

# **SECTION-II**

## **GRAMMAR : HOW TO IMPLEMENT ?**

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# Introduction to Grammar

**G**rammar is the system of a language. People sometimes describe grammar as the "rules" of a language; but in fact no language has rules. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a new game. But languages did not start like that. Languages started by people making sounds which evolved into words, phrases and sentences. No commonly-spoken language is fixed. All languages change over time. What we call "grammar" is simply a reflection of a language at a particular time.

Do we need to study grammar to learn a language? The short answer is "no". Very many people in the world speak their own, native language without having studied its grammar. Children start to speak before they even know the word "grammar". But if you are serious about learning a foreign language, the long answer is "yes, grammar can help you to learn a language more quickly and more efficiently." It's important to think of grammar as something that can help you, like a friend. When you understand the grammar (or system) of a language, you can understand many things yourself, without having to ask a teacher or look in a book.

So think of grammar as something good, something positive, something that you can use to find your way - like a signpost or a map.

## **What is necessary to learn English well?**

You have to change your life a little e.g. do crazy things like talking to yourself in English or spending your evening reading a dictionary. In order to do these things, and do them regularly, you have to enjoy doing them. If you are like most learners and don't feel like doing these things, you will have to work on your motivation.

## **Remember that you are already good!!!**

You already know some English (you're reading a text in English right now). That's a big success! Now it's time for more successes & start using powerful methods of effective learning by gaining an impressive knowledge of English.

## CHAPTER 1

# Principle Elements of the Sentence

A sentence is a group of words that makes a statement and can be followed by a period, question mark, or exclamation mark. The principal elements of a sentence are the *verb*, *subject* of the verb, and *direct object* of the verb or *complement* of the verb. Many sentences have only a verb and a subject.

Other important elements are the *indirect object* and *modifiers*.

### VERB:

A verb is the word or words that describe the action or state of being of the subject. For example,

- ✓ Rats eat mice. (The verb *eat* describes the action performed by the subject *rats*.)
- ✓ Ram has felt well recently. (The verb *has felt* describes the state of being of the subject *Ram*.)
- ✓ The organ was often played during chapel. (The verb *was played* describes the action of the subject *organ*.)

### SUBJECT:

A subject is the person or thing that performs the action indicated by the verb or that is in the state of being described by the verb. For example,

- ✓ Trees and shrubs line the driveway. (*Trees and shrubs* is the subject of the verb *line*, answering the question Who or what line? *Trees and shrubs line*.)
- ✓ Rare books are expensive. (*Books* is the subject of the verb *are*. Who or what are expensive? *Books are*. *Expensive* is the complement of *are*. Complements are discussed below.)

### DIRECT OBJECT:

A direct object is the word or words that receive the action indicated by the verb. For example,

- ✓ Automobiles are polluting cities. (What is the action? *Are polluting*.  
What receives the action? *Cities*. *Cities* is the direct object of the verb *are polluting*.)
- ✓ The gardener fertilized the lawn and trees. (What receives the action? *The lawn and trees*.  
*Lawn and trees* is the object of *fertilized*.)
- ✓ The safe was robbed. (There is no direct object. This sentence has only a subject *safe* and a verb *was robbed*.)

A complement is the word or words that complete the meaning of verbs that express *feeling, appearing, being, and seeming*. Such verbs are classified as *copulative, or linking, verbs*. Copulative verbs do not take a direct object. They are completed by complements. Note that all forms of the verb *to be* are copulative except when used as auxiliary verbs (described later). For example,

- ✓ He seems Sick. (The verb *seems* does not describe action, but describes a state of being. *Seems* links the subject *he* with *sick*, and *sick* is the complement of *seems*. Note that it occupies the position in the sentence that an object would occupy. The sentence *He seems sick* can best be understood by imagining that a physician is receiving a report on a patient's health. No action is being reported, only a state of being. The verb *seems* conveys no meaning without a complement. Thus, *sick* completes the meaning of *seems* and is called the complement of the copulative verb *seems*.)
- ✓ He is a carpenter. (The verb *is* links the subject *he* with *carpenter*, a noun. No action is being performed. *Carpenter* complements—completes—the copulative verb *is*.)
- ✓ She feels fine early in the morning. (The copulative verb *feels* links *she* with *fine*, the complement of *feels*.)

It should be noted that the verb *feel* does not always function as a copulative verb. In the sentence *She felt the table*, an action is being performed, the *action of feeling*. In this sentence, then, *table* is the *direct object of felt*.

To find the principal elements of a sentence:

1. Find the verb or verbs by asking yourself: What is happening? What state of being is indicated?
2. Find the subject or subjects by asking yourself: Who or what is performing the action described by the verb or verbs? Whose state of being is described by the verb or verbs?
3. Find the direct object of the verb or verbs by asking yourself: Who or what is receiving the action of the verb or verbs?
4. Find the complement of a copulative verb by asking yourself: What element of the sentence completes the verb?

Note that a verb that takes a direct object cannot take a complement. A verb that takes a complement cannot take a direct object.

### **Exercise 1**

Identify the *verb, subject, direct object* and *complement* in the given sentences:

- a. Playwrights and authors receive acclaim.
- b. Accountants are busiest at tax time.
- c. Religion is a required course in many colleges.
- d. Wars have produced death and destruction
- e. Sita called her brothers and sisters.
- f. The waiter served sandwich to his customers.
- g. Anju studied Sanskrit in Chennai.
- h. A bibliography is a list of books and articles.

An *indirect object* is a word or words that receive the *direct object*. You will encounter indirect objects in two different ways:

- (1) When an indirect object *follows* the direct object, the indirect object will be preceded by *to*, *for*, or *of*.
- (2) When an indirect object *appears between* the verb and the direct object, the indirect object will appear without *to*, *for*, or *of*.

Indirect objects occur most often with such verbs as *ask*, *tell*, *send*, *give*, and *show*.

Consider the following sentences:

- ✓ He gave the book to me. (The direct object of *gave* is *book*. *Me* is the indirect object and is preceded by *to*. *Me* receives *book*, the direct object.)
- ✓ He gave me the book. (The direct object of *gave* is *book*. *Me* is the indirect object. *Me* receives *book*. Notice that *to* is omitted, because the indirect object appears between the verb *gave* and the direct object *book*.)
- ✓ The professor asked her a question. (The direct object of *asked* is *question*. *Her*, the indirect object, receives *question*. Notice that *of* is omitted.)
- ✓ The professor asked a question of her. (*Her* is the indirect object and is preceded by *of*. *Her* receives *question*, the direct object.)
- ✓ Television commentators give audiences the news. (The direct object of the verb *give* is *news*. The indirect object *audiences* receives *news*, the direct object.)
- ✓ Television commentators give the news to audiences. (The indirect object *audiences* receives *news*, the direct object. The indirect object is preceded by *to*.)
- ✓ Many florists send their best customers orchids on New Year's Eve. (The direct object of *send* is *orchids*. The indirect object is *customers*.)
- ✓ Many florists send orchids to their best customers on New Year's Eve. (The indirect object *customers* receives *orchids*, the direct object.)

### **Exercise 2**

Underline the *indirect objects* in the following sentences:

- a. The storekeeper sent the carpet to the hotel.
- b. I wrote a poem for him.
- c. She showed her stamp collection to Tejali.
- d. Cargo ships give reliable service to most clients.
- e. Children may tell their parents many strange stories.

All words in a sentence that are not verbs, subjects, direct objects, indirect objects, or complements are *modifiers*. Typically, modifiers define, make more precise, identify, or describe a verb, subject, direct object, indirect object, complement, or other modifier.

Consider the following sentences:

- ✓ He ran quickly. (The verb *ran* is made more precise—is modified—by *quickly*.)
- ✓ He ran as quickly as he could. (The verb *ran* is made more precise—is modified—by *as quickly as he could*.)
- ✓ The blue hat suited the woman. (The subject *hat* is described—is modified—by *blue*.)
- ✓ The hat that she wore suited the woman. (The subject *hat* is modified by *that she wore*.)
- ✓ The thief stole an electric typewriter. (The direct object *typewriter* is modified by *electric*.)
- ✓ A thief stole the typewriter that Sunil's wife had given him. (The direct object *typewriter* is modified by *that Sunil's wife had given him*.)
- ✓ Surma appeared overly anxious. (The complement *anxious* is modified by *overly*.)
- ✓ Surma appeared anxious to an extreme degree. (The complement *anxious* is modified by *to an extreme degree*.)

### **Exercise 3**

Underline the *modifiers* in the following sentences:

- a. The tired driver came home very late.
- b. A regularly serviced car makes driving safer.
- c. Payal opened the large package carefully.
- d. The grocery store opened early and closed late.
- e. An outdoor market attracts enthusiastic visitors.

### **MULTIPLE-WORD MODIFIERS:**

Multiple-word modifiers are composed of sentence elements known as phrases or clauses. A *phrase* is a logical grouping of words that *does not* contain a subject or verb. A *clause* is a logical grouping of words that *does* contain a subject and verb.

Consider the following sentences:

- ✓ The house *with the gabled roof* belongs *to the parson*. (In this sentence, the phrase *with the gabled roof* modifies *house*; the phrase *to the parson* modifies *belongs*. Note that there is no subject or verb in either multiple-word modifier.)
- ✓ The girl *whose arm was set awake* *in the hospital*. (In this sentence, the clause *whose arm was set* modifies *girl*; the phrase *in the hospital* modifies *awoke*.)

**Exercise 4**

Underline the *multiple-word modifiers* in the following sentences:

- a. The man with brown hair ran down the stairs.
- b. People of all ages enjoy swimming.
- c. A line of unemployed men appeared outside the office door.
- d. Shalini will have dinner at our house on Wednesday.
- e. Students from our class visited the museum.

**CLAUSES:**

Like a sentence, a clause contains a *subject* and *verb*. It may also contain an object or complement, an indirect object, and modifiers. A clause that makes a complete statement and can stand alone as a sentence is called an *independent clause*. A clause that cannot stand alone as a sentence is called a *subordinate*, or *dependent*, clause.

A sentence may consist of one or more independent clauses plus one or more subordinate clauses.

Consider the following sentences:

- ✓ Before he sat down, he removed his coat. (This sentence consists of a subordinate clause *Before he sat down* and an independent clause *he removed his coat*. You know from the previous discussion of *modifiers* that, in this sentence, the subordinate clause modifies the verb *removed* in the main clause. Note that both clauses have their own subjects and verbs: *he sat, he removed*. Note further that the independent clause can stand as a sentence: *He removed his coat*. The subordinate clause cannot stand as a sentence: *Before he sat down*. The subordinate clause does not make a complete statement but depends on the independent clause for its meaning. The word *Before* connects the subordinate clause to the independent clause. *Before* here is classified as a *subordinating conjunction*. Conjunctions are discussed in Chapter 8.)
- ✓ We went to the movies and they stayed home. (This sentence consists of two independent clauses. Each clause has its own subject and verb: *We went, they stayed*. Either clause can stand as a complete sentence. Each makes a statement that does not depend on the other. The conjunction here is *and*, which is classified as a *coordinating conjunction*. Other coordinating conjunctions are *but, for, so, or, nor, and yet*.)

**Exercise 5**

Underline the *independent clauses* in the following sentences:

- a. While we were walking home, we considered the problem carefully.
- b. Jatin lived a long and happy life, but his time had come to die.
- c. Cigarettes are known to be dangerous to health, yet many people continue to smoke them.
- d. He agreed to join her in the new business, but he had little capital to invest.
- e. Typewritten papers usually get higher marks than handwritten papers.

**Exercise 6**

Underline the *dependent clauses* in the following sentences:

- a. They left Udaipur before their children entered school.
- b. Kavita never eats meat, even though her father and mother do.
- c. I have reserved two seats for tonight's performance.
- d. Some of them have been driving carelessly although they all passed driver education.
- e. The mayor told his constituents that he would do his best to meet the town's financial needs.

**PHRASES:**

A phrase is a group of two or more words that does not contain a subject and verb. It is useful here to learn to recognize phrases and to identify their functions as *modifiers*, *subjects*, *complements*, and *objects*.

Consider the following sentences:

- ✓ She hid behind the building. (The phrase *behind the building* modifies *hid*. Note that no single word within the phrase conveys the meaning intended by the entire phrase, which functions as a logical grouping of words that conveys a single meaning. Note also that the phrase has no subject or verb.)
- ✓ The child in front will win. (The phrase *in front* modifies *child*.)
- ✓ Eating apples has been called a sure way to avoid doctors' bills. (The phrase *Eating apples* functions as the subject of *has been called*. Note that words such as *Eating* often function as subjects, objects, and modifiers.)
- ✓ Her hobby was flying airplanes. (The phrase *flying airplanes* functions as the complement of *was*, a copulative verb.)

**Exercise 7**

Underline the *phrases* in the following sentences:

- a. A simple country doctor was all she wanted to be.
- b. A cup of tea in late afternoon enabled him to survive until evening.
- c. In the library the boy found peace and quiet.
- d. The captain ordered us to pick up our gear and retreat to the nearest town as quickly as possible.
- e. He saw himself pinned to the wall.



## CHAPTER 2

# Nouns and Articles

### NOUNS:

**A**n noun is the name of a person, place, thing, quality, activity, concept, or condition.

#### *Person*

*Abraham Lincoln* is known throughout the world for his humanity.

*Students* of NITS study *programming*.

The *actor* portraying *Tarzan* has a simple task.

*Pele*, the Brazilian football *player*, scored more goals than any other *player* in history.

#### *Place*

*Jaipur* is the capital of *Rajasthan*.

Travelers find *Udaipur* one of the beautiful cities of *Rajasthan*.

*Colombia* is noted for marvelous coffee.

*Afghanistan* is no longer visited by many tourists.

#### *Thing*

A *beach* is unsurpassed for relaxation.

A man's *house* is his *castle*.

*Dogs* perform an important function for the blind.

The committee gathered around the conference *table*.

#### *Quality*

I admire her childlike *innocence*.

A thing of *beauty* is a *joy* forever.

The House of Representatives is not noted for its *integrity*.

The shopkeeper accused the salesman of *opportunism*.

#### *Activity*

*Fishing* had become a major sport.

He made his fortune in *manufacturing*.

*Leisure* has become increasingly important for the middle class.

The horse *show* listed six events, of which *jumping* was most important.

#### *Concept or Condition*

*Hinduism* is one of the great religions of the world.

Football is often a game of *inches*.

Allied Armies invaded Normandy in *1944*.

*Monarchy* was the form of *government* in Europe at that *time*.

**Exercise 8**

Underline the nouns in the following sentences:

- a. Johny Lever is a great comedian.
- b. The sky was full of parachutes.
- c. The avenue is undergoing restoration
- d. Our puppy has black spots on his nose.
- e. The train may get us to Amritsar in time to catch the show.
- f. He washed his hands as thoroughly as he could.
- g. The cleaning fluid did not take out the stain.
- h. The speech lasted nearly one hour.
- i. Some chairmen fail to keep order.
- j. His hotel was near the casino.

**Types of Nouns:**

Nouns are classified as *proper nouns* or *common nouns*.

A proper noun is the name of a *specific person, place, or thing*. For example,

- ✓ *Amandeep* is universally admired.
- ✓ She was a *communist* in her youth.
- ✓ *City palace* attracts many visitors.

A common noun is the name used for *any unspecified member* of a class of *persons, places, qualities, or concepts*. For example,

- ✓ Tall *mountains* challenge experienced *hikers*.
- ✓ The *museum* exhibited only some of its *treasures*.
- ✓ *Sculptors* and *painters* work hard for *recognition*.

**Exercise 9**

Underline all *nouns* and identify them as *proper or common* in the following sentences:

- a. Many students are dropping out of school because of the high cost of tuition.
- b. Physics textbooks, according to Jatin, do not supply students with sufficient exercises.
- c. Theatres in Amritsar are so inexpensive that tourists can attend every night of the week.
- d. Arvind Kumar was the author of many fine stories and books.
- e. Siberia supports thousands of migratory deer.

Most nouns form their plurals by adding 's' to the singular like;  
*time, times; girl, girls; home, homes; bear, bears.*

There are many exceptions to this practice:

- ✓ Add *es* when a noun ends in *s*: *kindness, kindnesses; lens, lenses*  
ends in *z*: *fuzz, fuzzes; quiz, quizzes* (note the doubling of *z*)  
ends in *sh*: *hash, hashes; flash, flashes*  
ends in *ch*: *lunch, lunches; bunch, bunches*  
ends in *x*: *mix, mixes; box, boxes*
- ✓ When a noun ends in *y* preceded by a consonant, change the *y* to *i* and add *es*: *harmony, harmonies; baby, babies; thievery, thieveries.*
- ✓ For certain words taken directly from foreign languages, form the plural as it is formed in those languages: *alumnus, alumni; alumna, alumnae; erratum, errata; stimulus, stimuli; phenomenon, phenomena.* There is a tendency to drop this practice and use the letter *s* to form plurals of words taken directly from foreign languages. Thus, the plural of *memorandum* is now more often *memorandums* than *memoranda*. A current dictionary will be useful in deciding questions of pluralization.
- ✓ Certain words do not change in forming plurals: *deer, goods, headquarters, scissors, species, etc.*
- ✓ Certain words that have come down from Anglo-Saxon retain their Anglo-Saxon plurals: *foot, feet; tooth, teeth; woman, women; man, men; child, children; ox, oxen; etc.*

### **POSSESSIVE FORMS OF NOUNS:**

Two rules are helpful, in forming possessive nouns:

- (1) With singular nouns and with plural nouns that do not end in *s*, add 's to form the possessive like; *boy, boy's; child, child's; Jane, Jane's; children, children's; sisters-in-law, sisters-in-law's.*
- (2) With plural nouns and with singular nouns that end in *s*, add ' or 's to form the possessive like; *boys, boys'; girls, girls'; Russians, Russians'; Charles, Charles', Charles's.*

### **COLLECTIVE NOUNS:**

A collective noun represents a group or class considered as a unit. Such a collective noun is considered singular.

A collective noun may also represent a group or class of individuals considered as individuals. In this case, the collective noun is treated as plural. The writer must decide how he or she intends a collective noun to be understood and must be consistent in the treatment of the noun.

Some of the most common collective nouns are: *army, audience, band, committee, couple, group, jury, majority, and team.* Note that these nouns may be treated as singulars or plurals. When a collective noun is singular, its verb must be singular. When plural, its verb must be plural.

The following sentences show both uses:

#### *Singular*

The army *is advancing* slowly. (The entire *army* as a unit)

The band *has played* well. (The entire *band* as a unit.)

The jury *has reached* a verdict. (The entire *jury* as a unit.)

The audience *are leaving* their seats now. (The members of the *audience* are thought of as individuals.)

The committee *disagree* with the stand taken by the minority. (The members of the *committee* are thought of as individuals. The *committee* has not taken a single stand as a unit.)

The young couple *were* unhappy with the apartment they rented. (Both husband and wife, as individuals, *were unhappy*.)

Certain collective nouns, for example, *athletics, contents, and politics*, appear to be plural because they end in *s*. Yet they are treated as singulars when they are intended as singulars and, of course, they are treated as plurals when they are thought of as plurals. Again, the writer must treat them consistently either as singulars or plurals:

#### *Singular*

The contents of the package *was* examined thoroughly by the guard. (The writer treats *contents* as a unit.)

Statistics *is* not my best subject. (The writer is discussing a course called *statistics*.)

#### *Plural*

The contents of the package *were* thrown about the room. (The writer is thinking of the individual objects that make up the *contents* of the package.)

Statistics *are* said to mislead the unwary. (The writer is thinking of individual computations that constitute what we call *statistics*.)

### **Exercise 10**

Identify the *collective nouns* as *singular* or *plural* in the following sentences:

- a. The *class* agreed that their teacher should be encouraged to permit early adjournment.
- b. He asked the *group* to take their time in reaching a decision.
- c. The *team* has decided to appoint a new *captain*.
- d. The *opposition* are meeting quietly to organize their forces.
- e. We wonder whether the *remainder* is sufficient to pay her way for the rest of her life.

### **ARTICLES:**

There are two types of articles: *definite* and *indefinite*. Articles are considered modifiers of nouns and pronouns.

#### Definite Article

The definite article is *the*. It is used to indicate a specific class of nouns or pronouns or a specific member of a class of nouns or pronouns. For example,

- ✓ *The* whale is still an endangered Species. (The *whale* as distinct from other species.)
- ✓ He gave me *the* assignment I requested. (He gave me a specific *assignment*.)
- ✓ *The* teacher gave *the* class enough homework for *the* week. (A specific *teacher*, a specific *class*, a specific *week*.)
- ✓ They are *the* ones who own *the* property.

Omission of the Definite Article

The definite article is omitted when the writer does not specify a particular amount or quantity of the noun. For example,

- ✓ Teachers assign homework. (An indefinite number of *teachers* assign an indefinite *amount* of homework.)
- ✓ Salt is an important commodity. (The writer has not specified an *amount* of *salt*.)
- ✓ *The* salt on our table is rarely used. (In specifying a particular *amount* of *salt*, the writer uses the definite article.)

Indefinite Article

The indefinite articles are *a* and *an*. They are used as modifiers to indicate an *unspecified* class or member of a class of nouns. For example,

- ✓ Miss Mehta gave her department enough work for a *week*. (The *week* is unspecified.)
- ✓ A sandwich costs Rs. 25 in some restaurants. (This means any unspecified *steak*.)
- ✓ Carpenters may one day again be paid Rs. 200 *an* hour in Mumbai. (This means unspecified *hour* regardless of when the work is performed.)

Choosing between *a* and *an*

*A* is used before a word beginning with a consonant sound like;

- ✓ A stereo played all night. (Consonant sound *s*.)
- ✓ He used a hammer to nail the board. (Consonant sound *h*.)
- ✓ A one-hour lecture is more than I can take. (*One* begins with the consonant sound *w*, as in *won*.)
- ✓ He was a useful person. (*Useful* begins with the consonant sound *y* as in *yet*.)

*An* is used before a word beginning with a vowel sound like;

- ✓ She was *an* able person. (Vowel sound *a*.)
- ✓ He talked for *an* hour. (*Hour* begins with a vowel sound *ou*, as in *our*.)

Exercise 11

In the following sentences, insert *a*, *an*, or *the* where needed:

- a. My brother asked me whether I could spare \_\_\_\_\_ few dollars.
- b. No one knows \_\_\_\_\_ trouble I have seen.
- c. Poverty does not always lead to \_\_\_\_\_ unrest.
- d. The doctor cured her of \_\_\_\_\_ tuberculosis.
- e. One simply cannot live on five dollars \_\_\_\_\_ day in Europe anymore.
- f. The lawyer stated that \_\_\_\_\_ shooting was accidental.
- g. Many potential investors are frightened by \_\_\_\_\_ prospect of a new depression.
- h. \_\_\_\_\_ hour in her company goes by in no time at all.
- i. One of \_\_\_\_\_ cabdrivers warned me not to stay at \_\_\_\_\_ Gideon Hotel.
- j. One of my dreams is to have \_\_\_\_\_ seaworthy sailboat, \_\_\_\_\_ ability to operate it, and \_\_\_\_\_ time to enjoy it.

## CHAPTER 3

# Pronouns

**A** Pronoun is a word or words used in place of a noun, a noun and its modifiers, or another pronoun. The element replaced is called the *antecedent* of the pronoun.

Consider the following sentences:

- ✓ Secrecy characterizes every action of the leading political parties. *it* is accepted unquestioningly by the voters. (The word *it* substitutes for *Secrecy*. The noun *Secrecy* in the first sentence is the antecedent of the pronoun *It*.)
- ✓ The voters of the community refused to approve the bond issue. *They* vowed to vote no additional funds. (*They* substitutes for the noun *voters* and its modifier *of the community*. *The voters of the community* in the first sentence is the antecedent of *They*.)
- ✓ She baked bread so well that *her* customers bought exclusively from *her*. (*her* and *her* are pronouns with the common antecedent *She*.)
- ✓ He worked so well that his boss promoted *him*. (*him* is a pronoun with the antecedent *He*.)

### Exercise 12

Identify the *pronouns* and their *antecedents* in the following sentences:

- a. Suresh and Neha saved regularly for the house they would purchase one day.
- b. The dog chased the ball and finally caught it.
- c. Vipin and Tejali worked hard together. He did the physical labor, and she attended to the records.
- d. Extraction of a wisdom tooth can cause great pain if it is impacted.
- e. Rajiv told his father that he needed a watch that would help him while he planned his hike.

### TYPES OF PRONOUNS:

There are many types of pronouns. The most important are: *personal, impersonal, interrogative, relative, demonstrative, reflexive, intensive, reciprocal, and indefinite*. As a first step in learning these terms, examine the following examples of each type:

Personal pronouns: *I, you, he, she, we, they, one*

Impersonal pronouns: *it, they*

Interrogative pronouns: *who, which, what, whoever, whatever*

Relative pronouns: *who, which, that, whoever, whichever*

Demonstrative pronouns: *this, that, these, those*

Reflexive pronouns: *myself, yourself, himself, herself, ourselves, yourselves, themselves, itself*

Intensive pronouns: *myself, yourself, himself, herself, ourselves, yourselves, themselves, itself*

Reciprocal pronouns: *each other, one another*

Indefinite pronouns: *each, either, any, anyone, some, someone, all*

Personal and Impersonal Pronouns

*Personal* pronouns refer to people. *Impersonal* pronouns refer to everything but people. Personal and impersonal pronouns can be *singular* or *plural*. They can also be in the *subjective*, *possessive*, or *objective* case. Personal pronouns also indicate *gender*.

The following table summarizes personal and impersonal pronouns in number, case, and gender:

	Subjective	Possessive	Objective
<b>First Person</b>			
<i>Singular</i>	I	mine	ours
<i>Plural</i>	we	ours	us
<b>Second Person</b>			
<i>Singular</i>	you	yours	you
<i>Plural</i>	you	yours	you
<b>Third Person</b>			
<i>Singular</i>			
Masculine	he	his	him
Feminine	she	hers	her
Neuter	it	its	it
Any Gender	one	one's	one
<i>Plural</i>			
All Genders	they	theirs	them

The following sentences illustrate the uses of personal and impersonal pronouns in each of the three cases:

*Subjective Case*

*I (We, You, They)* see the entire scene.  
*He (She, It, One)* sees the entire scene.

*Possessive Case*

The mistake was *mine (ours, yours, hers, his, theirs)*.  
*Mine (Ours, Yours, His, Hers, Theirs)* was the only part that required revision.

*Objective Case*

The editor criticized *me (us, him, her, one, them, it)*.

Interrogative Pronouns

*Interrogative* pronouns are used in asking questions. The principal interrogative pronouns are *who*, *which*, and *what*. *Whoever* and *whatever* occur less frequently.

*Who* is used for people. *Which* and *what* are used for things. These pronouns do not have a gender.

Subjective	Possessive	Objective
Who	whose	whom
Which	of which	which

What of what what

The following sentences illustrate the uses of interrogative pronouns in all their cases:

*Subjective Case*

- Who* stole the compact disks?
- Which* performs best when the stock market is going down?
- What* is going to happen after she leaves the company?

*Possessive Case*

- Whose* did you take?
- Which* did you despair of first?
- What* do you think of all day long?

*Objective Case*

- Whom* did you take to the graduation party?
- Which* did you select?
- What* have you decided to do about the problem?

Relative Pronouns

*Relative pronouns* refer to people and objects. They are used in the three cases:

<b>Subjective</b>	<b>Possessive</b>	<b>Objective</b>
Who	whose	whom
That	of that	that
Which	of which, whose	which, whom

*Who* refers to people; *that* to people or objects; *which* to animals, objects, or collective nouns.

Demonstrative Pronouns

*Demonstrative pronouns* replace nouns and function in the same manner as nouns in a sentence. The principal demonstrative pronouns are: *this*, *that*, *these*, and *those*. *This* and *that* are singular. *These* and *those* are plural.

Demonstrative pronouns have no gender, but they do have case.

<b>Subjective</b>	<b>Possessive</b>	<b>Objective</b>
This	of this	this
That	of that	that
These	of these	these
Those	of those	those



Reflexive Pronouns

*Reflexive pronouns* are used in sentences containing verbs whose actions are directed toward the subjects of the verbs. These pronouns are formed by adding *-self* or *-selves*, as appropriate, to the personal pronouns *my, your, him, her, our, them, one* and the impersonal pronoun *it*.

The following sentences illustrate the uses of reflexive pronouns:

- ✓ I cut *myself* while shaving.
- ✓ You are losing *yourself* in your work.
- ✓ He discovered *himself* after a period of intense introspection.
- ✓ We fail *ourselves* when we fail others.
- ✓ Ask *yourselves* whether you have done right by your family.
- ✓ They told *themselves* only what they wanted to hear.
- ✓ If one only did what was right for *oneself*!

Intensive Pronouns

*Intensive pronouns* are used as appositives to strengthen the subject of a verb. Intensive pronouns have the same forms as reflexive pronouns: *myself, yourself, himself, herself, ourselves, yourselves, themselves, oneself, and itself*.

The following sentences illustrate the uses of the intensive pronouns:

- ✓ I *myself* can see little use in following a poorly conceived plan.
- ✓ I can see little use in that action *myself*.
- ✓ You will have to take full responsibility *yourself*.
- ✓ Jatin *himself* was not at fault in that matter, we have been told.
- ✓ Tejali was not at fault *himself*.
- ✓ Jatin *himself* found little of interest in the new symphony.

Reciprocal Pronouns

The *reciprocal pronouns* are *one another* and *each other*. *One another* is generally used when writing of more than two people. Both reciprocal pronouns have *possessive* and *objective* cases.

The following sentences illustrate uses of these pronouns:

- ✓ Hari and Ram found *each other's* company satisfying.
- ✓ All the students sought *one another's* assistance.
- ✓ He and his wife caught themselves shouting at *each other*.
- ✓ He, his wife, and their daughter caught themselves shouting at *one another*.
- ✓ Neighbors up and down the road stopped speaking to *one another*.

Indefinite Pronouns

*Indefinite pronouns* comprise a large number of imprecise words that can function as pronouns. The most frequently used are: *all, another, any, anybody, anyone, anything, both, each one, either, everybody, everyone, every thing, few, little, many, more, much, neither, nobody, none, no one, nothing, oneself, other, others, several, some, somebody, someone, something, and such*.

The following sentences illustrate some uses of indefinite pronouns:

- ✓ *All we* can do is try our best.
- ✓ This suit fits *anybody* six feet tall.
- ✓ *Each one* is reviewed in turn.
- ✓ I gave him *nothing* for his labors.
- ✓ If *others* were as concerned as he, there would be no problem.
- ✓ *Someone* must be held responsible for this deed.
- ✓ The crowd was *such* that the police feared a break-in at the gate.

### **PRONOUN AGREEMENT:**

#### Plural and Singular Antecedents

A pronoun is singular when its antecedent is singular, plural when its antecedent is plural.

Consider the following sentences:

- ✓ Any *woman who* is friendly with her neighbors will be well regarded. (The pronoun *who* is singular, because its antecedent, *woman*, is singular.)
- ✓ The interesting thing about *John* is that *he* always completes his jokes whether or not *he* has an audience. (The pronouns *he* and *he* are singular, because their common antecedent, *John*, is singular.)
- ✓ All three *judges* stated that *they* believed the convict had been accused unjustly. (The pronoun *they* is plural, because its antecedent, *judges*, is plural.)
- ✓ Mental health *institutions* care for patients as well as *they* can. (The pronoun *they* is plural, because its antecedent, *institutions* is plural.)

### **PRONOUNS IN THE SUBJECTIVE CASE:**

A pronoun used as the subject of a verb is in the *subjective case*. For example,

- ✓ *She* was one of the brightest pupils in the school
- ✓ I know that most people want to marry.
- ✓ The people *who* were willing to wait in line found that *they were* able to purchase tickets at a reduced rate.
- ✓ The concert that *he* attended was rewarding.

### **PRONOUNS IN THE OBJECTIVE CASE:**

A pronoun used as the object or indirect object of a verb is in the *objective case*. For example,

- ✓ Veterinarians inspect *them* each year.
- ✓ Lawyers give *us* competent interpretations of the penal code.

### **PRONOUNS IN THE POSSESSIVE CASE**

A pronoun indicating possession is in the *possessive case*. For example,

- ✓ *Yours* is the last one I will accept.
- ✓ Rajni made full restoration because the book was *mine*.
- ✓ *Whose* are you carrying?

A pronoun used as an appositive is in the same case as the word with which it is in apposition.

Consider the following sentences:

*Subjective*

We, Jatin and I, will underwrite the cost of Hari's education. (*I* is in the subjective case because it is in apposition with *We*, the subject of the verb *will underwrite*.)

*Objective*

All the damage incurred in the accident was caused by us, Varun and me. (*Me* is in the objective case because it is in apposition with *us*, the object of a preposition.)

*Possessive*

She asked whose bicycle had been broken, Hari's or mine. (*Mine* is in the possessive case because it is in apposition with *whose*, which is a possessive adjective.)

**Exercise 13**

Tick the correct *pronoun* to complete each of the following sentences:

- a. Jatin, Kumar and I/me are going to play football.
- b. We/us boys also delivered the calendars over the weekend.
- c. Her/she and Tejali are graduating from college next year.
- d. Ms. Urmila marked he/him absent.
- e. The location of the cave is a secret between we/us two.
- f. Dad asked Jatin and her/she to paint the garage.
- g. My old red sweater has lost it's/its shape.
- h. Please leave the boat keys on your/you're table.

## CHAPTER 4

# Verbs, Tenses & Verbals

**A** verb is the word or words that describe the action or state of being of the subject of a sentence or clause. The verb makes a statement about its subject.

Consider the following sentences:

- ✓ Mrs. Anju loves her daughter. (The verb *loves* makes a statement about the subject of the sentence, *Mrs. Anju*.)
- ✓ Politicians campaign actively for election. (Verb *campaign*, subject *Politicians*.)
- ✓ Things are not just what they seem. (Main verb *are* makes a statement about its subject *Things*. The verb *seem* in the subordinate clause *what they seem* makes a statement about *what*, the subject of the subordinate clause.)
- ✓ I feel well this morning. (Verb *feel*, subject *I*.)
- ✓ The ship sailed last Wednesday for France. (Verb *sailed*, subject *ship*.)
- ✓ All the artists had finished their paintings for the show. (Verb *had finished*, subject *All*.)

Each verb—*loves, campaign, are, seem, feel, sailed, had finished*—describes an action performed by the subject or describes the state of being of the subject.

### **Exercise 14**

Identify the *verbs* and their *subjects* in the following sentences:

- a. Jitin boarded the boat an hour before it sailed.
- b. The door closed behind her as she left the boarding room.
- c. As the clock in the tower rang out, the people gathered quickly for prayer.
- d. Philosophy was his first love, but knowledge of accountancy earned bread and shelter for him.
- e. That train never leaves on time.
- f. The children played at their games until they were called home.

### **TRANSITIVE AND INTRANSITIVE VERBS:**

A *transitive* verb must have a direct object. An *intransitive* verb does not have a direct object. Some verbs function transitively and intransitively.

Consider the following sentences:

- ✓ She ate the pudding. (In this sentence, *ate* is transitive, since it has the direct object *pudding*.)
- ✓ She ate for hours on end. (In this sentence, *ate* is intransitive, since it has no direct object.)
- ✓ The tree grew for many years even though concrete covered all its roots. (*Grew* is intransitive, since it has no direct object. The second verb *covered* is transitive, since it has the direct object *roots*.)
- ✓ Her gardener grew the finest strawberries. (Here *grew* is transitive, since it has the direct object *strawberries*.)

**COPULATIVE (LINKING) VERBS:**

A *copulative*, or *linking*, verb joins a subject with its complement. A copulative verb does not take an object. The most common copulative verbs are *be*, *seem*, *appear*, *become*, *taste*, *feel*, *act*, *sound*, and *grow*.

Consider the following sentences:

- ✓ Now you are a man. (The verb *are* is a copulative verb, doing nothing more than linking *you* with *man*, a noun. The verb *be*, in all its forms, is always copulative except when it is used as an auxiliary verb.)
- ✓ She felt ill during the play. (The verb *felt* is a copulative verb linking *she* with *ill*, an adjective.)
- ✓ She felt the fabric. (The verb *felt* is a transitive verb having *fabric* as its direct object.)
- ✓ He acted the part well. (The verb *acted* is transitive, having *part* as direct object.)

Thus, the manner in which some verbs are used determines whether they are copulative.

**AUXILIARY VERBS:**

Auxiliary verbs are used with other verbs to form the tenses, voices, and moods of those verbs. The most common auxiliary verbs are *be*, *do*, and *have*. Less common auxiliary verbs are *can*, *may*, *will*, *shall*, *must*, *ought*, *might*, *could*, *should*, and *would*.

Consider the following sentences:

- ✓ I *may* go to the movies. (The auxiliary verb *may* indicates a possibility of future action.)
- ✓ I *shall* go to the movies. (The auxiliary verb *shall* indicates an intention to undertake future action.)
- ✓ I *will* go to the movies. (The auxiliary verb *will* indicates firm intention to undertake a future action.)

Auxiliaries alter the meaning or time of the action of the verb: I *am going*, I *do go*, I *have gone*, I *ought to go*, I *might go*, I *could go*, I *should go*.

**Exercise 15**

Underline the *auxiliary verbs* in the following sentences:

- a. Where shall we put the television set?
- b. Where is she going now?
- c. Grammar is taught badly in most schools.
- d. Artists have found their income rising in recent years
- e. Most teachers are forced to teach large classes.
- f. The best of his work is ignored.

**Shall and Will**

*Shall* is used in the first person (*I*, *we*) in asking questions:

- ✓ *Shall I* leave money for you?
- ✓ *Shall we* depart now?

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*Will* is used in the second and third persons (*you, he, she, it, they*) in asking questions:

- ✓ *Will you* be able to find your way?
- ✓ *Will she* have enough time to finish her thesis?
- ✓ *Will it* be the only cat in the house?
- ✓ *Will they* buy the food needed for the week?

## Should and Would

*Should* is used to express an obligation or condition:

- ✓ *I should* repair the hole in the fabric without charge, (obligation)
- ✓ *You should* pay more attention to your studies, (obligation)
- ✓ *They should* clean the apartment thoroughly before moving, (obligation)
- ✓ If *we should* leave them penniless, they may starve, (condition)
- ✓ If *you should* disregard all their requests, they will no longer trust you. (condition)

*Would* is used to express a wish or customary action:

- ✓ *Would that you* made decisions more carefully, (wish)
- ✓ *Would that he* were still with us now. (wish)
- ✓ *We would* walk together every day after we came home from work, (customary action)
- ✓ *You would* always remember to call on mother's birthday, (customary action)
- ✓ They *would* decline every invitation that did not include a full meal, (customary action)

## VOICE:

*Voice* is the characteristic of a verb that tells the reader whether the subject of the verb is performing the action of the verb (*active voice*) or whether the subject of the verb is acted upon (*passive voice*). The passive voice is identified by some form of the verb *be* and a *past participle*.

**Present**  
**Past**  
**Future**  
**Infinitive**

**Active voice**  
he finds  
he found  
he will find  
to find, to have found

**Passive voice**  
he is found  
he was found  
he will be found  
to be found, to have been found

## Exercise 16

Identify the *voice* of each of the *italicized verbs* in the following sentences:

- a. Politicians *are perceived* by the voters in various ways.
- b. The voters *perceive* politicians in various ways.
- c. When *will you paint* the exterior of your house?
- d. Is your house *being painted*?
- e. Flies *carry* disease.
- f. Many countries *have experienced* droughts.

**Agreement of Subject and Verb:**

A singular subject must have a singular verb. A plural subject must have a plural verb. This rule for agreement in number of subject and its verb is easy to learn. Two sentences are sufficient to illustrate its proper application.

- ✓ The skater has fallen through the ice. (Singular subject *skater*, singular verb *has fallen*.)
- ✓ The skaters have fallen through the ice. (Plural subject *skaters*, plural verb *have fallen*.)

**PERSON:**

*Person* is the characteristic of verbs that indicates the speaker (*first person*), the person spoken to (*second person*), and the person spoken of (*third person*). Personal pronouns also have the characteristic of *person*.

	<b>Singular</b>	<b>Plural</b>
<b>First person</b>	I	We
<b>Second person</b>	You	You
<b>Third person</b>	He, she, or it	They

**TENSE:**

*Tense* is the characteristic of verbs that indicates the time of the action or state of being described. There are six tenses in English: *present*, *past perfect*, *past*, *present perfect*, *future*, and *future perfect*. The progressive forms of these tenses indicate ongoing action.

Illustration Table 1

<b>Tense</b>	<b>Present</b> (present action, habitual action, simple future action true for all time)	<b>Past perfect</b> (action completed before a previous past action)	<b>Past</b> (action completed in the past)
<b>Active voice</b>	I call You call He calls We call You call They call	I had called You had called He had called We had called You had called They had called	I called You called He called We called You called They called
<b>Passive voice</b>	I am called You are called He is called We are called You are called They are called	I had been called You had been called He had been called We had been called You had been called They had been called	I was called You were called He was called We were called You were called They were called
<b>Progressive active</b>	I am calling You are calling He is calling We are calling You are calling They are calling	I had been calling You had been calling He had been calling We had been calling You had been calling They had been calling	I was calling You were calling He was calling We were calling You were calling They were calling
<b>Progressive passive</b> (exists only in <i>present</i> and <i>past</i> )	I am being called You are being called He is being called We are being called You are being called They are being called		I was being called You were being called He was being called We were being called You were being called They were being called

<b>Tense</b>	<b>Present perfect</b> (action begun in the past that continues in the present)	<b>Future</b> (simple future action)	<b>Future perfect</b> (action completed before a future action)
<b>Active voice</b>	I have called You have called He has called We have called You have called They have called	I will call You will call He will call We will call You will call They will call	I will have called You will have called He will have called We will have called You will have called They will have called
<b>Passive voice</b>	I have been called You have been called He has been called We have been called You have been called They have been called	I will be called You will be called He will be called We will be called You will be called They will be called	I will have been called You will have been called He will have been called We will have been called You will have been called They will have been called
<b>Progressive active</b>	I have been calling You have been calling He has been calling We have been calling You have been calling They have been calling	I will be calling You will be calling He will be calling We will be calling You will be calling They will be calling	I will have been calling You will have been calling He will have been calling We will have been calling You will have been calling They will have been calling

**Selection of Tense:**

The tense of the verb must indicate the appropriate time of action or state of being described by the verb.

It is worthwhile to review here the six English tenses:

(1) Present tense:

I *like* you. (present action)

The airbus *flies* smoothly, (habitual action)

The 8:10 commuter train *leaves* in five minutes, (simple future)

The sun *rises* in the east, (action true for all time)

(2) Past perfect tense—action completed before a previous past action:

She *had left* before I arrived, (*arrived* is past tense; *had left* is past perfect tense.)

The dog *had eaten* all the cat's food before I walked into the kitchen, (*walked* is past tense; *had eaten* is past perfect tense.)

(3) Past tense—action completed in the past:

The movie *ended* at 9:45.

Hema *ate* everything on her plate.

(4) Present perfect tense—action begun in the past that continues in the present:

The tree *has grown* rapidly since last spring.

I *have found* myself troubled by his actions.



## (5) Future tense—simple future action:

I now *will* eat my dinner.

The book *will be returned*.

## (6) Future perfect tense—action completed before a future action:

Ram *will have eaten* by the time we leave, (*leave* indicates future action, so *will have eaten* is future perfect.)

The library *will have closed* before we get there, (*get* indicates future action, so *will have closed* is future perfect.)

**VERBALS:**

Verbals—infinitives, participles, and gerunds—are verb forms that can function as nouns, adjectives, and adverbs.

**INFINITIVE**

The infinitive is the form of the verb that appears in the dictionary. It is usually preceded by *to*: *to swim*, *to play*, *to ask*. The infinitive often appears without *to*, especially after *can*, *do*, *may*, *must*, *shall*, and *will*: *can swing*, *may play*, *must ask*. The infinitive has both tense and voice.

	<b>Active voice</b>	<b>Passive voice</b>
<b>Present tense</b>	(to) call, (to) be calling	(to) be called
<b>Perfect tense</b>	(to) have called (to) have been calling	(to) have been called

The infinitive functions as a noun, as an adjective, as an adverb, or as a complement.

*Infinitive as Noun*

*To swim* is my greatest pleasure. (*To swim* is the subject of the verb *is*.)

They asked *to see* the patient, (*to see* is the object of the verb *asked*.)

*Infinitive as Adjective*

Hari gave me something *to eat*. (*To eat* modifies the noun *something*.)

They have a desire *to be saved*. (*To be saved* modifies the noun *desire*.)

*Infinitive as Adverb*

I am happy *to wait*. (*To wait* modifies the adjective *happy*.)

The baby is heavy enough *to go* home. (*To go* modifies the adverb *enough*.)

*Infinitive as Complement*

Henry's ambition is *to be* a playwright. (*To be* is the complement of *is*.)

Ambition is *to be expected* of young executives. (*To be expected* is the complement of *is*.)

PARTICIPLE

*Participles* are verbal adjectives that have present and past tenses: *calling, called*. When participles are combined with auxiliary verbs—I *am calling*, *she has called*, etc.—they indicate tense and do not function as adjectives. Consider the following:

- ✓ *Laughing* at us, he threw us a penny. (*Laughing* modifies *he*. It is the condition *he* is in when he performs the action of throwing. *Laughing* is modified by the prepositional phrase *at us*.)
- ✓ The actress left the room, *crying* happily and *throwing* kisses at us all. (*Crying* and *throwing* modify *actress*. They describe the condition the actress was in when she left the room. *Crying* is modified by *happily*. *Kisses* is the direct object of *throwing*. *At us all* modifies *throwing*.)
- ✓ The *annoying* child finally left the dining room. (*Annoying* modifies *child*.)
- ✓ *Having received* my termination notice, I picked up my belongings and left the office. (*Having received* modifies *I*.)
- ✓ *Sustained* for more than an hour by her life belt, she made her way to shore. (*Sustained* modifies *she*.)

GERUND

A *gerund* is the *-ing* form of a verb used as a noun.

A gerund may function as the subject or object of a verb and as the object of a preposition:

- ✓ Dialing is no longer necessary. (The gerund *dialing* is the subject of the verb *is*.)
- ✓ She still likes boxing. (The gerund *boxing* is the object of the verb *likes*.)
- ✓ This porch is used only for sunning. (*Sunning* is the object of the preposition *for*.)

A gerund may function as a complement, may be modified, and may take an object:

- ✓ My favorite hobby is gardening. (*gardening* is the complement of *is*.)
- ✓ My new interest is organic gardening, (*gardening* is modified by the adjective *organic*.)
- ✓ Your future depends on working vigorously toward a realistic goal, (*working* is modified by the adverb *vigorously*.)
- ✓ Hoarding groceries in times of shortages leads to greater shortages. (*Hoarding* has as its object the noun *groceries*.)

CHAPTER 5

## Adjectives

**A**djectives modify nouns and pronouns. Consider the following sentences:

- ✓ A *happy man* faces each day optimistically. (The adjective *happy* modifies *man*, a noun.)
- ✓ The *first one* to finish receives a prize. (The adjective *first* modifies *one*, a pronoun.)

Adjectives may also be used to complete a copulative verb.

Muskan *is sad*, because her son pays her little attention. (The adjective *sad* completes the copulative verb *is*. Such an adjective is called a *predicate adjective*.)

**TYPES OF ADJECTIVES:**

There are three types of adjectives: *descriptive*, *limiting*, and *proper*.

Descriptive adjectives name a quality or condition of the element modified: a *perfect* marriage, a *red* dress, an *honest* attorney, *running* water, a *broken* axle.

Limiting adjectives identify or enumerate the element modified: *that* table, *present* company, *many* illnesses, *his* love, *seven* days, *fifth* stanza.

Proper adjectives are descriptive adjectives that are derived from proper names: *Indian* customs, *French* perfume, *Austrian* cuisine, *Chinese* checkers, *American* Indians.

**Exercise 17**

Classify the adjectives as *descriptive*, *limiting*, or *proper*, in the following sentences:

- a. *Improper* manners almost ruined *his business* career.
- b. *Careful* analysis uncovered *several* flaws in *his experimental* data.
- c. *Poor* Hardik lost *his Chinese* calculator.
- d. *One* dish does not make *a perfect* meal.

**Predicate Adjectives:**

Predicate adjectives complete copulative verbs: *act*, *be*, *become*, *feel*, *prove*, *seem*, etc.

Copulative verbs are also completed by *predicate nouns*. Together, predicate adjectives and predicate nouns are referred to as *predicate complements*.

The following sentences illustrate both types of predicate complements:

- ✓ She acts *sick* whenever Monday arrives. (The copulative verb *acts* has as its complement *sick*; *sick* is an adjective, so *sick is* a predicate adjective.)
- ✓ Sargun is a *physician*. (Because *physician* is a noun, *physician is* a predicate noun.)
- ✓ Shabad is *happy*. (Because *happy* is an adjective, *happy is* a predicate adjective.)

**POSITION OF ADJECTIVES:**

Except for predicate adjectives, adjectives are usually placed next to the nouns or pronouns they modify, and the most common position of all is immediately before the element modified:

- ✓ red shoes, *happy* child, *old* man (descriptive adjectives)
- ✓ *this* book, *most* poetry, *six* months (limiting adjectives)
- ✓ *French* grammar, *Italian* cooking, *Russian* music (proper adjectives)

In some constructions adjectives can also be placed immediately after the element modified:

- ✓ a poem *Short* and *beautiful* (The writer has chosen this construction for the sake of rhythm.)
- ✓ attorney *general*, *court-martial* (These terms were expressed this way in French and are accepted as English expressions.)
- ✓ a tale so *sad* that all who heard it cried (Because the adjective *sad* is itself modified by the clause that follows, its normal position is changed.)

Except in rare constructions, predicate adjectives follow the verbs they complete:

- ✓ Jayesh looked *doubtful*.
- ✓ Barkha seemed *angry*.
- ✓ Joy felt *hopeless*.

**COMPARISON OF ADJECTIVES:**

Adjectives have three comparative forms: *absolute*, *comparative*, and *superlative* to indicate greater or lesser degrees of the quality described:

<b>Absolute</b>	<b>Comparative</b>	<b>Superlative</b>
sweet	sweeter	sweetest
fine	finer	finest
intelligent	more intelligent	most intelligent
beautiful	more beautiful	most beautiful

The comparative form of the great majority of adjectives can be achieved in two ways: by adding *-er* to the absolute or by adding the adverb *more*. Similarly, the superlative can be achieved in two ways: by adding *-est* to the absolute or by adding the adverb *most*. Some adjectives change forms radically to express comparison; *good*, *better*, *best*; *bad*, *worse*, *worst*.

The comparative form is used when discussing two items or individuals, the superlative form when discussing three or more. For example,

- ✓ Of the two sisters, Hema is the *more intelligent*.
- ✓ Of the fifty states, Punjab is the *most beautiful*.
- ✓ She is a *better* student than her brother. She is the *best* student I know.

The comparative is used when comparing a single item or individual with a class of items or individuals:

- ✓ She was a better swimmer than any of the men in her school.
- ✓ That mountain is *taller* than any of the mountains in our state.

**Exercise 18**

Supply the proper *comparative* or *superlative* forms of the adjectives in the following sentences:

- a. Broccoli usually tastes (good) when cooked in oil than in butter.
- b. My social security checks will be (small) than yours.
- c. The (young) student in the class is not always the most precocious.
- d. I found his style (suitable) to fiction than to journalism.
- e. Hawaii may have the (broad) ethnic mixture of any state.
- f. Hema finds his new assistant (competent) than he expected.
- g. A fine painting is worth more than the (good) photograph money can buy.
- h. Of all the paintings by M.F. Hussain in the Mumbai Museum of Art, the (good) one is practically ignored by the public.
- i. I believe the coastline of Madurai is (long) than that of any other state in the country.
- j. I believe Madurai has the (long) coastline in the country.

**ADJECTIVE PHRASES:**

An adjective phrase is a phrase used to modify nouns or pronouns. Adjective phrases are formed by combining a preposition with a noun or pronoun and its modifiers. For example,

- ✓ The chair *in the living room* needs to be repaired. (The phrase *in the living room* modifies the noun *chair*. The preposition *in* has *room* as its object. *Room* is modified by *the living*.)
- ✓ The one *in the rear* is my Choice, (*in the rear* modifies the pronoun *one*.)

The most common prepositions are *at, between, by, for, from, in, of, on, through, to, and with*.

Adjective phrases must be kept near to the word or words they modify in order to ensure clarity. They usually are placed immediately after the words they modify.

**ADJECTIVE CLAUSES:**

An adjective clause is a clause used to modify nouns or pronouns. Like all clauses, adjective clauses usually consist of subject, verb, modifiers, and object if appropriate.

Consider the following sentences:

- ✓ Every change *that is made between now and opening night* will cause difficulty for the actors. (The adjective clause *that is made between now and opening night* modifies the noun *change*.)
- ✓ Anyone *who insists on getting his due* must be persistent. (The adjective clause *who insists on getting his due* modifies the pronoun *anyone*.)

Adjective clauses are often introduced by relative pronouns—*that, which, who, etc.*—as shown in the preceding examples. Many times the relative pronouns are omitted:

- ✓ The woman */ have shared my life with all these years* is standing beside me now.
- ✓ Gardens *he has tended* have never won horticultural prizes.

Adjective clauses must be kept close to the word or words they modify in order to ensure clarity. They usually are placed immediately after the words they modify.

## CHAPTER 6

# Adverbs

**A**dverbs modify verbs, adjectives, and other adverbs.

- ✓ He *walked* quickly. (The adverb *quickly* modifies the verb *walked*.)
- ✓ They snored *melodically*. (The adverb *melodically* modifies the verb *snored*.)
- ✓ They were *really* unhappy. (The adverb *really* modifies the adjective *unhappy*.)
- ✓ My daughters are *completely* fearless. (The adverb *completely* modifies the adjective *fearless*.)
- ✓ He plays tennis *very* well. (The adverb *very* modifies the adverb *well*.)
- ✓ Children are *almost* always hungry. (The adverb *almost* modifies *always*, which is an adverb that modifies the adjective *hungry*.)

Adverbs also can modify entire clauses:

- ✓ *Perhaps* you are wrong, but I will listen further. (The adverb *Perhaps* modifies the clause *you are wrong*.)
- ✓ *Surely* the train will be on time, but I hope not. (*Surely* modifies *the train will be on time*.)

Adverbs also can modify all the rest of a sentence:

- ✓ *Perhaps* you are wrong.
- ✓ *Surely* the train will be on time.

### **Exercise 19**

Underline the *adverbs* in the following sentences:

- a. She was completely honest in her work and in her dealings with everyone.
- b. Ideally, the doctor would have completed her examination.
- c. A partially closed mouth is usually ineffective against quietly spoken rumors.
- d. Although they practice diligently, they never achieve excellence.
- e. He sat patiently through the spectacle but finally withdrew.
- f. Harsh works quite carefully at his drawing.
- g. Subsequently, we discussed the bill with the manager.
- h. You can never work too carefully.

**RECOGNIZING ADVERBS:****Adverbs Ending in -ly**

The easiest adverbs to recognize are those that end in *-ly*. The only pitfall to avoid is confusing *-ly* adverbs with *-ly* adjectives. Remember that adjectives modify only nouns and pronouns. Adverbs modify everything else.

The following words are some of the adjectives that end in *-ly*: *comely*, *costly*, *early*, *lively*, *lovely*, *surlly*. See how they are used in these sentences:

- ✓ A *comely* girl is always admired.
- ✓ *Costly* jewelry is beyond the reach of most students.
- ✓ The *early* bird catches the worm.
- ✓ The fiddler played a *lively* tune.
- ✓ The *lovely* sunset provided a fitting climax to our day.
- ✓ The trainer was a *surlly* one, all right.

In the first five sentences, the italicized adjectives modify nouns: *girl*, *jewelry*, *bird*, *tune*, *sunset*. The last italicized adjective, *surlly*, modifies *one*, a pronoun.

Adverbs that end in *-ly* are formed by adding *-ly* to an adjective, a present participle, or a past participle.

**Adjective**

beautiful  
hateful  
quick  
sure

**Present participle**

fitting  
swimming  
terrifying  
willing

**Past participle**

advised  
affected  
assured  
deserved

**Adverb**

beautifully  
hatefully  
quickly  
surely

**Adverb**

fittingly  
swimmingly  
terrifyingly  
willingly

**Adverb**

advisedly  
affectedly  
assuredly  
deservedly

Note that when an adjective ends in *-able* or *-ible*, the adverb is formed by changing the final *e* to *y*: peaceable, *peaceably*; horrible, *horribly*; terrible, *terribly*.

Consider the following sentences:

- ✓ He regarded her *hatefully*
- ✓ *Surely* they will reconcile their differences.
- ✓ Jas will *finally* receive her permanent appointment.
- ✓ They were *terribly* mangled in the accident.

All the italicized words in these sentences perform adverbial functions. *Surely* modifies the entire sentence it appears in. The others modify the verbs in their sentences. They must not be confused with adjectives.

**DISTINGUISHING ADVERBS FROM ADJECTIVES:**

Many words in English function both as adjectives and adverbs. The surest way to tell whether a particular word is an adjective or an adverb in a given sentence is to determine what its function is in the sentence. For this you must go back to the fundamental distinction between an adjective and an adverb: adjectives modify nouns and pronouns; adverbs modify everything else.

The following list supplies some of the words that are used both as adjectives and adverbs:

bad	fast	right
better	first	rough
bright	hard	second
cheap	high	sharp
close	late	slow
deep	little	smooth
doubtless	loose	straight
early	loud	third
enough	low	tight
even	much	well
fair	near	worse
far	quick	wrong

Many of these words also have forms ending in *-ly*: *badly*, *brightly*, *cheaply*, *deeply*, etc. The *-ly* forms are preferred in formal English by some grammarians and, in many instances, are used exclusively in certain idiomatic constructions.

Consider the following sentences:

- ✓ The arrow fell *close* to the mark.
- ✓ Observe him *closely*.
- ✓ She practices *hard* all day.
- ✓ She could *hardly* bend her fingers.

In both pairs of sentences, the modifiers *close*, *closely*, *hard*, and *hardly* perform adverbial functions. *Close* modifies the verb *fell*. *Closely* modifies the verb *observe*. *Hard* modifies the verb *practices*. *Hardly* modifies the verb *bend*. Thus, they are all adverbs.

By contrast, *close* and *hard* are used as adjectives in the following sentences:

- ✓ *Close* work strains my eyes.
- ✓ *Hard* times are upon us.

*Close* modifies the noun *work*. *Hard* modifies the noun *times*. Thus, they both are adjectives here. Of course, *closely* and *hardly* are never used as adjectives.

**Exercise 20**

Identify the italicized modifiers as *adjectives* or *adverbs* in the following sentences:

- a. Drive *slow* if you want to enjoy your vacation trip.
- b. He was *much* better than I was.
- c. *Even* a small amount of that chemical will hurt you.



- d. He was an *even-tempered* man.
- e. We went to see her *late* in the afternoon.
- f. She was *fair* and well groomed.
- g. You can easily learn to swim *well*.
- h. Are you sure you are *well*?
- i. Are there *enough* knives and forks for dinner?
- j. He slept *enough* for two.
- k. I hope you have *better* luck next time.
- l. I was *better* rested that afternoon.
- m. He was a *smooth* talker.
- n. The table top was as *smooth* as I could make it.
- o. Try *harder* and you will succeed.

### **COMPARISON OF ADVERBS:**

Like adjectives, adverbs have three comparative forms—*absolute*, *comparative*, and *superlative*—to indicate greater or lesser degrees of the characteristics described.

Adverbs that are identical with adjectives form their comparatives and superlatives in the same manner: *bad, worse, worst*; *well, better, best*, etc. Even when the absolute form of an adverb ends in *-ly*, the comparative and superlative are identical with the corresponding forms of the adjective: *badly, worse, worst*.

Adverbs also add *-er* and *-est* to the absolute to make their comparatives and superlatives: *deep, deeper, deepest*; *deeply, deeper, deepest*.

Adverbs also employ *more* and *most* before the absolute form to express the comparative and superlative degrees: *timidly, more timidly, most timidly*; *happily, more happily, most happily*. *More* and *most* are commonly used with adverbs containing more than one syllable. The dictionary is the ultimate authority for the comparison of adverbs. When in doubt, consult a dictionary.

### **Exercise 21**

Supply the proper *comparative* or *superlative* forms of the adverbs in the following sentences:

- a. Jatin slept (comfortably) than she, because he had by far the softer bed.
- b. The nights in the tropics affected him (deep) than the nights in Vermont.
- c. She certainly treated her sisters (lovingly) than they treated her.
- d. Tejali painted (vividly) than Jatin.
- e. Of all the Impressionists, Hari painted (colorfully).
- f. Gagan took (long) to dress than she expected.
- g. That dog eats (hungrily) than any dog I ever have seen.
- h. The women's sixty-yard dash was the (hotly) contested race of the entire afternoon.
- i. The school bus is the (heavily) overloaded of all the buses on this route.
- j. Some say the role is so passionately portrayed that the play will be the (heavily) patronized offering of the season.

## CHAPTER 7

# Prepositions

A preposition is a word that conveys a meaning of position, direction, time, or other abstraction. It serves to relate its object to another sentence element.

A prepositional phrase consists of a preposition, its object, and any modifiers of the object. In the prepositional phrase *by the greatest Indian musician*, the preposition is *by*, the object is *musician*, and the modifiers of the object are *the greatest Indian*.

Prepositional phrases are used to modify *verbs, nouns, pronouns, and adjectives*:

### *Relating to Verbs*

- ✓ She found the baby *in her room*. (Where did she find the baby? *In her room*.)
- ✓ They stored their files *on the table*. (Where did they store their files? *On the table*.)

### *Relating to Nouns and Pronouns*

- ✓ She felt the hatred *of the entire family*. (Whose hatred? The hatred *of the entire family*.)
- ✓ I want something *by that author*. (What do I want *by that author*? Something.)

### *Relating to Adjectives*

- ✓ She was young *in heart*. (In what sense young? Young *in heart*.)
- ✓ The book was considered profane *in intent*. (In what sense profane? Profane *in intent*.)

The nine most commonly used prepositions are: *at, by, for, from, in, of, on, to, and with*. There are many more, and you will shortly be given a list of other frequently used prepositions.

### **Exercise 22**

Underline the *prepositional phrases* and identify the *verbs, nouns, pronouns, or adjectives* modified, in the following sentences:

- a. During the raid three guards were wounded.
- b. They lost their purses in the bus station.
- c. I removed my hat before the flag passed by the reviewing stand.
- d. By the end of the performance, no one was left in the audience.
- e. Close to our school is a new housing development.
- f. He was rewarded for his courtesy by the old woman.
- g. He took great delight in his coin collection.
- h. Is this the most direct way to the station?
- i. Elementary decency is never recognized by some people.
- j. She selected her European itinerary with great care.

Commonly Used Prepositions

The following list identifies those prepositions most commonly encountered; it is by no means complete. Among the words listed here are the nine prepositions that were given previously. In addition to the single words that constitute most of the entries in this list, there are some phrases that function as prepositions: *in back of*, *in addition to*, etc.

With each entry in the list, two phrases are supplied to illustrate use of the prepositions.

- ✓ *Aboard*=> aboard the ship, aboard the airplane
- ✓ *about*=> about town, about people
- ✓ *above*=> above all, above my head
- ✓ *according to*=> according to the newspapers, according to custom
- ✓ *across*=> across the way, across our front yard
- ✓ *after*=> after a while, after meals
- ✓ *against*=> against public opinion, against the wall
- ✓ *ahead of*=> ahead of the crowd, ahead of his time
- ✓ *along*=> along the street, along the route
- ✓ *alongside*=> alongside the caravan, alongside the prison
- ✓ *amidst*=> amidst all my activity, amidst the local people
- ✓ *among*=> among other things, among the crowd
- ✓ *apart from*=> apart from my own feelings, apart from the expense involved
- ✓ *off*=> off the roof, off his outstanding debt
- ✓ *on*=> on my account, on occasion
- ✓ *on account of*=> on account of the delay, on account of the inconvenience
- ✓ *on board*=> on board the ocean liner, on board the Orient Express
- ✓ *onto*=> onto the platform, onto her shoulders
- ✓ *out*=> out the door, out the window
- ✓ *out of*=> out of mind and out of sight, out of the hall
- ✓ *over*=> over your head, over the party
- ✓ *owing to*=> owing to your anxiety, owing to his eagerness
- ✓ *past*=> past the school yard, past my comprehension
- ✓ *per*=> per second, per minute
- ✓ *round*=> round the barnyard, round my head
- ✓ *since*=> since her death, since the turn of the century
- ✓ *through*=> through my thoughts, through the gate
- ✓ *throughout*=> throughout her life, throughout the night
- ✓ *till*=> till death, till today
- ✓ *to*=> to no purpose, to New Delhi
- ✓ *toward*=> toward better understanding, toward late afternoon
- ✓ *towards*=> towards New York, towards the north
- ✓ *under*=> under two flags, under suspicion
- ✓ *until*=> until morning, until death
- ✓ *unto*=> unto each other, unto ourselves
- ✓ *up*=> up the staircase, up the wall
- ✓ *upon*=> upon well-founded suspicions, upon further thought
- ✓ *up to*=> up to now, up to the limit of his ability
- ✓ *via*=> via the Alcan Highway, via Route 66
- ✓ *with*=> with care, with no friends
- ✓ *within*=> within his hearing, within the time
- ✓ *without*=> without arms, without assistance

Exercise 23

Underline the *prepositional phrases* in the following sentences:

- a. Inside his private mind, he found her behavior utterly incomprehensible.
- b. He turned the problem into a major exercise.
- c. Italian vintners are known for their delicious white and red wines.

- d. Across town there is a little restaurant that serves food like that of Kerela.
- e. Your request will be granted if it is within reason.
- f. Because of his lateness in paying, electrical service has been terminated.
- g. Out of the pitch black night came a creature of threatening appearance.
- h. Tejali lived near the city center, but she played no part in it.
- i. They swept past the Taj hotel and demanded to be seated near the orchestra.
- j. The actress fell off the stage and broke both her legs.
- k. Since her husband's death, Hema had had no life of her own.
- l. I shall go instead of you.
- m. In spite of everything you say, I am sure you had a good time.
- n. He went straight toward the pit, despite my repeated warnings.

## CHAPTER 8

# Conjunctions

**C**onjunctions join words, phrases, or clauses. They are classified as *coordinating* or *subordinating*. Subordinating conjunctions join only clauses. Coordinating conjunctions join words, phrases, and clauses:

- ✓ He *and* I, She *or* I (coordinating conjunctions joining words)
- ✓ The chair in the living room *and* the one in the den; the red car *or* the blue car (coordinating conjunctions joining phrases)
- ✓ She has been nominated, *but* I hope she withdraws, (coordinating conjunction joining clauses)
- ✓ There still is time to get to the game, *for* we have fifteen minutes, (coordinating conjunction joining clauses)

The most common coordinating conjunctions are *and*, *but*, *for*, *nor*, *or*, *so*, and *yet*. (*So* and *yet* sometimes act as subordinating conjunctions.)

Other conjunctions classified as coordinating are the so-called *correlatives*, which occur in pairs: *either...or*, *neither...nor*, *not only...but*, *not only...but also*, and *both...and*:

- ✓ *Either* you leave at once *or* I shall call the police.
- ✓ *Neither* Balam *nor* Ali deserves to be fired.
- ✓ *Not only* has the nation suffered domestically, *but* our reputation abroad is poor.
- ✓ *Not only* does she write novels, *but* she *also* writes poetry.
- ✓ *Both* coffee and tea were drunk to excess.

As can be seen, coordinating conjunctions are used to connect sentence elements having equivalent value.

Subordinating conjunctions connect sentence elements—clauses—of less than equal value. The most common subordinating conjunctions are *after, although, as, as if, as long as, because, before, how, if, in order that, since, so, so that, though, till, unless, until, when, where, wherever, while, why, and yet*. The relative pronouns *that, what, which, and who* also act as subordinating conjunctions.

The following sentences show some uses of subordinating conjunctions:

- ✓ I will take care of her *after* the doctor has gone.
- ✓ I cannot take all the blame, *although* I will accept partial responsibility.
- ✓ They arrived in our town *before* the others did.
- ✓ We have been studying Urdu *since* we entered second grade.
- ✓ There comes a time *when* all bills must be paid.
- ✓ Arun sat in the library *while* Jatin was out on the playing field.

Underline the *conjunctions* and indicate whether they are *coordinating* or *subordinating* in the following sentences:

- a. Not only have we wasted our health, but we have lost the will to live.
- b. I did all this so that you might have a better life.
- c. Since you left home, nothing has been the same except for the condition of your room and the cost of feeding the family.
- d. Until you find that you have work to do and responsibility to maintain, you cannot say you have reached adult status.
- e. Either the dog or the cat will have to make peace with the world, because life is much too hectic with both of them forever fighting.
- f. When you decide to complete the project, please let me know so I can arrange to have you paid.
- g. The chair you gave me has no springs or cover, yet it has a charm all its own.
- h. Shyam or Ram will have to be present when we select a delegate to the national convention.

# Glossary of Grammatical Terms

**Accusative case.** Form of a pronoun showing that the pronoun is the object of a verb or preposition: *me, her, him, us, them, whom*. Also called objective case.

**Active voice.** See **Voice**.

**Adjective.** Word or words used to modify a noun, pronoun, or verbal: *good food, wonderful you, poor fishing*.

**Adjective clause.** Subordinate clause used as adjective: Everyone *who approves* should vote for him.

**Adjective phrase.** Phrase used as adjective: The woman *in the red dress* is beautiful.

**Adverb.** Word or words used to modify a verb, verbal, adjective, adverb, or entire clause or sentence: run *quickly*, to sit *quietly*, *quite* fresh, *Naturally* he was elected.

**Adverbial clause.** Subordinate clause used as adverb: John left *whenever he felt like it*.

**Adverbial phrase.** Phrase used as adverb: She sent her son *to the store*.

**Antecedent.** Word or words to which a pronoun refers: *Alice* (antecedent) asked for *her* (pronoun) dessert.

**Apposition.** Placement of a noun or noun substitute next to another to explain or identify it: New York, *the Empire State*; Richard *the Lion Hearted*. *The Empire State* and *the Lion Hearted* are known as appositives.

**Article.** *A, an, and the* are articles. Their function is to modify a noun or noun substitute. *A* and *an* are the indefinite articles. *The* is the definite article.

**Auxiliary verb.** Verb used with other verbs to form tense or voice: *We should* go to the movies. He *was* slaughtered.

**Case.** Form of a noun or pronoun to show function. The three cases are nominative (subjective), genitive (possessive), and accusative (objective). Nominative *I saw*. Genitive *my hat*. Accusative *The dog bit me*.

**Clause.** Group of words containing a subject and verb. Clauses are either dependent: *The man who came to dinner* left early; or independent: *The milkman left two bottles of cream*.

**Collective noun.** A noun that appears to be singular but refers to a group. Treated as singular when the group is thought of as a unit, treated as plural when the members of the group are considered individually.

**Comparison.** Inflection of adverbs or adjectives to show degrees of quality or amount. Absolute: *good, quickly, famous*. Comparative: *better, quicker, more famous*. Superlative: *best, quickest, most famous*.

**Complement.** Noun or adjective used to complete the meaning of a copulative verb. Also known as predicate complement: She is *sick* (predicate adjective). She is an *opera star*, (predicate noun).

**Complex sentence.** Sentence containing one independent clause and one or more dependent clauses.

**Compound sentence.** Sentence containing two or more independent clauses.

**Compound-complex sentence.** Sentence containing two or more independent clauses and one or more dependent clauses.

**Conjunction.** Word or words used to join words, phrases, or clauses. Coordinating conjunction joins elements of equal value. Subordinating conjunction joins dependent clauses to independent clauses.

**Conjunctive adverb.** Adverb used as conjunction. Most common examples are: *however, thus, and therefore*.

**Coordinate.** Of equal grammatical or syntactical importance: two nouns, two phrases, two clauses, etc.

## VEIS

## ISO 9001-2008

- Copulative verb.** Verb that links a subject and its complement. Most common copulative verb is *be*. Also known as linking verb.
- Demonstrative adjective.** Adjective that indicates a particular noun or pronoun: *this* hat, *that* boat, *this* one.
- Demonstrative pronoun.** Pronoun that specifies a particular referent: *this* is what I want; *that* is too much.
- Dependent clause.** See **Subordinate clause**.
- Descriptive adjective.** Adjective that names the condition or quality of noun it modifies: *green* trees, *wrecked* wagon.
- Direct address.** Construction in which the writer addresses the reader directly: Paul, hand me the case. Ethel, leave the room.
- Direct object.** Word or words that receive the action of a verb: The speaker hit the *table*. He believed *that the boy would return the book*.
- Gender.** Of no consequence in English grammar. Refers to masculine, feminine, neuter nouns in certain other languages. Personal pronouns in English have gender in third person singular: *he, she, it*.
- Genitive case.** Form of a noun or pronoun to show possession: *woman's, hour's, her, hers, his, their*, etc. Also known as possessive case.
- Gerund,** *-ing* form of a verb used as a noun or performing a noun function: *Swimming* is more fun than *lying* on the beach. They both love *boating* and *fishing*. Gerunds are verbals.
- Imperative mood.** Verb construction used in giving commands. The subject of the verb is usually lacking: *Go home!* *Stop smoking!*
- Indefinite pronoun.** Pronoun that does not specify a particular referent: *any, anyone, each, everyone, etc.*
- Independent clause.** Clause that can stand alone and convey meaning as a simple sentence: *She was fond of all her friends*, although she loved no one in particular. Also known as main clause or principal clause.
- Indicative mood.** Form of verb used to make a statement or ask a question: She *drives* well. *Is he baking* bread?
- Indirect object.** Noun or pronoun receiving the direct object: They gave *me* a present. They gave a present *to me*.
- Infinitive.** Simple form of the verb, usually preceded by *to*: (to) run, (to) jump, (to) attempt. Infinitives function as nouns, adjectives, and adverbs. Infinitives are verbals.
- Infinitive phrase.** Infinitive plus its modifiers and object: *to swim gracefully, to read a book* . Infinitive phrases have the same functions as infinitives.
- Inflection.** Change in form to indicate grammatical relationships. Inflection of nouns and pronouns is known as *declension*. Inflection of verbs is known as *conjugation*. Inflection of adjectives and adverbs is known as comparison.
- Intensive pronoun.** Pronoun used to strengthen a noun or pronoun: the manager *himself*, you *yourselves*, the bee *itself*.
- Interjection.** Ejaculatory word or expression: *Alas*, there's no more to eat. *Heavens above*, is there no shame in the man?
- Interrogative adjective.** Adjective used in asking question: *whose* book? *which* street?
- Interrogative pronoun.** Pronoun used in asking a question: *whose* was lost? *which* was stolen?
- Intransitive verb.** Verb that does not take an object: I *smiled* all day. She *argues* well. All copulative verbs are intransitive. Many verbs function transitively as well as intransitively.



## VEIS

## ISO 9001-2008

**Irregular verb.** Verb that forms its past tense and past participle by a change of vowels: *be, was, were; run, ran, run; sing, sang, sung*. Also known as strong verb.

**Linking verb.** See **Copulative verb**.

**Modifier.** Word or words that limit, describe, or make more precise the meaning of the words modified: *blue hat, the man whom you saw, they walked silently*.

**Mood.** Characteristic of a verb that shows the manner in which a statement is regarded by the writer. See **Indicative mood, Imperative mood, and Subjunctive mood**.

**Nominative case.** See **Subjective case**.

**Nonrestrictive modifier.** Modifier of a word or group of words already limited or restricted: *Jane's father, who rowed for Yale, still rows every day. I brought him to my house, which is in Pittsburgh*.

**Noun.** Name of a person, place, thing, quality, action, or idea. Nouns function as subjects, objects, objects of prepositions, objects of verbals, and as adjectives.

**Noun phrase.** Phrase that functions as a noun: *afternoon tea, the train to Denver*.

**Number.** Singular and plural aspects of nouns, pronouns, and verbs.

**Numerical adjective.** Adjective that numbers the word it modifies: *six Indians, first anniversary*.

**Objective case.** See **Accusative case**.

**Parallel construction.** Repetition of grammatical construction for coherence and emphasis: *flying and swimming; I came, I saw, I conquered*.

**Participle.** Adjective form of a verb. Present participle ends in *ing*: *running, walking*. Past participle ends in *ed* if the verb is regular, changes a vowel if the verb is irregular: *walked, talked; run, eaten*. Participles are verbals.

**Passive voice.** See **Voice**.

**Person.** Forms of verbs and pronouns to indicate person speaking: *I am* first person; person spoken to: *you are* second person; person spoken of: *he is* third person.

**Personal pronoun.** Pronoun used to indicate people: *I, you, he, she, etc. I saw her*.

**Possessive adjective.** Adjective used to indicate possession: *my, your, his, her, hers, its, etc. Our hats, his typewriter*.

**Possessive case.** See **Genitive case**.

**Predicate.** In a clause or sentence, the verb with its modifiers, object, complement, or indirect object.

**Predicate adjective.** See **Complement**.

**Predicate complement.** See **Complement**.

**Predicate noun.** See **Complement**.

**Preposition.** A word or words that convey a meaning of position, direction, time, or other abstraction. Together with a noun or pronoun and its modifiers, it forms a prepositional phrase, which serves as a modifier: *to the front, from the shore, with them*. In these prepositional phrases, *front, shore, and them* function as objects of prepositions.

**Principal parts of a verb.** The infinitive (look), past tense (looked), and past participle (looked).

**Pronoun.** A word that takes the place of a noun: *I, it*, etc. See **Antecedent**.

**Proper adjective.** Adjective formed from a proper noun: *Italian* restaurant, *American* history.

**Proper noun.** Name of a specific person, place, or thing: *Elizabeth, Finland, Soldiers and Sailors Monument*.

**Reciprocal pronoun.** *Each other* and *one another*. Used only as the object of a verb or preposition: They saw *each other* regularly. We spoke to *one another* yesterday.

**Regular verb.** Verb that forms its past tense and past participle by adding *ed*: *worked, worked; talked, talked*. Also known as weak verb.

**Relative adjective.** Limiting adjective introducing subordinate clause: The bookseller *whose* store burned is despondent.

**Relative pronoun.** Pronoun introducing subordinate clause: The man *who* hired you has been promoted. The book *that* you gave me is missing.

**Restrictive modifier.** Modifier that limits or restricts a word or group of words: Henry *the Eighth*, the man *who* worked for you.

**Sentence.** Group of words normally containing a subject and predicate, expressing an assertion, question, command, wish, or exclamation.

**Strong verb.** See **Irregular verb**.

**Subject.** Element in a sentence performing the action indicated by an active verb; element in a sentence receiving the action of a passive verb: *Jane* saw her sister. *She* was received in court. Infinitives may also take subjects: Mother asked *him* to return home.

**Subjective case.** Form of pronoun showing that the pronoun is the subject of a verb: *I, she, he, we, they, who*. Also called nominative case.

**Subjunctive mood.** Form of verb used to express doubts, possibilities, desires, and conditions contrary to fact: I doubt that she *will* ever *become* chairperson. If he *were* here, this problem would vanish.

**Subordinate clause.** Sentence element consisting of a subject and predicate and functioning as a noun, adjective, or adverb: *That he was fired* is no surprise to me. The book you *sent me* never arrived. He wondered *when he would hear of his appointment*. A subordinate clause, also known as a dependent clause, cannot stand alone as a sentence.

**Superlative.** Highest degree of comparison used when comparing three or more units: my *best* effort, the *oldest* child in the family, the *smallest* error. See **Comparison**.

**Tense.** Characteristic of verb forms that shows differences in time of action performed: *I run, I ran, I will run, I will have run*, etc.

**Transitive verb.** Verb that takes an object: She *bought* the car. Jack and Jill carried the *water*. See **Intransitive verb**. See **Copulative verb**.

**Verb.** Word or words used to express action or state of being of the subject: Anne *studied* hard. She *is* willing. They *are going* home. The family *will have received* notice by this time tomorrow.

**Verbal.** Word derived from a verb, but functioning as a noun or modifier. See **Gerund**. See **Infinitive**. See **Participle**.

**Voice.** Characteristic of verbs that differentiates between the subject as performer of the action of the verb (active voice) and the subject as receiver of the action of the verb (passive voice). Active voice: The lecturer *emphasized* her main points. Passive voice: The main points *were emphasized* by the lecturer.

## Answers to Exercises

### Exercise 1

S.No	Verb	Subject	Direct object	Complement
a.	receive	playwrights, authors	acclaim	--
b.	are	Accountants	--	busiest
c.	is	Religion	--	course
d.	have produced	Wars	death and destruction	--
e.	called	Sita	brothers and sisters	--
f.	served	Waiter	sandwich	--
g.	studied	Anju	sanskrit	--
h.	is	bibliography	--	list

### Exercise 2

a. hotel   b. him   c. tejali   d. clients   e. parents

### Exercise 3

a. tired, very, late   b. regularly, serviced, safer   c. large, carefully  
d. grocery, early, late   e. outdoor, enthusiastic

### Exercise 4

a. with brown hair, down the stairs   b. of all ages  
c. of unemployed men, outside the office door  
d. at our house, on Wednesday   e. from our class

### Exercise 5

a. we considered the problem carefully  
b. jatin lived a long and happy life, his time had come to die.  
c. cigarettes are known to be dangerous to health, many people continue to smoke them.  
d. he agreed to join her in the new business, he had little capital to invest  
e. typewritten papers usually get higher marks than handwritten papers

**Exercise 6**

- a. before their children entered school
- b. even though her father and mother do
- c. none
- d. although they all passed driver education
- e. that he would do his best to meet the town's financial needs

**Exercise 7**

- a. to be    b. of tea, in late afternoon, to survive, until evening
- c. in the library
- d. to pick up our gear and retreat to the nearest town as quickly as possible.
- e. pinned to the wall

**Exercise 8**

- a. johny lever, comedian    b. sky, parachutes    c. avenue, restoration
- d. puppy, spots, nose    e. train, amritsar, time, show    f. hands
- g. fluid, stains    h. speech, hour    i. chairmen, order    j. hotel, casino

**Exercise 9**

- a. students(common), school(common), cost(common), tuition(common)
- b. physics(common), text books(common), jatin(proper), students(common), exercises(common)
- c. theatres(common), Amritsar(proper), tourists(common), night(common), week(common)
- d. arvind kumar(proper), author(common), stories(common), books(common)
- e. siberia(proper), thousands(common), deer(common)

**Exercise 10**

- a. plural    b. plural    c. singular    d. plural    e. singular

**Exercise 11**

- a. a    b. the    c. not required    d. not required    e. a    f. the    g. the
- h. an    i. the, the    j. a, the, the

S. No.	pronoun	antecedent
a.	they	suresh and meeka
b.	It	ball
c.	he,she	vipin, tejali
d.	It	tooth
e.	he,him,he	rajiv

Exercise 13

a. i b. we c. she d. him e. we f. her g. its h. your

Exercise 14

S. No.	verb	subject
a.	boarded, sailed	jitin, it
b.	closed, left	she, door
c.	rang, gathered	Clock, people
d.	earned, was	philosophy, knowledge
e.	leaves	train
f.	played, were called	children, they

Exercise 15

a. shall b. is c. is d. have e. are f. is

Exercise 16

a. passive b. active c. active d. passive e. active f. active

Exercise 17

- a. improper(descriptive), his(limiting), business(descriptive)
- b. careful(descriptive), several(limiting), his(limiting), experimental(descriptive)
- c. poor(descriptive), his(limiting), chinese(proper)
- d. one(limiting), perfect(descriptive)

- a. better   b. smaller   c. youngest   d. more suitable/less suitable   e. broadest   f. more competent/less competent   g. best   h. best   i. longer   j. longest

**Exercise 19**

- a. completely   b. ideally   c. partially, usually, quietly   d. diligently, never  
e. patiently, finally   f. quite, carefully   g. subsequently  
h. never, too, carefully

**Exercise 20**

- a. adverb   b. adverb   c. adverb   d. adjective   e. adverb  
f. adjective   g. adverb   h. adjective   i. adjective   j. adverb  
k. adjective   l. adverb   m. adjective   n. adjective   o. adverb

**Exercise 21**

- a. more comfortably   b. more deeply   c. more/less lovingly  
d. more vividly   e. more colourfully   f. longer   g. more hungrily  
h. more hotly   i. most heavily   j. most heavily

**Exercise 22**

- a. *During the raid* modifies *were wounded* (verb)  
b. *in the bus station* modifies *lost* (verb)  
c. *by the reviewing stand* modifies *passed* (verb)  
d. *By the end* modifies *was left* (verb), *of the performance* modifies *end* (noun), *in the audience* modifies *was left* (verb)  
e. *to our school* modifies *close* (adjective)  
f. *for his courtesy* modifies *was rewarded* (verb), *by the old woman* modifies *was rewarded* (verb)  
g. *in his coin collection* modifies *delight* (noun)  
h. *to the station* modifies *way* (noun)  
i. *by some people* modifies *is recognized* (verb)  
j. *with great care* modifies *selected* (verb)

**Exercise 23**

- a. inside his private mind
- b. into a major exercise
- c. for their delicious white and red wines
- d. across town, like that, of france
- e. within reason
- f. because of his lateness, in paying
- g. out of the pitch black night, of threatening appearance
- h. near the city center, in it
- i. past the taj hotel, near the orchestra
- j. off the stage
- k. since her husband's death, of her own
- l. instead of you
- m. in spite of everything
- n. toward the pit, despite my repeated warnings

**Exercise 24**

- a. *Not only ... but* coordinating
- b. *so that* subordinating
- c. *Since* subordinating, *and* coordinating
- d. *Until* subordinating, *and* coordinating
- e. *Either... or* coordinating, *because* subordinating
- f. *When* subordinating, *so* subordinating
- g. *or* coordinating, *yet* coordinating
- h. *or* coordinating, *when* subordinating

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