For example:

He works all day [*'works' is a finite verb (simple present tense) because it has a definite relation with the subject 'He'*]

He worked all day [*'worked' is a finite verb (simple past tense) because it has a definite relation with the subject 'He'*]

He likes to work all day [*'likes' is a finite verb (simple present tense) because it has a definite relation with the subject 'He'*]

He liked to work all day [*'liked' is a finite verb (simple past tense) because it has a definite relation with the subject 'He'*]

What, then, is the function of **'to work'**? **'To work'** is not the finite verb of the sentence, because it does not reflect the tense of the sentence; the tense of the sentence is always expressed by the main verb. The non-finite verbs are forms of the verb that are not related to the subject.

There are three different forms of non-finite verbs:

1. The infinitive
2. The gerund
3. The participle

In the sentences given below, after picking the subject and the verb, we will note down the other non-finite verbs. All the non-finite verbs are underlined.

I swim in the pool early in the morning (*The pronoun 'I' is the subject of the sentence; the corresponding verb for that subject is 'swim'. There are no non-finite verbs in the sentence*)

Swimming is my favorite exercise (*The subject here is 'swimming', which is a gerund. The -ing form of the verb acting like a noun is called gerund*)

I love to swim with my daughter (*The pronoun 'I' is the subject of the sentence; the corresponding verb for that subject is 'love'. 'To swim' is the non-finite verb; it is called the infinitive. All 'to+ bare verb forms' are called the infinitive (to swim, to eat, to love, to enjoy...)*)

Some people wear swimming suit at work (*The subject here is 'some people', and the corresponding verb is 'wear'. Now, we have 'swimming', which is an -ing form of the verb swim; this -ing form of the verb is acting like an adjective for the noun 'suit'; hence, it will qualify as a participle*)

We will discuss each of these non-finite verbs in detail

Gerund:

The -ing form of the verb could be a gerund or a participle. We must understand that they both are not the same.

When the -ing form of the verb functions like a noun, then it is a gerund; in other words, the gerund occupies place which otherwise would have been occupied by a noun.

Swimming is my favorite sport (*Here 'Swimming' is the subject of the sentence, and can be replaced by a noun: Cricket is my favorite sport*)

Nishant is swimming (*here 'swimming' is part of the verb and functions very much like a verb*)

Nishant is my swimming coach (*here 'swimming' is not a part of the verb, but instead qualifies a noun. Here 'swimming' acts like an adjective. It is the present (-ing) participle*)

Just as a noun can be a subject of a sentence, direct object of verb, subject complement, or object of preposition, so a gerund can be:

Subject of a sentence: **Walking is good for health/ Oranges are good for health** (*the gerund 'walking' acts like a noun, just as 'oranges' does in the other example*)

Direct object of the verb: **My teacher does not like my writing/ My teacher does not like my face** (*the gerund 'writing' acts like a noun and is the object of the verb, just as 'face' is in the other example*)

Subject complement: **My favorite pastime is reading/My favorite fast food is pizza** (*the gerund 'reading' is the complement of the subject 'pastime', just as, in the other sentence, 'pizza' is the complement of the subject 'fast food'*)

Object of preposition: **My teacher reprimanded me for misbehaving/ My teacher reprimanded me for bad behavior** (*the gerund 'misbehaving' is the object of the preposition 'for', just as the noun 'behavior' is the object of the preposition 'for', in the other example*)

We have discussed the gerund phrases in our article on 'Phrases and Clauses'

Participles

Participles are the forms of verbs that act like adjectives. In other words, participles modify a noun or a pronoun. There are two types of participles: the present participle and the past participle. The present participle ends in -ing; the past participle ends in -ed, -en, -d, -t or -n.

The disappointed man did not wish to speak to anyone (*the participle 'disappointed' acts like an adjective, modifying the noun 'man'*)

The wandering gypsies met a hermit (*the participle 'wandering' acts like an adjective, modifying the noun 'gypsies'*)

Heart-broken, she walked out of the room (*the participle 'hear-broken' acts like an adjective, modifying the pronoun 'she'*)

The burning bush had a profound impact on Moses (*the participle 'burning' acts like an adjective, modifying the noun 'bush'*)

We have discussed the participle phrases in our article on 'phrases and clauses'.

Infinitives:

The infinitive is a form of the verb that consists of 'to+ the base form of the verb', such as to sit, to eat, to drink ...

Like gerunds and participles, the infinitives are based on the verb, but do not act like finite verbs. The infinitive may function as a subject, direct object, subject complement, adjective, or adverb in a sentence.

To err is human, to forgive is divine (*the sentence has two independent clauses, with each clause having a subject, and in each case the subject is an infinitive: to err and to forgive. In short, the subject of the first clause is 'to err', while the subject of the second clause is 'to forgive'*)

Everyone loves to criticize (*'to criticize' is the object of the verb 'loves'*)

His aim is to be famous (*'to be famous' is the complement of the subject 'his aim'*)

Note: *Students often confuse the infinitive 'to+verb' with the preposition 'to+object of the preposition'. They are two different things. When you have 'to' followed by a base form of the verb, then that expression is an infinitive, but when you have 'to' followed by a noun, a pronoun, a clause, or a gerund, then the 'to' is not an infinitive but a preposition.*

She likes to sit alone (*'to sit' is the infinitive*)

She is used to travelling alone (*'to' is the preposition*)

You must remember that a verb can never be the object of preposition. The object of preposition has to be a noun, a pronoun, a noun phrase, a clause, a gerund or a gerund phrase.

Verbs with –ing form and infinitives:

There are verbs that can be followed either by an object+ –ing or a possessive + –ing; the meaning in both the cases is the same; the possessive +– ing form is preferred in formal speech and writing

I resent Mark winning the French Open.

I resent Mark's winning the French Open (formal)

Verbs that express like or dislike may be used in a similar way (e.g. detest, approve of, disapprove of, hate and love)

Verbs that express the act of thinking may be used in a similar way (e.g. forget, imagine, think of, and remember)

I remember John giving a beautiful example

I remember John's giving a beautiful example (formal)

We should use the possessive form to talk about a person or a group of people.

I remembered my car winning the race (Correct)

I remembered my car's winning the race (Incorrect)

- Some verbs are followed by to+–ing (to here is a preposition)

Rita confessed to stealing the jewelry.

The employees of my company don't object to sitting for long hours at a stretch.

Other verbs like this include adapt, adjust, admit, confess, resort.

One should adapt to changing circumstances

One should adapt to new environment

The above verbs can also be followed by a noun phrase instead of to+–ing

In order to win the confidence of the manager, they resorted to lying

In order to win the confidence of the manager, they resorted to unethical practices

The government resorted to censorship of the press

- Just as we have verb+to+–ing, so we can have verb+ (some other preposition)+ –ing

verb+by+–ing (end, start, begin, close, finish,)

You must learn to end (the discussion) by summarizing what others have said.

You must learn to start (the discussion) by introducing your team members.

Verb+on+–ing (count, concentrate, depend, focus, insist, rely)

You must focus on doing well in each and every test

I insist on John's wearing a suit to the party

Verb+of+–ing (approve, disapprove, speak, tell)

I strongly disapprove of her going out with that man

I don't approve of her talking to strangers

Verb+object+from+–ing (deter, discourage, keep, prevent, stop, prohibit)

I discouraged her from taking this trip

I stopped her from jumping into the well

- There are verbs that may be followed by an object, and then by an –ing or a bare infinitive (bare infinitive is without the ‘to’) with some slight change in the meanings; an –ing suggests that an action is in progress, while a bare infinitive suggests a completed action. The verbs of this kind are: see, watch, notice, observe, overhear)

I saw him jump the signal

I saw him jumping the signal

Also, the –ing suggests that only some part of the action was seen, noticed or observed, while the bare infinitive suggests that the complete action was seen, noticed or observed.

After the verbs ‘dare’ and ‘help’ we may use the to+infinitive or the bare infinitive

In the presence of my teacher, I didn’t dare say anything to him

In the presence of my teacher, I didn’t dare to say anything to him

The campaign will help us reach our customers

He helped us reach our goal

After some verbs we have to include an object before a to+infinitive; this happens mostly in active sentences

The principal warned everyone to stay inside. (NOT The principal warned to stay inside)

My boss didn’t encourage me to learn new things (NOT My boss didn’t encourage to learn new things)

The verbs of this kind are: tell, teach, show, remind, persuade, order, invite, force, entitle, encourage, enable, command, cause, believe, allow, advise)

There are verbs such as agree, consent, fail, hope, manage, offer, pretend, refuse, start, threaten, volunteer in which we can’t include an object before a to+infinitive:

The monks decided to leave early in the morning

The bank refused to accept his cheque

Chapter IV- TENSES

The simple present tense

- We use the simple present tense to express a habitual action
 - a. I get up early in the morning
 - b. I drink coffee without sugar
 - c. I sleep at 11 pm
- We use simple present tense to express general truths, beliefs, facts
 - a. The earth revolves around the sun
 - b. I know she loves me
 - c. Fortune favors the brave
- The present simple is often used in headlines that talk about events that have recently happened; as,

Germany wins the FIFA World Cup

The Prime Minister resigns

Quake hits Central India
- The Simple Present Tense is also used to express future event that is part of a fixed time table

The next train is at 9.30 pm

The train leaves at 5.20

The match starts at 10 pm
- The present simple is used to refer to contents of books, newspapers, documentaries, films etc.

In the movie *Psycho*, Alfred Hitchcock has used to some unique cinematographic techniques

The book *Crime and Punishment* has some strange characters
- We often come across the simple present tense in live commentaries, particularly the sports events, in which the action and its reporting take place simultaneously

Lara comes down the wicket and plays a defensive stroke.

Maradona passes the ball to the nearest defender

- The present simple can be used in narratives to highlight an event; as,
I was sitting in the park, and, all of a sudden, I **see** Santa Claus approaching me.
- We use the simple present with verbs that perform the action they describe; as,
I apologize for not being able to meet your expectations (I am apologizing... would seem awkward)
I forbid you to smoke here
There are many other verbs that fall in this category: acknowledge, advise, declare, deny, guarantee, thank, warn, confess, etc.
- Verbs of perception, because of their meaning, are always used in the simple present (NEVER IN THE PROGRESSIVE), such as: smell, hear, taste, recognize, see
I smell something delicious
I hear someone calling your name
I recognize this man
The food tastes good
- Verbs of appearing, too, are always used in the simple present; such as:
appear, seem, look
She seems to be disappointed
You appear sad
You look worried
- Verbs of emotion are always in the simple present tense; such as: want, wish, desire, hope, refuse, prefer, feel, etc.
- Verbs of thinking are always used in the simple present tense; such as: believe, agree, consider, suppose, understand, remember, consider, trust, forget, know, imagine, mean
- Verbs of possession are always used in the simple present tense; such as: own, possess, belong to, contain, consist etc.
- The simple present tense is commonly used with the adverbs always, usually, seldom, never, sometimes, often, frequently, generally, habitually, occasionally

The Present Continuous

- The Present Continuous Tense is used to refer to an action that is happening at the time of speaking; as,
She is singing a song
Ramesh is playing hockey
- For a temporary action that may not be happening at the time of reading
I am reading Sherlock Holmes (These days I am reading Holmes, though not exactly now)
- For an action that has been arranged to take place in the future
We are going to Bangalore to celebrate Diwali
The following time expressions are commonly used with the present continuous tense: today, at present, at the moment, still, now etc.

The Present Perfect

- The Present Perfect is used to indicate activities that just got over in the immediate past
I have arrived
We have won the match
I have hurt myself
- The Present Perfect is used to describe past action whose effect is felt in the present time
I have done my engineering from a very good college
I have studied economics
I have seen the movie
She has played for the high school basketball team
- There are certain adverbs or adverb phrases with which we often use the present perfect tense
So far, till now, today, this week, this month, already, etc.

The Present Perfect Continuous Tense

The Present Perfect Continuous Tense is used to refer to an action that began sometime in the past, and is still continuing

I have been working for five hours

Since the last five years, I haven't had a single unhappy moment

They have been playing cricket since four in the evening

The Simple Past Tense

The Simple Past is used to indicate an action completed in the past; these past actions are often indicated by the adverbs of time: yesterday, last week, last year,

I read the letter last week

She came last year

She left in the morning

Sometimes the adverbs of time indicating the past tense may not be there

I saw her in Nagpur

She knew everything

We defeated them

Since the simple past is often used with past habits, the past tense, too, may have such adverbs of time as: always, usually, seldom, never, sometimes, often, frequently, generally, habitually, occasionally

The Past continuous Tense

The past continuous tense is used to denote an action that was going on at some point in the past; remember, the action was going on, it was not complete.

We were watching the news, when he knocked the door

She was playing cricket

I was going to school

The Past Perfect Tense

The past perfect tense describes an action that got over before a specific moment in the past

Here is a good example:

Germany won the FIFA World Cup Finals. They had really worked hard for it. In the example given above, there are two events; the first event is that Germany won the FIFA World Cup; the other event is that they worked hard for it.

Since the Germans must have worked hard before they won the world cup, the second action has been kept in the past perfect tense.

The past perfect can be better understood through these examples:

I did my exercise when John came to see me (I did the exercise definitely not before John came to see me)

I had done my exercise when John came to see me (I did the exercise definitely before John came to see me)

When I reached the spot, the tragedy had happened (the tragedy happened before I reached)

When I reached the spot, the tragedy happened (the tragedy happened after I reached)

The Past Perfect Continuous Tense

It is easier for us to understand past perfect tense when we compare the tense with the present perfect tense

I have been waiting for her since 5 am (present perfect continuous tense)

I reached the station at 6 am; the guests had been waiting there since 2 am (the first event 'reached' is in the past tense. The continuous waiting of the guests was before the event 'reached', so it must be in the past perfect continuous tense)

The Simple Future Tense

The Future as a fact

We all will die someday

I will be thirty next year

The Future as a possibility

Pakistan will win the match

It may rain tomorrow

The Future Continuous Tense

We use this tense to talk about events that would be in progress at some specific time in the future

Tomorrow at this time I would be writing my English paper

I will be sitting with my parents at 7 pm

We use the Future Continuous Tense for planned actions as well

Tomorrow I will be leaving for London

I will be arriving by 5 pm

The Future Perfect Tense

While the simple future tense expresses a likelihood of an event in the near or distant future, the future perfect tense expresses the completion of an action in the near or the distant future.

I will turn 30 next year (something that will happen next year)

Next year, by this time, I would have turned 30 (something that by a certain time in the future would have happened)

The Future Perfect Continuous Tense

Like the past and present perfect continuous tenses, the future perfect continuous tense too is used for actions in progress, not in the past and present, but in the future.

By next June, I would have been working in this company for three years

Chapter V-Phrases and Clauses

We all are familiar with parts of speech. We know that in the English language there are primarily **nine different parts of speech: noun, pronoun, verb, adverb, adjective, preposition, conjunction, determiner, and interjection.**

Just by looking at a word, except for most pronouns, conjunctions, and prepositions, it is very difficult for us to say what part of speech that word belongs to.

In the Grammar section, there is a separate article for each part of speech. **This article focuses on Phrases and Clauses**

A Phrase is a collection of two or more words, a collection that does not have a subject-verb pair in it. In other words, a phrase will never have a finite verb.

But, if a collection of two or more words has a finite verb, then that finite verb must have a subject also. As a result, the collection would not be a phrase anymore; instead, it would become a clause.

Though a clause must have a subject and a finite verb, the subject and the finite verb, in itself, may not express a meaningful or complete idea. ***A clause that expresses a meaningful idea is called an independent or main clause, while a clause that does not express a complete or meaningful idea is called as a dependent or subordinate clause. A subordinate clause depends on the main or independent clause in order to make complete sense.***

For example:

A letter written in 1980

(Because this collection of words does not have a finite verb, it would qualify as a phrase)

Because a letter was written 1980

(Though this collection has a subject ‘a letter’ and a passive verb ‘was written’, it does not make complete sense; to make complete sense, it needs the support of a main clause. Compare this example with the ones given below)

A letter was written 1980

(Having a subject and a finite verb, this example expresses a complete meaningful idea; it qualifies as an independent clause. A proper punctuation would make it a sentence)

Because a letter was written in 1980, we have evidence that the place was occupied

(This example has two parts; the first part is a dependent clause, the second part is an independent clause; both taken together make complete sense)

Thus we understand that phrases and clauses are two important conceptual units of a sentence, with the phrase usually being a part of a clause. Further, before moving on to the topic of modifiers and parallel construction, we will discuss the different types of phrases and clauses.

The following are the different types of phrases that we will discuss in this section on phrases:

1. Noun Phrase
2. Verb Phrase
3. Prepositional Phrase
4. Infinitive Phrase
5. Gerund Phrase
6. Participial Phrase
7. Absolute Phrase
8. Appositive Phrase

Noun Phrase:

Every phrase has a head, which is the most important element of the phrase; it is this head that gives the phrase its name. So, in a noun phrase, the most important element is the noun.

Let's take the word 'politics'

Politics is not my cup of tea (The noun is 'politics', which is also the subject of the sentence)

The election-year politics is indeed a dirty business (The noun phrase 'the election-year politics' is the subject of the sentence. The noun 'politics' is the head of the noun phrase, with the definite article 'the' and the compound noun 'election-year' acting as modifiers)

A noun phrase, thus, has: modifier(s) + noun+ modifier(s) [these modifiers are optional]

A noun phrase could be:

Subject of a sentence: India's current economic weakness is a result of high oil prices

The noun phrase 'India's current economic weakness' is the subject of the sentence, with the noun 'weakness' as the head of the noun phrase.

Object of a verb: I ate **the five ripe shiny apples**

The noun phrase 'the five ripe shiny apples' is the direct object of the verb 'ate', with the noun 'apples' as the head of the noun phrase

Subject complement: One day I will become **the greatest orator on the planet**

The noun phrase 'the greatest orator on the planet' is the complement of the subject 'I', with the noun 'orator' as the head of the noun phrase.

Verb Phrase:

There are times when a sentence can communicate an action with just one verb, but at times the sentence may take more than one verb to communicate an idea effectively.

I **completed** the homework (The sentence has just one verb: completed)

I **should have been completing** the homework ('should have been completing' is the verb phrase in the sentence)

Unlike the prepositional, participial, absolute, and appositive phrases, the verb phrases never act like modifiers. In other words, they don't modify a noun or a pronoun.

Prepositional Phrase:

The prepositional phrases begin with a preposition, which is usually followed by, first, a determiner, then, a noun, pronoun, gerund, noun phrase, or a clause, the object of the preposition.

We will take a few examples that have prepositional phrases in them.

I know everything about him (*'about him' is the prepositional phrase, in which 'about' is the preposition and, the pronoun 'him' is the object of the preposition*)

I know everything about the man sitting in the extreme right corner
(*'about the man sitting in the extreme right-hand corner' is the prepositional phrase, in which 'about' is the preposition; the object of the preposition is the noun 'man' followed by a set of modifiers*)

The hamburgers on the table are very tasty (*'on the table' is the prepositional phrase, in which 'on' is the preposition followed by the modifier 'the', and the noun 'man', which is the object of preposition*)

I can't think of eating pizza at this hour of the night (*'of eating pizza at this hour of the night' is the prepositional phrase, in which 'of' is the preposition followed by the gerund 'eating', which is the object of the preposition*)

I know everything about what you did last night (*'about what you did last night' is the prepositional phrase, in which 'about' is the preposition followed by the clause 'what you did last night'*)

Reading all these examples, we observe that the prepositional phrase has the following structure:

Preposition + modifier(s) + noun, pronoun, gerund or clause

OR

Preposition + noun, pronoun, gerund or clause + modifier (s)

OR

Preposition + modifier(s) + noun, pronoun, gerund or clause + modifier(s)

When a sentence begins with a prepositional phrase that is too long, then there must be a comma at the end of the phrase to separate the subsequent syntactic unit from the prepositional phrase.

About him I know everything (though the sentence begins with the prepositional phrase 'about him', we don't need a comma as the phrase is too short, and does not create any confusion)

Of all the people that I have come across, George is the most sincere (since the prepositional phrase that starts the sentence is too long, we must put a comma indicating the end of the phrase)

The Infinitive Phrase:

We assume that the reader has gone through article on the Infinitive; a good understanding of infinitives, gerunds and participles will help you better understand the concept of 'Infinitive phrase'.

I love to dream (*the pronoun 'I' is the subject of the sentence; 'love' is the finite verb; 'to dream' is the infinitive, which acts like the object of the verb 'love'*)

I love to dream about things that I don't or can never have (*the pronoun 'I' is the subject of the sentence; 'love' is the finite verb; 'to dream about things that I don't or can never have' is the infinitive phrase*)

The infinitive phrase can be:

Subject of a sentence: To help others without expecting anything in return is divine (*the infinitive phrase 'to help others without expecting anything in return' is the subject of the sentence whose verb is 'is'*)

Direct object of the verb: I want to slap you (*'to slap you' is the infinitive phrase, which in this sentence is the direct object of the verb 'want'*)

We note that the structure of the infinitive phrase is:

Infinitive + Object or Modifier(s)

When a sentence begins with an infinitive phrase, then there must be a comma at the end of the phrase to separate the subsequent syntactic unit from the prepositional phrase.

To score 800 in the GMAT, I must work hard (the sentence begins with the infinitive phrase 'to score 800 in the GMAT', which acts as a modifier to the pronoun 'I'. We have placed comma at the end of the infinitive phrase, to separate it from the independent clause)

Gerund Phrase:

Before reading this section of the article, the reader must become familiar with the concept of gerund; he must thoroughly understand the difference between gerunds and participles.

Compare:

Walking is good for health (*'walking' is gerund and also the subject of the sentence*)

Walking early in the morning is good for health (*'walking early in the morning' is the gerund phrase, and also the subject of the sentence. We can replace the entire gerund phrase with the noun 'apple': Apple is good for health*)

The secret to healthy life is getting up early in the morning (*'getting up early in the morning' is the gerund phrase, and functions like a subject complement. We can replace the whole gerund phrase with the noun 'spirituality': the secret to healthy life is spirituality*)

I tried solving the problem again and again (*'solving the problem again and again' is the gerund phrase, which is the direct object of the verb 'tried'*)

We note that like the structure of the infinitive phrase, the structure of the gerund phrase is:

Gerund + Object or Modifiers

Participial Phrase:

We assume that the reader is familiar with the concept of 'Participles'. Our article on participles and gerunds could be of help.

Like the gerund phrases, the participle phrases begin with a participle, after which the phrases are followed by a set of modifiers or object of the participle.

Like adjectives, which describe a noun or a pronoun, participle phrases describe a noun or a pronoun. Therefore, they, like adjectives, must be kept as close as possible to the thing they modify.

Here are some examples:

The books lying on the table belong to me (*in this sentence, the subject is 'the books', the verb is 'belong'; 'lying' is the participle that is the head of the participle phrase 'lying on the table', which acts like an adjective to the noun 'the books'*)

How does the participle phrase act like an adjective?

The red book belongs to me (*the adjective 'red' modifies the noun 'book'*)

The book lying on the table belongs to me (*the adjective 'red' gives way to the participle phrase 'lying on the table'*)

Devastated by her GMAT score, the student committed suicide (*'the student' is the subject of the sentence, 'committed' is the verb. 'Devastated' is the*

head of the participial phrase 'devastated by her GMAT score', which modifies the noun 'the student')

Janet has been to each and every world heritage site located in India

(*Janet* is the subject of the sentence; the corresponding verb is 'has been'; 'located' is the participle that is the head of the participle phrase 'located in India', which modifies the noun 'site')

Thus we see that in each of the examples discussed above, the participle phrase was right next to the object it modified. Whether the participle phrase should be placed immediately before or after the object it modifies is a matter of choice, style and clarity.

Punctuating the participial phrase:

Since the participial phrases are nothing but descriptions, they might come in commas, depending on whether the description is necessary or unnecessary, and whether the description comes at the start, in between, or at the end of the sentence.

If a participle phrase begins a sentence, a comma should be placed at the end of the phrase:

Surprised by the manager's behavior, the employee decided to put in her papers (*because the sentence starts with the participial phrase 'surprised by the managers behavior', we must have a comma at the end of the phrase*)

John, stupefied by the waiter's arrogance, walked out of the restaurant (*John* is the subject of the sentence; the verb is 'walked'. The participial phrase 'stupefied by the waiter's arrogance' has been put in commas because the phrase gives extra information or unnecessary information)

If the participial phrase comes in between a sentence, the phrase should be put in commas if it gives unnecessary or extra information; if the information is vital, then the commas should be left out.

The man apprehended by the police is my uncle (*'apprehended by the police' is necessary information as the 'the man' cannot be sufficiently identified without the participial phrase*)

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Mumbai, located on the eastern coast of India, is one of the biggest commercial hubs of the world (*'located on the eastern coast of India' is the participial phrase that adds extra information, because the proper noun 'Mumbai' is enough for us to identify the object even if the description is removed*)

If a participial phrase comes at the end of a sentence, a comma usually precedes the phrase if it modifies the entire sentence or an earlier word in the sentence but not if the phrase directly follows the word it modifies.

Germany scored 7 goals in the semifinal against Brazil, stunning football fans across the globe (*since the participial phrase 'stunning football fans across the globe' modifies Germany and not Brazil, the comma precedes the participle*)

I have often seen Lucy staring at me (*since the participial phrase 'staring at me' modifies Lucy and not the pronoun 'I', no comma has been placed before the phrase*)

She stays alone in her suburban mansion, separated from her husband and her in-laws (*since the participial phrase 'separated from her husband and her in-laws' modifies the pronoun 'she', the comma precedes the phrase*)

The President walked out of the room, smiling at all of us (*since the participial phrase 'smiling at all of us' modifies 'The President', the comma precedes the phrase*)

In 1964, The Soviet Union issued warnings to USA, creating fears of another World War (*since the participial phrase 'creating fears of another World War' modifies the entire sentence by showing a consequence of an event mentioned in the main clause, the comma precedes the phrase*)

How to differentiate between participial phrases and gerund phrases?

Gerund phrases look very similar to participial phrases, but the basic difference between the two is that while gerunds can be replaced with nouns, the participles cannot; the participles modify nouns/pronouns.

Like adjectives and adverbs, participial phrases give extra information, and just as eliminating the adjectives and adverbs has no effect on the overall grammatical sense

of the sentence, so removing the participial phrase does not have any effect on the overall grammatical sense of the sentence. But, this is not the case with gerunds, because unlike participles, gerunds don't describe, they are the building blocks of the sentences of which they are a part.

**Walking on the beach is my favorite exercise/I love walking on the moon/
I don't like walking in my garden/** *(In each of the examples, can you get rid of the phrases that begin with 'walking'? No! Why? Because those phrases are an important element of the sentences, acting either like a subject or like an object of the verb)*

I saw John walking in my garden *(remove 'walking in my garden', and the sentence is grammatically intact; the underlined part is a participle that modifies John)*

Walking in my garden, I saw John *(remove 'walking in my garden', and the sentence is grammatically intact)*

ABSOLUTE PHRASE

Absolute Phrases are the strangest of all the phrases in English Grammar. This strangeness is not a result of complexity but a result of unfamiliarity. We frequently come across noun, gerund, verb, participle, infinitive and prepositional phrases in common speech and writing, but seldom do we come across absolute phrases even in formal writing, much less in formal or informal conversation.

So, what is so unique about it? Absolute phrases are found in quality literature, and using the absolute phrases effectively is a sign of good writing skills.

Absolute phrases usually have a NOUN + PARTICIPLE + OPTIONAL MODIFIER(s)

In short, an absolute phrase is a compressed idea that does not have a finite verb, though the noun in the phrase deceptively appears to be the subject.

Here are a few examples:

His arms folded across his back, Narayan was anxiously waiting for his son (*'Narayan was anxiously waiting for his son' is the main idea of the sentence; 'his arms folded across his back' is the absolute phrase, which does not have a finite verb; instead it has the past participle 'folded' followed by a modifier, which is a prepositional phrase*)

The children rushed towards the magician, their eyes filled with unusual delight (*'The children rushed towards the magician' is the main idea of the sentence; 'their eyes filled with unusual delight' is the absolute phrase, which does not have a finite verb; instead it has the past participle 'filled' followed by a prepositional phrase that acts like a modifier*)

The color of its skin perfectly matching with the bark of the tree, the lizard was stealthily advancing in the direction of its prey (*'the lizard was stealthily advancing in the direction of its prey' is the main idea of the sentence; 'the color of its skin perfectly matching with the bark of the tree' is the absolute phrase, which does not have a finite verb; instead it has the present participle 'matching' followed by a prepositional phrase that acts like a modifier*)

What is the significance of absolute phrase?

Unlike participial phrases, which modify a specific entity, usually a noun or a pronoun, absolute phrases usually modify the entire independent clause before or after which they are placed. So, the absolute phrase is more in sync with the entire idea expressed in the main clause than with any particular noun or pronoun in that clause. Absolute phrases express an idea, which, though connected to the main idea, is not so important as the main idea expressed by the independent clause.

The children rushed towards the magician- Main idea

Their eyes filled with unusual delight- an idea expressed in the form of absolute phrase; it is not so important as the main idea but somehow runs parallel to it.

In all of the above examples of absolute phrases, we have noticed the pattern:

Noun + participle + modifiers

In short, ABSOLUTE PHRASES DON'T HAVE A FINITE VERB!

APPOSITIVE PHRASE

Appositive phrases are far more common than absolute phrases. There is not much of a difference between an appositive phrase and a noun phrase; the only difference is that an appositive phrase renames another noun just beside it.

The richest man of the 21st century passed away this morning (*‘the richest man of the 21st century’ is the noun phrase, and also the subject of the sentence*)

Barren Wuffet, the richest man of the 21st century, passed away this morning (*Here, ‘Barren Wuffet’ is the subject of the sentence, while ‘the richest man of the 21st century’ is the appositive phrase modifying the noun ‘Barren Wuffet’*)

In short, all appositives are noun phrases, but all noun phrases many not appositives.

Here are some examples:

Shakespeare, the bard of Stafford-upon-Avon, is my distant cousin (*‘the bard of Stafford-upon-Avon’ is the appositive phrase modifying the noun ‘Shakespeare’*)

Charles Darwin, the man who challenged the biblical version of creation, was, in his private life, a very religious and god-fearing person (*‘the man who challenged the biblical version of creation’ is the appositive phrase modifying the noun ‘Charles Darwin’*)

Brijesh Pandey, the man who wrote this article, has had no formal or academic training in English Grammar (*‘the man who wrote this article’ is the appositive phrase modifying the noun ‘Brijesh Pandey’*)

CLAUSES

I would rewrite the difference between phrases and clauses.

A Phrase is a collection of two or more words, a collection that does not have a subject-verb pair in it. In other words, a phrase will never have a finite verb.

But, if a collection of two or more words has a finite verb, then that finite verb must have a subject also. As a result, the collection would not be a phrase anymore; instead, it would become a clause.

Though a clause must have a subject and a finite verb, the subject and the finite verb, in itself, may not express a meaningful or complete idea. A clause that expresses a meaningful idea is called an independent or main clause, while a clause that does not express a complete or meaningful idea is called as a dependent or subordinate clause. A subordinate clause depends on the main or independent clause in order to make complete sense.

There are three types of Dependent Clause:

1. Noun Clause
2. Adjective Clause
3. Adverb Clause

We will discuss each of these in detail.

NOUN CLAUSE

A noun clause is a clause that is equivalent to a noun; in other words, if the noun or a pronoun in a sentence is replaced by a noun clause, it would still make complete sense, compare:

Mary is correct

Whatever Mary says is correct.

Mary=whatever Mary says

To introduce a noun clause, we generally use an interrogative or relative adverb, a subordinate conjunction or the interrogative pronouns 'who', 'what'. Compare:

Who answers my question is not my concern [*noun clause introduced by the relative pronoun 'who'*]

Some say that life is a dream [*noun clause introduced by the subordinate conjunction that*]

When will one die is a question that only providence can answer [*noun clause introduced by the interrogative adverb when*]

Thus, noun clauses can come as:

1. Subject of a sentence: **That life is a dream is known to all of us**
2. Direct object of the verb: **We all know that life is a dream**
3. The object of preposition: **Napoleon thought little about what he should do in case of success.**
4. Subject complement: **My mistake was that I did not speak candidly about the issue.**

ADJECTIVE CLAUSE

To completely understand adjective clauses, we must first understand ‘complex sentence’.

A Complex Sentence consists of one independent clause and one or more subordinate clauses. Both the independent and the dependent clauses have a subject and a verb; the independent clause is complete and meaningful; but to make complete sense the subordinate or the dependent clause depends on the independent clause.

To understand the difference between dependent and independent clauses, we will compare the following sentences.

A young Hindu militant shot Mahatma Gandhi (*THIS SENTENCE HAS ONLY ONE INDEPENDENT CLAUSE; Subject– A young Hindu militant; verb–shot; object–Mahatma Gandhi*)

A young Hindu militant, who is a member of Hindu Mahasabha, shot Mahatma Gandhi

The new element here is: **who is a member of Hindu Mahasabha.** *This new element is a clause because it has a subject ‘who’ which points at the noun ‘militant’, and a verb ‘is’; this new element has its own pair of subject and verb; it is called a dependent clause because it can’t stand on its own.*

He who abuses others– Can we call this a sentence? No, we cannot; this sounds incomplete because it is incomplete. It has the subject ‘He’ followed by an adjective clause ‘who abuses others’; the subject ‘He’ does not have a verb, and we know that without a verb a sentence cannot exist.

Let's complete this sentence:

He [who abuses others] **abuses his own self**–This makes complete sense because it has a subject 'He' and a verb 'abuses' along with an adjective clause 'who abuses others'. An adjective clause modifies a noun or a pronoun. Here the adjective clause modifies the pronoun 'He'.

Adjective clauses are usually joined by a relative pronoun such as: who, whom, which, that. In certain cases we might use a subordinating conjunction, or a conjunctive adverb. Since the adjective clauses are often joined by a relative pronoun, the adjective clauses are also referred to as Relative clauses.

In short, relative clauses and adjective clauses are one and the same thing.

Let's take a few examples:

He prayed for those who were very close to him.

He prayed for those [main clause] who were very close to him [adjective clause, or relative clause, connected to the main clause by the relative pronoun 'who']; the adjective clause thus acts like a modifier to the pronoun 'those'.

He came to an orchard where ripe pomegranates could be plucked.

He came to an orchard [main clause] where ripe pomegranates could be plucked [adjective clause connected to the main clause by the conjunctive adverb 'where' and modifying the noun orchard]

There comes a time when we all feel sad

There comes a time [main clause] when we all feel sad [adjective clause connected to the main clause by the conjunctive adverb 'when' and modifying the noun time]

Adjective clause can be classified as restrictive or non-restrictive; by restrictive we mean adjective clauses that provide essential information, and by non-restrictive we mean adjective clauses that provide non-essential information.

The man who stole my car is right here in this shop

In this example, the adjective clause 'who stole my car' provides essential information, for without this information we wouldn't be able to identify the man; we should, therefore, not insert restrictive information in commas.

John, who stole my car, is right here in this shop

In this example, the adjective clause 'who stole my car' provides non-essential information, because even if this information is removed from the sentence, the proper noun 'John' would be sufficient for us to identify the person.

Whether the elements are restrictive or non-restrictive depends on what exactly the writer has in mind.

ADVERBIAL CLAUSE

Just as an adjective clause modifies a noun or a pronoun, so an adverb clause modifies a verb, an adjective, an adverb, or a participle. The adverb clause denotes different circumstances of place, time, cause, manner, degree, consequence, etc. The adverbial clause is joined to the main clause by a subordinate conjunction or by a conjunctive adverb.

The following are the subordinate conjunctions:

If, since, though, although, than, unless, because, for, so—as, as—as, as if, whether, as etc.

The conjunctive adverbs used to introduce adverbial clauses are:

When, while, until, after, since, before, as

We will take some examples of adverbial clause:

1. **Place: Wherever your treasure is, there will your heart be also**
Wherever your treasure is [adverb clause of place], there will your heart be also [main clause]
2. **Time: When love calls, you look not before or after**
When love calls [adverb clause of time], you look not before or after [main clause]
3. **Cause: Because I am happy, I seek for the kingdom of heaven**

Because I am happy [adverb clause of cause], I long for the kingdom of heaven.

4. **Purpose: So that I don't lose the trust of my friends, I am always honest to them**

So that I don't lose the trust of my friends [adverb clause of purpose], I am always honest to them.

5. **Condition: Unless a kernel of wheat is planted in the soil and dies, it remains alone**

Unless a kernel of wheat is planted in the soil [adverb clause of condition], it remains alone [main clause]

6. **Comparison: There are certain passages in the New Testament that I like more than my mother does**

There are certain passages in the New Testament that I like more [main clause] more than my mother does [adverb clause of comparison]

Chapter VI-Idiomatic Usage

Idiomatic usage is different from idioms; idioms are collection of words that have entirely a different meaning from what is literally meant by those words. For example:

John comes to college **once in a blue moon** (the expression 'once in a blue moon' doesn't literally mean 'once in a blue moon'; it means 'John doesn't usually come to college' OR 'John comes to college occasionally')

There are many such idioms in the English Language. Our section on Idioms and Phrases elaborately discusses 'Idioms and Phrases'.

What is idiomatic usage?

There are certain nouns, adjectives, verbs, participles that are always followed by particular prepositions. There is no such grammatical rule that says why and how this is so. They are the way they are; native speakers intuitively get used to using such expressions; the non-native speakers must memorize these expressions or should use them frequently in order to get used to them

Here are some examples in which we have used 'idiomatic expressions', which are underlined

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Mumbai is ***famous for*** its textiles.

The goat ***subsists on*** the coarsest of food.

Jawaharlal Nehru was ***fond of*** children.

India is a noble, gorgeous land, ***teeming with*** natural wealth.

Being ***apprised of*** our approach, the whole neighborhood came out to meet their minister.

In the classical age the ideal life of the Brahman was ***divided into*** four stages or ashrams.

It is natural in every man to ***wish for*** distinction.

He was ***endowed with*** gifts fitted to win eminence in any field of human activity.

The writer is evidently ***enamored of*** the subject.

These computers are cheap enough to be ***accessible to*** most people.

Ambition does not always ***conduce to*** ultimate happiness.

The true gentleman is courteous and ***affable to*** his neighbors.

Newly acquired freedom is sometimes ***liable to*** abuse.

Little Jack proved quite a ***match for*** the giant.

The African elephant is now ***confined to*** Central Africa.

Camels are peculiarly ***adapted to*** life in the desert.

He is a man of deep learning, but totally ***ignorant of*** life and manners.

The income ***derived from*** the ownership of land is commonly called rent.

The Moors were ***famous for*** their learning and their skill in all kinds of industries.

Alexander ***profited by*** the dissensions of the Punjab Rajas.

Few things are ***impossible to*** diligence and skill.

I am ***indebted to*** you for your help.

Ashoka, although ***tolerant of*** competing creeds, was personally an ardent Buddhist.

The celebrated grammarian Patanjali was a ***contemporary of*** Pushyamitra Sunga.

Ivory readily ***adapts*** itself ***to*** the carver's art.

Coleridge's poetry is ***remarkable for*** the perfection of its execution.

The holy tree is ***associated with*** scenes of goodwill and rejoicing.

The noise from downstairs ***prevented*** me ***from*** sleeping.

I am already ***acquainted with*** the latest developments of the situation.

His duties were of a kind ***ill-suited to*** his ardent and daring character.

Man is entirely ***different from*** other animals in the utter helplessness of his babyhood.

A residence of eight years in Sri Lanka had ***inured*** his system ***to*** the tropical climate.

The ancient Greeks, though born in a warm climate, seem to have been much ***addicted to*** the bottle.

Dr. Johnson was somewhat ***susceptible to*** flattery.

A man who always ***connives at*** the faults of his children is their worst enemy.

Naples was then ***destitute of*** what are now, perhaps, its chief attractions.

The cat appears to have ***originated in*** Egypt or in the East.

Judged by its results the policy of Hastings was eminently successful.

In his work Charak often ***hints at*** the value of sweet oil.

There is still no ***cure for*** the common cold.

It was formerly supposed that malaria was ***due to*** poisonous exhalations.

People who are ***averse to*** hard work, generally do not succeed in life.

Buddhism teaches that **freedom from** desires will lead to **escape from** suffering

In all of the above examples, we see that the verb, noun, adjective or participle follows a particular preposition. A change in the preposition will either make the sentence unidiomatic or change the meaning of the sentence.

Of course there are cases in which more than preposition could be used, but such examples are few and far.

I want **freedom from** all my desires

I want **freedom of** speech

(Note the change in the meaning that is brought forth by the change in the preposition)

Below is the list of some idiomatic expressions; the reader must note the prepositions that follow the verb, noun, adjective or participle.

afflicted with: The man was **afflicted with** leprosy

sanguine about: The students in the B-school were **sanguine about** their career prospects

commit to: My teacher asked to **commit** this poem **to** memory

specific to: Send your resume with a covering letter that is **specific to** that particular job.

allowance of/for: He gets a daily **allowance of** \$200/ He was given **allowance for** his own needs

abstain from: I **abstain from** animal food, especially during the festival season

antipathy to: I have never seen a man with such **antipathy to** dogs

convulsed with: Such were the jokes of the actor that the audience was **convulsed with** laughter

contrary to: The cricket team's performance was **contrary to** expectation

infested with: The whole area was **infested with** vermin

touched with: Seeing the lepers, the tourists were **touched with** pity

subversive of: I have observed that underprivileged children are **subversive to** discipline

tantamount to: Your silence was **tantamount to** refusal

worthy of : Your actions are **worthy of** praise

beset with: The life of a married man are always **beset with** difficulties

accountable to : In the olden times, the king was **accountable** only **to** god

atone for: The Bible does not teach you how to **atone for** the misdeeds of your predecessors

addicted to : At one point in his life, Sigmund Freud was **addicted to** opium

entitled to: As a citizen of this country, I am **entitled to** ask questions to the government

heedless of : Hitler was **heedless of** the consequence of fighting on front fronts

deaf to: the judge was deaf to the **entreaties of** the victim's supporters

aptitude for: My younger sister has **aptitude for** business

incentive to: My salary is my only **incentive to** hard work

sensitive to: Narcissistic people are **sensitive to** criticism

indifferent to: The stoics are **indifferent to** praise or blame

The following nouns take the preposition 'for' after them

Affection: I have **affection for** everyone who is close to me

Appetite: I have an insatiable **appetite for** hamburgers

Aptitude: Few people have the **aptitude for** chess

Blame: Much of the **blame for** the water crisis rests with him

Candidate: He is the right **candidate for** the election campaign

Compassion: Buddha had **compassion for** the poor and the helpless

Compensation: The **compensation for** this post is not very high

Contempt: The Chinese have **contempt for** everything American

Craving: The Principal's **craving for** power does augur well for the school

Fondness: She has an unusual **fondness for** her neighbor's children

Guarantee: There is no **guarantee for** such products

Liking: My **liking for** that girl was conspicuous

Motive: The **motive for** calling me at this hour of the night has not yet been made clear

Passion: My younger daughter has a **passion for** mathematics

Predilection: She has a no **predilection for** physical activity

Pretext: It was now late in the day, and a storm shower gave the authorities a **pretext for** declaring that heaven was against the ordeal.

Remorse: She had no **remorse for** what she had done

Reputation: The cruel man had the **reputation for** vengeance

The following nouns take the preposition 'with' after them

Acquaintance: Last evening, I struck up an **acquaintance with** my new neighbor

Alliance: Germany's **alliance with** Russia did not last for a long time

Bargain: One shouldn't **bargain with** people with whom one is not on good terms

Conformity: An adverse opinion may be accompanied by an opinion on supplementary data which are presented in **conformity with** generally accepted accounting principles

Enmity: Hitler's **enmity with** Britain was the cause of his eventual downfall

The following nouns take the preposition 'of' after them:

Abhorrence: John Adams declared his **abhorrence of** the practice of slaveholding

Assurance: He had the **assurance of** winning the contest

Charge: I was in **charge of** the entire affair

Distrust: He came to the congress with an overwhelming **distrust of** the growing power of Russia, which was only second to his hatred of revolutionary France.

The following nouns take preposition 'to' after them:

Access: The party denied him **access to** the documents

Accession: The Left, conscious of its strength, impatiently awaited the moment of **accession to** power.

Allegiance: The king ordered his subjects to take fresh oath of **allegiance to** him

Alternative: There is no **alternative to** hard work

Antidote: Love is the only **antidote to** suffering

Antipathy: The growing **antipathy to** the revolution is a cause of concern

Approach: The government should not have taken such an **approach to** solve the crises

Attention: He did not pay any **attention to** my beautiful dress

Disgrace: A man like him is a **disgrace to** the entire family

Exception: In grammar there are always **exceptions to** the rule

Key: Hard work is the **key to** success

Limit: There is no **limit to** my love for you

Menace: The insect infestation has been a **menace to** the farmers

Objection: The judge took **objection to** that remark

Obstruction: His disagreement has been the biggest **obstruction to** our plans

Opposition: How can there be any **objection to** such noble plans?

Preface: I am yet to write a **preface to** the third edition

Reference: There is no direct **reference to** this remark

Resemblance: She bears striking **resemblance to** her mother

Sequel: The third **sequel to** this movie is yet to be released

Submission: Your timid **submission to** such threats is unacceptable

Succession: **Succession to** the British throne is determined by descent

Supplement: LPO has released **supplements to** its existing Renewable Energy and Efficient Energy

Temptation: He is just not able to overcome his **temptation to** abuse others

The following nouns take the preposition ‘from’ after them

Abstinence: The path I have chosen for myself is **abstinence from** all drugs and intoxicants

Cessation: The study examined the effect of **cessation from** smoking on body weight, body fat, resting metabolic rate (RMR), and caloric consumption.

Deliverance: Nirvana is an individual’s final **deliverance from** the cycles of birth and death

Descent: There are a number of ways in which the idea of descent from the gods is used in mythology

Digression: The Prime minister’s **digression from** the promised course of action is appalling

Escape: The movie is all about a prisoner’s **escape from** captivity

Exemption: The Council of Institute has approved the guidelines for granting **exemption from** 15 days Academic Program to the students who are having their exchange programs

Respite: For the past three days there has been no **respite from** the rains

The following adjectives and participles take the preposition 'to' after them:

Abhorrent: Your manners are **abhorrent to** my in-laws

Acceptable: The terms and conditions of the treaty are not **acceptable to** us

Accessible: During the winters, the mountain is not **accessible to** trekkers

Accustomed: The manager was **accustomed to** stupid excuses from his subordinates

Addicted: John is literally **addicted to** Football

Adjacent: My house is **adjacent to** the old church that was built by the Portugese

Affectionate: She is very **affectionate to** me

Agreeable: 99% of the people are **agreeable to** chanting "Bharat mata ki Jai"

Akin: The two cousin brothers are **akin to** each other

Alien: We are not totally **alien to** rural environment

Amenable: This study assesses the potential of the concept of "mortality **amenable to** health care" as an indicator of outcome for health care systems.

Analogous: Pakistan's socio-economic issues are not **analogous to** India's

Applicable: Central government reservation patterns are not **applicable to** state government jobs

Beneficial: The judgement would prove to be **beneficial to** all of us.

Comparable: Your performance is not **comparable to** mine

Condemned: Those who remember the past are **condemned to** make the opposite mistakes.

Conducive: The environment in most of our public schools is not **conducive to** learning

Conformable: we cannot so readily conclude those acts to be **conformable to** the law of nature.

Consecrated: Russia has been **consecrated to** the immaculate heart of Mary

Contrary: **Contrary to** our expectations, the team seems to have done well

Detrimental: Your decisions are **detrimental to** our long-term growth

Devoted- She is religiously **devoted to** her mother

Disastrous: The current recession might prove **disastrous to** the country's economy

Due: Much of the debacle was **due to** her negligence

Exposed: Please don't **expose** yourself **to** such hazards

Faithful: I know you have not been **faithful to** me

Fatal: Airplane accidents prove **fatal to** the passengers on board

Hostile: While we are empowering girls, school has become too **hostile to** boys

Impertinent: It's **impertinent to** reach people's home without calling them.

Inclined: I am **inclined to** torturing the very people I love

Indebted: For this help, I shall forever remain **indebted to** you

Indifferent: How can you be **indifferent to** the suffering of your own people?

Indispensable: During the 1960s and 70s, Pele was **indispensable to** Brazil

Indulgent: It is common for those who are **indulgent to** their own sin to be severe against the sins of others

Inimical: the policy was **inimical to** Britain's real interest

Irrelevant: The question was **irrelevant to** the subject that was being discussed

Favorable: The circumstances are not **favorable to** you

Hurtful: Your scathing comments have been very **hurtful to** me

Immaterial: Your contribution is **immaterial to** my success

Impervious: The Irish were the only race **impervious to** psychoanalysis

Indigenous: These plants are **indigenous to** Sri Lanka

Liable: The Company is **liable to** compensate me for the losses

Limited: There are certain privileges that are **limited to** the people of the upper class

Loyal: I have been **loyal to** my company since the time I joined

Obedient: Alexander's generals were **obedient to** him

Obliged: Being a citizen of this country, I am **obliged to** serve the armed forces

Offensive: Unpatriotic comments are **offensive to** the people of this country

Opposite: My house is **opposite to** the bank

Painful: What is pleasing to you might be **painful to** others

Partial: Our teachers have never been **partial to** any of us

Peculiar: Such flamboyant colors are **peculiar to** the plants of this species

Pertinent: The given information is **pertinent to** the selection process

Pledged: The crusaders **pledged to** lay down their life for their the cause of the country

Preferable: Such underhand deals are not **preferable to** me

Prior: Where were you **prior to** your arrival?

Profitable: Certain Rabi crops are not **profitable to** the farmers

Prone: She is **prone to** bouts of melancholia

Reduced: As a result of the war, the whole city was **reduced to** ashes

Related: The question you have asked is not at all **related to** the problem at hand

Relevant: This policy is not at all **relevant to** the growth and the development of this country

Repugnant: The idea of cheating in the exam is morally **repugnant to** me

Restricted: The entry is **restricted** only **to** the members of the club

Sacred: The River Ganga is **sacred to** most Hindus

Sensitive: I am very **sensitive to** issues concerning child labor

Subject: All the cheques that we deposit are **subject to** clearance

Tantamount: Not singing the national anthem on republic day is **tantamount to** sedition

True: We must all learn to be **true to** ourselves

The following adjectives and participles take the preposition in after them:

Absorbed: In the morning, I saw him deeply **absorbed in** his work

Accomplished: He is very much **accomplished in** matters of diplomacy

Backward: Our country is still **backward in** education and public health

Accurate: My boss was quite **accurate in** his assessment of my character

Deficient: Our country is **deficient in** skilled resources

Interested: I am **interested in** learning French

Implicated: The minister has been **implicated in** the murder

Honest: I am **honest in** whatever I do and say

Enveloped: The whole city was **enveloped in** a blanket of fog

Proficient: My mother is **proficient in** 30 languages

The following adjectives and participles take the preposition with after them:

Acquainted: I am not yet **acquainted with** the work that I am expected here to do

Afflicted: The whole community is **afflicted with** poverty

Beset: The gold bracelet was **beset with** jewels

Busy: I am **busy with** so many things that I hardly have any time to breathe

Compatible: This software is not **compatible with** this operating system

Consistent: Your statements are not **consistent with** the circumstantial evidence that we have

Contented: I am quite **contented with** my life in this small city

Delighted: We are quite **delighted with** your performance

Disgusted: The committee is **disgusted with** the mayor's salacious behavior

Endowed: I am **endowed with** many good qualities

Replete: The whole area is **replete with** mosquitoes

Satiated: She satiated me **with love**

The following adjectives and participles take the preposition of after them:

Accused: The Finance Secretary has been **accused of** misappropriation of funds

Acquitted: I have been finally **acquitted of** all baseless allegations hurled at me

Afraid: My youngest sister is very much **afraid of** darkness

Apprehensive: The CEO is **apprehensive of** the company's revenue growth in the next quarter

Apprised: I was not **apprised of** your visit

Assured: The Bible tells us how we can enter the narrow gate and be **assured of** paradise.

Aware: I am **aware of** all my shortcomings

Bereft: Your death is a great loss to us; we feel like someone ***bereft of*** his own kith and kin

Cautious: As the CEO of the company, he has to be ***cautious of*** many things

Certain: Even if one is quite well read, one may not be ***certain of*** anything and everything

Composed: Water is ***composed of*** two molecules of hydrogen and one of oxygen

Confident: We are ***confident of*** our success

Conscious: The team is ***conscious of*** its shortcomings

Convicted: He has been ***convicted of*** the murder charges

Convinced: I am ***convinced of*** the fact that not all men are born equal

Covetous: She is ***covetous of*** things possessed by others

Deprived: The earthquake has ***deprived*** many people ***of*** their belongings

Desirous: I am not so ***desirous of*** things that I cannot buy

Destitute: The people in sub-Saharan Africa are ***destitute of*** even the basic needs of life

Devoid: ***Devoid of*** love, his fiancé committed suicide

Diffident: He is quite ***diffident of*** his own potential

Distrustful: As a young boy, I was very ***distrustful of*** strangers

Envious: I am ***envious of*** those who are better off than I am

Fearful: She is ***fearful of*** even the most harmless animals

Fond: I am ***fond of*** luxurious settings

Guilty: Why should I be afraid, if I am not ***guilty of*** any wrongdoing?

Heedless: ***Heedless of*** the consequences, my father took the decision of leaving the city.

Ignorant: Because he is illiterate, he is ***ignorant of*** many things happening in the world

Irrespective/Regardless: The law doesn't favor any person, ***irrespective/regardless of*** gender, birth and class

Negligent: As he has been ***negligent of*** his duties, he must resign with immediate effect

Sick: I am sick of this life so ***devoid of*** thrill and excitement

Suspicious: I am ***suspicious of*** every man who brags more than he does

Tolerant: Being a doctor, she is ***tolerant of*** eccentric behavior

Weary: I have been teaching English for the past thirty years; such has been the monotony that I am ***weary of*** it

Worthy: Selfish people are not ***worthy of*** love, but the writer of this article is

The following adjectives and participles take the preposition for after them:

Celebrated: The poet was ***celebrated for*** his witty remarks

Designed: This vehicle is ***designed for*** rough roads

Destined: Hitler's rise to power should not come as a surprise; the economic conditions of Germany were such that he was ***destined for*** it

Eager: Though he gave an ordinary performance, the crowd was ***eager for*** more

Eligible: I am not yet ***eligible for*** the job

Fit: You should take care of your health and ensure that you are ***fit for*** the occasion

Grateful: I am ***grateful for*** what you have done to me

Prepared: This dish has been especially ***prepared for*** you

Proper: This kind of dress is not ***proper for*** the occasion

Qualified: Not everyone seems to be ***qualified for*** the job

Ready: The team is **ready for** the monumental contest

Sorry: The chairman apologized publicly and was quite for **sorry for** what he had done

Sufficient: The pasta may not be **sufficient for** all of us

Useful: Keep this as a good luck charm, though it may not be very **useful for** you

Zealous: She is **zealous for** the cause of the nation

The following verbs take the preposition 'to' after them:

Accede: The King finally **acceded to** the demands of the army

Adapt: You must learn to **adapt to** situations to which you are accustomed

Adhere: The Company must **adhere to** the terms and conditions at any cost

Allot: The panel **allotted** 20 minutes **to** each speaker

Allude: The candidate **alluded to** the recent war by saying, "We've all made sacrifices."

Apologize: I **apologized to** the master

Ascribe: Doctors **ascribed** the child's death **to** a hole in the heart.

Aspire: I **aspire to** become one of the richest men in the world

Assent: He gave his **assent to** the proposed legislation.

Attend: You must **attend to** the guests who are have been waiting for the past one hour

Attribute: The team **attributed** its failure **to** a lack of preparation

Belong: The world **belongs to** all living things

Conform: Such a change would not **conform to** the present wishes of the great majority of people.

Consent: She was chosen by common **consent to** speak for the group.

Contribute: You should **contribute to** the magazine as and when possible

Lead: Hitler **led** Germany **to** the Second World War

Listen: We must **listen to** people who are wiser than we are

Object: As a clergyman, I must **object to** such acts of obscenity

Occur: Later in the night it **occurred to** me that I should not travel alone

Prefer: I **prefer to** have breakfast first, and then brush my teeth

Pretend: You **pretend to** know things when the truth is that you know nothing about them

Refer: The above address **refers to** this place

Revert: The council must **revert to** the mail as early as possible

Stoop: How can you **stoop to** something as low as this?

Succumb: Twenty five people **succumbed to** the injuries they sustained during the blast

Surrender: Hitler's 6th army **surrendered to** the Russians

Testify: Here lies the wreckage that **testifies to** the ferocity of the storm.

Yield: I **yielded to** the pressure put on me by my superiors

The following verbs take the preposition 'from' after them:

Abstain: On certain days of the year, I **abstain from** eating meat

Alight: The passengers **alighted from** the train

Cease: At last he **ceased from** wandering from place to place

Debar: No authority can **debar me from** writing this test

Derive: We **derived** the conclusion **from** these facts

Desist: Kindly **desist from** making so much noise

Detract: They could **detract** little **from** so solid an argument.

Deviate: During prime time news hours, the experts often **deviate from** the subject

Differ: On the subject of 'freedom of speech', I **differ from** most of my colleagues

Digress: In their SOPs, the students must not **digress from** the core issue

Dissent: No one **dissents from** the decision to unify.

Elicit: Interrogators were reportedly frustrated by their inability to **elicit** useful information **from** him

Emerge: The team **emerged from** its initial losses with a series of stunning performances

Escape: Twenty prisoners **escaped from** the prison

Exclude: Three members have been **excluded from** the final list

Preserve: The ice preserves the dead **flesh from** decay

Prevent: This drug will **prevent** you **from** the disease

Prohibit: The law **prohibits** you **from** living this country

Protect: This talisman will **protect** you **from** all evils

Recoil: His manners were so grotesque that decent people **recoiled from** speaking to him

Recover: I will take some time to **recover from** the injury

Refrain: She is so envious of her neighbors that she sometimes **refrains from** speaking to them

The following verbs take preposition 'with' after them:

Associate: I am **associated with** some NGOs

Bear: The committee must **bear with** my misdemeanors

Clash: I **clashed with** my neighbors over a very trivial issue

Coincide: My birth **coincided with** the death of Mahatma Gandhi

Comply: You must **comply with** the formalities

Condole: I **condoled with** him in his loss.

Cope: How can the athletes **cope with** such pressure?

Correspond: The letter 'A' **corresponds with** the numeral '1'

Deluge: The press secretary was **deluged with** requests for information.

Disagree: The evolutionist **disagree with** the Bible's version of evolution

Dispense: To close the matter quickly, you may **dispense with** the formalities

Fill: Her one smile **fills** my heart **with** love

Grapple: The country is still **grappling with** the problem

Intrigue: I am **intrigued with** this new discovery

Meddle: A good footballer never **meddles with** the referee

Part: I **parted with** all my possessions

Quarrel: You must not **quarrel with** your elders

Remonstrate: He **remonstrated with** the referee.

Side: She **sided with** the conservatives

Sympathize: Carl Gustav Jung **sympathized with** most of his patients

Trifle: Don't **trifle with** my affections

The following verbs take the preposition 'of' after them:

Acquit: The court **acquits** her **of** all her crimes

Beware: We had to **beware of** the icy patches on the road

Boast: Pakistan **boasts of** having some of the finest bowlers in its lineup

Despair: I **despair of** his coming.

Die: His brother ***died of*** brain hemorrhage

Disapprove: My father-in-law strongly ***disapproved of*** my relationship with his daughter

Dispose: She ***disposed of*** her estate among her heirs.

Divest: They were ***divested of*** all their personal possessions.

Dream: I never ***dreamt of*** achieving this goal all on my own

Repent: He ***repents of*** his extravagance

The following verbs take the preposition ‘for’ after them:

Atone: He felt he had ***atoned for*** what he had done.

Care: I don’t much ***care for*** people who are not very close to me

Clamor: The officials are ***clamoring for*** tax reforms

Feel: I ***feel for*** your loss

Hope: Though we stand little chance, we still ***hope for*** the best

Mourn: The country ***mourns for*** the soldiers who lost their lives fighting for the country

Pine: We look before and after and ***pine for*** what does not belong to us

Sue: The firm would be ***sued for*** damages

Wish: I ***wish for*** things that have not yet happened to me

Yearn: For thirty years she ***yearned for*** my love

The following verbs take the preposition ‘in’ after them:

Acquiesce: Socrates ***acquiesced in*** his own execution

Employ: I was ***employed in*** Bodheeprep for almost three years

Enlist: More than 3000 students have ***enlisted in*** the army

Excel: I **excel in** both writing and speaking

Increase: The **increase in** the revenue is the result of the additional sales force

Indulge: I don't **indulge in** any kind of sensual activity

Involve: The Company was not **involved in** any kind of unethical practices

The following verbs take the preposition 'on' after them:

Comment: I don't want to **comment on** the shortcomings of the manager and the CEO

Depend: The success of the company **depends on** the economic policies that would be framed by the government this year

Dwell: The committee is still **dwelling on** the issue

Embark: On 9th January 1996, I **embarked on** my first visit to the West Indies

Encroach: You cannot **encroach on** your neighbor's land

Impose: The government has **imposed** huge penalty **on** the tax evaders

Insist: The courts **insists on** resolving the issue as early as possible

Intrude: I don't allow strangers to **intrude on** my privacy

Subsist: During the Second World War, the soldiers **subsisted on** one meal a day

Trample: It is not the right thing to **trample on** a man's grave

Chapter VII-Modifiers

Before we discuss modifiers and the different types of modifiers, we will begin with a simple sentence.

Ankit jumped (Ankit is the subject; jumped is the verb)

Desperate Ankit jumped quickly

Desperate Ankit, the only son of a lawyer, jumped quickly on the road

Desperate Ankit, the only son of a Supreme Court lawyer, jumped quickly on the road to hug his friend.

We observe that by skillful introduction and addition of words and phrases, even a simple sentence may be long and difficult, and may express much.

The words and the phrases that we have added above are called modifiers; in a short, a modifier could be a word, a phrase, or a clause.

When a single word acts like a modifier, the word is usually an adjective or an adverb; when a phrase acts like a modifier, the phrase is usually a prepositional phrase, an absolute phrase, an appositive phrase, a participial phrase, or an infinitive phrase.

(NOUN PHRASE, GERUND PHRASE and VERB PHRASE never act like modifiers for other elements in the sentence, though they might have modifying elements in them)

But, what are these modifiers? **Modifiers give some extra information about an element of a sentence; that element could be a noun, a pronoun, a verb, or an adjective; the information or the description that modifiers add are such that even if that information or description is removed from the sentence, the sentence will still make complete sense.**

In short, modifiers add color to your ideas; without modifiers, our sentences instead of being colorful and expressive would appear dull and lifeless. Modifiers allow writers not only to club ideas and their descriptions but also to cut down on unnecessary sentences.

Rakesh would enter the library (a plain simple sentence without any modifier)

Whenever he was free, young Rakesh, who was known for his carefree nature, would, swinging his arms, gleefully enter the library in the middle of the night to read ‘Romeo and Juliet, one of Shakespeare’s greatest plays.

Whenever he was free-Adverb Clause

Young-Adjective

Who was known for his carefree nature -Adjective Clause

Swinging his arms-Participial Phrase

Gleefully-Adverb

In the middle of the night-Prepositional Phrase

To read 'Romeo and Juliet'-Infinitive Phrase

One of Shakespeare's greatest plays- Appositive Phrase

Thus we see that by adding descriptions we can give life and color to our sentences; but this adding must be done in accordance with the prescribed rules of grammar.

The most crucial aspect of modifiers is their placement; a slight shift in order is likely to change the meaning of the sentence.

Whenever he was free, young Rakesh, who was known for his carefree nature, would, swinging his arms, gleefully enter the library in the middle of the night to read 'Romeo and Juliet', one of Shakespeare's greatest plays.

Young Rakesh, who was known for his carefree nature, whenever he was free, would gleefully enter the library, swinging his arms, to read 'Romeo and Juliet', one of Shakespeare's greatest plays, in the middle of the night.

Both the sentences written above have the same number of words and phrases, but the placement of the phrases has been changed. The result is a sentence that is awkward and ambiguous.

The position of phrase in a sentence very much depends on the sense intended; therefore, a phrase must be placed as close as possible to the element it modifies. This is especially true of adjective phrases and clauses; adverb clauses and phrases may be placed in almost any part of the sentence.

If the modifying phrases of a sentence are not at the right place, it might lead to ambiguity, to change in the intended meaning of the sentence, or to an idea that is absurd or illogical.

The following are the three most common types of modifier errors:

1. Misplaced Modifier
2. Dangling Modifier
3. Squinting Modifier

Properties of Modifiers

There are three very important rules which all modifiers must adhere to:

1. A modifier could be a word (adjectives and adverbs), a phrase (prepositional phrase, infinitive phrase, participial phrase, appositive phrase, absolute phrase) or a clause (adjective clause or adverb clause) (please go through our article on 'Phrases and Clauses')
2. Just as every adjective must have a noun or a pronoun that it modifies, so every modifier must have a 'modified', without the modified the modifier just cannot exist.

For example,

(Modified) Plays *written by Shakespeare* **(modifier)** are my favorite

The modifier is 'written by Shakespeare'; the modifier modifies the noun 'Plays', which is the subject of the sentence, 'are' is the verb.

(Modifier) *Written by Shakespeare*, **Othello** **(Modified)** is one of the greatest tragedies in English Literature.

'Written by Shakespeare' is the modifier; 'Othello' is the modified.

3. The modifier must be as close as possible to the thing it modifies

We will take a complex sentence that has two modifiers:

Accompanied by twenty clansmen, John, **the eldest son of the chief**, came to meet the strangers, and asked what the visit meant.

(the modifiers in the above sentence are in bold)

The modified 'John', which is also the subject of the sentence, has two modifiers: the first at the start of the sentence is a participial phrase. The second that follows the noun 'John' is the appositive phrase. They both are placed right before and after the noun 'John' because it is the noun John that the two modifiers modify.

Misplaced Modifier

When the modifier is not at the right place, it might modify the wrong thing, creating a comedy of errors. The modifiers that are not at the right place are called misplaced modifiers.

We will take a few examples:

- A. **Under the present system**, The honorable Member tells us that India is not so rich and flourishing as she was two hundred years ago
- B. The honorable Member tells us that India, **under the present system**, is not so rich and flourishing as she was two hundred years ago

In the first example, the modifier, a prepositional phrase, 'under the present system' has been placed close to the noun phrase 'The honorable Member'; as a result the prepositional phrase ends up modifying the noun phrase; but does that make sense?

The sentence wants to say that it is under the present system that India is not so rich and flourishing; keeping the intended meaning in mind, we must place the modifier 'under the present system, as close as possible to the noun 'India'. The second example precisely does that.

The modifier error in the first example is an example of misplaced modifier.

Another set of examples:

- A. The danger is that the new comers, **belonging to the ruling nation**, may consider themselves as a superior class, and may trample on the indigenous race.
- B. **Belonging to the ruling nation**, the danger is that the new comers may consider themselves as a superior class, and may trample on the indigenous race.

In this set the modifier 'belonging to the ruling nation' is a participial phrase. In the first example the participial phrase 'belonging to the ruling nation' modifies the noun 'new comers'; but in the second example, the phrase, on account of proximity, modifies the noun 'the danger', making the entire sentence absurd.

Thus we see that the modifiers must be placed as close as possible to the entities they modify.

DANGLING MODIFIER

In the examples that we have discussed so far, we came across many sentences that begin with a participial phrase acting as modifiers. In each and every

case, the participial phrase or at times the prepositional phrase was followed by the noun or the pronoun the phrase modified, thus ensuring that the modifier and the modified were kept together.

However, there are cases in which, writers, accidentally, leave out the modified. This error results in ‘dangling modifiers’

A few examples will help us understand the concept:

Enjoyed by cinema aficionados across the world, Akira Kurosawa has directed some of the greatest movies of world cinema.

The participial phrase ‘enjoyed by cinema aficionados across the world’ modifies the noun ‘Akira Kurosawa’; but does this make any sense?

How can cinema aficionados enjoy Akira Kurosawa? It is surely the films directed by Akira Kurosawa that the aficionados must be enjoying.

It’s a classic case of a dangling modifier, the modifier is at the right place, but the object it should be modifying seems to be missing; as a result, it modifies the noun that comes close to it. In this case it’s Akira Kurosawa

The right way of expressing the same idea would be:

A. **Enjoyed by cinema aficionados across the world**, Akira Kurosawa’s movies are some of the greatest masterpieces of world cinema.

The participial phrase ‘enjoyed by cinema aficionados across the world’ correctly modifies the noun ‘Akira Kurosawa’s movies’.

OR

B. **Revered by cinema aficionados across the world**, Akira Kurosawa has directed some of the greatest movies of world cinema.

The participial phrase ‘revered by cinema aficionados across the world’ correctly modifies the noun ‘Akira Kurosawa’

SQUINTING MODIFIER

Examples of squinting modifiers are difficult to come across. But, at times we do find modifying words and phrases that are placed in such a way in a sentence that the reader finds the sentence ambiguous.

We will take a few examples:

A. I saw her ***anxiously*** arguing with the man

What does this mean? Was it I who saw her anxiously? Or was it she who was anxiously arguing with the man?

I ***anxiously*** saw her arguing with the man-Unambiguous; the adverb ‘anxiously’ clearly modifies the verb ‘saw’.

I saw her arguing ***anxiously*** with the man- Unambiguous; the adverb ‘anxiously’ clearly modifies the participle ‘arguing’.

- B. The Prime Minister expressed his apprehension that if these practices were not stopped ***at Dublin*** there would soon be a reign of terror similar to that which he had seen in London.

Carefully look at the placement of the prepositional phrase ‘at Dublin’.

Does the writer want to say that ‘these practices were not stopped at Dublin’?

Or

Does he want to say that ‘at Dublin there would be a reign of terror’?

The sentence as it is given does not come clearly on this. One way of overcoming this ambiguity would be:

The Prime Minister expressed his apprehension that if these practices ***at Dublin*** were not stopped there would soon be a reign of terror similar to that which he had seen in London.

By placing the prepositional phrase ‘at Dublin’ close to the noun ‘practices’, we overcome the ambiguity

OR

The Prime Minister expressed his apprehension that if these practices were not stopped there would soon be ***at Dublin*** a reign of terror similar to that which he had seen in London.

By placing the prepositional phrase ‘at Dublin’ close the verb ‘be’, we overcome the ambiguity.

We have covered all the three different types of modifier errors. We have seen that all the modifier errors result from one and only thing: inappropriate placement of the modifiers.

We must ensure that every modifier:

1. has a modified
2. is placed as close as possible to the thing it modifies
3. makes logical sense

Chapter VIII-Parallel Construction

What is parallel Construction?

William Strunk, in his book 'The Elements of Style', says that "expressions of similar content and function should be outwardly similar". In other words similar ideas must be logically comparable and must have the same grammatical form.

What do we mean by similar ideas? To understand this concept, we will take an example:

Napoleon was an **ambitious**, **vengeful** and **capricious** dictator- (1)

Napoleon was full of **ambition**, **vengeful** and **capricious**- (2)

Which of the above twos sentences are agreeable to us? Of course, the first, because the first sentence has ideas that are in the same form- all the three words are adjectives

The similar ideas in the first sentence are highlighted; the three adjectives that describe Napoleon are similar ideas because they all have similar content, in this case they all are qualities attributed to Napoleon.

In the second example, the three words highlighted are not in the same form; the first is a noun, the other two are adjectives. The better way of framing the second example would be:

Napoleon was full of **ambition**, **vengeance** and **caprice**- (3)

Just as in the first sentence all the three ideas are adjectives, so in the third example all the three ideas are nouns.

What kind of ideas can be parallel?

In examples 1 and 3 discussed above, we have seen both nouns and adjectives having similar form and structure. Any grammatical unit in a sentence can be parallel; the grammatical unit could be:

NOUNS, ADJECTIVES, VERBS, PARTICIPLES, PREPOSTIONAL PHRASES,
SUBORDINATE CLAUSES

We have already discussed two examples, with adjectives as the parallel elements in the first, and with nouns as the parallel elements in the second.

We will take a few more examples and see how VERBS, PARTICIPLES, PHRASES and SUBORDINATE CLAUSES could be parallel

Napoleon was an **ambitious**, **vengeful** and **capricious** dictator (the adjectives are the parallel elements)

Napoleon was full of **ambition**, **vengeance** and **caprice** (the nouns are the parallel elements)

The Moghul Emperor Babur **captured** Delhi, **fixed** his headquarters near Agra, and **proceeded** to execute the traitors who had deserted him (the verbs are the three parallel elements in this sentence)

Softly, **gently** and **warmly**, he whispers “I love you” in her ears (the three adverbs are the parallel elements in this sentence)

Directed by Akria Kurosawa and **released** in 1954, ‘Seven Samurai’ is one of the greatest epics of all time (the two past participles are the parallel elements in the sentence; Note that both the participles are –ed participles)

Connecting the two biggest cities of the country and **managed** by the federal government, the NH6 is the lifeline of India (of the two parallel elements in the sentence, one is a present participle, and the other is a past participle)

The President walked out of the conference hall, **smiling** at the reporters and **waving** his hands at the public (the two present participles are the parallel elements in this sentence)

My opinion is not only **different from** but **contrary to** yours (the prepositions ‘to and ‘from’ create a parallel structure)

I am concerned not **about what happens in the country** but **about what happens in my house** (the parallel elements in this sentence are prepositional phrases)

I am happy not **because the company is doing well** but **because my promotion is almost certain** (the subordinate clauses are the parallel elements in this sentence)

Not many of us know that William Shakespeare, **the bard of Avon** and **one of the greatest dramatists of all time**, was also a very good businessman (the two appositive phrases are the parallel elements in the sentence)

Taking a walk on an empty beach and **staring at the moon on a starry night** are the activities that I love the most (the two gerund phrases are the parallel elements in the sentence)

Their country ravaged by the war and **their hopes shattered forever**, the citizens of Berlin resigned to their fate (the two absolute phrases are the parallel elements in the sentence)

Macaulay's great capacity for affection found its satisfaction in the attachment and close sympathy of his sisters, **who remained in almost daily contact with him even after their marriage**, and **whose children were to him as his own** (the two relative clauses, one beginning with 'who' and the other with 'whose' are the two parallel elements in this sentence)

The British introduced western concepts to education in India, supporting **the replacement of Persian by English as the official language**, **the use of English as the medium of instruction in all schools**, and **the training of English-speaking Indians as teachers** (the three noun phrases are the parallel elements in the sentence)

With the help of above examples, we have seen all the possible variations of parallel construction. In short, any syntactical unit in a sentence could be parallel. We only have to spot the similar ideas and ensure that they are in the same form. So our next question is:

How to spot parallel ideas?

Parallel construction comes into play only when there is more than one idea, and how do we join more than one idea? We use conjunctions. So, wherever there is a conjunction, the chances are that there we have similar ideas

*The discovery of America **and** the fall of Constantinople* are two of the greatest events in human history (the conjunction ‘and’ is the parallel marker; the two noun phrases are the parallel ideas)

The people here are too feeble **either** *to protect* **or** *to oppress* (the conjunction either...or is the parallel marker; the infinitive ‘to protect’ and ‘to oppress’ are the parallel ideas)

The psychotherapy has worked wonders; he is **not only** *getting up early in the morning* **but also** *taking interest in studies* (the conjunction not only... but also is the parallel marker; the two gerund phrases are the parallel ideas)

At times the doctor is available **both** *in the morning* **and** *during the day* (the conjunction both...and is the parallel marker; the prepositional phrases are the parallel ideas)

I would **rather** *sit* home and watch a movie **than** *go* out and play with my friends (the conjunction rather...than is the parallel marker; the verbs ‘sit’ and ‘go’ are the parallel elements)

I have experienced almost every adventurous activity, **from** *climbing Mount Everest* during the winters **to** *staying alone in the Amazonian jungle without food water* (the conjunction from...to is the parallel marker; the gerund phrases are the parallel ideas)

There are people who suffer in life **not** *because they are wicked* **but** *because they are unfortunate* (the conjunction not...but is the parallel marker; the two subordinate clauses beginning with ‘because’ are the parallel ideas)

From the examples given above, we note that conjunctions are the parallel markers. The presence of a conjunction should remind us of the presence of a similar idea, thus helping us re-write or re-arrange the ideas in parallel form.

In the articles below, we will discuss idioms and linking verbs that have built-in parallel structure.

Apart from the conjunctions discussed above, there are certain idioms that must have parallel ideas in their structure.

An act of vengeance is **an act of malice** (X is Y) (the linking verb is 'is')

As **you sow**, so shall **you reap** (As X, So Y)

Compared to **singing**, **dancing** is all about physical effort (Compared to X, Y)

We must learn to distinguish **generosity** from **selflessness** (Distinguish X from Y)

Loving your parents is not the same as **loving your neighbors** (X is the same/not the same as Y)

Chapter IX-SENTENCE STRUCTURE

To be able to frame grammatically correct sentences, one must have a fair understanding of phrases and clauses. It is the logical arrangement of phrases and clauses that helps writers express themselves clearly and concisely.

Of course, you always have the option of expressing your ideas in the form of simple sentences. But by combining ideas with the help of phrases and clauses, we can compress a number of simple sentences into one long, but grammatically correct and effective sentence.

We will frame one single complex sentence from the independent sentences that are given below:

Hockey has become very popular in some of the European countries–1

It is not widely covered by the media–2

This popularity has made it one of the most followed games in the world–3

Hockey now has become a global sport–4

It is the national game of India and Pakistan–5

Though not widely covered by the media, Hockey, which is the national game of India and Pakistan, has become very popular in some of the European countries, making it a global sport and one of the most followed games in the world.

Hockey has become very popular in some of the European countries–
main clause

Though not widely covered by the media–participial phrase (the participial here is 'covered')

Which is the national game of India and Pakistan—relative clause or adjective clause modifying the noun hockey

Making it a global sport and one of the most followed games in the world—Participial phrase (the participial here is ‘making’)

We will take another example:

A Wall Street tycoon built a palace- 1

He was the CEO of a fortune 500 company- 2

The palace was famous for its unique collection of exotic painting- 3

The palace was also famous for its beauty and grandeur- 4

A Wall Street tycoon, who was the CEO of a fortune 500 company, built a palace that was famous for its beauty and grandeur and for its unique collection of exotic paintings.

A Wall Street tycoon built a palace—main clause

Who was the CEO of a fortune 500 company—adjective or relative clause modifying the noun tycoon.

That was famous for its beauty and grandeur and for its...—adjective or relative clause modifying the noun palace.

English Grammar divides sentences into three categories: **the simple, the complex and the compound.** We must not confuse a simple sentence with a sentence that is simple and straightforward, and a complex sentence with a sentence that is indirect and convoluted.

Grammar says that **a sentence is simple when: it has one independent proposition or clause; a sentence is complex when: it has one independent proposition or clause, and one or more subordinate propositions or clauses; and a sentence is compound when: it has two or more independent propositions or clauses.**

Just as a simple sentence may not be literally simple, so a complex or a compound sentence may not be literally complicated. It is the grammatical arrangement and not the degree of complexity that makes a sentence simple, complex or compound.

A simple sentence with many incorrectly placed modifiers may sound convoluted, while a complex or a compound sentence with as many properly placed modifiers

may seem clear and straightforward. It is the correct arrangement, placement and combination that make a sentence grammatically correct.

SIMPLE SENTENCE:

I played a game of cricket–A simple sentence

After watching the movie, I played a game of cricket– A simple sentence with a modifying phrase ‘after watching the movie’

After I had finished watching the movie, I played a game of cricket– A complex sentence with one independent clause and one subordinate clause

I watched a movie, and then I played a game of cricket–A compound sentence with two independent clauses

Enlarge a simple sentence:

As mentioned above, a simple sentence consists of one proposition or clause; but we can always enlarge a simple sentence by adding modifying phrases to it. We will see how the subject and the predicate of a simple sentence are enlarged by the gradual addition of modifying phrases and clauses.

Ankit jumped

Desperate Ankit jumped quickly

Desperate Ankit, the only son of a lawyer, jumped quickly on the road

Desperate Ankit, the only son of a Supreme Court lawyer, jumped quickly on the road to hug his friend.

We observe that by skillful introduction and addition of words and phrases, even a simple sentence may be long and difficult, and may express much.

The words and the phrases that we have added above are called modifiers; in a simple sentence, a modifier could be a word or a phrase, but not a clause; only in complex sentences can subordinate clauses act as modifiers.

COMPLEX SENTENCE:

As already discussed at the start of the article, a Complex Sentence consists of one independent clause and one or more subordinate clauses. Both the independent and the dependent clauses have a subject and a verb; the independent clause is complete and meaningful; but to make complete sense the subordinate or the dependent clause depends on the independent clause.

To understand the difference between dependent and independent clauses, we will compare the following sentences.

A young Hindu militant shot Mahatma Gandhi (THIS SENTENCE HAS ONLY ONE INDEPENDENT CLAUSE; Subject– A young Hindu militant; verb–shot; object–Mahatma Gandhi)

A young Hindu militant, who is a member of Hindu Mahasabha, shot Mahatma Gandhi

The new element here is: who is a member of Hindu Mahasabha. This new element is a clause because it has a subject ‘who’ which points at the noun ‘militant’, and a verb ‘is’; **this new element has its own pair of subject and verb; it is called a dependent clause because it can’t stand on its own.**

He who abuses others– Can we call this a sentence? No, we cannot; this sounds incomplete because it is incomplete. It has the subject ‘He’ followed by an adjective clause ‘who abuses others’; the subject ‘He’ does not have a verb, and we know that without a verb a sentence cannot exist.

Let’s complete this sentence:

He [who abuses others] **abuses his own self**–This makes complete sense because it has a subject ‘He’ and a verb ‘abuses’ along with an adjective clause ‘who abuses others’. An adjective clause modifies a noun or a pronoun. Here the adjective clause modifies the pronoun ‘He’.

Adjective clauses are usually joined by a relative pronoun such as: who, whom, which, that. In certain cases we might use a subordinating conjunction, or a conjunctive adverb. **Since the adjective clauses are often joined by a relative pronoun, the adjective clauses are also referred to as Relative clauses.**

In short, relative clauses and adjective clauses are one and the same thing.

He prayed for those who were very close to him.

He prayed for those [main clause] who were very close to him [adjective clause, or relative clause, connected to the main clause by the relative pronoun ‘who’]; the adjective clause thus acts like a modifier to the pronoun ‘those’.

He came to an orchard where ripe pomegranates could be plucked.

He came to an orchard [main clause] where ripe pomegranates could be plucked [adjective clause connected to the main clause by the conjunctive adverb ‘where’ and modifying the noun orchard]

There comes a time when we all feel sad

There comes a time [main clause] when we all feel sad [adjective clause connected to the main clause by the conjunctive adverb ‘when’ and modifying the noun time]

Adjective clause can be classified as restrictive or non-restrictive; by restrictive we mean adjective clauses that provide essential information, and by non-restrictive we mean adjective clauses that provide non-essential information.

The man who stole my car is right here in this shop

In this example, the adjective clause ‘who stole my car’ provides essential information, for without this information we wouldn’t be able to identify the man; we should, therefore, not insert restrictive information in commas.

John, who stole my car, is right here in this shop

In this example, the adjective clause ‘who stole my car’ provides non-essential information, because even if this information is removed from the sentence, the proper noun ‘John’ would be sufficient for us to identify the person.

Whether the elements are restrictive or non-restrictive depends on what exactly the writer has in mind.

COMPOUND SENTENCE

A compound sentence consists of two or more independent clauses; these independent clauses might have dependent clauses within them, but for a sentence to be called a compound sentence, it must have at least two independent clauses.

The independent clauses are connected with a conjunction, but there may be cases in which the independent clauses stand together with just a comma or semi colon separating them.

We will take a few literary examples of compound sentences [The conjunctions are in bold, while the independent clauses are underlined]

All the world is a stage, **and** all the men and women merely players

He served the state in his youth, **but** he betrayed it in his old age

Either the Gods must destroy Satan **or** Satan will be a perpetual threat to us [here we have an alternative conjunction 'either...or']

So abruptly they went away from the town **that** I had no opportunity of seeing them [here we have the illative conjunction 'so...that']

COMPOUND SENTENCES WITH THE CONJUNCTION OMITTED

When the independent clauses within the compound sentence are short, the relation between them stands out so clearly that it is not grammatically incorrect to omit the conjunction. In such cases, the writer must ensure that the independent clauses are separated by a semi colon, and if the independent clauses are very short, then a comma is acceptable.

Man proposes, God disposes [since the independent clauses are short, the comma is acceptable]

Moderate lamentation is the right of the dead; excessive grief, the enemy of the living [since the independent clauses are long, the semi colon should be preferred]

MEMBERS OF A COMPOUN SENTENCE MAY BE:

1. Simple; as,

Now faders the glimmering landscape on the sight **and** *all the air a solemn stillness holds.*

2. Simple and Complex; as,

Father, forgive them; for they know not what they do

The first clause is followed by a semicolon; after that we have the conjunction 'for' followed by 'they know not what they do', a complex sentence that has one main and one dependent clause.

3. Complex; as,

To be content with what is sufficient is the greatest wisdom; he who increases his riches increases his cares.

The above compound sentence has two complex sentences that have been joined by a semicolon.

Grammar Practice Problems:

1. Spot the grammatically correct sentence:

- I. The concepts are not mentioned in your book
- II. The concepts are mentioned not in your book
 - a. Only I
 - b. Only II
 - c. Both I and II
 - d. None are correct

We have seen idioms such as ‘not only x...but also y’, ‘either x...or y’, ‘neither x...or y’, ‘both x...and y’

Similarly, there is an idiom ‘not x.. but y’

She is not only interested in me – incomplete sentence because the idiom is not complete

She is not only interested in me but also infatuated with me- complete sentence because the idiom is complete

Similarly, the concepts are mentioned not in your book but in his- complete sentence because the idiom is complete

The concepts are mentioned not in your book- incomplete sentence because the idiom is complete

Only sentence I is correct

2. Spot the grammatical error in the sentence given below:

The fact that the market is flooded with Chinese goods / (a) shows that people are / (b) not only interested / (c) but also ready for everything Chinese/ (d)

In the conjunction ‘not only x but also y’, x and y must be parallel

In the example given above, the idiom is: not only interested but also ready for; but for ‘interested’, the right preposition is ‘in’

To make elements within the conjunction ‘not only x but also y’ parallel, we must rewrite the idiom as ‘not only interested in but also ready for’

Many students think that the expression ‘everything Chinese’ is incorrect. It is correct because it is the shorter version of saying ‘everything that is Chinese’

I hate everything that is American=I hate everything American

3. Coming in to bat at no 7, Rahul Dravid’s 340-run stand with Saurav Ganguly was widely covered by the media

- A. The sentence is correct
B. The sentence is incorrect

The sentence starts with a modifier (participial phrase) ‘coming in to bat at no 7’; this modifier should technically modify Dravid and not his 340 run stand with Saurav Ganguly.

Remember modifiers should modify the right thing

The right way of framing this sentence would be:

Coming in to bat at no 7, Rahul Dravid with the help of Saurav Ganguly forged a 340 run stand, a milestone that was widely covered by the media

Here we have two modifiers; the first modifier ‘coming in to bat at no 7’ rightly modifies ‘Rahul Dravid’; the second modifier ‘a milestone that was widely covered by the media’ rightly modifies the ‘340-run stand’

This kind of error is called Dangling Modifier; writers must be very careful while writing sentences that start with participial phrases acting like modifiers

To learn more about modifiers, please go to the link:

-
4. At the age of 18, Wagner's fortunes took a dramatic upturn in 1864, when King Ludwig II succeeded to the throne of Bavaria

- A. Correct
B. Incorrect

There is more to this question than meets the eye

The sentence begins with the prepositional phrase ‘at the age of 18’; immediately after this, we must have someone and not something.

At the age of 18, Loretta Young became a superstar (Correct- Loretta Young is the person who is 18)

At the age of 18, Loretta Young’s career took a dramatic shift (Incorrect-Loretta Young’s career cannot have the human attribute of age)

Similarly, Wagner’s fortunes cannot have age.

So, either the phrase at the start of the sentence is just not required or it should be placed at close to some other thing

The right way of expressing the sentence is:

Wagner's fortunes took a dramatic upturn in 1864, when King Ludwig II succeeded to the throne of Bavaria at the age of 18

To learn more about modifiers, read this article:

- I. My father objected late in the night to I going out for a movie
- II. My father objected to my going out for a movie late in the night
- III. Late in the night, my father objected to me going out for a movie
- IV. My father objected, late in the night, to go out for a movie

Which of the above given sentences is both grammatically correct?

- A. I
- B. II
- C. III
- D. IV

Except sentence II, all the sentences are grammatically incorrect

The object of preposition rule has been tested in this question

'to' in this case is a preposition, not the infinitive, which is followed by the base form of the verb; whenever a pronoun follows a preposition, the pronoun should be in the possessive case

For example:

I object to your staring at me all the while –Correct (staring is the gerund, which is acting like a noun; a simple grammar rule is that you can always replace gerunds with nouns and the sentence will still look grammatically correct)

I object to your plan/ I object to your staring

I object to you staring at me all the while – Incorrect (try the same replacement process as the one above)

I object to you plan/ you object to me plan (both are incorrect, because the possessive form of the pronoun must come after the preposition)

Sentence I and III have this error

You cannot have the base form of the verb after the preposition

After the preposition you can have: a noun/ a pronoun/ a gerund/ a clause

5. Spot the subject and the verb in the sentence given below:

Of these twelve men, all of high note in ecclesiastical history, ten became Bishops, and four Archbishops.

Answer: S1: ten, V1: became; S2: four, V2: invisible

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<https://www.facebook.com/groups/CATwithbodhee/> this sentence begins with a prepositional phrase “of these twelve men”, followed by a noun modifier “all of high note in ecclesiastical history”. Then we have the subject ‘ten men’ (men is hidden) with ‘became’ as the corresponding verb; the next subject is ‘four men’ and the verb is ‘became’, which is hidden. This kind of construction in which the verb is hidden is called ‘ellipsis, which is the omission from speech or writing of a word or words that are superfluous or able to be understood from contextual clues.

I have three pen, you have two (pen)

I play the piano, my brother, the violin (plays)

6. Spot the grammatical error in the sentence:

Meanwhile almost the only important theological works which came forth from a rural parsonage was those of George Bull.

The subject of the sentence is: 'the only important theological works'; it is a noun phrase, 'theological works' is the key element of that noun phrase, making it the subject of the sentence; since the ‘works’ is plural; the verb must be plural.

The important theological works were those of George Bull

The important theological work was those of George Bull

To make the sentence correct, we must replace the singular ‘was’ with plural ‘were’

7. Spot the grammatical error in the sentence:

Assuredly there were at that time no lack in the English Church of ministers distinguished by abilities and learning.

To better understand the above sentence, take a shorter one: There was no space in the bedroom.

You all will agree that in this sentence the subject is 'space' and the verb is 'was'.

The other way of writing this sentence is: No space was there in the bedroom OR In the bedroom, there was no space.

'There' is not the subject but simply introduces the subject 'space';

Same is the case with 'It': It is Sunday; the subject is 'Sunday' and the verb is 'is';

'It' just introduces the subject 'Sunday'.

Keep this in mind.

So, let's simplify the sentence given above: there was....no lack....of ministers....

8. Spot the grammatical error in the sentence:

These eminent men were to be found, with scarcely a single exception, at the Universities, at the great Cathedrals, or the capital.

The sentence has three similar ideas: at the universities, at the great cathedrals or the capital

The first two have the preposition 'at' before them; the third similar must also have a preposition before it.

The right structure would be: These eminent men were to be found, with scarcely a single exception, at the Universities, at the great Cathedrals, or in the capital.

9. Spot the grammatical error:

The Anglican priesthood was divided into two sections, which, in acquirements, in manners, and in social position, differed widely with each other.

The right idiom here would be 'differ from'; you differ from someone, not with someone

You agree with someone, not from someone.

These are idiomatic structures inbuilt in the English language; there is no grammatical rule that defines these structures; you have to remember them.

10. Spot the grammatical error:

Of all the causes which, after the dissolution of the Oxford Parliament, produced the violent reaction against the Exclusionists, the most potent seem to have been the oratory of the country clergy.

Rearrangement will help you better understand the sentence:

The oratory of the country clergy seems to have been the most potent of all the causes which, after the dissolution of the Oxford Parliament, produced the violent reaction against the Exclusionists.

The oratory=subject

seems=Verb

Simplify the sentence:

The oratory.....seems to have been the most potent of all the causes which...produced violent reaction against the Exclusionists.

This style of writing is quite common in reading comprehensions.

11. Choose the right alternative:

Few of the members of the late cabinet have/has any reason to expect his favor.

‘Few’ is a countable plural noun; the subject is, therefore, plural; the plural verb ‘have’ is the right verb

12. Choose the right alternative:

His claims on the royal gratitude was/were superior to those of any other subject.

‘His claims’ is the plural subject; the verb accordingly must be plural; ‘were’ is the right answer choice

13. Choose the right alternative:

The eminent services, the venerable age, and the domestic fortunes of Ormond has/have made him an object of general interest to the nation.

The sentence has a compound subject ‘the eminent services’, ‘the venerable age’, ‘the domestic fortunes’; the verb must be plural; ‘have’ is the right answer

14. Choose the right alternative:

The new king and his council of ministers, who love the details of naval business, is/are determined to put an end to Spain's naval supremacy.

‘The new king and his council of ministers’ is the plural subject; the verb should be the plural ‘are’

15. Choose the right alternative:

Ormond was politely informed that his services was/were no longer needed in Ireland and was/were invited to perform the functions of Lord Steward.

The sentence goes like this: Ormond was informed (that his services were ...) and was invited to perform the functions of...

‘Ormond’ is the main subject of the sentence; we have clause ‘that his services were no longer needed’

To better understand such complex structures, go through the article on Phrases and Clauses:

16. Choose the right alternative:

No matter how nearly perfect an 'Almost Perfect State' may be, it is/are not nearly enough perfect unless the individual who composes/compose it can, somewhere between death and birth, has/have a perfectly corking time for a few years.

The pronoun 'it' refers to the 'almost perfect state', which is singular. The verb must also be singular.

The individual who composes it can...have a perfectly corking time for a few years
Immediately after 'can' we have the interrupter 'somewhere between death and birth'; remove this interrupter, and the sentence flows smoothly

17. Choose the right alternative:

The atmosphere that is/are so familiar and comforting to us is/are to others an environment of dread possibilities.

The atmosphere, which is singular, is the subject of the sentence; the verb must be singular.

The sentence has a relative clause: that is so familiar to us; here the pronoun 'that' refers to the singular noun 'atmosphere'

The atmosphere [that is so familiar and comforting to us] is to others an environment of dread possibilities

In both the cases, we must choose 'is'

18. Choose the right alternative:

The officer commanding the troops has/have come on the bridge at the first alarm.

The officer, which is singular, is the subject of the sentence

The phrase 'commanding the troops' modifies the noun 'officer', and has no effect on the overall number of the subject

19. Choose the right alternative:

The shrill ring of the block-sheaves indicates/indicate a tension that is/are not far from breaking-point.

We must ask what the subject of the sentence is

The subject of the sentence is 'The shrill ring' of (we shouldn't care); the shrill ring is a singular noun

The shrill ring...indicates a tension that is not far from breaking-point

The unity of the students has surprised us all-Correct (because the subject of the sentence is 'the unity' and not the students)

The unity of the students have surprised us all- Incorrect (because the subject of the sentence is 'the unity' and not 'the students')

20. Spot the grammatical error in the sentence:

The opposition attempted to revive the disputes of the preceding year because they thought that much of it was reconcilable.

Answer: instead of the pronoun 'it' we must have the pronoun 'them' because the author has in mind the plural noun 'disputes'. The pronoun 'they' refers to the individual members of the opposition, reaffirming the rule that collective nouns may be singular or plural.

21. Spot the grammatical error in the sentence:

An extraordinary supply of goods were available, but the warehouse did not have enough space to store it.

Answer: The verb 'were' refers not to 'goods' but to 'an extraordinary supply'; hence the right verb is 'was'. 'it' must be 'them' because 'it' logically refers to goods, which is plural.

22. Spot the grammatical error in the sentence:

The most important acts of this session was that which bridged the gap between the rich and the poor.

Answer: The verb 'was' refers to the plural subject 'the most important acts' (acts is plural); hence the verb must be 'were'

23. Spot the grammatical error in the sentence:

The minister as well his his nominees were authorized to visit all the parishes in the kingdom, and to turn out all ministers who were deficient in abilities, scandalous in morals, or unsound in faith.

Answer: 'The minister' is the subject of the sentence; 'as well as his nominees' is an additive phrase that has no effect on the number of the subject. The verb should be 'was' and not 'were'.

24. Spot the grammatical error in the sentence:

The state of the southwestern shires were such that it would have been impossible to put the rebel ministers in possession of its dwellings and churches without employing a military force.

Answer: The subject of the sentence is 'The state' (AGAIN YOU HAVE TO IGNORE THE PREPOSITIONAL PHRASE 'of the southwestern shires'); hence the verb is

‘was’; the pronoun ‘its’ should be ‘theirs’ because the pronoun refers to the noun ‘southwestern shires’, which is plural.

PART II- Vocabulary

Fill in the blanks with the right options:

1. They are good soldiers, fit to _____ the two violent _____ whose address and resolution your eminence is fearful of.
- a. confront, adversaries
 - b. meet, enemies
 - c. dodge, opponents
 - d. circumvent, rivals

Answer: a

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2. For me it is a bitter trial to behold my husband doing his utmost to _____ my labors and transform my innocent, affectionate, tractable darling into a selfish, disobedient, and mischievous boy; thereby preparing the soil for those _____ he has so successfully cultivated in his own perverted nature.
- a. uphold, evils
 - b. subvert, vices
 - c. aid, virtues
 - d. vitiate, excellences

Answer: b

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3. Jonathon Strickland, the man once known for his courage and determination, now lived in guilty splendor with the unknown charmer for whose sake he had _____ honor and duty.
- enshrined
 - abandoned
 - fostered
 - fondled

Answer: b

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4. How inscrutable are the ways of providence -- for what great and mysterious purpose has it pleased heaven to _____ the man once so elevated.
- abase
 - laud
 - exalt
 - extol

Answer: a

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5. The artist from Florence would refer to the shape of Madonna Lampiada's sumptuous eyelids, and to her shell-like ears; the _____ old Florentine would not shrink from calling attention to the unfairness of Madonna Selvaggia's covering up her dainty bosom.
- modest
 - impudent
 - unabashed
 - bashful

Answer: c

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6. The king and queen who are at present occupying my throne are very old and tottering, and are going to _____ shortly in my favor.
- usurp
 - abdicate
 - continue
 - reject

Answer: b

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7. Word had come of the _____ of Thuvia of Ptarth from her father's court, and with it the veiled hint that the Prince of Helium might be suspected of considerable knowledge of the act and the whereabouts of the princess.

- a. baptism
- b. anointment
- c. abduction
- d. reincarnation

Answer: c

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8. Richard was known for his friendly disposition; an occasional outburst from his end can only be considered as _____.
- a. an aberration
 - b. a constancy
 - c. a stab in the back
 - d. a treachery

Answer: a

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9. Some minutes before midday the first dribblets of metal began to flow; the reservoirs filled little by little; and, by the time the whole melting was completely accomplished, it was kept in _____ for a few minutes in order to facilitate the separation of foreign substances.
- a. operation
 - b. indolence
 - c. abeyance
 - d. diligence

Answer: c

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10. The poor voyageurs continually irritated his spleen by their "lubberly" and unseemly habits, so _____ to one accustomed to the cleanliness of a man-of-war.
- honorable
 - untrustworthy
 - abhorrent
 - decorous

Answer: c

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11. We have learned now that we cannot regard this planet as being fenced in and a secure _____ place for Man; we can never anticipate the unseen good or evil that may come upon us suddenly out of space.
- transient
 - fleeting
 - ephemeral
 - abiding

Answer: d

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12. The most important objective that tyranny has in view is that the citizens should be of poor _____ dispositions; for such men never propose to conspire against any one.
- noble
 - patrician
 - abject
 - imperial

Answer: c

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13. Once a man has lost his self-respect, and has decided to _____ his better qualities and human dignity, he falls headlong, and cannot choose but do so.
- yield
 - abjure
 - reconcile
 - intercede

Answer: b

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14. It was the sublime _____ of true love that comes to all lovers, and it came to him there, at the telephone, in a whirlwind of fire and glory; and to die for her, he felt, was to have lived and loved well.
- a. abnegation
 - b. acquiescence
 - c. resignation
 - d. dissent

Answer: a

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15. The behavior of the chairman at yesterday's meeting only showed his foolish, impious pride, and _____, devilish rebellion against the reverend clergy.
- a. alluring
 - b. ineffable
 - c. delectable
 - d. abominable

Answer: d

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16. Poverty in early years sometimes makes men rather close and _____ in middle age, as it certainly did in the case of Ibsen, who seemed to think that charity began and ended at home. Not so

Dostoevsky: he was often victimized; he gave freely and impulsively, and was _____ in debt.

- a. generous, never
- b. magnanimous, ever
- c. miserly, chronically

Answer: c

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17. Dostoevski had a tremendous capacity for enthusiasm; he read the great classics of antiquity and of modern Europe with wild excitement. The flame of his literary ambition was not quenched by the most abject poverty, nor by the death of those whom he loved most intensely. After his first wife died, he suffered agonies of grief, _____ by wretched health, public neglect, and total lack of financial resources. But chill _____ could not repress his _____ rage.
- a. accentuated, penury, noble
 - b. placate, indigence, inhuman
 - c. mollify, affluence, regal
 - d. aggravated, poverty, ignoble

Answer: a

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18. Dostoevski's inequalities as a writer are so great that it is no wonder he has been _____ by some critics as a mere journalistic maker of

melodrama, while others have exhausted their entire stock of adjectives in his _____ .

- a. praised, criticism
- b. castigated, reprobation
- c. condemned, exaltation
- d. applauded, denunciation

Answer: c

Explanation

19. Our existing Aboriginal and treaty rights were now part of the supreme law of the land, and could not be _____ or denied by any government
- a. ratified
 - b. abrogated
 - c. corroborated
 - d. sanctioned

Answer: b

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20. Being your father, I _____ you from all filial duty; for I do assure you, you are no son of mine.
- a. obligate
 - b. bind
 - c. absolve
 - d. hold

Answer: c

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21. A single cresset lighted the chamber, while the flickering light from a small wood fire upon one of the two great hearths seemed rather to _____ the dim shadows of the place.

- a. underplays
- b. disguise
- c. undermines
- d. accentuates

Answer: d

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22. A blind man was _____ to distinguishing different animals by touching them with his hands.

- a. addicted to
- b. accustomed to
- c. given to
- d. inured to

Answer: b

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23. It is well known that great scholars who have shown the most pitiless _____ in their criticism of other men's scholarship have been of a/an _____ and indulgent temper in private life; and I have heard of a learned man meekly rocking the twins in the cradle with his left hand, while with his right he inflicted the most _____ sarcasms on an opponent who had betrayed a brutal ignorance of Hebrew.
- acerbity, relenting, lacerating
 - asperity, unrelenting, scathing
 - mordancy, inexorable, tormenting
 - trenchancy, implacable, excruciating

Answer: a

24. The Greek mind was opposed to the union; the _____ of the Byzantine emperors was but an ephemeral expedient of their foreign policy; and the peace between the Latins and Greeks settled on Byzantine soil could not endure for long.
- disagreement
 - antagonism
 - acquiescence
 - vendetta

Answer: c

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25. We only had one brief little season of heaven and heaven's sweet ecstasy and peace during all this long and diligent and _____ reproduction of the other place.
- acrimonious
 - congenial
 - convivial

d. enchanting

Answer: a

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26. It is the other part of your offence upon which the Principal intends to _____ you, I mean the _____ of your chastity; a crime, however lightly it may be treated by _____ persons, very heinous in itself, and very dreadful in its consequences.

- a. admonish, violation, debauched
- b. upbraid, observance, incorruptible
- c. enjoin, cognizance, debased
- d. censure, discharge, perverted

Answer: a

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27. He nodded his head to and fro significantly, opened the door with an/a _____ movement, and stepped out with a lightness unexpected at his age.

- a. unwieldy
- b. clumsy
- c. adroit
- d. undexterous

Answer: c

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28. Those who bind themselves and are not rapacious ought to be honored and loved; those who do not bind themselves may be dealt with in two ways; they may fail to do this through _____ and a natural want of courage, in which case you ought to make use of them, especially of those who are of good counsel; and thus, while in prosperity you honor them, in _____ you do not have to fear them.

- a. dastardliness, victory
- b. pusillanimity, adversity
- c. audacity, opulence
- d. cravenness, success

Answer: b

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29. When I overtook them and stopped to say a word, I found them _____ and confiding.

- a. boorish
- b. discourteous
- c. affable
- d. churlish

Answer: c

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30. From his Stoic teachers he learned to work hard, to deny himself, to avoid listening to slander, to endure misfortunes, never to deviate from his purpose, and to be grave without_____.
- a. affluence
 - b. serenity
 - c. turbulence
 - d. affectation

Answer: d

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31. He proclaimed himself a/an _____ and was so absorbed in destroying the ideas of God that had crept into the minds of his neighbors that he never saw God manifesting himself in the little child that, half forgotten, lived here and there on the bounty of her dead mother's relatives.
- a. skeptic
 - b. agnostic
 - c. pessimist
 - d. optimist

Answer: b

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32. Ambition is like _____; which is a humor that makes men active, earnest, full of _____, and stirring, if it be not stopped.
- bile, hilarity
 - petulance, apathy
 - violence, coolness
 - cholera, alacrity

Answer: d

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33. As predictions go, the World Health Organization (WHO) seems to have not erred on the side of _____ as the spread of Ebola now seems to be a question of when and not if.
- alarmism
 - pacifist
 - partisans
 - nonbelligerent

Answer: a

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34. Though the birth of an heir by his beloved sister was a circumstance of great joy to Mr Allworthy, yet it did not _____ his affections from/for

the little foundling, to whom he had been godfather, had given his own name of Thomas, and whom he had hitherto seldom failed to visit, at least once a day, in his nursery.

- a. solidify
- b. alienate
- c. coalesce
- d. merge

Answer: b

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35. It was especially the aspect of the three chief officers of the ship, the mates, which was most forcibly calculated to _____ these colorless _____, and induce confidence and cheerfulness in every presentment of the voyage.

- a. mollify, assertions
- b. mitigate, beliefs
- c. alleviate, assurances
- d. allay, misgivings

Answer: d

Explanations:

36. It was his chief solace and satisfaction to _____ individual distress, to confer favors upon worthy ones who had need of _____, to dazzle unfortunates by unexpected and bewildering gifts of truly royal magnificence.

- a. alleviate, succor
- b. pacify, lesion
- c. assuage, libel
- d. aggravate, grievance

Answer: a

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37. Signs were hung out on all sides to_____ him; some to catch him by the appetite, as the tavern and victualing cellar; some by the fancy, as the dry goods store and the jeweler's; and others by the hair or the feet or the skirts, as the barber, the shoemaker, or the tailor.
- a. dissuade
 - b. allure
 - c. deter
 - d. remonstrate

Answer: b

38. I was worn out by two days and a night of hard railway travel and had not entirely recovered from a gunshot wound in the head, received in an/a_____ .
- a. armistice
 - b. moratorium
 - c. altercation
 - d. amnesty

Answer: c

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39. An/A _____ act is an act performed for the welfare of others.

- a. sordid
- b. penurious
- c. sparing
- d. altruistic

Answer: d

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40. What has come out of the 20 year research is not pure: it is, rather, imbued with all the _____ of the present in which decisions are made on conflicting impulses and in constraining circumstances.

- a. ambiguousness
- b. limpidity
- c. pellucidity
- d. explicitness

Answer: a

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41. _____ exists; in other words, some things are such that an agent is disposed to have both positive and negative moral sentiments towards them upon careful reflection

- a. certitude
- b. ambivalence
- c. dogmatism
- d. inevitability

Answer: b

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42. Here there was nothing to look after, nothing to undertake, and they had to submit to the situation, without having it in their power to _____ it.

- a. worsen
- b. alleviate
- c. ameliorate
- d. retrograde

Answer: c

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43. Levin had long before made the observation that when one is uncomfortable with people from their being excessively _____ and meek, one is apt very soon after to find things intolerable from their touchiness and irritability.

- a. intractable
- b. intransigent
- c. fractious
- d. amenable

Answer: d

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44. The people in this part of the world, like in any other, aren't usually _____ to guests who stay when they're not asked.

- a. amiable
- b. amicable
- c. hostile
- d. inimical

Answer: a

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45. By omitting blocks of narrative time and inserting _____ scenes, Carter also marks lost time for the region.

- a. contemporary
- b. modern
- c. anachronistic
- d. state-of -the-art

Answer: c

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46. Ireland had been left by Wolsey to wallow in its own disorder; but disorder was _____ Henry's mind, and in 1535 Sir William Skeffington was sent to apply English methods and artillery to the government of Ireland.

- a. valued by
- b. venerated by
- c. anathema to
- d. cherished by

Answer: c

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47. There were days when she was unhappy, she did not know why,--when it did not seem worthwhile to be glad or sorry, to be alive or dead; when life appeared to her like a _____ pandemonium and humanity like worms struggling blindly toward inevitable_____.

- a. quiet, doom
- b. grotesque, annihilation
- c. clamorous, catastrophe
- d. tumultuous, destruction

Answer: b

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48. The research exhibits in an exaggerated form the irregularities of distribution visible in our zodiacal constellations, and presents the

further _____ of being frequently reckoned as twenty-eight in number, while the ecliptical arcs they characterize are invariably twenty-seven.

- a. consistency
- b. conformity
- c. anomaly
- d. uniformity

Answer: c

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49. THE people of Madagonia had the most ruthless _____ the people of Novakatka and set upon some sailors of a Novakatkan vessel, killing two and wounding twelve.

- a. apathy for
- b. antipathy to
- c. sympathy for
- d. indifference for

Answer: b

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50. The last entry in his diary was made the morning following her death, and there he recites the sad details in a matter-of- fact way that adds to the pathos of it; for it breathes a tired _____ born of long sorrow and

hopelessness, which even this cruel blow could scarcely awake to further suffering.

- a. cruelty
- b. tenderness
- c. affinity
- d. apathy

Answer: d

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51. As I walked by her side that May morning, I was only conscious of her voice and her exquisite girlhood; for though she talked with the _____ of a woman of the world, a passionate candor and simple ardor in her manner would have betrayed her, had her face not plainly declared her the incarnation of twenty.

- a. aplomb
- b. bias
- c. agitation
- d. nervousness

Answer: a

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52. Birds, we are told, build their nests by instinct, while man constructs his dwelling by the exercise of reason. Birds never change, but continue

to build forever on the self-same plan; man alters and improves his houses continually. Reason _____; instinct _____.

- a. develops, retards
- b. advances, is stationary
- c. flowers, is intuitive
- d. grows, degrades

Answer: b

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53. In form the jaguar is thick-set; it does not stand high upon its legs; and in comparison with the leopard is heavily built; but its movements are very rapid, and it is fully as _____ as its more graceful relative.
- a. agile
 - b. sluggish
 - c. mercurial
 - d. stiff

Answer: a

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54. If his theory of government deviated from the republican standard he had the _____ r to _____ it, and the greater merit of co-operating faithfully in maturing and supporting a system which was not his choice."
- a. probity, repudiate

- b. artifice, concede
- c. guile, acknowledge
- d. candor, avow

Answer: d

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55. Bismarck admitted the _____ of the population to Prussian rule, but said that everything would be done to _____ the people.
- a. antagonism, incite
 - b. abhorrence, instigate
 - c. aversion, conciliate
 - d. rapport, provoke

Answer: c

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56. The British, deluded by their _____, still cherished extravagant ideas of Indian wealth; nor would they listen to the unwelcome truth.
- a. miserliness
 - b. avarice
 - c. altruism
 - d. fortitude

Answer: b

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57. In 1842 he withdrew to Littlemore, and lived there under monastic conditions with a small band of followers, their life being one of great physical _____ as well as of anxiety and suspense.

- a. austerity
- b. luxuriousness
- c. solemnity
- d. gravity

Answer: a

58. There is a multiplication of taxes in trade which recalls the old colonial alcabala tax, and it serves to restrict commerce and _____ the cost of goods in much the same way, if not to the same degree.

- a. abridge
- b. raze
- c. augment
- d. efface

Answer: c

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59. Those who did not adopt the monastic life endeavored on a lower plane and in a less perfect way to realize the common ideal, and by means of penance to _____ for the deficiencies in their performance.

- a. appease
- b. atone

- c. repair
- d. muck up

Answer: b

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60. When considerably diluted they are only slightly irritating; externally applied and in the stomach they have an antiseptic action; they increase the secretion of saliva, and thus _____ thirst.

- a. assuage
- b. exacerbate
- c. replenish
- d. sap

Answer: a

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61. His education was only elementary and very defective, except in mathematics, in which he was largely self-taught; and although at his death he left a considerable library, he was never _____ reader.

- a. a lethargic
- b. phlegmatic
- c. assiduous
- d. enervated

Answer: c

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62. While I acknowledge the success of the present work to have been greater than I anticipated, and the praises it has elicited from a few kind critics to have been greater than it deserved, I must also admit that from some other quarters it has been _____ with an _____ which I was as little prepared to expect, and which my judgment, as well as my feelings, assures me is more bitter than just.
- a. extolled, approbation
 - b. eulogized, deference
 - c. censored, acerbity
 - d. censured, asperity

Answer: d

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63. There he continued his studies with _____, made himself yet more master of Plato and Plutarch, and became especially advanced in theology under the venerable G.
- a. ardor
 - b. apathy
 - c. frigidity
 - d. lassitude

Answer: a

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64. The constitutional amendment proposed by the conference, however, did not meet with his _____, and his action in signing and transmitting the resolution to Congress was merely formal.

- a. disapproval
- b. discredit
- c. approbation
- d. aspersion

Answer: c

65. My friends pursued their course with _____; they had no longer any surprises for me, and when I met them I knew pretty well what they would say; even their love-affairs had a tedious _____.

- a. steadfastness, lassitude
- b. passion, boredom
- c. perversity, lethargy
- d. uneventfulness, banality

Answer: d

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66. What dread of want or poverty that can reach or harass the student can compare with what the soldier feels, who finds himself _____ in some stronghold mounting guard in some ravelin or cavalier, knows that the enemy is pushing a mine towards the post where he is stationed, and cannot under any circumstances retire or fly from the imminent danger that threatens him.

- a. vexed
- b. beleaguered

- c. pacified
- d. aggravated

Answer: b

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67. The Senate majority leader, whose unscripted attacks can veer into _____ and take liberties with facts, spoke on the Senate floor last October and appeared to blame billionaire industrialists Charles and David Koch for the government shutdown.
- a. bellicosity
 - b. acquiescence
 - c. tractability
 - d. prostration

Answer: a

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68. He had released my arm and was standing rigid and motionless in the center of the illuminated roadway, staring like one _____ sense.
- a. impoverished of
 - b. imbued with
 - c. bereft of
 - d. bursting with

Answer: c

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69. The Professor, with his face flushed, his nostrils dilated, and his beard bristling, was now in a proper _____ mood.
- a. bucolic
 - b. halcyon
 - c. pastoral
 - d. berserk

Answer: d

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70. I think he is inclined to _____ ; at all events, his language is too glowing, and simple facts are set forth in such a manner that they _____ one.
- a. exaggerate, bewilder
 - b. caricature, stupefy
 - c. misquote, edify
 - d. boast, illumine

Answer: a

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71. It has been my privilege to meet a few great actors and actresses who have the power of so _____ you that you forget time and place and live again in the romantic past.
- disenchanted
 - bewitching
 - tormenting
 - vexing

Answer: b

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72. He appeared to have the same independence of thought, the same _____, but he had an infinitely more vivacious temperament; his mind was coarser, and he had not that interest in the abstract which made Cronshaw's conversation so captivating.
- conventionality
 - conformity
 - bohemianism
 - customariness

Answer: c

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73. In poetical and figurative language "gale" is often used in a pleasant sense, as in "favoring gale"; in America, it is used in a slang sense for _____ or excited behavior.

- a. boisterous
- b. solemn
- c. portentous
- d. somber

Answer: a

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74. The monks and Jesuits did useful work in teaching industrial and agricultural arts, and in giving the people a certain degree of education; but the influence of the Church was used to _____ the traditional narrow colonial system, and the constant quarrels between the clergy and the secular powers often threw the country into confusion.

- a. let down
- b. bolster up
- c. threaten
- d. erode

Answer: b

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75. Although the style is sometimes _____, he is considered _____ and is one of the most valuable authorities for the history of the 6th century, especially on geographical and ethnographical matters.

- a. ordinary, grandiose
- b. magniloquent, incredible
- c. impeccable, truthful
- d. bombastic, trustworthy

Answer: d

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76. While it is important to expose children to a diverse variety of age-appropriate storylines, it is _____ to _____ or censor authors' works.

- a. respectable, organize
- b. reprehensible, bowdlerize
- c. objectionable, order
- d. noteworthy, praise

Answer: b

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77. Every beautiful description, every deep thought glides insensibly into the same mournful chant of the _____ of life, of the slow decay and _____ of all earthly things.

- a. brevity, dissolution
- b. permanence, unification
- c. transitoriness, flowering
- d. ephemerality, dawning

Answer: a

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78. His _____ and haughty demeanor to his equals made him many enemies.
- a. tactful
 - b. courteous
 - c. discreet
 - d. brusque

Answer: d

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79. Living the old life, she was horrified at herself, at her utter insurmountable _____ to all her own past, to things, to habits, to the people she had loved, who loved her--to her mother, who was wounded by her indifference, to her kind, tender father, till then dearer than all the world.
- a. callousness
 - b. delicacy
 - c. infirmity

d. debility

Answer: a

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80. They are not _____ like the young of most birds, but more perfectly developed and precocious even than chickens.

- a. mature
- b. suitable
- c. ripe
- d. callow

Answer: d

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81. She held herself as erect, told everyone her opinion as _____, loudly, and bluntly as ever, and her whole bearing seemed a reproach to others for any weakness, passion, or temptation- the possibility of which she did not admit.

- a. tentatively
- b. candidly
- c. briefly
- d. bashfully

Answer: b

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82. The pressure will become ever more intense until the blustering Milosevic _____ and bows to the will of the international community

- a. defends
- b. entrenches
- c. capitulates
- d. opposes

Answer: c

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83. Doubts have been cast on the legitimacy of Louis Napoleon; for the discord between Louis Bonaparte, who was ill, restless and suspicious, and his pretty and _____ wife was so violent and open as to justify all conjectures.

- a. capricious
- b. unwavering
- c. resolute
- d. decisive

Answer: a

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84. The count's tutor, a man of the world and a bon vivant, as his pupil described him, often recalled the profound erudition, the witty and _____ satire of Athos to Raoul.

- a. bland
- b. insipid
- c. caustic
- d. tedious

Answer: c

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85. There were only four steps, and she went up them, a step at a time, slowly, _____, and with so dogged _____ that it never entered my mind that her strength could fail her.

- a. unwaveringly, certitude
- b. flinchingly, assurance
- c. adamantly, distrust
- d. endlessly, skepticism

Answer: a

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86. Unhappily, after the third lecture of the course, Comte had a severe attack of cerebral derangement, brought on by intense and prolonged

meditation, acting on a system that was already irritated by
the _____ of domestic discomfort.

- a. fruition
- b. titillation
- c. revelry
- d. chagrin

Answer: d

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87. With a view to establishing his authority he now made overtures to the Porte and was commissioned to _____ the _____ pasha of Scutari, whom he defeated and killed.
- a. cheer, complaisant
 - b. chastise, rebellious
 - c. upbraid, obedient
 - d. laud, insolent

Answer: b

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88. As foreign minister he was _____ and _____, but when war was necessary he prosecuted it vigorously and left nothing to chance.
- a. aggressive, ruthless
 - b. imprudent, tentative
 - c. cautious, circumspect

d. vigilant, rash

Answer: c

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89. Shortly after the marriage the mother assured her son that his wife held _____ meetings with a lover, and stated that if he would go to a certain spot not far from the house that evening he would himself see that her assertion was true.

- a. clandestine
- b. aboveboard
- c. illegitimate
- d. unofficial

Answer: a

90. He seized the door, making a final effort to hold it back--to lock it was no longer possible--but his efforts were weak and _____, and the door, pushed from behind by that terror, opened and closed again.

- a. deft
- b. dexterous
- c. clumsy
- d. couth

Answer: c

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91. In the Greek civilization of antiquity, an outlying colony would _____ with a native population, and a fusion of Hellenism with barbarian customs take place, as at Emporium in Spain.
- altercate
 - coalesce
 - feud
 - contend

Answer: b

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92. If we pass from this criticism of form to the actual contents of the two books, we are bound to confess that they constitute a wonderfully _____ and persuasive theistic argument.
- cogent
 - emasculate
 - defeasible
 - inept

Answer: a

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93. She stopped to blush and laugh at her own relapse, and then resumed a more serious, more dispiriting _____ upon what had been, and might be, and must be.
- laxity
 - inadvertence
 - cogitation
 - indifference

Answer: c

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94. Not only Nicholas, but even Natasha understood the meaning of his puckered brow and the happy _____ smile that slightly puckered his lips when Anisya Fedorovna entered.
- perturbed
 - complacent
 - flustered
 - anxious

Answer: b

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95. Palfrey was capable of horse-whipping a too rash pretender to his daughter's hand; and, moreover, he had three tall sons: it was clear that a suitor would be at _____ with such a family, unless travel and natural acumen had given him a _____ power of contrivance.

- a. a disadvantage, countervailing
- b. an advantage, counteracting
- c. service, prevailing
- d. disservice, prejudicial

Answer: a

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96. I was willing to encounter some risks in order to accomplish my object, and counted much upon my ability to _____ these prowling cannibals amongst the many _____ which the mountains afforded.
- a. delude, sites
 - b. elude, coverts
 - c. meet, asylums
 - d. assist, retreats

Answer: b

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97. Hospitality, generosity, personal bravery were the subjects of praise; meanness and _____ those of _____ .
- a. timidity, mockery
 - b. meekness, raillery
 - c. cowardice, satire
 - d. docility, irony

Answer: c

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98. We must bear in mind that the magician was no cold systematic thinker, but an Oriental visionary, brought up in _____ superstition, and without intellectual discipline; a man whose nervous temperament had been powerfully worked on by _____ austerities, and who was all the more irritated by the opposition he encountered, because he had little of the heroic in his nature.

- a. refined, stern
- b. bovine, sensuous
- c. churlish, comfortable
- d. crass, ascetic

Answer: d

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99. He is a happy-go-lucky man, neither _____ nor valiant, taking _____ as they came with an indifferent air; and, while engaged in the most imminent crisis of the chase, toiling away, calm and collected as a journeyman joiner engaged for the year.

- a. heroic
- b. craven
- c. gallant
- d. reticent

Answer: b

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100. In the golden age, evil ever existed; and sorrow, misfortune, crime, were mere shadows which the mind fancifully created for itself, as a shelter against too sunny realities; or, at most, but prophetic dreams to which the dreamer himself did not yield a waking_____.
- a. credence
 - b. distrust
 - c. demurrer
 - d. rejection

Answer: a

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PART III- WORD USAGE

A word has been used in four different ways; choose the option in which the usage of the word is INCORRECT or INAPPROPRIATE

1. **EAT**

- A. The obsession to own a car was eating my brother and his friends.
- B. She was eating a sandwich
- C. The rot is eating away the interior of the house

D. Unexpected expenses ate up their savings.

Correct Answer: A

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The usage in statement 'a' is incorrect; it must be 'The obsession to own a car was eating up my brother and his friends'. 'eat up' figuratively means to consume someone or to make someone mad. 'eat away' means to destroy; 'eat up' in statement d means to consume something rapidly

2. **SWEPT**

- A. She was swept by his charm
- B. For a long time this problem has been swept under the carpet
- C. The flood waters swept away everything in their path.
- D. The news swept through the town.

Correct Answer: A

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'swept under the carpet' means deliberately hidden from others. 'swept through' means spread rapidly. The correct usage in statement 'a' should be 'swept away by his charm'; 'swept away' means captivated.

3. **AIM**

- A. He was aiming for the 100 meters world record.
- B. He used his left hand to steady his aim.
- C. Advertising aimed after children should be curbed.
- D. We aim to please our customers.

Correct Answer: C

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The correct usage in statement c is 'aimed at', which means 'targeted at'. Advertising aimed at children should be curbed.

4. **BLOW**

- A. The ruling comes as a blow to environmentalists
- B. He was jailed for forty-five years for trying to blow up a plane.
- C. I blew the candle and went off to bed.
- D. The media is good at blowing everything out of proportion

Correct Answer: C

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The correct usage in statement c is 'blew out' or 'blow away', which means extinguish. I blew away the candle and went off to bed. 'To blow something out of proportion' means to exaggerate.

5. **CARRY**

- A. She got carried away by the excitement
- B. We have enough food to carry us through the winter
- C. It was a tradition carried out from one generation to the next
- D. He carried out the plan

Correct Answer: C

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The correct idiom in statement c is 'carried over', which means transmitted; it was a tradition carried over from one generation to the next. 'to carry out' means to execute

6. **CHASE**

- A. She chased the thief for 100 yards.
- B. If he's not chasing women, he's out boozing with the lads.
- C. Some farmers chase you off their land quite aggressively.
- D. They chased the stairs into the alley.

Correct Answer: D

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The correct idiom in statement d should be 'chased down the stairs', which means 'to run down the stairs'.

7. **CHEER**

- A. The good news cheered her
- B. Cheering crowd lined the rout
- C. She chatted away brightly, trying to cheer the disconsolate man on.
- D. She has a cheerful smile

Correct Answer: C

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The correct idiom in statement c would be 'cheer up', which means 'to console' or 'to encourage'.

8. **CHURN**

- A. Churning seas smash against the steep cliffs
- B. The powerful thrust of the boat's engine churned the water.
- C. He churns up four novels a year.
- D. Yesterday I ate so much that it made my stomach churn

Correct Answer: C

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The correct idiom in statement c should be ‘churns out’, which means ‘to produce abundantly’.

9. **COME**

- A. After losing the first two matches, the Indian team made a strong come back
- B. The warring factions have at last come to term.
- C. My fondest dreams have at last come true.
- D. CAT is conducted twice, while Christmas comes but once a year.

Correct Answer: B

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The correct idiom in statement b is ‘come to terms’, which means ‘to reach mutual agreement’.

10. **CRASH**

- A. Gil lost his job and his pension when the company crashed and burned.
- B. His car crashed in the rear of a van.
- C. We heard the sound of an animal crashing through the undergrowth
- D. I might take a crash course in C programming and join Infosys

Correct Answer: B

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The correct idiom in statement b should be 'crashed into'; his car crashed into the rear of a van.

- A. He was sent home from hospital after his burns were dressed
- B. I was dressed in by the teacher for being consistently late
- C. They dressed up and went to the room.
- D. She was wearing a black dress

Correct Answer: B

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The idiom 'dressed in' in statement b is incorrect. The correct idiom is 'dressed down', which means 'to scold'.

12. ABIDE

- A. I can't abide noisy people
- B. They must abide the rules of the game
- C. The court is there to make moral judgments on the basis of what is eternal and abides.
- D. I will abide the coming of my lord

Correct Answer: B

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The correct usage in statement b should be 'they must abide by the rules of the game'. In statement a, 'abide' means to stand or to tolerate. 'Abides' in statement c means 'lasts long'. 'abide' in statement d means 'to wait'

13. ACT

- A. I've got to get my acts together and start getting my work done.
- B. She had a sore throat and had to act out her request.
- C. Come on guys, stop acting the fool and pay attention
- D. Will your insurance company pay for damage caused by earthquakes and other acts of God?

Correct Answer: A

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'to act out' means 'to mimic'. 'acting the fool' means 'to act in an irresponsible or foolish manner'. The correct idiom in statement a is 'to get one's act together', which means 'to be organized'.

14. ADD

- A. His illness added to the family's troubles.
- B. 'You could tell he was very embarrassed,' she added.
- C. The witness's testimony simply did not add in
- D. Now the carpenter wanted, keeping the same staircase, to add three steps.

Correct Answer: C

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The correct usage in statement c would be 'The witnesses' testimony simply did not add up'; 'add up' means 'to be consistent'; 'did not add up' means 'was not consistent'.

15. ALLOW

- A. Playing football in the street is not allowed.
- B. We allow smoking only in restricted areas
- C. His father allows him too much money
- D. We've made allowance to the fact that everyone has different tastes

Correct Answer: D

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The correct idiom in statement d should be 'make allowances for someone or something', which means to take into account or bear in mind.

16. ASK

- A. He asked her to his house for lunch
- B. He is very ill and keeps asking for his daughter

- C. This table is yours in the asking
- D. He asked me what time it was.

Correct Answer: C

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‘asked her to his house’ means ‘to invite’. The correct idiom is ‘for the asking’, which means ‘on request’

17. **BAIL**

- A. They will discuss how to bail the economy of its slump.
- B. We kept her afloat for a couple of hours by bailing frantically
- C. He was freed on bail pending an appeal.
- D. John still remembers the first time he bailed out of a plane.

Correct Answer: A

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The correct usage is ‘bail the company out of...’ ‘Bailing’ as in option b means removing (water) from a boat by repeatedly filling a container and emptying it over the side. ‘Bailed out’ in option d means ‘jump out’

18. **BANG**

- A. He stood bang in the middle of the flower bed.
- B. This book bangs at the seriousness of the situation
- C. He dealt me a nasty bang on the head
- D. None of the above

Correct Answer: B

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The correct usage in statement b is 'bangs away', which means 'emphasizes'

19. **BARGE**

- A. He lives on a barge and only works when he has to.
- B. He just barged in on us while we were having a private conversation.
- C. He would barge in them and kick them in the shins.
- D. Students tried to barge their way into the secretariat building.

Correct Answer: C

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In statement a, 'barge' means a long, large flat-bottom boat. 'barge in' means to interrupt. In statement c, the correct usage is 'barge into', which means 'push against'. 'barge their way' means find out their way.

20. ALONG

- A. How is your father getting along with? Is he any better?
- B. Along each wall stretched metal filing cabinets.
- C. She skipped and danced along.
- D. She escaped along with two other children

Correct Answer: A

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Statement 'a' should be: how is your father getting along? ('getting along' means 'how is he progressing'). 'along' in statement c means 'onwards'.

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