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A
CONCISE
ENGLISH
GRAMMAR

FOR
FOREIGN
STUDENTS

Revised Edition

by

C. E. ECKERSLEY



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LONGMANS

6/-

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By C. E. Eckersley and J. M. Eckersley

A COMPREHENSIVE ENGLISH GRAMMAR

A CONCISE
ENGLISH GRAMMAR
For Foreign Students

BY

C. E. ECKERSLEY, M.A.

*REVISED EDITION
WITH ADDITIONAL EXERCISES*



LONGMANS

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There are exercises to each section, totalling 49 pages

PREFACE TO SECOND EDITION

IN this new edition the text has been completely reset and a few minor corrections have been made.

The chief criticism that readers made of the earlier edition was that there were too few exercises. In the present edition the number of pages has been increased from 128 to 160 and the whole of this extra space has been devoted to exercises.

A Key¹ to the exercises is now available.

My thanks are due to Mr. H. W. Acomb for most valuable assistance in the preparation of the additional exercises and the Key.

PREFACE

IN this book an attempt has been made to give concisely all the essentials of English grammar, and though it is hoped that the English student, too, may profit from its pages, the main purpose in the writer's mind has been to approach the subject from the standpoint of the foreign student learning English. For that reason those parts of grammar, e.g. the preposition, in which foreign students find many difficulties, have been given considerably fuller treatment than is usual in a book for English students only. It will be found, too, that the mistakes in the sentences given on pages 113 to 118 for correction, are ones that English students would not generally make; but all the sentences there were actually written in exercises and com-

¹ *A Concise English Grammar for Foreign Students. Key (with Notes and Explanations) to the Exercises* (Longmans).

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positions by foreign students in my classes, and are therefore practical illustrations of the errors to which the foreign student is naturally prone.

The nomenclature used is that recommended by the Joint Committee on Grammatical Terminology.

C.E.E.

ACKNOWLEDGMENTS

WE are indebted to *The Times* for permission to reproduce "It Might be Worse", and to Messrs. Methuen & Co. Ltd. for the extract from *More Essays on Books* by Arthur Clutton-Brock.

INTRODUCTION

WHAT IS GOOD ENGLISH?

Every teacher of English, particularly if he is teaching foreign students, must have been asked the question "What is the correct pronunciation of —?" or "Is it good grammar to write —?" and on giving his answer must have been confronted with the reply "But I have heard many Englishmen pronounce it differently" or "But this very eminent novelist breaks that rule; who is finally to decide which is right?" The answer, of course, is "No one". There is no Academy or other body in England to determine the correct form. The chief criterion of correctness is established usage. Correctness in spoken English is conformity to the speech usages of the majority of educated people; correctness in written English is conformity to the usages of the best modern writers. The rules of grammar are like the laws of Nature. The laws were not made for Nature to obey, but are simply a few facts which wise men have observed as to the way Nature acts. So the grammarian merely examines the language of the best speakers and writers, and deduces rules from their use of it.

Custom is the basis of these rules, and custom is always changing. Pronunciation changes from generation to generation, words decay and become obsolete, and newcomers thrust their way in; words acquire new meanings, sentences are constructed on different lines, and even the syntax of the language undergoes modifications.

It often happens that different forms are in use at the same time, differences due to regional or class dialect, though owing to the modern ease of communication and consequent

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intermingling of people, the spread of popular education, and the hearing of the "Standard English" of the B.B.C., dialect differences tend to disappear.

Again, there is a difference between the language used in writing and that used in speaking. In written composition the words will naturally be chosen with more care and used with greater precision than is possible in rapid familiar conversation, and the sentences will tend to be longer, more elaborately constructed and more conservative in their avoidance of "colloquialisms" and slang. To write as we talk would be slipshod; to talk as we write would sound pedantic and unnatural.

It is the business of the grammarian to observe and record these changes and differences and to decide as far as he can what is the form of language used by the majority of educated speakers and writers; and their usage is his only authority for saying what is "good" and what is "bad" grammar.

CHAPTER I

THE SENTENCE

A GROUP of words which makes complete sense is a SENTENCE. The sentence may express a STATEMENT, e.g. "The student is reading the book", or it may ask a QUESTION, e.g. "Where is the master?" or it may give a COMMAND, e.g. "Open your books."

The SUBJECT of a sentence is the person or thing about which we make an assertion. The PREDICATE of a sentence is what we say about the subject, e.g.

<i>Subject</i>	<i>Predicate</i>
The student	is reading the book.

When the action denoted by a verb does not stop with itself, but passes to some person or thing, the verb is said to be TRANSITIVE and the word or words denoting the person or thing concerned is the OBJECT of the verb, e.g.

The sun rises. (The action stops with itself: there is NO OBJECT.)

The dog bit the *man*. (The action passes from "dog" to "man": *man* is OBJECT of the sentence.)

A SIMPLE sentence is one containing one subject and one predicate, e.g. The bird sings sweetly.

A DOUBLE or MULTIPLE sentence is one made by two or more co-ordinate parts joined by a conjunction or conjunctions. (*Co-ordinate* means "of equal rank".) e.g. The student asked a question and the teacher answered it.

A SUBORDINATE CLAUSE is that part of a sentence equivalent to a Noun, Adjective, or Adverb. It has a subject and

predicate of its own. If it does the work of an adjective it is an ADJECTIVE clause, of a noun it is a NOUN clause, of an adverb it is an ADVERB clause. The clause upon which these others depend is the MAIN clause, e.g.

- This is the book *that I want*. (Adjective clause.)
 He said *that he would help me*. (Noun clause.)
 I saw him *when I came in*. (Adverb clause.)

The part of each of these sentences not in italics is the MAIN clause; the other clauses are all SUBORDINATE ones.

A COMPLEX sentence consists of a main clause and one or more subordinate clauses.

A PHRASE is a collection of words that does not make complete sense, e.g. *on the bus, carrying a dog*. A phrase has no verb in it. If these phrases are combined with a verb they would make a sentence, e.g.

He *sat* on the bus carrying a dog.

The words of a language are arranged into classes according to the work they do in a sentence. These classes are called the PARTS OF SPEECH. In English there are eight of them: the noun, the adjective, the adverb, the pronoun, the verb, the preposition, the conjunction and the interjection.

We shall now proceed to examine each of these in detail.

EXERCISES

* The answers to exercises marked with an asterisk will be found in *Concise English Grammar for Foreign Students, Key (with Notes and Explanations) to the Exercises* (Longmans).

*I. Identify the following sentences as Statements, Questions or Commands:

- (1) England is an island.
- (2) "Give me some more cake," said the greedy boy.
- (3) "Are you still hungry?" replied his mother.

II. Construct six sentences about the cinema, two to illustrate the Statement, two to illustrate the Question, and two to illustrate the Command.

*III. In the following sentences, which words or groups of words form the Subject and which the Predicate?

- (1) Fish swim.
- (2) The boys swim in the river.
- (3) They are finding it difficult to swim against the current.
- (4) The man sitting in the garden is smoking a cigarette.
- (5) What is he buying in that shop?

IV. Construct two Double (or Multiple) Sentences.

*V. Which are clauses and which are phrases in the following sentences?

- (1) The captain of the football team was very young.
- (2) He played in the same position on the field in every match.
- (3) The team that beat his team frequently won matches.
- (4) Rugby football is played everywhere in England.
- (5) The man who is strongest does not always play the best game.

VI. Make a continuous narrative using the following phrases: along the road, with a bag in his hand, the sun being very hot, to get home, in order to rest.

VII. How many different kinds of Clauses are there and what are they called?

*VIII. Give the names (Adjectival, Noun or Adverbial) of the Clauses in the following sentences:

- (1) He hoped that I should work well.
- (2) The boy who runs fastest will win the race.
- (3) Because I was tired, I went to bed early.
- (4) We decided that we must visit London.
- (5) This is the house that Jack built.

*IX. Arrange the following words in correct order to make one sentence:

The two oldest Oxford and Cambridge universities are which rivals in England all great are in sports.

*X. What is the difference between:

- (1) What advanced work are they doing?
- (2) What advanced work they are doing!

CHAPTER II

THE NOUN

A NOUN is the name of anything, e.g. book, desk, teacher, knowledge.

Kinds of Nouns

There are four kinds of noun:

- (a) A COMMON noun, i.e. a name common to all objects of the same kind, e.g. *hat, boy, town*.
- (b) A PROPER noun, i.e. the name of a PARTICULAR person, place or thing, e.g. *Dick, London*.
- (c) A COLLECTIVE noun, i.e. the name of a number of things regarded as one, e.g. *crowd, class, army*.

Note:

Collective nouns take a singular verb if looked upon as denoting one whole, but a plural verb if looked upon as denoting individuals. For example, if we say: "The Government has decided to withdraw the Bill", we are plainly thinking of the Government as one body and therefore the singular verb is used. But if we say: "The Government are all wandering about like lost sheep", we are regarding the Government as composed of many separate individuals and the verb is therefore plural.

- (d) An ABSTRACT noun, i.e. the name of a quality or state, e.g. *whiteness, manhood*.

THE NOUN

Gender

English, ^{as a Romance language} unlike most other languages, ^{considers} regards gender as a grammatical classification according to sex.

There are four genders:

- (a) MASCULINE, used for all males, e.g. *man, boy, horse, lion*.
- (b) FEMININE, for all females, e.g. *woman, girl, mare, lioness*.
- (c) COMMON, where the sex cannot be told from the form of the word, e.g. *friend, cousin, parent*.
- (d) NEUTER, for inanimate objects, e.g. *table, book*.

There are three customary methods of forming the feminine from the masculine:

- (a) By USE OF ENDINGS—chiefly "-ess".
actor actress duke duchess
Jew Jewess marquis marchioness
master mistress tiger tigress
- (b) By COMPOSITION—usually by prefixing or affixing a word.

manservant	maidservant
turkey-cock	turkey-hen
landlord	landlady

- (c) By EMPLOYING A DIFFERENT WORD.
gentleman lady bachelor spinster
husband wife bull cow
monk nun horse mare
king queen nephew niece
boy girl sir madam
earl countess uncle aunt

Note a few IRREGULAR forms: *executor, executrix; testator, testatrix; hero, heroine*.

EXERCISES

*I. Make a list of the nouns in the following passage and say to what class of noun (Common, Proper, Collective or Abstract) each belongs:

John Linton walked along the main street of the village of Forborough. The weather was mild, and, though there were no great crowds in the street, many people were sitting in their gardens enjoying the tranquillity of Sunday and their repose after the week's work. Few looks were cast in his direction but he gave many anxious glances to right and left, trying to discover signs of recognition in the faces of those he saw.

*II. Form abstract nouns from the following adjectives:

long, kind, short, high, comfortable, pleasant, deep, joyous, generous, peaceful.

*III. The following nouns are feminine. What are their masculine counterparts?

goose, heiress, widow, spinster, nun, vixen, stepmother, actress, witch.

Number

There are two numbers, SINGULAR and PLURAL. The plural is formed:

- (a) By adding *-s* to the singular, e.g. boy, boys.
- (b) By adding *-es* for words ending in a sibilant or *-o*, e.g. church, churches; brush, brushes; box, boxes; potato, potatoes.

N.B.—Foreign words ending in *-o* merely add *s*, e.g. piano, pianos.

- (c) Words ending in *-y* preceded by a consonant change *-y* to *-ies*, e.g. lady, ladies; fly, flies.
- (d) Words in *-f* or *-fe* change to *-ves*, e.g. leaf, leaves; wife, wives. But note gulfs, safes, reefs.

THE NOUN

N.B.—Words ending in *-oof*, *-ief*, *-rf*, *-ff* take *-s*, e.g. roofs, chiefs, dwarfs, cliffs. Thief, thieves is an exception.

- (e) Some words form the plural by vowel change, e.g. man, men; tooth, teeth; goose, geese; foot, feet; mouse, mice; woman, women.
- (f) Three words take *-en* or *-ren*: ox, oxen; child, children; brother, brothers or brethren.
- (g) Some words do not change: sheep; deer; fish (or fishes); heathen; grouse; species; salmon; trout.
- (h) WORDS OF FOREIGN ORIGIN sometimes retain foreign plurals, e.g. crisis, crises; basis, bases; cherub, cherubim; datum, data; erratum, errata; phenomenon, phenomena; terminus, termini; oasis, oases.

Note:

(1) In compound words the sign of the plural is generally added to the principal word, e.g. *passers-by*; *lookers-on*; *fathers-in-law*; *courts-martial*.

(2) SOME NOUNS HAVE TWO PLURALS:

brother—*brothers* (literally), *brethren* (figuratively); genius—*geniuses*, *genii* (magic spirits); index—*indexes*, *indices* (in mathematics); penny—*pennies* (coins), *pence* (value).

(3) SOME NOUNS HAVE NO PLURAL:

information, advice, knowledge, furniture, news, progress, etc.

(4) SOME NOUNS HAVE NO SINGULAR:

scissors, trousers, compasses, alms, billiards, clothes, contents, goods, oats, riches, thanks, wages, people, etc.

EXERCISES

*I. Some nouns have two plurals, some have no plurals and some have no singular. Give two examples of each kind.

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*II. What are the plural forms of the following nouns?

railway, library, hoof, sanatorium, passer-by, automaton, spectator, people.

III. In how many different ways can the plural of English nouns be formed? What is the form most frequently used?

Case

CASE is the relation in which a noun stands to some other word.

In modern English there are three cases:

- (a) NOMINATIVE.
- (b) OBJECTIVE (or Accusative for DIRECT object; Dative for INDIRECT object. See below).
- (c) POSSESSIVE (or genitive).

The NOMINATIVE case is used:

- (a) When the word is the SUBJECT of the sentence, e.g. The *boy* did the work. Here, *boy* is in the nominative case.
- (b) After the verb *to be*, if the nominative case had been used before the verb, e.g. It was *he* who spoke. Here, *he* is in the nominative case after the verb *was*.

The OBJECTIVE case is used:

- (a) When the word is in the OBJECT (i.e. after a transitive verb), e.g. We saw *him*.
- (b) When the noun or pronoun is governed by a preposition, e.g. I sent the book to *him*. Here, *him* is objective case governed by the preposition *to*.

Indirect Object

Transitive verbs occasionally take two objects, one denoting a person, the other a thing, e.g. I taught *him* *English*. The word denoting the person is the INDIRECT object, the one denoting the thing is the DIRECT OBJECT.

THE NOUN

The INDIRECT OBJECT is usually placed first. If the Direct object is placed first the indirect object is preceded by a preposition, e.g. I taught *English* (Direct Object) to *him* (Indirect Object).

Formerly a DATIVE case with distinct inflexions was used in English to express direct objects, but now identical forms are used for the accusative and dative, so the general term OBJECTIVE is used to cover both.

The POSSESSIVE case is used to denote a possessor. It is formed by adding *-s* to singular nouns and to plural nouns which do not end in *-s*, e.g. the *boy's* cap, the *men's* work, and by adding the apostrophe only, to plurals that do end in *-s*, e.g. the *boys'* school, the *ladies'* dresses.

Note:

(1) The possessive form is used chiefly in speaking of persons and sometimes of animals, but not usually of things, e.g. The *girl's* dress, the *dog's* tail, BUT: the foot of the mountain.

(2) Where the last syllable of a singular noun begins and ends with *-s* the apostrophe only, and not another *s* is added, e.g. Moses' laws. With such phrases as: "Sophocles' tragedies", "Hercules' works", the apostrophe only is generally used; but for: "St. James's Park," "Venus's beauty", the regular rule is followed.

(3) With certain phrases denoting (a) TIME, (b) SPACE, (c) QUANTITY, the possessive form is used, e.g. a *day's* journey, a *week's* holiday, three *months'* absence, a *stone's* throw, a *needle's* point, a *shilling's* worth, etc. It is used also in a few familiar phrases such as "out of *harm's* way", "at his *wits'* end", "for *goodness'* sake", "at his *fingers'* ends".

(4) The apostrophe has another use beside that of marking the possessive case, namely to show that a word is contracted by the omission of a vowel sound, e.g. *don't*=do not, *it's*=it is, etc.

EXERCISES

I. How many cases of nouns are used in modern English and what are they called?

II. Explain, with examples, the Direct and Indirect Object in an English sentence.

III. What rules govern the use of the Possessive Case and the Apostrophe? Give examples to illustrate your answer.

*IV. Which are the nouns in the following sentence and in what Case and Number is each noun?

The student, in his eagerness to make rapid progress, worked much too hard and had a breakdown. His parents' thoughts were filled with anxiety about his health and they immediately sent their son money to come home. The boy's condition began to improve at once.

*V. Write down (a) ten common nouns from the zoo, (b) ten from a railway station, (c) ten from a grocer's shop, (d) ten from the garden, and (e) ten from the kitchen.

*VI. Give a collective noun for each of the following:

- (1) cows, (2) sheep, (3) people in a church listening to a sermon, (4) people listening to a concert, (5) wolves, (6) wild beasts kept for exhibition, (7) books, (8) fish, (9) stars, (10) soldiers, (11) bees, (12) sailors on a ship.

*VII. Insert *is* or *are*, *has* or *have*, *was* or *were*:

- (1) The herd of cattle — sold for a few pounds.
- (2) A flock of sheep — grazing all over the field.
- (3) The congregation — just leaving the church.
- (4) The audience — too large for this small hall.
- (5) The audience — very enthusiastic about the playing of the pianist.
- (6) A pack of wolves — chasing the hunters.
- (7) A menagerie — just visited the town.
- (8) A library of good books — more valuable than wealth.
- (9) A shoal of fish — just off the coast.
- (10) A constellation of stars — a glorious sight.
- (11) The army — gone into camp for summer training.

THE NOUN

- (12) A swarm of bees — buzzing round my head.
- (13) The crew — made up of thirty sailors.
- (14) The crew — scattered all over the ship.

*VIII. Name all the different kinds of nouns in the following, giving reasons for your classification:

"I pushed back the crowd, and, passing from the rear, walked down the living avenue of people until I came in front of the semi-circle of Arabs where stood the white man with the grey beard. I would have run to him, only I was a coward in the presence of such a mob, would have embraced him, only, being an Englishman, I did not know how he would receive me, so I did what cowardice and false pride suggested, walked up to him, took off my hat and said, 'Dr. Livingstone, I presume?'"

*IX. Form abstract nouns from the following:

infant, child, slave, coward, judge, traitor, enemy, parent, friend, seaman, captain, brother.

*X. Make sentences to show that these pairs of nouns are not always interchangeable:

(a) hand, fist; (b) couple, pair; (c) flower, blossom; (d) road, street; (e) field, meadow; (f) roof, ceiling; (g) picture, portrait; (h) wind, breeze; (i) audience, spectators; (j) disease, sickness; (k) journey, voyage; (l) knowledge, wisdom; (m) speech, conversation; (n) news, information; (o) beauty, prettiness.

*XI. Give nouns opposite in meaning to:

youth, liberty, hero, defeat, joy, question, failure, despair, storm, pain, descendant, haste.

*XII. What abstract nouns (i.e. qualities) are likely to be used in speaking of the following?

music (e.g. *melody*, *rhythm*, *form*, etc.), a fire, a dog, a book, the sea, a cigarette, America, a flower, a king, a racehorse, a tiger, a child.

THE ADJECTIVE

AN ADJECTIVE is a word that qualifies a noun; it adds to its meaning, but limits its application, e.g. The *new* book; the *black* sheep.

An adjective may be used (1) to qualify a noun, i.e. as an EPITHET as in the examples above, or (2) to form PART OF THE PREDICATE and say what the person or thing denoted by the subject is declared to be, e.g. The book is *new*; the sheep is *black*. It is then said to be used PREDICATIVELY.

Kinds of Adjectives

(1) ADJECTIVES OF QUALITY: which show WHAT KIND, e.g. a *brave* boy; a *German* student.

(2) ADJECTIVES OF QUANTITY: which tell *how many* or *how much*. These may be:

(i) *Definite*, e.g. one, two, etc.

(ii) *Indefinite*, e.g. all, some, several, half, no.

(3) POSSESSIVE ADJECTIVES: which show possession, e.g. *my*, *her*, *its*, *our*, *their*, etc.

(4) DISTRIBUTIVE ADJECTIVES:¹ which show that the persons or things denoted by the noun are taken singly or in separate lots, e.g. *each*, *every*, *either*, *neither*.

Note:

Each is used for one of two, or one of any number exceeding two, e.g. *Each* one of the two boys gained a prize. *Every*

¹ See also pp. 33, 34.

THE ADJECTIVE

could not be used here. *Every* is used for any number exceeding two.

Distributive adjectives are always singular, e.g. *Every* one of the boys *has* done *his* work. *Neither* book *is* good.

(5) INTERROGATIVE ADJECTIVES: which are used in questions, e.g. *Which* man did you see? *What* time is it?

(6) DEMONSTRATIVE ADJECTIVES: which point out, e.g. *this*, *that*, *these*, *those*, *a*, *an*, *the*.

The Articles

A and AN are sometimes known as the indefinite articles; THE is called the definite article.

A is used:

(1) before a consonant, e.g. *a* dog, *a* chair;

(2) before *u*, *ew*, *eu*, when these have the phonetic sound [ju:], e.g. *a* useful book, *a* ewe, *a* European;

(3) before *o* if sounded like [w], e.g. *a* one-eyed man.

An is used:

(1) before a vowel, e.g. *an* orange;

(2) before a silent *h*, e.g. *an* honest man;

(3) before an unaccented syllable beginning with *h*, e.g. *an* historical novel.

A or *an* must be used:

(1) to express a complement of the verb "to be", e.g. He is *a* Frenchman, *a* doctor, *a* scoundrel;

(2) to express the unit of measure, weight or time, e.g. *three* shillings *a* yard; *a* shilling *an* hour; *three* times *a* day;

(3) before *hundred*, *thousand*, *dozen*, e.g. There were *a* hundred sheep in the field;

(4) with *few* and *little*, according to the meaning to be conveyed. "I *have a few* friends" states that I have at

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least some. "I have *few* friends" emphasizes the fewness. The same contrast is expressed in: "I have *a little* money" and "I have *little* money";

- (5) to convey the meaning "one", e.g. Not *a* drum was heard, not *a* funeral note; birds of *a* feather flock together.

Note the following idiomatic phrases where the use of the indefinite article is often unlike the usage in other languages.

to have *a* headache, *a* pain, *a* cold, *a* cough (BUT: to have toothache, earache, rheumatism, influenza)

to be in *a* hurry

to be in *a* rage

to be in *a* temper

to fly into *a* passion

to be at *a* loss what to do

to give *a* guess at

to have *an* opportunity

to take *a* seat

to take *a* pride in

all of *a* sudden

on *a* large scale

on *an* average

as *a* rule

it is *a* pity

many *a* man

THE is pronounced [ði:] [ði] before a VOWEL or *h* mute, e.g. *the* apple, *the* honest man, but is pronounced [ðə] before a consonant, e.g. *the* man, *the* ball.

"The" is omitted:

- (1) before ABSTRACT nouns used in a general sense, e.g. *Life* is real! *life* is earnest!
- (2) before the names of MATERIALS used in a general sense, e.g. *Butter* is made from cream. *Gold* is found in Australia.
- (3) before COMMON nouns in the plural when used in a general sense, e.g. *Books* are true friends.
- (4) usually before PROPER NOUNS, e.g. I saw KING GEORGE. They went into HYDE PARK. He lived in ENGLAND

THE ADJECTIVE

(but note: *the* UNITED STATES, *the* EAST INDIES, *the* WEST INDIES, *the* NETHERLANDS, *the* CRIMEA, *the* CONTINENT). SUNDAY is a day of rest. I walked down REGENT STREET (but *the* is used with ROAD, e.g. *The* EDGWARE ROAD). VESUVIUS is a volcano (but for CHAINS OF MOUNTAINS *the* is used, e.g. *The* ALPS, *The* ANDES).

"The" is used:

- (1) before RIVERS and SEAS, e.g. *The* THAMES, *The* ATLANTIC OCEAN.
- (2) before the names of A FEW BUILDINGS, e.g. *The* BANK OF ENGLAND, *The* MONUMENT, *The* MARBLE ARCH, *The* SAVOY.

Position of "the" and "a":

the follows *all*, *half*, *both*, *double*, e.g.

It rained *all the* night

BUT: It rained *the whole* night.

Half the class are absent today.

Both the boys were present

This book was *double the* price of the last.

a is used after *many*, *such*, *quite*, e.g.

Many a flower is born to blush unseen.

I have never done *such a* difficult exercise.

You are *quite a* stranger.

EXERCISES

I. Explain in your own words what is meant by the following expressions:

Adjective of Quality, Distributive Adjective, Demonstrative Adjectives.

Give examples of the use of each kind of adjective.

... adjectives or nationality used in speaking of the following countries?

Spain, Holland, Norway, Finland, Switzerland, Peru, Monaco, Turkey, Wales, Czechoslovakia.

*III. Form adjectives from the following nouns:

crisis, truth, falsehood, art, sport, Elizabeth, weariness, Mozart, bankruptcy, hope.

*IV. What are the adjectives opposite in meaning to the following?

clever, intelligent, hasty, beautiful, possible, similar, practicable, literate, regular, hopeless.

*V. Find adjectives of indefinite quantity to replace the adjectives of quantity in the following sentences:

- (1) He failed the examination six times.
- (2) Three hundred spectators watched the race.
- (3) There were three applicants for the job.
- (4) A sack of sand contains millions of grains.
- (5) He has six or seven pairs of shoes.

VI. Make six sentences in each of which an adjective is used as a noun.

VII. In how many different ways can the adjective *few* be used? Make sentences to illustrate your answers.

VIII. The adjective *nice* is too frequently used in English conversation. Suggest five alternative adjectives and use each one in a sentence in its appropriate sense.

*IX. Copy the following sentences, replacing the dashes by *a*, *an* or *the* where necessary:

- (1) — boiling water is necessary for making — good tea.
- (2) While I was in — London I visited — Tower and — Westminster Abbey.
- (3) — radio and — radar are two important aids to — captain of — ship.
- (4) I wanted — holiday but didn't know whether to go on — climbing holiday in — Highlands of — Scotland or for — sea voyage in — Mediterranean.

THE ADJECTIVE

- (5) John said he saw — very beautiful scenery during — tour in — Argentine and in — Brazil.
- (6) I pass — Marble Arch every day in — bus that takes me to — City.
- (7) We flew from — Hague early in — morning and reached — Cairo on — evening of — same day.
- (8) At every corner there used to be — policeman who controlled — traffic, but now there is — automatic traffic signal which does — work.
- (9) — teacher told all — children to stop at — signal where — light was red.
- (10) We did not sleep very well as — hotel was in — busy part of — town and — noise of — cars and — lorries went on all — time.

The Position of the Adjective

The adjective PRECEDES its noun, e.g. The *new* book is a *good* one; but in a few phrases it follows the noun, e.g. court *martial*, The Theatre *Royal*, The Princess *Royal*, from time *immemorial*, the heir *apparent*, the Poet *Laureate*.

Comparison of Adjectives

There are three degrees of comparison: POSITIVE, COMPARATIVE, SUPERLATIVE.

The COMPARATIVE is formed:

- (a) by adding -er to the positive, e.g. clear, clearer;
- (b) by using more with the positive, e.g. *more* beautiful.

The SUPERLATIVE is formed:

- (a) by adding -est, e.g. *clearest*;
- (b) by using most, e.g. *most* beautiful.

Method (a) is generally used: er est

- (1) with monosyllabic adjectives;
- (2) with disyllabic adjectives with the accent on the second syllable, e.g. *polite*.

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Method (b) is used: *more, most*

- (1) with disyllabic adjectives with the accent on the first syllable, e.g. *hopeful, learned*;
- (2) with all adjectives of more than two syllables, e.g. *wonderful, magnificent*.

SOME IRREGULAR COMPARISONS

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
little	less	least
{ much	more	most
{ many		
late	{ later	{ latest
	{ latter	{ last
far	{ farther	{ farthest
	{ further	{ furthest

Notes on Comparison of Adjectives

Latter means the second of two and is contrasted with *former*, e.g. I studied French and German; *the former* language I speak well, but the *latter* one only imperfectly.

Last is the final one, e.g. "The Tempest" was probably the *last* play Shakespeare wrote.

Latest is the most recent, e.g. Have you read Agatha Tomlinson's *latest* novel? It was published a week ago.

Farther refers generally to distance, e.g. I cannot walk any *farther* (though *further* could also be used).

Further means additional, e.g. I will give you *further* details later.

Much is used with the singular, *many* with the plural, e.g. "I have not *much* time", but "I have not *many* friends."

THE ADJECTIVE

The following phrases are used in comparison of adjectives:

With the POSITIVE, *as . . . as*, e.g. I am *as* old *as* you.

With the COMPARATIVE:

- (1) *than*, e.g. This is better *than* that;
- (2) *the . . . the*, e.g. *The more the* better;
- (3) *none the*, e.g. You are *none the* worse for the experience;
- (4) *all the*, e.g. You will be *all the* better for a change of air.

The Adjective used as a Noun

When used as a noun, the adjective is singular in form but plural in meaning, e.g.

The *rich* have helped the *poor*.

The *blind* are to be pitied.

EXERCISES

I. What are the rules for forming the Comparative and Superlative of English adjectives? Give one example of each rule.

II. Make a list of all the adjectives you know which are irregular and do not follow the rules you have mentioned in answering Question I. Write the three forms (Positive, Comparative and Superlative) of each adjective in your list.

*III. What are the Comparative and Superlative forms of the following adjectives?

- (1) heavy, (2) intelligent, (3) late, (4) far, (5) complicated, (6) unique.

*IV. Explain the difference of meaning between:

- (1) { my youngest brother
 { my younger brother
- (2) { his last book
 { his latest book
- (3) { further
 { farther

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*V. Give as many adjectives as you can that are opposite in meaning to the following:

fierce, clean, hard, strong, poor, wise, generous, thin, new, extravagant.

*VI. Make sentences to show that these pairs of adjectives are not always interchangeable:

(a) great, big; (b) small, trivial; (c) durable, perennial; (d) quick, abrupt; (e) proud, insolent; (f) true, honest.

*VII. What adjectives would you use to describe (a) daffodils in early spring; (b) an autumn sunset; (c) a racing car at full speed; (d) the sea in fury; (e) a fog?

*VIII. What comment would you make on the adjectives used in the following sentences:

- (a) This is a most unique ornament; in fact it is the most perfect specimen I have ever seen.
- (b) It took me an awful time to do the exercise.
- (c) The concert was a ghastly failure.
- (d) We are having nice weather now after a terrible amount of rain.

(In 1763 Boswell remarked it would be terrible if he and Johnson could not soon return to London, as it might be rather dull at Helvoetsluys.

Johnson: "Don't, sir, accustom yourself to use big words for little matters. It would *not* be *terrible* though I were detained here. The practice of using words of disproportionate magnitude is no doubt too frequent everywhere, but I think most remarkable among the French.")

CHAPTER IV

THE ADVERB

AN ADVERB is a word that modifies the meaning of a verb, adjective or other adverb, e.g. The *very* good runner ran *too quickly* for me.

Kinds of Adverbs

The principal kinds of adverbs are of:

- (a) TIME, e.g. *now, soon, always, often, etc.*
- (b) PLACE, e.g. *here, where, outside, etc.*
- (c) MANNER, e.g. *badly, well, easily, etc.*
- (d) DEGREE, e.g. *very, too, almost, quite, etc.*
- (e) NEGATION AND AFFIRMATION, e.g. *yes, no, not, etc.*
- (f) INTERROGATION, e.g. *when, where, why.*

Adverbs are formed from adjectives generally by adding *-ly*, e.g.

He is a *slow* worker. (Adjective.)

He works *slowly*. (Adverb.)

The adverb corresponding to *good* is *well*.

Often the adjective and adverb have the same form:

ADJECTIVE	ADVERB
That is a <i>fast</i> train.	It goes <i>very fast</i> .
He came from a <i>far</i> country.	He went <i>far</i> .
It is a <i>straight</i> road.	It runs <i>straight</i> for miles.
He had a <i>low</i> voice.	He spoke <i>low</i> . (Note: <i>lowly</i> is an adjective, e.g. He is of <i>lowly</i> parentage.)

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Frequently, both forms are used as adverbs, often with different meanings, e.g.

ADJECTIVE	ADVERB
There is a <i>bright</i> moon.	The moon shines <i>bright</i> , OR: <i>brightly</i>
A <i>cheap</i> book.	I bought it <i>cheap</i> , OR: <i>cheaply</i> .
A <i>direct</i> route.	I sent the goods <i>direct</i> from A . . . to B . . . I will return <i>directly</i> .
He is a <i>hard</i> worker.	He works <i>hard</i> . He <i>hardly</i> works.
A <i>high</i> building.	The bird flies <i>high</i> . He was <i>highly</i> praised.
A <i>late</i> arrival.	He came <i>late</i> . News has <i>lately</i> come.
A <i>near</i> friend.	He came <i>near</i> . I was <i>nearly</i> late.
A <i>pretty</i> girl.	That is <i>pretty</i> good. She spoke <i>prettily</i> .
A <i>short</i> journey.	He stopped <i>short</i> . He will come <i>shortly</i> .
A <i>sound</i> mind.	He slept <i>sound</i> , OR: <i>soundly</i> . He was <i>soundly</i> beaten.
A <i>wide</i> door.	Keep your eyes <i>wide</i> open. They differed <i>widely</i> in their opinions.
A <i>wrong</i> use of the word.	I went <i>wrong</i> there. He was <i>wrongly</i> (<i>wrongfully</i>) accused.

A few adverbs are formed from nouns, e.g. *hourly*, *daily*, *bodily*, *ashore*, *besides*, *sideways*, *backwards*.

Comparison of Adverbs

Adverbs of quality are compared like adjectives:

- (1) Adverbs of one syllable, and *often* and *early* by *-er* and *-est*, e.g. *near*, *nearer*, *nearest*; *early*, *earlier*, *earliest*.
- (2) Adverbs of more than one syllable by *more* and *most*, e.g. *brightly*, *more brightly*, *most brightly*.

THE ADVERB

- (3) A few are irregular, e.g. *well*, *better*, *best*; *badly*, *worse*, *worst*; *little*, *less*, *least*.

The place of the Adverb

- (1) The adverb is generally placed before adjectives, other adverbs and past participles, e.g. "He was *very* clever, and *was* exceedingly *well* educated." But notice *enough* which comes after the adjective, e.g. "That is good *enough* for me."
- (2) With a transitive verb (see p. 47) it generally comes after the object, e.g. "He banged the door *noisily*." But if the object is an infinitive it may come before, e.g. "They *kindly* asked me *to stay* at their house." This prevents any ambiguity in the application of *kindly*.
- (3) The adverbs *never*, *often*, *always*, *seldom*, *sometimes*, usually precede the principal verb, e.g. *I always* DO that; I have *often* DONE that; they will *never* DO that. But with the verb *to be* they follow the verb, e.g. He is *never* at home.
- (4) Adverbs of DEFINITE TIME, e.g. *yesterday*, *today*, *tomorrow*, are placed at the end of the sentence; or, if we wish to emphasize the time, at the beginning, e.g. I went to his house *yesterday*; OR: *Yesterday*, I went to his house.
- (5) If an adverb of time and an adverb of place are used together the latter precedes the former, e.g. We went there yesterday.
place time

EXERCISES

- I. What work does an adverb do in a sentence? Explain fully.
- II. How are most adverbs in English formed? Give two examples.
- *III. Form adverbs from the following nouns:
hour, moment, earth, back, length, shore, body, time, side, day.
- IV. How do you form the comparative and superlative of regular adverbs in English? Give examples of each rule.

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*V. What are the other forms of the following adverbs?
better, least, more, furthest, ill, fast, soon.

*VI. Correct the position, where necessary, of the adverbs in the following sentences:

- (1) He speaks very well English.
- (2) England will only remain prosperous as long as she maintains her export trade.
- (3) I often have done that.
- (4) He is at home rarely.
- (5) They came yesterday to visit us here.

*VII. What are the adverbs opposite in meaning to the following?
often, seldom, continuously, prudently, willingly.

CHAPTER V

THE PRONOUN

A PRONOUN is a word that stands instead of a noun.

Kinds of Pronouns

Pronouns are classified as follows:

- | | |
|--------------------|--------------------|
| (a) PERSONAL. | (f) INTERROGATIVE. |
| (b) POSSESSIVE. | (g) DISTRIBUTIVE. |
| (c) DEMONSTRATIVE. | (h) INDEFINITE. |
| (d) RELATIVE. | (i) EMPHASIZING. |
| (e) REFLEXIVE. | |

The Personal Pronoun

PERSONAL PRONOUNS may be in the nominative, the objective or the possessive case, e.g.

Nom.	Objective	Possessive Adjectives	Possessive Pronouns
<i>I</i> have a name, it was given to <i>me</i> ,		it is <i>my</i> name, the name is <i>mine</i> .	
<i>Thou</i> hast a name, it was given to <i>thee</i> ,		it is <i>thy</i> name, the name is <i>thine</i> .	
<i>He</i> has a name, it was given to <i>him</i> ,		it is <i>his</i> name, the name is <i>his</i> .	
<i>She</i> has a name, it was given to <i>her</i> ,		it is <i>her</i> name, the name is <i>hers</i> .	
<i>It</i> has a name, it was given to <i>it</i> ,		it is <i>its</i> name. ¹	
<i>We</i> have a name, it was given to <i>us</i> ,		it is <i>our</i> name, the name is <i>ours</i> .	
<i>You</i> have a name, it was given to <i>you</i> ,		it is <i>your</i> name, the name is <i>yours</i> .	
<i>They</i> have a name, it was given to <i>them</i> ,		it is <i>their</i> name, the name is <i>theirs</i> .	

¹ The possessive pronoun (*its*, e.g. "the name is *its*"), is practically never used.

2 THOU Personal, an old word once used in the singular, used as a subject of a verb
THEE Personal, old word meaning you and used in the singular or with the pronoun
THY Possessive, old word meaning your and used in the singular or with the pronoun
THINE Possessive, old word meaning yours and used in the singular or with the pronoun

NOTES ON PERSONAL PRONOUNS

(1) *I* is always written with a capital letter, but not *me* or *we* or *us*.

(2) *Thou* and *thee* and *thine* are very rarely used in modern English.

(3) *He, him, his* are used for males; *she, her, hers* for females; *it* for things and as the IMPERSONAL SUBJECT, e.g. *It* has been a fine day.

(4) The plural *we* instead of the singular *I* is used in royal proclamations and by editors in their editorials.

The Possessive Pronoun

The POSSESSIVE PRONOUN stands instead of the noun; the POSSESSIVE ADJECTIVE qualifies the noun.

(1) The Possessive Pronoun, like the Possessive Adjective, changes its form according to the number and gender of the possessor, and not, as in some other languages, according to the thing possessed, e.g. The *boy* lost *his* book; the *girl* lost *her* book.

(2) The form of the pronoun or adjective does not change with the number of the word qualified, e.g. The boy lost *his* book; the boy lost *his* books.

(3) The possessive form is used in English where often the definite article would be used in other languages, e.g. I have had *my* hair cut; he hurt *his* foot; she has changed *her* mind.

(4) *Own* is sometimes added to make the possessive more emphatic, e.g. "A man may do as he likes with his *own* goods; they are his *own*." The idiomatic phrases *On my own, on his own, etc.*, mean *alone* or *unaided*, e.g. I was *on my own* all day yesterday. I did that work *on my own*.

(5) The form *of mine, of his, of yours, etc.*, is frequently used, e.g. "A friend *of yours* called to see me." "That brother *of mine* has been in trouble again." There is a difference in

meaning between: (a) On the desk were *some letters of mine*, AND: (b) On the desk were *some of my letters*. Sentence (a) states that some letters were there; sentence (b) states that these letters were only a part of the total number.

The Demonstrative Pronoun

THE DEMONSTRATIVE PRONOUNS are *this, that* (singular), *these, those* (plural), *the former, the latter* and *such*. These, when used with nouns, can also be demonstrative adjectives.

The former is used for the first of two, *the latter* for the second of two, e.g. Shakespeare and Goethe were both great poets; *the former* was an Englishman, *the latter* a German.

Such is used predicatively to mean *so great* or *of that kind*, e.g. *Such* is the power of the Press; *such* is the state of man.

Note the following idiomatic expressions in which demonstrative pronouns or adjectives are used:

- (a) Have you been helping your mother? *That's* a good girl.
- (b) *This much* I do know.
- (c) He told me to go to *such and such* a place at *such and such* a time and I would meet Mr. *So-and-so*. But when I got there there was no *such* person.

EXERCISES

*I. Rewrite the following passage in two ways:

- (1) changing first person pronouns to second person.
- (2) changing first person pronouns to third person.

As I was going down the road I met two friends. We spoke for a few minutes and they told me their plans for their holidays.

Make any other changes rendered necessary by the changes of person.

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*II. In each of the following sentences there are two pronouns in brackets. Choose the correct one to use where the blank space has been left.

- (1) My uncle took my brother and — to the theatre (I, me).
- (2) Is that John in the garden? Yes, it's certainly — (he, him).
- (3) — North Country people speak very plainly (We, Us).
- (4) The prize was divided between George and — (I, me).
- (5) You and — often play tennis together (he, him).
- (6) My sister and — are going abroad this summer (she, her).

*III. Rewrite the following sentences, where necessary with correct order of words and without mistakes in grammar:

- (1) Tom and you must help me with my homework.
- (2) He and you are much better at English than me.
- (3) The Johnsons and we lives in the same house.
- (4) There is only a few people here tonight.
- (5) Neither Mary nor you have learnt yet to swim.

The Relative Pronoun

THE RELATIVE PRONOUNS are *who* (nominative), *whom* (objective), *whose* (possessive), *which*, *that*, *what* and occasionally *as* and *but*. They have the same form for singular or plural.

The relative pronoun stands instead of a noun and also joins sentences. The noun to which it refers is called its ANTECEDENT.

Who, *whom* and *whose* are used of persons, e.g.

The man *who* spoke was my brother.

The man *whom* you saw was my brother.

He is a writer *whose* style is most attractive.

Which as a relative pronoun is used only of THINGS or ANIMALS, e.g.

The current, *which* is very rapid, makes the river dangerous.

My dog, *which* was lost, has been found.

THE PRONOUN

Note:

Which is used for non-defining, *that* for defining clauses.

Which may also be used to stand for an entire sentence, e.g.

The boy's work was praised, *which* pleased him very much.

With collective nouns denoting persons, *which* is used with the singular, but *who* with the plural, e.g.

The London team, *which* played so well last season, has done badly this season.

The team, *who* are just getting their tickets, will meet on the platform at 2.30.

That is used for persons or things, e.g.

My brother *that* is in Paris has sent me a letter.

This is the house *that* Jack built.

Note:

(a) *That* cannot follow a preposition, e.g. Here is the book *that* I told you of, BUT: Here is the book *of which* I told you.

(b) *That* has a RESTRICTIVE sense which sometimes makes it impossible as a substitute for *who* or *which*, e.g. I can say "I have heard from my brother *that* is in America" because I may have several brothers and the relative pronoun *that* restricts the meaning to one of them; but I cannot say: "I have heard from my wife *that* is in America" because the restrictive clause would infer I had more than one wife. I could use *who* here because *who* is CONTINUATIVE and would mean *and she*.

(c) *That* is used after SUPERLATIVES (including *first* and *last*) and INDEFINITE PRONOUNS, e.g.

Shakespeare is the *greatest* poet *that* England has ever had.

"We were the *first that* ever burst into that silent sea."

(Coleridge, *Ancient Mariner*.)

I will tell you *something that* you didn't know before.

All that glitters is not gold.

Nothing that he does is badly done.

- (d) Where the antecedent is both a person and a thing, *that*, not *who* or *which* is used, e.g.

He talked brilliantly of the men and books *that* interested him.

- (e) *That* follows the opening "It is . . ." e.g.

"It's a long lane *that* has no turning." (PROVERB.)

What is used where the antecedent is not expressed, e.g.

Tell me *what* you want to know, but NOT: Tell me *the things what* you want to know.

As is used as a relative pronoun after *same* and *such*, e.g.

My book is not the *same* as yours is.

"We are *such* stuff *as* dreams are made on." (Shakespeare, *The Tempest*.)

But is a relative pronoun in certain rare negative constructions, e.g. There is no one here *but* wishes you well. *But wishes*=*who does not wish*. (See also page 102.)

OMISSION OF THE RELATIVE PRONOUN

The relative is frequently omitted when, if it were expressed, it would be in the objective case, e.g.

I went to the play \wedge you told me about.

The man \wedge we met is the teacher.

THE RELATIVE PRONOUN AND ITS ANTECEDENT

The relative pronoun should be as near its antecedent as possible. This will avoid absurdities such as, "After the wedding the bride and bridegroom left in a motor-car for London which was lent for the occasion by Mr.——" or: "She took her hat from her head which she was wearing."

The Reflexive Pronoun

The REFLEXIVE PRONOUNS are:

SINGULAR		PLURAL
myself	himself	ourselves
thyself	herself	yourselves
yourself	itself	themselves
	oneself	

They show that the action performed by the doer passes back to him; so the subject and the object of the sentence are the same person, e.g. He hurt *himself*. The reflexive pronouns should not be confused with the EMPHASIZING PRONOUNS. Both have the same form but their functions are different. Compare: He hurt *himself* (Reflexive Pronoun) AND: He *himself* (Emphasizing Pronoun) hurt the dog.

EXERCISES

I. Make a list of the relative pronouns used in English and explain how each one should be used.

II. What do you call a noun to which a relative pronoun refers, and a clause introduced by a relative pronoun?

*III. Make one sentence from each of the following pairs of sentences by using relative pronouns:

- (1) It was a very fine summer. Everyone enjoyed it.
- (2) In France the weather was very hot. Many tourists found it very trying.
- (3) That is the man. I mentioned him to you yesterday.
- (4) Uncle John gave Tommy a bicycle. He was very pleased with it. (Two forms possible.)
- (5) Here is the exercise. John wrote it.

*IV. Complete each of the following sentences by inserting a relative pronoun:

- (1) He is the man —— telephoned this morning.
- (2) My father, —— is very old, is ill.

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- (3) Who is the friend to — you wrote last night?
- (4) The egg — I ate this morning was not good.
- (5) All — I ask is love.
- (6) Nothing — he told me was true.
- (7) The house — stands at the corner was burnt down last night.
- (8) She is the lady — daughter you met at the party.
- (9) You can ask her — you like.
- (10) He is the fastest runner — the school has ever produced.
- (11) We often spoke of the people and places — we had visited together.
- (12) It's a poor heart — never rejoices.
- (13) Your grammar book is not the same — mine is.
- (14) The man — broke the bank at Monte Carlo is now dead.

*V. Correct the following sentences:

- (1) The man which stole the watch has been caught.
- (2) The dog who was accidentally shot has died.
- (3) My father that went to London has returned.
- (4) His only child that was so clever had failed his examination.
- (5) The orchestra which lost their instruments in the fire have been compensated.

VI. Explain the use *himself* in the following sentences:

- (1) He cut himself.
- (2) He himself cut the wedding cake.

VII. Which pronouns are reflexive and which emphasizing in the following sentences:

- (1) The Queen herself decorated him.
- (2) He decorated the house himself.
- (3) We need not worry ourselves about him.
- (4) The two brothers themselves built up this business.
- (5) Take care of yourself.

The Interrogative Pronoun

THE INTERROGATIVE PRONOUNS are *who*, *whose*, *which* and *what*. They are used to ask questions.

Who and *whose* are used for persons, e.g. *Who* are you?
Whose is this book?

THE PRONOUN

Which is selective; it can be used for persons or things when one or more out of a number is referred to, e.g.

Which of these words is the right one to use?

Which of these men did you see?

What is general in meaning, e.g. *What* did he say? *What* are you doing?

Compare: "*What* shall we read?" and "*Which* of Shakespeare's plays shall we read?"

Note:

If the question is an indirect one the verb is not inverted.

Compare: "*What are you doing?*" (Direct) and: "*He asked me what I was doing.*" (Indirect.) "*Where do you live in London?*" (Direct.) and: "*He asked me where I lived in London.*" (Indirect.)

The Distributive Pronoun

THE DISTRIBUTIVE PRONOUNS are *each*, *either* and *neither*. They are very similar to the distributive adjectives (see p. 12). The difference is that when they stand instead of the noun, they are pronouns; when they qualify the nouns they are adjectives, e.g.

Each of the men received a reward. (*Pronoun.*)

Each man received a reward. (*Adjective.*)

Each is similar in use and meaning to *every*; but, in addition to the difference in use explained on page 12, *each* can be used as a pronoun, *every* cannot, e.g.

Give *each* of the men a drink. (*Correct.*)

Give *every* of the men a drink. (*Incorrect.*)

Each other and *one another* are used after transitive verbs to express reciprocal action, i.e. that the feeling is mutual. With *each other* there are two people concerned, e.g.

The two brothers love *each other*.

With *one another* there are more people concerned, e.g.

"Little children, love *one another*."

This usage, however, is not invariably observed.

Either means *one or the other of two*, e.g.

I have two books here, *either* would suit you quite well. *Either* can also have the meaning *both of two*, but it is only used adjectivally with this meaning, e.g.

"On *either* side the river lie

Long fields of barley and of rye."

Tennyson, *Lady of Shalott*.

Neither means *none of two*, e.g.

He gave me two novels, but *neither* is very good. (*Pronoun*.)

Neither book was what I wanted. (*Adjective*.)

Neither and *either* like all the Distributives take singular verbs.

The Indefinite Pronoun

THE INDEFINITE PRONOUNS are: *all, some, any, one, they* (in "they say"), *something, nobody*, etc.

They refer to things or people in a vague or general way. *All, some, any, one*, can also be used adjectivally, e.g.

Yesterday, two pupils were absent; today *all* are present. (*Pronoun*.)

All the students are here today. (*Adjective*.)

"*Some* are born great, *some* achieve greatness, and *some* have greatness thrust upon them." (*Pronoun*.)

Some men are born great. (*Adjective*.)

Did you meet many people? I didn't meet *any*. (*Pronoun*.)

I haven't *any* time for amusement. (*Adjective*.)

They say that Mr. Brown's house cost £10,000.

One cannot always be sure what is the best thing to do. (*Pronoun*.)

I must have seen him at *one* time or another. (*Adjective*.)
All can be used in the singular or the plural, according to the meaning, e.g.

All are present today. (*Plural*.)

All is lost. (*Singular*.)

all the whole

These two expressions are very similar in meaning, but *All England* generally means the inhabitants; *the whole of England* generally means the country itself.

It should be noted that *all* may also be used adverbially in such a phrase as "The *all*-important thing."

some any

Students occasionally find difficulty in the use of these words. The following points should be noted:

Some is used in AFFIRMATIVE sentences, e.g.

Have you any news? Yes, I have *some*.

Any is used:

(1) In NEGATIVE SENTENCES, e.g.

Have you any news? No, I haven't *any*.

(2) In INTERROGATIVE sentences, e.g.

I had *some* letters this morning; had you *any*?

He asked me if *anything* was the matter.

Have you *any* work to do? (*Adjective*.)

But where an affirmative answer is implied, *some* is often used in negative questions, e.g.

Didn't you send me *some* books today?

Haven't you *some* work to do?

Here I expect the answer "Yes".

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Again, *any* is wider in its application than *some*, being used to express the meaning *no matter who, or which*, e.g.

Which book may I have? Oh, you can have *any* you want.
Anyone can come to the meeting—it doesn't matter who he is.

one

One is chiefly used to express a general truth, e.g.

One cannot always do the right thing.

Frequently *you* or *they* is used indefinitely instead of *one*, e.g.

They say there will be a general election soon.

You shouldn't believe all *you* hear.

Idiomatic Phrases

The following phrases should be noted, in which words which have been discussed as pronouns are used, sometimes as other parts of speech:

You will be *all the better* for doing this work.

He is *none the worse* for his unfortunate experience.

Every other week.

Every now and then.

All over the room.

All at once.

I felt hot *all over*.

At *one time* there were no railways.

There were *some fifty* people present.

Somewhere about 1800 . . .

That cost *something* like £500.

You are *somewhat* late.

There is *one too many* here.

One too few.

He is *much* the same.

I might go; *on the other hand* I might not.

That's *all* very well, but . . .

THE PRONOUN

EXERCISES

*I. Complete the following sentences by adding the correct interrogative pronoun:

- (1) — are you?
- (2) — do you call that in English?
- (3) — of you have visited England before?
- (4) — is the name of the town where you live?
- (5) — is your teacher?
- (6) With — are you staying in London?
- (7) — is the way to the airport?
- (8) — is this book?
- (9) To — are you writing that letter?
- (10) — is the best room in the house?
- (11) — do you do on Sundays?

*II. Complete the following sentences by adding the correct distributive pronoun:

- (1) — of these must be done.
- (2) We paid the same price for —.
- (3) — of these will do?
- (4) The two enemies hate —.
- (5) All the members of that family love — very much.
- (6) I looked at both houses but — pleased me.
- (7) You can do — of these exercises but — is very difficult.

*III. In this exercise, supply the indefinite pronouns necessary:

- (1) — are away on holiday.
- (2) In this life, — have all the luck.
- (3) I listened to several records but I didn't like —.
- (4) — must always drive on the left in England.
- (5) — is done by patience.
- (6) — say that there is always fog in London.
- (7) I haven't — to do today.
- (8) You work very hard. Yes, I generally have — to do, but today I haven't —.
- (9) — is perfect.
- (10) Have you left — behind?
- (11) — can visit this museum without payment.
- (12) There are a number of books here; you can borrow — you would like.

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*IV. Can you supply the common expression necessary in each of these sentences?

- (1) He looks — — — for his holiday.
- (2) They were — — — for their accident.
- (3) They have an English lesson — — day.
- (4) That will cost you — — 10s.
- (5) He can go out if he likes but — — — — I should prefer him to stay at home.

*V. Refer to its class each of the pronouns in the following:

"Who steals my purse steals trash; 'tis something, nothing;
'Twas mine, 'tis his, and has been slave to thousands;
But he that filches from me my good name
Robs me of that which not enriches him
And makes me poor indeed." (Shakespeare *Othello*)

*VI. What is wrong with the pronouns in the following:

- (1) If your child has a bad cough give it Corny's Cough Cure and it vanishes.
- (2) The Prime Minister went by aeroplane to Geneva which was supplied by British European Airways.
- (3) The legs of the oarsmen are bare. When they are cold they wear scarves.
- (4) The tickets for the dance are five shillings including refreshments. These should be taken some days in advance.
- (5) There goes John with both his dogs on either side of him.

*VII. Link up the following pairs of sentences by means of relative pronouns. Change the construction where necessary.

- (1) This is the house. Jack built it.
- (2) We planted some trees in spring. They have not produced a single apple.
- (3) "Thou hadst a voice. Its sound was like the sea."
- (4) "You have been pleased to take notice of my labours. If it had been early it had been kind."
- (5) Let us be thankful for fools. But for them the rest of us could not succeed.

*VIII. Make quite clear the exact meaning of each of the following sentences. Show that in each pair (a) is different from (b).

- (1) (a) The boy, who had not answered previously, now gave the best answer.

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- (b) The boy that had not answered previously now gave the best answer.
- (2) (a) I will wear no clothes, which will distinguish me from my fellow men.
(b) I will wear no clothes that will distinguish me from my fellow men.
- (3) (a) The fortune, which I inherited, I will leave to my son.
(b) The fortune that I inherited I will leave to my son.

CHAPTER VI

THE VERB

A VERB is a word with which we can make an assertion. What is asserted is either an ACTION or a STATE, e.g. I *hit* the ball (action). He *is* asleep (state).

Subjects and Predicates

The person or thing about which we make the assertion is called the SUBJECT of the verb, and what we say (or "predicate") about the subject is called the PREDICATE. A predicate must contain a verb; in fact the verb is often referred to as the predicate of a subject.

SUBJECT	PREDICATE
The clouds	moved across the sky.
Nelson	was a great sailor.
That you are late	is not my fault.
(You)	Open the door.

Concord of Subject and Verb

The verb agrees with its subject in number and person, e.g.

- I am (1st person singular)
- We are (1st person plural)
- He is (3rd person singular)
- They are (3rd person plural)

(1) Two or more subjects connected by *and* take a plural verb, e.g.

The boy and his dog *are* here.

THE VERB

(2) But if the second noun is merely part of a phrase qualifying the first singular noun the verb is singular, e.g.

The boy with his dog *is* here.

(3) Singular subjects joined by *or* or *neither . . . nor* take a singular verb, e.g.

A cigar *or* a cigarette *is* very enjoyable.

Neither Mr. Smith *nor* Mr. Brown *has* come.

(4) A COLLECTIVE noun takes a singular verb when the sense is singular, a plural verb when the sense is plural, e.g.

The jury *consists* of twelve persons. (Singular.)

The jury *are* having dinner together. (Plural.)

EXERCISES

I. Define a verb and give two sentences to illustrate your definition.

II. What is the rule for the agreement (concord) between subject and verb? Illustrate your answer with sentences.

*III. Which are the verbs in the following passage?

"Friends and fellow soldiers, the time of my departure has now arrived, and I discharge, with the cheerfulness of a ready debtor, the demands of nature. I have learned from philosophy how much the soul is more excellent than the body and that the separation of the nobler substance should be the subject of joy rather than of affliction, and I accept as a favour of the gods the mortal stroke that secures me from the danger of disgracing a character which has hitherto been supported by virtue and fortitude. I die without remorse as I have lived without guilt. I exposed my person to the dangers of war, with the clear foreknowledge that I was destined to fall by the sword. I now offer my tribute of gratitude to the Eternal Being who has not suffered me to perish by the cruelty of a tyrant, by the secret dagger of conspiracy, or by the slow tortures of lingering disease. He has given me, in the midst of an honourable career a splendid and glorious departure from this world; and I hold it equally

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absurd, equally base to solicit, or to decline, the stroke of fate."
(The dying speech of the Emperor Julian, A.D. 363, from Gibbon's *Decline and Fall of the Roman Empire*.)

*IV. Are the verbs in the following sentences correct? If not, correct them.

- (1) The man and his brother is here.
- (2) Either this book or that are easy to read.
- (3) A red wine or a white are supplied for dinner.
- (4) Neither he nor his brother speak English well.
- (5) A football team consist of eleven players.

*V. In the following sentences which words form the predicate?

- (1) Go home at once.
- (2) He often borrows my books.
- (3) Churchill was a great leader during the war.
- (4) You must do your homework regularly.
- (5) Foreign students often do not like English food.

CONJUGATION OF A REGULAR VERB

ACTIVE VOICE

INFINITIVE MOOD

Present	To help
Perfect	To have helped
Present Participle and Gerund	Helping
Past Participle	Helped

INDICATIVE MOOD

PRESENT

① Simple	Continuous	② Perfect
I help = <i>jo gindo</i>	I am helping	I have helped = <i>jo ho gindat</i>
you help ¹	you are helping	you have helped
he helps	he is helping	he <u>has</u> helped
we help	we are helping	we have helped
you help	you are helping	you have helped
they help	they are helping	they have helped

¹ The second person singular is, in modern usage, the same as the second person plural; the archaic forms, "thou helpest", "thou art helping", "thou hast helped", "thou were helping", etc., are not used except in poetry or poetic prose.

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PAST

③ Simple	Continuous	④ Perfect
I helped = <i>jo gindat</i>	I was helping	I had helped = <i>jo ho gindat</i>
you helped	you were helping	you had helped = <i>jo ho gindat</i>
he helped	he was helping	he had helped
we helped	we were helping	we had helped
you helped	you were helping	you had helped
they helped	they were helping	they had helped

FUTURE

Simple

⑤ (A) FUTURITY	(B) DETERMINATION
I shall help = <i>jo gindat</i>	I will help
you will help	you shall help
he will help	he shall help
we shall help	we will help
you will help	you shall help
they will help	they shall help

Continuous¹

I shall be helping
you will be helping
he will be helping
we shall be helping
you will be helping
they will be helping

⑥ Perfect¹

I shall have helped = *jo ho gindat*
you will have helped
he will have helped
we shall have helped
you will have helped
they will have helped

CONDITIONAL OR FUTURE IN THE PAST

⑦ Simple	Continuous
I should help = <i>jo gindat</i>	I should be helping
you would help	you would be helping
he would help	he would be helping
we should help	we should be helping
you would help	you would be helping
they would help	they would be helping

⑧ Perfect

I should have helped = *jo ho gindat*
you would have helped
he would have helped
we should have helped
you would have helped
they would have helped

¹ The same changes occur here as in the Simple if (A) Futurity or (B) Determination, etc., is implied. (See p. 51.)

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CONDITIONAL OR FUTURE IN THE PAST

① Simple = <i>jo clria gjudat</i>	Continuous
I should be helped	I should be being helped
you would be helped	you would be being helped
he would be helped	he would be being helped
we should be helped	we should be being helped
you would be helped	you would be being helped
they would be helped	they would be being helped

② Perfect
I should have been helped = <i>jo hauria eho gjudat</i>
you would have been helped
he would have been helped
we should have been helped
you would have been helped
they would have been helped

⑬ IMPERATIVE MOOD

Singular Be thou helped Plural Be you helped

SUBJUNCTIVE MOOD

PRESENT^①

① Simple = <i>josigju gjudat</i>	② Perfect
(If) I be helped	(If) I have been helped = <i>jo sigju eho gjudat</i>
(If) you be helped	(If) you have been helped
(If) he be helped	(If) he have been helped
(If) we be helped	(If) we have been helped
(If) you be helped	(If) you have been helped
(If) they be helped	(If) they have been helped

PAST

① Simple = <i>jo la gjudat</i>	② Perfect
(If) I were helped	(If) I had been helped = <i>jo la gjudat eho gjudat</i>
(If) you were helped	(If) you had been helped
(If) he were helped	(If) he had been helped
(If) we were helped	(If) we had been helped
(If) you were helped	(If) you had been helped
(If) they were helped	(If) they had been helped

^① Practically obsolete.

③ IMPERATIVE MOOD
 let me be helped = *sigju gjudat jo*
 let you be helped = *sigju gjudat tu*
 let him be helped = *sigju gjudat at*
 let her " " = " *gjudat eho*
 let it " " = " *gjudat eho*
 let us be helped = *sigju gjudat ne*

THE VERB

Transitive and Intransitive Verbs

An action may pass over from a subject to an object, e.g. in the sentence *I hit the ball*, the action of hitting is not confined to the doer only, but goes over from *I* to *the ball*. A verb of this kind is called a TRANSITIVE verb. In the sentences:

The sun rose.
 The child cried.
 A leaf fell.

the actions do not go beyond the persons or objects performing them. The verbs in these sentences are called INTRANSITIVE verbs.

Sometimes the same verb may be used transitively or intransitively, e.g.

INTRANSITIVE	TRANSITIVE
The bell <i>rings</i> .	The waiter <i>rings</i> the bell.
The window <i>broke</i> with the frost.	He <i>broke</i> the window.
The door <i>opened</i> .	He <i>opened</i> the door.
The boy <i>ran</i> well.	She <i>ran</i> her car into the garage.

Sometimes a different form of the verb is used to mark the difference between the transitive and the intransitive form, e.g.

The tree <i>fell</i> . (Verb <i>to fall</i>)	The woodman <i>felled</i> the tree. (Verb <i>to fell</i>)
The book <i>lay</i> on the table. (Verb <i>to lie</i>)	The mayor will <i>lay</i> the foundation stone. (Verb <i>to lay</i>)
The sun <i>rises</i> in the east. (Verb <i>to rise</i>)	He <i>raised</i> his head. (Verb <i>to raise</i>)
They all <i>sat</i> down. (Verb <i>to sit</i>)	He <i>set</i> his house in order. (Verb <i>to set</i>)

A preposition prefixed to an intransitive verb generally makes it transitive. Compare *stand* and *understand*, *run* and *outrun*, etc.

EXERCISES

*I. In the extract from Gibbon on page 41, which verbs are transitive and which are intransitive?

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II. Make sentences in which each of the following verbs is used (a) transitively; (b) intransitively:

talk, ring, break, write, rest, open, return, sing.

*III. What are the finite verbs in the following passage:

He had hoped to do well in his examination, but, because he had not worked well during the year, he failed, and was obliged to take it again. This disappointed him very much, but it also caused him to think more seriously about his studies. He is hoping for better results now.

Can you name the tenses of these finite verbs?

Tense

The tense of a verb is the form used to denote the TIME of the action and its COMPLETENESS or incompleteness. There are three times at which an action can take place, viz. Present, Past and Future, and in each of these there are three stages of completeness or incompleteness.

	PRESENT	PAST	FUTURE
Simple	I speak	I spoke	I shall speak
Continuous	I am speaking	I was speaking	I shall be speaking
Perfect	I have spoken	I had spoken	I shall have spoken

The Uses of the Tenses

THE SIMPLE PRESENT is used:

- For a general truth, e.g. Actions *speak* louder than words.
- For an habitual or repeated action, e.g. I *speak* to my students every week.
- To introduce a quotation, e.g. Shakespeare *says*: "Neither a borrower nor a lender be."

THE CONTINUOUS TENSES are used:

- To express an action which is not yet complete, e.g. I *am listening* to what you say.
- To denote an action in the future, e.g. I *am going* to Berlin next week.

THE VERB

THE PRESENT PERFECT is used:

- For an action which has just concluded, e.g. A minute ago I was working, but now I *have finished*.
- For an action in the past continuing into the present, e.g. I *have taught* this class now for ten years and am still teaching it. Compare this with: "I *taught* that class ten years ago, but I am not teaching it now."
- When the time is indefinite, e.g. I *have seen* the Queen. Compare with: "I *saw* the Queen two years ago."

THE SIMPLE PAST, as can be seen from the above examples, is used to express an action wholly completed in the past.

THE PAST PERFECT is used for an action which was completed before another, expressed in the Past Tense, began, e.g. I *had studied* English before I left Germany.

EXERCISES

*I. Complete the following sentences with the correct tense of the verbs in brackets. Use the simple Present, Past, or Continuous Tenses.

- When she is in London, the Queen (live) in Buckingham Palace.
- He (go) to France every year for his holidays.
- Truth (be) stranger than fiction.
- He always (say) that English grammar is very simple.
- The moon (shine) at night.

II. How is the present continuous tense in English constructed? Give two sentences to illustrate your explanation.

*III. Complete the following sentences and name the tense used in each one.

- He generally (go) to bed very late.
- We (sit) in the classroom and (listen) to the teacher. (*Two forms possible.*)
- He (read) the newspaper; he always (read) it at breakfast.
- The man who now (paint) our house (travel) here by bus.

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- (5) Why you (go) away this week-end? Because the weather (be) fine.
- (6) I (want) a new suit.
- (7) It is difficult to understand what he (mean).
- (8) This exercise (seem) simple.
- (9) I always (believe) what he tells me.
- (10) He (see) us coming along the street.

*IV. Add the correct verbs (Perfect Tenses) to these sentences and name the tense used.

- (1) I (be) there several times.
- (2) He (not do) his homework yet.
- (3) The train (not arrive) yet.
- (4) She just (decide) to go home tomorrow.
- (5) We (not finish) dinner yet.
- (6) They (not write) to me since Christmas.
- (7) You (answer) my question correctly.
- (8) Where you (put) your book?
- (9) His family (own) this house for many years.
- (10) Her new book (accept) by the publishers.

*V. Put the verbs in these sentences in the present perfect continuous tense.

- (1) They (learn) English for six years.
- (2) I (try) to find you all the morning.
- (3) You are very late: we (wait) for you since six o'clock.
- (4) John (look) everywhere for his pen.
- (5) Mary (sleep) all the afternoon.

*VI. Complete these sentences with the appropriate tenses (Simple or Perfect Past) of the verbs in brackets.

- (1) This servant is very careless; she (break) two cups yesterday.
- (2) The train (leave) before we got to the station.
- (3) He only (finish) half his work when he was interrupted.
- (4) Last week we (go) to the theatre twice.
- (5) I (see) him at the club last night.
- (6) They refused to believe that he (steal) the money.
- (7) After some snow (fall) the weather became warmer.
- (8) Tom has a big appetite: he (eat) six eggs for breakfast.
- (9) The sailor (jump) into the sea to save the drowning man.
- (10) She agree after I (ask) her several times.

THE VERB

THE FUTURE TENSES

For the future tenses two auxiliaries are used, viz., *shall* and *will*. There are two forms:

- (A) which expresses mere futurity;
- (B) which expresses, in addition to futurity, a feeling of determination, command or promise in the mind of the speaker.

(A) MERE FUTURITY

I *shall*
 thou wilt
 he will
 we *shall*
 you will
 they will

(B) DETERMINATION, COMMAND, PROMISE

I *will*
 thou shalt
 he shall
 we *will*
 you shall
 they shall

promise ; intention

So in the sentence: "I *will* read your letter and then I *shall* understand what you want me to do", the *will* denotes promise or intention, while the *shall* expresses merely future time.

The time-honoured example of the wrong use of *shall* and *will* is of the man who fell into deep water and cried: "I will be drowned, no one shall save me".

Exceptions to the general rule for "shall" and "will"

(1) It should be noted that the form given in B above is used when the feeling of determination, etc., is in the mind of the speaker. If the feeling is in the mind of the person spoken about, then *will* is used in all cases. Thus, "He *shall* do that" means "I, the speaker, am determined to make him do it", but: "He *will* do these silly things, though everyone has tried to reason with him" means the determination is in the mind of the person spoken of. Note, too, the proverbial:

Boys *will* be boys.

Accidents *will* happen.

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(2) If a clause introduced by *that* follows *intend*, *desire*, *demand*, or *be anxious*, then *shall* is used for all persons.

Compare:

I hope that he *will* be successful,

and: I am anxious that he *shall* be successful,

or: It is intended that this book *shall* be of use to foreign students.

Tense after future verbs

When the verb of the principal sentence is in the future, the verb in the subordinate sentence should be in the Simple Present, the Present Continuous, or the Present Perfect Tense. In this the English usage differs from the usage in some other languages, e.g.

I shall see you when *I come* (not: "I shall come") to Paris.

We shall go as soon as we *are* (not: "shall be") ready.

WOULD and SHOULD are used to express (1) a condition, (2) future in the past. Where WILL is used in the simple future WOULD is used in the conditional; where SHALL is used in the simple future SHOULD is used in the conditional:

(A)	{	I <i>shall</i> know him if I see him.
MERE		I <i>should</i> know him if I saw him.
FUTURITY	{	He <i>will</i> know me if he sees me.
		He <i>would</i> know me if he saw me.

(B)	{	I <i>will</i> help you if I can.
INTENTION OF VOLITION		I <i>would</i> help you if I could.

Should also expresses a moral obligation (less emphatic than *ought to*), e.g.

I know I *should* work harder, but I have so little time.

You *should* look before you leap.

THE VERB

Should is used after the phrases:

It is better that . . .	It is natural that . . .
It is good that . . .	It is curious that . . .
It is well that . . .	It is important that . . .
It is strange that . . .	

e.g. It is natural that he *should* want to know who I am.
It is curious that you *should* have asked me that question.

FUTURE IN THE PAST is used to describe an action that at some time in the past was regarded as future, e.g.

I thought that he would write.

EXERCISES

I. What ideas can be expressed by the future tense, and which auxiliaries should be used with the different persons of the tense to express them?

*II. What work is done by the auxiliaries in the following sentences?

- (1) I shall be in London tomorrow.
- (2) You shall not marry my daughter.
- (3) You shall have a rise in pay next month.
- (4) He shall have a new overcoat very soon.
- (5) This time next week they will be in Canada.

III. The ordinary form of the future tense can be replaced by two other forms. Explain those forms, giving sentences to illustrate their use and naming the two forms.

*IV. Insert "shall" or "will" in the following sentences:

- (1) He — have an accident if he does not drive more carefully.
- (2) I — begin my new job tomorrow.
- (3) If he — n't clean his bicycle I — have to do it myself.
- (4) You — n't go home without any supper.
- (5) I'm afraid they — n't enjoy that film very much.

*V. Put the correct verbs into the blank spaces in these sentences:

- (1) We shall meet again when we — in London.

- (2) He will go to the station as soon as he — ready.
 (3) They are going to the theatre as soon as dinner — over.

*VI. Change the wording of these sentences by using the ordinary future forms of the verbs in brackets.

- (1) Would you like some more tea? (have)
 (2) You are to stay here until the rain has stopped. (stay)
 (3) I promise you a good holiday this summer. (have)
 (4) A letter has been sent to them to arrive tomorrow. (get)
 (5) He has arranged to visit many places in England. (visit)

The Emphatic Form

The emphatic form of the verb is conjugated with *do*, e.g.

PRESENT	{ I <i>do</i> speak He <i>does</i> speak, etc.
PAST	{ I <i>did</i> speak We <i>did</i> speak, etc.
IMPERATIVE	Do speak.

These are the only parts of the verb in which this form is used and it is indicated in speech by a stress on the auxiliary.

The Negative Form

The negative form of the verb is shown:

- (a) for tenses containing an auxiliary, by *not* after the auxiliary, e.g.

I am *not* going, he should *not* go, he has *not* gone, he has *not* been here;

- (b) for other parts of the verb by the use of *do* and *not*, e.g.

I *do not* go, I *did not* go, *don't* go.

Note:

Instead of the *do* form, a negative pronoun or adjective may sometimes be used, e.g.

I know *no* reason for disagreeing.

She knows *nothing* about English.

I met *nobody* today.

The double negative, e.g. I *did not* meet *nobody*, must never be used—though it may be heard in the speech of uneducated people.

The Interrogative Form

The interrogative form is shown:

- (a) In tenses containing an auxiliary by an inversion of the subject and verb, e.g.

DECLARATIVE SENTENCE	INTERROGATIVE SENTENCE
You are here.	<i>Are you</i> here?
He is a teacher.	<i>Is he</i> a teacher?
He should speak.	<i>Should he</i> speak?

- (b) In other verbs by the use of *do* with the INFINITIVE:

You go.	<i>Do you</i> go?
He speaks.	<i>Does he</i> speak?
I went.	<i>Did I</i> go?
He wrote.	<i>Did he</i> write?
I write.	<i>Do I</i> write?

Note:

Sometimes *do* is not used if the sentence begins with an interrogative pronoun or adjective, e.g.

Who reads the classics nowadays?

Whose dog ran away?

What helps you to understand English?

What book helped you to understand English?

but: *What book do* they use at school?

EXERCISES

*I. Make the following sentences stronger in meaning by using the emphatic form.

- (1) I like to be beside the seaside.

- (2) He speaks like that.
- (3) We gave him your message.
- (4) Come to tea next Sunday.
- (5) Please write to me soon.

*II. Make the following sentences negative.

- (1) He speaks English.
- (2) She can walk home.
- (3) We must invite Rosie to our party.
- (4) I am sure they are English (*two forms*).
- (5) They have spoken to us before.

*III. Form negative answers to the following questions in two different ways, using contracted forms where possible.

- (1) Is there any chance of their coming tonight?
- (2) Do you see any reason why he should not agree?
- (3) Whom did you see in town this morning?
- (4) How much does she know about mathematics?
- (5) What can you tell us about them?

*IV. Use, where possible, the short forms in answering the following questions in the negative (e.g. I will not = I won't).

- (1) Can you eat mushrooms?
- (2) Ought you to buy this expensive present?
- (3) Must you leave early tonight?
- (4) Do you like "modern" music?
- (5) Were there a lot of people in the streets today?
- (6) May I borrow this book?
- (7) Dare you look down from a great height?
- (8) Should I take an umbrella?
- (9) Need you do any more work this evening?
- (10) Used you to live in Paris?

V. Construct three interrogative sentences without using "do", "does" or "did".

*VI. The following sentences are all answers to questions. Write the questions.

- (1) Yes, he likes London very much.
- (2) No, there are still three more people to come.
- (3) Yes, I can play tennis.
- (4) Yes, he posted the letter.
- (5) No, they said they could not promise to come.

Question Phrases

In conversation, question phrases like the French *n'est-ce pas*, or the German *nicht wahr*, are frequently used, but whereas the French or German phrases are not changed, the English ones vary according to the verb in the main statement. The constructions are:

(1) With Auxiliary verbs

An affirmative verb in the statement has the corresponding negative form in the question phrase, e.g.

<i>Affirmative Statement</i>	<i>Negative Question Phrase</i>
I am invited to the party,	<i>aren't I?</i> ¹
You are going, too,	<i>aren't you?</i>
Fred is invited,	<i>isn't he?</i>
John has worked hard,	<i>hasn't he?</i>
You have finished now,	<i>haven't you?</i>
He can speak English,	<i>can't he?</i>
Mary will come to the party,	<i>won't she?</i>
I ought to answer the letter,	<i>oughtn't I?</i>

<i>Negative Statement</i>	<i>Affirmative Question Phrase</i>
I am not invited to the party,	<i>am I?</i>
You are not going,	<i>are you?</i>
Fred isn't invited,	<i>is he?</i>
Henry hasn't worked hard,	<i>has he?</i>
You haven't finished yet,	<i>have you?</i>
He can't speak Spanish,	<i>can he?</i>
Mary won't go to the party,	<i>will she?</i>
He oughtn't to answer that letter,	<i>ought he?</i>

¹ In Scotland, *amn't I?*

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(2) With all other verbs

do (*does, did, doesn't, didn't*) is used: e.g.

Affirmative Statement *Negative Question Phrase*

I know him, *don't I?*

He speaks English, *doesn't he?*

They invited him to the party, *didn't they?*

Negative Statement *Affirmative Question Phrase*

I don't know him, *do I?*

He doesn't speak Spanish, *does he?*

They didn't invite him to the party, *did they?*

EXERCISES

*I. Complete the following sentences with question phrases.

- (1) It's very cold this morning — — ?
- (2) He's been here for a long time — — ?
- (3) I've come too early — — ?
- (4) You've finished your work now, — — ?
- (5) They're meeting us tonight, — — ?
- (6) You used to live in London, — — ?
- (7) I'm working better this term, — — ?
- (8) That book isn't very interesting, — — ?
- (9) They won't come now, — — ?
- (10) She hasn't telephoned yet, — — ?
- (11) The postman hasn't been yet, — — ?
- (12) Henry knows John, — — ?
- (13) He doesn't know George, — — ?
- (14) You don't come here every day, — — ?
- (15) You didn't come here yesterday, — — ?
- (16) You went to the party, — — ?

*II. What answers (affirmative or negative) would you expect to be given to the following questions? If two answers are possible give both.

- (1) He has been to Paris, hasn't he?
- (2) There are twenty shillings in a pound, aren't there?
- (3) English grammar is easier than French, isn't it?
- (4) The decimal system is not used for English money, is it?

THE VERB

(5) I did post that letter, didn't I?

(6) You don't have classes on Saturday, do you?

Strong and Weak Verbs

A **WEAK** verb is one that forms its past tense and past participle by adding *-d*, *-ed*, or *-t* to the present, or by remaining unchanged, e.g.

PRESENT	PAST	PAST PARTICIPLE
dance	danced	danced
walk	walked	walked
dream	dreamt	dreamt
cut	cut	cut

Note:

(1) The *-ed* in the past tense is pronounced [id] after a stem ending in *-d* and *-t*, e.g. *defended, waited*.

(2) It is pronounced [d] after verbs ending in vowels and voiced consonants other than *-d*, e.g. *paid, aimed, suffered, dazed*.

(3) It is pronounced [t] after verbs whose stem ends in a voiceless consonant, e.g. *danced, liked, laughed, reached, passed*.

A **STRONG** verb is one that does not form its past tense and past participle in this way, but generally by a vowel change, e.g.

PRESENT	PAST	PAST PARTICIPLE
<i>speak</i>	<i>spoke</i>	<i>spoken</i>
<i>know</i>	<i>knew</i>	<i>known</i>
<i>drink</i>	<i>drank</i>	<i>drunk</i>

Irregular Verbs

The following are the principal irregular verbs, weak and strong:

PRESENT	PAST	PAST PARTICIPLE
abide	abode	abode
arise	arose	arisen

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PRESENT	PAST	PAST PARTICIPLE
awake	awoke	awoke <i>or:</i> awaked
be	was	been
bear	bore	borne, born
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
beseech	besought	besought
bid	bade, bid	bidden, bid
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built	built
burn	burnt	burnt
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
chide	chid	chidden
choose	chose	chosen
cling	clung	clung
clothe	clothed <i>or:</i> clad	clothed <i>or:</i> clad
come	came	come
cost	cost	cost
creep	crept	crept
crow	crew <i>or:</i> crowed	crowed
cut	cut	cut
deal	dealt	dealt
dig	dug	dug

THE VERB

PRESENT	PAST	PAST PARTICIPLE
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk, drunken
drive	drove	driven
dwell	dwelt	dwelt
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
flow	flowed	flowed
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
forsake	forsook	forsaken
forswear	forsook	forsworn
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung, hanged	hung, hanged
have	had	had
hear	heard	heard
hew	hewed	hewed <i>or:</i> hewn
hide	hid	hidden
hit	hit	hit

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PRESENT	PAST	PAST PARTICIPLE
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
lean	leant, leaned	leant, leaned
leap	leapt	leapt
learn	learnt, learned	learnt, learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lie	lied	lied
light	lit <i>or</i> : lighted	lit <i>or</i> : lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
mow	mowed	mown
outdo	outdid	outdone
overcome	overcame	overcome
overdo	overdid	overdone
overdraw	overdrew	overdrawn
overhear	overheard	overheard
partake	partook	partaken
pay	paid	paid
put	put	put
read	read	read
rid	rid	rid
ride	rode	ridden

THE VERB

PRESENT	PAST	PAST PARTICIPLE
ring	rang	rung
rise	rose	risen
rot	rotted	rotted, rotten
run	ran	run
saw	sawed	sawn
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn
shake	shook	shaken
shave	shaved	shaved, shaven
shear	sheared	sheared, shorn
shed	shed	shed
shine	shone	shone
shoe	shod	shod
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk, shrunken
shrive	shrove	shriven
shut	shut	shut
sing	sang	sung
sink	sank	sunk, sunken
sit	sat	sat
slay	slew	slain
sleep	slept	slept
slide	slid	slid
sling	slung	slung
slink	slunk	slunk
slit	slit	slit
smell	smelt	smelt

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PRESENT	PAST	PAST PARTICIPLE
smite	smote	smitten
sow	sowed	sown
speak	spoke	spoken
speed	sped	sped
spell	spelt	spelt
spend	spent	spent
spill	spilt	spilt
spin	span <i>or</i> spun	spun
spit	spat	spat
split	split	split
spoil	spoilt, spoiled	spoilt, spoiled
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
stave	stove <i>or</i> : staved	stove <i>or</i> : staved
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strew	strewed	strewn <i>or</i> : strown
stride	strode	stridden
strike	struck	struck <i>or</i> : stricken
string	strung	strung
strive	strove	striven
swear	swore	sworn
sweep	swept	swept
swell	swelled	swelled <i>or</i> : swollen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told

THE VERB

PRESENT	PAST	PAST PARTICIPLE
think	thought	thought
thrive	throve, thrived	thriven, thrived
throw	threw	thrown
thrust	thrust	thrust
tread	trod	trodden
undergo	underwent	undergone
underlie	underlay	underlain
understand	understood	understood
undertake	undertook	undertaken
wake	woke	waked
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
withdraw	withdrew	withdrawn
withhold	withheld	withheld
withstand	withstood	withstood
wring	wrung	wrung
write	wrote	written

Notes on Some Irregular Verbs

Born = given birth to.

Borne = carried, produced, endured.

Bid, bade, bidden means to say, or invite, or command, e.g.

He *bade* me farewell.

I was *bidden* to the wedding.

I *bade* him go.

Bid, bid, bid means to make an offer at an auction.

Hang, hanged, hanged refers to death by hanging, e.g.

The murderer was *hanged*.

Hang, hung, hung is used for all other meanings.

Lie, lay, lain is the intransitive verb.

Lay, laid, laid is the transitive verb.

Lie, lied, lied is to tell an untruth.

Swollen is the usual past participle from *swelled*, except in the phrase "a *swelled* head".

The past participle of *rot* is *rotted*, but when used adjectivally the form is *rotten*, e.g.

The wood had *rotted* away.

The wood was quite *rotten*.

The same usage applies to *shave, shear, melt, work, drink* and *shrink*, e.g.

I have *shaved* twice today.

He is *clean-shaven*.

The farmer has *sheared* his sheep.

This pressure has *sheared* the rivets.

"God tempers the wind to the *shorn* lamb."

The snow has *melted*.

The mould was filled with *molten* metal.

They have *worked* well.

The gates were made of *wrought* iron.

The *drunken* man had *drunk* too much wine.

There are not many film stars who have *shrunk* from publicity.

The *shrunken* cheeks of the man showed how ill he was.

EXERCISES

*I. The following words are all past tenses. Give the infinitive and past participles of the verbs to which they belong and for each past tense write a sentence showing its meaning:

bore, caught, lied, lay, flew, fled, flowed, went, put.

II. In what ways do (a) weak verbs and (b) strong verbs form their past tenses? Give two examples of each.

III. Explain when the *-ed* at the end of past tenses and past participles is pronounced as (a) [id], (b) [-d], (c) [-t]. Give two examples of each.

*IV. Complete the following sentences by adding the past tense or past participle of the verbs in brackets:

- (1) The team was (beat) in the match.
- (2) These cattle were (breed) in Scotland.
- (3) The prisoner was (bind) to the tree.
- (4) The dog always (bite) strangers.
- (5) The gardener (dig) a hole in the ground.
- (6) The fire had been (light) in the grate.
- (7) The mother (forbid) the children to play in the street.
- (8) He (put) the money in his pocket.
- (9) We (ring) the front-door bell.
- (10) The boy (swing) on the trapeze.
- (11) The trees (shed) their leaves very early last year.

V. Make sentences to show how the following pairs of words should be used:

- (a) melted, molten; (b) drunken, drunk; (c) rotted, rotten;
(d) sheared, shorn; (e) worked, wrought.

*VI. Give the infinitive of each verb in italics in the following sentences:

- (1) I *besought* them to help me.
- (2) The wound *bled* very freely.
- (3) The knight was *clad* in shining armour.
- (4) He *drove* his car much too fast.
- (5) The tennis court was rough because nobody had *mown* it for a week.
- (6) After the rain, the river *flowed* very rapidly.
- (7) The aeroplane *flew* above the clouds.
- (8) The refugees *fled* to safety.
- (9) Because he was hungry, he *ate* a very large meal.
- (10) I *sawed* all that wood yesterday.
- (11) The criminal was *stricken* with remorse.
- (12) She *wrung* her hands with grief.

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Voice

VOICE is the form of the verb which shows whether the subject of the sentence is the doer of the action or the receiver of the action expressed by the verb.

If the subject is the doer of the action, the verb is in the ACTIVE voice. If the subject is the receiver of the action, the verb is in the PASSIVE voice.

The auxiliary verb TO BE is used to change the active into the passive, e.g.

He *teaches* French. (Active.)

French *is taught* by him. (Passive.)

The dog *killed* the rat. (Active.)

The rat *was killed* by the dog. (Passive.)

George *will meet* us. (Active.)

We *shall be met* by George. (Passive.)

Where there are two objects in the active, two forms are possible in the passive, e.g.

Mr. Brown *gave* us a lesson. (Active.)

A lesson *was given* us by Mr. Brown. (Passive (a).)

We *were given* a lesson by Mr. Brown. (Passive (b).)

In each case one object appears in the passive form; this is known as the RETAINED OBJECT.

EXERCISES

I. Define the expressions "active voice" and "passive voice".

II. Explain what happens in a sentence when the verb is changed from active voice to passive voice. Give two examples to illustrate your answer.

III. What is a retained object and in what kind of sentence do you expect to find one?

*IV. Name the voice of the verbs in the following sentences:

(1) We shall go to London on Monday.

THE VERB

- (2) My brother was very kindly received in Sweden.
- (3) A lot of oil is now being brought from America.
- (4) Have you ever tried to learn to swim?
- (5) The Sovereigns of England are crowned in Westminster Abbey.

*V. Where possible change the following sentences so that the verbs are in the passive voice:

- (1) He took us for a drive in his car.
- (2) The headmaster offered a prize to the boy who got the best marks.
- (3) We must pay the rent at the end of each quarter.
- (4) Inquisitive people ask a lot of questions.
- (5) They requested us to show our passports.

*VI. Rewrite the following sentences with the verbs in the active voice:

- (1) He was made to work very hard by his teacher.
- (2) They were obliged by the manager to leave the hotel.
- (3) The crowd was dispersed by the police.
- (4) The kindness of the nurses was much appreciated by the patients.
- (5) The home team was beaten by the visitors.

Mood

MOOD is the form of a verb which shows the mode or manner in which the action is represented.

There are three moods:

- (1) INDICATIVE. (2) IMPERATIVE. (3) SUBJUNCTIVE.

The INDICATIVE mood is used:

- (a) to make statements;
- (b) to ask questions;
- (c) to express suppositions in which the events are treated as if they were facts.

Examples:

- (a) *The student is learning English.*
- (b) *Is the student learning English?*
- (c) *If the student works hard he will learn English.*

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The IMPERATIVE mood is used to express commands or entreaties, e.g.

Open the door. Help me.

The SUBJUNCTIVE mood as a separate verb form has practically died out. In common usage it survives only in the following cases:

(1) "If I *were*", "if he *were*", etc., used to express a SUPPOSITION that is virtually a negative.

Compare:

(*Subjunctive*): If he *were* here he would answer you (= but he is not here).

(*Indicative*): If he *was* here yesterday he must have seen my friend (= he may, or may not have been here).

(2) To express a WISH or a REQUEST, e.g.

God *save* the Queen.

It is requested that answers *be* written legibly.

(3) In a few phrases like:

"*Come* what may", "*Be* that as it may", "*Far be* it from me to persuade you", "I shall *be* fifty *come* Friday".

For other forms of the subjunctive the verb is not inflected, but a subjunctive equivalent, e.g. the auxiliary *may* or *might*, is used instead, e.g.

I have told you this so that you *may take* precautions.

I worked hard so that I *might be* successful.

The Infinitive

The INFINITIVE is the form of the verb which denotes actions or states without reference to number, person or case.

In English it generally occurs with *to* before it, e.g.

I asked him *to come*.

It was time *to go*.

"*To err* is human, *to forgive* divine."

THE VERB

To is omitted:

(a) After all auxiliaries (except *ought*), e.g.

I may go. I shall speak. He let me speak.

(b) After verbs expressing sensation, e.g. *See, hear, feel, etc.*, and after the verbs *need, make, dare, watch*.

I saw him come.

I dare not go.

He made me listen.

But if these verbs are used in the passive the *to* is used, e.g.

He was heard *to* speak.

They had been made *to* work.

(c) After certain phrases, e.g. *had better, need hardly, etc.*, as in the following sentences:

You *had better go*.

I *need hardly tell* you it is so.

I *had rather starve* than beg.

We *cannot but admire* the work you do.

He *can but say* how sorry he is.

They do *nothing but complain* whenever we see them.

A frequent construction is THE INFINITIVE WITH THE ACCUSATIVE (objective), e.g.

I saw *her come* in.

I believed *him to be* honest.

My friend wants *me to write* to you.

EXERCISES

I. What are the names of the moods of English verbs and what do the moods show?

*II. How many of the verbs in the following passage are in the infinitive?

Feeling his way through the darkness, the traveller tried to find the entrance to the castle. Wearied by his journey and almost

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exhausted, he staggered on, hoping every moment to touch the handle of the door which would admit him, but having found it, he was overcome with disappointment when, beating on it with his stick, he heard only the echo of his frantic knocking. He let fall his stick in despair.

*III. Make the sense of these sentences stronger by putting the verbs into the imperative mood.

- (1) Will you please go home now.
- (2) I need help.
- (3) Please do not make so much noise.
- (4) We want to come in.
- (5) You should give him brandy.

*IV. The infinitive in English is generally preceded by "to". After which of the following verbs can it be omitted?

make, watch, help, may, dare, should, decide, ought, had better, let.

The Participle

The participle is a VERBAL ADJECTIVE and is the form of the verb that is used:

- (a) to help to form a tense, e.g. I am *speaking*. He had *written*.
- (b) as an adjective qualifying a noun or its equivalent, e.g. the *singing* bird; the *broken* bottles; *being* tired of work, the men went home.

Care should be taken that the participle is correctly related to its noun or pronoun:

Walking down the street, *I* looked into the windows.
:.....: (Correctly related.)

Walking down the street, my *hat* blew off.
:.....: (Misrelated participle.)

The NOMINATIVE ABSOLUTE construction with a participle is occasionally found in English, e.g.

Weather permitting, we shall see you tomorrow.

Generally speaking, I understand all he says.

The work finished, we were able to enjoy our holiday.

THE VERB

The Gerund

The gerund is a VERBAL NOUN ending in *-ing*, e.g.

Seeing is believing.

If it is formed from a transitive verb it may take an object, e.g.

He is fond of *reading* novels.

Since it is a noun in function it should be preceded by the possessive adjective or the possessive form of the noun, e.g.

Please excuse *my interrupting* you.

I hope *my friend's coming* has not inconvenienced you.

The gerund should be used after the verbs:

avoid, can't help, deny, enjoy, don't mind (in interrogative and negative sentences), finish, give up, keep on, leave off, miss, omit, postpone, practise, put off, recollect, risk, stop, suggest; and after the phrases: is worth, it's no use.

The gerund or the infinitive can be used after:

begin, cease, continue, can't bear, dislike, dread, hate, intend, like, love, reflect, omit, prefer, remember, start, try.

With verbs in this section the principle is that the gerund is used for a general statement, the infinitive for a specific case, e.g.

I like *going* to the theatre, and I should like very much *to go* to the Theatre Royal to see the new production of "Hamlet".

As the gerund does the work of a noun, it is used after prepositions, e.g.

I am fond of *swimming* and *boxing*.

You can't live without *eating*.

EXERCISES

I. Complete each of the following phrases in two different ways using (i) a present participle, and (ii) a past participle:

- (1) a — man. (2) a — car. (3) a — bird.
 (4) a — photograph. (5) a — room.

*II. Correct the following sentences where necessary:

- (1) Singing all day, the woods were filled with the music of the birds.
 (2) Being Sunday, all the theatres were closed.
 (3) Turning on the wireless very loudly, complaints came from the neighbours.
 (4) Hoping to get through quickly, the telephone was used.
 (5) Considered as a strong candidate, his defeat at the election was very humiliating.

III. Make a list of six verbs after which the gerund should be used, and use each in a sentence.

*IV. Complete these sentences with the correct forms of the verbs in brackets.

- (1) I prefer (walk) to (run).
 (2) Can you remember (post) that letter?
 (3) He gave up (smoke) a month ago.
 (4) They like (play) tennis.
 (5) He hopes (go) to the university.

Irregular Auxiliaries and Defective Verbs

HAVE

- (1) *To have* as a PRINCIPAL verb denotes possession, e.g.
I have a pencil.
 (2) As an AUXILIARY it forms the perfect tenses, e.g. *He has done the work.*
 (3) It may have the meaning *must*, e.g.
I have to work very hard to do all I want to.
 (4) It is used idiomatically in one form only, i.e. *had* with *better, rather*, e.g.

THE VERB

You had better go and see what is the matter.
I had rather not go.

BE

To be as a PRINCIPAL verb denotes existence, e.g.

God is. I think; therefore I am.

But this use is very rare, and *to be* is almost always used as an auxiliary to form continuous tenses and the passive voice.

It may also express a necessity, obligation or duty, e.g.

You are not to come in here; this room is private.

We are to meet him at Baker Street.

DO

To do (1) expresses negation, interrogation, emphasis in principal verbs, e.g.

I do not know him. (Negation.)

Do you know him? (Interrogation.)

I do work hard. (Emphasis.)

(2) is used to avoid repetition of a verb:

You know that as well as I do.

CAN

Can is a defective verb. Its present tense is *can*, its past tense *could*. All other forms are supplied by *to be able*.

MAY

May is also defective, having *might* for its past tense and *to be permitted* or *allowed* for its other forms.

It is used to express:

(a) PERMISSION, e.g.

May I go home?

(*Can* is often used somewhat illogically in this connection. *Can* should be used rather to express ability.)

A CONCISE ENGLISH GRAMMAR

(b) PROBABILITY or POSSIBILITY :

He *may* come today, but I doubt it very much.
I went fast so that I *might* catch him up.

MUST

Must is used only in the present tense. For other tenses *have to* is used.

It expresses a NECESSITY :

Must I go now? Yes, you *must*.

OUGHT

Ought has the same form for present and past tense. It has no other parts.

It expresses a MORAL DUTY or OBLIGATION :

You *ought* to pay your debts.

EXERCISES

I. In how many different senses can the verb "to have" be used? Explain them and, for each, write a sentence to illustrate your answer.

*II. Rewrite the following sentences, introducing into each an expression containing the verb "have":

- (1) He owns three motor-cars.
- (2) We always drink coffee for breakfast.
- (3) Is it necessary for me to wait for an answer?
- (4) Our house is being redecorated.
- (5) We must leave early tomorrow morning.
- (6) They were obliged to pay him the money.
- (7) It was not necessary to me to go there after all.
- (8) You know you are not allowed to touch those books.
- (9) He must finish those letters tonight.
- (10) They needn't do that immediately.

III. Make two sentences in which the verb "to be" as a principal verb is used to express necessity or obligation—one in the affirmative form and one in the negative.

THE VERB

*IV. Complete the following sentences with the correct tense of the verb *can* or *be able*:

- (1) There is no hurry; you — give it to me tomorrow.
- (2) I have no classes on Saturday, so I — to write my essay then.
- (3) He said I — use his telephone at any time.
- (4) I — to buy the book yesterday because his shop was closed.
- (5) He — understand that book last year because it was too difficult, but now that his English is improving he soon — do so easily.

*V. Use "may", "might", "must" or "ought" to complete the following sentences.

- (1) — I come to see you next Sunday?
- (2) I — go to London tomorrow but I have not yet decided.
- (3) You — not to smoke so many cigarettes.
- (4) — you finish all those letters tonight?
- (5) She told me that she — telephone this evening but could not promise to do so.

Direct and Indirect Speech

In DIRECT speech we have the exact words of the speaker, e.g.

He said "I am learning English."

In INDIRECT, or REPORTED speech we give the same meaning but with a different form to indicate that the words have been reported indirectly by another speaker, e.g.

He said that he was learning English.

When, as usually happens, the reported speech is introduced by a verb in the past tenses, the following changes take place:

(1) **Verbs.** Verbs in the direct speech are changed into their corresponding past tense. Thus:

Simple Present	becomes	Simple Past
Simple Past	„	Pluperfect
Present Continuous	„	Past Continuous
Present Perfect	„	Past Perfect
Future	„	Conditional

Examples:

"I *am* the teacher." He said that he *was* the teacher.

TEACHER: "The boys *are working* hard." The teacher said that the boys *were working* hard. "I *have finished* reading the book." He said that he *had finished* reading the book.

"Mary *will* take the children home." She said that Mary *would* take the children home.

Where the direct speech expresses a UNIVERSAL FACT the verb is not changed into the past tense, e.g.

DIRECT: The lecturer said, "The earth moves round the sun."

INDIRECT: The lecturer said that the earth *moves* round the sun.

(2) **Pronouns and possessive adjectives.** The pronoun is changed in PERSON from first and second to third. Thus:

I becomes *he* or *she*
we „ *they*
you „ *he, him, her* or *them*

e.g. DIRECT: "I have finished *my* work."

INDIRECT: He said that *he* had finished *his* work.

DIRECT: "You have done *your* work well."

INDIRECT: He told them that *they* had done *their* work well.

If, however, the person referred to in the reported speech is the reporter himself, the second person in the direct speech will become first person in the indirect speech, e.g.

DIRECT: "I will see *you* later."

INDIRECT: He said that he would see *me* later.

(3) **Adjectives and adverbs.** Words denoting nearness in time or place become the corresponding words denoting remoteness, so:

<i>this</i>	becomes	<i>that</i>
<i>these</i>	„	<i>those</i>
<i>now</i>	„	<i>then</i>
<i>today</i>	„	<i>that day</i>
<i>last night</i>	„	<i>on the previous night</i>
<i>tomorrow</i>	„	<i>the next day, the day after</i>
<i>here</i>	„	<i>there</i>

e.g. DIRECT: "I cannot meet you *here* either *today* or *tomorrow*."

INDIRECT: He said that he could not meet them *there* either *that day* or *the next*.

(4) **Questions.** Questions should be introduced by a word like *asked, inquired, etc.*, e.g.

DIRECT: "What do you want?"

INDIRECT: He *inquired* what they wanted.

DIRECT: The teacher said, "Are you sure you have all understood me?"

INDIRECT: The teacher *asked* if they were sure they had all understood him.

(5) **Commands.** Commands should be introduced by a word like *ordered, commanded, told, etc.*, followed by the infinitive.

DIRECT: "Let me go."

INDIRECT: He *ordered* them *to let* him go.

DIRECT: The officer said to the sentry, "Stay here till you are relieved."

INDIRECT: The officer *told* the sentry *to stay* there till he was relieved.

In changing a passage from the direct to the indirect care should be taken to avoid ambiguity, e.g.

DIRECT: Tom said, "Harry, you have won the prize."

INDIRECT: Tom told Harry that *he* had won the first prize.

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Here "he" may be Tom or Harry. Ambiguity may be avoided by writing:

Tom told Harry that he (Harry) had won the first prize,
or:

Tom told Harry that *Harry* had won the first prize, *or:*
Tom told Harry that the *latter* had won the first prize.

EXERCISES

*I. Rewrite the following sentences changing present tense to past and, where possible, singular to plural:

- (1) He lies awake for a while and then sleeps again.
- (2) The bird builds its nest and feeds its young.
- (3) She bids me good-bye and weeps.
- (4) The dog bites the burglar and clings to him with its teeth.
- (5) He teaches the girl to understand what she reads.
- (6) He drinks some of the water and flings the rest away.
- (7) The bird flies high and sings while the sun shines.
- (8) The spider spins a web and strives to catch a fly.
- (9) The hen lays the egg and goes away.
- (10) He always means what he says.

*II. What is wrong with the following sentences?

- (1) The spring flowers are now in bloom and crocuses and daffodils may be seen walking in Hyde Park.
- (2) Elizabeth sat on a stool by the nursery fire. Securely pierced by a toasting-fork she held a piece of bread to the fire.
- (3) After eating a good breakfast, the car was brought round and we set off again.
- (4) As the man laid down for a few minutes he saw that the hen had lain an egg in the straw.
- (5) My coat was wove by a good weaver, but it is wore out now.

*III. Put the following sentences into indirect (reported) speech using three different tenses—present, future, and present perfect for the reporting verb:

- (1) I am going to the theatre this evening.
- (2) They are very late for the train.

THE VERB

- (3) She has just received a letter from her parents.
- (4) We are trying to do our work well.
- (5) You have a fine library in your town.

IV. Make a list of the changes in the tenses of verbs which must be made when direct speech is turned into indirect speech.

*V. Put into indirect speech, using the verb in brackets to introduce the sentence:

- (1) Take that rubbish away. (order)
- (2) Look at that beautiful sunset. (beg)
- (3) Don't make so much noise. (ask)
- (4) Carry on, Sergeant Major. (tell)
- (5) Have a drink. (invite)

VI. Can you explain the different uses of the verbs "say" and "tell" in indirect (reported) speech? Show by examples the constructions which must be employed when they are used.

VII. How many forms of words can you think of to replace "They said 'Yes,'" and "He said 'No,'" when they are turned into indirect speech?

*VIII. Turn the following sentences into indirect (reported) speech:

- (1) I said to the bus conductor, "How long does it take to get to Kew Gardens?"
- (2) Shall I post that letter for you?
- (3) Can you tell me the time, please?
- (4) "Where do we go from here?" they said.
- (5) What do you mean by talking like this?
- (6) Were you unwell last Sunday? Why didn't you let us know?
- (7) Are they enjoying their stay in London?
- (8) May I help you with your homework?
- (9) Can you tell us why you are so happy?
- (10) Is this the castle where the treasure was found?

IX. How do you change the imperative in direct speech into the infinitive in indirect speech? Make two sentences as examples of what must be done. How many different verbs do you know which can be used to introduce the sentence in indirect speech when this change is made?

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*X. Introduce the following sentences in indirect speech with verbs in the past tense:

- (1) They say that the new film at the Plaza was not well received.
- (2) My brother wants to join the Air Force when he leaves school. Don't you think it is rather a dangerous career?
- (3) Can you lend us 10/- until Saturday? No, I'm hard-up myself.
- (4) "Will you come round for a game of bridge tomorrow evening?" "I'm afraid I am not a good enough player for you, but I should like to come and watch."
- (5) Do you think it's good for my digestion if I eat food I don't like?

*XI. Turn the following sentences into indirect speech introduced by verbs in brackets.

- (1) Shall I help you now? (enquire)
- (2) Shall I ever master English pronunciation? (wonder)
- (3) Shall I see you again before you leave? (ask)
- (4) Will you take it with you or shall I send it? (want to know)
- (5) Shall I turn on the wireless for the news? (ask)

*XII. Put the following sentences into indirect speech:

- (1) I want to telephone to your mother. What is her number?
- (2) How long will it be before the examination result is announced?
- (3) I have sailed round the world thirty times but many people do not believe me when I say so.
- (4) I will post those letters for you if you give me the money for the stamps.
- (5) They may not be delivered before Monday.

*XIII. Change the following sentences into direct speech:

- (1) They promised me that they would write to me.
- (2) He often wondered what it would be like to be very rich.
- (3) The criminal admitted his offence but asked for a lenient sentence for the sake of his family.
- (4) She was sure that she had not locked the front door and made her little daughter Mary go back to see.
- (5) They asked us if we always went there for our holidays and then they said we ought to have let them know sooner but that there would still be time for us to go on some excursions with them.

THE VERB

*XIV. Put the following into indirect speech:

"I say you have despised Art! 'What!' you again answer, 'have we not art exhibitions miles long? and do not we pay thousands of pounds for single pictures? and have we not art schools and institutions, more than ever nation had before?' Yes, truly, but all that is for the sake of the shop. You would like to sell canvas as well as coals, and crockery as well as iron."
(*Ruskin.*)

*XV. (1). What do you mean by the concord of subject and verb?

(2) What is: (a) a transitive verb; (b) a strong verb; (c) an auxiliary verb?

(3) Explain the uses of the following tenses: (a) the Simple Present; (b) the Continuous; (c) the Present Perfect; (d) the Simple Past.

(4) Discuss the use of "shall" and "will".

(5) How is (a) the Negative; (b) the Interrogative form of the verb shown?

(6) When is the "to" of the infinitive omitted?

(7) How does a gerund differ from a participle? Give examples to illustrate your answer.

CHAPTER VII

THE PREPOSITION

A PREPOSITION is a word which is used with a noun or pronoun to show its relation to some other word in the sentence.

EXAMPLES:

- I looked *through* the window.
- He spoke *to* me.
- I had a letter *from* them.

The preposition always governs a noun or pronoun in the OBJECTIVE case, so you should write, "The prize was divided *between* you and *me*," never "between you and *I*."

"This is the boy *whom* I gave it *to*."

It is considered better style, especially in writing, not to end a sentence with a preposition; for this reason it is preferable to write "That is the boy *to whom* I gave it" rather than "whom I gave it *to*". But in conversation we should always say, "What are you here *for*?" never "For what are you here?"; "What is he talking *about*?" not "About what is he talking?"

The same word may be used as a preposition or as an adverb, but the preposition always governs the noun or its equivalent; the adverb modifies the verb.

PREPOSITIONS	ADVERBS
His hat is <i>on</i> his <i>head</i> .	He <i>put</i> his hat <i>on</i> .
He walked <i>past</i> the <i>door</i> .	He <i>walked</i> <i>past</i> .
We are <i>in</i> the <i>room</i> .	<i>Come</i> <i>in</i> .

THE PREPOSITION

Principal Prepositions

The following are some of the principal prepositions with sentences to illustrate their use:

ABOUT. He looked *about* him.

He told me everything *about* the case.

I shall see you *about* six o'clock.

AFTER. He came *after* tea.

I have had one trouble *after* another.

The boy was called *after* his grandfather.

AGAINST. It's no use running your head *against* a stone wall.

I do it *against* my will.

I have warned you *against* this danger.

AT (place). He is *at* home now, *at* Liverpool, *at* sea, etc.

(time). He came on Saturday *at* 4 o'clock in the afternoon.

(verbs of motion). We arrived *at* Victoria Station. (So

also: to stop *at*, throw *at*, point *at*, look *at*.)

(verbs of emotion). He was amused *at* me. (So, too:

astonished *at*, surprised *at*, to rejoice *at*.)

These are { sold
bought } *at* five shillings each.

He came *at* once. (So, too, *at* last, *at* ease, *at* leisure, to

among be *at* a loss, *at* work, *at* play.)

BETWEEN. My house is *between* two larger ones.

BY (place). Come and sit *by* the fire.

with (time). I shall have finished *by* Friday.

I have always done my duty *by* you.

Take him *by* the hand.

We sell this *by* the pound.

He is paid *by* the hour.

This piece of music is *by* Beethoven.

I learned it *by* heart.

FOR. This is *for* me.

I am here *for* two years, then I leave *for* France.

Go home *for* your book and look *for* it.
 Sheffield is noted *for* its cutlery.
 He was imprisoned *for* life.
For all his learning, he was not wise.
 He sold his house *for* £1,000.
 Don't translate word *for* word.

FROM. They have gone away *from* home.

I have cleaned the house *from* top to bottom.
 This is quite different *from* that.
 He is never free *from* pain or *from* care.

IN (*position*). I am sitting *in* the room, *in* a house, *in* London.

The things were piled *in* a heap.
 He is badly *in* debt, but is *in* good health.
 The answer was *in* the affirmative.
In reply to your letter we beg to state . . .
 It arrived just *in* time to help me.
 These things happened *in* the reign of Queen Victoria.

INTO (*denotes motion*). He walked *into* the room.

OF What did he die *of*?

The children *of* the poor were cared for.
 That is a real work *of* art.
 He gave me a piece *of* good advice.
 That box is made *of* leather.
 The whole *of* England was covered with snow.
 The City *of* Edinburgh is renowned in history.

ON (*place*). He stood *on* the deck.

(*time*). He came *on* Saturday.

(*dependence*). He lives *on* his father.

(*manner*). He did it *on* the sly, *on* purpose.

(*direction*). The army marched *on* London.

(= *concerning*). He gave a lecture *on* "Books".

TO (*motion towards*). He walked *to* my house.

(*time*). He was punctual *to* the minute.

WITH. He has had a conversation *with* me.

She is a girl *with* blue eyes.
 I shall do it *with* pleasure.
 He stayed *with* me for a fortnight.
 They were stiff *with* cold.
 He is popular *with* his students.

Notes on Some Prepositions

(1) AT, IN. *At* refers to a point of time, *in* to a larger space of time, e.g.

He came *at* 10 o'clock *in* the morning.

Similarly for a small place we use *at*. He lives *at* Wigan, *but*: He lives *in* London.

(2) BESIDE= "by the side of" e.g.

He sat *beside* his wife.

BESIDES="in addition"

There are others here *besides* you.

(3) BY and WITH. *By* is generally used for the PERSON, *with* for the INSTRUMENT, e.g.

Caesar was stabbed *with* a sword *by* Brutus.

(4) BETWEEN and AMONG. *Between* is generally for two—*among* for more than two.

The sweets were divided *between* the two children.

The sweets were divided *among* the five children.

(5) SINCE and FOR. *Since* is used for a POINT OF TIME, *for* is used for a period of time, e.g.

I have been here *since* { 1950.
 February.
 Friday.
 4 o'clock.

but I have been here *for* six months, NEVER: *since* six months.

(6) FOR and BEFORE. In a negative sentence *for* is used for a PERIOD of time, and *before* for a POINT of time, thus:

He will not be here *for* an hour yet.

He will not be here *before* seven o'clock.

(7) IN and INTO. *In* denotes POSITION OF REST, whilst *into* denotes MOTION, e.g.

A student walked *into* the room *in* which we were sitting.

(8) IN and WITHIN. When referring to time, *in* denotes the close of a period, *within* denotes a time less than the close of the period, e.g.

I shall return *in* a year's time (=after a year).

I shall return *within* a year (=before a year has elapsed).

EXERCISES

I. With what parts of speech are prepositions used and what case always follows a preposition? Give examples to illustrate your answer.

II. In what different senses can the following prepositions be used? For each sense make a sentence illustrating its use.

for, into, by, on, with, at, among, between, about, towards.

*III. Which are the correct prepositions to use in the following sentences?

- (1) Shakespeare was born — Stratford-on-Avon but spent much of his life — London. (*in, at*)
- (2) He was — himself with anxiety (*besides, beside*).
- (3) The profits were divided — the two partners. (*among, between*)
- (4) They kept us waiting — half an hour. (*since, for*)
- (5) We have arranged to meet — Monday morning. (*at, on*)
- (6) The class begins — 9.0 o'clock. (*at, on*)
- (7) If you sit — me we can have a quiet chat. (*besides, beside*)
- (8) The train will not arrive — another hour. (*for, before*)
- (9) — what time do you get up? (*in, at*)
- (10) You may expect me — 6.0 p.m. and 6.30 p.m. (*within, between*)

*IV. Explain the differences of meaning in the following sentences:

- (1) I shall have finished my work before 7.0 o'clock.
- (2) I shall have finished my work by 7.0 o'clock.
- (3) I shall have finished my work at 7.0 o'clock.

Prepositions after certain words

Certain words are generally followed by particular prepositions. Very often, especially with verbs that are frequently used, many prepositions are used, each one giving a different meaning to the verb.

Prepositions after Verbs

abstain <i>from</i> wrong	apply oneself <i>to</i> work
account <i>for</i> the happening	approve <i>of</i> what is done
account <i>to</i> a person <i>for</i> money	ask <i>for</i> me if I am not here
entrusted	ask <i>about</i> a person who is ill
accuse <i>of</i> a crime	ask <i>of</i> a person, e.g. "No
acquit <i>of</i> blame	matter what you ask <i>of</i> him,
admit <i>of</i> an excuse	he will rise to the occasion."
admit <i>to</i> a secret	aspire <i>to</i> fame
agree <i>to</i> a proposal	atone <i>for</i> a wrong
agree <i>with</i> a person	attend <i>to</i> business
agree <i>about</i> the same thing	attend <i>on</i> a person who is
aim <i>at</i> an object	helpless
allude <i>to</i> a matter	avail oneself <i>of</i> an oppor-
answer <i>to</i> the name of —	tunity
answer <i>to</i> someone <i>for</i> a per-	banish trouble <i>from</i> you
son's character	bear <i>with</i> a man's faults
annoyed <i>at</i> a thing	become <i>of</i> a person or thing,
annoyed <i>with</i> a person <i>for</i>	e.g. "I don't know what
what he has done	will <i>become of</i> him if he
appeal <i>to</i> a person	loses his situation."
apply <i>to</i> someone <i>for</i> a situa-	beg <i>for</i> help
tion	believe <i>in</i> a person or creed

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beware <i>of</i> the dog	come <i>into</i> one's head (=suggest itself)
blame a person <i>for</i> a fault	come <i>into</i> fashion
boast <i>of</i> what one has done	come <i>of</i> a thing (=be the result)
border <i>on</i> the ridiculous	come <i>to</i> =amount to, e.g. "What does my bill come <i>to</i> ?"
borrow <i>from</i> (or <i>of</i>) a person	compare <i>with</i> (for similar things)
bow <i>to</i> a person or thing	compare <i>to</i> (for dissimilar things)
break <i>into</i> a house	complain <i>of</i> or <i>about</i> a person or thing
break oneself <i>of</i> a habit	complain <i>to</i> a person
break bad news <i>to</i> a person	conceal <i>from</i> a person
break <i>with</i> (=cease friendly relations with) a person	conclude something <i>from</i> what was said
burn <i>with</i> anger	confer <i>on</i> a subject
burst <i>into</i> flame	confide a secret <i>to</i> a person
buy <i>from</i> a person or shop	confide <i>in</i> a person's honesty
call <i>on</i> a person (visit him)	confine <i>to</i> a room
call <i>to</i> a person (shout)	conform <i>to</i> opinion
call <i>for</i> a friend to accompany him	congratulate a person <i>on</i> doing something
call <i>for</i> comment (require)	consent <i>to</i>
care <i>for</i> or <i>about</i> a person or thing	consist <i>of</i> or <i>in</i>
caution a person <i>against</i> something or someone	correspond <i>with</i> a person
change <i>for</i> money, or destination	correspond <i>to</i> a pattern
change <i>into</i> evening dress	count <i>on</i> a person (rely on)
charge a person <i>with</i> a crime	count <i>for</i> nothing (=is of no value)
charge a person <i>for</i> goods bought	cure <i>of</i> a disease
come <i>across</i> a person or thing (i.e. meet accidentally)	deal well or badly <i>by</i> a person
come <i>by</i> a thing (i.e. obtain)	
come <i>in for</i> punishment (=receive)	

THE PREPOSITION

deal <i>in</i> commodities	embark <i>in</i> business
deal <i>with</i> a person (trade with)	encroach <i>on</i> one's rights
deal <i>with</i> a subject (discuss it)	end <i>in</i> a fight
debate <i>on</i> or <i>about</i> a subject	end <i>with</i> prayer, song (for a meeting)
decide <i>on</i> an action	engage <i>in</i> fight
decrease <i>in</i> size	enter <i>upon</i> a career
defend a person <i>from</i> an attack	entrust a person <i>with</i> something
degenerate <i>into</i> worthlessness	entrust a thing <i>to</i> a person
deliberate (i.e. think, ponder) <i>on</i> a subject	err <i>on</i> the safe side
delight <i>in</i> something	escape <i>from</i> prison
deliver a person <i>from</i> danger	exchange one thing <i>for</i> another
demand <i>of</i> or <i>from</i> (but make demands <i>on</i>) a person	exclude a person <i>from</i> a place
depart <i>from</i> Euston <i>for</i> Scotland	excuse a person <i>for</i> a thing; <i>from</i> coming
depend <i>on</i> a person or thing (but independent <i>of</i>)	exile <i>from</i> his country
deprive a person <i>of</i> a thing	extend <i>to</i> a place
despair <i>of</i> doing something	fail <i>in</i> an attempt
die <i>of</i> a disease	faint <i>with</i> hunger
differ <i>from</i> a person or thing	fall <i>in with</i> an offer
disapprove <i>of</i> something	fall <i>among</i> thieves
dismiss a thing <i>from</i> your mind	fall <i>in</i> love <i>with</i> a person
dispose <i>of</i> a thing	fall <i>on</i> the enemy (=attack)
dissuade a person <i>from</i> doing something	fall <i>into</i> a mistake
distinguish one <i>from</i> another	fall <i>under</i> a person's displeasure
divide <i>in</i> half, <i>into</i> four parts	feed <i>on</i> meat, vegetables
drink <i>to</i> a person's health	fill <i>with</i> a substance
dwell <i>on</i> a subject	flee <i>from</i> danger
embark <i>for</i> France	fly <i>at</i> a person (e.g. a dog flies <i>at</i> a burglar)
	fly <i>into</i> a rage

A CONCISE ENGLISH GRAMMAR

free <i>from</i> trouble	insist <i>on</i> doing something
gain <i>on</i> someone (in a race)	introduce a person <i>to</i> someone
gaze <i>at</i> or <i>on</i> a thing or person	jest <i>on</i> serious subjects
get <i>at</i> (=find out) facts	join <i>in</i> a movement
get <i>over</i> an illness	judge a person <i>by</i> his deeds
get <i>on with</i> a person	jump <i>at</i> conclusions
get <i>by</i> heart (=learn)	kick <i>against</i> oppression
get <i>through</i> an examination	know a person <i>by</i> his walk
get <i>up</i> an entertainment	laugh <i>at</i> a person
glance <i>at</i> a book	lean <i>against</i> a wall
glance <i>over</i> a letter	lean <i>upon</i> a stronger person
glory <i>in</i> one's strength	lean <i>to</i> (favour) a certain opinion
grieve <i>at</i> or <i>for</i> an event	leave <i>for</i> a place
grieve <i>for</i> a person	listen <i>to</i> a person or thing
grow <i>upon</i> one (for a habit)	listen <i>in to</i> a wireless concert
hear <i>of</i> or <i>about</i> or <i>from</i> a person	live <i>on</i> simple food
hide <i>from</i> someone	live <i>for</i> praise, wealth, etc.
hinder a person <i>from</i> doing something	live <i>by</i> work
hint <i>at</i> a fact	live <i>on</i> an income
hope <i>for</i> the best	live <i>within</i> one's means
impose <i>on</i> (=deceive) a person	live <i>beyond</i> one's means
impress an idea <i>on</i> a person	long <i>for</i> pleasure
increase <i>in</i> numbers	look <i>after</i> (=guard) one's goods
indent <i>for</i> material	look <i>at</i> a person or thing
indict a person <i>for</i> a crime	look <i>into</i> (=examine) a matter
indulge <i>in</i> luxury	look <i>for</i> a lost thing
indulge oneself <i>with</i> something	look <i>over</i> (=examine) briefly a matter (but to <i>overlook</i> = to neglect by carelessness)
inquire <i>after</i> a person	look <i>through</i> an account (=examine carefully)
inquire <i>about</i> a person	look <i>out of</i> the window
inquire <i>into</i> a matter (=investigate)	

THE PREPOSITION

look <i>upon</i> someone <i>as</i> a friend	prepare <i>for</i> work
make <i>away with</i> (=steal)	present a person <i>with</i> a thing
make <i>for</i> (=conduce to) happiness	preserve <i>from</i> harm
make <i>out</i> the meaning	preside <i>at</i> or <i>over</i> a meeting
make <i>up to</i> (=flatter) a person	prevail <i>on</i> a person to do something
make <i>up for</i> some loss (=recompense)	prevent <i>from</i> doing something
make <i>up</i> one's face	proceed <i>with</i> your work
make <i>up</i> one's mind (=decide)	proceed <i>from</i> where we are <i>to</i> some other place
marvel <i>at</i> something or someone	proceed <i>against</i> (=prosecute) a person
meddle <i>with</i> or <i>in</i> other people's affairs	profit <i>by</i> our mistakes
meet <i>with</i> success	protect someone <i>from</i> danger
mourn <i>for</i> the loss of a person	quarrel <i>about</i> a matter
object <i>to</i> a person or thing	reckon <i>on</i> (=confidently expect) something
operate <i>on</i> a person	reckon <i>with</i> (=answer to) some-one
part <i>with</i> a thing	reconcile oneself <i>to</i> misfortune
partake <i>of</i> a meal	reconcile oneself <i>with</i> an enemy
pass <i>from</i> one thing <i>to</i> another	recover <i>from</i> an illness
pass <i>for</i> a stupid person	refer <i>to</i> a matter
pass <i>over</i> (=disregard) something	reflect <i>on</i> a person's character
pass <i>by</i> my house	refrain <i>from</i> wrongdoing
perish <i>by</i> the sword	rejoice <i>at</i> a person's good luck
perish <i>with</i> cold	relate <i>to</i> a matter
persevere <i>in</i> good work	rely <i>on</i> a person
persist <i>in</i> doing something	remind one <i>of</i> something
pine <i>for</i> what we have not	repent <i>of</i> a crime
play <i>for</i> a team	reply <i>to</i> a letter
play a trick <i>on</i> someone	reproach <i>with</i> a fault
point <i>at</i> a person	reprove him <i>for</i> a fault
praise <i>for</i> good work	

A CONCISE ENGLISH GRAMMAR

resolve <i>on</i> improvement	speak <i>to</i> a friend
restrain a person <i>from</i> an act	spend one's time <i>in</i> doing good
restrict <i>to</i> certain limits	stand <i>against</i> an enemy
result <i>from</i> (a cause)	stand <i>by</i> (=help) a friend
result <i>in</i> (a consequence)	stand <i>on</i> one's dignity
rid <i>of</i> an unwelcome thing	stare <i>at</i> a person
ring <i>for</i> the waiter	stare a person <i>in</i> the face
rob <i>of</i> one's wealth	strive <i>for</i> what you want
run <i>after</i> popular things	struggle <i>for</i> the right
run <i>into</i> debt	struggle <i>against</i> wrong
run <i>through</i> (=squander) money	subsist <i>on</i> poor food
run <i>up</i> an account (=incur)	succeed <i>in</i> doing a hard task
sail <i>for</i> a foreign country	succeed <i>to</i> an inheritance
save <i>from</i> harm	sue <i>for</i> money owing
search <i>for</i> a lost thing	suffer <i>from</i> a disease
see <i>about</i> (=consider) a matter	supply a thing <i>to</i> a person
see <i>into</i> (=investigate) an affair	supply a person <i>with</i> a thing
see <i>through</i> (=not be deceived by) an imposture	surpass everyone <i>in</i> something
see <i>to</i> (=attend to) a business	suspect someone <i>of</i> wrongdoing
set <i>about</i> (=begin) your work	take <i>after</i> a person (=resemble)
set a person <i>in</i> authority <i>over</i> others	take a person <i>for</i> someone (=confuse him with another)
set <i>upon</i> a man (=attack)	take <i>to</i> a bad habit
share <i>in</i> another's troubles	take <i>in</i> a person (=deceive)
shelter <i>from</i> the rain	take <i>to</i> a person (=like him)
shoot <i>at</i> a target	take <i>on</i> a task (=promise to do)
sigh <i>for</i> what is not	take <i>up</i> one's time (=fill)
smile <i>at</i> a person's foolishness	take <i>up</i> music (=begin to study)
smile <i>on</i> (=favour) a person	
speak <i>of</i> a matter	
speak <i>about</i> or <i>on</i> a subject	
speak <i>with</i> people	

THE PREPOSITION

to overtake a person (=catch up and pass)	trust <i>in</i> a person
talk <i>of</i> or <i>about</i> a person or thing	trust <i>to</i> his honesty
talk <i>over</i> (=discuss) a matter	trust a person <i>with</i> money, etc.
talk <i>to</i> or <i>with</i> a person	turn <i>into</i> verse from prose
taste <i>of</i> a flavour	turn <i>into</i> the house (=go in)
tell <i>of</i> , <i>about</i> a thing or person	turn <i>to</i> a friend <i>for</i> help
think <i>of</i> , <i>about</i> a thing or person	turn <i>on</i> (=attack) a person
think <i>over</i> (=ponder on) a matter	turn <i>upon</i> (=hinge on—depend on)
thirst <i>for</i> information	value a person <i>for</i> his character
throw things <i>at</i> something	wait <i>for</i> a person or thing
throw food <i>to</i> the chickens	wait <i>at</i> table (a maidservant)
touch <i>upon</i> a matter (=mention briefly)	wait <i>on</i> (=attend) a person
trade <i>in</i> certain goods	warn a person <i>of</i> danger
translate <i>into</i> another language	warn a person <i>against</i> a fault
trouble oneself <i>about</i> something	watch <i>for</i> a sign
	weep <i>for</i> a misfortune
	withdraw <i>from</i> a room
	wonder <i>at</i> a strange thing
	write <i>about</i> , <i>on</i> , a subject <i>to</i> a person

Prepositions after Adjectives or Participles

abhorrent <i>to</i> one's feelings	alarmed <i>by</i> a noise
absent <i>from</i> class	allied <i>to</i> a helper
absorbed <i>in</i> work	amazed <i>at</i> the information
accustomed <i>to</i> work	angry <i>with</i> a person <i>at</i> something done
advantageous <i>to</i> a person	anxious <i>about</i> , <i>for</i> , a person's safety
affected <i>by</i> a sad thing	apparent <i>from</i> what was said
afflicted <i>by</i> disease	apt <i>to</i> do a thing
akin <i>to</i> a related matter	
alarmed <i>at</i> a noise	

A CONCISE ENGLISH GRAMMAR

ashamed <i>of</i> a person	disqualified <i>from</i> trying for a post
astonished <i>at</i> what is seen	eager <i>for</i> promotion
attached <i>to</i> a person	easy <i>of</i> access
attentive <i>to</i> a lesson	employed <i>in</i> a trade
averse <i>to</i> or <i>from</i> doing a thing	employed <i>at</i> a works
aware <i>of</i> what is happening	employed <i>by</i> an employer
blind <i>to</i> one's faults	engaged <i>in</i> work
bound <i>for</i> a place	engaged <i>to</i> a person
charmed <i>with, by,</i> a person	engaged <i>by</i> an employer
clear <i>of, from,</i> fault	entangled <i>in</i> difficulties
close <i>to, by,</i> a place	envious <i>of</i> other people
comparable <i>to</i> a thing	exempt <i>from</i> duty
concerned <i>for</i> or <i>about</i> a person	faint <i>with</i> fatigue
confined <i>to</i> the house	familiar <i>with</i> a language
consequent <i>on</i> some cause	free <i>from</i> care
conspicuous <i>for</i> honesty	glad <i>of</i> the news
contingent (=conditional) <i>on</i> success	good <i>for</i> nothing
dazzled <i>with</i> success	good <i>at</i> his work
deaf <i>to</i> entreaties	hardened <i>to</i> misfortune
deficient <i>in</i> intelligence	ill <i>of</i> a disease
delighted <i>with</i> a present	impatient <i>at</i> an event
determined <i>on</i> doing something	impatient <i>for</i> a desire
devoid <i>of</i> intelligence	impervious <i>to</i> damp
different <i>from</i>	impolite <i>to</i> a person
disappointed <i>of</i> a thing	incensed <i>at</i> a wrong
disappointed <i>in</i> a present	indebted <i>to</i> a person
disappointed <i>with</i> a person	indebted <i>for</i> a thing
disgusted <i>with</i> a thing	independent <i>of</i> a person
displeased <i>with</i> a person	indifferent <i>to</i> a subject
disqualified <i>for</i> a situation	indignant <i>at</i> a wrong being done
	indignant <i>with</i> a person
	innocent <i>of</i> a crime

THE PREPOSITION

insensible <i>of</i> an obligation	proud <i>of</i> one's work
inspired <i>with</i> feeling	qualified <i>for</i> the task
intended <i>for</i> a person	ready <i>for</i> anything
intent <i>on</i> one's work	reckless <i>of</i> consequences
interested <i>in</i> one's work	regardless <i>of</i> consequences
irritated <i>at</i> delay	related <i>to</i> a person
jealous <i>of</i> one's reputation	remarkable <i>for</i> talent
just <i>to</i> everyone	remote <i>from</i> a place
kind <i>to</i> all	requisite <i>for</i> one's needs
lavish <i>of</i> gifts	reponsible <i>to</i> a person
lavish <i>in</i> expenditure	responsible <i>for</i> things
liable <i>to</i> mistake	revenge <i>on</i> a person <i>for</i> a thing done
loyal <i>to</i> a friend	rich <i>in</i> certain qualities
mad <i>with</i> someone	safe <i>from</i> harm
merciful <i>to</i> the weak	satisfied <i>with</i> one's work
moved <i>to</i> tears	secure <i>from, against</i> attack
moved <i>with</i> compassion	seized <i>with</i> cramp
moved <i>at</i> the sight of	sensible <i>of</i> an injustice
moved <i>by</i> entreaties	separate <i>from</i> others
negligent <i>of</i> duty	shocked <i>at</i> a terrible thing
noted <i>for</i> good work	sick <i>of</i> doing something
obedient <i>to</i> orders	slow <i>of</i> hearing
offended <i>with</i> a person	slow <i>in</i> making a decision
offended <i>at</i> something done	slow <i>at</i> his work
overcome <i>with</i> grief	sorry <i>for</i> a wrong
pale <i>with</i> suffering	struck <i>with</i> pity
parallel <i>to</i> or <i>with</i> a thing	suitable <i>for</i> a purpose
partial <i>to</i> a favourite thing	suitable <i>to</i> one's position
particular <i>about</i> things	suited <i>to</i> the occasion
pleased <i>with</i> a person or thing	suited <i>for</i> his work
polite <i>to</i> a person	surprised <i>at</i> a thing
poor <i>in</i> worldly goods	suspicious <i>of</i> a person
popular <i>with</i> everyone	terrified <i>at, by, with</i> a noise

A CONCISE ENGLISH GRAMMAR

thoughtful <i>of, for</i> others	vexed <i>at</i> a thing
thoughtless <i>of</i> others	vexed <i>with</i> a person <i>about</i> a thing
tired <i>of</i> work	void <i>of</i> meaning
tired <i>with</i> one's exertions	weak <i>with</i> exertions
transported <i>with</i> joy	weak <i>of</i> understanding
treacherous <i>to</i> a person	weak <i>in</i> the head
troubled <i>about</i> a thing	wearily <i>of</i> work
uncivil <i>to</i> a person	wet <i>with</i> rain
unfit <i>for</i> work	worn <i>out with</i> illness
unjust <i>to</i> a person	zealous <i>for, in</i> a cause
used <i>to</i> hard work	

Prepositions after Nouns

admission <i>to</i> a place	contemporary (adjective) <i>with</i> someone
(to take) advantage <i>of</i> a person or thing	contrast <i>to</i> a thing
analogy <i>of</i> one thing <i>with</i> another	contribution <i>to</i> a collection
antipathy <i>to</i> a person	decision <i>on</i> a matter
arrival <i>at</i> a place	disagreement <i>with</i> a person
arrival <i>in</i> a country	disgust <i>at</i> drunkenness
attendance <i>at</i> a place	dislike <i>of</i> a person or thing
attendance <i>on</i> a person	distrust <i>of</i> a person or thing
authority <i>over</i> a person	doubt <i>of</i> or <i>about</i> a person
authority <i>on</i> a subject	evasion <i>of</i> a condition
authority <i>for</i> a statement	exception <i>to</i> a rule
aversion <i>from</i> or <i>to</i> a thing or person	experience <i>of</i> a thing
benevolence <i>toward</i> the poor	experience <i>in</i> doing things
<i>in</i> or <i>under</i> the circumstances	(to have a) genius <i>for</i> languages
claim <i>against</i> someone	(to be) a genius <i>in, at,</i> languages
contemporary (noun) <i>of</i> someone	gratitude <i>for</i> a favour
	hatred <i>of</i> a person or thing

THE PREPOSITION

influence <i>over</i> or <i>with</i> a person	proof <i>against</i> bribery
influence <i>on</i> events	quarrel <i>with</i> a person
interest <i>in</i> a subject	quarrel <i>between</i> two people
key <i>of</i> the door	reflection <i>on</i> a man's character
key <i>to</i> a problem	regard <i>for</i> one's feelings; <i>in,</i> (or <i>with</i>) regard <i>to</i> a matter
libel <i>on</i> a person	reputation <i>for</i> honesty
liking <i>for</i> a person	<i>in</i> search of gold
longing <i>for</i> or <i>after</i> a thing	a slave <i>to</i> drugs
match <i>for</i> a person	stain <i>on</i> one's honour
neglect <i>of</i> duty	a taste <i>of</i> pleasure (experience)
neglect <i>in</i> doing a thing	a taste <i>for</i> pleasure (liking)
offence <i>against</i> the law	find a use <i>for</i> a thing
parody <i>of</i> or <i>on</i> a poem	what's the use <i>of</i> it?
pride <i>in</i> strength	victim <i>of</i> tyranny
proof <i>of</i> innocence	witness <i>of</i> an event

EXERCISES

- I. What prepositions are used after the following verbs:
congratulate, depend, beg, leave, enter, point, laugh, rely, prevent, suffer?

Illustrate each one in a sentence.

II. Explain the differences of meaning between the following pairs of expressions and for each expression compose a sentence to show its meaning.

- | | |
|-----------------------------|-------------------------------|
| (1) ask for, ask of. | (2) compare with, compare to. |
| (3) live by, live on. | (4) look through, look for. |
| (5) speak to, speak of. | (6) turn upon, turn on. |
| (7) take up, take on. | (8) think over, think about. |
| (9) succeed to, succeed in. | (10) grieve at, grieve for. |

*III. Add the prepositions necessary to complete the following sentences.

- (1) I was so absorbed — my book that I did not notice the time.
- (2) He was very ashamed — his rude behaviour.

- (3) France is celebrated — its cooking.
- (4) She is distantly related — my wife.
- (5) One soon becomes weary — the English winter.
- (6) He's a bad student; he never seems really interested — his work.
- (7) The soldier is responsible — his commanding officer but that officer is also responsible — his troops.
- (8) I was disgusted — his laziness.
- (9) We were delighted — your visit.
- (10) While she was a student, she became engaged — a young man who was then engaged — writing a thesis and was afterwards engaged — the University as a lecturer.
- (11) He learns English very easily; he has a gift — languages.
- (12) There is no doubt — it: English pronunciation is very illogical.
- (13) He was punished for his neglect — duty.
- (14) Have you any authority — saying that?
- (15) I have a great dislike — his behaviour but unfortunately I have no authority — him and cannot prevent him — acting like that.

IV. Change the meaning of the following words by adding prepositions before or after them. N.B. In some cases the prepositions used will be joined to the words and in some cases various meanings can be expressed by adding different prepositions to the same word.

throw, call, look, estimate, balance, wander, emphasize, burst, get, see.

*V. Supply the missing prepositions in the following sentences:

- (1) I congratulate you — your success.
- (2) Once a person has had a taste — the gaiety of Paris he develops a taste — it.
- (3) I feel very vexed — John — his work.
- (4) I warned him — extravagance and — the danger of borrowing money.
- (5) I look — you as a friend who will look — this matter — me, look — all the letters that have been written and look — my interests properly.
- (6) He is no longer dependent — his father, but is independent — everyone.

- (7) I came — a girl yesterday who told me a new style had come — fashion, though she could not understand how it had come — anyone's head to introduce it. But she didn't think anything would come — it.

*VI. Express by one word the phrase in italics:

- (1) Letters *from other countries* are brought by aeroplane.
- (2) He drew a design *with both sides balancing*.
- (3) They departed *at the same moment*.
- (4) He was a boy *with bare feet and blue eyes*.
- (5) The facts have been *stated in terms exceeding the truth*.
- (6) I received a card from him which was *signed in his own handwriting*.
- (7) He *took a picture of* the castle *with his camera*.
- (8) He was appointed *to act in place of the King*.
- (9) These are pictures of animals *before the Flood*.
- (10) He made out a cheque *with a date later than that on which he was writing*.

*VII. How do the following differ from each other?

- (a) To undertake, to overtake; (b) to turn out a good man, to turn a good man out; (c) to take a person in, to take a person out; (d) to stand with a man, to withstand a man; (e) to look over a letter, to overlook a letter.

CHAPTER VIII

THE CONJUNCTION

A CONJUNCTION is a word that joins words or sentences together.

CO-ORDINATING conjunctions join sentences of equal rank, e.g. *And, both, but, either . . . or*. These are called CORRELATIVE CONJUNCTIONS.

Some CO-ORDINATING conjunctions go in pairs, e.g. *both . . . and; so . . . as; either . . . or; neither . . . nor*.

SUBORDINATING conjunctions join subordinate clauses to the main clause, e.g.

I will do the work *if* I have time.

He said *that* he could go.

Idiomatic uses of "but"

But is used sometimes as a conjunction, sometimes as a preposition, sometimes as an adverb:

He was there, *but* did not speak. (Co-ordinating Conjunction.)

There was no one there *but* was sorry for the man. (Relative Pronoun.)

He was all *but* dead when we found him. (Preposition.)

There was no one there *but* him. (Preposition.)

But for your help we should not be here. (Preposition.)

I cannot *but* believe you have gone away. (Preposition.)

There was *but* one student present. (Adverb.)

THE CONJUNCTION

"If" and "when"

IF is used to express a condition:

If you come I will meet you.

WHEN merely expresses time:

I shall see you *when* you come to London.

CHAPTER IX

THE INTERJECTION

THE interjection is used to express some sudden feeling, but does not enter into the construction of the sentence.

The usual interjections or exclamations are: *Oh! Alas! Ah! What! Hush! Well done!* etc.

EXERCISES

*I. Complete the following sentences by adding a conjunction in each:

- (1) The tide came in slowly — surely, covering all the sands.
- (2) I'll wait for you — you will promise not to be later than six o'clock.
- (3) — it stops raining we shall be able to go out (*two possibilities*).
- (4) On early closing day you can't buy anything — the shops are shut.
- (5) To get a good seat you must be there — the doors are opened.
- (6) You can look at the paper — I am finishing this letter.
- (7) I shall stay in England — I can speak English fluently.
- (8) They could not go on the river yesterday — the weather was bad.
- (9) — had one visitor left — another arrived.
- (10) The post-office is about five — six minutes' walk from our house.

*II. By introducing a conjunction make each of the following pairs of sentences into one sentence. In some sentences more than one conjunction would be appropriate. Use all possible forms.

- (1) The candidate spoke very eloquently. Many people still remained hostile.

EXERCISES

- (2) The snow melted. Spring flowers began to appear.
- (3) The gate of the field was left open. The cows strayed on the road.
- (4) You do not like orchestral music. I shall not invite you to the concert tonight.
- (5) The examination was easy. He was able to pass it very well.

*III. What conjunctions are used to indicate that a choice may be made between two possibilities and what is the negative form of this construction? Use each form in a sentence to illustrate your answer.

*IV. Join the following into one sentence without using a conjunction:

- (a) A boy had been fishing on Sunday. He met the village parson. He had caught several fish. He said, "This is what happened to these fish for chasing flies on Sunday."
- (b) I climbed down the cliff. It was fifty feet down. The dead body of a man was lying there. A faithful dog was still seated by the man's side.
- (c) We can make wonderful instruments. These bring the stars into our view. The light of these stars has taken a thousand years to reach the earth.

*V. Turn the following from direct speech to indirect:

"See, my sons," said the old man, "the power of union. While the sticks in the bundle were fastened together nothing could break them. Learn from that example. Unite in brotherly love and no one can harm you. But if you are divided by discord you will fall a prey to all who wish to injure you."

*VI. Improve the order of the following:

- (a) We saw many soldiers dead or wounded riding over the battlefield.
- (b) The farmer of today is no simple countryman with a spade, a fork, a cart, a plough and a wisp of straw in his mouth.
- (c) Few people learn anything that is worth learning easily.
- (d) One of the combatants was unhurt, and the other sustained a wound in the arm of no importance.
- (e) I never made the statement at the last meeting of the Council or at any other time that you have imputed to me.

- (f) He seldom took up the Bible, which he frequently did, without shedding tears. (Knowles, *Life of Fuseli*.)
(g) The traitor was ordered to be beheaded by the judge.
(h) He was arrested in bed and attempted to commit suicide by firing a pistol at his head which he had hidden in the bed-clothes.
(i) We regret to announce that Mr. X has resigned owing to ill health and has been succeeded by Mr. Y.
(j) Gentleman, about to marry, wishes to recommend his housekeeper for a similar post. (*Advert.*)

CHAPTER X

SOME COMMON ERRORS

THE NOUN

1. Neglect of the rule of Concord of the Subject and its verb.

e.g. *We was* speaking about you.

The *speed* of the runners *were* remarkable.

The subject must agree with its verb in number and person.

2. Confusion of singular and plural.

e.g. The *news are* bad.

Mathematics are an interesting subject.

News, *mathematics*, and sometimes *politics* are singular in meaning though plural in form.

3. Misuse of the possessive form.

e.g. (a) The *table's top* is rough. (*Incorrect.*)

The *top of the table* is rough. (*Correct.*)

(b) We like *Smith's and Robinson's* jam. (*Incorrect.*)

We like *Smith and Robinson's* jam. (*Correct.*)

In compound nouns, such as the name of one firm, only the last noun has the 's.

(c) That is the *King's of England's* palace.

The last word only should have the 's, e.g. "The King of England's palace."

THE PRONOUN

4. The relative pronoun separated too far from its antecedent.

e.g. I was awakened by the *bird* in its cage *which* began to sing.

5. Wrong choice of relative pronoun.

That is the man *which* I saw.

He is such a man *that* I am.

After "such" and "same", *as* must be used.

6. Misuse of *and* with the Relative Pronoun.

e.g. She was a woman of strong character *and who* had always had her own way.

And with the relative should be used only when it joins together two adjective clauses both qualifying the same antecedent.

e.g. She was a woman who had always had her own way *and who* hated opposition.

7. The use of the plural instead of the singular with those pronouns which must take the singular.

e.g. *Nobody* in *their* senses would do that.

Everyone should do *their* best.

There is no genderless pronoun in the third person singular, i.e. no word to represent "he" or "she", "him" or "her".

Write:

Nobody in *his* senses would do that.

Everyone should do *his* or *her* best.

8. Lack of agreement between the relative pronoun and its antecedent.

e.g. This is one of the best books *that has* ever appeared.

The antecedent of "that" is "books", not "one". The relative pronoun agrees with its antecedent in number and person, so the sentence should be "... that *have* ever appeared."

9. The use of *who* for *whom* and vice versa.

e.g. That is the man *who* I spoke to. (*Incorrect*).

They asked me *whom* I thought was the thief. (*Incorrect*).

10. *What* used as a relative pronoun with an antecedent.

e.g. The student *what* read, speaks English well. (*Incorrect*).

THE ADJECTIVE

11. Neglect of concord of the noun and its adjective.

e.g. *These sort* of things are not done.

12. Use of the Adjective for the Adverb.

e.g. He spoke very *clear*.

It should be: "He spoke very *clearly*."

13. Wrong use of comparative and superlative.

e.g. This is the *best* of the two boys.

It should be *better*, as it is used only of two.

Mont Blanc is higher than any mountain in the Alps. This is illogical, for Mont Blanc is not higher than itself. Say instead "... higher than any *other* mountain in the Alps."

14. The wrong use of *first*.

e.g. The *three first* pages of the book were torn out.

There can't be three "first". Say instead "The *first three* ..."

THE VERB

15. Confusion of *past* (noun, adjective or preposition) and *passed* (verb).

e.g. I have *past* my examination.

It should be "passed".

16. The Nominative used after *let*.

e.g. Let John and *I* do the work.

Say instead: Let John and *me* do the work.

17. The Objective used after the verb *to be*.

e.g. It was *him* who spoke.

It should be, It was *he* who spoke.

18. Confusion in the use of *lie* and *lay*; *rise* and *raise*; *fall* and *fell*.

e.g. He is not very well so he is *laying* down. (It should be: *lying*.)

The hen has *lain* an egg. (It should be: *has laid*.)

He *rose* the car as much as he could with the jack. (It should be: *raised*.)

The tree *felled* down with a crash. (It should be: *fell*.)

19. The use of the future tense for the present.

e.g. He will come when he *will be* asked.

It should be: "when he *is* asked."

20. The misuse of *shall* and *will*.

e.g. We expect the Government *shall* do what is necessary. This has happened before and no doubt we *will* see it happen again. (*Both incorrect*).

21. Confusion in the use of the Compound Tenses.

e.g. I never *have*, and never shall *do* such a thing.

After "have" we require "done". Say instead: "I never have *done* and never shall do such a thing."

22. The splitting of an infinitive, i.e. the separation of *to* from its verbal part.

e.g. He tried *to* deliberately and maliciously *trip* me.
!.....!

Though occasionally the split infinitive is used by good writers, the grammatical purist would avoid it.

23. The use of a misrelated participle.

e.g. *Being* a wet morning, I decided to stay at home.

Being here is wrongly related to *I*.

24. Confusion of Gerund and Present Participle.

e.g. What's the use of *me* learning English (*for: my* learning English).

The gerund is a noun and requires the possessive form before it.

THE ADVERB

25. The misplacing of *only*.

e.g. I *only read* twenty pages of the book.

This form is often found, but the more logical arrangement would be "I read *only twenty* pages . . ." as "only" limits "pages", not "read".

26. The misplacing of adverbs of time, such as *never*, *sometimes*, *often*, *always*.

e.g. I *never have* spoken to him. (*Incorrect*.)

I *have never* spoken to him. (*Correct*.)

27. The use of a double negative.

e.g. I *cannot do no* more.

Say instead: I cannot do *any* more.

28. Confusion in the use of *less* and *fewer*.

e.g. There were *less* than twenty students present.

Use *less* for quantity, *fewer* for number.

THE PREPOSITION

29. The use of *till* when place and not time is denoted.

e.g. He walked from London *till* Harrow.

30. The wrong use of *since*.

e.g. I am in England *since* three months.

Before *since* the present perfect tense "I have been" is required. Again, with *since*, a word or words denoting a POINT of time, not a PERIOD of time must be used.

e.g. I have been in England *since* October.

31. The wrong use of *between each*.

e.g. There was a path *between each* of the houses.

Between is used for two, *each* for only one. Say: "Between each house and the next" or: "Between each pair of houses."

32. The wrong case when *but* is used as a preposition.

e.g. No one was there *but I*.

If *but* has the meaning "except" it is a preposition and takes the objective case.

33. The use of the nominative after *between*.

e.g. Between you and *I*, he is not to be trusted.

It should be: "Between you and *me*."

34. The use of *like* as a conjunction.

e.g. He writes *like* I do.

Say, instead: "He writes *as* I do."

35. The use of the wrong preposition after *different*.

e.g. This was quite different *than* that.

This was quite different *to* that.

Different to is found in many standard authors, but "*different from*" is the more usual form.

36. The use of *prefer . . . than*.

e.g. I prefer reading *than* writing.

We prefer one thing *to* another, or prefer to do one thing *rather than* another.

THE CONJUNCTION

37. The wrong use of the objective case after *than*.

e.g. He is taller than *me*.

This is common in conversation. In formal writing it should be: "He is taller than *I* (am)."

38. The wrong conjunction used after *scarcely* or *hardly*.

e.g. Scarcely had we entered the class *than* the work began. *Before* or *when* ought to be used. The mistake probably arises from confusion with "no sooner . . . than," which is, of course, correct.

39. The use of *as* after a comparative instead of *than*.

e.g. He is quicker at understanding this work *as* I am.

40. The use of the wrong correlative conjunction.

e.g. He knows neither English *or* French.

Neither must be followed by *nor*.

EXERCISE

SENTENCES FOR CORRECTION

(The sentences in this exercise are "genuine" ones; every one of them was written at some time by a foreign student learning English. The mistakes therefore are characteristic.)

1. I must go back with my mind to the first years of my existence but don't think for that I am an old woman.
2. It was worth to live to see a so beautiful sight.
3. The noise we did in laughing made the kitten fearful of us.
4. The children like cats and they are nearly in all their homes.
5. We were deprived from playing games for a week.
6. A fair amount of the scholars liked the class.
7. I visited a part of the Vosges mountains which possess a selection of splendid sceneries.
8. Mont Blanc is famous as well for the general sight you obtain from the top of its peak as for the numerous little villages crouched in the wrinkles of its flanks.
9. The ascension of the mountain was difficult.
10. I felt like sitting in a railway carriage when these views passed before me.
11. Because I am born in the north of Europe I sometimes am longing for the grey skies.
12. There the vegetation was poorly.
13. Piccadilly has such a tremendous traffic that I wonder there happen so few accidents.
14. The furniture are of oak and satin wood.
15. In winter the sun does not more shine so warm like in summer.
16. The English is accustomed to his open fire though the strong draught lets not burn properly the coal.
17. Who has been on a mountain immidst snow will never forget it.

A CONCISE ENGLISH GRAMMAR

18. The trains go with great precaution in the fog.
19. The fog is not well to breathe.
20. According to your knowledges will be your salary.
21. Hampstead is the most healthiest part of London.
22. I will be please to receive your advices.
23. I have past the examination in French and German and can satisfactory write this languages.
24. We cannot pay you more than £150 a year according to the bad times.
25. I have always had an excellent health.
26. I am in London since half a year.
27. I have from I was twelf year old study English.
28. London is one of the nicest towns I ever have seen.
29. People who use to make a fuss don't succeed.
30. I was very bored and wished I would not have rised so early.
31. I have the intention to stay in Bournemouth.
32. Since your childhood I know you already.
33. Is it possible to you to give me a lesson?
34. I am going away tomorrow and I should be sorry if I should hear you had called during my absence.
35. I send you my heartiest condolence for the death of your friend.
36. What a difference the modern dress is to the dress of twenty years ago.
37. Even if the price would be the same as in 1920 it would be to much.
38. I want to write a letter to somebody whom I promised to come to their meeting.
39. I am better now as I was a month ago.
40. It just happened that I came to know that you have past your examen.
41. We must practice hard or we can't arrive at our aim.
42. Pauer was on the piano and he played masterly.
43. We did a long walk yesterday, and I should have nothing against to do the same today.
44. More the out of doors becomes dusk more the inside of the houses become comfortable, when the family settles round the chimney.
45. Autumn remembers us of cold and wet days.
46. Then the trees loose their leaves.
47. It is worth to do everything well.

SOME COMMON ERRORS

48. Some people don't mind to tell you they don't like music.
49. That is a mistake I often do.
50. The teacher is going to learn me English.
51. On the sill of the door laid a dog.
52. Nearly the man missed the train.
53. Thank you that you showed that to me.
54. Generally spoken you will find foreigners like England.
55. I never before had seen Trieste; it is wonderful situated.
56. He drove the car so fastly he frightened them instead of let the run enjoy them.
57. He had a new furniture for the drawing-room.
58. Would you mind in future to take more pain with your work.
59. I am not very accustomed with the English language.
60. I can't wear any more this suit.
61. I wrote to congratulate my friend who has just become engaged with a beautiful Londoner girl.
62. It is not easy, that one can imagine, to get use to live in a foreign country.
63. Fog is everywhere, as well in the house than in the streets.
64. Many people complain to have never money.
65. He descriped the scene very well.
66. I always have liked to think on those days.
67. There is a great deal of mountains in Switzerland.
68. Many ships are to see on the river which at this place is wide over 300 yards.
69. In Heidelberg are many Middle Age buildings.
70. You can hear the chiming of cows bells in the pasturages.
71. I have thought often what this word would signify.
72. Heaps of boxes were laying around me.
73. A trip by steamer which mostly are starting from Vienna will enjoy everybody.
74. Each person like the place where they are at home.
75. The sea was dark blue from the horizon till the shore.
76. After few minutes one hear the whistle.
77. I study carefully the passage what I read.
78. This town is notorious through its lovely scenery.
79. A bird in the hand is better as two in the bush.
80. I was so ill that when I would swallow anything it would cause me much pain; so the doctor regarded my throat to see what was the matter. He then explained me the reason.

A CONCISE ENGLISH GRAMMAR

81. I am not enthused by the statues in London.
82. The glacier put the glasses in the window.
83. They had central heating which I more prefer than an open fire.
84. There are in England the opposite customs as they are in use in my country.
85. They do not want that somebody interrupt their conversation.
86. I met a friend of me and he proposed me to go with him to Windsor.
87. At the school which I visited as a boy we learned many unnecessary knowledges.
88. It is three months now that I left the continent.
89. Through the most times of his life Wagner was in debts.
90. The performance proofed a mere failure.
91. In the Saint Paul's church are buried capitains, poets and men of parlement.
92. He would rather have died than admitted it.
93. I am desirous to make me proficient in English.
94. Last week I had the occasion of watching a football match.
95. She wanted that her brother should join the army.
96. We were deaf to everything else than to this roar of machinery.
97. There were roses in several colours from deep red till white ones as the snow.
98. The hothouse was full of seldom plants.
99. Each country has products appropriated with the climat.
100. Useless decoration neither outside nor inside my house I would not permit.
101. The scenery of the play began in a shop and there was a student which had worked there.
102. Today I had the first time my new winter coat on.
103. In the beginning I found it difficult to remember the things what the teacher said.
104. When I saw the picture, easily I could fancy myself in Switzerland.
105. He wanted to spend the less money as possible.
106. Never I have gone on the sea side only in England.
107. I was hungry because since twelve hours that I had departed of Paris I had not ate anything.
108. I had the pleasure to spend my holiday in Germany.
109. Reporters are susceptible of being sent north south etc. to collect informations about a fire or inundation.

SOME COMMON ERRORS

110. Already the ancient Babylonians had newspapers.
111. If newspapers more tried to write with the truth how much could be won, for I dare say that it should be forbidden to write of what is untrue.
112. I have many things to tell you but before all I can tell you I had a nice holiday.
113. It is to understand that up to now I have been busy.
114. I hope my letter will be for you from great interest.
115. In Trafalgar Square is a tall memory to Nelson.
116. You can study in the Kensington Museum the progress of modern technic.
117. How is to pronounce "Chiswick"?
118. Many a student are not able to make the progress they wish.
119. I listen to the speakers in the Hyde Park.
120. You like to receive often from your friends a letter.
121. Many people is unemployed because the manufactories are closed.
122. There are not so much people in Paris than in London.
123. English customs are quite different to french ones.
124. We were astonished by the many busses in London.
125. The policemen circulates the traffic.
126. There is not yet a long time that I came to London but I am getting on alright.
127. I had the pleasure to hear Caruso sing.
128. The comedian made laugh the people many times.
129. We hope you shall have a good holiday, and bath in the sea every day.
130. England is surrounded of the sea and is quite different to the place I am coming from.
131. My friend want to leave in an english family if possible.
132. It has now rained during some days.

A MOTOR DRIVE

Yesterday I have done a motor trip to Hindhead. It was a Sunday very nice for November. The sun shined so warm that we used not our coats. We went at the first to the shop where we had hired the car a few days' since. The car was ready to drive standed outside from the garage on the pavement. I saw if we had enough petrol in our tank. It was alright and we begun to drive from marble arch through the

A CONCISE ENGLISH GRAMMAR

Hyde Park to Hammersmith. In the beginning we founded not quite correct our way and we must often ask the policeman which are here very kind. A policeman answer me in german because he was as a prisoner during the war in Germany and has learned there some words. He was very please to use them. It was a big traffic this day on the road one car was after the other and it was impossible to drive more as twenty miles each hour. I do not like so slow to drive. After one hour it was better and we came in the nicest part of England which ever I have seen. The forest was very beautiful. On twelf oclock we drive in a little turning where we take our picnic. After we maked some pictures from the sceneries and ourselves with our camera. Then we slepted 1½ hour on the green ground of the forest. At Hindhead we took our tea in a hotel from the A.A. club. During it begin to darken we drived back to London. It is not dangerous to drive here in the night because it gives so many notices here like "Drive slowly" "Dangerous," ect.

We had a pleasant time and will drive next sunday to Cambridge what should also be a good journey.

CHAPTER XI

WORDS FREQUENTLY CONFUSED

Note: The definitions given here are intended merely as a brief guide to the meanings; they do not replace the dictionary. Students are advised to consult some standard dictionary, e.g. Concise Oxford or Nuttall's.

- { adapt=suit oneself to
- { adopt=take charge of
- { advise=(*verb*) to counsel
- { advice=(*noun*) counsel
- { alleys=narrow streets
- { allies=helpers
- { aloud=in an audible manner
- { allowed=permitted
- { altar= part of the church
- { alter=to change
- { allude=to refer to
- { elude=to escape
- { allusion=a reference
- { illusion=a deception
- { apposite=apt
- { opposite=against
- { assent=an agreement
- { ascent=an upward movement

A CONCISE ENGLISH GRAMMAR

- { assistants=helpers
- { assistance=help
- { attendants=those who wait on
- { attendance=the act of waiting
- { bad=evil
- { bade=ordered (verb "to bid")
- { bare=uncovered
- { bear=an animal, or (verb) =to carry or to endure
- { beach=seashore
- { beech=a kind of tree
- { birth=being born
- { berth=a sleeping-place in a ship
- { blue=a colour
- { blew=past tense of *to blow*
- { boar=an animal
- { bore=(1) to make a hole (2) to weary, a tedious person.
- { Boer=a Dutch South African
- { borough=a town or part of a town
- { burrow=a hole in the earth for rabbits, foxes, etc.
- { bough=a branch of a tree
- { bow=to bend
- { bread=an article of food
- { bred=past tense of *to breed*
- { break=to smash
- { brake=(1) a pressure against a wheel to stop it, (2) a thicket of bushes
- { breath=(*noun*) air taken into and expelled from lungs
- { breathe=(*verb*) the act of taking breath
- { bridal=appertaining to a bride
- { bridle=a part of the harness of a horse

WORDS FREQUENTLY CONFUSED

- { cannon=a gun
- { canon=(1) a rule or law, (2) a church dignitary
- { capable=able
- { capacious=roomy
- { cell=a small room, usually in a prison
- { sell=to exchange for money
- { cereal=any grain used for food
- { serial=(1) in series, (2) a story coming out in parts
- { cheque=a written order for money
- { check=(1) to stop, (2) a square pattern
- { childish=foolish
- { childlike=innocent
- { cloth=material
- { clothes=garments
- { colonel=an army rank
- { kernel=the inner part of a nut
- { complement=the completion
- { compliment=an expression of admiration
- { confident=having strong trust
- { confidential=(1) secret, (2) trusted
- { contagious=spreading by contact
- { contiguous=adjoining
- { contemptible=meriting contempt
- { contemptuous=filled with contempt
- { continual=going on repeatedly
- { continuous=without break
- { cord=string
- { chord=a musical term

A CONCISE ENGLISH GRAMMAR

- { core=centre
- { corps=a body of troops
- { corpse=a dead body
- { copse=small wood
- { correspondents=writers of letters
- { correspondence=letters
- { councillor=a member of a council
- { counsellor=an adviser giving counsel
- { course=(1) the direction of motion, (2) the ground over which one runs, (3) phrase *of course*
- { coarse=not refined
- { credible=can be believed
- { credulous=believing too easily
- { creditable=praiseworthy
- { current=a stream
- { currant=a small dried grape
- { dairy=a place for keeping milk, making butter or cheese; place where these are sold
- { diary= a daily record
- { depreciate=to grow less in value
- { deprecate=to pray against
- { desert=(1) (*verb*) to forsake (2) (*noun*) sandy waste
- { dessert=fruit or sweetmeats after dinner
- { disease=illness
- { decease=death
- { dying=ceasing life
- { dyeing=colouring
- { effect=(*noun*) result
- { affect=(*verb*) to influence
- { effective=producing a desired effect
- { efficient=competent—usually for a person or machine

WORDS FREQUENTLY CONFUSED

- { elicit=to draw out
- { illicit=unlawful
- { eligible=suitable
- { illegible=unreadable
- { elusive=difficult to capture
- { illusive=deceptive
- { emigrate=to go out of a country
- { immigrate=to come into a country
- { migrate=to go to another country in large numbers
- { epigram=a witty remark
- { epithet=a descriptive term
- { epitaph=an inscription on a tomb
- { except=omitting
- { accept=to take
- { fare=money for travel
- { fair=(1) (*adjective*) beautiful, (2) light; (3) (*noun*) a gathering for amusements, etc.
- { find=to discover
- { fined=penalized
- { fir=a kind of tree
- { fur=soft hair of certain animals
- { flew=past tense of *to fly*
- { "flu"=abbreviation of influenza
- { flue=chimney passage
- { flower=blossom
- { flour=ground wheat
- { forth=forward
- { fourth=an ordinal number
- { four=a cardinal number
- { fore=the front portion

A CONCISE ENGLISH GRAMMAR

- { fowl=a bird
- { foul=unclean
- { gate=an opening with a road through; that which closes the opening
- { gait=style of walking
- { genus=a kind; a class containing species
- { genius=great inborn power of mind; a person so endowed
- { glazier=one who puts glass in windows
- { glacier=ice moving down a mountain-side or along a valley
- { great=big, renowned
- { grate=(1) bars within which a fire burns; (2) to annoy the ears; (3) to break in pieces by rubbing on a rough, hard surface
- { groan=cry of pain
- { grown=past participle of *to grow*
- { guest=a visitor
- { guessed=surmised
- { guilt=state of one who has broken the law
- { gilt=covered with gold, or imitation gold
- { hair=natural head covering
- { hare=an animal
- { heal=to make or grow well
- { heel=part of the foot
- { hear=to perceive sound
- { here=an adverb of place
- { hire=to engage for payment
- { higher=comparative of *high*
- { hoard=to store up (*verb* or *noun*)
- { horde=a swarm (*noun*)
- { hole=a place dug out, an opening in or through
- { whole=(*noun*) all, (*adjective*) entire

WORDS FREQUENTLY CONFUSED

- { human=belonging to the race of man
- { humane=(*adjective*) kind and tender
- { imminent=impending
- { eminent=notable
- { imperial=belonging to an empire
- { imperious=haughty
- { incredible=unbelievable
- { incredulous=unbelieving
- { indite=to write or dictate for writing down
- { indict=to charge with a crime
- { ingenuous=frank, open
- { ingenious=clever in invention
- { judicial=belonging to a judge
- { judicious=discreet, wise
- { lead=(1) (*verb*) to show the way [le:d] (2) (*noun*) a metal [led].
- { led=past tense of *to lead*
- { leak=an escape of fluid or gas
- { leek=a vegetable
- { lesson=instruction
- { lessen=to make less
- { licence (*noun*)=official permission
- { license (*verb*)=to give official permission
- { lightning=atmospheric electricity
- { lightening=making less heavy
- { lose=to be deprived of
- { loose=not fastened
- { loth=unwilling
- { loathe=(*verb*) to detest
- { magnet=stone or steel with power of attracting iron
- { magnate=a man of power or wealth

- { mendicity = beggary
- { mendacity = untruthfulness
- { moan = cry of pain
- { mown = past participle of *to mow*
- { morning = the early part of the day
- { mourning = lamenting
- { muscle = the parts of the body that by contracting move the joints
- { mussel = a shell fish
- { oar = an instrument for rowing
- { o'er = over
- { ore = substance from which metals are extracted
- { official = belonging to an office
- { officious = unduly meddling and self-important
- { omit = to leave out
- { emit = to give out
- { pair = two
- { pare = to cut
- { pear = fruit
- { pale = lacking in colour
- { pail = a bucket
- { pane = a plate of glass in a window
- { pain = suffering
- { patients = those under a doctor's orders
- { patience = long sufferance
- { peace = calm
- { piece = a portion
- { peal = a ring of bells
- { peel = (*noun*) the rind of fruit; (*verb*) to strip off the rind
- { peer = a nobleman
- { pier = a jetty

- { place = a position
- { plaice = a flat fish
- { plaintiff = one who brings a complaint
- { plaintive = mournful
- { plane = (1) a level surface, (2) a tool for smoothing wood
(3) aircraft
- { plain = (1) flat land, (2) without ornament or beauty
- { popular = liked by many
- { populous = crowded
- { pour = to transfer liquids
- { pore = a tiny opening in the skin for perspiration
- { practical = useful; derived from practice
- { practicable = workable
- { practice = (*noun*) repeated action, skill got by use; the people served by a doctor, dentist or lawyer
- { practise = (*verb*) to do a thing often
- { pray = to supplicate
- { prey = a victim
- { prescribe = (1) give an order, (2) write a direction for medicine
- { proscribe = to outlaw
- { presents = gifts
- { presence = a being within sight or call; nearness
- { president = one who presides
- { precedent = a previous example
- { principal = (*adjective*) chief
- { principle = (*noun*) a fixed rule of action
- { proceed = to go on
- { precede = to go before
- { profit = gain
- { prophet = a seer

A CONCISE ENGLISH GRAMMAR

- { prophesy=*(verb)* to foretell
- { prophecy=*(noun)* the thing foretold
- { proposition=a suggestion
- { preposition=a part of speech
- { prospective=looking to the future
- { perspective=the art of drawing so as to give the appearance of distance
- { punctual=up to time
- { punctilious=precise in the smallest matters.
- { queue=a line of people
- { cue=(1) a rod used in billiards, (2) the last word of a speaker as a hint to the next
- { Kew=a place near London
- { quiet=silent
- { quite=*(degree adverb)* completely
- { receipt=a written acknowledgement of something received
- { recipe=a direction for making up medicines, dishes, etc.
- { reign=the rule of a monarch
- { rain=water dropping from the clouds
- { rein=part of the harness of a horse
- { right=correct
- { write=put down in letters
- { wright=workman
- { road=a way from one place to another
- { rode=past tense of *to ride*
- { rose=*(noun)* a flower; past tense of *to rise*
- { rows=lines
- { roes=(1) eggs of fishes, (2) females of a small kind of deer
- { rout=*(verb)* to defeat, *(noun)* a defeat
- { route=a road

WORDS FREQUENTLY CONFUSED

- { sale=*(noun)* an exchange of anything for money
- { sail=*(noun)* a part of a ship, *(verb)* to travel by water
- { sealing=fastening with wax
- { ceiling=the inside roof of a room
- { secret=*(noun)* something concealed, *(adjective)* not divulged
- { secrete=to conceal
- { sensible=guided by reason
- { sensitive=having power of perceiving
- { site=position
- { sight=the power of seeing; that which is seen
- { soared=risen up
- { sword=instrument of war
- { social=belonging to society
- { sociable=friendly
- { sow=to scatter seeds
- { sew=to use a needle and thread
- { stationary=at rest
- { stationery=writing materials
- { statue=a representation of a person in stone, etc.
- { statute=a law
- { stature=the height of a person
- { stimulant=that which gives new energy (generally physical)
- { stimulus=a spur to greater action (generally spiritual)
- { straight=direct
- { strait=*(noun)* a narrow passage, *(adjective)* narrow
- { suite=(1) apartment, (2) retinue
- { suit=(1) *(noun)* a law action, (2) *(noun)* a series of things used together, e.g. clothes, (3) *(verb)* to fit
- { sweet=tasting like sugar
- { temporal=not spiritual
- { temporary=for a time

- { tide=the ebb and flow of the sea
- { tied=past tense of *to tie*
- { to=preposition; sign of infinitive
- { too=(1) more than enough, (2) also
- { two=a number
- { throne=the chair of state of a king or queen
- { thrown=past participle of verb *to throw*
- { through=a preposition
- { thorough=complete
- { vain=conceited
- { vane=movable arm for showing the direction of the wind
- { vein=a vessel carrying blood to the heart; a rib in a leaf
- { veracity=truthfulness
- { voracity=greed
- { wait=to stay behind
- { weight=heaviness
- { weather=climatic conditions
- { whether=if
- { weald=wooded district
- { weld=to join iron by softening and hammering
- { wield=to manage, swing
- { yoke=a frame of wood on necks of oxen
- { yolk=the yellow part of an egg

EXERCISES

*I. Choose which you think is the correct word of the two words in brackets at the end of each sentence to complete the sentence.

- (1) A — is a very formal gesture of courtesy. (bough, bow)
- (2) You must put on the — in order to stop your bicycle. (brake, break)
- (3) A — may be pleasant to receive but is not always sincere (complement, compliment)

- (4) A — log of wood burning in the — is a cheerful sight. (grate, great)
- (5) That dangerous animal should not be let — in the street. (lose, loose)
- (6) The end of a war does not always bring —. (peace, piece)
- (7) When she begins to — the violin I am obliged to go out of the house. (practice, practise)
- (8) The — — of good business is to please the customer. (principle, principal). (Two words needed.)
- (9) If you want good crops you must — good seed. (sow, sew)
- (10) That man in the grey — is living in an expensive — in the Ritz Hotel. (suite, suit)

II. Write sentences each of which will show the use of one of the following words:

- (1) alter; (2) blew; (3) whether; (4) fur; (5) mussel; (6) altar; (7) quiet; (8) heal; (9) dessert; (10) rein.

III. Illustrate in sentences the difference in meaning between the following pairs of words:

- (1) aloud, allowed; (2) beach, beech; (3) tide, tied; (4) assent, ascent; (5) vein, vain; (6) cloth, clothes; (7) cereal, serial; (8) currant, current; (9) attendants, attendance; (10) sensible, sensitive.

*IV. Complete each of the following sentences with a word which may be mistaken for the word in italics in the sentence:

- (1) They were called *assistants*, but they didn't give much —.
- (2) The wind *blew* so cold that we were — in the face.
- (3) The *plane* flew so low that the pilot's face was quite — to see.
- (4) The discovery of *lead* in that region — to the growth of an important industry.
- (5) The meeting was called a *Social* Evening, but we didn't find the people very —.
- (6) He wished to — to a certain author whose name *eluded* him.
- (7) The missing will was found — in a *secret* drawer of the old writing-desk.

A CONCISE ENGLISH GRAMMAR

- (8) That was the — expedition to set *forth* in search of the buried treasure.
- (9) He was most anxious to catch *sight* of the — where the castle once stood.
- (10) The royal procession *proceeded* slowly on its way — by a detachment of Horse Guards.

*V. Say whether the words in italics in the following sentences are correctly used and if they are not, suggest words similar in sound to replace them.

- (1) The counsel for the *plaintive* pleaded his case very eloquently.
- (2) A law may also be called a *statue*.
- (3) It was very difficult to *illicit* a clear statement from that witness.
- (4) There is no cure for this *decease*.
- (5) He is very *credible* and will believe anything he is told.
- (6) What he says often produces the *apposite* effect to what he intends.
- (7) Have no *allusions*. You won't succeed unless you work harder.
- (8) The family were all dressed in *morning* attire because of their recent bereavement.
- (9) They threw the cargo overboard during the thunderstorm with the object of *lightning* the ship.
- (10) The train remained *stationery* until the guard blew his whistle.

V. Explain the difference of meaning between the words in the following pairs:

- (1) disaffected, unaffected; (2) unexceptionable, unacceptable; (3) allusive, elusive; (4) incredible, discreditable; (5) statuesque, statutory; (6) lesson, lessen; (7) loth, loathe; (8) inhuman, inhumane; (9) complementary, complimentary; (10) ineffective, inefficient.

*VII. What are the negative forms of the following words?

- (1) adaptable; (2) advisable; (3) breakable; (4) bridled; (5) credulous; (6) eligible; (7) healed; (8) ingenuous; (9) official; (10) patience; (11) popular; (12) practicable; (13) sensible; (14) veracious; (15) social.

REVISION EXERCISES

*THE NOUN

I. Give the usual methods of forming the feminine from the masculine, with examples of each.

II. Give the feminine of the following:
monk, earl, bachelor, horse, executor, hero.

III. What are the principal rules for the formation of the plural?

IV. Give the plural of:
brush, negro, piano, fly, donkey, goose, ox, deer, terminus, crisis, genius.

V. When do we use (a) the Nominative Case; (b) the Objective Case; (c) the Possessive Case. Give examples of each.

VI. *Queens College, Oxford*, was founded by the chaplain of Queen Philippa; *Queens College, Cambridge*, was founded by the wife of Henry VI and the wife of Edward IV. Insert the apostrophe in the correct place in each case and give your reasons.

VII. Substitute the possessive form of the noun in place of the words in italics.

- (a) The house *of my brother-in-law* has been burgled.
- (b) The shouts *of the men* could be heard a long way.
- (c) Where is the book *that belongs to Charles*.
- (d) The nursery *of the children* is prettily decorated.

VIII. Which are direct objects and which indirect objects in the following sentences:

- (a) I gave him a shilling.
- (b) I gave the book to my friend.
- (c) Will you pass me the mustard, please?
- (d) He read me an extract from your book.
- (e) I will get you a taxi.

***THE ADJECTIVE**

I. Mention the different kinds of adjectives and give an example of each.

II. Explain why "a" or "an" or "the" is used or omitted in the following:

a chair, a unique thing, a one-stringed fiddle, an open door, an honourable man, Nelson was a sailor, two shillings a pound, I have not a friend in the world, men fear death, the death of his friend grieved the man, the Thames flows into the North Sea.

III. How are the Comparative and Superlative formed from the Positive? Give the degrees of comparison of: good, bad, little, much, far.

***THE ADVERB**

I. Name the different kinds of adverbs; give examples, using each in a sentence.

II. Give six adjectives and the corresponding adverbs.

III. Distinguish the different meanings of:

- (a) *Only* John admires his sister.
- (b) John *only* admires his sister.
- (c) John admires *only* his sister.
- (d) John admires his *only* sister.
- (e) John admires his sister *only*.

IV. Correct the following, giving reasons:

- (a) I was that tired I could hardly speak.
- (b) He ran that quick I couldn't hardly keep up with him.
- (c) He ran very fastly and I nearly could not catch him.
- (d) The milk tasted sourly so I only took a drop.
- (e) I have only fastened this temporary, so use it careful.

V. Give the verbs, adjectives, and adverbs corresponding to these nouns:

heat, length, sleep, beauty, calm, life, expense, pride, fire, marvel, glory, fire, quietness, anger.

VI. Show that the sentences (a) and (b) in the following examples do not mean the same thing.

- (1) (a) He works hard.
(b) He hardly works.
- (2) (a) He is happily married.
(b) Happily, he is married.
- (3) (a) Foolishly, I answered all the questions.
(b) I answered all the questions foolishly.
- (4) (a) He always advised me to work hard.
(b) He advised me to work hard always.
- (5) (a) Your hair badly needs cutting.
(b) Your hair needs cutting badly.

***THE PRONOUN**

I. Name the different kinds of pronoun, using each in a sentence.

II. What is the difference in use or meaning between:

- (a) *This* and *these*; (b) *each* and *every*; (c) *all* and *whole*; (d) *little* and *a little*?

III. Use the following as pronouns:

former, such, but, as, myself, what.

IV. What is the difference between:

some and *any*; *which* and *that*?

V. Correct the following, giving reasons for your correction:

- (a) Each of my brothers have sent me a letter this week.
- (b) The two boys were fighting one another.
- (c) It is you who he wants.
- (d) Newton was the greatest scientist who England has had.
- (e) One should always be careful what they say.
- (f) Neither of these are what I want.
- (g) The artist which painted that picture is Rubens.
- (h) I am the person who go with you tomorrow.
- (i) The best student who I have is away today.
- (j) He is not such a man whom I wanted.
- (k) The man as I wanted came to see me.
- (l) The book what you want is being sent to you.

*THE VERB

Complete the following sentences by adding the correct tenses of the verbs in brackets. Give two answers for those sentences marked †.

- (1) I never — early on Sunday morning. (get up)
- (2) Most farmers — to market every week. (go)
- (3) These shoes are worn out; you — a new pair. (need)
- (4) Water — its own level. (find)
- (5) The English — to be very reserved. (say)
- (6) I always — a waterproof when it —. (wear, rain)†
- (7) What book you — at present? (read)
- (8) "You — English?" "Not very well, but I — hard to learn it." (speak, try)
- (9) "What you —?" "I — some money I —." (do, look for, lose)
- (10) I — my fiancé when I — home for the holidays. (see, go)†
- (11) He — so pleased to see me that he hardly — to speak. (be, be able)†
- (12) The new airliner — across the sky like a comet. (flash)
- (13) This term the classes — at 9.0 o'clock, but during the winter they — at 10.0 o'clock. (begin)
- (14) We not — one wet day during the holidays. (have)†
- (15) Since the war many buildings — in London. (rebuild)
- (16) Since the war they — many buildings in London. (rebuild)
- (17) They still — in many parts of London. (rebuild)
- (18) I'm afraid I — a lot of mistakes in my homework. (make)
- (19) But at least I — the difference between "after" and "afterwards". (learn)
- (20) I — to him several times but he never — letters. (write, answer)†
- (21) As soon as I — my examination I — to my own country. (pass, go back)
- (22) I — for you until you — ready (wait, be).
- (23) The baker — to deliver bread as long as we — in this house. (promise, stay)
- (24) We — our dinner before you —. (finish, begin)†

REVISION EXERCISES

- (25) The next time I — to London I — the books you — reviewed in the *Times Literary Supplement* last week. (go, buy, see)
- (26) When I — learning English I — begin to study Spanish. (finish, intend to)
- (27) The play was so short that we — home much earlier than we —. (get, expect)
- (28) How — I answer your question when I not — the words you —. (be able, understand, use)†
- (29) She always — all her pocket-money before half the month —. (spend, pass)†
- (30) If I not — it with my own eyes I not — it. (see, believe)†
- (31) We — settle the matter in a few minutes if only he — here. (be able, be)†
- (32) If we — that you — at home we — earlier. (know, be, come)

PRECIS OR DICTATION PASSAGES

(1) It was England that fought the great battle throughout on the same principle, without flinching; and, but for her perseverance, all the rest would have struggled in vain. It is to be hoped that the British nation will continue to see, and to reverence, in the contest and in its result, the immeasurable advantages which the sober strength of a free but fixed constitution possesses over the mad energies of anarchy on the one hand, and, on the other, over all that despotic selfishness can effect, even under the guidance of the most consummate genius.—Lockhart, *History of Napoleon Buona-parte*.

(2) Take care that in every town the little roofs are built before the large ones, and that everybody who wants one has got one. And we must try to make everybody want one. That is to say, at some not very advanced period of life, men should desire to have a home, which they do not wish to quit any more, suited to their habits of life, and likely to be more and more suitable to them until their death. And men must desire to have these their dwelling-places built as strongly as possible, and furnished and decorated daintily and set in pleasant places, in bright light and good air, being able

to choose for themselves that at least as well as swallows. And when the houses are grouped together in cities, men must have so much civic fellowship as to subject their architecture to a common law, and so much civic pride as to desire that the whole gathered group of human dwellings should be a lovely thing, not a frightful one, on the face of the earth.—Ruskin, *Lectures on Art, IV*.

(3) It is a curious thing that there is no recognized answer to the commonest question in the world. Almost every day and often several times a day we are asked how we are and nine times out of ten we are at a loss to know how to reply. Even if we could consciously decide, before setting out in the morning, that we felt very well or rather depressed or utterly miserable, the problem would not be solved. To announce that one is very ill is to demand sympathy unfairly; to say that one is very well may seem a dangerous challenge to fortune. Over generations Englishmen have worked out a number of formulas that seem to provide a satisfactory escape from this dilemma. They may dodge it altogether by replying, somewhat feebly: "And how are you?"; they may take refuge in flippancy if they are of the flippant kind; or they may say, quite truthfully, that things might be worse. The last of the three, with its variations of "Can't complain" and "Mustn't grumble", might be said to express the characteristic philosophy of the British nation so far as it is possible to do so in one sentence.—*The Times "Fourth Leaders"*, "It might be worse", 1950.

(4) There are very few people who do not find a voyage which lasts several months insupportably dull. Anything is welcome which may break that long monotony, a sail, a shark, a man overboard. Most passengers find some resource in eating twice as many meals as on land. But the great devices for killing the time are quarrelling and flirting. The facilities for both these exciting pursuits are great. The inmates of a ship are thrown together far more than in any country-seat or boarding-house. None can escape from the rest except by imprisoning himself in a cell in which he can hardly turn. All food, all exercise, is taken in company. Ceremony is to a great extent banished. It is every day in the power of a mischievous person to inflict innumerable annoyances; it is every day in the power of an amiable person to confer little services.—Macaulay, *Warren Hastings*.

(5) For prose is the achievement of civilization, of people who have learned to discuss without blows or invective, who know that truth is hard to find and worth finding, who do not begin by accusing an opponent of wickedness, but elicit reason and patience by displaying them. You cannot say in poetry what the best prose says, or accomplish what the best prose accomplishes. Civilization may not surpass a primitive society in heights of rapture or heroism, but it is, if it be civilization, better for everyday life, kinder, more rational, more sustained in effort; and this kindness and reason and sustained effort are expressed and encouraged in the masterpieces of prose. The French understood this long ago, because they prize civilization and enjoy it: Pascal, writing his *Provincial Letters* in 1656 upon a subject obscured by medieval subtleties and distorted by party passions, is already just, polite, and lucid; he does not even affect the magnificent disdain of Gibbon, but is a civilized man talking to other civilized men, and therefore all the more deadly in debate. But it is fallacies he would kill, not those who maintain them. He knows that the art of controversy is, not to begin with invective, but to state your case in such a way that those who like invective will supply it themselves against your adversary.—Arthur Clutton-Brock, *The defects of English Prose* (from *More Essays on Books*, Methuen).

(6) Christmas is the great family festival. Christmas Eve is not part of the holiday, but is given over to preparations. The excitement really begins on the morning of Christmas Day, when the children awake to find that during the night that mysterious being, "Father Christmas", has "come down the chimney" and left them all sorts of presents. The climax is Christmas Dinner, when the roast meat of the ordinary Sunday dinner gives place to roast chicken or roast turkey, followed by Christmas pudding and mince pies—and nuts. It is one of the many small mysteries of English life that nuts are to be found on the table on Christmas Day but hardly at all at any other time of the year.

Rooms are decorated with coloured paper chains, and (if father is ingenious) with little coloured electric lights: while still more presents for the children are found hanging on as large a Christmas tree as can be procured. The huge Christmas dinner lasts so long that it is no easy matter to enjoy to the full the delights of the Christmas Cake that makes its noble appearance, splendid beneath

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its sugar icing exterior, at teatime. After tea, the children are with difficulty convinced that even Christmas Day has to end with bedtime; but once they are safely upstairs, their elders settle round the fire for talk, or for card games, and of course for still more eating. Wine, rarely seen in the average English household, now makes a general appearance, and in an atmosphere of comfortable good humour the evening prolongs itself well into the small hours of Boxing Day.

On Boxing Day one rises rather later than usual, and in theory if not always in practice, one distributes Christmas presents (or "boxes") to one's servants (if any) and to the postman, the milkman, and the boy who brings the daily paper.

It is interesting to notice that the English reveal an oddly international spirit in their Christmas traditions. They borrow their Christmas tree from the Germans; Father Christmas or "Santa Claus" is the Saint Nicholas of Russia; and a favourite English Christmas Carol (dating only from the nineteenth century) proclaims, in terms that apparently bear no relation to his real character, the extreme kindness at Christmas time of a certain Good King Wenceslas of Bohemia.—Eckersley and Seaman, *Pattern of England*. Book Two.

*PUNCTUATION EXERCISE

Punctuate the following, inserting capital letters where necessary:

it is a long time repeated his wife and when is it not a long time vengeance and retribution require a long time it is the rule it doesnt take a long time to strike a man with lightning said defarge how long demanded madame composedly does it take to make and store the lightning tell me defarge raised his head thoughtfully as if there were something in that too it doesnt take a long time said madame for an earthquake to swallow a town well tell me how long it takes to prepare the earthquake a long time i suppose said defarge but when its ready it takes place and grinds to pieces everything before it in the meantime it is always preparing though it isnt seen or heard thats your consolation keep it.—dickens a tale of two cities.

ESSAY SUBJECTS

- (1) Learning to ski or Learning to swim.
- (2) Aircraft modelling.

REVISION EXERCISES

- (3) A day in the life of a man (or woman) in A.D. 2000.
- (4) British and Continental Universities compared.
- (5) The town where I live in my own country.
- (6) First impressions of England.
- (7) Foreign travel.
- (8) Why — is my favourite sport. (Choose your sport.)
- (9) Are people happier now than they were a century ago?
- (10) National temperament.
- (11) Letter to an architect who is to design a new house or school.
- (12) Is an international language possible or desirable?
- (13) Musical appreciation cannot be taught.
- (14) My hobby (whatever it is).
- (15) The pleasures of reading.
- (16) Which is better—a day-school or a boarding-school?
- (17) Christmas customs.
- (18) The possibilities and the dangers of Television.
- (19) Night in the forest.
- (20) On winning a big prize in the football pools.

EXAMINATION PAPERS

(1)

INTERMEDIATE

You may answer ALL the questions

- I. *Dictation*.—Write the sentences which will be dictated.
- II. Write about *twenty* lines of English composition on ONE of the following subjects:
 - (a) Athletics; (b) "Listening In"; (c) Hunting; (d) Public Parks; (e) "Make hay while the sun shines".
- III. Answer either A or B of the following:
 - A. Write a letter (not more than 20 lines in length) giving your friend an account of a party at which you were present.
 - B. Write a letter to your head office making suggestions for the extension of the business of your branch.
- *IV. Use each of the following words in a separate sentence: each, every, either, neither, none, some, any, few, both.
- *V. Use each of the following phrases in a separate sentence:
 - (a) in response to; (b) by no means; (c) in the circumstances; (d) carried unanimously; (e) as a result; (f) very desirable.
- *VI. In each of the following sentences replace the word *went* by a suitable verb:
 - (a) The car went at a great speed.
 - (b) The balloon went into the clouds.
 - (c) The waves went over the boat.

EXAMINATION PAPERS

- (d) The kite went out of sight.
- (e) The explorer went many miles.
- (f) The miner went to the bottom of the pit.

*VII. For each of the following nouns give (where possible) a corresponding verb, adjective and adverb:

difference, health, length, pleasure, brightness, beauty, defence, conclusion, extension.

*VIII. Construct sentences to show that each of the following words may be used (a) as a noun, (b) as an adjective:

sailing, speaking, playing, living.

(2)

INTERMEDIATE

You may answer ALL the questions

- I. *Dictation*. Write the sentences which will be dictated.
- II. Write about *twenty* lines of English composition on ONE of the following subjects:
 - (a) "All that glitters is not gold."
 - (b) Free Libraries.
 - (c) Football.
 - (d) My Favourite Author.
 - (e) "Business is Business."
- III. Answer either A or B of the following:
 - A. Write a chatty letter to your friend giving him (or her) your opinions of the English people.
 - B. Your head office has asked for an explanation of the decline in the business of your branch. Write a letter in reply.
- *IV. Give as many synonyms (words of similar meaning) as you can for each of the following words:

splendid, disaster, disorder, request, allow, answer, famous, erase, relate, description.
- *V. Explain as clearly as you can the meaning of each of the following words:

conference, efficient, invaluable, contemporary, postpone, elementary.

A CONCISE ENGLISH GRAMMAR

*VI. Give eight words (nouns, verbs or adjectives) connected with the sea and ships, and use each word in a separate sentence.

*VII. Use each of the following phrases in a separate sentence:

- (a) carried unanimously; (b) in spite of; (c) in accordance with; (d) in consequence of; (e) without restriction; (f) perfectly satisfactory.

*VIII. (a) Give the corresponding feminine noun for each of the following masculine nouns:

lord, duke, earl, nephew, executor, bachelor, hero, poet, drake, gander.

(b) Give the plural of each of the following nouns:

mother-in-law, assistant-master, spoonful, man-servant, Lord Justice, Lord Chancellor, court-martial.

(3)

ADVANCED

You may answer ALL the questions

I. *Dictation.* Write the passage which will be dictated.

II. Write an English essay (about 40 lines in length) on ONE of the following subjects:

- (a) A Universal Language; (b) The Olympic Games; (c) The Future of Aviation; (d) The Prevention of Cruelty to Animals; (e) The "Talkies".

*III. Explain as fully as you can each of the following expressions:

- (a) "He's got his back to the wall."
(b) "I feel quite down in the mouth."
(c) "It's like giving a donkey strawberries."

*IV. Construct sentences to show clearly the meanings of the following words:

judicious, judicial, antique, ancient, effective, efficient, prescribe, proscribe, legible, eligible.

V. Answer either A or B of the following:

- A. Write a letter to a friend giving an account of your favourite hobby.

EXAMINATION PAPERS

B. Write a letter of introduction for a friend of yours who is about to travel to a foreign country on business.

*VI. Construct sentences to illustrate clearly the difference between *after* and *afterwards*, *since* and *ago*, *while* and *until*, *to* and *towards*.

(4)

ADVANCED

You may answer ALL the questions

I. *Dictation.* Write the passage which will be dictated.

II. Write an English essay (about 40 lines in length) on ONE of the following subjects:

- (a) Communism; (b) The Future of Wireless; (c) Modern Music; (d) Modern Novels; (e) The Health of the Body; (f) "The United States of Europe"; (g) The English Sunday.

*III. Explain as fully as you can the contradiction in each of the following pairs of proverbs.

1. (a) "Strike the iron while it's hot."
(b) "More haste less speed."
2. (a) "A rolling stone gathers no moss."
(b) "Home-keeping youths have ever homely wits."

*IV. Give, with phrases to illustrate your answer, the appropriate preposition to follow each of the given words:

- (a) Subsequent; (b) impressed; (c) different; (d) indifferent; (e) deficient; (f) adapted; (g) independent; (h) dependent; (i) compatible.

*V. Explain as fully as you can each of the following sayings:

- (a) "He knows where the shoe pinches."
(b) "I feel quite out of sorts."
(c) "We must grin and bear it."

*VI. Construct sentences to show clearly the difference between: *began* and *begun*; *did* and *done*; *eat*, *ate* and *eaten*; *laden* and *loaded*; *lain* and *laid*; *fled*, *flowed* and *flown*.

(5)

ADVANCED

You may answer ALL the questions

I. Dictation. Write the passage which will be dictated.

II. Write an English essay (about 40 lines in length) on ONE of the following subjects:

- (a) Tariffs; (b) "Buy British"; (c) The Influence of the Press; (d) The Aim of Education; (e) "The Hand that rocks the Cradle rules the World"; (f) Are we better than our Forefathers?

III. Answer either A or B of the following:

A. Write a letter to a friend giving an account and a short criticism of a musical or dramatic performance which you have attended.

B. You have been asked to make a report to your Directors on the advisability of erecting a new branch works. Draw up a short report under the following heads: (a) Reasons for erecting the new works; (b) Suggested site; (c) Cost; (d) Future prospects.

*IV. Explain as fully as you can the rules for the correct use of the auxiliary verbs *shall* and *will*, and write sentences to illustrate your answer.

*V. Explain as clearly as you can each of the following sayings:

(a) I smell a rat; (b) Still waters run deep; (c) It's like pouring water on a duck's back.

*VI. Use each of the following expressions in a separate sentence:

(a) with one exception; (b) without reserve; (c) without prejudice; (d) adverse circumstances; (e) at your discretion; (f) reduced to a minimum.

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