



B.A. ENGLISH - I YEAR

DJE1C : MODERN ENGLISH GRAMMER AND USAGE

SYLLABUS

UNIT I

- a) Basic Sentence Patterns
- b) Sentence and its parts: Noun – Phrase and Verb-Phrase
- c) Noun Phrase : Functions
- d) Noun : Number and Gender

UNIT II

- a) Verb Phrase : Functions
- b) Verb : Transitive and intransitive
- c) Infinitives and Gerunds
- d) Tenses

UNIT III

- a) Concord
- b) Auxiliaries, Modals and Non-Modals : Their Function.
- c) Voice
- d) Direct & Indirect Speeches

UNIT IV

- a) Question Formation and Question Tags
- b) Use of Prepositions
- c) Degrees of Comparison
- d) Clauses and Phrases

UNIT V

- a) Transformation & Synthesis of Sentences
- b) Common Idioms and phrases
- c) Punctuation
- d) Comprehension



UNIT I

A. BASIC SENTENCE PATTERN

A Sentence is made up of many words. They are : Subject, Verb, Indirect object, Direct Object and complement. A Subject is a doer of the action and the verb indicates the action involved. Object is one to whom the action passes on from the doer of the action. Complement answers the question “what” and adverb answers the question ‘how’

Example :

Birds / Fly	S-V
I /ate/ an apple	S—V—O
He/ gave/ the baby/ a sweet	S-V-IO-DO
They/ elected/Ramu/ the Chairman	S-V-O-C
He/ runs/ fast	S-V-A
Ambika/ is/ a teacher	S-V-C
Rama/ began/ to work	S-V- to infinite
I/ made/ the baby/ cry	S-V-O-bare infinite
I / like/ swimming	S-V-Gerund
Roja/ looks/ worried	S-V-past participle
I/ saw/ my friend/ crossing/ the road	S-V-O-Participle – object
He/ looks after/ my baby	S-Phrasal verb- object

Exercises:

Identify the sentence pattern in the following:

1. My friend became a model
2. We practise music daily
3. My sister likes skating
4. I bought her a saree
5. Open the window
6. Raja can run fast
7. Health is Wealth



8. Philip was made captain of the team.
9. The coffee is hot
10. Ram was found guilty
11. I have a lot of work to do
12. I saw her reading a book
13. He gave up smoking
14. I let the bird fly
15. I smell something burnt

Ans:

1. S V C
2. S V O A
3. S V Gerund
4. S V IO DO
5. V O
6. S V A
7. S V C
8. S V C
9. S V Adjective
10. S V C
11. S V O – to infinitive
12. S V O – particle –object
13. S – phrasal verb – Gerund
14. S V O – bare infinitive
15. S V O Past Participle



B.SENTENCE AND ITS PARTS

C. Noun phrase

A group of words which functions as a noun is called Noun phrase.

Ex: early to bed,

To win the race,

Teaching English

Playing cricket

The above noun phrases can be turned into sentences

Ex: **Earlytobed** is a good habit

Readingbooks gives us knowledge

My friend likes **playingcricket**

Raja has a strong desire **towintherace**

Adverb Phrase:

A group of words which does the work of an adverb is called an Adverb phrase.

Ex: with great speed,

on this spot,

at this very moment

in all directions.

The above phrases can be turned into sentences:

Ex: He was driving the car **with great speed**

He jumped into the Sea **without any care.**

I can pay the amount at this very moment

The news of Raja's promotion spread **in all directions.**

A sentence contains many parts. They are Noun, Verb, Adjective, Adverb, Articles, Pronoun, Preposition, Conjunction, Phrase and Clause.

Nouns are divided into eight Kinds :

1. Common Noun



2. Proper Noun
3. Collective Noun
4. Concrete Noun
5. Abstract Noun
6. Countable Noun
7. Uncountable Noun
8. Material Noun

1. A Common Noun is a name given to every person or thing in common

Ex: boy, teacher, girl

2. A Proper noun is a name of a particular person

Ex: Keats, Nigeria, Bill Clinton

3. Collective Noun is a name of collection of things.

Ex: Crowd, army, committee

4. Concrete Noun is the name of a thing that can be touched

Ex: Girl, Pen, apple

5. Abstract Noun is the name of a quality or state:

Ex: Freedom, Joy, Childhood

6. A countable Noun is the name of a thing that can be counted:

Ex: apple, woman and table

7. An uncountable Noun cannot be counted:

Ex: Coffee, Oxygen, Money

8. Material Noun is the name of a material:

Ex: wood, iron, butter

ADJECTIVE

A word used to express the quality, quantity, number and to point out the person or thing is regarded as an adjective



Ex: beautiful girl
Clever student
tall building

The above mentioned words, an adjective is used with a noun, It is known as attributive use.

An adjective used with a verb is known as predicative use:

Ex: She is **afraid**
He is **alive**
He looks **happy**

Pick out the adjectives in the following sentences

1. Anil won the first prize
2. Good wine needs no advertisement
3. Mary has a new, green dress
4. She lives in a big house
5. He died a glorious death

PRONOUN

A word used in the place of a noun is known as a **Pronoun** : I, You, she,they.

Ex: This book is **mine** (Possessive Pronoun)

She has lost **everything** in life (Distributive pronoun)

Who was the first President of India (Interrogative Pronoun)

Nothing is as sweet as honey (Indefinite pronoun)

This house is **mine**(Demonstrative pronoun)

I **myself** showed you the way (emphatic pronoun)

He hurt **himself**(Reflexive pronoun)

I am a teacher (personal pronoun)

THE INFINITIVE

A word that is not limited by the person or number of the subject is known as Infinitive. It is a kind of noun having certain features of noun. So it is treated as a verb noun.



Ex: **Toerr** is human

I love **tospeak** English

She likes **toswim**

Uses of infinitive

- Ex: 1. **To advise others** is easy (As the subject of a verb)
2. I wish **to become** a poet (as an object of a verb)
 3. My intention is **to marry** her (as the complement of a verb)
 4. We are **about to begin** our work (as an object of a preposition)
 5. We are **happy to sit** here (to qualify an adjective)

Bare Infinitive is used with the following verbs:

Ex: bid, watch, make, let, hear

I **helped** her **learn** English

She **made** him **understand** the problem

ADVERB:

Adverb modifies the verb of the sentence :

Ex: I can run **fast**

She writes **quickly**

Kinds of Adverb

1. They lived **happily** (Adverb of manner)
2. She stood **near** the gate (Adverb of Place)
3. My father is not at home **now** (Adverb of time)
4. They **never** go to films (Adverb of frequency)
5. I will **definitely** help you (Adverb of certainty)
6. He is **very** great (Adverb of Degree)
7. **When** will you come? (Interrogative Adverb)
8. I do not know **where** she had gone (Relative Adverb)



PREPOSITION

A Preposition is a word placed before a noun or pronoun to show its relation to some other word in a sentence.

Ex: I Spoke **to** John

We are fond **of** Jokes

She is addicted **to** smoking

CONJUNCTION

A word which joins together sentences or clause is called conjunction.

Ex: but, because, though, that

I like John **and** his sister

He tried hard **but** he failed

Although she is not beautiful, she wants to be a film star.

COMPOUND CONJUNCTION

Group of words which are used as conjunctions are called compound conjunction.

Ex: so that, as if, as well as.

COORDINATING CONJUNCTIONS are used to join together clauses of equal rank

Ex: and, but, or, also, either-or, and neither-nor

D.NOUN : NUMBER

A word which indicated whether a noun is singular or plural is known as number:

Kinds of numbers : A Noun has two numbers. A singular, and a Plural

1. A noun which denotes one person or thing is known as singular number

Ex: tree, cow, pen, book

2. The plural number which denotes more than one person or thing is called as

Plural number

Ex: trees, boxes, cows, pens



HOW TO FORM PLURALS

1. Most nouns form their plurals by adding to the singular

SingularPlural

face faces

lion lions

toe toes

day days

2. Nouns ending with 'ch', 's', 'ss', 'sh', 'x' form their plurals by adding 'es' to the singular

SingularPlural

Catch catches

Fox foxes

Brush brushes

Inch inches

3. Nouns ending with 'y' and which have a consonant form their plural by Changing 'y' into 'ies'

Singular Plural

army armies

duty duties

body bodies

fly flies

4. Nouns ending with 'O' are turned plural by adding 'es' to the singular

Ex: Potato --- Potatoes

echo ---- echoes

THE NOUN : GENDER

Gender indicates whether a person or an animal is male or female. There are four kinds:

1. Masculine Gender



2. Feminine Gender
3. Common Gender
4. Neuter Gender

Masculine Gender: A noun which denotes a male person is known as masculine gender.

Ex: boy, brother, king, uncle, man.

Feminine Gender : A noun which denotes a female person or animal is known as feminine gender

Ex: Girl niece, daughter, lady, queen

Common Gender denotes both male and female persons:

Ex Driver, Singer, Child, enemy

Neuter Gender denotes neither male or female persons:

Ex: Book, table, college, science.



UNIT II

B. VERB : TRANSITIVE AND INTRANSITIVE

Verbs are of two types. Most of the verbs in the English language are transitive verbs. Transitive verbs take an object and it can be converted into the passive form.

Some verbs are not following by an object. These are called intransitive verbs. Some of them are: Come, fall, go, happen, sleep, swim, and wait.

If a verb cannot be followed by an object, it cannot be made passive. There are no passive form in the following:

Ex: I **slept** for nearly twelve hours last night.

The ship slowly **disappeared** from view.

Several verbs can be used as both transitive and intransitive.

Transitive Intransitive

Latha started the quarrel

The meeting started on time

I opened the door

The library opens at 10a.m

They **broke** the window panes

The pencil **broke** into two.

Some verbs have two objects

Ex: Jeya gave **me** a **pen**

Grandfather hold**us** a **story**.

Sentences with two objects can be written in two difference ways.

Ex: The principal gave the boy an award

The principal gave an award to the boy.

C. INFINITIVES AND GERUND

Infinitives:

To + verb is an infinitive. :

To write, **To read**, **To eat** are examples of infinitive.

Ex: He wanted me **to read** the letter

It is not easy **to write** a letter



Sometimes infinitives can be used without 'to':

Ex: They made him **laugh** (not 'to laugh')

I let him **do** that (not 'to do')

An infinitive without 'to' is called a bare infinitive. A bare infinitive is used after verbs like, make, let, got, heel, help, see, notice, dare, and need.

The bare infinitive is used after 'had better', '**hadrather**', '**wouldrather**' and '**soonerthan**'.

Difference functions:

a) It is used as the subject of a verb:

ex: **Toerr** is human

Toadvise is easy

b) as an object of a verb:

ex: I want **to win** the prize

He loves **to listen** the music

c) as complement of a verb:

ex: My aim is **to win** the gold medal

Our mission is **to serve** the poor

d) as an adverb:

ex: The boy ran **to meet** his father

e) as an adjective:

ex: This is an ideal place **to rest**

f) It is used in the too-to construction:

ex: He is too active to sit quiet

g) The continuous infinitive is : to be + present participle of the verb

ex: He seems **tobeenjoying** himself.

i) It is used after verbs like, appear, seem, pretend, hope and promise

ex: She appears **tobelisting**

I happened **to be watching** the event.



i) The perfect infinitive has the form: to + have + past participles of the verb

ex: He seems **tohaveforgotten** about it

GERUNDS

Gerund is a word ending with 'ing' and has the force of a noun and verb. It is also known as verbal noun.

Ex: **writing** is my profession

I enjoy **teaching** English

Uses of Gerund:

1. As Subject of a verb:

Ex: **Walking** is a good exercise

Reading makes you wiser

2. As object of a verb

Ex: I like **dancing**

He dislikes **smoking**

3. Object of a preposition

Ex: I am fond of **swimming**

He is afraid **oftelling** the truth.

4. Complement of a verb

Ex: Her aim is **starting** a home for orphans

InfinitiveGerund

Teach me to speak

Teach me speaking

To read is easier than to write

Reading is easier than writing

D.TENSES

The tense of a verb shows the time of the action and the degree of its completeness.

Uses of the various forms of tense:

a. The simple present tense:



1. To show habitual or regular actions

Ex: I **get** up at 6 a.m everyday

He always **completes** his work on time.

We often **go** to movies.

2. To express some universal truths.

Ex: The sun **rises** in the east.

The earth **goes** round the sun.

Truth always wins.

3. To express something that is sure to happen in the near future.

Ex: The college **closes** for vacation on Saturday.

The programme **starts** at 4.30 p.m

Prime Minister **leaves** for Japan tomorrow.

4. To express future action or state after “if” “until”, “unless”, “when”, “before”, “as soon as” etc.

Ex: If it **rains**, the match will be cancelled.

Unless you **apologise**, you will be expelled.

The following adverbs of frequency are used in simple present tense : always, often, never, always, seldom, hardly and everyday.

b) The present continuous tense:

1. To show the action that is taking place at the time of speaking

Ex: It **is raining** now.

Malini is doing research on linguistics

2. To express an action planned for the immediate future

Ex: I **am leaving** for the USA tomorrow.

3. Going to + verb is used to show intention for a future action.

Ex: He **is going** to buy a car.

When **are** you **going** to marry her?



A number of verbs like “prefer”, “know”, “understand” do not take ‘ing’ form. They are verbs denoting a state, a perception. The following sentences are wrong.

I **amhaving** a car

He **isloving** his mother

They **areneeding** some food

C. The present perfect Tense:

1. To show action that was over in the recent past.

Ex: I **havewritten** a novel

She **hasgone** to Japan

When the time of action is mentioned, only past tense is used.

Ex: I have met him **thismorning** (wrong)

I **met** him this evening (correct)

2. To express an action that happened in the past but is related to the present

Ex: Mr.Lal**hasbeen** minister several times.

I **haveeseen** the TajMahal

3. Words like ‘just’ and ‘already’ are used in present perfect tense.

Ex: The bus has **just** now left

He has **already** done his work.

PRESENT PERFECT CONTINUOUS TENSE

This is used to show an action that began in the past and is continuing at present.

Ex: She **hasbeenplaying** tennis, since 1990

I **havebeenworking** in the college since 1998

Simple Past Tense:

1. To allow an action that took place in the past.

Ex: Hari**went** home last week.

It **rained** yesterday.



2. To show an action that happened over a long period of time in the past.

Ex: The tiger **grew** from strength to strength

3. To show a habitual action in the past.

Ex: we **went** to Goa every weekend.

Kannan **participated** in all games when he was at college.

Past continuous:

1. To show action that was continuing at a given time in the past.

Ex: Last evening I **wasreading** a book.

I **wastrying** to contact you the whole of yesterday.

2. To show an action that was continuing when another action happened.

Ex: I **waswalking** on the road when I **met** him.

Past Perfect Tense

When two actions take place in the past, the earlier action is shown by the past perfect and the later action is shown by simple past tense.

Ex: When I **reached** home, my mother **had** already **gone** to bed.

When the police **came**, the thief **had** already **left**.

Simple Future Tense

To describe actions in the future

Ex: He **willgo** there tomorrow.

I **shallmeet** him this evening.

“shall” is used with first person.

Ex: I **shallpost** these letter.

“will” is used with first person to show determination.

Ex: I will punish him for this.

We **will** not **forgive** you.

Future continuous.

To indicate an action that will continue for sometime in future.



Ex: I **will be travelling** tomorrow by this time.

Future Perfect tense

To indicate an action that continuous for a time and ends at a time in

The future:

Ex: By this time tomorrow, I **shall have finished** the work.



UNIT III

A.CONCORD

Concord is the agreement between the subject and the verb in number and person in the sentence.

1. The rule is that the verb should agree with the subject in number and person, When the subject is third person singular, the verb must be singular, when the subject is third person plural, the verb must be plural.

Ex: I **am** a teacher

The pencil **is** short.

You **are** a student.

Boys **eat** chocolates.

2. Two or more singular subjects combined by “and” take a plural verb:

Ex: A boy **and** a girl **have come** here

The cow and the calf **need** grass.

When two subjects joined by ‘and’ and are treated as one unit, then a Singular verb is used.

Ex: Bread and butter **is** my favourite food.

1. When two subjects joined by ‘and’ and refer to the same person, a Singular verb is used.

Ex: The Head of the Department of Maths and Principal **is** the Chief guest.

If the subjects represent two difference persons the article ‘the’ is repeated. Then the verb is plural.

Ex: The HOD of Maths and **the** Principal are coming for the party.

2. When two subjects are joined by ‘or’, ‘nor’, ‘either-or’, ‘neither-nor’, The verb will be singular.

Ex: Jim or his brother **is** sure to come.

Either Hari or Ravi **is** sure to win.



Neither John nor Raja **is** at fault.

3. When two singular subjects are connected by 'as well as' and 'together with', the verb is singular

Ex: Mr.Raja**aswellas** his wife **is** vegetarians.

4. If two subjects connected by 'as well as' differ in person or number or both, the verb agrees in number and person with the subject mentioned first.

Ex: The moon, as well as the stars **is** not to be seen.

5. When the subject of a sentence begins with 'each', 'every', 'either of', or 'neither of', the verb is always singular.

Ex: Each girl and boy **needs** water everyday.

Every one of us **is** ready to obey you.

Either of the players **is** good.

Neither of them **is** capable of winning the race.

6. Some titles of books are treated as singular as they denote one unit.

Singular nouns which have a plural form are treated as singular.

Ex: 'Arabian Nights' **is** an interesting book.

Physics **is** an important subject.

7. Collective nouns are followed by singular verbs.

Ex: The government **has** approved it

The audience **has** been waiting for long.

8. Uncountable nouns are treated as singular:

Ex: Water **is** essential for life.

Gold **is** a precious metal.

EXERCISE

1. India, as well as her neighbouring countries _____(was/were) under British Rule.



2. Mother says my brother and I _____(am/are) to go to the market.
3. Both the partners and the driver _____ (is/are) responsible
4. Neither my cow nor my goats _____(go/goes) in the road.
5. Either you or John _____(are/is) likely to be the captain.
6. Billiards _____(is/are) an indoor game.
7. Every tree and plant _____(need/needs) water.
8. One of the teachers _____(is/are) selected for the award.
9. The actor or his managers _____(has/have) made a mistake.
10. All the seats in the stadium _____(was/were) occupied.
11. The whole class _____(wants/want) more library hours.
12. The house containing a lot of furniture _____(is/are) sold.
13. John along with his friends _____(has/have) come to the party.
14. The Andaman Nicobar islands _____(is/are) a union territory.
15. A thousand rupees _____(is/are) not a large amount.

B. AUXILIARIES, MODALS & NON-MODALS

Auxiliaries are helping verbs. They help the other main verbs to form their tenses and voices.

The auxiliary verbs in English are:

“be, do, have, will, would, ought to, dare need and used to.” Of these the first three “be, do, have” are called primary auxiliaries. These act as main verbs. The other 12 auxiliaries are called model auxiliaries.

The primary auxiliaries have difference forms as shown below:

be – am, is, are, was, were, being, been

do - does, did, doing, done.

Have- has, had, having.



Junctions of Auxiliaries:

a) **To form difference tenses**

Main verbs take auxiliaries to form continuous tenses, perfect tenses and future tenses.

Ex: I **amgoing** there

You **are** my teacher.

He **will** bring it.

b) **To form question tags:**

Ex: Latha is learning Hindi, **isn'tshe?**

The Police have arrested them, **haven'tthey?**

He can't drive a car, **canhe?**

You don't speak Bengali, **doyou?**

I am on time, **aren'tI ?**

c) **To convey instruction:**

Ex: No one **istoleave** the room

d) To convey a plan:

Ex: He **istoleave** for Bombay tomorrow.

2) **The Auxiliary ' have' :**

a) to Form perfect tenses.

Ex: I **havedone** my work.

He **hasgone** out.

b) to Form past perfect:

Ex: I **hadwritten** the note before you came.

c) to Form future perfect.

Ex: by 2025, India **willhavebecome** a rich country.

d) 'Have + infinitive' is used to show obligation



Ex: you **havetoguard** the room.

3) The Auxiliary 'do'

a) to form negatives of the simple present and simple past tense forms of ordinary verbs.

Ex: He **doesnotsell** newspaper.

He **sells** newspaper.

b) to form interrogatives of the simple present and the past forms of the verbs.

Ex: He **goes** to library everyday.

Does he go to library everyday?

Do you sing every day?

Did they question you?

c) to make question tags:

Ex: Mala Speaks French, doesn't she?

4. Used in disagreements:

Ex: It rained heavily

No, it didn't.

MODALS

Modals are used to express the mood of the speaker. The followings are modals: will, would, shall, should, can, could, may, might, must, ought to, dare, and need.

Will

Will is used with the first person to show determination of the speaker.

Ex: I will do it any how.

Will with the second and third person 'will' is used to show possibility of something happening in the future.

Ex: you **willbe** at the theatre.

They **willmeet** you in your office.



1. '**Will**' is used to express futurity, intention, invitation, promise and willingness.

Ex: I **willwork** hard in future.(promise)

In spite of my limitations, I **willdo** this. (Determination)

Will you please **post** the letter? (request)

Will you come home for dinner? (Invitation)

2. '**Would**' is used to express determination, intention, habitual action, willingness, request and wish.

Ex: My grandma **wouldtell** us stories at the bed time (habit)

Would you please post the letter? (Reqeust)

I **would** like **tojoin** your party (wish)

He said that he **wouldjoin** the army (futurity)

3. '**Shall**' is used to express intention command, threat, promise, compulsion, determination, certainty, etc.

Ex: We **shall** form a new party (intention)

You **shall** not touch that packet (command)

We **shall** present you problem there (Promise/willingness)

Shall we go for a film (opinion, request)

We **shall** question them for this (determination)

I **shall** visit my friend tomorrow. (futurity)

4) '**Should**' is used to express obligation, instruction, duty, opinion, advice, futurity, purpose, suggestion, etc.

Ex: I **should** serve my country (obligation)

You **should** complete your work this evening (instruction)

You **should** love your neighbours (duty)

You **should** take regular exercise (advice)

You **should** know the reason (supposition)

5) '**can**' is used to express ability, seeking/giving permission, polite request, possibility etc.

Ex: You **can** solve this problem (ability)



Can I go for a film today? (seeking permission)

Can I use your car for an hour? (Polite request)

You **can** go after you finish your work (giving permission)

It is a holiday. She **can** be at home. (possibility)

6) '**Could**' is used to express suggestion, seeking / giving permission, polite request, possibility etc.

Ex: You **could** join the ITI at Chennai (suggestion)

Could I go out for a walk? (seeking permission)

You **could** use my car today (giving permission)

He **could** lift heavy weights in his younger days(possibility)

7) '**May**' is used to express possibility, uncertainty, wish, purpose, seeking or giving permission

Ex: It **mayrain** today (possibility)

May God **bleess** you (wish)

You **maygo** after 5'o clock (giving permission)

8) '**Might**' expresses possibility, probability, request.

Ex: Our team **mightwin** (possibility)

She **mightcome** tomorrow (probability)

9) '**Must**' is used to express prohibition, determination, determination and obligation

Ex: You **mustpay** your fees today (compulsion)

You **mustnotstep** on the lawn (prohibition)

You **mustvisit** your parents regularly (obligation)

10) '**Usedto**' is used to express habitual action in the past.

Ex: Renu**usedto** play hide and seek with me

During my childhood, I used to swim everyday.

11) '**Oughtto**' is used to indicate moral obligation, duty, strong probability.

Ex: She **oughtto** help her poor brother (obligation)

We **oughtto** obey the rules (duty)



The train **oughtto** reach here at 10 a.m.(strong probability)

12) '**Need**' is used to express obligation, necessity, and suggestion. It occurs in negative and interrogative sentences.

Ex: you **neednotcome**, tomorrow (suggestion)

Need I **tell** you that? (necessity)

13) '**Dare**' is used to express challenge

Ex: How **dare** you tell me this ? (challenge)

They **dared** not do it (threat)

C. VOICE :

ACTIVE & PASSIVE VOICE

1. Active Voice:

When a verb form shows that the subject has done something, it is known as Active Voice.

Ex: Bukola wrote a letter

2. Passive Voice:

When a verb form shows that something has been done to the subject. It is known as Passive Voice.

Ex: A letter was written by Bukola

Note: We can turn active voice into passive voice by using some guidelines. It is not much difficult for us to change the voice of the verb.

BASIC RULES.

1. A Sentence can be separated into Subject, Verb and object.

Ex: BukolaWrote a Letter

S V O

2. The object of the sentence must be turned into subject.

Ex: Bukola wrote a letter

S V O



A Letter was written by Bukola

S V O

3. The 'be' for must be used according to the tense of the verb.

Ex: A letter 'was'

4. Past Participle of the verb must be used

Ex: A letter was written.

5. Preposition 'by' must be added

Ex: A letter was written by.

6. The subject must be made the object.

Ex: A letter was written by Bukola

PASSIVE VOICE : TRANSITIVE VERB : TWO OBJECTS

A Transitive verb is sometimes followed by two objects. In such cases, the sentence may have two passive forms.

Ex: 1 The Manager granted me the permission

I was granted the permission by the Manager.

Or

The permission was granted me by the Manager.

2 The subject becomes the agent and is preceded by the preposition 'by'. the agent is deleted when the doer is not mentioned.

3. The verb should agree with the subject in number and person.

He taught them ----- They were taught by him

They taught him ----- He was taught by them.

4. The form of the verb undergoes a change. In the passive voice, it

Is the appropriate form of be + the past participle form of the

Verb. Note the change in the form of the verbs in difference



Tense forms in the examples below:

Active Passive

1. Present, Past and Perfect tenses.

- Ex: 1. She writes stories at night ----- Letters are written by her at night
2. She wrote a novel yesterday ---- A novel was written by her yesterday
3. She will write a letter ----- A letter will be written by her
4. She has written a letter ----- A letter has been written by her
5. She will have written a letter ----- A letter will have been written by her

2. Continuous Tenses

Ex: I am using pen ----- A pen is being used

3. Auxiliary + infinitive forms

Ex: You can buy a pen ----- A pen can be bought by you

4. Imperative sentences

Ex: Close the door ----- Let the door be closed

5. Interrogative sentences

Ex: Will they forgive him? ----- Will he be forgiven by them?

When did you buy this?----- When was this bought by you?

D. DIRECT SPEECH & INDIRECT SPEECH

There are two ways of reporting a speech or conversation – the direct speech and the indirect speech. The Indirect speech is also called reported speech.

In direct speech we reproduce the exact words of the speaker. These words are put within quotation marks (inverted commas). A comma is put after the main clause if the main clause comes first. Sometimes a colon is used instead of the comma. The sentence within the quotation marks begins with a Capital letter. The punctuation mark at the end of the sentence reported comes before the final quotation mark.

Ex: 1. He said, “ They haven’t come yet.”

2. Rama asked, “ What is this?”



Change of tense in Reported Speech

1. When the reporting verb is in the present, present perfect or future tense, there is no change in the tense of the reported statement.

Ex: 1. He says, “They have come”.

He says that they have come.

2. The reporting verb is usually in the past tense. When the reporting verb is in the past tense, the verbs in the reported statement change as shown below:

a. The present simple becomes the past simple

Ex: 1. He said, “I go for a walk every morning”.

He said that he went for a walk every morning.

b. The present continuous becomes the past continuous.

Ex: He said, “I am coming”

He said that he was coming.

c. The present perfect becomes the past perfect.

Ex: The boy said, “I have done my homework”.

The boy told that he had done his homework.

d. The present perfect continuous becomes the past perfect continuous:

Ex: “I have been waiting for you” my friend said.

My friend told that he had been waiting for me.

e. The past simple becomes the past perfect.

Ex: I said, “I met him last week”.

I said that I had met him the previous week.

f. The past continuous becomes the past perfect continuous:

Ex: He said, “ she waseating her breakfast”.

He said that she hadbeeneating her breakfast.

g. Will, Shall becomes would, should.

Ex: Mary said, “ He will regret it”.

Mary said that he would regret it.



h. The following verbs do not change and 'would', 'should', 'ought to' 'might' and 'could'

Ex: He said, "she ought to behave properly".

He told that she might to behave properly.

i. Some universal truths remain unchanged.

Ex: The teacher said, "Truth always wins".

The teacher told that truth always wins.

Reporting Commands , requests, advice and suggestions

1. Ex: "Sit down Sita", She said.

She told Sita to sit down.

Commands are usually reported with verb + direct object + infinitive.

2. Let us, let them, let him - are reported using the verb 'suggest'

Ex: He said, "Let's go for lunch.

He suggested that we should go for lunch.

Reporting Exclamatory sentences:

Ex: He said, "What a tall girl she is!"

He said that she was a very tall girl.

Report the following:

1. My father said, "You are a liar".
2. The girl told, "I cannot come today".
3. "why are you going on strike?" the reporter said.
4. "Is there any park here?" she asked me.
5. "Don't drive so fast", the policeman said to me.
6. "Could you lend me some money?" Rakesh asked me.
7. "Can I have two tickets please?", I said.
8. "Do you know Mr.Pande?", he asked me.
9. "Bring me the newspaper", father said.



UNIT - IV

A. Question formation and Question tags.

Interrogative sentences are formed by using the following methods.

a) By using interrogative pronouns (who, what, which, whom, whose), interrogative adjectives (whose, what, which) and interrogative adverbs (when, where, why how and combinations such as how long, how far, how much, how many, and how often)

1. **By using interrogative pronouns:**

Ex: **Who** is there?

What are you doing?

Which is the last building ?

Whom did you meet?

Whose is the bag?

2. **Using interrogative adjectives:**

Ex: **Whose** bag is this ?

What colour is the cover?

Which pen do you want?

3. **Using interrogative adverbs:**

Ex: **When** did they go?

Where did you leave the book?

Why are you talking?

Howfar did they go?

Howoften do you go to movies?

The questions are called 'why' questions. They can be used to ask questions on particular parts of the sentence.

b) **By using inversion**

These questions can be answered with 'yes' or 'no'. These questions are therefore called yes-no questions. They are formed by putting either the difference forms of the verb



'be' (is, am, are, were), the forms of 'do' (do, does, did) or the auxiliary verbs (can, could has, have, will, would, shall, must) at the beginning of the sentences.

- Statement : Mohan plays football
Question : Does Mohan play football?
Statement : He wrote a letter yesterday
Question : Did he write a letter yesterday?
Statement : **India** is a democratic country.
Question : **Is India** a democratic country.
Statement : **You can** do this in an hour.
Question : **Can you** do this in an hour.

QUESTION TAGS.

You are leaving Koday, **aren't you?**

The Train is late, isn't it?

Question tags are added to sentences to seek the agreement of the hearer. The speaker expects the answer to be 'yes'. For an affirmative sentence, the question tag is negative. For a negative sentence, the question tag is affirmative.

Ex: Aruna is very pretty, **isn't it?**

Leema is not very tall, **is she?**

The subject of a tag is always a pronoun. If the subject of the sentence is a pronoun, we can repeat it in the tag, otherwise, we have to use a pronoun appropriate to the subject.

Ex: It is raining, **isn't it?**

The computers have changed our lives, **haven't they?**

For a sentence beginning with 'I am', the question tag is "aren't I?". For a sentence starting with 'Let us' the question tag is 'shall we'?

Question tags are used mostly in Spoken English

Ex: Shut the door, will you?

Here, tags are used with an imperative.



B.USE OF PREPOSITIONS

Preposition are words usually placed before nouns The noun is the object of the preposition.

Ex: Look **at** this picture

Keep **it** on the table.

1. Sometimes preposition occur at the end of the sentence

Ex: What does he cover it **with**?

Whom do you talk **about**?

2. Omission of 'to' and 'for' before indirect objects:

Ex: I gave a doll **to**her ----- I gave her a doll

A phrase Preposition is a group of words which function as a preposition

Ex: Such as, according to, because of, on behalf of, in front of, by means of, instead of

Time and date:

at---- **at** dawn, **at** nine, **at** midnight.

on-----**on** Monday, **on** 5th July, **on** the morning.

From Since, for , during

We play games **from** 4 to 6 (time)

Do you come **from** Delhi (Place)

He has been with her ever **since** Easter.

Beside, besides, between, in front of, opposite

He sat **beside** me.

Besidesladdu, she made halwa also.

'**Between**' is used to refer to two persons, and 'among' to refer to more than two.

I had to choose **between** two things.

He distributed sweets **among** the children.

Many words can be used either as prepositions

They are : above, about, before, behind, off, on , since, through,



Under, up etc.

Ex. He was there **before** 8'o clock

He works **with** me.

He ran **up** the hill.

The ball bounced **up**.

She is fond **of** flowers

I fell **off** the cycle.

C.DEGREES OF COMPARISON

Anil is a tall boy

Anil is taller than Ramesh (Comparative)

Anil is the tallest boy in the class (Superlative)

We use the forms ' taller, tallest' to compare the same quality in difference persons. These are called the degrees of comparison. There are three degrees of comparison

Positive - ----- tall, fat, busy, beautiful

Comparative----- taller, fatter, busier, more beautiful

Superlative -----tallest, fattest, busiest, most beautiful.

Adjectives in the comparative degree are always preceded by 'the'

a) Formation of comparative and superlative.

Adjectives of one syllable form their comparative and superlative by adding '-er' and 'est' to the positive form.

Fast ----- faster-----fastest

Big -----bigger-----biggest

b) Adjectives of three or more syllables form their comparatives and superlative by placing 'more' and 'most' before the positive form.

Surprising-----more surprising -----most surprising

Interesting-----more interesting-----most interesting



Irregular Forms

Good----better-----best

Bad -----worse-----worst

Little---- less-----least

Many----more-----most

Old-----older-----oldest

The above mentioned adjectives form their comparative and superlative in an irregular manner.

D CLAUSES AND PHRASES

Phrase is a group of words which stand together and make some meaning of their own.

Ex: He was watching TV **inthebedroom**, when they came.

The boy **withabluecap**, is my brother

A phrase may function as a noun, as an adjective or as an adverb in a sentence

1. **Noun Phrase**:

Thetimeofhisarrival is unknown.

Thesecretofhersuccess is hardwork.

In these sentences, the Noun phrases act as a subject of the verb.

Ex: He did not like **mygoingthere**.

The teacher punished **alltheboys**.

2. **AdjectivalPhrase**

The building **onthetopofthe** hill is an ancient palace.

He was **fullofhope**.

In these sentences, the phrase act as compliments of the verb 'was'

3) **AdverbialPhrase**

The match will be played **intheevening**

She acted in a **funnyway**.

In these sentences, the phrases function as adverb



CLAUSES

A sentence may contain two clauses:

This plant will grow/ when it rains.

Raja who is my friend is absent today.

These sentences have two clauses each, when one clause of the sentence is dependent on another, the Main clause is independent.

I will buy a car/when I have enough money

Main clause Subordinate clause

The first one is a main clause, the second one is a subordinate clause.

Noun Clauses

A Noun clause is a clause that takes the position of a noun in a sentence. As a noun performs different functions, like subject, object, complement in a sentence, the Noun clause performs these functions.

a) As Subject:

Ex: whatyouheard is not true.

b) As object:

Ex: He received whoevercametohishouse

I don't know whatyouwant.

c) As complement of a verb:

Ex: This is what I don't like.

d) As object of a preposition

Ex: He talked about howwecanearnmoney

e) As object of the participle.

Ex: Stearing thatheisinhospital, I went there.

A noun clause is formed by adding an introducing word like "that,

Whether, What, why" to an independent clause.

Ex: The earth is round. It is a well known fact

It is a well known that the earth is round.



Adjectival Clause

Adjectival clauses function as adjectives in a sentence. They qualify a noun or a pronoun. Adjectival clauses are introduced by

- i) relative pronouns ---- who, whom, whose, that, which.
- ii) relative adverbs ----- where, when, why

Ex: The girl **who is singing** now is my niece.

The pen, **which you bought yesterday**, is good.

Adverbial Clause:

An adverbial clause functions as an adverb

- i) It may modify the main verb.

Ex: We reached the hall **after the meeting had begun**

- ii) It may modify an adjective.

Ex: The crowd was bigger **than we expected**

1. **When I saw him**, he was depressed (Adverbial clause of Time)
2. Let him go wherever he wants (Adverbial clause of place)
3. He talked **as if he was the principal** (Adverbial clause of manner)
4. They cancelled the programme because the car broke down (adverbial clause of Reason)
5. The place was so dark that we could not see each other (adverbial clause of

Result)



UNIT - V

A. TRANSFORMATION & SYNTHESIS OF SENTENCES

Synthesis is the process of combining two or more sentences into one sentence. Two or more simple sentence can be combined into one simple sentences. It can be done in the different ways as shown below:

a. By using a participle

Ex: 1. She came into the room. She switched on the TV

Coming into the room, she switched on the TV.

2. Ravi looked out of the window. He saw a strange sight

Looking out of the window, Ravi saw a strange sight.

b. By using absolute construction.

Ex: The bus broke down. The passengers began to walk.

The bus, **having broken down**, the passengers began to walk.

c. By using a preposition with a noun or a gerund

Ex: Mr. Vijay completed the work. Mr. Vijay went to bed.

After completing the work, Mr. Vijay went to bed.

d. By using an infinitive.

Ex: He is very old. He cannot run fast.

He is **too** old **to** run fast.

e. By using an adverb.

Ex: He became sick. It was unfortunate.

Unfortunately, he became sick.

Combination of two simple sentences into complex :

1. By using a noun clause:

Ex: India is peach-loving country. It is a fact.

That India is a peach loving country is a fact.

2. By using an adjectival clause:



Ex: The boy threw stones. He has been arrested.

The boy, who threw stones, has been arrested.

3. By using an adverbial clause:

Ex: I went to Meera's house. She was not there.

When I went to Meers's House, she was not there.

Combination of two simple sentences into compound sentences:

By using co-ordinating conjunctions, such as “ and, but, or , yet, for, not

Only.....but also”

Ex: I went to the library. I borrowed books.

I went to the library and borrowed books.

Interchange of Affirmative and Negative sentences

Ex: He never acts without thinking (Negative)

He always acts after thinking (affirmative)

It is possible to change an exclamatory sentence into an assertive sentence:

Ex: What a tragedy ! (exclamatory)

It is a great tragedy (assertive)

B.COMMON IDIOMS & PHRASES

1. Above board : honest and frank

He has a very good reputation for honest dealings since all his transaction are above board

2. Add fuel to the fire: to make an existing situation worse

He was already prejudiced against Neena and this mistake on her part has added fuel to the fire.

3. All agog: eagerly expectant.

There was tough competition and they were all agog when the result was about to be announced.



4. Apple of discord: cause of dispute

There are several claimants to that property and it has become an apple of discord among them.

5. Apple of one's eye : someone very dear

He was very sad to part from the little boy who had become the apple of his eye with his innocent ways.

6. Apple-pie order: perfectly neat and tidy

She always keeps her house in apple-pie order, though it is difficult with her children around.

7. As deaf as an adder: not listening to appeals

We requested him several times in vain to take us on an excursion but he was as deaf as an adder.

8. (To keep) at arm's length : to keep one at a distance

The giant always kept children at arm's length because he considered them a nuisance.

9. (To feel) at home : to feel quite comfortable.

Though the hostel was a very good one, she could not feel at home there, as she missed her parents.

10. At one's wit's end: in a state of exasperation

The teacher was at her wit's end when the naughty boy again played tricks on her.

11. At loggerheads : at strife

The two neighbouring states are always at loggerheads on the border dispute and unless it is settled, it may lead to war.

12. At sixes and sevens: in a state of utter disorder

There was hardly a day for the inauguration and everything was still at sixes and sevens and the people in charge were really anxious.

13. At the helm: in a position of leading

The most important thing is to have an efficient person at the helm of affairs, for proper leadership is essential for success.

14. Backstairs influence : improper influence



Many people manage to get appointed through backstairs influence these days, thus denying chances to the deserving

15. Bad blood : enmity

The progress of an institution depends on the unity of its employees and bad blood among them will affect it adversely.

16. Backdrop : background or setting

Nayantara's novels are set against the backdrop of India's political history.

17. (To) be in one's good books: to be in one's favour

It is very difficult to be in the good books of our fastidious professor.

18. Bag and baggage: will all belongings

After the final examination he left his hostel, bag and baggage.

19. (To) beat about the bush: not to come straight to the point

He told her impatiently to come to the point without beating about the bush giving all the minute irrelevant details.

20. (To) have a bee in one's bonnet: to be obsessed with an idea

The idea of going to the US has become a bee in his bonnet and he is trying hard for it.

21. Behind the scenes : something happening secretly

Apparently his business was flourishing and nobody suspected the underhand dealings going on behind the scenes.

22. (To) be in the red: to be in debt

The firm which has been in the red was finally closed down since it could not repay the debts.

23. Bear the brunt of : endure the chief stress.

The real culprit had escaped and the others had to bear the brunt of the boss's admonition.

24. Between Scylla and Charybdis, or between the devil and the deep sea:

Between two equally bad dangers

I can't make a choice, one will displease my father and the other my mother. I seem to be between Scylla and Charybdis.



25. Bide one's time : to wait patiently (for your chance)

He is determined to retaliate after his defeat and is biding his time for revenge.

C.PUNCTUATION

Uses of Punctuation Marks

i) **The Fullstop** or Period is used to mark the end of assertive and imperative sentences.

Ex: We welcome the new century.

Close the door.

ii) **The Interrogation** mark or Question mark is used to mark the end of an interrogative sentence.

Ex: Why are you smiling ?

Do you know the answer ?

The interrogation mark is not used after a polite request.

Will you please pass the salt.

iii) **The Exclamation** mark occurs at the end of an exclamatory sentence or words and phrases expressing emotions like joy, shock, surprise.

Ex: What a cool breeze! Alas ! What a pity!

iv) **The Comma** is used to indicate pauses within a sentence in the following ways.

a) Commas are used to separate words in a series belonging to the same word class

Ex: Do you want tea, coffee, milk or fruit juice ?

She is fearless, confident, bold and optimistic.

b) A Comma is often used in compound sentences before a conjunction that links two principal clauses.

Ex: Make up your mind now, or you'll repent later.

The Chief Guest arrived, and was welcomed warmly

c) Commas are used to separate words and phrases in apposition

Ex: Sachin, our College Union Chairman, is a good speaker.



Mickey, my pet dog, is very affectionate

d) A comma separates a non-defining relatives clause from the rest of the sentences

Ex: My brother, who is in Chennai, is an artist.

e) A comma separates the proper noun or name of a person addressed.

Ex: Meenu, get ready and come with me.

Shall we start, friends?

f) Commas are used to mark off participial phrases.

Ex: Walking in the hot sun, he felt thirsty.

Seeing a ghost, he stood trembling.

g) A comma marks off an adverbial clause which occurs at the beginning of a sentence.

Ex: If you're not convinced, I can't do anything.

h) Commas are used to mark off phrases and clauses which are parenthetical.

Ex: He is, to be frank, responsible for all this.

She is, as far as I know, really innocent.

i) Commas are used to mark off question tags.

Ex: You like ice cream, don't you?

j) Commas occur in direct speech

Ex: He announced, " We are going to Kovalam."

"Post this letter for me," he said.

" That may be true, " she said, " but I can't agree."

v) **The Colon** indicates a longer pause than a semi-colon and is used as follows:

a) To introduce an explanation or elaboration of what has been said :

Ex: Here is good news for you: we're going for a film today.

b) To introduce a quotation or a formal statement.

Ex: Milton says : " They also serve who stand and wait."

c) To introduce a list of items, usually after phrases like ' as follows' and 'the following'



Ex: Come prepared with the following authors : D.H. Lawrence, James Joyce and William Golding.

vi) The Apostrophe is used for the following purpose.

a) **To form the possessive of nouns and indefinite pronouns**

Ex: Balu's pen, children's pets, to everyone's joy

b) To indicate omission of letters in contracted or abbreviated forms.

Ex: We're, don't, can't, Hon'ble, it's

c) To show the plurals of numbers and letters

Ex: Your 5's are not clear

Your u's and n's look alike

d) To express a year where the century is understood.

Ex: They got married in '88

vii) **THE HYPHEN** is a short line used as follows:

a) To join the parts of a compound word.

a) son-in-law (b) post-independent (c) anti-venom

b) to indicate dates as in 01-01-2000, 08-09-1999

c) To break a word into two parts at the end of a line

He always regarded it as a proud privi-

lege to welcome the audience.

d) To show a duration of time.

March 20-23 ; 1990-95 ; 8 am – 10 am

viii) **THE DASH** is a longer line than a hyphen and is used for the following purposes.

a) To indicate a break in thought in a sentence.

I have an alternative ---- but about that later. Let's see how this one will work.

b) To indicate parenthesis we use two dashes.



I will meet him in person ---- already I've spoken to him over telephone---
and explain the matter to him.

ix) **QUOTATION MARKS** are used as follows:

a) To mark direct speech.

He said, "I love you, my dear."

b) While quoting a proverb or the title of a book.

The teacher said, "You should all read 'Emma'."

x) **CAPITALS**. Capital letters are used.

a) At the beginning of every sentence

What a sweet dream!

b) In direct speech

She said, "Look how the moon shines!"

c) The personal pronoun 'I' and the first letters of proper nouns and adjectives derived from them.

I, Kerala, Keralite, America, American, Ram

d) The first letter of the word god, of the names of deities and of pronouns when they stand for god.

"God's in his heaven", sang the poet.

e) In personification

When Fortune smiles on you, thank God for it.

f) The first letters of the names of festivals.

Onam, Diwali, Christmas, Ramsan

xi) In abbreviations

TV (Television), BA (Bachelor of Arts)

Punctuate the following passage

The real point about reading good books well written books true books is that once you are able to enjoy them they give you more pleasure than the books that are less good less well



written and less true the only reason I ever read a book in my spare time that is to say is because i expect pleasure from it if i like it i go on if it bores me i stop.

D. COMPREHENSION

Read the passage and answer the questions given below

Many children are afraid to go to school because they fear that they will be punished for doing something wrong. I was not afraid of being punished, but I was afraid of being misunderstood or judged wrongly.

Throughout my days at primary school, every move I made in school, was a hesitant one. I was scared that anything I do would be misunderstood by my teachers. I did not have the courage to do anything spontaneously.

It is always difficult to catch your teacher's attention when you are sitting with 49 other children---- boys and girls. If you cannot catch her attention, that means she doesn't understand you. So, I was never really understood. It is really hard to explain this.

When you know that the person who has authority over you, does not even know you, your likes and dislikes or for that matter what you are good at, it is very depressing.

This has made me a very shy and timid person. I have been doing a lot of thinking lately and have come to the conclusion that things were as they were because of the lack of communication between me and my teacher. It wasn't that she was not tuned in, but was due to the fact that there were just too many children around. There was no personal touch. There was no interaction.

For our teachers, we were just roll numbers. We were not special. A few were children whom they liked. Many of us never felt special but we know it is important for each child to feel so.

In conclusion I would like to say that no one should have to go through this kind of an experience. Children should be allowed to be themselves.

QUESTIONS

- i) . What was the strength of the class? Was it a boy' school or girls' school or co-education school? How do you know?
- ii) Why does the writer say that he didn't have the courage to do anything spontaneously?
- iii) What prevented the teacher from having a personal touch with the writer?



- iv) “For our teachers we were just roll numbers”. What does the writer mean by this.
- v) Suggest a suitable title to this passage

Course Material Prepared by

Dr. Y. VIJILA JEBARUBY

Associate Professor, Department of English,

Rani Anna Government College of Arts and Science, Tirunelveli – 627 008.