

Communicative English

SEMESTER-II

K. B.

Correlative Conjunctions

A correlative conjunction is similar in many respects to the coordinating conjunction in that it links two phrases, clauses or words of equal importance in order to establish the relationship between the elements of a sentence. The difference is that correlative conjunctions never go stag; where we find one, we always find another. Though not exhaustive, here is a list of commonly used correlative conjunction pairs:

*		As	...		as
*		Both	...		and
*		Either	...		or
*		From	...		to
*		Neither	...		nor
*	Not	only	...	but	also
*	Whether ... or				

There are three core concepts that are vital to keep in mind when using any set of correlative conjunctions: [parallel structure](#), pronoun agreement and verb agreement.

Parallel Structure

The use of a correlative conjunction demands parallel structure of both clauses. If a verb follows the initial conjunction, then a verb should follow the second conjunction in the set. There are a few different ways you can construct the sentences around each pair in order to maintain parallel structure:

- Verbs: Whether you write or edit for BKA, you have a sweet job.
- Nouns: Amber is not only a friendly person but also a grammar wizard.
- Prepositional Phrases: SEO is useful not only for businesses but also for consumers.

Verb Agreement

When using a correlative conjunction to connect two subjects, the second subject should agree with the following verb. In other words, make sure the verb agrees with whichever subject comes last.

- Whenever I sit down to write, either the bickering kids or the ringing phone interrupts my train of thought.
- Whenever I sit down to write, either the ringing phone or the bickering kids interrupt my train of thought.

Comma Use

It is often tempting to throw in a comma between a set of correlative conjunctions. The general rule of thumb is not to split the sets up. Exceptions occur when the sentence structure is grammatically incorrect without the comma or there is a non-restrictive clause in play.

- No Comma Between: From off-site blogs to strategic recommended keyword placement, Greg knows everything about SEO.
- Yes Comma Between: Not only is Cara the Grammar Queen, but she is also a beloved wife, mother and grandmother.
- Yes Comma Between: Both the article about roofing, which I know little about, and the article about plumbing interested me.

In the second example, because the second clause is also a complete sentence, the entire sentence would be grammatically incorrect without the comma before “but.” In the third example, commas are required to offset the non-restrictive clause, “which I know little about.”

Perfect Practice

As my Japanese language professor frequently repeated, “Practice makes permanent. Only perfect practice makes perfect.” So many of us think we know coordinating conjunctions so well, but correlative conjunctions are a horse of a different colour. Only through practicing how to use them correctly can we master their use.

Negative verb forms

The negative verb forms are made by putting **not** after an auxiliary verb.

- She has invited us. (Affirmative)
- She has not invited us. (Negative)
- It was raining. (Affirmative)
- It was not raining. (Negative)
- She can knit. (Affirmative)
- She cannot knit. (Negative)

If there is no auxiliary verb, **do** is used to make the negative verb forms.

- I like reading. (Affirmative)
- I do not like reading. (Negative)

Note that **do** is followed by an infinitive without **to**.

- She didn't come. (NOT She didn't to come.)

Do is not normally used if there is another auxiliary verb.

- You should not go. (NOT You don't should go.)

Infinitives and *-ing* forms

The negative forms of infinitives and *-ing* forms are made by putting **not** before them. **Do** is not used.

- The best thing about weekends is not working.

Not can be put with other parts of a clause, not just the verb.

- Ask John, not his father.
- Come early, but not before six.

We do not usually use **not** with the subject. Instead we use a structure with **it**.

- It was not John who broke the window, but his brother. (NOT Not John broke the window, but his brother.)

Other negative words

Not isn't the only word that can make a clause negative. There are some other negative words too. Examples are: **never, hardly, seldom, rarely etc.**

Compare:

- He does not work.
- He hardly ever works.
- He never works.
- He seldom works.

Non-assertive words

We do not normally use words like **some, somebody, something** etc in negative clauses. Instead, we use non-assertive words like **any, anybody, anything** etc.

- I have caught some fish.
- I haven't caught any fish.

Embarrassing Grammar Mistakes Even Smart People Make

When someone uses grammar incorrectly do you make an assumption about his or her intelligence or education? Like it or not, words, spelling, and punctuation are powerful and can leave a lasting impression on others. But even [the most educated people](#) often unknowingly make common writing and speaking flubs. Check out this long list of ubiquitous grammar mistakes.

1. First-come, first-serve

It should actually be "served." Without the d, the phrase above suggests that the first individual who arrives will be the one who serves everyone, which is not the idiom's intent.

2. I could care less

Think about this one for a minute. The way it's written above suggests you possess care which still could be allocated to the situation in question. "I couldn't care less" is correct because it communicates that "I have no more care to give."

3. Irregardless

This is not a word. It's simply "regardless," as in "Regardless of what you think about grammar, you'll look silly if you use it incorrectly."

4. "I" as the last word in a sentence.

This mistake is remarkably common, yet a correct example would be "Karlee talked with Brandon and me." The trick to getting this one straight is to take the other person's name out of the sentence and see if your personal pronoun choice still sounds right. "Karlee talked with I" is awkward and incorrect.

5. "Me" as the first word in a sentence.

I hear people saying things such as "Me and Brandon met at Starbucks this morning" all the time, even though it's always wrong. "Brandon and I met at Starbucks this morning" is correct.

6. Shoe-in

"Shoo-in" is what you really want to write when you're trying to say that someone is a sure winner. It's because when you "shoo" something you're urging it in a certain direction.

7. Emigrated to

"Emigrate" and "from" always go together, as do "immigrate" and "to." To emigrate is to come from somewhere, and to immigrate is to go to somewhere. "Colin emigrated from Ireland to the United States" means the same as "Colin immigrated to the United States from Ireland."

8. Overuse of apostrophes

These little guys are ubiquitously misused. Apostrophes indicate one of two things: possession or letters missing, as in "Sara's iPad" and "it's" for "it is" (second i missing). They don't belong on plurals. "FAQs," for example, should not have an apostrophe. Also, people often make a mistake with their own last name. If you want to refer to your family but don't want to list everyone's first name write "The Johnsons" not "The Johnson's." Another big one: Decades should not have apostrophes. For example, "1980s" is correct but "1980's" is not.

9. Prostrate cancer

This one is a simple spelling mistake resulting from an extra r. "Prostrate" actually means to lie face down. The "prostate" gland is a part of the male reproductive anatomy.

10. Slight of hand

A "slight" is an insult, whereas "sleight" indicates dexterity or cunning. It's why "sleight of hand" is commonly used in the world of magic and illusion.

11. Honed in

Just know that to "home in" on something means to move toward a goal, such as "The missile homed in on its target." To "hone" is to sharpen.

12. Baited breath

When I think about bait, worms and lures come to mind. The first word should actually be "bated," which stems from the verb "abate," meaning to stop or lessen. So, if you're trying to say that someone is holding his breath, you can see that "bated breath" makes the most sense.

13. Piece of mind

If you want to share what you're thinking with someone, this could work if you add "my" before "mind." But if you're trying to indicate tranquility, then spell it "peace."

14. Wet your appetite

"Whet" means to sharpen or stimulate. As such, the latter spelling is more appropriate.

15. Make due

"Due" means "owed," and that's not the intent with this idiom. "Make do" is the proper way to say that you're going to get along with what you have.

16. Do diligence

"Due diligence" is the proper business and legal term. It means you will investigate an individual or company before signing a contract.

17. Peaked my interest

To pique means to arouse, so the correct phrase is "piqued my interest," meaning that my interest was stimulated. While the incorrect way it's written in the heading may suggest that someone's interest was taken to a high level, it's still wrong.

18. Must of, should of, would of, and could of

All those ofs should be "have." The proper versions were corrupted by contractions such as "must've."

19. Per say or persay

Both are incorrect because the Latin phrase which means "in itself" or "intrinsically" is spelled "per se." The best communicators speak and write clearly and concisely and probably avoid phrases like this one anyway.

20. All the sudden

Whether you say "all of a sudden" or "all of the sudden," the preposition "of" must be involved either way. But if you're really trying to say "suddenly," just do.

21. The first-year anniversary

The use of the word "year" is redundant. "The first anniversary" or "the 50th anniversary" suffice.

22. Worse comes to worse

"Worse comes to worst,"--note the t--is better because it indicates something has degraded from one negative plane to the lowest possible.

23. Unthaw

Even though people use this word as a verb all the time, the best way to "un-thaw" something would be to put it in the freezer. Is freezing what you mean, or thawing?

24. Hot water heater

If anything, it's a cold water heater. Just use "water heater."

25. Boldface lie

"Bald-face" means shameless or showing no guilt. When a person tells a bald-faced lie, they are openly lying. An acceptable variant of this phrase is a "barefaced lie."

26. Chock it up

The correct version--"chalk it up"-- comes from keeping score on a chalkboard.

27. Through the ringer

The incorrect example above is missing a w. A wringer is an old-fashioned mechanism which presses water out of clothes being washed by hand, a process indicative of giving someone a hard time.

28. Subject and pronoun disagreement.

This one is [subject](#) to [debate](#), but here's my two cents. Take the sentence, "A person who smokes damages their lungs." See anything wrong there? You should. "A person" is--obviously--one person.

But "their" is a word you would use if you were referring to more than one person. Correct sentences could either read:

- "People who smoke damage their lungs." or
- "A person who smokes damages his or her lungs."

In the first bullet, "people" is more than one person and now agrees with "their." In the second bullet, the use of "his or her" can be awkward, so you can just pick one or the other as long as you're sensitive to any gender issues an audience might raise.

29. Given free reign

It's easy to see why this one looks correct, considering that "reign" is something that kings, queens, and other sovereigns do. Yet the correct idiom refers to the reins which control a horse. When you give a horse "free rein" you let it go where it wants to go.

30. Nip it in the butt

To "nip" means to pinch or to bite. Therefore, the correct version is "nip it in the bud," which refers to snipping off a flower bud before it can bloom. The idea is to put an end to something before it gets worse.

31. Tie me over

You don't really want someone to tie you on top of something, do you? The phrase "tide me over" is talking about sustaining someone through a difficult time and refers to the ocean's tide, which is capable of moving boats to a new location when the wind will not.

32. Tow the line

To "toe the line" means to follow the rules. It comes from runners who put their toe to the line before running a race.

33. Chalk full

The word "chock" is an Old English word which means "cheek" as well as "full to the brim." In other words, "chock-full" means "mouthful."

34. Throws of passion

Just know that a throe is a sharp attack of emotion. So, to be in the "throes of passion" is to be violently consumed by something.

35. A mute point

Mute means silent, so would you really want to make a point that doesn't say anything? A point that is "moot" is debatable or doubtful. So, a point can be moot, but not mute.

36. Overuse of "literally"

Some people throw this word around as an embellishment to intensify whatever they're trying to say. But "literally" means "actually" or "in a strict sense." So, if you say, "My head literally exploded," you are lying.

37. Espresso

The strong coffee drink brewed into a tiny cup is pronounced with an "s" in the first syllable and written "espresso."

38. Jive with the facts

Jive can be defined as a colorful form of speaking, or as referring to certain kinds of jazz or swing music. Since "jibe" means "to agree," the correct phrase would be "jibe with the facts."

39. "For-tay" for forte

If you're trying to say that something is or isn't your talent, the technically correct way to pronounce "forte" is "fort." The only problem: Lots of people understand what you're trying to communicate if you pronounce it "for-tay," which is incorrect. So, if you use the correct version you'll sound intelligent to the grammarians of the world but you risk alienating a certain percentage of people who will not understand your meaning. My approach: Avoid "forte" altogether and say, "It's not my strength."

40. Eccetera

Pronounce "etcetera" exactly how it is spelled. Lots of people bristle when a speaker drops the "t."

41. Deep-seeded

The incorrect spelling above seems like it could be right since something that is planted deeply in the ground would be firmly established. The correct expression, though, is "deep-seated."

42. Extract revenge

When you "extract" something, you remove it. "Exact," when used as a verb, means "to require or demand." [Look it up](#) if you don't believe me.

43. Sneak peak

A "peak" is the top of a mountain. The correct word is "peek," which means a quick look.

What other written or spoken errors drive you nuts

PREPOSITION

Students find out

- A (preposition)+B(noun/pronoun)= a meaningful unit
- Noun or Pronoun's relationship with other's words in the sentence
- Before the Noun or Pronoun these small words (preposition) appear.

Now the idea about preposition is clear

The book is on the table.

The book is under the table.

He throws the book over the table.

All italics words and attitude of the pictures clear an idea:

A **preposition** is used to link nouns, pronouns, or phrases to other words within a sentence.

Step 1

1. The book is full *of* pictures.
2. He sat *beside* me.
3. What did you do it *for* ?

It is clear -

- **A preposition links nouns, pronouns, or phrases to other words.**
- **Preposition act to connect people, objects, time and locations of a sentence.**
- **Prepositions are usually short words, and they are normally placed directly in front of nouns.**
- **Some cases prepositions are found in front of a Gerund.**

Step 2

- Students must follow a number of sentences. This is a nice practice to think about preposition that helps to fasten a sentence together. They do this by expressing position and movement, possession, time and how an action is completed.
- Indeed, several of the most frequently used words in all of English, such as *of, to, for, with, on* and *at*, are prepositions.

- Explaining prepositions can seem complicated, but they are a common part of language and most of us use them naturally without even thinking about it.

Example :

1. I prefer to rest under the tree.
2. Sign your name *on* the dotted line *after* you read the paragraph.
3. Move *down* the stairs and *through* the passage.
4. He ran *across* the field.
5. Always keep the book *with* you.

- Now students are ready to find examples of prepositions with variety, its necessity etc. Preposition usually convey concepts such as comparison, direction, place, purpose, source possession, and time.
- They ready to talk or share their experiences and to point out some striking portions of the text. (pic)

Kinds of Prepositions

There are three kinds of prepositions, including *time*, *place* **and** *direction*

Time prepositions : before, after, during, until.etc. (pic)

Place Preposition : around, between, against etc. (pic)

Direction prepositions : across, up, down etc.(pic)

Examples

1. The meat is _____ the boy.for

Answer :The meat is *for* the boy.

2. We are going on excursion _____ December.

Answer: We are going on excursion *in* December.

3. Please put the book _____ the table.

Answer: Please put the book *on* the table.

4. The principal received a letter _____ Sourav.

Answer: The principal received a letter *from* Sourav.

List of some important prepositions

About; Above; Across; After; Against; Along; Alongside; Among; Around; At
 Before; Behind; Below; Beneath; Beside; Besides; Between; Beyond
 Down; During; For; From; In; Inside; Into; Of; Off; On; Onto; Over; Round; Since
 Through; To; Toward; Towards; Under; Underneath; Until; Up; Upon; With; Within

Without; Worth

Exercise

1. Mention some characteristic to identify preposition in a sentence.
2. Do you think classification of preposition is important for writing and speaking skills?
3. Prepare a list of different kinds of preposition.
4. Select a paragraph from your English text book and mark the prepositions.
5. Draw pictures to show in and into; on and upon; by and with; Beside and besides; up and upto.

Active & Passive Voice

Active Voice and Passive Voice: Active and passive voice meaning, Active voice to passive voice rules with examples and exercises

ACTIVE & PASSIVE VOICE

What is Voice?

The voice of a verb tells whether the subject of the sentence performs or receives the action.

i) Birds build nests.

ii) Nests are built by birds.

Types of Voice:

Active Voice: the subject performs the action expressed by the verb.

Usage: when more clarity and straightforward relation is required between verb and subject.

Passive Voice: the subject receives the action expressed by the verb.

Usage: when the action is the focus, not the subject or when the doer is unknown.

Rules of Conversion from Active to Passive Voice:

1. Identify the subject, the verb and the object: S+V+O
2. Change the object into subject
3. Put the suitable helping verb or auxiliary verb
4. Change the verb into past participle of the verb
5. Add the preposition "by"
6. Change the subject into object

Example:

Active Voice: Sameer wrote a letter. (Subject) + (verb) + (object).

Passive Voice: A letter was written by Sameer. (Object) + (auxiliary verb) + (past participle) + (by subject).

Passive Voice for all tenses

The rules for using Auxiliary verb for Passive Voice is different for each tense.

1.Simple Present Tense:

Active Voice: She writes a letter.

Passive Voice: A letter is written by her.

2.Present Progressive Tense:

Active Voice: They are eating oranges.

Passive Voice: Oranges are being eaten by them.

3.Present Perfect Tense:

Active Voice: Has she completed the work?

Passive Voice: Has the work been completed by her?

4.Simple Past Tense:

Active Voice: He did not buy a book.

Passive Voice: A book was not bought by him.

5.Past Progressive Tense:

Active Voice: She was washing a shirt.

Passive Voice: A shirt was being washed by her.

6.Past Perfect Tense:

Active Voice: They had won the match.

Passive Voice: The match had been won by them.

7.Simple Future Tense:

Active Voice: She will write a poem.

Passive Voice: A poem will be written by her.

8.Future Perfect Tense:

Active Voice: He will have received the letter.

Passive Voice: The letter will have been received by him.

[Note: Passive voice cannot be formed for active voice sentences in the Present Perfect Continuous, Past Perfect Continuous, Future Continuous or Future Perfect Continuous.]

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Tips on using Voice:

If the given sentence in the active voice is in the imperative form, to get the passive voice use 'Let'.

Formation of Passive Voice = Let + Object + be + Past Participle

Examples:

Active: Help me.

Passive: Let me be helped.

Active: Open the door.

Passive: Let the door be opened.

Tip 2: Helping verbs like am, is, are, was, were, will, have, should, could, will

If the question in the Active Voice begins with a Helping verb the Passive voice must also begin with a suitable helping verb.

Active: Are you writing a letter?

Passive: Is a letter being written by you?

Active: Will you write a letter?

Passive: Will a letter be written by you?

What, When, Who, Why, How:

If the question begins with 'Wh' or How' form (what, when, how, etc.) the Passive Voice must begin with the same. Only 'who' gets replaced by 'By whom'.

Active: Why did you break the box?

Passive: Why was the box broken by you?

Active: Who broke the window?

Passive: By whom was the window broken?

Tip 3: Gerund, Infinitive

When used in passive form, gerund and Infinitive are formed differently.

Infinitive: passive is formed as 'to be + past participle'

Active: I want to shoot the tiger.

Passive: I want the tiger to be shot.

Gerund: passive is formed as 'being + past participle'

Active: I remember my father taking me to the theatre.

Passive: I remember being taken to the theatre by my father.

Tip 4: Direct and Indirect Object

If a sentence contains two objects namely Indirect Object and Direct Object in the Active Voice, two forms of Passive Voice can be formed.

Active: She brought me a cup of coffee.

Passive: (I) I was brought a cup of coffee by her.

Passive: (II) A cup of coffee was brought to me by her.

Object Complement: When made passive, these objects complements become subject complements; they come after the verb.

Active: They elected him their leader.

Passive: He was elected their leader.

Tip 5: Cases where 'by' is not used

With: use with in place of 'by' to talk about an instrument used by the agent/subject.

Active: Somebody hit the dog with a stick.

Passive: (I) The dog was hit by with a stick.

Passive: (II) The dog was hit by a boy.

Impersonal Passive: In scientific / technical / business writing, the emphasis is usually on the action or process. So the 'by' phrase is generally omitted.

Active: One finds mosquitoes everywhere.

Passive: Mosquitoes are found everywhere.

Tip 6: Cases where no passive form exists

Present perfect Continuous: She has been writing a letter.

Past perfect Continuous: He had been cleaning the house.

Future Continuous: I will be filing all the documents tomorrow.

Future Perfect Continuous: I will have been serving tea for customers at this hotel for twenty years by then.

Intransitive verb which do not take objects:

- I eat.
- I am living here.
- I have travelled by train.
- I went there.
- I waited for a long time.

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Spot the Errors:

'Each of the following sentences will contain a mistake in the Passive Voice form of the sentence. See if you can spot that mistake.'

A :

Active: They sell books.

Passive: Books are being sold by them. (Incorrect)

Passive: Books are sold by them. (Correct)

B :

Active: You are disturbing me.

Passive: I have been disturbed by you. (Incorrect)

Passive: I am being disturbed by you. (Correct)

C :

Active: She has written two books.

Passive: Two books are written by her. (Incorrect)

Passive: Two books have been written by her. (Correct)

D :

Active: Did he buy a car?

Passive: Had a car bought by him? (Incorrect)

Passive: Was a car bought by him? (Correct)

C :

Active: Boys were singing songs.

Passive: Songs were sung by boys. (Incorrect)

Passive: Songs were being sung by boys. (Correct)

D :

Active: He had collected stamps.

Passive: Stamps were being collected by him. (Incorrect)

Passive: Stamps had been collected by him. (Correct)

E :

Active: They will arrange the party.

Passive: The party can be arranged by them. (Incorrect)

Passive: The party will be arranged by them. (Correct)

F :

Active: She cleaned the table with a feather duster.

Passive: The table was cleaned by a feather duster. (Incorrect)

Passive: The table was cleaned with a feather duster by her. (Correct)

G :

Active: Sing a song.

Passive: Let a song be sing. (Incorrect)

Passive: Let a song be sung. (Correct)

H :

Active: Where can you hide this box?

Passive: How can this box be hidden by you? (Incorrect)

Passive: Where can this box be hidden by you? (Correct)

Adjectives

COMPARATIVE ADJECTIVES

Comparative adjectives are used to compare differences between the two objects they modify (larger, smaller, faster, higher). They are used in sentences where two nouns are compared, in this pattern:

Noun (subject) + verb + comparative adjective + than + noun (object).

The second item of comparison can be omitted if it is clear from the context (final example below).

EXAMPLES

My house is larger than hers.

This box is smaller than the one I lost.

Your dog runs faster than Jim's dog.

The rock flew higher than the roof.

Jim and Jack are both my friends, but I like Jack better. ("than Jim" is understood)

SUPERLATIVE ADJECTIVES

Superlative adjectives are used to describe an object which is at the upper or lower limit of a quality (the tallest, the smallest, the fastest, the highest). They are used in sentences where a subject is compared to a group of objects.

Noun (subject) + verb + the + superlative adjective + noun (object).

The group that is being compared with can be omitted if it is clear from the context (final example below).

EXAMPLES

My house is the largest one in our neighborhood.

This is the smallest box I've ever seen.

Your dog ran the fastest of any dog in the race.

We all threw our rocks at the same time. My rock flew the highest. ("of all the rocks" is understood)

FORMING REGULAR COMPARATIVES AND SUPERLATIVES

Forming comparatives and superlatives is easy. The form depends on the number of syllables in the original adjective.

ONE SYLLABLE ADJECTIVES

Add -er for the comparative and -est for the superlative. If the adjective has a consonant + single vowel + consonant spelling, the final consonant must be doubled before adding the ending.

Adj	Comp	Super
tall	taller	tallest
fat	fatter	fattest
big	bigger	biggest
sad	sadder	saddest

TWO SYLLABLES

Adjectives with two syllables can form the comparative either by adding -er or by preceding the adjective with more. These adjectives form the superlative either by adding -est or by preceding the adjective with most. In many cases, both forms are used, although one usage will be more common than the other.

Adj	Comp	Super
happy	happier	happiest
simple	simpler	simplest
busy	busier	busiest
tilted	more tilted	most tilted
tangled	more tangled	most tangled

THREE OR MORE SYLLABLES

Adjectives with three or more syllables form the comparative by putting more in front of the adjective, and the superlative by putting most in front.

Adj	Comp	Super
important	more important	most important
expensive	more expensive	most expensive

IRREGULAR COMPARATIVES AND SUPERLATIVES

These very common adjectives have completely irregular comparative and superlative forms.

Adj	Comp	Super
-----	------	-------

good	better	best
------	--------	------

bad	worse	worst
-----	-------	-------

little	less	least
--------	------	-------

much	more	most
------	------	------

EXAMPLES

Today is the worst day I've had in a long time.

You play tennis better than I do.

This is the least expensive sweater in the store.

This sweater is less expensive than that one.

I ran pretty far yesterday, but I ran even farther today.

Confused about fused participles

A participle is a verb form, often ending in *-ed* or *-ing*, that acts as a noun or an adjective (*ending* was an adjectival participle just now). If the participle acts as a noun, it is called a gerund. If it acts as an adjective, it is called a present participle or past participle, depending on its tense. It's usually clear whether a participle is a noun or an adjective:

Editing papers is fun. [*Editing* is the subject of the sentence, so it's clearly a noun.]

The man editing that paper is my brother. [*Editing* describes *man*, so it's an adjective.]

However, sometimes things are trickier. When a gerund (participle acting as a noun) is mistaken for a present participle (an adjective), the result can sometimes be the technically incorrect and possibly indefensible fused participle.

Consider these examples:

The reviewers rejecting the paper gave sound advice.

The reviewers' rejecting the paper was no surprise.

The reviewers rejecting the paper was no surprise.

In the first case, *rejecting* is an adjective (present participle) modifying the noun and subject, *reviewers*. In the second case, the subject is *rejecting*, and *reviewers'* is a possessive adjective. However, in the third case, it's not clear what *rejecting* is. It cannot be the subject because then *reviewers* would have to be an adjective describing *rejecting*, but *reviewers* can only be a noun and not an adjective. However, clearly the subject is not *reviewers* either; for one thing, the verb is singular, not plural, and for another, it is not the reviewers who were unsurprising.

The subject must therefore be a fusion of the noun *reviewers* with the noun *rejecting*. In other words, a fused participle.

Grammarians agree that fused participles are technically incorrect. One solution is to turn the noun that has been fused with the participle into a proper (possessive) adjective, such as *reviewers'* in the second example sentence above.

Here are some more examples of fused participles. The correct form appears in brackets.

The success of the dinner depended on him [his] getting to the market in time.

We could not justify them [their] having omitted the data.

Whether she would be able to find the spot depended on the moon [moon's] being out.

Most grammarians agree that we should avoid fused participles when possible. However, some argue that there are certain constructions that force us to use this otherwise reprehensible form. For example:

He regretted some of the animals having been left behind.

The chance of that ever happening is slight.

There is no way to turn *some of the animals* or *the chance of that* into a possessive, so some grammarians find the fused participle acceptable here. Others, including this grammarian, would insist on rewriting to avoid any sort of participle at all:

He regretted that some of the animals had been left behind.

The chance that this would ever happen is slight.