

A Text-Book of  
**HIGHER**  
**ENGLISH GRAMMAR**  
**COMPOSITION**  
&  
**TRANSLATION**



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48TH  
EDITION

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#### GRAMMAR

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### **COMPOSITION**

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## PART - I

# A TEXT-BOOK OF Higher English Grammar

## CHAPTER I

### SENTENCES

#### ① A Sentence is a group of words giving a complete sense<sup>1</sup>.

(যে শব্দ-সমষ্টি একটি পূর্ণ অর্থ প্রকাশ করে তাহাকে sentence বা বাক্য বলা হয়)।

In the following examples, the groups of words on the left are not sentences, because they do not make a complete sense ; but those on the right do so, and hence, they are sentences :-

Did it	I did it.		Is	Is he ill ?
Can do	I can do it.		A good boy	A good boy said this.

② Sentences may be divided into five classes, each of which may be further subdivided into two,—**Affirmative** (i.e., *affirming* something, হ্যাঁ-বাচক) and **Negative** (i.e., *denying* something, না-বাচক) :-

(a) **Assertive** (সাধারণ বর্ণনাত্মক) sentences make a simple *statement* : I know him. I do not know him.

(b) **Interrogative** (প্রশ্নবোধক) sentences ask *questions* : Why is he there ? Why is he not there ?

(c) **Imperative** (আদেশ, বা অনুরোধমূলক বা উপদেশমূলক) sentences express *command* or *request* : Come here. Do not come here.

(d) **Optative** (ইচ্ছাবোধক) sentences express a *wish* : May he live long.

(e) **Exclamatory** (আবেগসূচক) sentences express a sudden *feeling* or *emotion* : How nice ! Alas ! he is no more !

#### Note

Some make a different division. They classify sentences as :

(i) **Statements**, which simply *affirm* or *deny* something, as in (a) above.

(ii) **Questions**, which ask *questions*, as in (b) above.

(iii) **Desires**, which contain some *desire*, *order* or *request*, as in (c) and (d) above.

(iv) **Exclamations**, which express a sudden *feeling* or *emotion*, as in (e) above.

<sup>1</sup> In writing, the beginning and end of a sentence are indicated respectively by a capital letter and by a full stop, or a note of exclamation or interrogation. A sentence may consist of one or more words. The one-word sentences are, as a rule, intelligible only in connection with a particular situation. (Art. 268)

In exclamations—Good ! What !

In imperatives—Wait. Stop.

Others—Certainly. Impossible. Yes. No. What ?



**E****EXERCISE 1**

Say what kind of sentence each of the following is :

- |                                |                                 |
|--------------------------------|---------------------------------|
| 1. I know you.                 | 11. Why is he not present here? |
| 2. Will he go ?                | 12. What a pity !               |
| 3. Come at once.               | 13. May you succeed.            |
| 4. How foolish !               | 14. Is he ill ?                 |
| 5. God save him.               | 15. He does not like this.      |
| 6. He did not see me.          | 16. Please do not say so.       |
| 7. When did you come here ?    | 17. May he not suffer.          |
| 8. Give me a pen.              | 18. The sun shines in the sky.  |
| 9. Oh, could I be there !      | 19. Try, try again.             |
| 10. I asked him this question. | 20. May God help you.           |

**CHAPTER II****THE SUBJECT AND THE PREDICATE**

**(3) Look at the following sentences :**

Ram sings.	His name is known.
The dog barks.	A clever boy will act thus.
His work is done.	My brother has gone.

Each of the above **sentences** may be divided into **two parts**, thus :

Subject	Predicate	Subject	Predicate
Ram	sings.	His name	is known.
The dog	barks.	A clever boy	will act thus.
His work	is done.	My brother	has gone.

The first parts denote the *persons* or *things* about whom or which something is said. They are called *Subject*.

The **Subject** is a word, or a group of words, that denotes the person or thing about whom or which something is said (যাহার সম্বন্ধে বা যাহাকে উদ্দেশ্য করিয়া কিছু বলা হয় তাহাকে ). It must be a noun or a noun-equivalent, and may consist of any number of words.

The second parts denote what are said about the *subjects*. They are called *Predicate*.

The **Predicate** is a word, or a group of words, that denotes what is said about the *subject* (Subject সম্বন্ধে যাহা বলা হয় তাহাকে). It must contain at least a finite verb, expressed or understood.

**(4)** The Subject is often understood in some sentences, especially in *Imperative ones*. Thus, *Go there* = *Go you there*. *Sit down* = *Sit you down*. In analysing such sentences, the subject has to be supplied.

**E****EXERCISE 2**

Divide the following sentences into Subjects and Predicates :

- |                                 |  |
|---------------------------------|--|
| 1. I know you.                  | 11. That young boy is my brother.              |
| 2. Pandey has done this.        | 12. The faithful dog followed its master.      |
| 3. Nobody loves a bad boy.      | 13. The poor man came to me for help.          |
| 4. The wicked boy told me this. | 14. Honesty is the best policy.                |
| 5. Three boys came to my house. | 15. The little girl began to dance in joy.     |
| 6. Our school is a big one.     | 16. Barking dogs seldom bite.                  |
| 7. I love my mother country.    | 17. A little learning is a dangerous thing.    |
| 8. Give me a book.              | 18. A guilty mind is always suspicious.        |
| 9. Come at once.                | 19. Cheap goods are dear in the long run.      |
| 10. Is he there ?               | 20. Everybody's business is nobody's business. |

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**CHAPTER III****PHRASES AND CLAUSES**

**(5) Let us look at the following sentences :**

Come at once.

I know that he is ill.

He came to see me.

The boy who did it is my brother.

She was at the point of death.

I went after he had gone.

The groups of words written in italics in the examples on the left above do not make complete sense, and *do not contain any finite verb*, expressed or understood, but are used as *single parts of speech*. Such groups of words are called *Phrases*.

A **Phrase** is a group of words that does not make a complete sense, and does not contain a finite verb, expressed or understood, but is used as a single part of speech (যে শব্দসমষ্টি মিলিতভাবে এক একটি অর্থ প্রকাশ করিতেছে বটে, কিন্তু বাক্যের সম্পূর্ণ অর্থ প্রকাশ করে না এবং ইহাদের কোন Finite verb নাই).

The groups of words written in italics in the examples on the right above contain subjects (*he, who, he* respectively) and predicates (*is ill, did it, had gone* respectively) of their own, but form parts of longer sentences. Such groups of words 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 (যে শব্দসমষ্টি এক একটি sentence আলাদাভাবে গঠন করিয়াছে, কারণ ইহাতে Subject বা Predicate আছে, কিন্তু উহা বৃহত্তর একটি sentence-এর অংশ মাত্র).

**E****EXERCISE 3**

Point out the Clauses and Phrases :

- |                                    |   |
|------------------------------------|---|
| 1. I met him on the way.           | 4. Tell me when he will arrive.             |
| 2. He did it in a careless manner. | 5. Tell me the time of his arrival.         |
| 3. I knew the name of the boy.     | 6. The boy who came to see me is my friend. |

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7. I knew what the name of the boy was.
8. This is the boy who helped me.
9. Come as soon as you can.
10. The clock that was lost has been found.
11. There is a tree in front of my house.
12. There is a tree that stands in front of my house.
13. Come at once.
14. She is a girl of tender age.
15. He was absent on account of illness.
16. He was absent because he was ill.
17. He walked with firm steps.
18. The sun shines in the sky.
19. He has lost the pen which I gave him.
20. If you do this you will succeed.



### CHAPTER IV

#### PARTS OF SPEECH

(6) Words are generally divided into **eight** classes or **Parts of Speech** according to the work they do in a sentence :

(1) A **Noun** is a word which names any person or thing :— *man, book, gold, India, country, sweetness, honesty, air*.

(2) An **Adjective** is a word which adds something to the meaning of a noun :— *He is a good boy. This is a dark room. Give me a little milk. Many men were present.*

##### Note

According to A.B.C. of *English Usage* (Oxford) adjectives also qualify pronouns, and “*He seems angry*” is given there as an example. We have also uses like “*Ah, miserable me!*” (though colloquial).

(3) A **Pronoun** is a word used for a noun or a clause :— *Ram is not here ; he is ill. He failed, which broke his heart.*

(4) A **Verb** is a word which states something about a person or a thing :— *He walks. I go. The sun shines. The rose smells sweet.*

(5) An **Adverb** is a word which generally adds something to the meaning of a *verb*, an *adjective*, or another *adverb* :— *He walks fast. He is very clever. He did it quite easily.* (See Art. 263)

(6) A **Preposition** is a word placed before a noun or a noun-equivalent to show its relation to some other word in the sentence :— *The book is on the table. He came to me. She is in the garden.*

(7) A **Conjunction** is a word which joins words or phrases or clauses :— *He said this to Ram and Shyam. He sat behind you, but in front of me. As he was ill, he did not go to school.*

(8) An **Interjection** is a word which expresses some sudden feeling or emotion :— *Alas ! Hark ! Bravo !*

##### Note

Formerly, *Articles* (*A, An* and *The*) were classed as a separate part of speech ; but now they are classed as *adjectives*.

## E EXERCISE 4

State the parts of speech of the words in the following sentences :

1. I know Ram who gave you the book.
2. The school in which I read has a very good Headmaster.
3. India is a very large country.
4. My friend went there and returned soon after.
5. Bravo ! this is very nicely done.
6. The girl whom you saw in my room is Patnaik's sister.
7. My mother and your sister were quite happy to see the sight.
8. Gold is a very valuable metal.
9. The tree fell, but nobody was hurt.
10. Put the book on the table.
11. He came just in time.
12. Your friend will be very sorry if you do it.
13. He came into the room after I had left it.
14. He speaks fluently and well.
15. The kind man gave me a piece of cloth and some money.
16. Your brother or his friend has done the work.
17. Give me a glass of water to drink.
18. The old woman begged me for help.
19. As you are ill, you should take rest for some time.
20. He told me about the matter.
21. Kamala, my sister, is an intelligent girl.
22. I hope you will do the work in two days.



## CHAPTER V

### NOUNS—Classification

(7) Nouns are of **five** different kinds :—

I. Concrete

$$\left\{ \begin{array}{l} (a) \text{ Proper} \\ (b) \text{ Common or Class} \\ (c) \text{ Collective} \\ (d) \text{ Material} \end{array} \right.$$

II. Abstract

(e) Abstract

(8) A **Concrete Noun** is the name of an object of *sense*, that is, an object which can be seen, touched, heard, smelt or tested : *boy, dog, song, flower, milk*.

(9) An **Abstract Noun** is the name of a *quality, action or state* belonging to an object : *softness, smile, wealth, silence*.

#### Note

(a) Generally all nouns ending in *-ness, -tion, -hood, -ship, -dom, -ment, -ism, -th, -ic, -cy, -cy*, are Abstract : *goodness, kindness, education, childhood, friendship, kingdom, attachment, Gandhism, strength, justice, infancy, etc.*

(b) Names of *sciences, arts and diseases* are now treated as Abstract Nouns : *music, politics, grammar, malaria, etc.* "But when different *kinds* or *attacks* of a disease are meant, they become Common Nouns. Thus, '*I had one of my headaches*; Fevers are generally preceded by *chills* or *rigour*." —Wren.

(10) A **Proper Noun** is the name of *one particular* person, place, thing or event (or group of persons or places) as distinct from every other (একটি নির্দিষ্ট প্রাণী, জায়গা, বস্তু বা ঘটনার নিজস্ব নাম বুঝায়) : *Ramesh, the Ganges, Calcutta, the Himalayas, the French Revolution, the Ramayana, the Hindus*.

**(11)** (a) A **Common** or **Class Noun** denotes no one person or thing in particular but is *common* to *any* and *every* person or thing of the *same kind* (একজাতীয় প্রাণী বা বস্তুর সকলকেই বুঝায়).

Thus, *man* (not any particular man, but any and every *man*), *book* (not any particular book like the Bible, the Vedas, the Koran, etc., but any and every book), *river* (not any particular river like the Ganges, the Indus, but any and every river), *country* (not any particular country, but any and every country) are Common Nouns.

(b) There are a few Nouns, generally classed as Common, which are sometimes called **Singular Noun**, because there is only one of each of them known to us : *earth, sun, moon, etc.*

(c) When *God* and *Lord* refer to the *Almighty*, they are Proper ; but when they refer to the different gods of mythology and temporal lords, they are Common.

**(12)** A **Collective Noun** is the name of a *group* or *collection* of persons or things *taken as a whole*. (একজাতীয় প্রাণী বা বস্তুকে একত্র করিয়া বুঝায়).

Thus, in “*a flock of sheep*”, “*sheep*” is a Common noun, because it stands for any and every *sheep* ; but *flock* is a Collective Noun, because it stands for *all the sheep referred to, taken together*, and not any one *sheep* taken separately. Similarly, in “*an army of soldiers*”, “*a crowd of people*”, *army* and *crowd* are Collective Nouns, as they stand respectively for *all the soldiers* and *people referred to, taken together*.

The **Noun of Multitude** is practically the same as the **Collective Noun**. But a distinction is often made between them :—

(a) A Collective Noun denotes *one individual whole* (একই প্রকারের অনেকগুলির সমষ্টি বুঝায়) ; hence, the verb is singular. The *army* was defeated. The *committee* has approved the decision.

(b) A Noun of Multitude denotes the *individuals of the group* (সমষ্টিগতভাবে সকলকে না বুঝাইয়া স্বতন্ত্রভাবে বুঝায়) ; hence the verb is plural, although the noun is singular in form. The *Jury* (the men on the *Jury*) were divided in *their* opinions.

#### Note

(1) According to Fowler, the Collective Noun is the same as the Noun of Multitude. “They (Nouns of Multitude) are treated as singular or plural at discretion, and sometimes, naturally without discretion.” —MEU (under Number).

(2) Some again call the Noun of Multitude the **Individual Noun**.

**(13)** A **Material Noun** denotes the *matter* or *substance*, of which things are made (যে material বা পদার্থ দ্বারা কোন জিনিষ গঠিত হয় তাহাকে). It is also called the **Mass Noun**.

Thus, *river* is a Common Noun, but *water*, of which it is made, is a Material Noun ; *sheep* is a Common Noun, but *mutton*, the flesh of a sheep, is a Material Noun.

**(14)** Nouns can also be classified generally as **Countable** and **Uncountable** :

(a) **Countable** nouns stand for something that can be counted (যাহা এক, দুই করিয়া গণনা করা যায়) : *boy, apple, men, trees, house, etc.* Only countable nouns have a *plural form* and can be used with the *indefinite article (a, an)*, in the *singular* or *many, few, a few, several, etc.*, in the *plural*.

*a school, a boy, an umbrella, many cows, few books, several boys.*

(b) **Uncountable** nouns stand for something that cannot be counted though they can be measured (যাহা এক, দুই করিয়া গণনা করা যায় না কিন্তু যাহার পরিমাপ করা যায়) : *water, air, grass, glass, wood, sand, etc.* Such nouns have no *plural form*.

and are not used with the indefinite article. They are preceded by *much*, *little* to denote amount or quantity :

*much money, little water.*

Some of these can, however, be both *countable* and *uncountable* according to the context in which they are used, with a change in the meaning :

<i>paper</i>	=	the substance on which we write. ( <i>Uncountable</i> )
<i>a paper</i>	=	a newspaper, a piece of paper. ( <i>Countable</i> )
<i>glass</i>	=	the material. ( <i>Uncountable</i> )
<i>a glass</i>	=	a tumbler. ( <i>Countable</i> )
<i>wood</i>	=	The table is made of wood. ( <i>Uncountable</i> )
<i>wood</i>	=	The bungalow is in the middle of a wood. ( <i>Countable</i> )
<i>copper</i>	=	metal. ( <i>Uncountable</i> )
<i>copper</i>	=	coin. ( <i>Countable</i> )

### (15) A Proper Noun becomes Common :—

(a) When it is used in the descriptive sense to denote an object of a similar character to itself. (নির্দিষ্ট বিশেষ মানুষ বা স্থানকে না বুাইয়া অনুরূপ অন্য মানুষ বা স্থানকে বুায়) : Valmiki is the *Homer* (= a great poet like Homer) of India.

(b) When it applies to several persons of the same name (একই নামের অনেককে বুায়) : I know the *Patels* of Bombay. There are two *Surens* here.<sup>1</sup>

### (16) Material and Abstract Nouns become Common :—

(a) When they are *particularised* (কোন বিশেষ দ্রব্য বা গুণ বুায়) :

The *water* of this tank is clear. The *gold* of Golconda is pure. They praised the *honesty* of the boy. He committed a *theft*.

(b) When they denote things instead of the material, and objects possessing the quality instead of the quality itself (উপাদান না বুাইয়া উপাদানে তৈরী জিনিস, এবং গুণ না বুাইয়া গুণবিশিষ্ট ব্যক্তি বা বস্তু বুায়) :

He was put in *irons* (*chain* made of iron). He is a *Justice* (= Judge) of the High Court. She is a *beauty* (a beautiful lady). This use of the Abstract Noun is known as **Abstract for Concrete**.

(17) A Collective Noun becomes Common when it denotes more groups than one : The *armies* of the allies came in time.

#### Note

When a Proper, Material, Collective, or Abstract Noun becomes Common, it must (i) either take an article ("a", "an", or "the") before it, or (ii) be in the plural number.

(18) An Abstract Noun becomes Proper when it is *personified*, that is, when it is spoken of as an individual person (যখন গুণটিতে ব্যক্তি-বৈশিষ্ট্য আরোপ করা হয়). It must then be written with a capital letter, as Proper Nouns are : He is a child of *Fortune*.

(19) A Common Noun becomes Proper when it denotes a particular person or thing, as distinguished from the class (যখন সাধারণভাবে সকলকে না বুাইয়া কোন বিশেষ লোক বা জিনিয়কে বুায়) : Let our *Father* (= God) bless us all. He was confined in the *Tower* (i.e., the Tower of London).

<sup>1</sup> Some regard *Patels* and *Surens* in these examples as Proper Nouns. There may be some justification for such a contention, but it is much simpler to regard them as Common.

(20) A **Common Noun** is sometimes used to express an **abstract idea**; Check the *beast* (= beastly passions) in you. The *father* (= fatherly affection) in him could not bear the sight. This is known as **Concrete for Abstract**.

## E EXERCISE 5

Classify the Nouns in the following sentences :

- |   |  |
|---|--|
| 1. Justice is a noble quality.              | 13. The patriot in him could not bear the insult.      |
| 2. He is a Justice of the Peace.            | 14. Who invented paper ?                               |
| 3. The cleverness of the boy is admirable.  | 15. This paper is not good.                            |
| 4. Fish live in water.                      | 16. I teach them grammar.                              |
| 5. Fish is good for food.                   | 17. This pen does not write well, but the ink is good. |
| 6. She is a beauty.                         | 18. Rice is the principal food of the Bengalees.       |
| 7. The iron of this pillar is good.         | 19. The Duttas of this village are rich.               |
| 8. He is the Milton of India.               | 20. Iron is the most useful metal.                     |
| 9. I am fond of mutton.                     |  |
| 10. The Jury consists of four men.          |  |
| 11. The Jury were divided in their opinion. |  |
| 12. The crowd were dispersed.               |  |



## CHAPTER VI

### NOUNS—Number

(21) In English there are two numbers :— **Singular** and **Plural**. When *one* thing is spoken of, the noun is *singular*; but when *more than one* thing is spoken of, the noun is *plural*.

#### (22) Rules for forming the plural :

(a) Most nouns form their plural by adding *s* to the singular :—

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
Girl	Girls	Eye	Eyes
House	Houses	Book	Books
Ant	Ants	Table	Tables
Car	Cars	Chair	Chairs
Cat	Cats	Pen	Pens
Cow	Cows	King	Kings
Dog	Dogs	Tree	Trees
Bird	Birds	Pencil	Pencils
Doll	Dolls	Leg	Legs
River	Rivers	Room	Rooms
Brother	Brothers	Lion	Lions
		Sister	Sisters

(b) Nouns ending in *s*, *ss*, *sh*, *x*, *ch* (soft) and *z* take *es* in the plural :—

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
Gas	Gases	Bench	Benches
Glass	Glasses	Box	Boxes
Bush	Bushes	Fox	Foxes
Bus	Buses	Fish	Fishes

Singular	Plural	Singular	Plural
Ass	Asses	Dish	Dishes
Class	Classes	Watch	Watches
Inch	Inches	Branch	Branches
Loss	Losses	Topaz	Topazes

But when *ch* is pronounced as *k*, only *s* is added :—

Singular	Plural
Monarch	Monarchs
Stomach	Stomachs

(c) Nouns ending in *y* preceded by a consonant or *qu* change *y* into *i* and add *es* in the plural :—

Singular	Plural	Singular	Plural
Body	Bodies	Sky	Skies
Army	Armies	Soliloquy	Soliloquies (অঙ্গভূক্তি)
City	Cities	Baby	Babies
Country	Countries	Copy	Copies
Lady	Ladies	Fly	Flies

But if *y* is preceded by a vowel, add only *s* :—

Singular	Plural	Singular	Plural
Boy	Boys	Key	Keys
Day	Days	Monkey	Monkeys
Play	Plays	Toy	Toys

(d) Nouns ending in *f* or *fe* change *f* or *fe* into *v* before adding *es* :—

Singular	Plural	Singular	Plural
Calf	Calves	Thief	Thieves
Half	Halves	Wife	Wives
Life	Lives	Knife	Knives
Leaf	Leaves	Wolf	Wolves
Shelf	Shelves	Loaf	Loaves

But nouns ending in *ief*, *ff*, *oof*, *rf*, *eef*, generally take only *s* :—

Singular	Plural	Singular	Plural
Chief	Chiefs	Reef	Reefs (জলমগ্ন ছেট পাহাড়)
Cliff	Cliffs (খাড়া পাহাড়)	Roof	Roofs
Handkerchief	Handkerchiefs	Dwarf	Dwarfs (বামন)
Proof	Proofs	Puff	Puffs

### Note

(i) But *safe* (সিদ্ধুক) — *safes*; *strife* (বিবাদ) — *strifes*; *thief* — *thieves*.

(ii) Some take both the forms :— *staff*—*staffs* (সেন্য বিভাগ), *staves* (sticks); *wharf* (জেটি) —*wharfs*, *wharves*; *scarf* (চারু) —*scarfs*, *scarves*.

(e) Nouns ending in *o* preceded by a consonant generally take *es* in the plural :—

Singular	Plural	Singular	Plural
Hero	Heroes	Mango	Mangoes
Buffalo	Buffaloes	Potato	Potatoes
Mosquito	Mosquitoes	Volcano	Volcanoes

**Exceptions** (ব্যতিক্রম) — Canto-s (কান্টোর সর্গ), halo-s (জ্যোতির্গুল), piano-s, manifesto-s, photo-s, memento-s (স্মৃতিচিহ্ন), dynamo-s, portico-s.

(f) Nouns ending in *o* preceded by a vowel generally take only *s* in the plural :—

Singular	Plural	Singular	Plural
Bamboo	Bamboos	Radio	Radios
Cuckoo	Cuckoos	Studio	Studios
Folio	Folios		

(g) Some nouns form their plural by *change of vowels* :—

Singular	Plural	Singular	Plural
Man	Men	Louse (উকুন)	Lice
Woman	Women	Mouse	Mice
Foot	Feet	Goose (রাজহাঁস)	Geese
Tooth	Teeth		

(h) Some nouns add *en* :—

Singular	Plural	Singular	Plural
Ox	Oxen	Brother	Brethren
Child	Children		(also brothers)

### (23) Nouns with two plural forms of different meanings :

	Singular	Plural
Brother		{ Brothers—sons of the same parents (সহেদরগণ). Brethren—members of the same society (এক সমাজ বা প্রতিষ্ঠানের লোকসকল).
Cloth		{ Cloths—kinds or pieces of cloth not made up into garments (বস্ত্রখণ্ড সমূহ). Clothes—garments (পোষাক).
Die		{ Dies—stamps for coining (মুদ্রার ছাঁচ). Dice—cubes used for games (খেলার ঘুটিসকল).
Fish		{ Fish—collectively (একত্র কঠকগুলি মাছের সংখ্যা). Fishes—separate fishes (ভিন্ন ভিন্ন জাতের মাছ). (See Art. 40f)
Genius (প্রতিভাশালী ব্যক্তি)		{ Geniuses—men of talent (প্রতিভাশালী ব্যক্তিগণ). Genii—spirits (ভূতপ্রেতগুলি).
Index		{ Indexes—tables of contents (সূচীপত্রগুলি). Indices—signs in Algebra (বীজগণিতের চিহ্নবিশেষ).
Penny		{ Pennies—number of coins (পেনি নামক মুদ্রার সংখ্যা). Pence—amount in value (পেন্সে প্রদত্ত মোট মূল্য).
Sail		{ Sail—number of ships (জাহাজের সংখ্যা). Sails—sails of a ship (বাদামগুলি বা পালসমূহ).
Shot		{ Shot—bullets (গুলিসকল). Shots—number of times fired (যতবার গুলি ছোড়া হয়).

He has two *brothers*. He was cheered by his *brethren* in the class.

He will give these *cloths* to the poor. Put on your *clothes*.

The *dies* for the pictures in the book are ready. Let us have a game of *dice* (এক বাজী পাশা খেলা).

There are many *fish* in the tank. He bought both the *fishes*.

We should honour our *geniuses*. God Shiva came with his *genii*.

Consult the *indexes* at the end of the book. This is a sum of *indices*.

Give me *pennies* for this shilling. The book costs 18 *pence*.

The fleet consisted of 20 *sail*. The boat hoisted all the *sails*.  
 The enemies were stopped by our *shot*. We fired three *shots*.

## (24) Nouns with two meanings in the singular but one in the plural :

	<i>Singular</i>	<i>Plural</i>
Abuse	{ 1. wrong use, অপব্যবহার 2. reproach, তিরঙ্গার	Abuses = wrong uses
Foot	{ 1. part of the body 2. infantry, পদাতিক সৈন্য	Feet = parts of the body
Force	{ 1. body of armed men, সৈন্য বা পুলিশ দল 2. strength, শক্তি	Forces = troops (সৈন্য বাহিনী)
Horse	{ 1. an animal 2. cavalry, অশারোহী সৈন্য	Horses = animals
Issue	{ 1. result, ফল 2. child or children	Issues = results
Light	{ 1. lamp, বাতি 2. light of a lamp	Lights = lamps
People	{ 1. a nation 2. persons (always plural)	Peoples = nations
Practice	{ 1. habit, অভ্যাস 2. exercise in an art, ব্যবসায়	Practices = habits

I have never heard any *abuse* (গালাগালি) from him. There has been an *abuse* of power. There have been *abuses* of power.

He came on *foot*. The *foot* charged the enemy. Man has two *feet*.

A strong police *force* was sent there. He took me there by *force*. The German *forces* spread over the north of France.

The *horse* (or, *Horses*) can run fast. Our *horse* charged the enemy.

What was the *issue* of the fight? He died without any *issue*. What were the *issues* of the war?

He is enjoying the sun-*light*. Put out the *light* (or, one of the *lights*).

The Americans are a rich *people* (nation). *People* are happy here. Different *peoples* (nations) have different customs.

Give up this bad *practice* (or, these bad *practices*). This lawyer has a good *practice*.

## (25) Nouns with one meaning in the singular but two in the plural :

	<i>Singular</i>	<i>Plural</i>	<i>Meanings</i>
Arm—part of the body	Arms	{ 1. parts of the body 2. weapons, অস্ত্ৰ	
Circumstance—fact, ঘটনা	Circumstances	{ 1. facts 2. condition, অবস্থা	
Colour—hue, বর্ণ	Colours	{ 1. hues 2. a flag, পতাকা	
Custom—habit	Customs	{ 1. habits 2. revenue duties, শোক	
Effect—result	Effects	{ 1. results 2. goods	
Manner—method	Manners	{ 1. methods 2. behaviour, ব্যবহার	

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<i>Singular</i>	<i>Plural</i>	<i>Meanings</i>
Minute—1/60 of an hour	Minutes	{ 1. 1/60 parts of an hour 2. proceedings of a meeting (see Footnote p. 13)
Moral—a moral lesson	Morals	{ 1. moral lessons 2. moral conduct
Number—quantity	Numbers	{ 1. quantities 2. verses, কবিতা
Pain—suffering, যন্ত্রণা	Pains	{ 1. sufferings 2. trouble, কষ্ট, দ্রোগ
Part—portion	Parts	{ 1. portions 2. ability, গুণ
Premise—proposition, প্রস্তাবনা	Premises	{ 1. propositions 2. buildings and their land, জমি-সহ বাড়ী
Quarter—fourth part	Quarters	{ 1. fourth parts 2. lodgings <sup>1</sup> , বাসগৃহ
Spectacle—a sight	Spectacles	{ 1. sights 2. eye glasses, চৰুমা

Raise your right *arm*. Man has two *arms*. The prisoners gave up *arms*.

Under what *circumstance* (or, *circumstances*) did you do it? His *circumstances* are poor.

This is of white *colour*. The sunlight has seven *colours*. They entered the city with their *colours* (পতাকা) flying.

The Hindus have the *custom* of burning the dead. Respect the *customs* of these tribes. What is our income from *customs* duty?

This will have a good *effect*. This will have good *effects*. He has sold off his personal *effects*.

He did it in a clever *manner*. The two men did the same thing in two different *manners*. His *manners* are rude.

He came in a *minute* (or, in two *minutes*). The *minutes* of the last meeting were confirmed.

What is the *moral* of the story? The story teaches us two *morals*. The *morals* of these boys are bad.

What is the *number* of the house? I have noted down the *numbers* of the taxis. He sang the praise of God in *numbers*.

I have a *pain* in the stomach. This pill will remove all your *pains*. He took great *pains* (ক্রোশ) to help me.

He has done his *part* of the work. They have done their *parts* of the work. He is a man of *parts*.

His *premise* is (or, *premises* are) wrong. A meeting was held in the school *premises*.

It is a *quarter* to three (পৌনে তিনটা). He has finished three *quarters* of the work. He will get free *quarters*<sup>1</sup>.

It was a horrible *spectacle*. He was charmed by the *spectacles* there. He has lost his pair of *spectacles*.

### 26 Nouns having different meanings in different numbers :

<i>Singular</i>	<i>Plural</i>
Advice—counsel, উপদেশ	Advices—information, সংবাদ
Air—atmosphere, বায়	Airs—proud manners, চাল

<sup>1</sup>The word 'quarters' when used to refer to *accommodation* or *lodging* is always *plural*. Hence it should always take a *plural verb* and *pronoun*. As :

The Principal will get free *quarters*. They are situated on the bank of the river Ganges. The servants' *quarters* are very near to them.

Corn—grain, শস্য  
 Good—benefit, উপকার  
 Iron—the metal, লোহ  
 Physic—medicine, ঔষধ  
 Return—coming back  
 Sand—the material, বালি

Follow my advice. Advices of despatch of goods have been received.

The morning air is fresh. He has the airs of a rich man.

He grows corn in the field. He has corns on his right foot.

This will do you some good. He has lost all his goods.

Iron is a useful metal. He was put in irons.

Physic alone will do him no good. He is strong in physics.

I await his return. He has submitted his income-tax returns.<sup>1</sup>

Mix more sand with lime. He crossed the sands (= desert) of Arabia.

Corns—hard growth on the feet, পায়ের কড়া  
 Goods—things, জিনিস  
 Irons—chains made of iron, লোহার বেঁড়ী  
 Physics—natural science, পদার্থ বিদ্যা  
 Returns<sup>1</sup>—statistics, হিসাবপত্র  
 Sands—sandy places, বালুকাময় স্থান বা বালুকাবেলা বা মরুভূমি

### Note

*Hangings* = things hung, curtains ; *belongings* = things that belong ; *leavings* = things left ; *sweepings* = things swept. Similarly, *savings*, *earnings*, *surroundings*, etc. are always used in the plural in these senses. 'Vegetables' also is always used in the plural.

### (27) Nouns singular in form but plural in sense :

aristocracy, অভিজাত শ্রেণী	cattle <sup>3</sup>
nobility <sup>2</sup> , জমিদার শ্রেণী	poultry <sup>2</sup> , হাঁস, মুরগী
gentry <sup>2</sup> , ভদ্র সম্প্রদায়	people, লোকসকল
clergy <sup>2</sup> , যাজক সম্প্রদায়	vermin <sup>2</sup> , ক্ষতিকারক পোকামাকড়
	folk <sup>4</sup> , জনসাধারণ

The aristocracy (or gentry, or nobility, or clergy) are on the king's side. Cattle are grazing in the field. Who are those people ? Try to kill those vermin. The old folk have gone.

### Note

(a) When 'people' means nation, its plural is 'peoples'.

(b) The modern tendency is to treat *aristocracy*, *nobility*, *gentry*, *clergy*, *cattle* like other collectives—singular or plural according to sense. See Art. 12.

### (28) Nouns plural in form but singular in use :

gallows, ফাসীকাট	politics
mathematics	smallpox, বস্ত রোগ
news	whereabouts <sup>5</sup>
physics	

A gallows was raised there. The news is true. Smallpox has broken out there. Mathematics (or physics, or politics or ethics="ics" -অস্ত সমস্ত বিজ্ঞান বা কলার নাম) is my favourite subject. His whereabouts is not known.

### Note

Some assert that *politics* is singular when used as the name of a science, but plural when used with a demonstrative or qualifying word to denote some particular examples : *Politics* is my favourite subject. But, His *politics* (political principles) are always changing.

<sup>1</sup>"Returns (statistics), minutes (proceedings of a meeting) are sometimes quoted, but singular usages have been developed. ('I have sent in my income-tax return'. 'The first minute was badly drafted.')" —Smith.

<sup>2</sup>Egerton Smith's *Oxford Grammar*.

<sup>3</sup>The cattle is sold ; The cattle are in the hay. — MEU.

<sup>4</sup>POD.

<sup>5</sup>Current English Usage by F.T. Wood (p. 255) ; also Good English by G.H. Vallins (p. 19).

**(29) Nouns that have no plural forms :**

<i>alphabet</i> , বর্ণমালা	<i>luggage</i>
<i>expenditure</i> , ব্যয়	<i>offspring</i> (child or children)
<i>furniture</i> , আসবাবপত্র	<i>poetry</i>
<i>information</i>	<i>scenery</i>

He has learnt the *alphabet*. He has sold all his *furniture* or *luggage*. All his *expenditure* is shown here. These are my *offspring*. I got all the *information* I wanted. These flowers by the riverside are a beautiful *scenery*. He writes good *poetry*.

**(30) Nouns which have no singular forms :**

<i>aborigines</i> , আদিম অধিবাসী	<i>billiards</i> , একরকম খেলা	<i>jeans</i> , জিন্স কাপড়ের প্যান্টালুন	<i>scissors</i> , কাঁচি
<i>alms</i> , ভিক্ষা	<i>bowels</i> , অন্ত্র	<i>measles</i> , হাম	<i>shears</i> , কাস্টে
<i>amends</i> , ক্ষতিপূরণ	<i>dregs</i> , তলানি	<i>mumps</i> , গালফুলা রোগ	<i>spectacles</i> , চশমা
<i>annals</i> , ইতিবৃত্ত	<i>deer</i>	<i>nuptials</i> , বিবাহ	<i>tidings</i> , সংবাদ
<i>ashes</i> , ছাঁই	<i>eaves</i> , ঘরের ছাঁইচ	<i>obsequies</i> , শেষকৃত্য	<i>thanks</i> , ধন্যবাদ
<i>assets</i> <sup>1</sup> , সম্পত্তি	<i>entrails</i> , নাড়িভুঁড়ি	<i>odds</i> , ন্যূনাধিকভাবে তারতম্য	<i>trousers</i> , প্যান্টালুন
<i>auspices</i> , প্রসাদ, আনন্দকুল্য	<i>fetters</i> , শৃঙ্খল	<i>pliers</i> , সাঁড়াশি বিশেষ	<i>vitals</i> , জীবনীশক্তি
<i>bellows</i> , হাপর	<i>glasses</i> , চশমা	<i>proceeds</i> , আয়	<i>wages</i> <sup>2</sup> , বেতন

**Note**

(a) Of these, *alms*<sup>3</sup>, *amends*<sup>4</sup>, *mumps*<sup>5</sup>, *odds*<sup>6</sup>, *tidings*<sup>7</sup>, and *wages* are sometimes treated also as singular. All the rest are plural.

(b) *Trousers*, *jeans*, *scissors*, *glasses*, *pliers* and names of many similar divided objects are plural, and they have no singular forms : Your *jeans* are too tight (not, *jean* is). Where are my *glasses*? — They're on your nose.

**(31) Nouns which have the same form in both the numbers :**

*Apparatus*<sup>8</sup> (সাজসরঞ্জাম), *aircraft*, *cannon*<sup>9</sup>, *corps* (সৈন্যদল), *deer*, *innings*<sup>10</sup>, *means*<sup>11</sup>, *public*<sup>12</sup>, *salmon*, *series*, *sheep*, *species*, *swine*, *trout* and the nouns of

<sup>1</sup>But we have such uses as 'a doubtful asset', 'he is a great asset to the club'. Fowler characterises this as a 'false form' and remarks, "Most of those who use it are probably unaware that, though now treated as plural, *assets* is itself (cf. *riches*) a singular ; the s is not a plural termination." — MEU.

But, as the *A.B.C. of English Usage* puts it, "There are sentences where *asset* is useful .... should (like many other words in the past) take its place in English against all etymological prejudice."

*Good English — How to write it* by G.H. Vallins also writes, "Such expressions as 'His voice was a real *asset*' are by now too well established to be summarily dismissed .... To frown on *asset* is mere pedantry."

<sup>2</sup>But a *wage*-earner, a living *wage*. "At a *wage* or *wages* of £5 a week..... a fair day's work for a fair day's *wage*" (COD).

"The *wages* of sin is death is an archaism ; we do not now say, *his wages* is, but are, a pound a week." —MEU under are, is.

<sup>3</sup>"Usually as singular," (COD). The POD has "ask for an *alms*" and also "your *alms* are asked".

<sup>4</sup>"Plural now treated in E as singular" (COD). "A full *amends*" (POD).

<sup>5</sup>"Plural, usually with singular verbs" — POD. Also COD.

<sup>6</sup>"Plural often treated as singular" (ibid). We have "What's the *odds*?" and "The *odds* are that he will do it" there.

<sup>7</sup>"Plural, usually with singular verb" (ibid).

<sup>8</sup>"POD and COD give *apparatuses* as the plural of *apparatus*.

<sup>9</sup>"Words having a plural, but whose singular used in a collective sense, and treated as either singular or plural, is generally preferred to it, e.g., *shot*; *cannon* —MEU. "Collective sing. for plural" — (POD). *Chamber's T.C.D.* has *cannons* too.

<sup>10</sup>"The plural *inningses* is colloquial only, *innings* (ordinarily plural) being used for either number : *an innings*, or *several innings*." — MEU.

<sup>11</sup>"But "*means* = 'income' takes a plural verb : My *means* are not equal to the demand put upon them" — A.B.C. of Eng. Usage. Also MEU.

<sup>12</sup>"The *public* is the best judge, are the best judges, of that — POD and COD.

number, weight or money, such as *dozen*, *score*, *yoke*, *stone* (weight), *hundredweight*, when used after a numeral, especially if they join with the numeral to make a compound adjective (as in ‘two-ton lorry’). The singular meaning is expressed by putting a singular adjective, such as *a*, *an*, *one*, *this*, *that*, etc. before them. A deer, *one sheep*; but, two *deer*, two *sheep*.

**Note**

(a) An eight-*anna* coin; a ten-*rupee* note; an eight-*day* clock; a ten-*year* old child; but, ten *years* old; two *dozen* pencils; six *pound* or *pounds* of butter.

(b) But when the nouns of number are preceded by *many* and *some*, or, when they are not preceded by numerals, the plural inflection is used; as, many *dozens*; some *dozens*; *hundreds* of people.

(c) As measures of distance, *fathom*, *foot* and *yard* have sometimes the singular forms even with plural numerals: The tree is 10 *foot* (also 10 *feet*) high. It is 3 *yard* (also *yards*) long. The river is 50 *fathom* (also *fathoms*) deep.

(d) “The names of various **animals**, etc., when spoken of collectively as objects of **hunting**, are used with plural force without inflexion: He has gone to shoot *tiger* in Nepal; I am going to shoot *duck*, *green pigeon*, *partridge*” — E. Smith, *Oxford Eng. Grammar*.

**(32) True Singulars** are nouns in which the final *s* is a part of the original singular noun, and not a sign of the plural; as *alms*, *eaves*, *riches*, *summons*. Of these *eaves* and *riches* are now used as plurals, but the last has the plural *summons*. For *alms*, see Art. 30 Notes.

**(33) True Plurals** are nouns in which the final *s* is really a sign of the plural; as, *amends*, *annals*, *auspices*, *bellows*, *gallows*, *innings*, *means*, *news*, *remains*. Of these, *amends*, *means* and *innings* are used in both numbers; *gallows* and *news* are used as singulars; the rest are used as plurals. Thus:—

The *news* is true. His *means* are (or, is) fare.

I have made *amends* (or, a full *amends*) for his loss.

The *annals* of Rajasthan are full of such deeds.

**(34)** (a) The **Plural of Compound Nouns** (except nouns ending in *full* and *fall*) is generally formed by adding *s* to the important word; as,

*Governors-General* (*Governor-General* is also used); *passers-by*; *fathers-in-law*, *commanders-in-chief*; *maid-servants*, *brothers-in-law*; *on-lookers*; but *mouthfuls*, *handfuls*, *pitfalls* (চোরাগর্ত), *waterfalls* (জলপ্রপাত), *spoonfuls*.

(b) But **Compound Nouns** written without hyphen take *s* to form the plural: *Armchairs*, *bookcases*, *grandfathers*, *pickpockets*.

**(35)** In Nouns ending in **man**, the plural is formed by changing **man** into **men** when **man** is used in the sense of a *human being*; as,

*Englishmen*, *noblemen*, *workmen*.

When however, the final **man** does not mean a human being, but is a part of the word itself, the plural is formed by adding *s* only; as *Germans*, *Mussalmans*, *Brahmans*.

“**Mankind**. Singular number, referred to by *it* and *its*, not *they* and *their*.” — *Current English Usage* by F. T. Wood.

**(36) Plurals of letters of the alphabet and of numbers** are formed by adding ('s):

*B.A.’s*, *D.D.’s*, cut your *t’s* and dot your *i’s*, *3’s*, *5’s*, etc.

Some add only *s* in the plural, leaving the apostrophe for the genitive.

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He hit two 4's (4s) and two 6's (6s).

Three B.A.'s (B.A.s) and two M.A.'s (M.A.s) were selected.

### Note

"The modern usage, however, is to do away with the *apostrophe* (' ) and add only *s*; as, *B.Sc.s*; *M.B.s*" —Smith.

### (37) Plurals of Abbreviations :

*pp.* for pages, *ll* for lines, *MSS.* for Manuscripts.

Curt forms take *s* :— *Secs.* for sections, etc.

### (38) Miscellaneous :

Singular	Plural	Singular	Plural
Mr	Messrs	Mrs Brown	The Mrs Browns
Mrs, Madam <sup>1</sup>	Mesdames	Miss Brown	{ The Miss Browns
Madam <sup>1</sup>	Ladies		{ The Misses Brown
Master Brown	{ The Masters Brown { The Master Browns	Man-servant Woman-servant	Men-servants Women-servants
Mr Brown	{ Messrs Brown { The Mr Browns	Lord-Justice Knight-Templar	Lords-Justices Knights-Templars

### Note

(a) "The form *the Misses Brown* is still used on formal occasions, e.g., in written invitations; but at other times, and especially in conversation, *the Miss Browns* is more common."

(b) "The form, *Messrs Smith*, is limited to business language, the form, *the Mr Smiths*, being the one in general use."

### (39) Foreign Plurals :

Singular	Plural	Singular	Plural
Agendum <sup>2</sup> (বিচার্য বিষয়)	agenda	Crisis (সঙ্কটাপন্ন অবস্থা)	crises
Appendix (পরিশিষ্ট)	appendices	Radius	radii
Analysis (বিশ্লেষণ)	analyses	Erratum (শুন্দিপত্র)	errata
Axis (অক্ষ)	axes	Focus (কেন্দ্র)	foci (or focuses)
Bandit (বোম্বেট)	banditti (or bandits)	Formula	formulae (or formulas)
Basis (ভিত্তি)	bases	Hypothesis (অনুমান)	hypotheses
Cherub (স্বর্গীয় দৃত)	cherubim (or cherubs)	Seraph (প্রথমশ্রেণীর স্বর্গদূত)	seraphim (or seraphs)
Medium	media	Terminus (শেষ প্রান্ত)	termini (or terminuses)
Memorandum (স্মারকলিপি)	memoranda	Vertex (শীর্ষ)	vertices
Oasis (মরুদ্যান)	oases	Phenomenon	phenomena

**N.B.** The tendency of modern English is to reject all foreign forms.

<sup>1</sup>The English word is *madam*, "As a prefix to a foreign lady's name, instead of *Mrs, Madame* is right, with plural *Mesdames*. *Madam* ... suffers from having no plural, *ladies* being the substitute" — MEU.

<sup>2</sup>"*Agenda*, though in form plural, has been admitted to the language as a singular word. Nobody would say "the agenda for Monday's meeting have not yet reached me. If a word is needed for one of the components of the agenda, say 'item No. so of the agenda,' not, 'agendum No. so,' which would be the extreme of pedantry'. If one is wanted for the plural of the word itself it must be *agendas* or *agenda papers*." —*The Complete Plain Words* by Sir Ernest Gowers. See also *Current English Usage* by F. T. Wood.

(40) The name of a country, or a thing, though plural in form, is treated as singular : as "The United States of America is a rich country"; "The Folk Tales of Bengal is a nice book;" "The Netherlands is famous for her dairy products."

**Note**

(a) **Counsel** in the sense of 'barrister' has the same form in both the numbers : He engaged two *counsel* to defend his case.

(b) **Word** in the sense of 'promise' or 'speech' has no plural : He gave me *word* (not *words*). He is a man of his *word*. He sent *word*.

(c) When the same nouns are joined by *to*, *after*, etc., they are used in the singular : as, from *generation to generation*; *day after day*. *Ship after ship* is sailing by. *Letter after letter* was sent to him from the USA. *Generation to generation* has maintained the tradition of the family.

(d) **More than one** is "treated as compound of *one*, and ... agrees with a *singular noun* and a *singular verb*." But **More than two** is treated as a compound of *two*, and hence followed by a *plural noun* and a *plural verb*. *More than one man* was present there. *More than two boys* were present there.

(e) **Fruit**—("Usu. pl.) vegetable products fit for food (usu. *fruits of the earth*) ; plant's or tree's edible product of seed with its envelope (also collect, in sing, as feeds on *fruit*")—*COD*.

(f) **Fish** has two plural forms, e.g., *fish* and *fishes*. "**Fish** may always be used as the plural whether thought of individually or collectively. **Fishes** is a rarer plural and only used when thought of individually"—*Wood*. The sea here abounds in *fish*. I do not like *fish*. "We'll go and look at the *fishes* in the aquarium."

(g) **Half, heaps, lots, two-thirds, three-fourths, most**, etc. take singular verbs when they are followed by singular nouns with *of* but plural verbs when followed by plural nouns with *of*: *Half* of our work *was* done; *Half* of the apples *were* bad. "There *is* heaps of ammunition. There *are* heaps of cups. There *is* lots of work to do; Lots of people *think so*,"—*MEU* (under *Number*, sec. 12). *Two-thirds* of the work *is* done; *Two-thirds* of the men *were* killed. *Most* of the hall *was* empty. *Most* of the boys *have* come. *Most* of the time *is* lost. (See also Art. 311).

(h) After **one and a half** use plural nouns and singular verbs —*MEU* : One and a half *lemons* *was* enough. [See also Art. 346 (m)].

(i) "Twice two is four and twice two are four are equally correct."—*MEU* under *is*, sec. 2.

(j) **All** can be used as singular or plural : All *is* lost in the fire. All's well. All *are* present in the meeting. All *are* invited.

(k) **Number**—"Though grammatically singular, *a number of*, when it means *several* or *many*, is treated as plural and takes a plural verb : A *number of people* *were* present. But '*the number of people present was greater than we expected*' ; since here *number* has the more definite meaning of a numerical total"—*Wood*, also *Gowers* (p. 187). [See also foot note P. 298, and Art. 457 Note (c)].

(l) **Majority 'is' or 'are'**? —The word 'majority' follows the same rules for number as other collective nouns ; but when it means 'most', 'the greater part,' it has a plural verb.

The majority *is* scanty but sufficient. The majority *are* in my favour. The majority of my friends *agree*.

(m) "The greater/greatest part is *singular* when it refers to *amount* or *quantity*, *plural* when to *number*. The greater part of the land *is* uncultivated. The greater part of the apples *are* bad." —*Wood*.

(n) **None** is "singular when the reference is to *amount* or *quantity* ('None of the food *was* wasted'). When *number* is indicated, either, *singular* or *plural*, according to the sense. 'Of his three sons *none* has any great ability.' 'None of the suggestions *was* acceptable'. (*Singular*, because *none* individualises, taking *each one* singly.) 'None of the letters *have* been opened yet.' 'A number of people are expected but *none* *have* arrived yet.' (*Plural*, because *none* has the meaning 'not any')"—*Wood*. (See also Art. 155).

(o) 'Nouns like **century**, **age**, etc. mostly take the plural form when referring to more than one, and qualified by more than one adjunct : *in the sixteenth and early seventeenth centuries*; *between the ages of 14 and 18*'. —*Zandvoort*.

(p) The words **hundred**, **thousand**, **lac**, **million**, **dozen**, **score**, when preceded by a *definite numeral*, or by *several* or *a few*, are never made plural: *one hundred boys*; *five hundred men*; *two thousand* and five pounds; *three million people*; *rupees three lac* (not, *lacs*) *one million rupees*; *one dozen* or *two dozen* pencils; *five score eggs*; *a few hundred boys*; *several hundred* or *dozen* boxes. But when these words are not preceded by numerals and used 'merely to convey the idea of a large number' or are preceded by *some*, *many*, they are made plural: *many dozens*; *some dozens*; *hundreds* of people; *thousands* of ants; *scores* of animals; *many thousands*; *lacs* and *lacs* of rupees.

**Gross** never takes a plural suffix and is always followed by *of*: *a gross* of pins; *two gross* of pencils.

'After a definite numeral, **pair** is found both with or without the plural suffix' — *Zandvoort*: I have *one pair* or *two pair* (s) of shoes. But I want *some more pairs* of shoes.

(q) **Hair** is *singular* when used in a collective sense but *plural* when number is meant: She has combed her *hair*. His *hair* is white. I found two gray *hairs* on his coat.

(r) **A great deal of**, **plenty of** take *singular* verbs when they are followed by an *uncountable noun* but *plural* verbs when followed by *plural countable nouns*: *A great deal of time is lost*. *A great deal of problems were served*. *Plenty of houses are available here*. *Plenty of sugar is stored in the godown*.

(s) '**Police** is normally used as a *plural*: *The police are* (not, *is*) looking for a fair-headed man in his twenties'. —*Practical English Usage*, Michael Swan.

## E

### EXERCISE 6

(a) Indicate the numbers of: — *furniture*, *gallows*, *mathematics*, *series*, *means*, *cattle*, *agenda*, *summons*, *riches*, *apparatus*, *pence*, *auspices*, *thanks*, *wages*, *sheep*, *physics*, *news*, *gentry*, *people*.

(b) Give the plurals of: — *Mr*, *Miss*, *Mrs*, *man-servant*, *Miss Baker*, *Mrs Baker*, *formula*, *cherub*, *basis*, *Governor-General*, *son-in-law*, *foot-man*, *fisherman*, *Frenchman*, *gentleman*, *clergyman*, *German*, *Norman*.

(c) Fill up the blanks: —

- |   |                                     |
|---|-------------------------------------|
| 1. News—brought to us.                                | 6. Alms—distributed among the poor. |
| 2. Mathematics—taught by him.                         | 7. Thanks—due to him.               |
| 3. Lamb's Tales from Shakespeare—an interesting book. | 8. Three counsel—engaged by me.     |
| 4. Cattle—grazing on the green.                       | 9. Fish—abundant in this tank.      |
| 5. The gentry—present there.                          | 10. The people—running away.        |
|   | 11. People—not like it.             |



### CHAPTER VII

#### NOUNS—Gender

(41) There are **four Genders** in English :—

- (a) **Masculine**, denoting *male* persons or animals: *man*, *bull*, *boy*, *lion*.
- (b) **Feminine**, denoting *female* persons or animals: *woman*, *cow*, *sister*.
- (c) **Neuter**, denoting *lifeless* things: *book*, *table*, *tree*.
- (d) **Common**, denoting animals of *either sex*: *parent*, *person*, *sovereign*, *child*, *servant*, *teacher*, *student*, *cousin*.

**Note**

The term 'common gender' is objected to on the ground that "strictly, there cannot be a common gender any more than there can be a common sex. Some words, however, are common to two genders."

(42) All **Material** and **Abstract Nouns** are **Neuter**, because they denote things and qualities without life.

(43) All **Collective Nouns** are **Neuter**, because they denote groups, and groups as such have no life.

(44) There are **three different ways** by which **Masculine nouns** are **changed into Feminine** :—

- (A) By changing the word : as, *man* — *woman*, *boy* — *girl*.
- (B) By adding — *ess* to the Masculine ; as, *author* — *authoress*.
- (C) By adding a feminine word before or after the Masculine : as, *he-goat* — *she-goat* ; *grandfather* — *grandmother*.

**A. By changing the word :—**

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
Bachelor	maid, spinster	Horse	mare
Boar	sow	Husband	wife
Boy	girl	King	queen
Brother	sister	Lad	lass
Bull, ox	cow	Lord	lady
Cock	hen	Male	female
Dog	bitch	Monk, friar	nun
Drake	duck	Nephew	niece
Drone	bee	Papa	mamma
Earl	countess	Ram	ewe
Father	mother	Sir, sire	madam, dame
Fox	vixen	Sire (a beast)	dam
Gander	goose	Son	daughter
Gentleman	{ lady gentlewoman	Tailor	seamstress
Hart	roe	Uncle	aunt
		Wizard	witch

**B. By adding "ess" to the Masculine :—****(a) Without any change in the form of the Masculine :—**

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
Author	authoress	Lion	lioness
Baron	baroness	Patron	patroness
Count	countess	Peer	peeress
God <sup>1</sup>	goddess	Poet	poetess
Heir	heiress	Priest	priestess
Host	hostess	Prince	princess
Jew	jewess	Shepherd	shepherdess

<sup>1</sup>God has no feminine in the sense of the Almighty.

(b) By omitting the vowel of the last syllable of the Masculine :—

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
Actor	actress	Negro	negress
Benefactor	benefactress	Songster	songstress <sup>1</sup>
Enchanter	enchantress	Tempter	temptress
Hunter	huntress	Tiger	tigress
Instructor	instructress	Traitor	traitress

(c) In a less regular way :—

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
Abbot	abbess	Master (boy)	miss
Duke	duchess	Mr	Mrs
Emperor	empress	Murderer	murderess
Governor	governess <sup>2</sup>		
Master	mistress		
(teacher, owner, etc.)			

### C. By adding a Feminine word :—

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
Bull-calf	cow-calf	Man-servant	maid-servant
Foster-father	foster-mother		woman-servant
Grandfather	grandmother	Milkman	milkmaid
Great-uncle	great-aunt	Merman	mermaid
He-goat	she-goat	Peacock	peahen
Landlord	landlady	Schoolmaster	schoolmistress
		Washerman	washerwoman

### 45 Nouns of Common Gender :—

(a) Common	<i>Masculine</i>	<i>Feminine</i>
Calf	bullock	heifer
Child	son, boy	daughter, girl
Deer	hart, stag	roe, hind
Fowl	cock	hen
Horse	stallion	mare
Monarch }	king, emperor	queen, empress
Sovereign }	boy (without parents)	girl (without parents)
Orphan	father	mother
Parent	man	woman
Person	boar	sow
Pig	man-servant	maid-servant
Servant	ram	ewe
Sheep	husband	wife
Spouse	male student	female (or, girl) student
Student	male teacher	female (or, lady) teacher

<sup>1</sup> "Songster was originally feminine; but it came to be used as masculine, and a new feminine, *songstress*, was formed." —Oxford High School Grammar.

<sup>2</sup> *Governess* means *tutor*; (She was placed under a kind *governess*); but *governor* never means *tutor*, —it means *ruler* and is a common gender.

(b) The following nouns of common gender take *male* and *female* before them in the Masculine and the Feminine respectively ;

*baby, bird, cousin, enemy, friend, infant, pupil, scholar, singer.*

**(46) Miscellaneous :—**

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
Alexander	Alexandrina	Henry	{ Henrietta Harriet
Charles	{ Charlotte Caroline	Hero	heroine
Czar	Czarina	Sultan	sultana
John	Jane	Testator	testatrix
Joseph	Josephine	Viceroy	Vicereine
Signor	Signora	William	Wilhelmina

**(47) Masculine derived from Feminine :** *Bridegroom* (from *bride*), *widower* (from *widow*).

**(48) Double Feminines :** *seamstress, songstress, spinstress.*

**(49) Some Feminine Nouns have no corresponding Masculine :**

*Amazon* (a woman of masculine manners, মর্দনী)

*Blonde* (a fair girl, গোরাচী)

*Coquettee* (a woman who amuses herself by seeking admiration from others, মিথ্যা  
ভালবাসা প্রদর্শনকারিনী)

*Dowager* (a widow with a dower, বৃত্তিভোগী বিধবা)

*Flirt* (a woman flirting with men, কৃত্রিম প্রেমের খেলা যাহারা খেলে)

*Nurse* (a female nurse)

*Prude* (a woman of affected modesty, কৃত্রিম লজ্জাবতী)

*Shrew* (a scolding woman, কলহপ্রিয়া রমণী)

*Siren* (a charming but wicked woman, কুহকিনী)

*Virgin* (a maiden, কুমারী)

**(50) Some Masculine Nouns have no corresponding Feminine forms :**  
*captain, judge, knight, person, squire.*

**(51) A few Masculine Nouns** are sometimes used as nouns of **Common gender** : *actor, author, colt, fox, goose, dog, hound, horse, man, painter, poet, etc.*

**(52) A few Feminine Nouns** are sometimes used as nouns of **Common gender** : *bee, cow, duck, etc.*

**Note**

Women are now taking up work formerly considered exclusively men's and *vice versa*. This has given rise to a difficulty in finding out feminine forms for such words as, *chairman, president, lawyer, advocate, doctor, etc.* and masculine forms for words as *nurse, house-maid, etc.* *Chairwoman* is not correct English and the modern use is *Chairperson* to refer to woman. Similarly, *lady doctor*.

**(53) Personified Objects :** Inanimate objects or qualities are sometimes spoken of as if they were persons. A noun thus personified begins with a capital letter. Personified things are regarded as :—

(a) **Masculine** when they are remarkable for *strength, courage, greatness, etc., as :*

*Death, Sun, War, Time, June, Summer, Autumn, Winter, Thunder, Anger, Day, Fear, Revenge, etc.*

(b) **Feminine** when they are remarkable for *beauty, softness, grace, fertility, gentleness, etc.*, as :

Hope, Peace, Liberty, Modesty, Earth, Moon, Truth, Nature, Religion, Church, Mercy, Night.

**(54) Young children and lower animals** are usually regarded as **Neuter**:

The *child* is following *its* mother. The *bird* returns to *its* nest.

**(55) Names of ships, countries and fine arts** are generally regarded as **feminine**:

The *Titanic* sank with almost all *her* passengers. *India* demands all of us to love *her*. *Poetry* has *her* charms.

## E

### EXERCISE 7

Indicate the genders of the following:—

husband	fear	prince
cow	death	Mr
author	mountain	priest
early	ship	madam
sovereign	England	sir
tiger	son	person
hero	governor	orphan
pig	lady	virgin
mouse	king	bride
lion	companion	cousin
lad	head	bee
shepherd	virtue	horse
water	parent	Miss
grief	widow	actor



## CHAPTER VIII

### NOUNS—Case

**(56) Definition** — A case is the relation of a noun or a pronoun to other words in a sentence, or the form which shows such a relation.

**(57) There are three principal cases in English** :—

- (A) **Nominative Case**
- (B) **Objective Case**
- (C) **Possessive Case**

#### (A) Nominative Case

Examine the following sentences :

(a) Ram hit the dog. (b) The boy wants his mother.

In (a), *Ram* is the *agent* or *subject* of the verb *hit*. It is the answer to the question, ‘Who hit the dog?’ Similarly in (b) *boy* is the *subject* of the verb *wants*. It is the answer to the question, ‘Who wants his mother?’

When a noun (or, pronoun) is the *agent* or the *subject* of a verb, it is said to be in the **Nominative Case**.

**Note**

(i) The term **Nominative** and **Subject** are not always identical. The term **Nominative** can be applied only when the action proceeds from a simple noun or pronoun. But it cannot be applied when the subject consists of a number of words such as a phrase or clause. The terms can be used indifferently only when the subject is a simple noun or pronoun.

(ii) The **Nominative** or **Subject** is the answer we get by asking the question "who ?" or "what ?" with the verb.

**(B) Objective Case**

Again in (a) above, if we ask the question, "What did Ram hit ?" we get the answer *dog*. *Dog* is thus the *object* of the verb *hit*.

In (b) if we ask the question, "Whom does the boy want ?" we get the answer *mother*. *Mother* is thus the *object* of the verb *wants*.

When a noun (or, pronoun) is the **Object** to a verb or a preposition, it is said to be in the **Objective Case**.

**Note**

(i) The objective case is divided into the **Accusative** and the **Dative**. If the noun or pronoun is the **direct object**, it is in the **accusative** case, but if it is the **indirect object**, it is in the **dative** case. Thus, in "I gave him a book", *book* is **accusative** and *him* **dative**.

(ii) The **Object** is the answer we get by asking the question "whom ?" or "what ?" with the verb.

A noun (or, pronoun) which comes **after a preposition** is also said to be in the **Accusative Case**:

He sat *on* a chair. I went *to* that place.

**(C) Possessive Case**

*Examine the sentences :*

I went to *Bose's* house. The *boy's* book is on the table.

*Bose's* house = house *belonging to* Bose ; *boy's* book = book *belonging to* the boy. The form of the noun *Bose* is changed to *Bose's* and of *boy* changed to *boy's* to show *ownership* or *possession*. The nouns *Bose's* and *boy's* are, therefore, said to be in the **Possessive Case**.

The **Possessive Case** denotes *ownership* or some *other relationship*.

The possessive answers the question "**Whose ?**"

**Note**

"Recent authorities prefer to retain the old name, **Genitive**, since the name *possessive* for *genitive* is misleading. The *genitive case* not only expresses possession, but is also used to convey other meanings. For example, in the phrase, '*Ram's book*', the *genitive case* clearly denotes *possession*; but in '*Ram's fever*', '*three months' imprisonment*', '*a yard's length*', '*prime minister's address*', it does not".

**(58) Nouns in Apposition** — When two nouns are used together to denote the same person or thing, the second is said to be in apposition to the first.

Mr Chatterjee, our *Headmaster*, is a good man (Nom.).

He beat my brother, a young *boy* (Obj.)

I went to Mr Bose the *poet's* house (Possessive).

**A. The Nominative Case****(59) Different kinds of the Nominative :—**

(a) The **Nominative of Address** or **Vocative Case** or **Case of Address** is the case used in addressing or calling a person or an object :

Saral, come here. Adieu, adieu, my *fatherland*.

(b) **Nominative Absolute** is a Noun or a Pronoun which, coming before a participle, is not grammatically connected with the rest of the sentence :

The *sun* having set, we left the place. *Dinner* (being) over, the guest left the table.

**(60) Position of the Nominative** :— The Nominative is generally placed before the verb :—

*Ram* goes. *Birds* fly.

**Exceptions**—But it is placed *after* the verb (or *after* the auxiliary, if there be any) in the following cases :

(a) In Interrogative sentences : Is *he* ill ? Who is *he* ?

(b) In Imperative sentences : Go (*you*) home.

(c) Sometimes, in exclamations : How glad am *I* to see you !

(d) In Optative sentences : Long live *Ram*. May *you* be happy.

(e) In Conditional clauses without *if* or *though* :

*Had I* been present (= If *I* had been present), *I* would have prevented him. *Were he* present, *he* would have opposed you.

(f) When the sentence begins with *here*, *there*, or with a negative (*no sooner*, *not only*, *never*, *no longer*, *little*, *few*, etc.) :

Here are five *men*. There lived an old *man* in the village. No sooner had *he* left the room than it fell down. Not only was *he* present, but he delivered a lecture also. Never have *I* seen such a man. No longer are *they* ready to follow you. Little did *they* think that they would suffer. Few were the *men* present there.

(g) Sometimes, in quoting the words to another :

"I can do the work", said *he*.

(h) In emphatic sentences :

Down went *the ship*.

(i) After *neither* and *nor* meaning *and not* :

*He* was not present, nor was his *brother*. *He* could not go, neither could *I*.

(j) Sometimes after the adverbs *so*, *the more*, etc. in the second clause of the sentence :

As you sow, so shall *you* reap. The more you read, the more will *you* learn.

## B. The Objective Case

**(61) Different kinds of Objects** :—

(a) **Direct Object or Accusative** (মুख্যকর্ম); **Indirect Object or Dative** (সৌন্দর্যকর্ম) —

Some transitive verbs (*tell*, *give*, *ask*, *teach*, etc.) take two objects. One of these is direct and is called the *Direct Object or Accusative* (মুখ্যকর্ম). The other is indirect and is called the *Indirect Object or Dative* (সৌন্দর্যকর্ম).

The former is generally a *thing*; the latter is generally a *person* or an *animal* :—

*He gave me* (Ind. Object.) *a book* (Dir. Object). *I told him* (Ind. Obj.) *this* (Dir. Obj.).

(b) **Retained Object**— Some transitive verbs take two objects in the active voice. In the passive, one of these becomes the subject, but the other is retained

as object and is called the *Retained Object* :

He was given a book.

(c) **Cognate Object**— The object of an *intransitive verb* of *kindred meaning or sense* (সমার্থজ্ঞাপক) is called a *Cognate Object* :

I ran a race. He lived a pure life.

(d) **Factivive Object**— A transitive verb (usually of *naming, making, and thinking*) sometimes requires, besides its object, some other word, usually denoting *office* or *rank*, to make the sense complete (কোন কোন সকর্মক ক্রিয়ার অর্থপূরণের জন্য উহার কর্মের পর পদবীজ্ঞাপক একটি noun দরকার হয়). This word is called the *Factivive Object* :

He called me a fool. I took him prisoner.

(e) **Adverbial Object**— A noun in the objective case is sometimes used *adverbially* to denote *distance, place, time, value, amount, weight, or manner*; this object is called the *Adverbial Object* :

The school is one mile from here. This cost me three rupees. He was there ten years. He went home. He was bound hand and foot.

### C. The Possessive or Genitive

(62) **The Possessive (or Genitive)** is ordinarily used with nouns denoting **Animate or Personified objects**. It is generally formed by adding an apostrophe and s ('s) to the noun :

*man, man's ; men, men's ; children, children's.*

**Exceptions** :— There are three cases in which the s after the apostrophe is omitted to avoid too many hissing sounds :—

<sup>1</sup>(a) After *plural nouns* ending in s :

*boys' pens ; birds' nests.*

(b) When the last syllable of a *singular noun* ends with s or ce and the noun is followed by "sake" :

*goodness' sake ; conscience' sake ; justice' sake.* (But we say also *pity's sake*.)

(c) Generally, when the last syllable of a *singular noun* begins and ends with s :

*Moses' laws.* But, we must say, *Pares's pen ; Venus's beauty ; Keats's poem ; Dickens's novel.*

#### Note

Personal pronouns do not take any apostrophe (') to form genitives : *yours* (not *your's*), *its, ours, hers, theirs*. *It's* is the contracted form of *it is*. (See Art. 108)

(63) The Possessive of **Compound Nouns or names consisting of several words**, and of **Nouns in Apposition** is formed by adding ('s) to the last word :

*Governor General's car ; son-in-law's house ; Asoke the Great's reign ; the king of Japan's throne ; Ram, my brother's house.*

(64) When there are *two or more* separate nouns joined by *and*, ('s) is added to the last if *joint possession* is meant ; but if *separate possession* is meant, ('s)

<sup>1</sup> There is a laudable tendency in modern usage to omit the apostrophe, especially in plural nouns, where the nouns are adjectival without any real possessive sense ; 'Boys School,' 'Students Union', 'Miners Federation', — *Good English* by G.H. Vallins.

is added to each *noun* (And দ্বারা যুক্ত noun-গুলি যদি যৌথ অধিকার বুঝায় তবে সর্বশেষে noun-এর পরে 's দিতে হয়, আর যদি ভিন্ন অধিকার বুঝায় তবে প্রত্যেকটির পরেই 's বসে):

Dutta and Ghose's firm = one firm belonging to both.

Dutta's and Ghose's firms = two separate firms, one belonging to Dutta and the other belonging to Ghose.

(65) Nouns denoting **Inanimate** objects are *not* generally put in the possessive case. Possession in such cases is denoted by the preposition *of*, or sometimes by using the noun as adjective. Thus, we write :

"the door *of* the house" (not, *house's* door); "the days *of* winter or *winter's* days" (not, *winter's* days); "the door *of* the cottage or *cottage's* door" (not, *cottage's* door).

**Exceptions**— But, even in the case of *Inanimate objects*, the **Possessive inflexion** ('s) is often used with :

(i) Nouns denoting *personified things* :

*Fortune's* favour, *India's* hope, *Death's* door.

(ii) Nouns denoting *dignified objects* :

The *ocean's* roar, the *sun's* rays, the *country's* call.

(iii) Nouns denoting *time, space, or weight* :

*Time* — a *day's* journey; a *week's* leave; three *days'* absence.

*Space* — a *yard's* length; a *stone's* throw; a *needle's* point.

*Weight* — a *pound's* weight; a *ton's* weight.

(iv) A few familiar phrases for the sake of *shortness* :

A *boat's* crew, *wits'* end, to one's *heart's* content, at *arm's* length.

(66) The **Elliptical or Absolute Possessive**—Nouns denoting *house, shop*, etc. may be omitted after the possessive case of *Nouns*, but not after the possessive case of *Pronouns* unless the words denoting *house* etc. have been previously used (*House, shop* প্রভৃতি কথাগুলি Noun-এর possessive case-এর পরে উহ্য থাকিতে পারে। কিন্তু ওই কথাগুলির পূর্বে উল্লেখ না থাকিলে উহারা Pronoun-এর possessive case-এর পর উহ্য থাকিতে পারে না।). Thus :

I went to *Ghose's* (= *Ghose's shop or house*). He has gone to the *tailor's* (= tailor's shop). I went to *St. Paul's* (= St. Paul's Cathedral). This is my book ; where is *yours*? (= your book).

(67) **Double Possessive**— Both the forms, ('s) and *of*, are used when possession is expressed of *one* out of many.

A book *of Ram's* = refers to only *one* of many Ram has.

A picture *of the queen* = a likeness of her.

A picture *of the queen's* = one of many in her possession.

The news *of Ram* = news about Ram.

This news *of Ram's* = news that Ram brings.

## E

### EXERCISE 8

(a) Give the possessive forms of :—

1. Lady
2. mistress
3. James
4. the laws of Moses
5. the generals of the armies
6. the conquest of Alexander the Great

7. the house of my friend, Jatin
8. the chair of Mr Bose, Principal of the College
9. the firms of Ghose and Mitter
10. the firm of Ghose and Mitter
11. the house of Patel and Sharma
12. the houses of Patel and Sharma

13. for the sake of conscience
14. the tales of the fairies
15. the dramas of Kalidas
16. the flight of eagles
17. the heroes of England

18. the shops of Dutt and Bose
19. the country of Ramani and Mahammud
20. the countries of Ramani and Mahammud

(b) State the cases of the Nouns and the Pronouns :—

1. The police arrested the dacoits.
2. The teacher teaches in the class.
3. He teaches me English.
4. I was taught English by him.
5. The moon having risen, we began the journey.
6. I saw Ram, brother of Shyam.
7. He was elected chairman of the meeting.
8. They have fought a good fight.
9. Boys, attend to what I say.
10. Gentlemen, lend me your ears.
11. I shall teach you a lesson.
12. Bring me a book.
13. He showed me a sight.
14. It is three feet high.
15. He walked ten miles.
16. Rahim's brother is a fool.



## CHAPTER IX

### ADJECTIVES

#### 68 Adjectives have two uses :—

(a) **Attributive**— Adjectives are said to be used *attributively* when they are placed *close to and before* the noun which they qualify (Noun এর পূর্বে বসে); as, a *good boy*, a *red ball*, an *angry person*. An adjective so used is called an **Epithet**.

A few adjectives, such as, *former*, *olden*, etc., can be used **only attributively**:

He is a *former teacher* of this school. This practice prevailed in *olden times*.

(b) **Predicative** — Adjectives are said to be used *predicatively* when they express what is declared of some person or thing, and come *after* the verb (Verb-এর পরে বসে); as,

The boy is *good*. The ball is *red*.

There are a few adjectives, such as, *alone*, *asleep*, *afraid*, *alike*, *aloof*, *alive*, *ashamed*, *awake*, *aware*, *content*, etc., which can be used **only predicatively**. Thus, we can write only :

He is *alone*. She is *asleep*. I am *content*. We are *afraid*.

#### 69 Classification— Adjectives may be generally arranged under the following groups :—

(a) **Proper** — derived from some *Proper Nouns* : *Indian*, *British*, *Vedic*, *Islamic*.

(b) **Qualitative** — describing the *quality or state* of a thing :

He is an *honest boy*. Help the *poor man*. The *brave man* faced the *angry crowd*. This is a *large city*. The *foolish old crow* tried to sing.

(c) **Quantitative or Numeral**— denoting *quantity or number* :

Give me *some sugar*.

There were *many men* there.

There is *little water* in the bottle.

*Any man* can do this.

He is the *first boy* of the class.

I saw a *few men* there.

Give me *two rupees* only.

*All men* are mortal.

This is his *third attempt*.

He took *little care* of the thing.

He took *great pains* to do the work.

The *whole village* came out to see him.

This is a *single storied house*.

(d) **Distributive** — *each, every, either, neither* :

*Each boy was fully prepared. Give a rupee to every beggar. Either pen will do. He will join neither side.*

(e) **Demonstrative** — *this, that, such, same* :

I know *this* (or *that*) man. *Such* examples are rare. This is the *same* thing as that.

(f) **Interrogative** — *which, whose, and what*, when they are used with nouns to ask questions :

*Which boy did it? What book do you want? Whose pen is this?*

[*What* is used in a general sense, but *which* requires a particular person or thing to be pointed out from a group.]

(g) **Emphasising** — *own, very* :

This is my *own* house. I did it with my *own* hand. This is the *very* boy I spoke of. I am the master of my *own* time. This is the *very* thing I want.

## E

### EXERCISE 9

Point out the Adjectives in the following sentences, and state which class each of them belongs to :—

1. I gave the poor man some rice and one rupee.
2. The good boy obeys his parents.
3. The kind man helped the blind old woman.
4. Every man in the big hall stood up to cheer the great leader.
5. Few men can raise such a heavy load.
6. There are fertile fields on either side of the river.
7. Which boy did it?
8. The wise old man supported the young boy.
9. The cruel king caused great sufferings to his people.
10. Most boys are fond of sweets.
11. I told the whole story to my aged mother.
12. She has a soft heart and cannot stand such a painful sight.
13. He is the first boy of the class.
14. The kind man helped my younger brother at that time.



### Comparison of Adjectives

(70) Most Adjectives of Quality, and four Adjectives of Number and Quantity (*much, little, many, few*) have degrees of comparison.

(71) There are **three degrees** of comparison :—

(a) The **Positive** degree is the simplest form of the adjective :

*tall, beautiful.*

(b) The **Comparative** degree is the form used when a comparison is made between *two persons or things* :

He is *taller* than you. It is *more beautiful* than that.

(c) The **Superlative** degree is the form used when *more than two things, or sets of things*, are compared.

He is the *tallest* boy in the class. She is the *most beautiful* of all.

**Rules of Comparison**

**(72)** Adjectives of **one syllable** are compared by adding **er** and **est** in the Comparative and Superlative degrees respectively :

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
black	blacker	blackest
high	higher	highest
strong	stronger	strongest
tall	taller	tallest
weak	weaker	weakest
cold	colder	coldest
great	greater	greatest
small	smaller	smallest
long	longer	longest
bold	bolder	boldest
hard	harder	hardest
poor	poorer	poorest
rich	richer	richest
kind	kinder	kindest
young	younger	youngest

**Exceptions :**

(i) When the Positive ends in **e**, the **e** of **er** and **est** is dropped :

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
able	abler	ablest
brave	braver	bravest
wise	wiser	wisest
large	larger	largest
pale	paler	palest

(ii) When the Positive ends in **y** preceded by a consonant, **y** is changed to "i" before **er** and **est** :

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
busy	busier	busiest
easy	easier	easiest
dry	drier	driest

But when a vowel precedes **y**, it is not changed :

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
gay	gayer	gayest
grey	greyer	greyest

(iii) If the positive ends in a single consonant preceded by a single vowel, the consonant is doubled before adding **er** and **est**.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
big	bigger	biggest
fat	fatter	fattest
hot	hotter	hottest
red	redder	reddest
sad	sadder	saddest
thin	thinner	thinnest

But if it ends in two consonants, or has two vowels before the final consonant, the latter is not doubled :

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
cool	cooler	coolest
long	longer	longest
weak	weaker	weakest
thick	thicker	thickest

(73) Adjectives of **more than two syllables** and most Adjectives of **two syllables** are compared by adding **more** and **most**, or **less** and **least** :

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
active	<i>more active</i>	<i>most active</i>
	<i>less active</i>	<i>least active</i>
careful	<i>more careful</i>	<i>most careful</i>
	<i>less careful</i>	<i>least careful</i>
beautiful	<i>more beautiful</i>	<i>most beautiful</i>
	<i>less beautiful</i>	<i>least beautiful</i>
difficult	<i>more difficult</i>	<i>most difficult</i>
	<i>less difficult</i>	<i>least difficult</i>
interesting	<i>more interesting</i>	<i>most interesting</i>
	<i>less interesting</i>	<i>least interesting</i>
important	<i>more important</i>	<i>most important</i>
	<i>less important</i>	<i>least important</i>

(74) All adjectives of **two** syllables ending in **le, y, er** and **ow** are generally compared as adjectives of **one** syllable :

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
noble	nobler	noblest
happy	happier	happiest
tender	tenderer	tenderest
narrow	narrower	narrowest
holy	holier	holiest
pretty	prettier	prettiest
clever (1)	cleverer	cleverest
heavy	heavier	heaviest
ugly	uglier	ugliest
easy	easier	easiest

**Note**

(1) The forms *more clever – most clever*, and *less clever – least clever* are also used.

(75) **Irregular Comparison:**

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
bad, evil, ill	worse	worst
far	farther	farthest
fore	former (time)	foremost, first (position)
good	better	best
hind	hinder	hindmost
late	later, latter	latest, last
little	less, lesser	least
many, much	more	most
near	nearer	nearest, next
nigh	nigher	nighest, next
old	older, elder	oldest, eldest

(76) Words not adjectives in the *positive* degree, but used as such in the *comparative* and the *superlative* :—

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
forth	further	furthest
in	inner	inmost, innermost
out	outer, utter	{ outermost, uttermost
up	upper	outmost, utmost uppermost, upmost

(77) **Adjectives without a Comparative form :**

<i>Positive</i>	<i>Superlative</i>	<i>Positive</i>	<i>Superlative</i>
down	downmost	southern	southernmost
eastern	easternmost	top	topmost
head	headmost	western	westernmost
northern	northernmost		

(78) **Adjectives** expressing *shape* or *material* or *time* or the *highest* or *lowest* degree of some quality **cannot be compared** : *round*<sup>1</sup>, *square*<sup>1</sup>, *earthen*, *golden*, *daily*, *annual*, *perfect*<sup>1</sup>, *extreme*, *eternal*, *chief*, *Almighty*, *infinite*, *complete*, *supreme*, *unique*<sup>2</sup>, *universal*, *dead*, *empty*, etc.

(79) **Comparatives** are followed by **than**, except in examples under Art. 81 given below :

Ram is taller than Shyam. I am weaker than he.

When, however, **selection** is implied, the comparative is preceded by **the** and followed by **of** :

Ram is *the* taller of the two.

(80) When objects of the **same class** are **compared** by means of a comparative (একই জাতীয় জিনিষের মধ্যে তুলনা বুঝাইতে), their **separation** or **exclusion** should be distinctly shown by the use of **any other**, **all other** or **no other** :

He is better than *any other* boy (or, *all other* boys,—not *any boy*) in the class. *No other* boy (not, *no boy*) is so good as he.

But in a compariosn by **superlatives** **other** is not used :

He is the *best* of *all* the boys (not, *all other* boys). The Himalayas are the *highest* of *all* mountains.

(81) **The Comparatives** (originally Latin) *inferior*, *junior*, *prior*, *senior*, *superior* are followed by '**to**', not by '**than**' :

He is *inferior* to me in strength. You are *junior* to him in service. He is *superior* to you in every respect. He is *senior* to you in service.

1. "Strictly speaking, a thing cannot be more *square*, more *round*, more *perfect*. .... But we still say, for instance, "This is the *most perfect* specimen I have seen". — *Wren and Martin*.

"Words like *full*, *perfect*, etc. which express completeness may be used in the comparative to denote a nearer approach to the complete notion: e.g. 'A *fuller* account will appear next month.' 'We could not have had a *more perfect* day for the garden party.'" — *Current English Usage* by F. T. Wood.

2. "*Modern English Usage*" allows *quite*, *almost*, *nearly*, *really*, *surely*, *perhaps*, *absolutely*, *in some respects*, to modify "*unique*". But nothing can be *rather*, *somewhat*, *very*, *comparatively* "*unique*", because there can be no degree of uniqueness.

(82) **Comparatives followed neither by than nor by to : former, latter, hinder, upper, inner, outer, elder, utter, etc.** These are followed by *of* when selection is implied :

He got the *upper* hand. I am a member of the *upper* of the two chambers. He is a *former* teacher of this school. I want the *former* of the two.

(83) 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*, as *man*—an absurdity. Similarly, in 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.

(84) (a) **Superlatives** are generally preceded by *the* and followed by *of*, except when they are qualified by possessive pronouns or when they qualify the vocative case :

He is *the wisest* of the brothers. He is *my dearest* friend. *Dearest friend*, come here at once.

(b) **The Absolute Superlative or Superlative of Eminence**— The Superlative, often with *a most*, is sometimes used to express a very great degree of a quality, with no idea of comparison (কোন গুণের আধিক্য বুঝাইতে, — তুলনা বুঝাইতে নয়—অনেক সময় *most* ব্যবহৃত হয়) :

It is *a most interesting* book. He is *a most wicked* man. He received me in the *politest* way.

(c) **Superlative with "any"** — We often have such sentences as :

He is the *most popular* of *any* man here. The Americans are *the richest* of *any* people in the world.

Though not strictly grammatical, the usage has come to stay.

(85) **Double Comparatives or Superlatives** should not be used. We should say :

I am *happier* (not, *more happier*) than he. He is the *noblest* (not, *the most noblest*) of the brothers.

(86) Adjectives of **different degrees** cannot be joined by *and* :

*Incorrect* : He is the *strongest* and very *tall* boy in the class.

*Correct* : He is the *strongest* and *tallest* boy in the class.

*Incorrect* : This town is *more populous* and *very prosperous*.

*Correct* : { This town is *more populous* and *more prosperous*.  
                  { This town is *very populous* and *very prosperous*.

(87) **Use of some adjectives explained :**

(a) **Which** and **what** may be used for persons and things in *all genders and numbers* :

Which book or books do you want? What boy or boys can do it? Which man or men will go?

(b) **Either** means (i) *one or other* of two, or (ii) *each* of two, and is followed by a *singular noun* (see Art. 145 and footnote, page 57).

This can be done in *either* way (one way or the other).

There are towns on *either* bank (*i.e.*, both banks) of the Ganges.

(c) **Neither** means *not either* (*i.e.*, not the *one* and not the *other*), and is followed by a *singular noun*:

I want *neither* pen.

(d) **Preferable** has a comparative force, and hence does not require *more* before it. It is followed by *to*. Thus, we should write:

Health is *preferable* (not, *more preferable*) *to* riches.

(e) **Each** and **Every** are followed by the singular number. In phrases like **every three hours**, *every* = each group of.

#### Note

Do not use the comparative degree after the word **comparatively**, which in itself contains the idea of comparison (*Comparatively*-র পরে comparative degree হয় না). Thus, write, "I am *comparatively well* (not *better*) today." "He is *comparatively rich*."

### 88 An Adjective is sometimes used as a Noun in the following cases :

(a) As an Abstract Noun (singular):

He is a lover of the *good* (= *goodness* in general) and the *true* (= *truth* in general).

(b) As a Common Noun denoting a whole class : it is then preceded by *the*, and has a *plural* sense :

*The rich* (= rich persons) are not always happy. *The brave* (= brave persons) deserve rewards.

(c) As a name for some particular part of a thing :

He was given the *white* (= the white portion) of an egg. He entered into the *thick* (= thickest parts) of the forest.

(d) As a complete noun :

Respect your *bettors*.

A few other Adjectives of this kind are *Indians*, *Europeans*, *Moderates*, *Liberals*, *mortals*, *nobles*, etc. They take the possessive inflexion and the plural sign like other Nouns.

(e) In a number of phrases :

*at all*, *at best*, *at last*, *at present*, *in general*, *in short*, *in secret*, *before long*, *for good*, *for better*, *on high*, *from bad to worse*, *the long and the short*, *in black and white*, etc.

### 89 Nouns are often used as Adjectives (Epithet Nouns) :

a *letter box*, a *gold chain*, a *goods train*, the *summer vacation*, etc.

## E EXERCISE 10

(a) Fill up the blanks with proper degree forms of the words in brackets :—

1. He is — than his brother (tall).
2. He is the — boy in he class (good).
3. He is the — boy in the class (bad).
4. This is the — day of his life (proud).
5. Iron is — than gold (useful).
6. Iron is — of all metals (useful).
7. He is the — of the two (wise).
8. You are — to me than life (dear).
9. He is the — of the two boys (good).
10. He is — than what he was yesterday (bad).

## CHAPTER X

### DETERMINERS, ARTICLES

(90) Read the following sentences :

<i>Which</i> book do you want ?	That is <i>our</i> school.
<i>Some</i> boys are playing.	Have you <i>any</i> money ?
<i>Many</i> girls were singing.	<i>Every</i> boy will get a prize.
<i>This</i> house is mine.	<i>All</i> men are mortal.
Where is <i>your</i> house ?	This is his <i>third</i> attempt.
Give me <i>a</i> pen.	Put <i>a little</i> sugar in the cup.
<i>The</i> pen is red.	<i>Neither</i> of the boys went there.
Give me <i>an</i> umbrella.	<i>Three</i> persons were injured in the accident.

In the above sentences, the italicised words *which*, *some*, *many*, *this*, *your*, *a*, *the*, *an*, *our*, *any*, *every*, *all*, *third*, *a little*, *neither*, *three* are words that **fix the nouns that follow them**.

Such words are called **Determiners**.

(91) The following classes of words come under the term **Determiners** :

- (a) Articles— *a*, *an*, *the*.
- (b) Interrogative Adjectives— *which*, *what*, *whose*.
- (c) Possessive Adjectives— *my*, *your*, *his*, *her*, *our*, *their*, *its*.
- (d) Demonstrative Adjectives— *this*, *that*, *these*, *those*.
- (e) Distributive Adjectives— *each*, *every*, *both*, *neither*, *either*.
- (f) Adjectives of Quantity and Number— *one*, *two*, *three*, etc ; *some*, *many*, *any*, *(a) few*, *(a) little*, *several*, *much*, *all*, *enough*, *first*, *fifth*, *great*, *whole*, etc.

### ARTICLES

(92) **A, An and The** are called **Articles**.

**NOTE :** Formerly *Articles* were classed as a separate part of speech ; but now they are classed as **Adjectives**.

(93) **A and An** are called **Indefinite Articles**, because they do *not* point out any *particular* person or thing :

a book = *any* book ; a girl = *any* girl.

They are used only before *singular countable* nouns.

(94) **The** is called the **Definite Article**, because it points to *some particular* person or thing :

*the* boy = the boy of whom we are speaking or who is known ; *the* girls ; *the* air ; *the* grass.

The definite article can be used before *singular* or *plural* nouns, whether *Countable* or *Uncountable*.

(95) As a general rule, a **Common Noun** in the **singular number** should have **an article before it**.

Thus, we cannot say, "I have seen *tiger*" ; we should say, "I have seen *a* or *the* tiger".

But a *Common Noun* in the plural does not require *the* unless we want to particularise.

Boys love games ; but *The boys* (= those already referred to, or those before us) are playing.

(96) "A" is used before

(a) a consonant :

*a boy, a word, a B.A., a cow, etc.*

(b) such vowels that have the sound of "yu" :

*a ewe, a useful thing, a unit, a European, a university, a U.N. spokesman, etc.*

(c) "O", when it is sounded as in "one" :

*a one-rupee note, a one-eyed person, a one-man committee, etc.*

(97) "An" is used before

(a) a vowel :

*an eye, an idiot, an ox, an umbrella, etc.*

(b) a consonant beginning with a vowel sound :

*an M.A., an M.D., an heir, an honest boy, an hour, an S.D.O, an F.R.C.S.*

**N.B.** 'An was formerly used before an unaccounted syllable beginning with *h* (*an historical work*) ; but now that the *h* is sounded, the distinction has become pedantic, and *a historical* should be said and written ; similarly *an humble* is now meaningless and undesirable" —MEU.

(98) Other uses of 'A' and 'An' :

(a) **Generalizing "A" or "An"** — *A* or *An* is sometimes used before a noun to indicate a class (সাধারণভাবে সকলকে বুাইতে) :

*A son* should obey his father. *An ant* is an industrious creature.

(b) **A is used as a preposition—**

He went *a* hunting (= on hunting). Potatoes sell at one kilo *a* (per) rupee. I get ~~sixty~~ rupees *a* month.

(c) **A** is used in the sense of *a certain* :

*A Mr Bose* came to see me.

(d) **A** and **An** are also used in a number of *phrases* :

in *a* temper, to have *a* cold, to take *an* interest in, in *a* hurry.

(e) **A** is sometimes used to mean *a single* or *any* :

There was not *a* man to support him, though no one spoke *a* word against him openly.

(f) **A** sometimes means *one like* :

He thinks he is *a* Sarat Chandra.

(g) **A** is used before other determinatives like *few, little, lot of* :

There are *a few* apples on the table. There are *a lot of* books in the library.

There is *a little* water in the jug.

**Note**

It is also possible to say : 'few apples', 'little water' but such constructions convey different meaning. They will mean 'not many', 'not much'.

(h) **A** or **An** is also used in certain *exclamatory sentences* beginning with 'what' :

What *a* thing to say ! What *an* awful comment to make !

**(99) Rules for the use of “The” :** *The* is used before :

(a) (i) The names of :

Rivers (নদী)	: <i>The Ganga, the Thames, the Brahmaputra</i>
Seas (সমুদ্র)	: <i>The Black Sea, the Arabian Sea</i>
Gulfs (উপসাগর)	: <i>The Persian Gulf, the Gulf of Mexico</i>
Mountain ranges <sup>1</sup> (পর্বতমালা)	: <i>The Himalayas, the Alps</i>
Groups of islands <sup>1</sup> (দ্বীপপুঁজি)	: <i>The Andamans, the West Indies, the Philippines</i>
Ships (জাহাজ)	: <i>The Titanic, the Harshavardhan</i>
Newspapers <sup>2</sup> (খবরের কাগজ)	: <i>The Ananda Bazar Patrika, the Bartaman</i>
Holy books <sup>3</sup> (ধর্মগ্রন্থ)	: <i>The Gita, the Bible, the Quoran</i>
Noted public places and historical buildings	: <i>The Secretariat<sup>4</sup>, the cinema, the theatre, the High Court, the Assembly House, the Tajmahal, the Victoria Memorial Hall</i>
(সাধারণের হান এবং ঐতিহাসিক বাড়ি)	
Important events	: <i>The French Revolution, the Sepoy Mutiny, the Gulf War, the Durga Puja</i>
(বিখ্যাত ঘটনা)	
Trains, planes and spacecraft	: <i>The Rajdhani Express, the Kaniska, the Skylab, the Sputnik, the Bombay Mail</i>
(ট্রেন, প্লেন বা আকাশযান)	
Deserts (মরুভূমি)	: <i>The Sahara, the Gobi</i>
Shops, hotels, restaurants, institutions, clubs, theatres, etc. where the name is not a personal one.	: <i>The Taj Bengal, the Army and Navy Stores, the Blue Fox, the Great Eastern Hotel, the Calcutta Club, the National Library, the Globe Cinema, etc.</i>

(ii) Descriptive geographical or significant names :

*The Punjab, the Deccan*

(iii) The name of a country that is a union of smaller entities :

*The United Kingdom (the U.K.), the United Arab Emirates (the UAE).*

(iv) The name of a country that is plural in form :

*The Netherlands, the United States of America (the U.S.A.)*

(b) *Singular Common Nouns* to represent a whole class :

*The dog is a faithful animal. The cow eats grass. (Generalizing ‘The’).*

(c) Nouns to point out a person or thing *known* or *already referred to* :

Come into *the garden* (*the garden* before the speaker). I went to *the club*. I do not like *the fellow* (*the fellow* already referred to). (*Familiar ‘The’*).

(d) Singular nouns referring to things of which *only one exists*, and before directions, e.g. north, south, east, west when they are *nouns* :

*the earth, the sun, the sky, the east, the west*

He lives in *the south* (noun : an area in the south).

<sup>1</sup> But not before a *single* mountain or a *single* island : *Everest, Greenland, Java*.

<sup>2</sup> Articles (*a, an, the*) are usually in practice included into the body of sentences, and not included in the title. We write “Have you seen the *Daily Telegraph* today ? rather than ..... seen *The Daily Telegraph....*” —Good English by G.H Vallins.

<sup>3</sup> We say, ‘*The Paradise Lost* of Milton’, but ‘Milton’s *Paradise Lost*’; ‘*The Twelfth Night* of Shakespeare’ but ‘Shakespear’s *Twelfth Night*’.

<sup>4</sup> *The Parliament*—but member of Parliament.

But, Go south (adverb : in a southern direction).

(e) *Superlatives* :

He is *the best* of them.

(f) *Comparatives* : (i) *as adverbs* :

*The more the merrier. (Instrumental 'The')* ; *The earlier, the better.*

(ii) *as contrast* :

He is *the cleverer* of the two boys.

(g) A *national name* (জাতীয়তাবাচক শব্দ) with a plural notion to denote a *people* collectively. Without *the*, such a noun indicates the *language* of the people.

{ *The English* (= the English people) are industrious.  
 { *English* (= the language) is a rich language.

{ *The French* (= people of *France*) fought hard.  
 { I am learning *French* (= the language).

(h) *Adjectives* with a *plural notion*, to indicate a whole class of persons (Adjective এর পূর্বে, সেই গুণান্বিত সমস্ত মানুষকে বুঝাইতে). But we should not combine both the forms.

*The rich* (= rich men) are not always happy.

*Rich men* are not always happy.

*The rich man* is not always happy.

But not, *The rich men* are not always happy.

There is a school for *the blind* in the city.

(i) *Common Nouns* as a substitute for the *Possessive Adjective* :

I struck him on *the* (his) head ; He stared at me in *the* (my) face. (**Possessive 'The'**) ;  
 He was wounded in *the* leg.

(j) *Nouns defined by adjectives or adjectival phrases or clauses* :

*the black dog* ; *the immortal Kalidas* ; *The men who came here yesterday* are my friends.

(k) *Some Adjectives and Common Nouns* in the singular number to express an **abstract idea** :

Do not leap in *the dark*. *The future* (= futurity) is unknown to us. Check *the beast* (= animal nature) in you. *The mother* (= motherly feelings) in her could not bear the sight.

(l) *Adjectives*, to denote *particular parts* of things :

He likes *the yellow* of an egg. He entered *the thick* of the forest.

(m) *Ordinal numbers* written in letters ; but when written in *Roman notation*, no article is used.

George *the Fifth* (but, George V) ; Chapter *the Second* (but, Chapter II)<sup>1</sup>.

(n) *Nouns*, to indicate a *profession* :

He joined *the Bar* or *the Church* (became a lawyer or a clergyman).

<sup>1</sup> In writing the date we nowadays omit *the* and *of* but in reading that date we generally put them in : March 10th (*The tenth of March*) ; 16th August (*The sixteenth of August*, or August *the sixteenth*).

(o) The names of *musical instruments* :

He plays *the violin*.

But, he has *a violin*.

(p) The *plural names of families* :

*the Browns, the Boses.*

(q) Proper, material and abstract nouns to make them *Common* :

Kalidas is *the Shakespeare* of India. *The water* of the Ganga.

(r) *The* is sometimes used before a *noun* to give it the *force of a superlative* :

He is *the singer* of the day.

(s) A *unit of measurement* to mean ‘every’ :

My car does forty miles to *the gallon*. Eggs are sold by *the dozen*. Cloth is sold by *the metre*. He gets paid by *the hour*.

(t) An *adjective qualifying a proper noun* following it :

*The late Pandit Nehru, the Great Mahatma Gandhi, the immortal Sarat Chandra.*

### 100 Omission of Articles : No article is used :

(a) Before *Proper, Material, or Abstract Nouns*, except when they are particularised :

Ashoka (but, *the kind* Ashoka), Homer (but, *the Homer* of India), gold (but, *the gold* of Australia), honesty (but, *the honesty* of the boy).

(b) Before *Common Nouns* in the *plural number*, except when they are particularised :

*dogs bark ; cows eat grass ; but, the dogs of my house ; the cows that I bought.*

(c) Often before a *Common or Collective Noun*, preceded by the phrases *kind* or *species* or *sort of*, or when used in its widest sense :

What *kind* or *sort of man* is he? He is a different *kind of man*. *Man, bird and beast* — all are subject to death. Always keep good *company*. But we say : The banian is *a kind of tree*. Malaria is caused by *a species of mosquito*.

(d) Before *man* in the sense of mankind, and before *father, mother, and baby* when a particular one of them is meant (সমগ্র মনুষ্যজাতি অর্থে *man*, এবং বক্তার বাবা, মা, শিশু অর্থে *father, mother* ও *baby*-র পূর্বে) :

*Man* is mortal. *Father* or *Mother* (i.e., *my father or mother*) says so.

(e) *Cook, nurse, etc.* take no article in the sense of ‘our cook’, ‘our nurse’ :

*Cook* has given notice.

(f) In many *idiomatic phrases* :

To take *root* (to be firmly established); to call to *mind* (to remember); to give *ear to* (to hear); to set *foot on*; by *boat*; at *night*; send *word*; at *home*; to attend *school*; by *land*; on *horseback*, etc.

(g) Before the words *school, church, prison, hospital, college, court, market* and a few other names of localities, besides *table* and *bed*. These take no article when we think of the use made of the building or object.

Ram goes to *school* at 10 o'clock (to learn). Ram has gone to *the school* (not to learn but just to see the place). They took him to *hospital* (for treatment). They took him to *the hospital* (just to see the place). Rabin once hit a ball right over the top of *the school* (school building).

(h) Before the names of *squares, buildings, parks, streets, etc.*, consisting of

a Proper name (either a person or a place) :

*Buckingham Palace, Curzon Park, Rashbehari Avenue.*

**Note**

But *the Albert Hall* and *the Thackersey Hotel* are also in use.

(i) Before the names of *meals* (as a part of the daily routine) :

We have *dinner* at 8 p.m.

(j) Before names of *seasons* and *festivals*, though the definite article may also be found in certain general statements :

*Winter* is the best time for picnics. The first time I was in Kashmir was in *the Autumn*.

(k) Before *titles* when they are used in *apposition* to a Noun :

Mr. Bose, *Principal* of our college, is a well known man.

(l) Before complements to *factive verbs* :

Sumit was elected *captain*. They made him *President*.

**(101) Repetition of the Article :** (a) 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 *different persons* or *things*, the Article should be repeated before each (*And* দ্বারা যুক্ত একাধিক noun যদি একই ব্যক্তি বা বস্তুকে বুায়, তাহা হইলে শুধু প্রথমটির পূর্বে *the* বসে ; কিন্তু যদি বিভিন্ন মানুষ বা বস্তুকে বুায় তাহা হইলে প্রত্যেকটির পূর্বে *the* বসে) :

*The Secretary and the Treasurer have* done this (*two separate men*).

*The Secretary and Treasurer has* done this (*the same man*).

Write either '*The first and the second boy*' or '*The first and second boys*' to refer to *two boys*.

(b) In a **comparison**, if two Nouns refer to the *same object*, the Article is used before the *first Noun* only. But if the Nouns refer to different objects, the Article is used before *each Noun* :

The same person

{ He is *a* better poet than speaker.  
  He is *a* better poet than pleader.

Different persons

{ He is *a* better poet than *a* speaker (would make).  
  He is *a* better teacher than *a* pleader (would make).

(c) When *two or more Adjectives refer to the same Noun*, the Article is used before the first :

I have *a brown and white cat* (one cat).

(d) When *two or more Adjectives refer to different Nouns*, the Article is used before each Adjective :

I have *a brown and a white cat* (2 cats).

**EXAMPLES WORKED OUT**

A. Fill in the blanks with proper articles (*a*, *an*, *the*) :

- |  |   |
|--|---|
| 1. I want _____ pen and _____ umbrella.                          | 6. He is _____ M.A. in English.                                       |
| 2. Is he _____ European ?  | 7. Have you read _____ Bible ?  |
| 3. His brother is _____ engineer but his sister is _____ doctor. | 8. We have never seen _____ honest man like him.                      |
| 4. We took _____ man to _____ doctor.                            | 9. I read _____ Statesman which is _____ very popular newspaper here. |
| 5. _____ man you saw with me is my brother.                      |   |

23. The rice is our chief food.  
 24. From U.S.A. I went to the Australa.  
 25. He has joined bar, but I shall join church.  
 26. I have read Vedas, Bible and Koran.  
 27. The Bengali is spoken by Bengalees.



## CHAPTER XI

### PRONOUNS

**(102) Classification**— Pronouns may be divided into the following **eight classes** :—

- (a) **Personal** (including **Possessive**) — *I, thou, ye, you, he, she, it, hers, ours, etc.*
- (b) **Demonstrative** — *This, that, such, so, etc.*
- (c) **Relative** — *Who, which, that, what, as, whoever, whatever, whichever, etc.*
- (d) **Interrogative** — *Who, which, what, etc.*
- (e) **Distributive** — *Each, either, neither, etc.*
- (f) **Reflexive and Emphasising** — *Myself, thyself, himself, etc.*
- (g) **Indefinite** — *One, any, some, they, etc.*
- (h) **Reciprocal** — *Each other, one another.*

### Personal Pronouns

**(103)** Personal Pronouns are so called because they stand for **persons**, viz.—

- (a) The **First Person** which denotes the person or persons *speaking* : as, *I, my, me, we, our, etc.*
- (b) The **Second Person** which denotes the person or persons *spoken to* : as, *you, thou, your, etc.*
- (c) The **Third Person** which denotes the person or persons *spoken of* : as, *he, she, it, they, their, etc.*

**(104) Declension of Personal Pronouns** :—

Person	Number	Nom.	Possessive	Objective
1st Person	Singular	I	my, mine	me
	Plural	we	our, ours	us
2nd Person	Singular	thou	thy, thine	thee
	Plural	ye, you	your, yours	you
3rd Person	Sing. (masc.)	he	his	him
	(fem.)	she	her, hers	her
	(neuter)	it	its	it
	Plural	they	their, theirs	them

**(105)** (a) Personal Pronouns *I, we, she, he, they* are all used as subjects in the Nominative :

*He knows.  
We shall go.*

*I know the boy.  
They were present there.*

The objective forms *me*, *us*, *her*, *him*, *them* are used as direct and indirect objects of verbs or after prepositions :

<i>I saw her.</i>	<i>I gave him a book.</i>
<i>He talked with me.</i>	<i>Ram spoke to her.</i>
<i>We tried for him.</i>	<i>Between him and me.</i>

(b) In formal English, when the pronoun comes after the verb *to be*, the nominative form of the pronoun is the grammatically correct usage :

<i>Who's there ?</i>	<i>It is I.</i>
<i>Was it he ?</i>	<i>Yes, it was he.</i>

In informal conversation, however, the objective form is often used after the verb *to be* (See Art. 470, Note) :

<i>Who's there ?</i>	<i>It's me.</i>
<i>Was it he ?</i>	<i>Yes, it was him.</i>
<i>I wouldn't have done this, if I were him.</i>	
<i>Do you think he did it ?</i>	
<i>I amn't sure. It might have been him.</i>	
<i>(In formal English <i>It might have been he</i> is preferred).</i>	

But the nominative form must be used when the pronoun acts as *subject* of a verb and is followed by a clause :

<i>It was he (not him) who helped me.</i>
<i>It was I (not me) who arranged for the meeting.</i>

(c) When a pronoun is put with some other word in the objective case, the pronoun must also be in the objective case :

<i>The boy is known to him and me (not I).</i>
<i>I brought this for you and him (not he).</i>
<i>The book may be given to Ram or me (not I).</i>
<i>You abused both him and me (not. I).</i>

(d) The case of the pronoun following *than* and *as* has to be determined by mentally supplying the verb (See Art. 472) :

<i>He is more intelligent than I (am).</i>
<i>He is taller than I (am).</i>
<i>He knows you more than (he knows) me.</i>
<i>He is not so strong as you (are).</i>
<i>He loves you as much as (he loves) me.</i>
<i>I don't have more money than he (has).</i>

In colloquial style, however, the objective form is often used in place of nominative after verb *to be* followed by an *adjective* :

<i>He is more intelligent than me (than I am).</i>
<i>He is taller than me (= than I am).</i>
<i>You are cleverer than him (= than he is).</i>
<i>He is richer than us (than we are).</i>
<i>He is several years older than me (than I am).</i>

(e) With transitive verbs, choice of the subject and object forms depends upon the sense of the complete sentence :

<i>I know you better than he (does) (= he knows you).</i>
<i>I know you better than him (= I know him).</i>
<i>You like her as much as I (= as I like her).</i>
<i>You like her as much as me (= as you like me).</i>

He helped you as well as *I* (= as well as I helped you).

He helped you as well as *me* (= as well as he helped me).

(f) 'Between' is a preposition and any pronoun that follows it must be in the objective case :

Between *you* and *me*.

Between *her* and *she*.

Between *him* and *me*.

Between *Ajoy* and *me*.

Between *you* and *him*.

'But' when used as a preposition is followed by a pronoun in the objective case :

Nobody was present there but *me* (not *I*).

None but *him* (not, *he*) passed the test.

'Let' is followed by a pronoun in the objective case :

Let *us* go.

Let *him* and *me* do the job.

**(106)** It will be seen that the Possessive Cases of most of the Personal Pronouns have two forms. Of these :—

(a) *My, thy, her; its, our, your, their* are called **Possessive Adjectives**, because, like adjectives, they are used before nouns : *my book, your name, its colour*. They are also called **Pronominal Adjectives** because they are formed from pronouns.

(b) *Mine, thine, hers, ours, theirs* are called **Possessive Pronouns**, because they are now used without the noun and instead of the noun to which they refer : Whose coat is this ? It is *mine* (= my coat). (See Art. 108).

(c) *His* is used both independently and before a noun ; as, This book is *his*. or, This is *his* book.

**(107) Double Possessive—** *Hers, ours, theirs* are called Double Possessives, because they are twice inflected, *r* and *s* being two possessive suffixes.

**(108) Mine, thine, hers, ours, yours, theirs** are used :—

(a) When the noun is understood : "Whose book is this ? It is *mine*." "This is my pen ; where is *yours* ?"

(b) When a verb comes between the noun and the pronoun : "This book is *mine*". "This house is *theirs*."

(c) When the pronoun is preceded by *of* : This book of *mine* is cheap.

**Caution :** The Possessive forms **hers, ours, yours, its, theirs, etc.** should never be written with the apostrophe. Thus, it is wrong to write *her's, it's, your's* or *yours'*, *their's* or *theirs'*, etc. *Its* should not be confounded with *it's* which means *it is* or *it has*.

**(109) Possessive of Interest** is the possessive case of Personal Pronouns sometimes used familiarly to express interest :

*Our hero* (= the man in whom I and my readers have taken so much interest) now left the field.

**(110) The Gender and Number of Personal Pronouns :—**

(a) The pronoun must be of the *same gender* and *number* as the noun for which it stands but when the sex is uncertain, or not clearly stated, we commonly

use the neuter pronoun *it* (Pronoun-এর number ও gender উহা যে Noun-এর পরিবর্তে বসিয়াছে তদনুযায়ী হয়। Noun-টি স্ত্রী কি পুরুষ বুঝা না গেলে আমরা সাধারণতঃ উহার পরিবর্তে *it* ব্যবহার করি) :

The boy (or boys) has (or have) done his (or their) work. The girl (or girls) has (or have) done her (or their) work. It is a healthy baby.

(b) But when the neuter form is not allowable, we sometimes use *two pronouns*, one masculine and the other feminine :

Every member can express his or her views.

Every boy or girl may do as he or she likes.

Sometimes we use only the masculine form : Every candidate must bring *his* own pen. Each must do *his* best.

**(111) The uses of “we”** — We denotes the *speaker* and *others*, male and female. It is used for “I” —

(a) When *one* speaks for *several* (একজন মাত্র লোক আরও অনেকের প্রতিনিধিত্বপে কথা বলেন). This is called the **Representative “we”** : We welcome your Excellency (as the Chairman of a Municipality would say). We find the prisoner guilty (as the foreman of the jury would deliver his verdict).

(b) By a person in *high authority* or *official capacity* (রাজা বা কর্তৃস্থানীয় একজন লোক). This is called the **Royal “we”**. We (the King) follow the footsteps of *our* ancestors.

(c) By the *editor* of a newspaper, to represent the whole people (জনসাধারণের প্রতিনিধিত্বপে পত্রিকার সম্পাদক). This is called the **Editorial “we”** : We support the measures proposed by Government.

(d) To represent *mankind* at large : We must do our duty.

**(112) Thou** is seldom used except in : —

(a) Poetry : as, Thou art, O God !

(b) Prayer : as, Thou (i.e., God) lovest us all.

Formerly, it was used in *expressing familiarity* or *contempt* : as, Thou art a mean fellow.

**(113) You** is now used both in the singular and in the plural with *always a plural verb* : Ram, you are a wise man (sing.). Boys, you are to do this (plu.).

**(114) Ye** is an old form and is now used chiefly in :—

(i) Poetry : Ye, Hills and Dales.

(ii) Some familiar phrases : How d'ye do ? (POD).

**(115) Uses of “It”** : It is used—

(a) For *lower animals*, unless we clearly wish to refer to them as male or female. The dog follows its master.

(b) For *little children, male or female* : The child (or baby, or infant) is crying for its mother.

(c) As the **preparatory or provisional subject** to refer to an *infinitive* or a *clause after it* (পরবর্তী infinitive ও clause-এর পরিবর্তে) : It is good to swim. It is known that he is dead.

(d) For an *inanimate object, clause or phrase, or the idea* contained in it : Buy the *book* and give *it* to him. *Honesty is the best policy*; he knows *it*. To *swim* is good; *it* improves health.

(e) As the **provisional object** for an object to come after (পরবর্তী কোন object-এর পরিবর্তে) : I consider *it* wrong *to do so*. I consider *it* wrong *that you should behave in this way*.

(f) To **emphasise** (জোর দিবার জন্য) a word or a phrase : *It is you (It was they)* that did it. *It was with difficulty* that I did it.

(g) **Impersonally**, as the subject of impersonal verbs : *It rains*.

(h) As the subject of the verb "to be" to refer to *time, weather, etc.* (Time, weather ইত্যাদি বুঝাইতে "to be" verb-এর subject রূপে). *It (= the time)* is 5 o'clock now. *It (= the weather)* is hot today. *It (= the distance)* is six miles from here.

(i) As a sort of *Cognate Object* (Cognate object রূপে): I shall fight *it* (= the fight) out to the last.

**(116) Arbitrary use of "It"** — *It* may be applied to all *members, genders, and persons* when it is used at the beginning of a sentence for emphasis : *It was I (or you, or she, or he, or they) that did it. It was these books that I wanted.*

## E EXERCISE 12

(a) Point out the Personal Pronouns and state the person, number and gender of each :—

1. He told me to follow him.
2. I have lost the book you gave me.
3. Do as I tell you.
4. I have sent your brother to him.
5. They are angry with me.
6. A friend of yours asked me for it.
7. You have wronged me.
8. It is a pleasure to talk with him.
9. This book is his, not yours.
10. We will follow you.
11. He told them that they should mind their business.
12. It is known that you helped him.
13. I know that it was they that did it.
14. We should do what you tell us to do.
15. It was these books that I wanted.
16. It is five o'clock now.
17. I thought it was wrong to oppose him.
18. This pen is his, where is mine?
19. It was with pleasure that I did the work.
20. It is said that you gave them that advice.

(b) Put correct Pronouns in the blank spaces :—

1. He is older than — (me, I).
2. He is as strong as — (they, them).
3. None is so blind as — that will not see (them, they).
4. He knows that it was — who did the work. (I, me)
5. Let — go there (we, us).
6. Who did it? It was not — (I, me).
7. It was — that did it (I, me).
8. He and — went there together (I, me).
9. They are better than — (we, us).
10. Let you and — start at once (I, me).
11. Can you sing as well as — (they, them)?
12. Nobody will go there but — (I, me).
13. It is — who can help you (he, him).
14. She reads in the same class as — (they, them).
15. Who is right between you and — (he, him)?
16. He came here to see you and — (me, I).
17. You are not so poor as — (him, he).
18. It is — who is responsible for this. (him, he).
19. The boy is known to him and — (I, me).
20. What would you do if you were — (he, him)?
21. They asked my brother and — to see him. (I, me).
22. All the girls except — were present there (her, she).
23. I do not think — (they, them) are more competent than — (us, me).
24. It is — (her, she) who got the prize, not — (I, me).
25. I cannot depend on a man such as — (he, him).

### Demonstrative Pronouns

**(117)** The words *this*, *that*, *these*, *those*, *such*, *so*, *the same*, *one*, when used alone, are Demonstrative *Pronouns*; when used with nouns, they are *Adjectives*. (*So* cannot be used as an adjective) :

*This* (or *That*) is my house. What I mean is *this*. *Such* (= what was suggested) was not my object.

These are called *Demonstrative Pronouns* as they point out some objects to which they refer.

*This* and *these* refer to something that is near to the speaker in position, time or thought ; *that* and *those* denoting something being more distant : *This* house is ours, not *that*.

**(118)** The uses of **this** and **that** as Pronouns :—

(a) When two nouns have been mentioned before, *this* refers to the *latter*, and *that* to the *former* (পরের জিনিয়টি বুঝাইতে *this* এবং আগের জিনিয়টি বুঝাইতে *that* ব্যবহৃত হয়) :

“Work and play are both necessary ; *this* (= play) gives us rest, and *that* (= work) gives energy.” “Dogs are more faithful than cats ; *these* (= cats) attach themselves to places, and *those* (= dogs) to persons.”

(b) They are often used for preceding nouns or clauses :

The book is better than *that* (= book) of Jadu. I have read Latin, and *that* (I have read Latin) at Oxford. He went there, and *this* (= the fact that he went there) proves his courage.

**(119)** **Such** as a Demonstrative Pronoun stands for a noun or phrase ; it may be used for either number : If you are my *friend* (or *friends*), show *yourself* (or *yourselves*) as *such*.

**(120)** **The same** is a Demonstrative Pronoun in “I will do *the same* as you (= *that* which you do).”

The use of *the same* for *it* in such sentences as “He filed a petition, I have gone through *the same*,” is now restricted only to legal documents.

**(121)** **So** is a Demonstrative pronoun after *say*, *think*, *tell*, etc. : as, “I said or think *so*”, where *so* = *this* or *that*.

In “I was talking to *so & so*”; “We walked a mile or *so*” (= about the distance) *so* is an Indefinite Demonstrative.

**(122)** **One** and its plural **Ones** are Demonstrative Pronouns when they stand for preceding nouns :

He got a prize last year, but did not get *one* (= a prize) this year. These oranges are not ripe ; please send me some ripe *ones* (= oranges).

### E

### EXERCISE 13

Fill up the blanks with Demonstrative Pronouns :—

- |                               |  |
|-------------------------------|--|
| 1. This boy is taller than —. | 4. If you are a friend, prove yourself as — .      |
| 2. — is a lame excuse.        | 5. His house is bigger than — of Jadu.             |
| 3. — was a lame excuse.       | 6. These things are better than — supplied by him. |

7. He said —.  
 8. His works are like — of his brother.  
 9. Both are good, but — is more useful than —.
10. I helped him, and — proves that I love him.  
 11. I helped him, and — proved my love for him.



### Relative Pronouns

**(123)** The principal Relative Pronouns are *who*, *which*, *that*, *what*; *as* and *but* are also used as Relatives.

#### Note

As a Relative Pronoun joins sentences like a conjunction, it is also called **Conjunctive Pronoun**.

**(124)** The word to which the Relative Pronoun refers is called the **Antecedent**. In "The book *which* you gave me is lost", "I want the boy *that* did it", *book* and *boy* are antecedents of *which* and *that* respectively.

**(125) Uses of Relative Pronouns :**

(a) **Who** refers only to *persons* : I know the *man who* came.

(b) **Which** refers only to *things without life, animals, and babies*. The meeting *which* was held in the park was attended by five hundred people. This is the *book which* he bought. This is the *dog which* I saw. The *baby which* was crying is now quiet.

**Which** is also used for a **preceding** clause : He passed the examination, *which* (= the fact that he passed) pleased everybody. It was raining hard, *which* (= and this) kept us indoors.

(c) **That** refers to *persons, animals and things* : This is the *man or dog or book that* I saw.

(d) **What** refers only to *things*. There is a great difference of opinion about its proper nature :

(i) According to some, its antecedent *that* is almost always understood :— I know (*that*) what you say. (*That*) what you say is true.

(ii) Some call it a **Compound Relative**, because the antecedent is said to be contained in it, the word being equivalent to *that which*. "But this is not correct, for the antecedent is sometimes expressed, either (a) in a subsequent clause, or (b) immediately after the relative itself :— *What I tell you in darkness, that speak ye in the light. Take what help you can get.*" — Nesfield.

**(126) Declension :—** *Who* and *which* are declined as follows ; *that* is not declined.

Sing. and Plural	Sing. and Plural
------------------	------------------

**Nom.**

Who

Which

**Poss.**

Whose

of which

(also rarely, 'whose')

**Obj.**

Whom

Which

#### Note

"**Whose**" as the possessive of "**which**" is often not only convenient but also desirable. Fowler characterises the rigid adherence to *which* as pedantic. "Thus, 'He was convicted in a court, of whose rules of procedure he was ignorant' is better than '.... in a court, of the rules of procedure of *which* he was ignorant'."

**(127)** The uses of **who** (nominative) and **whom** (objective) are very often confused. Carefully note the following :

The man *who* (not *whom*) came here was my uncle.  
 I know Mr Sarkar, *who* (not *whom*) is a big businessman.  
 He is a person *whom* (not *who*) you can trust well.  
 He is a person *who* (not *whom*), I believe, is quite trustworthy.  
*Who* (not *whom*) do you think has done it ?  
 These are the boys *who* (not *whom*) were present there.  
 These are the boys *whom* (not *who*) I saw there.  
 To *whom* (not *who*) do you want to talk ?  
 Please tell me to *whom* I should speak.  
 The boys, of *whom* you are speaking, came to see me.

#### Note

"*Whom* is the technically correct accusative form and is used in formal written and spoken English. In ordinary conversation, however, it is much more common to use **who** as the accusative form, so that we can say :

*Whom* did you meet ? (formal) or *Who* did you meet ? (informal)  
 There is no difference in meaning but the second is more usual than the first. Similarly we can say :

*Whom* did you help ? or *Who* did you help ?

In formal English the preposition is immediately followed by *whom* :

*With whom* did you go ?

**But in ordinary spoken English it is more usual to move the preposition at the end of the sentence. The *whom* then normally changes to *who*:**

*Who* did you go *with*?" — Thomson & Martinet

Similarly, we can write :

*Who* (*whom*) else did you see ? — I saw his brother.

*Who* (*whom*) did she pay ? — She paid Sita.

*Who* did you give it *to* ?

The last three examples in Art. 127 above can then be written as :

*Whom* do you want to talk *to* ? or *Who* do you want to talk *to* ?

Please tell me *whom* I should speak *to* ; or Please tell me *who* I should speak *to*.

The boys, *whom* you are speaking *of*, came to see me. or The boys, *who* you are speaking *of*, came to see me. (See Art. 280)

**(128) Compound or Generalizing relatives** *whoever*, *whatever*, *whichever*, and the more emphatic forms *whosoever*, *whatsoever*, give the meaning of *totality* :

*Whoever* (= anybody who) comes is welcome. He got *whatever* (= anything that) he wanted. Take *whichever* (= any which) you please.

**(129) Uses of who and which :**

(a) **Restrictive**— *Who* and *which* have a *restrictive* force when they *limit* or *define* the meaning of the antecedent : This is the boy *who* did it. This is the book *which* I bought.

(b) **Continuative, Co-ordinate or Conjunctive**— *Who* and *which* have sometimes a continuative force and are used only to make some *additional* statement about the antecedent. *They may then be replaced by a conjunction and a pronoun* : You must obey your parents, *which* (= and this) will win you the love of others. I saw your father, *who* (= and he) recognised me.

#### Note

(a) No 'comma' is generally placed before the Relative Pronoun when it is used in the restrictive sense ; but when it is used in the continuative sense, it generally takes a comma before it. But see Art. 418 Note (b).

(b) Another distinction is that *who* and *which* in the latter may be replaced by a conjunction and a pronoun (as in examples above).

(c) **Who** and **which** are also used **adverbially** to imply a **cause** (কারণ) or a **purpose** (উদ্দেশ্য) :—

*Cause* — Dutt, *who* (= because he) had been found guilty, was fined. 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. He has sent me a dog *which* will (= that it may) guard my house.

**(130) That** is always used in a *restrictive sense*. It is used **instead of "who"** and "**which**" :—

(i) After Adjectives in the superlative degree :—

He is the *best* man *that* I ever saw.

(ii) After *same*, *any*, *all*, *only*, *one*, etc. that require a defining clause after them :—

Is this the *same that* (also, *as*) you showed me before? (Pocket Oxford). *All that* I want is this. He is the *only boy that* did it. Answer *any that* you can.

(iii) After the Interrogatives *who* and *what* :—

*Who* is the boy *that* did it? *What* is it *that* you want?

(iv) After two antecedents, one requiring *who* and the other *which* :—

Many are the *men* and *countries that* I saw.

**(131) And which, but which**— As the Relative itself is like a conjunction, it is wrong to use *and* or *but* before *which* except to join two clauses adjectival to the same antecedent :

I have seen the picture, *which* you have painted *and which* is very lifelike. I went to his house, *which* is far away from the town *but which* can be reached easily by motor car.

But it is wrong to write :

He asked me to go there, *but which* I refused.

There was a shower of rain, *and which* confined us indoors.

**(132) As** is a Relative Pronoun when it comes after *the same*, *such*, *as much*, *as many*, and is applied to both *persons* and *things* :

This is *the same book as* that. Only *such boys as* have passed need apply. I give him *as much* (or, *as many as*) *as* he required.

#### Note

*As* is not always a **Relative Pronoun** whenever it comes after another *as*.

Thus, in 'Come *as soon as* you can', 'I shall work *as hard as* possible', the second *as* is a Conjunctive Adverb.

**(133) As** is sometimes used independently as a Relative Pronoun for an unexpressed Antecedent to be gathered from the main sentence : This is true, *as* (= *a thing which*) I said before. Mr Bose, *as* (= *which fact*) is well-known, is a rich man.

**(134) The same** is also followed by *that* : This is *the same book that* I lost.

#### Note

Rules for the use of "*that*" or "*as*" after "*the same*" :—

<sup>1</sup>(a) Where the verb is *expressed* after it, we may use both *as* and *that* : This is *the same book as* (or, *that*) I lost.

<sup>1</sup>But *A.B.C. of English Usage* condemns the use of *that* after *same* even in such cases, and asserts that *same* should always be followed by *as*.

(b) But when the verb is *understood*, we always use *as* : This is the *same* book *as* mine.

### Note

The use of *who* or *which* after *same* and *such* is coming into vogue ; but it is better for students to avoid it.

**(135) But** is used as a Relative Pronoun when it means *that not* (যে না). As it has a negative sense, and is used after a negative word, it is sometimes called a **Negative Relative** : There is no man *but* (who not) wishes to be happy.

**(136) Relative Pronouns agree in number, gender and person with their antecedents.**

I *who am* your master say so. You are the *person* (or *persons*) *who is* (or *are*) guilty. This is the *lady that* lost *her* ring. It is useless to *me who am* ill.

**(137) Omission of a Relative Pronoun**— The Relative Pronoun is often omitted when it is *the object of a verb* or *of a preposition*. He is the man (*whom*) I saw. The book (*which* or *that*) I bought is lost. I know the day (*on which*) he came.

**(138) 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 কখনও Relative Pronoun-এর antecedent হতে 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."

## E

### EXERCISE 14

(a) Join the following sentences with Relative Pronouns :—

1. I know the boy. He did it.
2. The book is lost. I bought it.
3. Delhi is the capital of India. It is an old city.
4. This is the girl. You helped her.
5. You gave me a pen. It is a good one.
6. Here is the book. You lost it.
7. I helped the men. Their houses were burnt down.
8. You have taught me a lesson. I shall not forget it.
9. These are your friends. They have come to see you.
10. A boy came to me. His name I do not know.
11. I shall tell it to Ram. You know him.
12. A boy came to me. I had never seen him before.
13. This is a nice pen. I bought it yesterday.
14. The doctor prescribed a medicine for me. I have bought it.
15. I have got the thing. I wanted it badly.
16. You must obey me. I am your superior.
17. The cows are returning home. They were grazing in the field.
18. Our Headmaster is respected by all. There he goes.

(b) Point out the Relative Pronouns and their Antecedents :—

1. The book which I bought is lost.
2. My father, whom you saw, will come tomorrow.
3. Delhi which is the capital of India is an old city.
4. Do you know the girl who came here ?
5. Patanaik whom you know is the owner of the house that you saw.
6. This is the same book as I want.
7. Such water as we found was impure.
8. Attend to what I tell you.
9. It is the best novel I have ever read.
10. There is none here but knows me.
11. She is the only girl that was present.
12. This is the book you gave me.
13. Where is the boy I sent to you ?
14. He is a scholar who has won great fame.
15. The dog that saw the fox ran after it.
16. There goes our Headmaster who is respected by all.
17. There is no mother but loves her child.
18. The people, who are poor, begged for help.
19. This is what we all want.
20. Bring me the book that is on the table.
21. I know none but was aware of it.

(c) *Fill in the blanks :—*

1. Such boys — were absent will be punished.
2. Only such things are wanted — will help us.
3. This is the boy — I saw there.
4. This is the girl — told me the story.
5. I am sorry for the boy — brother is dead.
6. I am sorry for the boy — failed in the examination.
7. There is no man — does not wish to be happy.
8. The same person — helped me once will help me again.
9. He is the most wicked person — ever lived.
10. He is the only man — knows the truth.
11. What is it — you want ?
12. The shepherd and the dog — were on the hill were killed by the tiger.
13. It is the best thing — may be had.
14. She is the only girl — can do it.
15. Give me any pencil — you can spare.
16. Many were the men — I saw.
17. Many were the men and countries — I saw.
18. This is true, — I said before.
19. I who — your master tell you this.
20. You are the person who — to blame.
21. You are the persons who — to blame.
22. I am the man who — done the work.
23. It is I who — guilty.
24. He knows us who — his neighbours.
25. It is too difficult for me who — a mere boy.
26. It is I who — responsible for this.
27. It is you who — responsible for this.
28. It is they who — responsible for this.



### Interrogative Pronouns

**(139)** Interrogative Pronouns *who*, *which*, *what* with *whose* and *whom*, ask question :— *Who* are you ? *Whom* do you want ? *What* do you want ? *Which* is the house ?

They are also used to ask **indirect questions** : Tell me *what* you want. I asked *who* he was.

**(140) Difference in use :**

(a) **Who** is applied to *persons*, and is *indefinite* : *Who* goes there (*i.e.*, the person is not known) ?

(b) **Which** is applied to both *persons* and *things*, and refers to *one out of a group* : *Which* of these do you want ?

(c) **What** is applied to *things*, and a person's profession : *What* do you want ? *What* is he ? He is a doctor.

**(141) Note carefully the following distinctions :—**

**Who is he ?** — enquires about the *name* or *parentage* of the person.

The answer should be of the form — He is Sri Ramesh Chandra Bose ; or He is Ramesh my son ; or He is Ramesh, of whom I spoke to you.

**What is he ?** — enquires about the *profession* or *social status* (গোশা বা পদ কি ?). The answer should be of the form — He is a lawyer or a teacher.

**Which is he ?** — wants him to be pointed out from a definite *group* (সম্মুখে উপস্থিত দলের মধ্যে কোন জন ?). The answer should be of the form — He is the man on the extreme right, or with a black shirt on, etc.

**(142)** The Interrogative **what** is often used in **exclamation** in the sense of 'how great' : *What* folly ! *What* a clever boy you are !

**(143)** **What not** is placed after an enumeration, almost in the sense of 'etc'. He took with him books, paper, scissors, and *what not* (= what else did he not take ?) — *Rowe and Webb*.

**E****EXERCISE 15**

Fill in the blanks with Interrogative Pronouns :—

1. — do you see there ?
2. — is the name of the boy ?
3. — are the things in your bag ?
4. — is the best girl here ?
5. — will he vote for ?
6. — of the men there is your friend ?
7. — is that man there ?
8. — is he, — a pleader or a teacher ?
9. — are your things here ?
10. — do you consider wrong ?
11. — of these things you prefer ?
12. — were you speaking to ?
13. — is the man, an engineer ?
14. — of these pens is yours ?
15. Of — are they talking ?
16. — shall you do now ?
17. With — did you go there ?
18. — material is the toy made of ?
19. — is to be blamed for this ?
20. — of the boys took part in the drama ?
21. To — did you give the book ?
22. — are you speaking to ?
23. — shall you do now ?
24. — pen do you want, — the red one or the green one ?
25. — shall I choose, Partha or Sandip ?


**Distributive Pronouns**

**(144)** **Each, either** and **neither** are called Distributive Pronouns because they separate one person or thing from a group.

**(145)** **Either** and **neither** are always used of *two* persons or things. *Either* means (i) each of *two*<sup>1</sup> : *Either* will do. (ii) One or other of two : *Either* of you may go. *Neither* = not either : *Neither* of them was present.

**(146)** (a) **Each** is used of *any* number, say, two or fifty : *Each* of the two or ten boys was fined.

(b) **Each** is always singular if it has no antecedent : *Each* has his own ideas.

(c) When the antecedent is plural, *each* also is plural : The boys *each* have done *their* works ; we *each* (they *each*) have done *our* (*have done their*) works—F.T. Wood.

**(147)** Distributive Pronouns take *singular* pronouns and verbs : *Neither* of them is ill. *Each* of the girls has done her work.


**Reflexive and Emphatic Pronouns**

**(148)** **Reflexive and Emphatic Pronouns** are formed by adding **-self** to *my*, *your, him, her, it* and **-selves** to *our, your, them* :— *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*.

<sup>1</sup> “The sense *each of the two*, as in *the room has a fireplace at either end*, is archaic, and should be avoided except in verse or in special contexts”— MEU. But Sir Ernest Gowers writes in *The Complete Plain Words*, “Its use in the sense of *each of two* .... is common, and there does not seem to be any ground for Fowler’s dictum.”

**(149)** Though the same in form they are different in use :

(i) They are **Reflexive** when the doer is both the *subject* and the *object* of the action expressed by the verb :

I hurt *myself*. He lost *himself*. They hurt *themselves*.

(ii) They are **Emphatic** when used with nouns or pronouns for the *sake of emphasis* :

"I *myself* saw the man" and "I saw the man *himself*" are more emphatic than "I saw the man."

(iii) Sometimes the Emphatic Pronoun is separated from the preceding noun or pronoun :

I did it for *myself*.

#### Note

(a) **Emphatic Pronouns can never stand alone as subjects.** Hence it is incorrect to write :— "His brother and *myself* were present." "*Myself* will do it." But we can write, "His brother and *I myself* were present." "*I myself* will do it." (See Art. 474).

(b) "An **Emphatic Pronoun** may refer to a person who is *not* the *doer* of the action, e.g., I saw the minister *himself*; whereas a **Reflexive Pronoun** invariably denotes a person who is the *doer* as well as the *person affected by the action*, e.g., The boy hid *himself* inside the bush (obj. of a verb). Lila looked at *hereself* in the mirror (obj. of a preposition.) He thinks little of *himself* (obj. of a preposition).

### **(150) Difference between Reflexive and Emphatic Pronouns :—**

An Emphatic Pronoun is generally (except when separated, as stated above) in *apposition* with another word. In the examples given in Art. 149(ii) *myself* and *himself* are in apposition with *I* and *man* respectively. A Reflexive Pronoun never stands in this relation : it refers to the subject, but is *never* itself in the nominative case.

## E

### EXERCISE 16

(a) Fill in the blanks with verbs :—

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| 1. Each of them — got a prize.     | 4. Neither of the things — good.    |
| 2. Either of these — acceptable.   | 5. Each of them — come with books.  |
| 3. Neither of the girls — present. | 6. Neither of them — done the work. |

(b) Say whether the Pronouns with 'self' or 'selves' below are *Reflexive* or *Emphatic* :—

- |                                  |   |
|----------------------------------|---|
| 1. I hurt myself.                | 8. Do not praise yourself so much.        |
| 2. He himself was present there. | 9. I do not like it myself.               |
| 3. I myself know it.             | 10. He talked of himself for a long time. |
| 4. I know myself.                | 11. What do you know about yourself ?     |
| 5. I know it myself.             | 12. The poor animal will hurt itself.     |
| 6. He will do it himself.        | 13. He availed himself of the leave.      |
| 7. He gave himself much trouble. | 14. They themselves were present there.   |
|                                  | 15. Do it yourself.                       |



### Indefinite Pronouns

**(151)** *Indefinite Pronouns* do not point out any particular person or thing, like the Demonstrative, but refer to persons or things in a *general* manner (কোন বিশেষ ব্যক্তি বা বস্তুকে না বুঝাইয়া সাধারণভাবে কোন ব্যক্তি বা বস্তুকে বুঝায়). They are *any*, *one*,

*none, aught, naught, other, another, several, many, few, all, some, they.*

**Note**

(a) Most of these are also used as Adjectives :— *Any* man can do it. *Some* men came to me. I saw *another* boy.

(b) *One, body, and thing* are sometimes compounded with Indefinite Pronouns, which are then called **Compound Indefinite Pronouns** : *anyone, nothing, anything, anybody, etc.* In *any one*, *any* is an adjective, and *one* is the numeral : *Any one* of them will do.

**(152) Any**, as a Pronoun, is used only in interrogative and negative sentences. It may be both singular and plural and may refer to both persons and things.

Have you seen *any* man (or men), or dog (or dogs) there ? No, I have not seen *any*. I want a few chairs ; can you give me *any* ?

**(153) Some**, as a Pronoun, is plural, and may be used for both persons and things : *Some* say, he will come. He has many books ; *some* are new, *some* old.

**(154) One** — As an Indefinite Personal Pronoun, *one* is always followed by *one, one's* and *one* (in the nominative, possessive, and objective), and not by *he, his, and him*. Thus :—

*One* must do *one's* duty. *One* does not know when *one* will die.

**Note**

When *every* or *no* stands before *one*, use *he, his* or *him* after it. *Everyone* did *his* duty. *No one* knows when *he* will die.

**(155) None**— “It is a mistake to suppose that the pronoun is singular only and must at all costs be followed by singular verbs, etc ; the Oxford Dictionary explicitly states that plural construction is commoner.” —*MEU*. “None of them *is* or *are*, according to sense..... *None* of this *concerns* me ..... *None* but fools *have* ever believed it.” — (*COD*).

**(156) Others**— always refers to **persons**, and not things. In the latter case, *other things* or *etc.* is used. Thus we say, “Dutta, Bose, Patel and *others* were present” ; but we cannot say, “Idleness, luxury, extravagance and *others* were his ruin.”

It can, however, be used of *things*, only when the things already mentioned have been specially defined ; as, The mangoes that you gave me and *others* (= other mangoes) also are exhausted.

**(157) They** is used indefinitely in the sense of *people generally*. *They* (people in general) say a war will break out.

**(158) Many and few** are sometimes used as substantive pronouns : *Many* are called, but *few* are chosen.



**Reciprocal Pronouns**

**(159) Each other** is generally used when *two* are referred to, **one another** when *more than two* are referred to : Dutt and Sharma struck *each other*. The boys fought with *one another*.

But “This differentiation is neither of present utility nor based on historical

usage." — *MEU*. See also *Wood*. In fact this distinction is not observed even by the best writers.

## E

## EXERCISE 17

*Point out the Pronouns in the following sentences, and classify them. In the case of Relative pronouns, point out their Antecedents also.*

1. Whose book is this ?
2. This is the book which I bought last year.
3. Who is to help you when you return home ?
4. They say the king who was ill has come round.
5. The dog that I saw in the street is his.
6. They played with one another.
7. Few have seen a book like it.
8. I cannot allow such behaviour as this.
9. Whoever wants to pass must attend to what his teacher says.
10. Who is he that is standing at the gate ?
11. What is the meaning of this ?
12. I myself saw the man.
13. I saw the man myself.
14. He cut himself with the knife which I had given him.
15. I shall avail myself of the leave.
16. He asked who I was.
17. There is none but wishes to be happy.
18. One must do one's duty.



## CHAPTER XII

## VERBS—Principal and Auxiliary

(160) Verbs are divided into two main classes :—

(a) When a verb is used independently, it is called a **Principal Verb** : *call, go, work, etc.*

(b) When a verb is used only to help some other verb to form voices, moods and tenses, it is called an **Auxiliary Verb** (*auxiliary = helping*). The only verbs that can be so used are *can* (POD and COD), *be, have, shall, will, may, do*.

(161) Most of the **Auxiliary Verbs** may also be used as **Principal Verbs** :

## Auxiliary

- I am helped by him.
- He has gone.
- We eat that we may live.
- He does not know it.
- I shall do it.
- He will do it.

## Principal

- I am happy.
- He has a dog.
- You may go.
- He did it.
- You shall do it.
- I will do it.

## Note

(a) *Let* also is an "auxiliary supplying 1st and 3rd persons of an imperative in exhortations (*let us play*), commands (*let it be done at once*), assumptions (*let AB = CD*), and permissions (*let him do this work*)" — POD.

(b) Some regard *can* as a *principal verb*, with the Infinitive without *to* following it as its object. He *can* do (= to do) it. She *can* (to) sing. But both *POD* and *COD* treat it as an *Auxiliary only*.

**(162) Principal Verbs are divided into two classes :—**

(a) **Transitive** verbs are those that require an object to make the sense clear : He *did* this. I *love* him. Who *made* it ?

**Note**

Some transitive verbs (like *tell*, *teach*, *ask*, *show*, *give*, *send*, etc.) take two objects, Direct and Indirect. [See Art. 61(a)].

(b) **Intransitive** verbs are those that do not require any object to make the sense clear : He *sleeps*. I *run*. Birds *fly*.

**(163) Causative Verbs** are intransitive verbs used transitively in the sense of *causing* a thing to be done. A few intransitive verbs have different forms to express the causative idea ; as, *set* for *sit*, *fell* for *fall*, etc.

*Intransitive*

Don't move.  
Birds fly.  
Water boils.  
Rise early.  
The tree falls.  
Sit here.  
Lie still.  
Rice grows here.

*Transitive (Causal)*

Move the table.  
He flies (উড়ায়) a kite.  
Boil this water.  
Raise your hands.  
He falls the tree with an axe.  
Set (বসাইয়া দেওয়া) the lamp here.  
Lay (রাখা) it here.  
He grows rice in this field.

**(164) Factitive Verbs are Transitive Verbs of Incomplete Predication.** They are usually of *naming*, *making* and *thinking* and require some other word or words besides their objects to complete the sense (এই Transitive Verb-গুলি শুধু object দ্বারা পূর্ণ অর্থ প্রকাশ করে না, অন্য word-এর দরকার হয়) : He *called* me a fool. They *made* him king.

**Note**

The word or words that are required to complete the sense are called **Complements**.

**(165) Copulative Verbs are Intransitive Verbs of Incomplete Predication**, requiring some other word or words besides the predicate verb to complete the sense (এই Intransitive Verb-গুলি অন্য word ভিন্ন পূর্ণ অর্থ প্রকাশ করে না) : He is ill. She seems tired.

**(166) Quasi-Passive Verbs** are verbs used in the Active Voice with a Passive force : Rice *sells* (= is sold) cheap. This fruit *tastes* sweet (= is sweet when it is tasted). (See Art. 205).

**(167) Subjective Complements** :— Complements of *Intransitive* and *Passive verbs* relate to the Subject and are called *Subjective Complements* : He is a fool. I was made president.

**Note**

The common intransitive verbs requiring such complements are the verbs *to be*, *become*, *seem*, *appear*, *remain*, *look*, *grow* : He is angry with me. He became alert. You seem displeased. He looks miserable. He remains discontented. He grew up quite healthy.

The verbs *to be*, *look*, *grow*, *remain*, *become*, etc., can also be used as **verbs of complete predication** : God is. Look at me. This plant will not grow. Remain there. Such a conduct does not become you.

**(168) Objective Complements** :— Complements of *Transitive* and *Active verbs* relate to the *Object* and are called *Objective Complements* : I struck him dead. I saw him go.

**Note**

Verbs of *naming* (*name*, *call*, *term*, etc.), *making* (*make*, *create*, *appoint*, etc.) and *thinking* (*think*, *consider*, *suppose*, *believe*, etc.), generally take objective complements : He

called me a *fool*. We *named* him *Ramesh*. He made me *miserable*. They *appointed* (or *elected*) me *chairman*. I consider him *honest*. He *thinks* the man *slyful*.

The objective complement may be used after other verbs too : I *cut him short*. He *bought* the house *new*. He *painted* the house *red*.

**(169) Prepositional or Group Verbs** are verbs which, grouped with prepositions, are used as single transitive verbs : He *laughed at* them. He *acted on* this rule.

**(170) A Transitive verb becomes Intransitive when**

- (a) The verb is used in such a general sense that the object can be easily understood from the context : Fire *burns*. We *eat* to live.
- (b) The reflexive pronoun is omitted : Move (*yourself*) aside. He *keeps (himself)* aloof. He *drew (himself)* near me.
- (c) An Adverb is added to the verb : Cholera has *broken out*.
- (d) The verb is used quasi-passively : Rice *sells* cheap.

**(171) An Intransitive verb becomes Transitive when it is used**

- (a) Grouped with *prepositions* : He *laughs at* me. We *act on* this rule.
- (b) In a *causal* sense : He *flies* (causes to fly) a kite. I *grow* (cause to grow) corn in my field. (See Art. 163).
- (c) With *over* and *with* placed before it : We *withstood* the attack. He *overcame* the difficulties.
- (d) With a *Reflexive* or *Personal object* : They *sat them down*.
- (e) With a *Cognate object* : He *ran a race*.

#### Note

There are five different forms of the **cognate object** :—

- (i) *Strictly cognate, both in form and in meaning* : He lived a happy *life*. He dreamt a *dream*. We sang a *song*.
- (ii) *Strictly cognate in meaning, but not in form* : He went a long *way*. They fought a *battle*.
- (iii) *Partially cognate, containing a noun descriptive of the cognate noun understood* : They shouted *applause* (= shouted a *shout of applause*). He ran a great *risk* (= a course of great risk). He had to grope his *way* (= make his way by groping).
- (iv) *An adjective qualifying the cognate noun understood* : He did his *best* (doing). He breathed his *last* (breath). He tried his *hardest* (trial or attempt).
- (v) *Cognate noun expressed by "it"* : We must fight *it* (= the fight) out. They lorded *it* (= acted the part of the lord) over us.

## E EXERCISE 18

(a) Pick out the verbs and state whether they are Transitive or Intransitive. In case of Transitive Verbs, pick out the objects :—

1. I know the boy who is there.
2. The sun shines in the sky and gives us light.
3. He went home and gave a doll to his sister.
4. Put the lamp on the table.
5. He came yesterday and finished the work.
6. The boy hurt himself.
7. Tell the truth if you would win respect.
8. The horse can run fast.
9. He cut his finger with a knife.
10. He told me the story.
11. Cows eat grass.
12. The teacher rebuked her for she had not done her lesson.
13. Everybody loves a good boy.
14. He lived a long life.
15. The tiger killed a goat and carried it away.

(b) In the following examples, pick out the verbs, complements, and objects :—

1. I saw Ram go home.
2. He has a pen to write with.
3. I ran a race.
4. I made him prisoner.
5. I played the fool.
6. He fought his best.
7. He laughed a loud laugh.
8. It blows a heavy gale.
9. Rice sells very dear.
10. This fruit tastes sweet.
11. Your argument hears very sound.
12. Fare thee well.
13. He is flying a kite.
14. I have no time.
15. He has done his best, but I have done nothing.
16. I like a fool to be punished.
17. They found me asleep.
18. He did me a great kindness.
19. They laughed at me.
20. Strike the snake dead.
21. He was selected captain.
22. This was told me by him.
23. They found him guilty.



## CHAPTER XIII

### TENSES

**(172)** The **Tense** is the change of form in a verb to express the *time* of an action. There are **three principal tenses** :—

(a) The **Present Tense** describes an action in the *present* time :

I *go*. He *writes*. They *are playing*.

(b) The **Past Tense** describes an action in the *past* time :

He *wrote*. They *were playing*.

(c) The **Future Tense** describes an action in the *future* time :

I *shall go*. He *will write*. They *will be playing*.

**(173)** Each of these principal tenses has **four forms** :— **Indefinite, Continuous, Perfect, Perfect Continuous**.

**(174)** The **Present Indefinite (or Simple Present) Tense is used to refer to :**

(a) A *universal or general truth* (নিতি সত্য বুঝাইতে) : The earth *is round*. Honey *is sweet*. Honesty *is the best policy*.

(b) An *habitual or permanent action* (অভ্যাস বুঝাইতে) : He *works hard*. This watch *keeps good time*. He *takes bath in the Ganga everyday*.

(c) A *future action*, when the futurity is indicated by the context (নির্দিষ্ট ভবিষ্যত কালের ক্রিয়া বুঝাইতে) : He *will go home when you come*. The school *closes on the 15th*.

(নির্দিষ্ট ক্রিয়া = Present Indefinite)

#### Note

This usage is common with verbs of motion : *Come, go, start, return, etc.*

(d) *Past events* in order to make the narrative more vivid (অতীত ঘটনাকে উজ্জ্বল করিয়া প্রকাশ করিতে). This is called the **Historic or Graphic Present** : Alexander now *rushes upon the enemy*.

(e) A *present action* (বর্তমান ক্রিয়া বুঝাইতে) : It *rains*. How he *walks*.

#### Note

But more often, the *present continuous tense* is used in such cases : It *is raining*. He *is walking*. See Art. 175 below.

(f) *Quotations from authors* (কোন গ্রন্থকারের লেখা উদ্ভৃত হইয়াছে বুঝাইতে) : Goldsmith says, "Handsome is that handsome does."

(g) The *present perfect tense* (এইমাত্র কাজটি হইল বুঝাইতে) : I *hear* (= have heard) he is ill. I *am told* (= have been told) that he will come.

### Note

(a) If the subject is in the *third person, singular number*, add *s* or *es* to the verb.

(b) In all other cases the main verb is used straight away.

### (175) The Present Continuous Tense expresses :

(a) (i) An action *going on* at present (কাজটি বর্তমানে চলিতেছে বুঝাইতে) : I *am writing*. He *is sleeping*.

(ii) A *future action* (আসন্ন ভবিষ্যত কালের ক্রিয়া বুঝাইতে) : I *am going* there tomorrow.

(b) This tense is not generally used with *verbs of perception* or verbs denoting a *feeling* or *emotion*, or verbs of *knowing, thinking*, etc., such as, *believe, feel, hear, hope, know, like, love, see, understand, want, wish, wonder*. Other verbs not used in this tense-form are *belong, consist, contain, matter, possess, resemble*, etc. Thus,

I *feel* (not, *am feeling*) unwell. I *hope* for the best. I *wish* you success. I *want* a pen. It *matters* little. I *wonder* where he is. This picture *resembles* that.

But *am feeling, is looking* are now used even by good writers.

Look at the following sentences :

**Sentence structure : Subject + am/is/are + verb + ing**

I *am going*. We *are going*.

You *are going*. You (pl.) *are going*.

He *is going*. They *are going*.

### Note

(a) In this tense, the verb takes 'ing' after it.

(b) Before the verb, use 'am' if the subject is 'I', and 'is' if the subject is in the *third person, singular number* (*he, she, it, Amal*, etc). In all other cases use 'are'.

(c) Verbs ending in 'e' drop 'e' before taking 'ing' :

He *is coming* (come + ing).

The sun *is rising* (rise + ing).

### (176) The Present Perfect Tense is used :

(a) To express an action *just finished* (কাজটি এইমাত্র শেষ হইয়াছে বুঝাইতে) : I *have done* my duty. The sun *has set*.

(b) To express a *past action* the results of which still continue (কাজটি পূর্বে শেষ হইলেও ফল এখনও চলিতেছে বুঝাইতে) : I *have done* a great wrong (*i.e.*, I am still suffering from the consequences of my doing the wrong). He *has been* laborious (*i.e.*, He is now reaping the fruits of his laborious habits).

(c) To express an action done in a space of time not yet gone out fully (কাজের সময়টি এখনও চলিতেছে বুঝাইতে) : I *have been* laborious from my boyhood (*i.e.*, am laborious still).

(d) To express a future perfect when preceded by *when, before, after, as soon as*, etc : I shall go there *after* (or *when*) I *have finished* the work.

### Note

(a) The Present Perfect Tense form of some intransitive verbs signifying *motion* or *change*, as, *go, come, set, rise*, etc., is sometimes formed with the verb *be* : He *is gone*. The sun *is set*. The moon *is risen*.

(b) As the Present Perfect denotes the present time, it cannot be qualified by an adverb or phrase denoting past time : He *died* (not, has died) last night. I *came* (not, have come) here yesterday.

Look at the following sentences :

**Sentence structure : Subject + has/have + verb (Past Participle form)**

I have done it.	We have done it.
You have done it.	You (pl.) have done it.
He has done it.	They have done it.
He has gone away.	They have gone away.
I have called him.	We have called him.

**Note**

In this tense, if the subject is in the *third person, singular number* use 'has', and in all other cases use 'have', before the Past Participle form of the verb.

(177) **The Present Perfect Continuous Tense** expresses that the action has been going on for some time and is not finished yet (ক্রিয়াটি পূর্বে আরম্ভ হইয়া এখনও চলিতেছে বুঝাইতেছে) :

I have been doing this for six months. It has been raining since Monday last.

Look at the following sentences :

**Sentence structure : Subject + has/have + been + verb + ing**

He has been living here for a long time.

I/You have been suffering from cold since Friday last.

**Note**

(a) In this tense, the verb takes 'ing' after it and it is preceded by "has been" if the subject is in the *third person, singular number*, and by "have been" in all other cases.

(b) 'For' refers to a 'period of time' and 'since' refers to a 'point of time' in the past.

(178) **The Past Indefinite (or Simple Past) Tense is used to denote :**

(a) A single act in the past (অতীত ক্রিয়া বুঝাইতে) : I did it.

(b) An action actually going on in the past : "While they danced (= were dancing) we sang (= were singing)."

(c) An habitual action in the past (অতীত অভ্যাস বুঝাইতে) : He studied (= used to study) hard. He held his class here.

**Note**

We also sometimes use the *Past Indefinite*—

(a) To denote an action begun a short time before and perhaps continued up to the time of speaking (কাজটি অঙ্গ পূর্বে আরম্ভ হইয়া এখনও চলিতেছে, এই অর্থে) : I came (= have come) to ask you to vote for Mr. Dutta.

(b) As a polite or deprecatory form of address (বিনয় বা তিরক্ষার বুঝাইতে) : Could (= can) you please tell me the time? Was (= is) this the sort of thing you wanted? — Tipping.

(179) **The Past Continuous Tense** denotes that an action was going on in the past (কাজটি অতীতকালে চলিতেছিল বুঝাইতে) : He was reading when I saw him. They were playing football.

Look at the following sentences :

**Sentence structure : Subject + was/were + verb + ing**

I was reading.	We were reading.
You were reading.	You (pl.) were reading.
He was reading.	They were reading.
The boy was sleeping.	The girls were dancing.

**Note**

(a) In this tense the verb takes 'ing' after it.

(b) Before the verb, use 'was' for singular subjects in the *first and third persons* and 'were' for all other cases.

(180) **The Past Perfect Tense** expresses an action complete before another past action (কোন অতীত ক্রিয়ার পূর্বে আর একটি ক্রিয়া সম্পন্ন হইলে অধিকতর অতীত ক্রিয়াটি বুঝাইতে) : He had left before I came. The train had started before I reached the station.

**Note**

- (a) In this tense, use 'had' before the *past participle form* of the verb.  
 (b) If the sentence contains "before" or "after", the Past Perfect Tense stands *before* "before" but *after* "after". As an aid to memory, boys may remember, "**Before before, after after**". He *had come before I did*. He left *after I had gone away*<sup>1</sup>.

**(181) The Past Perfect Continuous Tense** denotes that an action had been going on at or before some point of time in the past (একটি অতীতকালের পূর্ব হইতে আর একটি কাজ চলিতেছিল এই অর্থে অধিকতর অতীত কালটি বুঝাইতে) : *I had been working when he came. He had been suffering from fever before he came here.*

**Sentence structure :** Subject + had been + verb + ing

**Note**

In this tense, the verb takes 'ing' after it and is preceded by 'had been'. The form is the same for both singular and plural in all persons.

**(182) The Future Indefinite Tense** denotes an action that will happen in the future (ভবিষ্যতে কোন কাজ হইবে বুঝাইতে) : *I shall do it. He will go home.*

Look at the following sentences :

**Sentence structure :** Subject + will/shall + verb

I shall go.	We shall go.
You will go.	You (pl.) will go.
He will go.	They will go.
He will come.	We shall sing .

**Note**

In this tense, the verb is preceded by 'shall' in the first person (*I, we*) and 'will' in the second (*you*) and third (*he, she, it*) persons, both in singular and plural.

**(183) The Future Continuous Tense** represents an action as going on at some future time (ভবিষ্যতে কোন কাজ চলিতে থাকিবে বুঝাইতে) : *I shall be sleeping at that time. He will be doing it.*

**Sentence structure :** Subject + shall/will + be + verb + ing

**Note**

In this tense, the verb takes 'ing' after it and it is preceded by 'shall be' in the first person and 'will be' in the second and third persons, both in singular and plural.

**(184) The Future Perfect Tense** denotes that an action will be completed at some point of time in the future (ভবিষ্যতে দুটি কাজের মধ্যে অধিকতর অতীত কালটি বুঝাইতে) : *He will have done this before you come (= will come). But see Art. 335, Para 3.*

Look at the following sentences :

**Sentence Structure :** Subject + shall/will + have + verb (*Past Participle form*)

*I shall have gone there before you come. They will have finished the work before you reach. We will have met him before he leaves.*

**Note**

- (a) In this tense, the *Past Participle form of the verb* is preceded by "shall have" in the first person and "will have" in the second and third persons, both in the singular and plural.

(b) The modern use is to write the above three sentences as :

*I shall go there before you come.*

*They will finish the work before you reach.*

*We will meet him before he leaves.*

**N.B.** The Future Perfect Continuous Tense is no longer in practical use, and hence not treated here.

<sup>1</sup>But the modern tendency is to use the Past Indefinite tense even for Past Perfect. COD has 'This was after he became famous' under *after*. See also under *before* there.

## CONJUGATION

[To conjugate a verb is to show its chief parts. In a wider sense it means *all* the forms to denote Mood, Tense, Voice, Number and Person. But the chief parts of a verb are the *Present*, the *Past* and the *Past Participle*; all other parts can be easily formed from them.]

(185) Verbs are divided into **two** classes according to the way in which they form their Past Tense and Past Participle :—

(a) **Strong Verbs** are those that form their Past Tense by changing an *inside vowel* of the Present, but never by the addition of suffix (কেবল ভিতরের কোন vowel পরিবর্তন করিয়া যে সকল verbs-এর Past Tense হয় তাহারা **strong verbs**). The Past Participle may, however, sometimes end in *en* or *n* :

*Sing, sang, sung ; Drive, drove, driven.*

(b) **Weak Verbs** are those that form their Past Tense by adding **-d** or **-t**, with or without a change of the inside vowel (যে সকল verb-এর শেষে *d*, *t* যোগ করিয়া Past Tense হয়, তাহারা **weak verbs**) :

*Leap, leaped, leaped ; Dream, dreamt, dreamt.*

### Note

(a) Formerly **Strong verbs** were called **Irregular**, and **Weak verbs** were called **Regular**. But these names are misleading and have been given up now.

(b) "Some weak verbs seem to belong to the strong conjugation, because they change the vowel ; as, *teach, taught*; *seek, sought*; *say, said*; but they are weak because they add *-d* or *-t* for the past tense."

(186) Some **weak verbs** ending in *-d* or *-t* in the Present Tense :

(i) Have the same form in three tenses : *cut, cut, cut* ; *cost, cost, cost* ; *hit, hit, hit* ; *let, let, let* ; *put, put, put*.

(ii) Change the *-d* of the Present into *-t* in the Past and the Past Participle : *bend, bent, bent* ; *build, built, built* ; *lend, lent, lent* ; *sent, send, sent* ; *spend, spent, spent* ; etc.

(iii) Only shorten the vowel in the Past Tense and the Past Participle : *bleed, bled, bled* ; *feed, fed, fed* ; *meet, met, met*.

The decisive mark of the **strong conjugation** is, therefore, not the vowel change, but the absence of the suffix "*d*" or "*t*" in the Past Tense.

(187) Conjugation of a few verbs :

<b>Present</b>	<b>Past</b>	<b>Past Participle</b>
Abide, থাকা, মানিয়া চলা	abode, abided	abode, abided
Arise, ওঠা	arose	arisen
Ask, জিজ্ঞাসা করা	asked	asked
Awake (1), জাগা, জাগান	awoke	awoke, awaked
Be	was, were	been
Bear ( <i>to carry</i> ), বহন করা	bore	borne
Bear ( <i>to give birth to</i> ), প্রসব করা	bore	born
Beat, প্রহার করা	beat	beaten
Become	became	become

(1) But see Art. 188 Note (c).

<b>Present</b>	<b>Past</b>	<b>Past Participle</b>
Befall, ঘটা	befell	befallen
Beget, জন্ম দেওয়া	begot	begotten, begot
Begin, আরম্ভ হওয়া	began	begun
Bend, বাঁকান	bent	bent, <i>bended</i>
Bid ( <i>command, offer</i> ), আদেশ করা, নিলামে ডাকা	bade, bid (1)	bidden, bid (1)
Bind, বাঁধা	bound	bound, <i>bounden</i>
Bite, কামড়ান	bit	bitten, bit
Bleed, রক্তপাত করা	bled	bled
Blow, ঝুঁ দেওয়া	blew	blown
Break, ভঙ্গা	broke	broken
Breed, প্রসব করা	bred	bred
Bring, আনা	brought	brought
Build, তৈরী করা	built	built
Burn, পোড়ান	burnt (2)	burnt (2)
Burst, ফেটে পড়া	burst	burst
Buy, কেনা	bought	bought
Call, ডাকা	called	called
Can, পারা	could	could
Cast, ছাঁচে ঢালা	cast	cast
Catch, ধরা	caught	caught
Chide ( <i>to rebuke</i> ), তিরঙ্কার করা	chid	chidden, chid
Choose, পছন্দ করা	chose	chosen
Cling, লাগিয়া থাকা	clung	clung
Clothe, পোষাক পরান	clothed, clad	clothed, clad
Come, আসা	came	come
Cost, দাম হওয়া	cost	cost
Creep, হামাগুড়ি দেওয়া	crept	crept
Cry, কাঁদা	cried	cried
Cut, কাটা	cut	cut
Dare ( <i>to venture</i> ), সাহস করা	dared, durst	dared
Dare ( <i>to challenge</i> ), দম্বে আহ্বান করা	dared	dared
Deal, আচরণ করা	dealt	dealt
Die, মরা	died	died
Dig, গর্ত করা	dug	dug
Do, করা	did	done
Draw, আঁকা	drew	drawn

(1) "In the auction sense, the past and p.p. are both *bid* (He *bid* up to £ 10 ; Nothing was *bid*). In other senses, the past is ... *bade* ... the p.p. is *bidden*, but *bid* is preferred in some phrases, esp. *Do as you are bid.*" —MEU.

(2) "Occasionally 'burned'—COD. "Burnt" is the usual form, esp. in the p.p.: *burned* tends to disappear." —MEU.

<b>Present</b>	<b>Past</b>	<b>Past Participle</b>
Dream, ঘুম দেখা	dreamed, dreamt	dreamed, dreamt
Drink, পান করা	drank	drunk, drunken
Drive, চালানো	drove	driven
Dwell, বাস করা	dwelt	dwelt
Eat, খাওয়া	ate	eaten
Fall, পতিত হওয়া	fell	fallen
Feed, খাওয়ানো	fed	fed
Feel, বোধ করা	felt	felt
Fell ( <i>to cause to fall</i> ), ফেলে দেওয়া	felled	felled
Fight, যুদ্ধ করা	fought	fought
Find, খুঁজিয়া পাওয়া	found	found
Flee, পলায়ন করা	fled	fled
Fling, নিক্ষেপ করা	flung	flung
Flow, ঝোত বহা	flowed	flowed
Fly, উড়া	flew	flown
Forbid, নিষেধ করা	forbade	forbidden
Forget, ভুলে যাওয়া	forgot	forgotten
Forgive, ক্ষমা করা	forgave	forgiven
Forsake ( <i>to abandon</i> ), ত্যাগ করা	forsook	forsaken
Found ( <i>to establish</i> ), স্থাপন করা	founded	founded
Freeze, জমাট করা	froze	frozen
Get, পাওয়া	got	got, gotten
Gilt, গিল্টি করা	gilt, gilded	gilt, gilded (1)
Give, দেওয়া	gave	given
Go, যাওয়া	went	gone
Grave ( <i>to engrave</i> ), খোদাই করা	graved	graved, graven
Grind, গুড়ো করা	ground	ground
Grow, জন্মান, বৃদ্ধি পাওয়া	grew	grown
Hang ( <i>to suspend</i> ), ঝুলান	hung	hung
Hang ( <i>to take life by hanging</i> ), ফাঁসিতে ঝুলান	hanged	hanged
Hear, শোনা	heard	heard
Help, সাহায্য করা	helped	helped
Hide, লুকান	hid	hid, hidden
Hit, আঘাত করা	hit	hit
Hold, ধরা	held	held

(1) "p.p. usu, *gilded* in the fully verbal use and in fig. use as adj., *gilt* as adj. in lit. sense"—*COD.*

<b>Present</b>	<b>Past</b>	<b>Past Participle</b>
Hurt, আহত করা	hurt	hurt
Keep, রাখা	kept	kept
Kneel, হাঁটু গড়িয়া বসা	knelt	knelt
Know, জানা	knew	known
Lay ( <i>to put</i> ), রাখা	laid	laid
Lead, পথ দেখানো, নেতৃত্ব দেওয়া	led	led
Lean, ঝৌকা	leant, leaned	leant, leaned
Learn, শিখা	learnt, learned	learnt, learned
Leave, ত্যাগ করা	left	left
Lend, ধার দেওয়া	lent	lent
Lie ( <i>to rest</i> ), থাকা	lay	lain
Lie ( <i>to speak falsely</i> ), মিথ্যা বলা	lied	lied
Light, জ্বালান, অবতরণ করা	lighted, lit	lighted, lit (1)
Loose, ঢিলা করা	loosed	loosed
Lose, হারান	lost	lost
Make, তৈরী করা	made	made
Mean	meant	meant
Meet, সাক্ষাৎ করা	met	met
Melt, গলান	melted	melted, <i>molten</i>
Mow	mowed	mowed, mown
Pass, অতিক্রম করা	passed	passed, past (2)
Pay	paid	paid
Play, খেলা করা	played	played
Put	put	put
Read	read	read
Rid ( <i>make free</i> )	rid, ridded	rid
Ride	rode	ridden
Ring, ঘণ্টা বাজান	rang	rung
Rise, উঠা	rose	risen
Run	ran	run
Saw, করাত দিয়ে কাটা	sawed	sawed, sawn
Say	said	said
See	saw	seen
Seek, খোঁজ করা	sought	sought
Sell	sold	sold
Send	sent	sent

(1) "Both verbs (*kindle*, *descend*) make *lighted* or *lit* for past tense and past participle; but *lighted* is commoner for past participle, especially that of the first verb used attributively: Is the fire *lighted* or *lit*? But, Holding a *lighted* candle."—MEU.

(2) When the p.p. has passed into an adjective, we use *past*; but in the verbal sense we use *passed*.

<b>Present</b>	<b>Past</b>	<b>Past Participle</b>
Set	set	set
Sew, সেলাই করা	sewed	sewed, sewn (COD) (1)
Shake, কাঁপা, কাঁপান	shook	shaken
Shed, খসান, ঘরান	shed	shed
Shine	shone	shone
Shoot, গুলি করা, তীর ছেঁড়া	shot	shot
Show	showed	showed, shown
Shrink, সম্পৃষ্ঠি হওয়া	shrunk	shrunk, <i>shrunken</i>
Shut, বন্ধ করা	shut	shut
Sing	sang	sung
Sink, ডুবা	sank	sunk, <i>sunken</i>
Sit	sat	sat
Slay, হত্যা করা	slew	slain
Sleep	slept	slept
Slide, গড়াইয়া যাওয়া	slid	slid
Smell	smelt	smelt
Sow, বপন করা	sowed	sown, sowed (COD) (2)
Speak	spoke	spoken
Spell	spelt	spelt
Spend	spent	spent
Spill, চলকাইয়া ফেলা	spilt, spilled	spilt, spilled
Spin, সূতা কাটা	spun	spun
Spit	spat	spat
Split	split	split
Spread	spread	spread
Spring, লাফান	sprang	sprung
Stand	stood	stood
Steal	stole	stolen
Stick, লাগিয়া থাকা	stuck	stuck
Sting, ঝল ফুটান	stung	stung
Stride, লম্বা লম্বা পা ফেলা	strode	stridden (rarely)
Strike, আঘাত করা	struck	struck, <i>stricken</i>
Strive, চেষ্টা করা	strove	striven
Swear, শপথ করা	swore	sworn
Sweep, বাড়ু দেওয়া	swept	swept
Swell, ফুলা, ফুলান	swelled	swelled, swollen
Swim, সাঁতার কাটা	swam	swam
Swing, দোলা	swung	swung

(1) "The first is perhaps, contrary to general belief, both the older form and ... slightly the commoner in modern English" (MEU).

(2) "But the p.p. *sown* is four times as frequent ... as *sowed*." (MEU).

<b>Present</b>	<b>Past</b>	<b>Past Participle</b>
Take, লওয়া	took	taken
Teach, পড়ানো	taught	taught
Tear, ছিপিয়া ফেলা	tore	torn
Tell, বলা	told	told
Think, চিন্তা করা	thought	thought
Throw, নিক্ষেপ করা	threw	thrown
Thrust, ধৰা দেওয়া	thrust	thrust
Tread, মাড়ান	trod	trod, trodden
(1) Wake ( <i>rise from sleep</i> )	woke	{ waked, rarely woke or waken
(1) Wake ( <i>rouse from sleep</i> )	waked	
Wear, পরিধান করা, অয় পাওয়া	wore	worn
Weave, বুনা	wove	woven
Weep, কাঁদা	wept	wept
Wet, ডিজানো	wetted, wet	wetted, wet
Win, জয় করা	won	won
Wind ( <i>ওয়াইট</i> ) ( <i>to twist</i> ), জড়ানো	wound	wound
Work, কাজ করা	worked	worked, wrought
Wring, মোচড়ানো	wrung	wrung
Write, লিখা	wrote	written

**Note**

(a) The past participle forms italicised above are used chiefly as **participial adjectives**, and not as parts of verbs: as *bended* (not *bent*) knees; *bounden* (not *bound*) duty; *drunken* (not *drunk*) man; *ill-gotten* (not *got*) money; *hidden* (not *hid*) motive; *graven* (not *graved*) image; *molten* (not *melted*) lead; *shrunken* (not *shrunk*) limb; *sunken* (not *sunk*) eyes; *famine-stricken* (not *struck*) people.

"The forms *built*, *burnt*, *dreamt*, *dwelt*, *knelt*, *leapt*, *smelt*, *spelt*, *split* have established themselves, instead of the forms in -ed (*builded*, *burned*, etc.) which, though quite common in the literature of the past, are now merely the regular stock-in-trade of minor poets, or are used only in certain set expressions: 'I *burned* (not *burnt*) with indignation', '*dreamed* a dream'."—*Good English* by G.H. Vallins.

## (b) Note also the following uses :-

Thus,

A *burnt* (not *burned*) child.  
He is *clothed* (not *clad*) with shame.  
A *lighted* (not *lit*) candle.  
*Roast* (not *roasted*) meat.  
*Mown* (not *mowed*) grass.  
*Sown* (not *sowed*) field.  
*Hewn* (not *hewed*) stone.

A *gilt* (not *gilded*) frame.  
The *gilded* (not *gilt*) hill top.  
*Laden* (not *loaded*) with guilt.  
*Panic stricken*, *famine stricken*.  
*Conscience-stricken* (not *struck*).  
But, *awe-struck*, *thunder-struck*,  
*moon-struck*, etc.

A *burnt* child dreads the fire. His house was *burnt* or *burned*. We prayed to him on *bended* knees. He is *bent* down with age. It is our *bounded* duty to help the poor. He is *bound* to me by ties of love. I found him *drunk*. I found him in a *drunken* state. He has *got* the thing. *Ill-gotten* wealth cannot last. The snow has *melted*. Red-hot *molten* iron came out of the furnace. Give me a *lighted* candle. The candle was *lighted* or *lit*. He must have some *hidden* motive. He kept it *hidden* or *hid* in the ground. I grieve for the *past* days. The time has *passed* away. A well was *sunk* there. He has *sunken* eyes. We crossed the *shrunken* stream on foot. The stream has *shrunk* muck. This is made of *wrought* iron. He *worked* hard to get the thing. The people were *panic-stricken*. The *famine-stricken* or *malaria-stricken* people left the land. He was *awe-struck*, or *terror-struck*, or *thunder-struck*.

**(188) A few confusing verbs :**

(a) **Lie** (Intrans. — to rest, থাকা)—lay—lain

**Lie** (Intrans. — to speak falsely, মিথ্যা বলা)—lied—lied

**Lay** (Trans. — to put, রাখা)—laid—laid

**Lie** is **intransitive**, but **lay** in the present tense is **transitive**. So **laid** is transitive, and belongs to **lay** (রাখা) but **lain** is intransitive and belongs to **lie** (থাকা). **Lay** is also the past tense of **lie**.

Thus : It *lay* or has *lain* (not has *laid*) here for some time. *Lay* (not *lie*) it here. He *laid* or has *laid* (not has *lain*) it here. He has *lain* (not *laid*) in bed. He *laid* (not *lay*) himself down in bed. The hen has *laid* (not *lain*) two eggs. I hate him because he *lies* (not *lays*).

(b) **Strike**—struck—struck, stricken      { He *struck* me.  
**Stroke**—stroked—stroked                        He *stroked* (patted) the cat on the back.

Also, *stroke* is the *noun* form of *strike*,  
but never its past tense.      { He died from sun-stroke.

(c) “**Awake** has past *awoke* rarely *awaked*, and past participle *awaked* rarely *awoke*; **wake** has past *woke* rarely (and that usually in transitive sense) *waked*, and past participle *waked* rarely *woke* or *waken*; *awaken* and *waken* have -ed” —MEU.

(d) “**Await**, **wait**—*Await* is always transitive, but *wait* is not always intransitive. *I am awaiting to hear your decision* is not English; *I await*, and *I wait, your decision* are equally good.” —MEU. Also I *wait* for you to decide, or, I *wait* for your decision.

(e) Carefully note the spelling and use of the words **lose**, **loose**, and **loss**. These are very often confused :—

**lose** (verb) —cease to have, fail to obtain : I do not want to *lose* the money.

**loose** (adj.) —free, not tied up : The box was tied *loose*. I always prefer *loose* clothes.  
(verb) —make free or loose : ‘Wine *loosed* his tongue.’

**loss** (noun) —that which is lost : He suffered a great *loss* in the business.

(f) Carefully note the uses of the past and past participle forms of **fly**, **flee**, and **flow**. The common confusions are :—(i) **flown** for **flowed**. Thus, we should write, “The river has *overflowed* (not *overflown*) the banks,” because *flowed* belongs to *flow*, but *flown* belongs to *fly*. (ii) Between **to flee** and **to fly** : To *flee* has the underlying sense of *to escape*, whereas *to fly* means *to run* or *hurry*. It is only occasionally that *fly* is used in the sense of *flee* (but in the present tense only) : He is compelled to *fly* or *flee* from the country ; but he *fled* for his life. The bird has *flown* (not *fled* or *flowed*) away. The man has *fled* (not *flown*) away.

**(189) The following verbs have no change :**

*Bet, burst, cast, cost, cut, hit, hurt, let, put, rid, set, shed, shut, split, spread, thrust.*

**(190) Below is the full conjugation of the verb *to love* in the Indicative Mood.**

		Indefinite	Continuous	Perfect	Perfect Continuous
Present	Active	I love.	I am loving.	I have loved.	I have been loving.
	Passive	I am loved.	I am being loved.	I have been loved.	
Past	Active	I loved.	I was loving.	I had loved.	I had been loving.
	Passive	I was loved.	I was being loved.	I had been loved.	
Future	Active	I shall love.	I shall be loving.	I shall have loved.	I shall have been loving. (not in use)
	Passive	I shall be loved.	I shall be being loved. (no longer in use)	I shall have been loved.	

8. A group of officials—(go) to Europe next week. They—(attend) a conference in Hamburg. They—then—(visit) a number of other countries to enquire about trade prospects. They—(take) a few assistants with them. So I—(go) with my officer. I am sure I—(have) a very nice time there. You—(write) to me regularly, won't you ?

(k) *Correct* :—

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. He was died last year.</li> <li>2. The book lied on the table.</li> <li>3. I am living here for a long time.</li> <li>4. He is suffering from fever for a week.</li> <li>5. He is reigning for three years.</li> <li>6. Akbar has reigned for about fifty years.</li> <li>7. I have broken the chair yesterday.</li> </ol> | <ol style="list-style-type: none"> <li>8. My father has died yesterday ; he left me a large fortune.</li> <li>9. I live in Calcutta for ten years and have no wish to leave it.</li> <li>10. I have seen him yesterday, and am seeing him even now.</li> <li>11. Wherever I went, I have seen nothing but misery.</li> </ol> |
|--|--|



## CHAPTER XIV

### VOICE

191

The hunter *killed* the lion.  
The lion *was killed* by the hunter.

The above two sentences have the same meaning but their *forms* are different.

In the first sentence, the subject (*the hunter*) is the *doer* of the action (*killed*) ; that is, the subject is active. The verb "*killed*" is, therefore, said to be in the **Active voice**.

In the second sentence, the subject (*the lion*) is *acted upon* and it is the receiver of the action (*was killed*) ; that is, the subject is not active, but passive. The verb "*was killed*" is, therefore, said to be in the **Passive voice**.

192 **Definition** — Voice is the form of the verb which shows whether the Subject acts or is acted upon.

193 **There are two Voices** :—

(a) When the subject of the sentence is the *doer* or *actor*, the verb is **Active** (কর্তৃবাচ).

He *runs*. I *did* it. He *said* this.

(b) When the subject of the sentence is *acted upon*, the verb is **Passive** (কর্মবাচ).

It *was done* by me. This *was said* by him.

194 **Rules for changing the Active Voice into the Passive** :—

(1) (a) The object in the Active Voice becomes the subject in the Passive (Active-এর Object-টি Passive-এর Subject হয়).

(b) The subject in the Active Voice becomes the object in the Passive, generally preceded by the preposition *by* (Active-এর Subject-টি Passive-এর Object-এ পরিণত হয় এবং তাহার পূর্বে সাধারণত: *by* বসে।).

(c) The Verb is changed into the Past Participle form and is preceded by some form of the verb **to be** (Active-এর Verb টি Past Participle form-এ পরিবর্তিত করিয়া তাহার পূর্বে '**to be**' verb-এর আবশ্যিকীয় form বসাইতে হয়).

## (195) Note the following example :

	Subject	Object
Active :	The hunter killed the lion.	
Passive :	The lion was killed by the hunter.	

Here the subject (*the hunter*) in the Active voice has become the object in the Passive voice ; and the object (*the lion*) in Active voice has become the subject in the Passive voice. Similarly :

Active : Rani reads a book.	Active : He did the job.
Passive : A book is read by Rani.	Passive : The job was done by him

## (196) The following table shows forms of verb “to be” in different tenses in the Active and Passive Voice.

Tense	Active voice	Passive forms
Simple Present	do ; does	<i>is/am/are + done</i>
Present Continuous	am/is/are doing	<i>am/is/are + being + done</i>
Present Perfect	has/have done	<i>has/have + been + done</i>
Simple Past	did	<i>was/were + done</i>
Past Continuous	was/were doing	<i>was/were + being + done</i>
Past Perfect	had done	<i>had + been + done</i>
Simple Future	will/shall do	<i>will/shall + be + done</i>
Future Perfect	will/shall have done	<i>will/shall + have + been + done</i>
Can/May/Must (modals)	do	<i>can/may/must + be + done</i>

Look at the changes from Active to Passive Voice in different tenses. Learn them by heart.

	<i>Simple</i>	<i>Continuous</i>	<i>Perfect</i>
<b>Present Tense</b>	<i>Active</i> : I do it. <i>Passive</i> : It is done by me.	I am doing it. It is being done by me.	I have done it It has been done by me.
<b>Past Tense</b>	<i>Active</i> : I did it. <i>Passive</i> : It was done by me.	I was doing it. It was being done by me.	I had done it. It had been done by me.
<b>Future Tense</b>	<i>Active</i> : I shall do it. <i>Passive</i> : It will be done by me.	I shall be doing it. (no form)	I shall have done it. It will have been done by me.

**Note**

Perfect Continuous Tenses are not used in the Passive.

(197) Here are a few more examples of changes from Active Voice to Passive Voice :

### (i) Present Tense

#### (a) Simple Present

##### Active

Children *like* sweets.  
He *sells* fish in the market.  
She *loves* me.  
I *help* him.

##### Passive

Sweets *are liked* by children.  
Fish *is sold* by him in the market.  
I *am loved* by her.  
He *is helped* by me.

#### (b) Present Continuous

##### Active

I *am reading* a book.  
They *are drawing* pictures.  
She *is cooking* rice in the kitchen.  
Are you *writing* a letter?

##### Passive

A book *is being read* by me.  
Pictures *are being drawn* by them.  
Rice *is being cooked* by her in the kitchen.  
Is a letter *being written* by you?

#### (c) Present Perfect

##### Active

I *have seen* him.  
The girls *have sent* the flowers.  
Partha *has written* these letters.  
They *have brought* the statue from  
Kolkata.

##### Passive

He *has been seen* by me.  
The flowers *have been sent* by the girls.  
These letters *have been written* by Partha.  
The statue *has been brought* by them from  
Kolkata.

### (ii) Past Tense

#### (a) Simple Past

##### Active

He *did* it.  
They *bought* toys.  
She *helped* me.  
He *stole* my book.

##### Passive

It *was done* by him.  
Toys *were bought* by them.  
I *was helped* by her.  
My book *was stolen* by him.

#### (b) Past Continuous

##### Active

I *was doing* the work.  
He *was reading* a book.  
They *were calling* the boys.  
Were the boys *throwing* stones?

##### Passive

The work *was being done* by me.  
A book *was being read* by him.  
The boys *were being called* by them.  
Were stones *being thrown* by the boys?

#### (c) Past Perfect

##### Active

They *had done* the work.  
We *had won* the match.  
She *had sewn* the cloth.  
Had you *lent* the book?

##### Passive

The work *had been done* by them.  
The match *had been won* by us.  
The cloth *had been sewn* by her.  
Had the book *been lent* by you?

### (iii) Future Tense

#### (a) Simple Future

##### Active

I *shall do* it.  
He *will do* the work.  
I *shall buy* a house.  
He *will not hurt* you.  
Shall we *help* her?

##### Passive

It *shall be done* by me.  
The work *will be done* by him.  
A house *will be bought* by me.  
You *will not be hurt* by him.  
Will she *be helped* by us?

## (b) Future Perfect

## Active

Mr Roy *will have taught* this class.  
I *shall have written* the letter.  
She *will have drawn* the picture.

## Passive

This class *will have been taught* by Mr Roy.  
The letter *will have been written* by me.  
The picture *will have been drawn* by her.

## (iv) Passive of Verbs with Modals

*Passive form : Modal + be + Past Participle of main verb*

## Active

He *can do* the work.  
We *may help* her.  
You *must take* this medicine.  
The boy *should read* the book.  
He *might take* your help.

## Passive

The work *can be done* by him.  
She *may be helped* by us.  
This medicine *must be taken* by you.  
The book *should be read* by the boy.  
Your help *might be taken* by him.

## (v) Interrogative sentences

## Active

*Do you know him ?*  
*Does he want this ?*  
*Did he take tea ?*  
*Was he taking tea ?*  
*Are you reading the book ?*  
*Have you done the work ?*  
*Where did you see him ?*  
*Who will do the work ?*  
*What did they do ?*  
*Why have you bought this ?*

## Passive

*Is he known to you ?*  
*Is this wanted by him ?*  
*Was tea taken by him ?*  
*Was tea being taken by him ?*  
*Is the book being read by you ?*  
*Has the work been done by you ?*  
*Where was he seen by you ?*  
*By whom will the work be done ?*  
*What was done by them ?*  
*Why has this been bought by you ?*

For **Interrogative sentences** beginning with auxiliary verbs like **Do, Did, Does**, etc, the following steps may be followed to convert them to Passive ones:

**Step-1** : Change the sentence into Assertive.

**Step-2** : Change it into Passive.

**Step-3** : Change it into an Interrogative one.

As :

Sentence	: Do you know him ?	Did he take tea ?
Step-1 (Assertive)	: You <u>know him</u> .	He <u>took tea</u> .
Step-2 (Passive)	: He is known to you.	Tea was taken by him.
Step-3 (Interrogative)	: Is he known to you ?	Was tea taken by him ?

Note that **who** in the active becomes **by whom** in the passive.

## Note

(i) Only Transitive verbs (i.e. verbs taking an object to complete a sense) can be used in the Passive Voice. Since Intransitive verbs do not have objects, they cannot be used in the passive form. But there are some exceptions, see Art. 200.

(ii) Though, theoretically, all transitive verbs can be made passive, sometimes in practice the passive form is not used. As :

"*We had a nice dinner yesterday*" would not be used in the passive as "*A nice dinner was had by us yesterday*".

(iii) The doer of the action of a passive verb (i.e. object) may sometimes be preceded by some preposition **other than by**:

*Active*

His conduct annoyed me.  
This news will please you.  
His behaviour charmed me.  
Smoke filled the room.  
I know him.  
His result surprised me.

*Passive*

I was annoyed *at* his conduct.  
You will be pleased *with* this news.  
I was charmed *at* his behaviour.  
The room was filled *with* smoke.  
He is known *to* me.  
I was surprised *at* his result.

(iv) In the Passive Voice, sometimes the Object is understood. In changing such sentences into the Active Voice the Object has to be mentally supplied and then formed into the Subject. Thus:

*Passive*

*It is said* he will come.  
*He is expected* soon.  
*My book has been lost.*  
*The house was blown down.*  
*The lion is called* the king of beasts.  
*The shed was burnt* to ashes.  
*The injured were taken* to a hospital.

*Active*

*Men say* he will come.  
*We expect* him soon.  
*I have lost* my book.  
*The storm blew down* the house.  
*People call* the lion the king of beasts.  
*Fire burnt* the shed to ashes.  
*They took* the injured to a hospital.

(198) The **Passive Voice of verbs with two objects** is formed by changing either of the two objects into the Subject, and retaining the other as the Object, called the **Retained Object**. (দুই Object-বিশিষ্ট Tr. verb-কে Passive করার সময় যে কোন Object-কে Subject করিয়া অপরটিকে Retained Object রাখিতে হয়।)

*Active*

He gave me a book.

*Passive*

*I was given* a book by him.  
*A book was given* me by him.

**E****EXERCISE 20**

Change the voice of verbs :—

1. The girl knows it.
2. He said this to me.
3. I shall do the work.
4. He told me the story.
5. They sent me a box.
6. It is known to all.
7. They have lost the thing.
8. When will you make it?
9. I shall give him a book.
10. Who saw the man there?
11. My father helped him.
12. He is called Netaji.
13. He was punished by the teacher.
14. I promised him a reward.
15. They asked him a few questions.
16. It was seen there.
17. The man was seen walking there.
18. He was punished for misconduct.
19. She gave me two cups.

(199) In changing the voice of **complex sentences** the voices of *both* the Principal and Subordinate clauses should be changed. The Introductory *It* also may be sometimes used (Complex sentence-এর Voice পরিবর্তনে Principal ও Subordinate —দুরক্ষম clause-এরই voice পরিবর্তন করিতে হয়).

*Active* : I know that he did the work.

*Passive* : It is known to me that the work was done by him ; or, That the work was done by him is known to me. (But both are bad English).

*Sentence* : It is said that they know it.

*Change of voice* : Everybody says that it is known by (or to) them.

*Passive* : What cannot be cured must be endured.

*Active* : We must endure what we cannot cure.

**(200) An Intransitive Verb may be changed into the Passive :**

(i) When it takes a cognate object in the Active Voice :

The battle *was fought* at this place.

The race you speak of *was run* yesterday.

(ii) When it is a Prepositional or Group verb :

Active	Passive
They <i>laugh at</i> us.	We <i>are laughed at</i> by them.
He <i>dispensed with</i> my services.	My services <i>were dispensed with</i> by him.

**EXERCISE 21**

*Change the voice of verbs :—*

- |   |   |
|---|---|
| 1. He says that he knows you.                 | 8. I know that the lion is called the king of beasts. |
| 2. I thought that you did it.                 | 9. They fought a good fight.                          |
| 3. He knows that it was done by me.           | 10. They laughed at me.                               |
| 4. It is said that he saved the boy.          | 11. He prevailed on me to go there.                   |
| 5. It is expected that he will win the prize. | 12. He has brought out a new book.                    |
| 6. I shall help you if it is done in time.    | 13. He was called out by his friends.                 |
| 7. They beat the thief when he was caught.    | 14. They have worked out the sum.                     |
|   | 15. They carried on the work.                         |

**(201) Double Passives should be avoided, because they are liable to give a wrong meaning. Thus,**

He *ordered the spy to be shot* cannot be changed into “The spy *was ordered* (by him) to be *shot* (double passive),” because the latter sentence implies that he gave the order to the spy. Other examples :—

*Incorrect* : The evil *was sought to be corrected*.

*Correct* : They sought to *correct the evil*.

*Incorrect* : A meeting *was proposed to be held*.

*Correct* : They proposed to hold a meeting.

Or, It was proposed to hold a meeting.

Or, It was proposed that a meeting should be held.

**(202) Objects that cannot be used as Subjects in the Passive :**

(a) **The Reflexive object.** Thus, “He killed *himself*” cannot be changed into “*Himself* was killed by him.” The Passive form would be “He was killed by *himself*.” But this is not a good grammatical sentence. The Active form should be used.<sup>1</sup>

**Note**

*Carefully guard against the error ‘was availed of.’ Avail always requires a reflexive object, which cannot become the subject in the passive voice. He availed *himself of my offer* cannot be changed into *My offer was availed of by him*, because the object of *availed* is *himself*, not *offer*, which is governed by *of*. Moreover, what about *himself*?*

(b) **The Factitive object.** Thus, “They made him *king*” becomes “He was made *king* by them” in the passive.

(c) **The Adverbial object.** Thus, “He worked an *hour*,” where *hour* is an adverbial object, cannot be changed into “An hour was worked by him.”

<sup>1</sup>According to MEU, “The conversion of active verb sentence into a passive verb one of the same meaning—e.g. of *you killed him* into *He was killed by you*—is a familiar process. But it sometimes leads to bad grammar, false idiom, or clumsiness.”

(203) If the Active verb is in the **Imperative mood**, the word 'let' is usually placed at the beginning in the Passive Voice. There are other ways also.

Active	Passive
Do it.	Let it be done.
Tell him to go.	Let him be told to go.
Keep your word.	Or, He should be told to go.
Put up a tent.	Your word should be kept.
Please keep off the grass.	Have a tent put up. (Smith)
Enter by this door.	You (or, visitors) are requested to keep off the grass. (Smith)
Help the poor.	You are requested to enter by this door.
Take the medicine regularly.	The poor should be helped.
	The medicine should be taken regularly.

(204) Passive of **Infinitives** is done by retaining the 'to' followed by 'be' and the *past participle* form of the verb.

*Active : to + do*  
*Passive : to + be + done*

#### Active

I am *to buy* a book.  
I have *to do* the work.  
It is time *to tell* him the truth.  
You are *to post* the letters today.  
He has no money *to spend*.

#### Passive

A book *is to be bought* by me.  
The work *has to be done* by me.  
It is time for the truth *to be told* to him.  
The letters *are to be posted* by you today.  
There is no money *to be spent* by him.

(205) Some transitive verbs are *active in form* but *passive in sense*; they are also called **Quasi-passive verbs**. This usage is called by some the **Middle Voice** :—

This book *reads well* (= sounds to or affects a reader well when it is *read*). It *tastes sweet* (= is sweet when it is *tasted*). This book is *printing* (= is being printed). The cows *are milking* (= are being milked). The rose *smells sweet* (= is sweet when it is *smelt*). The house *is building* (= is being built). The floor *feels smooth* (= is smooth when it is *felt*).

#### Note

Such expressions as **He is gone**, **He is come** are not passive, since *go* and *come* are intransitive, and cannot be used in the passive voice. They are merely alternative forms of *He has gone*, *He has come*. [See Art. 176 Note (a)]. But there is a slight difference in meaning between the two forms. In *He has gone*, emphasis is laid on the *time of the action*; but in *He is gone*, emphasis is laid on the *state of the agent*, i.e., his absence, and not on the time of action.

#### Miscellaneous Examples

- Passive : A promise *should be kept*.
- Active : One *should keep* one's promise.
- Passive : My pen *has been stolen*.
- Active : Someone *has stolen* my pen.
- Passive : I was *obliged* to go.
- Active : Circumstances *obliged* me to go.
- Passive : Nothing *can be gained* without labour.
- Active : We *can gain* nothing without labour.
- Passive : Why *was he refused* admittance?
- Active : Why *did they refuse* him admittance?

**Passive** : Indiscipline *should not be encouraged.*

**Active** : We *should not encourage* indiscipline.

**Note**

In the above examples, the agent with *by* has been omitted in the passive constructions.

**(206) When to use the Passive Voice:** The very construction called the passive voice is used in specific situations. They are the following :

(a) *When it is not necessary to say who performed the action* : The fine textile materials *are made* in India.

(b) *When it is preferable not to mention the performer or doer* : Ram *was told* that his English was not satisfactory for college work.

(c) *When we wish to emphasise the receiver rather than the performer or doer* : A man *was knocked down* by a lorry here.

(d) *In situations of social and historical significance* : America *was discovered* by Columbus.

(e) *In invitations, requests and announcements* : Passengers *are requested* not to smoke in the bus.

(f) *In newspaper reports* : Calcutta *was lashed* by a thunder shower on Friday morning.

(g) *To describe mechanical process and in giving scientific descriptions* : In an internal-combustion engine the mixture of air and petrol *is compressed* in the cylinder by a piston.

**EXAMPLE WORKED OUT**

**A. Active to Passive :—**

**Active** : I must do it.

**Passive** : It must be done by me.

**Active** : He is flying a kite.

**Passive** : A kite is being flown by him.

**Active** : The servant cooked our food.

**Passive** : Our food was cooked by the servant.

**Active** : He sent me a present.

**Passive** : A present was sent to me by him.

Or, I was sent a present by him.

**Active** : They hoped to win the match.

**Passive** : It was hoped by them that they would win the match.

**Active** : They speak French.

**Passive** : French is spoken by them.

**Active** : Did you send the book.

**Passive** : Was the book sent by you ?

**Active** : She was reading a book.

**Passive** : A book was being read by her.

**Active** : Someone knocked at the door.

**Passive** : The door was knocked at.

**Active** : You cannot hope that the boys will answer all the questions correctly.

**Passive** : It cannot be hoped that all the questions will be answered by the boys correctly.

- Active* : Please keep the book on the table.  
*Passive* : You are requested to keep the book on the table.
- Active* : They elected him secretary of the club.  
*Passive* : He was elected secretary of the club.
- Active* : We use this house very rarely.  
*Passive* : This house is used very rarely by us.
- Active* : Someone will serve the food soon.  
*Passive* : The food will be served soon.
- Active* : We will not allow them to enter the room.  
*Passive* : They will not be allowed to enter the room.
- Active* : People say that he is a spy.  
*Passive* : It is said that he is a spy.
- Active* : We know that the earth is round.  
*Passive* : It is known that the earth is round.
- Active* : You could not understand what I told him.  
*Passive* : What was told to him (by me) could not be understood by you.
- Active* : People in Egypt speak Arabic.  
*Passive* : Arabic is spoken in Egypt.
- Active* : Listen to me.  
*Passive* : I should be listened to.

**B. Passive to Active :—**

- Passive* : This book must be read by every student.  
*Active* : Every student must read this book.
- Passive* : The thief was caught by the police.  
*Active* : The police caught the thief.
- Passive* : She was given a book by her father.  
*Active* : Her father gave her a book.
- Passive* : The tree has been uprooted.  
*Active* : A strong wind has uprooted the tree.
- Passive* : My book has been lost.  
*Active* : I have lost my book.
- Passive* : The door should be kept closed.  
*Active* : You should keep the door closed.
- Passive* : My suggestion was not accepted.  
*Active* : They did not accept my suggestion.
- Passive* : A meeting was held and speeches delivered.  
*Active* : They held a meeting and delivered speeches.
- Passive* : Teak wood has been used in these furniture.  
*Active* : We have used teak wood in these furniture.
- Passive* : Silence must be maintained in the library.  
*Active* : Readers must maintain silence in the library.
- Passive* : The club was established in 1957.  
*Active* : They established the club in 1957.
- Passive* : It is said that he is the best boy in the class.  
*Active* : They (or, people) say that he is the best boy in the class.
- Passive* : You are expected to be faithful.  
*Active* : We expect you to be faithful.

of the UNICEF very soon. According to the minister, Rs. 35 lakhs — (collect) from the exhibition football match held last Sunday.

8. On December 2, 1982, the first permanent artificial human heart — (implant) in an American dentist, Barney Clark. The fist-sized heart, which —(keep) Clark alive for 111 days, — (develop) in Salt Lake City which — (rank) only 50th in size among American cities. The desert valley where the city — (locate) — (settle) in 1848 by Mormon pioneers.
9. Jute fibre — (obtain) from jute plant. In India it — (cultivate) mostly in West Bengal. Fertile soil — (require) for its cultivation. The field — (plough) and manure — (apply) to make it fertile.



## CHAPTER XV

### MOOD

(207) A **Mood** denotes the *mode* or *manner* in which a statement is made by the verb (Verb দ্বারা যে Mood-এ বা ভাবে বাক্যটি বর্ণিত হয় তাহাকেই Mood বলে). There are three moods :— **Indicative, Imperative, and Subjunctive.**

**NOTE :** Formerly the **Infinitive** also was called a mood; but some modern grammarians do not regard it as such, because it "merely names the action in an indefinite way, without reference to the mode or manner."

(208) The **Indicative Mood** is used :—

- (a) *To state a fact* : I do. He goes. He does not go.
- (b) *To ask questions* : Is he ill? Do you like it?
- (c) *To express a supposition which is taken as a fact* (অনুমানকে সত্য বলিয়া প্রকাশ করিতে) : If he goes there he will be punished (taking it as a fact that he will go there). If it rains you must not come (taking it as a fact that it will rain).

(209) The **Imperative Mood** is used only in the present tense and in the Second Person :

- (a) *To give orders* : Go there. (= Go you there). Sit down (= Sit you down).
- (b) *To make request* : Come in, please.
- (c) *To advise* : Do not tell a lie. Be steady.
- (d) *To entreat* : Save me. Help! Have pity on us.
- (e) Sometimes to express a **supposition** : Read (= if you read), and you will learn. Move (= unless you move), or you die.
- (f) Sometimes, **absolutely** : Give me some money, say fifty rupees.

(210) (1) The **Subjunctive Mood** is used to express :—

- (a) *A condition or supposition contrary to fact* (যাহা বাস্তবিক ঠিক নয় তাহা ঠিক অনুমান করিতে):

If I were you (*i.e.*, but I am not), I should not do it. Had he been present, he would have opposed you. 'Were he here, I would tell him this.'

Sometimes the *condition* is expressed in the **Imperative** form : 'Come weal, come woe (Whether weal or woe comes), I shall go there.'

(b) A *wish* (ইচ্ছা বুঝাইতে) (this is called the **optative** use) :

Long live the King. May he be happy. Had I been there!

(c) A *proposal, intention or order* not yet carried out (কোন প্রস্তাব, সকল্প বা আদেশ বুঝাইতে,— যাহা এখনও কার্যে পরিণত হয় নাই) :

Resolved that the proceedings of the last meeting be confirmed. The sentence is that he be hanged by the neck.

(2) **The form of the Subjunctive is the same** in all numbers and persons :

In the *present tense* it is that of the *infinitive without "to"* : If you or he or I want ; If you or Ram or I go ; If you or they or we be.

In the *past tense* it is that of the *Indicative past* : If he or I went ; Though you went.

But, in the **case of the verb "to be," the present form is be, and the past form is were for all numbers and persons** : If he or they were ; Though I were.

#### <sup>1</sup>Note

The tendency of modern English is to discard the Subjunctive.

#### A few more examples of the Subjunctive Mood :

If he were (not was) there, he would have come.

I wish this were (not was) possible.

I would go there if I were (not was) you.

I wish I could (not can) have the things.

If it be (not is) sin to work hard, I am a sinner.

## E

### EXERCISE 23

Indicate the moods of the verbs in the following sentences :—

- |  |   |
|--|---|
| 1. Sit down.                                     | 9. May God bless you.                         |
| 2. Work and you will succeed.                    | 10. Were I rich, I would have helped you all. |
| 3. Do not talk.                                  | 11. If he is there, he will help you.         |
| 4. I warn you lest you should fail.              | 12. If he be there, he will help you.         |
| 5. Touch it, and you die.                        | 13. Be steady.                                |
| 6. Follow me, or you will be punished.           | 14. We eat that we may live.                  |
| 7. Wish that he were here.                       |   |
| 8. He went there so that he might see the sight. |   |



### CHAPTER XVI

## VERBALS OR NON-FINITE VERBS

(211) Verbs include (1) **Infinitives**, (2) **Gerunds**, and (3) **Participles**.

#### The Infinitive

(212) The Infinitive is formed by adding *to*, expressed or understood, before the verb : He came *to play*. Learn *to read*. I saw him (*to*) go.

<sup>1</sup>"The subjunctive mood is in its death throes, and the best thing to do is to put it out of its misery as soon as possible." —Somerset Maugham in *A Writer's Note-book*.

"The subjunctive mood is dying; the indicative is superseding it more and more." —*The Complete Plain Words* by Sir Ernest Gowers.

**(213) The sign of the Infinitive is omitted :—**

(a) After the active voice of the verbs *please, see, let, make, know, feel, hear, bid<sup>1</sup>, need, behold, watch, dare* (but see Art. 236) :

<i>Please (to) go there.</i>	<i>He made me do it.</i>
<i>I saw him (to) go home.</i>	<i>We heard him say so.</i>
<i>Let him (to) come</i>	<i>I watched him go.</i>
<i>He need not go there.</i>	<i>I have known him (to) go there.</i>

But when these verbs (except *let*) are in the passive voice 'to' is not omitted.

<i>He was seen to come.</i>	<i>Ram was heard to say so.</i>
<i>I was made to sit down.</i>	<i>But he was let go.</i>

(b) After the auxiliaries and defective verbs *can, do, has, have, may, must, shall, should, will, would* :

<i>Can you (to) do this?</i>	<i>Do (to) go there.</i>
<i>I will (am willing to) go.</i>	

(c) After the verb *had* in such phrases as *had better, had rather, had sooner, had as soon ... as, etc.* :

<i>I had better or had sooner (to) go.</i>
<i>You had rather (to) remain here.</i>

(d) After *than, except, as, better; and also but* when it is preceded by *do* :

<i>He is better able to walk than run (= than he is able to run).</i>	<i>He did not so much as (to) say he was sorry.</i>
<i>He did nothing but (to) laugh.</i>	<i>Better (to) be with the dead.</i>
<i>He did everything except (to) carry out my order.</i>	

**(214) Two Infinitives : Simple or Noun Infinitive and Gerundial (or Qualifying Infinitive).****(215) The Simple or Noun-Infinitive (ইহা Noun-এর মত ব্যবহৃত হয়) is used :—**

- (i) As the subject of a verb : *To err* is human. *To walk* is good for health.
- (ii) As the object of a verb : He likes *to swim*. I taught him *to read*. He was taught *to read* (retained object).
- (iii) As the complement of a verb : He seems *to be rich*. I saw him *go*. I ordered him *to be punished*.
- (iv) As the object of the prepositions *about, but, except*, and also of *than* used as a preposition : He is *about to die*. I cannot *but (to) go* there. He did nothing else *than* or *except (to) laugh* (Nesfield).
- (v) Absolutely, in exclamation or interrogation : *To think* that he would do so ! And now what *to do* ?

**(216) The Gerundial Infinitive (ইহা Adjective বা Adverb-এর মত qualify করে) is used to express purpose, cause, condition or results, and may be attached :—**

- (i) *Adverbially* to a verb : He came *to see me*. It came *to pass*. We eat *to live*.

<sup>1</sup>The use of *to* after *bid* is coming into vogue. Pocket Oxford has—Bid him *go* or *to go*.

(ii) *Adverbially* to an adjective : I am sorry *to hear* this. He is ready *to go*. I am anxious *to learn*.

(iii) *Adjectivally* to a noun : I have a house *to let*. Here is a chair *to sit on*.

(iv) **Absolutely or Parenthetically to a sentence** : *To tell* you the truth, I do not trust him. *To be brief*, I am ruined.

### Note

(a) How to **distinguish** between a **Simple Infinitive** and a **Gerundial Infinitive** : The best way of finding out whether an infinitive is *simple* or *gerundial* is to expand it. If it becomes a *noun clause* it is a *simple infinitive*; but, if it becomes an *adjectival* or an *adverbial clause* it is a *gerundial infinitive*.

(b) In colloquial English, when the verb has been already used, the verbal part of the infinitive is sometimes dropped, and *to* alone is used : 'Will you go home?' 'I like *to* (to go home)'. 'Has he done the work?' 'He ought *to* (= to have done)'.

**(217) The Split Infinitive** is the name given to an infinitive form in which the main verb is wrongly separated from *to* by some word between [কখনও কখনও Infinitive-এর *to* এবং verb এর মধ্যে অন্য শব্দ বসাইয়া এ দুটিকে পৃথক (split up) করা হয়। এটা ঠিক নয়] : I request you *to kindly help* me. I request you *to quickly do* this. The correct forms are—I request you *to help* me *kindly*. I request you *to do* this *quickly*.

But the use of the *Split Infinitive* has come to stay and occasionally serves a clear and useful purpose. Thus, in "Police schools have been started *to better train* rural constables," *better* cannot be shifted without injury to the sense of diction.

## E

### EXERCISE 24

Pick out the infinitives and say how each is used :—

1. He came to see me.
2. I like to do it.
3. To walk in the morning is good for health.
4. He wants to go home.
5. He laughed to see me in trouble.
6. I am glad to hear this.
7. He was, to put it briefly, entirely to blame.
8. To speak the truth, I consider him a fool.
9. He was about to cry out.
10. He did nothing but laugh.
11. Give him a chair to sit on.
12. They expect to pass.
13. To err is human.
14. He came only to find that his father was about to die.
15. Give me water to drink.
16. He wept to hear the news.
17. He was taught to swim.
18. To be brief, I missed the train.
19. You are to blame.
20. I like you to be honest.
21. He seems to be clever.
22. I allowed him to go.
23. You had better go.
24. I had rather wait.
25. I could not but go there.



### PARTICIPLES, GERUNDS AND VERBAL NOUNS

**(218) Participles** are forms of verbs which partake of the nature of both an *adjective* and a *verb*. They are of two classes :

(a) **Present Participles** express an action *going on* and not completed, and are formed by adding '*-ing*' to the verb.

(b) **Past or Perfect Participles** express an action *complete*, and are formed by adding *ed*, *d*, *t*, *en*, or *n* to the verb : *cleared*, *heard*, *learnt*, *broken*, *shown*, etc.

### (219) A Participle can be used in three ways :—

(a) As an attributive adjective ; as—

This is a *charming* scenery.      A *rolling* stone gathers no moss.

He is a *learned* man.      Try to recover your *lost* health.

#### Note

When a Participle is used as an adjective before the noun it qualifies it is called a **Participial Adjective**.

(b) Predicatively, to complete the sentence ; as—

The scenery looks *charming*.      We saw him *running* away.

She appears to be *learned*.      The chair lay *broken* into pieces.

(c) Absolutely ; as—

God *willing*, we shall do it tomorrow. This *done* (having been done), they all left the place. The dinner (*being*) over, the party broke up.

#### Note

(a) The construction in (c) is called the **Nominative Absolute** construction. Most of the **participles that have practically become prepositions** once belonged to this construction :— *Considering* his age (= his age *being* considered), he has done well. *Supposing* this (= this being supposed) to be true, what will you do? Other examples :— *according (to)*, *assuming*, *concerning*, *speaking*, etc.

(b) Since, Participles partake of the nature of verbs as well, they take objects when formed of transitive verbs : I saw him *doing* it. I heard you *saying* this. Having *done* the work, he returned home.

### (220) The Unattached Participle— The *participle* should be employed with a *noun* or *pronoun* which it qualifies. The omission of such a noun or pronoun is wrong.

For example, in 'Standing on the shore, my eye roams over the sea,' *standing* appears to qualify *eye*, while the writer means a person. The correct form should, therefore, be— While *one is standing* on the shore, *one's eye*, etc. or, As *I am standing*, etc.

Similarly —

#### Incorrect

While *walking* in the garden my foot slipped.

*Going* home, my hat was blown off.  
On *entering* the class, it was found empty.

*Writing* the letter it was posted.

But the following form exceptions :—

(a) In absolute construction : Roughly *speaking*, the two are equal.

(b) Participles that have passed into prepositions : *Regarding* the proposal, I have nothing to say.

#### Correct

While *I was walking* etc.

As *I was going* home etc.  
On *entering* the class, the teacher found it empty.

*Writing* the letter *I* (or *he*) posted it.

(221) (a) Used *adjectively*, the **Present Participle is active** in meaning, but the **Past Participle is Passive**, since it has a passive force implied in it : A *burning* house = a house that *is burning*. A *burnt* house = a house that *has been burnt*.

(b) The Past Participle sometimes expresses *habit*, *state* or *character* : A *well-read* man = a man who has read much and well. A *plain-spoken* man = a man who speaks out plainly.

(222) A **Gerund** is a noun-verbal in -ing, and is used :—

- (a) As the subject of a verb : *Walking* is a good exercise.
- (b) As the object of a verb : I learn *drawing*. Stop *playing*.
- (c) As the object of preposition : He is fond of *riding*.
- (d) As a complement : It is a capital *saying*.
- (e) As a part of compound noun : a *sleeping room*; *drinking water*; a *walking stick*; *laughing gas*.

**Note**

(a) A Gerund may also take an object : I am fond of *reading books*. He likes *playing tennis*.

(b) Examples given in (e) above should be carefully distinguished from participial adjectives in -ing, as in 'a *sleeping dog*', '*singing birds*'. The examples mean a *room for sleeping*, *water for drinking*, a *stick for walking* (or, to *walk with*), where *sleeping*, *drinking*, *walking* are nouns and are, therefore, to be classed as *gerunds*.

(c) Sometimes the letter *a* (shortened form of *on*) is placed before the gerund in a prepositional sense. This set him *a thinking*. He went *a hunting*.

"In such constructions as 'The house is *building*', 'He is a long time *coming*', the verb in -ing is regarded as a gerund with the preposition *a* or *on*, understood, governing it."—Yates.

(223) **Gerund with Possessives**—(a) The Pronoun governing a Gerund should be in the possessive case<sup>1</sup>.

I like *your doing* this.

He insisted on *my going* there.

But when the Pronoun has no real possessive, it is in the objective case, and the form in -ing following it is no longer a Gerund but a Participle :

Please oblige me by *all leaving* the room.

I have doubts about *this happening* at all.

(b) The **Noun** governing a Gerund should also be in the possessive case with 's, if it can take that inflection :

I am glad at *your father's coming* here.

I was prepared for *your friend's saying* this.

(c) But the construction with the Participle and the Adj., rather than with the Gerund and the Possessive, is necessary :—

(i) *When the noun is the name of a lifeless thing* :

There is a chance of the *milk turning*.

There is no hope of the *discussion resulting* in any good.

(ii) *When the noun is a plural in—s* :

I do not like *boys playing* here.

But,—I do not like *children's playing* here.

(iii) *When the verbal is in the passive* :

I insist on the *man being punished*.

**Note**

With the *name of a person*, either usage is permissible :

We insisted on *Smith's joining us*.

We insisted on *Smith joining us*.

<sup>1</sup>"That the possessive of all pronouns that have the form should be used instead of the objective or subjective is hardly disputed." .. *The King's English* by Fowler & Fowler.

Sometimes the constructions have different meanings :—

I was interested in *Robinson's running* (= in the way in which R. ran),  
I was interested in *Robinson running* (= the fact that R. ran). —Westaway.

**(224) Gerundive Participles**—Participles are sometimes used to imply Gerunds or Gerundial Nouns in addition to qualifying the nouns as participles. They are then called *Gerundive Participles*; as, I depend on the wall *being built* at once.

**Note**

In the above case, how are we to parse "being built"? "It is not enough to say that it is an ordinary participle: for it does more than qualify the noun 'wall'. The sentence does not mean 'I depend on the wall,' but 'I depend on the *wall being built* at once', that is 'on the immediate *building* of the wall.' There is, therefore, a gerund or gerundial noun implied in the participle "being built." —Nesfield.

**(225) Fused Participles**—We often come across sentences like the following :—

*Women having* the vote reduces men's power. The *children wanting* to go is quite natural. I did not know of *him leaving* the town.

In the first sentence, the subject is neither *women* (because *reduces* is singular), nor *having* (for that would leave *women* in air, with no grammatical connection whatever), but a compound notion formed by the *fusion* of the noun *women* with the participle *having*. Participles so constructed are called *Fused Participles*. Grammatically, *having* must be the subject, i.e., it must be a gerund, not a participle and the accompanying noun or pronoun must be a possessive, qualifying it.

Similarly, in the second sentence, there is a fusion of the noun *children*, with the participle *wanting*. In the third sentence, *leaving* is the object of the preposition *of*, i.e., it is a gerund, and must be qualified by the possessive *his*. Hence, *the sentences should be corrected as :*

*Women's having*, etc.; The *children's wanting*, etc.; I did .... of *his leaving* the town.

**(226) A Verbal Noun** is a verbal in *-ing* with the *definite article* before and the preposition *of* after it. (See also Art. 227).

He is engaged in the *writing* of a letter. I discourage the *reading* of such books.

**(227) Present Participles, Gerunds and Verbal Nouns distinguished :**

1. A Present Participle is a *verb* and *adjective* combined. But it is primarily an *adjective*, qualifying a noun, though it takes an object after it when formed from a transitive verb: I found him *reading*, or *reading* a book. *Playing tennis* he gained health.

2. A Gerund is a *verb* and *noun* combined. But it is primarily a *noun* and is used as an ordinary *noun* in a sentence—i.e., as subject, object, complement—and may also have an object like a *verb* when it is formed from a transitive verb: His *reading* is bad. He is engaged in *reading* a book. *Seeing* is *believing*. He is fond of *playing* football.

3. The Verbal Noun is a *noun only*. It is practically a Gerund preceded by *the* and followed by *of*. See Art. 226.

Some, however, recognise no distinction between a Gerund and a Verbal Noun. "The term verbal noun is applied to the infinite parts of the verb that act as nouns, i.e., the Infinitive Mood and the Gerund. By some grammarians it is used particularly of the infinite part in *-ing* that has divested itself completely of verbal force and become a pure noun"<sup>1</sup>.

"It is guarded from all possible verbal activity by the definite article before and the preposition *of* after it." —A.B.C. of English Usage.

<sup>1</sup>According to them, in the examples under (2), *reading* is a verbal noun in the first sentence, but a gerund in the second. In the third sentence both *seeing* and *believing* are verbal nouns.

**(228) Wrong Use of Infinitives—** “Though the Infinitive and the Gerund are almost synonymous and though both can be used as Nouns, English idiom requires the use of the Gerund in some case, and the use of the Infinitive in other cases. Neither of them can be used indiscriminately. It is a question, not of grammar, but of idiom.” Thus write :

*Abstain from speaking evil of others.* (Not, to speak).

*He is addicted to gambling.* (Not, to gamble).

*He aimed at becoming a good painter.* (Not, to become).<sup>1</sup>

*I assisted him in doing the work.* (Not, to do).

*He is bent on going there.*

*He is capable of doing this.*

*He has no chance of winning.*<sup>2</sup>

*He is confident of winning.*

*The Hindus have the custom of burning the dead.*

*He was debarred from competing.*

*I am desirous of going there.*<sup>3</sup>

*He despairs of getting the prize.*

*Desist from opposing me.*

*He is disqualified for holding the post.*

*Don't forget the duty of helping the poor.*

*The navy is equal in strength to performing the task.*

*He is an expert in inventing stories.*

*She excels in painting.*

*He has no excuse for being late.*

*He is fearful of going out alone.*

*Finish doing it.*

*I am fond of playing tennis.*

*I hindered him from doing it.*

*I insist on your doing this.* (Not, on you to do this).

*I am intent on going there.* (Not, intent to go there).

*He is justified in doing this.*

*He meditates resigning.*

*I am under the necessity of going there.*

*He objects to doing the work.*

*He has a passion for studying.*

*He persisted in saying this.*

*Give up the practice of laughing at others.*

*Practise swimming.*

*Who prevented you from going there?*

*He takes pride in doing this.*

*He prohibited us from doing it.*

*He repented of doing (or having done) it.*

*Refrain from speaking evil of others.*

*He resigned himself to failure (not, to fail).*

*He is right in saying this.*

*He succeeded in doing the work.*

*I thought of going to the place.*<sup>4</sup>

<sup>1</sup>But “aim to make is good American” —A.B.C. of Eng. Usage; and “this is gaining ground in English” —Good English by G.H. Vallins.

<sup>2</sup>But Webster's International Dictionary has—a chance to escape.

<sup>3</sup>But Universal Eng. Dict. (Oxford) by Wyld has—desirous of success, to succeed.

<sup>4</sup>But POD has—He thought to deceive me, to be king.

**Note**

Verbs of prevention (viz. abstain, debar, desist, disqualify, hinder, prevent, prohibit, refrain, etc.) except forbid are always followed by from and a gerund.

Sometimes both forms are allowed :

He is afraid to go (or, of going) there.

I had the opportunity to do (or, of doing) it.

**E****EXERCISE 25**

Parse the following forms in "ing":—

1. I am dull of hearing.
2. I am tired of hearing the story.
3. This is a printing machine.
4. He is printing his book.
5. The book is printing.
6. He is engaged in the profession of printing.
7. I am prepared for the coming event.
8. I am tired of waiting.
9. Further waiting is useless.
10. She is a waiting maid.
11. Lying is a sin.
12. He is eating fruit.
13. Regarding the truth of the statement, I can say nothing.
14. Entering the room, I found him sitting on a chair.
15. Considering his age, he has made much progress.
16. He is sleeping.
17. He went away weeping.
18. Success is attained by working diligently.
19. Working diligently, he finished the work in three days.
20. Singing songs is a sign of joy.
21. Leaving the house, he spent his time in walking.

**CHAPTER XVII****AUXILIARY, DEFECTIVE & ANOMALOUS VERBS**

**(229)** (a) **Auxiliary Verb** :—See Art. 160 (b).

(b) **Defective Verbs** are those that do not possess all the usual forms of a verb : *may, shall, will, can, owe, need, must, ought, dare, quoth, worth*.

(c) **Anomalous Verbs** are those that have parts formed irregularly : *be, can*.

**(230)** **Be** (the various forms of the verbs are— *be, am, is, are, was, were, being, been*) is used—

(a) **As an auxiliary,**

(i) *To form the passive voice* : He is known. I was beaten.

(ii) *To form the continuous tense* : I am writing. He was reading.

(iii) *With the infinitive*, to express expectation or possibility (আশা বা সন্ধান বুাইতে infinitive-এর সঙ্গে) : I am to go there. He was to have gone home.

(iv) With the past participle of an intransitive verb, to form an alternative perfect tense : The sun is set. He is gone. (See Art. 205, Note).

(b) **As an Intransitive principal verb**, of

(i) *Complete predication*, when it means *to exist* : God is. Can such things be (exist) ?

(ii) *Incomplete predication* : He is a good boy.

**Note**

The form *be* is occasionally used instead of *are*, but its use is becoming rare : The powers that *be*.

**(231) Have** (its forms are—*has, have, having, had*) is used—

- (a) As an **auxiliary**, to form *perfect tenses* : I *have* seen the man. He *has* done it.
- (b) As a **principal verb**, meaning “to possess”, “to take part in” : I *have* a pen. We *had* a game of cricket.
- (c) With the Infinitive, to express ‘obligation’ (বাধ্যতা বুঝাইতে Infinitive-এর সঙ্গে) : I *have* to go. He *has* to do it.
- (d) To mean “cause” (করিয়ে নেওয়া অর্থে) : *Have* it done now.

**(232) Do** has two functions :—

- (a) As an **auxiliary**, it is used—

- (i) Immediately before “present and past tenses, Indicative, of other verbs for the sake of *emphasis*.” (Nesfield). *Do* go there. I *did* go there.
- (ii) In a *negative sentence* with “not” : *Do not* go there.
- (iii) In *asking a question* : *Did* you go there ?

- (b) As a **principal verb**, it is used—

- (i) As a *transitive verb* (= perform) : *Do* your duty.
- (ii) As an *intransitive verb* (= act) : This will *do*. *Do* as I tell you.
- (iii) As a substitute for a preceding verb to avoid repetition (পুনরুক্তি দোষ এড়াইতে পূর্বে ব্যবহৃত কোন verb-এর পরিবর্তে). (Hence it is called a **pro-verb** or a **substitute verb**) : He walks faster than I *do* (= walk).

**(233) Must** has no change of form. The Infinitive without *to* following it is its object. It now refers only to Present and Future times, and expresses

- (a) *Compulsion* : You *must* do it.
- (b) *Determination* : I *must* see him punished.
- (c) *Certainty* : He *must* be mad. We *must* all die.
- (d) *Duty* : We *must* obey our parents.

**Note**

To denote *past certainty*, *have* is often added to *must* : You *must have done it* = it is *certain* that you *did* it.

**(234) (1) May<sup>1</sup>** is used as—

- (a) A **principal verb** (with an *Infinitive* as object) to denote
  - (i) *Permission* : Yo *may* go now. *May* I come ?
  - (ii) *Possibility* : He *may* pass. It *may* rain.

**Note**

The past form *might* is sometimes used with a present or future meaning to express greater doubt : He *might* recover (i.e., the chance is very slight).

- (b) An **Auxiliary verb**, to form a *subjunctive*, denoting

- (i) *A wish* : *May* you be happy. *May* God bless you.
  - (ii) *A purpose* : He works hard that he *may* pass.

<sup>1</sup>C.O.D. and P.O.D. treat *may* as an auxiliary only.

(2) **Might** expresses a mild form of request :— *Might I go now?* With the perfect infinite *have*, it indicates *failure on account of an unfulfilled condition*:  
He *might have recovered* if he had proper nursing.

**(235) Can** expresses [See Art. 161, Note (b)]

- (i) *Power or ability* : He *can run*. I *can help you*.
- (ii) *Permission* : You *can go*—POD.

**Note**

*"Can* is sometimes used wrongly instead of *May*, and *vice versa*. *Can* denotes positive ability or physical possibility; whereas *may* rather implies that there is no physical or normal obstacle to an action: e.g., 'If you look at a cow's hooves, you *can* (not *may*) see that they are cloven.' '*May I go*' (not *can*)" —Oxford Grammar.

The past form **could** is sometimes used for *can*

- (i) To mean 'feel inclined to' : I am so glad at the news that I *could almost dance for joy*.
- (ii) 'As a polite form of address' : *Could* (= can) you tell me the time? — *Tipping*.

**(236) (a) Dare** in the sense of *challenge* is conjugated in all moods and tenses and is followed by an infinitive with *to*, and has *dared* for its past tense:

He *dares* or *dared* me *to fight*. I *dare* you *to do it*.

**(b) Dare** (in the sense of venture) : the *third person singular* in the **present tense** is

- (i) *Dare*, usually followed by the infinitive without *to*, chiefly but not solely, in *negative* and *interrogative* sentences.
- (ii) *Dares*, usually followed by the infinitive with *to* in *affirmative* sentences :

He *dares* to do it. He *dare* not do it. *Dare* he do it? No, he *dare* not. Yes, he *dare* (= *dare* do it), or, Yes, he *dares* (= *dares* to do it).

**(c) In the past tense**, either **dared** or **durst** is used :

He *dared* or *durst* not do it. He *dared do it*.

He *dared to do it*. *Dared* he *do it*? *Dared* he *to do it*?

"But 'dared' is the standard form in modern literary English" — A. B. C of Eng. Usage; also Good English by Vallins; "but 'durst' is still used as a past tense, usually with 'not' and followed by the infinitive without 'to'." — Good English by G.H. Vallins.

**Note**

I **dare say** simply means, 'I believe,' 'probably'.

**(237) (a)** When **Need** means **to want**, it is conjugated in all moods and tenses, and is followed by a noun or the infinitive with *to* : He *needs* (or *needed*, or *will need*) rest. It *needs* (or, *needed*) to be done.

(b) When **Need** means **to be under the necessity**, it is used only in negative and interrogative sentences and in the **present tense** only, followed by the infinitive without *to*, the third person singular being *need*, not *needs*. The **past idea** is sometimes shown by using the **perfect infinitive** without *to* after the word :

He *need* not do it. What *need* he care for me?

**Note**

(a) In such phrases as 'He **must needs** do this,' *needs* is really a possessive case with the apostrophe before *s* omitted. So *needs* = *need's* = of necessity = necessarily. *Needs* has, therefore, become an adverb.

(238) **Ought** expresses *duty* or *obligation*. It has the same form in the present and the past, but, reference to *past* time is indicated by using a *perfect infinitive after it*. It is transitive, almost always followed by *to*, and the infinitive following is its object : You *ought* to go there. You *ought* to have gone there.

### Shall and Will

(239) **Shall** expresses *simple futurity* in the *first person*, *command*, *promise* or *threat* by the **speaker** in the *second* and *third* persons (শুধু ভবিষ্যৎকাল বুঝাইতে first person-এ এবং বক্তার দৃঢ়সংকল্প বা আদেশ বুঝাইতে second ও third person-এ “shall” বসে); as,

I *shall* go (simple futurity).

You or he *shall* go (I command).

He *shall* be punished (I threaten).

He *shall* get a prize (promise)

(240) **Will** expresses *simple futurity* in the *second* and *third* persons, *determination* and *intention* of the **speaker** in the *first person* (শুধু ভবিষ্যৎকাল বুঝাইতে second ও third person-এ এবং বক্তার দৃঢ়সংকল্প বা আদেশ বুঝাইতে first person-এ “will” বসে) ; as,

I *will* go there (my determination or promise).

You *will* succeed (simple futurity).

He *will* win the prize (simple futurity).

<i>Simple futurity</i>	{ I <i>shall</i> is expressed by	{ You <i>will</i> He <i>will</i>		<i>Command, threat, promise</i> or determination of the speaker is expressed by	{ I <i>will</i> He <i>shall</i>	You <i>shall</i>
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The following verse will be an aid to memory :

Shall in the First person simply foretells ;

In Will a threat or a promise dwells ;

Shall in the Second and Third does threat,

Will then simply foretells a future feat.

### (241) In Interrogative Sentences.

In Interrogative sentences, **shall** indicates *simple futurity*, *command* or *desire* of the **person spoken to** in the *first person*; *simple futurity* in the *second*; *command* or *desire* of the **person spoken to** in the *third* :

Shall I go ? (Simple futurity, or desire or command)

Shall you go ? (Simple futurity)

Shall he go ? (Is it your wish that he should go ?)

In Interrogative sentences, **will** is *never* used in the *first person*, but denotes *intention* or *wish* of the **person spoken to** in the *second person*, and *simple futurity* in the *third person* :

Will you go ? (Is it your desire or intention) ?

Will he go ? (Simple futurity)

#### Note

Shall I ?	Simple enquiry as to what is about to happen. (ভবিষ্যৎ সম্বন্ধে সাধারণ প্রশ্ন)
Shall you ?	
Will he ?	
Shall I ?	Enquiry as to the <i>will</i> or <i>desire</i> of the <b>person spoken to</b> about a future action. (যাহাকে বলা হইতেছে তাহার ইচ্ছা কি প্রশ্ন করা হইতেছে)
Will you ?	
Shall he ?	

**(242)** **Should** and **Would** follow the same rules as *shall* and *will* when they are used as **auxiliaries**.

**(243)** **Should** is also used as a **principal verb** to express :

(a) *Duty or obligation* in all persons : You *should* go there. You, he or I *should* do it. Boys *should* obey their teachers.

(b) *Condition, desire, necessity, approval or disapproval*, etc. in all persons : I am anxious that he *should* pass.

*Should* you (= if you *should*) go there, I would punish you. I *should* go if I were you. A simple child, what *should* it know of death ? I did not know that he *should* treat me thus.

(c) *Modesty* in the first person : I *should* like it.

**(244)** **Would** is also used as a **principal verb** :

(a) To denote *condition or uncertainty*. If you *would* (also *should*) *go* there you *would* see a new sight.

(b) To denote *past determination, habit, or action repeated occasionally and irregularly*, in all persons : I repeatedly told him to go, but he *would* not (determination). While in Calcutta, he *would go* to the Maidan (habit).

#### Note

Never write "He *would* read in this college," because *would* can never be used of an action done regularly and continuously.

(c) To denote *wish* in all persons : Do as you *would* be done by. *Would* to God, he *would* come round soon.

(d) To soften down an expression : I hope you *would* kindly lend me the book.

#### Note

(a) *I would like* is wrong, as the idea of liking is already contained in *would*. But it is used even by good writers, and is given in *COD* under which (3).

(b) **Subjunctive constructions beginning with "should" or "would" should be followed by "should" or "would"**, instead of by *shall* or *will*. Thus, instead of writing, "Should you pass, he *will* give you a prize" we should write, "Should .... he *would* give, etc".

(c) **After words denoting intention, desire, anxiety, etc. (but not hope or expectation) the auxiliary verb in a clause introduced by that is shall or should, not will or would.** I *desire* that he *should* win. I *intend* that my son *shall* or *should* be a lawyer. He is *anxious* that I *shall* (or, *should*) recover soon.

**(245)** **Examples :-**

{ The school *should* be closed tomorrow—a certainty and can be spoken only by one in authority.

The school *will* be closed tomorrow—may be said by anybody.

{ You or he *shall* be punished—I threaten.

{ You or he *will* be punished—a mere statement, the speaker having nothing to do with the punishment.

{ Shall I go there? —Is it your *wish* that I should go there?

{ Shall I (or you) die, if I (or you) go there? —a simple enquiry about a future event.

{ Shall he be punished? —Is it your *intention* to punish him?

{ Shall you or I be punished? —a simple enquiry.

{ Will he be punished? —a simple enquiry.

{ Will you be punished? —Is it your *wish* to be punished?

- { Who *will* say to me nay? —an appeal.  
 { Who *shall* say to me nay? —a challenge.  
 What *shall* you or I do if you fail? —a simple enquiry.  
 What *shall* he do if he fails? —What do you desire him to do?  
 What *will* you do if you fail? —What is your desire if you fail?

**E****EXERCISE 26**

(a) Explain the force of the italicised words in the following :—

1. You *should* speak the truth.
2. I *should* like to do it myself.
3. *Would* you kindly send me the book?
4. *Would* that he were present.
5. I *would* go to his house when I was there.
6. I *shall* go home.
7. You *shall* go home.
8. He *shall* go home.
9. The boy *shall* not leave the room.
10. Tomorrow *will* be a holiday.
11. Tomorrow *shall* be a holiday.
12. You *shall* get the thing tomorrow.
13. The boy *shall* be whipped.
14. *Shall* you go home?
15. *Shall* he go home?
16. *Will* he go home?
17. *Will* you go home?
18. *Will* he come?
19. *Shall* he come?
20. *Shall* I come?
21. *Will* you go to the place?

(b) Correct :—

1. I dared not to leave the room.
2. He durst leave the room.
3. He dare me to the race.
4. Jadu dare Ram to fight with him.
5. He dare not to challenge me.
6. Ramesh dares go home.
7. He needs not help me.
8. Dutt needs not to be anxious.
9. Bose need not to be anxious.

(c) Fill in the blanks with 'shall', 'will', 'should', 'would' as required in the following sentences :—

1. The thief — be punished by me.
2. I assure you that I — help you.
3. I promise that you — have the money.
4. He — control his temper.
5. I — not have been so hasty.
6. I — have my own way.
7. Every man — surely die some day.
8. — you kindly give me that post?
9. — you confer the boon on me?
10. I — be always grateful to you.
11. They expect that I — make a speech.
12. Ask the man and he — tell you.
13. The magistrate ordered that the prisoner — be released.
14. You — do your duty, if you — shine in life.
15. Probably there — be a storm this evening.
16. You — leave the room, or I — punish you.
17. — he stand first in the examination he — be rewarded.
18. He desires that you — not go there.
19. I intend that you — be a professor.

**CHAPTER XVIII****QUESTION TAGS**

**(246) Auxiliaries** are very helpful, specially in conversational English, in the framing of short answers, agreements, disagreements, etc. They are also used in the formation of **Question Tags**.

**(247) Question Tags** are short phrases added to sentences, statements asking for agreement or confirmation. In *affirmative sentences*, the question tag is

formed by repeating the auxiliary in *interrogative form* in the *negative*, expecting the answer 'yes' :

Ram is a good boy, *isn't he?* (not *is he?*)  
 You can speak French, *can't you?* (not *can you?*)  
 He has gone, *hasn't he?*  
 Ruby is coming tomorrow, *isn't she?*  
 Rabi would like to go there, *wouldn't he?*  
 You will do this, *won't you?*  
 You have a dog, *haven't you?*  
 These are for sale, *aren't they?*

In *negative sentences*, the question tag is formed by repeating the auxiliary in *interrogative form* in the *affirmative*, expecting the answer 'no' :

Raju is not a good student, *is he?* (not *isn't he?*)  
 Maya can't speak Hindi, *can she?* (not *can't she?*)  
 You need not come, *need you?*  
 They will not go, *will they?*  
 You haven't read the book, *have you?*  
 The captain did not agree to this, *did he?*  
 You don't know him, *do you?*  
 They haven't any house, *have they?*  
 That was not correct, *was it?*

When there is *no auxiliary*, the question tag is formed by the use of the verb '*to do*' in the proper form (*do*, *does*, *did*, *don't*, *doesn't*, etc.) :

They went to Bombay, *didn't they?*  
 He came to the party, *didn't he?*  
 He speaks French well, *doesn't he?*

#### Note

- (a) The subject of the question tag must be a *pronoun*, never a noun.
- (b) The negative interrogative form of the auxiliary is always used in the contracted form : *isn't*, *can't*, *doesn't*, etc.
- (c) Guard against common errors, as :
  - You are coming to school, *isn't it?* —Incorrect.
  - You are coming to school, *aren't you?* —Correct.
  - You haven't been to school, *is it?* —Incorrect.
  - You haven't been to school, *have you?* —Correct.
- (d) They *are ... aren't they?*
  - You *are ... aren't you?*
  - He *is ... isn't he?*
  - but,
  - I *am ... aren't I?* (not *amn't I?*)

**(248)** If there are *two auxiliaries* in the verb, only the first one is used in the formation of the question tag.

You *should have done this, shouldn't you?*  
 The girl *has been crying since morning, hasn't she?*

**(249)** For *everyone* and *everybody* as subjects of the main clause, the subject of the question tag is normally "they" : [See Art. 481 (a) Note.]

*Everybody can't be clever, can they?*  
*Everyone present made a wild rush for the door, didn't they?*

The subject of the tag for *everything* must always be singular "it" and not "they" :

*Everything* looked beautiful, didn't *it* ?

*Everything* has gone wrong today, hasn't *it* ?

- (250) "When *each* follows the pronoun (*we each*, *they each*, *you each*), verbs, pronouns and possessive adjectives, in both main sentence and tag, agree with the plural pronoun :

"*We each have our problems, haven't we?*" —WOOD

- (251) The tag for *imperative sentences* usually begin with "will" :

Please ask the boys to come in, *will you* ?

Kindly do me a favour, *will you* ?

Write down your name, *will you* ?

#### Note

For a positive request or command, the tag can be either *positive* or *negative* :

*Close the door, will you* ?

*Close the door, won't you* ?

*Please lend me some money, will you* ?

*Please lend me some money, won't you* ?

But for negative requests or commands, the tag can only be *positive* :

*Don't go there, will you* ?

*Please don't make noise, will you* ?

- (252) Statements with *no* (adj.), *none*, *no one*, *nothing*, *hardly*, *barely*, *scarcely*, *seldom*, *nowhere* convey *negative* idea. So they take *positive* question tags with them :

*No book is allowed, is it* ?

*None could tell the address, could they* ?

*You met no one there, did you* ?

*Nothing was said, was it* ?

*He hardly smokes, does he* ?

*You hardly know her, do you* ?

*He scarcely speaks with her, does he* ?

*You seldom come here, do you* ?

*He goes nowhere nowadays, does he* ?

- (253) When *anybody*, *anyone*, *no one*, *nobody*, *none*, *neither*, are used as subjects, the subject of the question tag is normally *they*.

*Anybody can cross the river, can't they* ?

*Anyone could have done it, couldn't they* ?

*No one would object, would they* ?

*Neither of them complained, did they* ?

*None came to his help, did they* ?

*Nobody has ever said this, have they* ?

- (254) When 'Let' means 'a suggestion', the question tag begins with 'shall' :

*Let's go there, shall we* ?

*Let's us finish the job now, shall we* ?

But when 'Let' expresses permission, the question tag begins with 'will'.

*Let them play here, will you* ?

• *Let her come in, will you* ?

But, He will *let her go home tomorrow, won't he* ?

(255) If the main clause begins with an introductory '*there*', the subject of the question tag is '*there*'.

There is some milk in the pot, isn't *there*? (not, isn't it?)

There are four girls in the class, aren't *there*? (not, isn't there?)

There is no doctor here, is *there*? (not, isn't it?)

(256) Used as a subject in the statement, *this/that* becomes '*it*' and *these/those* becomes '*they*' in the question tag.

This (or, That) is a big house, isn't *it*? (not, isn't *this*?)

These (or, Those) are toys, aren't *they*? (not aren't *these*?)

## E

### EXERCISE 27

Add appropriate question tags to the following :—

1. He is at home,—
2. You knew that,—
3. He can trust him,—
4. He will go there,—
5. I was right,—
6. Your son is an engineer,—
7. She didn't go there,—
8. It isn't strong,—
9. You aren't angry,—
10. He came yesterday,—
11. You have not met him,—
12. They do not know me,—
13. The students have done well,—
14. We must go now,—
15. She can't do this,—
16. They were allowed to play,—
17. You won't be long,—
18. They will never come,—
19. You needn't go there,—
20. I was right,—
21. You ought to go out,—
22. He couldn't answer him,—
23. She speaks German,—
24. He usually comes late at night,—
25. They used to live here,—
26. She carried the umbrella,—
27. She does not speak German,—
28. They are clever,—
29. You haven't had tea yet,—
30. He sings well,—
31. Let us go out for a walk now,—
32. Shut the door,—
33. You never met him,—
34. None was ready to go,—
35. You hardly know her,—
36. No one appeared to be honest,—
37. These houses are large,—
38. There are three schools in the village,—



### CHAPTER XIX

#### THE SEQUENCE OF TENSES

(257) The **Sequence of Tenses** is the principle in accordance with which the tense of the verb in the subordinate clause follows the tense of the verb in the principal.

(258) The **main rules** are :

**Rule I.** If the verb in the *Principal* clause be *present* or *future*, the verb in the *Dependent* clause may be *in any tense* [Principal clause-এর verb (এখানে, *will say, says*) present বা future tense-এর হইলে Dependent clause-এর verb যে কোন tense-এর হইতে পারে)] ; as,

He *will say*

or

He *says*

{ that he *does* it.  
that he *did* it.  
that he *will do* it.

**Rule II.** But if the verb in the *Principal clause* be in the *past tense*, the verb in the *Dependent clause* should be in the *corresponding past tense* (*Principal clause-এর verb past tense-এর হইলে Dependent clause-এর verb-ও অনুরূপ past tense-এ হয়*) ; as,

He said that

{ he did it.  
he had done it.  
he would do it.

But when the *Dependent clause* expresses **universal truth** or an **habitual fact**, the verb is not changed (যদি Dependent clause-টি কোন চিরস্থান সত্য বা অভ্যাসগত ঘটনা প্রকাশ করে তাহা হইলে Principal clause-এর verb-টি past tense-এ হইলেও Dependent clause-এর verbটি present tense-এ থাকে) :

He said that

{ honesty is the best policy.  
man is mortal.  
he takes bath in the Ganges every day.

**Rule III.** When the *Dependent clause* denotes *comparison*, or does the work of an *adjective*, *any tense* in the *Principal clause* may be followed by *any tense* in the *Dependent* :

He loves you  
or, He loved you  
or, He will love you

}

more than he

}

loves me.  
loved me.  
will love me.

I see the man  
or, I saw the man  
or, I shall see the man

}

who

}

does the work.  
did the work.  
will do the work.

## E

### EXERCISE 28

Fill in the blanks with verbs :—

1. He was sorry that I — not help him.
2. I could not go as I — suffering from fever.
3. He did not know that the earth — round.
4. I learnt that he — ill, but — not go to see him.
5. He failed because he — not listen to the advice of his friends.
6. He had an attack of diarrhoea because he — too much.
7. As the storm blew, we — not start.
8. He said that examples — better than precept.
9. When I called at the house he — gone away.
10. I was glad to hear that you — won the prize.
11. He said that he — come shortly.
12. I did not know when he — come.
13. I thought that he — come in time.



## CHAPTER XX

### TENSES IN CONDITIONAL SENTENCES

(259) **Conditional sentences** have two parts :

- (a) *If clause (conditional clause)*
- (b) *Main clause*

If it rains, I shall not go.

In the above sentence, "If it rains" is the *if-clause* (or, *conditional clause*) and "I shall not go" is the *main clause*.

Conditional sentences are of *three* types and each type contains a *different pair* of tenses.

The verb in the *if clause* (conditional clause) is in the *present tense*; the verb in the *main clause* is the *future simple*. It does not matter which comes first. This type of sentence implies that the action in the *if-clause* is quite *probable*. As,

If he *runs*, he'll *reach* there in time. (He may run, or may not)  
You *will fail* if you *do not work* hard.

Note that the meaning here is *present* or *future* but the verb in the conditional clause is in the present tense, not a future tense.

(a) If the reference is to an action in the *present tense*, the tenses of both the conditional clause and main clause are *present*. As,

If you *do not read*, you *fail*.  
If you *heat* ice, it *turns* into water.  
If there *is* a shortage in supply, the prices *go up*.  
If you *remain* absent, you *lose* your job.

(b) If the reference is to a *future* action, the main clause is in *future tense* but the conditional clause remains in the *present* tense :

If I *go* there, I *shall see* him.  
If I *get* the money, I *shall help* you.  
If you *read* well, you *will pass*.

(c) When the main clause signifies an *order* or an *instruction*, *imperatives* are used instead of *future tense* in the main clause :

If you *meet* him, *ask* him to ring me up.  
If he *is* ill, *tell* him not to come tomorrow.

(d) In *polite requests*, both the clauses could be in *future tense* :

If you *will* wait for a moment, I *will* just go and bring my purse.  
I *would* be grateful if you *would* send somebody to receive me at the station.

## 261 Type II

(a) The verb in the *if-clause* is in the *past tense*; the verb in the main clause is in the *conditional tense* :

If I *had* money, I *would lend* you some.  
(But I haven't money. The meaning here is *present*.)  
If you tried to force me, I *would resist* by all means.  
(The meaning here is *future*)

Note that Past Tense in the *if-clause* is not a true past but a subjunctive.

(b) *Imaginary condition* :

If I *were* you, I *should accept* the offer.  
If he *was/were* here, he *would know* the real story.  
Which *would* you *take* if you *were offered* a choice ?

(c) Note the *variations* of the *main clause* :

If you *tried* again, you *might succeed*. (*possible result*)  
If I *knew* your brother, I *could see* him. (*ability*)

If he *had* the qualifications he *could get* a job. (*ability or permission*)

If you *knew* she was in trouble, you *should have helped* her.

(d) Note the variations of the *if*-clause :

If you *were going* by car, you *would reach* much early.

If he *had taken* your advice, he *would be* a successful man now.

### 262 Type III

The verb in the *if*-clause is in the *past perfect tense*, the verb in the main clause is in the *perfect conditional*. The time referred to is past ; the condition cannot be fulfilled because the action in the conditional clause did not happen.

If I *had tried* sincerely, I *would have got* the post. (But, I didn't get because I didn't try sincerely)

If you *had written* to me, I *would have sent* you the book by post. (But, you didn't write)

If we *had met* him there, we *could/might have told* him the whole story.

*Had* we met him there, we *could have told* him the whole story ('If' is omitted and 'had' placed at the beginning)

#### Note

(a) The *continuous form* of the *perfect conditional* may be used in the main clause :

If I *had not been* there, you *would have been facing* a great trouble there.

(b) *Past perfect continuous* can also be used in the *if*-clause :

If you *had been noting* it seriously, you *would not have missed* it.

### EXAMPLE WORKED OUT

Put the verbs in brackets into the correct forms :

1. If he (comes), I (be) happy.
2. If I (have) a house I couldn't use, I (sell) it.
3. If he (admit) his guilt, I (not punish) him.
4. If you (protest), the party (expel) you.
5. If I (be) you, I (not do) it.
6. If it rains, we (not go) to school.
7. If you had asked me to do it, I (do) it.
8. If you send him on Monday, he (reach) there on Tuesday.
9. If he (not read) the letter thoroughly, he would have missed the point.
10. If I had been you, I (not agree) to the proposal.
11. If you (go) on a diet, you would lose weight.
12. If he had all the wealth in the world, he (not be) happy.
13. If he (be) only fifteen, he still (be) at school.
14. If the earth suddenly (stop) spinning, we would all fly off it.
15. If you had told me that you wanted to go there, I (help) you.

**Ans.** 1. If he comes, I shall be happy.

2. If I had a house I couldn't use, I would sell it.
3. If he had admitted his guilt, I would not have punished him. or, If he admits his guilt, I would not punish him.
4. If you protest, the party expels you.
5. If I were you, I should not do it.
6. If it rains, we shall not go to school.
7. If you had asked me to do it, I would have done it.
8. If you send him on Monday, he would reach there on Tuesday.
9. If he had not read the letter thoroughly, he would have missed the point.
10. If I had been you, I would not have agreed to the proposal.
11. If you go on a diet, you would lose weight.
12. If he had all the wealth in the world, he would not be happy.

13. If he was/were only fifteen, he would still be at school.
14. If the earth suddenly stopped spinning, we would all fly off it.
15. If you had told me that you wanted to go there, I would have helped you.

**E****EXERCISE 29**

*Put the verbs in brackets in the correct forms :*

1. If he comes today, he (meet) my brother.
2. If you (shout), I would complain to the teacher.
3. If he (leave) now, he will be sorry afterwards.
4. If I had time, I (visit) him.
5. If he (work) all night, he would finish in time.
6. If I (be) you, I (do) the job.
7. If you (read) well, you get good marks.
8. If I (go) there, I could see him.
9. If you had been in my position, you (realise) the difficulty.
10. If I (know) you were still in Bombay, I would have gone to your place.
11. What you (do) if you missed the train?
12. If the weather (be) good, we would have started early.
13. If I were not so ill, I (go) with you.
14. He would have refused even if they (offer) him twice as much.
15. If only you had started early, you (reach) in time.

**CHAPTER XXI****ADVERBS**

**(263) Definition** — An **Adverb** is a word which generally qualifies a verb, an adjective or another adverb ; but it also qualifies a sentence or any part of speech except a Noun and a Pronoun. [But see Note (b).]

- (a) *Verb* : He walks *slowly*.
- (b) *Adj.* : This is a *very beautiful* picture.
- (c) *Adv* : This can be done *more easily*.
- (d) *Participle* : It is a *very charming* scene.
- (e) *Preposition* : He came *right through* the field. I arrived *long before* the time.
- (f) *Conjunction* : I hate him *simply because* he is a liar. He came *just after* I had left.
- (g) *Sentence* : *Unfortunately* I failed. *Evidently*, you are wrong.

**Note**

(a) In the examples given in (e) above, the adverbs *right* and *long* may be taken as qualifying the whole phrases *through the field* and *before the time*. Similarly, *simply* and *just* in the examples in (f) may be taken as qualifying the whole adverbial clauses *because he is a liar* and *after I had left* respectively.

(b) **Adverbs never qualify Nouns or Pronouns.** This is the work of Adjectives. A few confusing examples may be considered below :

This pen is *certainly mine*. Do not give me *too many*. He is *almost a drunkard*. I am, *yours sincerely*, Ramesh.

In the first two sentences, *certainly* and *too* are really concerned with the adjectival elements of *mine* and *many* respectively, and therefore, the adverbs virtually qualify adjectives.

In the third sentence, *almost* qualifies the whole phrase 'a drunkard' (and not *is*, as stated by Nesfield, unless we are to altogether lose the force of the word).

In the last sentence, Nesfield parses *sincerely* as modifying the adjective element in *yours*. "But this is certainly not allowable; the 'sincerity' implied in *yours sincerely* refers to the speaker, not to the person addressed. The difficulty may be obviated by treating *sincerely* as qualifying *am*."

But a reference to the *Oxford University Clarendon Press* on this point by the present writer has brought forth the following reply "... It becomes clear therefore that to say that an adverb cannot qualify a pronoun is to take too narrow a view. No doubt the current view that an adverb cannot do so has been taken over from Greek and Latin. You will find further discussion of the way in which adverbs may qualify pronouns in ....".

#### **(264) Classification of Adverbs**—Adverbs are divided into **three classes** according to their *use* :

(a) **Simple or Independent Adverbs** are those that merely qualify some word or sentence : He reads *well*. I can run *fast*. *Unfortunately*, I failed.

(b) **Conjunctive or Relative Adverbs** are those that not only qualify a word but also connect two clauses. When the antecedent is expressed, the adverb is *Relative*; but when it is not expressed, it is *Conjunctive*. Thus in : "I know *why* he did it" and "I know the reason *why* he did it," the first *why* is Conjunctive, and the second *why* Relative. The principal adverbs of this kind are *how*, *when*, *why*, *where*, *while*.

(c) **Interrogative Adverbs** are those that are used in asking questions, direct and indirect : *Why* are you sorry? *How* did you do it? Tell me *when* he will come. Do you know *where* he lives?

#### **(265) Simple Adverbs are subdivided** into many classes according to their *meaning* :

(a) Adverbs of **Time** or **Frequency** show *when* or *how often* a thing happens :

*Now, then, when, early, always, before, daily, ever, never, soon, while, ago, already, twice, once, immediately, today, yesterday, frequently*, etc.

(b) Adverbs of **Place** show *where* a thing happens :

*There, where, hither, thither, near, above, after, below, hence*, etc.

(c) Adverbs of **Manner** or **Quality** show *how* a thing is done :

*Well, badly, ill, aloud, thus, wisely, quickly, how, highly*, etc.

This is the largest class of adverbs and in it are included nearly all those derived from adjectives and ending in *ly* : *carefully, narrowly, dutifully, peacefully, etc.*

(d) Adverbs of **Quantity** or **Degree** or **Number** show *how much* or *to what extent* a thing happens :

*Almost, enough, half, hardly, every, much, too, less, least, more, little, rather, abundantly, quite, once, twice*, etc.

(e) Adverbs of **Cause** and **Effect** show *why* a thing is done, and its *effect* :

*Why, therefore, wherefore, accordingly, consequently, hence (for that reason)*.

(f) Adverbs of **Order** show the order in which a thing is done :

*First, second, secondly, last, lastly*, etc.

(g) Adverbs of **Affirmation** and **Negation** express affirmation or negation : *Yes, no, not, certainly, perhaps, indeed, probably, possibly, nay, truly, really, etc.*

**(266) "The" as an adverb :** "The" is sometimes used as a *Relative Adverb* of quantity (= by *how much*, to *what extent*) followed by its antecedent 'the', which is a *Demonstrative Adverb* of quantity (= by *so much*; to *that extent*) ; as, 'The (*Rel. Adv.*) more, the (*Dem. Adv.*) merrier.' 'The sooner, the better.'

**(267) "There" is an Introductory Adverb** when it is used merely to introduce a sentence, with no meaning of place : *There* is a man there. *There* lived in this village a man named Suren.

**(268) Yes and No—**(a) These are often classed as adverbs, but in reality they are **substitute words** or **sentence words**, standing for whole sentences. Thus, in "Is he in ? Yes (or No)," Yes (or No) clearly stands for the sentence, *He is in* (or *He is not in*). A few other words often so used are *certainly, sorry, capital, pardon, etc.*

(b) The **use of "yes"** and **"no"** should be carefully noted.

*Yes* is a substitute for an *affirmative* sentence, but *No* is a substitute for a *negative* sentence. Thus :

Has he gone ?	{ Yes (i.e., He has gone)
	{ No (i.e., He has not gone).

Didn't he go ?	{ Yes (i.e., He did go).
	{ No (i.e., He did not go).

#### Note

The use of *not* in a question often implies that an affirmative reply is expected. Thus, when one asks, "Is he *not* a good boy?" one expects that the answer would be "Yes".

**(269) (a) As follows—**In modern English 'The construction in *as follows* is impersonal, and the *verb* should always be *singular*' (*OED*) : My reasons are *as follows*. —*POD*.

(b) **Else** is an adverb, not a conjunction. Hence, it is wrong to write, "Hurry up, *else* you will miss the train." Write "Hurry up, *or* (*or, or else*) you will miss the train." (*COD.*, Chambers, Wood ; but Nesfield uses it as conj. also).

**(270) First** is itself an adverb and hence does not require *-ly*. So, in enumeration, we should write, *first, secondly, thirdly* : But Fowler rightly remarks, "It is the pedant that begins his list with *first*."

**(271) Seldom or never, seldom if ever—**It is to be noted that the above are the correct forms, and not *seldom or ever* :

He *seldom or never* (not, *ever*) comes to me. Such a boy is *seldom or never* (or, *seldom if ever*) seen in this village.

**(272) Other Parts of speech used as Adverbs :**

(a) **Noun**—He went *home*. The wall is *breast* high.

#### Note

(i) Nouns used adverbially are generally nouns of *weight, distance, time, place, value, measurement, etc.* Sec Art. 61 (e).

(ii) *Next June, next Friday, etc.* can be used as adverbs without a preposition (shall begin it *next June*) ; but if *next* is put after the noun, idiom requires a preposition (may be expected *in June next, on Monday next*)—MEU. Similarly with *last Sunday, etc.*

- (b) *Pronoun*— He is *none* the better today.
- (c) *Adjective*— He is *dead* drunk. He sat *silent*.
- (d) *Verb*— *Smack* (making a sharp noise) went the whip.
- (e) *Preposition*— *Down* went the ship. I told you *before*.

**(273) Adverbs (mostly Adverbs of Manner and Adverbs of Quality) are compared like Adjectives with *er* and *est*, *more* and *most*, or irregularly :**

(a) Adverbs of one syllable form their comparative and superlative by adding *-er* and *-est* respectively.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
fast	faster	fastest
soon	sooner	soonest
late	later	latest
long	longer	longest
hard	harder	hardest
slow	slower	slowest

(b) Adverbs ending in *-ly* form their comparative by adding *more* and *less* and superlative by adding *most* and *least* before them :

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
slowly	<i>more slowly</i> <i>less slowly</i>	<i>most slowly</i> <i>least slowly</i>
wisely	<i>more wisely</i> <i>less wisely</i>	<i>most wisely</i> <i>least wisely</i>
rapidly	<i>more rapidly</i> <i>less rapidly</i>	<i>most rapidly</i> <i>least rapidly</i>
quickly	<i>more quickly</i> <i>less quickly</i>	<i>most quickly</i> <i>least quickly</i>
swiftly	<i>more swiftly</i> <i>less swiftly</i>	<i>most swiftly</i> <i>least swiftly</i>

But, early earlier earliest.

(c) Some Adverbs form their comparatives and superlatives in an *irregular* way :

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
well, good	better	best
little	less	least
much	more	most
forth	further	furthest

(d) Many Adverbs do not have any comparative form :

*now, then, here, there, once, already, almost.*

Since both Adjectives and Adverbs have the characteristic of comparison, we shall have to consider the function to distinguish between the two. Adjectives will make comparison about *Nouns* ; adverbs will make comparison about *verbs, adjectives* and other *adverbs*.

**(274) Adverbial Phrases** are two or more words having the force of an Adverb :

*Now and then, by and by, off and on, up and down, in time, in short, in vain, heart and soul, bag and baggage, by no means, etc.*

**(275) Degree Adverbs** can be classified as : **Intensifiers** and **Downtoners**.

(a) **Intensifiers** are adverbs that *heighten* the effect of the verb, adjective or another adverb : *certainly, surely, entirely, fully, indeed, completely, absolutely, extremely, really, just*, etc.

I will *certainly* help you.

We *completely* agree with you.

(b) **Downtoners** are adverbs that *tone down* the effect of the verb, adjective or another adverb : *partly, slightly, little, nearly, almost, barely, more or less*, etc.

The job is *nearly* complete.

The iceberg was *barely* visible.

**(276) Sentence-Adverbs** are those (*then, now, so, perhaps, indeed, therefore, yet, accordingly, however, moreover, otherwise, thus, consequently, besides, etc.*) that qualify the whole sentence. They usually stand at the beginning of the sentence :

*Then, this is your story. Perhaps he is innocent. Now, what is your aim in life ? Accordingly, we went by the other road ; and so we escaped the danger. Moreover, we were given some food.*

Bear in mind that most of these adverbs are also used as ordinary adverbs qualifying simple words : He is *so* ill that he cannot walk. I shall go there *then*. What will you do *now* ?

**(277) Quasi-Adverb** is the term applied to a few adjectives that are sometimes used idiomatically as adverbs : He acted *contrary* to my advice. He arrived *prior* to that. Some other adverbs of this kind are : *previous, preparatory, pursuant, preliminary, regardless, irrespective*, etc.

**(278) General Rules for the Position of Adverbs :—**

A. (a) The Adverb usually follows an *Intransitive Verb* :

He lives *there*. He came *early*.

**Exceptions**— But adverbs of time, such as, *always, seldom, never, ever, often, sometimes, frequently*, etc. are placed *before* all verbs other than the verb *to be* :—He *frequently* told me this. He *always* supports me. They *seldom* do it. I *never* (or *often*) go there. He *sometimes* talks too much. But—

He is *always* cheerful. I am *often* busy. They are *never* late.

(b) The Adverb usually follows the object :

I did it *quickly*. He felt it *keenly*. You have learnt your lesson *well*. He sent the letter *late*. He did the work *boldly*.

**Exceptions**— But, for the sake of emphasis, the adverb sometimes changes its position :—*Silently* and *slowly* he entered the room. *Cheerfully* he gave me the news.

(c) The Adverb usually comes between the *Auxiliary* and the *Principal Verb* : I have *often* seen him there. I shall *never* go there. He has *carefully* examined the case. I shall *certainly* go.

(d) The Adverb precedes the Adjective it qualifies :— I am *rather* sorry for you. I am *very* happy.

But **enough**, when an *Adverb*, always follows the word it qualifies :— I am strong *enough* to walk. He was wise *enough* to accept the offer.

**Note**

As an *Adjective*, however, *enough* may be placed either before or after the Noun it qualifies : I have *enough* strength to go there ; I have strength *enough* to go there.

(e) An Adverb is placed first in a sentence (i) to *qualify the whole sentence*, and (ii) for the *sake of emphasis* :

(i) *Happily* he did not die. *Fortunately* he was present there.

(ii) *Down* went the Royal George.

**Particular care** has to be taken in the use of **only**. How the meaning of the sentence is changed by the change of place of the word will be clear from the following examples :—

(i) *Only* he agreed to help that boy (*i.e.*, no one else agreed to do it).

(ii) He *only* agreed to help that boy (*i.e.*, he agreed to help, but did not actually help).

(iii) He agreed *only* to help that boy (*i.e.*, to do nothing else).

(iv) He agreed to help *only* that boy, or, to help that boy *only* (*i.e.*, to help no one else).

What part of speech is *only* in (i) ? Nesfield treats it as an adjective qualifying the Pronoun 'he'. But, according to the *POD*, it is an Adverb. This is rather puzzling. Clearly the word qualifies 'he'. How, then can it be an Adverb unless we admit that an Adverb may qualify a Pronoun also ? See also Art. 263, Note (b).

### B. Word order of Adverbs of Manner, Place and Time :

Though absolute rules cannot be made in these cases, the tables below indicate the normal order :

<i>Subject/verb</i>	<i>How</i>	<i>Where</i>
She works	hard	in the garden

When

on Sundays.

(b) But when the *verb* is a verb of *movement* like *come*, *go*, *jump*, *run*, etc., we are usually most interested in where someone is going. So the order is :

<i>Subject/verb</i>	<i>Where</i>	<i>How</i>	<i>When</i>
He returned	home	as usual	in the evening.

(c) When there are a number of long adverbial phrases or we want to emphasise the time, we can put the time adverbial (*when*) at the beginning of the sentence :

<i>When</i>	<i>Subject/verb (obj.)</i>	<i>How</i>	<i>Where</i>
As soon as he saw me	he took me	hurriedly	home.



### EXERCISE 30

Put the words in brackets at proper places :—

1. I go there (never, seldom).
2. He has left the place (already).
3. He supports me (always).
4. He finished the work (quickly).
5. The boy has done his part (well).
6. I have seen him (often).
7. He has gone home (already).
8. He talks too much (sometimes).
9. He is active (very).
10. He comes in time (always).
11. He comes late (never).
12. I felt it (keenly).
13. I am sorry (rather).
14. He has examined the paper (carefully).
15. He is strong to go there (enough).
16. I have seen him (never).
17. He is sorry for you (rather).
18. I shall do it (never).
19. He has examined the case (already).



## PREPOSITIONS

**(279) Definition** — A preposition is a word placed before a *noun* or a *noun-equivalent* to show its relation to some other word in the sentence : He came to me. Put it *on* the table.

**Note**

(a) Preposition may also govern other parts of speech used as noun : *From* here, *before* now, *for* good, *in* short, *about* to go.

(b) Prepositions may govern *phrases* and *clauses* as well : It depends *on* how you do your duty. I shall go *to* where you have come from. I am ignorant *of* how to do it.

**(280)** Prepositions sometimes **follow** the words they govern when the object is an interrogative or relative pronoun understood ; particularly the relative *that* is never governed by a preposition preceding it :

What is this *for*? Where do you come *from*? This is the boy *that* I spoke *of*. This is the boy (*whom*) I spoke *to*.

**(281) Phrase Prepositions or Prepositional Phrases** are phrases used as preposition :— *on account of*, *instead of*, *in spite of*, *by means of*, *owing to*, *by dint of*, *in accordance with*.

He could not come *on account* of illness. *In spite of* hard labour he failed in the examination. *Instead of* coming here, he went home.

**(282) Participial Prepositions** are present or past participles which are now used as prepositions :— Do you know anything *concerning* or *regarding* the proposal ? The river flows *past* the town. See Art. 219 (c), Note (a).

**(283) Disguised Prepositions** :— In examples like 'Rice sells one kilo *a* rupee', 'He comes twice *a* week', etc., *a* is not the Indefinite Article, but a weakened form of the Preposition *on*. So also in *ahead*, *asleep*, *ahunting*, etc.

**(284) Than**— The word is normally a Conjunction, following a comparative degree. But it is also used as a Preposition in some cases, particularly before Relative and Personal Pronouns.

"*Than whom* is standard English today, admitted and blessed by the Oxford Dictionary"—*Good English* by G.H. Vallins. See also *The Complete Plain Words* by Sir Ernest Gowers.

We selected your son *than whom* no better man was available. He is better *than me* in every respect. No one other *than him* was present there. He did nothing else *than* (to) *laugh*. He got more *than* (what) he asked for. See also *MEU* under *than*—sec. 6.

**(285) The same word** may be an **Adverb** or a **Preposition** :

He went *on* (*Adverb*). Sit *on* the bench (*Preposition*).

Sit *down* (*Adv.*). The boat goes *down* the river (*Prep.*).

**(286) Use of a few Prepositions :**

**At**

At 8 o'clock ; at dawn (but *in* the dawn, *in* the day) ; at bed-time ; at first ; at last ; at first sight, at noon ; at night (but not *at* day), at home ; at school ; at the door ; at play ; at work (I found them *at* play or *at* work, খেলায় বা কাজে নিযুক্ত) ; at dinner ; at ease ; at sea ; He studied *at* this university ; at a distance ; at short notice ; at liberty (The prisoner was set *at* liberty, মুক্ত) ; I did not expect such treatment *at* your hands

(= from you) ; shouted at the boys ; look at me ; very good at cricket ; at full speed ; You will hear at the latest by Saturday ; at all places ; to sit at (not under) the feet ; at present (I am busy at present, বর্তমানে) ; at any moment ; to sell a thing at three for a rupee ; at war ; at any time ; at peace (The two countries are at war or at peace with each other.) ; at the office ; at the age of sixty ; I shall see you at Dewali at his house ; at hand (The examination is at hand, খুব সন্ধিকটে) ; one at a time ; at things ; at the same time ; at school ; at the beginning ; at the meeting ; good at mathematics ; at the third attempt ; at regular intervals ; at 25, Chowringhee Road.

### By

To travel by boat or rail or car (but on foot or horseback or cycle) ; by day (but in the day) ; by or at night (but in the night) ; a machine driven by steam or petrol or electricity ; to be destroyed by fire or earthquake ; to know one by name or sight (I know him by name, I know him by sight.) ; to teach by example ; to live by coaching, teaching, etc. ; made by machinery ; by next Sunday<sup>1</sup> ; by heart (মন দিয়ে) ; by chance ; to send a letter by post (ডাকে) or hand (লোক মারফৎ) ; to inform a person by letter or telegram or messenger ; to sell things by the kilogram or the metre or the dozen (Fish is sold here by the kilogram. Cloth is sold by the metre. Eggs are sold by the dozen.) ; to pay by cheque (but in cash or notes) ; die by poison or accident ; done by hand ; by word of mouth ; older by five months ; It is 10-30 by (not in) my watch ; by this time ; die by thousands ; struck by lightning ; a room ten feet by fifteen ; live by the river ; sit by me ; I did this work all by myself.

### Note

<sup>1</sup>By expresses the limit of time within which something is to be done.

### For

Crying out for fear ; a house for sale ; to take for granted ; For God's sake, help me ; For (= in spite of) all his wealth he is unhappy ; to sell a thing at three for a rupee ; good for health ; many men working for the company ; time for going out ; respect for the elders ; He cares for nothing ; a prize for mathematics ; silent for shame ; to flee for life ; wise for (considering that he is) a boy ; I speak for (= on behalf of) my class ; He left for home ; ready for (against) emergencies ; word for word (প্রতিটি বাক্য) ; train for Kolkata ; bought a car for Rs. 3 lakh ; change it for another ; look for something ; send for a doctor ; They are all for helping the needy ; big for his age ; for five weeks ; passengers for Kolkata ; get ready for school ; go for a walk ; read for pleasure ; hope for the best ; ask for money ; a taste for music ; have a liking for her ; unfit for the post ; ruined for life.

### In

In India ; in 1986 ; in February ; to be in a place (room or garden or village or heaven) ; in ruins (The town is in ruins now.) ; to be in the dark ; in the sun (Dry the cloth in the sun.) ; to be in danger ; in haste ; in a difficulty ; in arms (The people are in arms against the king) ; to be in power (His party is in power now.) ; threw dust in (not into) my eyes ; in office (চাকুরিতে নিযুক্ত) (He is not in office now) ; in truth (In truth, I know nothing of the matter) ; to be in trouble ; ten or twelve in number ; in a whisper ; to be in readiness ; to be in good (or bad) health ; in debt ; He is in ; to be ready in five minutes ; playing in the park ; in the shade ; in his presence or absence (I did this in his presence or absence.) ; Take the work in (not on) hand ; in time (He came in time, ঠিক সময়ে) ; in general (People in general are ignorant

of the matter.) ; pay *in* (not *with*) cash or notes (but *by* cheque) ; fill *in* (or *up*) the forms ; *in* a hurry ; *in* secret ; *in* the open ; *in* time of war ; *in* a temper ; *in* reply ; *in* addition to ; pay *in* advance ; written *in* ink or *in* pencil ; to be *in* the army or the navy or the police ; *in* summer ; *in* pain ; standing *in* the corner of the room (but, the house *at* the corner) ; a holiday *in* the mountains (but, *at* the sea side) ; sitting *in* an armchair (but, *on* a chair without arms) ; a ride *in* a motor cycle ; wounded *in* the leg ; *in* sorrow ; *in* the morning (but *on* the morning of Sunday) ; *in* the evening (but, *at* night, *at* midnight, *at* noon) ; *in* the day time ; *in* the afternoon ; *at* ten o'clock *in* the night (but, he came *at* night.) ; a man *in* his thirties ; a slope of one *in* ten ; dressed *in* white ; people standing *in* rows ; *in* a loud voice ; *in* great numbers ; rich *in* minerals, lying *in* bed (but, sitting *on* the bed) ; train running *in* time ; a lecturer/reader *in* (not, *on* or *of*) Chemistry.

### On

*On* Sunday ; *on* 4th May ; *on* Christmas Day ; to lie *on* one's bed ; to be *on* the way (He is *on* the way to office.) ; a speech *on* the subject ; came *on* holiday (*on* business) ; a picture *on* the wall ; write *on* this paper (but *in* a book) ; a house *on* fire ; to play *on* a musical instrument ; live *on* rice, *on* a small income ; live *on* capital invested ; He is *on* (not *in*) that committee ; Kolkata is *on* the Hooghly ; a house *on* the main road (or, *on* Chowringhee Road) ; a picture *on* the wall ; a ring *on* his finger ; shops *on* both sides ; *on* the north side of the city ; *on* land, *on* sea (but, *in* the air) ; *on* the road (I met him *on* the road.) ; *on* hire or trial ; a fruit *on* the tree ; *on* foot or *on* horseback ; to be *on* (not *in*) good terms with him ; to be *on* duty ; *on* oath (He said this *on* oath.) ; an essay *on* a subject ; *on* time (punctually) (train running *on* time) ; *on* trial ; *on* demand ; *on* request ; to work *on* (not *with*) an empty stomach ; houses *on* the left ; a lunch *on* the train ; news *on* TV ; a lecture *on* (not, *in*) a topic.

### Note

1. **on time** : (at the appointed time, নির্দিষ্ট সময়ে)

**in time** : (not late, early enough, নির্দিষ্ট সময়ের পূর্বে বা মধ্যে)

2. '**on**' is used for dates and for particular days or specified parts of days, '**at**' for a point of time ; '**in**' for a portion of the day :

I shall see you *on* October 5th/*on* Sunday/*on* Christmas Day/*on* Sunday afternoon/*at* 6 o'clock *in* the afternoon.

3. "Dr Watson is *at* ... University, where he lectures *in* English literature. This term he is lecturing *on* the nineteenth century novelists." — Wood.

### Of

Speak *of* him ; Do not lose sight *of* (not *from*) the fact ; knowledge *of* (not *on*) English ; beg a thing *of* (not *from*) him ; made *of* wood ; a packet *of* cigarettes ; three *of* them ; He comes *of* (not *from*) a good family ; born *of* (not *from*) rich parents ; died *of* (not *from*) cholera ; cured *of* illness ; the whole *of* India ; the city *of* Kolkata ; It was good *of* you to help me ; professor *of* English.

### Note

(i) Dr. Sen is the Professor *of* English *in* the University of Calcutta (but, *at* Calcutta University).

(ii) "A college always takes *at* ; Professor of Philosophy *at* King's College, University of London.

The same is true of *Reader* and *Lecturer* ; but whereas a professor is Professor *of* his subject, readers and lecturers are described as 'Reader/Lecturer *in* Modern History, Psychology, Latin, etc.'" — Wood.

### To

Go *to* bed (গোওয়া, I go *to* bed at 10 p.m.) ; Add this *to* (not *with*) that ; sweet *to*

taste ; They fought to the last man (যতক্ষণ পর্যন্ত একজন লোকও অবশিষ্ট ছিল) ; He did it to his cost (এই কার্য করিয়া সে ক্ষতিগ্রস্ত হইয়াছিল) ; Sing to the harp (বীণা সহযোগে গান করা) ; What is he to you ( তোমার কি সম্পর্কীয় ) ? ; beaten to death ; Seven is to fourteen as two is to four ; Rise to high rank ; five minutes to six.

### Under

Under water or a tree ; to be under another (অন্যের অধীন) (He works under me.) ; under trial (বিচারাধীন) (He is under trial now.) ; under sentence (দণ্ডাপ্রাপ্ত) (He is under sentence of death.) ; a post under government ; under repair ; to be under arms (অস্ত্রশস্ত্রে সজ্জিত) ; (About ten percent of the people there are under arms.) ; under consideration (বিবেচনাধীন) (Your application is under consideration.) ; under Rs. 100.

## E

### EXERCISE 31

(a) Pick out the Prepositional Phrases and Prepositions :—

- |  |  |
|--|--|
| 1. He sat on the bench.  | 5. He stood in front of the door.      |
| 2. He looks after my estate.                                       | 6. Potato sells at five rupees a kilo. |
| 3. He is senior to me in respect of age.                           | 7. He goes there thrice a week.        |
| 4. In view of his ill health he was let go without any punishment. | 8. I sent for him.                     |

(b) State the parts of speech of the italicised words :—

- |  |  |
|--|--|
| 1. He came <i>down</i> .                   | 7. He could not call <i>up</i> my name.    |
| 2. The boat flowed <i>down</i> the stream. | 8. He pulled me <i>up</i> .                |
| 3. He ran <i>on</i> .                      | 9. The meeting broke <i>up</i> .           |
| 4. We sat <i>on</i> the bench.             | 10. The rebels were brought <i>under</i> . |
| 5. Please come <i>in</i> .                 | 11. The case is <i>under</i> trial.        |
| 6. There was none <i>in</i> the room.      |  |

(c) Fill in the blanks with prepositions :—

- |                                  |                                      |
|----------------------------------|--------------------------------------|
| 1. He came here — rail.          | 11. We live — rice.                  |
| 2. This train is running — time. | 12. He came — power very soon.       |
| 3. He said this — oath.          | 13. This food is not — my taste.     |
| 4. I am — the know of the thing. | 14. I met him — the way.             |
| 5. He came — foot.               | 15. Send the news — wire.            |
| 6. He is — school.               | 16. He was beaten — death.           |
| 7. I know him — name.            | 17. He is — power now.               |
| 8. He is — work now.             | 18. I did this — you.                |
| 9. She is playing — a sitar.     | 19. The proposal is — consideration. |
| 10. Don't go out — the sun.      | 20. I paid him — cash.               |



### CHAPTER XXIII

### CONJUNCTIONS

**(287) The same word may be an adverb, a preposition or a conjunction :**

I saw him *before*. (Adverb)

He stood *before* me. (Preposition)

He shall do it *before* I return. (Conjunction)

**(288) Compound Conjunctions are groups of words that are sometimes used to do the work of single conjunctions :**

Ram *as well as* Karim went there. He acted *as if* (or *as though*) he were mad. I shall help you *in case* you fail.

**(289) Conjunctions in pairs**—Certain conjunctions are used in pairs ; they are sometimes called **correlative conjunctions** or **correlatives** (But, see Art. 488) :

*Either he or* his brother is guilty. *Neither he nor* his brother is guilty. *Both he and* his brother are guilty. *Not only he but* his brother *also* will go.

**(290) Conjunctions are divided into two main classes :—**

(i) **Co-ordinating Conjunctions** join words or phrases or clauses of equal rank : He said this to him *and* me. He sat behind you, *but* in front of me. You may go ; *only* make no noise.

(ii) **Subordinating Conjunctions** are those that join a *subordinate* or *dependent* clause to a *principal* clause : He said *that* he was ill. As I am ill, I cannot go. I shall go *if* you come.

**Note**

(a) Clauses are *co-ordinate* when one is not dependent on another nor enters at all into its construction : *I am ill*, but *he is well*. *You are healthy* and *you have got money*.

(b) One clause is said to be *subordinate* to, or *dependent* on, another when it depends upon the other. The clause on which the subordinate clause depends is called the *Principal clause*.

(c) Bear in mind that subordinate clauses too may be co-ordinate to each other. This is the boy *who came here* and *gave the information*. He said that *he would come* but *would not stay*.

**(291) Co-ordinating Conjunctions are of four kinds :**

(a) **Cumulative or Copulative**, that simply *add* :

*And* : I read *and* he writes.

*Both—and* : *Both he and* his brother will go.

*As well as* : He *as well as* his brother will go.

*Not only—but also* : *Not only he but* his brother *also* will go.

*Also* : He was there, and you *also*.

(b) **Alternative or Disjunctive**, denoting a *choice* between two things :

*Either—or* : *Either he or* his brother will go.

*Neither—nor* : *Neither he nor* his brother will go.

*Or* : Read *or* you will fail.

*Otherwise* : Work hard, *otherwise* you will fail.

(c) **Adversative**, denoting a *contrast* between two ideas :

*But, yet, still* : He is poor, *but* (*yet, still*) he is honest.

*However* : You are guilty ; *however*, I pardon you this time.

*Nevertheless* : I am ill ; *nevertheless*, I shall compete.

*On the contrary* : I do not hate him ; *on the contrary*, I love him.

*While, whereas* : You failed, *while* (*whereas*) your brother passed.

*Only* : You may come ; *only* make no noise.

(d) **Illative**, denoting an *inference* :

*Therefore, so, consequently* : He did not work ; *therefore* (*so, consequently*) he failed.

*For* : I do not like him, *for* he is a wicked boy.

**Note**

*For* may be regarded as weakened *because*, and the clause introduced by it may look like a subordinate one. But modern grammarians hold that, as a conjunction, it is *co-ordinating*. "It introduces a statement by way of explanation as a kind of afterthought .... While a causal clause beginning with *since*, *because*, may precede the main sentence, that beginning with *for* must always follow it."

**(292) Subordinating Conjunctions indicate :—****(a) Time :**

*Till, until* : Wait *till* it is night. Wait *until* I return.

*After* : He came *after* I had left.

*Before* : He died *before* he could do the work.

*When* : He came *when* I was there.

*While* : Don't go out *while* it rains.

*Since* : I have not seen him *since* I came.

**Note**

The compound conjunctions, *as long as, as soon as, so long as* fall under this class.

**(b) Cause or Reason :**

*As, since* : As (*since*) I am ill, I cannot go.

*Because* : He cannot work *because* he is ill.

**Note**

(i) Good English requires that the clause introduced by *as*, the causal conjunction, should precede the main clause.

(ii) The clause giving the reason in sentences containing expressions "**the reason is**", "**the reason why**" is introduced by *that*, and not by *because* or *due to* or *on account of*:

The reason why he failed *is that* he did not work hard.

The reason why he failed *is because* he did not work hard. (*Incorrect*)

The reason of his failure *is that* he did not work hard.

The reason of his failure *is because* he did not work hard. (*Incorrect*)

But, the reason of his failure *is (not, due to)* his idleness.

**(c) Purpose :**

*That, in order that, so that* : He works hard *that (in order that or so that)* he may win the prize.

*Lest* : I worked hard *lest* I should fail.

**Note**

(i) **Lest** expresses a negative purpose, and should not, therefore, be followed by a negative. Thus, we cannot write, "He was afraid *lest* he should *not pass*." We must write instead, "He was afraid *lest* he should fail." It is also to be noted that '**lest**' is followed by '**should**' or the *present subjunctive*, never by *will* or *would* : *Lest we forget; lest he be angry*.

(ii) **In order that, so that**, etc. are followed generally by *may* or *might*, in some context, by *shall* and *should*, but never by *can* or *could*, or *will* or *would* :

He encouraged me *that* (or, *in order that*) *I might not lose heart*. He works hard *that (in order that)* *he may pass*. I give you this advice *so that you may succeed*. He is making provision for you *so that you may not fall in want*. I give you this advice *in order that nothing should be forgotten*. (*MEU*).

**(d) Apposition :**

*That* : He wrote to us *that* he would come.

**(e) Condition :**

*If* : I shall go *if* you come.

*Unless* : I shall fail *unless* you help me.

*Whether—or—not* : I shall go there, *whether* you like it *or not*.

*Provided* : I shall help you *provided* you obey me.

## (f) Effect :

*So—that* : He worked so hard *that* he fell ill.

*Such—that* : He is such a fool *that* I cannot rely on him.

## (g) Comparison :

*As—as* : He is *as tall as* you.

*Than* : He is taller *than* you (*are*).

*So—as* : I am not so tall *as* you (*are*).

**Note**

Generally, *as—as* is used in both positive and negative sentences, but *so—as* is used in negative sentences. But COD has under *as* "It is not so (or *as*) easy *as* you think."

## (h) Manner :

*As—so* ; As you sow, so shall you reap.

*According as* : They will be chosen *according as* they are fit.

*As if, as though* : He behaves *as if* (or, *as though*) he *were* (not *is*) mad (= *as* he would have acted *if* he were mad). It looks *as if* new men had (not *have*) sprung up.

**Note**

**As if, as though** should invariably be followed by a *past* conditional, not by a present form (*would*, not *will*; *could*, not *can*; *did*, not *does*; *was or were*, not *is*; *had gone*, not *has gone*; *knew*, not *knows*)—MEU. See examples given above. But Wood justifies "He works *as if* he is drunk" (p. 25).

## (i) Concession :

*Though (although)* : Though (although) he is poor, he is honest.

*As* : Poor *as* (= *though*) I am, I am honest.

*However* : However strong he may be, he cannot do this.

*Whoever* : Whoever you may be, I cannot allow you here.

*Whatever* : Whatever you may say, I do not believe you.

**E****EXERCISE 32**

## (a) Put proper Conjunctions in the blank spaces :—

- |                                      |                                |
|--------------------------------------|--------------------------------|
| 1. He left — I had come.             | 10. He is poor — honest.       |
| 2. Time — tide wait for none.        | 11. Wait — I return.           |
| 3. I do not know — he was here.      | 12. He works — you play.       |
| 4. — I am ill I cannot go.           | 13. I tried hard, — I failed.  |
| 5. Is he a friend — a foe?           | 14. Beware — you should fall.  |
| 6. He was sorry — he could not pass. | 15. I love him — he is honest. |
| 7. I shall do it — I am allowed.     | 16. He is — honest — you.      |
| 8. He is so ill — he cannot walk.    | 17. He is not — honest — you.  |
| 9. I wonder — he will come.          |                                |

## (b) Point out the Conjunctions in the following sentences, and state whether they are co-ordinating or subordinating :—

1. I went there when he was ill.
2. He is rich but miserly.
3. Not only he but his father also was present.
4. You may like it or not, it matters little.
5. If you read you will learn.
6. Either he or his friends did it.
7. I cannot help you, for I am ill.
8. He works while you play.
9. You are wrong, however, you are pardoned this time.

10. Though you are strong, I care a straw for you.
11. I hear that he has come.
12. He asked whether you had come.
13. Do not go before I come.
14. Sit down that you may not be hurt.
15. As he is ill, he cannot come.
16. You have opposed me; therefore I cannot help you.
17. However rich you may be, I do not care for you.



## SENTENCE CONNECTORS OR SENTENCE LINKERS

### (293) Read the passage carefully :

A lady paid Rs. 116.50 to Bowbazar Post Office for sending a parcel of some books to her friend in England. *Unfortunately* all that her friend in England received was a half torn packet containing only one book. *While* writing to her friend in Calcutta, the addressee said, "I was baffled (*হতবুদ্ধি*) on receiving the packet. *Even* Mother Teresa was complaining in our (local) newspapers that the money sent to her from abroad had been taken away by postal thieves in India."

*Actually*, the problem is not as acute in the rest of India as it is in Calcutta. *But* the Postal authorities seem to be callous to attend to this problem. *As a matter of fact*, the authorities don't want to realise the seriousness of the problem.

In the above passage it can be seen that the italicised words or groups of words provide some link with different sentences and facts to make a sensible passage. These linking words are known as **Sentence Linkers** or **Sentence Connectors**. Note that the sentences in the passage remain independent but the flow of expression through these sentences is best achieved by the use of the linkers.

*Sentence linkers establish link between two sentences, and even between two passages.*

In the first passage the words *unfortunately*, *while*, *even* have helped to make the passage a connected whole by establishing links with the previous sentences.

In the second passage, the word *actually* has set a link with the first passage. Similarly the words *but* and *as a matter of fact* have also acted as *sentence linkers*.

#### Note

1. "You should remember that sentence linkers don't necessarily always join two or more sentences into one. They only help to maintain the sequence of expression between one sentence and the next in a more sensible way".

2. "Two unlinked clauses may be grammatically unlinked; for example, they may be separated in writing by a full stop (.); or a semicolon (;). But that does not mean that there is no connection between them. It means, rather, that the connection is implicit, and has to be inferred by the reader". (Jan and Svartrik)

### (294) Conjunctions and Sentence Linkers should not be confused. *Conjunctions join two or more sentences into one sentence :*

He does not live in this house. His brother also does not live here : *Neither he nor his brother lives in this house.*

*Sentence Connectors* or *Sentence Linkers*, on the other hand, help in maintaining link between different consecutive sentences to write connected ideas :

Ram is not in Calcutta now. His brother is not here. *Both of them, however, will come here next month.*

Note the uses of some of the most commonly used *sentence connectors/linkers* :

He is a very strong man. *Actually* he broke a slab of stone with a single blow.

He is very poor. *Naturally*, I often give him some money.

Dr. Sen is known to me. *In fact*, we were at the same class at the Presidency College. It rained heavily last night. *As a result*, all the streets have become waterlogged. He jumped over 6 metres today. *Still* he could not break the existing record.

He worked hard. *Finally* he became successful.

I allowed him to stay in my house. *Furthermore*, I helped him with some money also. Somen has gone to London. *Also*, his wife has accompanied him.

It is late to go for a walk now. *Besides*, it is raining.

My bus broke down on the way. *However*, I reached the office in time.

I appreciate his argument with Sujan about equal pay for men and women. *Indeed*, I support the argument.

I think so. *In fact*, I agree with you.

You don't want to be an engineer. *Then*, what do you want to be?

He was found travelling without any ticket. *Therefore*, he was punished.

I'm not going to help him with money. *Moreover*, he does not deserve my help.

You told me about this. *Otherwise*, I would have gone there.

### EXAMPLE WORKED OUT

*Combine the following sentences in as many ways as you can by using the list of linkers given in brackets. (so, as, yet, although, therefore, but) :—*

1. We missed the last bus. We had to walk home.
2. The task was very difficult. We managed to complete it.
3. It was a fine day. They decided to go for a walk.
4. The train was late in arriving. I missed my appointment.
5. I warned him of danger. He took no notice.
6. He had finished his work. He left the office early.
7. The ground was unfit to play on. The match had to be abandoned.
8. No public transport was running. The employees were on strike.
9. He tried repeatedly. He could not succeed.

- Ans :**
1. (i) We missed the last bus, *so/therefore*, we had to walk home.  
 (ii) As we missed the last bus, we had to walk home.  
 (iii) We had to walk home, *as* we missed the last bus.
  2. (ii) *Although* the task was difficult, we managed to complete it.  
 (ii) The task was very difficult, *yet/but* we managed to complete it.  
 (iii) We managed to complete the task *although* it was difficult.
  3. (i) As it was a fine day, they decided to go for a walk.  
 (ii) It was a fine day, *so/therefore* they decided to go for a walk.  
 (iii) They decided to go for a walk, *as* it was a fine day.
  4. (i) As the train was late in arriving, I missed my appointment.  
 (ii) The train was late in arriving, *so/therefore* I missed my appointment.  
 (iii) I missed my appointment *as* the train was late in arriving.
  5. (i) I warned him of danger, *yet/but* he took no notice.  
 (ii) *Although* I warned him of danger, he took no notice.  
 (iii) He took no notice *although* I warned him of danger.
  6. (i) As he had finished his work, he left the office early.  
 (ii) He left the office early *as* he had finished his work.  
 (iii) He had finished his work, *so/therefore* he left the office early.
  7. (i) The ground was unfit to play on, *so/therefore* the match was abandoned.  
 (ii) As the ground was unfit to play on, the match was abandoned.  
 (iii) The match was abandoned *as* the ground was unfit to play on.
  8. (i) As the employees were on strike, no public transport was running.  
 (ii) The employees were on strike; *so/therefore* no public transport was running.  
 (iii) No public transport was running *as* the employees were on strike.

9. (i) He tried repeatedly, *yet/but* he could not succeed.  
 (ii) *Although* he tried repeatedly, he could not succeed.  
 (iii) He could not succeed *although* he tried repeatedly.

**E****EXERCISE 33**

I. Choose the suitable linking words from the list below and fill in the following blanks with them :—

- (a) There is acute water shortage in our locality; ———, the Municipality is going to provide us with a deep tubewell.  
 (b) The Headmaster is very angry ——— the boys made a noise.  
 (c) ——— it was sunny outside, she didn't use her umbrella.  
 (d) The policeman stopped the car, ——— the children could cross the road.  
 (e) I don't want to go; ——— I don't have a proper dress.

[THE LIST: *so, because, however, moreover, although, though*]

II. Join each pair of sentences using suitable linking words :—

- (a) He is poor. He is honest.  
 (b) She did not come to school. She was ill.  
 (c) He will not come. His brother will not come.  
 (d) You have opposed me. I shall help you.  
 (e) You must walk. You will miss the bus.  
 (f) I shall get ready. Do not go till then.  
 (g) The iron is hot. Strike it now.  
 (h) I do not hate you. I love you.

III. Fill in the blanks with suitable sentence connectors given in brackets :—

- (a) He always speaks the truth. ——— (Indeed/Therefore) I like him.  
 (b) He worked hard this year. ——— (In general/Because of that) he became successful.  
 (c) It is a nicely written story. ——— (From my point of view/Actually) it should be given an award.  
 (d) I am glad to meet you after a long time. ——— (By the way/Moreover) what are you doing today?  
 (e) ——— (Basically/As result) he is a good boy. This is why I like him.  
 (f) Ramen could not answer all the questions. ——— (Besides/Nevertheless/In any case) he hopes to get a good mark.  
 (g) Sri Basu is a good teacher. ———, he is a good poet. (Besides/As well as)  
 (h) He gave me money. ———, he gave me advice. (As well as/In addition to)  
 (i) He insulted me. ——— I love him. (Although/Still)  
 (j) He is rich. ——— he is dishonest. (Yet/Though)  
 (k) Ranjan is a good boy, ——— his brother is wicked. (but/although)  
 (l) I could not come to school yesterday ——— I was sick. (as/therefore)

**CHAPTER XXIV****INTERJECTIONS**

- (295) An Interjection** is not properly a part of speech, since it does not enter into the construction of the sentence :— *Ah ! alas !* (grief); *hurrah !* (joy); *fie !* (reproach); *tut ! tut ! pish !* (disgust or contempt); *hark ! hush ! lo !* (attention); *bravo ! hear !* (approval); *ho ! hallo !* (a call).

**(296) (a) Interjectional Phrases** :— Many phrases are used interjectionally, forming no part of the structure of sentences : *For shame ! Good gracious ! Good heavens !*

(b) A few groups of words of an interjectional character like the following, whether followed by the exclamation mark or not, are not Interjections, but rather elliptical sentences :

*How awful !* = How awful it is ! *What a mess !* = What a mess it is ! *Well done !* = It is done well !

## E EXERCISE 34

(a) Construct sentences, using Interjections expressive of :

Joy, surprise, attention, approval, sorrow, caution, despair, contempt.

(b) Pick out the Interjections from the following sentences and point out such of them as form a part of the construction :

Foolish fellow ! Alas ! I am undone ! Alas for the evil day ! Shame upon you ! Oh ! what fine things ! Fie ! Fie ! Oh, that he were present ! Nonsense ! Hush ! What noise is this ! Fie upon the traitor !.



## CHAPTER XXV

### NEGATIVE SENTENCES

**(297) Negative sentences** are formed usually by using “**no**” and “**not**” in the sentences.

(a) Sentences with verb “**to be**” (*am, is, are, was, were*) as Principal verb are made negative usually by placing “**not**” after the verb :

I am *not* a student.

We are *not* students.

You are *not* a doctor.

You are *not* doctors.

He is *not* a businessman.

They are *not* businessmen.

He was *not* happy.

The boys were *not* present.

I was *not* ill.

You were *not* at home.

Sometimes “**no**” is also used : There is *no* student in the class room. He is *no* friend of mine. Miss Green is *no* beauty.

(b) Verbs “**to have**” (*has, have, had*) as Principal verb take “**no**” after them to form negatives :

I have *no* car.

We have *no* house.

You have *no* sister.

You had *no* brother.

He has *no* servant.

They have *no* friend here.

I had *no* money.

We had *no* dog.

Amit had *no* enemy.

They had *no* servants.

#### Note

Sentences with verbs “**to have**” (*has, have, had*) as Principal verb can also be made negative by placing “**do not**” or “**does not**” in the Present Tense and “**did not**” in the Past Tense before them. The form of the main verb remains unchanged in such cases :

I do not have any car.  
(or, I have no car.)  
You do not have any sister.  
(or, You have no sister.)  
He does not have any car.  
(or, He has no car.)  
I did not have any money.  
(or, I had no money.)

We do not have any house.  
(or, We have no house.)  
They do not have any friend here.  
(or, They have no friend here.)  
Amit did not have a dog.  
(or, Amit had no dog.)

(c) Sentences with verbs other than “to be” and “to have” as Principal verb can be made negative by placing “do not” or “does not” in the Present Tense and “did not” in the Past Tense before them. The form of the main verb remains unchanged in such cases :

I do not know him.  
He does not help his brother.  
You did not come yesterday.  
Ram did not play.

We do not like him.  
They do not read in this school.  
We did not play.

(298) Sentences containing **Auxiliary verbs** (*am, is, are, was, were, has, have, had, shall, will, can, must, etc.*) are made negative by placing “not” after the auxiliaries :

You will not be happy.  
We shall not have a holiday tomorrow.  
She cannot sing.  
You are not writing a letter.  
They were not playing.  
I have not seen him.  
I was not taking bath.

I shall not be present.  
You will not do the work.  
He is not laughing.  
She is not reading now.  
You have not done the job.  
He was not playing.

#### Note

- (a) If there are *more than one auxiliaries*, the word **not** is placed *after the first auxiliary*. As,  
You should not have done this.  
He has not been coming to school since Friday last.
- (b) Sometimes negatives can be formed by writing “no” after *will have* and *shall have*. The word *no* in such cases comes before a *noun*.  
You will have no holiday today.  
I shall have no medicine now.

(299) In **negative Imperative sentences** the verbs take “do not” before them :

Do not run in the sun.  
Do not tell a lie.  
Do not quarrel with others.

(300) Negative sentences can also be formed in many cases without using words “no” or “not” :

He never tells a lie. None of them was present there. He is still *unable* to walk. I know *nothing* about this matter.

## E

### EXERCISE 35

Frame the following into negative sentences :

You were singing. I like him. They drank the milk. I write letters to him. They will help you. I have seen him. My brother has such a book. I shall play with you. I was present there at that time. He quarrels with me. He has friends here. He became successful in the examination. I want a friend like you. There is a girls' school in the town. I was playing in the field. Run in the rain. He may come tomorrow. They have done the job. You have a house. He wants

to go there. You should have gone there. She has been reading the book since this morning. I have been living here for ten years. Open the door.



## CHAPTER XXVI

### INTERROGATIVE SENTENCES

#### Wh-WORDS

- (301)**      *Statement* : You are ill.  
*Question* : Are you ill?

The first sentence is an *ordinary statement* but the second sentence *asks a question*.

Sentences that *ask questions* are called *Interrogative sentences*.

Questions may be of *two types*:

1. **Yes/No Questions** — These questions can be answered by 'Yes' or 'No'.
2. **Wh-Questions** — These are questions that cannot be answered by 'Yes' or 'No': They need specific answers.

**(302) Rules for framing of Interrogative Sentences**

Read the following sentences :

<b>(a) Statements</b>	<i>I am ill.</i> <i>We are happy.</i> <i>They are busy.</i> <i>He is a teacher.</i> <i>Ram is brighter than his brother.</i>	<i>Interrogative</i>  <i>Am I ill ?</i> <i>Are we happy ?</i> <i>Are they busy ?</i> <i>Is he a teacher ?</i> <i>Is Ram brighter than his brother ?</i>
<b>(b) Statements</b>	<i>I was absent.</i> <i>You were present.</i> <i>He was ill.</i> <i>They were happy.</i>	<i>Interrogative</i>  <i>Was I absent ?</i> <i>Were you present ?</i> <i>Was he ill ?</i> <i>Were they happy ?</i>
<b>(c) Statements</b>	<i>I have a pen.</i> <i>You have a big house.</i> <i>He has a bicycle.</i> <i>They have many friends.</i>	<i>Interrogative</i>  <i>Have I a pen ?</i> <i>Have you a big house ?</i> <i>Has he a bicycle ?</i> <i>Have they many friends ?</i>
<b>(d) Statements</b>	<i>I had many books.</i> <i>You had no servant.</i> <i>The girl had a brother.</i>	<i>Interrogative</i>  <i>Had I many books ?</i> <i>Had you no servant ?</i> <i>Had the girl a brother ?</i>

**Rules :**

When the *Principal verb* is “**to be**” (*am, is, are, was, were*) and “**to have**” (*has, have, had*), it is used at the beginning of **Interrogative Sentences** and the Subject comes immediately after it.

(e) *Statements*

You *live* in Delhi.  
He *plays* cricket.  
They *want* some food.  
He *called* you.  
You *saw* the picture.

*Interrogative*

*Do you live* in Delhi ?  
*Does he play* (not *plays*) cricket ?  
*Do they want* some food ?  
*Did he call* (not *called*) you ?  
*Did you see* (not *saw*) the picture ?

The verb forms are :

play — *do* + play  
sing — *do* + sing  
run — *do* + run

plays — *does* + play  
sings — *does* + sing  
runs — *does* + run

sang — *did* + sing  
played — *did* + play  
ran — *did* + run

**Rules :**

For *Principal verbs* other than “**to be**” and “**to have**”, Interrogative Sentences are formed by using **do** or **does** in the *present tense* and **did** in the *past tense* at the beginning of the sentences. The Subject comes immediately after it. The form of the *Principal verb* remains *unchanged* in such cases, Thus,

play = *do* + play  
plays = *does* + play  
played = *did* + play, etc.

(f) The Interrogative sentences at (c) and (d) above can also be written as below :

<i>Have I a pen ?</i>	or	<i>Do I have a pen ?</i>
<i>Have you a big house ?</i>	or	<i>Do you have a big house ?</i>
<i>Has he a bicycle ?</i>	or	<i>Does he have a bicycle ?</i>
<i>Had I many books ?</i>	or	<i>Did I have (not had) many books ?</i>
<i>Had you no servant ?</i>	or	<i>Did you have (not had) no servant ?</i>
<i>Had the girl a brother ?</i>	or	<i>Did the girl have (not had) a brother ?</i>

The verb forms are :

*Do* + have  
*Does* + have  
*Did* + have

From above it will be seen that :

Interrogative sentences with verb “**to have**” as the *Principal verb* can also be formed by using “**do**” or “**does**” in the *present tense* and “**did**” in the *past tense* at the beginning of the sentence. The form of the *principal verb have* remains unchanged in such cases.

(303)

**Statement**

I *am* playing.  
 You *are* going home.  
 He *is* calling me.  
 You *have* done this.  
 He *was* suffering from fever.  
 He *can* walk now.  
 I *may* go there tomorrow.  
 You *shall* go now.  
 He *will* come soon.  
 They *had* left the town.  
 You *were* running in the field.

**Interrogative**

*Am* I playing ?  
*Are* you going home ?  
*Is* he calling me ?  
*Have* you done this ?  
*Was* he suffering from fever ?  
*Can* he walk now ?  
*May* I go there tomorrow ?  
*Shall* you go now ?  
*Will* he come soon ?  
*Had* they left the town ?  
*Were* you running in the field ?

**Rules :**

(a) *Auxiliary verbs (is, was, am, are, were, has have, can, may, must, etc.)* are always used at the beginning of Interrogative Sentences and the subject comes immediately after them.

(b) When there are *two auxiliaries*, only the first one is used at the beginning of the sentence to make the sentence Interrogative.

You *should* have gone there.  
 He *has* been living here for five years.

*Should* you have gone there ?  
*Has* he been living here for five years ?

**(304) Negative Interrogative Sentences****Nouns****Statement**

Prafulla is *not* strong.  
 Biren was *not* well.  
 The boys were *not* present there.  
 Pramila did *not* eat.

**Interrogative**

*Is not* Prafulla strong ?  
*Was not* Biren well ?  
*Were not* the boys present there ?  
*Did not* Pramila eat ?

**Pronouns**

He is *not* strong.  
 He was *not* well.  
 You were *not* present there.  
 You did *not* eat.

*Is he not* strong ?  
*Was he not* well ?  
*Were you not* present there ?  
*Did you not* eat ?

**Rules :**

(a) In an interrogative sentence, the word "*not*" usually comes *after* a Pronoun but *before* a Noun.

(b) The contracted negative word (*isn't*, *wasn't*, *don't*, etc.) always comes *before* the Subject, whether Noun or Pronoun :

*Wasn't* Biren ill ? *Isn't* he strong ?  
*Don't* the boys know it ? *Didn't* they go there ?

**E****EXERCISE 36**

A. Change the following into Interrogative form. One has been done for you :—

I. He is well now. (Ans. Is he well now ?) The earth is round. The book was yours. You are a doctor. The boys were happy. I am taller than you. You have a car. She has a pen. You

had two pencils. They are your friends. The boy had fever. He has two brothers. I have a sister. We had a servant.

**II.** We eat rice. (**Ans.** Do we eat rice?) He goes to school. You went there. The boys play in the field. They left the place. The boy came to me. You talked to him. Lila dances well. He got a pen. She reads in class X.

**III.** You have done the work. (**Ans.** Have you done the work?) The boys are playing. He is going to school. Rita can sing. He was talking with you. I shall give him a book. He will come tomorrow. The boy has gone to sleep. You were telling a story. The child was crying. He may come. The man has come home.

**B. Change the following into Interrogative sentences :—**

The boy does not read. She was not well. Anil is not happy. The teacher was not present. The girl did not sing. We did not go there. He is not weak. They were not absent. She did not do the sum. We were not displeased with him.

**Wh-QUESTION WORDS**

**(305)** Interrogative sentences often begin with *who*, *which*, *what*, *whom*, *whose*, *when*, *where*, *why* and *how*. These are called **Wh**-question words.

**Wh**-words may be classified into three groups.

- (i) **Interrogative Pronouns** : *who*, *which*, *what*, *whom* and *whose*.
- (ii) **Interrogative Adjectives** : *what*, *which*, and *whose*.
- (iii) **Interrogative Adverbs** : *where*, *when*, *how* and *why*.

These **Wh**-group of words are used to elicit information.

Look at the following sentence :

The people of this village elect him the President every year.

Using Interrogative **Wh**-words we can identify the following :

(i) the subject, (ii) object, (iii) complement and (iv) adverbial from the above sentence.

(i) **Who** elect him the President every year ?

**Ans** : The *people* of this village (subject).

(ii) **Whom** do the people elect the President every year ?

**Ans** : *him* (object).

(iii) **What** do the people elect him every year ?

**Ans** : the *President* (complement).

(iv) **When** do the people elect him the President ?

**Ans** : *every year* (adverb).

**(306) Use of Wh-words in framing Interrogative Sentences**

To ask questions, the **Wh**-question words are used at the **beginning** of the sentences in accordance with the general rules for framing of interrogative sentences as discussed before. Note the use of different **Wh**-words below :

**A. Who (कौन ?)**

*Who* is an *interrogative pronoun* and is used as the *subject*. It asks about persons only and is *indefinite*.

*Who* is that man (i.e., the person is not known) ? He is Ramen, my brother.  
*Who* took my book ? Subir took it.

**B. Whom (কাহাকে ?)**

*Whom* is an interrogative pronoun. It is the object form (*accusative*) of *who* and is applied to persons only.

<i>Whom</i> do you want ?	I want Mr Mukherjee.
<i>Whom</i> did you see ?	I saw his son.
<i>Whom</i> did he meet yesterday ?	He met my brother.
<i>Whom</i> does this pen belong to ?	This pen belongs to my sister.

"**Whom**" is the technically correct accusative form and is used in formal written and spoken English. In ordinary conversation, however, it is much more common to use **who** as the accusative form, so that we can say :

**Whom** did you meet ? (formal) or **Who** did you meet ?

There is no difference in meaning but the second is more usual than the first. Similarly we can say :

*Whom* did you help ? or, *Who* did you help ?" —Thomson & Martinet.

Similarly :

<i>Who</i> ( <i>whom</i> ) else did you see ?	I saw the king.
<i>Who</i> ( <i>or whom</i> ) did she pay ?	She paid Sita.

**Note**

Normally preposition is immediately followed by *whom* :

*With whom* did you go ?

*To whom* did you give it ?

*To whom* do you want to speak ?

It is more usual to move the preposition at the end of the sentence. The **whom** then normally changes to **who** :

**Who** did you go **with** (i.e. *with whom* did you go) ? — I went with my father.

**Who** did you give it **to** (i.e. *to whom* did you give it) ? — I gave it to Ajoy.

**Who** (*whom*) do you want to speak **to** ?

**C. Whose (কাহার ?, কাহাদের ?)**

*Whose* is the possessive form of *who*. It means '*of which*', '*of whom*' and is used for *persons* in all genders and persons. It could be both *adjective* and *pronoun*, e.g.,

1. *Whose* books are these ? (adj.)      They are mine.
2. *Whose* are these ? (pron.)      They are mine.
3. *Whose* house is this ? (adj.)      It is Amal's.

**Note**

*Whose* in (1) and (3) qualifies 'books' and 'house' respectively.

**D. What (কি ?)**

*What* is a general interrogative pronoun and *adjective* used for *things* and a *person's profession*. It generally asks about (a) a *thing* ; (b) a *selection from an indefinite number of alternatives* ; (c) *size, colour, state or amount* ; (d) a *person's profession or social status*.

<i>What</i> is this ?	This is a box.
<i>What</i> delayed you ?	Traffic jam delayed me.
<i>What</i> did they eat ?	They ate some snacks.
<i>What</i> is he ?	He is a doctor.
<i>What</i> was his father ?	He was a teacher.
<i>What</i> do you want ?	I want some money.

- (1) *What* papers do you read ?
- (2) *What* height is this building ?
- (3) *What* colour do you want ?
- (4) *What* sum do you want ?

I read *The Statesman*.  
 It is 10 metres high.  
 I want the red one.  
 I want five hundred rupees.

**Note**

(a) *What* in (1), (2), (3) and (4) above qualifies 'paper' 'height', 'colour' and 'sum' respectively.

(b) When *what* is used with prepositions, the preposition is normally placed at the end of the sentence :

*What* did you lift it *with*? (i.e. *with what*)—I lifted it with a pulley.

*What* is this tool used *for*? (i.e. *for what purpose*)—This is used for cutting steel.

*What* did you do that *for*? (i.e. *why*)—I did that to help my friends.

**E. Which (কোনটি ?)**

*Which* is an interrogative *pronoun* and *adjective* and is applied to both *persons* and *things*. It refers to *one out of a group*.

*Which* of these do you want ? I want the cheapest one.

*Which* boy did it ? The boy in the white shirt did it.

*Which* of them is the youngest ? Manab is the youngest.

*Which* boy do you like best ? I like Sandip best.

*Which* college did he go to ? He went to Scottish Church College.

**Note**

*Which* is used instead of *who* and *what* when the choice is *selective* or *restricted*.

1. Q. *Who* do you want to talk *to*? (general inquiry)

*Ans.* I want to talk of Mr Bose.

- Q. There are three Boses here ; *which* do you want ?

or *Which* Bose do you mean ? We have three Boses here.

2. *What* will you like to have ? (general inquiry)

but, There's tea, coffee and cold drink ; *which* will you have ?

**Note carefully the following distinctions :**

- (a) **Who** is he ?—enquires about the *name* or *parentage* of the person.

The answer should be of the form : He is *Mr Rathin Sarkar* ; or He is *Rathin Babu*, my neighbour ; or be of the form : He is *Rathin Babu*, of whom I spoke to you.

- (b) **What** is he ?—enquires about the *profession* or *social status* (পেশা বা পদ কি ?).

The answer should be of the form : He is a *businessman* ; or He is a *teacher*, etc.

- (c) **Which** is he ?—wants him to be pointed out from a *definite group* (সম্মুখে উপস্থিত দলের মধ্যে কোন জন ?). The answer should be of the form : He is the man on the *extreme right*. or, He is the man *with the blue coat on*, etc.

**F. Why (কেন ?, কি কারণ ?)**

*Why* is an interrogative *adverb* and it means "for what reason", "with what purpose" and is usually answered by 'because', 'for', etc.

*Why* was he absent ?

He was absent because he was ill.

*Why* are you sorry ?

I am sorry for losing my purse.

**Note**

The sense of 'why' can also be expressed by "what for" :

*What for* did you go there ?

*What* did you go there *for*? (colloq.)

**G. When** (কখন ?, কোন্ অবস্থায় ?)

*When* is an interrogative adverb used to ask about the *time*. It means 'at what time', 'on what occasion', etc.

*When* will he come?

He will come at 4 p.m.

*When* did this happen?

It happened yesterday.

*When* will you be present here?

I shall be present here during the Puja holidays.

**H. Where** (কোথায় ?)

*Where* is an interrogative adverb used to ask about "in or to what place or position", "in what direction", "in what situation", etc.

*Where* do you live?

I live in Delhi.

*Where* is your brother?

He has gone to school.

(1) *Where* does he come from?

He comes from Delhi.

(2) *Where* are you going to?

We are going to Bombay.

*Where* did we get up to (i.e.

We got up to a final settlement.

what point did we reach?)

We shall be all doomed to die.

*Where* shall we be (i.e. what

will be our situation) if a

nuclear war starts?

**Note**

In (1) and (2) above, *where* is used with a preposition following the verb, meaning *what place*?

**I. How** (কিভাবে ?, কি উপায়ে ?, কোনভাবে ? কিরূপ ? কতটা ?)

*How* is an interrogative adverb and it means "in what way". It can be used to frame interrogative sentences in various contexts to mean :

(a) *In what way or manner, by what means* :

*How* did you do it?

I did with my own hands.

*How* did you come?

I came by train.

*How* did you escape?

I escaped with the help of my friends.

*How* is the word spelt?

It is spelt G-e-n-u-i-n-e.

*How* can I go there?

You can go by a taxi or by bus.

*How* could you believe it?

Because I had faith in him.

(b) *To what extent, in what degree* :

*How* tall is the building?

It is 9 metres tall.

*How* old is he?

He is fifty years old.

*How* often do you go there?

I go there once a week.

*How* fast do you drive?

I drive 80 km. per hour.

*How* many pictures are there?

There are twenty pictures there.

*How* much do you want?

I want five hundred rupees

(or, half of the property).

*How* long would you take to  
do the work.

I shall need three days to do the  
work.

(c) *In what state of health, in what condition* :

*How* are you?

I am quite well.

*How* is your father?

He is not keeping well.

*How* do you do?

I am quite well.

*How* is the building now?

It is totally ruined.

(d) Asking for opinion, agreement, decision, explanation etc.

How is the picture? It is very nice.

How about going for a walk? That would be fine.

How do you find your new job? It is quite good.

How's that? (What is the explanation of that? or, What is your opinion of that? or, Is the batsman out or not out (in cricket)?

#### Note

Interrogative pronouns, *who*, *what* and *which* do not admit of any *auxiliary verb* when used to frame a question word in the *nominative*, i.e., as *subject*. For other question words, e.g., *when*, *how*, *why*, *where*, however, an auxiliary verb is a must to frame a question.

Who goes there?

Who came here?

What delayed him today?

What made you happy?

Which boy did it?

Which men come to you every day?

But,

When did you go there? (not, When you went there?)

How does he go there? (not, How he goes there?)

Why do you come to me? (not, Why you come to me?)

Where did they meet? (not, Where they met?)

### 307 Questions to suit Given Contents

Sometimes Wh-words are provided, and students are asked to frame questions with them to *suit some given contents*. A careful study of the contents would enable the student to frame questions easily. Take the following examples :

#### 1 (a) What

Content : A silver disc.

The full moon looks like it.

#### (b) How

Content : 40 kilometres an hour.

He drives his car.

#### (c) Where

Content : He was in Delhi.

He went to Bombay.

**Ans:** (a) What does a full moon look like?

(b) How fast does he drive his car?

(c) Where did he go from Delhi?

#### 2 (a) What

Content : It was thundering.

He woke up.

#### (b) How

Content : A smart young lady.

She is just 18.

#### (c) Why

Content : Reading trash is useless.

We must not waste time in it.

**Ans:** (a) What made him wake up?

(b) How old is the smart young lady?

(c) Why waste time in reading trash?

**3 (a) Who**

Content : Sandip, my son.  
He has painted the drawing.

**(b) What**

Content : My name is Partha.

**(c) Where**

Content : My aunt's house is at Ballygunj.  
I shall go there.

**Ans :** (a) Who has painted the drawing.

(b) What is your name ?

(c) Where will you go ?

**4 (a) What**

Content : Very idle. He failed in the examination.

**(b) How**

Content : Many mangoes on the table.  
She took five mangoes.

**(c) Whose**

Content : There's house on the top of the hill.  
It is Mr. Sen's.

**Ans :** (a) What was the cause of his failure in the examination ?

(b) How many mangoes did she take from the table ?

(c) Whose house is there on the top of the hill ?

**5 (a) What**

Content : This is a tool.  
This is used for boring.

**(b) Why**

Content : A price has been put on his head.  
He has committed a lot of crime.

**(c) How**

Content : He snores.  
He disturbs others' sleep.

**Ans :** (a) What is the use of this tool ?

(b) Why has a price been put on his head ?

(c) How does he disturb other's sleep ?

**6 (a) Which**

Content : The Telegraph.  
He reads it regularly.

**(b) When**

Content : She wants to see us.  
Will come tomorrow.

**Ans :** (a) Which paper does he read regularly ?

(b) When will she come to see you ?

**7 (a) Why**

Content : Drenched in the heavy rains in the afternoon.  
He caught cold.

(b) *Whom*

Content : Dr. Roy, my friend.  
You should see him immediately.

**Ans:** (a) *Why* did he catch cold ?(b) *Whom* should I see immediately ?**8** (a) *What*

Content : He received an urgent message.  
He left suddenly.

(b) *How*

Content : The boy fell down.  
He broke his leg then.

(c) *Why*

Content : I was upset at the news.  
I could not speak.

**Ans:** (a) *What* made him leave so suddenly ?(b) *How* did the boy break his leg ?(c) *Why* could you not speak ?**9** (a) *Why*

Content : Extremely cold last night.  
He sneezed

(b) *What*

Content : He saw the football match between England and Holland.  
Great excitement.

(c) *Who*

Content : The Monkey's Paw (a short story).  
The author is W. W. Jacobs.

(d) *Why*

Content : Big traffic jam.  
He arrived late at college.

**Ans:** (a) *Why* did he sneeze last night ?(b) *What* was the cause of his great excitement ?(c) *Who* wrote "The Monkey's Paw" ?(d) *Why* did he arrive late at college ?**10** (a) *Whom*

Content : She is Anita.  
She lives with her parents.

(b) *Which*

Content : Many boys took part in the race.  
Tarun, my brother, won it.

(c) *Whose*

Content : The car is parked in the garage.  
It belongs to Ramen.

**Ans:** (a) *Whom* does Anita live with ?(b) *Which* boy won the race ?(c) *Whose* car is parked in the garage ?**11** (a) *What*

Content : He is my brother. He is a doctor.

(b) *Whom*

Content : This is a house. It belongs to me.

(c) *Which*

Content : There are three pens. She likes the red one.

**Ans :** (a) *What* is your brother ?(b) *Whom* does the house belong to ?(c) *Which* of the three pens does she like ?**12** (a) *What*

Content : Sudden outbreak of Cholera. He died.

(b) *Why*

Content : Inadequate supply of petrol. He cannot drive the car.

(c) *How*

Content : Dress of a smart youngman.

The youngman wore a three-piece suit.

**Ans :** (a) *What* was he cause of his death ?(b) *Why* can't he drive the car ?(c) *How* was the smart youngman dressed ?**EXAMPLE WORKED OUT**

I. Frame suitable questions appropriate to the following statements. Begin each question with the question word given in brackets :

1. (i) She is a chemist. (*What*) (ii) I crossed the river in a ferry boat. (*How*)

**Ans :** (i) *What* is she ? (ii) *How* did you cross the river ?

2. (i) She reached Calcutta at night. (*When*) (ii) They swam across the Ganga to come here. (*How*) (iii) My uncle is a deputy magistrate. (*What*) (iv) He went to school in the morning. (*Where*) (v) She purchased a Baluchari saree. (*Which*)

**Ans :** (i) *When* did she reach Calcutta ? (ii) *How* did they cross the Ganga to come here ? (iii) *What* is your uncle ? (iv) *Where* did he go in the morning ? (v) *Which* saree did she purchase ?

3. (i) Balaka reads in Class X. (*What*) (ii) He tried hard to succeed. (*How*) (iii) I believe in God. (*Who*) (iv) Our school begins at 11 a.m. (*When*) (v) She looked up the word in a dictionary. (*Where*)

**Ans :** (i) *What* class does Balaka read in ? (ii) *How* did he try to succeed ? (iii) *Who* do you believe in ? or, *Who* believes in God ? (iv) *When* does your school begin ? (v) *Where* did she look up the word ?

4. (i) They made him the President last year. (*When*) (ii) He covered a distance of five miles. (*What*) (iii) He reads in Xaviers' School (*Which*)

**Ans :** (i) *When* did they make him the President ? (ii) *What* distance did he cover ? (iii) *Which* school does he read in ?

5. (i) Everyone is familiar with the name of Netaji. (*Who*) (ii) This book was written by Rabindranath. (*Whom*) (iii) He has been working for three hours. (*How*).

**Ans :** (i) *Who* is not familiar with the name of Netaji ? (ii) *By whom* was this book written ? (iii) *How* long has he been working ?

6. (i) His father is a doctor. (*What*) (ii) Shakespeare's glory can never fade. (*When*) (iii) This umbrella belongs to my sister (*Whose*) (iv) Swift wrote Gulliver's Travels. (*Who*) **(W.B.H.S. 1988)**

**Ans :** (i) *What* is his father ? (ii) *When* can Shakespeare's glory fade ? (iii) *Whose* umbrella is this ? (iv) *Who* wrote Gulliver's Travels ?

7. (i) He stayed at home because it was raining. (*Why*) (ii) Debika is 90 centimetres tall. (*How*) (iii) Karim came from Bangladesh. (*Where*) (iv) He wrote this in the tenth year of his imprisonment. (*When*)

**Ans :** (i) *Why* did he stay at home ? (ii) *How* tall is Debika ? (ii) *Where* did Karim come from ? (iv) *When* did he write this ?

8. (i) The Government rewarded him for his courage. (*Why*) (ii) The train runs at eighty miles per hour. (*How*) (iii) He reads the Statesman. (*Which*)

**Ans :** (i) *Why* did the Government reward him ? (ii) *How* fast does the train run ? (iii) *Which* paper does he read ?

9. (i) It is now 5 o'clock. (*What*) (ii) The better of the two boys got the prizes. (*Which*) (iii) I am going to Patna tomorrow. (*Where*) (iv) I like Ram the most. (*Whom*)

**Ans :** (i) *What* is the time now ? (ii) *Which* of the two boys got the prize ? (iii) *Where* are you going to tomorrow ? (iv) *Whom* do you like the most ?

10. (i) It occurred near Dharmatala. (*Where*) (ii) I shall help you to do the sum. (*What*) (iii) Everybody loves his country. (*Who*)

**Ans :** (i) *Where* did it occur ? (ii) *What* will you do for me ? (iii) *Who* does not love his country ?

11. (i) He was ill. His son called in a doctor. (*Why*) (ii) The train runs three hours late. It is foggy. (*What*) (iii) Labour problem. The factory was locked out. (*Why*)

**Ans :** (i) *Why* did his son call in a doctor ? (ii) *What* makes the train run three hours late ? (iii) *Why* was the factory locked out ?

12. (i) Browning wrote "The Ring and the Book." (*Who*) (ii) The fisherman lived in a lonely cottage. (*Where*) (iii) His father is a teacher. (*What*)

**Ans :** (i) *Who* wrote "The Ring and the Book ?" (ii) *Where* did the fisherman live ? (iii) *What* is his father ?

13. (i) 'I met a traveller from an antique land'. (*Whom*) (ii) We shall go by bus. (*How*) (iii) I am reading. (*What*) (iv) The priest is leading the young cow to the altar. (*Who*) (v) Lucy dwelt among the untrodden ways. (*Where*)

**Ans :** (i) *Whom* did you meet ? (ii) *How* will you go ? (iii) *What* are you doing ? (iv) *Who* is leading the young cow to the altar ? (v) *Where* did Lucy dwell ?

14. (i) You can go there on foot. (*How*) (ii) Shakespeare's glory can never fade. (*When*) (iii) She prefers milk to tea. (*Which*) (iv) I want to know the particulars of each person. (*What*)

**Ans :** (i) *How* can I go there ? (ii) *When* can Shakespeare's glory fade ? (iii) *Which* one does she prefer - milk or tea ? (iv) *What* do you want to know ?

15. (i) I want two hundred rupees. (*How*) (ii) This book was published in Calcutta. (*Where*) (iii) They are waiting for the train. (*What*)

**Ans:** (i) *How* much money do you want? (ii) *Where* was this book published? (iii) *What* are they waiting for?

## E

### EXERCISE 37

I. Some statements are given below. For each of these statements frame a question in such a way that the statement becomes its answer:—

1. My sister is a professor.
2. She won this prize.
3. I am her brother.
4. I go there every week.
5. Mr. Chowdhuri wants to talk to her.
6. They want their money.
7. They saw me.
8. Rita goes to school at 9 o'clock every day.
9. They can speak English fluently.
10. Please give me that book.
11. I came here only to visit my father.
12. They treated him nicely.
13. I am late because I missed the train.
14. They came running home.
15. Give me the best book available with you.
16. The boy on the extreme left is sleeping.
17. He is sleeping because he is ill.
18. I saw some people running.
19. As the school bus did not come, the students returned home.
20. He has been working for six hours.
21. They reached the place in the evening.
22. I am going to be nineteen this December.
23. The market is just a few minutes' walk.
24. The players went to Delhi by plane.
25. He bought five books for me.
26. The concert began at 8 p.m.
27. We take medicines so that we become cured.
28. I met Sri Roy, the clerk.
29. Such a happy day is unlikely to come again.
30. I was born at Santiniketan.

II. Frame questions appropriate to the following statements. Begin each question with the question words given in brackets:—

It is half past two. (*what*) ; I met Mr. Roy, the clerk. (*which*) ; They bought this TV set last month. (*when*) ; Hilsa is being sold at Rs. 60.00 a kilo. (*what*) ; I come from Goalpara town. (*which*) ; I am looking at the boy. (*who*) ; My friend intends to stay here for a month. (*how*) ; He is absent as he is ill. (*why*) ; Mr. Dutta lives in this village. (*where*) ; He came here yesterday. (*when*) ; Niva is my youngest sister. (*who*) ; I was late because I missed the bus. (*why*) ; Illness prevented me from attending the meeting. (*what*) ; The Government rewarded him for his courage. (*why*) ; The loud noise drew my attention. (*what*) ; She wants only a spoonful of sugar. (*how*) ; We made a trip to Digha. (*where*) ; He examined the document with care. (*how*) ; I know a lot about the boy. (*what*) ; Only a small number of people attended the meeting. (*how*) ; The pole is 10 metres long. (*how*) ; He came in the evening. (*when*) ; My friend is a journalist in a big newspaper. (*what*) .

III. Frame questions with the wh-words provided. The questions must suit the given contents. :—

1. (a) *How*  
Content : He comes here.  
                  Thrice a week.
- (b) *What*  
Content : He met with an accident.  
                  He gave up sports.
- (c) *Whom*  
Content : Amita, my sister.  
                  I want to meet her.
2. (a) *What*  
Content : The train leaves at 6 p.m.
- (b) *How*  
Content : He came here yesterday.  
                  He came by train.

- (c) *When*  
Content : We shall visit the temple.  
The temple remains open in the morning.
3. (a) *When*  
Content : He takes exercise everyday.  
Morning is suitable for him.
- (b) *What*  
Content : He is my uncle.  
He is a businessman.
- (c) *Why*  
Content : I am unhappy.  
He did not help me at all.
4. (a) *How*  
Content : He is my friend.  
He comes almost everyday.
- (b) *When*  
Content : I shall be busy in the morning.  
Come to my place after 8 p.m.
- (c) *Which*  
Content : Many shirts.  
Give me the red one.
- (d) *Whom*  
Content : Election held.  
They made Prabir the secretary this year.
5. (a) *Whose*  
Content : Here are some pens.  
These must belong to somebody.
- (b) *How*  
Content : He will come.  
He may take some more time.
- (c) *What*  
Content : The train leaves Howrah.  
It is at 10 a.m.
6. (a) *What*  
Content : You have a watch.  
I want to know the time.
- (b) *Who*  
Content : A story book.  
My father gave it to me.
- (c) *Whom*  
Content : I saw Kanwar Singh.  
He was lying on the bare mud-floor.
7. (a) *Why*  
Content : Big traffic jam.  
She arrived late at home.
- (b) *Who*  
Content : As You Like It. (a drama)  
The author is William Shakespeare.
- (c) *What*  
Content : Sudarshan is my brother.  
He is a doctor.
8. (a) *How*  
Content : He has been working for six hours.
- (b) *Why*  
Content : As he was ill, he could not attend the meeting.
- (c) *Who*  
Content : The workman saw the approach of a violent storm.

9. (a) *How*  
Content : Only a few people attended the meeting.  
I want to know the number.
- (b) *When*  
Content : The solar eclipse will occur this month.  
Tell me the date.
- (c) *Where*  
Content : A stranger.  
He came from London.
10. (a) *How*  
Content : A gold medal.  
The scholar won it in the competition.
- (b) *When*  
Content : Still widely read.  
Tagore's glory can never fade.
- (c) *Why*  
Content : Great noise.  
The teacher left the class in a rage.
11. (a) *What*  
Content : An Income Tax Officer  
His father works here.
- (b) *Why*  
Content : Drenched through and through.  
He was absent from the meeting.
- (c) *Whose*  
Content : Ramen, my friend.  
His car is parked on the road.



## CHAPTER XXVII

### DIFFERENCES IN THE USES OF A FEW WORDS

#### 308 Few, a few, the few, not a few :

*Few* is opposed to *many*. It has a *negative* force, meaning *almost none* (প্রায় কেহই না, যাহা আছে তাহা ধর্তব্যের মধ্যে নয়) : I have *few* (= *practically no*) friends here. *Few men are free from faults.*

*A few* is opposed to *none*, and means *some* (অল্পসংখ্যক) : I have *a few* friends here. Give me *a few* more biscuits.

*The few* (অল্প কয়েকজনের সবাই) has a *double* force, one *negative* and the other *positive*. It means, *not many, but all that there are* : 'The few friends I had, left me', means, 'I had *not many* friends, but I had *some* and they *all* left me.'

*Not a few* = a pretty large number (কম সংখ্যক নয়) : 'He gave me *not a few* (*i.e.*, many) cakes.'

#### 309 Little, a little, the little, not a little :

*Little* has a *negative* force, meaning *almost nothing* (প্রায় কিছুই না, যেটুকু আছে তাহা ধর্তব্যের মধ্যে নয়) : He has *little* (= *almost no*) time to spare. I care *little* for him.

*A little* has an *affirmative* force and means a *small quantity* (অল্প পরিমাণ) : I want *a little* sugar. I am *a little* tired.

*The little* has a double force, one *negative*, the other *positive*. It means, *not much, but all that is* (= অন্ত যেটুকু আছে তাহার সবটা). ‘*The little* hope I had, is gone,’ means, ‘I had *not much* hope, yet I had *some* at least, and *all* of it is now gone’.

*Not a little—much* (কম পরিমাণ নয়) : ‘He gave me *not a little* trouble.’

(310) **Few, little :** *Few* denotes *number* (সংখ্যা) and is followed by the *plural* number. *Little* denotes *quantity* (পরিমাণ) and is generally followed by the *singular*:

He has *few* friends. Give me a *few* oranges. *The few* friends he had have left him. There were no *fewer* than fifty men there.

He has *little strength*. I have *little hope*. Give me a *little more* time. *The little* milk I had was split. I want no *less* than that amount.

There were no *less* than fifty members present in the meeting. (*Incorrect*).

There were no *fewer* than fifty members present in the meeting. (*Correct*).

But, according to *Pocket Oxford*, *less* denotes both *quantity* and *number*, and we have the following sentence there :— *Less* than 20 of them remain. Had *less* men killed but more wounded. Chamber’s Dictionary also writes “(arch, & coll) *fewer*.” *Current Eng. Usage* by F.T. Wood too justifies the use of *less* for number when qualified by a *numeral*. But, about the example quoted above from the *POD*, the present Secretary, Clarendon Press, Oxford, writes, “Our preference is for the expression ‘*fewer* than’ in cases of this kind and I shall be advising the editor to correct the *Pocket Oxford Dictionary* to that form at the next opportunity.” (The present author’s thanks to Mr. N.N. Ghosal of 23 Beck Bagan Row, Calcutta 17, for this reply). But whom to follow? It is however safe for students to confine *less* to quantity.

Some uses of *less* (the comparative degree of *little*) and *fewer* (the comparative degree of *few*):

*Less joy, less meat, less weight, less rain, less heat, less time, less trouble, less money, five rupees less, fewer girls, fewer books, fewer trains.*

*Lesser* is used as an attributive adjective only with the meaning *less important*: *the lesser powers, lesser evils, lesser troubles*.

### (311) A lot of, lots of :

“These are rather informal. In a more formal style, we prefer *a great deal of*, *a large number of*, *much* or *many*. There is not much difference between *a lot of* and *lots of*; they are both used mainly before singular uncountable and plural nouns, and before pronouns. It is the subject, and not the form *lot/lots*, that makes a following verb singular or plural. So when *a lot of* is used before a plural subject, the verb is *plural*; when *lots of* is used before a singular subject, the verb is *singular*.

A *lot of time* is needed to learn (not, *are*) a language. *Lots of patience* is needed, too. A *lot of my friends* want (not *wants*) to emigrate. *Lots of us* think it’s time for an election”.

—Michael Swan : Practical English Usage.

There is *a lot of water* in the bucket.

These are *a lot of books* in the almirah.

I have seen him *lots of times* (not, *time*).<sup>1</sup>

There is *lots of time* (not, *times*) before the lesson begins.

We had *lots of time* (not, *times*) before the bus arrived.

#### Note

<sup>1</sup>Time is countable, when it means occasion.

**(312) People, a people, peoples :**

*People* = persons generally (লোকসকল, always plural) : *People* say you are wrong.

A *people* = a nation (জাতি) : The Americans are a rich *people*.

*Peoples* = nations : Different *peoples* have different customs.

**(313) Sometime, some time, sometimes :**

*Sometime* is now confined to the meaning *formerly* (পূর্বতন, ভূতপূর্ব) : He was *sometime* Principal of this college.

*Some time* = Here *some* is an adjective qualifying *time*. Hence *some time* = (i) for some time (কিছু সময়) : I have been writing *some time* (COD). (ii) Elliptical for at *some time or other* (কোন সময়ে) : I shall see about it *some time*.

*Sometimes* = occasionally (মাঝে মাঝে) : *Sometimes* he acts thus.

**(314) Whole, the whole, all :**

Proper Nouns are preceded by *all* or *the whole of*, and never by *whole* alone. Thus, we may write, 'All (or The whole of) India mourns his death,' but not, 'Whole India mourns his death.'

Before Common Nouns, both *whole* and *all* are used ; but *all* is very seldom followed by a singular number while *whole* takes *the* before it. 'Give me *all* mango' will be incorrect ; we should write instead 'Give me *all* (সবগুলি) *the* mangoes, or 'Give me *the whole* mango' (i.e., one entire mango, একটা আস্ত আম).

*All* denoting quantity may be used before singular nouns preceded by 'the' ; as, *All the milk* was spilt by the cat.

**E****EXERCISE 38**

Put proper words in the blank spaces :—

(a) *Few, little* :

1. I have — enemies, but they can do me — harm.
2. Give me — ink that I may write — more pages.
3. This book can give you — lessons, but has — to teach me.

(b) *Sometimes, sometime, some time* :

1. He comes to me —.
2. He was — a pleader there.
3. You may expect me —.
4. He was pleader for —.

(c) *Whole, all* :

1. — country knows the story.
2. Give him — the milk.
3. Cholera has spread over — village.
4. — Bengal mourn for him.

(d) *People, a people, the people* :

1. Different — have different ideas.
2. — are suffering from malaria.
3. — of Japan are very active.

4. I care — for him.
5. There is — to be said in support of his shameful conduct.
6. Give me — you have.
7. Pour — more milk into the cup.
8. You can expect — more men.

5. We must have rest for —.
6. You may expect me — today.
7. He stole my watch — back.
8. He — behaves in a very rude manner.

5. He gave me — fruit.
6. I have heard — story.
7. He has spent — of his wealth.
8. He has travelled over — India.

4. What did — of the village say ?
5. — are crying for the redress of their wrong.
6. Control your —.



**(315) Much, many :**

*Much* denotes *quantity* (পরিমাণ) but *many* denotes *number* (সংখ্যা), i.e., things which can be counted. The former is followed by the singular ; the latter, by the plural ; as ‘*Much* water,’ ‘*much* money’, ‘*many* rupees.’ ‘*many* men.’

**(316) Much, very, too, enough :**

(a) **Much** qualifies Adjectives and Adverbs in the *comparative degree* ; but **very** qualifies Adjectives and Adverbs in the *positive degree*. **Much** also goes with *past participles* ; but **very** goes with *present participles*. **Very** is, however, used now before *past participles* (like *pleased*, *tired*, *delighted*, *contented*, etc.) when they have so completely lost their verbal force as to become true adjectives. (*Good English* by G.H Vallins ; *The Complete Plain Words* by Gowers).

I am *very* happy. He is *much* happier than before. He is a *very* clever boy. He is *much* more intelligent than you. The sight is *very* charming. He was *much* charmed. It was a *very* pleasing sight. He was *much* (also, *very*) pleased to see me. I am *very* tired.

(b) **Too** implies *excess*, i.e., that the *limit has been exceeded* (এতটা বেশি যে ততটা ঠিক নয়). Thus, I am *too* weak to walk = my weakness has exceeded the limit within which I could manage to walk. It should not be confounded with **very**. Thus,

He was *very* late for school = he went to school, but was *very* late.

He was *too* late for school = when he reached there, school was over.

He is *very* intelligent = no comparison.

He is *too* intelligent for this post = his intelligence is so great that the post is not worthy of him.

It is *very* bitter = the bitterness is great, yet it can be tasted.

It is *too* bitter = the bitterness is so great that it cannot be tasted.

Hence in the following sentences, replace *too* by *very* :—

His health is *too* good. I am *too* pleased to meet you. The mother is *too* happy at her son’s success. He is *too* weak ; yet he will come. This water is *too* pure. He writes *too* neatly.

But, we have the phrase **only too glad** (cf. I shall be *only too glad* to have you here) = very glad and not the reverse ; similarly *none too pleasant* = far from pleasant.

(c) **Enough** is the opposite of *too* and means that the proper limit has been *just reached* (যতখানি দরকার ততটা). Thus,

I am strong *enough* to walk = I have *as much* strength *as* is *necessary* for me to walk.

Cf. This room is hot *enough* for me = the heat is *agreeable* to me, — it is as hot as I wish it to be.

This room is *too* hot for me = so hot that I cannot remain in it.

Five rupees is *enough* for this = the price is as high as it should be.

Five rupees is *too* high for this = the price is *more than* what is proper.

**(317) Any, some :**

(a) As *Pronouns*— see Arts. 152 and 153.

(b) As *Adjectives of Quantity or Number* : (i) *Any* is used in *negative sentences* ; but *some*, in *affirmative sentences* :

He did *not* want *any* man. I do *not* see *any* birds on the tree. He gave me *some* books. Please give me *some* milk.

(ii) In *Interrogative sentences*, both are allowable ; but *any* is to be preferred :

Is there *any* man there ? Has he *any* letters for me ?

But *some* is rightly used in questions which are really commands or requests :

Will you give me *some* water? (= Please give me *some* water).

(c) As *Demonstrative Adjectives*, both may be used before *either* number in *affirmative* as well as *negative* sentences ; but *any* is more indefinite than *some* :

Any road will lead you there. Any book will do to while away the time. He did not go to any friend. You may have *any* books you like. *Some* men are healthy. *Some* boys must have done this.

### 318 Anyone, any one :

*Anyone* is *singular* and normally takes a *singular verb* and is referred to by a *singular pronoun* or *possessive adjective* : Has *anyone* a pen *he* can lend me? — not *they*. *Anyone* who *wants* to enter the competition may send *his* name—not *their*. But, when *anyone* is used in a general, and not an individual or specific sense, so that it has the force of *all, without exception*, a plural is allowable, since the singular would sound incongruous : *Anyone* can enter the competition, can't they? —Wood. *Anyone* is a compound and refers to *persons* only.

But, when the reference is to *things* or 'one' has a numerical sense, *any one* (two separate words) must be used : Which dress would suit you? — *any one* would do. *Any one* of you will be suitable for the job.

### 319 A many, many a :

*A many* is followed by a *plural noun* and usually takes 'great' between 'a' and 'many'. *Many a* is the contracted form of 'Many one' and is followed by a *singular noun*. Thus, write either, 'I have *a great many books* of this kind,' or 'I have *many a book* of this kind', but not 'I have *many a books*', etc. *Many a man* wants to get rich quickly.

### 320 Each, every :

*Each* refers to one of *two or more*, but *every* refers to one of *more than two* only. Thus, 'Each of the two books'; 'The boys were fined one rupee *each*'; but 'Every boy out of ten has got a prize'; 'Everybody should do his duty'.

## E

### EXERCISE 39

Put proper words in the blank spaces :—

(a) *Much, very* :

- |   |                                 |
|---|---------------------------------|
| 1. I am — astonished to hear it.                  | 6. It is a — interesting book.  |
| 2. This is a — charming sight.                    | 7. I was — interested in him.   |
| 3. It is a — honest deed.                         | 8. I am — delighted to see you. |
| 4. He is — more intelligent than your brother.    | 9. It is — better than that.    |
| 5. He has a — sharper intellect than his brother. | 10. I am — eager to see you.    |

(b) *Very, too* :

- |   |   |
|---|---|
| 1. I am — glad to hear of your success.                 | 5. He is a — careless boy.                |
| 2. He is — honest to deceive anybody.                   | 6. He is — careless to do it well.        |
| 3. I was — slow to catch the train.                     | 7. His health is — good.                  |
| 4. He was — slow, and caught the train with difficulty. | 8. It is — hot today; yet I shall go out. |
|   | 9. It is — hot for me to go out today.    |

## (c) Any, some :

1. He did not want — help.
2. Can you give me — help.
3. Have you lost — of your articles?
4. I have not lost — of my articles.
5. Will you kindly give me — milk?

6. You may follow — course you like.
7. Has he — news for me.
8. Has he not — friend there?
9. I want — friend who will stick to me.
10. — man must have gone there.

## (d) Much, many :

1. He has — money.
2. He gave me — information on the point.
3. — rumours were spread about him.

4. He spent — time over the task.
5. There was — bloodshed and — families were ruined.

## (e) Each, every :

1. — one of us knows the story.
2. I gave a book to — of the two boys.
3. I gave a book to — one of the five boys.

**(321) Later, latest, latter, last :**

*Later* and *latest* refer to *time* (পরবর্তী সময় নির্দেশ করে) and are opposed to *sooner* or *earlier*, and *first* or *earliest* respectively ; ‘This is a *later* (or the *latest*) edition of the book.’

*Latter* and *last* denote *order* (পরবর্তী ক্রম বা পর্যায় নির্দেশ করে), and are opposed to *former* and *first* respectively. *Virtue* and *vice* have their own consequences ; the *former* brings happiness, the *latter*, misery. He came *last* of all.

**(322) Farther, further :** There is practically no difference between the two, *further* being more popular, except where *distance* is distinctly in question when *farther* is used (See MEU) : I have made *further* progress. He has gone *farther* than his brother.

**(323) First, foremost :** *First* denotes *order* or *position*, while *foremost* means *most conspicuous* ; as, ‘He stood *first* in the examination’ ; but, ‘He is the *foremost* player of the team.’

**(324) Next, nearest :** *Next* (পরবর্তী) denotes *order* or *position*, while *nearest* (নিকটতম) denotes *distance* ; as, ‘I shall go to the *next* house’ (i.e., the house next in position or order) ; but, ‘I took shelter in the *nearest* house when the storm began.’

**(325) Older, oldest, elder, eldest :** *Older* and *oldest* are applied to *animate* and *inanimate* objects in general, while *elder* and *eldest* are applied to *persons* only of the *same family* ; as, ‘He is *older* than I.’ ‘This tree is *older* than that.’ But, ‘He is my *elder* brother’ ; ‘She is my *eldest* sister.’

**(326) Less, lesser :** *Less* is used both as an *adjective* and as an *adverb* ; but *lesser* is used only as an *adjective* ; as, ‘My age is *less* than yours.’ ‘He is *less* strong than I’ ; but, ‘This is of *lesser* importance.’

**(327) Outer, utter :** *Outer* (বাহিরের) denotes *position*, while *utter* (সম্পূর্ণ) denotes *degree* ; as, ‘Draw a tangent to the *outer* circle.’ ‘This will bring on *utter* ruin.’

## E

## EXERCISE 40

Put proper words in the blank spaces :—

(a) *Later, latter* :

1. He came — than my brother.
2. This is a — edition of the book.

3. I want the former, and not the —.
4. He went — than the appointed time.

(b) *Last, latest* :

1. He is the — boy in the class.
2. I want a book of the — edition.

3. What is the — news?
4. Who came —?

(c) *Farther, further; farthest, furthest* :

1. — examples are unnecessary.
2. He went the — of all.
3. Thus far and no —.

4. I know nothing — than this.
5. I am prepared to go to the — extreme.

(d) *Nearest, next* :

1. The chairman took up the — item.
2. We ran for shelter to the — house available.
3. He sits — to me in the class.
4. He is my — relative here.
5. He knows — to nothing on this subject.



**(328) Late, lately :** *Late* = after appointed time (বিলম্বে) : He came *late*. *Lately* = recently (সম্পত্তি) : I heard the news *lately*.

**(329) Hard, hardly :** *Hard* = (i) diligently ; as ‘He works *hard*.’ (ii) With great force ; as, ‘It rains *hard*.’ *Hardly* = (i) scarcely, কদাচিৎ ; as, ‘He *hardly* works’. (ii) “Harshly, with severity, কঠোরভাবে : The rule worked *hardly*.” —Oxford Dictionary. (iii) “With hardship, কষ্টের সহিত : The husbandman lives *hardly*.” —OD.

**Note**

But “except in the sense *scarcely*, the idiomatic adverb of *hard* is *hard*, not *hardly*.” —MEU. Both *COD*, and *POD* however, give the following meanings to *hardly*—in a hard manner, with difficulty, harshly, scarcely. *Chambers* also gives these meanings.

**(330) Short, shortly, in short :** *Short* = not long ; as, ‘Wait *short* (i.e., for a short time)’. *Shortly* = (i) “briefly, সংক্ষেপে : The Attorney General was heard *shortly* in reply.” —Oxford Dictionary ; also *COD* and *Chambers*. (ii) Soon, a little while before or after (*POD*), শীঘ্ৰ : ‘I shall be back *shortly*’. **The word is now used in the second sense only.** *In short*—briefly. State *in short* what you know of it.

**(331) Beside, besides :** *Beside* is only a prep. and means (i) near : Sit *beside* me. (ii) Wide of, অসম্ভব : Your remark is *beside* the point. *Besides* is (i) a prep. meaning ‘in addition to’ (অতিরিক্ত) : I have none to help me *besides* you. (ii) An Adverb = also, moreover (অধিকন্ত্ব) : It is late ; *besides*, I am tired.

**(332) At present, presently :** *At present* = at the present time, বর্তমানে : I am very busy *at present*. *Presently* = very soon (শীঘ্ৰ) and refers to *future* time : He will come *presently*.

**Note**

In modern American English, *presently* is used in the sense *at the present time* also.

**(333) Finally, after all, at last :** *After all* means in spite of all that has gone to the contrary, and should never be used of a natural consequence, for which *finally* or *at last* is generally used (বিপক্ষে যাহাই থাকনা কেন তৎসত্ত্বেও। স্বাভাবিক পরিণতি বা অবশ্যে অর্থে ইহা ব্যবহৃত হয় না) : Your enemy is *after all* (*in spite of all* that you may say *against* him) an honest person.

Incorrect : He served for thirty years, and *after all* retired on a pension.

Correct : He served for thirty years, and *finally* or *at last* retired on a pension.

**(334) At last, at least, at length :** *At last* = in the end, after much delay, অবশ্যে : I have found you out *at last*. *At least* = at the lowest estimate ; if not more, অন্ততঃপক্ষে, খুব কম হইলেও : This will cost me *at least* fifty rupees. I may not help you with money ; but I may *at least* help you with advice. *At length* = (i) after a long time : He was in doubt for a week, but *at length* came to a definite decision ; (ii) fully, বিস্তারিতভাবে : He has discussed the subject *at length* in his article.

**(335) Ago, before :** *Ago* refers to a period of time measured back from now ; but *before* refers to a specific time in the past :

He came here long *ago*. He had come here long *before* (before a specific time in the past). I saw him two months *ago*. I had seen him two months *before* (= before the specific time referred to in the report). I went there some time *ago*. I had gone there some time *before* (before the time referred to). I went there *before* (before now).

"As a Conjunction of time it (i.e. *before*) is followed by a verb in some Present tense, even if the verb in the Principal clause is in the Future tense :— The crops *will die before* the rains *fall* or *have fallen*." —Nesfield. So also with *when* and *after* : When I *see* (not, *shall see*) him, I shall give him the message. I shall go there *after* you *come* (not, *will come*).

**(336) Except, excepting, except for, except that :** *Except* is a preposition meaning 'not including' ; as, All the boys *except* Ram went there.

*Excepting* is the participle of the verb *to except* and means 'leaving out', 'excluding'. *Excepting* is not interchangeable with *except* and is used in the negative only (= not excepting, i.e., including). Thus : All boys, not *excepting* (= including) Ram, went there.

*Except for* is used to denote 'what is excluded is different from what is included'. It indicates an 'exception to a general condition'. Thus : All his sons are well established *except for* the youngest one.

*Except that* means 'apart from the fact that'. Thus : She is a good student *except that* she is sometimes careless.

## E

### EXERCISE 41

Put proper words in the blank spaces :—

(a) *At present, presently* :

1. I have no work on hand —.
2. What are you doing — ?

3. I shall go there —.
4. He will attend to you —.

(b) *Hard, hardly* :

1. He worked so — that his health broke down.
2. I can — bear the strain.
3. He has — any friend here.
4. I struggled — and have at last succeeded.
5. He beat me so — that I was almost dead.

(c) *In short, shortly* :

1. Give — an account of the excursion.
2. He will come here —.
3. Write — what you have to say.
4. — he is the hero of the day.

(d) *Late, lately* :

1. He came —.
2. He has — purchased a plot of land.
3. He has been ailing —.
4. He rises — in the morning.
5. The train arrived —.

(e) *Beside, besides* :

1. He sits — me in the class.
2. There is none — you to help me.
3. He was — himself with joy.
4. — money, he gave me a house also.
5. Your remark is — the point.

(f) *Except, excepting, except for, except that* :

1. Everyone was present — Amit and Rana.
2. All — Brown were affected by the measure.
3. This essay is fairly good — some careless mistakes.
4. All men, not — the king, are mortal.
5. I never go out — when my friends ask me.
6. All the boys did well in the examination — a few ones.
7. I knew nothing about his programme — he was likely to see Mr. Roy.



**(337) By, with** : *By* denotes the *agent* or *doer* (যে করে তাহাকে বুঝায়) ; but *with* denotes the *instrument* or the *thing* with which something is done (যাহা দ্বারা করা হয় তাহা বুঝায়) : The work was done *by* me *with* my own hands.

**(338) At, In** : Both are used to denote *time* and *place*.

*Expression of time* :

(a) *At* is used to refer to a certain *moment* or *point of time* :

He will come *at* 4 p.m.  
We got up *at* dawn and had breakfast *at* 8 o'clock.

Similarly :

*at* noon, *at* sunset, *at* midnight, *at* dinner time,  
*at* bed-time, *at* the beginning.

(b) *At* is also used for festivals which mark a *point of time in the year* :

We have a holiday *at* Christmas/Dewali.

(c) *In* refers to a *space or period of time* : :

He will come *in* an hour/*in* a few minutes.  
He ran the distance *in* three hours.

Similarly, *in* the summer, *in* September, *in* the year 1980, *in* the morning, *in* the evening.

I shall see you *at* 3 o'clock *in* the afternoon.  
Cricket is played *in* the winter.

*Expression of place :*

(a) *At* refers to a *small* place, or a village ; *in* refers to a *large* place, a country, or district or a large city :

He lives *in* Kolkata (or *in* London.)

He lives *in* the U.S.A.

He lives *at* Jangipur *in* the district of Murshidabad.

The train arrives *in* Delhi *at* 5 o'clock.

*(b) For house and places of residence :*

*in* a bungalow, *in* a flat,

*in* a hotel, *in* a cottage, etc.

He lives *in* a flat.

*At* is used to denote a *specific one*, e.g.

*at* 12, Chowringhee Road.

*at* the Oberoi Grand.

*In* is used to refer to *names of streets and roads*, e.g.

*in* Rash Behari Avenue,

*in* Chowringhee Road.

He lives *at* 25, Rash Behari Avenue *in* Kolkata ; but, He lives *in* Rash Behari Avenue. He lives *in* a house *on* Rash Behari Avenue.

*(c) For places of work :*

*In* denotes the *kind of place*, e.g., *in* a bank, *in* an office, *in* a shop, etc.

*At* denotes a *specific building or commercial concern*, e.g.

*at* the G.P.O., *at* the Writers' Buildings, *at* the Tata Centre,

*at* the railway station, *at* the National Library.

For a particular department of a business, use *in*, e.g., He is employed *in* the Accounts Department *at* the G.P.O.

**(339) In, into :** *In* refers to *position or rest inside* something ; *into* refers to *motion or change of state* ; as :

There is no milk *in* the pot.

There was nobody *in* the room.

The girls ran *into* the hall.

The Ganga flows *into* the Bay of Bengal.

The ice melted *into* water.

**(340) Among, between :** *Between* is generally applied to *two things* ; as, 'There is a river *between* the opposing armies.' But "In expressing *mutual relation*, '*between*' may correctly apply to *more than two*, as a treaty *between* six nations". "So also in *comparisons*, as, 'There is a great difference *between* New York, London and Paris.' 'Of the *five* following words each is given a single definition with a view merely to suggesting the natural relation *between these*.' —MEU under 'Time'. The preposition *among* is used primarily to mean, 'Surrounded by, or associated with, *more than two separate things*.' It is regularly followed by a plural or a collective noun. 'Among his books are many late editions.' —Weseen, (See also *Current Eng. Usage* by F.T. Wood).

**(341) Since, for, from, ago :** A. **For** refers to a *space of time* (অঞ্চ বা দীর্ঘ সময় যাবৎ বা ব্যাপিয়া) : **since** and **from** refer to a *point of time* (= কোন নির্দিষ্ট সময় হইতে) ; but, while **since** refers only to a past point, **from** refers to a point of time in *all tenses* :

He has been here *for* a week. I have not seen you *for* many days. It is many days *since* I saw you last (= since the point of time that I saw you last). He has been here *since* Monday last. He began English *from* the age of ten (past). He begins English *from* today (present). He will begin English *from* tomorrow (future).

As adverbs, **since** and **ago** often mean the same thing. Thus, write either "I saw him long *ago* or long *since*." Note that *long since* = long ago (not, for a long time).

If 'Ago' is used and the event to be dated is by a clause, it **should not be followed by the conjunction 'since'**, but should have the conjunction **that**. It was ten years *ago that* (not *since*) he died. The alternative constructions are : It is ten years *since* he died. He died ten years *ago*. *Ago since* is tautological, because adverbially *since* = *ago*.

#### Note

Carefully guard against the use of *ago* and *since* together :

It is five years *ago since* he came here. (Incorrect).

He last came here five years *ago*. (Correct).

It is five years *since* he came here last. (Correct).

#### B. The use of 'since' in the different parts of speech :

(i) In an **Adverb**, it has two meanings :

(a) *From some past time up to now* (সেই সময় হইতে বর্তমান সময় পর্যন্ত) :

I met him three years ago and have known him ever *since*.

He said that he had been healthy *since*.

The price was high last year ; but it has come down *since*.

I was with him at school ; but have seen him only thrice *since*.

In this sense, *since* follows a verb in the *Present perfect* or *Past Perfect Tense*.

(b) *Ago* (পূর্বে) :

I saw him two months *since*. He died long *since*.

In this sense *since* follows a verb in the *Past Indefinite Tense*. **Modern writers prefer 'ago' to 'since' in this sense.**

(ii) As a **Preposition**, it means *from*, and is placed before a *noun* or a *phrase* denoting some *past point of time*, and is *preceded* by a verb in the *Perfect Tense* :

I *have been* ill *since* yesterday. He *has been* here *since* January last. They *have been* here *since* the 5th instant.

(iii) As a **Conjunction**, it means *from the time when* (যখন কিছু হয়েছিল সেই সময় হইতে), and is *followed* by a clause with a verb in the *Past Indefinite* and *preceded* by a verb in the *Present Indefinite* or *Present Perfect* :

I *have been* ill *since* you *saw* me last. It is a month *since* I *saw* you last. They *have been* absent *since* you *left* the place.

#### (342) From, of :

Wine is made *from* grapes.

Steel is made *from* iron ores.

Here the material has lost its original composition in the process of manufacture.

The table is made *of* wood.

The bridge is made *of* steel.

Here the material remains unchanged in the process of manufacture.

**E****EXERCISE 42**

*Fill in the blanks :—*

1. He was digging the earth — a spade, when he was bitten — a snake.
2. The planet may be seen — the naked eye.
3. The ox was tied to the pole — a rope.
4. He stuck me — a stick.
5. He was struck — lightning.
6. His throat was cut off — a razor — the murderer.
7. He died — his own hand.
8. The prize is to be divided — these two boys.
9. The property will be divided — four brothers.
10. Wait — an hour.
11. He has been doing it — 1920.
12. He has been doing it — his infancy.
13. He has been living here — a long time.
14. I have been ill — Monday last.
15. The doll is made — plastic.
16. Threads are made — cottons.



**(343) For, before :** *For* is used in negative sentences to denote a space of *future* time, while *before* is used in both affirmative and negative sentences, to denote a *point* of time, *past*, *present*, or *future*; as, —‘The moon will not rise *for* five days’, but, ‘The moon will not rise (or did not rise) *before* midnight.’ ‘He came (or, will come) *before* dawn.’

**(344) After, in, within, at, by :** *After* refers to a *past space* of time, while **in** (‘পরে’ অর্থে) refers to a *future space* of time. Thus, we cannot say, ‘He will come *after* a few days’, ‘He died *in* a few days.’ —The correct sentences will be, ‘He will come *in* (পরে আসিবে) a few days,’ and ‘He died *after* a few days,’ respectively. To denote a *point* of time, *after* is used with *all* tenses; as ‘He will come or comes or came *after* 5 o’clock’.

**Within** also refers to a *space of future* time; but, whereas **in** denotes *at the end of* (শেষে), **within** denotes *some time before the end of* (মধ্যে). I shall go *in* a week = after a week has ended. I shall go *within* a week = before a week has ended.

**At** refers to a definite *point* of time; as, ‘He came *at* noon.’

**By** refers to a *point of future* time and means ‘some time *before that*.’ “It is used to denote the latest time by which something was or is to be done. The implication is that it may be done before then, but not after.” : as, ‘You must be back *by* 5 o’clock.’ Applications for the post should be received *by* 25th April.

We reached the place *in* the same time = we took the same period of time (say, 5 hours) to reach the place; we might have started, and arrived at the destination, at different hours.

We reached the place *at* the same time = say 5 o’clock; we might have started at different hours.

We reached the place *within* the same time = say, 5 hours; it may be, one took 3 hours, another 4 hours, etc.

We reached the place *by* the same time = say, 5 o’clock, a little earlier, at a short interval from one another.

**(345) Until, unless :** Both of these convey a *negative* sense (= गतिशील ना, गम्भीर ना), and should not be used with 'not' to express an affirmative idea. Thus, we write, 'Wait here *until* I come' (not, *until* I do *not* come). Similarly, for '*Unless* you do *not* work hard, you will fail', write either '*Unless* you work hard etc.' or 'If you *do not* work hard etc.'

**E****EXERCISE 43**

*Fill in the blanks :—*

1. Come here — 5 o'clock.
2. He will go — three days.
3. He went — three days.
4. I shall not go — three days.
5. The school shall not open — a month more.
6. I came — five days.
7. The train will not arrive — 1 o'clock.
8. He will not arrive — a month.
9. He will not arrive — Monday next.
10. He could not finish the work — three days.
11. He finished the work — a month.
12. He will not be able to finish the work — three days.
13. I shall not be able to finish the work — evening.
14. Will you come — Monday?
15. He came — a week.
16. You may expect me — a week.
17. I shall certainly finish the work — a month.
18. I am ready to go — two hours.

**CHAPTER XXVIII****USE OF SOME WORDS AND PHRASES****(346) (a) But**

(i) *A Preposition* (in the sense of *except*) :

All had left *but* me. I cannot *but* go ('to go' is the object). *But* for you, I would have been ruined (here the phrase 'for you' is the object of the preposition). He is *all but* ruined (here the gerund 'being ruined', or the clause 'that he is ruined' is the object of the preposition).

(ii) *An Adverb* (in the sense of *only*) :

He is *but* a child. He came *but* yesterday. We can *but* die.

(iii) *A Relative Pronoun* (*who not* or *that not*) :

There is none *but* wishes (= *who does not wish*) to be happy.

(iv) *A Subordinating Conjunction* (in the sense of *unless*, *if—not*, *that—not*, *except that*, etc.) :

It never rains *but* (= except that) it pours. Perdition catch my soul *but* I love thee (if I do *not* love thee). It cannot be *but* (except that) you are right.

(v) *As a Co-ordinating Conjunction* :

He is rich, *but* unhappy. He is poor, *but* honest.

**Note**

Usages like "All *but he had fled*" are due to a confusion of the use of *but* as a conjunction and as a preposition, i.e., of (1) 'All had fled *but him*.' and (2) 'All had fled *but he had not*.' The Oxford Dictionary, however, defends the construction by saying that *but* is a conjunction here = all had fled, *but he had not*; or all, if not he, had fled (*but* = if not). "Usage, however, permits the nominative (after *but*) when it is immediately followed by a verb to which it appears to be (though actually it is not) the subject, so that an accusative would sound strange, e.g., Everyone *but she knew* the answer'; The boy stood on the burning deck whence all *but he had fled*." —*Current English Usage* by F.T. Wood.

(b) **As**(i) **A Relative Pronoun :**

This is the same book *as* that (as that is, *as* being complement to *is*). I want such boys *as* have passed. He gave the same answer *as* before (= *as* he gave before, *as* being the object of *gave*). This is not true, *as* (= a thing which) I said before. I am not such a fool *as* to believe that (*as* I should be etc. *as* being complement to *should be*).

(ii) **A Simple Adverb :**

Come here *as* soon as possible. He is *as* strong as Ram.

(iii) **A Dependent (Conjunctive or Relative) Adverb :**

He wept *as* (= while) he spoke. Do *as* (manner) you like. He took it just *as* (condition) it was. Come *as* soon *as* possible (as it is possible for you to come). I am not so clever *as* you. As a friend (= so far as I am a friend, or as a friend would advise you), I advise you to do this. I love him *as* (= as I love) my son. As a rule (as if it were a rule), he comes late. Be so good *as* (= as you should be good) to help me. He did not succeed *as* a poet (= *as* a poet would succeed, or so far as he is a poet). What is your intention, *as* (it) regards me?

(iv) **A Conjunction :**

*As* (= since) he is poor he cannot do this. Poor *as* (= though) he is, he can do this.

(c) **As best**—We sometimes come across sentences like ‘He worked *as best as* he could.’ ‘I shall help you *as best as* I can’. But both are wrong. *Best* cannot admit of any comparison, being itself in the superlative degree. The correct forms will be:

He worked *as best* he could (= *as* he could *do best*).

I shall help you *as best* I can.

(d) **Due to**—“Unlike *owing to*, *due to* has never become a compound preposition, that is, *due* retains its adjectival function and must be properly related to the noun or pronoun it qualifies.” (A.B.C. of Eng. Usage). Hence ‘I could not come *due to* illness’ is wrong because *due* does not qualify any noun here. We should write instead, ‘I could not come *on account of* or *owing to* illness.’ The following sentences, however, are correct:—

His illness was *due to* exposure to cold.

The accident was *due to* his carelessness.

because *due* is related adjectively to *illness* and *accident* respectively.

**Note**

Students may remember that a sentence must never begin with the expression ‘*due to*’.

But “Fowler, remarking that the prepositional use of *due to* was now as common as can be, said: ‘Perhaps idiom will beat the illiterates; perhaps the illiterates will beat idiom; our grandsons will know.’ Now that this construction can be found in *The Times*, and is freely used by BBC announcers it seems clear that idiom is fighting a losing battle.” — *The Complete Plain Word* by Gowers.

(e) **Doubt**—“The clause after *doubt* in the positive is introduced by *whether*, not by *that*: ‘I doubt *whether* Easter will be fine’ ... But after *doubt* in the negative or interrogative, the conjunction is *that*: ‘I do not doubt *that* ... Who doubts *that* ...?’”

“... *About* and *as to* cannot govern a clause but may govern a noun or gerund after *doubt*: ‘There is a *doubt as to* his sanity, his going’: ‘There is no *doubt about* it,’ but not, ‘There is a *doubt about whether* he is sane’; ‘There is no doubt *as to that* it is so’. —A.B.C. of English Usage. *as to -* ~~as to~~

(f) **Other**—is generally followed by *than*: I have no friend *other than* you. But both *POD* and *COD* have under *none*: ‘This is none *other but* the house of God.’ Nesfield uses *besides* also after *other* in the sense of ‘in addition to’; ‘No *other person besides* my friend applied’.

**In other than, rather than, than** is a preposition, not a conjunction—Nesfield (pp. 268, 274).

(g) **Write me, write to me**—An indirect object is used after *write* only if there is a direct object ; but the direct object may be used without an indirect. If a direct object is wanting, use *to* before the person written to, Thus—

*I wrote you a letter; I wrote a letter; I wrote to you* are all correct, but not *I wrote you*, which may pass only in business letters.

(h) **Prevent**—“The modern constructions are (i) *prevent* (transitive) noun *from* and gerund : ‘*I prevented him from troubling you.*’ (ii) *prevent* with a noun or gerund as object : ‘*His decision will prevent argument.*’ ‘*I shall try to prevent his coming.*’ The construction, ‘*Prevent him coming, doing etc.*’ is common in colloquial English, and is noted as ‘popular’ in O.E.D. But grammar demands the possessive qualifying the gerund.” —A.B.C. of English Usage. Where, however, the possessive form is not allowable, the objective form is freely used : I shall *prevent the letter* being sent (= the sending of the letter).

(i) **Worth while**—‘*Is worth*’ demands an object, and *while*, as a noun (= time) acts as this object in certain expressions. The question now arises, when does *worth* require *while*, and when is it able to stand alone ? The simple answer is that it requires *while* only when it has no other object, and does not require *while* when it has another object. Of the following sentences, those italicised are wrong—A.B.C. of English Usage. :

(i) That was worth doing.

(ii) *That was worth while doing*, (*doing* is object ; *while* is, therefore, superfluous).

(iii) *It is worth doing the extra work*, (*doing* is not the object, but the real subject, of the sentence, the *it* being anticipatory— ‘*Doing the extra work was worth while.*’ So, *while* must be introduced as object).

(j) **i.e., e.g., viz.,**—should not be confounded : *i.e.*, (*id est*) = that is to say ; *e.g.*, (*exempli gratia*) = for instance ; *viz.*, (*videlicet*) = namely. The first introduces another way, more comprehensible to the hearer, of putting what has already been said : it does not introduce an example, which is the function of *e.g.*, Thus,

Be careful of your stops, *viz.*, commas, semi-colons, etc. Be careful of your stops, *i.e.*, the way in which you use commas, semi-colons, etc. Admission will be by tickets only., *i.e.*, only those who will be able to produce admission tickets will be allowed to enter. The nations of the present day are interdependent, *e.g.*, English has to depend on India for some raw materials and India has to depend on England for some finished products. They have got many new rights, *e.g.*, they can form public associations, everybody has freedom of public worship, etc. He provides me with all the necessities of life, *viz.*, milk, bread, clothing, shelter, etc. There were only three men present there, *viz.*, Ramesh and his two brothers.

(k) **Provided**—“A clause introduced by *provided* must express a stipulation (*i.e.*, a demand for the *prior* fulfilment of a condition) made by the person who in the main sentence gives a conditional undertaking or vouches conditionally for a fact.” (Modern English Usage) : I shall go there *provided* the weather is fine. The following sentences are all wrong :

“When will the War Council at the capital decide *provided* the war is to continue ?” “She and I agreed to stand by each other and to give our governors warning, *provided* they tried to make us renegades.”

“*Provided that* should not be used in writing, though the construction is by no means uncommon in colloquial and in business English.”

(l) **Writing of numericals**—(a) ‘When writing in words or reading a compound figure, **and** is placed before the last word’. As,

2,512—two thousand, five hundred *and* twelve.

10,050—ten thousand *and* fifty.

157—one hundred *and* fifty seven.

5,302—five thousand, three hundred *and* two.

It is "more usual to write *a* than *one* before *hundred*, *thousand*, etc. when these numbers stand alone but when other numbers are added *one* is more usual."

100—*a hundred*.                    106—*one/a hundred and six*.  
 1,000—*a thousand*.                1,121—*one thousand, one hundred and twenty one*.

Note the writing of *sums of money*:

Rs. 1,125.60—Rupees one thousand, one hundred and twenty five paise sixty.  
 Rs. 10.50—Ten rupees fifty paise.

(m) **A foot and a half, one and a half feet, etc.** :—In all such mixed statements of integers and fractions ( $7\frac{1}{4}$  mill., 3 doz.,  $27\frac{1}{2}$  lb., etc.), *Modern English Usage* prefers "the older and better form"—*a foot and a half, seven millions and a quarter, etc.*, to *one and a half feet, seven and a quarter millions*, etc., in all literary contexts. **After one and a half, use a plural noun and a singular verb:** *one and a half lemons was enough*.



## CHAPTER XXIX

### SAME WORDS USED AS DIFFERENT PARTS OF SPEECH

(347)

#### About :

- |              |                                       |
|--------------|---------------------------------------|
| <i>Adv.</i>  | : He is walking <i>about</i> .        |
| <i>Prep.</i> | : What do you know <i>about</i> him ? |

#### Above :

- |              |   |
|--------------|---|
| <i>Noun</i>  | : I look for help from <i>above</i> .             |
| <i>Adj.</i>  | : Give the substance of the <i>above</i> passage. |
| <i>Adv.</i>  | : Look <i>above</i> .                             |
| <i>Prep.</i> | : He is <i>above</i> meanness.                    |

#### After :

- |              |   |
|--------------|---|
| <i>Adj.</i>  | : His <i>after</i> life was miserable.        |
| <i>Adv.</i>  | : He came soon <i>after</i> .                 |
| <i>Prep.</i> | : There is none to look <i>after</i> me here. |
| <i>Conj.</i> | : He went <i>after</i> we had left.           |

#### All :

- |              |  |
|--------------|--|
| <i>Noun</i>  | : I have lost my <i>all</i> . <i>All</i> is lost. — <i>COD</i> .   |
| <i>Adj.</i>  | : <i>All</i> men must die.   |
| <i>Pron.</i> | : <i>All</i> of us know it. Are you <i>all</i> ready? — <i>POD</i> |
| <i>Adv.</i>  | : He came <i>all</i> on a sudden.                                  |

#### Any :

- |             |   |
|-------------|---|
| <i>Noun</i> | : Point out the errors if there be <i>any</i> . |
| <i>Adj.</i> | : <i>Any</i> pen will do.                       |
| <i>Adv.</i> | : I cannot bear this <i>any</i> longer.         |

<sup>1</sup> But *COD* treats *All* only as "adj., n. & adv." and gives "all of us" as an example of the use of *all* as a noun.

**As :**

- Rel. Pron.* : This is the same book *as* that.  
*Simple Adv.* : Come *as* soon as you can.  
*Conj.* : *As* I am ill I cannot go.

**Back :**

- Noun* : He struck me on the *back*.  
*Adj.* : He escaped by the *back* door.  
*Verb* : He *backed* me in the trial.  
*Adv.* : Come *back* as soon as possible.

**Before :**

- Adv.* : I saw him once *before*.  
*Prep.* : He stood *before* me.  
*Conj.* : Look *before* you leap.

**Better :**

- Noun* : Respect your *bettters*.  
*Adj.* : He is a *better* singer than I.  
*Adv.* : He knows English *better* than I.  
*Verb* : Try to *better* your lot.

**Both :**

- Adj.* : *Both* the boys must be guilty.  
*Pron.* : *Both* of them were present. *Both* were present.  
*Adv.* : She is *both* dead and buried. —*POD & COD*.  
*Conj.* : *Both* he and Ram must be guilty.<sup>1</sup>

**But :**

- Rel. Pron.* : There was none *but* shed tears.  
*Adv.* : You are *but* (= only) a child.  
*Prep.* : None *but* him was present there.  
*Co-ord. Conj.* : He is poor *but* honest.  
*Sub-ord. Conj.* : It never rains *but* it pours.  
*Verb.* : *But* me no buts.  
*Noun* : But me no buts.

**By :**

- Adj.* : His action surprised the *by-standers*.  
*Adv.* : The train has passed *by*.  
*Prep.* : Sit *by* me.

**Close :**

- Noun* : The ceremony came to a *close*.  
*Adj.* : He is a *close* friend of mine.  
*Verb* : The school *closes* at 4 p.m.  
*Adv.* : Our examination is *close* at hand.

<sup>1</sup>Here too *COD & POD* treat *both* as an adv. Chambers puts it as *adv.* or *conj.* See *either* and *neither*.

**Down :**

- Noun* : He has had ups and *downs* in life. He sleeps on a bed of *down* (feather).
- Adj.* : The *down* train is coming.
- Adv.* : The sun has gone *down*.
- Prep.* : The boat is sailing *down* the river.

**Either :**

- Adj.* : There are trees on *either* side of the street.
- Pron.* : *Either* of the pencils will do. *Either* will do.
- Conj.* : *Either* you or your brother should go.  
*Either* come in or go out.<sup>1</sup>

**Enough :**

- Noun* : We have had *enough* of everything.
- Adj.* : I have money *enough* for the purpose.
- Adv.* : He is strong *enough* to walk.

**Fast :**

- Noun* : A well-timed *fast* is better than a cure.
- Adj.* : He is my *fast* friend.
- Verb* : He *fasts* every Sunday.
- Adv.* : Don't run so *fast*.

**Few :**

- Noun* : A *few* of his friends were present there.
- Adj.* : There are *few* men here.
- Pron.* : *Few* know where he is.

**Note**

POD and COD, however, do not treat *few* as a *Pronoun*, and regard it in the third example as a *noun*.

**Half :**

- Noun* : The *half* of ten is five—POD.
- Adj.* : We shall have a *half*-holiday today.
- Adj.* : He was *half* dead with fear.

**Last :**

- Noun* : He will fight to the *last*.
- Adj.* : I shall go by the *last* train.
- Verb* : It will *last* long.
- Adv.* : He came *last*.

**Less :**

- Adj.* : I want *less* sugar.
- Pron.* : I cannot take *less*.—POD.

<sup>1</sup>The POD and COD treat *either* in such cases as "conjunction or adverb." See *both* and *neither* also.

- Adv.* : He is *less* clever than his brother.  
*Prep.* : Pay me the price *less* the usual discount.

**Like :**

- Noun* : *Like* begets *like*. I have not seen the *like* of him.  
*Adj. with a  
Prep. force* : Men *like* him are rare.  
*Adj.* : *Like* (similar) forces repel each other.  
*Adv.* : He seemed angry *like*—*POD*.  
*Verb* : I do not *like* him.  
*Prep.* : Do not talk *like* that—*POD*.

**Little :**

- <sup>1</sup>*Noun* : I got *little* of his company. Wait a *little*.  
*Adj.* : He is a *little* boy.  
*Adv.* : He is *little* liked by the people.

**Long :**

- Noun* : He will come before *long*.  
*Adj.* : It is a *long* story.  
*Verb* : Boys *long* for holidays.  
*Adv.* : I cannot wait *long*.

**Many :**

- Noun* : A great *many* stayed away. <sup>2</sup>—*POD*.  
*Adj.* : I have *many* friends.  
*Pron.* : *Many* have seen the sight.

**More :**

- Adj.* : I want *more* money.  
*Pron.* : I hope to see *more* of you. —*POD*  
*Adv.* : Be *more* careful.

**Much :**

- Adj.* : The news gives me *much* pleasure.  
*Pron.* : Too *much* of anything is bad.  
*Adv.* : It will not harm me *much*.

**Near :**

- Adj.* : He is a *near* relation of mine.  
*Verb* : The ship is *nearing* the shore.  
*Adv.* : Come *near*.  
*Prep.* : I saw the man *near* the station.

**Need :**

- Noun* : I am in *need* of your advice.  
*Verb* : I *need* your help.  
*Adv.* : He must *needs* go there.

<sup>1</sup>The *POD* writes “noun or pronoun” for *little* in such cases.

<sup>2</sup>The *POD* treats *many* as a *noun* only when it is preceded by *a good* or *a great*.