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எல்லோருக்கும் எப்போதும் கல்வி

**B.A. ENGLISH**  
(Second Semester)



**ADVANCED ENGLISH GRAMMAR**

**SCHOOL OF HUMANITIES**

**TAMIL NADU OPEN UNIVERSITY**

577, ANNA SALAI, SAIDAPET, CHENNAI - 600 015

**BEGS-22**  
**ADVANCED ENGLISH GRAMMAR**  
**(Second Semester)**



**Tamil Nadu Open University**  
**School of Humanities**  
**Chennai -600 015**

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# TAMIL NADU OPEN UNIVERSITY

(A State Open University Established by Government of Tamil Nadu, Recognized by UGC & DEB,  
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No.577, Anna Salai, Saidapet, Chennai - 600 015. Tamil Nadu.

**Professor K.Parthasarathy**

Vice Chancellor

Date:27.12.2021

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I wish you the best of luck in all of your future endeavours!

( K. PARTHASARATHY )



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**Course Title** : **Advanced English Grammar**  
**Course Code** : **BEGS-22**  
**Course Credit** : **4 Credits**

**Course Objectives:**

**CO1:** Discuss the usage of different grammatical items

**CO2:** Use language without grammatical errors.

**CO3:** Infer meaning from the given context

**CO4:** Practice writing effective paragraphs and essays.

**CO5:** Illustrate the relationship between proper grammatical structures and clear meaning.

**COURSE SYLLABUS**

**Block 1**      **Types of sentences**

Interrogatives-Declaratives-Exclamatory and Imperative

**Block 2**      **Parts of speech and Agreement**

Voice-Tense

**Block 3**      **Modals and Auxiliaries and Question Tags**

Modal Verbs-Auxiliary Verbs- Question Tags

**Block 4**      **Direct and Indirect speech**

Direct Speech-Indirect speech

**Block 5**      **Language Usage**

Common Errors-Modern English Usage

**Course Outcomes:**

- Demonstrate comfort in speaking and writing in English without errors
- Convey ideas in English using simple and acceptable English orally and in writing
- Remember the use of suitable tenses in appropriate places
- Find grammatical errors in speech and writing
- Write a report on an academic or cultural event that takes place in a college or university for a journal or a newspaper without grammatical errors.

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2. Murphy, Raymond. *Intermediate English Grammar*, Cambridge University Press, 1999.
3. Greenbaum, Sidney. *The Oxford English Grammar*. Oxford University Press, 1996.
4. Rao, N.D.V. Prasada. *Wren & Martin High School English Grammar and Composition Book*. India: S Chand Publishing 2017.
5. Aarts, Bas. *Oxford Modern English Grammar*. OUP Oxford, 2011.

## **Web Resources:**

1. <https://www.bbc.co.uk/learningenglish/advanced-grammar-guide>
2. <https://www.englishpage.com/grammar/>
3. <https://www.learngrammar.net/english-grammar>
4. <https://www.edudose.com/english/direct-and-indirect-speech-questions-answers/>

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## **BLOCK – 1**

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### **UNIT - 1 TYPE OF SENTENCES**

#### **STRUCTURE**

##### **Overview**

##### **Objectives**

##### **1.1 Introduction**

##### **1.2 Types of sentences**

##### **1.2.1 Interrogative**

##### **Let Us Sum Up**

#### **OVERVIEW**

In this Unit, we will discuss the formation and usage of sentences, also about the usage of Interrogative and Declarative in sentences and how it needs to be used with examples as well as exercises for better understanding.

#### **OBJECTIVES**

After successful completion of this unit, you will be able to

- Understand the difference between the two types of sentences
- Classify them to the assigned group class
- Convert one type to the other type.

#### **1.1 INTRODUCTION**

In our lives, we make use of sentences on a daily basis. Sentences are nothing but a long formation of words or phrases, grouped together to create a meaning. In English grammar, we classify sentences into four types, based on their features and functions. They are:

- Interrogative
- Declarative
- Exclamatory
- Imperative

We shall study each type to understand it better and to be able to frame conversions from one type to the other.

## 1.2 TYPE OF SENTENCE

When we speak or write we use words. We usually use these words in groups. But any group of words will not necessarily make complete sense.

Compare the groups of words in the left hand column with those opposite to them in the right hand column of the following table:

I	II
Ants, eggs, lay	Ants lay eggs.
Are, you, where	Where are you?
Queen, God, saves, the	God saves the Queen.
Is, it, hot, how	How hot it is?
Make, a, noise, not, do	Do not make a noise.

### 1.2.1. Interrogative

Interrogative sentences are formed to interrogate, as is clear from its name. In simple words, this class deals with sentences which put forth a question or enquiry. Sentences belonging to this class always end with a question mark. This word class is further sub-divided into three categories as discussed below:



#### “Yes/No” Questions



Yes/no questions are formed as:

**Auxiliary Verb + Subject + Main Verb + Remainder**

**Example:**

Auxiliary Verb	Subject	Main Verb	Remainder
Can	fishes	fly?	
Has	she	returned	home?

**Yes/No questions** – require a *yes* or a *no* as answer.

## Yes-No interrogatives

**Yes-No interrogatives** are questions that can be answered with a *yes* or a *no* response. These are questions which are asked every day.

**Example:** Did you eat your breakfast this morning?

All ☆	Most ☆☆	Some ☆☆☆
Can I describe the grammar feature using the correct definition?	Can I describe the grammar feature using the correct definition and give my own examples?	Can I describe the grammar feature and give my own examples as well as identifying it in a range of texts?

**Examples:**

- a. Do you want a ride back home?  
Yes, I want.
- b. Does your computer work?  
No, it doesn't.
- c. Can you play a piano?  
Yes, I can play.
- d. Does it rain here in December?  
No, it doesn't.
- e. Is the train on time?  
Yes, it is.

<b>Answering Questions: Yes - No</b>	
<b>Am I a painter ?</b>	Yes, you are - No, you aren't
<b>Are you a spy ?</b>	Yes, I am - No, I'm not
<b>Is he friendly ?</b>	Yes, he is - No, he isn't
<b>Is she single ?</b>	Yes, she is - No, she isn't
<b>Is it a pet ?</b>	Yes, it is - No, it isn't
<b>Are we related ?</b>	Yes, you are - No, you aren't
<b>Are you from Valdivia?</b>	Yes, we are - No, we aren't
<b>Are they married ?</b>	Yes, they are - No, they aren't

**“Question Word” Question**

“Question word” questions are formed as listed below:



## Question Words

Question Words	Meaning	Example Sentences
<b>WHO</b>	<b>Person</b>	<b>Who's</b> that? That's George.
<b>WHERE</b>	<b>Place</b>	<b>Where</b> do you live? In Texas.
<b>WHY</b>	<b>Reason</b>	<b>Why</b> will I have to clean up? There are guests.
<b>WHEN</b>	<b>Time</b>	<b>When</b> do you wake up everyday?
<b>HOW</b>	<b>Manner</b>	<b>How</b> will you like your meat? With tomato sauce.
<b>WHAT</b>	<b>Object, idea or action</b>	<b>What</b> is your job? I am an engineer.
<b>WHICH</b>	<b>Choice</b>	<b>Which</b> one was your car? The red one.
<b>WHOSE</b>	<b>Possession</b>	<b>Whose</b> notebook did you borrow? I borrowed Michael's bicycle.
<b>WHOM</b>	<b>Object of the verb</b>	<b>Whom</b> did you see yesterday? I saw your grandfather.
<b>WHAT KIND</b>	<b>Description</b>	<b>What</b> kind of music do you like? I like classic music.

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### Question Word + Auxiliary Verb + Subject + Main Verb + Remainder

Example:

Question Word	Auxiliary Verb	Subject	Main Verb	Remainder
Where	Did	you	stop?	
Why	was	the boy	waiving	the red flag?
How	did	Raghav	manage?	

When we use the question word 'who' the format is:

## question words

### interrogative use

The words *who*, *whom*, *whose*, *which*, *what*, *when*, *where*, *why* and *how* are used in questions to show what kind of information is wanted.

**Who** said that? (asking for a personal subject)

**What** did she want? (asking for a non-personal object)

**When** will it be ready? (asking for a time expression)

**Why** are you laughing? (asking for a reason)

*Who* and *whom* are pronouns, and act as subject or object in their clauses. *When*, *where*, *why* and *how* act as adverbs. *What*, *which* and *whose* can be pronouns or determiners. Compare:

- **What** do you want? (pronoun)
- What** sort do you want? (determiner)
- **Which** is mine? (pronoun)
- Which** coat is mine? (determiner)
- **Whose** is the red car? (pronoun)
- Whose** coat is this? (determiner)

### Question Word (and Subject)+Main Verb+Remainder

Example:

Question Word	Main Verb	Remainder
Who	knows	when he will come?
Who	has been	doing this work?

**Wh- questions** – answers a question which seeks information.



# QUESTION WORDS

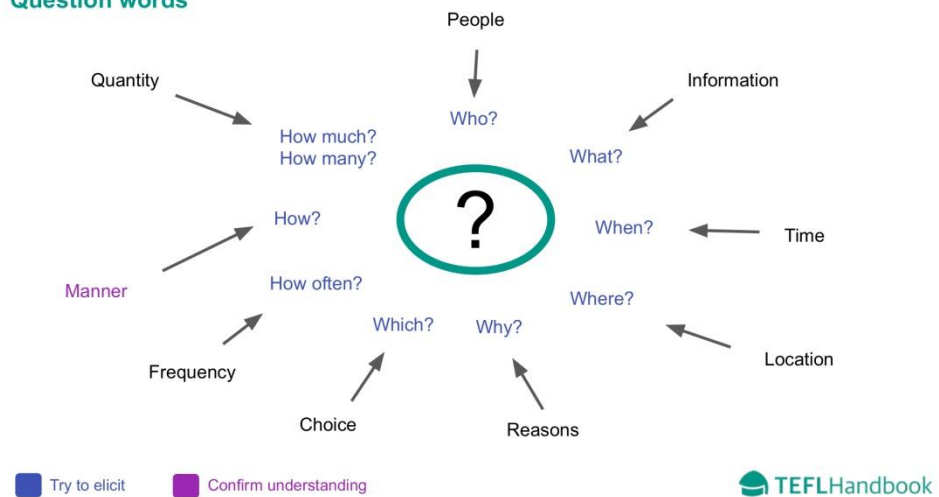
<b>What</b>	➔	<b>Asking about a thing</b> What is your favorite color?	
<b>When</b>	➔	<b>Asking about a time of an event or activity</b> When do you wake up every day?	
<b>Where</b>	➔	<b>Asking about a place</b> Where can I obtain the book?	
<b>Who</b>	➔	<b>Asking about a person (subject)</b> Who is at the door?	
<b>Whom</b>	➔	<b>Asking about a person (object)</b> Whom is he dating?	
<b>Which</b>	➔	<b>Asking about an option or choice</b> Which is the largest city in the world?	
<b>Whose</b>	➔	<b>Asking about ownership</b> Whose keys are on the kitchen counter?	
<b>Why</b>	➔	<b>Asking for a reason</b> Why do you say that?	
<b>How</b>	➔	<b>Asking about a procedure or method</b> How was your exam?	

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**Examples:**

- a. What is the time by your watch?  
It is 9 o'clock.
- b. Where are your dictionaries?  
The dictionaries are in our bags.
- c. Which novel have you studied in Class X?  
I have studied Tagore's 'Gora'.
- d. When does the meeting start?  
The meeting starts after lunch.
- e. How are you doing?  
I am doing fine, thank you!

**Question words**



**“Choice Questions”?**



“Choice questions” are formed:

**Auxiliary Verb + Subject + Main Verb + Choice 1 + ‘or’ + Choice 2**

Example:

Auxiliary Verb	Subject	Main Verb	Choice 1	Choice 2
Does	he	prefer	tea or	coffee?
Did	Manas	catch	a fish or	a whale?

**Choice questions** – answers from amongst the choices given by the questioner.

**Examples:**

- a. Will you travel by train or by car?  
I will train by car.
- b. Would you like soda or water?  
I like Soda, please.
- c. Does she prefer cake or pie?  
She prefers Cake.
- d. Do you like white or black?  
You like White.
- e. Is her sister tall or short?  
He sister is Tall.

<b>Alternative question</b>	
Auxiliary (modal verbs)	subject      object      ... or ... ?
to be	Am <u>I</u> at work or at home? Is <u>she</u> a nurse or a driver? Are <u>you</u> at home or at school?
Present Simple	Do <u>you</u> <u>discuss</u> difficult or easy grammar rules at school? Does <u>Mary</u> or <u>Dina</u> <u>take care</u> of the little kitten?
Past Simple	Did <u>you</u> <u>take</u> a picture of a lizard in the zoo or in the country last week?
Future Simple	Will <u>Mary</u> <u>arrange</u> a picnic for her friends tomorrow or next <u>Saturday</u> ?
Can May Must	Can <u>you</u> <u>drive</u> a car or a motor bike? May <u>I</u> <u>close</u> the window or the door? Must <u>I</u> <u>read</u> or <u>learn</u> the poem?

Interrogative sentences are important for getting the information we want. Don't confuse yourself with declarative sentences that make statements. So, when you're learning English, it is necessary to understand how they are formed.

Remember:

- a. Don't use a question mark after a non-question.

Example:

- ✗ I want to know if it's over?
- ✓ I want to know if it's over.
- ✗ I wonder if I'll be able to go for my exams?
- ✓ I wonder if I'll be able to go for my exams.

(These are not questions but statements. They should end in with full stops).

- b. Use a rhetorical question to raise a subject.

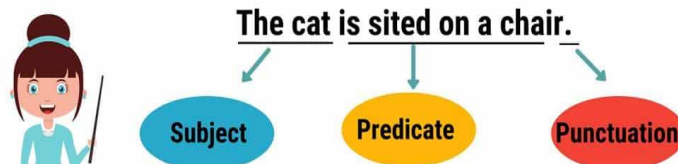
### Check Your Progress:

#### I. Identify the categories of the questions stated below:

- a. Where is the book that I brought yesterday?
- b. Does it rain here in February?
- c. Was it Rani or Sony who rang the bell?
- d. What time do you get up in the morning?
- e. Can you bake a pie for dinner?
- f. Will Anuj attend the ceremony?
- g. Which shoes are you planning to buy?
- h. Are we going to Manali or Kashmir in summer?
- i. When is the flight scheduled for take-off?
- j. Did Abdullah complete his homework?

#### Declarative

## DECLARATIVE SENTENCE



### WHAT IS A DECLARATIVE SENTENCE?

- A declarative sentence is a sentence that expresses a statement; in general, it declares something.

As suggested by the name itself, Declarative sentences simply declare a statement or an opinion. We use them to convey facts and ideas. This class of sentences is the most widely used sentence class by the users of a language.

A declarative sentence does not

- a. ask a question - Do you like potatoes?
- b. give an order - Pass these potatoes
- c. express strong emotion - I hate potatoes!

Declarative sentences simply make a statement or a declaration passing on information. A declarative sentence always ends with a full stop.



**Examples:**

- a. Her house is near the school.
- b. Her scooter is blue in colour.
- c. Mrs. Iyer teaches us Mathematics.
- d. She calls him Caesar.
- e. She comes to school on a scooter.
- f. She has a pet parrot.
- g. She is an efficient teacher.
- h. She is fifty-five years old.
- i. She lives alone.
- j. She wears a helmet.
- k. She comes in saree to school.

- l. Students come to her for tuitions.
- m. The third period is for Mathematics.
- n. This is the third period.
- o. Today is Monday.

The above given sentences are constructed with the help of only declarative sentences. They are conveying mere facts and opinions about various subjects.

The usual word order for a simple declarative sentence is:

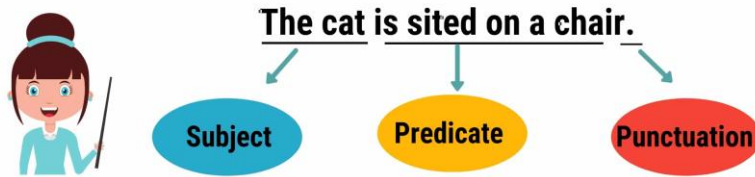
**Subject – verb–object–place – time.**

Example :(1) The cow grazes on the grass in the garden early morning.

Subject	: The cow
Verb	: grazes
Direct Object	: grass
Place	: in the garden
Time	: early morning



# DECLARATIVE SENTENCE



## WHAT IS A DECLARATIVE SENTENCE?

- A declarative sentence is a sentence that expresses a statement; in general, it declares something.
- This type of sentence is used to convey a message, for instance, expressing your opinion or view about a particular point. It is the most common of all the four types of sentences.

## TYPES OF DECLARATIVE SENTENCES:

### Simple Declarative Sentences:

- He plays.
- She laughs.
- The motorbike is grey.
- James is happy.
- He is four years old.
- He loves music.

### Compound Declarative Sentences:

- He wanted to visit her grandmother, but she wanted to visit her aunt.
- Jason wants to do well in his studies, yet he doesn't work hard.
- Demonstrations lasted for two days; the town was under siege.

## MORE DECLARATIVE SENTENCE EXAMPLES:

- It is a good day.
- She loves listening to music; he dislikes watching movies.
- My laptop is missing.
- James is unwell; therefore, she is absent from school today.
- The vegetables are greener after the rain.
- His motorbike was brand new, and now it is missing.
- My mum loves to dance, but my father prefers to listen to music instead.
- My new skirt has black and white stripes.



(2) Just before the sun rises, the cow grazes on the grass in the garden early morning.

The (2) example is a complex sentence, i.e., one with a main clause and a subordinate clause.

You can see that:

the word order is different (specifically, the time comes first).

that the subject-verb word order is maintained in both clauses (“the sun rises” and “the cow grazes”).

On the other hand, in an interrogative sentence (i.e., a question), the word order is usually switched to **verb-subject**

Time 4  
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Sentence Types

The following sentences are declarative sentences or statements:

He is outside.

James is my friend.

You are going to the party today.

**Examples:**

Ramesh is Indian.

(This is a declarative sentence. The word order is **subject-verb**.)

Is Ramesh Indian?

(This is an interrogative sentence. The word order is **verb-subject**.)

**Check Your Progress:**

**I. Change the given sentences from Declarative to Interrogative.**

1. This is my new room.
2. These bangles are made of gold.
3. Rajan is the new team leader.
4. The building took seven years to get completed.
5. Nature is the best physician.
6. Sonia belongs to a Punjabi family.
7. It is very hot in July.
8. A mother's love is unconditional.
9. There are seven days in a week.
10. Sony is a trusted brand amongst millennials.
11. Usain Bolt is the fastest runner.
12. India is a developing country.
13. My grandmother is admitted in the hospital.
14. Chia seeds are high in fibre.
15. Children are addicted to YouTube videos.

**II. Change the given sentences from Interrogative to Declarative.**

1. Who would have thought Raman would fail?
2. Can anyone forget that terrifying night?
3. Isn't the pen mightier than the sword?
4. Don't you have an extra pencil?
5. Aren't they wrong in punishing the child?
6. Is she not outstandingly beautiful?
7. Is that not your pillow?
8. Hasn't our order arrived yet?

9. Didn't my father meet him tonight?
10. Can't you maintain silence in the library?
11. Isn't this too much of a hassle?
12. Wasn't the family informed of the auction?
13. Can you imagine the drama that followed?
14. Who does not love his parents?
15. Didn't you open the door for me?

### LET US SUM UP

To sum up, we have discussed the formation and usage of sentences, also about the usage of Interrogative and Declarative in sentences and how it should be used with examples as well as exercises in this Unit.

### SUGGESTED READINGS

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## UNIT-2 EXCLAMATORY AND IMPERATIVE SENTENCES

### STRUCTURE

Overview

Objectives

2.1 Exclamatory

2.2 Imperative

Let Us Sum Up

### OVERVIEW

In this Unit, we will discuss about the usage of exclamatory and imperative sentences with examples. It also provides a platform to evaluate it personally.

### OBJECTIVES

After successful completion of this unit, you will be able to

- understand exclamatory and imperative sentences.
- differentiate sentences
- use exclamatory and imperative sentences.

### 2.1 Exclamatory

As the name infers, exclamatory sentences express emotions. In other words, they are declarative sentences with much stronger emotions. These types of sentences always end with an exclamation mark (!).

Exclamatory sentences are rarely used in academic writing, except for when quoting a dialog.



<b>EXCLAMATORY SENTENCE</b>				
<b>WHAT</b>	<b>Noun Phrases</b>	<b>Pronoun</b>	<b>Verb</b>	<b>!</b>
<b>What</b>	a gorgeous room	it	is	!
<b>What</b>	a beautiful girl	you	are	!
<b>What</b>	a lovely dog	he	has	!
<b>What</b>	beautiful weather	it	is	!
<b>HOW</b>	<b>Noun Phrases</b>	<b>Pronoun</b>	<b>Verb</b>	<b>!</b>

**Examples:**

- a. Bye!
- b. I'm so mad right now!
- c. It's a girl!
- d. Mom, I'm sleeping!
- e. Oh my God! He's dead!
- f. Shhhh! The baby is sleeping.
- g. Shut up!
- h. That's right!
- i. The cake tastes bad!
- j. The grapes are sour!
- k. What a lousy dog!
- l. Wow! What a cute little puppy!
- m. Yay! We won the match!

**Some More Examples:**

- a. You were meant to be back today! (expresses anger)
- b. Bikers! You scared the life out of me! (expresses surprise)
- c. You won! (expresses happiness)
- d. These questions are driving me up! (expresses frustration)
- e. You're gorgeous! (expresses love)
- f. It's a girl!(expresses joy)
- g. I'm really going to miss you all!(expresses sorrow)

We must note that not every sentence that ends with an exclamation mark is an exclamatory sentence.

## Exclamatory Sentence

### Definition

**Exclamatory sentence:** a sentence that expresses a strong emotion and ends “!”

### Examples



### Example:

- Shut the back door!  
(This is an imperative sentence or an order). An imperative sentence often ends with an exclamation mark to make the order more powerful.
- Where's the cat!  
(This is an interrogative sentence or a question), but there is no question mark because the need to express emotion undermines the need to highlight it as a question.

### Place of Usage:

An exclamatory sentence is useful for stressing a point but only when the stress is achieved by expressing an emotion.

Do not put an exclamation mark at the end of a declarative sentence just to highlight its importance. Your writing skills will be questionable.

Do not use more than one exclamation mark.

## 2.2 Imperative

Imperative sentences are used to express commands, instructions, wishes or requests. Anything we want to make happen, is expressed through imperative sentences.

# Imperative Sentence

- ✓ **To Give Request**
- ✓ **To Give Command**
- ✓ **To Give Suggestions**
- ✓ **To Give Advice**

English Grammar



### Example:

Enjoy your lunch! (wish)

Have a nice day! (wish)

Sit down! (instruction)

Tie your skates! (instruction)

Don't make noise. (command)

Close the window. (command)

Please sit down here. (request)

Please close the door. (request)





Let's have lunch together. (invitation)

Taste my tiffin, it's delicious. (invitation)

These types of sentences often seem like sentence fragments, because, the subject is generally omitted in them. They start directly with the verb, and the subject is understood by the reader. Again, these types of sentences are rarely used in academic writings.

## Imperative Sentence

gives a command (either forceful or mild)

<p><b>1</b>    <b>order</b></p> <p><b>Get out!</b> </p>	<p><b>2</b>    <b>request</b></p> <p><b>Please ask to leave the table.</b> </p>
<p><b>3</b>    <b>advice</b></p> <p><b>Don't eat yellow snow.</b> </p>	<p><b>4</b>    <b>instruction</b></p> <p><b>Turn left at the junction.</b> </p>
<p><b>5</b>    <b>warning</b></p> <p><b>Look out!</b> </p>	<p><b>!</b> = strong command</p> <p><b>.</b> = mild command</p>

Example: Shut the door. (starts with 'shut' – verb)

The exclamation marks at the end of, both, Exclamatory and Imperative sentences can cause some confusion in the minds of the readers. However, it has to be kept in mind that Imperative sentences always express a command.

Example: Enjoy the party!

The speaker is asking (commanding) the listener to enjoy the party.

However, exclamatory sentences are never commanding in nature. They are used only to express strong emotions.

Example: How kind of you to visit me!

*Imperative Sentence*

**ORDER**

REQUEST



**a) Verb + Object**

**b) Verb + Adverb**



There are no commands conveyed through the above sentence, only an emotion of joy and/or surprise expressed by the speaker. This difference can be seen and observed in every example of the two types of sentences we discussed above, the key to their difference lying in the difference in their nature. The occurrence of exclamation marks should not confuse the reader. Rather, the absence/presence of command/emotions decides the nature of the sentence considered.

**Check Your Progress:**

**I. Distinguish between Exclamatory and Imperative sentences.**

- a. Keep quite before I throw you out!
- b. My nose is bleeding!
- c. Attention!
- d. Listen to the flight-attendant!
- e. Wow! A party!
- f. Peace be upon you!
- g. Dhoni was fantastic!
- h. Make hay while the sun shines!
- i. Go corona go!
- j. Chak de India!
- k. It's raining again!
- l. The match ends in a draw!
- m. Flip the coin please!
- n. Vineeta loves baking!

**Check Your Progress**

**Identify the sentence type.**

- 1. What is your name?
- 2. Don't open the door.
- 3. Please change baby's diapers before putting her to sleep.
- 4. Do you have Camlin wax colour sets?
- 5. Sumit, you should take a taxi home.
- 6. There are dark clouds rumbling.
- 7. Oh the pain I felt after my surgery!
- 8. Father Principal has summoned you.

9. Girls, please shower before bedtime.
10. Don't speak unless spoken to.
11. Chop onions and garlic before adding them to the mixture.
12. Learn the formulas by heart.
13. Excuse me!
14. Are you always smiling?
15. When is the hearing taking place?
16. Never use that tone with me again.
17. This will go to the authorities.
18. Remember the rules of the game.
19. Snow turns into hard ice on roads.
20. Would you mind waiting for another ten minutes?
21. My sister lives in Utah.
22. Mommy, I won!
23. Please don't enter without masks.
24. Cross the road carefully!
25. What is wrong with the router?
26. The wires are leaking electricity.
27. Careful of the dog!
28. Ouch! It bit me.
29. Always cleanse, tone and moisturize your skin before bed.
30. Give me the sleeping bag quickly!

### LET US SUM UP

To conclude, we have dealt with the usage of exclamatory and imperative sentences with examples in this Unit.

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## BLOCK 2

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### UNIT 3 - TENSES

#### STRUCTURE

##### Overview

##### Objectives

##### 3.1 Introduction

##### 3.2 Tenses

##### 3.3 Kind of Tenses

##### 3.3.1 Structure of Tenses with Examples

##### 3.4 Usage of Tenses

##### Let Us Sum Up

#### OVERVIEW

In this Unit we discuss about tenses and its kinds. Broadly discuss about present tense, past tense and future tense. Along with it the unit also contains its uses and formation while writing. The unit also provides various examples and exercises about tenses for better understanding.

#### OBJECTIVES

After successful completion of this unit, you will be able to

- Explain the importance of grammar
- Use of correct tense and its forms while creating a piece of work or writing.

#### 3.1 INTRODUCTION

The English language like all languages has different forms and styles of writing and speaking. The essence of grammar, its knowledge and its proper use is much important while writing and speaking. Many of us have a problem of how to express what we think through the language we speak. Where we should speak formally and where we should speak informally? What we are speaking is correct or not? These all things arise in our mind when we speak to others. If someone makes too many mistakes in English language, he or she can be difficult to understand,



so a reasonable level of correctness is important. Therefore, understanding the correct usage of tense and the correct voice to be used in speech is very much important for the learners of English.

### 3.2 TENSE

# T E N S E

The tense is the change of form in a verb to express the time of an action.

There are three tenses.

- a. Present Tense
- b. Past Tense
- c. Future Tense

Each of these principal tenses is again subdivided into

4 forms: Indefinite, Continuous, Perfect, Perfect continuous.

You undoubtedly knew the definition of all the tense forms. But you have to remember the uses of all types of tenses. We will always attribute on the usage of grammar.

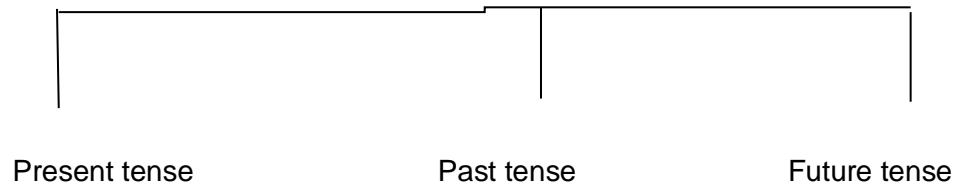
#### Purpose of Tenses:

- The time period which shows an action done in a place and the state of being done i.e, it is happening now or the action has been completed or it is going to be done; is called. as tense or verb tense .
- The tense allows us to talk about intentions, think how or what could have done.
- It conveys that when an action is performed, the learner should use the right verb tense which is very important.
- It plays a crucial role in grammar to specify the time.

### 3.3 KINDS OF TENSES



Basically the tenses are of three kinds which describes an action when is being performed. They are



a) Present tense – The time that denotes the action being performed is called present tense.

Examples – He writes a letter to his mother.

Conjugating the Present Simple (affirmative)		
<b>I</b>	<b>play</b>	<b>the piano</b>
<b>You</b>	<b>play</b>	<b>the piano</b>
<b>He/She</b>	<b>plays</b>	<b>the piano</b>
<b>We</b>	<b>play</b>	<b>the piano</b>
<b>They</b>	<b>play</b>	<b>the piano</b>

b) Past tense – The time that denotes the action which has already finished is called the past tense.


Example – He wrote the letter to his mother.

Simple Past Tense Regular Verbs	
Spelling Rules	Examples
Ending in <b>e</b> add <b>d</b>	live – lived stare – stared
Ending in <b>vowel + y</b> add <b>ed</b>	stay – stayed play – played
Ending in <b>consonant + y</b> change <b>y to i</b> and add <b>ed</b>	try – tried carry – carried
One syllable, single vowel and ending in single consonant <b>double</b> the final consonant and add <b>ed</b>	nod – nodded rip – ripped
Two-syllable, stress on second syllable and ending in single consonant <b>double</b> the final consonant and add <b>ed</b>	commit – committed prefer – preferred

c) Future tense – The time that denotes the action which is yet to be performed is called the future tense.

Example – He shall be writing a letter to his mother.

SIMPLE FUTURE TENSE



+

**S+will/shall + V(bare form)**  
 I will go to Thailand.


-

**S + will not/won't + V(Base form)**  
 I will not go to Thailand.

?

**Will + S + V(Base form) +...?**  
 Will you go to Thailand?

Usage	Example
For actions decided at the moment of speech	I have a toothache. I'll take some medicine.
For unplanned future actions	Winter will come soon.
For offering, asking for a request promising, ordering, threatening	I'm afraid we will get wet.
For unpreventable actions in future	Summer will come soon.
With conditional, time and purpose clauses	When I arrive at home, I will call you.
For thoughts, predictions, assumptions, sureness, fears about future	I promise I won't tell this to anyone.

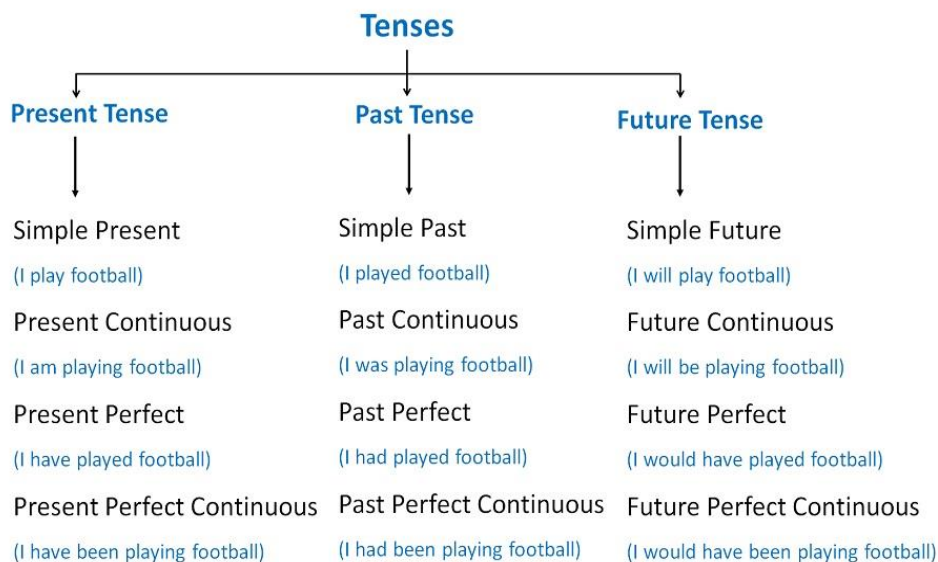


Therefore each of the three tenses are further divided into four kinds –

- Simple
- Progressive or Continuous
- Perfect

- Perfect progressive or Perfect continuous

Description, Structure and examples



a) i) Simple present tense – The time period generally used to speak about the action going on is called simple present tense.

ii) Present continuous tense -The time period which speaks about the action continuing in the present time, is called present continuous tense.

iii) Present perfect tense - The time period indicating the action just being completed is called present perfect tense.

iv) Present perfect continuous tense – The time period that denotes the action which has began in past but it is still ongoing, is called present perfect continuous tense.

<b>Present Tense Chart</b>		
<b>Simple Present Tense</b>	Structure	Subj + V1 + Obj
	Example	I eat an apple
<b>Present Continuous Tense</b>	Structure	Subj+ Is/am/are + V1 + ing + Obj
	Example	I am eating an apple
<b>Present Perfect Tense</b>	Structure	Subj + Have/Has + V3 + Obj
	Example	I have eaten an apple
<b>Present Perfect Continuous Tense</b>	Structure	Subj + Has/Have + been + V1 + ing + Obj
	Example	I have been eating an apple



b) i) Simple past tense - The time which indicates an action to be completed in past is called simple past tense.

ii) Past continuous tense – The time that denotes an action going on somewhere in the past is referred as past continuous tense.

iii) Past perfect tense – The time describing two actions which are completed in the past, one action is over before the other action is called past perfect tense.

iv) Past perfect continuous tense – The past perfect continuous is used for an action which started before a certain time period and continued upto the past time.

**PAST TENSES TO HELP YOU TELL A STORY**

PAST SIMPLE	AFFIRMATIVE	I cooked some pasta for lunch.
	NEGATIVE	I didn't like the film.
	INTERROGATIVE	Did I like the film?
PAST CONTINUOUS	AFFIRMATIVE	I was watching the match when Tom called.
	NEGATIVE	I wasn't watching the match when Tom called.
	INTERROGATIVE	What was I watching when Tom called?
PAST PERFECT	AFFIRMATIVE	I had ('d) done my homework before I went out with my friends.
	NEGATIVE	I hadn't done my homework before I went out with my friends.
	INTERROGATIVE	Had I done my homework before I went out?
PAST PERFECT CONTINUOUS	AFFIRMATIVE	I had been working in the same school for twenty years when I retired.
	NEGATIVE	I hadn't been waiting long when Suzy arrived.
	INTERROGATIVE	How long had I been waiting when Suzy arrived?

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c) i) Simple future tense - The time period which denotes an action to be done in the future time, is called simple future tense.

ii) Future continuous tense – The time period describes an action which will be in progress in the future time.

iii) Future perfect tense – The time talks about an action which will be future perfect tense.

iv) Future perfect continuous tense – The future perfect tense is used to describe the action which will be in progress over a period and will end in future.

<b>Future Tense Chart</b>		
<b>Simple Future Tense</b>	Structure	Subj + will/shall + V1 + Obj
	Example	I will eat an apple
<b>Future Continuous Tense</b>	Structure	Subj+ will/shall + be + V1 + ing + Obj
	Example	I shall be eating an apple
<b>Future Perfect Tense</b>	Structure	Subj + will/shall + have+ V3 + Obj
	Example	I shall have eaten an apple
<b>Future Perfect Continuous Tense</b>	Structure	Subj + will/shall + have + been + V1 + ing + Obj
	Example	I shall have been eating an apple

### 3.3.1 STRUCTURE OF TENSES WITH EXAMPLES -

The table below shows the structure of different kind of tenses with examples.

TENSE ----- ----  SUB GROUPS -	PRESENT TENSE	PAST TENSE	FUTURE TENSE
SIMPLE	Subject+v1+object  Ex – Rita goes to school	Subject+v2+object  Ex – I spoke They spoke.	Subject+will/shall+v1+object  Ex– She will dance.



<p>CONTINUOUS</p>	<p>Subject+is /am/are+v1+ing+object</p> <p>Ex – Sahil is speaking to Sita.</p> <p>They are eating</p>	<p>Subject +was/were+v1+ing+object</p> <p>Ex –She was talking.</p>	<p>Subject+will/shall+be+v1+ing+object</p> <p>Ex–You will be singing in the function.</p>
<p>PERFECT</p>	<p>Subject+has/have+v3+object</p> <p>Ex – He has spoken.</p> <p>We have done this.</p>	<p>Subject+had+v3+object</p> <p>Ex – I had spoken.</p> <p>We had spoken.</p>	<p>Subject+will/shall+have+v3+object</p> <p>Ex–Jina will have spoken.</p>
<p>PERFECT CONTINUOUS</p>	<p>Subject+have/has+been+v1+ing+object</p> <p>Ex – You have been speaking.</p>	<p>Subject+had+been+v1+ing+object</p> <p>Ex – They had been talking.</p>	<p>Subject+will+have+been+v1+ing+object</p> <p>Ex–You will have been speaking.</p>



# 12 Types of Tenses

Tense	Affirmative	Negative	Interrogative
<b>Present Simple</b>	I <b>have</b> a car.	I <b>don't have</b> a car.	<b>Do I have</b> a car?
<b>Present Continuous</b>	You <b>are</b> playing football now.	You <b>are not</b> playing football now.	<b>Are you playing</b> football now?
<b>Present Perfect</b>	They <b>have been</b> there.	They <b>haven't been</b> there.	<b>Have they been</b> there?
<b>Present Perfect Continuous</b>	I <b>have been</b> living here.	I <b>haven't been</b> living here.	<b>Have they been</b> living here?
<b>Past Simple</b>	I <b>lived</b> in London.	I <b>didn't live</b> in London.	<b>Did I live</b> in London?
<b>Past Continuous</b>	I <b>was</b> playing.	I <b>wasn't</b> playing.	<b>Was I playing?</b>
<b>Past perfect</b>	He <b>had</b> worked.	He <b>had not</b> worked.	<b>Had he worked?</b>
<b>Past Perfect Continuous</b>	I <b>had been</b> watching.	I <b>had not been</b> watching.	<b>Had I been</b> watching?
<b>Future Simple</b>	I <b>will</b> come.	I <b>will not</b> come.	<b>Will I come</b> in?
<b>Future Continuous</b>	I <b>will be</b> playing basketball.	I <b>won't be</b> playing basketball.	<b>Will I be playing</b> basketball?
<b>Future Perfect</b>	He <b>will have</b> finished.	He <b>will not</b> have finished.	<b>Will he have</b> finished?
<b>Future Perfect Continuous</b>	We <b>will have been</b> starting.	We <b>will not have</b> been starting.	<b>Will we have been</b> starting?

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### **3.4 USAGE OF TENSES**

Basically rules are applied everywhere to maintain the regularity of the topic. So intense also rules are being followed to understand correct usage of it. Tense refers to the time i.e, now, before and in future. A person uses tense to denote the verb or the work. Tense rules shows us how to utilize the correct form without committing a linguistic error. Furthermore it describes the occasion or activity according to its time.

- 1) We use simple present for a present person , state or feeling.
  
- 2) Always remember the continuous tense is used to show an action that is continuing.
  
- 3) The present continuous tense uses the word 'always' which compres the verb in the sentence.
  
- 4) The future tense is used in some the sub clauses of present simple.
  
- 5) In English language there are various forms of future tense.
  
- 6) in simple present tense we use the verb 'to be' when there is no use of auxillary verb , also inquestions and negatives.
  
- 7) We can also use the present continuous tense to refer to the future when we use the words like tomorrow, next week etc.
  
- 8) The perfect tense is used to show the connection between two time periods in a sentence.
  
- 9) The past tense does not show how long the event is , it can be few minutes, few seconds or millions of years also.
  
- 10) In the future perfect continuous tense we use not inbetween will and have for negative sentences.

11) Likewise for past perfect we use not in between the auxillary and main verb in the negative sentences.

12) We also use the past perfect tense in reported speech after the verb like said, told and asked.

Verb tenses	1. Affirmative	2. Negative	3. Interrogative
Present simple	They have a car.	They don't have a car.	Do they have a car?
Present continuous	He's reading now.	He isn't reading now.	Is he reading now?
Past simple	They saw a movie.	They didn't see a movie.	Did they see a movie?
Past continuous	It was snowing.	It wasn't snowing.	Was it snowing?
Present perfect	We have been there.	We haven't been there.	Have we been there?
Present perfect continuous	You've been working hard.	You haven't been working hard.	Have you been working hard?
Past perfect	They had left for France.	They hadn't left for France.	Had they left for France?
Past perfect continuous	She had been waiting for him.	She hadn't been waiting for him.	Had she been waiting for him?
Future simple	It will snow this winter.	It won't snow this winter.	Will it snow this winter?
Future continuous	She will be traveling.	She won't be traveling.	Will she be traveling?
Future perfect	He will have arrived.	He won't have arrived.	Will he have arrived?
Future perfect continuous	You will have been working.	You won't have been working.	Will you have been working?
Conditional	I would fly there.	I wouldn't fly there.	Would you fly there?
Conditional continuous	They would be sleeping now.	They wouldn't be sleeping now.	Would they be sleeping now?
Conditional perfect	She would have been there.	She wouldn't have been there.	Would she have been there?
Future be going to	She's going to get married.	She isn't going to get married.	Is she going to get married?

**Check Your Progress:**

**A) Complete the sentences using the verbs in brackets in the PRESENT CONTINUOUS or PRESENT SIMPLE:**

1. Please be quiet. I ..... (try) to read the paper.
2. This is a very quiet town. Where ..... (people / go) in the evenings?
3. John ..... (drink) milk every night, but now he ..... (drink) tea.
4. What ..... (you / do) with all that paper and glue?
5. I ..... (not / use) the computer at the moment so you can use it.
6. .... (Karen and John / ever / write) to you?

**B) Put the words in brackets in the correct place in the sentences:**

1. I ..... keep ..... my room tidy. (always)
2. Do you ..... go ..... on holiday in winter? (sometimes)
3. .... he ..... helps with the housework. (never)
4. She ..... plays ..... cards. (rarely)
5. Does she ..... visit ..... his friends? (often)
6. They ..... don't ..... eat sweets. (often)
7. We ..... eat ..... a lot of vegetables. (usually)

8. You ..... must ..... tell lies.  
(never)

9. She ..... can ..... answer the teacher's  
questions. (always)

### LET US SUM UP

In this Unit we have discussed the tenses and its kinds including, present tense, past tense and future tense. We also studied the uses and formation of tenses in writing.

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<https://www.youtube.com/watch?v=jlpuvJsxws8>

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<https://in.pinterest.com/pin/385691155588073284/>

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<https://www.toppr.com/guides/english/tenses/uses-of-tenses/>

<https://www.edudose.com/english/grammar-tense-rules/>

## UNIT 4 - VOICES

### STRUCTURE

Overview

Objectives

4.1 Voice and its kinds

4.2 Usage of voice

4.3 Verb tenses used in the voices

4.4 Rules of using active and passive voice

Let Us Sum Up

### OVERVIEW

In this unit we discuss voices and its kinds with different examples. And the learner will come to know about the usage of verbs in voices. At the end of the unit the learner will understand and learn to change one voice from another voice.

### OBJECTIVES

After successful completion of this unit, you will be able to

- understand about voices
- list out voices and its kinds
- change sentences from one voice to another

### 4.1 VOICE AND ITS KINDS

Voice is the form of verb that indicates when a subject in grammar performs an action or receives an action.

It is a grammatical category that is applied to the verb of the sentence.

The context changes in the sentence but the action remains the same.

For example – Do not cross the road.

You must not cross the road alone.



<b>Active voice</b>	<b>Passive voice</b>
Tells us what a <b>person or thing</b> does. The subject performs the action (verb) on the object.	Tells us what is <b>done to someone or something</b> . The subject is being acted upon.
<b>Subject + verb + object</b>	<b>Object + verb + subject</b>
<b>Example:</b> <ul style="list-style-type: none"><li>• Anna painted the house.</li><li>• The teacher always answers the students' questions.</li><li>• Ali posted the video online.</li></ul>	<b>Example:</b> <ul style="list-style-type: none"><li>• The house was painted by Anna.</li><li>• The students' questions are answered by the teacher.</li><li>• The video was posted online by Ali.</li></ul>

The voice in grammar is categorized of two types , they are –

- 1) The Active voice
- 2) The Passive voice

1) The Active voice - When the subject of the verb performs some action or the agent , the verb is said to be in the active voice.

Example – Harish wrote a letter.

The dog caught the deer.

2) The Passive voice - When the subject of the verb in the sentence is acted upon, the verb in that case is said to be in the passive voice.

Example - The letter was written by Harish.

The deer was caught by the dog.

The above examples or sentences have the same components and meaning, only the structure is different. The active sentences are about the people or thing do and the passive sentences are about what is happening to them. The active voice or sentences are more stronger or emphatic than the passive voice sentences for which the writers , speakers and linguists give more emphasis on the use of active voice than passive voice in writing or while speaking.



The active voice sentences focuses on the subject, are direct, are unambiguous, are easy to understand, useful for formal communication. Using the active voice sentences makes the reader and the listener clear from being complicated.

In the passive voice the subject is unknown, it is indirect, ambiguous and unclear. It is mainly used for polite conversations and general talks.

#### 4.2 USAGE OF VOICES

1) We use the various forms of the verb 'to be' in accordance with the tense in the active voice with the past participle form.

2) We use the passive voice when the action is more important than the agent.

3) While framing the passive sentences we generally use the phrase 'by' in the sentence.

4) If there is a preposition in the sentence it is allowed to stay as it is .  
For example –She laughed at you. ( ACTIVE)

You were laughed at by her. ( PASSIVE)

5) We normally use the passive voice when the subject is unknown , it is not important and it is obvious.

6) When the verb express a command or request and it is in the second person the we use the passive sentence.

7) We use the word 'be' with should, must, can, could, ought to, may or might, for example –

You should do your duty. ( active )

Duty should be done by you. ( passive)

He may write a letter. ( active)

A letter may be written by him. ( passive)

# Active & Passive Voice



Tense	Active	Passive
<b>Present simple</b>	Reporters <b>write</b> news reports	News reports <b>are written</b> by reporters
<b>Present continuous</b>	Michael <b>is baking</b> a brownie	A brownie <b>is being baked</b> by Michael.
<b>Past simple</b>	The company <b>hired</b> new workers last year.	New workers <b>were hired</b> by the company last year.
<b>Past Continuous</b>	The salesman <b>was helping</b> the customer when the thief came into the store.	The customer <b>was being helped</b> by the salesman when the thief came into the store.
<b>Present perfect</b>	They <b>have already discussed</b> the book.	The book <b>has already been discussed</b> .
<b>Past perfect</b>	He <b>had delivered</b> the letters.	The letters <b>had been delivered</b> .
<b>Future simple</b>	The company <b>will hire</b> new workers.	New workers <b>will be hired</b> by the company.
<b>Infinitive</b>	She <b>has to deliver</b> the letters.	The letters <b>have to be delivered</b> .
<b>Modals</b>	She <b>must deliver</b> the letters.	The letters <b>must be delivered</b> .

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### 4.3 VERB TENSES USED IN THE VOICES

In this section you will understand how the verbs are used in the voice sentences. In the active forms the construction of the sentences is done according to the person or thing which does an action. While in the passive forms someone has to take how the verb and the action is done to the subject by someone else.

- Simple Present –
 

<p>Active – base form or the -s form</p> <p>Mita eats in the canteen</p>	<p>Passive –is/am/are+past participle.</p> <p>All humans are created equally.</p>
--	---
  
- Present Progressive –
 

<p>Active – am/is/are+ing</p> <p>I am working as a part time Worker.</p>	<p>Passive –</p> <p>The classes are being Conducted in English.</p>
--	---
  
- Present perfect –
 

<p>Active – has/have+-ed</p> <p>She has opened a cafe .</p>	<p>Passive –</p> <p>The café has been opened by her.</p>
---	--
  
- Present perfect progressive –
 

<p>Active – has/have+been+ing</p> <p>The college has been offering best education.</p>	<p>Passive –</p> <p>+being+-ed</p>
--	------------------------------------

Due to the different structure in the passive form of the present perfect progressive tense , sentence cannot be formed while we can use an adverb for framing the sentence.

- Simple Past –
 

<p>Active – base +-ed or</p>	<p>Passive – was/were+-en</p>
------------------------------	-------------------------------

Irregular form.  
buy

My mom gave me a necklace.

Money was given to me to  
books.

- Past progressive –

Active –was/were+ing  
was/were+being+-ed

Sarika and Rasita were dancing.

Passive –

One day Rita was being  
punished .

- Past perfect –

Active – had+-ed

Bhola's mother had forbidden him  
many  
to play.

Passive – had+been+-ed

Rita had been punished  
times.

- Past perfect progressive –

Active – had+been+ing  
had+been+being

Mary had been crying from very  
long.  
passive voice

Passive –+-ed.

Not used in the

- .Simple future –

Active – will+base  
ed

Paras and mary will marry in April.

Passive – will+be+-

They will married by  
a Priest in the  
church.

- Future progressive –

Active – will+base+ing  
will+be+being

They will spend a lot of time

Passive – +-ed.

in the beach.  
passive voice

Not used in the

- Future perfect –

Active – will+have+ed  
will+have+been+ed

Passive –

They will have saved money

Not used in the

For the function.

passive voice.

- Future perfect progressive –

Active – will+have+been+ing  
will+have+been+

Passive – being +-ed

They will have been living together-

Not used in the

Passive voice.

The passive is formed with the appropriate tense of the verb **to be + past participle**.

	Active Voice	Passive Voice
Present Simple	He delivers letters.	Letters <b>are delivered</b> .
Past Simple	He delivered the letters.	The letters <b>were delivered</b> .
Present Perfect	He has delivered the letters.	The letters <b>have been delivered</b> .
Future Simple	He will deliver the letters.	The letters <b>will be delivered</b> .
Past Perfect	He had delivered the letters.	The letters <b>had been delivered</b> .
Present Continuous	He is delivering the letters.	The letters <b>are being delivered</b> .
Past Continuous	He was delivering the letters.	The letters <b>were being delivered</b> .
Infinitive	He has to deliver the letters.	The letters have <b>to be delivered</b> .
Modals	He may deliver the letters.	The letters <b>may be delivered</b> .
(Modal + be + past part.)	He must deliver the letters.	The letters <b>must be delivered</b> .

**The Passive is used :**

- when the **agent** (= the person who does the action) is **unknown, unimportant or obvious** from the context.  
Jane **was shot**. (We don't know who shot her.)  
This church **was built** in 1815. (unimportant agent)  
He **has been arrested**. (obviously by the police)
- to make more **polite or formal** statements.  
The car **hasn't been cleaned**. (more polite)  
(You haven't cleaned the car. – less polite)
- when the **action is more important** than the agent, as in processes, instructions, events, reports, headlines, news items, and advertisements.  
30 people **were killed** in the earthquake.
- to **put emphasis on the agent**.  
The new library **will be opened by the Queen**.

**4.4 RULES FOR USING ACTIVE AND PASSIVE VOICE**

Passive Voice Rules for All Tenses		
TENSE	STRUCTURE Active Voice & Passive Voice	EXAMPLE Active Voice & Passive Voice
Present Simple	S + V1 (V1: BASE FORM OF VERB)	I make a cake.
	S + am/is/are + V3 (V3: PAST PARTICIPLE)	A cake is made by me.
Present Continuous	S + am/is/are + V-ing	They are planting some trees.
	S + am/is/are + being + V3	Some trees are being planted.
Present Perfect	S + have/has + V3	Someone has eaten my apple.
	S + have/has + been + V3	My apple has been eaten.
Present Perfect Continuous (Rare)	S + have/has + been + V-ing	Sophia has been playing violin.
	S + have/has + been + being + V3	Violin has been being played by Sophia.
Future (Will)	S + will/shall + V1	My parents will take me to the party.
	S + will be + V3	I will be taken to the party by my parents.
Future (Going to)	S + am/is/are + going to + V1	Emma is going to make a dinner tonight.
	S + am/is/are + going to be + V3	A dinner is going to be made by Emma tonight.
Future Continuous (Will) (Rare)	S + will/shall + be + V-ing	Liam will be washing the dishes at 7:00 pm tonight.
	S + will/shall + be + being + V3	The dishes will be being washed by Liam at 7:00 pm tonight.

- 1) We should use the passive voice giving emphasis on the receiver of the action instead of the agent.
- 2) The sentences can be changed into active or passive voice when it contains a transitive verb in it.
- 3) The sentences when are changed from active to passive, the wh and how questions positions are not changed. But incase of 'whom' it is changed to 'who' and 'who' is changed to 'whom'.
- 4) The simple present tense uses is/am/are and past participle while changing to passive voice.
- 5) Likewise the simple past uses was/were and past participle while changing to passive voice.
- 6) Using the present continuous we use ism/am/are, being and past participle form to change into passive voice.

## Active Voice

First there is Subject  
then object

### Example

Amit plays football

We use Direct Pronoun

- He
- She
- it
- I
- They
- we

## Passive Voice

First there is object then  
subject

### Example

Football is played by Amit

We use Indirect Pronoun

- him
- her
- She
- Then
- it
- us

- 7) The past continuous tense uses was/were, being and past participle form to change into the passive form.
- 8) Shall/will, be followed by past participle is used in the future tense while converting into the passive voice.
- 9) The 'do' verb is used in the interrogatives and negative sentences while converting from active to passive voice.
- 10) The present perfect and the past perfect uses has/have/had, been followed by the past participle while being converted from active to passive.
- 11) We use by or with to represent by whom the action is done.
- 12) For imperatives, request, order, command the passive voice is used in the following manner.
  - Let+object+be+past participle ( imperative )
- 13) The structure of the active voice sentence with 'do not' converts into passive voice in the following manner –
  - Let not+object+be+past participle
- 14) When the transitive verb has got two objects one direct and one indirect , both the objects are used in the passive voice . We refer one of the object as retained object.



## PASSIVE VOICE – ALL TENSES

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ACTIVE	PASSIVE
They <b>take</b> the photos	The photos <b>are taken</b>
They <b>are taking</b> the photos	The photos <b>are being taken</b>
They <b>have taken</b> the photos	The photos <b>have been taken</b>
They <b>took</b> the photos	The photos <b>were taken</b>
They <b>were taking</b> the photos	The photos <b>were being taken</b>
They <b>had taken</b> the photos	The photos <b>had been taken</b>
They <b>will take</b> the photos	The photos <b>will be taken</b>
They <b>are going to take</b> the photos	The photos <b>are going to be taken</b>
They <b>will have taken</b> the photos	The photos <b>will have been taken</b>
<b>to take</b>	<b>to be taken</b>
<b>to have taken</b>	<b>to have been taken</b>
<b>taking</b>	<b>being taken</b>

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**Check Your Progress:**

A) Fill in the PASSIVE in the appropriate tense:

1. (TV / invent / Baird) ..... TV was invented by Baird. ....
2. (Pyramids / build / Egyptians)  
.....
3. (milk / produce / cows) .....
4. (coffee / grow / in Brazil) .....
5. (chopsticks / use / in China)  
.....
6. (plants / water / every day) .....
7. (the thief / arrest / policeman / yesterday)  
.....

8. (the injured man / take to a hospital / now)  
.....

9. (the car / repair / tomorrow)  
.....

10. (the letter / send / last week)  
.....

**Turn from ACTIVE into PASSIVE:**

1. The gardener has planted some trees. .... Some trees have been planted by the gardener..

2. Doctor Mahesh will give you some advice.  
.....

3. A famous designer will redecorate the hotel.  
.....

4. Karan Johar directed "DDLJ"  
.....

5. Someone has broken the crystal vase.  
.....

6. His parents have brought him up to be polite.  
.....

7. Fleming discovered penicillin.  
.....

8. They will advertise the product on television.  
.....

9. Someone is remaking that film.  
.....

10. Picasso painted that picture.  
.....

**LET US SUM UP**

In this unit you all read about the tenses, its types, its structure and its usage and also about the voices, its kinds , its use and its rules to write and read in the English grammar. The important concepts, rules and examples, of the topics related to this unit will help to clear out the understanding regarding the tenses and the voices. After reading this

topics and concepts, your knowledge regarding the English grammar will be developed with the advancement in it. This understanding will help you to improve your vocabulary. The proper usage of grammar in today's world has become very much important, especially for the youths those who are the future of the nation. Every individual should learn, read and follow the proper usage of the tenses and voices for fluent communication which will further help them in their future life.

### **SUGGESTED READINGS**

- 1) Hewings. *Advanced English Grammar with Answers*. Cambridge University Press, 1999.
- 2) Downing and Locke, *English Grammar a University Course*. Prentice Hall International (UK), 1992.
- 3) Eastwood, *Oxford Guide To English Grammar*. Oxford University Press, 1994.

### **E – RESOURCES**

<https://www.dictionary.com/browse/passive-voice>

<https://www.ef.com/wwen/english-resources/english-grammar/passive-voice/>

<https://www.myenglishpages.com/english/grammar-lesson-passive-voice.php>

<https://www.youtube.com/watch?v=nRGLDD0BBdc>

<https://www.perficient.com/insights/research-hub/voice-usage-trends>

<https://www.pwc.com/us/en/services/consulting/library/consumer-intelligence-series/voice-assistants.html>

<https://www.youtube.com/watch?v=Yw5bxLfH11A>

<https://www.studyandexam.com/passive-voice-for-tense.html>

<http://www.hunter.cuny.edu/rwc/repository/files/grammar-and-mechanics/verb-system/Active-and-Passive-Voice.pdf>

<https://www.youtube.com/watch?v=nRGLDD0BBdc>

<https://scoop.eduncle.com/active-and-passive-voice-rules>

<https://www.examweb.in/rules-of-active-and-passive-voice-2190>

<https://www.youtube.com/watch?v=NxnCzOlocMY>

## BLOCK-3

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### Unit 5 MODALS AND AUXILIARIES

#### STRUCTURE

##### Overview

##### Objectives

##### 5.1 Verbs

##### 5.2 Types of Verbs

##### 5.3 Modal Verbs

##### 5.4 Uses of Modal Verbs

##### 5.5 Auxiliary verbs

##### 5.6 Uses of Auxiliary Verbs

##### Let Us Sum Up

#### OVERVIEW

The knowledge in grammar is the essence of knowledge about language and understanding the art and raising his or her expressional power and values. The schools and colleges are centres of education where a student confronts the English language and studies it as a foreign language for further purposes. Language of grammar is changing with time and incorrect grammar and vocabulary is not acceptable in professional sectors. The topics discussed are not very lengthy and give information about verbs – the action words, modal verbs, the auxiliaries and the question tags. The unit contains a set of questions at end where you can check your

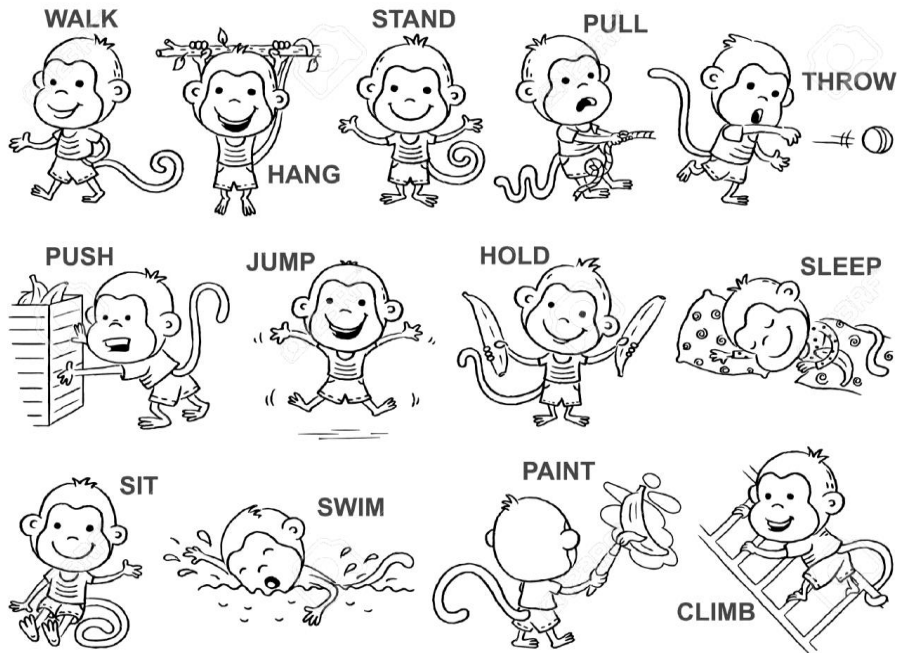
#### OBJECTIVES

After successful completion of this unit, you will be able to

- define 'verb' enumerate types of verb
- define transitive verb
- explain auxiliary verb

#### 5.1 VERBS

The words which are used to describe the action done by a person or a thing is defined as verbs.



**For examples ;**

She is walking on the streets.

Dogs usually barks.

Raghu felt very happy for his success.

The above underlined words are denoted as verbs which acquaint us something about a person, place or thing and make the sentences complete with a sense.

The verbs are further divided into three categories.

## 5.2 TYPES OF VERBS

Three types of verbs are as listed below:

- 1) Transitive verbs
- 2) Intransitive verbs
- 3) Auxillary verbs

**1) The Transitive verbs** – When an action needs an agent or an object with it , is called a transitive verb. It completes the sense of the sentence .

Example – She wrote a letter.



## Transitive verb:

- A transitive verb is a verb that needs a direct object to implement an action, whether it may be a noun, pronoun, noun phrase,



### Examples of transitive Verb

- Maintain, believe, tolerate, respect, bring,
- pay, give, refuse, sing, offer, leave, play, etc.



### Sentences of transitive Verb

driven	He has driven the plane in an emergency.
ate	He ate his lunch box before the time.
baked	She baked cookies on her sister's birthday.
bought	He bought me two pizzas from the shop.
maintained	He nicely maintained the house after me.
sang	She sang a song for him.
costs	His bracelet costs expensive.
playing	Jake loves playing football.
come	He refused to come along with his dad.
owes	She owes me for the entire week.
gave	I gave them a second chance to prove themselves.

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**2) The Intransitive verbs** – When an action does not needs an agent or object, is called an intransitive verb. The instansitive verbs does not complete the sense of the sentence.

Example –The Sun shines.

( NOTE : The transitive and intransitive verbs are also called as Principal verbs i.e;

the main verbs in the sentence.)

**INTRANSITIVE VERBS**

- Agree
- Appear
- Arrive
- Become
- Belong
- Collapse
- Consist
- Cost
- Cough
- Cry
- Depend
- Die
- Disappear
- Emerge
- Exist
- Explode
- Fade
- Fall
- Fast
- Float
- Fly
- Gallop
- Go
- Grow
- Happen
- Have
- Hiccup
- Inquire
- Jump
- Kneel
- Knock (sound)
- Last (endure)
- Laugh
- Lead
- Lean
- Leap
- Learn
- Left
- Lie
- Limp
- Listen
- Live
- Look
- March
- Mourn
- Move
- Occur
- Panic
- Party
- Pause
- Peep
- Pose
- Pounce
- Pout
- Pray
- Preen
- Read
- Recline
- Relax
- Relent
- Remain
- Respond
- Result
- Revolt
- Rise
- Roll
- Run
- Rush
- Sail
- Scream
- Shake
- Shout
- Sigh
- Sit
- Skip
- Sleep
- Slide
- Smell
- Smile
- Snarl
- Sneeze
- Soak
- Spin
- Spit
- Sprint
- Squeak
- Stagger
- Stand
- Stay
- Swim
- Swing
- Twist
- Vanish
- Vomit
- Wade
- Wait
- Wake
- Walk
- Wander
- Wave

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**3) The Auxillary verbs** – When an action word or verb helps the principal verb complete its sense and forgoes its significance ; it is called as an auxillary verb.

Example – I have come from home today.

## AUXILIARY VERBS

They help to form compound tenses, questions and negations as well as the passive voice together with main verbs.

<b>am</b>	<b>do</b>	<b>can</b>
<b>is</b>	<b>does</b>	<b>could</b>
<b>are</b>	<b>did</b>	<b>need</b>
<b>was</b>	<b>dare</b>	<b>may</b>
<b>were</b>	<b>have</b>	<b>might</b>
<b>be</b>	<b>have to</b>	<b>must</b>
<b>been</b>	<b>has</b>	<b>should</b>
<b>being</b>	<b>had</b>	<b>shall</b>
<b>be able to</b>	<b>had better</b>	<b>will</b>
<b>going to</b>	<b>ought to</b>	<b>would</b>

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### Check Your Progress:

Point out the Principal verbs and auxillary verbs in the following sentences.

- 1) He is my brother.
- 2) We have bought packets of tea leaves.
- 3) Quinine tastes bitter.
- 4) He told me an interesting story.
- 5) The children smile.
- 6) She has purchased a chair.

### 5.3 MODAL VERBS

Modals are special types of verbs which are used to indicate the modality or mood in a sentence. They combine with the main verb and



identify its mood or the tense. The modals provide additional information about the main verbs which come after it.

Can, could, may, might, should, must etc; are some modals use to express modalities.

Examples : 1) The doctor can see you now.

2) You must turn in your assignment on time.

3) It may rain tomorrow.

ABILITY	CAN (present) COULD (past) BE ABLE TO (other tenses)	I can speak 3 languages. When I was 5 I couldn't swim. When I am 20, I will be able to drive
PERMISSION REQUEST	CAN (informal) COULD (polite) WILL (neutral) WOULD (polite) MAY (formal)	Could I use the computer, please? Can you give me a lift to the station? Could you pass me the salt, please? May I have your attention?
ADVICE	SHOULD OUGHT TO (formal)	You look tired, you should have a holiday. What do you think I should do?
POSSIBILITY DEDUCTION	MAY, MIGHT (weaker possibility) MUST (sure) CAN'T (impossible)	It may rain later, it's getting cloudy. - The phone is ringing. It must be Mary, she said she would call at 5. - It can't be her. She's left her phone here!
OBLIGATION	MUST (present, sense of duty) HAVE TO (external authority, other tenses)	You must be on time for the lessons I had to get up early for the trip on Sunday Did you have to work yesterday?
LACK OF OBLIGATION	DON'T HAVE TO NEEDN'T	On Sat you don't have to get up early You needn't take an umbrella, it is not raining
PROHIBITION	MUSTN'T (sense of duty) CAN'T (external authority)	You mustn't drink beer, you are too young. You can't take photos in this museum.

Modality is the type of behaviour or the attitude the person feels during a particular time. The different types of modalities a person can express using modals are;

- 1) Ability
- 2) Permission
- 3) Advice
- 4) Obligation
- 5) Necessity
- 6) Possibility
- 7) Suggestion
- 8) Strong belief
- 9) Offer
- 10) Request
- 11) Order

TYPE	MODAL VERBS	EXAMPLES
ABILITY	CAN, COULD	David can speak three languages.  He could speak Japanese very fluently.
PERMISSION	CAN, COULD, MAY	Can sit in that chair please?  Could I open the door?  May I take the pencil?
ADVICE	SHOULD	You should practice yoga for good health.  He should complete his homework as soon as possible.

OBLIGATION	MUST, HAVE TO	I must memorise all the answers and questions before the exam.  You have take care of your little sister.
POSSIBILITY	MIGHT, MAY, CAN, COULD	It is nice but it might be too expensive.  They may visit us tomorrow.

Some of the common modalities used for everyday purpose are described with the modals used with them with examples in the table given below

#### 5.4 USES OF MODAL VERBS

The rules or uses of modals are described below :

1) The modal verbs are not used alone in a sentence. They are accompanied with principal verbs. For example,

I can see the stars. ('Can' is the modal verb and 'see' is the principal verb.)

2) The modal verbs are same for the pronoun. For example,

I can sing.

We can dance.

3) To use modal verbs in the negative form , we use 'not' after the modal verb in the sentence. For example,

She cannot swim

They should not take a break.

4) Do is avoided in the usage of Modal verbs while writing questions, tags, negatives and short answers. For example,

Can you dance? Yes I can.

5) The third person in the modal verbs are always singular.

She may know the direction.

6) The negative forms in the modal verbs are contracted which are used informally.











Can't, won't, mayn't, etc.

7) Modal verbs do not have infinitives or participles, they normally have past forms and past tense.

People really had to work hard in those days.

**GRAMMAR: MODAL VERBS (MODAL AUXILIARIES)**

necessity, permission  
obligation, advice, etc

SUBJECT	MODAL	PREDICATE	EXPRESSING	EXPLANATION
You	must	be quiet.	Obligation 	You have to. There is no choice.
He	mustn't (must not)	come.	Prohibition 	He is not allowed to come.
She	can/could/may/might	go.	Permission 	She has the green light.
He	can't (cannot)/ may not	go.	No permission 	He is forbidden to go.
We	will	do it.	Decision 	We have decided to do it.
You	won't (will not)	do it.	Refusal 	You don't want to do it. Period.
They	should	stay at home.	Advice 	It is good for them.
I	shouldn't/should not	be lazy.	Necessity 	I have to work.
May/ Might/Can/Could		I go there?	Request 	I am asking for permission. 

**Check Your Progress:**

Fill in the blanks with a modal verb.

- 1) My friend is getting married today, she \_\_\_\_\_ feel very nervous.
- 2) Do not touch that wire because it \_\_\_\_\_ be dangerous.
- 3) The girl \_\_\_\_\_ go to the studio for an audition,
- 4) That house was really important in her life so she \_\_\_\_\_ sell it.
- 5) He is applying for a job at the university. he \_\_\_\_\_ get it.
- 6) Last Christmas party was fabulous, you \_\_\_\_\_ have come with us.
- 7) My dictionary is not in my bag. I \_\_\_\_\_ have left it at home.
- 8) \_\_\_\_\_ I borrow your pencil, please?
- 9) You \_\_\_\_\_ cook those vegetables because they have already cooked.
- 10) If you are interested in human life, you \_\_\_\_\_ study biology.

**5.5 AUXILIARY VERBS**

As we read in the previous part of this unit, the auxiliary verbs are the class of a verb which help to form the tense or mood of the principal verb and loses its significance in respect to the main verb.

The main auxiliary verbs used are ; is , am, are, were, etc.

Examples – Rohit is sleeping.

They were playing football.

## AUXILIARY VERBS

An Auxiliary Verb is a verb that changes or helps another verb.



### List of Auxiliary Verbs

Be (am, are, is, was, were, being), Can, Could, Do (did, does, doing), Have (had, has, having), May, Might, Must, Shall, Should, Will, Would.

### Examples:

- He has done the work.
- We will be there in a minute.
- Would you help me with this homework?
- Can you open the door?
- Did you visit New York last holiday?
- Do you like chocolate?
- They must get there on time.



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## TYPES OF AUXILLARY VERBS

There are mainly two types of auxillary verbs:

1) The Primary auxillaries – The auxillary verbs that change according to person, number or tense are said to be the primary auxillaries.they can be used as prinicipal verb also.

Examples – 1) He is writing a letter.

2) Dr. Vimal is a good doctor.

The primary auxillary verbs have three forms ,

1) To have – It is used to make perfect forms.

What have you done ?

2) To be – It is used to add progressive and passive forms in other verbs.

She was imprisoned for three years.

3) To do – It is used to make the questions and negatives forms of non- auxillary verbs.

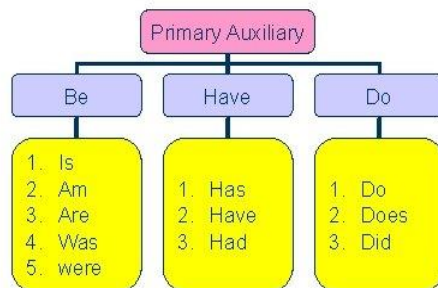
Do you smoke ?

The primary auxiliaries play a very important role as they support the action verbs.



## Primary Auxiliary:-

Following are the different forms of Primary Auxiliary



2) The Modal Auxillaries – The modal auxiliaries are the helping verbs which show the mood or attitude of person. Will , must, should, may etc., are some of the modal auxiliaries.

## GRAMMAR: MODAL VERBS (MODAL AUXILIARIES)

MODAL VERB	MUST (You must drive slowly.)	SHALL (I shall go there one day.)	WILL (I will tell him.)	CAN (I can speak Swahili.)	MAY (You may go.)
MODAL + ED	/	SHOULD (I should go there.)	WOULD (I would tell him.)	COULD (I could speak Swahili.)	MIGHT (You might go.)
FULL NEGATIVE FORMS	MUST NOT (You must not drive fast.)	SHALL NOT (I shall not go there.)	WILL NOT (I will not tell him.)	CANNOT (I cannot speak Swahili.)	MAY NOT (You may not go.)
	/	SHOULD NOT (I should not go there.)	WOULD NOT (I would not tell him.)	COULD NOT (I could not speak Swahili.)	MIGHT NOT (You might not go.)
SHORT NEGATIVE FORMS	MUSTN'T (You mustn't drive fast.)	SHAN'T (I shan't go there.)	WON'T (I won't tell him.)	CAN'T (I can't speak Swahili.)	/
	/	SHOULDN'T (I shouldn't go there.)	WOULDN'T (I wouldn't tell him.)	COULDN'T (I couldn't speak Swahili.)	MIGHTN'T (You mightn't go.)

These verbs do not supporting form.

Examples – 1) My sister can play the guitar,

2) He is working now etc.

Hence , the modal auxillaries are of two kinds i.e,



a) Degree of certainty – The verbs that show the situation is possible or not, it certain or probable, is called the degree of certainty.

I might see you again.

I shall be away tomorrow.

We may buy a new dress for you.



**Degrees of Certainty**

We use: **MAY (not) BE**  
**MIGHT (not) BE**  
**COULD BE**

**Not sure** something is true. But it is **possible**.

**He speaks French fluently.**

**He might be from France.**

b) Obligation and freedom to act - The verb that convey that someone is obliged to do something, he/ she is able to do something, something happens even after being permitted or forbidden, is called obligation and freedom to act.

Students must register for the exam as soon as possible.

You can't come here.

Could I talk to you for a minute ?

You should try to work harder.



### **EXCEPTIONS-**

1. An auxiliary verb can tell us that a sentence is negative or it a question. For example,  
Is he going to school ?( it is a question )  
He did not talk to me. ( here it is a negative sentence.)  
Should I open the box? ( here should is the auxillary verb and open is the main verb.)
2. In some cases 'have' is used as the main verb. For example,  
They have a pet dog. ('Have' is the main verb here as no other action is being seen here.)
3. In some cases have is used as the auxillary verb. For example,  
We have bought a new house .( here 'bought' is the main verb and 'have' acts as the auxillary verb.

### **5.6 USES OF AUXILLARY VERBS**

	Past		Present		Future	
<b>Be</b>	I You He/She/It We You They	was were was were were were	I You He/She/It We You They	am are is are are are	I You He/She/It We You They	will be will be will be will be will be will be
<b>Do</b>	I You He/She/It We You They	did did did did did did	I You He/She/It We You They	do do does do do do	I You He/She/It We You They	will do will do will do will do will do will do
<b>Have</b>	I You He/She/It We You They	had had had had had had	I You He/She/It We You They	have have has have have have	I You He/She/It We You They	will have will have will have will have will have will have

**The auxiliary verbs are used as follows :**

1) To emphasis on the person, things. For example,

Are you hungry ? yes I am . ( empaising on the person )

2) They are used in questions which shows the interest by responding it with a short answer using an auxiliary verb. For example,

Yes, I have got good marks in the exams. Have you?

The positive question is used with positive sentence and the negative questions are used with the negative sentences.

3) We also use auxiliary verbs to avoid the repetition in the whole phrases.

For example, I enjoyed the film very much, but most of my friends didn't.

4) The primary auxiliary 'do' can be used in auxiliary verb form, general-purpose form, substitute verb and combined form.

I do like your earrings.

What are you doing here ?

Do you think he will come ? he might do .

How do you do?

5) Have is used as several ways such as an auxiliary verb, the form which talks about possession, relationships, and other states. It talks about actions and experiences, obligations, causing of actions for example,

Have you heard about Taj Mahal ?

They have three cars and two bikes.

I am going to have a bath.

I had to work on Sunday also.

I must have my shoes repaired.

**Check Your Progress:**

Complete the sentences using auxillary verbs.

- 1) You have been riding non-stop for hours. You \_\_\_\_\_ be very tired.
- 2) She \_\_\_\_\_ be about forty.
- 3) I will go to Chicago after I \_\_\_\_\_ finished my work here.
- 4) The patient \_\_\_\_ died before the doctor came.
- 5) She \_\_\_\_\_ playing the piano when I entered her room.
- 6) She asked where I \_\_\_\_\_ going.
- 7) \_\_\_\_\_ you know where John lives?
- 8) \_\_\_\_\_ you mind standing up for a moment?
- 9) That was a bad place to go hiking. You \_\_\_\_\_ your back.
- 10) The doctor said I \_\_\_\_\_ give up smoking.

## LET US SUM UP

In this Unit, we discussed the functions of verbs in general and particularly, the action words, modal verbs, the auxiliaries.

## SUGGESTED READINGS

<https://www.gingersoftware.com/content/grammar-rules/verbs/>

<https://examples.yourdictionary.com/action-verb-examples.html>

<https://www.youtube.com/watch?v=LpYfzftVDXA>

<https://examplanning.com/types-of-verbs-examples-list/>

<https://www.learngrammar.net/english-grammar/verb>

<https://www.youtube.com/watch?v=twdLoEX3S7I>

<https://learnenglish.britishcouncil.org/english-grammar-reference/modal-verbs>

<https://www.perfect-english-grammar.com/modal-verbs.html>

<https://www.youtube.com/watch?v=4GMU08J98MQ>

<https://www.grammarly.com/blog/modal-verbs/>

<https://www.myenglishpages.com/english/grammar-lesson-modals.php>

<https://www.youtube.com/watch?v=skqj4jOSQU4>

[https://www.grammar-monster.com/glossary/auxiliary\\_verbs.htm](https://www.grammar-monster.com/glossary/auxiliary_verbs.htm)

<https://www.youtube.com/watch?v=HHt52kFa2ow>

<https://www.usinggrammar.com/english-grammar/auxiliary-verbs.php>

<https://grammar.yourdictionary.com/parts-of-speech/verbs/auxiliary-verb.html>

<https://www.youtube.com/watch?v=IsQr0QRWVnk>

## UNIT- 6 QUESTION TAG

### STRUCTURE

#### Overview

#### Objectives

#### 6.1 Question Tags

#### 6.2 Types of Questions tags

#### 6.3 Uses of Questions tags

#### Let Us Sum Up

### OVERVIEW

The questions that are in complete in their own sense are termed as question tags. These are a form of questions attached with a statement. They are often used for checking information is true or not using a short question at the end of the statement. In this Unit, we are going to deal with the functions and types of question tag.

### OBJECTIVES

After successful completion of this Unit, you will be able to:

- Define 'question tag'
- List out the types of question tag
- Explain the use of question tag in conversation
- Enumerate the rules for forming question tag.

## 6.1 QUESTION TAGS

**QUESTION TAG**

are you?      mustn't he?  
 was she?      won't she  
 do you?      hadn't we?  
 did she?      haven't they?  
 have I?      didn't he?  
 had they?      don't they?  
 will you?      wasn't he?  
 should I?      isn't it?

We use question tags at the end of statements to ask for confirmation.

They mean something like: "All right?" or "Do you agree?".

**Structure:**

- A positive statement + A negative question tag.  
 Example: You are a technician, aren't you?
- A negative statement + A positive question tag.  
 Example: You are not a technician, are you?

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The questions that are in complete in their own sense are termed as question tags. These are a form of questions attached with a statement. They are often used for checking information is true or not using a short question at the end of the statement. The question tags are normally made using an auxillary verb.

Examples – 1) You are John , aren't you ?

2) Tom was watching T.V , wasn't he ?

The question tags are have several forms such as, positive, negative, introgative, with punctuations in different languages.

## Question Tag in English

Verb Tense	⊕ Sentence → ⊖ Tag	⊖ Sentence → ⊕ Tag
<b>Present Simple</b>	She reads books, <b>doesn't she?</b>	She doesn't read books, <b>does she?</b>
<b>Present be</b>	He is playing a cricket, <b>isn't he?</b>	He isn't playing a cricket, <b>is he?</b>
<b>Past Simple</b>	She played Cricket, <b>didn't she?</b>	She didn't played Cricket, <b>did she?</b>
<b>Past Continuous</b>	He was reading a book, <b>wasn't he?</b>	He wasn't reading a book, <b>was he?</b>
<b>Present Perfect</b>	He has written an email. <b>hasn't he?</b>	He hasn't written an email. <b>has he?</b>
<b>Past Perfect</b>	He had written an email, <b>hadn't he?</b>	He hadn't written an email, <b>had he?</b>
<b>Simple Future</b>	I will go to the market, <b>won't I?</b>	I won't go to the market, <b>will I?</b>
<b>Modal Verbs</b>	He can run a mile, <b>can't he?</b>	He can't run a mile, <b>can he?</b>

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### 6.2 TYPES OF QUESTION TAGS

There are mainly two kinds of question tags used in English grammar. They are

a) Positive question tags - When the question tag is attached to a negative statement, it is said to be positive question tag. For example,

He is not learning English, is he ? ( negative statement, positive tag )

Structure – Auxillary verb + subject+ ?

b) Negative question tags- When the question tag is attached to a positive statement, it is said to be negative question tag. For example

We are working, aren't we ?

Structure - Auxillary verb + not + subject + ?

Some of the verbs used as question tags are ,

- 1) do not – don't
- 2) does not – doesn't
- 3) is not - isn't
- 4) should not – shouldn't
- 5) dare not - daren't



EXCEPTION- Am I not is not written as 'amn't', but it is written as aren't.



## 12 TENSES

Tenses	Positive	Negative	Question
<b>Present Simple</b>	I <b>prefer</b> my coffee black.	I <b>don't prefer</b> my coffee black.	<b>Do I prefer</b> my coffee black?
<b>Present Continuous</b>	She <b>is listening</b> the music now.	She <b>is not listening</b> the music now.	<b>Is she listening</b> the music now?
<b>Present Perfect</b>	It <b>has rained</b> a lot lately.	It <b>has not rained</b> a lot lately.	<b>Has it rained</b> a lot lately?
<b>Present Perfect Continuous</b>	She <b>has been singing</b> a song.	She <b>has not been singing</b> a song.	<b>Has she been singing</b> a song?
<b>Past Simple</b>	We <b>watch</b> the news last night.	We <b>did not watch</b> the news last night.	<b>Did we watch</b> the news last night?
<b>Past Continuous</b>	I <b>was learning</b> German last year.	I <b>was not learning</b> German last year.	<b>Was I learning</b> German last year?
<b>Past Perfect</b>	He <b>had left</b> when I went to the club.	He <b>had not left</b> when I went to the club.	<b>Had he left</b> when I went to the club?
<b>Past Perfect Continuous</b>	They <b>had been being</b> friend since childhood.	They <b>had not been being</b> friend since childhood.	<b>Had they been being</b> friend since childhood?
<b>Future Simple</b>	They <b>will study</b> math.	They <b>will not study</b> math.	<b>Will they study</b> math?
<b>Future Continuous</b>	They <b>will be loving</b> you.	They <b>will not be loving</b> you.	<b>Will they be loving</b> you?
<b>Future Perfect</b>	By next week, they <b>will have earned</b> lots of money.	By next week, they <b>will not have earned</b> lots of money.	<b>Will they have earned</b> lots of money, by next week?
<b>Future Perfect Continuous</b>	I <b>will have been shopping</b> on Tuesday.	I <b>will not have been shopping</b> on Tuesday.	<b>Will I have been shopping</b> on Tuesday?



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### 6.3 USES OF QUESTION TAGS

1) A question tag never starts with a capital letter.

Are not – Aren't ( incorrect )

are not - aren't ( correct )

2) Subject of a question tag can never be a noun, it is always a pronoun.

Kavita has not eaten, has she ?

3) If there is no auxiliary verb in the sentence, then [ do/ does/did ] is

used in the question tag. They went to the temple, didn't they?

4) If the statement has an introductory subject with It, the tag is written as follows,

**Subject of Statement Subject of Tag**

This	It
That	It
These	They
Those	They
It	It

- 5) Question tags are used after affirmative and negative sentences, but not after the question. You're the new manager , aren't you ?
- 6) If the main sentence has an auxillary verb, it is repeated in the question tag. Harry can speak Russian , can't he ?

**Rule 1** Words which are negative in meaning (hardly, seldom, scarcely, rarely, barely, etc.) will take positive question tag after them.

**Rule 2** If a sentence starts with "There", the question tag will have "there" in the place of pronoun.

**Rule 3** The question tag is always made in accordance with the main part of the sentence.

**Rule 4** There is no contracted form of 'am not' but 'aren't' is used in question tag.

**Rule 5** Words which are singular will take singular verb/ singular pronoun/ singular adjective with them but their question tag will take plural verb and plural pronoun.

<b>Rule 6</b>	If the sentence starts with "let us/ let's ", " shall we" is used in the question.
<b>Rule 7</b>	In Imperative sentences, question tag 'won't you' is used.
<b>Rule 8</b>	Collective noun takes singular verb and singular pronoun in question tag.
<b>Rule 9</b>	Talking about individual members of the collective noun or a difference in opinion among the members of the collective noun, plural verb and plural pronoun are used.
<b>Rule 10</b>	If in an imperative sentence, somebody is being offered anything, or if someone is being asked to do something, "will you/ would you" is used in the question tag.

**Check Your Progress:**

Complete the conversation. Put in the QUESTION TAGS:

Mita: Let's go out somewhere tonight,  
..... Jhanavi :

All right. Where? Mita :You haven't got a local paper,  
..... Pass it over here,  
.....

. Thanks. Well, there's a disco at the Grand Hotel.  
Jhanavi : Fine, but I haven't

got any money. You couldn't lend me five pounds,  
.....Mita : OK,

I'll pay then. I'll meet you outside at eight o'clock. Don't be late,  
.....

## LET US SUM UP

In this Unit, we have studied the definition of 'question tag' and its types. Then we discussed the proper use of question tag in conversation and rules of question tag.

## SUGGESTED READINGS

- 4) Hewings. *Advanced English Grammar with Answers*. Cambridge University Press, 1999.
- 5) Downing and Locke, *English Grammar a University Course*. Prentice Hall International (UK), 1992.
- 6) Eastwood, *Oxford Guide To English Grammar*. Oxford University Press, 1994.

## E – RESOURCES

<https://learnenglish.britishcouncil.org/grammar/intermediate-to-upper-intermediate/question-tags>

[https://www.youtube.com/watch?v=kaPH\\_OrsvpM](https://www.youtube.com/watch?v=kaPH_OrsvpM)

<https://www.thefreshreads.com/question-tags/>

<https://www.grammarinenglish.com/questiontags/>

<https://www.youtube.com/watch?v=DJFQPnZ9-Uo>

[https://www.grammar.cl/Intermediate/Question\\_Tags.htm](https://www.grammar.cl/Intermediate/Question_Tags.htm)

## BLOCK – 4

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### UNIT-7 DIRECT AND INDIRECT SPEECH

#### STRUCTURE

##### Overview

##### Objectives

##### 7.1 Introduction

##### 7.2 Types of speech

##### 7.2.1 Direct Speech

##### 7.2.2 Indirect Speech

##### Let Us Sum UP

#### OVERVIEW

This Unit discuss as the types of speeches in English grammar. It also explains about direct and indirect speech in a detailed manner. For proper understanding along with definitions and explanations it contains examples and exercises as well.

#### OBJECTIVES

After successful completion of this unit, you will be able to

- understand the difference between direct and indirect speech
- convert direct speech to indirect speech
- convert indirect speech to direct speech

#### 7.1 INTRODUCTION

When we are in the act of repeating a statement someone said, we can do so in only two ways:


One is to quote him/her directly, with the use of inverted commas. The second is to replace the inverted commas with a conjunction 'that'.

The way of conveying a speech with the usage of inverted commas is known as Direct Speech or Direct Discourse.

The second way of reporting, with 'that', is called the Indirect Speech or Reported Speech.

Let us consider both the cases in details.

## 7.2 TYPES OF SPEECH

DIRECT VS. INDIRECT QUESTIONS 	
DIRECT	INDIRECT
WH - QUESTIONS	POSITIVE WORD ORDER
Where is Tondo street?	Can you tell me where Tondo street is?
What time does the supermarket open?	Do you know what time the supermarket opens?
How much do you earn?	Could you tell me how much you earn?
What is he doing?	May I ask what he is doing?
What is your last name?	May I know what your last name is?
YES/NO QUESTIONS	IF/WHETHER + POSITIVE WORD ORDER
Are you living in London?	I'd like to know if you are living in London.
Does John like flying?	Do you know whether John likes flying?
Did she go shopping?	I'm not sure if she went shopping.
Was she a teacher?	Can you tell me whether she was a teacher?
Could you tell me...? Do you know...? I'd like to know... I'd be interested to know... May I ask...?	

Reported speech is how we represent the speech of other people or what we ourselves say. There are two main types of reported speech: direct speech and indirect speech.

Direct speech repeats the exact words the person used, or how we remember their words:

Barbara said, **"I didn't realise it was midnight."**

In indirect speech, the original speaker's words are changed.

Barbara said **she hadn't realised it was midnight.**

In this example, I becomes she and the verb tense reflects the fact that time has passed since the words were spoken: didn't realise becomes hadn't realised.

Indirect speech focuses more on the content of what someone said rather than their exact words:

**"I'm sorry,"** said Mark. (direct)

Mark **apologised.** (indirect: report of a speech act)

In a similar way, we can report what people wrote or thought:

**'I will love you forever,'** he wrote, and then posted the note through Alice's door. (direct report of what someone wrote)

He wrote **that he would love her forever**, and then posted the note through Alice's door. (indirect report of what someone wrote)

**I need a new direction in life**, she thought. (direct report of someone's thoughts)

She thought **that she needed a new direction in life**. (indirect report of someone's thoughts)

## Changes in Tense

Direct Speech		Indirect Speech
Present Simple	↔	Past Simple
Present Continuous	↔	Past Continuous
Past Simple	↔	Past Perfect
Present Perfect	↔	Past Perfect
Will Future	↔	Would + Bare Infinitive
Can	↔	Could
Have To	↔	Had To
Imperative	↔	To Infinitive

### 7.2.1 Direct Speech

Let us discuss an example of a simple sentence like

Maya said, "I have won the first prize".

This statement of Maya has been conveyed to us as it is, i.e., in its exact form. These are the exact words spoken by Maya, and there has been no change in them. Thus, we can present her speech in the direct format, within inverted commas. This is called Direct Speech.

Let us take another example for clarity.

Suman said, "I want ice-cream".

The meaning of the statement of Suman is conveyed to us directly in her words. The conveyor does not add anything of his/her own to the words uttered by Suman. This is exactly what Suman said, and it is conveyed to us in a direct manner.



### 7.2.2 Indirect Speech

Unlike Direct Speech, in Indirect Speech, we give the meaning of what was said rather than the exact words.

Reporting and Reported Speech	
Direct Speech	Indirect Speech
She says, "I am a little bit nervous."	She says that she is a little bit nervous.
She says, "This is not correct".	She says that this is not correct.
He said, "she has finished her work."	He said that she had finished her work.
She said, "I met him last year."	she said that she had met him the previous year.
The teacher said, "why are you so late"	The teacher asked why he was so late.
He said, "when are you so exciting your second child."	He inquired when she was so excepting her second child.
He said to her, "Are you leaving today?"	He enquired of her whether she was leaving that day.
She said, "Did you take part in the competition."	she asked her whether she had taken part in the competition.
He said to his servant "leave the room at once"	He ordered his servant to leave the room at once



In order to be able to highlight the difference between the two forms of reporting, we shall take into consideration, the same two sentences we have used as examples earlier.

The first sentence is:

Maya said, "I have won the first prize".

Now, this same sentence can also be reported in an indirect way, without quoting the exact words of Maya. We replace the inverted commas with the conjunction or joining word 'that'.

Maya said that she had won the first prize.

Direct	Indirect
Amit says, "Ram will write a letter."	Amit says that Ram will write a letter.
Sarita says, "I have a doll."	Sarita says that she has a doll.
He said, "I am unwell."	He said that he was unwell.
He said, "I have passed the exam."	He said that he had passed the exam.
Ram said, "The horse died in the night."	Ram said that the horse had died in the night.
I said to him, "I don't believe you."	I said I didn't believe him.
He asked me, "Where is the station?"	He asked me where the station was.

The second sentence is:

Suman said, "I want ice-cream".

We state this sentence indirectly as:


Suman said that she wanted ice-cream.

Do you see any change in the meaning of the words uttered? No, you don't.

Do you see any change in the sentence structure of both the sentences when changed from direct to indirect speech? Yes, you do.

When changing a sentence from direct speech to indirect speech, adding a conjunction and removing inverted commas aren't the only changes taking place. There are certain rules to be followed, which allow

us to change speech from direct to indirect format without compromising on the grammatical quality of the sentences. We shall look at them in detail under the following heading.



**Direct Indirect Speech**





CHART 1 (Change in Pronoun)

Reporting Speech
Reported Speech

He said to me, "You are my best friend".



If **First Person** (I, We) - according to the **SUBJECT** of the Reporting Speech

If **Second Person** (You) - according to the **OBJECT** of the Reporting Speech

If **Third Person** (He, She, They, Any name) - **NO CHANGE**

---

**Pronoun Family**

I	We	You	He	She	They
My	Our	Your	His	Her	Their
Mine	Ours	Yours	His	Hers	Theirs
Me	Us	You	Him	Her	Them
Myself	Ourselves	Yourself / Yourselves	Himself	Herself	Themselves

### LET US SUM UP

To conclude, we discussed the types of speeches in English grammar namely direct and indirect speech in a detailed manner. Then, we have analysed the proper use of the above speeches.

### E – RESOURCES

<https://www.indeed.com/career-advice/career-development/types-of-speeches>

<https://courses.lumenlearning.com/atd-fscj-publicspeaking/chapter/four-types-of-speeches/>

<https://englishstudyhere.com/reported-speech/100-examples-of-direct-and-indirect-speech/>

<https://www.wallstreetenglish.com/exercises/direct-and-indirect-speech-exercises>

<https://www.perfect-english-grammar.com/reported-speech.html>

<https://www.youtube.com/watch?v=BzKOP--nRF0>

<https://owlcation.com/humanities/Indirect-Speech>

<https://study.com/academy/lesson/direct-vs-indirect-speech-definition-rules-examples.html>

## UNIT 8 - RULES FOR CONVERSION OF SPEECH

### STRUCTURE

#### Overview

#### Objectives

#### 8.1 Rules for conversion of Speech

##### 8.1.1 Usage of 'Tell' and 'Say'

##### 8.1.2 Tense

##### 8.1.3 Pronoun

##### 8.1.4 Time and Place

##### 8.1.5 Modal Verbs

##### 8.1.6 Reported Questions

#### Let Us Sum Up

### OVERVIEW

In this unit we will discuss all the rules for conversion of speech. The unit provides full details about the usage of 'tell' and 'say', tense, pronoun, time and place, modal verbs and reported questions comes under the conversion of direct and indirect speeches.

### OBJECTIVES

After successful completion of this unit, you will be able to:

- understand the rules of conversion of speeches
- speeches
- convert direct speech into indirect speech
- enumerable model verbs and reported questions

### 8.1 RULES FOR CONVERSION OF SPEECH

How to change Direct speech to indirect speech			
Here you will understand how to change the tenses and how to change helping verb. And as usual all other rules will be applied accordingly.			
<p><b>Present indefinite</b> Present indefinite will be changed into past indefinite.</p>	<p><b>Present continues</b> Present continues will be changed into past continues.</p>	<p><b>Present perfect</b> Present perfect will be changed into past perfect.</p>	<p><b>Present perfect continues</b> Present perfect continues will be changed into past perfect continues.</p>
<p><b>Past indefinite</b> Past indefinite will be changed into Past perfect.</p>	<p><b>Past continues</b> Past continues will be changed into past perfect continues.</p>	<p><b>Past perfect</b> Past perfect will not be changed.</p>	<p><b>Past perfect continues</b> Past perfect continues will not be changed.</p>
<p><b>Future indefinite</b> Future indefinite will not be changed.</p>	<p><b>Future continues</b> Future continues will not be changed.</p>	<p><b>Future perfect</b> Future perfect will not be changed.</p>	<p><b>Future perfect continues</b> Future perfect continues will not be changed.</p>

www.literaryenglish.com

### 8.1.1 Usage of 'Tell' and 'Say'

We use tell if we want to mention the hearer (the person spoken to).

- Bavanan's father told him he had failed.

When we do not wish to mention the hearer, we replace tell with say.

- Bavanan's father said he had failed.

Another set of examples with the usage of tell and say is: -

Guru told me he was studying.

Guru said he was studying.

The teacher said,  
"Please keep the  
noise down!"

The teacher told  
us to keep the  
noise down

www.grammarwiz.com

**Check Your Progress:**

**Correctly insert the correct form of tell or say.**

- i. You shouldn't \_\_\_\_\_ lies.
- ii. They \_\_\_\_\_ they're going to the zoo.
- iii. Why don't you just \_\_\_\_\_ what the matter is?
- iv. Why don't you just \_\_\_\_\_ us what the matter is?
- v. The company should \_\_\_\_\_ it's employees what's going on.
- vi. Shakespeare \_\_\_\_\_, "All the world's a stage".
- vii. Did you \_\_\_\_\_ anything to Melanie about the barbecue?
- viii. Could you \_\_\_\_\_ me the way to the railway station please?
- ix. Environmentalists' \_\_\_\_\_ the earth is getting warmer.
- x. Mrs. Thatcher \_\_\_\_\_, "There's no such thing as society".

**8.1.2 Tense in Reported Speech**

## Tense Changes in Reported Speech



Tense	Tense Change	Direct Speech	Reported Speech
Present simple	Past simple	She always wears a coat.	He said that she always wore a coat. 
Present continuous	Past continuous	I'm looking for my keys.	He said that he was looking for his keys. 
Past simple	Past perfect	My friend gave me a bar of chocolate.	He said that his friend had given him a bar of chocolate. 
Past continuous	Past perfect continuous	We were living in London.	They said that they had been living in London. 
Present perfect	Past perfect	She has written three letters for her friend.	She said that she had written three letters for her friend. 
Past perfect	Past perfect	The bread had gone stale.	She said the bread had gone stale. 
Past perfect continuous	Past perfect continuous	He had been teaching in my school for 15 years.	They said that he had been teaching in their school in 15 years. 
Will	Would	I will finish my report in two days.	He said that he would finish his report in two days. 
Would	Would	He would work in the garden.	They said that he would work in the garden. 
Can	Could	I can speak English.	She said she could speak English. 
Could	Could	He could play in the match.	They said he could play in the match. 
Shall	Would	I shall obey the rules.	She said she would obey the rules. 
Should	Should	I should start a job.	She said that she should start a job. 
May	Might	I might invite them to the dinner.	She said that she might invite them to the dinner. 
Might	Might	He might get a flight tomorrow.	She said he might get a flight the next day. 
Must	Must/had to	I must go to the bank and get some money.	She said she must/had to go to the bank and get some money. 
Have to	Had to	I have to submit this assignment by 3pm tomorrow.	She said she had to submit this assignment by 3pm tomorrow. 

**A.** All Present tenses of the Direct speech are changed into corresponding Past tenses when the reporting verb is in Past tense.

**Example** – She said, “I am sick”.(Simple Present)

She said that she was sick. (Simple Past)

He said, “The flowers are wilting”. (Present Continuous)

He said that the flowers were wilting. (Past Continuous)

Rati said, “My car has come”. (Present Perfect)

Rati said that her car had come. (Past Perfect)

If a verb is already in the Past tense, then it can stay the same or change to Past Perfect in Reported Speech.

They said, “We came by car”.

They said that they came/had come by car.

If a verb is in the Past Perfect form, it will remain the same in Reported Speech as well.

Tom said, “My money had run out”.

Tom said that his money had run out.

Shall and Will of the Future Tense change into Should and Would respectively.

Emma said, “Mother shall pick me up”.

Emma said that her mother should pick her up.

Satish told me, “I will be in Hyderabad on Monday”.

Satish told me that he would be in Hyderabad on Monday.



<b>TENSE CHANGES IN REPORTED SPEECH</b>	
<b>Direct Speech</b>	<b>Reported Speech</b>
<b>Present Simple</b> She always wears a coat.	<b>Past Simple</b> He said (that) she always wore a coat.
<b>Present Continuous</b> I'm looking for my keys.	<b>Past Continuous</b> She said (that) she was looking for her keys.
<b>Present Perfect</b> She has written three letters for her friend.	<b>Past Perfect</b> He said (that) she had written three letters for her friend.
<b>Past Simple</b> My friend gave me a bar of chocolate.	<b>Past Perfect</b> He said (that) his friend had given him a bar of chocolate.
<b>WILL</b> I will finish my report in two days.	<b>WOULD</b> He said (that) he would finish his report in two days.
<b>CAN</b>	<b>COULD</b>

### Check Your Progress:

#### I. Convert to Indirect Speech

- i. Ritu said, "Anu is my daughter".
- ii. The Principal said, "My students are winning".
- iii. Sanghavi said, "The procession has begun".
- iv. Thomas told Priya, "I came to Delhi via air".
- v. The child cried, "My mother had an accident".
- vi. Raj told me, "I'm sure I shall top the class".
- vii. Malfoy told Goyle, "Ron shall find out who the culprit is".
- viii. Mr. Roy exclaimed, "Dr. Sinha will be our new Dean".
- ix. Arul said, "This crime is to be taken seriously".
- x. The air-hostess announced, "The flight shall take another thirty minutes to take off".

#### II. Convert to Direct Speech.

- i. Aman told my mother that he was going to school.
- ii. Shafa told us that her sister was missing.
- iii. Krishna said that the bulb had fused.
- iv. The teacher told us that the Britishers had killed Bhagat Singh.
- v. Ritu told Meena that her cheque had bounced.
- vi. Ashfaq told Arshad that Azra should make them dinner.

- vii. Vishal asked Naveena if he should quit his job.
  - viii. Dr. Dixit told his wife that he would be late.
  - ix. The plumber told me that he would fix the leakage.
  - x. The waiter told us that the main course should take another fifteen minutes.
  - xi.
- A. We have a choice between changing the tense or not, if the statement is a universal fact or still up-to-date when we report it.

Claire told me, "My father owns a Ferrari".

Claire told me that her father owns/owned a Ferrari.

The teacher said, "The denominator is greater than the numerator in a proper fraction".

The teacher said that the denominator was/is greater than the numerator in a proper fraction".

Past Tense is used if we are unsure of the certainty of the statement or if it is no longer up-to-date.

The Governor insisted, "The situation is under control".

The Governor insisted that the situation was under control.

The actress said, "I am playing a major character".

The actress said that she was playing a major character.

**Check Your Progress:**

**Insert the correct tense of the verb provided in brackets.**

- i. Sarah said that she \_\_\_\_\_ to Rome this summer. (go)
- ii. Vicky told Sarah that he \_\_\_\_\_ with her. (come)
- iii. You told me you \_\_\_\_\_ chocolates. (like)
- iv. The book says that the Earth \_\_\_\_\_ around the Sun. (revolve)
- v. The salesman told us that this car \_\_\_\_\_ the best mileage. (give)
- vi. Mukesh said that Devanand \_\_\_\_\_ one of the greatest actors of that era. (is)
- vii. Saroj told us that the sky \_\_\_\_\_ clouded in the morning. (look)
- viii. I think she \_\_\_\_\_ you to call her. (ask)
- ix. Dhoni assured the selectors that Nehra \_\_\_\_\_ the right choice. (is)
- x. Javed said he \_\_\_\_\_ complete the project today. (will)

**8.1.3 Pronoun**

Changes of pronouns	
Direct Speech	Indirect/Reported Speech
<b>I</b>	<i>he, she</i>
<b>you</b>	<i>I, she, he, we, they</i>
<b>we</b>	<i>they</i>
<b>me</b>	<i>him, her</i>
<b>you</b>	<i>him, her, us, them</i>
<b>us</b>	<i>them</i>
<b>my</b>	<i>his, her</i>
<b>your</b>	<i>my, his, her, our, their</i>
<b>our</b>	<i>their</i>
<b>mine</b>	<i>his, hers</i>
<b>yours</b>	<i>mine, his, hers, ours, theirs</i>
<b>ours</b>	<i>theirs</i>

Change in Pronouns is required when changing speech from Direct to Indirect, keeping in mind the relation between the speaker and the hearer, instead of the original speaker.

Example – Henry asked Maria, “How is Sarah?”.

When speaking to Sarah, Maria will say – Henry asked me how you are.

Nick told Peter, “I know Laura’s brother”.

When meeting Laura, Peter is going to say – Nick said that he knows your brother.

Paul said, “Let’s invite Mike to the party”.


Adam, when he meets Mike, will say – Paul asked me to invite you to the party.

So, we see in the above stated examples, that the nouns change to pronouns when the speech is changed from Direct to Indirect, depending upon the relation between the speaker and hearer of the Indirect Speech.

# Change Of Pronouns

## Direct To Indirect Speech

	Reported Speech	Reporting Speech
By <i>S. Jabeen</i>	1 <sup>st</sup> Person Pronoun	→ Subject
	2 <sup>nd</sup> Person Pronoun	→ Object
	3 <sup>rd</sup> Person Pronoun	→ No Change



**Check Your Progress:**

**Convert into Indirect Speech with the correct pronouns.**

- i. Tom said, "I will help you if needed".
- ii. Rituja asked Mayur, "Do you want to sing with me?".
- iii. I told Shikha, "Your daughter's grades are falling alarmingly".
- iv. Parvati told Padma, "Tell Hermione to tell Ron that Hagrid has asked for him".
- v. Bella told Jacob, "My daughter is safe with you".
- vi. Dumbledore told Snape, "You must look after Lily's son".
- vii. Isaac told the reporters, "I have found a cure for cancer".
- viii. Professor Mohanty said, "I did not teach my kids English before five years".
- ix. He replied, "I have promised to reward my servants".
- x. Steve said, "I want to mourn the death of my family".

**8.1.4 Time and Place**

<b>TIME AND PLACE IN REPORTED SPEECH</b>			
DIRECT SPEECH	REPORTED SPEECH	DIRECT SPEECH	REPORTED SPEECH
Now	Then	"The children are playing outside <b>now</b> ."	He said that the children were playing outside <b>then</b> .
Today	That day	"I've got a piano lesson <b>today</b> ."	She said that she had got a piano lesson <b>that day</b> .
Here	There	"Put the box <b>here</b> ."	He told us to put the box <b>there</b> .
This	That	"I shall be very busy <b>this week</b> ."	She said she would be very busy <b>that week</b> .

While changing speech from Direct to Indirect, the words indicating nearness of time and place are replaced by words indicating distance.

Here are a few examples for you to consider, which will help you understand how words are changed during speech transformation:

Direct Indirect

*Now*  
*Then*  
*Here*  
*There*  
*Today*  
*That day*  
*Tomorrow*  
*The next day*  
*Last week*  
*The previous week*  
*This*  
*That*  
*Tonight*  
*That night*  
*Ago*  
*Before*  
*Come*  
*Go*  
*Next*  
*Following*

Let us consider some sentences as examples to understand this portion better:

- a. Ayush said, "I have a tennis match today".  
Ayush said that he had a tennis match that day.
- b. Roger said, "I'm taking my driving test tomorrow".  
Roger said that he was taking his driving test the next day.
- c. Laura said, "I'll see you here at five".  
Laura said that she'd see me there at five that day.

- d. Rudolph said, "I'll talk to you later, I'm sleeping now".  
Rudolph said that he would talk to me later, he was sleeping then.
- e. Rani told Purab, "I was enjoying the sunset in Milan last week".  
Rani told Purab that she was enjoying the sunset in Milan the previous week.
- f. The officer said, "This is the clue I've been looking for".  
The officer said that was the clue he had been looking for.
- g. Nayan said, "We may see a meteor tonight".  
Nayan said that they might see a meteor that night.
- h. The guide explained, "This site was a jungle a year ago".  
The guide explained that that site was a jungle a year before.
- i. Ayma cried, "Mom, I want to come with you".  
Ayma cried that she wanted to go with her mom.
- j. Warden said, "I want everyone with polished shoes in the next meeting".  
Warden said that she wanted everyone with polished shoes in the following meeting.

However, it has to be kept in mind, that when we are talking about the same period and the same place, we do not change the words indicating place and time.

Example –

- John says, "It is my pleasure to be here today."

John says that it is his pleasure to be here today.

- Sundar replies, "This is an excellent opportunity for us".

Sundar replies that this is an excellent opportunity for them.

- Harsh tells me, "Your father is in a critical condition".

Harsh tells me that my father is in a critical condition.



- The boss says, “We will win this bid”.  
The boss says that we will win this bid.
- Sheldon says, “This is my spot”.  
Sheldon says that this is his spot.

Time and Place in Reported Speech			
Direct Speech	Reported Speech	Example	
		Direct speech	Reported speech
Today	That day	I've got a piano lesson today.	She said that she had got a piano lesson that day. 
Tonight	That night	I'm going for a beer with Sophia tonight.	He said that he was going for a beer with Sophia that night. 
Tomorrow	The next day/the following day	I will leave for New York tomorrow.	She said that she would leave for New York the next day. 
Next (week, month, etc.)	The following (week, month, etc.)	I have an appointment next week.	She said that she had an appointment the following week. 
Ago	Before	The letter came a few days ago.	He said the letter had come a few days before. 
Yesterday	The day before/the previous day	Our English teacher quizzed us yesterday.	They said their English teacher had quizzed them the day before. 
Last (week, month, etc.)	The previous (week, month, etc.)	We had an awful earthquake last week.	They told us that they had had an awful earthquake the previous week. 
Now	Then	The children are playing outside now.	He said that the children were playing outside then. 
Here	There	Put the box here.	He told us to put the box there. 
This (time)	That (time)	I shall be very busy this week.	She said she would be very busy that week. 
This/that (noun)	The	Does he like this shirt?	She asked if he liked the shirt. 
These	Those	These are our dogs.	He said that those were their dogs. 
The day before yesterday	Two days before	The accident happened the day before yesterday.	He said that the accident had happened two days before. 



**Check Your Progress:**

Change the speech from direct to indirect with necessary change in words.

- i. Fans say, "Dhoni is the best skipper ever".
- ii. The meteorologist said, "This week is going to be the hottest".
- iii. He said, "Ethiopia is a third-world country".
- iv. Robert said, "She came around to my house when I was sleeping".
- v. Punit said, "If I had time, I would help you".
- vi. The coach said, "They should try a bit harder".
- vii. Mother says, "Seb can cook well".
- viii. The man said, "All men are equal in the eyes of God".
- ix. Ruby said, "It gets dark earlier in the North-Eastern part of India".

**8.1.5 Role of Modal Verbs**

When we change speech from Direct to Indirect, modal verbs such as can, may and will change to could, might and would.

**What happens to these modal verbs in reported speech?**

direct	reported
can	could
will	would
should	should
must	had to
may (possibility)	might
may (permission)	could
shall (suggestion)	should
shall (future)	would



- Steward said, "You can sit over here".

Steward said that we could sit here.

- Claire said, "I may go to Bali again".

Claire said that she might go to Bali again.

- Tom said, "I will do the dishes if you like".

Tom said that he would do the dishes.

Another important point to note is that, we always change must to have to.

**Example –**

- Sarah said, "I must finish my report today".

Sarah said that she had to finish her report that day.

- Danny said, "Children must learn swimming before summer ends".

Danny said that children have to learn swimming before the end of summer.

- The builder said, "We must finish the woodwork by tomorrow".

The builder said that they have to finish the woodwork by the next day.

**Modals in Reported speech**

**Would, could, mustn't, should, might, ought to and had better remain the same.**

Direct speech	Reported speech
She said, "I'll do it later."	She said (that) she <b>would</b> do it later.
She said, "I <b>can</b> speak German."	She said (that) she <b>could</b> speak German.
She said, "I <b>can</b> go tomorrow."	She said (that) she <b>would be able to</b> go the day after. (future)
She said, "I <b>may</b> speak to Ann."	She said (that) she <b>might</b> speak to Ann.
She said, "How <b>shall</b> I do this?"	She asked how she <b>should</b> do that. (advice)
She said, "When <b>shall</b> we reach York?"	She asked when they <b>would</b> reach York. (information)
She said, "You <b>must</b> be back at 10:00."	She said (that) I <b>must / had to</b> be back at 10:00. (obligation)
She said, "He <b>must</b> be tired."	She said (that) he <b>must</b> be tired. (deduction)
She said, "You <b>should</b> try harder."	She said (that) I <b>should</b> try harder.
She said, "You <b>had better</b> phone him."	She said (that) I <b>had better</b> phone him.

**Check Your Progress:**

Change the modal verbs while changing speech from direct to indirect.

- i. Messi said, "I can play better football than Ronaldo".
- ii. Parth said, "It may rain hard today".
- iii. She told me, "I will try to make it in time".
- iv. He told her, "We must follow a healthy routine".
- v. Father told Harry, "You must maintain your position in class".
- vi. The teacher said, "Ankita can perform better in sports".
- vii. Sandra asked, "When can I see you again?".
- viii. Dorothy said, "I may quit my job and open a restaurant".
- ix. Haroon said, "I must leave at once, or I might miss the train".
- x. The old man said, "The one who broke the window must repair it".

### 8.1.6 Reported Questions

## **Reported Questions (Special – Wh – Questions)**

He asked me, “What are you reading?”

He wondered what I was reading.

My friend asked, “When did you see the new film?”

My friend asked me when I had seen the new film.

Mum asked, “Where will you go tonight?”

Mum asked where I would go that night.

Just like statements, we can also report questions asked by someone through Indirect speech. We generally make use of words like ask, wonder or want to know in reported wh-questions. Let us look at a few examples:

- She asked, “When does your game start, Ronald?” – She asked Ronald when his game would start.
- I asked, “What is the time?” – I asked what time it is.
- Ron asked, “What can we have for lunch?” – Ron was wondering what we could have for lunch.
- Someone asked, “Which way is the office please?” – Someone wanted to know which way the office was.

What we can observe in the above stated examples is that, both, the direct and the indirect speech in *wh*- questions have words like when, where, what, which or how.

Reported questions which have a yes/no response are often reported with the help of *if* and *whether*.

**Example:**

- “Has the bell rung yet?” – Someone was wondering *if/whether* the bell has rung yet.
- “Can you tie the ribbon?” – She asked *if/whether* I could tie the ribbon.
- “Do you like broccoli?”, asked the host - The host asked *if/whether* I liked broccoli.

It would be important to mention here, that in Reported Questions, the subject always comes before the verb. Let us consider a few examples to grasp the meaning better.

**Example:**

- She asked Ronald when his game would start.  
It's never – She asked Ronald when would his game start.
- Someone was wondering if the bell has rung yet.  
It's never- Someone was wondering if has the bell rung yet.

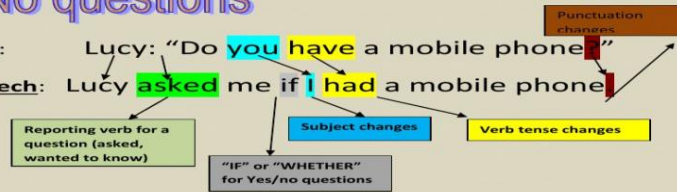
Often, because we do not pay attention to this rule, we falter in our verbal communications. Remaining unaware of this very important rule in the conversion of reported questions leads us to frame questions incorrectly, and also speak them incorrectly while conversing with people.

## Reported speech: questions

### 1) Yes-No questions

**Direct speech:** Lucy: "Do you have a mobile phone?"

**Reported speech:** Lucy asked me if I had a mobile phone.



### 2) WH-questions

**Direct speech:** Lucy: "What time did you arrive?"

**Reported speech:** Lucy asked me what time I had arrived.

Remember that the auxiliary verbs (DO, DOES, DID) are NOT USED in reported questions

Questions with the verb to be and with can, may, might, could, will, etc

**Direct speech:** Sam: "Where is the book?"

**Reported speech:** Sam asked me where the book was.

**Direct speech:** Sam: "What can we do tomorrow?"

**Reported speech:** Sam asked me what we could do the following day.

The word order is different in direct and reported speech. When reporting a question it becomes **SUBJECT + VERB** (in the previous tense)

### Check Your Progress:

These questions are asked at an enquiry counter at the local zoo. Rewrite them in Reported questions format.

- i. Linda – What is the entry fee?
- ii. Karen – Do we get to see the Royal Bengal tiger?
- iii. Sophie – Do you arrange for safari rides?
- iv. Jack – Are there cafeterias inside the campus?
- v. Aamir – From where can I get a brochure and a memoir?
- vi. Sonu – Are there restrooms inside?
- vii. Nancy – Is it safe for toddlers?
- viii. Barry – How many peacocks does this place have?
- ix. Sid – Is smoking prohibited inside the arena?
- x. Diana – At what time do you close?

## LET US SUM UP

There are two types of speeches humans can utter, when repeating the words of one person, to another person. They are, Direct Speech and Indirect Speech.

Direct Speech, also known as Direct discourse, is when you repeat the exact words spoken by a person, to another person, often within inverted commas (“”).

Indirect speech, or Reported Speech is when you convey the meaning of the words spoken by a person to another person, and not his exact words. This type of speech is often joined by the conjunction ‘that’.

Conversion of Direct speech to Indirect and Indirect Speech to Direct requires the following of some rules. We have to keep in mind the tenses, the pronouns, the usage of Tell and Say, modal verbs, and time and place.

## SUGGESTED READINGS

- High School English Grammar And Composition by Wren and Martin, S. Chand and Company Ltd., 2017
- Greenbaum, Sidney, The Oxford English Grammar, Oxford University Press, 1996
- [www.edudose.com](http://www.edudose.com)
- <http://scoop.eduncle.com>
- <http://www.bbc.co.uk/learningenglish/advanced-english-guide>

## E –RESOUQUES

<https://edifyenglish.com/direct-and-indirect-speech-rules-and-examples/>

<https://www.toppr.com/guides/english-language/english-grammar/direct-indirect-speech/>

<https://testbook.com/learn/english-grammar-direct-indirect-speech/>

[https://www.youtube.com/watch?v=ldb\\_FFkOMNs](https://www.youtube.com/watch?v=ldb_FFkOMNs)

<https://www.youtube.com/watch?v=RMlexWdwTuM>

## **BLOCK - 5**

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### **UNIT 9 - LANGUAGE USAGE**

#### **STRUCTURE**

##### **Overview**

##### **Objectives**

- 9.1 Introduction**
- 9.2 About English language**
- 9.3 Common errors in English language**
- 9.4 Common errors in Part of Speech**
- 9.5 Common errors in Verb Tenses**

##### **Let Us Sum Up**

#### **OVERVIEW**

In this unit we will discuss the uses of English language both in the form of reading and writing. The unit also contains all common errors in English languages, mainly explains about common errors in parts of speech and verb tenses.

#### **OBJECTIVES**

After successful completion of this unit, you will be able to

- Explain the importance of English
- Identity some common error
- Discuss how to avoid the errors in communication.

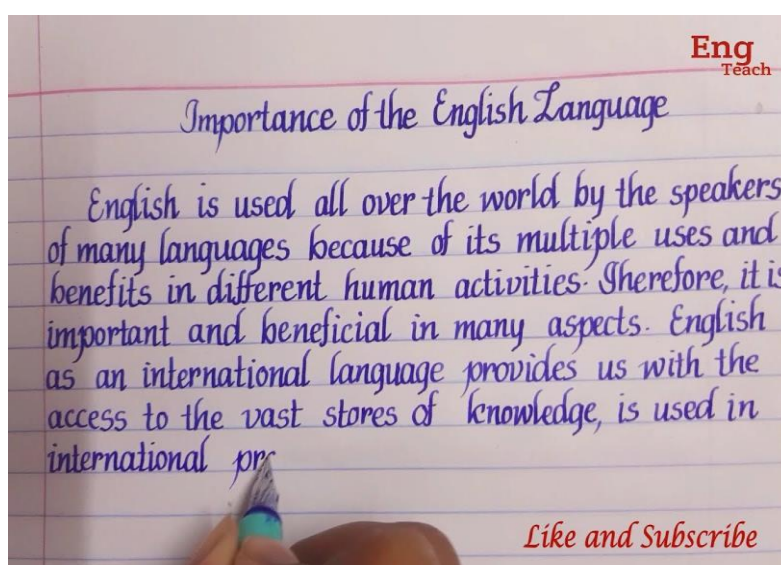
#### **9.1 INTRODUCTION**

Language is a method of communication in a city, state or country also called as the way of human communication using words, signs, gestures and body postures. It is a conventional way to present the speech or the inner thoughts and imagination within two individuals. It is a systematic process to convey one's message to the other person. The world



consists of various languages and dialects within which English language has emerged as common way of communication among the population. Across many countries today people are using English language to communicate with each other in different fields and sectors i.e., starting from schools and colleges, offices, governmental institutions, in social medias and sectors, nationally and internationally it is being used in a huge amount for conveying messages.

## 9.2 ABOUT ENGLISH LANGUAGE



As we know the English language is a West Germanic language introduced by the mediaeval England, now has become one of the leading languages of the 21<sup>st</sup> century. It has become the official language of many countries. According to the world's population, over two billion people speak English as their first or second language. Now-a-days, more and more people are dedicating time to study English through novels, poems, articles, quotes etc. one can give many reasons about why English studying, reading and speaking has become more important in this developing world.

- English is a most common spoken language and is globally accepted in the whole world.
- Studying and speaking English will help an individual to get a job easily.
- When you learn English you are able to read and understand the scientific and research papers that are in that language.

- Speaking English helps you to understand the dialects of the people of foreign country.
- It connects and helps to acknowledge the different cultures and religions of the foreign countries.
- It is the main source which joins the common man with media world.
- Travelling becomes easier and accessible when you are able to speak English.
- English is an important language of internet as half of the content of social sites are written in English.
- English is one then main language used in the trade and business world to communicate with each other.
- English plays a vital role in academic writing as well as in popular literature and writing, through which a writer is able show his/her creativity through the writing.

Therefore, only writing and speaking English is not important. One should always correctly use English without making errors and mistakes. But unfortunately, mainly we can find some common errors in the writing and speaking. They just make silly mistakes without understanding the correct form and usage.

### 9.3 COMMON ERRORS IN ENGLISH LANGUAGE



## Common Errors in English

✗ Are you investing <b>on</b> stock market?	✗ George is living far away <b>with</b> France.
✓ Are you investing <b>in</b> the stock market?	✓ George is living far away <b>from</b> France.
✗ I am difficult <b>to</b> learn English.	✗ Which <b>kind</b> of car?
✓ It is difficult <b>for</b> me to learn English.	✓ What <b>type</b> of car?
✗ In fact, Mary really <b>owns</b> some personalilt to be a VIP.	✗ Why don't <b>stay more</b> time here?
✓ In fact, Mary really <b>has</b> what it takes to be a VIP.	✓ Why don't <b>you stay</b> a little longer?
✗ China is <b>coming</b> into rainy weather.	✗ My brother's <b>all the books</b> have been stolen.
✓ China is <b>in</b> rainy season now.	✓ My brother's <b>books</b> have been stolen.
	✗ For what you <b>are</b> here?
	✓ What are you <b>here</b> for?

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Like all languages, English language is also full of problems and mistakes and sometimes deals with confusing the reader or writer with same words or sentences etc. not all of the people use or learn the technical terms and usage of English. Only those who study linguistics and language they are able to find the common errors and faults in a piece. But what about the common man who just speaks English to communicate with the other. His errors and mistakes are always judged as a wrong pronunciation or speaking skill or learning.

Grammatical errors can be confusing in any language especially in the language of English. So, everyone should take time to look over the common errors or mistakes they make in written and spoken language. Grammar is the study of language. In schools, we were taught about the structure of sentence, the different parts of speech, the tenses, the punctuations, the articles etc. Therefore one should know about the common errors in English language which will further help them to be fluent in using the language. Under this unit we will know the about the sections where common errors are being made by a person. They are –

- Common errors in the Parts of Speech
  - Errors in the use of Noun
  - Errors in the use of Pronoun
  - Errors in in the use of Verb
  - Errors in the use of Adverbs
  - Errors in the use of Prepositions
  - Errors in the use of Adjectives
  - Errors in the use of Conjunctions
  - Errors in the use of Interjections
- Common errors in the Verb Tenses
- Common errors in Punctuations
- Common errors in Homophones.

There are more terms, concepts in which people commit errors but these are common and key aspects in which if you we make mistake then the whole talk or speech gets a fuzz. The person on the other side is unable to understand our dialect and thus creates a false opinion about us not knowing the correct form of English. It is the errors that goes against the rules of grammar. These common errors are also sometimes ignored or overlooked. There are some people who recognize the errors but still understand the message that was meant to be conveyed but there some institutions or places which highlight your common mistakes. These

grammatical errors only create confusion between the listener and the speaker.

## COMMON ERROR TYPES FOR ENGLISH LANGUAGE LEARNERS

**1 Subject-Verb Agreement Errors**  
Occur when the subject does not agree with the verb in person or number

**X** Even though this is my first day on the job, I have already found out that there **was** some difficult people here.

**✓** Even though this is my first day on the job, I have already found out that there **were** some difficult people here.

**2 Verb Tense Errors**  
A sentence uses an incorrect tense or a passage switches illogically from one tense to another

**X** I **was working** on my paper since 6:00 am.

**✓** I **have been working** on my paper since 6:00 am.

**3 Verb Form Errors**  
Occur when a verb is incorrectly formed

**X** I was **cook** dinner last night when you called.

**✓** I was **cooking** dinner last night when you called.

**4 Singular/Plural Noun Ending Errors**  
Often occur when there is confusion about which nouns are countable and which aren't

**X** I have turned in all my **homeworks** this week.

**✓** I have turned in all my **homework** this week.

**5 Word Form Errors**  
Occur when the wrong part of speech is chosen


**X** I'm happy to live in a **democratic** country.

**✓** I'm happy to live in a **democracy** country.

**6 Articles**  
Occur when students leave out articles (the, a, an) in their writing or put in inappropriate articles

**X** I live in **the** Mumbai.


**✓** I live in Mumbai.




## 9.4 COMMON ERRORS IN THE PARTS OF SPEECH

The parts of speech in English grammar are an important part which is studied during the schools and high schools. The correct knowledge in grammar and how to use it, what are its components are studied in the parts of speech. This includes the following terms and in this section the common errors in the parts of speeches will be discussed.

The Noun, Pronoun, Adjectives, Verbs, Adverbs, Prepositions, Conjunctions and Interjections. We will study in detail what does this terms mean and what are the common errors that are being done by one.

Parts of SPEECH Table			
	Function or Job	Examples	Sentences
<b>Noun</b>	Thing or person	Pencil, cat, work, notebook	This is my <b>cat</b> . They live in <b>Madrid</b> .
<b>Verb</b>	Action or state	Get, come, cut, open, like	I <b>like</b> apple. <b>Come</b> in please.
<b>Adverb</b>	Describe a verb, adjective or adverb	Silently, badly, really	My cat eats <b>quickly</b> .
<b>Adjective</b>	Describes a noun	Small, big, good, well, blue	We like <b>big</b> cake. I have <b>three</b> pencils.
<b>Pronoun</b>	Replaces a noun	I, you, he, she, it	<b>He</b> is very clever.
<b>Preposition</b>	Links a noun to another word	At, in, of, on, after, under	She was hiding <b>under</b> the table.
<b>Conjunction</b>	Joins clauses or sentences	But, and while, when	I am very hungry, <b>but</b> the fridge is empty.
<b>Interjection</b>	Short exclamation	Oh!, hi!, ouch!, Wow!	<b>Wow!</b> What a beautiful car!

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**COMMON ERRORS IN THE USE OF NOUNS**

<b>UNCOUNTABLE NOUNS</b>	
<b>Frequent mistakes</b>	
	
<i>(some) accommodation</i>	<i>an accommodation(s)</i>
<i>(some) advice</i>	<i>an advice/ advices</i>
<i>(some) bread</i>	<i>a bread/ breads</i>
<i>(some) equipment</i>	<i>an equipment(s)</i>
<i>(some) furniture</i>	<i>a furniture/ furnitures</i>
<i>(some) homework</i>	<i>a homework/ homeworks</i>
<i>(some) information</i>	<i>an information/ informations</i>
<i>(some) luggage</i>	<i>a luggage/ luggages</i>
<i>(some) money</i>	<i>a money/ moneys</i>
<i>(some) news</i>	<i>a new/ two news</i>
<i>(some) research</i>	<i>a research/ researches</i>
<i>Travel</i>	<i>a travel/ two travels</i>
<i>Weather</i>	<i>a weather/ weathers</i>
<i>(Some) work</i>	<i>a work/ two works</i>

A noun is the name of a person, place or a thing such as, cow, table, India etc. it is classified into five types –

- Proper noun

- Common noun
- Collective noun
- Abstract noun
- Material noun

It also divided by the number and gender. The noun number is further classified into two types i.e., singular and plural. The noun gender is divided into four categories – masculine, feminine, common and neuter gender.

Therefore, there are some common errors that normally people do while using the noun. They are –

1. The sceneries of Shimla are enchanting. (**INCORRECT**)  
The scenery of Shimla is enchanting. (**CORRECT**)
2. The cattles were brought. (**INCORRECT**)  
The cattle were brought. (**CORRECT**)
3. All my family members are present here. (**INCORRECT**)  
All the members of my family are present here. (**CORRECT**)
4. I have just finished my meals. (**INCORRECT**)  
I have just finished my meal. (**CORRECT**)
5. The poors should not be hated. (**INCORRECT**)  
The poor should not be hated. (**CORRECT**)
6. He is well up in study. (**INCORRECT**)  
He is well up in studies. (**CORRECT**)
7. Can you find any place in the compartment? (**INCORRECT**)  
Can you find any room in the compartment? (**CORRECT**)
8. He has many works to do. (**INCORRECT**)  
He has much works to do. (**CORRECT**)
9. She gave her servant many abuses. (**INCORRECT**)  
She gave her servant much abuses. (**CORRECT**)

10. He was catching fishes. (**INCORRECT**)  
 He was catching fish. (**CORRECT**)

**COMMON ERRORS IN THE USE OF PRONOUNS**

Pronouns	
wrong	correct
After it I will leave	After that it I will leave
Any your help	Any help from you
I' m not so rich how I wish	I' m not as rich as I wish
I have a brother which studies at school	I have a brother who studies at school
Who of this two guys is taller?	Which of this two guys is taller?
John has not come also	John has not come either
How do you call this in English?	What do you call this in English?

A pronoun is a word used in place of a noun such as, I, he, she, me, we, you, ourselves etc. It has been classified into eight different types –

- Personal pronoun
- Interrogative pronoun
- Reflexive pronoun
- Demonstrative pronoun
- Distributive pronoun
- Exclamatory pronoun
- Indefinite pronoun
- Relative pronoun



**The common errors normally seen in this part of speech are:**

1. Let you and I meet her first. (**INCORRECT**)  
Let you and me meet her first. (**CORRECT**)
2. You can have any of the two pens. (**INCORRECT**)  
You can have either of the two pens. (**CORRECT**)
3. She gave Ram and I sweets. (**INCORRECT**)  
She gave Ram and me sweets. (**CORRECT**)
4. I and he are brothers. (**INCORRECT**)  
He and I are brothers. (**CORRECT**)
5. My mother cares more for me than he. (**INCORRECT**)  
My mother cares more for me than him. (**CORRECT**)
6. Each of the two brothers are honest. (**INCORRECT**)  
Each of the two brothers is honest. (**CORRECT**)
7. Who did you give your book? (**INCORRECT**)  
Whom did you give your book? (**CORRECT**)
8. These two parrots love one another. (**INCORRECT**)  
These two parrots love each other. (**CORRECT**)
9. Everybody should respect one's elders. (**INCORRECT**)  
Everyone should respect one's elders. (**CORRECT**)
10. Each of us have separate books to read. (**INCORRECT**)  
Each of us has separate books to read. (**CORRECT**)



## 4 Monstrous Pronoun Mistakes to Avoid



### 1. The Generic "You"

In formal writing, avoid using "you" to refer to people in general, rather than the particular person to whom you are speaking.

**Boo:** *When you walk through the doors, you enter a large, paneled library.*

Replacing "you" with "one" is rarely an improvement these days. It sounds stiff and overly formal.

**Boo:** *When one walks through the door, one enters a large paneled library.*



Often the only way to correct sentences with the generic "you" is to reword the whole thing without pronouns:

**Yay:** *Beyond the door lies a large, paneled library.*

**Yay:** *Visitors pass through the door and enter a large paneled library.*



### 2. The Anonymous "They"

Avoid using "they" to refer to that mysterious and unidentifiable group responsible for just about everything in the universe.

**Boo:** *They should invent a more efficient automobile.*

**Boo:** *They say no two snowflakes are exactly alike.*



**Yay:** *The automobile industry should invent a more efficient car.*

**Yay:** *It's common knowledge that no two snowflakes are exactly alike.*



### 3. The Mysterious "It"

Avoid using "it" when referring to the content of various media.

**Boo:** *It says in this book that turkeys cannot fly.*

**Boo:** *On the TV show last night, it said that unemployment is still rising.*

**Yay:** *This book says that turkeys cannot fly.*

**Yay:** *The TV show last night said that unemployment is still rising.*



### 4. Antecedent Ambiguity



Be sure your pronouns clearly point to a single antecedent. Don't make your reader guess.

**Boo:** *Tom said Jim lost his wallet. (Tom's? Jim's?)*

**Boo:** *The union workers were angry with their supervisors because of the size of their pay raise. (Whose raise?)*



**Yay:** *"Jim lost his wallet," said Tom.*

**Yay:** *The union workers were angry at the size of their supervisors' pay raise.*






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**COMMON ERRORS IN THE USE OF ADJECTIVES**

## Grammar Rules With Examples

Common Mistakes in the use of Adjective



	
He spent a few <b>rupees</b> he had.	He spent the few rupee he had.
She is taller than <b>me</b> .	She is taller than I.
She is <b>tallest</b> than her sister.	She is taller than her sister
She is the <b>taller</b> of the three.	She is the tallest of the three
She is <b>more</b> taller than I.	She is taller than I

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An adjective is the word which qualifies a noun or a pronoun such as, good, bad, honest, beautiful etc. The adjectives are of five kinds. They are –

- Adjectives of quantity
- Adjectives of quality
- Adjectives of number
- Demonstrative adjectives
- Interrogative adjectives

The adjectives are compared with three types of degrees –

- 1) Positive degree which is the simple form.
- 2) Comparative degree which compares two things.
- 3) Superlative degree which compares more than three things.

For example – Great – positive form

Greater – comparative form

Greatest – superlative form

**USE OF ADJECTIVES**

Incorrect	He is <b>sick</b> .
Correct	He is <b>ill</b> .
Incorrect	I have <b>strong headache</b> .
Correct	I have a <b>severe headache</b> .
Incorrect	This is <b>more preferable than that</b> .
Correct	This is <b>preferable to that</b> .
Incorrect	No <b>less than</b> fifty students were present.
Correct	No <b>fewer than</b> fifty students were present.
Incorrect	I want a <b>little</b> quantity of milk.
Correct	I want a <b>small</b> quantity of milk.
Incorrect	Ram <b>only</b> is guilty.
Correct	Ram <b>alone</b> is guilty.
Incorrect	Do not go out in the sun with your head <b>open</b> .
Correct	Do not go out in the sun with your head <b>bare OR uncovered</b> .
Incorrect	Give a <b>verbal</b> translation of the passage.
Correct	Give a <b>literal</b> translation of the passage.
Incorrect	The association has <b>three thousands of rupees in cash</b> .
Correct	The association has <b>only three thousand rupees</b> .

**The common errors that we see in writing adjectives are:**

1. Gold is heavy than silver.(**INCORRECT**)  
Gold is heavier than silver. (**CORRECT**)
2. I have no any book with me.(**INCORRECT**)  
I have no book with me. (**CORRECT**)
3. This book is the better of the three books.(**INCORRECT**)  
This book is the best of the three books.(**CORRECT**)
4. This is the best of the two necklaces.(**INCORRECT**)  
This is the better of the two necklaces.(**CORRECT**)
5. You should leave by the nearest bus.(**INCORRECT**)

- You should leave by the next bus.(**CORRECT**)
6. He arrived by the latest train.(**INCORRECT**)  
He arrived by the last train. (**CORRECT**)
7. These kind of men are very dangerous.(**INCORRECT**)  
This kind of men are very dangerous.(**CORRECT**)
8. He is the oldest son of his father.(**INCORRECT**)  
He is the eldest son of his father.(**CORRECT**)
9. I want no fewer than two liters of milk.(**INCORRECT**)  
I want no less than two litres of milk.(**CORRECT**)
10. He got many informations from him.(**INCORRECT**)  
He got much information from him. (**CORRECT**)

### **COMMON ERRORS IN THE USE OF VERBS**

A verb indicates an action and it acquaints us with something about a person, place or thing and it makes the sentence complete with meaning or sense.

#### **For Example:**

- 1) Dogs usually bark
- 2) Shyam is playing with the ball.

Some of the common errors we commit while using verbs are –

1. Why he went to Agra? (**INCORRECT**)  
Why did he go to Agra? (**CORRECT**)
2. The robber was hung. (**INCORRECT**)  
The robber was hanged. (**CORRECT**)
3. She asked me where was she ?(**INCORRECT**)  
She asked me where she was .(**CORRECT**)

4. I am suffering from fever since Monday. (**INCORRECT**)  
I have been suffering from fever since Monday. (**CORRECT**)
5. Can I go out, Sir ?(**INCORRECT**)  
May I go out, Sir ?(**CORRECT**)

## Common mistakes in the use of verbs



*Incorrect: I have visited him yesterday.*  
*Correct: I visited him yesterday.*

The present perfect tense cannot be used with adverbs that refer to a definite point of time in the past. If you want to say when something happened in the past, you have to use the simple past tense.

*Incorrect: We had gone to the movies last night.*  
*Correct: We went to the movies last night.*

*Incorrect: I had seen him yesterday.*  
*Correct: I saw him yesterday.*

The past perfect tense is not used to say that something happened some time ago. That idea is expressed using the simple past tense.

The past perfect tense is only used to suggest that an action had completed before another action commenced.

For example, you can say: We **had eaten** our dinner before **we went** to the movies last night.



6. I did not seen him since a long time. (**INCORRECT**)  
I have not seen him since a long time. (**CORRECT**)
7. I request you to kindly help me. (**INCORRECT**)  
I request you kindly to help me. (**CORRECT**)
8. Playing the hockey, my money was lost. (**INCORRECT**)  
Playing hockey, I lost my money. (**CORRECT**)
9. Going to school, his friend met him. (**INCORRECT**)  
Going to school, he met his friend. (**CORRECT**)



10. This milk is good for drinking. (**INCORRECT**)  
This milk is good to drink. (**CORRECT**)

### COMMON ERRORS IN THE USE OF ADVERBS

**COMMON MISTAKES WITH ADVERBS**

✘ I am <b>much</b> happy to see you.	✘ Mark told the story in <b>details</b> .
✔ I am <b>very</b> happy to see you.	✔ Mark told the story in <b>detail</b> .
✘ She plays tennis <b>good</b> .	✘ She sang <b>sweet</b> .
✔ She plays tennis <b>well</b> .	✔ She sang <b>sweetly</b> .
✘ I felt <b>so</b> lonely.	✘ I am very <b>much</b> sorry.
✔ I felt <b>very</b> lonely.	✔ I am very sorry.

An adverb is that word which modifies a verb, adjective, conjunction, preposition or even itself i.e., an adverb in a sentence or in a phrase.

For Example:

He is just in time.

Unfortunately he lost his job.

There are three types of adverbs –

- 1) Simple adverbs
- 2) Interrogative adverbs
- 3) Relative adverbs

**The common errors in writing an adverb are as follows:**

1. She is too rough in her attitude. (**INCORRECT**)  
She is very rough in her attitude. (**CORRECT**)
2. This scenery is very much beautiful. (**INCORRECT**)

- This scenery is very beautiful. (**CORRECT**)
3. She is somewhat tall for her age. (**INCORRECT**)  
 She is rather tall for her age. (**CORRECT**)
4. This house is enough large for her. (**INCORRECT**)  
 This house is large enough for her. (**CORRECT**)
5. This almira is too much heavy for him. (**INCORRECT**)  
 This almira is heavy enough for him. (**CORRECT**)

## MISTAKES WITH ADVERBS

✘ INCORRECT	? CORRECT ✔
I am <b>much</b> happy to see you.	I am <b>very</b> happy to see you.
She plays volleyball <b>good</b> .	She plays volleyball <b>well</b> .
I felt <b>so</b> lonely.	I felt <b>very</b> lonely.
The house is <b>enough spacious</b> for me.	The house is <b>spacious enough</b> for me.
Mark told the story in <b>details</b> .	Mark told the story in <b>detail</b> .
She sang <b>sweet</b> .	She sang <b>sweetly</b> .
He does not know <b>nothing</b> about this matter.	He does not know <b>anything</b> about this matter.
She was <b>very foolish enough</b> to trust him.	She was <b>so foolish</b> to trust him.
He does not know <b>to swim</b> .	He does not know <b>how to swim</b> .
Don't <b>go</b> in the sun.	Don't <b>go out</b> in the sun.
I know him <b>too</b> well.	I know him <b>very</b> well.
I shall <b>of course</b> do it.	I shall <b>certainly</b> do it.
Henry is <b>yet</b> at home.	Henry is <b>still</b> at home.


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6. This milk is very hot to drink. (**INCORRECT**)  
This milk is too hot to drink. (**CORRECT**)
7. She never will listen to you. (**INCORRECT**)  
She will never listen to you. (**CORRECT**)
8. Are you very well? (**INCORRECT**)  
Are you quite well? (**CORRECT**)
9. She went directly to her town. (**INCORRECT**)  
She went direct to her town. (**CORRECT**)
10. She lived here two years before. (**INCORRECT**)  
She lived here two years ago. (**CORRECT**)

## COMMON ERRORS IN THE USE OF PREPOSITIONS

# Mistakes In The Use of Prepositions

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<p>✓ She was afraid <b>of</b> cats.</p> <p>✗ She was afraid <b>from</b> cats.</p> <p>✓ You can insure <b>against</b> theft.</p> <p>✗ You can insure <b>for</b> theft.</p> <p>✓ His name was inscribed <b>in</b> the book.</p> <p>✗ His name was inscribed <b>by</b> the book.</p> <p>✓ My birthday is <b>in</b> November.</p> <p>✗ My birthday is <b>on</b> November.</p> <p>✓ Alex is married <b>to</b> a doctor.</p> <p>✗ Alex is married <b>with</b> a doctor.</p>	<p>✓ We went <b>on</b> a trip last month.</p> <p>✗ We went <b>in</b> a trip last month.</p> <p>✓ His car is superior <b>to</b> mine.</p> <p>✗ His car is superior <b>than</b> mine.</p> <p>✓ Samuel invests her money <b>in</b> the stock market.</p> <p>✗ Samuel invests her money <b>on</b> the stock market.</p> <p>✓ John failed <b>in</b> chemistry last week.</p> <p>✗ John failed <b>from</b> chemistry last week.</p> <p>✓ It has been snowing <b>since</b> Sunday.</p> <p>✗ It has been snowing <b>from</b> Sunday.</p>
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A preposition is a word that is placed before a noun or pronoun to show its relation with something else.

**For Example:**

- The book is on the bench.
- I stand amongst other people.

There are five kinds of prepositions –

- Simple prepositions
- Compound prepositions
- Double prepositions
- Participle prepositions
- Phrase prepositions

**The common errors in the use of prepositions are as follows –**

1. He said her. (**INCORRECT**)  
He said to her. (**CORRECT**)
2. She did not reach at the place in time. (**INCORRECT**)  
She did not reach the place in time. (**CORRECT**)
3. They pitied on her. (**INCORRECT**)  
They pitied her. (**CORRECT**)
4. She went to home. (**INCORRECT**)  
She went home. (**CORRECT**)
5. Do not quarrel on trifles. (**INCORRECT**)  
Do not quarrel over trifles. (**CORRECT**)
6. She accompanied with him to Delhi. (**INCORRECT**)  
She accompanied him to Delhi. (**CORRECT**)
7. I asked her water. (**INCORRECT**)  
I asked her for water. (**CORRECT**)
8. She is ill from fever. (**INCORRECT**)

She is ill with fever. (**CORRECT**)

9. She will arrive after a few days. (**INCORRECT**)  
 She will arrive in a few days. (**CORRECT**)

10. He passed in the test. (**INCORRECT**)

He passed the test. (**CORRECT**)

## COMMON MISTAKES WITH PREPOSITIONS

✓ CORRECT	✗ INCORRECT
George invests her money <b>in</b> the stock market.	George invests her money <b>on</b> the stock market.
My birthday is <b>in</b> September.	My birthday is <b>on</b> September.
Mary is married <b>to</b> a doctor.	Mary is married <b>with</b> a doctor.
It has been snowing <b>since</b> Saturday.	It has been snowing <b>from</b> Saturday.
She was afraid <b>of</b> dogs.	She was afraid <b>from</b> dogs.
His car is superior <b>to</b> mine.	His car is superior <b>than</b> mine.
John failed <b>in</b> chemistry last week.	John failed <b>from</b> chemistry last week.
You can insure <b>against</b> theft.	You can insure <b>for</b> theft.
Our company is ashamed <b>of</b> him.	Our company is ashamed <b>for</b> him.
The customer was <b>on</b> time for the meeting.	The customer was <b>in</b> time for the meeting.
Look <b>out of</b> the window.	Look <b>out</b> window.

## COMMON ERRORS IN THE USE OF CONJUNCTIONS

## common errors

involve conjunctions

- *although* and *but* are both used in the same sentence, e.g.  
*Although he came early but they had already left.*

Don't use both kinds of conjunction at the same time!

*He came early **but** they had already left.*

co-ordinate

or

*Although he came early they had already left.*

subordinate

31

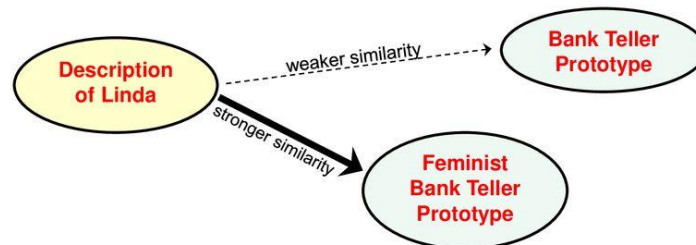
A conjunction is a word that joins two words, phrases or even sentences. For example – Mohan, Hari and Krishna are friends.

The conjunction is of two kinds –

- 1) Co-ordinate conjunctions
- 2) Subordinate conjunctions

### Why Do People Make Conjunction Errors?

- Remember: The representativeness heuristic predicts that people judge the probability based on how similar the individual case is to a typical member (stereotype) of a group.
- The description of Linda sounds more similar to someone who is a feminist and a bank teller, than to someone who is only a bank teller.



Representativeness Heuristic: People judge probability based on similarity to typical case; they overlook role of set inclusion.

**The common errors in the use of conjunctions are as follows:**

1. She both stole my pen and pencil. (**INCORRECT**)  
She stole both my pen and pencil. (**CORRECT**)
2. Neither Sarla is here nor is her brother. (**INCORRECT**)  
Neither Sarla nor her brother is here. (**CORRECT**)
3. She asked me that why I had confessed my guilt. (**INCORRECT**)  
She asked me why I confessed my guilt. (**CORRECT**)
4. Unless you do not obey, none will respect you. (**INCORRECT**)  
Unless you obey, none will respect you. (**CORRECT**)
5. She must either go or I. (**INCORRECT**)  
Either she or I must go. (**CORRECT**)
6. As she is not in time, so she will be marked absent. (**INCORRECT**)  
As she is not in time, she will be marked absent. (**CORRECT**)
7. She is both a singer as well as a dancer. (**INCORRECT**)  
She is a singer as well as a dancer. (**CORRECT**)
8. Because he is a good person, everyone helps him. (**INCORRECT**)  
Everyone helps him, because he is a good person. (**CORRECT**)
9. Although she was in time, but none gave her a chance to sing. (**INCORRECT**)  
Although she was in time, yet none gave her a chance to sing. (**CORRECT**)
10. Walk slowly lest you should not tumble down. (**INCORRECT**)  
Walk slowly lest you should tumble down. (**CORRECT**)

## Common Conjunction Errors

---

- Using the wrong conjunction

**Confusing:** It is raining today, **but** there might be a thunderstorm.

**Clear:** It is raining today, **and** there might be a thunderstorm.

- Beginning a sentence with a conjunction

**Informal:** **And** it is going to rain tomorrow.

**Formal:** **Also**, it is going to rain tomorrow.

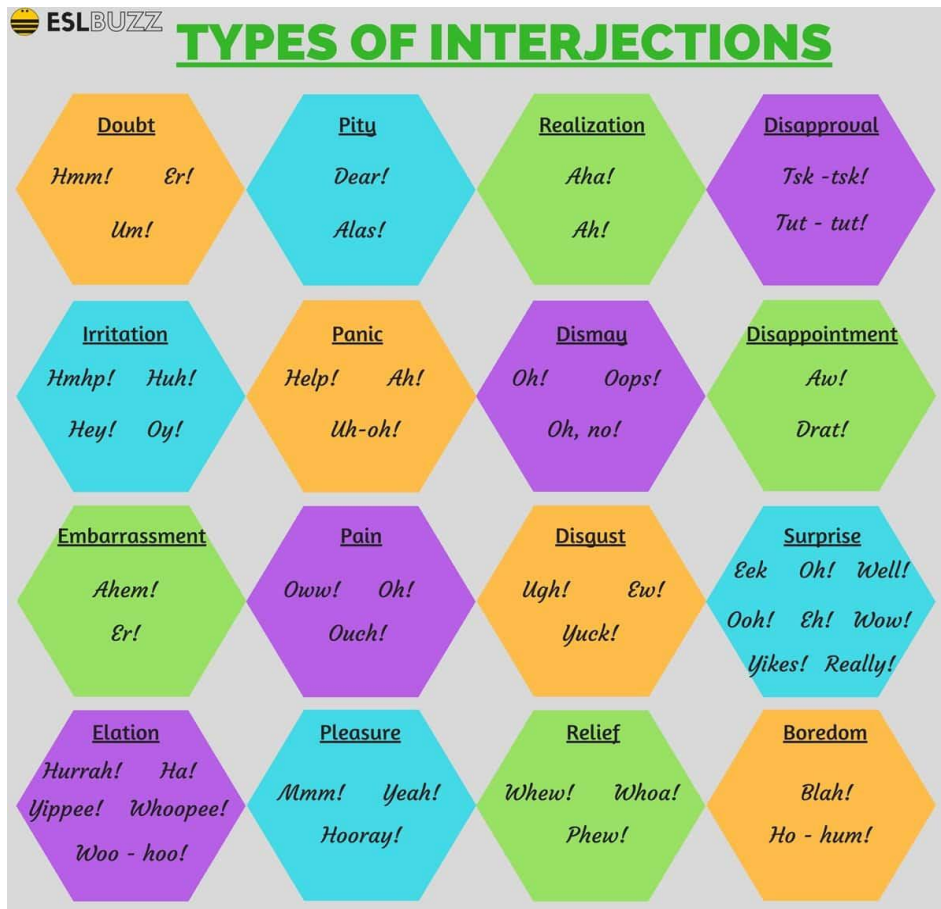
- Using a subordinating conjunction as a transition

**Incomplete:** **Although** the forecast for Thursday looks good.

**Complete:** **However**, the forecast for Thursday looks

good.

### COMMON ERRORS IN THE USE OF INTERJECTIONS



An interjection is that word which expresses a sudden emotion or feeling of the mind.

**For example:**

- Hurrah! I have won a scholarship. (joy)
- Alas! My friend is no more. (sorrow)

The interjection thus indicate an emotion of pity, joy, sorrow, surprise, attention, hatred or approval, etc. Thus, interjection is a much wider term that includes almost all the words that express the emotion of joy, grief wonder, attention, etc.

Sometimes we use nouns, pronouns, verbs, adverbs and conjunction to express the applause or emotion through the interjections.

The common errors we normally do while using the interjections are –

1. When we forget to give the exclamation mark while writing an interjection.
  - a. Bravo we won the match. (**INCORRECT**)  
Bravo! We won the match. (**CORRECT**)
2. There are some mild interjections which are followed by commas in the sentence.
3. If the emotions in the interjections are more powerful, then it will be followed by an exclamation mark.
4. The interjections are rarely used in the academic writing or formal writings. They are more preferred for informal and artistic writing.

### **9.5 COMMON ERRORS IN THE VERB TENSES**

The verbs and the tenses are used in a sentence to indicate an action and the time in which it is done. It plays a very important role because it shows the predicate part of the sentence and gives information regarding the nouns and the pronouns.

The verb tense errors occur due the wrong use of verb tense and it is a common error seen in the writing of grammar.

The common errors in the verb tenses are –

- 1) Confusion in writing the present tense. It has four forms – the simple, continuous, perfect, and the perfect continuous. The actions in that form show the different times of the action to be performed.
- 2) The same confusion also occurs in the past tense, i.e., the changing time and the verb forms creates very small difference and thus makes errors.
- 3) While writing the dialogues for a speech or a drama, tense plays an important role in it. Switching the tense in the sentence creates confusion for the readers.



## Common mistakes in the use of verbs



*Incorrect: I have visited him yesterday.*  
Correct: I visited him yesterday.

The present perfect tense cannot be used with adverbs that refer to a definite point of time in the past. If you want to say when something happened in the past, you have to use the simple past tense.

*Incorrect: We had gone to the movies last night.*  
Correct: We went to the movies last night.

*Incorrect: I had seen him yesterday.*  
Correct: I saw him yesterday.

The past perfect tense is not used to say that something happened some time ago. That idea is expressed using the simple past tense.

The past perfect tense is only used to suggest that an action had completed before another action commenced.

For example, you can say: We **had eaten** our dinner before **we went** to the movies last night.



4) Using simple tense and the past tense together in a sentence creates a verb tense error.

5) The subject-verb agreement error is another error in the common errors. The subject of the sentence has to agree with the verb or else it will be a bad grammar.

6) Another verb tense error is seen in the case of pronouns. A pronoun takes place of a noun thus it also has to agree with the subject of the sentence otherwise it will be an error.

7) The use of double negatives is another form of error in the verb tenses. Using two negatives can make it a positive sentence, therefore it is said to be a wrong form of writing.

8) A sentence consists of a subject, verb and an object. If it fails to contain these elements then it is referred as sentence fragments. These type of errors do not give the complete meaning of the sentence.

## [ Common Verb Form Errors ]

- Use an infinitive to express a purpose (shortened form of *in order to*).  
*\*The graduate students went to their supervisor's office seek his advice on their project.*
- Use a perfective infinitive (to+ have+ past participle) where events or conditions expressed by the infinitive are in the past.  
*\*To produce a higher crop yield was an impossibility given this monsoon season.*

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9) The run-on sentences and overuse of conjunction is another error in the verb tenses which is commonly found in paragraphs and essays.

10) The using of incorrect singular and plural form of noun in the verb agreement is a common error seen in the grammar.

11) The incorrect use of articles in the verb tenses or omission of articles also leads to grammatical errors.

12) Finally there is then last error which can be seen in the verb tenses is the wrong use of words. A wrong word can create confusion within the readers and can also change the meaning of the sentence completely.

Therefore, there are many common and silly mistakes we can find in the verb tenses we use to write. It just occurs because of the confusion in the sentences.

### **LET US SUM UP**

In this unit we discussed the uses of English language both in the form of reading and writing. We also looked into the common errors in English languages, mainly explains about common errors in parts of speech and verb tenses.

### **E – RESOURCES**

<https://www.britannica.com/topic/English-language>

<https://www.thoughtco.com/what-is-the-english-language-1690652>

<https://www.youtube.com/watch?v=aEH2GkuRIHs>

<https://www.oxfordinternationalenglish.com/common-english-grammar-mistakes/>

<https://www.indiatoday.in/education-today/grammar-vocabulary/story/16-common-errors-in-everyday-english-1097590-2017-11-30>

<https://www.engvid.com/english-resource/50-common-grammar-mistakes-in-english/>

<https://www.youtube.com/watch?v=1Dax90QyXgl>

<https://courses.lumenlearning.com/suny-styleguide/chapter/common-mistakes-with-adjectives-and-adverbs/>

<https://uwaterloo.ca/math/sites/ca.math/files/uploads/files/appendix2-common-errors.pdf>

[https://www.youtube.com/watch?v=NcOnY\\_CX7wg](https://www.youtube.com/watch?v=NcOnY_CX7wg)

<https://www.englishgrammar.org/common-errors-tenses/>

<https://perfectyourengish.com/grammar/common-errors-with-verbs.htm>

<https://www.youtube.com/watch?v=5H1iXAR583c>

## UNIT 10 - COMMON ERRORS IN PUNCTUATION AND MODERN ENGLISH USAGE

### STRUCTURE

Overview

Objectives

10.1 Common Errors in Punctuation

10.2 Common Errors in Confusing Expression

10.3 Modern English Usage

Let Us Sum Up

### OVERVIEW

In this we will discuss about the common errors in punctuation and confusing expressions with various examples. The unit also contains the usage of modern English. It also contains various work exercises for a learner to understand much better about common errors.

### OBJECTIVES

After successful completion of this unit, you will be able to

- define 'Punctuation'
- explain the use of English in new context

















### 10.1 COMMON ERRORS IN THE PUNCTUATION

## Most Common Punctuation Mistakes

- **Comma Splices**
  - Two sentences joined only with a comma when a **semi-colon** would be best fit instead
    - Ex: It's hot today, the beach sounds fun.
- **Misuse of Apostrophes**
  - Using apostrophes at the wrong time or displaying the improper meaning
    - Ex: Its his turn!
    - Ex: I like his' smile.
- **Misuse of Quotation Punctuation**
  - Putting the ending punctuation mark after the ending quotation mark or not using the proper punctuation mark before beginning a quote
    - Ex: He said "I miss you".
    - Ex: He said, "I miss you".

The word punctuation is a derivative from 'punctum', a latin word which implies a point. It symbolizes the correct use of stops or marks and thus divides a part of sentence from the other to make it clear, precise and understandable. The principal marks of punctuation are as follows –

- ✓ Full stop (.)
- ✓ Comma ( , )
- ✓ Semi- colon ( ; )
- ✓ Colon ( : )
- ✓ Question mark ( ? )
- ✓ Exclamation mark ( ! )
- ✓ Inverted comma ( “ ” )
- ✓ Apostrophe ( ' )
- ✓ Dash ( \_\_\_ )
- ✓ Hyphen ( - )
- ✓ Brackets and parentheses ( )

 comma	 semicolon	 colon	 fullstop
 exclamation mark	 question mark	 apostrophe	 quotes
 double quotes	 hyphen	 dash	 stroke or slash
 parentheses or round brackets	 square brackets	 ellipsis	 asterix

The common errors we see in the punctuation are as follows –

- ✓ When the commas are omitted while writing the sentences which changes the meaning of the words, phrase or clauses.
- ✓ Using the apostrophesunusually where it is not in use.
- ✓ The single and double quotation marks are used unnecessarily when nothing is quoted.
- ✓ Using excess of commas in a paragraph which makes the sentences faulty.
- ✓ Semi-colons and colons are always misused used to confusion in between them.
- ✓ All the horizontal lines in the grammar are not equal. Like the dash and hyphen built confusion while writing the sentence.

- ✓ It's and it's are misused in a sentence where as their using rules are different.
- ✓ Another common error we find is too many use exclamation marks in the sentence which confuses a reader.
- ✓ The comma punctuation is indeed not needed wherever we stop to breathe after reading a sentence.
- ✓ Using comma to break the sentence and making it a complete sentence. Instead the correct form is using a semi-colon to break the sentence and period to end it.
- ✓ Using commas and periods outside the quotation marks while writing American English.
- ✓ Another common error is punctuating the dialogues incorrectly
- ✓ Using apostrophes to form the plural form of noun in the sentences.
- ✓ Using commas after a coordinating conjunction form an error.

## **10.2 COMMON ERRORS IN CONFUSING EXPRESSIONS**

The commonly confusing words are quite tricky in the English language. They either look alike, sound alike, or look and sound alike but they completely have different meanings. These words are also a source of common errors in the English language. You have to read, study and understand the correct meaning of these words and the place where it should be used.









































Some of the commonly confused words are given below –

- Affect - Hard work can easily affect his health.
- Effect – Harish words had no effect upon his mind.
- Accept – I cannot accept your proposal.
- Except- All except his brother were absent.
- Ascent –The ascent of the Mount Everest is very steep.
- Assent – He sought his mother's assent and joined the forces.

- Bail – The murders should not be released on bail.
- Bale – The woman in the Indian villages bring bales of grass on their heads.
- Berth – Get the railway berth booked for me.
- Birth – She took birth in a big home.
- Caste – Have little faith in the caste system, but have faith in right action.
- Cast – Coming events cast their shadows before.
- Course – The teacher has to finish the course before the exam.
- Coarse – I bought coarse clothes.
- Dew – The dew drops shine on the grass like pearls.
- Due – The society should give due regards to the teacher.
- Die – Everyone has to die one day.
- Dye – Dye this piece of cloth in red colour.
- Fair – A fair was held beside the river every year.
- Fare – What is the railway fare from this place to Calcutta?
- Floor - We live on the second floor.
- Flour - Raju is manager in a flour mill.
- Lessen – Nothing can lessen your difficulties.
- Lesson – I got a lesson from my teacher.
- Lose – Do not lose your valuable time.
- Loose – Ladies should wear loose clothes.
- Mail – The mail gave the information about the function.
- Male – She has no male issues.
- Merry – Eat, drink and be merry.
- Marry – Do not marry in haste or you will repent.
- Plain – The Gangetic plain is fertile.
- Plane - The plane started flying.
- Peace – It is better to live in peace.
- Piece – I can tender a piece of advice to you now.
- Quite – She is quite all right now.
- Quiet – The teacher advised the students to keep quiet.
- Reign – People were righteous during Akbar's reign.
- Rain – In July and August we have enough rainfall.
- Route – Hard work is the shortest route to success.
- Root – This is the root cause of all evils.
- Sail – Let us sail across the sea now.
- Sale - He had abundant sale of paper.



- Soul – The strivings of his soul took him nearer to the door of heaven.
- Sole – The sole issue in dispute is our partnership in business.
- Throne – He was the heir to the throne.
- Thrown – He was thrown before the lion, but the lion did not touch him.
- Team – Our team came first in the match.
- Teem - The country teems with poor people.
- Vain – These are vain hopes.
- Vane – The wind vane can guide you about the directions.
- Vale – The vale of Kashmir is beautiful.
- Vail – Don't veil the truth.
- Whether – I don't know whether she would reach there.
- Weather – The weather is fine and I am quite well.

 way Which way should I go?	 stairs Use the stairs to go up and down.	 flower A rose is a beautiful flower.	 bored The man was very bored.	 one The first number is one.
 weigh I weigh fruit at the supermarket.	 stares The cat stares at the mouse.	 flour Flour is used in baking.	 board A carpenter cuts a board.	 won I won the race!
 hair I dry my hair.	 son Dad helped his son to read.	 eight Six, seven, eight, nine.....	 deer The deer ran through the forest.	 eye Dust blew into my eye.
 hare A rabbit is also called a hare.	 sun The sun shined brightly.	 ate Sally ate a sandwich.	 dear Dear Max, How are you?	 I 'I' is another way of saying 'me'.
 feat A heroic act is called a feat.	 forth To go forth is to go forward.	 hear I hear with my ears.	 hole The man climbed out of the hole.	 groan When I feel sick I groan.
 feet You walk on your feet.	 4th fourth After third comes fourth.	 here Here it is!	 whole All parts together equal a whole.	 grown The plant has grown.
 knight The knight rode his horse.	 mail Mail is delivered by a postman.	 sew Use a needle and thread to sew.	 waist Mary measured her waist.	 write I can write my name.
 night The moon comes out at night.	 male A man is called a male.	 so So? What is the answer?	 waste Put all of your waste in the bin.	 right That is correct! You are right.

### 10.3 Modern English Usage

The Modern English period in English literature started from the 16<sup>th</sup> century and is ongoing till the present time. The various developments in its forms, uses and other features have evolved time to time.

The Modern English has numerous changes in sounds and pronunciation which is now studied as a subject linguistics and phonetics.

English being progressive and digressive continued to absorb so many words from people and their tongues. It has now-a-days become flexible and soft.

The Modern English usage helps us to reach the international level. It has become that language which is informative, expressive, directive, phatic, and aesthetic.

In today's world the Modern English is used in every sector i.e., studies, offices, governmental offices, business, social sites etc. This is because English is the most receptive language from the other languages.

The Modern English lacks the essence of spelling and pronunciation but the main element which makes it a habit of use is its simplicity.

The Modern English usage creates a familiar appearance in the world because of its simple features and common style of writing and speaking.

#### **Check Your Progress:**

##### **I) Find and correct the error**

1. I went to the India in 1967.
2. I have been in the United Kingdom since a year.
3. I used to having a dog.
4. I'm used to get up late.
5. I love a lot the animals that live in India.
6. She must has been on holiday.

7. I wish I am not fat.
8. When I was in Mumbai last year, I wish I went to Kashmir.
9. The sun is very strong. I wish I didn't leave my sun cream in the hotel.
10. I am not used to do the housework.
11. I hate doing mistakes.
12. I live here since 1997.
13. He knows her for ten years.
14. I've been cutting my finger today.
15. My house is built in 1567.
16. Spinach is said to being very good for your health.
17. I went to work with the bus.
18. At this time tomorrow, I'll be fly to Delhi.
19. I'm not agree: this exercise is very easy.
20. I am knowing all the grammar, but it's difficult to recall.

**II) Punctuate the following passages.**

a) how dare you talk to me poor lady god is the witness no sir you are my benefactor ah such men are like angels on earth she exclaimed with tears in her eyes

b) no smoking in this compartment said the ticket inspector to the traveller i am not smoking was the travellers reply but you have got your pipe in your mouth answered the inspector yes was the sharp reply i have got my feet in my boots but i am not walking

c) Krishna sees a hall porter with some sacking and decides to talk to him what sort of time is it he asks past nine what are you standing here for move on

**III) Choose the correct option from the choice.**

1. The dance ..... my expectations.
  - a) acceded
  - b) exceeded

2. Everybody turned up ..... Sarah.

- a) except
- b) expect

3. The students do not have ..... to the research materials in the library.

- a) access
- b) excess

4. He is under the ..... that he is the most powerful man on earth.

- a) allusion
- b) illusion

5. During his speech, he made several ..... to the French Revolution.

- a) allusions
- b) illusions

6. We are ..... to leave now.

- a) all ready
- b) already

7. Have they ..... left on holidays ?

- a) already
- b) all ready

8. Is there ..... we can postpone the function ?

- a) any way
- b) anyway

**IV) Find the mistake and correct it.**

1. Isn't that your sister's friend car over there in front of Harish's house?
2. My children don't have to go to the tutions tomorrow as it's a holiday.
3. I think this vanilla mousse would be more nice if you put a bit more sugar in it.
4. I wanted to buy the shoes but it was enough expensive so I got it out of the shop instead.
5. My friend doesn't like go to the parties because he isn't any good at dancing.
6. I have been to Shimla in 1995 and I enjoyed myself very much.
7. He lives in Pal streets housing, a tiny society of Bhopal.
8. My family is composed of five people, my mother, my father, my brother, my aunt and myself.
9. My mother has to go to the doctor to have acheckupof her leg.
10. I went to the temple on Sunday because I wanted to go to Langar.
11. I want to open a window for let some fresh air into this room.
12. My husband is unemployed at the moment, but he would like a job as a production manager.
13. I'm work in a resort at the moment but I'd like a more interesting job.
14. This place is really boring. I'm tired and I want go home.
15. I'm afraid we'll have to get the train. I haven't done the arrangements forit.

**LET US SUM UP**

In this unit you all read about the common errors in punctuation and the modern usage of English language. The important concepts, rules and examples, of the topics related to this unit will help to clear out the understanding regarding the confusing sentences, phrases, and the simple mistakes that occurred while studying and writing grammar. After reading this topics and concepts, your knowledge regarding the English

grammar will be developed with the advancement in it. This understanding will help you to improve your vocabulary. The proper usage of grammar in today's world has become very much important, especially for the youths those who are the future of the nation. Every sector of the society wants an educated person who can speak good English with correct order without any faults. Grammar is the main source of English language. If the base is not clear with our understanding then the further studying and acquiring knowledge will be worthless. Therefore, the English usage should be done correctly without any faults or mistakes.

### **SUGGESTED READINGS**

- 7) Hewings. *Advanced English Grammar with Answers*. Cambridge University Press, 1999.
- 8) Downing and Locke, *English Grammar a University Course*. Prentice Hall International (UK), 1992.
- 9) Eastwood, *Oxford Guide to English Grammar*. Oxford University Press, 1994.
- 10) Fowler, *A Dictionary of Modern English Usage*. Oxford University Press, 1926.

### **E – RESOURCES**

<https://www.oxfordreference.com/view/10.1093/acref/9780199661350.001.0001/acref-9780199661350>

<https://www.flipkart.com/fowler-s-modern-english-usage-3-ed-3rd/p/itmczytaf3pmgakd>

<https://www.oxfordlearnersdictionaries.com/definition/english/a-dictionary-of-modern-english-usage>

<https://www.youtube.com/watch?v=xwFVOU3zkRc>

<https://www.english-grammar-revolution.com/usage-guide.html>

## MODEL SPOT ASSIGNMENT QUESTION PAPER

**Note:** A learner has to submit three assignments for BEGS-22. Each assignment has 15 Marks. The average of three assignments will be taken into account of the final result.

### ASSIGNMENT – 1

**Max.: 15 Marks**

**Answer any one of the question not exceeding 1000 words.**

1. What are the importances of Punctuation?
2. Write on the rules of conversation of direct speech to indirect speech?
3. Explain the Model Verbs.

### ASSIGNMENT – 2

**Max.: 15 Marks**

**Answer any one of the question not exceeding 1000 words.**

1. What is question word? Explain in detail.
2. Write ten examples for yes (or) no questions.
3. Write a dialogue between a driver and a passenger using three basic tenses.

### ASSIGNMENT – 3

**Max.: 15 Marks**

**Answer any one of the question not exceeding 1000 words.**

1. List out the auxiliary verb and use theme in correct sentence.
2. Write an essay about Punctuation
3. Illustrate the common error in the usage of Verbs.

**MODEL TERM END EXAMINATION QUESTION PAPER**

**B.A ENGLISH**

**BEGS-22: ADVANCED ENGLISH GRAMMAR**

**Time: 3 Hours**

**Maximum Marks: 70**

**Part – A**

**(3X3=9 Marks)**

**Answer any Three out of Five questions in 100 words.**

**All questions carry equal marks**

1. Define Interrogative Sentence with an example.
2. List out any three usages of Present Tense.
3. What is Passive Voice?
4. When do we use Indirect Speech?
5. Correct the Followings.
  - (i) I have finished my meals.
  - (ii) My friend has two children's.
  - (iii) Gold is heavy than Silver

**Part – B**

**(3X7=21 Marks)**

**Answer any Three out of Five questions in 200 words.**

**All questions carry equal marks**

6. Illustrate the common error in the usage of Verbs.
7. What are the importances of Punctuation?
8. Write on the rules of conversation of direct speech to indirect speech?
9. Explain the Model Verbs.
10. Write any Five Exclamatory Sentence.



**Part – C**

**(4X10=40 Marks)**

**Answer any Four out of Seven questions in 500 words.**

**All questions carry equal marks**

11. What is question word? Explain in detail.
12. Write ten examples for yes (or) no questions.
13. Write a dialogue between a driver and a passenger using three basic tenses.
14. List out the auxiliary verb and use theme in correct sentence.
15. Change the following sentences from direct speech to indirect speech.
  - (i) Sarah said that she \_\_\_\_\_ to Rome this summer. (go)
  - (ii) Vicky told Sarah that he \_\_\_\_\_ with her. (come)
  - (iii) You told me you \_\_\_\_\_ chocolates. (like)
  - (iv) The book says that the Earth \_\_\_\_\_ around the Sun. (revolve)
  - (v) The salesman told us that this car \_\_\_\_\_ the best mileage. (give)
16. Correct the sentence given below.
  - (i) Let you and I meet her first.
  - (ii) You can have any of the two pens.
  - (iii) She gave Ram and I sweets.
  - (iv) I and he are brothers.
  - (v) My mother cares more for me than he.
  - (vi) Each of the two brothers are honest.
  - (vii) Who did you give your book?
  - (viii) These two parrots love one another.
  - (ix) Everybody should respect one's elders.
  - (x) Each of us have separate books to read.
17. Write an essay about Punctuation.

# Original

## Document Information

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## Sources included in the report

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- M.A., English
- M.A., Linguistics
- M.A., Translation Studies
- M.A., Comparative Literature
- Post Graduate Diploma in Spoken English
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