

INTRODUCTION

Languages are natural forms of communication. Children quickly learn to communicate using their native language, and soon master the main rules of grammar or syntax without being taught. But, in case of foreign language like English, we should learn the rubrics of grammar.

USE OF ARTICLES

Articles are short words ("A, An, The") that modify or describe Nouns like adjectives. Articles may be found in almost every sentence. It is important to know how to use them in the right way.

Types of Articles

There are two types of Articles in English language: 1. Definite, 2. Indefinite

Definite article: "The" is the definite article in English, which is used to refer to particular nouns, the identities of which are known. The definite article indicates that the noun is specific. **For example:** The cat sat on the couch. The dog attacked me and ran away.

Indefinite articles: 'A' and 'An' are Indefinite articles. 'A' or 'An' means one, used only with singular countable nouns. "A" is used before consonant sounds (a book) whereas "An" is used before vowel sounds (an exam).

For example: I have a mango. You have an apple.

Rules of Articles

Articles Rule 1: With singular count nouns, use 'a' if indefinite or "the" if definite.

- She decided to buy a dog this weekend. (Indefinite-It could be any dog)
- The dog in the backyard is very cute. (Definite- The one in the backyard)

Articles Rule 2: With plural count nouns use either "the" or nothing, never 'a'.

- Come and look at the children. (Definite)
- Children are always curious. (Indefinite)
- She loves flowers. (Indefinite)
- The flowers in her garden are beautiful. (Definite)

Articles Rule 3: With non-count nouns, use either "the" or nothing.

- He has experience. (If indefinite or mentioned for the first time)
- He has the experience necessary for the job. (If definite or mentioned before)

Articles Rule 4: If a plural or non-count noun is followed by [of + noun], "the" is preferred.

- The people of India speak different languages.
- The birds of North America are beautiful.

Special Rules for Articles

- **Adjectives as Nouns**

Use "the", when referring to a group of people by use of an adjective rather than a noun.

the elderly the disabled the rich the sick the needy

- **Names of Countries**

Some countries with plural name containing an adjective, use "the"

The United States The Soviet Union The Republic of Congo

- **Cities and Streets use nothing**

Chicago Fifth Avenue San Francisco Highway 5

- **Rivers, Oceans, Seas, Groups of Mountains & Islands, use "the"**

the Amazon the Atlantic the Mediterranean the Himalayas the Andamans

- **Ordinal numbers** (1st, 2nd, 3rd), use "the"

The Second World War the seventh page the first chapter the fifth paragraph

- **Titles of People**

When a title is given with a name, use nothing

President Samuel Queen Elizabeth Professor Rao

When a title is used without a name, use "*the*"

The president the queen the professor

- **Schools**

When a school has "of" in its title, use "*the*"

The University of Arizona The University of London

When a school does not have "of" in its title, use nothing

Lincoln High School Arizona State University

- **Location versus Activity**

When referring to an activity, use nothing

I am going to school now.(activity-study)

We went to cinema. (activity-see a movie)

He is always on time for class. (activity-learn)

When referring to the location, use "*the*"

The meeting is at the school. (location-campus)

They are remodeling the cinema. (location-building)

The new student had trouble finding the class. (location-classroom)

- **When the object is the only one or unique that exists, use "the"**

the earth the world the moon the sun the universe

USE OF PREPOSITIONS

It's very difficult to use prepositions correctly in English for both teachers and learners. But it is easy to use them if you study and build up the knowledge of prepositions slowly and steadily.

A preposition is a word which is usually placed before a noun or pronoun to show its relation to some word in the sentence. Study the following examples:

My house is *at* the end of street.

She was born *in* a small village.

Kinds of Prepositions

Prepositions may be classified as follows:

- Preposition for Time
- Preposition for Place
- Preposition for Direction
- Preposition for Agent

- Preposition for Instrument
- Prepositional Phrase

Prepositions for Time (in, on, at): Study the following used for time of different natures.

- I was born *in* 1960.
- They will go to New Delhi on 25th of May.
- The show will begin at 7 O'clock.
- He gets up early in the morning.
- She enjoyed a lot in the summer.
- The president will deliver speech to public on Independence Day.
- Where were you at the lunchtime?
- I will call you at 12 A.M

Preposition for Place (in, on, at): Study the following used for different places.

(“In” is for place which have some boundary, “On” for surface and “At” for specific place.)

- She lives in New York.
- Students study in library.
- The wedding ceremony will be held in the hall.
- There are some books on the table.
- The teacher wrote a sentence on blackboard.
- He was flying kite on the roof.
- Her parents were waiting for her at the entrance of school
- There was a huge gathering at bus stop.

Preposition for Direction (to, toward, through, into): Study the Following examples.

- She went to the library.
- He jumped into the river.
- He ran away when he felt that someone was coming toward him.
- We drove through the tunnel.

Preposition for Agent (by,): Study the Following examples.

- This book is written by Shakespeare.
- The work was completed by him.
- The room was decorated by her.

Different prepositions (by, with, on etc.) are used by different devices, instruments or machines: Study the Following examples.

- She comes by bus daily.
- He opened the lock with key.
- He punished the boy with a stick.

A prepositional phrase is a combination of a verb and a preposition. It is just a verb followed by a preposition.

Some verbs need particular prepositions to be used after them in sentences having a direct object. Such a verb with its required preposition is called a prepositional phrase. Study the following examples:

- He knocks at the door.
- He takes after his grandfather.
- We have asked for help.
- I have to look after the house.
- I do not know who this book belong to
- We scarcely have enough to live on
- Have the new chairs been paid for?

ADJECTIVES AND ADVERBS

As a general rule, it's easy to identify adjectives (which modify nouns) and adverbs (which modify verbs).

If a noun or pronoun is being described, use an adjective. If a verb, adjective, or other adverb is being described, use an adverb. Study the following examples:

- The quick fox jumped. (Adjective)
- The fox jumped quickly. (Adverb)

An adjective can go before a noun or as complement after a linking verb such as *be, seem, get*. These positions are called 'attributive' and 'predicative'.

- Attributive: *It is a **large** stadium.* (before a noun)
- Predicative: *The stadium is **large**.* (as complement)

The order of adjectives

Attributive adjectives

When two or more adjectives come before a noun, there is usually a fairly fixed order.

beautiful golden sands a **nice new blue** coat

Predicative Adjectives

The order of predicative adjectives is less fixed than the order before a noun. Except sometimes in a literary style, we use *and* before the last adjective.

The chair was soft and comfortable.

Adjectives expressing an opinion often come last.

The city is old and beautiful.

We can use *but* when two qualities are in contrast.

The solution is cheap but effective.

Adverb forms

Some adverbs are unrelated to other words, e.g. always, soon, very, perhaps. But many adverbs are formed from an adjective + *ly*, e.g. quick - quickly, certain - certainly.

There are some spelling rules for adverbs in *-ly*:

Y changing to i: easy easily.

Adjectives ending in consonant + le: probable probably.

Adjectives ending in ic: magic magically.

Some adverbs have the same form as adjectives.

Adjective

Louise caught the ***fast*** train.

We didn't have a ***long*** wait.

I had an ***early*** night.

Adverb

The train was going quite ***fast***.

We didn't have to wait ***long***.

I went to bed ***early***.

Sometimes the adverb can be with or without *-ly*. It is more informal to leave out *-ly*.

You can buy cassettes ***cheap/cheaply*** in the market.

Do you have to talk so ***loud/loudly***?

Get there as ***quick/quickly*** as you can.

Go ***slow/slowly*** here.

The word **good** is an adjective, whose adverb equivalent is **well**.

You did a good job.

You did the job well.

CONJUNCTIONS

A **conjunction** is a word used to join words, phrases and clauses (both dependent and independent) together. Conjunctions are three types: coordinating, subordinating, and correlative.

Coordinating conjunctions can join together words, phrases and independent clauses.

- The president arrived and hoisted the flag timely.
- She shouted for help, but nobody helped her.

The six words most commonly used as coordinating conjunctions can be remembered with the mnemonic device **FANBOYS**—*for, and, nor, but, or, yet, so*.

Subordinating Conjunctions are conjunctions that join dependent clauses to independent clauses.

- I will meet him after I complete my assignment.
- Since I have no money, I can't go to the movie.

There are many subordinating conjunctions:

<i>After</i>	<i>although</i>	<i>as</i>	<i>as if</i>	<i>as long as</i>
<i>as much as</i>	<i>as soon as</i>	<i>as though</i>	<i>because</i>	<i>before</i>
<i>by the time</i>	<i>even if</i>	<i>even though</i>	<i>if</i>	<i>in order that</i>
<i>in case</i>	<i>lest</i>	<i>once</i>	<i>only if</i>	<i>provided that</i>
<i>since</i>	<i>so that</i>	<i>than</i>	<i>that</i>	<i>though</i>
<i>till</i>	<i>unless</i>	<i>until</i>	<i>when</i>	<i>whenever</i>
<i>where</i>	<i>wherever</i>	<i>while</i>		

Correlative Conjunctions do the same thing that coordinating conjunctions do, but they are always used in pairs.

- She is neither polite nor funny.

both- and either- or neither- nor not only- but also whether- or

Tense and Verb

Tense (from Latin ‘tempus’ means time) is a form of verb that may be used to show the time of the action or state expressed by the verb.

There are three main tenses, past tense, present tense and the future tense. Each has four forms, namely: Simple, progressive or continuous, perfect and perfect progressive or perfect continuous.

Inflected Forms of Verb

Here are the different inflected forms of a verb that shows the tense or time of action- referred to happen- before, at the time of or after the moment of speech. Study the following how the verb ‘go’ inflected and used:

Base Form	Inflected Form	Tense/Usage	Example
Go	Goes	used in simple present tense when the subject is third person singular.	He goes. She goes. It goes.
	Went	used in simple past tense.	He went. They went.
	Gone	used in perfect tense.	He has gone. He had gone.
	Going	used in progressive or continuous.	He is / was going.

The Be-forms

Base Form	Inflected	Tense/Usage	Example
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	Form		
	Am	used in present tense for 'I'	I am a singer.
Be	Is /are	used in present tense	She is a dancer. They are audience.
	Was/were	used in past tense.	He was in the class. You were not here yesterday.
	Been	used in perfect tense.	She has been informed.
	Being	used in progressive or continuous.	He is being motivated.

Forms and Uses of Tense

Forms of Present Tense

Simple	Continuous/ Progressive	Perfect	Perfect Continuous/Progressive
I go	I am going	I have gone	I have been going
We go	We are going	We have gone	We have been going
You go	You are going	You have gone	You have been going
He/ She/It goes	He/ She/It is going	He/ She/It has gone	He/ She/It has been going
They go	They are going	They have gone	They have been going

The Use of Simple Present:

- 1) **repeated actions:** My friend often draws nice posters.
- 2) **things in general:** The sun rises in the East.
- 3) **fixed arrangements, scheduled events:** The plane flies to London every Monday.
- 4) **actions in the present - one follows after the other:** First I get up, then I have breakfast.
- 5) **instructions:** Open your book at page 34.
- 6) **with special verbs:** I understand English.

The Use of Present Continuous:

- 1) **actions happening at the moment of speaking:** Peter is reading a book now.
- 2) **fixed plan in the near future:** She is going to Basel on Saturday.
- 3) **temporary actions:** His father is working in Rome this month.
- 4) **actions happening around the moment of speaking (longer actions):** My friend is preparing for his exams.
- 5) **trends:** More and more people are using their computers to listen to music.
- 6) **repeated actions which are irritating to the speaker:** Andrew is always coming late.

The Use of Present Perfect:

- 1) **Result of an action in the past is important in the present:** I have cleaned my room.
- 2) **Recently completed action:** He has just played handball.
- 3) **Action beginning in the past and still continuing:** We have lived in Canada since 1986.

The Use of Present Perfect Continuous:

- 1) **Actions beginning in the past and still continuing:** I have been waiting for you for three hours.
- 2) **Recently completed actions:** She has been watching too many videos.

Forms of Past Tense

Simple	Continuous/ Progressive	Perfect	Perfect Continuous/Progressive
I went	I was going	I had gone	I had been going
We went	We were going	We had gone	We had been going
You went	You were going	You had gone	You had been going
He/ She/It went	He/ She/It was going	He/ She/It had gone	He/ She/It had been going
They went	They were going	They had gone	They had been going

The Use of Simple Past

- 1) **Action finished in the past:** I visited Berlin last week. Andrew watched TV yesterday.
- 2) **Series of completed actions in the past:** First I got up, then I had breakfast.
- 3) **Together with the Past Progressive/Continuous:** They were playing cards when the telephone rang.

The Use of Past Continuous

- 1) **Actions were in progress at special time in the past:** Mr. Prasad **was reading** a book yesterday evening.
- 2) **Two actions were happening at the same time:** Geeta **was writing** a letter while Seeta **was reading** a story.
- 3) **Together with the Simple Past:** While we **were sitting** at the breakfast table, the telephone **rang**.

The Use of Past Perfect

1) **Together with the Simple Past** (When two past actions are combined - the first action, which was completed before the second one began, is put into Past Perfect.):

Mala **had read** the book before she watched a film.

After Amala **had gone** home it started to rain.

2) **The past equivalent of the Present Perfect:** He **had played** hockey.

The Use of Past Perfect Continuous

1) **Action taking place before a certain time in the past and continued up to that time:**

When Mr. Rao came to the school in 1995, Mr. Anand had already been teaching there for five years.

At that time she had been working in Bangalore for three months.

Forms of Future Tense

Simple	Continuous/ Progressive	Perfect	Perfect Continuous/Progressive
I shall go	I shall be going	I shall have gone	I shall have been going
We shall go	We shall be going	We shall have gone	We shall have been going
You will go	You will be going	You will have gone	You will have been going
He/ She/It will go	He/ She/It will be going	He/ She/It will have gone	He/ She/It will have been going
They will go	They will be going	They will have gone	They will have been going

The Use of Simple Future

- **Future actions happen without the speaker's intention:** The sun will shine tomorrow.
- 2) **Predictions, assumptions:** I think Sam will arrive in Paris at 6 pm.
 - 3) **Spontaneous actions:** Hang on! I'll have a word with you.

The Use of Future Continuous

- 1) **Action that is going on at a certain time in the future:** When I come to school, the other kids will be waiting for me.
- 2) **Something happens because it normally happens:** We'll be going to the disco on Saturday.

The Use of Future Perfect

Action that will be finished at a certain time in the future:

I shall have written the letter by tomorrow.

Before you go to see him, he will have left the place.

The Use of Future Perfect Continuous

An action represented as being in progress over a period of time that will end in the future:

By next July we shall have been living here for four years.

I will have been swimming for an hour by 6.30.

TYPES OF VERBS

In this section, we can learn different kinds of verbs and their relationship to each other syntactically. The main Verbs or lexical verbs are divided into various kinds on the basis of their *form*, *function* and *meaning*.

Regular Verbs and Irregular Verbs

On the basis of their *form*, verbs are two types: *Regular (or weak) verbs* and *Irregular (or strong) verbs*.

Regular verbs are formed their past tense and past participles by adding the suffix *-d*, *-t* or *-ed* to the base form of the verb. Sometimes the last consonant may be doubled. Some verbs do not change their form.

<u>Base Form</u>	<u>Past Form</u>	<u>Past Participle Form</u>
Talk	talked	talked
Roll	rolled	rolled
Burn	burnt	burnt
Plan	planned	planned
Admit	admitted	admitted
Cut	cut	cut
Shut	shut	shut

Generally Irregular verbs are formed their past tense and past participles by merely changing the vowel in the base form of the verb without adding anything.

<u>Base Form</u>	<u>Past Form</u>	<u>Past Participle Form</u>
Buy	bought	bought
Drive	drove	driven
Eat	ate	eaten
Go	went	gone
Write	wrote	written

Note: There is no formula to predict how an irregular verb will form its past-tense and past-participle forms. Dictionaries are chiefly used as a tool to distinguish between regular and irregular verbs and their forms.

Finite Verbs

A finite verb is usually the main verb of a clause or sentence limited by person, number and tense.

- He **tells** a story.
- They **saw** my new car.
- I **walk** to the railway station.
- They **jump** with joy.

The verbs- *tells, saw, walk, jump*- in the above four sentences are marked for person, number and tense and so they are called Finite Verbs.

Transitive Verbs and Intransitive Verbs

Further, Finite Verbs are of two groups as Transitive Verbs and Intransitive Verbs. Transitive verbs require one or more objects. By contrast, Intransitive verbs do not require an object. **Study the following the examples:**

- Most Indians *love* cricket. (Transitive)
- My brother *bought* a house. (Transitive)
- He *gave* her a flower. (Transitive)

The verbs- *love, bought* and *gave* have objects (cricket, house and her, flower) are said to be Transitive Verbs.

Study the following the examples:

- They *run*. (Intransitive)
- Babies *sleep* for many hours. (Intransitive)
- My brother *stood* there. (Intransitive)

The above said verbs- *run, sleep* and *stood* do not have any object are Intransitive Verbs.

Some verbs may be used transitively or intransitively. Study the following the examples:

Transitive Verb

No one *rings* the school bell.
She *speaks* Bengali.
He *burnt* his fingers.
He *opens* the door.

Intransitive Verb

The school bell *rings* at 9 o' clock.
She *speaks* quickly.
The fire *burns* brightly.
The shop *opens* at 10 o' clock.

Linking Verbs

Linking verbs are also known as Intransitive verbs. A linking verb is a verb which connects a subject to its predicate without expressing an action. A linking verb is used to re-identify or describe its subject.

- Mala **is** a doctor.
- The sky **looks** blue.

The verbs, *is* and *looks* linked the subjects with their compliment, the words- *doctor and blue*.

The most common linking verb is *to be*. Here is a list of common linking verbs:

To be (all its forms- *am, is, are, was, were, was being, been*.)

to appear
to seem

to become
to smell

to feel
to sound

to look
to taste

Non-Finite Verbs

Non-finite verbs do not indicate person, number or tense. There are three types of non-finite verb forms: the infinitive (to + verb), the gerund and the participle.

Infinitives:

The infinitive is a kind of noun. It is also called verbal noun. Study the following.

- *To err* is human. (Subject of the verb)
- Birds love *to sing*. (Object of the verb)
- *To respect* our parents is our duty. (Subject of the verb)
- He refuses *to obey* the orders. (Object of the verb)
- Many men desire *to make* money quickly. (Object of the verb)

The word, *to*, is frequently used with the infinitive, but it is not essential in some exceptional verbs or contexts.

- Let him *go*.
- I made him *run*.

- You had better *ask*.
- We would rather *die* than *suffer* so.
- I can *swim*.

Gerunds:

The Gerund is a verbal noun (*-ing form*). It is also used as a subject or an object of the verb like an Infinitive.

Study the following.

Swimming is a good exercise. (Subject of the verb)

I like reading poetry. (Object of the verb)

She is fond of eating sweets. (Object of preposition)

Both Gerund and Infinitive have the force of a Noun and a Verb. They may be used without any special difference in meaning as:

Gerund

Teach me *swimming*.

Giving is better than *receiving*. *To give* is better than *to receive*.

Seeing is *believing*.

Infinitive

Teach me to swim.

To give is better than *to receive*.

To see is *to believe*.

Participles:

A participle is a word used partly as a verb and partly as an adjective. It is also called verbal-adjective. There are three types of participles: Present participle (ends in *-ing*), past participle (ends in *-ed, -d, -t, -en or -n*) and perfect participle (*having* + *past participle*).

Study the following.

- The *crying* baby had a wet diaper. (Present participle)
- *Shaken*, he walked away from the *wrecked* car. (Past participle)
- The *burning* log fell off the fire. (Present participle)
- Smiling, she hugged the panting dog. (Present participle)
- Find the *dispossessed*. (Past participle)
- Care for the *dying* and the *wounded*. (Present participle and past participle)
- *Having heard* the news, he went *running*. (Perfect participle and present participle)
- *Having made* a mistake, he apologised. (Perfect participle)

Both the forms of present participles and gerunds may be same but they are used in different purposes.

- *Walking* on the grass is forbidden. (Gerund-verbal noun)
- He was found *fighting* desperately for his life. (Present participle-verbal adjective)

Dynamic and Stative Verbs

The verbs which describe action are called *dynamic verbs*. The verbs which describe state (non-action, a situation) are called *stative verbs*.

- The storm *hit* the city. (Dynamic verb-action)
- He *fought* with a lion. (Dynamic verb-action)
- She *resembles* her mother. (Stative verb-appearance)
- Bangalore *is* a cool city. (Stative verb-quality)

AUXILIARIES AND MODALS

The verbs *be (am, is, was, etc)*, *have* and *do* are called auxiliary/helping verbs or auxiliaries. They are used with ordinary verbs to make tenses, passive forms, questions and negatives.

Be is the most common verb in the English language. It can be used as an auxiliary and a main verb. It is used a lot in its other forms.

Base form

Present form

Past form

Present

Past Participle

<i>Be</i>	<i>am/is/are</i>	<i>was/were</i>	<u>Participle/gerund</u> <i>being</i>	<i>been</i>
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The verb **do** is one of the most common verbs in English. It can be used as an auxiliary and a main verb. It is often used in questions.

<u>Base form</u>	<u>Present form</u>	<u>Past form</u>	<u>Present Participle/gerund</u>	<u>Past Participle</u>
<i>do</i>	<i>do/does</i>	<i>did</i>	<i>doing</i>	<i>done</i>

Have is one of the most common verbs in English language.

<u>Base form</u>	<u>Present form</u>	<u>Past form</u>	<u>Present Participle/gerund</u>	<u>Past Participle</u>
<i>have</i>	<i>have /has</i>	<i>had</i>	<i>having</i>	<i>had</i>

Modals

The verbs **can, could, may, might, will, would, shall, should, must** and **ought** are called modal verbs or modals. They are used before ordinary verbs and express meanings such as permission, possibility, certainty and necessity. **Used, Need** and **Dare** can sometimes be used like modal verbs.

Study the modal verbs given in the table for better understanding.

Modal	Example	Uses
Can	They can solve their problem. We can't go now. Can I smoke here? Can you help us?	Ability / Possibility Inability / Impossibility Asking for permission Request
Could	Could I use your dictionary? Could you say it again slowly? We could try to fix it ourselves. I think he could have another Gulf War. I could swim across the river when I was young.	Asking for permission. Request Suggestion Future possibility Ability in the past
May	May I have another cup of coffee? It may rain tomorrow.	Asking for permission Future possibility
Might	We'd better phone tomorrow, they might be eating their dinner now. They might give us a 10% discount.	Present possibility Future possibility
Must	We must say good-bye now. They mustn't disrupt the work more than necessary.	Necessity / Obligation Prohibition
Ought to	We ought to employ a professional writer.	Saying what's right or correct
Shall	Shall I help you with your luggage? Shall we say 2.30 then? Shall I do that or will you?	Offer Suggestion Asking what to do
Should	We should sort out this problem at once. I think we should check everything again. Profits should increase next year.	Saying what's right or correct Recommending action Uncertain prediction
Will	I can't see any taxis so I'll walk. I'll do that for you if you like. I'll get back to you first thing on Monday. Profits will increase next year.	Instant decisions Offer Promise Certain prediction
Would	Would you mind if I brought a colleague with me? Would you pass the salt please? Would you mind waiting a moment? "Would three o'clock suit you?" - "That'd be fine." Would you like to play golf this Friday? "Would you prefer tea or coffee?" - "I'd like tea please."	Asking for permission Request Request Making arrangements Invitation Preferences

Used (to):

The auxiliary **used (to)** expresses a discontinued habit.

- There used to be a house there.
- I used to live there when I was a boy.

In colloquial English, however, 'Did you use to' and 'did not use to' usually replace 'used to' and 'used not to'.

Need:

The auxiliary **need** denotes necessity or obligation.

- He need not go. (It is not necessary for him to go)
- Need I write to him?
- I need hardly take his help.

When conjugated with do, need has the usual forms needs, needed and is used with a to-infinitive.

Dare:

The auxiliary **dare** (be brave enough to), as distinct from the ordinary verb dare (challenge), does not take -s in the third person singular present tense. It is generally used in negative and interrogative sentences.

- He dare not take such a step.
- How dare you contradict me?
- He dared not do it.
- He doesn't dare speak to me.

AGREEMENT OF THE VERB WITH THE SUBJECT (Concord)

The idea of concord in the grammar of English suggests that for an English sentence to be correct and meaningful, its constituent parts (i.e. subject, verb, object, adverbial) must be in perfect agreement. Some rules of agreement are discussed and suggested below.

When the subject is singular, the verb should be singular:

- The quality of the mangoes was not good.

When the subject is plural, the verb should be plural:

- Indians are lovers of cricket.

When two or more singular nouns or pronouns joined by **and**, it requires a plural verb:

- Gold and silver are precious metals.
- Fire and water do not agree.

When two singular nouns suggest one idea to the mind, or refer to the same person or thing, the verb must be singular:

- Time and tide waits for no man.
- The horse and carriage is at the door.
- Bread and butter is his only food
- My friend and benefactor has come.

When the phrase "a – pair – of" is used as a subject, it is treated as singular and it attracts a singular verb:

- A pair of scissors is on the table.

When one of the subjects linked by **or** is singular and the other plural, the verb normally agrees with the one that's nearest to it:

- If the boy dies, the parents, his friends or the doctor is to blame.
- If the boy dies; the doctor, his friends or his parents are to blame.

When a collective noun is thought of as a whole, it takes a singular verb, and it takes a plural verb when the individuals of which it is composed are thought of:

- The council has chosen its president.

- The military were called out.
- The crew was large.
- The crew were taken prisoners.

If words joined to a singular subject by **with, as well as**, the verb should be singular:

- The Mayor, with his councillors, is to be present.
- Sanskrit, as well as Arabic, was taught there.

It requires a singular verb when two or more singular subjects connected by **or / nor**.

- Either the cat or the dog has been here.
- Neither food nor water was to be found there.

Either, neither, each, everyone, many a, must be followed by a singular verb:

- I do not know whether either of the applicants was suitable.
- Neither of the two men was very strong.
- Each of these substances is found in India.
- Every one of the boys loves to ride.
- Many a man does not know his own good deeds.

Two nouns qualified by each or every, even though connected by and, require a singular verb:

- Every boy and every girl was given a packet of sweets.

Some nouns which are plural in form, but singular in meaning, take a singular verb:

- The news is true.
- Politics was with him the business of his life.
- The wages of sin is death.
- Mathematics is a branch of study in every school.

Some nouns which are singular in form, but plural in meaning take a plural verb:

- According to the present market rate twelve **dozen** cost one hundred rupees.

None, though properly singular, commonly takes a plural verb:

- None are so deaf as those who will not hear.

When the plural noun is a proper name for some single object or some collective unit, it must be followed by a singular verb:

- The Arabian Nights is still a great favourite.
- The United States has a big navy.

When a plural noun denotes some specific quantity or amount considered as a whole, the verb is generally singular:

- Six miles is a long distance.
- Fifty thousand rupees is a large sum.

TRANSFORMATION OF SENTENCES

(voice, reported speech, degrees of comparison and simple, complex & compound sentences)

Transformation of sentences means the form of a sentence can be changed without changing the meaning. It is an excellent practice as it teaches variety of expressions in writing English.

15. ACTIVE AND PASSIVE VOICE

There are two forms of voice or verb: Active and Passive. Study the following sentences:

1. The lion killed the deer.

2. The deer was killed by the lion.

In sentence-1, the subject-the lion performs the action of killing the deer. So, the **verb, killed**, is said to be in the **active voice**.

In sentence-2, the deer is the subject, but it passively performs the action and it allows the action of killing to be performed on it. The object-the lion is actually performs the action of killing. So, it is said to be in the **passive voice**.

We have to follow some Rules for changing Active Voice into Passive Voice:

- Identify the subject, the verb and the object: SVO
- Change the object into subject
- Put the suitable helping verb or 'be' form (is/am/are/was/were/has been/have been).
- Change the main verb into past participle form
- Place the preposition "by" to the agent(object in passive voice)
- Change the subject into object or agent.

Generally most of the sentences are in the active voice. The Passive voice is only used to stress the action done rather than the doer of the action and when the doer is unknown or unimportant. Read the following for better understand.

- Someone has stolen my pen. (active)
- My pen has been stolen. (Here passive voice is required as no one knows who has stolen.)
- One should keep one's, promises. (active)
- Promises should be kept.

Assertive Sentences or Statements

(Subject)	(Active verb)	(Object)
He	writes	a letter.
(Object)	(Passive verb)	(By+Agent)
A letter	is written	by him.

Tense	Active Voice	Passive Voice
Present forms	They paint the walls.	The walls are painted by them.
	They are painting the walls.	The walls are being painted by them.
	They have painted the walls.	The walls have been painted by them.
Past forms	They painted the walls.	The walls were painted by them.
	They were painting the walls.	The walls were being painted by them.
	They had painted the walls.	The walls had been painted by them.
Future forms	They will paint the walls.	The walls will be painted by them.
	They will have painted the walls.	The walls will have been painted by them.

The passive voice of the following is not in use.

- Present perfect continuous tense
- Past perfect continuous tense
- Future continuous tense
- Future perfect continuous tense
- Sentence having Intransitive verbs

In case of two objects in the active voice, the passive voice may be written in two ways with both the objects (Direct & Indirect).

Active Voice

He gave me a pen.

I can teach him a lesson.

Passive Voice

A pen was given me by him.

I was given a pen by him.

He can be taught a lesson by me.

A lesson can be taught him by me.

Imperative sentences (Commands /Orders / Requests)

In case of commands/orders, the word “Let” is used before the sentence of passive voice, such as

Let + Object + Be + Past Participle. The active voice of imperative sentences can also be changed and written using the clause like “*You are asked/requested to*” before the sentence of passive voice.

Active Voice

Open the window pane.

Bring a glass of water.

Please take it away.

Please help the poor.

Passive Voice

Let the window pane be opened. Or

You are asked to open the window pane.

Let a glass of water be brought. Or

You are asked to bring a glass of water.

You are requested to take it away.

You are requested to help the poor.

Interrogative Sentences

(Yes/No-Questions)

Active Voice

Do you write a letter?

Will she finish the work?

Have they brought it?

Passive Voice

Is a letter written by you?

Will the work be finished by her?

Has it been brought by them?

(Wh-Questions)

What did she tell?

Who taught you grammar?

What was told by her?

By whom were you taught grammar? Or By whom was grammar taught to you?

When can you answer it?

Why do you want the book?

Which book will he buy?

Where did you meet the accident?

When can it be answered by you?

Why is the book wanted by you?

Which book will be bought by him?

Where was the accident met by you?

Some other rules and examples

In case of some exceptional or special verbs, we have to use different prepositions (like *with, at, to, in*) instead of preposition-*by* in the passive voice. Read and understand the following.

Active Voice

I know her.

I pleased her.

The news surprised me.

The book contains several points.

She laughed at me.

Passive Voice

She is known to me.

She was pleased with me.

I was surprised at the news.

Several points are contained in the book.

I was laughed at by her.

16. DIRECT SPEECH AND INDIRECT SPEECH (REPORTED SPEECH)

There are two ways to report or represent the spoken words in writing: **Direct Speech and Indirect Speech.** If we quote the speaker’s actual words, it is said to be Direct Speech. If we report what the speaker said without quoting his exact words, it is called Indirect or Reported Speech.

Direct : Mohan said, “I am going home now.”

Reporting clause

Clause to be reported

Mohan said,

“I am going home now.”

Indirect: Mohan said that he was going home then.

We notice that in Direct Speech, *inverted commas* are used to mark off the exact words of the speaker. In Indirect Speech we can notice that certain changes have been made, such as:

- The conjunction ‘*that*’ is used after reporting clause instead of comma
- The pronoun ‘*I*’ is changed to *he*
- The verb ‘*am*’ is changed to *was*

- The adverb 'now' is changed to *then*

Thus, we have to report or represent the spoken words in writing from Direct Speech into Indirect Speech.

Rules for changing Direct Speech into Indirect

- When the reporting or principal verb is in the Past Tense, all Present tenses of the Direct are changed into the corresponding Past Tenses. Thus:-

Tense (D S)	Tense (I S)	Examples Direct Speech	Examples Indirect/Reported Speech
Becomes		Transforms	
Simple Present	Simple Past	He said, "I feel good."	He said that he felt good.
Present Continuous	Past Continuous	She said, "I am reading."	She said that she was reading.
Present Perfect	Past Perfect	He said, "I have written it."	He said that he had written.
Simple Past	Past Perfect	He said, "I wrote it."	He said that he had written.
Note: If the direct speech contains the Universal Truth, the tense of the direct speech remains unchanged even if the reporting verb is in the past.			
Simple Present	Simple Present	He said, "The sun rises in the East".	He said that the sun rises in the East.
		He said, "The earth goes round the sun."	He said that the earth goes round the sun.

- If the reporting verb is in the Present Tense, the tenses of the Direct Speech do not change.

Tense in Direct Speech	Tense in Reported Speech	Examples Direct Speech	Examples Reported Speech
Becomes		Transforms	
Simple Present	Simple Present	He says, "I feel good."	He says that he feels good.
Present Continuous	Present Continuous	She says, "I am reading."	She says that she is reading.
Present Perfect	Present Perfect	He says, "I have written it."	He says that he has written it.
Simple future	Simple future	He says, "I will write it."	He says that he will write it.
Simple Past	Simple Past	He says, "the horse died in the night."	He says the horse died in the night.

- The pronouns of the Direct Speech are changed as per the relation with the reporter and the hearer corresponding to the original speaker. Study the following examples how the pronouns changed in the reported speech corresponding to the pronouns in the reporting clause.

Direct Speech

Reported speech

He said, "I am very happy."

He said he was very happy.

He said to me, "I am very happy."

He told me that he was very happy.

(Note: *says* or *said* does not change, but *says to* becomes *tells* whereas *said to* becomes *told*. *Tell* or *told* needs object)

He said to me, "I don't help you."

He told me that he didn't help me.

(*I* becomes *he* and *you* becomes *me*)

She said to him, "I don't help you."

She told him that she didn't help him.

(*I* becomes *she* and *you* becomes *him*)

I said to him, "I don't help you."

I told him that I didn't help him.

(*I* doesn't change but, *you* becomes *him*)

I said to you, "I don't help you."

I told you that I didn't help you.

(No changes in the pronouns)

- Words expressing nearness in time or place are generally changed into words expressing distance. Thus:-

Words(DS)	Words(IS)	Examples Direct Speech	Examples Indirect/Reported Speech
Becomes			
Here	There	He said, "I am here."	He said that he was there.
Today	that day	She said, "I am busy today."	She said that she was busy that day.
this morning	that morning	She said, "I feel good this morning."	She said that she felt good that morning.
Yesterday	the day before	He said, "I met my uncle yesterday."	He said that he had met his uncle the day before.
Tomorrow	the next day	He said, "Tomorrow is my birthday."	He said that the next day was his birthday.
next week	the following week	He said, "My exams will start next week."	He said that his exams would start the following week.
Now	Then	She said, "I am busy now."	She said that she was busy then.
Ago	Before	He said, "I met Giri two years ago."	He said that he had met Giri two years before.
Thus	So/in that way	He said, "thus, it has been completed."	He said that so/in the way it had been completed.
Last Night	the night before	He said, "I arrived last night."	He said that he arrived the night before.
This	That	He said, "This is my book."	He said that was his book.
These	Those	He said, "I brought these mangoes."	He said that he had brought those mangoes.
Hence	Thence	He said to me, "Hence, I request you."	He told me that thence he requested me.
Come	Go	He says, "I come home."	He says that he goes home.

Questions

5. In case of questions the Indirect Speech is introduced by some verbs such as asked, inquired, etc. If the question is not introduced by an interrogative word, the reporting verb is followed by whether or if.

Direct Speech

Reported speech

He said to me, "Where are you going?"
He said to me, "Did you finish the work?"

He asked me where I was going.
He enquired whether I had finished the work.

Commands and Requests

6. In reporting commands and requests, the Indirect Speech is introduced by some verb expressing command or request, and the imperative mood is changed into the Infinitive.

Direct Speech

Reported speech

He said to me, "Go away."
She said to me, "Please wait here."

He ordered me to go away.
She requested me to wait there.

Exclamations and Wishes

7. In reporting exclamations and wishes the Indirect Speech is introduced by some verb expressing exclamation or wish.

Direct Speech

Reported speech

He said, "Alas! I am undone."
He said, "Bravo! You have done well."

He exclaimed sadly that he was undone.
He applauded him, saying that he had done well.

8. If a sentence starts with *let us* in Direct Speech, the reporting verb is changed as *propose* or *suggest* and the word *should* is used in the next clause in Indirect Speech.

Direct Speech

Reported speech

She said to her friends, "Let us go play."
He said to me, "Let us visit the fair."

She proposed to her friend that they should play.
He suggested that we should visit the fair.

DEGREES OF COMPARISON

Adjectives and Adverbs are the words used in Degrees of Comparison to show the qualities, numbers and positions of the nouns - how big or small, high or low, more or less, many or few - in comparison to the others mentioned in the other part of a sentence or expression.

Study the following sentences:

Ravi is *tall*. Roshan is *taller* than Ravi. Raghu is the *tallest* of all.
(Positive) (Comparative) (Superlative)

The Adjectives *-tall, taller* and *tallest* are the words formed to show comparison. They are called the three Degrees of Comparison, namely *positive, comparative* and *superlative*.

The Positive Degree of an Adjective is the Adjective in its simple form. It is used when no comparison is made.

- Ravi is *tall*.

The Comparative Degree of an Adjective denotes a higher degree of the quality than the Positive, and is used when two things (or sets of things) are compared.

- Roshan is *taller* than Ravi.

The Superlative Degree of an Adjective denotes the highest degree of the quality, and is used when more than two things (or sets of things) are compared.

- Raghu is the *tallest* of all.

Formation of Comparative and Superlative

Most Adjectives of one syllable, and some of more than one, form the Comparative by adding *-er* and the Superlative by adding *-est* to the positive.

Positive	Comparative	Superlative
Sweet	sweeter	sweetest
Small	smaller	smallest
Tall	taller	tallest
Bold	bolder	boldest
Clever	cleverer	cleverest
Kind	kinder	kindest
Young	younger	youngest
Great	greater	greatest

When the adjective ends in *-e*, only *-r* and *-st* are added.

Brave	braver	bravest
Fine	finer	finest
White	whiter	whitest
Large	larger	largest
Wise	wiser	wisest

When the Positive ends in *-y*, preceded by a consonant, the *-y* is changed into *-i* before adding *-er* and *-est*.

Happy	happier	happiest
Easy	easier	easiest
Heavy	heavier	heaviest

When the adjective is a word of one syllable and ends in a single consonant, preceded by a short vowel, this consonant is doubled before adding *-er* and *-est*.

Big	bigger	biggest
Hot	hotter	hottest
Thin	thinner	thinnest

Adjectives of more than two syllables form the Comparative and Superlative by putting more and most before the Positive.

Positive	Comparative	Superlative
Beautiful	more beautiful	most beautiful
Difficult	more difficult	most difficult
Industrious	more industrious	most industrious

Irregular Comparison

A few common Latin adjectives have irregular comparative and superlative degrees. The following Adjectives are compared irregularly.

Positive	Comparative	Superlative
Good/well	better	best
Bad/ evil/ill	worse	worst
Little	less/lesser	least
Much	more	most (quantity)
Many	more	most (number)
Old	older	oldest (both persons and things)
Old	elder	eldest (persons only)

Comparison (between two things)

Model-1

- Sita is as smart as Gita. (Positive)
- Gita is not smarter than Sita. (Comparative)

Model-2

- Hari is not as strong as that Giri. (Positive)
- Giri is stronger than Hari. (Comparative)

Comparison (more than two things)

Model-3

- No other metal is as useful as iron. (Positive)
- Iron is more useful than any other metal. (Comparative)
- Iron is the most useful of all metals. (Superlative)

Model-4

- Hyderabad is one of the biggest cities in India. (Superlative)
- Hyderabad is bigger than most other cities in India. (Comparative)
- Very few cities in India are so/as big as Hyderabad. (Positive)

Model-5

- Mala is not one of the cleverest girls in the class. (Superlative)
- Some girls of the class are cleverer than Mala. (Comparative)
- Mala is not so clever as some other girls of the class. (Positive)

Some more rules and examples (peculiarities)

Elder and *eldest* should be used only for people, with reference to the members of the same family. *Older* and *oldest* can be used for both living and non-living things.

- Rani is my elder sister. (born prior)
- He is my eldest brother. (born first)
- Krishna is older than Kishore. (of greater age)
- This is the oldest building in the town. (of the greatest age)

The comparative Adjectives such as “*superior inferior, exterior, senior, junior, prior, anterior, posterior prefer, etc.*” should be followed by *-to* instead of *-than*, as they are Latin comparatives which have no Positive or Superlative Degree.

- He is *senior to* me.
- I am *junior to* him.
- She *prefers* coffee *to* tea.

18. SIMPLE, COMPLEX AND COMPOUND SENTENCES

In English, sentences may be classified into three types according to their structure: Simple, compound and complex.

Study the following sentences.

1. I saw a pretty girl.
2. I saw a girl and she was pretty.
3. I saw a girl who was pretty.

A *Simple sentence* is one which has only one Subject and one Predicate. Sentence 1(I saw a pretty girl.) is a Simple Sentence as it has only one Subject (*I*) and one Predicate (*a pretty girl*).

A *Compound sentence* is one made up of two or more Principal or Main Clauses. Sentence 2 (I saw a girl and she was pretty.) is a Compound Sentence as it has two main clauses (*I saw a girl*) and (*she was pretty*).

A *Complex sentence* consists of one Main/Independent Clause and one or more Subordinate Clauses. Sentence 3 (*I saw a girl who was pretty*) is a Complex Sentence as it has one main clause (*I saw a girl*) and one Subordinate Clause (*who was pretty*).

How to Write or Transform the Structure of Sentences

We can change a simple sentence into a compound sentence or a complex sentence. This is usually done by expanding a word or phrase into a clause. In the same way, we can change a complex or compound sentence into a simple sentence. This is done by reducing a clause into a word or phrase. When we transform the sentences, their meaning should not be changed.

Here given some hints and suggestions

Compound Sentences:

Simple and complex sentences can be changed into compound sentences using the following coordinate conjunctions - *and, and then, but, for, nor, or, so, yet; either ... or; neither ... nor ...; not only ... but ... (also/as well/too)*.

Complex Sentences:

Simple and compound sentences can be changed into complex sentences using the following subordinate conjunctions, relative pronouns, etc.

Indicating	Subordinate Conjunctions (Complex)
Time	after, as soon as, as long as, before, ever since, as, while, when, until, till, whenever, now (that), no sooner----than, hardly---when
Cause/reason/ Result	because, since, as, seeing that, so that, in order that
Concession/Contrast	although, though, even though, whereas, what, while, when,
Condition/supposition	if, provided that, suppose, unless, in case, as that, so long as
Place	Where, wherever, whence
Relative Pronouns	Who, whom, which,

Simple Sentences:

Complex and compound sentences can be changed into simple sentences using the following Possible Words or Phrases in accordance with the context and meaning:

<i>at the time of</i>	<i>in the duration of</i>	<i>In order to</i>	<i>despite of</i>
<i>due to</i>	<i>owing to</i>	<i>on account of</i>	<i>being</i>
<i>too—to</i>	<i>in spite of</i>	<i>having been</i>	<i>besides</i>

Read the following examples

- This tree is **too** high for me **to** climb. (Simple sentence)
- This tree is **very** high **and** I cannot climb it. (Compound sentence)
- This tree is **so** high **that** I cannot climb it. (Complex sentence)

- It is too late to start a new lesson. (Simple sentence)
- It is very late **and therefore** we cannot start a new lesson. (Compound sentence)
- It is **so late that** we cannot start a new lesson. (Complex sentence)

- He worked hard to pass the examination. (Simple sentence)
- He worked hard and he might pass the examination (Compound sentence)
- He **worked** hard that he **might pass** the examination. (Complex sentence)

- We visited a village **where** a great poet was born. (Complex)
- We visited a village **and there** a great poet was born. (Compound)
- We visited **the birth place** of a great poet. (Simple)

- **When** he heard the news, he fainted. (Complex)
- He heard the news **and immediately** he fainted. (Compound)
- **On hearing** the news, he fainted. (Simple)

- **When** he robbed the man, he also killed him. (Complex)
- He **not only** robbed the man, **but also** killed him. (Compound)
- **Besides** robbing the man, he killed him. (Simple)

- **Though** he was sincere, he was scolded. (Complex)
- He was sincere, **but** scolded. (Compound)
- **In spite of** his sincerity, he was scolded. (Simple)

- When the farmers had done the work, they left the field. (Complex)
- The farmers had done the work and left the field. (Compound)
- Having done the work, the farmers left the field. (Simple)

QUESTION TAGS

Question tags are short questions at the end of statements. They are generally used in conversation when we want to confirm that something is true or not, and to encourage a reply from the person we are speaking to.

Question tags are formed with the auxiliary or modal verb from the statement and the appropriate tense and subject that is always a pronoun, never a noun.

A positive statement is followed by a negative question tag and a negative statement is followed by a positive question tag.

- It's very cold today, **isn't it?**
- Sujatha is not a doctor, **is she?**

The end parts, **-isn't it?** and **-is she?**, are called a question tags.

Study the following examples

- You are free, **aren't you?**
- She can swim well, **can't she?**
- Gopi broke the glass, **didn't he?**
- You aren't busy, **are you?**
- She can't swim, **can she?**
- Mohan doesn't work hard, **does he?**

Note these peculiarities:

- I am right, *aren't I?*
- Let's go to the beach, *shall we?*
- Wait a minute, *can you?*
- Have some more rice, *will you?*
- There is a mosque in that street, *isn't there?*
- There are some girls in your class, *aren't there?*
- Somebody has called, *haven't they?*

EXERCISES

(Functional Grammar)

I. There are 4 types of sentences in English. Identify the type of sentence.

1. It has been raining.
2. I want to become a writer.
3. What is your name?
4. How ridiculous this is!
5. Please be seated.
6. Who told you this?

II. Name the part of speech of each italicized word in the following sentences.

1. The *up* train is *late*.
2. *It* weights about a *pound*.
3. *After* the storm comes the *calm*
4. *India* is the largest *democracy* in the world.
5. *An* old beggar *stood* by the gate.

III. There are three types of sentence-structures, namely-simple sentence, compound sentence, complex sentence. Identify the following sentences.

1. He was universally respected on account of his virtue.
2. He confessed that he was guilty.
3. Keep quiet, or you will be punished.
4. He put on his hat and went outside.
5. Australia is the largest island in the world.

IV. Fill in the blanks with articles, *the, a, an* or *X* (for no article)

1. I have just had _____ great idea.
2. Columbus was one of _____ first people to cross _____ Atlantic.
3. _____ British drink too much tea.
4. _____ Thames flows into _____ North Sea.
5. Judith earns Rs.10000 _____ month.
6. Dancing is _____ more interesting activity than reading.
7. As _____ captain of _____ ship I have _____ complete authority.
8. _____ people we met on _____ holiday in _____ north of England came from _____ USA.
9. What's on _____ TV today?
10. He was doing eighty miles _____ hour on _____ motorway.
11. How many hours do you work on _____ average?
12. You are _____ first to reach the top.
13. The people who live in _____ Netherlands are called _____ Dutch.
14. The burglar hit me on _____ back of my neck.

15. _____ Football is his whole life.

V. Fill in the blanks with correct prepositions

- Halloween is celebrated _____ the United States _____ October 31.
- Are you going away for the weekend? – I don't know. It depends _____ the weather.
- Don't kiss the prince. He might turn _____ a frog.
- He felt bad _____ no reason at all.
- I have been living here _____ ten years.
- Have you been _____ the cinema recently? Yes I was there a few days ago.
- I happened to meet an old friend _____ town.
- Have you read the article? – It was _____ yesterday's newspapers.
- He always drives _____ a tremendous speed because he's always _____ a hurry.
- He is very fond _____ good food.
- He married _____ the age of 28.
- I bought many things _____ my stay in New York.
- According _____ the guide there are three hotels _____ town.
- I saw him standing _____ the queue but I don't know if he got _____ the bus.
- I want to post this letter _____ a friend.
- I'm going _____ Glasgow on Monday. Would you like to come with us?
- John has got a very strange taste _____ clothes.
- Mum sat _____ the back of the car.
- I'm interested _____ basketball but I'm not very good _____ playing it.
- I'm returning _____ Spain _____ the end of the month.

VI. Fill in the blanks with correct form of the verb (All tenses)

- My family have _____ (*buy*) some land in southern France recently. They _____ (*build*) a summer house there at the moment.
- Andy and Mary _____ (*go*) to a concert tomorrow night. They _____ (*look forward to*) it the whole week.
- Jonathon _____ (*watch*) the news on TV every day and it _____ (*help*) him with his English.
- My car _____ (*break*) down when I _____ (*drive*) home from work. I _____ (*fix*) it if I _____ (*know*) what was wrong. But I didn't so _____ (*have*) to take it to the garage.
- When he _____ (*found*) Microsoft, Bill Gates was only 20 years old. He _____ (*already write*) his first computer programme six years earlier.
- An accident _____ (*happen*) near my house last night. A car _____ (*hit*) a young man. He _____ (*ride*) his bike when someone in front of him suddenly _____ (*open*) a car door. Many people _____ (*see*) the accident. The police _____ (*interrogate*) them last night.
- Mrs Smith said that one day she _____ (*retire*) from teaching. She said that she _____ (*spend*) her new free time learning about computers.
- I _____ (*not sleep*) at all last night. Someone _____ (*listen*) to music all night.
- I _____ (*see*) a film a week ago, but I _____ (*not enjoy*) it very much because I _____ (*already read*) the book. If I _____ (*not read*) the book I _____ (*probably enjoy*) the film more.
- The judge sentenced the man to eight years in prison because he _____ (*rob*) a bank.
- They _____ (*stand*) in the queue for over an hour when the manager _____ (*tell*) them that there were no more tickets.
- Alan _____ (*be*) in the car accident yesterday. The other driver _____ (*lose*) control of his car because he _____ (*fall*) asleep.

13. She _____ (*not see*) her father since he _____ (*start*) to work in Marseille two years ago.
14. I _____ (*sleep*) when the fire broke out.
15. Linda phoned and explained that she _____ (*not can*) to come to the party the next day because she _____ (*be*) still sick.

VII. Identify the verbs in the following sentences are whether Transitive or Intransitive.

1. The sun shines brightly.
2. The boy cut his hand with a knife.
3. The clock stopped this morning.
4. The policeman blew his whistle.
5. The sun rises in the east.
6. An old beggar stood by the gate.
7. The clock ticks all day long.
8. I looked down from my window.
9. Put away your books.
10. The moon rose early.

VIII. Identify infinitives, gerunds and participles from the following sentences.

1. Swimming is a good exercise.
2. He refused to pay the bill.
3. She is fond of playing chess.
4. The burning candle was mine.
5. The burnt candle was mine.

IX. Correct the mistakes, if any, and rewrite the following sentences.

1. The children saw a multi-colouredbutter fly in the garden.
2. My Father works in an office near the park hotel.
3. Asha used the potatos she bought to make French frysfor the childrens.
4. You have three luggages. Let me drop you at the station.
5. They did not let their worrys spoil the joys of their familys.
6. This shop sells watchsin smart leather boxes.
7. Where are all the kitchen knives?
8. Their three son-in-laws are businessman.
9. Research scholars have to submit synopsisof their work to their supervisors.
10. The man in the boat caught three big fishes
11. The open jar of honey was covered with a flock of bees.
12. .Geesesare water birds that look like ducks but are larger.
13. Everyone on the project have to come to the meeting.
14. One should have their teeth checked every six months.
15. John has been working on the pilot project since two years.
16. When he entered the classroom the lecture already was beginning.
17. If Peter works hard he would get distinction in the exam.
18. They turn up with the flying colours if they practiced well.
19. She would not have sent the mail if you did not instruct her.
20. If I had painted the picture well it would cost a great deal.

X. Change the Degree of Comparison, without changing the meaning:

1. Malacca is the oldest town in Malaysia. (into positive)
2. Soya beans are at least as nutritious as meat. (into comparative)
3. No other planet is so big as Jupiter. (into superlative)

4. Very few boys are as industrious as Laxman. (into comparative)
5. He would sooner die than tell a lie. (into positive)
6. India is the largest democracy in the world. (into comparative)
7. Shakespeare is greater than any other English poet. (into positive)
8. Samudra Gupta was one of the greatest of Indian Kings. (into comparative)
9. The tiger is the most ferocious of all animals. (into positive)
10. Australia is the largest island in the world. (into comparative)

XI. Change the voice of the verb in the following sentences.

1. The cat killed the mouse.
2. The man cut down the tree.
3. Columbus discovered America.
4. His teacher praised him.
5. The boy teased the dog.
6. He feeds the horse every day.
7. The police arrested him.
8. I was making a kite.
9. The boy caught the ball.
10. She will write a letter.

XII. Transform the following sentences as guided.

1. He confessed that he was guilty. (into Simple)
2. He received your telegram and set off at once. (into Simple)
3. With a great effort he lifted the box. (into complex)
4. He became so ill that he was unable to walk. (into Simple)
5. He was universally respected on account of his virtue. (into complex)
6. He put on his hat and went outside. (Simple)
7. Finding himself in difficulty, he went to his teacher for help. (into compound)
8. We did not go, as the weather was too stormy. (into compound)
9. Keep quiet, or you will be punished. (into Simple)
10. On hearing the news, he fainted. (into Simple)

XIII. Transform the following sentences as guided.

1. He said, "I have been on holidays." (into reported speech)
2. She said, "Can you see me?" (into reported speech)
3. He asked me where I was going. (into direct speech)
4. He said to me, "Have you complete the work?" (into reported speech)
5. He said, "Alas! I am undone." (into reported speech)
6. I said to you, "I don't help you." (into reported speech)
7. He said, "Tomorrow is my birthday." (into reported speech)
8. She said that she felt good that morning. (into direct speech)
9. He said, "I saw Janaki five years ago." (into reported speech)
10. She said to me, "why did you call me yesterday?" (into reported speech)

XIV. Add the appropriate question tags to the following sentences.

1. He is a good singer, _____?
2. You can help me, _____?
3. I am not going, _____?
4. There are a number of birds on the tree, _____?
5. She did not finish her work, _____?