

¹Neither :

- Adj. : *Neither* report is true.
 Pron. : *Neither* of the report is true.
 Adv. : *Neither* I nor he knows (*COD*).
 Conj. : I know not, *neither* can I guess (*COD*).

Next :

- Noun : Details will be given in my *next*.
 Adj. : He came the *next* day.
 Adv. : He came *next*.
 Prep. : He sat *next* (also, *next to*) me in the class.

One :

- Noun : I am at *one* with you.
 Adj. : Give me *one* rupee.
 Pron. : *One* should obey one's parents.

Only :

- Adj. : He was the *only* son of his father.
 Adv. : He can *only* read.
 Conj. : You may go there, *only* remain silent.

Past :

- Noun : I cannot forget the *past*.
 Adj. : My *past* life was miserable.
 Adv. : I saw him hasten *past*.
 Prep. : It is half *past* three now.

Right :

- Noun : You have no *right* to do it.
 Adj. : Show me your *right* hand.
 Verb : I shall *right* the wrong.
 Adv. : He walked *right* across the garden.

Round :

- Noun : The watchman is on his *rounds*.
 Adj. : Draw a *round* figure.
 Verb : Who *rounded* the Cape of Good Hope ?
 Adv. : The earth moves *round* and *round*.
 Prep. : Drake sailed *round* the world.

Since :

- Adv. : He died two weeks *since*.
 Prep. : He has been ill *since* that day.
 Conj. : *Since* you are ill you need not go.

¹See also *both* and *either*.

So :

<i>Pron.</i>	: So and so told me this. I said <i>so</i> .
<i>Adv.</i>	: I am <i>so</i> glad you have passed.
<i>Conj.</i>	: He was ill, <i>so</i> he could not go.
<i>Interj.</i>	: A little to the right, <i>so</i> ! — <i>POD</i> .

Some :

<i>Pron.</i>	: <i>Some</i> of them were present there.
<i>Adj.</i>	: Give me <i>some</i> milk.
<i>Adv.</i>	: <i>Some</i> fifty men were present there.

Still :

<i>Noun</i>	: The thief came in the <i>still</i> of night.
<i>Adj.</i>	: The night is <i>still</i> .
<i>Verb</i>	: <i>Still</i> the child.
<i>Adv.</i>	: He is <i>still</i> there.
<i>Conj.</i>	: He was weak, <i>still</i> he went.

That :

<i>Adj.</i>	: Who is <i>that</i> boy?
<i>Rel. Pron.</i>	: The books <i>that</i> I bought have been stolen.
<i>Dem. Pron.</i>	: <i>That</i> is just what I want.
<i>Adv.</i>	: I will go <i>that</i> far. ¹ — <i>POD</i> .
<i>Rel. Adv.</i>	: It was yesterday <i>that</i> we came.
<i>Conj.</i>	: He told me <i>that</i> he was ill.

Then :

<i>Noun</i>	: I shall be ready by <i>then</i> .
<i>Adj.</i>	: The <i>then</i> Governor approved the bill.
<i>Adv.</i>	: He came to me <i>then</i> .
<i>Conj.</i>	: If you are ill, <i>then</i> you may go. ²

Up :

<i>Noun</i>	: He had <i>ups</i> and downs in life.
<i>Adj.</i>	: The <i>up</i> -train is coming.
<i>Adv.</i>	: The sun is <i>up</i> .
<i>Prep.</i>	: He went <i>up</i> the hill.

Well :

<i>Noun</i>	: Let <i>well</i> alone. A <i>well</i> was dug there.
<i>Adj.</i>	: I am quite <i>well</i> .
<i>Adv.</i>	: You have done <i>well</i> .
<i>Interj.</i>	: <i>Well</i> , what do you want?

What :

<i>Int. Pron.</i>	: <i>What</i> is your name?
<i>Rel. Pron.</i>	: That is just <i>what</i> I want.

¹MEU condemns the adverbial use of *that* as "unliterary."²The *POD* regards *then* even in such a case as an *adverb*; it does not treat it as a conjunction. But *COD* differs.

- Int. Adj.* : What book do you like best ?
Adv. : What (= partly) with illness and what with poverty,
 he could not continue his studies.
Interj. : What ! can this be true ?

While :

- Noun* : I worked for a *while*.
Verb : Do not *while* away your time.
Conj. : *While* I was reading, I fell asleep. —*POD*.

Worth :

- Noun* : He is a man of no *worth*.
Adj. with a : This house is *worth* a large sum.
Prep. force

Wrong :

- Noun* : He has done no *wrong*.
Adj. : You have followed the *wrong* path.
Verb : You have *wronged* me.
Adv. : He led me *wrong*.



CHAPTER XXX

APPROPRIATE PREPOSITIONS

(348) Certain words take particular prepositions after them. This is a matter of idiom. In a few cases the usage varies. Still students should carefully note the generally accepted usage. A few examples are given below :—

ABHORRENCE (ঘৃণা) of, ABHORRENT to — He has an abhorrence (hatred) of wine.
 Wine is abhorrent to me.

ABIDE by (মেনে চলা), with (a person), in, at (a place) — I shall abide by your decision. Abide (dwell, পাশে থাকা) with me, O Lord. I shall not abide (বাস করা) long in Calcutta, or at Bankura.

ABOUND (প্রচুর হওয়া) in (used before both the *container* and the *contained*), with (used before the *contained* only) — Wild animals abound in Indian forests. Indian forests abound with wild animals (or, in good timber).¹

ABREAST of, with — Read newspapers to keep abreast of or with (পিছাইয়া পড়িয়া নাই এমন ভাবে) the latest developments.

ABSENT from (a place) — He was absent from the meeting.

ABSOLVE (মুক্ত করা) (one) from (blame), of (sin) — I absolve you from blame. The priest absolved him of sin. (*POD & COD*).

¹Modern usage confines *abound in* and *abound with* to the two distinct senses of "be rich in" and "be infested with" respectively : *vide POD*.

ABSORBED in—He is absorbed *in* thought (deeply engaged, নিমগ্ন).

ABSTAIN from (বিরত হওয়া) —I shall abstain *from* smoking.

ABUT on (একই সীমায় মেশা) —The building abuts *on* the temple.

ACCEDE to—I cannot accede (agree, সম্মত হওয়া) *to* your request.

ACCESS to—We have free access *to* him (right of approaching, নিকটে যাবার অধিকার).

ACCESSIBLE to—He is accessible *to* all (অভিগম্য).

ACCEPTABLE to—Your offer is acceptable (গ্রহণযোগ্য) *to* me.

ACCLIMATIZE to—They will need some time to get acclimatized *to* the new surroundings.

ACCOMMODATE (one) with (a loan), (one-self) *to* (circumstances)—He accommodated (সাহায্য করিয়াছিল) me *with* a loan. We should accommodate (খাপ খাওয়াইব) ourselves *to* circumstances.

ACCOMPANIED (সঙ্গী হওয়া) *by* (a person), *with* (a thing)—I was accompanied there *by* my friend. He is suffering from fever accompanied (combined) *with* headache.

ACCOMPLISHED in (পারদর্শী) — The girl is accomplished *in* dancing.

ACCORD to, with—They accorded (gave) a grand reception *to* the leader. Your story accords (agrees) *with* his.

ACCORDING to ; (In) ACCORDANCE with—According to (or, In accordance *with*) your orders I went there (অনুসারে).

ACCOUNT (verb) *for*, ACCOUNTABLE (responsible, দায়ী) *to* (a person) *for* (an action)—I have to account (হিসাব দেওয়া) *for* this money. We are accountable (responsible) *to* God *for* our deeds.

✓ ACCRUE (fall) *to* (one), *from* (a thing)—Great benefit will accrue (জমিবে) *to* the country *from* the measure.

✓ ACCUSED of—He was accused of theft. (গুরিত্বে দণ্ডিত)

✓ ACCUSTOMED to—I am accustomed (used, অভ্যস্ত) *to* such a life.

✓ ACQUAINTED with—I am acquainted (পরিচিত) *with* him.

✓ ACQUIESCE in—He acquiesced in (agreed to, রাজী হওয়া) the proposal.

✓ ACQUIT (one) of—I acquit (খালাস দেওয়া) you *of* the charge.

✓ ADAPTED to (one's ability), *for* (a purpose), *from* (the original)—This work is not adapted *to* (fit for) my abilities. This story is adapted *for* school boys *from* a story of Rabindranath (উপযোগী করিয়া পুনর্লিখিত).

✓ ADD to—Add this *to* that.

✓ ADDITION to ; (In) ADDITION to—There has been an addition *to* (সংযোজন, অতিরিক্ত যোগ) the family. During my absence, he will look after my job in addition *to* (অতিরিক্ত) his own duties.

✓ ADDICTED to—He is addicted (আসক্ত) *to* wine.

✓ ADEPT in—He is adept (proficient, দক্ষ) *in* music.

✓ ADEQUATE to—This amount is adequate *to* (sufficient, পর্যাপ্ত) our wants.

✓ **ADHERE to**—I still adhere (stick, লাগিয়া থাকা) *to* my plan.

✓ **ADJACENT to**—His house is adjacent (close, সংলগ্ন) *to* mine. (নিচের)

✓ **ADJOURNED to, for**—The meeting was adjourned (put off, মুলতুরী রহিল) *to* Sunday next (or *for* a week). (Stave off)

✓ **ADMIT of (excuse)**—Your conduct admits of no excuse.

Note

Admit is followed by *of* only when it has an impersonal subject (*i.e.*, *it* or an abstract noun). But when the subject is personal, *admit* is not followed by *of*: I *admit* being in the wrong.

✓ **ADMIT (one) to, into** (a place, class, etc.)—He was admitted *into* the room. He was admitted *to* class VIII.

(To take) ✓ **ADVANTAGE of**, (to gain) **ADVANTAGE over**—He took advantage of (সুযোগ লইল) my absence to steal my book. He gained advantage over me in the race.

✓ **ADVANTAGEOUS to**—The new rule is advantageous *to* us. (সুবিধাজনক)

✓ **ADVERSE to**—Your plan is adverse (against, প্রতিকূল) *to* our interests.

✓ **AFFECTION for, towards (POD)**; **AFFECTIQNATE to, towards**—He has affection *for* or *towards* me. He is affectionate *to* or *towards* me.

✓ **AFFINITY between** (two things), *of* (one thing) *for* (another), *to, for*—There is an affinity *between* the two languages. The affinity *of* milk *for* water poses a problem. I feel a strong affinity *to* or *for* him.

✓ **AFFIX to, on (COD)**—Affix this stamp *to* or *on* the letter (attach, এঁটে দেওয়া).

✓ **AFFLICTED with** (a disease), *at*—He is afflicted *with* (suffering from) gout. She is afflicted (ক্লিষ্ট) *at* the death of her son.

✓ **AFRAID of**—I am afraid *of* him. He is afraid *of* doing this.¹

✓ **AGOG with**—The boys were agog *with* excitement at the start of the match.

✓ **AGREE with** (a person), *on* (a point), *to* (a proposal)—I agree *with* you *on* this point. “I agree *with* what you say” (POD). I agree *to* your proposal.

✓ **AGREEABLE to**—The climate of this place is agreeable *to* me.

✓ **AHEAD of**—He reached here much ahead *of* the scheduled time. The boy soon got ahead *of* others in the race.

✓ **AIM at**—He aimed *at* the flying bird.

✓ **AKIN to**—My feeling for him is akin *to* (সমজাতীয়) pity.

✓ **ALARMED at, by, for**—We are alarmed (ভীত) *at* (or, *by*) the news. He is alarmed *for* my safety.

✓ **ALIEN (foreign, বিদেশী, স্বত্ববিরোধী) to²**, **ALIENATED from**—Such rudeness is alien *to* his nature. He has been alienated (separated, বিচ্ছিন্ন) *from* his friend.

✓ **ALIGHT from** (a vehicle), *at, on*—He alighted *from* the car *at* the park. The bird alighted *on* the house top.

✓ **ALIGN with**—The people aligned *with* (extended close co-operation) the police to fight the dacoits.

✓ **ALIVE to, with**—I am alive *to* (conscious of, সজাগ) my danger. “The river is alive *with* boats” (POD).

¹ Also ‘afraid to wake him.’—POD.

² Also *from* (POD). “But *to* is getting the upper hand.”—(MEU).

ALLEGIANCE to—You must show allegiance (loyalty, আনুগত্য) *to* your leader.

ALLIANCE (মিত্রতা) or **ALLIED with**, **ALLIED to**—England has formed an alliance *with* [or, is allied *with* (united with, মিত্রতাবদ্ধ)] France. The thing is allied *to* (of the same nature as, একজাতীয়) that.

ALLOCATE to—The money was allocated *to* the club for social work.

ALLOT to—Fifty shares were allotted *to* (assigned, বিলি করা) me.

ALLUDE to—He alluded (referred, উল্লেখ করিল) *to* the story in the speech.✓

ALOOF from—Keep aloof (away) *from* such friends.

ALTERNATE with; **ALTERNATIVE to**—Light alternates with darkness (পর্যায়ক্রমে ঘটে). This question is alternative to (পরিবর্তে) that.

AMATEUR at (অপৃষ্ট, অপেশাদার)—He is an amateur at painting.

AMAZED at—I am amazed (overwhelmed with wonder, বিস্মিত) *at* your conduct.

AMBITION for; **AMBITIOUS of**—I have no ambition (উচ্চাকঙ্ক) *for* fame. I am not ambitious of fame.

AMENABLE to—He is not amenable (বশ্য) *to* reason.

AMOUNT to—What does the total amount to?

AMUSED at, by, with (POD)—I am amused (কোতুক বোধ করিতেছি) *at* or *by* or *with* your story.

ANALOGY to or with (something), **between** (two things); **ANALOGOUS with**—The teacher explained the mechanism of the human heart by drawing an analogy *to* or *with* the pump. ‘The teacher drew an analogy *between* the human heart and a pump.’ The mechanism of the nervous system of the body is in a way analogous *with* the mechanism of a telephone exchange.

ANGRY with (a person) **for** (having done something), **at, about** (a thing)—He is angry with me for my having done this. He is angry at or about my failure.

ANNEX to—Annex this slip *to* the letter (add, সংযোজিত করা).

ANNOYED (displeased, বিরক্ত) **with** (a person) **for** (doing something); **at** (a thing)—He was annoyed with me for my going there. He was annoyed at my conduct.

ANSWER (verb) to, for (one's conduct)—Answer to (reply or respond to) the roll-call. This place answers *to* (agree with, মিলে যায়) the description given in the book. You must answer for (explain, কৈফিয়ৎ দেওয়া) your conduct.¹

ANSWER (noun) to (not of) (উত্তরে); (In) **ANSWER to** (উত্তরে) —The answer *to* the question is very simple. I said this in answer to his query.

ANSWERABLE to (somebody) **for** (something) (দায়ী, কৈফিয়ৎ দিতে বাধ্য)—You are answerable *to* the teacher **for** your conduct.

ANTECEDENT (adj.) to, (noun) of—Happenings antecedent to (পূর্ববর্তী) his disappearance are being examined. The antecedents (পূর্ব পরিচয়) *of* the person are not known to me.

¹ Answer is also transitive: ‘Answer me’.

ANTIDOTE (প্রতিষেধক) *to*—What is the antidote (medicine to counteract) *to* this poison ? (Also *against*, *for*) (*POD*) & (*COD*).

ANTIPATHY *to, against* (*COD*)—I have an antipathy (strong dislike) *to* smoking, but not *against* or *to* him.

ANXIOUS *about, for*—I am anxious (uneasy) *about* the result. I am anxious *for* (earnestly desirous of) the prize.

APATHY *towards*—He has a great apathy *towards* his studies.

APOLOGISE (শ্রমা চাওয়া) *to* (a person) *for* (rudeness)—You must appologise *to* him *for* your conduct.

APPEAL *to* (a person) *for* (redress) *against* (a decision)—I appealed *to* him *for* help. I shall appeal *against* your decision.

APPEND *to*—A certificate from the Headmaster is appended *to* the application.

APPENDIX *to*—Please look at the appendix *to* the main chapter.

APPETITE *for*—I have no appetite (hunger) *for* food.

APPLICABLE *to* (প্রযোজ্য) —Is the rule applicable *to* your case ?

APPLY *to* (a person) *for* (a post)—I applied *to* him *for* the post.

APPOINT *to* (a post)—He was appointed *to* the post.

APPOSITION *to* (Wood), *with* (*MEU* under *each*)—This clause is in apposition *to* or *with* that clause.

APPREHENSIVE *of*—I am apprehensive (fearful, ভীত) *of* failure.

APPRISED *of*—We were duly apprised (informed, জ্ঞাত হওয়া) *of* the event.

APPROPRIATE *to*—Your remark is not appropriate *to* (fitting, প্রযোজ্য) the occasion.

APPROVE *of*—I approve *of* your action (অনুমোদন করা).¹

APT *in, at*—He is apt (clever) *in* mathematics, or *at* (quick) figures. (*COD* has only *at* after the word).

APTITUDE *for*—I have no aptitude (talent, স্বাভাবিক দক্ষতা) *for* music.

ARGUE *with* (a person), *about* or *over* (something), *against* or *for* (something)— I do not want to argue *with* you *about* (or *over*) the decision. He argued *against* (or *for*) the bill.

ARRIVE *at* (সিদ্ধান্তে আসা)—Ultimately they arrived *at* a conclusion.

ASCRIBE *to*—Don't ascribe (আরোপ করা) any motive *to* my action.

ASHAMED *of*—I am ashamed (লজ্জিত) *of* your conduct.

ASK (a thing) *of* (a person)—He asked a loan *of* me.²

ASK (a person) *for* (a thing)—He asked me *for* a loan.

ASK (শেঁজ করা) *about, after*—He asked *about* or *after* you.

ASPIRE (আকাঙ্ক্ষা করা) *after* or *to* (*POD*)—I do not aspire *after* or *to* a high post (desire something high).

ASPIRANT *to*—My friend is an aspirant *to* the post of the Principal. ✓

¹ Also *approve* your action (without *of*).

² According to McMordie "We ask a thing *from* a person. Ask *of* is an old form, no longer in use." But this form is given in *POD* & *COD*.

- ASPIRATION *for, after*—I have no aspiration *for* (or *after*) riches.
- ASSENT *to*—I assented (consented, রাজী হইলাম) *to* the proposal.
- ASSIGN *to*—He assigned (নির্দিষ্ট করে দিল) the task *to* me.
- ASSIST *in* (সাহায্য করা)—I assisted him *in* his duties.
- ASSOCIATED *with* (a person) *in* (a business)—He was associated *with* you *in* the plot (জড়িত).
- ASSURE (নিশ্চিত করা) *(one) of*—He assured me *of* his help.
- ASTONISHED *at*—I was astonished (বিস্মিত) *at* your courage.
- ATONE *for*—You must atone *for* (make amends, প্রায়শিত্ব করা) your sin.
- ATTACH *to*; (be) ATTACHED *to*—Attach this slip *to* the letter (জুড়ে দাও). She is deeply attached *to* her younger brother (be bound to by love or affection, আসক্তি, অনুরাগ).
- ATTACHMENT (আসক্তি, অনুরাগ) *for*—I have an attachment *for* the children of the school.
- ATTACKED *by* (a person), *with* (fever)—He was attacked *by* robbers on the way. He has been attacked *with* fever.
- ATTAIN *to*—He attained *to* (reached) greatness by dint of perseverance. (Also without *to*). *অর্জন করা*
- ATTEND *to, upon, at*—Attend (listen) *to* your teacher. I attended *upon* (served, or looked after, সেবা করিয়াছিলাম) the patient. We attended (উপস্থিত ছিলাম) *at* the station for him (also without *at*).
- ATTENDED *by* (a person), *with* (a thing)—He was attended *by* his servants. The task is attended *with* difficulty.
- ATTRIBUTE (আরোপ করা) *(a loss) to (a person)*—He attributed the loss *to* me (held me responsible for it).
- ATTUNE *to*—Their minds were attuned (নিমগ্ন) *to* the music.
- AUTHORITY *for, on, of, with, over, to*—What is your authority (প্রমাণ) *for* such a statement? He is an authority (expert, প্রামাণ্য ব্যক্তি) *on* politics. I say this on the authority *of* the Oxford English Dictionary. He has no authority (personal influence, আধিপত্য) *with* or *over* his brother. Only the Secretary has authority (ক্ষমতা) *to* make payments.
- AVAIL (take advantage of, সুযোগ লওয়া) *(oneself) of*; AVAILABLE *to*—I availed myself *of* his help. His help was available *to* me.
- AVAILABLE (লভ্য) *to* (somebody) *for* (a purpose)—The records are available *to* the auditors *for* scrutiny.
- AVENGE *on*—He will avenge (প্রতিশোধ নিবে) himself *on* you.
- ¹ AVERSE *from, to* (POD & COD)—He is averse (disinclined, পরামুখ) *from* or *to* work. *চিন্তাভাঙ্গণ*

¹ "To insist on *from* as the only right preposition in spite of more general use of *to* is one of the pedantries that spring of a little knowledge." —MEU.

AVERSION *to* (বিরুদ্ধ, বিপুলতা) — Do you feel any aversion *to* mixing with them?

AWARE *of* — He is aware (অবগত) *of* the fact.

BAN (noun) *on*; (verb) *from* — There is a ban (নিয়েধাজ্ঞা) *on* the play. He was banned *from* entering the club.

BAR *to* — There is no bar (obstacle, বাধা) *to* his trying for the post.

BARE *of* — The field is bare *of* (without) grass. bare - হালি/অনাঢ়ুড়ি

BASED *on* — What he says is based (প্রতিষ্ঠিত) *on* truth.

BEG (a thing) *of* (a person) — He begged the favour *of* me. I beg *of* you to keep quiet.

BEG (a person) *for* (a thing) — He begged me *for* the favour.

BEG *for* (a thing) *from* (a person) — He begged *for* help *from* me.

BEHAVE *towards* — Behave kindly *towards* the poor.

¹BELIEVE *in* — I do not believe (have faith) *in* his honesty.

BELONG *to* — This book belongs *to* me.

BENEFICIAL *to* — Exercise is beneficial *to* health (উপকারী).

BENT *on* — He is bent (দৃঢ় প্রতিজ্ঞ) *on* going (determined to go).

BEQUEATH *to* — He bequeathed (left by will, উইল দ্বারা দান করা) his all *to* me.

BEREFT (deprived, বঞ্চিত) *of* — Bereft of children, he lives a lonely life.

BESET *with* — He is beset (surrounded, বেষ্টিত) *with* dangers.

BESTOW *on* — May God bestow (give, দান করা) His blessings *on* you.

BEWARE *of* — Beware (take heed, সতর্ক হওয়া) *of* the enemy.

BIAS (পক্ষপাতিত্ব, ঝোঁক) *against*, *towards* — I have no bias (prejudice) *against* him (or *towards* anything particular).

BLESSED *with*, *in* — He is blessed *with* (*i.e.*, possesses) good health. He is blessed (*i.e.*, happy) *in* his children.

BLIND *of*, *in* (an eye), *to* (consequences) — He is blind *of* or *in* both the eyes².
He is blind (বুঝিতে বা বিচার করিতে অসমর্থ) *to* his son's faults.

BLUSH (আরক্ষিম-বদন হওয়া) *at* sight or word, *with* or *for* joy or shame, *for* another (*COD*) — He blushed *with* shame *at* his own mistake. I shall never give you cause to blush *for* me.

BOAST *of* — Do not boast *of* your wealth.

BORDER *on* — Your conduct borders *on* cruelty (সীমান্তবর্তী হওয়া).

BORN *of*, *in* — He was born *of* poor parents. He was born *in* poverty.

BORROW *of* or *from* — I borrowed the amount *of* or *from* him.

¹But, 'I do not believe him.' Note the distinction :

I do not believe him — do not believe what he says.

I do not believe *in* him — have no faith in his honesty or sincerity.

²*COD* and *POD* have "blind *in* one eye" (under "*in*"), and "blind *of* an eye." under "blind."
"I should think the phrase 'blind of one eye' is historical rather than current and I think that 'blind in one eye' is the more idiomatic." —Secretary, Clarendon Press, Oxford University, to the author.

BOUND for (home), by (contract), in (honour)—He is bound for (on the way to) England. I was bound by (আবদ্ধ) contract to pay the money. I am bound in honour to help you.

BOW to—You should bow to your superiors. I had to bow to circumstances.

BROOD on or over (COD)—Do not brood (think sorrowfully) so much on or over your misfortune (চিন্তা করে মন খারাপ করা).

BURDENED with—He is burdened (ভারগ্রস্ত) with a big family.

BURST (ফেটে পড়া) into (tears), out (laughing)—He burst into tears at the sad news. He burst out laughing at my story.

BUSY at, in, with, about—He is busy at his desk. He is busy in doing his work (also, without *in*). He is busy with his lessons. He is always busy about nothing.

BUY (a thing) of (a person), but from (a shop)—I bought this thing of him (but bought this from his shop).

CALLOUS to—He is callous to (indifferent, উদাসীন) my suffering.

CAPABLE (সমর্থ) of ; CAPACITY for—He is not capable of hard work. He has no capacity for hard work.

CARE for, about (COD) ; (take) CARE of—He does not care (verb) for me or for wealth, or about the result (has no interest in it). He has no care (n.) for me. Take care of your health.

CAREFUL, CARELESS of or about—He is careful (or careless) of or about his health.

CATER for, to (usually in the sense of pandering, evil inclinations)—The dispensary was set up to cater for the needs of the local people. Some newspapers cater to low tastes. নথত্বে এবং

CAUSE of (a preceding event), for (ground or justification for)—What is the cause of your failure? There is no cause for anxiety.

CAUTIOUS of ; CAUTION against—He is cautious (সতর্ক) of giving (careful that he may not give) offence. Take proper caution against malaria. He cautioned me against thieves. অপরাধে অগ্রহ নির্দেশ করা

CERTAIN of ; CERTAINTY of, about (POD)—I am certain of it. There is no certainty of or about it.

CERTIFICATE of—I want a certificate of character.

CERTIFY to (one's character)—I certify to his honesty.

CHARACTERISED (বিশেষত্বপূর্ণ) by ; CHARACTERISTIC of—His plans are characterised by boldness. Boldness is the characteristic of his plans.

CHARGE (noun) against (a person), of (a thing)—What is the charge (অভিযোগ) against him? He took charge (ভার) of the affairs. (কাজ)

CHARGE (verb) (a person) with (a fault), on (a person)—He was charged with theft. Theft was charged on him.

CHARGE (a payment) to (a person)—Give him one kilogram of sugar and charge the price to me (দাম ফেলা).

CHEAT of, out of (POD)—He was cheated of or out of his dues.

CLAIM upon or against (a person), to, for (a thing)—I have no claim upon or

against him. I have no claim *to* this money. His claim *for* damage was accepted.

- / CLAMOUR *for*—The people are clamouring *for* (জোরালো দাবী করা) more autonomy.
- / CLEAR *of* (blame)—Keep clear *of* (free from) wicked friends.
- / CLING (stick, লেগে থাকা) *to*—He clung *to* me through my troubles.
- / CLOSE *to* (adj.)—His house is close *to* mine (near, সন্নিকটে).
- / CLOSE *with* (verb)—He closed *with* (accepted) the offer.
- / CLOTHED *with* (shame), *in* (dress)—Clothed *with* shame, she left the place. She was clothed *in* white.
- / CLUE *to* (সূত্র) —Find out the clue *to* the mystery.
- / COINCIDE *with*—Your story coincides (agrees) *with* his.
- / COLLABORATE (সহযোগিতা করা) *with* (a person), *in* or *on* (something); (In) COLLABORATION *with*—The people collaborated *with* the police *in* rounding up the dacoits. 'Collaborate *on* a biography *with* a friend.' The relief work was carried out by government officials *in* collaboration *with* the villagers.
- / COLLIDE *with* (ধাক্কা লাগা); (In) COLLUSION *with* (যোগসাজসে)—The lorry collided *with* the car. He acted *in* collusion *with* others to deceive me.
- / COMBINE *with* (মিলিত হওয়া); (In) COMBINATION *with*—Hydrogen combines *with* oxygen to form water. Yellow colour *in* combination *with* blue produces green colour.
- / COMMENCE *on, with*—The examination commences *on* the 5th instant. He commenced his speech *with* a short prayer. (অবস্থা দেখা)
- / COMMENSURATE (সমানপুর্ণ) *with*—His pay is not commensurate *with* (not in the right proportion) his qualifications. (HORNBY gives *to* also).
- / COMMENT *upon, on* (মন্তব্য করা)—Comment *upon* or *on* this passage. Do not make any comment *on* this issue.
- / COMMIT *to*—Commit the passage *to* memory. (বুঝে রেখা / প্রচলিত করা)
- / COMMON *to*—This angle is common (সাধারণ) *to* both the triangles.
- / COMMUNICATE (a thing) *to* (a person), *with* (a person) *on* (a thing)— Communicate (give) the information *to* him. I shall communicate (write letters, লেখালেখি করা) *with* him *on* this matter.
- / COMPARE *with* (like things), *to* (unlike things); (In) COMPARISON *with*— Compare Akbar *with* Aurangzeb. Anger is compared (likened) *to* fire. "The tallest buildings in London are small *in* comparison *with* those of New York."
- / COMPATIBLE *with*—You should drive the car at a speed compatible *with* (suited to, সুসঙ্গত) safety.
- / COMPENSATE (a person) *for* (his loss), *with* (a substitute)—I compensated him *for* (to make good, ক্ষতিপূরণ করা) his loss. (But, we compensate a loss). I compensated the loss *with* a similar thing.
- / COMPETENT *for*—You are not competent (উপযুক্ত) *for* the post.
- / COMPETE *with, for*—He competed *with* me *for* the post (প্রতিদ্বন্দ্বিতা করা).
- / COMPLACENT *about*—You should not be complacent *about* your examination result.

COMPLAIN to (a person), against (another), of (a thing)—He complained to me against you, or of your conduct. He complained of headache.

COMPLY with ; (In) COMPLIANCE with—He complied with (agreed to, সম্মত হইল) my request. In compliance with your instructions (নির্দেশানুসারে), the work was done.

¹COMPOSED of—What is water composed (made) of?

COMPROMISE with—(a person or party), on (an issue)—I cannot compromise with persons holding opposite views. There cannot be any compromise on this issue.

CONCEAL from—I concealed (kept secret, গোপন করিয়াছিলাম) this from him.

CONCEIVE of—I cannot conceive (think of, ধারণা করা) of such cruelty.

CONCENTRATE on, upon—You should concentrate on or upon your studies.

CONCERNED in (a plot), at, about (feel anxiety), for (= anxious for a person's welfare), with (having to do with)—Five men were concerned (mixed up, জড়িত) in the plot. I am concerned at your failure. I am much concerned about the result. I am much concerned for you. I am not concerned with this matter.

CONCLUSION of, to, from—There was a great applause at the conclusion of the concert. This is the conclusion to the story. You can draw some conclusions from the evidence.

CONCUR with (a person) in (his decision) or on (a point)—I concur (একমত হওয়া) with you in your decision (or on this point).

CONDAMN to, for—He was condemned (sentenced, দণ্ডিত হইয়াছিল) to death for murder.

CONDOLE with (a person) on (his loss)—We condoled (sympathised, সহানুভূতি প্রকাশ করিলাম) with him on his loss.

CONDUCIVE (সহায়ক) to—Early rising is conducive to health (helpful).

CONFER on, with (a person) about (a matter)—I shall confer (give) a prize on the boy. I shall confer with (consult, পরামর্শ করিব) him about your prayer.

²CONFESS to (a sin) ; CONFESION of (weakness)—I confess to this weakness. It is a confession of weakness.

CONFIDE in, to—Confide in (trust) me. Confide (tell in confidence, বিশ্বাস করে বলা) your secret to me.

CONFIDENCE in (আস্থা) —I have full confidence in your ability.

CONFIDENT of—He is confident (hopeful) of success.

CONFINED (আবদ্ধ) in (a room), to (bed)—He is confined in jail. He is confined to bed by gout.

CONFORM with (একমত হওয়া) (a person) on (views) to (a rule) ; CONFORMITY to ; (In) CONFORMITY with—I conform (agree) with you on this point. Conform to (follow) (or, Act in conformity with) our rules. ‘Conformity to fashion is not essential to the happiness of all women.’

¹Often confounded with comprise. Note that comprise is transitive, meaning ‘consist of’ ‘containing’ and requires no preposition after it. Write ‘The family comprises ten members’ or ‘The family is composed of ten members.’ See also under consist.

²Confess is also used as a transitive verb, when to is not required.

CONFRONT with—He was confronted *with* a very difficult situation.

CONFUSE with—Don't confuse (mix up, গোল পাকানো) liberty *with* licence.

CONGENIAL to—This climate is congenial *to* my health (favourable, অনুকূল).

CONGRATULATE (one) on (one's success)—I congratulate (অভিনন্দিত করা) you *on* your success.

CONNECTED or CONNECTION with ; CONNECTION between (two) ; (In)

CONNECTION with—I am connected *with* that paper. He has no connection *with* me. There is no connection *between* the two. He came here in connection *with* an enquiry.

CONNIVE at ; (with the) CONNIVANCE of ; (In) CONNIVANCE with—He connived *at* (tolerate, উপেক্ষা সহ করা) our faults. The plot was hatched with the connivance *of* (or in connivance *with*) (tacit permission of, পরোক্ষ সম্মতি বা প্রশ্রয়) the authority.

CONSCIOUS of—I am conscious *of* (aware, সচেতন) my weakness.

CONSEQUENT on (or upon) ; or, (In) CONSEQUENCE of (ফলে) the failure of the bank many people have lost their all.

CONSENT (verb) to, (noun) to, for—He consented *to* my proposal. I gave my consent *to* the proposal. He gave his consent *for* the marriage.

CONSIDERATION (বিবেচনা) for ; (In) CONSIDERATION of—Show some consideration *for* his youth. In considerati^h *of* his youth, he is let off this time.

¹CONSIST of, in—My family consists *of* (contains) six members. True happiness consists *in* (= is) contentment.

CONSISTENT with (agreeing to)—Your action is not consistent *with* your principles (সামঞ্জস্যপূর্ণ).

CONSPICUOUS for, by—He was conspicuous (remarkable) *for* his memory. He is conspicuous *by* absence (attracting notice, দৃষ্টি আকর্ষণকারী).

CONSPIRE with (others), to (do something), against (somebody)—His enemies conspired *with* his soldiers *to* ruin him. They conspired *against* the leader.

CONSULT with (a person) on or about (a thing)—I consulted *with* him (also, consulted him) *on* or *about* that matter.

CONTACT with—I have no contact (সংযোগ) *with* him.

CONTEMPORARY (noun) of, (adj.) with (of the same time, সমসাময়িক)—Akbar was a contemporary *of*, or was contemporary *with*, Elizabeth.

CONTEMPT for, of—I have a great contempt (ঘৃণা) *for* him. He was guilty of contempt (অবজ্ঞা) *of* court.

CONTEND with or against (a foe or difficulties), for (a thing)—He had to contend (compete) *for* the prize *with* or *against* a strong rival.

CONTENTED with—He is contented (সন্তুষ্ট) *with* a little.

CONTIGUOUS to—His house is contiguous (close) *to* mine.

CONTINGENT on or upon—The success of the mission is contingent *on* or *upon* (dependent) the reception it gets from the public.

¹Not to be confounded with *comprise*, which does not require *of*. See under *compose*.

CONTRAST (noun) *to, between*; (In) **CONTRAST with** (বিপরীত)—Your action is a contrast *to* (or, is in contrast *with*) your profession. There is a great contrast *between* the two.

CONTRAST with (verb)—Contrast (compare, তুলনা কর) Akbar *with* Aurangzeb. Contrasted *with* you, your brother is poor.

CONTRARY to—You acted contrary *to* orders (opposite to, উল্টো).

CONTRIBUTE to—Contribute (pay, সাহায্য করা) something *to* this fund.

CONTROL of, over—He has no control (শাসন বা নিয়ন্ত্রণ ক্ষমতা) *of* or *over* himself.

CONVERGE on—People converged *on* the parade ground.

CONVERSANT with—I am conversant (well-acquainted, বিশেষ অবগত) *with* the history of the case.

CONVERSE with (a person) *on, about* (a subject) (*COD*)—I shall converse *with* him *on* or *about* the matter (talk, কথা বলা).

CONVERTED to, into—He was converted *to* Christianity. My joy was converted *into* sorrow (changed, পরিবর্তিত).

CONVICT of—He was convicted *of* theft (punished, দণ্ডিত হইয়াছিল).

CONVINCE of—I am convinced (satisfied) *of* your honesty.

CO-OPERATE with (a person), *in* (a task)—I hope you will co-operate *with* me *in* this mission.

COPE with—I cannot cope *with* (manage, এঁটে উঠা) so much work.

CORRESPOND (চিঠিপত্র লিখা) *with* (a person) *about* (a thing), *to, with*—I shall correspond *with* (write to) him *about* the matter. 'The wings of a bird correspond (অনুরূপ হওয়া) *to* the arms of a man.' Your report corresponds (agrees) *with* his (মিলে যায়).

COUNT for, upon—Our advice counts *for* nothing (*i.e.*, is of no effect) *with* him. I count (depend on, নির্ভর করা) *upon* your help.

COUNTER (adj., adv.) *to, (verb) with*—They acted counter (প্রতিকূলে) *to* the leader's wishes. They countered (প্রতিবাদ করা) our proposal *with* one of their own.

COVETOUS of—He is covetous (greedy, লোভী) *of* wealth.

CRAVE for (*COD*)—He craves (desires eagerly, আকাঞ্চ্ছা করা) *for* wealth.

CREDIT to, with—Credit (জমা করা) the amount *to* my account. Credit my account *with* the amount. I credit him *with* good sense.

CREDENCE to—I do not give much credence (বিশ্বাস, প্রত্যয়) *to* his report.

CULMINATE in—He suffered misfortunes that culminated (সর্বোচ্চ সীমায় পৌঁছানো) *in* bankruptcy.

CURE (v.) (*one*) *of* (disease); a **CURE** (n.) *for* (disease)—He is cured *of* his disease. Have you any cure *for* his disease?

DAWN on—The truth at last dawned *on* (became clear to) me.

DEAF of an, in one, ear (*COD*), *to* (not listen to)—He is deaf *of* an (or *in* one) ear. He is deaf (শুনিতে নারাজ) *to* entreaty.

DEAL in (trade in, ব্যবসায় করা) good; *with* a person (behave, ব্যবহার বা বোঝাপড়া করা); *with* a subject (write or talk about it, আলোচনা করা); *by* or *with* person (treat in a specified way)—He deals *in* rice, but does not deal honestly *with*

his customers. He deals *with* the subject in his new book. He dealt cruelly *by* or *with* me.

DEAL out—He dealt *out* (বিতরণ করিত) equal justice to all.

DEBAR (বঞ্চিত করা) *from*—He was debarred *from* (prevented) voting.

DECIDE upon, or *against* (সিদ্ধান্ত করা)—I have not decided *upon* my plan of action. The case was decided *against* him.

DEDICATE to (উৎসর্গ করা)—He dedicated the book *to* his mother.

DEDUCE from—I deduced (inferred, সিদ্ধান্ত করা) the truth *from* his remarks.

DEFEND from, against—I shall defend (রক্ষা করা) you *from* your enemy. I shall defend you *against* all attacks.

DEFICIENT in—He is deficient *in* learning (weak, কঁচা).

DEFER to—The discussion was deferred (put off, মূলতুবী রাখা হইল) *to* the next meeting.

(In)**DEFERENCE to** (শ্রদ্ধাজ্ঞাপনের উদ্দেশ্য) —The women wore veils *in* deference to the customs of the country.

DELEGATE to—The power was delegated *to* (entrusted, ন্যস্ত করা) the subordinates.

DELIBERATE upon (discuss)—We deliberated long *upon* (considered) the matter (আলোচনা করিলাম).

DELETE from—His name was deleted *from* (struck out) the list.

DELIGHT in ; DELIGHTED at, with (COD)—He finds delight *in* books. He is delighted *at* or *with* the result. The child is delighted *with* his toys.

DELIVER to, from—Deliver (অর্পণ করা) the letter *to* them. He delivered (saved) me *from* the trouble.

DELVE into—You should delve *into* (make researches *into*, গভীর গবেষণা করা) the old manuscripts for information.

DEMAND (a thing) *from* or *of* (a person) ; *for* (noun)—He demanded the amount *from* or *of* me. There is no demand *for* this book.

DEMUR to—I do not demur (object, আপত্তি করা) *to* your request.

DEPEND upon—You can depend *upon* my word.

DEPENDENT (নির্ভরশীল) *on*—He is dependent *on* me.

DEPRIVE of—He was deprived (বঞ্চিত হইয়াছিল) *of* all power.

DEPUTE to—He was deputed *to* attend the meeting.

DERIVED from—What is your income derived (got, প্রাপ্ত) *from* books ?

DEROGATE (হীন করা) *from* ; **DEROGATORY** (হীনতাজনক) *to*—This will derogate *from* (or, This is derogatory *to*) his honour.

DESCEND from ; DESCENDANT of—The Rajputs claim to be descended *from* (or descendants *of*) Sri Ramachandra.

DESERVING of—His conduct was deserving (উপযুক্ত) *of* praise.

DESIRE for, of—(POD) ; **DESIROUS of**—He has no desire *for* or *of* wealth. He is not desirous *of* wealth.

DESIST (বিরত হওয়া) *from*—He desisted *from* (gave up) the attempt.

DESPAIR (নিরাশ হওয়া) *of*—He despairs (is hopeless) *of* success.

DESTINED for, to—He is destined (নির্দিষ্ট) *for* or *to* that service.

DESTITUTE of—I am destitute (without, বিহীন) *of* any friend here.

DESTRUCTIVE of, to (POD)—Drinking is destructive (নাশক) of or to health.

DETACH from—He became detached (separated, বিচ্ছিন্ন) from his friends.

DETER from—He was deterred (prevented, নিরস্ত) from going there.

DETERMINED on—He is determined (দৃঢ়সংকল্প) on going home.

DETRACT from—This defect detracts (takes away) from his fame (কর্মান).

DETRIMENTAL to—Drinking is detrimental (injurious, ক্ষতিকর) to health.

DEVIATE from—I cannot deviate (go aside, অন্যপথে যাওয়া) from truth.

DEVOID of—Your story is devoid of (without, বিহীন) truth.

DEVOLVE upon, to (COD)—The charge of the family devolved (fell, বর্তিল) upon me on my father's death. The property devolved upon or to him (উত্তরাধিকার সূত্রে বর্তিল).

DEVOTE to—Devote (নিযুক্ত করা) some time to prayer every day.

DIE of (a disease), by (violence or weapon), from (a cause), for (something)—
He died of cholera ; or, by poison ; or, from overwork ; or, for his country.

DIFFER from, in, with, on, about—This thing differs from (is unlike, ভিন্নরূপ হওয়া) that in colour. I differ with (have a different opinion from, ভিন্নমত হওয়া) you on this point¹. Men differ in opinion about his conduct.

DIFFERENCE between ; DIFFERENT from—What is the difference between the two ? This thing is different from that².

DIFFIDENT of—I am diffident of success (doubtful, আত্মসম্মিলিত).

DIGRESS from ; DIGRESSION from—The lecturer temporarily digressed from her subject (turn or wander away from the main subject, অপ্রাসঙ্গিক হওয়া) to deal with a related theory. Talking about money now would be a digression from the main purpose of this meeting.

DISAPPOINTED at, of, in, with (COD) (হতাশ হওয়া) —He was disappointed at your failure. He was disappointed of the prize (i.e., did not get it at all). He was disappointed in the prize (i.e., got the prize, but it did not satisfy him). I am disappointed with him.

DISAGREE with (ভিন্নমত হওয়া) one on (a point)—I disagreed with him on that point.

DISCRIMINATE (one thing) from (another), between (two things), against (some body)—You should discriminate good boys from bad ones. We discriminate between good and bad boys. Do not discriminate against the poor.

DISGRACE to—He is a disgrace to his family (কলঙ্ক).

DISGUSTED with, at, by (COD)—I am disgusted (বিরক্ত) with, or by, or at his conduct. He was disgusted with me.

DISLIKE (অপছন্দ) to, for, of (POD & COD)—I have a dislike to (or for) the boy. I cannot shake off my dislike of him.

DISPENSE with (ত্যাগ করা)—I dispensed with (do without) his services.

DISPLEASED with (a person) at or by (his conduct) (POD)—I am displeased (অসন্তুষ্ট) with him at or by his conduct.

¹COD writes differ with, and from also in this sense. But MEU prefers with in this sense.

²"That difference can be followed only by from, and not by to, is a superstition."—MEU. "Different from, to, than, all used by good writers past and present ; than chiefly where a prep. is inconvenient." —COD.

DISPOSE of (finish, খাবছা বা শেষ করা)—Let us dispose of our work.

DISPUTE with (a person) *about, on* (a matter) (*COD*)—I had a dispute with (বি
কৰিয়াছিলাম) him *about* (or *on*) that matter.

DISQUALIFIED for (a post), *from* (competing)—He is over-age, and is disqualified
for (or *from* appearing at) the examination.

DISSENT from—I dissent *from* your views (differ, ভিন্নমত হওয়া).

DISSIMILAR to—This thing is dissimilar *to* that.

DISSUADE (নির্বৃত্ত করা) *from*—I dissuaded him *from* opposing the leader.

DISTASTE for—He has a distaste (aversion) *for* publicity.

DISTINCT from—“These families are distinct *from* one another.”

DISTINGUISH between, from, by—Distinguish *between* the two. I distinguished
you *from* him *by* your dress (পার্থক্য করা বা বুঝা).

DISTRACT from—The loud music distracted me *from* study.

DISTRUST of (অবিশাস)—There is reason for your distrust *of* him.

DIVERT from, to—The noise diverted (drew away, অন্যদিকে নিল) my attention *from*
the book *to* the crowd.

DIVEST of—He was divested (বর্ধিত) *of* all power (all power was taken away
from him).

DIVIDE into parts, *between*, or *among*—It was divided *into* several parts. Divide
the money *between* the two (or *among* the four) men present.

DOMINEER over—He domineers (rules, কর্তৃত্ব করা) *over* the whole class.

DOUBT (n.) about, of ; DOUBTFUL of—There is no doubt *about* or *of* his honesty.
I am doubtful *of* his honesty.

DUBIOUS of or about—I feel dubious *of* his sincerity. He feels dubious *about*
what to do next.

DUE to—No money is due *to* me (payable) from him (আপ্য).

DULL of (hearing), *at* (work)—He is dull *of* hearing (কানে খাটো). He is dull (slow,
কঁচা) *at* Physics.

DWELL in (a place), *upon* (a subject)—He dwells *in* this house. He dwelt long
upon (discuss, আলোচনা করা) the subject.

EAGER for, after, about (*COD*)—He is eager *for* (or *after*) fame, or *about* the
result.

EASY of—He is easy *of* access (সহজগম্য).

EFFACE from (মুছিয়া যাওয়া)—Exposure to sun and rain has effaced the inscription
from the plaque. In course of time his memory effaced *from* my mind.

EGRESS from—The plan shows sufficient egress *from* (বহিগমনের পথ) the stadium.

EJECT from—Lava ejected *from* the volcano destroyed the village.

ELICIT from—I elicited (drew out, বের করা) the information *from* him.

ELIGIBLE for—He is eligible *for* the post (qualified, যোগ্য).

ELIMINATE from—He was eliminated *from* the tournament.

EMANATE from—Real strength emanates (উৎসৃত হওয়া) *from* learning.

EMBARGO on—The Government decided to lay an embargo *on* trade with enemy countries.

EMBARK at (a port), *for* (a destination), *on* or *in* (a vessel), *on* (a task)—We have to embark *at* Bombay *for* London *on* or *in* the ship. The students embarked *on* a drive for donation of blood.

EMERGE from, into (বের হওয়া)—The tiger emerged (came out) *from* the jungle *into* the open field.

EMIGRATE from, to—He emigrated *from* India. Many scientists emigrated *to* the U.S.A.

EMIT from (নির্গত হওয়া)—Smoke is emitted *from* the chimney.

¹ **ENAMoured of** (very fond of, মুক্ষ) — He is enamoured *of* this place.

ENCROACH on (one's right, territory, etc. or abs.—*COD*)—Do not encroach *on* my land or right (enter without right, অনধিকার প্রবেশ করা).

ENCUMBER (one) *with* (something)—You should not be encumbered *with* unnecessary luggage when travelling.

END in—Vice must end (result) *in* misery.

ENDOWED with—He is endowed *with* (possesses, ভূষিত) talents.

ENGAGED (নিযুক্ত) *with* (a person) *on* or *in* (some work); *to*—I was engaged *in* conversation *with* him. He is engaged *on* books (or, *in* work). My daughter is engaged (betrothed to, বাগদত্তা) *to* his son.

² **ENJOIN on, upon** (অনুজ্ঞা করা) — This rule is enjoined (imposed) *on* all. ‘Our leader enjoined *upon* us the necessity for strict secrecy’.

ENGROSSED in—He was deeply engrossed (নিমগ্ন) *in* his studies.

ENRAGED with, at—“He is enraged (ত্রুট্ট) *with* you for speaking against him. The bear is enraged *at* his keeper”—Mc.Mordie.

³ **ENTER into** (something) *with* (somebody), *upon* (a career), *for* (an examination or contest)—He entered *into* conversation *with* me. He has entered *upon* his new duties. I have entered *for* the examination. Have you entered *for* the long jump?

ENTERTAINED by (a person) *with* (music) *at* (a party)—We were entertained (বিনোদিত) *by* him *with* music *at* the party.

ENTITLED to—He is entitled (অধিকারী) *to* a reward for honesty.

ENTRUST with, to—I entrusted the thing *to* him. I entrusted him *with* the thing (বিশ্বাস করে দেওয়া).

¹ *COD* has only *of* after *enamour*: Nesfield has—‘enamoured *with* a person, *of* a thing.’ *New Standard Dictionary* by Funk and Wagnall has ‘enamoured *of* a lady *with* study.’ *Imperial Dictionary of English Language* by John Ogilvie has both *of* and *with* before a person or thing: to be enamoured *of* or *with* a lady; to be enamoured *of* or *with* books of science. For the last two references the author is indebted to Prof. Asis Das Gupta of Krishnagar College.

² “The construction with a personal object and an infinitive is not recommended”—*MEU*. But *COD* has “enjoin a person *to do*” and “enjoin conduct, action *on* a person.”

³ “When enter means go *into* some specific place, no preposition is used; it takes a direct object (e.g. *enter a room, enter a town*). In older English *enter into* was often used for this purpose, but it is now obsolete”—*F.T. Wood*.

ENVY of (person) ; of, at (advantages) (POD) ; ENVIOUS of—I have no envy (jealousy) of him. I have no envy at or of his success. I am not envious of his success.

EQUAL in (rank) with (a person) to (a task) ; EQUALITY with—I am equal in rank with you. I am not equal to (able to do) the task. He is to blame equally with his brother.

EQUIP (somebody) with (something) for (a purpose)—They equipped (সজিত করিল) the boys with food and clothes for the journey.

EQUIVALENT to—One dollar is equivalent to rupees forty three in Indian currency.

ERASE from—The marks will have to be erased from the painting.

ERR in—The hunter erred in his calculations of the distance.

ESCAPE from—There is no escape (মুক্তি) from death.

ESSENTIAL to—Health is essential to (অত্যাবশ্যক) success in life.

EVICT from—The tenants were evicted (বহিস্থৃত হইল) from the house for not paying the rent.

EXACT from—He exacted (drew out) promise from me.

¹**EXCEL** in—He excels in painting (সদগুণে শ্রেষ্ঠ হওয়া).

EXCEPTION to ; (with the) **EXCEPTION** of—I take exception (object, আপত্তি করা) to your remark. There is no exception (ব্যতিক্রম) to the rule. All were present with the exception (ছাড়া) of Ram.

EXCHANGE for, with—I often exchange ideas with him. What will you give me in exchange for this (পরিবর্তে লওয়া বা দেওয়া) ?

EXCLUDE from ; **EXCLUSIVE** of—Minors are excluded (kept out of, অক্ষ) from the list of voters. The price of the thing is Rs. 100, exclusive (ব্যতীত) of railway freight.

EXCUSE from, for—I excuse (ক্ষমা করা) you from attendance. What is your excuse for failure ?

EXEMPT from (অব্যাহতি দেওয়া)—He was exempted from the fine.

EXPECT from, of (আশা করা)—I did not expect this from or of him (POD).

EXPEL from (বিতাড়িত)—The man was expelled from the party.

EXPERT at, in—He is expert (সুদক্ষ) at the flute. He is expert in drawing.

EXPOSE to—Don't expose it (keep open) to the sun.

EXTERNAL to (বহিভূত) —These are considerations external to the main issue.

EXTORT from—He tried to extort money from his friends.

EXTRACT (verb) from, (noun) of, from—Oil is extracted from cotton seed. The extract of the fruit tastes sweet. This is an extract from the poem "Paradise Lost".

EXULT over (a person), at, in (his misfortune)—He exulted over (rejoice exceedingly, আনন্দোচ্ছাস করা) me at or in my misfortune.

¹"COD has "excel—surpass (others in quality, in doing) : be pre-eminent (in, at thing, in quality, in doing)."'

FAITH in, with—Have faith *in* God. He broke faith *with* me.

FAITHFUL to—The dog is faithful *to* its master.

FALSE to—I cannot be false (unfaithful, বিশ্বাসঘাতক) *to* my friend.

FAMILIAR with, to—I am familiar (intimate) *with* him. His face is familiar (well known) *to* me.

FATAL to (destructive)—This mistake is fatal *to* his prospects.

FAVOUR (verb) with—Will you favour us *with* an interview?

(In) **FAVOUR of**—He spoke in favour (পক্ষে) *of* my son.

FAVOURABLE to, for—His report is favourable *to* me. This time is favourable *for* attack.

(The) **FAVOURITE of**; (a) **FAVOURITE with or of (COD)**—He is the favourite *of* (or a favourite *with* or *of*) his master.

FEAR (n) of; (v) for—He is in fear *of* (or, fears *for*) his life.

FEARFUL, FEARLESS of—He is fearful, or fearless, *of* danger.

FEED (intr.) on; (trans.) with—Cows feed (খায়) *on* grass. Feed the cow *with* grass.

FEEL for (a person) in (his trouble)—I feel *for* you *in* your trouble.

FIGHT for (the poor) with or against (the rich)—He always fought *for* the poor *with* or *against* the rich.

FIRE (গুলি করা) at, into, upon (COD)—He fired *at* the bird. The police fired *into* or *upon* the mob.

FIRED with—Fired *with* (উদ্দীপিত) zeal, he set about his task.

FIT for, out, up—You are not fit *for* the post. The ship was fitted *out* (equipped, আবশ্যিকীয় জিনিস দ্বারা সজ্জিত হইয়াছিল) for the voyage. He is fitting *up* his house for the guests.

FIX in, on, to (COD); up—The idea became fixed *in* his mind. He fixed his eyes *on* me. Fix this stamp *to* the envelop. The date of the meeting has been fixed *up*.

FOND of, FONDNESS for—He is fond *of* sweets. He has great fondness *for* sweets.

FOREIGN to—Rudeness is foreign *to* his nature (বিদেশীয়, স্বত্বাববিরুদ্ধ).

FORGETFUL of—He began to work forgetful *of* (ভুলিয়া) everything else.

FREE (adj.) from (danger), of (tax), of (money); (verb) from, of—He is now free *from* (danger). The goods arrived free *of* tax. He is free *of* his money (lavish, মুক্ত হস্ত). This medicine freed me *from* or *of* pain.

FROWN on, at (a person) (to express displeasure, ভুকুটি করা)—He frowned *on* or *at* the boys who created the trouble.

FRUITFUL in (ফলপ্রস)—His brain is fruitful *in* clever tricks.

FRUITLESS of (নিষ্কল)—Your labour is fruitless *of* any gain.

FULL of; FILLED with—The cup is full *of* (filled *with*) milk.

FURNISH (something) to (somebody); (somebody) with (something)—I furnished the information *to* the committee. The committee was furnished *with* the information. We furnished the library *with* new books.

GLAD of (help), **at** (success)—I am glad of (i.e., for receiving) your help. I am glad at your success.

GLANCE at (an object), **over** (a subject)—He just glanced (looked for an instant, ক্ষণিকের জন্য দৃষ্টি দিল) **at** me and then went on with his work. Please glance (চোখ বুলান) **over** this letter.

GLORY in—I glory (take pride, গর্ব করা) **in** your success.

GOOD for (nothing), **at** (cricket)—He is good **for** nothing. He is good **at** cricket.

GRAB at—He grabbed **at** his collars (take roughly). He grabbed **at** the opportunity and lost no time to secure the job.

GRATEFUL to, for—I am grateful (কৃতজ্ঞ) **to** him **for** his help.

GREEDY of, for (profit); **GREED for** (riches)—The shareholders are greedy (লোভী) **of** or **for** profit. He has no greed **for** riches.

GRIEVE at, for, about, over—I am grieved (ক্ষুন্ন, দুঃখিত) **at** or **for** or **about** the loss.

I grieve (দুঃখ বোধ করি) **for** him; he has lost his son. He grieved **over** his dead friend (McMordie).

GRUMBLE at, over, about—He grumbles **at** or **about** his lot (complains, অসন্তোষ প্রকাশ করা). There is no use grumbling **over** the past.

GUARD from, against, over—He guarded me **from** (or **against**) their attack. You must guard (সর্তক হইবে) **against** such mistakes. He stood guard **over** the prisoner (পাহারা দিল).

GUESS at—He guessed (অনুমান করিল) **at** the truth. (Also without **at**).

GUILTY of—He is guilty (অপরাধী) **of** theft.

HAIL from—We hail (come) **from** Rajasthan.

HANG to, on, from—Hang (ঝুলাও) **to** or **on** or **from** a hook, or **from** the ceiling, or **to** or **on** the wall (POD).

HANKER after—I do not hanker (আকাঙ্ক্ষা করা) **after** wealth.

HARP (verb) on—He always harps **on** (talks repeatedly) his misfortunes.

HATRED of, for (ঘৃণা) (a person), **of** (a thing)—I have no hatred **of** or **for** him, or **of** that thing.

HEAR of or about, from—I heard **of** or **about** you **from** him.

(Pay) **HEED to**—Pay heed **to** what I say.

HEEDLESS of—I shall go, heedless (without caring, তোয়াক্তা না করিয়া) **of** effect.

HEIR of (a person), **to** (a property)—He is the heir **of** his uncle. He is heir **to** his uncle's property (উত্তরাধিকারী).

HESITATE at—He hesitates **at** nothing.

HIDE (a thing) from (a person)—I hide nothing **from** you.

HINDER from (বাধা দেওয়া); **HINDRANCE to**—He was hindered **from** going. There is no hindrance **to** his going.

HINGE upon—The whole case hinges (depends, নির্ভর করে) **upon** this point.

HINT at (সংক্ষেত করা)—I hinted **at** the coming trouble.

HOPE of, for; **HOPEFUL** or **HOPELESS of**—I have no hope (n) **of** or **for** success. I hope (v.) **for** success. I am hopeful (or, hopless) **of** success.

HOSTILE to—He is hostile (opposed, বিরুদ্ধে) *to* my plan.

HUNT after, for, out—Don't hunt *after* or *for* (অনুসরণ করা) pleasure. They hunted *out* the tiger (খুজিয়া বাহির করিল).

HURTRUL (injurious) to—Smoking is hurtful *to* health (ক্ষতিকর).

IDENTICAL with—Your opinion is identical *with* (the same as) mine.

IGNORANT of—He is ignorant *of* the fact (অজ্ঞ).

ILL with, of (fever), (go ill) with—He is ill *with* (or *of*) fever. It will go ill *with* you if you oppose me (তোমার ভাল হবে না).

IMMATERIAL to—This point is immaterial (অপ্রাসঙ্গিক) *to* our case.

IMMERSED in (plunged, নিমজ্জিত)—He is immersed *in* debt.

IMMUNE from, against, to (COD)—He is immune (secure, মুক্ত) *from* or *against* or *to* infection.

IMPART to—Impart (give) the knowledge of the thing *to* him.

IMPATIENT of, at, for—He is impatient (intolerant) *of* (also *at*—*COD* under *at*) delay (অসহ্য বলিয়া অধীর). I am impatient *for* payment (eager to get, পাইবার জন্য অধীর).

IMPEDIMENT to (বাধা)—Such obsolete systems are great impediments *to* progress.

IMPERVIOUS to (অভেদ্য)—He is impervious *to* all arguments. These shoes are impervious *to* water.

IMPLICATED in—He is implicated (involved, কুকার্যে জড়িত) *in* the plot.

IMPORT (আমদানী করা) *into* (a country) *from* (another)—Watches are imported *into* India *from* Switzerland.

IMPOSE on, upon—The task was imposed *on* him (put, চাপান হইল). He tried to impose *upon* me (deceive, ঠকান).

IMPRESS (a thing) upon (one's mind), (a person or thing) *with* (ছাপ দেওয়া) (a mark)—I impressed the lesson *upon* him. I impressed him *with* the idea.

IMPUTE to—Do not impute (ascribe, আরোপ করা) motives *to* him.

INACCESSIBLE (অগম্য, অপ্রবেশ্য) to—This place is inaccessible *to* outsiders.

INADEQUATE (অপর্যাপ্ত) to, for—Our preparations were inadequate *to* the task. The resources are inadequate *for* such an ambitious project.

INCAPABLE of—He is incapable (অসমর্থ) *of* doing such a thing (not incapable *to* do).

INCENTIVE to (উৎসাহদায়ক)—This reward will be an incentive *to* (serve to bring forth) greater exertion.

INCIDENTAL to—All expenses incidental *to* (liable to occur, আনুষঙ্গিক) the meeting will be borne by the committee.

INCLINATION to, for—He has no inclination *to* (or *for*) study.

INCLUDE in ; INCLUSIVE of—My name is included *in* the list. The price is Rs. 100, inclusive of (লইয়া) railway freight, ~~১০০~~

INCOMPATIBLE with—Such an action is incompatible *with* (not in harmony, বেখাপ্ত) his temperament.

INCONGRUOUS with—The account she gave at the trial is incongruous (বেমানান) with her earlier statement.

INCONSIDERATE of—You should not be inconsiderate of (সহানুভূতিহীন) the feelings of others.

INCONSISTENT with—His actions are inconsistent (অসঙ্গত) with his principles.

INCULCATE (an idea) upon, in (one) (*COD*)—He inculcated the idea upon or in my mind (impressed, সংক্ষার জন্মাইয়া দেওয়া).

INCUMBENT (আরোপিত কর্তব্য) upon (somebody) to (do something)—It is incumbent upon you to warn the students of the evils of smoking.

INDEBTED to, for—I am indebted (ঋণী) to you for my success.

INDEPENDENT of—He is independent (স্বাধীন) of my help.

INDIFFERENT to—He is indifferent to my interests (উদাসীন) .

INDIGNANT with (a person) at (his conduct)—He is indignant (angry, ভুদ্ধ) with me at my conduct.

INDISPENSABLE to—Your help is indispensable to me (absolutely necessary, অত্যাবশ্যক).

INDULGE in, with (a thing given) ; INDULGENT to—Do not indulge (আসন্ত হওয়া, প্রশ্রয় দেওয়া) in wine. You indulge him with your support. He is indulgent to his son.

INFECTED with—This house is infected (সংক্রামিত) with small pox.

INFER from—What do you infer from his reply (deduce, অনুমান করা) ?

INFERIOR to—This toy is inferior to that in quality.

INFESTED with—This room is infested (উপদ্রুত) with rats.

INFILCT (impose) on—A heavy fine was inflicted on me (দণ্ডবিধান করা).

INFLUENCE (প্রভাব) with, over (a person), upon (his decision)—I have no influence with or over him. His speech had a great influence upon my mind.

INFLUENCED by—His decision was influenced by my advice.

INFORM against (a person), of (a thing)—He informed (complained to) the police against me. I informed him of it.

INFUSE (ভিতরে ঢুকান) into—He infused (put) a new spirit into us.

INHERENT in—This right is inherent (জন্মগত) in us.

INITIATED into (taken in as member of a group, দীক্ষিত)—He was initiated into our party.

INJURIOUS (ক্ষতিকর) to—Smoking is injurious to health.

INNOCENT of—I am innocent of the charge.

INQUIRE of (a person) about, into (a matter)—I inquired of (asked) him about the matter. He shall inquire into the matter.

INQUIRE for or after (a thing sought)—Ask how or where he is. He inquired for or after me.

¹Don't write, "He inculcated my mind with the idea."

²Infuse and inspire are often confounded. Don't write 'The army was infused with a new spirit.'

INSENSIBLE *to*—He is insensible (বোধহীন) *to* all sense of shame.

INSIST *on*—He insists (জিন্দ করা) *on* my doing this (not *to do*).

Note

Insist may also be followed by a noun clause *without a preposition*: He *insisted* that I should do this.

¹ INSPIRE (উৎসাহিত করা) (person) *with* (feeling); (feeling) *into*, *in* (a person) (*COD*)—His words inspired us *with* courage. His words inspired courage *into* or *in* us.

INSTIL *into* (infuse gradually, অন্মে অন্মে চুকান)—He instilled that idea *into* my mind.

INTENT *on*—He is intent (determined, দৃঢ়সংকল্প) *on* going there.

INTEREST or INTERESTED *in*—I take interest (or, am interested) *in* this matter.

INTERFERE *with* (a person or thing), *in* (matter)—Do not interfere (হস্তক্ষেপ করা) *with* me, or *in* my business (meddle). “Pleasure must not be allowed to interfere *with* (be an obstacle to) business.” (*Universal Dictionary*).

INTERVENE *in*—You should intervene *in* the dispute and settle it.

INTIMATE (adj.) *with*, (verb) *to*—I am intimate (অন্তরঙ্গ) *with* him. Intimate *to* (inform) me the time of his arrival.

INTRODUCED *to* (a person), *into* (a room) (পরিচয় করান, চুকান)—I introduced him *to* my brother, or, *into* the family.

INTRUDE *upon* (a person, or his leisure), *into* (a place) (অনাহুত প্রবেশ করা)—Why did you intrude *upon* him, or *into* the room?

INVEST *with*, *in*—He was invested *with* (given, অভিযন্ত হওয়া) full powers. He invested (deposited with, গচ্ছিত রাখিয়াছিল) his all *in* the bank.

² INVESTIGATION (তদন্ত) *of*, *into*—The investigation *of* the matter has started. The court ordered an investigation *into* the affairs of the company.

INVITE *to* (a party)—I invited him *to* dinner.

INVOLVED *in*—I am involved (জড়িত) *in* debt.

IRRELEVANT *to*—Your remark is irrelevant *to* (not to the point, অপ্রাসঙ্গিক) the discussion there.

IRRESPECTIVE *of*—The boys joined to do the task irrespective of (নির্বিশেষে) their caste and religion.

IRRITATED *at*, *by*, *with*—He is irritated *at* this disappointment. He was irritated *with* me for my silence. He was irritated (বিরক্ত) *by* being kept waiting so long.

ISSUE *from*—A bear issued *from* the forest (came out, বাহির হইল).

JEALOUS *of*—He is jealous *of* my fame (সৈর্বান্ধিত).

JEER *at*—Do not jeer *at* (taunt) him (বিন্দুপ করা).

JEST *at*, *about*—Do not jest *at* (or, *about*) (make fun of) the sacred things (ঠাণ্টা করা).

JOIN (a thing) *to* (another); (one) *with* or *to* (another); *with* (one) *in* (a thing or game)—Join this angle *to* that. The two families were joined *with* or *to*

¹ See foot note 2, p. 183.

² *Investigate* is a transitive verb, and therefore takes a direct object. The police are investigating the matter (not *investigating into* or *about*).

each other by marriage. England joined *with* France to fight against Germany. I join *with* you *in* your opposition to the bill. I shall join *in* your game (also without *in*).

JUDGE *by*—Do not judge a thing *by* its appearance.

JUMP *at* (an offer), *to* (a conclusion), *with* (joy)—He jumped *at* (readily accepted) the offer. Do not jump *to* (form hastily) a conclusion. He jumped *with* joy to see me.

JUNIOR *to*—He is junior *to* me in service.

JUSTIFICATION *of*, *for*—What is the justification (ন্যায়সংগত যুক্তি) *of* or *for* his conduct?

KEY *to*—What is the key (সূত্র) *to* the mystery?

LABOUR *at* (a work) *under* (a difficulty), *for* (a cause)—He laboured *at* his work *under* great difficulties. He laboured hard *for* public good.

LACK *of* (অভাব) ; LACKING *in* (a thing)—I have no lack *of* friends. He is not lacking *in* politeness.

LAME *of*, *in* (one leg)—He is lame *of* or *in* one leg (*COD*).

LAMENT *for* or *over*—There is no use lamenting (অনুশোচনা করা) *for* or *over* the past (also without *for* or *over*).

LAUGH *at*—Do not laugh *at* the dwarf (বিন্দপের হাসি হাসা).

LAVISH (adj.) *of* (money), *in* (expenditure) ; LAVISH (v.) (favour) *upon*—He is lavish (মুক্ত হস্ত) *of* money, or *in* his expenditure. He lavished favours *upon* me (মুক্ত হস্তে দিল).

LEAN *against*, *on*, *upon*, *to*—He leaned *against* (হেলান দেওয়া) the wall for support.

He leaned *on* (ভর করিল) his stick. I lean *upon* (depend, নির্ভর করা) you for help. He leaned *to* my opinion.

LEVEL (verb) *(a gun) at, against* (an object) (*POD*), *(a house) with or to* (the ground)—The hunter levelled (লক্ষ্য করিল) the gun *at* or *against* the tiger.

The storm levelled the house *with* or *to* the ground (ভূমিসাং করিল).

LEVEL (adj.) *with*—This surface is in level *with* that.

LIABLE *to* (harm), *for* (দায়ী) (an action)—He is liable *to* (likely to get) punishment (দণ্ডনীয়) *for* neglect of duty.

LIBEL *on*—The play is a libel *on* human nature (*COD*).

LIKENESS (সামৃদ্ধ্য) *to*—I knew him by his likeness *to* his father.

LIKING *for*—He has a liking *for* me.

LIMITED *to* (সীমাবদ্ধ)—Invitation was limited *to* members only.

LISTEN *to*, *in* (*to*), *for*—Listen *to* what he says. Did you listen *in* to the Prime Minister last night? Please listen carefully *for* the telephone bell while I am in the kitchen.

LIVE *in*, *at* (a place), *on* (a good), *by* (means), *for* (an ideal), *within*, *beyond* (one's means)—He lives *in* Kolkata or *at* Ranaghat. He lives *on* milk only. Live *by* honest means, and *for* a high ideal. He lives *within* or *beyond* his means.

LONG *for*, *after*—Everybody longs (desires eagerly) *for*, or *after* happiness.

LOST *in* (thought), *to* (sense of shame)—He is lost (deeply absorbed) *in* thought.

He is lost *to* (has nothing of) all sense of shame.

LOYAL (অনুরক্ত) *to*—He is loyal *to* his master.

MAD *with*, *on* or *about* or *for* or *after*—He is mad *with* anger. He is almost mad *on* or *about* or *for* or *after* the thing (*COD*).

MARTYR *to*—He died a martyr *to* (শহীদ) liberty.

MARRY (one person) *to* (another)—Ram was married *to* Sita.

MATCH (noun) *for*; (verb) *with*—He is no match *for* me. This colour matches *with* (agrees with) that.

MEDDLE *with*, *in*—Do not meddle *with* (অনর্থক নাড়াচাড়া করা) his machine, or (interfere) *in* my affairs (হস্তক্ষেপ করা).

¹**MEDITATE** *upon* (চিন্তা করা) —He meditated *upon* (thought deeply over) the folly of his action.

MEET *with* (an accident)—He has met *with* an accident.²

MENACE *to*—‘The careless driver is a menace (ভয়াবহ বিপদ) *to* the other road users.’

MERGE *with*, *into*—Smaller states merged *with* the bigger ones. ‘Twilight merged *into* darkness.’

MINDFUL *of*—Be mindful *of* your duties.

MIX *in* (society), *with* (a person), *up*, *in* (জড়িত) —I shall not mix *with* you. He mixes *in* high life. He is mixed *up* (involved) *in* or *with* that plot.

MOURN *for* (the dead)—We all mourn (শোক করি) *for* him.

MOVED (বিচলিত) *by* (entreaty), *to* (tears), *at* (a sight), *with* (pity)—He was moved *by* my entreaty. He was moved *to* tears (or *with* pity) *at* the sight of my misery.

MURMUR *at*, *against*—They murmur (complain in low tones, অসন্তোষ প্রকাশ করা) *at* their low wages. People are murmuring *against* the new tax.

MUSE *on*—He mused (thought deeply, চিন্তা করিল) long *on* life’s changes.

NATURAL *to*—Such kindness is natural *to* him (স্বাভাবিক).

NECESSITY *for*, *of*, *to* (প্রয়োজন) —What is the necessity *for* this book? The general felt the necessity *of* surrender (or surrendering). This is a necessity *to* me.

NECESSARY *for*, *to*—Industry is necessary *for* or *to* success.

³(In)NEED *of*; (any or no) NEED *for*—I am in need *of* money. Have you any (or no) need *for* money now?

NEGLECT *of*, *in*; **NEGLECTFUL** *of*; **NEGLIGENT** *of*, *in* (অমনোযোগী) —He was fined for neglect *of* duty, or for neglect *in* doing his duty. You are neglectful or negligent *of* duty. You are negligent *in* your work.

¹But when *meditate* means “*to have in mind to do or make*,” it does not require any preposition: He *meditates* resignation. Generally, we meditate *upon* a past action, but *meditate* a future one.

²But, we *meet* a person.

³The *COD* gives only *of* after *need*.

¹NEGOTIATE *with* (somebody), *on* (an issue)—We decided to negotiate *with* him *on* our wage revision.

✓ OBJECT *to*—I object *to* that remark (আপনি করা).

OBJECTION *to*, *against* (a proposal), *against* (a person)—I have no objection *to* or *against* the proposal (or, *against* him).

OBLIGE (অনুগ্রহীত করা) (a person) *with* or *by* (doing)—He obliged me *with* a loan, or *by* giving me a loan.

OBLIGED *to* (a person), *for* (a thing)—I am obliged (কৃতজ্ঞ, বাধিত) *to* you *for* your kindness.

OBLIVIOUS *of*, *to* (POD)—He sat quietly oblivious *of* or *to* his surroundings.

OBSESSED *by* or *with*—He was obsessed *with* or *by* the idea.

OBSTACLE *to* (বাধা)—Poverty is often an obstacle *to* higher studies.

OCCUPIED *with* (a business), *in* (doing a thing)—He is occupied *with* his books. He is occupied *in* writing a letter.

OCCUR *to*—The idea never occurred *to* me (মনে হয় নাই) .

OFFEND (লঙ্ঘন করা) *against* (a rule) ; OFFENDED *with* (a person), *at* (an action) ;

OFFEND *to*—You have offended *against* (violated) good manners. I am offended (displeased, বিরক্ত) *with* your conduct. The smell of this acid is offensive *to* me.

OFFICIATE *for*, *in*—He officiated (পরিবর্তে কাজ করিযাছিল) *for* me *in* that post.

OPEN *to*—Your plan is open *to* objection.

²OPPORTUNITY *for* (action), *of* (doing)—He had no opportunity (সুযোগ) *of* going there. This is your opportunity *for* action.

OPPOSED *to*—I am opposed (বিরোধী) *to* the proposal.

OPPOSITE (*n.*) *of*—The verdict was the opposite *of* what had been expected.

OPPOSITE (*adj.*) *to*—His house is opposite *to* mine. (Also, without *to*).

OPPOSITION *to*—He offered strong opposition *to* the bill.

OPT *for* (something), *out of* (something)—I opted *for* mathematics as my additional subject. He opted *out of* (chose to take no part in) the committee.

ORIGINATE *with* or *from* (a person), *in* or *from* (a thing) (COD)—The idea originated *with* or *from* him. The fire originated *in* or *from* the kitchen.

oust *from*—He was ousted (বহিস্থিত) *from* the society.

(To be) OVERCOME *with*, *by* (emotion) etc., (COD)—He was overcome *with* fatigue, or *by* my entreaties.

OVERWHELMED *with*, *at*—He is overwhelmed *with* grief *at* his brother's death (অভিভূত).

OWE *to*—I owe (be indebted for) my all *to* him (খণ্ণী হওয়া).

PARALLEL *to*—The straight line is parallel *to* that.

PARODY *on* or *of* (a poem)—This is a parody *on* (or *of*) a poem of Milton (a composition in imitation of another to make others laugh at him, বিদ্রূপাত্মক নকল).

¹But negotiate a treaty, an agreement, terms, etc.

²COD & POD allow "opportunity to do" also.

PART from, with (say good-bye to), with (give up) (COD)—It is painful for a mother to part from or with her son. I cannot part with this book.

PARTAKE of—Let us partake of some food (take a share).

PARTIAL to ; PARTIALITY for (পক্ষপাতী)—He is partial to his friend. He has no partiality for his friend.

PARTICULAR about (সতর্ক) —He is very particular about his health.

PARTY to—I am not a party to this decision.

PASSION for (strong enthusiasm, প্রচণ্ড আস্তি) —He has a passion for music.

PATIENT under (difficulties), of (suffering) ; PATIENCE with—He is patient (সহিষ্ণু) of his sufferings. Be patient under difficulties. He lost all patience with me.

(At) PEACE with—I want to live at peace with you (শান্তিতে) .

PECULIAR to (নিজস্ব বৈশিষ্ট্য) —That style of play is peculiar to him.

PENETRATE through, into, to (COD) (অনুপ্রবেশ করা)—The enemy penetrated through our lines into or to the village.

PENITENT for—He is penitent for his faults (অনুতপ্ত).

PERMIT of—Your conduct permits of no excuse.

PERSEVERE in—He persevered in his attempts (বারবার চেষ্টা করা).

PERSIST in—He persisted in disturbing me (লাগিয়া থাকা).

PERTAIN to—The building and the land pertaining (অন্তর্ভুক্ত) to it were sold off.

PERTINENT to—Points pertinent (প্রাসঙ্গিক) to the subject only will be discussed here.

PINE (আকুলভাবে আকাঙ্ক্ষা করা) for—The exiles pined (desired strongly) for their native country.

PITY (অনুকূল্পনা) for—Have pity for the poor.

PLAY at (a game), on (an instrument), with—They are playing at cricket.¹ He is playing on a harp. I shall not play with you. He played with (treated insincerely) my feelings.

PLEAD with (a person) for or against (something)—He pleaded with me for justice (or, against the wrong done to him, ওকালতি করা).

PLEASED with (a man), about (one's conduct), at (before a gerund)—I am pleased with him or about his conduct (সম্মত). I am pleased at finding him here.

PLUNGED in (thought), into (water)—I found him plunged (engrossed, নিমগ্ন) in thought. He plunged (dived) into the river.

POINT out, at, to—Point out the mistakes here. He pointed (নিশানা ঠিক করিল) his gun at me. His speech pointed to some of our defects.

POLITE in, to—He is polite (ভদ্র) in his manners (or to strangers).

PONDER on, over—Ponder (চিন্তা করা) well on or over my advice.

POOR in (spirit)—Don't be poor in spirit.

POPULAR with, for—He is popular with all for his goodness (জনপ্রিয়).

¹Also without at in this sense.

POSSESSED by or with (the devil, an idea) (POD), of (wealth)—He is possessed with or by the idea and cannot give it up. He behaved as if he were possessed by or with the devil. He returned possessed of vast wealth.

PRECAUTION against—Take precaution (সতর্কতা) against cold.

PREFER (one) to another ; PREFERABLE to—I prefer (like better) health to wealth. Health is preferable to wealth.

PREFERENCE to, over (COD), for (a thing)—I give him preference to or over his brother. I have no preference (বিশেষ পছন্দ) for any of the candidates.

PREJUDICE against ; PREJUDICIAL to—I have no prejudice (bias, বিরুদ্ধে সংস্কার) against intercaste marriage. Smoking is prejudicial (harmful) to health (ক্ষতিকর).

PRELUDE to—The song is a prelude to the main function.

PRE-OCCUPIED with—He was pre-occupied with his own problems.

PREPARE for (COD), against (danger) ; PREPARATORY to—He is preparing for the examination. Prepare against the coming danger. He is packing up preparatory to departure.

PRESENT (উপটোকন দেওয়া) (a thing) to (a person), with (a thing)—I presented the book to my sister. I presented my sister with the book.

PRESIDE at, over—He presided at the table (or, over the meeting).

PRETEND to ; PRETEXT for (ছুতা) ; (on or under the) PRETEXT of—I do not pretend (ভান করা) to high birth. What is your pretext for opposing me ? He went inside the house on (or under) the pretext of inspecting the installations.

PREVAIL on, with, over or against—I prevailed on (persuaded, রাজী করান) him to go home. My argument did not prevail (prove effective, কার্যকরী হওয়া) with him. I prevailed over (or, against) (overcame) all difficulties (জয় করা).

PREVENT (one) from (going)—I prevented him from going.

PREVIOUS to—Previous to (before) that, he was a clerk.

PREY to (greed)—noun. He is a prey to greed (শিকার).

PREY upon—verb. Anxiety preyed upon (exert wasteful influence upon) my mind (ক্ষয় করা).

PRIDE (n.) in ; PRIDE (v.) (oneself) on ; PROUD of—He takes pride in or prides himself on his rank. He is proud of his rank.

PRIOR to—Prior to (before) that, he was a clerk.

PROCEED with (a thing already begun), to (a new thing) ; from (the source) ; against—He did not look at me, but proceeded with his work. He bade me good-bye, and proceeded to work. Light and heat proceed from the sun. I shall proceed against you in a court (নালিশ করিব).

PROFICIENT in, at (POD)—He is proficient (strong) in or at music.

PROFIT by—We profit by experience.

PROFITABLE to—This transaction is profitable to me.

PROFUSE in—The garden is profuse in roses.

PROHIBIT from—I prohibited him from going.

PROMOTE to—He has been promoted to a high post (পদোন্নতি হইয়াছে).

PROMPT (চটপটে) *in* (answer), *at* (figures)—He is prompt *in* his answers. He is prompt *at* figures.

PRONE *to*—He is prone *to* (খারাপ দিকে প্রবল ঝোক থাকা) idleness.

PROOF *against*—He is proof *against* temptation (প্রলোভনের অতীত).

PROPORTIONATE *to* (আনুপাতিক)—Punishment should be proportionate *to* the offence.

PROTECT *from* or *against*; PROTECTION *against*—I shall protect you *from* or *against* dangers. Take proper protection (সাবধানতা) *against* cold.

PROVIDE *against* (the evil day), *for* (children), *(one)* *with* (a thing)—You must provide *against* (পূর্বে ঘূর্বস্থা করা) evil days or *for* your children. I provide (supply, সরবরাহ করা) him *with* food (or, I provide food *to* or *for* him).

PRY *into* (inspecting closely, উঁকি দিয়া দেখা)—I do not like prying *into* your secrets.

PURGE *of* or *from*—The club was purged *of* or *from* bad people.

PURSUANT *to*; (In) PURSUANCE *of* (অনুসারে)—Pursuant *to* (or, In pursuance *of*) (following) your orders, I went there yesterday.

QUALIFIED *for*—He is qualified *for* the post.

QUEST *for*; (In) QUEST *of*—The quest *for* knowledge is an endless one. He went off in quest *of* food.

QUICK *at*, *of*—He is quick *at* figures, or *of* understanding (চটপটে).

QUARREL *with* (a person), *about*, *for*, *over* (a thing)—They quarrelled *with* one another *about* or *for* or *over* the house.

READY *at* (figures), *for* (departure), *in* (answers)—The clerk is ready (quick) *at* figures. We are ready *for* departure. He is ready *in* his answers.

REASON *for* (n.), *with*, *about* (v.)—What is your reason *for* doing it? Don't reason (argue, তর্ক করা) *with* me *about* that matter.

REBEL *against* (বিদ্রোহ করা)—The soldiers rebelled *against* the king.

RECOMMEND *to*, *for* (something)—I recommended him *to* my friend *for* the job.

RECONCILED *with*, *to* (enemy), *to* (an unpleasant situation)—He is reconciled (reunited, পুনর্মিলিত) *with* or *to* his friend. He has become reconciled *to* his lot.

RE COURSE *to* (অবলম্বন করা) —Do not take recourse *to* unfair means to get the thing.

RECOVER *from*—He has recovered *from* his illness.

REFLECT (প্রকাশ করা) *on*, *upon*—Your rude behaviour reflects only *on* (or *upon*) your nature.

REDUCED *to* (poverty)—He has been reduced *to* poverty.

REFER *to*, *for*—Refer the matter *to* him *for* inquiry.

REFERENCE *to*—This has a reference *to* your letter dated 5th April.

REFRAIN *from*—I refrain *from* (do not make, বিরত হওয়া) making any remark now.

REGARD (noun) *for*—I have no regard (respect) *for* him.

In (or With) REGARD *to*—In (or With) regard *to* that matter, I have nothing to say (সম্বন্ধে).

REGARDFUL or REGARDLESS of—He is regardful (or regardless) of the feelings of others (সতকদৃষ্টি বা উদাসীন). He opposed me regardless of the consequences.

REJOICE in, at—“No one rejoiced (উৎসুক হইয়াছিল) at (or in) their success more than she.”—McMordie.¹

RELATION of (one) to (another); between (the two)—What is the relation of the moon to the tides? What relation is he to you? What is the relation between the moon and the tides?

RELATED to (a family); RELATIONS with—I am related to him. This letter relates (সংশ্লিষ্ট) to that. My relations with him are good.

RELEVANT to (প্রাসঙ্গিক)—Your remark is not relevant (pertinent) to the point.

RELIEVE of, from—This will relieve (উপশম করা) you of or from pain.

RELY on (নির্ভর কর)—You may rely on my word.

REMARKABLE for—He is remarkable (noted) for his strength.

REMEDY to (COD) (cure, প্রতিকার)—There is no remedy for this disease. (Nesfield has ‘remedy for or against snakebite.’)

REMIND (one) of (a thing)—I reminded him of his promise.

RENDER into—Render the passage into (পরিণত করা) English.

REPENT of; REPENTANCE for—I repent (অনুত্তাপ করা) of my rudeness. I feel repentance for my rudeness.

REPLACE (one thing) by, with (another)—Replace this old chair by (or, with) a new one (পরিবর্তে বসান). —*COD*².

REPLY to—I have sent a reply to his enquiry.

REPOSE (confidence) in (a person), in, on (a bed), on (a pillow)—Repose (place, স্থাপন করা) confidence in God. He reposed (lay) in or on bed for some time (শয়ন করিল). He reposed his head on a pillow (রাখিল).

REQUIRE (a thing) of (a person)—I required a loan of him.

REQUISITE (প্রয়োজনীয়) for—Sincerity and hard work are the chief requisites for success.

RESEMBLANCE to (somebody, something), between (A and B)—She bears a striking resemblance to her sister. The movie bears little resemblance to the original novel. The resemblance between the two signatures was remarkable.

RESIGN (oneself) to—I resigned myself to fate (আত্মসমর্পণ করা).

RESISTANCE (বাধা) to—The soldiers offered resistance to the enemy attack.

RESOLVE into (factors), upon (determined)—Resolve (analyse) the expression into factors. He is resolved upon going away.

RESORT to—We must resort to (use) force to put them down. People resort (come) to the temple from everywhere.

¹ Nesfield has ‘rejoice at the success of another, but ‘in one’s own success.’ But COD does not make any such distinction.

² But we ‘substitute one thing for another.’ See under *substitute* “When *replace* is active it has for its object the name of the thing that is replaced and is followed by *with* ... When the verb is passive with the thing that is replaced, as its subject, *by* is used But in a passive sentence where it is necessary to use *by* to denote an agent, *with* must be used before the name of the thing that is substituted.” *Current Eng. Usage by F.T. Wood*. But COD has—‘to fill up place of (*by, with*)’.

RESPECT (শ্রদ্ধা) *for*—I have great respect *for* him.

¹(In) **RESPECT of**—He is senior to me *in respect of* (সম্বন্ধে) service.

¹(With) **RESPECT to**—We had a talk *with respect to* (about, সম্বন্ধে) that matter.

RESPECTFUL to—He is respectful *to* his elders.

RESPITE from—I need some respite (বিশ্রাম) *from* the heavy work.

RESPOND to—Respond (উত্তর দেওয়া) *to* the roll-call.

RESPONSIBLE to (an authority) *for* (one's action)—I am responsible *to* the Board *for* my action.

REST with, upon—It rests (depends, নির্ভর করা) *with* you to grant my prayer. I rest *upon* (rely on, নির্ভর করা) your promise.

RESTORE to (ফিরাইয়া দেওয়া) —Restore (give back) his property *to* him.

RESTRAIN from—He was restrained *from* taking a hasty decision.

RESTRICT to (সীমাবদ্ধ করা) —Admission was restricted *to* students only.

RESULT (noun) of (a test); (**verb**) *from* (a cause), *in* (a consequence)—The result *of* the examination is out. Misery results *from* vice. Vice results *in* misery.

RETIRE (অবসর লওয়া) *from* (business), *into* (loneliness), *to* (bed), *on* (pension)—
He retired *from* service *on* a pension. He retired *into* loneliness in his old age. Let us retire *to* bed.

REVENGE on, for—He took revenge (প্রতিশোধ) (or He revenged himself) *on* me *for* opposing him.

REWARD (a man) with (something) *for* (service)—He rewarded me *with* the post *for* my help to his boy.

RICH in—India is rich *in* minerals.

RID of—Get rid *of* (পরিত্যাগ করা) your bad habit. Apply chemicals to get rid *of* (নিষ্কৃতি বা অব্যাহতি পাওয়া) the pests.

ROB (a man) of (his money)—The man robbed me *of* my all.

ROW (verb) with (a person), *over* or *about* (something)—He is always rowing *with* his friends *over* or *about* trifling matters.

RUDE to (someone), *about* (something), *of* (one)—Don't be rude *to* anybody. He was rude *about* my objections to the proposal. It was rude *of* you to interrupt the lady when she was speaking.

SACRED to (a god)—The temple is sacred (উৎসর্গীকৃত) *to* Lord Bishnu.

SAD at—He was sad *at* leaving school.

SADDLE (somebody) with (something)—I was saddled *with* (put under responsibility) the heavy tasks.

SANGUINE of (success)—I am sanguine (hopeful) *of* success.

SATISFIED with, of (the truth)—I am satisfied (সন্তুষ্ট) *with* him (or his conduct). I am satisfied *of* the truth of what you say.

SATISFACTION in, at, with—I find satisfaction *in* helping the poor. Great was his satisfaction *at* or *with* my result.

SATURATED with—His clothes were saturated *with* rain water.

¹The two phrases do not mean the same thing. In respect of = in point of some quality, and is preceded by an *adjective*. With respect to = about, and qualifies some *noun* or *verb*. We cannot write 'We had a talk in respect of that.' or "He is senior to me with respect to service."

SAFE (adj.), SAVE (v.) *from*—He is safe *from* danger. I saved him *from* the danger.

SEARCH *for*; (In) SEARCH *of*—We searched *for* it there. I went there *in search of* him. Our search *for* the thing was of no avail.

SECEDE *from*—A group of people seceded *from* the party.

SECURE (নিরাপদ) *against* (attack), *from* (harm)—The town is secure *against* attacks. His money is secure *from* robbers in a bank.

SEEK *for, after* (খোঁজ করা) (a thing), *of or from* (a person) (POD)—We sought *for* it there (also, without *for*). We all seek *after* happiness. We sought help *of* or *from* him.

SENIOR *to*—He is senior *to* me in service.

SENSIBLE *of*; SENSITIVE *to*—I am sensible *of* (aware, অবগত) the risk I run. She is very sensitive *to* cold (ঠাণ্ডায় কাহিল হয়).

SENTENCE *to, for*—He was sentenced *to* death *for* murder.

SEQUEL *to, of*—The division of the land was a sequel (ফল স্বরূপ) *to* the agreement.

The famine was a sequel *of* the flood.

SHAME *at, for*—I feel shame *at* or *for* your conduct.

SHORT *of* (fund)—I am short *of* funds.

SHRINK *from*—He shrank *from* going there (পশ্চাদ্পদ হওয়া).

SICK (ill, tired, disgusted) *of, for* (a thing)—I am ‘sick (পীড়িত) *of* a fever’ (COD).

I am sick (বিরক্ত) *of* this idle life. I am sick *for* my home (অত্যন্ত আকুল).

SIDE *with*—He sided *with* me (দলে আসিল).

SILENT *about, on* (a thing)—He is silent *about* or *on* that point.

SIMILAR *to*—This thing is similar *to* that (সদৃশ).

SIMILARITY *of* (one thing) *with* (another), *between* (two things)—Point out the similarity (সাদৃশ্য) *of* this *with* that (or, *between* the two things).

SIMULTANEOUSLY (একই সাথে) *with*—The members of the opposition raised their hands simultaneously *with* the members of the ruling party on this issue.

SIN *against*—You have sinned *against* God, and must suffer.

SINK *in* (mud), *into* (the sea), *upon* (the ground), *under* (a burden)—He sank *in* mud up to the knees. The ship sank *into* the sea. He sank *upon* the ground quite exhausted. The horse sank *under* the heavy load put upon it.

(The) SLAVE *of*—He is *the slave of* his passions (ক্রীতদাস).

(A) SLAVE *to*—He is a slave *to* his passions.

SLOW *of* (speech), *at* (figures), *in* (doing a thing)—He is slow *of* speech or *at* figures or *in* making up his mind.

SLUR *on, over*—This will put a slur (a blame, কলঙ্ক) *on* his name. He slurred *over* his son’s faults (passed lightly over, দোষ লঘু ভাবা).

SMELL *of* (wine) (verb)—This glass smells *of* wine.

SMILE *at*—He smiled *at* (greeted with a smile) me. He smiled (laughed jeeringly) *at* your threat (উপহাসের হাসি হাসিল).

SMILE *upon* (অনুগ্রহ করা)—Fortune smiled *upon* (favoured) him at last.

SNEER *at*—Don’t sneer (smile to show disrespect) *at* me (অবজ্ঞায় নাক সিটকান).

SNATCH *at*—A drowning man snatches *at* a straw (ধরিতে চেষ্টা করা).

SORRY *for*—I am sorry *for* my mistake.

SPEAK *with, to, about, for, of, on*—I do not speak *with* him. I spoke *to* him *about* the matter. His conduct speaks well *for* him. He speaks highly *of* you. He spoke *on* the subject.

SPECIFIC *for, against* (প্রকৃত প্রতিষেধক)—What is the specific *for* this poison? There is no specific *against* cancer.

SPITE (hatred and anger) *against*—He has a spite *against* me (আক্রোশ).

STAIN *upon, with, in*—Your action is a stain (blot, spot) *upon* your character. The cloth was stained *with* ink. Stain (রঞ্জিত করা) the glass *in* blue.

STAND *on, by, in, to, for, at*—He stood *on* the ground ; *by* what he said ; *in* the street ; *at* attention ; *on* ceremony ; *on* his rights ; *on* the balcony. It stands *to* reason. I shall stand *for* my friends who stood *by* me through all difficulties.

STARE *at* (a person)—He stared *at* me (এক দৃষ্টিতে তাকাইল).

START *for, from* (a place), *at*—He started *from* home *for* Calcutta. He started *at* (was startled by) my sudden entrance (হঠাতে চমকিয়া উঠিলেন).

STARTLED *at* (surprised) (হঠাতে চমকিত হইলেন)—He was startled *at* the sight.

STICK *at* (nothing), *to* (a thing)—He sticks *at* nothing (will use every means, কিছুতেই পশ্চাদপদ নয়) *to* gain his point. Stick *to* your point (লেগে থাকা).

STRANGE *to*—This name is strange *to* me (অপরিচিত).

STOOP *to*—I cannot stoop *to* (lower myself) such meanness.

SUBJECT (noun) *of, for* (বিষয়); (verb and adj.) *to* (অধীনে)—What is the subject *of* or *for* enquiry? We were subjected *to* great hardships. We are subject *to* death.

SUBMIT *to* (বশ্যতা স্বীকার করা)—The rebels submitted *to* the king (gave in).

SUBORDINATE *to*—He is subordinate (lower in position) *to* me in service.

SUBSCRIBE *to*—(a fund) I shall subscribe *to* the fund. He subscribes *to* that paper. I don't subscribe *to* his views (agree).

SUBSEQUENT *to*—This happened subsequent *to* (after, পরবর্তী সময়ে) my departure.

SUBSIST *on* (a food)—We subsist *on* rice (live by eating).

SUBSTITUTE (one thing) *for* (another)—Substitute single words *for* the following phrases.¹

SUCCEED *to* (a property), *in* (an object)—He succeeded *to* (inherited) his father's estates. Jahangir succeeded *to* (came after) Akabar (also, without *to*). He succeeded *in* his object.

SUCCUMB *to*—The pedestrian succumbed *to* the injuries.

SUFFICIENT *for*—This amount is sufficient *for* our purpose.

SUFFER *from* (fever), *for* (one's misdeeds)—I am suffering *from* malaria. You must suffer *for* your misdeeds.

SUITABLE *for, to* (one), *to* (an occasion)—This house is not suitable *for* or *to* me. The speech was not suitable *to* the occasion.

SUITED *to, for*—Your remark is not suited *to* the occasion. He was not suited *for* the post.

¹ See Note under "replace".

SUPERIOR *to*—He is superior *to* me in all respects.

SUPPLEMENT *to*—This volume is a supplement (পরিপূরক) *to* that.

SUPPLY (a person) *with* (a thing), (a thing) *to* (a person)—He supplied us *with* food. He supplied food *to* us.

SURE *of*—I am sure *of* success.

SURETY *for*—I stand surety *for* him.

SURPRISED *at, by*—I am surprised *at* or *by* his conduct (বিস্মিত).

SUSCEPTIBLE *to, of*—He is susceptible *to* cold. The statement is not susceptible *of* proof.

SUSPECT *of*—I suspect him *of* treachery.

SUSPICIOUS *of*—He is suspicious *of* my motive.

SYMPATHY *for, with*—I have no sympathy *for* or *with* him.¹

SYMPATHISE *with, in*—I sympathise *with* you *in* your misery.

TALK *with, to, of, about, over*—“I was talking *to* or *with* Jones *about* or *of* or *over* it” (COD).

TAMPER *with*—Take care that the records are not tampered *with*.

TANTAMOUNT *to*—His request was tantamount *to* (equal in effect to, গুরুত্ব একই) a command.

TAKE *of* (আস্বাদ) —(1) Experience (noun and verb) : I have had some taste *of* misery. Thou shalt soon taste *of* death. (2) To have the flavour of : This dish tastes *of* garlic.

TAKE *for* (liking for, রুচি)—He has no taste *for* music.

TESTIFY *to*—He testified *to* my honesty (bore witness, সাক্ষাৎ দিয়াছিল).

TESTIMONY *to*; (In) TESTIMONY *of*—The incident stands testimony *to* his honesty. He was presented with a gift in testimony *of* the appreciation of his long service.

THANKFUL *to, for*—I am thankful *to* you *for* your help (কৃতজ্ঞ).

THINK *of, about*—What do you think *of* or *about* him ? He thinks *of* going away.

THINK *over*—Think carefully *over* his advice.

THIRST *for, after*—We all thirst *for* or *after* happiness.

TIDE *over*—He has tided *over* (overcome) the difficulty.

TIRED *of* (waiting), *by* (a walk), or *with* (exertions)—I am tired *of* (বিরক্ত) waiting, *by* the long walk, or *with* (ক্লান্ত) exertions.

TOLERANT *of*—We must be tolerant *of* opposition (সহিষ্ণু).

TOUCH *at* (a place), *upon* (a subject), *with* (pity)—This train does not touch *at* that station. He touched *upon* (referred to, উল্লেখ করিল) the subject in his speech. He was touched (moved, বিচলিত) *with* pity at my misery.

TOY (verb) *with*—He toyed *with* the idea of (think not very seriously about) setting up a free dispensary.

TREAT *with* (a person), *of* (a subject), (one) *to* (a dinner)—He treated well *with* me. This book treats *of* (discusses) music. He treated us *to* (gave us) dinner.

TREMBLE *with* (fear)—The child trembled *with* fear.

¹“The exception sometimes taken to following sympathy *with* for instead of *with* is groundless.” —MEU.

TRIBUTE to—They paid tribute to the departed soul.

TRIUMPH over—He triumphed over his troubles (won, জয়লাভ করিল).

TRUE to—Be true to your word.

TRUST (a thing) to (a person); (a person) with (a thing); TRUST to (one's judgement), in (God)—You may trust (entrust) the work to me, or trust me with the work (বিশ্বাস করে দেওয়া). I cannot trust to (rely on) his judgement. Trust in God.

TYRANNISE over—He tyrannised over (oppressed) the people.

UNAWARE of—I was totally unaware of the incident.

UNCALLED for—The statement was uncalled for (neither desirable nor necessary, অযাচিত).

UNCARED for—The child was left uncared for (অযন্ত্রে পালিত).

UNEASY (অস্বচ্ছ) about—I am uneasy about the effect of his action.

UNEQUAL to—He is unequal to the task.

UNION, (In) UNISON, with—I seek union with Ram with whom I quarrelled. They act in unison with one another.

UNITE with—I am now united with him.

UNITED (married) to—She is united in marriage to an engineer.

URGE upon—We urged the point upon his consideration.

(The) USE of; (any or no) USE for; (to be of) USE to (one) for—What is the use of this (or, of my going there)? Have you any use for it? I have no use for it. This book is of great use to me for success in the examination.

(To be) USED to—He is used to such hardships (অভ্যন্ত).

USEFUL to (a person) for (a purpose)—This book is useful to students for success in the examination.

VAIN of (dress)—She is vain of her dress (অহঙ্কারী).

VARY from ; (at) VARIANCE with—Your story varies (differs, পৃথক হওয়া) from his. Your story is at variance with his.

VERSED in—He is well versed (learned) in politics.

VEST (a power) in (a person), (a person) with (a power)—That power was vested (ন্যস্ত) in me. I was vested with that power.

VEXED with (a person), for, at (a thing)—He is vexed (বিরক্ত) with me for opposing him. He is vexed at my opposition.

VICTIM of (বলি)—He was a victim of the earthquake disaster.

VICTIM to (folly)—He died a victim to his own folly.

VIE (প্রতিদ্বন্দ্বিতা করা) with, in—They vied (competed) with one another in their eagerness to honour me.

(In) VIEW of ; (with a) VIEW to—In view of (considering, বিবেচনায়) what you say, I pardon you this time. He came here with a view to (উদ্দেশ্যে) getting (in order to secure) my approval.

VITAL to—Rest and care are now vital to his health (স্বাস্থ্যের পক্ষে অত্যাবশ্যক).

VOID of (sense)—Your remark is void of (without) any meaning (শূন্য).

VOUCH for—Can you vouch for (express confidence, প্রত্যয় সহকারে বলা) his honesty?

VULNERABLE to—He is vulnerable to criticism.

WAIT for—(a person), *at* (a place), *upon* (attend on)—We waited *for* you *at* the corner. I waited *upon* (attended, সেবা করা) the guest.

WANT of (noun); **WANTING in**—I have no want of money now. He is wanting *in* common sense.

WARN (সতর্ক করা) (a person) *of* (danger), *against* (a person or a thing or a doing) (*COD*)—I warned him *of* his danger. I warned him *against* his neighbour (or gambling).

WEAK of (understanding), *in* (mind)—He is weak *in* mind and *of* intelligence.

WEARY (adj.) *of*, (verb) *with*—I am weary *of* their constant quarrel. I do not want to weary him *with* further requests.

WINK at (দেখিয়া না দেখা)—Do not wink *at* (ignore) your son's faults.

WISH for—I do not wish *for* riches.

WITNESS against, for, to, of—The doctor will act a witness *against* (or *for*) the defence. His clothes are a witness *to* his poverty. This man is a living witness *of* my loyalty.

WONDER at—We wondered *at* his ignorance.

WORTHY of (favour)—He is worthy *of* praise.

YEARN (আকাঙ্খা করা) *for, to*—We yearned *for* a glimpse of the popular leaders. He yearned *to* return to his home.

YIELD to—The rebels yielded *to* the king (surrendered, বশ্যতা স্বীকার করিল).

ZEALOUS for, in—He is zealous (eager) *for* freedom. Be zealous *in* a good cause.

ZEST for—I have no zest (interest, অনুরাগ বা আগ্রহ) *for* the work now.



CHAPTER XXXI

GROUP VERBS

(349) Many verbs when followed by prepositions or adverbs acquire an idiomatic sense. Thus : I shall *call on* (visit) him. Here the verb *call* has been grouped with the preposition *on*, and *call on* acquires an idiomatic sense quite different from the normal meaning of the words *call* and *on*. Verbs when grouped in such manner are called **Group Verbs** or **Phrasal Verbs**.

(350) Act

Over-exercise *acts upon* (affects, ক্ষতি করে) one's health. *Acting upon* (নির্ভর করিয়া) the news, I went there.

This machine does not *act up to* (আশানুরূপ কাজ করা) my expectation.

He *acted for* me (on behalf of) while I was ill. (জাত্রো পঞ্চে) *প্রাণ*

I *acted on* my brother's advice.

351 Bear

He bore away (won, জয় করিয়া লাভ করিল) the first prize.

He bore down (overcome) all resistance.

He bore off (বিজয় গর্বে বহন করিল) the prize.

Your point has no bearing on (relevance, সম্বন্ধ) the present case.

Your report bears out (confirms, সমর্থন করে) his story. Dr Roy will bear me out what I have said.

Pride bore him up (sustained, তাজা রাখিয়াছিল) in adversity.

I cannot bear with (tolerate, সহ করা) such conduct.

352 Blow

The wind blew away (removed) the dry leaves.

The door opened and the boys blew in (into) the room (arrive noisily, cheerfully, হৈ হৈ করে ঢোকা).

The chimnies blow off (emit, নির্গত করা) thick smoke.

The child blew out (put out, নিভাইয়া ফেলিল) the candle.

The storm will soon blow over (stop blowing, থামিয়া যাইবে).

The engine blew up (exploded). A storm is blowing up. His abilities have been greatly blown up by his friends (exaggerated, অতিরিক্ত করা).

353 Break

The thief broke away (freed himself) from the jail.

His health broke down (ভেঙ্গে পড়ল) through over-work.

The sun broke forth (হঠাতে প্রকাশিত হইল) from the clouds.

The robbers broke in (forced their way in) at night. Horses are being broken in (trained, শিক্ষা পাইতেছে) for military purpose.

Last night a thief broke into (entered by breaking) my house.

The mob broke in upon (হঠাতে জোর করিয়া ঢোকা) the meeting.

He broke off (stopped, হঠাতে বন্ধ করিল) in the middle of his speech.

Smallpox has broken out in the town. The thief broke out (প্রাদুর্ভাব হওয়া) of the prison (escaped by breaking).

They broke (forced a passage) through the main gate..

The meeting broke up at 5 p.m.

He has broken with me (part from, বিচ্ছেদ ঘটেছে).

354 Bring

His ruin was brought about (caused, ঘটান) by his own folly.

I shall bring back (return, ফিরাইয়া দেওয়া) the book tomorrow. If you are going to the shop, please bring me back a packet of tea. The sight of the fair brought back (restored) old memories. The change in place brought him back to health (restored to).

This will bring down (কমান) the prices of things. The enemy aircraft was

brought down.

This tree brings forth (produces, উৎপন্ন করে) good fruit.

The subject was brought forward (উত্থাপিত হওয়া) for discussion in the meeting.

Can you bring forward (এগিয়ে নিয়ে আসা) (produce) any proof of what you say? The ceremony has been brought forward from June 15 to June 13.

My business brings in (yields) good income. They tried to bring in (introduce) a new fashion (or a new custom). The legislators will bring in (উত্থাপিত করা) a new bill on secondary education. They have brought in experts to tackle the situation.

We brought off a grand victory.

Over-eating brings on (causes, ঘটায়) dyspepsia. Plenty of rains is bringing the crops on nicely.

He has brought out (published, বের করেছেন) a new edition of his book. Proper training will bring out the best in him.

The patient was brought round (ভাল করান) by careful nursing. After much persuasion, we managed to bring him round (win over).

He was very ill but proper medicines and good nursing brought him through (restored to health).

The boy fainted but was soon brought to (জ্ঞান ফিরান হইল). The ship was brought to by open shelling (came to stop).

The rebels have been brought under (subdued, বাগ মানান).

He was brought up by his aunt (reared, লালিত পালিত হওয়া). We brought up some important matters for discussions in the meeting.

355 Burst

A tiger burst forth (issued suddenly, হঠাৎ বাহির হইল) from the jungle.

She burst into (কানায় ভাঙ্গিয়া পড়িল) tears at the sight of her son's misery.

He burst out weeping like a child.

The rebels burst upon (came suddenly, হঠাৎ উপস্থিত হইল) the king.

356 Call

I shall call at (visit a place, কোনখানে যাইয়া দেখা করা) your house tomorrow morning.

Mr Roy will call by me (pay a short visit) tomorrow.

I called for (demanded, চাহিলাম) his explanation. The situation calls for (requires) immediate action.

His heroism called forth (elicited, উদ্বেক করিল) the admiration of all.

Please call in a doctor (invite, ডাকিয়া আনা).

The strike was called off (cancelled). The noise called off (diverted) my attention.

I shall call on (visit a person, দেখা করিব) you tomorrow. He called on (appealed to) me for help. ~~মনে গেছে তুমি!~~

The troops were called out to restore order. (summon - বেলব দেয়া) Troop - ড্রুপ / Troops - ড্রুপস, The teacher is called over the roll. (to subdue - দমন করা)

I called to (addressed loudly, দূর হইতে ডাকিলাম) him from the roof.

He was called upon (ordered) to explain his conduct. I shall call upon (visit) him tomorrow. I now call upon (invite) Mr Roy to address the meeting. I cannot call up (remember, স্মরণ করা) his name. on
(Recollect - স্মরণ করুন)

357 Carry

He carries about (নিয়ে বেড়ায়) a pistol wherever he goes.

He was carried away by his enthusiasm. (চালিয়ে দেওয়া)

He was carried away or off (বাহিত হল) by the current. Cholera has carried off (taken the life of) many of my men. He carried off (own) all the prizes.

I shall carry on (continue, চালান) the work in your absence.

I shall carry out ^{manage} (execute, পালন করা) your orders.

He carried the bill through the council. Only courage carried him through (বিপদ-আপদ কাটাইয়া উঠিতে সাহায্য করা) the crisis.

358 Cast

He is casting about for (looking for, তক্কে তক্কে থাকা) an opportunity to escape.

He has cast aside or away or off (rejected, পরিত্যাগ করা) his old coat.

He was cast down (depressed, স্মিয়মান হওয়া) by his failure. She cast down her eyes at the mention of her husband's name.

If you come to me, I shall not cast you out (reject, দূরে সরিয়ে দেওয়া).

359 Clear

Ask the servant to clear away (পরিষ্কার করা) the table. The mist has cleared away.

(স্মরণ করুন) He worked overtime to clear off arrears of work. Clear off (get out) from here.

The sweeper cleared out the drain. Please clear out (leave) from the room.

The weather is clearing up.

360 Come

How did it come about (happen, ঘটা) ?

I came across (met, দেখা পাওয়া) him on the way.

The night guard came after (পিছনে তাড়া করা) the thief with a big stick.

Come along (hurry, তাড়াতাড়ি করা), it is getting late. The garden is coming along (growing) nicely.

The truth is very difficult to come at. He came at (attacked) with a sharp weapon.

The handle of the umbrella came away (became detached, খুলে গেল).

Jobs are difficult to come by (to obtain). How did you come by that cut on your forehead? বজ্রপুঁথি

My father came down generously (made a generous gift of money). The roof came down (collapsed, ভাসিয়া পড়িল) suddenly. The prices of commodities came down (কমে গেছে) after the budget.

He came down with (paid, চুকিয়ে দেওয়া) my dues.

None came forward to stand witness.

He came in for (receivd) punishment for his conduct.

He comes of (is descended from, জন্মগ্রহণ করা) a good family. Nothing came of his proposal (it led to no result).

The ceremony comes off (takes place) tomorrow. He came off (fared, ফল দেখান) victorious. A button has come off the coat.

Come on! Let us join the race. How is your garden coming on?

The secret came out (became exposed, প্রকাশ পাইল) at last.

They have come over to (changed sides, পক্ষ পরিবর্তন করা) our side. A change came over him after his son's death.

He came round (recovered, ভাল হইল) very soon. He has come round to my opinion (changed views, মত পরিবর্তন করা). Won't you come round (revisit) and see me sometime?

His monthly expenses come to a high figure. We have not yet come to any conclusion. He fainted, but soon came to (recovered, সংজ্ঞা লাভ করিল) consciousness.

I fell ill before the examination but luckily came through. The message has just come through (arrived).

I came upon (met by chance) my friend at the hotel. The enemy came upon (fell on, আক্রমণ করিল) us from behind.

Your essay does not come up to (is not equal to) expectation.

I gave the chase and soon came up with (got hold of, নাগাল পাইলাম) the thief.

(361) Cry

Do not cry down (decry, খাটো করা) your enemy.

I planned to take part in the tournament but cried off (abandoned, পরিত্যাগ করা) at the last moment.

The beggars cried to (begged) the rich man for food.

A trader cries up (extols, বাড়িয়ে বলা) his own goods.

(362) Cut

He cut down the tree with an axe. Cut down your expenses.

He cut in (to take part suddenly, হঠাৎ অংশগ্রহণ করা) in the middle of our talk.

He lives in a foreign country, cut off (separated) from his kith and kin. He was cut off (died) at an early age.

One of the aircraft's engines cut out (stopped functioning). He is cut out (suitable, উপযুক্ত) for this job. I cut him out (defeated) in the competition.

He was cut up (grieved, মর্মাহত হওয়া) by your criticism. He cut up (টুকরা করিয়া কাটিল) the roast.

(363) Do

They have done away with (abolished, উঠাইয়া দিয়াছে) that rule.

This plank will do for (serve as, টেবিলের কাজ করবে) a table.

I am done for (i.e., ruined).

Doff (contraction of *do off* = take off) your coat.

Don (= do on i.e., put on, পরিধান করা) your coat.

I am quite *down up* (fatigued, অত্যন্ত ক্লাস্ট) with the journey. Who is to *do up* (arrange, গুছান) your room every day?

What will you *do with* (what use will you *make of*) this bundle?

A politician has to *do with* (deal with) all sorts of people. Please return the book when *done with* (finished).

He cannot *do without* (ছাড়া চলে না) the services of a secretary.

(364) Draw

My attention was *drawn away* (diverted, অন্যদিকে নেওয়া) by the noise.

I cannot *draw back* (recede, পশ্চাংপদ হওয়া) from my promise.

The Rajdhani Express is *drawing in* (entering the station).

The Puja are *drawing on* (এগিয়ে এসেছে). I shall *draw on* the bank for cash.

He *drew out* (prolonged, লম্বা করিল) his points at great length. *Draw out* the aching tooth. I cannot *draw out of* (withdraw from, পশ্চাংপদ হওয়া) the contract now.

I *drew to* (felt attracted by, আকৃষ্ণ হওয়া) the boy from the first day.

I *drew up* (drafted, মুসাবিদা করিলাম) a petition. The troops were *drawn up* (সাজান) in battle order.

(365) Drop

His friends *dropped away* (became fewer, সরে পড়া) one by one.

Some friends *dropped by* to see me.

On my way back, I shall *drop in* (pay a casual visit, দেখা করিব) for a cup of tea.

My friends *dropped off* (সরে পড়া) one by one. The demand for the product *dropped off* (কমিয়া যাওয়া). He always *drops off* (falls asleep, ঘুমাইয়া পড়া) during the lecture.

Five of the runners *dropped out* (ceased to compete).

(366) Fall

He has much *fallen away* (become lean, শীর্ণ হওয়া) since I saw him last. His friends *fell away* (left him, সরে পড়ল) in his misfortune.

They *fell back* (retreated, পশ্চাংপদ হইল) under the charge.

We *fell back upon* (had recourse to, অন্য পথ ধরিলাম) a new line of defence.

He *falls for* (yields to charms, মোহিত হওয়া) every pretty face he sees.

The roof *fell in* (gave way). The captain ordered his men to *fall in* (to take places in the ranks, সারিবদ্ধভাবে দাঁড়ান).

I *fell in with* (met by chance, হঠাৎ দেখা হওয়া) him on my way to Bombay. I cannot *fall in with* (agree with or to, একমত হওয়া) your views.

The quality of Dacca muslin has much *fallen off* (হ্রাস হওয়া). False friends *fall off* (drop off, খসে পড়ে) in misfortune.

He *fell on* (attacked) me without any reason. The charge of the family *fell on*,
(ন্যস্ত হইল) me after my father's death.

The brothers *fell out* (quarrelled) over their father's property. He has *fallen out*
(quarrelled) with his friend Ajay.

The scheme *fell through* (failed) for want of funds.

They *fell to* (began eagerly, সাধ্বে আরম্ভ করিল) eating.

(367) Get

I am too ill to *get about* (come out of doors). A rumour *got about* (spread) that
he was ill.

The secret *got abroad* (became public, ছড়িয়ে পড়ল).

He has *got ahead* (surpassed) of all other boys in the class.

How are you *getting along* or *on* (doing, progressing) at school ? How can I *get*
along (manage to do, চালান) without money ? He *gets along* well *with* his
colleagues (maintains good relationship).

We could not *get at* (reach) the truth. What are you *getting at* (suggest) ?

The prisoner *got away* (escaped) from the jail.

The situation will *get back* to normal.

The boy *got beyond* (নাগালের বাইরে যাওয়া) his depth and was drowned.

You can *get by* (be acceptable) with this dress in the party. It is difficult to *get*
by (manage) with such a salary.

The mishap *got him down* (depressed). Please *get down* (write) his address. Let
us *get down to* (কাজে লাগা) our job.

What time did the train *get in* (arrive) ? Mr Roy will certainly *get in* (elected)
this time. The rain can *get in* (enter) through the broken window pane. We
have a long waiting list, I don't think your son will *get in* (admitted) this
year.

He *got into* a carriage. He *got into* (বিপদে পড়িল) trouble there. In the hostel, he
got into bad habits. What has *got into* (happened) you today ?

He *got off* the car. He *got off* (escaped) unharmed. We *got off* (started) immediately
after the lunch. His youth and inexperience *got him off* (saved him from
punishment). You are lucky that you *got off with* only a fine.

How is he *getting on* (doing, progressing) at school ? I cannot *get on with* (মিলিয়ে
চলা) him.

Get out of the room. The secret will soon *get out* (become public).

He *got over* (overcame, অতিক্রম করিল) the difficulties.

It will take five hours to *get through* (finish) the work. I hope to *get through*
(succeed in) the examination. He has not yet *got through* (succeed in) the
examination. He has not yet *got through* (recovered from, সেরে উঠা) his
illness. I tried to contact you over telephone, but could not *get through*.

Get up at five. An agitation was *got up* (stirred up, পাকিয়ে তোলা) against the bill.

Get up (prepare) your lessons carefully. He was fined for *getting up*
(production) false evidence. The *get up* (binding, printing, etc.) of the book
is excellent.

368 Give

He has *given away* (দান করিয়াছেন) his all in charity. He *gave away* (সম্পর্ক করা) his daughter in marriage. The president *gave away* the prizes.

I at first opposed the proposal, but at last *gave in* (yielded, বশ্যতা স্থীকার করা). He has *given in* (tendered) his resignation.

This flower *gives off* or *forth* (emits, দেয়) a sweet smell.

He *gave out* (declared) that he was ill. My patience *gave out* (exhausted) at last.

They were *given over* (handed over) to the enemy. He *gave over* (হস্তান্তরিত করা) the charge to me.

Give up (ছেড়ে দেওয়া) this bad habit. I tried hard but ultimately I had to *give up* (abandon).

369 Go

I am too weak to *go about* (move about, ঘুরে বেড়ানো). *Go about* (do) your business. A strong rumour is *going about* (is in circulation, চালু হওয়া) that he will leave us shortly.

He *went abroad* (away from home, especially to a foreign country) five years ago.

The dog *went after* (followed) the hare.

I cannot *go against* (বিরুদ্ধে যাওয়া) your will.

All arrangements are *going ahead* (making progress) to celebrate the occasion.

As you *go along*, you will find the job interesting. It is difficult to *go along with* (agree, মানিয়ে নেওয়া) you on this point.

Don't *go aside* (deviate, অন্য পথে যাওয়া) from the path of virtue.

The two brothers *go at* (attack) each other at the slightest provocation. They are *going at* it (making the best possible effort, যথাসাধ্য চেষ্টা করা) for all they are worth.

He has *gone away* (left) from here for good.

I cannot *go back upon* or *from* (fail to keep, খেলাপ করা) my word.

The boy *went beyond* (exceeded) his depth and was drowned.

He *goes by* (is known by, পরিচিত) a false name here. He talked of days *gone by* (past). It is a good rule to *go by* (to be guided by, পরিচালিত হইতে). I shall *go by* (কথামত চলিব) what my teacher says.

The sun has *gone down*. The price of butter has *gone down*. Netaji will *go down* in Indian history as a great patriot. He has *gone down with* fever.

He *goes here for* (is regarded as, বিবেচিত হয়) a scholar. All my work *went for* nothing. Shall I *go for* (fetch) a doctor?

The people *went forth* to welcome the leader. A rumour *went forth* (became public, জানাজানি হওয়া) that the prince was dead.

My supporters will *go in for* (favour, support) the abolition of that rule. I shall *go in for* the law (become a lawyer, আইনজীবী হইব).

The party *went off* well (passed, সম্পন্ন হওয়া). The pistol *went off* (was discharged) suddenly.

Go on (continue, চালিয়ে যাও) *with your work*. What is *going on* here?

Don't go out in the sun. The lamp *went out* (নিভিয়া গেল) suddenly.

He *went over* (changed sides) *to the enemy*. Please *go over* (examine, পরীক্ষা করা) the accounts.

I *went through* (experienced, ভোগ করিলাম) great suffering. I have *gone through* (examined fully) the book. I heard that the proposal *went through* (was accepted, গৃহীত হইয়াছিল) without any opposition.

The cost of living has *gone up* (বৃদ্ধি পাইয়াছে). The whole mine *went up* in flames.

He does not *go upon* (follow, অনুসরণ করা) any fixed principles.

I *go with* (agree with) you in this matter.

He has been *going without* food for two days.

(370) Hand

This legend has been *handed down* (passed on) from the past.

He has *handed in* (tendered) his resignation.

Hand on (pass on, সঁপে দেওয়া) the book to your friend.

Hand over (deliver) the thief to the police.

(371) Hang

Why do you *hang about/hang around* (move suspiciously, সন্দেহজনকভাবে ঘোরাঘুরি করা) the examination hall?

I cannot *hang back* (hesitate, পশ্চাংপদ হওয়া) when others are advancing.

He *hung down* (মাথা নীচু করিলেন) his head with shame.

I do not like to *hang on* (depend on) others for my bread. Would you *hang on* (wait) a minute, please? He *hung on* (বুলে থাকা) until the wire snapped.

People *hung out* (displayed) flags to welcome the President. Where do you *hang out* (live) now?

The debate has been *hung over* (postponed, মূলতুবী থাকা).

You should all *hang together* (support one another) and achieve the success.

Hang up (suspend, ঝুলাও) this picture in my study. I cut short the telephone conversation and *hung up* (replaced the receiver).

The crowd *hung upon* (listened attentively to) the speaker's words.

(372) Hold

Do not *hold back* (conceal, গোপন করা) anything from me. When others are moving on, I cannot *hold back* (lag behind, পিছনে পড়িয়া থাকা).

Only he *held by* (adhered to, লেগে থাকা) me in my danger.

Hold in (check, সংয়ত করা) your temper.

You should *hold off* (keep aloof, দূরে থাকা) from such agitation. *Hold off* for a minute, please.

He *held on* (stuck to, লেগে রইল) his course through all opposition.

The boy *held on to* (not let go) the rope to save himself.

He *held out* (extended) his hand (or, great hopes) to me. The rebels *held out*

(resisted, বশ্যতা শ্বিকার না করা) for months. The ration will not *hold out* (last) for more than a week.

The debate has been *held over* (postponed, মূলতুবী রাখিল).

Do you still *hold to* (stick to, লেগে থাকা) your plan?

The brothers *held together* (একত্রে রাখিল) for a long time.

Hold up (keep up, জাগিয়ে রাখা) your spirits for a few days more.

She was *held up* (exhibited, জাহির করা) before us as an example. All traffic was *held up* (stopped) for one hour. The dacoits *held up* (threatened to rob) the passengers at gun point.

I *hold with* (agree, একমত হই) you in this matter.

373 Keep

Fire *keeps away or off* (দূরে রাখে) wild animals. *Keep away or off* from evil company.

He is too fickle to *keep at* (stick to) anything.

I never *kept back* (concealed, লুকান) anything from you.

He failed to *keep down* (চেপে রাখা) his anger.

You must *keep from* (aloof from, দূরে থাকা) such friends.

It is wise to *keep in* (stay indoors, ঘরের ভিতরে থাকা) while it rains. The fire will *keep in* (continue burning) till midnight.

I cannot *keep in* (continue to agree, সব সময়ে সায় দেওয়া) *with* you any longer.

He *kept on* (continued) ringing the bell.

I was *kept out* (দূরে রাখা হইয়াছিল) of the business.

Keep to (stick to, লেগে থাকা) your promise. *Keep to the left.*

I shall *keep up* (maintain, রক্ষা করা) the prestige of my family. He *kept up* (remained awake, জেগে রাইল) the whole night. *Keep up* your spirits despite all hazards.

Try to *keep up with* (keep pace with, সমান থাকা) the class.

374 Knock

He has no fixed place to live in, he *knocks about* (leads an unsettled life) at different places.

He was *knocked down* by the taxi. The building was *knocked down*.

The workers usually *knock off* (stop work) at five o'clock. I shall *knock off* (deduct) five rupees if you buy two pieces.

Ali *knocked out* his opponent in two rounds. I was *knocked out* (overwhelmed) by the news.

Please *knock me up* at five o'clock. She *knocked up* a meal (prepared hurriedly) for us. He was *knocked up* (tired) after the long chase.

375 Lay

He began to *lay about* him (deal blows, ঘৃষি চালান) in anger.

Lay aside (cast aside, সরিয়ে রাখা) your formality. *Lay aside* (reserve, ভবিষ্যতের জন্য

সরিয়ে রাখা) something for old age.

Lay by (store up for future use) something for old age.

No such rules are *laid down* (written, লিপিবদ্ধ) in the book. The king *laid down* (gave up, ছেড়ে দিলেন) the burden of State. He *laid down* (sacrificed, ত্যাগ দ্বীকার করিলেন) his life for the country.

He *laid out* (expended) his all in business. The garden is well *laid out* (সাজান) I am *laid up* (confined to bed, শয়াগত) with fever. He has *laid up* (stored) enough for old age.

(376) Look

He is *looking about for* (searching for, খোঁজ করা) a house.

He will *look after* my boy (take care, দেখাশুনা করা).

Don't *look down upon* (deride, ঘৃণার চোখে দেখা) the poor.

I *looked for* (expected, আশা করিয়াছিলাম) better treatment from you. *Look for* (search for) the letter in the box.

We *look forward to* (expect with pleasure, সাগ্রহে প্রতীক্ষা করা) his visit.

I shall *look in* (pay a short visit, অঞ্চলের জন্য দেখা করিতে আসা) when I pass by his house. I shall *look into* (enquire into, তদন্ত করা) the matter.

I *look on* (or *upon*) (regard, মনে করি) you as my best friend.

The balcony *looks on* (overlooks) (to) the river.

I *looked out* of the window. The captain ordered the men to *look out* (be on the watch, সজাগ থাকা).

The eagle is *looking out for* (on the watch for) prey.

Please *look over* (examine, পরীক্ষা করা) the applications.

I have *looked through* (examined carefully) the book.

Look (attend) to your own affairs. I *look to* (rely on, ভরসা করা) you for help.

Prices of all things are *looking up* (rising) every day. Please *look me up* (visit) on your way to the station. *Look up* (find out) the word in the dictionary.

After a dull period, the business is *looking up* (improving) now.

I *look up to* (respect) him as my elder brother.

(377) Make

The dog *made after* (pursued, পিছনে ছুটিল) the hare.

He *made away with* (destroyed, শেষ করিল) his own life.

The ship *made for* (moved towards) the port. Regular habits *make for* (contribute to) good health.

What do you *make of* (understand, বুঝা) the letter? This table is *made of* (composed of, নির্মিত) teak wood.

The man *made off* (ran away, পালিয়ে যাওয়া) *with* my bag.

I cannot *make out* (understand) what you say. He *made out* (প্রতিপাদন করিল) a strong case for me. *Make out* (prepare) a list of your books.

He *made over* (delivered, সমর্পণ করিল) charge to me.

Two boys are still wanted to *make up* (complete, পূর্ণ করা) the required number.

I shall *make up* (ক্ষতিপূরণ করা) my loss in six months. We *made up* (composed, মিটিয়ে ফেললাম) our quarrel. He has not yet *made up* (decided, মনস্থির করা) his mind. Nothing can *make up for* (compensate for) the loss of health.

(378) Pass

The coluds have *passed away*. He *passed away* (died) at night.

The rain has *passed by*. He *passed by* (ignored, উপেক্ষা করা) my faults.

He *passed for* (was regarded as) a rich man there.

The train has *passed off* (ceased gradually). He was punished for trying to *pass off* (deceive with, ঠকাইয়া চালান) false coins. The ceremony *passed off* well (was a success).

Let us *pass on* (proceed) to another subject.

My claim was *passed over* (neglected).

He *passed through* the crowd safely. He *passed through* (experienced) great hardships in life.

(379) Pick

Why do you always *pick at* (find fault with, খুঁত ধরা) me ?

Why should you *pick on* (single out for something unpleasant) me everytime ?

Can you *pick out* (identify) the culprits in this gathering ? He *picked out* (played, বাজান) Russian tune in the violin.

Where did you *pick up* (learn) your English ? The smugglers were *picked up* (arrested) by the police. Did you *pick up* (collect, সংগ্রহ করা) the shirt from the laundry ? Share prices have *picked up* (improved in business, তেজীভাব হওয়া). Where did you *pick up* malaria ? Suddenly the car *picked up* (gathered) speed and disappeared. Our TV cannot *pick up* (receive) Bangladesh. He fell ill but soon *picked up* (recovered, একটু একটু করিয়া শক্তি লাভ করা) health. I asked him to *pick me up* (give me a lift, গাড়িতে তুলিয়া লওয়া) on way to office.

Where did you *pick up with* (met, সাক্ষৎ হওয়া) that queer fellow ?

(380) Pull

The labourers are *pulling at* (trying to remove, টানিয়া সরান) the heavy machine. Failing to yield me, they started *pulling me apart* (criticise unfavourably, নিষ্পত্তি করিয়া দেড়ান).

We decided to *pull down* (demolish, ভঙ্গিয়া ফেলা) the old building. He looks much *pulled down* (lowered in health or spirits, ভয়োদ্রূপ, ভগ্নাস্থ).

He is *pulling in* (earning, রোজগার করা) a lot of money, I suppose. He was *pulled in* (detained, arrested) by police for questioning. The train *pulled in* (entered the platform) on time.

The children *pulled off* (removed, খালে ফেলা) the cover as soon as the packet was presented to them. Our team *pulled off* (achieved, সাফল্য লাভ করা) a brilliant victory.

The train *pulled out* (left) of the station. He was *pulled out of* (সমস্যামুক্ত হওয়া)

the difficult situation. The lorry *pulled out* from behind the car. He is in great difficulties but he will *pull through* (overcome, বিপদ কাটাইয়া ওঠা) if we offer him a little help. He was critically ill but has *pulled through* (recovered).

They are *pulling together* (work in harmony, মিলেমিশে চলা) nicely. I *pulled up* (stopped) the car as the traffic police showed his hands. He was *pulled up* (reprimanded, তিরঙ্গত হওয়া) for his insubordination. Initially he was trailing but soon he *pulled up with* others (improved relatively).

(381) Put

I hear many stories that are being *put about* (spreading rumours).

He failed to *put across* (communicate successfully, সঠিকভাবে বোঝানো) his ideas to the committee.

You should *put aside* (save) sufficient money for your daughter's marriage. *Put aside* your work and listen to me.

Put away (lay aside, সরাইয়া রাখা) enough money for the old age. I tried much but had to *put away* (give up) the idea of building a house of my own. The pet was suffering much and it had to be *put away* (put to death).

Put back (restore, ফিরাইয়া রাখা) the book in its proper place.

Put by (lay aside) something for future days.

The rebellion was *put down* (suppressed, দমন করা) with a high hand. *Put down* (write, লেখা) your name on this paper.

He *put forth* (exerted, অযোগ করা) all his energy in the task. Trees *put forth* (অঙ্কুরিত করা) new leaves in spring.

The members *put forward* (preferred, উত্থাপন করা) a suggestion for consideration.

Dr. Chowdhury *put forward* (advanced) a new theory on solar energy.

I have *put in* (submitted, দাখিল করা) my claim. He has *put in* ten years' service.

He talked so fast that I could not *put in* (ঢেকানো) a word. Please *put in* (plead on my behalf) a good word for me.

Don't *put off* (postpone) your work. *Put off* (remove) your shoes.

Put on (wear) your clothes. The blame was *put on* me. He has *put on* (added) a lot of weight. Gavaskar and Viswanath *put on* ninety runs.

Put out (extinguish, নিভিয়ে দাও) the lamp. The death of the General *put out* (নিরঞ্জসাহ করিল) the soldiers. His eyes were *put out* (drawn out). He *put out* (stretched out, প্রসারিত করা) his hand.

The task was *put through* (carried out). After many attempts the telephone connection was *put through*. The trainees were *put through* (had to undergo) a rigorous schedule.

Put up (post) the notice here. *Put up* (raise) a fence round the garden. I am *putting up* (staying for some time, অল্প কিছুদিনের জন্য থাকা) with my friend. He will *put up* (lodge, বাস করা) at my place. They *put up* (offered) a strong resistance.

I cannot *put up with* (tolerate, সহ করা) this rudeness.

(382) Run

The children started to *run about* (hurry from one place to another) in great panic.

I *ran across* (met by chance, হঠাতে সাক্ষাৎ হওয়া) my old friend in the street after a lapse of twenty years.

They all *ran after* the thief (pursued, ধাওয়া করা). Do not *run after* money always. He is *running against* (fighting) heavy odds.

Now, children, *run along* (be off)!

The dog *ran at* (attacked) the hare.

His son *ran away* (left home) and joined the army. My servant *ran away with* (stole, লইয়া পলাইল) my watch. The business proposal will *run away with* (lead to expense) a lot of your money. They had a *run away* (easy) victory in the match.

The hunters *ran down* (ছুটিয়া ধরা) the fox. He looks much *run down* (exhausted, অতিরিক্ত পরিশ্রমে ঝুঁস্ট) through excessive labour. The motorist was *run down* by the lorry. The battery has *run down* (exhausted, শক্তি শেষ হইয়া যাওয়া).

He *ran into* danger (or debt) for his rashness. The bus *ran into* (collide with) the railing. The publication has *run into* ten editions. I *ran into* (met unexpectedly, হঠাতে দেখা হওয়া) an old friend in the football ground.

The thief saw me and *ran off* (fled, দৌড়িয়া পলাইল).

Our discussion *ran on* for hours together. The engine *runs on* diesel oil.

Water *ran out* of the tank. The garrison did not surrender until provisions *ran out* (were exhausted, ফুরিয়ে গেল).

A dog was *run over* by a tram car. The water of the river *ran over* (overflowed) its banks. He *ran over* (glanced over hastily, তাড়াতাড়ি চোখ বুলাইলেন) my petition.

He *ran through* (pierced, ভেদ করা) the boar with a spear. I *ran through* (examine quickly, তাড়াতাড়ি পরীক্ষা করা) the book in an hour. He has *run through* (used up, খরচ করে ফেলেছেন) his whole fortune.

The money required for the project will *run to* (amount) a few lacs of rupees.

The boys *ran up* (hoisted) a flag on the pole. Our long stay *ran up* (caused to grow quickly) a big bill at the hotel. Price of petrol *ran up* (বাড়িল) to Rs. 38.00 a litre.

The cyclist *ran upon* (collided with) the lamp post. I *ran upon* (be engrossed with) a new idea to solve the problem.

(383) Set

Set about (begin) your task without delay.

The High Court *set aside* (cancelled, বাতিল করা) the judgement of the lower court. He *set aside* or *apart* (সরিয়ে রাখল) some money for me.

The judge *set down* (recorded) my objection. The car *set me down* (left me descend, নামাইয়া দিল) on the way.

He *set forth* (exhibited, প্রচার করা) his views in a book. He *set forth* (started, বের হয়ে পড়লেন) on his journey.

The rain *set in* (began).

He *set off* (started) for Bombay. The frame *set off* (সৌন্দর্য বৃদ্ধি করিল) the picture.

The gains were *set off* (balanced) against losses.

He *set* his dog *on* (লেলিয়ে দিল) me.

He has *set out* (started) for England. He *set out* (ছড়িয়ে দিল) his goods for display. Let us *set to* (begin) work at once.

They *set him up* (উপস্থাপিত করিল) as their candidate. He *set up* (স্থাপন করিল) a school there. They *set up* (raised) a hue and cry. He *set up* (পেশা শুরু করা) as a lawyer.

(384) Stand

Do not *stand against* (বাধা দেওয়া) the force of time.

Please *stand aside* (সরে দাঁড়ান) to let the women pass. He *stood aside* (সরে দাঁড়ান) from the contest.

The total contribution so far *stands at* (যোগ করিলে দাঁড়ায়) rupees ten thousand.

The chief *stood by* (অনুরক্ত থাকা, পাশে দাঁড়ান) the king. I merely *stood by* (নিষ্ঠিয় দর্শক রূপে পাশে দাঁড়াইলাম) when they fought. The army is *standing by* (কিছুর জন্য প্রস্তুত থাকা) to support the civil authorities.

The letter "X" *stands for* (প্রতীকরণে ব্যবহৃত হয়) ten.

The hero is ill; Dipu has been asked to *stand in* (substitute) for him. This is a pretty big amount; let me *stand in* (share expenditure) *with* you.

I *stood off* (দূরে ছিলাম) from the quarrel.

He *stood out* (be conspicuous, বিশিষ্ট হওয়া) from the rest because of his height and dignified appearance.

The question will *stand over* (left for later settlement) for the present.

I shall *stand to* (stick to) my promise.

I *stood up for* (পক্ষ সমর্থন করিয়াছিলাম) my friend.

(385) Take

I was *taken aback* (surprised) at this news.

The child *takes after* (resembles, দেখিতে একরকম) its father.

Do not *take away* (remove) books from the shelf.

I cannot *take back* (withdraw, ফিরাইয়া লওয়া) my words. Goods once sold cannot be *taken back*.

Take down (record) the notes. *Take down* the book from the shelf.

I *took him for* (regarded as, মনে করিয়াছিলাম) a doctor.

This will *take from* (lower) your reputation as a sensible man.

He has *taken in* (enclosed) this plot of land for a garden. I was *taken in* (cheated, প্রতারিত হওয়া) by the grocer. I cannot *take in* (understand, বুঝা) the meaning of the passage. We shall *take in* (admit) fifty boys this time.

Before selecting him, his health has to be *taken into* consideration.

Take off (খুলে ফেলা) your coat. Do not *take off* (mimic, অনুকরণ দ্বারা ঠাট্টা করা) a lame man. The plane *took off* at 7 a.m. "Take your hands off my shoulder." The morning bus service will be *taken off* (withdrawn) the route next week.

I decided to *take on* (undertake) the extra job. I shall *take you on* at table tennis (accept as an opponent).

Take out the aching tooth.

He will *take over* (গ্রহণ করিবেন) charge tomorrow.

He *has taken to* (habituated himself to, অভ্যাস করিয়াছে) gambling. I *took to* (became fond of, পছন্দ করা) the boy from the first.

He *took up* (adopted) my cause. "He *took up* a pen and began to write." This cot *takes up* (occupies) too much space. I shall *take the matter up* with the headmaster and see what can be done.

I was *taken up with* (absorbed in, নিমগ্ন) a book.

He *took upon* (দায়িত্ব নিয়াচ্ছিলেন) himself the burden of the family.

(386) Tell

His evidence *told against* (did harm to, ক্ষতি করিয়াছিল) me.

The superintendent *told off* (selected and appointed to a special duty) six policemen to guard the house. The servant needs to be *told off* (scolded, তিরঙ্গত করা).

Over-exercise *tells upon* (affects, হানি করে) one's health.

(387) Turn

The boys *turned about* and hurried for home.

I do not know why he *turned against* (became hostile, বিপক্ষে যাওয়া) me.

The sight pained me and I *turned away* (অন্যদিকে মুখ ফিরাইলাম) . *Turn away* (dismiss, দূর করা) the idea from your mind.

Don't *turn back* (ফিরাইয়া দেওয়া) a beggar from your door.

He *turned down* (rejected, অগ্রহ করিলেন) my proposal.

I *turned in* (went to bed, শুইতে গিয়াছিলাম) early last night. We saw a hut and *turned in* (entered in passing) for shelter there.

Turn on (খোল) the switch. *Turn off* (বন্ধ করা) the switch. The case *turns on* (depends on) his report.

The boy was *turned out* (বের করে দেওয়া) for misconduct. Your report *turned out* (proved) to be true. The people *turned out* (assembled, জড় হওয়া) in large numbers to see the sight. The mill *turns out* (produces) 800 pairs of cloth everyday.

Turn to God and He will help you.

He did not *turn up* in time (appear, হাজির হওয়া).

(388) Work

The carpenter is *working at* the chair.

The water has *worked in* (penetrated) all round the packing box.

Please try to *work in* (introduce, উৎপাদিত করা) a few more illustrations on the subject.

You must *work off* (dispose of) the accumulated work. Unless you *work off* (get rid of, ক্রমশঃ পরিহার করা) your excess fat, you will fall ill.

He is *working on* a new scheme. The sufferings of the people *worked on* (or

upon) (উদ্ভেজিত করা) our feelings very much. They *worked on* (continued to work) till sunset. This engine *works on* diesel.

Work out (solve) this sum. The mine has been *worked out* (exhausted by working). The scheme did not *work out* well (proved unsuccessful). I have *worked out* (হিসাব করা) your share at Rs. 50,000. The engineers have *worked out* a method by which construction cost would be reduced considerably. The players are *working out* (undergoing exercise, গা গরম করা) in field before the match.

The mob were *worked up* (excited) by his fiery speech.

(389) Write

Write down your name and address in a piece of paper. You can *write him down* as a useless fellow (take him to be).

Write off (prepare quickly, তাড়াতাড়ি তৈরী করা) a short account of the committee's performance during the last one year. The loss was *written off* (cancelled in writing, অপ্রাপ্য পাওনা বোধে বাদ দিয়া দেওয়া).

Please *write out* (write in full, পূরাপুরিভাবে লেখা) a copy of the agreement.

You should *write up* (complete, bring up to date) the lecture notes delivered yesterday. The reporters *wrote up* (wrote with praise) their performance in the match.

WORKED OUT EXAMPLE

A. (a) Fill in the blanks with suitable prepositions :

1. I did not expect such a treatment — your hands.
2. The train stops — all stations.
3. If you pay, you must pay — cheque and not — cash.
4. Tibet lies — the north of India.
5. The report must be completed — the next week.
6. The hunter shot the lion — an arrow.
7. It has been raining — the last one week.
8. I am — the dark — the matter.
9. You have to pay me — advance.
10. I have been ill — last Monday.
11. He came — a week.
12. He came here — rail.
13. The train is running — time.
14. He said this — oath.
15. I am — the know of the thing.
16. He came — foot.
17. He is — school.
18. Do not go out — the sun.
19. We live — rice.
20. He came — power very soon.
21. I did this — you.
22. The food is not — my taste.
23. I met him — the way.
24. Send the news — wire.

Ans. 1. at ; 2. at ; 3. by ; in ; 4. to ; 5. by ; 6. with ; 7. for ; 8. in, about ; 9. in ; 10. since ; 11. for ; 12. by ; 13. on ; 14. on ; 15. in ; 16. on ; 17. at ; 18. in ; 19. on ; 20. to ; 21. for ; 22. to ; 23. on ; 24. by.

(b) Fill in the blanks with suitable prepositions :

1. There was a tension — the crossing — Raja Dinendra Street and Grey Street — north Kolkata when a truck knocked down one Sri Om Prakash — Monday evening. He was taken — R.G. Kar Hospital where his condition is stated to be critical.

Ans. at ; of ; in ; on ; to.

(e) Supply group verbs for the italicised words in the following :—

1. He did not *appear* in time.
2. The meeting *dispersed* in confusion.
3. We *postponed* the discussion.
4. The boy was *expelled* for misconduct.
5. They *started* on their journey.
6. I shall *support* my friend.
7. He has *established* a school in his native village.
8. I cannot *tolerate* such rudeness.
9. He is *regarded* as a holy man.
10. This will *affect* his health.
11. I shall not *divulge* the secret.
12. He *maintained* the reputation of the family.
13. How did you *get* the money ?
14. He will *recover* soon.
15. I cannot *understand* what you say.
16. I *met* him on the way.
17. Can you tell me how this *happened* ?
18. He is much *depressed*.
19. He *visited* my house yesterday.
20. The rebellion was *suppressed* with a strong hand.
21. I do not *remember* his name.
22. *Raise* your hand.
23. Your report *confirms* my statement.
24. The ceremony *takes place* tomorrow.
25. They *attacked* us suddenly.
26. The petition was *drafted* by me.
27. They have *abolished* the custom.
28. The proposal *failed* for want of money.
29. This mill *produces* good cloth.
30. He *escaped* easily.
31. He was *reared* by his aunt.
32. Can you *do* this sum ?
33. The boy *imitates* his father.
34. *Maintain* the honour of the house.



CHAPTER XXXII

DIRECT AND INDIRECT NARRATION

(390)

Ram says, "Anil will come".

Ram says that Anil will come.

In the first sentence, Ram's speech is quoted in the actual words used by him, but in the second sentence Ram's speech is reported in the form of a narrative.

When a speech is quoted in the actual words used by the speaker, it is called the **Direct speech or narration**. But when the speech is reported in the form of a narrative, giving the substance or meaning of the words used by the speaker, without quoting his actual words, it is called the **Indirect speech or narration**.

The speech which is quoted in actual words ("Anil will come") is called the **Reported speech** and the verb (*says*) that introduces the speech is called the **Reporting verb**.

Study the following sentences :

<i>Reporting Verb</i>		
{ He	said,	
{ He	said	that

{ Ram	says,	
{ Ram	says	that

Reported Speech

"I am ill." — *Direct Speech*
he was ill. — *Indirect Speech*

"I want the book." — *Direct Speech*
he wants the book. — *Indirect Speech*

General Rules

(391) Assertive Sentences : (a) The conjunction *that* is generally used before the reported speech of the form of a statement.

(b) If the reporting verb is in the **present or future tense**, the tense of the verb in the reported speech is **not changed** at all.

Direct : Ram says, "I shall go."

Indirect : Ram says that he *will* go.

Direct : He *has said*, "I went."

Indirect : He *has said* that he *went*.

Direct : You *will say*, "I am ill."

Indirect : You *will say* that you *are* ill.

(c) If the reporting verb is in the **past tense**, change the verb in the reported speech into the **corresponding past form**.

Direct : He *said*, "I *am* ill."

Indirect : He *said* that he *was* ill.

Direct : He *said*, "I *was* ill."

Indirect : He *said* that he *had been* ill.

Direct : He *said*, "I *do* it."

Indirect : He *said* that he *did* it.

Direct : He *said*, "I *am doing* it."

Indirect : He *said* that he *was doing* it.

Direct : He *said*, "I *have done* it."

Indirect : He *said* that he *had done* it.

Direct : He *said*, "I *did* it."

Indirect : He *said* that he *had done* it.

Direct : He *said*, "I *was doing* it."

Indirect : He *said* that he *had been doing* it.

Direct : He *said*, "I *can do* the work."

Indirect : He *said* that he *could do* the work.

Direct : He *said*, "I *may go* there."

Indirect : He *said* that he *might go* there.

Direct : He *said*, "Ram *will go*."

Indirect : He *said* that Ram *would go*.

Direct : He *said*, "I *shall do* it."

Indirect : He *said* that he *would do* it.

Direct : He *said* to me, "I *shall go*, but you *will stay*."

Indirect : He *told* me that he *would go*, but I *should stay*.

Simple present used as a future form becomes *would + verb*, not simple past.

Direct : He *said*, "My son *leaves* for Delhi tomorrow"

Indirect : He *said* that his son *would leave* (not, *left*) for Delhi the next day.

Note

(i) The following points on **punctuation marks** should be carefully noted :

(a) The actual words quoted in the direct speech are put within inverted commas (".....").

(b) No inverted commas should be used in the indirect speech.

(c) The reported speech in the direct narration begins with a capital letter and it is preceded by a comma.

(d) In the indirect speech, no comma should be used after the reporting verb.

(ii) To express **simple futurity**, we use *shall* in the first person and *will* in the second and third persons. So in the last two examples, **I shall** in the Direct becomes **he would** in the Indirect. For the same reason, in the last example, **you will** in the Direct becomes **I should** in the Indirect.

(iii) Some are of opinion that when the reporting verb is in the past tense, "All the past tenses of the direct form either remain in the past tense or are changed into the past perfect tense. The past perfect tense is used chiefly when we wish to lay stress on the completion of the action." The first alternative certainly violates the rules of the sequence of tenses; still, it cannot often be helped. For example, take the following passage:

He said to me, "I went home in January. There I met my sister after a long time. She was a widow and was very eager to see me. My mother, too, wished me to see her."

Now, if we are to change the past tense of the Direct form into the past perfect in the Indirect, the rendering would stand thus:

He told me that he *had gone* home in January. There he *had met* his sister after a long time. She *had been* a widow and *had been* very eager to see him. His mother, too, *had wished* him to see her.

Now, so many past perfect tenses in a single passage is certainly bad English. If instead we retain the simple past indefinite of the original in the Indirect form from the second sentence, the rendering will be good English. Hence, the rule stated above. The rendering then stands as:

He told me that he *had gone* home in January. There he *met* his sister after a long time. She *was* a widow and *was* very eager to see him. His mother too, *wished* him to see her.

In the case of a short sentence, however, the past may be, and should ordinarily be, changed into the past perfect because that does not create any difficulty.

(d) If the Direct speech states a **universal truth** or a **habitual fact**, the tense of the verb in the reported speech is not changed. Direct speech যদি নিয়ন্ত্রিত বা নিয়ন্ত্রকার অভ্যাস বুঝায় তাহা হইলে Indirect speech-এ তাহার Verb-এর কোন পরিবর্তন হয় না।

Direct : He said, "Honesty is the best policy."

Indirect : He said that honesty *is* the best policy.

Direct : He said, "God *is* good."

Indirect : He said that God *is* good.

Direct : He said, "I *take* bath in the Ganges every morning."

Indirect : He said that he *takes* bath in the Ganges every morning.

(e) The Indirect speech should correspond in the **persons** of **pronouns** and **verbs** to the persons of the individuals in the Direct speech. Indirect speech-এ pronoun-এর Verb-এর person-টি যে ব্যক্তি সম্বন্ধে বাক্যটি হইতেছে তাহার সহিত সামঞ্জস্য রাখিয়া পরিবর্তিত করিতে হয়।

Direct : I said to him, "You *are* wrong."

Indirect : I told him that *he was* wrong.

Direct : He said to me, "I *shall go*, but you *will say*."

Indirect : He told me that *he would go*, but *I should stay*.

Note

(i) Boys often make a confusion in changing the persons of the reported speech. It may help them to remember that the *first person* (*I, we, us*, etc.) of the Direct speech is changed into the *person of the speaker*, and the *second person* (*you, your, etc.*) of the Direct speech is changed into the *person of the man to whom the speech is addressed*. Note the examples given above.

Also, note :

Direct : The *Times of India* says, "We *shall discuss* the matter in our next issue."

Indirect : The *Times of India* says that *it will discuss* the matter in *its* next issue.

Editorial *we* changes to *third person* in Indirect speech.

"Said to him", "said to me", etc. before "that" are not good English; write "told him", "told me", etc.

(ii) When there is uncertainty as to the particular person to whom the pronoun in the Indirect Speech refers, the name of the person should be placed in brackets.

Direct : He said to Ram, "You are wrong."

Indirect : He told Ram that *he* (*Ram*) was wrong.

Direct : Hari said to Jatin, "You will pass."

Indirect : Hari told Jatin that *he* (*Jatin*) would pass.

(iii) Sometimes the introductory portion is left out and the speech only is given. To turn such speeches into the Indirect form, the sentence should begin as *He told Ram*, or *He told me* or *I told her*, or something like this. Thus,

Direct : I cannot do it.

Indirect : He told me (or, I told him, or you told me) that he (or, I or you) could not do it.

Direct : This is a nice house.

Indirect : He says (or, He is saying or He will say) that this is a nice house.

E

EXERCISE 45

(a) Change from the Direct into the Indirect form of speech :—

1. He said to me, "You are wicked; so I shall not play with you."
2. You said to him, "I am ill; so I cannot come to your place."
3. He said to you, "I was much struck by your eloquence."
4. We remarked, "God is gracious."
5. I said to my mother, "I shall always obey you."
6. They said to me, "We have been your friends all through."

7. She said to me, "You may rely on me for support."
8. He said to Gopal, "You were a mere boy when I saw you last."
9. I said to him, "The sky is blue."
10. "He has done the work."
11. "You will feel the consequences."
12. "I am not angry with you."
13. I said to them, "You have done wrong."

(b) Change into the Direct form of speech :—

1. He said that he was sorry.
2. I told him that I had once seen him before.
3. You told me that as you did not know me, you could not help me.

4. The boy said that he would go.
5. The girl told her father that she would be glad if he would put her into a good school.
6. They told Ram that he had done wrong and must apologise to them.



392 Interrogative Sentences : In converting such sentences,

(a) change the reporting verb into **ask** or **enquire** ;

(b) then add *whether* or *if*, if the question admits of one of the two answers *yes* or *no*; but do not add *whether* or *if*, if the question is introduced by an *interrogative pronoun*, or *adjective*, or *adverb* (viz. *who*, *which*, *what*, *why*, *when*, *where*, *how*, etc.) ;

(c) and change the interrogative form into a statement. (a) Reporting verb-কে **ask** বা **enquire**-এ পরিবর্তন কর ; (b) যদি প্রশ্নটির উত্তর "হাঁ" বা "না" দিয়া করা চলে তবে **ask** বা **enquire**-এর পর *whether* বা *if* বসাও ; অন্যত্র কিছুই বসাইবে না ; (c) প্রশ্নটিকে statement-এ রূপান্তরিত কর।

The conjunction "that" is never used in such cases.

- (a) Direct : He said to me, "Are you ill?"
 Indirect : He *asked* (or *enquired of*) me *if* (or *whether*) I was ill.
 Direct : My father said to him, "Is not poverty a curse?"
 Indirect : My father *asked* (or *enquired of*) him *whether or if* poverty is not a curse.
 Direct : You said to Ram, "Will you help me?"
 Indirect : You *asked* Ram *if* he would help you.
 Direct : You said to me, "Do you hear me?"
 Indirect : You *asked* me *if* I heard you.
- (b) Direct : He said to me, "What are you doing?"
 Indirect : He *asked* me *what* I was doing.
 Direct : He said to me, "When will you go home?"
 Indirect : He *enquired of* me *when* I would go home.
 Direct : You said to me, "Why have you failed?"
 Indirect : You *asked* me *why* I had failed.

Note

- (i) No question mark (?) is used in indirect speech.
- (ii) If the introducing verb itself is interrogative, the reported speech is followed by a question mark : *Did she tell you why she went there?*"

(393) Uses of "Whether" and "If" :

- (a) In case of Yes/No questions, *if* and *whether* are used in the indirect almost in the same meaning.

He said to her, "Are you happy"?
 He asked her *if/whether* she was happy.
 "Do you know Sandip?" he said to me.
 He asked me *if/whether* I know Sandip.

- (b) When a choice has to be made or there is an alternative possibility, *whether* (generally followed by *or*) is preferred.

He said to her, "Do you want to go by tram or by car"?
 He asked her *whether* she wanted to go by train or by car.
 She said to me, "Will you take tea or coffee"?
 She asked me *whether* I would take tea or coffee.
 "Shall/Should I wait for them or go on"? he wondered.
 He wondered *whether* to wait for them or go on.
 or, He wondered *whether* he should wait for them or go on— Thomson & Martinet.

- (c) Mark the difference between the use of *whether or not* and *if*:

"Do you want to insure your luggage *or not*" ? he asked.
 He asked *whether or not* I wanted to insure my luggage.
 or He asked *if* I wanted to insure my luggage *or not*— Thomson & Martinet.

- (d) If the yes/no question contains an *if clause*, *whether* is preferred to *if* (to avoid the use of two *ifs*).

He said to her, "If it rains, will you go there"?
 He asked her *whether* she would go there *if* it rained.

E**EXERCISE 46**

- (a) Turn into the Indirect form of speech :—

1. I said to him, "When will you do it?"
2. He said to me, "Do you like the work?"
3. They said to her, "Who are you and what do you want of us?"
4. You said to them, "Have you seen the man who came to me the other day?"
5. I said to him, "When did you see me and what do you think of me?"
6. He said to me, "Is there no hope for me?"
7. I said to him, "Will you go to Calcutta?"
8. She said to me, "Did you write to me before?"
9. He said to her, "When did you come to my place?"

(b) Turn into the Direct form of speech :—

- 1. She enquired when I would be able to help her.
- 2. They asked the boy why he had failed in the examination.
- 3. The boy asked his mother what she was sorry for.
- 4. They enquired of me who I was and why I was opposing them.
- 5. I asked him if he would compete for the medal with my brother.
- 6. He asked me how I did the work.



394 Sentences with Question Tags :

A sentence with a question tag is not really a question. It is rather a *tentative statement*, and as the speaker is not absolutely sure, he adds a question tag to ask for some reassurance. So in changing such sentences from direct to indirect speech, we have to find a way of *conveying the element of doubt* that the question tag suggests. Depending on the context and the tone in which the words are said, a range of different verbs such as *think, hope, believe, etc.* may be used to express that idea in indirect form. As,

- | | | |
|----------|---|---|
| Direct | : | Robert said, "John is a good boy, <i>isn't he?</i> " |
| Indirect | : | Robert said that he <i>thought</i> John was a good boy. |
| Direct | : | I said to Indira, "You can speak French, <i>can't you?</i> " |
| Indirect | : | I said to Indira that I <i>thought</i> she could speak French. |
| Direct | : | The teacher said to the boy, "You will do the job, <i>won't you?</i> " |
| Indirect | : | The teacher told the boy that he <i>hoped</i> he would do the job. |
| Direct | : | Rabin said, "The captain did not agree to go, <i>did he?</i> " |
| Indirect | : | Robin said that he didn't <i>believe</i> that the captain had agreed to go. |
| Direct | : | She said to me, "Maya can't speak Hindi, <i>can she?</i> " |
| Indirect | : | She told me that she <i>didn't think</i> Maya could speak Hindi. |
| Direct | : | Amal said, "They will not go, <i>will they?</i> " |
| Indirect | : | Amal <i>hoped</i> they would not go. |

Note

A reference to the **Oxford University Press** on the above topic brings the following reply from the Senior Editor, English Language Teaching Division :

"The second issue you raised, about changing sentences with question tags from direct to indirect speech, is rather more difficult. In fact, there is no way in English to render a question tag in indirect speech, so we have to find another way of conveying the element of doubt that the question tag suggests. So your rendering of *Robert said, 'John is a good boy, isn't he?'* as *Robert asked if John was not a good boy* is not quite correct. Your rendering would be correct if the original question had been '*Isn't John (or Is John not) a good boy?*' However, what Robert is actually saying is not really a question—rather it's a tentative statement. Robert is saying that he thinks John is a good boy, but he's not absolutely sure, so he adds the question tag to ask for some reassurance. Consequently, my preferred rendering of the sentence in indirect speech would be *Robert said that he thought John was a good boy*.

So, here are my suggested versions of your sentences :

Robert said, 'John is a good boy, isn't he?'

Robert said that he thought John was a good boy.

I said to Indira, 'You can speak French, can't you?'

I said to Indira that I thought she could speak French.

The teacher said to the boy, 'You will do the job, won't you?'

The teacher told the boy that he hoped he would do the job.

Robin said, 'The captain did not agree to go, did he?'

Robin said that he didn't believe that the captain had agreed to go.
She said to me, 'Maya can't speak Hindi, can she?'

She told me that she didn't think Maya could speak Hindi.
Amal said, 'They will not go, will they?'
Amal hoped they would not go.'

E**EXERCISE 47**

Change from Direct to Indirect form of speech :—

1. He said to me, "They will never come, will they?"
2. She said to me, "You can speak German, can't you?"
3. He said to me, "You can't speak French, can you?"
4. I said "Everybody will go there, won't they?"
5. He said, "Your son lives in Delhi, doesn't he?"
6. The teacher said to him, "Amal has done well in the examination, hasn't he?"
7. He said to me, "You aren't angry, are you?"
8. Ramen said, "The rain will stop soon, won't it?"
9. He said, "Rina is very fond of sweets, isn't she?"
10. Partha said to me, "You will come to Kolkata, won't you?"
11. Sita said to Asha, "You haven't any house, have you?"
12. I said to Ram, "You did not sing in the function, did you?"



(395) (a) **Imperative sentences :** In converting such sentences, change the verb into the **Infinitive** form, and the reporting verb into some such words as '*tell*', '*request*', '*command*', '*beg*', '*entreat*', as the sense of the speech may require. Reported speech-এর verb-টিকে Infinite form-এ এবং reporting verb-টিকে অর্থনুযায়ী *tell*, *request*, *command*, *beg*, *entreat*, etc.-তে পরিবর্তিত কর।

Direct : My friend said to me, "Go home at once."

Indirect : My friend *told* or *advised* me *to go* home at once.

Direct : He said to me, "Do not go there."

Indirect : He *told* or *advised* or *ordered* me *not to go* there.

Direct : I said to him, "Please explain the passage."

Indirect : I *requested* him *to explain* the passage.

Direct : The general said to the soldiers, "March on."

Indirect : The general *ordered* the soldiers *to march* on.

Direct : I said to him, "Excuse me, Sir."

Indirect : I *begged* him *to excuse* me.

Note

(i) *Tell* may often be used to express '*request*', '*order*', '*command*' etc. It is, therefore, often safer for students to use *tell* in the Indirect form when they may be in doubt about the proper word to introduce the reported speech.

(ii) **Vocatives** may be omitted, as in the last example, or may be dealt with as below (সম্মোধনটিকে বাদ দেওয়া বা অন্যভাবেও পরিবর্তন করা চলে) :

Direct : He said, "Ram, go there."

Indirect : He *told* Ram *to go* there.

Direct : He said, "Friends, lend me your ears."

Indirect : *Addressing them as friends*, he *requested* them *to lend* him their ears.

Direct : He shouted, "Stop you, villain."

Indirect : He *shouted* to the villain *to stop*. Or, He *ordered* the villain *to stop*. Or, Calling the man a villain, he *ordered* him *to stop*.



(iii) In the Indirect form, such expressions as **please**, **sir** in the Direct are left out, or they are rendered by such expressions as *kindly*, *politely*, etc.

(b) Given below are a few more examples :

- | | | |
|----------|---|---|
| Direct | : | He said to me, "You <i>better/had better</i> consult a doctor". |
| Indirect | : | He <i>advised</i> me to consult a doctor. |
| Direct | : | "Please, please don't go there", said my wife. |
| Indirect | : | My wife <i>begged/implored</i> me not to go there. |
| Direct | : | "Don't forget to bring the medicine", he said to me. |
| Indirect | : | He <i>reminded</i> me to bring the medicine. |
| Direct | : | "If you'd just sign the paper", said the clerk. |
| Indirect | : | The clerk <i>asked</i> me to sign the paper. |
| Direct | : | "Stay here", the officer said to the soldier. |
| Indirect | : | The officer <i>ordered</i> the soldier to stay there. |
| Direct | : | "Don't go near the fire, boys", he said. |
| Indirect | : | He <i>warned</i> the boys not to go near the fire. |
| Direct | : | "Don't worry", she said to me. |
| Indirect | : | She <i>advised</i> me not to worry. |
| Direct | : | "Come in", she said to me. |
| Indirect | : | She <i>invited</i> me to go in. |
| Direct | : | "Go on, try once again", said Partha. |
| Indirect | : | Partha <i>urged/encouraged</i> me to try once again. |

(c) **Questions expressing command, request, etc.**

Sometimes sentences beginning with **why/will you/would you/could you** are questions only in form, not in sense. They do not seek information but express *requests, invitations, commands*. They are converted into indirect speech in various ways.

- | | | |
|----------|---|---|
| Direct | : | "Will you keep quiet" ! the teacher said to the students. |
| Indirect | : | The teacher <i>told/bade/ordered</i> the students to keep quiet. |
| Direct | : | "Why don't you see a doctor" ? he told me. |
| Indirect | : | He <i>advised</i> me to see a doctor. |
| Direct | : | "Would/could you show me your ticket please" ? |
| Indirect | : | The ticket checker <i>asked</i> the passenger to show him his ticket. |
| Direct | : | "Would you join me in the dinner" ? he said to me. |
| Indirect | : | He <i>invited</i> me to the dinner. |
| Direct | : | "Could/would you give me a hand" ? she said to him. |
| Indirect | : | She <i>asked/requested</i> him to give her a hand. |
| Direct | : | "Will all visitors please move to the right" ? |
| Indirect | : | The guide <i>asked</i> all visitors to move to the right. |

(d) **Imperatives with question tags** : In converting such sentences into indirect speech, the question tag at the end of the sentence is left out.

- | | | |
|----------|---|--|
| Direct | : | "Close the door, won't you" ? he said to me. |
| Indirect | : | He <i>asked/requested</i> me to close the door. |
| Direct | : | "Don't go there, will you" ? said Arati to me. |
| Indirect | : | Arati <i>asked/requested</i> me not to go there. |

(396) Even when the introductory verb is in the *past tense*, **would, should, might, could** and **must** do not normally change.

- | | | |
|----------|---|---|
| Direct | : | She said, "I <i>would</i> help him if I <i>could</i> ." |
| Indirect | : | She said that she <i>would</i> help him if she <i>could</i> . |
| Direct | : | He said to me, "You <i>must</i> leave the place." |
| Indirect | : | He told that I <i>must</i> leave the place. |
| Direct | : | The man said, "Could I speak to Mr. Ray ?" |
| Indirect | : | The man asked if he <i>could</i> speak to Mr Roy. |

- Direct : He said, "I *might* be there."
 Indirect : He said that he *might* be there.
- Direct : I said to him, "Would you like to see the picture?"
 Indirect : I asked him if he *would* like to see the picture.
- Direct : She said to me, "I *could* give you some money on loan."
 Indirect : She told me that she *could* give me some money on loan.
- Direct : He said, "The boys *should* be able to do the sum."
 Indirect : He said that the boys *should* be able to do the sum.
- Direct : He said, "I *should* go there."
 Indirect : He said that he *should* go there.
- Direct : She said, "I *couldn't* come on Monday."
 Indirect : She said that she *couldn't* come on Monday.
- Direct : The police said, "The thief *must* be somewhere around."
 Indirect : The police said that the thief *must* be somewhere around.
- Direct : He said to the children, "You *mustn't* play with fire."
 Indirect : He told the children that they *mustn't* play with fire.

(397) (a) Whe **Let** in the Direct speech expresses a *proposal* or *suggestion*, we use *should* for *let*, and change the reporting verb into *propose* or *suggest*. যদি Direct speech-টি *Let* দ্বারা আরঙ্গ হয়, এবং এই *Let* দ্বারা কেন *proposal* বা *suggestion* বুঝায়, তাহা হলে reporting verb-টিকে *propose* বা *suggest*-এ পরিবর্তিত করিবে এবং পরে *let*-এর স্থানে *should* ব্যবহার করিবে।

- Direct : He said to me, "Let us go home."
 Indirect : He *proposed* or *suggested* to me that we *should* go home.
- Direct : I said to him, "Let us have some music."
 Indirect : I *proposed* or *suggested* to him that we *should* have some music.

(b) But when **Let** does not express a proposal, it should be changed into *might* or *might be allowed*, or into some other form according to the sense. যদি *Let* দ্বারা *proposal* না বুঝায়, তবে *let* কে *might* বা *might be allowed* বা অনুরূপ *form*-এ পরিবর্তিত করিবে।

- Direct : He said "Let him do whatever he likes."
 Indirect : He said that he (a third person) *might* (or *might be allowed to*) do whatever he liked.
- Direct : He said, "Let me come in."
 Indirect : He *requested* that he *might be allowed to* come in.
- Direct : He said, "Let me have some milk."
 Indirect : He *wished* that he *might* have some milk.
- Direct : He said to me, "Let him say whatever he likes, I shall certainly support you."
 Indirect : He told me that he (a third person) *might* say whatever he liked, but he (the speaker) would certainly support me.

E**EXERCISE 48**

(a) Turn into the Indirect form of speech :—

(I)

1. "Come here."
2. "Please give me a book."
3. He said to us, "Do not vex me."
4. I said to her, "Go to school, or you will be fined."
5. They said to me, "Ram, tell your brother to see us."
6. The Headmaster said to the boys, "Do not make any noise."
7. She said to me, "Let me have it."
8. She said to him, "Father, kindly excuse me this time."
9. "Go there at once."
10. The boy said, "Sir, please grant me leave of absence."
11. He said to me, "Let me try."
12. "Give him a book."
13. The President said to the members, "Please obey the chair."

(II)

1. He said, "They would come tomorrow."
2. She said to me, "You should not go out at night."
3. The servant said, "I could not open the door".
4. "You must not neglect your study," said the teacher to the students.
5. They said, "We might win the match."
6. "Could you tell me where he lives?"
7. Mother said, "You must work hard."
8. He said, "I would certainly help him."
9. "Would you mind giving me the book?" I said to the man.
10. "I must go to the doctor", he said.

(b) Turn into the Direct form of speech :—

(I)

1. He told me to go home.
2. I requested him to lend me a pen.
3. The beggar entreated me to give him a rupee.
4. The father ordered the boy not to mix with such friends.

(II)

1. He asked if he could use my telephone.
2. The police told us that we should not go to the park at night.
3. You told me that you could do the job if I liked.
4. He told me that he must tell me about the incident.

5. I requested them to speak to their headmaster about my prayer.
6. He proposed that we should go out for a walk.
7. The girl begged her father to allow her to go.
5. You said that you might see him at the meeting.
6. She said that she would like to take classes.
7. I said that they must be wrong.
8. He said that nobody should disturb him.

❖ ❖ ❖ ❖

(398) Optative Sentences : In optative sentences, the reporting verb is changed into **wish** or **pray**, and the optative form is changed into a *statement*. Reporting verb-টিকে *wish* বা *pray*-তে পরিবর্তিত করিয়া ইচ্ছাবোধক বাক্যটিকে সাধারণ *statement*-এ পরিণত করিবে।

Direct : He said to me, "May you be happy."

Indirect : He *wished* or *prayed* that *I might* be happy.

Direct : He said to you, "May God bless you."

Indirect : He *prayed* that God *might* bless you.

(399) Exclamatory Sentences : If the direct form is an exclamation, the reporting verb is changed to some such verb as 'exclaim', 'cry out', 'pray', 'wish', and the exclamation is turned into a *statement*. But new words and phrases have often to be introduced to express the full meaning. Reporting verb-টিকে অর্থন্যায়ী *exclaim*, *cry out*, *pray*, *wish* ইত্যাদিতে পরিবর্তিত করিয়া বাক্যটিকে সাধারণ *statement*-এ পরিণত করিবে।

Direct : He said, "Alas ! I am undone."

Indirect : He *cried out in sorrow* that he was undone.

Direct : He said, "What a fool I am!"

Indirect : He *exclaimed with grief* that he was a *great fool*.

Direct : He said, "Good-bye, my friends".

Indirect : He *bade* his friends good-bye. (Or, He *bade* good-bye to his friends).

Direct : He said, "Good morning!"

Indirect : He *wished me* good morning.

Direct : He said, "Congratulations!"

Indirect : He *congratulated* me.

- Direct : "Bless his kind heart!" they cried.
 Indirect : They *blessed* him for his kind heart.
- Direct : "Bravo! well done!" they cried.
 Indirect : They *applauded* him, for (or saying that) he had done well.
- Direct : "So help me Heaven!" he cried, "I will never do so again."
 Indirect : He *prayed* to Heaven to help him in his resolve not do so again.
- Direct : He said, "By Jove! What a good news!"
 Indirect : He *swore* by Jove that it was a *very* good news.

N.B. It should be carefully noted that *what*, *how*, and *who* are sometimes used in exclamation to denote **excess** or **absence**, instead of introducing an interrogation. In such cases they should be replaced by **great**, **greatly**, **very**, **very much** or **none** in Indirect :—

- Direct : He said to me, "*How* happy you are!"
 Indirect : He told me that I was *very* happy.
- Direct : He said, "*What* a nice thing it is!"
 Indirect : He said (or exclaimed with *joy*) that it was a *very* nice thing.
- Direct : He said, "*What* was my joy to see the thing!"
 Indirect : He said that his joy to see the thing was *very great*.
- Direct : I said, "*Who* knew that this should happen!"
 Indirect : I said that *none* knew that that would happen.

Note

In indirect speech, the sentence ends with a full stop (.) and not an exclamation mark (!).

E

EXERCISE 49

Turn into the Indirect form of speech :—

1. I said to her, "May you live long."
2. He said to us, "May you all succeed."
3. He said, "Well done!"
4. You said, "Good morning, my friend. I am glad to meet you."
5. You said, "By God! I never meant you any harm."
6. He said, "How charming the sight is!"
7. You said to me, "How clever your action was!"
8. I said to him, "What a nice fellow your brother is!"
9. You said, "Who does not wish to be happy?"
10. You said, "Had I the means to do it!"
11. He said, "My God! I am undone."
12. They said, "How cruel of him!"
13. He said, "Ah me! what a mistake it was!"



(400) Words indicating time and place : (a) *Adjectives, Adverbs and Verbs* in the Direct speech, expressing *nearness*, are often changed into similar words expressing *remoteness* :

Now	becomes	then	Hither	becomes	thither
Here	"	there	Thus	"	(in) that way, so
This	"	that	Today	"	that day, the same day.
Ago	"	before	Tomorrow	"	the next day, the following day
These	"	those	Yesterday	"	the previous day, the day before
Hence	"	thence	Last night	"	the previous night
Come	"	go			

Last week/month	becomes	the week before/the previous week, etc.
Next week/month	"	the week after/the following week, etc.
The day before yesterday	"	two days before
The day after tomorrow	"	in two days' time
A year ago	"	a year before/the previous year

- Direct : He said, "I know *this* boy."
 Indirect : He said that he knew *that* boy.
- Direct : I said to him, "You will get it *today* or *tomorrow*."
 Indirect : I told him that he would get it *that day* or *the next day*.
- Direct : He said to me, "Come *here*."
 Indirect : He told me to go *there*.
- Direct : You said, "I shall go there the *day after tomorrow*."
 Indirect : You said that you would go there *in two days' time*.

(b) But if *now*, *here*, *this*, etc. refer to things present before the speaker at the time he is reporting, no change is necessary.

- Direct : She said, "I knew *this* boy."
 Indirect : She said that she knew *this* boy.
- Direct : I said, "We can never be happy *here*."
 Indirect : I said that we can never be happy *here* (= in this world).
- Direct : He said to me, "I have no friend *here*."
 Indirect : He told me that he had no friend *here*.

Note

Students often change "it" into "that" in the indirect. But that is wrong; "it" remains unchanged.

E

EXERCISE 50

(a) Turn into the Indirect form of speech :—

1. I said to him, "I may go tomorrow."
2. He said to me, "Come again any time today."
3. He said to you, "I cannot attend to you now."
4. He said to me, "Go hence."
5. You said to me, "I was well yesterday, but today I am rather sick."
6. He said to me, "Why do you treat me thus?"
7. I said to them, "We cannot be quite happy here."
8. She said, "I have no hope here on earth."
9. She said, "I saw these boys yesterday."

(b) Turn into the Direct form of speech :—

1. He told me that he had seen me the previous day.
2. You said that it was wrong to act in that way.
3. I hoped that you would go to Calcutta the next day.
4. The boy said that he had no sleep the previous night.
5. I said that I could not finish that work till the next day.
6. I said that I should go away that day.

(401) **Questions and Answers : "Yes" and "No"**— In changing answers into the Indirect form, sentences are to be given completely by supplying the words understood. Direct speech-এ যেসব কথা উহু থাকে Indirect speech-এ তাহা পূরণ করিয়া দিতে হয়।

- Direct : "What is your name?" "Ramesh."
 Indirect : I asked him what his name was. He *replied that his name was* Ramesh.
- Direct : I said to him, "How long will you stay?" He replied, "For five days."
 Indirect : I asked him how long he would stay. He replied that *he would stay for* five days.
- Direct : He said to me, "Are you ill"? I replied, "No (or Yes)."
 Indirect : He asked me if I was ill. I replied that *I was not* (or that *I was*).
- Direct : He said to me, "Do you know Ram?" I said, "No."
 Indirect : He asked me if I knew Ram. I replied that *I did not*.

The force of **Yes** and **No** may be implied in the main verb :

Direct : Yes, Sir, I shall go.

Indirect : He *promised* that he would go.

Direct : No, Sir, I have not seen it.

Indirect : He *denied* that he had seen it. Or, He *denied having seen* it.

Note

The cumbrous forms *replied in the negative*, *replied in the affirmative* should be avoided.

(402) Miscellaneous :

Comment clauses (parenthesis) like *you see*, *as you know*, *to tell you frankly*, etc. and words like *well*, *very well*, *okay*, *now*, *so*, etc. used just to introduce a sentence are usually left out in the Indirect speech.

Direct : The receptionist said, "Well, what can I do for you"?

Indirect : The receptionist wanted to know what she could do for him.

Direct : He said, "*To tell you frankly*, I don't have any information about her".

Indirect : He said that he didn't have any information about her.

Direct : He said to Ramen, "*You see*, we are all with you in this matter".

Indirect : He told Ramen that they were all with him in that matter.

Direct : The teacher said, "*Now*, listen to me, boys".

Indirect : The teacher asked the boys to listen to him.

Direct : She said to me, "*So*, what is your opinion"?

Indirect : She asked me what my opinion was.

Direct : "*Okay*", he said, "Anil can see me tomorrow".

Indirect : He said that Anil could see him the next day.

(403) The combination of different kinds of reported sentences requires careful treatment. Let us take the passage :—

(a) He said to me, "Who are you? What do you want? Go away."

The reported sentences, taken separately, are changed thus :

(i) He asked me who I was.

(ii) He asked me what I wanted.

(iii) He told me to go away.

The reporting or introductory verb *asked* is common to the first two sentences : but in the last, we have a new verb *told*. Therefore, *asked*, placed only once at the beginning, may serve for the first two sentences together, like a common factor in mathematics ; but the new verb *told* has to be used in introducing the third sentence. Thus, put together, the Indirect form should be :

He *asked* me who I was and what I wanted, and *told* me to go away.

(b) Consider again the passage :

He said to me, "Why are you silent? Speak out. Can't you hear?"

Taken separately, the passage runs thus in the Indirect :

He *asked* me (i) why I was silent and (ii) (*he*) *ordered* me to speak out and (iii) *asked* me if I could not hear.

Here, *asked* is common to the first and third clauses no doubt : yet, as they are not consecutive, 'asked' cannot be taken as a common factor, but has to be repeated. To express this force of repetition, we use *again* with *asked* in the third clause, and separate it altogether in a new sentence for the sake of proper English. The passage will then stand in the Indirect speech as :

He *asked* me why I was silent and *ordered* me to speak out. He *asked again* if I could not hear.

A general rule may, therefore, be laid down that :—

(i) When *sentences of the same kind occur consecutively* in the reported speech, the reporting or introductory verb is to be used only once in the Indirect speech ; but, when the sentences are not consecutive, the verb is to be repeated, often with the addition of *again* or *also* before or after it.

(ii) When *sentences of different kinds* are joined, different reporting verbs appropriate to the different sentences have to be used in the indirect form.

(c) Consider again the sentences :

He said to me, "Why were you absent ? The Headmaster is angry. Go to him at once."

Taken separately, the sentences are to be changed thus :

He (i) *asked* me why I had been absent and (ii) *said* that the Headmaster was angry, and (iii) *told* me to go to him at once.

Put in proper, connected English, the passage stands thus :

He *asked* me why I had been absent. The Headmaster was angry ; so he told (or advised) me to go to him at once.

It has to be noted that the entire introductory portion *he said that* is altogether dropped from the second sentence (an *assertive* one), which is used independently ; and to maintain the link, a new word *so* is put between the clauses ("The Headmaster was angry" ; and the next).

This trick of **dropping** the entire **introductory** portion from **assertive** sentences when they *do not begin the reportd speech* is very helpful to beginners.

404 Reporting Dialogues and Conversations :

Indirect speech is very frequently used in conversation—spoken and written—in reporting events, dialogues, narrating stories, etc.

A speech can be reported by the speaker, the listener or by a third person. Follow the examples :

Pintu : Last week I told Biju that *my* sister would fly to the U.K. very soon. (Pintu, the *speaker*, is the reporter).

Biju : Last week Pintu told *me* that *his* sister would fly to the U.K. very soon. (Biju, the *listener*, is the reporter).

Ranjan : Last week Pintu told Biju that *his* (Pintu's) sister would fly to the U.K. very soon. (Ranjan, a *third person*, is the reporter).

We usually report something said by someone in the past and use such verbs as *asked*, *said*, *requested*, etc. as *reporting verbs*. In reporting, the basic rules of changes in tenses and pronouns are the same as for changing from Direct to Indirect Speech. **While reporting, the language should be simple in style, smooth and direct.** Many irrelevant points are intentionally omitted while reporting.

Note the following example :

Dialogue Dr Sen had with Moni and Ruby yesterday.

Dr Sen : I am *your* friend's physician.

Moni and Ruby : We are *your* neighbours.

(i) As reported by Kajal, a *third person* :

Yesterday Dr Sen told Moni and Ruby that *he* was *their* friend's physician. Moni and Ruby pointed out to Dr Sen that *they* were *his* neighbours.

(ii) As reported by Moni and Ruby (the listeners) :

Yesterday Dr Sen told *us* that *he* was *our* friend's physician. We told *him* (or, pointed out to *him*) that we were *his* neighbours.

(iii) As reported by Dr Sen (the speaker) :

Yesterday I told Moni and Ruby that I was *their* friend's physician. Moni and Ruby said that *they* were *my* neighbours.

Note the changes in pronouns. Use your common sense to change the pronouns.

Normally in real life situations, **we do not report every sentence**. Conversations and talks are reported in a **summary form**. Hackneyed expressions like "Addressing his friend by the name of Ramen etc." and mechanical conversion of "it" into "that" etc. should be avoided. *Stress should be laid on reflecting the true mood of the passage rather than to be just "structurally correct."* The report should be readable in the first place. Look at the following examples :

(a) Bimal : I am sorry, I missed today's match between Mohan Bagan and East Bengal. Could you tell me the result of the match, please ?

Ranen : Mohan Bagan won the match 2–0. Debu scored the first goal in the 3rd minute while Hira scored the other in the 26th minute.

(i) This dialogue as reported by Kamal, a *third person* :

Bimal was sorry to miss the match between East Bengal and Mohan Bagan. He learnt from Ranen that Mohan Bagan had won the match 2–0 in which Debu and Hira had scored a goal each.

(ii) This dialogue as reported by Bimal, *the speaker*, the next day :

I was sorry to miss yesterday's match between Mohan Bagan and East Bengal but I learnt from Ranen that Mohan Bagan had won the match 2–0, Debu and Hira scoring a goal each.

(iii) This dialogue as reported by Ranen, *the listener* :

Bimal was sorry to miss today's match between Mohan Bagan and East Bengal and asked me about the result. I told him that Mohan Bagan had won it 2–0, Debu and Hira scoring a goal each.

Here are some more examples :

(b) Raju : Kanu, where are you going ?

Kanu : I am going to meet Apu and his family.

Raju : Don't be late. We shall have to attend a party in the evening.

(i) As reported by Raju, *the speaker* :

When I learnt from Kanu that he was going to meet Apu and his family, I advised him not to be late as we should (would) have to attend a party in the evening.

(ii) As reported by Kanu, *the listener* :

When Raju learnt on enquiry that I was going to meet Apu and his family, he advised me not to be late as we should (would) have to attend a party in the evening.

(iii) As reported by Partha, a *third person* :

When Raju learnt on enquiry that Kanu was going to meet Apu and his (Apu's) family, he advised him (Kanu) not to be late as they would have to attend a party in the evening.

(c) Mother : What have you got in your hand ?

Ben : A whistle, mother.

Mother : How much did you pay for it ?

Ben : All the money father gave me yesterday.

Mother : What ! Did you give all the money for the little thing ?

Ben : Yes, and I think I've made a good bargain.

Ben's mother reports this to his father the same day :

Today I saw a whistle in Ben's hand. On enquiry I came to know that he had spent all the money you had given him yesterday to buy the whistle. He seemed to think that he had made a good bargain.

(d) On 26th July, Mr Misra came to Mr Dutta's house in the afternoon.

Mr Misra : Good afternoon. Is Mr Dutta at home ?

Kumar : I'm afraid, he is still at the office.

Mr Misra : Oh, I have already rang up at the office but I could not get him there. Would you give him a message, please ? It is about a meeting on Friday. I am sorry I will be away on that day, so I wonder if we can postpone our meeting until next week. I will ring back your father as soon as possible.

Kumar : Yes, I'll give him the message.

(i) Report by a *third person* :

Mr Mishra came to Mr Dutta's house on 26th July in the afternoon and learnt that Mr Dutta was still at his office. He left a message with Kumar, his son, that he would be away on Friday, the date on which a meeting had been fixed. He wondered if the meeting could be postponed to the following week. He would of course ring back as soon as possible.

(ii) As reported by *Mr Misra, the speaker* :

I went to Mr Dutta's house on 26th July in the afternoon and learnt that Mr Dutta was still at his office. I left a message with Kumar, his son, that I would be away on Friday, the date on which a meeting had been fixed and so wondered if the meeting could be postponed to the following week. I would of course ring back as soon as possible.

(iii) As reported by *Kumar to Mr Dutta, the next day* :

Mr Misra came to our house yesterday in the afternoon and learnt that you were still at your office. He left a message that he would be away on Friday when a meeting had been fixed with you. He wondered if the meeting could be postponed to the following week. He would of course ring you back as soon as possible.

(e) Study the following telephonic conversation in two forms—the *actual speech (Direct)* and the *reported speech (Indirect)* :

Actual Conversation

Sunil : Hello !

Subir : Hello ! Could I speak to Tushar ?

Sunil : I am afraid he is out. Can I take the message ?

Subir : Oh, well this is Subir here. I was wondering if Tushar will be free this afternoon. I am going to the book exhibition. I'd like him to come with me if he is free. When will he be back ?

- Sunil : He won't be long. He's just gone out to get some stamps and envelopes. I don't think he is doing anything this afternoon.
- Subir : Well, can you tell him I shall wait for him at the gate at 2 p.m.? If he doesn't turn up by 2-15, I'll go in.
- Sunil : Yes, I'll tell him. Good bye.
- Subir : Good bye, thank you.

Reported Conversation

Here is Sunil's reported speech. He reports to Tushar about the telephone call from Subir when Tushar comes back :

"When you were out, Subir telephoned. He wanted to know if you would be free this afternoon. He is going to the book exhibition. He would like you to go with him if you were free. He wanted to know when you would be back. I said that you wouldn't be long, and I didn't think you were doing anything. He said he'd wait for you at the gate at 2 p.m. and if you didn't turn up by 2-15 p.m. he'd go in."

Note

(i) Sunil is reporting to Tushar that very day though some time later ; hence the corresponding past forms of verbs are used in the actual conversation. Only one verb form 'is going' is in the present form indicating futurity (because Subir is going to the exhibition that very day). (ii) The use of the pronouns *he* (Subir), *you* (Tushar) and *I* (Sunil). (iii) Not every sentence from the beginning to the end has been reported—it's not necessary. It's the message which is important. The other bits at the beginning, and end are conventional ways of talking on the phone and do not have to be reported. In your grammar class or examination paper, however, every sentence has to be changed into the reported or indirect form.

(405) To **Summarise a dialogue** is to say in a few words what the main points are. Set out these points, leaving out details or examples unless they are necessary to understand the summary. Here is an example :

- Swapna : I have often noticed that you avoid walking under ladders.
Why ? Are you superstitious ?
- Jyotsna : Of course not. I avoid it because I feel it is dangerous. By the way, I heard your examinations start from tomorrow. I'll keep my fingers crossed, hoping for your success.
- Swapna : There you are ! Keeping fingers crossed is a sure sign of being superstitious.

The main points in the above dialogue between Swapna and Jyotsna are :

1. Swapna wants to know if Jyotsna is superstitious.
2. Jyotsna says that she is not superstitious.
3. Jyotsna explains that she avoids walking under ladders, because it can be dangerous.
4. When Jyotsna says that she will keep her fingers crossed, she shows that she is sometimes superstitious.

The **Summary** of the above dialogue might be :

Swapna asked Jyotsna if she (Jyotsna) was superstitious. Jyotsna replied that she was not. She avoided walking under ladders not out of superstition but because it could be dangerous. Later she (Jyotsna) offered to cross her fingers for Swapna's success in the examination showing that she was superstitious, after all.

EXAMPLES WORKED OUT**Change the sentences to Indirect Speech :**

- A. 1. "What did you eat last night?" asked my mother.
2. "Do not go out in the sun," said the teacher to the boys.
3. "Please be seated," said the host to us.
4. "Where do you propose to go tomorrow?" said the employer to him.
5. "What are you doing here?" he cried in a gruff voice.
6. "I cannot understand why the Spring is so late in coming," said the Selfish Giant.
"I hope there will be a change in the weather."
7. "Perhaps you have left it in the garden," my aunt would suggest.
8. "It's yesterday's paper!" he would shout, throwing it down upon the table.
9. The young woman said, "I cannot catch smallpox because I have had cowpox.
Everybody in the neighbourhood has proved this to be true."
10. "How selfish I have been!" the Giant said. "Now I know why the Spring will not come here."
11. The teacher said to Mohan, "Please open the window."
12. The doctor said, "You have a mild attack of rheumatism. Take an injection."
13. "My garden is my own garden", said the Giant, "I will allow nobody to play in it but myself."
14. "Climb up! little boy", said the Giant.
15. The child asked her mother, "Do you think it is greedy to ask for more sweets?"
16. The father said, "Bring me the book, son."
17. He said to his teacher, "My father died last night."
18. The teacher said to the student, "Leave this room at once."
19. George said to Rebecca, "I came to India today, and I will leave for England tomorrow."
20. The father said to his son, "Have you done well in the examination?"
21. "Let me go. Let me go. Let me go. I am tired," I cried.
22. "Oh, I am glad. Oh, I am glad," I exclaimed. "I had no relations till yesterday—and now I have three."
23. "Good morning, Mrs. Poole", said Mr. Rochester. "How is Moli today?"
24. "Please, please trust me, Bevan!" Wayne shouted. "You will have to trust me."
25. "We have been here for two months and are going to stay here for one month more," she said.
26. (i) The teacher said to me, "Have you done the sum?" I said, "No".
(ii) "Good Heavens!" said the old man, "what a shocking news!"
(iii) "Goodbye! dear friend," said the patriot, "we will meet again."
(iv) Corrie : What the hell are you doing?
Mrs. Meldon : I'm destroying your foul invention.
27. (i) "Which do you think is the best Sunday paper?" asked the teacher.
(ii) He said to her, "Whose typewriter are you using?"
(iii) "How dirty the house is!" he observed.
28. (i) "Which chair am I to sit on?" asks he.
(ii) She keeps saying that she is a failure. (Change into Direct speech)
(iii) Our friend says, "I have won the match!"

5. Amal — I am sorry Sandip, I have got a bad report about you from your headmaster.
- Sandip — Is it about an incident in the playground?
- Amal — Yes, and more. As to the particular incident, I am shocked that you could sink so low.
- Sandip — The boy called me names, and I lost my temper and hit him.
6. Nihar — Father, some of my friends are going on a tour during the Puja vacation. I should like to go with them if you permit.
- Father — What is your plan?
- Nihar — We propose to begin with Agra and end with Mussoorie.
- Father — Have you made an estimate of expenses?
- Nihar — Yes, they will not exceed Rs. 800 per head. We shall travel second class on concession tickets and put up at cheap hotels.

(c) Report the following conversations in a summary form. Do not try to report every word of every line :

1. Sudeshna : Jharna, will you be going to Digha for the week-end?
- Jharna : Yes.
- Sudeshna : I'll take you in my car if you like. I'll be going on Friday.
- Jharna : Thanks for the offer, but I can't go on Friday. There's an operation case on Thursday and I must be here to check on the patient.
2. Vidyasagar : Mother, why don't you use the new woollen shawl? Don't you like it?
- Bhagabati Debi : You have certainly bought a nice warm shawl for your mother. But I have many sons and daughters in this village. Many of them haven't got anything for use in winter. How can I use mine?
3. Traveller : Excuse me, is this the way to the railway station?
- Local man : Yes, it is. Walk straight ahead for about two minutes and then turn right at the second crossing. You'll get there in a minute. It's on the right.

4. "No, I won't do it," said William. He was afraid of killing his little son.

But little Walter was a brave boy. He wanted to save his father from the cruel Gessler. So he said, "I'm not afraid, father. I know you can shoot the apple." then he put the apple on his head and stood under the tree. "Now, shoot, father," he said, "I won't move." — Imagine you are Walter.

Report this to a friend of yours.



CHAPTER XXXIII

PHRASES

406 Phrases are of six kinds :

(1) A **Noun Phrase** does the work of a Noun :

To ride well requires practice. *His going home* is uncertain. He likes to *play tennis*. He enjoys *walking by the river-side*.

(2) An **Adjective Phrase** does the work of an Adjective :

He gave me a chain of gold (= a gold chain). He is without fear (= fearless). It is the deed of a hero (= a heroic deed). I am free from blame (= blameless). He is a man of fame (= a famous man). This is a cycle made in England (= an English cycle). The house built long ago (= the old house) fell down.

The Adjective phrases in the above examples stand for the Adjectives given within brackets. But **not all Adjective phrases can be replaced by Adjectives**. For examples :

The man *in the street* knows it. The tree *in front of my house* has been cut down. A boy *desirous of winning the prize* must work hard.

Note

The same phrase may be Noun or Adjectival according to use. Thus, *walking by the river-side* is Noun in "He enjoys *walking by the river-side*", but Adjectival in "The boy *walking by the river-side* is my brother."

(3) An Adverbial phrase does the work of an Adverb :

He was *at the place* (= there). He worked *with care* (= carefully.) He came *at a great speed* (= quickly). I want it *at this moment* (= now.) You can get it *in all places* (= everywhere). He will come *before very long* or *at an early date* (= soon). He fell down *on this spot* or *at this place* (= here).

But not all Adverbial Phrases can be replaced by Adverbs :

He came *to see me*. We fell *from the tree*. Come *into the garden*. This must be done *at any price*. He lives *on a small income*.

Note

The same phrase may be Adjectival or Adverbial according to use. Thus, in "He is *in the room*", the phrase is Adverbial; but in "The men *in the room* rushed out", it is Adjectival.

(4) A Prepositional Phrase does the work of a Preposition :

He stood *in front of* me. She is *at the point of* death. He persevered *in the teeth of* all opposition. He could not come *on account of* illness.

Note

Note that the whole phrase *in front of* in the 'first sentence' is adverbial, qualifying *stood*; but *in front of* is prepositional.

(5) A Conjunctional Phrase does the work of a Conjunction :

Come *as soon as* you can. No sooner had he left the place *than* the fire broke out. *Not only* he but his brother *also* were present.

(6) An Interjectional Phrase does the work of an Interjection :

What a pity! *By Jove!* *Good heavens!*

Note

The term *verbal phrase* is used by some for *group verbs*. He *laughs at* me. He *looks down upon* me. But as there is a *finite verb* in it, the term *phrase* cannot be properly applied.

E**EXERCISE 52****(a) Pick out the Noun Phrases in the following :—**

1. To err is human ; to forgive, divine.
2. I like to read.
3. He enjoys playing football.
4. I want to do the work.
5. Running so fast is very creditable.
6. To do that was risky.
7. He tried to oppose me.
8. He was accused of having committed a theft.
9. Children are fond of playing games.
10. Walking in the sun is sometimes injurious to health.
11. I promise to go there.
12. He loves walking alone by the sea-side.

(b) Pick out the Adjective Phrases in the following :—

1. A man of sense can never do so.
2. He gave me a cow of white colour.
3. The book on the table is mine.
4. It is a chain of gold.
5. A boy, neglectful of his duties, can never shine in life.
6. Careless of dangers, he proceeded on his way.
7. He lived in a house built of stone.
8. A friend in need is a friend indeed.
9. He is a boy devoid of common sense.
10. This is a watch made in Switzerland.
11. I want the advice of a medical man.

11. He lived a life of purity and simplicity.
 12. The news of his death reached there at last.
 13. What does the boy in the street shout about ?
 14. They did the work in a careless manner.
 15. He was absent on account of his son's illness.
 16. He left the room in a fit of anger.



CHAPTER XXXIV

CLAUSES

(407)

As he is ill, he cannot come.
 This is the boy *who did it*.

In the first sentence, each of the parts "As he is ill" and "he cannot come" is a complete sentence, having a subject and a predicate of its own. Each of these two small sentences again forms part of the big sentence "As he is ill, he cannot come."

Similarly, in the second sentence the two small sentences "who did it" and "This is the boy" are parts of the big sentence "This is the boy who did it".

Such small sentences which form part of a big sentence are called **Clauses**.

A **Clause** is a group of words having a subject and a predicate of its own, but forming part of a bigger sentence.

This means that : **A Clause is a sentence forming part of a bigger sentence.**

In the above examples, "As he is ill", "he cannot come", "This is the boy", "who did it" are all clauses.

(408) Kinds of Clauses :

Clauses are of **three** kinds :

- (A) Principal Clause**
- (B) Subordinate or Dependent Clause**
- (C) Co-ordinate Clause**

(409) Principal and Subordinate (Dependent) Clause :

As he is ill, he cannot come.
 This is the boy *who did it*.

In the first sentence, the clause "he cannot come" can stand alone and makes a complete sense by itself. But the clause "As he is ill" cannot stand by itself as a sentence without depending on the clause "he cannot come".

Similarly, in the second sentence the clause "who did it" has to depend on the clause "This is the boy" to convey the complete meaning.

A clause that is dependent on another clause is called a **Subordinate or Dependent Clause**.

The clause which stands by itself and on which the **Subordinate Clause** depends is called the **Principal Clause**.

In the examples above, "he cannot come" and "This is the boy" are Principal Clauses. "As he is ill" and "who did it" are Subordinate or Dependent Clauses.

Note the following examples :

Sentence	Principal Clause	Subordinate Clause
I know where he is.	I know	where he is.
The book that you gave me is lost.	The book is lost	that you gave me.
If you come you can meet him.	you can meet him	If you come.

Remember, finite verb is the main indication of a clause. Every clause must have a finite verb and the number of finite verbs in a sentence indicates the number of clauses. Finite Verb-ই clause-এর মূল জিনিস।
প্রত্যেক clause-এর একটি finite verb থাকিতে হইবে, এবং একটি sentence-এ যতটি finite verb ততটি clauses থাকে।

(410) Co-ordinate Clause :

He went home *and* then left for Delhi.
He is poor *but* will help you.

In the first sentence, either of the two clauses "He went home" and "(he) left for Delhi" can stand by itself as a complete sentence without depending on the other. They are of *equal rank* and are connected by the Co-ordinating Conjunction *and*.

In the second sentence, the clauses "He is poor" and "he will help you" do not depend on each other to make a complete sense. They are of *equal rank* and connected by the Co-ordinating Conjunction *but*.

Such clauses are called Co-ordinate Clauses.

A **Co-ordinate Clause** is of the same rank as another and is connected by a Co-ordinating Conjunction with the latter.

Thus, a clause may be co-ordinate with a Main clause, or with a Subordinate clause.

Co-ordinating clauses are connected with each other by co-ordinating conjunctions such as *and*, *but*, *yet*, *or*, *not only—but also*, *either—or*, *neither—nor*, *therefore*, etc.

Note the following examples :

He left the place, <i>but</i> I remained there.	Either you must come <i>or</i> I shall go.
He is lame <i>and</i> cannot go there alone.	I cannot come <i>for</i> I am ill. Read <i>or</i> you will fail.

(411) Subordinate Clauses are of three kinds :

- The **Noun Clause** does the work of a noun.
- The **Adjective Clause** does the work of an adjective.
- The **Adverbial Clause** does the work of an adverb.

A. The Noun Clause or Nominal Clause

(412) The **Noun Clause** does the work of a *noun* and it is usually introduced by the conjunction *that*, expressed or understood, or by an *interrogative pronoun* or an *interrogative adverb* :

I know *that* he is ill. They say (*that*) he is dead. *That* he is ill is known to all. I know *what* he wants. I shall enquire *who* did it. I asked him *if* (or *whether*) he was there. I know *why* he did it.

(413) The Noun Clause may be :

(a) The subject of a verb :

That he is ill is known to all.

When he will come is uncertain.

(b) The object of a verb :

I know *when he will come*.

He said *that he would go*.

(c) The object of a preposition :

I know nothing of *what he will do*.

It depends on *how he behaves*.

(d) The complement to a verb :

That is *what we expected*.

The truth is, *he is ill*.

(e) In apposition to a noun or it :

There is a rumour *that he is dead*.

It is true *that he has come*.

E**EXERCISE 53**

(a) Pick out the Noun Clauses from the following and parse them :—

- | | |
|--|---|
| 1. I know that you are right. | 9. That he is intelligent is admitted by all. |
| 2. I heard what he had said. | 10. It is said that he will resign. |
| 3. When he will go is not known. | 11. I know nothing about what he will do. |
| 4. It is clear that he did it. | 12. The girl asked me if I had seen her father. |
| 5. I know where he lives and what he does. | 13. They promised that they would try. |
| 6. There is a rumour that he will return soon. | 14. I asked him if he knew when the examination would commence. |
| 7. Why he said so is a mystery. | 15. It is known that he is a rogue. |
| 8. Can you say when he will come? | |

(b) Substitute Nouns or Phrases for the Noun Clauses :—

- | | |
|--|---|
| 1. I know where he was born. | 6. I wish that you would succeed. |
| 2. We have heard that he is ill. | 7. I doubt if he can do it. |
| 3. The report that he is dead is false. | 8. When he will go is uncertain. |
| 4. Everything depends on how he behaves. | 9. I resent that you are so rough. |
| 5. I noticed that you were absent. | 10. The jury declared that the prison was innocent. |

Model :—

I know why he was angry — I know the reason of his being angry.

He admitted that he had seen me — He admitted having seen me.

We have heard that he has died — We have heard the report of his death. Or, We have heard of his death.

(c) Substitute Noun Clauses for the italicised portions :—

- | | |
|---|---|
| 1. I admit <i>my fault</i> . | 8. You must listen to <i>my speech</i> . |
| 2. This is <i>his birth-place</i> . | 9. I hope <i>to succeed</i> . |
| 3. The <i>time of his arrival</i> is not known. | 10. I know <i>him to be guilty</i> . |
| 4. We have heard of <i>his success</i> . | 11. He told me <i>the manner of his escape</i> . |
| 5. There is no truth in <i>your statement</i> . | 12. There is no truth in the <i>report of his death</i> . |
| 6. The teacher noted <i>your absence</i> . | |
| 7. I wish <i>you long life</i> . | 13. I assure <i>you of my help</i> . |

Model :—

I have heard of *his failure* — I have heard that *he has failed*.

I do not believe *his statement* — I do not believe *what he says*.



B. The Adjective Clause

(414) **Adjective Clause** does the work of an adjective in a sentence qualifying a *noun* or a *pronoun*.

I know the boy *who did it.*

This is the place *where he was born.*

I have lost the book *(which) you gave me.*

This is the reason *why he failed.*

In the above sentences, the clauses in italics qualify the words "boy", "place", "book" and "reason" as Adjectives. Hence these are all Adjective Clauses.

(415) The **Adjective Clause** is introduced by—

(a) Relative Pronouns — *who, which, that, as.*

(b) Relative Adverbs — *when, where, how, why, whence, as.*

This is the boy *who did it.* I shall give a prize to one *that will be able to complete the work.* I know the time *when he comes.* He lives at the place *where I lived.* This is the reason *why he failed.*

(416) But the Relative Pronoun is often omitted, when, if retained, it would have been in the objective case :

That is the man *(whom) I saw.* The book *(which) he bought* has been lost. I have forgotten the story *(that) he told me.*

Note

(a) It will be noted that *who, which, why, when, where, etc.*, introduce both Noun and Adjective Clauses. But there can be no confusion if one bears in mind that the clause introduced by them is **noun** only when they are **interrogative** (pronouns or adverbs) introducing dependent questions, and **adjective** only when they are **relative** (pronouns or adverbs), i.e., when they qualify antecedents :

Noun Clauses

Tell me *who did it.*

Tell me *when he will come.*

I know *why he said so.*

I know *how he did it.*

(b) For *Clauses introduced by "what"* see Art. 449.

Adjective Clauses

I know the boy *who did it.*

Tell me the time *when he will come.*

I know the reason *why he said so.*

Tell me the way *how he did it.*

(417) **Adjective Clauses** are sometimes introduced by the relative pronoun **but** : There is none *but wishes* (= who does not wish) *to be happy.*

(418) Clauses introduced by *who, which, when, where, etc.* are **subordinate adjectival** only when the words are used in a **restrictive** sense, restricting and defining the antecedents. But when the words are used in a **continuative** sense to give further details, the clauses they introduce are **co-ordinate**.

Restrictive and hence, subordinate Adjectival

- 1. The book *which I bought* is lost.
- 2. I know the boys *who are present.*
- 3. I know the place *where he lives.*

Continuative and hence, Co-ordinate

- 1. My horse, *which (= and it) is in the stable,* is an Arab.
- 2. I saw him yesterday, *when (= and then) he gave the news.*
- 3. I went to your father, *who (= and he) promised to help me.*

Note

(a) A restrictive clause *may be introduced by that*; but a continuative clause is never introduced by it.

(b) As stated in Art. 129 (b) Note (a), a Relative pronoun or Adverb, when used in a continuative sense, generally takes a comma before it. **But the presence of commas is not the decisive mark of a Relative Pronoun or Adverb being used in a continuative sense.** Restrictive clauses also may have commas before and after them :—

(i) William, *who did not much like the journey*, said it was too deep for them to venture on. — *A.B.C. of Eng. Usage*, p. 47.

(ii) Among the men, *who came here today*, not one turned out to be honest. Man has the power of making instruments, *which bring into view stars*, whose light has taken a thousand years to reach the earth. — *Nesfield*.

(iii) Whilst the authors of all these evils were idly and stupidly gazing on the menacing meteor, which *blackened all their horizon*, it suddenly burst — *Oxford Course in English Composition*, p.10.

In the above examples the clauses in italics are treated as (subordinate) adjectival by the authorities concerned.

E

EXERCISE 54

(a) *Pick out the Adjective Clauses and parse them :—*

1. The book that you gave me is lost.
2. I know the day when he will come.
3. Do not mention the time when you saw me.
4. The girls you saw are my sisters.
5. This is the house I bought.
6. He is the best boy that I have ever seen.
7. I want such a pen as will write well.
8. This is the same book as that.
9. I have lost the watch I bought the other day.
10. Only such boys are wanted as can speak fluently.
11. This is the story you told me.

(b) *Substitute Adjective or Adjective Phrases for Adjective Clauses :—*

1. I know the place where he was born.
2. Everybody loves a boy who speaks the truth.
3. I know the time when he will arrive.
4. The tree that stood in front of my house has been blown down.
5. I want a pen that is made in India.
6. A servant who is faithful always serves his master.
7. The boys that will succeed will get prizes.
8. Uneasy lies the head that wears a crown.
9. The reason why he failed is known.

(c) *Substitute Adjective Clauses for Adjectives or Adjective Phrases :—*

1. The boy sitting by me is my brother.
2. Only a boy of perseverance will succeed.
3. Water to drink should be pure.
4. No bareheaded person was allowed to enter.
5. Give me a pair of cloths made in India.
6. I have been to his place of residence.
7. The men in the room rushed out.
8. He informed us of the date of his arrival.
9. I know the path leading to his house.
10. They accepted the proposal put forward.
11. He loves his native village.

(d) *State whether the clauses introduced by "who", "which", "when", "where" in the following sentences are restrictive or continuative :—*

1. I have seen the boy who stood first in the examination.
2. My brother, who has seen you, will pardon you.
3. The place where he was born has been washed away by the Padma.
4. This is Calcutta where he was born.
5. He failed, which is a mystery.
6. I bought the horse which had won the race.
7. I have bought a horse which will win the race.
8. The girl lived in Dacca, where she was a student.
9. The girl went to the village where she had been a student.
10. The girl lives at her native village where she is a student.
11. I went to the boy, who promised to help me.
12. I went to the boy who had promised to help me.
13. I know your brother who is a pleader.



C. The Adverbial Clause

(419) **Adverbial Clause** does the work of an adverb in a sentence modifying a *verb, adjective or another adverb*. Adverbial Clauses can be introduced by any of the subordinating conjunctions excepting *that* used in Apposition :

(1) **Adverbial Clauses of Time** indicate *time* and are introduced by *when, while, after, before, till, until, since*, etc.

Wait until I come. He came when I was there. Strike while the iron is hot. He came after I had left.

(2) **Adverbial Clauses of Place** indicate *place* and are introduced by *where, whence, wherever, etc.*

Stay where you are. Return whence you come.

(3) **Adverbial Clauses of Reason or Cause** indicate *reason or cause* and are introduced by *because, as, since, that, etc.*

He cannot come because he is ill. As he is ill, he cannot come. Since you are ill, you need not come. I am sorry that you said this.

Note

The Subordinate clauses in sentences like *I am sure you will succeed; He is satisfied that you are right; Be careful what you say* may also be treated as Noun clauses with prepositions understood before them : *I am sure "of" that you will etc. He is satisfied "of" that you etc. Be careful "of" what etc.*

(4) **Adverbial Clauses of Purpose** indicate *a purpose* and are introduced by *that, in order that, so that, lest, etc.*

We read that we may learn. He works here in order that he may succeed. Walk slowly lest you should fall.

Note

For *in order that, so that, lest*, see Art : 292 (c) Note.

(5) **Adverbial Clauses of Result** indicate *result* and are introduced by *that, so that, such that :*

What have I done that you desert me? I am so tired that I cannot walk. He is such a fool that I cannot depend on him.

The conjunction *that* is sometimes understood.

He is so weak he cannot walk. You were so late I could not wait.

(6) **Adverbial Clauses of Manner** indicate *manner* and are introduced by *as :*

Travel as you like. It happened as I expected.

(7) **Adverbial Clauses of Condition or Supposition** indicate *condition or supposition* and are introduced by *if, unless, in case, whether, on condition, provided (that), supposing that, etc . :*

If I succeed I shall help you. I shall not go unless you come. I may come in case I have time. He will come provided he gets leave. I shall try, whether I succeed or not (succeed).

Sometimes, the introductory conjunction is omitted :

Had I been (= if I had been) rich, I would have helped you.

Were I (= if I were) present, I would have opposed you.

(8) **Adverbial Clauses of Concession** are introduced by *though, although, even if, even, etc.*

Though he is poor, he is honest. Even if I fail, I shall not give up hope. Although they were present, they said nothing.

Sometimes adverbial clauses of concession are introduced by pronouns or adverbs combined with *ever, viz., — Whoever, whatever, whichever, however :*

However strong you may be, I am not afraid of you. Whatever you may say, I do not believe you. Whoever he may be, he cannot be allowed.

(9) **Adverbial Clauses of Comparison or Degree** are introduced by *so.....as, such.....as, as.....as, than, the* :

He is not so tall *as* his brother. He is *as* wise *as* you. She is taller *than* you. *The more the merrier.*

(420) The Relatives "who" and "which" make adverbial clauses when they signify **cause or purpose**; See also Art. 129 (c).

Cause : My brother *who* (= because he) *is ill* cannot come. The picture *which* (= because it) *was spoiled*, has been thrown away.

Purpose : I shall send my brother *who will* (= that he may) *do the work*.

I have bought a dog *which* (= in order that it) *would guard my house at night*.

E

EXERCISE 55

(a) *Pick out the Adverbial Clauses and parse them :—*

1. Wait until I return.
2. Stay where you are.
3. As he is ill, he cannot come.
4. He worked hard that he might win the prize.
5. If you sit idle, you cannot prosper.
6. I shall go whatever may happen.
7. Do as I tell you.
8. He spoke so loud that he could be heard by everybody.
9. Though he is weak, he will try.
10. I shall help him, whether you like it or not.
11. However rich you may be, I am not afraid of you.
12. I am grieved that you do this.
13. You cannot succeed until you give up your bad habit.
14. He came when we were playing.
15. Come as soon as you can.

(b) *Substitute Adverbs or Adverbial Phrases for the Adverbial Clauses :—*

1. He came here *that* he might see me.
2. I went there *when* it was evening.
3. He came *after* I had left.
4. He was angry with me *because* I had disobeyed his orders.
5. He walked slowly *lest* he should fall.
6. As he is ill, he cannot go to school.
7. He punished me *that* I might be warned for the future.
8. When I was a child, I often thought so.

(c) *Substitute Adverbial Clauses for the Adverbial Phrases :—*

1. He cannot come *on account of* his mother's illness.
2. He did not speak *for fear of* displeasing you.
3. He succeeded *by dint of* perseverance.
4. He is too weak *to* walk.
5. I returned home *in the evening*.
6. He acted *according to* instructions.
7. He tried *with all his might*.
8. He will arrive *after* your departure.
9. He was frightened *to see* the animal.
10. On his return he was given a rich reward.
11. We shall start *after dinner*.
12. I cannot do it *without* your help.
13. In spite of his opposition, I carried the point.

(421) Note that the nature of a clause depends upon the work done by it, and not upon its wording. The **same clause may be a Noun clause, or Adjective Clause, or an Adverbial Clause**, in different sentences, as in the examples given below :—

1. I know *where he lives* — Noun clause, object of *know*.
2. I know the place *where he lives* — Adj. clause, qualifying *place*.
3. I shall go *where he lives* — Adverbial clause, qualifying *shall go*.

E EXERCISE 56

(a) Distinguish between a Phrase and a Clause.
 (b) Pick out the Phrases and Clauses from the following and state to which classes they belong :—

1. I hear that my father is ill.
2. He could not pass on account of illness.
3. The teacher was displeased with the boy who could not say his lessons.
4. The other day, when I was on my way to the station, I met a lame man lying on the road.
5. There is a tree in front of my house.
6. He is so much pleased that he has promised a donation.
7. In course of conversation he told me that he knew me to be a good man.
8. That was exactly what was expected.
9. Where he lives is not known.
10. I know what he wants.
11. Stay where you are if you would escape danger.
12. I have not heard from him since he left the place.
13. He did as he was asked to do.

(c) Substitute a clause for italicised portion in each of the following sentences and state to what class it belongs :—

1. I shall not move out till sun-set.
2. He has heard of your success.
3. I am surprised at your failure.
4. The tree in front of the house has been blown down.
5. I am hopeful of his recovery.
6. He levelled his gun at the birds flying overhead.
7. Everybody loves a dutiful boy.
8. His failure took us by surprise.
9. I believe his statement.
10. You cannot win the reward without my help.
11. This is my birth-place.
12. His innocence was clearly proved.
13. He left at day-break.
14. He returned to his native place.
15. But for your help I would have been ruined.
16. I met him on my way to school.
17. Tired by long walk, he rested under a tree.
18. The first boy will get a prize.
19. Water to drink must be pure.
20. I have heard about his arrival.



CHAPTER XXXV

SENTENCES : SIMPLE, COMPLEX, COMPOUND

(422) Sentences are divided into **three classes** according to their structure : **Simple, Complex, Compound.**

(423) A **Simple sentence** is one that contains only *one subject* and *one finite verb*, expressed or understood. It may have qualifying words, objects, etc. for the Subject and the Verb also. But the **main thing** is that it has only **one subject** and **one finite verb**.

Simple sentence-এ মাত্র একটি **subject** ও একটি **finite verb** থাকে। অবশ্য **subject** এবং **verb**-এর qualifying words, objects ইত্যাদি থাকিতে পারে। কিন্তু মূল জিনিষ **finite verb** মাত্র একটি ও **subject** মাত্র একটি।

Note the subject words and the verbs given in *italics* in the following sentences :

I came.

I came home.

I came home yesterday.

The good boy obeys his parents.

Barking dogs seldom bite.

See also Art. 428.

(424) A **Complex sentence** is one that contains *one Principal clause* with one or more Subordinate clauses. **The number of clauses will be the same as the number of finite verbs in the sentence.**

Complex Sentence -এ মাত্র একটি **Principal clause** ও এক বা একাধিক **Subordinate clauses** থাকে। মনে রাখিও যতটি **finite verbs** ততটি **clauses**.

In the following examples, the clauses in *italics* are Principal :

I know when he will come.

This is the place where he was born.

As you are rich, you must help those who are poor.

The first sentence has only two finite verbs (*know, will come*) ; so it has *two clauses* :

I know—Principal clause.

when he will come—Subordinate Noun clause, object to “*know*”.

The Second sentence also has only two finite verbs (*is, was born*) ; so it has *two clauses* :

This is the place—Principal clause.

where he was born—Subordinate Adj. Clause, qualifying “*place*”.

The third sentence has *three finite verbs* (*are, must help, are*), so it has *three clauses*—two Subordinate and one Principal :

As you are rich—Subordinate Adv. clause, qualifying “*must help*”.

you must help those—Principal clause.

who are poor—Subordinate Adj. clause, qualifying “*those*”.

Similarly, in the following examples, the clauses in *italics* are Principal :

This is the boy who helped me. He stayed on until I arrived. Since you are ill, you need not go. Though he is my friend, I cannot support him.

(425) A **Compound sentence** is one that contains *two or more independent clauses* with or without any Subordinate clause joined together by **co-ordinating conjunctions** like *and, or, then, but, else, however, therefore, still, yet, for, etc.*

Compound sentence-এ একাধিক Principal clause থাকে, Subordinate clause থাকিতে পারে, নাও পারে।

I am weak, *but I shall go.*

I went there *and found that my brother was ill.*

The book which you gave me was a good one, *but I have lost it.*

The first sentence has only two finite verbs (*am, shall go*) ; so it has two clauses :

I am weak—Principal clause

I shall go — Principal clause

The second sentence has three finite verbs (*went, found, was*) ; so it has three clauses :

I went there—Principal clause

(I) found—Principal

that my brother was ill—Subordinate Noun clause, object to “found”.

The third sentence has three finite verbs (*gave, was, have lost*) ; so it has three clauses :

The book was a good one—Principal clause.

I have lost it—Principal clause

which you gave me—Subordinate Adj. clause, qualifying “book”.

(426) Co-ordinate clauses are also joined by a Relative Pronoun or Adverb, used in a **Continuative**, and not in a Restrictive sense, i.e., when the relative can be broken up into “and he”, “and it”, “and this”, “and there”, “but he”, etc. See Art. 418.

He helped me, *which (= and this) was very kind of him.*

I went to Calcutta, *where (= and there) I stayed for one month.*

I went to the Principal *who (= and he) spoke kindly to me.*

At last I found him, *which (= and this) relieved me of my anxiety.*

(427) Contracted sentences— Compound sentences often appear in a contracted or shortened form in order to avoid the needless repetition of the same word :

(a) With *two or more predicates to the same subject* :

He *came and (he) delivered* a lecture.

I *was pleased but (I) could not do* anything.

(b) With *two or more subjects to the same predicate* :

They as well as you are wrong.

Either *he (must go) or his brother must go.*

He is poor, but (he is) honest.

(428) (a) When two or more nouns are joined by **and**, they are not separate subjects to the same verb, but **one** compound (double or multiple) subject to the plural verb following. Thus, “He **and** his friend left the place,” “The man **and** his wife were poor” are **simple** sentences with “He and his friend” and “The man and his wife” as their **compound** or **double subjects**.— Nesfield, Tipping. E. Smith.¹

(b) When the subjects joined by **and** are **inseparable**, or when two or more nouns, joined by **and**, denote a **single** fact, the sentence is not Compound :

He **and** I are great friends. He **and** I agreed. Meera **and** Anjali are walking together. Curry **and** rice is my favourite dish. The sum **and** substance of his story is this.

The first sentence cannot be broken up into ‘He is a great friend’ and ‘I am a great friend’,

¹ But MEU gives, “You and I would rather see that angel” as an example of a compound sentence.

because neither of these makes any sense. Similarly, the second and third sentences. In the fourth and fifth sentences, the subjects are the *collective* ideas conveyed by "curry and rice" and 'sum and substance'. 'He and I', 'He and I', 'Meera and Anjali', 'curry and rice', 'sum and substance' are **compound subjects**, and the **sentences** are all **simple**.

(c) When two nouns or phrases are connected by the conjunction "or", and the "or" is not used in an alternative sense, they should be regarded as constituting a single subject :—

A tribe or caste is part of a nation.

Here *caste* is used merely as another name for *tribe*. — Nesfield.

(429) Whether a sentence is complex or compound is determined by the number of its principal clauses, and not by the number and nature of its subordinate clauses. A complex sentence may have two or more subordinate clauses joined by co-ordinating conjunctions.

The boy who came here yesterday and whom you must have seen is my brother. As he is ill and the doctor has advised him rest, he cannot come to welcome you.

Similarly, a Compound sentence may have any number of subordinate clauses dependent on its principal clauses.

(a) *I shall go there* when you come, *but return* as soon as you leave the place. (b) As he is ill, *he cannot move out*, *but we expect* that he will come round before the ceremony ends.

Therefore, to determine whether a sentence with co-ordinating conjunctions is complex or compound, we shall see if the co-ordinate clauses are independent or subordinate. If independent, the whole sentence is *compound*; but if subordinate, the sentence is *complex*.

Note

(a) Some use the term "**Mixed sentence**" ; but in view of the arguments given above, it is not desirable.

(b) Modern grammarians use the term **Double** and **Multiple** for sentences in which the clauses are linked by co-ordinating conjunctions :— **Double** for a sentence that consists of *only two* principal co-ordinate clauses ; and **Multiple** for a sentence of *more than two* principal co-ordinate clauses.

Each of the coordinate clauses of a double or multiple sentence may have one or more subordinate clauses of its own. Thus, "He came and played", and the examples (a) and (b) above are double sentences. The following are examples of multiple sentences :

He came to the town, stayed for a few days and then returned to his village home. When he was ill, he consulted the doctor who had examined him before ; but as the latter could not diagnose the disease this time, he went to my brother and sought his help.

E

EXERCISE 57

State whether the following sentences are Simple, Complex or Compound ; pick out the clauses and show their connection :—

1. I know that he will come.
2. When will you go home to see your brother ?
3. Seeing this, he burst into tears.
4. They did not go there, but remained with me all the time.
5. There was a boy in our village who once saved a drowning girl.
6. When he will come is known to everybody.
7. I left the place after he had come.
8. As I am ill, I cannot go there ; but I shall do the needful from here.
9. You must work hard ; otherwise you will fail.
10. If you go there, you will be rewarded.
11. I do not want you to go there without your father's permission.
12. When I heard that the boy had fallen from the tree, I at once ran to his house and gave him all the help that I could give.



CHAPTER XXXVI

ANALYSIS OF SENTENCES

(430) In grammar, **Analysis** means the dividing up of a sentence into its various parts according to the work which they do in the sentence. The different parts of a sentence are :

- | | | |
|-----------------|---|--|
| Subject group | { | 1. The Subject
2. Adjuncts to the Subject, <i>if any</i> . |
| Predicate group | { | 3. The predicate-verb, generally called the Predicate.
4. Object, <i>if any</i> , with qualifying words.
5. Complements, <i>if any</i> .
6. Adverbial Adjuncts, or Extensions to the Predicate, <i>if any</i> . |

Note

Of these, the first and the third are essential to the sentence, the rest may or may not be present.

(431) The **Subject** is a word, or a group of words, that denotes the person or thing about whom or which something is said. It must be a *noun* or a *noun-equivalent* :

1. A Noun : *Birds fly. India is our motherland.*
2. A Pronoun : *We laugh. They weep.*
3. An Adjective : *The virtuous are happy.*
4. An Infinitive : *To err is human.*
5. An Infinitive Phrase : *To have done that was risky.*
6. A Gerund : *Swimming is a good exercise.*
7. A Verbal Noun : *The writing of letters well is not easy.*
8. A Phrase : *Success at any cost was his aim.*
9. A Clause : *That you will come is known.*
10. A Quotation : "All the world is a stage" occurs in Shakespeare.

(432) **Adjuncts to the Subject** are **Adjectives** or *equivalents to adjectives*.

The principal Adjuncts of this class are :

1. An Adjective : *A good boy is loved by all.*
2. A Participle : *Flying clouds are seen in the sky. The defeated team also got a cup.*
3. A Participial phrase : *The boy playing on the lawn is my brother.*
4. A Noun or Gerund used as an Adjective : *The street boy is laughing. Drinking water should be pure.*
5. A Gerundial Infinitive : *Water to drink should be pure.*
6. A Noun or a Pronoun in the Possessive case : *My brother is ill. His father's watch was stolen.*
7. A Noun or an Emphatic Pronoun in apposition : *Ramesh, my brother, is ill. He himself did it.*
8. A Preposition with an object : *A man of principle is liked by all.*
9. An Adv. used as an Adj. : *The then king did it. The down train is coming.*
10. An Adj. Clause : *Boys who work hard succeed.*

Note

Articles are really attributes, and hence Adjuncts ; but they are treated by some as parts of the subject-word.

E**EXERCISE 58**

Pick out the Subjects and Adjuncts to Subjects :—

1. A good boy minds his lessons.
2. The letter-box is red.
3. A young man of strong character is required for the post.
4. Seeing me there, he dared not open his mouth.
5. A few flying birds, about ten in number, were shot down.
6. The report of his death is not true.
7. Having finished his work, he left for home.
8. The boy standing there is my brother.
9. The sweet days of our boyhood are gone for ever.
10. The city of Calcutta was formerly the capital of India.
11. The teacher, coming to know of his conduct, ordered him out.



(433) Adverbial Adjuncts are *Adverbs* or *equivalents to adverbs*. The principal kinds of Adverbial Adjuncts are :—

- (a) An Adverb — He speaks *well*. He acted *wisely*.
- (b) An Adjective used as an adverb — He died *happy*.
- (c) An Adverbial phrase — They walked *side by side*.
- (d) A Participle — He went away *disappointed* (or, *weeping*).
- (e) A Gerundial Infinitive — He came *to see me*.
- (f) An Adverbial object — He walked *all day* (or, *five miles*).
- (g) A Preposition with an object — We arrived *in time*.
- (h) An Absolute phrase — *The sun having set*, we left the place.
- (i) An Adverbial clause — He went away *after I had left*.

Note

Adverbial adjuncts are often confounded with complements. It will be well to remember that words, phrases or clauses which show *how*, *when*, *why* or *where* an action is performed, are adverbial adjuncts.

E**EXERCISE 59**

Pick out the Adverbial Adjuncts :—

1. He played very well.
2. She came to see my brother.
3. It is three feet high.
4. She said this to me.
5. The brothers walked three miles together.
6. He broke off in the middle of his speech.
7. This was said by him to my brother.
8. He worked hard to pass the examination.
9. The task was finished by him quickly.
10. My father having died, I had to take charge of the family.
11. I have come after a long time to see my brother.
12. I am angry with you for having opposed me.
13. He was punished for disobedience.
14. Dinner over, they left the place.
15. I gave a pen to him.



(434) (a) The Object must be a noun or a noun-equivalent :

1. A Noun — I like the boy.
2. A Pronoun — I like him. We did it.
3. An Adj. — Everybody loves the good.
4. An Infinitive — He likes to swim.
5. A Gerund — He likes swimming.
6. A Phrase — I know how to do it.
7. A Clause — I know that he did it.
8. A Quotation — He said, "Do it at once".

(b) The Object may have the same kinds of adjuncts as the subject.**(435) The Complement of the predicate may be :**

- | | |
|-----------------|--|
| (a) Adjective | { We are <i>ready</i> (Subjective).
We made him <i>happy</i> (Objective). |
| (b) Participle | { It looks <i>charming</i> (Subjective).
I found him <i>tired</i> (Objective). |
| (c) Noun | { He was appointed <i>chairman</i> (Subjective).
He called me a <i>traitor</i> (Objective). |
| (d) Possessive | { The book is <i>mine</i> , not <i>Ram's</i> (Subjective).
He made my cause <i>his own</i> (Objective). |
| (e) Infinite | { The water seems to <i>boil</i> (Subjective).
I heard him say <i>this</i> (Objective). |
| (f) Noun Clause | { The report is that <i>he is ill</i> (Subjective).
We make ourselves <i>what we are</i> (Objective). |

E**EXERCISE 60***Pick out the Objects, Adjuncts to Objects and Complements :—*

1. I found him dead.
2. He gave me his own book.
3. He seems to be happy.
4. The sun looks small from a distance.
5. I use a pen made in India.
6. This is a charming scenery.
7. He appears to be angry.
8. I want you to do this.
9. He ordered me to go.
10. He hit the dog on the street.
11. I consider him a fool.
12. They made him Secretary of the club.
13. He called me a liar.
14. I was called a liar.
15. The truth is this.
16. This house is his.
17. We found him guilty of the offence.
18. The story is this.
19. I heard him say that he wished to succeed in life.
20. He was appointed Headmaster of the school.



CHAPTER XXXVII

ANALYSIS (continued)

Let us now proceed to the practical Analysis of different kinds of sentences.

(436) In analysing a **Simple Sentence**, proceed as follows :

1. Find out the Finite Verb, and set it down as the Predicate verb.
2. Find out the Subject to this verb, and set it down as the Subj.
3. Put down the Adjuncts of the Subject, if any.
4. If the Predicate-verb is transitive, put down the Object or Objects with their qualifying words.
5. Put down the Complements, if any.
6. Put down the Adverbial Adjuncts, if any.

Note

(a) "Not", being an adv. of negation is always placed in the Extension column—Harding.

(b) The analysis of a sentence may be arranged in two ways—in a tabular form, and in the ordinary running form. The tabular form of Analysis is shown in the following pages, while the running form is shown in the Analysis of the examples in Arts. 445–450.

Examples :— (See page 269)

1. Having worked his way through the Mission School, the young Parsee made up his mind at the age of fifteen to go to Bombay.
2. These two fierce attacks made at the same time from their front and on their right quite broke up the Mahratta army.
3. In the jungles near Tellicherry, on the south-east coast of India, there is a kind of large monkey, often tamed by the natives.
4. About 327 years before Christ, Alexander the Great, King of Macedon, invaded India, having conquered on the way all the countries between Greece and India.
5. The Judge, accepting the verdict of the jury, found the prisoner guilty.
6. The other day my younger brother saw two men fighting with each other.

E

EXERCISE 61

Analyse the following Simple Sentences :—

1. On hearing of my misfortune, all my friends ran to my help.
2. His new friend gave him the other day two good books.
3. Long ago, there lived in India a king named Asoke the Great, one of the greatest kings of all times.
4. Emperor Nasiruddin was an ideal ruler, never spending a single farthing from the Royal Treasury for his personal needs.
5. Having finished our work, we all left for our respective houses, happy and contented.
6. The other day the monitor of our class took a boy to task for disorderly conduct in the absence of the teacher.
7. Since my departure from Calcutta, I have been trying to the best of my power spread education among the simple village people.
8. Within a short time after the death of Muhammad, the religion founded by him spread to a considerable portion of the world.
9. An intelligent boy, the son of a very poor man, badly needs your help to be able to continue his studies.
10. Finding me absent, the servant of my neighbour, a lad of thirteen, entered my bed-room for the purpose of stealing my watch there.
11. Disappointed of the prize, the boy began to weep bitterly till the return of his father.
12. The other day, I met here a lame man, an old Kabuli with a bowl in his hand.

Subject Proper	Adjuncts to the subject	Finite Verb	Complement	Adverbial Adjuncts	Object with qualifying words
1 Parsee	(1) the (2) young (3) Having School	made up		(1) at the age of fifteen (2) to go to Bombay	his mind
2 Attacks	(1) these (2) two (3) fierce (4) made at right	broke up			the Mahratta army
3 Kind	(1) a (2) of large monkey, often tamed by the natives	is		(1) in the jungles near Tellicherry (2) on the India (3) there	
4 Alexander	(1) the Great (2) King of Macedon (3) having India	invaded		About 327 years before Christ	India
5 Judge	(1) the (2) accepting jury	found guilty		the prisoner
6 Brother	my younger	saw fighting with each other	the other day	two men	

13. The Headmaster expects his boys to be proud of their school.
14. Tired by long waiting, he came out, in utter disregard of my advice, to the riverside for news about the party.
15. After my recent failure, I dare not do anything without again consulting my parents and teachers.
16. His sister's husband being now dead, she wished him to leave college and assist her in managing the farm.
17. All work and no play makes Jack a dull boy.
18. Being tired by a long walk, the traveller, a young man, sat under a tree.
19. In the village there lives an old man, Charu Babu by name, respected by everybody for his wisdom.
20. Charmed by the boy's honesty and courage, the Headmaster of the school made him captain of his class.



(437) In analysing a **Complex Sentence**, proceed as follows :

- (1) Divide the whole sentence into as many *clauses* as there are finite verbs, expressed or understood.
- (2) Find out which of these clauses contains the *principal assertion*. Set it down as the principal clause, and the rest as subordinate clauses.
- (3) Classify these clauses according to the *function* they discharge, i.e., state whether a clause is a noun clause or an adjective clause or an adverbial clause.
- (4) Show the relation of the subordinate clauses to the principal clause and to one another.
- (5) Analyse the principal clause and the subordinate clauses separately if *full analysis* is required ; otherwise, mere clause analysis will do.

Note

- (a) Students will be able to easily determine the nature of a clause if they carefully remember the different words introducing different kinds of clauses, as stated in Arts. 412, 414-420 above.
- (b) For Vocatives, Interjections, Parenthetical expressions, Quoted speeches, etc.— See Chapter XXXVIII.
- (c) **The connectives belong to the clauses they introduce.**
- (d) **Prepositions governing a noun clause belong to the main clause ; but those governing an adjective clause belong to the subordinate one.**

Examples (See page 271)

1. When I was a student, I was one day taken to task by the Principal of my college for having played on behalf of an outside club, though he had ordered us not to do so.
2. Having been informed that my brother who had gone to Delhi to attend the Legislative Assembly was lying seriously ill of fever there, I applied for one week's leave of absence in order that I might go to him to arrange for proper treatment.



EXERCISE 62

Analyse the following Complex Sentences :—

1. I know that he was absent at that time.
2. There is no knowing when he will come.
3. Tell me where he lives.
4. Walking by the riverside, I came upon a man who had just come.
5. If you would prosper in life, never neglect anything.
6. It is a misfortune that you could not do anything to help him when he was in trouble.
7. Had I been present there when he was delivering his speech, I would have contradicted him with arguments which he could not meet.

Sentence or Clause	Kind of Clause	Connective	SUBJECT			PREDICATE		
			Subject proper	Adj. to the Subject	Predicate Verb	Object with qualifying words	Adv. Adj.	Complement
1. (a) I was one day ... club (b) When I was a student (c) though he... do so	Principal Sub. Adv. Clause, qualifying <i>was taken</i> in (a) Sub. Adv. Clause, qualifying <i>having played</i> in (a)	when though	I I he		was taken was had ordered		one day, by the ... club when not to do so	to task a student
2. (a) Having been informed, I applied absence (b) that my brother was lying ... there (c) who had..... Assembly (d) in order that treatment	Principal Sub. Noun clause obj. to prep. of understood, or Retained obj. to <i>having been informed</i> in (a) Sub. Adv. Clause, qualifying <i>brother</i> in (b) Sub. Adv. Clause, qualifying <i>applied</i> in (a)		I brother who I	having been informed my who	applied was lying had gone might go		for one absence seriously ill of fever there to Delhi.. .. Assembly to him... .. treatment	

8. You can never expect that, because you are talented, others will willingly make way for you in order that you may go ahead of them.
9. As I have never seen you previously, I cannot entrust you with such an important task unless I am permitted by my superior officer.
10. The other day, when I went to your father, he asked me if I knew anything of the boy that had applied to him for the post.
11. If you like I may point out to you the place where the accident occurred by which he lost his right eye.
12. Whatever you may say, I can never give you the thing you want till you assure me that you will not misuse it.
13. Though there is no dearth of candidates, I cannot say with certainty if any of them will be able to do all that you want.
14. Since you are determined to go, I advise you to see that you may not bring discredit upon the family to which you belong.
15. When the people were going to market, they found the Giant playing with the children in the most beautiful garden they had ever seen.
16. As I was absent at the time the incident took place, I had to depend for information about it on my friend who had seen everything with his own eyes from his house that stood close by.
17. History says that Socrates, when he was given the cup of hemlock, continued to talk to the friends who were standing around him as he drank it.
18. The man who does not see that the good of every living creature is his own good, is a fool.
19. If the rifle had not been a light one it would not have been possible for me to have moved it in the way it was imperative I should move it.
20. The two men, who were following a few yards behind me, came to a halt when they saw me stop.
21. Hearing that my friend had returned from Darjeeling where he had gone for a change of climate, I went to his house to see how he was.
22. However rich you may be, you can never be truly happy unless you win the love and respect of those with whom you live.
23. Though I was rather unwell, I had to do the work myself, because it was so secret a matter that it could not be left to others.
24. This is the place where I saw the man who went to this house.
25. As I am ill I cannot attend the meeting that will be held today in the Town Hall.
26. My brother whom you saw when you were there, was so ill that he could not sit for the examination.
27. The best thing for you will be to go to the place where you met the man who was inciting the people.
28. This is the place where I saw the man who had told me about the incident you speak of.
29. If you idle away your time, you will never be able to shine in life however intelligent you may be.
30. I know that when he was here he would often help the poor as much as he could.



(438) In analysing a Compound Sentence, proceed as follows :

(a) Break up the sentence into as many clauses as there are finite verbs, expressed or understood.

- (b) Find out the principal co-ordinate clauses.
- (c) Find out the subordinate clauses, if any, and show their relation.
- (d) Analyse each of the clauses separately if full analysis is required ; otherwise mere clause analysis will do.

EXAMPLES (See Page 274)

1. Though I was ill, I tried my best ; but, as ill luck would have it, all my exertion ended in smoke.
2. Long ago, when I was yet a student, I once went to Darjeeling, where I was charmed by the beautiful mountain scenery that greeted me on all sides.

E

EXERCISE 63

Analyse the following Compound Sentences :

1. He came to see me when I was in trouble ; but when I asked him for pecuniary help, he pleaded inability.
2. On my return from school, I went to my mother to ask for food ; but I found that she was lying ill of fever and my younger sister was nursing her.
3. I am sorry that you have disobeyed my orders ; however, as this is your first offence, I let you off this time with a simple warning, and hope you will not give me any trouble in future.
4. We should all love India, where we were born and which is one of the oldest countries in the world, and should never do anything that may bring discredit upon her in any way.
5. Just as the destruction was completed Newton opened the chamber door, and perceived that the labours of twenty years were reduced to a heap of ashes.
6. I was in the same school with the person you speak of ; but as he was senior to me by a few years we did not mix much with each other.
7. As soon as he received my letter, he closed his shop and hastened to the *thana* to request the Police Sub-Inspector to come to my rescue, which the latter did.
8. After the seven years were over the Gaint had said all he had to say, for his conversation was limited, and he determined to return to his own castle.
9. Anxious to hear of his illness, I went to his house, but was relieved to see that he was much better.
10. Take him to your house, give him food and then send him to a hospital so that he may recover quickly.
11. I know you helped him, yet I am not angry with you, for he is your friend.
12. As there was a traffic jam on the way, I could not catch the train yesterday, so I returned home and shall leave by today's mail train.
13. The Giant was very kind to all the children, yet he longed for his first little friend, and often spoke of him.
14. The other children, when they saw the Ginat was not wicked any longer, came running back, and with them came the spring.
15. I could not do the work, but I hope you will not mind this.
16. Ram as well as Jadu was there when I was in trouble, but neither of them did anything to help me.

Note

It is not necessary that the principal clauses should be shown first and the subordinate clauses afterwards. The Clauses may be shown in the order of the original passage (*vide* examples in A.B.C. of Eng. Usage p. 47)



Sentence or Clause	Kind of Sentence or Clause	Connective	SUBJECT		PREDICATE		
			Subject proper	Adj. to Subject	Predicate- Verb	Object with Adjective	Adverbial Adj.
1. (a) I tried my best (b) Though I was ill (c) All my smoke (d) As ill it	Principal	I	I		tried	my best	III
	Sub. Adv. Clause, qualifying <i>tried</i> in (a)	Though	I		was		
	Principal, co-ordinate to (a)	but	exertion	all my	ended	in smoke	
	Sub. Adv. clause, qualifying <i>ended</i> in (c)	as	luck	ill	would have	as	
2. (a) Long ago, I once ... Darjeeling (b) When I student (c) where scenery (d) That sides	Principal	I	I		went	once, long ago, to Darjeeling yet	a student
	Sub. Adv. clause, qualifying <i>went</i> in (a)	When	I		was	by the.... scenery	
	Principal, co-ordinate to (a)	where (= and there)	I		was charmed	me on all sides	
	Sub. Adj. clause, qualifying <i>scenery</i> in (c)		that		greeted		

A FEW DIFFICULTIES IN ANALYSIS

(439) Quoted sentences—Some take a quoted sentence as a Noun Clause. But that is hardly defensible on the following among other grounds :

(i) A noun clause must be connected with the principal clause by some connective, expressed or understood ; but no such connective can be supplied before a quotation.

(ii) How to proceed if the quotation is a long one, containing two or more sentences ? Let us take the sentence :

He said, "I cannot come to you today. My brother is ill and I have to attend on him. You may, however, expect me tomorrow."

The quotation consists of three sentences, which cannot be taken separately in their relation to the principal verb *said*, but have to be treated as a *single* part of speech, object to *said*.

A few other arguments are quoted from *Matriculation English Grammar* by L. Tipping (pp. 296–297)

(iii) "Clauses forming part of a sentence must be adapted to suit the nature of the sentence in which they stand, since they enter into its grammatical structure. But quotations are unalterable, they must always remain the same ; if their wording is changed, they cease to be quotations, and for this reason they are marked by inverted commas."

(iv) 'Quotations are included in sentences but do not enter into their grammatical structure, whether they consist of single words, phrases or even whole sentences. Thus in such a sentence as *the accusative of "I" is "me"*, if the quoted words entered into the grammatical structure of the sentence, we would have to say *The accusative of "me" is "I"*, since *of* governs the accusative, and *I*, following the verb *to be*, must be in the nominative case. But this would manifestly be absurd.'

A quotation is, therefore, to be taken as a long compound word, a noun-equivalent, object to some transitive verb, and sentences like 'I said', 'I am ill' are to be treated as simple.

No doubt this jars upon our usual notion of a simple sentence as one that contains only one finite verb, expressed or understood ; but there is no help. Nor is such treatment so unusual. For example, "I was surprised by his *I don't care attitude*" contains two finite verbs ; yet *I don't care* cannot be treated as a clause ; it must be regarded as a single part of speech, a *compound adjective*, and the whole sentence is to be taken as a simple one. There is also the analogy of sentences involving parenthetical clauses, like "He is, *I am sure*, something of a poet," where the whole sentence has to be taken as simple, and the parenthesis is to be analysed separately (see the next Art).

If we like, we may analyse the quotation separately, as we do a parenthetical clause.

(440) Parenthetical expressions—In sentences like "His conduct, *I believe*, is good", "This is the boy who, *I think*, came the other day", the portions in italics are thrown in as independent elements. They may be taken out without injuring the sentences. Hence, they are to be treated as *separate sentences parenthetically used*, and not as subordinate or principal clauses, and are to be analysed separately, as below :

He is the man who, I believe, did it.

Clause Analysis :

1. *He is the man*—Principal Clause.
2. *who did it*—Adj. clause, qualifying *man* in 1.
3. *I believe*—Parenthetical Clause.

Similarly, **Parenthetic Phrases**, as the examples given below, are to be analysed separately from the rest of the sentence as "parenthetic phrases" :—

He is, *to tell the truth*, not quite frank.

I was, *to be frank*, much surprised.

(441) The Introductory "There"— In sentences like '*There* is a man here,' '*There* was once a king in India, named Dasaratha,' the first *There* has entirely lost its force as an adverb of place, and is used only to introduce the sentence. Still, it is customary to analyse it as an *adverbial adjunct*, though some prefer to treat it separately as 'introductory'.

(442) Interjections— As an Interjection does not generally enter into the construction of the sentence, it may be set down simply as an *Interjection* :

Ah! It was a sad experience. *Alas!* I am undone.

But when the Interjection is the object of a transitive verb, as in the example given below, it must be analysed accordingly :

"*Bravo!*" shouted the people.

(443) Vocatives— Vocatives usually stand in apposition to a noun or pronoun, expressed or understood, and may be analysed as such. Thus, in "*Mookherjee*, I shall help you", "*Karim*, go there," *Mookherjee* and *Karim* are in apposition to *you*, expressed in the first case, but understood in the other.

Some grammarians, however, assert that Vocatives have no grammatical connection with the sentence in which they occur, and hence, they are not to be included in the analysis.

(444) The Use of "It" :—

(a) For sentences involving *it..... that* :

"Two constructions, closely allied, but grammatically distinct, are often confused : (i) Antecedent '*it*' followed by a defining *relative clause* with '*that*' (who, which); (ii) '*it*' followed by a *clause in apposition*, introduced by the conjunction '*that*'"—*Fowler*. Thus, in the following examples, the Relative clauses are marked R, and the Conjunction clause, C :

It is money *that* I want (R). It is you *that* I gave it to (R). It is to you *that* I gave it (C). It was a knife *that* I cut it with (R). It was with a knife *that* I cut it (C).

"The confusion ought not to arise, for *always with a relative clause, and never with a conjunction, the complement of the main predicate is a noun or the grammatical equivalent of a noun.*" —*Fowler (King's English)*.

(b) "*It*" followed by an infinitive phrase— In the following examples, we may analyse *It* as the *formal subject*, and the infinitive phrase as the *real subject*; or we may treat *It* as the *subject*, and the infinitive phrase as the *real subject*; or we may treat *It* as the *subject* and the infinitive phrase as *in apposition to "It"*, and hence, an *adjunct to the subject* :

It is easy *to say so*. *It* is hard *to believe him*.

But in cases like "*It is time to go now*", the infinitive phrase cannot be treated either as the real subject or as in apposition to *It*. We must here analyse *It* as the *subject*, and the *Infinitive* as an *Adverbial adjunct*.

(c) "It" as the formal object : In sentences like

I found *it* difficult to do the work.

I shall see to *it* that he does his work.

"*It*" is used in a vague sense meaning *something, namely*. In analysing, we should treat *It* as the object of the transitive verb or preposition, as the case may be, and regard the Noun Clause or the Infinitive as standing in apposition to *it*."

(445) Ellipses and omissions should always be supplied in analysing a sentence, as below :

(a) Sentence : *He is stronger than I.*

This is a Complex sentence, consisting of the following clauses :

1. *He is stronger*—Principal Clause.
2. *Than I (am strong)*—Adv. Clause, qualifying *stronger*.

(b) Sentence : *He worked harder than ever.*

1. *He worked harder*—Principal Clause.
2. *Than ever (he worked hard)*—Adv. Clause, qualifying *harder*.

(c) The conjunctions **if, though, till, when, while, whether** or often introduce elliptical **adverbial clauses, the subject and the predicate being understood** :

- (i) I shall certainly join *if (I am)* appointed.
- (ii) *Though (he is)* ill, he will attend the meeting.
- (iii) I shall stay on *till (I am)* relieved.
- (iv) He flared up *when (he was)* opposed.
- (v) He fell down *while (he was)* going up the steps.
- (vi) I shall support you *whether (you are)* right or wrong.

All the above examples are, therefore, complex sentences.

(446) Clauses introduced by "as" are often elliptical and present great difficulty to boys and girls. In some cases, the ellipses are so obscure that *as* may be regarded as making compound conjunctions. But in some cases the ellipses have to be supplied :

(a) *He acted as before.*

1. *He acted*—Principal Clause.
2. *As (he had acted) before*—Adv. Clause, qualifying *acted*.

(b) *He gave the same reply as before.*

1. *He gave the same reply*—Principal Clause.
2. *As (he had given) before*—Adj. Clause, qualifying *reply*.

(c) *He came as usual.*

1. *He came*—Principal Clause.
2. *As (it was) usual (for him to come)*—Adv. Clause, qualifying *came* in 1.

We may take *as* as a Rel. Pron. = *which, i.e., the fact of his coming*, subject to *was* understood. Then *as usual* = *which was usual* = *and this was usual*, so that the second clause is co-ordinate to clause no. 1.

(d) *I am not such a fool as to do it.*

1. *I am not such a fool*—Principal Clause.
2. *As (I should be)*—Adj. Clause, qualifying *fool*. Here *as* is a relative pronoun, complement to *should be*.
3. *(If I were) to do it*—Adv. Clause, qualifying *should be*.

or,

1. *I am fool*—Principal Clause.
2. *As (I should be) to do it*—Adj. Clause, qualifying *fool*. Here *to do* is a gerundial infinitive, used adverbially to *should be*.

(e) *Come as soon as you can*.

1. *Come as soon*—Principal Clause.
2. *As you can*—Adv. Clause, qualifying the first *as* (or *as soon*).

or,

We may take *as soon* as a compound conjunction so that *as soon as you can* is adv. to *come*.

(f) *Come as soon as possible*.

1. *Come as soon*—Principal Clause.
2. *As (it is) possible (for you to come)*—Adv. Clause, qualifying the first *as* or *as soon*.

(g) *Be so good as to help me*.

1. *Be so good*—Principal Clause.
2. *As (you should be good) to help me*—Adv. Clause, qualifying *so*.

(h) *He acted as if he were mad*.

1. *He acted*—Principal Clause.
2. *As (he would have acted)*—Adv. Clause, qualifying *acted*.
3. *If he were mad*—Adv. Clause, qualifying *would have acted*.

We may also take *as if* as a compound conjunction and analyse the sentence as below:

1. *He acted*—Principal Clause.
2. *As if he were mad*—Adv. Clause, qualifying *acted*.

(i) *As a friend, I advise you to do this*.

1. *I advise this*—Principal Clause.
2. *As a friend (would advise you)*—Adv. Clause, qualifying *advise*.

(j) *As you sow, so shall you reap*.

1. *You shall reap so*—Principal Clause.
2. *As you sow*—Adv. Clause, qualifying *so*.

447 The use of "the the"—In sentences like

The more the merrier ; The more he gets, the more he wants; the second clause is the principal, because when expanded, the sentences stand as "*By how much more men there are, by so much merrier they are*." "*By how much more he gets, by so much more he wants*."

Note

Sweet's statement "the two clauses are so mutually dependent on each other that it is difficult to decide which is the principal clause. For grammatical purposes, we may regard the first as the principal clause simply on the ground of its coming first" is open to question.

448 Sentences in which the Subject is a Noun Clause, as in the examples given below, require careful attention :

That he is right is known. *How he went there* is known to all. *Whether he will succeed* is uncertain.

To say that the whole noun clause is the *subject* of the sentence does not meet the difficulty of *clause analysis*, where we have to break up the entire sentence into its component clauses, and show their relation to one another. We cannot call the whole sentence *principal* as is done by some, because that leaves the main question undecided—"Principal" what? — sentence or clause? Evidently, the whole cannot be a *clause*; it is a *sentence*; but we are required to find out the *clauses*. Again, we cannot call *That he is right*, *How he went there*, etc. *principal clauses*, because they do not stand independently and so do not contain the *principal verbs*. The best way to break up such sentences into clauses is as below:

- (a) 1. (*That he is right*) is known—Principal Clause.
2. *That he is right*—Noun Clause, Subject to *is known*.

- (b) 1. *It (that he is right) is known*—Principal Clause.
 2. *That he is right*—Noun Clause, case in apposition to *It* in 1.

Note

"When a Noun Clause is the subject of a sentence it is very common to use the word 'it' as the grammatical subject of the principal verb ... The noun clause is then in apposition to "it" (Bain). In the above sentence, *that* is a conj., joining '*he is right*' with '*the fact*' (or *It*) *is known*, *the fact* or *It* being supplied to complete the sense."

449 Clauses introduced by "what" present considerable difficulties, and hence, require a fuller discussion.

(a) When the *what*-clause is a *dependent question*, i.e., a question in the indirect form, it is a *Noun Clause*, object to the preceding transitive verb. Thus, in

I ask you *what you want*.
 Can you say *what he requires*?
 I know *what he means*.

The *what-clauses* are all noun clauses, objects to *ask*, *say* and *know* respectively.

(b) When *what* in a subordinate clause is a Relative Pronoun, we may proceed in any of the three ways :

Sentence : *Show me what you bought*.

- (i) *Show me*—Principal Clause.
What you bought—Noun Clause, object to *show*.
- (ii) *Show me that*—Principal Clause.
Which you bought—Adj. Clause, qualifying *that*.
What = that which.
- (iii) *Show me that*—Principal Clause.
What you bought—Adj. Clause, qualifying *that*.

Those who support the last form quote the sentence, "*What I tell you in darkness, that speak ye in the light*" to assert that the antecedent of *what* is *that*, which was formerly expressed, but is now understood.

Sentence : *This is what I want*.

- (i) *This is*—Principal Clause.
What I want—Noun Clause, complement to *is*.
- (ii) *That is that*—Principal Clause.
Which I want—Adj. Clause, qualifying the second *that*.
- (iii) *That is that*—Principal Clause.
What I want—Adj. Clause, qualifying the second *that*.

(c) When the *what*-clause is used as *subject* to some finite verb, we may proceed in any of the following ways :

Sentence : *What he said is true*.

- (i) (*What he said*) *is true*—Principal Clause.
What he said—Noun Clause, subject to *is*.
- (ii) *It (= What he said) is true*—Principal Clause.
What he said—Noun Clause, case in apposition to *It*.
- (iii) *That is true*—Principal Clause.
Which he said—Adj. Clause, qualifying *That*.
What = that which.
- (iv) *That is true*—Principal Clause.
What he said—Adj. Clause, qualifying *That*.

(450) Miscellaneous :—**(a) As soon as, no sooner than :**

These Conj-phrases mean the same thing, but the Principal clause in the latter is the subordinate clause in the former, and *vice versa* :—

Principal clause

We started

No sooner did the rain stop

Subordinate clause

as soon as the rain stopped.

than we started.

(b) Rather than :

"I will suffer myself *rather than* (that) he should."

"*Than* is a preposition here, not conjunction, and the Noun Clause "that he should (suffer) is its object". — *Nesfield* (p. 274).

EXAMPLES WORKED OUT

Let us now work out a few passages by way of example. Only clause analyses are given :

(a) As Issac grew older, it was found that he had far more important matters in his mind than the manufacture of toys like the little windmill.

(b) The first thing that men learned, as soon as they began to study nature carefully was that some events take place in regular order and that same causes always give rise to the same effects.

(c) When the children saw him they were so frightened that they all ran away and the garden became winter again.

(d) You have no idea how tired they are at times, but because they do not complain, you think everything is all right.

(e) The guilty trembled when they came before him, for they knew that his eyes would look straight into their guilt.

(f) When the King came to himself and was alone, pondering over the matter, he saw that the last angel had explained the mystery.

(g) I cannot avoid imagining that thus reigned by his lessons out of all my suspicion and divested of even all the little cunning which Nature had given me, I resembled, upon my first entrance into the busy and insidious world, one of those gladiators who were exposed without armour in the amphitheatre at Rome.

(h) Jack was just preparing to force his way through this thicket, when we were startled and arrested by a strange pattering or rumbling sound which appeared to us quite different from any of the sounds we had heard during the previous part of our walk.

(i) As Captain Lemuel Gulliver had not yet discovered the island of Lilliput, Issac did not know that there were little men in the world whose size was just suited to his windmill.

(j) How long I might have continued in this torpid state of simplicity I cannot tell, had I not been roused by seeing an old acquaintance whom I knew to be a prudent blockhead, preferred to a place in government.

Ans. (a) This is a *complex sentence* containing the following clauses :

1. As Issace grew older—Adv. Clause, qualifying *was found* in 2.
2. It was found—*Principal clause*.
3. That he had mind—Noun clause, case in apposition to *it* in 2.
4. Than the manufacture windmill (was)—Adv. clause, qualifying *more important* in 3.

(b) This is a *complex* sentence containing the following clauses :

1. The first thing was—Principal clause.
 2. That men learned—Adj. clause, qualifying *thing* in 1.
 3. As soon carefully—Adv. clause, qualifying *learned* in 2.
 4. That some events order—Noun clause, subj. compl. to *was* in 1, coordinate to 5.
 5. That same causes effects—Noun clause, subj. compl. to *was* in 1, coordinate to 4.
- Connective—*and*.

(c) This is a *double* sentence, containing the following clauses :

1. When the children saw him—Adv. clause, qualifying *were frightened* in 2.
2. They were so frightened—Principal Clause, co-ordinate with 4.
3. That they all ran away—Adv. clause, qualifying *so* in 2.
4. The garden again—Principal clause, co-ordinate with 2.

Connective—*and*.

(d) This is a *double* sentence, containing the following clauses :

1. You have no idea—Principal clause, co-ordinate with 4.
2. How tired they are at times—Noun clause, governed by the preposition *of* or *about* understood before the clause.
3. Because they do not complain—Adv. clause, qualifying *think* in 4.
4. You think—Principal clause, co-ordinate with 1.
5. Everything is all right—Noun clause, object of *think* in 4.

Connective—*but*.

(e) This is a *double* sentence, containing the following clauses :

1. The guilty trembled—Principal clause, co-ordinate with 3.
2. When they came before him—Adv. clause, qualifying *trembled* in 1.
3. They knew—Principal clause, co-ordinate with 1.
4. That his eyes....guilt—Noun clause, object of *knew* in 3.

Connective—*for*.

(f) This is a *complex* sentence, containing the following clauses :

1. When the King came to himself—Adv. clause, qualifying *saw* in 3, co-ordinate with 2.
2. (When the King) was alone matter—Adv. clause, qualifying *saw* in 3, co-ordinate with 1.
3. He saw—Principal clause.
4. That the last.....mystery—Noun clause, object of *saw* in 3.

Connective—*and*.

(g) This is a *complex* sentence, containing the following clauses :

1. I cannot avoid imagining—Principal clause.
2. That, thus.....cunning, I resembled.....gladiators—Noun clause, object of *imagining* in 1.
3. Which nature had given me—Adj. clause, qualifying *cunning* in 2.
4. Who were exposed.....at Rome—Adj. clause, qualifying *gladiators* in 3.

(h) This is a *multiple* sentence, containing the following clauses :

1. Jack was just.....thicket—Principal clause, co-ordinate with 2 and 3.

14. I hoped to converse with men in this world, simple and believing like myself, but I found them cunning and cautious as those in the world I had left behind.
15. At last they reached the door-way, where the Queen had watched hour after hour, not able to rest, in her terrible fear that something might have happened to her son.
16. The first opportunity he had of finding his expectations disappointed, was at the very middling figure I made in the university.
17. Though I have warned you again and again, and though every care has been taken to give you the best possible company here, you still mix with persons who are notorious for their wickedness, and one of whom was expelled from school for gross misconduct.
18. When he came to me in reply to my summons, I told him that unless he would finish the work before the Magistrate came, I would be put to great shame ; but he does not appear to give any thought to it and continues as lazily as ever.
19. You look to the sun, for he is your taskmaster, and by him you know the measure of the work you have done, and the measure of the work that remains for you to do.
20. Once a beautiful flower put its head out from the grass, but when it saw the notice-board it was so sorry for the children that it slipped back into the ground again and went off to sleep.
21. After a long and dangerous voyage, during which there happened many wonderful things about which you will some day hear, the Argonauts arrived at the land of the Golden Fleece.
22. Many a time during the long voyage, when Jason was in great danger and did not know what to do, he consulted that figurehead, and he always received good advice.
23. It was not entirely her fault, because she was sent by Jupiter to do this ; and his first intention was that she should bring evil only.
24. The people of Greece believed that if they did what was right, the gods would be pleased and would love them and send them wealth and happiness.
25. But, quick as a flash, Orpheus seized his lyre and drew from it such beautiful music that the dog crouched down at his feet, and licked the hands he had been ready to bite.
26. Nobody could explain why he so strongly disliked one whom he had once protected and whose conduct and character had won him friends wherever he was known.
27. When, contrary to the wicked hopes he had formed, his brother proved victorious, his anger and envy knew no bounds, and he swore he would burn the chamber where Orlando slept.
28. The more carefully nature has been studied, the more widely has order been found to prevail, while what seemed disorder has proved to be nothing but complexity.
29. Whenever you are arguing with someone about a point, remember that there is quite a good chance that you are wrong, however confident you feel about it.



CHAPTER XXXIX

SYNTAX

(451) A verb must agree with its subject in *number* and *person* ; as,
He *is* all ; I *am* happy ; They *were* happy.

(452) **The Error of Proximity**—The verb is sometimes made, through mistake, to agree in number with a noun or pronoun near it, instead of with its subject. This should be guarded against. অনেক সময় verb-এর number ইহার প্রকৃত subject

* Always verb follows the subject only if the subject is not its nearest noun or pronoun
অনুযায়ী না লিখিয়া নিকটবর্তী noun বা pronoun অনুযায়ী লেখা হয়, এটা ভুল।

One of them was (not, were) present there. The best of the boys has (not have) got a prize.
The presence of so many men is encouraging. Each of the girls is clever.

(453) (a) The Common Noun following **one of the** should be in the plural number. 'one of the' always follows the plural common noun.

He is one of the best boys (not, boy). One of the men (not, man) gave me the book. Lend me one of the pens.

Note

In the sentence "One of the rooms is closed", the subject is *one of* and the actual subject-word is *one*; hence the verb should be in the singular; The corrected sentence would be : One of the rooms is closed (not are closed).

(b) *One of*, followed by a *plural noun or pronoun* and *relative clause*, often leads to error because it encourages a singular verb : He is one of those persons who is never satisfied with his job. This is one of the buildings that was destroyed in the earthquake. The antecedent of *who* and *that* is not *one*, but *persons* and *buildings* respectively. It is therefore plural. The corrected sentences would be :

He is one of those persons who are never satisfied with their job. This is *one of the buildings that were destroyed in the earthquake.*

(c) *One in ten boys is* in default. *Two in ten boys are* in default.

(d) For **more than one, more than two**, see Art. 40, Note (d).

(454) When an **Infinitive, a Gerund, a Verbal Noun, a Clause or Phrase** is the subject, the verb is in the *third person singular*.

To err is human. Swimming is a good exercise. The writing of letters well is not easy. That he is ill is known to all. Success at any cost was his aim. What he says is not right.

(455) When a **Collective number** is meant, the noun, though plural in form, has a *singular verb* :

Fifty rupees is enough for me. Hundred cents makes one dollar. Three miles is a long distance. Eight rupees was the price of the thing.

But "Twice two is four" and "Twice two are four" are equally correct.—MEU under is, sec. 2. "In the type five times five is/are twenty-five, either is or are is correct"— MEU.

(456) The **name of a thing or a country**, though plural in form, takes a *singular verb* :

The United States of America is a rich country. The Folk Tales of Bengal is a good book.

(457) A **Collective noun takes a singular verb** when the things or persons are taken *collectively*, and a *plural verb* when they are taken *separately*.

একই প্রকারের অনেকগুলির সমষ্টি বুঝাইলে verb-টি singular হয় ; সকলকে সমষ্টিভাবে না বুঝাইয়া স্বতন্ত্রভাবে বুঝাইলে verbটি plural হয়।

The class is large. The audience are requested to take their seats. See Art. 12.

We must be consistent. Thus, we should write,

The Board has agreed to grant a bonus to its (not, their) employees. The mob do (not, does) not know their mind.

Note

(a) "Team was, team were : The use of *was* or *were* is determined by the sense, by the way in which 'team' is regarded. Regarded as a unit, *team* should be given a singular verb, e.g., 'The team was given an ovation' and the '*team has won the cup*'. Regarded as so many

individuals, *team* should be given a plural verb, e.g., 'The *team* were given medals for winning the cup' and 'The *team* agree among themselves' — Thomson & Irvine : *Everyday English Usage*.

But, six *teams* are participating in the contest.

(b) "Should a collective noun be considered singular or plural? In this matter, as in others, the fashion of grammar changes.....This is mercifully a question in which each may decide for himself; but once having decided, he must be consistent. If he treats his noun as a singular, singular it must be throughout."—A.B.C. of Eng. Usage.

(c) "Another difficulty arises with collective nouns that are followed by a partitive genitive. A *number of people, books, towns* 'are' or 'is'? Here the force of attraction is at work. If a plural noun follows the *of*, the verb is almost inevitably, and on the whole justly, made plural by *attraction*."—A.B.C. of Eng. Usage

(458) A singular *collective noun* followed by *of* and a *plural noun (collective noun + of + plural noun)* is used as *a unit* to denote *a single undivided group* of people or things and therefore, takes a *singular verb*. In such constructions, the number of the verb is determined by the *singular collective noun*, and not by the plural noun placed after *of*.

A *group of people* was helping.

A *bunch of keys* is kept in the drawer.

A *crowd of students* wants to meet the Principal.

A *set of rules* has been framed.

But, *two groups of people* were helping them.

(459) (a) If the **Subject and Complement** are of **different numbers**, the verb must agree with the Subject.

Our guide *was* (not, *were*) the stars. The stars *were* our guide. Germany's great need *was* colonies. Colonies *were* Germany's great need.

(b) Special attention is to be paid to the use of the number after "**what**", which may be both singular and plural. In each of the following sentences, *what* starts as singular because a singular verb follows it; but the next verb (belonging to *that of that which*) is made plural on account of the influence of the plural complement. This is wrong. নীচের বাক্যগুলিতে *What*-এর পরবর্তী প্রথম verb-টি singular, কিন্তু দ্বিতীয় verb-টি plural complement-এর আকর্ষণে ভুলে plural করা হইয়াছে।

What *is* required *are* (should be, *is*) houses at fair rents. What *seems* to be needed *are* (should be, *is*) strict measures. What *strikes* me most there *are* (should be, *is*) its beautiful roads.

The mistake is of the opposite kind in the following :

We have been invited to abandon what *seems* to be the most valuable parts of our constitution (read *seem*; abandon the parts of our constitution that *seem*). He decided, for what *was* good reasons, not to go there (read *were*; for reasons that *were*).

(c) Care should be taken about the use of the number in sentences beginning with introductory "**there**". *There is* used when referring to something singular ; as,

There is a big tree near my house.

When referring to something plural, use *there are* ; as,

There are many good schools in the town.

Errors sometimes occur in longer sentences ; as,

There is my friend Rakesh, my parents and uncle Subhas to help me.

What is being referred to here is plural (friend Rakesh, parents and uncle Subhas) and the sentence should start with *there are*.

E**EXERCISE 65**

Fill up the blanks :—

1. The man who quarrels with his brother — not loved by anybody.
2. I know where the house of the brothers —.
3. These acts of the king — very unpopular.
4. To honour our superiors — our duty.
5. To ride — a good exercise.
6. That he will come — known to all.
7. This copy of 'Lives of Poets' — cost me fifty rupees.
8. Twenty shillings — one pound.
9. Sixty minutes — one hour.
10. The meeting — well attended.
11. The crowd — been dispersed by the police.
12. The jury — unanimous.
13. The jury — not unanimous.
14. The United States — a rich country.
15. A large number of men — present.
16. The train of my ideas — interrupted.
17. This state of things — been going on for a long time.
18. The pleasures of sin — short.
19. Ninety rupees — paid for the table.
20. The committee — unanimous on — opinion.
21. The committee refuses to give — opinion.
22. That he said so — never been denied.
23. Their best help — the village boys.
24. The boys — their best help.
25. What is said — words.
26. Words — what — said.



(460) Two or more singular subjects joined by **and**, expressed or understood, take a verb and a pronoun in the *plural*. একাধিক singular subject যদি *and* দ্বারা যুক্ত হয় তবে *ইহাদের verb* ও *pronoun plural* হয়।

Ram and Shyam *were* there, but *they* did nothing. She and her father *have* gone to their village.

Exceptions : (i) If the subjects denote the *same person or thing* (*and* দ্বারা যুক্ত Subject-গুলি যদি একই ব্যক্তি বা বস্তুকে বুঝায়) the verb and the pronoun should be *singular* :

"The Secretary and Treasurer *has* come"—Here *the same* man is both Secretary and Treasurer. If two different persons were meant, the article *the* would have been repeated before "Treasurer" and the verb would have been *have*. See Arts. 101 and 482.

(ii) When the subjects express a *single idea* (*and* দ্বারা যুক্ত noun-গুলির সমন্বয় যদি একটি মাত্র ভাব প্রকাশ করে) the verb and the pronoun are *singular*.

The long and the short of the story *is* this. A *hue and cry* was raised. Slow and steady wins the race. Bread and milk *is* his only food. All coming and going was forbidden.

(iii) When **each**, **every** or **no** is put before each noun (*and* দ্বারা যুক্ত noun-গুলির প্রত্যেকটির পূর্বে যদি *each*, *every* বা *no* থাকে), the pronoun and the verb should be *singular* :

"Each man and each woman *gets* a shilling", 'Every star and every planet *is* the handiwork of God', 'No friend and no relative *cares* for me.'

Even when *each* or *every* is not repeated, the verb is singular :

Every man, woman and child was killed.—MEU. p. 24. “*Every Tom, Dick and Harry plays golf nowdays.*”—Good English by G.H. Vallins.

(iv) When *and* is followed by a negative word as **no**, **not**, the verb and the pronoun should be of the same number as the noun or pronoun preceding *and* (*and*-এর পরে যদি *no* বা *not* থাকে তবে verb ও pronoun-গুলি *and*-পূর্ববর্তী noun বা pronoun অনুযায়ী হয়) :

‘A friend, *and not* a foe, greets you.’ ‘*Two pens only, and no book, are required.*’

461 When a noun or pronoun is joined with another noun or pronoun by **with**, **together with**, or **as well as**, the verb agrees with the noun or pronoun preceding these (*with*, *together with* বা *as well as* দ্বারা কোন noun বা pronoun যুক্ত হইলে verb বা pronoun-টি এই কথাগুলির পূর্ববর্তী noun বা pronoun অনুযায়ী হইবে) :

‘*Ram, with (or together with) his friends, was punished.* ‘*They, with their father, were punished.*’ ‘*I, with my brother, am to go,*’, ‘*Ram as well as his friends is expected.*’

But it is better to avoid such constructions.

E

EXERCISE 66

Fill up the blanks :—

1. Time and tide — for nobody.
2. Early to bed and early to rise — a man healthy, wealthy and wise.
3. Curry and rice — my favourite food.
4. Each man and each woman — given a rupee.
5. Every man and every woman — to suffer thus.
6. No man and no woman — ever heard of this.
7. I, and not my brother, — done this.
8. A few pencils, and not a pen, — wanted.
9. That eminent critic and statesman — said so.
10. The horse and carriage — at the door.
11. No man, no woman and no child — saved.
12. The hue and cry — stopped.
13. Each house and each tree — burnt down.
14. The king as well as his minister — surprised.
15. He as well as his friends — guilty.
16. The boys as well as their leader — run away.
17. The students as well as the Principal — arranged a party.
18. The Principal as well as the students — arranged a tea-party.
19. The captain with the soldiers — tried.
20. The soliders with the captain — tried.
21. The king with his guards — slain.
22. They with their leader — taken prisoner.

462 Singular subjects joined by **or**, **either—or**, **neither—nor**, take singular verbs and pronouns (*or*, *either—or*, *neither—nor* দ্বারা যুক্ত singular subject-এর পর singular verb ও pronoun বসে) :

Ram or Shyam *has* to go there. *Either he or his brother is* guilty and must suffer for his misdeeds. *Neither he nor his brother is* guilty.

463 (a) “If alternative members differ in number etc., the nearest prevails (*Were you or he, was he or you, there?* ; *either he or you were, either you or he was*), but some forms (e.g. *was I or you on duty?*) are avoided by inserting

a second verb (was I or were you....?).”—MEU under or, section 2¹.

(b) “When there are alternative subjects co-ordinated by or or nor, one singular and one plural, the verb agrees with the one which immediately precedes it”.

“Neither the child nor her companions have been heard of since. Either the children or their nursemaid has taken the book”—F.T. Wood.

Neither the teacher nor the students are coming.

Neither the students nor the teacher is coming.

(464) When subjects of different persons are joined by either—or, neither—nor, the verb agrees with the subject nearest to it (either-or, neither-nor দ্বারা যুক্ত subject যদি বিভিন্ন persons-এর হয় তবে verb-টি নিকটতম subject অনুযায়ী হয়।) :

Either he or I am to blame. Neither he nor you are guilty. Either he or they are guilty.

(465) When subjects are joined by not only but also, the verb agrees with the subject nearest to it.

Not only he but also his brothers are in trouble.

Not only his books but also his money bag was stolen.

E

EXERCISE 67

Fill up the blanks :—

1. Either you or he — wrong.
2. Jadu, Madhu or Ramesh — done this.
3. Jadu or you — done this.
4. Neither the king nor his ministers — present.
5. Neither the sailors nor the captain — saved.
6. Either he or you — to blame.
7. Neither life nor property — respected.
8. Neither the moon nor the stars — visible.
9. Either I or they — in fault.
10. Man's happiness or misery — unreal.
11. Either your box or your books — burnt.
12. Either the boy or his friends — acted improperly.



(466) In the **position of Nouns and Pronouns** of different persons, the second person stands first, the third person second, and the first person last (বিভিন্ন persons-এর nouns ও pronouns একত্র লিখিতে হইলে প্রথমে second person, তারপরে third person এবং সর্বশেষে first person বসে) : (231)

You, Ram (or he) and I have been rewarded.

But in confessing faults, courtesy requires that the usual order should be reversed (কিন্তু দোষ স্বীকারে উপরের order-টি উচ্চাইয়া যায়) : (132)

I, Ram and you are all guilty.

(467) When subjects of **different persons** are joined by and, the personal pronoun to be used for them should be of *First Person*, if one of the subjects is of that person ; of the *Second Person*, if one of the subjects is of that person,

¹“Colloquial English, however, allows considerable latitude to the verb with an alternative subject.”—A.B.C. of Eng. Usage.

and none of the First (বিভিন্ন persons-এর subjects যদি and দ্বারা যুক্ত হয় তবে তাহাদের পরিবর্তে যে pronoun বসে তাহা First Person-এর হইবে, যদি subjects-এর একটিও এই person-এর হয় ; Second Person-এর হইবে, যদি subjects-এর একটিও এই person-এর হয় এবং First Person-এর কোন subject না থাকে) :

Ram and I did *our* works. You and I did *our* duties. You and Leela did *your* lessons. You, Leela and I did *our* duties.

(468) The Relative Pronoun agrees in number, gender and persons with its antecedent :

I *who am* your leader command you. This is the lady *who has* lost *her* ring. Those *who are* guilty shall be punished. He was one of the best boys *that were* seen there. It is useless to me *who have* left the world.

(469) When a Relative Pronoun has apparently two antecedents of different persons, the verb and the pronoun agree with the antecedent nearer to them (বিভিন্ন persons-এর দুটি বাহ্যতঃ antecedents থাকিলে Relative Pronoun-এর verb ও person নিকটবর্তী antecedent অনুযায়ী হয়।) :

I am the *man* who *helps* you. You are the *person* who *helps* me. I am the *man* who *has* lost *his* pen.

Note

In the above sentences each relative has *really* one antecedent only (shown in italics). *I* in the first sentence, *you* in the second, and *I* in the third are *not* the antecedents of *who*.

(470) "To be" verbs take the same case before and after them :

Whom do you take *me* to be ? Who do men say that *I am* ? *It is I*.

Note

"But the fact remains that few people would say or write 'It's *I*', 'This is *he*'. 'That's *she*'. Usage, a trifle shamefacedly, admits the object form to such expressions, 'It's *me*', 'That's *her*'.—Good English by G.H. Villins.

(471) The anticipatory It is used for masculine or feminine or neuter nouns, both singular and plural ; but the verb is singular.

It was I (or *you*, or *he* or *she*, or *they*) that did it. *It was these books* that I wanted.

Also note :

It is *I* who *have* made this house. It is *Ram* who *has* helped me. It is *they* who *teach* the poor boys in *their* spare time.

In the above constructions, the antecedents of who are *I*, *Ram* and *they* and not *it*. So the relative pronoun agrees in number and person with its antecedents, not with *it*. [See Art. 468 above.]

E

EXERCISE 68

Fill up the blanks :—

1. This is the boy who — done it.
2. These are the boys who — done it.
3. Give me some mangoes that — sweet to the taste.
4. Who is the boy that — done it ?
5. Who are the boys that — done it ?
6. Those who — passed will be readily admitted.
7. You are the man who — guilty.
8. I am the man who — done it.

9. It — he who—guilty.
10. I who — your leader — you this order.
11. Each of these houses — a garden of—own.
12. It is I who — younger than you.
13. It is they who — done this.
14. It — I who — guilty.
15. It — you who — guilty.
16. You are the man who — to suffer for it.
17. Who do you think that I — ?

❖ ❖ ❖ ❖

(472) The Case of the pronoun following “than” and “as” has to be determined by mentally supplying the verb :

I love you better *than* he (loves you). He loves you better *than* (he loves) me. He is not so strong *as* you (are).

Note

Than is a conjunction ; but it has come to be used as a preposition too in a few cases.
[See Art. 284].

(473) A noun or pronoun in the Possessive Case should not be used as the antecedent to a Relative Pronoun (Possessive case-এর কোন noun বা pronoun কথনও antecedent হইতে পারে না) Thus, instead of writing,

“I went to the *man’s* house *who* is my friend.”
we should write,

“I went to the house of the *man* *who* is my friend.

(474) Emphatic Pronouns can never stand alone as subjects. Hence, we should write :

He and *I* (not, *myself*) went there. *I* (not, *myself*) will do it.
But we can use :

He and *I myself* went there. *I myself* will do it.

(475) There are a few Adjectives, such as *alone*, *asleep*, *afraid*, *awake*, *aware*, *alive*, *content*, etc. that can be used only predicatively See Art. 68(b).

I am *alone*. He is *asleep*. They are *content*. He is *afraid*.

(476) Similarly, a few Adjectives, such as *former*, *olden*, etc. can be used only attributively : See Art. 68(a).

He is a *former* teacher of this school. This custom prevailed in *olden* times.

(477) Adjectives or Adverbs ? — To express some quality of the subject, use the Adjective, not an Adverb. Students will do well to remember that if some part of the verb *to be* can be employed as a connective, the Adjective is required ; but if any phrase denoting manner can be substituted, the Adverb should be used (subject-এর quality বুকাইতে adjective, manner বুকাইতে adverb বসে).

He looks *angry*. He left the place *angrily*. It tastes *sweet*. He spoke *sweetly*. We feel *cold*. We were received *coldly*. He feels *sad*. He left the place *sadly*.

(478) The use of **that** in such comparisons as the following should be carefully noted :

Ram’s house is better than *that* of Jadu. The brother of Karim is taller than *that* of Abdul. The population of India is larger than *that* of France. His name is as familiar as *that* of your brother.

If the first sentence were written as, "Ram's house is better than Jadu", it would have meant a comparison between Ram's *house* and Jadu, the *man*, — an absurdity. Similarly, in the other sentences. Conversely, note the absence of *that* in the following :

India is larger than France. The Indus is longer than the Ganges. I love your brother as much as Jadu.

(479) Adjective of different degrees cannot be joined by *and* : [See Art. 86].

- | | |
|------------------|---|
| <i>Incorrect</i> | : He is the <i>strongest</i> and <i>very tall</i> boy in the class. |
| <i>Correct</i> | : He is the <i>strongest</i> and <i>tallest</i> boy in the class. |
| <i>Incorrect</i> | : This town is <i>more populous</i> and <i>very prosperous</i> . |
| <i>Correct</i> | : This town is <i>very populous</i> and <i>very prosperous</i> . |
| | This town is <i>more populous</i> and <i>more prosperous</i> . |

(480) When objects of the same class are compared (একই জাতীয় জিনিসের মধ্যে তুলনা কুবাইতে), **other** should be inserted after **any**, **all** or **no** to show the **exclusion or separation** [Art. 80] :

Incorrect

- He is better than any boy in the class.
No boy is good as he.
The tiger is fiercer than all animals.
No animal is so fierce as the tiger.
He was wiser than all men.
No man was so wise as he.

Correct

- any other boy
no other boy
all other animals
no other animal
all other men
no other man

But in comparison by **superlatives** **other** is not used :

He is the *best of all the boys* (not, all the *other boys*). The Himalayas are the *highest of all mountains*.

(481) (a) Each and every are followed by a singular number. In phrases like every three hours, every = each group of.

Every man must do *his* duty. *Each* of the boys was given a cup.

Note

"In 'tag' questions, however, the plural is permissible for *everyone* and *everybody* when the statement that precedes it has a collective rather than a distributive sense : e.g. 'Everybody can't be clever, can *they*?' 'Everyone present made a wild rush for the door, didn't *they*?' The tag for *everything* must always be singular : 'Everything looked beautiful, didn't *it*? 'Everything has gone wrong today, hasn't *it*?' — *Wood*. See also Art. 249.

(b) Two Singular subjects preceded by **each or **every**, even though connected by *and*, take a singular verb :**

Each man and each woman was given a prize. *Every student and every teacher* is responsible for the good name of the class. [See Art. 460 (iii)]

(c) When the antecedent is plural, **each is also plural :**

The boys *each* have done their works ; we *each* (they *each*) have done our (*have done their*) works. —*F.T. Wood*. [Art. 146 (c)]

(482) Repetition of the Article : When two or more Nouns joined by *and* refer to the *same* thing, the Article is used only before the first ; but if they refer to *separate* things, the Article should be repeated before each. [See Arts. 101 & 460 (i)].

The Secretary and the Treasurer have done this (*two separate men*).

The Secretary and Treasurer *has* done this (one and the same man).

(483) When **Adjectives** joined by **and** qualify a **single noun** to refer to **different objects**, the **definite article** is **repeated** before each adjective if the noun is **singular**, or the definite article is placed only **before the first** adjective if the noun is **plural**. But the **verb is plural** in both cases (*And* দ্বারা যুক্ত বিভিন্ন adjectives একই noun-এর পূর্বে বসিয়া বিভিন্ন জিনিয়কে বুঝাইলে (a) প্রত্যেকটি adjective-এর পূর্বে the বসিবে এবং noun-টি singular হইবে, অথবা (b) শুধু প্রথম adjective-এর পূর্বে the বসিবে এবং nounটি plural হইবে। কিন্তু উভয় ক্ষেত্রেই verb-টি plural হইবে) :

The first and the second boy were rewarded.

The first and second boys were rewarded.

The black and the white cow were sold.

The black and white cows were sold.

If the **same object** is meant, the article is not repeated and the noun is singular :

The black and white cow = one cow, partly black and partly white.

The black and the white cow = two cows, one black, the other white.

The deaf and dumb man = one man, both deaf and dumb.

The deaf and the dumb man = two men, one deaf and the other dumb.

E EXERCISE 69

Correct :—

1. The first and second boy will get prizes.
2. There are two medals for the first and the second boys.
3. The Atlantic lies between the Old and New World.
4. I have read only the first and second chapter.
5. No mountain is so high as the Himalayas.
6. The Pacific Ocean is bigger than all oceans in the world.
7. The Ganges is holier to the Hindus than any river.
8. No man was so wise as Solomon.
9. Solomon was wiser than any man.
10. No fruit is so palatable as mangoes.
11. Iron is the most useful of all other metals.
12. No river is so holy to the Hindus as the Ganges.
13. The black and white cat quarrelled.



(484) A single Auxiliary may serve two Principal Verbs if the construction allows it :

I have lost him but got (= *have got*) you.

Some were acquitted, and some punished (= *were punished*).

But let us examine the following sentences :

He *has been* enrolled, but your brother resigned.

I *have* retired, and a new man appointed.

Expanded, these sentences become "He *has been* enrolled, but your brother *has been resigned*," "I *have* retired and a new man *have appointed*," which are wrong. The correct forms are :

He *has been* enrolled, but your brother *has resigned*.

I *have* retired, and a new man *has been appointed*.

(485) Two Auxiliaries may be used with one **Principal Verb or Adjective** when the form of the latter allows it :

I never *have*, nor ever *will hurt* anybody. I *did* not, and *will* not, *go* there. They *are* and *have been*, always active.

But let us examine the following sentences :

I never *have*, nor ever *will go* there.

They *have* and *will always help* me.

Expanded, the sentences become "I never *have go* there, *nor ever will go* there," "They *have always help* me and *will always help* me," which are wrong. The correct forms are :

I have never gone there, nor *will ever go*.

They *have always helped* me, and *will always help* me.

(486) Prepositions come before their objects except (i) when the object is the relative pronoun "**that**" :

This is the man *that I spoke of*. I heard the story *that was talked about*.

(ii) Often when the object is an interrogative pronoun, or a relative pronoun understood :

What have you come here *for*? *What* are you wondering *at*? This is the boy (*that* or *whom*) I spoke of. It is the thing (*which*) I asked *for*.

(487) One preposition is sometimes **wrongly** made to do the work of **two**. Thus, the following sentences are wrong :

He has come and will return *to Japan*.

He was appointed and dismissed *from the post*.

The correct forms should be :

He has come *from* and will return *to Japan*.

He was appointed *to* the post and dismissed *from* it.

(488) Correlatives are pairs of words that are regularly used together (শব্দযুগল সর্বদা একত্র ব্যবহৃত হয়). They are sometimes called *correlative conjunctions*; but that is hardly correct, because a member of the correlatives may be something other than a conjunction.

Here are some of the important correlatives :

(1) **Both—and :**

Both Ram and (not, *as well as*) Kali were present there.

He is both rich and (not, *as well as*) powerful.

Note

If *as well as* is to be used, drop *both* : as, "Ram *as well as* Kali was present there." "He is rich *as well as* powerful."

(2) **Either—or ; Neither—nor :**

Either he or his brother was there.

Neither the boy nor his brother was present.

(3) **Not only—but also :**

Not only he but his brothers also were present. He insulted *not only* me, *but also* my brother. He is *not only foolish but also wicked*.

Note

"With the correlatives *not only but also*, it is perhaps rather pedantic to insist that the *also* must never be omitted. A sentence like the following may be regarded as quite acceptable English : *Not only* beginners, but even experienced craftsmen, may learn much from this book" —Wood.

(4) As—so :

As you sow, so shall you reap. As I am ill (*so*) I cannot go.

Note

Good English requires that the clauses introduced by *as*, the causal conjunction, should precede the main clause.

(5) As—as ; so—as :

He is *as* poor *as* you. He is not *so* poor *as* you. He is *as* eager *as* you are. He is not *so* eager *as* you are.

Note

(a) **Modern usage prefers 'so—as' for negative sentences.** But see Art. 292(g) Note.

(b) Guard against the use of "like" after "as" or "so". The following sentences are wrong:
He is not *so* strong *like* (should be, *as*) you.
I am *as* eager *like* (should be, *as*) you.

(6) So—that :

He is *so* angry *that* he cannot speak.

He is *so* weak *that* he cannot walk.

(7) Such—as :

Only *such* boys are wanted *as* (not, *who* or *that*) have passed.

The defect was *such as* to cause anxiety.

(8) Such—that :

Such was his misfortune *that* nobody helped him.

The defect was *such that* it caused anxiety.

(9) The same—as ; the same—that :

This is *the same* book *as* (not, *like*) that.

He is *the same* person *as* (or, *that*) I saw yesterday.

But "Is this the same as, or the same that, or the same, you showed me before?" —POD.

See also Art. 134.

(10) No—sooner—than :

No sooner did I sit down *than* they left the place.

No sooner had he gone *than* I reached the place.

(11) Hardly—when (MEU and ABC of Eng. Usage) :

Hardly was he gone *when* the party broke up.

Hardly had he left the house *when* it began to rain.

Note

But Nesfield gives both *before* and *when* after *hardly*.

(12) Scarcely—before or when (MEU) :

Scarcely had he left the house *when* (or *before*) it began to rain.

He was *scarcely* gone *before* (or, *when*) we reached the place.

Note

In clauses beginning with *no sooner*, *hardly*, *scarcely* the auxiliary precedes the subjects as shown above.

(13) Other—than, besides ; else—than, but : [Art. 346(f)]

Give me *other* books *than* this. He has no *other* friend *than* you. I have none *else than* (or, *but*) you. No *other* person *besides* (in addition to) my friend applied.

Note

A.B.C. of Eng. Usage, Good English by Vallins, Current Eng. Usage by Wood, and Nesfield, give *than* after *else*, but Row & Webb and Wren and Martin give *but* after it.

(489) Each member of the correlative should be followed by words of the same class (Correlatives-এর উভয় অংশের পর একই জাতীয় part of speech বসে।). So the following sentences are wrong :

(i) He *not only* went to you, *but also* to your father. (ii) He helped me *not only* with men *but also* gave me some money. (iii) He *neither* offended me *nor* my brother. (iv) *Neither* did he work *nor* sleep. (v) He helped me *both* with men *and* money. (vi) I did this *both* for you *and* him.

In the first sentence, '*not only*' is followed by a verb, but '*but also*', by an adverb phrase. In the second, '*not only*' is followed by an adverb phrase, but '*but also*', by a verb. In the last, *both* is followed by a preposition, but '*and*' is followed by a pronoun. The correct forms should, therefore, be :

(i) He went *not only* to you *but also* to your father ; or, He *not only* went to you *but also* went to your father. (ii) He *not only* helped me with men *but also* gave me some money ; or, He helped me *not only* with men *but also* with money. (iii) He offended *neither* me *nor* my brother. (iv) *Neither* did he work *nor* did he sleep ; or, He *neither* worked *nor* slept. (v) He helped me *both with* men *and with* money ; or, He helped me with *both men and* money. (vi) I did this *both for* you *and for* him ; or, I did this for *both you and* him.¹

E EXERCISE 70

A. Transform the following sentences so that they may contain the correlatives noted in the margin :—

(a) *Both—and* :

1. I did this for you ; I did this for your brother.
2. He went to my place ; his father went to my place.
3. This exercise is good for the heart ; it is also good for the lungs.
4. You will get the thing at my shop ; you will get it also at my brother's shop.
5. I want to see you ; I want also to warn you.

(b) *Neither—nor* :

1. He is not happy ; he is not miserable.
2. I do not want you ; I do not want your brother.
3. He did not offend me ; he did not please me.
4. I have not seen him ; I have not heard of him.
5. I have not seen him ; I have not seen his brother.

(c) *Not only—but also* :

1. I did this for you ; I did this for your brother.
2. He was wealthy ; he was also healthy.
3. He was wealthy ; his friend also was wealthy.
4. I made a chair and sold it also.
5. I shall support him with money ; my brother also will support him with money.
6. I shall support him with money ; I shall support him with men.

(d) *No sooner—than* :

1. As soon as I came out, the room fell down.
2. He entered the room immediately after I had left it.
3. As soon as the sun set, we began our journey.
4. As soon as they saw me, they shouted in joy.
5. It began to rain immediately after they had left.

(e) *Scarcely—before or when ; Hardly—when* :

1. No sooner was he gone than we reached the place.
2. As soon as the rain ceased, we set out on our journey.
3. No sooner did I see you than I was reminded of my own childhood.

¹But MEU writes of the form *In both India and Australia* as "formal, and is often shrunk from as a remedy worse than the disease." (Under *both*, sec 3).

MISCELLANEOUS CORRECTIONS

NOUNS

(490) Nouns omitted :

Incorrect

He went to his *elder*.
 He lives in the *boardings*.
 Give me some *blotting*.
 I went to yours (Art. 66).
 I bought some paper, ink and
others.

Correct

elder brother.
boarding house.
blotting paper.
your house.
other things. (Art. 156).

(491) Singular for Plural :

My circumstance is bad.
 I cannot continue my *study* any more.
 No *order* has yet been passed. (a)
 No *pain* was spared.
 He has obtained full *mark*.
¹Three-fourth of the work is done.
 [Art. 40 Note (g)]
¹Three-fourth of the men is dead.
 I like *vegetable*.
 More than two boys was present there.
 Is the old always wiser than the young ?
 The police has not made any arrests so far.
 I have taken my *meal*.
 One of the *boy* is there.
 He is out of *spirit*. (b)
 He has gone out of *door*.
 He is out at *elbow*.
 I feel out of *sort* today.
 His wonder knew no *bound*.

circumstances are
my studies..... (Any more is unnecessary)
orders have
pains were
full marks
 Three-fourths of the work is done.
 Three-fourths of the men are dead.
vegetables
were present [Art. 40(d)]
 Are the old
have
my meals
boys
spirits
doors
elbows
sorts
bounds

¹Fractions like *two-thirds*, *three-fourths* are treated as singular or plural according as they denote *amount* or *number*.

Incorrect

There *is* a *lot* of people there.
 He is one of the bright *student*
 in the class.
 I have seen him *lots of time* (c)
 I like *apple* more than *orange*.

 All *kind* of books *was* displayed.
 The rich *is* not happier than the
 poor.
¹A number of books *has* been
 purchased for the library.

Correct

are a lot of people
students

lots of times
apples more than *oranges*. Or, I like
an apple more than *an* orange.
kinds of books *were*
are

have

Note

- (a) But *POD* has under *order*: "Often plural; give *orders*, an *order*, the *order*, for something to be done The judge gave, made, refused an or the *order*."
- (b) In the sense of "sanguine or buoyant mood or specified state of cheerfulness or despondency" the word is always used in the plural.
- (c) *Time* is countable when it means 'occasion'. *Lots of* can be followed either by a plural countable or by a singular uncountable.

492 Plural for Singular :

Many <i>a</i> good <i>boys</i> failed.	<i>boy</i>
There <i>are</i> <i>pains</i> all over the body.	<i>is pain</i>
I give you my <i>words</i> .	<i>word</i>
He has kept his <i>words</i> .	<i>word</i>
He is skilled in <i>needleworks</i> .	<i>needlework</i>
He gave me <i>many</i> good <i>advices</i> .	<i>much good advice</i>
All his <i>kiths and kins</i> are against him.	<i>kith and kin</i>
The <i>sceneries</i> here <i>are</i> charming.	<i>scenery is</i>
There was a lot of <i>traffics</i> on the road yesterday.	<i>traffic</i>
He gave us wrong <i>informations</i>	<i>information</i>
Did you buy <i>any</i> <i>fruits</i> in the market?	<i>any fruit</i>
Many <i>a</i> men <i>want</i> to be rich quickly.	<i>Many a man wants</i>
He has sold all his <i>furnitures</i> .	<i>furniture</i>
He has purchased <i>many</i> <i>furnitures</i> .	<i>many pieces of furniture</i>
¹ <i>The number of M.Ps have increased.</i>	<i>has</i>
He has black <i>hairs</i> .	<i>hair</i>
This house is built of <i>bricks</i> .	<i>brick</i>
To laugh in one's <i>sleeves</i> .	<i>sleeve</i>

¹"*Number*, as noun of multitude in the type '*a number of* + pl. noun', normally governs a plural verb. By contrast the type '*the number of* + pl. noun' normally governs a singular verb.' -
MEU See also Art. 40(k).

Incorrect	Correct
One of the boys there <i>have</i> stolen the book.	<i>has</i>
He has learnt the <i>alphabets</i> .	<i>alphabet</i>
Give the story in <i>details</i> .	<i>in detail</i>
Take care of your <i>luggages</i> .	<i>luggage</i>
Give me two <i>dozens</i> eggs.	<i>dozen</i>
More than one person <i>have</i> found it so.	<i>has</i> found. [Art. 40(d)]
A <i>group</i> of students <i>were</i> playing.	<i>was</i>
Six miles <i>are</i> a long distance.	<i>is</i>
I together with my brothers <i>were</i> stopped.	<i>was stopped</i>
I bought <i>confectioneries</i> for the child. <i>confectionery</i>	
The children had lots of <i>funs</i> in the <i>fun</i> fair.	
There is <i>lots of times</i> before the train leaves.	<i>time</i>
The conduct of many boys and girls <i>are</i> not what <i>they</i> should be.	<i>is not what it</i> should be
Here is the list of text books for the <i>three-years</i> ¹ degree course.	<i>three-year</i>
His whereabouts <i>are</i> not known.	<i>is</i> [Art. 28]
There <i>are</i> no <i>breads</i> in the shop.	<i>is no bread</i>
<i>Nothing</i> ² but a few cottages, trees and ponds <i>were</i> to be seen.	<i>was</i>
His <i>bona fides</i> ³ <i>are</i> in doubt.	<i>is</i>
Mr Bose, accompanied by his wife and children, <i>were</i> present there.	<i>was present</i>
I met a <i>seventeen-years-old</i> girl there. (1)	I met a <i>seventeen-year-old</i> girl, etc. (or, I met a girl who was <i>seventeen</i> <i>years old</i> , etc. or, I met a girl <i>seventeen years old</i> , etc. or I met a girl of <i>seventeen years of age</i> , etc.)

Note

(1) "X- year/month/week/day- old, when used before a noun, does not have -s on the year/month/week/day part. When used after a verb and not before a noun, it does have -s, if X is two or more." —Hill.

We have a *one-year-old* son. We have a *six-year-old* daughter. Our son is *one year old*. Our daughter is *six years old*.

Similarly, *five-year-plan* etc.

¹ 'Three-years' is adjective and hence singular.

² Actual subject is *nothing* and *nothing* is singular.

³ *Bona fides* is singular. "... readers of this book are advised to construe *bona fides* with a singular verb" — MEU by Fowler (p.112); *Current Eng. Usage* by F. T. Wood (p. 42).

(493) Misuse of the Possessive form : [See Arts. 138 and 473].

Incorrect	Correct
I have read Tagore's poems who is a great poet.	the poems of Tagore who
I am fond of Keat's poems.	Keats'
Go to the man's house who died.	the house of the man
I shall go by 3 o'clock's train.	3 o'clock train
Everybody loves Shakespeare and Tennyson's poems.	Shakespeare's and Tennyson's
Her house's number was not known.	The number of her house

(494) Use of Negatives :

There is <i>not anybody</i> here.	There is <i>nobody</i> here
<i>Anyone</i> does <i>not</i> know the truth.	<i>No one</i> knows the truth.

(495) Miscellaneous :

It is a nice <i>poetry</i> .	{ a nice poem. a nice piece of poetry. is nice poetry.
He gave false <i>witness</i> .	
It is fifteen minutes past <i>three o'clock</i> .	<i>gave false evidence</i> ; or, <i>bore false witness</i>
The clock has struck <i>four hours</i> .	<i>past three</i>
The <i>male</i> (or <i>female</i>) were absent.	<i>four</i>
He applied for <i>teachery</i> .	<i>men</i> (or <i>women</i>)
I applied for <i>lecturership</i> .	<i>teachership</i>
¹ The <u>water</u> of this place suits me.	<i>lectureship</i>
The <u>weather</u> of Calcutta suits me.	<i>climate</i>
Do you have a <i>television</i> ?	<i>climate</i>
I shall go by the 5.15 o'clock train. (i)	a <i>television set</i> ?
I had no <i>rupees</i> .	<i>the 5.15 train</i> , or <i>the quarter past five o'clock train</i>
Good <u>night</u> , sir, how are you? (ii)	<i>no money</i>
He promised me <i>food</i> and <i>boarding</i> .	<i>evening</i>
Give me <i>fooding</i> and <i>lodging</i> .	<i>board and lodging</i>
His <i>English knowledge</i> is poor.	{ <i>food and lodging</i> <i>board and lodging</i>
You should not question my <i>bona fide</i> .	<i>knowledge of English</i> <i>bona fides</i>

¹If the quality of water is referred to, the sentence is quite correct.

Incorrect	Correct
He brought a few articles of <i>clothes</i> for me.	<i>clothing</i> ✓
There is no <i>place</i> in this bench.	<i>room</i> ✓
He has lots of <i>rupees</i> .	<i>money</i>
I want three <i>breads</i> .	three <i>pieces of bread</i> or <i>loaves</i> .
I saw a <i>theatre</i> last night.	saw a <i>play</i>
The <i>audience</i> of a football match are pleased when a goal is <i>made</i> .	The <i>spectators</i> of a goal is <i>scored</i> .
She has a <i>fascination</i> for birds (iii).	Birds have a <i>fascination</i> for her (i.e., birds fascinate her).
I quoted it from <i>heart</i> .	from <i>memory</i> .
Learn or say by <i>memory</i> .	by <i>heart</i> (POD).
I got a <i>freeship</i> .	a <i>free studentship</i> . ✓
He took <i>much trouble</i> to do it.	<i>great pains</i> to do it. ✓
My <i>family members</i>	<i>the members of my family</i>
He is my <i>class-friend</i> .	<i>class-fellow</i> or <i>class-mate</i> .
He is my cousin <i>brother</i> .	He is my <i>cousin</i> .
What is the <i>cost</i> of the pen ?	<i>price</i> ✓
I came on a private <i>business</i> .	a private <i>piece of business</i> or came on <i>private business</i> .
Credit it <i>in my name</i> .	<i>to my account</i>
He is a <i>man of business</i> . (iv)	<i>man of action</i> . ✓
He put on <i>pantaloons</i> or <i>full pants</i> (v).	put on <i>trousers</i> or <i>drawers</i> .
He puts on <i>half pants</i> . (v)	puts on <i>shorts</i> .
We sat in the <i>shadow</i> of the tree.	<i>shade</i>
She is an important <i>staff</i> . (vi)	important member of the <i>staff</i> .

Note

(i) When the number of minutes is specified, 'o'clock' is not used. It is correct to say, 'by half-past twelve o'clock train', but not: 'by the twelve and a half train' nor 'by the twelve and a half o'clock train', —Rowe and Webb.

(ii) *Good night* and *good-bye* are parting salutations; *good morning*, *good day*, *good afternoon*, *good evening* are either meeting or parting salutations—Rowe and Webb. But according to Chambers, *good-night* "is a common salutation on parting at night or well on in the day." Also McMordie.

(iii) The correction is applicable when the intended sense is that she has a strong liking for birds. 'She has a fascination for birds' means birds like her.

(iv) *Man of business*—one who is carrying on a trade.

(v) "Pantaloons, pants. The British words for these, except in uneducated and shop use, are *trousers* (or colloq. *breeches*) and *drawers*. American idiom differs."—MEU. COD has under *pantaloons* "pl.: chiefly U.S. and being ousted by *pants*."

(vi) *Staff* is collective. An individual is a *member of the staff*.

ADJECTIVES

(496) Misuse of Words :

Incorrect	Correct
I have a <i>strong</i> headache.	<i>bad</i>
This is <i>more preferable than</i> that.	is <i>preferable to</i> [Art. 87(d)]
Which do you prefer <i>most</i> ? ¹	<i>drop most</i>
It is a <i>truthful</i> report. ²	<i>true or correct</i>
A <i>little</i> number of boys remained. ³	<i>small</i>
He made many images, <i>big and small</i> .	<i>big and little, or large and small</i> ³
There is not <i>any man</i> in the room.	<i>no man</i>
This meat is <i>hard</i> .	<i>is tough.</i>
The world is <i>beauty</i> for him. ⁴	<i>beautiful</i>
Tom is their <i>mutual friend</i> .	<i>common</i>
He came <i>today</i> morning.	<i>this morning.</i>
He took care of me <i>very much</i> .	He took <i>very great</i> care of me.
He is in <i>very much</i> distress.	in <i>great</i> distress, or is <i>very much distressed</i> .
He felt <i>very gaiety</i> . ⁴	<i>very gay.</i>
The <i>economical</i> position of the country is <i>bad</i> . ⁵	<i>economic</i> position
He came <i>yesterday night</i> .	<i>last night</i> or, <i>yesterday at night.</i>
He went out with his head <i>open</i> .	<i>bare.</i>
He is a <i>reputed</i> headmaster. ⁶	a headmaster <i>of repute.</i>
It is a <i>clouded</i> day.	<i>cloudy</i>
This garden is <i>five times bigger</i> than the other. ⁷	<i>five times as big as</i>
Whole India mourns for him.	<i>The whole of India, (or, All India)</i> mourns etc. (Art. 314)
No <i>less than</i> fifty men was present there.	No <i>fewer than</i> fifty men were
He acted <i>well</i> in comedies than in tragedies.	<i>better</i>

¹ *Prefer* is an absolute term, and cannot be modified by *more* or *most*.² *Truthful* generally applies to a person who is in the habit of speaking the truth.³ "The idiomatic antitheses are *great and little*, *big and little*, *great and small*, *large and small*, not *large and little*, nor *big and small*." —COD (under *little*)⁴ *Beauty, gaiety* are nouns.⁵ *Economical* means cheap, thrifty, not wasteul. *Economic* is the adjectival form of *economics*, the science of production and distribution of wealth.⁶ *Reputed* = generally considered to be (not *famous*): he is *reputed* to be a rich man.⁷ "Since the comparative indicates merely superiority, and is not in itself confined to any definite limit, there cannot be multiples of it. It can be modified only by adverbs of degree, like *much, little, rather, scarcely, barely, far* or by a statement of a definite amount, as *five pounds heavier, ten shillings dearer*" —WOOD.

<i>Incorrect</i>	<i>Correct</i>
No fewer than fifty kilograms of sugar was wasted.	No less than
He is a man of <i>childish</i> simplicity.	<i>childlike</i>
He was <i>much happy</i> to see me.	<i>very happy</i>
Of Ram, Shyam and Jadu, I like the <i>former</i> .	<i>first</i> or <i>first named</i>
This is a <i>dining</i> table.	<i>dinner-table</i> (but Chambers gives both the forms).
This is my <i>dining time</i> .	<i>dinner-time</i> .

(497) Words misplaced :

Why did you take <i>my this book</i> ?	<i>this book of mine</i> ?
My <i>all</i> books are lost.	<i>All my books</i>
My brother's <i>all</i> books are lost.	{ <i>All my brother's books</i> <i>All the books of my brother</i>
<i>His both</i> brothers are ill.	<i>Both his brothers</i>
Give me a <i>cold</i> glass of water.	glass of <i>cold</i> water.
I spent <i>rupees ten</i> yesterday	spent <i>ten rupees</i>

(498) In the Use of Articles :

I have <i>great deal</i> of work to do.	<i>a great deal</i>
Give me <i>three and half rupees</i> .	<i>three and a half rupees</i> , or, <i>three rupees and a half</i> .
The Magistrate failed to <i>keep peace</i> .	to keep <i>the peace</i> .
I took <i>short sleep</i> .	<i>a short sleep</i> .
<i>Whole Bengal</i> mourns for him.	<i>The whole of Bengal</i> , or <i>All Bengal</i>
People came from <i>whole district</i> .	<i>the whole district</i> .
She is in <i>temper</i> .	<i>in a temper</i> .
Always speak <i>truth</i> .	<i>the truth</i> .
Let us go out for <i>walk</i> .	<i>for a walk</i> .
The vacation is drawing to <i>close</i> .	<i>to a close</i> .
I shall try to give <i>answer</i> to the questions.	<i>an answer</i>
Give me <i>hundred rupees</i> .	<i>a hundred rupees</i> .
Benefit of <i>doubt</i> .	<i>the benefit of the doubt</i>
This is a slip of <i>tongue</i> (or, <i>pen</i>).	<i>the tongue</i> (or, <i>the pen</i>)
<u>He made a fun of it.</u>	made fun
Dont' make noise.	<i>a noise</i> .
The boy could not go to <i>the school</i> yesterday. (1)	go to <i>school</i> .

Incorrect

- ✓ He will go in for *law* (become lawyer).
- ✗ He will go to *the law* (take legal action).
- ✓ I shall go to *cinema* today.
- ✓ Late C.R. Das was a barrister.
- ✓ He plays guitar well.
- ✓ He lives in U.S.A.
- ✓ *Brahmaputra* is a big river.
- ✓ We went for *picnic*.
- ✓ He caught me by *hand*.
- ✓ Fire broke out in our flat.
- ✓ Have you listened to *radio* news this morning ?
- ✓ I am of *opinion* that he is wrong.
- ✓ It is quarter to seven.
- ✓ Which colour do you like, the red or *blue* ?
- ✓ *The man* is mortal.
- ✓ He is a M.A. in Bengali.
- ✓ My house is near *the Deshapriya Park*.
- ✗ They elected him *the President* of the club.
- ✓ Meat is sold *by kilogram*.
- ✓ The book was in *a good condition*.(2)
- ✓ I get up early *in morning*.
- ✓ I get up before *the sunrise*.
- ✓ He had headache yesterday. (3)
- ✓ I hope to be *doctor* one day.
- ✓ I enjoyed the beauty of *the nature*.

Correct

- for *the law*.
- drop *the*
- the cinema*
- The late*
- the guiter*
- the U.S.A.*
- The Brahmaputra*
- a picnic*.
- the hand*.
- A fire
- the radio*
- of *the opinion*
- a quarter to*
- the red or the blue* ?
- omit *the*
- an M.A.*
- omit *the*
- omit *the*
- by *the kilogram*.
- omit *a*
- in *the morning*
- omit *the*
- a headache*
- a doctor*
- omit *the*

Note

- (1) Go to school for study but go to *the school* to visit *the school*.
- (2) In *good/bad* condition, 'condition' is an idiom which does not take *a*.
- (3) But not *a toothache*, *a backache*.

PRONOUNS

499 Pronouns omitted :

- ✓ Suffice to say, you are wrong.
- ✓ I shall avail the opportunity.

Suffice *it* to say
avail *myself of*

Incorrect

- ✓ He absented from the meeting.
- ✓ He prides on his success.
- ✓ They enjoyed at the theatre.
- ✓ No boy in the class is so good as Amal.

Correct

- absented *himself*
- prides *himself* on, or *takes pride in*
- enjoyed *themselves at*
- No *other* boy

(500) Pronoun inserted :

- ✓ He kept *himself* away from school
- ✓ I feel *myself* unwell.
- ✓ He tried *his* heart and soul.
- ✓ Commit this to *your* heart.
- ✓ I cannot call to *my* mind what happened.
- ✓ He is out of *his* danger.
- ✓ I have much work on *my* hand.
- ✓ Your letter is to *my* hand.
- ✓ He lost *his* patience¹.
- ✓ Commit this to *your* memory.
- ✓ Of all *other* boys he is the best.

- kept away
- feel unwell.
- tried heart and soul.
- Commit this to heart.
- call to mind what happened.
- out of danger.
- on hand.
- is to hand.
- lost patience.
- drop *your*.
- omit *other*

(501) In the use of the Case :

- ✓ I want *your* reply at once.
- ✓ I shall take *your* leave.
- ✓ I hope to have *your* good report. (a)
- ✓ I cannot bear *your* separation.
- ✓ Follow in *his* steps who is wise (b)
- ✓ Let *he and I* go.
- ✓ Everyone except *I* was present. (c)
- ✓ There is trouble between *he* and *I*. (d)
- ✓ He is the man *who*, they say, the police arrested.
- ✓ The college of *whose* Principal he was is a renowned one.
- ✓ I saw the man *whom* they thought was dead.

- want a reply *from* you
- take *leave of* you.
- have a good report *of*, or *about* you.
- bear separation *from* you.
- in the steps *of* one who
- Let *him* and *me*
- except *me*
- between *him* and *me*.
- whom*
- of which* he was the Principal or,
whose Principal he was².
- who* they.....dead ; or *whom* they thought *dead*.

¹But 'to lose one's temper' (not to *lose* temper).

²"It is legitimate to use *whose* of non-personal and inanimate thing"—Wood.
(*অসমীয়া*)

Incorrect

- / This matter should be discussed strictly between you and I. (d)
- / All of us—Ajoy, Tapan, Bimal and me—was present.
- / Some of you will have to come in their own cars.
- / I wish I were him.
- / It must have been her at the door.
- / You didn't know that it was me who did it.

Correct

- between *you and me*.
- Bimal and *I*—were present.
- your*
- were *he*.
- she*
- I*

Note

- (a) *Your good report* = the good report brought by you.
- (b) See Art. 138, 473.
- (c) 'Except' is a preposition, and is therefore followed by the objective case.
- (d) "Between is a preposition, and any pronoun that follows it must therefore be in the accusative case."—Wood.

(502) Miscellaneous :

- / I bought a pen and gave the same to him. (1)
 - / They met some day to discuss it. (2).
 - / One of the boys have fallen ill
 - / I and you shall go.
 - / Netaji was one of the bravest soldier that has fought for the country.
 - / Calcutta is bigger than any city in India.
 - / She was the best of all other singers.
 - / We expected Mr and Mrs Roy's presence whom we found were nice people.
 - / When one hears of an accident, he feels very sorry.
 - / Everything including the books were bought.
 - / Each of them came in their turn.
 - / One should do his duty.
 - / The climate of Delhi is hotter than Calcutta.
 - / No one should leave one's own seat.
 - / Neither (or, Either) of them were present.
- gave it
- one (or on a certain) day
- has
- You and I
- soldiers that have----
- any other
- all singers.
- the presence of Mr. and Mrs. Roy who
- one feels
- was
- in his turn.
- one's
- hotter than that of Calcutta.
- leave his own seat.
- was

Incorrect

- Each of the boys are good.
- Neither he nor his brother were there.
- Ram, Shyam and Jadu, each have come.
- Each boy and each girl are present today.
- A gap of two feet is there between each of the tables. (3)
- There will be a break of fifteen minutes between each session (3).
- Either the boy or his friends is responsible for this.
- Everyone must do their duty.
- Neither of them saw each other.
- The more you practice, you will get better.
- Neither of the four girls succeeded.
- The earlier we leave, we will get there earlier.
- Myself will do it.
- The busier you become, lesser time you have for reading.
- I want a reading room of myself.
- Rabin and myself went there.
- He brought his small sister with himself.

Correct

- is
- was
- has
- is
- between each table and the next
- between the sessions
- are
- his
- saw the other.
- the better you will get.
- None of
- the earlier we get there.
- I myself
- the less time you have....
- of my own
- and I
- with him

Note

- (1) This use of the *same* is confined to legal or formal diction.
- (2) *Some day* is generally used of an *uncertain point of future time*. I shall go there *some day*.
- (3) *Each* is *singular* and there cannot be 'between' one.

VERBS**503 Passive for Active :**

- A quarrel was ensued.
- The book is belonged to me.
- He was seemed to be happy
- The river is issued from a lake.
- He was died of fever.
- This is hard to be believed. (1)
- This is not easy to be learnt. (1)

- quarrel ensued.
- belongs to
- seemed to be
- issues from
- He died
- hard to believe.
- easy to learn.

Incorrect

- ✓ He was despaired of success.
- ✓ The event was happened long ago.
- ✓ He was impossible to be convinced.
- ✓ He has been profited by the experience.

Correct

- He *despaired*
- omit *was*.
- It was *impossible to convince* him.
- He *profited*

Note

(1) Adjectives are generally followed by the active infinitive instead of by the passive infinitive.

(504) Misuse of Verbs :

- ✓ He says me a fool.
- ✓ He says good English.
- ✓ He spoke a lie.
- ✓ He tells that he will go away.
- ✓ I told him, "Go away".
- ✓ See the word in the dictionary.
- ✓ Please see my certificates.
- ✓ When I went there, I saw him ill.
- ✓ He will see my papers.
- ✓ Please see the pulse of the patient.
- ✓ Eat one's dinner.
- ✓ He was so rude that I could not hear him.
- ✓ The distance was so great that I could not listen to him.
- ✓ I forwarded myself as a candidate.
- ✓ You have made a wrong to him.
- ✓ He kept pass marks.
- ✓ We once knew that he was honest, but now we find our mistake.
- ✓ He takes recourse to fraud.
- ✓ Can I come in, sir ?
- ✓ He denied to help me and said me a fool.
- ✓ He knows to swim.
- ✓ I refused that I had done.
- ✓ Please hear his advice.
- ✓ He will not go, I believe.
- ✓ Please grant me leave, as I intend to go home.

- calls*
- speaks or talks (COD)*
- told* (1)
- says* (2)
- { *said to him* (3)
I told him *to go away*.
- Look up* (4)
- look at* (4)
- found*
- look over*
- feel*
- take or have one's dinner.*
- listen to* (5)
- hear* (5)
- offered*
- done* (6)
- obtained or got*
- believed or thought* (7)
- has recourse*
- May I*
- refused, called me*
- how to swim.*
- denied*
- listen to his advice.*
- presume.* (8)
- wish or want* (9)

Incorrect

- Do not catch my hand.
- Will you take a cigarette?
- He has thrown the milk.
- I hope it will take a week.
- They made two goals.
- I want to mend my pencil.
- I shall take leave of the master.
- When he was in Calcutta, he would read in the City College.
- They do not use to do so.
- He gave me a visit.
- He was tired, so he laid down.
- He stroke me very hard.
- The river has overflowed its banks.
- My father admitted me into that school.
- He took admission into that school.
- I await for your decision. (15)
- I desire that he would win.
- I intend that he will be a doctor.
- I hope I shall not pass.
- It is lightning just now. (16)
- He has an interest in music. (17)

Note

- (1) But we *speak the truth* (COD); and *tell the truth*, also *tell a lie*—(COD).
- (2-3) *Tell* in the sense of *command* or *inform* requires an *indirect object*. It is not generally used to introduce a *direct speech*.
- (4) *See* is a general term without any special effort or attention. Thus 'I could not *see* him,' because he was hidden or because I was blind; 'I could not *look at* him,' because his appearance was distasteful to me.—*Rowe and Webb*.
- (5) This mistake is exactly parallel to the misuse of *see* for *look at*. *Hear* is a general term, while *listen* denotes attention.
- (6) We *make*—a mistake, an error, a blunder; we *do*—wrong, harm, injury; we *commit*—a fault, a crime, an offence, sin.—*Rowe and Webb*. Also *commit* a blunder, error—*POD*.
- (7) "Know is generally used about what is true; we cannot *know* anything but an actual fact."—*Rowe and Webb*.
- (8) *Believe* generally denotes a *settled conviction*, or certainty of the mind and is too formal and serious a term to be used in sentences like the above which is a sort of enquiry—*Ibid*.
- (9) *Intend* signifies a *fixed determination* and should not, therefore, be used by a subordinate when making a request to a superior.—*Ibid*.
- (10) *To take leave of*: to part from, to bid farewell to.

Correct

- catch hold of*
- have*
- spilt* or *upset*
- I expect* it etc.
- scored*
- sharpen*
- { *ask the master for* leave (10)
ask leave of the master.
- he *read* (11)
- do not do so*, or, *are not used to doing so*. (12)
- paid me*
- lay*.
- struck* [Art. 188 (b)]
- overflowed* (13)
- got me admitted*, or *put me* (14)
- was admitted*, or *got admission*
- I *wait for* (or *await*) your decision. (*wait for* *win*)
he *should* win. [Art. 244]
- Note (c)]
- he *shall* or *should*
- I am afraid*
- It lightened*
- is interested in*

(11) *Would* may be used to denote an action *occasionally* and *irregularly* repeated in the past, but not a *systematic* course of conduct.

(12) "The verb *use* in the sense of 'be accustomed' has all its faculties; 'I am used to it' is a familiar and legitimate modern usage; and the use of the auxiliary *do* with *use* in this sense has a respectable ancestry ... The odd thing is that we never say or write 'don't use' nowadays. But 'did, didn't use' cannot be altogether condemned if only because we have never really admitted 'used he?' and 'usedn't he?' as alternatives. Nevertheless, the construction is admitted to speech only; in writing a convenient paraphrase has to be discovered." — *Good English* by G.H. Vallins.

(13) *Flown* is the p.p. of *fly*; the p.p. of *flow* is *flowed*. See Art. 188(f).

(14) 'He has admitted me' may be used if *he* refers to the Headmaster or the Principal.

(15) "*Await* is always transitive but *wait* is not always intransitive." (*Modern Eng. Usage*). Hence '*await*' is followed by a noun, pronoun or gerund, not by an infinitive; '*wait*' may have the infinitive construction, as well as the normally transitive construction of *await*, and an intransitive used with *for*. The following sentences are correct:

"I *await* (or *wait*) your decision. I *wait* for you to decide (not *await*). They found him *awaiting* them. They found him *waiting* for them. I shall *wait* to bring him home (not *await*). I *await* (or *wait*) his ruling on the matter." *A.B.C. of English Usage*.

(16) *Lightning* is a noun, *to lighten* is a verb.

(17) To *have an interest* means to have a claim or share in something. If aptitude or curiosity is meant, the verb should be *to be interested in*.

505 In the use of the Tense :

Incorrect

- ✓ It is *raining* for a week.
- ✓ He is *suffering* for three days.
- ✓ The earth is moving round the sun.
- ✓ I have arrived yesterday.
- ✓ I have seen my friend long ago.
- ✓ You are not understanding my difficulties.
- ✓ Try hard so that you *might* win.
- ✓ I am looking forward to see you soon.
- ✓ I wish you *will* help me.
- ✓ I hope he *would* do well.
- ✓ We shall look forward to seeing you in the winter.
- ✓ When you *will* come here, I shall go with you.
- ✓ The crops will die before the rains *will fall*.
- Should you pass he *will* be happy.
- If I should meet a tiger I *shall* run.
- I accompanied the children in order that they reach safely. ^(*not*)

Correct

- ✓ *has been raining*
- ✓ *has been suffering*
- ✓ earth *moves* round
- ✓ arrived [Art. 176 Note (b)]
- ✓ saw
- ✓ do not understand
- ✓ may
- ✓ seeing
- ✓ would
- ✓ will
- ✓ we *look* forward

you *come* here

(see Art. 335)
rains *fall*.

would be [Art. 244, Note (b)]
I should, *run*.
they should reach safely.

Incorrect

- ✓ As he *is* ill for two months, he is advised not to give the examination.
- ✓ It is high time government *do* something in this matter.
- ✓ I *am living in* Suri for a long time.
- ✓ Forty years *passed* since India *has become* free.
- ✓ My friend *has gone out* before I arrived.
- ✓ I *have been* in Delhi two months ago.
- ✓ You *had better to go* home now.
- ✓ When I *returned* home, he *still didn't finish* the job.
- ✓ As we *discussed* the matter, the phone rang.
- ✓ He assured he *will come*.
- ✓ She said she *has never seen* him before.
- ✓ If I *would have known*, I would'nt have gone.

Correct

- has been ill, sit for, or appear at*
- did something (1) **
- have been living at* Suri
- have passed* since India *became* free.
- had gone out*
- was in* Delhi
- better go (2) **
- still hand't finished* the job.
- we were discussing*
- would come*
- had never seen*
- had known* (Art. 262)

Note

(1) Phrases like *It's time*, *It's high time* are used with verbs in the *past tense* even though the action refers to the *present* or *future* time.

(2) "Had better" refers to the immediate future, but the form is always past. After *had better* we use the infinitive without *to*:

It's late — you *had better hurry up*.— *Practical English Usage* — Michael Swan [Also see Art. 213 (c)]

506 In the Interrogative Form :

- ✓ Where *you are* coming from ? *are you*
- ✓ He asked *why did I not go* ? *I did not*
- ✓ Tell me how are you ? *you are*.
- ✓ He asked me what *I want* ? *what I wanted*.
- ✓ I said to him why has he not gone. *I asked him why he had not gone*.
- ✓ Do you know who *am I* ? *who I am* ?
- ✓ I know who *are you*. *who you are*.
- ✓ Tell me what *is his name* ? *what his name is*.
- ✓ Why *you went* there ? *did you go }* (Art. 306 I, Note)
- ✓ How *you can* do it ? *can you*
- ✓ Between whom *the battle was fought* ? *was the battle fought* ?
- ✓ How *you like* it ? *do you like it*? (Art. 306 I, Note)

Incorrect

- / Do you know to whom are you speaking?
- / He is not a good boy, *isn't it?*
- / He can't swim, *isn't it?*
- / He can swim, *can he?*
- / I must go, *isn't it?*
- / You are going to the picture, *isn't it?*
- / You are not going to the picture, *aren't you?*

Correct

- know whom (or, who) *you are speaking to?*
- is he? /*
- can he? ✓*
- can't he? //*
- mustn't I? ↙*
- aren't you? ↗*
- are you? ↗*

Note

The verb follows the nominative when the question is asked *indirectly*, but not otherwise.

(507) (a) Misuse of Infinitive for a Gerund [See Art. 228]:

- | | |
|---|---|
| / He succeeded to <i>win</i> the prize. | <i>in winning</i> |
| / He persisted or insisted <i>to go</i> . | <i>persisted in</i> , or insisted <i>on going</i> . |
| / Capable <i>to do</i> | <i>Capable of doing</i> . |
| / He despaired <i>to pass</i> . | <i>of passing</i> . |
| / Stop <i>to write</i> . | <i>Stop writing</i> . |
| / I went there with the hope <i>to see him</i> . | <i>hope of seeing him</i> . |
| / I could not help <i>to do it</i> . | <i>help doing it</i> . |
| / I have finished <i>to write</i> . | <i>finished writing</i> . |
| / You have no excuse <i>to be late</i> . | <i>for being</i> |
| / He prevented me <i>to go</i> . | <i>from going</i> . |
| / He is unequal <i>to do it</i> . | <i>to doing it</i> . |
| / He has stopped <i>to smoke</i> | <i>stopped smoking</i> . |
| / We are looking forward <i>to see you</i> . | <i>to seeing you</i> . |
| / What are their reasons <i>to say this</i> ? | <i>reasons for saying</i> |
| / I did not do it with the hope <i>to get something</i> . | <i>hope of getting</i> |
| / These are several manners <i>to do it</i> . | <i>manners of doing it</i> . |
| / He was accused <i>to be the culprit</i> . | <i>of being the culprit</i> . |
| / He was suspected <i>to be the murderer</i> . | <i>of being the murderer</i> . |

Note

Verbs of prevention, except *forbid*, are followed by *from* and a gerund.

(b) Misuse of the Gerund for the Infinitive :

- / He came *for seeing* me.
- / I went there *for getting* help.

to see

to get

Incorrect

- , The *studying* of scientific fiction is his hobby.
- , I intend *learning* German.

Note

For with a *gerund* is not used to express a *purpose*; it denotes a *cause*; as "He was punished *for going* there".

Correct

- the *study* of
- to learn*

(508) Miscellaneous:

ஏதும் அல்ல/ மற்றும்

- I wish I *was* dead.
- I would do it if I *was* he.
- Oh, that your misery *was* over!
- I would be surprised if he *was* successful.
- I am the man who *am* guilty.
- It is you who *is* guilty.
- You *mistake* in thinking this.
- I desire that he *will* win.
- He speaks as if he *knows* everything.
- I am anxious that he *will* recover.
- He *need* not *to go*.
- I need *go* there.
- You do not need *go* there.
- I saw a dead ox walking there.
- Writing a letter it was posted.
- A house *is capable of being built* here.
- We left Calcutta on Sunday *reaching* Benaras the next day.
- Alarmed by his temperature, a car was sent for the doctor.
- Lying in bed, an idea occurred to me.
- Being a rainy day, we did not go out for a walk.
- I asked him to *regularly take exercise*.
- The old machines *are substituted* by new ones.

I *were* ✓

if I *were* [Art. 210] ✓

were over. ✓

he *were* [Art. 210] ✓

who *is* [Art. 468]

who *are* [Art. 468]

are mistaken

should win. [Art. 244, Note (c)]

knew

should [Art. 244, Note (c)]

omit to. *

to go *

to go

While walking there I saw a dead ox. [Art. 220]

Writing a letter *I* (or *he*) posted it. ✓
could be built

We left Calcutta on Sunday and *reached* Benaras the next day.

Alarmed ... temperature, *we sent* a car for the doctor.

As *I was lying* in bed ... etc.

It being ✓

to take exercise regularly

are replaced by (or *with*) new ones,
or, New machines *are substituted* for the old.

Incorrect

Arriving late at the bus stop the bus went off without me.

[The bus did not arrive late]

Seeing that the hour was late, it was decided to postpone the committee vote. (1)

Unaccustomed to getting up early, it was difficult for him to go to work on time. (2)

Note

(1) & (2) — An introductory verbal modifier should be directly followed by the noun or pronoun which it modifies. Such a modifier will start with a gerund or participial phrase and be followed by a comma.

Correct

Arriving late at the bus stop, I missed the bus.

.....was late, the committee decided to postpone.....

.....getting up early, he found it difficult.....

ADVERBS**509 Adverbs omitted :**

As I awoke the thief *ran*.

I do not know to dance.

¹He is regarded a fool.

Don't spend more than you can help.

They *drove* the enemy.

²He prefers to walk *than* to ride.

ran out or away.

how to dance.

as a fool.

you cannot help. (or you need or must or are obliged to).

drove out

rather than to ride ; or, He prefers walking to riding.

510 Adverbs inserted :

He was cowed down by threat.

I cannot continue it any longer.

The boy was named as Raja by his parents

I shall try as best as I can.

You are kindly requested to reply sharp.

He is comparatively better today.

He was elected as chairman.

He was appointed as Headmaster.

He was called as Asoke the Great.³

I considered him as my brother.³

omit down.

continue it. (1)

omit as. Cf. He has been named as the next president of the club.

as best I can. [Art. 346 (c)]

You are requested to reply sharp kindly. (2)

is better, or comparatively well

[Art. 87(e) Note]

drop as.

drop as.

drop as.

drop as ; or, regarded him as

¹As is not used after verb of naming, such as *call, term, consider, style, name, entitle*: but it is used after verbs of describing such as, *represent, define, mention, regard, characterise*. But see footnote next page for *consider*.

²"*Prefer* followed by simple *than* (not *rather than*) is not allowable."—A.B.C. of English usage. "*Prefer than* without *rather* is not English"—MEU.

³See footnote, above. But the Secretary, Clarendon Press, Oxford, wrote to the present author : "I think MEU is being too strict in condemning 'consider as a fool'. The idiom has now become so common as to be more or less acceptable." A.B.C. of Eng. Usage also writes, 'may be considered also as a sub. adj. clause' in p. 248.

Incorrect

We are united *together*.

Note

- (1) Any *longer* is superfluous.
- (2) *Kindly requested* implies kindness on the part of the person making the request, but the speaker evidently asks for it of the person *spoken to*.

Correct

drop *together*.

(511) Miscellaneous :

The stone is <i>very</i> hard to be broken.	<i>too</i> hard
I am <i>too</i> glad to see you.	<i>very</i> glad
This is <i>somewhat</i> true.	<i>partly</i>
I am <i>quite</i> sorry to learn this.	<i>very</i>
The boys went <i>by and by</i> .	<i>one by one</i> (1) <i>by and by - shortly</i> .
He became a district magistrate <i>by and by</i> .	<i>in course of time</i> . (1) → <i>मध्यम समय में</i>
There is some doubt <i>as to</i> whether he will go.	omit <i>as to</i> . <i>as to - तक</i>
Will you go there? <i>Of course</i> , I shall.	<u>Certainly</u> (2)
Do not stop on the way but go home <i>directly</i> .	<i>direct</i> . (3) <i>direct - अवृत्ति</i> <i>directly - अवृत्ति</i>
I hit him <i>hardly</i> .	<i>hard</i> .
The medicine is distributed <i>freely</i> .	<i>free</i> (4)
I told him the story <i>in details</i> .	<i>in detail</i> ,
He had his bath, ate his breakfast and <i>after all</i> went to school.	<i>then</i> , or <i>at last</i> (5)
I have been ill <i>long since</i> .	<i>for a long time</i> .
He did it <i>long before</i> .	<i>long ago</i> , or <i>long since</i> .
He met me two days <i>before</i> .	<i>ago</i> .
I have not heard from him <i>long</i> <i>since</i> .	<i>for a long time</i> : or <i>It is long since</i> <i>I heard from him</i> .
It is ten years <i>ago</i> <i>since</i> they left this place.	ten years <i>ago</i> <i>that.....</i> or, ten years <i>since they.....</i>
I <i>seldom</i> or <i>ever</i> find them quarrelling.	<i>seldom</i> or <i>never</i> [Art. 271]
I could not arrive there <i>timely</i> .	<i>in time</i> (6).
The subject has been <i>masterly</i> treated.	<i>in a masterly way</i> . (6)
He behaved <i>gentlemanly</i> .	<i>in a gentlemanly manner</i> . (6)
He acted <i>cowardly</i> .	<i>like a coward</i> , or, <i>in a cowardly</i> <i>manner</i> . (6)
I <i>never</i> remember <i>to have seen</i> him.	I <i>do not</i> remember <i>having ever seen</i> him.

Incorrect

What do you prefer most?

He was so coward that he did not help his friend.

He is suffering from fever since a week.

Hurry up, else you will miss the train.

Let us sit down for awhile.

They had a real good time.

You cannot succeed other than by hard work.

He does his work very good.

He is at the same class with me.

Mr Sen is the person who is mostly to blame.

The letter is written partially in French and partially in English.

It is raining; please stay indoor.

There is some doubt as to whether he will go.

I doubt that he will come.

Correct

omit most. (7)

such a coward (or so cowardly) (8)

has been suffering from fever for a week.

or (or, or else) you will miss the train. [Art. 269(b)]

sit down for a while or sit down awhile. (9)

really (10)

except (or, otherwise than) (11)

very well (or, does very good work).

same class as I am. (12)

most (13) *is a adverb and also adjective*

partly in French and partly in English.

indoors. (14) *indoor is a adjective*

omit as to (15)

if or whether he will come. (15)

Note

(1) *By and by = shortly, in a short time, and not gradually or after a series of intervals.*

(2) *Of course* should never be used except to denote a *natural* or *inevitable consequence*; as—Does not the earth move round the sun? *Of course*, it does.

(3) *Directly* = immediately; *direct* = straight.

(4) *Freely* = liberally, (and not 'without any charge')

(5) *After all* = in spite of all that has gone before to the *contrary*. It should never be used of a *natural consequence*.

(6) *Timely, masterly, cowardly, gentlemanly* are all *adjectives*, — not *adverbs*. But Chambers uses the first three as *adverbs* also.

(7) *Prefer* has a comparative sense: hence it cannot have *more* or *most*.

(8) *Coward* is *noun* and cannot be preceded by *adverb so*. Instead, we can use *such a*. *So* can be retained if it is followed by the *adjective cowardly* (not *adverb*).

(9) *Awhile* is an *adverb* meaning *for a short time*. It should not be confused with *a while* where *while* is a *noun* meaning *period of time*.

(10) *Real* is an *adjective*. The *adverbial really* is required to describe the *adjective good*.

(11) *Other than* is *adjectival* and not *adverbial*.

(12) *The same* is followed by *as*, not *with*.

(13) "The normal *adverb of degree* is *most..... Mostly* means 'for the most part though not entirely': His stories were *mostly* about his travels in foreign parts". — Wood.

(14) *Indoor* is *adjective*: *indoor games, indoor serial*. *Indoors* is *adverb*; to go *indoors*.

(15) In affirmative sentences, the verb *doubt* is followed by *whether* or *if*; but in negative sentences, it is followed by *that*. As, I *doubt if* of *whether* he will go there, I do not *doubt that* he will pass.

PREPOSITIONS

(512) Prepositions omitted :

Incorrect

We dispensed his services.
 I pray God.
 I shall compensate you the loss.
 I shall compensate the *loss to you*.
 He is suffering fever.
 He meditates the past life.
 I informed him the matter.
 He refers me in the letter.
 Attend your work
 Open page 50.
 I believe God.
 He has partaken refreshments.
 How are you going with your studies ?
 He is musing the past.
 He availed the opportunity
 Your conduct admits no excuse
 The prize was hotly competed
 I confess some suspicion in my mind.
 He tyrannised the people
 Do not boast your money.
 He complied my request
 I cannot conceive such cruelty.
 I begged him a favour.

Correct

dispensed with
 pray to
 { you for the loss.
 make good the loss to you.
 suffering from
 meditates upon¹
 informed him of the matter.
 refers to me
 Attend to
 Open at
 believe in
 partaken of
 going on
 musing upon,
 availed himself of the opportunity
 admits of
 competed for
 confess to
 tyrannised over
 boast of
 complied with
 conceive of
 him for a favour

(513) Prepositions inserted :

I regret at the delay.
 He resembles to his father.
 This violates against the rule.
 Recommend for me to him.
²Investigate into the matter.

omit at.
 omit to.
 omit against.
 omit for.
 omit into.

¹ See footnote on page 186.² Chambers uses *investigate* as an intransitive verb also.

<i>Incorrect</i>	<i>Correct</i>
Let us discuss <u>about</u> the matter.	omit <i>about</i> .
He opposed <u>against</u> us.	omit <i>against</i> .
He tried <u>with</u> heart and soul.	omit <i>with</i> .
He mediates <u>upon</u> going.	omit <i>upon</i> .
He ordered <u>for</u> my dismissal.	omit <i>for</i> .
They ascended <u>on</u> or <u>up</u> the hill.	omit <i>on, up</i> .
The family comprises <u>of</u> ten members.	omit <i>of</i> .
He picked <u>up</u> a quarrel with me.	omit <i>up</i> .
He pocketed <u>up</u> the insult.	omit <i>up</i> .
This feeling pervades <u>through</u> the country.	omit <i>through</i> .
He resigned <u>from</u> the post.	omit <i>from</i> .
This does not answer <u>to</u> my purpose.	omit <i>to</i> .
I shall combat <u>with</u> your views.	omit <i>with</i> .
I emphasised (or, stressed) <u>on</u> the point.	omit <i>on</i> , or, <i>put emphasis</i> (or, <i>stress</i>) <i>on</i> .
He left the place <u>with</u> bag and baggage.	omit <i>with</i> .
We reached <u>in</u> or <u>to</u> Calcutta safely.	omit <i>in, to</i> .
He could not cope <u>up</u> with the heavy work.	omit <i>up</i>
He ordered <u>for</u> a cup of tea.	omit <i>for</i>
He met <u>with</u> us there.	omit <i>with</i> ¹ .
He entered <u>in</u> the house.	omit <i>in</i>
We have a culture <u>of</u> which we are proud <u>of</u> .	a culture we are produd <i>of</i> , or, a culture <i>of</i> which we are proud.

(514) Misuse of Prepositions :

It was substituted by another.
(Reject or)

He is absent at the meeting.
He is confined in bed
Cats live by milk
He is in that committee.
There is no remedy of this.

Another was *substituted for* it, or, It was *replaced by* or *with* another.

from
to
on
on
for (see under "Appropriate Prepositions").

¹But, he met *with* an accident.

<i>Incorrect</i>	<i>Correct</i>
He is good <i>in</i> mathematics.	<i>at</i>
He reads English <i>to</i> or <i>near</i> me.	<i>with</i>
I told him this <i>in</i> or <i>at</i> his face.	<i>to</i> his face.
Write <i>with</i> ink.	<i>in</i> ink
He gave me a cheque <i>of</i> Rs. 500.00	<i>for</i>
He presented a bill <i>of</i> Rs. 200.00	<i>for</i>
He passed <i>as</i> a nice man there.	<i>for</i>
There is no end <i>of</i> troubles.	<i>to</i>
This is the reason <i>of</i> his downfall.	<i>for</i>
He listened to the news <i>by</i> the radio.	<i>on</i>
He was invited <i>at</i> the meeting.	<i>to</i>
I went to his house to enquire <i>of</i> him.	<i>after</i> (1)
It is the most expensive car <i>of</i> the world.	<i>in</i>
We did not arrive <i>at</i> time.	<i>in</i> or <i>on</i> time
He stares me <i>at</i> the face.	<i>in</i>
I am tired <i>with</i> this work.	<i>of</i> this work
Arrange the subject matter <i>into</i> three heads.	<i>under</i>
He ate his meals <i>in</i> a brass plate.	<i>from</i>
Flour is made <i>of</i> wheat.	<i>from</i>
I devoted the time <i>in</i> reading.	<i>to</i>
He was appointed <i>in</i> that post.	<i>to</i>
What is the time <i>in</i> your watch ?	<i>by</i>
The chair is made <i>from</i> wood.	<i>of</i>
He has been here <i>since</i> many years.	<i>for</i>
He has an eye <i>for</i> his profit.	<i>to</i>
I shall inform <i>this</i> <i>to</i> him.	inform <i>him</i> <i>of</i> <i>this</i> .
I sat <i>under</i> the feet of a great teacher.	<i>at</i>
Is there no solution <i>out of</i> the difficulty ?	<i>to</i> , or <i>of</i> or <i>for</i> (COD).
I left my book <i>to</i> or <i>near</i> him.	<i>with</i>
He has a ring <i>in</i> his finger.	<i>on</i>
Do not jump <i>at</i> a conclusion.	<i>to</i>
He jumped <i>to</i> the offer of help.	<i>at</i>
Due to the accident, he could not go.	Owing to [Art. 346(d)]

<i>Incorrect</i>	<i>Correct</i>
He spent his all <i>for</i> this house.	<i>on</i>
The post is <i>under</i> or <i>in</i> my disposal.	<i>at</i>
You should not lose sight <i>from</i> the fact.	<i>of</i>
What is the reason <i>of</i> his sudden outburst ?	<i>for</i>
His knowledge <i>in</i> English is poor.	<i>of</i>
He started <i>for</i> his journey.	<i>started on</i>
Call <i>into</i> question.	Call <i>in</i> question
He said this <i>in front of</i> the Headmaster.	<i>in the presence of</i>
I could not go <i>for</i> illness.	<i>on account of</i>
I could not attend office <i>due to</i> illness.	<i>owing to</i> illness.
The boy is only eight, and <i>in</i> that age he needs care.	<i>at</i>
She is a teacher <i>of</i> a high school.	<i>in</i>
He did it <i>on</i> his own accord.	<i>of his own accord.</i>
You must do it <i>before</i> a week.	<i>within</i> (2)
You must do it <i>within</i> the 7th.	<i>before or by</i> (2)
It is a quarter <i>before</i> five	<i>to</i>
I am interested <i>about</i> the matter.	<i>in</i>
It is difficult <i>to</i> me.	<i>for</i>
The examination will begin <i>from</i> 2nd March.	<i>on</i>
The family is composed <i>with</i> ten members.	<i>of</i>
You may buy two apples <i>by</i> a rupee.	<i>for a rupee.</i>
The child was run <i>upon</i> by a car.	<i>over</i>
The policeman took the patient <i>at</i> the nearest hospital.	<i>to</i>
He has an account <i>on</i> that bank.	<i>at or with</i>
They departed <i>to</i> Tokyo.	<i>for</i>
The train is running <i>in</i> time.	<i>to</i>
They went to Delhi <i>for</i> business.	<i>on</i>
He is senior/junior <i>than</i> me.	senior/junior <i>to</i> me.
He is superior/inferior <i>than</i> me in all respects.	superior/inferior <i>to</i> me.
I prefer Ram <i>than</i> Shyam.	Ram <i>to</i> Shyam.
I shall look <i>after</i> the matter.	<i>into</i>

Incorrect	Correct
I congratulated him <i>for</i> his success.	<i>on</i>
Sri Lanka is <i>in</i> the south of India.	<i>to</i> (3)
He was born <i>from</i> rich parents.	<i>of</i>
I have no work <i>on</i> hand now.	<i>in</i>
He lectured <i>about</i> pollution control.	<i>on</i>
I caught him <i>in</i> the neck.	<i>by</i>
The boys were joking <i>to</i> each other.	<i>with</i>
He, <i>on</i> his part, will say nothing.	<i>for</i>
He is not <i>in</i> good terms with his brother.	<i>on</i>
He comes <i>from</i> a rich family.	<i>of</i>
He has been ill <i>since</i> ten days.	<i>for</i> the last ten days.
They went to Delhi a month <i>before</i> .	a month <i>ago</i> .
She has been absent <i>from</i> Sunday last.	<i>since</i> Sunday last.
The office will be closed <i>after</i> a few days.	<i>in</i> a few days.
He has been ill <i>since</i> childhood.	<i>from</i> childhood.
You have been suffering <i>since</i> two months.	<i>for</i> two months.
She <i>is</i> suffering <i>from</i> Sunday last.	<i>has been</i> suffering <i>since</i> Sunday last.
He begged this dress <i>from</i> me.	<i>of</i>
The speaker talked <i>about</i> the subject <i>on</i> of national planning.	<i>on</i>
This is a task <i>for</i> which he is unequal.	<i>to</i> which he is etc.
At one's own initiative	<i>on</i> or <i>of</i> one's etc. (MEU)
He rested for some time <i>between</i> each stroke.	<i>after</i> each stroke ; or <i>between</i> the strokes ; or <i>between</i> every stroke and the next. (4)
Distinguish <i>between</i> each of the following pairs of words.	<i>between</i> the words in each of the following pairs (4)
The house stood <i>between</i> the junction of the two streams.	<i>at</i> the junction of etc. ; or <i>between</i> the two streams. (4)
I shall be there <i>between</i> four to five o'clock.	<i>between</i> four and five o'clock
He took the initiative <i>of</i> doing it.	<i>in</i> doing it (MEU)
It is a quarter <i>after</i> five.	<i>past</i>
I live <i>with</i> Rs. 400 a month.	<i>on</i>

Incorrect	Correct
What <u>for</u> did you do it ?	What did you do it <u>for</u> ? (5) [Art.486]
He walks <u>with</u> a speed of five miles an hour.	at a speed
Ram was married <u>with</u> Sita.	to Sita
The train stops <u>on</u> all stations.	at
There is a lane with houses <u>in</u> each side.	on (6)
He went there <u>by</u> horse.	on a (7) ✓

Note

- (1) *Enquire of*—ask a person himself. I enquired of him = asked him, not *after* or *about* him.
- (2) *Within* refers to a period of time; *by* or *before* refers to a point of time.
- (3) *In the south of* means inside the southern part of. *To the south of* means outside and in a southerly direction from.
- (4) *Between* must not govern a singular noun or a single expression in which a distributive pronoun *each*, *every* is treated as a plural—*MEU. A.B.C. of English Usage*. ‘The formula for *between* when it is not followed by an actual plural is between ‘x and y’; no conjunction other than *and* is permissible’ —*Good English* by G.H.Vallins.
- (5) In such sentences *for* is always used at the end of the sentence.
- (6) *In* would mean that the houses were *inside* the lane.
- (7) But *by train*, *by plane*, *by bus*.

(515) Conjunctions :

He got a pension till his life.
 He called me as a fool.
Unless you do not work hard you will fail.
 Wait until I do not return.
 We had better go home than to wait.
When you are guilty, you must suffer.
 Work hard lest you do not fail.

 It was not long until he came.
 He gave me two thousand, five hundred ten rupees.

 ¹Please tell me your new address,
 also your telephone number.
 I doubt that he will come.
 I have no doubt if he will come.
 Supposing if he comes here, what will he do ?

for life, or till his death
a fool
If you do not work hard, (or unless you work hard) [Art. 345]

Wait until I return. [Art. 345]
 go home rather than wait.

As, or since [As, Since, Whereas—~~etc~~]

lest you should fail. [Art. 292(c), Note (i)]

before he came.

--- gave me two thousand, five hundred and ten rupees. [Art. 346(l)]

and also your or and your telephone number.

doubt if or whether he [Art. 346(e)]
 no doubt that he will come.

Suppose he comes here-----.

¹Also is not a conjunction.

Incorrect

You have to choose between Ram
or Shyam

I shall either say this to him or his friend.

Madras is as big, if not bigger than, Bangalore

There was no other way open but to go.

I went with them in order that they behave themselves.

He is more polite, but not so intelligent as his brother.

The man was walking fastly lest he does not miss the train.

He is not so wise what he thinks.

The teacher, as well as his students, all left for the trip.

He is not so strong like you.

More than three times as many people came than had been expected.

Meet me between three or five.

The choice is between glorious death or shameful life.

He not only met me but also my brother.

Although he came, but I did not see him.

It is necessary that you go there.

He is not so ill as he could not walk.

He was afraid lest he would not pass.

Correct

Ram and Shyam

I shall say this either to him or to his friend. [Art. 489]

as big as, if not bigger than, mean Bangalore

than to go, mean

in order that (or, so that) they should behave themselves. [Art. 292(c), Note (ii)] (in order that - 292(c))
(so that - 292)

He is more polite than, but not so intelligent as, his brother

fast, lest he should miss fast is an adverb.

so wise as

omit all

so strong as you.

as had been expected.

between three and five.

and

He met not only me but also my brother. [Art. 489]

omit but (1)

you should go there.

that he could not walk.

lest he should fail. [Art. 292(c), Note (i)]

Note

(1) Use either although or but, but not both at the same time.

516 Incongruous construction (from an attempt to make one word do the work of two). [See Arts. 484, 485, 487] :

My watch is inferior and less costly than yours.

(Inferior - अधिक/प्रति/कम)

{ (i) inferior to, and less costly than, yours ; (ii) inferior to yours and less costly.

yours - अप्पी/साथी

(Incongruous, unbecoming - अनुग्राम, अनुचित)

Incorrect

He was appointed and dismissed
from the post on the same day.
He was offered the post and
accepted it.

I have not seen him act or sing.
Many were delighted and everyone
contented.

He came and returned to Japan.
He is more polite but not so kind-
hearted as his brother.

Correct

(i) appointed to etc. (ii) appointed to
the post and dismissed from it etc.
and he accepted it (or, it was accepted
by him).

or heard him sing.
everyone was contented

came from and returned to
more polite than, but not so kind-
hearted as, his brother.

(517) Confusion of constructions :

In the following examples the first two forms are correct and the third is an
incorrect mixture of these two :

(1) { He is a boy of *three years of age*.
He is a boy *three years old*.
He is a boy *of three years old*¹.

(2) { He died when he was *thirty years old*.
He died *at thirty years of age*.
He died *at thirty years old*¹.

(3) { Mangoes *of this kind* are sweet
This kind of mangoes *is* sweet
This kind of mangoes are sweet

(4) { He prevented *us from* going.
He prevented *our* going.
He prevented us going.

(5) { He *got the better of* his enemy.
He *got the upper hand of* his enemy.
He got the better hand of his enemy.

MEU under hand

(6) { I have studied him *at close quarters*.
I have studied him *close at hand*.
I have studied him at close hand.

MEU under close
close at hand - ३८२

(7) { You must *keep abreast of* the times.
You must *keep pace with* the times.
You must *keep abreast with* the times.²

(8) { Ram *as well as* Shyam was there.
Both Ram and Shyam were there
Both Ram as well as Shyam was there.

¹But these are used by many good writers and are given in COD under of (6) and old
(3). MEU writes, "They are recognised idioms."

²But *abreast with* is used by many good writers and given in POD, COD.

- (9) { How does he *maintain himself*?
 How does he *Maintain his livelihood*?
 How does he obtain his *livelihood*? } (Livelihood - ඩිලිඛුව/ලිඛුව)
- (10) { Learn or say this by heart.
 Quote this from memory. quote - ගැන්ත්‍රාන් by heart - සෑරුවා පූරුණ
 Learn this by memory; or Quote this by or from heart.
- (11) { I could not *help laughing*.
 I could not *but laugh*.
 I could not *help but laugh*.
- (12) { What is the distance *between the two posts*?
 What is the distance *between one post and the next*? } MEU under between
 What is the distance *between each post*? }
- (13) { He has to *give way to* a better man.
 He has to *make way for* a better man.
 He has to *give way for* a better man.
- (14) { The committee *consists* (or *is composed*) of five members.
 The committee *comprises* five members. comprise - සංස්කීර්ණ/ස්වරුප
 The committee *is comprised of* five members.
- (15) { Five members *constitute* the committee.
 The committee *comprises* five members.
 Five members comprise the committee.
- (16) { His example *inspired* (or *infused*) us *with courage*.
 His example *infused* (or *instilled*) courage *into us*.
 His example *infused* (or *instilled*) us *with courage*. } infused - නැත්තු කිරීම, මැඟුව
- (17) { He wrote *to me*.
 He wrote *me a letter*. (gen)
 He wrote me. [Art. 346(g)]
- (18) { This *news is too good to be true*.
 This is a *news too good to be true*.
 This is too good news to be true. }
- (19) { He is as strong *as I am*.
 He is strong *like me*. — so —
 He is strong *like I am*. }
- (20) { He *rose to* the occasion.
 He *was equal to* the occasion.
 He *rose equal to* the occasion. } MEU under rise.
 by hundreds, by the hundred, by the yard
- (21) { Men came there *by the hundred*.
 Men came there *by hundreds*.
 Men came there *by the hundreds*. } MEU under the hundred, by the yard
- (22) { A is a *better man than B*.
 Of the two A is *the better man*.
 A is *the better man than B*. } MEU (pp. 644)

- (23) { He did it *of his own accord*.
 He did it *on his own account*.
 He did it *of his own account*. } MEU under
account, accord.
- (24) { The cause of the trouble *is* his rudeness.
 The trouble *is due to* his rudeness.
 The cause of the trouble *is due to* his rudeness.
- (25) { I gave him *credit for* doing it.
 I gave him *the credit of* doing it.
 I gave him *the credit for* doing it. } When 'the' is put before
'i-credit', use *of* instead
of *for* (McMordie).
- (26) { There is no *other alternative than* termination.
 There is no alternative *but* termination.
 There is no *other alternative but* termination.
- (27) { I have the pleasure *of doing* it.
 It is my pleasure *to do* it.
 I have the pleasure *to do* it. } MEU under
pleasure.
- (28) { Comparatively few men were present.
 A comparative few men were present.
 A comparatively few men were present. } MEU under *few.*
- (29) { I have an interest *in doing* it.
 I have a motive *in doing* it.
 I have a motive *for doing* it. } MEU under
motive
- (30) { In future the boy will be a great scholar.
 In course of time the boy became a great scholar.
 In future the boy became a great scholar. } (In course of time
written over the line)
- (31) { The report was attributed *to me*.
 The report was fathered *on me*.
 The report was fathered *on to me*.
- (32) { I took the opportunity *of visiting* him.
 I took advantage *of his presence* to visit him.
 I took the opportunity *of his presence* to visit him. } (good)

Note

"Opportunity is followed by *of* and gerund, not by *of* and noun, which construction belongs to *advantage*"—A.B.C. of Eng. Usage.

- (33) { He refuses to do the work.
 He objects to doing the work.
 He objects to do the work. } MEU
- (34) { He treated us to a meal.
 He entertained us at a meal.
 He entertained us to a meal. } MEU
- (35) { They will tend our needs.
 They will attend to our needs.
 They will tend to our needs. } MEU under
tend.

- (36) { He wrote to *whoever* invited him.
 He wrote to *whomever* he invited.
 He wrote to *whomever* invited him.
- (37) { I am *as* interested in this *as* you.
 I am interested in this *equally with* you.
 I am interested in this *equally as* you.
- (38) { The *reason* he was absent was *that* he fell ill.
 He could not come *because* he fell ill.
 The *reason* he could not come was *because* he fell ill. } [Art. 292(b), Note (ii)]
- (39) { I haven't seen the picture and *she hasn't either*.
 I haven't seen the picture and *neither has she*.
 I haven't seen the picture and *she hasn't neither*.
- (40) { This newspaper has the *largest circulation of all* the morning papers.
 This newspaper has a *larger circulation than any other* morning paper.
 This newspaper has the largest circulation *of any other* morning paper
 (or, *of all other* morning papers.)
- (41) { He is a man *who* I know *is* honest.
 He is a man *whom* I know *to be* honest.
 He is a man *whom* I know *is* honest.
- (42) { After the match *was over*, I returned home.
 The match *being over*, I returned home.
 After the match *being over*, I returned home. ✓

518 Repetition of the same idea in different words :

Incorrect : This is equally as good as that.

Correct : { These two are *equally good*.
 This is *as good as* that.

Note

"Do not let *as* intrude between *equally* and the word it qualifies. Not *equally as good*, but *equally good*"— *The Complete Plain Words* by Sir Ernest Gowers.

Incorrect : He tried in vain, but he could not do it. *In vain - 01.07.24*

Correct : { He tried, but he could not do it.
 He tried *in vain* to do it.

Incorrect : He went there walking on foot.

Correct : { He went there *on foot*.
 He went there *walking*.

Incorrect : That is the place from whence he came. *whence, from where - 01.07.24*

Correct : { That is the place *whence* he came.
 That is the place *from where* he came.

Incorrect : That is the cause why I don't go there.

Correct : { That is the *cause of* my not going there. (good)
 That is the *reason why* I don't go there.

- Incorrect* : A crowd of boys thronged into my room.
- Correct* : {A *crowd* of boys *came* into my room.
{A *number* of boys *thronged* into my room.
- Incorrect* : ¹This is a new discovery to me. ✓
- Correct* : { This is a *discovery* to me.
{ This is a *new thing* to me.
- Incorrect* : I have come to a final conclusion.
- Correct* : { I have come to a *conclusion*.
{ I have come to a *final decision*.
- Incorrect* : Here is the book of that I told you.
- Correct* : { Here is the book of which I told you.
{ Here is the book (that) I *told you of*.
- Incorrect* : I am in entire charge of the whole work.
- Correct* : { I am in *entire* charge of the work.
{ I am in *charge* of the *whole* work.
- Incorrect* : He is a universal favourite of all.
- Correct* : { He is a *universal* favourite.
{ He is a *favourite of all*.
- Incorrect* : He has the entire monopoly of the trade.
- Correct* : He has a *monopoly* of the trade. (monopoly - ~~entire~~)
- Incorrect* : He returned back to his village.
- Correct* : He *returned* (or, *came back*) to his village.
- Incorrect* : It has played an important factor in the matter.
- Correct* : { It has played an important part in the matter.
{ It *has been* an important factor in the matter.
- Incorrect* : It is quite all right.
- Correct* : { It is *quite right*. MEU under
{ It is *all right*. quite.
- Incorrect* : The activities of the club were limited only to games and sports.
- Correct* : The activities of the club were *limited to* (or, *were directed only to*) games and sports. (MEU, under tautology)
- Incorrect* : Women are on the same equality with men in this respect.
- Correct* : Women are *in the same position as*, or, *on an equality with*, men etc.

¹But "this is *his new discovery*" is correct. It means he had made other discoveries before.

Incorrect : He is comparatively better today.

Correct : { He is comparatively well today.
He is better today.

Incorrect : The licence was renewed again.

Correct : { The licence was renewed. (1)
The licence was given again.

Incorrect : Your dress is the same like mine.

Correct : { Your dress is like mine.
Your dress is the same as mine.

Note

(1) Similarly with any other verbs which contain the notion of *again* within itself, e.g., *repeat, reconsider, recur, revive, reprint, reproduce*, etc.

(519) Malapropism or confusion between words (similar to Mrs. Malaprop's in *The Rivals* by Sheridan).

Incorrect

It has only a vocal application.

I support your polity.

He is a man of unexceptional character.

He writes in a verbal style.

He portends ignorance.

He is respectively connected.

Correct

local

policy or politics

unexceptionable

verbose

pretends

respectably

is strong, not in English, but in Mathematics.

He helped not only me but also etc.

I found him not only alive but also cheerful.

some countries, such as Nepal

{ (i) *for both you and him*¹

{ (ii) *both for you and for him*.

You helped neither me etc.

He either did not etc.

This is either true etc.

hotter than that of England.

I did it both for you and him.

You neither helped me nor him.

Either he did not know or lied.

Either this is true or, false.

The climate of India is hotter
than England.

¹See footnote in page 295.

Incorrect

I gave a doll to the girl whose head was off.

His knowledge of English is as good if not better than yours.

I exactly do not know.

He doesn't appear to be able to understand it.¹

I want to go home back.

I was rather helped by him than his brother.

This should only be used by you.

It is in the last but one page.

The last but three boys.

I ask your favour of doing this.

He enquired about your state of health.

I saw a dead cow walking across the field. (Art. 220).

He shot himself after reaching home with a gun.

Wanted for a baby a nurse three months old.

Wanted for a lady a piano sailing for England.

I eat when only I am hungry.

Their applications who are graduates will be considered.

²Please speak to the concerned clerk.

They wanted quickly to go home.

Not only he was a thief, but he was also a murderer.

Correct

I gave to the girl a doll whose head was off.

{ (i) is as good as yours, if not better. or,
(ii) as good as, if not better than yours.

{ I do not know exactly.

I do not exactly know.

appears to be unable (or, not to be able) to understand it.

I want to go back home.

I was helped rather by etc.

should be used only by you, or used by you only.

in the last page but one.

The last boy but three.

the favour of your doing this.

about the state of your health.

Walking across the field I saw a dead cow.

He shot himself with a gun after reaching home.

Wanted a nurse for a baby three months old.

Wanted a piano for a lady sailing for England.

only when

Applications of those who are graduates will be considered. clerk concerned.

to go home quickly.

{ Not only was he a thief, but he was also a murderer.

He was not only a thief but also a murderer.

¹ It is the ability, not the appearing, which is lacking.

² When concerned precedes the noun, it means 'worried'. When it follows it, it means 'who is concerned (with that business)', 'who deals with that business'—Hill.

Incorrect

Neither it is good, nor it is bad.

He both offended him and his brother.

Exercise is good both for body and mind.

This house is not advertised for sale but for hire.

Correct

{ *Neither is it good, nor is it bad.*
 It is *neither good nor bad.*

He offended both him and his brother.

{ *is good for both body and mind.*
is good both for body and for mind.
is advertised not for sale but for hire.

521 In Idiom :

Washed in tears

His fate shook in the balance.

He pelted stones at the frogs.

From the frying pan to the fire.

Many a time and often

To lie fully stretched

To bring to the bay

I care not a straw for him.

¹ I shook his hand.

Put to prison.

Cutting jokes

To cut one's nose to spite one's face.

He is good in health.

To turn over a new page

He took his heart at this.

² I am thick and thin with him.

I turned every stone.

Copy this word by word.

To kill two birds in (or, at one stone.

bathed in tears

trembled in the balance

pelted the frogs with stones

Out of the frying pan into

Many a time and oft

To lie stretched at full length

To bring to bay

I do not care a straw etc.

{ I shook him by the hand.

{ I shook hands with him.

{ Put in prison

{ Sent to prison

{ Making jokes

{ Cracking jokes.

To cut off one's etc.

in good health.

To turn over a new leaf

He took heart at this.

thick or very intimate with him

I left no stone unturned.

word for word

To kill two birds with one stone.

¹ But to *shake one's hand* is used by many good writers.

² Through thick and thin = through all difficulties. He stood by me *through thick and thin*. But "He is my thick and thin friend" (= so intimate a friend that he is prepared to go through all obstacles for me).

Incorrect

He took his birth in 1780.

To give dust into one's eyes.

Starvation stares at my face.

Set at freedom

¹ He earns his bread with the sweat of his brow.

Don't let this escape your mouth or tongue.

He drank lemonade at his heart's content.

The troubles and disturbances

were due to mismanagement on behalf of the organisers.

More you think of it the worse it becomes.

Figures and facts

This excuse will hold no water.

To be at the door of death

Lightning and thunder

Last but not the least came Amal.

Correct

was born in 1780.

To throw dust in one's eyes.

Starvation stares me in the face.

Set free, or, at liberty

in or by the sweat etc. (COD).

escape your lips

to his heart's content.

on the part of etc.

The more you etc.

Facts and figures

This excuse will not hold water.

To be at death's door

Thunder and lightning.

omit the

522 **Particularisation of use :**

Last evening or night or week or month,—but not last morning, day or afternoon. (COD).

Fast enemies

Addicated to a good habit

Finally, you have got it !

Devoted to a bad habit.

Abide by good consequences.

• Prone to diligence etc.

I broke the news to him (said of a good news).

চলন্ত দোষ / দুঃখ
Fast friends²

Addicated to a bad habit.

At last you have got it !

Devoted to a good habit.

Abide by evil consequences.

Prone to a vice or weakness like idleness etc.

I broke the news to him (said of a bad news).

¹ Fowler remarks that *brow* is here a misquotation for *face*. But COD gives both *brow* and *face*.

² But COD has *sworn friends*, *brothers*, etc. and also *enemies*.

Sack- পরাজিত হওয়া / মুক্তি পাওয়া দণ্ড / অনেক একটি / ফেরী ।
(noun)

*Incorrect*This bodes good.A bevy of gentlemenLivelong week, monthWater tomb or burialThe child was left in charge of
a servantBest friend (Best' not appropriate here)Drawn fight or combatLofty talk (Usually 'lofty' is used to qualify material's loftiness)

(2) Condign reward etc.

Glaring truth etc.

Utter or sheer wisdom etc.

Straight combat, single fight

Correct forecast (negative sense)This bodes ill or no good.¹

A bevy of ladies (bevy - बीवी तरह तम)

Livelong day or night (livelong day = अनंत दिन)

Watery grave (livelong night = अनंत रोक)

in the charge of²

Bosom friend ('Bosom'-intimate, close)

Drawn battle or game (drawn game बाँटा गया)

Tall talk (बहुतीन)

Condign punishment etc.

Glaring error etc. (Glaring - लाज़ीर (a negative sense))

Utter or sheer folly etc. (Utter or sheer - लाज़ीर (a negative sense))

Straight fight, single combat

(523) Errors in parallel construction :The film was interesting, exciting,
and it was made well.

..... and well made.

He died unloved, unknown, and
without any money...... and penniless.
(लाज़ीर)The purpose of coming here is to
see you and collecting donation...... and to collect donation, or, The
purpose of coming here is seeing
you and collecting donation.He was popular because of his
sense of humour, his intelligence,
and he could get along with
people...... and his ability to get along with
people, or, He was popular
because he had a sense of
humour, was intelligent, and
could get along with people.**Note**

In sentences containing a series of two or more items, same form has to be used for all the items in the series. There should be no mixing of infinitives with gerunds, adjectives with participial phrases, or verbs with nouns.

EXAMPLES WORKED OUT**A. Correct the following :**

1. (a) The matter was informed to him. (b) He spoke a lie and said me a liar. (c) I wish I was dead. (d) He caught me in the neck. (e) I asked him that why is he so angry upon me. (f) The English is very easier to learn than the language of French. (g) Honesty is more superior than riches. (h) The reason of my silence is due to my illness.

2. (a) Even such a strong man like him cannot lift the box. (b) He investigated into the case, but did not succeed to catch the thief. (c) Such men that are idle can never

¹But COD has "bode : promise well or ill."²In charge of here means the child was looking after the servant.