

## **Basic features of English Language**

English is considered the *Lingua franca* of the world. The behavior (syntactic and semantic) of the language has many peculiarities. Without an understanding of the fundamental features of the language, it is very difficult for anybody to acquire mastery, if not proficiency. Hence, let us learn some of the very important aspects of the language.

### **English is a non-pro drop language:**

When you were exposed to the language in the initial years of your learning, you would have come across the concept called *Subject*. Can you imagine any sentence without a subject? No. Regarding this concept, languages in the world are classified into two varieties namely, *Pro-drop* and *Non-prodrop*. English is a non-prodrop language. In simple terms, *Subject* should never be dropped in any sentence. Sentences can be considered grammatical only when the *subject* is properly utilized.

But, imagine a situation in which the sentence does not have a regular subject. In such a situation or context, a *dummy* subject is to be employed.

**E.g.:** Compare the following sentences.

1. Rama accomplished the task.
2. It is raining.

The words '*Rama*' in sentence 1 and '*It*' in sentence 2 perform the role of subject. *Rama* has the regular features of the subject i.e. doer of the action. But '*It*' does not possess all the features of a regular subject. *It* is a dummy subject.

The illustration presented above makes us understand that even if the regular subject is not available, a dummy subject is to be used. But, subject should not be dropped in any sentence. In Imperative sentences, Subject is a *covert* particle. e.g. 'Close the door' is a grammatical sentence. We have to understand that it is

"(Y)ou close the door".

### **2. English is a fixed word order language:**

Can we construct sentences as we like? Can we place the words as we like? No. There are certain standard (standardized) structural patterns to construct sentences in English. In other words, the word order in the language is fixed. Based on the concept of the word order, languages in world are classified into two viz. *Fixed Word Order Languages* and *Free Word Order Languages*. English is a fixed word order language. Unorganized Change in the word order may lead to the following.

Sentences may become ungrammatical

Change in the intended meaning

**e.g. Set1:** Rama killed Ravana. (Grammatical sentence)

Rama Ravana Killed. (Ungrammatical)

**Set 2:** Only Rama gave me ten rupees.

Rama only gave me ten rupees.

Rama gave me ten rupees only.

All the three sentences in set 2 are grammatical. But, those sentences do not mean the same.

**Set 3:** Rama killed Ravana (Grammatical)

Ravana killed Rama (Grammatical but wrong)

In this example, place/position decides the case. *Rama* is in the subject case in the first sentence. But, *Rama* acquires object case in the second sentence. So, change in the word order changes the case of the word. Let us have some more illustrations as a part of the Rules of proximity. Considering the above, it can be understood that a lot of care is to be taken while we construct sentences. Sentences that become ungrammatical can be repaired; remedies can be employed for the maladies. But, it is quite dangerous if sentences project wrong meanings.

### 3. A flexible language with regard to vocabulary adoption:

Even though there are many political, economic and scientific reasons for the expansion of the language, one should accept the fact that the flexible nature of the language has a lot of contribution to make for the expansion of the language. English language grew by leaps and bounds leading people even on to posing a question '*How much of English is really English?*'

English has taken words and phrases from almost all the civilized languages of the world. The language not only took but also assimilated the foreign vocabulary into the system. One has to be careful in using the language since the syntactic and semantic behavior of the linguistic items turns peculiar in many aspects.

e.g. 'a' as prefix

#### a. Not / Negative

a + moral = amoral                            - not moral

a + Political = apolitical    - not political

a + social = asocial                            - not social

#### b. in to/on

a + top = atop    - at the top

a + drift = adrift    - driven by wind and water, drifting

a + mass = amass - gather together

The same '*a*' has two different meanings and the way '*a*' occurs is peculiar. The negative *a* came from Latin and the positive one is of old English.

e.g.: in as a prefix

#### a. in – Negative - Not

in + valid                                    - Invalid - not valid

in + correct                                    - Incorrect                            - not correct

in + justice                                    - Injustice                            - contrary to justice

#### b. inflammable                                    - It may kindle fire

Here also origin matters a lot.

Even though some roots mean the same, they should not be interchangeably used.

Uni    - one

Mona(o) – one

E.g.: Carbon Monoxide

Unilateral

Can we use 'Carbon Unioxide'?

Certainly No

Can we use ‘Monolateral decision’?

Certainly No

There is a fixed framework with regard to using the linguistic items. Many more illustrations are given in the chapter on Word Formation.

### **Orthography-Pronunciation mismatch:**

As you are aware, we don’t pronounce many words the way we write them. In other words, spelling and pronunciation do not go together in many words. There are many reasons for it. Among all the reasons put forward, the following are considered very significant.

Those words and phrases that had made an entry into the language were assimilated along with their original features in **many cases**.

Because of Alphabet-sound mismatch.

### **Explanation**

Many words that had made an entry into the language did not undergo many changes. Their spellings and pronunciation contribute heavily to the peculiarities. Even now we have certain devices to show such words.

**E.g.:** résumé, cliché etc.

Such words have to be pronounced with a lot of care.

**E.g.:** Words like Rendezvous, Impasse, memoir etc are pronounced in a very peculiar manner.

In many of Indian languages, sounds are represented by separate letters. In other words, a particular letter represents a particular sound. But in English, there is a letter- sound mismatch. **26 letters represent 44 sounds.**

26 letters can be classified into

5 vowel letters

21 consonantal letters

5 vowel letters represent 20 sounds

21 consonantal letters represent 24 sounds

Hence, 26 letters represent 44 sounds. Because of this phenomenon, many words are not pronounced the way we write them. Considering the above, a lot of care shall be taken while pronouncing the words.

### **Peculiar in Linguistic Realization:**

Parts of speech i.e. word categories are known to all of us. Each of the word categories has its own functions. Every word belongs to a particular category. Some words act in different ways

**e.g.:** Privilege acts as a noun and a verb

With change in stress some words change their categories and meaning.

**E.g.:** 'Produce - Pro'duce

(Noun) (Verb)

**E.g.** *Yesterday* was a holiday

Basically, word *yesterday* can perform the nominal function in one context and adverbial function in another.

Rama, *with* his friends, is planning a party.

*With* is a preposition basically and it performs coordinating function in this context.

He is pursuing a course in Mechanical *engineering*. This is a very good *engineering* college.

Compare the functions of the word *engineering*. In sentence 1, it is nominal in nature and in sentence 2, it is adjectival.

Likewise, function varies based on the context.

### **Basic Functions of Word Categories**

Why do we have 8 parts of speech? Why not 7 or why not 9? Did you ever think of this?

We have 8 parts of speech just because Latin has 8 parts of speech. At a particular point of time in the course of development of language, English grammarians wanted to incorporate what all that's there in Latin; of course it could not be done. Any way, let us learn the fundamental functions of the parts of speech (word categories).

- |                  |  |
|------------------|--|
| 1. Nouns         | Perform Naming function and suggesting function (nominal function)               |
| 2. Pronouns      | Perform substituting and referential functions, in addition to nominal function. |
| 3. Verbs         | Perform action function  |
| 4. Adjectives    | Perform modifying or qualifying function for nouns                               |
| 5. Adverbs       | Perform modifying or qualifying function for verbs                               |
| 6. Prepositions  | Perform binding function and governing function                                  |
| 7. Conjunctions  | Perform coordinating function  |
| 8. Interjections | Perform exclamatory function   |

\*Certain words possess the features of two or more categories.

### **Elements / Parameters of Communication**

The following are the fundamental elements of communication. In simple terms, when we come across any word, we should be able to identify, grasp and assimilate the following elements.

- |                         |   |
|-------------------------|---|
| 1. Orthographic Element | Spelling  |
| 2. Semantic Element     | Meaning and Related Meanings  |
| 3. Syntactic element    | To which word category does this belong? If at all there would be any change in the behavior in different contexts? |
| 4. Stylistic Element    | What are the ways in which this word can be used? Or in which context can we use this word?                         |
| 5. Phonetic Element     | Pronunciation and the related (syllabification, stress etc)   |

Natural acquisition of these elements brings in a process of assimilation and internalization of rules. One need not be very much syntax conscious, but should be communicatively conscious and competent.

### **Conclusion:**

The points discussed above make you understand that rules are not absolute. There have been a lot practices that have elevated themselves into rules. Language varies with context and orientation.

## Functional Grammar

### **CONCORD**

The Head noun and Main verb are considered the most vital elements in a sentence. In other words, the purpose of any sentence can be realized through the Head noun and the main verb. Hence, there shall be agreement between the two. In a general sense, concord means 'agreement'. In this particular context, we have to understand that 'concord', also called 'verb-concord', is something that ensures agreement between the head noun and the main verb or tense-carrying element.

To understand this concept clearly, one has to understand the features of nouns & Verbs

#### (a) Features of Nouns

'n' stands for number i.e. singular or plural                  'p' stands for person i.e. First, second or third  
'g' stands for gender i.e. masculine, feminine or neuter.                  'c' stands for case.

#### Note:

It has to be learnt that case is context dependent. Every Nominal particle has all these features.

#### (b) Features of verb:

All the finite verbs have Tense, Mood and Aspect

As has been pointed out, there shall be agreement between the Head noun which acts as the subject and the main verb or the tense carrying element of the sentence (When an auxiliary verb acts as the first element of the verb phrase, it is specifically called the tense carrying element of the sentence. Otherwise, the main verb alone carries the tense). Even though Particles other nominal particles also act as subjects of sentences, nominal particles take the lion's share in acting as subjects.

### **Principles of Concord**

#### **I. NUMBER - PERSON – GENDER AGREEMENT**

1. I does not like it - wrong                  I don't like it - right.
2. We does not go there - wrong                  We don't go there - Right
3. He go there without Preparation - Wrong                  He goes there without preparation - right
4. You likes it very much - wrong                  You like it very much - Right

5. She give a lot of importance to her attire - wrong	She gives a lot of importance to her attire - Right
6. Rama do not require any external help - wrong	Rama does not require any external help – Right
7. Krishna like her wife very much – wrong	Krishna likes his wife very much – right
8 Rama wants to see movies along with her wife- wrong	Rama wants to see movies along with his wife- right

#### **Review of the above expressions**

I do      He does      She does    We do      You do      It does      They do

#### **II. Distance Principle:**

When the head noun & main verb are placed side by side, there may not be any problem or confusion. But, when certain distance gets created between the head noun and the main verb, the user may get confused. Sometimes certain distance gets created between the head noun and the main verb with the occurrence of prepositional phrases, adjectival clauses, the coordinating elements etc. In spite of the distance between the head noun and the main verb, there shall be agreement between the two.

e.g. 1. The sum of all the evils lead to poverty - Wrong

The sum of all the evils leads to poverty - Right.  
 2. The study of languages are interesting - Wrong.  
 The study of languages is interesting - Right.

3. The emission of protons, neutrons and electrons lead to chemical variation - wrong

The emission of protons, neutrons and electrons leads to chemical variation- right

4. An understanding of phonetic transcription based on different models standardize the pronunciation of an individual - Wrong.  
 An understanding of phonetic transcription based on different models standardizes the pronunciation of an individual - Right.

5. An old fashioned terrace constructed thirty years ago have been electrified.

An old fashioned terrace constructed thirty years ago has been electrified.

The illustrations presented above put forward the concept that in spite of the distance between the head noun and the main verb, there shall be concord.

#### **Review of the above principle with steps**

Step I : Identify the head noun or subject immediately on looking at a sentence

Step II: Identify the verb phrase.

Step III : Ascertain whether there is concord or not.

#### **III. Proximity principle or Rules of Proximity:**

Proximity means 'nearness'. Proximity principle operates at different levels.

##### **(a)In basic sentence structure,** with special reference to description:

The process of description primarily takes the nearest particle(s) in to account.

e.g.:

1. "Wanted a nurse for an infant of twenty years" - Wrong.

"Wanted a nurse of twenty years for an infant".- Right.

2. "Wanted a harmonium for a gentleman with carved legs - Wrong.

"Wanted a harmonium with carved legs for a gentleman" - Right.

3. "I hereby request that I may be granted casual leave for two days since I would like to go to my native place to dispose of my property along with my children" - Wrong.

"I hereby request that I may be granted casual leave for two days since I would like to go to my native place, along with my children to dispose of my property - Right.

Even though all the sentences given above are grammatical, first sentence in each of the sets is wrong because of wrong placement of words. The prepositional phrases were placed in a wrong manner. In other words, the meanings or the semantic relations of those prepositional phrases were taken up with the nearest particles which made the sentences project wrong meanings.

Hence, when we use words or phrases, we have to see that correct meanings get projected.

e.g. The guide dropped the candle in water which spluttered and went out.

- i) Who dropped the Candle? The guide
- ii) What did the guide drop? The Candle
- iii) In which substance did the guide drop the candle? Water
- iv) What did splutter & go out? Candle
- v) But, what did the sentence say?

The sentence reads, water spluttered and went out which is far from reality.

Hence, the sentence shall be restructured.

- i) The candle spluttered and went out when the guide had dropped it in water.
- ii) The guide dropped the candle in water which made the latter splutter and go out.

### **Review Question with explanation**

Maharastra is one of those states which has adequate power.

In the sentence given above, the adjectival clause i.e. the clause starting with 'which' should attach itself to "states" but not to 'Maharastra'.

Hence, the sentence should be "Maharastra is one of those states which have adequate power".

The examples given above make you learn that the particle nearer to the descriptive elements has to be properly attended to.

### **b) In Coordination:**

When more than one nominal particles get coordinated or subordinated using either or, neither nor, not only but also etc., the verb or the tense carrying element of the sentence should be in agreement with the nearest nominal particle to it.

e.g.

- 1. Either Rama or **I am / have** to attend the meeting.
- 2. Neither the Principal nor the **students were** seen at the seminar.
- 3. Neither the policies nor the **implementation has been** satisfactory.

In the examples presented above, the nearest nominal particle got precedence in establishing concord.

### **iv. Use of Coordinators:**

In addition to the basic conjunctions, some other particles also perform coordinating function. 'And' as a word is the most basic coordinator. 'And' is used basically to put things together. When 'and' is used, two entities are combined. In spite of being put together, those entities continue to maintain separate stature in some sentences. In some other sentences, single idea / whole is presented.

Differentiate between the two:

e.g.

- 1. Rama and Krishna      2. Bread and Butter    3. Polity and Economy    4. Slow and steady
- 1 and 3 belong to one type    2 and 4 belong to another type.

'Rama and Krishna'- Rama is an entity and Krishna also is an entity.

Bread and Butter forms single entity.

There are some coordinators which behave in a special manner. When coordinators like "with", "along with", "together with", "as well as", "accompanied by", "In association with," "Under the auspices of" etc. are used, the verb or the tense carrying element of the sentence should be in agreement with the head noun only.

### **Consider the following examples:**

- 1. (a) Rama and his Friends are planning a party.  
     (b) Rama, along with his friends, is planning a party.
- 2. (a) The Principal and twenty teachers have visited the first year classes  
     (b) The Principal, along with twenty teachers, has visited the first year classes.

The sentences (a) in both sets present that the actions are joint activity of the two agents irrespective of the sequence. But sentences (b) in those sets present that agency-1 gets focus, even though it is a joint activity.

### **Review questions with answers:**

1. The minister, accompanied by his party men, has visited the town.
2. Our college, in association with the Institution of Engineers, has been organizing many events.
3. Our teacher, with all his colleagues, has been on the forefront of academic explorations.
4. Our Literary club, under the auspices of Kendra Sahitya Parishad, has undertaken a project on contemporary literary developments.
5. "The rhetoric [of the Justices], as well as the reasoning, is appreciated"

The examples given above make you assimilate the concept that when certain co-coordinators are used, the verb or the tense carrying element of the sentence should be in agreement with the head noun. In other words, this aspect falls under the arena of the distance principle. Since the phrase isolates itself as far as syntax is concerned (Meaning-wise it has its contribution), there shall be agreement between the head noun and the main verb.

#### **v. Use of collective nouns:**

Collective nouns are those nominal particles that represent collections or sets of individual things. Collective nouns are considered singular in nature. The following are the fundamental reasons for their singular nature.

1. Since they have their own plurals

e.g. Cabinet - Cabinets, Team - Teams, Committee - committees.

2. Since they represent collections

Sometimes certain plurals are deliberately used for collective nouns.

e.g. people - peoples, audience - audiences.

Consider the following sentences:

(a) People of the world think alike.

(b) Peoples of different tastes and preferences have been encouraging many a current trend.

When we use peoples, we project people of different nationalities.

(a) This movie attracts the attention of the audiences.

When we say audiences, we are trying to make a reference to people of different age groups or people with different mind sets or tastes.

In order to establish concord, the following steps have to be undertaken.

1. Ascertaining the address being made by the collective noun in the sentence.

2. Number orientation.

3. Understanding the kind of sentence and making contextual modification, if required.

#### **The following rule helps us in performing the tasks stated above.**

**Rule 1:** - Collective nouns shall be taken collectively or as a whole since they represent collections. This can be done when the collection is addressed to. But when the address is made to the individual constituents of the phenomenon, the verb or the tense carrying element of the sentence shall be employed in such a way that it goes with a plural noun.

#### **Contextualized/situational Review: -**

S.No	When address is made to the collection	When is address is made to the Individual constituents of a collection
1	The committee meets today	The committee are divided in their opinion on the issue.
2	This team has won the match	The team have received their medals
3	This crew is considered the best in the wor	The crew were taken prisoners

In the review presented above, we have understood that when the individual constituents of a collective noun are addressed to, the verbs or tense carrying elements go plural.

**Rule 2:-** When collective nouns are used in complex, compound or complex compound sentences, the address shall be made either to the collection or to the individual constituents in a uniform manner in all the clauses. In other words, parallelism shall be maintained.

#### **Consider the following sentences as a specific case:**

1. An audience likes to be entertained but they object to being bored. (wrong sentence)

Explanation: 'An audience' suggests the address to the collection and 'they' refers to the individual constituents.  
Suggested corrections:

- a) An audience likes to be entertained but it objects to being bored (grammatical but not a practical sentence)
- b) Audience like to be entertained but they object to being bored (a better sentence)

### The Use of Pronouns

Pronouns are those particles that perform substitution and referential functions. Pronouns are case based nominal particles. In other words, case is fixed for those particles.

#### Examine the following explanation:

Differentiate between these two

Rama (a Noun)              me (a pronoun)

Rama can be used in subject case and Object case. But 'Me' can be used only in the object case in normal everyday use.

#### Case based Personal Pronoun chart:

Subject case	Object case	Possessive case	Adjectival
I	me	mine	my
You	you	yours	your
We	us	ours	our
He	Him	His	His
She	Her	Hers	Her
They	Them	Theirs	Their
It	It	Its	Its

The adjectival pronouns presented above are basically possessive adjectives.

#### Reflexive Pronouns

+ Self particles - myself, yourself, yourselves, himself, herself, themselves, ourselves, itself.

Functions of reflexive pronouns

1. When something reverts.
2. When something is emphasized
3. Concept of inclusion.

#### Review

S.No	Example	Shades of meaning/ import of the sentence
1	He hurt himself	Nobody did hurt him and he alone is the reason for getting himself hurt.
2	I can do it myself.	It is not only an expression of confidence but also an expression that shows that the speaker does not need any extraneous help.
3	They themselves have gone there.	This sentence gives us two meanings. (a) They could go, without any help from anybody else. (b) In spite of their not getting invited they went there.

#### Concept of Inclusion:

When a unified singularity has been shown to be a part of a set without losing its focus, such a singularity shall be designated using a reflexive pronoun. A unified singularity means a unit to which neither similarity nor dissimilarity can be traced.

#### Illustrations:

- (a) I am one of those 5 members of the committee.
- (b) In addition to me, there are 4 members in the committee.
- (c) There are 5 members in the committee including myself.
- (d) There were 10 singers in the concert including myself.

**Explanation:** The sentences that have including myself indirectly place the speaker in the lead role. A note of caution is that the concept of inclusion can be used sparingly. The difference between those sentences that have

including and those that are constructed without direct inclusion is very much structural and it has semantic overtones. Here, the focus on the item used with inclusion is more when compared to other structures.

**A note:** Reflexive pronouns shall not be used as Subject case particles.

Rama and myself have gone there –Wrong

Rama and I have gone there–Right

### **Distributive & Indefinite pronouns:**

Each, Every, Either and Neither

Someone, No one, every one, Somebody, Nobody, Anybody and Everybody

### **Important**

These pronouns are singular except in co-ordination.

Observe the following sentences:

- (a) Neither of the boys suspected in the bank robbery case has been arrested.
- (b) Neither of the miscreants suspected in the missing girl case has been taken into custody.
- (c) Each boy and girl is ready to engineer the destiny of this nation.

In the illustrations presented above, it is understood that these pronouns are singular.

### **Demonstrative pronouns**

This, That, These and Those      These particles act as demonstrative adjectives also.

e.g.:– This is the house that jack built. –This - nominal use That - adjectival use.

### **Reciprocal Pronouns**

Each other, one another

Consider the following examples:

- (a) Rama & Krishna exchanged gifts each other. (b) Rama and his friends exchanged gifts one another.

### **Relative Pronouns (relative clauses get constructed)**

That, which, who, whom, and whose that introduce a subordinate clause which qualifies an antecedent a man whom we can trust, her book, which sold well, the light that failed. The relative pronoun who typically refers to persons and some animals, (a man who reads a lot); which refers to things and animals (a book which sold well), (a dog which barked loudly); and that refers to persons, animals, and things (a book that sold well), (a man that reads a lot), a dog that barked loudly Whom is commonly used as the object of a preposition in a clause that it introduces she is someone *for whom* I would gladly work. However, who is commonly used to introduce a question even when it is the object of a preposition *who* are you going to listen to?, *who* do you work for?.

### **Illustrations**

#### **The Illustrations given below cover several significant common errors in English**

##### **Level-1**

- 1 I can't see my pen nowhere.

I can't see my pen anywhere or I can see my pen nowhere.

- 2 .No other man could not do the work

No other man could do the work.

3. I have no any relations there

I have no relations there (or) I haven't any relations there.

4. Neither Rama or I is clever

Neither Rama nor I **am** clever

5. Neither Sunday nor Monday were suitable

Neither Sunday nor Monday **was** suitable

6. Neither of the two brothers are here.

- Neither of the brothers **is** here.
7. Neither his father nor his mother known English.  
Neither his father nor his mother **knows** English.
8. Neither of the teams have scored the goal.  
Neither of the teams **has** scored the goal.
9. Neither the dog nor the donkey have been fed.  
Neither the dog nor the donkey **has** been fed.
10. His wife never goes to movies, neither he goes.  
His wife never goes to movies, neither **does he**.
11. I won't come unless you don't invite me.  
I won't come unless you invite me.
12. It was enough cold to freeze our fingers.  
It was **cold enough** to freeze our fingers.
13. Please talk to the concerned clerk.  
Please talk to the **clerk concerned**.
14. If the baby does not thrive on fresh milk, it should be boiled.  
If the baby does not thrive on fresh milk, **the latter** be boiled. (the milk be boiled)
15. The policeman had seen the stranger when he was passing the bank.  
The policeman had seen the stranger when the **latter** was passing the bank.
16. The trials and tribulations of life are like a Hurricane which leaves a trail of destruction  
The trials and tribulations of life are like a hurricane which leaves a trail of destruction
17. They did not and could not have won the match.  
They did not **win** and could not have won the match.
18. He is standing in the centre of the street.  
He is standing in the **middle** of the street.
19. His father dying intestate put his brothers to loggerheads.  
His **father's** dying intestate put his brothers at loggerheads.
20. This book is as good if not better than anything that many of the celebrated British linguists have written on the language.  
This book **is as good as**, if not better than anything that many of the celebrated British linguists have written on the language.
21. A three minutes call anywhere in our country costs less than five rupees when you dial it yourself.  
A **three minute** call anywhere in our country costs less than five rupees when you dial it yourself.
22. Each of the architects were convinced that the building was not properly planned.  
Each of the architects **was** convinced that the building was not properly planned.
23. Each river contribute to the overall development of the nation.  
Each river **contributes** to the overall development of the nation.
24. Dance is one of the most popular manifestation of Indian heritage and culture.  
Dance is one of the most popular **manifestations** of Indian heritage and culture.
25. I met one of my friend yesterday.  
I met one of my **friends** yesterday.
- Level-2**
26. Everyman is selfish, some more and some less.  
Everyman is selfish, some **are** more and some less.
27. He smokes daily.  
He smokes **everyday**.
28. I saw a strange dream last night.  
I **had** a strange dream last night.
29. Such comments neither contribute nor detract from the reputation.  
Such comments neither contribute **to** nor detract from his reputation.
30. Sitting by the window, a car rushed past with great speed and crashed into a tree.
- before it.  
**behind** it.

- When I was** sitting by the window, a car rushed past with great speed and crashed into a tree.
31. Riding through the country today, the fields were beautiful in their white blanket of snow.  
    **When I was** riding through the country today, **I saw** the fields **that were** beautiful in their white blanket of snow.
32. Flattery both corrupts the receiver and giver.  
    Flattery corrupts **both** the receiver and giver.
33. The waters of the Godavari are not only used for navigation but also for irrigation.  
    The waters of the Godavari are used **not only** for navigation **but also** for irrigation.
34. Cricket is both played by men and women.  
    Cricket is played **both** by men and women.
35. He not only bought a home but also a car.  
    He **bought not only a house** but also a car.
36. Not only he complained about the food but also refused to pay.  
    Not only **did he complain** about the food but also refused to pay.
37. The forest ranger needed men to clear the forest badly.  
    The forest ranger **badly** needed men to clear the forest.
38. A saved penny is a gained penny.  
    A **penny saved** is a **penny gainer**.
39. Hardly I had sat down, the calling bell rang again  
    Hardly **had I** sat down **when** the calling bell rang again.
40. No sooner he opened the door when his son rushed out to greet him.  
    No sooner **did he open** the door **than** his son rushed out to greet him.
41. English as well as French are taught here.  
    English, **as well as** French **is** taught here.
42. Hardly had he got the salary than he spent it.  
    Hardly had he got the salary **when** he spent it.
43. He can't scarcely see in the light.  
    He **can scarcely** see in the light.
44. One should fight for his rights.  
    One should fight for **one's** rights.
45. There is something to choose between they.  
    There is something to choose between **them**.
46. Who of the two boys is the cleverest?  
    Which of the two boys is the **cleverer**?
47. I have answered all the received memos.  
    I have answered all the **memos received**.
48. He is a greedy man for money.  
    He is a **man greedy** for money.
49. All these are worthy matters of attention.  
    All these are **matter worthy** of attention
50. He was an anxious Leader for his people's welfare.  
    He was a **Leader anxious** for his people's welfare.

**Note:** when the adjective is followed by a prepositional phrase, it comes after the noun that it qualifies.