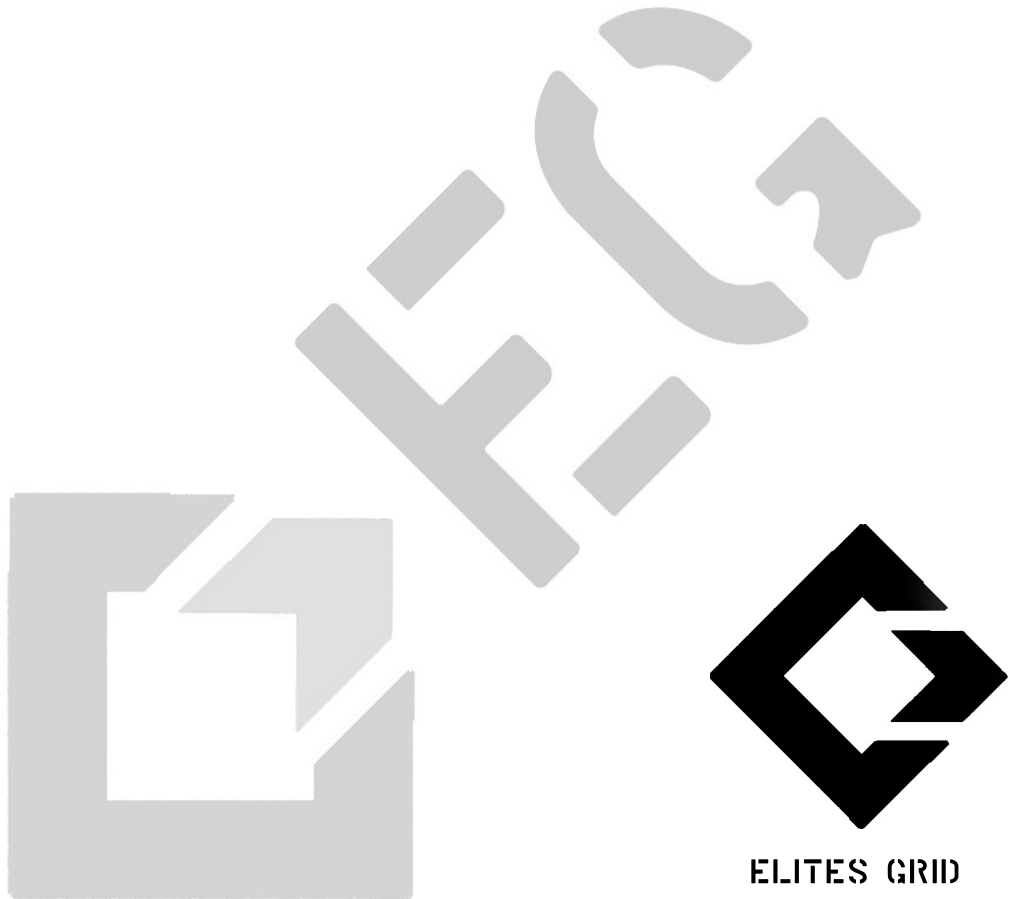


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# GRAMMAR HANDBOOK

FOR APTITUDE EXAMINATIONS

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## MODIFIERS

### WHAT ARE MODIFIERS?

Modifiers are words, phrases or clauses that modify the meaning of some part of the sentence. As they work on some element of the sentence, they are by definition dependent elements i.e. they make sense only in the presence of the element that they work on.

#### Examples:

**Word:** She filled the form *quickly*

**Phrase:** I gave the money to the woman *in the blue dress*

**Clause:** *Since returning to India*, Amrita has been working as a freelancer.

- As modifiers make sense only in the presence of the word they are modifying, their relative placement with respect to the modified word is extremely important.
- If the modifier is improperly separated from the word it is modifying, so that it appears to be acting on a different word, the modifier is said to be a misplaced modifier.
- A modifier is said to be a dangling modifier if the word it is supposed to be modifying, is missing.

### MISPLACED MODIFIERS:

When modifiers are separated from the modified word by other objects, the modifier can be erroneously thought to act on the intervening object.

This confusion is caused by a grammatical error known as misplaced modifier. This grammatical error can generally be corrected by moving the modifier closer to the word it is modifying.

#### Examples:

- *While driving under the influence of alcohol, the police pulled over Sumit.*
- This sentence implies that the police were under the influence of alcohol.
- To correct the sentence, we must either move the modifier or the word it modifies.
- Thus the sentence can be re-written as:
- *While driving under the influence of alcohol, Sumit was pulled over by the police.*

OR

- *The police pulled over Sumit while he was driving under the influence of alcohol.*

### DANGLING MODIFIERS:

A modifier is said to be a dangling modifier if the word it is supposed to be modifying is missing. This can be corrected by adding the required word.

For example,

- *Having failed in his first attempt, the exam had to be retaken.*

Here it is unclear who has to retake the exam. The modifying clause “Having failed in his first attempt” clearly describes a person and hence the sentence requires either a noun/pronoun to accept the modification.

Thus the sentence can be re-written as:

- *Having failed in his first attempt, he had to retake the exam.*

## GRAMMATICAL RULES FOR MODIFIERS

### RULE 1:

**Plural subjects take plural verbs and singular subjects take singular verbs.**

When two or more nouns are present, the verb goes with its proper subject instead of the noun.

#### Examples:

- The quality of language in British books is outstanding.
- All the books on the rack are the law books.
- More Examples:
- Shahzar and Hunny were reading the same set of books
- Both Shahzar and Rahul have one cat.
- Crossword is famous for its collection of Agatha and Sidney books

### RULE 2:

**Some nouns are plural by nature and these go with plural verbs.**

Following are the types of such nouns-

Savings, thanks, surroundings, riches, goods, outskirts, belongings, particulars, premises, clothes, earnings, congratulations, people, police and staff.

#### Examples:

- The staff are going bonkers.
- Congratulations are in order.
- All of his clothes were torn.
- He had enough savings from his job.

### RULE 3:

**When the verb is with two or more subjects and follows 'either or' or 'neither nor', use a singular verb if the last subject is singular and a plural verb if the last subject is plural.**

**Examples:**

- Neither Levin nor Kitty wants to live in a city.
- Either John Galt or his representatives are to stop the motor of the world.
- Either the nurses or the doctor is responsible for the wrong operation.

**RULE 4:**

**When two singular subjects are joined by a conjunction "and", they form a pair (plural).**

**Examples:**

- Dolly and Bindra were the first ones to arrive.
- Bob and Roger are playing a guitar.

**RULE 5:**

**If the nouns suggest one idea, or refer to same person or thing, then the verb would stay singular.**

**Examples:**

- Bread and butter is kept in the refrigerator.
- Time and tide wait for none.

**RULE 6:**

**Be careful while using collective or uncountable nouns:**

Everyone, no one, anybody, somebody, everything, each and every, each of, neither of, the majority of, all of, some of and uncountable nouns.

**Examples:**

- All of food is stolen.
- No one is home.

**RULE 7:**

**Economics, civics, statistics, news, mathematics, wages, linguistics, phonetics, politics etc. are plural in form but singular in meaning and take a singular verb.**

**Examples:**

- Politics is the major part of the corporate world.
- Psychology is the reason Hannibal was so discreet.

## RULE 8:

**When there is a group of nouns (Collective nouns), a singular verb should be brought into action.  
When the individuals of this group are addressed, we would use plural verbs.**

Examples:

- The crowd is maddening.
- The population of Japan is on its life time low this year

## RULE 9:

**When noun denotes some specific quantity or amount considered as a whole, a singular verb is used.**

Examples:

- One-fourth of the work is completed by William.
- The five thousand yen that he gave me was spent in a single day.

## RULE 10:

**Some conjunctions are attached to the subject to make them look plural but the subject stays the same.**

Such conjunctions include:

- ❖ as well as,
- ❖ accompanied by,
- ❖ including,
- ❖ along with,
- ❖ in addition to and
- ❖ together with.

Examples:

- *Leonidas, along with his 300 Spartans, is* going to fight against the Persian army.
- *Books, as well as music, are* my passion.

## RULE 11:

**Nouns such as pants, pliers, glasses, and scissors are regarded as plural (and prefer being with plural verbs) unless they're preceded by the phrase pair of, so be careful!**

Examples:

- The scissors are lying on the table.
- A pair of scissors is lying on the table.

## RULE 12:

**When the subject is commanding, ordering, or suggesting "you", the person being directed by the subject has to disappear.**

(Subject expects itself to be understood)

Examples

- (You) Listen to the sound of the music!
- (You) Suggest a plan for the month.

Here, **You** becomes redundant and it is apparent from the structure of the sentence that it is ordering you.

## RULE 13:

**Both subject and verb give special preference to "None".  
None can be treated as both singular and plural until its number can't be recognized.**

Examples:

- None of the men are ready for the war,
- None of the men is ready for the war.
- None of the dancers have given their best.  
(Here you can't use singular because the word "their" precludes the use of the singular verb.)

## RULE 14:

**If the sentence uses both positive and negative words/ phrases, the verb will be positive.**

Examples:

- It is not Cynthia but her sisters who are married.
- It was the subject of the movie, not the actors, that has charmed the audience.

## SUBJECT-VERB AGREEMENT

### DEFINITION:

Subject-Verb Agreement is one of the easiest topics of grammar, and yet it boasts to be the one where even experts fail.

There is one basic rule of SVA - Singular subjects need singular verbs; plural subjects need plural verbs.

### Example:

- My brother is a psychiatrist.
- My sisters are economists.

Quite often, the verb is separated from the subject, which makes them very difficult to identify.

### PREPOSITIONAL PHRASES

- Many times the subject and the verb will be separated by a prepositional phrase, which has no effect on the verb.

### Examples:

- The danger with many products is that they harm children.
- Here, the danger is singular subject and is represents the singular verb.

### OTHER PHRASES

- Sometimes, other phrases are used to separate the subject from the verb besides prepositional phrases. These phrases do not affect the verb.

### Some Examples:

- Accompanied by
- Along with
- Together with
- As well as

### EVERYONE AND EVERYBODY

- 'Everyone' and 'everybody' certainly feel like more than one person and, therefore, students are sometimes tempted to use a plural verb with them.
- They are always singular. Each is often followed by a prepositional phrase ending in a plural word (Each of the cars), thus confusing the verb choice. Each, too, is always singular and requires a singular verb.

### Examples:



- Everyone has finished his or her homework.
  - You would always say, "Everybody is here." This means that the word is singular and nothing will change that.
  - Each of the students is responsible for doing his or her work in the library.
- Don't let the word "students" confuse you; the subject is each and each is always singular — Each is responsible

## INDEFINITE PRONOUNS

- The indefinite pronouns anyone, everyone, someone, no one, nobody, are always singular and, therefore, requires singular verbs.

### Examples:

- Everyone has done his or her homework.
- Somebody has left her purse.

Some indefinite pronouns — such as all, some — are singular or plural depending on what they're referring to. (Is the thing referred to countable or not?) Be careful choosing a verb to accompany such pronouns.

### Examples

- Some of the beads are missing.
- Some of the water is gone.

## NONE

On the other hand, there is one indefinite pronoun, **none**, that can be either singular or plural; it often doesn't matter whether you use a singular or a plural verb — unless something else in the sentence determines its number.

(Writers generally think of none as meaning not any and will choose a plural verb, as in "None of the engines are working," but when something else makes us regard none as meaning not one, we want a singular verb, as in "None of the food is fresh.")

### Examples:

- None of you claims responsibility for this incident?
  - None of you claim responsibility for this incident?
  - None of the students have done their homework.
- (In this last example, the word '**their**' precludes the use of the singular verb.)

## AS WELL AS, ALONG WITH

- Phrases such as together with, as well as, and along with are not the same as and.

- The phrase introduced by as well as or along with will modify the earlier word (mayor in this case), but it does not compound the subjects (as the word and would do).

**Examples:**

- The mayor, as well as his brothers, is going to prison.
- The mayor and his brothers are going to jail.

### OR, OR NOR

The conjunction or does not conjoin (as and does): when nor, or, or is used the subject closer to the verb determines the number of the verb. Whether the subject comes before or after the verb doesn't matter; the proximity determines the number.

**Examples:**

- Either my father or my brothers are going to sell the house.
- Neither my brothers nor my father is going to sell the house.
- Are either my brothers or my father responsible?
- Is either my father or my brothers responsible?

Because a sentence like "Neither my brothers nor my father is going to sell the house" sounds peculiar, it is probably a good idea to put the plural subject closer to the verb whenever that is possible.

### NEITHER, EITHER

- The pronouns neither and either are singular and require singular verbs even though they seem to be referring, in a sense, to two things.

**Examples:**

- Neither of the two traffic lights is working.
- Which shirt do you want for Christmas?
- Either is fine with me.

In informal writing, neither and either sometimes take a plural verb when these pronouns are followed by a prepositional phrase beginning with of. This is particularly true of interrogative constructions:

**Examples:**

- Have either of you two clowns read the assignment?
- Are either of you taking this seriously?
- Some call this "a clash between notional and actual agreement."

## HERE AND THERE

- The words there and here are never subjects.

### Examples:

- There are two reasons [plural subject] for this.
- There is no reason for this.
- Here are two apples.

With these constructions (called expletive constructions), the subject follows the verb but still determines the number of the verb.

## VERBS IN THIRD PERSON – PRESENT TENSE

Verbs in the present tense for third-person, singular subjects (he, she, it and anything those words can stand for) have s-endings. Other verbs do not add s-endings.

### Example:

He loves and she loves and they love\_ and . . . .

### EXCEPTION:

Sometimes modifiers will get between a subject and its verb, but these modifiers must not confuse the agreement between the subject and its verb.

### Examples:

- The mayor, who has been convicted along with his four brothers on four counts of various crimes but who also seems, like a cat, to have several political lives, is finally going to jail.

## PLURAL SOUNDING NOUNS

- Sometimes nouns take weird forms and can fool us into thinking they're plural when they're really singular and vice-versa.
- Consult the section on the Plural Forms of Nouns and the section on Collective Nouns for additional help.
- Words such as glasses, pants, pliers, and scissors are regarded as plural (and require plural verbs) unless they're preceded the phrase pair of (in which case the word pair becomes the subject).

### Examples:

- My glasses were on the bed.
- My pants were torn.
- A pair of plaid trousers is in the closet.

## WORDS ENDING IN -S

- Some words end in -s and appear to be plural but are really singular and require singular verbs.

### Examples:

- The news from the front is bad.
- Measles is a dangerous disease for pregnant women.
- On the other hand, some words ending in -s refer to a single thing but are nonetheless plural and require a plural verb.

### Examples:

- My assets were wiped out in the depression.
- The average worker's earnings have gone up dramatically.
- Our thanks go to the workers who supported the union.
- The names of sports teams that do not end in "s" will take a plural verb:

### Examples:

- The Royal Challengers Bangalore have been looking ... ,
- The FC Goa are hoping that new talent.

## FRACTIONAL EXPRESSIONS

Fractional expressions such as half of, a part of, a percentage of, a majority of are sometimes singular and sometimes plural, depending on the meaning.

The same is true, of course, when all, any, more, most and some act as subjects.

Sums and products of mathematical processes are expressed as singular and require singular verbs.

The expression "more than one" (oddly enough) takes a singular verb:  
"More than one student has tried this."

### More Examples:

- Some of the voters are still angry.
- A large percentage of the older population is voting against her.
- Two-fifths of the troops were lost in the battle.
- Two-fifths of the vineyard was destroyed by fire.
- Forty percent of the students are in favor of changing the policy.
- Forty percent of the student body is in favor of changing the policy.
- Two and two is four.

- Four times four divided by two is eight.

### COMPOUNDING VERB

If your sentence compounds a positive and a negative subject and one is plural, the other singular, the verb should agree with the positive subject.

#### Examples:

- The department members but not the chair have decided not to teach on Valentine's Day.
- It is not the faculty members but the president who decides this issue.
- It was the speaker, not his ideas, that has provoked the students to riot.

## PARALLELISM

### DEFINITION

The balance between two or more similar words, phrases or clauses is called parallelism in grammar. Parallelism is also called parallel structure or parallel construction. Parallel construction prevents awkwardness, promotes clarity and improves writing style and readability.

### Examples:

- ❖ IC: Hunny likes playing the piano, the trumpet and play the guitar.  
C: Hunny likes the piano, the trumpet and the guitar.  
C: Akshay likes playing the piano, the trumpet and the guitar.
- ❖ IC: She played basketball, had a shower and gone to school.  
C: She played basketball, had a shower and went to school.
- ❖ IC: You can apply to the job by filling this form or apply by telephone.  
C: You can apply to the job by filling this form or you can apply by telephone.

Probably almost half of all SC questions involve parallelism of some kind. Of course, one can put nouns or adjectives into parallel, but what's the fun in that?

- Parallelism only gets interesting when you put entire verbs or verb phrases (e.g. infinitive phrases, participial phrases) into parallel.
- Of course two items in parallel must be the same grammatical form: either regular verb forms or both participles, or both infinitive.
- But the question arises — if they are regular verbs, or if they are participles, must the two items in parallel match in tense?

### TENSES

Can regular verbs in parallel have different tenses?  
The answer is YES.

To put it simply, Tenses do not matter when it comes to Parallelism.

### Examples:

- China had been united under the Qin (221 – 206 BCE) and Han (206 BD – AD 220) before Buddhism was introduced, and it was united again in the Tang (618 – 907) Dynasty, a time now regarded as the “golden age” of Chinese Buddhism.
- Ancient Celtic legend holds that the mythical figure of Arthur was at one time king of all of England and, in some future time of need, will arise as king again.
- The baseball team gave up seven unearned runs in the second inning of today's game, and still are losing in the seventh inning.

In the first sentence, we have a past perfect verb parallel with a simple past verb. In the second sentence, we have a simple past verb parallel with a simple future verb. In the third sentence, we have a simple past verb parallel with a present progressive verb.

Concision is one of the goals of parallel structure. Consider the following monstrosity of a sentence.

1a) After I get my next paycheck, I am seriously thinking about buying a jet ski, I am seriously thinking about treating my friends to dinner, and I am seriously thinking about putting some money away in savings.

Obviously, that sentence is screaming for the simplification that parallel structure brings:

1b) After I get my next paycheck, I am seriously thinking about buying a jet ski, treating my friends to dinner, and putting some money away in savings. (Whew!)

Notice the words in 1a that were eliminated in 1b: the repeated phrase “I am seriously thinking about.” The repetition of that phrase is precisely what makes 1a sound hideously redundant. These words, the words that would be repeated in each piece of the parallel structure, are called the common words.

## RULES OF PARALLELISM

### RULE 1:

**Parallelism is used to balance nouns with nouns, prepositional phrases with prepositional phrases, participles with participles, infinitives with infinitives, clauses with clauses.**

### RULE 2:

**Parallelism is used with elements joined by coordinating conjunctions.**

#### Examples:

- IC: My mother likes cooking and to read.  
C: My mother likes cooking and reading.

### RULE 3:

**Parallelism is used with elements in lists or in a series.**

#### Examples:

- IC: This task can be done individually, in pairs, or can be done in groups of four.  
C: This task can be done individually, in pairs, or in groups of four.

### RULE 4:

**Parallelism is used with elements being compared.**

#### Examples:

- IC: She is mad about watching TV more than to read a book.  
C: She is mad about watching TV more than reading a book.

**RULE 5:**

**Parallelism is used with elements joined by a linking verb or a form of be.**

**Examples:**

- IC: To learn is understanding the world.  
C: To learn is to understand the world.

**RULE 6:**

**Parallelism is used with elements joined by linking words.**

**Examples:**

- IC: The teacher not only wants his students to keep quiet but also to do the task.  
C: The teacher wants his students not only to keep quiet but also to do the task .

**MORE GYAAN**

One of the guiding principles of parallelism, one might even say the very point itself, is to streamline by eliminating repetitions of the common words. A common Sentence Correction "wrong" answer choice is of the form

[Common words] A, B, and [common words] C

When A, B, and C are not single words, but rather long complicated phrases, it can be confusing to track the overall structure, and in its typical incorrect SC choices, the test takers loves to "interrupt" the parallel structure by repeating some or all of the common words further down the list. This can be particularly tricky if the parallel structure begins before the underlined section and ends within the underline section.

Almost always, two parallel elements will be joined either by a single coordinating conjunction or a pair of correlative conjunctions. The three coordinating conjunctions that, by themselves, can join parallel phrases are "and", "but", and "or". Remember: "and" can join two elements ("P and Q") or three ("P, Q, and R"), in which case the format is always [first term] [comma][second term][comma] "and" [third term].

**Example:**

- The government responds to inflation by raising the prime lending rate, limiting the money supply, and setting up cost-of-living adjustments for folks on fixed income.



Virtually anytime you see the word “and” on the Sentence Correction, some kind of parallelism is in play. Two sets of words that, like coordinating conjunctions, can by themselves set two elements in parallel are “as well as” and “rather than.”

The most common correlative conjunctions are:

- not only P but also Q
- not P but Q
- both P and Q
- either P or Q

Be especially careful with the first two: don’t intermingle their parts (“not ... but also”, or “not only .... but” ) — that’s a common SC mistake pattern.

### EVEN MORE GYAAN

Before we start discussing whether grammar is more important in parallelism or logic, let’s look at the following sentence.

- A. John prepared for impending currency crisis, storing enough food and water for future and posting his pictures online.
- B. John prepared for impending currency crisis, storing enough food and water for future and posted his pictures online.

Which choice do you think is correct – A or B. Which of them is grammatically parallel? Both A and B look to be grammatically parallel, however only B makes logical sense. How do we say that?

When you look at the meaning of the sentence, you will notice that structurally “storing enough food and water” and “posting his pictures online” represent “how” John prepared for the impending currency crisis. However, logically “posting his pictures online” has nothing to do with how John prepared for the impending currency crisis.

On the other hand, choice B is structurally different where the sentence is so written such that “posted his pictures online” is a separate activity from preparing from “preparing for impending currency crisis”, thus making the entire sentence logical.

### GO BY LOGIC

Every time we get to a problem pertaining to parallelism, instinctively we check the grammatical structure of the entities to make the list parallel. Now, the entities must have same grammatical structure to make the list parallel, alright. What we must keep in mind is that the grammatically parallel entities in the list must convey the LOGICAL INTENDED meaning of the sentence. If the grammatically parallel entities make the sentence illogical, then the list is not considered parallel.

### HOW TO GET TO THE LOGIC

So, now we know that when we get to solve a parallelism problem, we must first understand the logical meaning of the sentence, and accordingly make the entities grammatically parallel to convey that meaning. A grammatically correct parallel list will still be incorrect if it does not convey logical meaning.

There are two essential things that can lead us to the logical meaning of a sentence:

1. Understand the context of the sentence: It is very important to spend some time with the original sentence, analyzing it to decipher the logical intended meaning. The original sentence always sets the context for the logical meaning. Even if any entity in the list conveys illogical meaning, that is a clear hint that we must correct that entity first for logical parallelism and then make it grammatically parallel with other logical entities in the list.
2. Pay close attention to sentence structure: Knowledge of sentence structure helps in determining the correct role of the entities in the list so that they can convey logical sense. This knowledge also helps in choosing appropriate grammatical structure of the entities to keep them grammatically parallel.

Logic and grammar run parallel in parallelism. Entities in a list must be logically as well as grammatically parallel. Many a times, it becomes difficult to maintain identical grammatical structure to convey the logical intended meaning. In these scenarios, the grammatical structures are not compromised but tweaked a bit to maintain logic in the sentence. Overall, logic trumps grammar. After all grammar is a tool to express logic! (Or shall I say intended meaning).

### TWEAK RESULTS

This tweak results in Imperfect List where we see apparently “non-parallel” grammatical entities such as “spawned” and “extending”, active and passive voice entities, noun forms and “ing” noun forms (gerund), etc. Here are some structures of possible imperfect lists:

1. Noun forms and “ing” noun forms (gerund).
2. Active and passive voice entities.
3. Verb-ed and Verb-ing modifiers

Most of the times, it becomes difficult to solve an SC problem pertaining to parallelism because we cannot identify the correct list in the sentence. Hence, it is important to learn about the markers in the parallel list as they help us in more than one way. Knowledge of markers has the following benefits:

1. It helps in identifying the correct intended list in the sentence.
2. It helps in ascertaining the correct marker for the list.
3. It helps in making all the entities in the list grammatically as well as logically parallel.

### LAWS OF PARALLELISM

Before delving into the markers and learning how to identify a list with the help of these markers, let us take a quick look at the general laws of parallelism:

- ❖ A parallel list always contains a marker.
- ❖ The list contains the appropriate marker to convey the intended meaning through the list.
- ❖ The entities in the list are grammatically as well as logically parallel.

### TYPES OF MARKERS

As we said, every parallel list contains a marker. Hence, it is important to learn about them to identify the correct list. Identifying the correct list is half battle won in solving the parallelism problem. Once the correct list is identified, identifying the errors in the entities and making them parallel, both grammatically and logically become really easy.

We can find two kinds of markers in parallel lists – single-word makers and dual-word markers.

### CREDITS:

Content has been borrowed from eGMAT, MGMTAT and other publically available information, wherever required.

## TENSES

### DEFINITION

Tenses are tools used to indicate when a situation or action takes place i.e. to show the position of the situation with respect to time. They are also used as tools to harass hapless aspirants with extremely difficult questions.

### TYPE OF TENSES

A brief list of tenses:

- **Simple past:** he went, they went
- **Simple present:** she goes, they go
- **Simple future:** he will go, they will go
- **Past perfect:** she had gone, they had gone
- **Present perfect:** he has gone, they have gone
- **Future perfect:** she will have gone, they will have gone
- **Past progressive:** he was going, they were going
- **Present progressive:** she is going, they are going
- **Future progressive:** he will be going, they will be going
- **Past perfect progressive:** she had been going, they had been going
- **Present perfect progressive:** he has been going, they have been going
- **Future perfect progressive:** she will have been going, they will have been going

### THE BASICS

Suppose we have a sentence, a statement of fact, which has past & present & future in it.

#### For example:

- P did X, does Y, and will do Z.

Now, suppose that, whatever these facts are, they are important enough for someone else to announce them, or tell them, or think them, or believe them. In fact, we might use any of the idioms of thinking and knowing or any of the [verb] + “that”-clause idioms here.

The situation being described in the sentence could have occurred “now” - present tense, “before now” - past tense or will happen “after now” - future tense. So far it's simple. But it gets a bit complicated with the introduction of aspects - simple, continuous (also called progressive), perfect and perfect continuous.

### WHAT IS PERFECT?

The perfect aspect describes events occurring in the past but linked to a later point in time (either the present or the future). They are generally formed with has/have (present), had (past) or will have (future).

## WHAT IS CONTINUOUS?

The continuous aspect describes situations that take place during a given time period - in the past, present or future. They can be easily identified most of the time as they are of the form be verb + ing.

They generally indicate actions that were/are/will be ongoing.

## WHAT S PERFECT CONTINUOUS

The perfect continuous combines both aspects. It is of the form [has/have (present), had (past) or will have (future)] + been + verb + ing.

Someone else announced that P \_\_\_\_ X, \_\_\_\_ Y, and \_\_\_\_ Z.

This is called indirect speech.

## THE BIG QUESTION

The big question is: what tenses do we use when we change from a description of the events themselves to a spoken or thought "that"-clause in the past about the events? In other words, what's the right tense within indirect speech? This subject is the sequence of tenses, and the rules are relatively simple. What we do is back everything up to a previous-time tense

- the present tense real event becomes past: (does Y) becomes (did Y)
- the past tense real event becomes past perfect: (did X) becomes (had done X)
- the future tense real event — this is a tricky one. You may think future goes back to present or to future perfect, but neither of those are correct. We actually use the subjunctive for a hypothetical future: (will do Z) becomes (would do Z).
- anything progressive would stay progressive, following the above rules; for example, (was doing omega) becomes (had been doing omega)

Thus, our indirect speech sentence above would be

Someone else announced that P had done X, did Y, and would do Z.

## SEQUENCES OF TENSES

When a passage has more than one verb, the relation between the tenses of the verbs is called the "sequence of tenses".

Sentences with more than one action do not necessarily require multiple tenses. Unless, the action is not taking place at different times, use the same verb tenses in a given sentence.

### Examples:

- I sing, dance, and play every day. - present tense)

- I sang, danced, and played yesterday. - Past tense

In the following sentence, the actions are happening at different times. Hence, different verb tenses are used.

- James had been working in the same company for almost three years before he found another job. (past perfect and past)

### TENSE AGREEMENT:

More than identification of tense, CAT questions test a student on tense consistency. The tenses in the main clause and the subordinate clause need not be the same but they must be consistent with the relationship that is implied by the sentence.

The rules governing tenses are a bit complex and solving these questions requires the student to rely more on what “sounds” right than on the actual rules.

### COMPLEX SENTENCES

In complex sentences, the tense of the verb in the subordinate clause will be determined by the tense of the verb in the main clause depending on the time relation between the clauses that is implied by the sentence.

Suppose, the tense in the main clause is simple present tense.

#### **Example:**

- She feels that the current system is biased against women.

Suppose the subordinate clause is as follows:

- As Shreya failed to land a job in any of the big consulting companies, she feels that the current system is biased against women.

The tense of the verb in the subordinate clause is not consistent with the relationship that is implied by the sentence. As the sentence implies that Sheila is unable to find a job from some point in the past to now, the correct tense for the subordinate clause will be present perfect tense.

#### **Hence the correct statement is as follows:**

- As Shreya has failed to land a job in any of the big consulting companies, she feels that the current system is biased against women.

## THE PRESENT PERFECT

The present perfect tense is used to describe action that began in the past and continues into the present or has just been completed at the moment of utterance. The present perfect is often used to suggest that a past action still has an effect upon something happening in the present.

The Thumb Rule for forming a sentence in Present Perfect is:

**Present Perfect = Has/Have + Past Participle**

### Example:

- They have not submitted the assignments they ought to.  
The above sentence maintains that the assignments have not been submitted in the past, and they are still not submitted.

What would it mean to be “thoroughly done” and yet “present “?

That would be an ongoing event which has happened in the past and continues through without interruption to the present moment. That’s precisely what the Present Perfect describes.

### Examples:

- The Hon. John Dingell, the current longest serving member of Congress, has been a U.S. Representative since 1955.
- I have eaten a kiwi many mornings as I work.
- The New York Mets have been defeated more than 20 times since the 2012 All Star Break.

Notice that sentence #1 tell us about an event, Congressman Dingell’s tenure that has been happening for a long period and yet still continues at the present writing.

Notice the form of the Present Perfect = “have”/”has” + [the past participle].

The passive voice in the Present Perfect = “have”/”has” + “been” + [the past participle].

## FUTURE PERFECT:

The future perfect is used to refer to an action that will be completed sometime in the future before another action takes place.

The Thumb Rule for forming a sentence in Future perfect is:

**Future Perfect = Will have/had + Past Participle**

### Example:

- I will have finished reading 5 books before the book fair starts.

What would it mean to be “thoroughly done” and also “future”?

That would be something that, from the vantage of a future event, has already happened or been done: in other words, it's the past of the future! That's precisely what the Future Perfect describes.

### Examples:

- By the time of the Pyeongchang Summer Olympics in 2018, the United States will have gone through two more Presidential Elections.
- At the time of the 2013 All-Star Game at Citi Field, the host New York Mets will not yet have won 4000 games as a franchise.
- The Pyeongchang Summer Olympics is future event, and the 2012 and 2016 Presidential elections will be in the past from that perspective.

The form of the Future Perfect:

“will have” + [the past participle]; the exceedingly rare passive voice has the form: “will have been” + [the past participle].

### **PAST PERFECT:**

The past perfect tense is used to refer to actions that took place, and were completed in the past. The past perfect is often used to emphasize that one action, event or condition ended before another past action, event, or condition began.

The past participle of a verb ends with "ed", e.g. talked, walked, played. Verbs such as go, to be, etc. have different participles.

Gone, been are the participle forms of go, and to be. If more than one action takes place at different times in past, past perfect for an earlier action and simple past for later action should be used.

The Thumb Rule for forming a sentence in Past Perfect is:

**Past Perfect = Had + Past Participle**

### Examples:

- Nirmesh thought that Rohit had copied the assignment.
- The presentation had ended but we stayed for the lunch.

What would it mean to be “thoroughly done” and also “past”?

That would be something that is already over and finished by the time another past even happens: in other words, it's the past of the past! That's precisely what the Past Perfect describes.

### Examples:



- By the time Charles Darwin published *The Descent of Man* in 1871, Gregor Mendel already had discovered, during his famous pea plant experiments, the genetic principles that ultimately would explain and justify Darwin's conclusions.
- Three years before Julius Caesar crossed the Rubicon to challenge fellow Triumvir Pompey for uncontested control of Rome, the weakest link in the First Triumvirate, Marcus Licinius Crassus, had been killed in battle with the Parthians.

Notice in both cases, the past perfect verbs describe events that happen before another past event. Darwin published *The Descent of Man* in the past, but Mendel's genetic research happened before that. Caesar crossed the Rubicon in the past, but Crassus' death happened before that.

Notice the form of the Past Perfect:

The active voice = "had" + [the past participle], and the passive voice "had" + "been" + [the past participle].

### THE PAST PROGRESSIVE

Often, when describing a past action, it's enough to say that the action happened.

#### Example:

- Yesterday evening, I walked my dog.

That's the simple past tense. That simply makes clear that the action happened in the past. Sometimes, we want to make an additional distinction clearer: we want to make clear exactly when the action was happening, or make clear that two things happened at the same time.

#### For example:

- At 7:30 pm last night, I was walking my dog.
- Yesterday evening, as I was walking my dog, my broker called.

The verbs are in the past progressive. In both cases, we are emphasizing that the performance of the action was simultaneous with something else — with the clock time of 7:30 pm or with the phone-call from the broker.

Notice the form of the past progressive is the past tense of the verb "to be" plus the present participle.

### THE PRESENT PROGRESSIVE

Consider the difference between these two sentences.

- I walk to work. [Simple present tense]
- I am walking to work. [Present progressive tense]

This is one of the hardest distinctions for folks learning English as a second language to master, because is absent as a verb form in many other languages.

The first describes a general condition that is true at the present time. The implication of sentence #1 is that I walk to work every day, that this is repeated and ongoing condition in my life.

Sentence 2 carries the implication that, at the very moment I speak it, I am performing the act of walking to work: for example, if a friend called on my cell phone while I was in the process of walking to work, I would say sentence 2.

The emphasis of the present progressive is on the fact that articulating the action and performing the action are simultaneous.

Notice that the form of the present progressive is the present form of the verb “to be” plus the present participle — the –ing participle.

**Examples:**

- We are having lunch.
- We are not having lunch right now.
- Are you having lunch right now?
- They are singing very nicely.
- The kids are sleeping.
- Why are the kids sleeping?
- Bella is playing the guitar and Andrew is listening to her.
- What are Bella and Andrew doing?
- Bella and Andrew are not playing golf.

### THE FUTURE PROGRESSIVE

This is a relatively unusual case, which is somewhat unlikely to appear on the Sentence Correction. The distinction is analogous to that in the past tenses. Sometimes, it’s enough to say that an action will take place.

- Tomorrow, I will visit my grandmother.

This is the simple future tense. This indicates only that, sometime in the 24 hour period of tomorrow, I will perform the action of visiting my grandmother. Under certain circumstances, we to make further specifications: we want to indicate either exactly when the action will take place or that two future actions will happen at the same time.

**Examples:**

- Tomorrow at 2:30 pm, I will be visiting my grandmother.
- Tomorrow afternoon, when my roommate will be practicing for his opera performance, I will be visiting my grandmother.

The verbs are in the future progressive. In both cases, we are emphasizing that the performance of the action will be simultaneous with something else: in the first, the action will be simultaneous with a clock time of 2:30 pm; in the second, the two actions, visiting grandma and practicing opera, are simultaneous.

In fact, the subordinate conjunction “when” already emphasizes simultaneity, so some folks would argue that having both verbs in the future progressive with the word “when” is redundant, and should be emended to one of the following:

- Tomorrow afternoon, when my roommate practices for his opera performance, I will be visiting my grandmother.
- Tomorrow afternoon, when my roommate practices for his opera performance, I will visit my grandmother.

We can dispense with one or both of the present progressive verbs, because the word “when” already carries the connotation of simultaneity.

## GERUNDS

### DEFINITION

The gerund is the form that names the action of the verb (for instance, playing is the action of "to play").

In some cases, a noun ending in -ing sometimes serves as a gerund (as in I like building / I like building things, I like painting / I like painting pictures, and I like writing / I like writing novels), while at other times serving as a non-gerund indicating the product resulting from an action (as in I work in that building, That is a good painting, and Her writing is good).

The latter case can often be distinguished by the presence of a determiner before the noun, such as that, a, or her in these examples.

In English, the gerund is one of the uses of the form of the verb ending in -ing. This same verb form has other uses besides the gerund: it can serve as a present participle (used adjectivally or adverbially), and as a pure verbal noun.

A gerund behaves as a verb within a clause (so that it may be modified by an adverb or have an object); but the resulting clause as a whole (sometimes consisting of only one word, the gerund itself) functions as a noun within the larger sentence.

### For example,

Consider the sentence "Eating this cake is easy." Here the gerund is the verb eating, which takes an object this cake. The entire clause eating this cake is then used as a noun, which in this case serves as the subject of the larger sentence.

An item such as eating this cake in the foregoing example is an example of a non-finite verb phrase; however, because phrases of this type do not require a subject, it is also a complete clause.

(Traditionally such an item would be referred to as a phrase, but in modern linguistics it has become common to call it a clause.) A gerund clause such as this is one of the types of non-finite clause

### GERUND AS SUBJECT COMPLEMENT:

- My cat's favorite activity is sleeping. (The gerund is sleeping.)
- My cat's favorite food is salmon. (The gerund has been removed.)

### GERUND AS OBJECT OF PREPOSITION:

- The police arrested him for speeding. (The gerund is speeding.)
- The police arrested him for criminal activity. (The gerund has been removed.)

### THE GERUND PHRASE FUNCTIONS AS THE SUBJECT OF THE SENTENCE.

**A. Finding a needle in a haystack would be easier than what we're trying to do.**

Here,

1. Finding (gerund)
2. a needle (direct object of action expressed in gerund)
3. in a haystack (prepositional phrase as adverb)
4. The gerund phrase functions as the direct object of the verb appreciate.

**B. I hope that you appreciate my offering you this opportunity.**

Here,

1. my (possessive pronoun adjective form, modifying the gerund)
2. offering (gerund)
3. you (indirect object of action expressed in gerund)
4. this opportunity (direct object of action expressed in gerund)

### THE GERUND PHRASE FUNCTIONS AS THE SUBJECT COMPLEMENT.

**Tom's favorite tactic has been jabbering away to his constituents.**

1. jabbering away to (gerund)
2. his constituents (direct object of action expressed in gerund)

### THE GERUND PHRASE FUNCTIONS AS THE OBJECT OF THE PREPOSITION FOR.

**You might get in trouble for faking an illness to avoid work.**

1. faking (gerund)
2. an illness (direct object of action expressed in gerund)
3. to avoid work (infinitive phrase as adverb)

### THE GERUND PHRASE FUNCTIONS AS THE SUBJECT OF THE SENTENCE.

Being the boss made Jeff feel uneasy.

1. Being (gerund)
2. The boss (subject complement for Jeff, via state of being expressed in gerund)

## PUNCTUATION

A gerund virtually never requires any punctuation with it.

### GERUND AS DIRECT OBJECT:

- They do not appreciate my singing. (The gerund is singing.)
- They do not appreciate my assistance. (The gerund has been removed)

### GERUND AS SUBJECT:

- Traveling might satisfy your desire for new experiences. (Traveling is the gerund.)
- The study abroad program might satisfy your desire for new experiences. (The gerund has been removed.)

### VERBS THAT TAKE ONLY GERUNDS AS VERBAL DIRECT OBJECTS

deny  
risk  
delay  
consider  
can't help  
keep  
give up  
be fond of  
finish  
quit  
put off  
practice  
postpone  
tolerate  
suggest  
stop (quit)  
regret  
enjoy  
keep (on)  
dislike  
admit  
avoid  
recall  
mind  
miss  
detest  
appreciate  
recommend  
get/be through

get/be tired of  
 get/be accustomed to  
 get/be used to

**Examples:**

- They always avoid drinking before driving.  
 (Not: They always avoid to drink before driving.\*)
- I recall asking her that question.  
 (Not: I recall to ask her that question.\*)
- She put off buying a new jacket.  
 (Not: She put off to buy a new jacket.\*)
- Mr. Allen enjoys cooking.  
 (Not: Mr. Allen enjoys to cook.\*)
- Charles keeps calling her.  
 (Not: Charles keeps to call her.\*)

**VERBS THAT TAKE GERUNDS OR INFINITIVES AS VERBAL DIRECT OBJECTS**

start/ begin  
 continue  
 hate  
 prefer  
 like  
 love  
 try  
 remember

**Examples:**

- She has continued to work at the store.  
 She has continued working at the store.
- They like to go to the movies.  
 They like going to the movies.
- Brent started to walk home.  
 Brent started walking home.

## PARTICIPLES

### DEFINITION

A participle is a verbal that is used as an adjective and most often ends in -ing or -Ed. The term verbal indicates that a participle, like the other two kinds of verbals, is based on a verb and therefore expresses action or a state of being.

However, since they function as adjectives, participles modify nouns or pronouns. There are two types of participles: present participles and past participles. Present participles end in -ing. Past participles end in -ed, -en, -d, -t, -n, or -ne as in the words asked, eaten, saved, dealt, seen, and gone.

### Examples:

- The crying baby had a wet diaper.
- Shaken, he walked away from the wrecked car.
- The burning log fell off the fire.
- Smiling, she hugged the panting dog.

### PARTICIPIAL PHRASE

A participial phrase is a group of words consisting of a participle and the modifier(s) and/or (pro)noun(s) or noun phrase(s) that function as the direct object(s), indirect object(s), or complement(s) of the action or state expressed in the participle, such as:

### Example:

**Removing his coat, Jack rushed to the river.**

- The participial phrase functions as an adjective modifying Jack.
- Removing (participle)
- His coat (direct object of action expressed in participle)

### PUNCTUATION (PARTICIPLES)

- When a participial phrase begins a sentence, a comma should be placed after the phrase.

### Examples:

- Arriving at the store, I found that it was closed.
- Washing and polishing the car, Frank developed sore muscles.



- If the participle or participial phrase comes in the middle of a sentence, it should be set off with commas only if the information is not essential to the meaning of the sentence.

**Examples:**

- Sid, watching an old movie, drifted in and out of sleep.
- The church, destroyed by a fire, was never rebuilt.

- Note that if the participial phrase is essential to the meaning of the sentence, no commas should be used.

**Examples:**

- The student earning the highest grade point average will receive a special award.
  - The guy wearing the chicken costume is my cousin.
- If a participial phrase comes at the end of a sentence, a comma usually precedes the phrase if it modifies an earlier word in the sentence but not if the phrase directly follows the word it modifies,

**Examples:**

- The local residents often saw Ken wandering through the streets.  
(The phrase modifies Ken, not residents.)
- Tom nervously watched the woman, alarmed by her silence.  
(The phrase modifies Tom, not woman.)

## INFINITIVES

### DEFINITION

An infinitive is a verbal consisting of the word to plus a verb (in its simplest "stem" form) and functioning as a noun, adjective, or adverb. The term verbal indicates that an infinitive, like the other two kinds of verbal, is based on a verb and therefore expresses action or a state of being.

However, the infinitive may function as a subject, direct object, subject complement, adjective, or adverb in a sentence. Although an infinitive is easy to locate because of the to + verb form, deciding what function it has in a sentence can sometimes be confusing.

### Examples:

- To wait seemed foolish when decisive action was required. (subject)
- Everyone wanted to go. (direct object)
- His ambition is to fly. (subject complement)
- He lacked the strength to resist. (adjective)
- We must study to learn. (adverb)

Be sure not to confuse an infinitive—a verbal consisting of to plus a verb—with a prepositional phrase beginning with to, which consists of to plus a noun or pronoun and any modifiers.

Infinitives: to fly, to draw, to become, to enter, to stand, to catch, to belong

### PREPOSITIONAL PHRASES:

To him, to the committee, to my house, to the mountains, to us, to this address.

**Delores noticed her cousin walking along the shoreline.**

- The participial phrase functions as an adjective modifying cousin.
- Walking (participle)
- Along the shoreline (prepositional phrase as adverb)

**Children interested in music early develop strong intellectual skills.**

- The participial phrase functions as an adjective modifying children.
- interested (in) (participle)
- music (direct object of action expressed in participle)
- early (adverb)

Having been a gymnast, Lynn knew the importance of exercise.

- The participial phrase functions as an adjective modifying Lynn.
- Having been (participle)
- A gymnast (subject complement for Lynn, via state of being expressed in participle)

## PUNCTUATION

If the infinitive is used as an adverb and is the beginning phrase in a sentence, it should be set off with a comma; otherwise, no punctuation is needed for an infinitive phrase.

### Examples:

- To buy a basket of flowers, John had to spend his last dollar.
- To improve your writing, you must consider your purpose and audience.

## INFINITIVE PHRASE:

An Infinitive Phrase is a group of words consisting of an infinitive and the modifier(s) and/or (pro)noun(s) or noun phrase(s) that function as the actor(s), direct object(s), indirect object(s), or complement(s) of the action or state expressed in the infinitive, such as:

**We intended to leave early.**

The infinitive phrase functions as the direct object of the verb intended.

- to leave (infinitive)
- early (adverb)

**I have a paper to write before class.**

The infinitive phrase functions as an adjective modifying paper.

- to write (infinitive)
- before class (prepositional phrase as adverb)

**Phil agreed to give me a ride.**

The infinitive phrase functions as the direct object of the verb agreed.

- to give (infinitive)
- me (indirect object of action expressed in infinitive)
- a ride (direct object of action expressed in infinitive)

**They asked me to bring some food.**

The infinitive phrase functions as the direct object of the verb asked.

- me (actor or "subject" of infinitive phrase)
- to bring (infinitive)
- some food (direct object of action expressed in infinitive)

**Everyone wanted Carol to be the captain of the team.**

The infinitive phrase functions as the direct object of the verb wanted.

- Carol (actor or "subject" of infinitive phrase)
- to be (infinitive)
- the captain (subject complement for Carol, via state of being expressed in infinitive)
- of the team (prepositional phrase as adjective).

### MOODY INFINITIVE

**Present Infinitive** (to eat): To show same-time action or action later than the verb.

#### Examples:

- In an effort to reduce their inventories, Italian vintners have cut prices;
- Their wines have been priced to sell, and they do.

In the above sentence, the price cut is done now and the reduction in inventories will happen later.

**Perfect Infinitive** (to have eaten): To show action earlier than the verb.

#### Examples:

- They consider the Gang to have been taught very well.
- The infinitive "to have been taught" indicates the time prior to the verb "consider".

### ACTORS:

- ❖ In these last two examples the actor of the infinitive phrase could be roughly characterized as the "subject" of the action or state expressed in the infinitive.
- ❖ It is somewhat misleading to use the word subject, however, since an infinitive phrase is not a full clause with a subject and a finite verb. Also notice that when it is a pronoun, the actor appears in the objective case (me, not I, in the fourth example).

- ❖ Certain verbs, when they take an infinitive direct object, require an actor for the infinitive phrase; others can't have an actor. Still other verbs can go either way, as the charts below illustrate.

#### VERBS THAT TAKE INFINITIVE OBJECTS WITHOUT ACTORS:

agree  
begin  
continue  
decide  
fail  
hesitate  
hope  
intend  
learn  
neglect  
offer  
plan  
prefer  
pretend  
promise  
refuse  
remember  
start try

#### Examples:

- Most students plan to study.
- We began to learn.
- They offered to pay.
- They neglected to pay.
- She promised to return.

**In all of these examples no actor can come between the main (finite) verb and the infinitive direct-object phrase.**

#### VERBS THAT TAKE INFINITIVE OBJECTS WITH ACTORS:

advise  
allow  
convince  
remind  
encourage  
force  
hire

teach  
 instruct  
 invite  
 permit  
 tell  
 implore  
 incite  
 appoint  
 order

**Examples:**

- He reminded me to buy milk.
- Their fathers advise them to study.
- She forced the defendant to admit the truth.
- You've convinced the director of the program to change her position.
- I invite you to consider the evidence.

**In all of these examples an actor is required after the main (finite) verb and before the infinitive direct-object phrase.**

**VERBS THAT USE EITHER PATTERN:**

ask expect  
 (would) like  
 want  
 need

**Examples:**

- I asked to see the records.
- I asked him to show me the records.
- Trent expected his group to win.
- Trent expected to win.
- Brenda likes to drive fast.
- Brenda likes her friend to drive fast.

**In all of these examples the main verb can take an infinitive object with or without an actor.**

### SPLIT INFINITIVES:

Split infinitives occur when additional words are included between to and the verb in an infinitive. Many readers find a single adverb splitting the infinitive to be acceptable, but this practice should be avoided in formal writing.

#### Examples:

- I like to on a nice day walk in the woods. \* (unacceptable)  
On a nice day, I like to walk in the woods. (revised)
- I needed to quickly gather my personal possessions. (acceptable in informal contexts)  
I needed to gather my personal possessions quickly. (revised for formal contexts)

### COMPARING GERUNDS AND PARTICIPLES

Look at the following pair of sentences. In the first, the use of a gerund (functioning as a noun) allows the meaning to be expressed more precisely than in the second.

In the first sentence the interrupting it, a specific behavior, is precisely indicated as the cause of the speaker's irritation.

In the second the cause of the irritation is identified less precisely as Bill, who just happens to have been interrupting. (In the second sentence, interrupting is actually a participle, not a gerund, since it functions as an adjective modifying Bill.)

- I was irritated by Bill's constant interrupting.
- I was irritated by Bill, constantly interrupting.

The same pattern is shown in these other example pairs below: in the first of each pair, a gerund (noun-function) is used; in the second, a participle (adjective-function). Notice the subtle change in meaning between the two sentences in each pair.

#### Examples for Gerunds and Participles:

- The guitarist's finger-picking was extraordinary.  
(The technique was extraordinary.)
- The guitarist, finger-picking, was extraordinary.  
(The person was extraordinary, demonstrating the technique.)
- He was not impressed with their competing.  
(The competing did not impress him.)
- He was not impressed with them competing.  
(They did not impress him as they competed.)
- Grandpa enjoyed his grandchildren's running and laughing.  
Grandpa enjoyed his grandchildren, running and laughing.\* (Ambiguous: who is running and laughing?)

## THE ORDER

- ❖ It would take a linguistic philosopher to explain why we say "little brown house" and not "brown little house" or why we say "red Italian sports car" and not "Italian red sports car."
- ❖ The order in which adjectives in a series sort themselves out is perplexing for people learning English as a second language. Most other languages dictate a similar order, but not necessarily the same order.
- ❖ It takes a lot of practice with a language before this order becomes instinctive, because the order often seems quite arbitrary (if not downright capricious).
- ❖ There is, however, a pattern. You will find many exceptions to the pattern in the table below, but it is definitely important to learn the pattern of adjective order if it is not part of what you naturally bring to the language.

**Determiners** — articles and other limiters. See Determiners

**Observation** — Post determiners and limiter adjectives (e.g., a real hero, a perfect idiot) and adjectives subject to subjective measure (e.g., beautiful, interesting)

**Size and Shape** — adjectives subject to objective measure (e.g., wealthy, large, round)

**Age** — adjectives denoting age (e.g., young, old, new, ancient)

**Color** — adjectives denoting color (e.g., red, black, pale)

**Origin** — Denominal adjectives denoting source of noun (e.g., French, American, Canadian)

**Material** — denominal adjectives denoting what something is made of (e.g., woolen, metallic, wooden)

**Qualifier** — final limiter, often regarded as part of the noun (e.g., rocking chair, hunting cabin, passenger car, book cover)

## TO SUM UP:

### **How to order adjectives in English?**

In many languages, adjectives denoting attributes usually occur in a specific order. Generally, the adjective order in English is:

1. Quantity or number
2. Quality or opinion
3. Size
4. Age
5. Shape
6. Color
7. Proper adjective (often nationality, other place of origin, or material)
8. Purpose or qualifier



**For example:**

- I love that really big old green antique car that always parked at the end of the street.
- My sister adopted a beautiful big white bulldog.

When there are two or more adjectives that are from the same group, the word and is placed between the two adjectives:

- The house is green and red.
- The library has old and new books.

When there are three or more adjectives from the same adjective group, place a comma between each of the coordinate adjectives:

- We live in the big green, white and red house at the end of the street.
- My friend lost a red, black and white watch.
- A comma is not placed between an adjective and the noun.

**ADDITIONAL GYAAN****Courtesy eGMAT:**

- 1A: My money was stolen
- 1B: My documents were stolen
- 2A: All my money was stolen
- 2B: All my documents were stolen
- 3A: Some of my money was stolen
- 3B: Some of my documents were stolen

I am sure there is no doubt about (1). The author is talking about his money and he is stating that his money was stolen. Same holds true for documents. But notice the difference. Money is singular. - Why? Since it is uncountable noun. You do not say - I have 1 money, 2 moneys, 3 moneys. But documents is plural - why? Since it is countable noun. You say - I have 1 documents, 2 documents, 3 documents.

Now on similar lines, you will be able to get to (2) without any trouble.

Now let's see (3). When the author says "some of the documents", he means more than 1 document - hence it is plural.

However, when the author says "some of the money", even though he means more than 1 money, he cannot say that it is plural since there is nothing like 2 moneys or 3 moneys. This is the underlying reason why (3) is how it is.

Some of the money was and some of the documents were.

So whenever you have to decide if an item is singular or plural, just see whether you would be able to count that quantity as 1 quantity, 2 quantities, etc. If yes, then it will be plural. If no, then it will be singular.

**Now if you want a rule:**

**For prepositional phrase "some of the noun", the number of verb will depend on the number of the noun. If noun is countable, then verb will be plural. If noun is uncountable, then verb will be uncountable.**

Let me throw this in as well:

- One of the documents was stolen.

Here the subject itself is only 1 of the many entities. Thus the number of verb will be singular. Again, let the meaning be your guiding light!

**COMPARING GERUNDS AND INFINITIVES:**

The difference in the form of gerunds and infinitives is quite clear just from comparing the following lists:

- **Gerunds:** swimming, hoping, telling, eating, and dreaming.
- **Infinitives:** to swim, to hope, to tell, to eat, to dream

Their functions, however, overlap. Gerunds always function as nouns, but infinitives often also serve as nouns. Deciding which to use can be confusing in many situations, especially for people whose first language is not English.

Confusion between gerunds and infinitives occurs primarily in cases in which one or the other functions as the direct object in a sentence. In English some verbs take gerunds as verbal direct objects exclusively while other verbs take only infinitives and still others can take either. Many such verbs are listed below, organized according to which kind of verbal direct object they take.

**VERBS THAT TAKE ONLY INFINITIVES AS VERBAL DIRECT OBJECTS:**

Agree  
decide  
expect  
hesitate  
learn  
need  
promise  
neglect  
hope  
want  
plan

attempt  
propose  
intend  
pretend

**Examples:**

- I hope to go on a vacation soon.  
(Not: I hope going on a vacation soon.\*)
- He promised to go on a diet.  
(Not: He promised going on a diet. \*)
- They agreed to sign the treaty.  
(Not: They agreed signing the treaty.\*)
- Because she was nervous, she hesitated to speak.  
(Not: Because she was nervous, she hesitated speaking.\*)
- They will attempt to resuscitate the victim.  
(Not: They will attempt resuscitating the victim.\*)

**IF V/S WHETHER**

**Use If** - When you have a conditional sentence.

**Use whether** - When you have two alternatives possible.

**Do not use** "whether or not" construction while solving sentence correction questions.

Go through the following examples:-

- I do not know if I will go for shopping today or tomorrow.
- I do not know whether I will go for shopping today or tomorrow.
- In both the sentences above there is one surety that I am confused about going for shopping.

Let's see the difference in meaning of both the sentences:

With the usage of if, the additional condition is that I may not go of shopping at all. It in whether this condition is not applicable.

- I will go shopping either today or tomorrow.